SWAHILI

BASIC COURSE
SECOND EDITION

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Edited by
CARLETON T. HODGE
P R E F A C E

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

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

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

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

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

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

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

Earl W. Stevick
Earl W. Stevick
Introduction

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

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

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

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

With dialogues:

1. Individual and group repetition of the dialogue line-by-line, immediately after the instructor. Books should be closed at first, so that the students may become accustomed to depending on their ears. The instructor may correct errors by repeating the mispronounced word as it should have been said.
2. When the students are able to repeat the lines of the dialogue correctly, they should open their books. The instructor reads the dialogue and the class repeats, line-by-line, at the same time following with their eyes the printed words.

3. After going through the dialogue two or three times in this way, students should take turns reading aloud.

4. Finally, students should close their books, and practice assuming one of the roles in the dialogue until they are able to do it from memory—without mistakes.

With exercises:

1. Students repeat after the instructor the 'desired response' sentences of the exercise.

2. The instructor gives only the 'cue' for each line. Individual students give the desired responses.

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

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

kahawa

chai

Kahawa inatosha.

(cf. Unit 17,
Exercise 2B.)
Rate of progress and total achievement, then, should be measured in terms of answers given to the following questions:

Concerning each dialogue:

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

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

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

Concerning each exercise:

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

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

General Hints to the Instructor

1. When you speak to a student, look directly at him, and insist that he speak directly to you when he replies.

2. Don't spend too long with one student; if a student continues to make the same mistake after three or four tries, go on to another student. Later, come back to the student who made the error.

3. The students should learn to understand and speak Swahili at a normal rate of speed. For this reason, do not speak to them more slowly or clearly than the slowest and clearest style in which you might speak with another speaker of Swahili.

4. The students' books should be closed about 80% of the time in class.

5. Don't try to explain how the language works: teach the language, not the grammar.
6. Emphasize:

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

The Pronunciation of Swahili

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

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

Vowels. There are five vowels.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>When stressed, similar to a in father, or o in (American English)</td>
<td>basi 'only'</td>
</tr>
<tr>
<td></td>
<td>odd. Technically: a low central unrounded vowel.</td>
<td>kitabu 'book'</td>
</tr>
<tr>
<td></td>
<td>When unstressed, between a of father and u of up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technically: a slightly raised low central unrounded vowel.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speakers of English must still take care not to 'reduce' the quality of unstressed /a/ as</td>
<td></td>
</tr>
</tbody>
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much as they would in English.

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

**Consonants**

b, d, j, g These sounds may be pronounced as in English bow, dough, Joe, go respectively.
Technically: Bilabial, alveolar, palatal, and velar voiced stops. When not in combination with a nasal consonant, these sounds are pronounced implosively by most speakers. The sound represented by the letter Ʉ has little or no affrication.

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

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

m, n

These sounds may be pronounced as in English.

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

ng'

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

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

<table>
<thead>
<tr>
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<tr>
<td>baba 'father'</td>
</tr>
<tr>
<td>dada 'sister'</td>
</tr>
<tr>
<td>jambo 'matter'</td>
</tr>
<tr>
<td>gogo 'lag'</td>
</tr>
<tr>
<td>panga 'large knife'</td>
</tr>
<tr>
<td>tisa '9'</td>
</tr>
<tr>
<td>chache 'few'</td>
</tr>
<tr>
<td>kaka 'elder brother'</td>
</tr>
<tr>
<td>mama 'married woman'</td>
</tr>
<tr>
<td>nene 'fat'</td>
</tr>
<tr>
<td>ng'ombe 'ox'</td>
</tr>
<tr>
<td>ngozi 'leather'</td>
</tr>
</tbody>
</table>
is spelled ng', but before
other consonants, it is spelled
n.

ny
As in Spanish cañon,
Portuguese nenhum,
French gagner.
Technically: A palatal
nasal.
Before vowels, this sound
is spelled ny, but before
other consonants, it is
spelled n.

nyumba 'house'
ńchi 'land, country'
ńje 'outside'

th, dh
These sounds are like the
initial sounds of English
thin and then, respectively.
Technically: Unvoiced and
voiced ungrooved dental
fricatives.

thelathini '30'
kadhalika 'likewise'

s, z,
Like the initial sounds of
English sue, zoo, respectively.
Technically: Alveolar grooved
unvoiced fricatives.

saa 'hour'
kuzaa 'to produce offspring'

sh
Like the sound spelled the same
way in English she, with accompany-
ing lip-rounding.
Technically: An unvoiced
palatal grooved fricative.
(Note the lack of a voiced
counterpart.)

shamba 'farm'
kurusha 'to cause to fly'

h
Like the initial sound of
English how.

kuhama 'to change residence'
Like the initial sounds of English *fine* and *vine* respectively. Technically: Unvoiced and voiced labio-dental fricatives.

This sound is pronounced like the sound written with the same letter in the standard British pronunciation of *very*. It is thus not very different from the sound written *tt* in the common American pronunciation of *witty*. Technically: A voiced apico-alveolar flap.

These sounds may be pronounced as in English.

This is the only Swahili sound that is likely to cause noticeable difficulty for speakers of English. It is made with the back of the tongue against the soft palate, in the same position as for English *'golly*.' For English *'g*,' however, the tongue makes momentary contact with the soft palate, completely cutting off the flow of air. For Swahili *gh*, on the other hand, the back of the tongue does not make contact all the way across the soft palate. Instead, it comes so close to it that the flow of air from the
lungs is constricted. This gives
erise to audible turbulence, or
'friction.'
Technically: A voiced dorso-
velar fricative.

Syllabic Nasals.

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

n    ñne    'four'
y    ñchi    'land'
ng'    nge    'scorpion' (pronounced ng'ge)

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

mgéni    'stranger'
mléteé    'bring to him'
hamjúi    'he doesn't know him'

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

mbóvu    'bad' (personal class singular)
mbóvu    'bad' (N class)

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

Stress

In general, the next to last syllable of a Swahili word or phrase re-
ceives a stress, which consists of a slight increase in loudness, usually
with some increase also in length. In those instances where the stress fabr...
on some other syllable, its location is indicated in these materials by an acute accent: lázima 'necessary.'

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

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<td>similetí</td>
<td>'I don't bring to him'</td>
</tr>
<tr>
<td>kukáa</td>
<td>'to stay'</td>
</tr>
<tr>
<td>nilímpa</td>
<td>'I gave to him'</td>
</tr>
<tr>
<td>kuómba</td>
<td>'to request'</td>
</tr>
<tr>
<td>námna</td>
<td></td>
</tr>
<tr>
<td>or:</td>
<td></td>
</tr>
<tr>
<td>naífna</td>
<td>'kind, sort'</td>
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<tr>
<td>nañña</td>
<td>'you don't have'</td>
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</tbody>
</table>

**Word Juncture.**

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

wafanya ghasia

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

wafanya ghasia               'they create a disturbance'

wafanyaghæsia                'rioters'

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

Some linguists may prefer to do without the word juncture, introducing instead an intermediate degree of stress, which might be called 'secondary.' Morphological word boundaries (for almost all words) would then fall after the first syllable following a primary or secondary stress. A strictly phonemic
transcription of utterances would then contain no word spaces, and each stress would be marked explicitly.

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

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

Pitch Phenomena.

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

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<td>17</td>
<td>'One of the hungry children.'</td>
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</tr>
<tr>
<td></td>
<td>A. Subject prefix a (3 sg.).</td>
<td></td>
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<td></td>
<td>B. Object prefix m (3 sg.).</td>
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Unit 1


Mutisya

jambo (MA)        matter, affair
bwana            master, sir, Mr.

Hujambo, bwana.   Hello! (said to a man)

Sangai

Sijambo.          Hello! (reply to the above)

habari (N)        news
-a
asubuhi (N)       of

Habari za asubuhi? How are you this morning?

Mutisya

-zuri           good

Nzuri.            Fine. ('good')

or

Habari nzuri.     Fine. ('good news')

Notes

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

B. Note that the first sound of jambo is not quite the same as the usual English pronunciation of the first consonant in Jim.
C. Note that in each word it is the next-to-last syllable that is accented. For that reason, we will not need to mark accented syllables in Swahili except in the very few words which violate the rule.

D. The symbols (MA) and (N) which follow certain words in the build-ups will be explained in Unit 15.
Unit 2


Sangai

hujambo
you have no affair/trouble?

Hujambo, bwana.
Hello! (said to a man)

Mutisya

sijambo
I have no affair/trouble

Sijambo.
(reply to hujambo.)

 cháchana
daytime

Habari za cháchana?
How are you today?

Sangai

Nzuri.
Fine.

Notes

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

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

C. The greeting with cháchana may be used at any time during the daylight, but particularly in the middle part of the day.
Unit 3


**Sangai**

Jambo, bwana.           Hello (sir)!

**Mirambo**

Jambo, bwana.           Hello (sir)!

usiku(U)              night (starts about 7 p.m.)

Habari za jioni?       How are you this evening?

or

Habari za usiku?

**Sangai**

Habari nzuri.          Fine!

**Notes**

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

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

C. Mr. Mirambo is a member of the Nyamwezi tribe (Western Tanganyika).
Unit 4


**Hamisi**

mama

mother

Hujambo, mama.

Hello (ma'am)!

Mrs. Mirambo

Sijambo.  

(reply to Hujambo)

Habari za asubuhi?

How are you this morning?

Hamisi

Nzuri.

Fine!

**Notes**

A. Some people may use bibi 'lady' in place of mama in the above exchange. Many people use mama as the polite form of address to any grown woman. Bibi is used in the expression Bwana na Bibi Smith 'Mr. and Mrs. Smith', and in some other circumstances.
Unit 5


Mirambo

Jambo, bwana.  Hello (sir)!

Sangai

Sijambo.  (another reply to jambo)

Habari za mchana?  How are you today?

('News of daytime?')

—jema

Njema.  Fine. ('good')

or

Habari njema.  Fine. ('good news')

Notes

A. The new expressions in this exchange are interchangeable with their counterparts in the preceding units. In some parts of East Africa, the word nzuri is preferred to njema in these contexts.
Unit 6

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

Sangai

Hujambo, bwana.

Hello!

Mirambo

sana

very much

Sijambo sana.

(Another reply)

gani?

what kind of?

Habari gani?

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

Sangai

Habari njema.

Fine.

Notes

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

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

The answer of course remains the same.
Unit 7

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

Hujambo, bwana.
Hujambo, bwana.

Sijambo.
Sijambo, bwana.

Habari za mchana?
Habari gani za asubuhi?

Nzuri.
Nzuri, bwana.

Hujambo, mama.
Hujambo, bwana.

Sijambo, bwana.
Sijambo.

Habari za asubuhi?
Habari za usiku?

Njema.
Habari njema.
Unit 8


**Waiter**

*je*  
well/tell me! (used here to introduce the yes-no question)

*taka*  
to want

unatak*  
you want

chakula (VI)  
food

(Je,) unatak* chakula:* Would you like [some] food?

**Aramian** (an American)

ndiy*  
that is it

Ndiyo, bwana.  
Yes, please.

kuna  
there is

gani?  
what kind?

Kuna chakula gani?  
What kind of food is there?

**Waiter**

tunda (MA)  
a piece of fruit

matunda  
fruit

na  
and

uji (U)  
thin porridge/gruel

yai (MA)  
egg

mayai  
eggs

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

**tafadhalia**

*please*

**-letea**

*to bring for/to*

**niletee**

*bring me*

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

**Notes**

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

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

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

Compare the forms:

**unataka**

'you want'

**nataka**

'I want'

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

C. **Tafadhali.**

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

D. **ni** as subject or object prefix.

Compare the forms:

**ninataka**

'I want'

**niletea**

'bring me'

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

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

2. Substitutions in single sentences.
A. Je, unataka _______?

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

B. Tafadhali, niletee ________.

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

3. Substitution in sets of sentences.

uji      Kuna chakula gani?     What kind of food is there?
         Kuna uji.                There is gruel.
         Unataka uji?            Do you want gruel?

matunda  Kuna chakula gani?     What kind of food is there?
         Kuna matunda.            There is fruit.
         Unataka matunda?        Do you want fruit?
         Ndiyo. Niletee matunda. Yes, bring me fruit.

mayai    Kuna chakula gani?     What kind of food is there?
         Kuna mayai.             There are eggs.
         Unataka mayai?         Do you want eggs?
         Ndiyo. Niletee mayai.  Yes, bring me eggs.
UNIT 9

SWAHILI

Unit 9

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

Waiter

Je, unataka matunda?

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

Aramian

Ndiyo, bwana.

Yes, [I would] (sir).

Kuna matunda gani?

What kind of fruit is there?

ndizi (N)

banana/bananas

Kuna ndizi?

Are there [any] bananas?

Waiter

chungwa (MA)

orange

machungwa

oranges

embe (MA)

mango

maembe

mangoes

Kuna ndizi na machungwa na

There are bananas and oranges and

maembe.

mangoes.

Aramian

moja

one

basi

that is all (an interjection)

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

Notes

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

embe (N).
2. Kuna _______?

A. Kuna machungwa?
   ndizi Kuna ndizi?
   maembe matunda uji chakula mayai

B. Kuna _______ na _______.
   Kuna ndizi na maembe.
   uji Kuna maembe na uji.
   matunda Kuna matunda na mayai.
   ndizi Kuna mayai na ndizi.

3. Substitutions in sequences of sentences.

   Kuna matunda gani?
   Kuna maembe na ndizi.
   Niletee ndizi (basi).

Substitute various combinations of names of fruits in this conversation.
1. Basic dialogue. Aramian enters the dining room, in company of his friend Beltrano, who speaks no Swahili.

   **Waiter**
   
   karibu
   near

   Karibu.
   Come in.

   **Aramian**
   
   -starehe
   to be at rest

   asante
   thank you

   Starehe, starehe, asante.
   Don't trouble. Thank you.

   **Waiter**
   
   STRUATAKA
   you (pl.) want

   STRUATAKA CHAKULA?
   Do you want food?

   **Aramian**
   
   tuletee
   bring us

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

   **Notes**
   
   A. Subject prefix *m* (2 plu.).

   Compare the forms
   
   ninataka
   I want

   unataka
   you (sg.) want

   ânataka
   you (pl.) want

   The subject pronoun for second person plural is *m*- . Be careful not to pronounce a vowel between the *m* and the *n* in ânataka. Be careful also not to pronounce a vowel before the *m*.
B. Subject and object prefix tu (1 plu.).

Compare the forms:

niletee  bring me

tuletee  bring us

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


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


B. Unataka matunda?

Mnataka matunda?

Ndiyo. Niletee ndizi.

Ndiyo. Tuletee ndizi.

C. Mnataka chakula.

Unataka chakula gani?

Mnataka chakula gani?

D. Niletee matunda.

Unataka matunda gani?

Mnataka matunda gani?

3. Free conversation. A goes into the dining room for breakfast. B is his waiter. A is joined by his friend C.
Unit 11

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

Aramian

watoto
mtoto (WA)
angu
wangu
wana
njaa (N)

Watoto wangu wana njaa.

Aramian

children
child
my
my
they have
hunger

My children are hungry.
you have

Have you anything to eat?
('do you have food')

Waiter

tuna
mkate (MI)

Ndiyo. Tuna matunda na mkate.

Waiter

we have
bread

Yes, we have [some] fruit and [some] bread.

Aramian

waletee

Tafadhali, waletee mkate.

Aramian

bring them

Please bring them some bread.
Notes

A. Subject prefixes with -na.

Compare the forms:

na and, with

tuna we have

ũna you (pl.) have

wana they (animate) have

kuna there is

A more literal translation for tuna is we with.

B. Subject and object prefix wa (3 plu.).

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


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

Wana ũkate. They have bread.

ũna chakula gani? Tuna ũkate.

Una chakula gani? Nina ũkate.

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

B. Nina njaa.

Tuna njaa.

Watoto wana njaa.

Niletee chakula.

Tuletee chakula.

Walettee chakula.


A. Wana njaa.

Wanataka chakula gani?

Wanataka matunda.

For the first word in this conversation, substitute nina, and continue the
conversation accordingly. Do the same with tuna. Use other words in place of matunda.
Unit 12

1. Basic dialogue. One of the hungry children.

**Mutisya**

Hamisi

ana

Je, Hamisi ana njaa?

Is Hamisi hungry?

**Aramian**

Ndiyo.

Yes, he is.

**Mutisya**

Anataka mkate na uji?

Would he like [some] bread and porridge?

**Aramian**

tu

only

basi

that is all (an interjection)

Mletee mkate tu, basi.

Just bring him some bread.

**Mutisya**

vizuri

good (things)

Vizuri.

Very well.

**Notes**

A. Subject prefix a (3 sg.).

Compare the forms:

una njaa you are hungry

ana njaa he/she is hungry

The subject prefix for third person singular of animate nouns is a-.
B. Object prefix ăm (3 sg.).

Compare the forms:

<table>
<thead>
<tr>
<th>tuletee ăm kate</th>
<th>bring us some bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>ăm leetee ăm kate</td>
<td>bring him/her some bread</td>
</tr>
</tbody>
</table>

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


A. Hamisi _______ ana machungwa. Hamisi has some oranges.
   Watoto _______ wana machungwa. The children have some oranges.

B. Hamisi _______ anataka ăm kate. Hamisi wants some bread.
   Watoto _______ wanataka ăm kate. The children want some bread.

C. Ana njaa. Mletee chakula.
   Wana njaa. Walettee chakula.
   Nina njaa. Niletee chakula.
   Tuna njaa. Tuletee chakula.

3. Free conversation.

Aramian brings his hungry children into the dining room. He orders food from the waiter. The children chime in, but Aramian knows that their eyes are bigger than their stomachs.
Unit 13

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

Waiter

supu (N)  
soup

Unatakana supu?  
Are you having the soup?

('Do you want soup?')

Aramian

Ndiyo, tafadhali niletee.  
Yes. Please bring me [it].

(after the soup)

Waiter

samaki (N or N-animate)  
fish

Unatakana samaki?  
Will you have the fish?

('Do you want fish?')

Aramian

-penda  
to like

sipendi  
I do not like

la  
no

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

nyama (N)  
meat

sasa  
now

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

leo  
today

Kuna nyama gani leo?  
What kind of meat is there today?
ng’ombe (N-animate) cow, ox
Kuna nyama ya ng’ombe. There is beef.

Aramian

hakuna there is not
nguruwe (N-animate) pig
Hakuna nyama ya nguruwe? Isn't there any pork?

Waiter

Hakuna, bwana. Tuna nyama ya ng’ombe tu, basi. No, we have beef only.

Notes

A. Negative prefix ha--.
Compare the forms:

kuna there is
hakuna there is not

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

B. Combinations of ha with a--, u-- and ni--.
Compare the forms:

Affirmative kuna tuna wana mña
Negative hakuna hatuna hawana hança

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

Affirmative ana uma
Negative hana huna
Here, the affirmative forms begin with vowels. The negative forms consist of n followed by the affirmative forms. The -a of the negative prefix is said to have been elided.

Affirmative nina

Negative sina

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

C. The linking word -a.
In the form

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

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

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

ninataka I want

sitaki I don't want

Again, the negative of a form that begins with ni begins with si.
Note also that where the affirmative ends with -a, the negative ends with -i.

2. Substitution in single sentences.

A. Hakuna ______ leo.
supu Hakuna supu leo. There is no soup today.
nyama Hakuna nyama leo. There is no meat today.

B. Watoto hawana ______.
supu Watoto hawana supu. The children have no soup.
njaa  Watoto hawana njaa.  The children are not hungry.
    ndizi  chakula  nyama

C. Hamisi hana ______
    matunda  Hamisi hana matunda.  Hamisi has no fruit.
    machungwa  Hamisi hana machungwa.  Hamisi has no oranges.
    mkate  njaa  ndizi

D. Hamna ______?
    nyama  Hamna nyama?  Don't you have any meat?
    mkate  Hamna mkate?  Don't you have any bread?
    samaki  maembe  chakula

E. Hatuna ______.
    ndizi  Hatuna ndizi.  We have no bananas.
    chakula  Hatuna chakula.  We have no food.
    njaa  matunda  uji

F. Huna ______?
    njaa  Huna njaa?  Aren't you hungry?
    mkate  Huna mkate?  Have you no bread?
    machungwa  chakula  ndizi

G. Sina ______.
    ndizi  Sina ndizi.  I don't have any bananas.
    nyama  Sina nyama.  I don't have any meat.
    samaki  mkate  chakula

H. Sipendi ______.
    chakula  Sipendi chakula.  I don't want any food.
uji  Sitaki uji.  I don't want any porridge.
matunda nyama samaki

I. Hatupendi
    samaki Hatupendi samaki.  We don't want any fish.
    Ṯkate Hatutaki Ṯkate.  We don't want any bread.
    maembe ndizi machungwa

J. Negative of -na vs. negative of -taka. (1-2, 2-1)
    Hatuna machungwa.  Hatutaki machungwa.
    Hawana machungwa.  Hawataki machungwa.
    Hana machungwa.  Hataka machungwa.
    Sina machungwa.  Sitaki machungwa.
    Huna machungwa?  Hutaki machungwa?
    Ha遴na machungwa?  Ha遴taki machungwa?

K. Affirmative vs. negative, -taka, no person change.
    Tunataka Ṯkate.  Hatupendi uji.
    Wanataka Ṯkate.  Hawapendi uji.
    Anataka Ṯkate.  Hapendi uji.
    Ninataka Ṯkate.  Sipendi uji.

L. Affirmative vs. negative, -taka, with person change.
    Wanataka samaki?  La, hawapendi.
    Anataka samaki?  La, hapendi.
    Unataka samaki?  La, sipendi.
    Ṯnataka samaki?  La, hatupendi.

A.

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

B.

X. Hamisi anataka mkate?
Y. La, hataki mkate.
   Anataka nyama.
Basic dialogue. Afternoon tea.

Waiter

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

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

Aramian

Tafadhali, tuletee chai.  Please bring us some tea.

Waiter

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

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

Aramian

rafiki (N-personal)  friend
yangu  my
-tumia  to use
anatumia  he uses


lakini  but
mimi  I

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

A. Independent subject pronoun mimi.

Compare the sentences:

Ninatumia sukari. I use sugar.

Mimi, ninatumia sukari. [as for me], I use sugar.

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

\[
\begin{array}{ccc}
\text{sg.} & \text{plu.} \\
1. \text{mimi} & \text{sisi} \\
2. \text{wewe} & \text{nyinyi} \\
3. \text{yeye} & \text{wao} \\
\end{array}
\]

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

Compare the forms:

\[
\begin{array}{ccc}
\text{tunatumia} & \text{anatumia} & \text{ninatumia} \\
\text{hatutumii} & \text{hatumii} & \text{situmii} \\
\end{array}
\]

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

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

\[
\begin{align*}
tu & - na & - tumi & - a \\
ha & - tu & - & tumi & - i
\end{align*}
\]

Again, the affirmative forms end with -a, while the corresponding negative forms end with -i.
2. Substitution in single sentences. Substitute each item, in the order given, in the sentence that precedes.

A. Na - present, 3 sg. subject.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamisi</td>
<td>Hamisi anatumia sukari.</td>
<td>Hamisi uses sugar.</td>
</tr>
<tr>
<td>anataka</td>
<td>Hamisi anataka sukari.</td>
<td>Hamisi wants sugar.</td>
</tr>
<tr>
<td>rafiki</td>
<td>Rafiki yangu anataka sukari.</td>
<td>My friend wants sugar.</td>
</tr>
<tr>
<td>maziwa</td>
<td>Rafiki yangu anatukia maziwa.</td>
<td>My friend wants milk.</td>
</tr>
<tr>
<td>sukari</td>
<td>Rafiki yangu anataka sukari.</td>
<td>My friend wants sugar.</td>
</tr>
<tr>
<td>anatumia</td>
<td>Rafiki yangu anatumia sukari.</td>
<td>My friend uses sugar.</td>
</tr>
<tr>
<td>watoto</td>
<td>Watoto wanatumia sukari.</td>
<td>The children use sugar.</td>
</tr>
</tbody>
</table>

B. Negative present, 3 sg. subject.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamisi</td>
<td>Hamisi hapendki sukari.</td>
<td>Hamisi doesn't want sugar.</td>
</tr>
<tr>
<td>hatumii</td>
<td>Hamisi hatumii sukari.</td>
<td>Hamisi doesn't use sugar.</td>
</tr>
<tr>
<td>maziwa</td>
<td>Hamisi hatumii maziwa.</td>
<td>Hamisi doesn't use milk.</td>
</tr>
<tr>
<td>rafiki</td>
<td>Rafiki yangu hatumii maziwa.</td>
<td>My friend doesn't use milk.</td>
</tr>
<tr>
<td>sukari</td>
<td>Rafiki yangu hatumii sukari.</td>
<td>My friend doesn't use sugar.</td>
</tr>
<tr>
<td>hatmatki</td>
<td>Rafiki yangu hapendki sukari.</td>
<td>My friend doesn't want sugar.</td>
</tr>
</tbody>
</table>

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

A. No change of person.

'I use sugar'

Ninatumia sukari.

'T don't use milk'

Situmii maziwa.

Tunatumia sukari.

Hatutumii maziwa.

Hamisi anatumia sukari.

Hatumii maziwa.

Watoto wanatumia sukari.

Hawatumii maziwa.
B. With change of person.

'Do you use milk?'
Unatumia maziwa?
Hatatumia maziwa?
Hamisi anatumia maziwa?
Watoto wanatumia maziwa?

'No, I don't use [it].'
La, situmii.
La, hatatumii.
La, hatumii.
La, hawatumii.

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

'I don't use milk'
Situmii maziwa.
Hatatumii maziwa.
Hamisi hatumii maziwa.
Watoto hawatumii maziwa.

'Do you use sugar?'
Unatumia sukari?
Hatatumia sukari?
Anatumia sukari?
Wanatumia sukari?

4. Free conversation.

Aramian brings his children down for their afternoon tea.
Unit 15

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

Waiter

-tosha

Mkate unatosha, bwana?

(to be sufficient)

Is there enough bread, sir?

('does the bread suffice?')

Aramian

sana

Ndiyo, unatosha sana.

(very much)

Oh, yes, there's plenty.

('it suffices very much')

siagi (N)

kwa

Lakini siagi haitoshi kwa Mkate.

(butter)

But there's not enough butter for the bread.

Tafadhali niletee siagi.

Please bring me [some] butter.

Waiter

vema

Vema, or: Haya.

(good)

Very good, [sir].

Notes

A. Concord: Various classes of third person subjects.

Compare the phrases:

Hamisi anataka . . .

Hamisi wants . . .

Mkate unatosha

the bread is sufficient

Nyama inatosha

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

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

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

B. Concord: Various classes of third person subjects.
Here is a list of most of the nouns used so far, together with the subject prefixes which agree with them:

- mkate u- bread
- uji u- thin porridge

matunda ya- fruit
maembe mangoes
mayai eggs
machungwa oranges
maziwa milk

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

chakula ki- food
siagi i- butter
nyama i- meat
chai i- tea
kahawa i- coffee
Note that these words have no obvious prefix in common. In meaning, none is a plural.

\[ \text{ndizi} \quad \text{zi-} \quad \text{bananas} \]

This word is a plural.

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

A. __________ natosha sana.

\begin{align*}
\text{mkate} & \quad \text{Mkate unatosha sana.} \\
\text{siagi} & \quad \text{Siagi inatosha sana.} \\
\text{sukari} & \quad \text{Sukari inatosha sana.} \\
\text{nyama} & \quad \text{Nyama inatosha sana.} \\
\text{kahawa} & \quad \text{Kahawa inatosha sana.} \\
\text{samaki} & \quad \text{Samaki inatosha sana.} \\
\text{chai} & \quad \text{Chai inatosha sana.} \\
\text{supu} & \quad \text{Supu inatosha sana.} \\
\text{uji} & \quad \text{Uji unatosha sana.} \\
\end{align*}

There is plenty of bread.
There is plenty of butter.
There is plenty of sugar.
There is plenty of meat.
There is plenty of coffee.
There is plenty of fish.
There is plenty of tea.
There is plenty of soup.
There is plenty of porridge.

B.

\begin{align*}
\text{matunda} & \quad \text{Matunda yanatosha sana.} \\
\text{maembe} & \quad \text{Maembe yanatosha sana.} \\
\text{or:} & \quad \text{Embe zinatosha sana.} \\
\text{machungwa} & \quad \text{Machungwa yanatosha sana.} \\
\text{maziwa} & \quad \text{Maziwa yanatosha sana.} \\
\text{ndizi} & \quad \text{Ndizi zinatosha sana.} \\
\text{chakula} & \quad \text{Chakula kinatosha sana.} \\
\end{align*}

There is plenty of fruit.
There are plenty of mangoes.
There are plenty of oranges.
There are plenty of milk.
There are plenty of bananas.
There is plenty of food.
C.

mkate  Mkate hautoshi.  There is not enough bread.
maziwa  Maziwa hayatoshi.  There is not enough milk.
matunda  Matunda hayatoshi.  There is not enough fruit.
machungwa  Machungwa hayatoshi.  There are not enough oranges.
aembe  Maembe hayatoshi.  There are not enough mangoes.
or: Embe hazitoshi.
chakula  Chakula hakitoshi.  There is not enough food.

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

3. Free conversation.

Aramian and his family are back again for tea. They have trouble getting enough butter for their bread, and enough milk and sugar for their tea or coffee.
Unit 16

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

**Mutisya**

-leta

Hamisi analeta matunda?

Is Hamisi bringing fruit?

**Aramian**

nazi (N)

coconut/coconuts

nanasi (MA)

pineapple

mananasi

pineapples

Ndiyo, anatuletea nazi na mananasi.

Yes, he is bringing us coconuts and pineapples.

**Mutisya**

Ah! Vizuri sana!

Very good!

Hatuna mananasi leo.

We don't have any pineapples today.

-jua or: -fahamu

know

bei (N)

price

Unaijua bei ya mananasi?

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

**Aramian**

la

no

La, sijui.

No, I don't (know it).

**Notes**

A. 'Applied' or 'prepositional' stem.

Compare the forms:
analeta matunda  he is bringing fruit
anatuletea matunda  he is bringing us fruit

In the second verb, the syllable -tu- is of course the 1 plu. object prefix. The stems of the verbs in these sentences are respectively -leta and -letea. Both are translated with English bring.

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

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

B. The N class singular.

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

nyama ya ng’ombe  meat of cow
bei ya mananasi  price of pineapples

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

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

The forms

unataka  you want
unajua  you know

are parallel to one another, as are the forms

sitaki  I don't want
sijui  I don't know
D. Concord shown in object prefix, N class.

In the form

unaijua?  do you know it?

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

E. Object prefix for singular of WA class.

In the exercises we find the sentence

Unaakukan Hamisi?  Do you know Hamisi?

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

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

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

F. Concord: N class singular vs. plural.

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

nazi  coconut/coconuts

ndizi  banana/bananas

bei  price/prices

and, for some speakers:

embe  mango/mangoes

All nouns of the N-class are identical in singular and plural, but the cordial prefixes that agree with them differ.
ndizi inatosha  the banana suffices
ndizi zinatosha  the bananas suffice

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

nyama ya ng'ombe
habari za asubuhi

G. Table of animate subject and object prefixes.

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

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>s.p.</td>
<td>o.p.</td>
</tr>
<tr>
<td>1.</td>
<td>ni-</td>
<td>-ni-</td>
</tr>
<tr>
<td>2.</td>
<td>u-</td>
<td>-ku-</td>
</tr>
<tr>
<td>3.</td>
<td>a-</td>
<td>-â-</td>
</tr>
<tr>
<td></td>
<td>tu-</td>
<td>-tu-</td>
</tr>
<tr>
<td></td>
<td>â-</td>
<td>-wa-(stem)-eni</td>
</tr>
<tr>
<td></td>
<td>wa-</td>
<td>-wa-</td>
</tr>
</tbody>
</table>

H. Literal meaning of hapana.

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


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

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

Hatuna ndizi.  Hamisi anatuletea ndizi.
Sina ndizi.  Hamisi ananiletea ndizi.
Watoto hawana ndizi.  Hamisi anawaletea ndizi.
Daudi hana ndizi. (Daudi is another proper name.)  Hamisi anamuletea ndizi.
Huna ndizi?  Hamisi anakuletea ndizi.

B.

'We have no coconuts.'  'He is bringing us coconuts.'
Hatuna nazi. Anatuletea nazi.
Hawana nazi. Anawaletea nazi.
Hana nazi. Anafuletea nazi.
Huna nazi. Anakuletea nazi.
Sina nazi. Ananiletea nazi.

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

'Hamisi is not bringing coconuts.'

nazi Hamisi haleti nazi. Hatuletei nazi.
\textit{mkate} Hamisi haleti \textit{mkate}. Hatuletei \textit{mkate}.

nyama supu matunda

D. Varying subject prefixes before an object prefix.

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

Unaijua bei ya kahawa? Hapana, siijui.
Hamisi anaijua bei ya kahawa? Hapana, haijui.
Watoto wanaijua bei ya kahawa? Hapana, hauijui.
\textit{Anaijua bei ya kahawa?} Hapana, hatuijui.

E.

'Do you know Hamisi?'

Un\textit{aijua} Hamisi? Hapana, siijui.
\textit{Anaijua} Hamisi? Hapana, hatuijui.
Daudi anañjua Hamisi?

Hapana, hañjui.

Watoto wanañjua Hamisi?

Hapana, hawañjui.

F.

'Do you know my children?'

Yes, I know them very [well].'

Unawajua watoto wangu?

Ndiyo, ninawajua sana.

Nnawajua watoto wangu?

Ndiyo, tunawajua sana.

Daudi anawajua watoto wangu?

Ndiyo, anawajua sana.

Daudi na Hamisi wanawajua

watoto wangu?

Ndiyo, warawajua sana.

3. Substitution in sequences of sentences. Run through the entire dialogue, using various foodstuffs and modifying the dialogue appropriately.
Unit 17

1. Basic dialogue. How are the oranges?

**Mutisya**

ako

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

**Aramian**

dhani
to think

nadhani

I think

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

**Mutisya**

ake

his/her

zuri

good

ni

is/are

Machungwa yake ni mazuri? Are his oranges good?

(Ni may be omitted here.)

**Aramian**

kawaida (N)
custom

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

wakati (U)
time

~ingine

some/other

si

is not/are not

~bivu

ripe

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

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

   (1) A verb with stem final i in the affirmative.
      Its final vowel is -i in both affirmative and negative forms:

      nadhani          I think
      sidhani          I don't think

   (2) An example of the a-tense.
      Breaking the form down alongside ninataka, we have:

      | S. P. | tense sign | stem |
      |-----|-----------|-----|
      | ni-  | -na-      | -taka |
      | n-   | -a-       | -dhani |

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

B. Concord exemplified in possessives.

   Compare the phrases:

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

   The stem of the possessive pronoun that corresponds to English his/her is ~ake. Like the verbs, possessives also take concordial prefixes to agree with the nouns that they go with.
Note that ŋkate and uji, which are followed by identical subject prefixes, also have identical concords with possessives. (They are assigned to different classes, however, for reasons that go beyond the evidence so far presented.)

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

C. Concord exemplified with certain adjective stems.

Compare the sentences:

Maembe yake ni mazuri.  His mangoes are good.
Ndizi zake ni nzuri.  His bananas are good.
Ndizi yake ni nzuri.  His banana is good.
Chakula chake ni kizuri.  His food is good.
ṅkate wake ni mazuri.  His bread is good.
Uji wake ni żzuri.  His gruel is good.

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

D. Table of concords encountered in preceding lessons.

Here is a chart of the noun classes which have been met so far, showing characteristic prefix (if any) of the noun itself, and the prefixes required with adjectives, possessives, and verbs (subject and object prefixes). The numbers are those used for these classes in many scientific discussions of Bantu languages.
UNIT 17

**SWAHILI**

<table>
<thead>
<tr>
<th></th>
<th>noun</th>
<th>adj.</th>
<th>poss.</th>
<th>subject</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA</td>
<td>sg. (1)</td>
<td>m-</td>
<td>m-</td>
<td>w-</td>
<td>a-</td>
</tr>
<tr>
<td></td>
<td>pl. (2)</td>
<td>wa-</td>
<td>wa-</td>
<td>w-</td>
<td>wa-</td>
</tr>
<tr>
<td>MI</td>
<td>sg. (3)</td>
<td>m-</td>
<td>m-/mw-</td>
<td>w-</td>
<td>u-</td>
</tr>
<tr>
<td></td>
<td>pl. (4)*</td>
<td>mi-</td>
<td>mi-/my-</td>
<td>y-</td>
<td>i-</td>
</tr>
<tr>
<td>Hå</td>
<td>sg. (5)</td>
<td>(none)</td>
<td>(none)</td>
<td>l-</td>
<td>li-</td>
</tr>
<tr>
<td></td>
<td>pl. (6)</td>
<td>ma-</td>
<td>ma-</td>
<td>y-</td>
<td>ya-</td>
</tr>
<tr>
<td>VI</td>
<td>sg. (7)</td>
<td>ki-/ch-</td>
<td>ki-/ch-</td>
<td>ch-</td>
<td>ki-</td>
</tr>
<tr>
<td></td>
<td>pl. (8)*</td>
<td>vi-/vy-</td>
<td>vi-/vy-</td>
<td>vy-</td>
<td>vi-</td>
</tr>
<tr>
<td>N</td>
<td>sg. (9)</td>
<td>(none, see Note 18C)</td>
<td>y-</td>
<td>i-</td>
<td>-i-</td>
</tr>
<tr>
<td></td>
<td>pl. (10)</td>
<td>(none, see Note 18C)</td>
<td>z-</td>
<td>zi-</td>
<td>-zi-</td>
</tr>
<tr>
<td>U</td>
<td>sg. (14)</td>
<td>u-/w-</td>
<td>(m-/mw- (with w- non-abstract nouns))</td>
<td>u-</td>
<td>-u-</td>
</tr>
</tbody>
</table>

*Not yet encountered in the lessons.*

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

E. Sí as negative of ní.

The negative of ní 'it is' is sí 'it is not'. Compare this with note 13B.

2. Substitutions in single sentences.

A. Concord: Noun and possessive.

- **machungwa** Sitaki machungwa yake. I don't want his oranges.
- **matunda** Sitaki matunda yake. I don't want his fruit.
- **mananasi** Sitaki mananasi yake. I don't want his pineapples.
- **maembe** Sitaki maembe yake. I don't want his mangoes.
- **ndizi** Sitaki ndizi zake. I don't want his bananas.
ndizi
Ndzi zangu hazitoshì.
I don't have enough bananas.
('my bananas do not suffice')

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

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

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

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

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

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

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

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

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

mēkate
Mēkate wangu hautoshì.
I don't have enough bread.

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

D.
machungwa
Machungwa yako yanatosha?
Do you have enough oranges?

mayai
Mayai yako yanatosha?
Do you have enough eggs?

maziwa
Maziwa yako yanatosha?
Do you have enough milk?

kahawa
Kahawa yako inatosha?
Do you have enough coffee?

sukari
Sukari yako inatosha?
Do you have enough sugar?

chai
Chai yako inatosha?
Is your tea sufficient?

E.

dndizi
Ndizi zako zinatosha?
Do you have enough bananas?

nazi
Nazi zako zinatosha?
Do you have enough coconuts?
chakula  Chakula chako kinatosha?  Do you have enough food?
mkate  Mkate wako unatosha?  Do you have enough bread?
uji  Uji wako unatosha?  Do you have enough porridge?

F. Concord: Noun, possessive, and adjective.
machungwa  Machungwa yako ni mazuri?  Are your oranges good?
maembe  Maembe yako ni mazuri?  Are your mangoes good?
mananasi  Mananasi yako ni mazuri?  Are your pineapples good?
ndizi  Ndizi zako ni nzuri?  Are your bananas any good?
nazi  Nazi zako ni nzuri?  Are your coconuts any good?

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

H.
machungwa  Machungwa yake si mabivu.  His oranges are not ripe.
maembe  Maembe yake si mabivu.  His mangoes are not ripe.
mananasi  Mananasi yake si mabivu.  His pineapples are not ripe.
ndizi  Ndizi zake si mbitu.  His bananas are not ripe.
nanasi  Nanasi lake si bivu.  His pineapple is not ripe.
3. Substitutions in sequences of sentences.

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

      X. Unataka matunda?

      Y. Ninataka matunda mazuri tu basi.

      X. Matunda yangu ni mazuri sana.
Unit 18

1. Basic dialogue. What do we need?

Aramian

-hitaji (to) need

Tunahitaji ndizi? Do we need any bananas?

Mutisya

kwa for
sababu (N) reason
kwa sababu because
tunazo we have them

-chache few

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

Aramian

kiazi (VI) potato
viazi potatoes

Tuna viazi? Do we have potatoes?

Mutisya

-ingi many

Ndiyo, tunavyo vingi. Yes, we have a lot of them.

Notes

A. Concord exemplified in 'objects' of na.

Compare the following forms:

Tunazo. We have them. (e.g. bananas)
Tunacho. We have it. (e.g. food)
Tunao.

We have it. (e.g. bread)

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

B. Details of concord with certain adjective stems.

- Tuna machungwa mengi.
  We have many oranges.
- Tuna sukari nyingi.
  We have much sugar.
- Tuna ndizi nyingi.
  We have many bananas.
- Tuna viazi vingi.
  We have many potatoes.
- Tuna uji mwingi.
  We have much gruel.

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

\[
\text{ma } \uparrow \text{ ingi}\]

the form that occurs is \text{mengi}.

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

\[
\text{ningi}
\]

The other forms are given in the exercises.

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

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

Compare the forms:

\[
\begin{array}{ll}
\text{MA} & \text{maembe mazuri} \quad \text{maembe machache} \\
\text{ndizi nzuri} & \text{ndizi _chache} \\
\text{ndizi mbivu} & \\
\text{ndizi nyingi} & \\
\end{array}
\]

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

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

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

D. The VI class.

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

<table>
<thead>
<tr>
<th>noun</th>
<th>adj.</th>
<th>poss.</th>
<th>subj. pref.</th>
<th>obj. pref.</th>
</tr>
</thead>
<tbody>
<tr>
<td>vi-/vy-</td>
<td>vi-/vy-</td>
<td>vy-</td>
<td>vi-</td>
<td>-vi-</td>
</tr>
</tbody>
</table>

2. Substitution in single sentences.

A. Concord: Noun and adjective.

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

B.

viali Analeta viali vingi. He's bringing a lot of potatoes.
ndizi Analeta ndizi nyingi. He's bringing a lot of bananas.
nyama Analeta nyama nyingi. He's bringing a lot of meat.
machungwa Analeta machungwa mengi. He's bringing a lot of oranges.
chakula Analeta chakula kingi. He's bringing a lot of food.

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


A. Concord: Noun and object suffix.

'do you have potatoes?'

'yes, we have [them]'

Ndiyo, tunavyo.

Ndiyo, tunachoco.

Ndiyo, tunazo.

Ndiyo, tunayo.

Ndiyo, tunayo.

Ndiyo, tunao.

B. Concord: Noun, object suffix and adjective.

'do you have mangoes?'

'I have only a few of them.'

Ninayo machache tu.

Ninayo chache tu.

Ninazo chache tu.

Kinacho kichache tu.

Ninavyo vichache tu.

Aramian

-uzu (to) sell
nini what?

Unauza nini? What are you selling?

Hawker

njugu (N) nuts
karanga (N) groundnuts
mahindi maize (off cob)
muhindi (M) or: hindi (MA) ear of maize

Nina njugu na mahindi. I have peanuts and corn.

Aramian

"bovu bad (i.e. spoiled)

Njugu zako ni mbovu? Are your ground nuts bad?

Hawker

siyo (negative of ndiyo)

Siyo, si mbovu. No, they're not bad.

"zima good (i.e. not rotten), whole
kabisa quite

Ni nzima kabisa. They're quite good.

Aramian

-je how?

Unauzaje (mu)hindi? How much is the maize?

("How do you sell the maize?")
Hawker

"moja          one
senti         cent (E. African)
kumi          ten

"moja senti kumi          Ten cents apiece.

('one, ten cents')

Notes

A. In the reply

"moja senti kumi.          Ten cents apiece.
(One-ten cents.)

the adjective "moja agrees with muhindī, 'ear of maize.'

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

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

ndizi moja          one banana
nazi moja          one coconut

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

ng'ombe "moja          one ox
nguruwe "moja          one pig

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

"toto "moja          one child

Indeed, nouns of any class, when they stand for animate beings, require that the adjectives which accompany them have concords of the animate (WA) class.
Thus *samaki* 'fish', when it stands for a live fish, is

*Samaki m'moja*

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

*Samaki moja*

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

C. Contrast between *mb-* and *m*-.

In the phrases usually written in standard spelling:

1. Nazi yangu ni mbovu. My coconut is bad.
2. Hindi langu ni bovu. My ear of corn is bad.

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

2. Matching parts of single sentences.

A. Concord: Noun and adjective.

*Chungwa* Nina chungwa moja tu. I have only one orange.

*Embe* Nina embe moja tu. I have only one mango.

Tunda nanasi yai ndizi nazi kiazi *samaki*

B.

*Mtoto* Nina mtoto m'moja tu. I have only one child.

*Nj'ombe* Nina nj'ombe m'moja tu. I have only one ox.

Nguruwe muhindi nkate rafiki

C. Concord: Noun and two adjectives.

*Chungwa* Chungwa moja ni bovu. One orange is spoiled.

*Embe* Embe moja ni bovu. One mango is spoiled.

*Nanasi* Nanasi moja ni bovu. One pineapple is spoiled.
yai
   Yai moja ni bovu.
   One egg is spoiled.
ndizi
   Ndizi moja ni mbouv.
   One banana is spoiled.
nazi
   Nazi moja ni mbouv.
   One coconut is spoiled.

D.
kiazi
   Kiazi kimoja ni kibouv.
   One potato is spoiled.
samaki
   Samaki moja ni mbouv.
   One fish is spoiled.
muhindi
   Muhindi mmoja ni mbouv.
   One ear of maize is spoiled.
tunda
   Tunda moja ni bovu.
   One piece of fruit is spoiled.

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

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

G.
machungwa
   Machungwa yangu si mabouv.
   My oranges are not bad.
chungwa
   Chungwa langu si bovu.
   My orange is not bad.
mananasi
   Mananasi yangu si mabouv.
   My pineapples are not bad.
nanasi
   Nanasi langu si bovu.
   My pineapple is not bad.
mayai
   Mayai yangu si mabouv.
   My eggs are not bad.
yai  Yai langu si bovu.  My egg is not bad.
maembe  Maembe yangu si mabovu.  My mangoes are not bad.
embe  Embe langu si bovu.  My mango is not bad.

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


A. Concord in multiple slots.

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

B.

'your oranges are good;  mine are bad'
machungwa  Machungwa yako ni mazima;  yangu ni mabovu.
chungwa Chungwa lako ni zima;
maembe Maembe yako ni mazima;
embo Embe lako ni zima;
mayai Mayai yako ni mazima;
yai Yai lako ni zima;

C. Corresponding singular and plural concords.

'are the potatoes good?'
viazi Viazì ni vizima?
ndizi Ndizi ni nzima?
samaki Samaki ni nzima?
nazi Nazi ni nzima?

'one is bad'
Kimoja ni kibovu.
Moja ni mbovu.
Moja ni mbovu.
Moja ni mbovu.

D.
matunda Matunda ni mazina?
machungwa Machungwa ni mazina?
maembe Maembe ni mazina?
rihindi Mihindi ni mizima?
UNIT 20

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

Aramian

-kaa  (to) live (reside)
wapi?  where?

Unakaa wapi?  Where do you live?

\n
łchukuzi

Ninakaa Morogoro.  I live in Morogoro.

Aramian

ṃji (MI)  town
kubwa  large
dogo  small

Morogoro ni ṃji kubwa, au dogo?  Is Morogoro a large town, or a small one?

łchukuzi

Ni kubwa.

It's large.

Aramian

kubwa (WA)  the chief
nani?  who?

huo  that

Kubwa wa ṃji huo ni nani?  Who is the chief of that town?

łchukuzi

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

58
Notes

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

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

M̱ji ni m̱kubwa. The city is big.

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

m̱kubwa wa M̱ji the big [man] of the city

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

B. Demonstratives in h- -o.

Compare the phrases:

viazi hivy o those potatoes
M̱ji huo that city
yai hilo that egg

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

<table>
<thead>
<tr>
<th></th>
<th>WA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sg.</td>
<td>h - uy - o</td>
<td></td>
</tr>
<tr>
<td>pl.</td>
<td>h - a - o</td>
<td></td>
</tr>
<tr>
<td>MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sg.</td>
<td>h - u - o</td>
<td></td>
</tr>
<tr>
<td>pl.</td>
<td>h - iy - o</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sg.</td>
<td>h - il - o</td>
<td></td>
</tr>
<tr>
<td>pl.</td>
<td>h - ay - o</td>
<td></td>
</tr>
</tbody>
</table>
VI sg. h - ich - o
pl. h - ivy - o

N sg. h - iy - o
pl. h - iz - o

U sg. h - u - o

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

2. Matching parts of single sentences.

A. Concord: Noun and demonstrative.

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

B.

viazi Sijui bei ya viazi hivyo. I don't know the price of those potatoes.
ndizi Sijui bei ya ndizi hizo. I don't know the price of those bananas.
nazi Sijui bei ya nazi hizo. I don't know the price of those coconuts.
kahawa Sijui bei ya kahawa hixo. I don't know the price of that coffee.
chai Sijui bei ya chai hixo. I don't know the price of that tea.
C. Concord: Noun, demonstrative and adjective.

âji  Nâji huo ni âkubwa?  Is that city large?
ng'ombe  Ng'ombe huyo ni âkubwa?  Is that ox big?
nguruwe  Nguruwe huyo ni âkubwa?  Is that pig big?
mtoto  Mtoto huyo ni âkubwa?  Is that child big?

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


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

'are those potatoes large?'  'no, they are small'
viazi  Viazi hivyo ni vikubwa?  La, ni vidogo.
kiazi  Kiazi hicho ni kikubwa?  La, ni kidogo.
machungwa  Machungwa hayo ni makubwa?  La, ni madogo.
chungwa  Chungwa hilo ni kubwa?  La, ni dogo.
ndizi (pl.)  Ndizi hizo ni kubwa?  La, ni ndogo.
ndizi (sg.)  Ndizi hiyo ni kubwa?  La, ni ndogo.

B.
watoto  Watoto hao ni wakubwa?  La, ni wadogo.
mtoto  Mtoto huyo ni âkubwa?  La, ni âdogo.
ng'ombe (pl.) Ng'ombe hao ni wakubwa? La, ni wadogo.
ng'ombe (sg.) Ng'ombe huyo ni mkubwa? La, ni mdogo.
nguruwe (pl.) Nguruwe hao ni wakubwa? La, ni wadogo.
nguruwe (sg.) Nguruwe huyo ni mkubwa? La, ni mdogo.

C.
watoto Watoto wake ni wazuri? Ndiyo, ni wazuri sana.
mtoto Mtoto wake ni mzuri? Ndiyo, ni mzuri sana.
nguruwe (pl.) Nguruwe wake ni mzuri? Ndiyo, ni mzuri sana.
nguruwe (sg.) Nguruwe wake ni mzuri? Ndiyo, ni mzuri sana.
ng'ombe (pl.) Ng'ombe wake ni mzuri? Ndiyo, ni mzuri sana.
ng'ombe (sg.) Ng'ombe wake ni mzuri? Ndiyo, ni mzuri sana.

D.
'is that mango ripe?' 'no, it is not ripe'
embe Embe hilo ni bivu? La, si bivu.
maembe Maembe hayo ni mbivu? La, si mbivu.
ndizi (sg.) Ndizi hiyo ni mbivu? La, si mbivu.
ndizi (pl.) Ndizi hizo ni mbivu? La, si mbivu.
chungwa Chungwa hilo ni bivu? La, si bivu.
machungwa Machungwa hayo ni mbivu? La, si mbivu.
Unit 21

1. Basic Dialogue. Where is Morogoro from here?

Aramian

uko
it is there

Mji wa Morogoro uko wapi?
Where is (town of) Morogoro?

His friend

-elewa
understand

Sielewi, bwana.
I don't understand (sir).

Aramian

upande (U)
direction

Mji wa Morogoro uko upande gani wa
What direction is Morogoro from

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

His friend

magharibi (N)
west

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

Aramian

kusini (N)
south

Je, Mji wa Utete uko kusini ya
Is Utete south of Dar es Salaam?

Dar es Salaam?

His friend

Ndiamo, bwana.
Yes [it is] (sir).
**Aramian**

kaskazini (N)  
north

mashariki (N)  
east

hapa (PA)  
here

Na ḫji wa Bagamoyo, uko kaskazini  
And Bagamoyo - is it north, or east

au mashariki ya hapa?  
of here?

**His friend**

Uko kaskazini.  
North.

**Notes**

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Bagamoyo</th>
<th>Ka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morogoro</td>
<td>Magh.</td>
<td>Mash.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ku.</td>
</tr>
<tr>
<td>Dar es Salaam</td>
<td>Utete</td>
<td></td>
</tr>
</tbody>
</table>
Morogoro iko magharibi ya Dar es Salaam?
Is Morogoro west of Dar es Salaam?

Bagamoyo iko magharibi ya Dar es Salaam?
Is Bagamoyo west of Dar es Salaam?

Utete iko magharibi ya Dar es Salaam?
Is Utete west of Dar es Salaam?

Utete iko mashariki ya Dar es Salaam?
Is Utete east of Dar es Salaam?

Utete iko kusini ya Dar es Salaam?
Is Utete south of Dar es Salaam?

Utete iko kaskazini ya Dar es Salaam?
Is Utete north of Dar es Salaam?

Dar es Salaam iko kusini ya Bagamoyo?
Is Dar es Salaam south of Bagamoyo?

Utete iko kaskazini ya Bagamoyo?
Is Utete north of Bagamoyo?

Dar es Salaam iko magharibi ya Morogoro?
Is Dar es Salaam west of Morogoro?

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

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

Dar es Salaam iko kusini ya --- Bagamoyo.

Bagamoyo iko kaskazini ya --- Dar es Salaam.

Morogoro iko magharibi ya --- Dar es Salaam.

Dar es Salaam iko kaskazini ya --- Utete.

Dar es Salaam iko mashariki ya --- Morogoro.

Utete iko kusini ya --- Dar es Salaam.

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UNIT 22

Unit 22

1. Basic Dialogue. In a village.

Mirambo

kijiji (VI) village
Kijiji hiki kiko upande gani wa What direction is this village from
Dar es Salaam?
Dar es Salaam?

Hasani

Kiko kusini. It's south.

Mirambo

nyumba (N) house, houses
mawe stones
jiwe (MA) stone

Nyumba za kijiji hiki ni za mawe? Are the houses of this village [made] of stone?

Hasani

La. Nyumba za kijiji hiki si za No, (the houses of this village)
mawe. they aren't (of stone).

udongo (U) soil

Nyingi ni za udongo. Many are [made] of mud.

Notes

A. Demonstratives in hV. - V.

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

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

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

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

B. The locative stems -ko, -po.

Compare the phrases:

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

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

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

C. Phrases with linking -a used without antecedent.

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

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

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

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

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

Daudi yupo hapa.       Daudi is here.
2. Matching parts of single sentences.
   
   A. Concord: Noun, demonstrative and adjective.

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

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

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

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

E. Concord: Noun, possessive, location.

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

F.

Daudi     Daudi yupo hapa.           Daudi is here.
watoto    Watoto wapo hapa.         The children are here.
ng'ombe  
(sg.)  
Ng'ombe yupo hapa.  
The ox is here.

ng'ombe  
(pl.)  
Ng'ombe wapo hapa.  
The oxen are here.

nguruwe  
(sg.)  
Nguruwe yupo hapa.  
The pig is here.

nguruwe  
(pl.)  
Nguruwe wapo hapa.  
The pigs are here.

G.

chakula  
Chakula chako kipo hapa.  
Your food is here.

vyakula  
Vyakula vyako vipo hapa.  
Your food is here.

kiazi  
Kiazi chako kipo hapa.  
Your potato is here.

viasi  
Viasi vyako vipo hapa.  
Your potatoes are here.


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

chai  
Chai yangu iko wapi?  
Where is my tea?

Ipo hapa.  
It's here.

kahawa  
Kahawa yangu iko wapi?  
Where is my coffee?

Ipo hapa.  
It's here.

sukari  
Sukari iko wapi?  
Where is the sugar?

Ipo hapa.  
It's here.

siagi  
Siagi iko wapi?  
Where is the butter?

Ipo hapa.  
It's here.

nyama  
Nyama iko wapi?  
Where is the meat?

Ipo hapa.  
It's here.

m'kate  
m'kate uko wapi?  
Where is the bread?

Upo hapa.  
It's here.
B.

Daudi  Daudi yuk wapi?
        Yuko Morogoro.

watoto  Watoto wako wapi?
        Wako Morogoro.

ng'ombe (sg.)  Ng'ombe wako yuk wapi?
        Yuko Morogoro.

ng'ombe (pl.)  Ng'ombe wako wako wapi?
        Wako Morogoro.

nguruwe (sg.)  Nguruwe wako yuk wapi?
        Yuko Morogoro.

nguruwe (pl.)  Nguruwe wako wako wapi?
        Wako Morogoro.

C.

Chakula  Chakula changu kiko wapi?
        Kipo hapa.

vyakula  Vyakula vyangu viko wapi?
        Vipo hapa.

kiazi  Kiazi changu kiko wapi?
        Kipo hapa.

viazi  Viazi vyangu viko wapi?
        Vipo hapa.

Where is Daudi?
He's at Morogoro.

Where are the children?
They are at Morogoro.

Where is your ox?
It's at Morogoro.

Where are your oxen?
They are at Morogoro.

Where is your pig?
It's at Morogoro.

Where are your pigs?
They are at Morogoro.
Unit 23

1. Basic Dialogue. Where are you going?

**Sangai**

-enda

Unakwenda wapi? Where are you going?

**Hadija**

soko (MA) market

-ni in, at, on

Ninakwenda sokoni. I'm going to the market.

**Sangai**

-fanya make, do

kufanya to do

Kufanya nini? To do what?

**Hadija**

-nunua buy

kitu (VI) thing

Kununua vitu. To buy some things.

**Sangai**

Kununua vitu gani? What kind of things?

**Hadija**

kununua vyakula. Groceries. (to buy foodstuffs)
Notes

A. The locative suffix -ni.

Ninakwenda Morogoro. I'm going to Morogoro.
Morogoro uko wapi? Where is Morogoro?
Ninakwenda sokoni. I'm going to the market.
Soko liko wapi? Where is the market?

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

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

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

Ninanunua vitu. I'm buying things.
Minataka kununua vitu. I want to buy things.

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

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

Minataka kwenda. I want to go.
Ninakwenda. I'm going.

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

D.

Ninataka kwenda. I want to go.
Ninakwenda. I'm going.
Ninataka kununua . . . I want to buy . . .
Ninanunua . . . I'm buying . . .
The ku-/kw- of the infinitive form is missing from the personal forms of most verbs, including -nunua. But for -enda, kw- is retained in most forms. This is true for a few other verbs as well.

2. Substitutions in single sentences.

A. Simple noun vs. noun with -ni.

soko       Ninakwenda sokoni.        I'm going to the market.
nyumba    Ninakwenda nyumbani.      I'm going home.
ńji       Ninakwenda ńjini.         I'm going to the town.
kijiji     Ninakwenda kijijini.      I'm going to the village.
Morogoro  Ninakwenda Morogoro.     I'm going to Morogoro.
Bagamoyo  Ninakwenda Bagamoyo.     I'm going to Bagamoyo.

B. Infinitive after -taka.

vyakula   Juma anataka kununua vyakula. Juma wants to buy food.
machungwa Juma anataka kununua machungwa. Juma wants to buy oranges.
muhindi   nyama sukari ākate

C. Direction words plus ya.

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

mashariki magharibi

3.

A. Concord: Noun and -ko.

soko       Soko liko wapi?
masoko    Masoko yako wapi?
vitu vyangu Vitu vyangu viko wapi?

Where is the market?
Where are the markets?
Where are my things?
kijiji   Kijiji kiko wapi?
         Where is the village?

miji wa  Mji wa Utete uko
    Utete   wapi?
         Where is the town of Utete?

B. -ko: affirmative vs. negative forms.

Juma       Juma yuko sokoni?
           Is Juma at the market?
           Hayuko sokoni.
           He is not at the market.
           Yuko nyumbani.
           He is at home.

watoto    Watoto wako sokoni?
          Are the children at the market?
          Hawako sokoni.
          They are not at the market.
          Wako nyumbani.
          They are at home.

Njoroge    Njoroge yuko sokoni?
           Is Njoroge at the market?
           Hayuko sokoni.
           He is not at the market.
           Yuko nyumbani.
           He is at home.

Juma na   Juma na Njoroge wako
    Njoroge    sokoni?
           Are Juma and Njoroge at the
           Hawako sokoni.
           market?
           Wako nyumbani.
           They are not at the market.
           They are at home.
Unit 24

1. Basic Dialogue. Where has Juma gone?

Abasi

amekwenda
he is gone

Juma amekwenda wapi?
Where has Juma gone?

Hadija

Amekwenda sokoni.
He's gone to the market.

Abasi

Kufanya nini?
What for?

Hadija

-ona
see

kama
if, whether

-patikana
be available

Kuona kama machungwa yanapatikana.
To see whether there are any oranges
to be had.

Abasi

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

-isha
finish

Mini nimekwisha kwenda tayari.
I've already gone [there].

~bichi
unripe

Kuna machache tu mabichi.
There are only a few green ones.

~tano
five

Nimenumua matano.
I bought five.
Notes

A. Adjectives which do not take concordial prefixes.
   Nyama ni tayari. The meat is ready.
   Nyama ni nzuri. The meat is good.
   Chakula ni tayari. The food is ready.
   Chakula ni kizuri. The food is good.
   Watoto ni tayari. The children are ready.

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

B. Adjective stems preceded by subject prefixes.
A more correct way of saying the same thing is as follows:
   Nyama i tayari. The meat is ready.
   Chakula ki tayari. The food is ready.
   Watoto wa tayari. The children are ready.

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

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

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

C. The me-tense.
   Juma anakwenda wapi? Where is Juma going?
   Juma amekwenda wapi? Where has Juma gone?

The tense prefix -me- occurs in the same slot as -na-. -me- indicates completion of an action or process. The -me- forms of some verbs are generally
translated into English by using an English 'present perfect' tense.

D. Use of $\underline{kw}$ in inflected forms with the stem $\underline{-isha}$.

Nimekwisha. . . . I have finished. . . .
Nimekwenda. I have gone.
Nimenunua. I have bought.

The verb $\underline{-isha}$, like $\underline{-enda}$, keeps the $\underline{kw}$- after certain tense prefixes including $\underline{-me}$- and $\underline{-na}$-.

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

2.

A. Numbers 1-5 with MA class.

moja Nimenunua Chungwa moja. I have bought one orange.

mawili Nimenunua machungwa mawili. I have bought two oranges.

matatu mainge matano

B. Numbers 1-5 with N-class.

moja Nimenunua ndizi moja. I have bought one banana.

mbili Nimenunua ndizi mbili. I have bought two bananas.

tatu anime tano

C. Numbers 1-5 with MI class.

$m\text{moja}$ Nimenunua mikate $m\text{moja}$ I have bought a loaf of bread.

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

mitatu mihuge mitano

D. $\underline{-patikana}$; concord of noun and subject prefix.

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

chai Chai inapatikana sokoni Is tea available in the market today?
### Basic Course

#### Unit 24

<table>
<thead>
<tr>
<th>Subject</th>
<th>Question</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mkate</td>
<td>Mkate unapatikana sokoni leo?</td>
<td>Is bread available in the market today?</td>
</tr>
<tr>
<td>Maembe</td>
<td>Maembe yanapatikana sokoni leo?</td>
<td>Are mangoes available in the market today?</td>
</tr>
<tr>
<td>Nyama</td>
<td>Nyama inapatikana sokoni leo?</td>
<td>Is meat available in the market today?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Juma amekwenda sokoni kununua ...</th>
<th>Juma has gone to the market to buy ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machungwa</td>
<td>Machungwa</td>
<td>Buy oranges.</td>
</tr>
<tr>
<td>Mayai</td>
<td>Mayai</td>
<td>Buy eggs.</td>
</tr>
<tr>
<td>Sukari</td>
<td>Sukari</td>
<td>Buy sugar.</td>
</tr>
<tr>
<td>Nyama</td>
<td>Nyama</td>
<td>Buy meat.</td>
</tr>
<tr>
<td>Ndizi</td>
<td>Ndizi</td>
<td>Buy bananas.</td>
</tr>
<tr>
<td>Nazi</td>
<td>Nazi</td>
<td>Buy coconuts.</td>
</tr>
</tbody>
</table>

Hatunayo nyumbani.

We don't have any at home.

We don't have any at home.

We don't have any at home.

We don't have any at home.

We don't have any at home.

We don't have any at home.
B.

mawili Tunahitaji mananasi?
La, tunayo mawili tayari. Do we need pineapples?
La, tunayo mawili tayari. No, we have two already.

matatu Tunahitaji mananasi?
La, tunayo matatu tayari. Do we need pineapples?
La, tunayo matatu tayari. No, we have three already.

máffe Tunahitaji mananasi?
La, tunayo máffe tayari. Do we need pineapples?
La, tunayo máffe tayari. No, we have four already.

matano Tunahitaji mananasi?
La, tunayo matano tayari. Do we need pineapples?
La, tunayo matano tayari. No, we have five already.

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

C.

mayai Mnyo mayai?
Ndiyo, tunayo mawili. Do you have eggs?
Yes, we have two of them.

ndizi Mnazo ndizi?
Ndiyo, tunazo mbili. Do you have bananas?
Yes, we have two of them.

watoto Mn ao watoto?
Ndiyo, tunao wawili. Do you have children?
Yes, we have two of them.

D.

mayai Mnyo mayai?
Ndiyo, tunayo matatu. Do you have eggs?
Yes, we have three of them.

ndizi Mnazo ndizi?
Ndiyo, tunazo tatu. Do you have bananas?
Yes, we have three of them.

watoto Mn ao watoto?
Ndiyo, tunao watatu. Do you have children?
Yes, we have three of them.

E.

mayai Mnyo mayai?
Ndiyo, tunayo máffe. Do you have eggs?
Yes, we have four of them.

ndizi Mnazo ndizi?
Ndiyo, tunazo áne. Do you have bananas?
Yes, we have four of them.
watoto  Mnazo watoto?
         Ndiyo, tunao wáhne.

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

F.

mayai  Mnayo mayai?
       Ndiyo, tunayo matano.

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

ndizi  Mnazo ndizi?
       Ndiyo, tunazo tano.

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

watoto  Mnazo watoto?
        Ndiyo, tunao watano.

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

G.

Hamisi analeta machungwa mabivu?

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

Kdiyo, amekwisha leta mabivu.

He is bringing unripe ones now.

Analeta mabichi sasa.

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

Conversation Starters

1. A asks B where C has gone, and what he has gone there for.

2. A is selling fruit. B, a prospective customer, asks about the condition of one kind of fruit after another.
Unit 25

1. Basic Dialogue. Gone to pay taxes.

Magese

Unakwenda wapi? Where are you going?

Abasi

boma (MA) District Office

Ninakwenda bomani. I'm going to the District Office.

Magese

kodi (N) tax
-lipa pay
kodi ya nyumba rent/house tax

Kulipa kodi ya nyumba? To pay [your] house tax?

Abasi


kichwa (VI) head

ada (N) fee

shule (N) school

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

Ninakwenda kulipa kodi ya kichwa, I'm going there to pay [my] poll tax,

na ada ya shule. and [my] school fees.

Umeliwa kodi ya kichwa? Have you paid [your] poll tax?

Magese

bado not yet

Hapana, sijalipa bado. No, I haven't (paid yet).
Notes

A. -mekwisha plus verb stem.
   Nimekwisha kwenda.       I've already gone.
   Nimekwisha lipa.         I've already paid.

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

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

   nimelipa                  I have paid
   sijalipa                  I haven't paid
   hatujalipa                we haven't paid
   hatulipi                  we don't pay
   hajaenda (or hajakwenda)  he hasn't gone

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

2.

A. Umelipa . . . ?

   ada ya shule    Umelipa ada ya shule?        Have you paid the school fees?
   kodi ya kichwa  Umelipa kodi ya kichwa?      Have you paid the poll tax
                                                             (head tax)?

   kodi ya nyumba  shule  nyumba  kichwa

B. -ja- negative of me-tense.

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

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

   nyumba      Bado hatujalipa kodi ya nyumba.    Not yet, we have not paid the house rent.
C.
nyumba Juma na Hamisi bado hawajalipa 
kodi ya nyumba.
kichwa shule

Juma and Hamisi have not yet
paid the house rent.

D.
kichwa Abdallah bado hajalipa 
yi kichwa.
shule nyumba

Abdallah has not yet paid the
poll tax.

E.
shule Bado hujalipa ada ya shule?
kichwa nyumba

Haven't you paid your school
fees yet?

F.
kichwa Bado sijalipa 
yi kichwa.
shule nyumba

I haven't paid the poll tax
yet.

nyumba Bado hașjalipa 
yi nyumba?
kichwa shule

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

3.

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

(wewe) Umelipa 
    kodi ya kichwa? Hapana, sijalipa. 
    Have you paid the poll tax? 
    No, I have not paid it.

(ninyi) Šmelipa 
    kodi ya kichwa? Hapana, hatujalipa. 
    Have you (pl.) paid poll tax? 
    No, we haven't paid it.

(yeye) Amelipa 
    kodi ya kichwa? Hapana, hajalipa. 
    Has he paid poll tax? 
    No, he hasn't paid it.
(wao) Wamelipa kodi ya kichwa?
Hapana, hawajalipa.
Have they paid poll tax?
No, they haven't paid it.

B.
(wewe) Umeuza nyumba?
La, sijauza.
Have you sold the house?
No, I haven't sold it.

(ninyi) Mmeuza nyumba?
La, hatujauza.
Have you sold the house?
No, we haven't sold it.

(yeye) Ameuza nyumba?
La, hajauza.
Has he sold the house?
No, he hasn't sold it.

(wao) Wameuza nyumba?
La, hawajauza.
Have they sold the house?
No, they haven't sold it.

C.
Juma Juma amekwenda sokoni?
La, hajaenda.
Has Juma gone to the market?
No, he hasn't gone yet.

Watoto Watoto wamekwenda sokoni?
La, hawajaenda.
Have the children gone to the market?
No, they haven't gone yet.

Daudi Daudi amekwenda sokoni?
La, hajaenda.
Has Daudi gone to the market?
No, he hasn't gone yet.

Daudi na Hamisi wamekwenda sokoni?
La, hawajaenda.
Have Daudi and Hamisi gone to the market?
No, they haven't gone yet.
Unit 26

1. Basic Dialogue. Where has Hamisi gone?

Ochieng

Hamisi yuko nyumbani? Is Hamisi at home?

Hadija

La, amekwenda Magomeni. No, he's gone to Magomeni.

Ochieng

Kufanya nini? What for? ('To do what?')

Hadija

-tazama look at

mzazi (WA) parent

Kuwatazama wazazi wake. To see his parents.

baba (N. pers.) father

ūgonjwa (WA) a sick person

Baba yake ni ūgonjwa. His father is ill.

-nunulia buy for

dawa (N) medicine

Amekwenda kūnunulia dawa. He's gone to buy him some medicine.

Notes

A. Regular formation of applied stems.

Amenunua dawa. He has bought some medicine.

Ametununulia dawa. He has bought us some medicine.

Ameleta dawa. He has brought some medicine.

Ametuletea dawa. He has brought us some medicine.

In this discussion, the 'root' of the verb corresponding to English 'bring' is -let-, and the affirmative indicative 'stem' is -leta.
The verbs in the second and fourth sentences both contain instances of the 'applied,' or 'prepositional' suffix. If the last vowel of the verb root is -u- (as in nunu-) or i or a, then the 'applied' suffix is the vowel i.

If the last vowel of the root is -e- (as in lete-), then the 'applied' suffix has the vowel -e-.

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

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

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

<table>
<thead>
<tr>
<th>Simple stem:</th>
<th>Applied stem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>root ending in</td>
<td></td>
</tr>
<tr>
<td>consonant</td>
<td>vowel</td>
</tr>
<tr>
<td>-kuta</td>
<td>-kutia</td>
</tr>
<tr>
<td>-nunua</td>
<td>-nunulia</td>
</tr>
<tr>
<td>-lipa</td>
<td>-lipia</td>
</tr>
<tr>
<td>-tia</td>
<td>-tilia</td>
</tr>
<tr>
<td>-pata</td>
<td>-patia</td>
</tr>
<tr>
<td>-zaa</td>
<td>-zalia</td>
</tr>
<tr>
<td>-soma</td>
<td>-somea</td>
</tr>
<tr>
<td>-toa</td>
<td>-telea</td>
</tr>
<tr>
<td>-letea</td>
<td>-pokela</td>
</tr>
</tbody>
</table>

2.

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

wapi? Hamisi yuko wapi? Where is Hamisi?
nyumba  Hamisi yuko nyumbani.

MJi  Hamisi yuko MJini.

soko  Hamisi yuko sokoni.

Morogoro  Hamisi yuko Morogoro.

Utete  Hamisi yuko Utete.

**B.**
wapi?  Hamisi na Juma wako wapi?
nyumba  Hamisi na Juma wako nyumbani?
kijiji  Hamisi na Juma wako kijijini?
shule  Hamisi na Juma wako shuleni?
Utete  Hamisi na Juma wako Utete?
Morogoro  Hamisi na Juma wako Morogoro?

**C.**
wazazi wake  Daudi amekwenda MJini
kuwatazama wazazi wake.

rafiki zake  Daudi amekwenda MJini
kuwatazama rafiki zake.

Hamisi na Juma  Daudi amekwenda MJini
kuwatazama Hamisi na Juma.

watoto wake  Daudi amekwenda MJini
kuwatazama watoto wake.

**D.**
rafiki yake  Hasani amekwenda kijijini
kuwatazama rafiki yake.

baba yake  Daudi

Hamisi is at home.
Hamisi is in town.
Hamisi is at the market.
Hamisi is in Morogoro.
Hamisi is at Utete.
Where are Hamisi and Juma?
Are Hamisi and Juma at home?
Are Hamisi and Juma at the village?
Are Hamisi and Juma at school?
Are Hamisi and Juma at Utete?
Are Hamisi and Juma in Morogoro?
Daudi has gone to town to see his parents.
Daudi has gone to town to see his friends.
Daudi has gone to town to see Hamisi and Juma.
Daudi has gone to town to see his children.
Hasani has gone to the village to see his friend.
E.

baba yangu Nimeeminunulia baba yangu dawa.

mtoto wangu Daudi

F.
dawa Wazazi wangu wameninunulia dawa.

chakula Wazazi wangu wameninunulia chakula.

vitu vingi Wazazi wangu wameninunulia vitu vingi.

I have bought my father some medicine.

My parents have bought me some medicine.

My parents have bought me some food.

My parents have bought me many things.

3.

A. Simple vs. applied stems.

mihindi Baba amenunua mihindi?

Ndiyo, ametununulia miwili.

Has father bought some maize?

Yes. He has bought us two of them. (i.e. two ears)

mananasi Baba amenunua mananasi?

Ndiyo, ametununulia mawili.

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

ndizi Baba amenunua ndizi?

Ndiyo, ametununulia mbili.

Has father bought bananas?

Yes. He has bought us two of them.

nazi Baba amenunua nazi?

Ndiyo, ametununulia mbili.

Has father bought coconuts?

Yes. He has bought us two of them.

B. He-tense: affirmative vs. (-ja-) negative; change of person from question to answer.
(wewe) Baba amekununulia nini? Hajaniununulia kitu. What has father bought you? He has not bought me anything.

(sisi) Baba ametununulia nini? Hajatununulia kitu. What has father bought us? He has not bought us anything.

Watoto wake Baba amewanununulia watoto wake nini? Hajawanununulia kitu. What has father bought his children? He has not bought them anything.

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

D. Wanatununulia nini? Hawatununulii kitu. What are they buying us? They are not buying us anything.
Wametununulia nini? Hawajatununulia kitu. What have they bought us? They have not bought us anything yet.

D. Hamisi anamununulia Daudi nini? Hammunulii kitu. What is Hamisi buying Daudi? He is not buying him anything.
Hamisi amemanunulia Daudi nini? Hajamunulii kitu. What has Hamisi bought Daudi? He has not bought him anything yet.

Conversation Starters

1. A is looking for C. B explains that C has gone to town to get some things for his child, who is ill.
Unit 27

1. Basic Dialogue. Who is that?

Abasi

Nani yule?
Who is that (over there)?

Butler

Huyo ni Bwana Aramian.
That is Mr. Aramian.

Abasi
toka
come from, go from

Anatoka wapi?
Where does he come from?

Butler

Anatoka Amerika.
From America.

Abasi

-ja
come

Amekuja kufanya nini?
What has he come to do?

Butler (American)

-tumwa
be sent

serikali (N)
government

~etu
our

-eleza
explain

mambo (pl. MA)
matters

ńchi (N)
land, country

Ametumwa na serikali, kueleza
He has been sent by his government,
mambo yańchi yetu.
as an information officer. ('he

has been sent by the government, to
explain matters of our country')
Notes

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

\[ \text{amekuja} \quad \text{he has come} \]

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

2. -\(\text{toka}\) with place expressions.

A.

\begin{align*}
\text{wapi?} & \quad \text{Bwana Hasani anatoka wapi?} & \text{Where does Mr. Hasani come from?} \\
\text{kusini} & \quad \text{Bwana Hasani anatoka kusini.} & \text{Mr. Hasani comes from the South.} \\
\text{Nairobi} & \quad \text{Bwana Hasani anatoka Nairobi.} & \text{Mr. Hasani comes from Nairobi.} \\
\text{mashariki} & \quad \text{Bwana Hasani anatoka mashariki.} & \text{Mr. Hasani comes from the East.}
\end{align*}

B. Conords with some new nouns.

\begin{align*}
\text{vitu} & \quad \text{Ametueleza habari za vitu} & \text{He has explained to us the details of these things.} \\
& \quad \text{hivi.} & \\
\text{mambo} & \quad \text{Ametueleza mambo haya.} & \text{He has explained these affairs to us.} \\
\text{habari} & \quad \text{Ametueleza habari hizi.} & \text{He has explained this news to us.}
\end{align*}

C. -\(\text{jua}\) plus infinitive.

\begin{align*}
\text{vitu} & \quad \text{Sijui kukueleza habari za} \\
& \quad \text{vitu hivi.} & \text{I don't know how to explain to you the details of these things.} \\
\text{mambo} & \quad \text{Sijui kukueleza mambo haya.} & \text{I don't know how to explain these affairs to you.} \\
\text{habari} & \quad \text{Sijui kukueleza habari hizi.} & \text{I don't know how to explain this news to you.}
\end{align*}
3.

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

(yeye) Amekuja kufanya nini? What has he come to do?

Ametumwa na serikali yake. He has been sent by his
government.

(weve) Umekuja kufanya nini? What have you come to do?

Nimetumwa na serikali yangu. I have been sent by my
government.

(ninyi) Mmekuja kufanya nini? What have you (pl.) come to do?

Tumetumwa na serikali yetu. We have been sent by our
government.

B. Person agreement between subject prefix and possessive stem.

yangu

Nimetumwa na serikali kueleza mambo ya ŋichi yangu. I have been sent by the govern-
to explain the affairs of my
country.

yake

Ametumwa na serikali kueleza mambo ya ŋichi yake. He has been sent by the govern-
to explain the affairs of his
country.

yako

Umetumwa na serikali kueleza mambo ya ŋichi yako. You have been sent by the govern-
ment to explain the affairs of your country.

yetu

Tumetumwa na serikali kueleza mambo ya ŋichi yetu. We have been sent by the govern-
ment to explain the affairs of our country.

N. B. The second verb in each of these sentences is in the infinitive form.

An alternative and possibly more correct way of saying the same thing would
use subjunctive forms instead (See Units 42-45).
Unit 28


**Abdallah**

Huyu ni Bwana Hasani. This is Hassan.

**Aramian**

siku (N) day

Habari za siku nyingi? What news of many days?

**Hasani**

Njema. (or: Nzuri.) Fine.

**Aramian**

-furahi be happy

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

**Hasani**

pia also, too

Na mimi pia, nimefurahi kukuona. And I'm happy to know you too.

**Aramian**

Nyumbani hawajambo? Is everyone all right at your house? ('At home they have no trouble?')

**Abdallah**

Hawajambo. [Yes], they're fine.

**Aramian**

Watoto nao hawajambo? And your children? ('children and they, they have no trouble?')
Abdallah  
  salama  
  with peace  
  Salama.  
  They're fine.

Notes

A. Bwana used with given names.

Huyu ni Bw. Hasani.  
This is Hassan.

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

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

Nimefurahi kukuona.  
I'm glad to see you.

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

C. Na with personal pronoun stems.

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

<table>
<thead>
<tr>
<th>sg.</th>
<th>plu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nami</td>
<td>nasi</td>
</tr>
<tr>
<td>2. nawe</td>
<td>nanyi</td>
</tr>
<tr>
<td>3. naye</td>
<td>nao</td>
</tr>
</tbody>
</table>

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

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

A and C discuss the whereabouts of an absent friend, D. D has gone to his home town to take care of official business and to visit friends and relatives.
Unit 29

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

Aramian

Waňjua Bwana Hasani?

Do you know Hasani?

Abdallah

Ndiyo, naňjua sana.

Yes, I know him very well.

Aramian

humu

in here

Akaa wapi? Akaa mjiini humu?

Where does he live? Does he live

(or: Anakaa...)

in this city?

Abdallah

katika

in

jimbo (MA)

province

mkoa (MI)

region

La. Hapana, bwana, akaa katika

No, he doesn't. He lives in Tanga

jimbo la Tanga.

Province.

Abdallah

tangu

since

Sijamwona kwa siku nyingi.

I haven't seen him for several days.

(or: tangu siku nyingi)

Abdallah

yeye

he

wike

wife

wikewe

his wife

"ao

their

jamaa

family, associate
Yeye na ḳewe wamekwenda Tanga
kuwatazama jamaa zao.

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

Notes

A. Difference between concords used with ḳji and ḳjini.

Akaa (or: Anakaa. . .) ḳjini humu.
He lives in this city.

Akaa (or: Anakaa. . .) kataka ḳji huu.
The words humu 'in here' and huu are both 'proximal demonstratives'.
Huu agrees with the MI-class noun ḳji. But when the same noun ḳji appears
with the locative suffix -nị, it is for concordial purposes transferred out
of the MI-class.

B. Some prepositions.

katika ḳji huu
in this city

kwa siku chache
for a few days

The words katika 'in' tangu 'since' and kwa 'by, for, with' are pre-
positions.

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

ordinary N-class

Nyumba yake iko wapi?

N-personal

Rafiki yake yuko wapi?

N-animate

Ng'ombe wake yuko wapi?

ordinary WA-class

Mtoto wake yuko wapi?

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

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

In addition, there are a number of nouns that display some of the char-
acteristics of each of these classes. We shall call them 'N-personal' nouns
(e.g. *rafiki* 'friend') and 'N-animate' nouns (e.g. *ng'ombe* 'ox, cow'). As indicated in the diagram, 'N-personal' nouns are like the ordinary *N*-class nouns in that they themselves contain no prefix syllable and in the possessive concords which they require. They are like the ordinary *WA*-class nouns in all their other concords.

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

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

D. Difference between *mji* and *kijiji*.

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

2.

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>jamaa</td>
<td>Wamekwenda Tanga kuwatazama jamaa zao.</td>
<td>They have gone to Tanga to see their relatives.</td>
</tr>
<tr>
<td>rafiki</td>
<td>Wamekwenda Tanga kuwatazama rafiki zao.</td>
<td>They have gone to Tanga to see their friends.</td>
</tr>
<tr>
<td>watoto</td>
<td>Wamekwenda Tanga kuwatazama watoto wao.</td>
<td>They have gone to Tanga to see their children.</td>
</tr>
</tbody>
</table>

B.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rafiki</td>
<td>Mkewe amekwenda Malindi kumtazama rafiki yake.</td>
<td>His wife has gone to Malindi to see her friend.</td>
</tr>
</tbody>
</table>
baba  ṹmkewe anekwenda Malindi kuntuza amba yake.  
       [His wife has gone to Malindi to see her father.]

jamaa ṹmkewe anekwenda Malindi kuntuza jamaa yake.  
       [His wife has gone to Malindi to see her relative.]

C. Concord with names of place categories.

imbo  Bwana Fulani akaa katika jumbo la Tanga.  
       [Mr. So-and-so lives in Tanga district.]

ichi  Bwana Fulani akaa katika ichi ya Tanganyika.  
       [Mr. So-and-so lives in Tanganyika.]

ījī  Bwana Fulani akaa katika ījī wa Nairobi.  
       [Mr. So-and-so lives in Nairobi.]

kijīji  Bwana Fulani akaa katika kijīji cha Kiambaa.  
       [Mr. So-and-so lives in Kiambaa township.]

3.

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

(wewe)  Wakaawapi?  
       Nakaahapa.  
       [Where do you live?  I live here.]

(ninyi)  Mwakaawapi?  
       Twakaahapa.  
       [Where do you (pl.) live?  
        We live here.]

Rafiki yako  Rafiki yako akaa wapi?  
       Akaa hapa.  
       [Where does your friend live?  
        He lives here.]

Rafiki zako  Rafiki zako wakaawapi?  
       Wakaahapa.  
       [Where do your friends live?  
        They live here.]

B. Affirmative vs. negative, with person change.

baba  Baba yako akaa Morogoro?  
       HapanahakaiMorogoro, akaa Utete.  
       [Does your father live in Morogoro?  
        No, he doesn't live in Morogoro.  He lives in Utete.]

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(ninyi) Mwaka Morogoro? Hapana, hatukai Morogoro, twaka Utete. Do you (pl.) live in Morogoro? No, we don't live in Morogoro. We live in Utete.


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

C.


(ninyi) Mwamjua Bw. Abdallah? Hapana. Hatumjui. Do you (pl.) know Abdallah? No, we don't know him.

[N. B. Some speakers prefer unaamjua or unaamfahamu to wamjua in these sentences.]
Unit 30

1. Basic Dialogue. Mr. Ochieng.

Hamisi

Ochieng (a Luo surname)

Wanjua Bwana Ochieng?

Do you know Mr. Ochieng?

Hadija

La, simjui.

mara (N)

zamani

-anza

Sikumwona zamani; leo ndiyo mara ya kwanza.

I've seen him for the first time today.

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

kazi (N)

Afanya kazi wapi?

Where does he work?

Hamisi

Kiambu. (a town in a Kikuyu area)

Hadija

lugha (N)

-sema

Asema lugha ya Kikuyu?

Does he speak Kikuyu?

Hamisi

-endelea

Asema kidogo, lakini aendelea vizuri.

He speaks a little, but he is making good progress.
N. B. Some speakers prefer anasema to asema in these sentences.]

Notes

A. Special form (m- to p-) of 3 sg. object prefix before a verb stem that begins with a vowel.

siájui               I don't know him.
siáwoni             I don’t see him.

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

3.

A. Swahili versions of names of languages.

Swahili          Bwana Kamau asema          Mr. Kamau speaks Swahili very well.
                 Kiswahili vizuri sana.

English         Bwana Kamau asema         Mr. Kamau speaks English very well.
                 Kiingereza vizuri sana.

Nyamwezi       Bwana Kamau asema         Mr. Kamau speaks Nyamwezi very well.
                 Kinyamwezi vizuri sana.

Luganda         Bwana Kamau asema         Mr. Kamau speaks Luganda very well.
                 Kiganda vizuri sana.

Masai           Bwana Kamau asema         Mr. Kamau speaks Masai very well.
                 Kimasai vizuri sana.

3.

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

Mimi              Mimi nasema Kiswahili
                 kidogo tu, lakini
                 naendelea vizuri.

I speak very little Swahili, but
I am progressing well.

Rafiki yetu       Rafiki yetu asema Kiswahili
                 kidogo tu, lakini
                 aendelea vizuri.

Our friend speaks very little
Swahili, but he is making
good progress.
Rafiki zetu wasema Kiswahili kidogo tu, lakini waendelea vizuri.

Daudi asema Kiswahili kidogo tu, lakini aendelea vizuri.

Our friends speak very little Swahili, but they are progressing well.
Daudi speaks very little Swahili, but he is progressing well.

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

B. Same, with negative verbs.

Mimi Sisemi Kiswahili; siendelei vizuri. I don't speak Swahili; I am not progressing well.

Rafiki yangu Hasemi Kiswahili; haendelei vizuri. He doesn't speak Swahili; he is not progressing well.

Rafiki zangu Hawasemi Kiswahili; hawaendelei vizuri. They don't speak Swahili; they aren't progressing well.

C. Ŋchini as an equivalent for katika Ŋchi.

Kiambú Kiambú ni ŋji ŋkubwa Ŋchini (or: katika Ŋchi) mwa Wakikuyu. Kiambu is a large town in Kikuyu Country.

Tanga Tanga ni mkoa mkubwa katika Ŋchi ya Tanganyika. Tanga is a large province in Tanganyika.

4. Describe a real or imaginary person. Tell where he is from, where he works, etc.
1. Basic Dialogue. What kind of work do you do?

**Mutisya**

Wafanya kazi gani? What kind of work do you do?

**Sangai**

ukarani (U) the work or status of being a clerk

Nafanya kazi ya ukarani. (I do) clerical (work).

**Mutisya**

Wapi? Where?

**Sangai**

idara (N) department

elimu (N) education

Katika Idara ya Elimu. In the Department of Education.

**Mutisya**

-pata get

-ashahara (KI) pay

Wapata ashahara wa kutosha? Do you get adequate pay? (or: Unapata...)

**Sangai**

-saidia help

mahitaji (pl. MA) needs

Hapana, lakini hunisaidia kwa mahitaji yangu. No, but it helps toward my everyday needs.
Mutisya

-penda

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

Sangai

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

Notes

A. Noun plus -a plus infinitive.

mshahara wa kutosha adequate pay

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

2.

A. Concord: Possessives with N-personal nouns.

baba Na’msaidia baba yangu I help my father in his work.
katika kazi yake.

rafiki (mnima) Na’msaidia rafiki yangu I help my friend in his work.
katika kazi yake.

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

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

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

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

mtoto wako Mto wako ni mbaya sana. Your child is very bad.

rafiki zako Rafiki zako ni wabaya sana. Your friends are very bad.
watoto wako
Watoto wako ni wabaya sana.
Your children are very bad.

C. Concord: N-animate nouns.
ng'ombe
Ng'ombe huyu ni ñbaya sana.
This cow is very bad.

nguruwe
Nguruwe huyu ni ñbaya sana.
This pig is very bad.

kitu
Kitu hiki ni kibaya sana.
This thing is very bad.

chungwa
Chungwa hili ni baya sana.
This orange is very bad.

âkate
âkate huu ni ñbaya sana.
This bread is very bad.

ng'ombe
Ng'ombe hawa ni wabaya sana.
These cows are very bad.

(wengi)
samaki
Samaki hawa ni wabaya sana.
These fish are very bad.

(wengi)
vitu
Vitu hivi ni vibaya sana.
These things are very bad.

viasi
Viasi hivi ni vibaya sana.
These potatoes are very bad.

maembe
Maembe haya ni mabaya sana.
These mangoes are very bad.

mikate
Mikate hii ni mibaya sana.
These loaves of bread are very bad.

Repeat the above exercise using si in place of ni.

3.

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

rimi
Sijui kazi hii.
Tafadhali nisaidie.
I don't know this work.
Please help me.

yeeye
Hajui kazi hii.
Tafadhali ñsaidie.
He doesn't know this work.
Please help him.

sisi
Hatuijui kazi hii.
Tafadhali tusaidie.
We don't know this work.
Please help us.

watoto
Watoto hawaijui kazi hii.
Tafadhali wasaidie.
The children do not know this work. Please help them.
B. Concord: Noun, possessive and adjective.

vyakula  Tuna vyakula vya kutosha?
    La. Tuna vichache tu.
Do we have enough foodstuffs?
    No, we only have a few.

viszi  Tuna viazi vya kutosha?
    La. Tuna vichache tu.
Do we have enough potatoes?
    No, we only have a few.

siagi  Tuna siagi ya kutosha?
    La. Tuna kidogo tu.
Do we have enough butter?
    No, we only have a little.

chai  Tuna chai ya kutosha?
    La. Tuna kidogo tu.
Do we have enough tea?
    No, we only have a little.

mikate  Tuna mikate ya kutosha?
    La. Tuna michache tu.
Do we have enough loaves?
    No, we only have a few.

matunda  Tuna matunda ya kutosha?
    La. Tuna machache tu.
Do we have enough fruit?
    No, we only have a few pieces.

mayai  Tuna mayai ya kutosha?
    La. Tuna machache tu.
Do we have enough eggs?
    No, we only have a few.
1. Basic Dialogue. You're a farmer aren't you?

**Sangai**

wewe

ňkulima (WA)

Wewe mkulima, sivyo? You're a farmer, aren't you?

**Mirambo**

Ndiyo, mimi ńkulima. Yes, I'm a farmer.

**Sangai**

-panda

-otesha

ńmea (MI)

Waotesha mimea gani? What kind of crops do you raise?

**Mirambo**

muhogo (MI)

maharagwe (pl. MA)

kitunguu (VI)

śpunga (MI)

Kwa kawaida, napanda muhogo na I generally grow cassava, beans, kuotesha maharagwe, vitunguu na onions and rice.

śpunga.

mwaka (MI)

mvua (N)

Lakini mwaka huu hakuna mvua ya But this year there isn't enough rain kutosha kuotesha śpunga. for growing rice.
kwa hiyo therefore
Kwa hiyo ninapanda muhogo, maharagwe For that reason, I'm growing cassava,
na vitunguu. beans and onions.

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

mimi ŋkulima I'm a farmer
wewe ŋkulima you are a farmer

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

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

hatupandi muhogo we don't grow cassava
hatuoteshi ŋpunga we don't grow rice

Different verbs are used for 'growing' cassava and 'growing' rice.
-panda is the word commonly used for the planting and raising of all crops.
-otesha (lit. 'cause to sprout') is used particularly of the sprouting
of grain in a seed-bed (for transplanting) or on, e.g., a sack, for beer-
making. It is also used for the effect of rain or other form of moisture on
seed already planted.

2.

A. Concord: Nouns with -ungi.

mimea Wakulima wa ŋchi hii waotesha The farmers of this country
(or: wanaotesha) mimea mingi. grow many plants.

maharagwe Wakulima wa ŋchi hii waotesha The farmers of this country
maharagwe mengi. grow a lot of beans.

ŋpunga Wakulima wa ŋchi hii waotesha The farmers of this country
ŋpunga mwingi. grow a lot of rice.

vitunguu Wakulima wa ŋchi hii waotesha The farmers of this country
grow a lot of onions.
B. Mwaka huu.

muhogo Mwaka huu, hatupandi muhogo.

maharagwe Mwaka huu, hatupandi maharagwe.

mpunga vitunguu

C. Concord: Nouns with "zuri."

muhogo Mkulima huyo apanda muhogo mzuri sana.
(or: ... anapanda ...) This farmer plants very good cassava.

mimea Mkulima huyo apanda mimea mzuri sana. This farmer plants very good plants.

mpunga Mkulima huyo apanda mpunga mzuri sana. This farmer plants very good rice.

vitunguu Mkulima huyo apanda vitunguu vizuri sana. This farmer plants very good onions.

3.

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

mimi Kwa kawaida, napanda (or: hapanda) muhogo na maharagwe, lakini mwaka huu ninapanda muhogo tu. Usually, I plant cassava and beans, but this year I am only planting cassava.

Mkulima huyo Kwa kawaida, Mkulima huyo apanda muhogo na vitunguu lakini mwaka huu anapanda muhogo tu. Usually, that farmer (i.e. one already mentioned) plants cassava and onions, but this year he is only planting cassava.
wakulima hao

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

Usually, those farmers (i.e. ones already mentioned) plant cassava and beans, but this year they are only planting cassava.
Unit 33

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

Sangai

mazao (pl. MA) crops

Wafanya nini na mazao yakono? What do you do with your crops?
(or: Unafanya...)

Mirambo

"ingeine some, other

Mengine natumia kwa chakula, na Some I use as food, and the others
mengine kwa kuuza. for selling.

Sangai

Wauza mazao yako wapi? Where do you sell them?
(or: Unauza...)

Mirambo

Sokoni. At the market.

îke wife

-poleka take, send

îke wangu huyapeleka kuuza. My wife takes them to sell.

hodari active, energetic, brave

Yu hodari sana kwa kuuza. She's very clever in selling.

Notes

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

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

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

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

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2.

A.

Mke wangu
Mke wangu yu hodari
sana kwa kuuza.

My wife is very active in
selling.

Baba yangu
Baba yangu yu hodari
sana kwa kuuza.

My father is very active in
selling.

Hamisi
Hamisi yu hodari sana
kwa kuuza.

Hamisi is very active in
selling.

Hamisi na
Juma
Hamisi na Juma ni hodari
sana kwa kuuza.

Hamisi and Juma are very active
in selling.

Watoto
Watoto wetu ni hodari sana
kwa kuuza.

Our children are active in
selling.

B. Simple noun ve, noun with locative -ni.

njia
Wauza mazao yao njini.
(or: Wanaauza. . .)

They sell their crops in town.

soko
Wauza mazao yao sokoni.

They sell their crops at the
market.

kijiji
Wauza mazao yao kijiji.

They sell their crops in the
village.

Morogoro
Wauza mazao yao Morogoro.

They sell their crops in
Morogoro.

C. Concord: Noun, possessive, and adjective.

mazao
Mazao yangu mengine
natumia kwa chakula.

I use some of my crops for food.

viazi
Viazi vyangu vingine
natumia kwa chakula.

I use some of my potatoes for
food.

ndizi
Ndizi zangu nyingine
natumia kwa chakula.

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

D. Animate plural nouns with "ingine.

watoto  Watoto wengine hawana chakula cha kutosha mwaka huu.
        Some of the children haven't enough food this year.

ng'ombe  Ng'ombe wengine hawana chakula cha kutosha mwaka huu.
        Some of the cows haven't enough food this year.

wakulima  Wakulima wengine hawana chakula cha kutosha mwaka huu.
        Some of the farmers haven't enough food this year.

3. Aramian interviews a farmer about his crops and about the part that his wife and children play in growing and marketing them.
Unit 34

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

Hamisi

Unafanya kazi gani? What kind of work are you doing?

Mutisya

upishi (U) work or status of a cook

Ninafanya kazi ya upishi. I'm working as a cook.

Hamisi

kumbe! (expression of surprise)

Mpishi (WA) a cook

Kumbe u mpishi siku hizi! So you're a cook these days!
(or: ... weve ni mpishi. ...)

Mutisya

Ndiyo bwana. Mimi ni mpishi. That's right.

Hamisi

Unafanya kazi kwa nani? Who are you working for?

Mutisya

mbungu (WA) a European

jina (MA) name

Kwa mbungu umoja, jina lake Bwana For a European named Aramian

Aramian.

Notes

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

u mpishi you are a cook
ni ṭkulima  I am a farmer
tu wapishi  we are cooks
ṭ wakulima  you are farmers

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

A. Subject prefix plus noun.

          Mimi ni ṭkulima.

          Mimi ni karani.

          Mimi ni ṭpishi.

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

ṭpishi  Yeye ni ṭpishi. —- Afanya kazi ya upishi. He is a cook. He does cooking.

ṭkulima  Yeye ni ṭkulima. Afanya kazi ya ukulima. He is a farmer. He does farming.

karani  Yeye ni karani. Afanya kazi ya ukarani. He is a clerk. He does clerical work.

C.

ṭpishi  Daudi na Juma ni wapishi. Daudi and Juma are cooks.
           Wafanya kazi ya upishi. They do cooking.

ṭkulima  Daudi na Juma ni wakulima. Daudi and Juma are farmers.
           Wafanya kazi ya ukulima. They do farming.

karani  Daudi na Juma ni makarani. Daudi and Juma are clerks.
           Wafanya kazi ya ukarani. They do clerical work.
3.

A.

Daudi

Mpishi

Daudi ni mpishi mzuri sana.
Hafanyi kazi ya ukulima.

Hamisi

Mkulima

Hamisi ni mkulima mzuri sana.
Hafanyi kazi ya upishi.

Abdallah

Karani

Abdallah ni karani mzuri sana.
Hafanyi kazi ya upishi.

Daudi is a very good cook.
He doesn't do farming.

Hamisi is a very good farmer.
He doesn't do cooking.

Abdallah is a very good clerk.
He doesn't do cooking.

B. Subject prefixes with nouns.

Wewe

Wewe u mpishi? Hapana. Mimi
si mpishi, mimi ni mkulima.

Wao

Wao ni wapishi? Hapana. Wao
si wapishi, wao ni wakulima.

Yeye

Yeye ni mpishi? Hapana. Yeye
si mpishi, yeye ni mkulima.

Ninyi

Ninyi m wapishi? Hapana. Sisi
si wapishi, sisi tu wakulima.

Are you a cook? No, I am
not a cook, I am a farmer.

Are they cooks? No, they are
not cooks, they are farmers.

Is he a cook? No, he is not
a cook, he is a farmer.

Are you (pl.) cooks? No, we
are not cooks, we are
farmers.
Unit 35

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

Hasani

kijana (VI-anim.) a youth

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

Abdallah
casual labor

kazi ya kibarua

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

Hasani

&mchukuzi (WA) porter

Kumbe yu &mchukuzi

muda (N) period of time

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

Abdallah

For four years.

Hasani

Yeye apenda kazi yake? Does he like his work?

Abdallah
to complain

-juu (N) on, concerning

Hanung'uniki juu ya kazi yake. He doesn't complain about it.
A. Hu-tense.

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

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

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

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

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

B. 'VI-animate' nouns.

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

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

C. The word juu.

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

The word juu is a noun, the approximate translation of which is 'the top'. This noun, however, has two characteristics which set it apart from other nouns: (1) it is seldom used without being followed by ya plus another noun, or by a possessive (yake, yako, etc.),
(2) it is seldom used as the subject or object of a verb. It may be used ('adverbially') without a possessive or another noun. (3) it does not occur in the plural.

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

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

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

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

2.

A. Hu-tense.

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

B.

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

C. Juu ya _____.
kazi  Hanung'uniki juu ya kazi yake.

ryumba Hanung'uniki juu ya ryumba yake.

mpishi Hanung'uniki juu ya mpishi wake.

chakula Hanung'uniki juu ya chakula chake.

âke Hanung'uniki juu ya âke wake.

watoto Hanung'uniki juu ya watoto wake.

D. Concord: Noun plus demonstrative.
kazi  Sitaki kunung'unika juu ya kazi hii.

chakula Sitaki kunung'unika juu ya chakula hiki.

vyakula Sitaki kunung'unika juu ya vyakula hivi.

nyumba Sitaki kunung'unika juu ya nyumba hii.

âchi Sitaki kunung'unika juu ya âchi hii.

vitu Sitaki kunung'unika juu ya vitu hivi.

Do they like their work?

He doesn't complain about his work.

He doesn't complain about his house.

He doesn't complain about his cook.

He doesn't complain about his food.

He doesn't complain about his wife.

He doesn't complain about his children.

I do not want to complain about this work.

I do not want to complain about this food.

I do not want to complain about these foods.

I do not want to complain about this house.

I do not want to complain about this country.

I do not want to complain about these things.
3. A. Me-tense with a characteristic time expression.

kibarua  Amefanya kazi ya kibarua  How long has he worked as a laborer?
kwa muda gani?

ukarani  Amefanya kazi ya ukarani  How long has he worked as a clerk?
kwa muda gani?

ukulima  Amefanya kazi ya ukulima  How long has he worked as a farmer?
kwa muda gani?

upishi  Amefanya kazi ya upishi  How long has he worked as a cook?
kwa muda gani?

B. Cumulative.

Yeye hufanya kazi ya upishi. He works as a cook.
Kumbe yeye ni upishi?!

Yeye hufanya kazi ya ukulima. He works as a farmer.
Kumbe yeye ni ukulima?!

Yeye hufanya kazi ya ukarani. He works as a clerk.
Kumbe yeye ni karani?!

Yeye hufanya kazi ya kibarua. He works as a laborer.
Kumbe yeye ni mkuchukuzi?!

4. A and B discuss the occupations of their friends C, D and E.
Unit 36

1. Basic Dialogue. Where were you yesterday?

Hamisi
-wa
jana
Where were you yesterday?

Hadija
Nilikuwa sokoni.
At the market.

Hamisi
saa (N)
-ngapi?
how many?

Ulikwenda saa ngapi?
What time did you go?

Hadija
-ondoka
sita
six

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

Hamisi
Ulinunua nini?
What did you buy?

Hadija
mboga (N) (any food eaten together
with a main starchy dish)
chumvi (N) salt
pilipili (N) pepper

Nilinunua mboga, chumvi na pilipili. Green vegetables, salt and pepper.
Notes

A. Li-tense.

ulinuma nini?  what did you buy?
ulikwenda wapi?  where did you go?

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

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

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

nilkwenda sokoni  I went to the market
niliondoka sokoni  I left the market

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

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

2.

A. Hours of the day.

ngapi  Hamisi alikwenda sokoni  What time did Hamisi go to the
       saa ngapi?       market?
moja  Hamisi alikwenda sokoni  Did Hamisi go to the market at
       saa moja?       7 o'clock?
mbili  Hamisi alikwenda sokoni  Did Hamisi go to the market at
       saa mbili?       8 o'clock?
tatu  Hamisi alikwenda sokoni  Did Hamisi go to the market at
       saa tatu?       9 o'clock?
ane  Hamisi alikwenda sokoni saa åne? Did Hamisi go to the market at 10 o'clock?
tano  Hamisi alikwenda sokoni saa tano? Did Hamisi go to the market at 11 o'clock?
sita  Hamisi alikwenda sokoni saa sita? Did Hamisi go to the market at 12 o'clock?

B. -wa plus locative expression.
wapi  Ulikuwa wapi saa sita mchana? Where were you at 12 noon?
soko  Ulikuwa sokoni saa sita mchana? Were you at the market at noon?
boma  Ulikuwa bomani saa sita mchana? Were you at the District Office at noon?
shule  Ulikuwa shuleni saa sita mchana? Were you at school at noon?

C. -ondoka plus locative expression.
ryumba  Mliondoka nyumbani saa ngapi jana? What time did you leave home yesterday?
soko  Mliondoka sokoni saa ngapi jana? What time did you leave the market yesterday?
shule  Mliondoka shuleni saa ngapi jana? What time did you leave school yesterday?
boma  Mliondoka bomani saa ngapi jana? What time did you leave the District Office yesterday?

D. Concord: Noun, demonstrative, possessive; 'whose?'
chuwvi  Chuwvi hii ni ya nani? Whose salt is this?
mboga  Mboga hizi ni za nani? Whose vegetables are these?
pilipili  Pilipili hizi ni za nani? Whose pepper is this?
vitu  Vitu hivi ni vya nani? Whose things are these?
kiasi  Kiasi hiki ni cha nani? Whose potato is this?
ng'ombe  Ng'ombe huyu ni wa nani? Whose cow is this?

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

Mpishi  Mpishi wao alikuwa mzuri sana. Their cook was very nice.
nyumba  Nyumba yao ilikuwa nzuri sana. Their house was very nice.
kijiji  Kijiji chao kilikuwa kizuri sana. Their village was very nice.

Vyakula  Vyakula vyao vilikuwa vizuri sana. Their food was very nice.

shule  Shule yao ilikuwa nzuri sana. Their school was very nice.
maembe  Maembe yao yalikuwa mazuri sana. Their mangoes were very nice.

F.

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

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"bichi  Matunda yao yaliikuwa mabichi sana.
Their fruit was very green.

"bivu  Matunda yao yaliikuwa mabivu sana.
Their fruit was very ripe.

3.

A. Concord: Object prefix, noun, demonstrative.

mboga  Ulizinunua mboga hizi wapi?
Where did you buy these vegetables?

Nilizinunua sokoni.
I bought them in the market.

chumvi  Uliinunua chumvi hii wapi?
Where did you buy this salt?

Niliinunua sokoni.
I bought it in the market.

nyama  Uliinunua nyama hii wapi?
Where did you buy this meat?

Niliinunua sokoni.
I bought it in the market.

chakula  Ulikinunua chakula hiki wapi?
Where did you buy this food?

Nilikinunua sokoni.
I bought them in the market.

viazi  Ulivinunua viazi hivi wapi?
Where did you buy these potatoes?

Nilivinunua sokoni.
I bought them in the market.

B. Times of day.

moja  Ulikwenda sokoni saa moja usiku?
Did you go to the market at 7 o'clock in the evening?

Hapana. Nilikwenda saa moja asubuhi.
No. I went at 7 o'clock in the morning.

tatu  Ulikwenda sokoni saa tatu usiku?
Did you go to the market at 9 o'clock at night?

Hapana. Nilikwenda saa tatu asubuhi.
No. I went at 9 o'clock in the morning.

tano  Ulikwenda sokoni saa tano usiku?
Did you go to the market at 11 o'clock at night?
Hapana. Nilikwenda saa tano asubuhi.

saba Ulikwenda sokoni saa saba usiku?

Hapana. Nilikwenda saa saba ruchana.

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

Did you go to the market at 1 o'clock in the morning?

No. I went at 1 o'clock in the afternoon.
Unit 37

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

**Butler**

kabila (MA) tribe

Kabila lako husema lugna gani? What language does your tribe speak?

**Abasi**

Kizaramo (language of the WaZaramo)

Kizaramo!

**Butler**

tena again

-sikia hear

Tafadhali, sema tena. Would you repeat it please?
(or:...rudia tena.)

Sikusikia vizuri. I didn't hear well.

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

**Abasi**

Nimesema 'Kizaramo.' I said 'Kizaramo.'

**Butler**

Watu hawa wanakaa katika hchi gani? What territory do these people live in?

**Abasi**

-ishi (or: -kaa) dwell

sehemu (N) section

Waishi katika sehemu ya Dar es Salaam. They live in the vicinity of Dar es Salaam. (or: Wanaishi. .. )

Salaam.
Notes

A. Articulation of gh

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

B. Past negative forms with -ku-.  

nilisikia vizuri I heard well  
sikusikia vizuri I didn't hear well  
hatukusikia vizuri we didn't hear well

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

\[
\begin{array}{cccc}
\text{ha} & \text{subj. prefix} & \text{ku/kw} & \text{stem} \\
\text{ha-} & \text{-tu-} & \text{-ku-} & \text{-sikia} \\
\text{ha-} & \text{-tu-} & \text{-kw-} & \text{-enda} \\
\text{ha-} & \text{-tu-} & \text{-ku-} & \text{-ja} \\
\end{array}
\]

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

2.

A. Vizuri as a modifier of verbs.

-sikia Sikusikia vizuri. I did not hear well.
-sema Sikuwema vizuri. I did not speak well.
-ona Sikuona vizuri. I did not see well.
-elewa Sikuuelewa vizuri. I did not understand well.
-eleza habari Sikueleza habari vizuri. I did not explain the matters well.
-fanya kazi Sikufanya kazi vizuri. I did not work well.
B. Past negatives with -ku-

-jja Juma hakuja jana.
Juma did not come yesterday.

-enda Juma hawenda jana.
Juma did not go yesterday.

-furahi Juma hawfurahi jana.
Juma was not happy yesterday.

-tumwa Juma hawtumwa jana.
Juma was not sent yesterday.

-ondoka nyumbani jana.
Juma did not leave home yesterday.

-taka chakula
Juma hakutaka chakula jana.
Juma did not want food yesterday.

C.

-enda kazini Wachukuzi hawakwenda kazini.
The porters did not go to work.

-fanya kazi Wachukuzi hawakufanya kazi.
The porters did not work.

-tumwa nyumbani Wachukuzi hawakutumwa nyumbani.
The porters were not sent home.

-furahi Wachukuzi hawakufurahi.
The porters were not happy.

-ja hapa Wachukuzi hawakuja hapa.
The porters did not come here.

3.

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

Unahitaji chakula?
La. Sihitaji.

Ulihitaji chakula?
La. Sikuhitaji.

B.

Unakwenda sokoni?
La, siendi.

Do you need food?
No, I don't need any.

Did you need food?
No, I didn't need any.

Are you going to the market?
No, I am not going.
Ulikwenda sokoni?
La, sikuenda.

C.

Una njaa?
La, sina.

Ulikuwa na njaa?
La, sikuwa na njaa.

D.

Kuna nyama?
La, hakuna.

Kulikuwa na nyama?
La, hakukuwa na nyama.

E.

Tuna sukari ya kutosha?
Hatuna.

Tulikuwa na sukari ya kutosha?
La, hatukuwa na ya kutosha.

F.

Analipa kodi ya kichwa?
La, halipi.

Alilipa kodi ya kichwa?
La, hakulipa.

G.

Anauza nyumba yake?
La, hauzi.

Aliuza nyumba yake?
La, hakuuza.

Did you go to the market?
No, I did not go.

Are you hungry?
No, I am not.

Were you hungry?
No, I was not.

Is there any meat?
No, there is not any.

Was there any meat?
No, there was not any.

Do we have enough sugar?
We don't.

Did we have enough sugar?
No, we did not.

Does he pay poll tax?
No, he doesn't.

Did he pay poll tax?
No, he didn't.

Is he selling his house?
No, he isn't.

Did he sell his house?
No, he didn't.
Unit 38

1. Basic Dialogue. Where have you been?

Magese

Bwana Dodge, unatoka wapi?

Where are you coming from, Mr. Dodge?

Dodge

pwani (N)

beach

Ninatoka pwani.

From the beach.

Magese

-o gelea
to swim

Ulikwenda pwani kuogelea?

Did you go there to swim?

Dodge

-stembea
to go for a walk

-punga hewa
to change air

Hapana. Nilikwenda kutembea na

kupunga hewa.

No. I went to walk and get a change

Magese

-mtu (WA)

person

Kuna watu wengi pwani?

Are there many people at the beach?

Dodge

-jaza
to fill up

-jaa
to get full

huko

there

Ndiyo, bwana, watu wengi wame aza

Yes, there are; the place is crowded.

huko.

('Yes, sir. Many people have filled

that place up.')
Notes

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

Listen to the conversations given on the tape. Try to write down the few unfamiliar words that they contain.
Unit 39

1. Basic Dialogue. Do you speak Luo?

Sangai
Je! Wajua kusema Kiluo?
(or: .. .Kijaluo?)

Say, do you know how to speak Luo?

Abasi
barábara

thoroughly, very well

Ndiyo. Nasema Kiluo barábara.

Yes, I speak Luo fluently.

Sangai
-jifunza

lini?

When?

Ulijifunza lini kusema Kiluo?

When did you learn to speak Luo?

Abasi
Nilikaa katika āji wa Kisumu kwa
muda wa miaka mitano.

I lived in Kisumu for a period of
five years.

Sangai
ukifanya

you-doing

Ulikuwa ukifanya nini huko Kisumu?

What were you doing there at Kisumu?

Abasi
mwendishi (WA)
good writer

-kuu
big, principal

chama (VI)
union, association, club

Afanyakazi (WA)
worker

Nilikuwa mwendishi ākuu katika Chama cha Wafanyakazi.

I was General Secretary in the Labor Union.
Notes

A. The prefix *ki-* in the names of languages.

Wasema Kiluo? Do you speak Luo?

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

2.

A. Concord: Noun and demonstrative.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>ūji</td>
<td>Ulikaa katika ūji huo kwa muda gani?</td>
</tr>
<tr>
<td>ūchi</td>
<td>Ulikaa katika ūchi hiyo kwa muda gani?</td>
</tr>
<tr>
<td>jimbo</td>
<td>Ulikaa katika jimbo hilo kwa muda gani?</td>
</tr>
<tr>
<td>kiji</td>
<td>Ulikaa katika kiji hiyo kwa muda gani?</td>
</tr>
<tr>
<td>sehemu</td>
<td>Ulikaa katika sehemu hiyo kwa muda gani?</td>
</tr>
</tbody>
</table>

B. Kwa muda wa ______.

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

Luo Juma anajifunza Kiluo?
Swahili Juma anajifunza Kiswahili?
kazi ya ukarani Juma anajifunza kazi ya ukarani?
lugha mbili Juma anajifunza lugha mbili?

Is Juma learning Luo?
Is Juma learning Swahili?
Is Juma learning clerical work?
Is Juma learning two languages?

3.

A. Present affirmative and negative.

Hamisi anajifunza Kiluo sasa?
Hapana, hajifunzi.

Are you learning Luo now?
No, he isn't.

Wewe unajifunza lugha ya Kikuyu sasa?
Hapana, sijifunzi.

Are you learning Kikuyu language now?
No, I'm not.

Tunjajifunza kazi ya ukarani sasa?
Hapana, hatujifunzi.

Are we learning clerical work now?
No, we aren't.

Ninajifunza Kizaramo sasa?
Hapana, hujifunzi.

Am I learning Zaramo now?
No, you aren't.

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

Wasema Kiswahili vizuri?
Ndiyo. Nasema barabar.

Do you speak Swahili well?
Yes, I speak it fluently.

Twasema Kiswahili vizuri?
Ndiyo. Mwasema barabar.

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

Watu hawa wasema Kiswahili vizuri?
Ndiyo. Wasema barabar.

Do these people speak Swahili well?
Yes, they speak it fluently.

Åtu huyu asema Kiswahili?
Ndiyo. Asema barabar.

Does this man speak Swahili well?
Yes, he speaks it fluently.
Mwasema Kiswahili vizuri?
Ndiyo. Twasema barabara.

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

G.

Wajua kusema Kinyamwezi?
Nasema kidogo tu.

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

Watu hao wajua kusema
Kinyamwezi?
Wasema kidogo tu.

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

Mtoto huyo ajua kusema
Kinyamwezi?
Asema kidogo tu.

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

Watoto hao wajua kusema
Kinyamwezi?
Wasema kidogo tu.

Do those children know how to speak
Nyamwezi?
They speak just a little.
Unit 40


Mutisya

kesho

"pya

Kesho ni Sikukuu ya Mwaka "pya. Tomorrow is the New Years holiday.

-shinda

Wewe utashinda wapi?

Njoroge

matembezi (pl. MA)

Kimi, mwe wangu na watoto tutakwenda My wife and children and I are going

Voi kwa matembezi.

to Voi for an outing.

Mutisya

motokaa (N) (or: motakaa)

gari (MA)

moshi (KI)

Mtakwenda kwa motokaa, au kwa gari Are you going by car, or by train?

la moshi?

Njoroge

-panda

-kusudia

Tunakusudia kupanda gari la moshi. We are planning to take the train.

Na wewe je?

And what about you?

Mutisya

mchezo (KI) game

mashindano (MA) race
farasi (N-anim.)

Sijui. Pengine nitakaa nyumbani

I don't know. Maybe I'll just stay

tu; au nitakwenda kuona mashindano

at home. Or maybe I'll go to watch

ya farasi.

the horse races.

Notes

A. Ta-tense.

Utashinda wapi?

Where will you spend the day?

Tutakwenda Voi.

We will go to Voi.

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

<table>
<thead>
<tr>
<th>subj.</th>
<th>tense</th>
<th>obj.</th>
<th>stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni</td>
<td>na</td>
<td>-zi-</td>
<td>-ona</td>
</tr>
<tr>
<td>me</td>
<td></td>
<td>etc.</td>
<td></td>
</tr>
<tr>
<td>li</td>
<td></td>
<td></td>
<td>(ku/kw)</td>
</tr>
<tr>
<td>ta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With the last of these tense prefixes, of course, the subject prefixes have special forms. Also, the ku/kw before -nda, -isha and monosyllabic stems is not used in the a-tense.
2.

A. The ta-tense.

Voi Mimi na ḅike wangu tutakwenda Voi kesho.
My wife and I will go to Voi tomorrow.

sokoni Mimi na ḅike wangu tutakwenda sokoni kesho.
My wife and I will go to the market tomorrow.

kusini ya ḅji kusini ya ḅji kesho.
My wife and I will go to the south of the city tomorrow.

pwani Mimi na ḅke wangu tutakwenda pwani kesho.
My wife and I will go to the beach tomorrow.

kazini Mimi na ḅke wangu tutakwenda kazini kesho.
My wife and I will go to work tomorrow.

B. Ta-tense.

wewe Utakwenda wapi kwa matembezi?
Where will you go for a walk?

karani Karani atakwenda wapi kwa matembezi?
Where will the clerk go for a walk?

wachukuzi Wachukuzi watakwenda wapi kwa matembezi?
Where will the porters go for a walk?

yeye Yeye atakwenda wapi kwa matembezi?
Where will he go for a walk?

wao Wao watakwenda wapi kwa matembezi?
Where will they go for a walk?

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

Wewe utashinda wapi kesho?
Where will you spend the day tomorrow?

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

3. Li-tense vs. ta-tense.

kwenda Jana nilikwenda Morogoro,--- I went to Morogoro yesterday, ---
       na kesho nitakwenda tena. and tomorrow I'll go again.

kununua Jana tulununua ndizi, --- We bought bananas yesterday, ---
       na kesho tutununua nyingine. and tomorrow we'll buy some more.

kuuza Jana aliuza ng'ombe, --- He sold cows yesterday, --- and
       na kesho atauza wengine. tomorrow he'll sell some more.

kulipa Jana nililipa kodi ya I paid house rent yesterday, ---
      nyumba, --- na kesho and tomorrow, I'll pay poll
tinalipa kodi ya kichwa. tax.

kupanda Jana tulipanda gari la We took a train yesterday, ---
       moshi, --- na kesho and tomorrow we'll take it
tutapanda tena. again.

kuona Jana tulimwona Bwana We saw Hasani yesterday, ---
       Hasani, --- na kesho and tomorrow we'll see him
tutamwona tena. again.
4. Begin a number of conversations with the opening line, 'Utafanya nini kesho?'
Review Sentences, Units 1 - 40.

1. Nitakwenda sokoni kumunua nyama na machungwa.
I'm going to the market to buy meat and oranges.

2. Kesho asubuh, tutakulettea dawa ya kichwa.
Tomorrow morning we will bring you a headache remedy.

3. Watu wa kabila la Wakikuyu wanakaa katika jimbo la Kiambu.
People of the Kikuyu tribe live in the province of Kiambu.

That secretary came from America.

5. Tukapunge hewa huko upande wa mashariki ya mji.
Let's take a walk to the east of the city.

Milk is a very good food for children.

7. Sitaki kukaa hapa kwa muda wa siku nyingi.
I don't want to stay here for many days.

8. Je, utakaa nyumbani au utakwenda kazini?
Are you going to stay at home, or are you going to go to work?

The pineapples and oranges were good.

10. Tuliyala.
We ate them (i.e., the pineapples and oranges).

11. Sijambo bwana, nawe hujambo?
I'm fine (sir). And you?

12. Sijambo, lakini mtoto wangu ni mgonjwa.
I'm all right, but my child is ill.

13. Wachukuzi wanamung' unika juu ya mishahara yao.
The porters are complaining about their wages.
14. Mtauza ndizi, machungwa na mananasi matano.
   You (pl.) will sell bananas, oranges and pineapples.

15. Mji wa Nairobi uko upande gani wa mji wa Mombasa?
   What direction is Nairobi from Mombasa?

16. Watu wengi hupenda sana kutembelea pwani.
   Many people are very fond of walking along the sea shore.

17. Mwaka huu baba yangu atanlipia ada ya shule.
   This year, my father is going to pay my school fees for me.

18. Bibi Mariamu husema Kizaramo barabara.
   Miriam speaks Kizaramo fluently.

19. Unataka samaki wapapi?
   How many fish do you want?

20. Watashinda nyumbani siku ya leo.
    They will spend today at home.

    This food has a lot of pepper [in it].

22. Kwa kawaide wakulima hupata razao mengi.
    Usually farmers get large crops.

23. Maembe hayo yalikuwa mabibu au mabichi?
    Were those mangoes ripe or green?

    I think a shilling's worth of milk will be enough.

25. Wachukuzi hawakufanya kazi vizuri. The porters didn't work well.

26. Pilipili haapatikani sokoni mwenu. Pepper is not available in our market.

27. Watu wengi hufanya kazi ya ukarani na ya upishi.
    Many people work as clerks and cooks.

    No, I don't want to eat mangoes.

29. Bwana Juma aliondoka leo asubuhu kwenda Voi.
    Juma left this morning for Voi.

30. Utumie dawa hii mara tatu kwa siku.
    Please take this medicine three times a day.
31. Asubuhı ya leo tutakula mayai, matunda na maziwa. 
This morning we will have eggs, fruit and milk.

32. Kwa kawaida vibarua hupata mshahara mdogo tu. 
Ordinarily, day laborers get only very low pay.

33. Umelipa kodi ya kichwa? 
Have you paid your poll tax?

34. Wazazi wetu hawakuondoka nyumbani jana. 
Our parents didn't leave home yesterday.

35. Vitu hivi ni vya nani? 
Whose things are these?

36. Nataka kumunulia mtoto wangu ndizi. 
I want to buy my child some bananas.

37. Siku hizi ninaotesha muhogo. 
These days, I'm raising cassava.

38. Chakula chake kilikuwa kizuri sana. 
His food was very good.

39. Wao si wapishi, wanafanya kazi ya ukarani. 
They are not cooks; they are clerks.

40. Watu wengi wa Afrika ya Mashariki husema lugha ya Kiswahili. 
Many people of East Africa speak the Swahili language.
Unit 41


Daudi

-vaa to put on clothes
nguo (N) cloth, clothes
safi clean

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

Yohana

sababu (N) reason
kanisa (N) church

Kwa sababu ninakwenda kanisani. Because I'm going to church.

twende that we should go

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

Daudi

peke (N) solitude

Hapana, baba. No, father.

Sitaki leo. I don't want to today.

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

Yohana

mama (N-pers.) mother

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

ijapokuwa even if, although
mahali (PA) place
~o "ote any at all

Ijapokuwa nitakaa nyumbani peke
yangu, Even if I'm going to stay ('be') at

sitakwenda mahali popote siku ya I'm not going any place at all today.
leo.

Notes

A. peke y-
nitakwenda peke yangu I'll go by myself

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

B. Use of ijapokuwa.

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

C. Negative of ta-tense.

sitakwenda I won't go
hawataondoka they won't leave

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

D. The mahali class.

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

E. ^o^ote.

mahali po pote anywhere at all
kitu cho chote anything at all
m̩tu ye yote anyone at all

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

A. Conords with ^o^ote.

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

B.
michezo Hatukuona michezo yo yote. We did not see a single game.
mikate Hatukuona mikate yo yote. We did not see a single loaf.
chungwa  Hatukuona chungwa lo lote.  We did not see any orange at all.
soko    Hatukuona soko lo lote.    We did not see any market at all.
kijiji  Hatukuona kijiji cho chote.   We did not see any village at all.
kitu    Hatukuona kitu cho chote.   We did not see anything at all.
viazi   Hatukuona viazi vyo vyote.   We did not see any potatoes at all.
watoto Hatukuona watoto wo wote.  We did not see any children at all.
姆tu    Hatukuona mtu ye yote.   We did not see anybody at all.

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

3.

A. Future affirmative vs. negative.

Nitakwenda sokoniמחארה. Na wewe je?
La, mimi sitakwenda.

Nitanunua nyumbaミュア. Na wewe je?
La, mimi sitanunua.

Juma atalipa ada ya shule. Na Hamisi je?
La, yeye hatalipa.

I shall go to the market this afternoon. How about you?
No, I will not go.

I shall buy a new house. How about you?
No, I will not buy one.

Juma will pay school fees. How about Hamisi?
No, he will not pay them.
Juma atawasaidia rafiki zake. Na Hamisi je?

La, yeye hatawasaidia.

Rafiki zangu watajifunza Kinyamwezi. Na wako je?

La, wao hawatajifunza.

B. Peke y_____.

Utawenda sokoni na Juma?

La. Nitawenda peke yangu.

Juma atawenda sokoni na Hasani?

La. Atawenda peke yake.

Watoto watakaa nyumbani na mama yao?

La. Watakaa peke yao.

Wachukuzi watakuja na bwana wao?

La. Watakuja peke yao.

C.  "ote in reply to a question.

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

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

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

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

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

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

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

Do you want this fish? No, I don't want any fish at all.
mákate  Wataka mákate huu? Hapana, sitaki mákate wo wote.
          Do you want this loaf of bread? No, I don't want any bread at all.

uji    Wataka uji huu? Hapana, sitaki uji wo wote.
          Do you want this gruel? No, I don't want any gruel at all.

maziwa Wataka maziwa haya? Hapana, sitaki maziwa yo yote.
          Do you want this milk? No, I don't want any milk at all.
Unit 42

1. Basic Dialogue. Trouble in the kitchen!

Hamisi

Kura nini?

What's the matter?

Hadija

-ungua

to burn

Nyama yaungua.
The meat is burning.

Hamisi

-jaribu
to try

-toa
to take away

jiko (plu.: meko)
stove, oven, kitchen, hearth

Jaribu kuitoa jikoni.
Try to take it out of the oven.

Hadija

maskini
a poor man

(she takes it out)

Oh! Maskini!

Oh! Too bad!

Tufanyeje sasa?
What shall we do now?

Hamisi

lázima
necessity

tuile
that we should eat it

-la
to eat

Ni lázima tuile.
We'll have to eat it.

Notes

A. Subjunctive forms.

unataka waende do you want them to go?
ni lázima twende  it's necessary that we go

tufanyeje?  what shall we do?

('that we should do how?!')

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

<table>
<thead>
<tr>
<th>Subj. pref.</th>
<th>obj. pref.</th>
<th>root</th>
<th>-a*-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa-</td>
<td>-end-</td>
<td>-e</td>
<td></td>
</tr>
<tr>
<td>tu-</td>
<td>-sem-</td>
<td>-e</td>
<td></td>
</tr>
<tr>
<td>ni-</td>
<td>mw</td>
<td>-on-</td>
<td>-e</td>
</tr>
<tr>
<td>a-</td>
<td>etc.</td>
<td>-ish-</td>
<td>-i</td>
</tr>
<tr>
<td>a-</td>
<td>-jarib-</td>
<td>-u</td>
<td></td>
</tr>
</tbody>
</table>

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

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

B. {lázima} plus subjunctive.

ni lázima tuile  we'll have to eat it

('it is necessity that we should eat it')

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

2.

A. Lázima with subjunctive.

kula  Ni lázima tule nyama.  We have to eat meat.

kumunua  Ni lázima tununue nyama.  We have to buy meat.

kuleta  Ni lázima tulete nyama.  We have to bring meat.

kutoa  Ni lázima tutoe nyama jikoni.  We have to remove meat from the

stove.
Ni lázima uutoe sasa. You have to remove it now.

mikate Toa mikate jikoni. Remove the loaves of bread from the stove.

Ni lázima uutoe sasa. You have to remove them now.

uji Toa uji jikoni. Remove the gruel from the stove.

Ni lázima uutoe sasa. You have to remove it now.

chai Toa chai jikoni. Remove the tea from the stove.

Ni lázima uutoe sasa. You have to remove it now.

chakula Toa chakula jikoni. Remove the food from the stove.

Ni lázima ukitoe sasa. You have to remove it now.

viazi Toa viazi jikoni. Remove the potatoes from the stove.

Ni lázima uvitoe sasa. You have to remove them now.

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

mama Mama anafanya kazi jikoni. Mother is working in the kitchen.

Jaribu kuũsaidia. Try to help her.

Kwa nini hujariibu kuũsaidia? Why do you not try to help her?

mama na Asha Mama na Asha wanafanya kazi jikoni. Mother and Asha are working in the kitchen.

Jaribu kuwasaidia. Try to help them.

Kwa nini hujariibu kuwasaidia? Why do you not try to help them?

mimi Ninafanya kazi jikoni. I am working in the kitchen.

Jaribu kunisaidia. Try to help me.

Kwa nini hujariibu kunisaidia? Why do you not try to help me?

C. Imperatives and locatives.

↓ Menda jikoni. Go to the kitchen.

kukaa Kaa jikoni. Stay in the kitchen.

nyumba Kaa nyumbani. Stay at home.

kutoka Toka nyumbani. Come from home.
shule  Toka shuleni.  
kwenda  Nenda shuleni.

Come from school.
Go to school.

Conversation Starters

1. A asks B whether certain articles are available in the market, and whether they are of good quality. B replies. For some articles, he says that he didn't see any at all in the market.
Unit 43


Father

Kuna nini, bibi? What's the matter, dear?

Mother

maji (pl. MA) water
-mwagika to become spilled

maji yamemwagika. Some water has got spilled.

Father

Wapi?

Mother

kiti (VI) chair
Juu ya kiti. On the chair.

Father

-mwaga to spill

Nani ameyamwaga? Who spilled it?

Mother

Juma.

Father

afadhali it is better
-angalia to pay attention
-pangusa (or -futa) to wipe up

Si afadhali ayapanguse basi? [Then] hadn't he better wipe it up?

Angalia, Juma! Usimwage tena! Careful Juma! Don't spill [it] again.
Notes

A. Neuter stems.

maji yaremwegika (the water is spilled
the water has been spilled

mimi nimeyamwaga I spilled it

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

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

-vunja -vunjika
-rarua -raruka
-pita -pitika
-sikia -sikika
-mwagi -mwagika

B. afadhali plus subjunctive.

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

The uninflectable word afadhali is commonly followed by a subjunctive verb.
C. Negative subjunctive with -si-.

usimwage tena!  don't spill [it] again!
usiende!       don't go!
šisiyafute     don't wipe it up

Negative subjunctive forms consist of:

Subject prefix  -si-  (obj. pref.)  root  -a-e
u       si    mwag    e
à       ya    fut    e
tu
etc.

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

2.

A. Negative subjunctive.

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

B. Afadhalı plus subjunctive.

kwenda  Afadhalı twende.  We'd better go.
kufuta  Afadhalı tufute maji.  We'd better wipe up the water.
kusaidia Afadhalı tuksaidie mtoto.  We'd better help the child.
kulipa  Afadhalı tulipe kodi zetu.  We'd better pay our taxes.
C. A 'neuter' stem; juu ya _______.

↓ Maji yamemwagika juu ya kiti. Some water has been spilled on the chair.

vyakula Vyakula vimemwagika juu ya kiti. Some food has been spilled on the chair.

maziwa Maziwa yamemwagika juu ya kiti. Some milk has been spilled on the chair.

kitambaa Maziwa yamemwagika juu ya kitambaa. Some milk has been spilled on the tablecloth.

chai Chai imemwagika juu ya kitambaa. Some tea has been spilled on the tablecloth.

jiko Chai imemwagika juu ya jiko. Some tea has been spilled on the stove.

chumvi Chumvi imemwagika juu ya jiko. Some salt has been spilled on the stove.

3.

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

nejji Maji yamemwagika. Nani ameyamwaga? Water has gotten spilled. Who has spilled it?

maziwa Maziwa yamemwagika. Nani ameyamwaga? Milk has gotten spilled. Who has spilled it?

kahawa Kahawa imemwagika. Nani ameimwaga? Coffee has gotten spilled. Who has spilled it?

chai Chai imemwagika. Nani ameimwaga? Tea has gotten spilled. Who has spilled it?

chumvi Chumvi imemwagika. Nani ameimwaga? Salt has gotten spilled. Who has spilled it?
sukari  Sukari imemwagika. Nani amevimwaga?  Sugar has gotten spilled.  Who has spilled it?

viazi  Viazizi imemwagika. Nani amevimwaga?  Potatoes have gotten spilled.  Who has spilled them?

B. M2-tense vs. ta-tense; object prefixes.

maji  Maji yamemwagika. Nani atayafuta?  Some water has been spilled.  Who will wipe it up?

maziwa  Maziwa yamemwagika. Nani atayafuta?  Some milk has been spilled.  Who will wipe it up?

kahawa  Kahawa imemwagika. Nani ataifuta?  Some coffee has been spilled.  Who will wipe it up?

chai  Chai imemwagika. Nani ataifuta?  Some tea has been spilled.  Who will wipe it up?

C. M2-tense vs. negative subjunctive; object prefixes.

maji  Umemwaga maji. Usiyamwage tena!  You have spilled some water.  Do not spill it again!

maziwa  Umemwaga maziwa. Usiyamwage tena!  You have spilled some milk.  Do not spill it again!

kahawa  Umemwaga kahawa. Usiimwage tena!  You have spilled some coffee.  Do not spill it again!

viazi  Umemwaga viazi. Usivimwage tena!  You have spilled some potatoes.  Do not spill them again!

maharagwe  Umemwaga maharagwe. Usiyamwage tena!  You have spilled the beans.  (lit.) Do not spill them again!
Unit 41


Sangai

-sukuma
to push along
baiskeli (N)
bicycle

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

Mutisya

-haribika
to get broken
Jamaa, imeharibika. It's broken, my friend.

Sangai

-tengeneza
to repair
siyo
it is not it (used here as an equivalent of English 'wouldn't it?

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

Mutisya

-weza
to be able
Siwezi kuitengeneza. I can't fix it.
fundi (MA animate)
skilled worker of any kind

Naipeleka kwa fundi. I'm taking it to the repairman.
kwa heri
to happiness, with good fortune
Kwa heri, bwana. Well, good-bye.

Sangai

Asante. Thanks.
Notes

A. Some additional pairs of simple and neuter stems.

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

2.

A. -weza plus infinitive.

-sukuma  Watoto wadogo hawawezi kusukuma Small children cannot push a
         baiskeli kubwa. big bicycle.

-tengeneza Watoto wadogo hawawezi Small children cannot repair
         kutengeneza baiskeli kubwa. a big bicycle.

-nunua  Watoto wadogo hawawezi Small children cannot buy a
         kununua baiskeli kubwa. big bicycle.

-leta  Watoto wadogo hawawezi kuleta Small children cannot bring a
        baiskeli kubwa. big bicycle.

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

baiskeli  Baiskeli imeharibika? Is the bicycle damaged?

nguo  Nguo imeharibika? Is the cloth damaged?

kiti  Kiti kimeharibika? Is the chair damaged?

chakula  Chakula kimeharibika? Is the food damaged?

motokaa  Motokaa imeharibika? Is the motor car damaged?

jiko  Jiko limeharibika? Is the stove damaged?

C. Concord: object prefix and object.

baiskeli  Tafadhali, uitengeneze Please repair my bicycle.
         baiskeli yangu.

nyumba  Tafadhali, uitengeneze Please repair my house.
         nyumba yangu.
kiti Tafadhali, ukitengeneze
kiti changu.

viti Tafadhali, uvitengeneze
viti vyangu.

vitu Tafadhali, uvitengeneze
vitu vyangu.

motokaa Tafadhali, ukitengeneze
motokaa yangu.

Please repair my chair.

Please repair my chairs.

Please repair my things.

Please repair my motor car.

3.

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

mayai Mayai yako wapi?
Nimeyapeleka sokoni.
Where are the eggs?
I took them to the market.

mboga Mboga ziko wapi?
Nimezipeleka sokoni.
Where are the vegetables?
I took them to the market.

pilipili Pilipili ziko wapi?
Nimezipeleka sokoni.
Where is the pepper?
I took it to the market.

muhogo Muhogo uko wapi?
Nimeupeleka sokoni.
Where is the cassava?
I took it to the market.

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

"etu Jiko letu limeharibika.
Hatuwezi kulitengeneza.
Our stove is damaged.
We can't repair it.

"angu Jiko langu limeharibika.
Siwezi kulitengeneza.
My stove is damaged.
I can't repair it.

"ake Jiko lake limeharibika.
Hawezi kulitengeneza.
His stove is damaged.
He can't repair it.

"ao Jiko lao limeharibika.
Hawawezi kulitengeneza.
Their stove is damaged.
They can't repair it.
C. Neuter vs. simple stems.

<table>
<thead>
<tr>
<th>baiskeli</th>
<th>Baiskeli yangu imeharibika.</th>
<th>My bicycle is in bad working condition.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nani ameiharibu?</td>
<td>Who damaged it?</td>
</tr>
<tr>
<td>chakula</td>
<td>Chakula changu kimeharibika.</td>
<td>My food is spoiled.</td>
</tr>
<tr>
<td></td>
<td>Nani amekiharibu?</td>
<td>Who spoiled it?</td>
</tr>
<tr>
<td>motokaa</td>
<td>Motokaa yangu imeharibika.</td>
<td>My motor car is in bad working condition.</td>
</tr>
<tr>
<td></td>
<td>Nani ameiharibu?</td>
<td>Who damaged it?</td>
</tr>
<tr>
<td>kiti</td>
<td>Kiti changu kimeharibika.</td>
<td>My chair is damaged.</td>
</tr>
<tr>
<td></td>
<td>Nani amekiharibu?</td>
<td>Who damaged it?</td>
</tr>
</tbody>
</table>

D. Affirmative vs. negative subjunctive.

| kusukuma | Niisukume baiskeli?         | Should I push the bicycle?             |
|          | Hapana. Usiisukume.         | No, don't push it.                     |
| kutengeneza | Niitengeneze baiskeli?     | Should I fix the bicycle?              |
|           | Hapana. Usiitengeneze.      | No, don't fix it.                      |
| kununua  | Niinunue baiskeli?         | Should I buy the bicycle?              |
|           | Hapana. Usiinunue.          | No, don't buy it.                      |
| kuuza    | Niizue baiskeli?           | Should I sell the bicycle?             |
|           | Hapana. Usiizue.            | No, don't sell it.                     |

Conversation Starters

1. A asks B whether he can accompany him to town. B replies with a list of things that he must do first. A offers to help him.
**Unit 45**


**Abasi**

kalamu (N)  
Tafadhali nisaidie kalamu.  
-ndika  
Please lend me a pen.

Yangu haiandiki.  
Mine doesn't write.

**Sangai**

wino (U)  
Lakini una wino?  
ink  
But do you have ink?

**Abasi**

-vunjika  
Ndiyo, lakini kalamu imeunjika.  
to become broken  
Yes, but my pen is broken.

**Sangai**

Wapi?  
What part?

**Abasi**

nibu (N)  
"enyewe  
nib  
-self  
Nibu enyewe.  
The nib itself.

-lazimu  
to be necessary  
Yanilazimu ninunue nibu mpya kesho.  
I must buy a new nib tomorrow.
Notes

A. An additional pair of simple and neuter stems.
The stative verb stem -vunjika 'to get broken' is related to the simple stem -vunjja 'to break'.

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

\[
\begin{align*}
\text{yanilazimu kununua ñpya} & \quad \text{I've got to buy a new one} \\
\text{yanilazimu ninunue ñpya} & \quad \text{I've got to buy a new one}
\end{align*}
\]

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

2.

A. Con cords with ñpya.

| kalamu     | Nilinunua kalamu ñpya jana. I bought a new pen yesterday. |
| kiti       | Nilinunua kiti kipyà jana. I bought a new chair yesterday. |
| viti       | Nilinunua viti vipya jana. I bought some new chairs yesterday. |
| bai keli   | Nilinunua bai keli ñpya jana. I bought a new bicycle yesterday. |
| nguo       | Nilinunua nguo ñpya jana. I bought some new clothes yesterday. |
| jiko       | Nilinunua jiko jipya jana. I bought a new stove yesterday. |

B. -lazimu plus infinitive.

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

- nunua Yanilazimu kununua kalamu hii. I must buy this pen.

- uza Yanilazimu kuuza kalamu hii. I must sell this pen.

- peleka Yanilazimu kupeleka kalamu hii kwa fundi. I must take this pen to the repairman.
C. -lazimu plus subjunctive.

mimi Yanilazimu nilipe kalamu. I must pay for the pen.
wao Yawalazimu waliwe kalamu. They must pay for the pen.
eye Yaľlazimu alipe kalamu. He must pay for the pen.
sisi Yatulazimu tulipe kalamu. We must pay for the pen.
wewe Yakulazimu ulipe kalamu. You must pay for the pen.
ninyi Yawalazimuni mlipe kalamu. You (pl.) must pay for the pen.

D. ~enyewe.

mimi Mimi mwenyewe nilikwenda. I myself went.
wewe Wewe mwenyewe ulikwenda. You yourself went.
eye YeYe mwenyewe alikwenda. He himself went.
sisi Sisi wenyewe tulikwenda. We ourselves went.
ninyi Ninyi wenyewe mlikwenda. You yourselves went.
wao Wao wenyewe walikwenda. They themselves went.

3.

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

mimi Nahitaji kalamu. I need a pen.
Tafadhali nisaidie. Please lend me one.
Yangu haiandiki. Mine doesn't write.

Juma Juma ahitaji kalamu. Juma needs a pen.
Tafadhali nisaidie. Please lend him one.
Yake haiandiki. His can't write.

sisi Twahitaji kalamu. We need pens.
Tafadhali tusaidie. Please lend us some.
Zetu haziandiki. Ours don't write.
watoto Watoto wahitaji kalamu. The children need pens.
Tafadhali wasaidie. Please lend them some.
Zao haziandiki. Theirs don't write.

B. -mekwisha.

wino Una wino wa kutosha? Do you have enough ink?
Hapana, wino umekwisha. No, ink is all gone.

uji Una uji wa kutosha? Do you have enough gruel?
Hapana, uji umekwisha. No, gruel is all gone.

sukari Una sukari ya kutosha? Do you have enough sugar?
Hapana, sukari imekwisha. No, sugar is all gone.

chai Una chai ya kutosha? Do you have enough tea?
Hapana, chai imekwisha. No, tea is all gone.

maji Una maji ya kutosha? Do you have enough water?
Hapana, maji yamekwisha. No, water is all gone.

maziwa Una maziwa ya kutosha? Do you have enough milk?
Hapana, maziwa yamekwisha. No, milk is all gone.
Unit 46


**Harisi**

barua (N)  
letter  
meza (N)  
table  
Umeiona barua juu ya meza?  
Did you see the letter on the table?

**Hadija**

Kutoka wapi?  
Where from?

**Harisi**

muhuri (MI)  
postmark  
(or: chapa ya posta,  
alama ya posta)

Ilikuwa na muhuri wa Afrika  
It had a West African postmark.

Magharibi.

**Hadija**

Sijaiona. Imepotea?  
I haven't seen it. Is it lost?

**Harisi**

-kumbuka  
to remember  
-weka  
to put  
Siwesi kukumbuka niliweka wapi.  
I can't remember where I put it.

-poteza  
to lose  
Fengine nimepoteza.  
Maybe I've lost it.

**Hadija**

-kata  
to cut  
tamaa (N)  
desire
'Usikate tamaa.'
- tafta
Nitakusaidia kuitafuta.  
Don't despair.
to look for
I'll help you look for it.

Notes

A. Causative stems.

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

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

- pend-  | 'to like' |
| - pot-  | 'to lose, throw away' |
| - ja-  | 'to fill' |
| - temb- | 'to cause to walk about' |
| - pelek- | 'to cause to send, etc.' |
| - um-  | 'to cause to hurt' |
| - end- | 'to go' |
| - sem- | 'to cause to speak' |
| - ot- | 'to raise (vegetables)' |
-rud- 'to return'  -rud-ish- 'to cause to return'
-furah- 'to rejoice'  -furah-ish- 'to cause to rejoice'

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

-wak- 'to burn'  -wash- 'to ignite'
-anguk- 'to fall'  -angush- 'to drop'
-kumbuk- 'to remember'  -kumbush- 'to remind'

but -andik- 'to write'  -andik-ish- 'to dictate'
-wek- 'to put'  -wek-esh- 'to cause to put'

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

2.

A. Concord: Noun and demonstrative; -ku- as object prefix.

barua Nani alikuletea barua hii? Who brought you this letter?
barua Nani alikuletea barua hizi? Who brought you these letters?
(pl.)
kalamu Nani alikuletea kalamu hii? Who brought you this pen?
nguo (sg.) Nani alikuletea nguo hii? Who brought you this cloth?

nguo (pl.) Nani alikuletea nguo hizi? Who brought you these clothes?
kitu Nani alikuletea kitu hiki? Who brought you this thing?
vitu Nani alikuletea vitu hivi? Who brought you these things?

B. -weka, juu ya-

† Niliweka kitu juu ya meza. I put a chair on the table.
b rua Niliweka barua juu ya meza. I put a letter on the table.
kalamu Niliweka kalamu juu ya meza. I put a pen on the table.
nguo Niliweka nguo juu ya meza. I put some clothes on the table.
kiti Niliweka nguo juu ya kiti. I put some clothes on the chair.
ratunda Niliweka ratunda juu ya kiti. I put some fruit on the chair.
nyama Niliweka nyama juu ya kiti. I put some meat on the chair.
jiko Niliweka nyama juu ya jiko. I put some meat on the stove.
maji Niliweka maji juu ya jiko. I put some water on the stove.

C. -weka plus locatives.

nguo Weka nguo mezani. Put the clothes on the table.
kalamu Weka kalamu mezani. Put the pen on the table.
rdizi Weka rdizi mezani. Put the bananas on the table.
viazi Weka viazi mezani. Put the potatoes on the table.

A. Agreement of subject and object prefixes; concord of noun and object prefix.

kalamu Nimepoteza kalamu. I lost a pen.
    Nitakusaidia kuitafuta. I'll help you to look for it.

mayai Nimepoteza mayai. I lost some eggs.
    Nitakusaidia kuyatafuta. I'll help you to look for them.

chungwa Nimepoteza chungwa. I lost an orange.
    Nitakusaidia kulitafuta. I'll help you to look for it.

mkate Nimepoteza mkate. I lost a loaf of bread.
    Nitakusaidia kuutafuta. I'll help you to look for it.

B. Causative stem; concord including object prefix.

kalamu Kalamu yangu imepoteza. My pen is lost.
    Nani ameipoteza? Who lost it?
barua  Barua yangu imepotea.  My letter is lost.
       Nani ameipoteza?
            Who lost it?

barua  Barua zangu zimepotea.  My letters are lost.
       Nani amezipoteza?
            Who lost them?

nguo   Nguo yangu imepotea.  My cloth is lost.
       Nani ameipoteza?
            Who lost it?

C.

kalamu Kalamu zetu zimepotea.  Our pens are lost.
       Fmezipoteza lini?
            When did you lose them?

barua  Barua zetu zimepotea.  Our letters are lost.
       Fmezipoteza lini?
            When did you lose them?

nguo   Nguo zetu zimepotea.  Our clothes are lost.
       Fmezipoteza lini?
            When did you lose them?

D. Agreement of subject prefix and possessive stem.

wewe   Unatoka wapi?  Where are you from?
       Silikumbuki jina lako.  I don't remember your name.

yeye   Anatoka wapi?  Where is he from?
       Silikumbuki jina lake.  I don't remember his name.

ninyi  Mnatoka wapi?  Where are you all from?
       Siyakumbuki majina yenu.  I don't remember your names.

wao    Wanatoka wapi?  Where are they from?
       Siyakumbuki majina yao.  I don't remember their names.

Conversation Starters

1. A (an employer) gives directions to B (a domestic servant), and answers B's questions about details of his duties.
Unit 47


(Loud crash off stage.)

Mother

Nini hicho kilichovunjika?
(or: Kitu kimevunjika nini?)

What's that that broke?

Daughter

-angusha
to cause to fall

chombo (VI)
vessel

-pakua
to divide

Mary dropped the dishes.

Mariamu ameangusha vyombo vya
kupakulia chakula.

'(... the vessels for dividing
out the food.)'

Mother

"pi?" which?

Vipi vimevunjika?
Which ones are broken?

Daughter

sahani (N)
plate

kikombe (VI)
cup

kisahani (VI)
saucer

bilauri (N) or: glasi (N)
glass

"ote"
all

Sahani mbili, vikombe vitatu,
Two plates, three cups, one saucer,
kisahani kimoja, na bilauri zote!
and all the glasses!
Mother

Bilauri zilikiwa ngapi?

How many glasses were there?

('Glasses they-were how-many?')

Daughter

-fikiri
to think

Mama, nafikiri zilikiwa âme.

Four, I think, Mother.

2.

A. Si as negative copula; the invariable adjective safi.

sahani Sahani hii si safi sana. This plate is not very clean.

sahani Sahani hizi si safi sana.

(pl.) These plates are not very clean.

kikombe Kikombe hiki si safi sana. This cup is not very clean.

vikombe Vikombe hivi si safi sana. These cups are not very clean.

bilauri Bilauri hii si safi sana. This glass is not very clean.

bilauri (pl.) These glasses are not very clean.

nguo Nguo hii si safi sana. This cloth is not very clean.

B. Concord with "ote.

sahani Sahani zote ni safi sasa. All the plates are clean now.

vikombe Vikombe vyote ni safi sasa. All the cups are clean now.

visahani Visahani vyote ni safi sasa. All the saucers are clean now.

bilauri Bilauri zote ni safi sasa. All the glasses are clean now.

nguo Nguo zote ni safi sasa. All the clothes are clean now.

C. Concord with "pi.

vikombe Vikombe vipi si safi? Which cups are not clean?

kikombe Kikombe kipi si safi? Which cup is not clean?
sahani (pl.) Sahani zipi si safi? Which plates are not clean?
sahani Sahani ipi si safi? Which plate is not clean?
nguo Nguo ipi si safi? Which cloth is not clean?

D. Concord with "ote.

bilauri Mariamu amevunja bilauri zote. Mariamu has broken all the glasses.
vyombo Mariamu amevunja vyombo vyote. Mariamu has broken all the dishes.
visahani Mariamu amevunja visahani vyote. Mariamu has broken all the saucers.
vikombe Mariamu amsvunja vikombe vyote. Mariamu has broken all the cups.
sahani Mariamu amevunja sahani zote. Mariamu has broken all the plates.

3.

A. Conords in successive short sentences.

sahani Sahani moja imeanguka. One plate has fallen.
moja Ipi? Which one?
Yako. Yours.
Nani ameiangusha? Who made it fall?
sahani Sahani mbili zimeanguka. Two plates have fallen.
mbili Zipi? Which ones?
Zako. Yours.
Nani ameziangusha? Who made them fall?

kikombe Kikombe kimoja kimeanguka. One cup has fallen.
kimoja Kipi? Which one?
Chako. Yours.
Nani amekiangusha? Who made it fall?
vikombe Vikombe viwili vimeanguka. Two cups have fallen.
viwili Vipi? Which ones?
Vyako.
Nani ameviangusha?

Yours.
Who made them fall?

B. Neuter vs. simple stems; concord including object prefix.

kalamu  Kalamu yangu imevunjika.
        Nani ameivunjja? or:
        Nani aliyeivunjja?

My pen is broken.
Who broke it?

bilauri  Bilauri yangu imevunjika.
        Nani ameivunjja?

My glass is broken.
Who broke it?

kisahani Kisahani changu kimevunjika.
        Nani amekivunjja?

My saucer is broken.
Who broke it?

kikombe Kikombe changu kimevunjika.
        Nani amekivunjja?

My cup is broken.
Who broke it?

C. -kuwa "ngapi?; concord with "ngapi.

vikombe  Vikombe safi vilikuwa vingapi?
        Vilikuwa viňne.

How many clean cups were there?
There were four.

visahani Visahani safi vilikuwa vingapi?
        Vilikuwa viňne.

How many clean saucers were there?
There were four.

sahani  Sahani safi zilikiwa ngapi?
        Zilikiwa ñne.

How many clean plates were there?
There were four.

bilauri  Bilauri safi zilikiwa ngapi?
        Zilikiwa ñne.

How many clean glasses were there?
There were four.

D. Concord: Noun and two adjectives.

vikombe  Kuna vikombe vipya vingapi?
        Kuna vitano.

How many new cups are there?
There are five.

visahani Kuna visahani vipya vingapi?
        Kuna vitano.

How many new saucers are there?
There are five.
<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>How many new pens are there?</td>
</tr>
<tr>
<td></td>
<td>There are five.</td>
</tr>
<tr>
<td></td>
<td>Kuna kalamu mpya ngapi?</td>
</tr>
<tr>
<td></td>
<td>Kuna tano.</td>
</tr>
<tr>
<td>nguo</td>
<td>How many new cloths are there?</td>
</tr>
<tr>
<td></td>
<td>There are five.</td>
</tr>
<tr>
<td></td>
<td>Kuna nguo mpya ngapi?</td>
</tr>
<tr>
<td></td>
<td>Kuna tano.</td>
</tr>
<tr>
<td>nyumba</td>
<td>How many new houses are there?</td>
</tr>
<tr>
<td></td>
<td>There are five.</td>
</tr>
<tr>
<td></td>
<td>Kuna nyumba mpya ngapi?</td>
</tr>
<tr>
<td></td>
<td>Kuna tano.</td>
</tr>
</tbody>
</table>
Unit 48

1. Basic Dialogue. Lighting the lamp.

**Hamisi**

- giza (MA)
- ingia
darkness
to enter

- Giza laingia.
It's getting dark.

- taa (N)
a lighting device

- mafuta (pl. MA)
(lamp, light bulb, etc.)
oil, grease
to cause to light up

- washa
to cause to light up

- Tafadhali, nipatie taa ya mafuta, niwasha.
Please get me the lamp so I [can] light [it].

**Hadija**

- chukua
to take, carry

- Chukua taa. Nimeileta.
Here it is.

('Take it. I've brought it.')

**Hamisi**

- Inayo mafuta ya kutosha?
Does it have enough oil?

**Hadija**

- tia
put, pour

- chupa (N)
bottle

- jioni
evening

- Ndiyo, tulitia chupa mbili jana jioni.
Yes, we put in two bottles yesterday evening.
Notes

A. Imperative of one verb, followed by subjunctive of a second.
   nipatie taa niwashedi light [it]
   After an imperative form of one verb, the subjunctive of a second verb
   is used to show the purpose of the action of the first.

2.

A. -ingia plus locative.

nyumba Ingieni nyumbani. Go into the house.
kanisa Ingieni kanisani. Go into the church.
shule Ingieni shuleni. Go into the school.
boma Ingieni bomani. Go into the District Office.

B. Adverbial use of usiku.

nani Nani aliyewasha taa jana Who lit the lamp last night?
      usiku?
Juma Juma aliwasha taa jana Did Juma light the lamp last night?
      usiku?
Mama Mama aliwasha taa jana Did Mother light the lamp last night?
      usiku?
Baba na Baba na Juma waliwasha taa Did Father and Juma light the lamp
      usiku? lamp last night?
Juma

C. Subject and object prefixes with -na-.

Taa inayo mafuta ya kutosha Does the lamp have enough oil for
   usiku huu? for tonight?
sisi Sisi tunayo mafuta ya Do we have enough oil for tonight?
   kutosha usiku huu?
wachukuzi Wachukuzi wanayo mafuta ya Do the porters have enough oil
   kutosha usiku huu? for tonight?
chakula Wachukuzi wanacho chakula cha kutosha usiku huu?
Do the porters have enough food for tonight?
ninyi Ninyi mnacho chakula cha kutosha usiku huu?
Do you have enough food for tonight?
watoto Watoto wanacho chakula cha kutosha usiku huu?
Do the children have enough food for tonight?

D. -tia.

Tutatia mafuta katika taa. We will put oil into the lamp.
chupa Tutatia mafuta katika chupa. We will put oil into the bottle.
maji Tutatia maji katika chupa. We will put water into the bottle.
kikombe Tutatia maji katika kikombe. We will put water into the cup.
bilauri Tutatia maji katika bilauri. We will put water into the glass.
maziwa Tutatia maziwa katika bilauri. We will put milk into the glass.
chupa Tutatia maziwa katika chupa. We will put milk into the bottle.

E. Imperative plus subjunctive.

mafuta Lete mafuta nitie katika chupa hii. Bring oil for me to put into this bottle.
maziwa Lete maziwa nitie katika chupa hii. Bring milk for me to put into this bottle.
maji Lete maji nitie katika chupa hii. Bring water for me to put into this bottle.
wino Lete wino nitie katika chupa hii. Bring ink for me to put into this bottle.

3.

A. Imperative plus subjunctive.

kalamu Mletee kalamu aitengeneze. Bring him the pen so that he can fix it.
kalamu (pl.)
Mleee kalamu azitengeneze.
Bring him the pens so that he can fix them.

baiskeli
Mleee baiskeli azitengeneze.
Bring him the bicycle so that he can fix it.

viti
Mleee viti avitengeneze.
Bring him the chairs so that he can fix them.

motokaa
Mleee motokaa azitengeneze.
Bring him the car so that he can fix it.

taa
Mleee taa azitengeneze.
Bring him the lamp so that he can fix it.

B. Second person plural object prefix.

vikombe
Juma aliwapatieni vikombe
How many cups did Juma get you yesterday evening?
vingapi jana jioni?
He didn't bring us any cup
Hakutupatia vikombe vyo vyote!
at all!

viasi
Juma aliwapatieni viazi
How many potatoes did Juma get you yesterday evening?
vingapi jana jioni?
He didn't bring us any at all!
Hakutupatia viazi vyo vyote!

mayai
Juma aliwapatieni mayai
How many eggs did Juma get you yesterday evening?
mangapi jana jioni?
He didn't bring us any egg
Hakutupatia mayai yo yote!
at all!

maembe
Juma aliwapatieni maembe
How many mangoes did Juma get you yesterday evening?
mangapi jana jioni?
He didn't bring us any mango at all!
Hakutupatia maembe yo yote!

mikate
Juma aliwapatieni mikate
How many loaves of bread did Juma bring you yesterday evening?
mingapi jana jioni?
Hakutupatia mikate yo yote!

He didn't bring us any loaf of bread at all!

Juma aliwatiensi taa ngapi jana jioni?

How many lamps did Juma bring you yesterday evening?

Hakutupatia taa zo zote!

He didn't bring us any lamp at all!

Juma aliwatiensi chupa ngapi jana jioni?

How many bottles did Juma bring you yesterday evening?

Hakutupatia chupa zo zote!

He didn't bring us any bottle at all!

Juma aliwatiensi ng'ombe wangapi jana jioni?

How many cattle did Juma bring you yesterday evening?

Hakutupatia ng'ombe wo wote!

He didn't bring us any cattle at all!

Conversation Starters

1. A (an employer) returns from a trip, and discusses the trip with B (a domestic servant).

2. A then questions B about the state of the house, the dishes, etc. in his absence, and about the adequacy of supplies for the immediate future.
Unit 49

1. Basic Dialogue. Lighting the lamp.

Son

kiberiti (VI)
(or: kibiriti)
kijiti cha kiberiti (VI)

box or book of matches
a single match

Tafadhali, nipatie kiberiti.

Please get me a match.

Mother

Viberiti vyote vimekwisha.

They're all gone.

Son

pesa (N)

coins

Unaso pesa za kumuna vingine?

Do you have money to buy some more?

Mother

senti (N) (or: pesa (N))

small change
sanduku (N)

box

Ndiyo. Chukua senti kutoka

sandukuni.

Yes, take some change out of the

box.
haraka (N)

haste

Na ufanye haraka. Giza laingia.

And hurry, it's getting dark.

('Darkness enters.')

Son

Ndiyo, mama.

Yes, Mother.

2.

A. Concorde with "pya."

kiberiti Tafadhali, nipatie kiberiti Please get me a new match.
kipya.
viberiti Tafadhali, nipatie viberiti vipa.
Please get me some new matches.
sanduku Tafadhali, nipatie sanduku jipa.
Please get me a new box.
nguo Tafadhali, nipatie nguo mpya.
Please get me some new clothes.
chupa Tafadhali, nipatie chupa mpya.
Please get me a new bottle.
taa Tafadhali, nipatie taa mpya.
Please get me a new lamp.

B. Meaning of me-tense of -(kw)isha.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>viberiti</td>
<td>Viberiti vimekwisha, mama.</td>
<td>The matches are all used up, mother.</td>
</tr>
<tr>
<td>vikombe</td>
<td>Vikombe vimekwisha, mama.</td>
<td>The cups are all gone, mother.</td>
</tr>
<tr>
<td>siagi</td>
<td>Siagi imekwisha, mama.</td>
<td>The butter is all gone, mother.</td>
</tr>
<tr>
<td>sahani</td>
<td>Sahani zimekwisha, mama.</td>
<td>The plates are all gone, mother.</td>
</tr>
<tr>
<td>pesa</td>
<td>Pesa zimekwisha, mama.</td>
<td>The money is all gone, mother.</td>
</tr>
<tr>
<td>mafuta</td>
<td>Mafuta yamekwisha, mama.</td>
<td>The oil is all gone, mother.</td>
</tr>
<tr>
<td>meji</td>
<td>Meji yamekwisha, mama.</td>
<td>The water is all gone, mother.</td>
</tr>
<tr>
<td>njugu</td>
<td>Njugu zimekwisha, mama.</td>
<td>The ground nuts are all gone, mother.</td>
</tr>
</tbody>
</table>

C. a plus infinitive.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Question</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>-munua</td>
<td>Mnazo pesa za kurumua mafuta?</td>
<td>Do you have money to buy oil?</td>
</tr>
<tr>
<td>-lipa</td>
<td>Mnazo pesa za kulipa kodi?</td>
<td>Do you have money to pay taxes?</td>
</tr>
<tr>
<td>-tosa</td>
<td>Mnazo pesa za kutosha?</td>
<td>Do you have money enough?</td>
</tr>
</tbody>
</table>

D. -chukua.

<table>
<thead>
<tr>
<th>Question</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nani alichukua senti kutoka sandukuni?</td>
<td>Who took the change from the box?</td>
</tr>
<tr>
<td>Swahili</td>
<td>English</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>kalamu Nani alichukua kalamu kutoka sandukuni?</td>
<td>Who took the pen from the box?</td>
</tr>
<tr>
<td>meza Nani alichukua kalamu kutoka mezani?</td>
<td>Who took the pen from the table (drawer)?</td>
</tr>
<tr>
<td>viberiti Nani alichukua viberiti kutoka mezani?</td>
<td>Who took the matches from the table (drawer)?</td>
</tr>
<tr>
<td>ryumba Nani alichukua viberiti kutoka nyumbani?</td>
<td>Who took the matches from the house?</td>
</tr>
<tr>
<td>motakaa Nani alichukua viberiti kutoka motokaani?</td>
<td>Who took the matches from the car?</td>
</tr>
<tr>
<td>bilauri Nani alichukua viberiti kutoka bilaurini?</td>
<td>Who took the matches from the glass?</td>
</tr>
<tr>
<td>mafuta Nani alichukua mafuta kutoka bilaurini?</td>
<td>Who took the oil from the glass?</td>
</tr>
<tr>
<td>taa Nani alichukua mafuta kutoka taani?</td>
<td>Who took the oil from the lamp?</td>
</tr>
</tbody>
</table>

3.

A. Multiple concords.

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>pesa Unazo pesa za kutosha?</td>
<td>Do you have enough money?</td>
</tr>
<tr>
<td>Sina pesa zo zote.</td>
<td>I don't have any money at all.</td>
</tr>
<tr>
<td>senti Unazo senti za kutosha?</td>
<td>Do you have enough change?</td>
</tr>
<tr>
<td>Sina senti zo zote.</td>
<td>I don't have any change at all.</td>
</tr>
<tr>
<td>mafuta Unayo mafuta ya kutosha?</td>
<td>Do you have enough oil?</td>
</tr>
<tr>
<td>Sina mafuta yo yote.</td>
<td>I don't have any oil at all.</td>
</tr>
<tr>
<td>maji Unayo maji ya kutosha?</td>
<td>Do you have enough water?</td>
</tr>
<tr>
<td>Sina maji yo yote.</td>
<td>I don't have any water at all.</td>
</tr>
<tr>
<td>mikate Unayo mikate ya kutosha?</td>
<td>Do you have enough bread?</td>
</tr>
<tr>
<td>Sina mikate yo yote.</td>
<td>I don't have any bread at all.</td>
</tr>
</tbody>
</table>
uji  Unao uji wa kutosha?
      Sina uji wo wote.
    Do you have enough gruel?
    I don't have any gruel at all.

nyama  Unayo nyama ya kutosha?
      Sina nyama yo yote.
    Do you have enough meat?
    I don't have any meat at all.

B. Li-tense vs. past negative with -ku-.

kuchukua  Ulichukua senti ngapi
         kutoka sandukuni?
         Sikuchukua nyingi.
    How many cents did you take out
    of the box?
    I didn't take many.

kuweka  Uliweka senti ngapi
         sandukuni?
         Sikuweka nyingi.
    How many cents did you put into
    the box?
    I didn't put many.

kuona  Uliona senti ngapi
         sandukuni?
         Sikuona nyingi.
    How many cents did you see in the
         box?
    I didn't see many.

C.

kuchukua  Mlichukua viberiti vingapi
         nyumbani?
         Hatukuchukua vingi.
    How many matches did you (pl.) take
         out of the house?
    We didn't take many.

kuweka  Mliweka viberiti vingapi
         nyumbani?
         Hatukuweka vingi.
    How many matches did you (pl.) put
         in the house?
    We didn't put many.

kuona  Mliona viberiti vingapi
         nyumbani?
         Hatukuona vingi.
    How many matches did you (pl.) see
         in the house?
    We didn't see many.
Unit 50

1. Basic Dialogue. I'm not hungry.

Mother

Unakitaka chakula hiki?

Do you want this food?

Son

Hapana, sikitaki asante.

No, thank you.

Mother

wa nini?

Why [not]?

Son

maliza
to finish

Kwa sababu sina njaa.

Because I'm not hungry. I've just

Nimemaliza kula sasa hivi.

now finished eating.

Mother

kinywaji (VI)
a drink

Pengine wataka kinywaji.

Maybe you'd like a drink.

Son

Ndiyo. Tafadhali nipatie bilauri

Yes, a glass of orange juice would

moja ya maji ya machungwa.

be fine.

Mother

nywa
to drink

Basi chukua. Mimi nitakunywa soda.

Here you are. ('Then, take') I'll

have some soda.

Notes

A. The phrase sasa hivi.
Note the use of hivi, which has the form of the proximal demonstrative,
plural VI class, as modifier of *sasa* 'now' to produce *sasa hivi* 'just now.' The phrase *hivi sasa* is also used in this sense.

2.

A. Concord: Noun and demonstrative.

<table>
<thead>
<tr>
<th>Chakula</th>
<th>Unataka chakula hicho?</th>
<th>Do you want that food?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karanga</td>
<td>Unataka karanga hizo?</td>
<td>Do you want those ground nuts?</td>
</tr>
<tr>
<td>Mkatate</td>
<td>Unataka mkatate huo?</td>
<td>Do you want that bread?</td>
</tr>
<tr>
<td>Kirywaji</td>
<td>Unataka kinywaji hicho?</td>
<td>Do you want that drink?</td>
</tr>
<tr>
<td>Siagi</td>
<td>Unataka siagi hiyo?</td>
<td>Do you want that butter?</td>
</tr>
<tr>
<td>Nyama</td>
<td>Unataka nyama hiyo?</td>
<td>Do you want that meat?</td>
</tr>
</tbody>
</table>

B. *-me-* maliza plus infinitive.

- La  Juma amemaliza kula sasa hivi. Juma has just now finished eating.
- Leta Juma amemaliza kuleta kinywaji sasa hivi. Juma has just now finished bringing a drink.
- Tuletea Juma amemaliza kutuletea vinywaji sasa hivi. Juma has just now finished bringing us drinks.
- Fanya Juma amemaliza kufanya kazi sasa hivi. Juma has just now finished working.

C. hu-tense; concord with *-ingi*.

<table>
<thead>
<tr>
<th>Chai</th>
<th>Watu wote wa āchi hii hunywa chai nyingi.</th>
<th>Everyone in this country drinks a lot of tea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kahawa</td>
<td>Watu wote wa āchi hii hunywa kahawa nyingi.</td>
<td>Everyone in this country drinks a lot of coffee.</td>
</tr>
<tr>
<td>Maziwa</td>
<td>Watu wote wa āchi hii hunywa maziwa mengi.</td>
<td>Everyone in this country drinks a lot of milk.</td>
</tr>
<tr>
<td>Soda</td>
<td>Watu wote wa āchi hii hunywa soda nyingi.</td>
<td>Everyone in this country drinks a lot of soda.</td>
</tr>
</tbody>
</table>
UNIT 50

SWAHILI

majia maichungwa

Everyone in this country drinks a
lot of orange juice.

D.

nyama

Many people in this country eat
a lot of meat.

karanga

Many people in this country eat
a lot of ground nuts.

muhogo

Many people in this country eat
a lot of cassava.

mahindi

Many people in this country eat
a lot of maize.

3.

A. Me-tense vs. negative with -ja-

wewe

Have you finished eating now?

Hapana, sijamaliza bado.

No, I haven't finished yet.

ninyi

Have you all finished eating now?

Hapana, hatujamaliza bado.

No, we haven't finished yet.

watu wote

Has everyone finished eating now?

Hapana, hawajamaliza bado.

No, they haven't finished yet.

B. Present affirmative vs. negative, with object prefix.

chakula

Do you want this food?

Hapana, sikitaki, asante.

No, I don't want it, thank you.

mkate

Do you want this bread?

Hapana, siutaki, asante.

No, I don't want it, thank you.

mikate

Do you want these loaves?

Hapana, siitaki, asante.

No, I don't want them, thank you.
embe  Unalitaka embe hili?  Do you want this mango?  
Hapana, silitaki, asante.  No, I don't want it, thank you.

maembe  Unayataka maembe haya?  Do you want these mangoes?  
Hapana, siyataki, asante.  No, I don't want them, thank you.

ndizi  Unaitaka ndizi hii?  Do you want this banana?  
Hapana, siitaki, asante.  No, I don't want it, thank you.

ndizi  Unazitaka ndizi hizi?  Do you want these bananas?  
Hapana, sizitaki, asante.  No, I don't want them, thank you.

(pl.)

ndizi  Unakitaka kiazi hiki?  Do you want this potato?  
Hapana, sikitaki, asante.  No, I don't want it, thank you.

kiazi  Unavitaka viazi hivi?  Do you want these potatoes?  
Hapana, sivitaki, asante.  No, I don't want them, thank you.

viazi  C. Negative present of monosyllabic verb stem, with loss of ku-.  

Mariamu  Mariamu anakula viazi?  Is Mariamu eating potatoes?  
La, hali viazi, anakula mKate.  No, she isn't eating potatoes.  
She's eating bread.

watoto  Watoto wanakula viazi?  Are the children eating potatoes?  
La, hawali viazi, wanakula mKate.  No, they aren't eating potatoes.  
They are eating bread.

wewe  Unakula viazi?  Are you eating potatoes?  
La, sili viazi, ninakula mKate.  No, I'm not eating potatoes.  
I'm eating bread.

ninyi  Mnakula viazi?  Are you all eating potatoes?  
La, hatuli viazi, tunakula mKate.  No, we aren't eating potatoes.  
We're eating bread.

D.  

Daudi  Daudi anakunywa kahawa?  Is Daudi drinking coffee?  
La, hanywi kahawa, anakunywa chai.  No, he isn't drinking coffee.  
He's drinking tea.
wote  Wote wanakunywa kahawa?
     La, hawanyi kahawa,
         wanakunywa chai.
Are they all drinking coffee?
No, they aren't drinking coffee.
They're drinking tea.

wewe  Unakunywa kahawa?
     La, sinywi kahawa,
         ninakunywa chai.
Are you drinking coffee?
No, I'm not drinking coffee.
I'm drinking tea.

ninyi Mnakunywa kahawa?
     La, hatunywi kahawa,
         tunakunywa chai.
Are you (pl.) drinking coffee?
No, we aren't drinking coffee.
We're drinking tea.

Conversation Starters

1. A inquires of B about what the people of his country customarily eat and how they spend their leisure time. B replies, and asks similar questions about the people of A's country.

2. Within the limits of the vocabulary that has been met up to this point, give an account of a typical day in your own life. Do the same for a day in the life of a domestic servant.
Unit 51

1. Basic Dialogue. What grade are you in?

**Magese**

-soma

darasa (MA)

Unasoma darasa gani mtoto?

What class are you in, [child]?

**Juma**

Niko katika darasa la tano.

I'm in Standard 5.

**Magese**

somo (MA)

Wapenda masomo gani shuleni?

What subjects do you like in school?

**Juma**

hesabu (N)

dini (N)

Napenda hesabu, Kiingereza, dini na historia.

I like arithmetic, English, religion and history.

**Magese**

-endelea

-to continue

-tumaini

-to hope

Watumaini kuendelea katika masomo?

Do you hope to continue in your studies?
**Juma**

Mungu (Ml)  
- jalia  
- mpaka  
chuo (VI)

Mungu akinijalia nitaendelea to assist (ordinarily in the sense of God's help) to, until school, college

katika masomo mpaka chuo cha juu. If God helps me, I will go on in my studies to college.

**Magese**

mwishowe finally

Mwishowe utafanya kazi gani? What kind of work will you do after that?

**Juma**

siasa (N) politics
(or: utetezi (U))

Nitafanya kazi ya siasa. I'm going into politics.

**Notes**

A. Juu with no possessive following it.

chuo cha juu higher school

Here, juu is used without a possessive or a linking -a following it.

cf. Note 35, C.

B. First and second person subject prefixes used with locative stems.

niko katika darasa la tano I'm in Standard 5.

The first-person and second-person subject pronouns as well as the third-person pronouns may be used before the stem -ko, and before -po and -mo:
yuko nyumbani he's at home
yupo nyumbani he's at the house
yumo nyumbani he's in the house

The difference in meaning between -po and -ko is not sharply defined. Generally speaking, -po implies a more definite idea of the location, while -ko has to do more with the mere existence of something regardless of place. -mo implies location of something within something else.

2.

A. -endelea plus infinitive; ṭpaka.

-soma Utaendelea kusoma ṭpaka How late are you going to read?
               saa ngapi?
-fanya Utaendelea kufanya kazi ṭpaka saa ngapi?
              How late are you going to work?
-tembea -ogelea

B. -jua plus infinitive.

-ogelea Watoto wote wanajua Do all the children know how to
               kuogelea?
-soma -andika -sema

3.

A. Nouns with the same stem but different prefixes.

ṭpishi Baba yake ni ṭpishi. His father is a cook.
        Yeye afanya kazi ya upishi. He does cooking.

ṭkulima Baba yake ni ṭkulima. His father is a farmer.
        Yeye afanya kazi ya ukulima.

ṭtetezi Baba yake ni ṭtetezi. His father is a politician.
        Yeye afanya kazi ya utetezi. He does political work.
m págazi  Baba yake ni ṣchukuzi
   Yeye afanya kazi ya kibaru.
   His father is a porter.
   He does casual labor.

mwándishi  Baba yake ni mwándishi.
   Yeye afanya kazi ya uándishi.
   His father is a secretary.
   He does secretarial work.

B. Personal subject prefixes with locative stems.

weve  Uko wapi? Nimo nyumbani.
   Where are you? I am in
   the house.

ninyí  Ḳko wapi? Tumo nyumbani.
   Where are you (pl.)? We
   are in the house.

yeýe  Yuko wapi? Yumo nyumbani.
   Where is he? He is in the
   house.

wao  Wako wapi? Wamo nyumbani.
   Where are they? They are
   in the house.

4. A asks B, a child, about his school work and about his chores at home.
Unit 52

1. Basic Dialogue. If you drink too much...

Mirambo

Mwone, yule mtu hawezi kutembea vyema. Look at him! That man can't walk properly.

Sangai

pombe (N) beer

Yeye amekwisha kunywa pombe. He's been drinking beer.

('he has finished drinking beer')

Mirambo

Wewe unapenda kunywa pombe? Do you like to drink it?

Sangai

wakati (U) (pl. nyakati) time

Nyakati nyingine mimi hunywa kidogo Sometimes I drink just a little.

tu.

Mirambo

-lewa to become drunk

Pombe ni mbaya kwa sababu inamfanya mtu alewe. Beer is bad because it makes a person (that he should become) drunk.

Sangai

Ndiyo. Mtu akinywa nyingi atalewa. Yes, anyone who drinks much will get drunk.
**Notes**

A. The distal demonstratives (*-ile*).

<table>
<thead>
<tr>
<th>'neutral'</th>
<th>'proximal'</th>
<th>'distal'</th>
</tr>
</thead>
<tbody>
<tr>
<td>huyu</td>
<td>huya</td>
<td>yule</td>
</tr>
<tr>
<td>huyo</td>
<td>hawai</td>
<td>wale</td>
</tr>
<tr>
<td>huo</td>
<td>huu</td>
<td>ulate</td>
</tr>
<tr>
<td>hiyo</td>
<td>hii</td>
<td>ile</td>
</tr>
<tr>
<td>hilo</td>
<td>hili</td>
<td>lile</td>
</tr>
<tr>
<td>hayo</td>
<td>haya</td>
<td>yale</td>
</tr>
<tr>
<td>hicho</td>
<td>hiki</td>
<td>kile</td>
</tr>
<tr>
<td>hivyo</td>
<td>hivi</td>
<td>vile</td>
</tr>
<tr>
<td>hiyo</td>
<td>hii</td>
<td>ile</td>
</tr>
<tr>
<td>hizu</td>
<td>hizi</td>
<td>zile</td>
</tr>
<tr>
<td>huo</td>
<td>huu</td>
<td>ulate</td>
</tr>
<tr>
<td>PA ('mahali')hapo</td>
<td>hapa</td>
<td>pale</td>
</tr>
<tr>
<td>KU huko</td>
<td>huku</td>
<td>kule</td>
</tr>
<tr>
<td>MU humu</td>
<td>humu</td>
<td>aile</td>
</tr>
</tbody>
</table>

A third series of demonstratives are formed on the stem *-ile*. The general meaning is 'that/those over there'. These may be called 'distal' demonstratives. The three series of demonstratives may be compared in the following table.
B. The \textit{ki}-tense.

\begin{align*}
\&\text{mtu akinywa nyingi atalewa} & \text{if a person drinks much he will get drunk} \\
\&\text{Mungu akinijalia} & \text{if God helps me}
\end{align*}

These sentences contain verb forms with the prefix \textit{-ki-}. This prefix stands between the subject and object prefixes, and in this respect resembles the tense prefixes \textit{-ma-, -li-}, etc. A crude but serviceable kind of translation equivalent for the \textit{ki-} form is 'he drinking', 'he helping', 'I being', etc. Forms with \textit{-ki-} in this slot do not ordinarily serve as the main verb in a complete sentence.

2.

A. \textit{-weza} plus infinitive; \textit{-le}.

\begin{center}
\begin{tabular}{ll}
-tembea & Wale watu hawawezi kutembea vyema. \\
-soma & Wale watu hawawezi kusoma vyema. \\
-sema & -andika
\end{tabular}
\end{center}

Those people cannot walk well.

B. Kidogo after mass nouns.

\begin{center}
\begin{tabular}{ll}
pombe & Nyakati nyingine mimi hunywa pombe kidogo. \\
kahawa & Nyakati nyingine mimi hunywa kahawa kidogo. \\
chai & Nyakati nyingine mimi hunywa chai kidogo. \\
maji & Nyakati nyingine mimi hunywa maji kidogo.
\end{tabular}
\end{center}

Sometimes I drink a little beer.

Sometimes I drink a little coffee.

Sometimes I drink a little tea.

Sometimes I drink a little water.

C. Two examples of the \textit{ki}-tense.

\begin{align*}
\&\text{akienda} & \text{Mtoto akienda shuleni} \\
\&\text{hujifunza kusoma.} & \text{If a child goes to school, he learns how to read.}
\end{align*}
ukifanya Ukifanya kazi vizuri sana utapata mshahara wa kutosha.

If you work very well you will get enough pay.

D. Mara.

kuona Ulimwona mara ngapi? Mara mbili.

How many times did you see him? Twice.

kusaidia Ulimsaidia mara ngapi? Mara mbili.

How many times did you help him? Twice.

kusikia Ulimsikia mara ngapi? Mara mbili.

How many times did you hear him? Twice.

kutazama Ulimtazama mara ngapi? Mara mbili.

How many times did you look at him? Twice.

E. -fanya plus subjunctive.

chai Chai haimfanyi sttu alewe.

Tea does not make one drunk.

kahawa Kahawa haimfanyi sttu alewe.

Coffee does not make one drunk.

maji Maji hayaifanyi sttu alewe.

Water does not make one drunk.

maji ya Maji ya machungwa hayaifanyi
machungwa sttu alewe.

Orange juice does not make one drunk.

3.

A. Conords: Noun and adjectives.

pombe Pombe ni nzuri? Hapana, ni mbaya.

Is the beer good? No, it is bad.

vyakula Vyakula ni vizuri? Hapana, ni vibaya.

Are the foods good? No, they are bad.

nyama Nyama ni nzuri? Hapana, ni mbaya.

Is the meat good? No, it is bad.

maembe Maembe ni mazuri? Hapana, ni mbaya.

Are the mangoes good? No, they are bad.
machungwa  Machungwa ni mazuri? Hapana, ni mabaya. Are the oranges good? No, they are bad.

ndizi  Ndizi ni nzuri? Hapana, ni mbaya. Are the bananas good? No, they are bad.

Asha

ndugu (N-pers.)
kindsman of same generation

Baba, ndugu yangu Juma yuko wapi? Father, where is my ndugu Juma?

Hamisi

Alipelekwa hospitalini na mama. He was taken to the hospital by [his] mother.
(or:...hospitali...)

Asha

Kwa nini?

Hamisi

-umia
be hurt

amkono (MI)
arm, hand

mguu (MI)
leg, foot

Kwa sababu aliumia amkono na mguu. Because he hurt [his] arm and [his] foot.

Asha

Aliumiaje?

Hamisi

kisu (VI)
knife

Alijiiumiza mwenyewe kwa kisu. He hurt himself with a knife.

Asha

mgongoja (WA)
a sick person

Yeye mgongoja sana? Is he very ill?
Hamisi

Hapana, lakini alikuwa akiumwa. No, but he was in pain.

Notes

A. Passive stems.

Ndugu yangu aliniuma. My brother bit me.
Niliumwa na ndugu yangu. I was bitten by my brother.
Ndugu yangu aliniumiza. My brother hurt me.
Niliumizwa na ndugu yangu. I was hurt by my brother.

Passive stems may be derived from simple stems, or from other derived stems, by use of a suffix whose most common form is -w-. When the passive suffix is used in the same word with another derivational suffix, it follows that suffix.

In sentences containing passive verbs, the word for the agent or means by which the action is performed follows the word na.

B. Passive stems formed on roots which contain vowels.

Wachukuzi walikula nyama. The porters ate the meat.
Nyama ililiwa na wagazani. The meat was eaten by the porters.
Maziwa yamenyewa na watoto. The milk has been drunk by the children.

Passive stems derived from monosyllabic verbs do not have ku-, and the passive suffix itself is -iw- or -ew-. For details see the exercises.

C. Difference in meaning between -umwa and -umia.

Niliumwa (na) kichwa. I had a headache.
Niliumia kichwa. I hurt my head.

Note the difference in meaning between the derived verb stems in the above examples. The underlying simple stem -uma means 'to cause pain, injure, bite'.

The word na is used by some speakers after -umwa, but is omitted by others.

D. The reflexive prefix -ji-.
Minajifunza Kiswahili.
I'm studying Swahili.

Nilimuwmiza Daudi.
I hurt Daudi.

Nilijiumiza.
I hurt myself.

Walijiumiza.
They hurt themselves.

The prefix -ți- occupies the same slot as the other object prefixes. It is a 'reflexive' prefix, which indicates that the object of the verb is the same as its subject. It has the invariable shape -ți- regardless of the person, class or number of the subject.

The stem -funza means 'to teach'. -jifunza 'to study, learn' is literally 'to teach oneself'.

2.

A. -umia.

muguu     Juma aliumia muguu.     Juma hurt his leg.
miguu     Juma aliumia miguu.     Juma hurt his legs.
médono    Juma aliumia médono.    Juma hurt his hand.
mikono    Juma aliumia mikono.    Juma hurt his hands.
kichwa    Juma aliumia kichwa.    Juma hurt his head.

B. -umwa.

kichwa    Juma anaumwa kichwa.    Juma has a headache.
muguu     Juma anaumwa muguu.     Juma has a sore foot.
miguu     Juma anaumwa miguu.     Juma's feet hurt.
médono    Juma anaumwa médono.    Juma has a sore arm.

C. -jiumita.

kisu      Nilijiumita kwa kisu.    I hurt myself with a knife.
kiti      Nilijiumita kwa kiti.    I hurt myself with a chair.

bilauri    baiskeli    kalamu
D. **Kuna** plus locative.

| Kuna wagonjwa wengi hospitalini? | Are there many patients in the hospital?
|---------------------------------|---------------------------------|
| mótu Kuna watu wengi hospitalini? | Are there many people in the hospital?
| mójí Kuna watu wengi mjini? | Are there many people in town?
| mgonjwa Kuna wagonjwa wengi mjini? | Are there many sick people in town?
| mítoto Kuna watoto wengi mjini? | Are there many children in town?
| shule Kuna watoto wengi shuleni? | Are there many children in the school?

E. **-wa** plus ki-tense.

| kufanya Ulikuwa ukifanya nini saa sita mchana? | What were you doing at twelve noon?
| kula Ulikuwa ukila chakula saa sita mchana? | Were you eating at twelve noon?
| kusoma Ulikuwa ukisoma saa sita mchana? | Were you reading at twelve noon?
| kutembea Ulikuwa ukitembea saa sita mchana? | Were you walking at twelve noon?
| kwandika Ulikuwa ukiandika barua saa sita mchana? | Were you writing a letter at twelve noon?

F. Concord: Noun, adjective, subject prefix.

| nguo mpya Nguo mpya zilipelekwa hospitali. | New clothes were taken to the hospital.
| mayai Mayai yalipelekwa hospitali. | Eggs were taken to the hospital.
| maziwa ndizi vyakula vyote | |
mahindi  Mahindi yote yalipelekwa sokoni. All the maize was taken to the market.

ruhogo  Muhogo wote ulupelekwa sokoni. All the cassava was taken to the market.

mayai njugu nguruwe maembe mazima

H. Passive plus na.

baba  Kodi ililipwa jana na baba yangu. The tax was paid yesterday by my father.

mama  ndugu

I. -wa plus na-tense.

kichwa  Jana nilikuwa ninaumwa kichwa. Yesterday, I had a headache.

nguu  Jana nilikuwa ninaumwa nguu. Yesterday, I had a sore foot.

mukono  Jana nilikuwa ninaumwa mukono. Yesterday, I had a sore arm.

vitu  Vitu hivi vyote vimeletwa na ndugu yangu. All these things have been brought by my brother.

visu  Visu hivi vyote vimeletwa na ndugu yangu. All these knives have been brought by my brother.

viti  machungwa mayai njugu ndizi nyama siagi

mikate

3.

A. Passive of verbs whose roots contain no vowel.

pombe  Pombe yote imenyewa. All the beer has been drunk.

Nani ameinywa? Who has drunk it?

chai  Chai yote imenyewa. All the tea has been drunk.

Nani ameinywa? Who has drunk it?

kahawa  Kahawa yote imenyewa. All the coffee has been drunk.

Nani ameinywa? Who has drunk it?
soda  Soda yote imenyewa.  
       Nani ameinywa?  
       All the soda has been drunk.  
       Who has drunk it?

maji  Maji yote yamenyewa.  
       Nani ameyanywa?  
       All the water has been drunk.  
       Who has drunk it?

B.

viazi  Viazi vyote vimeliwa.  
       Nani amevila?  
       All the potatoes have been eaten.  
       Who has eaten them?

maembe  Maembe yote yameliwa.  
        Nani ameyala?  
        All the mangoes have been eaten.  
        Who has eaten them?

mkate  Mkate yote umeliwa.  
       Nani ameula?  
       All the bread has been eaten.  
       Who has eaten it?

mikate  Mikate yote imeliwa.  
        Nani ameila?  
        All the loaves of bread have been eaten.  
        Who has eaten them?

nyama  Nyama yote imeliwa.  
       Nani ameila?  
       All the meat has been eaten.  
       Who has eaten it?

samaki  Samaki yote imeliwa.  
        Nani ameila?  
        All the fish has been eaten.  
        Who has eaten it?

Conversation Starters

1. A and his friend B, who are parents, discuss the things that they do for their children, related to their needs for food, clothing, education.
Unit 54

1. Basic Dialogue. Where have you been recently?

Sangai

Habari za siku nyingi? How have you been all this time?

('News of many days!')

Mirambo

Njema. Fine!

Sangai

Ulikuwa wapi siku hizi zote? Where have you been all these days?

Mirambo

Nilikuwa huko Mbeya. I was at Mbeya.

Sangai

Ulikuwa ukifanya nini? What were you doing?

Mirambo

Nilikuwa nikifanya kazi ya ukarani. I was doing clerical work.

Notes

A. Huko with names of places.

Tulikuwa nyumbani. We were at home.

Tulikuwa huko Mbeya. We were at Mbeya.

The locative suffix -ni is used with such words as nyumba 'house' and soko 'market'. With names of cities the word huko 'there' or hapa 'here' may be used. The literal translation of the second sentence is thus 'we were there [at] Mbeya'.
B. Verb phrases in which the first verb is -wa.

Nilikuwa nikifanya kazi. I was working.
Atakuwa akifanya kazi. He will be working.
Alilewa. He got drunk.
Alikuwa amelewa. He was drunk.
Amelewa. He is drunk.
Ilikuwa imevunjika. It was broken [when I saw it].

Verb phrases of this kind lend great flexibility to the expression of time and aspect with Swahili verbs. Basically, the action as a whole is located in past or future time by the use of -li- or -ta- as prefix with -wa. The shape of the action, whether continuing or completed at that time, is indicated by the use of -wa-, -ki-, or of -me- as prefix for the second verb.

2.

A. Huko with names of cities.

Mbeya Tulikuwa huko Mbeya. We were at Mbeya.
Utete Tulikuwa huko Utete. We were at Utete.
soko Tulikuwa sokoni. We were at the market.
kanisa Tulikuwa kanisani. We were at the church.
Nairobi Tulikuwa huko Nairobi. We were in Nairobi.

B. -wa plus ki-tense.

kwenda Nilikuwa nikienda nyumbani. I was going home.
kula Nilikuwa nikila chungwa. I was eating an orange.
kujifunza Nilikuwa nikijifunza Kiswahili.
kuondoka Nilikuwa nikiondoka shuleni. I was leaving school.
kuogelea Nilikuwa nikiogelea. I was swimming.
kusaidia Nilikiwa nikiwasaidia wazazi wangu.
I was helping my parents.

3.

A. Lini?

wao Waendelee kusoma ṭpaka saa safa.
Walianza lini kusoma?
Let them go on reading till one o’clock.
When did they begin reading?

eye Aendelee kusoma ṭpaka saa safa.
Alianza lini kusoma?
Let him/her go on reading till one o’clock.
When did he/she begin reading?

wao Waendelee kuogelea ṭpaka saa safa.
Walianza lini kuogelea?
Let them go on swimming till one o’clock.
When did they begin swimming?

neye Aendelee kuogelea ṭpaka saa safa.
Alianza lini kuogelea?
Let him/her go on swimming till one o’clock.
When did he/she begin swimming?

wao Waendelee kutusaidia ṭpaka saa safa.
Walianza lini kutusaidia?
Let them go on helping us till one o’clock.
When did they begin helping us?

neye Aendelee kutusaidia ṭpaka saa safa.
Alianza lini kutusaidia?
Let him/her go on helping us till one o’clock.
When did he/she begin helping us?

B. -wa plus ki-tense: negative vs. affirmative.

wewe Ulikuwa ukisoma?
Hapana. Sikuwa nikiisoma, nilikuwa nikiandika.
Were you (sg.) reading?
No, I was not reading, I was writing.

ninyi Milikiwa nikiisoma?
Hapana. Hapana tukiisoma, tulikuwa tukiandika.
Were you (pl.) reading?
No, we were not reading, we were writing.
karani  Karani alikuwa akiisoma?
    Hapana. Hakuwa akiisoma, alikuwa akiandika.
    Was the clerk reading?
    No, he was not reading, he was writing.

C.

wazungu  Wazungu hao waliikuwa wakinywa chai?
    Hawakuwa wakinywa chai. Walikuwa wakinywa pombe.
    Were those Europeans drinking tea?
    They were not drinking tea, they were drinking beer.

Mzungu  Mzungu huyo alikuwa akinywa chai?
    Hakuwa akinywa chai. Alikuwa akinywa pombe.
    Was that European drinking tea?
    He was not drinking tea, he was drinking beer.

wakulima  Wakulima hao waliikuwa wakinywa chai?
    Hawakuwa wakinywa chai. Walikuwa wakinywa pombe.
    Were those farmers drinking tea?
    They were not drinking tea, they were drinking beer.

ninyi  Mlikuwa mkinywa chai?
    Hatukuwa tukinywa chai. Tulikuwa tukinywa pombe.
    Were you drinking tea?
    We were not drinking tea, we were drinking beer.
Unit 55

1. Basic Dialogue. How's the family?

Hasani

Habari gani za watoto wako? How are your children?

Hadija

Hawajambo. They're all right.

Hasani

kweli true

Kweli, una watoto wangapi sasa? Really, how many children do you have now?

Hadija

Nina watoto watatu. I have three.

Hasani

kiume (VI) the male sort

kike (VI) the female sort

Watoto hao ni wa kiume au wa kike? Are they boys or girls?

Hadija

mwanaâike (pl. wanawake) woman

mwanamume (pl. wanaume) man

Moja ni mwanaâike na wawili ni One is a girl and two are boys.

wanaume.

Hasani

umri (U) age

Mo toto wako hakubwa ana umri gani? What is the age of your eldest? ('...your big [one]')
Hadja
Ana miaka kumi na mitatu sasa.  Thirteen.

Notes
A. Numerals which take concordial prefixes.
   Ana miaka mitano.  He is five years old.
   Ana miaka sita.  He is six years old.

The numerals from 1 - 5, and also 8, take concordial prefixes. None of the other numerals do so.

B. Stating the ages of persons.
   Note that the way of stating ages, as in the above examples, is literally 'he has (five) years'.

2.

A. Numbers and ages.

5  Mtoto wangu mkubwa ana miaka mitano sasa.  My eldest child is five years old now.

6  Mtoto wangu mkubwa ana miaka sita sasa.  My eldest child is six years old now.

7  Mtoto wangu mkubwa ana miaka saba sasa.  My eldest child is seven years old now.

8  Mtoto wangu mkubwa ana miaka minane sasa.  My eldest child is eight years old now.

9  Mtoto wangu mkubwa ana miaka tisa sasa.  My eldest child is nine years old now.

10  Mtoto wangu mkubwa ana miaka kumi sasa.  My eldest child is ten years old now.

11  Mtoto wangu mkubwa ana miaka kumi na mmoja sasa.  My eldest child is eleven years old now.
12 Mtoto wangu mkubwa ana miaka kumi na miwili sasa. My eldest child is twelve years old now.

3.

A. The double plurals; subjunctive.

↓ Wanaume waende shuleni; wanawake wakae nyumbani. The men are to go to school, the women are to stay home.
soko Wanaume wakae nyumbani; wanawake waende sokoni. The men are to stay home, the women are to go to the market.
kanisa Wanaume wakae sokoni; wanawake waende kanisani. The men are to stay at the market, the women are to go to church.
boma Wanaume wakae kanisani; wanawake waende bomani. The men are to stay at church, the women are to go to the District Office.
shule Wanaume wakae bomani; wanawake waende shuleni. The men are to stay at the District Office, the women are to go to school.

B. Double singular vs. double plural.

mwanaške Kuna mwanaške ſмоja nyumbani. There is one woman at home.
     Kuna wanawake wengi shuleni. There are many women at school.
mwanamume Kuna mwanamume ſмоja nyumbani. There is one man at home.
     Kuna wanaume wengi shuleni. There are many men at school.
škulima Kuna škulima ſмоja nyumbani. There is one farmer at home.
     Kuna wakulima wengi shuleni. There are many farmers at school.
štoto Kuna štoto ſмоja nyumbani. There is one child at home.
     Kuna watoto wengi shuleni. There are many children at school.
karani Kuna karani ſмоja nyumbani. There is one clerk at home.
     Kuna makarani wengi shuleni. There are many clerks at school.
Conversation Starters

1. A and his friend B, who are parents, exchange information about the ages of their respective children, the grades that the children are in at school, and their favorite subjects.
Unit 56

1. Basic Dialogue. When are you coming to see us?

Mirambo

-ajikia
to greet, visit

Utakuja lini kutuaajikia?
When are you coming to visit us?

Magese

nafasi (N) opportunity
Jumatano Wednesday
pamoja na together with
wife

Nikipata nafasi, nitakuja siku ya If I get a chance, I'll come on
Jumatano pamoja na wife wangu na Wednesday along with my wife
watoto.

Mirambo

baada (N) after
livu (N) leave time

Baada ya livu yako, utakwenda wapi? Where are you going when your
leave is over?

Magese

jabda perhaps
-rudi to return

hakika (N) certainty

Labda nitarudi tena Mbeya, lakini I may go back to Mbeya again, but
sina hakika. I'm not sure.
Notes

A. The days of the week.

Jumamosi  Saturday
Jumapili  Sunday
Jumatatu  Monday
Jumaanne  Tuesday
Jumatano  Wednesday
Alhamisi  Thursday
Ijumaa  Friday

Given above are the days of the week in Swahili. When naming them in series it is customary to begin with Jumamosi. The terminations -mosi, -pili, etc. are related to forms meaning respectively 'one' and 'two.' Saturday is thus 'day-one,' and Tuesday is 'day-four.'

B. The noun baada.

The noun baada, like jua, does not serve as subject or object of a verb, nor occur in the plural.

2.

A. -amka.

wazazi  Umekuja hapa kuwaamka
         wazazi wako?  Have you come here to visit your
         parents?
rafiiki  Umekuja hapa kumwamka
         rafiki yako?  Have you come here to visit your
         friend?
jamaa   Umekuja hapa kumwamka
         jamaa yako?  Have you come here to visit your
         companion?
baba    Umekuja hapa kumwamka
         baba yako?  Have you come here to visit your
         father?
ndugu   Umekuja hapa kumwamka
         ndugu yako?  Have you come here to visit your
         brother?
B. -pata nafasi.

kusoma  Sikupata nafasi ya kusoma darasa la saba.
I did not have the opportunity of studying the seventh grade.

kusema  Sikupata nafasi ya kusema na Mwandishi Mkuu.
I did not have the opportunity of speaking to the General Secretary.

kuendelea Sikupata nafasi ya kuendelea na masomo.
I did not have the opportunity of continuing with [my] studies.

kujifunza Sikupata nafasi ya kujifunza hesabu.
I did not have the opportunity of learning arithmetic.

kuona  Sikupata nafasi ya kuona mashindano ya farasi.
I did not have the opportunity of watching the horse races.

C. pamoja na

âke  Nilikwenda Mbeya pamoja na âke wangu.
I went to Mbeya together with my wife.

âtoto  Nilikwenda Mbeya pamoja na âtoto wangu âkubwa.
I went to Mbeya together with my eldest child.

Mwandishi Nilikwenda Mbeya pamoja na Mwandishi Mkuu.
I went to Mbeya together with the General Secretary.

rafiki  Nilikwenda Mbeya pamoja na rafiki yangu.
I went to Mbeya together with my friend.

wachukuzi Nilikwenda Mbeya pamoja na wachukuzi wengine.
I went to Mbeya together with some porters.

D. 'Future progressive.' -ta- plus -ki-

mimi  Baada ya mwaka huu, nitakuwa nikiishi Kenya.
After this year I shall be living in Kenya.

sisi  Baada ya mwaka huu, tutakuwa tukiishi Kenya.
After this year we will be living in Kenya.

jeje  Baada ya mwaka huu, atakuwa akiishi Kenya.
After this year he will be living in Kenya.
wao  Baada ya mwaka huu, watakuwa wakiishi Kenya.  
    After this year they will be living in Kenya.

wewe?  Baada ya mwaka huu, utakuwa ukiishi Kenya?  
    After this year will you (sg.) be living in Kenya?

ninyi?  Baada ya mwaka huu, mtakuwa mkiishi Kenya?  
    After this year will you (pl.) be living in Kenya?

3.

A. Me-tense, affirmative vs. negative.

kurudi  Daudi amerudi nyumbani?  
    Hapana, hajarudi bado.  
    Has Daudi gone back home?  
    No, he hasn't gone back yet.

kwanza  Daudi ameanza kusoma?  
    Hapana, hajaanza bado.  
    Has Daudi begun reading?  
    No, he hasn't begun yet.

kumaliza  Daudi amemaliza kusoma?  
    Hapana, hajamaliza bado.  
    Has Daudi finished reading?  
    No, he hasn't finished yet.

kula  Daudi amekula maharagwe?  
    Hapana, hajala bado.  
    Has Daudi eaten beans?  
    No, he hasn't eaten yet.

kwisha  Churvi imekwisha?  
    Hapana, haijaisha bado.  
    Is the salt all gone?  
    No, it isn't all gone yet.

B. Ta-tense, affirmative vs. negative.

wewe  Utapata nafasi ya kutua nkia?  
    Hapana. Sitapata nafasi.  
    Will you have a chance to come to see us?  
    No, I will not have a chance.

ninyi  Mtapata nafasi ya kutua nkia?  
    Hapana. Hatutapata nafasi.  
    Will you (pl.) have a chance to come to see us?  
    No, we will not have a chance.

wewe  Utaendelea katika masomo?  
    Hapana. Sitaendelea.  
    Will you continue with your studies?  
    No, I will not continue.
ninyi Mtaendelea katika masomo?

Hapana, hatutaendelea.

wewe Utalipa vitu hivyo?

Hapana, sitalipa.
(or: Sitavilipa)

ninyi Mtalipa vitu hivyo?

Hapana, hatutalipa.

Will you (pl.) continue with your studies?
No, we will not continue.

Will you pay for those things?
No, I will not pay for them.

Will you (pl.) pay for those things?
No, we will not pay for them.
Unit 57

1. Basic Dialogue. Where will you go after your leave?

**Mirambo**

-rudishwa
to be caused to return

Unachani utarudishwa tena hapa? Do you think you will be sent back here?

**Magese**

maana meaning, significance; because

-ahidi to promise

kwamba that ('saying')

-hama to move from one place to another

Sidhani, maana nimekwisha ahidiwa kwamba nitahamishwa. I don't think so, because I've already been promised that I'll be moved.

**Mirambo**

ungependa you would like

Unachani ungependa kurudi hapa? Do you think you would like to return here?

**Magese**

Ndiyo. Ningefurahi sana. Yes, I would be very happy.

**Mirambo**

-kosa to lack, err

Asante sana. Na tafadhali usikose Thanks very much. And please don't kuja siku huyo ya Jumatano! fail to come on [that] Wednesday [that we talked about].

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Notes

A. Statements in indirect discourse.

Unadhani kwamba utarudishwa?
Unachani kuwa utarudishwa? 
Unachani utarudishwa?

Do you think you will be returned?

These three sentences are freely interchangeable with one another. That is, a statement in indirect discourse may follow the preceding verb directly, or it may be introduced by kuwa or kwamba.

2.

A. -hama.

Mbeya Mwaka jana tulihama (kutoka) Mbeya.
       We moved from Mbeya last year.

kaskazini Mwaka jana tulihama (kutoka) kaskazini.
                 We moved from the north last year.

kusini Mwaka jana tulihama (kutoka) kusini.
               We moved from the south last year.

mashariki Mwaka jana tulihama (kutoka) mashariki.
                We moved from the east last year.

magharibi Mwaka jana tulihama (kutoka) magharibi.
               We moved from the west last year.

B. -hamisha.

Tanga Serikali ilituhamisha mpaka Tanga.
       The government moved us to Tanga.

mji mpya Serikali ilituhamisha mpaka mji mpya.
        The government moved us to a new town.

kijiji kidogo Serikali ilituhamisha mpaka kijiji kidogo.
            The government moved us to a small village.
jimbo jingine Serikali ilituhamisha mpaka jimbo jingine.
The government moved us to a different district.

C. -kosa plus infinitive.
kuja Msikose kuja siku ya Jamatano.
Don't fail to come on Wednesday.
kuua Msikose kuuaamkia wazazi wenu.
Don't fail to welcome your parents.
kusoma Msikose kusoma barua hii.
Don't fail to read this letter.
kurudisha Msikose kurudisha visahani vyote.
Don't fail to return all the saucers.
kuendelea Msikose kuendelea katika kazi yenu.
Don't fail to continue with your work.

D. -kosa plus noun.
mvua Mwaka huu tumekosa mvua.
We have been short of rain this year.
matunda Mwaka huu tumekosa matunda.
We have been short of fruit this year.
nazi Mwaka huu tumekosa nazi.
We have been short of coconuts this year.
mboga Mwaka huu tumekosa mboga.
We have been short of vegetables this year.

3.

A. Adjective vs. related causative stem.

chakula Chakula tayari?
Is the food ready?
Hapana. Nitakitarishia sasa hivi.
No, I will prepare it right away.

nguo Nguo tayari?
Is the dress ready?
Hapana. Nitaitarishia sasa hivi.
No, I will get it ready right away.
kahawa  Kaha wata yari?
         Hapana. Nitaitayarisha sasa hivi.
         Is the coffee ready?
         No, I will get it ready right away.

uji     Uji tayari?
         Hapana. Nitautayarisha sasa hivi.
         Is the gruel ready?
         No, I will get it ready right away.

ng'ombe Ng'ombe tayari?
         Hapana. Nitamntayarisha sasa hivi.
         Is the cow ready?
         No, I will get it ready right away.

B.

vyombo Vyombo vyote ni safi?
         Hapana. Nitavisafisha sasa.
         Are all the dishes clean?
         No, I will clean them now.

vikombe Vikombe vyote ni safi?
         Hapana. Nitavisafisha sasa.
         Are all the cups clean?
         No, I will clean them now.

sahani  Hilauri taa

C. Causative vs. causative plus passive.

vyombo Rudisha vyombo nyumbani sasa.
        Vimekwisha rudishwa tayari.
        Nani amevirudisha?
        Return the utensils to the house now.
        They have been returned already.
        Who returned them?

vitunguu Rudisha vitunguu nyumbani sasa.
         Vimekwisha rudishwa tayari.
         Nani amevirudisha?
         Return the onions to the house now.
         They have been returned already.
         Who has returned them?

njugu maharagwe muhogo
Unit 58

1. Basic Dialogue. Why didn't you come to see us?

Mirambo

mbona?  
why?

Mbona hukuja siku ile ya Jumatano?  
Why didn't you come that Wednesday?

Magese

-sikitika  
to be sorry

home (N)  
fever

Ah! Nasikitika sana. Šike wangu  
Oh, I'm very sorry. My wife got a
alipata homa.  
fever.

Mirambo

Homa gani?  
What kind of fever?

Magese

Sijui kwa hakika, lakini nadhani ni  
I'm not sure, but I think it is
malaria.  
malaria.

Mirambo

Ulišpeleka hospitali?  
Did you take her to the hospital?

Magese

kidonge (VI)  
tablet, pills

-piga  
to hit

sindano (N)  
needle

-pigwa sindano  
to get an injection

Ndiyo. Alipata dawa ya vidoŋe,  
Yes, she got some pills and also was
na pia alipigwa sindano.  
given a shot.
Notes

A. Concordial agreement involving numeral phrases.

mananasi kumi na mawili    twelve pineapples
watoto kumi na wawili     twelve children

In numeral phrases which end with the numbers 1 - 5, or 8, the word for l - 5 or 8 must agree concordially with the noun to which the whole phrase refers. The first numeral in the phrase (kumi 'ten' in these examples) takes no concordial prefixes.

2.

A. Concord: Nouns with number over ten.

ng'ombe       Bwana Sangai ana ng'ombe      Mr. Sangai has twelve cows.
      kumi na wawili.
watoto       Bwana Sangai ana watoto      Mr. Sangai has twelve children.
      kumi na wawili.
mikate       Bwana Sangai ana mikate      Mr. Sangai has twelve loaves.
      kumi na mivili.
nazi         Bwana Sangai ana nazi kumi    Mr. Sangai has twelve coconuts.
      na mivili.
mananasi     Bwana Sangai ana mananasi    Mr. Sangai has twelve pineapples.
      kumi na mawili.

B.

vikombe       Mkewe ana vikombe kumi na vinne.

sahani        Mkewe ana sahani kumi na ñine.

nguo          Mkewe ana nguo kumi na ñine.  His wife has fourteen dresses.

samaki       Mkewe ana samaki kumi na ñine. (or: ...wanne.)  His wife has fourteen fish.
sindano  Mkewe ana sindano kumi na nine.  His wife has fourteen needles.

rafiki  Mkewe ana rafiki kumi na wa nine.  His wife has fourteen friends.

vidonge  Mkewe ana vidonge kumi na vinne.  His wife has fourteen pills.

3. Devise short conversations giving ten different reasons why Mirambo didn’t go to see Sangai on Wednesday.
Unit 59

1. Basic Dialogue. Is your wife feeling better?

Mirambo

ulipoondoka when you left
hali (N) condition
naşna, námna (N) kind, sort

Ulipoondoka leo, hali yake ilikuwa When you left today, what was her
naşna gani? condition like?

Wagasa

-onekana to seem, appear, become visible
Leo anaonekana hajambo kidogo. Today she seems to be a little better.
('Today she seems she has no trouble
a little. ')

Mirambo

-ambukiza to infect
ugonjwa (U) illness

Unadhani ameambukizwa ugonjwa Do you think that she caught the disease
huo huko Mbeya au hapa? there in Mbeya, or here?

Wagasa

ţbu (N-anim.) mosquitoes

Nadhani ni hapa, kwa sababu hakuna I think it was here, because there
ţbu wengi huko Mbeya. aren't many mosquitoes there in
Mbeya.
Notes

A. -po- as an equivalent for 'when.'
   uliondoka       you left
   ulipoondoka    when you left
   utamwona       you will see him
   utapomwona   } when you see him
   utakapomwona   

The relative prefix -po- is commonly used as an equivalent for the 'when' of an English adverbial clause. It stands between the tense prefix and the object prefix. The form with -takapo- is considered more standard than the form with -tapo-, but both are widely used.

2.

A. Huko with locative.
   vitunguu  Hakuna vitunguu huko sokoni. There are no onions in the market.
   maharagwe Hakuna maharagwe huko sokoni. There are no beans in the market.
   pilipili    samaki    nazi

B. One use of namna.
   ugonjwa   Hali ya ugonjwa wake    What was the condition of his
   ilikuwa na'na namna gani?    sickness?
   homa      Hali ya homa yake ilikuwa What was the condition of his
   na'na namna gani?              fever?
   ŋguu       watoto     motokaa    kazi  jamaa

3.

A. Concord; -onekana.
   machungwa Hali ya machungwa haya ni What is the condition of these
   na'na namna gani?              oranges?
   "bichi       Yanaonekana mabichi sana. They look very unripe.
ng'ombe  Hali ya ng'ombe hawa ni națna gani?

zauri  Wanaonekana wazuri sana.

nguruwe  Hali ya nguruwe hawa ni națna gani?

baya  Wanaonekana wabaya sana.

njugu  Hali ya njugu hizi ni națna gani?

bovu  Zinaonekana mbouvu sana.

mahindi  Hali ya mahindi haya ni națna gani?

bichi  Yanaonekana mabichi sana.

chakula  Hali ya chakula hiki ni națna gani?

zauri  Kinaonekana kizuri sana.

vitunguu  Hali ya vitunguu hivi ni națna gani?

baya  Vinaonekana vibaya sana.

What is the condition of these cows?

They look very good.

What is the condition of these pigs?

They look very bad.

What is the condition of these nuts?

They look very spoiled.

What is the condition of this maize.

It looks very unripe.

What is the condition of this food?

It looks very delicious.

What is the condition of these onions?

They look very spoiled.

B. Verb forms with -po-.

kumaliza  Nilimaliza kazi.

Niliipomaliza kazi, niliondoka nyumbani.

kuona  Niliona motaka.

Nilipoona motaka, niliondoka nyumbani.

kusikia  Nilisikia gari la moshi.

Niliposikia gari la moshi, niliondoka nyumbani.

I finished working.

When I finished work, I left the house.

I saw a motor car.

When I saw the motor car, I left the house.

I heard a train.

When I heard the train, I left the house.
kupata
Nilipata taa na mafuta.
Nilipopata taa na mafuta,
niliondoka nyumbani.

I got a lamp and oil.
When I got the lamp and oil,
I left the house.
Unit 60

1. Basic Dialogue. The children have coughs.

Mutisya
Watoto wako hawajambo?
Are your children all right?

Hamisi
-kohoa
to cough
Hawajambo, lakini wanako hoakohoa.
They're all right, but they have
light coughs.

Mutisya
Usawapeleka hospitali?
Have you taken them to the hospital?

Hamisi
-shughulika
to be busy
Bado sijawapeleka, kwa sababu
I haven't taken them yet because
ninashughulika na ugonjwa wa
I'm kept buy ('I'm busied') with
mama yao.
the illness of their mother.

Mutisya
-faa
to be suitable
Je, huoni inge faa kuwapeleka
But don't you think it would be a
hospitali pamoja na mama yao?
good idea to take them to the
hospital along with their mother?

Hamisi
Ndiyo, nadhani nitafanya hivyo.
Yes, I think I'll do so.

Mutisya
-salimia
to convey regards to
-pa
wape
t"pole

Usikose kufanya hayo, na unisalimie
na kuwapa (or: wape), pole.

to give
give to them
kind, gentle

Don't (fail) to do it, and convey my
regards, and my condolences.

Notes

A. -faa with 'impersonal prefix.'

Itafaa kuwasaidia.
Itafaa tuwasaidi.

Ingefaa kuwapeleka
nyumbani.

It will be a good idea to help them.
It would be a good idea to take them
home.

The verb -faa with subject prefix i- is followed by an infinitive, or by
the subjunctive. The translation is usually 'it is/will be/would be suitable
to...' or 'it is a good idea to...'. There is no noun subject 'implied' for
the verbs in these sentences; the N-class prefix with -faa is said to be used
'impersonally.'

B. The phrase -pa pole.

Wape pole.
Wamekuja kutupa pole.

Condole with them.
They have come to condole with us.

2.

A. -faa plus infinitive.

kueleza
kulewe
kula

Itafaa kueleza mambo haya yote.
Itafaa kulewea mambo haya yote.
Itafaa kula dawa hii yote.

It will be a good thing to explain
about all these affairs.
It will be a good thing to under-
stand all these affairs.
It will be a good thing to take
all this medicine.
kusafisha  Itafaa kusafisha vyombo hivi vyote.
kuuza     Itafaa kuuza mboga hizzi zote.

R. Pamoja na.
baba      Tulikwenda pwani pamoja na baba yetu.
ndugu     Tulikwenda pwani pamoja na ndugu yetu.
rafiki    Tulikwenda pwani pamoja na rafiki yetu.
ampishi   Tulikwenda pwani pamoja na ampishi wetu.
wazazi    Tulikwenda pwani pamoja na wazazi wetu.

It will be a good thing to clean all these utensils.
It will be a good thing to sell all these vegetables.

We went to the beach together with our father.
We went to the beach together with our brother.
We went to the beach together with our friend.
We went to the beach together with our cook.
We went to the beach together with our parents.

C. -salimia; WA nouns vs. N-personal nouns.
wazazi    Tusalimie wazazi wako.
baba      Tusalimie baba yako.
ndugu     Tusalimie ndugu yako.
watoto    Tusalimie watoto wako.
rafiki    Tusalimie rafiki yako.

Give our regards to your parents.
Give our regards to your father.
Give our regards to your brother.
Give our regards to your children.
Give our regards to your friend.

3.

A. Me-tense: affirmative vs. negative.
kupeleka  Umewapeleka watoto
          hospitalini?
          Bado sijawapeleka.
kufuta    Umepepanga maji?
          (or: Umefuta maji?)

Have you taken the children to the hospital?
I haven't taken them yet.
Have you wiped up the water?
Bado sijapangusa.
or: Sijafuta.

kutia
Umetia mafuta katika taa?
Bado sijayatia.

kupatia
Umenipatia viberiti?
Bado sijakupatia.

B.
kusafisha
Mpishi amesafisha jiko?
Bado hajasafisha.

kuwasha
Mpishi amewasha taa?
Bado hajawasha.

kununua
Mpishi amenunua mafuta mengine?
Bado hajanunua.

Kupa
Mpishi amewapa watoto mkate?
Bado hajawapa.

Kutayarisha
Mpishi ametayarisha chakula cha mishana?
Bado hajatayarisha.

I haven't wiped it yet.
Have you put oil in the lamp?
I haven't put it in yet.
Have you gotten me some matches?
I haven't gotten you any yet.

Has the cook cleaned the kitchen?
He hasn't cleaned it yet.

Has the cook lit the lamp?
He hasn't lit it yet.

Has the cook bought any more oil?
He hasn't bought any yet.

Has the cook given the children some bread?
He hasn't given them any yet.

Has the cook prepared food for the day? (or: the midday meal?).
He hasn't prepared any yet.

**Conversation Starters**

1. A went to see C on Thursday. He tells B what C and the various members of C's household were doing when he got there.

2. A is debating whether to take his child to the hospital. He seeks advice from B.
READING SELECTION I

Dar es Salaam


Soko like katikati ya mji vile vile. Huko kunapatikana samaki wa baharini, machungwa ya Utete na Morogoro, vitunguu, pilipili na muhogo wa Bagamoyo. Unajua wakulima wa Bagamoyo hupenda sana muhogo, kwa hivyo hupenda kuusa mazao yao katika soko hili maarufu.

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuliko</td>
<td>'than'</td>
</tr>
<tr>
<td>mbalimbali</td>
<td>'various'</td>
</tr>
<tr>
<td>kila</td>
<td>'each'</td>
</tr>
<tr>
<td>bahari (N)</td>
<td>'sea, ocean'</td>
</tr>
<tr>
<td>hata</td>
<td>'even'</td>
</tr>
<tr>
<td>jumba (MA)</td>
<td>'building'</td>
</tr>
<tr>
<td>maarufu</td>
<td>'famous'</td>
</tr>
<tr>
<td>shughuli (N)</td>
<td>'business'</td>
</tr>
<tr>
<td>kama vile</td>
<td>'for example'</td>
</tr>
<tr>
<td>gavana (N-pers.)</td>
<td>'governor'</td>
</tr>
<tr>
<td>kama</td>
<td>'as'</td>
</tr>
<tr>
<td>katikati (N)</td>
<td>'in the midst'</td>
</tr>
<tr>
<td>duka (MA)</td>
<td>'shop'</td>
</tr>
<tr>
<td>aina (N)</td>
<td>'kind'</td>
</tr>
<tr>
<td>ghali</td>
<td>'expensive'</td>
</tr>
<tr>
<td>rahisi</td>
<td>'cheap, easy'</td>
</tr>
<tr>
<td>vile vile</td>
<td>'also'</td>
</tr>
</tbody>
</table>
Questions and Answers over Reading Selection

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sample Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Kuna nini katika sehemu ya magharibi ya sija?</td>
<td>Kuna majumba mbalimbali.</td>
</tr>
</tbody>
</table>
15. Kuna maduka makubwa katikati ya ḫī?  
Ndiyo. Kuna makubwa na madogo pia.
16. Maduka haya yanausa nini?  
Mengine yanausa nguo na vyombo vya nyumbani, na mengine yanausa vyakula.
17. Vingine vinauzwa ghali?  
Ndiyo, lakini pia vingine ni rahisi.
18. Soko liko karibu na pwani?  
La, liko katikati ya ḫī.
Review Sentences, Units 1 - 60.

1. Afadhali uondoke sasa usilikose gari la moshi.
   You'd better leave now so as not to miss the train.

2. Ijapokuwa sikuja jana nilizipata habari.
   Although I didn't come yesterday, I got the news.

3. Unataka kupumzika sasa?
   Do you want to rest now?

4. Una nguo za aina ngapi?
   How many kinds of clothes do you have?

5. Ukiija leo jioni tutawende kwatazama jamaa zetu.
   If you come this evening, we will go visit our relatives.

6. Unaweza kusoma na kuandika?
   Can you read and write?

7. Nikipata pesa za kutosha nitaštembele a ndugu yangu.
   If I get enough money, I will visit my brother.

8. Watapewa chakula na mama yao.
   They will be given food by their mother.

9. Usijiunize kwa kisu hicho.
   Don't hurt yourself with that knife.

    Juma, light the lamp now.

11. Nina tamaa ya kunywa pombe kidogo.
    I feel like drinking a little beer.

    Don't give up, brother, God will help you.

13. Sijui kwa hakika, lakini nadhani atukuja leo jioni.
    I don't know for sure, but I think he will come this evening.

14. Wakipata nafasi, watakuja kesho?
    If they get a chance, will they come tomorrow?

15. Ninge furahi sana kama ungekuja hapa.
    I would be very glad if you would come here.

16. Itafaa sana unipe pesa zake.
    It would be a very good idea for you to give him his money.
17. Itanilazimu kwenda Dodoma kumwona rafiki yangu.  
I will have to go to Dodoma to see my friend.
18. Mji wa Nairobi uko kati ya Moshi na Kisumu.  
The city of Nairobi is between Moshi and Kisumu.
All the cups are broken.
20. Vimevunjwa na mtoto.  
They were broken by a child.
He has dropped the cups.
22. Je, sahani pia zimevunjika?  
Were the plates broken too?
23. Nipatie vyombo vya kupakulia.  
Get me the dishes.
24. Mtoto hataki maziwa hata kidogo.  
The child doesn't want any milk at all.
25. Baada ya kufika walisoma vitabu.  
After arriving, they read some books.
His clothes were very dirty.
27. Tafadhali unisalimie Hasani ukimwona.  
Please give my regards to Hasani if you see him.
I am sorry because of what has happened.
29. Akirudisha vitabu mpe barua hii.  
When he returns the books, give him this letter.
30. Nisaidie kwa baiskeli yako, tafadhali.  
Please lend me your bicycle.
31. Kwa heri, nitarudi baada ya siku chache.  
Good bye, I'll be back in a few days.
32. Miguu yangu yauma sana.  
My feet hurt very much.
33. Nitakwenda kumwona bwana daktari.  
I'll go see the doctor.
34. Watoto wangu wawili wanakohoakohoa. My two children have light coughs.
35. Warishi hao walikuwa wakila nyama. Those cooks were eating meat.
36. Pengine zitarudishwa nyumbani keso.

37. Leo asubuhi nitatengeneza motakaa yangu.

38. Habari za nyumbani, wote hawajambo?

39. Hawajambo, asante.

40. Mume wangu ameambukizwa ugonjwa wa malaria.

Maybe they (N plu.) will be returned to the house tomorrow.

This morning I will repair my car.

How's everything at home? Is everyone all right?

They're fine, thank you.

My husband has contracted malaria.
Unit 61

1. Basic Dialogue. I don't feel too well.

Ahamed

mwalimu (WA) teacher

Tafadhali, mwalimu, naumwa.
(or: ..., mimi ni ngonjwa.)

Magese

Are you ill? What are you suffering from?

Ahamed

shingo (MA) neck

jino (MA: plu. meno) tooth

Kichwa, shingo na meno. [My] head, neck and teeth.

Magese

mafua (or: kamasi) cold in the head

Pengine una mafua? Maybe you have a cold?

Ahamed

pua (N) nose

sawa like, equal, level

Hapana, kwa sababu ninapumua sawa No, because I'm breathing all right.
sawa.

Magese

tabibu (MA-pers) doctor
(or: daktari, mganga)

Jitayarishe, tutakwenda kwa tabibu. Get yourself ready; we will go to the doctor.
2.

A. WA nouns vs. N-personal nouns.

watoto Watoto wetu wengi waumuwa meno.

Many of our children have toothaches.

walimu Walimu wetu wengi waumuwa meno.

Many of our teachers have toothaches.

ndugu Ndugu zetu wengi waumuwa meno.

Many of our brothers have toothaches.

rafiki Rafiki zetu wengi waumuwa meno.

Many of our friends have toothaches.

3.

A. –a plus infinitive; personal object prefixes.

watoto Hakuna mtu wa kuwafunza watoto hesabu.

Wafunze hesabu.

There is no one to teach the children arithmetic.

Teach them arithmetic.

mtoto Hakuna mtu wa kunifunza mtoto hesabu.

Nifunze hesabu.

There is no one to teach the child arithmetic.

Teach him arithmetic.

mimi Hakuna mtu wa kunifunza hesabu.

Nifunze hesabu.

There is no one to teach me arithmetic.

Teach me arithmetic.

B. Concord: Noun in first sentence, object prefix in second; adjective vs. related causative verb.

nguo Nguo si tayari.

Nitazitayarisha.

The dresses aren't ready.

I will get them ready.

mimea Mimea si tayari.

Nitaitayarisha.

The plants aren't ready.

I will get them ready.

mayai Mayai si tayari.

Nitayatayarisha.

The eggs aren't ready.

I will get them ready.
uji
Uji si tayari.
Nitatayarisha.
The porridge isn't ready.
I will get it ready.

mimi
Mimi si tayari.
Nitatajarisha.
I am not ready.
I will get ready.

C. Object prefixes, including the reflexive -ji-.  

watoto
Watoto ni wagonjwa.
Baba hawezi kuwasaidia.
The children are sick.
Father can't help them.

Hamisi
Hamisi niwagonjwa.
Baba hawezi kuwasaidia.
Hamisi is sick.
Father can't help him.

ng'ombe
Ng'ombe ni wagonjwa.
Baba hawezi kuwasaidia.
The cow is sick.
Father can't help it.

baba
Baba ni wagonjwa.
Hawezi kuwasaidia.
Father is sick.
He can't help himself.

D. Verb phrases with -wa.

ninyi
Ndikuwa akiumwa shingo?
Hapana, hatukuwa tukiumwa
shingo.
Tulikuwa tukiumwa kichwa.
Did you have stiff necks?
No, we didn't have stiff necks.
We had headaches.

wewe
Ndikuwa ukiumwa shingo?
Hapana, sikuwa nikiumwa
shingo.
Nilikuwa nikiumwa kichwa.
Did you have a stiff neck?
No, I didn't have a stiff neck.
I had a headache.

rafiki yako    rafiki zako
Unit 62

1. Basic Dialogue. You've hurt your finger!

**Sangai**

kidole (VI)           finger

damu (N)               blood

Kidole chako chatoka damu! There is blood coming from your finger! ('your finger is coming-from blood')

Je uliumia? Are you hurt?

**Mutisya**

- jeruhi              to bruise, wound

Âlango (MI)           door

Ndiyo, bwana, nilijeruhiwa na Âlango. Yes, I was bruised by a door.

**Sangai**

-vimba

Hata kimevimba sana. It is even swollen quite a bit.

**Mutisya**

usaha (U)             pus

Ndiyo, jana kilitoka usaha kidogo. Yes, yesterday a little pus came out [of it] ('out of it a little').

**Sangai**

Âshipa (MI)           vein, artery (or any thin, elongated tissue, such as a nerve or tendon)

Natumaini Âshipa salama. I hope the blood vessels are all right.
Mutisya

-pona

to recover from illness or injury

Kitapona tu, asante.

Oh, it will get better, thanks.

Notes

A. Grammatical subject vs. logical subject.

Kidole chake kilitoka damu.  \}  Some blood came out of his finger.
Damu ilitoka kidoleni mmwake.  \}  These two sentences are synonymous. Note that the verb stem remains the same. The subject prefix agrees with whichever noun precedes it.

2.

A. MI-class with numbers 2 - 12.

2  Jumba hilo lina milango miwili.  That large building has two doors.
3  Jumba hilo lina milango mitatu.  That large building has three doors.
4  5  6  7  8  9  10
11 Jumba hilo lina milango kumi na moja.  That large building has eleven doors.
12 Jumba hilo lina milango kumi na miwili.  That large building has twelve doors.

B. VI-class with numbers 1 - 10.

1  Nimejeruhia kidole kimoja.  I am hurt on one finger.
2  Nimejeruhia vidole viwili.  I am hurt on two fingers.
4  Nimejeruhia vidole vinže.  I am hurt on four fingers.
5  Nimejeruhia vidole vitano.  I am hurt on five fingers.
7  Nimejeruhia vidole saba.  I am hurt on seven fingers.
10. Nimejeruhiwa vidole kumi. I am hurt on ten fingers.

C. Grammatical subject which is different from logical subject.

Kidole chake kinatoka usaha kidogo. His finger is discharging a little pus.
Damu Kidole chake kinatoka damu kidogo. His finger is bleeding a little.
Mishipa Mishipa yake inatoka damu kidogo. His blood vessels are bleeding a little.
Nguu Nguu wake unatoka damu kidogo. His foot is bleeding a little.
Pua Pua yake inatoka damu kidogo. His nose is bleeding a little.

3. Interchange of grammatical and logical subjects with -toka.

Kidole Kidole chake kilitoka damu. His finger bled.
Damu ilitoka kidoleni mwake. His finger bled.
Nguu Nguu wake ulitoka damu. His foot bled.
Damu ilitoka nguuni mwake. His foot bled.
Pua Pua yake ilitoka damu. His nose bled.
Damu ilitoka pua ni mwake. His nose bled.
Kichwa Kichwa chake kilitoka damu. His head bled.
Damu ilitoka kichwani mwake. His head bled.
Shingo Shingo lake lilitoka damu. His neck bled.
Damu ilitoka shingoni mwake. His neck bled.

4. The members of A's family have been having all kinds of misfortunes recently. He tells B about them. B inquires about details and expresses sympathy.
Unit 63

1. Basic Dialogue. Late to class.

Ahamed

-chelewa

to be late, delay, be too long

Nasikitika, nimechelewa.

I'm sorry. I'm late.

Magese

neno

word

Si neno. Tumeanza sasa hivi.

No matter. We've just now begun.

-kaa kitako

to sit down

Tafadhali nenda ukakae kitako.

Please go sit down.

ukurasa (U) (plu. in N class)

page

Tazameni ukurasa wa kumi na mbili.

Look at page 12.

-songa

to converse

-funga

to close

kitabu (VI)

book

Sasafungeni vitabu vyenu tuongee.

Now close your books, and we will

converse.

Notes

A. Plural imperative.

Zitayarisho sasa hivi!

Get them ready right now.

(said to one person)

Zitayarisheni sasa hivi!

Get them ready right now.

(said to more than one person)

Njoo nyumbani!

Come to the house. (one person)

Njoooni nyumbani!

Come to the house. (more than one)
The plural imperative in Swahili ends with -ni. The preceding vowel is -e for those verbs whose singular imperative ends in -a.

B. 'Sitting down.'

In preparing the original edition of this course, we found that Swahili speakers who worked on or criticized the manuscript displayed an unusual lack of unanimity with regard to 'sitting down'. In that edition, we said that ’-kaa kitako is commonly used in Zanzibar and Tanganyika, but kitako is regarded as redundant and somewhat vulgar on the Kenya coast.' Later critics have suggested that 'sit (on a chair)' is -kaa kiti, and that 'sit (on the ground)' is either -kaa kitako or -kaa chini.

C. Other expressions for Si neno.

In place of Si neno, one more frequently hears Si kitu (lit. 'It is nothing.') or bahdmuru, from the verb -dhuru 'to cause loss or damage'.

2.

A. chelewa plus infinitive.

darasa Kwa nini ulichelewa kuje darasani?
    Kwa nini ulichelewa kuja kanisani?
    shule chakula

B. Negative imperative.

kurudi Usichelewe kurudi nyumbani! Don't delay in returning home.
    kufanya Usichelewe kufanya kazi yako. Don't delay in doing your work.
    kutayarisha Usichelewe kutayarisha chakula.
    kuwasha Usichelewe kuwasha taa. Don't delay in lighting the lamp.
    kuletea Usichelewe kutuletea kahawa. Don't delay in bringing us coffee.
    kuamkia Usichelewe kuwaamkia wazee. Don't delay in welcoming the elders.

C. N-class with numbers.

1 Kitabu hiki kina ukurasa This book has only one page.
   mmoja tu.
2 Kitabu hiki kina kurasa mbili. This book has two pages.
3 Kitabu hiki kina kurasa tatu. This book has three pages.
11 Kitabu hiki kina kurasa kumi na moja. This book has eleven pages.
12 Kitabu hiki kina kurasa kumi na mbili.
This book has twelve pages.

13 Kitabu hiki kina kurasa kumi na tatu.
This book has thirteen pages.

21 Kitabu hiki kina kurasa ishirini na moja.
This book has twenty-one pages.

22 Kitabu hiki kina kurasa ishirini na mbili.
This book has twenty-two pages.

23 Kitabu hiki kina kurasa ishirini na tatu.
This book has twenty-three pages.

A. Negative -ja- tense vs. plural imperative.

Kutayarisha Bado hamjawatayarisha watoto?
Haven't you got the children ready yet?
Watayarisheni sasa hivi!
Get them ready right now.

Kuraliza Bado hamjalamiza kufanya kazi yenu?
Haven't you finished doing your work yet?
Malizeni sasa hivi!
Finish it right away.

Kuenda Bado hamjenda ryumbani?
Haven't you gone home yet?
Nendeni sasa hivi!
Go right away.

Kuja Bado hamjaja hapa?
Haven't you come here yet?
Njooni sasa hivi!
Come right away.

Kupa Bado hamjawapa watoto vitabu?
Haven't you given the children books yet?
Wapeni sasa hivi!
Give [them to] them right away.

Kwanza Bado hamjaaanza kujifunza?
Haven't you started learning yet?
Anzend sasa hivi!
Start right away.
kujifunza  Bado hajajifunza kusoma? Haven't you learned how to read yet?
         Jifunzeni sasa hivili. Learn right away.

B. Imperatives: singular vs. plural.

kupata  Fata taa. Get the lamp. (you sing.)
        Pateni taa. Get the lamp. (you pl.)

kuleta  Lete maji. Bring some water.
        Leteni maji. Bring some water.

kutengeneza Tengeneza kahawa. Make some coffee.
        Tengenezeni kahawa. Make some coffee.

kula   Kula ndizi hizi. Eat these bananas.
        Kuleni ndizi hizi. Eat these bananas.

kuenda Nenda shuleni. Go to school.
        Nendeni shuleni. Go to school.

kunywa Kunywa chai hii. Drink this tea.
        Kuryweni chai hii. Drink this tea.

kuora Ora farasi. Look at the horse.
        Oneni farasi. Look at the horse.

C. Imperatives: affirmative vs. negative.

kuleta  Lete vitabu vingine;
        usiviletere vyote. Bring some of the books.
        Don't bring them all.

kuuza   Uza vitabu vingine;
        usiwiiuze vyote. Sell some books.
        Don't sell them all.

kununua Nunua vitabu vingine;
         usivinunune vyote. Buy some books.
         Don't buy them all.

kusafisha Safisha vitabu vingine;
          usisafishe vyote. Clean some of the books.
          Don't clean them all.

kusoma  Soma vitabu vingine;
         usisomwe vyote. Read some of the books.
         Don't read them all.
Unit 64


Majese

ubao (U)  blackboard
Tafadhali, Bwana Aramian, nenda  Mr. Aramian, please go to the black-
ubaoni ukaandike maneno haya.  board and write these words.

Majese

Bwana Butler, tafadhali anza  Mr. Butler, please begin to read.
kusoma.

Basi!

maana (MA)  That's enough.
Unajua maana ya neno 'alasiri'?

Do you know the meaning of the word
'alasiri'?

Majese

-funua  to open
Sasa tufunue vitabu tusome Somo la  Now let's open [our] books and read
Tisa.

kosa (MA)  Lesson Nine.
Ęsifanye makosa ġkisoma.  a mistake
Don't make mistakes as you read!
('don't make mistakes you-reading')

Notes

A. The prefix -ka- with subjunctives.
Fumme kitabu wsome Somo la Nane. Open [your] book and read Lesson
Eight.
Nenda ubaoni ukaandike maneno haya. Go to the board and write these words.

In a command or request involving two verbs, the second is in the subjunctive. If the first verb involves going somewhere, the prefix -ka- is used after the subject prefix of the second verb.

2.

A. Word order with linj; -anza plus infinitive.

kusoma Juma alianza lini kusoma? When did Juma begin reading?
kusema Juma alianza lini kusema? When did Juma begin speaking?
kula Juma alianza lini kula? When did Juma begin eating?
kufanya Juma alianza lini kufanya kazi?
kupanda Juma alianza lini kupanda mahindi?

B. Ka-tense with the second of two verbs.

kuandika Nenda ubaoni ukaandike maneno haya. Go to the board and write these words.
kusoma Nenda ubaoni ukasome maneno haya. Go to the board and read these words.
kueleza Nenda ubaoni ukueleze maana ya maneno haya. Go to the board and explain the meaning of these words.
kusema Nenda ubaoni ukaseme maneno haya. Go to the board and speak ('pronounce') these words.

C.

vitabu Nenda nyumbani ukalete vitabu vyako vyote. Go home and bring all your books.
vitu Nenda nyumbani ukalete vitu vyako vyote. Go home and bring all your things.
nguo Nenda nyumbani ukalete
    nguo zako zote.

senti Nenda nyumbani ukalete
    senti zako zote.

machungwa Nenda nyumbani ukalete
    machungwa yako yote.

masomo Nenda nyumbani ukalete
    masomo yako yote.

watoto Nenda nyumbani ukawalete
    watoto wako wote.

wagonjwa Nenda nyumbani ukawalete
    wagonjwa wako wote.

Go home and bring all your clothes.

Go home and bring all your small change.

Go home and bring all your oranges.

Go home and bring all your lessons.

Go home and bring all your children.

Go home and bring all your sick persons.

D.

kutazama Nendeni sokoni mkatazame
    nazi.

kununua Nendeni sokoni mkanunue
    nazi.

kuleta Nendeni sokoni mkalete
    nazi.

kutafuta Nendeni sokoni mkatafute
    nazi.

Go to the market and have a look
    at the coconuts.

Go to the market and buy coconuts.

Go to the market and bring coconuts.

Go to the market and look for
    coconuts.

3.

A. Subjunctive without -ka- vs. subjunctive with -ka- after -enda.

kusaidia Njoo umasaidie mwalimu.
    Nenda ukaumasaidie mwalimu.

Come and help the teacher.
    Go and help the teacher.

kuandika Njoo ubaoni uandike maneno
    haya.
    Nenda ubaoni ukaandike
    maneno haya.

Come to the board and write these
    words.
    Go to the board and write these
    words.
kahawa Njoo jikoni utengeneze kahawa.
Nenda jikori ukatengeneze kahawa.

kuogelea Njoo pwani uogele.
Nenda pwani ukaogele.

B. Negative ja-tense vs. subjunctive.

kuondoka Hawajaondoka shuleni.
Sasa wafunge vitabu, waondoke shuleni.

kusaidia Hawajatusaidia.
Sasa wafunge vitabu, watusaidie.

kula Hawajala chakula.
Sasa wafunge vitabu, wale.

kuenda Hawajaenda nyumbani.
Sasa wafunge vitabu, waende.

They haven't yet left the school.
Now let them close the books, and leave the school.

They haven't yet helped us.
Now let them close the books, and help us.

They haven't eaten food yet.
Now let them close the books, and eat.

They haven't gone home yet.
Now let them close the books, and go.

Conversation Starters

1. Describe a typical class hour.

2. From this point on, all class sessions should be conducted entirely in Swahili. Add to the content of Units 1 - 64 whatever words and phrases are necessary to make this possible.
Unit 65


Asha

dada (N-pers)  

sister

Dada yako anafanya kazi gani?  

What work is your sister doing?

Maina

-shinda  

to be first, win

mtihani (MI)  
a school examination

Ulaya  

Europe

Mwaka jana alishinda mtihani wa juu akaenda Ulaya kusoma.  

Last year she passed the Higher Examination and went to Europe to study.

Asha

-safiri  
to travel

Alisafirije?  

How did she travel?

Maina

-rukha  
to fly

ndege (N), ndege Ulaya  
bird, airplane ('European bird')

Aliruka kwa ndege Ulaya.  

She flew by plane.

jusi  
day before yesterday

peleka  
to send

ya kwamba  
that ...

chuo (VI)  
school
Juzi alipeleka barua kwa mama akasema Recently she sent a letter to Mother
ya kwamba yakwoko katika Chuo cha and said that she is in the
London.

Asha Thanks very much. Good bye.

Asante sana. Kwa heri.

Notes

A. The prefix -ka- with indicatives.

Alituletea barua akasema. . . He sent us a letter and said. . .

The prefix -ka- which was discussed in Unit 64 is used also with indicative verb forms. Ashton states (p. 133) 'The prefix -ka- may occur in the
Indicative Mood, also in the Subjunctive. Wherever it occurs, it expresses an
action or state which follows another action. Therefore its time implication
is consecutive to the time expressed in the preceding verb.'

B. -tuma and -peleka.

Juma alituma barua. Juma sent a letter.

-tuma is often used in this way nowadays but is by some speakers considered
incorrect. A more standard word in this context is -peleka. -tuma, strictly
speaking, applies only to persons.

2.

A. Kwa plus modes of transportation.

ndega Dada yangu alikwenda Dar My sister went to Dar es Salaam
   es Salaam kwa ndega. by plane.
gari la moshi Dada yangu alikwenda Dar My sister went to Dar es Salaam
   es Salaam kwa gari la by train.
   moshi.
motokaa miguu
B. Indirect statements.

kuwa na Alituletea bara a akasema ya kwamba ara vitabu vingi.

She sent us a letter saying that she has many books.

kuhitaji Alituletea bara a akasema ya kwamba anahitaji vitabu vingi.

She sent us a letter saying that she needs many books.

kusoma kununua kupoteza

C. A-tense; -tumaini plus infinitive.

mimi Natumaini kushinda mtihani wa juu na kwenda Ulaya.

I hope to pass the Higher Examination, and go to Europe.

sisi Twatumaini kushinda mtihani wa juu na kwenda Ulaya.

We hope to pass the Higher Examination, and go to Europe.

Mariamu ndugu yangu ndugu zangu

D. halafu plus ka-tense.

kwenda Mwaka jana nilishinda mtihani wa juu, halafu nikaenda Ulaya.

Last year I passed the Higher Examination, then I went to Europe.

kupata Mwaka jana nilishinda mtihani wa juu, halafu nikapata kazi.

Last year I passed the Higher Examination, then I got a job.

kurudi Mwaka jana nilishinda mtihani wa juu, halafu nikerudi nyumbani.

Last year I passed the Higher Examination, then I returned home.

kuendelea Mwaka jana nilishinda mtihani wa juu, halafu nikaendelea kusoma.

Last year I passed the Higher Examination, then I continued studying.
3.

A. Kuliko

ndege  Unapenda kusafiri kwa ndege au kwa gari la moshi? Do you like to travel by plane, or by train?

Ninapenda kusafiri kwa ndege kuliko kwa gari la moshi.

michezo Unapenda michezo au masomo? Do you like playing, or studying?

Ninapenda masomo kuliko michezo. I prefer studying to playing.

ndizi Unapenda ndizi mbichi au mbivu? Do you like green bananas, or ripe ones?

Ninapenda mbivu kuliko mbichi. I prefer ripe to green ones.

nazi Unapenda nazi, au mananasi? Do you like coconuts, or pineapples?

Ninapenda nazi kuliko mananasi. I prefer coconuts to pineapples.

B. A-tense: affirmative vs. negative.

kusafiri Wasafiri mara nyingi? Do you travel often?

Hapana, sisafiri mara nyingi, nasafiri mara chache tu. No, I do not travel often, I travel only a little.

kuruka Waruka kwa ndege mara nyingi? Do you fly often?

Hapana, siruki kwa ndege mara nyingi, naruka mara chache tu. No, I do not fly often, I fly only a little.
kusoma  Wasoma mara nyingi?
        Hapana, sisomi mara
        nyingi, nasoma mara
        chache tu.

Do you read often?
No, I do not read often, I read
only a little.

kunung' unika  Wanung'unika mara nyingi?
        Hapana, sinung'uniki
        mara nyingi, nanung'unika
        mara chache tu.

Do you grumble often?
No, I do not grumble often, I
grumble only a little.
Unit 66

1. Basic Dialogue. My parents are going to night school.

Maina

Wazazi wako wanajua kusoma na kuandika?

Do your parents know how to read and write?

Juma

Ndiyo, wanajua kusoma kidogo tu. Yes, they know how to read just a little.

Maina

Na kuandika je? And what about writing?

Juma

-hudhiria
to attend

Wameanza kuhudhiria masomo ya jioni. They've begun to attend night school.

Maina

Wanafunzwa masomo gani? What subjects are they being taught?

Juma

-ambia
to tell

Waliniambia wanajifunza hesabu, na They told me they are learning
kuandika Kiswahili na Kiingereza. arithmetic, and to write Swahili

Maina

aina kind, sort

Hesabu za aina gani? What kind of arithmetic?
Juma
-juálisha
-toa
Za kujúlisha na kutoa.

2.
A. Aina.
matunda Mmelela matunda ya aina gani?
vitabu Mmelela vitabu vya aina gani?
vyakula nguo nyama

B. -hudhuria.
masomo Twapenda kuhudhuria masomo ya jioni.
shule Twapenda kuhudhuria shuleni. We like to attend the school.
kanisa Twapenda kuhudhuria kanisani. We like to attend the church.
michezo Twapenda kuhudhuria mashindano We like to attend the horse races.
yafarasi.

3.
A. -ambia plus indirect statement.
kuanza Bwana Sangai alianza lini masomo ya jioni?
Aliniambia ya kwamba alianza juzi.
kuhitimu Bwana Sangai alihitimu lini masomo ya jioni?
Aliniambia ya kwamba alihitimu juzi.

When did Mr. Sangai start the evening classes?
He told me that he began recently.
When did Mr. Sangai complete the evening classes?
He told me that he completed them recently.
4. Extra vocabulary.

matunda  Sokoni kuna matunda
          mbalimbali, kama vile
          machungwa, maembe, na
          kadhalika.

At the market there are various
fruits such as oranges, mangoes
and so forth.

nguo    Madukani kuna nguo
        mbalimbali, kama vile
        mashati, kanzu, suruali,
        na kadhalika.

At the shops there are various
kinds of clothing such as shirts,
kanzus, trousers and so forth.

vinywaji Hotelini kunauzwu vinywaji
          mbalimbali, kama vile chai,
          kahawa, pombe, na
          kadhalika.

At the hotel there are sold various
beverages such as tea, coffee,
beer and so forth.

makabila Nchini Tanganyika muna watu
          wa makabila mbalimbali,
          kama vile Wanyamwezi,
          Wabondei, Wazaramo, na
          kadhalika.

In Tanganyika there are people of
different tribes such as the
Nyamwezi, Bondei, Zaramo and so
forth.

mboga  Sokoni kuna mboga mbalimbali,
        kama vile mchicha, kádeji,
        na kadhalika.

At the market there are various
vegetables such as mchicha,
cabbages and so forth.

Conversation Starters

1. Describe your own high school or college. Where was it located? How
did you get to it? What did you study? Use the dictionary to add specialized
vocabulary for the names of the various academic disciplines.
2. Tell about a letter which you have sent or received recently.
Unit 67

1. Basic Dialogue. What is it like at night school?

Maina

-endesha
to run, cause to go, drive [a car]
Nani anayendesha shule hizi za jioni?
Who [is it] that is running these night schools?

Juma

-msaada (M)
assistance
-tolewa
to be put forward, be produced,
be taken away
Nafikiri sehemu ya msaada hutolewa na Serikali.
I think a part of the support is supplied by the government.

Maina

-kubali
to accept
Ni watu wa umri gani wanaokubaliwa?
What age people are accepted? ('It is people of what age who are accepted?')

Juma

-hoja (N)
necessity; what is urgent
Sidhani umri ni hoja.
I don't think the age is important.

Maina

-julisha
to make known, inform, cause to know
Basi, nitawajulisha wengi.
O.K., I'm going to tell a lot of people.
'I'm going to cause many people to know.')

Juma

Hata ada yenyeswe ni ndogo sana. And besides, the fees themselves are very low.

Maina

Kweli? Asante! Kwa heri! Really? Thanks! Good-bye!

Notes

A. Relative counterparts of the na- and li-tenses.

Anaendesha shule. He runs the school.

...anayeendesha shule... he who runs the school...

Wanakubaliwa. They are accepted.

...wanaokubaliwa... who are accepted...

The verbs in the two complete sentences above are 'indicative' forms. An 'indicative' form is one that can serve as the only verb in a complete statement.

The verbs in the second and fourth examples are 'relative' counterparts of the indicative forms. In general, there is a relative counterpart for any indicative verb form in Swahili. These are generally translated into English by relative clauses beginning with who or which.

For the na and li tenses, the relative forms are like the indicative forms except for the presence of a relative affix, which occupies a slot between the tense prefix and the object prefix.

The relative affixes are identical in form with the set of suffixes found in Unit 18, Note C.
2.

A. Relatives, li-tense.

kukubaliwa Mtu aliye kubaliwa jana ataanza kesho. The person who was accepted yesterday will begin tomorrow.

kuja Mtu aliye kuja jana ataanza kesho. The person who came yesterday will begin tomorrow.

kulipa Mtu aliye lipa ada jana ataanza kesho. The person who paid fees yesterday will begin tomorrow.

kutumwa Mtu aliyetumwa jana ataanza kesho. The person who was sent yesterday will begin tomorrow.

B. Relatives, li-tense, monosyllabic stem.

kuja Wapagazi waliokuja asubuhi wamekwenda nyumbani. The porters who came in the morning have gone home.

kuanza Wapagazi walioanza asubuhi wamekwenda nyumbani. The porters who began in the morning have gone home.

kukubaliwa Wapagazi waliokubaliwa asubuhi wamekwenda nyumbani. The porters who were accepted in the morning have gone home.

kutumwa Wapagazi waliotumwa asubuhi wamekwenda nyumbani. The porters who were sent in the morning have gone home.

C. Relatives, li-tense, stative verb stem.

vikombe Vikombe vilivyovunjika viko mezani. The broken cups are on the table.

kikombe Kikombe kilichovunjika kiko mezani. The broken cup is on the table.
Visahani vilivyovunjika viko mezani.
The broken saucers are on the table.

Kisahani kilichovunjika kiko mezani.
The broken saucer is on the table.

Visu Visu vilivyovunjika viko mezani.
The broken knives are on the table.

Kisu Kisu kilichovunjika kiko mezani.
The broken knife is on the table.

Sahani (sg.) Sahani iliyovunjika iko mezani.
The broken plate is on the table.

Sahani zote Sahani zote zilizovunjika ziko mezani.
All the broken plates are on the table.

Kalamu (sg.) Kalamu iliyovunjika iko mezani.
The broken pen is on the table.

Kalamu zote Kalamu zote zilizovunjika ziko mezani.
All the broken pens are on the table.

D. Relatives, na-tense.

Upishi Watu wanaofanya kazi ya upishi waitwa wapishi.
People who do cooking are called cooks.

Ukulima Watu wanaofanya kazi ya ukulima waitwa wakulima.
People who do farming are called farmers.

Ukarani Watu wanaofanya kazi ya ukarani waitwa makarani.
People who do clerical work are called clerks.

Kufunza Watu wanaofanya kazi ya kufunza waitwa waalimu.
People who do teaching are called teachers.

3.

A. Li-tense: indicative vs. relative.

Vikombe Vikombe vipi vilivyovunjika? Which cups got broken?
Vilivyovunjika viko jikoni. The broken ones are in the kitchen.
kikombe Kikombe kipi kilivunjika? Which cup got broken? The broken one
Kilichovunjika kiko jikoni. is in the kitchen.

visu Visu vipi vilivunjika? Which knives got broken? The broken
Vilivyovunjika viko jikoni. ones are in the kitchen.

kisu Kisu kipi kilivunjika? Which knife got broken? The broken
Kilichovunjika kiko jikoni. one is in the kitchen.

sahani (sg.) Sahani ipi ilivunjika? Which plate got broken? The broken
Ilivyovunjika iko jikoni. one is in the kitchen.

sahani (pl.) Sahani zipi zilivunjika? Which plates got broken? The broken
Zilizovunjika ziko jikoni. ones are in the kitchen.

B. Relative, na-tense, in question and answer.

kuendesha Nani anayeendesha shule hii? Who runs this school?
Mtu anayeendesha shule hii anaitwa Bw. Hasani. The person who runs this school is
Mr. Hasani.

kufunza Nani anayefunza hesabu shuleni humu? Who teaches arithmetic in this school?
Mwalimu anayefunza hesabu shuleni humu anaitwa
Bw. Abdallah.

kutenge- Nani anayeweza kutengeneza neza kalamu yangu? Who can repair my pen?
Fundi anayeweza kutengeneza kalamu yako anaitwa
Bw. Juma.
1. Basic Dialogue. What about the fees?

Maina

mwezi (M) month

Je, ni kiasi gani kwa mwezi? How much is it a month, by the way?

Juma

shilingi (N) shilling

Ni kama shilingi tano tu. It's only about 5 shillings.

Maina

haki (N) justice

Haki? (or: Kweli?) Is that right?

Juma

Ndio!

Yes!

Maina

Wanahitaji vitabu vipi? Which books do they need?

Juma

bure for nothing

Ukiisha lipa ada, vitabu utavipata Once you have paid the fee, you get

bure. the books free.

Maina

hamu (N) desire, longing

Jamaa. Walio na hamu ya elimu, Brother! Those who have a desire for

sasa wanayo nafasi. education, now [they] have the

opportunity.
Juma

Tena! Right. ('[you can say that] again!')

Notes

A. Relative counterparts of forms with the stem -na-

Wana vitabu. They have books.

...walioc na vitabu... they who have books...

...aliye na njaa... he who is hungry...

The present relative affirmative forms corresponding to past aliyokuwa, waliokuwa are formed on a special stem -li-, to which we may assign the English translation 'be'. The relative affix is placed after this stem, not before it. Note that this stem is identical in sound with the prefix for the li-tense, but for practical purposes the two elements should be regarded as distinct.

2.

A. Relative counterparts of forms with the stem -na-

vitabu Watoto walioc na vitabu waende nyumbani. The children who have books should go home.

kalamu Watoto walioc na kalamu waende nyumbani. The children who have pens should go home.

chakula Watoto walioc na chakula waende nyumbani. The children who have food should go home.

rjaa Watoto walioc na njaa waende nyumbani. The children who are hungry should go home.

B. Relative counterparts of indicatives in -wa na -, (past tense).

vitabu Watoto waliokuwa na vitabu walikwenda nyumbani. The children who had books went home.
kalamu Watoto waliokuwa na kalamu walikwenda nyumbani. The children who had pens went home.

chakula Watoto waliokuwa na chakula walikwenda nyumbani. The children who had food went home.

njaa Watoto waliokuwa na njaa walikwenda nyumbani. The children who were hungry went home.

C.
dawa Mgongwa aliye na dawa ake hospitali. Have the patient who has medicine stay in the hospital.

homa Mgongwa aliye na homa ake hospitali. Have the patient who has a fever stay in the hospital.

mafua Mgongwa aliye na mafua ake hospitali. Have the patient who has a chest complaint stay in the hospital.

malaria Mgongwa aliye na malaria ake hospitali. Have the patient who has malaria stay in the hospital.

D.
dawa Mgongwa aliye kuwa na dawa alikaa hospitali. The patient who had medicine stayed in the hospital.

homa Mgongwa aliye kuwa na homa alikaa hospitali. The patient who had a fever stayed in the hospital.

mafua Mgongwa aliye kuwa na mafua alikaa hospitali. The patient who had a chest complaint stayed in the hospital.

malaria Mgongwa aliye kuwa na malaria alikaa hospitali. The patient who had malaria stayed in the hospital.

3.
A. Mz-tense, indicative vs. relative.
kichwa Wagonjwa wengine wanaumwa Some patients have headaches.
kichwa.

Wanaumwa kichwa waie humu. Have those who have headaches come in.
shingo  Wagonjwa wengine wanaumwa

shingo.
Wanaumwa shingo waje humu.  Have those who have stiff necks come in here.

meno  miguu  

B. Li-tense: indicative vs. relative.

kichwa  Wagonjwa wengine walikuwa
wanaumwa kichwa.
Waliokuwa wanaumwa kichwa walipata dawa ya vidonge.

shingo  Wagonjwa wengine walikuwa
wanaumwa shingo.
Waliokuwa wanaumwa shingo walipata dawa ya vidonge.

meno  Wagonjwa wengine walikuwa
wanaumwa meno.
Waliokuwa wanaumwa meno walipata dawa ya vidonge.

miguu  Wagonjwa wengine walikuwa
wanaumwa miguu.
Waliokuwa wanaumwa miguu walipata dawa ya vidonge.

Conversation Starters

1. Discuss adult education as it is carried on in the part of Africa in which you are most interested.
Unit 69


Magese

haba
Nchi yetu ina walimu haba sana. Our country has very few teachers.
Hata matabibu wachache pia. ('Even doctors [are] few likewise."

tangu
-zidi
mwanafunzi (WA)
Lakini tangu juzi juzi But (since) recently students have
wanafunzi wamezidi. increased [in number].

Butler

mia
[Haikuwa] Si mwaka jana mia tatu Wasn't it last year that 300 went to
walipokwenda Amerika? America?

Sangi

zaidi (N)
Natumaini mwaka ujao wataruka I hope next year ['the year which
zaidi ya hao. comes'] more will fly than that.

Sangi

'gumu
gharama (N)
Kumbuka ni vigumu sana kupata pesa Remember it is very hard to get the
za kulipa gharama. money to pay the expenses.
Notes

A. Relative counterparts of the a-tense.

mwaka ujao the year which comes
miezi ijayo months which come
ntu aliye na njaa a person who is hungry

These relative forms (cf. Unit 68) are all formed with subject prefix, plus stem (-ja or -li), plus relative affix. The first two examples illustrate relative counterparts of the a-tense.

2.

A. Multiples of ten.

10 Wanafunzi kumi walikwenda Ulaya mwaka jana. Ten students went to Europe last year.

20 Wanafunzi ishirini walikwenda Ulaya mwaka jana. Twenty students went to Europe last year.

30 40 50 60 70 80 90 100

B.

12 Mwalimu mkuu wa shule amenunua vikombe kumi na vivili. The head teacher has bought twelve cups.

22 Mwalimu mkuu wa shule amenunua vikombe ishirini na vivili. The head teacher has bought twenty-two cups.

32 42 52 62 72 82 92 102

C. Relative counterpart of the a-tense.

mwaka Ninataka kusoma vitabu vingi mwaka ujao. I want to read many books next year.

miaka Ninataka kusoma vitabu vingi miaka ijayo. I want to read many books in the years to come.

mwezi Ninataka kusoma vitabu vingi mwezi ujao. I want to read many books next month.
miezi Ninataka kusoma vitabu vingi miezi ijayo.
I want to read many books in the months to come.
siku Ninataka kusoma vitabu vingi siku zijazo.
I want to read many books in the days to come.

D.

Kila mwanafunzi atapata zaidi ya vitabu kumi na vitano.
Every student will get more than fifteen books.

Kila mwanafunzi atapata zaidi ya vitabu ishirini na vitano.
Every student will get more than twenty-five books.

Kila mwanafunzi atapata zaidi ya vitabu mia (moja) na vitano.
Every student will get more than a hundred and five books.

Kila mwanafunzi atapata zaidi ya vitabu mia (moja) na ishirini na vitano.
Every student will get more than a hundred and twenty-five books.

3.

A. Concord, including the last word in a numeral phrase.

chupa Leo tumeuza chupa ishirini na tano za soda.
Today we have sold twenty-five bottles of soda.
Jana tuliuza zaidi (ya hizo).
Yesterday we sold more than that.

taa Leo tumeuza taa ishirini na tano.
Today we have sold twenty-five lamps.
Jana tuliuza zaidi (ya hizo).
Yesterday we sold more than that.

mayai Leo tumeuza mayai ishirini na matano.
Today we have sold twenty-five eggs.
Jana tuliuza zaidi (ya hayo).
Yesterday we sold more than that.

mananasi Leo tumeuza mananasi ishirini na matano.
Today we have sold twenty-five pineapples.
Jana tuliuza zaidi (ya hayo).
Yesterday we sold more than that.
mikate Leo tumeuza mikate ishirini na mitano.  
Jana tuliiza zaidi (ya hiyo).  

visu Leo tumeuza visu ishirini na vitano.  
Jana tuliiza zaidi (ya hivyo).  

vitabu Leo tumeuza vitabu ishirini na vitano.  
Jana tuliiza zaidi (ya hivyo).  

B. Li-tense: affirmative vs. negative.

kuingia Hasani aliingia nyumbani.  
Daudi hakuingia.  
Hasani entered the house.  
Daudi didn't enter.

kukata Hasani alikata tamaa.  
tamaa Daudi hakukata tamaa.  
Hasani despaired.  
Daudi didn't despair.

kuamkia Hasani alituaamkia.  
Daudi hakutuaamkia.  
Hasani welcomed us.  
Daudi didn't welcome us.

kuendelea Hasani aliendelea na masomo.  
na masomo Daudi hakuendelea.  
Hasani continued with school.  
Daudi didn't continue.

kuhamishwa Hasani alihamishwa na serikali.  
Daudi hakuhamishwa.  
Hasani was moved by the government.  
Daudi wasn't moved.
1. Basic Dialogue. A day off.

Sangai

furaha (N)  rejoicing
Leo ni Jumamosi, siku ya furaha!  Today is Saturday, a day of rejoicing.

Abasi

mpango (MI)  plan, manner, method
Tena! Una mpango yo yote?  Right! Do you have any plans?

Sangai

sinema (N) (or: senema (N))  cinema
Twende sinema leo jioni.  Let's go to the movies this evening.

Abasi

ngoma (N)  drum
Haya. Halafu tutakwenda ngomani.  O.K., and then we'll go to watch the dances.

Sangai

Ndiyo, mimi napenda ngoma sana.  Yes, I like the dances very much.

Abasi

-cheza  to play
dansi (N)  dance
Mimi pia, iapokuwa siwezi kucheza vizuri.  Me too, even though I can't dance well.
2.

A. Days of the week.

Sat. Tutajaribu kukutembelea Jumamosi ijayo.
    We'll try to visit you next Saturday.

    We'll try to visit you next Sunday.

Monday-Jumatatu Tuesday-Jumañne

Wednesday-Jumatano

Thursday-Alhamisi Friday-Ijumaa

B.

Fri. Hamisi amekuwa (po) hapa tangu Ijumaa.
    Hamisi has been here since Friday.

Sat. Hamisi amekuwa (po) hapa tangu Jumamosi.
    Hamisi has been here since Saturday.

Sunday Monday Tuesday Wednesday Thursday

3.

A. Ta-tense: affirmative vs. negative, with person change.

Utakwenda sinema Jumamosi ijayo?
    Are you going to the cinema next Saturday?
    Hapana, sitakwenda.
    No. I won't go.

Utaangusha sahani zote!
    You will drop all the plates.
    Hapana, sitaziangusha.
    No. I won't drop them.

Utamwaga mafuta!
    You will spill the oil.
    Hapana, sitayamwaga.
    No. I won't spill it.

Mafuta yatamwagika!
    The oil will be spilled.
    Hapana, hayatamwagika.

Utaharibu kalamu yangu.
    You will spoil my pen.
    Hapana, sitaiharibu.
    No. I won't spoil it.
Kalamu itaharibika!
Hapana, haitaharibika.
The pen will be spoiled.
No. It won't be spoiled.

4. A is a student in night school. B is thinking about attending, and asks
A about it.

C is the father of three children who are of school age. D has five.
They discuss the problems involved in the elementary education of their
children.
Reading Selection II

Vyakula vya Afrika ya Mashariki


Ugali, ni unga wa mahindi au wa mtama unaochanganywa na maji yanayocheika. Huu hufanana na uji lakini ugali ni mkavu zaidi kuliko uji. Unga hupatikana kutoka katika mahindi yaliyosagwa. Ili chakula chenyewe kiwe kitamu, ugali huliwa na kitoweo cha nyama au mboga na mchuzi. Wajaluo ndio waliaanza kupika ugali.

Kama vile wenyeji wa bara wanavyosifu ugali, vivyo ndivyo watu wa pwani wanavyosifu wali. Waarabu wanajulikana sana kwa kula wali. Mchele ukiwa na maganda huitwa mpunga, na bila maganda kabla haujapikwa, mchele, lakini ukisha kuwa tayari kwa kula ni wali.

<table>
<thead>
<tr>
<th>mwenyeji (WA)</th>
<th>the regular possessor; inhabitant</th>
</tr>
</thead>
<tbody>
<tr>
<td>matoke (pl. MA)</td>
<td>name of a type of food</td>
</tr>
<tr>
<td>ndicho</td>
<td>that is it, (sg. VI class)</td>
</tr>
<tr>
<td>-chemsha</td>
<td>to cause to boil</td>
</tr>
<tr>
<td>-ponda</td>
<td>to crush by pounding</td>
</tr>
<tr>
<td>mwiko (MI)</td>
<td>a large wooden spoon</td>
</tr>
<tr>
<td>ugali (U)</td>
<td>stiff porridge</td>
</tr>
<tr>
<td>unga (U)</td>
<td>flour, meal</td>
</tr>
<tr>
<td>mtama (MI)</td>
<td>millet</td>
</tr>
</tbody>
</table>

-changanya to mix
-fanana to resemble one another
-kavu dry
-saga to pulverize
-ilí in order that
-tamú sweet, pleasant, delicious
-kitoweo (VI) a relish
-mchuzi (MI) gravy, soup, sauce
-ndío it is they, (plu. WA class)
-pika to cook
Questions and Answers over Reading Selection

Questions

1. Vyakula vingapi hutumiwa sana katika Afrika ya Mashariki?
2. Vyakula hivyo ni vipi?
3. Nani wanaotumia vyakula hivi zaidi?
4. Matoke hupatikana wapi?
5. Utatumia nini kuponda ndizi?
6. Ni unga gani unaotumia kwa kupika ugali?
7. Unga na maji yanayocheinka hufanywa?
8. Ugali hufanana na uji?
9. Unga hupatikana kutoka wapi?

Sample Answers

Vyakula vitatu.
Vyakula hivyo ni matoke, ugali na wali.
Wenyeji hutumia vyakula hivi zaidi.
Matoke hupatikana katika ŋichi ya Uganda.
Nitatumia mwiko.
Unga wa mahindi, au wa mtama.
Unga na maji yanayocheňka huchanganywa.
Ndiyo, lakini ugali ni ŋkavu zaidi kuliko uji.
Unga hupatikana kutoka katika mahindi.
10. Namna gani?  
Mahindi husagwa.

11. Ugali ni chakula kitamu?  
Ndiko, ugali ni chakula kitamu.

12. Ugali huchanganywa na nini?  
Ugali huchanganywa na kitoveo na mchuzi.

13. Wenyeji wa pwani wanasifu nini?  
Wanasifu wali.

14. Ni watu gani wanaoju_ikana sana kwa kula wali?  
Waarabu.

15. Nhchele ukiwa shambani huitwaje?  
Nhchele ukiwa shambani huitwa mpunga.

16. Wali ni nhchele wa namna gani?  
Wali ni nhchele uliopikwa.
Unit 71

1. Basic Dialogue. Let's visit the farm.

Mirambo

shamba (NA) farm
Tafadhali twende tukatembee Please let's go take a walk around
shambani. the farm.

Hasani

baada (N) after
Ndiyo. Tutakwenda baada ya saa moja Fine. We'll go in about an hour.
hivi.

Hasani

-pita to pass
Saa moja imepita. U tayari? (or: An hour has passed. Are you ready?
Uko tayari?)

Mirambo

Ndiyo, ni tayari. (or: niko tayari.) Yes, I'm ready.
Twende basi. Well, let's go.

Hasani

-tangulia to lead
njia (N) path
-fuata to follow
Tangulia. Mitakufuata. Unaijua [You] lead [the way]. I'll follow
njia kuliko mimi. you. You know the way better than

I do.
Mirambo

Hayo, twende basi. O.K., let's go then.

Notes

A. Further example of the meaning of -ka-

Tutembee shambani. Let's take a walk on the farm
[beginning right where we are now].

Tukatembee shambani. Let's [go] take a walk on the farm
[beginning from some point away
from here].

The above examples provide another instance of the meaning of the
prefix -ka-.

B. hivi 'about'

baada ya saa moja after an hour
baada ya saa moja hivi after about an hour

The word hivi, which in its shape is identical with the proximal demonstrative of the plural of the VI class, is in this sentence a modifier of saa moja, with the translation 'about'.

2.

A. 'last' with days of the week.

Sun. Ulikuwa wapi Jumapili Where were you last Sunday?
iliyopita?

Mon. Ulikuwa wapi Jumatatu Where were you last Monday?
iliyopita?

Tuesday Wednesday Thursday Friday Saturday

B. Verb phrase with -wa; 'last year?'
wewe Ulikuwa ukifanya kazi gani What type of work were you doing last
mwaka uliopita? year?
ninyi Mlikuwa mkifanya kazi gani mwaka uliopita? What type of work were you (pl.) doing last year?

Bw. Sangai Bw. Sangai alikuwa akifanya kazi gani mwaka uliopita? What type of work was Mr. Sangai doing last year?

wanafunzi hawa Wanafunzi hawa walikuwa wakifanya kazi gani mwaka uliopita? What type of work were these students doing last year?

C. njia ya plus infinitive.

soko Tafadhali, nionyeshe njia ya kwenda sokoni. Please, show me the way (to go) to the market.

hospitali Tafadhali, nionyeshe njia ya kwenda hospitalini. Please, show me the way to the hospital.

boma Tafadhali, nionyeshe njia ya kwenda bomani. Please, show me the way to the administrative office.

kanisa Tafadhali, nionyeshe njia ya kwenda kanisani. Please, show me the way to the church.

hotel Tafadhali, nionyeshe njia ya kwenda hotelini. Please, show me the way to the hotel.

nyumba Tafadhali, nionyeshe njia ya kwenda nyumbani. Please, show me the way to the house.

3.

A. Infinitive vs. past negative.

kuja Juma na Hasani walahidi kuja mwezi uliopita, lakini hawakuja. Juma and Hasani promised to come last month, but they didn't.

kwenda Juma na Hasani walahidi kwenda masomo ya jioni mwezi uliopita, lakini hawakwenda. Juma and Hasani promised to go to the evening classes last month, but they didn't.
kuletea  Juma na Hasani walishidi kuniletea barua mwezi uliopita, lakini hawakuniletea.

kusalamia  Juma na Hasani walishidi kunisalamia mwalimu wao mwezi uliopita, lakini hawakunisalamia.

Juma and Hasani promised to send me a letter last month, but they didn't.

Juma and Hasani promised to convey my best regards to their teacher last month, but they didn't.

B. Simple vs. applied stem; 'every' vs. 'last' Saturday.

Sat.  Naandika bara kwa wazazi wangu kila Jumamosi.
Niliwaandikia bara Jumamosi iliopita.

I write to my parents every Saturday.
I wrote them last Saturday.

Mon.  Naandika bara kwa wazazi wangu kila Jumatatu.
Niliwaandikia bara Jumatatu iliopita.

I write to my parents every Monday.
I wrote them last Monday.

Wednesday Thursday Friday
Unit 72

1. Basic Dialogue. The farm needs rain and fertilizer.

Mirambo

-nyesha
to rain

mavuno (MA)
harvest

Mvua ikinyesha nitapata mavuno mengi.
If it rains, I'll get a large harvest.

Hasani

Umeepanda mimea gani shambani mwako? What kind of plants have you planted on your farm?

Mirambo

Viazi ulaya. Irish potatoes. ('European potatoes')

ningalikuwa
if I were

mbolea (N)
fertilizer

Kama ningalikuwa na mbolea
If I had had fertilizer, I would have

ningalipanda vitunguu.
planted onions.

Hasani

-agiza

to order

Unaweza kuiagiza kutoka Idara ya You can order it from the Department
Ukulima. of Agriculture.

Mirambo

robo (N) 1/4

Lázima ulipe robo ya gharama kwanza. It's necessary that you pay a quarter
of the amount at the beginning.
Hasani

Kama huna pesa, utapanda nini? If you don't have money, what will you plant?

Mirambo

Mitapanda njugu karanga. I will plant groundnuts.

Notes

A. The Ml, KU and PA locative concords.

shambani mwako on ('in') your farm

The mw- prefix belongs to the mu- class of locatives (cf. Unit 29, Note A). A general first-approximation translation equivalent for this class is 'in'.

For the ku- class of locatives, whose first-approximation equivalent is 'to', the prefix used with possessive stems is kw-, and for the pa- locatives, it is p-.

The corresponding subject prefixes used with verbs are m-/mw-, ku-/kw-, pa-/p.

2.

A. Lazima plus subjunctive.

kutumia Lazima utumie mbolea kwa You must use fertilizer for onions.
       vitunguu.

kuagiza Lazima uagize mbolea kutoka You must order fertilizer from the
       Idara ya Ukulima.

kulipa Lazima ulipe robo ya gharama You must pay a quarter of the
       kwanza.

kumaliza Lazima umalize kazi yako You must finish your work tomorrow.
       kesho.

B. Relative of the na-tense.

kutumia Wakulima wanaotumia mbolea You must use fertilizer will
       watapata vitunguu.

The farmers who use fertilizer will get onions.
kuagiza  Wakulima wanaoagiza mbolea
          wataipata.  The farmers who order fertilizer
                    will get it.

kutaka  Wakulima wanaotaka mbolea
          watalipa robo ya gharama.  The farmers who want fertilizer will
                                    pay a quarter of the expense.

C. MU locative concord with a possessive stem.

muhogo  Twapanda muhogo mwingi
          shambani mwetu.  We plant a lot of cassava in our
                                    garden.

mimea  Twapanda mimea mingi
          shambani mwetu.  We plant a lot of crops in our
                                    garden.

ŵpunga  Twapanda ĕpunga mwingi
          shambani mwetu.  We plant a lot of rice in our
                                    garden.

vitunguu  Twapanda vitunguu vingi
          shambani mwetu.  We plant a lot of onions in our
                                    garden.

D. KU locative concord with a possessive stem.

muhogo  Walileta muhogo mwingi
          shambani kwetu.  They brought a lot of cassava to
                                    our garden.

mimea  Walileta mimea mingi
          shambani kwetu.  They brought a lot of crops to
                                    our garden.

ŵpunga  Walileta ĕpunga mwingi
          shambani kwetu.  They brought a lot of rice to our
                                    garden.

vitu  Walileta vitu vingi
          shambani kwetu.  They brought a lot of things to
                                    our garden.

E. MU and KU locative concords as subject prefixes.

↓  Sandukuni ŕna chumvi.  There is salt in the box.

soko  Sokoni kuna chumvi.  There is salt at the market.

visu  Sokoni kuna visu.  There are knives at the market.

sanduku  Sandukuni ŕna visu.  There are knives in the box.
3.

A. MJ locative concord with possessive stem and subject prefix.

**taa** Nyumbani mwako ṁna taa?
Ndiyo, ṁna mbili.
Is there a lamp in your house?
Yes, there are two.

**meza** Nyumbani mwako ṁna meza?
Ndiyo, ṁna mbili.
Is there a table in your house?
Yes, there are two.

**saa** Nyumbani mwako ṁna saa?
Ndiyo, ṁna mbili.
Is there a clock in your house?
Yes, there are two.

**wino** Nyumbani mwako ṁna wino?
Ndiyo, ṁna chupa mbili.
Is there ink in your house?
Yes, there are two bottles of ink.

B. KU locative concord with possessive stem and subject prefix.

**baiskeli** Nyumbani kwako kuna baiskeli?
Ndiyo, kuna moja.
Is there a bicycle at your house?
Yes, there is one.

**motokaa** Nyumbani kwako kuna motakaa?
Ndiyo, kuna moja.
Is there a car at your house?
Yes, there is one.

**mongjwa** Nyumbani kwako kuna mongjwa?
Ndiyo, kuna ṭmoja.
Is there a patient at your house?
Yes, there is one.

Conversations Starters

1. A and B are from different parts of Africa (or the United States).

A asks B about what things are like where he is from (kwako).
Unit 73

1. Basic Dialogue. Should I get a crop loan?

Hasani

-kopa to borrow
mahali (FA) place
Ukitaka, nitakuonyesha mahali pa kukopa pesa. If you like, I'll show you a place to borrow money.

Mirambo

moyo (MI) heart
Sina moyo wa kukopa pesa. I've no liking for borrowing money.
desturi (N) a custom, practice
Hii ni desturi mbaya. It's a bad practice.

\ HASANI

mwisho (MI) end
Hivyo ndivyo nilivyofanya, na (or: [back] the end of the year.
nami) nitazilipa mwisho wa mwaka. That's how I did, and I will pay it

Mirambo

Unajuaje kama utapata mavuno mazuri? How do you know whether you will get

good crops?

Hasani

wasiwasi (U) doubt
-angalia look at
jibu (MA) answer, reply
Sina wasiwasi. Ukiangalia shambani, I don't have any doubts. If you look
utapata majibu. at the farm, you will get the
answer.

Notes

A. Relative affixes in agreement with the objects of verbs.
kiti ulicholeta (or: ...ulichokileta) the chair that you brought
karanga tutakazopanda the groundnuts that we will plant
(or: tutakazozipanda)
The relative affix (-cho- and -zo- in these examples) may stand for the
object of a verb, instead of for its subject. Where it stands for the subject,
it must be of the same class as the subject prefix:

(ñtu) aliyesikia a person who heard ...
Where it stands for the object, it is in the class of the object:
(kitu) alichonunua (the thing) which he bought...
(motokaa) aliyosikia (the car) which he heard...
The relative affix may then be followed by the object prefix, though many
speakers omit the latter.

B. Ndi- plus relative affix.
Ndicho. That is the one (e.g. kitu, kiti, kisu)
Ndiyo. That is the one (e.g. ñchi, motokaa, ndizi)
Ndizo. Those are the ones (e.g. ndizi, nyumba)
Ndivyoo. Those are the ones (e.g. vitunguu, vitu)
A combination of ndi- plus the relative affix is translated approximately
as in these examples.

C. Combination of the constructions described in Notes A and B.
Ndiiye niliyemwona. He is the one I saw.
Ndicho ninachotumia. That is the one (e.g. the thing) that
(or: ...ninachokitumia.) I am using.
The constructions of Notes A and B are combined as shown above.
D. Concord of VI (plu.) class in expression of manner.

Hivyo ndivyo nilivyofanya. That is how I did.

The concords of the plural VI class are used without antecedent to refer to manner. Compare the use of these same concords in the 'adverbial' forms vizuri, vyema.

2.

A. Moyo wa plus infinitive.

kukopa Sina moyo wa kukopa pesa. I have no desire to borrow money.
kuendelea Sina moyo wa kuendelea na masomo. I have no desire to continue with studies.
kujaribu Sina moyo wa kujaribu tena. I have no desire to try again.
kuenda Sina moyo wa kuenda kwa tabibu. I have no desire to go to a doctor.

B. VI plu. concords in expression of manner.

kufanya Hivyo ndivyo nilivyofanya. That's how I did it.
kusema Hivyo ndivyo nilivyosema. That's how I said it.
kufikiri Hivyo ndivyo nilivyofikiri. That's how I thought.
kuja Hivyo ndivyo nilivyokuja. That's how I came.
kuanza Hivyo ndivyo nilivyoanza. That's how I started.

C.

kufanya Nataka kufanya kama ulivyofanya. I want to do as you did.
kusema Nataka kusema kama ulivyosema. I want to speak as you spoke.
kuanza Nataka kuanza kama ulivyoanza. I want to start as you started.
kwenda Nataka kwenda kama ulivyokwenda.

D. Concord with mahali.

kuweka Sioni mahali pa kuweka nguuo.
kuingia Sioni mahali pa kuingilia nyumbani.
kukaa Sioni mahali pa kukaa.
kununua Sioni mahali pa kununulia viberiti.

I want to go as you went.
I can't find a place to put clothes.
I can't find a place to get into the house.
I can't find a place to sit down.
I can't find a place to buy matches.

The first and third sentences in this exercise use simple verb stems, while the second and fourth use applied stems. In the first sentence, mahali pa kuweka nguuo would also be correct, but it would have a different meaning. Generally speaking, in contexts of this kind, the applied stem is used when talking about a place especially set aside or especially suited for the purpose indicated.

3.

A. Li-tense: indicative vs. relative.

1. mbolea Uliagiza mbolea nzuri?
   Ndiyo. Mbolea niliyoigiza ilikuwa nzuri sana.
   sindano dawa nguuo
   Did you order some good fertilizer?
   Yes, the fertilizer that I ordered was very good.

2. mafuta Uliagiza mafuta mazuri?
   Ndiyo. Mafuta niliyoigaigiza yalikuwa mazuri sana.
   Did you order some good oil?
   Yes, the oil that I ordered was very good.

3. kitabu Uliagiza kitabu kizuri?
   Ndiyo. Kitabu nilichokigaigiza kilikuwa kizuri sana.
   Did you order a good book?
   Yes, the book that I ordered was very good.
kinywaji

4. vyakula  Uliagiza vyakula vizuri?
Ndiyo. Vyakula nilivyovia giza
vilikiwa vizuri sana.

Did you order good food?
Yes, the food that I
ordered is very good.

viberiti

5. mikate  Uliagiza mikate mizuri?
Ndiyo. Mikate niliyovia giza
ilikiwa mizuri sana.

Did you order some good
loaves?
Yes, the loaves that I
ordered are very good.

mimesa
Unit 74


Hasani

-lima
kwenu

Je, kwenu mwatumia vyombo gani kwa kulimia?

Hasani

-kulimia?
to cultivate
at your place

Say, what tools do you use in farming where you live?

Mirambo

jembe (MA)

hoe

uma (U, N)
rake

Tunatumia majembe na nyuma.

We use hoes and rakes.

Hasani

Kuna wakulima wanaotumia plau?

Are there farmers who use plows?

Mirambo

Ndiko, wale walio na mashamba

Yes, those who have large farms.
makubwa.

Hasani

mti (MI)
tree

kijiti (VI)
small tree, underbrush

-kata
to cut

Akisha angusha mtii nkakata vijiti

When you have finished felling trees,
nana niri?

what do you cut the brush with?

Mirambo

panga (MA)

large knife

Wengi hukata vijiti kwa mapanga.

Many cut the brush with pangas.
Hasani
laini
soft, smooth
Na kwa kulainisha udongo? And for softening the ground?
(or: na kwa kutifua udongo?)

Mirambo
Panga latosha. A panga is all right.

Notes
A. Locative concord plus possessive stem, with no antecedent.
   Kwetu tunatumia majembe. At our place, we use hoes.
   The concord kw- plus possessive stem is used where English would have 'at your place', 'where we live', etc.
B. The spelling of -ki(i)sha.
   The forms which in Standard Swahili are spelled akiisha, nikiisha, etc. are commonly pronounced with only one i.

2.
A. Concords with mahali.
   "ama Tumeona mahali pema leo. We have found a good place today.
   "ngapi Tumeona mahali pangapi leo? How many places have we found today?
kupanda Tumeona mahali pazuri pa We have found a good place for
   kupanda muhogo leo. planting cassava today.
kuogelea Tumeona mahali pazuri pa We have found a good place for
   kuogelea leo. swimming today.
B.
kuweka Wapi mahali pa kuwekea Where does the lamp belong?
taa?
kupata  Wapi mahali pa kupatia
dawa?

kununua  Wapi mahali pa kunumia
ponbe?

kuva  Wapi mahali pa kuvaa.
nguo?

Where is the place to get medicine?
Where is the place to buy beer?
Where is the dressing room?

C. -kisha plus verb stem.

kuangusha  Ukisha angusha miti hii,
rudi nyumbani.

kulainisha  Ukisha lainisha udongo
   huu, rudi nyumbani.

kufula  Ukisha futa maji haya,
rudi nyumbani.

kusafisha  Ukisha safisha majembe
   haya, rudi nyumbani.

kupigwa  Ukisha pigwa sindano,
rudi nyumbani.

When you finish felling these trees,
return home.
When you finish breaking up the
earth, return home.
When you finish wiping up the water,
return home.
When you finish cleaning these hoes,
return home.
When you finish getting your in-
jection, return home.

3.

A. Na-tense: indicative vs. relative.

kutumia  Wakuwima wengi wanatumia
plau?
Hapana, wanakwamia plau
ni wachache.

kujua  Watu wengi wanajua
kutengeneza motakaa?
Hapana, wanaojua
kutengeneza motakaa ni
wachache.

Do many farmers use ploughs?
No, those who use ploughs are
few.

Do many people know how to repair
cars?
No, those who know how to repair
cars are few.
kuangusha  Watu wengi wanaangusha miti kwa visu?
             Hapana, wanaoangusha miti kwa visu ni wachache.

kuhudhuria  Wanafunzi wengi wanahudhuria vyuo vya juu?
              Hapana, wanaohudhuria vyuo vya juu ni wachache.

B. Relative counterpart of a-tense.

majembe  Wako wapi wanaume waliana majembe?
           Wale waliana majembe wamekwisha kwenda shambani.

uma  mapanga

Do many people fell trees with knives?
No, those who fell trees with knives are few.

Do many students attend universities?
No, those who attend universities are few.

Where are the men with hoes?
Those who have hoes have already gone to the garden.
Unit 75


Hasani

mbegu (N)  
seed

Utapanda mbegu zako lini?  
When are you going to plant your seeds?

Mirambo

Mvua ikinyesha nitazipanda mbegu zangu.  
I'll plant them when it rains.

Hasani

-palilia  
to weed

Umenunua vyombo vya kupalilia?  
Have you bought the tools for weeding?

Mirambo

kitambo  
a short period of time,
a piece (of time)

Kitambo! Mapanga sita na majembe matano.  
Long ago! Six pangas and five hoes.

Hasani

Lakini, ni wakati gani mzuri wa kupalilia?  
But what time is a good one for weeding?

Mirambo

Tuseme, kama mimea ikisha pata inchi  
Let's say, when the plants have already gotten [to] about six inches.

Hasani

-mea  
to grow
-ota
to shoot out

jani (MA)
leaf

Maana yake ikisha ota majani? That is to say, when they put out
[their] leaves?

Mirambo

Ndio.
Yes.

2.

A. wakati wa plus infinitive.

kupanda  Wakati gani mzuri wa
When is the best time to plant
kupanda mbegu?
seeds?

kupalilia  Wakati gani mzuri wa
When is the best time to weed a
kupalilia shamba?
garden?

kukata  Wakati gani mzuri wa
When is the best time to cut brush?
kukata vijiti

kulainisha  Wakati gani mzuri wa
When is the best time to break up
kulainisha udongo?
the soil?

3.

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

kupalilia  Umepalilia mahindi yako?
Have you weeded your maize?
Bado sijapalilia.
Not yet, I haven't.

kupanda  Umepanda muhogo wako?
Have you planted your cassava?
Bado sijapanda.
Not yet, I haven't.

kupeleka  Umepeleka kalamu yako kwa
Have you taken your pen to the
fundi?
repairman?
Bado sijapeleka.
Not yet, I haven't.
B.

**Kuvuna**

Wakulima wamevuna ātama?

Hapana. Bado hawajavuna.

Have the farmers harvested millet?

-No, they haven't yet.

**Kupanda**

Wakulima wamepanda ātama?

Hapana. Bado hawajapanda.

Have the farmers planted millet?

-No, they haven't yet.

**Kutenge-neza**

Fundi ametengeneza kalamu yakö?

Hapana. Bado hajatengeneza.

Has the pen repairer repaired your pen?

-No, he hasn't yet.

C. **Infinitive vs. affirmative subjunctive vs. negative subjunctive.**

**Mpunga**

Mpunga huo unahitaji kupaliliwa.

Tuupalilie kesho.

Tusiupalilie leo.

That rice requires weeding.

-Let's weed it tomorrow.

-Let's not weed it today.

**Ātama**

Ātama huo unahitaji kupaliliwa.

Tuupalilie kesho.

Tusiupalilie leo.

That millet requires weeding.

-Let's weed it tomorrow.

-Let's not weed it today.

**Mahindi**

Mahinci haya yanahitaji kupaliliwa.

Tuupalilie kesho.

Tusiupalilie leo.

This maize requires weeding.

-Let's weed it tomorrow.

-Let's not weed it today.

**Mahargwe**

Mahargwe haya yanahitaji kupaliliwa.

Tuupalilie kesho.

Tusiupalilie leo.

These beans require weeding.

-Let's weed them tomorrow.

-Let's not weed them today.

**Njugu**

Njugu hizi zinahitaji kupaliliwa.

Tuzipalilie kesho.

Tusizipalilie leo.

These groundnuts require weeding.

-Let's weed them tomorrow.

-Let's not weed them today.
muhogo Muhogo huo unahitaji
kupaliliwa. This cassava requires weeding.
Tuupalilie kesho. Let's weed it tomorrow.
Tusiupalilie leo. Let's not weed it today.

Conversation Starters

1. Discuss agricultural practices in the part of Africa in which you
are most interested.
Unit 76

1. Basic Dialogue. Boy or Girl?

Hadija

Bibiye amepata mtoto wa kiume au wa kike?

Hamisi

Mtoto wa kiume. A boy.

Hadija

Je, hawajambo?

Hamisi

mgongo (MI) back

Hawajambo, lakini mama aumwa mgongo. They're all right, but the mother's back is hurting her.

Hadija

kujifungua to release oneself

Pengie ni kwa sababu ya kujifungua. Maybe it's because of delivering the baby.

Hamisi

nafuu (N) advantage

Atapata nafuu tu. She'll recover.

Hadija

Mtoto mwenyewe ana matata? How is the baby himself?

Hamisi

fujo (MA) disturbance
wala nor, neither
matata (pl. MA) complications

`Azuri sana. Hana fujo wala matata. Very fine. He has no trouble or complications.

Notes

A. Wala between negatives.

Wala either is both preceded and followed by a negative verb, or it joins two nouns which are in parallel relation to the same negative verb. See the exercises for further examples.

2.

A. Some special forms for possessives with family relationships.

Mke Mkeo anapata nafuu? Is your wife recovering?
bibi Bibi yako anapata nafuu? Is your wife recovering?
mtoto Mtoto wako anapata nafuu? Is your child recovering?
baba Baba yako anapata nafuu? Is your father recovering?
mama Mama yako anapata nafuu? Is your mother recovering?
mume Mumeo anapata nafuu? Is your husband recovering?
(or: Bwana wako...)
ndugu Nduguyo anapata nafuu? Is your brother recovering?
dada Dadio anapata nafuu? Is your sister recovering?
(or: Dada yako...)

B. Wala

taa Sina taa wala mafuta. I have neither lamp nor oil.
chai Sina chai wala kahawa. I have neither tea nor coffee.
baiskeli Sina baiskeli wala motakaa. I have neither bicycle nor automobile.
C.

kiti  Wanafunzi hawana viti wala meza.
The students have neither chairs nor tables.

kitabu  Wanafunzi hawana vitabu wala kalamu.
The students have neither books nor pens.

mwalimu  Wanafunzi hawana mwalimu wala shule.
The students have neither teacher nor school.

D.

kusoma  Wanaume hawa hawajui kusoma wala kuandika.
These men know neither reading nor writing.

Kiingereza Wanaume hawa hawajui
Kiingereza wala Kiswahili.
These men know neither English nor Swahili.

3.

A. Conords, including relative forms of verbs.

kitabu  Nilinunua kitabu juzi.
I bought a book the day before yesterday.

Kitabu nilichonunua juzi ni kibaya.
The book which I bought the day before yesterday is bad.
(or: ...nilichokinunua...)

baiskeli  Nilinunua baiskeli juzi.
I bought a bicycle the day before yesterday.

Baiskeli niliyonunua juzi ni mbaya.
The bicycle which I bought the day before yesterday is bad.

visu  Nilinunua visu juzi.
I bought knives the day before yesterday.

Visu nilivyonunua juzi ni vibaya.
The knives which I bought the day before yesterday are bad.
mafuta  | Nilinunua mafuta juzi.  
       | Mafuta niliyonunua juzi ni mabaya.

jembe  | Nilinunua jembe juzi.  
       | Jembe nililonunua juzi ni baya.

nanasi | Nilinunua nanasi juzi.  
       | Nanasi nililonunua juzi ni baya.

ndizi  | Nilinunua ndizi juzi.  
       | Ndizi nilizonunua juzi ni mbaya.

wino   | Nilinunua wino juzi.  
       | Wino nilionunua juzi ni mbaya.

taa    | vitunguu maharagwe

I bought oil the day before yesterday.  
The oil which I bought the day before yesterday is bad.

I bought a hoe the day before yesterday.  
The hoe which I bought the day before yesterday is bad.

I bought a pineapple the day before yesterday.  
The pineapple which I bought the day before yesterday is bad.

I bought bananas the day before yesterday.  
The bananas which I bought the day before yesterday are bad.

I bought some ink the day before yesterday.  
The ink which I bought the day before yesterday is bad.
Unit 77


Mirambo

Ŝja ſźito
-a pregnant person
-tunza
to care for
Mama ŝja ſźito hutunzwaje?
How is a pregnant woman cared for?

Mohamed

Hupelokwa hospitalini akiwa karibu
She is taken to the hospital when she
kujifungua.
is about to deliver.

Mirambo

Ndle anafanya nini?
What does she do in there?

Mohamed

-pima
to measure, examine
Bwana daktari hušpima na kušpa
The doctor examines her and gives her
dawa.
medicine.

-lisha
to feed ('cause to eat')
Fia hušpa chakula cha kušlisha
She is also given food for nourishing
štoto.
the child.

Mirambo
care
tunzo (MA)
Wanapata matunzo safi?
Do they get good care?

Mohamed
to rest
-pumźika
Sana, hata mapumźiko.
[They] even [get a lot of] rest.
Notes

A. Sequence of verbs joined by na.

daktari humpima na kumpa dawa  the doctor examines her and gives her medicine

Here, the single subject word daktari is followed by two verbs, the stems of which are -pima and -pa. Where the action of the second verb is not clearly the goal or result of the action of the first, the second is in the infinitive form, following na 'and'.

2.

A. Causative stems based on -la and -nywa.

<table>
<thead>
<tr>
<th>Stem Suffix</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usimlishe štoto!</td>
<td>Don't feed the child!</td>
</tr>
<tr>
<td>kunywesa</td>
<td>Usimnyweshe štoto! Don't give the child anything to drink!</td>
</tr>
<tr>
<td>watoto</td>
<td>Usiwayweshe watoto! Don't give the children anything to drink!</td>
</tr>
<tr>
<td>kulisha</td>
<td>Usiwalishe watoto! Don't feed the children!</td>
</tr>
</tbody>
</table>

B. Subjunctive with -ka- after -enda.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>kukaa</td>
<td>Kaa kitako upušžike. Sit down and rest.</td>
</tr>
<tr>
<td>kwenda</td>
<td>Nenda nyumbani ukupušžike. Go home and rest.</td>
</tr>
<tr>
<td>kuingia</td>
<td>Ingia nyumbani upušžike. Get into the house and rest.</td>
</tr>
</tbody>
</table>

C. Passive stem based on -pa.

<table>
<thead>
<tr>
<th>Verb Suffix</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>Wanafunzi walipewa kalamu zao. The pupils were given their pens.</td>
</tr>
<tr>
<td>vitabu</td>
<td>Wanafunzi walipewa vitabu vyao. The pupils were given their books.</td>
</tr>
<tr>
<td>viti</td>
<td>Wanafunzi walipewa viti vyao. The pupils were given their chairs.</td>
</tr>
</tbody>
</table>
meza       Wanafunzi walipewa meza
           zac.

D. -tunza.

watoto    Kazi yangu ilikuwa kutunza
           watoto.

ng'ombe    Kazi yangu ilikuwa kutunza
           ng'ombe.

nguruwe   Kazi yangu ilikuwa kutunza
           nguruwe.

taa zetu   Kazi yangu ilikuwa kutunza
           zote taazetu zote.

3.

A. MU and KU locative concords with subject prefixes and demonstratives.

hospitali Hospitalini m'afanywa nini?
           Mle wagonjwa wanatunzwa.

shule     Shuleni m'afanywa nini?
           Mle wanafunzi wanasomeshwa.

soko      Sokoni kunafanywa nini?
           Kule vyakula vinauzwa.

pwani     Pwani kunafanywa nini?
           Kule watu wanaogelea.

The pupils were given their tables.

My job was to care for children.

My job was to care for cows.

My job was to care for pigs.

My job was to care for all our lamps.

What is done in the hospital?

There patients are cared for.

What is done in the school?

There pupils are taught.

What is done at the market?

There (foodstuffs) are sold.

What is done at the beach?

There people swim.
Unit 78

Basic Dialogue. Post-natal care. (cont'd from Unit 77)

Mirambo

Wakiisha kuzaa wanakaa hospitalini? When they have finished delivering, do they stay in the hospital?

Mohamed

Ndiyo, kwa siku chache tu. Yes, for just a few days.

Mirambo

-lia to cry

-Åtoto akilia, hupewa chakula? When the baby cries, is it given food?

Mohamed

-~changa young

-nyonya to suck

Akiwa ~changa sana, mama If it is very young, the mother nurses it.

hu~nyonyesha.

hasa

Hasa, ni chakula gani watoto Just what food do babies like?

hupenda?

Mohamed

Kwa kawaida, maziwa. In general, milk.

Mirambo

-beba to carry a child on back or hip

Kwenu mama hubeba watoto? At your place does the mother carry the children on her back?
Mohamed

mbavuni

mbeleko (N)

by the ribs
cloth or sling for carrying
a child

Ndiyo, huwabeba m'gononi, au

mbavuni katika mbeleko.

Yes, they carry them on [their]
back[s] or on [their] hip[s] in
a sling.

2.

A. -lilia.

nini?  Mtoto analilia nini?

What is the child crying for?

chakula  Mtoto analilia chakula.
The child is crying for food.

maziwa  Mtoto analilia maziwa.
The child is crying for milk.

mama  Mtoto analilia mama.
The child is crying for the mother.

chai baba sukari Hamisi

B. Negative imperative.

kulisa  Usimlize mtoto!

Don't make the child cry.

kunyonyesha  Usimnyoneshe mtoto.

Don't nurse the child.

kulisha  Usimlishe mtoto.

Don't feed the child.

kupa  Usimppe mtoto kisu!

Don't give the child a knife.

C. KU locative: concords with various possessive stems.

ninyi  Kwenu wapi?

Where is your (pl.) home?

ewe  Kwako wapi?

Where is your (sg.) home?

ye  Kwake wapi?

Where is his/her home?

wao  Kwao wapi?

Where is their home?
D. PA locative concord with various possessive stems.

sisi  Hapa petu.  This is our home.
mimi Hapa pangu.  This is my home.
wao  Hapa pao.  This is their home.
yeye  Hapa pake.  This is his home.

3.

A. -kwisha plus verb stem vs. negative imperative.

kulisha  Usimlishe mtoto!  Don't feed the child!
          Amekwisha lishwa na  It has already been fed by its
          dada yake.         sister.

kunywesha Usimnyonyeshe mtoto!  Don't nurse the child!
          Amekwisha nyonyeshwa  It has already been nursed by its
          na mama yake.      mother.

kuliza  Usimelize mtoto!  Don't make the child cry!
          Amekwisha lizwa.   It has already been made to cry.

kupa  Usimpe mtoto chakula.  Don't give the child food!
    chakula     Amekwisha pewa na mama  It has already been given food
                   yake.      by its mother.

Conversation Starters

1. A and B compare notes on the problems of pre- and post-natal care in Africa and in the United States.
Unit 72

1. Basic Dialogue. When are you getting married?

Mageese

-ao

Utaoa lini, Ochieng?

When are you going to get married

Ochieng

Michumba

Wakati michumba wangu atakaporudi.

At the time when my fiancée returns.

Mageese

Kwani yuko wapi?

Oh? Where is she?

Ochieng

Alikwenda kusomesha huko upande

She went to teach in the region of

wa Kisumu.

Kisumu.

Mageese

mahari

Umelipa mahari au bado?

Have you paid the dowry or not (yet)?

Ochieng

-ngoja

Bado. Naingoja arudi.

Not yet. I'm waiting for her to return.

Mageese

-kubali

Wazazi wako na wake wamekubali?

Have your parents and hers given their consent?
Ochieng

-zuia
to prevent

Hawawesi kunizuia nisimwoe. They can't prevent me from marrying her.

Notes

A. Relative future forms with -taka-.

The future tense in its non-relative forms uses -ta- as its tense prefix, but in relative forms uses the disyllabic prefix -taka-.

B. Two verbs that are followed by subjunctive forms.

Note that subjunctive verb forms often follow the verbs -zuia 'to prevent from' and -ngoja 'to wait'. The former is followed by the negative subjunctive.

2.

A. -zuia plus negative subjunctive.

kusema Huwezi kunizuia nisiseme. You can't prevent me from talking.
kwenda Huwezi kunizuia nisiende. You can't prevent me from going.
kulewa Huwezi kunizuia nisilewe. You can't prevent me from being drunk.
kurudi Huwezi kunizuia nisirudi. You can't prevent me from coming back.
kuendelea Huwezi kunizuia nisiendelee. You can't prevent me from moving on.

B.

kusema Hamwezi kuwazuia wasiseme. You can't prevent them from talking.
kula Hamwezi kuwazuia wasile. You can't prevent them from eating.
kuselewa kujifunza kusikitika

C.
kuona Hatuwezi kuwazuia wasimwone. We can't prevent them from seeing him.
kusaidia Hatuwezi kuwazuia wasimsaidie. We can't prevent them from helping him.
kusikia kupenda kupiga

D. -ngoja plus subjunctive.
kusema Hatutakungoja useme. We'll not wait for you to speak.
kwanza Hatutakungoja uanze. We'll not wait for you to begin.
kwenda kujitayarisha kurudi

E. Verb phrase with -wa.
kusema Ali alikuwa akiningoja niseme. Ali was waiting for me to speak.
kuja Ali alikuwa akiningoja nije. Ali was waiting for me to come.
kufuata kutangulia kumaliza kuingia

3.

A. -ja- negative vs. affirmative subjunctive.

Bado hajasema. He hasn't spoken yet.
Tutamjingoja aseme. We'll wait for him to speak.

Bado sijasema. I haven't spoken yet.
Tutakungoja useme. We'll wait for you to speak.

Bado hawajasema. They haven't spoken yet.
Tutawangoja waseme. We'll wait for them to speak.

Bado hajaenda. He hasn't gone yet.
Tutamjingoja aende. We'll wait for him to go.
B. Infinitive vs. negative subjunctive.

**kisu**
- Nataka kukininua kisu hiki.
- Usijaribu kunizuia nisikinunue.
  
  *I want to buy this knife.*
  *Don't try to prevent me from buying it.*

**vitabu**
- Nataka kuvinunua vitabu hivi.
- Usijaribu kunizuia nisivinunue.
  
  *I want to buy these books.*
  *Don't try to prevent me from buying them.*

**mbegu**
- Nataka kuzinunua mbegu hizi.
- Usijaribu kunizuia nisizinunue.
  
  *I want to buy these seeds.*
  *Don't try to prevent me from buying it.*

sanduku ng'ombe nguruwe m'kate m'kate m'mea m'mea
Unit 80

1. Basic Dialogue. Come along to the wedding!

**Ochieng**

wiki (N)  
Ja, ndugu yangu, wajua kwamba nitaoa wiki ijayo?  
Say, brother, do you know I'm going to get married next week?

**Magese**

Kweli? Hiyo sijasikia bado.  
harusi (N) (or: arusi)  
Harusi itakuwa siku gani?  
Really? I hadn't heard (yet).  
Wedding  
What day will the wedding be?

**Ochieng**

kutwa  
Kesho kutwa, bwana.  
To set (of the sun)  
The day after tomorrow.

**Magese**

-unga  
(-ungana)  
Nani atakayewaunganisheni?  
Who is going to marry you?  
("...to cause you to join one another")

**Ochieng**

kasisi (MA pers.)  
Kasisi Kamau.  
Clergyman, priest  
The Reverend Mr. Kamau.

**Magese**

-fika  
To arrive
-shangilia
to make rejoicings for
Nitafula kwashangilieni.
I'll be there to cheer for you.

-simama
to stand up
Nani ambao watawasimamieni?
Who will stand up with you?

Ochieng

mume (pl. waume)
husband

Dada yangu na mumewe.
My sister and her husband.

Notes

A. Relative phrases with amba-

Certain tenses do not take the relative affix at all. Instead they form relative phrases in the following manner:

amba, plus rel. affix, plus indicative verb

vitabu ambavyo hujaviuza
the books that you haven't sold yet

Even tenses which may take the relative affix sometimes form relative phrases in this way. See the exercises for further examples.

B. Object affix(es) for second person plural.

The object pronouns for first and third person singular and plural, and for second person singular, are simple in form and are used all over the Swahili speaking area. The second person plural object prefix is different in both ways: it is variously represented in different forms of Swahili (see Ashton, p. 42 for details); it also involves both a prefixial element (identical with the 3 plu. or 2 sg. object prefix) and a suffixed element. For examples of one variant, see the exercises.

2.

A. Second person plural object.

kupa Haruna hataki kuwepeni kalamu Haruna does not want to give zenu.
your pens to you.
kuletea  Haruna hataki kuwaleteni kalamu zenu.
kuonyesha kupatia kutengeneza kurudishia

B. Relative forms with ambache -o.

kusoma  Nitavisoma vitabu ambavyo sijaviuza.
      I'll read the books which I haven't sold.
kuleta  Nitavileta vitabu ambavyo sijaviuza.
      I'll bring the books which I haven't sold.
kupa    Nitakupa vitabu ambavyo sijaviuza.
      I'll give you the books which I haven't sold.
kuonyesha Nitavionyesha vitabu ambavuco sijaviuza.
      I'll show the books which I haven't sold.

C.
vitabu   Nenda ukavichukue vitabu ambavyo hujaviuza.
      Go and get the books which you haven't sold.
vitu     Nenda ukavichukue vitu ambavyo hujaviuza.
      Go and get the things which you haven't sold.
wino     Nenda ukauchukue wino ambao hujauuza.
      Go and get the ink which you haven't sold.
kalamu   Nenda ukaichukue kalamu ambayo hujaiuza.
      Go and get the pen which you haven't sold.
jembe    Nenda ukalichukue jembe ambalo hujaliuza.
      Go and get the hoe which you haven't sold.
mazao    Nenda ukayachukue mazao ambayo hujayauza.
      Go and get the crops which you haven't sold.
õkate    Nenda ukauchukue õkate ambao hujauuza.
      Go and get the loaf of bread which you haven't sold.
mimea  Nenda ukaichukue mimea
       ambayo hujaiuza.
       Go and get the plants which you
       haven't sold.

3.

A.

vikombe  Nimeleta vikombe.
         Vikombe ambavyo umeleta
         ni vingapi?
         I have brought cups.
         ('The cups which you have brought,
          how many are they?')

visahani  Nimeleta visahani.
          Visahani ambavyo umeleta
          ni vingapi?
          I have brought saucers.
          How many saucers have you brought?

kalamu  sindano  majembe  mikate  mimea  wapagazi
wanafunzi

Conversation Starters

1. What kind of woman (man) would you like to marry? (This topic is
   one which allows ample opportunity for the use of the relative forms of verbs.)
Reading Selection III

Shule za Tanganyika Zamani.


Katika shule za chini, watoto walianza kuhudhuria shule walipokuwa na umri wa miaka sita au saba. Lakini sasa wengi huanza kusoma wakiwa na umri wa miaka mitano hivi. Shule nyingi za chini hazikuwa za serikali kwa kawaida. Zamani kidogo watoto wachache walipata nafasi ya kusoma na kuandika, lakini sasa kwa ajili ya juhudi kuu iliyoafanya na wakuu wa Idara ya Elimu watoto wengi wanaelimishwa kila mwaka. Wingi wao unazidi sana mwaka kwa mwaka kwa jinsi ambavyo hata shule za juu zinashindwa kuwapokea wote. Skuli hizo ndogo ndogo, ambazo wakati mwingu ziliitwa 'shule za vijijini' zilikuwa na madarasa ya kwanza mañne tu. Mukuu wa walimu waliofundisha humo aliitwa Mwalimu Mukuu, na ndiye aliyesimamia na kuendesha shule za vijijini.

<table>
<thead>
<tr>
<th>yaani</th>
<th>that is to say</th>
<th>wingi (U)</th>
<th>majority, number</th>
</tr>
</thead>
<tbody>
<tr>
<td>juhudi (N)</td>
<td>effort, exertion</td>
<td>funzo (MA)</td>
<td>(course of) instruction</td>
</tr>
<tr>
<td>-elimisha</td>
<td>to educate</td>
<td></td>
<td>zamani</td>
</tr>
<tr>
<td>jinsi (N,</td>
<td>way, manner</td>
<td></td>
<td>-shinda</td>
</tr>
<tr>
<td>but often</td>
<td></td>
<td></td>
<td>-pokea</td>
</tr>
<tr>
<td>used with</td>
<td></td>
<td></td>
<td>-simamia</td>
</tr>
<tr>
<td>concords of VI)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

325
Questions and Answers over Reading Selection

Questions

1. Nchini Tanganyika mlikuwa na shule za na nama ngapi?
   Mlikuwa na shule za na nama tatu hasa.

2. Shule hizo ni zipi?
   Zile zilizoeneshwa na serikali, misheni, na wenyegi.

3. Je, shule hizo zilikuwa na madarasa mpaka ya juu?
   Ndiyo, lakini za wenyegi zilikuwa na madarasa mpaka ya katikati tu.

4. Je, wanafunzi katika shule za wenyegi waliingia zile nyingine?
   Ndiyo, waliingia.

5. Watoto walianza masomo yao katika lugha za makabila yao?
   Hapana, bwana, mafunzo yote yali kuwa katika Kiswahili.

6. Je, Kiingereza?
   Kiingereza! Watoto wali jifunza walipofika darasa la tano.

7. Lugha gani zilitumiwa katika mafunzo baada ya kujifunza Kiingereza?
   Kiingereza.

8. Watoto walianza shule wakiwa wakiwa na umri gani?
   Miaka sita au saba, lakini sasa wengi huwa na miaka mitano hivi.

9. Skuli zote za chini zilikuwa za serikali?
   La, nyingine zilikuwa za misheni na za wenyegi.

10. Watoto wachache wanapata nafasi ya kusoma na kuandika?
    La, zamani kidogo. Lakini sasa wanaelimishwa wengi mwaka kwa mwaka.
11. Skuli ndogo ndogo ziliitwaje?
   Wakati mwingine ziliitwa 'shule za vijijini'.

12. Shule za vijijini zilikuwa na madarasa mengi?
    Hapana, zilikiwa na madarasa ya kwanza maâne tu.

13. Mkuu wa walimu aliitwa Mwalimu Mkuu?
    Ndiyo.

14. Mwalimu Mkuu alisimania shule za vijijini?
    Ndiyo, pia alizimandiesha.
Review Sentences, Units 1 - 80

1. Juma aliwapatieni pesa ngapi?  How much money did Juma get them?
2. Watu wengi wa nchi hii hunywa  Many people of this country drink
   kahawa nyingi.             a lot of coffee.
3. Unaweza kuitengeneza baiskeli  Can you fix this bicycle?
   hii?
4. Siwezi, lakini nitaipeleka kwa  I can't, but I'll take it to the
   fundi.                        repairman.
5. Maduka mengi huuza nguo na  Many shops sell clothes, and others
   mengine huuza vyakula.       food.
6. Afrika ya mashariki ni nchi  East Africa is a very beautiful
   nzuri sana.                  country.
7. Wenyeji wa nchi hiyo huongea  The natives of that country speak
   lugha mbali mbali.           various languages.
8. Wanajenga nyumba zao kwa miti  They build their houses of sticks
   na udongo.                  and mud.
9. Akifika jioni ya leo, tutamrudisha If he arrives this evening, we will
   nyumbani kwao.              have him go back home.
10. Katika mji wa Dar kuna ofisi  In the city of Dar es Salaam there
    za Serikali.                are government offices.
12. Nenda ukamwambie ya kwamba  Go tell him that I'm not coming.
    mimi siji.
13. Mwanafunzi akisoma sana
    anahitimu mitihani.
15. Atakaporudi atahudhuria
    kanisani.
16. Tukatembee huko pwani.
17. Umependa nini shambani mwako?
18. Nguo ambazo ulinunua juzi
    zimefika leo.
20. Mwombie kwamba matata
    yamekwisha.
21. Harusi yake itakuwa siku ya
    Jumamosi.
22. Mikipata pesa nitanunua
    motakaa.
23. Huo ulikuwa mwisho wa dansi.
24. Walimu walifika shuleni kitambo.
25. Usichanganye unga na maji.
27. Watu wanaofanya kazi ya upishi
    wanaitwa wapishi.
28. Ye yote atakayeniuliza mwambique
    aningoje.

A student, if he studies a lot,
    passes the examinations.
They don't like milk or meat.
When he gets back, he will attend
    church.
Let's go walk along the beach.
What have you raised on your farm?
The clothes you bought the day
    before yesterday have arrived
    today.
A book is what I want.
Tell him that the trouble is over.
His wedding will be on Saturday.
If I get the money, I'll buy a car.
That was the end of the dance.
The teachers got to school early.
Don't mix the meal with water.
I want financial assistance.
People who do culinary work are
    called cooks.
Whoever asks for me, tell him to
    wait for me.
29. Alikaa hapa kwa muda wa saa moja hivi.
   He stayed here for about an hour.
    If he comes, he will call us up.
31. Kumbuka kumsalimia Bwana Hasani.
    Remember to say hello to Hasani.
32. Watakapofika tutasafiri mpaka Mbeya.
    When they get here, we will make a trip to Mbeya.
33. Pole, utapata nafuu.
    Take it easy, you'll get better.
34. Walimshangilia mkubwa wao alipofika.
    They greeted their leader noisily when he arrived.
35. Baba yake amepoma, sasa hajambo.
    His father recovered; he's all right now.
36. Mtoto anapolia anataka kunyonya.
    When a child cries, it wants to nurse.
37. Ana wasiwasi juu ya mguu wake uliovimba.
    He's worried about his swollen foot.
38. Yafaa kuzuia magonjwa kwa kutumia dawa.
    It's a good idea to prevent diseases through the use of medicine.
39. Wapatieni vitu wanavyotaka ili waondoka.
    Get them the things they want, so that they may go.
40. Kile ndicho kitabu ninachokisoma.
    That one there is the book I am reading.
Unit 81

1. Basic Dialogue. Getting into town from the airport.

Abasi

m'zigo (MI) load
Mizigo yangu iko tayari sasa. My luggage ('loads') is ready now.
kwenyka which has/where there is
Tafadhali, ichukua m'paka kwenyeka Please take it to the taxi stand.
teksi.
piga to strike, hit
simu telephone, telegraph
Kwanza, nataka kupiga simu. First, I want to make a phone call
(or: to send a telegram)

-----------------

Hamisi

Bwana, unataka teksi? Do you want a taxi, sir?

Abasi

Ndio. Bei gani kutoka hapa m'paka Yes. How much from here to downtown?
m'muni?

-----------------

Hamisi

Itaonyeshwa na mita. Una mizigo It is shown by the meter. How many
mingapi? bags have you?

-----------------

Abasi

"eusi black
"ekundu red
Nina miwili mikubwa myeusi, na mmoja mwekundu.

"zito

Mwekundu ni mdogo, lakini ni mzito sana.

I have two big black ones, and one red one.

heavy

The red one is small, but it is very heavy.

Notes

A. The stem "enye.

mahali penye teksi a place where there are taxis
kahawa yenywe sukari coffee with sugar in it
kijana mwenywe mchumba a young fellow who has a fiancée

The stem "enye is used as in these examples. With the ku concord it is frequently used without an antecedent, as in the basic dialogue for this unit.

2.

A. "enye; concords with "wili 'two'.

nyumba Tulifika kwenery nyumba mbili.

We arrived where there were two houses.

mti Tulifika kwenery mti miwili.

We arrived where there were two trees.

shule Tulifika kwenery shule mbili.

We arrived where there were two schools.

jumba shamba hoteli

B. Conords with "ingine and "eusi.

vitabu Vitabu vingine ni vyeusi. Some books are black.

kitu Kitu kingine ni cheusi. Some thing is black. (or: the other thing...)

meza Meza nyingine ni nyeusi. Some tables are black.

baiskeli Baiskeli nyingine ni nyeusi. Some bicycles are black.

nguo Nguo nyingine ni nyeusi. Some clothes are black.
wino  
Wino mwingine ni mweusi.  
Some ink is black.

C. Conords with "ingine and "ekundu.

kitabu  
Vitabu vingine ni vyekundu.  
The other books are red.

tunda  
Tunda jingine ni jekundu.  
The other piece of fruit is red.

baiskeli  
nguo  
wino

D. Conords with "ingine and "zito.

mzigo  
Mizigo mingine ni mizito.  
Some luggage is heavy.

barua  
Barua nyingine ni nzito.  
Some letters are heavy.

jembe  
Majerbe mengine ni mazito.  
Some hoes are heavy.

meza  
jiko  
kiti  
kitabu

3.

A. -ko- as an equivalent for 'when.'

kusema  
Alikuwa akituma.  
He was speaking.

Nilifika alipokuwa akituma.  
I arrived while he was speaking.

kusoma  
Alikuwa akituma.  
He was reading.

Nilifika alipokuwa akituma.  
I arrived when he was reading.

kufanya  
Alikuwa akifanya kazi.  
He was working.

Nilifika alipokuwa akifanya kazi.  
I arrived when he was working.

kula  
Alikuwa akila.  
He was eating.

Nilifika alipokuwa akila.  
I arrived when he was eating.

B.

kurudi  
Badc hajarudi.  
He hasn't returned yet.

Atakaporudi,  
When he returns I'll go with him.

nitakwenda naye.
<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>kumaliza</strong></td>
<td>Bado hajamaliza kazi yake.</td>
</tr>
<tr>
<td></td>
<td>Atakapomaliza kazi yake</td>
</tr>
<tr>
<td></td>
<td>nitakwenda naye.</td>
</tr>
<tr>
<td></td>
<td>He hasn't finished his work yet.</td>
</tr>
<tr>
<td></td>
<td>When he finishes his work I'll go with him.</td>
</tr>
<tr>
<td><strong>kuingia</strong></td>
<td>Bado hajaingia nyumbani.</td>
</tr>
<tr>
<td></td>
<td>Atakapoingia nyumbani</td>
</tr>
<tr>
<td></td>
<td>nitakwenda naye.</td>
</tr>
<tr>
<td></td>
<td>He hasn't entered the house yet.</td>
</tr>
<tr>
<td></td>
<td>When he enters the house, I'll go with him.</td>
</tr>
<tr>
<td><strong>kuondoka</strong></td>
<td>Bado hajaondoka.</td>
</tr>
<tr>
<td></td>
<td>Atakapoondoka, nitakwenda naye.</td>
</tr>
<tr>
<td></td>
<td>He hasn't left yet.</td>
</tr>
<tr>
<td></td>
<td>When he leaves I'll go with him.</td>
</tr>
<tr>
<td><strong>giza</strong></td>
<td>Giza halijaingia.</td>
</tr>
<tr>
<td></td>
<td>Giza litakapoingia,</td>
</tr>
<tr>
<td></td>
<td>tutawasha taa.</td>
</tr>
<tr>
<td></td>
<td>It is not dark yet.</td>
</tr>
<tr>
<td></td>
<td>When it gets dark, we will light the lamps.</td>
</tr>
<tr>
<td><strong>teksi</strong></td>
<td>Teksi haijafika.</td>
</tr>
<tr>
<td></td>
<td>Teksi itakapofika,</td>
</tr>
<tr>
<td></td>
<td>tutakwenda.</td>
</tr>
<tr>
<td></td>
<td>The taxi hasn't arrived.</td>
</tr>
<tr>
<td></td>
<td>When the taxi arrives, we will go.</td>
</tr>
<tr>
<td><strong>mvua</strong></td>
<td>Mvua haijanyesha.</td>
</tr>
<tr>
<td></td>
<td>Mvua itakaponyesha</td>
</tr>
<tr>
<td></td>
<td>tutapanda mbegu.</td>
</tr>
<tr>
<td></td>
<td>It hasn't rained yet.</td>
</tr>
<tr>
<td></td>
<td>When the rain falls, we will plant seeds.</td>
</tr>
</tbody>
</table>
Unit 82

1. Basic Dialogue. A trip to Tanga.

Sangai

Ninakusudia kusafiri Tanga kesho. I'm planning to make a trip to Tanga tomorrow.

Magese

nauli (N) fare
kiasi (KI sg. only) amount

Nauli ya kutoka hapa mpaka Tanga How much is the fare from here to Tanga?
ni kiasi gani?

Sangai

Ni shilingi thelathini na mbili. It's 32 shillings.

Magese

Utakapofika Korogwe utashuka? Are you going to get off (to disembark) when you get to Korogwe?

Sangai

La. Nitakwenda moja kwa moja. No, I'm going to go straight on.

abiria (N-an.) passenger

’refu long, tall

mwendo (MI) journey

Kwa gari ni mwendo wa siku moja tu. By bus it is a trip of only one day.

Si m’refu.

It's not long.

Magese

Vema. Ujaliwapo kufika misalimie jamaa. Good! If you are helped (i.e. by God) to arrive, give my regards
to (your) family.

---

2.

A. Some sentences containing 

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kufika</td>
<td>Njaliwapo kufika Tanga nitakuwa na furaha.</td>
</tr>
<tr>
<td>kuhitimu</td>
<td>Njaliwapo kuhitimu masomo nitakuwa na furaha.</td>
</tr>
<tr>
<td>kupata</td>
<td>Njaliwapo kupata mavuno mazuri nitakuwa na furaha.</td>
</tr>
</tbody>
</table>

B. <shuka katika>.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>gari</td>
<td>Shukeni katika gari!</td>
</tr>
<tr>
<td>motakaa</td>
<td>Shukeni katika motakaa!</td>
</tr>
<tr>
<td>baiskeli</td>
<td>Shukeni katika baiskeli!</td>
</tr>
<tr>
<td>šti</td>
<td>Shukeni katika štil</td>
</tr>
</tbody>
</table>

C. Things that can be "refu".

<table>
<thead>
<tr>
<th>noun</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mwendo</td>
<td>Mwendo ule ni řrefu.</td>
</tr>
<tr>
<td>škate</td>
<td>Škate ule ni řrefu.</td>
</tr>
<tr>
<td>štoto</td>
<td>Štoto yule ni řrefu.</td>
</tr>
<tr>
<td>mwanaške</td>
<td>Mwanaške yule ni řrefu.</td>
</tr>
<tr>
<td>jembe</td>
<td>Jembe lile ni refu.</td>
</tr>
<tr>
<td>gari la moshi</td>
<td>Gari la moshi lile ni refu.</td>
</tr>
<tr>
<td>ndizi</td>
<td>Ndizi zile ni ndefu.</td>
</tr>
</tbody>
</table>
D. Sentences containing another form of *jalia*.

- **kufika**  
  Ujaliwe kufika Tanga.  
  May you be helped to reach Tanga.

- **kupata**  
  Ujaliwe kupata mimea mizuri.  
  May you be helped to get good crops.

- **kuhitimu**  
  Ujaliwe kuhitimu 
  *mtihani wako.*  
  May you be helped to pass your examination.

- **kupona**  
  Ujaliwe kupona homa yako.  
  May you be helped to recover from your fever.

3. A and B discuss a trip that one of them has taken recently, to see a friend of his get married.
Unit 83

1. Basic Dialogue. How much is the basket?

Hadija

kikapu (VI) basket

Kikapu hiki kidogo ni bei gani? How much is this little basket?

Mr. Patel

Shilingi mbili na senti hamsini. Two shillings and fifty cents.

Hadija

-punguza to make less

Nakitaka, lakini nipunguzie kidogo. I want it, but reduce it a little for me.

Mr. Patel

Ah! Hiyo ndiyo bei yake. Ah! That is its price.

Hadija

Ndiyo, lakini nitakupa shilingi moja tu. Yes, but I'll give you just one shilling.

Mr. Patel

Shilingi moja ni kidogo sana! One shilling is very low.

Hadija

-dhuru to harm

Haidhuru. Nitakupa shilingi moja na senti kumi. No matter. I'll give you 1.10.

(to be continued)
2. This entire series of exercises, involving the comparison of numbers, should be done orally with books closed. The exercises are printed chiefly as a guide to the tutor.

A. Which of the prices is greater - the first or the second?

a. 1s - 3s  shilingi moja  -  shilingi tatu  tatu
    2s - 3s  shilingi mbili  -  shilingi tatu  tatu
    3s - 6s  shilingi tatu  -  shilingi sita  sita
    6s - 3s  shilingi sita  -  shilingi tatu  sita
    4s - 6s  shilingi ñne  -  shilingi sita  sita

f. 4s - 5s  k. 8s - 10s  p. 8s - 7s
   7s - 4s  7s - 5s  7s - 9s
   7s - 6s  6s - 4s  3s - 5s
   8s - 9s  9s - 10s  5s - 9s
   9s - 6s  10s - 11s  8s - 4s

3.

A. Of each set of three numbers, which is greatest?

a. 3-5-7  tatu  -  tano  -  saba  saba
    4-2-3  ñne  -  mbili  -  tatu  ñne
    6-7-5  sita  -  saba  -  tano  saba
    1-3-2  moja  -  tatu  -  mbili  tatu
    8-4-5  nane  -  ñne  -  tano  nane
<table>
<thead>
<tr>
<th>l. 3-6-5</th>
<th>k. 9-10-11</th>
<th>p. 4-3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-8-7</td>
<td>7-6-8</td>
<td>8-9-7</td>
</tr>
<tr>
<td>4-8-3</td>
<td>5-3-4</td>
<td>6-9-7</td>
</tr>
<tr>
<td>2-4-6</td>
<td>2-6-9</td>
<td>8-4-6</td>
</tr>
<tr>
<td>7-6-5</td>
<td>6-4-7</td>
<td>3-5-1</td>
</tr>
</tbody>
</table>
Unit 84

1. Basic Dialogue. Settling on a price. (continued)

Patel

Ah! Siuzi. Ukitaka toa shilingi Ah, I won't sell, but if you want
moja na senti ishirini na tano... to pay 1.25...

Hadija

ghani

Yes, but it seems to me it is still

high.

Patel

end

mwisho (MI)

Utatoa kiasi gani, mwisho wako?

What amount will you give, your

last price?

Hadija

Nitatupa shilingi moja na senti

kumi na tano.

I'll give you Sh1.15.

Patel

cheap

Vema. Kwako tu. Lakini ni rahisi

All right. Only for you. But it's

sana.

very cheap.

Hadija

-shika

to grasp, hold fast

Vema. Shika shilingi mbili na

Fine. Take these two shillings and

nirudishie =/85 cts.
give me back 85 cts.
2.

A. Practice in imitation, reading, and dictation.

<table>
<thead>
<tr>
<th>5 cts.</th>
<th>45 cts.</th>
<th>85 cts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 cts.</td>
<td>50 cts.</td>
<td>90 cts.</td>
</tr>
<tr>
<td>15 cts.</td>
<td>55 cts.</td>
<td>95 cts.</td>
</tr>
<tr>
<td>20 cts.</td>
<td>60 cts.</td>
<td>15</td>
</tr>
<tr>
<td>25 cts.</td>
<td>65 cts.</td>
<td>1.10</td>
</tr>
<tr>
<td>30 cts.</td>
<td>70 cts.</td>
<td>1.25</td>
</tr>
<tr>
<td>35 cts.</td>
<td>75 cts.</td>
<td>1.30</td>
</tr>
<tr>
<td>40 cts.</td>
<td>80 cts.</td>
<td>1.50</td>
</tr>
</tbody>
</table>

B.

<table>
<thead>
<tr>
<th>shs. 1.25</th>
<th>shs. 2.80</th>
<th>shs. 4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>shs. 1.50</td>
<td>shs. 3.00</td>
<td>shs. 4.20</td>
</tr>
<tr>
<td>shs. 1.75</td>
<td>shs. 3.15</td>
<td>shs. 5.20</td>
</tr>
<tr>
<td>shs. 2.00</td>
<td>shs. 3.35</td>
<td>shs. 6.60</td>
</tr>
<tr>
<td>shs. 2.20</td>
<td>shs. 3.55</td>
<td>shs. 7.80</td>
</tr>
<tr>
<td>shs. 2.40</td>
<td>shs. 3.75</td>
<td>shs. 8.25</td>
</tr>
<tr>
<td>shs. 2.60</td>
<td>shs. 3.95</td>
<td>shs. 9.50</td>
</tr>
</tbody>
</table>

3.

In each part of these exercises, two prices are given, followed by a third. In most instances, the third is between the first and the second. Try to pick out the instances when it is not. In subsequent use of the exercise, listen to the first two prices and try to quote a middle price.

A. Higher, lower, split the difference:

<table>
<thead>
<tr>
<th>shs. 10</th>
<th>shs. 8</th>
<th>shs. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>shs. 3</td>
<td>shs. 1</td>
<td>shs. o.20</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>8.50</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>6.50</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>4.50</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2.50</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1.50</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>5.50</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>1.50</td>
<td>0.50</td>
<td></td>
</tr>
</tbody>
</table>

B. Lower, higher, split the difference:

<table>
<thead>
<tr>
<th>shs. 1.00</th>
<th>shs. 3</th>
<th>shs. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>shs. 4.00</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

| 6.00     | 10    | 8     |
| 0.10 cts.| 0.30 cts.| 0.20 cts. |
| 0.20 cts.| 0.30 cts.| 0.25 cts. |
| 0.50 cts.| 1.00   | 1.75  |
| 1.00     | 2.00   | 1.50  |

4.

Simulate bargaining involving several exchanges of quoted prices, for:

(usual selling price)

- a large basket
- a pair of trousers
- 3 yards of cloth
- a pair of shoes
- a shirt
- a loaf of bread

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>a large basket</td>
<td>shs. 3.00</td>
</tr>
<tr>
<td>a pair of trousers</td>
<td>shs. 45.00</td>
</tr>
<tr>
<td>3 yards of cloth</td>
<td>shs. 15.00</td>
</tr>
<tr>
<td>a pair of shoes</td>
<td>shs. 45.00</td>
</tr>
<tr>
<td>a shirt</td>
<td>shs. 24.00</td>
</tr>
<tr>
<td>a loaf of bread</td>
<td>0.60 cts.</td>
</tr>
</tbody>
</table>
Unit 85


**Patel**

-vunja

Nasikitika, sina senti za kuvunja. I'm sorry, I can't change (it).

**Hadija**

Tutafanya nini sasa? What shall we do now?

Ikiwa huwezi kuvunja utaniuziaje Inasmuch as you can't change (it),
kile kikapu kikubwa? how (much) will you sell me that
big basket (for)?

**Patel**

Kwako wewe, toa hizo shilingi mbili. For you, pay those two shillings.

**Hadija**

haya o.k.

Haya, bwana. Nitatoa hizo shilingi O.K. (sir) I'll give the two
mbili. Lakini kesho nikija tena, shillings. But if I come again
lázima unipunguzie zaidi. tomorrow, you've got to reduce
(your prices) for me more.

**Patel**

ũmunuzi (WA) customer

bila shaka undoubtedly

Bila shaka! Umekuwa ũmunuzi No doubt! You've become my great
wangu ũkubwa. Nitakuuzia kwa customer. I'll sell to you at a
bei nafuu. reasonable price.
2.

Try to give the sum of the first two numbers before it is given on the tape.

A.

\[
\begin{array}{ccc}
2 + 1 = 3 & Mbili \ na \ moja \ ni & tatu \\
3 + 1 = 4 & Tatu \ na \ moja \ ni & Âne \\
4 + 1 = 5 & Âne \ na \ moja \ ni & tano \\
5 + 1 = 6 & Tano \ na \ moja \ ni & sita \\
6 + 1 = 7 & Sita \ na \ moja \ ni & saba \\
7 + 1 = 8 & Saba \ na \ moja \ ni & nane \\
8 + 1 = 9 & Nane \ na \ moja \ ni & tisa \\
9 + 1 = 10 & Tisa \ na \ moja \ ni & kumi \\
10 + 11 = 11 & Kumi \ na \ moja \ ni & kumi \ na \ moja \\
\end{array}
\]

\[
\begin{array}{ccc}
2 + 2 = 4 & 6 + 2 = 8 & 2 + 3 = 5 \\
3 + 2 = 5 & 8 + 2 = 10 & 4 + 3 = 7 \\
5 + 2 = 7 & 9 + 2 = 11 & 6 + 3 = 9 \\
& & 9 + 3 = 12 \\
\end{array}
\]

3.

A.

\[
\begin{array}{ccc}
20 + 10 = 30 & Ishirini \ na \ kumi \ ni & thelathini \\
30 + 10 = 40 & Thelathini \ na \ kumi \ ni & arobaini \\
40 + 10 = 50 & Arobaini \ na \ kumi \ ni & haâmsini \\
50 + 10 = 60 & Haâmsini \ na \ kumi \ ni & sitini \\
60 + 10 = 70 & Sitini \ na \ kumi \ ni & sabini \\
70 + 10 = 80 & Sabini \ na \ kumi \ ni & themanini \\
80 + 10 = 90 & Themanini \ na \ kumi \ ni & tisini \\
90 + 10 = 100 & Tisini \ na \ kumi \ ni & mia \\
\end{array}
\]
B.

\[
\begin{align*}
15 + 5 &= 20 & \text{Kumi na tano,} \\
& & \text{na tano ni ishirini} \\
25 + 5 &= 30 & \text{Ishirini na tano,} \\
& & \text{na tano ni thelathini} \\
35 + 5 &= 40 & 45 + 5 = 50 \\
& & 55 + 5 = 60 \\
75 + 5 &= 80 & 85 + 5 = 90 \\
& & 95 + 5 = 100
\end{align*}
\]

C.

\[
\begin{align*}
15 + 15 &= 30 & \text{Kumi na tano na kumi na tano ni thelathini} \\
25 + 15 &= 40 & \text{Ishirini na tano na kumi na tano ni arobaini} \\
45 + 15 &= 60 & 75 + 15 = 90 \\
& & 15 \cdot 25 = 40 \\
50 + 25 &= 75 & 75 \cdot 25 = 100
\end{align*}
\]

D.

\[
\begin{align*}
3 \cdot 2 &= 5 & \text{Tatu na mbili ni tano} \\
50 \cdot 10 &= 60 & \text{Hamisini na kumi ni sitini} \\
25 \cdot 5 &= 30 & \text{Ishirini na tano,} \\
& & \text{na tano ni thelathini} \\
7 \cdot 2 &= 9 & \text{Saba na mbili ni tisa} \\
75 \cdot 15 &= 90 & \text{Sabini na tano na} \\
& & \text{kumi na tano ni tisini} \\
25 \cdot 15 &= 40 & \text{Ishirini na tano} \\
& & \text{na kumi na tano ni arobaini} \\
35 \cdot 2 &= 37 & \text{Thelathini na tano} \\
& & \text{na mbili ni thelathini na saba} \\
8 \cdot 2 &= 10 & 5 \cdot 2 = 7 \\
90 \cdot 10 &= 100 & 4 \cdot 2 = 6 \\
65 \cdot 15 &= 80 & 25 \cdot 50 = 75 \\
& & 85 \cdot 5 = 90 \\
25 \cdot 25 &= 50
\end{align*}
\]
Unit 86


Hamisi

suruali (N) a pair of trousers
Nataka kununua suruali. I want to buy a pair of trousers.

Patel

kipande (VI) a piece
Suruali ndefu au suruali kipande? Long trousers, or short?

Hamisi

Suruali ndefu. Long (trousers).

Patel

rangi (N) color
Wataka suruali ya rangi gani? What color trousers do you want?

Hamisi

"eupe white
Nyeupe. White ones.

Patel

kipimo (VI) measurement
Na vipimo vyako? And your measurements?

Hamisi

urefu (U) length
kiuno (VI) waist
Kiuno inchi thelathini na mbili, Waist 32 inches, and length 34.
na urefu thelathini na ñne.
**Patel**

-enea  to fit

Hii inakuenea.  These fit your measurements.

**Hamisi**

Asante.  Thanks.

---

2.

Which is greater?

A.

| 32 - 34  | thelathini na mbili | thelathini na ñne |
| 44 - 42  | arobaini na ñne    | arobaini na mbili |
| 32 - 44  | thelathini na mbili | arobaini na ñne   |
| 42 - 34  | arobaini na mbili  | thelathini na ñne |
| 54 - 42  | ham'sini na ñne    | arobaini na mbili |
| 35 - 33  | 73 - 65            | 65 - 73           |
|          | 84 - 92            | 77 - 66           |

B.

| 21 - 31  | ishirini na moja   | thelathini na moja |
| 45 - 53  | arobaini na tano   | ham'sini na tatu   |
| 27 - 18  | 81 - 41            | 55 - 65            |
| 26 - 27  | 97 - 96            | 46 - 43            |
|          | 87 - 86            | 63 - 65            |

3.

A.

Try to give the sum before it is given on the tape.

21 + 3 = 24  Ishirini na moja, na tatu  ni  ishirini na ñne.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$31 \times 3 = 34$</td>
<td>Thelahini na moja, na tatu ni</td>
<td>Thelahini na ñ'ne.</td>
</tr>
<tr>
<td>$61 \times 3 = 64$</td>
<td>Sitini na moja, na tatu ni</td>
<td>Sitini na ñ'ne.</td>
</tr>
<tr>
<td>$91 \times 3 = 94$</td>
<td>Tisini na moja, na tatu ni</td>
<td>Tisini na ñ'ne.</td>
</tr>
<tr>
<td>$94 \times 3 = 97$</td>
<td>$76 \times 3 = 79$</td>
<td>$52 \times 3 = 55$</td>
</tr>
<tr>
<td>$35 \times 3 = 38$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$38 \times 3 = 41$</td>
<td>Thelahini na nane, na tatu ni</td>
<td>arobaini na moja</td>
</tr>
<tr>
<td>$18 \times 3 = 21$</td>
<td>Kumi na nane, na tatu ni</td>
<td>ishirini na moja</td>
</tr>
<tr>
<td>$19 \times 3 = 22$</td>
<td>$17 \times 3 = 20$</td>
<td>$58 \times 3 = 61$</td>
</tr>
<tr>
<td>$72 \times 3 = 75$</td>
<td>$89 \times 3 = 92$</td>
<td>$99 \times 3 = 102$</td>
</tr>
</tbody>
</table>
Unit 87


Hamisi

Bei yake ni pesa (or: shilingi)  
What is the price (of it)?
ngapi, Bwana?

Patel

Bei yake ni sh. 7/= na senti 75.  
It's 7.75.

Hamisi

Ch! Hii ni ghali sana!  
Oh! That is very high!

Patel

maarufu  
famous

Si ghali sana. Hiyo ni suruali maarufu.  
It's not very expensive those are [a] well known [brand of] trousers.

Ni ngumu sana.  
They're very tough.

kitambaa (VI)  
cloth, material

kisasa (Sg. VI)  
modern style

Kitambaa chake ni cha kisasa.  
The material (of it) is modern.

Hamisi

Hapana! Hii ni suruali rahisi tu.  
No! These are just cheap trousers!

-raruka  
to get torn

-upesi  
quickly

Itararuka upesi.  
They'll get torn quickly.

Patel

Lete sh. 6/= basi.  
Just pay six shillings.
Hamisi

Hiyo afadhali. Chukua sh. 6/-.

That's more like it. Here's the six shillings.

2.

A. Conords with the demonstrative stem "le.

masomo Yale masomo ni rahisi sana.

Those lessons are very easy.

somo Lile somo ni rahisi sana.

That lesson is very easy.

kazi Ile kazi ni rahisi sana.

That work is very easy.

nauli Ile nauli ni rahisi sana.

That fare is very cheap.

kitabu Kile kitabu ni rahisi sana.

That book is very cheap.

nguo Ile nguo ni rahisi sana.

That dress is very cheap.

machungwa Yale machungwa ni rahisi sana.

Those oranges are very cheap.

bei Ile bei ni rahisi sana.

That price is very cheap.

lugha Ile lugha ni rahisi sana.

That language is very easy.

B. Conords with the demonstrative h-=-o.

bei Bei hiyo ni ghali sana.

That price is very expensive.

nauli Nauli hiyo ni ghali sana.

That fare is very expensive.

kitabu Kitabu hicho ni ghali sana.

That book is very expensive.

nguo Nguo hiyo ni ghali sana.

That dress is very expensive.

C. Conords with "gumu.

kitambaa Kitambaa chake ni kigumu sana.

Her handkerchief is very heavy material.

kichwa Kichwa chake ni kigumu sana.

His head is very hard.

kitabu Kitabu chake ni kigumu sana.

His book is very difficult.
kazi  Kazi yake ni ngumu sana.  His work is very hard.

štihani Štihani wake ni ngumu sana.  His examination is very hard.

moyo  Moyo wake ni ngumu sana.  His heart is very hard.

lugha  Lughä wake ni ngumu sana.  His language is very hard.

D. Conords with ㎑ۜyœ.  

suruali  Suruali wake ㎑ۜyœ ilikuwa  ㎑ۜyœ meraruka.  His new trousers were torn.

nguo  Nguo wake ㎑ۜyœ ilikuwa  ㎑ۜyœ meraruka.  Her new dress was torn.

kitamba  Kitambaa chake ㎑ۜyœ kilikuwa  ㎑ۜyœ meraruka.  His new handkerchief was torn.

vitamba  Vitambaa vyake ㎑ۜyœ vilikuwa  ㎑ۜyœ meraruka.  His new handkerchiefs were torn.

mbeleko  Mbeleko yake ㎑ۜyœ ilikuwa  ㎑ۜyœ meraruka.  Her new mbeleko was torn.

shati  Shati lake jipya lilikuwa  ㎑ۜyœ meraruka.  His new shirt was torn.

3.

A. -raruka vs. -rarua.

suruali  Suruali yangu imiraruka.  My trousers are torn.

Nani ameirarua?  Who has torn them?

nguo  Nguo yangu imiraruka.  My dress is torn.

Nani ameirarua?  Who has torn it?

kitamba  Kitambaa changu kimeraruka.  My handkerchief is torn.

Nani amekirarua?  Who has torn it?

shati  Shati langu  limeraruka.  My shirt is torn.

Nani amelirarua?  Who has torn it?
B. -raruka vs. -raruliwa.

**suruali**  Suruali yangu imeraruka.  My trousers are torn.  Imeraruliwa na nani?  By whom?

**nguo**  Nguo yangu imeraruka.  My dress is torn.  Imeraruliwa na nani?  By whom was it torn?

**mbeleko**  Mbeleko yangu imeraruka.  My 'mbeleko' is torn.  Imeraruliwa na nani?  By whom?

**shati**  Shati langu limeraruka.  My shirt is torn.  Limeraruliwa na nani?  By whom?

**kitambaa**  Kitambaa changu kimeraruka.  My handkerchief is torn.  Kimeraruliwa na nani?  By whom?

4.

A goes to a shop to buy a pair of trousers. He ends by buying two, but at a reduced price.

C buys a table and four chairs, starting with the table and two chairs.
Unit 88

1. Basic Dialogue. Where is the consulate?

Maina

balozí (MA pers)  
Unajua ofisi ya Balozí wa Amerika?  Do you know the American Consulate?

Aramian

Ndiyo, iko karibu na Post Office.  Yes, it’s near the post office.

Maina

Nitawezaje kufika huko?  How will I be able to get there?

Aramian

njia panda (N)  intersection (N)

Fuata njia hii âpaka penye njia Follow this road to where there is

panda. an intersection.

âKono wa kulia  right hand

Halafu fuata barabara ya âKono wa Then follow the road on the right.

kulia.

âttaa (M)  street

âkono wa kushoto  left hand

Ufikapo penye njia panda nygingine, When you get to the next intersection,

fuata âttaa wa Suleman, âkono wa follow Suleman Street, on the left,

kushoto, na nenda moja kwa moja. and go straight ahead.

-itá  to call

Baadaye utaona hoteli inaitwa  Then you will see a hotel called

’Cosy Café.’  ’Cosy Café.’

(to be continued)
2.

A. Talking about the map.

Using maps, practice pointing out places and giving their names, using the following frames:

<table>
<thead>
<tr>
<th>Sehemu hii ya</th>
<th>Afrika</th>
<th>inaitwa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tanganyika</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kenya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uganda</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Njia</th>
<th>hii</th>
<th>(i)naitwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimbo</td>
<td>hili</td>
<td>-----------</td>
</tr>
<tr>
<td>Mji</td>
<td>huu</td>
<td>-----------</td>
</tr>
</tbody>
</table>

Use this as an occasion to become familiar with the geography of East Africa.
Unit 89

1. Basic Dialogue. Where is the consulate? (concluded)

Aramian

Hapo mbele yako pana hoteli ya 'Cosy Café.'

Iipite.

Mbele kuna barabara ya Acacia.

Nenda moja kwa moja tu. ñje (N)

Na mara utaona jumba kubwa mkono wa kulia, ñje pameandikwa 'Cable and Wireless.'

ñoro (N)

Orofa ya pili ndio ofisi ya Baloozi wa Amerika.

There in front of you is the 'Cosy Cafe Hotel.'

Go past it.

Ahead there is Acacia Avenue.

Just go straight ahead. outside

And immediately after, you will see a big building on the right, out-
side (of which) is written 'Cable and Wireless.'

story

The third floor, that is the American Consulate.

2.

A. Talking about a street map.

Practice giving directions from a number of points in Dar es Salaam to various other points, using a simplified map. Some of the words and phrases that will be most useful are:

utafika kwenye _______ karibu na _____________

moja kwa moja _______ mkono wa kulia/kushoto _______

mbele ya _______ utaona __________
Unit 90


Magese

Unabeba nguo, wazipeleka wapi? You are carrying clothes on your back. Where are you taking them?

Sangai

"chafu
dobi (MA pers)
Hizi nguo chafu, nažipeleka kwa dobi. These dirty clothes, I'm taking them to the laundryman.

Magese

Dobi yupi? Which laundryman?

Sangai

ng'ambo (N)
Yule aliye na duka kule ng'ambo. That one who has the shop there on the other side.

Magese

júmla
Unazo ngapi kwa júmla? How many do you have altogether?

Sangai

koti (MA)
Zote ni suruali tatu na makoti mawili. Altogether there are three pairs of trousers and two coats.
Makua

Atakutoza pesa ngapi? How much will he make you pay?

Sangala

thuani (N) 50 ct. piece

Kama shilingi mbili na thuani. About 2.50.

Notes

A. Abstract nouns of the U class.

~chache few
uchache paucity
safi clean
usafi cleanliness

A large number of abstract nouns are members of the u class. Frequently, except for the u prefix, they are identical in form with adjective stems.

2.

A. ng'ambo; concords with -ko.

duka Duka lake liko ng'ambo ya mji. His shop is on the other side of town.
soko Soko liko ng'ambo ya mji. The market is on the other side of town.
hotelii Hoteli iko ng'ambo ya mji. The hotel is on the other side of town.
kanisa Kanisa liko ng'ambo ya mji. The church is on the other side of town.
shule Shule iko ng'ambo ya mji. The school is on the other side of town.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>shamba</td>
<td>Shamba lake liko ng'ambo ya Mji.</td>
<td>His plantation is on the other side of town.</td>
</tr>
<tr>
<td>maduka</td>
<td>Maduka yake yako ng'ambo ya Mji.</td>
<td>His shops are on the other side of town.</td>
</tr>
<tr>
<td>mashamba</td>
<td>Mashamba yake yako ng'ambo ya Mji.</td>
<td>His plantations are on the other side of town.</td>
</tr>
</tbody>
</table>

B. Conords with "ngapi; U-class singulars with plurals in the N-class.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>nguo</td>
<td>Unazo nguo ngapi kwa jumla?</td>
<td>How many clothes do you have altogether?</td>
</tr>
<tr>
<td>jembe</td>
<td>Unayo majembe mangapi kwa jumla?</td>
<td>How many hoes do you have altogether?</td>
</tr>
<tr>
<td>kidole</td>
<td>Unavyo vidole vingapi kwa jumla?</td>
<td>How many fingers do you have altogether?</td>
</tr>
<tr>
<td>mzigo</td>
<td>Unayo mizigo mingapi kwa jumla?</td>
<td>How many loads do you have altogether?</td>
</tr>
<tr>
<td>ngoma</td>
<td>Unazo ngoma ngapi kwa jumla?</td>
<td>How many drums do you have altogether?</td>
</tr>
<tr>
<td>uma</td>
<td>Unazo nyuma ngapi kwa jumla?</td>
<td>How many forks do you have altogether?</td>
</tr>
<tr>
<td>ubao</td>
<td>Unazo mbao ngapi kwa jumla?</td>
<td>How many boards do you have altogether?</td>
</tr>
<tr>
<td>ukurasa</td>
<td>Unazo kurasa ngapi kwa jumla?</td>
<td>How many pages do you have altogether?</td>
</tr>
</tbody>
</table>

C. Kiasi gani?

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>wino</td>
<td>Una wino kiasi gani?</td>
<td>How much ink do you have?</td>
</tr>
<tr>
<td>maji</td>
<td>Una maji kiasi gani?</td>
<td>How much water do you have?</td>
</tr>
<tr>
<td>pombe</td>
<td>chumvi mchele wali</td>
<td></td>
</tr>
</tbody>
</table>
3. Adjective vs. U-class (abstract) noun.

"zuri  Ule āji ni āzuri.  Walituambia juu ya uzuri wa āji.

"chache  Walimu ni wachache ḏchini mwetu.

Walituambia juu ya uchache wa walimu.

"refu  Gari la moshi lilikuwa refu.  Walituambia juu ya urefu wa gari la moshi.

They told us about the scarcity of teachers.

"upe  Shuka zote zilikiwa nyeupe sana.

Walituambia juu ya weupe wa shuka.

They told us about the whiteness of the sheets.

"ungi  Wanafunzi wa shule ni wengi sana.

Walituambia juu ya wingi wa wanafunzi.

The school pupils were very many.

safi  Jikoni mwa hoteli ni safi sana.

Walituambia juu ya usafi wa jikoni.

They told us about the [large] number of pupils.

"gumu  Masomo yao ni magumu sana.

Walituambia juu ya ugumu wa masomo.

Their lessons are very difficult.

hodari  Watoto wake ni hodari sana.

Walituambia juu ya uhodari wa watoto.

His children are very clever.

That city is beautiful.

They told us about the beauty of the city.

Teachers are few in our country.

The train is long.

They told us about the length of the train.

All the sheets were very white.
**Conversation Starters**

1. A asks B to go pick up his laundry for him, B asks directions for finding the place.
Reading Selection IV

Namaa ya Kulima


Katika Idara ya Ukulima wako watu waliowodari kwa ukulima ambao wanasisimamia mipango hili. Watu hawa huenda mashambani pamoja na wakulima na kufanya kazi kwa mikono yao. Hii kuwasaidia wenyweji kuona na kujisoeza kulima visuri.

Shamba hugawanywa katika sehemu tatu; ya kwansa, ni kiwanja cha nyumba; ya pili ni boma la ng'ombe, kuku, mbuzi, nguruwe na kadhalika; na ya tatu ni ya kupanda mimea.

Hii sehemu ya tatu, yani ya mimea, hugawanywa katika visehemu vidogo vingi ambavyo mimea fulani hupandwa na kubadilishwa kila mwaka.

Mimea ikibadilishwa, haichoshi udongo, na hivi mkulima aweza kulima shamba lake kila mwaka. Hii ndiyo faida ya kupanda mimea tofauti kila mara baada ya kuvuna.

Questions

1. Ni wapi Serikali imeanza kuwasaidia wakulima?

2. Serikali imeanza kuwasaidiaje?

3. Wenyweji wakilima visuri hupata faida gani?

4. Mashamba ya wakulima wengi yako pamoja?

5. Mashamba yatafanywaje?

Answers

Serikali imeanza kuwasaidia wakulima katika wilaya yetu.

Kwa kuwaonyesha jinsi ya kulima visuri.

Hupata mavuno mengi.

Hapana, yametawanyaika mahali mbali mbali.

Mashamba yataunganishwa.

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6. Kuna wakulima hodari katika Idara ya Afya?
   Hapana. Watu hodari kwa kulima wako katika Idara ya Ukulima.

7. Kazi yao ni nini?
   Kusimamia mipango hii.

8. Wasimamizi hawa hufanya kazi shambani?
   Ndiyo, wanafanya kazi mashambani kwa mikono.

9. Hii ni faida gani?
   Wenyiji huona na kuzoea kulima visuri.

10. Shamba hugawanywa katika sehemu ngapi?
    Tatu.

11. Sehemu ya kwanza ni ya nini?
    Sehemu ya kwanza ni kiwanja cha nyumba.

12. Na ya pili?
    Sehemu ya pili ni boma ya ng'ombe, kuku, mbuzi na kadhalika.

13. Na ya tatu je?
    Sehemu ya tatu ni ya kulima.

14. Kuna faida katika kubadili mimea?
    Ndiyo. Udongo hauchoki.

15. Ukiwa mkulima utabadili mimea yako?
    Ndiyo, nikiwa mkulima nitabadili mimea yangu.
<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>wilaya (N)</td>
<td>district, province</td>
</tr>
<tr>
<td>jinsi (N)</td>
<td>way, method</td>
</tr>
<tr>
<td>-tawanya</td>
<td>to scatter</td>
</tr>
<tr>
<td>-simania</td>
<td>to stand by, to oversee</td>
</tr>
<tr>
<td>-zoea</td>
<td>to become familiar with</td>
</tr>
<tr>
<td>-gawanya</td>
<td>to divide up, distribute</td>
</tr>
<tr>
<td>kiwanja (VI)</td>
<td>a plot of ground</td>
</tr>
<tr>
<td>kuku (N-anim)</td>
<td>chicken</td>
</tr>
<tr>
<td>mbuzi (N-anim)</td>
<td>goat</td>
</tr>
<tr>
<td>kadhalika</td>
<td>likewise, similarly</td>
</tr>
<tr>
<td>kisehemu (VI)</td>
<td>a small section</td>
</tr>
<tr>
<td>fulani</td>
<td>such-and-such</td>
</tr>
<tr>
<td>-badili</td>
<td>to change</td>
</tr>
<tr>
<td>-chosha</td>
<td>to make tired</td>
</tr>
<tr>
<td>faida (N)</td>
<td>profit, advantage</td>
</tr>
<tr>
<td>tofauti (N)</td>
<td>difference, discrepancy</td>
</tr>
</tbody>
</table>
Unit 91


Maina

-fua

to launder

Nani afuaye nguo zako? Who washes your clothes?

Juma

Mama hunisaidia. Mother helps me.

Maina

Yeye hufua kwa ŋkono au kwa machine? Does she wash [them] by hand or by machine?

Juma

sabuni (N) soap

(ya) uvuguvgugu (U) lukewarm

Anatumia mikono, sabuni na maji ya She does them by hand ('uses her uvuguvgugu. hands') [with] soap, and lukewarm water.

Maina

-ondoa to get rid of

Unafikiri mikono huondoa uchafu Do you think that [washing by] hand[s] kweli? really gets rid of the dirt?

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Juma

Sana!

Definitely!

Maina

wanga (U)    starch

Lakini anatia wanga lini?

But when does she pour in the starch?

Juma

-loweka

to wet something

Kwa kawaida, ngu o ikiwa imelowekwa.

Ordinarily, when the clothes are wet.

Notes

A. Relative counterparts of the a-tense.

Nani auaye ngu o?

Who washes the clothes?

Nini ki kondoshacho uchaful?

What gets the dirt off?

The relative counterparts of the indicative forms of the a-tense are formed as follows:

<table>
<thead>
<tr>
<th>Subj. pref.</th>
<th>Stem</th>
<th>Rel. affix</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni</td>
<td>jua</td>
<td>ye</td>
</tr>
<tr>
<td>u</td>
<td>jua</td>
<td>ye</td>
</tr>
<tr>
<td>a</td>
<td>jua</td>
<td>ye</td>
</tr>
<tr>
<td>wa</td>
<td>jua</td>
<td>o</td>
</tr>
<tr>
<td>li</td>
<td>ondosha</td>
<td>lo</td>
</tr>
</tbody>
</table>

'I who know'

'you (sg.) who know'

'he who knows'

'they who know'

'(that) which removes'

etc.

atumiaye... he who uses...

atumialo... which he uses (referring to something in sg. MA class).

As in other relative forms, the relative affix may refer to and agree with the subject or the object of the verb.
2.

A. Relative counterparts of the a-tense.

kufua Nani afuaye nguo zako? Who washes your clothes?
kupiga pasi Nani apigaye pasi nguo zako? Who irons your clothes?
kununua Nani amunuaye nguo zako? Who buys your clothes?

B.

kulima (Watu) walimao shamba hili wako wapi? Where are the people who cultivate this farm?
kuhuduria (Watu) wahuduria masomo haya wako wapi? Where are the people who attend these lessons?
kutaka (Watu) watakao kwenda wako wapi? Where are the people who want to go?
kujua (Watu) wajuao Kiswahili wako wapi? Where are the people who know Swahili?
kufua (Watu) wafuao nguo wako wapi? Where are the people who wash clothes?

C. -ondo.

uchafu Tutaondoaje uchafu katika nguo hizi? How shall we remove the dirt from these clothes?
wino Tutaondoaje wino katika nguo hizi? How shall we remove the ink from these clothes?
damu sabuni wanga

D. -ondoka.

uchafu Uchafu umeondoka katika nguo sasa. The dirt is off the clothes now.
wino Wino umeondoka katika nguo sasa. The ink is off the clothes now.
damu   sabuni   wanga

3.

A. Indicative vs. relative (relative subject).

kufua    Nguo hizi zinafuliwa kila
         wiki.
         Nani anazifua?               Who washes them?

kupalilia    Shamba hili linapaliliwa
              mara kwa mara.
              Nani analipalilia?        Who weeds it?

kusua       Unanizua nisipumzi.
            Nani anakusua?          Who prevents you?

B. Indicative vs. relative (relative object).

sabuni      Tunatumia sabuni.
            Sabuni gani â¬¬nayotumia?   We use soap.
            What kind of soap do you use?

mafuta      Tuna mafuta.
            Mafuta gani â¬¬nayotumia?   We use oil.
            What kind of oil do you use?

kalamu      Tuna kalamu.
            Kalamu gani â¬¬nayotumia?   We use pens.
            What kind of pens do you use?

jembe       Tuna jembe.
            Jembe gani â¬¬nalotumia?    We use a hoe.
            What kind of hoe do you use?

wanga       Tuna wanga.
            Wanga gani â¬¬naotumia?    We use starch.
            What kind of starch do you use?

wino        Tuna wino.
            Wino gani â¬¬naotumia?     We use ink.
            What kind of ink do you use?
Unit 92


Maina

mwensi (WA) companion
(mwenzangu) (mwensi wangu)
-ng’aa to shine

Mwenzangu, nguo sako zang’aa. Your clothes are very bright my
friend.

Juma

kabla ya before
pasi (N) iron (for pressing)

Ndiyo. Zilitiwa wanga kabla ya Yes, they were starched before being
kupigwa pasi. ironed.
moto (MI) fire

Hata pasi yenyewe ilikuwa ya moto Besides, the iron itself was really
kweli. hot.

Maina

-kauka to get dry

Ndiyo, nguo sikisha kauka vizuri Yes, when clothes have dried to the
sapigika pasi vizuri. right point, they iron very well.
kifungo (VI) button

Na hivi vifungo vyang’aa. Vimetwa And these buttons shine. Have they
wanga pia? also been starched?
Juma

-sugua
to polish

Hapana, lakini vilisuguliwa na
No, but they've been polished with
'Brasso'.

2.
A. "a moto.

kahawa Kahawa hii ni ya moto. This coffee is hot.
chái nyama

uji Uji huu ni wa moto. This porridge is hot.
wali

B. -po- in first verb, followed by verb phrase with alikuwa haya-

kumálisa Hasani alipofika, Ali When Hasani arrived, Ali had
alikuwa hajamalisa kazi not finished his work.
yake.

kwanza Hasani alipofika, Ali When Hasani arrived, Ali had
alikuwa hajaanza kazi not started his work.
yake.

kusema Hasani alipofika, Ali When Hasani arrived, Ali had
alikuwa hajasema. not spoken.

kufunga Hasani alipofika, Ali When Hasani arrived, Ali had
alikuwa hajafunga not closed the door.
malango.

3.
A. Concord: Subject prefix in the first sentence, with object prefix in the second.

nguo Nguo hisi zimekauka. These clothes are dry.
(pl.) Usilwowe. Don't wet them.
<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>This shirt is dry.</td>
<td>Shati hili limekauka. Usililoweke.</td>
</tr>
<tr>
<td>Don't wet it.</td>
<td>Mashati haya yamekauka. Usiyaloweke.</td>
</tr>
<tr>
<td>These shirts are dry.</td>
<td>Suruali hii imekauka. Usililoweke.</td>
</tr>
<tr>
<td>Don't wet them.</td>
<td>Suruali hii zimekauka. Usililoweke.</td>
</tr>
<tr>
<td>These pairs of trousers are dry.</td>
<td>Suruali hii zimekauka. Usililoweke.</td>
</tr>
<tr>
<td>Don't wet them.</td>
<td>This coat is dry. Usililoweke.</td>
</tr>
<tr>
<td>These coats are dry.</td>
<td>Don't wet it.</td>
</tr>
<tr>
<td>Don't wet them.</td>
<td>B. -ja- negative verb vs. affirmative subjunctive verb</td>
</tr>
<tr>
<td>These clothes have not gotten dry. They ought to be dried.</td>
<td>Kukauka Nguo hizi hazijakauka. Yafaa zikaushwe.</td>
</tr>
<tr>
<td>These clothes have not been ironed. They ought to be ironed.</td>
<td>Kupigwa Nguo hizi hazijapigwa pasi. Yafaa zipigwe pasi.</td>
</tr>
<tr>
<td>These clothes have not been starched. They ought to be starched.</td>
<td>Kutwawanga Nguo hizi hazijatiwa wanga. Yafaa zitiwe wanga.</td>
</tr>
<tr>
<td>These clothes have not been washed. They ought to be washed.</td>
<td>Kufuliwa Nguo hizi hazijafuliwa. Yafaa zifuliwe.</td>
</tr>
</tbody>
</table>

**Conversation Starters**

1. A is a laundryman. B discusses with him the way he wants his shirts done. He doesn't want his drip-dry shirts ironed.

2. B checks through the returned laundry with A and finds some articles missing.
Unit 93

Basic Dialogue. Making a bed.

Hadija

- tandika
  to spread

- ngeni (WA)
  guest

- kitanda (VI)
  bed

Asha, ndandikie ngeni kitanda.
Asha make the bed for [our] guest.

Asha

- shuka
  sheet

Uliweka blanketi na shuka wapi?
Where did you put the blankets and sheets?

Hadija

- ndani ya
  inside of

Zimo ndani ya sanduku langu.
They're inside my cabinet.

Asha

- godoro (MA)
  mattress

Sioni godoro.
I can't find the mattress for the bed.

Hadija

- uliza
  to ask

Mwilize Juma akuonyeshe liliko.
Ask Juma to show you where it is.

Asha

Juma, tafadhali nilete godoro upesi. Juma, please bring me the mattress quickly.
foronya (N)  pillowcase
Bado foronya tu. Asante, Juma. And now just the pillowcase. Thank
you, Juma.

Notes
A. A verb with two objects.
   Štandikie ëgeni kitanda. Make the bed for the guest.
   This verb has two objects. The first of them is translated as what we
   would call an 'indirect object'.
B. -uliza plus subjunctive.
   Mwulize akusaidie. Ask him to help you.
   The verb -uliza may be followed by subjunctive forms, with the meaning
   'to ask someone to do something'.
C. -li- as a verb stem.
   Atakuonyesha liliko. He will show you where it (the
   mattress) is.

   In the word liliko, the first li- is the subject prefix, the second -li-
   is the stem usually translated 'be', and ko is a suffix with the concord of
   the ku- class.

2.
A. Number agreement.
   ëgeni Štandikie ëgeni kitanda. Make the bed for the guest.
   mwališu baba
   wageni Watandikie wageni vitanda. Make the beds for the guests.
   waališu
B. -onyesha plus a clause; concord: subject noun and -liko.
godoro Juma atakuonyesha godoro Juma will show you where the
   liliko.
   mattress is.
kitanda  Juma atakuonyesha kitanda kiliko.  Juma will show you where the bed is.
shuka  Juma atakuonyesha shuka iliko.  Juma will show you where the bedsheets is.
âto  Juma atakuonyesha âto uliko.  Juma will show you where the pillow is.
mito  Juma atakuonyesha mito iliko.  Juma will show you where the pillows are.
blanketi  Juma atakuonyesha blanketi iliko.  Juma will show you where the blanket is.

C. Concord: noun subject and locative stem -mo.

\[
\begin{align*}
\text{pitanda} & \quad \text{vimo ndani ya nyumba.} & \quad \text{The beds are in the house.} \\
\text{shuka} & \quad \text{zimo ndani ya nyumba.} & \quad \text{The sheets are in the house.} \\
\text{sanduku} & \quad \text{zimo ndani ya sanduku.} & \quad \text{The sheets are in the box.} \\
\text{mito} & \quad \text{imo ndani ya sanduku.} & \quad \text{The pillows are in the box.} \\
\text{âto} & \quad \text{umo ndani ya sanduku.} & \quad \text{The pillow is in the box.} \\
\text{shati} & \quad \text{limo ndani ya sanduku.} & \quad \text{The shirt is in the box.} \\
\text{mashati} & \quad \text{yamo ndani ya sanduku.} & \quad \text{The shirts are in the box.}
\end{align*}
\]

3.

A. Imperative with object prefix vs. subjunctive with object prefix.

kusaidia  Tafadhali, nisaidie.  Please, help me.
         Mwombe Juma akusaidie.  Ask Juma to help you.
kupiga pasa  Tafadhali, zipige pasa suruali hisi.  Please, iron these trousers.
         Mwombe Juma azipige pasa.  Ask Juma to iron them.
kupalilia  Nenda ukapalilie mahindi.  Go to weed the maize.
         Mwombe Juma aende akapalilie mahindi.  Ask Juma to go to weed the maize.
kutunza  Kaa nyumbani uwatunze watoto.
        Mwombe Juma akae nyumbani awatunze.

Stay at home and look after the children.
Ask Juma to stay and look after them.

B. A-tense: indicative vs. relative.

kutaka  Watoto wataka chakula gani?
        Nitawauliza chakula watakacho.

What kind of food do the children want?
I will ask them the kind of food they want.

kufanya  Watoto wanafanya nini?
        Nitawauliza kazi wafanyayo.

What are the children doing?
I will ask them (what) [work] they are doing.

kusema  Watoto wanasesema nini?
        Nitawauliza wasemalo.
        (cf. jambo (MA) 'matter')

What are the children saying?
I will ask them what they are saying.

kula  Watoto wanakula nini?
        Nitawauliza vyakula walavyo.

What are the children eating?
I will ask them (the kinds of food) they are eating.

kusoma  Watoto wanasonsoma vitabu gani?
        Nitawauliza vitabu wasomavyo.

What books are the children reading?
I will ask them the type of books they are reading.

kupumzika Kwa nini watoto wanapumzika?
        Nitawauliza sababu wapumzikayo.

Why are the children resting?
I will ask them the reason for their resting.

kuchesa Kwa nini wanacheza?
        Nitawauliza sababu gani wanacheza.

Why are they playing?
I will ask them why they are playing.
Unit 94


Maina

Hapa katika jimbo hili pana mbu wengi sana.
chandalua (VI)
(or: chandarua)
Hivi yatulazimu kuwa na chandalua.

Here in this province there are very many mosquitoes.
mosquito net
Thus it's necessary for us to have a mosquito net.

Butler

Mnabadili nguo za kitanda mara ngapi kwa wiki?

How many times a week do you change the bed linens?

Maina

Mama huzibadili kila Ijumaa.

Mother changes them every Friday.

Butler

usingizi (U)
sumbua

When you are asleep, do the mosquitoes bother you?

Maina

kelele (N)

They make a lot of noise at night.

Butler

Wapiga kelele sana usiku.

Nasikia kuwa mbu wa hapa waleta malaria?

I hear that the mosquitoes (of) here carry malaria.
Maine

Ndiyo, bwana, twasumbuliwa sana nao. Yes, indeed. We are bothered a lot by them.

Notes

A. Pa as a subject prefix.

Note the subject prefix pa- agreeing with the word hapa.

B.

The use of the na tense (anabadili) followed in the next sentence by the hu tense raises questions about the adequacy with which the published rules concerning these tenses reflect actual usage.

2.

A. Various objects used with -badili.

kitanda Siwezi kubadili ngu zo za sasa.
I can't change the bed linen now. 

nguo Siwezi kubadili ngu zo zangu sasa.
I can't change my clothes now.

shilingi tano Siwezi kuvunja shilingi tano sasa.
I can't change five shillings now.

mesa Siwezi kubadili kitambaa cha mesa sasa.
I can't change the tablecloth now.

B. Various verbs used with ābu as subject.

kusumbua ābu husumbua watu. Mosquitoes bother people.

kuuma ābu huuma watu. Mosquitoes bite people.

kudhuru ābu hudhuru watu. Mosquitoes harm people.

kuletea ābu huwaletea watu malaria. Mosquitoes bring malaria to people.
3.

A. Various tenses in reported speech.

kuumia Nilisikia kwau uliumia
škono wako.
Ndiyo. Niliumia juzi.

kujiümisa Nilisikia kuulijiumisa
škono wako.
Ndiyo. Nilijiumiza juzi.

kuchelewà Nilisikia kuwewewe
huchelewà kilà siku.
Ndiyo. Nilichelewà juzi.

kupalilia Nilisikia kuwutaupalilia
ua.
Ndiyo. Niliupaalilia juzi.

B. Kama in indirect questions.

kusafisha Mama amesafisha vyombo?
Sijui. Nitamwulisa
kama amevisafisha.

kutandika Mama ametandika kitanda?
Sijui. Nitamwulisa kama
amkitandika.

kuchešsha Mama amechešsha naziwa?
Sijui. Nitamwulisa kama
ameyachëšsha.
kuita Mama amewaita watoto? Sijui. Nitamwuliza kama amewaita. Has mother called the children? I don't know. I'll ask her if she has called them.

kulipa Mama amelipa nafuta? Sijui. Nitamwuliza kama ameyalipa. Has mother paid for the oil? I don't know. I'll ask her if she has paid.

kutenge- nesa Mama ametengenesa chakula cha jioni? Sijui. Nitamwuliza kama amekitengenesa. Has mother prepared supper? I don't know. I'll ask her if she has prepared it.

kuenda Mama amekwenda kunuma sukari? Sijui. Nitamwuliza kama amekwenda. Has my mother gone to buy some sugar? I don't know. I'll ask her if she has gone.

Conversation Starters

1. A (a housewife) discusses with B (a domestic servant) the way in which she wants the bedrooms to be maintained.

2. C and D discuss the furniture that will be needed for C's house in Tabora.
Unit 95

1. Basic Dialogue. A guest is coming for dinner!

Hamisi

-teembelea
mashuhuri
Leo jioni tutatembelewa na mgeni
mashuhuri.
Kwa hivyo Adija, tandika meza
visuri.
Weka kitambaa na nyuma mbili upande
wa kushoto.
kijiko (VI)
Kulia kwa sahani, visu viwili na
vijiko vitatu.
-sahau
Usisahau kuleta maji, bilauri,
pilipili na chumvi.
Kwa kupakulia, tutahitaji vijiko
vikubwa.

Hadija

When I finish all those [things] I'll
call you.
Notes

A. Concord with a noun having the prefix ku.

In *kulia kwa sahani*, the prefix *ku* agrees with the *ku* of the preceding word.

2.

A. Location of one object relative to another.

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kijiko-sahani</td>
<td>Kijiko kiko <em>kulia</em> kwa sahani.</td>
</tr>
<tr>
<td>sahani-kijiko</td>
<td>Sahani iko <em>kushoto</em> kwa kijiko.</td>
</tr>
<tr>
<td>kijiko-kisu</td>
<td>Kijiko <em>k'ko</em> <em>kulia</em> kwa kisu.</td>
</tr>
<tr>
<td>kisu-kijiko</td>
<td>Kisu kiko <em>kushoto</em> kwa kijiko.</td>
</tr>
<tr>
<td>visu-vijiko</td>
<td>Visu viko <em>kushoto</em> kwa vijiko.</td>
</tr>
<tr>
<td>uma-sahani</td>
<td>Uma iko <em>kushoto</em> kwa sahani.</td>
</tr>
<tr>
<td>sahani-uma</td>
<td>Sahani iko <em>kulia</em> kwa uma.</td>
</tr>
<tr>
<td>nyuma-sahani</td>
<td>Nyuma ziko <em>kushoto</em> kwa sahani.</td>
</tr>
<tr>
<td>kijiko cha</td>
<td>Kijiko cha supu kiko mbele ya sahani.</td>
</tr>
<tr>
<td>supu-sahani</td>
<td></td>
</tr>
<tr>
<td>bilauri-visu</td>
<td>Pilauri ya maji iko mbele ya visu.</td>
</tr>
<tr>
<td>kikombe-nyuma</td>
<td>Kikombe kiko <em>kulia</em> kwa nyuma.</td>
</tr>
</tbody>
</table>

The spoon is to the right of the plate.
The plate is to the left of the spoon.
The spoon is to the right of the knife.
The knife is to the left of the spoon.
The knives are to the left of the spoons.
The fork is to the left of the plate.
The plate is to the right of the fork.
The forks are to the left of the plate.
The soup spoon is in front of the plate.
The glass of water is in front of the knives.
The cup is on the right of the forks.
kitambaa-sahani Kitambaa kiko kushoto kwa sahani.
The napkin is on the left of the plate.

kikombe-kitambaa Kikombe kiko mbele ya kitambaa.
The cup is in front of the napkin.

3.

A. -sahau and -kumbuka.

weve Usisahau pilipili. Don't forget the pepper.
Bila shaka nitakumbuka. I will certainly remember.
ninyi Asisahau pilipili. Don't forget the pepper.
Bila shaka tutakumbuka. We will certainly remember.
yeye Asisahau pilipili. He must not forget the pepper.
Bila shaka atakumbuka. He will certainly remember.
wao Wasisahau pilipili. They must not forget the pepper.
Bila shaka watakumbuka. They will certainly remember.
Unit 96

1. Basic Dialogue. At the table.

Hadija

Karibu mezani, Wambua. Come to the table, Wambua.

Wambua

Starehe. You're very kind.

~tamu

sweet, delicious

Kweli leo mini vyakula vitamu sana. Really, you have some very delicious
dishes today.

Hadija

Asante, lakini tumeishiwa siagi. Thank you, but we've run out of
butter.

Wambua

Si kitu. Don't worry. ('It's nothing.')

-sogeza

to bring near

Tafadhalini sogezee maziwa. Please pass the milk.

Hadija

Juma, tafadhalini ondoa vyombo mezani; Juma, please clear the dishes from
tumekwisha maliza kula. the table; we have finished eating.

Juma

Ndiyo, mama. Yes, mother.

Chai na kahawa viko (or: iko) tayari. The tea and coffee are ready.
Hadija

bakuli (MA)  bowl
birika (MA)  pot (tea)

Leta vikombe na visahani vyake,  Bring the cups and saucers, the sugar
bakuli la sukari na birika la chai.  bowl, and the tea pot.

Juma

Ngoja kidogo.  Wait a bit.

Notes

A. Concord with two or more nouns.

Where two inanimate nouns (e.g. chai and kahawa) are the subject of the
same verb, the question arises which subject prefix to use. The question is
further complicated when the two nouns happen to belong to different classes
(e.g. uma and jembe). Speakers differ in their practice in such situations;
a final resolution of the problem must await further study.

B. "ake with an inanimate plural antecedent.

vikombe na visahani vyake

Hitherto we have translated "ake as either 'his' or 'her'. It may also
correspond to the English possessive forms its and their(s). Note that "ake
is the stem used whether the inanimate antecedent of the stem (vikombe in
this example) is singular or plural. Contrast, with animate nouns, "ake when
the antecedent is singular and "ao when it is plural:

buahima na watoto wake
wakulima na watoto wao

2.

A. Verb phrase with me tense in second verb.
siag  Jana tulikuwa tumeishiwa siagi. Yesterday we were short of butter.
chumvi

Jana tulikuwa tumeishiwa chumvi.

Yesterday we were short of salt.

sukari

Jana tulikuwa tumeishiwa sukari.

Yesterday we were short of sugar.

wino

Jana tulikuwa tumeishiwa wino.

Yesterday we were short of ink.

sabuni

Jana tulikuwa tumeishiwa sabuni.

Yesterday we were short of soap.

mafuta

Jana tulikuwa tumeishiwa mafuta.

Yesterday we were short of oil.

B. -ja- negative; -ondoa with locative.

vyombo

Kwa nini hujaondoa vyombo mezani?

Why haven't you removed the utensils from the table?

sahani

Kwa nini hujaondoa sahani mezani?

Why haven't you removed the plates from the table?

vikombe kitambaa

3.

A. Concord: Subject prefix with two noun subjects.

chai

Chai iko tayari.

The tea is ready.

kahawa

Kahawa iko tayari.

The coffee is ready.

Chai na kahawa viko (or: iko) tayari.

The tea and coffee are ready.

bilauri

Bilauri ziko tayari.

The glasses are ready.

sahani

Sahani ziko tayari.

The plates are ready.

Bilauri na sahani ziko (or: viko tayari) tayari.

The glasses and plates are ready.

B.

suruali

Suruali iko tayari.

The trousers are ready.

(sg.)
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning (Translation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>koti</td>
<td>Koti liko tayari.</td>
</tr>
<tr>
<td>uma</td>
<td>Uma uko (or: iko) tayari.</td>
</tr>
<tr>
<td>suruali</td>
<td>Suruali siko tayari.</td>
</tr>
<tr>
<td>(pl.)</td>
<td></td>
</tr>
<tr>
<td>makoti</td>
<td>Makoti yako tayari.</td>
</tr>
<tr>
<td>suruali na makoti</td>
<td>Suruali na makoti viko (or: yako) tayari.</td>
</tr>
<tr>
<td>kalamu</td>
<td>Kalamu siko tayari.</td>
</tr>
<tr>
<td>(pl.)</td>
<td></td>
</tr>
<tr>
<td>wino</td>
<td>Wino uko tayari.</td>
</tr>
<tr>
<td>kitanda</td>
<td>Kitanda kiko tayari.</td>
</tr>
<tr>
<td>bakuli</td>
<td>Bakuli liko tayari.</td>
</tr>
<tr>
<td>birika</td>
<td>Birika liko (or: iko) tayari.</td>
</tr>
<tr>
<td>vyakula</td>
<td>Vyakula viko tayari.</td>
</tr>
<tr>
<td>kalamu na wino</td>
<td>Kalamu na wino viko (or: upo) tayari.</td>
</tr>
</tbody>
</table>

The coat is ready.
The fork is ready.
The trousers are ready.
The coats are ready.
The trousers and coats are ready.
The pens are ready.
The ink is ready.
The bed is ready.
The bowl is ready.
The kettle is ready.
The food is ready.
The pens and ink are ready.
Unit 97


Hadija

Nani atakayesafisha vyombo leo? Who is going to wash the dishes today?

Juma

Mimi, mama, Asha atanisa diba. I [will], mother. Asha will help me.

Hadija

Nitawapatieni maji ya moto. I'll get you some hot water.

Juma

Asha, tafadhali lete sabuni na vitambaa. Asha, please bring soap and cloths.

Hadija

ili so that

-cheendsha to boil

Nimecheendsha maji ili yaondoe mafuta I've boiled the water so that it will remove the grease from (on) the plates.

Juma

Asante, mama. Thank you, Mother.

Hadija

kabati (N or MA) cupboard

Asha, weka vyombo vilivyokauka Asha, put the dry plates in the cup-
kabatini. board.
Juma

-ng'ang'ania
here: to stick to
Mayai yameng'ang'ania katika sahari. Some egg is stuck to the plate.

Hadija

Irudishe majini ili uisafishe
Put it back into the water so that
visuri.
you [can] get it good and clean.

Notes

A. The subjunctive with ili.
Note the use of the subjunctive after ili 'so that'.

2.

A. Relative and locative suffixes on the same verb.

vyombo Vyoombo vilivyomo kabatini
vimekauka.
The utensils that are in the
cupboard are dry.

vikombe

sahani Sahani zilizomo kabatini
zimekauka.
The plates that are in the cup-
board are dry.

bilauri nguo kisu kijiko uma nyuma

B.

vyombo Vyoombo vilivyoko mezani
vina majimaji.
The utensils that are on the
table are wet.

visahani

sahani Sahani zilizoko mezani
zina majimaji.
The plates that are on the table
are wet.

nguo kisu kijiko uma nyuma
C. Concord: noun object in first clause and subject prefix in second.

vyombo  
Weka vyombo mezani ili vikuake.  
Put the utensils on the table to dry.

nyuma  
Weka nyuma mezani ili zikuake.  
Put the forks on the table to dry.

bilauri  
Weka bilauri mezani ili zikuake.  
Put the glasses on the table to dry.

uma  
Weka uma mezani ili ikauke.  
Put the fork on the table to dry.

3.

A. -na-tense affirmative vs. -ja- negative.

maji  
Maji yanachemka?  
Hapana, hayajachemka bado.  
Is the water boiling?  
No. It hasn't boiled yet.

chai  
Chai inachemka?  
Hapana, haijachemka bado.  
Is the tea boiling?  
No. It hasn't boiled yet.

kahawa  
Kahawa inachemka?  
Hapana, haijachemka bado.  
Is the coffee boiling?  
No. It hasn't boiled yet.

maziwa  
Maziwa yanachemka?  
Hapana, hayajachemka bado.  
Is the milk boiling?  
No. It hasn't boiled yet.

B. Concord in multiple positions.

viazi  
Viazi hivi havina moto.  
Virudishe ndani ya jiko ili vipate moto.  
These potatoes are not warm.  
Put them back on the fire to get warm.

nyama  
Nyama hii haina moto.  
Irudishe ndani ya jiko ili ipate moto.  
This meat is not warm.  
Put it back in the kitchen to get warm.

mboga  
Mboga hizi hazina moto.  
Zirudishe ndani ya jiko ili zipate moto.  
These vegetables are not warm.  
Put them back on the fire to get warm.
This rice is not warm.
Put it back on the fire to get warm.

**Conversation Starters**

1. A (a mother) discusses with B (a domestic servant) B's duties in setting the table and caring for the dishes.

2. C and D discuss the differences between British and American customs relating to the setting of a dinner table.
Unit 98

1. Basic Dialogue. Caring for the lawn.

**Hamisi**

ṃkasi (MI)  scissors
ua (U)  hedge
mwiba (MI)  thorn

Nipatie ṃkasi wa kuka tia ua wa mwiba.  Get me the clippers for cutting the thorn hedge.

**Juma**

nyasi (N pl.)  grass

Chukua. Ukimaliza, uje tukate nyasi uani.  Here you are ('take'). When you finish, come and we'll cut the grass in the yard.

**Hamisi**

Hapana. Wewe kata nyasi peke yako, mimi nina kazi nyingine.  No. You cut the grass by yourself. I have other work.

**Juma**

Kazi gani?  What work?

**Hamisi**

ua (MA)  flower

Maua yahitaji kupaliliwa. The flowers need to be weeded.

**Juma**

-mea  to grow
gugu (MA)  weed

Kwani magugu yamemea?  Why? Have the weeds come up?
Hamisi

Tena!
Of course!

Juma

Usisahau kumwagilia maua maji.
Don't forget to water the flowers.

Hamisi

-onana
to see one another

Haya. Tutaonana baadaye.
O.K. See you later.

Notes

A. The reciprocal suffix.
The 'reciprocal' suffix -an- corresponds roughly to English '...one another'.

2.

A. Concord: subject prefixes with some new nouns.

muhindi Muhindi umemea upesi sana. The maize has sprouted very soon.

mpungaMpunga umemea upesi sana. The rice has sprouted very soon.

magugu Magugu yamemea upesi sana. The weeds have sprouted very soon.

ua Ua limemea upesi sana. The flower has sprouted very soon.

(flower)

maua Maua yamemea upesi sana. The flowers have sprouted very soon.

nyasi Nyasi zimemea upesi sana. The grass has sprouted very soon.

B. Reciprocal stems.

kuona Wanaonana kila siku. They see each other every day.

kupigaWanapigana kila siku. They fight each other every day.

kusaidia Wanasaaidiana kila siku. They help each other every day.

kuamkia Wanaamkiana kila siku. They greet each other every day.
kungoja  Wanangojeana kila siku.  They wait for each other every day.

C. A sentence which contains three examples of reciprocal stems.

kufuata,

kupotesa,  Hamisi na rafikiye (or:  Hamisi and his friend went together
kuona  rafiki yake) walifuatana  to the market in the morning;
sokoni asubuhi, wakapotezana  they lost each other over there,
huko, wakaonana tena  and then saw each other again in
alasiri.  the afternoon.

3.

A. Plural imperative: negative vs. affirmative.

kumwagilia  Ásishau kumwagilia mua Don't forget to water the flowers.
maji.  
Hapana. Ninyi mwagiliki
mua peke yenu.  No. Water the flowers by

kukata  Ásishau kukata nyasi.  Don't forget to cut the grass.
Hapana. Ninyi kateni
nyasi peke yenu.  No. Cut the grass by

kuchemsha  Ásishau kuchemsha maji ya Don't forget to boil water for
kusafishia vyombo.  washing the dishes.
Hapana. Ninyi chechesheni
maji peke yenu.  No. Boil the water by

kutandika  Ásishau kutandika kitanda Don't forget to make the guest's
cha ágeni.  bed.
Hapana. Ninyi tandikeni
kitanda peke yenu.  No. Make the bed by yourselves.

B. -ta- tense vs. -ki- tense.

kukata  Utakata ua?  Will you cut the hedge?
Ukikata ua, nitakata If you cut the hedge, I'll cut
nyasi.  the grass.

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kumwagilia    Utamwagilia maua maji?    Will you water the flowers?
              Ukimwagilia maua, nitakatana nyasi.    If you water the flowers, I will cut the grass.

kupalilia shamba    kusafisha vyombo    kufua nguo
Unit 99


_Maria_

-chunga
Watoto wadogo wahitaji kuchungwa
(or: kutunzwa) sana.

-acha
Wakiachiliwa peke yao wataumia.

-ruhusu
to care for
Young children need to be cared for

-kimbia
to leave
very well.

-barabara
If they are left alone they will get
hurt.

-Si visuri kwaruwusu wakimbie
to allow
road, highway

-barabarani.
to run

-epa
in the street.

to avoid, escape

-hatari (N)
danger
They don't know how to escape from
dangers, like cars.

-linda
to protect

-Wanataka kulindwa kila mara.
They require protection every minute.

**Notes**

A. The verb _ruhusu_ with infinitive or subjunctive.

The verb _ruhusu_ 'to permit' may be followed by infinitive or by sub-
subjunctive verb forms.
2.

A. Vocabulary practice in a sentence with an example of the use of the -ki- tense.

kuumia    Watoto wakiachiliwa peke yao wataumia. If children are left alone they'll get hurt.

kukimbia  Watoto wakiachiliwa peke yao watakimbia huko na huko. If children are left alone they'll run around.

kucheza    kupigana

B. -acha plus infinitive.

kusema    Wakati gani aliacha kusoma? At what time did he stop reading?

kulima     Wakati gani aliacha kulima? At what time did he stop cultivating?

kucheza    kulia

C.

kusoma    Acheni kusoma! Stop reading!

kushangilia Acheni kushangilia! Stop rejoicing!

kupigana  Acheni kupigana! Stop fighting!

kelele     Acheni kupiga kelele! Stop making noise!

kuchešsha  Acheni kuchešsha maji! Stop boiling water!

D. -kimbia na ______.

pesa      Watoto walikimbia na pesa zangu. The children ran away with my money.

kalamu    Watoto walikimbia na kalamu yangu. The children ran away with my pen.

kitabu     jembe    kijiko
3.

A. -ruhusu plus a subjunctive form; infinitive vs. subjunctive of a single verb.

kucheza Watoto wataka kucheza barabarani. The children want to play in the road.
Hatuwaruhusu wacheze humo. We don't allow them to play in it.

kukimbia Watoto wataka kukimbia barabarani. The children want to run in the road.
Hatuwaruhusu wakimbia humo. We don't allow them to run in it.

kukaa kwenda

B. -acha and -endelea plus infinitive; ūpaka.

kusema Acha kusema! Stop talking!
Siachi. Nitaendelea I won't stop. I will keep on kusema ūpaka usiku. talking until dark.

kusoma Acha kusoma! Stop reading!
Siachi. Nitaendelea I won't stop. I will keep on kusoma ūpaka usiku. reading until dark.

kufanya kazi kuogelea kukata nyasi
Unit 100

1. Basic Dialogue. Trials of a baby-sitter. (continued)

Mirambo

kifaranga (VI - pers.)

chick (dim.): small child (colloq.)

-onja

to taste, try

Vifaranga hupenda kuonja kila kitu.

Small children like to taste everything.

Magese

-jali

to give honor to

Hata udongo na uchafu, hawajali.

They don't even stop at soil and dirt.

Mirambo

jua (MA)

sun

-choma

to burn, apply fire to

Tena, watoto wa kizungu wakika.

Also, European children, if they stay in the sun for a long period,

juani kwa muda mrefu, huchomwa na jua vibaya.

get badly burned (by the sun).

Magese

-tii

to obey

Watoto yawalazimu kuwatii wazazi wao.

It's necessary for children to obey their parents.

Mirambo

-lea

to rear
-kua
'Mtoto umiavyo ndivyo akuavyo.'
to grow
'As the twig is bent, the tree's inclined.'

2.

A. tangu

Jan. Hamisi amekua sana tangu
Januari.
Hamisi has grown a lot since
January.

Feb. Hamisi amekua sana tangu
Februari.
Hamisi has grown a lot since
February

Machi Aprili Mei Juni
Oktoba Novemba Desemba

Julai Agosti Septemba

B. -kusudia plus infinitive.

soko Hatukusudii kukaa sokoni
kwa muda msafu.
We don't intend to stay in the
market long.

pwani Hatukusudii kukaa pwani
kwa muda msafu.
We don't intend to stay at the
coast long.

nyumba Hatukusudii kukaa nyumbani
kwa muda msafu.
We don't intend to stay in the
house long.

kwao Hatukusudii kukaa kwao kwa
muda msafu.
We don't intend to stay at their
place long.

Morogoro Hatukusudii kukaa Morogoro
kwa muda msafu.
We don't intend to stay in
Morogoro long.

kusini Hatukusudii kukaa kusini
kwa muda msafu.
We don't intend to stay in the
south long.

mashariki Hatukusudii kukaa mashariki
kwa muda msafu.
We don't intend to stay in the
east long.

C. -tii

wazazi Watii wazazi wako!
Obey your parents!

waalimu Watii waalimu wako!
Obey your teachers!
mwalimu  Mtii mwalimu wako! Obey your teacher!
baba  Mtii baba yakol Obey your father!
mama  Mtii mama yakol Obey your mother!

A. Concord: the word mahali and the PA locative.

kalamu Nipepoteza kalamu yangu! I have lost my pen!
    Mahali ulipoiacha kalamu, The place where you left the pen, is where it is.
    ndipo ilipo.
pesa Nipepoteza pesa zangu! I have lost my money!
    Mahali ulipoziacha pesa, The place where you left the money, is where it is.
    ndipo zilipo.
kofia Nipepoteza kofia yangu! I have lost my hat!
    Mahali ulipoiacha kofia, The place where you left the hat, is where it is.
    ndipo ilipo.
kitabu Nipepoteza kitabu changu! I have lost my book!
    Mahali ulipokiacha kitabu, The place where you left the book, is where it is.
    ndipo kilipo.
chupa Nipepoteza chupa yangu! I have lost my bottle!
    Mahali ulipoiacha chupa The place where you left the bottle, is where it is.
    ndipo ilipo.
viberiti Nipepoteza viberiti vyangu! I have lost my matches!
    Mahali ulipoviacha viberiti, The place where you left your matches, is where they are.
    ndipo vilipo.

Conversations Starters

1. A (a mother) discusses with B (a baby sitter). B's responsibilities in caring for a three year old child during the day and putting the child to bed at night.

2. A (a homeowner) discusses with B (a gardener) B's responsibilities in caring for the lawn.
READING SELECTION V

Motokaa Za Abiria

Motokaa za abiria sina manufaa sana kwa wasafiri. Ingawa abiria wapanda gari la moshi, motokaa ina sifa kabisa.

Ni ajabu kuwa safari ya motokaa si ya raha kama ile ya gari la moshi, lakini wasafiri wengi hupanda kupanda motokaa. Ukipanda motokaa, utafika upesi saidi kulinganika na kama ukipanda gari la moshi. Sababu yake ni kwamba motokaa yakimbia upesi saidi ya gari la moshi.


Ni wasi kwamba ukisafiri kwa motokaa, safari ndeufu huwa fupi.

manufaa
(pl. MA)

useful things, tools

hasara (N)

loss, damage

debe (MA)
a four-gallon tin

sifa (N)
praise, reputation

amri (N)
a command; law
authori ty, rule

raha (N)
rest, comfort

wasi
open, evident

-zunguka
to go around

bonde (MA)
valley, low-lying country

"embamba
narrow - thin

"pana

broad, (flat)
Questions and Answers over Reading Selection

**Questions**

1. Motokaa za abiria zina manufaa kwa wasafiri?

2. Je, safari ya motokaa ni ya raha kama ile ya gari la moshi?

3. Kwa nini wasafiri hupenda kupanda motokaa?

4. Ni kweli kwamba ukipanda motokaa utafika upesi?

5. Motokaa zinasafiri upande Âmoja tu ñchini?

6. Katika miji mikubwa, kuna namna zipi za motokaa za abiria?

7. Safari huanza lini?

8. Magari haya hupita sehemu za namna gani?

9. Juu ya mito kuna nini?

10. Madaraja yote ni membamba?

11. Magari hupitaje juu ya madaraja membamba?

12. Katika sehemu gani magari hukimbia sana?

13. Ni vibaya kukimbisa sana gari la abiria?

14. Wenyewe magari hupata faida tu?

**Sample Answers**

Ndiyo, zina manufaa sana kwao.

La, si ya raha.

Kwa sababu motokaa hukimbia upesi saidi.

Ndiyo.

La, ni nyingi sana, zinasafiri kila upande.

Zile zinasosafiri nde ya âji na zile zinazozungazunguka humo.

Nyingi huanza asubuhi na achuhuri, na chache alasiri na jioni.

Milimani na mabondeni.

Kuna madaraja.

Hapana, mengine ni mapana.

Hupita moja moja, polepole.

Katika sehemu zilizo sawa, zisisokuwa na milima.

Oh ndiyo, kwa sababu ni hatari.

Sio faida tu, pia hasara.
15. Kwa nini magari ya bidhaa hayachukui abiria?
   Ni amri ya serikali.
Review Sentences, Units 1 - 100

1. Alinipa vitabu viwili.
   He gave me two books.
2. Kimoja ni cheusi na kingine ni chekundu.
   One is black and the other is red.
   The place itself is very beautiful.
4. Watoto walifika alipokuwa akila.
   The children arrived when he was eating.
5. Mama alifika mtoto alipoanza kulia.
   The mother arrived when the child began to cry.
   He hasn't finished his work yet.
7. Alivinunua kwa shilingi hamsini na tano.
   He bought them for 55 shillings.
   If God grants that I reach Nairobi, I'll visit Hamedi.
   If he reduces the price for me, I'll buy that basket there.
10. Suruali yako inayo mifuko mingapi?
    How many pockets do your trousers have?
11. Mbuzi wako huko kwene nyasi nyingi.
    The goats are where there is lots of grass.
    Certainly their roads are very nice.
13. Unayo mizigo mingapi kwa jumla?
    How many pieces of luggage have you altogether?
    He will speak on the education of Africans.
15. Mimoa hubadilishwa kila mwaka.
    The crops are rotated every year.
    My farm is divided into five parts.
17. Mtandikie mgeni kitanda. 
    Make the bed for the guest.
18. Wakulima na watoto wao walipewa msaada wa fedha. 
    The farmers and their children were given financial assistance.
19. Yese na dada yake wanafanana. 
    He and his sister resemble one another.
20. Nguo avaazo huzimunua kutoka Ulaya. 
    The clothes he wears are purchased in Europe.
    Ask him to show you where the mattress is.
22. Unafikiri nguo zimelowekwa? 
    Do you think the clothes are wet?
23. Nani apigaye pasi nguo zake? 
    Who irons his clothes?
24. Watoto wachungao ng'ombe hawa, wako wapi? 
    Where are the children who tend the cattle?
25. Tutundokaje hapa? 
    How will we leave here?
26. Mtapanda gari la moshi. 
    You will take the train.
27. Tutafanyaje ili tujwa msaada na pesa? 
    What shall we do in order to get financial assistance?
28. Baba alipofika, mama alikuwa hajaanza kupika. 
    When Father arrived, Mother had not yet begun cooking.
29. Maziwa yamechemka hata yakamwagika. 
    The milk boiled over.
30. Suruali haijapigwa pasi. 
    The pair of trousers hasn't been ironed yet.
31. Mto umo ndani ya sanduku. 
    The pillow is in the chest.
32. Kwanini balozi hajafika? 
    Why hasn't the diplomat arrived?
33. Haya, twendelee basi.
34. Vifungo vyote vya koti lake vimepotea.
35. Sina pesa za kuvunja noti ya shilingi ishirini.
36. Duka liko kushoto kwa jumba la sinema.
37. Juzi tulikuwa tumeishiwa chakula chote.
38. Msipigane kwa sababu ya thumni.
40. Yafaa kuwasuia watoto wasichesecheze barabarani.

O.K., let's go on.
All the buttons of his coat are lost.
I don't have change for a 20 shilling note.
The shop is to the left of the theater.
The day before yesterday, we were completely out of food.
Don't fight over a 50 cent piece.
They don't plan to come to see us tomorrow.
It's necessary to prevent children from playing around in the street.
Unit 101


Hamisi

Unajua kuendesha baiskeyi?  
Do you know [how] to ride a bicycle?

Abasi

Ndiyo, lakini nilianza majusi hivi.  
Yes, but I began only recently.

Hamisi

-sikiliza  
sheria (N)

Sikiliza bwana, ni hatari sana  
Listen, Mister, it is very dangerous
kuendesha baiskeyi kama hujui  
to ride a bicycle if you don't
sheria za barabara.  
the traffic regulations.

Kila wagati endesha upande wa  
Always ride on the left side of the
kushoto wa barabara.  
road.

kengele (N)

Kiga kengele kama kuna matu mbale  
Ring the bell if there is someone
yako.  
ahead of you.

-geuka

ishara (N)

Ukitaka kugeuka, onyesha ishara.  
If you want to turn, give a signal.
Waangalie sana wapitao kwa mguu.  
Watch the pedestrians carefully.

Notes

A. 'Next' and 'last' with units of time.
The Swahili equivalents for 'next week', 'next month', etc. are in the form:

<table>
<thead>
<tr>
<th>noun</th>
<th>rel. a-tense of kuja</th>
</tr>
</thead>
<tbody>
<tr>
<td>mwezi</td>
<td>( ) ja ( ) o</td>
</tr>
<tr>
<td>wiki</td>
<td></td>
</tr>
<tr>
<td>mwaka</td>
<td></td>
</tr>
</tbody>
</table>

2.

A. Relative forms of the a-tense.

mguu        Waangaliele sana wapitao kwa mguu.

baiskeli   Waangaliele sana waendeshao baiskeli.

motokaa    Waangaliele sana waendeshao motokaa.

Watch out for those crossing on foot.

Watch for those riding bicycles.

Watch for those driving automobiles.

B. Relative forms of a-tense, in time expressions.

↓ Tutaanza kujifunza mwezi ujao.

We'll begin studying next month.

mwaka Tutaanza kujifunza mwaka ujao.

We'll begin studying next year.

wiki Tutaanza kujifunza wiki ijayo.

We'll begin studying next week.

kupanda Tutaanza kupanda mbegu wiki ijayo.

We'll begin sowing seeds next week.

kuvuna Tutaanza kuvuna wiki ijayo.

We'll begin harvesting next week.

mwezi Tutaanza kuvuna mwezi ujao.

We'll begin harvesting next week.
C. Nouns used as objects of -geuza.

maneno  Tugeuze maneno haya.
mpango  Tugeuze mpango huu.
mipango  Tugeuze mipango hii.
majibu  Tugeuze majibu haya.
rangi   Tugeuze rangi hii.

D. Nouns used as objects of -badili.

sheria  Tubadili sheria hizi.
shati   Tubadili shati hili.
nguo    Tubadili nguo hii.

E. The derived stem -badilishana.

koti    Tubadilishane makoti.
nguo    Tubadilishane nguo.
kofia   kalamu kitabu

3.

A. Relative forms of the a-tense.

vyombo  Vyombo vinahitaji
        kusafishwa. Nani
        asafishaye vyombo?

vitanda  Vitanda vinahitaji
         kutandikwa. Nani
         atandikaye vitanda?

maji    Maji yanahitaji kufutwa.
         Nani afutaye maji?

vijiti   Vijiti vinahitaji kukatwa.
         Nani akataye vijiti?

**Sangai**

Siku hizi wafanya kazi wapi? Where are you working these days?

**Wambua**

Fedha (N) money

Katika Idara ya Fedha. In the Ministry of Finance.

Twafanya kazi kwa siku tano. We work five days [a week].

**Sangai**

Ashahara ni kiasi gani? How much is the pay?

**Wambua**

Shilingi mia mbili hamkini. 250 shillings [per month].

Tunafanya kazi kwa muda wa saa saba. We work a seven-hour day.

**Sangai**

Anaanza lini asubuhi? When do you begin in the morning?

**Wambua**

Adhuhuri noon

Saa mbili mpaka adhuhuri tupumzikapo. 8:00 until noon, when we rest.

**Sangai**

Halafu? Then?

**Wambua**

Alsiri early afternoon

Halafu, tunaanza tena alsiri mpaka saa kumi. Then, we begin again in the afternoon [and work] until 4.
A. Matching hours with portions of the day.

Point to the appropriate hour as each sentence is practiced. Practice in fixed, then random order.

moja  Alifika saa moja asubuhi.  He arrived at seven o'clock in the morning.

mbili  tatu  ñine  tano

sita  Alifika saa sita  adhuhuri.  He arrived at noon.

saba  Alifika saa saba  ñchana.  He arrived at one o'clock in the afternoon.

nane  tisa  kumi

kumi na moja  Alifika saa kumi na  moja jioni.  He arrived at five o'clock in the evening.

kumi na mbili  Alifika saa kumi na  mbili jioni.  He arrived at six o'clock in the evening.
3. A. What are the following in Swahili? (Assume that the sun is up.)

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.
1. Basic Dialogue. (continued)

**Sangai**

Kazi yenye ni ngumu?  
Is the work itself hard?

**Wambua**

afisi (N)  
office

Hapana, ukiwa umeelimika, unafanya kazi afisini. Lakini wengine wanafanya kazi ngumu.

bidhaa (N)  
merchandise

kadhalika  
etc.

Wanabeba bidhaa kama sabuni, mafuta ya taa, na kadhalika.

-paka  
to apply

(-pakia)  
(to pile up)

Wanazipakia katika motokaa.  
They load them into a lorry.

**Sangai**

jasho (MA)  
sweat

Kweli ni kazi ya jasho!  
[That] is really sweaty work.

**Wambua**

mapumziko  
place/time of resting

Lakini sote twapewa nguo bure, na chakula saa ya mapumziko.  
But we all are given free clothing, and food during the rest hour.
bahasha (N)

karatasi (N)

-omba

Nitakwenda kununua bahasha na karatasi ya barua ya kuombea kazi kwenu.

I'm going to buy an envelope and letter paper for applying for work at your place!

Notes

A. The stem "ote 'all'.

As we have seen, the stem "ote takes a full set of class concords. It also takes prefixes for first person and second person plural:

sote we all

nyote you all

2.

A. Subjunctive with object prefixes.

bidhaa Ziwewe bichaa karibu na m’lango.

bahasha Ziwewe bahasha karibu na m’lango.

jembe Liweke jembe karibu na m’lango.

majembe Yaweke majembe karibu na m’lango.

meza Iweke meza karibu na m’lango.

Put the goods near the door.

Put the envelopes near the door.

Put the hoe near the door.

Put the hoes near the door.

Put the table near the door.

B. Relatives of me-tense and a-tense.

kuelimika Wote walioelimika wafanya kazi afisini.

All those who are educated work in the office.
kujua  Wote wajuao kuandika na kusoma wafanya kazi afisini.
All those who know how to read and write work in the office.
kusema  Wote wasemao Kiingereza wafanya kazi afisini.
All those who speak English work in the office.
kujifunza  Wote waliyojifunza Ulaya wafanya kazi afisini.
All those who studied in Europe work in the office.
kuhitimu  Wote waliyo hitimu wafanya kazi afisini.
All those who qualified work in the office.

C. Sote 'we all'.
kuchelewa  Tutachelewa sote.
We'll all be late.
kufurahi  Tutafurahi sote.
We'll all be happy.
kusaidia  kwenda

D. Nyote 'you all'.
kuenda  Nendeni nyote.
All of you go.
kujana  Njooni nyote.
All of you come.
kunogoja  kuanza kuandika

3.
A. Relative with 1 plu. s.p.
kuwa  Sote tulikuwa kanisani.
We all were in the church.
Sote tulio kwako tulipata homa kesho yake.
All of us who were there got a fever the following day.
kuenda  Sote tulikwenda kanisani.
We all went to church.
Sote tulio kwenda huko tulipata homa kesho yake.
All of us who went there got a fever the following day.
kula  Sote tulikula chakula kanisani.
We all ate food in the church.
Sote tulickula chakula huko tulipata homa kesho yake.

kushinda Sote tulishinda mjini.
Sote tulioshinda huko tulipata homa kesho yake.

B. Relative with 2 plu. s.p.

kuwa Nyote mlikuwa shuleni.
Nyote mlionkuwako mlipata homa.

kuenda Nyote mliskwenda sokoni.
Nyote mliskwenda huko mlipata homa.

kula Nyote mlikula mjini.
Nyote mlionkula huko mlipata homa.

kushinda Nyote mlionshinda Morogoro.
Nyote mlionshinda huko mlipata homa.

All of us who ate food there got a fever the following day.

We all spent the day in town.
All of us who spent the day there got a fever the following day.

You all were in the school.
All of you who were there got a fever.

You all went to market.
All of you who went there got a fever.

You all ate in town.
All of you who ate there got a fever.

You all spent the day in Morogoro.
All of you who spent the day there got a fever.

Conversation Starters

1. A is looking for a good job. His friend B advises him.
Unit 104

1. Basic Dialogue. Rearranging the furniture.

Abasi

chumba (VI) room
Chumba hiki kimejaa vyombo vingi This room is full of furniture which
visivyohitajiwa upesi. which will not be needed soon.
pambo (MA) furniture, ornament
(better: fanicha, or vifaa vya nyumbani)

Mutisya

Ni mapambo ya nyumba. They are pieces of furniture for the
house.

Abasi

Tafadhali viondoe ukipata wakati. Please remove them when you have time.

Mutisya

Nitawiweka wapi? Where shall I put them?

Abasi

rafu (N) shelf
dari (N) upper floor
Chukua rafu na kabati ndani ya chumba Take the shelf and the cupboard into
cha Hamisi, darini. Hamisi's room, upstairs.
kinanda (VI) stringed instrument, gramophone
Kile kinanda, weka upande wa kitanda. That musical instrument, put [it] by
the bed.
kufuli (N) padlock
ufunguo (U-N) key
-funga to lock
-fungua to unlock
Kisha, chukua kufuli na funguo hizi [When you] finish, take this padlock
ufunge ili watoto wasiweze kufunga. and key and lock [the room] so that
the children aren't able to unlock
[it].

Notes
A. Negative relative present verbs.

visivyohitajiwa [things] which are not needed

The negative relative forms corresponding to the present tense have -gi- in the slot between subject prefix and relative affix.

B. The 'reversive' suffix.

kufunga to lock
kufungua to unlock

The 'reversive' suffix -u- is found in the word kufungua. Compare also
kuva 'to don', kuvua 'to doff'.

2.

A. Object before the verb.

kitanda Kile kinanda, weka upande That (stringed) instrument, put it
wa kitanda. beside the bed.

meza Kile kinanda, weka upande That (stringed) instrument, put it
wa meza. beside the table.

mlango kiti jiko

B. 'pi 'which' followed by relative.

vyombo Vyombo vipi visivyohitajiwa Which dishes are not wanted now? sasa?

kikapu Kikapu kipi kisichohitajiwa Which basket is not wanted now? sasa?
birika  Birika lipi lisilohitajiwa sasa? Which kettle is not wanted now?
magodoro  Magodoro yapi yasiyohitajiwa sasa? Which mattresses are not wanted now?
wino  Wino upi usiohitajiwa sasa? Which ink is not wanted now?
ũkasi  Ũkasi upi usiohitajiwa sasa? Which pair of scissors is not wanted now?
mito  Mito ipi isiyohitajiwa sasa? Which pillows are not wanted now?
sabuni  Sabuni ipi isiyohitajiwa sasa? Which soap is not wanted now?
shuka  Shuka zipi zisizohitajiwa sasa? Which sheets are not wanted now?
      (pl.)
vijiko kitanda godoro mapanga ubao minea pasi nguo (pl.)

C. Negative relative, present tense.
kupiga  Wasiopiga kelele watapewa pesa. Those who do not make noise will be given money.
kukimbia  Wasiokimbia watapewa pesa. Those who do not run will be given money.
kupewa  Wasiopewa livu watapewa pesa. Those who are not given leave will be given money.
kusumbua  Wasiotusumbua watapewa pesa. Those who do not bother us will be given money.
kucheleva  Wasiocheleva watapewa pesa. Those who are not late will be given money.
kucheza  Wasiocheza watapewa pesa. Those who do not play will be given money.
kulima Wasiolima njugu wapewa fedha na serikali. Those who do not grow peanuts will be given money by the government.

3.

A. The reverse stem -vua.

kofia Vaa kofia hii. Put on this hat.
Usiivue mpaka adhuhuri. Don't take it off till noon.
suruali Vaa suruali hii. Put on these trousers.
Usiivue mpaka adhuhuri. Don't take them off till noon.
nguo Vaa nguo hizi. Put on these clothes.
Usizivue mpaka adhuhuri. Don't take them off till noon.
shati Vaa mashati haya. Put on these shirts.
Usiyavue mpaka adhuhuri. Don't take them off till noon.

B.

kofia Vua kofia ile! Take off that hat!
Ni yangu. Kwa nini uliivaa? It's mine. Why did you put it on?
suruali Vua suruali ile! Take off those trousers!
Ni yangu. Kwa nini uliivaa? They're mine. Why did you put them on?
nguo Vua nguo ile. Take off that cloth!
Ni yangu. Kwa nini uliivaa? It's mine. Why did you put it on?
shati Vua shati lile. Take off that shirt!
Ni langu. Kwa nini uliivaa? It's mine. Why did you put it on?
Unit 105


Butler

Nataka kwenda Bagamoyo kwa motokaa. I want to go to Bagamoyo by car.

Je, njia ni nzuri? Is the road good?

Hamisi

Njia ni nzuri, lakini si sana. The road is good, but not very good.

Butler

Kwa nini? Why?

Hamisi

daraja (MA) bridge

Kwa sababu juizi ilinyesha mvua kubwa, 

na daraja moja limevunjika. 

Because the day before yesterday there was a big rain, and one bridge was washed out.

Butler

Sasa nitafikaje Bagamoyo? Now how shall I get to Bagamoyo?

Hamisi

gogo (MA) log

Utaweza kufika kwa sababu watu wameweka magogo, na motokaa inaweza kupita hapo polepole. You will be able to get there because they’ve put logs [there], and a car can cross there [by going] very slowly.

2.

A. N-class forms of some adjectives.

nzuri Njia hiyo ilikuwa nzuri. That road was good.
refu  Njia hiyo ilikuwa ndefu.

kubwa  Njia hiyo ilikuwa kubwa.

pya  Njia hiyo ilikuwa mpya.

That road was long.

That road was big.

That road was new.

B. LI-class forms of some adjectives.

zuri  Bakuli hilo lilikuwa zuri.

bovu  Bakuli hilo lilikuwa bovu.

kubwa  Bakuli hilo lilikuwa kubwa.

pya  Bakuli hilo lilikuwa jipya.

chafu  Bakuli hilo lilikuwa chafu.

eusi  Bakuli hilo lilikuwa jeusi.

zito  Bakuli hilo lilikuwa zito.

That bowl was good.

That bowl was unfit for use.

That bowl was large.

That bowl was new.

That bowl was dirty.

That bowl was black.

That bowl was heavy.

C. M-class forms of some adjectives.

zuri  Mto huo ulikuwa mzuri.

kubwa  Mto huo ulikuwa mkubwa.

bovu  Mto huo ulikuwa mbovu.

pya  Mto huo ulikuwa mpya.

chafu  Mto huo ulikuwa mchafu.

safi  Mto huo ulikuwa safi.

eupe  Mto huo ulikuwa mweupe.

That pillow was good.

That pillow was big.

That pillow was in a bad shape.

That pillow was new.

That pillow was dirty.

That pillow was clean.

That pillow was white.

D. MI-class forms of some adjectives.

zuri  Mito hiyo ilikuwa mizuri.

bovu  Mito hiyo ilikuwa mibovu.

pya  Mito hiyo ilikuwa mipya.

chafu  Mito hiyo ilikuwa michafu.

eupe  Mito hiyo ilikuwa myeupe.

Those pillows were good.

Those pillows were in bad shape.

Those pillows were new.

Those pillows were dirty.

Those pillows were white.
E. U-class forms of some adjectives.

"zuri  Ubao huo ulikuwa mzuri.  That board was good.
"zito  Ubao huo ulikuwa mzito.  That board was heavy.
"bovu  Ubao huo ulikuwa mbouvu.  That board was rotten.
"pya  Ubao huo ulikuwa mpya.  That board was new.
"eusi  Ubao huo ulikuwa mweusi.  That board was black.

3.

A. Switching tense.

↓  Watu wameweka magogo.

kesho  Watu wataweka magogo kesho.  People have put logs in place.

sasa  Watu wanaweka magogo sasa.  People will put logs in place tomorrow.

jana  Watu waliweka magogo jana.  People are putting logs in place now.

bado  Watu hawajeweka magogo bado.  People haven't put logs in place yet.

waambie  Waambie watu waweke magogo.  Tell people to put logs in place.

B. Switching tenses.

↓  Atafika Bagamoyo kesho.

jana  Alifika Bagamoyo jana.  He will arrive at Bagamoyo tomorrow.

tayari  Amekwisha fika Bagamoyo tayari.  He arrived at Bagamoyo yesterday.

bado  Hajafika Bagamoyo bado.  He has arrived at Bagamoyo already.

He hasn't arrived at Bagamoyo yet.
Jana Hakufika Bagamoyo jana. He didn't arrive at Bagamoyo yesterday.

C. Switching tenses.

↓

Atajaza chumba mapambo kesho. He will fill the room with furniture tomorrow.

Sasa Anajaza chumba mapambo sasa. He is filling the room with furniture now.

Jana Alijaza chumba mapambo jana. He filled the room with furniture yesterday.

Wapi Aliyejaza chumba mapambo yuko wapi? Where is the one who filled the room with furniture?

Sasa Anayejaza chumba mapambo yuko wapi? Where is the one who is filling the room with furniture?
1. Basic Dialogue (continued)

Butler

Je, mbele hakuna hatari nyingine? Say, is there any danger ahead?

Hamisi

ajabu (N) a surprise

Sijui, lakini si ajabu daraja la I don't know, but I wouldn't be
Mapinga pia limsharibika. surprised if the Mapinga bridge
is out as well.

Butler

Naweza kupata mtu moja wa kufuatana Can I get someone to go along with
naye? me? ('one person to travel with

Hamisi in case, if

iwapo difficulty

shida (N)

Ndiyo. Mimi mwenyewe nitawezu Yes, I myself will be able to go
kufuatana nawe na kukusaidia with you and help you if you meet
difficulty.
iwapo utapatwa na shida.

Butler

Vema. Asante sana. Good! Thanks a lot!

Hamisi

hali (N) condition
Kabla ya kuondoka inafaa uangalie kama gari limo katika hali nzuri. 

Before leaving it's a good thing for you to check whether the car is in good shape.

Butler

Bila shaka, hata petroli nitaangalia pia. 

By all means. I'll also see to the petrol.

2. 

A. Si ajabu...

kuharibu Si ajabu gari lake limeharibika. 

It's no wonder his vehicle is broken down.

kutengeneza Si ajabu gari lake limetengenezwa. 

It's no wonder his vehicle is repaired.

kuuza Si ajabu gari lake limeuzwa. 

It's no wonder his vehicle is sold.

hali Si ajabu gari lake limo katika hali nzuri. 

It's no wonder his vehicle is in good condition.

B. "enyewe."

mimi Mimi mwenyewe nitakwenda nawe. 

I myself will go with you.

yeye Yeye mwenyewe atakwenda nawe. 

He himself will go with you.

sisi Sisi wenyewe tutakwenda nawe. 

We ourselves will go with you.

wao Wao wenyewe watakwenda nawe. 

They themselves will go with you.

C. na with personal pronouns.

sisi Baba mwenyewe atafuatana nasi. 

Father himself will go along with us.
<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>wewe</td>
<td>Baba mwenyewe atafuatana nawe.</td>
<td>Father himself will go along with us.</td>
</tr>
<tr>
<td>yeye</td>
<td>Baba mwenyewe atafuatana naye.</td>
<td>Father himself will go along with her.</td>
</tr>
<tr>
<td>ninyi</td>
<td>Baba mwenyewe atafuatana nanyi.</td>
<td>Father himself will go along with you (pl).</td>
</tr>
<tr>
<td>wao</td>
<td>Baba mwenyewe atafuatana nao.</td>
<td>Father himself will go along with them.</td>
</tr>
<tr>
<td>mimi</td>
<td>Baba mwenyewe atafuatana nami.</td>
<td>Father himself will go along with me.</td>
</tr>
</tbody>
</table>

3.

A. Switching tenses.

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓ Mbele naona magari.</td>
<td>I see vehicles ahead.</td>
</tr>
<tr>
<td>jana</td>
<td>Mbele niliona magari jana.</td>
</tr>
<tr>
<td>hapana</td>
<td>Mbele sikuona magari jana.</td>
</tr>
<tr>
<td>bado</td>
<td>Mbele sijaona magari bado.</td>
</tr>
</tbody>
</table>

B. Questions included in a larger sentence.

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gari</td>
<td>Gari limo katika hali nzuri?</td>
<td>Is the vehicle in good condition?</td>
</tr>
<tr>
<td></td>
<td>Inafaa uangalie kama gari limo katika hali nzuri.</td>
<td>You'd better check whether the vehicle is in good condition.</td>
</tr>
<tr>
<td>vifungo</td>
<td>Vifungo vimo sandukuni?</td>
<td>Are the buttons in the box?</td>
</tr>
<tr>
<td></td>
<td>Inafaa uangalie kama vifungo vimo sandukuni.</td>
<td>You'd better check if the buttons are in the box.</td>
</tr>
<tr>
<td>hatari</td>
<td>Kuna hatari nyingine mbele?</td>
<td>Is there other danger ahead?</td>
</tr>
<tr>
<td>miiba</td>
<td>Kuna miiba mingi njiani?</td>
<td>Are there many thorns on the road?</td>
</tr>
</tbody>
</table>
Unit 107

1. Basic Dialogue. In a shoe store.

**Patel**

*Karibu, bwana.*

*Kje, unataka viatu vya aina gani?*

**Butler**

*Ngoja niangalie kwanza.*

*Kje, mna viatu vya Bata?*

**Patel**

*Oh, ndiyo, tunavyo katika rangi mbili: nyeusi na nyekundu.*

*Unataka vipi, basi?*

**Butler**

*‘Well, then!’*

*hebu*

*mwundo (MI)*

*chini (N)*

*Hebu nione mwundo huo chini ya viatu vyekundu; pia mwundo huu hapa.*

*Well, then, let me see that style under the brown shoes; also this style here.*

**Patel**

*Nitakuonyesha, bwana!*

*I’ll show [them] to you, sir!*

2.

A. *Chini*

*Kucheza Watoto wanacheza chini.*

*The children are playing on the ground.*
kuanguka  Mkasi umeanguka chini.
A pair of scissors has fallen down.

kuangusha  Hamisi aliangusha sabuni
            chini.
Hamisi dropped soap on the ground.

kiko      Kikapu kiko chini.
The basket is on the ground.

B. Negative relative, present tense.

shati     Nataka shati lisiloraruka
          upesi.
I want a shirt that doesn't get
torn easily.

mashati   Nataka mashati
          yasiyoraruka upesi.
I want shirts that don't get
torn easily.

suruali   Nataka suruali isiyoraruka
          upesi.
I want trousers that don't get
torn easily.

nguo      Nataka nguo isiyoraruka
          upesi.
I want a dress that doesn't get
torn easily.

chandalua Nataka chandalua
           kisichoraruka upesi.
I want a mosquito net that
doesn't get torn easily.

vyandalua Nataka vyandalua
           visivyoraruka upesi.
I want mosquito nets that don't
get torn easily.

3.

A. Switching tenses.

↓  Tunavyo katika rangi tatu.
We have them in three colors.

jana     Tulikuwa navyo katika āngi
        tatu.
We had them in three colors.

kesho    Tutakuwa navyo katika rangi
        tatu.
We will have them in three
 colors.

sasa     Tunavyo katika rangi tatu.
We have them in three colors.
B. Switching tenses.

\[ \text{Wana viatu vya Bata.} \quad \text{They have Bata shoes.} \]

\[ \text{kesho Watakuwa na viatu vya Bata.} \quad \text{They will have Bata shoes.} \]

\[ \text{jana Walikuwa na viatu vya Bata.} \quad \text{They had Bata shoes.} \]

\[ \text{hapana Hawakuwa na viatu vya Bata.} \quad \text{They didn't have Bata shoes.} \]

C. Switching tenses.

\[ \text{Mariamu anataka viatu vyekundu.} \quad \text{Mariamu wants brown shoes.} \]

\[ \text{kesho Mariamu atataka viatu vyekundu kesho.} \quad \text{Mariamu will want brown shoes tomorrow.} \]

\[ \text{hapana Mariamu hatataka viatu vyekundu.} \quad \text{Mariamu will not want brown shoes.} \]

\[ \text{jana Mariamu hakutaka viatu vyekundu.} \quad \text{Mariamu did not want brown shoes.} \]

D. Switching tenses.

\[ \text{Sanduku hili limejaa viatu.} \quad \text{This box is full of shoes.} \]

\[ \text{jana Sanduku hili lilikuwa limejaa viatu jana.} \quad \text{This box was full of shoes yesterday.} \]

\[ \text{kesho Sanduku hili litakuwa limejaa viatu kesho.} \quad \text{This box will be full of shoes tomorrow.} \]

\[ \text{sasa Sanduku hili limejaa viatu sasa.} \quad \text{This box is full of shoes now.} \]

\[ \text{wapi? Sanduku lililokuwa limejaa viatu like wapi?} \quad \text{Where is the box that was full of shoes?} \]

Conversation Starters

1. A and B discuss preparations for a cross-country trip.

2. Improvise several conversations beginning with the question 'Utafanya nini kesho?'
Unit 108

1. Basic Dialogue (continued)

**Butler**

jozi (N)  
soli  
"embamba

Bei gani jozi hii yenye soli nyembamba?  
How much [is] this pair with thin soles?

**Patel**

Shilingi thelathini na tisa tu.  
Only 39 shillings.

**Butler**

Na hii jozi nyingine?  
And this other pair?

**Patel**

kuliko  

Hii ni shilingi arobaini na sita, These are 46 shillings, sir, because bwana, kwa sababu jozi hii ni nzuri zaidi kuliko hii. this style is more attractive than this [other].

**Butler**

âno  
much

Lakini, bwana, bei yake ni ghali âno. But sir, their price is very high.

**Patel**

hafifu  
poor in quality

bora  
best
Ndiyo. Unajua, kitu bora siku zote ni ghali zaidi kuliko kitu hafifu. Yes, you know the best (thing) is always more expensive than the low-quality stuff.

2.

A. Kinds of soles.

"embamba  Nataka viatu vyenye soli nyembamba.

"gumu  Nataka viatu vyenye soli ngumu.

laini  Nataka viatu vyenye soli laini.

"zito  Nataka viatu vyenye soli nzito.

âmira  Nataka viatu vyenye soli ya âmira.

ngozi  Nataka viatu vyenye soli ya ngozi.

B. Comparisons with kuliko.

âmigo  âmigo huu ni âmito kuliko huu.

mizigo  Mizigo hii ni mizito kuliko hii.

kikapu  Kikapu hiki ni kizito. kuliko hiki.

vikapu  Vikapu hivi ni vizito kuliko hivi.

gogo  Gogo hili ni zito kuliko hili.

I want the shoes with thin soles.

I want the shoes with hard soles.

I want the shoes with soft soles.

I want the shoes with heavy soles.

I want the shoes with rubber soles.

I want the shoes with leather soles.

This load is heavier than that.

These loads are heavier than those.

This basket is heavier than this.

These baskets are heavier than these.

This log is heavier than this.
magogo  Magogo hayi ni mazito kuliko hayi.

ndege  Ndege huyu ni mazito kuliko huyu.

meza  Meza hii ni nzito kuliko hii.

ubao  Ubao huu ni mazito kuliko huu.

C. Comparison with zaidi kuliko.

mimi  Juma asema Kiswahili vizuri zaidi kuliko mimi.

wewe  Juma asema Kiswahili vizuri zaidi kuliko wewe.

Daudi sisi ninyi wengine

3.

A. Switching tenses.

Bei ya viatu ni ghali mwino. The price of shoes is exceedingly high.

mwaka ujao Bei ya viatu itakuwa ghali mwino mwaka ujao. The price of shoes will be exceedingly high next year.

mwaka uliopita Bei ya viatu ilikuwa ghali mwino mwaka uliopita. The price of shoes was exceedingly high last year.

hapana Bei ya viatu haikuwa ghali mwaka uliopita. The price of shoes was not exceedingly high last year.

B. Switching tenses.

Niko katika darasa la tano. I am in the fifth grade.

mwaka ujao Mwaka ujao, nitakuwa katika darasa la tano. Next year, I will be in the fifth grade.
mwaka
uliopita
katika darasa la tano.

bado
Bado sijawa katika darasa la tano.

C. Switching tenses.

↓ Alikuwa Mbeya.

ni nani Ni nani aliyekuwa Mbeya?

ujao Ni nani atakayekuwa Mbeya mwaka ujao?

uliopita Ni nani aliyekuwa Mbeya mwaka uliopita?

sasa Ni nani aliye Mbeya sasa?

Last year, I was in the fifth grade.

I'm not in the fifth grade yet.

He was at Mbeya.

Who was at Mbeya?

Who will be at Mbeya next year?

Who was at Mbeya last year?

Who is at Mbeya now?
1. Basic Dialogue (continued)

**Butler**

Hivi hapa je?

**Patel**

Sawa

What about these here?

like

Bei ya viatu hivi ni sawa na bei ya

The price of these shoes is the same

jozi hii.

as the price of those.

**Butler**

Hivi si ghali kama vile! Unavyo

vyeusi?

These are not so expensive as those.

Do you have them [in] black?

**Patel**

Ndiyo.

Yes [we have]!

**Butler**

Aha, hivyo ndivyo viatu nivitakavyo!

Lakini, nipunguzie bei kidogo bwana.

Aha! These are the shoes that I want.

But reduce the price a little for me, sir.

**Patel**

Tuna bei moja tu; hatupunguzi wala

hatuzidishi.

We have only one price; we don't

lower or increase [our prices].

**Butler**

Haidhuru! Nipatie kwa bei hiyo hiyo.

No matter. Give it to me at that

price.

**Patel**

Vyema!

Fine!
Notes

A. The negative word wala.

hatupunguzi wala hatuzidishi we neither lower nor raise [prices]

The word wala between two negative verbs corresponds to English 'neither nor...'

2.

A. ndi( ) plus noun plus relative of a-tense.

viatu  Hivyo ndivyvo viatu  Those are the shoes that I want.
       nivitakavyo!

kitambaa Hicho ndicho kitambaa  That is the handkerchief that I want.
          nikitakacho!

mfuko  Huo ndio mfuko niutakao!  That is the bag that I want.

mifuko  Hiyo ndiyo mifuko  Those are the bags that I want.
        niitakayo!

panga  Hilo ndilo panga nilitakalo!  That’s the panga that I want.

mapanga  Hayo ndiyo mapanga  Those are the pangas that I want.
         niyatakayo!

sabuni  Hiyo ndiyo sabuni niitakayo!  That’s the soap that I want.

shuka  Hiyo ndiyo shuka niitakayo!  That’s the sheet that I want.

wino  Huo ndio wino niutakao!  That’s the ink that I want.

B. ndi( ) plus noun plus relative of a-tense.

vifungo  Hivi ndivyvo vifungo  These are the buttons that we like.
         tuvipendavyo.

kitabu  Hiki ndicho kitabu  This is the book that we like.
         tukipendacho.

mpango  Huu ndio mpango tuupendao.  This is the plan that we like.
mahali  Hapa ndipo mahali
tupapendapo.

This is the place that we like.

godoro  Hili ndilo godoro
tulipendalo.

This is the mattress that we like.

matunda  Haya ndiyo matunda
tuyapendayo.

This is the fruit that we like.

urefu  Huu ndio urefu tuupendao.

This is the length that we like.

mbegu  Hizi ndizo mbegu tuzipendazo.

These are the seeds that we like.

shuka  Hii ndiyo shuka tuipendayo.

This is the sheet that we like.

3.

A. wala

kupunguza  Wanapunguza bei?
    Hawapunguzi wala
    hawazidishi.

Do they reduce the price?
    They neither lower nor increase.

kuuza  Wanauza maharagwe?
    Hawauzi wala hawanunui.

Do they sell beans?
    They neither sell nor buy.

kwenda  Wanakwenda?
    Hawaendi wala hawaji.

Do they go?
    They don't go nor come.

kulima  Wanalima?
    Hawalimi wala hawapalilii.

Do they cultivate?
    They don't cultivate nor weed.

B. Switching tenses.

↓
Wamezidisha nauli ya gari
    la moshi.

They have increased the train fare.

mwezi
uliopta

Walizidisha nauli ya gari
    la moshi mwezi uliopta.

They increased the train fare last
    month.

ujao

Watazidisha nauli ya gari
    la moshi mwezi ujao.

They will increase the train fare
    next month.
hapana  Hawatazidisha nauli ya gari la moshi mwezi ujao.
They will not increase the train fare next month.

bado  Bado hawajazidisha nauli ya gari la moshi.
They haven't yet increased the train fare.

C. Adjective antonyms.

ghali Viatu hivi ni ghali kama vile?
Are these shoes just as expensive as those?
Hapana, vile ni rahisi zaidi kuliko hivi.
No, those are cheaper than these.

“gumu Viatu hivi ni vigumu kama vile?
Are these shoes just as tough as those?
Hapana, vile ni laini zaidi kuliko hivi.
No, those are softer than these.

“zuri Viatu hivi ni vizuri kama vile?
Are these shoes just as beautiful as those?
Hapana, vile ni vibaya zaidi kuliko hivi.
No, those are uglier than these.

“chafu Viatu hivi ni vichafu kama vile?
Are these shoes just as dirty as those?
Hapana, vile ni safi zaidi kuliko hivi.
No, those are cleaner than these.

“zito Viatu hivi ni vizito kama vile?
Are these shoes just as heavy as those?
Hapana, vile ni vyepesi zaidi kuliko hivi.
No, those are lighter than these.

Conversation Starters

1. Buy a pair of shoes or a hat. Discuss the price, and also the qualities of the merchandise.
Unit 110


Abasi

Bwana Mirambo, siku hizi unaishi wapi? (Mr.) Mirambo, where are you living these days?

Mirambo

Ninaishi shamba, bwana. I'm living on a farm (sir).

Abasi

Nyumba yako iko mahali gani huko shamba? Where is your house there on the farm?

Mirambo

mAhila (MI) 
mpaka (MI) 
kati

Ikiwa watoka mjinji, iko chini ya mlima kati ya mpaka wa jimbo letu na lenu. If you leave the city, it is below the mountain between the boundary of our province and yours.

Abasi

nyuma (N) after, on far side of
mwitu (MI) forest
mto (MI) river

Nyuma ya mlima huo kuna mwitu na mto vile vile? On the far side of that mountain are there also a forest and a river?

Mirambo

Hasa! Right!

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2. A. Kati

nyumba ṉpaka uko kati ya nyumba yetu na yao. The boundary is between our house and theirs.

shamba ṉpaka uko kati ya shamba letu na lao. The boundary is between our shamba and theirs.

kiji ṉpaka uko kati ya kiji chetu na chao. The boundary is between our village and theirs.

ũji ṉpaka uko kati yaũji wetu na wao. The boundary is between our town and theirs.

3. A. Relative forms, past tense, agreeing with object of verb.

pombe Alikunywa pombe. He drank beer.
Pombe aliyoinywa ilikuwa mbaya. The beer that he drank was bad.

maji Alikunywa maji. He drank water.
Maji aliyoanywa yalikuwa mbaya. The water that he drank was bad.

chai Alikunywa chai. He drank tea.
Chai aliyoinywa ilikuwa mbaya. The tea that he drank was bad.

maziwa Alikunywa maziwa. He drank milk.
Maziwa aliyoanywa yalikuwa mbaya. The milk that he drank was bad.

kinywaji Alikunywa kinywaji. He took a beverage.
Kinywaji aliyochnywa kilikuwa kibaya. The beverage he took was bad.

uji Alikunywa uji. He drank gruel.
Uji aliounywa ulikuwa mbaya. The gruel that he drank was bad.
B. Relative past, agreeing with object of verb.

kisu  
Alinunua kisu jana.  
Leo amejiumiza kwa kisu  
alichokinunua jana.  
He bought a knife yesterday.  
Today, he hurt himself with the  
knife which he bought yesterday.

panga  
Alinunua panga jana.  
Leo amejiumiza kwa panga  
alilolinunua jana.  
He bought a panga yesterday.  
He hurt himself with the panga  
which he bought yesterday.

jembe  
Alinunua jembe jana.  
Leo amejiumiza kwa jembe  
alilolinunua jana.  
He bought a hoe yesterday.  
He hurt himself today with the  
hoe which he bought yesterday.

uma  
Alinunua uma jana.  
Leo amejiumiza kwa uma  
alioununua jana.  
He bought a fork yesterday.  
He hurt himself with the fork  
which he bought yesterday.

kalamu  
Alinunua kalamu jana.  
Leo amejiumiza kwa kalamu  
aliyoinunua jana.  
He bought a pen yesterday.  
He hurt himself with the pen  
which he bought yesterday.
READING SELECTION VI

Chama cha Wafanyi Kazi

Kama tunavyojua, wafanyi kazi hunung'unika katika kazi zao. Pengine wananung'unika kwa ajili ya mshahara au pengine juu ya saa za kazi. Wakeseleka au wakitumaa mashtaka kwa bwana mkubwa wao, kwa kawaida mjumbe huwa taabuni.

Katika miaka kumi au kumi na mitano iliyopita, wafanyi kazi wa Kenya walijiunga katika vyama mbali mbali. Madereva wote walianzisha chama chao. Wapishi, waalimu, wapagazi, na kadhalika, wote walifanya vyama vyao. Waliwachagua viongozi wao wenye, kama vile, mwenye kiti, mwandishi mkuu, na mweka hazina.

Walichanga pesa hata wakajenga afisi zao wenye—mahali pa kukutania. Wanachama wa vyama hivi mbali mbali walikusanyika wakachagua mkubwa wao, ambaye ndiye aliyekuwa mtu wa kuwaongoza wakati wanapogoma.

Pakiwa na mabishano juu ya mshahara kati ya wafanyi kazi na wakuu wa kazi, yule mkubwa wao humwenda mkuu wa kazi na kuwasemaa wafanya kazi wote.

Sasa tunachochama kikubwa sana cha wafanyi kazi wa kila aina katika nchi ya Kenya.

<table>
<thead>
<tr>
<th>Magwali</th>
<th>Majibu</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ukitaka mshahara zaidi utamwambia nani?</td>
<td>Utamwambia mwenye kazi.</td>
</tr>
<tr>
<td>3. Wajumbe wako taabuni?</td>
<td>Ndiyo, wakubwa wa kazi hawawapendi wajumbe.</td>
</tr>
<tr>
<td>5. Walijiungaje?</td>
<td>Walifanya vyama mbali mbali.</td>
</tr>
</tbody>
</table>
6. Ni watu gani waliofanya vyama?
Watu kama, madereva, wapishi, makarani na kadhalika.

7. Walichanga pesa za nini?
Za kujengea afisi na vyombo vya kuandikia.

8. Wanao wakubwa wao?
Ndiyo, waliwachagua viongozi wao.

9. Wafanyi kazi wasipopata maongezo ya mshahara wanafanya je?
Wanagoma.

10. Kwa muda gani?
Mpaka viongozi watulize manung'uniko.

11. Wafanyi kazi wa Amerika hugoma?
Ndiyo.

12. Nani mkubwa wa Idara ya Kazi katika Amerika?
Bwana ________

Vocabulary

(ma)bishano (MA) dispute, quarrel
-chagua to choose, elect
chama (VI) club, union, party
-changa to collect
goma to strike (work)
jengajenga to build
kiongozi (VI pers) leader
-kusanyika to be gathered together
-ongoza to lead
(ma)shtaka (MA) accusation, complaint
taabu (N) trouble, distress
1. Basic Dialogue (continued)

Abasi

Napajua mahali hapa!
I know that place!

Mirambo

zamani
time, ancient times

ovyo
at random, carelessly

ardhi (N)
soil

Zamani, pale palikuwa pa ovyo, ingawa
In early times, that place was a mess,
ardhi yake ilikuwa nzuri.
even though the soil was good.

Abasi

ajili (N)
cause, reason, sake

akili (N)
ability, intelligence

̋erevu
shrewd, clever

Sasa bwana ni pazuri kabisa, kwa
Now, it's quite lovely, because of
ajili ya akili na werevu wa
the intelligence and cleverness of
wenyeji wa pale.
the inhabitants of the place.

Mirambo

Wamefanya nini?
What have they done?

Abasi

̋vivu
lazy

wivu
jealousy, envy

Unajua, wao si wavivu, pia hawana
You know, they are not lazy, nor are
wivu.
they envious.
fitina (N)                     discord
heshima (N)                    respect

Ingawa wana fitina, wanayo heshima.  Although they have discords yet they respect one another.

Abasi

Hali ya hewa, je?                How is the weather?

Mirambo

baridi (N)                      coldness
ila                             except, unless, but
barafu (N)                      ice

Huko kuna baridi, ila mâlimani There it is cold, but there is no hakuna barafu. frost in the mountains.

Notes

A. Further examples of pa concords.

Pare palikuwa pa ovyo.
Napajua mahali hapo.

Note the example of pa-class concords in these sentences.

B. Concessive verb forms with -nge-.

Ingawa wana fitina,                      Although they have discord, they have respect [for one another].
wanayo heshima.

Kama ningekuwa na maji ya moto, ningesafisha vyombo.  If I had hot water, I would wash the dishes.

Kama ningejua, ningemwambia.  If I knew, I would tell him.

The prefix -nge- occurs between the subject and object prefixes. Its meaning, however, is not related primarily to time, but to the fact that the
condition described by the verb is not realized. Verb forms with this prefix thus correspond to English phrases beginning with although, even though, etc.

Negative counterparts of the above forms may be formed with the prefix -si-:

Kama nisingejua ... If I didn't know ...
[but I do know].

C. Concessive forms with -ngali-.

Kama ningalikuwa na maji ya moto, ningalisafisha vyombo. If I had had hot water, I would have washed the dishes.

Kama nisingalijua... If I had not known ... [but I did know].

Parallel to the affirmative and negative forms with -nge-, there exists a set of forms with -ngali-. The latter set of forms are supposed to refer to contrary-to-fact condition in the past, while the -nge- forms are supposed to be used only for contrary-to-fact condition in the present. It is recommended that the student observe this distinction, which is a part of Standard Swahili, even though Ashton (p. 187) states that 'in actual practice there is considerable laxity in the use of -nge- and -ngali-,' and Perrott (p. 53) goes further, saying that 'in actual practice, few natives make this distinction consistently; they are as uncertain about the use of -nge- and -ngali- as many English people are about the use of should and would.'

2.

A. heshima kwa

wazazi Inafaa kuwa na heshima kwa wazazi wetu. It's proper to show respect to our parents.

yeye Inafaa kuwa na heshima kwake. It's proper to show respect to him.

serikali Inafaa kuwa na heshima kwa serikali yetu. It's proper to show respect to our government.

walimu Inafaa kuwa na heshima kwa walimu wetu. It's proper to show respect to our teachers.
kanisa

Inafaa kuwa na heshima kwa
wakuu wa kanisa.

It's proper to show respect to
the church elders.

B. fitina na.

mimi

Juma alikuwa na fitina nami.

Juma had a quarrel with me.

wewe

Juma alikuwa na fitina naye.

Juma had a quarrel with him.

mama

Juma alikuwa na fitina na
mama yake.

Juma had a quarrel with his
mother.

 mhumba

Juma alikuwa na fitina na
 mhumba wake.

Juma had a quarrel with his
fiancée.

C. wivu juu ya

mimi

Hasani alikuwa na wivu
juu yangu.

Hasani was jealous of me.

sisi

Hasani alikuwa na wivu
juu yetu.

Hasani was jealous of us.

nyumba

Hasani alikuwa na wivu
juu ya nyumba yetu.

Hasani was jealous of our house.

 mhumba

Hasani alikuwa na wivu juu
ya mhumba wa rafiki yake.

Hasani was jealous of his friend's
girl friend.

motokaa

Hasani alikuwa na wivu juu
ya motokaa ya rafiki yake.

Hasani was jealous of his friend's
car.

D. ila

-ita

Nimewaita watoto wote ila
Daudi.

I have called all the children
except Daudi.

-saida

Nimewasaidia watoto wote
ila Daudi.

I have helped all of them except
Daudi.

-ona

-piga

3.
A. **ingawa.**

werevu  
Haruni ana werevu ŋkubwa.  
Ingawa Haruni ana werevu ŋkubwa, hawezi kusoma.  
Haruni has great shrewdness.  
Though Haruni has great shrewdness, he can't read.

chai  
Haruni anywa chai nyingi.  
Ingawa Haruni anywa chai nyingi, hanywi kahawa.  
Haruni drinks a lot of tea.  
Though Haruni drinks lots of tea, he doesn't drink coffee.

maembe  
Haruni apenda sana maembe.  
Ingawa Haruni apenda maembe sana, hawezi kuyala.  
Haruni likes mangoes very much.  
Though Haruni likes mangoes very much, he can't eat them.

kuenea  
Shati hili halinienei.  
Ingawa shati hili halinienei, nitalininua.  
This shirt does not fit me.  
Though this shirt doesn't fit me I will buy it.

B. **yu.**

kulima  
Juma alima vizuri sana.  
Yu mwerevu kwa kulima.  
Juma cultivates very well.  
He is clever in cultivating.

kuotesha  
Juma aotesha vitunguu vizuri sana.  
Yu hodari kwa kuotesha vitunguu.  
Juma grows very good onions.  
He is clever in growing onions.

kupanda  
Juma apanda viazi vizuri sana.  
Juma plants very good potatoes.

kutengeneza  
Juma atengeneza baiskeli vizuri sana.  
Juma repairs bicycles very well.

C. **The -nga tense.**

kusafisha  
Kama ningekuwa na maji ya moto, ningesafisha vyombo.  
If I had hot water, I would wash the dishes.

kufua  
Kama ningekuwa na maji ya moto, ningefua nguo zangu.  
If I had hot water, I would wash my clothes.
kutengeneza Kama ningekuwa na maji ya moto, ningetengeneza kahawa.

If I had hot water, I would make coffee.

D. The -ngali tense.

mimi Sikujua kuwa utakuja jana. I didn't know that you would come yesterday.
Kama ningalijua kuwa utakuja, nisingaliondoka nyumbani. If I had known that you were coming, I would not have left the house.

wewe Hukuja jana. You didn't come yesterday.
Kama ungalikuja, nisingaliondoka nyumbani. If you had come, I would not have left the house.

mvua Mvua haikunyesha jana. The rain didn't fall yesterday.
Kama ingalinyesha, nisingaliondoka nyumbani. If it had rained, I would not have left the house.

Conversation Starters

1. A and B discuss a mountainous area that A has visited recently.

2. Talk about the topography and climate of an area where you have lived for some time.
Unit 112

1. Basic Dialogue. You'd better not go hunting without a license.

Abasi
Mnafanya kazi gani huko shamba? What kind of work do you do there on
the farm?

Mirambo
biashara (N) trade, commerce
vilevile just the same, likewise
-winda to hunt
bunduki (N) gun
Tunalima na kufanya biashara. We hunt and carry on trade. Also
Vilevile kuwinda, kwa sababu wengi hunting, because many of us have
tuna bunduki. guns.

Abasi
cheti (VI) certificate
Nadhani ni lazima ukate cheti ukitaka I think it's necessary that you get a
kuwinda, au sivyo? license if you want to hunt. Or
isn't that so?

Mirambo
-shtaki to accuse, prosecute
baraza (N) verandah, place of public
council
Hakika. Ukwinda pasipo cheti Certainly, if you hunt without a
utashtakiwa barazani. license you will be prosecuted in
court.
Abasi

Lakini, nani atajua kuwa huna cheti? But, who will know that you don’t have
a license?

Mirambo

ajabu (N or MA) amazement
askari (WA) policeman

Askari! Ni ajabu kwamba wanajua A policeman! It’s amazing that they
nani amekata cheti na nani know who has gotten a license and
hakukata. who hasn’t.

2.

A. pasipo.

jembe Ukijaribu kulima pasipo If you try to cultivate without a
jembe, utapatwa na shida. hoe, you’ll find it difficult.

uma Ukijaribu kulima pasipo If you try to cultivate without a
uma, utapatwa na shida. rake, you’ll find it difficult.

mbolea mbegu njema

B. bila

baiskeli Huwezi kununua baiskeli You can’t buy this bicycle without
hii bila fedha nyingi. a lot of money.

motokaa Huwezi kununua motokaa hii You can’t buy this motor car
bila fedha nyingi. without a lot of money.

vitabu jiko kitanda

3.

A. Switching tenses.

Mama alipelekwa hospitali My mother was taken to the hospital
jana. yesterday.
kesho Mama atapelekwa hospitali
kesho.
My mother will be taken to the
hospital tomorrow.
tutafanya nini Mama akipaleleka hospitali,
If my mother is taken to the
hospital, what shall we do?
lázima Ni lázima mama apeleke
hospitalini.
My mother must be taken to the
hospital.
jana Mama akipaleleka hospitali
jana.
My mother was taken to the
hospital yesterday.
ndiye Mama ndiye aliyepeleka
hospitali jana.
It was my mother who was taken
to the hospital yesterday.
kesho Mama ndiye atakayepeleka
hospitali kesho.
It's my mother who will be taken
to the hospital tomorrow.

B. Switching tenses.

↓ Yeye ni ŋgonjwa sana.
He is very sick.
tutafanya nini Yeye akiwa ŋgonjwa sana,
If he is very sick, what shall we
tutafanya nini?
do?

jana Yeye alikuwa ŋgonjwa sana.
He was very sick.
sasa Yeye ni ŋgonjwa sana sasa.
He is very sick now.
ndiye Yeye ndiye aliyekuwa
ṅgonjwa sana.
He is the one who was sick.

C. Switching tenses.

↓ Anatumaini kuendelea katika
masomo.
He hopes to continue with his
studies.

mwaka uliopita Mwaka uliopita, alitumaini
kuendelea katika masomo.
Last year, he hoped to continue
with his studies.
hapana Mwaka uliopita, hakutumaini
kuendelea katika masomo.
Last year, he didn't hope to
continue with his studies.
ndiye Yeye ndiye ambaye hakutumaini
kuendelea katika masomo.
He is the one who didn't hope to
continue with his studies.
Unit 113

1. Basic Dialogue. (continued)

Mirambo

mjomba (WA)  
kinship term used reciprocally
by brother and son of a woman

bahati (N)  
luck (good or bad)

Mwaka jana, mjomba wangu alipata bahati mbaya, bwana.
Last year, my mjomba had some bad luck.

Abasi

Bahati gani?
What kind?

Mirambo

badala (N)  
a substitute

myama (WA)  
animal

-vua  
to fish

bahari (N)  
sea, ocean

Badala ya kupata cheti cha kuwinda wanyama mwituni, alipewa cha kuvua samaki baharini.
Instead of getting a license for hunting game in the forest, he was given one for fishing in the sea.

Abasi

Ilikuwaje?
How did that happen?

Mirambo

hati (N)  
document

Kwa sababu, hakuwa na hati ya kumwezesha kukata cheti cha kuwinda.
Because he didn't have the document to enable him to get a hunting license.
**Abasi**

Kama akija kuishi kwetu atafurahi, kwa sababu ni vyepesi kupata cheti cha kuwinda huko. If he comes to live at our place, he will be glad, because it is easy to get a hunting license there.

2.

A. Ki-tense; lázima with subjunctive.

**Kuwinda**

Ukihitaji cheti cha kuwinda, lázima upate hati kutoka bomani.

If you need a hunting license, you must get a written note from the District Office.

**Kuvua**

Ukihitaji cheti cha kuvua, lázima upate hati kutoka bomani.

If you need a fishing license, you must get a written note from the District Office.

**Njia**

Ukihitaji cheti cha njia, lázima upate hati kutoka bomani.

If you need a road license, you must get a written note from the District Office.

B. Badala ya

**Uma**

Umeleta uma badala ya kijiko.

You have brought a fork instead of a spoon.

**Bakuli**

Umeleta bakuli badala ya kikipu.

You have brought a bowl instead of a basket.

**Panga**

Umeleta panga badala ya kisu.

You have brought a big knife instead of a knife (ordinary).

**Shuka**

Umeleta shuka badala ya kitambaa.

You have brought a sheet instead of a piece of cloth.

**Thúmni**

Umeleta thúmni badala ya shilingi.

You have brought a fifty cent piece (E. African) instead of a shilling.
C. Location with -ni.

bahari  Niliangusha ufunguo baharini.  I dropped the key into the sea.
mwitu  Niliangusha ufunguo mwituni.  I dropped the key in the forest.
chini  Niliangusha ufunguo chini.  I dropped the key on the ground.

atu  maji ua nyasi

3.

A. Switching tenses.

↓  Anakuja kuishi kwetu.  He is coming to live at our place.

uliopita  Alikuja kuishi kwetu mwezi uliopita.  He came to live at our place last month.

ujao  Atakuja kuishi kwetu mwezi ujao.  He is coming to live at our place next month.

ndiye  Yeye ndiye atakayekuja kuishi kwetu mwezi ujao.  He is the one who is coming to live at our place next month.

uliopita  Yeye ndiye aliyekuja kuishi kwetu mwezi uliopita.  He is the one who came to live at our place last month.

B. Switching tenses.

↓  Unapata bahati mbaya siku hizi.  You are unlucky these days.

jana  Ulipata bahati mbaya jana.  You were unlucky yesterday.

hapana  Hukupata bahati mbaya jana.  You were not unlucky yesterday.

kesho  Hutapata bahati mbaya kesho.  You will not be unlucky tomorrow.

sasa  Hupati bahati mbaya sasa.  You are not unlucky now.
1. Basic Dialogue. Time to get up.

**Asha**

-cha

-afika

Juma, Juma, kumekucha bwana! Afika! Juma, Juma, it's daybreak, Mister!

Get up!

Juma

mapema

Sitaki kuanika mapema hivi. I don't want to get up so soon as all this.

**Asha**

dirisha (MA)

window

Hebu angalia dirishani, jua lawaka. Please, will you look out the window!

The sun is shining.

**Juma**

Tafadhali usiniamshie sasa, Please don't get me up now; I'll get nitaafika baadaye.

up later.

**Asha**

-lala

You're really lazy, Juma. You really Wewe Juma u mvivu kweli, wapenda like to sleep.

kulala sana.

**Juma**

-kasirika
to be angry
Unataka kunikasirisha bure tu. You just want to make me angry for nothing.

Asha
-uzo (U-N)
-nawa

face
to wash face/hands

Utanawa uso kwa maji moto au baridi? Are you going to wash your face with hot water, or cold?

Juma
Kwa maji ya uvuguvugu. With lukewarm water.

2.

A. Three verbs with subject prefix ku-.
kupambazuka Kumpambazuka. Morning has come.
kucha Kumekucha. It is dawn.
kuchwa Kumekuchwa. The sun has set.

B. yu, u, ã, tu, ni plus adjective.
Juma Juma yu ãvivu kweli. Juma is really lazy.
wewe Wewe u ãvivu kweli. You are really lazy.
mimi Mimi ni ãvivu kweli. I am really lazy.
sisi Sisi tu wavivu kweli. We are really lazy.
ninyi Ninyi ã wavivu kweli. You are really lazy.
wao Wao ni wavivu kweli. They are really lazy.

C. -wa na wivu
Juma Juma ana wivu sana. Juma is very jealous.
wewe Wewe uma wivu sana. You are very jealous.
ninyi Ninyi ãna wivu sana. You are very jealous.
sisi    mimi    wao

3.

A. Stative vs. causative stems.

Kwa nini umekasirika?    Why are you angry?
Kwa sababu umenikasirisha.    Because you have annoyed me.

Kwa nini amekasirika?    Why are you (pl) angry?
Kwa sababu umetukasirisha.    Because you have annoyed us.

Kwa nini amekasirika?    Why is he angry?
Kwa sababu umenikasirisha.    Because you have annoyed him.

Kwa nini wamekasirika?    Why are they angry?
Kwa sababu umewakasirisha.    Because you have annoyed them.

B. Causative vs. causative-passive stems.

<p>| | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>mimi</td>
<td>Sitaki kuaũshwa mapema</td>
<td>I do not want to be awakened early tomorrow.</td>
</tr>
<tr>
<td></td>
<td>keso.</td>
<td>Don't wake me up early.</td>
</tr>
<tr>
<td></td>
<td>Usiniamũshe mapema.</td>
<td>I'll not wake you up early.</td>
</tr>
<tr>
<td></td>
<td>Sitakuaũshwa mapema.</td>
<td></td>
</tr>
</tbody>
</table>

| yeye | Hatakti kuaũshwa mapema | He does not want to be awakened early tomorrow. |
|      | keso.          | Don't wake him up early. |
|      | Usinwaũshwe mapema. | I'll not wake him up early. |
|      | Sitamwaũshwa mapema. |

| sisí | Hatutaki kuaũshwa mapema | We do not want to be awakened early tomorrow. |
|      | keso.          | Don't wake us up early. |
|      | Usituawaũshwe mapema. | I'll not wake you (pl) up early. |
|      | Sitawaũshweni mapema. |

| wao | Hawataki kuaũshwa mapema | They do not want to be awakened early tomorrow. |
|     | keso.          | Don't wake them up early. |
|     | Usiwaũshwe mapema. | I'll not wake them up early. |
|     | Sitawaũshwa mapema. |
Unit 115

1. Basic Dialogue. (continued)

Asha

udevu (U-N)

-nyoa

a hair of the face
to shave

Utanyoa ndevu leo?

Are you going to shave today?

Juma

kioo (VI)
mirror

wembe (U-N)
razor

Ndiyo, nipatie kioo na wembe.

Yes, get me the mirror and a razor.

Asha

to sweep

-fagia

Ukimaliza kunyoa utanisaidia

When you finish shaving, will you

kufagia?

help me sweep?

Juma

Hapana, anza kufagia sasa.

No, begin sweeping now.

Asha

dust

vumbi (N)

Hujali vumbi?

Don't you mind the dust?

Juma

Kwanza mwaga maji kidogo, kisha

First, sprinkle a little water, and

ufagie.

then sweep.

Asha

to bathe

-oqa
mwili (MI)

"zima

-kawia

Ninakwenda kuoga mwili "zima, sitakawia.

I'm going to take a bath; I won't be long.

Juma

"mswaki (MI)

Na mimi nitapiga "mswaki.

And I'm going to brush my teeth.

2.

A. -kawia plus infinitive.

kuoga Kwa nini ulikawia kuoga?

Why did it take you long to bathe?

kunyoa Kwa nini ulikawia kunyoa?

Why did it take you long to shave?

kuongea Kwa nini ulikawia kuongea?

Why did it take you long to converse?

kutembea Kwa nini ulikawia kutembea?

Why did it take you long to take a walk?

kulala Kwa nini ulikawia kulala?

Why did it take you long to go to bed?

kupiga Kwa nini ulikawia kupiga "mswaki?

Why did it take you long to brush your teeth?

B. 'whole/all'

ng'ombe Walikula ng'ombe "mzima.

They ate the whole cow.

kuku Walikula kuku "mzima.

They ate the whole chicken.

mbuzi Walikula mbuzi "mzima.

They ate the whole goat.

nguruwe Walikula nguruwe "mzima.

The ate the whole pig.

nanasi Walikula nanasi lote.

They ate the whole pineapple.

kabiji Walikula kabiji yote.

They ate the whole cabbage.
C. **ovyo-ovyo**

kunyoa  Alijinyoa ovyo-ovyo. He shaved himself carelessly.
kuoga  Alioga ovyo-ovyo. He bathed himself carelessly.
kipiga  Aliipiga meno ñswaki ovyo-ovyo. He brushed his teeth carelessly.
kuandika  Aliandika ovyo-ovyo. He wrote carelessly.
kulima  Alilima shamba ovyo-ovyo. He cultivated his farm carelessly.

3.

A. **Plurals.**

kioo  Nilipata kioo kipya. I got a new mirror.
       Twahitaji vioo viwili zaidi. We need two more mirrors.

wembe  Nilipata wembe ñpya. I got a new razor blade.
       Twahitaji nyembe mbili zaidi. We need two more razor blades.

uma  Nilipata uma ñpya. I got a new fork.
       Twahitaji nyuma mbili zaidi. We need two more forks.

ufagio  Nilipata ufagio ñpya. I got a new broom.
       Twahitaji fagio mbili zaidi. We need two more brooms.

kengele  Nilipata kengele ñpya. I got a new bell.
       Twahitaji kengele mbili zaidi. We need two more bells.

kitanda  Nilipata kitanda kipya. I got a new bed.
       Twahitaji vitanda viwili zaidi. We need two more beds.

cheti  Nilipata cheti kipya. I got a new certificate.
       Twahitaji vyeti viwili zaidi. We need two more certificates.
bunduki  Nilipata bunduki mpya.    I got a new rifle.
        Twahitaji bunduki mbili zaidi.    We need two more rifles.

ṃswaki       Nilipata ṃswaki mpya.    I got a new tooth brush.
            Twahitaji miswaki mwili zaidi.    We need two more tooth brushes.
Unit 116

1. Basic Dialogue. (continued)

Hamisi

-ng'ea

to uproot

Chukua kofia yako tung'cke bwana. Take your hat and let's be off. (colloquial)

Hadija

niende haja ) (Each is
niende msalani ) offensive to
nikimbie chooni) some speakers.)
toilet

Ngoja kidogo niende uani. Wait a bit while I go to the toilet.

Hamisi

Nimesahau kupiga viatu rangi. I forgot to shine my shoes.

Hadija

Viache, vyenyewe vyang'aa. Leave them alone, they're shiny!

Hamisi

kiko (VI) pipe

Kiko changu kiko wapi tena? Now where is my pipe?

Hadija

-nuka
to smell bad

Waniuliza? Hata sikipendi. (Why) do you ask me? I don't even like it. It stinks.

Hamisi

-nukia
to smell good

-fahamu
to know, bear in mind

Hadija

Usiniache, nakuja. Don't leave me. I'm coming.

2.

A. ka-tense

viatu Alirudi nyumbani akapiga viatu rangi. He went back home and shined his shoes.

vidonge Alirudi nyumbani akapata vidonge vya dawa. He went back home and got pills.

nyama Alirudi nyumbani akapata kipande cha nyama. He went back home and got a piece of meat.

chupa Alirudi nyumbani akapata chupa ya pombe. He went back home and got a bottle of beer.

B. -ahidi kwamba plus future verb.

viatu Aliniahidi kwamba atanipigia viatu rangi. He promised me that he would shine my shoes.

nguo Aliniahidi kwamba atanipigia nguo pasi. He promised me that he would iron my clothes.

simu Aliniahidi kwamba atanipigia simu. He promised me that he would call me on the phone.

sindano Aliniahidi kwamba atanipigia sindano. He promised me that he would give me an injection.

C. ni-locatives

etCode Twende tukasukume motokaa kutoka etoni. Let's go and push the car from (in) the river.
matope Twende tukasukume motokaa kutoka matopeni. Let's go and push the car from the mud.
bonde Twende tukasukume motokaa kutoka bondeni. Let's go and push the car from the valley.
barabara Twende tukasukume motokaa kutoka barabarani. Let's go and push the car from the highway.

D. ki-tense followed by ta-tense.

masiaa Ukihamia huko, utapata masiaa. If you move there, you will get help.
nafuu Ukihamia huko, utapata nafuu. If you move there, you will recover.

matata kazi shamba

3.

A. -nuka vs. -nukia.
machungwa Machungwa mabovu yananuka. Rotten oranges smell bad.
    Mazima yananukia. Good one smell good.
maembe Maembe mabovu yananuka. Rotten mangoes smell bad.
    Mazima yananukia. Good ones smell good.
ndizi Ndizi mbovu zinanuka. Rotten bananas smell bad.
    Nzima zinanukia. Good ones smell good.
mananasi Mananasi mabovu yananuka. Rotten pineapples smell bad.
    Mazima yananukia. Good ones smell good.

B. -nukia vs. nuka.

chungwa Chungwa hili zima linanukia. This good orange smells good.
    Bovu linanuka. Silipendi. The rotten one smells bad. I don't like it.
embe Embe hili zima linanukia This good mango smells good.
    Bovu linanuka. Silipendi. The rotten one smells bad. I don't like it.
nanasi  Nanasi hili zima linanukia.  This good pineapple smells good.  
Bovu linanuka. Siliyeni.  The rotten one smells bad. I don't like it.

ndizi  Ndizi hii nzima inanukia.  The good banana smells good.  
Mbovu inanuka. Siliyeni.  The rotten one smells bad. I don't like it.

**Conversation Starters**

1. Talk about the routine activities of getting up and getting ready for work.
Unit 117

1. Basic Dialogue. Where does this highway go?

Hamisi

Barabara hii inakwenda wapi? Where does this highway go?

Hasani

Inapita Nairobi, Naivasha _CLICKED_ to Kisumu.

Hamisi

-nyoka to become straight

Yaonekana imenyoka sana. It seems very straight.

Hasani

Ndiyo, imenyoka _CLICKED_ Naivasha. Yes, it is straight as far as Naivasha.

Hamisi

Na kutoka Naivasha kuendelea mbele And how [is it] from Naivasha on?

Hasani

-tpinda to bend

Imejipinda huku na huku. It winds here and there.

Hamisi

Hivi ni lazima kuendesha polepole? So it's necessary to drive slowly?

Hasani

-pana broad, flat

Ndiyo, lakini barabara yenyewe ni Yes, but the road itself is broad and

pana na laini. smooth.
2.

A. Relative of me-tense.

kunyoka  Nakusudia kufuata njia iliyonyoka. I intend to follow a road which is straight.

kupinda  Nakusudia kufuata njia iliyojipinda. I intend to follow a road which is winding.

"refu   Nakusudia kufuata njia iliyo ndefu. I intend to follow a road which is long.

"pana   Nakusudia kufuata njia iliyo pana. I intend to follow a road which is broad.

"embamba   Nakusudia kufuata njia iliyo nyembamba. I intend to follow a road which is narrow.

B. -nung'unika juu...

njia   Mwandishi Mkuu anung'unika juu ya njia afuatayo. The General Secretary grumbles about the road he follows.

matata  Mwandishi Mkuu anung'unika juu ya matata apatayo. The General Secretary grumbles about the complications he faces.

fujo  Mwandishi Mkuu anung'unika juu ya fujo afisini. The General Secretary grumbles about the disturbances in the office.

îshahara  Mwandishi Mkuu anung'unika juu ya îshahara apatao. The General Secretary grumbles about the pay he gets.

motokaa  Mwandishi Mkuu anung'unika juu ya motokaa aendeshayo. The General Secretary grumbles about the car he drives.

3.

A. -onekana

pua   Pua yake imeumia? Is his nose hurt?

Inaonekana imeumia sana. It appears to be seriously injured.
m'gongo  M'gongo wake umaumia?
    Unaonekana umaumia sana.

shingo  mkono  kido
e
B. afadhali plus subjunctive.

kunyoka  Tufuate njia iliinyoka au
    iliypindapinda?
    Afadhali tufuate iliinyoka.

"pana  Tufuate njia pana, au
    nyembamba?
    Afadhali tufuate pana.

mweusi
    Tuchukue m'zigo mweusi, au
    mwekundu?
    Afadhali tuchukue mweusi.

mabivu
    Tule machungwa mabivu, au
    mabichi?
    Afadhali tule mabivu.

yote au
    Tupeleke gharama yote, au
    nusu?
    Afadhali tupeleke yote.

Is his back hurt?
It appears to be seriously injured.

Shall we take a straight road, or a crooked one?
We'd better take the straight one.

Shall we take a wide road, or a narrow one?
We'd better take the wide one.

Shall we take a black bag, or a brown one?
We'd better take the black one.

Shall we eat ripe oranges, or the green ones?
We'd better eat the ripe ones.

Shall we send the whole amount, or half?
We'd better send the whole [thing].
1. Basic Dialogue. Footpaths can be dangerous.

Hamisi

Unajua, hizi njia za miguu ni hatari You know, these footpaths are very sana. dangerous.

Hasani

Kwa nini? Why?

Hamisi

tope (MA) mud, mire
-teleza cause to come down, be slippery

Mvua ikinyesha, matope hujaa na Isn't it true that when it rains, njia huteleza? there's a sea of mud, and the road is slippery?

Hasani

~kavu dry; barren

Ndiyo, lakini wakati wa jua njia hizi Yes, but during the sunny season they ni kavu na zenye vumbi. are dry and dusty.

Hamisi

(mbao) (pl. of ubao)

Nyingine zina madaraja ya mbao. Some have wooden bridges.

Msamari (MI) nail

Madaraja haya yametengenezwa kwa These bridges are made with boards 
mbao na msamari. and nails.
Hasani
tumbukia
kijito (VI)
Ndiyo, na yakivunjika utumbukia katika kijito.

Hamisi

(-vua)
vuka
(-vua)
(to save, get out of difficulty)
to pass safely over
Lakini njia nyingine hazina madaraja ya kuvukia.
Some have no bridges to (enable one to) pass safely over the streams.

2.

A. "enye"
vumbi Sipendi njia zenye vumbi nyingi. I don't like very dusty roads.
matope Sipendi njia zenye matope mengi. I don't like very muddy roads.
mawe Sipendi njia zenye mawe mengi. I don't like very stony roads.
miiba Sipendi njia zenye miiba mingi. I don't like very thorny paths.
daraja Sipendi njia zenye madaraja mengi. I don't like roads with many bridges.

B. "teleza"
njia Njia hii inateleza sana. This footpath is very slippery.
ubao Ubao huu unateleza sana. This piece of board is very slippery.
barabara Barabara hii inateleza sana. This road is very slippery.
mahali Mahali hapa panateleza sana. This place is very slippery.
jiwe Jiwe hili linateleza sana. This stone is very slippery.
daraja Daraja hili linateleza sana. This bridge is very slippery.

3.

A. Switching tenses.

↓ Mvua inanyesha sasa. It is raining now.
kesho Mvua itanyesha kesho. It will rain tomorrow.
alasiri Mvua itanyesha alasiri. It will rain in the afternoon.
usiku huu Mvua itanyesha usiku huu. It will rain tonight.
jana Mvua ilinyesha jana. It rained yesterday.
walipofika Mvua ilinyesha walipofika. It rained when they arrived.
tutafanya Mvua ikinyesha tutafanya nini? If it rains, what shall we do?
nini?

B. Switching tenses.

↓ Alipigwa sindano na tabibu. He was given a shot by the doctor.
usiku huu Atapigwa sindano usiku huu. He will be given a shot tonight.
kesho Atapigwa sindano kesho. He will be given a shot tomorrow.
juzi Alipigwa sindano juzi. He was given a shot the day before yesterday.
ndiye Ndiye aliyepigwa sindano juzi. He is the one who was given a shot the day before yesterday.
bado Bado hajapigwa sindano. He hasn't yet been given a shot.

C. -angalia plus ki-tense.

kunyoa Nilimwangalia akinyoa. I watched him shave.
kulima Nilimwangalia akilima. I watched him plow.
kuvua Nilimwangalia akivua. I watched him fishing.
kugeuza Nilimwangalia akigeuza motokaa. I watched him turn the car.
kufagia Nilimwangalia akifagia.

I watched him sweeping.

kutumbukia Nilimwangalia akitumbukia utoni.

I watched him fall into the river.
Unit 119

1. Basic Dialogue. (continued)

Hasani

-teleška

ňsitu (NI)

to descend
land covered with bushes, small trees

Kule ķsitu nuni kuna njia nyembamba sana.
There in the forest, there are some very narrow paths.

Zinateleška chini ya milima.
They lead down the mountains.

Hamisi

shimo (N)
pit, hole

Lakini nyingine zina mashimo mengi,
But some have a lot of holes (in them)
sivyo?
don't they?

Hasani

siafu (N pers.)
army ants
(kind of red ant)

Hasa, hata siafu wapitapita njiani humo.
Yes, indeed, (and) even army ants pass back and forth over the path.

Hamisi

tundu (MA)
nest, hole

Je, unaweza kuyaona matundu ya siafu?
Can you see the nests of the ants?

Hasani

Pengine, ikiwa kama unatembea polepole utayaona.
Sometimes, if you walk very slowly you'll see them.

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Hamisi
Wanyama wanapitia njia hizi vile
vile?
Do wild animals pass along these
paths?
Hasani
Ndiyo, wanapotaka kuwinda.
Yes, when they want to hunt.

2.
A. hu-tense.
Siafu hukaa matunduni.
Red ants live in holes.
Siafu hula wanyama wadogo.
Red ants eat small animals.
Siafu hupitapita njiani.
Red ants pass back and forth on
the path.
Siafu ni hatari.
Red ants are dangerous.
B. -pitia.
wanafunzi Wanafunzi wapitia njia hii.
Students pass along this way.
wengi Wengi wapitia njia hii.
Many pass along this way.
awyama ng'ombe siafu
C. -po- 'when'
kuwinda Twapita njiani humu
We use this path when we want to
kuhurmizi tunapotaka kuwinda.
hunt.
kuvua Twapita njiani humu
We use this path when we want to
kuhuru tunapotaka kuvua.
fish.
kuoga kuogelea kwenda msituni

3.
A. ku class.
mbu Kuna mbu kwenu?
Are there mosquito at your place?
Ndiyo bwana, kuna wengi.
Yes, there are many.
siafu  Kuna siafu kwenu?
       Ndiyo, bwana, kuna wengi.
       chuo mawe vijito matope milima wanyama vumbi

B. Switching tenses.

Nilińpeleka hospitali pamoja na mjomba.
       I took him to the hospital together with my uncle.
ndiye  Yeye ndiye niliyępeleka hospitali pamoja na mjomba.
       He is the one I took to the hospital together with my uncle.
kesho  Nitamępeleka hospitali pamoja na mjomba.
       Tomorrow I will take him to the hospital together with my uncle.
sasa   Sasa ninamępeleka hospitali pamoja na mjomba.
       Now I am taking him to the hospital together with my uncle.

C. Switching tenses.

Mtoto huyu alipigwa sindano.
       This child was given an injection.
hapana Mtoto huyu hakupigwa sindano.
       This child was not given an injection.
ndiye  Mtoto huyu ndiye aliyepigwa sindano.
       This child was the one given an injection.
kesho  Huyu ni mtoto ambaye atapigwa sindano kesho.
       This is the child who will be given an injection tomorrow.
bado   Huyu ni mtoto ambaye hajapigwa sindano bado.
       This is the child who hasn't been given an injection yet.

Conversation Starters

1. Discuss medium-distance travel within Africa.

Hamisi

-pika
to cook

Utaanza kupika linii?

When are you going to begin cooking?

Hadija

kuni (N)
firewood

Nitaanza hivi upesi, nikipata kuni.
I'll begin right soon now, when I get firewood.

Hamisi

Utapata kuni wapi?

Where will you get it?

Hadija

Nitakwenda masituni kuziokota.
I'm going to the forest to gather it.

Hamisi

Huwezi kukata miti ya kuni?
Can't you cut trees [suitable] for firewood?

Hadija

shoka (MA)
axe

Ninaweza, nikiwa na shoka na panga.
I can, if I had an axe and a panga.

Hamisi

Chukua shoka hili na panga.
Take this axe and panga.

Hadija

kamba (N)
rope, cord

Asante. Na kamba ya kufunga kuni je?
Thanks. And what about a rope for tying the firewood up?
Hamisi

"fupi

-azima

Kamba yetu ni fupi sana. Nitaazima nyingine.

short
to borrow, lend

Our rope is very short. I'll borrow another.

2.

A. nusu

kuni Nipe nusu ya kuni zako, nitazilipa.

kamba Nipe nusu ya kamba yako, nitailipa.

dawa Nipe nusu ya dava yako, nitailipa.

misumari Nipe nusu ya misumari yako, nitailipa.

kipande Nipe nusu ya kipande chako, nitakilipa.

mbegu Nipe nusu ya mbegu zako, nitazilipa.

Give me half of your firewood; I will pay for it.

Give me half of your rope; I will pay for it.

Give me half of your medicine; I will pay for it.

Give me half of your nails; I will pay for it.

Give me half of your piece; I will pay for it.

Give me half of your seeds; I will pay for them.

B. -pasuka

shati Shati langu limepasuka.

nguo Nguo yangu imepasuka.

ngoma shuka chandalua

My shirt is torn.

My dress is torn.

C. robo

mafuta Alinitilia robo ya mafuta yake.

He poured me out a quarter of his oil.
matama  Alinitilia robo ya matama  He poured me out a quarter of his
wake.

mchele  dawa  kinywaji  chumvi

D. Imperative plus negative subjunctive.

kupotea  Lindeni ngoma hizi zisipotee.  Take care of these drums so that
they don't get lost.

kuanguka  Lindeni ngoma hizi zisianguke.  Take care of these drums so that
they don't fall.

kupasuka  Lindeni ngoma hizi zisipasuke.  Take care of these drums so that
they don't get split.

kuharibu  Lindeni ngoma hizi zisiharibike. Take care of these drums so that
they don't get spoiled.

3.

A. -enda plus ka-tense.

shoka  Shoka liko barazani.  The axe is on the veranda.
    Nendeni mkalichukue.  Go to get it.

kamba  Kamba iko barazani.  The rope is on the veranda.
    Nendeni mkaichukue.  Go and bring it.

kuni  Kuni ziko barazani.  The firewood is on the veranda.
    Nendeni mkazichukue.  Go and bring them.

kikapu  Kikapu kiko barazani.  The basket is on the veranda.
    Nendeni mkakichukue.  Go and bring it.

viti  Viti viko barazani.  The chairs are on the veranda.
    Nendeni mkavichukue.  Go and bring them.

B. Switching Tenses.

↓  Anaokota kuni asituni.  He is collecting firewood in the

utamwona  Utamwona akiokota kuni  forest.
    asituni.

    You will see him collecting fire-
    wood in the forest.

480
nilimwona  Niliimwona akiokota kuni m'situni.

ndiye  Ndiye niliyemwona akiokota kuni m'situni.

C.

Alikwenda mwituni akaangusha miti.

He went in the forest to fell trees.

kesho  Atakwenda mwituni kuangusha miti.

He will go in the forest to fell trees.

hapana  Hatakwenda mwituni kuangusha miti.

He will not go in the forest to fell trees.

jana  Hakwenda mwituni kuangusha miti.

He didn't go in the forest to fell trees.

bado  Hajaenda mwituni kuangusha miti.

He hasn't gone in the forest to fell trees.

rilińzuia  Nilińzuia asiende mwituni kuangusha miti.

I prevented him from going in the forest to fell trees.
Unit 121


Hamisi

-chota to take a little water/firewood
kisima (VI) well, water hole

Mwambie Adija akachote maji Tell Adija to go draw some water at
kisimani. the well.

Asha

mtungi (MI) earthen pitcher/water jar
-toboa to bore a hole in

Mtungi wetu umetoboka. Our water jar has a hole in it.

Hamisi

Unalo tundu kubwa? Does it have a big hole?

Asha

-vuja to leak

Ndiyo, lavuja sana. Yes, it leaks quite a bit.

ndoo (N) bucket

Amesema atatumia ndoo. She said she will use a bucket.

Hamisi

-mfereji (MI) ditch for carrying water
-teka to draw water

Visuri, pengine anaweza kuteka maji Good. Maybe she can get some water
pale mferejini. there at the ditch.
Asha

mstari (MI)
Naona kuna watu wengi mferejini waliofanya mstari.

line
I see there is a line of people at the ditch. ('there are many people there who formed a line.')

2.

A. pa-class concord

maji Pale mferejini hapana maji.

There at the ditch, there is no water.

mtu Pale mferejini hapana mtu.

There at the ditch, there is nobody.

mstari ndoo mtungi

B. ka-tense

kuchota Mwambie Adija akachote maji.

Tell Adija to go and take up water (a little at a time).

kuchukua Mwambie Adija akachukue pasi.

Tell Adija to go and take the iron.

kufungua Mwambie Adija akafungue mlango.

Tell Adija to go and open the door.

kufunga Mwambie Adija akafunge dirisha.

Tell Adija to go and close the window.

C. -ngojea

kisima Wapagazi wanakungojea kisimani.

The porters are waiting for you at the well.

baraza Wapagazi wanakungojea barazani.

The porters are waiting for you on the veranda.

barabara daraja mlima boma
3.

A.

Mtungi Mtungi wako umetoboka?
Ndiyo, unalo tundu kubwa.

Ndoo Ndoo yako imetoboka?
Ndiyo, inalo tundu kubwa.

Bakuli taa

B. Imperative plus ka-tense.

Mimi Nataka maji.
Nendeni ūkanitekee maji bombani.

Siri Twataka maji.
Nendeni ūkatutekee maji bombani.

Yeys wao

Is your water-jar leaking? (Has your water-jar a hole?)
Yes, it has a big hole.

Is your bucket leaking?
Yes, it has a big hole.

I want some water.
Go and bring me some water from the water tap.

We want some water.
Go and bring us some water from the water tap.
Unit 122


**Butler**

tarehe (N)  
date

safari (N)  
journey

Mwezi ujao tarehe kumi nitakwenda safarini.  
On the tenth of next month, I'm going to go on a trip.

**Sangai**

-elekea  
to be directed towards

Utasafiri kuelekea wapi?  
Which way are you going?

**Butler**

Nitasafiri kwenda mwituni kuwinda wanyama.  
I'm going to make a trip to the forest to hunt game.

**Sangai**

Unakusudia kuwinda wanyama gani?  
What kind of game do you plan to hunt?

**Butler**

kifaru (VI-an.)  
rhino

nyati (N-an.)  
buffalo

simba (N-an.)  
lion

tembo (N-an.)  
elephant

Kama kifaru, nyati, simba, tembo na wengineo.  
[Things] like rhino, buffalo, lion, elephant and such like.

**Sangai**

-kali  
sharp, fierce
Hao ni wanyama wakali sana. Those are very fierce animals.

Butler

"nene" thick, stout

Ndiyo, tena ni wanene sana. Yes, and moreover, they are very big.

Sangal spear

Amkuki (M) Utawawinda kwa bunduki au kwa Amkuki? Will you hunt with a gun, or with spears?

Butler

risasi (N) lead, tin, solder, bullet


B. Various translations for "kali"

kifaru Kifaru huyo ni Amkali sana. That rhino is very fierce.

kisu Kisu hicho ni kikali sana. That knife is very sharp.
pombe  Pombe huyo ni kali sana. That beer is very strong.
jua  Jua ni kali sana. That sun is very hot.
mwalimu  Mwalimu huyo in àkali sana. That teacher is very severe.
maneno  Maneno hayo ni makali sana. Those words are very harsh.

C. ñene

mtoto  Mtoto huyo ni ñene sana. That child is very fat.
mnyama  Mnyama huyo ni ñene sana. That animal is very fat.
mti  Mtì huo ni ñene sana. That tree is very thick.
mkono  Mkono huo ni ñene sana. That arm is very thick.
ng’ombe  Ng’ombe huyo ni ñene sana. That ox is very fat.

3.

A. The root b-d-l: badala and -badili.

kalamu  Nipe kalamu yako badala ya yangu. Give me your pen in place of mine.
Nataka kubadili kalamu yangu na yako. I want to exchange your pen for mine.

kitabu  Nipe kitabu chako badala ya changu. Give me your book in place of mine.
Nataka kubadili kitabu changu na chako. I want to exchange your book for mine.

shati  kijiko  foronya

B. The root s-f-r: safari and safiri.

mimi  Nilisafiri àpaka Amerika. I traveled to America.
Safari yangu kwenda Amerika. My trip to America took two weeks.
ilichukua muda wa wiki mbili.
sisi  Tulisafiri àpaka Amerika. We traveled to America.
safari yetu kwenda Amerika. Our trip to America took two weeks.
ilichukua muda wa wiki mbili.
C. The root z-idi: zaidi and -zidi.

kuku Nina kuku wengi zaidi kuliko wako.
Kuku wangu wamezidi kushinda wako.

Mpunga Nina mpunga mwungi zaidi kuliko wako.
Mpunga wangu umezidi kushinda wako.

pesa watoto matata

I have more chickens than you.
My chickens have increased more than yours.
I have more rice than you.
My rice has increased more than yours.
1. Basic Dialogue. May I go along?

Sangai
Nikiazima bunduki, utakubali niende If I borrow a gun, will you let me go
nawe? with you?

Butler
Ndiyo, ningependa mwenzi wa kwenda Yes, I'd like a companion to go with.
naye.

Sangai
Kuwinda kwangu si kuzuri lakini My hunting isn't so good, but at least
 tutakwenda tu. we'll go along.

Butler
umaskini (U) poverty
Kama si umaskini tungekwenda kwa If it weren't for poverty, we'd go by
car.

Sangai
mpumbavu a fool, a dupe
Usinifanye mpumbavu bwana, pesa Don't take me for a fool, mister, unazo!
you've got the money!

Butler
to believe
-sadiki
Hunisadiki?

Sangai
to cheat, deceive
danganya
A cheat, deceiver

No, cheat someone else.

Butler

Don't forget, we're going to leave in a week.

Sangai

Good-bye.

2.

A. A common way of using applied stems.

chupa Nataka chupa ya kutilia mafuta.

sanduku Nataka sanduku la kuwekea pesa.

birika Nataka birika la kutengeneza chai.

mtungi Nataka mtungi wa kuchotea maji.

ashahara Nataka asahahara wa kutosheleza mahitaji yangu.

nafasi Nataka nafasi ya kufanya kazi yangu.

karatasi Nataka karatasi ya kuandikia barua.

I want a bottle to put some oil in.

I want a box to put some money in.

I want a kettle to make some tea in.

I want a water-jar to put some water in.

I want pay sufficient for my needs.

I want a chance to do my work.

I want a sheet of paper to write a letter [on].

B. Infinitives in a noun slot.

Kuwinda Kwinda kwake si kubaya.

Kusoma Kusoma kwake si kubaya.

Kuandika Kuandika kwake si kubaya.

His hunting is not bad.

His reading is not bad.

His writing is not bad.
kulima  Kulima kwake si kubaya.  His cultivating is not bad.

kusema  Kusema kwake kumenikasirisha.  His talking has annoyed me.
kufika  Kufika kwake kumenikasirisha.  His arrival has annoyed me.

kulewa  kuongea  kulia  kushangilia  kuingia

3.

A. kama si

magugu  Pana magugu mengi hapa.  There are a lot of weeds here.
    Kama si magugu, maua yako
    yangeonekana vizuri.
    If it were not for weeds, your
    flowers would be seen clearly.

hatari  Njia utakayofuata ni hatari
    sana.
    Kama si hatari, ningekwenda
    pamoja nae.
    The road you'll follow is very
dangerous.
    If it were not for danger, I
    would go with you.

nauli  Nauli ya kwenda Nairobi ni
    kubwa.
    Kama si hivyo, ningekwenda
    huko.
    The fare to Nairobi is much.
    If it were not for that, I would
    go there.

miiba  Njia hii ina miiba mingi.
    Kama si miiba, ingekuwa
    nzuri.
    This road has many thorns.
    If it were not for thorns, it
    would be good.

B. Numbers between 20 and 100. (Add 5 to the number in the first sentence.)

28  Nimesoma kurasa ishirini na
    nane.
    Mimi nimesoma thelathini na
    tatu.
    I have read twenty-eight pages.

37  Nimesoma kurasa thelathini na
    saba.
    I have read thirty-seven pages.
Mimi nimesoma arobaini na mbili.  
I have read forty-two.

46 Nimesoma kurasa arobaini na sita.  
Mimi nimesoma hamsini na moja.  
I have read forty-six pages.  
I have read fifty-one.

59 Nimesoma kurasa hamsini na tisa.  
Mimi nimesoma sitini na ñne.  
I have read fifty-nine pages.  
I have read sixty-four.

66 Nimesoma kurasa sitini na sita.  
Mimi nimesoma sabini na moja.  
I have read sixty-six pages.  
I have read seventy-one.

77 Nimesoma kurasa sabini na saba.  
Mimi nimesoma themanini na mbili.  
I have read seventy-seven pages.  
I have read eighty-two.

88 Nimesoma kurasa themanini na nane.  
Mimi nimesoma tisini na tatu.  
I have read eighty-eight pages.  
I have read ninety-three.

Sasa, ānyama akija nifanyeje?  Now, if any game comes, how do I act?

Butler

-ficha

-sikiliza
to hide something
to listen

Sikiliza, lāzima kwanza ujifiche
asikuone.

Listen, first you have to hide
[yourself] so that it can't see you.

Sangai

-kimbia
to run away

Na akikimbia je? Niņpige risasi?  And how about if it runs away?

Shall I shoot it?

Butler

-lenga
to aim

Ukihaha jificha, lenga bunduki.  When you've finished hiding yourself,

aim the gun.

-changa
to collect

-changanyika
to be mixed together

-chagua
to choose

ama ... ama
either ... or ...

Wakiwa wamechanganyika ṅchague

umtakaye, kama nyati ama tembo.

If they are all mixed up, choose the
one that you want, whether a buffalo
or a elephant.
Sangai
Then?

Butler
shabaha (N) target
equally, just the same
sawasawa

Kama umelenga shabaha sawasawa, piga If you've aimed at the target just
risasi. right, shoot.

Sangai
-fa
to die

Ânyama akianguka maana yake amekufa? If the animal falls, does that mean
it is dead?

Butler
Kwa kawaida, lakini usimkambilie. Generally, but don't run up to him.

A. Affirmative subjunctive followed by negative subjunctive.

kuficha Ilikuwa lázima wajifiche It was necessary for them to hide
ili wasipigwe risasi. so that they would not be shot.

kulala Ilikuwa lázima walale It was necessary for them to lie
chini ili wasipigwe risasi. down so that they would not be shot.

kutoroka Ilikuwa lázima watokero ili It was necessary for them to escape
wasipigwe risasi. so that they would not be shot.

kuangalia Ilikuwa lázima waangalia ili It was necessary for them to look
wasipigwe risasi. out so that they would not be shot.
kukimbia  Ilikuwa lázima wakimbie ili wasipigwe risasi.  It was necessary for them to run away so that they would not be shot.

kugeuka  Ilikuwa lázima wageuke ili wasipigwe risasi.  It was necessary for them to turn around so that they would not be shot.

kupinda  Ilikuwa lázima wapinde ili wasipigwe risasi.  It was necessary for them to make a turn so that they would not be shot.

B. -changa

Bw. Sultani anataka kuchanga fedha kwa Bwana Hassani.  The chief wants to collect money for Mr. Hassani.

Hassani

askari  Sultani anataka kuchanga fedha kwa askari.  The chief wants to collect money for the soldiers.

wapagazi makarani vyakula

C. -changanya

michele  Usichanganye michele na štama.  Don't mix rice with millet.

maji  Usichanganye maji na petroli.  Don't mix water with petrol.

machungwa  Usichanganye machungwa na maembe.  Don't mix oranges with mangoes.

vitabu  Usichanganye vitabu vyako na vyangu.  Don't mix your books with mine.

mua  Usichanganye mua na magugu.  Don't mix flowers with weeds.

risasi  Usichanganye risasi na misumari.  Don't mix bullets with nails.
vijiko  Usichanganye vijiko na nyuma.

Don't mix spoons with forks.

3.

A. kama ... ama ...

ndizi  Pana ndizi nyingi.
       Ichague uitakayo, kama hii ama hii.
There are many bananas.
Choose the one you want, whether this or that.

vyumba  Pana vyumba vingi.
       Kichague ukitakacho, kama hiki ama hiki.
There are many rooms.
Choose the one you want, whether this or that.

bunduki  Pana bunduki nyingi.
       Ichague uitakayo, kama hii ama hii.
There are many guns.
Choose the one you want, whether this or that.

kamba  kengele  kufuli  miundo  mito  funguo  nyembe

mashoka  maua
Unit 125

1. Basic Dialogue. (continued)

Butler

-chungulia
Kitu cha kwanza ni ku-chungulia
kwanza.

The first thing is to take a good
hard look at him.

Sangai

-jongea
to move, make motion

-kamata
to seize

Nikiona hajongea naweza ku-kamata?
If I see that he isn't stirring, can
I take hold of him?

Butler

dakika (N)
a minute

Ndiyo, baada ya dakika chache.
Yes, after a few moments.

Sangai

Kama si wewe, ninge-kimbilia
akianguka.
If it weren't for you, I'd have run
up to him when he fell.

Butler

-choka
to become tired

Unawaona wale wamechoka, watembea
polepole.
You see those are tired. They are
walking slowly.

Sangai

-fukuza
to pursue

-ua
to kill
Twiga (N-pers)  
Tuwafukuze, sitaki kuwaua twiga.  
giraffe  
Let's go after them. I don't want to kill giraffe.

Butler  
mbio (N)  
Unafikiri unaweza mbio za twiga?  
speed, running  
Do you think you can [duplicate] the speed of a giraffe?

Sangai  
Siwezi, lakini napenda kumwona akipimbia.  
I can't, but I like to watch him run.

Butler  
sauti (N)  
Unasikiaauti za tembo?  
voice  
Do you hear the trumpeting of the elephants?

Sangai  
-nguruma  
Ndiyo, wananguruma kwa sauti sana.  
to rumble, roar  
Yes, they are roaring with a great voice.
1. Ungependa tubadilishane kalamu? Would you like to trade pens [with me]?

2. Bilauri iliychitajiwa iko hapa juu ya meza. The glass that was needed is here on the table.

3. Magari ya abiria yalifika saa nane leo alasiri. The passenger lorries arrived at 2 p.m. today.

4. Mtoto hataki maziwa wala maji ya machungwa. The child doesn't want milk or orange juice.

5. Ilikuwa lázima wajifiché wasishikwe na askari. It was necessary for them to hide so as not to be seized by the policeman.

6. Pale ng'ambo ya mto pamepatikana simba wengi. Lots of lions have been found over there on the other side of the river.

7. Kabla ya kuondoka tutachukua pesa za kutosha. Before we leave, we'll take enough money.

8. Choma karatasi zote zisizohitajiwa. Burn all the papers that aren't needed.

9. Mwaka ujao tutahamia huko Unguja. We're going to move to Zanzibar next year.

10. Wanafunzi wote waliojifunza huko Ulaya wamerudi makwao. All the students who studied in Europe have returned to their homes.

11. Je, wadhani atarudi hapa tena? Do you think he will return here again?

12. Itamlazimu kurudi hapa mapema sana. He will have to return here very soon.
13. Chakula hicho kilikuwa kimeiva sana.
   That food was quite thoroughly cooked.

   It's a good idea to look ahead when you drive a car.

15. Juma alisema ya kwamba, anataka nguo isiyotumiwa.
   Juma said that he wants brand new clothes.

   The people of France speak more rapidly than the people of Kenya.

   The house that he bought didn't have much furniture.

18. Rafiki yangu amejiumiza kwa kisu.
   My friend has hurt himself with a knife.

19. Watu wengi walikusanyika katika uwanja wa mpira.
   Many people assembled on the football field.

20. Alifunga nyumba kwa ufunguo ili watoto wasiweze kufungua.
   He locked the house with a key so that the children wouldn't be able to unlock [it].

   He has already visited all the countries of East Africa.

22. Anaweza kuongea lugha zote za Afrika ila Kiswahili.
   He can speak all African languages except Swahili.

23. Ukijaribu kutoroka askari atakupiga risasi.
   If you try to run away, the policeman will shoot you.

24. Mletee mchele badala ya nyama ya nguruwe.
   Bring him rice instead of pork.

25. Wao wana pesa nyingi sana.
   They have a very large amount of money.

   Don't make the child run so fast.
27. Wafanyi kazi wa Idara ya Elimu wanunung'unikaji juu ya mishahara yao.
28. Fuata barabara iliyonyoka mpaka kwenye mto.
29. Anakijua Kiswahili barabara.
30. Twendeni sokoni, au mjini?
31. Afadhali twende mjini.
32. Safari yangu ya kwenda Afrika ilichukua muda wa siku tano tu.
33. Wazazi wake ni maskini sana.
34. Anataka kalamu ya kukuandikia bara.
35. Wasingalifanya hivyo, nisingaliwaambia waondoke.
36. Ukitaka kazi ni lazima kuitafuta.
37. Kama si wewe, ningempiga yule mtoto.
38. Chagua nguo utakayo, kama hii ama hiyo.
40. Hayo ndiyo niliyokuwa nikiongea juu yake.
41. Wakati wa joto umskwisha fika.
42. Alituingilia tulipokuwa tukila.

The workers in the Ministry of Education are complaining about their wages.
Follow the straight road to where there is a river.
He knows Swahili perfectly.
Shall we go to market, or to town?
It will be better if we go to town.
My trip to Africa took only five days.
His parents are very poor.
He wants a pen to write a letter with.
If they hadn't done like that, I would not have told them to leave.
If you want work, you have to look for it.
Choose whichever cloth you want, whether this or that.
If I studied Swahili, I would know how to speak it.
That is what I was saying about him.
The hot season has already arrived.
He burst in on us while we were eating.
43. Nyumba yake imejaa mapambo ya nyumba.  
His house is full of furniture.

44. Alipokuwa ametembelea jimbo la Indiana nilifanya kazi peke yangu.  
While he was visiting Indiana, I worked on my own.

45. Penye moto hapakosi moshi.  
Where there is fire, there is no lack of smoke.
Directions for use of Units 126 - 150

The last 25 units of this course are based on a series of spontaneous conversations recorded by Swahili speakers in Dar es Salaam. The editing of these texts which was done by speakers of Swahili in Washington, D. C., has been limited to the breaking up of long sentences into short ones, preserving insofar as possible the words which appear in the original. A free translation into English has been provided in lieu of grammatical notes.

It is suggested that the student listen several times to the unedited version before looking at the simplified version and translation which appear in the book. Having done so, the student may practice saying the sentences of the printed text after a tutor, with his book still closed.

Upon opening his book, the student should underline those Swahili words which are new to him, and also write them in the left-hand margin, if they do not already appear there. He should not write the English equivalent under or over the Swahili word in the body of the text.

At the next stage, the student should try to give each Swahili sentence in response to a cue taken either from the list of new words in the margin, or from the English translation. This in turn should lead to temporary memorization of 6 - 8 consecutive lines at a time.

Going beyond memorization, the student should collect, with the help of a tutor, several useful sentences containing each new word. Next, the student should listen again to the original unedited dialogue.

Finally, student and tutor may engage in a conversation which covers the same subject matter, but with no attempt at verbatim reproduction of the original.
Unit 126: Hospitali za mjini.

Naam, Bwana Yusufu. Hello, Yusufu.
Naam bwana. Hello.
tangu Habari za tangu jana? How are you today?
Nzuri sana. Very fine.
Habari za nyumbani? How are things at home?
Salama tu. Just fine.
-jisikia Je, wasikiaje mwenzangu? How do you feel, my friend?
-choka Oh, nimechoka sana. Oh, I'm very tired.
kule Namna gani kule nyumbani? How are things there at home?
Hawajanbo wote? Is everyone all right?
isipokuwa Watoto wote hawajanbo, All the children are fine
 isipokuwa mwanangu mdogo except that my youngest
 ana homa. has a fever.
-fikiri Unafikiri ni homa gani hiyo? What kind of fever do you think
 mbu Bila shaka ni homa ya mbu. it is?
-wahi Je, umewahi kuomana na It is undoubtedly malaria.
daktari? Have you seen the doctor
-peleka Sasa hivi nampoleka at all?
hospitalini. I'm just now taking him to the
Mnakwenda hospitali gani? hospital.
Tunakwenda hospitali ya Which hospital are you going to?
Mnazimoja. We're going to Mnazimoja.
unayo Je, unayo shilingi moja? Hospital.
La, sina. And do you have one shilling?
gharama Hujui kuwa kuna gharama ya No, I haven't.
saa hizi shilingi moja saa hizi? Don't you know that there is a
saa hizi shilingi moja saa hizi? one-shilling charge at this
time of day?
mfanyakazi Mimi ni mfanyakazi wa Serikali.

I'm a government employee.

huwa Huwa sitoi gharama ya hospitali.

I don't generally pay the hospital fee.

Unit 127 (Inaendelea)

Hivi wafanya kazi wa serikali huwa hawatozwi pesa?

They are not charged.

Hawatozwi!

Then I've been cheated for a long time.

Kumbe mimi nimekhanganya

Haven't you ever been to the hospital even once?

-sikunya wa siku nyingi.

I've had the occasion many times.

-pata Hujapata kwenda hospitali hata siku moja?

But I've always gone at 9 o'clock.

mara Nimepata kwenda mara nyingi.

I know that 9 is the time when they don't charge.

kila Lakini, kila wakati nimekwenda saa tatu.

Whoever works in the government is supposed to go to the hospital at 7:30 a.m.

ndio Najua saa tatu ndio wakati ambao hawatozi pesa.

If his sick sheet is signed, he gets medicine entirely free of charge.

ye yote Mtu ye yote anayefanya kazi serikalini ni lazima aende hospitali saa moja na nusu asubuh.

-jitahidi Nitajitahidi siku nyingine.

I'll try some other day.
Lakini, Bwana Yusufu kwa
mtumishi nini hata ukiwa mtumishi
-wahi wa serikali unatozwa pesa?
-tegemea Mimi nimewahi kulipa mara
-thamani mbili au mara tatu hivi.
-lalia Inategemea hali ya mtu
kawaida mwenyewe.

Kuna wengine wanataka
-vya kulalia vitanda vya
-thamani thamani.
-wengine hulalia vitanda
-vya kawaida.

But, Yusufu, why is one charged
even when one is a government
employee?
I've already paid two or three
times.
It depends on the [financial]
condition of the individual
himself.
There are many [who] want to
occupy the most expensive beds.
Others occupy ordinary beds.

Unit: 128 (Inaendelea)

Vitanda vya kawaida ndivyo
-vitanda vya namna gani?
Vitanda vya kawaida ni
-vile ambavyo vile ambavyo wanalala
-watu wote wasiokuwa na
pesa.

kama Kama watu gani?
wale Ni wale wanaotoka mashamba.
wageni Wako wengine wageni wasi-
okuwa na pesa.
wale wale Lakini, kumbuka, wale wale
-washamba wanaweza kulalia
-vitanda ghali.
ikiwa Wanaweza ikiwa wana pesa.

What are the ordinary beds like?
The ordinary beds are those which
are occupied by anyone who
lacks money.
For instance?
They are those who come from
rural areas.
There are some transients who
have no money.
But remember that some rural
people are able to occupy
expensive beds.
They can if they have money.
Oh, Mimi nilidhani mtu ye yote anayetoka shamba halipi pesa!
La, bwana!
Vile vile nakumbuka kule shamba kuna watu wenye pesa nyingi.
Wana pesa nyingi kuliko hata sisi tuliopo hapa mjini.

Hivyo
Bila shaka ni hivyo!
Asante sana Bwana Yusufu.

Potezaa
Sitaki kukupoteza wakati.
Mtoto wako ni mgonjwa.

Faa
Sasa yafaa uchukue karatasi hii umkimbilie Bwana mganga
Mganga.

Wezekana
Mkimbilie upesi iwezekanavyo.
Vyema. Nitakavyosikia nitakuja kukuambia.
Kwaheri!
Asante, kwaheri bwana!

Oh! I had the impression that anyone from the country didn't pay!
No!
I also remember that out there in the countryside there are people with lots of money.
They have more money than even those of us who are here in town.

No doubt about it!
Thanks a lot, Yusufu.
I don't want to waste your time.
Your child is ill.
Now it's best that you take this paper and get to the doctor in a hurry.
Run to see him as fast as you can.
All right. I'll come and tell you what I find out.
Good bye!
Thanks! Good bye!

Unit 129: Uuzaji wa vyakula sokoni

Karibu Bwana Juma!
Oh, asante sana!
Je, unataka nini leo?
Leo nataka machungwa bwana.

Welcome, Juma!
Thanks!
And what do you want today?
Today I'd like some oranges.
Leo machungwa ni ghali sana.
Chungwa moja ni senti kumi, bwana.

Wakati
Unajua, siku hizi ni wakati wa mvua.

Gari
Magari mengi huwa hayafiki hapa upesi.

Uhaba
Kwa hiyo tuna uhaba wa machungwa.

Mlimaji
Lakini walimaji wa machungwa ni wengi sana sehemu za kwenu.

Kwenu
Kwanini yanakuwa ghali hivi? Kwa sababu gharama za uchukuzi ni kubwa mno!

Uchukuzi
Lakini, ingawaje gharama za uchukuzi ni kubwa mno, huwezi kuchukua chungwa moja kwa gharama ya senti tano!

Chukua
Aaaa, wewe ni rafiki yangu.

Zamani
Wewe ni mnunuzi wangu wa zamani.

Fanya
Nitakufanyia chungwa moja senti tano.

Oranges are very high today.
Oranges are -$1/0 a piece.
You know, this is the rainy season.
Not many lorries get here on schedule.
For that reason, we're having a shortage of oranges.
But there are a lot of orange growers in the vicinity!
Why are they so expensive?
Because the transport charges are excessive.
But even though the cost of transportation is too high, you can't sell a single orange for five cents!
Oh well, you're my friend.
You've been my customer from way back.
I'll make you [a special price of] 5 cents an orange.

Je, unataka nini zaici?
Unataka ndizi au viazi ulaya?

And what else do you want?
Would you like bananas, or (Irish) potatoes?
vipo
Oh, napenda sana viazi ulaya kama vipo.

hebu
Hebu nitazame ------

mbona
Lakini mbona vingine vidogo na vyembamba sana.

эмbamba

^нene
Vingine sio vinene kama kawaida.
Ah, bwana, sisi tuendapo madukani kunumua, tunanunua katika magunia.

gunia

^-chagua
Hatuwezi kuchagua kuwa gunia hili lina viazi vikubwa au vidogo.
Lakini viazi hivi vinalimwa sehemu za kwenu, au vinatoka mbali sana?

kwenu

^-danganyika
Ah, watu wengi wanadanganyika.

Wakisikia 'viazi ulaya,`
wanadhani vinalimwa Ulaya.

-dhani
Hivi havilimwi Ulaya, bwana.

wenyewe
Tunavilima sisi wenyewe hapahapa Tanganyika.

Vinjine vyatoka karibu tu hapapande za Morogoro.

^pande
Hivi Morogoro pia kunalimwa viazi ulaya?
Kama!
Unit 131 (Inaendelea)

Je, wataka nazi?
Nazi, nataka sana, kwa
sababu mke wangu
anazipenda sana.

Mimi nilidhani unatumia

Kimbo
Kimbo!

Kimbo sitaki, kwa sababu
harufu yake hainipendezi
sana.

Sasa wasemaje?

-funga
Nifunge, au unataka kumunua
nyama pia?

kifaa
Nitamunua nyama na vifaa
vidogo vidogo.

Nadhani vinaanitosha maana
kikapu changu si kikubwa
sana.

-kaanga
Je, samaki wa kukaanga,
unataka?

Siwapendi, napenda samaki
wa makopo tu.

kopo
Mimi naona labda hutaki
-kupa kazi nyingi bibi
yako nyumbani.

Bila shaka, kwa sababu
juzi juzi hapa amepata
mtoto.

-pa
Kupaa samaki itakuwa
kazi kubwa.

-paa
Do you want some coconuts?
Yes, I do want some coconuts,
because my wife likes them
very much.

But I thought you used Kimbo!

I don't like Kimbo, because I
don't particularly care for
its smell.

Well, what do you say, Friend
Juma?

Shall I wrap [it] up, or do you
want to buy some meat, too?

I'll buy some meat and a few
little items.

I think that will be enough,
because my basket isn't very
big.

And do you want some fried fish?

I don't like them; I only like
canned fish.

I see perhaps you don't like to
give your wife a lot of work
around the house.

Quite right, because just a few
days ago she had a baby.

Cleaning fish would be a big
chore.
Unajua kuwa samaki wabichi wana vitamin?
Pia unajua kuwa ni chakula cha kufaa kwa watoto?
Niliambiwa na mzungu mmoja kuwa wale samaki wa makopo hutiwa vitamini.
Sina haja ya kumumbua sana mke wangu.

Do you know that fresh fish have vitamins?
And do you also know that it is good food for children?
I was told by a European that that canned fish has vitamins added.
I have no need to put my wife to a lot of trouble.

Unit 132 (Inaendelea)

Je, maharagwe mabichi, hutaki?
Napenda maharagwe mabichi, nitachukua.

Lakini, siwezi kuchukua mengi.

Nitachukua kila ulicho nacho, kidogo kidogo.

Nitachukua kwa sababu wewe ni rafiki yangu.
Haya bwana. Sasa nifunge maharagwe ratli ngapi?

Ratli mbili tu zinatutosha.

Wewe huoni kuja huku kila siku ni taabu?
Ungechukua maharagwe ya kutosha kwa siku kumi!
Hapana, bwana, haya yanatosha kwa leo.

And you don't want any [nice] fresh beans?
I like fresh beans; I'll take [some].
But I can't take many.

I'll take just a little bit of everything you have.
I'll take it because you are my friend.
O.K. How many pounds of beans shall I wrap up?
Just two pounds will be enough for us.

[But] don't you find that coming here every day is tiresome?
You could take enough beans for ten days!
No, my friend, these are enough for today.
zaidi
Nini tena zaidi, Bwana Juma?

haja
Basi! Sina haja ya kitungine zaidi; asante sana.
Haya, lete kikapu chako sawa sawa tufunge.

And what else?
That's all. I don't need anything else. Thank you very much.
All right, bring your basket [hold it level] and we'll tie it up.

Unit 133 (Inaendelea)

hapa
Kikapu changu hiki hapa.
Funga vizuri sana.

kamba
Weka kamba chini na juu.

pikipiki
Nitakapofunga kwanye piki-piki yangu, kikapu hakitaweza kuanguka njiani.

kumbe
Kumbe una pikipiki, bwana?

-tarajia
Mimi militarajia kumpa mtoto akuletete nyumbani.
Oh, asante, sina haja ya mtoto, pikipiki ninayo.
Haya basi nitamwambia mtoto akuletete kwanye pikipiki yako ufunge.

kwenyenya

-onana
Tutaonana kesho, bwana.
Asante.

wee
Wee mtoto, funga vizuri hapo.

nyuma
Nyuma kusiwe na matata.

Here's my basket.
Tie it up very carefully.
Tie it below and above.
When I tie it to my motorcycle, the basket won't be able to fall off in the street.
Oh, you've got a motorcycle?
I was intending to give it to a boy to carry home for you.
Oh, thanks a lot, I don't need a boy, I've got a motorcycle.
I'll tell the boy to take it to your motorcycle so that you can tie it on.
See you tomorrow!
Thank you.
You, boy, tie it well there!
There mustn't be any trouble back there!
Unit 134: Mabadiliko mjini Dar es Salaam

Bwana Yusufu!
Naam bwana!
Loo, ni bahati yangu nzuri.
Nilidhani sitampata mtu wa kuniongoza.
Ninakwenda Msimbazi, bwana.

Yusufu!
Hello!
I'm lucky.
I thought I wouldn't find anyone to direct me.
I'm going to Msimbazi.

-tongoza
Siku nyingi zimepita tangu nitoke hapa.
Sikumbuki vyema ni bara-bararana gan' nitafuata.
Unaweza kuniongoza?
Ulikuwa wapi siku zoce?

Many days have passed since I left here.
I don't remember very well which road to take.
Can you direct me?
Where have you been all this time?

-tangu
Bwana, kwa muda wa miaka mitatu iliypita, nilikuwa Nairobi.

I've been in Nairobi for the past three years.

-fuata
Unajua nilipewa uhamisho kutoka hapa mpaka Nairobi!

You know, I was given a transfer from here to Nairobi!

-mwaka
Ahaa, kumbe!
Unataka kwenda Msimbazi, sivyo?
Naam bwana.

Oh, is that so!
You want to go to Msimbazi, don't you?
Yes.

-uhamisho
Nimealikwa kwenda kule kuhudhuria kufunguliwa kwa jengo jipya.
Jengo jipya hilo ni la Community Centre.

I was invited to go there to attend the opening of a new building.
The new building is (of) the Community Center.
nje Ulikuwa nje kwa muda mrefu, kiasi cha miaka mitatu. You've been outside the country for a long time—three years.

vigumu Nadhani itakuwa vigumu sana kwenda peke yako. I think it would be very difficult for you to go by yourself.

-elekeza Nitakuelekeza namna ya kufika huko. I'll show you the way to get there.

-shukuru Nitashukuru sana, Bwana Yusufu. I'll be very grateful, Yusufu.

Unit 135 (Inaendelea)

forodha Hapa ulipo ni forodhani. Here where you [now] are is the customs house.

Forodhani—hapa najua. The customs house—I know this place.

-itwa Barabara hii inaitwa Azania Front. This road is called Azania Front.

Ukitoka hapa Azania Front utakwenda moja kwa moja mpaka Main Avenue. When you leave here, you go straight ahead as far as Main Avenue.

Naam bwana. Yes.

mwisho Halafu utafika mwisho wa Main Avenue. Then you get to the end of Main Avenue.

pale Pale mwisho utaona pana majumba mawili. There at the end you will see where there are two buildings.

pahali Jumba moja lina pahali pameandikwa 'Railway Station.' One building has a place [where] is written 'Railway Station.'

-jingine lina pahali pengine pameandikwa 'Police Station.' A sign on the other says 'Police Station.'

-andikwa
Naam Bwana.

-shika Pale Police Station utashika barabara inayoelekea
machweo machweo ya juu.
penye Utakwenda moja-kwa moja mpaka penye 'Keep Left.'
kibao Hapo pana kibao kilichoandikwa 'Keep Left.'
hapo Hapo napakumbuka bwana.
Ehee, pale penye 'Keep Left' pamejadilika.
sura Sura yake imekuwa mpya.

-chukua Utachukua barabara hiyo moja kwa moja mpaka Ring Street.
kuwa Ulipoondoka, pale ring, hapakuwa na 'Keep Left.' Ah, hivi siku hizi pale ipo?
ipo Kidiyo, ipo!
hapo Baada ya hapo, endelea tu mpaka Msimbazi Street.
mpya Pale Msimbazi Street pana 'Keep Left' mpya.
-tengeneza Hapo barabara imetenreneza vizuri sana.
kupendeza Barabara hiyo ni safi ya kupendeza.

Yes.
There at the Police Station you will take a road which runs west.
Go right ahead to where there is a traffic circle.
There, there is a small sign with the words 'Keep Left.'
I remember that place.
That place at the circle has changed.
The place looks different.
('Its appearance has become new.')
You take that road straight ahead to Ring Street.
When you left, they didn't have a traffic circle at Ring.
Oh, there is one there nowadays?
Yes, there is.
From there, just continue on to Msimbazi Street.
There at Msimbazi Street there is another 'Keep Left.'
There the road has been surfaced very nicely.
That road is delightfully smooth.
Unit 136 (Inaendelea)

matokeo

Loo, Bwana Yusufu, matokeo hayo yote yametokea katika miaka hii mitatu?

Matokeo makubwa sana

nyuma

yametokea hapa nyuma.

orofa

Zipo nyumba za orofa nyingi na kubwa.

Nyumba hizo, kidogo kama Amerika, kwa uzuri wake.

uzuri

Kweli?

kabisa

Kweli kabisa!

pale

Tena nasikia pale Mnazimoja pamejengwa majumba.

-kubwa

Majumba hayo ni makubwa ya orofa.

Kabisa!

-zidi

Sasa ukisha toka Msimbazi Street utazidi kwenda moja kwa moja.

kwenye

Baadaye utafika kwenye barabara inayokwenda Kigogo.

pana

Hapo pia pana 'Keep Left.' Vizuri sana Bwana Yusufu!

kushoto

Kwa mkono wa kushoto wa barabara ya Kigogo kuna nyumba kubwa.

Say, Yusufu, all this progress has come about in these three years?

Great progress has taken place lately.

There are many and large [multi-story] buildings.

Those buildings are a little like America[n buildings] with respect to their beauty.

You don't say?

Yes, indeed.

And I also hear that buildings have been put up there at Mnazimoja.

Those buildings have many stories.

That's quite true.

Now, after you get past Msimbazi Street, you continue straight ahead.

Then you will come to where there is a road that goes to Kigogo.

There's another circle there.

Very good!

On the left side of the Kigogo road, there is a large building.
<table>
<thead>
<tr>
<th>Boma</th>
<th>Nyumba hiyo kubwa iliyo-jengwa ni Boma.</th>
<th>That large [recently built] building is the District Office.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-acha</td>
<td>Mbona Boma hilo nililiacha Acacia Avenue!</td>
<td>('Why, I left that Boma on Acacia Avenue!')</td>
</tr>
<tr>
<td>-hamishwa</td>
<td>Imekuwa kuwaje likahamishwa?</td>
<td>How did it happen that it got moved?</td>
</tr>
<tr>
<td>-hama</td>
<td>Oh, limehamishwa huko kwa sababu siku hizi mji umekuwa mkubwa sana!</td>
<td>It was moved there because nowadays the city has become very large.</td>
</tr>
</tbody>
</table>

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**Unit 137 (Inaendelea)**

<table>
<thead>
<tr>
<th>-fanya</th>
<th>Wanafanyia kazi gani katika jumba lile kubwa kule Acacia Avenue?</th>
<th>What kind of work do they use that large building on Acacia Avenue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unajua, kazi za serikali ni nylingi sana.</td>
<td>You know, the work of the government is very extensive.</td>
</tr>
<tr>
<td>-gawanya</td>
<td>Kazi hizo za serikali zime-gawanywa kwa ma - D.C.</td>
<td>These duties have been divided among the D.C.'s.</td>
</tr>
<tr>
<td></td>
<td>Sasa ukitoka pale Kigogo, nenda moja kwa moja</td>
<td>Now, when you leave Kigogo, go straight ahead until you get near the Kigogo Bridge.</td>
</tr>
<tr>
<td>-karibia</td>
<td>mpaka ukaribie daraja la Kigogo.</td>
<td>Then bear left past the bridge.</td>
</tr>
<tr>
<td>-pita</td>
<td>Halafu pita mkono wa kushoto wa daraja hilo.</td>
<td>You will see a sign saying 'Msimbazi.'</td>
</tr>
<tr>
<td>-andika</td>
<td>Utzona pahali pameandikwa 'Msimbazi.'</td>
<td>There, you will no doubt run into a watchman who will show you the way.</td>
</tr>
<tr>
<td>-kuta</td>
<td>Pale bila shaka utankuta mlodzi</td>
<td></td>
</tr>
<tr>
<td>mlinzi</td>
<td>mlinzi atakayekuelekeza njia.</td>
<td></td>
</tr>
</tbody>
</table>
ugen
- karibisha
  Mwonyeshe kadi yako ya ugeni na utakaribishwa.
  Show him your visitors card and you will be made welcome.

  Asante sana, Bwana Yusufu.
  Thanks a lot!

  Je wewe umewahi kufika katika jengo hilo, likoje?
  And you, have you ever been in that building? What is it like?

  Oh, ni zuri la kupendeza zuri sana.
  Oh, it's lovely - very beautiful.

  Je, linaweza kuonekana kwa mbali kidogo?
  And is it visible from any distance?

  Naam! Hata umbali wa maili moja unaweza kulia.
  Yes! You can even see it from a mile off.

  Je, Bwana Yusufu, unalilinganisha na Arnatoglu Community Centre?
  How do you compare it with Arnatoglu Community Center?

  Kwa kweli siwezi kulilinganisha sana.
  I can't really compare it.

  Siwezi kulilinganisha kwa sababu Arnatoglu ni la siku nyingi.
  I can't compare it because Arnatoglu has been there for some time.

  Watu wamekuwa na mazoea nalo.
  People have become accustomed to it.

  Hilo la Msimbazi ni jipya.
  The one at Msimbazi is new. ('We don't know what will come of it.')

  Hatujui matokeo yake yatakwa namna gani.
  Thanks!

  Asante sana Bwana Yusufu.
  ('I'll see you before I go back to Nairobi.')

  Nadhani tutaonana kabla
  sijaondoka kurudi Nairobi.
Unit 138 (Inaendelea)

- Zhukuru
  Ningeshukuru sana kama ungefika nyumbani kwangu.
  I'd be most grateful if you would drop by the house.

- Fika
  Hivyo tafadhali ufike
  So please do come.

- Jambo
  Hilo ni jambo zuri sana
  Bwana Yusufu.
  That's very kind [of you], Yusufu.

- Kawia
  Lakini, kama unavyojua sisi watu wa mjini hatukawii
  But as you know, we city dwellers change our residence frequently.

- Hama
  Kuhama.

- Mtaa
  Hivi wakati huu uko mtaa gani?
  So what street are you living on right now?

  Mimi sasa ninakaa Msimbazi Street.
  Right now, I'm living on Msimbazi Street.

  Mwenyewe
  Nyumba yangu nimejenga mwenyewe.
  I built my own house.

  Nyumba hiyo ni nzuri na ina orofo moja.
  The house is very nice, and it has an upstairs.

- Orofo
  Loi Bwana Yusufu umekuwa tajiri sana.
  Hey! You've been doing all right for yourself!

- Mara
  Mara umekwisha jenga nyumba!
  You've already built a house.

  Ehe, kwa sababu ya kulima!

  Aaa, kumbe sisi tunaohamishwa kutoka hapa kwenda hapa
  Yes, because of farming.

- Hama
  Tunapata hasara tu.

- Hasara
  Nitafulahi sana kuionza nyumba yako.

- Furahi
Unit 139: Duka la nguo

Habari Bwana Salumu?
Oh, nazuri sana, Bwana Juma.
Karibu bwana!
Asante sana, bwana!
Karibu bwana! Siku hizi
-nfunga
nimewfungwa duka kubwa
sana.

-duka
Ni duka la nguo, vitu vya
kula, na vitu vingine
mbali mbali.

-kuna
Kuna nguo gani unauza?

-aina
Kuna nguo za aina nyingi
ambazo ninauza.

-kanga
Ninauza kanga, shuka za
fulana za
-ndani
kitanda, mashati fulana
za ndani, na fulana ndogo
za watoto.

Pia ninauza nguo nyingine
ningi.

-toka
Nimepata nguo hizo kutoka
Mombasa.

-agiza
Nguo hizo nilizia riza.
Nataka nguo za watoto -
kaptura na shati.

-mini
Tena ninge penda mashati mawili, I'd also like two shirts for
yangi mimi mwenyewe.

How are you, Mr. Salumu?
Oh, very well.
Come in!
Thanks very much.
Come in! In the last few
days I've opened a large
store.
It's a [combination] dry
goods store, grocery, and
general emporium.
What kind of clothes do you
sell?
There are a lot of kinds that
I sell.
I sell kjangas, bed linens,
shirts, undershirts and
baby clothes.
I also sell many other [kinds
of] clothes.
I've gotten these dry goods
from Mombasa.
I ordered those goods.
I want some children's clothing-
shirts and shorts.
I'd also like two shirts for
myself.
Vile vile ningependa suruali mbili za kaki ya Amerika, na koti moja.  
Je, una fundi anayeweza kushona koti?  
-mwenyewe Ah, mimi mwenyewe na mke wangu tunashona.  
Baada ya kufunga duka, huzifanya kazi hizi sisi wenyewe.  
-fanya Huwa tunazifanya bila ya takuba kupata taibu ya kumpa fundi.  
Lakini kumbuka kuna nyingine ambazo zilikwisha shonwa kabisa.  
kwisha Hebu jaribu moja katika hizi!  
hebu I'd also like two pair of trousers [made] of American khaki, and a coat.  
Do you have a tailor who can make a coat?  
Oh! My wife sews, and so do I.  
We do this work ourselves after hours.  
We ordinarily do it without the bother of giving [it] to a tailor.  
But bear in mind that we also have other [clothing] which is ready-made.  
Try one of these.

Unit 140 (Inaendelea)

-Bwana, wasema 'nguo iliyo-shonwa haistiri mtu.' [But] they say that a ready-made garment does not cover one properly.

-penda Nisingependelea kuchukua nguo iliyowisha shonwa. I wouldn't like to take a ready-made garment.

-pima Ningetaka kupima mimi mwenyewe. I'd like to be measured in person.
mawazo | Oh, kumbe bado una mawazo
kizamani | yale yale ya kizamani!
-vaa | Tazama shati nililovaa mimi.
Japan | Shati hili limetengenezwa
          | Japan.
-penda | Shati hili ni zuri na la
-chukua | kupendeza sana.
          | Kushona kwake kunachukua
          | wakati mrefu.
          | Shati, kama unavyohitaji
          | wewe, hulipati mpaka
          | kesho.
-tayari | Lakini, ukitaka lililoshomwa
          | tayari, unanunua na kuvaa
          | pale pale.
-pale | Kweli, lakini kabla
          | hatujaendelea mbele,
          | waonaje Bwana Salumu!
-enda | Bei hii ni ile ile kama ya
          | mwezi jana?
-ona | Au bei hii imepanda kidogo.
ile ile | Nasikia kuwa ushuru wa
          | forodha upemanda siku
          | hizi.
-panda | Kwa kuwa ushuru upemanda
          | bei ya nguo imekuwa ghali
          | sana.
-ushuru | Je, vipi?
-forodha | Usiangalie hayo; ni maneno
          | ya watu tu.
-kwika | Oh so! You still have old-
          | fashioned ideas!
          | Look at the shirt that I'm
          | wearing.
          | This shirt was made in Japan.
          | This shirt is nice
          | and very good-looking.
          | Sewing it takes a long time.
          | A shirt, as you want it, you
          | won't get before tomorrow.
          | But if you want a ready-made
          | shirt, you buy it and put
          | it on right on the spot.
          | True, but before we go any
          | further, what do you think?
          | ['how do you see?']
          | Is this price the same as
          | last month's?
          | Or has it gone up a little?
          | I hear that the customs duty
          | has gone up recently.
          | Because of the fact that the
          | duty has increased, the price
          | of clothes has become very
          | high.
          | What about that?
          | Don't pay any attention to
          | that! It's only a rumor.
Watu wengine hawakuweza kuelewa ile hotuba ya Waziri Mkuu.

Some people misunderstood that speech of the Prime Minister's.

Unit 14: (Inaendelea)

Waziri Mkuu alisema 'Bei ya vitu itapanda.'

Lakini watu wengine hawai maana kuelewa maana ya maneno hayo.

Maadam Maadam Bwana Waziri alisema bei itapanda, walianza kupandisha bei.

Lakini mimi kila mara nilikuwa nikienda kwenye Baraza la Taifa.

Lakini mimi kila mara nilikuwa nikienda kwenye Baraza la Taifa.

- sikia Nilikuwa nikienda kusikiliza wanasa na nini juu ya mapato.

- panda Kwa sababu hiyo sikuweza kupandisha bei yangu.

- panda Kwa sababu hiyo sikuweza kupandisha bei yangu.

Wakati Wakati huu bei ni ile ile.

Napata faida ndogo sana.

Napata faida ndogo sana.

Napata senti ishirini na tano au thelathini kwa kila shati.

Kumbe! Nadhani hii ni mara ya kwanza kuingia humu dukani.

He said, 'The price of things is going to rise.'

But some people didn't understand the meaning of those words.

Because the minister said that prices would rise, they began to raise prices.

But I was attending the National Assembly regularly.

I was going [in order] to listen to what they say about income.

For that reason I couldn't raise my price[s].

At the present time the price is the same.

I make a very small profit.

I make 25 or 30 cents on each shirt.

Really, I think this is my first time to be in this shop.
mwananchi  Hili ni duka la mwananchi ambaye mpaka sasa
-panda  hajapandisha bei.
-fahamu  Nafahamu, Bwana Salum, kuna wananchi wachache sana wenyede maduka.
Hivyo basi, wewe ulikuwa kutopandisha mtu wa kwanza kuto- pandisha bei.

Waarabu  Waarabu wamekwisha pandisha mahali bei kila mahali.
hebu  Hebu, Bwana Salumu, kuna nguo za wanawake?

This is the shop of a fellow African who up to now hasn't raised prices.
It seems to me, Salum, that there are very few Africans who have shops.
And so you were the first person not to raise prices. [-to- is used to form negative infinitives. It stands immediately after ku-.] The Arabs have already raised prices everywhere.
Well, then, Bwana Salumu, do you have women's clothes?

Unit 142 (Iaendelea)

Nguo za wanawake ni hizi hapa.
Nyingine unaweza kuvaa hivi hivi hivi kivi kama kanga.
Siku hizi bwana tunataka vazi mavazi ya nchi za magharibi.
kwa Ningependa gauni mbili kwa bibi yangu.
itakwavvyo Je, fundi wako anaweza kushona vizuri itakivavyo?
Oh, kabisa! Pia kuna mshono mishono mingi.

The women's clothes are these here.
Some you can wear just like a kanga.
Nowadays we like Western clothing.
I'd like two dresses for my wife.
And can your tailor sew as nicely as required?
Oh, by all means! Besides there are many styles.
kibwebwe Kuna mshono wa kibwebwe na mingine mingi ya kila aina. There is the kibwebwe style, and many others of every kind.
mkeo Mshono gani mkeo anapenda? What style does your wife like?
mchinjo Naona kama anapenda mchinjo. I think she likes the mchinjo style.

Waelewa mchinjo ni nini bwana? Do you understand what mchinjo is?

hitaji Naelewa sana, maana mahitaji ya watu wengi nayapata hapa. I know very well, because I ('deal with') the needs of many people here.
Aha! Basi nataka mchinjo. Aha! Then I want mchinjo.
Mpime, bwana. Measure her, please.


kiuno Pia nampima kiuno ishirini na sita. And [her] waist at 26.

bega Pia nampima mabega kumi na nane. And [her] shoulders at 18.

urefu Urefu wataka, tuseme, kama arobaini na moja? The length you want, let's say, about 41?
Tuseme mpaka hapa. Inatosa. Let's say to here. This is all right.

Unit 143 (Inaendelea)

- fuata Je, lini atazuata nguo hizi? And when shall she come for these clothes?
Leo ni Jumatatu. Nadhani This is Monday. I think they
-kuta Jumatano ijayo atazikuta tayari. will be ready next Wednesday.
wakati
Asante sana, Salumu.
Hivi sasa naona kuwa wakati
wetu wa kuondoka umefika.

kwenda
Tutawkenda na nguo.
-funga
Tufungiefungie zile nguo.
-fuata
Hizo nyingine tutazifuata
baadaye.
-sahau
Asante. Lakini umesahau
kitu kimoja.

mbona
Mbona pesa bado hujanipa.
hizi
Aha, pesa hizi! Kiasi gani,
bwana?
Ni shilingi thelathini na
saba na senti hamsini.
Haya bwana! Hizi ni shilingi
ishirini; hizi sh. kumi; sh.
saba; senti hamsini.
Oh, asante sana, bwana,
asante.
Haya, kwaheri bwana!

Thanks very much.
Well, now, I see it's come time
for us to leave.
We'll take the clothing with us.
Could you sort of wrap it up?
We'll come after those others
later.
Thank you. But you've forgotten
one thing.
You haven't paid me yet.
Oh, of course, the money! How
much, sir?
It's Sh. 37.50.
0. K.! Here's a 20, a 10, seven
shillings and 50 cents.
Thank you very much.
Well, good bye!

Naam Bwana Yusufu!
Naam, bwana!
Habari za siku nyingi?
Nzuri sana bwana.
Ulikuwa wapi siku hizi?

safari
Ulikwenda shamba au
kazi
ulikuwa safarini kazini?

Hello, Yusufu!
Hello!
How have you been?
Very well [thank you].
Where have you been these [last
few] days?
Did you go to the farm or were
you on a business trip?
sehemu  
Nilikuwa sehemu za Kilosa.

Habari za Kilosa?

Habari za Kilosa nzuri sana.

jamaa  
Hawajambo jamaa wote?

Hawajambo wote.

-nyima  
Wanatunyima nini kule?

Huko wanatunyima mpunga sasa.

kidogo  
Je, namna gani, umeleta mpunga kidogo au vipi?

Nimeleka kidogo; kiasi cha

-vipi  
kuwatoshia watoto wangu na mimi mwenyewe.

Watoto wako tu?

Naami

He! Sisi rafiki zako je?

-karibisha  
Ninyi mtakaribishwa siku moja.

hata  
Mimi ngingependa hatu watoto wako pia waje.

Wanaweza kuja siku ya Jumapili saa sita.

-karibisha  
Ninaweza nikakukaribisheni chakula chakulani.

Asante sana, bwana.

tena  
Nini tena ulicholeta?

jambo  
Mimi sikuletata kitu kingine cho chote.

-tazama  
Nilikwenda kutazama pahali pa kulima.

I was around Kilosa.

How are things at Kilosa?

Fine.

Is everybody fine?

[Yes], they're fine.

What do they have more of there than we have?

They've got more rice than we have.

Well, what about it? Have you brought a little rice, or what?

I've brought a little; an amount sufficient for my children and myself.

Your children only?

Yes.

Hey! What about us, your friends?

You'll be invited one day.

I'd even like for your children to come also.

They can come Sunday noon.

I can invite you (pl.) for food.

Thank you very much.

What else have you brought?

I didn't bring anything else at all.

I went to look at a field.
Unit 145 (Inaendelea)

Ukulima
Ukulima wa aina gani?
Eee, nataka kulima mahindi,
mtama, mpunga pamoja
na mbaazi.

Je, Bwana Yusufu, unataka
-kutuacha nini?

Mbona
Mbona una mipango
mikubwa mikubwa!

Siyo
Siyo kukuacheni.

Hivyo
Ninafanya hivyo kwa sababu
nina watoto wengi.
Sasa nina watoto watano,

-Nikitegemea tu mshahara
ninaopata, hauwezi

-kunitosha.

Namna
Bwana Yusufu, namna gani
habari ya kazi huko
Kilosa sasa?

Hiyo
Hiyo Community Centre
inaendelea vizuri?

enda
Inaendelea vizuri sana.

zima
Watu wazima wanasona.
Wanatumia kitabu kile cha
'Twende Tusome Sote.'

Kile
Kile kitabu kinachoanzia na
'baba mama.'

Hicho
Kitabu hicho kinaeleza sana
mambo mengine vile vile.
Je, Kiswahili na Kiingereza?

[For] what kind of farming?
Oh, I want to raise maize, millet,
and rice, along with peas.

Then I take it you're planning
to leave us?

Gee, you seem to have great plans!

It's not a matter of leaving you.
I'm doing this because I have a
large number of children.

If I depend entirely on the salary
that I'm getting, it won't be
enough for me.

Say, what about the work at
Kilosa now?

Is that Community Center getting
along well?

Very well.

Adults are studying.

They're using that book called
'Twende Tusome Sote.'
That book that begins with baba,
mama [and so forth].
That book also contains other
subject matter.

And what about Swahili and
English?
-kimbia  Wendi sana wanakimbilia kwenywe Kiswahili kuliko kwenywe Kiingereza.

nanna  nanna gani?

maendeleo  Nasikia maendeleo ya wanawake yamekuja juu sana.

mwanamke  Wanawake wanaendelea vizuri sana.

-staajabu  Kisha inastaajabisha kuona ya kuwa wanawake wanafanya kazi sana.

Wanawake wanafanya kazi sana kuliko wanaume.

hapa hapa  Basi ni kama hapa hapa Dar es Salaam.

darasa  Yale madarasa yetu yanaendelea vizuri sana.

bidii  Wanawake wanaonyeshwa bidii kuliko wanaume.

Wakati wa mtihani, wanawake wanawatangulia wanaume.

A lot of people are flocking into the Swahili [classes], as compared with the English [classes].

What kind of progress are the women making?

I hear that the level of achievement of the women has risen sharply.

The women are progressing very nicely.

In fact, it is astonishing to see that the women are working hard.

The women do a lot more work than the men.

So it's just like here in Dar es Salaam.

Our classes are getting along very well.

The women display more energy than the men.

At exam time, the women are ahead of the men.

Unit 146 (Maendelea)

Je, kuna sababu yo yote? Is there any reason [for that]?

mambo  Kwanini mambo yanakuwa hivi, Why is this so, Yusufu?

Bwana Yusufu?
sababu  Ndiyo, kuna sababu kubwambili:
  Kwanza, wanawake wana wakati mwungi zaidi kuliko wanaume.
pili  Pili, wanawake wanafikiri mambo machache zaidi kuliko wanaume.
  Wanaume wana kwenda kazini.
uhu  Wanaume huwa wamechoka -rudi  warudipo kutoka kazini.
pengine  Pengine husema, 'Mimi leo siwezi kwenda shuleni.
  Nitakwenda kesho.'
kumbe  Kumbe wana chelewa!
namna  Je, namna gani mpango ule kama huu wa hapa
  Dar es Salaam?
vita  Mpango ule wa vita vya ku-pigana na ujinga.
huo  Mpango huo bado ha ujaanza huko Kilosa?
  Tunasikitika sana, bwana,
kule  kwa sababu kule kuna Community Centre tu.
ingawaje  Ingawaje kuna jumba hilo,
jumba  vita hivyo havijaanza.
-tazama  Je, wanatazamia kuanza
karibu  hivi karibuni?
  Bila shaka. Nimemsikia
Bwana Shauri Bwana Shauri wa huko
-zungumza  akizungumza na wenejei.

Yes, there are two important reasons.
In the first place, the women have more free time than the men.
In the second place, they have fewer things to worry about than men [have].
The men go to work.
The men are generally tired when they come back from work.
Sometimes they say, 'I can't go to school today.'
'I'll go tomorrow.'
In that case, they fall behind.
Say, what about that plan like the one (of) here in Dar es Salaam?
That plan for a war against ['of fighting against] illiteracy?
Hasn't that plan gotten under way there in Kilosa?
We very much regret that there's only a Community Center there.
Although that building is in existence, that campaign has not yet started.
And are they thinking about starting in the near future?
Definitely! I've heard the D. O. of that area discussing it with the local people.
Wamezungumza juu ya

–anza

kuanzisha mpango huo.

They have discussed getting that
plan under way.

**Unit 147 (Inaendelea)**

**wo wote**

Watataka msaada wo wote
kutoka hapa?

Will they want any kind of help
from here?

Msaada ni lazima

It is necessary to get aid from
here.

**–pata**

upatikane kutoka hapa.

Without aid it is impossible.

**–weza**

Bila msaada haiwezekani.

How do you mean, impossible?

**namna**

Haiwezekani, namna gani?

Anything at all requires leader-
ship.

**uongozi**

uongozi.

Without leadership, it's
impossible.

**–weza**

Bila uongozi haiwezekani.

Do they think we won't be able
to get leaders there at
Kilosa?

**–fikiri**

Wanafikiri hatuwezi kupata
viongozi kule Kilosa?

We'll be able to get leaders,
all right.

**kule**

Viongozi tunaweza kuwapata.

Leaders can come here to be
trained.

**kiongozi**

Viongozi wanaweza kuja hapa
wafunzwe.

Once they have been shown [how],
wakisha onyeshwa watarudi
kule kule kuwaonyesha
kule kule kuwaonyesha
ndugu

they'll go right back to show
ndugu zao.

their fellow townsmen.

mpango Sasa Bwana Yusufu, mpango

Now, then, Yusufu, your plan
wako unaonyesha kwenda
indicates [that you are]
kulima.
going to farm.
-tazama Unatazamia kwenda kuwa-ongoza jamaa wa Kilosa, au vipi?
-jamaa Do you anticipate going to lead the people of Kilosa, or what?
-omba If I'm asked.
-bila I will be of very little assistance if I am not asked.
bila Bila kumbwa nitasaidia kidogo sana.
-haya Bwana Yusufu.
-tazama I anticipate that people will get to Kilosa within a short time.
-baada You'll [be able to] give them adequate advice.
-muda I'm sure that the literacy campaign will move forward.
-watu vita vya kupigana na ujinga utaendelea mbele.
-watafika If they get there, I'll be grateful.
-huko I think they'll get there all right, Yusufu.
-Kilosa. Well, thanks a lot.
-mawaidha Good bye.
-ya inade Utawapa mawaidha ya kutosha.
-mawaidha Bila shaka mpango ule wa mbele.
-ule Nitashukuru ikiwa watafika.
-piga If they get there, I'll be grateful.
-vita vya kupigana na I think they'll get there all right, Yusufu.
mbele Well, thanks a lot.
-ujinga utaendelea mbele. Good bye.
-shukuru Naturmaini watafika tu, Bwana Yusufu.
-tu Haya bwana, asante sana, kwaheri.

Unit 148: Safari ya kwenda bara

Habari za siku nyingi, bwana? How have you been?
Habari nzuri Bwana Yusufu. Fine, Yusufu.
-funga How come you are packing [your] bags? Where are you going?
-funga mizigo, unakwenda wapi? I'm packing [my] bags; I want to go up country.
mizigo, unakwenda wapi? Nafungafunga mizigo nataka kwenda bara.
afungafunga kwenda bara.
Wamezungumza juu ya

-anza kuanzisha mpango huo.

They have discussed getting that plan under way.

Unit 147 (Inaendelea)

wo wote Watataka msaada wo wote kutoka hapa?

Will they want any kind of help from here?

Msaada ni lazima

It is necessary to get aid from here.

-pata upatikane kutoka hapa.

Without aid it is impossible.

-weza Bila msaada haiwezekani.

How do you mean, impossible?

namna Haiwezekani, namna gani?

Anything at all requires leadership.

Jambo lo lote linataka

-uongozi uongozi.

Without leadership, it's impossible.

-weza Bila uongozi haiwezekani.

-fikiri Wanafikiri hatuwezi kupata viongozi kule Kilosa?

Do they think we won't be able to get leaders there at Kilosa?

kule viongozi kule Kilosa?

We'll be able to get leaders, all right.

Viongozi tunaweza kuwapata.

Leaders can come here to be trained.

kiongozi Viongozi wanaweza kuja hapa wafunzwe.

Once they have been shown [how],

Wakisha onyeshwa watarudi kule kule kuwaonyesha

they'll go right back to show

ndugu kule kule kuwaonyesha kwenda

their fellow townsman.

mpango Sasa Bwana Yusufu, mpango ndugu zao.

Now, then, Yusufu, your plan wako unaonyesha kwenda indicates [that you are]

kulima.

going to farm.
-tazama Unatazamia kwenda kuwa-
  jamaa ongoza jamaa wa Kilosa,
  au vipl?

-omba Mpaka niombwe.

bila Bila kuombwa nitasaidia
  kidogo sana.
  Haya, Bwana Yusufu.

-tazama Natazamia baada ya muda
  mfupi watu watafika
  huko Kilosa.

mawidha Utawapa mawidha ya kutosha.

ule Bila shaka mpango ule wa

-piga vita vya kupigana na

mbele ujinga utaendelea mbele.

-shukuru Nitashukuru ikiwa watafika.

tu Natumaini watafika tu, Bwana
  Yusufu.
  Haya bwana, asante sana,
  kwaheri.

Do you anticipate going to lead
the people of Kilosa, or what?

If I'm asked.

I will be of very little assistance
if I am not asked.

Fine, Yusufu.

I anticipate that people will get
to Kilosa within a short time.

You'll [be able to] give them
adequate advice.

I'm sure that the literacy
campaign will move forward.

If they get there, I'll be
grateful.

I think they'll get there all
right, Yusufu.

Well, thanks a lot.

Good bye.

Unit 14b: Safari ya kwenda bara

Habari za siku nyingi, bwana?
Habari nzuri Bwana Yusufu.

-funga Mbona unafungafunga
  mizigo, unakwenda wapi?
  Nafungafunga mizigo nataka
  bara kwenda bara.

How have you been?
Fine, Yusufu.

How come you are packing [your]
bags? Where are you going?

I'm packing [my] bags; I want
to go up country.
Bara! Sehemu gani?
Ziwa Bukoba, huko Jimbo la Ziwa la Magharibi.
Nimeambiwa kuwa kumetokea kazi fulani ya ghalfa ghafa.
Hivi kutoka hapa mpaka huko.
kutoka Bukoba ni maili ngapi?
Bwana Yusufu, siwezi kusema kwakika ni maili ngapi.
-pata Lakini yapata kama maili mia saba na hamsini hivi.
-chukua Unachukua muda wa siku ngapi kutoka hapa mpaka huko?
chombo Unakwenda kwa chombo gani mpaka huko?
muda Nitachukua muda wa siku tatu hivi.
Nitatoka hapa kwa gari la moshi' mpaka Morogoro, Dodoma, Tabora na Mwanza.
ingia Nikifika Mwanza nitaingia meli melini.
mle Mle nitalala siku moja.
-lala yake Asubuhi yake nitaifikasi Bukoba.
mote Humo mote utakamosafiri kutoka hapa mpaka Mwanza kwa gari la moshi, utakaa chumba daraja gani?
daraja The country? Which part? Bukoba, in West Lake Province. I've been told that there has come up some kind of unexpected opening there. So how many miles is it from here to Bukoba? I can't say for sure how many miles it is. But it's about 750 miles. How many days do you take [to get] from here to there? By what means [of transport] are you going there? I'll take (a period of) about three days. I'll go from here by train to Morogoro, Dodoma, Tabora and Mwanza. When I get to Mwanza, I'll take a steamboat. I'll be on it over one night. The next morning I'll get to Bukoba. In all that traveling that you will do from here to Mwanza by train, what class of coach will you take?
-safiri Utasafiria daraja la pili au la kwanza au la tatumi? Will you travel by second class, or first or third?
Bwana Yusufu, siwezi kuku-
hakikisha hakikishia ni daraja I can't tell you for sure which class I'll travel [by].
safiri gani nitakayosafiria.
-jua Mpaka wakati huu sijaua Up to this moment I'm not yet sure.
kwa hakika.
kwamba Lakini ninalojua ni kwamba But what I know is that I'll travel [by] second class.
nyitasafiria daraja la
yaani pili, yaani 'second class.'

Unit 149 (Inaendelea)

Aha, sasa katika 'second class' mnapata vitanda? Aha! Now in second class do you get berths.
kitanda Vitanda vimo, Bwana Yusufu. There are berths in [second class].
vimo Hata ukitaka chandalua You even get a mosquito net if utapata.
chandalua je? Chakula je? What about food?
kwa Chakula unapata kwa pesa. You pay for the food.
sharti Ni sharti ulipe, bwana. You have to pay.
toa Alà! Nauli nayo uliyotoa Alà! And what about the fare je?
-safiri Nauli hiyo unayotoa ni ya ku-
safirisho tu na kukupa that you paid?
-pa kitanda. The fare (that you pay) is only for transportation and berth.
jenta Je, wanaweza kukuacha ukiwa Tell me, can they leave you
huna huna pesa za kununulia behind if you don't have money
chakula? to buy food?
-ajali Hiyo, bwana, wao hawajali. For that, they don't care.
hali Sasa ufikapo Bukoba, hali
sawa ya huko ni sawa na ya
Dar es Salaam?
Aaa, Bwana Yusufu, hapo
naweza nikakuhadithia
hata kwa siku nzima.
maana Naweza kufanya hivyo kwa
ndiko maana huko ndiko kwetu.
hewa Hali ya hewa ikoje huko?
baridi Kuna baridi nyingi?
sio Huko baridi siyo nyingi sana.
joto Kule joto hakuna wala halí-
-jua julikani kama hapa
Dar es Salaam.
janí Kule majani ya miti na
mgomba migomba ni ya kijani
kijani kibichi tu kwa mwaka
~bichi mzima.
rangi Kwa hiyo kila kitu kule ni
cha rangi ya kijani
kibichi tu, sivyo?
Naam!
Kwa hiyo ninyi hamna njaa
zaidi kama sisi.
sisi kuja Bwana, kule njaa inakuja
bahati kwa bahati mbaya tu.
hasa Hasa mnatumia chakula
kwenu gani huko kwenu?
kule Kule chakula kikubwa hasa
ni ndizi, maharagwe,
nyama, na samaki.
kula Hamli wali kama tuna-
v Yokula sisi huku?
Now when you get to Bukoba, is
it similar to Dar es Salaam
then?
Ah, Yusufu, about that I can tell
you a story [that would last]
even a whole day.
I can do that because that is
where I am from.
What is the climate like there?
Is it very cold?
It's not very cold there.
There there is no heat, and it
isn't known, the way it is here
in Dar es Salaam.
There, the leaves of the trees
and bananas are green all year
round.
Thus, everything there is green,
isn't it?
Yes, it is.
And so you don't have more
famine than we [have].
We have famine there only in the
case of very bad luck.
Just what kind of food do you
eat there where you live?
There, the really important
food[s] are bananas, beans,
meat, and fish.
Don't you eat rice as we do here?
Kule wali tunakula lakini wa njaa tu.
Kwa nini?
Kwa kuwa kule ndizi ni tele sana.

We do eat rice there, but only ('when we can't get anything else.')
Why?
Because there bananas are very plentiful.

Unit 150 (Inaendelea)

Nimesikia kuwa hamli mboga za majani kwenu.
Mnasema kuwa ni chakula cha wanyama.
Je, hii ni kweli?
Huo ni uongo mtupu Bwana Yusufu.
Kule watu wanaelewa.
Wanajua maana ya vitamin ni nini.
Usipokula chakula cha majani huwezi kupata vitamin.

I've heard that you don't eat green leafy vegetables.
You say that it is food for animals.
Is that so?
That's nothing but a lie!
The people there are not so dumb.
They know what 'vitamin' means.

When you don't eat leafy foods,
you can't get vitamins.
I was quite surprised.
I was surprised when I heard that people really don't eat leafy vegetables.
That's not true at all.

Mimi nilistaajabu sana.
Nilistaajabu niliposikia kuwa kweli watu hawali mboga za majani.
Hiyo si kweli hata kidogo.

I was quite surprised.
I was surprised when I heard that people really don't eat leafy vegetables.
That's not true at all.

Ask God that you may visit that country some day.
You'll see it for yourself.
Bwana Yusufu, sasa naona wakati unakaribia.

-I see that the time is approaching, Yusufu.

budi Sina budi nikimbilie gari la moshi. Vema. Ningefurahi sana

-I must hurry [to catch] the train.

-andika kama ungeniandikia

Fine. I'd be very happy if you

mara bara mara tu ufikapo Mwanza.

would drop me a line as soon as you get to Mwanza.

habari Unieleze habari zote za safari uliyosafari.

Tell me all about the trip you've made.

Safari ya kutoka hapa Dar es Salaam, Morogoro, Kilosa, Dodoma, Tabora mpaka Mwanza.

The trip from here in Dar es Salaam, Morogoro, Kilosa, Dodoma, and Tabora, as far as Mwanza.

jinsi Unieleze jinsi utakavyopanda stima kutoka pale Mwanza mpaka Bukoba.

Tell me how you will take the steamer from Mwanza to Bukoba.

stima Kwaheri bwana. Safiri pale salama!

Good bye, and safe trip, ["travel in peace!"]

pale Kwaheri bwana, asante!

Good bye, and thanks.
### SWAHILI

#### Vocabulary

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<td>either... or...</td>
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<td>amina</td>
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- **ambia**: to tell
- **ambukizwa**: to become infected
- **amekwenda**: he is gone
- **amika**: to greet, visit. The essential meaning is 'greet'; it can be used for 'pay a friendly call' but for a visit more formal than one of friendly greeting, as for business etc., **-zuru** is commonly used.
- **amri (N)**: a command; authority, **100R** rule
- **andika**: to write
- **angalia**: to be careful
- **angu**: my
- **angusha**: to cause to fall, drop, **47** even accidentally
- **anza**: begin
- **ao**: their
- **archi (N)**: soil
- **asante**: thank you
- **askari (WA)**: policeman
- **asubuhi (N)**: morning

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**-G-**

- haki (N) justice
- hakika (N) certainty

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<td>-jumba (MA)</td>
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<td>Swahili Word</td>
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<td>-kaa</td>
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<td>-kasirika</td>
<td>to be angry</td>
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- **kasisi** priest
- **kaskazini** north (N)
- **-kata** to cut
- **kati** (N) between, among
- **katika** in
- **katikati** in the midst (N)
- **-kauka** to get dry
- **-kawia** to take a long time
- **kawaida** (N) custom
- **kazi** (N) work
- **kelele** noise
- **kenele** bell (N)
- **kesho** (N) tomorrow
- **kiasi** (VI) amount
- **kiazi** (VI) potato
- **kibarua** day labor, one day laborer (VI anim.)
- **kibao** (VI) a small board
- **kiberiti** match (VI)
- **kibwebwe** style of women's dress (VI)
- **kichwa** head (VI)
- **kicole** finger, toe (VI)
- **kidonge** tablet (VI)
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<td>kumbe! (expression of surprise)</td>
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<td>&quot;lala&quot;</td>
<td>to sleep, lie down</td>
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<td>-kunja</td>
<td>to fold, wrap up, crease</td>
<td>120R</td>
<td>&quot;laza&quot;</td>
<td>to cause to lie</td>
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<td>-kusa-nyika</td>
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<td>to meet one another</td>
<td>110R</td>
<td>&quot;leta&quot;</td>
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<td>-lia</td>
<td>to cry, weep, roar</td>
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<td>why? Lit. 'do I observe' and should only be used when this sense fits.</td>
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