FOREIGN SERVICE INSTITUTE

SWAHILI

AN ACTIVE INTRODUCTION
General Conversation

DEPARTMENT OF STATE
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AN ACTIVE INTRODUCTION
General Conversation

This work was compiled and published with the assistance of the Peace Corps.

Based on materials supplied by
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DEPARTMENT OF STATE
In the summer of 1965, the Foreign Service Institute produced for Peace Corps use an Experimental Course in Swahili. The distinctive feature of that course was its 'microwave' style of lesson organization, which emphasizes communicative use of each structural element as soon as it appears. Subsequent experience in a number of Peace Corps training programs as well as at the Foreign Service Institute has led to extensive revision and supplementation, and to division of the one course into two.

The subject matter of this booklet is taken from the area of general, socially useful, conversation. The student is introduced to the rudiments of Swahili grammar as well as to a number of the highest frequency patterns and cliches which he will need immediately upon arrival in East Africa.

The companion booklet, An Active Introduction to Swahili: Geography, may be used before this one, or after it, or concurrently with it. Both have been produced with financial support from the Peace Corps.

Supervising linguist for the project was Earl W. Stevick, assisted by Marianne Lehr and Paul Imhoff. Swahili materials were supplied and checked by John Indakwa and Daudi Ballali. Mr. Indakwa also supervised in one of the principal training programs in which the Experimental Course was first used.

The Institute wishes to thank the many persons who, through their criticisms and corrections of the Experimental Course, have contributed to the improvement of the present version.
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INTRODUCTION

The principal component of this course is a series of 'cycles'. Each 'cycle' begins with the introduction of new material, and ends when that same new material has been used for purposes of communication. 'Communication' should be real, not just simulated.

Each cycle contains at least an 'M phase' and a 'C phase'. 'M' stands for mimicry of pronunciation, manipulation of grammatical elements, learning the meanings of the words and sentences, and a certain degree of memorizing. C stands for connected conversation, and of course for communication. Suggested procedures for use in presenting the M and C phases are given below.

Ways of conducting the M phase in each cycle:

1. Mimicry of the teacher's pronunciation.
   a. Say aloud each of the complete sentences. Have the students repeat them after you. Try to talk at a slow normal rate of speed.
   b. When you hear a wrong pronunciation, correct it by giving the right pronunciation again. For example, if the student says /Manambi/ in Cycle 1, simply say /Mnambi/, and have him say it again after you. Or say 'Si /Manambi/, ni /Mnambi/' and have him repeat the correct pronunciation.

   When all the students can pronounce all the words and sentences well, teach them the meanings:

2. Meanings of the sentences.
   a. Have the students repeat a whole sentence after you. Then give the English, and have them give the Swahili. For example:
      
      T: Jina lako nani?
      S: Jina lako nani?
      
      T: What's your name?
      S: Jina lako nani?

   b. Give sentences at random in either English or Swahili. Have the students translate into the other language. Do this only long enough so that you are sure the students know the meanings of the Swahili sentences. It should not be necessary to spend more than about three minutes on this.

   When the students know the meanings, go on to manipulation of the grammatical structures of the sentences:

3. Manipulation of the structures. Give the students a key word from the left-hand column. The students reply with the corresponding complete sentence.

   In some cycles, the manipulation involved is only nominal:

   T: Jina langu Daudi Mnambi.
   S: Jina langu Daudi Mnambi.

   T: Ann Fine.
   S: Jina langu Ann Fine.

   T: John Kanyati.
   S: Jina langu John Kanyati.

   In this example, from Cycle 1, the student has only to remember and reproduce the constant part of the sentence over and over.
Manipulation may also require the student to make grammatical choices. So, in Cycle 12:

T: Ninatoka mji wa Baltimore.
S: Ninatoka mji wa Baltimore.

T: Maryland.
S: Ninatoka jimbo la Maryland.

T: Amerika.
S: Ninatoka nchi ya Amerika.

The student must choose here among /wa/, /la/, and /ya/.

When the students are able to perform well all of the activities outlined above, they are ready for the C phase. Experience has shown that instructors working with classes of 5 - 10 students can complete the average M phase in 10 - 20 minutes.

Ways of conducting the C phase of each cycle. The C phase consists of one or more short conversations. For each conversation:

a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.

b. Let students take both parts in the conversation.

It is important in the C phase to talk about people, places, and things that are real, and that are of interest to the students. Substitute other words for the ones that are in (). For example, C-1 of Cycle 18 is:

A: (Kitabu) h(iki) ni (ch)angu.
H(icho) ni (ch)a nani?

B: Ni (ch)a Bw. (Fulani).

This stands of course for the conversation:

A: Kitabu hiki ni changu.
Hicho ni cha nani?

B: Ni cha Bw. Fulani.

but it also stands for many other conversations, among which are:

A: Vitabu hivi ni vyangu.
Hivyo ni vya nani?

B: Ni vya Bw. Smith.

A: Nguo hizi ni zangu.
Hizo ni za nani?

B: Ni za Bw. Mnambi.

It does not, however, allow for:

A: Hiki ni kitabu chako?

or for:

A: Kitabu hiki ni kizuri.

In many cycles, the teacher or the students may feel it worthwhile to introduce extra vocabulary. They are encouraged to do so, being sure that:

a. the new words are of special relevance to the interests of the students, and

b. the new words fit into the C phase at one of the points enclosed in ( ).
As soon as the students are able to converse easily, correctly, and informatively using the material in the C phase, the cycle has ended. Go on to the next cycle, or review an earlier cycle. Experience has shown that the average amount of time spent on each of the cycles is about one hour. This includes the first presentation of the cycle, and one or two reviews of it on later days. The first time through a new cycle therefore takes no more than 20-30 minutes.

As much as possible, have the students act as well as talk: pointing to a map, standing up to talk and other simple activities add meaning to the words. Activities also help to keep the students from getting tired and restless.

Because of the extreme shortness of the 'cycles', the principal component of this course has been given the name 'microwave.'

The 'microwave' part of the course is supplemented by a second component. The second component is based on a series of short connected texts, which have two important properties: (1) the information which they contain, like most of the information in the cycles themselves, is factually accurate, and (2) they are based on a set of spontaneous monologs recorded with no special restrictions on grammar or vocabulary.

The materials in the textual component of this course differ among themselves, so that separate instructions are given for each group. In general, however, they require the student to take responsibility for responding to each text in more than one way, so that he focuses his attention on it from two or more points of view.

The textual component is suited for presentation either in a language laboratory or in a conventional classroom. Either way, it provides the student with a change of pace.
**SWAHILI: GENERAL CONVERSATION**

**TABLE 1**

<table>
<thead>
<tr>
<th>NOUN MARKERS</th>
<th>CONCORD MARKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>m(u)⁵</td>
</tr>
<tr>
<td>2</td>
<td>wa</td>
</tr>
<tr>
<td>3</td>
<td>m(u)⁵</td>
</tr>
<tr>
<td>4</td>
<td>mi</td>
</tr>
<tr>
<td>5</td>
<td>j₁,²</td>
</tr>
<tr>
<td>6</td>
<td>ma</td>
</tr>
<tr>
<td>7</td>
<td>ki</td>
</tr>
<tr>
<td>8</td>
<td>vi</td>
</tr>
<tr>
<td>9</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>N</td>
</tr>
<tr>
<td>14</td>
<td>u</td>
</tr>
<tr>
<td>15</td>
<td>ku</td>
</tr>
<tr>
<td>16</td>
<td>(suffix) ni</td>
</tr>
<tr>
<td>17</td>
<td>(suffix) ni</td>
</tr>
<tr>
<td>18</td>
<td>(suffix) ni</td>
</tr>
</tbody>
</table>

¹ Under certain circumstances, the markers that occur before consonants also are found before vowels:

Nilikiona.  'I saw it (Cl. 7).'

viatu  'shoes'

² The symbol * stands for the fact that most nouns of Class 5 have no overt marker at all when the stem begins with a consonant.

³ Classes 9 and 10 have no special prefix syllable for nouns, but many nouns in this class begin with a nasal sound (/m, n/etc.).

⁴ When a stem begins with the vowel /i/ (e.g. /ingi/ 'many') and the prefix ends with /a/, the vowel that is pronounced is /e/: /wengi, mengi, pengi/, instead of the nonexistent */waingi, maingi, paingi/.

⁵ Coastal standard pronunciation of these prefixes is with syllabic /m/, but the pronunciation /mu/ is often heard also.
SWAHILI: GENERAL CONVERSATION

CYCLE 1

M-1

A. Repeat each utterance after the instructor.
B. Give the complete sentence that includes the cue word that the instructor will give you.
C. Be sure you understand the meaning of each sentence.

<table>
<thead>
<tr>
<th>Name</th>
<th>Jina Langu</th>
<th>My name is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daudi Mnambi</td>
<td>Daudi Mnambi</td>
<td>My name is Daudi Mnambi.</td>
</tr>
<tr>
<td>Ann Fine</td>
<td>Ann Fine</td>
<td>My name is Ann Fine.</td>
</tr>
<tr>
<td>John Kanyati</td>
<td>John Kanyati</td>
<td>My name is John Kanyati.</td>
</tr>
</tbody>
</table>

M-2

Proceed as for M-1.

nani? Jina lako nani? what? What is your name?
lako Jina lako nani? your What is your name?

C-1

The instructor will give you a question and supply you with the formula for the answer. Add your own name to the sentence and give the answer.

A: Jina lako nani? A: What is your name?
B: Jina langu (Phillips). B: My name is (Phillips).

Then ask and answer this question with the other students in the class, using your own name.

Apply this activity to a real situation outside of class by asking the names of other students who are also working on Swahili. Do this at least 5 times within the next 24 hours. The thoroughness and imagination with which you perform these outside assignments will have a major effect on how much you learn.

TO THE STUDENT:

The noun /jina/ means 'name'.

The possessive stem /ako/ means 'your' (sg.). The /l/ in /lako/ is a prefix that agrees with /jina/. The matter of agreement will be discussed later in more detail. The same prefix /l/ occurs in this cycle with the possessive stem /angu/ 'my'.

The interrogative word /nani/ means 'who?'
The literal meaning of the whole sentence /Jina lako nani?/ is then 'Name your, who?' There is no word in this sentence that corresponds to English 'is'.

CYCLE 2

M-1

Hasani  Jina lake Hasani.  Hasani  His name is Hasani.
Bill  Jina lake Bill.  Bill  His name is Bill.
Magdalena  Jina lake Magdalena.  Magdalena  Her name is Magdalena.
Barbara  Jina lake Barbara.  Barbara  Her name is Barbara.

M-2

lake  Jina lake nani?  his/her  What is his/her name?
nani?  Jina lake nani?  what?  What is his/her name?
mtu huyu  Jina la mtu huyu nani?  this person  What is this person's name?

C-1

A:  Jina la mtu huyu nani?  A:  What is this person's name?
B:  Jina lake (Thompson).  B:  His/her name is (Thompson).

At the end of this cycle, every student should be able to ask and answer questions about his own name and the names of all other members of the class.

TO THE STUDENT:

The possessive stem for third person singular ('his, her') is /-ake/. The word /la/ consists of the same prefix /l/ plus a linking particle /a/.

In the word /huyu/ 'this' the part that agrees with the noun /mtu/ 'person' is /uyu/. In /huyo/ 'that', it is /uy/.

Some speakers will prefer to use /yule/ 'that' in place of /huyo/. The part of this word that depends on /mtu/ is /yu/.
CYCLE 3

M-1
Hasani  Jina lako Hasani?  Is your name Hassan?
Murphy  Jina lako Murphy?  Is your name Murphy?
Muya    Jina lako Muya?   Is your name Muya?
Cohen   Jina lako Cohen?  Is your name Cohen?

M-2
Hasani  Jina langu si Hasani.  My name is not Hassan.
Murphy  Jina langu si Murphy.  My name is not Murphy.
Cohen   Jina langu si Cohen.  My name is not Cohen.

C-1
A: Jina lako (Phillips)?  A: Is your name (Phillips)?
B: Jina langu si (Phillips).  B: (No,) my name isn't (Phillips).
    Jina langu (Cohen).     My name is (Cohen).

TO THE STUDENT:

The word /si/ is used in the negative counterparts of the sentences in Cycles 1 and 2.

CYCLE 4

Minimal Pair Drill
(Question vs. Statement Intonation)

You are to listen carefully to the intonation patterns of the following items. Each one will be identified so that you may have the opportunity to compare the question pattern to the statement pattern.

Jina lake Smith?  Is his name Smith?
Jina lake si Smith.  His name is not Smith.
Jina lake Thompson.  His name is Thompson.
<table>
<thead>
<tr>
<th>SWAHILI: GENERAL CONVERSATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jina lake Ballali?</td>
</tr>
<tr>
<td>Jina lake Ballali.</td>
</tr>
<tr>
<td>Jina lake Mnambi?</td>
</tr>
<tr>
<td>Jina lake Mnambi.</td>
</tr>
</tbody>
</table>

Now you are to identify whether it is a question or a statement that you hear by saying 'statement' or 'question' in response to each item. Do not try to learn the meanings of these sentences, or of the words they contain.

- Jina lake Smith. 1. His name is Smith. (statement)
- Jina lake Mnambi. 2. His name is Mnambi. (statement)
- Jina lake Mnambi? 3. Is his name Mnambi? (question)
- Jina lake Smith? 4. Is his name Smith? (question)
- Jina lake Thompson? 5. Is his name Thompson? (question)
- Jina lake Thompson. 6. His name is Thompson. (statement)
- Jina lake Ballali. 7. His name is Ballali. (statement)
- Jina lake Ballali? 8. Is his name Ballali? (question)
- Jina lake Mnambi. 9. His name is Mnambi. (statement)
- Jina lake Smith? 10. Is his name Smith? (question)
- Jina lake Murphy? 11. Is his name Murphy? (question)
- Jina lake Mnambi? 12. Is his name Mnambi? (question)
- Jina lake Ballali. 13. His name is Ballali. (statement)

You will now be given a series of items which you are to identify as either questions or statements just as you did above. However, this series will contain words which should be unknown to you. You are to make your judgment based on the intonation patterns alone.

- Anakwenda mjini leo? 1. Is he going to town today? (question)
- Wanangojea gari la abiria (bus)? 2. Are they waiting for the bus? (question)
- Wanakula chakula chao cha mchana hapa leo. 3. They are eating their lunch here today. (statement)
- Watoka Texas? 4. Are they from Texas? (question)
Bwana Obote atoka Uganda.

5. Mr. Obote is from Uganda. (statement)

Akaa Texas sasa.

6. She lives in Texas now. (statement)

Akaa Baltimore?

7. Does she live in Baltimore? (question)

Wakaa Leopoldville.

8. They live in Leopoldville. (statement)

Atoka sehemu ya kaskazini.

9. He's from the northern part. (statement)

Atoka Baltimore?

10. Is he from Baltimore? (question)

Wanakula machungwa?

11. Are they eating oranges? (question)

Wanakula mananasi.

12. They are eating pineapples. (statement)

Finally, try to read the sentences aloud so that they are clearly either statements, or are questions with Swahili-style question intonation. This is an extremely important skill, for if you use English type intonation on the questions, people may fail to recognize them as questions.

CYCLE 5

M-1

Juma Jina lake Juma? Is his name Juma?
Mlela Jina lake Mlela? Is his name Mlela?
Thompson Jina lake Thompson? Is his name Thompson?
Muya Jina lake Muya? Is his name Muya?

M-2

Juma Jina lake si Juma. His name is not Juma.
Indakwa Jina lake si Indakwa. His name is not Indakwa.
Smith Jina lake si Smith. Her name is not Smith.
Phillips Jina lake si Phillips. Her name is not Phillips.

C-1

A: Jina lake (Smith)?
B: Jina lake si (Smith).

A: Is her/her name (Smith)?
B: (No,) his/her name is not (Smith).
TO THE STUDENT:

In this cycle also, the thing to concentrate on is the intonation pattern on the question. This kind of echo-question is useful in a number of ways, among which is as a way of stalling for time when the conversation is getting a bit fast for you.

Each student should:

1. Bring to class a picture of a famous American and a famous person from the country where the language is spoken.
2. Bring to class a snapshot of a friend or relative.
3. Suggest the name of someone who lives or works nearby, but is not in the class.

The teacher, and then the students, should ask questions about these people, of the kinds found in Cycles 1 - 5.

You should endeavor constantly to relate these materials to the real world and your situation in it. These pages are intended to be more than classroom exercises and drill material. The more you find actual experience stimulating your production of Swahili and the more your spoken Swahili bears
relationship to the real world, the more solidly established your command of this language will become and the more secure you will feel in using Swahili.

**CYCLE 7**

<table>
<thead>
<tr>
<th>M-1</th>
<th>Mwamerika (1, 2) Wewe Mwamerika?</th>
<th>Mwafrika (1, 2) Wewe Mwafrika?</th>
<th>Mzungu (1, 2) Wewe mzungu?</th>
<th>Mluhya (1, 2) Wewe Mluhya?</th>
<th>Mnyamwezi (1, 2) Wewe Mnyamwezi?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American (Yes,) I'm an America.</td>
<td>African (Yes,) I'm an African.</td>
<td>European (Yes,) I'm a European.</td>
<td>Luhya (Yes,) I'm a Luhya.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Wewe (Mwamerika)?</td>
<td>A: Are you an (American)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Ndiyo, mimi (Mwamerika).</td>
<td>B: Yes, I'm an (American).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Wewe (Mwamerika)?</td>
<td>A: Are you an (American)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>La, mimi si (Mwamerika).</td>
<td>B: No, I'm not an (American).</td>
<td>I'm an (African).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mimi (Mwafrika).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-3</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Jina lako nani?</td>
<td>A: What is your name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Jina langu (Hasani).</td>
<td>B: My name is (Hassan).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| A:     | Wewe (Mnyamwezi)?          | A: Are you a (Nyamwezi)?        |                          |                          |                                  |
| B:     | La, mimi si (Mnyamwezi).   | B: No, I'm not a (Nyamwezi).    | I'm a (Luhya).           |                          |                                  |
|        | Mimi (Mluhya).             |                                 |                          |                          |                                  |

| A:     | Oh, wewe (Mluhya)?         | A: Oh, you're a (Luhya), eh!    |                          |                          |                                  |
You should now make this device serve you in a real communication situation. You should ask this question not only among your classmates and others studying Swahili but also among the Swahili-speaking instructors.

TO THE STUDENT:

The non-possessive pronouns are:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st pers.</td>
<td>1st pers.</td>
</tr>
<tr>
<td>mimi</td>
<td>sisi</td>
</tr>
<tr>
<td>'I'</td>
<td>'we'</td>
</tr>
<tr>
<td>2nd pers.</td>
<td>2nd pers.</td>
</tr>
<tr>
<td>wewe</td>
<td>ninyi</td>
</tr>
<tr>
<td>'you (sg.)'</td>
<td>'you' (pl.)'</td>
</tr>
<tr>
<td>3rd pers.</td>
<td>3rd pers.</td>
</tr>
<tr>
<td>yeye</td>
<td>wao</td>
</tr>
<tr>
<td>'he, she'</td>
<td>'they'</td>
</tr>
</tbody>
</table>

The possessives are:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st pers.</td>
<td>1st pers.</td>
</tr>
<tr>
<td>-angu</td>
<td>-etu</td>
</tr>
<tr>
<td>'my'</td>
<td>'our'</td>
</tr>
<tr>
<td>2nd pers.</td>
<td>2nd pers.</td>
</tr>
<tr>
<td>-ako</td>
<td>-enu</td>
</tr>
<tr>
<td>'your'</td>
<td>'your'</td>
</tr>
<tr>
<td>3rd pers.</td>
<td>3rd pers.</td>
</tr>
<tr>
<td>-ake</td>
<td>-ao</td>
</tr>
<tr>
<td>'his, her'</td>
<td>'their'</td>
</tr>
</tbody>
</table>

Except for the third person plural, there is no resemblance in form between corresponding possessives and non-possessives.

The word 'European', used here to translate /mzungu/, must be understood in its African sense, which includes any person of European ancestry, even though he may be from the western hemisphere or elsewhere.

In pronouncing words like /mzungu, Mluhya, Mnyamwezi/, be sure not to put in an extra vowel and say */mazungu, muhzungu, umzungu/, or anything of the sort. The word /mzungu/ begins with the same /m/ sound as /mimi/. Hold on to that sound for an instant, and then go on directly to the /z/.

The same principle applies to words like /ndiyo/, which consists of only two syllables.
M-1
Baltimore Ninatoka mji wa Baltimore. I'm from Baltimore.
St. Louis Ninatoka mji wa St. Louis. I'm from St. Louis.
Mombasa Ninatoka mji wa Mombasa. I'm from Mombasa.
Nairobi Ninatoka mji wa Nairobi. I'm from Nairobi.
Tanga Ninatoka mji wa Tanga. I'm from Tanga.

M-2
mji gani? Unatoka mji gani? what city? What city are you from?
gani? Unatoka mji gani? what? What city are you from?
mji Unatoka mji gani? city What city are you from?

C-1
The instructor will give you a question and supply you with the formula for the answer. Add the name of your own home town to the sentence and give the answer.

A: Unatoka mji gani? A: What city are you from?
B: Ninatoka mji wa (Baltimore). B: I'm from (Baltimore).

TO THE STUDENT:
The word /wa/ contains the same linking particle /a/ that was found in /la/ (Cycle 2). The prefix /w/ depends on, or agrees with the noun /mji/:
mji wa ... the city of ...
but:
jina la ... the name of ...
The interrogative word /gani/ 'what? what kind of?' requires interrogative intonation. Take special pains to reproduce your teacher's intonation exactly, even if it seems a bit awkward to you at first.
The words /ninatoka/ 'I come from' and /unatoka/ 'you come from' are fully inflected verbs. Their structure is:

<table>
<thead>
<tr>
<th>SUBJECT PREFIX</th>
<th>TENSE PREFIX</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni 'I'</td>
<td>na (present)</td>
<td>toka</td>
</tr>
<tr>
<td>u 'you (sg.)'</td>
<td>li (past)</td>
<td></td>
</tr>
<tr>
<td>a 'he, she'</td>
<td>ta (future)</td>
<td></td>
</tr>
<tr>
<td>tu 'we'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m 'you (pl.)'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wa 'they'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

But some speakers prefer an alternate form of the present, called the /a/ tense:

- natoka 'I come from'
- watoka 'you (sg.)...'
- atoka 'he, she...'
- twatoka 'we...'
- mwatoka 'you (pl.)...'
- watoka 'they...'

**CYCLE 9**

**M-1**
- California Ninatoka jimbo la California. I'm from California.
- Virginia Ninatoka jimbo la Virginia. I'm from Virginia.
- Magharibi (9) Ninatoka jimbo la Magharibi. I'm from the western province.
- Pwani (9) Ninatoka jimbo la Pwani. I'm from the coastal province.

**M-2**
- gani? Unatoka jimbo gani? what? What state are you from?
- jimbo(5,6) Unatoka jimbo gani? state What state are you from?

**C-1**
- A: Unatoka jimbo gani? A: What state are you from?
- B: Ninatoka jimbo la (California). B: I'm from (California).
TO THE STUDENT:

The noun /jimbo/ 'state' requires the same prefix on the linking particle /a/ that /jina/ required. All such nouns are said to be in the same 'concordial class'(class 5).

Use this question outside of class at least 5 times in the next 24 hours, together with the question about a person's home town. In answering these questions, be sure to use /wa/ after /mji/ and /la/ after /jimbo/. This is a crucial point in the development of your Swahili.

CYCLE 10

<table>
<thead>
<tr>
<th>M-1</th>
<th>Amerika</th>
<th>Ninatoka nchi ya Amerika.</th>
<th>America I'm from America.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9)</td>
<td>Tanzania</td>
<td>Ninatoka nchi ya Tanzania.</td>
<td>Tanzania I'm from Tanzania.</td>
</tr>
<tr>
<td>(9)</td>
<td>Unguja</td>
<td>Ninatoka nchi ya Unguja.</td>
<td>Zanzibar I'm from Zanzibar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>nchi gani?</th>
<th>Unatoka nchi gani?</th>
<th>what country?</th>
<th>What country are you from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9)</td>
<td>A:</td>
<td>Unatoka nchi gani?</td>
<td>A:</td>
<td>What country are you from?</td>
</tr>
<tr>
<td></td>
<td>B:</td>
<td>Ninatoka nchi ya (Canada).</td>
<td>B:</td>
<td>I'm from (Canada).</td>
</tr>
</tbody>
</table>

| C-2   | A: | (Bwana Nyerere) anatoka nchi gani? | A: | What country is (Mr. Nyerere) from? |
|-------| B: | Anatoka nchi ya (Tanzania). | B: | He's from (Tanzania). |

TO THE STUDENT:

We have already seen (Cycles 8,9) that /mji/ and /jimbo/ belong to different 'concordial classes'. The noun /nchi/ belongs to still another, since it requires the prefix /y/ with the linking particle /a/.

Use C-2 to learn the names and countries of East African leaders who are less well known than Presidents Kenyatta and Nyerere. See which individual student, or which section, can master the longest list of these within 24 hours.
M-1

kaskazini  Ninatoka sehemu ya (upande wa) kaskazini.  North  I'm from the northern part.
(9)  
kusini  Ninatoka sehemu ya kusini.  South  I'm from the South.
(9)  
mashariki  Ninatoka sehemu ya mashariki.  East  I'm from the East.
(9)  
magharibi  Ninatoka sehemu ya magharibi.  West  I'm from the West.
(9)  
kati  Ninatoka sehemu ya kati.  central  I'm from the central part.
(9)  

M-2

sehemu(9)  Unatoka sehemu (upande) gani ya Amerika?  part  What part of the U. S. are you from?
or:  (14,10)
upande  gani ya Amerika?

C-1

A:  Unatoka sehemu gani ya Amerika?  A:  What part of the U. S. are you from?
B:  Ninatoka sehemu ya (kusini).  B:  I'm from the (southern) part.

TO THE STUDENT:

The noun /sehemu/ 'part' is in the same concordial class as /nchi/ (Class 9).

The sound spelled /gh/ in /magharibi/ is troublesome for some people. If it is too difficult for you, use a simple /g/ as in English 'got'.

Practice introducing one another, telling what country, section, state and city each person is from. An error of fact is as serious as an error of grammar, and an error of grammar is as serious as an error of fact!
C-1
A: Unatoka wapi? A: Where are you from?
B: Ninatoka (mji au jimbo, au nchi au mkoa). B: I'm from (city or state or country or region).

C-2
A: Unatoka? A: Where are you from?
B: Ninatoka ( jimbo au nchi) B: I'm from (state or country)
A: Unatoka gani? A: What (mji au sehemu) are you from?
B: Ninatoka (mji au sehemu) B: I'm from (city or region)

TO THE STUDENT:

In this cycle, nouns from three different concordial classes occur together.

Your teacher may also wish to use the words /mkoa/ and /wilaya/, which are additional words for geographical subdivisions. The first is in the same class as /mji/, and the second is in the same class as /nchi/ and /sehemu/.

CYCLE 13

M-1
Kigoma Mji wa Kigoma uko magharibi ya Tanzania. Kigoma The city of Kigoma is in the west of Tanzania.
Pwani Jimbo la Pwani liko mashariki ya Kenya. Pwani The Coastal Province is in the east of Kenya.
Misri Nchi ya Misri iko kaskazini ya Afrika. Egypt The country of Egypt is in the north of Africa.

M-2
Dar es Salaam Mji wa Dar es Salaam uko sehemu gani ya Tanzania? Dar es Salaam What part of Tanzania is Dar es Salaam in?
Nyanza Jimbo la Nyanza liko sehemu gani ya Kenya? Nyanza What part of Kenya is the city of Nyanza in?
Senegal Nchi ya Senegal iko sehemu gani ya Afrika? Senegal What part of Africa is the country of Senegal in?
SWAHILI: GENERAL CONVERSATION

C-1
A: (Mji w)a (Nairobi) (u)ko sehemu gani ya (Kenya)?
B: (I)ko sehemu ya (kati) ya (Kenya).

A: What part of (Kenya) is (the city of) (Nairobi) in?
B: It's in the (central) part of (Kenya).

Practice this conversation with the whole class looking at their maps. After you have mastered the linguistic side of the conversation, continue using it as a means of familiarizing yourselves with the map of the country in which you have greatest interest.

CYCLE 14

M-1
(mimi) Sitoki Ulaya. (I) I'm not from Europe.
(wewe) Hutoki Ulaya? (you) Aren't you from Europe?
(yeye) Hatoki Ulaya. (he,she) He's not from Europe.
(sisi) Hatutoki Ulaya. (we) We're not from Europe.
(ninyi) Hamtoki Ulaya? (you) Aren't you (pl.) from Europe?
(wao) Hawatoki Ulaya. (they) They aren't from Europe.

M-2
(wewe) Unatoka Ulaya? (you) Are you (sg.) from Europe?
(ninyi) Mnatoka Ulaya? (you) Are you (pl.) from Europe?

Bw. Kanyati Bw. Kanyati anatoka Ulaya? Mr. Kanyati Is Mr. Kanyati from Europe?

Bw. Kanyati na Bw. Msonte Bw. Kanyati na Bw. Msonte Ulaya? Mr. Kanyati and Mr. Msonte Are Mr. Kanyati and Mr. Msonte not from Europe?

C-1
A: (Bw. Smith) (a)natoka (jimbo la Virginia)?
B: La, (ha)toki (Virginia). (A)natoka (jimbo la Florida).

A: Is (Mr. Smith) from (the state of Virginia)?
B: No, (he's) not from (Virginia). (He's) from (the state of Florida).
TO THE STUDENT:

The most important irregularities and inconsistencies in the Swahili language lie in the formation of the negative tenses, for these bear little relation to their affirmative counterparts. The most troublesome of all is the present negative, found in this cycle.

The present negative has no tense prefix that would be comparable to the /na/ of the affirmative. It begins with the negative prefix /ha/, but in 2 sg. and 3 sg. the vowel of this prefix is lost, so that /ha/ plus /u/ is pronounced /hu/ and not */hua/, and /ha/ plus /a/ is simply /ha/. In 1 sg., /ha/ plus /ni/ is /si/, and not */hani/.

All persons and numbers of the present tense behave alike with respect to the final vowel: those verbs which (like /toka/) have final /a/ in the affirmative, have final /i/ in the present negative. Verbs which (like /ishi/ in Cycle 15) have other final vowels in the affirmative, keep that same vowel in all their forms, including the present negative.

There is only one negative present tense, corresponding to both the /na/ tense and the /a/ tense (Cycle 8).

**CYCLE 15**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hapa</td>
<td>Anakaa hapa sasa.</td>
<td>here</td>
</tr>
<tr>
<td>mji</td>
<td>Anakaa mjini humu sasa.</td>
<td>city</td>
</tr>
<tr>
<td>huko</td>
<td>Anakaa huko sasa.</td>
<td>there</td>
</tr>
<tr>
<td>nchi</td>
<td>Anakaa nchi hii sasa.</td>
<td>country</td>
</tr>
<tr>
<td></td>
<td>humu nchini</td>
<td></td>
</tr>
<tr>
<td><strong>M-2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kukaa</td>
<td>Bw. Kanyati anakaa wapi sasa?</td>
<td>to live</td>
</tr>
<tr>
<td>kutoka</td>
<td>Bw. Kanyati anatoka wapi?</td>
<td>to come from</td>
</tr>
<tr>
<td>kuishi</td>
<td>Bw. Kanyati anaishi wapi sasa?</td>
<td>to live</td>
</tr>
<tr>
<td><strong>C-1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:</td>
<td>(Bw. Smith) anatoka wapi?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Anatoka (Colorado).</td>
<td></td>
</tr>
<tr>
<td>A:</td>
<td>Anakaa (huko)? or: Anaishi (huko)?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>La, hakai (huko) sasa. or:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>La, haishi (huko) sasa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anakaa (hapa). or: Anaishi (hapa).</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>No, he doesn't live (there) now.</td>
<td></td>
</tr>
</tbody>
</table>
C-2
A: Unaishi (mjini humu)?  A: Do you live (in this city)?
B: Ndiyo.  B: Yes.
A: Je, unatoka (hapa)?  A: Are you from (here)?
B: La, sitoki (hapa).  B: No, I'm not from (here).
   Ninatoka (Tanzania).

This cycle provides an opportunity to use affirmative and negative forms side-by-side. Be sure that all practice is carried out with reference to real people and the places where they live.

TO THE STUDENT:

The demonstratives that go with the various classes of nouns are:

<table>
<thead>
<tr>
<th>'this'</th>
<th>'that'</th>
</tr>
</thead>
<tbody>
<tr>
<td>bwana (1)</td>
<td>huyu</td>
</tr>
<tr>
<td>mji, mkoa (3)</td>
<td>huu</td>
</tr>
<tr>
<td>jimbo (5)</td>
<td>hili</td>
</tr>
<tr>
<td>nchi, sehemu, wilaya (9)</td>
<td>hii</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The basis for choosing between the forms in the last two columns is not easy to state. Both are translated into English by 'that'. Many speakers use the last set to mean 'that one that we were talking about, or that we both know about', and the next to last column to mean 'that one over there'.
mtu (1,2) Mtu huyu ni Mwamerika. person This person is an American.
jina (5,6) Jina lake Patsy. name Her name is Patsy.
jimbo (5,6) Anatoka Jimbo la Massachusetts. state She comes from Massachusetts.
yeye Yeye ni mwuguzi. he/she She is a nurse.
kuchukua Anawachukua watoto wachanga. to carry She is carrying some young children.
yuko Yuko Dar es Salaam, hospitali ya Muhimbili. is She is in Dar-es-Salaam, in the Muhimbili Hospital.

mwuguzi (1,2) 'nurse'
mtoto (1,2) 'child'
-changa 'young'
hospitali (9,10) 'hospital'
SWAHILI: GENERAL CONVERSATION

Mwamerika Patricia ni Mwamerika. American Patricia is an American.
mji Anatoka mji wa city She comes from the city of Washington.
mwalimu (1,2) Ni mwalimu. teacher She's a teacher.
msichana (1, 2) Anamfundisha msichana girl She's teaching a girl to sew.
shule (9, 10) Yuko Montare, shule ya school She's at Montare, at Sumve School.
-sumve

-shona 'to sew'
Thomas ni mwana-Peace Corps. PCV Thomas is a PCV.

Anatoka Connecticut. to come from He's from Connecticut.

Yeye ni mwalimu. teacher He's a teacher.

Anawafundisha wavulana hesabu. boy He's teaching boys arithmetic.

Yuko Mbozi. Tanzania, school He's at Mbozi, Tanzania, shule ya Vawa at Vawa School.

Thomas na Patricia ni wanaPeace Corps. PCVs Thomas and Patricia are members of the Peach Crops.

Wako Tanzania. they are located They are in Tanzania.

Wao ni waalimu. they They are teachers.

Wanawafundisha wavulana na wasichana. to teach They teach boys and girls.
George anatoka Arkansas.

Ni afisa wa ardhi na makazi.

Anafanya kazi katika nyanda za juu.

he comes from

land officer

highlands

'work, job'

'to do, make'
WanaPeaceCorps hawa na Lani na Arthur.

Amerika

Wanatoka Amerika.

Mwega

Wako Mwega, Kenya.

mkulima (1, 2)

Wanawasaidia wakulima.

kulima

Wakulima hawa wanalima pyrethrum.

PCV's

These PCV's are Lani and Arthur.

America

They come from America.

Mwega

They are at Mwega, Kenya.

farmers

They are helping some farmers.

to grow

These farmers grow pyrethrum.
Daudi na Narda

Daudi na Narda wanatoka Wisconsin.

kazi

Wanafanya kazi Kenya.

wanaPeaceCorps

Ni wanaPeaceCorps.

kutazama

Wanatazama mibuni.

David and Narda

David and Narda are from Wisconsin.

work

They are working in Kenya.

PCV's

They are PCV's.

to look at

They are looking at some coffee plants.

mbuni (3)

'coffee plant'
kazi  Mtu huyu anafanya kazi gani?  work  What work does this person do?
taifa  Mtu huyu ni wa taifa gani?  nation  What nationality is this person? ('This person is of what nation?')
kuishi  Mtu huyu anaishi nchi gani?  to live  What country does this person live in?
nani  Nani huyu?  who?  Who is this? ('Who this?')

C-1
Ask and answer questions about the people in the pictures.

TO THE STUDENT

The word /ni/ 'is, are' is called a 'copula'. It is used in sentences where one person or thing is equated to another person or thing. We have already seen (Cycle 1) that some English sentences with 'is' have Swahili counterparts with no word for 'is', and (Cycle 13) that others have Swahili counterparts with /-ko/.

The negative counterpart of /ni/ is /si/ (Cycle 3).

The word /hesabu/ means 'arithmetic'; /kushona/ means 'to sew'.

The difference between singular and plural of personal nouns is illustrated in:

*mwuguzi 'nurse*  *wauguzi* 'nurses'*

*mwalimu 'teacher*  *waalimu* 'teachers'*

*msichana 'girl*  *wasichana* 'girls'*

*mvulana 'boy*  *wavulana* 'boys'*

The singular prefix is usually /mw/ before stems that begin with vowels, and /m/ before stems that begin with consonants. The plural prefix is /wa/.

When the object of a verb is a personal noun, the verb itself contains an 'object prefix', which is /m/ if the object is singular, and /wa/ if the object is plural:

*anamfundisha msichana 'she's teaching a girl'*

*anawafundisha wavulana 'he's teaching some boys'*
SWAHILI: GENERAL CONVERSATION

CYCLE 17

M-1
kalamu (9, 10) Hii ni kalamu. pen, pencil This is a pen/pencil.
ramani (9, 10) Hii ni ramani. map This is a map.
sigara (9, 10) Hii ni sigara. cigarette This is a cigarette.
kitabu (7, 8) Hiki ni kitabu. book This is a book.
kiberiti (7) Hiki ni kiberiti. match, book of matches This is a match/book of matches.
kiatu (7, 8) Hivi ni viatu. shoe These are shoes.
koti (5, 6) Hili ni koti. coat, jacket, This is a jacket/coat. etc.

M-2
kitu (7, 8) Hiki ni kitu gani? thing What kind of thing is this?

C-1
A: Hiki ni kitu gani? A: What is this?
B: Ni (kitabu). B: It's a (book).

C-2
A: H(ii) ni (kalamu)? A: Is this a (pencil)?
B: La, si (kalamu), B: No, it isn't a (pencil).
Ni (sigara).
It's a (cigarette).

C-1 and C-2 should of course be practiced using real objects in the classroom. As soon as possible, students should take both roles.

TO THE STUDENT:

Be sure to make the demonstratives (/hii, hiki/, etc.) agree with the nouns.

It is important at this stage, for reasons that will become clear later, that students and teachers NOT use plurals of nouns except as they appear in the book itself.

CYCLE 18

M-1
kalamu Kalamu hiyo/ile ni ya nani? pen, pencil Whose pen/pencil is that? ('That pen is of whom?')
kiberiti Kiberiti hicho/kile ni cha nani? matches Whose matches are those?
koti Koti hilo/lile ni la nani? jacket Whose jacket is that?
SWAHILI: GENERAL CONVERSATION

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>viatu</td>
<td>Viatu hivyo/vile ni vya nani?</td>
</tr>
<tr>
<td>sigara</td>
<td>Sigara hizo/zile ni za nani?</td>
</tr>
<tr>
<td>M-2</td>
<td></td>
</tr>
<tr>
<td>kalamu</td>
<td>Kalamu hii ni yangu.</td>
</tr>
<tr>
<td>kiberiti</td>
<td>Kiberiti hiki ni changu.</td>
</tr>
<tr>
<td>koti</td>
<td>Koti hili ni langu.</td>
</tr>
<tr>
<td>viatu</td>
<td>Viatu hivi ni vyangu.</td>
</tr>
<tr>
<td>sigara</td>
<td>Sigara hii ni yangu.</td>
</tr>
<tr>
<td>C-1</td>
<td>A: (Kitabu) h(iki) ni (ch)angu. H(icho)/(ki)le ni (ch)a nani? A: This (book) is mine. Whose is that one?</td>
</tr>
<tr>
<td></td>
<td>B: Ni (ch)a Bwana (Fulani). B: It's (So-and-so)'s.</td>
</tr>
<tr>
<td>C-2</td>
<td>A: (Sigara) h~zo)/(zi)le ni (z)ako? A: Are those (cigarettes) yours?</td>
</tr>
<tr>
<td></td>
<td>B: La, si (z)angu. Ni (z)a (Bw. Fulani). B: No, they're not mine. They're (So-and-so)'s.</td>
</tr>
</tbody>
</table>

TO THE STUDENT:

The choice of one series of demonstrative forms or the other in M-1 will depend on the preference of your instructor.

Use the names of other objects that are available in the classroom and that seem to you to be worth talking about in this way.

CYCLE 19

M-1

- mfuko (3, 4) Imo mfukoni mwangu. pocket, bag It's in my pocket.
- katika mfuko Imo katika mfuko wangu. in pocket It's in my pocket.
- chumba (7,8) Imo chumbani mwangu. room It's in my room.
- katika chumba Imo katika chumba changu. in room It's in my room.
- bweni(9, 10) Imo bwenini. dorm It's in the dorm.
- katika kasha (5, 6) Imo katika kasha langu. chest, footlocker It's in my footlocker.
SWAHILI: GENERAL CONVERSATION

meza (9,10) Iko mezani. table It's on the table.
juu ya meza Iko juu ya meza. on table It's on the table.
kiti (7,8) Iko juu ya kiti. chair It's on the chair.
ubao (14,10) Iko ubaoni. blackboard It's at the blackboard.
darasa (5,6) Imo darasani. class (room) It's in the classroom.
hapa Ipo hapa. here It's here.

M-2
wapi? Kalamu yako iko wapi? where? Where is your pen?

C-1
A: (Kalamu y)ako (i)ko wapi? A: Where is your (pencil)?

B: (I) (m)o (chumbani mwangu). B: It's (in my room).

All practice should involve real objects and their actual locations. As far as practicable, reach, touch, and hold up for inspection as you talk.

TO THE STUDENT:

There are three locative stems: /ko, po, mo/. In choosing among them, the student may be guided by the following:

a. /ko/ is the most general, and is the one always used in where-questions.
b. /mo/ has to do with location within something, and so corresponds fairly well to English 'in'.
c. the word /hapa/ 'here' calls for /po/ instead of /ko/, though some speakers will not observe this distinction.

The particle /ni/, which is pronounced as a part of the preceding word, is also locative in its meaning, and includes all three ranges of location covered by /ko, po, mo/.

The /mw/ in /mwangu/ is another instance of the same locative class that is represented in /mo/.

CYCLE 20

M-1
viatu Haviko bwenini. Vipo hapa. shoes They're not at/in the dorm. They're here.
sigara Haziko bwenini. Zipo hapa. cigarettes They're not at/in the dorm. They're here.
koti Haliko bwenini. Lipo hapa. jacket It's not at/in the dorm. It's here.
SWAHILI: GENERAL CONVERSATION

M-2

kitabu cha Kitabu chako cha Swahili book Where is your Swahili book?
Kiswahili Kiswahili kiko wapi?

viatu Viatu vyako viko wapi? shoes Where are your shoes?

sigara Sigara zako ziko wapi? cigarettes Where are your cigarettes?

koti Koti lako liko wapi? jacket Where is your jacket?

C-1

A: (Kasha l)ako (li)(p)o (hapa)? A: Is your (footlocker) (here)?

B: Ha(li)(p)o (hapa). B: It's not (here).
(Li)(m)o (chumbani mwangu).

TO THE STUDENT:

The negative counterparts of the locatives (Cycle 19) differ from them only
in having the negative prefix /ha/.

CYCLE 21

M-1

saa (9,10) Una saa? Ndiyo, ninayo. watch, clock Do you have a watch?
Yes, I have (one).

baiskeli Una baiskeli? Ndiyo, bicycle Do you have a bicycle?
ninayo. Yes, I have (one).

kasha Una kasha? Ndiyo, chest Do you have a chest?
ninalo. Yes, I have (one).

kiberiti Una kiberiti? Ndiyo, matches Do you have matches?
ninacho. Yes, I have (some).

sanduku Una sanduku? Ndiyo, suitcase Do you have a suitcase?
ninalo. Yes, I have (one).

M-2

(mimi) Sina kasha. I have no footlocker.

(wewe) Huna kasha? Don't you have a footlocker?

(yeye) Hana kasha. He has no footlocker.

(sisi) Hatuna kasha. We have no footlocker.

(ninyi) Hamna kasha? Don't you (pl.) have a footlocker?

(wao) Hawana kasha. They have no footlocker.
SWAHILI: GENERAL CONVERSATION

C-1
A: (Bwana Smith) ana (ramani ya Australia)?  
B: La, hana (ramani ya Australia).  

C-2
A: Una (kiberiti)?  
B: Ndiyo, nina(ch)o.  

TO THE STUDENT:

The element /na/ means 'and' or 'with'. It most commonly joins two words in Swahili: /Bw. Kanyati na Bw. Msonte/. In this cycle, however, it is serving as a kind of stem, to which subject prefixes are added:

Nina saa.  
I have a watch. ('I-with watch.')  

In the replies (M-1), the final syllable is /yo, lo/, etc., in agreement with the noun that was mentioned in the question.

As with the locatives /po, ko, mo/, the negative is formed by means of /ha/. The singular personal forms show the same special changes that were noted in Cycle 14.

CYCLE 22

M-1
ofisi Kuna simu ofisini.  
(9,10) office There's a phone in the office.  
mlango Pana simu mlangoni.  
(3,4) door There's a phone at the door.  
bweni Mna simu bwenini mwetu.  
room There's a phone in our dorm.  
chumba Mna simu chumbani mwangu.  
hapa Pana simu hapa.  
here There's a phone here.  

M-2
simu Kuna simu hapa?  
(9,10) phone Is there a phone [around] here?  

C-1
A: Kuna simu hapa?  
B: Hakuna simu hapa.  
Kuna simu (ofisini).  

C-2
A: Simu iko wapi?  
B: Iko (bwenini).  

Learn to describe the location of every phone to which you normally have access.
TO THE STUDENT:

The locative classes that appeared in Cycles 19-22 appear here as subject prefixes with /na/. Individual instructors will vary in just which locative they prefer to use in a given sentence. Discussion of the problem should not be allowed to consume much class time.

CYCLE 23

Greetings and Leavetakings

Hujambo, bwana. How are you? (said to a man)
Sijambo, bi/bibi. I'm fine. (said to a woman)
Habari gani? What news? (a standard question)
Habari nzuri. Good news. (the standard reply to /habari gani/)
Hamjambo. How are you (pl.)?
Hatujambo. We're fine.
Jambo. Hello. (Rather short, and less personal than /hujambo/.)
Habari za asubuhi? News of morning? (a morning greeting)
Habari za mchana? / Habari za kutwa? News of midday? (a midday greeting)
Habari za jioni? News of evening? (an evening greeting)
Kwa heri. Goodbye.
Tutaonana tena, We'll see one another again.
Tutaonana kesho. We'll see one another tomorrow.

TO THE STUDENT:

The literal meanings of /hujambo/ and /sijambo/ are respectively 'you [have no matter/affair]' and 'I [have] no matter/affair'.

Some speakers make a difference between the titles /bi/ and /bibi/, using the former in speaking to an unmarried woman, and the latter in speaking to a married one. Many other speakers, however, do not make this distinction.

Using the title /bwana/ does not imply subservience of any kind.
M-1
Learn to use the underlined words in conducting the class.

Nionyeshe saa yako.  Show me your watch.
Tuonyeshe saa yako.  Show us your watch.
Tuambie baiskeli yako iko wapi.  Tell us where your bicycle is.
Mwulize Bw. Smith anatoka wapi.  Ask Mr. Smith where he is from.
Mwambie Bw. Smith unatoka wapi.  Tell Mr. Smith where you are from.
Nadhani kuna simu ofisini.  I think there is a phone in the office.

C-1
Write twenty short sentences in Swahili.

C-2
Use the following in sentences that are short, grammatically correct, and factually true:

jina (5, 6)  lake  wanakaa
mji  si  ziko
changu  bwana  la
kusini  hii  nani
Mwafrika  mimi  siishi
At the end of this series, every student should be able to ask and answer questions about the name, home, occupation, nationality and present residence of:

1. All members of the class.

2. Six or more persons who live or work nearby but are not in the class.

3. Twelve or more African leaders. He should also be able to recognize these leaders in photographs.

4. Persons in snapshots brought in by members of the class.

Get whatever extra vocabulary you need in order to be able to do this. Each student should stand up and talk for two minutes or more in fluent, correct Swahili, using as props his fellow students and photographs of other people.

Play an elimination game in the manner of a spelling bee. Give a noun, and require the contestant to give it back together with some word that agrees with it.
CYCLE 26

M-1
kuamka Tunaamka. to get up We get up.
kuva Tunavaa. to get dressed We get dressed.
kula chakula Tunakula chakula cha asubuhi to eat We eat breakfast.
kuja darasani Tunakuja darasani. to come We come to class.
kula chakula Tunakula chakula cha mchana to eat We eat lunch.

M-2
halafu Halafu mnaftanya nini? then Then what do you (pl.) do?
nini? Halafu mnaftanya nini? what? Then what do you (pl.) do?

C-1
A: Tuna __________________. A: We __________________.
B: Halafu mnaftanya nini? B: Then what do you do?
A: Halafu, tuna ______________. A: Then we __________________.
B: Halafu mnaftanya nini? B: Then what do you do?
A: Halafu tuna ______________. A: Then we __________________.

Add the expressions for any other activities that are a part of your morning schedule. Become very glib in reciting the whole forenoon's program.

TO THE STUDENT:

The Swahili words in the cue column (/kuva, kuamka/, etc.) are called 'infinitives'. In many of their uses they parallel the 'infinitives' of European languages, but they are used here to supply a neutral form of the verb to be used as a cue.

Most verbs have two or more syllables in their stems. Examples are /toka/ 'to come from', /amka/ 'to get up' which has three, and /vaa/ 'to put on clothing' which has two. There are a few verb stems however which consist of only one syllable. Two of the most common occur in this cycle: /ja/ 'to come' and /la/ 'to eat'. In certain of their tenses, these monosyllabic stems require an extra /ku/ before them. This sounds and looks like the /ku/ of the infinitive, but it is better not to think of them as the same unit. The extra /ku/ is required in the /na, li, ta/ tenses, but not in the (affirmative) /a/ tense, nor in the negative present.

| tunakula (/na/tense) | 'we eat'
|----------------------|-------------------
| but twala            | 'we don't eat'
| hatuli               |
### CYCLE 27

**M-1**

<table>
<thead>
<tr>
<th>SWAHILI</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>kula chakula cha mchana</td>
<td>to eat lunch</td>
</tr>
<tr>
<td>Tunakula chakula cha mchana</td>
<td>We eat lunch</td>
</tr>
<tr>
<td>kusoma</td>
<td>to study</td>
</tr>
<tr>
<td>Tunasoma</td>
<td>We study</td>
</tr>
<tr>
<td>kurudi nyumbani</td>
<td>to go home</td>
</tr>
<tr>
<td>Tunarudi nyumbani</td>
<td>We go home</td>
</tr>
<tr>
<td>kula chakula cha jioni</td>
<td>to eat dinner</td>
</tr>
<tr>
<td>Tunakula chakula cha jioni</td>
<td>We eat dinner</td>
</tr>
<tr>
<td>kupumzika</td>
<td>to relax</td>
</tr>
<tr>
<td>Tunapumzika</td>
<td>We relax</td>
</tr>
<tr>
<td>kulala</td>
<td>to go to bed</td>
</tr>
<tr>
<td>Tunalala</td>
<td>We go to bed</td>
</tr>
</tbody>
</table>

**C-1**

| A: Tuna ___________________ | A: We ___________________ |
| B: Halafu mnafanya nini? | B: Then what do you do? |
| A: Tuna ___________________ | A: We ___________________ |
| B: Halafu mnafanya nini? | B: Then what do you do? |

etc.  

**At the end of this cycle, the students should be able to name in series the principal activities in their daily routine.**

### CYCLE 28

**M-1**

<table>
<thead>
<tr>
<th>SWAHILI</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twaamka</td>
<td>to get up</td>
</tr>
<tr>
<td>Tunaamka</td>
<td>We get up</td>
</tr>
<tr>
<td>Twavaa</td>
<td>to get dressed</td>
</tr>
<tr>
<td>Baada ya kuamka, tunavaa nguo</td>
<td>After getting up, we get dressed</td>
</tr>
<tr>
<td>Twala chakula cha asubuhi</td>
<td>to eat breakfast</td>
</tr>
<tr>
<td>Baada ya kuvaa nguoo, tunakula chakula cha asubuhi</td>
<td>After getting dressed, we eat breakfast</td>
</tr>
<tr>
<td>Twaja darasani</td>
<td>to come to class</td>
</tr>
<tr>
<td>Baada ya kula chakula cha asubuhi, tunakuja darasani</td>
<td>After eating breakfast, we come to class</td>
</tr>
</tbody>
</table>
Baada ya kuja darasani (add any remaining vocabulary that you need.)

C-1

A: Tuna ______ A ________.
B: Baada ya ______ A ________, mna ________?
A: Baada ya ______ A ________, tuna ________ B ________.
B: Baada ya ______ B ________, tuna ________ C ________.

etc.

TO THE STUDENT:

The verb form that follows /baada ya/ is the infinitive (Cycle 26). Notice that here it is not translated by an English infinitive.

The two-part sentences of this cycle give you an opportunity to use the infinitive and the present tense side-by-side.

CYCLE 29

Wakati huu mwalimu asiwaeleze wanafunzi maana ya maneno moja, mbili, tatu, nne, tano, sita, saba, nane, tisa, kumi, kumi na moja, kumi na mbili. Jambo hili ni muhimu sana!

ngapi? Saa ngapi? what? What time is it?
SWAHILI: GENERAL CONVERSATION

C-1

Pointing to various hours on the blank clock face.

Saa ngapi? 
Ni saa (mbili).

What time is it? 
It's __________________________ (hour)

Tunafanya nini saa (mbili)?
Saa (mbili), tuna ____________.

What do we do at __________________________ (hour)? 
At ________, we ____________ (hour) (activity)

C-2

A: Tuna(kuja darasani) saa (moja)?
B: La, hatu(ji darasani) saa (moja).

A: Do we (come to class) at (saa moja)?
B: No, we don't (come to class) at (saa moja).

A: Tuna(kuja darasani) saa ngapi?
B: Tuna(kuja darasani) saa (tatu).

A: What time do we (come to class)?
B: We (come to class) at (saa tatu).

TO THE STUDENT:

The names of the hours (/tano, mbili/ etc.) should be learned in association with the activities that normally go with them. It is very important that during the next 48 hours you avoid learning any other meanings for the names of the hours.

TO THE STUDENT:

The names of the hours (/tano, mbili/ etc.) should be learned in association with the activities that normally go with them. It is very important that during the next 48 hours you avoid learning any other meanings for the names of the hours.

M-1

kuamka 
Tunaamka saa moja asubuhi.
to get up 
We get up at o'clock in the morning.
kula chakula cha asubuhi 
Tunakula chakula cha asubuhi saa mbili.
to eat breakfast 
We eat breakfast at o'clock in the morning.
kula chakula cha mchana 
Tunakula chakula cha mchana saa sita.
to eat lunch 
We eat lunch at o'clock in the midday.
kurudi nyumbani 
Tunarudi nyumbani saa kumi.
to return home 
We go home at o'clock in the afternoon.
kula chakula cha jioni 
Tunakula chakula cha jioni saa moja jioni.
to eat dinner 
We eat dinner at o'clock in the evening.

CYCLE 30
<table>
<thead>
<tr>
<th>M-2</th>
<th>kuamka</th>
<th>Mnaamka saa ngapi?</th>
<th>to get up</th>
<th>What time do you get up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-2</td>
<td>kula chakula cha asubuhi</td>
<td>Mnakula chakula cha asubuhi saa ngapi?</td>
<td>to eat breakfast</td>
<td>What time do you eat breakfast?</td>
</tr>
<tr>
<td>C-1</td>
<td>Mwa __________ saa: ngapi?</td>
<td>What time do you __________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-1</td>
<td>Twa __________ saa ______.</td>
<td>We __________ at __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C-1

A: (pointing to clock)
What time is it now?

B: Ni saa ________.

A: Saa ngapi sasa?

B: It is ________.
The student should learn to pronounce saa moja, saa mbili, etc., through saa kumi na mbili.

M-2

Kufanya Unafanya nini saa moja? to do What do you do at (saa moja)?

A: Una(kula chakula cha asubuhi) saa ngapi? A: What time do you (sg.) (eat breakfast)?

B: Nina(kula chakula cha asubuni) saa (mbili). B: I (eat breakfast) at ( ).

C-2

A: Mnafanya nini saa (tatu)? A: What do you (pl.) do at ( )?

B: Saa (tatu) tuna(kuja darasani). B: At ( ), we (come to class).
M-1

[Use either the /a/ tense or the /na/ tense.]

kuja darasani Twaja darasani saa mbili na robo. to come We come to class at
kuja darasani to class
kuja mbili na robo.

kunywa kahawa Twanywa kahawa saa nne unusu. to drink We drink coffee at
kunywa kahawa to coffee
kahawa saa nne unusu.

kula chakula chakula Cla Twala chakula cha cha mchana saa sita. to eat We eat lunch at
kula chakula to lunch
cha mchana Cla saa sita.

kuondoka shuleni Twaondoka shuleni saa kumi unusu. to leave We leave the school at
kuondoka shuleni to the school
shuleni saa kumi unusu.

kufika nyumbani Twafika nyumbani saa kumi na moja kasoro robo. to arrive We arrive home at
kufika nyumbani to at home
nyumbani saa kumi na moja kasoro robo.

M-2

Notice 15 minute difference between question and answer.

Twaja darasani saa mbili? Do we come to class at ________?
La, twaja darasani saa mbili na robo. No, we come to class at ________.

Twanywa kahawa saa nne na robo? Do we drink coffee at ________?
La, twanywa kahawa saa nne u nusu. No, we drink coffee at ________.

Twala chakula cha mchana saa sita kasoro robo? Do we eat lunch at ________?
La, twala chakula cha mchana saa sita. No, we eat lunch at ________.

Twaondoka shuleni saa kumi na robo? Do we leave school at ________.
La, twaondoka shuleni saa kumi u nusu. No, we leave school at ________.

Twafika nyumbani saa kumi u nusu? Do we arrive home at ________?
La, twafika nyumbani saa kumi na moja kasoro robo. No, we arrive home at ________.
In M-1 and M-2, the times for the various activities are given in the book. 
In C-1, use the times that are actually true for the class.

Twa A saa B? Do we A at B?
La, hatu A saa B. No, we don't A at B.
Twa A saa C. We A at C.

In this cycle, do not try to state the time in minutes.
The following series of texts were recorded impromptu by a speaker of Swahili without reference to the content of this course.

Master Text TA-1 in four ways:

a. Be sure you can understand it.

b. Learn to repeat it after your instructor and read it aloud with clear pronunciation.

c. Cover everything but the Swahili words in the left-hand column, and give the Swahili sentence from these cues.

d. Cover everything but the English sentences, and give the Swahili by referring to them.

TEXT TA-1

mwana Peace Corps 'PCV' Wana Peace Corps huamka mapema saa kumi na mbili asubuhi. Peace Corps personnel get up early at 6 a.m.

mapema 'early'
asubuhi (9) 'morning'

chakula (7, 8) 'food' Wanakula chakula chao cha asubuhi saa moja. They eat their breakfast ('morning food') at 7:00.

kwenda 'to go' Halafu wanakwenda darasani saa mbili. Then they go to class at 8:00.

kujifunza 'to study' Katika darasa wanajifunza mambo ya Afrika, yaani jografia, historia, na mambo ya uchumi katika nchi za Afrika. In class, they study matters relating to ('of') Africa, that is, geography, history, and economic affairs in the countries of Africa.

jambo (5), pl. mambo (6) 'matter, affair'
yaani 'that is to say'

uchumi (14) 'economics'

TO THE STUDENT:

The most conspicuous new point in this text is the /hu/ tense:

Huamka. 'I, you, he, we, etc. get up.'

The /hu/ tense does not have prefixes or any other device for showing differences among first, second, or third person singular or plural subjects.
The /hu/ tense is more or less 'general present' in meaning. It is especially likely to be used of actions that are routine or that are characteristic, but comparison of Texts TA-1 and TA-2 shows how the /hu/ tense may be interchanged with other 'present' tenses.

The negative counterpart of the /hu/ tense is the same as for the /na/ and /a/ present tenses (Cycle 14).

The stem /jifunza/ 'to study' is composed of /funza/ 'to teach, educate' and the reflexive prefix /ji/. Its literal meaning is therefore 'to teach oneself'.

The verb stem /enda/ 'to go' has two syllables, but it takes an extra /kw/ in the same tenses where the monosyllabic stems have an extra /ku/ (Cycle 26).

Read the following aloud, filling in the blanks orally. Do not write in the blanks, since that would spoil the book for future practice and self-testing.

W___ Peace Corps ___amka mapema saa ___kumi na ___ili asu____. _na_la ___kula ___ao _a asubuhi saa ___moja. Halafu wa___enda darasa___ saa ___ili. Katika darasa wana__funza mammbo __a Afrika, ya__ jio____, hi____, na mammbo __a _chumi katika nchi __a Afrika.

Use each of the following in a sentence:
mambo mwana Peace Corps
mapema kwenda
yaani kujifunza

TEXT TA-2

Read the following text aloud, being sure that you understand the meaning of each sentence.


mpaka 'until' somo (5,6) 'lesson'
baadaye 'afterward, after that' soma 'to study, read'
muda (3) 'period of time' tena 'again'
anza 'to begin' dakika (9, 10) 'minute'
TO THE STUDENT:

The word /wala/ is of course simply the /a/ tense form that corresponds to /wanakula/.

Ask and answer questions on the text, such as the following:

1. Wana Peace Corps huamka saa ngapi?
2. Wanafanya nini saa moja?
3. Baada ya kula, huenda wapi?
4. Wanafanya nini saa mbili?
5. Wanasoma darasani kwa muda gani?
6. Hula chakula cha mchana saa ngapi?
7. Baada ya kula chakula cha mchana, huanza nini?
8. Wanasoma mpaka saa ngapi?
9. Wanapumzika saa ngapi?
10. Wanapumzika kwa muda gani?

Read aloud, filling in the blanks orally:

___ Peace Corps ___amka asu___ saa 12. ___la cha___ ch___ asubuhi saa 1. Halafu hu____ darasani saa 2, Wanas___ darasa___ mpaka saa 6 m____. Saa 6 m____ wa____la cha___ ao ___a mchana. B_____ wanapu____ _a m___ a saa moja. Ha____ hu____ masomo tena saa 7 mchana. Wanasoma ____ saa 8, na saa 8 ____pumzika _a dakika 10.

Use in sentences:

mpaka masomo (6)
saa 2 soma
saa 10 dakika
pumzika anza
TEXT TA-3

The following impromptu text was recorded by the same speaker who recorded TA-1 and TA-2.

**kula**

Baada ya kula chakula chao cha mchana, After eating their lunch,

**kurudi 'to return'**

wanarudi darasani saa saba, they go back to class at 1:00,

**kujifunza**

na darasani wanajifunza Kiswahili mpaka saa nane. and in class they study Swahili until 2:00.

**kupumzika 'to rest'**

Halafu saa nane hupumzika kwa dakika kumi. Then at 2:00 they rest for ten minutes.

**baada (9)**

Baada ya kupumzika kwa dakika kumi, After resting for ten minutes,

**kusomeshwa 'to be taught'**

hurudi tena na kusomeshwa mpaka saa tisa. they go back again and are taught until 3:00.

**kuondoka**

Baada ya saa tisa huondoka darasani. After 3:00, they leave the classroom.

**kupumzika**

Halafu wanapumzika kwa dakika kumi tena. Then they rest for ten minutes again.

Master this text in the ways described for TA-1.

TO THE STUDENT:

The stem /someshwa/ 'to be taught' is related to the stem /soma/ 'to read, study'. The fragment /esh/ is the 'causative extension': /somesha/ means 'to teach', i.e. 'to cause to study'. The fragment /w/ is the 'passive extension': /somesha/ is 'to teach' and /someshwa/ is 'to be taught'.

Read aloud, filling in the blanks orally:

Baada ____ kula ______ chao ____ mchana, ___ darasani ___ saba, na darasani ____ Kiswahili ___ saa ___. Halafu ___ nane ____ kwa ____ kumi. Baada ____ kupumzika __dakika ____, hurudi __ na _________ mpaka ___ tisa. Baada ___ saa ___ huondoka ____. Halafu _______ kwa ___ kumi ____

Ask and answer questions like the ten questions with TEXT TA-2.
Sample short quizzes over Series TA:

Fill in the blanks:

Saa sita m_____ wa_____la cha_____ ao ___a m_____. Wa__pumz___a _a muda _a saa moja.

Use each word in a complete sentence:

- kurudi muda
- kupumzika kusoma
- dakika masomo
- mchana (3) kusomeshwa
- yaani mapema

Describe in fluent, correct Swahili either:

a. The Peace Corps training schedule that is the subject of these texts, or

b. Your own study schedule up to 4 p.m.

**CYCLE 34**

**M-1**

- kuamka Niliamka saa kumi na mbili u nusu leo. to get up I got up at 6:30 today.
- kula chakula cha asubuhi Nilikula chakula cha asubuhi saa moja u nusu leo. to eat breakfast I ate breakfast at 7:30 today.
- kuondoka nyumbani Nilonidoka nyumbani saa mbili na robo leo. to leave the house I left the house at 8:15 today.
- kufika darasani Nifika darasani saa tatu kasoro robo leo. to arrive at class I arrived at class at 8:45 today.
SWAHILI: GENERAL CONVERSATION

M-2

kuamka Uliamka saa ngapi leo? to get up What time did you get up today?
kula chakula cha mchana Ulikula chakula cha mchana saa ngapi leo? to eat What time did you eat breakfast today?
kuondoka nyumbani Uliondoka nyumbani saa ngapi leo? to leave What time did you leave the house home today?
kufika darasani Ulifika darasani saa ngapi leo? to arrive What time did you get to class class today?

C-1

A: Uli(amka) saa ngapi leo?
B: Nili(amka) saa ( ) leo.

A: What time did you (get up) today?
B: I (got up) at ( ) today.

TO THE STUDENT:

The reason for avoiding the translations of the numerals should now be apparent. By associating the numerals first with activities in the daily schedule, one is less likely to make a six-hour error in telling time.

This cycle introduces the /li/ tense, which is general past in its meaning. Monosyllabic stems and /enda/ require an extra /kU/ or /kw/, just as they did in the /na/ tense.

CYCLE 35

M-1

kuamka Bwana Thompson aliamka saa ngapi asubuhi hii? to get up What time did Mr. Thompson get up this morning?
kula chakula cha asubuhi Bwana Thompson alikula chakula cha asubuhi saa ngapi? to eat What time did Mr. Thompson eat breakfast?
kuondoka nyumbani Bwana Thompson aliondoka nyumbani saa ngapi leo? to leave What time did Mr. Thompson leave home today?
### SWAHILI: GENERAL CONVERSATION

#### M-2

<table>
<thead>
<tr>
<th>verb</th>
<th>subject</th>
<th>tense</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuamka</td>
<td>Sijui Bw. Thompson</td>
<td>to get up</td>
<td>I don't know what time Mr. Thompson got up today.</td>
<td></td>
</tr>
<tr>
<td>kula chakula</td>
<td>Sijui Bw. Thompson alikula chakula cha asubuhi saa ngapi leo.</td>
<td>to eat breakfast</td>
<td>I don't know what time Mr. Thompson ate breakfast today.</td>
<td></td>
</tr>
<tr>
<td>kuondoka nyumbani</td>
<td>Sijui Bw. Thompson aliondoka nyumbani saa ngapi leo.</td>
<td>to leave home</td>
<td>I don't know what time Mr. Thompson left home today.</td>
<td></td>
</tr>
</tbody>
</table>

#### C-1

<table>
<thead>
<tr>
<th>verb</th>
<th>subject</th>
<th>tense</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Bw. Smith) ali(amka)</td>
<td>saa ngapi leo?</td>
<td>What time did (Bw. Smith) (get up) today?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sijui (Bw. Smith) ali(amka)</td>
<td>saa ngapi leo.</td>
<td>I don't know what time (Bw. Smith) (got up) today.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### TO THE STUDENT:

This cycle provides an occasion for extending slightly your use of the /li/ tense, and for introducing the most useful form of the verb /jua/ 'to know'.

---

### CYCLE 36

#### M-1

<table>
<thead>
<tr>
<th>verb</th>
<th>subject</th>
<th>tense</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuamka</td>
<td>Mwulize Bw. Thompson</td>
<td>to get up</td>
<td>Ask Mr. Thompson what time he got up today.</td>
<td></td>
</tr>
<tr>
<td>kula chakula</td>
<td>Mwulize Bw. Thompson alikula chakula cha asubuhi saa ngapi leo.</td>
<td>to eat breakfast</td>
<td>Ask Mr. Thompson what time he ate breakfast today.</td>
<td></td>
</tr>
<tr>
<td>kuondoka nyumbani</td>
<td>Mwulize Bw. Thompson aliondoka nyumbani saa ngapi leo.</td>
<td>to leave home</td>
<td>Ask Mr. Thompson what time he left home today.</td>
<td></td>
</tr>
</tbody>
</table>
M-2

Bi Phillips Na Bi Phillips je? Miss Phillips And what about Miss Phillips?
Bibi Arp Na Bibi Arp je? Mrs. Arp And what about Mrs. Arp?
Bwana Peterson Na Bwana Peterson je? Mr. Peterson And what about Mr. Peterson?

C-1
A: (Bw. Arp) ali(amka) saa ngapi leo? A: What time did (Bw. Arp) (get up) today?
B: Sijui (Bw. Arp) ali(amka) saa ngapi leo. B: I don't know what time (Bw. Arp) (got up) today.
A: Mwulize (Bw. Arp) ali(amka) saa ngapi. A: Ask (Bw. Arp) what time he (got up).
B: (Bw. Arp), uli(amka) saa ngapi leo? B: (Bw. Arp), what time did you (get up) today?
C: Nili(amka) saa ( ). C: I (got up) at ( ).

TO THE STUDENT

The particle /je/, pronounced as a separate word, may be placed at the end of a sentence, corresponding to English 'and what about'. The same interrogative particle at the beginning of a sentence merely warns the listener that a question is about to follow:

Je, una saa? 'Do you have a watch?'

CYCLE 37

M-1

kuamka Uliamka saa ngapi jana? to get up What time did you get up yesterday?
kula chakula cha asubuhi Ulikula chakula cha asubuhi saa ngapi jana? to eat breakfast What time did you eat breakfast yesterday?
kula chakula cha jioni Ulikula chakula cha jioni saa ngapi jana? to eat dinner What time did you eat dinner yesterday?
kulala Uliilala saa ngapi jana? to go to bed What time did you go to bed yesterday?
SWAHILI: GENERAL CONVERSATION

M-2

Kuamka
Kwa kawaida naamka
 saa kumi na mbili.

Kula chakula
cha asubuhi
Kwa kawaida nala
chakula cha asu-
buhi saa moja
u nusu.

Kula chakula
cha jioni
Kwa kawaida nala
chakula cha jioni
saa moja.

Kulala
Kwa kawaida nalala
saa tano usiku.

C-1

A: Uli(lala) saa ngapi jana?
B: Nili(lala) saa ( ) jana.
A: Kwa kawaida wa(lala) saa
( )?
B: Ndiyo, kwa kawaida na(lala) saa
( ).

C-2

A: Uli(lala) saa ngapi jana?
B: Nili(lala) saa (nne) jana.
A: Kwa kawaida wa(lala) saa
(nne)?
B: La, kwa kawaida na(lala) saa
(sita).
A: Lakini jana nili(lala) saa
(nne).

C-3

A: Uli(lala) saa ngapi jana?
B: Jana nili(lala) saa ( ).
A: Na (Bw. Smith) je? Ali(lala)
saa ngapi?
A: And what about (Bw. Smith)?

What time did you (go to bed) yesterday?

Yesterday I (went to bed) at (ten o'clock).

Do you usually (go to bed) at (10)?

No, I usually (go to bed) at (12).

But yesterday I (went to bed) at (10).

What time did you (go to bed) yesterday?

Yesterday I (went to bed) at ( ).

What time did he (go to bed)?
A: Sijui ali(lala) saa ngapi.

B: I don't know what time he (went to bed).

A: Mwulize ali(lala) saa ngapi.

A: Ask him what time he (went to bed) yesterday.

C-4

A: (Jason Mandoro) atoka (nchi) gani?

B: Sijui atoka nchi gani.

A: What (country) is (Jason Mandoro) from?

B: I don't know what country he is from.

TO THE STUDENT:

This cycle provides practice in using present and past tenses side by side.

Continue this, using the names of real people who are not known to the rest of the class. Ask about city, state, country. Ask also about nationality. Answers will consist of I don't know plus a repetition of the question.

CYCLE 38

M-1

10 kumi 10 ten
20 ishirini 20 twenty
30 thelathini 30 thirty
40 arobaini 40 forty
50 hamsini 50 fifty
60 sitini 60 sixty
70 sabini 70 seventy
80 themanini 80 eighty
90 tisini 90 ninety
100 mia 100 one hundred
Dictate these numbers: Students should write figures.

At the end of this cycle, students should be able to take dictation at the rate of five numbers in 15 seconds.

This cycle and the ones that follow it may be converted into competitive games on the principle of a spelling bee.

CYCLE 39

M-1

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>kumi</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>kumi na moja</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>kumi na mbili</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>kumi na tatu</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>kumi na nne</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>kumi na tano</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>kumi na sita</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>kumi na saba</td>
<td>17</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

18 kumi na nane 18 eighteen
19 kumi na tisa 19 nineteen
20 ishirini 20 twenty
21 ishirini na moja 21 twenty-one
22 ishirini na mbili 22 twenty-two
23 ishirini na tatu 23 twenty-three
24 ishirini na nne 24 twenty-four
25 ishirini na tano 25 twenty-five
26 ishirini na sita 26 twenty-six
27 ishirini na saba 27 twenty-seven
28 ishirini na nane 28 twenty-eight
29 ishirini na tisa 29 twenty-nine
30 thelathini 30 thirty
31 thelathini na moja 31 thirty-one
32 thelathini na mbili 32 thirty-two
33 thelathini na tatu 33 thirty-three

C-1
A: (27) (Teacher or Student)
A: ________________ (any number 1 – 99)
B: (28) (Student)
B: ________________ (one more than A's number)

C-2
A: (89) (any number 1 – 98)
B: (91) (two more than A's number)

C-3
Dictate the numbers: Students should write figures.
Goal is accurate writing at 3 seconds per number.
SWAHILI: GENERAL CONVERSATION

CYCLE 40

M-1

<table>
<thead>
<tr>
<th>Number</th>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>mia moja</td>
<td>one hundred</td>
</tr>
<tr>
<td>200</td>
<td>mia mbili</td>
<td>two hundred</td>
</tr>
<tr>
<td>300</td>
<td>mia tatu</td>
<td>three hundred</td>
</tr>
<tr>
<td>400</td>
<td>mia nne</td>
<td>four hundred</td>
</tr>
<tr>
<td>500</td>
<td>mia tano</td>
<td>five hundred</td>
</tr>
<tr>
<td>600</td>
<td>mia sita</td>
<td>six hundred</td>
</tr>
<tr>
<td>700</td>
<td>mia saba</td>
<td>seven hundred</td>
</tr>
<tr>
<td>800</td>
<td>mia nane</td>
<td>eight hundred</td>
</tr>
<tr>
<td>900</td>
<td>mia tisa</td>
<td>nine hundred</td>
</tr>
<tr>
<td>1000</td>
<td>elfu moja</td>
<td>one thousand</td>
</tr>
<tr>
<td>150</td>
<td>mia moja hamsini</td>
<td>one hundred fifty</td>
</tr>
<tr>
<td>250</td>
<td>mia mbili hamsini</td>
<td>two hundred fifty</td>
</tr>
<tr>
<td>370</td>
<td>mia tatu sabini</td>
<td>three hundred seventy</td>
</tr>
<tr>
<td>875</td>
<td>mia nane sabini na tano</td>
<td>eight hundred seventy-five</td>
</tr>
</tbody>
</table>

C-1

(Teacher or Student)

A: (471)  
( any number 1 - 999 )

B: (472)  
( one more than A's number )

C-2

Continue as in C-1, adding or subtracting 2, 5, 10 or 100.
SWAHILI: GENERAL CONVERSATION

CYCLE 41

M-1

motakaa ya abiria (bus) 
(9, 10) 
gari la moshi (5, 6) 
ndege (eropleni) 
(9, 10) 
motakaa

A: Ulifikaje 
Nilikuja hapa kwa motakaa ya abiria. 
Nilikuja hapa kwa gari la moshi. 
Nilikuja hapa kwa ndege (eropleni). 
Nilikuja hapa kwa motakaa.

B: Nilifika hapa kwa ___________________. 

A: Ulifika hapa namna gani? 
Ulifika hapa namna gani?

B: I came here by __________________. 

M-2

je?

namna gani?

A: How did you get here? 
How did you get here? 

B: I came here by __________________. 

TO THE STUDENT:

The interrogative particle /je/ (Cycle 36), when pronounced as part of a preceding verb, corresponds to English 'how?'

CYCLE 42

M-1

kufika 
Sikufika asubuhi.

to arrive 
I didn't arrive in the morning.

kuondoka 
Sikuondoka nyumbani asubuhi.

to leave 
I didn't leave home in the morning.

kusafiri 
Sikusafiri kwa ndege.

to travel 
I didn't travel by plane.
SWAHILI: GENERAL CONVERSATION

M-2

kufika Ulifika asubuhi? to arrive Did you arrive in the morning?

kuondoka Uliondoka nyumbani asubuhi? to leave Did you leave home in the morning?

kusafiri Ulisafiri kwa ndege? to travel Did you travel by plane?

C-1

A: Ulifika (jioni)? A: Did you arrive in the (evening)?

B: Sikufika (jioni). B: I didn't arrive in the (evening).
    Nilifika (mchana). I arrived in the (afternoon).

C-2, C-3

[Ask the other questions in M-2, and give both negative and affirmative answers, as in C-1.]

TO THE STUDENT

The negative tense that most nearly corresponds to the past affirmative /li/ tense is illustrated in M-1. It employs the usual negative /ha/ etc. with the subject prefix (Cycle 14). Following the subject prefix is /ku/, which is used with all verb stems, and not just with monosyllabic stems and /enda/ (Cycle 26). The final vowel of this negative tense is the same as the final vowel of the affirmative.

CYCLE 43

[Refer to the timetable which appears below.]

M-1


Chicago Ndege namba 35 huondoka Chicago saa 7 na dakika 25 mchana. Chicago Flight 35 leaves Chicago at 1:25 p.m.

Kansas City Ndege namba 35 huondoka Kansas City saa 9 na dakika 20 mchana. Kansas City Flight 35 leaves Kansas City at 3:20 p.m.
SWAHILI: GENERAL CONVERSATION

M-2 Chicago Ndege namba 35 hufika Chicago saa 6 na dakika 48 mchana. M-2

Kansas City Ndege namba 35 hufika Kansas City saa 8 na dakika 42 mchana. M-2

Albuquerque Ndege namba 35 hufika Albuquerque saa 10 na dakika 10 mchana. M-2

C-1 Ndege namba 23 (fi̱ka/ondoka) saa ngapi. (jina la mji) M-2

Hu saa (fi̱ka/ondoka) (wakati). It (arrives/leaves) (time). M-2

C-2 [Ask and answer the same questions about Flights 27, 107, 137, etc. The students should of course have the timetable before them for this cycle.]
SWAHILI: GENERAL CONVERSATION

CYCLE 44

M-1


Ndege namba 61 haiendi Chicago Flight 61 Flight 61 doesn't go to Chicago.

Ndege namba 23 na 61 haziendi Detroit. Flights 23 and 61 don't go to Detroit.

M-2

23 Ndege namba 23 yaenda Baltimore? Flight 23 Does Flight 23 go to Baltimore?

61 Ndege namba 61 yaenda Chicago? Flight 61 Does Flight 61 go to Chicago?


C-1

A: Ndege namba 9 yaenda Chicago? A: Does Flight 9 go to Chicago?

B: Hapana, haiendi Chicago. Yaenda Los Angeles. B: No, it doesn't go to Chicago. It goes to Los Angeles.

C-2

A: Ndege namba _____ yaenda (mji) A: Does Flight ____ go to ____ (city)?

B: Ndiyo, yaenda. Yafika (mji) saa ____ na huondoka (saa) B: Yes, it does. It arrives at ____ (city) at ____ (time) and leaves at ____ (time).

au: (La, haiendi.) or: (No, it doesn't.)
1. Each student should become an expert on transportation schedules between his own home and the place where he boarded the ship/plane (if he is now studying in Africa).

2. The whole class should practice with local bus schedules.

3. The whole class should practice with intercontinental schedules that include African cities.

CYCLE 46

**M-1**

<table>
<thead>
<tr>
<th>Action</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuondoka</td>
<td>Niliendoka nyumbani saa 3:20 asubuhi, to leave I left home at 9:20 a.m.,</td>
</tr>
<tr>
<td>kufika</td>
<td>nikafika Kansas City saa 3:59, to arrive and arrived in Kansas City at 9:59.</td>
</tr>
<tr>
<td>kubadilisha</td>
<td>Nilibadilisha ndege huko Kansas City, to change I changed planes there [in] Kansas City,</td>
</tr>
<tr>
<td>kubaki</td>
<td>nikabaki huko kwa muda wa saa nne, to stay and stayed there for (a period of) four hours,</td>
</tr>
<tr>
<td>kuondoka</td>
<td>nikaondoka huko saa 7:30 mchana, to leave and left there at 1:30 p.m.,</td>
</tr>
<tr>
<td>kufika</td>
<td>nikafika Washington saa 3:02 usiku, to arrive and arrived in Washington at 9:02 p.m.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Action</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>kueleza</td>
<td>Tueleze juu ya safari yako ya kuja Washington, to explain Tell us about your trip (of coming) to Washington.</td>
</tr>
</tbody>
</table>

C-1

(Give a connected account of your recent trip, using the /ka/ tense wherever possible.)

TO THE STUDENT:

There are in Swahili two tenses that may be called 'dependent'. This means that a verb in one of these tenses may not be the only verb in a total utterance.

One of the 'dependent' tenses is the /ka/ tense, illustrated in M-1. It may
be called the 'subsecutive' tense because the action of a verb in the /ka/ tense is subsequent to the action of some preceding verb. The /ka/ tense is especially likely to be used in narration, where most of the verbs after the first may be 'subsecutive'. 
SWAHILI: GENERAL CONVERSATION

CYCLE 47

M-1
Alhamisi Leo ni Alhamisi. Thursday Today is Thursday.
Ijumaa Leo ni Ijumaa. Friday Today is Friday.
Jumamosi Leo ni Jumamosi. Saturday Today is Saturday.
Jumapili Leo ni Jumapili. Sunday Today is Sunday.
Jumatatu Leo ni Jumatatu. Monday Today is Monday.
Jumanne Leo ni Jumanne. Tuesday Today is Tuesday.
Jumatano Leo ni Jumatano. Wednesday Today is Wednesday.

M-2
gani? Leo ni siku gani? what? What day is today?

C-1
Hang a large calendar on the wall, or draw one on the board. Point to dates on the calendar, and ask:

A: Leo ni siku gani? A: What day is today?
B: Leo ni ( ). B: Today is ( ).

CYCLE 48

M-1
Jumatano Jana ilikuwa Jumatano. Wednesday Yesterday was Wednesday.
Alhamisi Jana ilikuwa Alhamisi. Thursday Yesterday was Thursday.
Ijumaa Jana ilikuwa Ijumaa. Friday Yesterday was Friday.
gani? Jana ilikuwa siku gani? what? What was yesterday?

M-2
Jumamosi Kesho itakuwa Jumamosi. Saturday Tomorrow will be Saturday.
Jumapili Kesho itakuwa Jumapili. Sunday Tomorrow will be Sunday.
Jumatatu Kesho itakuwa Jumatatu. Monday Tomorrow will be Monday.
gani? Kesho itakuwa siku gani? what? What will tomorrow be?
C-1
A: Leo ni ( ).  
B: Kesho itakuwa siku gani?  
A: Today is ( ).  
B: Tomorrow will be ( ).

C-2
A: Leo ni ( ).  
B: Jana ilikuwa siku gani?  
A: Today is ( ).  
B: Yesterday was ( ).

TO THE STUDENT:

The /ta/ tense is used to express future meaning. The prefix /ta/ fits into the same slot as /na/ and /li/.

Notice that both /kesho/ 'tomorrow' and /jana/ 'yesterday' are nouns of Class 9.

CYCLE 49

M-1
Jumatano  Jana haikuwa Jumatano.  
A: Leo ni ( ).  
B: Kesho itakuwa ( ).  
A: Today is ( ).  
B: Tomorrow will be ( ).

M-2
Jumapili  Kesho haitakuwa Jumapili.  
Jumatatu  Kesho haitakuwa Jumatatu.  
Jumanne  Kesho haitakuwa Jumanne.  
A: Leo ni ( ).  
B: La, kesho haitakuwa ( ).  
A: Today is ( ).  
B: No, tomorrow won't be ( ).

C-1
Jumatano  Jana haikuwa Jumatano.  
A: Leo ni ( ).  
B: Kesho itakuwa ( ).  
A: Today is ( ).  
B: Tomorrow will be ( ).
C-2
A: Leo ni ( ).
B: La, jana haikuwa ( ).

Jana ilikuwa (?)?
Jana ilikuwa (?)?

B: No, yesterday wasn't ( ).
Yesterday was ( ).

TO THE STUDENT:

The negative tense that corresponds to the affirmative /ta/ tense also has the future prefix /ta/. The negative prefix /ha/ is used exactly as it is for the /ha/ and /li/ tenses. The extra /ku/ is used for monosyllabic stems and /enda/, but not for most verb stems. There is no change in the final vowel of the verb.

CYCLE 50

M-1

<table>
<thead>
<tr>
<th>Language</th>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Januari</td>
<td>Leo ni tarehe 1 Januari.</td>
<td>January Today is January 1.</td>
</tr>
<tr>
<td>Februari</td>
<td>Leo ni tarehe 22 Februari.</td>
<td>February Today is February 22.</td>
</tr>
<tr>
<td>Machi</td>
<td>Leo ni tarehe 17 Machi.</td>
<td>March Today is March 17.</td>
</tr>
<tr>
<td>Aprili</td>
<td>Leo ni tarehe 15 Aprili.</td>
<td>April Today is April 15.</td>
</tr>
<tr>
<td>Mei</td>
<td>Leo ni tarehe 31 Mei.</td>
<td>May Today is May 31.</td>
</tr>
<tr>
<td>Juni</td>
<td>Leo ni tarehe 30 Juni.</td>
<td>June Today is June 30.</td>
</tr>
<tr>
<td>Julai</td>
<td>Leo ni tarehe 7 Julai.</td>
<td>July Today is July 7.</td>
</tr>
<tr>
<td>Agosti</td>
<td>Leo ni tarehe 14 Agosti.</td>
<td>August Today is August 14.</td>
</tr>
<tr>
<td>Septemba</td>
<td>Leo ni tarehe 31 Septemba.</td>
<td>September Today is September 31.</td>
</tr>
<tr>
<td>Octoba</td>
<td>Leo ni tarehe 5 Octoba.</td>
<td>October Today is October 5.</td>
</tr>
<tr>
<td>Novemba</td>
<td>Leo ni tarehe 1 Novemba.</td>
<td>November Today is November 1.</td>
</tr>
<tr>
<td>Desemba</td>
<td>Leo ni tarehe 12 Desemba.</td>
<td>December Today is December 12.</td>
</tr>
</tbody>
</table>
C-1

Point at calendar.

A: Leo ni tarehe gani?  
B: Leo ni tarehe ( ).

A: What is the date?  
B: It's the ( ) of ( ).

C-2

[Continue to use a large calendar.]

A: Leo ni siku gani?  
B: Leo ni tarehe

A: What is today?  
B: Today is (day of week) (date)

Many of the dates chosen for this cycle are holidays, either in the United States or in East Africa, or both. If you like, you may replace them with other dates of special significance, being sure that you have at least one date in each month. Find out from your teacher the Swahili name for each holiday or anniversary in the list that you learn.

CYCLE 51

M-1

kwenda  Nitakwenda Afrika Mashariki mwezi kesho.  
        to go  
        I'm going to go to East Africa next month.

kusafiri  Nitasafiri kwa meli.  
        to travel  
        I'm going to go to travel by steamship.

kupitia  Nitapitia Misri na Somalia.  
        to pass by  
        I'm going to go via Egypt and Somalia.

kushuka  Nitashuka katika bandari ya Dar es Salaam.  
        to descend, disembark  
        I'm going to get off at the port of Dar es Salaam.

M-2

kwenda  Utakwenda lini Afrika Mashariki?  
        to go  
        When are you going to go to East Africa?

kusafiri  Utasafirije?  
        to travel  
        How are you going to travel?

kupita  Utapitia nchi gani?  
        to pass  
        What countries will you pass through?
**SWAHILI: GENERAL CONVERSATION**

<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>to go down, get off, land</td>
<td>utashuka katika bandari gani?</td>
<td>What port are you going to get off at?</td>
</tr>
<tr>
<td>(Ask and answer questions about one another's future trips.)</td>
<td>(Ask and answer questions about one another's future trips.)</td>
<td>(Ask and answer questions about one another's future trips.)</td>
</tr>
</tbody>
</table>

**TO THE STUDENT:**

The word /kesho/ by itself means 'tomorrow', but /mwezi kesho/ is one way of saying 'next month'. In the same way, /jana/ is 'yesterday', /mwezi jana/ is 'last month', and /mwaka jana/ is 'last year'.

---

**CYCLE 52**

<table>
<thead>
<tr>
<th>M-1</th>
<th>kuondoka</th>
<th>Ukiondoka New York tarehe 10, utafika Mombasa tarehe 20.</th>
<th>If you leave New York on the 10th, you'll get to Mombasa on the 20th.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kuruka</td>
<td>Ukiruka kwa ndege, safari itachukua saa ishirini na tano.</td>
<td>If you go by air ('fly by plane'), the trip will take 25 hours.</td>
</tr>
<tr>
<td></td>
<td>kusafiri</td>
<td>Ukisafiri kwa meli, safari itachukua siku kumi.</td>
<td>If you travel by ship, the trip will take ten days.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>tarehe</th>
<th>Nikiondoka New York tarehe kumi, nitafika Mombasa tarehe ngapi?</th>
<th>If I leave New York on the 10th, what date will I get to Mombasa?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>saa</td>
<td>Nikiruka kwa ndege, safari itachukua saa ngapi?</td>
<td>If I fly, how many hours will the trip take?</td>
</tr>
<tr>
<td></td>
<td>siku</td>
<td>Nikisafiri kwa meli, safari itachukua siku ngapi?</td>
<td>If I travel by ship, how many days will the trip take?</td>
</tr>
</tbody>
</table>
### SWAHILI: GENERAL CONVERSATION

#### 4280
**ENTEBBE—MURCHISON FALLS—ARUA**
EC—East African Airways — D3 — Douglas DC-3

<table>
<thead>
<tr>
<th>069</th>
<th>068</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMY CLASS</td>
<td>ECONOMY CLASS</td>
</tr>
<tr>
<td>Kg. 20 lps. (44 lbs.)</td>
<td>Kg. 20 lps. (44 lbs.)</td>
</tr>
<tr>
<td>0800</td>
<td>1000</td>
</tr>
<tr>
<td>1040</td>
<td>1140</td>
</tr>
<tr>
<td>1340</td>
<td>1230</td>
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<tr>
<td>1440</td>
<td>1540</td>
</tr>
<tr>
<td>1230</td>
<td>1130</td>
</tr>
<tr>
<td>1320</td>
<td>1220</td>
</tr>
</tbody>
</table>

#### 4285
**ENTEBBE—MWANZA**
QF — Capetown — CS — Cessna 206 or RA — D, H. Rapide

<table>
<thead>
<tr>
<th>0900</th>
<th>0900</th>
<th>0900</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMY CLASS</td>
<td>ECONOMY CLASS</td>
<td></td>
</tr>
<tr>
<td>Kg. 10 lps. (22 lbs.)</td>
<td>Kg. 10 lps. (22 lbs.)</td>
<td></td>
</tr>
<tr>
<td>0900</td>
<td>1000</td>
<td>Lv ENTEBBE</td>
</tr>
<tr>
<td>1000</td>
<td>1100</td>
<td>Ar Buloba</td>
</tr>
<tr>
<td>1100</td>
<td>1200</td>
<td>Ar Mwanza</td>
</tr>
</tbody>
</table>

#### 1060
**U.K., EUROPE—E. AFRICA—S. RHODESIA—S. AFRICA— MADAGASCAR**
BR—British United Airways, EC—East African Airways, MD—Air Madagascar — COM—Comet, V10—Vickers VC10, 707—Boeing 707

<table>
<thead>
<tr>
<th>010</th>
<th>014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMY CLASS</td>
<td>ECONOMY CLASS</td>
</tr>
<tr>
<td>Kg. 20 lps. (44 lbs.)</td>
<td>Kg. 20 lps. (44 lbs.)</td>
</tr>
<tr>
<td>0600</td>
<td>2035</td>
</tr>
<tr>
<td>0700</td>
<td>2035</td>
</tr>
<tr>
<td>0800</td>
<td>2035</td>
</tr>
<tr>
<td>0900</td>
<td>2035</td>
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<td>1000</td>
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<td>1900</td>
<td>2035</td>
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<tr>
<td>2000</td>
<td>2035</td>
</tr>
<tr>
<td>2100</td>
<td>2035</td>
</tr>
<tr>
<td>2200</td>
<td>2035</td>
</tr>
</tbody>
</table>

---

*a Eff: Oct. 23, Entebbe and Nairobi times one hour later.  
* Eff. Oct. 23 three hours or one hour earlier except fits 101/102, 103/104.  
** Eff. May 22 times one hour later.
TO THE STUDENT:

The dependent /ka/ tense was introduced in Cycle 46. The other dependent tense is the /ki/ tense, which is used in a number of ways. The usage illustrated in this cycle is one which corresponds approximately to some uses of English 'if' and 'when' clauses.
[Master this text in all of the ways described for TA-l.]

Text TB-1

kurudi  Saa tisa wanarudi dara-sani tena,  At 3:00 they return to
class again,
kusomeshwa  na husomeshwa mpaka saa kumi.  and they have class
until 4:00.
kuondoka  Baada ya saa kumi,  After 4:00, they leave
wanaondoka darasani.
kunywa (9)  Wanakunywa chai au kahawa ya saa kumi.  They drink [their] four
"to drink"  o'clock tea or coffee.
kahawa  kucheza  Halafu wanakwenda
"coffee"  kucheza uwanjani.  Then they go to play on
kucheza (14)  Halafu wanakwenda
"open space near  kucheza uwanjani.  Then they go to play on
a house"  the [athletic] field.

mpira (3, 4)  Wanacheza mpira,
"football"  They play football,
-"ingine  wengine wanacheza tenis
'some, other'  na michezo kama hiyo.  [and] others play tennis
na michezo kama hiyo.  and games like those.
mchezo (3, 4)  Wanaendelea hivyo mpaka
"game"  saa kumi na mbili
jioni,
wakati (14, 10)  Wakaambapo wanakula
"time"  chakula chao cha jioni.  the time at which they
wakati endelea

TO THE STUDENT

The stem /ingine/ 'some, other' takes concordial prefixes that are basically like the ones used with /kubwa/ 'large'. But certain classes have /e/ as the first vowel instead of /i/. These are the classes whose prefix contains /a/: /wa/ plus /ingine/ is pronounced /wengine/, but /mi/ plus /ingine/ is /mingine/, and /m/ plus /ingine/ is /mwingine/.

The concordial element /vy/, which is ordinarily used in agreement with such nouns as /viatu/, is sometimes used with reference to no noun at all. When it is so used, it refers to manner:

...hivyo  ...like that, in that [manner]
The word /ambapo/ contains the very important stem /amba/, plus a suffix with one of the locative concords. Words that contain /amba/ plus a suffix are relative in meaning:

- **wakati ambapo...** the time at which...
- **michezo ambayo tunacheza...** games that we play...
- **uwanjani ambapo walicheza...** on the field on which they played...
- **chakula ambacho tulikula...** the food that we ate...
- **wanafunzi ambao wanajifunza Kiswahili...** the students who are studying Swahili...

Read aloud, filling in the blanks orally:

Saa tisa, wana ___ ___ni tena, na husom ____ mpaka ___ kumi. Baada ___ saa ___, ___ondoka _____ni. Wa___nywa chai ___ kahawa a saa ___. Halafu wa___enda _cheza _____ni. Wa___cheza mpira, _ngine wa___cheza tenis na _chezo kama h_o. Wana____ h_o mpaka saa l2 ___, wakati amba__ wa____la cha___ ch_ ch_ jioni.

Ask and answer questions like the ones with Texts TA-2 and TA-3.

Use each word in a complete sentence:

- **kuendelea** wengine
- **mpira** mingine
- **kunywa** nyingine
- **kurudi** mchezo
- **uwanja** wakati

**Text TB-2**

- **jioni** 'evening'
- **jumba** '(large) building'(5, 6)
- **kujifunza**

<table>
<thead>
<tr>
<th><strong>Na baada ya kula</strong></th>
<th><strong>And after eating the evening meal, at 7 p.m.,</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>chakula cha jioni</strong></td>
<td></td>
</tr>
<tr>
<td><strong>saa moja usiku,</strong></td>
<td></td>
</tr>
<tr>
<td><strong>huenda jumba la</strong></td>
<td><strong>they go to the language building.</strong></td>
</tr>
<tr>
<td><strong>lugha.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Huko wanajifunza</strong></td>
<td><strong>There, they study the Swahili language again.</strong></td>
</tr>
<tr>
<td><strong>lugha ya Kiswahili</strong></td>
<td></td>
</tr>
<tr>
<td><strong>tena.</strong></td>
<td></td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

kusikiliza  
'to listen'
Wanasikiliza tepu,  
They listen to tapes,

kufunzwa  
'to be taught'
na hufunzwa mambo  
and are taught other things
mengine yanayohusika na lugha.  
which relate to ('with')

jambo (5), pl. mambo (6)  
matter, affair'

kuhusika 'to be related, connected'

kukaa  
Hukaa huko mpaka saa mbili usiku.  
They stay there until 8 p.m.
kurudi  
Halafu wanarudi bwenini, ambako wanachezacheza karata,  
Then they return to the dorm and play around with cards,
karata (9, 10)  
'cards'
muziki  
wengine wanacheza muziki,  
some play/dance to music,
kusoma  
na wengine wanasoma masomo ya kujitayarisha kwa masomo ya kesho.  
and others read [their] lessons for preparing themselves for the next day's lessons.
kufanya  
Na wanafanya hivyo mpaka saa tano au saa sita.  
And they do like that until 11 or 12 p.m.
kufika  
Halafu ikifika saa sita, wengi wao hulala.  
Then, when midnight arrives, many of them go to sleep.
wengi  
'many'

TO THE STUDENT:

The reflexive prefix /ji/, already met in /jifunza/ 'to teach oneself' appears again in the same stem and also in /jitayarisha/ 'to prepare oneself'.

The causative extension /esh/ was met earlier in /somesha/ 'to teach, cause to study'. Another form of it, /ish/, appears with the root /tayari/ 'ready' in the verb stem /tayarisha/ 'to prepare, make ready.' The /esh/ form is used when the vowel of the preceding syllable is /e, o/, and /ish/ is used when the preceding vowel is /i,u,a/.

The passive extension /w/ is further illustrated in the difference between /funza/ 'to teach' and /funzwa/ 'to be taught'.

The reduplicated stem /chezacheza/ means 'to play around with, play at', as compared with /cheza/ 'to play'.

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The word /yanayohusika/ 'which relate' contains a relative prefix /yo/. In this context, the word could be replaced by a relative phrase with /amba/, which would be /ambayo yanahusika/.

Compare:

- wanafunzi wanaocheza...
- wanafunzi ambao wanacheza...
- wao waliojitayarisha
- wao ambao walijitayarisha
- jambo linalohusika na lugha...
- jambo ambalo linahusika na lugha...
- michezo inayochezwa huko...
- michezo ambayo inachezwa huko...

The stem /lngi/ 'many' is most often used as an adjective:

- watu wengi (2) 'many people'
- mambo mengi (6) 'many matters'
- nchi nyingi (10) 'many countries'
- chakula kingi (7) 'much food'
- michezo mingi (4) 'many games'

Notice the example of the /ki/ tense in the last line of this text.

Ask and answer questions on this text in the same way as for Texts TA-2, TA-3 and TB-1.

Text TB-3

Read these paragraphs aloud, and be sure you understand them thoroughly.


mapumziko (6) 'rest, relaxation'
isha 'to come to an end, finish'
panda 'to go up, board (a conveyance)'
gari (5) 'vehicle'
peleka 'to bear, carry'
maliza 'to finish'

TO THE STUDENT:

The stem /anza/ consists of /anza/ 'to begin' plus the 'applicative' extension which here has the form /i/. It is not easy to summarize the uses of this extension. One of its principal uses, illustrated here, is when the action of the verb has some special reference or relationship to the word that follows. The English translation often has a preposition, frequently 'for', but in this instance 'from' or 'at'.

Kuanzia saa 9... Beginning from/at 3:00...

The words /ambamo/ 'in which' and /ambako/ 'where, at which' are comparable to /ambapo/ (Text TB-1), but belong to different locative classes.

The phrase /kesho yake/ 'the next day' is literally 'its tomorrow'.

One very common relationship between nouns and verbs is illustrated in:

soma 'to study'
somo 'lesson' (5)
masomo 'studies' (6)

funza 'to teach'
mafunzo 'lessons, studies' (6)

pumzika 'to rest'
mapumziko 'rest, rest period' (6)
SWAHILI: GENERAL CONVERSATION

Notice also, with prefix /mi/ instead of /ma/:

cheza 'to play'  mchezo 'game' (3)
michezo 'games' (4)

The word /kwisha/ is the infinitive of the verb /isha/ 'to come to an end, to finish'. Here, it is used in the sense of 'when _____is past'.

The word /yanayowapeleka/ is built on the stem /peleka/ 'to bear, carry'. Three of the prefixes are already familiar. They are the subject prefix /ya/ in agreement with the noun /magari/, the tense prefix /na/, and the relative prefix /yo/ (Text TB-2). The unfamiliar prefix is /wa/. It is an 'object prefix', and represents the person, number, and class of the object of the verb, which in this case is the students. Compare also:

linampeleka 'it carries him'
linawapeleka 'it carries them (personal)'
linakipeleka 'it carries it' (e.g./chakula/ 'food')
wanaucheza 'they play it' (e.g. /mpira/ 'football')
wanaicheza 'they play them' (e.g. /michezo/ 'games')

Read aloud, filling in the blanks orally:


Uwanja__ wanaacheza mpira na tenis, na michez __ngine kama h____. Wanaacheza h____ mpaka saa 12.

Saa moja, __napanda magari __a __peleka mpaka chumba __a lugha. Wanasikiliza tepu, na mambo k____ h____ __a muda __a saa moja__ nusu. Wa__maliza, wanaarudi nyumba__, ______ bweni__. __ngine __nasoma masomo __ao, wa__tayari__ __a mafunzo __a kesho _ake. _kifika saa 6, __ngi _ao huanza __lala.
Use each word in a complete sentence:

- wakimaliza: gari
- nikimaliza: kuanzia
- tutawapeleka: ambamo
- watatupeleka: au
- lilinipeleka: mingi (4)
- tutasikiliza: mingine (4)
- nilisoma: wengi (2)
- wengine (2)

Give a complete description of your own daily schedule. Ask your instructor for any specific vocabulary items that you need to describe activities that are not included in the texts of Series A and B.

Give an account of a morning's or an afternoon's activities, using the dependent /ka/ tense (Cycle 46).
SWAHILI: GENERAL CONVERSATION

CYCLE 53

M-1

hapa Kutoka hapa mpaka New York ni dola kumi. here From New York to here is ten dollars.


Cincinnati Kutoka New York mpaka Cincinnati ni dola ishirini na tano. Cincinnati From New York to Cincinnati is twenty five dollars.

Los Angeles Kutoka New York hadi Los Angeles ni dola mia moja. Los Angeles From New York to Los Angeles is one hundred dollars.

M-2

hapa Nauli gani kutoka hapa mpaka New York? here How much is the fare from New York to here?


Cincinnati Nauli gani kutoka New York mpaka Cincinnati? Cincinnati How much is the fare from New York to Cincinnati?

Los Angeles Nauli gani kutoka New York mpaka Los Angeles? Los Angeles How much is the fare from New York to Los Angeles?

C-1

Nauli gani kutoka hapa mpaka (Buffalo)? (nyumbani kwa mwana chuo) How much is the fare from here to (Buffalo)? (Student's home town)

Kutoka hapa mpaka (Buffalo) ni (dola ishirini). From here to (Buffalo) is (twenty dollars).

C-2

Nauli gani kutoka hapa mpaka (Buffalo)? How much is the fare from here to (Buffalo)?

Kwa motokaa ya abiria, kwa gari la moshi, au kwa ndege? By bus, by train, or by plane?

Kwa (motokaa ya abiria). By (bus).

Kutoka hapa mpaka (Buffalo) kwa (motokaa ya abiria) ni nauli ya (dola ishirini). The fare from here to (Buffalo) by (bus) is (twenty dollars).
### SWAHILI: GENERAL CONVERSATION

#### CYCLE 54

<table>
<thead>
<tr>
<th>M-1</th>
<th>New York</th>
<th>New York</th>
<th>How far is it from here to New York?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umbali gani kutoka hapa mpaka New York?</td>
<td>New York</td>
<td>How far is it from here to New York?</td>
<td></td>
</tr>
<tr>
<td><strong>Umbali gani kutoka hapa mpaka Buffalo?</strong></td>
<td>Buffalo</td>
<td><strong>How far is it from here to Buffalo?</strong></td>
<td></td>
</tr>
<tr>
<td>Umbali gani kutoka hapa mpaka Nairobi?</td>
<td>Nairobi</td>
<td><strong>How far is it from here to Nairobi?</strong></td>
<td></td>
</tr>
<tr>
<td>Umbali gani kutoka hapa mpaka Leopoldville?</td>
<td>Leopoldville</td>
<td><strong>How far is it from here to Leopoldville?</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>New York</th>
<th>New York</th>
<th>It is _____ miles from here to New York.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ni maili ______ kutoka hapa mpaka New York.</td>
<td>New York</td>
<td>It is _____ miles from here to New York.</td>
<td></td>
</tr>
<tr>
<td>Ni maili ______ kutoka hapa mpaka Buffalo.</td>
<td>Buffalo</td>
<td>It is _____ miles from here to Buffalo.</td>
<td></td>
</tr>
<tr>
<td>Ni maili ______ kutoka hapa mpaka Nairobi.</td>
<td>Nairobi</td>
<td>It is _____ miles from here to Nairobi.</td>
<td></td>
</tr>
<tr>
<td>Ni maili ______ kutoka hapa mpaka Leopoldville.</td>
<td>Leopoldville</td>
<td>It is _____ miles from here to Leopoldville.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th>Umbali gani kutoka hapa mpaka (mahali)?</th>
<th>How far is it from here to (place)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ni umbali wa maili ______ kutoka hapa mpaka (mahali).</td>
<td>It is _____ from here to (place).</td>
<td></td>
</tr>
<tr>
<td>umbali (14)</td>
<td>'distance'</td>
<td></td>
</tr>
<tr>
<td>maili (9, 10)</td>
<td>'mile'</td>
<td></td>
</tr>
</tbody>
</table>
On the facing page prepare a similar diagram which has as its center the city where you are now studying, or some other city in which the whole class has a strong interest.

This cycle is the last of a series having to do with long distance travel. Students should now show fluency in asking and replying to routine questions about past and future trips.
SWAHILI: GENERAL CONVERSATION

CYCLE 56

M-1

masomo Hatujamaliza masomo yetu ya asubuhi. studies We haven't finished our morning lessons [yet].
kula Saa ya kula hajafika. eating The time to eat ('of eating') hasn't come [yet].
kuchoka Hatujachoka. to get tired We aren't tired [yet].
njaa (9) Hatuna njaa. hunger We aren't hungry. ('We don't have hunger.')

M-2

kumaliza Tumemaliza masomo yetu ya asubuhi? to finish Have we finished our morning study [yet]?
kufika Saa ya kula imefika? to arrive ('Has the time to eat arrived?')
kuchoka Mmechoka? to get tired Are you (pl.) tired?
njaa Mna njaa? hunger Are you (pl.) hungry?

C-1

Ask the questions in M-2 from time to time, and give the answer that is appropriate at the moment when the question is asked.

TO THE STUDENT:

This cycle introduces the affirmative /me/ tense in one of its principal uses, and also introduces the negative tense that corresponds to this use of the /me/ tense.

As it is used here the /me/ tense is used of events which are past, but in some way especially relevant to the present situation. Thus, it frequently but not always has an English translation in the 'present perfect' tense: 'we have finished', 'the hour has come', etc. Even the verb /tumechoka/ 'we are tired' may be thought of as also meaning 'we have become tired'.

Because the /me/ tense, if it is to be used realistically and authentically, depends on the situation at the moment when it is used, we have not been able to set up an ordinary C-phase for this cycle. Questions can be used in real communication only by asking them individually whenever they seem to be appropriate.

The expression /kuwa na njaa/ 'to be hungry' has no grammatical relationship to the /me/ tense, but its meaning makes it fit in with the other sentences in this cycle.
This series of texts describes the weather in certain areas at various times of year.

**Texts TC-1**

*Mji* 'city'

Mji wa Bungoma uko kati ya Tororo na Nakuru. The city of Bungoma is between Tororo and Nakuru.

*Kati* 'between'

Uko kaskazini ya Kisumu. It is north of Kisumu.

*Kaskazini* 'north'

Mvua (9) 'rain'

Katika Bungoma, mvua huanza kunyesha katika mwezi wa Machi. In Bungoma, the rain begins to rain in the month of March.

*Kunyesha* 'to rain'

*Mwezi* (3, 4) 'month'

Huendelea mpaka mwezi wa Juni. It continues until the month of June.

*Kuendelea* 'continue'

*Hakuna* 'there is no'

Na kati ya Juni na Septemba, hakuna mvua. And between June and September there is no rain.

*Joto (5) 'heat'

Joto huwa jingi sana. The heat is very great.

*Joto* 'heat'

*Sana* 'very'

Mvua huanza kunyesha tena mwezi wa Septemba. The rain begins to fall again [in] the month of September.

*Huanza* 'rain'

*Wakati* (14, 10) 'time'

Wakati huu, inanyesha mpaka mwezi wa Oktoba. [At] this time, it rains until the month of October.

TO THE STUDENT:

The word /huwa/ is of course simply the /hu/ tense of the verb /wa/ 'to be, become'.

The word /jingi/ would be translated literally as 'much'.

Read aloud, filling in the blanks orally:

Questions:

1. Mji wa Bungoma uko wapi?
2. Mvua huanza kunyesha katika mwezi gani?
3. Kuna mvua mwezi wa Aprili?
4. Mvua inanyesha mwezi wa Mei?
5. Mvua huendelea mpaka mwezi gani?
6. Mvua inanyesha katika mwezi wa Agosti?
7. Kuna joto jingi katika mwezi wa Julai?
8. Mvua huanza kunyesha tena katika mwezi gani?
9. Wakati huu, mvua inanyesha kwa muda gani?
10. Joto huwa jingi katika mwezi wa Oktoba?

Read aloud from the left-hand column. Answers are in the second column:

<table>
<thead>
<tr>
<th>Joto _ngi</th>
<th>Mvua _ngi</th>
<th>Miji _ngi</th>
<th>Miezi _ngi</th>
<th>Chai _ngi</th>
<th>Kahawa _ngi</th>
<th>Mipira _ngi</th>
<th>Siku _ngi</th>
<th>Majumba _ngi</th>
<th>Lugha _ngi</th>
<th>Chakula _ngi</th>
</tr>
</thead>
<tbody>
<tr>
<td>joto jingi</td>
<td>mvua nyingi</td>
<td>miji mingi</td>
<td>miezi mingi</td>
<td>chai nyingi</td>
<td>kahawa nyingi</td>
<td>mipira mingi</td>
<td>siku nyingi</td>
<td>majumba mengi</td>
<td>lugha nyingi</td>
<td>chakula kingi</td>
</tr>
<tr>
<td>much heat</td>
<td>much rain</td>
<td>many cities</td>
<td>many months</td>
<td>much tea</td>
<td>much coffee</td>
<td>many footballs</td>
<td>many days</td>
<td>many buildings</td>
<td>many languages</td>
<td>much food</td>
</tr>
</tbody>
</table>

Mji h__ ko kaskazini ya hapa.
Mji h_o ko kaskazini ya hapa.
Jumba h__ ko kaskazini ya hapa.
Majumba h__ ko kaskazini ya hapa.
Gari h__ ko kaskazini ya hapa.
Magari h__ ko kaskazini ya hapa.
Nyumba h__ ko kaskazini ya hapa.
Nyumba h__ ko kaskazini ya hapa.

That city is north of here.
Those cities are north of here.
That building is north of here.
Those buildings are north of here.
That bus is north of here.
Those buses are north of here.
That house is north of here.
Those houses are north of here.
Beginning with the month of November, the heat begins to be fierce.

The weather ('condition of the atmosphere') is very bad.

And this weather continues until the month of December.

There is dust, and the wind blows a lot.

There are no clouds in the sky.

Read the first sentence aloud. Then read the second sentence aloud up to the dots. Try to give the rest of the second sentence before you look at it.

Joto huanza kuwa kali katika mwezi wa Novemba. WanaPeace Corps wanacheza mpira na tenis.
Mwezi wa Novemba ni wakati...
[...ambapo joto huanza kuwa kali. [...ambayo wanaPeace Corps wanacheza.
[...joto linapoanza kuwa kali. [...wanayocheza wanaPeace Corps.

Wakati huu, kuna mavumbi. Tunajifunza lugha ya Kiswahili.
Huu ni wakati...
[...ambapo kuna mavumbi. [...]ambayo tunajifunza.
[...kunapokuwa na mavumbi. [...]tunayojifunza.

Mji wa Bungoma uko kaskazini ya Kisumu. Tutapanda gari hili.
Bungoma ni mji...
[...ambao uko kaskazini ya Kisumu. [...ambalo tutapanda.
[...ulioko kaskazini ya Kisumu. [...tutakalopanda.

Mtapanda magari haya. Haya ni magari...
[...ambayo mtapanda. [...mtakayopanda.
Tutasikiliza tepu hizi.
Hizi ni tepu...

...ambazo tutasikiliza.
...tutakazosikiliza.

Tunakaa katika bweni hii.
Hii ni bweni...

...ambamo tunakaa.
...tunamokaa.

Tutasoma somo hili.
Hili ni somo...

...ambalo tutasoma.
...tutakalosoma.

Read the first line of each pair. Try to give the second line before you look at it.

'Is it going to rain?'
'If it rains, what will we do?'

Mvua itanyesha?
Mvua ikinyesha, tutafanya nini?

Upepo utavurna?
Upepo ukivuma, tutafanya nini?

Kutakuwa na mavumbi mengi?
Kukiwa na mavumbi mengi, tutafanya nini?

Joto litakuwa kali?
Joto likiwa kali, tutafanya nini?

Hali ya hewa itakuwa mbaya?
Hali ya hewa ikiwa mbaya, tutafanya nini?

Read aloud, filling in the blanks.

Joto litakuwa jingi.               Joto __takuwa __ngi.
Mvua itakuwa nyingi.               Mvua __itakuwa __ngi.
Mawingu yatakuwa mengi.            Mawingu __takuwa __ngi.
Mavumbi yatakuwa mengi.            Mavumbi __takuwa __ngi.
Questions:
1. Joto huanza lini kuwa kali huko Bungoma?
2. 
3. 
4. 
5. [Students should supply the rest of the questions themselves.]

Text TC-3

mvua
Katika mwezi wa Septemba, mvua hunyesha sana.
In the month of September, it rains hard.
mawingu
Kuna mawingu mengi,
There are many clouds,
na hewa huwa yenyene
and the air is very
unyevunyevu sana.
humid, (is having

unyevunyevu (14)
joto
Joto laflka mpaka digrii
The heat gets [up] to
80.
80 degrees.

TO THE STUDENT:

The word /yenye/ 'having' consists of the stem /enye/ and the prefix /y/, which agrees with /hewa/ 'air, atmosphere'. Compare also:

mtu mwenye gari
'm a person with/having a car'
mwenyekiti
'chairman' ('he who has the chair')
nchi yenye mvua nyingi
'a country with/having a lot of rain'
jumba lenye vyumba vingi
'a building with/having many rooms'

Fill in the blanks orally:

mji _enye majumba _ngi
mji wenye majumba mengi
a city with many buildings
mji _enye majumba _ngi
mji yenye majumba mengi
cities with many buildings
mji _enye unyevunyevu _ngi
mji yenye unyevunyevu mwingi
cities with a lot of humidity
nchi _enye unyevunyevu _ngi
nchi yenye unyevunyevu mwingi
a country with a lot of humidity
nchi _enye joto _ngi
nchi yenye joto jingi
a country with a lot of heat
mji _enye joto _ngi
mji wenye joto jingi
a city with a lot of heat
mji _enye mvua _ngi
mji wenye mvua nyingi
a city with a lot of rain
**SWAHILI: GENERAL CONVERSATION**

**CYCLE 57**

**M-1**

- **senema** *(9)*
  - **Unataka kwenda senema?**
  - **movies**
  - **Do you want to go to the movies?**

- **mji**
  - **Unataka kwenda mjini?**
  - **town**
  - **Do you want to go to town?**

- **(jina la __________________)**
  - **Unataka kwenda __________________?**
  - **(name of building)**
  - **Do you want to go to __________________?**

- **chumba cha chumkulia**
  - **Unataka kwenda chumbani mwa kulia?**
  - **dining hall**
  - **Do you want to go to the dining hall?**

**M-2**

- **la**
  - **La, sitaki kwenda senema sasa.**
  - **no**
  - **No, I don't want to go to the movies now.**

- **hebu**
  - **Ndiyo, hebu twende.**
  - **to like**
  - **Yes, let's go.**

- **zetu**
  - **Ndiyo, twende zetu!**
  - **ours**
  - **Yes, let's go!**

**C-1**

- **Unataka kwenda __________________?**
  - **Do you want to go __________________?**

  - **Ndiyo, twende zetu.**
  - **au**
  - **Yes, let's go.**

  - **La, sipendi kwenda ______________.**
  - **sasa.**
  - **or**

- **No, I don't want to go to __________ now.**

**CYCLE 58**

**M-1**

- **duka**
  - **Nitakwenda dukani adhuhuri.**
  - **store**
  - **I'm going to go to the store at noon.**

- **darasa**
  - **Nitakwenda darasani saa saba mchana.**
  - **class**
  - **I'm going to go to class at 1:00.**

- **mji**
  - **Nitakwenda mjini saa kumi jioni.**
  - **town**
  - **I'm going to go to town at 4:00.**

- **senema**
  - **Nitakwenda senema saa mbili usiku.**
  - **movies**
  - **I'm going to go to the movies at 8:00 p.m.**
SWAHILI: GENERAL CONVERSATION

M-2

saa ngapi? Utakwenda mjini saa ngapi? (Saa ngapi utakwenda mjini?)

what time? What time are you going to go to town?

M-3

pamoja Hebu twende mjini pamoja.
together Let's go to town together.

C-1

A: Unataka kwenda (mjini)?
A: Do you want to go to (town)?

B: Utakwenda (mjini) saa ngapi?
B: What time are you going to go to (town)?

A: Nitakwenda saa (saa mbili).
A: I'm going at (eight o'clock).

B: Vema. Hebu twende pamoja.
B: All right. Let's go together.

Review daily action chain in relation to plans for tomorrow.

C-2

A: Utaamka saa ngapi kesho?
A: What time are you going to get up tomorrow?

B: Nitaamka saa (moja).
B: I'm going to get up at (seven) o'clock.

A: Utakula chakula cha asubuhi saa ngapi kesho?
A: What time are you going to eat breakfast tomorrow?

B: Nitakula chakula cha asubuhi saa (mbili).
B: I'm going to eat breakfast at eight (o'clock).

CYCLE 59

M-1

kwenda Utakwenda wapi leo jioni? to go Where are you going to go this evening?
kufanya Utafanya nini leo jioni? to do What are you going to do this evening?
kutaka Unataka kufanya nini leo jioni? to want What do you want to do this evening?
SWAHILI: GENERAL CONVERSATION

M-2

kwenda Siendi popote leo jioni. to go I'm not going to go anywhere this evening.

kufanya Sitafanya jambo lolote leo jioni. to do I'm not going to do anything this evening.

kutaka Sitaki kwenda popote leo jioni. to want I don't want to go anywhere this evening.

kujua Sijui to know I don't know.

{kudhani Sidhani.} to think I don't think so.

{kufikiri Sifikiri.}

C-1

A: Utafanya nini leo jioni? A: What are you going to do this evening?

B: Sijui. Unataka kwenda (senema)? B: I don't know. Do you want to go to (the movies)?


B: Vema. Tutakwenda (mjini). B: All right. We'll go to (town).

C-2

A: Twende (senema) leo jioni. A: Let's go to (the movies) this evening.

B: Vema. Tutakwenda saa ngapi? B: All right. What time shall we go?

A: Twende saa (kumi na mbili jioni). A: Let's go at (six p.m.).

B: La. Sitaki kwenda saa (kumi na mbili). B: No, I don't want to go at (six) o'clock.

Twende saa (moja usiku). Let's go at (seven p.m.).

A: Vema. Tutakwenda (senema) saa (moja). A: All right. We'll go to (the movies) at (seven).

The next time you plan to go off the campus with one or more fellow students, make the arrangements in Swahili.

You should also describe your own planned activities for the following day (days) and tell the time of day at which you plan to do them.

TO THE STUDENT:

/leo/ 'today' plus /jioni/ 'evening' is translated as 'this evening' just as /mwezi/ 'month' plus /kesho/ 'tomorrow' is translated as 'next month' (Cycle 51).

The stem /-o-ote/ means 'any at all'. When it has the locative prefix /p/, it is translated as 'anywhere'. When it follows a noun, it takes the concordial prefixes required by that noun.
M-1

saa Tunakaa darasani kwa muda wa saa tatu kila asubuhi. hours We stay in class for a period of three hours every morning.

miezi Tutakaa hapa kwa muda wa miezi mitatu. months We're going to stay here for a period of three months.

miaka Tutakaa katika Afrika ya Mashariki kwa muda wa miaka miwili. years We're going to stay in East Africa for a period of two years.

M-2

kujifunza Nilijifunza kilimo kwa muda wa miaka minne. to study I studied agriculture for a period of four years.

kuishi Niliishi Florida kwa muda wa miaka mitano. to live I lived in Florida for a period of five years.

kubudhuria Nilihudhuria Chuo cha Walimu cha Dudley J. Trudge kwa muda wa miaka sita. to attend I attended Dudley J. Trudge College for Teachers for a period of six years.

kubaki Nilibaki mjini New York kwa muda wa siku sita. to remain I remained in New York City for a period of six days.

C-1

A: Unakaa darasani kwa muda gani kila asubuhi? A: How long do you stay in class every morning?

B: Tunakaa darasani kwa muda wa saa __________. B: We stay in class for a period of __________ hours.

C-2

A: Je, unakwenda (Malawi)? A: Are you going to (Malawi)?

B: La, siendi (Malawi). B: No, I'm not going to (Malawi).

Ninakwenda (Kenya). I'm going to go to (Kenya).

A: Unakwenda (Tanzania), sivyo? A: You're going to go to (Tanzania), are you?

Utakaa kwa muda gani (Tanzania)? How long are you going to stay in (Tanzania)?

C: Nitakaa (Tanzania) kwa muda wa (miaka miwili). C: I'm going to stay in (Tanzania) for a period of (two years).

C-3

A: Unafanya kazi gani? A: What kind of work do you do?

B: Mimi ni (mwuguzi). B: I'm a (nurse).

A: Ulijifunza wapi (kuuguza)? A: Where did you learn (nursing)?
B: Nilijifunza (kuuguza) katika (Chuo cha Dudley J. Trudge).
A: Ulikaa (Chuo cha Dudley J. Trudge) kwa muda gani?
B: Nilikaa (Chuo cha Dudley J. Trudge) kwa muda wa (miaka minne).

B: I learned (nursing) at (Dudley J. Trudge College).
A: How long did you spend at (Dudley J. Trudge College)?
B: I stayed at (Dudley J. Trudge College) for a period of (four years).

A: Uliluhudhuria chuo gani?
B: Nililuhudhuria chuo cha ________.
A: Uliluhudhuria chuo cha ________ kwa muda gani?
B: Nililuhudhuria chuo cha ________ kwa muda wa ________.

A: What college did you attend?
B: I attended ________.
A: How long did you attend ________?
B: I attended ________ for a period of ________.

A: Watoka jimbo gani?
B: Natoka jimbo la (Massachusetts).
A: Uliishi (katika) jimbo la (Massachusetts) kwa muda gani?
B: Niliishi (Massachusetts) kwa muda wa ________.

A: What state are you from?
B: I'm from (Massachusetts).
A: How long did you live in (Massachusetts)?
B: I lived in (Massachusetts) for a period of ________.

TO THE STUDENT:
/kila/ 'each, every' is one of the few Swahili adjectives which precedes the noun.

/kilimo/ 'agriculture' is, of course, related to the verb /kulima/ 'to hoe, to work the land'. This is another example of verbs and nouns sharing the same root.
SWAHILI: GENERAL CONVERSATION

CYCLE 61

M-1

viazi  Kuna viazi.  potatoes  There are potatoes.

nyama  (9)  Kuna nyama.  meat  There is meat.

mboga  (9,10)  Kuna mboga.  vegetables  There are vegetables.

wali  (14)  Kuna wali.  rice  There is rice.

mkate  (3,4)  Kuna mkate.  bread  There is bread.

siagi  (9)  Kuna siagi.  butter  There is butter.

matunda  (6)  Kuna matunda.  fruit  There is fruit.

M-2

chakula  Kuna chakula gani leo?  food  What kind of food is there today?

(7,8)

C-1

A:  Kuna chakula gani leo?  A:  What kind of food is there today?

B:  Kuna (nyama).  B:  There is (meat).

C-2

A:  Kuna chakula gani leo?  A:  What kind of food is there today?

B:  Kuna (nyama) na (wali).  B:  There is (meat) and (rice).

Arrange for one person in each class to be informed of the menu for the next meal. He can then announce that information at the end of the class session. Continue this practice for a week.

CYCLE 62

M-1

nyama  Nilikula nyama jana usiku.  meat  I ate meat last night.

mboga  Nilikula mboga jana usiku.  vegetables  I ate vegetables last night.

supu  (9)  Nilikula supu jana usiku.  soup  I ate soup last night.
SWAHILI: GENERAL CONVERSATION

M-2

chakula Ulikula chakula gani jana usiku? food What kind of food did you have (eat) last night?

M-3

kahawa Nilikunywa kahawa. (9) coffee I drank coffee.
maziwa Nilikunywa maziwa. (6) milk I drank milk.
maji Nilikunywa maji. (6) water I drank water.
pombe Nilikunywa pombe. (9) beer I drank beer.
chai Nilikunywa chai. (9) tea I drank tea.

M-4

kunywa Ulikunywa nini jana usiku? to drink What did you drink last night?

C-1

A: Ulikula nini kwa chakula cha jioni jana usiku? A: What did you have (eat) for supper last night?

B: Nilikunywa (nyama), (mboga), na (viazi). B: I ate (meat), (vegetables), and (potatoes).

A: Ulikunywa nini? A: And what did you drink?

B: Nilikunywa (kahawa). B: I drank (coffee).

C-2

A: Ulikunywa (kahawa) jana usiku? A: Did you drink (coffee) last night?

B: Ndiyo, nilikunywa (kahawa). B: Yes, I drank (coffee).

La, sikunywa (kahawa). No, I didn't drink (coffee).

Nilikunywa (chai). I drank (tea).
SWAHILI: GENERAL CONVERSATION

CYCLE 63

M-1

ng’ombe  Kulikuwa na nyama ya ng’ombe jana usiku.  cow  There was beef last night.
nguruwe  Kulikuwa na nyama ya nguruwe jana usiku.  pig  There was pork last night.
kuku  Kulikuwa na kuku jana usiku.  chicken  There was chicken last night.
mbuzi  Kulikuwa na nyama ya mbuzi jana usiku.  goat  There was goat meat last night.

M-2

nyama  Kulikuwa na nyama gani?  meat  What kind of meat was there?

M-3

ndizi  (9,10)  Kulikuwa na ndizi leo asubuhi.  banana  There were bananas this morning.
papai  (5, 6)  Kulikuwa na mapapai leo asubuhi.  papaya  There were papayas this morning.
chungwa  (5, 6)  Kulikuwa na machungwa leo asubuhi.  orange  There were oranges this morning.
embe  (5, 6)  Kulikuwa na maembe leo asubuhi.  mango  There were mangoes this morning.
nanasi  (5, 6)  Kulikuwa na mananasi leo asubuhi.  pineapple  There were pineapples this morning.

M-4

tunda  (5, 6)  Kulikuwa na matunda gani?  fruit  What kind of fruit was there?

C-1

A:  Ulikula nyama gani jana usiku (jioni)?  A:  What kind of meat did you eat last night?
B:  Nilikula ( ).  B:  I ate ( ).
A:  Ulikula matunda gani?  A:  What kind of fruit did you eat?
B:  Nilikula ( ).  B:  I ate ( ).
Sikula matunda jana usiku (jioni).  I didn't eat fruit last night.
C-2

A: Kulikuwako matunda gani asubuhi leo?  
B: Kulikuwako (ndizi) na (machungwa).

A: Ulikula matunda gani?  
B: Nilikula (ndizi).

A: (Fulani), (Bw. Kanyati) alikula matunda gani leo asubuhi?  
B: (Bw. Kanyati) alikula (mapapai) leo asubuhi.

A: What kind of fruit was there this morning?  
B: There were (bananas) and (oranges).

A: What kind did you eat?  
B: I ate (bananas).

A: (So-and-So), what kind of fruit did (Mr. Kanyati) eat this morning?  
B: (Mr. Kanyatii) ate (papayas) this morning.

C-3

A: Ulikula nyama gani jana jioni?  
B: Nilikula ( ).

A: What kind of meat did you eat last night?  
B: I ate (beef).

A: (So-and-So), did (Mr. Kanyati) eat (chicken) last night?  
B: No, (Mr. Kanyati) didn't eat (chicken).

A: He/she ate (beef).

CYCLE 64

Students should be able to construct for themselves the question 'What kinds of vegetables are there?' In this way, they should learn the Swahili words for all kinds of vegetables that they have eaten within the past 48 hours.

Students should also make a list of other foods (e.g. eggs) and ask the instructor to give them the Swahili words for these foods.

C-1

A: Ulikula nini kwa (chakula cha asubuhi), (mchana), (jioni)?  
B: Nilikula ( ) na ( ).

A: What did you eat for (breakfast), (lunch), (supper)?  
B: I ate ( ) and ( ).[Give complete list.]

Nilikunywa ( ).  

I drank ( ).
### CYCLE 65

#### M-1

<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>machungwa</td>
<td>oranges</td>
</tr>
<tr>
<td>ndizi</td>
<td>bananas</td>
</tr>
<tr>
<td>nyama</td>
<td>meat</td>
</tr>
<tr>
<td>mapapai</td>
<td>papayas</td>
</tr>
<tr>
<td>wali</td>
<td>rice</td>
</tr>
<tr>
<td>viazi</td>
<td>potatoes</td>
</tr>
<tr>
<td>mkate</td>
<td>bread</td>
</tr>
<tr>
<td>kahawa</td>
<td>coffee</td>
</tr>
<tr>
<td>maziwa</td>
<td>milk</td>
</tr>
</tbody>
</table>

#### M-2

<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>machungwa</td>
<td>oranges</td>
</tr>
<tr>
<td>ndizi</td>
<td>bananas</td>
</tr>
<tr>
<td>nyama</td>
<td>meat</td>
</tr>
<tr>
<td>maembe</td>
<td>mangoes</td>
</tr>
<tr>
<td>chai</td>
<td>tea</td>
</tr>
<tr>
<td>viazi</td>
<td>potatoes</td>
</tr>
<tr>
<td>mkate</td>
<td>bread</td>
</tr>
</tbody>
</table>

#### C-1

<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Ulikula nini jana usiku?</td>
<td>A: What did you eat last night?</td>
</tr>
<tr>
<td>B: Nilikula (nyama) na (wali).</td>
<td>B: I ate (meat) and (rice).</td>
</tr>
<tr>
<td>A: (Nyama) (i)likuwa (n)zuri?</td>
<td>A: Was the (meat) good?</td>
</tr>
<tr>
<td>B: Ndiyo, (nyama) (i)likuwa (n)zuri sana.</td>
<td>B: Yes, the (meat) was very good.</td>
</tr>
<tr>
<td>A: Na (wali) je?</td>
<td>A: And what about the (rice)?</td>
</tr>
<tr>
<td>B: (Wali) pia (u)likuwa (m)zuri.</td>
<td>B: The (rice) was good also.</td>
</tr>
</tbody>
</table>
C-2

<table>
<thead>
<tr>
<th>A: Ulikunywa nini kwa chakula cha asubuhi leo?</th>
<th>A: What did you drink for breakfast this morning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Nilikunywa (chai).</td>
<td>B: I drank (tea).</td>
</tr>
<tr>
<td>A: (I)likuwa (n)zuri?</td>
<td>A: Was it good?</td>
</tr>
<tr>
<td>B: Ndiyo, (I)likuwa (n)zuri sana.</td>
<td>B: Yes, it was very good.</td>
</tr>
</tbody>
</table>

Students should learn to ask and answer the question, 'Was the (food or drink) good?' for all the kinds of food or drink for which they know the names. Make a list of the nouns, followed by the form of the verb ('was') and the adjective that belongs with it.

<table>
<thead>
<tr>
<th>Machungwa</th>
<th>yalikuwa</th>
<th>mazuri?</th>
<th>The oranges were good?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>
The weather in the city of Dar in the month of September is not very good.

There is very much heat and also the air has much humidity.

This period is the time when the city becomes hotter than at any other period, and it may rain any time.

And on many occasions when you wake up in the morning you cannot be sure if it will rain or not.

In November the heat begins to decrease, because it begins to rain.

And therefore even though there is humidity, the weather is not very hot.

And at this time fruit is seen in quantity in the city, because the rain enables the plants to sprout more [blossoms].
<table>
<thead>
<tr>
<th>Swahili Spellings</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuzidi</td>
<td>to increase</td>
</tr>
<tr>
<td>kuchipua</td>
<td>to sprout</td>
</tr>
</tbody>
</table>

**Text TD-3**

<table>
<thead>
<tr>
<th>Swahili Spellings</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwezi wa Januari, ni bado una joto, lakini mvua inakuwa imelipunguza joto.</td>
<td>There is still heat in January, but the rain has reduced it.</td>
</tr>
<tr>
<td>Mvua huendelea kunyesha tu mpaka mwezi wote uishe.</td>
<td>It continues to rain until the month ends.</td>
</tr>
<tr>
<td>Na wakati huu matunda yanakuwa ni mengi sana mjini.</td>
<td>At this time, there is a lot of fruit in the city.</td>
</tr>
<tr>
<td>Lakini huwa ni bado sana mpaka wakati wa baridi.</td>
<td>But fruit continues to be available until the cold weather.</td>
</tr>
<tr>
<td>Na watu wa Dar wanakuwa bado wako katika taabu ya jasho.</td>
<td>And the people of Dar are still troubled by heat.</td>
</tr>
</tbody>
</table>

**Text TD-4**

<table>
<thead>
<tr>
<th>Swahili Spellings</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mvua mara nyingi inafika asubuhi sana katika mwezi wa Januari.</td>
<td>It often rains early in the morning in the month of January.</td>
</tr>
<tr>
<td>Mvua inafika mchana katika mwezi wa Machi.</td>
<td>It rains during the day in the month of March.</td>
</tr>
<tr>
<td>Hali ya hewa inanza kuwa nzuri.</td>
<td>The weather starts to be good.</td>
</tr>
<tr>
<td>Mvua inapunguza na kunakuwa na baridibaridi.</td>
<td>The [amount of] rain decreases and it becomes cool.</td>
</tr>
<tr>
<td>Lakini wakati wa baridi unakuwa haujafika bado.</td>
<td>But the cold weather has not yet arrived.</td>
</tr>
<tr>
<td>Na wakati huu, miti inanza kuotesha majani, na kujitayarisha na ukame wa nchi unaoftua baadaye.</td>
<td>At this period, the trees begin to grow leaves, and to ready themselves for the drought in the country that follows.</td>
</tr>
<tr>
<td>Na matunda hupotea mjini.</td>
<td>And the fruit disappears from the city.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Swahili Spellings</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mchana (3)</td>
<td>day time</td>
</tr>
<tr>
<td>baridibaridi</td>
<td>cool</td>
</tr>
<tr>
<td>mti (3, 4)</td>
<td>tree</td>
</tr>
</tbody>
</table>
kuotesha  
jeni (5, 6)  
kutayarisha  
ukame (14)  
baadaye  
kupotea  
to cause to grow  
leaf  
to make ready  
drought  
later  
to disappear, get lost  

Text TD-5

Katika mwezi wa Mei, ni wakati wa baridi Dar.

Ninaaposema 'baridi' yaani baridi kufananisha na wakati mwingine.

Watu hutoka bado jasho.

Lakini, kwa mtu ye yote aliyepata kufika Dar-es-Salaam na kukaa mwaka mzima pale, ataona kuwa huu ni wakati wa nafuu.

Mvua huwa ni kidogo sana ingawa bado inanyesha.

Na mtu anaweza kuvaaliko bila kupata taabu sana.

kufananisha  
kufanana  
kutoka jasho  
nafuu (9)  
to compare  
to resemble  
to sweat  
gain, progress, advantage

Text TD-6

Mwezi wa Julai ni mwezi wa baridi pia.

Baridi karibu inakwisha lakini bado iko.

Na labda kuna baridi zaidi kuliko mwezi wa Mei.

Wakati huu, huwa kuna vumbi karibu mjini kote kwa shauri ya pepo kali zinazotoka baharini.

Na hali ya hewa hii huendelea mpaka mwisho wa mwezi na pengine, hata kuendelea zaidi.

shauri  
uepepo (14, 10)  
plan, advice  
wind, breeze
The weather of Dar and of Iringa are very different from each other.
This is the difference.
It is caused by the location of the cities.
The town of Iringa is high up in the highlands.
And the city of Dar is on the coast.
Therefore if we take the month of May we see that Iringa is a very cold city.
And the people even need coats.
Surprisingly, Dar is not hot.
And people can wear their shirts as usual, although it is colder than any other time.

When I went to Nairobi, I was not disturbed by the climate there.
The weather there is pleasant.
It is a little different from the climate of Iringa where I come from, but resembles it very much.
There is more heat in Nairobi than in Iringa.
But when I was there in August I saw people wearing jackets without feeling uncomfortable.
And Nairobi is a beautiful and pleasant town.
kuchukia to dislike

kupendeza to please, be pleasing

kusumbuka to be uncomfortable

Text TD-9

Wakati wa kaskazi, Washington huwa una joto sana.
In the summer, Washington is generally very hot.

Na mtu anayefika hapa wala hawezi kuamini kuwa ni nchi iliyoko katika nchi za kaskazini za dunia.
And a person who arrives here cannot believe that it is a country which is in the northern countries of the world.

Joto huwa kali sana, na huwa unatokana jasho sana kama sehemu nyingine za tropiki.
The heat is very [intense] and you sweat very much as in some parts of the tropics.

Lakini huu ni wakati wa summer tu.
But this is only [in the] summer time.

Mtu huweza kushangaa atakavyoona hali ya hewa inavyogeuka.
One may be surprised when he sees how the weather changes.

kaskazi (9) northerly wind, summer
wala (negative)
kuamini to trust, believe
dunia (9) world
tropiki (9, 10) tropics
kushangaa to be surprised
kugeuka to change, turn

Text TD-10

Wakati wa kusi mji wa Washington huwa una baridi sana.
In the winter time the city of Washington is very cold.

Yaani ukifananishwa na wakati wa kaskazi utaona tofauti kubwa sana.
That is, if you compare it with summer time, you will see a big difference.

Wakati fulani thelujii inaanguka na hata magari hayawezi kutembea vizuri mpaka thelujii londolwe barabarani.
At certain times snow falls and [even] cars cannot run well until the snow is removed from the road.

Na joto linashuka mpaka zero au chini zaidi, na kwa jumla, hali ya hewa, huwa si ya nafuu mpaka ukae katika nyumba iliyo na mashine za kuweza kutoa joto au ukoke moto.
The temperature drops down to zero or less and generally, the weather is not good (healthy) unless you stay in a house which has a machine which gives heat or you make a fire.

Na magari pia, lazima yawe na mashine ya kutolea joto.
And cars too, have to have a machine for (giving out) heat.
<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kusi (9)</td>
<td>southerly wind, winter</td>
</tr>
<tr>
<td>theluji (9)</td>
<td>snow</td>
</tr>
<tr>
<td>kuanguka</td>
<td>to fall, drop</td>
</tr>
<tr>
<td>kushuka</td>
<td>to lower, descend</td>
</tr>
<tr>
<td>chini (9)</td>
<td>below, bottom</td>
</tr>
<tr>
<td>jumla (9)</td>
<td>sum, total</td>
</tr>
<tr>
<td>mashine (9, 10)</td>
<td>machine</td>
</tr>
<tr>
<td>kutoa</td>
<td>to diffuse, give (off)</td>
</tr>
<tr>
<td>kukoka</td>
<td>to build a fire</td>
</tr>
<tr>
<td>moto (3, 4)</td>
<td>flame, fire</td>
</tr>
<tr>
<td>lazima</td>
<td>necessity, obligation</td>
</tr>
</tbody>
</table>
For this lesson and the ones that follow it, the teacher will need the following things:

- 3 large pens and/or pencils
- 3 small pens and/or pencils
- 3 large books
- 3 small books
- 3 large hard boiled eggs
- 3 small hard boiled eggs
- 3 large nails
- 3 small nails
- 3 small pieces of paper
- 3 large pieces of paper

The students should bring these things to class for the use of the teacher.

The Instructor should place on the table:

- 1 pen/pencil
- 1 book
- 1 egg
- 1 nail
- 1 piece of paper

<table>
<thead>
<tr>
<th>M-1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu ya wino</td>
<td>Hiyo ni kalamu</td>
<td>pen/pencil</td>
<td>That is a pen/pencil.</td>
</tr>
<tr>
<td>(au kalamu)</td>
<td>ya wino/kalamu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kitabu</td>
<td>Hicho ni kitabu.</td>
<td>book</td>
<td>That is a book.</td>
</tr>
<tr>
<td>(7, 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yai</td>
<td>Hilo ni yai.</td>
<td>egg</td>
<td>That is an egg.</td>
</tr>
<tr>
<td>(5, 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>msumari</td>
<td>Huo ni msumari.</td>
<td>nail</td>
<td>That is a nail.</td>
</tr>
<tr>
<td>(3, 4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kipande cha</td>
<td>Hicho ni kipande</td>
<td>paper</td>
<td>That is a (piece of)</td>
</tr>
<tr>
<td>karatasi</td>
<td>karatasi.</td>
<td></td>
<td>paper.</td>
</tr>
</tbody>
</table>

| M-2               |                          |                  |                          |
| kitu              | Hiki ni kitu gani?       | thing            | What is this?            |

| C-1               |                          |                  |                          |
| A:                | Hiki ni kitu gani?       |                  | A: What is this?         |
| B:                | Hi(lo) ni (yai).         |                  | B: This is (an egg).     |
SWAHILI: GENERAL CONVERSATION

CYCLE 68

The instructor should place on the table:

- 2 nails
- 2 books
- 2 pieces of paper
- 2 eggs
- 2 pens/pencils

M-1

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>misumari</td>
<td>Hiyo ni misumari.</td>
<td>nails</td>
</tr>
<tr>
<td>vitabu</td>
<td>Hivyo ni vitabu.</td>
<td>books</td>
</tr>
<tr>
<td>vipande vya</td>
<td>Hivyo ni vipande vya</td>
<td>pieces of paper</td>
</tr>
<tr>
<td>karatasi</td>
<td>karatasi.</td>
<td></td>
</tr>
<tr>
<td>mayai</td>
<td>Hayo ni mayai.</td>
<td>eggs</td>
</tr>
<tr>
<td>kalamu</td>
<td>Hizo ni kalamu.</td>
<td>pens</td>
</tr>
</tbody>
</table>

Those are nails.
Those are books.
Those are pieces of paper.
Those are eggs.
Those are pens.

C-1

A: Hivi ni vitu gani?  
  A: What are these?
B: Ni (vitabu).
  B: They are (books).

C-2

A: Hiki ni kitu gani?  
  A: What is this? (pointing at one thing)
B: Ni (kitabu).
  B: It's a (book).
A: Hivi ni vitu gani?  
  A: And what are these? (pointing at two things of the same kind)
B: Ni (kalamu).
  B: They are (pens).

Remember that students should have plenty of opportunity to practice both Role A and Role B in C-1 and C-2.
SWAHILI: GENERAL CONVERSATION

CYCLE 69

M-1

kitabu kimoja  Kuna kitabu kimoja  
juu ya meza.           one book on    There's one book on
the table.              the table.

vitabu viwili  Kuna vitabu viwili  
juu ya meza.           two books    There are two books on
the table.

yai moja       Kuna yai moja juu    one egg      There is one egg on
ya meza.             the table.

mayai mawili   Kuna mayai mawili    two eggs     There are two eggs
juu ya meza.         on the table.

msumari mmoja  Kuna msumari mmoja  
juu ya meza.           one nail     There is one nail on
the table.

misumari       Kuna misumari       
mwiili juu ya meza.    two nails    There are two nails

kalamu(ya    Kuna kalamu ya       
wino) moja            wino moja juu    There is one pen on
ya meza.              ya meza.       the table.

kalamu(za     Kuna kalamu za       
wino) mbili           wino mbili juu    There are two pens
mbili            ya meza.             on the table.

kipande cha    Kuna kipande cha   
karatasi mezani.      one piece of   There is one (piece
karatasi mezani.    karatasi mezani. paper on the

vipande viwili  Kuna vipande      
vya karatasi           two pieces of   There are two (pieces
vya karatasi mezani. viyali vyaka- of paper on the
rati mezani.       table.

M-2

gani { Kuna kitu gani mezani?  what   What is there on the table?
Kuna vitu gani mezani?

C-1

A: Kuna (kitu) gani mezani?       A: What is there on the table?
B: Kuna (yai moja) juu ya meza/  B: There's (an egg) on the table.
    mezani.
A: Kuna (vitu) gani mezani?
B: Kuna (mayai mawili) juu ya    B: There are (two eggs) on the table.
    meza/mezani.
1. Have the students repeat these phrases.
2. Give the nouns only. Students are to reply by giving the noun with a number.

<table>
<thead>
<tr>
<th>Swahili Phrase</th>
<th>English Phrase</th>
<th>Swahili Phrase</th>
<th>English Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>msumari mmoja</td>
<td>yai moja</td>
<td>one nail</td>
<td>one egg</td>
</tr>
<tr>
<td>msumari miwili</td>
<td>mayai mawili</td>
<td>two nails</td>
<td>two eggs</td>
</tr>
<tr>
<td>msumari mitatu</td>
<td>mayai matatu</td>
<td>three nails</td>
<td>three eggs</td>
</tr>
<tr>
<td>msumari minne</td>
<td>mayai manne</td>
<td>four nails</td>
<td>four eggs</td>
</tr>
<tr>
<td>msumari mitano</td>
<td>mayai matano</td>
<td>five nails</td>
<td>five eggs</td>
</tr>
<tr>
<td>msumari sita</td>
<td>mayai sita</td>
<td>six nails</td>
<td>six eggs</td>
</tr>
<tr>
<td>msumari saba</td>
<td>mayai saba</td>
<td>seven nails</td>
<td>seven eggs</td>
</tr>
<tr>
<td>msumari minane</td>
<td>mayai manane</td>
<td>eight nails</td>
<td>eight eggs</td>
</tr>
<tr>
<td>msumari tisa</td>
<td>mayai tisa</td>
<td>nine nails</td>
<td>nine eggs</td>
</tr>
<tr>
<td>msumari kumi</td>
<td>mayai kumi</td>
<td>ten nails</td>
<td>ten eggs</td>
</tr>
<tr>
<td>msumari kumi na</td>
<td>mayai kumi na</td>
<td>eleven nails</td>
<td>eleven eggs</td>
</tr>
<tr>
<td>na mmoja</td>
<td>na moja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>msumari kumi na</td>
<td>mayai kumi na</td>
<td>twelve nails</td>
<td>twelve eggs</td>
</tr>
<tr>
<td>na miwili</td>
<td>na mawili</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kitabu kimoja</td>
<td>kalamu moja</td>
<td>one book</td>
<td>one pen</td>
</tr>
<tr>
<td>vitabu viwili</td>
<td>kalamu mbili</td>
<td>two books</td>
<td>two pens</td>
</tr>
<tr>
<td>vitabu vitatu</td>
<td>kalamu tatu</td>
<td>three books</td>
<td>three pens</td>
</tr>
<tr>
<td>vitabu vinne</td>
<td>kalamu nne</td>
<td>four books</td>
<td>four pens</td>
</tr>
<tr>
<td>vitabu vitano</td>
<td>kalamu tano</td>
<td>five books</td>
<td>five pens</td>
</tr>
<tr>
<td>vitabu sita</td>
<td>kalamu sita</td>
<td>six books</td>
<td>six pens</td>
</tr>
<tr>
<td>vitabu saba</td>
<td>kalamu saba</td>
<td>seven books</td>
<td>seven pens</td>
</tr>
<tr>
<td>vitabu vinane</td>
<td>kalamu nane</td>
<td>eight books</td>
<td>eight pens</td>
</tr>
<tr>
<td>vitabu tisa</td>
<td>kalamu tisa</td>
<td>nine books</td>
<td>nine pens</td>
</tr>
<tr>
<td>vitabu kumi</td>
<td>kalamu kumi</td>
<td>ten books</td>
<td>ten pens</td>
</tr>
<tr>
<td>vitabu kumi na</td>
<td>kalamu kumi na</td>
<td>eleven books</td>
<td>eleven pens</td>
</tr>
<tr>
<td>kimoja na mmoja</td>
<td>na moja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vitabu kumi na</td>
<td>kalamu kumi na</td>
<td>twelve books</td>
<td>twelve pens</td>
</tr>
<tr>
<td>viwili</td>
<td>mbili</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

106
SWAHILI: GENERAL CONVERSATION

C-1

A: Msumari mmoja na msumari mmoja ni misumari mingapi?
B: Msumari mmoja na msumari mmoja ni misumari miwili.
A: Mayai matatu na mayai matano ni mayai mangapi?
(À kadhalika)

A: One nail and one nail are how many nails?
B: One nail and one nail are two nails.
A: Three eggs and five eggs are how many eggs?
(etc.)

CYCLE 71

M-1

In this lesson the class will need a large box and a sack or bag.

meza (9,10) Sasa, kuna misumari miwili juu ya meza.
sakafu (9) Sasa, kuna misumari miwili juu ya sakafu.
sanduku (5,6) or (9,10) Sasa, kuna misumari miwili ndani ya sanduku.
gunia (5,6) Sasa, kuna misumari miwili ndani ya gunia.
table Now, there are two nails on the table.
floor Now, there are two nails on the floor.
box Now, there are two nails in the box.
sack Now, there are two nails in the sack.

M-2

meza Kulikuwa na misumari mitatu juu ya meza.
sakafu Kulikuwa na misumari mitatu juu ya sakafu.
sanduku Kulikuwa na misumari mitatu ndani ya sanduku.
gunia Kulikuwa na misumari mitatu ndani ya gunia.
table There were three nails on the table.
floor There were three nails on the floor.
box There were three nails in the box.
sack There were three nails in the sack.
The teacher, or the student who is asking the questions, should place a certain number of articles on the floor or on the table or in a box or a bag, as he talks.

A: Kuna (misumari mi)ngapi (juu ya meza)?
B: Kuna (misumari mitatu) (juu ya meza).

A: How many (nails) are there (on the table)?
B: There are (three nails) (on the table).

The person who asked the question adds one more object, or takes away one object. The person who answered the question must now say:

B: Kulikuwa na (misumari mitatu) juu ya (sakafu), lakini sasa kuna (misumari minne) juu ya (sakafu).

B: There were (three nails) on the (floor), but now there are (four) on the (floor).

In Cycles 67 through 71, the size of the objects was not important. In this cycle, difference in size is important.

msumari Msumari mmoja mkubwa na misumari miwili midogo ni misumari mitatu.
yai Yai moja kubwa na mayai mawili madogo ni mayai matatu.
katabu Kitabu kikubwa kimoja na vitabu viwili vidogo ni vitabu vitatu.
kalamu Kalamu kubwa moja na kalamu mbili ndogo ni kalamu tatu.

nail One large nail and two small nails are three nails.
egg One large egg and two small eggs are three eggs.
book One large book and two small books are three books.
pencil One large pencil and two small pencils are three pencils.
Tafadhali nipe misumari miwili mikubwa na msunuri mmoja mdogo.  Please hand me two large nails and one small nail.

Tafadhali nipe mayai mawili makubwa na yai moja dogo.  Please hand me two large eggs and one small egg.

Tafadhali nipe vitabu viwili vikubwa na kitabu kimoja kidogo.  Please hand me two large books and one small book.

Tafadhali nipe kalamu mbili kubwa na kalamu moja ndogo.  Please hand me two large pens and one small pen.

Please hand me (two large eggs and one small egg).

A: Is (Chicago) large, or small?
B: It is (large).

A: Is (your room) large, or small?
B: It's (large).

msumari  Chukua misumari mitatu.
kitabu  Chukua vitabu vitatu.
yai  Chukua mayai matatu.
kalamu  Chukua kalamu tatu.

nail  Take three nails.
book  Take three books.
egg  Take three eggs.
pencil  Take three pencils.

vitabu  Weka kitabu kimoja sandukuni.
kalamu  Weka kalamu moja sandukuni.
mayai  Weka yai moja sandukuni.
msumari  Weka msumari mmoja sandukuni.

books  Put one book in the box.
pencils  Put one pencil in the box.
eggs  Put one egg in the box.
nails  Put one nail in the box.
The teacher should give instructions to the students. Later, the students themselves should give instructions. Some examples are:

Chukua misumari mikubwa miwili. Weka msumari mmoja juu ya meza.
Take two large nails. Put one nail on the table.

Chukua misumari mikubwa mitatu na midogo miwili. Weka msumari mmoja sakafuni.
Put one nail on the floor. Take three large nails and two small ones.

Weka misumari mikubwa sandukuni. Weka midogo mezani.
Put the large nails in the box. Put the small ones on the table.

[Some speakers may prefer the verb /tia/ in place of /weka/ in the above sentences.]

C-1

A: Weka vitabu vitatu mezani. A: Put three books on the table. [B carries out the order.]
A: Vitabu viko wapi? A: Where are the books now?
**SWAHILI: GENERAL CONVERSATION**

C: Vitabu viko mezani.  
A: Rudisha vitabu katika gunia.  
A: Vitabu viko wapi sasa?  
(N.K.)  

C: The books are on the table.  
A: Return the books to the sack.  
A: Where are the books now?  
(etc.)

---

**CYCLE 75**

**M-1**

<table>
<thead>
<tr>
<th>Msumari</th>
<th>Chukua msumari mmoja.</th>
<th>nail</th>
<th>Take one nail. Put it on the table.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Msumari</td>
<td>Chukua misumari miwili.</td>
<td>nails</td>
<td>Take two nails. Put them on the table.</td>
</tr>
<tr>
<td>Yai</td>
<td>Chukua yai moja.</td>
<td>egg</td>
<td>Take one egg. Put it on the table.</td>
</tr>
<tr>
<td>Mayai</td>
<td>Chukua mayai mawili.</td>
<td>eggs</td>
<td>Take two eggs. Put them on the table.</td>
</tr>
<tr>
<td>Vitabu</td>
<td>Chukua vitabu viwili.</td>
<td>books</td>
<td>Take two books. Put them on the table.</td>
</tr>
<tr>
<td>Kalamu</td>
<td>Chukua kalamu moja.</td>
<td>pencil</td>
<td>Take one pencil. Put it on the table.</td>
</tr>
<tr>
<td>Kalamu</td>
<td>Chukua kalamu mbili.</td>
<td>pencils</td>
<td>Take two pencils. Put them on the table.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Msumari</th>
<th>Nilichukua msumari mmoja nikauweka juu ya meza.</th>
<th>nail</th>
<th>I took one nail and put it on the table.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Msumari</td>
<td>Nilichukua misumari miwili nikaiweka juu ya meza.</td>
<td>nails</td>
<td>I took two nails and put them on the table.</td>
</tr>
<tr>
<td>Yai</td>
<td>Nilichukua yai moja nikaliweka juu ya meza.</td>
<td>egg</td>
<td>I took one egg and put it on the table.</td>
</tr>
<tr>
<td>Mayai</td>
<td>Nilichukua mayai mawili nikayaweka juu ya meza.</td>
<td>eggs</td>
<td>I took two eggs and put them on the table.</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

kitabu  
Nilichukua kitabu
kimoja nikaiweka
juu ya meza.

book  
I took one book and put it
on the table.

vitabu  
Nilichukua vitabu
viwili nikaviweka
juu ya meza.

books  
I took two books and put
them on the table.

calamu  
Nilichukua kalamu moja
nikaiweka juu ya
meza.

pencil  
I took one pencil and put it
on the table.

calamu  
Nilichukua kalamu mbili
nikaziweka juu ya
meza.

pencils  
I took two pencils and put
them on the table.

C-1

A: Chukua (vitabu viwili).
A: Take (two books). [B does so.]
A: (Vi)weke juu ya (meza).
A: Put (them) (on the table).
A: Ulifanya nini?
A: What did you do?
B: Nilichukua (vitabu viwili)
nika(vi)weka juu ya (meza).
B: I took (two books) and put them
(on the table).

C-2

A: Chukua (mayai manne).
Yatie (mezani).
A: Take (four eggs).
Put them (on the table).
A: B alifanya nini?
A: What did B do?
C: Alichukua (mayai manne) ya
aka(ya)weka (mezani).
C: He/she took (four eggs) and put
(them) (on the table).

CYCLE 76

M-1

msumari  
Msumari huu ni mkubwa;
msumari huo ni mdogo.

nail  
This nail is big; that nail
is little.

misumari  
Misumari hii ni mikubwa;
misumari hiyo ni
midogo.

nails  
These nails are big; those
nails are small.

yai  
Yai hili ni kubwa; yai
hilo ni dogo.

egg  
This egg is big; that egg
is small.

mayai  
Mayai haya ni makubwa;
mayai hayo ni madogo.

eggs  
These eggs are big; those
eggs are small.

kitabu  
Kitabu hiki ni kikubwa;
kitabu hicho ni
kidogo.

book  
This book is big; that book
is little.
vitabu  Vitabu hivi ni vikubwa; books  These books are big; those
vitabu hivyo ni vidogo.

C-1

A: (Yai) h(ili) ni kubwa au A: Is this (egg) big, or little?
dogo?  
B: Ni (dogo).  

B: It is (big).

C-2

A: (Misumari) h(iyo) ni A: Are these (nails) big, or little?
(mi)kubwa au (mi)dogo? 
B: Ni (midogo).  

B: They are (little).

C-3

A: (Kitabu) h(icho) ni (ki)kubwa A: Is that (book) big, or little?
au (ki)dogo? 
B: Ni (kikubwa).  

B: It is (large).

C-4

A: (Misumari) h(iyo) ni (mi)kubwa A: Are those (nails) big, or little?
au (mi)dogo? 
B: Ni (mikubwa).  

B: They are (big).

M-1

mimi  Tafadhali nipe vitabu.  me  [Please] hand me the

Daudi  Tafadhali mpe Daudi vitabu.  David  [Please] hand David the

Daudi na Maria  Tafadhali wape Da-David and

Daudi na Maria na Maria vitabu.  Mary  [Please] hand David and

Daudi na mimi  Tafadhali tupe (mimi na Daudi) vitabu.  David and

mimi  me  [Please] hand David and

me  me  the books.

books.

books.
**SWAHILI: GENERAL CONVERSATION**

**M-2**

<table>
<thead>
<tr>
<th>Language</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>mimi</td>
<td>Daudi alinipa pesa.</td>
</tr>
<tr>
<td>wewe</td>
<td>Daudi alikupa pesa.</td>
</tr>
<tr>
<td>wewe na mimi</td>
<td>Daudi alitupa pesa.</td>
</tr>
<tr>
<td>wewe na Maria</td>
<td>Daudi aliwakeni pesa.</td>
</tr>
<tr>
<td>Maria na Yohana</td>
<td>Daudi aliwapa Maria na Yohana pesa.</td>
</tr>
<tr>
<td>M-1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>David gave me some money.</td>
</tr>
<tr>
<td>you (sg.)</td>
<td>David gave you some money.</td>
</tr>
<tr>
<td>you (sg.)</td>
<td>David gave you and me some money.</td>
</tr>
<tr>
<td>you (sg.)</td>
<td>David gave you and Mary some money.</td>
</tr>
<tr>
<td>Mary and John</td>
<td>David gave Mary and John some money.</td>
</tr>
</tbody>
</table>

**C-1**

<table>
<thead>
<tr>
<th>Turn</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>(Wa)pe (Daudi na Maria) (vitabu vitano).</td>
</tr>
<tr>
<td>A:</td>
<td>Ulifanya nini?</td>
</tr>
<tr>
<td>B:</td>
<td>Nili(wa) pa (Daudina Maria) (vitabu vitano).</td>
</tr>
<tr>
<td>A:</td>
<td>(B) alifanya nini?</td>
</tr>
<tr>
<td>C:</td>
<td>Ali(wa) pa (Daudi na Maria) (vitabu vitano).</td>
</tr>
<tr>
<td>A:</td>
<td>Give (five books) to (David and Mary). [B does so.]</td>
</tr>
<tr>
<td>B:</td>
<td>I gave (five books) to (David and Mary).</td>
</tr>
<tr>
<td>A:</td>
<td>What did you do?</td>
</tr>
<tr>
<td>B:</td>
<td>What did (B) do?</td>
</tr>
<tr>
<td>C:</td>
<td>He/she gave (five books) to (David and Mary).</td>
</tr>
</tbody>
</table>

**CYCLE 78**

<table>
<thead>
<tr>
<th>Language</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>shati (5,6)</td>
<td>Shati la John ni la rangi gani?</td>
</tr>
<tr>
<td>kaptura (9,10)</td>
<td>Kaptura ya John ni ya rangi gani?</td>
</tr>
<tr>
<td>suruali (9,10)</td>
<td>Suruali ya John ni ya rangi gani?</td>
</tr>
<tr>
<td>socks (9,10)</td>
<td>Socks za John ni za rangi gani?</td>
</tr>
<tr>
<td>viatu (8)</td>
<td>Viatu vya John ni vya rangi gani?</td>
</tr>
<tr>
<td>kofia (9,10)</td>
<td>Kofia ya John ni ya rangi gani?</td>
</tr>
<tr>
<td>vazi (5,6)</td>
<td>Vazi la Mary ni la rangi gani?</td>
</tr>
<tr>
<td>sharti</td>
<td>What color is John's shirt?</td>
</tr>
<tr>
<td>shorts</td>
<td>What color are John's shorts?</td>
</tr>
<tr>
<td>long trousers</td>
<td>What color are John's trousers?</td>
</tr>
<tr>
<td>socks</td>
<td>What color are John's socks?</td>
</tr>
<tr>
<td>shoes</td>
<td>What color are John's shoes?</td>
</tr>
<tr>
<td>hat</td>
<td>What color is John's hat?</td>
</tr>
<tr>
<td>dress</td>
<td>What color is Mary's dress?</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

M-2

nyekundu Vazi la Mary ni jekundu. red, brown Mary's dress is red.
nyeupe Vazi la Mary ni jeupe. white Mary's dress is white.
nyeusi Vazi la Mary ni jeusi. black Mary's dress is black.
kijanibichi or: kijani kibichi Vazi la Mary ni la kijanibichi. green Mary's dress is green.
kibluu or: kibuluu Vazi la Mary ni la kibluu. blue Mary's dress is blue.
kisamawati Vazi la Mary ni la kisamawati. light blue Mary's dress is light blue.
njano Vazi la Mary ni la njano. yellow Mary's dress is yellow.

M-3

nyekundu Viatu vya Mary ni vyekundu. red Mary's shoes are red.
nyeupe Viatu vya Mary ni vyeupe. white Mary's shoes are white.
nyeusi Viatu vya Mary no vyeusi. black Mary's shoes are black.
kijanibichi or: kijani kibichi Viatu vya Mary ni vya kijanibichi. green Mary's shoes are green.
kibluu Viatu vya Mary ni vya kibluu. blue Mary's shoes are blue.
samawati Viatu vya Mary ni vya samawati. light blue Mary's shoes are light blue.
njano Viatu vya Mary ni vya njano. yellow Mary's shoes are yellow.

C-1

[Ask and answer questions about the colors of books, clothing, pens, etc inside the classroom. Be sure to use the correct form of the color word, so that it agrees with the noun.]
### CYCLE 79

**M-1**

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>Kalamu hii ni ya nani?</td>
</tr>
<tr>
<td>karatasi</td>
<td>Karatasi hii ni ya nani?</td>
</tr>
<tr>
<td>kiberiti</td>
<td>Kiberiti hiki ni cha nani?</td>
</tr>
<tr>
<td>saa</td>
<td>Saa hii ni ya nani?</td>
</tr>
<tr>
<td>kiti</td>
<td>Kiti hiki ni cha nani?</td>
</tr>
<tr>
<td>pencil</td>
<td>Whose pencil is this?</td>
</tr>
<tr>
<td>paper</td>
<td>Whose paper is this?</td>
</tr>
<tr>
<td>matches</td>
<td>Whose matches are these?</td>
</tr>
<tr>
<td>watch</td>
<td>Whose watch is this?</td>
</tr>
<tr>
<td>chair</td>
<td>Whose chair is this?</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mimi</td>
<td>Kalamu hizi ni zangu.</td>
</tr>
<tr>
<td>wewe</td>
<td>Kalamu hizi ni zako.</td>
</tr>
<tr>
<td>yeye</td>
<td>Kalamu hizi ni zake.</td>
</tr>
<tr>
<td>sisi</td>
<td>Kalamu hizi ni zetu.</td>
</tr>
<tr>
<td>ninyi</td>
<td>Kalamu hizi ni zenu.</td>
</tr>
<tr>
<td>wao</td>
<td>Kalamu hizi ni zao.</td>
</tr>
<tr>
<td>I</td>
<td>I These pencils are mine.</td>
</tr>
<tr>
<td>you (sg.)</td>
<td>you (sg.) These pencils are yours.</td>
</tr>
<tr>
<td>he/she</td>
<td>he/she These pencils are his/hers.</td>
</tr>
<tr>
<td>we</td>
<td>we These pencils are ours.</td>
</tr>
<tr>
<td>you (pl.)</td>
<td>you (pl.) These pencils are yours.</td>
</tr>
<tr>
<td>they</td>
<td>they These pencils are theirs.</td>
</tr>
</tbody>
</table>

**C-1**

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: (Karatasi hii) ni ya nani?</td>
<td>A: Whose (paper) is this?</td>
</tr>
<tr>
<td>B: Ni (karatasi) (yake).</td>
<td>B: It is (his/hers).</td>
</tr>
<tr>
<td>A: (Kalamu) hizi ni za nani?</td>
<td>A: Whose (pencils) are these?</td>
</tr>
<tr>
<td>B: Ni (kalamu) (zangu).</td>
<td>B: They are (mine).</td>
</tr>
</tbody>
</table>

### CYCLE 80

**M-1**

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sufi</td>
<td>Shati la John ni la sufi.</td>
</tr>
<tr>
<td>(9) pamba</td>
<td>Shati la John ni la pamba. (9)</td>
</tr>
<tr>
<td>kitani</td>
<td>Shati la John ni la kitani.</td>
</tr>
<tr>
<td>nylon</td>
<td>Shati la John ni la nylon.</td>
</tr>
<tr>
<td>wool</td>
<td>John's shirt is made of wool.</td>
</tr>
<tr>
<td>cotton</td>
<td>John's shirt is made of cotton.</td>
</tr>
<tr>
<td>linen</td>
<td>John's shirt is made of linen.</td>
</tr>
<tr>
<td>nylon</td>
<td>John's shirt is made of nylon.</td>
</tr>
</tbody>
</table>
M-2

nini? Shati la John ni la nini? what? What is John's shirt made of?

C-1

A: (Shati) (1)a (John) ni (1)a nini? A: What is (John's) (shirt) made of?
B: Ni (1)a (pamba). B: It's made of (cotton).
A: Na ni (l)a rangi gani? A: And what color is it?
B: Ni (jeupe).

CYCLE 81

For this cycle, the class will need six empty paper cups. Pretend that one cup is full of water, another is full of coffee, etc. Write on the cups the words water, coffee, sugar, salt, milk, tea.

M-1

maji Maji yamemwagika. water The water is spilt.
kahawa Kahawa imemwagika. coffee The coffee is spilt.
sukari Sukari imemwagika. sugar The sugar is spilt.
chumvi Chumvi imemwagika. salt The salt is spilt.
maziwa Maziwa yamemwagika. milk The milk is spilt.
chai Chai imemwagika. tea The tea is spilt.

M-2

maji Maji hayakumwagika. water The water isn't spilt.
kahawa Kahawa haikumwagika. coffee The coffee isn't spilt.
sukari Sukari haikumwagika. sugar The sugar isn't spilt.
chumvi Chumvi haikumwagika. salt The salt isn't spilt.
maziwa Maziwa hayakumwagika. milk The milk isn't spilt.
chai Chai haikumwagika. tea The tea isn't spilt.
C-1

The person who asks the questions should knock over one of the cups as he speaks.

A: (Maji) yamewagika?
B: {Ndiyo, (ya)memwagika. 
    {La, ha(ya)kumwagika.

A: Is the (water) spilt?
B: {Yes, it's spilt.
    {No, it's not spilt.

C-2

A: (Kahawa) (i)ko namna gani?
B: (I)memwagika.

A: What's the matter with the (coffee)?
B: It's spilt.

CYCLE 82

M-1

<table>
<thead>
<tr>
<th>maji</th>
<th>Nani ali(ya)mwaga maji?</th>
<th>water</th>
<th>Who spilled the water?</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>Nani ali(i)vunja kalamu</td>
<td>pencil</td>
<td>Who broke this pencil?</td>
</tr>
<tr>
<td></td>
<td>hii?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nguo</td>
<td>Nani ali(i)chana nguo</td>
<td>cloth</td>
<td>Who tore this cloth?</td>
</tr>
<tr>
<td></td>
<td>hii?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maneno</td>
<td>Nani ali(ya)andika</td>
<td>words</td>
<td>Who wrote these words on the board?</td>
</tr>
<tr>
<td></td>
<td>maneno haya ubaoni?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swali</td>
<td>Nani ali(li)uliza swali</td>
<td>question</td>
<td>Who asked that question?</td>
</tr>
<tr>
<td></td>
<td>hilo?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kuchelewa</td>
<td>Nani amechelewa?</td>
<td>to be late</td>
<td>Who is late?</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>maji</th>
<th>Usi(ya)mwage maji tena.</th>
<th>water</th>
<th>Don't spill the water again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>Usi(i)vunje kalamu</td>
<td>pencil</td>
<td>Don't break the pencil again.</td>
</tr>
<tr>
<td></td>
<td>tena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kitambaa</td>
<td>Usi(ki)chane kitambaa</td>
<td>cloth</td>
<td>Don't tear the cloth again.</td>
</tr>
<tr>
<td></td>
<td>tena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maneno</td>
<td>Usi(ya)andike maneno</td>
<td>words</td>
<td>Don't write these words again.</td>
</tr>
<tr>
<td></td>
<td>haya tena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swali</td>
<td>Usi(li)ulize swali</td>
<td>question</td>
<td>Don't ask that question again.</td>
</tr>
<tr>
<td></td>
<td>hilo tena.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kuchelewa</td>
<td>Usichelewe tena.</td>
<td>to be late</td>
<td>Don't be late again.</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

C-1

A: Nani ali( )? A: Who (Paul), did you ( )?
Wewe uli( )? ( )?

B: { Ndiyo, nili( ). B: { Yes, I did.
La, siku( ). No, I didn't. 

A: Usi( ) tena! A: Don't ( ) again!

C-2

A: Kuna mambo gani na( ). A: What's the matter with the ( )?
B: ( ) me( ). B: It's ( ).
A: Nani ali( )? A: Who ( ) it?
B: Sijui. Nađhani (Anna) ali( ). B: I don't know. I think (Ann) did it.

CYCLE 83

M-1

kuchelewa Umechelewa. to be late You're late.
kusikitika Nasikitika. to be sorry I'm sorry.
ubao Nenda ubaoni. blackboard Go to the blackboard.
kuandika Andika 'Sitachelewa tena.' to write Write 'I won't be late again'.
tano Liandike mara tano. five Write it five times.
SWAHILI: GENERAL CONVERSATION

CYCLE 84

M-1

Umeoa? (swali kwa mwanamume). Are you married? (said to a man)
Umeolewa? (swali kwa mwanamke). Are you married? (said to a woman)

M-2

Sijaoa. (jibu la mwanamume). I'm not married. (said by a man)
Sijaolewa. (jibu la mwanamke). I'm not married. (said by a woman)

C-1

Umeoa/umeolewa? Are you married?

\[ \begin{align*}
\text{Ndiyo, nimeoa/nimeolewa.} & \quad \text{Yes, I am.} \\
\text{La, sijaoa/sijaolewa.} & \quad \text{No, I'm not.}
\end{align*} \]

C-2

Use names of people whom members of the class know.

A: (Peter) ameoa?
   (Mary) ameolewa?
A: Is (Peter/Mary) married?

B: Ndiyo, ameoa/ameolewa.
   La, hajaoa/hajaolewa.
B: Yes, he/she is.
   No, he/she isn't.

C-3

A: Umechoka?
A: Are you tired?
B: Ndiyo, nimechoka.
   La, sijachoka.
B: Yes, I am.
   No, I'm not.

A: Ulilala saa ngapi jana usiku?
A: What time did you go to bed last night?
B: Nililala saa (tano).
B: I went to bed at (11:00 p.m.).
SWAHILI: GENERAL CONVERSATION

CYCLE 85

M-1

<table>
<thead>
<tr>
<th>Afrika Mashariki</th>
<th>Ume pata kufika Afrika Mashariki?</th>
<th>East Africa</th>
<th>Have you ever been to East Africa?</th>
</tr>
</thead>
<tbody>
<tr>
<td>la</td>
<td>La, sijapata kufika Afrika Mashariki.</td>
<td>no</td>
<td>No. I've never been there.</td>
</tr>
<tr>
<td>lini?</td>
<td>Utakwenda huko lini?</td>
<td>when?</td>
<td>When are you going to go there?</td>
</tr>
<tr>
<td>miezi</td>
<td>Nitakwenda huko baada ya miezi miwili ijayo.</td>
<td>months</td>
<td>I'm going to go there in two months.</td>
</tr>
</tbody>
</table>

M-2

| mwezi             | Nitakwenda huko mwezi ujao.       | month      | I'm going to go there next month. |
| miezi             | Nitakwenda huko baada ya miezi miwili ijayo. | months     | I'm going to go there in two months. |
| wiki (majuma)     | Nitakwenda huko baada ya wiki mbili zijazo. | weeks     | I'm going to go there in two weeks. |
| tatu              | Nitakwenda huko baada ya wiki tatu zijazo. | three     | I'm going to go there in three weeks. |
| miezi             | Nitakwenda huko baada ya miezi mitatu ijayo. | months     | I'm going to go there in three months. |

C-1

A: Ume pata kufika (Nairobi)?:

B: 
   - Ndiyo.
   - La.

A: Utakwenda huko?:

B: 
   - Ndiyo, nitakwenda.
   - La, sitakwenda.

A: Utakwenda huko lini?:

B: 
   - Baada ya majuma (manne) (ya)jayo.
   - Baada ya miezi (minne) (i)jayo.

A: Have you ever been to (Nairobi)?

B: Yes, I have.
   - No, I haven't.

A: Are you going to go there?

B: Yes, I am.
   - No, I'm not.

A: When are you going to go there?

B: In (four) weeks/months.
**SWAHILI: GENERAL CONVERSATION**

**CYCLE 86**

**M-1**

<table>
<thead>
<tr>
<th>Los Angeles</th>
<th>Umepeata kufika Los Angeles?</th>
<th>Los Angeles</th>
<th>Have you ever been to Los Angeles?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ndiyo</td>
<td>Ndiyo, nimepata kufika Los Angeles.</td>
<td>yes</td>
<td>Yes, I have.</td>
</tr>
<tr>
<td>lini?</td>
<td>Ulikwenda huko lini?</td>
<td>when?</td>
<td>When did you go there?</td>
</tr>
<tr>
<td>miaka</td>
<td>Nilikwenda huko miaka miwili iliypopita.</td>
<td>years</td>
<td>I went there two years ago.</td>
</tr>
</tbody>
</table>

**M-2**

| jana        | Nilikwenda huko jana.         | yesterday   | I went there yesterday.           |
| wiki jana   | Nilikwenda huko wiki jana (wiki iliypopita). | last week | I went there last week.            |
| mwezi       | Nilikwenda huko mwezi jana (mwezi uliopita). | month      | I went there last month.          |
| mwaka       | Nilikwenda huko mwaka jana (mwaka uliopita) | year       | I went there last year.           |
| miaka miwili| Nilikwenda huko miaka miwili iliypopita. | two years  | I went there two years ago.       |
| miezi miwili| Nilikwenda huko miezi miwili iliypopita. | two months | I went there two months ago.      |
| wiki mbili  | Nilikwenda huko wiki mbili zilizopita. | two weeks  | I went there two weeks ago.       |
| juzi juzi   | Nilikwenda huko juzi juzi.     | recently    | I went there recently.            |
| zamani      | Nilikwenda huko zamani.        | long ago    | I went there long ago.            |

**C-1**

A: Umepeata kufika (Dar-es-Salaam)?
B: \{La. \ Ndiyo.\}

A: Have you ever been to (Dar-es-Salaam)?
B: No, I haven't. Yes, I have.

A: Ulikwenda huko lini?
B: Nilikwenda huko (zamani).

A: When did you go there?
B: I went there (long ago).
### SWAHILI: GENERAL CONVERSATION

**CYCLE 87**

<table>
<thead>
<tr>
<th>M-1</th>
<th>C-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chuo kikuu</strong></td>
<td><strong>College</strong></td>
</tr>
<tr>
<td>Ulinitimu chuo kikuu lini?</td>
<td>When did you finish college?</td>
</tr>
<tr>
<td><strong>Nyumbani</strong></td>
<td><strong>Home</strong></td>
</tr>
<tr>
<td>Uliondoka nyumbani lini?</td>
<td>When did you leave home?</td>
</tr>
<tr>
<td><strong>Hapa</strong></td>
<td><strong>Here</strong></td>
</tr>
<tr>
<td>Ulifika hapa lini?</td>
<td>When did you arrive here?</td>
</tr>
<tr>
<td><strong>Kiswahili</strong></td>
<td><strong>Swahili</strong></td>
</tr>
<tr>
<td>Ulianza kujifunza Kiswahili lini?</td>
<td>When did you begin to study Swahili?</td>
</tr>
<tr>
<td><strong>Kuoza</strong></td>
<td><strong>To marry</strong></td>
</tr>
<tr>
<td>Ulio/a uliolewa lini?</td>
<td>When did you marry?</td>
</tr>
</tbody>
</table>

A: Ulifika hapa lini?  
B: Nili(fika hapa) (miezi miwili iliypita).  
A: Yaani (mwezi wa Juni).  
B: Ndiyo.  

A: When did you (arrive here)?  
B: I (arriv)ed (two months ago).  
A: That is to say, (in June).  
B: That's right.
Tell us about the life of Mr. Kawawa.

His name is Rashidi Mfaume Kawawa.

He was born in the Songea district in 1928.

He went to school in Dar es Salaam and in Tabora.

He was an employee/He worked for the Dept. of Social Development of the Government of Tanganyika.

He became President of the Tanganyika African Civil Servants Association.

In 1955, he became a labor leader.

He was elected to Legco in 1958.

In 1961, President Nyerere appointed him a minister.

   maisha ya Bwana Kawawa. Name His name is Rashidi Mfaume Kawawa. 
   maisha ya Bwana Kawawa. 
   maisha ya Bwana Kawawa. 
   Alizaliwa katika wilaya ya Songea mwaka 1928. He was born in the Songea 
   district in 1928. 
   Alisomea shule Dar-es-Salaam na Tabora. He went to school in 
   Dar es Salaam and in Tabora. 
   Alifanya kazi katika Wizara ya Maendeleo katika Serkali ya Tanganyika. He 
   worked for the Dept. of Social Development of the Government of 
   Tanganyika. 
   Alipata kuwa Rais wa Chama cha Tanganyika African Civil Servants 
   Association. He became President of the Tanganyika African Civil 
   Servants Association. 
   Alichaguliwa kuwa kiongozi wa wafanya kazi mwaka 1955. In 1955, he 
   became a labor leader. 
   Mwaka 1958 alichaguliwa kuwa mjumbe wa Legco. He was elected to 
   Legco in 1958. 
   Katika mwaka 1961 Rais Nyerere alimchagua kuwa waziri. In 1961, President 
   Nyerere appointed him a minister.

   Alizaliwa katika wilaya ya Songea mwaka 1928. He was born in the Songea 
   district in 1928. 
   Alisomea shule Dar-es-Salaam na Tabora. He went to school in 
   Dar es Salaam and in Tabora. 
   Alifanya kazi katika Wizara ya Maendeleo katika Serkali ya Tanganyika. He 
   worked for the Dept. of Social Development of the Government of 
   Tanganyika. 
   Alipata kuwa Rais wa Chama cha Tanganyika African Civil Servants 
   Association. He became President of the Tanganyika African Civil 
   Servants Association. 
   Alichaguliwa kuwa kiongozi wa wafanya kazi mwaka 1955. In 1955, he 
   became a labor leader. 
   Mwaka 1958 alichaguliwa kuwa mjumbe wa Legco. He was elected to 
   Legco in 1958. 
   Katika mwaka 1961 Rais Nyerere alimchagua kuwa waziri. In 1961, President 
   Nyerere appointed him a minister.

**Text TE-3**

<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bwana Kaunda</strong></td>
<td>Tueleze habari juu ya maisha ya Bwana Kaunda.</td>
<td>Mr. Kaunda</td>
</tr>
<tr>
<td><strong>jina</strong></td>
<td>Jina lake Kenneth David Kaunda.</td>
<td>name</td>
</tr>
<tr>
<td><strong>kuzaliwa</strong></td>
<td>Alizaliwa katika jimbo la kaskazini la Rhodesia ya Kaskazini, mwaka 1924.</td>
<td>to be born</td>
</tr>
<tr>
<td><strong>kienyeyeji</strong></td>
<td>Alisomea shule ya kienyeji na katika Munali Secondary School.</td>
<td>local kind</td>
</tr>
<tr>
<td><strong>kuhitimu</strong></td>
<td>Alihitimu kuwa mwalimu mwaka 1943.</td>
<td>to complete</td>
</tr>
<tr>
<td><strong>chama</strong></td>
<td></td>
<td>association</td>
</tr>
<tr>
<td><strong>sehemu</strong></td>
<td></td>
<td>part</td>
</tr>
<tr>
<td><strong>kuchagua</strong></td>
<td>Alichaguliwa Mwandishi Mkuu wa chama kizima mwaka 1952.</td>
<td>to elect</td>
</tr>
<tr>
<td><strong>Mwandishi</strong></td>
<td></td>
<td>Secretary</td>
</tr>
<tr>
<td><strong>-zima</strong></td>
<td></td>
<td>whole</td>
</tr>
<tr>
<td><strong>kuanzisha</strong></td>
<td>Alianzisha chama cha Zambia African National Congress, mwaka 1959. Alifungwa jela kwa miezi tisa.</td>
<td>to begin</td>
</tr>
<tr>
<td><strong>kufunga</strong></td>
<td></td>
<td>(transitive)</td>
</tr>
<tr>
<td><strong>jela ( )</strong></td>
<td></td>
<td>jail</td>
</tr>
<tr>
<td><strong>jamhuri (9, 10)</strong></td>
<td>Alichaguliwa Rais wa Jamhuri ya Zambia mwaka 1964.</td>
<td>republic</td>
</tr>
</tbody>
</table>

Copy, filling in the blanks:


Text TE-4

Bwana Karume Tueleze habari juu ya Bwana Karume. Mr. Karume What can you tell us about Mr. Karume?
jina Jina lake Abeid Karume. name His name is Abeid Karume.
kuwa Alizaliwa Kongo, akaja Unguja alipokuwa mtoto mdogo. to be child He was born in the Congo and came to Zanzibar while young.
baharia(1) Alifanya kazi ya ubaharia, akatembelea nchi nyingi. sailor He worked as a sailor and visited many countries.
kutembelea tena Aliechashuliwa tena kama mjumbe wa Legco. again He was re-elected to the Legislative Council in 1961.
Rais Katika mwaka 1957, alichechuliwa Rais wa chama cha African Association for Immigrant Workers. president In 1957, he became President of the African Association for Immigrant Workers.
mjumbe Mwezi wa Julai 1957, aliechashuliwa mjumbe wa Legco. delegate In July 1957, he was elected to the Legislative Council.
tena Aliechashuliwa tena kama mjumbe wa Legco mwaka 1961. jamhuri Alipata kuwa Rais wa Jamhuri ya watu wa Unguja mwaka 1964. republic In 1964, he became President of Zanzibar Peoples Republic.
kuteua Mwaka huo huo aliteuliwa kuwa Makamu wa kwanza wa Rais wa Jamhuri ya Tanzania. to choose In the same year, he became the First Vice President of Tanzania.
### Text TE-5

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bwana Kambona</strong> Tueleze habari juu ya Bwana Kambona.</td>
<td>Mr. Kambona What can you tell us about Mr. Kambona?</td>
</tr>
<tr>
<td>jina Jina lake Oscar Sathiel Kambona.</td>
<td>name His name is Oscar Salathiel Kambona.</td>
</tr>
<tr>
<td>kuzaliwa Alizaliwa Songea, Jimbo la Kusini.</td>
<td>to be born He was born in Songea, Southern Province.</td>
</tr>
<tr>
<td>kuhudhuria Alihudhuria shule Dodoma na Tabora.</td>
<td>to attend He went to School in Dodoma and Tabora.</td>
</tr>
<tr>
<td>tangu Alikuwa mwalimu tangu mwaka 1951 mpaka 1954.</td>
<td>since, from He was a teacher from 1951 to 1954.</td>
</tr>
<tr>
<td>kusoma Alisoma shiringe Uingereza kutoka mwaka 1956 hadi 1959.</td>
<td>to study He studied law in England from 1956 to 1959.</td>
</tr>
<tr>
<td>sheria</td>
<td>law</td>
</tr>
<tr>
<td>hadi</td>
<td>until</td>
</tr>
<tr>
<td>mjumbe Katika mwaka 1960, alichaguliwa mjumbe wa Legico.</td>
<td>delegate He was elected member of the Legislative Council in 1960.</td>
</tr>
<tr>
<td>waziri elimu Alipata kuwa Waziri wa Elimu mwaka 1960.</td>
<td>minister education He was appointed Minister of Education in 1960.</td>
</tr>
<tr>
<td>ulinzi Alichaguliwa kuwa Waziri wa Ulinzi na Mambo ya Kigeni mwaka 1962.</td>
<td>defense He was appointed Minister of Defense and Foreign Affairs in 1962.</td>
</tr>
<tr>
<td>kigeni</td>
<td>foreign kind</td>
</tr>
</tbody>
</table>

### Text TE-6

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Kiano</strong> Tueleze habari juu ya Dr. Kiano.</td>
<td>Dr. Kiano What can you tell us about Dr. Kiano?</td>
</tr>
<tr>
<td>jina Jina lake Gikonyo Kiano.</td>
<td>name His name is Gikonyo Kiano.</td>
</tr>
<tr>
<td>kuzaliwa Alizaliwa katika wilaya ya Fort Hall mwaka 1926.</td>
<td>to be born He was born in Fort Hall District in 1926.</td>
</tr>
<tr>
<td>kusomea Alisomea Nyeri, Kiambu na Uganda.</td>
<td>to study at He went to School in Nyeri, Kiambu and in Uganda.</td>
</tr>
<tr>
<td>kuondoka Aliondoka Kenya mwaka 1948 kwenda Amerika.</td>
<td>to leave He left Kenya for America in 1948.</td>
</tr>
<tr>
<td>mwalimu Alikuwa mwalimu katika Royal Technical College, Nairobi.</td>
<td>lecturer In 1956, he became lecturer at the Royal Technical College, Nairobi.</td>
</tr>
</tbody>
</table>
Katika mwaka wa 1958, alichaguliwa kama mjumbe wa Legico.

He was elected member of the Legislative Council in 1958.

Alifanywa Waziri wa Biashara na Viwanda mwaka 1960.

He was appointed Minister of Commerce and Industry in 1960.

Alichaguliwa tena mjumbe wa Legico, mwaka 1961.

He was re-elected to the Legislative Council in 1961.

Bwana Kenyatta alimteua kuwa waziri wa Biashara na Viwanda mwaka 1963.

Mr. Kenyatta appointed him Minister of Commerce and Industry in 1963.

Tueleze habari juu ya Bwana Koinange.

Mr. Koinange What can you tell us about Mr. Koinange?

Jina lake Mbiyu (Peter) Koinange.

His name is Mbiyu Koinange.

Alizaliwa katika Wilaya ya Kiambu mwaka 1907.

He was born in the Kiambu District in 1907.

Alihudhuria shule Mombasa na Kikuyu.

He went to school in Mombasa and Kikuyu.

Alisoma Amerika tangu 1927 mpaka 1936.

He studied in the U. S. from 1927 to 1936.

Pia alisoma katika Vyuo Vikuu vya Cambridge na London.

He also studied at Cambridge and London.

Alipata kuwa Mwalimu Mkuu wa Kenya Teachers College, Githunguri.

In 1948, he became principal of the Kenya Teachers College at Githunguri.

Alichaguliwa kuwa moja-wapo wa watu waliongoza Ofisi inayo-shugulika na Mambo ya Kiafrika katika Ghana na Dr. Nkrumah.

He was appointed one of the directors of the African Affairs Bureau in Ghana by Dr. Nkrumah.

Mwaka 1963, alifanywa Waziri wa Idara ya Mambo ya Kiafrika na Bwana Kenyatta.

He was appointed Minister of African Affairs by Mr. Kenyatta in 1963.
Bwana Oginga Odinga

Tueleze habari juu

Bwana Oginga Odinga.

Mr. Oginga Odinga

What can you tell us about Mr. Oginga Odinga?

jina

name

His name is Ajuma Oginga Odinga.

kuzaliwa

to be born

He was born in Central Nyanza District in 1912.

chuo kikuu

university

He went to school in Maseno, Kikuyu and Makerere College.

kuhitimu

to graduate

In 1939, he qualified as a teacher.

ualimu (14)
teaching

He taught school from 1940 to 1946.

kuanzisha

to begin

In 1947, he founded the Luo Thrift and Trading Corporation.

kutumikia

to serve

He served as President of Luo Union from 1953 to 1957.

umoja

union

Vice-President

He was elected member of Legco in 1957 and became Vice-President of Kanu in 1960.

makamu wa Rais

Vice-President

He became Vice-President of the Republic of Kenya in 1964.

nyumba

home

Mr. Kenyatta appointed him Minister of Home Affairs in 1963.

Makamu Rais

Vice-President

What can you tell us about Mrs. Titi Mohamed?

Bibi Titi Mohamed

Tueleze habari juu ya Bibi Titi Mohamed.

Mrs. Titi Mohamed

Her name is Bibi Titi Mohamed.

jina

name

She was born in Dar-es-Salaam in 1925.

kuzaliwa

to be born

Alizaliwa Dar-es-Salaam.
kuhuduria
Alihudhuria shule ya Kikoran, Dar-es-Salaam.
to attend
She attended a Koranic school in Dar-es-Salaam.

kuolewa
Aliolewa mwaka 1939 na ana mtoto mmoja.
to be married
She married in 1939 and has one child.

mwanachama
(1, 2)
Alipata kuwa mwanachama wa TANU mwaka 1954.
member
In 1954, she became leader of TANU. She was elected as the women's leader.

mwanawake
(1, 2)
Aliachaguliwa kiongozi wa wanawake.
woman

mnamo
Mnamo mwaka 1960, alichaguliwa mjumba wa Legco.
within
She was elected a member of Legco in 1960.

maendeleo
Bwana Nyerere alimchagua kuwa Waziri mdogo katika Wizara ya Maendeleo.
development
Mr. Nyere appointed her Parliamentary Secretary in the Ministry of Community Development.

Text TE-10

Bwana Obote Tueleze habari juu ya Bwana Obote. Mr. Obote What can you tell us about Mr. Obote?
jina Jina lake Milton Apollo Obote. name His name is Milton Apollo Obote.
kuzaliwa Alizaliwa katika Wilaya ya Langō, Jimbo la Kaskazini, mwaka 1926. to be born He was born in Lango District, Northern Province in 1926.
kusoma Alisoma katika Lira, Gulu na Jinja. to go to school He went to school in Lira, Gulu and Jinja.
cheti (7, 8) Alisomea Chuo Kikuu cha Makerere ambapo alipata cheti cha ualimu. certificate He attended Makerere College where he obtained a diploma in education.
mjumbe Alichaguliwa mjumbe wa Legco mwaka 1958. representative He was elected to Legco in 1958.
Rais Alipata kuwa Rais wa Uganda Peoples Congress mwaka 1958. president He became President of the Uganda Peoples Congress in 1958.
Upinzani Mnamo mwaka 1960, alichaguliwa kama kiongozi wa upinzani. opposition He became leader of the opposition in 1960.
Waziri Mkuu Alipata kuwa Waziri Mkuu wa Uganda mwaka 1963. Prime Minister In 1963 he became Prime Minister of Uganda.
Rais Alichaguliwa Rais wa Jamhuri ya Uganda mwaka 1966. President He was elected President of the Republic of Uganda in 1966.
### Text TE-11

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bwana Kenyatta</td>
<td>Mr. Kenyatta, What can you tell us about Mr. Kenyatta?</td>
</tr>
<tr>
<td>jina</td>
<td>His name is Jomo Kenyatta.</td>
</tr>
<tr>
<td>kuzaliwa</td>
<td>He was born about 1893 in Kiambu District.</td>
</tr>
<tr>
<td>shule</td>
<td>He attended a mission school in Kikuyu.</td>
</tr>
<tr>
<td>kuunda</td>
<td>He took part in the formation of the Pan-African Federation in 1945.</td>
</tr>
<tr>
<td>Rais</td>
<td>He became President of Kenya Africa Union in 1947.</td>
</tr>
<tr>
<td>kuhukumumu</td>
<td>He was convicted and sentenced to 7 years imprisonment in 1953.</td>
</tr>
<tr>
<td>kifungo</td>
<td>He was detained from 1959 to 1962.</td>
</tr>
<tr>
<td>kuwekwa</td>
<td>He was elected member of Legico in 1962 and President of Kanu the same year.</td>
</tr>
<tr>
<td>kizuizi (7)</td>
<td>He was elected Prime Minister of Kenya in 1963.</td>
</tr>
<tr>
<td>Waziri Mkuu</td>
<td>He was elected President of Kenya in 1964.</td>
</tr>
<tr>
<td>Rais</td>
<td></td>
</tr>
</tbody>
</table>

### Text TE-12

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bwana Nyerere</td>
<td>Mr. Nyerere, What can you tell us about Mr. Nyerere?</td>
</tr>
<tr>
<td>jina</td>
<td>His name is Julius Nyerere.</td>
</tr>
<tr>
<td>kuzaliwa</td>
<td>He was born in 1921 in Msoma District.</td>
</tr>
<tr>
<td>chuo</td>
<td>He went to school in Tabora and Kampala.</td>
</tr>
<tr>
<td>mwalimu</td>
<td>He became a teacher in 1946.</td>
</tr>
<tr>
<td><strong>Uingereza</strong></td>
<td><strong>Britain</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Alisomea Uingereza tangu mwaka 1949 mpaka 1952 akapata digrii ya M.A.</td>
<td>Alisomea Uingereza from 1949 to 1952 and obtained an M.A. degree.</td>
</tr>
<tr>
<td><strong>mjumbe</strong></td>
<td><strong>representative</strong></td>
</tr>
<tr>
<td>Alichaguliwa mjumbe wa Legco mwaka 1958.</td>
<td>He was elected to Legco in 1958.</td>
</tr>
<tr>
<td><strong>utawala wa ndani</strong></td>
<td><strong>self-government</strong></td>
</tr>
<tr>
<td>Alichaguliwa Waziri Mkuu wa Tanganyika mwaka 1961 katika utawala wa ndani.</td>
<td>He became Prime Minister of Tanganyika in December 1961.</td>
</tr>
<tr>
<td>Waziri Mkuu Alipata kuwa Waziri Mkuu wa Tanganyika mwezi wa Desemba 1961.</td>
<td>Prime Minister He became Prime Minister of Tanganyika in December 1961.</td>
</tr>
<tr>
<td>Rais Alichaguliwa Rais wa Tanganyika mwaka 1962 na Rais wa Tanzania mwaka 1964.</td>
<td>President He was elected President of Tanganyika in 1962 and Tanzania in 1964.</td>
</tr>
</tbody>
</table>

**Text TE-13**

<table>
<thead>
<tr>
<th><strong>Bwana Mayanja</strong></th>
<th><strong>Tueleze habari juu ya Bwana Mayanja.</strong></th>
<th><strong>Mr. Mayanja What can you tell us about Mr. Mayanja?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>jina</strong></td>
<td><strong>name</strong></td>
<td><strong>His name is Abubakar Kakyama Mayanja.</strong></td>
</tr>
<tr>
<td><strong>kuzaliwa</strong></td>
<td><strong>to be born</strong></td>
<td>He was born at Ziba, Buganda Province in 1929.</td>
</tr>
<tr>
<td><strong>chuo</strong></td>
<td><strong>school</strong></td>
<td>He attended Ngogwe Primary School, King's College Budo and Makerere College.</td>
</tr>
<tr>
<td><strong>chama</strong></td>
<td><strong>association</strong></td>
<td>He formed the Uganda National Congress in 1952.</td>
</tr>
<tr>
<td><strong>kuhitimu</strong></td>
<td><strong>to graduate</strong></td>
<td>In 1953 he qualified as a lawyer.</td>
</tr>
<tr>
<td><strong>Waziri</strong></td>
<td><strong>Minister</strong></td>
<td>He was appointed Minister of Education in Buganda in 1959.</td>
</tr>
<tr>
<td><strong>kufanikiwa</strong></td>
<td><strong>to have success</strong></td>
<td>In 1960 he formed the United National Party; but the Party had little success.</td>
</tr>
<tr>
<td><strong>Parliament</strong></td>
<td><strong>Parliament</strong></td>
<td>He was elected member of Parliament in 1963.</td>
</tr>
</tbody>
</table>
EPILOG

The 'cycles' and the 'texts' of this course have given you an active introduction to almost all of the main points of Swahili structure. This fact is of more than academic value to you. It means that in any new text, either spoken or written, you will find that most of the grammar is familiar. Your main deficiencies at this point are in the realm of vocabulary.

One procedure for expanding your vocabulary, and at the same time increasing your fluency in the use of Swahili grammatical structures, is the following:

1. Choose a topic with which you are partly familiar. Ask a speaker of Swahili to talk to you on this topic for 30 seconds. (You should of course explain in advance that you are going to stop him.)

2. At the end of 30 seconds, ask him to start again. Ask him to 'say the same thing, without leaving anything out or putting in anything new.' (He will of course make some small changes.)

3. Ask to hear the same thing a third and a fourth time.

4. Ask the speaker to dictate the text to you, one sentence at a time.

5. Prepare the text for study, in one or more of the ways that were used with the texts of Series A-C (blank-filling, questions and answers, etc.).

6. Get at least two or three more texts on topics that overlap the first. In this way, you will secure further practice with many of the vocabulary items that were new to you in the first text.

Most students who have completed only this course in Swahili would benefit from systematically organized drill materials emphasizing individual points of Swahili grammar. These, along with short dialogs for memorization, may be found in the Foreign Service Institute's Swahili Basic Course. A very readable and reliable survey of Swahili grammar, aimed at the Beginning student, is James L. Brain's Basic Structure of Swahili, obtainable from the East African Studies Program of Syracuse University. The reader is referred to these, as well as to the well known standard works by Ashton, Perrott, and Steere.
GLOSSARY

Words are alphabetized by the first letter of the root, regardless of presence or absence of prefixes. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.

Stems preceded by a single hyphen are verbs; stems preceded by a double hyphen are adjectives.

A

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>abiria (1)</td>
<td>pass</td>
</tr>
<tr>
<td>pl. abiria (2)</td>
<td></td>
</tr>
<tr>
<td>mw-Afrika (1, 2)</td>
<td>an African</td>
</tr>
<tr>
<td>afisa (or: ofisa) (1), pl. maafisa</td>
<td>officer</td>
</tr>
<tr>
<td>Agosti (9)</td>
<td>August</td>
</tr>
<tr>
<td>mw-aka (3, 4)</td>
<td>year</td>
</tr>
<tr>
<td>w-akati (14), pl. ny-akati (10)</td>
<td>time</td>
</tr>
<tr>
<td>--ake</td>
<td>his, her</td>
</tr>
<tr>
<td>--ako</td>
<td>your</td>
</tr>
<tr>
<td>Alhamisi (9)</td>
<td>Thursday</td>
</tr>
<tr>
<td>w.ali (14)</td>
<td>cooked rice</td>
</tr>
<tr>
<td>mw-alimu (1, 2)</td>
<td>teacher</td>
</tr>
<tr>
<td>ch ama (7, 8)</td>
<td>party, union, organization</td>
</tr>
<tr>
<td>ny ama (9)</td>
<td>meat</td>
</tr>
<tr>
<td>amba--</td>
<td>which, who</td>
</tr>
<tr>
<td>-ambia</td>
<td>to tell</td>
</tr>
<tr>
<td>j-ambo (5)</td>
<td>matter, affair</td>
</tr>
<tr>
<td>pl. mambo (6)</td>
<td></td>
</tr>
<tr>
<td>mw-Amerika (1, 2)</td>
<td>an American</td>
</tr>
<tr>
<td>-amini</td>
<td>to trust, believe</td>
</tr>
<tr>
<td>-amka</td>
<td>to get up</td>
</tr>
<tr>
<td>mw-ana... (1, 2)</td>
<td>a person associated with...</td>
</tr>
<tr>
<td>ny-anda (9, 10)</td>
<td>plateau</td>
</tr>
<tr>
<td>-andika</td>
<td>to write</td>
</tr>
<tr>
<td>mw-andishi (1, 2)</td>
<td>secretary</td>
</tr>
<tr>
<td>--angu</td>
<td>my</td>
</tr>
<tr>
<td>-anguka</td>
<td>to fall, drop</td>
</tr>
</tbody>
</table>
-anza to begin
--ao their
 Aprili (9) April
 ardhi (9) land
 arobaini forty
 asubuhi (9) morning
 ki-atu (7, 8) shoe
 au or
 ki-azi (7, 8) potato

baada (9) after
 baadaye afterward, after that
 -badilisha to change
 bado still, (not) yet
 baharia sailor
 baiskeli (9, 10) bicycle
 -baki to stay
 bandari (9, 10) port
 u-bao (14),
 pl. mbao (10) blackboard, piece of timber
 baridi (9) cold
 --baya bad
 ki-beriti (7, 8) match, book of matches
 biashara (9) business
 ki-bluu blue
 m.boga (9, 10) vegetable
 m-buni (3, 4) coffee plant
 bweni (5, 6) dormitory

-chagua to choose
 chai (9) tea
 m-chana (3) noon, midday
 -chana to slit, tear
-chelewa  to be late  
-cheza    to play, dance  
-chezacheza  to play at (not seriously)  
m-chezo (3, 4)  game  

n.chi  country  
chini (9)  below, bottom; down  
-chipua  to sprout  
-choka  to get tired  
-chukia  to dislike  
-chukua  to last, to take  
u-chumi (14)  economics  
chumvi (9)  salt  
chungwa (5, 6)  orange  

mu-da (3)  period of time  
  dakika (9, 10)  a minute  

n.dani (9)  inside  
  darasa (5, 6)  classroom, class  

n.dege (9, 10)  airplane  
  Desemba (9)  December  

-dhani  to think  
  digrii (9, 10)  degrees  

n.dizi (9, 10)  banana  
--dogo  small  
  dola (9, 10)  dollar  
  duka (5, 6)  a shop  
  dunia (9)  world  

--ekundu  red, brown  
-eleza  to explain  
elimu (9)  education  
embe (5, 6)  mango
-enda             to go
-endelea          to continue
ma.endeleo (6)    progress
--enye            having, with
mw-enyeji (1, 2)  local inhabitant; master of house
--enu             your (pl.)
ki-enyeji         in the style of the local inhabitants

eropleni (9, 10)  airplane
ch-eti (7, 8)     certificate
--etu             our
--eupe            white
--eusi            black
mw-ezi (3, 4)     month, moon

-fanana           to resemble
-fananisha        to compare, liken
-fanikiwa         to have success
-fanya            to do, make
Februari (9)      February
-fika             to arrive
-fikiri           to think
fulani            so-and-so
-funga            to close
ki-fungo (7)      a fastening; jail
-funza            to teach, educate
-ji-funza         to learn ('to teach oneself')

G

gani              what? which?
gari (5, 6)       car, vehicle
gari la abiria    bus
gari la moshi    train
ki-geni (7) foreign
m-geni (1, 2) stranger, foreigner, guest
to turn, change
gunia (5, 6) sack

habari (9, 10) news, information
hadi until
h-- (huyu, hili, etc.) this
h--o (huyo, hilo, etc.) that
halafu then
hali (9) condition
hamsini fifty
hapa (16) here
hebu let's; to be pleased with
hesabu mathematics
hewa (9) air, atmosphere, sky
historia (9) history
-hitaji to need
-hitimu to complete (esp. to complete education)
hivyo in that manner, like that
-hudhuria to attend (a school or class)
huko (17) there
-hukumu to sentence, judge
-husika to be related, connected

idara (9, 10) ministry, bureau
Ijumaa (9) Friday
ingawa even though
U-ingereza (9) England
--ungi much, many
w-ungi (14) large quantity, majority
--ingeine some, other
**SWAHILI: GENERAL CONVERSATION**

-isha  
  to finish, come to an end

ma.isha (6)  
  life

-ishi  
  to live, reside

ishirini  
  twenty

-j-a  
  to come

n.jaa (9)  
  hunger

jambo (see j-ambo)

jamhuri (9, 10)  
  republic

jana (9)  
  yesterday

jani (5, 6)  
  leaf

ki-janibichi  
  green ('leaf colored')

Januari (9)  
  January

jasho (9)  
  sweat

je  
  and how about? (a question marker)

-je  
  how?

jela  
  jail

m-ji (3, 4)  
  city

ma.ji (6)  
  water

jibu (5, 6)  
  answer

jimbo (5, 6)  
  state, province

jina (5, 6)  
  name

jiografia (9)  
  geography

jioni (9)  
  evening

joto (see j-oto)

-jua  
  to know

Julai (9)  
  July

Jumamosi (9)  
  Saturday

Jumanne (9)  
  Tuesday

Jumapili (9)  
  Sunday

Jumatano (9)  
  Wednesday

Jumatatu (9)  
  Monday
jumba (see j-umba)
m-jumbe (1, 2)
jumla (9)
Juni (9)
juu (9)
juzi
K
-kaa
kabila (5, 6)
Kaburu (1)
pl. Kaburu or Makaburu
kahawa (9)
kalamu (9, 10)
--kali
kama
u-kame (14)
kaptura (9, 10)
karata (9, 10)
karatasi
kasa
kasha (5, 6)
m-kate (3, 4)
kati (9)
kaskazi (9)
kaskazini (9)
kasoro
katika
kawaida (9, 10)
kazi (9, 10)
ma-kazi (6)
kesho (9)
kila
kitani
deputy, delegate
sum, total
June
on, on top of; about
recently; day before yesterday
to live, stay, sit
tribe
the Boer people
coffee
pen, pencil
fierce
like
drouth
shorts
card
paper
less, minus
chest, footlocker
(loaf, piece of) bread
center, between
northerly wind
north
less, minus
in
custom
work
residences, dwellings
tomorrow, next
each, every
linen
SWAHILI: GENERAL CONVERSATION

-kö to be located
m-koa (3, 4) region
kofia (9, 10) hat
-koka to build a fire
koti (5, 6) coat, jacket
--kubwa large
kuku chicken
kumbe (an expression of surprise)
kumi ten
kusi (9) southerly wind
kusini (9) south
kwa by, with, at

la no
da to eat
cha-ku-la (7, 8) food
-lala to go to bed, lie down
m-lango (3, 4) door
U-laya (9) Europe
lazima necessity, obligation
--le that
leo (9) today
-lima to farm, cultivate
ki-limo (7) agriculture
-linda to guard
lini when?
u-linzi (14) defense
lugha (9, 10) language
m-Luhya (1, 2) a Luhya

L

March
West
place
maili (9, 10) miles
makamu substitute, deputy
-maliza to finish
mapema early
mara (9, 10) occasion, time
mashariki (9) East
u-mbali (14) distance
mbuzi goat
m-mea (3, 4) a plant
Mei (9) May
meli (9, 10) steamship
meza (9, 10) table
m-fuko (3, 4) pocket
mia (9, 10) hundred
mimi I
U-misri (9) Egypt
-mo to be located inside
moja one
pa-moja together
u-moja unity, union
moshi (see m-oshi)
motokaa (9) automobile
motokaa ya abiria bus
Msumbiji (9) Mozambique
-mwaga to spill, pour
-mwagika to get spilt, poured
N
na and
-na to have ('be with')
nafuu (9) gain, progress, advantage
namba (9, 10) number
namna (9, 10) sort, kind
namna gani how?
nanasi (5, 6) pineapple
--nane eight
nani who?
nauli (9) price, amount of money
neno (5, 6) word
ndiyo yes
--ngapi how many?
-ngoja to wait
ng'ombe ox, head of cattle
nguruwe pig
ni is, are
nini what?
ninyi you (pl.)
njano yellow
--nne four

Novemba (9) November
nusu (9, 10) a half
m-Nyamwezi (1, 2) a Nyamwezi person
-nyesha to rain
u-nyevunyevu (14) humidity
-nywa to drink

-oa to marry (of a man)
ofisi (9, 10) office
Oktoba (9) October
-olewa to marry (of a woman)
-ondoka to leave, go away
-onekana to be visible, be seen
-ongoza to lead

ki-ongozi leader
pl. vi-ongozi, takes concords of (1,2)
-onyesha  
  to show

m-oshi (3)  
  smoke

-oteshi  
  to cause to grow

j-oto (5)  
  heat

m-oto (3, 4)  
  fire

-pa  
  to give

mpaka  
  until, to

pamba (9)  
  cotton

pamoja (see pa-moja)

-panda  
  to go up, board

ki-pande (7, 8)  
  piece

u-pande (14)  
  direction, side

pl. pande (10)

papai (5, 6)  
  papaya

-peleka  
  to bear, carry

-penda  
  to like

-pendeza  
  to please, be pleasing

u-pepo (14)  
  wind

pesa (9, 10)  
  money

u-pinzi (14)  
  opposition

m-pira (3, 4)  
  ball

-pita  
  to pass

-pitia  
  to pass by

-po  
  to be located

pombe (9)  
  beer

-potea  
  to get lost

-pumzika  
  to relax

ma-pumziko (6)  
  rest, relaxation

-pungua  
  to (cause to) decrease

-punguza  
  to cause to decrease

pwani (9)  
  coast

pyrethrum (9)  
  pyrethrum
### SWAHILI: GENERAL CONVERSATION

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>R</strong></td>
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<tr>
<td>rais</td>
<td>president</td>
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<tr>
<td>ramani (9, 10)</td>
<td>map</td>
</tr>
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<td>rangi</td>
<td>color</td>
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<tr>
<td>robo (9, 10)</td>
<td>a quarter</td>
</tr>
<tr>
<td>-rudi</td>
<td>to return, go back</td>
</tr>
<tr>
<td>-rudisha</td>
<td>to cause to return, to put back</td>
</tr>
<tr>
<td>-ruka</td>
<td>to fly</td>
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<td><strong>S</strong></td>
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<tr>
<td>saa (9, 10)</td>
<td>watch, clock; hour</td>
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<td>saba</td>
<td>seven</td>
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<tr>
<td>sabini</td>
<td>seventy</td>
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<td>safari (9, 10)</td>
<td>trip</td>
</tr>
<tr>
<td>-safiri</td>
<td>to travel</td>
</tr>
<tr>
<td>-saidia</td>
<td>to help</td>
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<tr>
<td>sakafu (9)</td>
<td>floor</td>
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<tr>
<td>ki-samawati</td>
<td>light blue</td>
</tr>
<tr>
<td>sana</td>
<td>very</td>
</tr>
<tr>
<td>sanduku (5, 6) or (9, 10)</td>
<td>box, suitcase</td>
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<tr>
<td>sasa</td>
<td>now</td>
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<tr>
<td>sayansi (9)</td>
<td>science</td>
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<tr>
<td>sehemu (9, 10)</td>
<td>place, part</td>
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<td>senema (9)</td>
<td>cinema</td>
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<td>Septemba (9)</td>
<td>September</td>
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<tr>
<td>shati (5, 6)</td>
<td>shirt</td>
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<tr>
<td>-shangaa</td>
<td>to be surprised</td>
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<tr>
<td>shauri</td>
<td>plan, advice</td>
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<td>sheria (9)</td>
<td>law</td>
</tr>
<tr>
<td>-shugulika</td>
<td>to be concerned with</td>
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<tr>
<td>shule (9, 10)</td>
<td>school</td>
</tr>
<tr>
<td>shule ya juu</td>
<td>secondary school</td>
</tr>
<tr>
<td>shule ya sekondari</td>
<td>secondary school</td>
</tr>
</tbody>
</table>
-shuka to descend, disembark
si is, are not
siagi (9) butter
siasa (9) politics
m-sichana (1, 2) girl
sigara (9, 10) cigarette
-sikiliza to listen to
-sikitika to be sorry
siku (9, 10) day
usiku (14) night
simu (9, 10) telephone
sisi we
sita six
sitini sixty
sok(i)si (9, 10) socks
-soma to study
-somesha to teach, cause to study
somo (5, 6) lesson
sufi (9) wool
sukari (9) sugar
m-sumari (3, 4) nail
-sumbuka to be uncomfortable
supu (9) soup
suruali (9, 10) long trousers
ki-Swahili (7) Swahili language
swali (5, 6) question

T
taabu (9) trouble
ki-tabu (7, 8) book
tafadhali please, I beseech you
taifa (5, 6) nationality, nation
ki-tambo (7) a little (usually of time)
--tano
  tarehe (9, 10) five
date
--tatu three
tatu
government
tawala
ready
tayari
tayarisha
  ji-tayarisha
  tazama
  tembelea
  to prepare
ten
  to prepare oneself
ten
  to look at
tena
  to visit
tenis (9)
tennis
tepu (9, 10)
tapes
  to choose
teu
  thirty
thelathini
  snow
theluji (9)
eighty
themanini

ki-ti (7, 8)
  chair
m-ti (3, 4)
tree
tisa
  nine
tisini
  ninety
-toa
  to give, produce
tofauti
difference
tofautiana
to differ from one another
toka
  to come (from)
tokana
  to originate in, result from
m-toto (1, 2)
  child
tropiki (9, 10)
tropics

ki-tu (7, 8)
  thing
m-tu (1, 2)
  person
tumikia
  to serve
tunda (5, 6)
  (piece of) fruit
UNIT SWAHILI: GENERAL CONVERSATION

U
- uguza
to care for a sick person
mw-uguzi (1, 2)
a nurse
-uliza
to ask
ch-umba (7, 8)
room
j-umba (5, 6)
large building
ny-umba (9, 10)
house, home
- unda
to construct, put together
Unguja (9)
Zanzibar
u(nusu)
and (a half)
unyevunyevu
humidity
ch-uo (7, 8)
school

V
- vaa
to get dressed
vazi (5, 6)
dress
m.vua (9, 10)
rain
-vuma
to blow
ma-vumbi (5, 6)
dust
-vunjika
to get broken
-vunja
to break

W
- wa
to be, become
wala
(a negative conjunction)
ki-wanda (7, 8)
factory, industry
wakati (see w-akati)
u-wanja (14)
open space near a house
wao
they
wapi
where?
waziri
minister
-weka
to put
wewe
you (sg.)
weza
wezesha
wilaya (9, 10)
--wili
wingu (5, 6)
yanni
yai (5, 6)
yeye
-zaa
zaidi (9)
-zaliwa
zamani
-zidi
mu-siki (3)
--zima
ma.ziwa (6)
ki-zuizi (7)
m-zungu (1, 2)
--zuri

to be able
to enable
district
two
cloud
that is to say
egg
he, she
to give birth
more
to be born
long ago
to increase
music
whole
milk
detention
a European
good, nice