AN ACTIVE INTRODUCTION TO SWAHILI. GENERAL CONVERSATION.

BY: STEVICK, EARL AND OTHERS

FOREIGN SERVICE INST., WASHINGTON, D.C.

PEACE CORPS, WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.75 HC-$6.60 165P.

DESCRIPTORS- *SWAHILI, *LANGUAGE INSTRUCTION, *INSTRUCTIONAL MATERIALS, CONTRASTIVE LINGUISTICS, CONVERSATIONAL LANGUAGE COURSES, EAST AFRICA, CONGO

THIS TEXT, BASED ON AN "EXPERIMENTAL COURSE IN SWAHILI" (FSI 1965), WAS PREPARED FOR THE PEACE CORPS. 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 DISTINCTIVE FEATURE OF THIS COURSE IS ITS "MICROWAVE" STYLE OF LESSON ORGANIZATION, WHICH EMPHASIZES COMMUNICATIVE USE OF EACH CULTURAL ELEMENT AS SOON AS IT APPEARS. THE UNITS, OR "CYCLES", BEGIN WITH THE INTRODUCTION OF NEW MATERIAL AND END WHEN THAT SAME NEW MATERIAL HAS BEEN USED FOR PURPOSES OF COMMUNICATION. EACH OF THE 67 CYCLES CONTAINS AN "M PHASE" (MIMICRY OF PRONUNCIATION, MANIPULATION OF GRAMMATICAL ELEMENTS, LEARNING THE MEANINGS OF THE WORDS AND SENTENCES, AND A CERTAIN DEGREE OF MEMORIZING) AND A "C PHASE" (CONNECTED CONVERSATION AND COMMUNICATION.) SUGGESTIONS FOR TEACHING THE MATERIAL APPEAR IN THE INTRODUCTION. NOTES TO THE STUDENT EXPLAIN STRUCTURE POINTS AND DIRECTIONS FOR THE EXERCISES. AN INDEXED SWAHILI-ENGLISH GLOSSARY AND AN EPILOGUE PROVIDING SUGGESTIONS FOR EXPANDING THE STUDENT'S VOCABULARY AND GRAMMAR ARE APPENDED. THE TEXTUAL COMPONENT IS SUITED FOR PRESENTATION EITHER IN A LANGUAGE LABORATORY OR IN A CONVENTIONAL CLASSROOM. THIS TEXT IS ALSO AVAILABLE FOR $0.75 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (AM)
SWAHILI

AN ACTIVE INTRODUCTION
General Conversation

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

Based on materials supplied by
JOHN INDAKWA and DAUDI BALLALI

Organized and edited by
EARL W. STEVICK
MARIANNE LEHR and PAUL G. IMHOFF

FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1966

DEPARTMENT OF STATE
PREFACE

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.

James R. Frith, Dean
School of Language Studies
Foreign Service Institute
Department of State
## TABLE OF CONTENTS

- Preface: iii
- Introduction: x

### Cycle 1
- What is your name?
- My name is...: 1
- Prefix vs. stem: 1

### Cycle 2
- What is his name?
- His name is...: 2
- Agreement of prefix with preceding noun: 2
- Three demonstratives: 2

### Cycle 3
- Is your name...?
- No, my name is not...: 3
- The negative copula /si/: 3

### Cycle 4
- Is his name Smith?
- His name is Smith.: 3
- Sentence intonation: 4

### Cycle 5
- Is his name Juma?
- His name is not Juma.: 5

### Cycle 6
- His name is Juma, eh?: 6
- Echo questions: 6

### Cycle 7
- Are you an American?
- Yes, I'm an American.: 7
- Possessive and non-possessive pronouns: 8

### Cycle 8
- What city are you from?
- I'm from Baltimore.: 9
- The /na/ tense and the /a/ tense: 9

### Cycle 9
- What state are you from?
- I'm from California.: 10
- Further examples of concordial agreement: 11

### Cycle 10
- What country are you from?
- I'm from America.: 11
- Further examples of concordial agreement: 11

### Cycle 11
- What part of the U. S. are you from?
- I'm from the North.: 12
- Further examples of concordial agreement: 12

### Cycle 12
- Where are you from?
- Further examples of concordial agreement: 13
<table>
<thead>
<tr>
<th>Cycle</th>
<th>Sentence</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>'What part of Kenya is the city of Nairobi in? It's in the central part.'</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Locative pseudo-verbs</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>'Are you from Europe? I'm not from Europe.'</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Present negative verbs</td>
<td>17</td>
</tr>
<tr>
<td>15</td>
<td>'Where does Mr. So-and-So live now? He lives here now.'</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Concord involving demonstratives</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td>'Who is this?'</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>The affirmative copula /ni/</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Singular vs. plural personal nouns</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Object prefixes with personal nouns</td>
<td>26</td>
</tr>
<tr>
<td>17</td>
<td>'What is this? It's a book.'</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Further examples of demonstratives</td>
<td>27</td>
</tr>
<tr>
<td>18</td>
<td>'Whose pen is that? It's So-and-So's.'</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Further examples of demonstratives</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>'Where is your pen? It's in my pocket.'</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>The three locative classes</td>
<td>29</td>
</tr>
<tr>
<td>20</td>
<td>'Where is your jacket? It's not here.'</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>The negative locatives</td>
<td>30</td>
</tr>
<tr>
<td>21</td>
<td>'Do you have a watch? No, I don't.'</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>'To have', affirmative and negative</td>
<td>31</td>
</tr>
<tr>
<td>22</td>
<td>'Is there a phone here?'</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>The locatives as subject prefixes with /na/</td>
<td>32</td>
</tr>
<tr>
<td>23</td>
<td>'Greetings and Leavetakings'</td>
<td>33</td>
</tr>
<tr>
<td>24</td>
<td>Show, tell and ask something.</td>
<td>33</td>
</tr>
<tr>
<td>25</td>
<td>Review</td>
<td>34</td>
</tr>
<tr>
<td>26</td>
<td>'Then what do you do?'</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Infinitives</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Extra /ku/ used with some tenses of certain verb stems</td>
<td>35</td>
</tr>
<tr>
<td>Cycle</td>
<td>Sentence</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>27</td>
<td>'We eat, we study, and we relax.'</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Further examples of infinitives</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>'After getting up...'</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>The infinitive after /baada ya/</td>
<td>37</td>
</tr>
<tr>
<td>29</td>
<td>Telling time</td>
<td>37</td>
</tr>
<tr>
<td>30</td>
<td>'What time do you get up?'</td>
<td>38</td>
</tr>
<tr>
<td>31</td>
<td>'What time is it now?'</td>
<td>40</td>
</tr>
<tr>
<td>32</td>
<td>'What do you do at saa moja? I eat breakfast.'</td>
<td>41</td>
</tr>
<tr>
<td>33</td>
<td>'Do we come to class at ...?'</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Texts, Peace Corps Training Schedule, Series A</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>The /hu/ tense</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>The causative and the passive extensions</td>
<td>47</td>
</tr>
<tr>
<td>34</td>
<td>'What time did you...?'</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>The /li/ tense</td>
<td>49</td>
</tr>
<tr>
<td>35</td>
<td>'What time did Bw. Smith...?'</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Further examples of the /li/ tense</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>'And what about Miss Phillips?'</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>The particle /je/</td>
<td>51</td>
</tr>
<tr>
<td>37</td>
<td>'What time did you get up? Do you usually get up at...? '</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Review of present and past tenses</td>
<td>53</td>
</tr>
<tr>
<td>38</td>
<td>Numbers</td>
<td>53</td>
</tr>
<tr>
<td>39</td>
<td>Numbers</td>
<td>54</td>
</tr>
<tr>
<td>40</td>
<td>Numbers</td>
<td>56</td>
</tr>
<tr>
<td>41</td>
<td>'How did you get here?'</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Verb plus /je/</td>
<td>57</td>
</tr>
<tr>
<td>42</td>
<td>'Did you arrive in the evening? I didn't arrive in the evening.'</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>The negative /ku/ tense</td>
<td>58</td>
</tr>
<tr>
<td>43</td>
<td>'What time does Flight 35...?'</td>
<td>58</td>
</tr>
</tbody>
</table>
Cycle 44  'Does Flight 23 go to Baltimore?'  
Cycle 45  Practice using transportation schedules  
Cycle 46  'Tell us about your trip.'_  
   The dependent /ka/ tense  
Cycle 47  'What day is today?'_  
Cycle 48  'What was yesterday?  
   What will tomorrow be?'  
   The /ta/ tense  
Cycle 49  'Tomorrow won't be Sunday.  
   Yesterday wasn't Saturday.'  
   The negative /ta/ tense  
Cycle 50  'What is the date?'  
Cycle 51  'When are you going to East Africa?'  
   Further examples of the /ta/ tense  
Cycle 52  'If I fly ...'  
   The dependent /ki/ tense  

Texts, Series TB:  More Peace Corps Training Schedule  
   /vy/, special use of  
   /amba/, a relative stem  
   The reflexive prefix /ji/  
   The causative extension /esh/-/ish/  
   The reduplicated stem /chezacheza/  
   The relative prefix /-o-/  
   The applicative extension /i/-/e/  
   One relationship between nouns and verbs  
   Object prefixes  
Cycle 53  'How much is the fare?'  
Cycle 54  'How far is it?'  
Cycle 55  Review of past and future trips  
Cycle 56  'Have we finished yet?'  
   The affirmative /me/ tense and the negative /ja/ tense  

Texts, Series TC:  The Weather  
   Further examples of concordial agreement
SWAHILI: GENERAL CONVERSATION

Cycle 57 'Do you want to go to the movies?' .................................................. 86
Cycle 58 'I'm going to the store at noon.' ......................................................... 86
Cycle 59 'Where are you going to go this evening?' .......................................... 87
Cycle 60 '...for a period of ...' ....................................................................... 89
Cycle 61 'What kind of food is there today?' ...................................................... 91
Cycle 62 'What kind of food did you have last night?' ........................................ 91
Cycle 63 'What kinds of meat and fruit were there?' ......................................... 93
Cycle 64 (Lists of foodstuffs) ............................................................................ 94
Cycle 65 'The oranges were very good.' ............................................................ 95
Cycle 66 ............................................................................................................ 96

Texts, Series TD: The Weather (cont'd) ................................................................. 97
Cycle 67 Naming and handling objects ................................................................ 103
Cycle 68 Naming and handling objects. (cont'd) ............................................... 103
Cycle 69 Naming and handling objects. (cont'd) ............................................... 103
Cycle 70 Naming and handling objects. (cont'd) ............................................... 106
Cycle 71 Naming and handling objects. (cont'd) ............................................... 107
Cycle 72 Naming and handling objects (cont'd) ............................................... 108
Cycle 73 Naming and handling objects (cont'd) ............................................... 109
Cycle 74 Naming and handling objects (cont'd) ............................................... 110
Cycle 75 Naming and handling objects (cont'd) ............................................... 111
Cycle 76 Naming and handling objects (cont'd) ............................................... 112
Cycle 77 Naming and handling objects (cont'd) ............................................... 113
Cycle 78 Colors .................................................................................................. 114
Cycle 79 Possessors ............................................................................................ 115
Cycle 80 Fabrics .................................................................................................. 116
Cycle 81 The -me- tense with stative verbs ......................................................... 117
Cycle 82 The -me- tense with stative verbs ......................................................... 118
Cycle 83 The -me- tense with stative verbs ......................................................... 119
Cycle 84 The -me- tense with stative verbs ......................................................... 120
Cycle 85 'Have you ever...?' ............................................................................. 121
Cycle 86 'Have you ever...?' ............................................................................. 122
Cycle 87 'When did you...?' ............................................................................. 123

viii
<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts, Series TE: Short Biographies</td>
<td>124</td>
</tr>
<tr>
<td>Epilog</td>
<td>134</td>
</tr>
<tr>
<td>Glossary</td>
<td>135</td>
</tr>
</tbody>
</table>

ix
SWAHILI: GENERAL CONVERSATION

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.
SWAHILI: GENERAL CONVERSATION

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.
### Table 1: Noun Markers and Concord Markers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>m(u)⁵</td>
<td>mw</td>
<td>w</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>wa</td>
<td>w⁴</td>
<td>wa</td>
<td>w⁴</td>
</tr>
<tr>
<td>3</td>
<td>m(u)⁵</td>
<td>mw</td>
<td>u</td>
<td>y</td>
</tr>
<tr>
<td>4</td>
<td>mi</td>
<td>mi</td>
<td>i</td>
<td>y</td>
</tr>
<tr>
<td>5</td>
<td>j1</td>
<td>j</td>
<td>li</td>
<td>l</td>
</tr>
<tr>
<td>6</td>
<td>ma</td>
<td>m⁴</td>
<td>ya</td>
<td>y</td>
</tr>
<tr>
<td>7</td>
<td>ki</td>
<td>ch</td>
<td>ki</td>
<td>ch</td>
</tr>
<tr>
<td>8</td>
<td>vi</td>
<td>vy</td>
<td>vi</td>
<td>vy</td>
</tr>
<tr>
<td>9</td>
<td>N³</td>
<td>ny</td>
<td>i</td>
<td>y</td>
</tr>
<tr>
<td>10</td>
<td>N³</td>
<td>ny</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>u</td>
<td>w</td>
<td>u</td>
<td>w</td>
</tr>
<tr>
<td>15</td>
<td>ku</td>
<td>kw</td>
<td>ku</td>
<td>kw</td>
</tr>
<tr>
<td>16</td>
<td>(suffix) ni</td>
<td>(suffix) ni</td>
<td>pa⁴</td>
<td>p</td>
</tr>
<tr>
<td>17</td>
<td>(suffix) ni</td>
<td>(suffix) ni</td>
<td>ku</td>
<td>kw</td>
</tr>
<tr>
<td>18</td>
<td>(suffix) ni</td>
<td>(suffix) ni</td>
<td>m(u)⁵</td>
<td>mw</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 /a/ (e.g. /ingi/ 'many!') and the prefix ends with /a/, the vowel that is pronounced is /æ:/ /wængi, mengi, pengi/, instead of the nonexistent *Aaingi, 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.

Daudi Mnambi
Jina langu Daudi Mnambi.
Daudi Mnambi
My name is Daudi Mnambi.

Ann Fine
Jina langu Ann Fine.
Ann Fine
My name is Ann Fine.

John Kanyati
Jina langu John Kanyati.
John Kanyati
My name is John Kanyati.

Melanie Phillips
Jina langu Melanie Phillips.
Melanie Phillips
My name is Melanie Phillips.

M-2

Proceed as for M-1.

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?'

1
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**

<table>
<thead>
<tr>
<th>M-1</th>
<th>Jina lake</th>
<th>His name is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasani</td>
<td>Hasani</td>
<td>Hasani</td>
</tr>
<tr>
<td>Bill</td>
<td>Bill</td>
<td>Bill</td>
</tr>
<tr>
<td>Magdalena</td>
<td>Magdalena</td>
<td>Magdalena</td>
</tr>
<tr>
<td>Barbara</td>
<td>Barbara</td>
<td>Barbara</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>Jina lake nani?</th>
<th>his/her name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>lake</td>
<td>Jina lake nani?</td>
<td>What is his/her name?</td>
</tr>
<tr>
<td>nani?</td>
<td>Jina lake nani?</td>
<td>What is his/her name?</td>
</tr>
<tr>
<td>mtu huyu</td>
<td>Jina la mtu huyu nani?</td>
<td>What is this person's name?</td>
</tr>
<tr>
<td>mtu huyo</td>
<td>Jina la mtu huyo nani?</td>
<td>What is that person's name?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th>Jina la mtu huyu nani?</th>
<th>A: What is this person's name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Jina la mtu huyu nani?</td>
<td>A: What is this person's name?</td>
</tr>
<tr>
<td>B:</td>
<td>Jina lake (Thompson).</td>
<td>B: His/her name is (Thompson).</td>
</tr>
</tbody>
</table>

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/.
SWAHILI: GENERAL CONVERSATION

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). 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 lako Smith? Is his name Smith?
Jina lako si Smith. His name is not Smith.
Jina lako Thompson. His name is Thompson.
SWAHILI: GENERAL CONVERSATION

Jina lake Ballali?  
Is his name Ballali?  
Jina lake Ballali.  
His name is Ballali.

Jina lake Mnambi?  
Is his name Mnambi?  
Jina lake Mnambi.  
His name is Mnambi.

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)
SWAHILI: GENERAL CONVERSATION

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

Akaa Texas sasa. 6. She lives in Texas now. (statement)


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).
      His/her name is (Thompson).
SWAHILI: GENERAL CONVERSATION

CYCLE 6

M-1
Juma  Ah/Oh, jina lake Juma?  His name is Juma, eh?
Thomas Ah/Oh, jina lake Thomas?  His name is Thomas, eh?
Bill  Ah/Oh, jina lake Bill?  His name is Bill?
Daudi Ah/Oh, jina lake Daudi?  His name is Daudi?

C-1
A: Jina lake nani?
B: Jina lake (Smith).
A: Ah/Oh, jina lake (Smith)?

C-2
A: Jina lako nani?
B: Jina langu (Bill).
A: Ah/Oh, jina lako (Bill)?

C-3
A: Jina la mtu huyo (Betty)?
B: La, jina lake (Barbara).
A: Ah/Oh, jina lake (Barbara)?

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

M-1

Mwamerika (1, 2) Wewe Mwamerika? American Are you an American?
Mwafrika (1, 2) Wewe Mwafrika? African Are you an African?
mzungu (1, 2) Wewe mzungu? European Are you a European?
Mluhya (1, 2) Wewe Mluhya? Luhya Are you a Luhya?
Mnyamwezi (1, 2) Wewe Mnyamwezi? Nyamwezi Are you a Nyamwezi?

M-2

Mwamerika (Ndiyo,) mimi Mwamerika. American (Yes,) I'm an America.
Mwafrika (Ndiyo,) mimi Mwafrika. African (Yes,) I'm an African.
mzungu (Ndiyo,) mimi mzungu. European (Yes,) I'm a European.
Mluhya (Ndiyo,) mimi Mluhya. Luhya (Yes,) I'm a Luhya.

C-1

A: Wewe (Mwamerika)?
B: Ndiyo, mimi (Mwamerika).
A: Are you an (American)?
B: Yes, I'm an (American).

C-2

A: Wewe (Mwamerika)?
B: La, mimi si (Mwamerika).
        Mimi (Mwafrika).
A: Are you an (American)?
B: No, I'm not an (American).
        I'm an (African).

C-3

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

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

A: Oh, wewe (Mluhya)?
A: Oh, you're a (Luhya), eh!

7
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>mimi 'I'</td>
</tr>
<tr>
<td>2nd pers.</td>
<td>wewe 'you (sg.)'</td>
</tr>
<tr>
<td>3rd pers.</td>
<td>yeye 'he, she'</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>-angu 'my'</td>
</tr>
<tr>
<td>2nd pers.</td>
<td>-ako 'your'</td>
</tr>
<tr>
<td>3rd pers.</td>
<td>-ake 'his, her'</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-2

Ninatoka mji wa Baltimore. I'm from Baltimore.

Ninatoka mji wa St. Louis. I'm from St. Louis.

Ninatoka mji wa Mombasa. I'm from Mombasa.

Ninatoka mji wa Nairobi. I'm from Nairobi.

Ninatoka mji wa Tanga. I'm from Tanga.

M-1

Ninatoka mji wa Baltimore. I'm from Baltimore.

Ninatoka mji wa St. Louis. I'm from St. Louis.

Ninatoka mji wa Mombasa. I'm from Mombasa.

Ninatoka mji wa Nairobi. I'm from Nairobi.

Ninatoka mji wa Tanga. I'm from Tanga.

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?

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 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).
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

M-1

Amerika  Ninatoka nchi ya Amerika.  America  I'm from America.
(9)  (9)

Tanzania  Ninatoka nchi ya Tanzania.  Tanzania  I'm from Tanzania.
(9)  (9)

Unguja  Ninatoka nchi ya Unguja.  Zanzibar  I'm from Zanzibar.
(9)  (9)

(9)  (9)

M-2

nchi gani?  Unatoka nchi gani?  what country?  What country are you from?
(9)  (9)

C-1

A:  Unatoka nchi gani?
B:  Ninatoka nchi ya (Canada).

A:  What country are you from?
B:  I'm from (Canada).

C-2

A:  (Bwana Nyerere) anatoka nchi gani?
B:  Anatoka nchi ya (Tanzania).

A:  What country is (Mr. Nyerere) from?
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.
SWAHILI: GENERAL CONVERSATION

CYCLE 11

M-1

<table>
<thead>
<tr>
<th>Region</th>
<th>Place (Language)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>Ninatoka sehemu ya (upande wa) kaskazini</td>
<td>I'm from the northern part.</td>
</tr>
<tr>
<td>South</td>
<td>Ninatoka sehemu ya kusini.</td>
<td>I'm from the South.</td>
</tr>
<tr>
<td>East</td>
<td>Ninatoka sehemu ya mashariki.</td>
<td>I'm from the East.</td>
</tr>
<tr>
<td>West</td>
<td>Ninatoka sehemu ya magharibi.</td>
<td>I'm from the West.</td>
</tr>
<tr>
<td>Central</td>
<td>Ninatoka sehemu ya kati.</td>
<td>I'm from the central part.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Region</th>
<th>Place (Language)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>Unatoka sehemu (upande) gani ya Amerika?</td>
<td>What part of the U. S. are you from?</td>
</tr>
<tr>
<td>South</td>
<td>(14,10)</td>
<td></td>
</tr>
<tr>
<td>East</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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!

CYCLE 12

M-1

<table>
<thead>
<tr>
<th>Region</th>
<th>Place (Language)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore</td>
<td>Ninatoka mji wa Baltimore.</td>
<td>I am from Baltimore.</td>
</tr>
<tr>
<td>Maryland</td>
<td>Ninatoka jimbo la Maryland.</td>
<td>I am from Maryland.</td>
</tr>
<tr>
<td>Amerika</td>
<td>Ninatoka nchi ya Amerika.</td>
<td>I am from America.</td>
</tr>
<tr>
<td>Mashariki</td>
<td>Ninatoka sehemu ya mashariki.</td>
<td>the East I am from the East.</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

C-1
A: Unatoka wapi?
B: Ninatoka
(mji au jimbo, au nchi
au mkoa).
A: Where are you from?
B: I'm from
(city or state or country
or region).

C-2
A: Unatoka wapi?
B: Ninatoka
(jimbo au nchi)
A: What gani?
(mji au sehemu)
B: Ninatoka
(mji au sehemu)
A: Where are you from?
B: I'm from
(state or country)
A: What are you from?
(city or region)
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)?
A: What part of (Kenya) is (the city of) (Nairobi) in?

B: (I)ko sehemu ya (kati) ya (Kenya).
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 hawatoki Ulaya?
Mr. Kanyati na Mr. Msonte
Are Mr. Kanyati and Mr. Msonte not from Europe?

C-1

A: (Bw. Smith) (a)natoka (jimbo la Virginia)?
A: Is (Mr. Smith) from (the state of Virginia)?

B: La, (ha)toki (Virginia).
(A)natoka (jimbo la Florida).
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 */hau/, 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**

M-1

<table>
<thead>
<tr>
<th>verb</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>hapa</td>
<td>here</td>
</tr>
<tr>
<td>mjini</td>
<td>city</td>
</tr>
<tr>
<td>huko</td>
<td>there</td>
</tr>
<tr>
<td>nchi</td>
<td>country</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>verb</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kukaa Bw. Kanyati anakaa wapi sasa?</td>
<td>to live</td>
</tr>
<tr>
<td>kutoka Bw. Kanyati anatoka wapi?</td>
<td>to come from</td>
</tr>
<tr>
<td>kuishi Bw. Kanyati anaishi wapi sasa?</td>
<td>to live</td>
</tr>
</tbody>
</table>

C-1

<table>
<thead>
<tr>
<th>question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Anatoka (Colorado).</td>
<td>B: He's from (Colorado).</td>
</tr>
<tr>
<td>A: Anakaa (huko)? or: Anaishi (huko)?</td>
<td>A: Does he live (there?)</td>
</tr>
<tr>
<td>B: La, hakai (huko) sasa, or: La, haishi (huko) sasa. Anakaa (hapa), or: Anaishi (hapa).</td>
<td>B: No, he doesn't live (there) now. He lives (here).</td>
</tr>
</tbody>
</table>

A: (Bw. Smith) anatoka wapi? 
B: (Bw. Smith) anakaa wapi?
SWAHILI: GENERAL CONVERSATION

C-2

A: Unaishi (mjini humu)?
B: Mdiyo.
A: Do you live (in this city)?
B: Yes.

A: Je, unatoka (hapa)?
B: La, sitoki (hapa).
    Ninatoka (Tanzania).
A: Are you from (here)?
B: No, I'm not from (here).
    I'm from (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>
</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'
Mwamerika Patricia ni Mwamerika. American Patricia is an American.
mji Anatoka mji wa city She comes from the city of Washington.
(1,2) mwalimu Ni mwalimu. teacher She's a teacher.
msichana Anamfundisha msichana girl She's teaching a girl to sew.
(1, 2) kushona.
shule Yuko Montare, shule ya school She's at Montare, at Sumve School.
(9, 10) Sumve.
-shona 'to sew'
<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mwana-Peace Corps (1, 2)</td>
<td>Thomas ni mwana-Peace Corps.</td>
<td>PCV Thomas is a PCV.</td>
</tr>
<tr>
<td>kutoka</td>
<td>Anatoka Connecticut.</td>
<td>to come from He's from Connecticut.</td>
</tr>
<tr>
<td>mwalimu</td>
<td>Yeye ni mwalimu.</td>
<td>teacher He's a teacher.</td>
</tr>
<tr>
<td>mvulana (1, 2)</td>
<td>Anawafundisha wavulana hesabu.</td>
<td>boy He's teaching boys arithmetic.</td>
</tr>
<tr>
<td>shule</td>
<td>Yuko Mbozi. Tanzania, shule ya Vawa.</td>
<td>school He's at Mbozi, Tanzania, at Vawa School.</td>
</tr>
<tr>
<td>wana-Peace Corps</td>
<td>Thomas na Patricia ni wanaPeace Corps.</td>
<td>PCVs Thomas and Patricia are members of the Peach Crops.</td>
</tr>
<tr>
<td>wako</td>
<td>Wako Tanzania.</td>
<td>they are located They are in Tanzania.</td>
</tr>
<tr>
<td>wao</td>
<td>Wao ni waalimu.</td>
<td>they They are teachers.</td>
</tr>
<tr>
<td>kufundisha</td>
<td>Wanawafundisha wavulana na wasichana.</td>
<td>to teach They teach boys and girls.</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

anatoka
George anatoka
Arkansas.

afisa wa
ardhi (1)
Ni afisa wa ardhi
na makazi.

nyanda za
juu (10)
Anafanya kazi
katika nyanda za
juu.

kazi (9, 10)
-fanya

he comes
from

land officer

highlands

'work, job'

'to do, make'

George is from Arkansas.
He is a land resettle-
ment officer.
He works in the 'Kenya
Highlands' in Kenya.
WanaPeaceCorps WanaPeaceCorps hawa ni Lani na Arthur.

Amerika Wanatoka Amerika.

Mwega Wako Mwega, Kenya.

mkulima 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.
Katherine anatoka mji wa New Orleans. She teaches in a secondary school for girls. Anafundisha sayansi na hesabu. She teaches science and mathematics. Shule iko Nairobi. The school is in the city of Nairobi.
SWAHILI: GENERAL CONVERSATION

Daudi na Narda
wanatoka Wisconsin.

kazi
Wanafanya kazi Kenya.

wanaPeaceCorps
Ni wanaPeaceCorps.

kutazama
Wanatazama mibuni.

David and Narda are from Wisconsin.

They are working in Kenya.

They are PCV's.

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:

<table>
<thead>
<tr>
<th>Personal Noun</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mwuguzi 'nurse'</td>
<td>wauguzi 'nurses'</td>
<td></td>
</tr>
<tr>
<td>mwalimu 'teacher'</td>
<td>waalimu 'teachers'</td>
<td></td>
</tr>
<tr>
<td>msichana 'girl'</td>
<td>wasichana 'girls'</td>
<td></td>
</tr>
<tr>
<td>mvulana 'boy'</td>
<td>wavulana 'boys'</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu (9, 10)</td>
<td>Hii ni kalamu.</td>
<td>pen, pencil</td>
</tr>
<tr>
<td>ramani (9, 10)</td>
<td>Hii ni ramani.</td>
<td>map</td>
</tr>
<tr>
<td>sigara (9, 10)</td>
<td>Hii ni sigara.</td>
<td>cigarette</td>
</tr>
<tr>
<td>kitabu (7, 8)</td>
<td>Hiki ni kitabu.</td>
<td>book</td>
</tr>
<tr>
<td>kiberiti (7)</td>
<td>Hiki ni kiberiti.</td>
<td>match, book</td>
</tr>
<tr>
<td>kiatu (7, 8)</td>
<td>Hivi ni viatu.</td>
<td>shoe</td>
</tr>
<tr>
<td>koti (5, 6)</td>
<td>Hili ni koti.</td>
<td>coat, jacket, These are shoes.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitu (7, 8)</td>
<td>Hiki ni kitu gani?</td>
<td>thing</td>
</tr>
</tbody>
</table>

C-1

A: Hiki ni kitu gani?  
B: Ni (kitabu).

C-2

A: H(ii) ni (kalamu)?  
B: La, si (kalamu).   
   Ni (sigara).

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>Kalamu hiyo/ile ni ya nani?</td>
<td>pen, pencil</td>
</tr>
<tr>
<td>kiberiti</td>
<td>Kiberiti hicho/kile ni cha nani?</td>
<td>matches</td>
</tr>
<tr>
<td>koti</td>
<td>Koti hilo/lile ni la nani?</td>
<td>jacket</td>
</tr>
</tbody>
</table>

27
SWAHILI: GENERAL CONVERSATION

viatu  Viatu hivyo/vile ni vya nani?  shoes  Whose shoes are those?
sigara  Sigara hizo/zile ni za nani?  cigarettes  Whose cigarettes are those?

M-2
kalamu  Kalamu hii ni yangu.  pen  This pencil is mine.
kiberiti  Kiberiti hiki ni changu.  matches  These matches are mine.
koti  Koti hili ni langu.  jacket  This jacket is mine.
viatu  Viatu hivi ni vyangu.  shoes  These shoes are mine.
sigara  Sigara hii ni yangu.  cigarette  This cigarette is mine.
sigara  Sigara hizi ni zangu.  cigarettes  These cigarettes are mine.

C-1
A: (Kitabu) h(iki) ni (ch)angu.  H(icho)/(ki)le ni (ch)a nani?  Whose is that one?
B: Ni (ch)a Dwana (Fulani).  B: It's (So-and-so)'s.

C-2
A: (Sigara) hüzö/(zi)le ni (z)ako?  A: Are those (cigarettes) yours?
B: La, si (z)angu.  Ni (z)a (Bw. Fulani).  B: No, they're not mine. They're (So-and-so)'s.

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

\[
\begin{align*}
\text{mfuko (3, 4)} & \quad \text{Imo mfukoni mwangu.} & \text{poCKET, BAG} & \text{It's in my pocket.} \\
\text{katika mfuko} & \quad \text{Imo katika mfuko wangu.} & \text{in pocket} & \text{It's in my pocket.} \\
\text{chumba (7,8)} & \quad \text{Imo chumbani mwangu.} & \text{room} & \text{It's in my room.} \\
\text{katika chumba} & \quad \text{Imo katika chumba changu.} & \text{in room} & \text{It's in my room.} \\
\text{bweni(9, 10)} & \quad \text{Imo bwenini.} & \text{dorm} & \text{It's in the dorm.} \\
\text{katika kasha (5, 6)} & \quad \text{Imo katika kasha langu.} & \text{CHEST, "FOOTLOCKER} & \text{It's in my footlocker.}
\end{align*}
\]
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.
sigara  Haziko bwenini.  Zipo hapa.  cigarettes  They're not at/in the dorm.
koti  Haliko bwenini.  Lipo hapa.  jacket  It's not at/in the dorm.
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 1)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). It's (in my room).

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. office There's a phone in the office.
(9,10) mlango Pana simu mlangoni. door There's a phone at the door.
dorm Mna simu bwenini mwetu. room There's a phone in our dorm.
chumba Mna simu chumbani mwangu. here There's a phone here.

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

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? News of midday? (a midday greeting)
Habari za kutwa? News of evening? (an evening greeting)
Habari za jioni? Goodbye.
Kwa heri. We'll see one another again.
Tutaonana tena. We'll see one another tomorrow.
Tutaonana kesho.

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.
SWAHILI: GENERAL CONVERSATION

CYCLE 24

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.
### SWAHILI: GENERAL CONVERSATION

#### CYCLE 26

<table>
<thead>
<tr>
<th>M-1</th>
<th>Kuamka</th>
<th>Tunaamka.</th>
<th>To get up</th>
<th>We get up.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kuvaa</td>
<td>Tunavaa.</td>
<td>To get dressed</td>
<td>We get dressed.</td>
</tr>
<tr>
<td></td>
<td>Kula chakula</td>
<td>Tunakula chakula cha asubuhi</td>
<td>To eat breakfast</td>
<td>We eat breakfast.</td>
</tr>
<tr>
<td></td>
<td>Kuja darasani</td>
<td>Tunakuja darasani.</td>
<td>To come to class</td>
<td>We come to class.</td>
</tr>
<tr>
<td></td>
<td>Kula chakula</td>
<td>Tunakula chakula cha mchana</td>
<td>To eat lunch</td>
<td>We eat lunch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>Halafu</th>
<th>Halafu mnafanya nini?</th>
<th>Then</th>
<th>Then what do you (pl.) do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nini?</td>
<td>Halafu mnafanya nini?</td>
<td>What?</td>
<td>Then what do you (pl.) do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th>A: Tuna</th>
<th>A: We</th>
</tr>
</thead>
<tbody>
<tr>
<td>B:</td>
<td>Halafu mnafanya nini?</td>
<td>B: Then what do you do?</td>
</tr>
<tr>
<td>A:</td>
<td>Halafu, tuna</td>
<td>A: Then we</td>
</tr>
<tr>
<td>B:</td>
<td>Halafu mnafanya nini?</td>
<td>B: Then what do you do?</td>
</tr>
<tr>
<td>A:</td>
<td>Halafu tuna</td>
<td>A: Then we</td>
</tr>
</tbody>
</table>

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 (/kuvaa, 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**
- **hatuli** 'we don’t eat'

35
SWAHILI: GENERAL CONVERSATION

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></td>
<td>We eat lunch.</td>
</tr>
<tr>
<td>kusoma</td>
<td>to study</td>
</tr>
<tr>
<td></td>
<td>We study.</td>
</tr>
<tr>
<td>kurudi nyumbani</td>
<td>to go home</td>
</tr>
<tr>
<td></td>
<td>We go home.</td>
</tr>
<tr>
<td>kula chakula cha jioni</td>
<td>to eat dinner</td>
</tr>
<tr>
<td></td>
<td>We eat dinner.</td>
</tr>
<tr>
<td>kupumzika</td>
<td>to relax</td>
</tr>
<tr>
<td></td>
<td>We relax.</td>
</tr>
<tr>
<td>kulala</td>
<td>to go to bed</td>
</tr>
<tr>
<td></td>
<td>We go to bed.</td>
</tr>
</tbody>
</table>

C-1

A: Tuna ____________________
B: Halafu mnafanya nini?
A: Tuna ____________________
B: Halafu mnafanya nini?

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></td>
<td>We get up.</td>
</tr>
<tr>
<td>Twavaa</td>
<td>to get dressed</td>
</tr>
<tr>
<td>Baada ya kuamka,</td>
<td>After getting up, we get</td>
</tr>
<tr>
<td>tunavaa ngu.</td>
<td>dressed.</td>
</tr>
<tr>
<td>Twala chakula cha</td>
<td>to eat breakfast</td>
</tr>
<tr>
<td>asubuhi</td>
<td>After getting dressed,</td>
</tr>
<tr>
<td></td>
<td>we eat breakfast.</td>
</tr>
<tr>
<td>Twaja darasani</td>
<td>to come to class</td>
</tr>
<tr>
<td>Baada ya kula chakula</td>
<td>After eating breakfast,</td>
</tr>
<tr>
<td>cha asubuhi,</td>
<td>we come to class.</td>
</tr>
<tr>
<td>tunakuja darasani.</td>
<td></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.

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 asiwaieze 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!

M-1

ngapi? Saa ngapi? what? What time is it?
**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 _______ (hour) _______.

**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.

---

**CYCLE 30**

**M-1**

kuamka  Tunaamka saa moja asubuhi.
kuamka  to get up  We get up at o'clock in the morning.

kula chakula cha asubuhi  Tunakula chakula cha asubuhi saa mbili.
kula chakula  to eat  We eat breakfast at o'clock in the morning.

kula chakula cha mchana  Tunakula chakula cha mchana saa sita.
kula chakula  to eat lunch  We eat lunch at o'clock in the midday.

kurudi  Tunarudi nyumbani saa kumi.
kuraludi  to return home  We go home at o'clock in the afternoon.

kula chakula cha jioni  Tunakula chakula cha jioni saa moja jioni.
kula chakula  to eat dinner  We eat dinner at o'clock in the evening.
SWAHILI: GENERAL CONVERSATION

M-2
kuamka
Mnaamka saa ngapi?
kuamka saa ngapi?
to get up
What time do you get up?
kula chakula cha asubuhi
Mnakula chakula cha asubuhi saa ngapi?
to eat breakfast
What time do you eat breakfast?

C-1
Mwa ________ saa ngapi?
Twa ________ saa ________.
What time do you ________?
We ________ at ________.
SWAHILI: GENERAL CONVERSATION

CYCLE 31

Saa kumi

Saa kumi u nusu

Saa kumi na robo

Saa kumi kasa robo

Saa kumi u nusu

Saa kumi na nusu

Saa nane kasa robo

Saa nane u nusu

Saa nane na nusu

Saa nane na robo

Saa tisa kasa robo

Saa tisa u nusu

Saa tisa na nusu

Saa tisa na robo

**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**

**M-1**

The student should learn to pronounce *saa moja*, *saa mbili* etc., through *saa kumi na mbili*.

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

**C-1**

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

B: *Nina(kula chakula cha asubuhi)*
   *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).*
SWAHILI: GENERAL CONVERSATION

CYCLE 33

M-1

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

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

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

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

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

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

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 ________.
C-1

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'
mapema 'early'
asubuhi (9) 'morning'
chakula (7, 8) 'food'
kwenda 'to go'
kujifunza 'to study'
jambo (5), pl. mambo (6) 'matter, affair'
yaani 'that is to say'
uchumi (14) 'economics'

Wana Peace Corps huamka mapema saa kumi na mbili asubuhi.
Wanakula chakula chao cha asubuhi saa moja.
Halafu wanakwenda darasani saa mbili.
Katika darasa wanajifunza mambo ya Afrika, yaani jioografia, historia, na mambo ya uchumi katika nohi za Afrika.

Peace Corps personnel get up early at 6 a.m.
They eat their breakfast ('morning food') at 7:00.
Then they go to class at 8:00.
In class, they study matters relating to ('of') Africa, that is, geography, history, and economic affairs in the countries of Africa.

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__a__la__kula __ao __a asubuhi saa __moja. Halafu wa__enda darasa saa __ili. Katika darasa wana__funza mambo __a Afrika, ya__ jio__, hi___, na mambo __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'
baadaye  'afterward, after that'
muda (3)  'period of time'
anza  'to begin'
somo (5,6)  'lesson'
soma  'to study, read'
tena  'again'
dakika  'minute'
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 (5)
saa 2 soma
saa 10 dakika
pumzika anza
The following impromptu text was recorded by the same speaker who recorded TA-1 and TA-2.

**kula** | After eating their lunch, chao cha mchana, cha dharasani saa.

**kurudi 'to return'** | they go back to class at 1:00, wanarudi darasani saa saba.

**kujifunza** | and in class they study Kiswahili mpaka saa nane.

**kupumzika 'to rest'** | Baada ya kula chakulaBaada ya kula chakula, After eating their lunch, chao cha mchana, cha dharasani saa.

**baada (9)** | After resting for ten minutes, Baada ya kupumzika kwa kumi, kwa dakika kumi.

**kusomeshwa 'to be taught'** | they go back again and are taught until 3:00, hurudi tena na kusomeshwa mpaka saa tisa.

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

**kupumzika** | Then they rest for ten minutes again, Halafu wanapumzika kwa dakika kumi tena.

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': /someshwa/ means 'to teach', i.e. 'to cause to study'. The fragment /w/ is the 'passive extension': /someshwa/ is 'to teach' and /someshwa/ is 'to be taught'.

Read aloud, filling in the blanks orally:

 Bahada ___ kula _____ chao ___ mchana, ___ dharasani ___ 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.
SWAHILI: GENERAL CONVERSATION

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 Nilikula chakula cha
cha asubuhi asubuhi saa moja
u nusu leo.
to eat I ate breakfast at 7:30
breakfast today.
kuondoka Nilonidoka nyumbani
nyumbani saa mbili na robo
leo.
to leave I left the house at 8:15
the house today.
kufika Nilifika darasani saa
darasani tatu kasoro robo
leo.
to arrive I arrived at class at 8:45.
at class today.
**SWAHILI: GENERAL CONVERSATION**

<table>
<thead>
<tr>
<th>M-2</th>
<th>C-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuamka</td>
<td>Uliamka saa ngapi leo?</td>
</tr>
<tr>
<td>kula chakula cha mchana</td>
<td>Ulikula chakula cha mchana saa ngapi leo?</td>
</tr>
<tr>
<td>kuondoka nyumbani</td>
<td>Uliondoka nyumbani saa ngapi leo?</td>
</tr>
<tr>
<td>kufika darasani</td>
<td>Ulifika darasani saa ngapi leo?</td>
</tr>
</tbody>
</table>

**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.

| M-1 | CYCLE 35 |
|-----|-----|-----|-----|
| kuamka | Bwana Thompson aliamka saa ngapi asubuki hii? | to get up | What time did Mr. Thompson get up this morning? |
| kula chakula cha asubuki | Bwana Thompson alikula chakula cha asubuki 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
kuamka  Sijui Bw. Thompson  to get up  I don't know what time Mr. Thompson got up today.
aliamka saa ngapi leo.

kula chakula  Sijui Bw. Thompson  to eat  I don't know what time Mr. Thompson ate breakfast today.
chasa asubuhi  alikula chakula cha asubuhi saa ngapi leo.

kuondoka  Sijui Bw. Thompson  to leave  I don't know what time Mr. Thompson left home today.
nyumbani  aliondoka nyumbani saa ngapi leo.

C-1
(Bw. Smith) ali(anka) saa ngapi leo?  What time did (Bw. Smith) (get up) today?
Sijui (Bw. Smith) ali(anka) saa ngapi leo.  I don't know what time (Bw. Smith) (got up) today.

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
kuamka  Mwulize Bw. Thompson  to get up  Ask Mr. Thompson what time he got up today.
aliamka saa ngapi leo.

kula chakula  Mwulize Bw. Thompson  to eat  Ask Mr. Thompson what time he ate breakfast today.
chasa asubuhi  alikula chakula cha asubuhi saa ngapi leo.

kuondoka  Mwulize Bw. Thompson  to leave  Ask Mr. Thompson what time he left home today.
numbani  aliondoka nyumbani saa ngapi leo.

50
M-2

<table>
<thead>
<tr>
<th>Name</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi Phillips</td>
<td>Na Bi Phillips je?</td>
<td>Miss Phillips And what about Miss Phillips?</td>
</tr>
<tr>
<td>Bibi Arp</td>
<td>Na Bibi Arp je?</td>
<td>Mrs. Arp And what about Mrs. Arp?</td>
</tr>
<tr>
<td>Bwana Peterson</td>
<td>Na Bwana Peterson je?</td>
<td>Mr. Peterson And what about Mr. Peterson?</td>
</tr>
</tbody>
</table>

C-1

<table>
<thead>
<tr>
<th>A:</th>
<th>(Bw. Arp) ali(amka) saa ngapi leo?</th>
<th>B: Sijui (Bw. Arp) ali(amka) saa ngapi leo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B:</td>
<td>Ask (Bw. Arp) what time he (got up) today.</td>
<td>(Bw. Arp), what time did you (get up) today?</td>
</tr>
<tr>
<td>C:</td>
<td>I (got up) at ( ).</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Time</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuamka</td>
<td>Uliamka saa ngapi jana?</td>
<td>What time did you get up yesterday?</td>
</tr>
<tr>
<td>kula chakula</td>
<td>Ulikula chakula cha asubuhi saa ngapi jana?</td>
<td>What time did you eat breakfast yesterday?</td>
</tr>
<tr>
<td></td>
<td>to eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to get up</td>
<td></td>
</tr>
<tr>
<td>kula chakula</td>
<td>Ulikula chakula cha jioni saa ngapi jana?</td>
<td>What time did you eat dinner yesterday?</td>
</tr>
<tr>
<td></td>
<td>to eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to go to bed</td>
<td></td>
</tr>
</tbody>
</table>

51
SWAHILI: GENERAL CONVERSATION

M-2

kuamka  Kwa kawaida naamka saa kumi na mbili.
      to get up  I usually get up at (saa kumi na mbili).

kula chakula cha asubuhi  Kwa kawaida nala chakula cha asubuhi saa moja u nusu.
      to eat breakfast  I usually eat breakfast at (saa moja u nusu).

kula chakula cha jioni  Kwa kawaida nala chakula cha jioni saa moja.
      to eat dinner  I usually eat dinner at (saa moja).

kulala  Kwa kawaida nalala saa tano usiku.
      to go to bed  I usually go to bed at (saa tano).

C-1

A: Uli(lala) saa ngapi jana?  A: What time did you (go to bed) yesterday?
B: Nili(lala) saa ( ) jana.  B: Yesterday I (went to bed) at ( ).

A: Kwa kawaida wa(lala) saa ( )?  A: Do you usually (go to bed) at ( )?
B: Ndiyo, kwa kawaida na(lala) saa ( ).  B: Yes, I usually (go to bed) at ( ).

C-2

A: Uli(lala) saa ngapi jana?  A: What time did you (go to bed) yesterday?
B: Nili(lala) saa (nne) jana.  B: Yesterday I (went to bed) at (ten o'clock).

A: Kwa kawaida wa(lala) saa (nne)?  A: Do you usually (go to bed) at (10)?
B: La, kwa kawaida na(lala) saa (sita).  B: No, I usually (go to bed) at (12).

A: Lakini jana nili(lala) saa (nne).  But yesterday I (went to bed) at (10).

C-3

A: Uli(lala) saa ngapi jana?  A: What time did you (go to bed) yesterday?
B: Jana nili(lala) saa ( ).  B: Yesterday I (went to bed) at ( ).

A: Na (Bw. Smith) je? Ali(lala) saa ngapi?  A: And what about (Bw. Smith)?
      What time did he (go to bed)?
SWAHILI: GENERAL CONVERSATION

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

<table>
<thead>
<tr>
<th>M-1</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>kumi</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>ishirini</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>thelathini</td>
<td>30</td>
</tr>
<tr>
<td>40</td>
<td>arobaini</td>
<td>40</td>
</tr>
<tr>
<td>50</td>
<td>hamsini</td>
<td>50</td>
</tr>
<tr>
<td>60</td>
<td>sitini</td>
<td>60</td>
</tr>
<tr>
<td>70</td>
<td>sabini</td>
<td>70</td>
</tr>
<tr>
<td>80</td>
<td>themanini</td>
<td>80</td>
</tr>
<tr>
<td>90</td>
<td>tisini</td>
<td>90</td>
</tr>
<tr>
<td>100</td>
<td>mia</td>
<td>100</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

C-1
A: (ishirini)
B: (thelathini)
A: (Teacher or Student)
   (any of the words in M-1)
B: (Student)
   (ten more than the word given by
   teacher or student A)

A: (sitini)
B: (themanini)
A: (any word in M-1)
B: (twenty more than the word given
   by A)

C-3
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>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>kumi</td>
</tr>
<tr>
<td>10</td>
<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>kumi na moja</td>
</tr>
<tr>
<td>11</td>
<td>eleven</td>
</tr>
<tr>
<td>12</td>
<td>kumi na mbili</td>
</tr>
<tr>
<td>12</td>
<td>twelve</td>
</tr>
<tr>
<td>13</td>
<td>kumi na tatu</td>
</tr>
<tr>
<td>13</td>
<td>thirteen</td>
</tr>
<tr>
<td>14</td>
<td>kumi na nne</td>
</tr>
<tr>
<td>14</td>
<td>fourteen</td>
</tr>
<tr>
<td>15</td>
<td>kumi na tano</td>
</tr>
<tr>
<td>15</td>
<td>fifteen</td>
</tr>
<tr>
<td>16</td>
<td>kumi na sita</td>
</tr>
<tr>
<td>16</td>
<td>sixteen</td>
</tr>
<tr>
<td>17</td>
<td>kumi na saba</td>
</tr>
<tr>
<td>17</td>
<td>seventeen</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)
B: (28) (Student)
   (any number 1 - 99)
   (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.
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) A: (471)

B: (472) B: (472)

A: (any number 1 - 999)

B: (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)
Nilikuja hapa kwa motakaa ya abiria.
bus I came here by bus.

gari la moshi (5, 6)
Nilikuja hapa kwa gari la moshi.
train I came here by train.

ndege (eropleni)
Nilikuja hapa kwa ndege (eropleni).
plane I came here by plane.

motakaa (9, 10)
Nilikuja hapa kwa motakaa.
car I came here by car.

M-2

je?
Ulifikaje hapa?
how? How did you get here?

namna gani?
Ulifika hapa namna gani?

C-1

A: Ulifikaje _________?
A: How did you get to _______?
(town where class is)

B: Nilifika hapa ________.
B: I came here by ________?
(bus, train, etc.)

A: Ulitoka wapi?
A: Where did you come from?

B: NilitoNa ________.
B: I came from ________.
(name of city)

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?
kuondoka Uliondoka nyumbani asubuhi?
kusafiri Ulisafiri kwa ndege?

C-1

A: Ulifika (jioni)?
B: Sikufika (jioni).
Nilifika (mchana).

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

New York Ndege namba 35 huondoka New York saa 5 na dakika 30 asubuhi.
Chicago Ndege namba 35 huondoka Chicago saa 7 na dakika 25 mchana.
Kansas City Ndege namba 35 huondoka Kansas City saa 9 na dakika 20 mchana.

New York Flight 35 leaves New York at 11:30 a.m.
Chicago Flight 35 leaves Chicago at 1:25 p.m.
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.

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

Albuquerque Ndege namba 35 hufika Albuquerque saa 10 na dakika 10 mchana.

C-1 Ndege namba 23 (fika/ondoka) saa ngapi.

Hu (fika/ondoka) (wakati) (name of city) (arrive/leave) (time)

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

[Diagram showing flight schedules with details for various cities and times.]
SWAHILI: GENERAL CONVERSATION

CYCLE 44

M-1
Ndege namba 23 haiendi Baltimore.

Ndege namba 61 haiendi Chicago

Ndege namba 23 na 61 haziendi Detroit.

M-2
23 Ndege namba 23 yaenda Baltimore?

61 Ndege namba 61 yaenda Chicago?

187 Ndege namba 187 yaenda Los Angeles?

M-2
Flight 23 Flight 23 doesn't go to Baltimore.

Flight 61 Flight 61 doesn't go to Chicago.

Flights 23 and 61 don't go to Detroit.

C-1
A: Ndege namba 9 yaenda Chicago?

B: Hapana, haiendi Chicago. Yaenda Los Angeles.

A: Does Flight 9 go to Chicago?

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

C-2
A: Ndege namba _____ yaenda _____ (mji) ?

B: Ndiyo, yaenda. Yafika saa _____ na huondoka (saa) ?

A: Does Flight _____ go to _____ (city) ?

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**

- **kuondoka** Niliondoka nyumbani saa 3:20 asubuhi, to leave I left home at 9:20 a.m.,
- **kufika** nikafika Kansas City saa 3:59, to arrive and arrived in Kansas City at 9:59.
- **kubadilisha** Milibadilisha ndege huko Kansas City, to change I changed planes there (in) Kansas City,
- **kubaki** nikaabaki huko kwa muda wa saa nne, to stay and stayed there for (a period of) four hours,
- **kuondoka** nikaondoka huko saa 7:30 mchana, to leave and left there at 1:30 p.m.,
- **kufika** nikaafika Washington saa 3:02 usiku, to arrive and arrived in Washington at 9:02 p.m.

**M-2**

- **kueleza** Tueleze juu ya safari yako ya kuja Washington, to explain Tell us about your trip (of coming) to Washington.

**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

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? M-2

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?
**SWAHILI: GENERAL CONVERSATION**

**C-1**

A: Leo ni ( ).
B: Kesho itakuwa ( ).
A: Kesho itakuwa siku gani?
B: Kesho itakuwa ( ).
A: Kesho itakuwa siku gani?
B: Tomo x will be ( ).

**C-2**

A: Leo ni ( ).
B: Jana ilikuwa ( ).
A: Jana ilikuwa siku gani?
B: Jana ilikuwa ( ).
A: What was yesterday?
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.
Alhamisi Jana haikuwa Alhamisi.
Ijumaa Jana haikuwa Ijumaa.
Jumamosi Jana haikuwa Jumamosi.

Wednesday Yesterday wasn't Wednesday.
Thursday Yesterday wasn't Thursday.
Friday Yesterday wasn't Friday.
Saturday Yesterday wasn't Saturday.

**M-2**

Jumapili Kesho haitakuwa Jumapili.
Jumatatu Kesho haitakuwa Jumatatu.
Jumanne Kesho haitakuwa Jumanne.

Sunday Tomorrow won't be Sunday.
Monday Tomorrow won't be Monday.
Tuesday Tomorrow won't be Tuesday.

**C-1**

A: Leo ni ( ).
B: La, kesho haitakuwa ( ).
A: Kesho itakuwa ( ).
B: Kesho itakuwa ( ).
A: Kesho itakuwa ( ).
B: Tomo x will be ( ).

A: Today is ( ).
B: No, tomorrow won't be ( ).
A: Will tomorrow be ( )?
B: Tomorrow will be ( ).
C-2

A: Leo ni ( ).
Jana ilikuwa ( )?

B: La, jana haikuwa ( ).
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 /na/ 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

Januari Leo ni tarehe 1 Januari. January Today is January 1.
Februari Leo ni tarehe 22 Februari. February Today is February 22.
Machi Leo ni tarehe 17 Machi. March Today is March 17.
Aprili Leo ni tarehe 15 Aprili. April Today is April 15.
Mei Leo ni tarehe 31 Mei. May Today is May 31.
Juni Leo ni tarehe 30 Juni. June Today is June 30.
Julai Leo ni tarehe 7 Julai. July Today is July 7.
Agosti Leo ni tarehe 14 Agosti. August Today is August 14.
Septemba Leo ni tarehe 31 Septemba. September Today is September 31.
Octoba Leo ni tarehe 5 Oktoba. October Today is October 5.
Novemba Leo ni tarehe 1 Novemba. November Today is November 1.
Desemba Leo ni tarehe 12 Desemba. December Today is December 12.
SWAHILI: GENERAL CONVERSATION

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 (siku ya juma) mwaka (tarehe) (mwezi) (mwaka).  
A: What is today?  
B: Today is (day of week) (date) of (month) (year).

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.  
I'm going to go to East Africa next month.

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

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

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

M-2

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

kusafiri Utasafirije?  
How are you going to travel?

kupita Utapitia nchi gani?  
What countries will you pass through?
kushuka Utashuka katika bandari gani? to go down, get off, what port are you going to get off at?

C-1 (Ask and answer questions about one another's future trips.)

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

M-1

kuondoka Ukiondoka New York tarehe 10, utafika Mombasa tarehe 20. to leave If you leave New York on the 10th, you'll get to Mombasa on the 20th.

kuruka Ukiruka kwa ndege, safari itachukua saa ishirini na tano. to fly If you go by air ('fly by plane'), the trip will take 25 hours.

kusafiri Ukisafiri kwa meli, safari itachukua siku kumi. to travel If you travel by ship, the trip will take ten days.

M-2

tarehe Nikiondoka New York tarehe kumi, nitafika Mombasa tarehe ngapi? date If I leave New York on the 10th, what date will I get to Mombasa?

saa Nikiruka kwa ndege, safari itachukua saa ngapi? hours If I fly, how many hours will the trip take?

siku Nikisafiri kwa meli, safari itachukua siku ngapi? days If I travel by ship, how many days will the trip take?
Using Swahili as the medium of instruction, teach yourself the air schedules that involve cities between which you expect to travel. Students should drill and test one another. Use up-to-date timetables: the ones reproduced here are intended only as samples.

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.
Texts Series TB

[Master this text in all of the ways described for TA-1.]

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, wanaondoka darasani.  After 4:00, they leave the classroom.
kunywa (9)  Wanakunywa chai au kahawa ya saa kumi.  They drink [their] four o'clock tea or coffee.
'coffee'

kahawa  'to drink'
kucheka  Halafu wanakwenza kucheka uwanjani.  Then they go to play on the [athletic] field.
uwanja (14)  'open space near a house'

mpira (3, 4)  Wanacheza mpira,  They play football,
'football'
-ingine  'some, other'
wengine wanacheza tenis na michezo kama hiyo.  [and] others play tennis and games like those.
-mchezo (3, 4)  'game'  

kuendelea  Wanaendelea hivyo mpaka saa kumi na mbili jioni,  They go on like that until 6 p.m.,
'to continue'
wakati (14, 10)  wakati ambapo wanakula chakula chao cha jioni.  the time at which they eat their evening meal.
'time'

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 ambayo walicheza**... on the field on which they played...
- **chakula ambaco 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 12 __, 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'

Na baada ya kula chakula cha jioni saa moja usiku, And after eating the evening meal, at 7 p.m.,

jumba '(large) building' (5, 6)

huenda jumba la lugha. they go to the language building.

kujifunza

Huko wanajifunza lugha ya Kiswahili tena. There, they study the Swahili language again.
SWAHILI: GENERAL CONVERSATION

**kusikiliza**  
'**to listen**'

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

**kufunzwa**  
'**to be taught**'

**na hufunzwa mambo mengine yanayochusa na lugha.**  
'and are taught other things which relate to ("with") the language.'

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

**kuhusiaka 'to be related, connected'**

**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'**

**wengine wanacheza muziki,**  
some play/dance to music,

**muziki**

**na wengine wasasoma masomo ya kujitayarisha kwa masomo ya kesho.**

**kusoma**

**Na wanafanya hivyo mpaka saa tano au saa sita,**  
'And they do like that until 11 or 12 p.m.'

**kufanya 'to make, do'**

**Na wanafanya hivyo mpaka saa tano au saa sita,**

**kufika**

**Halafu ikifika saa sita, wengi wao hulala.**  
'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'.
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 wanaacheza...
- wanafunzi ambao wanaacheza...
- wao waliotayarisha
- wao ambao walijitarisha
- jambo linalohusika na lugha...
- jambo ambalo linanusika na lugha...
- michezo inayoecheza huko...
- michezo ambayo inacheza huko...

The stem /ingi/ '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 /anzia/ 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:

linampaleka '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 _wanacheza mpira na tenis, na michez _ngine kama h___. Wanacheza h___ mpaka saa 12.

Saa moja, _napanda magari na _peleka mpaka chumba _a lugha. Wanasikiliza tepu, na mambo k___ h___ _a muda _a saa moja _nusu. Wa _maliza, wanarudi 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
- nikimaliza
- tutawapeleka
- watatupeleka
- lilinipeleka
- tutasikiliza
- nilisoma

- gari
- kuanzia
- ambamo
- au
- mingi (4)
- mingine (4)
- 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

<table>
<thead>
<tr>
<th>M-1</th>
<th>hapa</th>
<th>Kutoka hapa mpaka New York ni dola kumi.</th>
<th>here</th>
<th>From New York to here is ten dollars.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cincinnati</td>
<td>Kutoka New York mpaka Cincinnati ni dola ishirini na tano.</td>
<td>Cincinnati</td>
<td>From New York to Cincinnati is twenty five dollars.</td>
</tr>
<tr>
<td></td>
<td>Los Angeles</td>
<td>Kutoka New York hadi Los Angeles ni dola mia moja.</td>
<td>Los Angeles</td>
<td>From New York to Los Angeles is one hundred dollars.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>hapa</th>
<th>Nauli gani kutoka hapa mpaka New York?</th>
<th>here</th>
<th>How much is the fare from New York to here?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cincinnati</td>
<td>Nauli gani kutoka New York mpaka Cincinnati?</td>
<td>Cincinnati</td>
<td>How much is the fare from New York to Cincinnati?</td>
</tr>
<tr>
<td></td>
<td>Los Angeles</td>
<td>Nauli gani kutoka New York mpaka Los Angeles?</td>
<td>Los Angeles</td>
<td>How much is the fare from New York to Los Angeles?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th>Nauli gani kutoka hapa mpaka (Buffalo) (nyumbani kwa mwana chuo)?</th>
<th>How much is the fare from here to (Buffalo) (Student's home town)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kutoka hapa mpaka (Buffalo) ni (dola ishirini).</td>
<td>From here to (Buffalo) is (twenty dollars).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th>Nauli gani kutoka hapa mpaka (Buffalo)?</th>
<th>How much is the fare from here to (Buffalo)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kwa motokaa ya abiria, kwa gari la moshii, au kwa ndege?</td>
<td>By bus, by train, or by plane?</td>
</tr>
<tr>
<td></td>
<td>Kwa (motokaa ya abiria).</td>
<td>By (bus).</td>
</tr>
<tr>
<td></td>
<td>Kutoka hapa mpaka (Buffalo) kwa (motokaa ya abiria) ni nauli ya (dola ishirini).</td>
<td>The fare from here to (Buffalo) by (bus) is (twenty dollars).</td>
</tr>
</tbody>
</table>
### SWAHILI: GENERAL CONVERSATION

#### CYCLE 54

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

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

maili (9, 10) 'mile'

umbali (14) 'distance'
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

<table>
<thead>
<tr>
<th>masomo</th>
<th>Hatujamaliza masomo yetu ya asubuhi.</th>
<th>studies</th>
<th>We haven't finished our morning lessons [yet].</th>
</tr>
</thead>
<tbody>
<tr>
<td>kula</td>
<td>Saa ya kula haijafika.</td>
<td>eating</td>
<td>The time to eat ('of eating') hasn't come [yet].</td>
</tr>
<tr>
<td>kuchoka</td>
<td>Hatujachoka.</td>
<td>to get tired</td>
<td>We aren't tired [yet].</td>
</tr>
<tr>
<td>njaa (9)</td>
<td>Hatuna njaa.</td>
<td>hunger</td>
<td>We aren't hungry. ('We don't have hunger.')</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>kumaliza</th>
<th>Tunemaliza masomo yetu ya asubuhi?</th>
<th>to finish</th>
<th>Have we finished our morning study [yet]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>kufika</td>
<td>Saa ya kula imefika?</td>
<td>to arrive</td>
<td>('Has the time to eat arrived?')</td>
</tr>
<tr>
<td>kuchoka</td>
<td>Mmechoka?</td>
<td>to get tired</td>
<td>Are you (pl.) tired?</td>
</tr>
<tr>
<td>njaa</td>
<td>Mna njaa?</td>
<td>hunger</td>
<td>Are you (pl.) hungry?</td>
</tr>
</tbody>
</table>

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'
- **kati** 'between'
- **kaskazini** Uko kaskazini ya Kisumu.
- **mvua** (9) 'rain'
- **kunyesha** 'to rain'
- **mwezi** (3, 4) 'month'
- **kuendelea** Huendelea mpaka mwezi wa Juni.
- **hakuna** Na kati ya Juni na Septemba, hakuna mvua.
- **joto** (5) 'heat'
- **sana** very'
- **huanza** Mvua huanza kunyesha tena mwezi wa Septemba.
- **wakati** (14, 10) Wakati huu, inanyesha mpaka mwezi wa Oktoba.

**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:

Mji _a Bungoma ____kati _a Tororo ____ Nakuru. ____koko kaskazini _a
Kisumu. Katika B____, mvua ____anza _nyesha katika mw____ _a Machi. ____endelea
mpaka _ezi _a Juni. Na kati _a Juni _a Septemba, ____ mvua. Joto _wa __ngi
sana. Mvua ____anza _nyesha ____ mwezi _a Septemba. Wakati h____, ____nanyesha
mpaka mwezi ____ Oktoba.
**SWAHILI: GENERAL CONVERSATION**

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>Left-hand Column</th>
<th>Right-hand Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>joto __ungi</td>
<td>joto jingi</td>
</tr>
<tr>
<td>mvua __ungi</td>
<td>mvua nyungi</td>
</tr>
<tr>
<td>miji __ungi</td>
<td>miji mingi</td>
</tr>
<tr>
<td>miezi __ungi</td>
<td>miezi mingi</td>
</tr>
<tr>
<td>chai __ungi</td>
<td>chai nyungi</td>
</tr>
<tr>
<td>kahawa __ungi</td>
<td>kahawa nyungi</td>
</tr>
<tr>
<td>mipira __ungi</td>
<td>mipira mingi</td>
</tr>
<tr>
<td>siku __ungi</td>
<td>siku nyungi</td>
</tr>
<tr>
<td>majumba __ungi</td>
<td>majumba mengi</td>
</tr>
<tr>
<td>lugha __ungi</td>
<td>lugha nyungi</td>
</tr>
<tr>
<td>chakula __ungi</td>
<td>chakula kingi</td>
</tr>
</tbody>
</table>

Mji h__ko kaskazini ya hapa.  
Mji h__ko kaskazini ya hapa.  
That city is north of here.

Miji h__ko kaskazini ya hapa.  
Miji h__ko kaskazini ya hapa.  
Those cities are north of here.

Jumba h__ko kaskazini ya hapa.  
Jumba h__ko kaskazini ya hapa.  
That building is north of here.

Majumba h__ko kaskazini ya hapa.  
Majumba h__ko kaskazini ya hapa.  
Those buildings are north of here.

Gari h__ko kaskazini ya hapa.  
Gari h__ko kaskazini ya hapa.  
That bus is north of here.

Magari h__ko kaskazini ya hapa.  
Magari h__ko kaskazini ya hapa.  
Those buses are north of here.

Nyumba h__ko kaskazini ya hapa.  
Nyumba h__ko kaskazini ya hapa.  
That house is north of here.

Nyumba h__ko kaskazini ya hapa.  
Nyumba h__ko kaskazini ya hapa.  
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. [...wanayocheza wanaPeace Corps.
Wakati huu, kuna mavumbi. Tunajifunza lugha ya Kiswahili. Kiswahili ni lugha... [...]ambapo kuna mavumbi. [...]ambayo tunajifunza. [...]tunayoifunza.
Huu ni wakati... [...]kunapokuwa na mavumbi.
Mji wa Bungoma uko kaskazini ya Kisumu. Tutapanda gari hili. Hili ni gari...
Bungoma ni mji... [...]ambao uko kaskazini ya Kisumu. [...]ambalo tutapanda. [...]tutakalopanda.
[...ulioko kaskazini ya Kisumu. Mtapanda magari haya. Haya ni magari... [...]ambayo mtapanda. [...]mtakayopanda.
SWAHILI: GENERAL CONVERSATION

Tutasikiliza tepu hizi.
Hizi ni tepu...
[...ambazo tutasikiliza.
[...tutakazosikiliza.

Tunakaa katika bweni hili.
Hii ni bweni...
[...ambamo tunakaa.
[...tunamokaa.

Tutasoma somo hili.
Hili ni somo...
[...ambalo tutasoma.
[...tutakalosoma.

Mwanafunzi huyu alijitayarisha kwa masomo haya.
Huyu ni mwanafunzi...
[...ambaye alijitayarisha...
[...aliyejitayarisha...

Tutasoma masomo haya.
Haya ni masomo...
[...ambayo tutasoma.
[...tutakayosoma.

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 utavuma?
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.
Mvua itakuwa nyungi.
Mawingu yatakuwa mengi.
Mavumbi yatakuwa mengi.

Joto __takuwa __ngi.
Mvua __itakuwa __ngi.
Mawingu __takuwa __ngi.
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.
mawingu Kuna mawingu mengi,
unyevunyevu (14) na hewa huwa yenye unyevunyevu sana.
njoto Joto lafika mpaka digrii 80.

In the month of September, it rains hard.
There are many clouds, and the air is very humid. ('is having humidity very much')
The heat gets [up] to 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 '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 wenyenye majumba mengi mji wenyenye majumba mengi
mji _enye majumba __ngi mji wenyenye majumba __ngi mji wenyenye majumba __ngi
mji _enye unyevunyevu __ngi mji wenyenye unyevunyevu __ngi mji wenyenye unyevunyevu __ngi
mji _enye unyevunyevu __ngi mji wenyenye unyevunyevu __ngi mji wenyenye unyevunyevu __ngi
mji _enye joto __ngi mji wenyenye joto __ngi mji wenyenye joto __ngi
mji _enye mvua __ngi mji wenyenye mvua __ngi mji wenyenye mvua __ngi

a city with many buildings
a city with many buildings
a city with a lot of humidity
a country with a lot of humidity
a country with a lot of heat
a city with a lot of heat
a city with a lot of rain
a city with a lot of rain
M-1

senema (9)

Do you want to go to the movies?

mji

Do you want to go to town?

(jina la jumba)

Do you want to go to (name of building)?

chumba cha kulia

Do you want to go to the dining hall?

M-2

la

La, sitaki kwenda senema sasa.

to like

Yes, let's go.

hebu

Ndiyo, hebu twende.

ours

Yes, let's go!

zetu

Ndiyo, twende zetu!

C-1

Unataka kwenda ________________?

Ndiyo, twende zetu.

Do you want to go ____________?

au

Yes, let's go.

La, sipendi kwenda __________

No, I don't want to go to ______ now.

sasa.

CYCLE 58

M-1

duka

I'm going to go to the store at noon.

darasa

I'm going to go to class at 1:00.

mji

I'm going to go to town at 4:00.

senema

I'm going to go to the movies at 8:00 p.m.

Nitakwenda dukani aduhuri.

Nitakwenda dasarani saa saba mchana.

Nitakwenda mjini saa kumi jioni.

Nitakwenda senema saa mbili usiku.
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)?
B: Utakwenda (mjini) saa ngapi?
A: Do you want to go to (town)?
B: What time are you going to go to (town)?

A: Nitakwenda saa (saa mbili).
B: Vema. Hebu twende pamoja.
A: I'm going at (eight o'clock).
B: All right. Let's go together.

Review daily action chain in relation to plans for tomorrow.

C-2

A: Utaamka saa ngapi kesho?
B: Nitaamka saa (moja).
A: What time are you going to get up tomorrow?
B: I'm going to get up at (seven) o'clock.

A: Utakula chakula cha asubuhi saa ngapi kesho?
B: Nitakula chakula cha asubuhi saa (mbili).
A: What time are you going to eat breakfast tomorrow?
B: I'm going to eat breakfast at eight (o'clock).

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?

CYCLE 59

87
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 popoteleo jioni. to want I don't want to go anywhere this evening.
kujua Sijui. to know I don't know.
kudhani Sidhani.
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).
Twende saa (moja usiku).
B: No, I don't want to go at (six) o'clock.
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' (Cycle51).

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.

88
M-1

saa Tunakaa darasani kwa muda wa saa tatu kila asubuhi.

miezI Tutakaa hapa kwa muda wa miezi mitatu.

miaka Tutakaa katika Afrika ya Mashariki kwa muda wa miaka miwili.

M-2

kujifunza Nilijifunza kilimo kwa muda wa miaka minne.

kuishi Niliishi Florida kwa muda wa miaka mitano.

kuhudhuria Nilihudhuria Chuo cha Walimu cha Dudley J. Trudge kwa muda wa miaka sita.

kubaki Nilibaki mjini New York kwa muda wa siku sita.

C-1

A: Unakaa darasani kwa muda gani kila asubuhi?
B: Tunakaa darasani kwa muda wa saa ____________.

A: How long do you stay in class every morning?
B: We stay in class for a period of ____________ hours.

C-2

A: Je, unakwenda (Malawi)?
B: La, siendi (Malawi).

A: Are you going to (Malawi)?
B: No, I'm not going to (Malawi).

A: Unakwenda (Tanzania), sivyO?

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

A: Utakaa kwa muda gani (Tanzania)?

How long are you going to stay in (Tanzania)?

A: 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?
B: Mimi ni (mwuguzi).

A: What kind of work do you do?
B: I'm a (nurse).

A: Ulijifunza wapi (kuuguza)?

A: Where did you learn (nursing)?
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.
nyama (9) Kuna nyama.
mboga (9,10) Kuna mboga.
wali (14) Kuna wali.
mkate (3,4) Kuna mkate.
siagi (9) Kuna siagi.
matunda (6) Kuna matunda.
potatoes There are potatoes.
meat There is meat.
vegetables There are vegetables.
rice There is rice.
bread There is bread.
butter There is butter.
fruit There is fruit.

M-2

chakula Kuna chakula gani leo? (7,8)

C-1

A: Kuna chakula gani leo?
B: Kuna (nyama).

A: What kind of food is there today?
B: There is (meat).

C-2

A: Kuna chakula gani leo?
B: Kuna (nyama) na (wali).

A: What kind of food is there today?
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.
mboga Nilikula mboga jana usiku.
supu (9) Nilikula supu jana usiku.

meat I ate meat last night.
vegetables I ate vegetables last night.
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. (5) 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 to drink What did you drink last usiku? night?

C-1

A: Ulikula nini kwa chakula cha A: What did you have (eat) for jioni jana usiku? supper last night?
B: Nilikula (nyama), (mboga), B: I ate (meat), (vegetables), and na (viazi).

A: Ulikunywa nini? A: And what did you drink?
B: Nilikunywa (kahawa). B: I drank (coffee).

C-2

A: Ulikunywa (kahawa) jana A: Did you drink (coffee) last usiku? night?
B: Ndiyo, nilikunywa (kahawa). B: Yes, I drank (coffee).
La, sikunywa (kahawa). No, I didn't drink (coffee).
Nilikunywa (chai). I drank (tea).
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)?

B: Nilikula ( ).

A: Ulikula matunda gani?

B: Nilikula ( ).

Sikula matunda jana usiku (jioni).

A: What kind of meat did you eat last night?

B: I ate ( ).

A: What kind of fruit did you eat?

B: I ate ( ).

I didn't eat fruit last night.
SWAHILI: GENERAL CONVERSATION

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. Kanyati) ate (papayas) this morning.

C-3

A: Ulikula nyama gani jana jioni?

B: Nilikula nyama ya (ng'ombe).

A: (Fulani), (Bw. Kanyati) alikula nyama ya (kuku) jana jioni?

B: (Bw. Kanyati) hakula nyama ya (kuku).

A: Alikula nyama ya (ng'ombe).

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 ( ).

B: I ate ( ) and ( ).[Give complete list.]

Nilikunywa ( ).

I drank ( ).
### SWAHILI: GENERAL CONVERSATION

**CYCLE 65**

**M-1**

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
<th>Item</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>machungwa</td>
<td>Machungwa yalikuwa mazuri sana.</td>
<td>oranges</td>
<td>The oranges were very good.</td>
</tr>
<tr>
<td>ndizi</td>
<td>Ndizi zilikiwa nzuri sana.</td>
<td>bananas</td>
<td>The bananas were very good.</td>
</tr>
<tr>
<td>nyama</td>
<td>Nyama iliikuwa nzuri sana.</td>
<td>meat</td>
<td>The meat was very good.</td>
</tr>
<tr>
<td>mapapai</td>
<td>Mapapai yalikuwa mazuri sana.</td>
<td>papayas</td>
<td>The papayas were very good.</td>
</tr>
<tr>
<td>wali</td>
<td>Wali ulikuwa mzuri sana.</td>
<td>rice</td>
<td>The rice was very good.</td>
</tr>
<tr>
<td>viazi</td>
<td>Viazi vilikuwa vizuri sana.</td>
<td>potatoes</td>
<td>The potatoes were very good.</td>
</tr>
<tr>
<td>mkate</td>
<td>Mkate ulikuwa mzuri sana.</td>
<td>bread</td>
<td>The bread was very good.</td>
</tr>
<tr>
<td>kahawa</td>
<td>Kahawa iliikuwa nzuri sana.</td>
<td>coffee</td>
<td>The coffee was very good.</td>
</tr>
<tr>
<td>maziwa</td>
<td>Maziwa yalikuwa mazuri sana.</td>
<td>milk</td>
<td>The milk was very good.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
<th>Item</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>machungwa</td>
<td>Machungwa yalikuwa mazuri?</td>
<td>oranges</td>
<td>Were the oranges good?</td>
</tr>
<tr>
<td>ndizi</td>
<td>Ndizi zilikiwa nzuri?</td>
<td>bananas</td>
<td>Were the bananas good?</td>
</tr>
<tr>
<td>nyama</td>
<td>Nyama iliikuwa nzuri?</td>
<td>meat</td>
<td>Was the meat good?</td>
</tr>
<tr>
<td>maembe</td>
<td>Maembe yalikuwa mazuri?</td>
<td>mangoes</td>
<td>Were the mangoes good?</td>
</tr>
<tr>
<td>chai</td>
<td>Chai iliikuwa nzuri?</td>
<td>tea</td>
<td>Was the tea good?</td>
</tr>
<tr>
<td>viazi</td>
<td>Viazi vilikuwa vizuri?</td>
<td>potatoes</td>
<td>Were the potatoes good?</td>
</tr>
<tr>
<td>mkate</td>
<td>Mkate ulikuwa mzuri?</td>
<td>bread</td>
<td>Was the bread good?</td>
</tr>
</tbody>
</table>

**C-1**

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulikula nini jana usiku?</td>
<td>What did you eat last night?</td>
</tr>
<tr>
<td>Nilikula (nyama) na (wali)</td>
<td>I ate (meat) and (rice).</td>
</tr>
<tr>
<td>(Nyama) (i)likuwa (n)zuri?</td>
<td>Was the (meat) good?</td>
</tr>
<tr>
<td>Ndiyo, (nyama) (i)likuwa (n)zuri sana.</td>
<td>Yes, the (meat) was very good.</td>
</tr>
<tr>
<td>Na (wali) je?</td>
<td>And what about the (rice)?</td>
</tr>
<tr>
<td>(Wali) pia (u)likuwa (m)zuri.</td>
<td>The (rice) was good also.</td>
</tr>
</tbody>
</table>
A: Ulikunywa nini kwa chakula cha asubuhi leo?
A: What did you drink for breakfast this morning?
B: Nilikunywa (chai).
B: I drank (tea).
A: (I)likuwa (n)zuri?
A: Was it good?
B: Ndiyo, (I)likuwa (n)zuri sana.
B: Yes, it was very good.

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</th>
<th>were</th>
<th>good?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

96 SR
**Text TD-1**

**The Weather**

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.

Hali ya hewa mjini Dar-es-Salaam katika mwezi wa Septemba si nzuri sana. Kuna joto kali sana na pia hewa ina unyevunyevu mwingi.

Wakati huu ni wakati ambapo mji huwa na joto jingi kuliko wakati mwingine, na mvua huweza kuja wakati wowote.

Na mara nyingi ukiamka asubuhi, hwezi kujua kama itanyesha au sivyo.

**Text TD-2**

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].

Mwezi wa Novemba joto linaanza kupungua, kwani mvua inaanza kuja.

Na hivyo ingawa kuna unyevunyevu, hali ya hewa si joto sana.

Na wakati huu, matunda yanaanza kuonekana kwa wingi mjini, kwa sababu ya mvua inawezesha mimea izidi kuchipua zaغذي.

kupungua to decrease kwani because hivyo in that manner, thus ingawa even though matunda (6) fruit (pl.) kuonekana to appear kwa wingi in quantity kuwezesha to enable mimea (4) plants

bado
kupunguza
kuisha
baridi (9)
taibu (9)
jasho (9)

Still, yet
to cause to decrease
to finish
cold
trouble
heat

It is still hot in January, but the rain has reduced it. It continues to rain until the month ends. At this time, there is a lot of fruit in the city. But fruit continues to be available until the cold weather. And the people of Dar are still troubled by heat.
SWAHILI: GENERAL CONVERSATION

kuotesha to cause to grow
jani (5, 6) leaf
kutayarisha to make ready
ukame (14) drought
baadaye later
kupotea to disappear, get lost

Text TD-5

Katika mwezi wa Mei, ni wakati wa baridi Dar.
Ninaposema 'baridi' yaani baridi kufananisha na wakati mwingine.
Watu hutoka bado jasho.
Lakini, kwa mtu ye yote aliye pata kufika Dar-es-Salaam na kukaa mwa mazima pale, ataona kuwa huu ni wakati wa nafuu.
Mvua huwa ni kidogo sana ingawa bado inanyesha.
Na mtu anaweza kuvaa koti bila kupata taabu sana.

kufananisha to compare
kufanana to resemble
kutoka jasho to sweat
nafuu (9) 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 plan, advice
upepo (14, 10) wind, breeze

The month of May is a cold month in Dar.
When I say cold, that is the cold in comparison to other seasons.
People are still sweating.
But (for) anyone who has been to Dar and lived there a whole year, he will understand that this is a period of good weather.
There is very little rain although it still rains.
One can wear a coat without much trouble.

July is a cold month also.
The cold is almost gone but it is still there.
And perhaps it is colder than May.
At this time, it is generally dusty in almost the entire city because of the strong winds which blow from the sea.
And this condition of weather continues until the end of the month and perhaps continues even longer.
Text TD-7

Hali ya hewa kati ya Dar na Iringa inatofautiana sana.

Tofauti ni hii.

Inatokana na mahali miji ilipo.

Mji wa Iringa uko juu sana katika nyanda za juu.

Na mji wa Dar uko pwani.

Hivyo tukichukua mwezi wa Mei tutaona kuwa Iringa ni mji wa baridi sana.

Na watu hata wanahitaji makoti.

Kumbe, Dar huwa hakuna joto.

Na watu wanaweza kuvaa mashati yao kama kawaida, ingawa kunakuwa na baridi kuliko wakati mwingine.

Kutofautiana tofauti (9 )

Kutokana mahali (16)

Kuhitaji kumbe

Text TD-8

Nilipokwenda mjini Nairobi, sikuchukwa sana na hali ya hewa ya kule.

Hali ya hewa ya kule ni ya kupendeza.

Ni tofauti kidogo na hali ya hewa ya Iringa ambako natoka, lakini inafanana sana.

Pana joto zaidi Nairobi kuliko Iringa.

Lakini nilipokuwa pale katika mwezi wa Agosti miliona watu wanavaa makoti bila kusumbuka.

Na Nairobi ni mji mzuri na wa kupendeza.

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.
Text TD-9

Wakati wa kaskazi, Washington huwa una joto sana.

Na mtu anzyefika hapa wala hawezi kuamini wali yana mchakato kwa nchi la kaskazini za dunia.

Joto huwa kali sana, na huwa unatoka jasho sana kama sehemu nyingine za tropiki.

Lakini huu ni wakati wa summer tu.

Mtu huweza kushangaa atakavyoona halii ya hewa inavyogeuka.

In the summer, Washington is generally very hot.

And a person who arrives here cannot believe that it is a country which is in the northern countries of the world.

The heat is very [intense] and you sweat very much as in some parts of the tropics.

But this is only [in the] summer time.

One may be surprised when he sees how the weather changes.

kaskazi (9) wala kuamini dunia (9) tropiki (9, 10) kushangaa kugeuka

northerly wind, summer (negative) to trust, believe world tropics to be surprised to change, turn

Text TD-10

Wakati wa kusi mji wa Washington huwa una baridi sana.

Yaani ukifananisha na wakati wa kaskazi utaona tofauti kubwa sana.

Wakati fulani theluji inaanguka na hata magari hayawezi kutembea vizuri mpaka theluji iondolewe barabarani.

Na joto linashuka mpaka zero au chini zaidi, na kwa jumla, halii ya hewa, huwa si ya nafuu mpaka ukae katika nyumba iliyo na mashine za kuweza kutoa joto au ukone moto.

Na magari pia, lazima yawe na mashine ya kutolea joto.

In the winter time the city of Washington is very cold.

That is, if you compare it with summer time, you will see a big difference.

At certain times snow falls and [even] cars cannot run well until the snow is removed from the road.

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.

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, desc.</td>
</tr>
<tr>
<td>chini (9)</td>
<td>below, bottom</td>
</tr>
<tr>
<td>jumla (9)</td>
<td>sum, total</td>
</tr>
<tr>
<td>mashir (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

M-1

<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu ya wino</td>
<td>pen/pencil</td>
</tr>
<tr>
<td>(au kalamu)</td>
<td>That is a pen/pencil.</td>
</tr>
<tr>
<td>(9, 10)</td>
<td></td>
</tr>
<tr>
<td>kitabu</td>
<td>book</td>
</tr>
<tr>
<td>(7, 8)</td>
<td>That is a book.</td>
</tr>
<tr>
<td>yai</td>
<td>egg</td>
</tr>
<tr>
<td>(5, 6)</td>
<td>That is an egg.</td>
</tr>
<tr>
<td>msumari</td>
<td>nail</td>
</tr>
<tr>
<td>(3, 4)</td>
<td>That is a nail.</td>
</tr>
<tr>
<td>kipande cha</td>
<td>paper</td>
</tr>
<tr>
<td>karatasi</td>
<td>That is a (piece of) paper.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiku</td>
<td>thing</td>
</tr>
<tr>
<td>Hiki ni kiku gani?</td>
<td>What is this?</td>
</tr>
</tbody>
</table>

C-1

A: Hiki ni kiku gani?        A: What is this?
B: 'Hi(lo) ni (yai).         B: This is (an egg).
The instructor should place on the table:

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

M-1

misumari  Hiyo ni misumari.  nails  Those are nails.
vitabu  Hivyo ni vitabu.  books  Those are books.
vipande vya  karatasi  Hivyo ni vipande vya karatasi.  pieces of paper  Those are pieces of paper.
mayai  Hayo ni mayai.  eggs  Those are eggs.
kalamu  Hizo ni kalamu.  pens  Those are pens.

C-1

A:  Hivi ni vitu gani?  
B:  Ni (vitabu).

C-2

A:  Hiki ni kitu gani?  
B:  Ni (kitabu).
A:  Hivi ni vitu gani?  
B:  Ni (kalamu).

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

kitabu kimoja  Kuna kitabu kimoja juu ya meza.

vitabu viwili  Kuna vitabu viwili juu ya meza.

yai moja    Kuna yai moja juu ya meza.

mayai mawili Kuna mayai mawili juu ya meza.

msumari mmoja Kuna msumari mmoja juu ya meza.

misumari miwili Kuna misumari miwili juu ya meza.

kalamu(ya wino) moja Kuna kalamu ya wino moja juu ya meza.

kalamu(za wino) mbili Kuna kalamu za wino mbili juu ya meza.

kipande cha karatasi Kuna kipande cha karatasi mezani.

vipande viwili vya karatasi Kuna vipande viwili vya karatasi mezani.

A: Kuna (kitu) gani mezani?

B: Kuna (yai moja) juu ya meza/mezani.

C-1

A: Kuna (vitu) gani mezani?

B: Kuna (mayai mawili) juu ya meza/mezani.

A: Kuna (vitu) gani mezani?

B: Kuna (yai moja) juu ya meza/mezani.

A: Kuna (vitu) gani mezani?

B: Kuna (mayai mawili) juu ya meza/mezani.

A: Kuna (kitu) gani mezani?

B: Kuna (yai moja) juu ya meza/mezani.

A: Kuna (vitu) gani mezani?

B: Kuna (mayai mawili) juu ya meza/mezani.
<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>one nail</td>
<td>yai moja</td>
<td>one egg</td>
<td>mayai mawili</td>
</tr>
<tr>
<td>two nails</td>
<td>mayai matatu</td>
<td>three eggs</td>
<td>mayai manne</td>
</tr>
<tr>
<td>three nails</td>
<td>mayai matano</td>
<td>four eggs</td>
<td>mayai matano</td>
</tr>
<tr>
<td>four nails</td>
<td>mayai sita</td>
<td>five eggs</td>
<td>mayai sita</td>
</tr>
<tr>
<td>five nails</td>
<td>mayai sita</td>
<td>six eggs</td>
<td>mayai saba</td>
</tr>
<tr>
<td>six nails</td>
<td>mayai manane</td>
<td>seven eggs</td>
<td>mayai kumi</td>
</tr>
<tr>
<td>seven nails</td>
<td>mayai tisa</td>
<td>eight eggs</td>
<td>mayai kumi na moja</td>
</tr>
<tr>
<td>eight nails</td>
<td>mayai kumi na moja</td>
<td>nine eggs</td>
<td>mayai kumi</td>
</tr>
<tr>
<td>nine nails</td>
<td>mayai kumi na moja</td>
<td>ten eggs</td>
<td>mayai kumi na mmoja</td>
</tr>
<tr>
<td>ten nails</td>
<td>mayai kumi na miwili</td>
<td>eleven eggs</td>
<td>mayai kumi</td>
</tr>
<tr>
<td>eleven nails</td>
<td>mayai kumi na miwili</td>
<td>twelve eggs</td>
<td>mayai kumi na mmoja</td>
</tr>
<tr>
<td>twelve nails</td>
<td>mayai kumi na miwili</td>
<td></td>
<td>mayai kumi na miwili</td>
</tr>
<tr>
<td>one book</td>
<td>kalamu moja</td>
<td>one pen</td>
<td>kalamu mbili</td>
</tr>
<tr>
<td>two books</td>
<td>kalamu mbili</td>
<td>two pens</td>
<td>kalamu mbili</td>
</tr>
<tr>
<td>three books</td>
<td>kalamu tatu</td>
<td>three pens</td>
<td>kalamu tatu</td>
</tr>
<tr>
<td>four books</td>
<td>kalamu nne</td>
<td>four pens</td>
<td>kalamu nne</td>
</tr>
<tr>
<td>five books</td>
<td>kalamu tano</td>
<td>five pens</td>
<td>kalamu tano</td>
</tr>
<tr>
<td>six books</td>
<td>kalamu sita</td>
<td>six pens</td>
<td>kalamu sita</td>
</tr>
<tr>
<td>seven books</td>
<td>kalamu sita</td>
<td>seven pens</td>
<td>kalamu sita</td>
</tr>
<tr>
<td>eight books</td>
<td>kalamu saba</td>
<td>eight pens</td>
<td>kalamu saba</td>
</tr>
<tr>
<td>nine books</td>
<td>kalamu nane</td>
<td>nine pens</td>
<td>kalamu nane</td>
</tr>
<tr>
<td>ten books</td>
<td>kalamu tisa</td>
<td>ten pens</td>
<td>kalamu tisa</td>
</tr>
<tr>
<td>eleven books</td>
<td>kalamu kumi</td>
<td>eleven pens</td>
<td>kalamu kumi</td>
</tr>
<tr>
<td>twelve books</td>
<td>kalamu kumi na moja</td>
<td>twelve pens</td>
<td>kalamu kumi na moja</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?
B: One nail and one nail are how many nails?

(etc.)

M-2

M-1

<table>
<thead>
<tr>
<th>Meza</th>
<th>Sasa, kuna misumari miwili juu ya meza.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9,10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sakafu</th>
<th>Sasa, kuna misumari miwili juu ya sakafu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sanduku</th>
<th>Sasa, kuna misumari miwili ndani ya sanduku.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5,6)</td>
<td>Or</td>
</tr>
<tr>
<td>(9,10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gunia</th>
<th>Sasa, kuna misumari miwili ndani ya gunia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5,6)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Table</th>
<th>Now, there are two nails on the table.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Floor</th>
<th>Now, there are two nails on the floor.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Box</th>
<th>Now, there are two nails in the box.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sack</th>
<th>Now, there are two nails in the sack.</th>
</tr>
</thead>
</table>

M-2

Meza

Sasa, kuna misumari mitatu juu ya meza.
Kulikuwa na misumari mitatu juu ya meza.

Sakafu

Sasa, kuna misumari mitatu juu ya sakafu.
Kulikuwa na misumari mitatu juu ya sakafu.

Sanduku

Sasa, kuna misumari mitatu ndani ya sanduku.
Kulikuwa na misumari mitatu ndani ya sanduku.

Gunia

Sasa, kuna misumari mitatu ndani ya 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.

Bag

There were three nails in the box.
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.

C-2

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

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

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.

CYCLE 72

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

M-1

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>msunari</td>
<td>Mmowa na, mother spoon, bowl</td>
</tr>
<tr>
<td>yai</td>
<td>Mayai, egg</td>
</tr>
<tr>
<td>kita</td>
<td>Kitabu, book</td>
</tr>
<tr>
<td>kalamu</td>
<td>Kalamu, pencil</td>
</tr>
</tbody>
</table>

- One large nail and two small nails are three nails.
- One large egg and two small eggs are three eggs.
- One large book and two small books are three books.
- One large pencil and two small pencils are three pencils.
SWAHILI: GENERAL CONVERSATION

M-2
Tafadhali nipe misumari miwili mikubwa na msomari mmoja mdogo. Please hand me two large nails and one small nail.
Tafadhali nipe mayai mawili makulwa na yai moja dogo. Please hand me two large eggs and one small egg.
Tafadhali nipe vitabu vili vilivubwa na kitabu kimoja kidogo. Please hand me two large books and one small book.
Tafadhali nipe kalamu mbili cubwa na kalamu moja ndogo. Please hand me two large pens and one small pen.

C-1
Tafadhali nipe (mayai mawili makubwa na yai moja dogo). Please hand me (two large eggs and one small egg).

C-2
A: (Chicago) ni (mji m)kubwa au (m)dogo? A: Is (Chicago) large, or small?
B: Ni (mkubwa) B: It is (large).

C-3
A: (Chumba chako) ni (ki)kubwa au (ki)dogo? A: Is (your room) large, or small?
B: Ni (kikubwa). B: It's (large).

CYCLE 73

M-1
msumari Chukua misumari mitatu. nail Take three nails.
kabtu Chukua vitabu vitatu. book Take three books.
yai Chukua mavai matatu. egg Take three eggs.
kalamu Chukua kalamu tatu. pencil Take three pencils.

M-2
vitabu Weka kitabu kimoja sandukuni. books Put one book in the box.
kalamu Weka kalamu moja sandukuni. pencils Put one pencil in the box.
mayai Weka yai moja sandukuni. eggs Put one egg in the box.
msumari Weka msomari mmoja sandukuni. nails Put one nail in the box.
SWAHILI: GENERAL CONVERSATION

C-1

The teacher should give instructions to the students. Later, the students themselves should give instructions. Some examples are:

Chukua misumari mikubwa miwili. Weka msu
msumari mmoja juu ya meza.

Chukua misumari mikubwa mitatu na midogo miwili. Weka msu
msumari mmoja sakafuni.

Weka misumari mikubwa sandukuni. Weka
midogo mezani.

Take two large nails. Put one nail on the table.

Put one nail on the floor. Take three large nails and two small ones.

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.]

CYCLE 74

M-1

kalamu Rudisha kalamu mezani. pencils Return the pencils to (on) the table.

mayai Rudisha mayai mezani. eggs Return the eggs to (on) the table.

vitabu Rudisha vitabu mezani. books Return the books to (on) the table.

misumari Rudisha misumari mezani. nails Return the nails to (on) the table.

M-2

kalamu Kalamu ziko wapi sasa? pens Where are the pens now?

vitabu Vitabu viko wapi sasa? books Where are the books now?

mayai Mayai yako wapi sasa? eggs Where are the eggs now?

misumari Misumari iko wapi sasa? nails Where are the nails now?

C-1

The person who gives the instructions to one person also asks questions of another person.

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?
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?

CYCLE 75

M-1

msumari Chukua msumari mmoja. Uweke juu ya meza.
misumari Chukua misumari miwili. Iweke juu ya meza.
yai Chukua yai moja. Liweke juu ya meza.
mayai Chukua mayai mawili. Yaweke juu ya meza.
kitalu Chukua kitabu kimoja. Kiweke juu ya meza.
vitabu Chukua vitabu viwili. Viweke juu ya meza.
kalamu Chukua kalamu moja. Iweke juu ya meza.
kalamu Chukua kalamu mbili. Ziweke juu ya meza.

nail Take one nail. Put it on the table.
nails Take two nails. Put them on the table.
egg Take one egg. Put it on the table.
eggs Take two eggs. Put them on the table.
books Take two books. Put them on the table.
pencil Take one pencil. Put it on the table.
pencils Take two pencils. Put them on the table.

M-2

msumari Nilichukua msumari mmoja nikauweka juu ya meza.
misumari Nilichukua misumari miwili nikaiweka juu ya meza.
yai Nilichukua yai moja nikaliweka juu ya meza.
mayai Nilichukua mayai mawili nikayaweka juu ya meza.

nail I took one nail and put it on the table.
nails I took two nails and put them on the table.
egg I took one egg and put it on the table.
eggs I took two eggs and put them on the table.

111
SWAHILI: GENERAL CONVERSATION

kitabu  Nilichukua kitabu kimoja nikakiweka 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.

kalamu  Nilichukua kalamu moja nikaiweka juu ya meza.
pencil  I took one pencil and put it on the table.

kalamu  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: Ulifanyana 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).
A: Take (four eggs).
Yatie (mezani).
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; nail  This nail is big; that nail is little.
msumari huo ni mdogo.

misumari  Misumari hii ni mikubwa; nails  Those nails are big; those nails are small.
misumari hiyo ni midogo.

yai  Yai hili ni kubwa; yai hilo ni dogo.
egg  This egg is big; that egg is small.

mayai  Mayai haya ni makubwa; eggs  Those eggs are big; those eggs are small.
mayai hayo ni madogo.

kitabu  Kitabu hiki ni kikubwa; book  This book is big; that book is little.
kitabu hicho ni kidogo.
SWAHILI: GENERAL CONVERSATION

vitabu Vitabu hivi ni vikubwa; vitabu hivyo ni vidogo.

books These books are big; those books are little.

C-1
A: (Yai) h(iii) ni kubwa au dogo?
B: Ni (dogo).
A: Is this (egg) big, or little?
B: It is (big).

C-2
A: (Misumari) h(iyo) ni (mi)kubwa au (mi)dogo?
B: Ni (midogo).
A: Are these (nails) big, or little?
B: They are (little).

C-3
A: (Kitabu) h(icho) ni (ki)kubwa au (ki)dogo?
B: Ni (kikubwa).
A: Is that (book) big, or little?
B: It is (large).

C-4
A: (Misumari) h(iyo) ni (mi)kubwa au (mi)dogo?
B: Ni (mikubwa).
A: Are those (nails) big, or little?
B: They are (big).

CYCLE 77

M-1
mimi Tafadhali nipe vitabu. me [Please] hand me the books.
Daudi na Maria Tafadhali wape Daudi na Maria vitabu. David and Mary [Please] hand David and Mary the books.
Daudi na mimi Tafadhali tupe (mimi na Daudi) vitabu. David and me [Please] hand David and me the books.
SWAHILI: GENERAL CONVERSATION

M-2

mimi Daudi alinipa pesa. me David gave me some money.

wewe Daudi alikupa pesa. you (sg.) David gave you some money.

wewe na mimi Daudi alitupa pesa. you (sg.) and me David gave you and me some money.

wewe na Maria Daudi aliwapeni pesa. you (sg.) and Mary David gave you and Mary some money.

Maria na Yohana Daudi aliwapa Maria na Yohana pesa. Mary and John David gave Mary and John some money.

C-1

A: (Wa)pe (Daudini Maria) (vitabu vitano).

A: Ulifanya nini?

B: Nili(wa) pa (Daudini Maria) (vitabu vitano).

A: (B) alifanya nini?

C: Ali(wa) pa (Daudini Maria) (vitabu vitano).

A: Give (five books) to (David and Mary). [B does so.]

A: What did you do?

B: I gave (five books) to (David and Mary).

A: What did (B) do?

C: He/she gave (five books) to (David and Mary).

CYCLE 78

M-1

shati (5,6) Shati la John ni la rangi gani? shirt What color is John's shirt?

kaptura (9,10) Kaptura ya John ni ya rangi gani? shorts What color are John's shorts?

suruali (9,10) Suruali ya John ni ya rangi gani? long trousers What color are John's trousers?

soksi (9,10) Soksi za John ni za rangi gani? socks What color are John's socks?

viatu (8) Viatu vya John ni vya rangi gani? shoes What color are John's shoes?

kofia (9,10) Kofia ya John ni ya rangi gani? hat What color is John's hat?

vazi (5,6) Vazi la Mary ni la rangi gani? dress What color is Mary's dress?
SWAHILI: GENERAL CONVERSATION

M-2

nyekundu Vazi la Mary ni jekundu.
nyeupe Vazi la Mary ni jeupe.
nyeusi Vazi la Mary ni jeusi.
kijanibichi kibichi Vazi la Mary ni la kijanibichi.
kibluu kibuluu Vazi la Mary ni la kibluu.
kisamawati Vazi la Mary ni la kisamawati.
njano Vazi la Mary ni la njano.

nyekundu Viatu vya Mary ni vyekundu.
nyeupe Viatu vya Mary ni vyeupe.
nyeusi Viatu vya Mary no vyeusi.
kijanibichi kibichi Viatu vya Mary ni vya kijanibichi.
kibluu Viatu vya Mary ni vya kibluu.
samawati Viatu vya Mary ni vya samawati.
njano Viatu vya Mary ni vya njano.

red, brown Mary's dress is red.
white Mary's dress is white.
black Mary's dress is black.
green Mary's dress is green.
blue Mary's dress is blue.
light blue Mary's dress is light blue.
yellow Mary's dress is yellow.
red Mary's shoes are red.
white Mary's shoes are white.
black Mary's shoes are black.
green Mary's shoes are green.
blue Mary's shoes are blue.
light blue Mary's shoes are light blue.
yellow Mary's shoes are yellow.

[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.]
## SWAHILI: GENERAL CONVERSATION

### CYCLE 79

**M-1**

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalamu</td>
<td>Kalamu hii ni ya nani?</td>
<td>pencil</td>
</tr>
<tr>
<td>karatasi</td>
<td>Karatasi hii ni ya nani?</td>
<td>paper</td>
</tr>
<tr>
<td>kiberiti</td>
<td>Kiberiti hiki ni cha nani?</td>
<td>matches</td>
</tr>
<tr>
<td>saa</td>
<td>Saa hii ni ya nani?</td>
<td>watch</td>
</tr>
<tr>
<td>kiti</td>
<td>Kiti hiki ni cha nani?</td>
<td>chair</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Item</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>mimi</td>
<td>Kalamu hizi ni zangu.</td>
</tr>
<tr>
<td>weye</td>
<td>Kalamu hizi ni zako.</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Pronoun</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (sg.)</td>
<td>These pencils are yours.</td>
<td></td>
</tr>
<tr>
<td>he/she</td>
<td>These pencils are his/hers.</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>These pencils are ours.</td>
<td></td>
</tr>
<tr>
<td>you (pl.)</td>
<td>These pencils are yours.</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>These pencils are theirs.</td>
<td></td>
</tr>
</tbody>
</table>

### CYCLE 80

**M-1**

<table>
<thead>
<tr>
<th>Item</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>suf i</td>
<td>Shati la John ni la suf i.</td>
</tr>
<tr>
<td>pamba</td>
<td>Shati la John ni la pamba.</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<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?
B: Ni (1)a (pamba).
A: Na ni (1)a rangi gani?
B: Ni (jeupe).

A: What is (John's) (shirt) [made] of?
B: It's [made] of (cotton).
A: And what color is it?
B: It's (white).

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.
(6) coffee The coffee is spilt.
kahawa Kahawa imemwagika. sugar The sugar is spilt.
(9) salt The salt is spilt.
sukari Sukari imemwagika. milk The milk is spilt.
(9) chumvi Chumvi imemwagika. tea The tea is spilt.
(9) maziwa Maziwa yamemwagika.
(6) chai Chai imemwagika.
(9)

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.
SWAHILI: GENERAL CONVERSATION

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>Object</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maji</td>
<td>Nani ali(ya)mwaga maji?</td>
</tr>
<tr>
<td>Kalamu</td>
<td>Nani ali(i)vunja kalamu hii?</td>
</tr>
<tr>
<td>Nguo</td>
<td>Nani ali(i)chana nguo hii?</td>
</tr>
<tr>
<td>Maneno</td>
<td>Nani ali(ya)andika maneno haya ubaoni?</td>
</tr>
<tr>
<td>Swali</td>
<td>Nani ali(li)uliza swali hilo?</td>
</tr>
<tr>
<td>Kuchelewa</td>
<td>Nani amechelewa?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maji</td>
<td>Usi(ya)mwage maji tena.</td>
</tr>
<tr>
<td>Kalamu</td>
<td>Usi(i)vunje kalamu tena.</td>
</tr>
<tr>
<td>Kitambaa</td>
<td>Usi(xi)chane kitambaa tena.</td>
</tr>
<tr>
<td>Maneno</td>
<td>Usi(ya)andike maneno haya tena.</td>
</tr>
<tr>
<td>Swali</td>
<td>Usi(li)ulize swali hilo tena.</td>
</tr>
<tr>
<td>Kuchelewa</td>
<td>Usichelewe tena.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maji</td>
<td>Don't spill the water again.</td>
</tr>
<tr>
<td>Kalamu</td>
<td>Don't break the pencil again.</td>
</tr>
<tr>
<td>Kitambaa</td>
<td>Don't tear the cloth again.</td>
</tr>
<tr>
<td>Maneno</td>
<td>Don't write these words again.</td>
</tr>
<tr>
<td>Swali</td>
<td>Don't ask that question again.</td>
</tr>
<tr>
<td>Kuchelewa</td>
<td>Don't be late again.</td>
</tr>
</tbody>
</table>

118
SWAHILI: GENERAL CONVERSATION

A: Mani ali? Wewe uli( )?
B: Ndiyo, nili( ).
A: Usi( ) tena!

A: Kuna mambo gani na( ).
B: ( ) me( ).
A: Nani ali( )?
B: Sijui. Nadhani (Anna) ali( ).

A: Who ( )? (Paul), did you ( )?
B: Yes, I did. No, I didn't.
A: Don't ( ) again!

A: What's the matter with the ( )?
B: It's ( ).
A: Who ( ) it?
B: I don't know. I think (Ann) did it.

CYCLE 83

kuchelewa Umechelewa.
kusikitika Nasikitika.
ubao Nenda ubaoni.
kuandika Andika 'Sitachelewa tena.'
tano Liandike mara tano.
tano Liandike mara tano.
tau

to be late You're late.
to be sorry I'm sorry.
blackboard Go to the blackboard.
to write Write 'I won't be late again'.
five Write it five times.

119
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?  
B: \[
\begin{align*}
\text{Ndiyo, nimechoka.} & \\
\text{La, sijachoka.}
\end{align*}
\]
A: Are you tired? 
B: Yes, I am.  
No, I'm not.
A: Ulilala saa ngapi jana usiku?  
B: Nililala saa (tano). 
A: What time did you go to bed last night? 
B: I went to bed at (11:00 p.m.).
Afrika Mashariki

Utakwenda huko lini?

Nitakwenda huko baada ya miezi miwili ijayo.

East Africa

Have you ever been to East Africa?

no

No. I've never been there.

when?

When are you going to go there?

months

I'm going to go there in two months.

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.

A: Umepata kufika (Nairobi)?

B: [Ndiyo.

A: Utakwenda huko?

B: [La. Nitakwenda.

A: Utakwenda huko lini?

B: [Baada ya majuma (manne) (ya)jayo.

A: When are you going to go there?

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

CYCLE 86

M-1

Los Angeles | Umeleka kufika Los Angeles? | Los Angeles | Have you ever been to Los Angeles?
diyo | Yes, I have. | yes
lini? | When did you go there? | when?
miaka | I went there two years ago. | years

M-2

jana | I went there yesterday. | yesterday
wiki jana | I went there last week. | last week
mwezi | I went there last month. | month
mwaka | I went there last year. | year
miaka miwili | I went there two years ago. | two years
miezi miwili | I went there two months ago. | two months
wiki mbili | I went there two weeks ago. | two weeks
juzi juzi | I went there recently. | recently
zamani | I went there long ago. | long ago

C-1

A: Umeleka kufika (Dar-es-Salaam)? A: Have you ever been to (Dar-es-Salaam)?
B: [Lai. ] B: No, I haven't. [Ndiiyo. Yes, I have.
A: Ulikwenda huko lini? A: When did you go there?
B: Nilikwenda huko (zamani). B: I went there (long ago).
SWAHILI: GENERAL CONVERSATION

CYCLE 87

M-1

chuo kikuu Ulitiitimu chuo kikuu lini?
college When did you finish college?
nyumbani Uliondoka nyumbani lini?
home When did you leave home?
hapa Ulifika hapa lini?
here When did you arrive here?
Kiswahili Ulianza kujifunza Kiswahili lini?
Swahili When did you begin to study Swahili?
kuoa Ulioa/uliolewa lini?
to marry When did you marry?

C-1

A: Ulifika hapa lini?
A: When did you (arrive here)?
B: Nili(fika hapa) (miezi miwili iliyopita).
B: I (arrived) (two months ago).
A: Yaani (mwezi wa Juni).
A: That is to say, (in June).
B: Ndiyo.
B: That's right.
TEXTS, SERIES TE

SHORT BIOGRAPHIES

Text TE-1

habari (9,10) Tueleze habari juu ya maisha ya Bwana Kawawa. information, Tell us about the life

jina Jina lake Rashidi Mfaume life of Mr. Kawawa.

Ku kaliwa Alizaliwa katika wilaya ya name His name is Rashidi Songea mwaka 1928.

Kusomea Ali somea shule Dar-es-Salaam to be born He was born in the Songea to go to

Maendeleo na Tabora. district in 1928.

Rais (1) Alifanya kazi katika progress He was an employee/He Wizara ya Maendeleo

kiongozi wa Tanganyika. worked for the Dept. of Social Development katika Serkali ya Tanganyika.

Mwaka 1958 alichaguliwa kuwa He became President of a chama Tanganyika African Civil Servants

wa majumbe wa Legco. registration. He was elected to Legco

Bwana Kawawa. Jina lake Rashidi Mfaume Katika mwaka 1961 Rais Nyerere apointed him


Bwana Nkumbula: Tueleze habari juu ya maisha ya Bwana Nkumbula.

Mr. Nkumbula: Can you tell us something about Mr. Nkumbula?

Jina: Jina lake Harry Mwaanga Nkumbula.

His name is Harry Mwaanga Nkumbula.

Kuzaliwa: Alizaliwa mwaka 1916 katika Zambia.

He was born in Zambia in 1916.

Kabila: Ni mtu wa kabila la Ila.

He is an Ila.

Kimisheni: Alihudhuria shule ya kimisheni ya Methodist.

He attended the Methodist Mission school.

Kupata: Alipata kuwa mwalimu.

He became a teacher.

Kuu: Baadaye alisomea chuo kikuu cha Makerere, na London.

Later, he studied at Makerere College, and in London.

Kurudi: Alirudi Zambia mwaka 1956, kurudi kiongozi katika mambo ya siasa.

He returned to Zambia in 1956, and he became a political leader.

Kiongozi: Mwalimu.

Copy, filling in the blanks:


What can you tell us about Mr. Kaunda?

His name is Kenneth David Kaunda.

He was born in the Northern Province, Northern Rhodesia in 1924.

He went to a local school and to Munali Secondary School.

He qualified as a teacher in 1943.

He founded the African National Congress branch in Chinsali, Northern province, in 1949.

He became General-Secretary of the whole organization in 1952.


He was imprisoned for nine months.

He became President of the United National Independence Party.

He became President of the Republic of Zambia in 1964.

Text TE-4

Ewana Karume Tueleze habari juu ya Ewana 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 He was born in the Congo and came to Zanzibar while young. mtoto Baharia(1) Alifanya kazi ya ubaharia, akatembelea nihi nyingi. sailor He worked as a sailor and visited many countries. kutembelea Katika mwaka 1957, alichaguliwa Rais wa chama cha African Association for Immigrant Workers. to visit In 1957, he became President of the African Association for Immigrant Workers. Rais Katika mwaka 1957, alichaguliwa Rais wa chama cha African Association for Immigrant Workers. president In July 1957, he was elected to the Legislative Council. mjumbe Mwezi wa Julai 1957, alichaguliwa mjumbe wa Legco. delegate He was re-elected to the Legislative Council in 1961. tena Alichaguliwa tena kama mjumbe wa Legco mwaka 1961. again 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. Makamu wa Rais
SWAHILI: GENERAL CONVERSATION

Text TE-5

Bwana Kambona
Kambona

Tueleze habari juu ya Bwana Kambona.

Mr. Kambona

What can you tell us about Mr. Kambona?

jina

His name is Oscar Salathiel Kambona.

kuzaliwa

He was born in Songea, Southern Province.

kuhudhuria

He went to School in Dodoma and Tabora.

tangu

He was a teacher from 1951 to 1954.

tangu

He was a teacher from 1951 to 1954.

tangu

He was a teacher from 1951 to 1954.

kusoma

He studied law in England from 1956 to 1959.

sheria

He studied law in England from 1956 to 1959.

hadi

He studied law in England from 1956 to 1959.

mjumbe

He was elected member of the Legislative Council in 1960.

Katika mwaka 1960, alichaguliwa mjumbe wa Legico.

waziri

He was appointed Minister of Education in 1960.

Alipata kuwa Waziri wa Elimu mwaka 1960.

minister education

ulinzi

He was appointed Minister of Lefense and Foreign Affairs in 1962.

Alichaguliwa kuwa Waziri wa Ulinzi na Mambo ya Kigeni mwaka 1962.

defense foreign kind

Dr. Kiano

What can you tell us about Dr. Kiano?

Tueleze habari juu ya Dr. Kiano.

Dr. Kiano

His name is Gikonyo Kiano.

jina

His name is Gikonyo Kiano.

kuzaliwa

He was born in Fort Hall District in 1926.

kuhudhuria

He went to School in Nyeri, Kiambu and in Uganda.

kusomea

He went to School in Nyeri, Kiambu and in Uganda.

kuondoka

He left Kenya for America in 1948.

digrii

He obtained B.A., M.A. and Ph.D. degrees in America.

mwalimu

In 1956, he became lecturer at the Royal Technical College, Nairobi.

Alikuada mwalimu katika Royal Technical College, Nairobi.
kuchagua
Katika mwaka wa 1958, alichaguliwa kama mjumbe wa Legico.

Biashara Viwanda
Alifanywa Waziri wa Biashara na Viwanda mwaka 1960.

tena
Alichaguliwa tena mjumbe wa Legico mwaka 1961.

kuteua
Bwana Kenyatta alimteua kuwa Waziri wa Biashara na Viwanda mwaka 1963.

i. He was elected member of the Legislative Council in 1958.
ii. He was appointed Minister of Commerce and Industry in 1960.
iii. He was re-elected to the Legislative Council in 1961.
iv. Mr. Kenyatta appointed him Minister of Commerce and Industry in 1963.

Text TE-7

Bwana Koinange
Tueleze habari juu ya Bwana Koinange.

jina
Jina lake Mbiyu (Peter) Koinange.

kuzaliwa
Alizaliwa katika Wilaya ya Kiambu mwaka 1907.

kuhuduria
Alishudhuria shule Mombasa na Kikuyu.

kusoma
Alisoma Amerika tangu 1927 mpaka 1936.

pia
Pia alisoma katika Vyuo Vikuu vya Cambridge na London.

Mwalimu Mkuu
Alipezwa kuwa Mwalimu Mkuu wa Kenya Teachers College, Githunguri.

mojawapo
Alichaguliwa kuwa mojawapo wa watu waliogongoza Ofisi inayoshugulika na Mambo ya Kiafrika na Dr. Nkrumah.

kuongoza
Kiafrika katika Ghana na Dr. Nkrumah.

kushugulika
Mwalimu Mkuu wa Kenya Teachers College, Githunguri.

Idara
Mwaka 1963, alifanywa Waziri wa Idara ya Mambo ya Kiafrika na Bwana Kenyatta.

ministry
He was appointed Minister of African Affairs by Mr. Kenyatta in 1963.
SWAHILI: GENERAL CONVERSATION

Text TE-8

Bwana Oginga Odinga: Bwana Oginga Odinga. Mr. Oginga Odinga: What can you tell us about Mr. Oginga Odinga?

Jina: Jina lake Ajuma Oginga Odinga. Name: His name is Ajuma Oginga Odinga.

Kuzaaliwa: Alizaliwa katika jimbo la Central Nyanza, mwaka 1912. To be born: He was born in Central Nyanza District in 1912.


Kuhitimu: Alihitimu kuwa mwalimu mwaka 1939. To graduate: In 1939, he qualified as a teacher.


Kutumikia: Alitumikia kama Rais wa Umoja wa Wajaluo kutoka 1953 mpaka 1957. To serve: He served as President of Luo Union from 1953 to 1957.


Makamu wa Rais: Alichaguliwa mjumbe wa Legco mwaka 1957, akapata kuwa Makamu wa Rais wa Kanu mwaka 1960. Vice-President: He was elected member of Legco in 1957 and became Vice-President of Kanu in 1960.


Text TE-9

Bibi Titi Mohamed: Bibi Titi Mohamed. Mrs. Titi Mohamed: What can you tell us about Mrs. Titi Mohamed?

Jina: Jina lake Bibi Titi Mohamed. Name: Her name is Bibi Titi Mohamed.

Kuzaaliwa: Alizaliwa Dar-es-Salaam. To be born: She was born in Dar-es-Salaam in 1925.
### SWAHILI: GENERAL CONVERSATION

| **kuhuduria** | **Alihudhuria shule ya Kikoran, Dar-es-Salaam.** | **to attend** | **She attended a Koranic school in Dar-es-Salaam.** |
| **kuolewa** | **Aliolewa mwaka 1939 na anantoto 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.** |
| **mwanawake (1, 2)** | **Alihaguliwa kiongozi wa wanawake.** | **woman** | **She was elected as the women's leader.** |
| **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** | **Alisaliwa katika Wilaya ya Lango, 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)** | **Alihagumiwa Chujo Kikuu cha Makerere ambapo alipata cheti cha ualimu.** | **certificate** | **He attended Makerere College where he obtained a diploma in education.** |
| **mjumbe** | **Alichaguliwa mjumba 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** | **Alihaguliwa Rais wa Jamhuri ya Uganda mwaka 1965.** | **President** | **He was elected President of the Republic of Uganda in 1966.** |
**Text TE-11**

Bwana Kenyatta

Tueleze habari juu ya Bwana Kenyatta.

Mr. Kenyatta

What can you tell us about Mr. Kenyatta?

jina

Jina lake Jomo Kenyatta.

name

His name is Jomo Kenyatta.

kuzaliwa

Alizaliwa karibu mwaka 1893 katika Wilaya ya Kiambu.

to be born

He was born about 1893 in Kiambu District.

shule

Alihudhuria shule ya misiononi, Kikuyu.

school

He attended a mission school in Kikuyu.

kuunda

Alikuwa mojawapo wa watu waliounda chama cha Pan-African Federation mwaka 1945.

to found

He took part in the formation of the Pan-African Federation in 1945.

Rais


President

He became President of Kenya Africa Union in 1947.

kuhukumu

Katika mwaka wa 1953 alihu- kumiwa kifungoni kwa miaka saba.

to sentence

He was convicted and sentenced to 7 years imprisonment in 1953.

kifungo

Aliwekwa jifuiziini tangu mwaka 1959 mpaka mwaka 1962.

detention

He was detained from 1959 to 1962.

kuchagua

Alichaguliwa mjumbe wa Legico mwaka 1962 na Rais wa KANU mwaka huo huo.

to elect

He was elected member of Legico in 1962 and President of Kanu the same year.

Waziri Mkuu

Alichaguliwa Waziri Mkuu wa Kenya mwaka 1963.

Prime Minister

He was elected Prime Minister of Kenya in 1963.

Rais

Mnamo mwaka 1964 alichaguliwa Rais wa Kenya.

President

He was elected President of Kenya in 1964.

**Text TE-12**

Bwana Nyerere

Tueleze habari juu ya Bwana Nyerere.

Mr. Nyerere

What can you tell us about Mr. Nyerere?

jina

Jina lake Julius Nyerere.

name

His name is Julius Nyerere.

kuzaliwa

Alizaliwa katika wilaya ya Msoma.

to be born

He was born in 1921 in Msoma District.

chuo

Alisomea Tabora na Chuo Kikuu cha Makerere.

school

He went to school in Tabora and Kampala.

mwalimu

Alipata kuwa mwalimu mwaka 1946.

teacher

He became a teacher in 1946.
Uingereza: Alisomea Uingereza tangu mwaka 1949 mpaka 1952 akapata digrii ya M.A.

mjunbe: Alichaguliwa mjunbe wa Legco mwaka 1958.

utawala wa ndani: Alichaguliwa Waziri Mkuu wa Tanganyika mwaka 1961 katika utawala wa ndani.

Waziri Mkuu: Alipata kuwa Waziri Mkuu wa Tanganyika mwezi wa Desemba 1961.


Britain: He studied in Britain from 1949 to 1952 and obtained an M.A. degree.

representative: He was elected to Legco in 1958.

self-government: He was appointed chief Minister of Tanganyika in 1961, during internal autonomy.

Prime Minister: He became Prime Minister of Tanganyika in December 1961.

President: He was elected President of Tanganyika in 1962 and Tanzania in 1964.

Text TE-13

Bwana Mayanja: Tueleze habari juu ya Bwana Mayanja.

name: His name is Abubakar Kakyama Mayanja.

to be born: He was born at Ziba, Buganda Province in 1929.

school: He attended Ngogwe Primary School, King's College Budo and Makerere College.

association: He formed the Uganda National Congress in 1952.

to graduate: In 1953 he qualified as a lawyer.

Minister: He was appointed Minister of Education in Buganda in 1959.

to have success: In 1960 he formed the United National Party; but the Party had little success.

Parliament: He was elected member of Parliament in 1963.
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.
SWAHILI: GENERAL CONVERSATION

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), pl. mambo (6)</td>
<td>matter, affair</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>
SWAHILI: GENERAL CONVERSATION

-anza to begin
--ac their
April (9) April
ardhi (9) land
arobaini forty
asubuhu (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), blackboard, piece of timber
pl. mbao (10)
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
dwenti (5, 6) dormitory

-chagua to choose
chai (9) tea
m-chana (3) noon, midday
-chana to slit, tear

136
<table>
<thead>
<tr>
<th>SWAHILI: GENERAL CONVERSATION</th>
</tr>
</thead>
</table>

- **-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

  **--doto**
  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

137
<table>
<thead>
<tr>
<th><strong>SWAHILI: GENERAL CONVERSATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-enda</strong></td>
</tr>
<tr>
<td><strong>-endelea</strong></td>
</tr>
<tr>
<td><strong>ma.endeleo (6)</strong></td>
</tr>
<tr>
<td><strong>--enye</strong></td>
</tr>
<tr>
<td><strong>mw-enyeji (1, 2)</strong></td>
</tr>
<tr>
<td><strong>--enu</strong></td>
</tr>
<tr>
<td><strong>ki-enyeji</strong></td>
</tr>
<tr>
<td><strong>eropleni (9, 10)</strong></td>
</tr>
<tr>
<td><strong>ch-eti (7, 8)</strong></td>
</tr>
<tr>
<td><strong>--etu</strong></td>
</tr>
<tr>
<td><strong>--eupe</strong></td>
</tr>
<tr>
<td><strong>--eus</strong></td>
</tr>
<tr>
<td><strong>mw-ezi (3, 4)</strong></td>
</tr>
<tr>
<td><strong>-fanana</strong></td>
</tr>
<tr>
<td><strong>-fananisha</strong></td>
</tr>
<tr>
<td><strong>-fanikiwa</strong></td>
</tr>
<tr>
<td><strong>-fanya</strong></td>
</tr>
<tr>
<td><strong>Februari (9)</strong></td>
</tr>
<tr>
<td><strong>-fika</strong></td>
</tr>
<tr>
<td><strong>-fikiri</strong></td>
</tr>
<tr>
<td><strong>fulani</strong></td>
</tr>
<tr>
<td><strong>-funga</strong></td>
</tr>
<tr>
<td><strong>ki-fungo (7)</strong></td>
</tr>
<tr>
<td><strong>-funza</strong></td>
</tr>
<tr>
<td><strong>-ji-funza</strong></td>
</tr>
<tr>
<td><strong>gani</strong></td>
</tr>
<tr>
<td><strong>gari (5, 6)</strong></td>
</tr>
<tr>
<td><strong>gari la abiria</strong></td>
</tr>
<tr>
<td><strong>gari la moshi</strong></td>
</tr>
<tr>
<td><strong>Ki-geni (7)</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>-Geuka</strong></td>
</tr>
<tr>
<td><strong>Habari (9, 10)</strong></td>
</tr>
<tr>
<td><strong>Hadi</strong></td>
</tr>
<tr>
<td><strong>H-- (huyu, hili, etc.)</strong></td>
</tr>
<tr>
<td><strong>Halafu</strong></td>
</tr>
<tr>
<td><strong>Hali (9)</strong></td>
</tr>
<tr>
<td><strong>Hamsini</strong></td>
</tr>
<tr>
<td><strong>Hapa (16)</strong></td>
</tr>
<tr>
<td><strong>Hebu</strong></td>
</tr>
<tr>
<td><strong>Hesabu</strong></td>
</tr>
<tr>
<td><strong>Hewa (9)</strong></td>
</tr>
<tr>
<td><strong>Historia (9)</strong></td>
</tr>
<tr>
<td><strong>-Hitaji</strong></td>
</tr>
<tr>
<td><strong>-Hitimu</strong></td>
</tr>
<tr>
<td><strong>Hivyo</strong></td>
</tr>
<tr>
<td><strong>-Hudhuria</strong></td>
</tr>
<tr>
<td><strong>Huko (17)</strong></td>
</tr>
<tr>
<td><strong>-Hukumu</strong></td>
</tr>
<tr>
<td><strong>-Husika</strong></td>
</tr>
<tr>
<td><strong>Idara (9, 10)</strong></td>
</tr>
<tr>
<td><strong>Ijumaa (9)</strong></td>
</tr>
<tr>
<td><strong>Ingawa</strong></td>
</tr>
<tr>
<td><strong>U-ingereza (9)</strong></td>
</tr>
<tr>
<td><strong>--Ingi</strong></td>
</tr>
<tr>
<td><strong>W-ingi (14)</strong></td>
</tr>
<tr>
<td><strong>--Ingine</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Foreign</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stranger, foreigner, guest</strong></td>
</tr>
<tr>
<td><strong>To turn, change</strong></td>
</tr>
<tr>
<td><strong>Sack</strong></td>
</tr>
<tr>
<td><strong>News, information</strong></td>
</tr>
<tr>
<td><strong>Until</strong></td>
</tr>
<tr>
<td><strong>This</strong></td>
</tr>
<tr>
<td><strong>That</strong></td>
</tr>
<tr>
<td><strong>Then</strong></td>
</tr>
<tr>
<td><strong>Condition</strong></td>
</tr>
<tr>
<td><strong>Fifty</strong></td>
</tr>
<tr>
<td><strong>Here</strong></td>
</tr>
<tr>
<td><strong>Let's; to be pleased with</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>Air, atmosphere, sky</strong></td>
</tr>
<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td><strong>To need</strong></td>
</tr>
<tr>
<td><strong>To complete (esp. to complete education)</strong></td>
</tr>
<tr>
<td><strong>In that manner, like that</strong></td>
</tr>
<tr>
<td><strong>To attend (a school or class)</strong></td>
</tr>
<tr>
<td><strong>There</strong></td>
</tr>
<tr>
<td><strong>To sentence, judge</strong></td>
</tr>
<tr>
<td><strong>To be related, connected</strong></td>
</tr>
<tr>
<td><strong>Ministry, bureau</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td><strong>Even though</strong></td>
</tr>
<tr>
<td><strong>England</strong></td>
</tr>
<tr>
<td><strong>Much, many</strong></td>
</tr>
<tr>
<td><strong>Large quantity, majority</strong></td>
</tr>
<tr>
<td><strong>Some, other</strong></td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

-isha to finish, come to an end
ma.isha (6) life

-ishi to live, reside
ishirini twenty

-jja 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) to know

-jua to know
Julai (9) July
Jumamosi (9) Saturday
Jumanne (9) Tuesday
Jumapili (9) Sunday
Jumatano (9) Wednesday
Jumatatu (9) Monday
### SWAHILI: GENERAL CONVERSATION

- **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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ko</td>
<td>to be located</td>
</tr>
<tr>
<td>m-koa (3, 4)</td>
<td>region</td>
</tr>
<tr>
<td>kofia (9, 10)</td>
<td>hat</td>
</tr>
<tr>
<td>-koka</td>
<td>to build a fire</td>
</tr>
<tr>
<td>koti (5, 6)</td>
<td>coat, jacket</td>
</tr>
<tr>
<td>--kubwa</td>
<td>large</td>
</tr>
<tr>
<td>kuku</td>
<td>chicken</td>
</tr>
<tr>
<td>kumbe</td>
<td>(an expression of surprise)</td>
</tr>
<tr>
<td>kumi</td>
<td>ten</td>
</tr>
<tr>
<td>kusi (9)</td>
<td>southerly wind</td>
</tr>
<tr>
<td>kusini (9)</td>
<td>south</td>
</tr>
<tr>
<td>kwa</td>
<td>by, with, at</td>
</tr>
<tr>
<td>la</td>
<td>no</td>
</tr>
<tr>
<td>-la</td>
<td>to eat</td>
</tr>
<tr>
<td>cha-ku-la (7, 8)</td>
<td>food</td>
</tr>
<tr>
<td>-lala</td>
<td>to go to bed, lie down</td>
</tr>
<tr>
<td>m-lango (3, 4)</td>
<td>door</td>
</tr>
<tr>
<td>U-laya (9)</td>
<td>Europe</td>
</tr>
<tr>
<td>lazima</td>
<td>necessity, obligation</td>
</tr>
<tr>
<td>--le</td>
<td>that</td>
</tr>
<tr>
<td>leo (9)</td>
<td>today</td>
</tr>
<tr>
<td>-lima</td>
<td>to farm, cultivate</td>
</tr>
<tr>
<td>ki-limo (7)</td>
<td>agriculture</td>
</tr>
<tr>
<td>-linda</td>
<td>to guard</td>
</tr>
<tr>
<td>lini</td>
<td>when?</td>
</tr>
<tr>
<td>u-linzi (14)</td>
<td>defense</td>
</tr>
<tr>
<td>lugha (9, 10)</td>
<td>language</td>
</tr>
<tr>
<td>m-Luhya (1, 2)</td>
<td>a Luhya</td>
</tr>
<tr>
<td>Machi (9)</td>
<td>March</td>
</tr>
<tr>
<td>magharibi (9)</td>
<td>West</td>
</tr>
<tr>
<td>mahali (16)</td>
<td>place</td>
</tr>
</tbody>
</table>
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
nia (9, 10) hundred
mimi I
U-misri (9) Egypt
do to be located inside
moja one
pa-moja together
u-moja unity, union
moshi (see m-oshi) automobile
motokaa (9) bus
motokaa ya abiria Mozambique
Msumbiji (9) to spill, pour
-mwaga to get spilt, poured
-mwagika

N

na and
-na to have ('be with')
nafuu (9) gain, progress, advantage
namba (9, 10) number
namma (9, 10) sort, kind
### SWAHILI: GENERAL CONVERSATION

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>namna gani</td>
<td>how?</td>
</tr>
<tr>
<td>nanasi (5, 6)</td>
<td>pineapple</td>
</tr>
<tr>
<td>nane</td>
<td>eight</td>
</tr>
<tr>
<td>nani</td>
<td>who?</td>
</tr>
<tr>
<td>nauli (9)</td>
<td>price, amount of money</td>
</tr>
<tr>
<td>neno (5, 6)</td>
<td>word</td>
</tr>
<tr>
<td>ndiyo</td>
<td>yes</td>
</tr>
<tr>
<td>--ngapi</td>
<td>how many?</td>
</tr>
<tr>
<td>-ngoja</td>
<td>to wait</td>
</tr>
<tr>
<td>ng'ombe</td>
<td>ox, head of cattle</td>
</tr>
<tr>
<td>nguruwe</td>
<td>pig</td>
</tr>
<tr>
<td>ni</td>
<td>is, are</td>
</tr>
<tr>
<td>nini</td>
<td>what?</td>
</tr>
<tr>
<td>ninyi</td>
<td>you (pl.)</td>
</tr>
<tr>
<td>njano</td>
<td>yellow</td>
</tr>
<tr>
<td>--nne</td>
<td>four</td>
</tr>
<tr>
<td>Novemba (9)</td>
<td>November</td>
</tr>
<tr>
<td>nusu (9, 10)</td>
<td>a half</td>
</tr>
<tr>
<td>m-Nyamwezi (1, 2)</td>
<td>a Nyamwezi person</td>
</tr>
<tr>
<td>-nyesha</td>
<td>to rain</td>
</tr>
<tr>
<td>u-nyevunyevu (14)</td>
<td>humidity</td>
</tr>
<tr>
<td>-nywa</td>
<td>to drink</td>
</tr>
<tr>
<td>-oa</td>
<td>to marry (of a man)</td>
</tr>
<tr>
<td>ofisi (9, 10)</td>
<td>office</td>
</tr>
<tr>
<td>Oktoba (9)</td>
<td>October</td>
</tr>
<tr>
<td>-olewa</td>
<td>to marry (of a woman)</td>
</tr>
<tr>
<td>-ondoka</td>
<td>to leave, go away</td>
</tr>
<tr>
<td>-onekana</td>
<td>to be visible, be seen</td>
</tr>
<tr>
<td>-ongoza</td>
<td>to lead</td>
</tr>
<tr>
<td>ki-ongozi</td>
<td>leader</td>
</tr>
<tr>
<td>pl. vi-ongozi,</td>
<td>takes concords of (1,2)</td>
</tr>
</tbody>
</table>
SWAHILI: GENERAL CONVERSATION

-onyesha to show
m-oshi (3) smoke
-otesha 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-pinzani (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
-punguzza to cause to decrease
pwani (9) coast
pyrethrum (9) pyrethrum
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rais</td>
<td>president</td>
</tr>
<tr>
<td>ramani (9, 10)</td>
<td>map</td>
</tr>
<tr>
<td>rangi</td>
<td>color</td>
</tr>
<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>
</tr>
<tr>
<td>saa (9, 10)</td>
<td>watch, clock; hour</td>
</tr>
<tr>
<td>saba</td>
<td>seven</td>
</tr>
<tr>
<td>sabini</td>
<td>seventy</td>
</tr>
<tr>
<td>safari (9, 10)</td>
<td>trip</td>
</tr>
<tr>
<td>-safari</td>
<td>to travel</td>
</tr>
<tr>
<td>-saidia</td>
<td>to help</td>
</tr>
<tr>
<td>sakafu (9)</td>
<td>floor</td>
</tr>
<tr>
<td>ki-samawati</td>
<td>light blue</td>
</tr>
<tr>
<td>sana</td>
<td>very</td>
</tr>
<tr>
<td>sanduku (5, 6)</td>
<td>box, suitcase</td>
</tr>
<tr>
<td>or (9, 10)</td>
<td>now</td>
</tr>
<tr>
<td>sasa</td>
<td>science</td>
</tr>
<tr>
<td>sayansi (9)</td>
<td>place, part</td>
</tr>
<tr>
<td>sehemu (9, 10)</td>
<td>cinema</td>
</tr>
<tr>
<td>senema (9)</td>
<td>September</td>
</tr>
<tr>
<td>Septemba (9)</td>
<td>September</td>
</tr>
<tr>
<td>shati (5, 6)</td>
<td>shirt</td>
</tr>
<tr>
<td>-shangaa</td>
<td>to be surprised</td>
</tr>
<tr>
<td>shauri</td>
<td>plan, advice</td>
</tr>
<tr>
<td>sheria (9)</td>
<td>law</td>
</tr>
<tr>
<td>-shugulika</td>
<td>to be concerned with</td>
</tr>
<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>
<tr>
<td>SWAHILI: GENERAL CONVERSATION</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>-shuka</td>
<td>to descend, disembark</td>
</tr>
<tr>
<td>si</td>
<td>is, are not</td>
</tr>
<tr>
<td>siagi (9)</td>
<td>butter</td>
</tr>
<tr>
<td>siasa (9)</td>
<td>politics</td>
</tr>
<tr>
<td>m-sichana (1, 2)</td>
<td>girl</td>
</tr>
<tr>
<td>sigara (9, 10)</td>
<td>cigarette</td>
</tr>
<tr>
<td>-sikiliza</td>
<td>to listen to</td>
</tr>
<tr>
<td>-sikitika</td>
<td>to be sorry</td>
</tr>
<tr>
<td>siku (9, 10)</td>
<td>day</td>
</tr>
<tr>
<td>usiku (14)</td>
<td>night</td>
</tr>
<tr>
<td>simu (9, 10)</td>
<td>telephone</td>
</tr>
<tr>
<td>sisi</td>
<td>we</td>
</tr>
<tr>
<td>sita</td>
<td>six</td>
</tr>
<tr>
<td>sitini</td>
<td>sixty</td>
</tr>
<tr>
<td>sok(i)si (9, 10)</td>
<td>socks</td>
</tr>
<tr>
<td>-soma</td>
<td>to study</td>
</tr>
<tr>
<td>-somesha</td>
<td>to teach, cause to study</td>
</tr>
<tr>
<td>somo (5, 6)</td>
<td>lesson</td>
</tr>
<tr>
<td>sufi (9)</td>
<td>wool</td>
</tr>
<tr>
<td>sukari (9)</td>
<td>sugar</td>
</tr>
<tr>
<td>m-sumari (3, 4)</td>
<td>nail</td>
</tr>
<tr>
<td>-sumbuka</td>
<td>to be uncomfortable</td>
</tr>
<tr>
<td>supu (9)</td>
<td>soup</td>
</tr>
<tr>
<td>suruali (9, 10)</td>
<td>long trousers</td>
</tr>
<tr>
<td>ki-Swahili (7)</td>
<td>Swahili language</td>
</tr>
<tr>
<td>swali (5, 6)</td>
<td>question</td>
</tr>
<tr>
<td>taabu (9)</td>
<td>trouble</td>
</tr>
<tr>
<td>ki-tabu (7, 8)</td>
<td>book</td>
</tr>
<tr>
<td>tafadhali</td>
<td>please, I beseech you</td>
</tr>
<tr>
<td>taifa (5, 6)</td>
<td>nationality, nation</td>
</tr>
<tr>
<td>ki-tambo (7)</td>
<td>a little (usually of time)</td>
</tr>
<tr>
<td><strong>Swahili</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>--tano</td>
<td>five</td>
</tr>
<tr>
<td>tarehe (9, 10)</td>
<td>date</td>
</tr>
<tr>
<td>--tatu</td>
<td>three</td>
</tr>
<tr>
<td>u-tawala</td>
<td>government</td>
</tr>
<tr>
<td>tayari</td>
<td>ready</td>
</tr>
<tr>
<td>-tayarisha</td>
<td>to prepare</td>
</tr>
<tr>
<td>-ji-tayarisha</td>
<td>to prepare oneself</td>
</tr>
<tr>
<td>-tazama</td>
<td>to look at</td>
</tr>
<tr>
<td>-tembelea</td>
<td>to visit</td>
</tr>
<tr>
<td>tena</td>
<td>again</td>
</tr>
<tr>
<td>tenis (9)</td>
<td>tennis</td>
</tr>
<tr>
<td>tepu (9, 10)</td>
<td>tapes</td>
</tr>
<tr>
<td>-teua</td>
<td>to choose</td>
</tr>
<tr>
<td>thelathini</td>
<td>thirty</td>
</tr>
<tr>
<td>theluji (9)</td>
<td>snow</td>
</tr>
<tr>
<td>themanini</td>
<td>eighty</td>
</tr>
<tr>
<td>ki-ti (7, 8)</td>
<td>chair</td>
</tr>
<tr>
<td>m-ti (3, 4)</td>
<td>tree</td>
</tr>
<tr>
<td>tisa</td>
<td>nine</td>
</tr>
<tr>
<td>tisini</td>
<td>ninety</td>
</tr>
<tr>
<td>-toa</td>
<td>to give, produce</td>
</tr>
<tr>
<td>tofauti</td>
<td>difference</td>
</tr>
<tr>
<td>-tofautiana</td>
<td>to differ from one another</td>
</tr>
<tr>
<td>-toka</td>
<td>to come (from)</td>
</tr>
<tr>
<td>-tokana</td>
<td>to originate in, result from</td>
</tr>
<tr>
<td>m-toto (1, 2)</td>
<td>child</td>
</tr>
<tr>
<td>tropiki (9,10)</td>
<td>tropics</td>
</tr>
<tr>
<td>ki-tu (7, 8)</td>
<td>thing</td>
</tr>
<tr>
<td>m-tu (1, 2)</td>
<td>person</td>
</tr>
<tr>
<td>-tumikia</td>
<td>to serve</td>
</tr>
<tr>
<td>tunda (5, 6)</td>
<td>(piece of) fruit</td>
</tr>
</tbody>
</table>
UNIT

SWAHILI: GENERAL CONVERSATION

U

-uguza
mw-uguzi (1, 2)
-uliza
ch-umba (7, 8)
j-umba (5, 6)
ny-umba (9, 10)
-unda
Unguja (9)
u(nusu)
unyevunyevu
ch-uo (7, 8)

to care for a sick person
a nurse
to ask
room
large building
house, home
to construct, put together
Zanzibar
and (a half)
humidity
school

V

-vaa
vazi (5, 6)
m.vua (9, 10)
vuma
ma-vumbi (5, 6)
vunjika
-vumva
-vanja
-wa
wala
ki-wanda (7, 8)
wakati (see w-akati)
u-wanja (14)
wao
wapi
waziri
-weka
wewe

to get dressed
dress
rain
to blow
dust
to break
to get broken
to be, become
(a negative conjunction)
factory, industry
open space near a house	hey
where?
minister
to put
you (sg.)
-weza to be able
-wezesha to enable
wilaya (9, 10) district
--wili two
wingu (5, 6) cloud

Y
yaani that is to say
yai (5, 6) egg
yeye he, she

Z
--zaa to give birth
zaidi (9) more
-zaliwa to be born
zamani long ago
-zidi to increase
mu-siki (3) music
--zima whole
ma.ziwa (6) milk
ki-zuizi (7) detention
m-zungu (1, 2) a European
--zuri good, nice