THIS TEXT, ONE OF TWO REVISED FROM AN "EXPERIMENTAL COURSE IN SWAHILI" (FSI 1965), WAS PREPARED FOR THE PEACE CORPS. IT MAY BE USED BEFORE, AFTER, OR CONCURRENTLY WITH THE OTHER REVISED PORTION, "SWAHILI, AN ACTIVE INTRODUCTION, GENERAL CONVERSATION." THE SAME DISTINCTIVE FORMAT IS FOLLOWED--THAT OF A "MICROWAVE" STYLE OF LESSON ORGANIZATION, WHICH EMPHASIZES COMMUNICATIVE USE OF EACH CULTURAL ELEMENT AS IT APPEARS. EACH OF THE 38 UNITS OR "CYCLES" BEGINS WITH THE INTRODUCTION OF NEW MATERIAL AND ENDS WHEN THAT MATERIAL HAS BEEN PRACTICED AS ACTIVE COMMUNICATION. A CYCLE CONTAINS AT LEAST TWO PHASES--AN "M PHASE" (WHICH ENTAILS MIMICRY OF PRONUNCIATION, MANIPULATION OF GRAMMATICAL ELEMENTS, LEARNING THE MEANING OF WORDS, AND SOME MEMORIZING) AND A "C PHASE" (CONNECTED CONVERSATION, AND COMMUNICATION.) SUGGESTED PROCEDURES FOR PRESENTING THESE PHASES ARE INCLUDED IN THE INTRODUCTION. SPECIAL TEXT SECTIONS DEAL WITH PLACE NAMES, GEOGRAPHICAL LOCATIONS, AND FOLLOWING DIRECTIONS ON MAPS. AN EPILOGUE TO THE STUDENTS WHICH PROVIDES SUGGESTIONS FOR EXPANDING VOCABULARY AND GRAMMAR, AND AN INDEXED SWAHILI-ENGLISH GLOSSARY ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR $0.65 FROM THE SUPERINTENDENT OF DOCUMENTS, UNITED STATES GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (AM)
FOREIGN SERVICE INSTITUTE

SWAHILI

AN ACTIVE INTRODUCTION

Geography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEPARTMENT OF STATE

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AN ACTIVE INTRODUCTION
Geography

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with the assistance of the Peace Corps.

Based on materials supplied by
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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 geography. A person who begins with no knowledge either of East African geography or of Swahili grammar will end the course knowing the rudiments of both.

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

The 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 instruction 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
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INTRODUCTION

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

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

Ways of conducting the M phase in each cycle.

1. Mimicry of the teacher's pronunciation.
   a. Say aloud each of the complete sentences. Have the students repeat them after you. Try to talk at a slow normal rate of speed.
   b. When you hear a wrong pronunciation, correct it by giving the right pronunciation again. For example, if a student says /Masumbiji/ in Cycle 1, simply say /msumbiji/, and have him say it again after you. Or say 'Si /masumbiji/, ni /msumbiji/ 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: Ni nchi ya Kenya.
   S: Ni nchi ya Kenya.
   T: It's the country of Kenya.
   S: Ni nchi ya Kenya.
   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 3 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: Ni nchi ya Kenya.
   S: Ni nchi ya Kenya.
   T: Tanzania.
   S: Ni nchi ya Tanzania.
   T: Uhabeshi.
   S: Ni nchi ya Uhabeshi.

   In this example, from Cycle 1, the student has only to remember and reproduce the constant part of the sentence over and over.
Manipulation may also require the student to make grammatical choices. So, in Cycle 6:

T: Mji wa Voi upo hapa.
S: Mji wa Voi upo hapa.
T: Mtwarra.
S: Mji wa Mtwarra upo hapa.
T: Uganda.
S: Nchi ya Uganda ipo hapa.

The student must choose here between /wa/ and /ya/, and between /uko/ and /iko/.

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 of interest to the students. Substitute other words for the ones that are in ( ).

For example, C-2 in Cycle 7 is:

A: (Voi) iko wapi?
B: (Voi) iko (mashariki) ya (Moshi).

This stands of course, for the conversation:

A: Voi iko wapi?
B: Voi iko mashariki ya Moshi.

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

A: Voi iko wapi?
B: Voi iko kaskazini ya Tanga.
A: Moshi iko wapi?
B: Moshi iko mashariki ya Arusha.
A: Lindi iko wapi?
B: Lindi iko kaskazini ya Mtwarra.

It does not, however, stand for:

A: Voi iko mashariki ya Moshi?
B: Ndiyo...

or for:

A: Voi iko upande gani wa Moshi?
B: Uko mashariki ya Moshi.

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 first 50 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 c’her 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 at regular intervals 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.

**CYCLE 1**

[Use a large map of Africa.]

**M-1**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>Ni nchi ya Tanzania.</td>
<td>Tanzania</td>
<td>It's the country of Tanzania.</td>
</tr>
<tr>
<td>Zambia</td>
<td>Ni nchi ya Zambia.</td>
<td>Zambia</td>
<td>It's the country of Zambia.</td>
</tr>
<tr>
<td>Uganda</td>
<td>Ni nchi ya Uganda.</td>
<td>Uganda</td>
<td>It's the country of Uganda.</td>
</tr>
<tr>
<td>Uhabeshi</td>
<td>Ni nchi ya Uhabeshi.</td>
<td>Ethiopia</td>
<td>It's the country of Ethiopia.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>gani</th>
<th>Hii ni nchi gani?</th>
<th>what?</th>
<th>What country is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>nchi (9, 10)</td>
<td>Hii ni nchi gani?</td>
<td>country</td>
<td>What country is this?</td>
</tr>
</tbody>
</table>

**C-1**

A: Hii ni nchi gani?
B: Ni nchi ya (Kenya).

A: What country is this? (pointing to map)
B: It's the country of (Kenya).

**TO THE STUDENT:**

The little word /ni/ is used in sentences which equate some person or thing to some other person or thing. In these sentences, it is translated into English by '(it) is' or '(they) are'.

The word for 'which, what?' is /gani/. Notice that it follows the word for 'country', which is /nchi/.
In pronouncing /nchi/, be careful not to add an extra vowel: */inchy/ or /anchi/. The first sound of /nchi/ is formed by holding on to the plain /n/ sound such as the one that begins /ni/, and then going directly to /chi/.

If you have occasion to pause in the middle of a Swahili word, or to hyphenate one in writing, always make the break immediately after a vowel:

Ta-nza-ni-a
and not:  *Tan-zan-ia

Use the pair of maps on p. 4. Learn the names and locations of the countries by looking at the first map, and then test yourself by looking at the second. Do not write on the second map, since writing would spoil it for future self-testing.
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CYCLE 2

[Some teachers will prefer to use /ile/; others may prefer /hiyo/.]

M-1

<table>
<thead>
<tr>
<th>Country</th>
<th>Demonstrative</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>Ile/Hiyo ni nchi ya Kenya</td>
<td>That is the country of Kenya</td>
</tr>
<tr>
<td>Tanzania</td>
<td>Ile/Hiyo ni nchi ya Tanzania</td>
<td>That is the country of Tanzania</td>
</tr>
<tr>
<td>Kongo</td>
<td>Ile/Hiyo ni nchi ya Kongo</td>
<td>That is the country of Congo</td>
</tr>
<tr>
<td>Msambiji</td>
<td>Ile/Hiyo ni nchi ya Msambiji</td>
<td>That is the country of Mozambique</td>
</tr>
<tr>
<td>Malawi</td>
<td>Ile/Hiyo ni nchi ya Malawi</td>
<td>That is the country of Malawi</td>
</tr>
<tr>
<td>Misri</td>
<td>Ile/Hiyo ni nchi ya Misri</td>
<td>That is the country of Egypt</td>
</tr>
</tbody>
</table>

TO THE STUDENT:

The word /hii/ is a 'demonstrative', which corresponds fairly closely to English 'this'. The words /ile/ and /hiyo/ are also demonstratives, and both are usually translated into English by the word 'that'. Many speakers use /hiyo/ to mean 'that one that we were talking about, or 'that we both know about', and /ile/ to mean 'that one over there, that I'm pointing at or could point at'. For those speakers, the word that should be used in the sentences of this cycle is /ile/.

The demonstratives for both 'this' and 'that' are included in this cycle so that questions may be asked by a person at the front of the room, pointing to a large map, and answers may be given by other members of the class.

CYCLE 3

<table>
<thead>
<tr>
<th>City</th>
<th>Demonstrative</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>Ni mji wa Nairobi</td>
<td>It's the city of Nairobi</td>
</tr>
<tr>
<td>Mombasa</td>
<td>Ni mji wa Mombasa</td>
<td>It's the city of Mombasa</td>
</tr>
<tr>
<td>Dar-es-Salaam</td>
<td>Ni mji wa Dar-es-Salaam</td>
<td>It's the city of Dar-es-Salaam</td>
</tr>
<tr>
<td>Tabora</td>
<td>Ni mji wa Tabora</td>
<td>It's the city of Tabora</td>
</tr>
<tr>
<td>Tanga</td>
<td>Ni mji wa Tanga</td>
<td>It's the city of Tanga</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>City</th>
<th>Demonstrative</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>Huu ni mji gani?</td>
<td>What city is this?</td>
</tr>
<tr>
<td>Mombasa</td>
<td>Huu ni mji gani?</td>
<td>What city is this?</td>
</tr>
</tbody>
</table>
C-1

A: Huu ni mji gani?  
B: Ni mji wa (Nairobi).

A: What city is this?  
B: It's the city of (Nairobi).

Use the pairs of maps on pp. 7-11. Learn the principal cities of the country to which you are going.

TO THE STUDENT:

An extremely important feature of Swahili sentences is the principle of 'concord.' It is illustrated by the differences between the sentences

Ni mji wa Nairobi.  
Ni nchi ya Kenya.

And also by the differences between:

Huu ni mji gani?  
Hii ni nchi gani?

Sentences that contain certain nouns (including /mji/) will have /wa/ and /huu/, where similar sentences containing other nouns (such as /nchi/) will have /ya/ and /hii/. This kind of agreement between certain words and the nouns that they refer to is called 'concord.' Further details of the concord system will be met in later cycles.
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KENYA - MAJIMBO
SWAHILI: GEOGRAPHY

CYCLE 4

[If you used /ile/ in Cycle 2, use /ule/ here; if you used /hiyo/ there, use /huo/ here.]

M-1

Kampala  Huo/ule ni mji wa Kampala.
Bujumbura Huo/ule ni mji wa Bujumbura.
Kigali Huo/ule ni mji wa Kigali.
Kigoma Huo/ule ni mji wa Kigoma.
Kisumu Huo/ule ni mji wa Kisumu.

Kampala That is the city of Kampala.
Bujumbura That is the city of Bujumbura.
Kigali That is the city of Kigali.
Kigoma That is the city of Kigoma.
Kisumu That is the city of Kisumu.

M-2

mj i gani?  Huu ni mji gani?
gani?  Huu ni mji gani?

Huo/ule ni mji wa (Kampala).

Huo /ule ni mji wa Kampala.
Huo /ule ni mji wa Bujumbura.
Huo /ule ni mji wa Kigali.
Huo /ule ni mji wa Kigoma.
Huo /ule ni mji wa Kisumu.

Huu ni mji gani? city What city is this?
Huu ni mji gani? what? What city is this?

C-1

A:  Huu ni mji gani?
B:  Huo/ule ni mji wa (Kampala).

A:  What city is this?
B:  That is the city of (Kampala).

Learn the names of all cities in which the students have any interest.
For added practice, spend a few minutes with maps of Europe and the United States.

TO THE STUDENT:

Up to this point, you have met four kinds of words that agree with nouns.
They are the three demonstratives, and the linking word /-a/.

Words that agree with /mji/ have /u/ or /w/:

mji huu  this city
mji ule  that city
mji huo  that city
mji wa...  the city of...

where words that agree with /nchi have /i/ or /y/:

nchi hii  this country
nchi ile  that country
nchi hiyo  that country
nchi ya...  the country of...
SWAHILI: GEOGRAPHY

CYCLE 5

M-1

Kenya
Ndiyo, ni nchi ya Kenya.

Kenya
Yes, it's the country of Kenya.

Tabora
Ndiyo, ni mji wa Tabora.

Tabora
Yes, it's the city of Tabora.

Misri
Ndiyo, ni nchi ya Misri.

Egypt
Yes, it's the country of Egypt.

Nakuru
Ndiyo, ni mji wa Nakuru.

Nakuru
Yes, it's the city of Nakuru.

M-2

[Some speakers will prefer /la/, others will use /hapana/.]

Malindi
La, mji ule (huo) si Malindi.

Malindi
No, that city isn't Malindi.

Uhabeshi
La, nchi ile si Uhabeshi.

Ethiopia
No, that country isn't Ethiopia.

Songea
La, mji ule si Songea.

Songea
No, that city isn't Songea.

Burundi
La, nchi ile (hiyo) si Burundi.

Burundi
No, that country isn't Burundi.

M-3

mji
Je, huu ni mji wa Arusha?

city
Is this the city of Arusha?

nchi
Je, hii ni nchi ya Somalia?
country
Is this the country of Somalia?

C-1

A: Hii ni (nchi) ya (Kenya)?
B: {Ndiyo, ni (nchi) ya (Kenya).
La (hapana), ile si (nchi) ya (Kenya).

A: Is this the (country) of (Kenya)?
B: {Yes, it's the (country) of (Kenya).
{No, that (country) isn't (Kenya).

C-2

A: Huu ni (mji) wa (Moshi)?
B: La, ule si mji wa (Moshi).
A: Ni (mji) gani?
B: Ni (mji) wa Arusha.

A: Is this the (city) of (Moshi)?
B: No, that (city) isn't (Moshi).
A: What (city) is it?
B: It's the (city) of (Arusha).

C-3

A: Mji ule ni (Mwanza)?
B: La, si (Mwanza).
A: Ni mji gani?
B: Ni Musoma.

Is that the (city) of (Mwanza)?
No, it's not (Mwanza).
What (city) is it?
It's (Musoma).

C-4

A: Mji huu ni (Dodoma)?
B: La, si (Dodoma).

A: Is this city (Dodoma)?
B: No, it's not (Dodoma).

Ni Tabora.

It's (Tabora).
TO THE STUDENT:

The word /si/ is the negative that corresponds to the affirmative /ni/.

The demonstratives may be used following the noun:

Mi i ule ni Arusha. That city is Arusha.

or they may be used alone:

Ule ni mji wa Arusha. That is the city of Arusha.

This cycle introduces the words for 'yes' and 'no', and also the word /je/, which calls attention to the fact that a question is about to be asked.

Be especially careful to copy your teachers' intonation at the end of question sentences. Otherwise, people in East Africa may sometimes fail to recognize your questions as questions.
SWAHILI: GEOGRAPHY

TEXTS, SERIES A

Ways of using the texts of Series A in a language laboratory.
Each text in this series is to be used in two of these three ways.

Mode LP ('Listen and Point').

Listen to each sentence, pointing to the appropriate place on the map. Begin with the map that contains the names of the places, but go on as soon as possible to the map on which they have been blanked out. Listen to the tape as many times as necessary and stop the tape when you need to. The goal is to be able to point to the places without stopping the tape, using the blank map.

Mode RC ('Read and Complete').

Stop the tape. Look at the first line of the text. Read it aloud, completing it as you do so. Then play the first sentence on the tape, which will give the correct answer. Then look at the second line, and proceed in the same way.

Mode AA ('Anticipate and Answer').

Use a card or a sheet of paper to cover all of the text except the very top line, which is usually a question. Look at the first line and try to anticipate the second, which is usually the answer to the question in the first. Then slide the card downward on the page just far enough to expose the correct answer.

Alternatively, go through the entire section using the tape without reference to the printed text.

Ways of using the texts of Series A in class.

Mode LP.

Read aloud the sentences of the text. Have students point to the appropriate places on their maps. As you read aloud, walk around the classroom so that you can see whether the students are responding actively and accurately.

Mode RC.

Have individual students read aloud. This activity should proceed rapidly, with at least six correct responses per minute.

Mode AA.

Ask the questions, and have individual students give the answers. Then let the students take turns asking and answering each other.
Text A-1, Mode LP

'This is country of Kenya.'
Hii ni nchi ya Kenya.
Hii ni nchi ya Tanzania.
Hii ni nchi ya Zambia.
Hii ni nchi ya Uhabeshi.
Hii ni nchi ya Misri.
Hii ni nchi ya Malawi.
Hii ni nchi ya Kongo.
Hii ni nchi ya Msumbiji.
Hii ni nchi ya Somalia.
Hii ni nchi ya Uhabeshi.
Hii ni nchi ya Kongo.
Hii ni nchi ya Zambia.
Hii ni nchi ya Malawi.
Hii ni nchi ya Msumbiji.
Hii ni nchi ya Kenya.
Hii ni nchi ya Somalia.

Text A-2, Mode LP

'This is city of Dar-es-Salaam.'
Huu ni mji wa Dar es Salaam.
Huu ni mji wa Tanga.
Huu ni mji wa Moshi.
Huu ni mji wa Musoma.
Huu ni mji wa Mwanza.
Huu ni mji wa Shinyanga.
Huu ni mji wa Morogoro.
Huu ni mji wa Iringa.
Huu ni mji wa Mbeya.
Huu ni mji wa Songea.
Huu ni mji wa Mtwar.
Huu ni mji wa Kigoma.
Huu ni mji wa Arusha.
Huu ni mji wa Songea.
Huu ni mji wa Bukoba.
Huu ni mji wa Tanga.
Huu ni mji wa Mbeya.
Huu ni mji wa Kigoma.
Huu ni mji wa Songea.

Text A-1, Mode RC

Hii ni nchi ya K____.
Hii ni nchi ya T____.
Hii ____ nchi ya Zambia.
Hii ni nchi ____ Uhabeshi.
Hii ni nchi ____ Umisri.
H__ ni nchi ____ Malawi.
H__ ni nchi ____ Kongo.
H__ ni nchi ____ Msumbiji.
H__ ni nchi ____ Somalia.

Text A-2, Mode RC

Huu ni mji wa Dar es Salaam.
Huu ni mji ____ Tanga.
Huu ni mji ____ Moshi.
Huu ni ____ wa Musoma.
Huu ni ____ wa Mwanza.
Huu ni ____ wa Shinyanga.
Huu ni ____ wa Morogoro.
H__ ni mji ____ Iringa.
H__ ni mji ____ Mbeya.
H__ ni mji ____ Songea.
H__ ni ____ Mtwar.
H__ ni ____ Kigoma.
Huu ____ ____ Arusha.
Huu ____ mji ____ Songea.
Huu ____ ____ Bukoba.
Huu ____ ____ Tanga.
Huu ____ ____ Mbeya.
Huu ____ mji ____ Kigoma.
Huu ____ ____ Songea.
Huu ____ ____ Morogoro.
Huu ni mji wa Songea.
Huu ni mji wa Iringa.
Huu ni mji wa Dodoma.
Huu ni mji wa Arusha.
Huu ni mji wa Tabora.
Huu ni mji wa Mbeya.
Huu ni mji wa Dar es Salaam.
Huu ni mji wa Mtwara.
Huu ni mji wa Bukoba.
Huu ni mji wa Musoma.

Text A-3, Mode RC.

'Kenya is country?'
Kenya __ nchi?
Tanzania __ nchi?
Dar es Salaam ni ____?
Arusha ni ____?
Uhabeshi ni ____?
Kampala ni ____?
Kigoma ____?
Tanzania ____?
Misri ________?
Uganda ________?
Nairobi ________?

Yes, is country.'
Ndiyo, __ nchi.
Ndiyo, __ nchi.
Ndiyo, ni ____.
Ndiyo, ni ____.
Ndiyo, ni ____.
Ndiyo, ni ____.
Ndiyo, ni ____.
Ndiyo, ni ____.

Text A-3, Mode AA.

Kenya ni nchi?
Tanzania ni nchi?
Dar es Salaam ni mji?
Arusha ni mji?
Uhabeshi ni nchi?
Kampala ni mji?
Kigoma ni mji?
Tanzania ni nchi?
Misri ni nchi?
Uganda ni nchi?
Nairobi ni mji?
SWAHILI: GEOGRAPHY

Text A-4, Mode AA.

Dar es Salaam ni nchi?
Nairobi ni nchi?
Uhabeshi ni mji?
Dar es Salaam ni nchi?
Tabora ni nchi?
Uhabeshi ni mji?
Kenya ni nchi?
Uganda ni nchi?
Tabora ni mji?

La, ___ nchi. Ni mji.
La, ___ nchi. ___ mji.
La, ___ mji. ___ nchi.
La, ___ nchi. Ni ___.
La, ___ ___ ___ mji.
___ ___ ___ ___.

Text A-4, Mode AA.

Dar es Salaam ni nchi?
Nairobi ni nchi?
Uhabeshi ni mji?
Dar es Salaam ni nchi?
Tabora ni nchi?
Uhabeshi ni mji?
Kenya ni nchi?
Uganda ni nchi?
Tabora ni mji?

La, si nchi. Ni mji.
La, si nchi. Ni mji.
La, si mji. Ni nchi.
La, si nchi. Ni mji.
La, si nchi. Ni mji.
La, si mji. Ni nchi.

Ndiyo, ni nchi.
Ndiyo, ni nchi.
Ndiyo, ni mji.
Ndiyo, ni nchi.
Ndiyo, ni nchi.

Mtwara ni nchi?
Morogoro ni mji?

La, si nchi. Ni mji.
Ndiyo, ni nji.
La, si nchi. Ni mji.
Ndiyo, ni nchi.
Ndiyo, ni nchi.
These are regions of Arusha:

- Huu ni mkoa wa Arusha.
- Huu ni mkoa wa Tanga.
- Huu ni mkoa wa Mtwara.
- Huu ni mkoa wa Morogoro.
- Huu ni mkoa wa Ruvuma.
- Huu ni mkoa wa Tabora.
- Hii ni wilaya ya Moshi.
- Huu ni mkoa wa Mara.
- Huu ni mkoa wa Mwanza.
- Hii ni wilaya ya Shinyanga.
- Hii ni wilaya ya Kilimanjaro.
- Huu ni mkoa wa Mara.
- Huu ni mkoa wa Tabora.
- Hii ni wilaya ya Tabora.
- Hii ni wilaya ya Mbeya.
- Hii ni wilaya ya Iringa.
- Hii ni wilaya ya Pwani.
- Hii ni wilaya ya Morogoro.

These are states/provinces:

- Hii ni wilaya ya Moshi.
- Hii ni wilaya ya Mara.
- Hii ni wilaya ya Mwanza.
- Hii ni wilaya ya Shinyanga.
- Hii ni wilaya ya Kigoma.
- Hii ni wilaya ya Kilimanjaro.
- Hii ni wilaya ya Mbeya.
- Hii ni wilaya ya Iringa.
- Hii ni wilaya ya Pwani.
- Hii ni wilaya ya Morogoro.
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Text A-6, Mode AA.
Moshi ni mji?
Musoma ni mji?
Moshi ni mji?
Mara ni mkoa?
Bukoba ni mji?
Moshi ni mji?
Musoma ni mji?
Moshi ni mji?
Mara ni mkoa?
Bukoba ni mji?
Moshi ni mji?
Mara ni mkoa?
Kilimanjaro ni mji?
Bukoba ni mji?

Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mkoa.
Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mji.
Ndiyo, ni mji.
La, si mji. Ni mkoa.
Ndiyo, ni mji.

Text A-6, Mode RC.
Moshi ni mji?
Musoma ni ___?
Moshi ___?
Mara ___?
Bukoba ___?

Ndiyo, ____.
Ndiyo, ______.
Ndiyo, ______.

Text A-7, Mode RC.
Musoma ni mkoa?
Dar es Salaam ___ mji?
Bukoba ___ mkoa?
Kilimanjaro ___ mji?
Morogoro ___ mji?
Tabora ___ mkoa?
Kigoma ni mji?
Shinyanga ___ mkoa?
Arusha ___ mji?
Morogoro ___ mji?

La, __ mkoa. __ mji.
Ndiyo, ____?
La, ______. Ni __
La, ______. Ni __
Ndiyo, ______.
Pia, ______ mji.
Ndiyo, __________,
____, ni mkoa.
____________ mkoa.
____________ mji.
**TO THE STUDENT:**

The new word /pia/ 'also' may be used at the beginning of these sentences, as in the above examples. It may also stand at the end: /Pia ni mji/ or /Ni mji pia/.

---

**Text A-7, Mode AA.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musoma ni mkoa?</td>
<td>La, si mkoa. Ni mji.</td>
</tr>
<tr>
<td>Dar es Salaam ni mji?</td>
<td>Ndiyo ni mji.</td>
</tr>
<tr>
<td>Bukoba ni mkoa?</td>
<td>La, si mkoa. Ni mji.</td>
</tr>
<tr>
<td>Kilimanjaro ni mji?</td>
<td>La, si mji. Ni mkoa.</td>
</tr>
<tr>
<td>Morogoro ni mji?</td>
<td>Ndiyo, ni mji. Pia ni mkoa.</td>
</tr>
<tr>
<td>Tabora ni mkoa?</td>
<td>Ndiyo, ni mkoa. Pia ni mji.</td>
</tr>
<tr>
<td>Shinyanga ni mkoa?</td>
<td>Ndiyo, ni mkoa. Pia ni mji.</td>
</tr>
<tr>
<td>Morogoro ni mji?</td>
<td>Ndiyo, ni mji. Pia ni mkoa.</td>
</tr>
<tr>
<td>Dar es Salaam ni mji?</td>
<td>Ndiyo, ni mji.</td>
</tr>
<tr>
<td>Bukoba ni mji?</td>
<td>Ndiyo, ni mji.</td>
</tr>
<tr>
<td>Kilimanjaro ni mkoa?</td>
<td>Ndiyo, ni mkoa.</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

Musoma ni mji?
Ndiyo, ni mji.

Shinyanga ni wilaya?
Ndiyo, ni wilaya.
Pia ni mji.

Arusha ni mji?
Ndiyo, ni mji.
Pia ni mko.

Mtwara ni mkoa?
Ndiyo, ni mkoa.
Pia ni mji.

Moshi ni mji?
Ndiyo, ni mji.

Text A–8, Mode RC.
Tabora __ mkoa?
Ndiyo, ni __.

Ni mji pia?
Ndiyo, ni __.

Moshi __ mji?

Ni wilaya ___?
Ndiyo, ni wilaya pia.

Musoma ni mji?
Ndiyo, ______.

Ni wilaya ___?
La, ni mji ______.

Kigoma ni mkoa?
Ndiyo, ______.

Ni _____? 
Ndiyo, ______.

Arusha __ mkoa?

_____ mji ___?

Morogoro __ mji?

______________?

24
The 'concordial classes' of Swahili are labelled in two different ways. Some people prefer to use the prefix as a label: 'the KI class', 'the N class', and so forth. This system has the initial advantage of being obvious. Other people, however, prefer a system of numbers: 'Class 7', 'Classes 9 and 10', etc.

This is not the place to discuss the problems inherent in the prefix labels. We need only say that this book will make use of numbers, primarily because they are unambiguous.

The classes met so far are:

<table>
<thead>
<tr>
<th>CLASS NUMBER</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>mji, mkoa</td>
</tr>
<tr>
<td>5</td>
<td>jimbo</td>
</tr>
<tr>
<td>7</td>
<td>kisiwa</td>
</tr>
<tr>
<td>9</td>
<td>nchi, wilaya</td>
</tr>
</tbody>
</table>

Text A-10, Mode RC.

Tabora ___ kisiwa? La, Tabora ___ kisiwa. 
___, mji.

Pemba ___ ___? La, ___ ___.
Ndiyo, ________.

Arusha ___ ___? Ni ___.

Mafia _________? Ndiyo, ________.

Ukerewe _________? ________.

Unguja ___ mji? Ndiyo, ___ ___.
___, ni ________.

Shinyanga ni kisiwa? La, __________.
___.

Text A-10, Mode AA.

Tabora ni kisiwa? La, Tabora si kisiwa.
Ni mji.

Pemba ni kisiwa? Ndiyo, ni kisiwa.

Arusha ni kisiwa? La, si kisiwa.
Ni mji.

Mafia ni kisiwa? Ndiyo, ni kisiwa.

Ukerewe ni kisiwa? Ndiyo, ni kisiwa.

Unguja ni mji? Ndiyo, ni mji.
Pia ni kisiwa.

Shinyanga ni kisiwa? La, si kisiwa.
Ni mji.
TO THE STUDENT:

The new word /tu/ 'only' appears at the end of the sentence. Unlike /pia/, it may not appear at the beginning.

**Text A-8, Mode AA.**

Tabora ni mkoa?
Ni mji pia?
Moshi ni mji?
Ni wilaya pia?
Musoma ni mji?
Ni mkoa pia?
Kigoma ni mkoa?
Ni mji pia?
Arusha ni mkoa?
Ni mji pia?
Morogoro ni mji?
Ni mkoa pia?

Ndiyo, ni mkoa.
Ndiyo, ni mji pia.
Ndiyo, ni mji.
La, si wilaya pia; ni mji tu.
Ndiyo, ni mji.
La, ni mji tu.
Ndiyo, ni mkoa.
Ndiyo, ni mji.
Ndiyo, pia ni mji.
Ndiyo, ni mji.
Ndiyo, pia ni mkoa.

**Text A-9, Mode LP.**

Text A-9, Mode RC.

Hiki ni kisiwa cha Unguja.
Hiki ni kisiwa cha Pemba.
Hiki ni kisiwa cha Mafia.
Hiki ni kisiwa cha Ukerewe.

kisiwa (7, 8) 'island'

TO THE STUDENT:

This text introduces still another kind of noun: /kisiwa/ 'island' has /hiki/ and /cha/ while /nchi/ has /hii/ and /ya/, and where /mji/ has /huu/ and /wa/. As we saw earlier, this kind of agreement between a noun and the words that are related to it is called 'concord'. All the nouns of Swahili are divided into concordial 'classes'. A noun is placed in a given 'class' on the basis of (1) its own prefix, and (2) the concordial elements that are required in the words that go with it.
TO THE STUDENT:

The word /ziwa/ 'lake' is a member of a new class, Class 5. This class has /hili/, /tile/ and /iia/ where Class 3 (/mji/, etc.) has /huu/, /ule/ and /wa/.

TO THE STUDENT:

The noun /mto/ 'river' is a member of Class 3, along with /mji/.
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Text A-14, Mode LP.

Huu ni Mto wa Ruvuma.
Huu ni mji wa Moshi.
Huu ni mkoa wa Kilimanjaro.
Hiki ni kisiwa cha Unguja.
Hiki ni kisiwa cha Mafia.
Huu ni mji wa Morogoro.
Hii ni nchi ya Tanzania.
Hii ni nchi ya Uhabeshi.
Huu ni mji wa Kiloma.
Huu ni mkoa wa Tabora.
Hii ni wilaya ya Shinyanga.
Hili ni Ziwa Victoria.
Hili ni Ziwa Rukwa.
Huu ni mji wa Songea.
Huu ni Mto Ruyuma.
Huu ni mkoa wa Mtwara.
Hiki ni kisiwa cha Pemba.
Huu ni mji wa Tanga.
Huu ni Mto Pangani.
Hili ni Ziwa Tanganyika.
Huu ni mji wa Bukoba.

Text A-14, Mode RC.

H___ ni Mto ___ Ruvuma.
H___ ni mji ___ Moshi.
H___ ni wilaya ___ Kilimanjaro.
H___ ni kisiwa ___ Unguja.
H___ ni kisiwa ___ Mafia.
H___ ni wilaya ___ Morogoro.
H___ ni wilaya ___ Tanzania.
H___ ni wilaya ___ Uhabeshi.
H___ ni kisiwa ___ Kiloma.
H___ ni wilaya ___ Tabora.
H___ ni wilaya ___ Shinyanga.
H___ ni wilaya ___ Victoria.
H___ ni wilaya ___ Rukwa.
H___ ni wilaya ___ Songea.
H___ ni wilaya ___ Ruvuma.
H___ ni wilaya ___ Mtwara.
H___ ni wilaya ___ Pemba.
H___ ni wilaya ___ Tanga.
H___ ni wilaya ___ Pangani.
H___ ni wilaya ___ Tanganyika.
H___ ni wilaya ___ Bukoba.

Text A-15, Mode RC.

'Dar es Salaam is city, or lake?' 'Is city.'
Dar es Salaam mji, au ziwa? Ni ___.
Bukoba ni mji, au kisiwa? ___.
Tabora ni mkoa, ___ mji? ___ mkoa.
Pia ___.
Eyasi ni Ziwa, ___ mji? Ni ___.
Kilimanjaro ni mkoa, ___ mji? ___.
Unguja ni ________, au mji? ___.
Ukerewe ni ________, ___ nchi? ___.
Kigoma ___ ________, au wilaya? ___ mji.
___ ___ wilaya.

TO THE STUDENT:

Notice the intonation that goes with /au/ 'or' and the words that it connects.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dar es Salaam ni mji, au ziwa?</td>
<td>Ni mji.</td>
</tr>
<tr>
<td>Bukoba ni mji, au kisiwa?</td>
<td>Ni mji.</td>
</tr>
<tr>
<td>Tabora ni wilaya, au mji?</td>
<td>Ni wilaya.</td>
</tr>
<tr>
<td>Pia ni mji.</td>
<td></td>
</tr>
<tr>
<td>Eyasi ni ziwa, au mji?</td>
<td>Ni ziwa.</td>
</tr>
<tr>
<td>Kilimanjaro ni mkoa, au mji?</td>
<td>Ni mkoa.</td>
</tr>
<tr>
<td>Unguja ni kisiwa, au mji?</td>
<td>Ni kisiwa.</td>
</tr>
<tr>
<td>Pia ni mji.</td>
<td></td>
</tr>
<tr>
<td>Ukerewe ni kisiwa, au nchi?</td>
<td>Ni kisiwa.</td>
</tr>
<tr>
<td>Kigoma ni mji, au wilaya?</td>
<td>Ni mji.</td>
</tr>
<tr>
<td>Pia ni wilaya.</td>
<td></td>
</tr>
<tr>
<td>Songea ni mji, au wilaya?</td>
<td>Ni mji.</td>
</tr>
<tr>
<td>Mtwaru ni mkoa, au mji?</td>
<td>Ni mkoa.</td>
</tr>
<tr>
<td>Pia ni mji.</td>
<td></td>
</tr>
<tr>
<td>Rungwa ni mji, au wilaya?</td>
<td>Ni mji.</td>
</tr>
<tr>
<td>Dodoma ni wilaya, au mji?</td>
<td>Ni wilaya.</td>
</tr>
<tr>
<td>Pia ni mji.</td>
<td></td>
</tr>
<tr>
<td>Kondoa ni mji, au wilaya?</td>
<td>Ni mji.</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

CYCLE 6

[Every sentence that contains 'here' or 'there' should be accompanied by pointing.]

M-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Locative Stem</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voi</td>
<td>Mji wa Voi</td>
<td>The city of Voi is here.</td>
</tr>
<tr>
<td>Mtwara</td>
<td>Mji wa Mtwara</td>
<td>The city of Mtwara is here.</td>
</tr>
<tr>
<td>Rwanda</td>
<td>Nchi ya</td>
<td>The country of Rwanda is here.</td>
</tr>
<tr>
<td>Malawi</td>
<td>Nchi ya</td>
<td>The country of Malawi is here.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Place</th>
<th>Locative Stem</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>Nchi ya</td>
<td>The country of Uganda is here.</td>
</tr>
<tr>
<td>Morogoro</td>
<td>Mji wa</td>
<td>The city of Morogoro is there.</td>
</tr>
</tbody>
</table>

M-3

<table>
<thead>
<tr>
<th>Place</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voi</td>
<td>Where is the city of Voi?</td>
<td>A: Where is the (country) of (Mozambique)? B: The (country) of (Mozambique) is (here).</td>
</tr>
<tr>
<td>Uganda</td>
<td>Where is the country of Uganda?</td>
<td>A: Where is the (country) of (Mozambique)? B: The (country) of (Mozambique) is (here).</td>
</tr>
<tr>
<td>Morogoro</td>
<td>Where is the city of Morogoro?</td>
<td>A: Where is the (country) of (Mozambique)? B: The (country) of (Mozambique) is (here).</td>
</tr>
</tbody>
</table>

C-1

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the (country) of (Mozambique)?</td>
<td>A: Where is the (country) of (Mozambique)? B: The (country) of (Mozambique) is (here).</td>
</tr>
<tr>
<td>The (country) of (Mozambique) is (here).</td>
<td>A: Where is the (country) of (Mozambique)? B: The (country) of (Mozambique) is (here).</td>
</tr>
</tbody>
</table>

C-2

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the (city) of (Mombasa) (here)?</td>
<td>A: Is the (city) of (Mombasa) (here)? B: No, it's not (there), it's (here).</td>
</tr>
<tr>
<td>The (city) of (Mombasa) is (here).</td>
<td>A: Is the (city) of (Mombasa) (here)? B: No, it's not (there), it's (here).</td>
</tr>
</tbody>
</table>

C-3

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this the (city) of (Bukoba)?</td>
<td>A: Is this the (city) of (Bukoba)? B: No, that's not (Bukoba).</td>
</tr>
<tr>
<td>The (city) of (Bukoba) is (here).</td>
<td>A: Is this the (city) of (Bukoba)? B: No, that's not (Bukoba).</td>
</tr>
</tbody>
</table>

TO THE STUDENT:

In sentences that have to do with location, one of the locative stems /-ko/ or /-po/ is used, and not /ni/. The stem /-ko/ is always used in questions about location. In statements /-po/ may be used, especially if the same sentence contains /hapa/ 'here' or /hapo/ 'there'. This is another instance of alliterative concord.

The prefix that stands before the locative stem /-ko/ or /-po/ is in concordial agreement with the subject: /u/ with /mji/ and /i/ with /nchi/.

CYCLE 7

[For students going to Tanzania]

M-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Locative Stem</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musoma</td>
<td>Musoma iko</td>
<td>Musoma is north of Tabora.</td>
</tr>
<tr>
<td>Tanga</td>
<td>Tanga iko</td>
<td>Tanga is east of Tabora.</td>
</tr>
<tr>
<td>Mbeya</td>
<td>Mbeya iko</td>
<td>Mbeya is south of Tabora.</td>
</tr>
<tr>
<td>Kigoma</td>
<td>Kigoma iko</td>
<td>Kigoma is west of Tabora.</td>
</tr>
</tbody>
</table>

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SWAHILI: GEOGRAPHY

kaskazini Musoma iko kaskazini ya Tabora.
kusini Mbeya iko kusini ya Tabora.
mashariki Tanga iko mashariki ya Tabora.
magharibi Kigoma iko magharibi ya Tabora.

M-1
(For students going to Kenya)

Maralal Maralal iko kaskazini ya Nairobi.
Kitui Kitui iko mashariki ya Nairobi.
Kajiado Kajiado iko kusini ya Nairobi.
Narok Narok iko magharibi ya Nairobi.

kaskazini Maralal iko kaskazini ya Nairobi.
kusini Kajiado iko kusini ya Nairobi.
mashariki Kitui iko mashariki ya Nairobi.
magharibi Narok iko magharibi ya Nairobi.

M-2
(Tanzania)

Tanga Tanga iko mashariki ya Tabora, na Tabora uko kaskazini ya Tanga.
Mbeya Mbeya iko kusini ya Tabora, na Tabora uko kaskazini ya Mbeya.

M-2
(Kenya)

Kitui Kitui iko mashariki ya Nairobi, na Nairobi uko magharibi ya Kitui.
Kajiado Kajiado iko kusini ya Nairobi, na Nairobi iko kaskazini ya Kajiado.

M-3
(Tanzania or Kenya)

Uganda Uganda iko magharibi ya Kenya.
Tanzania Tanzania iko kusini ya Kenya.

C-1
A: (Morogoro) iko wapi?
B: (Morogoro) iko (magharibi) ya (Dar-es-Salaam).

C-2
A: (Voi) iko wapi?
B: (Voi) iko (mashariki) ya (Moshi).

C-3
A: (Burundi) iko wapi?
B: Iko (kusini) ya (Rwanda) na (magharibi) ya (Tanzania).
After completing Cycle 7, each student should demonstrate his ability to use Swahili by going to the front of the room and speaking smoothly, correctly, and informatively about the geography of East Africa (or of some other part of the world), for two minutes. He should use a map, but no written notes. After the two-minute lecture, he should answer questions put to him by other students.

TO THE STUDENT:

The words for the four points of the compass take the same concordial agreement (/ya/) as /nchi/ does (Class 9).

CYCLE 8

M-1

Nairobi

Voi iko kusini mashariki ya Nairobi.

Nairobi

Voi is southeast of Nairobi.

Mombasa

Voi iko kaskazini magharibi ya Mombasa.

Mombasa

Voi is northwest of Mombasa.

Nairobi na Mombasa

Voi iko kati ya Nairobi na Mombasa.

Nairobi and Mombasa

Voi is between Nairobi and Mombasa.

M-2

Bukoba

Mwanza iko kusini mashariki ya Bukoba.

Bukoba

Mwanza is southeast of Bukoba.

Shinyanga

Mwanza iko kaskazini magharibi ya Shinyanga.

Shinyanga

Mwanza is northwest of Shinyanga.

Bukoba na Shinyanga

Mwanza iko kati ya Bukoba na Shinyanga.

Bukoba and Shinyanga

Mwanza is between Bukoba and Shinyanga.

M-3

Mnyusi

Mnyusi iko karibu ya Tanga.

Mnyusi

Mnyusi is near Tanga.

Tukuyu

Tukuyu iko karibu ya Mbeya.

Tukuyu

Tukuyu is near Mbeya.

Kiambu

Kiambu iko karibu ya Nairobi.

Kiambu

Kiambu is near Nairobi.

Butere

Butere iko karibu ya Uganda.

Butere

Butere is near Uganda.

M-4

upande gani Bagamoyo iko upande gani war Dar-es-Salaam?

What direction is Bagamoyo from Dar?

C-1

A: (Bagamoyo) iko upande gani wa (Ruvu)?

A: What direction is (Bagamoyo) from (Ruvu)?

B: Bagamoyo iko (kaskazini) ya (Ruvu).

B: It's (north) of (Ruvu).

C-2

A: (Mji) wa (Kilosa) uko wapi?

A: Where is (Kilosa)?

B: (Mji) wa (Kilosa) uko (kati ya Morogoro na Dodoma).

B: It's between (Morogoro and Dodoma).
SWAHILI: GEOGRAPHY

C-3

A: (Mji) wa (Ruvu) uko wapi?
B: Uko (karibu) ya (Dar-es-Salaam).
A: Uko (kusini) ya (Dar-es-Salaam)?
B: La, uko (magharibi ya Dar-es-Salaam).
A: Uko (kati) ya (Dar-es-Salaam) na (Morogoro)?
B: Ndiyo.

Where is (Ruvu)?
It's near (Dar-es-Salaam).
Is it (south) of (Dar-es-Salaam)?
No, it's (west) of (Dar-es-Salaam).
Is it between (Dar-es-Salaam) and (Morogoro)?
Yes.

TO THE STUDENT:
The words /kat/, 'between' and /karibu/ 'near' also take the same concordial agreements as /nchi/ and the points of the compass. But the word /karibu/ is sometimes followed by /na/, instead of /ya/. This is purely optional, and depends largely on the speaker.

CYCLE 9

M-1
karibu ya karibu ya Nairobi.
Mashariki karibu ya Nairobi.
kati ya kati ya Nairobi na Bukoba.
karibu ya Mbeya si karibu ya Musoma.
kaskazini Mbeya si kaskazini ya Musoma.
kati ya Mbeya si kati ya Musoma na Bukoba.

near Maralal is not near Nairobi.
east Maralal is not east of Nairobi.
between Maralal isn't between Nairobi and Mombasa.
near Mbeya is not near Musoma.
north Mbeya is not north of Musoma.
between Mbeya is not between Musoma and Bukoba.

M-2
karibu ya Nchi ya Rwanda karibu ya Malawi.
mashariki Nchi ya Rwanda mashariki ya Malawi.
kati ya Nchi ya Rwanda kati ya Malawi na Zambia.

near Rwanda is not near Malawi.
east Rwanda is not east of Malawi.
between Rwanda is not between Malawi and Zambia.

C-1

(Students should look at the map and describe the locations of each city and country in the following list. Each description should contain two affirmative sentences and one negative sentence): For example: The (country) of (Burundi) is (south) of (Rwanda). It is between (Tanzania) and (Uganda). It is not between (Rwanda and Uganda).

or: the (city) of (Moshi) is between (Arusha) and (Voi). It is near (Kenya). It is not near (Dar-es-Salaam).

List: Burundi; Rwanda; Malawi; Mozambique; Uganda; Lindi; Mikumi; Thika; Naivasha; Pemba; Eyasi; Pangani.
SWAHILI: GEOGRAPHY

C-2

(Students should give similar descriptions of the locations of cities and countries, but now they should give the descriptions without looking at the map.)

TO THE STUDENT:

The negative of /iko/ and /uko/ is formed by adding the negative prefix /ha/ to give /haiko/ and /hauko/. But some people simply use /si/ as the negative counterpart, not only of /ni/ but also of the locatives.

CYCLE 10

[In place of /Fulani/ use the names of the people in the class]

M-1

sisi  Twambie Voi iko wapi.  we, us  Tell us where Voi is.
Ewana Mwambie Ewana Fulani Voi iko wapi.  Mr.  Tell Mr. So-and-So where Voi is.
mimi Niambie Voi iko wapi.  I, me  Tell me where Voi is.
wanafunzi Waambie wanafunzi Voi iko wapi.  the students  Tell the students where Voi is.

M-2

kwambia Mwambie Bi Fulani Moshi iko wapi.  to tell  Tell Miss So-and-So where Moshi is.
kuonesha Mwonyeshi Bi Fulani Moshi iko wapi.  to show  Show Miss So-and-So where Moshi is.
kuuliza Mwulize Bi Fulani Moshi iko wapi.  to ask  Ask Miss So-and-So where Moshi is.

C-1

A:  (Ewana) B, nionyeshe (Burundi iko wapi.  A:  (Mr.) B, show me (where Burundi is).
B: (Pointing) Iko hapa.  B: (Pointing) It is here.

C-2

A:  (Bi) C, twambie (Burundi iko wapi).  A:  (Miss) C, tell us (where Burundi is).
B: (Nchi ya Burundi) iko (kusini ya Rwanda).  B: (The country of Burundi) is (south of Rwanda).
TO THE STUDENT:

The purpose of this lesson is to introduce three verbs ('tell', 'show', 'ask') which will make it easier to do realistic practice in class. The person and number of the objects of a verb is represented as a prefix:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ni</td>
</tr>
<tr>
<td>2nd person</td>
<td>ku/kw</td>
</tr>
<tr>
<td>3rd person</td>
<td>m/mw</td>
</tr>
</tbody>
</table>

The second person prefixes do not fit into this cycle, but are given here for completeness. The prefixes with /w/ (/tw, mw, kw/) are used before vowels, while their alternate forms (/tu, ku, mw/) are used before consonants. Where the word /mji/ is present in the sentence, the concord of the linking word is /w/, and the locative has /u/.

Mji wa Voi uko wapi? Where is the city of Voi?

But where the name of the city is used by itself, the concord may be /i/:

Voi iko wapi? Where is Voi?

There is some variation in use of the feminine titles /Bi/ and /Bibi/. According to some authorities, both may be used either for a married or for an unmarried woman, with /Bi/ more common in speech and /Bibi/ in writing. Nevertheless, many East Africans, possibly because of their knowledge of English, now use /Bi/ for 'Miss' and /Bibi/ for 'Mrs.'
SWAHILI: GEOGRAPHY

TEXTS, SERIES B
These texts may be used in the ways described for Series A.

Text B-1, Mode LP.
'Mwanza is-there north of Tabora.'
Mwanza iko kaskazini ya Tabora.
Kigoma iko magharibi ya Tabora.
Tanga iko mashariki ya Tabora.
Mbeya iko kusini ya Tabora.
Kigoma iko magharibi ya Tabora.
Tabora iko kusini ya Mwanza.

Text B-1, Mode RC.
Mwanza iko kaskazini _ _ Tabora.
Kigoma _ _ Magharibi _ _ Tabora.
Tanga _ _ mashariki _ _ Tabora.
Mbeya _ _ kusini _ _ Tabora.
Kigoma _ _ _ _ Tabora.
Tabora _ _ _ _ Mwanza.

Text B-2, Mode AA.
Mwanza iko kaskazini ya Tabora?
Kigoma iko magharibi ya Tabora?
Tanga iko mashariki ya Tabora?
Mbeya iko kusini ya Tabora?
Mwanza iko kusini ya Tabora?
'Tanga iko magharibi ya Tabora?
Tabora iko kusini ya Mbeya?
Kigoma iko mashariki ya Tabora?
Mwanza iko kaskazini ya Tanga?

Ndiyo, iko kaskazini.
Ndiyo, iko magharibi.
Ndiyo, iko mashariki.
Ndiyo, iko kusini ya Tabora.
La, haiko kusini ya Tabora, uko kaskazini.
La, haiko magharibi ya Tabora, uko mashariki.
La, haiko kusini ya Mbeya, uko kaskazini.
La, haiko mashariki ya Tabora, uko magharibi.
Ndiyo, iko kaskazini.
SWAHILI: GEOGRAPHY

Text B-3, Mode RC.

Arusha __ karibu na Moshi.
Dar es Salaam __ karibu __ Unguja.
Kasulu _____________ Kigoma.
Morogoro _____________ Kilosa.
Arusha _____________ Moshi?
Dar es Salaam _____________ Unguja?
Kasulu _____________ Kigoma?
Morogoro _____________ Kilosa?
Dar es Salaam _____________ Unguja?
Dar es Salaam _____________ Moshi?
Arusha _____________ Unguja?

Ndiyo, __ karibu.

La, __ karibu, __ mbali.

The word /mbali/ 'far' is followed by /na/, which corresponds to 'from' in the English equivalents of these sentences.

Text B-3, Mode AA.

Arusha iko karibu na Moshi?
Kasulu iko karibu na Kigoma?
Morogoro iko karibu na Kilosa?
Dar-es-salaam iko karibu na Unguja?
Dar-es-Salaam iko karibu na Moshi?
Arusha iko karibu na Kilosa?
Dar-es-Salaam iko karibu na Unguja?
Kasulu iko karibu na Kigoma?
Morogoro iko karibu na Moshi?
Arusha iko mbali na Unguja?
Dar-es-Salaam iko mbali na Unguja?

Kasulu iko mbali na Kigoma?
Morogoro iko mbali na Moshi?
Dar-es-Salaam iko mbali na Kigoma?
Arusha iko mbali na Moshi?

Ndiyo, iko karibu.

Ndiyo, iko karibu.

Ndiyo, iko karibu.

La, iko karibu, ni mbali.

La, si karibu, ni mbali.

La, si karibu, ni mbali.

Ndiyo, ni karibu.

Ndiyo, ni karibu.

La, si karibu, ni mbali.

La, haiko mbali na Unguja, ni karibu.

La, haiko mbali na Kigoma, ni karibu.

La, haiko mbali na Moshi, ni karibu.

La, haiko mbali na Moshi, ni karibu.

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**Text B-4, Mode LP.**

- Ujiji iko karibu na Kigoma.
- Tukuyu iko karibu na Mbeya.
- Chunya iko karibu na Mbeya.
- Mnyusi iko karibu na Tanga.
- Korogwe iko karibu na Tanga.
- Ujiji iko karibu na Kigoma.

**Text B-4, Mode RC.**

- Ujiji __ karibu __ Kigoma.
- Tukuyu __________ Mbeya.
- Chunya __ karibu __ ______.
- Mnyusi ____________.
- Korogwe ___________ .
- Ujiji ________________.

**Text B-5, Mode RC.**

- Ujiji iko karibu ___ mji gani?
- Korogwe ___ karibu ___ mji ____?
- Tukuyuu ______ ______ gani?
- Chunya __________________?
- Mnyusi _________________?

**Text B-5, Mode AA.**

- Ujiji uko karibu na mji gani?
- Korogwe uko karibu na mji gani?
- Tukuyu uko karibu na mji gani?
- Chunya uko karibu na mji gani?
- Mnyusi uko karibu na mji gani?
- Chunya uko karibu n. mji gani?
- Ujiji uko karibu na mji gani?
- Koragwe uko karibu na mji gani?
- Ujiji uko upande gani wa Kigoma?
- Korogwe uko upande gani wa Tanga?
- Tukuyu uko upande gani wa Mbeya?
- Chunya uko upande gani wa Mbeya?
- Mnyusi uko upande gani wa Tanga?
- Ujiji uko upande gani wa Kigoma?
- Korogwe uko upande gani wa Tanga?

**Text B-5, Mode AA.**

- Uko karibu na Kigoma.
- Uko karibu na Tanga.
- Uko karibu na Mbeya.
- Uko karibu na Mbeya.
- Uko karibu na Tanga.
- Uko karibu na Tanga.
- Uko karibu na Tanga.
- Uko karibu na Tanga.
- Uko karibu na Tanga.
- Uko kusini.
- Uko magharibi.
- Uko kusini.
- Uko kaskazini.
- Uko magharibi.
- Uko kusini.
- Uko magharibi.
SWAHILI: GEOGRAPHY

Text B-6, Mode AA.
[Use the map to find the answers.]

Rungwa iko kati ya Tabora na Mbeya?
Ndiyo, iko kati.

Manyoni iko kati ya Tabora na Dodoma?
Ndiyo, iko kati.

Lindi iko kati ya Kilwa na Mtwara?
Ndiyo, iko kati.

Masasi iko kati ya Lindi na Tunduru?
Ndiyo, iko kati.

Mikumi iko kati ya Morogoro na Ifakara?
Ndiyo, iko kati.

Tabora iko kati ya Rungwa na Mbeya?
La, haiko kati.

Manyoni iko kati ya Tabora na Dodoma?
La, haiko kati.

Lindi iko kati ya Kilwa na Mtwara?
La, haiko kati.

Lindi iko kati ya Masasi na Tunduru?
Ndiyo, iko kati.

Kilwa iko kati ya Lindi na Mtwara?
La, haiko kati.
SWAHILI: GEOGRAPHY

CYCLE 11

Learn to use and respond to all these sentences.

M-1

Mwalimu: Bwana ____ uliza swali.
Teacher: Mr. ____, ask a question.

Mwanafunzi A: Musoma iko wapi?
Student A: Where is Musoma?

Mwalimu: Bi ____ jibu swali la Bwana ____.
Teacher: Miss ____, answer Mr. ____'s question.

Mwanafunzi B: Musoma iko kaskazini ya Mwanza.
Student B: Musoma is north of Mwanza.

Mwalimu: Bi ____ jibu la Bi ____ ni kweli (sawa)?
Teacher: Miss ____, is Miss ____'s answer right?

Mwanafunzi C: Si kweli (sawa) kabisa.
Student C: It isn't exactly right.

Mwalimu: Mwanafu u: Bwana A: Musoma ____?
M___u: Bi ____ j___ s___ la Bw. ____.
M______ B: Musoma ______ Mwanza.
M____: Bi ____ j___ a_______ ni ________?
M____: Si _______ ____. Musoma ________

[As an aid to independence and fluency in the use of this little dialogue, practice reading it aloud from this partially blanked-out version. Be sure not to write in the book itself, since doing so will spoil it for future practice.]

C-1

[Use all of the sentences of M-1 in talking about the locations of other places.]

C-2

A: (Bwana) ____ ni (mwanafunzi)? A: Is (Mr.) ____ a (student)?
B: La, si (mwanafunzi).
    Ni (mwalimu).
B: No, (he) isn't a (student).
    (He)'s a (teacher).
SWAHILI: GEOGRAPHY

TO THE STUDENT:

The noun /jibu/ 'answer' in the fifth sentence happens to be identical in form with the imperative singular of the verb 'to answer', found in the third sentence.

The nouns /jibu/ 'answer' and /swali/ 'question' take the concord /l/ (Class 5), comparable to the /y/ that goes with /nchi/ and the /w/ that goes with /mji/.

CYCLE 12

[In this cycle, use the names of all Africans who are connected with the training program; the names of East African representatives to the United Nations; and the names of Americans who are now living in East Africa. Mr. Kanyati is an imaginary character.]

M-1

<table>
<thead>
<tr>
<th>Tanzania</th>
<th>Bwana Kanyati anatoka Tanzania.</th>
<th>Tanzania</th>
<th>Mr. Kanyati is from Tanzania.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dar es Salaam</td>
<td>Bwana Kanyati anatoka Dar es Salaam.</td>
<td>Dar es Salaam</td>
<td>Mr. Kanyati is from Dar es Salaam.</td>
</tr>
<tr>
<td>Amerika</td>
<td>Bwana Kanyati anaishi Amerika sasa.</td>
<td>America</td>
<td>Mr. Kanyati lives in America now.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>nchi gani?</th>
<th>Bwana Kanyati anatoka nchi gani?</th>
<th>what country?</th>
<th>What country is Mr. Kanyati from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>mji gani?</td>
<td>Bwana Kanyati anatoka mji gani?</td>
<td>what city?</td>
<td>What city is Mr. Kanyati from?</td>
</tr>
<tr>
<td>sasa</td>
<td>Bwana Kanyati anaaksi/anaishi wapi sasa?</td>
<td>now</td>
<td>Where does Mr. Kanyati live now?</td>
</tr>
</tbody>
</table>

C-1

A: (Bwana Kanyati) anatoka wapi? A: Where is (Mr. Kanyati) from?
B: Anatoka (Jina la nchi). B: He/she's from [name of country].
A: Mji gani? A: What city?
B: [Jina la mji]. B: [Name of city].
A: (Bwana Kanyati) anatoka wapi?
B: Anatoka [nchi au mji].
A: Anaishi/Anakaa [mahali] sasa?
B: La, anaishi [mahali pengine] sasa.

A: Where is (Mr. Kanyati) from?
B: He/she's from [city and country].
A: Does he/she live in [place] now?
B: No, he/she lives in [other place] now.

[Do not try to use negative forms such as 'he's not from', 'he doesn't live' until you reach Cycle 14.]

TO THE STUDENT:

This cycle introduces the first fully inflected verbs. They are /anatoka/ and /anakaa/. The stems are respectively /toka/ 'to be from, go from' and /kaa/'to live, reside, sit'. The syllable /na/ is a prefix used with the present tense. The very first syllable /a/ is a prefix which indicates that the subject is third person singular personal -- i.e. 'he' or 'she'. The overall structure of these two words is therefore:

<table>
<thead>
<tr>
<th>Subject Prefix</th>
<th>Tense Prefix</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>na</td>
<td>toka kaa</td>
</tr>
</tbody>
</table>

CYCLE 13

M-1

Bwana _____ Bwana _____ anatazardama upande gani?
Mr. _____ What direction is Mr. _____ facing?

Bwana _____ Bwana _____ na Bi _____ wanatazardama upande gani?
Mr. _____ and Miss ____ facing?

sisi Tunatazardama upande gani?
we What direction are we facing?

wewe Unatazardama upande gani?
you (sg.) What direction are you facing?

ninyi Mnatazardama upande gani?
you (pl.) What direction are you (pl.) facing?

mimi Ninatazardama upande gani?
I What direction am I facing?

M-2

sote Sote tusimame. all of us Let's all stand up.
nyote Nyote, simameni. all of you Stand up, all of you.
Bwana _____ Bwana _____, Mr. _____ Mr. _____, stand up.
**SWAHILI: GEOGRAPHY**

<table>
<thead>
<tr>
<th>Scene</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-3</td>
<td>Bwana na Bwana, na Mr. na Mr., and Miss stand up.</td>
</tr>
<tr>
<td></td>
<td>Bi simameni. Bi, and Miss right Turn to the right. (90 degrees)</td>
</tr>
<tr>
<td></td>
<td>kulia Geuka kulia. (digirii 90) kulia left Turn to the left. (90 degrees)</td>
</tr>
<tr>
<td></td>
<td>kushoto Geuka kushoto. (digirii 90) kushoto 180 degrees Turn around. (180 degrees)</td>
</tr>
<tr>
<td></td>
<td>digirii 180 Geuka. (digirii 180)</td>
</tr>
<tr>
<td>C-1</td>
<td>A: Bwana, simama. A: Mr. stand up.</td>
</tr>
<tr>
<td></td>
<td>B: (Anasimama.) B: (Stands up.)</td>
</tr>
<tr>
<td></td>
<td>A: Unatazama upande gani? A: What direction are you facing?</td>
</tr>
<tr>
<td></td>
<td>B: Ninatazama upande wa (kaskazini). B: I'm facing (north).</td>
</tr>
<tr>
<td></td>
<td>A: Geuka. Unatazama upande A: Turn to the (right). What direction are you facing now?</td>
</tr>
<tr>
<td></td>
<td>gani sasa?</td>
</tr>
<tr>
<td></td>
<td>B: Ninatazama upande wa (mashariki). B: I'm facing (east).</td>
</tr>
<tr>
<td>C-2</td>
<td>A: Bwana na Bwana A: Mr. and Mr. stand up.</td>
</tr>
<tr>
<td></td>
<td>na simameni. B na C: (Wanasimama.) B and C: (Stand up.)</td>
</tr>
<tr>
<td></td>
<td>A: Bwana B, mnatazama A: Mr. B, what direction are upande gani? you (pl.) facing?</td>
</tr>
<tr>
<td></td>
<td>B: Tunatazama upande wa B: We're facing (north). (kaskazini).</td>
</tr>
<tr>
<td></td>
<td>A: Bwana C, je ni sawa? A: Mr. C, is that right?</td>
</tr>
<tr>
<td></td>
<td>C: Ndiyo, ni sawa. Tunatazama upande wa C: Yes, that's right. We're facing (north).</td>
</tr>
<tr>
<td></td>
<td>A: Sasa, geukeni. Bwana A: Now, turn around. Mr. D, what direction are they facing?</td>
</tr>
<tr>
<td></td>
<td>D: wanatazama upande gani?</td>
</tr>
<tr>
<td></td>
<td>D: They're facing (south).</td>
</tr>
<tr>
<td></td>
<td>43</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

TO THE STUDENT:

This cycle introduces the rest of the personal subject prefixes. A complete table is:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st pers.</td>
<td>ni tu</td>
</tr>
<tr>
<td>2nd pers.</td>
<td>u m</td>
</tr>
<tr>
<td>3rd pers.</td>
<td>a wa</td>
</tr>
</tbody>
</table>

**CYCLE 14**

- **M-1 Ulaya (9)**
  - Hatotoki Ulaya. Europe
  - We're not from Europe.
- **Johannesburg**
  - Hatukai Johannesburg. Johannesburg
  - We don't live in Johannesburg.
- **kaskazini**
  - Hatuzazami upande wa north kaskazini.
  - We're not facing north.

- **M-2 Kenya**
  - Bwana Kanyati hatoki Kenya
  - Mr. Kanyati is not from Kenya.
- **Johannesburg**
  - Bwana Kanyati hakai Johannesburg.
  - Mr. Kanyati doesn't live in Johannesburg.

- **M-3 Unguja (9)**
  - Sitoki Unguja. Zanzibar
  - I am not from Zanzibar.
- **Malawi**
  - Sikai Malawi. Malawi
  - I don't live in Malawi.
- **kaskazini**
  - Sizazami kaskazini north sasa.
  - I'm not facing north now.

**C-1**

Ask questions which can be answered with the negatives that have already been learned. At first, the teacher asks and the students answer. Then, the students ask and answer.

TO THE STUDENT:

The 'normal' way of making negative present verbs is represented by the first person plural:

<table>
<thead>
<tr>
<th>Negative Prefix</th>
<th>Subject Prefix</th>
<th>Stem with Final /i/ toki</th>
</tr>
</thead>
<tbody>
<tr>
<td>ha</td>
<td>tu</td>
<td></td>
</tr>
</tbody>
</table>

When the personal subject prefix consists of a vowel only (i.e. second and third person singular), the vowel of the negative prefix is lost. What are basically */ha-u-toki/ and */ha-a-toki/ are pronounced /hutoki/ and /hatoki/.

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With the first person singular, the negative /ha/ plus the subject prefix /ni/ has the special representation /si/: /sitoki/ instead of */hanitoki/.

Verbs whose stems normally end in either /u/ or /i/ do not show vowel change in the negative present:

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>tunatoka 'we come from'</td>
<td>hatutoki 'we don't come from'</td>
</tr>
<tr>
<td>tunakaa 'we live'</td>
<td>hatukai 'we don't live'</td>
</tr>
<tr>
<td>tunaishi 'we live'</td>
<td>hauishi 'we don't live'</td>
</tr>
<tr>
<td>tunajibu 'we answer'</td>
<td>hatujibu 'we don't answer'</td>
</tr>
</tbody>
</table>

(The stem /ishi/ is a partial synonym for /kaa/.)

This change of the final vowel of most verb stems to /i/ takes place only in the negative of the present tense.

CYCLE 15

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kifuata</td>
<td>Bwana Kanyati anafuata Comstock Avenue.</td>
<td>to follow Mr. Kanyati follows Comstock Avenue.</td>
</tr>
<tr>
<td>kuvuka</td>
<td>Bwana Kanyati anavuka Euclid Avenue.</td>
<td>to cross Mr. Kanyati crosses Euclid Avenue.</td>
</tr>
<tr>
<td>kuendelea</td>
<td>Bwana Kanyati anaendelea kaskazini.</td>
<td>to continue Mr. Kanyati continues north.</td>
</tr>
<tr>
<td>kufika</td>
<td>Bwana Kanyati anafika University Place.</td>
<td>to arrive Mr. Kanyati arrives at University Place.</td>
</tr>
<tr>
<td>kupinduka</td>
<td>Bwana Kanyati anapinduka mkono wa kushoto.</td>
<td>to turn Mr. Kanyati turns left.</td>
</tr>
<tr>
<td>mpaka</td>
<td>Bwana Kanyati anafuata University Place mpaka Irving Avenue.</td>
<td>to go Mr. Kanyati goes north on Irving Avenue.</td>
</tr>
<tr>
<td>kuvuka</td>
<td>Bwana Kanyati havuki Irving Avenue.</td>
<td>to cross Mr. Kanyati doesn't cross Irving Avenue.</td>
</tr>
<tr>
<td>kwenda</td>
<td>Bwana Kanyati anakwenda kaskazini kuelekea Irving Avenue.</td>
<td>to go Mr. Kanyati goes north on Irving Avenue.</td>
</tr>
<tr>
<td>wapi</td>
<td>Bwana Kanyati yuk wapi? (Jibu: Yuko hospitalini.) Where is Mr. Kanyati? (Answer: He is at the hospital.)</td>
<td></td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

M-2

kaskazini Bwana Kanyati anakwenda north Mr. Kanyati goes north
kaskazini kuelekea on Comstock Avenue.
Comstock Avenue.

Euclid Anafiaka Euclid Avenue. Euclid He reaches Euclid Avenue.
kuvuka Havuki Euclid Avenue. to cross He doesn't cross Euclid Avenue.

mkono wa Anageuka kushoto (au wapi C-1
kushoto ageuka mkono wa kushoto.) Euclid Avenue.
kufata Anafuata Euclid Avenue. to follow He follows Euclid Avenue.
College Place Anafiaka College Place. College Place He reaches College Place.

mkono wa Anageuka mkono wa kulia. to the right He turns to the right.
kulia

Sims Hall Anapita Sims Hall. Sims Hall He passes Sims Hall.

mkono wa Anageuka kushoto. to the left He turns to the left.
kushoto

wapi Yoko wapi sasa? where? Where is he now?
(Jibu: Yoko kati ya Slocum Hall.)
Sims Hall na Slocum Hall.)

C-2

The teacher should give directions on the map, using only those expressions which are in M-1 and M-2. Students follow on the map. The object of the game is to be able to answer the question at the end of the series.

Each student should make up his own set of directions, and have the other members of the class follow them. Use only those expressions which are included in M-1 and M-2, or in previous lessons.

Secure or make a map of the place where you are now studying. Practice giving and following simple directions on that map. Do not use expressions which have not already occurred in the preceding lessons.

Secure a map showing the streets of Nairobi, Dar es Salaam, or some other city in the Swahili-speaking part of Africa. Practice giving and following simple directions on that map.

upande (14, 10) 'side, direction'

mkono (3, 4) 'hand, arm'
TO THE STUDENT:

Swahili has three kinds of affirmative verb forms, all of which may in some respect be called 'present tense'. The /na/ tense was introduced in Cycles 12 - 13.

The /a/ tense is virtually identical with the /na/ tense in meaning, and the two can usually be interchanged. In fact, your tutor may already have had you use the /a/ tense where the book has verbs in the /na/ tense. Preference for /a/ or /na/ is partly a regional matter.

The /a/ tense with the personal subject prefixes is:

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st pers.</td>
<td>natoka</td>
<td>twatoka</td>
</tr>
<tr>
<td>2nd pers.</td>
<td>watoka</td>
<td>mwatoka</td>
</tr>
<tr>
<td>3rd pers.</td>
<td>atoka</td>
<td>watoka</td>
</tr>
</tbody>
</table>

Whatever difference exists between the /na/ and /a/ tenses is confined to the affirmative; the negative forms that correspond to both are identical:

\[
\begin{align*}
\text{tunafuata} & \quad \text{"we follow"} \\
\text{twafuata} & \quad \text{\"we follow\"} \\
\text{hatufuati} & \quad \text{\"we don't follow\"}
\end{align*}
\]

The /kw/ in /tunakwenda/ 'we go' is not found with most verbs, and also is absent from the corresponding form of the /a/ tense, which is /twaenda/.
SWAHILI: GEOGRAPHY

TEXTS, SERIES C

These texts may be used in the ways described for Series A.

Text C-1, Mode LP.

'Dar es Salaam is capital of Tanzania.'

Dar es Salaam ni mji mkuu wa Tanzania.

Kigoma ni mji mkuu wa wilaya ya Kigoma.

Morogoro ni mji mkuu wa mkoa wa Morogoro.

Tabora ni mji mkuu wa wilaya ya Tabora.

Shinyanga ni mji mkuu wa wilaya ya Shinyanga.

Bujumbura ni mji mkuu wa Burundi.

Kigali ni mji mkuu wa Rwanda.

Musoma ni mji mkuu wa mkoa wa Mara.

Nairobi ni mji mkuu wa Kenya.

Addis Ababa ni mji mkuu wa Uhabeshi.

Khartoum ni mji mkuu wa Sudan.

Kampala ni mji mkuu wa Uganda.

Leopoldville ni mji mkuu wa Kongo.

TO THE STUDENT:

The new word /mkuu/ 'great, pre-eminent, major' is a 'strong adjective' (to be discussed in Cycle 17). The phrase /mji mkuu/ means 'capital city'.

Text C-2, Mode RC.

'What is the capital city of the district of Tabora?'

Mji mkuu ___ wilaya ya Tabora ___ upi? Ni ___.

Mji mkuu ___ Tanzania ni ___? Ni Dar es Salaam.

Mji ___ mkoa ___ Mara ___? Ni Musoma.
SWAHILI: GEOGRAPHY

---

TO THE STUDENT:

The interrogative word /upi/ 'which?' consists of the stem /pi/ and the prefix /u/. The prefix agrees with the Class 3 noun /mji/.

Text C-2, Mode AA.

Mji mkuu wa wilaya ya Tabora ni upi?
Mji mkuu wa Tanzania ni upi?
Mji mkuu wa Mara ni upi?
Mji mkuu wa Burundi ni upi?
Mji mkuu wa Uganda ni upi?
Mji mkuu wa wilaya ya Kilimanjaro ni upi?
Mji mkuu wa wilaya ya Tanga ni upi?
Mji mkuu wa mkoa wa Mtwara.
Mji mkuu wa kisiwa cha Unguja ni upi?

Text C-3, Mode AA.

Dar es Salaam ni mji mkuu wa Kenya?
Kampala ni mji mkuu wa Tanzania?
Dar es Salaam ni mji mkuu wa Tanzania?
Moshi ni mji mkuu wa mkoa wa Arusha?

---

Ni Bu _______.
Ni _______.
Ni _______.
Ni _______.
Ni _______.
Ni _______.
Ni _______.
Ni _______.
Ni _______.

50
Bukoba ni mji mkuu wa wilaya ya Ziwa?

Musoma ni mji mkuu wa wilaya ya Mwanza?

Songea ni mji mkuu wa wilaya ya Ruvuma?

Mji mkuu wa Kenya ni Dar es Salaam?

Mji mkuu wa Uganda ni Nairobi?

Mji mkuu wa Tanzania ni Kampala?

Mji mkuu wa wilaya ya Tabora ni Shinyanga?

Mji mkuu wa Tanzania ni Dar es Salaam?

Mji mkuu wa wilaya ya Dodoma ni Dodoma?

Ndiyo, ni mji mkuu wa wilaya ya Ziwa.

La, si mji mkuu wa wilaya ya Mwanza.

Ni mji mkuu wa wilaya ya Mara.

Ndiyo, ni mji mkuu wa wilaya ya Ruvuma.

La, si Dar es Salaam.

Ni Nairobi.

La, si Nairobi.

Ni Kampala.

La, si Kampala.

Ni Dar es Salaam.

La, si Shinyanga.

Ni Tabora.

La, si Shinyanga.

Ni Nairobi.

La, ni Nairobi.

Ndiyo, ni Dar es Salaam.

Ndiyo, ni Dodoma.

'Rungwa is between cities which?'

Rungwa iko kati ya miji ipi?

Manyoni _____ kati ____ miji ____?

Lindi ________________________?

Masasi ________________________?

Mikumi ________________________?

TO THE STUDENT:

The word /ipi/ 'which?' has the prefix /i/, in concord with the Class 4 noun /miji/.

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Text C-4, Mode AA.
Rungwa iko kati ya miji ipi?
Manyoni iko kati ya miji ipi?
Lindi iko kati ya miji ipi?
Masasi iko kati ya miji ipi?
Mikumi iko kati ya miji ipi?

Text C-5, Mode LP.
'Tanga is near Indian Ocean.'
Tanga iko karibu na Bahari Hindi.
Mwanza iko karibu na Ziwa Victoria.
Dar es Salaam iko karibu na Bahari Hindi.
Kilwa iko karibu na Bahari Hindi.
Kigoma iko karibu na Ziwa Tanganyika.
Kipili iko karibu na Ziwa Tanganyika.
Bukoba iko karibu na Ziwa Victoria.
Musoma iko karibu na Ziwa Victoria.

Text C-6, Mode AA.
Dar es Salaam iko karibu na Bahari Hindi?
Tanga iko karibu na Bahari Hindi?
Kigoma iko karibu na Ziwa Tanganyika?
Kipili iko karibu na Ziwa Tanganyika?
Mtwara iko karibu na Bahari Hindi?
Ujiji iko karibu na Bahari Hindi?
Kigoma iko karibu na Bahari Hindi?

Iko kati ya Tabora na Mbeya.
Iko kati ya Tabora na Dodoma.
Iko kati ya Kilwa na Mtwara.
Iko kati ya Lindi na Tunduru.
Iko kati Morogoro na Ifakara.
SWAHILI: GEOGRAPHY

Tanga iko karibu na Bahari Hindi? 
Ndiyo, iko karibu.

Dar es Salaam iko karibu na Ziwa Tanganyika?
La, haiko karibu na Ziwa Tanganyika. 
Iko karibu na Bahari Hindi.

Bukoba iko karibu na Ziwa Victoria?
Ndiyo, iko karibu.

Text C-7, Mode RC.

[Use the map to get the correct answers.]

'Musoma is near what lake?'

Musoma iko karibu na ziwa gani?
Iko karibu na Ziwa ______.

Mwanza _______ ziwa ____? 
________________________ Victoria.

Kigoma ____________________?
__________________________.

Kipili ______________________?
__________________________.

Njombe ____________________?
__________________________.

TO THE STUDENT:

The word /gani/ 'what? what kind of?' does not change its form to agree with nouns. Its meaning overlaps partially with the interrogative stem /pi/ 'which?', and the latter could have been used in Text C-7 instead of /gani/. In agreement with the Class 5 noun /ziwa/, it would have had the form /lipi/. It is so used in Text C-8.

Text C-7, Mode AA.

Musoma iko karibu na ziwa gani?
Iko karibu na Ziwa Victoria.

Mwanza iko karibu na ziwa gani?
Iko karibu na Ziwa Victoria.

Kigoma iko karibu na ziwa gani?
Iko karibu na Ziwa Tanganyika.

Kipili iko karibu na ziwa gani?
Iko karibu na Ziwa Tanganyika.

Njombe iko karibu na ziwa gani?
Iko karibu na Ziwa Malawi.

Text C-8, Mode AA.

Bukoba iko karibu na ziwa lipi?
Iko karibu na Ziwa Victoria.

Mwanza iko karibu na ziwa lipi?
Iko karibu na Ziwa Victoria.

Kigoma iko karibu na ziwa lipi?
Iko karibu na Ziwa Tanganyika.

Kipili iko karibu na ziwa lipi?
Iko karibu na Ziwa Tanganyika.
SWAHILI: GEOGRAPHY

Njombe iko karibu na ziwa lipi?  Iko karibu na Ziwa Malawi.
Ujiji iko karibu na ziwa lipi?  Iko karibu na Ziwa Tanganyika.

Text C-9, Mode LP.
'Tanga is on the coast.'
Tanga iko pwani.
Dar es Salaam iko pwani.
Kilwa iko pwani.
Lindi iko pwani.
Mtwara iko pwani.
Dodoma haiko pwani. Iko bara.
Singida haiko pwani. Iko bara.
Shinyanga haiko pwani. Iko bara.
Rungwa haiko pwani. Iko bara.

Text C-9, Mode RC.
Tanga ___ pwani.
Dar es Salaam ___ ___.
Kilwa ________.
Linda ________.
Mtwara ________.
Dodoma haiko ___. Iko bara.
Singida _______. ___.
Shinyanga _________. ________.
Rungwa _________. ________.

TO THE STUDENT:

The new words are /pwani/ (on the) coast, shore, beach' and /bara/ 'mainland, continent, up-country' (Class 9).

Text C-10, Mode AA.

Tanga iko pwani?  Ndiyo, iko pwani.
Dar es Salaam iko pwani?  Ndiyo, iko pwani.
Lindi iko pwani?  Ndiyo, iko.
Mtwara iko pwani?  Ndiyo, iko.
Singida iko pwani?  La, haiko pwani, iko bara.
Kondoa iko pwani?  La, haiko pwani, iko bara.
Kilwa iko pwani?  Ndiyo, iko pwani.
Bagamoyo iko pwani?  Ndiyo, iko.
Kilosa iko pwani?  La, haiko pwani, iko bara.
Dodoma iko pwani?  La, haiko pwani, iko bara.
SWAHILI: GEOGRAPHY

Text C-11

[This text is to be used in a slightly different way. Each section of it consists of a series of sentences, all of which describe one place. Listen to each series and try to guess the place as soon as possible.]

Mji iko kaskazini ya Dar es Salaam.
Iko karibu na Mnyusi.
Iko pwani.
Iko magharibi ya Korogwe.
Ni mji gani?
Ni Tanga.

GUESSING GAME

Mji uko kaskazini ya Dar es Salaam.
Iko karibu na Mnyusi.
Iko pwani.
Iko magharibi ya Korogwe.
Ni mji gani?

Mji uko katika Mkoa wa Mbe' a.
Iko kusini ya Chunya.
Iko kaskazini ya Tukuyu.
Ni mji gani?

Mji uko kusini ya Arusha.
Iko katika Mkoa wa Dodoma.
Iko kati ya Manyoni na Kilosa.
Ni mji gani?

Mji uko magharibi ya Kisiwa cha Pemba.
Hauko pwani.
Iko karibu na Mto Pangani.
Iko magharibi ya Mnyusi.
Ni mji gani?

Mji uko kaskazini magharibi ya Tabora.
Iko karibu na Burundi na Rwanda.
Iko katika Mkoa wa Ziwa.
Ni mji gani?

Mji uko magharibi ya Tanga.
Haiko kati ya Tabora na Dodoma.
Iko kati ya Kigoma na Tabora.
Ni mji gani?
SWAHILI: GEOGRAPHY

CYCLE 16

M-1

Comstock
Euclid Ave.
Univ. Place
Avuke kushoto.
Irving Ave.
Kuvuka
Kaskazini

Bwana Kanyati afuate Comstock Ave.
Avuke Euclid Ave.
Avuke University Place.
Ageuke kushoto.
Afuate University Place mpaka Irving Ave.
Asivuke Irving Ave.
Aende kaskazini kuelekea Irving Ave.

Have Mr. Kanyati follow Comstock Ave.
He should cross Euclid Ave.
He should arrive at University Place.
He should turn left.
He should follow University Place to Irving Ave.
He shouldn't cross Irving Avenue.
He should go north on Irving Avenue.

Mr. Kanyati wants to go to the Hospital. How should he go?
We want to go to the hospital. How should we go?
Mr. and Mrs. Kanyati want to go to the hospital. How should they go?
I want to go to the hospital. How should I go?

TO THE STUDENT:

The verb forms in M-1 and M-2 that begin with /ku/ or (before some vowel stems) with /kw/ are 'infinitives':

kueleke
kwenda

' to head toward, go in the direction of' 'to go'

An infinitive has no subject prefix, and no tense prefix. Swahili infinitives may follow /-taka/ 'want, desire':

Ninataka [kwuliza] swali. 'I want to ask a question.'
Hutaki kujibu? 'Don't you want to answer?'

In this respect, Swahili infinitives correspond to English 'to' plus the simple form of the verb. The infinitives of certain Swahili verbs are also used very much like certain English prepositions: /kuelekea/ is often translated by 'toward', and /kutoka/ by 'from':

Afuate Comstock Ave. kutoka Euclid mpaka Kimmel Hall.
He should follow Comstock Avenue from Euclid to Kimmel Hall.

M-2

Bw. Kanyati
Bw. na Bibi Kanyati
Mimi

Bw. Kanyati ataka kwenda hospitali. Aendeje?
Bw. na Bibi Kanyati wataka kwenda hospitali. Waendeje?
Nataka kwenda hospitali. Niendeje?

Mr. Kanyati
Mr. and Mrs. Kanyati
I

Bw. na Bibi Kanyati

Twataka kwenda hospitali. Tuendeje?

We

Mr. and Mrs. Kanyati

Mr. Kanyati

We want to go to the hospital. How should we go?
Mr. and Mrs. Kanyati want to go to the hospital. How should they go?
I want to go to the hospital. How should I go?

Ask and give directions to and from various points. Use a map of the place where you are now located.

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The verb forms in M-1 and M-2 that end with /e/ are 'subjunctive'. The subjunctive in Swahili has the usual subject prefixes (see Cycle 13). The final vowel is changed to /e/ for those stems that usually end in /a/; verbs that end in /i/ or /u/ are unaffected:

- Anageuka. 'He turns.'
- Anajibu. 'He answers.'

The subjunctive has the prefix /si/, which comes after the subject prefix:

- Asigeuka. 'He should not turn.'

The little element /je/ 'how?' is added to the preceding word and pronounced as a part of it. Elements of which this is true are called 'enclitics'.

### CYCLE 17

#### M-1

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>Tanzania ni nchi kubwa.</td>
</tr>
<tr>
<td>Burundi</td>
<td>Burundi ni nchi ndogo.</td>
</tr>
<tr>
<td>Kenya</td>
<td>Kenya ni nchi kubwa.</td>
</tr>
<tr>
<td>Rwanda</td>
<td>Rwanda ni nchi ndogo.</td>
</tr>
<tr>
<td>Ziwa Victoria</td>
<td>Ziwa Victoria ni ziwa kubwa.</td>
</tr>
<tr>
<td>Manyara (Ziwa)</td>
<td>Ziwa Manyara ni ziwa dogo.</td>
</tr>
<tr>
<td>Tanganyika (Ziwa)</td>
<td>Ziwa Tanganyika ni ziwa dogo.</td>
</tr>
<tr>
<td>Eyasi (Ziwa)</td>
<td>Ziwa Eyasi ni ziwa dogo.</td>
</tr>
<tr>
<td>Unguja</td>
<td>Unguja ni kisiwa kikubwa.</td>
</tr>
<tr>
<td>Pemba</td>
<td>Pemba ni kisiwa kikubwa.</td>
</tr>
<tr>
<td>Mafia</td>
<td>Mafia ni kisiwa kidogo.</td>
</tr>
<tr>
<td>Ukerewe</td>
<td>Ukerewe ni kisiwa kidogo.</td>
</tr>
<tr>
<td>Nairobi</td>
<td>Nairobi ni mji mkubwa.</td>
</tr>
<tr>
<td>Malindi</td>
<td>Malindi ni mji mdogo.</td>
</tr>
<tr>
<td>Singida</td>
<td>Singida ni mji mdogo.</td>
</tr>
</tbody>
</table>

#### M-2

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>Tanzania ni nchi kubwa, au ndogo?</td>
</tr>
<tr>
<td>Mafia</td>
<td>Mafia ni kisiwa kikubwa, au kidogo?</td>
</tr>
<tr>
<td>Ziwa Victoria</td>
<td>Ziwa Victoria ni ziwa kubwa, au dogo?</td>
</tr>
<tr>
<td>Singida</td>
<td>Singida ni mji mkubwa, au mdogo?</td>
</tr>
</tbody>
</table>

Tanzania is a large country.
Burundi is a small country.
Kenya is a large country.
Rwanda is a small country.
L. Victoria is a large lake.
L. Manyara is a small lake.
L. Tanganyika is a large lake.
L. Eyasi is a small lake.
Zanzibar is a large island.
Pemba is a large island.
Mafia is a small island.
Ukerewe is a small island.
Dar-es-Salaam is a large city.
Nairobi is a large city.
Malindi is a small city.
Singida is a small city.

Is a large country, or a small one?
Is a large island, or a small one?
Is Lake Victoria a large lake, or a small one?
Is Singida a large city, or a small one?
C-1
A: (Tanzania) ni (nchi) (kubwa), au (ndogo)?
B: Ni (kubwa).

C-2
A: (Tanzania) ni (nchi) (ndogo)?
B: La, si (ndogo). Ni (kubwa).

C-3
A: (Rwanda) ni (kisiwa), au (nchi)?
B: Ni (nchi).
A: Ni (ndogo)?
B: Ndiyo, ni (ndogo).

TO THE STUDENT:
The stems /kubwa/ 'large' and /dogo/ 'small' belong to a rather small group of words which we shall call 'strong adjectives'. The concordial prefixes of strong adjectives are formed in the same ways as the class prefixes of nouns.

Certain strong adjectives, of which /dogo/ is one, have a prefix /n/ with nouns like /nchi/ . Others, such as /kubwa/ , have no prefix with those same nouns:

- nchi  gdogo
- nchi  -kubwa
- kisiwa  kidogo
- kisiwa  -kikubwa

M-1
Tanzania na Kenya ni nchi kubwa. Tanzania and Kenya are large countries.
Rwanda na Burundi ni nchi ndogo. Rwanda and Burundi are small countries.
Ziwa Victoria na Ziwa Tanganyika ni maziwa makubwa. L. Victoria & L. Tanganyika are large lakes.
Ziwa Manyara na Ziwa Eyasi ni maziwa madogo. L. Manyara and L. Manyara and L. Eyasi are small lakes.
Unguja na Pemba ni visiwa vikubwa. Zanzibar and Pemba are large islands.
Mafia na Ukerewe ni visiwa vidogo. Mafia and Ukerewe are small islands.
Dar-es-Salaam na Nairobi ni miji mikubwa. Dar-es-Salaam and Nairobi are large cities.
Malindi na Singida ni miji midogo. Malindi and Singida are small cities.
M-2

Mombasa Mombasa ni mji mkubwa au mdogo? Mombasa Is Mombasa a large city, or a small one?
Malawi Malawi ni mchi kubwa au ndogo? Malawi Is Malawi a large country, or a small one?
Sese Visiwa vya Sese ni vikubwa au vidogo? Sese Are the Sese Islands large, or small?
Natron Ziwa Natron ni kubwa au dogo? Natron Is L. Natron large, or small?

C-1
(Ask and answer questions about the sizes of various countries, cities, lakes, and islands in East Africa.)

C-2
(Ask and answer the same questions about countries, cities, lakes, and islands in other parts of the world.)

TO THE STUDENT:

This cycle introduces the plurals of inanimate nouns. In general, though not without exception, all singular nouns in one class have their plurals in some other class, and vice versa.

SINGULARS

<table>
<thead>
<tr>
<th>Class No.</th>
<th>SINGULARS</th>
<th>Class No.</th>
<th>PLURALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mwalimu</td>
<td>2</td>
<td>waalimu</td>
</tr>
<tr>
<td>3</td>
<td>mji</td>
<td>4</td>
<td>mji</td>
</tr>
<tr>
<td>5</td>
<td>-ziwa</td>
<td>6</td>
<td>maziwa</td>
</tr>
<tr>
<td>7</td>
<td>kisiwa</td>
<td>8</td>
<td>visiwa</td>
</tr>
<tr>
<td>9</td>
<td>nchi</td>
<td>10</td>
<td>nchi</td>
</tr>
<tr>
<td></td>
<td>-wilaya</td>
<td></td>
<td>-wilaya</td>
</tr>
</tbody>
</table>

These ten are the core of the noun class system of Swahili.
Ask and answer questions about the sizes of various places in East Africa. This time, the answers should contain a comparison with the size of some other place.

Ask and answer the same questions about places in other parts of the world.

The word /kuliko/ is translated 'than', but a more literal translation would be 'alongside', or 'where there is'.

---

<table>
<thead>
<tr>
<th>M-1</th>
<th>Kenya, Tanzania</th>
<th>Kenya ni nchi kubwa lakini Tanzania ni nchi kubwa zaidi kuliko Kenya.</th>
<th>Kenya, Tanzania</th>
<th>Kenya is a large country, but Tanzania is larger than Kenya.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tanzania, Sudan</td>
<td>Tanzania ni nchi kubwa lakini Sudan ni nchi kubwa zaidi kuliko Tanzania.</td>
<td>Tanzania, Sudan</td>
<td>Tanzania is a large country, but the Sudan is larger than Tanzania.</td>
</tr>
<tr>
<td></td>
<td>Unguja, Madagascar</td>
<td>Unguja ni kisiwa kikubwa lakini Madagascar ni kisiwa kikubwa zaidi kuliko Unguja.</td>
<td>Zanzibar, Madagascar</td>
<td>Zanzibar is a large island, but Madagascar is larger than Zanzibar.</td>
</tr>
<tr>
<td>M-2</td>
<td>Rwanda, Burundi</td>
<td>Rwanda na Burundi ni karibu sawa kwa ukubwa.</td>
<td>Rwanda, Burundi</td>
<td>Rwanda and Burundi are about the same size.</td>
</tr>
<tr>
<td></td>
<td>Ziwa Tanganyika, Ziwa Malawi</td>
<td>Ziwa Tanganyika na Ziwa Malawi ni karibu sawa kwa ukubwa.</td>
<td>L. Tanganyika, L. Malawi</td>
<td>L. Tanganyika and L. Malawi are about the same size.</td>
</tr>
<tr>
<td></td>
<td>Unguja, Pemba</td>
<td>Unguja na Pemba ni karibu sawa kwa ukubwa.</td>
<td>Zanzibar, Pemba</td>
<td>Zanzibar and Pemba are about the same size.</td>
</tr>
</tbody>
</table>

ukubwa (14) 'largeness, size'

(C) ERIC
The word /zaidi/, translated here as 'more', is not necessary: one may say simply /Tanzania ni ukubwa kuliko Kenya/. 'Tanzania is larger than Kenya.'

The noun /ukubwa/ 'largeness, size' is an abstract noun formed with the class prefix /u/ plus the stem /kubwa/. Many abstract nouns, and some other nouns, belong to this class (Class 14). Another abstract noun is /usawa/ 'evenness, likeness, equality'.

(Classes 11-13, found in some other Bantu languages, are absent from Swahili.)

**CYCLE 20**

[NB Experience has shown that students learn to tell time with much less confusion if they do not know the literal meanings of /tano, moja, nne/ etc., until they have used them for two or three days in telling time.

(NB The students should not know the literal meanings of tano, moja, nne, mbili, tatu, etc. at this time.)

saa sita

saa tano  saa saba

saa nne  saa nane

saa tatu  saa tisa

saa mbili  saa kumi

saa moja  saa kumi na moja

saa kumi na mbili

Sasa ni saa _______.

61
SWAHILI: GEOGRAPHY

M-2

ngapi Sasa ni saa ngapi? how many What time is it now?

C-1

(Place a large clock in front of the class, or draw one on the blackboard.)

Sasa ni saa ngapi? What time is it now?
Saa ni sa ___________.

It's _____________.

CYCLE 21

M-1

<table>
<thead>
<tr>
<th></th>
<th>Sasa ni saa sita na dakika ishirini.</th>
<th>It's 12:20.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Ni saa sita na dakika thelathini.</td>
<td>It's 12:30.</td>
</tr>
<tr>
<td>30</td>
<td>Ni saa sita na dakika arobaini.</td>
<td>It's 12:40.</td>
</tr>
<tr>
<td>40</td>
<td>Ni saa sita na dakika hamsini.</td>
<td>It's 12:50.</td>
</tr>
<tr>
<td>50</td>
<td>Ni saa saba.</td>
<td>It's 1:00.</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Based on actual East African Airways timetable)

M-2,3

Ndege Namba 301

Nairobi (0715)

Mombasa (0835-0855)

Tanga (0925-0945)

Zanzibar (Unguja) (1015-1035)

Dar-es-Salaam (1055)

Ndege Namba 329

Nairobi (1015)

Mombasa (1135-1155)

Tanga

Zanzibar

Dar-es-Salaam (1300)

7:15  Ndege namba 301 huondoka Nairobi saa moja asubuhi.

8:35  Hufika Mombasa saa mbili na dakika thelathini na tano.

8:55  Huondoka Mombasa saa tatu kasoro dakika tano.

9:25  Hufika Tanga saa tisa na dakika ishirini na tano.

9:45  Huondoka Tanga saa nne kasoro dakika kumi na tano.

Zanzibar (Unguja)

Huenda Unguja.

10:35  Huondoka Unguja saa nne na dakika thelathini na tano.

10:55  Hufika Dar saa tano kasoro dakika tano.

10:15  Ndege namba 329 huondoka Nairobi saa nne na robo asubuhi.

Flight 301 leaves Nairobi at 7:15 a.m.

It arrives at Mombasa at 8:35.

It leaves Mombasa at 8:55.

It arrives at Tanga at 9:25.

It leaves Tanga at 9:45.

It goes to Zanzibar.

It leaves Zanzibar at 10:35.

It arrives at Dar at 10:55.

Flight 329 leaves Nairobi at 10:15 a.m.
TO THE STUDENT:

This cycle introduces the third 'present' tense, the /hu/ tense. This tense has /hu/ in place of any and all subject prefixes. It is particularly likely to be used in talking about very regular or characteristic activity.

As illustrated in the schedule for Flight 329, the negative of the /hu/ tense is identical with the negative of the /na/ and /a/ tenses.

<table>
<thead>
<tr>
<th>Dakika (9, 10)</th>
<th>'Minute'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saa (9, 10)</td>
<td>'Hour, clock'</td>
</tr>
</tbody>
</table>
### SWAHILI: GEOGRAPHY

#### 4250

**NAIROBI—MOMBASA—TANGA—ZANZIBAR—DAR-ES-SALAAM—BLANTYRE**

**ECONOMY CLASS**

<table>
<thead>
<tr>
<th>Route</th>
<th>1037</th>
<th>1037</th>
<th>1037</th>
<th>1037</th>
<th>1037</th>
<th>1037</th>
<th>1037</th>
<th>1037</th>
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</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>0745</td>
<td>0745</td>
<td>0745</td>
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<tr>
<td>Mombasa</td>
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<tr>
<td>Tanga</td>
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<tr>
<td>Dar-Es-Salaam</td>
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</tbody>
</table>

**RETURN**

<table>
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<tr>
<th>Route</th>
<th>1037</th>
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</thead>
<tbody>
<tr>
<td>Blantyre</td>
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<tr>
<td>Dar-Es-Salaam</td>
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<td>1605</td>
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<tr>
<td>Zanzibar</td>
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</tbody>
</table>

#### 4260

**NAIROBI—ENTEBBE—MWANZA—DAR-ES-SALAAM**

**ECONOMY CLASS**

<table>
<thead>
<tr>
<th>Route</th>
<th>1037</th>
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<th>1037</th>
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</thead>
<tbody>
<tr>
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<td>Entebbe</td>
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</tr>
<tr>
<td>Dar-Es-Salaam</td>
<td>1300</td>
<td>1300</td>
<td>1300</td>
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<td>1300</td>
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<td>1300</td>
</tr>
</tbody>
</table>

**EC - East African - F7 - Fokker Friendship; D3 - Douglas DC-3; RA - D.H. Dominio**

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*For other National Tables see Table 110.*
SWAHILI: GEOGRAPHY

Each part of Series D is based on a short impromptu monolog about some city in East Africa. The monolog is followed by notes, practice materials that illustrate systematic relationships, and a set of sample quizzes. The following procedures will be useful:

1. Go through the monolog without reference to the English. See how much of it you can understand without help.

2. Check the English translation and read the notes, if any.

3. Using as cues the Swahili words in the left-hand column, or the English sentences in the right-hand column, give the Swahili sentences ahead of the tape and without looking at them in the book.

4. Go on to the systematic exercises. The goal is to give the Swahili words or phrases quickly and correctly, in any order. Use as cues both the blanked-out Swahili version and the English translations.

5. Practice questions and answers on the text.

6. Prepare for written or oral quizzes of the kinds illustrated. You should have at least one of these per day, lasting from 90 seconds to three minutes. In this way, you and your instructor will have a tangible record of your progress.

Text D-1,

1. Mji wa Voi uko kati ya Nairobi na Mombasa.
   The town of Voi is between Nairobi and Mombasa.

2. Iko katika wilaya ya Teita, Jimbo la Pwani.
   It is in the District of Teita, the Coast Province.

3. Wateita wanakaa Voi.
   The Teita people live in Voi.

4. Wanalima kahawa.
   They grow coffee.

Systematic Relationships:

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mji -a Voi</td>
<td>the city of Voi</td>
</tr>
<tr>
<td>Wilaya -a Teita</td>
<td>the district of Teita</td>
</tr>
<tr>
<td>Jimbo -a Pwani</td>
<td>the Coast Province</td>
</tr>
<tr>
<td>kati -a Nairobi</td>
<td>the center of Nairobi</td>
</tr>
<tr>
<td>kahawa (9)</td>
<td>'coffee'</td>
</tr>
</tbody>
</table>
Mji -a Voi -o katika wilaya -a Teita.  
Wilaya -a Teita -ko katika Jimbo -a Pwani.  
Jimbo -a Pwani -ko katika Kenya.  
Mji -a Voi -ko kati ya miji -a Nairobi na Mombasa.

Mji wa Voi uko katika wilaya ya Teita.  
Wilaya ya Teita iko katika Jimbo la Pwani.  
Jimbo la Pwani liko katika Kenya.  
Mji wa Voi uko kati ya miji ya Nairobi na Mombasa.

Supply prefixes:
1. Mji --a Voi --ko kati ya miji --a Nairobi na Mombasa.
2. --ko katika Wilaya --a Teita, Jimbo --a Pwani.
3. --teita ----kaa Voi.
4. ----lima kahawa.

Supply stems:
1. Mji w-- Voi u-- kati ya-- Nairobi na Mombasa.
2. I-- katika Wilaya --a Teita, Jimbo 1-- Pwani.
3. Wa---- wana---- Voi.
4. Wana---- kahawa.

Questions and Answers
1. Mji wa Voi uko katika wilaya gani? In what district is the city of Voi?
2. Iko katika jimbo gani? In what province is it?
3. Iko kati ya miji ipi? Between what two cities is it?
4. Nani wanakaa huko? Who lives there?
5. Wanalima nini? What do they grow?

TO THE STUDENT:
Notice the two new interrogative words /nani/ 'who?' and /nini/ 'what?' Both /nini/ and /gani/ are often translated into English by 'what?' The difference between them is that /nini/ takes the place of a noun or a whole noun phrase, whereas /gani/ takes the place of a modifier of a noun.
SWAHILI: GEOGRAPHY

Sample short tests.

I. Copy, filling in the blanks:


II. Use each of the following in a true and correct sentence about Voi:

kati wanakaa
katika wanalima

III. Discuss one of the following topics:

1. The location of Voi.
2. The people of Voi.

Text D-2

mji mkuu 1. Kisumu ni mji mkuu wa Jimbo la Nyanza. Kisumu is the capital of Nyanza Province.
karibu 2. Iko karibu na Ziwa Viktoria. It is near Lake Victoria.
kaskazini 3. Iko kaskazini ya Musoma. It is north of Musoma.
kuvua 5. Wanavua samaki, na kufuga ng'ombe pia. They catch fish, and they keep cattle also.

TO THE STUDENT:

The Swahili stem that corresponds to English 'Luo' is /jaluo/.

Sentence 5 illustrates an important use of the infinitive in Swahili, one which has no parallel in English. This sentence is a combination of two simpler sentences:

Wanavua samaki. They fish.
Wanafuga ng'ombe. They keep cattle.

When two such sentences are joined by /na/ 'and', the second verb is usually in the infinitive.

Systematic Relationships:

A. -ji -kuu -a jimbo mji mkuu wa jimbo
    Ziwa -a kaskazini Ziwa la kaskazini
    kaskazini -a Musoma kaskazini ya Musoma

the capital of the province
the northern lake
north of Musoma
SWAHILI: GEOGRAPHY


Lake Rudolf is in the North. The city of Marsabit is in the North. Lake Rudolf is in northern Kenya.

B.
1. Mji -- Kisumu u-- karibu na Ziwa Victoria.
2. -----luo -----kaa Kisumu.
3. -----vua samaki na --fuga ng'ombe pia,
4. Kisumu ni --ji --kuu --a jimbo --a Nyanza.
5. --ko kaskazini --a Musoma.

C.
1. Kisumu -- mji mkuu -- ----- la Nyanza.
2. Iko ----- -- Ziwa -----.
3. Iko ------------ -- Musoma.
4. ------------ hukaa Kisumu.
5. Wanavua -------.
6. Wanafuga ------- pia.

D.
1. M-- wa Kisumu u-- ka----- na ----- Victoria.
2. Waja--- wana--- Kisumu.
3. Wana --- samaki na ku----- ng'ombe pia.
4. Kisumu -- m-- m---- wa Jimbo 1- Nyanza.

E. Reading Comprehension


F.
1. Mji wa Kisumu uko katika wilaya gani?
2. Ni mji mkuu wa jimbo gani?
3. Iko kati ya mji ipi?
4. Nani wanakaa huko?
5. Wanafuga nini?
6. Wanavua nini?
SAMPLE 3-MINUTE TESTS

1. Copy, filling in the blanks:
   

2. Use each of the following in a complete, true sentence about Kisumu:
   
   kaskazini samaki
   mkuu ng'ombe
   ziwa

3. Discuss one of the following topics:
   
   a) The location of Kisumu.
   b) Something about the economics of the region.

TEXT D-3

kati 1. Mji wa Nakuru iko kati ya Nairobi na Kitale. The town of Nakuru is between Nairobi and Kitale.

mji mkuu 2. Ni mji mkuu wa Jimbo la Rift Valley. It is the capital city of the Rift Valley Province.


kuchunga 4. Wanachunga ng'ombe. They herd cattle.

iko 5. Iko kaskazini magharibi ya Nairobi, na kusini ya Kitale. It is northwest of Nairobi, and south of Kitale.

TO THE STUDENT:

Both of the verbs /fuga/ and /chunga/ may be used with /ng'ombe/ 'cattle'. The former is more general, referring to the whole relationship of the cattle-raiser to this cattle. The latter refers to the specific activities of tending them.

A. ---ji --a Nakuru --ko kati --a Nairobi -- Kitale. -- mji --kuu --a Jimbo --a Rift Valley. --nandi --kaa Nakuru. ------chunga ng'ombe. Nakuru --ko kaskazini magharibi --a Nairobi, na kusini --a Kitale.


D. Comprehension


Questions and Answers

1. Nakuru iko kusini ya mji upi?  Nakuru is south of what city?
2. Iko kaskazini ya mji upi?  What city is it north of?
3. Iko kaskazini magharibi ya mji upi?  It is northwest of what city?
4. Iko katika jimbo gani?  In what province is it?
5. Ni mji mkuu wa jimbo gani?  What province is it the capital of?
6. Nani wanachunga ng’ombe karibu na Nakuru?  Who herds cattle near Nakuru?
7. Wanandi wanaafanya nini?  What do the Nandi do?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moja</td>
<td>Mji mmoja</td>
<td>Ziwa moja</td>
<td>Kisiwa kimoja</td>
<td>Nchi moja</td>
</tr>
<tr>
<td>Mbili</td>
<td>Mji miwili</td>
<td>Maziwa mawili</td>
<td>Visiwa viwili</td>
<td>Nchi mbili</td>
</tr>
<tr>
<td>Tatu</td>
<td>Mji mitatu</td>
<td>Maziwa matatu</td>
<td>Visiwa vitatu</td>
<td>Nchi tatu</td>
</tr>
<tr>
<td>Nne</td>
<td>Mji minne</td>
<td>Maziwa manne</td>
<td>Visiwa vinne</td>
<td>Nchi nne</td>
</tr>
<tr>
<td>Tano</td>
<td>Mji mitano</td>
<td>Maziwa matano</td>
<td>Visiwa vitano</td>
<td>Nchi tano</td>
</tr>
<tr>
<td>Sita</td>
<td>Mji sita</td>
<td>Maziwa sita</td>
<td>Visiwa sita</td>
<td>Nchi sita</td>
</tr>
<tr>
<td>Saba</td>
<td>Mji saba</td>
<td>Maziwa saba</td>
<td>Visiwa saba</td>
<td>Nchi saba</td>
</tr>
<tr>
<td>Nane</td>
<td>Mji minane</td>
<td>Maziwa manane</td>
<td>Visiwa vinane</td>
<td>Nchi nane</td>
</tr>
<tr>
<td>Tisa</td>
<td>Mji tisa</td>
<td>Maziwa tisa</td>
<td>Visiwa tisa</td>
<td>Nchi tisa</td>
</tr>
<tr>
<td>Kumi</td>
<td>Mji kumi</td>
<td>Maziwa kumi</td>
<td>Visiwa kumi</td>
<td>Nchi kumi</td>
</tr>
<tr>
<td>Kumi na moja</td>
<td>Mji kumi na mmoja</td>
<td>Maziwa kumi na moja</td>
<td>Visiwa kumi na kimoja</td>
<td>Nchi kumi na moja</td>
</tr>
<tr>
<td>Kumi na mbili</td>
<td>Mji kumi na miwili</td>
<td>Maziwa kumi na mawili</td>
<td>Visiwa kumi na viwili</td>
<td>Nchi kumi na mbili</td>
</tr>
<tr>
<td>Kumi na tatu</td>
<td>Mji kumi na mitatu</td>
<td>Maziwa kumi na matatu</td>
<td>Visiwa kumi na vitatu</td>
<td>Nchi kumi na tatu</td>
</tr>
<tr>
<td>Kumi na nne</td>
<td>Mji kumi na minne</td>
<td>Maziwa kumi na manne</td>
<td>Visiwa kumi na vinne</td>
<td>Nchi kumi na nne</td>
</tr>
<tr>
<td>Kumi na tano</td>
<td>Mji kumi na mitano</td>
<td>Maziwa kumi na matano</td>
<td>Visiwa kumi na vitano</td>
<td>Nchi kumi na tano</td>
</tr>
<tr>
<td>Kumi na sita</td>
<td>Mji kumi na sita</td>
<td>Maziwa kumi na sita</td>
<td>Visiwa kumi na sita</td>
<td>Nchi kumi na sita</td>
</tr>
<tr>
<td>Kumi na saba</td>
<td>Mji kumi na saba</td>
<td>Maziwa kumi na saba</td>
<td>Visiwa kumi na saba</td>
<td>Nchi kumi na saba</td>
</tr>
<tr>
<td>Kumi na nane</td>
<td>Mji kumi na minane</td>
<td>Maziwa kumi na manane</td>
<td>Visiwa kumi na vinane</td>
<td>Nchi kumi na nane</td>
</tr>
<tr>
<td>Kumi na tisa</td>
<td>Mji kumi na tisa</td>
<td>Maziwa kumi na tisa</td>
<td>Visiwa kumi na tisa</td>
<td>Nchi kumi na tisa</td>
</tr>
<tr>
<td>Ishirini</td>
<td>Mji ishirini</td>
<td>Maziwa ishirini</td>
<td>Visiwa ishirini</td>
<td>Nchi ishirini</td>
</tr>
<tr>
<td>Nyingi</td>
<td>Mji mingi</td>
<td>Maziwa mengi</td>
<td>Visiwa vingi</td>
<td>Nchi nyingi</td>
</tr>
<tr>
<td>Chache</td>
<td>Mji michache</td>
<td>Maziwa machache</td>
<td>Visiwa vichache</td>
<td>Nchi chache</td>
</tr>
</tbody>
</table>

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SWAHILI: GEOGRAPHY

CYCLE 22

M-1 (The student should learn to give these phrases from memory, first by vertical columns, and then by horizontal rows.)

<table>
<thead>
<tr>
<th>how many?</th>
<th>how many cities?</th>
<th>how many lakes?</th>
<th>how many islands?</th>
<th>how many countries?</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>one city</td>
<td>one lake</td>
<td>one island</td>
<td>one country</td>
</tr>
<tr>
<td>two</td>
<td>two cities</td>
<td>two lakes</td>
<td>two islands</td>
<td>two countries</td>
</tr>
<tr>
<td>three</td>
<td>three cities</td>
<td>three lakes</td>
<td>three islands</td>
<td>three countries</td>
</tr>
<tr>
<td>four</td>
<td>four cities</td>
<td>four lakes</td>
<td>four islands</td>
<td>four countries</td>
</tr>
<tr>
<td>five</td>
<td>five cities</td>
<td>five lakes</td>
<td>five islands</td>
<td>five countries</td>
</tr>
<tr>
<td>six</td>
<td>six cities</td>
<td>six lakes</td>
<td>six islands</td>
<td>six countries</td>
</tr>
<tr>
<td>seven</td>
<td>seven cities</td>
<td>seven lakes</td>
<td>seven islands</td>
<td>seven countries</td>
</tr>
<tr>
<td>eight</td>
<td>eight cities</td>
<td>eight lakes</td>
<td>eight islands</td>
<td>eight countries</td>
</tr>
<tr>
<td>nine</td>
<td>nine cities</td>
<td>nine lakes</td>
<td>nine islands</td>
<td>nine countries</td>
</tr>
<tr>
<td>ten</td>
<td>ten cities</td>
<td>ten lakes</td>
<td>ten islands</td>
<td>ten countries</td>
</tr>
<tr>
<td>eleven</td>
<td>eleven cities</td>
<td>eleven lakes</td>
<td>eleven islands</td>
<td>eleven countries</td>
</tr>
<tr>
<td>twelve</td>
<td>twelve cities</td>
<td>twelve lakes</td>
<td>twelve islands</td>
<td>twelve countries</td>
</tr>
<tr>
<td>thirteen</td>
<td>thirteen cities</td>
<td>thirteen lakes</td>
<td>thirteen islands</td>
<td>thirteen countries</td>
</tr>
<tr>
<td>fourteen</td>
<td>fourteen cities</td>
<td>fourteen lakes</td>
<td>fourteen islands</td>
<td>fourteen countries</td>
</tr>
<tr>
<td>fifteen</td>
<td>fifteen cities</td>
<td>fifteen lakes</td>
<td>fifteen islands</td>
<td>fifteen countries</td>
</tr>
<tr>
<td>sixteen</td>
<td>sixteen cities</td>
<td>sixteen lakes</td>
<td>sixteen islands</td>
<td>sixteen countries</td>
</tr>
<tr>
<td>seventeen</td>
<td>seventeen cities</td>
<td>seventeen lakes</td>
<td>seventeen islands</td>
<td>seventeen countries</td>
</tr>
<tr>
<td>eighteen</td>
<td>eighteen cities</td>
<td>eighteen lakes</td>
<td>eighteen islands</td>
<td>eighteen countries</td>
</tr>
<tr>
<td>nineteen</td>
<td>nineteen cities</td>
<td>nineteen lakes</td>
<td>nineteen islands</td>
<td>nineteen countries</td>
</tr>
<tr>
<td>twenty</td>
<td>twenty cities</td>
<td>twenty lakes</td>
<td>twenty islands</td>
<td>twenty countries</td>
</tr>
<tr>
<td>many</td>
<td>many cities</td>
<td>many lakes</td>
<td>many islands</td>
<td>many countries</td>
</tr>
<tr>
<td>few</td>
<td>few cities</td>
<td>few lakes</td>
<td>few islands</td>
<td>few countries</td>
</tr>
</tbody>
</table>

NB - Some of the number-words change prefixes to agree with the noun to which they refer, and some do not. It is suggested that the student draw a circle around each prefix that shows this kind of agreement.
SWAHILI: GEOGRAPHY

M-2

Uganda Katika nchi ya Uganda, kuna maziwa mengi. 
Uganda In the country of Uganda there are many lakes.

Msumbiji Katika nchi ya Msumbiji hakuna maziwa mengi.
Mozambique In the country of Mozambique there are not many lakes.

Ziwa Viktoria Katika Ziwa Viktoria, kuna visiwa vingi.
Lake Victoria In Lake Victoria there are many islands.

Ziwa Katika maziwa Tanganyika na Malawi hakuna visiwa na Ziwa Malawi vingi.
Lake Tanganyika and L. Malawi In Lakes Tanganyika and Malawi there are not many islands.

Wilaya ya Arusha Katika wilaya ya Arusha kuna maziwa matatu.
Arusha District In the district of Arusha there are three lakes.

Wilaya/jimbo la ya Mtwara Katika wilaya/jimbo la ya Mtwara, hakuna maziwa.
Mtwara District/Province In the district/province of Mtwara, there are no lakes.

C-1

Ask and answer questions about the numbers of lakes, towns, etc. in various countries and subdivisions of countries in East Africa.

C-2

Ask and answer the same questions for other parts of the world.

CYCLE 23

M-1

(KThe mileages given in this lesson are by air.)

Kigoma Ni maili 670 kutoka Kigoma mpaka Dar. Kigoma It's 670 miles from Kigoma to Dar.

Unguja Ni maili 45 kutoka Unguja mpaka Dar. Zanzibar It's 45 miles from Zanzibar to Dar.

Nairobi Ni maili 415 kutoka Nairobi mpaka Dar. Nairobi It's 415 miles from Nairobi to Dar.

Mtwara Ni maili 260 kutoka Mtwara mpaka Dar. Mtwara It's 260 miles from Mtwara to Dar.

M-2


Kampala Ni kama maili 310 kutoka Kampala mpaka Nairobi. Kampala It's about 310 miles from Kampala to Nairobi.
### SWAHILI: GEOGRAPHY

<table>
<thead>
<tr>
<th>City</th>
<th>Distance and Route</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kigali</td>
<td>Ni kama maili 460 kutoka Kigali mpaka Nairobi.</td>
<td>It's about 460 miles from Kigali to Nairobi.</td>
</tr>
<tr>
<td>Bujumbura</td>
<td>Ni kama maili 530 kutoka Bujumbura mpaka Nairobi.</td>
<td>It's about 530 miles from Bujumbura to Nairobi.</td>
</tr>
</tbody>
</table>

M-3

<table>
<thead>
<tr>
<th>Question</th>
<th>Distance and Route</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>umbali gani?</td>
<td>Ni umbali gani kutoka Tanga mpaka Unuja?</td>
<td>How far? How far is it from Tanga to Zanzibar?</td>
</tr>
<tr>
<td>maili (9, 10)</td>
<td>'mile'</td>
<td>'distance'</td>
</tr>
<tr>
<td>umbali (14)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C-1

(Ask or answer questions about distances between East African cities. Begin with the pairs of cities that are given in M-1 and M-2. The students should memorize these distances, which will then serve as a basis for estimating other distances within this area.)

C-2

(Ask and answer questions about distances between cities in other parts of the world, including the United States.)

---

**CYCLE 24**

M-1

<table>
<thead>
<tr>
<th>City</th>
<th>Action and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blantyre</td>
<td>Nilikwenda Blantyre wiki iliypita.</td>
</tr>
<tr>
<td>ndege</td>
<td>Nilisafiri kwa ndege.</td>
</tr>
<tr>
<td>Dar</td>
<td>Niliondoka Dar saa tano na dakika kumi.</td>
</tr>
<tr>
<td>Blantyre</td>
<td>Nilifika Blantyre saa saba na dakika tano.</td>
</tr>
<tr>
<td>safari</td>
<td>Safari ilichukua muda wa saa moja na dakika hamsini na tano.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>City</th>
<th>Action and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>kufika</td>
<td>Nilifika hapa wiki mbili zilizopita.</td>
</tr>
<tr>
<td>kuja</td>
<td>Nilikuja kwa gari la abiria.</td>
</tr>
<tr>
<td>safari</td>
<td>Safari ilichukua siku mbili.</td>
</tr>
<tr>
<td>maili</td>
<td>Ni umbali wa maili 1500 kutoka nyumbani kwangu mpaka hapa.</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

M-3
kwenda Ulikwenda wapi? to go Where did you go?
kuja Ulikuja lini hapa? to come When did you come here?
vipi Ulisafiri vipi? (kwa njia gani?) how How did you travel?
safari (9, 10) Safari ilichukua muda gani? trip How long did the trip take?
huondoka Uliondoka lini nyumbani? to leave When did you leave home?
kufika Ulifika lini hapa? to arrive When did you arrive here?
huondoka Uliondoka nyumbani saa ngapi? to leave What time did you leave home?

C-1
(Ask and answer the questions in M-3, with each person giving answers that are true for himself.)

C-2
A: Nilifika Dar saa (3:45). I arrived in Dar at (9:45).

B: Uliondoka Nairobi saa (1:45). (after consulting Timetable 4250)

You left Nairobi at (7:45).

A: Safari yangu ilichukua muda gani? How long did my trip take?

B: Safari yako ilichukua muda wa (saa mbili).

Your trip took (two hours).

(Continue playing this little game, trying for high speed as well as high accuracy.)

C-3
(Repeat C-2, using first and second person plurals, instead of singulars: /tulifika/, /mliondoka/, etc.)

TO THE STUDENT:
This cycle introduces two new grammatical features. One is the /li/ tense, the meaning of which is 'past time'. The prefix /li/ is found within the word at exactly the same place as the present tense prefix /na/. The subject prefixes for these two tenses are of course identical.

The other grammatical feature is the set of possessive stems:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Person</td>
<td>-angu 'my, mine'</td>
</tr>
<tr>
<td>2nd Person</td>
<td>-ako 'your, yours'</td>
</tr>
<tr>
<td>3rd Person</td>
<td>-ake 'his, her, hers, its; their, theirs, (inanimate)'</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

The concordial prefixes used with these stems do not include /m/ in the
prefixes for Classes 1, 3, 4, and 6. The possessives will therefore be called
'weak adjectives'. The weak adjective concords as they are used with a stem that
begins with a vowel are illustrated with /-angu/ 'my':

<table>
<thead>
<tr>
<th>1</th>
<th>wangu</th>
<th>2</th>
<th>wangu</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>wangu</td>
<td>4</td>
<td>yangu</td>
</tr>
<tr>
<td>5</td>
<td>langu</td>
<td>6</td>
<td>yangu</td>
</tr>
<tr>
<td>7</td>
<td>changu</td>
<td>8</td>
<td>vyangu</td>
</tr>
<tr>
<td>9</td>
<td>yangu</td>
<td>10</td>
<td>zangu</td>
</tr>
<tr>
<td>14</td>
<td>wangu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CYCLE 25

M-1

Mombasa Nilikuwa Mombasa. Mombasa I was in Mombasa.
Nairobi Nilitaka kwenda Nairobi kwa ndege. Nairobi I wanted to go to Nairobi
pesa/fedha Nilikuwa na fedha za kutosha. money I had enough money. ('... money of to suffice')
ndege Kulikuwa na ndege saa 2 asubuhili. plane There was a plane at 8 a.m.
siku Kuna ndege nne siku. day There are four planes a
day.

C-1 (Each student should tell about a trip that he has made recently by public
transportation. In the third line, he should give the actual amount of
the fare.)

TO THE STUDENT:

The verb in the first sentence is /nilikuwa/. The infinitive of this verb
is /kuwa/, and its stem is /wa/ 'to be, become'. The /ku/ in /nilikuwa/ 'I was'
is comparable to the /kw/ in /ninakwenda/ 'I went' (see Cycle 15):

<table>
<thead>
<tr>
<th>kutoka</th>
<th>kuwa</th>
<th>kwenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>nilitoka</td>
<td>nilikuwa</td>
<td>nilikwenda</td>
</tr>
</tbody>
</table>

In these examples, the stem of each verb has been underlined twice. The
meaningful prefixes have been underlined once. The meaningless /ku/ (before
consonants) or /kw/ (before vowels) is used with certain forms of all verbs that
have only one syllable in the stem (such as /wa/), and in the same forms of two
or three other verbs, one of which is /enda/.

In the fourth line of M-1, the words /kulikuwa na/ are the past tense counter-
part of /kuna/ 'there is' (see Cycle 22). The first person singular /nilikuwa na/
'I had' is similarly the past of /nina/ 'I have'. A literal translation of
/nilikwena na/ is 'I was with'.

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SWAHILI: GEOGRAPHY

CYCLE 26

M-1

Tanzania
Ulikwenda Tanzania katika safari yako?

Victroria
Uliliona Ziwa Viktoria?

Ukerewe
Uliliona kisiwa cha Ukerewe?

Mwanza
Uliuona mji wa Mwanza?

Musoma, 
Bukoba
Uliiona miji ya Musoma na Bukoba?

Unguja, 
Pemba
Uliviona visiwa vya Unguja na Pemba?

Tanganyika, 
Malawi
Uliyaona maziwa ya Tanganyika na Malawi?

Zambia
Uliiona nchi ya Zambia?

Burundi, 
Rwanda
Uliziona nchi za Burundi na Rwanda?

Kilimanjaro
Uliuona mlima wa Kilimanjaro?

Tanzania
Tanzania Did you go to Tanzania on your trip?

Victoria
Victoria Did you see Lake Victoria?

Ukerewe
Ukerewe Did you see Ukerewe Island?

Mwanza
Mwanza Did you see the city of Mwanza?

Musoma, 
Bukoba
Musoma, 
Bukoba Did you see the cities of Musoma and Bukoba?

Zanzibar, 
Pemba
Zanzibar, 
Pemba Did you see the islands of Zanzibar and Pemba?

Tanganyika, 
Malawi
Tanganyika, 
Malawi Did you see Lakes Tanganyika and Malawi?

Zambia
Zambia Did you see the country of Zambia?

Burundi, 
Rwanda
Burundi, 
Rwanda Did you see the countries of Burundi and Rwanda?

Kilimanjaro
Kilimanjaro Did you see Mt. Kilimanjaro?

NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.

NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.
NDIYO, nilikiona.

Yes, I went there.
Yes, I saw it.
Yes, I saw it.
Yes, I saw it.
Yes, I saw them.
Yes, I saw them.
Yes, I saw them.
Yes, I saw them.

Ziwa
Ziwa Victoria

Unguja
Unakijua kisiwa cha Unguja?

Arusha
Unaujua mji wa Arusha?

Mbeya na 
Mwanza
Unaijua miji ya Mbeya na 
Mwanza?

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Do you know (are you familiar with) Lake Victoria?

Zanzibar
Do you know the Island of Zanzibar?

Zrusha
Do you know the city of Arusha?

Mbeya and 
Mwanza
Do you know the cities of Mbeya and Mwanza?

Yes, I know it well.
Yes, I know it well.
Yes, I know it well.
Yes, I know them well.

Do you know (are you familiar with) Lake Victoria?

Yes, I know it well.
Yes, I know it well.
Yes, I know it well.
Yes, I know them well.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.

Ziwa Victoria
Ziwa Victoria

NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
NDIYO, nalijua sana.
SWAHILI: GEOGRAPHY

C-1

A: Unakijua (kisiwa) cha (Pemba)?  
B: Ndiyo, na(ki)jua sana.  
A: (Ki)ko wapi?  
B: (Ki)ko (kaskazini) ya (kisiwa cha Unguja).

Do you know the (island) of (Pemba)?  
Yes, I know (it) well.  
Where (is it)?  
(It is) (north of Zanzibar).

TO THE STUDENT:

This cycle introduces the object prefixes that go with inanimate nouns. (Animate object prefixes were introduced in Cycle 10.) There is nothing particularly surprising about them, except that they have the same form before vowels that they have before consonants: 'I saw it (Cl.7)' is /nilikiona/, and not /nilichona/.

CYCLE 27

M-1

Dar  
Bwana Kanyati alikwenda Dar-es-Salaam.  
Dar  
Mr. Kanyati went to Dar-es-Salaam.

Nairobi  
Aliondoka Nairobi kwa ndege saa tatu ya asubuhi.  
Nairobi  
He left Nairobi by air at 9:00 a.m.

Mombasa  
Hakwenda Mombasa.  
Mombasa  
He didn't go to Mombasa.

Tabora  
Bwana Kanyati alisafiri kutoka Dar mpaka Tabora.  
Tabora  
Mr. Kanyati travelled from Dar to Tabora.

gari la moshi  
Alikwenda kwa gari la moshi.  
plane  
There was no plane.

ndege  
Hakukuwa na ndege.  
Bagamoyo  
He didn't pass through Bagamoyo.

Bagamoyo  
Hakupitia Bagamoyo.  

Mwanza  
Bwana Kanyati alitoka Tabora kwenda Mwanza.  
Mwanza  
Mr. Kanyati went from Tabora to Mwanza.

gari la abiria  
Alikwenda kwa gari la abiria.  
bus  
He went by bus.

maziwa  
Hakuona maziwa yo yote.  
lakes  
He didn't see any lakes.

Kisumu  
Bwana Kanyati alisafiri kutoka Mwanza mpaka Kisumu kwa gari.  
Kisumu  
Mr. Kanyati went from Mwanza to Kisumu by car.

Kenya  
Aliingia Kenya.  
Kenya  
He entered Kenya.

Uganda  
Hakuingia Uganda.  
Uganda  
He didn't enter Uganda.
C-1

A: Bwana Kanyati alisafiri kutoka (Mbeya) mpaka (Shinyanga) alipitia Tabora? Alipitia (Tabora)?

B: (Ndioyo, alipitia (Tabora)? (La, hakupitia (Tabora).

M-. Kanyati traveled from (Mbeya) to (Shinyanga). Did he pass through (Tabora)?

(The person who asks the question (second line of C-1) should sometimes give the name of a town through which Mr. Kanyati did not pass.)

(The person who answers may look at the map at first. Later, he should answer without having to look at the map.)

TO THE STUDENT:

The negative that corresponds to the /li/ tense, like the present negative (Cycle 14), begins with the prefix /ha/:

- tulifika 'we arrived'
- hatukufika 'we didn't arrive'

In the past negative, all verbs have the prefix /ku/ after the subject prefix. Unlike the present negative, the past negative has no charge of the final vowel:

- hatufiki 'we don't arrive'
- hatukufika 'we didn't arrive'

The past negative corresponding to /kuna/ 'there is' is of course /hakukuwa na/.

'I didn't have' is /sikuwa na/, and 'you didn't have' is /hukuwa na/.

CYCLE 28

M-1

Dar Bwana Kanyati anataka kwenda Dar-es-Salaam.
ndege (9,10) Anataka kwenda kwa ndege.

saa kumi na mbili asubuhi Anataka kuondoka Nairobi saa kumi na mbili.
Lakini hawezikuondoka Nairobi saa kumi na mbili asubuhi.
saa moja asubuhi Ndege ya kwanza huondoka Nairobi saa moja asubuhi.
Dar Ndege haimalizi safari yake Dar. (au safari ya ndege haiishii Dar.)
Blantyre Huendelea mpaka Blantyre.

Dar Mr. Kanyati wants to go to Dar-es-Salaam.
plane He wants to go by plane.
6 a.m. He wants to leave Nairobi at 6:00 a.m.
But he can't leave Nairobi at 6:00 a.m.
7 a.m. The first plane leaves Nairobi at 7:00 a.m.
Dar The plane doesn't end its trip at Dar.
Blantyre It continues as far as Blantyre.
<table>
<thead>
<tr>
<th>SWAHILI: GEOGRAPHY</th>
</tr>
</thead>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Afrika Mashariki</th>
<th>Natarajia kuitembelea Afrika Mashariki.</th>
<th>East Africa</th>
<th>I'm planning to visit East Africa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pwani</td>
<td>Natakana kuitembelea miji ya pwani.</td>
<td>coast</td>
<td>I want to visit the coastal cities.</td>
</tr>
<tr>
<td>ndani (9)</td>
<td>Sitapata nafasi ya kuitembelea 'in, inside' miji ya bara.</td>
<td>interior</td>
<td>I won't have time to visit the interior.</td>
</tr>
<tr>
<td>karibuni</td>
<td>Natumaini kurudi Amerika karibuni.</td>
<td>soon</td>
<td>I hope to return to America soon.</td>
</tr>
</tbody>
</table>

**C-1**

<table>
<thead>
<tr>
<th>A: Unataka kwenda wapi?</th>
<th>A: Where do you want to go?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Nataka kwenda (Pemba).</td>
<td>B: I want to go to (Pemba).</td>
</tr>
<tr>
<td>A: Unatumaini kuondoka (Dar) saa ngapi?</td>
<td>A: What time do you plan to leave (Dar)?</td>
</tr>
<tr>
<td>B: Natumaini kuondoka (saa moja asubuhi).</td>
<td>B: I plan to leave at (7:00 a.m.).</td>
</tr>
</tbody>
</table>

| A: Huwezi kuondoka (saa moja asubuhi). | A: You can't leave at (7:00 a.m.). |
| Ndege huondoka (saa tano u nusu asubuhi). | The plane leaves at (11:30 a.m.). |

**TO THE STUDENT:**

This cycle gives further practice with infinitives (Cycle 16). It includes examples of infinitives with object prefixes (e.g. /kuitembelea/).

The verb /weza/ 'can, be able' is usually followed by an infinitive. The noun /nafasi/ 'chance, opportunity' is often followed by the linking word /ya/ plus an infinitive. It is in classes 9, 10.
SWAHILI: GEOGRAPHY

TEXTS, SERIES E.

Series E consists of directions to go from one place to another on a map. It may be used in the ways described for Series D.

The map on which these monologs are based is not from East Africa. It was chosen because it shows many details that are not found on other maps. Among these details are elevations and individual buildings.

The meaning of each word is given in the left-hand column the first time it occurs. The numbers after the nouns refer to the concordial classes of their singulars and plurals (see Cycle 18).

Text E-1

nyumbani
'at the house'

Glenwood Point

kwenda
nyumba (9, 10)
'house'
kuelekea
'to face or head in a direction'
kutemeka
'to go downhill'
mto (3,4)
kuzidi
'to be or do more'
reli (9, 10)
railroad'
barabara (5,6) or (9,10)'road, highway'
hapo
'there'
kandokando (9)
'along the side'
nyingine
'another'
kupita
'to pass by'

Niko nyumbani kwa Bwana Adams.
Ninataka kwenda Glenwood Point.
Niendeje?
Utatoka nyumba ya Bw. Adams.
Elekea upande wa mashariki.
Utatelemka.
Utafika karibu na mto.
Utazidi kutemeka.
Utavuka reli.
Utaona nyumba moja karibu na barabara.
Hapo utageuka upande wa kaskazini.
Puata barabara hilo kandokando.
Utafika karibu na nyumba nyingine.
Utaipita hiyo nyumba kufuata barabara.

I'm at Mr. Adams' house.
I want to go to Glenwood Point.
How will I go?
You'll leave Mr. Adams' house.
Head east.
You will go downhill.
You'll arrive near a stream.
You'll go downhill some more.
You'll cross the railroad.
You'll see one house near the road.
There you'll turn north.
Follow along that road.
You'll arrive near another house.
You'll pass (it) by that house (and) follow the road.
mto
Uasuvuka mto.
You'll cross the stream.
njiapanda (9, 10)
Utaona njiapanda.
You'll see an intersection.
'intersection'
ile
Hapo utavuka lile barabara
dogo.
There, you cross that small
road.
'that'
kulia
Utakwenda upande wa kulia.
You'll go to the right.
'reight (hand)'
kubwa
Fuata barabara kubwa.
Follow the big road.
'big'
kuanza 'to continue'
Utaendelea kulifuta
barabara hilo.
You'll continue to follow
that road.
tu
Hapo utalivuka barabara
kubwa.
There, you'll cross the
big road.
'continue'
kufika
Utafika njiapanda nyingine.
You'll reach another
intersection.
'cross'
kuvuka
Fuata upande wa kulia
kandokando ya barabara dogo.
Follow to the right along
the small road.
'to cross' 
kandokando (9)
Utaelekea kulifuta barabara
hilo tu.
Just follow your nose on
that road.
tu
Utafa karibu ya ziwa.
You'll arrive near the lake.
'is it'
diyo
Hapo ndiyo Glenwood Point.
There is Glenwood Point.
('There, that is it,
Glenwood Point.')

to the student:
The most important new grammatical feature introduced in this text is the
/ta/ tense. The prefix /ta/ is found in the same slot within the verb in which
we have already found the present tense marker /na/ and the past /li/.
In general, the /ta/ tense has future meaning. But it is also used in
places where an English speaker would be unlikely to use a future. Text E-1
provides a recurring example of this, for English speakers in giving directions
would probably say 'You leave Mr. Adams house,' 'You go downhill', etc., instead
of 'You will...'.
The adjective stem /ningine/ is sometimes translated 'some', and sometimes
'other', depending on the context.
In the very last sentence, the word /ndiyo/ is a kind of 'emphatic'
counterpart of the copula /hi/ (see Cycle 1). It is used in sentences where the
 corresponding English would have extra stress either on the word that precedes
 'is' or on the word that follows it:
Hapo ndiyo Glenwood Point.     'There is Glenwood Point.'
SWAHILI: GEOGRAPHY

Read aloud, filling in the blanks:


Utatoka ny ya Bw. Adams. Ele u wa ma Utate.

Text E-2

Here is another set of directions between the same two points. It differs from the first set only in details, and in the presence of four new words. Read it aloud, being sure that you know the meaning of every sentence.


mtelemko (3,4) 'slope' (related to the verb /telemka/)
kushoto 'left' (hand)
mkono (3,4) 'hand, arm'
ten 'again'
Text E-3

Here is a third text consisting of directions from Mr. Adams’ house. This time, they are for a person who wants to go by bicycle from there to Duboise Corner.


ondoka 'to leave'
-ako possessive, 2 sg. (see Cycle 24)
ach a 'to leave behind, reject' (The object prefix /i/ and the final vowel /e/ are explained in Cycle 10).
kitambo (7) 'a little (usually of time)'
huko the /ku/ locative form of the demonstrative (see Cycle 22).

Sample tests over the texts of Series E.

1. Use in a complete, correct sentence each of the following words:

<table>
<thead>
<tr>
<th>toka</th>
<th>fuata</th>
<th>vuka</th>
</tr>
</thead>
<tbody>
<tr>
<td>elekea</td>
<td>nyingine</td>
<td>kandokando</td>
</tr>
<tr>
<td>mtelemko</td>
<td>mwingine</td>
<td>ndiyo</td>
</tr>
<tr>
<td>zidi</td>
<td>kulia</td>
<td>pita</td>
</tr>
<tr>
<td>geuka</td>
<td>kushoto</td>
<td>endelea</td>
</tr>
</tbody>
</table>

2. Give directions, in your own words, from:

a. Mr. Adams’ house to Glenwood Point on foot.

b. Mr. Adams’ house to Duboise Corner.

c. Mr. Adams’ house to Glenwood Point by bicycle.
**SWAHILI: GEOGRAPHY**

**CYCLE 29**

**M-1**

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwenda</td>
<td>Hatutakwenda Duboise Corner. We aren't going to go to Duboise Corner.</td>
</tr>
<tr>
<td>kugeuka</td>
<td>Hatutageuka kusini. We won't turn to the south.</td>
</tr>
<tr>
<td>kufuata</td>
<td>Hatutafuata reli. We won't follow the railroad.</td>
</tr>
<tr>
<td>kuvuka</td>
<td>Hatutavuka ziwa. We won't cross the lake.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwenda</td>
<td>Sitakwenda chini ya mlima. I'm not going to go downhill.</td>
</tr>
<tr>
<td>kugeuka</td>
<td>Sitageuka kulia. I'm going to turn right.</td>
</tr>
<tr>
<td>kufuata</td>
<td>Sitafuata barabara. I'm not going to along the road.</td>
</tr>
<tr>
<td>kuelekea</td>
<td>Sitaelekea magharibi. I'm not going to head west.</td>
</tr>
</tbody>
</table>

**C-1**

A: Utatoka nyumba ya Bwana Adams.
B: Je, nitaelekea upande wa magharibi?
A: La, Bwana, hutaelekea upande wa magharibi.
B: Nitafika karibu na njia panda?
A: Utaelekea upande wa mashariki.
B: Nitafika karibu na njia panda?
A: Utataelekea magharibi.

A: You're going to leave Mr. Adams' house.
B: Will I head west?
A: No, you won't head west. You'll head east.
B: Will I come near an intersection?
A: You won't come near an intersection. You'll arrive near a stream.

**C-2**

(Give directions from where you now are someplace nearby.)

**TO THE STUDENT:**

The negative of the /ta/ tense uses the prefix /ha/, without change of final vowel. It is thus simpler than the formation of the negatives of the /na/ and /li/ tenses.
SWAHILI: GEOGRAPHY

CYCLE 30

M-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Mwinuko wa [Place] ni kama futi</th>
<th>Place</th>
<th>Mwinuko wa [Place] ni kama futi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arusha</td>
<td>Mwinuko wa Arusha ni kama futi 4600.</td>
<td>Arusha</td>
<td>The altitude of Arusha is about 4600 feet above sea level.</td>
</tr>
<tr>
<td>Moshi</td>
<td>Mwinuko wa Moshi ni kama futi 2900.</td>
<td>Moshi</td>
<td>The altitude of Moshi is about 2900 feet above sea level.</td>
</tr>
<tr>
<td>Morogoro</td>
<td>Mwinuko wa Morogoro ni kama futi 1700.</td>
<td>Morogoro</td>
<td>The altitude of Morogoro is about 1700 feet.</td>
</tr>
<tr>
<td>Nairobi</td>
<td>Mwinuko wa Nairobi ni kama futi 5500.</td>
<td>Nairobi</td>
<td>The altitude of Nairobi is about 5500 feet.</td>
</tr>
<tr>
<td>Kampala</td>
<td>Mwinuko wa Kampala ni kama futi 4000.</td>
<td>Kampala</td>
<td>The altitude of Kampala is about 4000 feet.</td>
</tr>
<tr>
<td>Eldoret</td>
<td>Mwinuko wa Eldoret ni kama futi 6870.</td>
<td>Eldoret</td>
<td>The altitude of Eldoret is about 6870 feet.</td>
</tr>
<tr>
<td>Kisumu</td>
<td>Mwinuko wa Kisumu ni kama futi 3720.</td>
<td>Kisumu</td>
<td>The altitude of Kisumu is about 3720 feet.</td>
</tr>
<tr>
<td>L. Victoria</td>
<td>Mwinuko wa Ziwa Victoria ni kama futi 3720.</td>
<td>L. Victoria</td>
<td>The altitude of Lake Victoria is about 3720 feet.</td>
</tr>
<tr>
<td>L. Tanganyika</td>
<td>Mwinuko wa Ziwa Tanganyika ni kama futi 2534.</td>
<td>L. Tanganyika</td>
<td>The altitude of Lake Tanganyika is about 2534 feet.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Place</th>
<th>Mwinuko wa [Place] ni nini?</th>
<th>Place</th>
<th>Mwinuko wa [Place] ni nini?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arusha</td>
<td>Mwinuko wa Arusha ni nini?</td>
<td>Arusha</td>
<td>What is the altitude of Arusha?</td>
</tr>
</tbody>
</table>

C-1

A: Mwinuko wa (Bujumbura) ni nini?
B: Ni kama (futi 2625).

A: What is the altitude of (Bujumbura)?
B: It's about (2625 feet) above sea level.

(Do this conversation first with the map before you. Then close the map and see how many of these questions you can answer from memory.)

[Learn the elevations of all places that you expect to visit in East Africa.]

TO THE STUDENT:

This cycle introduces no new points of grammar, but the information which it contains will be of interest, since altitude has a major effect on climate.

mwinuko (3, 4) 'elevation'

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SWAHILI: GEOGRAPHY

CYCLE 31

M-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Action from</th>
<th>Action to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arusha,</td>
<td>Ukisafiri kuto</td>
<td>Arusha,</td>
</tr>
<tr>
<td>Moshi</td>
<td>na Moshi utapanda</td>
<td>Moshi,</td>
</tr>
<tr>
<td></td>
<td>mpaka Moshi</td>
<td>to Moshi</td>
</tr>
<tr>
<td></td>
<td>utapanda juu.</td>
<td>utatelemka.</td>
</tr>
<tr>
<td>Moshi,</td>
<td>Ukisafiri kuto</td>
<td>Moshi,</td>
</tr>
<tr>
<td>Arusha</td>
<td>na Arusha utapanda</td>
<td>Arusha,</td>
</tr>
<tr>
<td></td>
<td>mpaka Arusha,</td>
<td>to Arusha,</td>
</tr>
<tr>
<td></td>
<td>utapanda juu.</td>
<td>you will go up(hill).</td>
</tr>
<tr>
<td>Kisumu,</td>
<td>Ukisafiri kuto</td>
<td>Kisumu,</td>
</tr>
<tr>
<td>Eldoret</td>
<td>na Eldoret utapanda</td>
<td>Eldoret,</td>
</tr>
<tr>
<td></td>
<td>mpaka Eldoret</td>
<td>to Eldoret,</td>
</tr>
<tr>
<td></td>
<td>utapanda juu sana.</td>
<td>you will go up very much.</td>
</tr>
<tr>
<td>Entebbe,</td>
<td>Ukisafiri kuto</td>
<td>Entebbe,</td>
</tr>
<tr>
<td>Kampala</td>
<td>na Kampala utapanda</td>
<td>Kampala,</td>
</tr>
<tr>
<td></td>
<td>mpaka Kampala</td>
<td>to Kampala,</td>
</tr>
<tr>
<td></td>
<td>utapanda juu kidogo.</td>
<td>you will go up a little.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Place</th>
<th>Action from</th>
<th>Action to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi,</td>
<td>Nikisafiri kuto</td>
<td>Nairobi,</td>
</tr>
<tr>
<td>Mombasa</td>
<td>na Mombasa nitapanda</td>
<td>Mombasa,</td>
</tr>
<tr>
<td></td>
<td>mpaka Mombasa</td>
<td>to Mombasa, will I go</td>
</tr>
<tr>
<td></td>
<td>nitapanda juu au ni nitatelemka?</td>
<td>uphill, or downhill?</td>
</tr>
</tbody>
</table>

C-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Action from</th>
<th>Action to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nikisafiri kuto</td>
<td>(Moshi)</td>
</tr>
<tr>
<td></td>
<td>na Mombasa nitapanda</td>
<td>(Arusha),</td>
</tr>
<tr>
<td></td>
<td>mpaka Mombasa</td>
<td>will I go up, or</td>
</tr>
<tr>
<td></td>
<td>nitapanda juu au ni nitatelemka?</td>
<td>down?</td>
</tr>
<tr>
<td></td>
<td>Utaapanda juu.</td>
<td>You will go (up).</td>
</tr>
</tbody>
</table>

(The road map published by the Shell Oil Co. shows the altitudes of most places in East Africa.)

TO THE STUDENT:

Swahili has two 'dependent' verb tenses. They are called 'dependent' because a verb in a dependent tense cannot be the only verb in a sentence. One of them is the /ki/ tense. English translations of the /ki/ tense often contain 'if, when, while', or the ending '-ing':

\[
\begin{align*}
\text{nikisafiri} &: \quad \text{if I travel} \\
&: \quad \text{when I travel} \\
&: \quad \text{while I travel} \\
&: \quad (I) travelling \\
\end{align*}
\]

Nilimwona akisafiri..... I saw him (he) travelling ....
SWAHILI: GEOGRAPHY

CYCLE 32

M-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Activity</th>
<th>Place</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwanza</td>
<td>Pamba nyangi hulimwa Mwanza.</td>
<td>Mwanza</td>
<td>A lot of cotton is grown in the (district?) of Mwanza.</td>
</tr>
<tr>
<td>Tanga</td>
<td>Katani nyangi hulimwa Tanga.</td>
<td>Tanga</td>
<td>A lot of sisal is grown in the (district?) of Tanga.</td>
</tr>
<tr>
<td>Mtwara</td>
<td>Korosho nyangi hulimwa Mtwara.</td>
<td>Mtwara</td>
<td>A lot of cashew nuts are grown in the (district?) of Mtwara.</td>
</tr>
<tr>
<td>Nyanda za juu za Kusini</td>
<td>Kahawa nyangi hulimwa katika Nyanda za juu za Kusini.</td>
<td>Southern Highlands</td>
<td>A lot of coffee is grown in the Southern Highlands.</td>
</tr>
<tr>
<td>Arusha</td>
<td>Chumvi nyangi inapatikana Arusha.</td>
<td>Arusha</td>
<td>A lot of salt is obtainable in Arusha.</td>
</tr>
<tr>
<td>Wilaya ya Ziwa</td>
<td>Kahawa nyangi hulimwa katika Wilaya ya Ziwa.</td>
<td>Lake</td>
<td>A lot of coffee is grown in Lake (district?).</td>
</tr>
<tr>
<td>Iringa</td>
<td>Pyrethrum nyangi hulimwa karibu ya Iringa.</td>
<td>Iringa</td>
<td>A lot of pyrethrum is produced?) near Iringa.</td>
</tr>
<tr>
<td>Morogoro</td>
<td>Sukari nyangi hutengenezwa katika wilaya ya Morogoro.</td>
<td>Morogoro</td>
<td>A lot of sugar is produced in the (district) of Morogoro.</td>
</tr>
<tr>
<td>Unguja na Pemba</td>
<td>Karafuu nyangi hulimwa katika visiwa vya Unguja na Pemba.</td>
<td>Zanzibar and Pemba</td>
<td>A lot of cloves are produced on the islands of Zanzibar and Pemba.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>kulima Nini hulimwa katika Nyanda za juu za Kusini?</td>
<td>to grow What is grown in the Southern Highlands?</td>
</tr>
<tr>
<td>kupatikana Nini hupatikana Arusha?</td>
<td>to produce What is produced in Arusha?</td>
</tr>
</tbody>
</table>

C-1

A: Nini hulimwa/hupatikana Morogoro? 
B: Sukari nyangi hupatikana Morogoro. 

A: What is (produced/grown) in (Morogoro)? 
B: A lot of (sugar) is (produced/grown) there.

C-2

A: Pamba nyangi hulimwa Mtwara? 
B: Napana, pamba nyangi hailimwi Mtwara. 
B: Korosho nyangi hulimwa Mtwara. 

A: Is much (cotton) grown in (Mtwara)? 
B: No, not much (cotton) is grown there. 
B: There, a lot of (cashew nuts) are grown.

TO THE STUDENT:

The adjective whose stem is /ingi/ 'many' takes the same prefixes as /ingine/ 'some, other'.

Remember in C-2 to ask several questions which will require negative answers, since the negative present tense is one of the most troublesome forms in Swahili.
### SWAHILI: GEOGRAPHY

#### CYCLE 33

**M-1**

<table>
<thead>
<tr>
<th>Region</th>
<th>Tribe</th>
<th>Region</th>
<th>Tribe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shinyanga</td>
<td>Kabila kubwa la Shinyanga ni Wasukuma.</td>
<td>Tabora</td>
<td>Kabila kubwa la Tabora ni Wanyamwezi.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Region</th>
<th>Question</th>
<th>Region</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kilimanjaro</td>
<td>Lipi? Lipi ni kabila kubwa la Tabora?</td>
<td>Kilimanjaro</td>
<td>Lipi? Lipi ni kabila kubwa la Tabora?</td>
</tr>
<tr>
<td>Kigoma</td>
<td>wapi? Wahaya huishi/hukaa wapi?</td>
<td>Mtwara</td>
<td>wapi? Wahaya huishi/hukaa wapi?</td>
</tr>
</tbody>
</table>

**C-1**

| A: Lipi ni kabila kubwa la (Shinyanga)? | A: What is the largest tribe of Shinyanga? |
| B: Kabila kubwa la Shinyanga ni (Wasukuma). | B: It's the (Wasukuma). |

**C-2**

| A: Wamakonde hukaa/huishi wapi? | A: Where do the (Makonde) live? |
| B: Wamakonde hukaa/huishi Mtwara. | B: They live in (Mtwara). |

**TO THE STUDENT:**

There are no special comparative (e.g. 'bigger, older, longer') or superlative (e.g. 'biggest, oldest, longest') forms for Swahili adjectives. This fact has already become apparent (Cycle 19), but is illustrated again here. The Swahili context ordinarily makes the meaning as clear as it would be in an English sentence.

The interrogative with stem /pi/ 'which?' *(See Series C)* is used here with no preceding noun. It has the /li/ concord of Class 5, in agreement with /kabila/ 'tribe'.

The same stems /Sukuma, Haya/ etc. are used with the prefix /m(w)-/ to stand for one person, /wa-/ to stand for more than one person, /ki-/ to stand for the language, and /u-/ to stand for the territory traditionally occupied by a tribe or nation.

Find out what tribe(s) occupy the parts of East Africa that you expect to visit.
SWAHILI: GEOGRAPHY

CYCLE 34

M-1

Wajaluo Wajaluo wanakaa Kenya.
Bwana Oginga Odinga ni Mluo.
Yeye ni Mkenya pia.

Luos The Luos live in Kenya.
Mr. Oginga Odinga is a Luo.
He is also a Kenyan.

Wakikuyu Wakikuyu wanakaa katika Kenya.
Bwana Koinange ni Mkikuyu.
Yeye ni Mkenya pia.

Kikuyus The Kikuyus live in Kenya.
Mr. Koinange is a Kikuyu.
He is also a Kenyan.

Waila Waila wanakaa Zambia.
Bwana Nkumbula ni Muila.
Yeye ni Mzambia pia.

Ilas The Ilas live in Zambia.
Mr. Nkumbula is an Ila.
He is also a Zambian.

M-2

kukaa Wahaya wanakaa wapi?
kabila Bwana Kawawa ni wa kabila gani?
to live Where do the Hayas live?

tribe What tribe is Mr. Kawawa a member of?

C-1

A: Bwana Mboya ni wa kabila gani?
B: Yeye ni Mluo.

A: What is Mr. (Mboya)'s tribe?
B: He's a (Luo).

C-2

A: Waluo wanakaa wapi?
B: Wanakaa Kenya.

A: Where do the (Luos) live?
B: They live in (Kenya).

(Find out the tribal backgrounds of at least six East Africans.)

CYCLE 35

M-1

Tanzania Watu wanaokaa Tanzania wanaitwa Watanzania.

Tanzania People who live in Tanzania are called Watanzania.

Kenya Watu wanaokaa Kenya huitwa Wakenya.

Kenya People who live in Kenya are called Wakenya.

Uganda Watu wanaokaa Uganda wanaitwa Waganda.

Uganda People who live in Uganda are called Waganda.

Congo Watu wanaokaa Kongo huitwa Wakongo.

Congo People who live in the Congo are called Wakongo.

Ulaya Watu wanaoshibi Ulaya huitwa Wazungu.

Europe People who live in Europe are called Wazungu.

Michigan Watu wanaoshibi Michigan wanaitwa Wamishiganda.

Michigan People who live in Michigan are called Wamishiganda.

M-2

India Watu (wanaokaa) India wanaitwa? (wanaoshibi)

India What are people who live in India called?
A: Watu wanaoishi (Kongo) wanaitwaje?
B: Wanaitwa (Wakongo).

A: What are people who live in (the Congo) called?
B: They are called (Wakongo).

**TO THE STUDENT:**

The verbs in this lesson are in the 'relative' form. This form is characterized by a 'relative prefix,' which stands between the tense prefix and the object prefix (if any). The relative prefixes all contain /-o-/ , except for the third person singular personal relative prefix, /-ye-/:

<table>
<thead>
<tr>
<th>wanakaa</th>
<th>'they live'</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanaokaa</td>
<td>'those who live'</td>
</tr>
<tr>
<td>anakaa</td>
<td>'he/she lives'</td>
</tr>
<tr>
<td>anayekaa</td>
<td>'he/she who lives'</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

CYCLE 36

M-1

<table>
<thead>
<tr>
<th>Language</th>
<th>Name and Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sukuma</td>
<td>Lugha ya Wasukuma inaitwa</td>
<td>The language of the Wasukuma is called</td>
</tr>
<tr>
<td>Nyamwezi</td>
<td>Kinyamwezi inaitwa Kinyamwezi</td>
<td>The language of the Nyamwezi is called</td>
</tr>
<tr>
<td>French</td>
<td>Kifaransa inaitwa Kifaransa</td>
<td>The language of the French is called</td>
</tr>
<tr>
<td>English</td>
<td>Kiingereza inaitwa Kiingereza</td>
<td>The language of the English is called</td>
</tr>
<tr>
<td>Portuguese</td>
<td>Kireno inaitwa Kireno.</td>
<td>The language of the Portuguese is called</td>
</tr>
</tbody>
</table>

C-1

A: Lugha ya Wajerumani (Kidachi) inaitwa?  A: What is the language of the Wadachi called?
B: Inaitwa Kikamba.  B: It's called (Kikamba).
A: Waka Wajerumani wanakaa wapi?  A: Where do the Wadachi live?

[Add to your vocabulary the names of all languages with which you expect to come in contact in East Africa.]

TO THE STUDENT:

The differences in noun prefix were summarized in Cycle 33.

The passive verb stem /itwa/ 'to be called' is related to the simpler, non-passive stem /ita/ 'to call'. The passive extension has its most usual form, which is /w/.
SWAHILI: GEOGRAPHY

CYCLE 37

M-1

<table>
<thead>
<tr>
<th>Sukuma</th>
<th>The country of the Sukumas is called Sukumaland.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makonde</td>
<td>The country of the Makonde is called Makondeland.</td>
</tr>
<tr>
<td>Portuguese</td>
<td>The country of the Portuguese is called Portugal.</td>
</tr>
<tr>
<td>English</td>
<td>The country of the English is called England.</td>
</tr>
<tr>
<td>Kenya</td>
<td>The country of the Kenyans is called Kenya.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Boers</th>
<th>What is the country of the Boers called?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indians</td>
<td>What is the country of the Indians called?</td>
</tr>
</tbody>
</table>

C-1

A: Nchi ya (Wafaransa) inaitwaje?
B: Inaitwa (Ufaransa).

A: Watu wa (Ufaransa) wanasesema lugha gani?
B: Wanasesema Kifaransa.

A: What language do the people of (France) speak?
B: They speak (French).

[On a map, sketch in the major tribal areas in the East African countries that you expect to visit.]

CYCLE 38

M-1

<table>
<thead>
<tr>
<th>Kisukuma</th>
<th>Kisukuma is one of the languages that are spoken in Tanganyika.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meru</td>
<td>Meru is one of the languages that are spoken in Kenya.</td>
</tr>
<tr>
<td>Nyanja</td>
<td>Nyanja is one of the languages that are spoken in Malawi.</td>
</tr>
<tr>
<td>Bemba</td>
<td>Bemba is one of the languages that are spoken in Zambia.</td>
</tr>
</tbody>
</table>

Kisukuma ni mojawapo ya lugha ambazo zinasemwa katika nchi ya Tanzania.
Kimeru ni mojawapo ya lugha ambazo zinasemwa katika nchi ya Kenya.
Chinyanja ni mojawapo ya lugha ambazo zinasemwa katika nchi ya Malawi.
Kibemba ni mojawapo ya lugha ambazo zinasemwa katika Zambia.

95
M-2
mojawapo  Taja mojawapo ya lugha zinazosemwa katika nchi ya Tanzania.
nyingine  Taja lugha nyingine inayosemwa katika nchi ya Tanzania.

C-1
A: Taja mojawapo ya lugha ambazo zinasemwa katika (Kenya).
B: (Kikamba).
A: Vema, taja lugha nyingine ya (Kenya).
B: (Kimeru).
A: Ni watu gani wanaosema (Kimeru)?
B: Wanaitwa (Wameru).

TO THE STUDENT:
The stem /semwa/ 'to be spoken, said' is another passive stem. The non-passive is /sema/ 'to speak, say'.

This cycle illustrates another way of forming relative verbs. This way is generally considered simpler, and it can be substituted for the other relative forms in most but not all instances. This method involves the use of the stem /amba/ plus the relative element:

mtu ambaye anaitwa Hamisi  a person who is called Hamisi
mtu anayeitwa Hamisi
watu ambao walikaa huko  people who lived there
watu waliokaa huko
kisima ambacho kina maji  a well that has water
kisima kilicho na maji
lugha ambazo tuta(z)sema  languages that we will speak
lugha tutakazo(z)sema
You leave Mr. Adams' house heading south, following the road.

You just go along the road, until you cross a stream.

When you finish crossing the stream, you continue south some more, following that road,

until you come upon two houses,

and here, there is an intersection.

You leave that intersection that goes east,

You take the road that goes south.

You just follow that highway, until you find another big road,

and there, there is another intersection.

You turn southeast,

and follow that big road.

After a short time, you get to a place where there are a school and a church,

'mahali' (16) 'place'

'shule' (9,10) 'school'

'kanisa' (5, 6) 'church'

'mahali' (16) 'place'

'shule' (9,10) 'school'

'kanisa' (5, 6) 'church'

'mahali' (16) 'place'

'shule' (9,10) 'school'

'kanisa' (5, 6) 'church'
TO THE STUDENT

This text provides two illustrations of the dependent /ki/ tense. The first is /ukilifuata/ 'you following it', which is completely in accord with what was said in Cycle 31. The second is a little special, but is well worth learning because it exemplifies a rather frequent construction.

The second example includes the verbs /isha/ 'to end' and /vuka/ 'to cross'. One would expect */ukiisha kuvuka/*, pronounced as two words, with /vuka/ in its infinitive form. What actually occurs, however, is written */ukiisha vuka/* and is pronounced */ukishavuka/*. The general translation of this construction is 'when you have...'

The word /pana/ 'there is' is comparable to /kuna/ 'there is' (Cycle 22) except that it has the prefix /pa/ (Class 16) in concord with /hapa/, /hapo/, etc. The /ku/ of /kuna/ is the concord of Class 17.

The word /mahali/ 'place' always requires the words in concord with it to have the /pa/ concord (Class 16).

The relative form of /pana/ 'there is' is /palipo na/ 'where there is'

Compare also:

- *kuna* 'there is' *kuliko na*
- *ana* 'he, she has' *aliye na*
- *palikuwa na* 'there was' *palipokuwa na*
- *walikuwa na* 'they had' *walikouwa na*

Read aloud:

_U_toka nyumba _a Bw. Adams _eleke kusini u_lifuata barabara. ___kwenda kando _____ a barabara tu, m___ unavuka mto. U__isha _____ mto, u__zi__ endelea kusini, ku___fuata hi__o barabara, mpaka uta___kuta nyumba ___ili, na ha___na njiapanda. Uta_acha le njiapanda naOkwenda upande ___ a mashariki. Utaeleke na___le barabara naOkwenda kusini. Utafuata hi__o barabara tu, mpaka uta_kuta barabara ___ngine ___kubwa, na ha__na njiapanda ___ngine.
Utageuka upande ___a kusini ma____, na ku_fuata h__o barabara kubwa. Baada ___a muda__dogo utafika h__o mahali ___li_o na shule na kanisa___moja._

Systematic Relationships:

_ mji _li_ na watu ____ngi
_ shule moja _li_ na wanafunzi ____ngi
_ miji _li_ na watu ____ngi
_ shule mbili _li_ na wanafunzi ____ngi
_ mahali _li_ na barabara ____ngi
_ nchi _li_ na mito ____ngi
_ nchi mbili _li_ na mito ____ngi
_ jimbo _li_ na shule ____ngi
_ majimbo _li_ na shule ____ngi

 májimbo yaliyo na shule nyangi

shule mbili zilizo na wanafunzi wengi
miji iliyo na watu wengi
shule moja iliyo na wanafunzi wengi
mji iliyo na watu wengi
mahali palipo na barabara nyingi
nchi iliyo na mito mingi
nchi mbili zilizo na mito mingi
jimbo lililo na shule nyingi
májimbo yaliyo na shule nyingi
Text F-2

Read aloud, and be sure you know the meaning of each sentence:


penye ‘where there is’ (lit. ‘where has’)
ng’ambo (9) ‘the far side, beyond’
kisima (7, 8) ‘well, water hole’
maji (6) ‘water’

TO THE STUDENT:

The word /penye/ is the Class 16 form of a very useful word. Its stem is /eny/, translatable in various contexts as ‘having, with, which has’:

watu wenyewe baiskeli ‘people who have bicycles’
mtu mwenye pesa ‘a person who has money’
kisima chenye maji ‘a well with water (in it)’
SWAHILI: GEOGRAPHY

Use each of the following in a complete sentence. [Where the stem or the infinitive of a verb is given, use any form of it. Where an inflected form is given, use that form only.]

- inayokwenda  
  penye
- kandokando  
  kisima
- kuach'a  
  linalokwenda
- ukitoka  
  ukiisha fika
- njiapanda  
  kushoto

Give, in your own words, directions from:

a. Mr. Adams’ house to some place in the vicinity of Hayt Corner.
b. The school at Hayt Corner to Mr. Adams’ house.
c. Hayt Corner to Glenwood Point.

Text F-3


ingia  'to enter'

TO THE STUDENT:

This text makes more use of subjunctive forms than F-1 and F-2 do. Examples are /uende, uliache, uzidi/. The subjunctive is first discussed in Cycle 16.

The relative of the /ta/ tense has /taka/ plus the relative prefix.

The relative prefix /po/ (Class 16) is often used without any special Class 16 word before it. When it is so used, it usually corresponds to English 'when':

Utakapofika penye mto... When you arrive at a stream...

The element /an/ in /kutana/ 'to meet one another' has reciprocal meaning:

- kuona  'to see'
- kuonana  'to see one another'
- kufuata  'to follow'
- kufuatana  'to go along with one another'
SWAHILI: GEOGRAPHY

Read aloud and complete:

U_toka nyumba _a Bw. Crawford, _elekea upande _a mashariki ku_fuata barabara. _end_ kando kando _a barabara tu mpaka u____fika penye mto. Hapo u_ache bara-
bara na _geuka upande _a kulia ku_fuata mto. Utazidi ku_fuata mto mpaka u_____kuta mto ___ili_nakut_a. H_o tena, utazidi _enda upande _a mashariki _fuata mto. Uzid_ kwenda h_o tu mpaka u_____kuta tena mto ___ngine _naingia mto _kubwa. Hapo u_geuka upande _a kusini, u_elekea kulia. U_zidi _enda huko tu, mpaka uta_kuta kisima ___a maji.

Give directions, in your own words, from:

a. Mr. Crawford's house to Mr. Adams' house.

b. Any point on the map to any other point on the map. Do not announce
your destination in advance. When you reach it, stop and see whether
your fellow students can tell where you are.

TO THE STUDENT:

The word /ng'ombe/ 'cow, cattle' is like Classes 9, 10 in that it has no prefix syllable either in singular or in plural. The concords which it requires in words that agree with it, however, are those of Classes 1 and 2. This is true of all names for animals, birds, and fish.


A town that is between Nakuru and Bungoma is Eldoret. The people who live there are Nandis. Cattle raising, that’s their major occupation.

ufugaji (14)  

animal husbandry

TO THE STUDENT:

The abstract noun /ufugaji/ (14) 'animal husbandry' contains the same root as /fuga/ 'to raise animals'. Compare also /ulimaji/ 'farming' and /lima/ 'to farm' and many other such pairs.

Questions:

1. Eldoret iko kati ya miji ipi?
2. Iko katika wilaya gani?
3. Nani wanakaa kuko?
4. Wanafanya kazi gani?
### SWAHILI: GEOGRAPHY

#### Text G-2

<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>pwani</td>
<td>Mji wa Mombasa uko pwani.</td>
</tr>
<tr>
<td>jimbo</td>
<td>Uko katika Jimbo la Pwani, kusini ya Voi.</td>
</tr>
<tr>
<td>kaa</td>
<td>Wadigo na Wagiriama wanakaa Mombasa,</td>
</tr>
<tr>
<td>bara (5 or 9)</td>
<td>na watu wengi pia kutoka barani wanakaa Mombasa.</td>
</tr>
<tr>
<td>fanya</td>
<td>Watu wanaokaa Mombasa hufanya biashara na kazi katika meli.</td>
</tr>
<tr>
<td>biashara (9)</td>
<td>'commerce, business'</td>
</tr>
<tr>
<td>meli (9, 10)</td>
<td>'steamship'</td>
</tr>
<tr>
<td>kazi (9, 10)</td>
<td>'work'</td>
</tr>
</tbody>
</table>

**The City of Mombasa is on the coast.**

**It is in the Coast Province, south of Voi.**

**The Digo and Giriama people live in Mombasa, and also many people from inland live in Mombasa.**

**The people who live in Mombasa carry on commerce and work on ships.**

---

**Questions:**

1. Mji wa Mombasa uko jimbo gani?
2. Uko kusini ya mji upi?
3. Nani wanakaa huko?
4. Wanafanya kazi gani?
Text G-3

nyanda (10) 'highlands'
juu (9) 'above'
kwani 'because'
endelea 'to progress'
lima 'to farm'
kahawa (9) 'coffee'
kubwa

Mji wa Tukuyu uko katika nyanda za juu, karibu na Ziwa Malawi.
The town of Tukuyu is in the highlands, near Lake Malawi.

Nao una Wanyakyusa kwani Tukuyu ni nchi ya Wanyakyusa.
And it has the Nyakyusa, for Tukuyu is the country of the Nyakyusa.

Wanyakyusa ni kabila lililoendelea sana.
The Nyakyusa are a very progressive (lit. 'which progressed') tribe.

Nao hasa hulima kahawa.
And they especially grow coffee.

Mji wa Tukuyu si mkubwa sana.
The town of Tukuyu isn't very large.

TO THE STUDENT:

The word /nao/ appears twice in this text. The second time, it is quite simply a combination of /na/ 'and, with' and /wao/ 'they', referring to /Wanyakyusa/.

In the first occurrence, the antecedent is /mji/ (Class 3). If it were /miji/ (Class 4) the first word in the second sentence would be /nayo/, and the second would of course be /ina/.

Jimbo h___ ni __kubwa, na_o__na mito __ngi.
Mkoa h__ ni __kubwa, na_o__na mito __ngi.

Majimbo h__ ni __kubwa, na_o__na mito __ngi.
Mikoa h__ ni __kubwa, na_o__na mito __ngi.
Nchi h__ ni __kubwa, na_o__na mito __ngi.
Nchi h__ ni __kubwa, na_o__na mito __ngi.
Kisima h__ ni __kubwa, na_o__na maji __ngi.
Visima h__ ni __kubwa, na_o__na maji __ngi.

Jimbo hili ni kubwa, nalo lina mito mingi.
Mkoa huu ni mkubwa, nao una mito mingi.

Majimbo haya ni makubwa, nayo yana mito mingi.
Mikoa hii ni mikubwa, nayo ina mito mingi.
Nchi hii ni kubwa, nayo ina mito mingi.
Nchi hizi ni kubwa, nazo zina mito mingi.
Kisima hiki ni kikubwa, nacho kina maji mengi.
Visima hivi ni vikubwa, navyo vina maji mengi.
SWAHILI: GEOGRAPHY


TO THE STUDENT:

There is a one-word negative relative form only in the present tense. Like the subjunctive, it uses the prefix /si/ after the subject prefix:

watu wasiokaa huko people who don't live there
mwanafunzi asiyejibu the student who doesn't answer

The negative relative corresponding to /ni/ is illustrated in:

mji usio mkubwa a city that isn't large

Compare:

mji ulio mkubwa a city that is large

The word /walimaji/ (Class 2) 'farmers' has the same stem as /ulimaji/ 'farming', discussed in connection with Text G-1. The singular is of course /mlimaji/.

Questions:

1. Mji wa Tukuyu uko wapi?
2. Nani wanakaa huko?
3. Wanalima ipi?
4. Mji wa Tukuyu ni mkubwa?
5. Wanyakyusa ni kabila lililoendelea?

Text G-4


kwa hiyo 'therefore' (lit. 'for or by that')
ukulima (14) 'farming'
kivanda (7, 8) 'workshop, factory'

TO THE STUDENT:

The noun phrase /wafanyi biashara/ 'commercial people, people who conduct business' is related to the verb-object phrase /wanafanya biashara/ 'they conduct business'. This relationship exists between many other pairs of comparable phrases.
Morogoro, ndi o mji kuu a mkoa a Morogoro. Kabila na kaa huko ni luguru. Lugha na sema -naitwa luguru. Kulima ndio kazi ao kuu. Wana fanya biashara ni ngi katika mji a Morogoro.


Questions:
1. Mji wa Morogoro uko wapi?
2. Nani wanakaa huko?
3. Wanafanya kazi gani?
Iringa is a city and also a province.
The city of Iringa is in the highlands.
It is the capital of Iringa Province.
The tribe of Iringa is the Wahehe.
Their work is -- they are farmers.
But, in the city of Iringa, a few people work in commerce and in very small industries.
SWAHILI: GEOGRAPHY

biashara __dogo  biashara ndogo
nyanda __dogo  nyanda ndogo
ziwa __dogo  ziwa dogo
mji __dogo  mji mdogo
jimbo __dogo  jimbo dogo
wilaya __dogo  wilaya ndogo
kazi __dogo  kazi ndogo
ng'ombe __dogo  ng'ombe mdogo
samaki __dogo  samaki mdogo
uwanda __dogo  uwanda mdogo
watu __chache  watu wachache
kazi __chache  kazi chache
viwandana __chache  viwanda vichache
wakulima __chache  wakulima wachache.
miji __chache  miji michache

Mji a Iringa ni mji kuu _a jimbo a Iringa. _ko kusini _a mji a Dodoma, na magharibi _a mji a Mikumi. _hehe _nakaa Iringa. _nafanya kazi _a kulima. _chache _a _nafanya kazi katika __wanda __dogo.


Questions and Answers.

1. Iringa ni mji au jimbo?
2. Mji wa Iringa uko katika nyanda za juu?
3. Uko kusini ya mji gani?
4. Uko magharibi ya mji gani?
5. Watu gani wanakaa huko?
6. Wanafanya kazi wapi?

1. Is Iringa a city or a province?
2. Is the city of Iringa in the highlands?
3. South of what city is it?
4. West of what city is it?
5. Who lives there?
6. Where do they work?
SWAHILI: GEOGRAPHY

Sample 3-minute Tests

1. Copy, filling in the blanks:

Mji ___ Iringa ni ___ ___ wa jimbo ___ ___. Wa ___ wa___ wana___ Iringa. Wana___ kazi ___ waku____. Wa___ wao wana___ kazi __

U___ na ___fanya ___ katika _____ vidogo.

2. Use each of the following in a complete, true sentence about Iringa.

jimbo wakulima
kusini viwanda
magharibi biashara
watu

3. Discuss one of the following:
   a. The location of Iringa
   b. Something about the economy of Iringa.

Text H-2

kuu
kati -ote 'all'
reli (9, 10) 'railroad'
zima 'whole, entire'
kuu
jambo (5,6) 'matter, affair'
uchumi (14) 'industry, economics'

Nairobi ni mji mkuu wa Kenya. Uko kati ya Nakuru na Voi, na kusinf ya Nanyuki.

Nairobi is the capital city of Kenya. It is between Nakuru and Voi and south of Nanyuki.

Watu wote wa Kenya hukaa Nairobi, wakifanya kazi.

All [kinds of] people of Kenya live in Nairobi, working.

Nairobi pia ni mji mkuu wa reli za Afrika Mashariki.

Nairobi also is the major city of East African railways.

Pia ni mji mkubwa wa Afrika Mashariki nzima.

Also it is the biggest city in the whole of East Africa.

Nairobi ni mji mkuu wa Afrika Mashariki katika mambo ya biashara na uchumi.

Nairobi is the center of East Africa in matters (affairs) of commerce and industry.
### Supply prefixes:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Translation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>--ji _zima</td>
<td>mji mzima</td>
<td>the whole city</td>
</tr>
<tr>
<td>_jimbo _zima</td>
<td>jimbo zima</td>
<td>the whole province</td>
</tr>
<tr>
<td>wilaya _zima</td>
<td>wilaya nzima</td>
<td>the whole district</td>
</tr>
<tr>
<td>watu _zima</td>
<td>watu wazima</td>
<td>the adults</td>
</tr>
<tr>
<td>kazi _zima</td>
<td>kazi wazima</td>
<td>the whole job</td>
</tr>
<tr>
<td>Afrika _zima</td>
<td>Afrika nzima</td>
<td>all of Africa</td>
</tr>
<tr>
<td>watu _ote</td>
<td>watu wote</td>
<td>all of the people</td>
</tr>
<tr>
<td>ng'ombe _ote</td>
<td>ng'ombe wote</td>
<td>all of the cows</td>
</tr>
<tr>
<td>samaki _ote</td>
<td>samaki wote</td>
<td>all of the fish (live)</td>
</tr>
<tr>
<td>kazi _ote</td>
<td>kazi zote</td>
<td>all of the jobs</td>
</tr>
<tr>
<td>reli _ote</td>
<td>reli zote</td>
<td>all of the railroads</td>
</tr>
<tr>
<td>samaki _ote</td>
<td>samaki zote</td>
<td>all of the fish (dead)</td>
</tr>
<tr>
<td>kahawu _ote</td>
<td>kahawu yote</td>
<td>all of the coffee</td>
</tr>
<tr>
<td>reli _ote</td>
<td>reli yote</td>
<td>the entire railroad</td>
</tr>
<tr>
<td>kazi _ote</td>
<td>kazi yote</td>
<td>the entire job</td>
</tr>
<tr>
<td>mambo _ote</td>
<td>mambo yote</td>
<td>all the matters</td>
</tr>
<tr>
<td>mji _kuu</td>
<td>mji mkuu</td>
<td>the capital city</td>
</tr>
<tr>
<td>uchumi _kuu</td>
<td>uchumi mkuu</td>
<td>the main product</td>
</tr>
<tr>
<td>biashara _kuu</td>
<td>biashara kuu</td>
<td>the main business</td>
</tr>
<tr>
<td>jambo _kuu</td>
<td>jambo kuu</td>
<td>the main matter</td>
</tr>
<tr>
<td>watu _kuu</td>
<td>watu wakuu</td>
<td>the chiefs, heads of state</td>
</tr>
<tr>
<td>mambo _kuu</td>
<td>mambo makuu</td>
<td>the chief matters</td>
</tr>
<tr>
<td>watu _kuu _ote</td>
<td>watu wakuu wote</td>
<td>all the heads of state</td>
</tr>
<tr>
<td>watu -zima _ote</td>
<td>watu wazima wote</td>
<td>all the adults</td>
</tr>
<tr>
<td>uchumi _kuu _ote</td>
<td>uchumi mkuu wote</td>
<td>all the main products</td>
</tr>
<tr>
<td>biashara _kuu _ote</td>
<td>biashara kuu zote</td>
<td>all the main businesses</td>
</tr>
<tr>
<td>biashara _kuu _ote</td>
<td>biashara kuu zote</td>
<td>all the major businesses</td>
</tr>
<tr>
<td>mambo _kuu _ote</td>
<td>mambo makuu yote</td>
<td>all the major matters</td>
</tr>
</tbody>
</table>
Questions and Answers:

1. Nairobi ni mji mkuu wa nchi gani?
   Nairobi is the capital of what country?

2. Uko kati ya miji ipi?
   Between what two cities is it?

3. Uko kusini ya mji gani?
   South of what city is it?

4. Nani wanakaa huko na wanafanya nini?
   Who lives there and what do they do?

5. Wanafanya kazi katika viwanda gani?
   What industries do they work in?

6. Nairobi ni mji mkuu wa Afrika Mashariki katika mambo yapi?
   In what matters is Nairobi the center of East Africa?

7. Mji wa Nairobi uko wapi?
   Where is Nairobi?

Sample 3-minute Tests

1. Copy, filling in the blanks:
   Nairobi ___ ___ ___ ___ Kenya. ___ ni mji ___ ___ Afrika ________.
   n___ ___ katika ___ na ____. Watu ___ ___ Kenya wana ___ Nairobi ___ fanya ___.
   Nairobi ___ ___ Nakuru ___ Voi, na ___ ___ ___ Nanyuki.
   Uko ___ ___ ___ ___ Nakuru, na ___ ___ ___ ___ Mombasa.

2. Use each of the following items in a complete, true statement about Nairobi.
   reli
   kusini
   watu wazima
   magharibi
   watu wote
   mashariki
   biashara
   kaskazini
   uchumi

3. Discuss one of the following:
   a. The position of Nairobi in East Africa.
   b. The location of Nairobi.
Dar es Salaam ni mji _mkuu _a Tanzania. Uko pwani. _ko upande _a mashariki _a Tanzania. Mji _a Dar es Salaam ni _kubwa, na _na watu _ngi. _na _kabila _ngi _na oishi katika mji h__, lakini kabila _kubwa ni _zaramo, na _a pili labda ni _rufiji.


pili 'two, second'
labda 'perhaps'
makao (6) 'residence, headquarters'
bandari (9, 10) 'harbor'
serikali (9, 10) 'government'
kwa kuwa 'because'
namna (9, 10) 'kind, sort'
mbali mbali 'various'
kama 'like, as'
uchukuzi (14) 'transportation'
a kadalika 'and so forth'

TO THE STUDENT:

The noun /makao/ 'residence' is in Class 6, and most nouns in that class are plural in meaning. /Makao/ is singular. It is related to the verb /kaa/ 'sit, stay, reside'.

The abstract noun /uchukuzi/ 'transportation' is related to the verb /chukua/ 'to carry'.

The ordinal numerals of Swahili are formed from the linking word /a/ (with appropriate concord) and the cardinal numeral. The words for 'first' and 'second' are however irregular:

mtu wa kwanza the first person
mtu wa pili the second person
mtu wa tatu the third person
mtu wa nne the fourth person
mtu wa kumi the tenth person
Questions and Answers:

1. Mji wa Dar-es-Salaam uko upande gani wa Tanzania?
2. Uko pwani au katika nyanda za juu?
3. Ni mji mkubwa?
4. Una watu wengi?
5. Kabila kubwa la Dar-es-Salaam ni lipi?
6. Kabila kubwa la pili la Dar-es-Salaam ni lipi?
7. Kuna biashara nyingi Dar-es-Salaam?
8. Kuna wafanyi biashara wengi mjini huo?
9. Dar-es-Salaam una bandari?
10. Watu wengi wanafanya kazi serikalini?
11. Kuna viwanda vingi Dar-es-Salaam?

Sample 3-minute Tests

1. Copy, filling in the blanks:

   Dar-es-Salaam ni ______. Kuna ma_______ m____ na wa____ w____.

   Dar-es-Salaam ni ma____ ma____ Tanzania ______ m____. Kuna kazi ______ a namna m____ m____. Dar es Salaam ______ biashara kubwa ya u_______, kwa k________ b_______ kuu a Tanzania. Lakini wa____ w____ pia wanafanya ______ s________ ni, na vi______.

2. Use each of the following in a complete, true sentence about Dar-es-Salaam:

   pili ____________________________
   upande ____________________________
   labda ____________________________
   wengi ____________________________
   kubwa ____________________________
   kabila ____________________________
   uko ____________________________
   mengi ____________________________

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3. Discuss one of the following:

   a. The location of the capital city.
   b. The people of Dar-es-Salaam.
   c. How the location of Dar-es-Salaam effects its economy.
   d. Dar-es-Salaam as capital of Tanzania.

Text H-4

| **juu** | The city of Mbeya is also in the highlands, just like Iringa. |
| **kama vile** | 'like, just like' |
| **zamani** | Formerly, it was the capital of Highlands Province. |
| **'former times'** | 'former times' |
| **jimbo** | But now Highlands Province is two provinces: that is, Mbeya Province and Iringa Province. |
| **sasa** | 'now' |
| **'now'** | But very few Safa people live in the city of Mbeya. |
| **pili** | The city of Mbeya is smaller than the city of Iringa. |
| **yaani** | And the tribe there is mainly the Safa [people]. |
| **'that is to say'** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |

| **kuliko** | Most of the people (lit. 'those who are many') are Safa. |
| **kabila** | But very few Safa people live in the city of Mbeya. |
| **chache** | Most of the people (lit. 'the people who are many') are farmers. |
| **wengi** | But, like in other cities of Tanzania, there are business men and workers in industries of various kinds. |
| **bidhaa (9, 10)** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
| **'merchandise'** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
| **ja** | 'to come' |
| **'to come'** | Most of the people (lit. 'the people who are many') are farmers. |
| **usaha** | 'to sell' |
| **'to sell'** | Most of the people (lit. 'the people who are many') are farmers. |
| **mkulima** | Most of the people (lit. 'the people who are many') are farmers. |
| **kama vile** | But, like in other cities of Tanzania, there are business men and workers in industries of various kinds. |
| **biashara** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
| **biashara** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
| **viwanda** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
| **aina (9, 10)** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
| **'kind, sort'** | And a lot of merchandise from the province of Mbeya comes to be sold in the city of Mbeya. |
SWAHILI: GEOGRAPHY

TO THE STUDENT

The specification of time relationships is made much more flexible and precise by a construction which is illustrated in the sentence:

Hapo zamani, ulikuwa ndio mji mkuu.

In former times, it was the capital.

The construction consists of a form of /wa/ 'be, become' plus another form of the copular /ni/, or the emphatic copula (e.g. /ndio/, see Series E), or a full verb:

Ulikuwa ni mji mkuu. It was the capital.
Ulikuwa ndio mji mkuu. It was the capital.
Walikuwa [wana] kazi. They were working.
Walifanya kazi. They worked.
Watakuwa [wana] kazi. They will be working.
Watafanya kazi. They will work.

In this construction, the principal specification of time is in the first word. The time of the second verb is relative to the time of the first.

Reading Comprehension

Mbeya ni mji, pia ni jimbo.
Uko nyanda za juu.
Hapo zamani, kulikuwa na Jimbo lililoitwa Jimbo la Nyanda za Juu.
Lakini sasa, ni majimbo mawili:
Yaani Jimbo la Mbeya na Jimbo la Iringa.
Mji wa Iringa ni mkubwa kuliko mji wa Mbeya.

Makabila ya Mbeya ni Wasafa na Wanyakyusa.
Walio wengi ni wakulima.
Lakini, katika mji kuna wafanyi biashara wengi.
Na bidhaa nyingi zinazotoka jimbo huja kuuzwa katika mji.

Questions:

1. Mji wa Mbeya uko wapi?
2. Ulikuwa mji mkuu wa jimbo gani hapo zamani?
3. Jimbo la Nyanda za juu likoje sasa?
4. Watu gani wanaishi katika mji wa Mbeya?
5. Je, wengi wao wanaishi mjini?
6. Wanafanya kazi gani?
Sample 3-minute Tests

1. Copy, filling in the blanks:

Mji __ Mbeya ___ katika nyanda za juu ____ ____ Iringa. Ni m——
k________ mji wa Iringa. Makabila ___ huko hasa ni W________ na w____
w_________. K__ wafanyi b____ w__ na w_____ kazi w___ mji__.
Na k____ waku_____ w___ jimbo__.

2. Use each of the following in a complete true statement about Mbeya.

wa pili yaani
kama vile huko
kuliko bidhaa
majimbo mingine
zamani aina

3. Discuss one of the following topics:

a. The provinces of Mbeya and Iringa
b. Economic interdependence between city and province

Text H-5

mkoa

Dodoma ni mji mkuu wa
Mkoa wa Kati wa
Tanzania.

kame 'dry'

Nchi iliyo karibu na
Dodoma ni kame,

ingawa 'although'

ingawa mji wa Dodoma
wenyewe ni mkubwa na
una biashara nyingi.

pita 'to pass by, through'

Na reli itokayo Dar-es-
Salaam hupitia hapo
Dodoma.

ishi

Watu wanaoishi katika
mji wa Dodoma wario
wengi ni Wagogo,

kabila (5, 6)

ingawa kuna makabila
mengi, kama vile
katika mji mingine
ya Tanzania.

Dodoma is the capital
of the Central Region
of Tanzania.

The country (which is)
near Dodoma is dry,

although the city of
Dodoma itself is large
and has a lot of com-
merce.

And the railroad that
leaves Dar-es-Salaam
passes via Dodoma.

The most numerous inhab-
itants of Dodoma ('the
people who live in
Dodoma who are many')
are the Gogo,

although there are many
other tribes, as in
the other cities of
Tanzania.
Reading Comprehension

Mji wa Dodoma ni mkubwa na una biashara nyigi, ingawa nchi iliyo karibu na huko ni kame. Uko katika Mkoa wa Kati wa Tanzania na ni mji mkuu wa mkoa huo. Wagogo wanakaa mjini Dodoma, lakini pia kuna makabila mengine. Reli kutoka Dar-es-Salaam hupitia huko.

TO THE STUDENT

The relative form corresponding to the /a/ tense is illustrated in itokayo which leaves

compare:

yatoka  
inayotoka  
inatoka  
zitokazo  
zatoka  

which leaves:

it leaves  
which leaves  
it leaves  
which leave  
they leave

The stem /pitia/ 'to pass by, near' is related to /pita/ 'to pass'. The stem /pitia/ contains the 'applicative' extension, represented here by /1/. The meaning and use of the applicative extension are difficult to summarize. In general, however, it is found when the action of the verb is done with special reference to some person or thing.

Supply prefixes:

Mji _enyewe ni _dogo, 
lakini bandari _ake 
    ni _kubwa.  
Kisima _enyewe ni _digo, lakini _na 
    maji _ngi.  
Kabila _enyewe ni _digo, 
lakini _naendelea 
    sana.  
Nchi _enyewe ni _digo 
    sana, lakini _na watu 
    _ngi.  
Mji _enyewe ni _a 
    zamani, lakini watu 
    _ake _naendelea 
    sana.  

Mji wenye na mdogo, 
lakini bandari yake 
    ni kubwa.  
Kisima chenyewe ni 
    kidogo, lakini ina 
    maji mengi.  
Kabila lenyewe ni digo, 
lakini linaendelea 
    sana.  
Nchi yenye na mdogo 
    sana, lakini na 
    watu wengi.  
Mji wenye na wa 
    zamani, lakini watu 
    wake wanaendelea 
    sana.  

The city itself is 
    small, but its harbor 
    is large.  
The well itself is 
    small, but it has a 
    lot of water. 
The tribe itself is 
    small, but it is very 
    progressive. 
The country itself is 
    very small, but it 
    has a large population. 
The city itself is old, 
    but its people are 
    very progressive.

Questions and Answers

1. Dodoma iko kakika mkoa gani? 
2. Nchi ikoje karibu yake? 
3. Je, Dodoma ni mji mdogo? 
4. Je, una biashara nyigi? 
5. Ni watu gani wanaishi kule?

1. In what region is Dodoma? 
2. What is the land near there like? 
3. Is Dodoma small? 
4. Does it have much commerce? 
5. What people live there?
Sample 3-minute Tests

1. Copy, filling in the blanks:

   Dodoma uko ___ ___ ___ ___ Tanzania, na ni mji mkuu wa ___ ___. ___ iliyi karibu na ___ ni ___. Lakini mji wa Dodoma ___ biashara n___. Reli ku___ Dar-es-Salaam hu___ Dodoma. Wa______ kaa mji__
   wa Dodoma, ingawa ___ pia makabila m______ m___ kama ___ katika miji m___ ya Tanzaniza.

2. Use each of the following in a complete true sentence about Dodoma:

   ingawa  
   wanaoishi  
   kama vile  
   reli

   yenye we
   mkoa
   mji mingine
   kame

3. Discuss one of the following:

   a. The influence of geography on the city, e.g. Dodoma.
   b. The people of Dodoma and their line of work.

GUESSING GAMES

Read or listen to the following descriptions. Give the name of the city as soon as you are sure what it is.

Make up your own descriptions and try them on your fellow students. This activity can very easily be turned into a competitive game.

Play 'Twenty Questions', asking yes-no questions and trying to guess the name of the city that the leader has in mind.


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 D-H (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 Eastern 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.
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

- of
  abiria (1),
  pl. abiria (2)
- acha

aina (9, 10)

w-akati (14),
  pl. ny-akati (10)
-- ake
-- ako

mw-alimu (1)
  pl. waalimu (2)
  amba--
-- ambia

j-ambo (5)
  pl. mambo (6)

ny.anda (9, 10)
-- angu
-- anza
-- ao

arobaini

asubuhi (9, 10)

au

B

baada (9)
bahari (9, 10)
baiskeli (9, 10)
bandari (9, 10)
bara (9)

after
ocean
bicycle
harbor
mainland, continent, up-country
SWAHILI: GEOGRAPHY

barabara (9, 10) or (5, 6)
road, highway

Bi
Miss, Mrs.

biashara (9, 10)
commerce, business

Bibi
Miss, Mrs.

bidhaa (9, 10)
merchandise

bwana (1), pl. mabwana
Mr.

--chache
few

n.chi (9, 10)
country

chini (9)
below, under

u-chukuzi (14)
transportation

u-chumi (14)
industry, economics

chumvi (9)
salt

-chunga
to herd (e.g. cattle)

mu-da (3)
period of time

m-Dachi (1, 2)
a German

dakika (9, 10)
a minute

n.dege (9, 10)
airplane, flight

--dogo
small, little

-elekea
to face, to head in a direction

-enda
to go

-endelea
to continue, progress

w-engi (see --ingi)
many

--enyewe
having, with, which has

--enyewe
self
SWAHILI: GEOGRAPHY

- **fahamu**  
  to know, be familiar with

- **fanya**  
  to do, make

- **ki-Faransa (7)**  
  French language

- **u-Faransa (9)**  
  France

- **fedha (9, 10)**  
  money

- **-fika**  
  to arrive, reach

- **-fuata**  
  to follow

- **-fuga**  
  to keep (cattle, etc.)

- **u-fugaji (14)**  
  animal husbandry

- **fulani**  
  so-and-so

- **mw-ana-funzi (1, 2)**  
  student

- **futi (9, 10)**  
  feet (measure)

- **gani**  
  what?

- **gari (5, 6)**  
  vehicle, car

- **gari la moshi**  
  train

- **-geuka**  
  to turn, turn around

- **h--**  
  this

- **h--o**  
  that

- **h--o h--o**  
  same

- **ha-**  
  (negative prefix)

- **u-Habeshi (9)**  
  Ethiopia

- **hamsini**  
  fifty

- **hapa**  
  here

- **hapanana**  
  no; there is none

- **hapo**  
  there

- **huko**  
  there
### SWAHILI: GEOGRAPHY

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
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<tr>
<td><strong>I</strong></td>
<td></td>
</tr>
<tr>
<td>p-ili</td>
<td>two (used in counting)</td>
</tr>
<tr>
<td>ingawa</td>
<td>although</td>
</tr>
<tr>
<td>ki-Ingera (7)</td>
<td>English language</td>
</tr>
<tr>
<td>u-Ingera (9)</td>
<td>England</td>
</tr>
<tr>
<td>mw-Ingera (1, 2)</td>
<td>English person</td>
</tr>
<tr>
<td>--ingi</td>
<td>many</td>
</tr>
<tr>
<td>--ingia</td>
<td>to enter</td>
</tr>
<tr>
<td>--inge</td>
<td>some, other, another</td>
</tr>
<tr>
<td>mw-inuko (3)</td>
<td>altitude</td>
</tr>
<tr>
<td>--isha</td>
<td>to finish, end</td>
</tr>
<tr>
<td>--ishi</td>
<td>to live</td>
</tr>
<tr>
<td>ishirini</td>
<td>twenty</td>
</tr>
<tr>
<td>--ita</td>
<td>to call</td>
</tr>
<tr>
<td>--ja</td>
<td>to come</td>
</tr>
<tr>
<td>jambo (see j-ambo)</td>
<td>question marker</td>
</tr>
<tr>
<td>ja</td>
<td>how? in what way?</td>
</tr>
<tr>
<td>je</td>
<td>German person</td>
</tr>
<tr>
<td>-je</td>
<td>city</td>
</tr>
<tr>
<td>m-Jerumani (1,2)</td>
<td>path, way</td>
</tr>
<tr>
<td>m-ji (3, 4)</td>
<td>junction</td>
</tr>
<tr>
<td>n.jia (9, 10)</td>
<td>answer</td>
</tr>
<tr>
<td>n.jiapanda (9, 10)</td>
<td>to answer</td>
</tr>
<tr>
<td>jibu (5, 6)</td>
<td>province</td>
</tr>
<tr>
<td>-jibu</td>
<td>to know</td>
</tr>
<tr>
<td>jimbo (5, 6)</td>
<td>on, concerning, top, above</td>
</tr>
<tr>
<td>-jua</td>
<td></td>
</tr>
<tr>
<td>juu (9)</td>
<td></td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

- kaa
  kabila (5, 6)
  kabisa
  kadhalika
  kahawa (9)
  kama
  kama vile
  --kame

ki-Kamba (7)
  m-Kamba (1, 2)
    kandokando (9)
  kanisa (5, 6)
  karafuu (9, 10)
  karibu (9)
  kaskazini (9)
  kasoro
  katani (9, 10)
  kati (9)
  katika
  kazi (9, 10)
  m-Kenya (1, 2)
  -ko
  m-koa (3, 4)
  m-kono (3, 4)
    korosho (5, 6)
    --kua
    --kubwa
    u-kubwa (14)
  kule
  kuliko
  kumi

K

to reside, live, sit
tribe
exactly
likewise, similarly
coffee
about, approximately, like, as
like, just like
dry
the Kamba language
Kamba person
along the side
church
cloves
near, about, approximately
north
less, minus
sisal, hard fiber cordage
middle, center, between
in
work
a person from Kenya
to be located
region
hand, arm
cashew nuts
to grow
big, large, important
size
there
than, as compared with
ten

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**SWAHILI: GEOGRAPHY**

<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kusini (9)</td>
<td>south</td>
</tr>
<tr>
<td>-kuta</td>
<td>to come upon, meet, find</td>
</tr>
<tr>
<td>--kuu</td>
<td>great, pre-eminent, major principal, chief</td>
</tr>
<tr>
<td>kwa</td>
<td>for, with, at</td>
</tr>
<tr>
<td>kwa hiyo</td>
<td>therefore</td>
</tr>
<tr>
<td>kwa kuwa</td>
<td>because</td>
</tr>
<tr>
<td>kwani</td>
<td>because</td>
</tr>
<tr>
<td>kwanza</td>
<td>first</td>
</tr>
<tr>
<td>see -anza 'to begin'</td>
<td></td>
</tr>
<tr>
<td>kweli</td>
<td>correct</td>
</tr>
<tr>
<td>la</td>
<td>no</td>
</tr>
<tr>
<td>labda</td>
<td>perhaps</td>
</tr>
<tr>
<td>lakini</td>
<td>but</td>
</tr>
<tr>
<td>U-laya (9)</td>
<td>Europe</td>
</tr>
<tr>
<td>--le</td>
<td>that</td>
</tr>
<tr>
<td>ku-lia</td>
<td>right (hand)</td>
</tr>
<tr>
<td>-lima</td>
<td>to cultivate, to farm</td>
</tr>
<tr>
<td>m-lima (3, 4)</td>
<td>mountain, hill</td>
</tr>
<tr>
<td>m-ku-lima (1, 2)</td>
<td>farmer</td>
</tr>
<tr>
<td>u-ku-lima (14)</td>
<td>farming</td>
</tr>
<tr>
<td>m-limaji (1, 2)</td>
<td>farmer</td>
</tr>
<tr>
<td>-lingana</td>
<td>to be like one another</td>
</tr>
<tr>
<td>lini</td>
<td>when?</td>
</tr>
<tr>
<td>lugha (9, 10)</td>
<td>language</td>
</tr>
<tr>
<td>m-Luo (1, 2)</td>
<td>a Luo person</td>
</tr>
</tbody>
</table>
SWAHILI: GEOGRAPHY

M

magharibi (9) west
mahali (16) a place
maili (9, 10) mile
maji (6) water
-maliza to end, finish
mashariki (9) east
mbali (9) far, distant
mbalimbali different, various
meli (9, 10) steam ship
mini I, me
Misri (9) Egypt
--moja one, a certain
mojawapo one of several
mpaka to, until

N

na and, with
nafasi (9, 10) opportunity
namba (9, 10) number
namna (9, 10) kind, sort
--nane eight
nani who?
ndiyo yes
ng'ambo (9) the far side, beyond
--ngapi how many?
i is, are
nini what?
--nne four
nusu half
### SWAHILI: GEOGRAPHY

<table>
<thead>
<tr>
<th><strong>O</strong></th>
<th><strong>P</strong></th>
<th><strong>R</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>--o--ote</td>
<td>pamba (9)</td>
<td>ki-Reno (7)</td>
</tr>
<tr>
<td>-ona</td>
<td>-panda</td>
<td>u-Reno (9)</td>
</tr>
<tr>
<td>-ondoka</td>
<td>u-pande (14)</td>
<td>-rudi</td>
</tr>
<tr>
<td>-onyesha</td>
<td>pl. pande (10)</td>
<td></td>
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<tr>
<td>orodha (9, 10)</td>
<td>-pata</td>
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<tr>
<td>m-oshi (3, 4)</td>
<td>-patikana</td>
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</tr>
<tr>
<td>--ote</td>
<td>pesa (9, 10)</td>
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<td>--pi</td>
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<td>pia</td>
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<td>pili (see --wili)</td>
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<td>-pinduka</td>
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<td>-pita</td>
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<td>-pitia</td>
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<td>-po</td>
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<tr>
<td></td>
<td>pwani</td>
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<tr>
<td></td>
<td>pyrethrum (9)</td>
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<tr>
<td></td>
<td>pyrethrum; chrysanthemums with aromatic leaves; exterminating powder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to turn</td>
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<tr>
<td></td>
<td>to pass, to pass by</td>
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<tr>
<td></td>
<td>to pass by, through</td>
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<tr>
<td></td>
<td>to be located</td>
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<tr>
<td></td>
<td>coast, shore, beach</td>
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<tr>
<td></td>
<td>any at all</td>
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<td></td>
<td>to see</td>
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<tr>
<td></td>
<td>to leave, go away</td>
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<td>to show</td>
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<td>list</td>
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<td>smoke</td>
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<td>which?</td>
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<td>two</td>
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<td>cotton</td>
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<td>to raise</td>
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<td></td>
<td>direction</td>
<td></td>
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<td></td>
<td>to get</td>
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<td></td>
<td>to be available</td>
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<tr>
<td></td>
<td>money</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to return</td>
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<td><strong>S</strong></td>
</tr>
<tr>
<td>saa (9, 10)</td>
</tr>
<tr>
<td>saba</td>
</tr>
<tr>
<td>safari (9, 10)</td>
</tr>
<tr>
<td>-safiri</td>
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<tr>
<td>samaki</td>
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<td>sana</td>
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<td>sasa</td>
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<td>sawa</td>
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<td>sehemu (9, 10)</td>
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<td>-sema</td>
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<td>serikali (9, 10)</td>
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<tr>
<td>ku-shoto</td>
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<td>shule (9, 10)</td>
</tr>
<tr>
<td>(also, skuli)</td>
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<td>si</td>
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<td>siku (9, 10)</td>
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<tr>
<td>ki-sima (7, 8)</td>
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<td>-simama</td>
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<td>sisi</td>
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<td>sita</td>
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<td>ki-siwa (7, 8)</td>
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<td>sukari (9)</td>
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<td>ki-Sukuma (7)</td>
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<td>swali (5, 6)</td>
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</tr>
<tr>
<td>-taja</td>
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<tr>
<td>-taka</td>
</tr>
<tr>
<td>--tano</td>
</tr>
<tr>
<td>-tarajia</td>
</tr>
<tr>
<td>--tatu</td>
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<td>-tazama</td>
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<tr>
<td>-telumka</td>
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<tr>
<td>m-telemko (3, 4)</td>
</tr>
<tr>
<td>tena</td>
</tr>
<tr>
<td>-tembelea</td>
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<tr>
<td>-tengeneza</td>
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<tr>
<td>thelathini</td>
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<tr>
<td>tisa</td>
</tr>
<tr>
<td>m-to (3, 4)</td>
</tr>
<tr>
<td>-toka</td>
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<tr>
<td>tu</td>
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<tr>
<td>-tumaini</td>
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<td>-uliza</td>
</tr>
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<td>ny.umba</td>
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<td>Unguja (9)</td>
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<td>-uza</td>
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<td>vema</td>
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<td>-vua</td>
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<td>-vuka</td>
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<td>-wa na</td>
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<td>ki-wanda (7, 8)</td>
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<td>wao</td>
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<tr>
<td>wapi</td>
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<tr>
<td>-weza</td>
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<tr>
<td>wiki (9, 10)</td>
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<tr>
<td>wilaya (9, 10)</td>
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<tr>
<td>--wili</td>
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### SWAHILI: GEOGRAPHY

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>yaani</td>
<td>that is to say</td>
</tr>
<tr>
<td></td>
<td>yeye</td>
<td>he, she</td>
</tr>
<tr>
<td>Z</td>
<td>zaidi (9)</td>
<td>much, many</td>
</tr>
<tr>
<td></td>
<td>zaman</td>
<td>former times</td>
</tr>
<tr>
<td></td>
<td>-zidi</td>
<td>to be or do more</td>
</tr>
<tr>
<td></td>
<td>--zima</td>
<td>whole, entire</td>
</tr>
<tr>
<td></td>
<td>ziwa (5, 6)</td>
<td>lake</td>
</tr>
<tr>
<td></td>
<td>m-zungu (1, 2)</td>
<td>a European</td>
</tr>
</tbody>
</table>