

# Hujambo!

A Standards-Based Approach to Introductory Kiswahili

## Volume 1

Brenda Aromu Wawire,  
John Munyui Muchira and Peter Otiato Ojiambo

Illustrations by Maurice Wegulo



*These materials were developed under grant P229A180008 from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.*

Hujambo! A Standards-Based Approach to Introductory Kiswahili  
Last Revised: March 10, 2025



Except as otherwise noted, this work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

You are free to copy and redistribute the material in any medium or format and to remix, remix transform and build upon the material under the following terms:

- **Attribution** – You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **NonCommercial** – You may not use the material for commercial purposes.
- **No additional restrictions** – You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

To view a full copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/legalcode>.

ISBN 9781611950632

### **Cover pattern**

“Luxury mandala vector” by visnezh is distributed under a Free License. Last accessed 8/12/2022. <https://www.freepik.com/vectors/luxury-mandala>

# Table of Contents

About the Authors.....	i
Acknowledgements.....	iii
About the Curriculum.....	v
1. Somo la kwanza.....	1
Salamu na utambulisho.....	1
1.1    Kwa uwanja wa ndege.....	3
1.2    Kukutana na familia pokezi.....	10
1.3    Majirani.....	16
1.4    Hamjambo wanafunzi?.....	28
1.5    Wewe unasoma masomo gani? .....	40
1.6    Nambari yako ya simu ni gani? .....	52
Sources .....	58
2. Somo la pili .....	59
Familia na Uhusiano.....	59
2.1    Familia yangu.....	61
2.2    Familia pokezi .....	72
2.3    Familia kubwa.....	82
2.4    Kazi gani? .....	95
Sources .....	108
3. Somo la tatu .....	109
Shughuli za kila siku .....	109
Essential Questions: .....	109
3.1    Anafanya nini? Wanafanya nini? .....	111
3.2    Shughuli za kila siku .....	122
3.3    Kusema wakati.....	140
3.4    Shughuli za starehe.....	156
3.5    Utafanya nini kesho? .....	167
Sources .....	175
4. Somo la nne.....	177
Mahali tunapokaa .....	177
4.1    Nyumba ya familia yangu pokezi .....	179
4.2    Kuna nini katika vyumba mbalimbali? .....	194
4.3    Nje ya nyumba .....	208
4.4    Mtaa na ujirani.....	222
4.5    Kukodisha nyumba .....	236

Sources .....	250
Appendices .....	252
Noun Classes .....	252
Verb Conjugation .....	253



# About the Authors

**Brenda Aromu Wawire** is a Research Faculty in the Learning Systems Institute at Florida State University, USA. Her research interests include literacy acquisition across languages, second language acquisition, foreign and second language pedagogy, language of instruction policy, curriculum design, teacher training and best practices for teaching multilingual learners. She holds a Ph.D. in Curriculum and Instruction with an emphasis on Foreign and Second Language Education from Florida State University, an M.A. in Modern Languages with a specialization in Teaching English to Speakers of Other Languages from the University of Mississippi, and a Bachelor of Education Arts (English and Literature) from Kenyatta University. She served as Fulbright Foreign Language Teaching Assistant at the Jackson State University. Prior to joining Florida State University, Dr. Wawire was an Associate Research Scientist at the African Population and Health Research Center in Nairobi, Kenya. She has previously served as an Assistant Teaching Professor and the Coordinator of African and African Diasporic Languages at the University of Kansas. She has experience as a trainer of trainers for the National African Language Resource Center. She has held Kiswahili language and culture teaching positions at the Jackson State University, University of Mississippi, University of Florida, University of Kansas and Florida State University. She has won various grants including STARTALK, Human Development Innovation Fund, and the Jacobs Foundation Research Fellowship, among others. Her recent publications include “Effective Intensive Language Programs: The case Study of a Kiswahili STARTALK Program Model” (*Journal of National Council of Less Commonly Taught Languages*, 2023) and “The Structural Relations of Component Reading Comprehension Skills in Kiswahili: The Influence of Socio-Economic Status and Home Literacy Environment” (*Reading Research Quarterly*, 2025). She is passionate about generating high-quality research evidence that will have policy implications on language and literacy development globally.

**John Munyi Muchira** is a Visiting Assistant Professor and Program in African Languages Coordinator at the Center for African Studies at the University of Florida, USA. Dr. Muchira earned his doctoral degree in Educational Leadership and Policy Studies with a specialization in Sociocultural and International Development Education Studies from Florida State University and a graduate certificate in Program Evaluation from the same institution. He also holds a Master of Arts in Modern Languages from the University of Mississippi, and a Bachelor of Education (Arts) with specialization in Kiswahili and English Language from the University of Nairobi. Dr. Muchira taught Kiswahili as a second language in Kenya before beginning his academic career teaching Kiswahili as a Fulbright Foreign Language Teaching Assistant at New York University. Prior to joining the University of Florida, he taught Kiswahili language and culture at the University of Kansas, the University of Mississippi, and University of Miami and was an instructor for a summer “crash” course on Ecotourism and Environmental Politics in Tanzania at the University of Maine-Farmington. He has served as an instructor and curriculum designer in various programs in the U.S., namely the STARTALK Swahili Academy program at the University of Kansas and the African Flagship Languages Initiative at the University of Florida. Dr. Muchira’s research interests are in language pedagogy, curriculum reforms, study abroad programs, policy planning and development, holistic youth development, and the transition from education to the world of work. As an interdisciplinary scholar, his experience spans several government and international development projects where he has served as consultant and research scientist. He was the Co-Principal investigator and Project Manager in the Role of Education in Addressing Inequalities (REAI) project. Some of his recent publications include “Implementing Competency Based Curriculum (CBC) in Kenya: Challenges and Lessons from South Korea and USA” (*Journal of Education and Learning*, 2023) and “Digital Media and Creative Economy Potential on Youth Employment in Kenya: A Grounded Theory

Perspective” (*Information and Learning Sciences*, 2023). He is a recipient of several scholarships and awards, including the Fulbright scholarship, Matasa Fellowship through the Mastercard Foundation and the Institute of Development Studies at the University of Sussex, and the Gagné Research Prize for the Best Graduate Research Paper in the College of Education at Florida State University.

**Peter Otiato Ojiambo** is Associate Professor, Department of African and African American Studies, University of Kansas, USA, with several years of teaching, research, and student supervision experience. He is currently the Director of Graduate Studies in the Department of African and African American Studies at the University of Kansas and the Associate Director for Kansas University, African Studies Center. He has previously served as the African Languages Coordinator for the Department of African and African American Studies. Dr. Ojiambo is a trained Africanist, and he has been involved in the field of African Studies (especially African education and African languages i.e. Kiswahili) for more than two decades. Additionally, he has wide experience in the training, teaching, material development and assessment of the Less Commonly Taught languages. He holds a Bachelor of Education degree specializing in Kiswahili and Religious Studies, a Master of Philosophy degree majoring in Sociology of Education from Moi University, Kenya; Master of Arts degree majoring in Kiswahili from the University of Dar salaam, Tanzania; Master of Arts degree in International Affairs focusing on African Studies; and a Ph.D. in Educational Studies from Ohio University. Prior to joining the University of Kansas, he taught at Ohio University and the University of Illinois at Urbana-Champaign. His fields of teaching, research, and publication include African languages (Kiswahili pedagogy and curriculum); African-centered educational biographies; comparative and international education; educational leadership; democracy, poverty and development; non-Western educational thought; educational administration, curriculum, teaching, learning and relational theories; school and society relations. He holds a Scholarly Achievement Award (2021) and the Center for Teaching Excellence Award (2014) from the University of Kansas. He has won various grants that include Title VI NRC and FLAS (for African Studies Centers), STARTALK among others. His recent publications include *Kenyan Youth Education in Colonial and Post-colonial Times: Joseph Kamiru Gikubu’s Impact* (Palgrave, 2017); *Erasing Invisibility, Inequity and Social Injustice of Africans in the Diaspora and the Continent* (Cambridge Scholars, 2017) and “Beyond the Methods Course: Using Exploratory Practice for Graduate Student Teacher Development” (*Journal of American Association of University Language Supervisors and Coordinators*, 2012).

# Acknowledgements

Any scholarly publication is a work of many labors and not the result of one individual. If there is good to be found in this book, it is principally due to the many people who graciously offered their various intellectual gifts, time and a myriad of support to this project. We would like to acknowledge the support of several individuals who made the completion of this book possible.

First, and foremost, we owe a great debt of gratitude to Dr. Jonathan Perkins, the long-serving Director of the University of Kansas Open Language Resource Center, for his interest and for affirming this book's merit and importance. Dr. Perkins got us fascinated with the idea of Open Educational Resources (OER) and their vital role in foreign language teaching and learning. He challenged us to undertake the book project and underscored its significance in the field of the Less Commonly Taught Languages (especially African languages). Dr. Perkins devoted many hours to manuscript discussion meetings, read and edited several drafts of the manuscript with professionalism, skill, rigor, and diligence and made insightful suggestions for improving the book. Additionally, he invited us to share some of the early pieces of the book at the Language OER Conference in 2021 and 2022. Without Dr. Perkins and the generous funding, he provided through the Language Resource Center grant of 2018-2022, this work would not have been completed in time nor gained its current depth, scope, and shape. His unlimited patience, unwavering support, guidance, vital advice, attentiveness and belief in this project was a great comfort to us throughout the arduous writing process. Dr. Perkins and his brilliant and talented staff were phenomenally generous with their time and resources of the mind, and we have learned a great deal from them in the process of writing this book. Their energy, devotion, constant enthusiasm, and engagement to see this work to its successful end has made this book what it is. We are far more grateful to them than the spoken word can say.

We would also like to express our gratitude to our various institutions for their enormous support that enabled us to undertake this work. Without their varied support and interest, it would have been difficult to complete this work in good time. We would not have asked for better stimulating and imaginative intellectual homes than our institutions. We have been extremely well supported in this by our colleagues at our various institutions. In particular, the two chairs of African and African American Studies Department at the University of Kansas, Drs. Cécile Accilien and Shawn Alexander and Dr. Glenn Adams, the current Director of Kansas African Studies Center, each one of them offered stimulating ideas, encouraged us and supported our work on this project. We are tremendously grateful to each of them for their support. Additionally, we are indebted to wonderful Africanist colleagues at our various institutions who are rather too many to list here for all their support.

We are also grateful to David Irungu and Purity Wawire, our friends and colleagues, for their diligent, generous, and tireless reading of the manuscript at a critical stage of the writing process and for providing us with the vital feedback, suggestions and input on how to strengthen the quality of the book. Their sharp intellect, language expertise and experience, played a significant role in shaping and enhancing the final product of the book.

Further, we are indebted to Maurice Wegulo for providing us the numerous illustrations that we needed to accompany various lessons in the book. His indefatigable commitment, imagination and creativity to work on the illustrations amidst his other demanding projects was vital in enriching the content of the book.

We also acknowledge the input given by our many present and former undergraduate and graduate students in our Elementary Kiswahili courses who have read various versions of this

book in our courses where we have used several drafts of it. Their response to the earlier versions of the book, their thoughtful comments and reviews helped us to make it an appealing read. Our affectionate gratitude goes especially to Macie Rouse, Owen Wegner, Kirsten Wang, Tyler Cargill, and Athaviah Barker.

Finally, we are grateful to all our respective families for all their myriad support throughout our work on this book. Saying thank you to family is seldom, if ever, enough even though it means so much. We feel woefully inadequate to saying thank you! But we hope the simplicity of this expression will suffice for our families to express our deep and immense appreciation for their ceaseless joy, love, hospitality, understanding, enthusiasm, lifetime constant encouragement, friendship and support on our intellectual journey. We are eternally grateful.

The writing is done, so let us commence its reading and use in the teaching and learning of Kiswahili language and culture!

# About the Curriculum

*Hujambo!* is an evidence based curriculum for introductory Kiswahili language and culture courses. This open access curriculum seeks to fill the gap in literature on open resource materials for teaching Less Commonly Taught Languages that reflects current research on second and foreign language teaching. It is designed for introductory Kiswahili language and culture courses at the college level, K-12, foreign service, second language educators, or anyone who has interest in East Africa. It has approximately 150 contact hours of instruction. It is organized thematically and designed utilizing the backward curriculum design. Each chapter carefully integrates the 5Cs of the World- Readiness Standards for Learning Languages – the roadmap to language competence. The content is based on authentic materials and provides students multiple opportunities to practice activities that target standards in the 5Cs (Communication, Cultures, Connections, Comparisons, and Communities).




In the curriculum, students follow two American students studying abroad in Tanzania from their arrival at the airport until they depart home, providing an opportunity to learn about their host families, academic pursuits, and free time with friends among others. Conversations with members of the local community, as well as emails and texts they send to one another, provide meaningful insights about their encounters with a new culture and how it (re)shapes their view of the larger world. This grammatical and lexical content is embedded within the storyline of a cultural exploration of East Africa. It provides a foundational understanding of Kiswahili and the cultures of those who share it as a common language and consequently builds intercultural competence.

The curriculum is divided into 7 units, each centered around a specific theme. The book is divided into two volumes. Volume 1, has 4 units with Unit 1 covering greetings and introductions and getting to know new people. Unit 2 delves into the family and relations of the host family and the students participating in the study abroad program. Unit 3 explores daily activities and hobbies the students engage in during study abroad and in their home contexts. Unit 4 deals with the surroundings where they live.

Each unit is subdivided in 4-5 sections that build up vocabulary, grammar, and cultural knowledge around the theme. Each unit opens with highlights on essential questions that guide student inquiry and exploration of the thematic area. This is followed by the targeted learning outcomes for the three modes of communication; interpersonal, interpretive, and presentational that students will perform to demonstrate their mastery of the new content. The learning activities at stage 3 are comprised of dialogues, monologues and audio recordings that model the language, cultural content, and targeted grammatical constructions and carefully scaffolded activities that encourage interaction with classmates. Each section concludes with a summative task that is either a written or an oral presentation. Each section has a list of key vocabulary words. By completing this curriculum students are expected to build a core vocabulary of approximately 1,000 words, including the most common words for everyday interactions and the individual vocabulary they need to speak about their own academic lives.

The authors are confident that this evidence based curriculum will provide a strong foundation and enhance proficiency and intercultural competence in Kiswahili and East African Cultures.

**Each activity is marked in the following format – speaking, listening, writing, reading – using a specialized icon.**

INTERPRETIVE TASKS	INTERPERSONAL TASKS	PRESENTATIONAL TASKS
<p>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
		

# 1. Somo la kwanza

## Salamu na utambulisho

### Essential Questions:

1. How do greetings in Kiswahili specify the types of relationships among people?  
How does this differ from your culture?
2. What is the significance of age in relationships in your culture?
3. What is the significance of hospitality to guests in different cultures?
4. What forms of communication are not preferable in the target culture?  
Are they different from your culture?
5. How is respect and concern shown in greetings and introductions in your culture?

### Stage One:

By the end of this unit, students should be able to:

- greet familiar people using appropriate forms of greetings, responses, and questions in any context, based on times and seasons (Interpersonal speaking);
- take leave from friends, relatives, colleagues (Interpersonal speaking);
- ask and respond to questions of well-being of self and others (Interpersonal speaking);
- introduce and talk about themselves, providing details such as where they are from, what they are studying, what language(s) they speak, their phone number and age, in both oral and written format (Presentational speaking or writing);
- understand in spoken or written form someone introducing oneself or anyone related to the speaker or writer in any context (Interpretive reading or listening);
- understand the importance of greetings among Kiswahili speakers, including genuine inquiries about the other person's family and well being (Cultural comparisons);
- identify the practices of showing respect to older people among Kiswahili speakers in oral or written text (Interpretive reading or listening);
- compare cultural practices of Swahili communities to their own culture or to other cultures with regard to greetings and relationships, including the degree of respect necessary when dealing with elders (Cultural comparisons);
- use correct gestures and appropriate phrases when greeting people (Interpersonal speaking);
- understand the importance of reciprocating someone's hospitality (Cultural comparisons).

## Stage Two:

What will be acceptable evidence of the student's knowledge and ability?

<b>INTERPRETIVE TASKS</b>	<b>INTERPERSONAL TASKS</b>	<b>PRESENTATIONAL TASKS</b>
<p>Students will read and listen to dialogues where different Kiswahili speakers exchange greetings.</p> <p>Students will identify the greetings, appropriate times for using different greetings, and how the speakers show concern, respect, and hospitality.</p> <p>Students will understand the gestures used during greetings.</p> <p>Students will identify the contexts in which the greetings took place and the differences in the greetings based on the contexts.</p>	<p>Students will choose one or two contexts of interest and will role-play greetings and self-introductions based on the chosen context. Students will switch the roles to be sure they understand both the role of the initiator of the greeting and the person responding to the greeting.</p> <p>Students will also ask and answer appropriate questions to learn more about their classmates and to show concern.</p> <p>Students will introduce themselves and exchange information about their families, occupations, and language(s) they speak, etc.</p>	<p>Students will give an oral or written presentation of a self-introduction or an introduction of another person. They will include details of where they live, their occupation, their age, any languages they speak, and any other details they think might be important to get to know this person.</p> <p>Students will give a presentation or write an email to introduce a new person to their colleagues.</p>

## Stage Three:

What activities will students participate in to prepare them to demonstrate what they know and can do?



## 1.1 Kwa uwanja wa ndege



### Zoezi A

Shamila and Joseph, two American students, have just arrived at Dar es Salaam International Airport in Tanzania for their study abroad program. Amina, who is picking them up at the airport, is holding a sign of the University of Dar es Salaam. Read their brief dialogues and answer the questions that follow.



*Amina greets Shamila:*

**Amina:** Hujambo?

**Shamila:** Sijambo.

**Amina:** Habari gani?

**Shamila:** Nzuri sana.

**Amina:** Jina langu ni Amina. Jina lako ni nani?

**Shamila:** Jina langu ni Shamila.

**Amina:** Pole kwa safari.

**Shamila:** Nimeshapoa.

**Amina:** Nimefurahi kukufahamu.

**Shamila:** Na mimi pia.



*Amina greets Joseph:*

**Amina:** Hujambo?

**Joseph:** Sijambo.

**Amina:** U hali gani?

**Joseph:** Salama sana.

**Amina:** Ninaitwa Amina. Unaitwa nani?

**Joseph:** Ninaitwa Joseph.

**Amina:** Pole kwa safari.

**Joseph:** Nimeshapoa.

**Amina:** Nimefurahi kukufahamu.

**Joseph:** Na mimi pia.

Match each question and phrase below with its appropriate response.

- |                                 |                     |
|---------------------------------|---------------------|
| 1. _____ Hujambo?               | a. Salama sana.     |
| 2. _____ U hali gani?           | b. Na mimi pia.     |
| 3. _____ Habari gani?           | c. Ninaitwa...      |
| 4. _____ Jina lako nani?        | d. Nzuri sana.      |
| 5. _____ Unaitwa nani?          | e. Sijambo.         |
| 6. _____ Nimefurahi kukufahamu. | f. Jina langu ni... |



## Zoezi B

Introduce yourself to at least three of your classmates using the models in *Zoezi A*. Make sure to use each form of, “My name is...” (*Jina langu ni ...* and *Ninaitwa ...*) and the corresponding questions.

### **Example:**

Jina langu ni \_\_\_\_\_. Jina lako nani?

Ninaitwa \_\_\_\_\_. Unaitwa nani?

Can you figure out how to let your classmates know that you are pleased to meet them? If so, work that into your introductions.

*Amina introduces Joseph to Shamila:*

**Amina:** Shamila, huyu ni Joseph. Yeye anatoka Marekani.

**Shamila:** Sawa.

**Amina:** Joseph, huyu ni Shamila. Yeye anatoka Marekani pia.

**Shamila:** Nimefurahi kukufahamu Joseph.

**Joseph:** Na mimi pia.



## Zoezi C

With a partner, work to identify the celebrities pictured below. You may find the phrase, *Huyu ni nani?* (Who is this?), helpful to complete the task. Take turns asking each other questions to identify and provide the names of the people below.





## Zoezi D

Pick a partner (or partners) and take turns introducing yourself to other groups. One of you should introduce yourself and then introduce your partner(s).

### *Example:*

**Group 1:** Jina langu ni Steven. Huyu ni Claire.

**Group 2:** Jina langu ni George. Huyu ni Jennifer.

**Group 1:** Nimefurahi kukufahamu, George. Nimefurahi kukufahamu, Jennifer.

**Group 2:** Na mimi pia!



## Zoezi E

Pick a new partner and quiz them on the names of everyone they have met in the class thus far. If your partner does not remember someone's name, you should provide it. If neither of you remember, ask another group or the person themselves.

**Huyo** ni nani?

**Huyo** ni Amina.

Simkumbuki.

**Huyu** ni nani?

**Huyu** ni Amina.

Simkumbuki.

*Who is **that**?*

***That** is Amina.*

*I don't remember him/her.*

*Who is **this**?*

***This** is Amina.*

*I don't remember him/her.*

Note that *huyo* is used to talk about someone far from the speaker, as opposed to *huyu*, which is used to talk about someone close to the speaker.



## Zoezi F

Using the vocabulary in the three conversations that you have seen so far, create a dialogue with a partner about two people who are meeting for the first time. In your dialogue, your characters should:

- Greet each other in a culturally appropriate manner
- Introduce themselves
- Inquire about each other's well-being
- Express appreciation for having met each for the first time

You may want to write down your dialogue in case your teacher asks you to perform it in front of the class!



## Zoezi G

Review the information below with a partner and be prepared to answer the questions that follow.



Jina lake ni nani?  
Jina lake ni Shamila.



Anaitwa nani?  
Anaitwa Joseph.



Jina lake ni Sara?  
Jina lake si Sara.  
Jina lake ni Amina.



Huyu ni nani?  
Simkumbuki.

The first three questions are slightly different from the questions we have been using thus far. How are they different? In what context would you use these questions?

You will discuss your answers with the class and then you will have an opportunity to practice the constructions as your teacher asks you a series of questions about your classmates.

## Cultural Explorations

Greetings are very important among Kiswahili speakers as they are a way of expressing politeness and respect for others. They are quite lengthy as people normally inquire about each other's parents, spouses, children, extended family members, health, places important to them, their homestead in general, and how they are at various parts of the day - among others! It is common practice to greet a new person on the street. *Hujambo*, the equivalent of the English greeting 'Hello', is used when greeting one person and *Hamjambo* when greeting a group. Young people greet each other using casual phrases like *Mambo* (Hi), *Vipi* (What's up?) and *Sasa* (Hey), and it is also common for many adult Kiswahili speakers to use these greetings in informal settings. The response for *Mambo*, *Vipi*, and *Sasa* is simply, *Poa* (Cool). The safe approach is to use the formal greeting *Hujambo*. You may switch to something more informal if you notice the native Kiswahili speaker is using informal greetings.

In most instances, it is the younger person who initiates the greetings. The younger person addresses older acquaintances with honorific titles like *baba* (father), *mama* (mother), *mjomba* (uncle), *shangazi* (aunty), *Bwana* (sir or Mr.), or *Bibi* (Mrs. or madam) to show respect. However, the elder can initiate the greeting depending on the circumstances. When someone has a child, they are addressed as *mama wa...* (mother of...) or *baba wa...* (father of...), as a way of showing respect to them. They are usually referred to by the name of their first child, irrespective of the gender of the child.

In more contemporary circles, friends and acquaintances shake hands or give hugs as a form of greeting, regardless of gender. If some people are not familiar with each other, they may refrain from such a physical greeting and just say hello instead. In some parts of Kenya and Tanzania, where the populations are predominantly Muslim, women and men do not engage in any physical form of greetings. In other parts of East Africa, women may be expected to curtsy when greeting men. Another common greeting that is used in these communities, although mainly by Muslims, is *Assalamu alaykum* (Peace be upon you), to which the response is *Waalaykum salam* (And peace be upon you too). This greeting can be used in any setting and can be used by all as it is not restricted to religion, gender, or age.

### **Cultural Reflections**

With a partner or in a small group, discuss the cultural information you have just read by answering the questions below.

1. What are some ways that people greet and introduce each other in your culture? How are these customs similar or different to those in East Africa?
2. How do different regions of East Africa differ from each other in their customs for greeting and introducing others? Does your country have customs that are different depending on geographical location or cultural influences?

## Key Phrases

**Anaitwa nani?** What is his/her name?

**Anaitwa...** His/her name is...

**Assalamu alaykum.** Peace be upon you. (*general greeting*)

**Habari gani?** What is the news?; How's it going?

**Habari?** Any news?

**Hujambo.** Hello.

**Huyo ni nani?** Who is that? (*far away*)

**Huyo ni...** That is...

**Huyu ni nani?** Who is this? (*close by*)

**Huyu ni...** This is...

**Jina lake ni nani?** What is his/her name?

**Jina lake ni...** His/her name is...

**Jina lako ni nani?** What is your name?

**Jina langu ni...** My name is...

**Mambo.** Hello.; What's up? (*informal*)

**Mimi pia.** Me too.

**Nimefurahi kukufahamu.** It is nice to meet you.; It is good getting to know you.

**Nimeshapoa.** I'm rested.; I am okay.

**Ninaitwa....** My name is... (*lit., I am called...*)

**Nzuri sana.** Very good.

**Nzuri.** Good.

**Poa.** Cool. (*response to Vipi*)

**Pole kwa safari.** Sorry for the trip.

**Salama sana.** Very peaceful.; Very safe.

**Salama tu.** Just fine.

**Salama.** Peaceful.; Safe.

**Sasa.** Hey.

**Sawa.** Okay.

**Sijambo.** I am ok; I am fine. (*response to Hujambo*)

**Simfahamu.** I don't know him/her.

**Simkumbuki.** I don't remember him/her.

**U hali gani?** How are you? What is your condition?

**Unaitwa nani?** What is your name? (*lit., What are you called?*)

**Vipi?** What's up?

**Waalaykum salam.** And peace be upon you, too. (*response to Assalamu alaykum*)

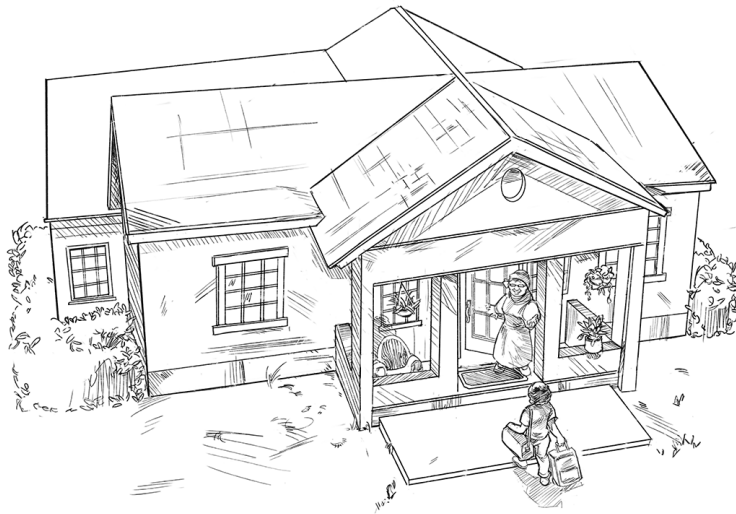
**Yeye anatoka marekani.** He/she comes from America.

## 1.2 Kukatana na familia pokezi



### Zoezi A

Shamila and Joseph have spoken with their host families through email and Skype but are meeting them in person for the first time. Shamila is staying with Juma and Farida and their three children who live in Ilala. Joseph is also staying in Ilala with his host parents, Musa and Fatuma, and their four children. Read the dialogues and answer the questions that follow.



*Shamila arrives at her host family's home:*

**Shamila:** Hodi! Hodi!

**Farida:** Karibu ndani!

**Shamila:** Shikamoo Bibi Farida.

**Farida:** Marhaba. Pole kwa safari.

**Shamila:** Nimeshapoa.

**Farida:** Habari za safari?

**Shamila:** Nzuri sana.





*Joseph arrives at his host family's home:*

**Joseph:** Hodi! Hodi!

**Fatuma na Musa:** Karibu nyumbani.

**Joseph:** Asanteni sana. Shikamoo Bwana Musa?

**Fatuma na Musa:** Marahaba Joseph. Pole kwa safari.

**Joseph:** Nimeshapoa.

**Fatuma na Musa:** Habari za leo?

**Joseph:** Nzuri sana. Na nyinyi je?

**Fatuma na Musa:** Salama pia. Tumefurahi kukutana na wewe.

**Joseph:** Na mimi pia.

Using what you have learned, match the questions or phrases below with their appropriate response:

- |                                       |                     |
|---------------------------------------|---------------------|
| 1. _____ Hodi! Hodi!                  | a. Marahaba.        |
| 2. _____ Shikamoo Bibi / Bwana...     | b. Nimeshapoa.      |
| 3. _____ Habari za safari?            | c. Nzuri sana.      |
| 4. _____ Tumefurahi kukutana na wewe. | d. Karibu nyumbani. |
| 5. _____ Pole kwa safari.             | e. Na mimi pia.     |



## Zoezi B

Match each phrase with its English equivalent.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. _____ Hujambo?               | a. I'm well rested.                 |
| 2. _____ Habari gani?           | b. My name is...                    |
| 3. _____ Habari za safari?      | c. What is the news?                |
| 4. _____ Nimeshapoa.            | d. How about you all?               |
| 5. _____ Karibu ndani.          | e. Hello.                           |
| 6. _____ U hali gani?           | f. I am pleased to meet you.        |
| 7. _____ Jina langu ni...       | g. You're welcome (to come) inside. |
| 8. _____ Nimefurahi kukufahamu. | h. How was your trip?               |
| 9. _____ Nyinyi je?             | i. Me too.                          |
| 10. _____ Mimi pia.             | j. How is your condition or state?  |



## Zoezi C

Work with a partner (or partners) to find the appropriate response for each of the following greetings.

1. Hujambo?
2. Habari gani?
3. Habari za safari?
4. U hali gani?
5. Shikamoo?
6. Vipi?
7. Habari?
8. Kwaheri.
9. Karibu.
10. Hodi?



## Zoezi D

Use vocabulary you have learned in this unit to fill in the blanks in the following conversation between Joseph and his host family's son, Masika.

**Masika:** Mambo!

**Joseph:** \_\_\_\_\_! Habari za leo?

**Masika:** \_\_\_\_\_. Ninaitwa Masika. \_\_\_\_\_?

**Joseph:** Ninaitwa Joseph.

**Masika:** Karibu sana Tanzania.

**Joseph:** \_\_\_\_\_.

**Masika:** Habari za safari?

**Joseph:** \_\_\_\_\_.



## Zoezi E

Shamila and Joseph text each other later that evening after settling into their new homes. Using what you have learned so far, work with a partner to exchange text messages pretending that you are Joseph and Shamila checking in on each other.



## Zoezi F

Your teacher will assign you one or more of the following role-play scenarios to perform with a partner. If you are in a group with three students, be creative and come up with another role so that everyone gets a chance to speak.

1. You arrive at the Jomo Kenyatta International Airport in Nairobi, Kenya for your year-long study abroad program. Exchange brief greetings and introductions with Mr. Ali, who is picking you up.
2. You have just arrived at the homestead of your host family in Lamu, an island town on the coast of Kenya. Announce your presence and exchange greetings with your host mother or host father.
3. You meet one of the children in your host family for the first time at breakfast. Exchange casual greetings with them.
4. Imagine that you met a friend of your host brother during a visit earlier in the day. Text them and exchange greetings.

## Cultural Explorations

In East Africa, when guests visit a home, they announce their presence by saying the phrase *Hodi* which loosely translated means “Is anyone here?”. The host acknowledges the presence of the guests and welcomes them using the phrase *Karibu ndani* (Welcome inside).

*Habari?* (What is the news?) is another common greeting. It is usually followed by additional customary questions like, *Habari za familia?* (How is your family?), and *Habari za kazi?* (How is work?). Responses that can be used to respond to the habari greetings include, *nzuri* (good), *safi* (great), and *salama* (peaceful). The *habari* greetings are very important – not inquiring about the welfare of others is considered impolite and may negatively affect relationships as they develop! It is important to say certain phrases when welcoming a visitor who has just completed a long journey. One such phrase is *Pole kwa safari* (Sorry for the journey). Responses to this phrase are *Asante* (Thank you) or *Nimeshapoa* (I feel rested). After acknowledging the journey, the host and guests can continue to exchange pleasantries. This level of empathy is typical of the Swahili culture. Other examples include customary phrases like *Pole kwa kazi* (Sorry for the hard work) or *Pole kwa ugonjwa* (Sorry for the sickness).

In addition, when greeting someone who appears older than you, the appropriate form of greeting is *Shikamoo* followed by the title *Mama*, which is similar to Ma’am or Madam in the United States, or *Bwana* (Sir), as a way of expressing respect. For example, *Shikamoo Bwana Musa*. The greeting is accompanied by a slight bow. The response for this greeting is *Marahaba*, which is both an acknowledgment of the respect being shown and a greeting in return.

## Cultural Reflections

With a partner or in a small group, discuss the cultural information you have just read by answering the questions below.

1. What are some customs and expectations in your culture or region for welcoming guests into your home? For visiting someone else’s home?
2. Are there certain customary phrases that you know or use that are similar to those above?
3. Why do you think that the younger person normally initiates the greeting in East African cultures? Are there cultural norms that you follow when it comes to how younger and older generations interact with each other?

## Key Vocabulary

### Conjunctions

**na** and

### Nouns

**Bibi (Bi.) (used before a woman's first name)** Mrs. / Ms.

**Bwana (Bw.) (used before a man's first name)** Mr.

## Key Phrases

**Asante.** Thank you.

**Asanteni sana.** Thank you (*all*) very much.

**Habari gani?** What is the news?

**Habari za familia?** How is your family?

**Habari za kazi?** How is work?

**Habari za leo?** What is the news for today?

**Habari za safari?** How was your trip?

**Hodi! Hodi!** Knock knock; Hello! (*Is anyone here?*)

**Karibu ndani!** Come on inside!

**Karibu nyumbani.** Come in the house.

**Karibu sana.** You are very much welcome.

**Kwaheri!** Goodbye!

**Na nyinyi je?** And what about you (*plural*)?

**Na wewe je?** And what about you (*singular*)?

**Nimeshapoa.** I feel rested.

**Pole kwa safari.** Sorry for the trip. (*expression of empathy*)

**Pole kwa ugonjwa.** Sorry for the sickness.

**Safi!** Great!

**Tumefurahi kukutana na wewe.** We are pleased to meet you.

## 1.3 Majirani



### Zoezi A

Shamila and Joseph introduce themselves to some of their new neighbors. Read the dialogues and answer the questions that follow.



*Shamila is exchanging greetings with her host mother the next morning:*

**Shamila:** Shikamoo mama?

**Farida:** Marahaba. Habari za asubuhi?

**Shamila:** Nzuri sana. Na wewe je?

**Farida:** Nzuri pia. Karibu kwa chai.

**Shamila:** Asante.



*The neighbor, Idi, stops by later that day to say hello and to meet Shamila:*

**Idi:** Hodi! Hodi!

**Shamila:** Karibu ndani!

**Shamila:** Shikamoo Bwana?

**Idi:** Marahaba. Habari za mchana Farida?

**Farida:** Salama sana.

**Idi:** Habari za familia?

**Farida:** Nzuri sana. Huyu ni Shamila. Yeye anatoka Marekani.

**Idi:** Shamila mimi ninaitwa Idi. Nimefurahi kukufahamu.

**Shamila:** Na mimi pia.



*Idi and Shamila have a short conversation to get to know one another:*

**Idi:** Unatoka wapi Shamila?

**Shamila:** Mimi ninatoka mji wa Lawrence, jimbo la Kansas, katika nchi ya Marekani. Na wewe unatoka wapi?

**Idi:** Mimi ninatoka mji wa Nairobi, katika nchi ya Kenya.

**Shamila:** Sawa.

**Idi:** Je, wewe ni mwanafunzi?

**Shamila:** Ndiyo, mimi ni mwanafunzi.

**Idi:** Unasoma wapi?

**Shamila:** Mimi ninasoma katika Chuo Kikuu cha Kansas. Na wewe je?

**Idi:** Mimi ni mwalimu katika Chuo Kikuu cha Dar es Salaam. Nimefurahi kukufahamu.

**Shamila:** Na mimi pia. Kwaheri.

**Idi:** Kwaheri.

Answer the questions that follow using the appropriate phrases from the texts that you have read.

1. Shamila anatoka wapi?
2. Shamila anasoma katika Chuo Kikuu gani?
3. Idi ni mwalimu katika Chuo Kikuu gani?





## Zoezi B

Musa introduces Joseph to Yusufu, a neighbor who stops by the house. Read their dialogues below:



**Yusufu:** Hodi! Hodi!

**Musa:** Karibu nyumbani.

**Yusufu:** Asante. Habari za jioni?

**Musa:** Nzuri sana. Na wewe je?

**Yusufu:** Nzuri pia. Habari za familia?

**Musa:** Salama. Huyu ni Joseph mgeni wetu. Joseph, huyu ni Yusufu jirani yetu.

*Joseph and Yusufu have a short conversation to get to know one another:*

**Yusufu:** Je, unatoka wapi Joseph?

**Joseph:** Ninatoka mji wa Los Angeles, katika jimbo la California, Marekani.

**Yusufu:** Mimi ninatoka mji wa Mombasa, katika nchi ya Kenya.

**Joseph:** Mimi ni mwanafunzi katika Chuo kikuu cha California. Na wewe je?

**Yusufu:** Mimi ni daktari katika hospitali ya Tabata.

**Joseph:** Sawa. Jioni njema.

**Yusufu:** Jioni njema pia.

**Joseph:** Kwaheri.

**Yusufu:** Kwaheri.

Answer the questions using the appropriate phrases from the texts that you have read. All of your answers should be in complete Kiswahili sentences.

1. Joseph anatoka wapi?
2. Joseph ni mwanafunzi katika Chuo Kikuu gani Marekani?
3. Yusufu anatoka mji gani?
4. Yusufu ni daktari katika hospitali gani?



### Zoezi C

Poll your classmates to find out where everyone is from. If you have forgotten someone's name, make sure to ask.

## Cultural Explorations

It is a common practice for the host to offer a guest a drink (usually a cup of tea, *chai*) after welcoming them. Guests are expected to take the drink as a sign of accepting the host's hospitality. It is also a common practice for East African families to share meals with visitors. Most families prepare special delicacies for visitors, so it is important for guests to recognize that the host may be sacrificing much needed family resources to show the visitor a high level of hospitality.

## Cultural Reflections

With a partner or in a small group, discuss the cultural information you have just read by answering the questions below.

1. What are some ways that hosts show hospitality to their guests in your own culture?
2. What are some expectations of hosting or visiting someone in your own culture and how are they similar or different from the expectations of East Africans?
3. How important is being hospitable or showing hospitality where you live or in your home compared to the importance of it in East Africa?

## Sarufi: Wakati uliopo (*Present tense*)

Kiswahili is an *agglutinative* language, which means that it adds small affixes (prefixes and suffixes) to a root word to create new words and to express grammatical functions. You will be learning a lot about different affixes as you learn the language, but you have already seen some examples that will help you to start creating new sentences on your own. Compare the phrases in bold below with those phrases taken from previous dialogues, paying careful attention to the words in bold:

**Ninatoka** Marekani.

**Unatoka** wapi?

Yeye **anatoka** Marekani.

**I am from** America.

Where **are you from**?

**He/she is from** America.

The three examples reflect 1<sup>st</sup> person singular (I), 2<sup>nd</sup> person singular (you), and 3<sup>rd</sup> person singular (he/she) of the present tense of the same verb. Each underlined word is made up of three separate parts:

<b>ninatoka</b>	=	<i>1<sup>st</sup> person singular</i>		+	<i>present tense</i>		+	<i>verb root</i>
		<b>ni</b>			<b>na</b>			<b>toka</b>

With the separation of parts shown above for *ninatoka*, try to separate out *unatoka* and *anatoka* as well.

<b>unatoka</b>	=	_____		+	_____		+	_____
<b>anatoka</b>	=	_____		+	_____		+	_____

You can see the same pattern in the examples below, which conjugate the verb *ishi* (to live) into the 2<sup>nd</sup> personal plural and the 1<sup>st</sup> personal plural forms:

Nyinyi **mnaishi** wapi sasa?

Sisi **tunaishi** Marekani.

Where **do you live** currently?

We **live** in the United States (America)

<b>mnaishi</b>	=	<i>2<sup>nd</sup> person plural</i>		+	<i>present tense</i>		+	<i>verb root</i>
		<b>m</b>			<b>na</b>			<b>ishi</b>

<b>tunaishi</b>	=	<i>1<sup>st</sup> person plural</i>		+	<i>present tense</i>		+	<i>verb root</i>
		<b>tu</b>			<b>na</b>			<b>ishi</b>

Once you know the pattern, you can take one form of the verb and figure out all of the other forms. To create the verb you want, just add the tense marker and the pronoun marker that you need to the root. We will be dealing with the present tense for the moment, so we only need to focus on the pronoun markers.

Look at the following chart showing verbs with the roots *toka* (to come from) and *ishi* (to live-reside at).

Subject Pronoun	Pronoun Marker	Verb Root: -toka (to be from)	Verb Root: -ishi (to live)
<b>mimi</b> 1 <sup>st</sup> person singular (I)	ni-	ninatoka	ninaishi
<b>wewe</b> 2 <sup>nd</sup> person singular (you)	u-	unatoka	unaishi
<b>yeye</b> 3 <sup>rd</sup> person singular (he/she)	a-	anatoka	anaishi
<b>sisi</b> 1 <sup>st</sup> person plural (we)	tu-	tunatoka	tunaishi
<b>nyinyi</b> 2 <sup>nd</sup> person plural (you; y'all)	m-	mnatoka	mnaishi
<b>wao</b> 3 <sup>rd</sup> person plural (they)	wa-	wanatoka	wanaishi



### Zoezi D

Based on the patterns you saw above, complete the following table with the appropriate verb forms. Note that the table provides the Kiswahili pronouns in the same order as the English pronouns above.

Subject Pronoun	Pronoun Marker	-itwa (to be called)	-soma (to study)
<b>mimi</b> (I)	ni-	1.	7.
<b>wewe</b> (you, sg.)	u-	2.	8.
<b>yeye</b> (he/she)	a-	3.	9.
<b>sisi</b> (we)	tu-	4.	10.
<b>nyinyi</b> (you, pl.)	m-	5.	11.
<b>wao</b> (they)	wa-	6.	12.

Subject Pronoun	Pronoun Marker	-kaa (to stay)	-sema (to speak)
<b>mimi</b> (I)	ni-	13.	19.
<b>wewe</b> (you, sg.)	u-	14.	20.
<b>yeye</b> (he/she)	a-	15.	21.
<b>sisi</b> (we)	tu-	16.	22.
<b>nyinyi</b> (you, pl.)	m-	17.	23.
<b>wao</b> (they)	wa-	18.	24.

English verbs look nearly identical when conjugated (I walk, you walk, he/she walks, we walk, you (all) walk, they walk), so the use of a subject noun or pronoun is always required. However, as Kiswahili verbs include a pronoun marker for the subject in the conjugated verb itself, you are likely to hear Kiswahili speakers drop the subject pronoun at times in normal conversations. You have already seen this in *Unatoka wapi?*, rather than **Wewe** unatoka wapi?, and *Ninatoka Marekani*, rather than **Mimi** ninatoka Marekani. You should make sure to learn the pronouns that go with each verb form, but you should also keep in mind that the correct conjugation of the verb itself is crucial to making yourself understood.

### Sarufi: Vivumishi viulizi (*Interrogative words*)

You have seen two question words to this point, *nani* (who?) and *wapi* (where?).

Jina lako ni <b>nani</b> ?	<i>What's your name? (lit. Your name is <b>who</b>?)</i>
Unaitwa <b>nani</b> ?	<i>What's your name? (lit. <b>Who</b> are you called?)</i>
Unatoka <b>wapi</b> ?	<i><b>Where</b> are you from?; <b>Where</b> do you come from?</i>
Anaishi <b>wapi</b> ?	<i><b>Where</b> does he/she live?</i>

The interrogative *gani* is roughly equivalent to *which*, *what kind of*, or *what sort of*. It is mostly used to get specific information about places or things and its meaning varies depending on the context. It goes after the noun it aims to get more information about.

Unatoka nchi <b>gani</b> ?	<i><b>Which</b> country do you come from?</i>
Unatoka jimbo <b>gani</b> ?	<i><b>Which</b> state do you come from?</i>
Unatoka mji <b>gani</b> ?	<i><b>Which</b> city do you come from?</i>



## Zoezi E

Read the brief biographies below of Shamila and Joseph, and then answer the questions that follow.

Huyu ni Shamila Jones. Shamila anatoka nchi ya Marekani. Yeye ni mwanafunzi katika Chuo Kikuu cha Kansas katika mji wa Lawrence, jimbo la Kansas, nchi ya Marekani.

Huyu ni Joseph Adams. Joseph anatoka mji wa Los Angeles katika jimbo la California, nchi ya Marekani. Yeye anasoma katika Chuo Kikuu cha California.

1. Shamila anasoma wapi?
2. Joseph anatoka wapi?
3. Joseph anasoma wapi?



## Zoezi F

Read the brief conversation and answer the questions that follow.

**Shamila:** Je, unatoka nchi gani?

**Anne:** Mimi ninatoka Uingereza.

**Shamila:** Unatoka katika mji gani nchini Uingereza?

**Anne:** Ninatoka katika mji wa London.

1. Anne anatoka nchi gani?
2. Anne anatoka katika mji gani nchini Uingereza?



## Zoezi G

Survey your classmates and find out where they are from (city, state, and country, neighborhood or locality). If you do not remember their names, ask them for that information. Write down their answers as you will need them for the next activity.



## Zoezi H

With the information you have gathered in *Zoezi G* about your classmates, write a description about one of them similar to those for Shamila and Joseph in *Zoezi E*.



## Zoezi I

In groups of three or more, pick one of the following scenarios to role-play. Use appropriate greetings and include as much of the vocabulary and phrases that you have learned as possible.

1. You are on your way to Kiswahili class one morning and see your friend(s) with a student that you do not know. Greet your friend(s) and find out who the new student is. Make sure to ask where they are from, where they study, etc.!
2. On your way to the library one evening, you run into your Kiswahili teacher. Greet him/her and introduce a friend who is with you.
3. At the local city market, you see your host family's neighbor with his friend. Greet him/her and introduce yourself to the new person.



## Zoezi J

Read the brief conversations and answer the questions that follow.

**Shamila:** Hujambo Anita?

**Anita:** Sijambo Shamila. Habari za leo?

**Shamila:** Nzuri sana. Na wewe je?

**Anita:** Nzuri pia.

**Shamila:** Je, wewe unatoka wapi?

**Anita:** Mimi ni mzaliwa wa Tanzania. Ninatoka mkoa wa Mwanza, katika mji wa Bubisi katika kijiji cha Ukawe.

**Shamila:** Sawa.

1. Je, Anita anatoka wapi?
2. Anita anatoka nchi gani?
3. Anita anatoka mji gani?
4. Anita anatoka kijiji gani?



## Zoezi K

Listen to the audio recording and answer the questions that follow.

1. Yeye ni nani?
2. Anatoka wapi?
3. Anasoma wapi?
4. Anakaa wapi?

## Key Vocabulary

### *Interrogatives*

**Gani?** Which?  
**Nani?** Who?  
**Wapi?** Where?

### *Nouns*

**chai** tea  
**chuo kikuu cha...** university of...  
**daktari** a doctor  
**hospitali** a hospital  
**jimbo** a state  
**kijiji** a village  
**mji** a town; a city  
**mkoa** a province  
**mwalimu** a teacher  
**mwanafunzi** a student  
**nchi** a country  
**Uingereza** England

### *Prepositions*

**katika** in; at

### *Subject Pronouns*

**mimi** I  
**wewe** you (*sg.*)  
**yeye** he; she  
**sisi** we  
**nyinyi** you (*pl.*)  
**wao** they

### *Verbs*

**-ishi** to live  
**-itwa** to be called  
**-kaa** to stay; inhabit; reside in  
**-sema** to speak  
**-soma** to study  
**-toka** to come

*\*Please note that all verbs are listed as the stem. The English translation suggests that it is the infinitive, which would actually correspond to the ku- infinitive form in Kiswahili. This is the model that will be followed throughout the book.*



## Key Phrases

**Habari za asubuhi?** Good morning?

**Habari za jioni?** Good evening?

**Habari za mchana?** Good afternoon?

**Hapana.** No.

**Jioni njema.** Have a good evening.

**Karibu chai.** Come in and have some tea.

**Kwaheri!** Goodbye!

**Mimi ni mzaliwa wa...** I am a native of...

**Mimi ni...** I am...

**Mimi ninaishi katika jimbo la...** I live in the state of...

**Mimi ninaishi katika kijiji cha...** I live in the village of...

**Mimi ninaishi katika mji wa...** I live in the city of...

**Mimi ninaishi katika nchi ya...** I live in the country of...

**Mimi ninatoka jimbo la...** I come from the state of...

**Mimi ninatoka mji wa...** I come from the city of...

**Mimi ninatoka mkoa wa...** I come from the province of...

**Mimi ninatoka nchi ya...** I come from the country of...

**Ndiyo.** Yes.

**Unaishi wapi?** Where do you live/reside?

**Unatoka katika nchi gani?** What country do you come from?

**Unatoka wapi?** Where do you come from?

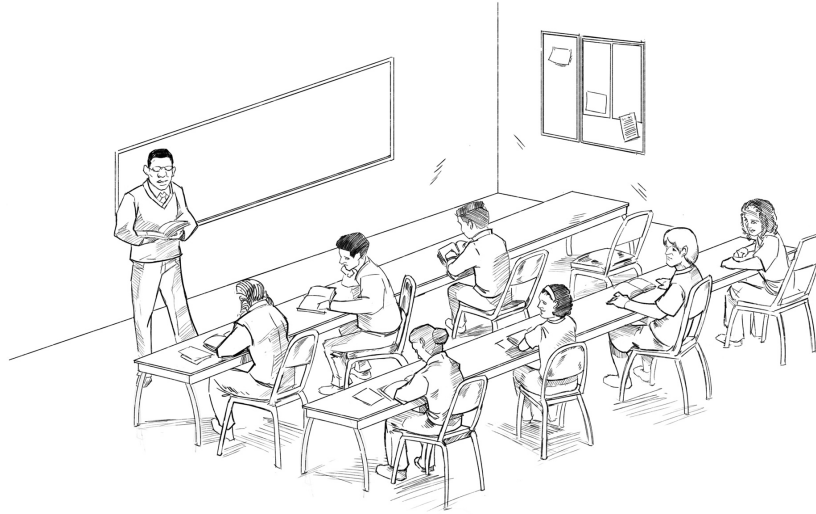
**Yeye ni nani?** Who is he/she?

## 1.4 Hamjambo wanafunzi?



### Zoezi A

Mwalimu Bakari greets the students and then introduces himself to the class. Read the passages and answer the questions that follow.



*Shamila and Joseph have just arrived in their first class:*

**Mwalimu:** Hamjambo wanafunzi?

**Wanafunzi:** Hatujambo mwalimu.

**Mwalimu:** Habari za mchana?

**Wanafunzi:** Nzuri sana.

**Mwalimu:** Habari za masomo?

**Wanafunzi:** Nzuri tu.

**Mwalimu:** Karibuni darasani.

**Wanafunzi:** Asante mwalimu.

*Mwalimu Bakari introduces himself to the class:*

Hamjambo?

Jina langu ni Bakari. Ninatoka Tanzania. Mimi ni Mtanzania. Ninatoka mji wa Morogoro. Mimi ni mwalimu wa Kiswahili katika Chuo Kikuu cha Dar es Salaam. Ninasema lugha za Kiingereza, Kiswahili, Kiyoruba na Kifaransa kidogo.

1. Mwalimu wa Kiswahili anaitwa nani?
2. Yeye anatoka wapi?
3. Yeye ni mwalimu katika Chuo Kikuu kipi?

Can you figure out which languages he speaks? Note that all of them start with a *ki-* prefix.



## Zoezi B

The students take turns briefly introducing themselves. Read the passages and answer the questions that follow.



*Shamila introduces herself to the class.*

Hamjambo?

Jina langu ni Shamila Jones. Ninatoka Marekani, mji wa Lawrence katika jimbo la Kansas. Mimi ni Mmarekani. Ninasoma Isimu ya lugha katika Chuo Kikuu cha Kansas. Ninasema Kiingereza, Kifaransa na Kiswahili kidogo. Asanteni.



*Joseph introduces himself to the class*

Hamjambo?

Jina langu ni Joseph Adams. Mimi ninatoka Marekani, mji wa Los Angeles katika jimbo la California. Mimi ni Mmarekani. Mimi ni mwanafunzi katika Chuo Kikuu cha California Los Angeles. Ninasoma Anthropolojia na Afya ya Jamii. Ninasema Kiingereza, Kihispania na Kiswahili kidogo. Asanteni.

1. Shamila anasoma masomo gani?
2. Joseph anasoma masomo gani?
3. Shamila anazungumza lugha zipi?
4. Joseph anazungumza lugha zipi?

## **Cultural Explorations**

Over 100 million people in East, Central, and Southern Africa speak Kiswahili. It is an official language in Kenya, Tanzania, Rwanda, and Uganda as well as the working language of the African Union, which includes the nations of Algeria, Burkina Faso, Cameroon, Ethiopia, Kenya, Libya, Mali, Mauritius, Senegal, South Africa, Togo, and Tunisia among others. There are actually 68 distinct languages spoken in Kenya, 126 distinct languages spoken in Tanzania, and 43 distinct languages spoken in Uganda. The majority of East Africans are native speakers of indigenous African languages who use Kiswahili as a common language (*lingua franca*). Kiswahili is a Bantu language and therefore has grammatical and lexicon features as other Bantu languages. It was used as a trading language mainly through the contact between Bantu-speaking people and Arabs, Persians, and Indians. The word *Swahili* is of Arabic origin, modified from the word *sahel* meaning “coast.” Kiswahili has borrowed heavily from Arabic and other languages, including Persian, Hindi, German, Portuguese, and English.

Kiswahili has several dialects that are spoken in various regions including, *Kiunguja* (Zanzibar), *Kimvita* (Mombasa), *Kiamu* (Lamu), *Kivumba* (Wasini and Vanga Islands), *Kingazija* (Comoros Islands), *Kipemba* (Pemba Island), *Kimtang'ata* (Mtang'ata), *Kitumbatu* (Tumbatu Island).

There are three distinguished categories of Kiswahili speakers. The first group is those who speak Kiswahili as their mother tongue and who are mainly from the coasts and highlands. The second group are speakers from the mainland whose social activities outside the homes involve extensive use of Kiswahili. The third group is comprised of learners who have studied the language in schools or educational settings hence they speak it as an acquired language.

### Cultural Reflections

With a partner or in a small group, discuss the cultural information you have just read by answering the questions below.

1. How many distinct languages are spoken in Tanzania, where Shamila and Joseph are studying abroad?
2. How many distinct languages are spoken in the country where you come from or where you live and study?
3. What are some advantages and disadvantages of a country that speaks a large variety of languages?
4. Although Kiswahili is used as a lingua franca in East Africa, why do you think that the majority of East Africans retain their ethnic languages? What are the effects of retaining or losing one's ethnic language?



### Zoezi C

Work with a partner to match each language on the left with its English equivalent on the right. Read the Kiswahili words aloud as you work through the exercise.

- |                      |             |
|----------------------|-------------|
| 1. _____ Kiingereza  | a. Chinese  |
| 2. _____ Kihispania  | b. Yoruba   |
| 3. _____ Kinyarwanda | c. Arabic   |
| 4. _____ Kisomali    | d. German   |
| 5. _____ Kiarabu     | e. Hindi    |
| 6. _____ Kijerumani  | f. Russian  |
| 7. _____ Kichina     | g. Spanish  |
| 8. _____ Kiyoruba    | h. English  |
| 9. _____ Kihindi     | i. Rwandese |
| 10. _____ Kirusi     | j. Somali   |

## Sarufi: Viwakilishi thibitishi vya nafsi (*Affirmative verbs*)

We have already learned about how verbs conjugate in Kiswahili using affixes marked for person and number. Here is a chart to help you recall all the forms. Remember that the present-tense marker of **-na-** goes between the pronoun marker and the verb root!

Subject Pronoun	Pronoun Marker	-sema (to speak)	-soma (to study)
<b>mimi</b> (I)	ni-	ninasema	ninasoma
<b>wewe</b> (you, sg.)	u-	unasema	unasoma
<b>yeye</b> (he/she)	a-	anasema	anasoma
<b>sisi</b> (we)	tu-	tunasema	tunasoma
<b>nyinyi</b> (you, pl.)	m-	mnasema	mnasoma
<b>wao</b> (they)	wa-	wanasema	wanasoma

Here are a few examples of the first verb used in context:

**Unasema** lugha gani?

*What languages do **you speak**?*

**Ninasema** lugha za Kiingereza, Kiswahili, Kichaga na Kifaransa kidogo.

***I speak** English, Kiswahili, Kichaga and a little French.*

Shamila **anasema** Kiingereza, Kihispania na Kiswahili kidogo.

*Shamila **speaks** English, Spanish and a little Kiswahili.*



### Zoezi D

Ask at least three classmates what languages they speak and be ready to report your findings to the class. You may ask your teacher if you need the names of languages not provided in *Zoezi C*.



### Zoezi E

Act out the following role-play scenario. Create additional roles as necessary to give everyone a chance to speak.

*Scenario: During your appointment at the Study Abroad office, you meet a new student in the waiting area. Greet the student, introduce yourself and find out what languages they speak.*



### Zoezi F

To play this game, your teacher will say what language(s) they speak. The first student must repeat the information the teacher gives – *Mwalimu anasema...* (The teacher speaks...) and then state what language(s) they speak – *Ninasema...* (I speak...). Each successive student must repeat all of the information that has already been shared. *Mwalimu anasema .... Bob anasema... Mimi ninasema...*, etc. No language can be used more than once, so be creative and make sure to pay close attention!

## Sarufi (Continued): Kukanusha vitenzi (Negating verbs)

Up to this point, we have focused on affirmative verbs – verbs that convey what someone is doing or can do. The conjugation pattern differs slightly if the verb is negated, which conveys that someone is not doing (or cannot do) a specific action. Compare the following:

<p>Je, <b>unasema</b> Kifaransa?          Ndiyo <b>ninasema</b> Kifaransa.          Hapana <b>sisemi</b> Kifaransa.</p>	<p><b>Do you speak</b> French?          Yes, <b>I speak</b> French.          No, <b>I do not speak</b> French.</p>
---	--

The two present tense verbs in the answers look very different and are also constructed differently:

	=	<i>1<sup>st</sup> person singular</i> <b>ni</b>	+	<i>present tense</i> <b>na</b>	+	<i>verb root</i> <b>sema</b>
	=	<i>1<sup>st</sup> person singular negated marker</i> <b>si</b>	+	<i>verb root</i> <b>sem</b>	+	<i>negated root ending</i> <b>i</b>

You probably noticed that the negated verb drops the present-tense marker *-na-* and the root also changes from *sema* to *semi*. The full negated conjugation in various personal pronouns using the present tense form with the verb *sema* (to speak) look like this:

Subject Pronoun	Negated Pronoun Marker	-sema (speak)	Translation
<b>mimi</b> (I)	si-	sisemi	I don't speak...
<b>wewe</b> (you, sg.)	hu-	husemi	You don't speak...
<b>yeye</b> (he/she)	ha-	hasemi	(S)he doesn't speak...
<b>sisi</b> (we)	hatu-	hatusemi	We don't speak...
<b>nyinyi</b> (you, pl.)	ham-	hamsemi	You don't speak...
<b>wao</b> (they)	hawa-	hawasemi	They don't speak...





## Zoezi G

Assume you and your classmates speak a language or languages other than English. Take turns asking your fellow classmates a series of yes/no questions to determine what languages they speak.

### *Example:*

**Mwanafunzi 1:** Je, unasema Kifaransa?

**Mwanafunzi 2:** Ndiyo ninasema Kifaransa.

**Mwanafunzi 1:** Je, unasema Kiingereza?

**Mwanafunzi 2:** La. Sisemi Kiingereza, lakini ninasema Kiitaliano.

Be ready to report back to the class on what you learned from the conversation.



## Zoezi H

Use the following chart to conjugate the two verbs provided on the chart. The first-person singular forms have been provided to get you started.

<b>Subject Pronoun</b>	<b>Negated Pronoun Marker</b>	<b>-toka (to come from)</b>	<b>-kaa (to stay; to reside)</b>
<b>mimi</b> (I)	si-	sitoki	sikai
<b>wewe</b> (you, sg.)	hu-		
<b>yeye</b> (he/she)	ha-		
<b>sisi</b> (we)	hatu-		
<b>nyinyi</b> (you, pl.)	ham-		
<b>wao</b> (they)	hawa-		



## Zoezi I

Read the paragraph below and answer the questions that follow.

Jina langu ni Juma Katiba. Mimi ninatoka mji wa Kitale, kijiji cha Tiwani katika nchi ya Kenya. Sasa ninakaa katika kaunti ya Trans Nzoia. Mimi ni mwanafunzi katika Chuo Kikuu cha Moi. Mimi ninasema Kiingereza, Kiswahili, Kinyala na Kibukusu.

Mark the following statements as **kweli** (*true*) or **si kweli** (*false*).

1. \_\_\_\_\_ Juma anatoka mji wa Kitale.
2. \_\_\_\_\_ Sasa Juma hakai katika kijiji cha Tiwani.
3. \_\_\_\_\_ Juma si mwanafunzi wa Chuo Kikuu cha Moi.
4. \_\_\_\_\_ Juma anasema Kiswahili, Kifaransa, Kikuyu na Kinandi.
5. \_\_\_\_\_ Katika Afrika Mashariki kuna lugha mbali mbali za Kiafrika.

Now answer the following questions in complete sentences.

1. Juma Katiba anakaa katika Kaunti ya Trans Nzoia?
2. Juma anatoka wapi?
3. Juma anasoma wapi?
4. Juma anasema lugha gani?



## Zoezi J

Read the paragraphs below and answer the questions that follow.

Jina langu ni Andrew Smith. Mimi ninatoka Uingereza katika mji wa London. Kwa sasa ninakaa na familia ya Bwana na Bibi Mwinyi katika jiji la Mombasa. Mjini London mimi ninasoma katika Chuo Kikuu cha Middlesex. Hapa Kenya mimi ni mwanafunzi wa Kiswahili katika Chuo Kikuu cha Pwani. Ninasema Kiingereza, Kijerumani na Kifaransa. Pia ninasema Kiswahili kidogo. Sisemi lugha zingine za Kiafrika.

Jina langu ni Temitope Pelumi. Mimi ninatoka mji wa Lagos, katika nchi ya Nigeria. Mimi ni mzaliwa wa jimbo la Abia. Ninakaa na familia yangu katika kijiji cha Osusu. Mimi ninasema Kiingereza, Kiyoruba na Kiswahili kidogo. Kwa sasa, ninakaa mji wa Dar es Salaam pamoja na familia ya Bwana na Bibi Pembe. Wao ni walimu katika Chuo Kikuu cha Dar es Salaam. Wao wanafundisha Kiswahili na utamaduni wa Afrika Mashariki. Bwana Pembe anasema Kisukuma, Kiswahili na Kifaransa. Yeye hasemi Kiingereza. Bibi Pembe naye anasema Kiingereza kidogo. Yeye hasemi Kisukuma bali anasema Kimeru, Kiswahili na Kifaransa. Ninapenda sana familia hii.

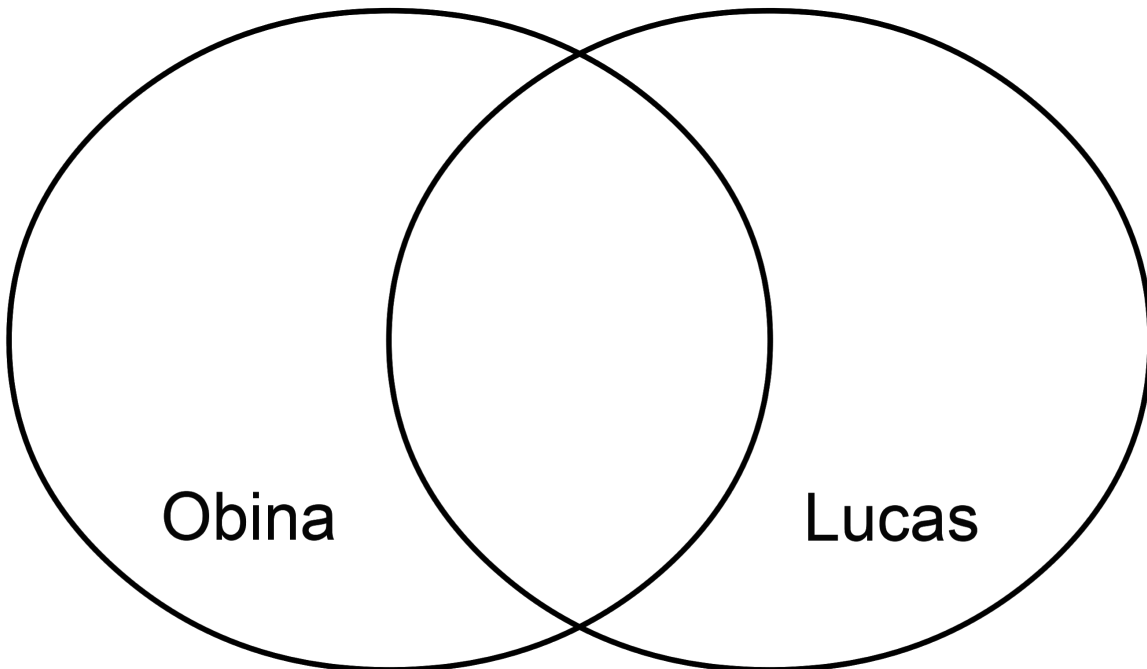
Mark the following statements as **kweli** (*true*) or **si kweli** (*false*).

1. \_\_\_\_\_ Temitope hatoki Kenya.
2. \_\_\_\_\_ Bwana na Bibi Pembe hawasemi Kiingereza.
3. \_\_\_\_\_ Bwana na Bibi Pembe si Walimu katika Chuo Kikuu cha Dar es Salaam.
4. \_\_\_\_\_ Temitope hapendi familia ya Bwana na Bibi Pembe.
5. \_\_\_\_\_ Andrew Smith anasoma Kiswahili katika Chuo Kikuu cha Pwani.
6. \_\_\_\_\_ Juma anasema Kiswahili, Kiingereza, Kinyala na Kibukusu.
7. \_\_\_\_\_ Temitope anasema Kifaransa na Kijerumani.



### Zoezi K

Listen to this host mother describe the two exchange students she is hosting, and then use the Venn diagram to indicate what you have heard. Information about Obina and Lucas should go in their own circles, and anything that applies to both students should go in the space where the circles overlap.



## Key Vocabulary

### *Adjectives*

**-dogo** little; small

### *Conjunctions*

**bali** but; on the contrary

**lakini** but

### *Languages*

**Kiafrikana** Afrikaans

**Kiajemi** Persian

**Kiarabu** Arabic

**Kibamana** Bambara; Bamana

**Kibukusu** Bukusu

**Kichaga** Chaga

**Kichina** Chinese

**Kifaransa** French

**Kihabeshi** Amharic

**Kihausa** Hausa

**Kihindi** Hindi

**Kihispania** Spanish

**Kiholanzi** Dutch

**Kiingereza** English

**Kiitaliano** Italian

**Kijapani** Japanese

**Kijerumani** German

**Kimeru** Meru

**Kinyala** Nyala

**Kinyarwanda** Rwandese

**Kireno** Portuguese

**Kirusi** Russian

**Kisamburu** Samburu

**Kisomali** Somali

**Kisukuma** Sukuma

**Kiswahili** Swahili

**Kituruki** Turkish

**Kiwolof** Wolof

**Kiyahudi** Hebrew

**Kiyoruba** Yoruba

### *Nouns*

**Afrika Mashariki** East Africa

**afya ya jamii** public health

**anthropolojia** anthropology

**darasa** classroom

**familia** family

**isimu ya lugha** linguistics

**jiji la...** city of...

**kaunti ya...** the county of...  
**Marekani** United States of America  
**Mmarekani** a citizen of the United States of America  
**Mtanzania** a Tanzanian  
**mwanafunzi** student  
**Tanzania** Tanzania  
**Uingereza** the United Kingdom; England  
**utamaduni** culture  
**walimu** teachers

#### *Prepositions*

**kwa** for; by

#### *Verbs*

**-fundisha** to teach; instruct  
**-kaa** to live  
**-penda** to like  
**-sema** to speak  
**-soma** to study  
**-toka** to come from

### **Key Phrases**

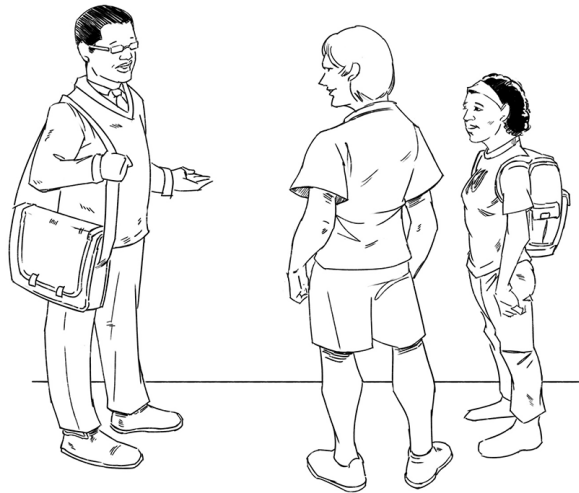
**Habari za masomo?** How are your classes?  
**Hamjambo?** How are you all? (*to more than one person*)  
**Hatujambo!** We are fine. (*response to Hamjambo*)  
**Karibuni darasani!** Welcome to class!  
**Ninasema lugha za...** I speak the language of...  
**Nzuri tu.** Just fine.; Okay.  
**Unasema lugha gani?** What language(s) do you speak?

## 1.5 Wewe unasoma masomo gani?



### Zoezi A

Shamila and Joseph exchange information about their academic majors. Read the dialogues and answer the questions that follow.



*Mwalimu Bakari gets to know Joseph and Shamila's academic majors:*

**Mwalimu:** Hamjambo Shamila na Joseph?

**Shamila na Joseph:** Hatujambo mwalimu.

**Mwalimu:** Nyinyi mnatoka wapi?

**Shamila na Joseph:** Sisi tunatoka Marekani.

**Mwalimu:** Nyinyi mnasoma masomo gani?

**Shamila:** Mimi ninasoma isimu ya lugha katika Chuo Kikuu cha Kansas.  
Joseph anasoma Anthropolojia na Afya ya Jamii katika Chuo Kikuu cha California Los Angeles.

**Mwalimu:** Sawa.

*Joseph and Shamila's classmates introduce themselves to the class:*

**Martin:** Hamjambo! Jina langu ni Martin Regis. Mimi ninatoka Ufaransa. Mimi ni mwanafunzi katika Chuo Kikuu cha Paris. Ninasoma masomo ya Anthropolojia.

**Anita:** Hamjambo. Jina langu ni Anita Smith. Mimi ninatoka Uingereza. Mimi ni mwanafunzi katika Chuo Kikuu cha Leeds. Ninasoma masomo ya Kemia.

*After class, Shamila and Joseph introduce themselves to two other new classmates:*

**Shamila:** Hujambo Fola?

**Fola:** Salama sana. Habari za asubuhi?

**Shamila:** Nzuri tu.

**Fola:** Je, wewe unasoma masomo gani?

**Shamila:** Ninasoma shahada ya kwanza ya Isimu ya Lugha. Na wewe je?

**Fola:** Mimi ninasoma Afya ya Jamii katika Chuo Kikuu cha Ibadan, katika nchi ya Nigeria.

**Shamila:** Safi. Nimefurahi kukufahamu.

**Fola:** Mimi pia.

...

**Joseph:** Hujambo Micah?

**Micah:** Sijambo Joseph.

**Joseph:** Habari za masomo?

**Micah:** Safi sana.

**Joseph:** Je, unasoma Afya ya Jamii?

**Micah:** Hapana, ninasoma Anthropolojia. Je, unasoma Saikolojia?

**Joseph:** Hapana, mimi ninasoma Afya ya Jamii na Anthropolojia.

**Micah:** Unasoma shahada gani?

**Joseph:** Ninasoma shahada ya uzamili.

**Micah:** Kwa nini unasoma Kiswahili?

**Joseph:** Ninasoma Kiswahili kwa sababu ninataka kufanya utafiti na kufanya kazi katika Afrika Mashariki.

1. Shamila na Joseph wanatoka nchi gani?
2. Shamila na Joseph wanasoma masomo gani?
3. Shamila na Joseph wanasoma wapi?
4. Wewe unasoma masomo gani?
5. Wewe unasoma wapi?
6. Martin na Anita wanatoka nchi gani?
7. Martin na Anita wanasoma vyuo vikuu gani?
8. Fola anatoka nchi gani?
9. Shamila anasoma shahada gani?
10. Joseph anasoma shahada gani?
11. Kwa nini Joseph anasoma Kiswahili?



## Zoezi B

The names for many academic subjects in Kiswahili are remarkably similar to their English names, which also have roots in ancient Greek and Latin. Match each word in the left-hand column with its English equivalent on the right.

- |                              |                    |
|------------------------------|--------------------|
| 1. _____ saikolojia          | a. psychology      |
| 2. _____ anthropolojia       | b. biology         |
| 3. _____ biolojia            | c. chemistry       |
| 4. _____ botania             | d. geography       |
| 5. _____ uandishi wa habari  | e. linguistics     |
| 6. _____ falsafa             | f. music           |
| 7. _____ fizikia             | g. journalism      |
| 8. _____ historia            | h. archaeology     |
| 9. _____ jiografia           | i. African studies |
| 10. _____ akiologia          | j. philosophy      |
| 11. _____ kemia              | k. law             |
| 12. _____ isimu ya lugha     | l. anthropology    |
| 13. _____ soshiojia          | m. physics         |
| 14. _____ muziki             | n. history         |
| 15. _____ masomo ya Kiafrika | o. geology         |
| 16. _____ udaktari           | p. botany          |
| 17. _____ jiolojia           | q. sociology       |
| 18. _____ sheria             | r. medicine        |



## Zoezi C

Assume it is the first day of the semester. Introduce yourself to one classmate and exchange information such as your name, where you come from, and what you study.





### Zoezi D

Your teacher would like to find out more about the students in the class. Using the information you learned in *Zoezi C*, introduce your classmate.



### Zoezi E

You would like to know the majors of your classmates. Prepare at least three questions you can ask to get this information.

Some additional academic subjects are provided below. Ask your teacher if there are additional subjects that you need to know in order to talk about your own classes.

<b>biashara</b>	business
<b>dini</b>	religion
<b>elimu</b>	education
<b>elimu ya kompyuta</b>	computer science
<b>elimu ya mazingira</b>	environmental science
<b>elimu ya mawasiliano</b>	communication studies
<b>elimu ya siasa</b>	political science
<b>fasihi</b>	literature
<b>hisabati</b>	math
<b>isimu ya lugha</b>	linguistics
<b>masomo ya wanawake</b>	women's studies
<b>mipango ya miji</b>	urban planning
<b>sanaa za maonyesho</b>	theater; performance art
<b>uchumi</b>	economics
<b>uhandisi</b>	engineering
<b>unesi</b>	nursing
<b>uongozi; manejimenti</b>	management
<b>usanifu majengo</b>	architecture

## Cultural Explorations

In East Africa, and much of the world outside of the United States, students choose their majors prior to joining the university and follow a set curriculum defined by the program. There is little or no opportunity to take “electives” outside of the major or to be “undeclared” while taking classes to determine a specific area of interest. In Kenya, most students select their university program or major while still in high school. However, they are given an opportunity to make changes to their plans after the results of their secondary school exit exam are released. In Tanzania and Uganda, students go through four years of high school, referred to as O-level, and then they have two additional years of education before choosing their university or major. In most educational systems outside of the United States, students do not take courses outside of their major field of study. As such, the verb **-soma** is used to talk about your major and what classes you might be taking in a given semester. If you are asking about courses being taken in a given semester/quarter, you should provide additional context to make that clear:

Unasoma kozi gani semesta hii?

*What course/s are you taking this semester?*

Unasoma shahada gani?

*What degree/major are you studying?*

## Cultural Reflections

With a partner or in a small group, discuss the cultural information you have just read by answering the questions below.

1. Have you already chosen a major or area of study? Is this the same path of study that you started on when you began your college career?
2. How would your experience at university be different if you were in an educational system like those outside of the United States?
3. Which collegiate system would you prefer? Why?



## Zoezi F

Walk around the classroom and survey your classmates to find out which types of courses they are taking or which subjects they study. Write only one subject of study into the left column (*Masomo*) but if more than one classmate studies that subject, you can write as many names in the right column for that subject as needed. You will then need to report back on what you learned.

### *Example:*

***Mwanafunzi 1:*** *Unasoma kozi gani semesta hii?*

***Mwanafunzi 2:*** *Ninasoma Kemia. Unasoma kozi gani?*

***Mwanafunzi 1:*** *Ninasoma masomo ya Kiafrika.*

Masomo	Wanafunzi

## Sarufi: Utangulizi wa viambishi awali (*Introduction to prefixes*)

We noted earlier that all languages in Kiswahili begin with the prefix *Ki-*. *Kiswahili*, *Kiingereza*, and *Kirusi* are a few examples. Although we did not focus on it, you may also have noticed that the prefix *M-* is used to mark nouns of nationality, like in the phrases *Mimi ni Mmarekani* and *Mimi ni Mtanzania*. These are further examples of the agglutinative nature of Kiswahili, which will help you learn related words very quickly. Look at the following chart that shows the shared root of words that refer to country, language, and nationality.

Country (U-)	Language (Ki-)	Nationality (M-)
Uingereza	Kiingereza	Mwingereza
Ufaransa	Kifaransa	Mfaransa
Uchina	Kichina	Mchina
Urusi	Kirusi	Mrusi
Uhispania	Kihispania	Mhispania
Uturuki	Kituruki	Mturuki
Ujapani	Kijapani	Mjapani
Ujerumani	Kijerumani	Mjerumani

The pattern here is straightforward. Keep in mind, however, that languages and ethnicities are often spread across political boundaries and that many countries do not have a language that is unique to their citizens. One cannot, for example, derive the name of a country from the language *Kiswahili* (or *Kiamharic*, *Kiwolof*, *Kiarabu*).

Nationalities are marked by the prefix *M-* in the singular and *Wa-* in the plural. So, the word for an American is *Mmarekani* and the word for Americans is *Wamarekani*. The word for Canadian is *Mkanada* and the word for Canadians is *Wakanada*.

The names of countries are a bit more complex. There are some countries that are marked with the prefix *U-* as seen above, but others have a completely different form. Here are a few additional country names that might be helpful:



Afrika Kusini



Botswana



Burundi



Misri

**Afrika Kusini** South Africa  
**Botswana** Botswana  
**Ugiriki** Greece  
**Burundi** Burundi  
**Uhabeshi** Ethiopia  
**Rwanda** Rwanda  
**Uholanzi** The Netherlands

**Misri** Egypt  
**Ujapani** Japan  
**Msumbiji** Mozambique  
**Ureno** Portugal  
**Poland** Poland  
**Uswisi** Switzerland  
**Senegal** Senegal

There are multiple words for Israel including **Uyahudi**, **Israeli** and **Israili**.



**Zoezi G**

Given what you have just learned about how nationalities and countries often share the same root word, work with a partner to produce the nationality of someone based on the country listed. Provide both the singular (*m-*) and the plural (*wa-*) forms for their nationality.

**Example:**

Ureno \_\_\_\_\_ Mreno \_\_\_\_\_ Wareno \_\_\_\_\_

	<b>singular (<i>m-</i>)</b>	<b>plural (<i>wa-</i>)</b>
1. Ujapani		
2. Ujerumani		
3. Uhabeshi		
4. Uturuki		
5. Urusi		
6. Uholanzi		
7. Somali		
8. Botswana		
9. Msumbiji		
10. Uchina		



## Zoezi H

Amina, the student assistant who picked up Shamila and Joseph at the airport, is trying to create a master list that contains basic biographical information about all of the students in the group, but the information is spread among a few documents. Your teacher will give you a chart with some of the information, but you will need to ask questions of your classmates to fill in the remaining cells. Here are some sample questions to get you started:

- Je, ni nani anasoma katika Chuo Kikuu cha Montana?
- Je, ni nani anasoma masomo ya Kiafrika?
- Je, ni nani anatoka Uturuki?
- Shamila anatoka nchi gani?
- Joseph anasoma wapi?
- Micah anasoma masomo gani?



## Zoezi I

Using the English names of the countries listed below, create sentences that provide the name of the country, the name of people from that country, and the languages they are likely to speak. You should feel free to use the internet if you need to do research on languages. Remember that the country and nationality might not match the name of the language(s) spoken.

### **Example:**

Kenya = Mtu kutoka Kenya ni Mkenya. Anasema Kiswahili na Kiingereza.  
*A person from Kenya is Kenyan. They speak Kiswahili and English.*

1. Somalia \_\_\_\_\_
2. Uganda \_\_\_\_\_
3. Russia \_\_\_\_\_
4. China \_\_\_\_\_
5. Germany \_\_\_\_\_
6. Senegal \_\_\_\_\_
7. South Africa \_\_\_\_\_
8. Canada \_\_\_\_\_
9. United States \_\_\_\_\_
10. Mexico \_\_\_\_\_



## Zoezi J

Read the passage below and answer the questions that follow.

Yufusu ni Mkenya. Anatoka mji wa Eldoret. Anatoka katika kijiji cha Mosoriot. Sasa anakaa katika mji mkuu wa Nairobi pamoja na familia yake. Shahada ya kwanza ya Yusufu ni ya Uchumi na Biashara kutoka Chuo Kikuu cha Nairobi. Sasa anasoma Biashara katika Chuo Kikuu cha Nairobi. Anasoma shahada ya uzamili. Yusufu anasema Kiingereza, Kiswahili, Kinandi na Kichina kidogo.

1. Je, Yusufu anatoka wapi?
2. Yusufu anakaa wapi kwa sasa?
3. Yusufu anasoma shahada gani?
4. Yusufu anasema lugha zipi?

## Key Vocabulary

### *Countries*

<b>Afrika Kusini</b>	South Africa
<b>Botswana</b>	Botswana
<b>Burundi</b>	Burundi
<b>Ghana</b>	Ghana
<b>Kanada</b>	Canada
<b>Kenya</b>	Kenya
<b>Mali</b>	Mali
<b>Marekani (Amerika)</b>	America (United States of America)
<b>Meksiko</b>	Mexico
<b>Misri</b>	Egypt
<b>Msumbiji</b>	Mozambique
<b>Nigeria</b>	Nigeria
<b>Poland</b>	Poland
<b>Rwanda</b>	Rwanda
<b>Senegal</b>	Senegal
<b>Somalia</b>	Somalia
<b>Tanzania</b>	Tanzania
<b>Ubeljiji</b>	Belgium
<b>Uchina</b>	China
<b>Ufaransa</b>	France
<b>Ugiriki</b>	Greece
<b>Uhabeshi</b>	Ethiopia
<b>Uhispania</b>	Spain
<b>Uholanzi</b>	The Netherlands (Holland)
<b>Uingereza</b>	The United Kingdom; England
<b>Ujapani</b>	Japan
<b>Ujerumani</b>	Germany
<b>Ureno</b>	Portugal
<b>Urusi</b>	Russian
<b>Uswisi</b>	Switzerland
<b>Uturuki</b>	Turkey
<b>Uyahudi</b>	Israel
<b>Uyorodani</b>	Jordan

### *Nouns*

<b>kazi</b>	work; job
<b>kozi</b>	course; course of study
<b>mfano</b>	example
<b>mji mkuu</b>	capital city
<b>mtu</b>	person
<b>shahada</b>	degree
<b>shahada ya kwanza</b>	undergraduate degree
<b>shahada ya uzamili</b>	postgraduate degree
<b>shahada ya uzamifu/uzamivu</b>	doctorate degree

### *University Subjects*

<b>afya ya jamii</b>	public health
----------------------	---------------



**akiolojia** archaeology  
**anthropolojia** anthropology  
**biashara** business  
**biolojia** biology  
**botania** botany  
**dini** religion  
**elimu** education  
**elimu ya kompyuta** computer science  
**elimu ya mawasiliano** communication studies  
**elimu ya mazingira** environmental science  
**elimu ya siasa** political science  
**falsafa** philosophy  
**fasihi** literature  
**fizikia** physics  
**hesabu** arithmetic  
**hisabati** math  
**historia** history  
**isimu ya lugha** linguistics  
**jiografia** geography  
**jiolojia** geology  
**kemia** chemistry  
**manejimenti /uongozi** management  
**masomo ya Kiafrika** African studies  
**masomo ya wanawake** Women's studies  
**mipango ya miji** urban planning  
**muziki** music  
**saikolojia** psychology  
**sanaa za maonyesho** performing arts  
**sheria** law  
**soshiolojia** sociology  
**uandishi wa habari** journalism  
**uchumi** economics  
**udaktari** medicine  
**uhandisi** engineering  
**unesi** nursing  
**uongozi** leadership  
**usanifu majengo** architecture

### *Verbs*

**-fanya** to do  
**-fanya utafiti** to do research  
**-soma** to study  
**-taka** to want; wish

### **Key Phrases**

**Kwa nini unasoma...?** Why are you studying...?  
**Mimi ninasoma... kwa sababu...** I am studying... because...  
**Ninasoma...** I study...; I am studying...  
**Unasoma kozi gani (semesta hii)?** What course are you taking this semester?  
**Unasoma masomo gani?** What do you study?; What are you studying?

## 1.6 Nambari yako ya simu ni gani?



### Zoezi A

Shamila and Joseph bought new SIM cards for their cell phones so that they can call and text during their study abroad program in Tanzania. Read the dialogue and answer the questions that follow.



*Shamila and Joseph exchange phone numbers:*

**Shamila:** Hujambo Joseph?

**Joseph:** Sijambo Shamila.

**Shamila:** Habari za leo?

**Joseph:** Nzuri sana.

**Shamila:** Je, una simu?

**Joseph:** Ndiyo. Na wewe je?

**Shamila:** Mimi pia nina simu. Nambari yako ya simu ni gani?

**Joseph:** Nambari yangu ya simu ni 255 721 22 14 09. Na wewe je?

**Shamila:** Nambari yangu ya simu ni 255 981 10 45 67.

**Joseph:** Asante nimehifadhi nambari yako kwenye simu yangu.

**Shamila:** Na mimi pia. Tuzidi kuwasiliana.

Mark the following statements as **kweli** (true) or **si kweli** (false) based on the above conversation between Joseph and Shamila.

1. Shamila ana simu.
2. Joseph hana simu.
3. Nambari ya Shamila ya simu ni 255 981 20 54 67.

4. Nambari ya Joseph ya simu ni 255 721 22 14 09.
5. Shamila na Joseph wamebadilishana nambari za simu.
6. Shamila na Joseph hawapangi kuwasiliana.

### **Vocabulary: Nambari 0-10**

The numbers 0-10 are provided below. Your teacher will also provide a song that will help you learn them.

0	sifuri	6	sita
1	moja	7	saba
2	mbili	8	nane
3	tatu	9	tisa
4	nne	10	kumi
5	tano		



#### **Zoezi B**

Your teacher will read out a series of phone numbers. Write down the digits you hear.



#### **Zoezi C**

With a classmate, practice asking for someone's cell phone number and giving yours. Once you have practiced the questions and numbers together, circulate among your other classmates and repeat the exercise. Try to talk to as many classmates as possible in the time given. If you are not comfortable giving your actual number, make one up!



## Zoezi D

Joseph and Shamila are trying to plan a get-together this weekend for their new friends, but they do not have all of their cell phone numbers. Pretend that you are Joseph and Shamila, ask your classmates their cell phone numbers and fill in the chart below.

	Name	Cell
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



## Zoezi E

Listen to short biographical recordings of international students posted on a university website, and then use that information to fill in the following chart.

	<b>1. Fola Segun</b>	<b>2. Choi Wang</b>	<b>3. Mustafa Ba</b>
<b>Anatoka wapi?</b>			
<b>Anasoma wapi?</b>			
<b>Anasoma masomo gani?</b>			
<b>Anasema lugha gani?</b>			
<b>Kwa nini anasoma Kiswahili?</b>			



## Zoezi F

Imagine that you have agreed to go with Amina to pick up a new group of students arriving from the United States. Amina has received cards with basic information in English about each student. Help her by providing a spoken Kiswahili translation of what is on each card.

 <p><b>Joseph Manning</b> University of Indiana African Studies Major <i>Languages:</i> English (native), French (advanced), Kiswahili (elementary)</p> <p>Contact phone: +1 812 596 3470</p>	 <p><b>Collette Dubois</b> University of Paris History Major <i>Languages:</i> French (native), Kiswahili (intermediate), Arabic (reading knowledge)</p> <p>Contact phone: +33 1 53 20 06 89</p>	 <p><b>Stephen Smith</b> University of Vermont Russian Major <i>Languages:</i> English (native), Russian (advanced)</p> <p>Contact phone: +1 785 829 1564</p>
--	---	--



## Zoezi G

Your school is preparing for the visit of a representative from a Kenyan university with which it plans to set up an exchange program. You and a group of your classmates have been chosen to help guide the visitor around the campus between the meetings. As part of the preparations, you have been asked to prepare brief biographies in Kiswahili for the group of student guides.

Choose two to three of your classmates and collect the information that you will need to write these biographies. You may need to do a bit of review to prepare the questions you will need to ask to get the relevant information.

These biographies should include information on each person's name, nationality, hometown, their major, the language(s) that they speak, and a contact phone number in case of emergency.

## Key Vocabulary

### Nouns

**afya** health  
**mawasiliano** communication  
**nambari** number  
**nchini** in the country of...  
**simu** phone

### Numbers\*

**0** **sifuri** zero  
**1** **moja** one  
**2** **mbili** two  
**3** **tatu** three  
**4** **nne** four  
**5** **tano** five  
**6** **sita** six  
**7** **saba** seven  
**8** **nane** eight  
**9** **tisa** nine  
**10** **kumi** ten

**20** **ishirini** twenty  
**30** **thelathini** thirty  
**40** **arobaini** forty  
**50** **hamsini** fifty  
**60** **sitini** sixty  
**70** **sabini** seventy  
**80** **themanini** eighty  
**90** **tisini** ninety  
**100** **mia moja** one hundred

### Verbs

**-badilisha** to exchange  
**-pa** to give  
**-wasiliana** to communicate  
**-hifadhi/weka** to save

### Possessive Pronouns

**yako** your  
**yangu** my

## Key Phrases

**Nambari yako ya simu ni gani?** What is your cell phone number?  
**Ningependa kuhifadhi nambari yako ya simu.** I would like to save your phone number.  
**Ningependa kupata nambari yako ya simu.** I would like to get your cell phone number.  
**Tafadhali rudia nambari yako ya simu.** Please repeat your phone number again.  
**Una simu?** Do you have a cell phone?

*\* Numbers in Kiswahili texts almost always appear written out rather than as numerals.*

# Sources

## 1.1 Kwa uwanja wa ndege

- “Serena Williams” by Mirsasha is licensed under CC BY NC ND 2.0 Generic.  
<https://www.flickr.com/photos/mirsasha/26100514556>. Last accessed August 1, 2019.
- “Donald Trump” by Shealah Craighead is in the public domain.  
[https://commons.wikimedia.org/wiki/Category:Donald\\_Trump#/media/File:Donald\\_Trump\\_of\\_ficial\\_portrait\\_\(cropped\).jpg](https://commons.wikimedia.org/wiki/Category:Donald_Trump#/media/File:Donald_Trump_of_ficial_portrait_(cropped).jpg). Last accessed August 1, 2019.
- “Lupita Nyong’o” by Gage Skidmore is licensed under CC BY SA.  
<https://www.flickr.com/photos/gageskidmore/28017756024>. Last accessed May 29, 2020.
- “Lin-Manuel Miranda” by the U.S. Department of the Treasury is in the public domain.  
[https://en.wikipedia.org/wiki/Lin-Manuel\\_Miranda#/media/File:Lin-Manuel\\_Miranda.jpg](https://en.wikipedia.org/wiki/Lin-Manuel_Miranda#/media/File:Lin-Manuel_Miranda.jpg). Last accessed May 29, 2020.
- “Mark Zuckerberg” by JD Lasica is licensed under CC BY 2.0 Generic.  
[https://commons.wikimedia.org/wiki/File:Mark\\_Zuckerberg\\_\(7985184937\).jpg](https://commons.wikimedia.org/wiki/File:Mark_Zuckerberg_(7985184937).jpg). Last accessed August 1, 2019.
- “Michelle Obama” by Chuck Kennedy is in the public domain.  
<https://www.flickr.com/photos/obamawhitehouse/8491445521>. Last accessed November 4, 2020.
- “Ruth Bader Ginsburg” by Franz Jantzen is in the public domain.  
[https://commons.wikimedia.org/wiki/File:Ruth\\_Bader\\_Ginsburg\\_in\\_2017.jpg](https://commons.wikimedia.org/wiki/File:Ruth_Bader_Ginsburg_in_2017.jpg). Last accessed May 29, 2020.
- “Lebron James” by Erik Drost is licensed under CC BY 2.0 Generic.  
<https://www.flickr.com/photos/edrost88/24340170653>. Last accessed August 1, 2019.

## 1.5 Wewe unasoma masomo gani?

- “South Africa (orthographic projection)” by Keepcases is licensed under CC BY SA 3.0 Unported.  
[https://commons.wikimedia.org/wiki/File:South\\_Africa\\_\(orthographic\\_projection\).svg](https://commons.wikimedia.org/wiki/File:South_Africa_(orthographic_projection).svg). Last accessed November 4, 2020.
- “Botswana (orthographic projection)” by unknown author is in the public domain.  
[https://commons.wikimedia.org/wiki/File:Botswana\\_\(orthographic\\_projection\).svg](https://commons.wikimedia.org/wiki/File:Botswana_(orthographic_projection).svg). Last accessed November 4, 2020.
- “Burundi (orthographic projection)” by Spesh531 is licensed under CC BY SA 3.0 Unported.  
[https://commons.wikimedia.org/wiki/File:Burundi\\_\(orthographic\\_projection\).svg](https://commons.wikimedia.org/wiki/File:Burundi_(orthographic_projection).svg). Last accessed November 4, 2020.
- “Egypt (orthographic projection)” by Nableezy is licensed under CC BY SA 3.0 Unported.  
[https://commons.wikimedia.org/wiki/File:Egypt\\_\(orthographic\\_projection\).svg](https://commons.wikimedia.org/wiki/File:Egypt_(orthographic_projection).svg). Last accessed November 4, 2020.



## 2. Somo la pili

### Familia na Uhusiano

#### Essential Questions:

1. Are family relationships in your culture limited only to blood relationships or can they go beyond blood?
2. What do kinship terms reveal about the culture of the speakers of your language?
3. What role do seniority and respect play in family relations?
4. How are family relationships defined in your culture in comparison to other cultures?

#### Stage One:

By the end of this unit, students should be able to:

- introduce their families in culturally appropriate ways (Presentational speaking or writing);
- provide and request information about family members and relatives by providing details such as where they live, their dates of birth, professions, etc. (Interpersonal speaking);
- write a short introduction of their family to present to their host family (Presentational speaking or writing);
- exchange descriptions with peers about their family members and relatives (Interpersonal speaking);
- respond to and ask questions about their real or fictitious family (Interpersonal speaking);
- name their (real or fictitious) family members, give their ages, and describe the familial relationships (Presentational speaking and writing);
- discuss the cultural differences surrounding who is considered to be part of the family and who is not (Cultural comparisons);
- recognize familiar words and phrases associated with family kinship terms when they hear or read them in text (Interpretive reading or listening).

## Stage Two:

What will be acceptable evidence of the student's knowledge and ability?

INTERPRETIVE TASKS	INTERPERSONAL TASKS	PRESENTATIONAL TASKS
Students will read simple texts about families in East Africa, supported by visuals, and create graphic organizers or tree diagrams to show the relationships among different family members. They will also read blog posts of their classmates' host families in East Africa and then comment, ask, and respond to their classmates' questions.	Students will role-play by introducing themselves as someone on a family tree. They will ask appropriate questions to learn more about their classmates' family members, their names, ages, likes and dislikes, personality, and character traits.	Students will give a presentation or write an essay about their immediate, extended or host family, where they live, their occupation, likes and dislikes, and cultural differences between family in their culture and the target culture.

## Stage Three:

What activities will students participate in to prepare them to demonstrate what they know and can do?

## 2.1 Familia yangu



### Zoezi A

Before arriving in Kenya, Shamila and Joseph exchanged emails with their host families. Read the two brief excerpts from those emails and fill in the chart that follows.



#### *Familia ya Shamila*

Hii ni familia yangu. Baba yangu anaitwa Andrew Jones. Yeye ana umri wa miaka 55. Mama yangu anaitwa Lakesha. Yeye ana umri wa miaka 50. Dada mkubwa anaitwa Tamara. Tamara ana umri wa miaka 32. Dada mdogo anaitwa Dianne. Yeye ana umri wa miaka 25. Mimi sina kaka. Familia yangu si kubwa sana.



*Familia ya Joseph*

Hii ni familia yangu. Familia yangu ni ndogo. Baba yangu jina lake ni Eric Adams. Yeye ana umri wa miaka 57. Mama yangu jina lake ni Mary. Yeye ana umri wa miaka 49. Nina kaka mmoja lakini sina dada. Kaka yangu anaitwa Will. Yeye ana miaka 17. Pia, sisi tuna mbwa mmoja, jina lake ni Kyle. Kyle ana miaka 10.

Fill in the chart below with the names of Shamila's and Joseph's family members.

	<b>Familia ya Shamila</b>	<b>Familia ya Joseph</b>
<b>baba</b>		
<b>mama</b>		
<b>dada</b>		
<b>kaka</b>		

## Vocabulary: Nambari 11-99

To create numbers higher than 10, follow this pattern:

11	=	kumi na moja
29	=	ishirini na tisa
37	=	thelathini na saba
43	=	arobaini na tatu
56	=	hamsini na sita

The noun class is always marked on numbers. When stating numbers, always start with the noun. When using the numbers 1, 2, 3, 4, 5 and 8 (or compound numbers ending in those digits) you always start with the noun class marker.

dada mmoja	<i>one sister</i>
kaka wawili	<i>two brothers</i>
kaka watatu wakubwa	<i>three older brothers</i>
kaka saba	<i>seven brothers</i>
miaka miwili	<i>two years</i>
miaka ishirini	<i>twenty years</i>
miaka ishirini na mmoja	<i>twenty one years</i>
miaka hamsini na mitano	<i>fifty-five years</i>

Note in the examples above that compound numbers ending with 1 will always agree with the class of the noun being modified by that number. In Kiswahili numbers 6, 7, 9, 10 and all the multiples do not take noun agreements.

wanafunzi sita	<i>six students</i>
wanafunzi saba	<i>seven students</i>
wanafunzi tisa	<i>nine students</i>
wanafunzi kumi	<i>ten students</i>
miaka kumi na sita	<i>sixteen years</i>
miaka kumi na tisa	<i>nineteen years</i>
miaka ishirini na tisa	<i>twenty nine years</i>



## Zoezi B

Write out the numbers provided below as words. When you are done, check your answers with a partner.

### *Examples:*

60 = sitini | 70 = sabini | 80 = themanini | 90 = tisini

1. 15 = \_\_\_\_\_
2. 42 = \_\_\_\_\_
3. 77 = \_\_\_\_\_
4. 23 = \_\_\_\_\_
5. 59 = \_\_\_\_\_
6. 84 = \_\_\_\_\_
7. 38 = \_\_\_\_\_
8. 61 = \_\_\_\_\_
9. 96 = \_\_\_\_\_



## Zoezi C

Interview three classmates to find out their age and be prepared to report back to the class.

1. Je, una miaka mingapi?

Nina miaka \_\_\_\_\_.

2. Una umri gani?

Nina umri wa miaka \_\_\_\_\_.

3. John ana miaka mingapi?

John ana miaka \_\_\_\_\_.



### Zoezi D

Answer the following questions about Joseph and Shamila's families in complete sentences.

1. Baba wa Shamila anaitwa nani? Ana umri gani?
2. Mama wa Shamila anaitwa nani? Ana umri gani?
3. Dada za Shamila wanaitwa nani? Wana umri gani?
4. Shamila ana kaka wangapi?
5. Familia ya Shamila ni kubwa au sio kubwa?
- ...
6. Baba wa Joseph anaitwa nani? Ana umri gani?
7. Mama wa Joseph anaitwa nani? Ana umri gani?
8. Joseph ana dada wangapi?
9. Kaka wa Joseph anaitwa nani? Ana umri gani?
10. Je, familia ya Joseph ni kubwa au sio kubwa?



### Zoezi E

Listen to the conversations noticing the patterns of the greetings. Then answer the questions below.

1. Shamila hajambo?
2. Mama na baba wa Shamila hawajambo?
3. Dada za Shamila hawajambo?
4. Je, Chacha hajambo?
5. Je, Musa anasemaje kuhusu hali ya Chacha?



### Zoezi F

In pairs, perform the following role play scenarios.

1. You are talking with one of your new friends. Check on their well-being and that of some of their close family members.
2. Imagine that you are visiting another town during your study abroad program. Call your host mom and check on the well-being of a few of your host family members.

## Cultural Explorations

The family unit is valued greatly among East Africans – it is considered to be the backbone of society. Valuing familial relationships and inquiring about each other’s well-being is not only a common practice but is expected in East Africa. Not asking how others are doing or what is going on in their lives implies a lack of interest and could affect relationships within the family. Knowing what is going on in people’s lives strengthens family ties and is the reason conversations among Swahili people generally start with phrases such as: *Habari za familia?*; *Baba na mama hawajambo?*; or, *Mjomba hajambo?* In the event that the person is unwell, this is easily communicated in the greetings and the necessary follow-up is done.

Additionally, African families are, in general, larger than those of western countries. This is mainly due to the status associated with having several children. In the past, people who had many children were regarded as wealthier, and children were used as a source of labor, especially in the rural, agriculture-based economies. However, with the increase in westernization, land reduction, and urbanization, communities in East Africa have shifted to having smaller families. Most East Africans living in the rural areas, and those with less formal education, still have proportionally bigger families than urban dwellers.

There also exists a hierarchy of importance based on the order of birth, with the firstborn child being the most respected; their opinion is highly regarded, especially if the firstborn is male. The firstborn is also tasked with leading the family in important events, in cases where the parents cannot be present. It is for this reason that when introducing family members, those in a Swahili community will start with the eldest child.

In East African communities, elders are not called by their first or last name alone as a sign of respect. Parents’ names are tied to their firstborn child (male and female). For example, *Mama Imani*, *Baba Juma*. If one does not have children, they are referred to using honorific titles, like *Bwana* or *Bibi*, in formal settings and *ndugu*, *kaka*, or *dada* among close friends. Children typically use *shangazi* or *mjomba* to refer to adults in their community. Older siblings are also called by the terms *Kaka Simba* or *Dada Amina*.

Generally, people in East African communities have close family relationships in both nuclear and extended families. Family unity and togetherness is very important, and its significance is seen in a variety of societal roles and events such as weddings, funerals, cultural celebrations and gatherings as well as raising children, caring for parents and grandparents, and caring for those who are ill. Individuals from time to time participate in family obligations collectively.

## Cultural Reflections

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions below.

1. Compare and contrast the importance of the family unit in your region or culture and Kiswahili-speaking East Africa.
2. How have family sizes or the importance of the family unit changed over the last century in your region or culture? What events have influenced these changes?
3. Does your culture place importance on birth order or gender of children? If yes, why do you think this is or from where does this importance stem? If no, is this a recent cultural change?
4. Do specific children in the family unit of your culture play specific roles within the family? How does this compare to the roles of children in East Africa?





## Zoezi G

Take a moment to prepare a description of your immediate family or of a family that you know well. You will need to provide the names and ages of all the members. If you are describing a family other than your own, you should pretend to be a member of that family. Take turns sharing descriptions with a partner. Fill in the empty chart below with information about the family that your partner describes.

### Example:

Baba yangu anaitwa John Jackson. Yeye ana umri wa miaka arobaini na mitano. Mama yangu anaitwa Lisa. Yeye ana umri wa miaka arobaini na miwili. Nina kaka mmoja. Yeye anaitwa Andre. Yeye ana umri wa miaka kumi na sita.

<b>Jina</b>					
<b>Umri</b>					

### Sarufi: Kuhesabu kuzingatia ngeli (*Counting with nouns*)

In the first unit, you were introduced to cardinal numbers in Kiswahili in talking about your phone number, age and siblings. When these numbers are used to speak about a quantity of something, their form usually changes to agree with the noun being described. Specifically, numbers 1, 2, 3, 4, 5, and 8 have noun class agreement, while numbers 6, 7, and 9 do not. In order to make the number agree with the noun, one must first know to which class the noun belongs.

To this point, we have focused on nouns that belong to the *M-WA* class, which tend to begin with *M-* in the singular and *WA-* in the plural. Thus, the *M-WA* class contains nouns that refer to living things like people, animals, birds, and fishes. We have seen these classes used for both professions (*mwalimu, mwanafunzi*) and nationalities (*Mmarekani, Mtanzania*). Here are a few examples of nouns from this class that illustrate number agreement:

Mrusi mmoja	<i>one Russian</i>
Warusi wawili	<i>two Russians</i>
Warusi watatu	<i>three Russians</i>
Warusi sita	<i>six Russians</i>

While these nouns clearly reflect the *M-WA* class in their spelling, there are other common nouns in the class that are less obvious. Included among these are *dada* and *kaka*, which do not begin with *M-* and actually do not have a plural form distinct from the singular form.

kaka mmoja	<i>one brother</i>
kaka wawili	<i>two brothers</i>
kaka watatu	<i>three brothers</i>
kaka sita	<i>six brothers</i>

As you may have noticed, numbers in Kiswahili appear after the nouns they quantify rather than before; adjectives are also placed after the noun they describe. This allows you to see the noun and its class before having to decide the form of the number or the adjective modifying it.



## Zoezi H

Work with a classmate to complete the chart below with the correct forms of the number of family members.

Cardinal Number	Nina dada...	Nina mtoto...
1 (moja)	Nina dada mmoja	Nina mtoto mmoja
2 (mbili)	Nina dada wawili	
3 (tatu)		
4 (nne)		
5 (tano)		
6 (sita)		
7 (saba)		
8 (nane)		
9 (tisa)		
10 (kumi)		

Cardinal numbers are used when counting, i.e., 1, 2, 3, 4, etc., and describe *how many* things one has. However, many languages have a different *ordinal* number for describing the *order* of something in a given list. In Kiswahili, only the ordinal numbers *kwanza* (first) and *pili* (second) are different from the cardinal forms of the numbers. For instance:

Mtoto wa **kwanza** ni Juma.

Mtoto wa **pili** ni Amina.

Mtoto wa **tatu** ni Yusufu.

The **first** child is Juma.

The **second** child is Amina.

The **third** child is Yusufu.

Note in the examples above that the number used for the third child (and all other subsequent children) is the cardinal number.



## Zoezi I

Three exchange students, Martin, Fola, and Eray, are talking about their families. Read their conversation and then answer the questions that follow.

**Martin:** Habari gani Fola?

**Fola:** Nzuri sana, na wewe je?

**Martin:** Nzuri pia. Vipi Eray? Habari za mchana?

**Eray:** Salama tu. Habari za familia Fola?

**Fola:** Salama.

**Eray:** Je, una dada na kaka wangapi?

**Fola:** Nina dada watatu lakini sina kaka. Je, wewe una kaka wangapi?

**Eray:** Mimi nina kaka mmoja tu. Sina dada.

**Fola:** Je, habari za familia Martin?

**Martin:** Salama pia.

**Fola:** Je, una dada na kaka wangapi?

**Martin:** Mimi nina dada wawili wadogo na kaka watatu wakubwa.

**Fola:** Sawa. Familia yako ni kubwa!

1. Ni mwanafunzi yupi ana familia kubwa zaidi? Ana kaka na dada wangapi?
2. Ni mwanafunzi yupi hana dada?
3. Ni mwanafunzi yupi hana kaka?
4. Familia yako ina watu wangapi?



## Zoezi J

Interview two classmates to find out the number of people in their family and their ages. Report back to the class on the information you gather. What are some commonalities and differences?



## Zoezi K

Listen to the following descriptions of a few famous families. Fill in each family's chart based on what you hear.

### FAMILIA 1

	<b>jina</b>	<b>umri</b>
<b>baba</b>		<i>58</i>
<b>mama</b>		
<b>mtoto wa kwanza</b>	<i>Malia</i>	
<b>mtoto wa pili</b>		<i>18</i>

### FAMILIA 2

	<b>jina</b>	<b>umri</b>
<b>baba</b>		<i>42</i>
<b>mama</b>	<i>Kim</i>	
<b>mtoto wa kwanza</b>		
<b>mtoto wa pili</b>	<i>Saint</i>	
<b>mtoto wa tatu</b>		<i>2</i>
<b>mtoto wa nne</b>		

## Key Vocabulary

### Adjectives

**-dogo** small; younger  
**-kubwa** big; older

### Nouns

**baba** father  
**dada** sister  
**familia** family  
**kaka** brother  
**mama** mother  
**mbwa** dog  
**miaka** years  
**mjomba** uncle  
**mtoto** child; kid  
**paka** cat  
**shangazi** aunty  
**umri** age

Note that only the adjective's root is given here since there are multiple possible prefixes. For example, we see forms like *dada mdogo* (younger sister) and *dada wadogo* (younger sisters).

## Key Phrases

**Hawajambo?** How are they?  
**Je, una miaka mingapi?** So, how old are you?  
**mingapi?** How many...? (*referring to age*)  
**Ngapi?** How many?  
**Nina miaka...** I am....years old.  
**Nina umri wa miaka....** My age is.... years.  
**Una umri gani?** What is your age?  
**Wangapi?** How many? (*referring to more than one*)

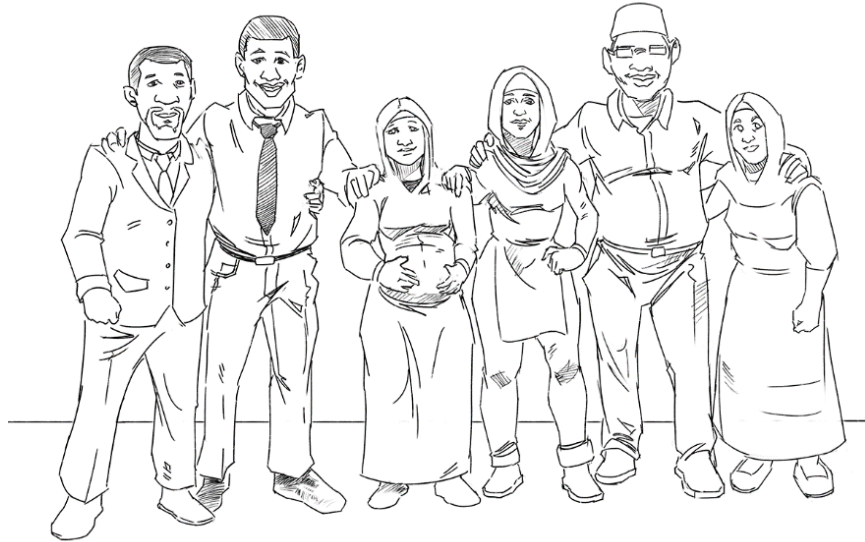
Note that numbers are located in 1.6

## 2.2 Familia pokezi



### Zoezi A

Musa and Fatuma bring a photo of their family on a phone to show Joseph. Read the description and answer the questions that follow.



#### *Familia ya Musa na Fatuma*

Hii ni familia yetu. Familia yetu si kubwa sana. Mume wangu anaitwa Musa. Sisi tuna watoto wanne. Tuna watoto wavulana wawili na binti wawili. Mvulana kifungua mimba anaitwa Chacha. Binti mkubwa anaitwa Amina. Mvulana wa pili anaitwa Masika. Na binti kitinda mimba anaitwa Aisha. Watoto watatu wa kwanza wanafanya kazi na kitinda mimba ni mwanafunzi katika shule ya sekondari.

Read the following statements about Musa and Fatuma's family and decide whether they are *kweli* (true) or *si kweli* (false).

1. Familia hii ni kubwa sana.
2. Wazazi, Musa na Fatuma, wana watoto wavulana wawili na wasichana watatu.
3. Amina ni binti mkubwa.
4. Chacha ni kitinda mimba.
5. Chacha, Amina na Masika wanafanya kazi.



## Zoezi B

Juma and Farida bring their family album to show Shamila. Read the description and answer the questions that follow.



### *Familia ya Juma na Farida*

Hii ni familia yetu. Katika familia yetu kuna wazazi wawili. Mume wangu jina lake ni Juma. Sisi tuna watoto watatu. Mvulana wa kwanza ni Yusufu. Yeye ana umri wa miaka ishirini na miwili. Yeye ni mwanafunzi katika Chuo Kikuu cha Dar es Salaam. Sisi tuna msichana mmoja. Jina lake ni Waridi. Yeye ana umri wa miaka kumi na saba. Yeye ni mwanafunzi katika shule ya sekondari. Mvulana mdogo ni Hassani. Yeye ana umri wa miaka kumi na mitano. Yeye ni mwanafunzi katika shule ya sekondari pia.

Read the following statements about Juma and Farida's family and decide whether they are *kweli* (true) or *si kweli* (false).

1. Familia ya Juma na Farida ina wazazi wawili.
2. Farida na Juma wana watoto wanne.
3. Yusufu ni mvulana wa kwanza.
4. Yusufu si mwanafunzi katika Chuo Kikuu cha Dar es Salaam.
5. Katika familia hii mtoto msichana ni mmoja.



## Zoezi C

Match the following Kiswahili words with their English equivalents.

- |                         |               |
|-------------------------|---------------|
| 1. _____ kifungua mimba | a. last       |
| 2. _____ kitinda mimba  | b. girl       |
| 3. _____ dada           | c. wife       |
| 4. _____ kaka           | d. big        |
| 5. _____ mvulana        | e. younger    |
| 6. _____ msichana       | f. last born  |
| 7. _____ mtoto          | g. child      |
| 8. _____ mkubwa         | h. small      |
| 9. _____ mdogo          | i. older      |
| 10. _____ kwanza        | j. brother    |
| 11. _____ pili          | k. first born |
| 12. _____ mwisho        | l. first      |
| 13. _____ ndogo         | m. boy        |
| 14. _____ kubwa         | n. husband    |
| 15. _____ mume          | o. sister     |
| 16. _____ mke           | p. second     |





## Zoezi D

*Ulizaliwa mwaka gani?* We have looked at how to count and say numbers up to 100, but that will not help us much for sharing one's year of birth. Knowing the numbers that you do, look at the examples below for the patterns of 100, 1000, and so on.

100 = mia moja; mia  
 900 = mia tisa  
 1000 = elfu moja; elfu  
 2000 = elfu mbili

These key phrases will help you ask for someone's year of birth as well as provide your own. Keep in mind that in Kiswahili, numbers are always spelled out.

*Ulizaliwa mwaka gani?*  
*When were you born?*

*Mimi nilizaliwa mwaka wa elfu moja mia tisa tisini na sita.*  
*I was born in 1996.*

*Kaka yangu alizaliwa mwaka wa elfu mbili.*  
*My brother was born in 2000.*

Now, go back to the descriptions of Juma and Farida's family at the beginning of this unit. Based on the ages given for the family members, determine the year that they were born. For the purposes of this activity assume that they have already had a birthday this year.

1. Yusufu alizaliwa mwaka wa

\_\_\_\_\_.

2. Waridi alizaliwa mwaka wa

\_\_\_\_\_.

3. Hassani alizaliwa mwaka wa

\_\_\_\_\_.



## Zoezi E

Poll your classmates to see what year they were born. Be prepared to report back on what you found.

## Sarufi: Kitenzi -na (*The verb to have*)

In Kiswahili, the particle *-na* is used in combination with the subject pronoun markers to create the verb *to have*. For example, *Mimi nina watoto wawili* translates to, “I **have** two children.” In the same regard, the particle *-na* combined with the negative pronoun markers introduced in the first unit convey the meaning of *not* having something. For instance, *sina kaka* translates to “I don’t have a brother.”

Review this chart with the positive and negative forms of *-na* (to have) before moving on to the next activity.

Subject Pronoun	(to have)	(to not have)
<b>mimi</b> (I)	nina	sina
<b>wewe</b> (you)	una	huna
<b>yeye</b> (he/she)	ana	hana
<b>sisi</b> (we)	tuna	hatuna
<b>nyinyi</b> (you all)	mna	hamna
<b>wao</b> (they)	wana	hawana



### Zoezi F

Poll your classmates to see if they have brothers and sisters. Be prepared to report back on what you found.

#### *Example:*

- Mwanafunzi 1:** Una dada?
- Mwanafunzi 2:** Nina dada wawili.
- Mwanafunzi 3:** Una dada wangapi?
- Mwanafunzi 4:** Sina dada.



## Zoezi G

Fill in the blanks to complete the phrases. Each blank requires a form of **-na** that agrees with the subject of the sentence either in its positive (pos.) or negated (neg.) form.

### Example:

Nyinyi (pos.) \_\_\_\_\_ mbwa → Nyinyi **mna** mbwa.

Nyinyi (neg.) \_\_\_\_\_ mbwa → Nyinyi **hamna** mbwa.

1. Shamila (pos.) \_\_\_\_\_ dada lakini (*but*) (neg.) \_\_\_\_\_ kaka.
2. Farida na Juma (pos.) \_\_\_\_\_ wavulana wawili lakini (neg.) \_\_\_\_\_ binti wawili.
3. Mimi na dada zangu (neg.) \_\_\_\_\_ Bibi lakini sisi (pos.) \_\_\_\_\_ mama.
4. Mimi (pos.) \_\_\_\_\_ watoto wawili lakini (neg.) \_\_\_\_\_ babu (*grandfather*).
5. Wewe (pos.) \_\_\_\_\_ babu wangapi?



## Zoezi H

Negate the following sentences.

1. Juma ana dada wawili.
2. Hasani na Amina wana mtoto mmoja.
3. Mimi nina dada na kaka.
4. Sisi tuna watoto wanne.
5. Nyinyi mna watoto wasichana pekee.
6. Wazazi wao wana watoto wavulana tu.

### Sarufi cont.: Ngeli ya M-WA (*M-WA noun class*)

Nouns in Kiswahili are grouped into classes based on their characteristics as a noun and the rules of vowel harmony (in which vowels of the Kiswahili language belong to the same class). In Kiswahili, there are 9 noun classes that have distinct singular and plural forms. Some Kiswahili scholars consider each distinct form as a class, and therefore indicate a total of 18 classes. Each noun must adhere to the specific grammatical rules for its particular noun class. In this unit, we will focus on the *M-WA* class.

*M-WA* nouns refer to all living things, specifically people, animals, birds, and fishes. These include nouns used to refer to people that start with the letter *M-* in singular and *WA-* in plural, like *mwalimu* (teacher) and *mwanafunzi* (student).

Other nouns that refer to people that do not start with the letter *M* in the singular or *WA* in the plural also belong to this class. For example, *dada*, *kaka*, and *daktari*, among others. We will mainly focus on nouns that refer to people in this unit.

Other examples of nouns in the *M-WA* class include:

mtoto	child
mzazi	parent
mvulana	boy
msichana	girl
bata	<i>duck</i>
ng'ombe	<i>cow</i>
paka	<i>cat</i>
samaki	<i>fish</i>
kondoo	<i>sheep</i>

The subject marker for singular nouns in the *M-WA* noun class is **a-**, and it applies to all tenses of the verb. For example, *Juma **ana** watoto wawili*. The subject marker for plural nouns in the *M-WA* noun class is **wa-**, and it applies to all tenses of the verb.

Mzazi **anazungumuza** Kiswahili.  
*The parent speaks Kiswahili.*

Wazazi **wanazunguza** Kiswahili.  
*The parents speak Kiswahili.*

Mwanafunzi **anasoma** kitabu.  
*The student is reading a book.*

Wanafunzi **wanasoma** kitabu.  
*The students are reading a book.*



### Zoezi I

Complete the following chart with the appropriate plural form. In the last column, construct a meaningful simple sentence using either singular or plural nouns.

<b>m-</b>	<b>wa-</b>	<b>Sentensi</b>
<b>Mtoto</b>		
<b>Mgeni</b>		
<b>Mfaransa</b>		
<b>Mke</b>		
<b>Msichana</b>		
<b>Mvulana</b>		
<b>Mwalimu</b>		
<b>Mwanafunzi</b>		



### Zoezi J

You meet with one of your classmates during lunch at the cafeteria. Greet your new classmate and ask for details about their real or fictitious family. Find out the names of their family members, their ages, and their years of birth.



### Zoezi K

Your friend from the United States is studying abroad in Kenya while you are studying abroad in Tanzania. Write an email to introduce your host family to your friend, providing details about their names, ages, years of birth, languages they speak, and any other details that you think are important.

## Key Vocabulary

### *Nouns for nuclear family members*

<b>baba</b>	father
<b>bin</b>	son of.....
<b>binti</b>	daughter
<b>dada</b>	sister
<b>kaka</b>	brother
<b>kijana</b>	youth; teenager
<b>mama</b>	mother
<b>mke; bibi</b>	wife
<b>msichana</b>	girl
<b>mtoto; mwana</b>	child
<b>mume</b>	husband
<b>mvulana</b>	boy
<b>mwana</b>	son
<b>mwanamke</b>	woman
<b>mwanamume</b>	man
<b>mzazi</b>	parent
<b>ndugu</b>	sibling; relative

### *Nouns for extended family members*

<b>amu</b>	maternal uncle
<b>baba mdogo</b>	younger brother of father
<b>baba mkubwa</b>	older brother of father
<b>baba mkwe</b>	father-in-law
<b>babu</b>	grandfather
<b>bibi; nyanya</b>	grandmother
<b>binamu</b>	cousin
<b>mkaza mwana; mkaza</b>	daughter-in-law
<b>kitukuu</b>	great grandchild
<b>mama mdogo</b>	younger sister of mother
<b>mama mkubwa</b>	older sister of mother
<b>mama mkwe</b>	mother-in-law
<b>mcheja</b>	son-in-law
<b>mjomba</b>	maternal uncle
<b>mjukuu</b>	grandchild
<b>mkwe</b>	in-law
<b>mpwa</b>	niece; nephew
<b>mwanyumba</b>	men who have married blood sisters
<b>mzazi</b>	parent
<b>shangazi</b>	paternal aunt
<b>shemeji; mwamu</b>	brother or sister-in-law or relative by marriage

*Nouns cont.*

<b>bata</b>	duck
<b>bata mzinga</b>	turkey
<b>chekechea; shule ya watoto</b>	kindergarten
<b>familia pokezi</b>	host family
<b>kasuku</b>	parrot
<b>kipepeo</b>	butterfly
<b>kondoo</b>	sheep
<b>mbuzi</b>	goat
<b>mbwa</b>	dog
<b>mgeni</b>	guest; stranger
<b>mwaka; miaka</b>	year; years
<b>ndege</b>	birds
<b>ng'ombe</b>	cow
<b>njiwa</b>	pigeon
<b>nyoka</b>	snake
<b>nyuki</b>	bee
<b>nzi</b>	fly
<b>paka</b>	cat
<b>samaki</b>	fish
<b>shule; skuli</b>	school
<b>shule ya msingi</b>	primary school
<b>shule ya nasari</b>	preschool; nursery school
<b>shule ya sekondari; shule ya upili</b>	secondary school; high school
<b>sungura</b>	rabbit
<b>wadudu</b>	insects
<b>wanyama</b>	animals

*Numbers*

<b>100</b>	<b>mia moja; mia</b>	one hundred
<b>900</b>	<b>mia tisa</b>	nine hundred
<b>1000</b>	<b>elfu moja; elfu</b>	one thousand
<b>2000</b>	<b>elfu mbili</b>	two thousand

*Verbs*

<b>-ita</b>	to be called
<b>-zaliwa</b>	to be born
<b>-zungumza; ongea; sema</b>	to speak

## Key Phrases

<b>Mimi nilizaliwa mwaka wa...</b>	I was born the year of...
<b>Nilizaliwa...</b>	I was born...
<b>Ulizaliwa lini?</b>	When were you born?
<b>Ulizaliwa mwaka gani?</b>	In which year were you born?; When were you born?
<b>Una miaka mingapi?</b>	How old are you?
<b>Una umri wa miaka mingapi?</b>	How old are you?
<b>Yeye alizaliwa mwaka wa...</b>	She/He was born in the year ...

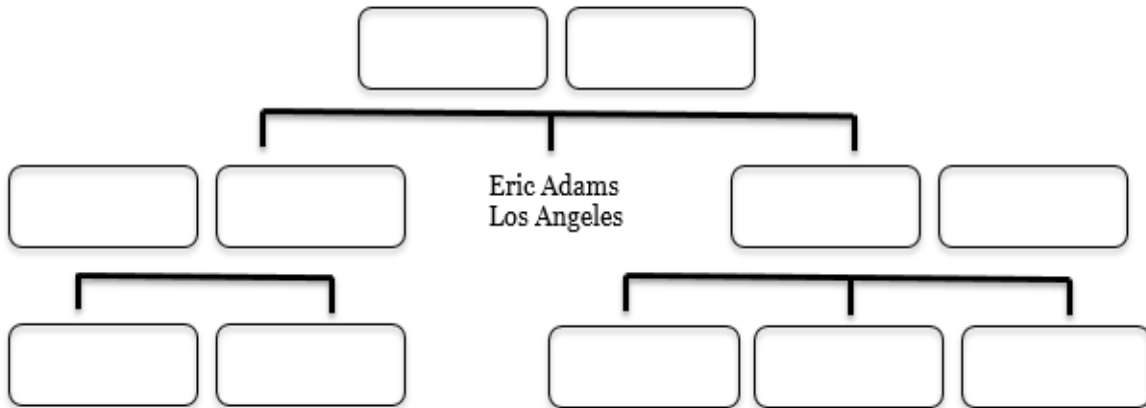
## 2.3 Familia kubwa



**Zoezi A**

Listen to this recording of Joseph introducing his dad's side of the family. Based on the family tree provided, list the names of Joseph's family members and indicate where they live.

*Familia ya Eric Adams*



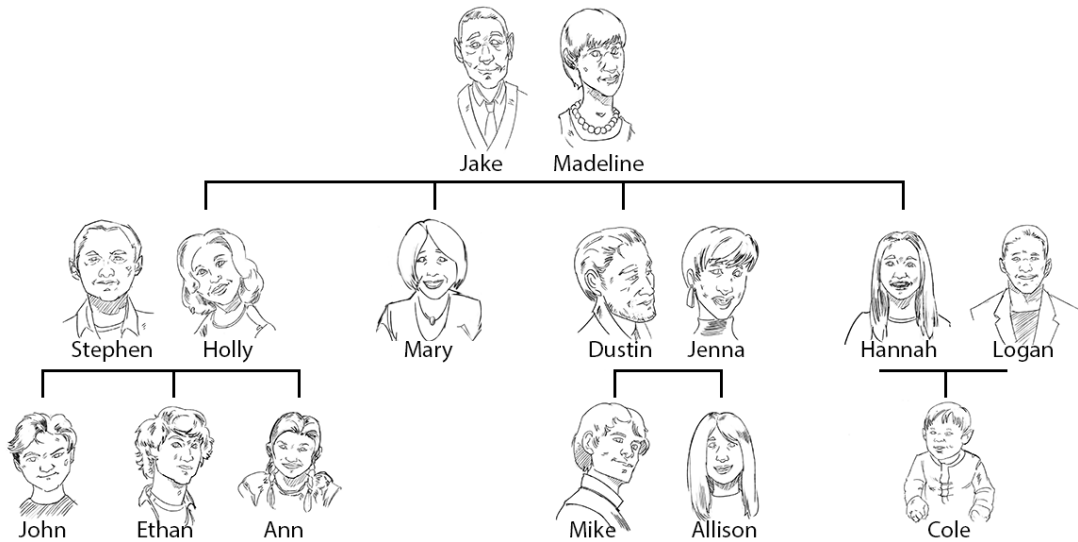




## Zoezi B

Read Joseph's introduction of his mother's side of the family and answer the questions that follow.

### Familia ya Mary Adams



Familia yangu ni kubwa sana upande wa mama. Babu anaitwa Jake na Bibi anaitwa Madeline. Wao wanakaa mji wa Tallahassee katika jimbo la Florida. Mama yangu ana kaka mmoja na dada watatu. Mjomba anaitwa Dustin. Mke wake ni shangazi Jenna. Wao wana watoto wawili. Majina ya binamu zangu ni Mike na Allison. Wao pia wanakaa katika mji wa Tallahassee, jimbo la Florida. Mama Mkubwa anaitwa Holly. Mume wake ni mjomba Stephen. Wao wana watoto watatu. Binamu zangu wanaitwa John, Ann na Ethan. Wao wanakaa katika Jimbo la California. Mama mdogo wa kwanza anaitwa Hannah. Mume wake ni mjomba Logan. Wao wana mtoto mmoja mvulana. Jina lake ni Cole. Wao wanaishi mji wa Gainesville, katika jimbo la Florida. Mama mdogo wa pili anaitwa Mary. Yeye hana watoto. Yeye pia anaishi mji wa Gainesville, katika jimbo la Florida.

Answer the following questions about Joseph's family based on the audio from *Zoezi A* and the text above.

1. Joseph ana binamu wangapi upande wa mama?
2. Dustin na Jenna wana watoto wangapi?
3. Je, Shelly na Hunter wana watoto?
4. Je, Mark na Kathryn wana watoto wasichana?
5. Watu wengi katika familia ya Joseph wanakaa katika jimbo gani?
6. Mama wa Joseph ana ndugu wangapi?
7. Je, Mary ana watoto?
8. Mary anaishi wapi?



## Zoezi C

Read Shamila's description of her extended family to Farida and Juma and answer the questions below.

Hii ni familia yangu kuu. Huyu ni babu. Yeye anaitwa Cameron. Huyu ni Bibi. Yeye anaitwa Alexis. Babu na Bibi wanakaa katika mji wa Chicago jimbo la Illinois. Huyu ni mama mkubwa. Yeye anaitwa Brianna. Mume wake anaitwa Caleb. Wao wana watoto watatu. Binamu zangu wanaitwa Ethan, Gabriel na Destiny. Ethan ni kifungua mimba. Gabriel anamfuata Ethan. Destiny ni dada yao mdogo. Familia hii inakaa katika mji mkuu wa Washington, DC. Baba yangu ana kaka mmoja mdogo. Baba mdogo anaitwa Mark. Mke wake anaitwa Mary. Wao wana watoto wawili. Wao wanaishi katika mji wa Baltimore katika jimbo la Maryland. Mvulana wao mkubwa anaitwa Christian. Ana miaka ishirini na mitano. Yeye anaishi katika jiji la New York. Dada yake mdogo anaitwa Alyssa. Yeye anakaa katika mji wa Baltimore na wazazi wake.

1. Baba wa Shamila ana ndugu wangapi?
2. Babu na Bibi wa Shamila wana umri gani?
3. Babu na Bibi wa Shamila wanaishi wapi?
4. Babu na Bibi wa Shamila wana wajukuu wangapi?

### Sarufi: Vivumishi vimilikishi (*Possessive pronouns*)

Possessive pronouns are words used to indicate the possession of or relation to a noun. Examples of possessive pronouns in English are *my, your, their*, etc. In Unit One, we saw an example of the possessive pronoun *lako* (your) used when asking about someone's name, as in *Jina lako ni nani?* In this example, *lako* (your) is a possessive pronoun modifying the noun *jina* (name). Look at the chart below to see these possessive pronouns for the *M-WA* noun, *mtoto*.

	Singular Noun	Plural Noun
<b>1<sup>st</sup> sing.</b>	mtoto <u>wangu</u> ( <i>my child</i> )	watoto <u>wangu</u> ( <i>my children</i> )
<b>2<sup>nd</sup> sing.</b>	mtoto <u>wako</u> ( <i>your child</i> )	watoto <u>wako</u> ( <i>your children</i> )
<b>3<sup>rd</sup> sing.</b>	mtoto <u>wake</u> ( <i>his/her child</i> )	watoto <u>wake</u> ( <i>his/her children</i> )
<b>1<sup>st</sup> pl.</b>	mtoto <u>wetu</u> ( <i>our child</i> )	watoto <u>wetu</u> ( <i>our children</i> )
<b>2<sup>nd</sup> pl.</b>	mtoto <u>wenu</u> ( <i>y'all's child</i> )	watoto <u>wenu</u> ( <i>y'all's children</i> )
<b>3<sup>rd</sup> pl.</b>	mtoto <u>wao</u> ( <i>their child</i> )	watoto <u>wao</u> ( <i>their children</i> )

You may have noticed that while the root form of the possessive pronoun changes, the prefix *W-* does not. Possessive pronouns must agree with the nouns that they modify. *M-WA* nouns that start with *m-* in singular and *wa-* in plural forms, like *mtoto-watoto* or *mzazi-wazazi*, take the prefix *w-*, whether the noun is singular or plural. For example, *mzazi wako* (*your parent*) takes *w-*, and *wazazi wako* (*your parents*) does as well. Professions as well use *w-*. For example, *nesi wangu*, *daktari wangu*, etc.

However, *M-WA* nouns that use the same form in singular and plural forms, like *dada-dada*, *kaka-kaka*, *mama-mama*, etc., take the concord *y-* when the noun is singular but take *z-* when the noun is plural. For example, *dada yangu* (*my sister*) takes the concord *y-*, but *dada zangu* (*my sisters*) takes the concord *z-*. Most nouns for family members will take *y-* in singular form and *z-* in plural.

	Singular Noun	Plural Noun
<b>1<sup>st</sup> sing.</b>	dada <b>y</b> angu (my sister)	dada <b>z</b> angu (my sisters)
<b>2<sup>nd</sup> sing.</b>	dada <b>y</b> ako (your sister)	dada <b>z</b> ako (your sisters)
<b>3<sup>rd</sup> sing.</b>	dada <b>y</b> ake (his/her sister)	dada <b>z</b> ake (his/her sisters)
<b>1<sup>st</sup> pl.</b>	dada <b>y</b> etu (our sister)	dada <b>z</b> etu (our sisters)
<b>2<sup>nd</sup> pl.</b>	dada <b>y</b> enu (you all's sister)	dada <b>z</b> enu (you all's sisters)
<b>3<sup>rd</sup> pl.</b>	dada <b>y</b> ao (their sister)	dada <b>z</b> ao (their sisters)



### Zoezi D

Using the chart and examples above, write the Kiswahili equivalent of the English family terms. Make sure to pay attention to the nouns and possessive pronouns!

**Example:**

His brother                      kaka yake

1. My father \_\_\_\_\_
2. Your grandfather \_\_\_\_\_
3. Our uncle \_\_\_\_\_
4. Their nephews \_\_\_\_\_
5. Your cousins \_\_\_\_\_
6. Their aunty \_\_\_\_\_
7. My mother's younger sister \_\_\_\_\_
8. My father's older brother \_\_\_\_\_
9. My brothers and sisters \_\_\_\_\_
10. Their grandmother \_\_\_\_\_



### Zoezi E

Idi, Juma and Farida's neighbor, stops by while they are looking at family photos, and he decides to talk about his own family. Read his first-person description (my), and then, rewrite it in the third person (his) as if you were retelling the information to someone else.

Jina langu ni Idi Nusura. Mimi nilizaliwa katika mji wa Nairobi. Familia yangu ni kubwa sana. Mama yangu anaitwa Hilda. Baba yangu anaitwa Hamisi. Nina dada wanne. Dada zangu ni wadogo. Majina yao ni Amani, Furaha, Waridi na Pendo. Dada zangu ni wanafunzi katika shule ya sekondari. Nina kaka watatu. Kaka zangu ni wakubwa. Majina yao ni Juma, Ali na Jabali. Wazazi wetu wanakaa katika mji wa Nairobi pamoja na dada zangu.



### Zoezi F

Who am I? Pretend that you are a member of either Joseph's or Shamila's family. Without saying your name describe your relationship to two or three other members of your family. Give clues until your classmate can guess who you are.

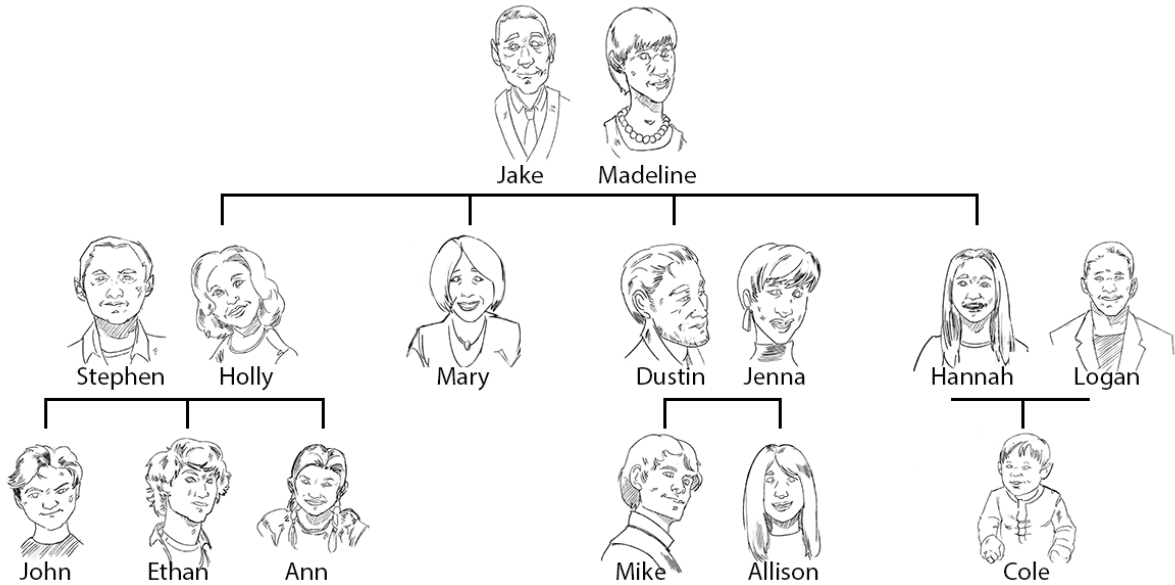
***Example:***

Shamila ni mpwa wangu. Watoto wangu ni Ethan, Gabriel, na Destiny.  
Ninafikiri wewe ni Brianna.



## Zoezi G

You are shown two photos from Joseph's mother's family tree. Work with a classmate to describe the relationship of the two people from both perspectives.



### Example:



Mike ni mpwa wa Mary. Mary ni shangazi wa Mike.  
 Mike is Mary's nephew. Mary is Mike's aunt (father's older sister).

<p>Ethan Ann</p>	<p>Allison Mike</p>	<p>Madeline Cole</p>
<p>Stephen Ann</p>	<p>Dustin Jenna</p>	<p>Logan Allison</p>



## Zoezi H

Farida's son, Yusufu, opens another page in the photo album and introduces their extended family to Shamila.

Hii hapa ni familia yangu kuu. Wengi wao wanakaa katika mji wa Moshi. Bibi yangu anaitwa Bibi Karima. Yeye ana miaka sabini na minane. Babu yangu anaitwa Makori. Yeye ana miaka themanini. Nina mama wakubwa wawili. Wao wanaitwa Amani na Chausiku. Nina mama wadogo wawili pia. Wao wanaitwa Asali na Mwajuma. Nina wajomba wanne na shangazi watatu. Kwa jumla familia yangu ina wajukuu ishirini na wawili. Hawa ni binamu zangu. Nina wapwa kumi na watatu. Babu na Bibi wana vitukuu kumi na watatu.

Read the following statements about Farida and Juma's family. Based on the description above, decide whether the following statements are *kweli* (true) or *si kweli* (false).

1. Familia kuu ya Bibi Farida ni kubwa sana. \_\_\_\_\_
2. Bibi wa Yusufu ana miaka sabini na minne. \_\_\_\_\_
3. Yusufu ana wajomba wengi kuliko shangazi. \_\_\_\_\_
4. Familia hii ina wajukuu ishirini na wawili. \_\_\_\_\_
5. Familia hii haina vitukuu. \_\_\_\_\_



## Zoezi I

Listen to Farida introduce her husband's (Juma's) family to Shamila, who is looking at the photo album, and answer the following questions.

1. Baba mkwe wa Farida anaitwa nani?
2. Mama mkwe wa Farida anaitwa nani?
3. Farida ana shemeji wangapi?
4. Baba na mama mkwe wa Farida wanaishi wapi?
5. Azizi ana watoto wangapi?



## Zoezi J

Read the following dialogue and answer the questions that follow.

**Ali:** Hujambo Amina?

**Amina:** Sijambo Ali. Familia yako hawajambo?

**Ali:** Wao hawajambo. Wanatutembelea kwa sababu ya sherehe ya kumbukumbu za babu.

**Amina:** Safi sana. Wewe una familia kubwa sana.

**Ali:** Kweli familia yangu ni kubwa sana.

**Amina:** Je, una wajomba wangapi?

**Ali:** Nina wajomba wawili ambao wana wake na watoto.

**Amina:** Je, una mama wadogo au mama wakubwa?

**Ali:** Ndiyo nina mama wadogo wanne na mama wakubwa wawili.

**Amina:** Babu yangu ana wajukuu zaidi ya sitini na watano. Binamu zangu wote wako hapa nyumbani kwa babu.

**Ali:** Familia yako ni kubwa kweli!

1. Kwa nini familia ya Ali inakutana?
2. Ali ana wajomba wangapi?
3. Babu wa Ali ana wajukuu wangapi?
4. Mama wa Ali ana dada wangapi?
5. Je, familia yako ni kubwa au ndogo? Eleza.



## Zoezi K

You receive the email below from your prospective host family in Tanzania along with a photo. Read the email and then answer the questions that follow.



Hujambo mwanafunzi,

Habari za leo? Ninatumai uko salama. Mimi pamoja na familia yangu tungependa kukugaribisha sana Tanzania. Ningependa kukufahimisha kwa familia yetu. Familia yetu ni kubwa sana, na ina watu wanane. Mimi ndiye baba katika familia hii, ninaitwa Mzee Luka Kazimoto. Mimi nina umri wa miaka hamsini na saba. Nilizaliwa mwaka wa elfu moja mia tisa sitini na mbili. Mimi ni mzaliwa wa hapa Dar es Salaam. Mke wangu anaitwa Lulu, yeye ana miaka hamsini na mitano. Yeye ni mzaliwa wa Tanga. Sisi tuna watoto sita. Kifungua mimba wetu ni msichana na kitinda mimba wetu ni mvulana. Katikati kuna wavulana wawili na wasichana wawili.

Msichana kifungua mimba anaitwa Pendo. Pendo ana umri wa miaka ishirini na saba. Sasa Pendo anaishi katika mji wa Nairobi, kwa sababu, anasoma Jiografia katika Chuo Kikuu cha Nairobi. Anasoma shahada ya uzamili katika mwaka wa pili. Msichana wa pili anaitwa Maimuna. Maimuna ana umri wa miaka ishirini na mitano. Yeye anaishi hapa mjini Dar es Salaam. Maimuna ni mwanafunzi wa shahada ya kwanza ya Unesi katika Chuo Kikuu cha Dar es Salaam. Anasoma Kozi ya Unesi. Msichana wetu wa tatu anaitwa Asena. Yeye ana umri wa miaka ishirini na miwili. Yeye pia anaishi katika mji wa Dar es Salaam. Yeye ni mwanafunzi katika Chuo Kikuu cha Dar es Salaam pia. Yeye anasoma shahada ya kwanza ya Uhandisi. Mvulana mkubwa anaitwa Fadhili. Yeye ana umri wa miaka kumi na minane. Mvulana wa pili ni Jabali na ana miaka kumi na minne. Mvulana wa mwisho ni Baraka. Baraka ana miaka kumi na miwili. Fadhili, Jabali, na Baraka ni wanafunzi katika shule ya Sekondari ya Mwanza. Fadhili yuko katika mwaka wa nne, Jabali yuko katika mwaka wa tatu na Baraka yuko katika mwaka wa kwanza. Wao wanaishi pamoja na sisi hapa Dar es Salaam.



Sisi tunazungumza lugha tatu; Kiswahili, Kihaya na Kichaga. Tunasema Kiingereza kidogo. Tunafurahi kukukaribisha kwetu hapa mjini Dar es Salaam kwenye familia yetu.

Wako,

Bwana Luka

1. Familia ya Luka ina watoto wangapi?

---

2. Pendo anaishi wapi? Na kwa nini?

---

3. Watoto wa Bwana Luka wanasoma wapi?

---

4. Fadhili, Jabali na Baraka wanaishi wapi?

---

5. Je, watoto watatu wadogo ni wanafunzi katika shule ya upili?

---

6. Pendo na Asena wanasoma nini?

---

7. Kwa nini Asena na Maimuna wanaishi katika mji wa Dar es Salaam?

---

8. Familia ya Luka wanazungumza lugha zipi?

---



### Zoezi L

On a poster board, make a collage of your extended family (or one that you know from television or movies). Label each picture with the appropriate family terms (e.g., mother, father, aunt, cousin, etc.). Present your poster to your teacher and classmates.

## Cultural Explorations

In East African society the family provides a sense of belonging, emotional support, and security. Early on, children are introduced to their paternal and maternal relatives and do not solely belong to their biological parents – they belong to the whole family. In this unit, notice that the mother’s sisters are also referred to as mother, either *mama mdogo* (mother’s younger sister) or *mama mkubwa* (mother’s older sister). The same is true of one’s father’s brothers - *baba mkubwa* (father’s older brother) and *baba mdogo* (father’s younger brother). In the event that a father or mother could not fulfill their familial role, a mother’s sister(s) or a father’s brother(s) could step in. Therefore, there is no concept of motherlessness or fatherlessness in society as each individual has multiple people who can fill the role of a mother or father. Togetherness of family is demonstrated by the presence of extended family members during family events or gatherings for cultural celebrations, such as weddings, rites of passage, funerals, or other celebrations. Not attending these events or distancing yourself from family is not acceptable in the Swahili and East African cultures.

Another important aspect influencing family relations is respect based on seniority. Younger people and children are expected to show respect when interacting with people older than themselves through the use of appropriate greetings, use of polite language, appropriate honorific terms, i.e., *mama mkubwa* (mother’s older sister), *shangazi* (aunt), *mjomba* (uncle), etc. It is very impolite for younger people to address older people by their names. In families, the most senior and highly respected people are the grandparents – *babu* (grandfather) and *Bibi/nyanya* (grandmother). Among siblings, respect for older siblings is demonstrated through addressing them as *dada Amina* or *kaka Juma* (sister Amina or brother Juma).

Polygamous families are a notable aspect in the East African communities. This is a common practice among people who practice Islamic religion or among individuals that uphold traditional values and practices. Usually, the first wife is referred to as *mke wa kwanza/mke mkubwa* (elder/first wife) and the younger one or ones are referred to as *mke mdogo* (younger wife) or *wake wadogo* (younger wives). Children in these families mostly refer to the stepmothers, stepfathers, stepbrothers, and stepsisters as mothers, fathers, brothers, or sisters. In cases where families are separated and either mother or father has remarried, the most respectful way for children to address their stepparents is mother or father. It is also a common practice for parents to refer to children from other relationships as their own children. In this way, step- or half- relatives in many East African households are not referred to with these titles.

## Cultural Reflections

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions below.

1. In what ways are the expectations or importance of extended family in your own culture(s) similar to or different from extended family dynamics in East Africa?
2. How important is showing respect based on seniority in your region or culture? Does this expectation differ depending on the region in your country? What factors might influence the level of respect shown to elders?
3. What would be the benefits and/or hardships of belonging to a polygamous family? What are some examples of non-traditional or blended families in your culture?

## Key Vocabulary

### *Adjectives*

- chache** few
- ingi** many; numerous
- kuu** main; important; chief

### *Possessive Pronouns*

- ake** her/his
- ako** your
- angu** my
- ao** their
- enu** you all's
- etu** our

### *Conjunctions*

- au** or
- bila** without
- hivyo** so
- ingawa** although
- kwa jumla** in total
- lakini** but; however
- pamoja na** together with
- pia** also

### *Prepositions*

- baina ya; kati ya** between; in the middle of
- kati; katikati** middle

### *Nouns*

- kozi** course; class
- kumbukumbu** remembrance; anniversary
- mji mkuu** capital city
- sababu** reason; excuse
- sherehe** celebration
- upande** side

### *Verbs*

- fuata** to follow; to come after
- oa** to marry
- oana** to be married to each other
- olewa** to be married
- sherehekea** to celebrate
- tembelea** to visit
- zungumza; -sema** to speak; to say

## Key Phrases

**Familia yetu...** Our family...

**Familia yetu ni kubwa.** Our family is large.

**Familia yetu ni ndogo.** Our family is small.

**Hii ni familia ya...** This is the family of...

**Huyu ndiye...** This is...

**Nimefurahi kufahamu familia yako.** I am pleased to know your family.

**Nimefurahi kukutana familia yako.** I am glad to meet your family.

**Ninakaa na familia yangu.** I live with my family.













**Ninatumai; ninatumaini...** I hope...

**Ningependa kukufahimsha kwa...** I would like to introduce you to...

**Tungependa kukukaribisha...** We would like to welcome you...

**...zaidi ya...** ...more than...

## 2.4 Kazi gani?

			
mkulima	nesi	dereva	polisi
			
mwalimu	mwuzaji	mvuvi	rubani
			
msusi	mpishi	seremala	mwanasheria



## Zoezi A

Before arriving in Tanzania, Shamila and Joseph shared information about their families, including their occupations. Read the emails below and answer the questions that follow.

*Shamila's email to Farida and Juma:*

Hamjambo Bwana Juma na Bibi Farida,

Habari gani? Katika familia yangu kila mtu anafanya kazi. Baba yangu ni mwanajeshi Anafanya kazi katika kambi ya Fort Leavenworth katika jimbo la Kansas. Mama yangu ni profesa katika Chuo Kikuu cha Kansas. Anafundisha Isimu. Dada yangu, Dianne ni mwalimu katika shule ya sekondari ya Lawrence katika mji wa Lawrence kwenye jimbo la Kansas.

Asante sana,

Shamila

*Joseph's email to Musa and Fatuma:*

Hamjambo Bwana Musa na Bibi Fatuma,

Habari za leo? Ninatumai mko salama. Baba yangu anaitwa Eric Adams. Yeye ana umri wa miaka hamsini na saba. Yeye ni daktari. Anafanya kazi katika hospitali ya Southern California katika mji wa Los Angeles, katika jimbo la California. Mama yangu anaitwa Mary Adams. Yeye ana umri wa miaka arobaini na tisa. Yeye ni mwanasheria. Anafanya kazi katika mahakama ya Court House. Kaka yangu Will hafanyi kazi.

Asante sana,

Joseph

Read the following statements and decide whether the statements are *kweli (true)* or *si kweli (false)*. If the statement is false, rewrite it to make it true.

1. Baba wa Joseph si polisi. \_\_\_\_\_
2. Mama wa Shamila ni profesa katika Chuo Kikuu cha Kansas. \_\_\_\_\_
3. Dada mdogo wa Shamila ni nesi. \_\_\_\_\_
4. Dada za Joseph hawafanyi kazi. \_\_\_\_\_
5. Mama wa Joseph ni mwanasheria. \_\_\_\_\_
6. Dianne ni dada wa Shamila. \_\_\_\_\_
7. Dada wa Joseph Mary anafanya kazi. \_\_\_\_\_
8. Baba wa Joseph anafanya kazi katika mji wa Northern California. \_\_\_\_\_
9. Mama wa Shamila anafundisha Isimu Jamii. \_\_\_\_\_



## Zoezi B

Match each profession with its correct English translation.

- |                   |                   |
|-------------------|-------------------|
| 1. _____ mwalimu  | a. cook/chef      |
| 2. _____ mkulima  | b. nurse          |
| 3. _____ polisi   | c. merchant       |
| 4. _____ seremala | d. fisherman      |
| 5. _____ nesi     | e. hairdresser    |
| 6. _____ mvuvi    | f. pilot          |
| 7. _____ mekanika | g. police officer |
| 8. _____ dereva   | h. teacher        |
| 9. _____ rubani   | i. driver         |
| 10. _____ mwuzaji | j. mechanic       |
| 11. _____ kasisi  | k. farmer         |
| 12. _____ mpishi  | l. carpenter      |
| 13. _____ msusi   | m. clergy/priest  |



## Zoezi C

Shamila and Joseph ask about the occupations of their host families to keep getting to know them better. Read the brief dialogues and answer the questions that follow.

**Shamila:** Shikamoo Bibi Farida.

**Farida:** Marahaba Shamila. Habari za familia?

**Shamila:** Salama. Nimefurahi kufahamu familia yako.

**Farida:** Mimi pia.

**Shamila:** Bwana Juma anafanya kazi gani?

**Farida:** Yeye ni mkulima.

**Shamila:** Na wewe je?

**Farida:** Mimi ni mhasibu.

**Shamila:** Yusufu anafanya kazi gani?

**Farida:** Yusufu hafanyi kazi. Yeye ni mwanafunzi katika Chuo Kikuu cha Dar es Salaam.

**Shamila:** Sawa. Asante.

...

**Joseph:** Shikamoo Bwana Musa.

**Musa:** Marahaba Joseph. Familia hawajambo?

**Joseph:** Wao hawajambo. Habari za familia?

**Musa:** Familia iko salama.

**Joseph:** Je, wewe unafanya kazi gani?

**Musa:** Mimi ni mfanyabiashara.

**Joseph:** Bibi Fatuma anafanya kazi gani?

**Musa:** Yeye ni mwalimu wa shule ya sekondari.

**Joseph:** Chacha, Amina na Masika wanafanya kazi gani?

**Musa:** Chacha ni mhandisi, Amina ni mwanasheria na Masika ni mfanyabiashara pia.

**Joseph:** Sawa. Asante.

1. Juma anafanya kazi gani?
2. Farida anafanya kazi gani?
3. Yusufu anafanya kazi?
4. Musa anafanya kazi gani?
5. Fatuma ni mwalimu katika shule gani?
6. Chacha, Amina na Masika wanafanya kazi gani?





### **Zoezi D**

Survey at least three classmates to find out the names and occupations of their siblings or other family members. Be prepared to report your findings to the class.



### **Zoezi E**

You and a partner will each be given a paragraph describing a family. Read your paragraph to yourself and do not share it with your partner. Once you and your partner have read your paragraphs, take turns asking each other the questions that are provided. Take notes on what you find out so that you can report back to the class.



### **Zoezi F**

Listen to Fola Segun describe her family. On a separate piece of paper, draw a family tree and label the tree to include details of names, relationships to Fola, and occupations.

## **Sarufi: Kirejeshi amba na kirejeshi -o- (The relative pronoun amba- and the -o- of reference)**

The relative *amba-* translates to the English relative pronouns who and which. The relative *amba-* introduces a relative clause that provides more information about the subject of the sentence.

Mwalimu **ambaye ananifundisha** anatoka Tanzania.  
*The teacher **who teaches me** is from Tanzania.*

Walimu **ambao wananifundisha** wanatoka Tanzania.  
*The teachers **who teach me** are from Tanzania.*

Since the relative *amba-* provides more details about the subject, it requires a suffix which changes to agree with the noun class of that subject. For all of the nouns in the *M-WA* class like *mwalimu*, the relative *amba-* usually takes the suffix *-ye* in singular form and *-o-* in plural form. You can see these forms in the examples above.

Using the relative *amba-* and the agreeing suffix is only one way to create a relative clause in Kiswahili. Another way of doing this is to use the *-o-* of reference. Instead of *amba-* (plus a suffix) to introduce the relative clause, one inserts an *-o-* or *-ye-* prefix (for *M-WA* class nouns) directly into the verb to create the relative clause. The prefixes go after the verbal tense marker and the verbal root. Compare these examples to those with *amba-* above.

Mwalimu **anayenifundisha** anatoka Tanzania.  
*The teacher **who teaches me** is from Tanzania.*

Walimu **wanaonifundisha** wanatoka Tanzania.  
*The teachers **who teach me** are from Tanzania.*

Keep in mind that the *ye-/o-* suffixes for *amba-* and the *-ye-/o-* prefix for the *-o-* of reference are specific to *M-WA* nouns. Nouns from other classes will have different markers. Let's look at an example from the *KI-VI* class, which is used to refer to man-made objects, to some body parts and to languages (e.g., *Kiswahili*, *Kiingereza*). For nouns in this class the relative *amba-* usually takes the suffix *-cho* in singular form and *-vyo* in plural form.

Kitabu **ambacho alikinunua** ni kizuri.  
*The book **that he/she bought** is good.*

Vitabu **ambavyo walivinunua** ni vizuri.  
*The books **that they bought** are good.*

For the moment you should focus on the use of *amba-* and the *-o-* of reference with *M-WA* class nouns, because the majority of nouns that you know fall into this class. As we learn additional noun classes, you will need to learn the proper suffixes and prefixes in other classes to create more relative clauses.



## Zoezi G

For each of the following pairs of sentences, create one sentence that combines them using the relative *amba-* (and agreeing suffix) and a second sentence using the *-o-* of reference.

### **Examples:**

Mwalimu ananifundisha Kiswahili. Mwalimu anatoka Kenya.

Mwalimu **ambaye ananifundisha** Kiswahili anatoka Kenya.

Mwalimu **anayenifundisha** Kiswahili anatoka Kenya.

1. Mtoto anacheza mpira. Mtoto ni wangu.
2. Mwanafunzi anasoma Kiswahili. Mwanafunzi anatoka Ujerumani.
3. Familia inakaa na Shamila. Familia ni ya Bwana Musa.
4. Wanafunzi wanasoma Kiswahili. Wanafunzi wanatoka Marekani.
5. Mtoto mdogo anasoma shule ya msingi ya Matunda. Mtoto mdogo ni wa Juma.
6. Msichana anafanya kazi katika hospitali ya Kenyatta. Msichana ni nesi.
7. Mkulima anauza karoti. Mkulima ni mzuri.
8. Walimu wanatoka mji wa Kampala Uganda. Walimu ni wazee.
9. Mvulana analala kitandani. Mvulana anapumzika.
10. Mwanasheria anazungumza Kifaransa. Mwanasheria anaishi katika mji wa New York.



## Zoezi H

Read the following text and answer the questions that follow.

Familia ya Rashid ina watu sita. Ina baba, mama, dada mmoja na kaka wawili. Baba yake anaitwa Bwana Musa. Yeye ana umri wa miaka hamsini na mitano. Musa ni daktari katika Hospitali kuu ya Pumwani. Mama anaitwa Bibi Zuhura, yeye ni mwalimu katika shule ya Sekondari ya Tumaini. Dada yake anaitwa Amina. Amina ni mfanyabiashara katika soko la Huruma. Yeye huenda kazini kila siku asubuhi. Kaka mkubwa, Yusufu, ni mwanasheria. Yeye anafanya kazi katika mahakama kuu ya Nairobi. Kaka mdogo anaitwa Baraka. Baraka ni mwanafunzi. Yeye anasoma katika Shule ya Sekondari ya Mtwapa katika mji mkuu wa Mombasa nchini Kenya.

1. Mtu ambaye ni daktari katika familia ya Rashid ni nani?
2. Mtu ambaye ni mwanasheria anafanya kazi wapi?
3. Anayefundisha katika shule ni nani?
4. Je, msichana ambaye anafanya kazi katika soko ni Zuhura?
5. Je, Baraka ni mvulana anayesoma katika shule ya sekondari?



## Zoezi I

Practice creating sentences using the relative *amba-* or the *-o-* of reference to talk about family members. The class will take turns providing information about their family members, and each person will restate what those before have already said. Take special note of how the possessive pronouns change in the example below.

**Mwanafunzi 1:** *Dada yangu **ambaye** anaishi jimbo la Kentucky ni mwanasheria.*

**Mwanafunzi 2:** *Dada yake **ambaye** ni mwanasheria anaishi katika jimbo la Kentucky. Kaka yangu **anaye**ishi mji wa Kansas alizaliwa mwaka wa elfu mbili.*

## Sarufi cont.: Marudio ya kukanusha vitenzi (*Verbal negation review*)

As you saw above, one often uses the verb **-fanya** to inquire about someone's profession. This verb uses the same construction that you have seen, using the subject marker and the tense marker as prefixes to the verbal root.

Unafanya kazi gani?                      *What do you do for work?*  
Anafanya kazi gani?                      *What work does he/she do?*

If one were a teacher, one could respond *Mimi ni mwalimu* or, if responding on behalf of another, *Yeye ni mwalimu*.

To negate the verb, follow the same rules for negation that we have seen for other verbs:

Subject Pronoun	Negated Pronoun Marker	-fanya (work/do)	English Translation
<b>mimi</b> (I)	si-	<b>Sifanyi kazi.</b>	I don't work.
<b>wewe</b> (you)	hu-	<b>Hufanyi kazi.</b>	You don't work.
<b>yeye</b> (he/she)	ha-	<b>Hafanyi kazi.</b>	(S)he doesn't work.
<b>sisi</b> (we)	hatu-	<b>Hatufanyi kazi.</b>	We don't work.
<b>nyinyi</b> (you; y'all)	ham-	<b>Hamfanyi kazi.</b>	You don't work.
<b>wao</b> (they)	hawa-	<b>Hawafanyi kazi.</b>	They don't work.



## Zoezi J

Read the biography of Tanzania's president John Magufuli and respond to the questions below.

John Pombe Magufuli alizaliwa Oktoba, mwaka wa elfu moja mia tisa hamsini na tisa. Alizaliwa katika kijiji cha Chato, mkoa wa Kagera, Kaskazini Magharibi mwa nchi ya Tanzania. Yeye alikuwa Rais wa tano wa Jamhuri ya Muungano wa Tanzania. Yeye alikuwa mwanasiasa katika Chama cha Mapinduzi. Raisi Magufuli alisoma katika shule ya msingi ya Chato kati ya mwaka wa elfu moja mia tisa sitini na saba hadi mwaka wa elfu moja mia tisa sabini na nne. Baadaye, alijiunga na shule ya Seminari ya Katoke kwa masomo ya sekondari mwaka wa elfu moja mia tisa sabini na tano hadi mwaka wa elfu moja mia tisa sabini na saba. Alisoma katika shule ya sekondari ya Lake hadi mwaka wa elfu moja mia tisa sabini na nane. Alijiunga na shule ya sekondari ya Mkwawa mwaka wa elfu moja mia tisa sabini na tisa na akafuzu mwaka wa elfu moja mia tisa themanini na moja. Kisha, alijiunga na Chuo cha Ualimu cha Mkwawa, alisoma stahada katika masomo ya kemia, hisabati na ualimu. Alipata shahada yake ya kwanza katika kemia na hisabati kutoka Chuo Kikuu cha Dar es Salaam mwaka wa elfu moja mia tisa themanini na nane. Baadaye alipata shahada yake ya uzamili na uzamifu kutoka Chuo Kikuu cha Dar es Salaam kati ya mwaka wa elfu moja mia tisa tisini na nne na mwaka wa elfu mbili na tisa. Alipata tuzo kutoka Chuo Kikuu cha Dodoma kwa kazi yake ya kuendeleza uchumi wa nchi.

Magufuli alifanya kazi kama mwalimu wa hesabu na kemia katika Shule ya Sekondari ya Sengerema kuanzia mwaka wa elfu moja mia tisa themanini na mbili hadi themanini na tatu. Baadaye alifanya kazi katika *The Nyanza Cooperative Union Limited* kama Mwanasayansi wa Kemia hadi mwaka wa elfu moja mia tisa tisini na tano. Alichaguliwa kama mbunge wa mkoa wa Chato. Pia, alifanya kazi kama naibu wa waziri hadi mwaka wa elfu mbili. Alifanya kazi kama waziri wa Miji na Makao ya Binadamu hadi mwaka wa elfu mbili na sita. Kwa wakati huu, pia alifanya kazi kama Waziri wa Mifugo na Uvuvi kuanzia mwaka wa elfu mbili na nane hadi mwaka wa elfu mbili na kumi na Waziri wa Kazi hadi mwaka wa elfu mbili kumi na tano. Mwaka wa elfu mbili kumi na tano, Magufuli alishinda uchaguzi wa urais dhidi ya mpinzani wake. Alipata asilimia hamsini na nane za kura zilizopigwa. Aliapishwa Novemba mwaka wa elfu mbili kumi na tano. Alihudumu kama rais wa Jamhuri ya Muungano wa Tanzania hadi Machi mwaka wa elfu mbili ishirini na moja wakati alipoaga dunia.

1. Marehemu John Pombe Magufuli alizaliwa lini?
2. Je, Magufuli alisoma katika Chuo Kikuu cha Dodoma?
3. Marehemu Rais John Pombe Magufuli alisoma masomo gani katika chuo kikuu?
4. Magufuli alisoma Stahada yake katika Chuo kikuu kipi?
5. Magufuli alifanya kazi gani kati ya mwaka wa 1982 hadi 1983?
6. Magufuli alifanya kazi kama mwalimu katika shule zipi?
7. Magufuli alifanya kazi gani kama waziri katika wizara zipi?
8. Magufuli aliteuliwa Rais wa Jamhuri ya Muungano nchi ya Tanzania mwaka gani?
9. Magufuli alifanya kazi gani katika *The Nyanza Cooperative Limited*?
10. Magufuli aliga dunia mwaka gani?



## Zoezi K

Your teacher will provide you with a list of professions and then assign you a specific profession from that list. You will need to circulate among your classmates and determine which profession each one of them has been assigned. Make sure to ask yes/no questions rather than simply asking, *Unafanya kazi gani?*

### **Example:**

**Mwanafunzi 1:** Unafanya kazi ya unesi?

**Mwanafunzi 2:** Hapana sifanyi kazi ya unesi. Ninafanya kazi ya upishi.

If you already know who has the profession about which you are being asked, you can share that information as well – *Susana anafanya kazi ya unesi*. Be prepared to report back on what you find out.



## Zoezi L

Assume you are studying abroad in Kenya and you are living with a host family. Create a description for a Kiswahili-speaking colleague in the USA to introduce your host family to them. Include details of their name(s), age(s), their job(s) or occupation(s), and where they live. You may write out this description or you may record it.

## Key Vocabulary

### *Adjectives*

<b>chache</b>	few
<b>-epesi</b>	light
<b>haba</b>	few, scarce
<b>-ingi</b>	many; a lot
<b>mbovu</b>	bad
<b>rahisi</b>	easy
<b>tele</b>	abundant; plenty

### *Adverbs*

<b>harakaharaka</b>	very fast; very quickly
<b>haraka</b>	fast
<b>polepole</b>	very slowly

### *Nouns*

<b>asilimia</b>	percent
<b>benki</b>	bank
<b>binadamu</b>	humans; human beings
<b>chama</b>	party (political); association
<b>daktari</b>	doctor
<b>daktari wa macho</b>	optician
<b>daktari wa meno</b>	dentist
<b>dereva</b>	driver
<b>gavana</b>	governor
<b>hakimu; jaji</b>	judge
<b>imamu</b>	imam
<b>jasusi</b>	spy
<b>jumuiya</b>	community; commonwealth
<b>kambi</b>	camp; fort
<b>karani</b>	clerk
<b>kasisi; padre</b>	minister; priest; clergy
<b>kasri</b>	palace
<b>kazi</b>	work; employment; occupation
<b>kitabu</b>	book; textbook
<b>kituo cha polisi</b>	police station
<b>mahakama</b>	a legal court
<b>mazingira</b>	environment
<b>mbunge</b>	legislator; parliamentarian
<b>mchungaji wa mifugo</b>	herder
<b>mekanika</b>	mechanic
<b>mfanyabiashara</b>	businessman
<b>mfugaji</b>	livestock farmer
<b>mhadhiri</b>	lecturer; instructor
<b>mhandisi</b>	engineer
<b>mhariri</b>	editor
<b>mhasibu</b>	accountant
<b>mhunzi</b>	blacksmith
<b>mjenzi</b>	construction worker

**mjumbe** delegate; messenger  
**mkalimani** interpreter  
**mkulima** farmer  
**mkunga** midwife  
**mkutubi** librarian  
**mkuu wa chuo** university president  
**mlinda lango** guard  
**mpelelezi** investigator; detective  
**mpinzani** opponent; rival  
**mpishi** cook  
**msanii** artist  
**mshairi** poet  
**mstaafu** retired person  
**msusi** hairdresser  
**mtafiti** researcher  
**muuzaji (mwuzaji)** salesperson (seller)  
**mvuvi** fisher(man)  
**mwalimu** teacher  
**mwanaanga** astronaut  
**mwanahistoria** historian  
**mwanaisimu** linguist  
**mwanajeshi** soldier; army officer  
**mwanamazingira** environmentalist  
**mwanamitindo** fashion designer  
**mwanamuziki** musician  
**mwanasayansi** scientist  
**mwanasheria; wakili** lawyer  
**mwanasiasa** politician  
**mwashii** mason  
**mwekahazina** treasurer  
**mwenyekiti** chairperson  
**mwenyekiti wa idara** head of department  
**mwinyi** landlord  
**mzee** old man  
**naibu wa waziri** deputy minister  
**ofisa** officer  
**ofisa wa chuo** university official  
**polisi** police  
**profesa; mkufunzi** professor  
**rais** president  
**rubani** pilot; captain  
**seminari** seminary school  
**seneta** senator  
**sheha** councilor; chief  
**shehe** sheikh  
**stashahada** diploma  
**tarishi** mailman; messenger  
**tuzo** prize; award  
**ualimu** teaching profession  
**uchaguzi** election  
**ugonjwa** disease; illness



**unesi** nurse  
**upishi** catering  
**uvuvi** fishing  
**vitabu** books  
**vitu** items; things  
**yaya** nanny; babysitter

#### *Prepositions*

**hadi; mpaka** until  
**kati ya** between  
**kisha** then; and then  
**toka; tangu** from

#### *Verbs*

**-endeleza** to cultivate; to develop  
**-fahamu** to know; to understand  
**-furahi** to feel happy; to rejoice  
**-teua** to appoint

#### *Key Phrases*

**kama** like; if; whether  
**kila** each; every  
**mbalimbali; tofauti tofauti** various  
**Ninafanya kazi mbalimbali.** I do various jobs.  
**Ninafanya kazi tofautitofauti.** I do various/different jobs.  
**Je, una kazi?** Do you have work?  
**Nina kazi.** I have work.  
**Sina kazi.** I do not have work.  
**Je, unapenda kazi yako?** Do you like your work?  
**Nina kazi nyingi.** I have a lot of work.  
**Nina kazi kidogo.; Nina kazi chache.** I have little work.  
**Nina kazi ngumu.** I have difficult work.  
**Nina kazi rahisi.** I have easy work.  
**Ninapenda kazi yangu.** I like my work.  
**Sipendi kazi yangu.** I do not like my work.

# Sources

## 2.4 Kazi gani

- “Farmer” by Neil Palmer/CIAT is licensed under CC BY SA. 2.0.  
<https://www.flickr.com/photos/ciat/5367332984>. Last accessed February 17, 2021.
- “Nurse” by Valerian Wawire is copyrighted and used with permission.
- “Driver” by Lawrence Wafula and is copyrighted and used with permission.
- “Police” by AMISOM Public Information is in the public domain.  
[https://www.flickr.com/photos/au\\_unistphotostream/28441237251](https://www.flickr.com/photos/au_unistphotostream/28441237251). Last accessed February 17, 2021.
- “Teacher” by Fidel Akwiyanga is copyrighted and used with permission.
- “Picking the perfect tomato” by WorldRemit Comms is licensed under CC BY-SA 2.0.  
<https://www.flickr.com/photos/worldremit/29404875535>. Last accessed February 17, 2021.
- “Fisherman” by Ryan Harvey is licensed under CC BY SA 2.0 Generic.  
<https://www.flickr.com/photos/87933807@N00/476013952>. Last accessed March 12, 2021.
- “Air Kenya pilots” by Matt Biddulph is licensed under CC BY SA 2.0.  
<https://www.flickr.com/photos/mbiddulph/7093109319>. Last accessed February 17, 2021.
- “Now I am on my way out of the slum” [hairdresser] by Oxfam East Africa is licensed under CC BY 2.0. <https://www.flickr.com/photos/oxfameastafrica/6389013123>. Last accessed February 17, 2021.
- “Breakfast on the Mara 3” [chef] by Son of Groucho is licensed under CC BY 2.0.  
<https://www.flickr.com/photos/sonofgroucho/7660501764>. Last accessed February 17, 2021.
- “Local carpenter” by Shared Interest is licensed under CC BY 2.0.  
<https://www.flickr.com/photos/sharedinterest/2929448518>. Last accessed February 17, 2021.
- “Lawyer” by Winnie Chepng’etich Keter is copyrighted and used with permission.

# 3. Somo la tatu

## Shughuli za kila siku

### Essential Questions:

1. How do family roles and responsibilities vary in different cultures?
2. How do the daily activities of people in different cultures vary?
3. How is the concept of time perceived in East Africa? How different is it from your culture?
4. How is family time embedded into daily activities in East Africa? How similar or different is it from your culture?
5. What do people in different cultures do during their free time?

### Stage One:

By the end of this unit, students should be able to:

- ask and respond to questions about their daily routine during a study abroad stay in Kenya or Tanzania (Interpersonal speaking);
- ask and answer questions to compare their host family's schedule with their families' typical schedule in their home countries (Interpersonal speaking);
- talk about the customs surrounding time in East Africa (Cultural Comparisons);
- make and present a journal entry of their daily activities during their study abroad (Presentational speaking or writing);
- describe the daily activities of their host family on different days of the week (Presentational speaking or writing);
- identify information about the daily schedule or different times of the day from an oral or written text (Interpretive reading or listening);
- write and present a blog post about the concept of telling time in East Africa (Presentational speaking or writing);
- explain the notion of "time/punctuality" among East African people and how differences in perspective can strain relationships with people from other cultures (Cultural comparisons);
- identify the daily activities or hobbies from an audio recording or written text (Interpretive reading or listening);
- compare and contrast the daily schedules, activities, and hobbies of people in East Africa and those from their communities (Cultural comparisons).

## Stage Two:

What will be acceptable evidence of the student's knowledge and ability?

<b>INTERPRETIVE TASKS</b>	<b>INTERPERSONAL TASKS</b>	<b>PRESENTATIONAL TASKS</b>
<p>Students will watch a video of someone describing their current, past, and future daily activities, hobbies and interests, likes and dislikes, and identify the different activities, frequencies, times, place, and cultural practices.</p> <p>Students will read a blog post about daily activities and hobbies in East Africa and identify how people in a family share roles and responsibilities.</p> <p>Students will identify activities people do in urban settings as well as in rural areas using visuals or pictures.</p>	<p>Using a video as a model, students will ask each other about their typical daily activities, their hobbies and interests, including details of time, days of the week, and frequency.</p> <p>Students will exchange information about their future plans or schedule, making sure to play both the role of the initiator of the conversation and the person responding.</p>	<p>Students will write a journal entry of their daily activities and share the details with their peers.</p> <p>Students will write a short essay about the concept of time and punctuality among the East African people and compare it with their own culture.</p> <p>Students will give a presentation to describe a memorable trip, weekend, or holiday.</p>

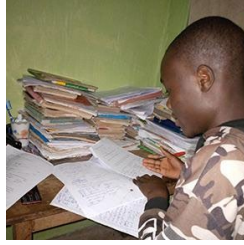
## Stage Three:

What activities will students participate in to prepare them to demonstrate what they know and can do?

### 3.1 Anafanya nini? Wanafanya nini?



Analala.



Anasoma.



Anapika.



Wanacheza.



Anafagia.



Anafua nguo.



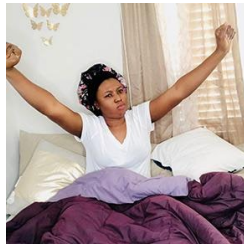
Anakula.



Wanacheza mpira wa kandanda.



Wanapiga mswaki.



Anaamka.



Anasikiliza muziki.

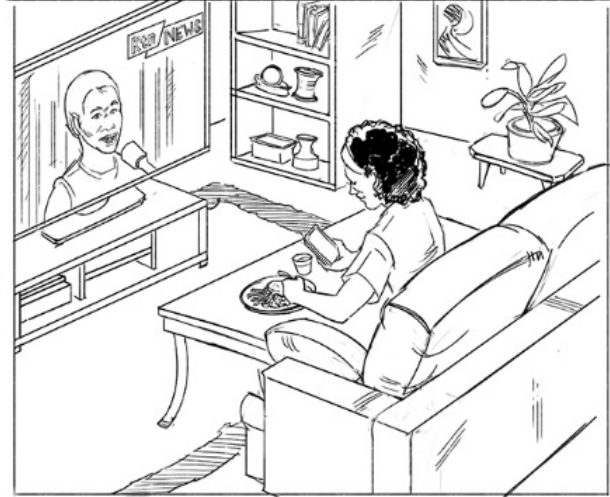


Wanatazama televisheni.



## Zoezi A

Shamila and Joseph exchange text messages to check in and see what each other are doing. Read the texts and answer the questions that follow.



**Shamila:** Vipi Joseph?

**Joseph:** Poa sana Shamila.

**Shamila:** Habari za mchana?

**Joseph:** Salama tu na wewe je?

**Shamila:** Mimi niko salama pia. Sasa unafanya nini?

**Joseph:** Ninasoma kidogo. Pia, ninapika chakula cha mchana na kuosha vyombo. Na wewe je?

**Shamila:** Mimi ninakula chakula cha mchana na ninatazama televisheni.

**Joseph:** Vizuri sana. Mimi hupenda kutazama televisheni pia lakini leo ninasoma kidogo. Tutaonana kesho. Kwaheri rafiki na uwe na usiku mwema!

**Shamila:** Kwaheri! Lala salama!

1. Shamila anafanya nini sasa?
2. Joseph anafanya nini sasa?
3. Je, Joseph anapenda kutazama televisheni?
4. Wewe unapenda kufanya nini kila siku?



## Zoezi B

Shamila calls her host mother one afternoon to check on her and to find out what she is doing. Read their conversation and answer the questions that follow.



**Shamila:** Shikamoo Bibi Farida?

**Farida:** Marhaba Shamila.

**Shamila:** Habari za mchana?

**Farida:** Nzuri sana, na wewe je?

**Shamila:** Nzuri sana pia, ila nina uchovu sana.

**Farida:** Pole sana, unahitaji kupumzika.

**Shamila:** Asante. Sasa unafanya nini?

**Farida:** Sasa ninafagia, ninapika chakula cha jioni na pia ninasikiliza taarifa za habari kwenye radio. Je, wewe unafanya nini?

**Shamila:** Mimi ninafanya mazoezi ya viungo vya mwili na pia ninasikiliza muziki.

**Farida:** Sawa. Je, unapenda muziki?

**Shamila:** Ndiyo, ninapenda sana muziki wa Bongo Flava. Je, Bwana Juma hajambo?

**Farida:** Yeye hajambo.

**Shamila:** Yeye, anafanya nini sasa?

**Farida:** Bwana Juma anakata nyasi na analisha mifugo.

**Shamila:** Poleni kwa kazi.

**Farida:** Tushapoa, asante. Haya, tutaonana baadaye. Mchana mwema.

**Shamila:** Sawa mchana mwema pia.

1. Bibi Farida anafanya nini?

2. Shamila anafanya nini?
3. Bwana Juma anafanya nini sasa?
4. Shamila anapenda aina gani ya muziki?
5. Kwa nini Shamila ana uchovu?

## Sarufi: Kutunga sentensi za vitenzi vya silabi moja (*Conjugation of monosyllabic verbs*)

To this point, we have learned the present tense of verbs, which are formed by combining a subject marker, the tense marker *-na-*, and the root of the verb.

	<i>1<sup>st</sup> person singular</i>		<i>present tense</i>		<i>verb root</i>
<b>ninatoka</b> =	<b>ni</b>	+	<b>na</b>	+	<b>toka</b>

In this unit, you will learn a few monosyllabic verb roots that require the addition of the syllable *-ku-* in their conjugation.

	<i>3<sup>rd</sup> person singular</i>		<i>present tense</i>		<i>verb root</i>
<b>anakula</b> =	<b>a</b>	+	<b>na</b>	+	<b>kula</b>

There are not a large number of verbs that follow this pattern, but they do include some very common verbs like eat (*-la*), drink (*-nywa*), give (*-pa*), come (*-ja*), and be/become (*-wa*). As most Kiswahili words have stress on the penultimate (next to last) syllable, the insertion of the prefix *-ku-* is designed to prevent the stress of the word from falling on the verbal marker. Put simply, by inserting the *-ku-* just before the monosyllabic root, the *-ku-* becomes the stressed syllable in the verb.

As you are most likely to learn verbs in a conjugated form already including the *-ku-*, learning these forms should not be difficult. Just note that this prefix *-ku-* is not part of the root in our word lists or in any dictionary that you might use.

## Ku- ya vitenzi (*infinitive verb*)

However, you may have noticed that the two words bolded and italicized in the dialogues above began with *ku-*. How did you interpret these words as you read them? Did you notice the verb roots: **kutazama** and **kupumzika**? These words are all verbs in their infinitive form (different from the verb root form). The *ku-* infinitive is formed by adding the prefix *ku-* to the root of the verb. Here are some common examples:

<b>kula</b> ( <i>to eat</i> )	<b>kutazama</b> ( <i>to watch</i> )	<b>kuimba</b> ( <i>to sing</i> )
<b>kuja</b> ( <i>to come</i> )	<b>kulisha</b> ( <i>to feed</i> )	<b>kunywa</b> ( <i>to drink</i> )
<b>kutembelea</b> ( <i>to visit</i> )	<b>kuandika</b> ( <i>to write</i> )	<b>kupumzika</b> ( <i>to rest</i> )

The *ku-* infinitive forms are used after a verb of preference (like, hate, etc.), desire, or need.

Mimi hupenda <b>kutazama</b> televisheni.	I like <b>to watch</b> television.
Ninataka <b>kusafiri</b> kwenda Tanzania.	I want <b>to go</b> to Tanzania.
Unahitaji <b>kupumzika</b> .	You need <b>to rest</b> .

Note that the *ku-* infinitive marker plays a much different role than the *ku-* added into conjugations of monosyllabic words to prevent the stress from falling on the verbal marker.





### Zoezi C

Your teacher will provide a stack of cards which depict daily activities. Work with a classmate to put the cards in a chronological order and provide the first-person, singular form of the depicted verb (e.g., I am taking a shower, I am eating lunch, etc.) as you order the cards.



### Zoezi D

Assume you are studying abroad in Tanzania. One evening your friend calls and would like to know what you are doing to determine whether you might have time to talk. It is actually not a good time because you are assisting your host family with daily chores. Role play this conversation with your partner.



### Zoezi E

Read the following passage and answer the questions that follow.

Ni siku ya Jumamosi asubuhi. Joseph anamsaidia Bibi Fatuma na Bwana Musa kusafisha nyumba. Leo mchana wao watakuwa na wageni ambao wanasafiri kutoka mji wa Tabora. Bibi Fatuma anapiga deki na kupanga vitu katika nyumba. Joseph anatoa takataka katika nyumba na kuitupa katika pipa. Mfanyakazi wao anasafisha zizi la ng'ombe na pia anafagia ua na kuokota takataka kutoka kwenye ua. Bwana Musa, anaweka makaa kwenye jiko ili kuanza kutayarisha chakula. Yeye anataka kusafisha gari lake pia kwa sababu anahitaji kwenda kuwapokea wageni kwenye kituo cha basi.

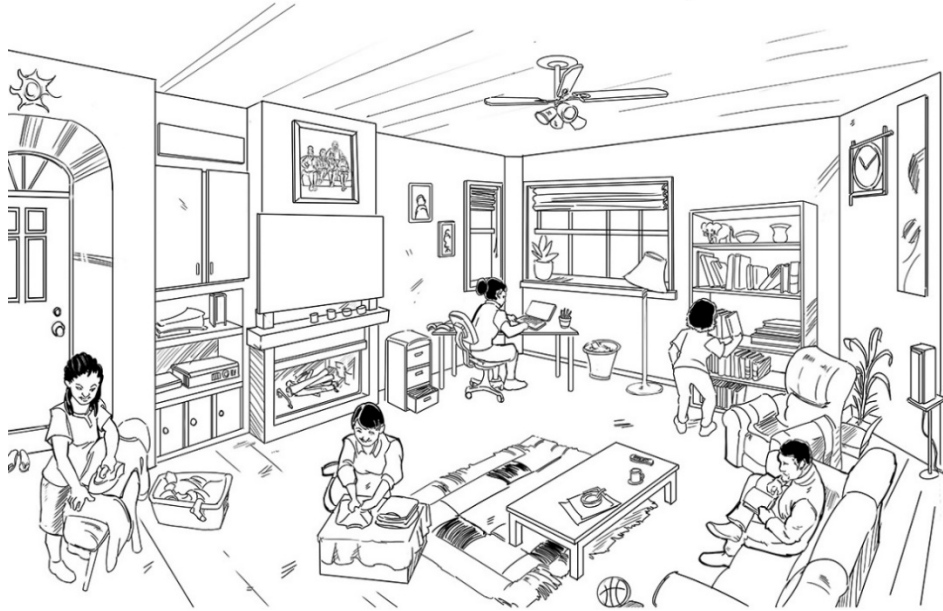
Is it true (*kweli*) or false (*si kweli*)? If false, make the necessary changes to create a true statement.

1. Wageni wa Bwana Musa na Bibi Fatuma wanasafiri kutoka mji wa Matopeni.
2. Bwana Musa anapiga deki na anapanga vitu katika nyumba.
3. Joseph anapika chakula na anasafisha zizi la ng'ombe.
4. Bwana Musa anaweka makaa kwenye jiko na anataka kusafisha gari.
5. Mfanyakazi anawapokea wageni kutoka kituo cha basi.



## Zoezi F

Write a paragraph to describe what various family members in Shamila's family are doing based on the picture below.



Hii ni familia yangu. Baba yangu anaitwa Andrew Jones. Yeye ana umri wa miaka hamsini na mitano. Mama yangu anaitwa Lakesha. Yeye ana umri wa miaka hamsini. Dada yangu mkubwa anaitwa Tamara. Tamara ana umri wa miaka thelathini na miwili. Dada yangu mdogo anaitwa Dianne. Yeye ana umri wa miaka ishirini na mitano. Mimi sina kaka. Familia yangu si kubwa.



## Zoezi G

Your teacher will divide the class into two teams and provide each team with a stack of cards. A player from the first team will come to the front of the room, select a card from their team's stack, and then act out the activity written on the card until their teammates guess the action. The player can continue drawing new cards and acting out activities for 30 seconds. All answers must be provided in the third-person singular form presented at the beginning of this unit (*Yeye analala*). When the first team's time runs out, the other team will have a chance to act out the activities on their own cards. The first team to guess all their cards correctly wins.



## Zoezi H

Mix up the cards used in the last activity and place them face down on the table. The first student picks a card and says what he/she is doing (e.g., *I am taking a shower.*) and then places the card face up on the table. The next student needs to restate what the first student is doing (e.g., *You are taking a shower.*) and then picks a card of their own (*I am brushing my teeth.*). Alternate turns, repeating the activities until you make your way through the whole stack.



## Zoezi I

Joseph is travelling for two weeks to collect data in Bagamoyo. He calls his host family to check in on them. Listen to the phone conversation between Joseph and his host father and fill the chart below with details of the activities they are doing. Make sure to provide the correct form (i.e., 3<sup>rd</sup> person, singular) of the verb.

Jina	Wanafanya nini?
Musa	
Joseph	
Fatuma	



## Zoezi J

One of Shamila's class projects while studying abroad involves comparing the differences between women's weekend chores in East Africa with those of American women. Joseph recommends Shamila call Imani to find out more information for her class project. Read their conversation and answer the questions that follow.

**Shamila:** Habari za jioni Imani?

**Imani:** Salama. Ninazungumza na nani?

**Shamila:** Jina langu ni Shamila. Mimi ni rafiki yake Joseph. Tunasoma pamoja kwenye chuo kikuu cha Dar es Salaam.

**Imani:** Ninafahamu Joseph. Yeye, ni rafiki yangu pia.

**Shamila:** Nina mradi mdogo kuhusu kazi mbalimbali ambazo wanawake katika Afrika Mashariki hufanya. Kwanza, ningependa kujua wanawake katika Afrika Mashariki hufanya nini wikendi?

**Imani:** Mara nyingi wao hufanya shughuli za nyumbani, kwa mfano wao hupika vyakula, husafisha nyumba, hufua nguo, huenda sokoni, huenda shambani na huhudhuria mikutano ya vikundi vya wanawake.

**Shamila:** Je, wanawake hapa Afrika Mashariki hupika kila siku?

**Imani:** Ndiyo. Ni jambo la kawaida kwa wanawake katika Afrika Mashariki kupika kila siku. Je, wanawake huko Marekani hupika kila siku kama hapa Afrika Mashariki?

**Shamila:** Inategemea lakini Marekani wanawake na wanaume hupika.

**Imani:** Je, wanawake hufanya nini wakati wa wikendi Marekani?

**Shamila:** Kwa kawaida, wanawake wengi kwenye familia hufanya usafi wa

nyumbani, hununua vyakula, huenda madukani, huenda kwenye saluni, huenda kutazama filamu, hufanya mazoezi, na hubarizi.

**Imani:** Nimejifunza shughuli mbalimbali ambazo wanawake Marekani hufanya kila wikendi.

**Shamila:** Mimi pia nimejifunza mengi kutoka kwako. Usiku mwema. Kwaheri!

**Imani:** Kwaheri. Lala salama.

1. Joseph na Imani wana uhusiano gani?
2. Wanawake katika Afrika Mashariki hufanya shughuli gani wikendi?
3. Wanawake Marekani hufanya shughuli gani wikendi?
4. Linganisha na tofautisha shughuli mbalimbali ambazo wanawake Marekani na Afrika Mashariki hufanya kila wikendi.
5. Je, wewe hufanya shughuli gani kila wikendi?



### Zoezi K

Based on Shamila's findings from her conversation with Imani, write a blog post comparing and contrasting the roles of women in East Africa versus those in the United States. You can use the Internet to research the topic or, if possible, use the information you have gathered from interviewing East African women directly.

## Key Vocabulary

### *Adjectives*

**bora** suitable; better  
**-bovu** bad  
**chache; haba** a few; some  
**-dogo** few; light  
**duni** insignificant; lowly  
**-epesi** light  
**-gumu** hard; difficult  
**ingi** a lot; many  
**kubwa** enormous  
**muhimu** important; essential  
**rahisi** easy  
**tele** plenty

### *Conjunctions*

**au** or  
**badala ya** instead of  
**bila** without  
**ila** except; but; however  
**ingawa** although; even though  
**kama** like; if  
**kisha** and then  
**kwa** for; to; by; with  
**tena** again

### *Nouns*

**aina** type; kind  
**boma** homestead  
**chakula** food; a meal  
**chakula cha asubuhi** breakfast  
**chakula cha jioni** dinner  
**chakula cha mchana** lunch  
**gari** car; automobile  
**gumzo** a chat  
**kandanda** football (American soccer)  
**kesho** tomorrow  
**kituo cha basi** bus station  
**maduka** stores; shops  
**makaa** charcoal; coal  
**mazoezi** exercise; fitness  
**mfanyakazi** employee; worker  
**mifugo** livestock  
**mpira** ball  
**mswaki** toothbrush  
**ng'ombe** cattle  
**nguo** clothes  
**nyasi** grass  
**nyumba** house

**rafiki** friend  
**redio** radio  
**shughuli** an activity; business  
**soka** football (American soccer)  
**Taarab** a music genre popular in Kenya and Tanzania  
**taarifa za habari** news report  
**takataka** trash  
**televisheni** television  
**ua** yard  
**uchovu** fatigue  
**usafi** hygiene; cleanliness

### *Prepositions*

**kuhusu** about  
**kwenye** on; in

### *Verbs*

**-amka** to wake up; get up  
**-andaa meza** to set the table  
**-andika** to write  
**-anza** to start; to begin  
**-cheza** to play  
**-chukua** to carry; to take; to transport  
**-enda** to go  
**-fagia** to sweep  
**-fanya kazi ya nyumbani** to do homework; to do housework  
**-fanya mazoezi** to work out  
**-fua nguo** to do laundry; to wash clothes  
**-hitaji** to need  
**-imba** to sing  
**-ja** to come  
**-jifunza** to learn; to study  
**-jua** to know  
**-kata** to cut (the grass; to mow the lawn)  
**-kausha** to dry (the dishes)  
**-kimbia** to run  
**-kula** to eat  
**-kunwya** to drink  
**-lala** to sleep  
**-lisha** to feed (the animals; livestock)  
**-maliza** to finish  
**-nunua** to buy; to purchase  
**-oga** to shower  
**-okota** to pick up; to find  
**-osha** to wash (the dishes)  
**-panga** to plan; to arrange  
**-panguza** to wipe  
**-penda** to like  
**-piga deki** to mop  
**-piga huva** to vacuum

**-piga mswaki** to brush one's teeth  
**-piga pasi** to iron  
**-pika** to cook  
**-pokea** to receive; to get  
**-pumzika** to rest  
**-rudi** to go back; to return  
**-safiri** to travel  
**-safisha** to clean (the house)  
**-saidia** to help; to assist  
**-shiriki** to participate; to take part in  
**-sikiliza** to listen (to music)  
**-soma** to study  
**-tayarisha** to prepare  
**-tazama** to watch  
**-tegemea** to depend on; to rely on  
**-tembea** to walk  
**-toa; ondoa** to pick up; to remove from the ground  
**-tuma barua pepe** to send an email  
**-tupa** to throw out  
**-vaa** to wear; to put on  
**-weka** to put; to place

## Key Phrases

**Lala salama!** Sleep well!

**Mchana mwema!** Have a good afternoon!

**Tushapoa!** No worries!; All is well!

**Tutaonana kesho!** See you tomorrow!

**Uwe na usiku mwema!** Have a good night!

**Unapenda kufanya shughuli gani kila siku?** What activities do you like doing every day?

**Wewe hupendi kufanya shughuli gani kila siku?** What activities don't you like doing every day?

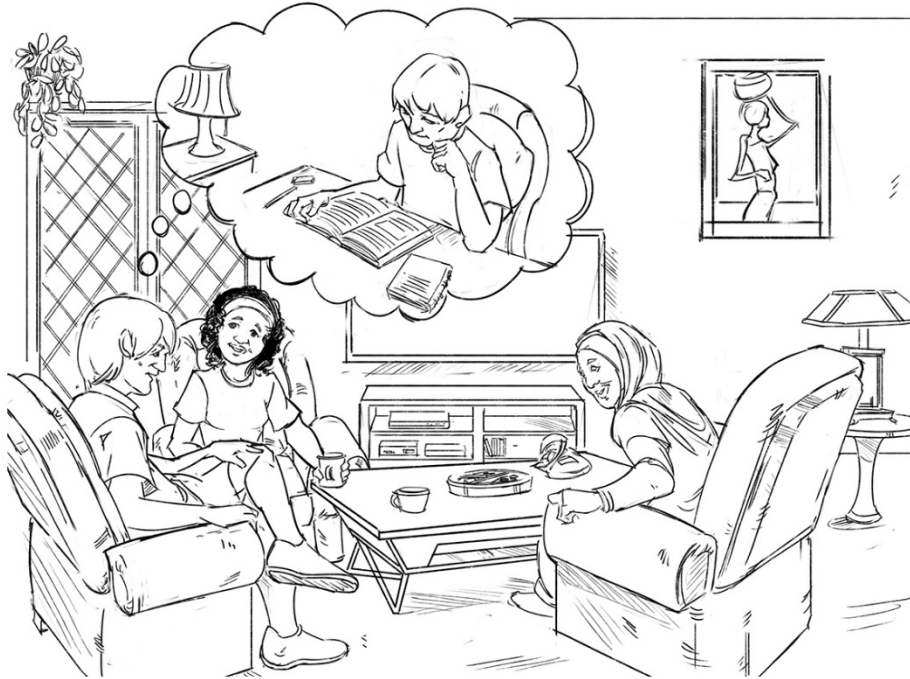
**Wewe hufanya shughuli gani kila wikendi?** What activities do you like doing every weekend?

## 3.2 Shughuli za kila siku



### Zoezi A

Joseph invited Shamila to his host family's house for dinner one Friday evening, and after dinner, everyone started talking about what their typical day looks like. Read Joseph's description and answer the questions that follow.



Kwa kawaida, mimi huamka, huoga, kisha huvaa nguo. Baadaye, mimi hupika chakula cha asubuhi, hula na hupiga mswaki. Kisha mimi huenda chuoni na huhudhuria madarasa yangu. Baada ya madarasa, mimi huenda maktabani kusoma Kiswahili na kufanya kazi ya nyumbani. Halafu, mimi hula chakula cha mchana na hufanya mazoezi. Baadaye jioni, mimi hurudi nyumbani, hula chakula cha jioni pamoja na familia yangu, kisha hutazama televisheni na mwishowe hulala.

1. Kabla ya kwenda shuleni Joseph hufanya nini?
2. Joseph hufanya nini kabla ya kuenda maktabani?
3. Baada ya chakula cha mchana Joseph hufanya nini?
4. Joseph hufanya nini maktabani?
5. Baada ya kurudi nyumbani Joseph hufanya nini kabla ya kulala?





## Zoezi B

It has been almost a month since Joseph's host family's son, Masika, travelled to Dar es Salaam for work. One Saturday morning, Masika leaves Joseph a voice message. Listen to the voice message and answer the questions that follow.

1. Kwa nini Masika huwa na shughuli nyingi kila siku?
2. Kwa nini Masika huamka asubuhi mapema?
3. Masika hufanya nini asubuhi kabla ya kwenda kazini?
4. Baada ya kazi, Masika hufanya nini?
5. Kabla ya kulala, Masika hufanya nini?



## Zoezi C

After listening to Masika's voice message, Joseph sends a reply text. Read Joseph's response and answer the questions that follow.

Hujambo Masika?



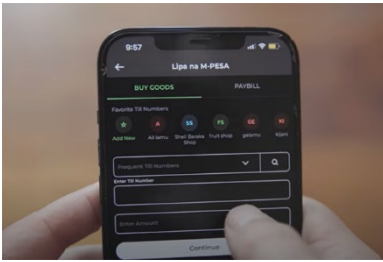
Habari gani? Asante sana kwa salamu, mimi sijambo hapa Tanzania. Ninaendelea vizuri na masomo yangu hapa katika chuo kikuu cha Dar es Salaam lakini nina shughuli nyingi sana kila siku. Kwa kawaida, mimi huamka mapema sana kila siku asubuhi. Baada ya, kuamka mimi huoga, kisha hunywa kahawa. Baadaye, wakati wa mchana, mimi huenda chuoni, husoma, hukutana na mwalimu Bakari, na huhudhuria meza ya Lugha. Jioni, mimi hurudi nyumbani kisha huenda kufanya mazoezi na kucheza soka katika uwanja wa Milimani. Nina rafiki wengi ambao wanapenda kucheza soka. Baada ya kutoka uwanjani, mimi huoga, humsaidia Bibi Fatuma kupika chakula cha jioni na kuandaa meza. Sisi hula pamoja. Baada ya chakula cha jioni, mimi hufanya kazi ya nyumbani, hupumzika, husikiliza muziki na hutazama filamu pamoja na Bwana Juma na Bibi Fatuma. Tunaweza kuzungumza wakati wowote usiku ukipata nafasi.

Asante!

1. Joseph huwa na shughuli gani asubuhi?
2. Joseph hufanya shughuli gani chuoni?
3. Baada ya kutoka chuoni Joseph hufanya nini?
4. Joseph na rafiki zake hufanya nini kila siku jioni?
5. Baada ya chakula cha jioni Joseph hufanya shughuli gani?
6. Wewe hufanya shughuli gani chuoni?

## Cultural Explorations

Watch the videos linked below and answer the questions that follow.



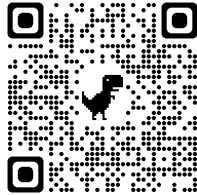
*Why Investors Are Piling into African Startups (1:42-8:16)*



<https://youtu.be/4aZDNO7c8Z8>



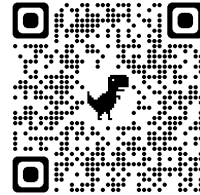
*Big tech fails to recognize African languages*



<https://youtu.be/iUoLj-mR9DQ>



*Kenya- China Work together to bring TV to remote villages*



<https://youtu.be/U87F6tdTR7E>

## Cultural Reflections

1. To what degree do East Africans use technology in their everyday lives? How does this compare to usage in your own country?
2. What kind of investments have Western and Asian tech companies made in East Africa's tech sector? Have those investments been successful?
3. What factors motivate foreign investment in technology in East Africa?
4. Are conditions in East Africa similar enough to those in other countries that they can simply become consumers of existing products? Are there areas in which East Africans need customized solutions?

## Sarufi: Hu- ya hali ya mazoea (*The habitual tense marker hu-*)

So far, most of the verbs that we have seen have been in the present-tense form, which uses the present tense marker *-na-* and a subject marker added to the verb.

	<i>1<sup>st</sup> person singular</i>		<i>present tense</i>		<i>verb root</i>
<b>ninatoka</b> =	<b>ni</b>	+	<b>na</b>	+	<b>toka</b>
	<i>2<sup>nd</sup> person singular</i>		<i>present tense</i>		<i>verb root</i>
<b>unatoka</b> =	<b>u</b>	+	<b>na</b>	+	<b>toka</b>

In this unit, you are introduced to the habitual tense marker *hu-*, which is used when stressing the frequency with which an action takes place. Look at the following examples:

Shamila <b>anasoma</b> Kiswahili sasa.	Shamila <b>is studying</b> Kiswahili now.
Shamila <b>husoma</b> Kiswahili kila asubuhi.	Shamila <b>studies</b> Kiswahili every morning.
Joseph <b>anacheza</b> soka.	Joseph <b>is playing</b> soccer.
Joseph <b>hucheza</b> soka kila siku jioni.	Joseph <b>plays</b> soccer every evening.

Look at how the English translations above differ. If you know a language other than English, how does that language deal with this distinction?

Kiswahili marks the habitual tense with the marker *hu-*, much as it marks the present tense with the marker *-na-*. The habitual tense does not, however, require the subject marker that the present tense does. Compare the following:

	<i>3<sup>rd</sup> person singular</i>		<i>present tense</i>		<i>verb root</i>
<b>anacheza</b> =	<b>a</b>	+	<b>na</b>	+	<b>cheza</b>
			<i>habitual tense</i>		<i>verb root</i>
<b>hucheza</b> =			<b>hu</b>	+	<b>cheza</b>

Since there is no pronoun marker for the habitual tense, there is only one form of this tense:

Mimi <b>huamka</b> , <b>huoga</b> na <b>huvaa</b> nguo.	<i>I get up, shower, and get dressed.</i>
Sisi <b>huamka</b> , <b>huoga</b> na <b>huvaa</b> nguo.	<i>We get up, shower, and get dressed.</i>
Wao <b>huamka</b> , <b>huoga</b> na <b>huvaa</b> nguo.	<i>They get up, shower, and get dressed.</i>

Note as well that the monosyllabic verb roots that require the addition of *-ku* in the present tense conjugation do not require it in the habitual tense.

Yeye anak**u**la chakula cha asubuhi.

*She is eating breakfast.*

Yeye **h**ula chakula cha asubuhi.

*She eats breakfast.*

Sisi tunak**u**nywa chai.

*We are drinking tea.*

Sisi **h**unywa chai kila siku.

*We drink tea every day.*

As one might expect, the habitual tense is often accompanied by expressions of frequency:

**Kwa kawaida** mimi na Joseph **h**uenda shuleni kila asubuhi.

*Normally, Joseph and I go to school every morning.*

**Mara kwa mara** mimi **h**uogelea.

*I go swimming **from time to time**.*

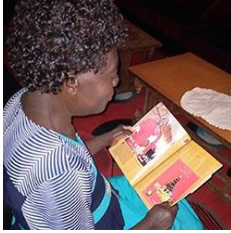
Here are some other words of frequency that you might keep in mind:

- kamwe = never
- kila = always
- kila mara = most often
- kila siku = every day
- mara chache = few times
- mara nyingine = some other time
- mara nyingi = often
- nadra = rarely
- wakati mwingine/muda mwingine = sometimes
- wakati mwingi = most of the time
- wakati wa/nyakati za = seasons/periods of

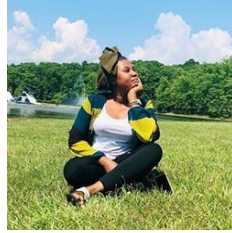


## Zoezi D

Look through the images below with a partner and create sentences using the habitual tense and one of the frequency expressions above to describe yourself.



Kusoma jarida.



Kupumzika.



Kuzungumza kwa simu.



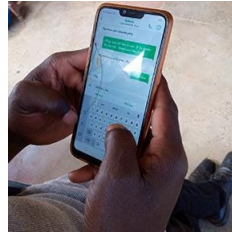
Kuhudhuria mkutano.



Kuandika barua pepe.



Kuenda sokoni.



Kutuma ujumbe mfupi.



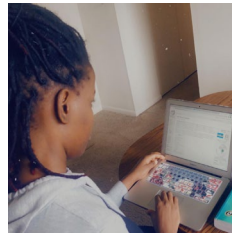
Kucheza raga.



Kukimbia.



Kupiga huva.



Kuangalia tovuti.



Kuosha vyombo.



## Zoezi E

### Part 1

Choose one of the verbs from the exercise above and poll your classmates to see how often they do the chosen activity. Make sure to use the habitual tense in your conversation.

### Part 2

As you conduct your poll, write the name of each classmate in the appropriate boxes below according to how often they do the chosen activity.

<b>kamwe</b>	<b>nadra</b>	<b>mara nyingine</b>	<b>mara nyingi</b>	<b>kila siku</b>

### Part 3

Write sentences to report your poll observations.

For example:

Katie husoma gazeti kila siku.

*Katie reads the newspaper every day.*



## Zoezi F

Based on Joseph's WhatsApp message to Masika in *Zoezi C* above, fill in the blanks in the sentences below with the phrases provided.

**kupika na kuandaa meza | husikiliza muziki na hupumzika |  
baada ya kurudi nyumbani | wakati wowote**

1. \_\_\_\_\_, Joseph hufanya mazoezi na hucheza soka.
2. Joseph hupenda \_\_\_\_\_.
3. Baada ya chakula cha jioni, Joseph \_\_\_\_\_.
4. Joseph angependa kuzungumza na Masika \_\_\_\_\_.



## Zoezi G

You are planning to travel to Tanzania this summer to study abroad in the next couple of months. Your local study abroad office is preparing to match you with prospective host families. As part of the paperwork, the office in Tanzania requires you to record a video describing your typical daily schedule during the semester so that your host family can help you settle in well.



## Zoezi H

Listen to the recording of Mama Fatuma and Mzee Ali talking about their typical daily schedules. As you listen, complete the following table with details about their daily schedules in the morning, afternoon, and evening.

<b>Jina</b>	<b>Asubuhi</b>	<b>Mchana</b>	<b>Jioni</b>
<b>Mama Fatuma</b>			
<b>Mzee Ali</b>			



## Zoezi I

One evening after their Kiswahili class, Shamila and Fola talk about their daily schedules. Read their conversation and answer the questions that follow.

**Shamila:** Habari za jioni Fola?

**Fola:** Nzuri sana. Na wewe je?

**Shamila:** Nzuri. Habari za masomo?

**Fola:** Safi kabisa. Je, wewe hufanya nini jioni baada ya darasa?

**Shamila:** Mimi huenda nyumbani na hupika chakula cha jioni pamoja na mama. Na wewe je?

**Fola:** Mimi hufanya kazi ya nyumbani kisha huzungumza na familia yangu na rafiki kwa simu. Je, wewe huenda pwani kuogelea?

**Shamila:** Mimi huenda kuogelea lakini sio kila siku.

**Fola:** Mimi pia huogelea lakini sio kila siku.

**Shamila:** Safi kabisa. Tutaonana baadaye.

1. Fola hufanya nini jioni baada ya darasa?
2. Shamila hufanya nini jioni baada ya darasa?
3. Je, Shamila na Fola huogelea pwani kila siku?
4. Wewe hufanya nini kila siku jioni baada ya madarasa?





## Zoezi J

Joseph and his friend Micah talk about their daily activities. Read their conversation and answer the questions that follow.

**Joseph:** Vipi Micah?

**Micah:** Salama tu Joseph. Je, unakwenda wapi sasa?

**Joseph:** Ninakwenda kwa darasa la Kiswahili.

**Micah:** Wewe husoma Kiswahili kila asubuhi?

**Joseph:** Ndiyo, mimi husoma Kiswahili kila asubuhi. Kwa kawaida, mimi huamka mapema sana. Baada ya kuamka, mimi hutengeneza kahawa, kisha huoga, hunywa kahawa na huanza kusoma. Baada ya kula chakula cha asubuhi, mimi huenda chuoni. Je, wewe huwa na shughuli nyingi asubuhi?

**Micah:** Kwa kawaida mimi huwa sina shughuli nyingi asubuhi. Baada ya kuamka, mimi hupika chakula cha asubuhi na husafisha vyombo kisha huzungumza kidogo na familia yangu, na huenda chuoni.

**Joseph:** Sawa.

1. Joseph hufanya nini kila asubuhi?
2. Joseph anakwenda wapi sasa?
3. Je, Micah husoma Kiswahili kila siku asubuhi?
4. Micah hufanya nini kila asubuhi?



## Zoezi K

Poll two or three classmates to inquire about their typical routines in the morning, afternoon, and evening. Be prepared to report back to the class on what you discover.



## Zoezi L

One evening, Shamila joined her host mom Bibi Farida at the dining table, and they chatted for a short while. Bibi Farida wanted to know Shamila's typical day at school. Read the conversation below and answer the questions that follow.

**Shamila:** Shikamoo Bibi Farida?

**Farida:** Marhaba Shamila. Habari za leo?

**Shamila:** Safi sana. Habari za kazi?

**Farida:** Salama sana. Habari za masomo?

**Shamila:** Nzuri sana. Nina kazi nyingi sana hapa Tanzania lakini ninapenda masomo ya Kiswahili na utamaduni wa Afrika Mashariki.

**Farida:** Kwa kawaida, wewe hufanya nini chuoni kila siku?

**Shamila:** Kila siku, mimi hufika chuoni mapema sana. Kisha, mimi huenda darasani na husoma vitabu vya hadithi. Baada ya kusoma, mimi huenda maktabani kufanya utafiti, na huhudhuria semina kwenye idara. Baadaye, mimi na rafiki zangu hutazama soka katika uwanja wa chuo.

**Farida:** Baada ya kutazama soka wewe hufanya nini?

**Shamila:** Mimi hufanya kazi ya nyumbani, husikiliza Muziki, hurudi nyumbani na hupumzika. Na wewe hufanya nini kwa kawaida kazini?

**Farida:** Katika ofisi, mimi hupokea simu, hupanga ratiba ya mikutano, huhudhuria mikutano mbalimbali, hukagua miradi, huandika na kujibu barua pepe. Wakati wa chakula cha mchana mimi humtembelea rafiki yangu. Jioni, mimi huenda sokoni kununua bidhaa na hurudi nyumbani. Mara moja kwa wiki mimi huhudhuria mkutano wa chama cha wanawake pamoja na rafiki zangu.

**Shamila:** Inaonekana, wewe huwa na shughuli nyingi kila siku. Wewe hupumzikaje?

**Farida:** Mimi hupenda kupumzika kwa kutazama filamu.

**Shamila:** Mimi pia. Usiku mwema.

**Farida:** Usiku mwema pia.

1. Shamila hufanya shughuli gani chuoni kila siku?
2. Shamila hufanya nini baada ya kutazama soka?
3. Bibi Farida hufanya nini ofisini?
4. Baada ya kazi, Bibi Farida hufanya nini?
5. Shamila na Bibi Farida hupenda kufanya nini wakati wa kupumzika?
6. Wewe unapenda kufanya shughuli gani kila siku?



### Zoezi M

One of your classmates is looking for a hiking partner on the weekends. They want to plan for a two-day hike on Mt. Meru in Arusha and would like to see if you can come along. In the information exchange, give your classmate your typical weekend schedule and inform them if you will be able to join them.



### Zoezi N

One Saturday morning, Shamila came across a podcast focused on strategies for keeping up with housework. In the current episode, the speaker Malaika Msafi discusses her major household activities as a homemaker. Listen to the podcast and answer the questions that follow.

1. Bibi Malaika anazungumza kuhusu nini?
2. Kwa nini Bibi Malaika husafisha nyumba yake wikendi?
3. Bibi Malaika hufanya shughuli gani Jumamosi?
4. Baada ya kusafisha nyumba Bibi Malaika hufanya nini?
5. Bibi Malaika, hufanya nini baada ya kula chakula cha jioni?
6. Bibi Malaika huwalisha watoto wakati gani?
7. Kabla ya kupika chakula cha jioni, Bibi Malaika hufanya nini?
8. Kwa nini Bibi Malaika hupiga nguo pasi kabla ya kulala?
9. Wewe hufanya nini kila wikendi?

## Vocabulary: Siku za Wiki (*Days of the Week*)

The days of the week are drawn from the Muslim weekly pattern of worship in which *Jumamosi* (Saturday) is considered the first day of the week. Friday is the main day of worship and is thus the last day of the week in the calendar. Most of the days of the week in Kiswahili are formed by combining the root of the word *juma* (week) with the number in the weekly calendar on which the day falls. For instance, *Jumamosi* is a combination of *juma* and numeral *mosi* (one).

Je, leo ni siku gani?

*What day is it today?*

**Leo ni siku** ya Jumanne.

**Today is** Tuesday.

Mimi huenda darasani siku ya **Jumanne**. *I go to class on **Tuesdays**.*

You might already know that most American calendars start the week with Sunday as the first day while other countries, France for example, begin their week on Monday. This difference indicates that calendars are influenced by regional factors, religion among others. For Kiswahili speakers, the first day of the week is Saturday. While most calendars in East Africa are in English, a Swahili calendar looks like this:



## NOVEMBA

Jumapili	Jumatatu	Jumanne	Jumatano	Alhamisi	Ijumaa	Jumamosi
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



## Zoezi O

Work with a classmate and take turns asking each other the day of the week. Next, randomly select a date on the calendar and ask your classmate to name the day of the week.

### **Examples:**

Leo ni siku gani?

Tarehe ishirini na nne ni siku gani ya wiki?

Tarehe ishirini na nne ni siku ya Jumatatu.

*What day is today?*

*What day of the week is the 24<sup>th</sup>?*

*The 24<sup>th</sup> is a Monday.*



## Zoezi P

Shamila and Joseph talk about what they do on different days of the week. Read their conversation and answer the questions that follow.

**Shamila:** Habari za mchana?

**Joseph:** Nzuri sana. Na wewe je?

**Shamila:** Nzuri tu. Je, wewe huenda chuoni siku gani?

**Joseph:** Mimi huenda chuoni Jumatatu, Jumanne, na Jumatano. Na wewe je?

**Shamila:** Mimi huenda chuoni Jumatatu, Jumatano na Ijumaa.

**Joseph:** Wewe hufanya nini siku ya Jumanne na Alhamisi?

**Shamila:** Mimi hufanya kazi ya kujitolea katika shule ya sekondari ya Matunda. Wewe hufanya nini siku ya Ijumaa?

**Joseph:** Mimi hufanya kazi ya nyumbani, kisha huenda msikitini kwa sala za Ijumaa pamoja na familia yangu.

**Shamila:** Wewe hufanya nini siku ya Jumamosi na Jumapili?

**Joseph:** Mimi hupumzika sana wikendi. Mimi hutazama filamu, huzungumza na familia yangu Marekani, huenda sokoni na huenda matembezi katika sehemu mbalimbali hapa Tanzania. Na wewe je?

**Shamila:** Jumamosi mimi huzungumza na familia yangu, huenda ziara mjini, hutembelea rafiki na huenda ufukweni. Jumapili mimi huenda na familia yangu kanisani.

1. Shamila huenda chuoni siku gani?
2. Joseph huenda chuoni siku gani?
3. Je, Joseph huenda kanisani siku ya Jumapili?
4. Familia ya Shamila hufanya nini wikendi?
5. Shamila hufanya nini siku ya Jumanne na Alhamisi?



### Zoezi Q

You would like to find a Kiswahili study partner among your classmates. Interview three classmates to find out what they do on different days of the week. Let your classmates know what you do on different days of the week as well. Report to the class which classmates you might prefer to plan your study time with based on what they do on different days. Give the reasons for your selection.



### Zoezi R

Poll your classmates to find out how often they engage in activities that are popular among college students and report back on what you find out.



### Zoezi S

Listen to the telephone conversation between Juma and Bakari and provide details about the frequency of their daily activities in the space provided below.

#### **Bakari**

- 1.
- 2.
- 3.
- 4.

#### **Juma**

- 1.
- 2.
- 3.
- 4.

## Key Vocabulary

### *Words of Frequency*

<b>awali</b>	fast; origin
<b>baada ya</b>	after; afterwards
<b>baadaye</b>	later
<b>chelewa</b>	late
<b>halafu</b>	afterwards; then
<b>kila wakati</b>	all the time
<b>kwa kawaida</b>	normally; usually
<b>kwa muda mfupi</b>	for a short time
<b>kwa muda mrefu</b>	for a long time
<b>mapema</b>	early
<b>mara kwa mara</b>	from time to time
<b>mara (mbili) kwa mwezi</b>	twice a month
<b>mara (moja) kwa (wiki)</b>	once a week
<b>mara mojamoja</b>	once in a while
<b>mpaka; hadi</b>	until
<b>mwanzo</b>	start; begin; genesis
<b>mwishowe</b>	finally
<b>nadra</b>	rarely
<b>zamani</b>	past

### *Conjunctions*

<b>au; ama</b>	or
<b>badala ya</b>	instead of
<b>bila</b>	without
<b>ijapo</b>	even if
<b>ila</b>	except
<b>ingawa</b>	even though
<b>juu ya hayo</b>	moreover
<b>kama</b>	if; like
<b>kisha</b>	then; moreover
<b>kwa</b>	for; to; by; with
<b>kwa sababu</b>	because
<b>lakini</b>	but
<b>tena</b>	again
<b>wakati wa</b>	during; while

### *Nouns*

<b>asubuhi</b>	morning
<b>baa</b>	bar
<b>bahari</b>	ocean
<b>barua pepe</b>	email
<b>bidhaa</b>	products; goods
<b>bweni</b>	dormitory
<b>chai</b>	tea
<b>chumba cha kula</b>	dining hall
<b>chumba cha mazoezi</b>	gym
<b>chuoni</b>	college

**dansi** dance  
**darasa** classroom  
**duka** shop  
**duka la dawa** pharmacy  
**duka la vitabu** bookstore  
**filamu** film; movie  
**gazeti** newspaper  
**jarida** journal; magazine  
**jioni** evening  
**kahawa** coffee  
**kanisa** church  
**kituo cha basi** bus stop  
**maktaba** library  
**mchana** daytime  
**meza ya lugha** language table  
**mkahawa** restaurant  
**mkutano** meeting  
**mradi** project  
**msala** restroom  
**msikiti** mosque  
**muziki** music  
**ofisi** office  
**pwani** coast  
**raga** rugby  
**Sala za Ijumaa** Friday prayers  
**sehemu** part; side  
**siku** day  
**siku za wiki** day(s) of the week  
**simu** cell phone  
**soko** market  
**tarehe** date (*day of the month*)  
**ufukwe** beach; shore  
**ujumbe mfupi** short text message  
**usiku** night  
**utafiti** research  
**uwanja** court; field (*for sports*)  
**vitabu vya hadithi** storybooks  
**wikendi** weekend  
**wiki** week  
**ziara** tour; visit  
**ziwa** lake

*Days of the week*

**Jumapili** Sunday  
**Jumatatu** Monday  
**Jumanne** Tuesday  
**Jumatano** Wednesday  
**Alhamisi** Thursday  
**Ijumaa** Friday  
**Jumamosi** Saturday



## Verbs

- angalia tovuti** to look at the internet; to surf the web
- enda kwa mkutano** to go to a meeting
- enda matembezi** to go for a walk
- endelea** to go on; to move along
- fanya kazi ya kujitolea** to do volunteer work
- fanya marudio** to do review
- fanya mazoezi** to exercise
- fanya utafiti** to do research
- fika** to arrive
- fundisha** to teach
- hudhuria mkutano** to attend a meeting
- jibu barua pepe** to respond to email
- kagua** to check; to inspect
- ogelea** to swim
- piga chapa** to type
- pokea simu** to receive a phone call
- safisha vyombo** to wash the dishes
- sikiliza musiki** to listen to music
- tengeneza** to make; to prepare
- weza** to be able to
- zungumza** to talk; to speak

## Key Phrases

- huwa na shughuli** to be busy
- huwa na shughuli chache** to be less busy
- huwa na shughuli nyingi** to be very busy
- huwa sina shughuli** to not be busy
- Kuanzia...** To start with...
- kutoka saa (moja) hadi saa (nne)** from (1 o'clock) until (4 o'clock)
- Kutoka siku ya...** From the day of...
- Leo ni siku gani?** What day is today?
- Leo ni siku ya...** Today is...
- ...mara ngapi kwa (wiki)?** ...how many times per (week)?
- Siku gani...?** Which day...?
- Usiku mwema!** Have a good night!

### 3.3 Kusema wakati



saa saba (kamili)



saa nane na robo



saa tisa na nusu



saa kumi na moja  
kasorobo



#### Zoezi A

Shamila describes her daily schedule with her host family to Joseph and other classmates. Read her description and answer the questions that follow.



Hamjambo wanafunzi wenzangu?

Habari za leo? Mimi ninafurahi sana kuishi pamoja na familia yangu pokezi. Sisi hufanya vitu vingi pamoja na wao hunisaidia kila mara. Kwa kawaida mimi huamka saa kumi na mbili na nusu asubuhi. Hutandika kitanda, huoga, hupiga nguo pasi, huvaa nguo na mapambo. Mimi humsaidia Bibi Farida kuandaa chakula cha asubuhi. Sisi hula chakula cha asubuhi saa mbili na nusu asubuhi. Mimi huenda chuoni kutoka saa tatu asubuhi hadi saa kumi na moja jioni. Nikiwa chuoni mimi huenda darasani, huenda maktabani kufanya utafiti na hushiriki katika meza ya Kiswahili. Mimi hurudi nyumbani kati ya saa kumi na mbili jioni na saa moja na nusu usiku. Mimi hula chakula cha jioni saa tatu usiku, humsaidia Bibi Farida kusafisha vyombo, kisha sisi hupumzika kwa kutazama televisheni pamoja. Mimi hulala kati ya saa nne na nusu na saa tano usiku.

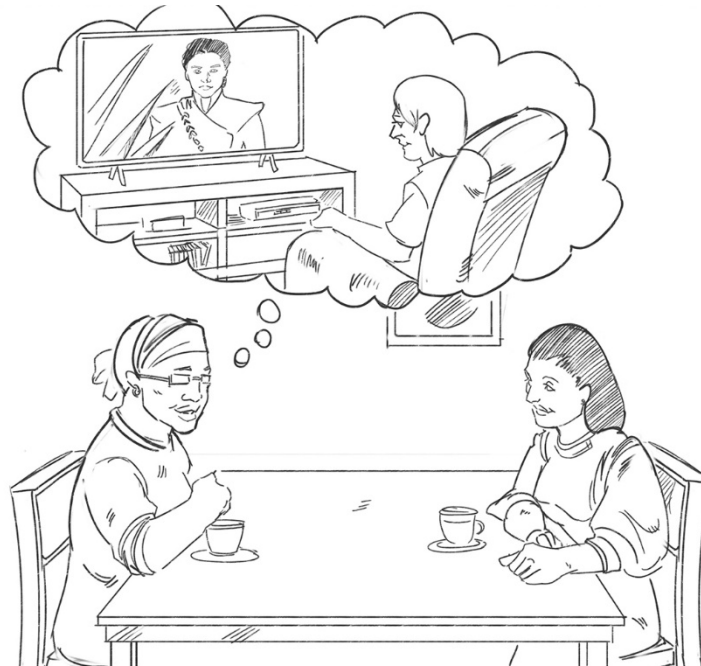
Is it true (*kweli*) or false (*si kweli*)? If false, make the necessary changes to create a true statement.

1. Baada ya kuamka, Shamila hupiga mswaki, hufua nguo, na husafisha chumba.
2. Shamila huwa haandai chakula cha asubuhi na Bibi Farida.
3. Familia ya Bibi Farida hula chakula cha asubuhi saa kumi na mbili na nusu asubuhi.
4. Shamila huenda darasani na maktabani akiwa chuoni.
5. Shamila hulala saa sita za usiku.
6. Shamila hurudi nyumbani kati ya saa kumi na mbili jioni na saa moja na nusu usiku.
7. Baada ya chakula cha jioni Shamila husafisha vyombo pamoja na Bibi Farida.
8. Kabla ya kulala Shamila huzungumza kwa simu.



### Zoezi B

Farida describes Joseph's schedule to a guest who is visiting. Read her description and answer the questions that follow.



Joseph ni mwanafunzi wa chuo kikuu na atakaa na sisi kwa muda wa mwaka mmoja. Kwa sasa yeye ni mwanafunzi katika Chuo Kikuu cha Dar es Salaam. Yeye hufanya shughuli mbalimbali kila siku. Kutoka Jumatatu hadi Ijumaa, yeye huamka mapema kila siku. Yeye huamka saa kumi na mbili kamili asubuhi. Yeye huondoka nyumbani saa tatu kamili asubuhi kwa sababu yeye huhudhuria madarasa kutoka saa nne asubuhi hadi saa kumi na nusu jioni. Yeye hufanya utafiti mtaani kwa saa tatu mara tatu kwa wiki siku za Jumatatu, Jumatano na Alhamisi kutoka saa kumi na nusu jioni hadi saa moja na nusu usiku. Yeye hurudi nyumbani kabla ya saa tatu za usiku. Yeye hula hutazama televisheni na

huzungumza kwa simu kabla ya kulala. Wikendi yeye huwa hafanyi vitu vingi. Yeye hupumzika sana, hutembelea miji mbalimbali, hupenda kwenda ufukweni pamoja na rafiki zake wapya, na hushiriki katika shughuli za kitamaduni na familia yetu.

1. Joseph huwa na shughuli za utafiti siku gani na saa ngapi?
2. Joseph huhudhuria madarasa siku gani?
3. Joseph hurudi nyumbani saa ngapi?
4. Joseph hufanya nini wikendi?
5. Wewe huhudhuria madarasa yako siku gani na saa ngapi?
6. Kutoka siku ya Jumatatu hadi Ijumaa wewe huamka saa ngapi?
7. Wikendi wewe huamka saa ngapi?

### **Sarufi: Kusema wakati (*Stating time*)**

In East Africa, the system of telling time differs from that of western countries. The hour of the day is based on the number of hours after the sunrise and sunset rather than the number of hours after midnight (a.m.) and noon (p.m.)



**saa moja za asubuhi**  
(*first hour of the day*)  
OR  
**saa moja za usiku**  
(*first hour of the night*)



**saa sita za mchana**  
(*sixth hour of the day*)  
OR  
**saa sita za usiku**  
(*sixth hour of the night*)

When telling time, one can say either *saa moja za asubuhi* or *saa moja asubuhi*. The time of the day (e.g., *asubuhi, mchana, jioni, usiku, alfajiri*, etc.) needs to follow the time.

The day is subdivided as follows:



**asubuhi**

7:00 a.m.

-

11:59 a.m.



**mchana**

12:00 p.m.

-

3:59 p.m.



**jioni**

4:00 p.m.

-

6:59 p.m.



**usiku**

7:00 p.m.

-

3:59 a.m.



**alfajiri**

4:00 a.m.

-

6:59 a.m.

Here are a few other useful words and phrases for telling time:



saa moja na **dakika ishirini**  
**asubuhi/usiku**  
(seven twenty **a.m./p.m.**)

saa = time; hour

dakika = minute(s)

sekunde = second(s)

nusu = half past

kamili = on the hour/exact

kasorobo = quarter to

robo = quarter past/after



## Zoezi C

*Ni saa ngapi?* (What time is it?). Provide the time indicated on the clock.



---

---

---

---



---

---


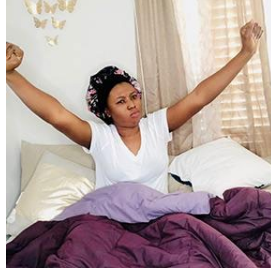






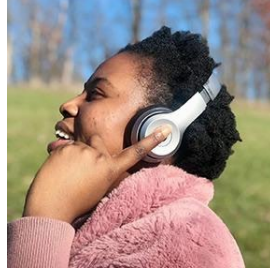



---

---



**Zoezi D**

Create four sentences using the time expressions and action verbs provided in each row below.

<b>Time visual</b>	<b>Shughuli A</b>	<b>Shughuli B</b>
1. 	 6:00	 8:30
2. 	 12:15	 2:45
3. 	 4:20	 5:33
4. 	 8:50	 9:45



## Zoezi E

One morning Joseph meets Shamila as she is leaving the library. Read their conversation and answer the questions that follow.

**Joseph:** Habari za asubuhi Shamila?

**Shamila:** Salama sana. Na wewe je?

**Joseph:** Mimi niko salama. Habari za masomo?

**Shamila:** Nzuri sana. Unatoka wapi?

**Joseph:** Ninatoka darasa la anthropolojia? Na wewe je?

**Shamila:** Mimi ninatoka maktabani kusoma. Unapenda masomo ya anthropolojia?

**Joseph:** Ndiyo, ninapenda masomo ya Anthropolojia kwa sababu mimi hujifunza utamaduni wa Afrika Mashariki. Unaenda wapi sasa?

**Shamila:** Ninaenda ofisini mwa Mwalimu Bakari. Nina miadi na yeye saa tano kamili asubuhi. Je, sasa ni saa ngapi?

**Joseph:** Ni saa tano kasoro dakika tano asubuhi.

**Shamila:** Sawa, tutaonana jioni.

**Joseph:** Haya, kwaheri.

**Shamila:** Kwaheri.

1. Miadi ya Shamila iko saa ngapi?
2. Joseph anatoka kwenye darasa gani?
3. Shamila anatoka wapi sasa?
4. Kwa nini Joseph anapenda masomo ya Anthropolojia?
5. Nyinyi huanza darasa la Kiswahili saa ngapi?
6. Nyinyi humaliza darasa la Kiswahili saa ngapi?



## Zoezi F

Pretend you are walking on campus one morning and you meet with one of your Kiswahili classmates. Exchange greetings to check on your friend. Ask your friend at least five questions about what they are currently doing and other plans they have for the day. Use the present tense with times that the activities are going to take place.





## Zoezi G

During one of the lessons in the study abroad program, Shamila and her Kiswahili teacher engage in a conversation about her daily routine. Read the conversation and answer the questions that follow.

**Mwalimu Bakari:** Hujambo Shamila?

**Shamila:** Sijambo Mwalimu na wewe je?

**Bakari:** Mimi sijambo. Habari za masomo?

**Shamila:** Salama kabisa, ila kazi ni nyingi.

**Bakari:** Pole. Je, wewe huamka saa ngapi?

**Shamila:** Mimi huamka saa kumi na mbili asubuhi.

**Bakari:** Baada ya kuamka, wewe hufanya nini?

**Shamila:** Mimi hutandika kitanda, hupiga mswaki, huoga, kisha hula chakula cha asubuhi na baadaye huenda chuoni.

**Bakari:** Baada ya darasa la Kiswahili wewe hufanya nini?

**Shamila:** Baada ya darasa mimi huenda maktabani kusoma vitabu na magazeti, kisha huenda kucheza mpira na rafiki zangu.

**Bakari:** Wewe hufanya nini wakati wa jioni baada ya shule?

**Shamila:** Mimi hufanya kazi ya nyumbani, humsaidia Bibi Farida kupika chakula cha jioni, hupiga pasi, huosha vyombo na hupanga nyumba. Kisha hulala saa nne usiku.

**Bakari:** Wewe huwa na shughuli nyingi sana kila siku.

**Shamila:** Bila shaka.

**Bakari:** Kwaheri. Tutaonana baadaye.

**Shamila:** Kwaheri. Siku njema.

1. Shamila hufanya nini baada ya kuamka asubuhi?
2. Baada ya darasa la Kiswahili Shamila hufanya nini?
3. Shamila hufanya nini katika maktaba?
4. Kabla ya kulala Shamila hufanya shughuli gani?
5. Shamila hulala saa ngapi?
6. Wewe hulala saa ngapi kila siku?



## Zoezi H

As part of their homework, Professor Bakari paired the students participating in the Kiswahili study abroad program so that they can exchange emails about how they spend a typical day. Joseph's partner Eray, his classmate from Turkey, sent an email yesterday asking Joseph about his weekly schedule. Read Joseph's reply below and answer the questions that follow.

Kwa Mpendwa Eray,

Hujambo rafiki. Habari gani? Habari za masomo? Familia hawajambo? Mimi sijambo. Ninapenda Tanzania sana. Eray, masomo ni mazuri lakini kazi ni nyingi sana. Kila siku mimi hulala mapema na pia huamka mapema. Kwa kawaida huamka saa kumi na moja kamili asubuhi. Kwanza, huoga, hujitayarisha na hula chakula cha asubuhi. Kutoka siku ya Jumatatu hadi Alhamisi huenda shuleni saa mbili asubuhi hadi saa kumi za jioni. Ijumaa mimi huwa chuoni hadi saa sita. Baada ya kurudi nyumbani hupiga gumzo na rafiki zangu na hucheza michezo, hula chakula cha jioni, hutazama televisheni na hulala saa tatu unusu usiku. Siku ya Jumamosi huenda sokoni kununua vyakula, hutembelea miji mbali mbali, huogelea na hupumzika sana. Siku ya Jumapili asubuhi, mimi huenda kanisani pamoja na familia yangu. Baadaye hufua nguo na husafisha nyumba. Kisha hupika chakula cha jioni, hufanya kazi ya nyumbani, na husoma ili kujiandaa kwa wiki mpya. Mimi hulala saa nne kamili usiku.

Asante na kwaheri.

Rafiki yako,

*Joseph*

1. Kwa kawaida, Joseph huamka saa ngapi?
2. Joseph hufanya nini kabla ya kwenda chuoni?
3. Joseph huenda shuleni siku gani za wiki?
4. Joseph hufanya nini siku ya Jumamosi?
5. Jumapili baada ya kutoka kanisani, Joseph hufanya nini?
6. Kwa nini Joseph husoma Jumapili usiku?
7. Fikiri wewe ni Eray, jibu barua pepe ya Joseph.



## Zoezi I

Assume your Kiswahili classmate sent you a direct message on Instagram asking what you do on a typical day. Write a few sentences and, where possible, include pictures in your response.



## Zoezi J

At the beginning of the study abroad program, all students were asked to keep a journal of their key daily activities. Present the regularly occurring activities that you would have in your journal to your classmates.

## Cultural Explorations

In East Africa, like other regions near the equator, there are an equal number of hours of daylight and night throughout the entire year. Sunrise is consistently around 7 a.m. and sunset is consistently around 7 p.m.; this is notably different from the U.S. and other Western countries where long days in the summer alternate with shorter days during the winter. This consistent period of daylight throughout the year makes it easy for East Africans to tell time reliably by the position of the sun or by looking at the length of shadows, much as ancient civilizations did using sundials. The day begins with long shadows extending to the west and those shadows get shorter until midday when the sun is overhead and there are little to no shadows; in the afternoon, the shadows lengthen toward the east until it gets dark.



Because the position of the sun and the shadows that it casts are so consistent, people in rural areas can get a general sense of the time from the world around them and there is no need to be focused on small (and largely meaningless) distinctions of time.

While there is a greater reliance on clock time in urban areas, especially in dealing with activities that operate on strict schedules, East Africans do not share the preoccupation with punctuality that characterizes some other cultures. It is common for East Africans to arrive later than an agreed upon time without explanation or apology. Similarly, arriving at someone's house at exactly the time specified may create an awkward situation as your host may be just beginning preparations for guests or may not yet be dressed for the event. If you are invited to visit an East African home, be clear when you are actually expected to arrive.

This is not to say that there are not East Africans who take great pride in their punctuality. Indeed, as they integrate further into the global economy, there is a growing perception that they may need to conform to Western and Asian norms of punctuality to successfully conduct business.

## Cultural Reflections

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions that follow.

1. How do you tell the time and how often do you rely on the time of the day for your daily routine or activities?
2. How important is punctuality and staying on schedule to you? How important are these things in your society compared to societies in Eastern Africa?
3. Would your day-to-day be different if you followed the customs related to time in East Africa?



## Zoezi K

Below is a brief description of how Farida and Juma spend a typical day. Read the description and answer the questions that follow.

Familia ya Bibi Farida na Bwana Juma wanaishi katika kijiji cha Iringa katika nchi ya Tanzania. Bwana Juma ni mkulima na Bibi Farida ni mhasibu. Kila siku wao huenda kazini na pia hufanya shughuli za nyumbani. Kuanzia siku ya Jumatatu hadi Ijumaa, wao huamka saa kumi na mbili asubuhi, Bibi Farida hupika chakula cha asubuhi na hupiga nguo pasi. Kisha, wao huoga, hupiga mswaki na huvaa nguo. Baadaye, wao hula chakula cha asubuhi na kisha wao huwapeleka watoto shuleni na huenda kazini. Bwana Juma huenda shambani kulima. Bibi Farida huenda ofisini kufanya kazi. Wao hurudi nyumbani saa kumi na moja za jioni. Bibi Farida hupika chakula cha jioni na wao hula saa moja kamili. Baada ya kula chakula cha jioni, wao huwasaidia watoto wao na kazi za nyumbani, na hutazama televisheni pamoja na watoto wao kuanzia saa mbili hadi saa tatu kamili za usiku. Baadaye, wao hupiga mswaki, huoga na kila mtu hulala saa nne kamili. Wikendi, wao hufanya shughuli mbalimbali. Siku ya, Jumamosi, wao huamka saa mbili kamili, kisha wao hula chakula cha asubuhi na hufanya kazi shambani hadi saa sita mchana. Wao huenda sokoni jioni. Kisha, wao hupika chakula cha jioni, hula, huosha vyombo, na hulala saa tatu usiku. Siku ya, Jumapili, wao huenda kanisani saa moja kamili asubuhi. Baada ya kanisa wao hutembelea majirani wao kisha, huandaa watoto kwa wiki mpya.

1. Bibi Farida na Bwana Juma hufanya kazi gani?
2. Wao huamka saa ngapi kuanzia siku ya Jumatatu hadi siku ya Ijumaa?
3. Bibi Farida hufanya nini asubuhi baada ya kuamka?
4. Baada ya kuwapeleka watoto shuleni, Bwana Juma hufanya nini?
5. Ni nani huwasaidia watoto na kazi za nyumbani?
6. Siku ya Jumapili baada ya kuwatembelea majirani wao Bibi Farida na Bwana Juma hufanya nini?
7. Kuna tofauti gani kati ya ratiba yako na ya familia ya Farida na Juma kwenye wiki na katika wikendi?



## Zoezi L

You are trying to find a new roommate and want to be sure you have similar schedules. Exchange information with a few classmates to get to know their schedules so you can choose an appropriate roommate. Include details about specific days and times of the day.



### Zoezi M

Listen to Mwalimu Bakari describe his daily schedule in class. Then, fill in the graphic organizer below identifying the similarities and differences between your daily schedule and that of Mwalimu Bakari.

Mwalimu Bakari	Mimi	Mwalimu Bakari na mimi



### Zoezi N

Create a photo collage that shows your daily schedule for seven days. Make sure to include the section of the day and the different times you do these activities. Present your collage to your classmates.



### Zoezi O

Mwalimu Bakari divided the Kiswahili students into 3 groups and each group was asked to discuss their daily routines and then report back to the class. Read Joseph's report below and answer the questions that follow.

Kila siku asubuhi, mimi huamka, hula chakula cha asubuhi kisha huenda shuleni. Anita huamka asubuhi, kisha yeye husoma na baadaye huenda shuleni. Lakini Eray hufanya mazoezi kila siku asubuhi baada ya kuamka, kisha yeye huoga na kula chakula cha asubuhi. Mimi sipendi kufanya mazoezi asubuhi kama Eray kwa sababu, mimi huenda shuleni kwa baiskeli kila siku. Kila siku jioni, Eray na Anita huogelea kisha wao huenda maktabani lakini mimi huenda kucheza mpira. Sisi wote hutazama televisheni jioni kisha huoga na hulala.

*Is it true (kweli) or false (si kweli)? If false, make the necessary changes to create a true statement.*

1. Joseph, Eray na Anita huenda shuleni kabla ya kula chakula cha asubuhi.
2. Anita na Eray huogelea kila siku asubuhi kabla ya kuhudhuria vipindi vya masomo.
3. Joseph hupenda kucheza soka lakini hapendi kuogelea.

4. Anita husoma asubuhi lakini jioni hupenda kutazama televisheni.
5. Eray, Anita na Joseph hulala kabla ya kuoga.
6. Joseph hufanya mazoezi kila asubuhi.



### Zoezi P

Interview two classmates about their daily schedules. Ask at least five questions. Be prepared to report your findings to the other students in class.



### Zoezi Q

While on a visit to Tanzania, you decide to go hiking on the weekend. You happen to meet one of your classmates who is also looking for a hiking partner. Exchange information about the activities you usually engage in at different times of the day to see if you can find a time to go hiking together.

### Sarufi: Kukanusha hali ya mazoea (*Negation of the habitual tense*)

To negate the habitual tense, one uses the negated present tense form and places the word *huwa* in front of that verb.

Mimi **huenda** kazini saa mbili asubuhi.  
Mimi **huwa siendi** kazini saa mbili asubuhi.

*I go to work at 8am.*  
*I do not go to work at 8am.*

Wao **hupenda** kucheza kandanda.  
Wao **huwa hawapendi** kucheza kandanda.

*They like playing soccer.*  
*They do not like playing soccer.*

Mimi **huishi** katika mji wa Nairobi.  
Mimi **huwa siishi** katika mji wa Nairobi.

*I live in Nairobi city.*  
*I do not live in Nairobi city.*



### Zoezi R

Interview at least two classmates about their typical daily schedule. Make sure to ask what they do at specific times of the day. After the interviews, be prepared to share what you learned.



## Zoezi S

Listen as Shamila describes her daily schedule to her classmates and answer the questions that follow.

Hamjambo? Jina langu ni Shamila. Mimi ni mwanafunzi wa Kiswahili hapa Chuoni Dar es Salaam na mimi huenda shuleni kila siku. Kila siku, mimi huwa na shughuli mbalimbali shuleni na nyumbani. Kwa kawaida mimi huamka saa moja asubuhi kila siku, kisha mimi hupiga mswaki, huoga na huenda darasani. Mimi huwa sipendi kula chakula cha asubuhi kwa sababu sina muda wa kutosha na mimi hula polepole. Baada ya darasa la Kiswahili, mimi hula chakula cha mchana na kisha huenda maktabani. Mimi sipendi kusomea darasani kwa sababu kuna kelele sana. Baada ya kusoma mimi na rafiki yangu huenda kucheza mpira wa vikapu. Baadaye mimi huenda nyumbani, hupika chakula cha jioni, hula, hupumzika na husoma kidogo. Huwa sipendi kutazama televisheni wakati wa jioni kwa sababu huwa nimechoka sana. Baada ya kumaliza kazi ya nyumbani, mimi hulala saa nne usiku. Mimi huwa sipendi kulala baada ya saa nne za usiku kwa sababu huenda shuleni mapema.

*Is it true (kweli) or false (si kweli)? If false, make the necessary changes to create a true statement.*

1. Shamila ni mwanafunzi katika chuo kikuu cha Dodoma.
2. Shamila anapenda kula chakula cha asubuhi.
3. Shamila hula chakula cha mchana kabla ya darasa la Kiswahili.
4. Shamila anapenda kusoma darasani.
5. Shamila hucheza mpira wa vikapu pamoja na rafiki yake.
6. Shamila anapenda kutazama televisheni.
7. Shamila hulala kabla ya saa nne usiku kila siku.
8. Shamila huenda shuleni mapema.

## Key Vocabulary

### *Adjectives*

<b>bora</b>	better; suitable
<b>-fupi</b>	short; brief
<b>kamili</b>	complete; exact
<b>muhimu</b>	important
<b>-pya</b>	new; recent; modern
<b>-refu</b>	tall; long

### *Nouns*

<b>alasiri</b>	late afternoon; early evening
<b>alfajiri</b>	dawn; daybreak
<b>asubuhi</b>	morning
<b>baiskeli</b>	bicycle
<b>dakika</b>	minute
<b>jioni</b>	evening
<b>kelele</b>	noise
<b>kitabu</b>	book
<b>maisha</b>	life
<b>mchana</b>	afternoon
<b>meza ya lugha ya Kiswahili</b>	Kiswahili table ( <i>a get together for practicing Kiswahili</i> )
<b>miadi</b>	appointment
<b>mpira wa vikapu</b>	basketball
<b>mtaa</b>	neighborhood; street; suburb
<b>muda</b>	time; period of time
<b>nusu</b>	half
<b>saa</b>	hour; o'clock
<b>sekunde</b>	second ( <i>measurement of time</i> )
<b>shamba</b>	farm
<b>usiku</b>	night; nighttime
<b>utafiti</b>	research
<b>vitu vingi</b>	many things
<b>wikendi</b>	weekend

### *Verbs*

<b>-andaa</b>	to provide; to prepare
<b>-anza</b>	to start
<b>-choka</b>	to be tired; to feel tired
<b>-fanya kazi (ya) shambani</b>	to work in the field; to do farm work
<b>-fanya utafiti</b>	to do research
<b>-fika</b>	to arrive
<b>-furahia</b>	to feel extremely happy; to be joyful
<b>-kamilisha</b>	to complete
<b>-kutana</b>	to meet
<b>-lima</b>	to farm
<b>-maliza</b>	to end; to finish
<b>-ondoka</b>	to leave
<b>-peleka</b>	to send
<b>-rudi</b>	to return



**-tandika kitanda** to make the bed  
**-uliza** to ask; to inquire

## Key Phrases

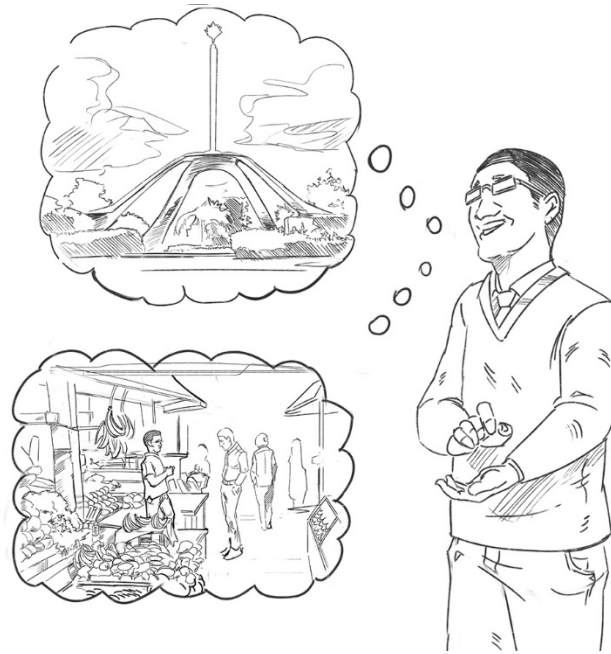
**Haya!** Ok! That's that!  
**huanza saa...** I start at...  
**hufika saa...** I arrive at...  
**humaliza saa...** I finish at...  
**huondoka saa...** I leave/depart at...  
**hurudi...** I return...  
**huwa siendi...** I do not go...  
**...ili niweze...** ...so that I can...  
**kasorobo** a quarter to  
**kati ya (6:00) na (7:00)** between (6:00) and (7:00)  
**kutoka (Jumatatu) hadi (Ijumaa)** from (Monday) to (Friday)  
**kutoka saa (6:00) hadi saa (7:00)** from (6:00) until (7:00)  
**kwa muda wa...** for the duration of...  
**...kwa siku; ...kwa wiki** ...per day; ...per week  
**mimi hukamilisha...** I complete...  
**Ni saa...** It is... o'clock.  
**robo** a quarter after/past  
**saa (mbili) kamili** 8 o'clock exactly/sharp  
**saa (mbili) kasorobo** a quarter to (8 o'clock)  
**saa (mbili) na nusu** half past 8 o'clock  
**saa (mbili) na robo** a quarter after/past 8 o'clock  
**(Sasa) ni saa ngapi?** What time is it (now)?  
**Sawasawa!** Right! Okay!

### 3.4 Shughuli za starehe



#### Zoezi A

Mwalimu Bakari and his family went on vacation for a week, as they do every year. Upon returning, he shared with his students his vacation schedule. Read his descriptions and fill in the table below to indicate what activities Mwalimu Bakari and his family did on each of the days.



Wiki iliyopita nilikuwa na shughuli nyingi sana. Mimi na familia yangu tulisafiri kwenda mjini Arusha kutoka siku ya Jumatatu hadi siku ya Jumamosi. Tulianza safari siku ya Jumatatu saa tatu asubuhi. Tulifika Arusha saa nane za mchana. Baada ya kufika, tulikula chakula cha mchana, kisha tulienda kumtembelea rafiki yangu Bwana Sudi. Siku ya Jumanne, tulienda kwenye maktaba pamoja na watoto wangu kusikiliza hadithi za watoto kutoka saa nne za asubuhi hadi saa sita za mchana. Kisha, tulienda sokoni kununua vyakula na matunda tofauti tofauti. Saa za jioni tulipika vyakula, kisha tulicheza michezo ya bodi na kadi. Siku ya Jumatano tulihudhuria sherehe za kitamaduni mjini Arusha kutoka asubuhi hadi alasiri. Wakati tulipofika nyumbani tulikuwa tumechoka sana, kwa hivyo hatukufanya kazi yoyote. Tulilala saa mbili za usiku. Siku ya Alhamisi, mimi na mke wangu tulienda kutazama sinema, na watoto wetu walienda kutembelea shangazi yao anayeishi karibu na mlima wa Arumeru, kilomita chache kutoka mji wa Arusha. Walipokuwa kwa shangazi yao, walimsaidia kuvana mahindi na kuyapanga kwenye ghala. Siku ya Ijumaa, tulipumzika asubuhi, kisha tulienda kusali msikitini wakati wa alasiri. Baada ya kutoka msikitini tulienda ufukweni kuogelea, kubarizi na kupiga gumzo. Watoto walicheza michezo mbali mbali. Jumamosi tulirejea nyumbani. Tulifurahia likizo yetu sana.

<b>Siku ya Jumatatu</b>	
<b>Siku ya Jumanne</b>	
<b>Siku ya Jumatano</b>	
<b>Siku ya Alhamisi</b>	
<b>Siku ya Ijumaa</b>	
<b>Siku ya Jumamosi</b>	



### Zoezi B

Assume you went for a week long vacation to your favorite destination. Your classmates would like to know the various daily activities you engaged in during the vacation. Role play the conversation with two classmates.

### Msamiati: -penda (*like metric*)

Similar to the way English speakers use the verb *to like* when talking about their hobbies, Kiswahili speakers use the verb *-penda* to denote what they like or love doing. There are, however, several levels of liking something, which can be referred to as a like metric. Below is a chart that indicates a like metric from least to most in Kiswahili.

**LEAST**

**MOST**

sipendi	sipendi sana	ninapenda kiasi	ninapenda kidogo	ninapenda	ninapenda sana	ninapenda zaidi
---------	--------------	-----------------	------------------	-----------	----------------	-----------------



## Zoezi C

One weekend Shamila calls her friend, Alisa, who is studying in Kenya, so that they can catch up. Alisa would like to know what Shamila has been doing for fun. Read their conversation and prepare the activity that follows.



**Shamila:** Hujambo Alisa. Habari za siku nyingi?

**Alisa:** Nzuri sana. Habari za masomo katika Chuo Kikuu cha Dar es Salaam?

**Shamila:** Salama sana. Ninapenda sana masomo hapa kwenye Chuo Kikuu cha Dar es Salaam. Na wewe habari za kazi?

**Alisa:** Nzuri sana ila nina kazi nyingi sana.

**Shamila:** Pole kwa kazi.

**Alisa:** Asante. Wewe unapenda kufanya nini wakati wa kupumzika?

**Shamila:** Kuanzia Jumatatu hadi Ijumaa, mimi huwa na shughuli nyingi sana. Kwa hivyo, mimi hupumzika wikendi. Ninapenda wikendi zaidi ya siku zingine zote za wiki.

**Alisa:** Wewe hupenda kufanya nini Jumamosi?

**Shamila:** Kwa kawaida, mimi husikiliza muziki wa Bongo na hutazama vipindi katika televisheni wakati wa mchana. Ninapenda zaidi muziki wa Bongo kuliko kusikiliza muziki wa Reggae. Mimi sipendi kuogelea sana hapa Dar es Salaam.

**Alisa:** Je, wewe huenda kwenye sinema?

**Shamila:** Ndiyo, mimi ninapenda sana kwenda kwenye sinema. Mimi na rafiki zangu huenda sinema kila Jumamosi jioni.

**Alisa:** Vizuri sana. Nimefurahi kuzungumza na wewe leo. Tutazungumza tena wikendi ijayo.

**Shamila:** Sawa. Asante sana rafiki.

**Alisa:** Kwaheri!

**Shamila:** Kwaheri na wakati mwema!

**Alisa:** Nakutakia wakati mwema pia!

Discuss the questions below with a classmate. Be prepared to present your responses to the rest of the class.

1. Je, Shamila anapenda masomo yake huko Dar es Salaam? Je, unapenda kusoma Kiswahili? Je, rafiki yako anapenda kusoma masomo gani? Kwa nini unapenda/hupendi kusoma Kiswahili?
2. Ni siku gani Shamila huwa na shughuli nyingi sana? Je, yeye anapenda siku gani zaidi na kwa nini anapenda siku hizi? Wewe na rafiki yako mnapenda siku za wikendi au siku gani za wiki? Kwa nini mnazipenda siku hizi?
3. Shamila na rafiki zake huenda sinema siku gani? Unapenda kwenda sinema wikendi? Kati ya wewe na rafiki yako ni nani anapenda kwenda kwenye sinema zaidi? Unafikiri watu wengi Afrika Mashariki au Tanzania huenda kwenye sinema?
4. Je, Shamila anapenda kuogelea kila siku? Wewe na rafiki yako mnapenda kuogelea? Kati yako na rafiki yako, ni nani anapenda kuogelea zaidi? Watu wengi katika jamii yako hupenda au hawapendi kuogelea?

### **Sarufi: Wakati uliopita (*Past tense*)**

So far, you have been introduced to the present and habitual tenses and how to create negated forms of each. These are both helpful if you want to talk about actions that are currently taking place or that take place on a regular basis.

In this unit, you will focus on the past tense, which can be identified by the use of the marker *-li-* used exactly as we used the marker *-na-* to indicate the use of the present tense.

Ninaishi Kenya

*I live in Kenya.*

Niliishi Kenya nikiwa mtoto.

*I lived in Kenya as a child.*

Ninasoma Kiswahili.

*I am studying Kiswahili.*

Nilisoma Kiswahili katika chuo kikuu.

*I studied Kiswahili in college.*

You will also see a form of the past tense used to describe a sequence of actions that happened in the past. This is usually called the **narrative tense** and can be identified by the use of the marker *-ka-*. There is not a direct English equivalent for this tense, but the *-ka-* marker usually follows a *-li-* marker if there are a string of consecutive actions.

Mimi niliamka asubuhi, nikaoga, nikapika kisha nikaenda shuleni.

*I got up in the morning, showered, made some food, and then went to school.*



## Zoezi C

On Monday morning, Shamila and Joseph talk about what they did over the weekend. Read their conversation and answer the questions that follow.

**Shamila:** Habari za asubuhi Joseph.

**Joseph:** Nzuri sana. Wikendi yako ilikuwaje?

**Shamila:** Wikendi ilikuwa nzuri sana.

**Joseph:** Ulifanya nini wikendi?

**Shamila:** Mimi na familia yangu tulisafiri hadi Kilimanjaro. Na wewe ulifanya nini wikendi?

**Joseph:** Siku ya Jumamosi, mimi nilienda kutazama filamu ya *Bahasha* na rafiki zangu. Jumapili familia yangu pokezi na mimi tulifanya shughuli za usafi na pia tuliwapokea wageni.

**Shamila:** Uliipenda filamu?

**Joseph:** Ndiyo, niliipenda sana.

**Shamila:** Je, wageni wenu walisafiri kutoka wapi?

**Joseph:** Wageni hao walisafiri kutoka Morogoro. Nilifanya mazoezi ya mazungumzo ya Kiswahili nao. Waliondoka Jumapili mchana.

**Shamila:** Vizuri sana. Sisi tulisafiri hadi Kilimanjaro Ijumaa na tulirejea Jumapili.

**Joseph:** Mlifanya nini kule Kilimanjaro?

**Shamila:** Tulikwea mlima, tukatazama mandhari, tukasoma kuhusu historia ya hifadhi ya Kilimanjaro na tukapiga picha juu ya mlima.

1. Shamila alisafiri kwenda wapi wikendi iliyopita?
2. Joseph alifanya nini siku ya Jumamosi?
3. Wageni ambao walitembelea familia pokezi ya Joseph walisafiri kutoka wapi?
4. Wageni wa familia ya Joseph waliondoka lini?
5. Shamila na familia yake walifanya nini katika ziara yao ya Kilimanjaro?



## Zoezi D

In the past week, you were not able to attend your Kiswahili class three days in a row due to an important event that you had to attend. You meet with your teacher after class to let him or her know why you were absent from class. With a classmate, roleplay this conversation twice so that each of you can practice as the teacher and as the student.



### Zoezi E

Using the model of Mwalimu Bakari’s travel schedule at the start of this unit, describe the activities you did during your free time last week, making sure to include the specific times and days that you did them. You will present your schedule to your classmates.



### Zoezi F

When talking about events that happened in the past, Kiswahili speakers might use *jana* (yesterday) and *juzi* (day before yesterday) rather than referring to the day of the week. Use these words to form five questions to ask your classmates about their daily activities.

#### **Examples:**

Jana asubuhi ulifanya nini baada ya kuamka?  
Juzi jioni baada ya shule ulifanya nini?



### Zoezi G

Using the questions you created in *Zoezi F*, interview two classmates about what they did for fun over the weekend. Then, create a report that you will present in class.



### Zoezi H

Create a collage of your favorite celebrity to highlight their most recent vacation, especially the leisure activities they did. Present your collage to your classmates.



### Zoezi I

Over the weekend, one group of students went to Mount Kilimanjaro while another group went camping at Serengeti National Park. Pick the group that you were in and then find a classmate who went on the other trip. Have a conversation about the activities you did on your trips.



### Zoezi J

Baraka recorded a description of what he typically does during the weekend. Listen to the recording and answer the questions that follow.

1. Kwa nini Baraka hupumzika wikendi?
2. Yeye hufanya nini baada ya kuamka Jumamosi asubuhi?
3. Kwa nini Baraka husoma gazeti la spoti Jumamosi?
4. Kabla ya kulala Baraka hufanya nini siku ya Jumamosi?
5. Baraka na familia yake hufanya nini Jumapili baada ya kanisa?





## Zoezi K

Mwalimu Bakari showed his class the pictures below, which depict daily activities that his family does regularly. Do you do similar activities regularly? Why or why not? Discuss your answers with a classmate.



kucheza kandanda



kuogelea



kucheza densi



kukimbia



kuosha vyombo



kulima



kukama ng'ombe



kucheza voliboli



kulisha ng'ombe



## Zoezi L

Prepare a blog post about your daily activities during a hypothetical study abroad trip to Tanzania. Include a few memorable pictures so that you can share them with your host family, friends, and the wider Kiswahili-speaking community.



## Sarufi: Kukanusha wakati uliopita (*Negating past tense*)

When expressing an action that did *not* take place in the past, the marker *-ku-* is used with the negated subject markers (e.g., *si*, *hatu*, *hawa*, etc.) and the root of the verb.

Ni <b>li</b> tembea mjini Dar es Salaam.	<i>I walked around Dar es Salaam.</i>
Si <b>ku</b> tembea mjini Dar es Salaam.	<i>I did not walk around Dar es Salaam.</i>
Tu <b>li</b> kula chakula cha Afrika Mashariki.	<i>We ate East African food.</i>
Hatu <b>ku</b> kula chakula cha Afrika Mashariki.	<i>We did not eat East African food.</i>
U <b>li</b> safisha nyumba.	<i>You cleaned the house.</i>
Hu <b>ku</b> safisha nyumba.	<i>You did not clean the house.</i>
Ali <b>and</b> ika barua pepe.	<i>He/she wrote an email.</i>
Haku <b>and</b> ika barua pepe.	<i>He/she did not write an email.</i>



### Zoezi M

Shamila and Joseph talk about their weekend when they meet on Monday morning. Read their conversation and answer the questions that follow.

**Shamila:** Vipi Joseph? Habari za wikendi?

**Joseph:** Nzuri tu. Wikendi ilikuwa safi kabisa. Mimi na rafiki zangu tulienda kutembea kwenye mji wa Morogoro. Je, wewe ulienda na wanafunzi wengine kukwea mlima Kilimanjaro?

**Shamila:** Hapana, mimi sikuenda kukwea mlima Kilimanjaro, nilienda na mama katika Kisiwa cha Unguja.

**Joseph:** Safi kabisa. Mliondoka lini?

**Shamila:** Tuliondoka Ijumaa asubuhi.

**Joseph:** Je, mlirudi Jumapili?

**Shamila:** Hapana hatukurudi Jumapili. Tulirudi Jumatatu jioni.

**Joseph:** Sawa. Tutaongea mengi baadaye.

1. Shamila alisafiri kwenda wapi wikendi?
2. Je, Shamila alisafiri peke yake?
3. Shamila aliondoka siku gani kwenda kwenye safari?
4. Shamila walirudi nyumbani siku gani?
5. Je, Joseph na rafiki zake walienda kukwea mlima Kilimanjaro?
6. Joseph na rafiki zake walirudi lini?



### Zoezi N

Poll two classmates to find out what activities they did this past weekend. Be prepared to report back to the class.



### Zoezi O

In pairs, interview a classmate about their favorite vacation. Some helpful interview questions are provided in the list below. Be prepared to report the details you gather to the class.

***Examples:***

- Ulienda wapi?
- Ulienda na nani?
- Ulifanya nini?
- Ulipenda nini zaidi?
- Hukupenda kitu gani?

## Key Vocabulary

### Nouns

<b>alasiri</b>	late afternoon
<b>chumba</b>	room
<b>gazeti la spoti</b>	sports magazine
<b>ghala</b>	storage
<b>hifadhi ya Kilimanjaro</b>	Kilimanjaro Reserve
<b>kilomita</b>	kilometer
<b>kipindi (vipindi)</b>	program (programs)
<b>kisiwa</b>	island
<b>kitabu cha hadithi (ya Kiswahili)</b>	Kiswahili storybook
<b>likizo</b>	vacation
<b>mahindi</b>	maize; corn
<b>mazoezi ya mazungumzo</b>	speaking exercises; conversation practice
<b>mchezo wa karata</b>	card game
<b>mchezo wa bodi</b>	board game
<b>mlima</b>	mount; mountain
<b>mpira wa kandanda</b>	soccer ball
<b>picha</b>	picture
<b>ratiba</b>	schedule; itinerary
<b>safari</b>	a trip
<b>shamba</b>	farm
<b>sherehe (ya kitamaduni)</b>	(cultural) celebration
<b>shughuli za usafi</b>	cleaning tasks; chores
<b>sinema</b>	cinema; movie theater
<b>voliboli</b>	volleyball
<b>wikendi ijayo</b>	next weekend

### Verbs

<b>-barizi</b>	to chill; relax
<b>-cheza densi</b>	to dance
<b>-cheza kandanda</b>	to play football (soccer)
<b>-choka</b>	to be tired; to be exhausted
<b>-kama (ng'ombe)</b>	to milk (cows)
<b>-kua</b>	to grow; to grow up
<b>-kwea</b>	to climb; to ascend
<b>-lima</b>	to farm; to plow
<b>-lisha (ng'ombe)</b>	to feed (cows)
<b>-ondoka</b>	to leave; to depart
<b>-penda</b>	to like
<b>-penda kidogo</b>	to like a little bit
<b>-penda sana</b>	to like very much
<b>-penda zaidi</b>	to like greatly
<b>-piga</b>	to beat; to hit
<b>-piga gumzo</b>	to chat
<b>-piga picha</b>	to take photos
<b>-rejea</b>	to return

## Key Phrases

**Kuwa na wakati mwema!** Have a good time!

**Kwa nini hukurejea mapema?** Why did you not return early?

**Kwa nini hukasafiri wikendi iliyopita?** Why did you not travel last weekend?

**Nakutakia wakati mwema pia!** I wish you a good time too!

**Safari yako ilikuwaje?** How was your trip?

**Tuongee baadaye!** Let's talk later!

**Ulienda wapi wikendi iliyopita?** Where did you travel to last weekend?

**Ulifanya nini jana?** What did you do yesterday?

**Ulifanya nini wikendi iliyopita?** What did you do last weekend?

**Wikendi ilikuwa nzuri sana!** The weekend was great!

**Wikendi yako ilikuwaje?** How was your weekend?

### 3.5 Utafanya nini kesho?



#### Zoezi A

Shamila and Joseph are planning to study together for their Kiswahili midterm. Before they are able to decide on a common time to study, they first have to compare their schedules. Read their dialogue and answer the questions that follow.



**Joseph:** Hujambo. Habari za leo?

**Shamila:** Salama sana. Na wewe je?

**Joseph:** Salama pia. Kesho utafanya shughuli gani?

**Shamila:** Kesho nitasafisha nyumba yangu asubuhi, wakati wa mchana nitafanya utafiti kwa saa tatu, kisha jioni nitaenda kwenye sinema kutazama filamu ya *Chumo*. Na wewe je?

**Joseph:** Kesho asubuhi nitaenda kukutana na Mwalimu Bakari ofisini kutoka saa tatu hadi saa nne asubuhi. Mchana nitasoma maktabani na jioni na pia nitaenda kutazama filamu ya *Chumo*.

**Shamila:** Sawa, tutaenda kutazama filamu pamoja saa kumi na mbili jioni.

**Joseph:** Tutakutana nje ya ukumbi wa sinema wa Tanzania One Theatre saa kumi na moja unusu jioni.

**Shamila:** Haya tutaonana kesho jioni. Inshallah.

**Joseph:** Kwaheri ya kuonana.

1. Shamila atafanya nini kesho asubuhi?
2. Shamila atafanya utafiti kwa muda gani?
3. Joseph na Shamila watakutana katika ukumbi wa Tanzania One Theatre saa ngapi?
4. Joseph na Shamila watatazama filamu gani?
5. Shamila atafanya nini kabla ya kwenda kutazama filamu?



## Zoezi B

Joseph meets with Tanzanian student Matata on campus and starts up a conversation to find out his plans for the weekend. Read the conversation and answer the questions that follow.



**Matata:** Vipi Joseph?

**Joseph:** Poa sana. Habari za masomo?

**Matata:** Salama tu. Je, una mipango gani wikendi hii?

**Joseph:** Wikendi hii nitasafiri na rafiki yangu kwenda Morogoro. Nitarejea Jumapili jioni.

**Matata:** Utafanya nini wikendi ijayo?

**Joseph:** Siku ya Jumamosi asubuhi, nitafanya kazi ya nyumbani kuanzia saa mbili asubuhi hadi saa nne asubuhi, kisha nitapika chakula cha asubuhi. Baadaye, nitafanya mazoezi halafu nitatazama filamu jioni. Je, wewe utafanya nini?

**Matata:** Wikendi ijayo nitafanya shughuli za kawaida asubuhi, nitakama ng'ombe, kisha nitapeleka maziwa sokoni. Baadaye nitalisha mifugo na nitafanya kazi dukani kutoka saa mbili asubuhi hadi saa nane mchana.

Baada ya kazi nitaenda ufukweni kubarizi na rafiki zangu. Jioni, mimi nitawatembelea rafiki zangu. Ungependa twende pamoja kubarizi kisha tuwatembelee rafiki zangu jioni?

**Joseph:** Ndiyo, nitakuja mwendo wa saa tisa mchana kubarizi pamoja na nyinyi.

**Matata:** Sawa. Tutaonana Jumamosi mchana.

**Joseph:** Haya. Kwaheri ya kuonana.

1. Joseph na Matata watafanya nini Jumamosi mchana?
2. Matata atafanya nini kabla ya kwenda ufukweni kubarizi?
3. Joseph ataenda wapi pamoja na rafiki yake wikendi hii?
4. Joseph atafanya nini Jumamosi asubuhi?
5. Joseph na Matata watafanya nini jioni?

### **Sarufi: Wakati ujao (*Future tense*)**

You may have noticed that when Joseph and Matata were talking about their plans for the weekend, a new tense marker *-ta-* was being used: *Wikendi hii nitasafiri...kisha nitapika...nitakama*, etc.

The tense marker *-ta-* is used to denote plans or events that will take place in the future. The process for forming this tense is identical to that for the past tense and the present tense: subject marker + tense marker + root. Below are some additional examples in the future tense.

Nitacheza soka.	<i>I will play soccer.</i>
Nitasafisha nyumba.	<i>I will clean the house.</i>
Nitafanya mazoezi.	<i>I will exercise.</i>
Nitaenda sokoni.	<i>I will go to the market.</i>

For monosyllabic verbs, such as *-la* (eat) or *-ja* (come), you will need to add in *-ku-*, much as you did with the present and past tenses.

Nitakula.	<i>I will eat.</i>
Nitakuja.	<i>I will come.</i>
Nitakunywa.	<i>I will drink.</i>



### Zoezi C

Assume that you have a break from classes coming up. Your Kiswahili classmate calls you to find out whether you have plans for the short holiday. Exchange information about your plans. Make sure to ask your partner at least five questions about their plans.



### Zoezi D

Poll two or three classmates to find out their plans for the next two weekends. Prepare to report back to the class what you learn.



### Zoezi E

Poll your classmates to see what they are doing tomorrow.



### Zoezi F

A work colleague would like to find a time for the two of you to do something this weekend, but you do not want to go. For each time they suggest, come up with an excuse for something that you will be doing at that time.

## Sarufi: Kukanusha wakati ujao (*Negating the future tense*)

If you want to convey that an action will **not** be taking place in the future, you use the same *-ta-* tense marker with the root of the verb but you negate the subject markers.

**N**itaenda sokoni kesho.

*I will go to the market tomorrow.*

**S**itaenda sokoni kesho.

*I will not go to the market tomorrow.*

**U**takula samaki jioni.

*You will eat fish in the evening .*

**H**utakula samaki jioni.

*You will not eat fish in the evening.*

**A**tanunua viatu katika duka la Walmart.

*He/she will buy shoes from Walmart.*

**H**atanunua viatu katika duka la Walmart.

*He/she will not buy shoes from Walmart.*

Note that this is different from the negation of the present tense, where the *root of the verb* is changed in addition to the negative subject marker.

Ninaenda sokoni.

*I am going to the market.*

Siendi sokoni.

*I am not going to the market.*

It is also different from the negation of the past tense, where the *tense marker* is changed.

Nilienda sokoni.

*I went to the market.*

Sikuenda sokoni.

*I did not go to the market.*





### Zoezi G

Ask your classmates yes/no questions to see if they plan to do the activities listed in the chart below. Use their answers to fill in the chart and be prepared to report back on what you learn.

Shughuli	Jina
kupumzika	
kucheza kandanda	
kupika	
kusikiliza muziki	
kuosha nguo	
kutazama televisheni	
kunywa bia	
kucheza michezo ya video	
kukama ng'ombe	
kuenda chumba cha mazoezi	
kucheza karata	
kucheza sataranji	



### Zoezi H

Imagine that you are studying abroad in Tanzania and are living in an on-campus residence at the university. This weekend, you will be staying with a host family to experience immersion in the local culture and language. With a partner, role-play a scenario where one of you is the student and the other is a member of the host family. Both partners should ask questions and talk about what you normally do on the weekend and what you plan to do together this coming weekend.



### Zoezi I

When talking about events that happened in the past or events that will happen in the future, Kiswahili speakers can use some of the words listed in the table below rather than referring to the day itself. Use the vocabulary in **Column A** to form five questions about daily activities that your classmates might do during a typical week. Write your questions in **Column B**. After creating the interview questions, work with a classmate and take turns interviewing each other with your questions, then report your findings to the class.

Column A	Column B: Interview Questions
<b>juzi</b> <b>jana</b> <b>leo</b> <b>kesho</b> <b>kesho kutwa</b> <b>mtondo</b> <b>mtondogoo</b> <b>kitondo</b> ( <i>five days away</i> )	1.  2.  3.  4.  5.



### Zoezi J

Imagine you are organizing a weekend getaway for students in the Kiswahili program at your institution. Search for a local attraction that has a variety of outdoor activities. Prepare a social media post for Instagram with details of the location, recreational activities available, departure and return times, cost of the trip, and any other pertinent details. Then, share it with your classmates. Be prepared to answer any questions that they may have.



### Zoezi K

You would like to make weekend plans with a group of your classmates. Prepare a voicemail message with details of the plans that you have in mind.



## Zoezi L

Listen to the voicemail recordings from two of your classmates and respond with questions for clarification.



## Zoezi M

Read the following text and answer the questions that follow.

Siku ya Jumamosi Bwana Baraka na familia yake huwa na shughuli nyingi sana za nyumbani. Bwana Baraka na Bibi Furaha wana watoto watatu: Natasha, Bakari na Zuri. Wao huwa hawaendi shuleni siku ya Jumamosi kwa sababu ni siku ya kupumzika. Bwana Baraka na Bibi Furaha pia hawaendi kazini siku hii. Familia hii huwa wanafanya shughuli mbalimbali, Bibi Furaha husafisha nyumba na hupika chakula cha asubuhi. Bwana Baraka naye hupiga nguo pasi na hucheza na Bakari. Natasha naye hufagia nje ya nyumba na Zuri huteka maji kutoka kwenye kisima karibu na jikoni. Baada ya kufanya kazi za asubuhi, wao hula chakula cha asubuhi saa tatu kamili, kisha Bibi Furaha na Zuri huenda sokoni. Natasha huwa hapendi kwenda sokoni kwa sababu ni mbali sana na hapendi kutembea. Zuri naye hupenda sana kwenda sokoni kwa sababu mama humnunulia peremende.

Wikendi hii, baada ya kutoka sokoni familia hii watafanya shughuli za kujistarehesha saa tisa mchana. Natasha na Zuri wanapenda sana kufanya mazoezi, kwa hivyo, wao watafanya mazoezi huku wakisikiliza muziki wa Bongo. Bibi Furaha naye atatazama kipindi cha Mali katika televisheni na pia atamwangalia mtoto. Yeye hapendi kusikiliza muziki kwa sababu huwa na kelele. Bwana Baraka naye atasafisha gari na kupanda maua kwenye bustani karibu na nyumba. Baada ya kupumzika, Bibi Furaha atapika chakula cha jioni saa kumi na mbili jioni, kisha watakula pamoja saa moja kamili. Baadaye watatazama taarifa ya habari kwenye televisheni. Natasha na Zuri watasoma vitabu vya hadithi kabla ya kulala saa tatu za usiku. Baada ya kula, Bwana Baraka na Bibi Furaha watapiga gumzo.

1. Kwa nini watoto huwa hawaendi shuleni siku ya Jumamosi?
2. Watu katika familia hii hufanya shughuli gani kabla ya chakula cha asubuhi?
3. Baada ya kutoka sokoni wikendi hii Bibi Furaha atafanya nini?
4. Kwa nini Natasha hapendi kwenda sokoni?
5. Kwa nini Bibi Furaha hapendi kusikiliza muziki?
6. Familia watakula chakula cha jioni saa ngapi?
7. Wazazi watafanya nini kabla ya kulala?
8. Natasha na Zuri watafanya nini baada ya chakula cha jioni?

## Key Vocabulary

### Nouns

<b>bia</b>	beer
<b>bustani</b>	garden; park
<b>duka</b>	shop; store
<b>gumzo</b>	conversation
<b>jana</b>	yesterday
<b>juzi</b>	day before yesterday
<b>juzi juzi</b>	4 days ago
<b>karata</b>	card games
<b>kesho</b>	tomorrow
<b>kesho kutwa</b>	day after tomorrow
<b>kilabu</b>	club
<b>kisima</b>	water well
<b>majuzi</b>	3 days ago
<b>maua</b>	flowers
<b>maziwa</b>	milk
<b>nichezo ya video</b>	video games
<b>mpango</b>	plan; itinerary
<b>mtondo</b>	3 days away
<b>mtondogoo</b>	4 days away
<b>mwendo</b>	movement; motion; duration
<b>peremende</b>	candy; peppermint; sweet
<b>shughuli za kujistarehesha</b>	recreational or leisure activities
<b>sinema</b>	movie; cinema
<b>ukumbi</b>	hall

### Prepositions

<b>ndani</b>	inside
<b>nje</b>	out; outside

### Verbs

<b>-jitayarisha</b>	to get ready
<b>-barizi</b>	to hang out
<b>-kutana</b>	to meet
<b>-panda</b>	to plant; sow
<b>-teka maji</b>	to draw water (from a pump or well)

## Key Phrases

<b>Utafanya nini leo jioni?</b>	What will you do this evening?
<b>Utafanya nini wikendi hii?</b>	What will you do this coming weekend?
<b>Sitaenda msikitini Ijumaa.</b>	I will not go to the mosque on Friday.
<b>Hataenda na mama sokoni.</b>	He/she will not go with mother to the market.
<b>Hawatakula chakula cha jioni nyumbani.</b>	They will not eat dinner at home.

## Sources

### 3.1 Anafanya nini/Wanafanya nini?

- “Sleeping” by Fatou Drammeh is copyrighted and used with permission.
- “Studying” by Lawrence Wafula is copyrighted and used with permission.
- “Cooking” by Periz Sioko is copyrighted and used with permission.
- “Children playing” by Alexander Johmann is licensed under CC BY SA 2.0 Generic. <https://www.flickr.com/photos/85154321@N00/334483681>. Last accessed March 12, 2021.
- “Sweeping” by Periz Sioko and is copyrighted and used with permission.
- “Washing clothes” by Periz Sioko is copyrighted and used with permission.
- “Eating” by Valerian Nasimiyu is copyrighted and used with permission.
- “Children playing soccer” by Se Mo is licensed under CC BY SA 2.0 Generic. <https://www.flickr.com/photos/bochaco/8016866350>. Last accessed December 2, 2020.
- “Brushing teeth” by Periz Sioko and is copyrighted and used with permission.
- “Waking up” by Fatou Drammeh is copyrighted and used with permission.
- “Listening to music” by Fatou Drammeh is copyrighted and used with permission.
- “Watching television” by Augustine Khaemba is copyrighted and used with permission.

### 3.2 Shughuli za Kila siku

- “Reading a magazine” by Gladys Wawire is copyrighted and used with permission.
- “Relaxing” by Fatou Drammeh is copyrighted and used with permission.
- “Talking on the phone” by Purity Wawire is copyrighted and used with permission.
- “Meeting” by Efd Initiative is in the Public Domain. <https://www.flickr.com/photos/139820784@N07/26236475096>. Last accessed December 18, 2020.
- “Writing an email” by Fatou Drammeh is copyrighted and used with permission.
- “Market scene” by Mauro Eugenio Atzei is licensed under CC BY 2.0. <https://www.flickr.com/photos/20564997@N08/6291778718>. Last accessed December 18, 2020.
- “Sending a text” by Augustine Khaemba is copyrighted and used with permission.
- “Kenya Team Player makes a run” by Erik (HASH) Hersman is licensed under CC BY 2.0. <https://www.flickr.com/photos/whiteafrican/2601046255>. Last accessed December 18, 2020.
- “Running” by Weldon Kennedy is licensed under CC BY 2.0. <https://www.flickr.com/photos/99123936@N00/48518399257>. Last accessed December 18, 2020.
- “Vacuuming” by Asmaha Heddi is copyrighted and used with permission.
- “Surfing the web” by Asmaha Heddi is copyrighted and used with permission.
- “Washing dishes” by Gladys Wawire is copyrighted and used with permission.
- “Make it Kenya” by Stuart Price is in the Public Domain. <https://www.flickr.com/photos/makeitkenya/22036888582>. Last accessed December 2, 2020.

### 3.3 Telling Time

- “Analogue clock face” by Tkgd2007 is licensed under CC BY 3.0 Unported. Modifications by Sierra Sparbanie. [https://commons.wikimedia.org/wiki/File:Analogue\\_clock\\_face.svg](https://commons.wikimedia.org/wiki/File:Analogue_clock_face.svg). Last accessed December 2, 2020.
- “Maasai Mara Sunrise” by Lori Howe is licensed under CC BY 2.0. <https://www.flickr.com/photos/lorihowesm/8086337469>. Last accessed December 2, 2020.
- “Nungwi harbour” by Matt Kieffer is licensed under CC BY SA 2.0 Generic. <https://www.flickr.com/photos/mattkieffer/2969042772>. Last accessed December 2, 2020.
- “Sunset” by Wu Peter is licensed under CC BY ND 2.0 Generic. <https://www.flickr.com/photos/peianwu/15397821562>. Last accessed December 2, 2020.
- “ER6\_4091” by Ed Ralph is licensed under CC BY 2.0. <https://www.flickr.com/photos/family-ralph/31028345920/>. Last accessed December 2, 2020.

- “Kilimanjaro at dawn” by pintaa is licensed under CC BY SA 2.0 Generic.  
<https://www.flickr.com/photos/pintaa/525280309>. Last accessed December 2, 2020.
- “Waking up” by Fatou Drammeh is copyrighted and used with permission.
- “Brushing teeth” by Periz Sioko and is copyrighted and used with permission.
- “Washing dishes” by Gladys Wawire is copyrighted and used with permission.
- “Mombasa Nyali Beach” by MEAACT Kenya is in the Public Domain.  
<https://www.flickr.com/photos/meaact/18603172695>. Last accessed December 2, 2020.
- “Running” by Weldon Kennedy is licensed under CC BY 2.0.  
<https://www.flickr.com/photos/99123936@N00/48518399257>. Last accessed December 18, 2020.
- “Listening to music” by Fatou Drammeh is copyrighted and used with permission.
- “Eating” by Valerian Nasimiyu is copyrighted and used with permission.
- “Watching television” by Augustine Khaemba is copyrighted and used with permission.
- “Shadow Sun Dial at 2pm+” by John is licensed under CC BY SA. Last accessed 8/3/2022.  
<https://www.flickr.com/photos/shebalso/110203805>.
- “Long shadow” by Regina Hart is licensed under CC BY. Last accessed 8/3/2022.  
<https://www.flickr.com/photos/reginahart/34993642616>.

### 3.4 Leisure Activities

- “Children playing soccer” by Se Mo is licensed under CC BY SA 2.0 Generic.  
<https://www.flickr.com/photos/bochaco/8016866350>. Last accessed December 2, 2020.
- “Mombasa Nyali Beach” by MEAACT Kenya is in the Public Domain.  
<https://www.flickr.com/photos/meaact/18603172695>. Last accessed December 2, 2020.
- “Kenyan Dancing” by the Department of Foreign Affairs and Trade is licensed under CC BY 2.0.  
<https://www.flickr.com/photos/dfataustralianaid/10706364576/>. Last accessed 2/18/2021.
- “Running” by Weldon Kennedy is licensed under CC BY 2.0.  
<https://www.flickr.com/photos/99123936@N00/48518399257>. Last accessed December 18, 2020.
- “Washing dishes” by Gladys Wawire is copyrighted and used with permission.
- “Farming” by Neil Palmer is licensed under CC BY SA 2.0 Generic.  
<https://www.flickr.com/photos/ciat/5366712179>. Last accessed December 2, 2020.
- “Milking cow” by Gideon Wafula and is copyrighted and used with permission.
- “Playing volleyball” by AMISOM Public Information is in the public domain.  
[https://www.flickr.com/photos/au\\_unistphotostream/23774115229/](https://www.flickr.com/photos/au_unistphotostream/23774115229/). Last accessed February 2, 2021.
- “Feeding the cows” by Maurice Lumbe and is copyrighted and used with the permission.

# 4. Somo la nne

## Mahali tunapokaa

### Essential questions:

1. How do families and/or households share and use living space in East Africa?
2. Why is it important to welcome and host guests with hospitality in East Africa?
3. How do East Africans perceive the notion of personal space?
4. What is the nature of housing and accommodation arrangements in East Africa?
5. How does the notion of housing and accommodation in East Africa differ from that of your country?
6. How similar or different are urban and rural communities between East Africa and your country?

### Stage One:

By the end of this unit, students should be able to:

- describe their house and its surroundings to another person orally or in writing (i.e., size, number of rooms, colors, floors, etc.) (Presentational speaking or writing);
- identify a house or room from an oral or written description (Interpretive listening or reading);
- give a basic description of their neighborhood orally or in writing (i.e., location, landmarks, population, etc.) (Presentational speaking or writing);
- ask and respond to questions about where they live and their neighborhood (Interpersonal speaking);
- listen to or read an advertisement to find out appropriate housing and accommodation information (Interpretive reading or listening);
- describe in writing or orally the cultural practices of sharing household space with family or others (Presentational speaking or writing);
- discuss other accommodation options within East Africa and how they differ from those of western cultures (Cultural comparisons);
- compare and contrast housing options in Eastern Africa with those of their region (Cultural comparisons);
- look for appropriate housing by reviewing or listening to local advertisements and websites (Interpretive reading or listening);
- give a presentation to describe a researched rental property and the community in which it is located (Presentational speaking or writing).

## Stage Two:

What will be acceptable evidence of the student's knowledge and ability?

INTERPRETIVE TASKS	INTERPERSONAL TASKS	PRESENTATIONAL TASKS
<p>From an oral or written text students will identify vocabularies and chunks for asking and giving directions, talking about where they live.</p> <p>Students will be expected to identify housing and accommodation preferences by reading or listening to information.</p> <p>From a text students will identify how housing and accommodation options in East Africa differ from those in their own culture.</p>	<p>In pairs, students will exchange information about the favorite places they like going to within the city or town where they live.</p> <p>In pairs students will exchange information about where they live, i.e., in a house or an apartment, and their neighborhood.</p> <p>Students will be able to role play scenarios such as asking and answering questions to find appropriate accommodation or housing.</p> <p>In pairs students will talk about similarities and differences in housing and accommodation in East Africa and their own culture.</p>	<p>In pairs, students will describe their houses by talking about various rooms and furniture within those rooms. Each student will present how the house they live in differs from that of their classmate.</p> <p>Students will give an in-class presentation or will upload a video describing an apartment they plan to rent. In the presentation, they will describe the rooms in the apartment including furnishings, household items, the cost to rent the apartment, and the neighborhood in which it is located.</p> <p>Students will make an in-class presentation comparing neighborhoods in East Africa and their communities.</p>

## Stage Three:

What activities will students participate in to prepare them to demonstrate what they know and can do?



## 4.1 Nyumba ya familia yangu pokezi



### Zoezi A

Shamila sends Joseph an email describing her host family's house. Read the email and answer the questions that follow.



Hujambo Joseph?

Habari gani? Ninatumai wewe pamoja na familia yako pokezi mko salama. Mimi na familia yangu tuko salama. Je, unapenda maisha yako hapo nyumbani? Unaipenda nyumba yao? Familia ya Bibi Farida wana nyumba nzuri sana ambayo ina raha na starehe. Nyumba yao ina vyumba mbalimbali. Kuna vyumba viwili vya kulala, sebule, na chumba cha maankuli. Pia, ndani ya nyumba kuna jikoni moja kubwa. Karibu na jikoni kuna ghala. Nje ya nyumba upande wa sebule kuna roshani. Nyumba hii ina vyoo viwili na mabafu mawili. Mimi nina chumba changu cha kulala. Ninakipenda chumba changu sana kwa sababu ni kikubwa na ni safi pia. Nyumba hii pia ina banda kubwa la gari. Ninatumai utaweza kututembelea hivi karibuni. Je, nyumba yenu iko vipi?

Kila la kheri,

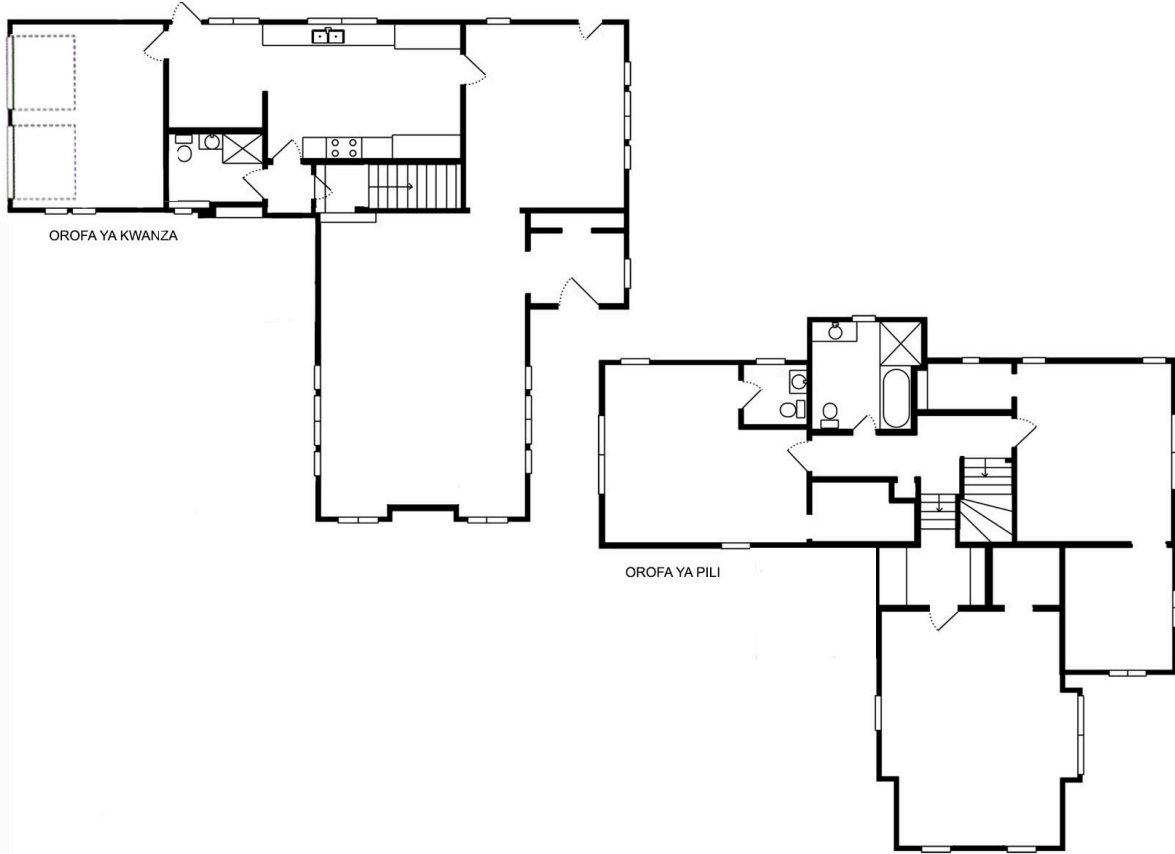
Shamila

1. Nyumba ya familia ya Bwana Juma na Bibi Farida ina vyumba vingapi?
2. Nyumba ya Bwana Juma na Bibi Farida ina vyumba vingapi vya kulala?
3. Kwa nini Shamila anapenda nyumba ya Bwana Juma na Bibi Farida?
4. Kuna mabafu mangapi na vyoo vingapi ndani ya nyumba ya Bwana Juma na Bibi Farida?
5. Je, chumba cha Shamila ni kikubwa au ni kidogo?
6. Roshani iko upande gani wa nyumba?
7. Je, nyumba hii ina banda ndogo au banda kubwa la gari?
8. Je, nyumba yako ina vyumba vingapi?



## Zoezi B

After receiving Shamila's email, Joseph emails her back to describe his host family's house. Read the email and answer the questions that follow.



Vipi Shamila?

U hali gani? Ninatumai uko salama. Asante sana kwa ujumbe wako. Ninafurahia sana kukaa pamoja na familia ya Bwana Musa na Bibi Fatuma katika mtaa huu. Nimeweza kukutana na rafiki wengi sana na sisi hufanya shughuli nyingi pamoja kila mara. Bwana Musa na Bibi Fatuma wana nyumba kubwa pia kama ya familia yako. Nyumba yao ni ya ghorofa mbili. Kwenye ghorofa ya kwanza kuna sebule moja kubwa, chumba cha maakuli, jikoni, chumba cha cha kuoshea nguo, maktaba, na roshani. Watoto wao husomea katika maktaba hii. Maktabani, kuna rafu zenye vitabu vingi. Katika ghorofa ya pili kuna vyumba vitatu vya kulala, misala miwili, na sebule mbili ndogo. Mimi hulala katika chumba kidogo pekee yangu. Ninakipenda chumba changu sana katika ghorofa ya pili. Ninatumai utaweza kuitembelea familia yangu hapa nyumbani. Nyumba hii haina banda la gari.

Rafiki yako,  
Joseph

1. Nyumba ya familia pokezi ya Joseph ina vyumba vingapi vya kulala?
2. Nyumba hii ina vyumba vingapi kwa jumla?
3. Je, kuna nini katika maktaba ya nyumba hii?
4. Je, kuna jikoni ngapi ndani ya nyumba hii?
5. Joseph hutumia chumba chake pamoja na nani?
6. Kuna nini katika ghorofa ya chini ya nyumba hii?
7. Chumba cha Joseph kiko katika ghorofa gani?



### Zoezi C

Shamila describes the interior of her American family's house to her host mother, Farida, one evening after dinner. Read their dialogue and answer the questions that follow.



**Shamila:** Habari za jioni mama?

**Farida:** Nzuri sana. Na wewe je? Habari za masomo?

**Shamila:** Salama sana mama. Habari za kazi?

**Farida:** Salama tu. Je, unakipenda chumba chako cha kulala?

**Shamila:** Ndiyo, ninakipenda, kina starehe sana. Lakini ni tofauti kidogo na chumba changu katika nyumba yangu ya Marekani.

**Farida:** Je, unaweza kunieleza kuhusu nyumba yako ya Marekani?

**Shamila:** Ndiyo. Nyumba yangu huko Marekani ni kubwa sana. Ina ghorofa mbili. Ina ghorofa ya juu na ghorofa ya chini. Nyumba yangu pia ina sehemu ya chini ambayo ina chumba cha burudani, chumba cha kulala na ofisi. Nje ya nyumba kuna banda la gari.

**Farida:** Katika ghorofa ya chini kuna nini?

**Shamila:** Katika ghorofa ya chini kuna chumba kimoja cha kulala, sebule mbili, chumba cha maakuli, choo na bafu.

**Farida:** Katika ghorofa ya juu kuna nini?

**Shamila:** Katika ghorofa ya juu, kuna vyumba viwili vya kulala, choo na bafu, na ofisi moja ndogo ya wazazi wangu.

**Farida:** Inaonekana nyumba yako ni kubwa sana!

**Shamila:** Ndiyo. Ninaipenda nyumba yangu sana. Chumba changu cha kulala kiko katika ghorofa ya juu na ni kikubwa sana.

**Farida:** Sawa. Shamila, asante sana kwa kunieleza kuhusu nyumba yako.

1. Nyumba ya familia ya Shamila ya Marekani ina vyumba vingapi?
2. Je, nyumba ya familia ya Shamila ni kubwa au ni ndogo?
3. Nyumba ya familia ya Shamila ina vyumba vingapi vya kulala?
4. Nyumba ya familia ya Shamila ina vyumba gani katika ghorofa ya juu?
5. Nyumba ya familia ya Shamila ina vyumba gani katika ghorofa ya chini?
6. Kwa nini Shamila anapenda chumba chake cha kulala?
7. Je, kuna vyumba gani katika sehemu ya chini ya nyumba ya familia ya Shamila?



### Zoezi D

*Hivi ni vyumba gani? Label the rooms depicted in the images below.*





### Zoezi E

Describe the interior of your home to two or three classmates. While one of your groupmates is describing their home, take notes to help prepare you for your presentation in *Zoezi F*.



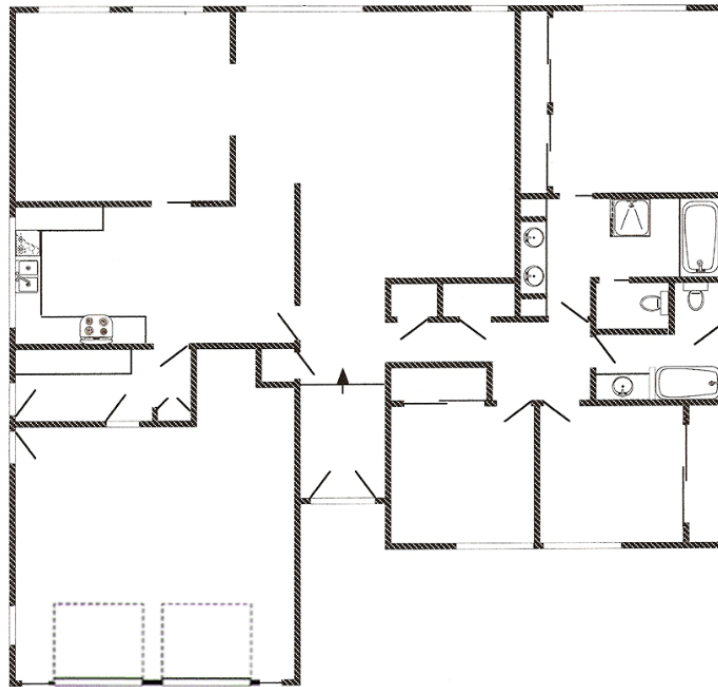
### Zoezi F

Present a description of the interior of one of your classmates' homes to the class.



### Zoezi G

Listen closely to the description of a floor plan and write down what you hear. Then compare that description to the picture below and correct any errors that you find.



### Zoezi H

Your teacher will post pictures of different rooms from a house in the four corners of the classroom. Look at the four pictures and then move to the corner with the room that you like most. Discuss why you chose that particular room with the other students that you find there. Explain why you like the room and talk about several things that you might do in that room. Be prepared to report as a group on why your room is the best.



### Zoezi I

You are interested in moving out of your current apartment after your lease ends. Write down at least five questions that you could ask your friend to find out if the apartments in their complex would be something that you might rent.



### Zoezi J

Use the questions you prepared in the previous activity as a starting point to talk with at least two classmates about their apartments.



### Zoezi K



Imagine that the house in the image above belongs to Joseph's family back in California. Using the image and what you know about his family, write a paragraph describing the interior of the house. You may be asked to present this paragraph to the class.

## Sarufi: Ngeli ya KI-VI (KI-VI noun class)

The KI-VI noun class includes inanimate objects, some body parts, names of languages, and diminutives. Examples of nouns in the KI-VI nouns class include **kitu** (thing), **kiti** (chair), **kikombe** (cup), **kioo** (mirror), **kitanda** (bed), and **kinu** (motor).

All **adjectives** used to describe a KI-VI noun also take *ki-/vi-* prefixes.

<b>kiti</b> <b>kikubwa</b> – <i>a big chair</i>	<b>kitanda</b> <b>kidogo</b> – <i>a small bed</i>
<b>viti</b> <b>vikubwa</b> – <i>big chairs</i>	<b>vitanda</b> <b>vidogo</b> – <i>small beds</i>

Nouns in the KI-VI class also use **ki-/vi-** subject prefixes on the verb.

<b>Kiti</b> <b>kipya</b> ni <b>kizuri</b> .	<i>The new chair is good.</i>
<b>Viti</b> <b>vipya</b> ni <b>vizuri</b>	<i>The new chairs are good.</i>

<b>Kiti</b> <b>kizuri</b> <b>kiko</b> nje.	<i>The good chair is outside.</i>
<b>Viti</b> <b>vizuri</b> <b>viko</b> nje.	<i>The good chairs are outside.</i>

<b>Kitabu</b> <b>kimeharibika</b> .	<i>The book is ruined.</i>
<b>Vitabu</b> <b>vimeharibika</b> .	<i>The books are ruined.</i>

<b>Kiti</b> <b>kina</b> maua mazuri.	<i>The chair has nice flowers.</i>
<b>Viti</b> <b>vina</b> maua mazuri.	<i>The chairs have nice flowers.</i>

<b>Kioo</b> <b>kiko</b> bafuni.	<i>The mirror is in the bathroom.</i>
<b>Vioo</b> <b>viko</b> bafuni.	<i>The mirrors are in the bathroom.</i>

As you have seen with other noun classes, not all nouns in this class use the *ki-/vi-* prefixes. Some KI-VI nouns take the prefix *ch-* for their singular form and prefix *vy-* for the plural.

<b>chakula</b> – <i>food</i>	<b>vyakula</b> – <i>foods</i>
<b>choo</b> – <i>toilet</i>	<b>vyoo</b> – <i>toilets</i>
<b>chuo</b> – <i>university</i>	<b>vyuo</b> – <i>universities</i>

However, nouns that start with the *ch-/vy-* prefixes still take *ki-/vi-* prefix forms on adjectives (with the exception of possessive pronouns) and verbs.

<b>Chuo</b> <b>kimefungwa</b> .	<i>The university is closed.</i>
<b>Vyuo</b> <b>vimefungwa</b> .	<i>The universities are closed.</i>

<b>Kiatu</b> <b>kibaya</b> .	<i>A bad shoe.</i>
<b>Viatu</b> <b>vibaya</b> .	<i>Bad shoes.</i>

There are some KI-VI nouns that exist only in the singular, and some that exist only in the plural.

<b>Kiarabu</b> kimefunzwa.	<i>Arabic language has been taught.</i>
<b>Vita</b> vimeanza.	<i>Wars have begun.</i>



## Zoezi L

Fill in the following chart of nouns in the *KI-VI* class. Pay careful attention to the prefixes!

Singular	Plural
1. kitanda	
2.	viti
3. chumba cha kulala	
4.	vyumba vya maakuli
5. choo	
6. kioo	
7.	vikombe
8. Kijiko	
9.	vitabu
10. Kiatu	
11. vita	
12.	kiarabu
13. kichwa	
14. kitoto	
15.	vifua
16. kiuno	
17. kisiwa	
18.	visu
19.	vyakula
20. Kiu	





### Zoezi M

Create seven sentences describing your home using a noun from the first column and an appropriate adjective from the second column in the table below.

**Examples:**

Kiti ni kikubwa.

Chumba changu cha kulala ni kidogo.

Rooms	Adjectives
bafu banda la gari choo chumba cha kulala chumba cha maakuli jikoni sebule	-baya ( <i>bad</i> ) -dogo -kubwa -zuri



### Zoezi N

Discuss the rooms you described in the preceding exercise with one of your classmates. Be prepared to describe the differences and similarities between your room and your classmate's room to the class.

## Sarufi: Possessive Pronouns in KI-VI Noun Class (Vivumishi Vimilikishi katika Ngeli ya KI-VI)

In Unit 2, we saw the use of possessive pronouns following *M-WA* nouns and noted that almost all use the prefix *w-*; the only real exceptions are most family nouns like *dada*, *kaka*, *mama*, *shangazi* that use the prefix *y-* in the singular and *z-* in the plural.

Nouns in the *KI-VI* class use the prefix *ch-* for singular possessive pronouns and the prefix *vy-* for plural possessive pronouns.

	Singular Noun	Plural Noun
1 <sup>st</sup> sg.	kitabu <b>changu</b> ( <i>my book</i> )	vitabu <b>vyangu</b> ( <i>my books</i> )
2 <sup>nd</sup> sg.	kitabu <b>chako</b> ( <i>your book</i> )	vitabu <b>vyako</b> ( <i>your books</i> )
3 <sup>rd</sup> sg.	kitabu <b>chake</b> ( <i>his/her book</i> )	vitabu <b>vyake</b> ( <i>his/her books</i> )
1 <sup>st</sup> pl.	kitabu <b>chetu</b> ( <i>our book</i> )	vitabu <b>vyetu</b> ( <i>our books</i> )
2 <sup>nd</sup> pl.	kitabu <b>chenu</b> ( <i>your book</i> )	vitabu <b>vyenu</b> ( <i>your books</i> )
3 <sup>rd</sup> pl.	kitabu <b>chao</b> ( <i>their book</i> )	vitabu <b>vyao</b> ( <i>their books</i> )

Here are some additional examples of possessive pronouns in context. Note that the possessive always follows the noun.

Kikombe **changu** kimevunjika.      *My cup is broken.*  
Vikombe **vyangu** vimevunjika.      *My cups are broken.*

Kitabu **chako** ni kipya.      *Your book is new.*  
Vitabu **vyako** ni vipya.      *Your books are new.*

Kiti **chake** kimepotea.      *His/her chair is lost.*  
Viti **vyake** vimepotea.      *His/her chairs are lost.*



## Zoezi O

Complete the following sentences using the correct form of the possessive pronoun.

### Example:

Dada yangu alinunua viatu. Viatu hivi ni \_\_\_\_\_.

Dada yangu alinunua viatu. Viatu hivi ni vyake.

1. Joseph ana mtoto mdogo. Mtoto huyu ni \_\_\_\_\_.
2. Kioo hiki ni cha Zuhura. Kioo kiko katika chumba \_\_\_\_\_.
3. Mwalimu Bakari alinunua viti vingi. Viti vyote ni \_\_\_\_\_.
4. Nina dada wawili, Amina na Zuhura. Wao ni dada \_\_\_\_\_.
5. Bibi Fatuma ana chumba kikubwa cha kulala. Chumba \_\_\_\_\_ kiko pembeni mwa choo.
6. Mjomba \_\_\_\_\_ anaitwa Peter.
7. Ninasoma katika chuo kikuu cha Kansas. Chuo \_\_\_\_\_ ni kikubwa.
8. Juma alinunua vitabu jana kutoka Amazon. Vitabu \_\_\_\_\_ vimefika nyumbani \_\_\_\_\_.
9. Wanafunzi walipika jana jioni. Chakula \_\_\_\_\_ kilikuwa kizuri.



## Zoezi P

Fill in the blanks with the correct form of the possessive pronoun in the brackets.

### Example:

Viatu **vyake** vimeanguka (-ake, -angu).

1. Shamila ni mtoto \_\_\_\_\_ lakini Joseph ni kaka \_\_\_\_\_. (-ake, -angu)
2. Kiti \_\_\_\_\_ ni sawa na kiti \_\_\_\_\_. (-angu, -ake)
3. Chumba \_\_\_\_\_ cha kulala ni kikubwa kuliko \_\_\_\_\_. (-ao, -etu)
4. Joseph anapenda kazi \_\_\_\_\_ kuliko kazi \_\_\_\_\_. (-enu, -ake)
5. Shamila anapenda chumba \_\_\_\_\_ lakini hapendi vyumba \_\_\_\_\_. (-ake, -ao)
6. Mtoto \_\_\_\_\_ ni mkubwa kuliko mpwa \_\_\_\_\_. (-angu, -ake)
7. Choo \_\_\_\_\_ ni kikubwa kuliko jikoni \_\_\_\_\_. (-ao, -angu)
8. Chuo \_\_\_\_\_ ni kikubwa kuliko \_\_\_\_\_. (-enu, -etu)
9. Mwalimu \_\_\_\_\_ ni mizuri kuliko \_\_\_\_\_. (-etu, -ao)
10. Vijiko \_\_\_\_\_ ni vidogo kuliko \_\_\_\_\_. (-ako, -ao)



## Zoezi Q

Poll your classmates to find out about their living accommodations. Use the following guiding questions in your polling. Be prepared to report your findings to the class.

1. Nyumba yako ina vyumba vingapi?
2. Nyumba yako ina vyumba vya kulala vingapi?
3. Je, chumba chako cha kulala ni kikubwa?
4. Nyumba yako ina vyoo vingapi?
5. Nyumba yako ina mabafu mangapi?
6. Je, nyumba yako ina chumba cha kuoshea nguo?
7. Unapenda chumba gani zaidi katika nyumba yako na kwa nini?

## Cultural Explorations

As in most areas of the world, housing in East Africa is largely dependent on whether someone lives in a rural or urban area, on their socio-economic status, and on the type of construction materials available. When visiting East Africa, you are likely to see a mix of traditional housing designs, more modern designs with Western influences, and some traditional houses being renovated to adopt to a more Western style.



In rural areas, most people build homesteads where extended families live together among a collection of buildings they have built over time. Although there are single-family homesteads, most East African homesteads have a main house and separate quarters where single men and boys stay. When a son gets married, he and his spouse will move into their own home on the homestead; the more modern buildings on the homestead are most likely to be occupied by the parents or by the eldest children. Daughters generally do not have separate houses on the homestead as they are expected to get married and move to the homestead of their husband. Since there are usually several houses located on a single homestead, those who live there might share a kitchen (usually located outside), a toilet, and a well. You might also find other

structures on the property like a shed for animals, a coop for poultry, or a storehouse for grain or produce. Often a common fence with a gate surrounds all of the buildings on a homestead.

In urban areas (and some villages), you are more likely to find modern houses with floorplans resembling a typical bungalow; it is not uncommon to find urban houses without indoor plumbing or with the kitchen and bathroom outside of the main house. Urban areas in Eastern Africa are identical to urban areas elsewhere in the world, with high-rise apartment buildings and skyscrapers. Nairobi and Dar es Salaam have some of the tallest buildings in Africa, with Nairobi's Britam Tower measuring 200 meters (656 feet) at its highest point. Many families that live in the city also have homesteads in the countryside that are used for relaxation and as a gathering place for important family events like religious holidays, national holidays, weddings, and funerals.



## Cultural Reflections

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions below.

1. Summarize the structures and purpose of the homestead in East Africa. Are there homesteads or communal living situations like this in your own country?
2. What are some drawbacks and some benefits of living in the same house, homestead, or neighborhood with your extended family?
3. Briefly describe the major differences and similarities between the construction of rural and urban homes described above. What type of housing or living situations would you find in rural areas versus urban areas in your own country?
4. What feature or amenity (or lack thereof) of a typical East African home is the most surprising or unusual to you? What feature or amenity in your own home (or a typical home in your country) would most surprise someone from East Africa?

## Key Vocabulary

### *Adjectives*

<b>-baya</b>	bad
<b>-bora</b>	suitable
<b>-chache</b>	few
<b>-chafu</b>	dirty
<b>-dogo</b>	small
<b>-enye giza</b>	dark
<b>-enye mwangaza</b>	bright
<b>-enye starehe</b>	comfortable
<b>-fupi</b>	short
<b>-ingi</b>	many
<b>-kisasa</b>	modern
<b>-kubwa</b>	big
<b>-maridadi</b>	beautiful
<b>-pana</b>	wide
<b>-pya</b>	new
<b>-refu</b>	tall
<b>-safi; nadhifu</b>	clean
<b>-zee</b>	old
<b>-zuri</b>	good

### *Nouns*

<b>bafu</b>	bathtub; bathroom
<b>banda la gari</b>	garage
<b>baraza</b>	veranda
<b>chakula</b>	food
<b>chama</b>	society; club; group; association
<b>choo</b>	toilet; bathroom
<b>chumba</b>	room
<b>chumba cha kulala</b>	bedroom
<b>chumba cha kuoshaa nguo</b>	laundry room
<b>chumba cha maakuli</b>	dining room
<b>chumba cha mazoezi</b>	gym
<b>chumba cha starehe</b>	entertainment room
<b>chumba cha wageni</b>	guest room
<b>chombo</b>	utensil; container
<b>chuo</b>	college; school
<b>fleti; apatmenti</b>	flat; apartment
<b>ghala</b>	pantry; storage
<b>ghorofa</b>	floor; story of a building
<b>jikoni</b>	kitchen
<b>kiatu</b>	shoe
<b>kijiko</b>	spoon
<b>kikaango</b>	frying pan
<b>kikombe</b>	cup; mug
<b>kinanda</b>	record player
<b>kinu</b>	mortar
<b>kioo</b>	mirror

**kipandio** stairs  
**kisu** knife  
**kitabu** book  
**kitambaa** napkin; piece of fabric  
**kitambulisho** identification card  
**kitanda** bed  
**kiti** seat; chair  
**kitu** thing  
**kiungo** spice  
**kiyoyozi** air conditioning unit  
**kizingiti cha viatu** shoe rack  
**msala** bathroom; restroom  
**paa** roof  
**roshani** balcony  
**sebule** living room; parlor  
**sehemu** part; section  
**sehemu ya chini ya nyumba** basement; downstairs  
**sehemu ya juu ya nyumba** upstairs  
**sehemu ya kulia** dining room  
**ua** compound  
**ukuta** wall  
**uzio** fence

#### *Verbs*

**-egeza** to park a car  
**-kodi** to rent  
**-kosa** to not find  
**-nunua** to buy  
**-pata** to find  
**-safisha** to clean  
**-tafuta** to search  
**-uliza** to ask

### **Key Phrases**

**Ina** has (used with inanimate nouns of the N-N class)  
**Je, nyumba yako ina...?** Does your house have...?  
**Katika nyumba yangu kuna...** In my house there is...  
**Kuna...** There is...; there are...  
**Mna...** Inside there is....  
**Nimepata nyumba.** I have found a house.  
**Ninapenda nyumba yangu.** I like my house.  
**Ninatafuta nyumba.** I am looking for a house.  
**Nyumba yangu haina...** My house doesn't have...  
**Nyumba yangu ina vitu vichache.** My house has few things.  
**Nyumba yangu ina vitu vingi.** My house has many things.  
**Nyumba yangu ni kubwa.** My house is big.  
**Nyumba yangu ni ndogo.** My house is small.  
**Pana...** There is (the place has)...  
**Sijapata/nimekosa nyumba.** I have not found a house.  
**Sipendi nyumba yangu.** I do not like my house.

## 4.2 Kuna nini katika vyumba mbalimbali?



### Zoezi A

One evening, Shamila strikes up a conversation with Bibi Farida about things in various rooms. Shamila then describes things in her American house for comparison. Read the following dialogue and respond to the questions that follow.



**Shamila:** Shikamoo Bibi Farida?

**Farida:** Marahaba. Habari za chuoni?

**Shamila:** Njema.

**Farida:** Karibu ukae.

**Shamila:** Asante. Nyumba yenu inapendeza sana. Ni kubwa na ni safi sana.

**Farida:** Je, nyumba yenu Marekani ikoje?

**Shamila:** Familia yangu ina nyumba kubwa pia. Kwa jumla ina vyumba saba. Katika kila chumba, kuna vitu mbalimbali.

**Farida:** Je, katika sebule kuna vitu gani?

**Shamila:** Katika sebule kuna makochi mawili makubwa, meza mbili ndogo, televisheni kubwa, piano, na rafu ya vitabu. Katika chumba cha maakuli kuna vitu mbalimbali kama vile meza, viti vinane na taa. Katika ukuta wa sebule na chumba cha maakuli kuna mapambo ya picha zilizotundikwa ukutani. Kuna picha za familia na michoro mbalimbali ya kisanaa.

**Farida:** Kuna nini katika vyumba vya kulala?

**Shamila:** Kuna vyumba vitatu vya kulala na katika kila chumba kuna kitanda, kabati la nguo, kioo, meza na kiti. Chumba changu cha kulala kina televisheni na dawati dogo.

**Farida:** Safi kabisa. Na katika jikoni kuna vitu gani?



**Shamila:** Katika jikoni kuna friji, maikrowevu, jiko, makabati ya vyombo, mashine ya kuosha vyombo, pipa dogo la uchafu na sehemu ya kupigia pasi.

**Farida:** Kwa hivyo kuna sehemu ya kuosha nguo na kupigia pasi karibu na jikoni? Nyumba nyingi hapa kwetu hazina sehemu ya kuosha nguo na ya kupigia pasi.

**Shamila:** Marekani, nyumba ni tofauti kidogo na nyumba za hapa Dar es Salaam. Mimi na familia yangu huoshea na hukaushia nguo ndani za nyumba. Msalani kuna bafu, choo, kabati la kuweka mafuta, dawa, kioo na beseni la kuogea. Katika nyumba yetu pia kuna banda la gari. Sisi huegeza gari letu ndani ya banda. Katika banda la gari kuna vitu mbalimbali kama vile kationi za vitu na jaa la kuweka taka.

**Farida:** Kweli, kuna tofauti ya miundo ya nyumba za Marekani na za hapa kwetu Tanzania. Asante kwa kunieleza.

**Shamila:** Bila shaka mama Farida.

1. Nyumba yao Shamila ina vyumba gani?
2. Katika vyumba vya kulala vya familia ya Shamila kuna vitu gani?
3. Shamila hutazama televisheni kwenye sehemu gani ya nyumba yao?
4. Kuna vitu gani katika jikoni mwa nyumba ya familia ya Shamila?
5. Kwa nini Shamila na familia yake huoshea nguo ndani ya nyumba?
6. Shamila na familia yake huegeza gari lao wapi?
7. Katika sebule ya nyumba ya familia ya Shamila kuna vitu gani?
8. Kwenye banda la gari la nyumba ya familia ya Shamila kuna vitu gani?
9. Kuna tofauti gani kati ya nyumba za Dar es Salaam na Marekani?
10. Kuna tofauti yeyote kati ya nyumba yako na nyumba ya familia ya Shamila? Eleza.



## Zoezi B

Listen to Joseph's voice message to one of his Kiswahili classmates back in California in which he describes his host family's house and answer the following questions.

1. Je, nyumba ya familia pokezi ya Joseph ni sawa na nyumba yao ya Marekani ?
2. Katika vyumba vya kulala vya nyumba ya Joseph kuna vitu gani?
3. Kuna vitu gani katika sebule ya nyumba ya familia pokezi ya Joseph?
4. Kuna mashine gani katika nyumba ya familia pokezi ya Joseph?
5. Familia pokezi huosha vyombo na nguo vipi?

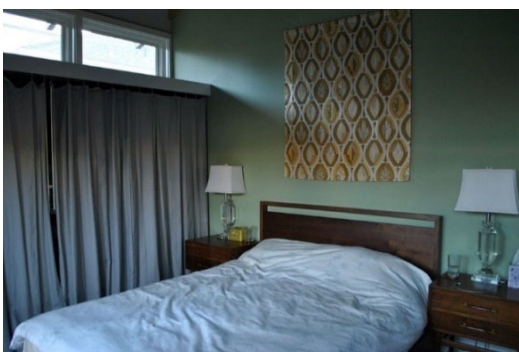


## Zoezi C

Read Joseph's description of his home back in California and answer the questions that follow.



Hii ni **sebule** katika nyumba ya wazazi wangu. Kuna vitu vingi katika sebule. Kuna kochi moja ambalo lina mito miwili midogo. Katikati ya sebule kuna meza moja ndogo. Meza hiyo iko juu ya zulia. Pia kuna viti viwili. Katikati ya viti viwili kuna meza ambayo ina mmea. Kuna taa mbili. Taa moja inaning'inia katikati ya paa na nyingine iko katika kona karibu na kabati dogo. Kuna dirisha moja kubwa ambalo lina pazia jeupe. Picha mbalimbali zimetundikwa kwenye ukuta.



Hiki ni **chumba changu cha kulala**. Chumba hiki si kikubwa sana. Katika chumba kuna kitanda kikubwa ambacho kina godoro, shuka, na mito. Kando ya kitanda kuna makabati mawili madogo ambayo yana taa na vitu vingine vidogo vidogo kama vile saa, karatasi, shashi na kadhalika. Kwenye ukuta nimetundika picha ya sanaa ambayo ninaipenda mno. Chumba hiki kina madirisha mawili makubwa ambayo yana pazia kubwa.



Hii hapa ni **jikoni** yetu. Katika jikoni kuna jiko, friji, mashine ya kuosha vyombo, jaa la takataka na sinki. Kuna makabati ya chini na makabati ya juu. Kuna aina mbalimbali za vyombo katika makabati haya. Mama yangu anapenda kupika, kwa hivyo yeye huweka vyombo kama vile sahani, vikombe, vijiko, mabakuli na glasi katika makabati ya juu. Na makabati ya chini hutumiwa kuweka sufuria, vikaango, vijiko na visu. Sisi huweka vyakula mbalimbali katika kabati pia.



**Chumba cha maakuli** chetu kina vitu mbalimbali. Kuna meza kubwa na viti vinne. Kando ya meza na viti kuna kabati ambalo lina vyombo mbalimbali vya kulia kama vile sahani, birika, uma, visu na vijiko. Juu ya kabati hili kuna ua.

1. Je, sebule katika nyumba hii ina vitu gani?
2. Makabati katika jikoni yanatumiwa kuweka vitu gani?
3. Kwenye kuta za nyumba hii kuna vitu gani?
4. Kando ya kitanda katika chumba cha kulala cha Joseph kuna vitu gani?
5. Je, sakafu ya chumba cha maakuli ina zulia?
6. Kuna viti vingapi katika chumba cha maakuli?
7. Kuna vitu gani katika sebule, jikoni, chumba chako cha kulala, na chumba cha maakuli?



### Zoezi D

The class will work as a group to describe an imaginary room with each person adding a new object. The first person will name an object in the room (*Katika sebule kuna kochi*). The next person will repeat that object and then add one of their own (*Katika sebule kuna kochi na televisheni*). Each successive person must repeat all of the objects mentioned before adding their own. See how many objects you can remember!



### Zoezi E

Listen to Shamila's description of her home back in Kansas and answer the following questions.

1. Shamila huweka vitu gani katika kabati dogo ambalo liko msalani mwa chumba chake?
2. Misala mingine iko katika vyumba gani kwenye nyumba ya familia ya Shamila?
3. Kuna vitu gani vingine msalani katika chumba cha Shamila?
4. Banda la gari la nyumba ya familia ya Shamila linatoshea magari mangapi?
5. Shamila na familia yake huweka vitu gani vingine katika banda lao la gari?



### Zoezi F

Compare Joseph's descriptions of his home in California in *Zoezi C* above with at least two rooms in your own house. Share with the class the similarities and differences that you note.



### Zoezi G

Listen to the description Joseph's friend from Kenya gives for his new apartment in the United States and answer the following questions.

1. Abdi anakaa katika jimbo gani?
2. Je, Abdi anakaa katika apatmenti pekee yake?
3. Katika mji wa Tallahassee kuna taasisi gani za masomo?
4. Apatmenti ya Abdi ina vyumba gani?
5. Nyumba ya Abdi ina vitu gani katika sebule, chumba cha kulala, na jikoni?



### Zoezi H

A friend from your hometown will attend the same college as you next fall and needs to find a place to live. Your friend would like to know more about where you live and whether or not they could be your roommate. Role-play this conversation with a classmate.



### Zoezi I

Imagine that you will be travelling to Dar es Salaam with your classmates over the next break. Work in pairs to find suitable housing via a website like Airbnb. You can rent an apartment or join together with another group to rent a larger house. Be prepared to show and to describe the accommodations as well as to explain why you chose them.



### Zoezi J

Write a detailed description of your dream house. Where is it located? What kind of house is it? How many rooms does the house have? What things does each room have? Be prepared to present the description to the class.



### Zoezi K

Take turns presenting your description of your dream house to the class. After everyone has presented, the class will vote for their favorite house.

## Sarufi: Ngeli ya N-N (*N-N Noun Class*)

The *N-N* noun class is the broadest class, and nouns from this class include manufactured products, places, abstract concepts, foods, and most words of foreign origin. As there are so many foreign borrowings in this class, most nouns in this class do not, in fact, start with the prefix *n-*. Nouns in this class have identical prefixes in the singular and plural forms.

nyumba – *house; houses*  
sahani – *plate; plates*

sufuria – *pot; pots*  
picha – *picture; pictures*

For verbal prefixes, this noun class uses *i-* in singular and *zi-* in plural for sentence formation.

Ndege **i**meondoka.  
Ndege **zi**meondoka.

*The plane has departed.*  
*The planes have departed.*

Hospitali **i**lifungwa.  
Hospitali **zi**lifungwa.

*The hospital was closed.*  
*The hospitals were closed.*

Picha **i**tatundikwa ukutani.  
Picha **zi**tatundikwa ukutani.

*The picture will be hung on the wall.*  
*The pictures will be hung on the wall.*

Sahani **i**ko juu ya meza.  
Sahani **zi**ko juu ya meza.

*The plate is on the table.*  
*The plates are on the table.*

Kompyuta **i**ko katika chumba cha kulala.  
Kompyuta **zi**ko katika chumba cha kulala.

*The computer is in the bedroom.*  
*The computers are in the bedroom.*

Kompyuta **i**meanguka chini kutoka mezani.  
Kompyuta **zi**meanguka chini kutoka mezani.

*The computer has fallen off the table.*  
*The computers have fallen off the table.*



## Zoezi L

Write the following sentences in the plural form.

1. Sahani iko karibu na sinki.

---

2. Friji yake imeharibika.

---

3. Benchi ya kupumzika imeanguka.

---

4. Sanamu iko karibu na televisheni.

---

5. Glasi ya kunywa maji imevunjika.

---

6. Jaa la takataka liko katika kila chumba nyumbani.

---

7. Kompyuta yangu imechafuka.

---

8. Nyumba imeoshwa.

---

9. Taulo yake iko nje.

---

10. Chai imepikwa.

---



## Zoezi M

Use the words or phrases provided below to complete the sentences. Use each word or phrase only once.

**kitanda | kina | kuna | maakuli | ambayo | ambacho  
meza | bafu | kulala | nina | karibu na | kubwa**

1. Ningependa kununua nyumba \_\_\_\_\_ ina vyumba vingi kwa kuwa \_\_\_\_\_ familia kubwa.
2. Kila chumba \_\_\_\_\_ kiko kwenye nyumba ya Bwana Kizito. \_\_\_\_\_ choo na bafu.
3. Kuna \_\_\_\_\_ kubwa ambalo liko karibu na sebule.
4. Katika nyumba hii \_\_\_\_\_ kioo kikubwa ambacho kiko kwenye \_\_\_\_\_ na pia kwenye choo.
5. Kwenye kila chumba cha \_\_\_\_\_ kuna \_\_\_\_\_.
6. Bwana Bakari angependa kununua nyumba \_\_\_\_\_ Chuo Kikuu cha Dar es Salaam.
7. Bwana Bakari anataka nyumba \_\_\_\_\_ yenye vyumba sita.



## Zoezi N

Baraka had a break-in at his home, and several things were stolen. Listen carefully to his voicemail to hear what was taken. Then, answer the questions that follow in complete sentences, giving as many details as you can.

1. Kwa nini Baraka hawezi kwenda shuleni?

---

2. Wezi waliiba katika nyumba ya Baraka saa ngapi?

---

3. Je, Baraka alikuwa nyumbani wezi walipoingia?

---

4. Wezi waliiba vitu gani katika chumba cha kulala?

---

5. Katika chumba cha maakuli Baraka alipoteza vitu gani?

---

6. Baraka anahitaji kupiga ripoti wapi kuhusu tukio la wizi la nyumbani kwake?

---





### Zoezi O

Listen to the descriptions of Amina’s house that she is preparing to rent out. Then, complete the graphic organizer below, listing the items that are in each room.

<b>sebule</b>	<b>chumba cha kulala</b>	<b>jikoni</b>



### Zoezi P

Write an email to Amina describing items that she might want to buy for her house to make it more appealing to prospective renters.

## Cultural Explorations

The interior of houses (including the layout of rooms, furniture, and appliances) varies widely throughout East Africa. Like the housing itself, one will find a mix of traditional design and designs with varying degrees of Western influence, while the latter is more common in urban and suburban areas. New construction in more affluent rural areas also reflects a greater adherence to (sub)urban norms.

As a general rule, the amount of space in a house or apartment is likely to be less in East Africa than in Western countries. There is also a general conception that one does not have private space of their own. Siblings normally share a room while growing up, with many even sharing a bed. This feeling of communal life is further strengthened by a kitchen or bathroom shared among households living on a homestead.

Floors will typically be of hard surfaces (e.g., tile, mud, wood, or concrete) with rugs placed strategically for both comfort and aesthetics; you will not see wall-to-wall carpet typical of American homes. Furniture within the home will vary by the wealth of the occupants and the options readily available for purchase, but you would expect to find furniture similar to that in most Western homes. Clothes are generally stored within a built-in wardrobe or in storage containers rather than in a dresser or a closet.

Interior decoration is largely dependent on what is available locally. Urban homes are likely to include more manufactured and imported goods, whereas rural homes are more likely to showcase local crafts (e.g., woven floor mats, baskets, etc.). Although there will be some variation based on religious or cultural values and socioeconomic status, family pictures, calendars, posters and African art are also common in making a house more of a home.

Thanks to large government electrification projects, the number of people with access to electricity is growing at a very fast pace. As of 2019, about 70% of Kenyans and about 38% of Tanzanians had access to electricity in their homes. However, the urban/rural divide in this access is marked, with Kenya having 90.8% of the population with access in urban areas but 61.7% within rural areas and with Tanzania having 73.2% with access in urban areas but only 19% within rural areas.

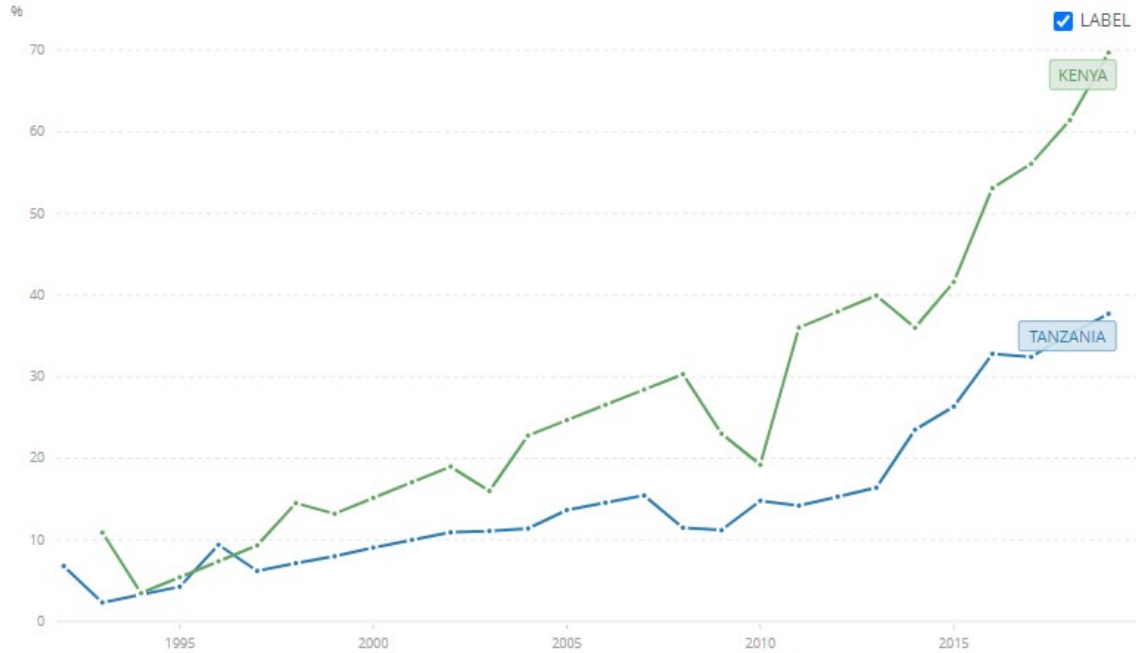


Figure 1. Access to electricity (% of population) for Tanzania, Kenya (World Bank)

The main use of electricity within homes, at this point, is lighting. Cooking is done primarily by use of wood or coal, although propane and electric stoves are common in more urban settings. In low-income families that cannot afford a refrigerator, perishable food is bought as it is needed and consumed quickly.

### Cultural Reflections:

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions below.

1. Community and communal living are an important aspect for East African families. Is this an expected way of living in your culture or country? How does communal living (or by contrast independent living) impact how space is shared in the home? How would these ways of living impact the expectations of privacy among family members?
2. What would your life be like if you did not have regular access to electricity? What are some things that you would do during power outages or when the internet was not available?
3. In what ways do the use of space and the fuels we use for cooking define the culture in which we live? Are there times when people from your culture live a more communal lifestyle and make use of fuels other than electricity for cooking?

## Key Vocabulary

### *Nouns*

<b>bafu la kuogea</b>	bathtub
<b>bakuli</b>	bowl
<b>benchi</b>	bench
<b>bilauri; glasi</b>	glass
<b>birika</b>	kettle
<b>blanketi</b>	blanket
<b>bomba</b>	pipe
<b>buli</b>	teapot
<b>busati; mkeka</b>	mat
<b>chano</b>	tray
<b>choo; msalani</b>	toilet
<b>chungu</b>	earthen cooking pot
<b>chupa</b>	bottle
<b>dohani</b>	chimney
<b>feni; panka</b>	fan
<b>foronya</b>	foam pad
<b>friji; jokofu</b>	fridge; refrigerator
<b>godoro</b>	mattress
<b>jaa la takataka</b>	trash can; litter bin
<b>jiko la gesi</b>	gas stove
<b>jiko la kuni</b>	wood stove
<b>jiko la makaa; seredani</b>	charcoal stove
<b>jiko la stima</b>	electric stove
<b>jiko</b>	cooking stove
<b>joko; tanuri</b>	oven
<b>kabati</b>	cupboard; cabinet
<b>kabati la nguo</b>	wardrobe
<b>kabati la vyombo</b>	cupboard; kitchen cabinet
<b>kambarau</b>	elevator; lift
<b>karatasi; shashi</b>	tissue
<b>kaseti</b>	cassette; cd
<b>kijiko</b>	spoon
<b>kikombe</b>	cup
<b>kipandio</b>	staircase
<b>kisu</b>	knife
<b>kitanda</b>	bed
<b>kiti</b>	chair
<b>kochi</b>	couch
<b>kompyuta</b>	computer
<b>kuni</b>	firewood
<b>marashi</b>	perfume
<b>mchoro</b>	artwork
<b>meza</b>	table
<b>moto</b>	fire
<b>mrefeji</b>	tap
<b>mtu</b>	pillow; cushion
<b>mwiko</b>	wooden spoon

**nguo** cloth; clothes  
**pazia** curtain  
**picha** picture  
**rafu ya vitabu** bookshelf  
**runinga; televisheni** television  
**saa** clock  
**saa ya ukuta** wall clock  
**sahani** plate  
**sanamu** sculpture  
**shuka** bed sheet  
**simu tamba; simu ya mkono; rununu** cell phone  
**sinia** platter  
**sinki; karo** sink  
**sofa** sofa  
**susu** trivet; hot pad  
**swichi** switch  
**swichi ya feni** fan switch  
**swichi ya taa** light switch  
**taa** light; lamp  
**taulo** towel  
**ubao** cutting board  
**uma** fork  
**umeme** electricity  
**video** video  
**wimbimikro; maikrowevu** microwave  
**zulia** carpet

## Key Phrases

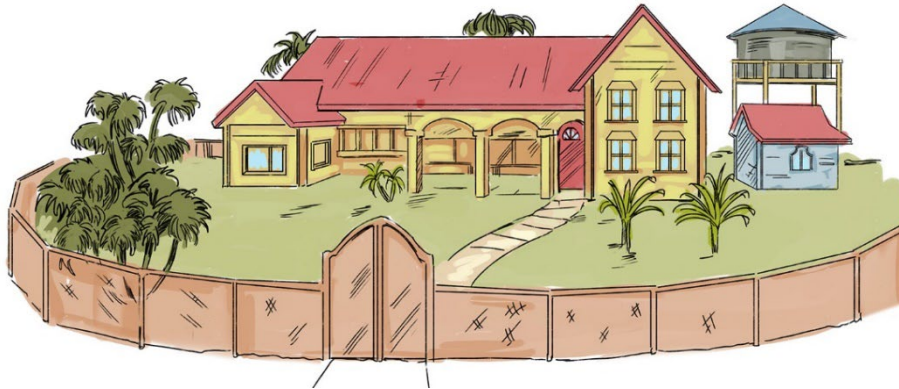
**Banda la gari liko karibu na nini?** What is close to the garage?  
**Chumba chako cha kulala kina vitu gani?** What things are in your bedroom?  
**Nyumba yako ina vitu gani?** What things are in your house?  
**Nyumba yako ina vyumba gani?** What rooms does your house have?  
**Sebule ya nyumba yako ina vitu gani?** What things are in your living room?  
**Unatafuta aina gani ya nyumba?** What type of house are you looking for?  
**Ungependa kuishi katika aina gani ya nyumba?** What type of house would you like to live in?

## 4.3 Nje ya nyumba



### Zoezi A

One of the sons in Shamila's host family works in Dar es Salaam but will soon be relocating to Nairobi. He comes home one weekend to share the news with his family. Read his description of the house he has found and answer the questions that follow.



Nyumba hii iko katika mtaa wa Gigiri, mjini Nairobi. Nyumba inapendeza sana na ina muundo wa kisasa na usanifu majengo wa hali ya juu. Nyumba iko katika shamba ambalo ukubwa wake ni nusu ekari. Paa la nyumba ni la vigae vya rangi nyekundu. Nyumba ina madirisha makubwa mengi. Nyumba ni ya ghorofa mbili na ina roshani katika ghorofa ya kwanza na ya pili. Roshani moja iko mbele ya nyumba. Nyumba ina bustani ndogo ya maua. Mbele ya nyumba kuna ua kubwa ambalo lina miti aina ya mikindu. Kuna lango kubwa la rangi ya kahawia la kuingia katika boma hili. Kuta za nyumba ni za rangi ya manjano. Na pia kuna barabara ya gari ambayo inaelekea nyuma ya nyumba ambapo kuna ua kubwa na pia eneo kubwa la kuegeza magari. Nje ya nyumba kuna tangi la maji ambalo liko chini ya ardhi. Kuna uzio wa mawe. Mlango wa mbele ni wa chuma na ni wa rangi nyekundu. Nyumba iko karibu na makao makuu ya Shirika la Umoja wa Kimataifa, na soko la Village Market na Ubalizi wa Marekani. Isitoshe, kuna ulinzi mkali. Pia kuna kituo cha polisi karibu, hospitali chache, kama vile MP Shah, na Aga Khan na shule nyingi za msingi na sekondari. Pia, kuna msitu wa Karura.

1. Mbele ya nyumba kuna nini?
2. Nyuma ya nyumba kuna vitu gani?
3. Nyumba ambayo Yusufu anataka kukodisha iko wapi?
4. Vigae vya nyumba na mlango wa mbele wa nyumba ni rangi gani?
5. Kuna nini nje ya nyumba?
6. Kuna huduma gani karibu na nyumba hii?
7. Kuna vitu gani nje ya nyumba yako?
8. Kuna huduma gani karibu na nyumba yako?



## Zoezi B

Over the weekend, Mwalimu Bakari will host his Kiswahili class at his home for a group dinner. Mwalimu Bakari describes the exterior of his house at the end of class so that his students can locate it easily when they arrive. Read his description and answer the questions that follow.



Nyumba yangu iko karibu na barabara ya Kitisisi. Paa la nyumba ni la vigae vya rangi nyeusi. Madirisha ya nyumba yana vioo vya kumulika. Nyumba ina baraza ndogo mbele. Baraza ni ya rangi ya machungwa. Mbele ya nyumba kuna ua kubwa. Mbele ya nyumba kuna mimea mitatu midogo ambayo imeungwa kwa uzio mdogo. Kuna lango kubwa la kuingia kwenye nyumba. Lango ni la rangi ya kijivu. Mlango wa banda la gari ni wa rangi nyeusi. Ukuta wa nyumba ni wa matofali. Nyumba yangu imezungukwa na uzio wa mawe na pia kuna miti mingi.

1. Nyumba ya Mwalimu Bakari iko wapi?
2. Paa la nyumba ya Mwalimu Bakari ni la vigae vya rangi gani?
3. Kuna nini mbele ya nyumba ya Mwalimu Bakari?
4. Nyumba ya Mwalimu Bakari imezungukwa na nini?
5. Je, kuna lango kubwa la kuingia katika nyumba ya Mwalimu Bakari?
6. Ukuta wa nyumba ya Mwalimu Bakari ni wa aina gani?
7. Rangi za nyumba yako ni zipi?



## Zoezi C

Shamila and Joseph are on their way to a classmate's house for a birthday celebration. They call their friend to ask a few questions about the exterior of the house so that they can locate it. Read their dialogue and answer the questions that follow.



**Shamila na Joseph:** Habari gani Juma?

**Juma:** Salama sana. Je, mtafika kwenye karamu?

**Shamila na Joseph:** Ndiyo. Tutafika kwenye karamu. Kwa sasa tunajaribu kutafuta nyumba yenu?

**Juma:** Je, mko wapi?

**Shamila na Joseph:** Tuko karibu na lango la kahawia? Nyumba yenu ni gani?

**Juma:** Je, mnaona nyumba ya paa la vigae vya rangi ya kahawia ambalo lina tangi la maji juu yake?

**Shamila:** Ndiyo, tunaona nyumba mbili zenye mapaa ya vigae? Je, nyumba yenu ni gani?

**Juma:** Utaona ua mkubwa wenye maua mengi. Nyumba imezungukwa na uzio wa mawe.

**Shamila na Joseph:** Sawa tumeiona. Tutaonana hivi karibuni.

**Juma:** Karibuni sana.

1. Nyumba ya Juma ina paa la vigae vya rangi gani?
2. Ua la Juma lina vitu gani?
3. Juu ya nyumba ya Juma kuna vitu gani?
4. Nyumba ya Juma imezungukwa na uzio wa aina gani ?
5. Shamila na Joseph wanaenda kufanya nini kwa nyumba ya rafiki yao?





## Zoezi D

During their stay in Tanzania, Mwalimu Bakari asks Shamila, Joseph, and the other study abroad students living with host families to briefly describe their host families' homesteads. Listen to Shamila's description of Bibi Farida and Bwana Juma's homestead while drawing a sketch of it. Then, answer the following questions.

1. Familia pokezi ya Shamila inakaa wapi?
2. Kiambo cha Bibi Farida kina nyumba ngapi?
3. Nyumba kubwa zaidi ina vyumba gani?
4. Banda la kuegesha gari liko wapi?
5. Je, nyumba hii ina choo na bafu?
6. Jikoni iko wapi?
7. Nyumba kubwa ya Bibi Farida na Bwana Juma ina rangi gani ndani na nje?
8. Bwana Juma ana mifugo ya aina gani?
9. Kiambo cha Bibi Farida na Bwana Juma kina maua ya rangi gani?
10. Uwanja wa kuchezea mpira uko wapi?

### Sarufi: Kivumishi -a-unganifu (*Connective -a- of association*)

The connective *-a* of association is used to indicate the relationship between two nouns, and it is most often translated as "of" or "s" in English, denoting possession or belonging. We have already seen it used frequently to talk about family members:

Baba **wa** Joseph anaitwa Eric.  
Familia **ya** Shamila ni kubwa.

*Joseph's father is called Eric.  
Shamila's family is big.*

The prefix of *-a* of association changes based on the noun class of the person or thing being "possessed" or described. Note that it is possible to use one or two associatives in a sentence.

Habari **za** familia?  
*How is the family?*

Shamila anasoma katika Chuo kikuu **cha** Kansas.  
*Shamila studies at the University of Kansas.*

Kitabu **cha** Kiswahili kimefika.  
*The Kiswahili book has arrived.*

Vitabu **vya** Kiswahili vimefika.  
*The Kiswahili books have arrived.*

The *-a* of association is also used with colors and with building materials.

Kuna kochi **la** rangi **ya** kahawia katika sebule.  
*There is a brown couch **in** the living room.*

Nyumba yenye kuta **za** kijani ni **ya** mwalimu wangu.  
*The house **with** green walls is my teacher's.*

Ukuta **wa** nyumba ni **wa** matofali.  
*The wall **of** the house is (made) **of** bricks.*

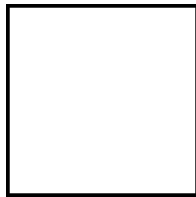
Keep in mind, however, that not all colors require the use of the *-a-* of association. The words for black, white and red usually agree with the nouns they modify.

Kiti cheusi kimevunjika.  
*The black seat is broken.*

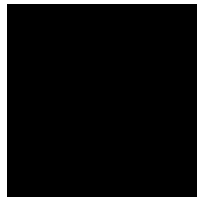
Kitanda chekundu ni cha shangazi yangu.  
*The red bed is my aunt's.*

Nguo nyeupe imeoshwa.  
*The white cloth has been washed.*

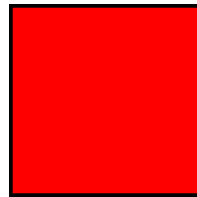
The following are the common colors in Kiswahili.



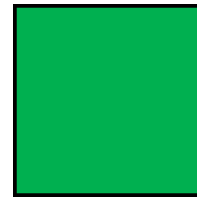
nyeupe  
(white)



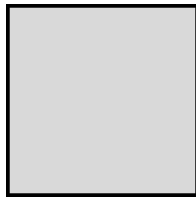
nyeusi  
(black)



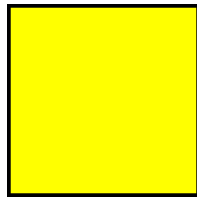
nyekundu  
(red)



kijani  
(green)



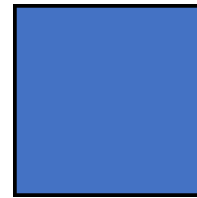
kijivu  
(gray)



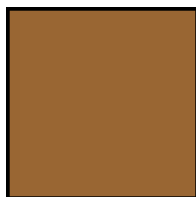
manjano  
(yellow)



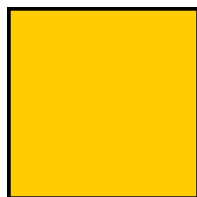
zambarau  
(purple)



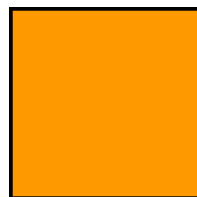
buluu  
(blue)



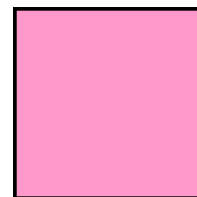
kahawia  
(brown)



dhahabu  
(gold)



machungwa  
(orange)



waridi  
(pink)



## Zoezi E

Complete the following sentences using the appropriate *-a* of association from the word bank below.

wa | ya | cha | vya  
ya | za | la | pa | kwa

1. Mtoto \_\_\_\_\_ mwalimu ni mgonjwa.
2. Kiti \_\_\_\_\_ Juma ni \_\_\_\_\_ rangi ya kahawia.
3. Mlango \_\_\_\_\_ nyumba yake ni \_\_\_\_\_ rangi \_\_\_\_\_ kijivu.
4. Vioo \_\_\_\_\_ nyumba yake vimevunjika.
5. Nyumba \_\_\_\_\_ mabati zinadumu sana.
6. Sahani \_\_\_\_\_ Amina ni nzuri sana.
7. Wasichana \_\_\_\_\_ mama Mwajuma wanakaa Marekani.
8. Pahali \_\_\_\_\_ kununua chakula ni pazuri sana.
9. Mbwa \_\_\_\_\_ kaka ni mkubwa.
10. Darasa letu \_\_\_\_\_ Kiswahili ni dogo.



## Zoezi F

Complete the following sentences with the correct form of the connective *-a* of association.

1. Mtoto \_\_\_\_\_ mama amefika.
2. Chumba \_\_\_\_\_ maakuli ni kizuri.
3. Kijiko \_\_\_\_\_ mtoto ni kipya.
4. Nyumba \_\_\_\_\_ mwalimu Bakari ni kubwa.
5. Viatu \_\_\_\_\_ baba ni vyeusi.
6. Gari \_\_\_\_\_ mama ni \_\_\_\_\_ rangi nyekundu.
7. Vyumba \_\_\_\_\_ kulala ni vikubwa.
8. Nyumba yake imepakwa rangi \_\_\_\_\_ buluu kwenye ukuta.
9. Mji \_\_\_\_\_ Nairobi ni \_\_\_\_\_ kupendeza.
10. Chuo kikuu \_\_\_\_\_ Kansas ni \_\_\_\_\_ wanafunzi wazuri.



## Zoezi G

Answer the following questions. Then, take turns asking one or two classmates the same questions. Be prepared to report your responses to the class.

1. Paa la nyumba yako ni la rangi gani?
2. Kuta za ndani ya nyumba yako ni za rangi gani?
3. Milango ya nyumba yako ni ya rangi gani?
4. Dari la nyumba yako ni la rangi gani?

### Sarufi: Vihusishi (*Prepositional phrases*)

A preposition is a word that indicates the relationship between a noun and other words in the sentence. One of the more common uses for prepositions is to indicate the location of an object. For example, “The book is *in* the living room,” where *in* indicates where the book is located, or, “The book is *on* the table *next to* the remote control”, in which *on* and *next to* indicate the spatial relationship of the two objects.

Below is a list of common Kiswahili prepositional phrases to describe the relative position of objects.

baada ya	<i>after</i>
chini ya	<i>underneath; below</i>
juu ya	<i>on top of; about; above</i>
kabla ya	<i>before</i>
kando ya	<i>beside; along</i>
karibu na	<i>close to; near</i>
karibu	<i>around; near</i>
kati ya; baina ya	<i>between</i>
katikati ya	<i>in between</i>
kisha	<i>then; and then</i>
kwenye; katika	<i>toward; on; in; inside</i>
mbali na	<i>far from; far</i>
mbele ya	<i>in front of</i>
mpaka; hadi	<i>until; ‘til</i>
ndani ya	<i>inside of; in</i>
nje ya	<i>outside of</i>
nyuma ya	<i>behind</i>
tangu; toka; kutoka	<i>from; since</i>

The verb **kuna** (there is) is often used alongside these prepositions.

**Kuna** kidimbwi cha kuogelea **nje ya** nyumba.  
**There is** a swimming pool **outside** the house.

**Kuna** miti **mbele ya** nyumba yake.  
**There are** trees **in front of** his house.

**Kuna** rafu ya vitabu **karibu na** dirisha.  
**There is** a bookshelf **near** the window.

**Kuna** viti vingi **ndani** ya sebule.  
*There are many seats in the living room.*

**Kuna** wanafunzi wachache **nje** ya darasa.  
*There are few students outside the classroom.*



### Zoezi H

Working in pairs, describe the image below (listing the names of items, their locations, colors, etc.). Practice asking one another questions about things in the room.

#### **Example:**

Kuna nini mbele ya kochi?  
*What is in front of the couch?*

Kuna meza ndogo ya mbaao mbele ya kochi.  
*There is a small wooden table in front of the couch.*

Maua ambayo yako juu ya meza ni ya rangi gani?  
*What is the color of the flowers that are on top of the table?*



### Zoezi I

Choose one room of your house and describe it in detail. Be sure to describe the location of items and their colors. If possible, provide an image of the room along with the description.



### Zoezi J

You have arrived at your friend's house to visit, but you are not entirely sure you are at the right house. Call your friend and ask them at least five questions about the exterior of the house to make sure that you are at the right house.



### Zoezi K

Working in groups, find a house on the internet that is unique and interesting. Prepare a description of the interior and exterior of the house to present to the class.



### Zoezi L

You will be hosting a party next weekend. Text the friends you are inviting to give them details for the party (e.g., day, time, and a description of the exterior of your house so that they can identify it easily when they arrive).



### Zoezi M

Read the party descriptions prepared by your classmates in the activity above and then discuss which party you are likely to attend.



### Zoezi N

Listen to the conversation between Shamila and her host mother about the exterior of houses in East Africa and the U.S. Then, complete the chart below with details of their similarities and differences.

Vitu gani sawa?	Vitu gani ni tofauti?



## Zoezi O

After describing their host families' houses, Mwalimu Bakari asked the students to write a short essay to illustrate how the houses in East Africa differ with those in their home country. Read Joseph's comparison below and answer the questions that follow.

Jina langu ni Joseph, mimi ninatoka nchi ya Marekani, lakini kwa sasa ninaishi na familia yangu pokezi katika mtaa wa Kinondoni, mjini Dar es Salaam. Familia hii inaishi karibu na kanisa kuu la Azania Front. Wao wana nyumba kubwa ambayo ina vyumba vinne. Kuna tofauti kidogo kati ya nyumba hii ya familia yangu pokezi na nyumba za nchi ya Marekani. Kwanza kabisa, nyumba hii ina vyumba vichache kuliko nyumba yangu ya Marekani. Katika nyumba hii kuna vyumba viwili vya kulala, sebule na chumba cha maakuli. Katika nyumba hii hakuna jikoni, choo na bafu kama nyumba za Marekani. Jikoni iko nje ya nyumba lakini Marekani jikoni iko ndani ya nyumba. Pia familia hii wanatumia choo cha shimo, choo kiko nyuma ya nyumba.

Isitoshe, katika nyumba hii hakuna pahali pa kuoshea nguo kama nyumba za Marekani. Bibi Farida hufua nguo kwa mikono nje ya nyumba. Katika nyumba ya familia yangu hakuna maji ndani ya nyumba. Wao huteka maji kwenye kisima ambacho kiko nje ya nyumba. Paa la nyumba ya familia yangu limeezekwa kwa makuti. Hii, ni tofauti na nyumba nyingi za Marekani ambazo zimeezekwa kwa vigae. Sakafu ya nyumba ni ya saruji na hakuna zulia kama nyumba nyingi za Marekani.

Katika nyumba hii, kila chumba kina rangi tofauti lakini nyumba nyingi za Marekani nyumba zina rangi moja tu. Katika nyumba ya Bibi Farida, vyumba vyote vya kulala vina rangi ya kijani, sebule ina rangi ya waridi na chumba cha maakuli kina rangi ya manjano kwenye ukuta.

1. Joseph anatoka nchi gani?
2. Familia pokezi ya Joseph wanaishi wapi?
3. Nyumba ya Bibi Farida ina vyumba vingapi?
4. Je, katika nyumba hii kuna pahali pa kufua nguo?
5. Sakafu ya nyumba ya Bibi Farida ni ya aina gani?
6. Vyumba vya nyumba ya Bibi Farida vina rangi gani?
7. Kuna tofauti gani kati ya nyumba ya familia pokezi na nyumba ya familia ya Joseph ya Marekani?
8. Eleza kuhusu nyumba ya familia yako.





## Zoezi P

Listen to the description of Bibi Fatuma's house and answer the questions below.

1. Bibi Fatuma na familia yake wanaishi wapi?
2. Nyumba ya Bibi Fatuma ina vyumba vingapi?
3. Vyumba vya kulala vina rangi gani?
4. Chumba cha maakuli na sebule ni rangi gani?
5. Jikoni mna rangi gani?
6. Sakafu na dari ni za rangi gani?
7. Ukuta wa nje una rangi gani?

## Cultural Explorations

In rural East Africa, houses are built out of materials that are most readily available. Most rural houses are round with mud walls and a roof that is either thatched or covered with iron sheets; others may be built of wood or papyrus reeds, if available. Houses made of wood or concrete are generally painted. Those made of mud are often adorned with decorative clay applied with specific designs and often changed on a seasonal basis. Most homesteads are surrounded by fences, usually made of wood and barbed wire. One might also see a live hedge or flowers that may be distinctive in some way. More recently, peri-urban areas have started building multi-story buildings out of concrete blocks and with roofing tiles to mirror building styles more common in urban areas.



As most houses do not have house numbers, there is a greater need to create a distinctive exterior that can be easily described. It is, as such, quite commonplace to describe the features of the exterior of the house or building (e.g., the number of floors, the type and color of roof, the type of gate, the color of the walls, etc.) rather than just give someone an address. The same generally holds true for apartment complexes, which have no numbers on the building(s) or the individual apartments. Because of this, directions will include specific details on location (e.g., third building from the entrance, second floor, first apartment on the right with a red door, etc.). These descriptions are crucial for visiting guests, for vendors delivering groceries or other goods, or for taxi drivers picking up or dropping off passengers.



While urban areas do have street names for the most part, in smaller towns only the main streets are named. In very rural areas, there may not be street names at all. Be prepared for detailed directions if you are visiting friends outside of a major city.



Letters and packages are usually not delivered to the recipient's home unless you pay an extra fee. Instead, mail is picked up at the town's central post office where the recipient can retrieve their mail from a personalized post office box or courier company offices. Packages can also be sent through public transport companies, but again, these packages are not sent to the recipient's home. These packages must be picked up from the shipping company's local office, with proof of identification to retrieve the package.

### **Cultural Reflections:**

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions below.

1. How are the exteriors of homes decorated in your neighborhood or town? Is this trend consistent or similar to that of your nation? How does this compare to the decorations and distinct designs on the exteriors of East African homes?
2. What are some common building materials for housing in your region? Are these materials similar to those used nationwide? How do these materials compare to those used in East Africa?
3. With the precautions put in place due to COVID-19, many nations saw an increase in the amount of goods delivered to residences. Imagine how a similar system could work in East Africa where goods are not usually delivered to homes, especially in rural areas.



**Zoezi Q**

Write a short essay to illustrate similarities and differences between housing in East Africa and in your country.

## Key Vocabulary

### *Colors*

<b>bluu; samawati; samawi</b>	blue
<b>dhahabu; zari</b>	gold
<b>-ekundu</b>	red
<b>-eupe</b>	white
<b>-eusi</b>	black
<b>fedha</b>	silver
<b>hudhurungi</b>	mustard
<b>kahawia</b>	brown
<b>kijani; kibichi</b>	green
<b>kijivu</b>	gray
<b>machungwa</b>	orange
<b>manjano</b>	yellow
<b>maziwa</b>	milky white
<b>nili; bluu giza</b>	indigo
<b>rangi ya giza</b>	dark color
<b>rangi ya mwangaza</b>	light color
<b>rangirangi</b>	multicolored
<b>samli</b>	off white
<b>shaba</b>	bronze
<b>urujuani</b>	violet
<b>waridi</b>	pink
<b>zambarau</b>	purple

### *Nouns*

<b>almasi</b>	diamond
<b>baraza</b>	veranda
<b>bustani</b>	yard (American); garden (British)
<b>dari</b>	ceiling
<b>dirisha</b>	window
<b>gereji; banda la gari</b>	garage
<b>ghala</b>	granary
<b>kiambo</b>	village; compound
<b>lango</b>	gate
<b>mabati</b>	iron sheets for roofing
<b>makuti</b>	palms
<b>mawe</b>	stone
<b>mlango</b>	door
<b>nyasi</b>	grass
<b>paa</b>	roof
<b>pazia</b>	curtain
<b>rangi</b>	color
<b>roshani</b>	balcony
<b>sakafu</b>	floor
<b>shamba</b>	farm
<b>ua</b>	courtyard; compound; fence
<b>ukuta</b>	wall
<b>uwanja</b>	field

**uzio** fence; hedge  
**vigae** tiles  
**zizi** cowshed

#### *Verbs*

**-ezeka** to roof  
**-paka** to paint  
**-panga** to arrange  
**-weka** to put

### **Key Phrases**

**Vyumba katika nyumba yako vina rangi gani?** What are the colors of rooms in your house?

**Makochi yako ni ya rangi gani?** What is the color of your couches?

**Nyumba yako imezekwa na nini?** What is your roof made of?

**Sakafu ya nyumba yako ni ya aina gani?** What type of floor does your house have?

**Friji iko wapi kwenye nyumba yako?** Where is the fridge located in your house?

**Kuna nini kwenye ukuta wa nyumba yako?** What do you have on the wall of your house?

**Televisheni iko wapi kwenye nyumba yako?** Where is the television located in your house?

**Kizingiti cha viatu kiko wapi kwenye nyumba yako?** Where is the shoe rack located in your house?

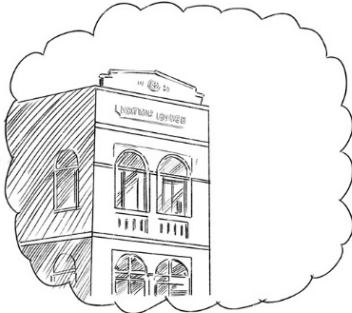
## 4.4 Mtaa na ujirani



### Zoezi A

For one of their assignments, the Kiswahili students were asked to give presentations describing where they live using photos of key landmarks. Below are transcripts of Shamila and Joseph's presentations. Read them and answer the questions that follow.

*Shamila describes her neighborhood*



Mimi ninaishi mjini pamoja na familia yangu pokezi, Bwana Juma na Bibi Farida. Tunaishi karibu na soko la samaki la Mzizima. Hili ni eneo la makazi ambalo lina nyumba nyingi na watu wengi pia. Soko hili liko maili tano kutoka nyumbani kwa familia pokezi na ni maarufu kwa uuzaji wa samaki. Mimi na Bibi Farida, huenda sokoni kila wikendi kununua samaki. Kuna sehemu kubwa ambayo ni soko la wazi ambalo liko karibu na bahari. Wavuvi huvua samaki baharini na kuwauza katika soko la wazi. Pia soko hilo lina majengo mawili ambayo yako katika ghorofa ya chini. Kuna soko la ndani kubwa ambalo limegawanyika katika sehemu tatu ambazo ni ghorofa ya kwanza, sehemu ya kati na ya chini.

Ingawa eneo la Mzizima limezungukwa na maduka yanayouza bidhaa mbalimbali, bado soko la Mzizima ndilo soko kuu la mauzo ya samaki na bidhaa za kilimo nchini. Linauza mazao kwa bei ya jumla na ya rejareja pamoja na vifaa vya kilimo. Majengo mengine maarufu katika soko hili ni Jumba la Natwar. Hili ni jengo la kumbukumbu. Jengo hili lilijengwa wakati wa ukoloni na lina msikiti mkubwa sana. Wakazi, wageni na wafanyabiashara huabudu katika msikiti huu. Mtaa huu ni safi sana, salama na maridadi. Kuna kituo cha polisi, kwa hivyo polisi huimarisha hali ya usalama sokoni kila wakati.

1. Soko la samaki liko umbali gani na familia pokezi ya Shamila?
2. Kwa nini Shamila na Bibi Farida huenda soko la Mzizima kila wikendi?
3. Soko la wazi la Mzizima ni maarufu kwa vitu gani?
4. Soko la Mzizima lina majengo yapi makuu?
5. Jengo la Natwar lilijengwa wakati gani?
6. Wakazi, wafanyabiashara na wageni katika eneo la Mzizima huabudu wapi?
7. Kwa nini hali ya usalama ni nzuri katika eneo la Mzizima?

*Joseph describes his neighborhood:*

Nyumba ya familia yangu pokezi iko karibu na kanisa kuu la Azania Front. Kanisa hili liko katikati mwa mji wa Dar es salaam ambao ni maarufu sana kwa watalii. Kanisa pia lipo karibu na bahari. Kanisa hili ni la dini ya Kilutheri. Kanisa kuu la Azania Front lipo maili mbili kutoka nyumbani kwa Bwana Musa. Kanisa hili lilijengwa na wamishonari Wajerumani mwaka wa elfu moja mia nane na tisini na nane. Kanisa hili lina paa la vigae vya rangi nyekundu na limezungukwa na uzio mfupi ulio na mapambo ya misalaba. Nje ya jengo la kanisa kuna aina mbalimbali ya miti. Karibu na kanisa kuna majengo mengine kama vile ofisi za serikali, majumba ya biashara, benki na kadhalika. Karibu na kanisa la Azania Front kuna kituo cha polisi na hospitali ya umma.

Kila Jumamosi mimi, Masika, na Chacha huenda kupumzika karibu na mto wa Wami. Mto huu uko umbali wa kilomita ishirini kutoka nyumbani kwa familia pokezi yangu. Mto huu uko ufukweni na uko karibu na hifadhi ya msitu wa Pugu. Mara kwa mara sisi hupenda kufanya mazoezi na kukwea mlima ulioko katika msitu wa Pugu kwa sababu ni salama na hakuna wanyama hatari wa porini. Humo kwenye msitu wa Pugu kuna mto pia.



1. Kuna vivutio gani karibu na Mto wa Wami?
2. Kanisa la Azania Front lilijengwa na nani na lilijengwa mwaka gani?
3. Kanisa kuu la Azania Front liko maili ngapi kutoka nyumbani kwa familia pokezi ya Joseph?
4. Kuna majengo gani mengine karibu na kanisa la Azania Front?
5. Joseph na Masika hupenda kufanya nini wanapokwenda katika Mto wa Wami?
6. Uzio ambao umezunguka kanisa una aina gani ya mapambo?
7. Kwa nini msitu wa pwagu ni salama?
8. Joseph na wenzake wanapenda kufanya nini katika msitu wa Pugu?



### Zoezi B

Listen to Shamila and Joseph's descriptions of their neighborhoods in the U.S. and answer the questions that follow.

1. Shamila na jamaa yake wanakaa katika mtaa gani?
2. Kuna vitu gani nje ya nyumba katika mitaa hii?
3. Je, kuna maduka au soko karibu na mitaa hii?
4. Joseph na familia yake wanakaa katika mtaa gani?
5. Mtaa wa Joseph una idadi gani ya watu?
6. Kuna aina gani za shule katika mtaa wa Shamila?
7. Kuna sehemu gani nyingine katika mtaa wa Encino?
8. Mtaa wa Encino una sifa gani?
9. Wewe unakaa katika mtaa gani?
10. Kuna vitu gani katika mtaa wako?



### Zoezi C

In pairs, describe the street that you live on. Be as detailed as possible so that your classmate can get the visual image of the street.



### Zoezi D

Describe your neighborhood to a classmate. Be as detailed as possible so that you can give a report about your classmate's neighborhood to the class.



### Zoezi E

A new student from East Africa is moving to your city to attend your college, and they need help finding housing. They would like to know some information about the neighborhood where you live, or perhaps information about a popular area where other undergraduate students live. In pairs, role-play this scenario pretending that one of you is the new student from East Africa and the other is from the U.S.

## Sarufi: Ngeli za mahali *-ko/-po/-mo* (Locative noun classes *-ko/-po/-mo*)

In Kiswahili, there are three noun classes that denote location. Location is expressed by the following:

- **-ko** to denote a general or indefinite place, making it the most commonly used form
- **-po** to express a more specific or definite location when the general location is known
- **-mo** to indicate location inside of something or inside of some place

Location can be expressed in various ways – locatives and noun classes or locatives and personal pronouns. The use of *-ko* and *-po* is dependent on context, so let's look at a few carefully structured examples:

<b>Uko</b> wapi sasa?	<i>Where are you now?</i>
<b>Niko</b> nchini Kenya.	<i>I am in Kenya.</i>
<b>Upo</b> wapi nchini Kenya?	<i>Where (exactly) are you in Kenya?</i>
<b>Nipo</b> mjini Nairobi.	<i>I am in Nairobi.</i>

The dialogue above would most likely be over the phone. In the first question, the person is asking for a general location and therefore uses *-ko*; the response provides a general location and uses the same locative suffix. In the second question, the person knows the general location, and so they ask for greater specificity using the suffix *-po*. If they had already known that the other person was traveling around Kenya, they could simply have asked *Upo wapi sasa?*

Let's look at another example:

<b>Uko</b> wapi sasa?	<i>Where are you right now?</i>
<b>Niko</b> chuoni.	<i>I'm on campus.</i>
Je, <b>uko</b> wapi chuoni?	<i>Where are you on campus?</i>
<b>Nimo</b> maktabani.	<i>I am in the library.</i>

These questions are all requests for a general location, with the last answer reflecting an interior location, and thus using the prefix *-mo*. If the first person decides to go to the library to find the other person, we would get an exchange like this:

<b>Nimo</b> maktabani. <b>Upo</b> wapi?	<i>I am in the library. Where (exactly) are you?</i>
<b>Nipo</b> kwenye ghorofa ya tatu karibu na ngazi.	<i>I am on the third floor near the stairs.</i>

Remember that *-ko* is used to give a general location and is the most frequently used. You will only use *-po* if the general location is known but more specific information is needed.

Funguo zangu <b>zipo</b> wapi?	<i>Where are my keys?</i>
Kitabu changu <b>kipo</b> wapi?	<i>Where is my book?</i>

To this point, you have been using the verb *kuna* to describe the location of objects. For example:

**Kuna** meza ndogo mbele ya kochi.      **There is** a small table in front of the couch.  
**Kuna** kitabu cha kijani juu ya meza.      **There is** a green book on the table.

Those same descriptions can be written in a slightly different way using these *-ko/-po/-mo* suffixes.

Meza ndogo **iko** mbele ya kochi.      *A small table is in front of the couch.*  
Kitabu cha kijani **kiko** juu ya meza.      *The green book is on the table.*  
Vyombo **vimo** ndani ya kabati.      *The utensils are in the cupboard.*  
Wanafunzi wapo shuleni.      *The students are in school.*



## Zoezi F

Look at the *kuna* sentences below and convert them to sentences with *-ko/-po/-mo* locatives. Pay attention to the context in choosing the correct suffix.

### Example:

Kuna miti mingi mbele ya nyumba.  
Miti mingi **iko** mbele ya nyumba./ Miti mingi **ipo** mbele nyumba.

1. Kuna simu ndani ya mkoba.  
\_\_\_\_\_
2. Kuna vitabu vingi kwenye rafu.  
\_\_\_\_\_
3. Kuna wanafunzi ndani ya darasa.  
\_\_\_\_\_
4. Kuna watoto wengi kwenye uwanja wa shule.  
\_\_\_\_\_
5. Kuna wanafunzi katika chuo kikuu sasa kwa sababu hali ya hewa ni nzuri.  
\_\_\_\_\_
6. Kuna vitu vingi vya matumizi ya jikoni kwenye soko.  
\_\_\_\_\_
7. Kuna kalamu mbili juu ya meza ndani ya ofisi ya mwalimu.  
\_\_\_\_\_
8. Kuna walimu wengi katika ofisi.  
\_\_\_\_\_
9. Kuna tangi nyingi juu ya nyumba.  
\_\_\_\_\_





## Zoezi G

Write five of your own sentences using *-ko/-po/-mo* to describe the relative location of items in the classroom. Be prepared to share your sentences with the class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Sarufi: *-ni ya mahali (Locative suffix -ni)*

When making general comments about location, one can also add the suffix *-ni-* in place of a preposition (*katika*, *ndani ya*, *kwenye*) to indicate that something is inside.

Wanafunzi wako chuoni.  
*The students are on campus.*

Vyombo viko kabatini.  
*The utensils are in the cupboard.*

Kompyuta zimo maktabani.  
*The computers are in the library.*

Remember that you cannot use the prepositions *katika*, *ndani ya*, or *kwenye* with *-ni-* since they all denote “inside”.

Also note that *-ni-* cannot be used with proper nouns, such as the names of cities and countries. In those cases, you must use the prepositions *katika* or *kwenye*:

Joseph anaishi **katika** nchi ya Tanzania.  
*Joseph lives **in** Tanzania.*

Joseph anaishi **kwenye** nchi ya Tanzania.  
*Joseph lives **in** Tanzania.*



## Zoezi H

Work with a classmate to rewrite the sentences in *Zoezi F* using the locative suffix *-ni-* in place of the prepositional phrase. If you finish early, try rewriting the sentences that you created for *Zoezi G*.



## Zoezi I

Complete the sentences using the locative markers provided below.

**kiko | liko | mjini | nyumbani | sokoni**  
**uko | vimo | vipo | wamo | yuko | yumo**

1. Shamila na Bibi Farida hupenda kwenda \_\_\_\_\_ Mzizima katika mji wa Dar es Salaam kununua vyakula.
2. Joseph anaishi \_\_\_\_\_ mwa Bwana Musa na Bibi Fatuma.
3. Kanisa \_\_\_\_\_ maili mbili kutoka nyumbani kwa Bwana Musa.
4. Mto wa Wami \_\_\_\_\_ mbali na kanisa kuu la Azania Front.
5. Bwana Musa hupenda kwenda kutembea \_\_\_\_\_.
6. Vikombe na vijiko \_\_\_\_\_ kabatini.
7. Visu vya kulia mezani \_\_\_\_\_ juu ya meza katika chumba cha maakuli.
8. Wanafunzi wengi \_\_\_\_\_ darasani, kwa hivyo mwalimu atianza kufundisha.
9. Baba \_\_\_\_\_ ofisini anafanya kazi.
10. Kitanda cha mtoto \_\_\_\_\_ karibu na dirisha.



## Zoezi J

After getting to campus one morning, Shamila realizes that her laptop is not in her backpack. She calls Bibi Farida and asks her to check several places in the house to see if the laptop is still there. Read their conversation and answer the questions that follow.

**Shamila:** Shikamoo Bibi Farida?

**Farida:** Marahaba Shamila. Habari za masomo leo?

**Shamila:** Salama tu. Je, uko nyumbani ama ushaondoka kuelekea kazini?

**Farida:** Bado niko nyumbani. Nitaondoka baada ya nusu saa. Unahitaji chochote?

**Shamila:** Kompyuta yangu haimo mkobani. Sijui kama nimeisahau nyumbani? Tafadhali angalia kama imo chumbani mwangu mwa kulala.

**Farida:** Sawa. Subiri kidogo. Haimo chumbani. Haipo juu ya meza wala juu ya kitanda.

**Shamila:** Je, ipo kwenye rafu ya vitabu?

**Farida:** Ndiyo, ipo kwenye rafu ya vitabu.

**Shamila:** Hizi ni habari njema. Nina furaha kuwa ipo nyumbani. Nilikuwa na wasiwasi sana. Nilifikiri kuwa imepotea.

1. Bibi Farida alikuwa wapi Shamila alipompigia simu?
2. Bibi Farida aliitafuta kompyuta ya Shamila wapi?
3. Bibi Farida aliipata kompyuta ya Shamila wapi?
4. Kwa nini Shamila alikuwa na wasiwasi?



## Zoezi K

Joseph calls his friend Yusufu one Saturday afternoon to see if he wants to go to the mall downtown. Listen to their conversation and answer the questions that follow.

1. Joseph anataka kwenda wapi?
2. Joseph anataka kwenda kufanya nini mjini?
3. Yusufu yuko wapi?
4. Yusufu anafanya nini sasa?
5. Yusufu na Joseph watakutana wapi mjini?



## Zoezi L

Assume that you and a classmate will be studying abroad next summer. You would like to share an apartment or house to reduce living expenses. Read the advertisements below and pick the place that you would like to rent. Be ready to explain your choice to the class.

**KODI:** TSh 250,000 kwa mwezi.

**NYUMBA IKO WAPI?:** Kinondoni, Mabwemanda, Dar es Salaam.

**AINA YA NYUMBA:** Nyumba ya kukodisha.

**UNAWEZA KUPIGA BEI?:** Ndiyo.

**MASHARTI:** Unaomba nyumba miezi sita kabla ya kuingia. Unahitaji kulipa kodi ya miezi mitatu kabla ya kuingia.

**IDADI YA VYUMBA VYA KULALA:** 2.

**IDADI YA MISALA:** 2.

**VIFAA:** Kidimbwi cha kuogelea, chumba cha mazoezi, duka la vyakula, duka la maji, chumba cha kuoshea nguo na uwanja wa watoto wa kuchezea.

**MAELEZO:** Nyumba hii ni kubwa. Iko katika mtaa wa Mabwemanda. Iko karibu na kituo cha basi. Kuna umeme na maji. Nyumba ina ua mzuri.

---

**KODI:** TSh 4,173,000 kwa mwezi.

**NYUMBA IKO WAPI?:** Kinondoni, Masaki, Dar es Salaam.

**AINA YA NYUMBA:** Fleti za kukodisha kwa muda mfupi.

**UNAWEZA KUPIGA BEI?:** Ndiyo.

**MASHARTI:** Unalipa kodi mwanzoni mwa mwezi.

**IDADI YA VYUMBA VYA KULALA:** 2.

**IDADI YA MISALA:** 2.

**VIFAA:** Nyumba ina Kiyoyozi, ina kila kitu cha nyumba, jenerata, chumba cha mazoezi, dimbwi la kuogelea, maji safi, na huduma za ulinzi.

**MAELEZO:** Unaweza kukaa katika nyumba hii kwa muda mfupi kati ya mwezi mmoja hadi miezi sita. Nyumba inapendeza na iko karibu na benki, maduka na pwani.

---

**KODI:** TSh 2,500,000 kwa mwezi.

**NYUMBA IKO WAPI?:** Kinondoni, Masaki, Dar es Salaam.

**AINA YA NYUMBA:** Fleti.

**UNAWENZA KUPIGA BEI?:** Ndiyo.

**MASHARTI:** Unahitaji kutuma maombi ya nyumba miezi sita kabla ya kuingia

**IDADI YA VYUMBA VYA KULALA:** 2.

**IDADI YA MISALA:** 2.

**VIFAA:** Kiyoyozi, ina kila kitu cha nyumba, jenerata na huduma za ulinzi.

**MAELEZO:** Hii ni nyumba ya kisasa ambayo ina sebule kubwa. Nyumba imetunzwa vizuri sana. Nyumba ina vyumba viwili vya kulala na jikoni kando. Msalani kuna choo pamoja na bafu. Piga simu au tuma ujumbe kwa Whatsapp ili tupange kukuonyesha nyumba.

---

**KODI:** TSh 2,760,000 kwa mwezi.

**NYUMBA IKO WAPI?:** Ilala, Upanga Magharibi, Dar es Salaam.

**AINA YA NYUMBA:** nyumba ya ghorofa ya kisasa.

**UNAWENZA KUPIGA BEI?:** Ndiyo.

**IDADI YA VYUMBA VYA KULALA:** 4.

**IDADI YA MISALA:** 3.

**VIFAA:** Kiyoyozi, mashine ya kuoshea nguo, na mashine ya kuoshea vyombo.

**MAELEZO:** Nyumba hii inapendeza sana. Nyumba ina vyumba vinne vya kulala, sebule kubwa, chumba cha maakuli, jikoni. Kuna makazi ya wafanyikazi na maeneo matano ya kuegesha gari. Piga simu sasa ili tuweze kukuonyesha nyumba hii.

---

Ukiwa na maswali kuhusu nyumba yoyote unaweza piga simu au kutuma ujumbe kwa Whatsapp kwa nambari hii.

**NAMBARI YA SIMU:** +255 774 6789871.

Barua pepe: [zotechrealestate.org](http://zotechrealestate.org)



## Zoezi M

You would like to know more about the neighborhood where the rental property that you selected is located. Prepare a short list of questions that you might ask the real estate agent.



## Zoezi N

Do some research on your own to find out more about the neighborhood in Dar es Salaam where the rental property is located. You might even have a look at the city using Google Maps to get a sense of what kind of shopping, dining, and transportation options exist. Using this additional information, write an email to the real estate agent explaining which apartment you would like to rent and what you like about it. Include any questions that you might have pertaining to the property.

## Cultural Explorations

Within rural areas in East Africa, villages are formed of a collection of homesteads. Village elders handle issues like allocating water usage and settling minor disputes, such as land disputes, and may also be tasked with administering other services (e.g., security, schools, health facilities, etc.). Villages are then organized into wards, sublocations, locations, division and districts, with the largest village typically serving as the market center where people come to buy and sell goods.



In more urban areas, the city center is almost exclusively commercial buildings and stores. This is where you will find commercial shopping centers and open-air markets, as well as amenities like swimming pools, churches, institutions of higher education, museums and hotels. As one might expect, similar businesses tend to operate in close proximity to one another; property values also influence the location of certain businesses, with high-end shopping and professional services often focused on certain parts of the city center.

Residential housing is largely located within a short drive from the city center. Most people live in gated communities and pay monthly fees to cover the costs of security, garbage pickup, and maintenance of shared areas. There may be some small stores and restaurants within such a community for convenience, but the vast majority of purchases require a trip to the city center or the nearest market center. While some people own their own cars, most people walk or rely on public transportation to get to and from the city center.





### **Cultural Reflections:**

1. How much time per week do you spend shopping for food? How far do you have to travel to reach the grocery store or market?
2. Are there specific services that are only located downtown where you live? Are there specific reasons that you need to go downtown, or can you largely avoid downtown?
3. Does the neighborhood or building in which you live have services like maintenance of shared spaces or community security?

## Key Vocabulary

### *Adjectives*

<b>-baya</b>	bad
<b>-chafu</b>	dirty
<b>-dogo</b>	small
<b>-enye kelele</b>	noisy
<b>-enye nafasi kubwa</b>	spacious
<b>-enye nafasi ndogo</b>	not spacious
<b>-enye shughuli nyingi</b>	busy
<b>-enye watu wachache</b>	less densely populated
<b>-enye watu wengi</b>	densely populated
<b>fahari</b>	luxurious
<b>-fupi</b>	short
<b>ghali</b>	expensive; exorbitant
<b>haba</b>	few
<b>hatari</b>	dangerous
<b>-kubwa</b>	big
<b>maridadi</b>	beautiful
<b>-pya</b>	new
<b>rahisi</b>	cheap
<b>-refu</b>	tall
<b>safi</b>	clean
<b>starehe</b>	comfortable
<b>tele</b>	plenty
<b>-tulivu</b>	quiet
<b>-zee</b>	old
<b>-zuri</b>	good; nice; beautiful

### *Nouns*

<b>bawabu</b>	security guard; door keeper
<b>bwawa</b>	swimming pool
<b>chuma</b>	metal
<b>duka</b>	shop
<b>kanisa</b>	church
<b>kata</b>	ward
<b>kata kubwa</b>	location
<b>kata ndogo</b>	sub-location
<b>kaunti</b>	county
<b>kiduka; kioski</b>	kiosk
<b>kijiji</b>	village
<b>kijijini</b>	rural
<b>kitongoji</b>	small village
<b>kituo cha polisi</b>	police station
<b>kiunga</b>	suburb
<b>lango la kuingia</b>	entrance
<b>lango la kutoka</b>	exit
<b>majengo ya kibiashara</b>	business buildings
<b>makavazi</b>	museum
<b>makuti</b>	papyrus reeds



**mji** city  
**mjini** urban  
**mkahawa** restaurant  
**mkoa** province  
**msikiti** mosque  
**msitu** forest  
**mtaa** neighborhood  
**soko la wazi** open air market  
**takataka** garbage  
**tarafa** division  
**udongo** dirt  
**usalama** safety; security  
**usalama; ulinzi** security  
**vifaa** instruments; device; tool; gadget; amenities  
**wilaya** district

## Key Phrases

**Bei ya nyumba ni rahisi.** The rent is cheap.  
**Hali ya usalama iko vipi katika mtaa huu?** How is the security in the neighborhood?  
**Huu ni mji mdogo.** This is a small city.  
**Huu ni mji mkubwa.** This is a big city.  
**Je, kuna nyumba za kukodisha?** Are there rental houses?  
**Je, nyumba ina vyumba gani?** Which rooms are in the house?  
**Je, nyumba ina vyumba vingapi?** How many rooms are in the house?  
**Je, unaweza kupiga bei?** Can you bargain?  
**Kodi ya nyumba ni gani?** How much is the rent?  
**Kuna huduma gani katika mtaa huu?** What services are available in the neighborhood?  
**Kuna usalama wa kutosha.** There is adequate security.  
**Nyumba iko wapi?** Where is the house located?

## 4.5 Kukodisha nyumba



### Zoezi A

Shamila comes across the following rental advertisement in a local newspaper. Read the advertisement and answer the questions that follow.

Hapa Mkindani, mtaa ulioko sehemu ya magharibi ya Dar es Salaam kuna nyumba moja ya kukodisha. Nyumba hii ina vyumba viwili vya kulala na sebule moja kubwa. Chumba cha maakuli kiko karibu na sebule. Kando ya sebule kuna jikoni kubwa ambalo liko wazi. Ndani ya nyumba kuna vyoo viwili na mabafu mawili. Nyumba ina maji ya bomba na umeme. Kuna chumba kimoja kidogo ambacho kinaweza kutumika kama ofisi au maktaba. Nyumba hii iko katika barabara ya Kimambo. Mtaa huu ni salama sana. Pia uko karibu na maduka na soko la wazi la Kariakoo. Kuna madhehebu mengi katika eneo hili. Eneo hili ni safi. Kodi ya nyumba ni shilingi milioni mbili na laki tano kila mwezi. Nyumba hii iko tayari, kwa hivyo unaweza kuhamia katika nyumba hii wakati wowote. Piga simu kwa nambari hii: +255 780 789 8970, iwapo una maswali ya ziada kuhusu nyumba hii.

1. Nyumba hii iko wapi?
2. Hali ya mtaa huu iko vipi?
3. Ikiwa una maswali kuhusu nyumba hii unahitaji kufanya nini?
4. Kuna vitu gani vingine karibu na nyumba hii?
5. Kodi ya nyumba hii ni shilingi ngapi kila mwezi?



## Zoezi B

Joseph wants to learn more about an apartment in Nairobi that his friend's parents occasionally rent out. It sounds perfect for a trip he and some classmates want to take during the mid-semester break. Read Joseph's email to his friends and answer the questions that follow.



Hamjambo rafiki,

Ninatumai mko salama na pia mko tayari kwa safari ya kwenda Nairobi. Ningependa kuwajulisha zaidi kuhusu nyumba ambayo tunaweza kukodi wakati wa safari yetu mjini Nairobi. Nyumba hii iko katika mtaa wa Westlands ambao uko kilomita 5 kutoka mji wa Nairobi. Nyumba hii ina vyumba vinne vya kulala. Pia ina chumba cha burudani na chumba cha maombi ambacho pia kinaweza kutumika kwa masomo. Nyumba hii iko katika ghorofa ya pili na ina mandhari mazuri sana ya mto na msitu. Sakafu ya nyumba ni ya mbao, dari katika kila chumba ni la jasi. Pia kila chumba kina taa za mtindo wa kisasa. Mandhari mazuri ya mji wa Nairobi yanaweza kuonekana kupitia kwenye madirisha ya sebule na ya vyumba vya kulala. Jikoni ni la wazi na lina baa la vyakula vya asubuhi, sinki ambayo ina beseni mbili, mashine ya kuosha vyombo na kifaa cha kuchuja maji, kipepeo, tanuri, maikrowevu na kabati la vyakula. Vifaa vingine katika eneo hili ni jenereta, kisima, mtambo wa kuchemsha maji kwa kutumia jua, na chumba cha mazoezi. Kodi ya nyumba kila mwezi ni shilingi elfu mia mbili. Kwa sababu tutakuwa na wapangaji kwa muda, huhitaji kulipa malipo ya amana ya usalama. Tafadhali nijulisheni maoni yenu kuhusu nyumba hii. Tutajadili zaidi baadaye.

Wenu,  
Joseph.

1. Nyumba ambayo Joseph na wenzake wangependa kukodi iko katika mtaa gani mjini Nairobi?
2. Kodi ya nyumba hii ni shilingi ngapi kila mwezi?
3. Kwa nini wapangaji hawahitaji kulipa amana ya usalama?
4. Nyumba hii ina aina gani ya sakafu na dari?
5. Kuna vifaa gani katika jikoni?
6. Kuna vitu gani kati eneo la nyumba hii ambavyo vinatumika na jamii nzima?



### Zoezi C

Read the dialogue between Amina and Bakari and answer the questions that follow.



**Amina:** Uhali gani Bakari?

**Bakari:** Salama tu. Habari za wikendi?

**Amina:** Wikendi ilikuwa nzuri. Nilikuwa na shughuli nyingi za kuhama.

**Bakari:** Ulihamia wapi?

**Amina:** Nilihama kutoka kwa apatmenti yangu. Nilipata nyumba ya kukodi karibu na chuo kikuu. Ninataka kukaa karibu na chuo kwa sababu kuna changamoto nyingi za msongamano wa magari kila asubuhi na jioni, kwa hivyo mimi hupoteza muda mwingi barabarani.

**Bakari:** Umehamia katika mtaa gani?

- Amina:** Nimehamia katika mtaa wa Kahawa Sukari kwenye apatmenti za Mitula. Unazifahamu?
- Bakari:** Hapana siufahamu mtaa wa Kahawa Sukari. Je, apatmenti iko vipi?
- Amina:** Apatmenti ina sebule yenye nafasi kubwa, kuna sehemu ya maakuli, jikoni kubwa nzuri ambayo ni rahisi kusafisha. Kuna makabati mengi ya kuweka vitu na msala kwa wageni.
- Bakari:** Kweli nyumba hii inapendeza sana. Chumba chako cha kulala kikoje?
- Amina:** Ni chumba kikubwa ambacho kina roshani ndogo. Pia kuna sehemu mbili za kugesha magari, maji ya kuosha na ulinzi mkali kila wakati kwenye wiki.
- Bakari:** Ni nyumba kubwa sana! Kodi ni pesa ngapi kila mwezi?
- Amina:** Kila mwezi nitalipa shilingi elfu hamsini.
- Bakari:** Bei ghali sana!
- Amina:** Ndiyo ni kwa sababu nyumba iko karibu na chuo na pia kuna vitu vingi muhimu karibu kama vile soko, maduka mengi, misikiti mingi, makanisa mengi, shule za msingi na sekondari na sehemu za starehe.
- Bakari:** Ni kweli kabisa.

1. Kwa nini Amina alihamia kwenye apatmenti ambayo iko karibu na chuo chake?
2. Amina alihamia katika mtaa gani?
3. Jikoni ya Amina ina sifa gani?
4. Kodi ya nyumba ya Amina ni pesa ngapi kila mwezi?
5. Kwa nini kodi ya nyumba ya Amina ni ghali?
6. Hali ya ulinzi iko vipi katika apatmenti anamoishi Amina?
7. Mtaa wako na apatmenti yako ina sifa gani?



### Zoezi D

Listen to the advertisement of a house for rent and answer the questions that follow.

1. Je, nyumba hizi za kukodishwa au kununuliwa ziko wapi?
2. Kodi ya nyumba ni pesa ngapi kila mwezi?
3. Tangi la maji linaweka kiwango kipi cha maji?
4. Nyumba ina vyumba vingapi vya kulala?
5. Kuna huduma gani kwa watu ambao wanaishi katika nyumba hizi?
6. Nyumba hii ina sifa gani?



## Zoezi E

Read the phone conversation between a leasing agent and a Kiswahili student, Fola, who has decided to rent a house for the remainder of her study abroad program. Then, answer the questions that follow.

**Ajenti:** Hujambo dada?

**Fola:** Sijambo. Habari za leo?

**Ajenti:** Salama sana na wewe je?

**Fola:** Niko salama kabisa. Ningependa kukodi nyumba kwa muda wa miezi sita. Je, kuna nyumba?

**Ajenti:** Ndiyo, nina nyumba mbili za kukodisha, na pia kuna apatmenti. Apatmenti ina vitu vya nyumba lakini nyumba hazina vitu. Ungependa kukodi aina gani ya nyumba?

**Fola:** Ningependa apatmenti yenye vyumba viwili vya kulala, mabafu mawili, vyoo viwili, jikoni, sehemu ya kuoshea nguo na chumba cha ziada cha mfanyakazi.

**Ajenti:** Tuna apatmenti nzuri ambayo unaweza kukodi. Kila apatmenti ina chumba cha ziada cha mfanyakazi ambacho kina msala.

**Fola:** Sawa. Je, mnatoa huduma gani kwa wapangaji?

**Ajenti:** Kuna huduma za ulinzi katika milango miwili ya eneo hili la makazi. Walinzi hukagua na kuelekeza wageni wanaoingia kwenye makazi baada ya wapangaji kutoa idhini. Kuna huduma za kusafisha maeneo ambayo yanatumiwa na watu wengi kama vile (ngazi na ua). Pia, kuna huduma za kukata nyasi na kuzizoa. Pia tunachukua takataka zote na kuzipeleka katika eneo la kukusanya takataka mjini.

**Fola:** Sawa. Asante kwa maelezo hayo. Je, ni nani ana gharamia ada za maji na umeme?

**Ajenti:** Ada za maji, takataka na ulinzi hujumuishwa katika malipo ya kodi ya kila mwezi. Kwa hivyo mpangaji anahitaji kugharamia umeme tu.

**Fola:** Kodi ya kila mwezi ni ngapi?

**Ajenti:** Kila mwezi kodi ni shilingi elfu themanini na tano. Utahitaji pia kulipa amana ya usalama ambayo ni kodi ya miezi miwili.

**Fola:** Ala! Bei ni ghali sana. Je, ninaweza kulipa amana ya usalama ya mwezi mmoja badala ya miezi miwili?

**Ajenti:** Kwa kawaida unahitaji kulipa kodi ya miezi miwili. Nitamwuliza meneja iwapo inawezekana wewe kufanya hivi. Nitakupigia simu kukueleza uamuzi wake. Je, ungependa kuingia kwenye nyumba lini?

**Fola:** Ningependa kuingia mwanzo wa mwezi ujao. Lakini pia ningependa kuona nyumba ambazo ziko wazi.

**Ajenti:** Bila shaka unaweza kuja sasa kuangalia nyumba ambazo ziko wazi.

**Fola:** Sawa. Nitakuja baada ya saa moja.

**Ajenti:** Sawa, nipigie simu iwapo utahitaji maelekezo ya kufika huku.

1. Fola angependa kukodi nyumba au apartmenti?
2. Je, apartmenti zote za ajenti zina vitu vya nyumba?
3. Wapangaji katika mtaa huu wanapata huduma gani?
4. Fola angependa kuingia kwenye nyumba lini?
5. Fola atahitaji kulipa amana ya usalama ya pesa ngapi?
6. Ni ada gani ambazo hujumuishwa kwenye malipo ya kodi?
7. Walinzi hufanya nini kwenye milango mikuu ya makazi?



### Zoezi F

During the break between semesters, Shamila would like to visit Nairobi for a few weeks. To see if this would be possible, she calls a leasing agent there to ask about possible accommodation options. Listen to their conversation and answer the questions that follow.

1. Nyumba ambayo Shamila anataka kukodi ina sehemu gani?
2. Kodi ya nyumba ya chumba kimoja ni ngapi kila mwezi?
3. Nyumba hii ina huduma gani?
4. Nyumba hii iko katika ghorofa ya ngapi?
5. Je, Shamila atahitaji kutia saini kwenye mkataba wa upangaji?



### Zoezi G

You would like to find accommodation for the weekend and you come across the advertisement below. Review the information with a classmate and decide if you would like to rent the house. Be prepared to share your decision with the class.

#### **Nyumba ya kukodisha mwenyeji ni Farah**

Wageni 4, vyumba 2 vya kulala, vitanda 2, mabafu 2.

#### **Nyumba nzima**

Utamiliki nyumba kama yako mwenyewe.

#### **Usafishaji wa hali ya juu**

Mwenyeji huyu amejizatiti kufuata mchakato wa hatua 5 za Airbnb wa kufanya usafi wa hali ya juu.

Wageni mara nyingi hutafuta makazi haya maarufu.

Nyumba ni ya kisasa na ya kifahari katika kitongoji salama huko Masaki. Kuna sehemu tulivu ya kupumzika ndani na nje ya bwawa. Nyumba iko karibu dakika tano kutoka pwani ya Slipway na kilabu cha Yatch. Inapatikana kwa urahisi na iko

karibu sana na baa maarufu, mikahawa, maduka makubwa na maeneo ya burudani. Nyumba hii ina sebule, chumba cha maakuli, vyumba viwili vya kulala, na mabafu mawili.

**Nyumba hii ina vitu vifuatavyo:** jiko, Wi-Fi, eneo la kugesha gari bila malipo, bwawa, televisheni, kambarau, mashine ya kufua nguo, kiyoyozi, kikaushaji nywele, taulo, mashuka, sabuni, shashi, viango vya nguo, pasi, kengele ya moshi, kizima moto, vifaa vya huduma ya kwanza, dawati, meza, viti, nafasi ya kompyuta na chumba cha mazoezi.



## Zoezi H

Assume your study abroad program has ended but that you are staying on in Tanzania to work on a research project. However, your lease is up and so you will need to rent a different house or apartment for the next four months. Prepare four to six questions that you might ask the leasing agent about a potential property.

### Sarufi: *-ote (all/entire/whole)*

In the course of this unit, you have seen a few uses of the word *-ote*, which corresponds roughly to the English words “all/entire/whole.”

Katika nyumba ya Bibi Farida, vyumba **vyote** vya kulala ni vya rangi ya kijani.  
*In Mrs. Farida's house, **all** the bedrooms are green.*

Je, apatimenti **zote** zina vitu vya nyumba?  
*Do **all** apartments have household items?*

Tunachukua takataka **zote** na kuzipeleka katika eneo la kukusanya takataka mjini.  
*We take **all** the garbage to the city garbage collection point.*

As you can see from the examples below, *-ote* is used to indicate the entirety of something (singular) or all of something (plural).

*(You cannot use -ote in singular form with the M-WA class.)*

wanyama wote

***all** the animals*

kiti chote

*the **whole/entire** chair*

viti vyote

***all** the chairs*

nyumba yote

*the **whole/entire** house*

nyumba zote

***all** the houses*

The use of *-ote* corresponds to the class of the noun being modified.

Wasichana **wote** wanasoma.

***All** the girls are studying.*

Kitabu **chote** kina maji.

*The **whole** book is wet.*

Vitabu vyote vina maji.

***All** the books are wet.*

Nyumba **yote** imeoshwa.

*The **whole** house has been cleaned.*

Nyumba **zote** zimeoshwa.

***All** the houses have been cleaned.*





## Zoezi I

Fill in the blanks with the correct forms of *-ote*. Be sure to pay attention to the class of the noun that *-ote* modifies.

1. Mama alinunua vyakula \_\_\_\_\_ kutoka soko la wazi la Mwembe Tayari.
2. Amina alisafisha nyumba \_\_\_\_\_. Zililikuwa safi sana.
3. Kalamu \_\_\_\_\_ za mwalimu ni za rangi nyekundu.
4. Visu vyake \_\_\_\_\_ vimepoteza makali.
5. Watoto \_\_\_\_\_ hulala saa mbili na nusu za usiku.
6. Simu \_\_\_\_\_ za wanafunzi zitabaki ofisini wakati wa kufanya mtihani.
7. Rafiki zangu \_\_\_\_\_ wanasema Kiswahili.
8. Kitabu chake \_\_\_\_\_ kiliharibiwa na mvua.
9. Tulienda mkahawani na familia \_\_\_\_\_.
10. Shalima anapenda wanyama \_\_\_\_\_.



## Zoezi J

Write ten sentences using *-ote* to describe things in your house or apartment. Be prepared to report back to the class.



## Zoezi K

Pretend that you are packing your house to move. Ask your classmates five questions about the things you have packed.

### **Example:**

Kwa nini umepanga elektroniki zote mezani?

### **Sarufi: -o-ote (any)**

In the previous grammar section, you learned that *-ote* is used to indicate the entirety of something (singular) or all of something (plural). Another adjective that works in a similar way is *-o-ote*, which corresponds roughly to the English word “any.” Here are a few examples that we have seen:

Nitaondoka baada ya nusu saa. Unahitaji kitu **chochote**?  
*I will leave in half an hour. Do you need **anything**?*

Nyumba hii iko tayari, kwa hivyo unaweza kuhamia ndani wakati **wowote**.  
*This house is ready, so you can move in at **any** time.*

Like *-ote*, *-o-ote* corresponds to the class of the noun being modified. But in the case of *-o-ote* the marker for the corresponding class is used twice.

Mwalimu yeyote anaweza kutufundisha.  
*Any teacher can teach us.*

Walimu wowote wanaweza kutufundisha.  
*Any of the teachers can teach us.*

Ninaweza kuketi kwenye kiti chochote.  
*I can sit on any seat.*

Tunaweza kuketi kwenye viti vyovyote.  
*We can sit on any seats.*

Sijui kama nyumba yoyote itajengwa.  
*I don't know if any house will be built.*

Hatujui kama nyumba zozote zitajengwa.  
*We don't know if any houses will be built.*



## Zoezi L

Fill in the blanks with the correct forms of *-o-ote*. Be sure to pay attention to the class of the noun that *-o-ote* modifies.

1. Ningependa kukodisha apartmenti \_\_\_\_\_.
2. Nikienda ofisini nitahudumiwa na mfanyakazi \_\_\_\_\_.
3. Vitabu \_\_\_\_\_ vya fasihi ni muhimu kwa kuboresha lugha.
4. Anapenda simu \_\_\_\_\_ za kisasa.
5. Sipendi chumba \_\_\_\_\_ ambacho hakina madirisha.
6. Wanafunzi \_\_\_\_\_ chuoni wanaweza kutumia maktaba.
7. Rafu \_\_\_\_\_ za vitabu zitanifaa kwa apartmenti yangu mpya.
8. Mama anaweza kunisaidia na vyombo \_\_\_\_\_ vya jikoni.
9. Matunda \_\_\_\_\_ ni mazuri kwa afya.
10. Wageni wanaweza kulala katika chumba \_\_\_\_\_.



## Zoezi M

You have been packing all day for your move to a new apartment. A friend has just arrived with a home-cooked dinner to eat before they help you finish packing. Role-play the scenario using *-ote* and *-o-ote* to get the table set so that you can eat.

### **Examples:**

Je, tuna nyuma zozote?  
*Do we have any forks?*

Hapana, hatuna nyuma zozote. Nimepanga nyuma zote.  
*No, we do not have any forks. I have packed all the forks.*

## **Cultural Explorations**

Multi-family properties are common in East Africa, with siblings building homes on family homesteads to retain close connections. People living in urban areas are thus more likely to rent with an expectation that they will return to their homesteads on a regular basis. Many retirees also return permanently to be close to their families for support and care in their old age. Property in urban areas has also been prohibitively expensive for many, especially with high interest rates and short repayment terms on mortgages.

In Kenya, most leasing agreements function on a month-to-month basis with a security deposit and one month's rent paid when making the initial agreement; newer apartment complexes may, however, require long-term leases and a larger portion of the rental payment (perhaps several months) due in advance. In Tanzania, renters may even be required to pay a security deposit and the rent for the entire leasing period before gaining access to the property. It is common to have a rental agreement based on an oral agreement rather than a signed lease.

Rental prices include the costs of most utilities (e.g., electricity, internet, water, etc.) as well as any maintenance costs to keep the apartment in working order. Rent may also include access to shared amenities like a pool or a gym. Properties are typically unfurnished, but furnished properties are gaining popularity in larger urban areas. Services like Airbnb are also growing in popularity for short-term rentals, with a large number of advertisements appearing in English.

## **Cultural Reflections**

With a classmate or in a small group, discuss the cultural information you have just read by answering the questions that follow.

1. What are the typical lease agreements like where you live? What are some of the pros and cons of paying rent on a month-to-month basis? What are some of the pros and cons of paying the entirety of the rent before moving in? Do you have a preference?
2. Is it common in your culture to rent or to own a home? Is it common for people to have multiple properties? If so, what are some typical examples? How does this compare to the use of the family homestead by East Africans living in cities?
3. How important is the family home in your region or culture? How is it similar or different to the importance of the family homestead in East African culture? Do you think that this importance, or perhaps lack of importance, will change in the coming years? Why or why not?



## Zoezi N

Read the advertisement below and then answer the questions that follow.

### *Makazi ya Malo*

Hii nyumba ni maridadi na moja ya aina yake iliyoko katikati ya Mikocheni. Makazi ya Malo yana muundo mzuri wa ndani ambao unawafaa watu wengi. Nyumba iko katikati ya mji mpya wa Ukoko. Ni makazi mazuri kwa wafanyabiashara, familia na watu binafsi ambao wanataka kulitembelea jiji kwa urahisi.

#### **Sehemu**

Nyumba hii ni mpya na ina sakafu pana, dari ndefu, na madirisha makubwa ambayo hutoa mwangaza mwingi. Kuna huduma za bure za Wi-Fi.

Jikoni mna vifaa vifuatavyo — maikrowevu, birika la umeme, jiko la umeme, friji ya milango miwili, vyombo vya kahawa na chai. Sebule ina vigae safi sana, eneo la kukaa ambalo lina sofa mpya kabisa, meza, runinga na satelaiti. Vyumba vya kulala viko katika sehemu ya juu ambayo ina kitanda kikubwa ambacho kina godoro lenye starehe, mablanketi, shuka, na mito safi. Kila chumba cha kulala kina bafu na choo. Kila msala una milango mikubwa na vioo. Katika bafu kuna taulo nyingi ambazo ni safi. Kuna pasi na bodi ya kupiga pasi.

Hakuna uvutaji wa sigara unaoruhusiwa ndani ya nyumba ya wageni. Unaweza kuvuta sigara kwenye roshani. Hakuna wanyama wanaoruhusiwa kwenye nyumba na hakuna kufanya karamu. Huduma za umeme ni ghali sana katika mji wa Dar es Salaam, kwa hivyo ukikaa zaidi ya siku mbili utatozwa shilingi elfu kumi zaidi kwa siku moja.

Unaweza kupika vyakula vyako mwenyewe. Jikoni, unaweza kuhifadhi chakula kwenye friji, unaweza pia kupasha moto chakula chako kwa kutumia maikrowevu, na kutengeneza vitafunio vyepesi. Huhitaji kupika nyumbani. Ni bora, kwenda kwenye mikahawa iliyo karibu kama vile Rose Garden, Bustani ya Hekima na Grill ya Mwenge.

Mwenye nyumba yuko tayari wakati wa wikendi kukuonyesha maeneo mazuri yaliyo karibu na nyumba kama vile pwani za Mbalamwezi na Velisa. Maeneo mengine ya kutembelea ni uchoraji maarufu wa Tinga-Tinga na soko la Makonde ambako kuna sanamu za mbao. Kituo cha mwisho cha ziara ni Pwani ya Koko ambayo iko dakika chache kutoka kwenye nyumba hii. Pwani hii imejaa wauzaji wa vyakula mbalimbali vya eneo hili.

1. Nyumba hii inawafaa wageni wa aina gani?
2. Kuna huduma gani za bure kwa wapangaji kwenye nyumba hii?
3. Vitu gani ambavyo haviruhusiwi katika nyumba hii?
4. Kuna sehemu gani za vyakula karibu na nyumba hii?
5. Kwa nini mwenyeji huwatoza wapangaji shilingi elfu kumi wakati wanapokaa kwenye nyumba zaidi ya siku mbili?
6. Mwenyeji hujitolea kufanya nini na wapangaji wanapozuru nyumba hii mara ya kwanza?

7. Ni maeneo gani ambayo wageni wanaweza kutembelea ambayo yako karibu na nyumba hii?
8. Je, wapangaji wanaruhusiwa kupika vyakula katika nyumba hii?
9. Je, iwapo unatafuta nyumba ya kukodisha ungechagua Makazi ya Malo? Kwa nini?
10. Kuna usawa gani kati ya Makazi ya Malo na mahali unapokaa?



### **Zoezi O**

Work with a classmate to create a role-play based on *Zoezi N*. Call your partner (the leasing agent) to inquire about a possible tour of the rental and to ask any additional questions you may have about the house (e.g., cost, rental agreement procedures, the neighborhood, amenities, etc.).



### **Zoezi P**

Imagine that you have been awarded a fellowship to study at MS Center for Training and Development in Arusha for the year. Search online for available apartment options in Arusha and select one as your choice. Prepare a short presentation that describes, in detail, the interior and the exterior of the apartment, the items in each room, the neighborhood, and the amenities available to the renters in the apartment complex. Include details on the cost of renting, for example the rental deposit, utilities, et cetera.

Be prepared to answer questions about your presentation and to ask others about their presentations.

## Key Vocabulary

### Nouns

<b>chumba kikuu cha kulala</b>	master bedroom
<b>dhamana</b>	deposit
<b>dhamana ya usalama</b>	security deposit
<b>fomu</b>	form
<b>fomu ya maombi</b>	application form
<b>funguo</b>	keys
<b>gesi</b>	gas
<b>haki</b>	fairness; justice; right
<b>hali</b>	condition
<b>huduma</b>	services
<b>huduma za kukusanya taka</b>	garbage collection services
<b>jasi</b>	gypsum
<b>kambarau</b>	elevator; lift
<b>kengele ya moshi</b>	smoke alarm
<b>kiango cha nguo</b>	clothing accessories
<b>kifaa</b>	equipment
<b>kikaushaji nywele</b>	blow dryer
<b>kitambulisho</b>	identification
<b>kizima moto</b>	fire extinguisher
<b>kodi; malipo ya nyumba</b>	rent
<b>kufuli za milango</b>	door locks
<b>makubaliano</b>	agreement
<b>malalamiko</b>	complaints; grievances
<b>malipo</b>	payment
<b>mandhari</b>	landscape; view
<b>marekebisho</b>	repairs
<b>masharti</b>	rules
<b>mbao</b>	wood
<b>mita</b>	meter
<b>mkataba wa upangaji</b>	lease agreement
<b>mkodishaji; mpangaji</b>	tenant; renter
<b>mwenye nyumba; mpangishaji</b>	landlord; leaser
<b>nakala</b>	copy; replica
<b>ploti</b>	plot of land
<b>ripoti</b>	report; information
<b>saini</b>	signature
<b>saruji</b>	cement
<b>taa za usalama</b>	security light
<b>taarifa</b>	information; notice
<b>taka; takataka</b>	garbage
<b>tatizo</b>	problem; issue
<b>uharibifu</b>	destruction
<b>ukarabati</b>	renovation; redecoration
<b>ukubwa</b>	size
<b>ukuta wa mzunguko</b>	perimeter wall
<b>ulinzi</b>	protection
<b>umeme</b>	electricity

**usalama** security  
**wakala** agent (leasing agent)  
**walinzi; bawabu** security guards

### Verbs

**-arifu** to notify; to inform  
**-hama** to move  
**-hamia** to move in  
**-haribu** to destroy; to ruin  
**-ingia** to enter; to go in  
**-karabati** to repair; to redecorate  
**-kukodi** to rent  
**-lalamika** to complain; to protest  
**-linda** to care for  
**-lipa** to pay  
**-lipa dhamana** to pay a deposit  
**-ondoa** to remove  
**-ongeza** to add  
**-paka** to paint  
**-panga** to rent; to arrange; to plan  
**-rekebisha** to repair; to fix; to assemble  
**-ripoti** to report  
**-sababisha** to cause; to make happen  
**-tengeneza** to make  
**-toka** to exit  
**-vunja** to break  
**-vunja mkataba** to break agreement  
**-vunjika** to break; to destroy; to damage

### Key Phrases

**Kodi ya nyumba ni pesa ngapi?** How much is the rent?  
**Kuna huduma gani kwenye nyumba?** What services are provided at the house?  
**Kuna mandhari gani kwenye eneo hili?** What is the view from the place?  
**Kuna sehemu nyingi za vyakula.** There are many restaurants.  
**Kuna sheria zozote kuhusu matumizi ya nyumba?** Are there any rental restrictions?  
**Nyumba haina vitu vyovyote.** The house is not furnished.  
**Nyumba ina vitu gani?** What things are in the house?  
**Nyumba ina vitu vyote.** The house is fully furnished.  
**Unaweza kutembelea maeneo gani karibu na nyumba hii?** What places can you visit around this house?

## Sources

### 4.1 Nyumba ya familia yangu pokezi

- "Addison Place at Boca Raton" by Jasmine Villa is licensed under CC BY 2.0. Modifications by Jonathan Perkins. Last accessed 9/16/2021. <https://flickr.com/photos/addisonplace/2832996979/>
- "400 W. Kenneth Rd. Floorplan" by Kendyl Young is licensed under CC BY 2.0. Modifications by Jonathan Perkins. Last accessed 9/16/2021. <https://flickr.com/photos/kendylyoung/7652795482>
- "Living-room view" by jinkazamah is licensed under CC BY 2.0. Last accessed 5/10/21. <https://www.flickr.com/photos/jinkazamah/4479975740>
- "10302 Sterling Springs Rd Dining Room" by KairosPhotography is licensed under CC BY 2.0. Last accessed 5/10/21. <https://www.flickr.com/photos/kairosphoto/4512146374>
- "Kitchen" by Michael Kroepfl is licensed under CC BY 2.0. Last accessed 2/23/21. <https://www.flickr.com/photos/22695964@N00/5328898227/>
- "Bedroom" by ybsme is licensed under CC BY 2.0. Last accessed 2/23/21. <https://www.flickr.com/photos/basibanget/4472973744/>
- "Family Bathroom" by Gareth Simpson is licensed under CC BY 2.0. Last accessed 2/23/21. <https://www.flickr.com/photos/xurple/119384909/>
- "Porches on the Point" by nola.agent is licensed under CC BY 2.0. Last accessed 5/10/21. [https://www.flickr.com/photos/nola\\_agent/2660543934/](https://www.flickr.com/photos/nola_agent/2660543934/)
- "Laundry room" by Matthew Gosselin is licensed under CC BY ND 2.0. Last accessed 5/10/21. <https://www.flickr.com/photos/mattgosselin/6977912004>
- "Garage Doors Carriage House Patina Green" by Cary Peterson is licensed under CC BY ND 2.0. Last accessed 5/10/21. <https://www.flickr.com/photos/birdies100/2111021523/>
- "Floorplan" by Kendyl Young is licensed under CC BY 2.0. Modifications by Jonathan Perkins. Last accessed 10/28/2021. <https://flickr.com/photos/kendylyoung/5861824570>
- "440 49<sup>th</sup> Street" by Jordan Klein is licensed under CC BY 2.0. Last accessed 9/30/21. <https://www.flickr.com/photos/jordanklein/23091234851>
- "Tazara Rail" by Richard Stupart is licensed under CC BY 2.0. Last accessed 10/28/2021. <https://www.flickr.com/photos/richardstupart/4274075599>
- "Nairobi skyline from Uhuru Park » by Fiona Graham / World Remit is licensed under CC BY SA 2.0. Last accessed 9/16/21. <https://www.flickr.com/photos/worldremit/33301983500>

### 4.2 Kuna nini katika vyumba mbali mbali?

- "Living Room" by Jordan Klein is licensed under CC BY 2.0 Generic. Last accessed 10/28/2021. <https://www.flickr.com/photos/jordanklein/22661651567>
- "Kitchen" by Jordan Klein is licensed under CC BY 2.0 Generic. Last accessed 10/28/2021. <https://www.flickr.com/photos/jordanklein/22661615398>
- "Master Bedroom" by Jordan Klein is licensed under CC BY 2.0 Generic. Last accessed 10/28/2021. <https://www.flickr.com/photos/jordanklein/23080022135>
- "Dining Room" by Jordan Klein is licensed under CC BY 2.0 Generic. Last accessed 10/28/2021. <https://www.flickr.com/photos/jordanklein/22687741109>
- "Access to electricity (% of population) - Tanzania, Kenya" by the World Bank is licensed under CC BY 4.0. Last accessed 10/28/2021. [https://data.worldbank.org/indicator/EG.ELC.ACCS.ZS?end=2019&locations=TZ-KE&name\\_desc=false&start=1992&view=chart](https://data.worldbank.org/indicator/EG.ELC.ACCS.ZS?end=2019&locations=TZ-KE&name_desc=false&start=1992&view=chart)



### 4.3 Nje ya nyumba

- “Interior Design 3d Rendered 3d Rendering Living Room” is in the public domain. Last accessed 7/29/2021. <https://www.maxpixel.net/Interior-Design-3d-Rendered-3d-Rendering-Living-Room-5570451>
- “Kenya - Typical village houses” by Marcel Oosterwijk is licensed under CC BY SA 2.0. Last accessed 1/6/2022. <https://www.flickr.com/photos/wackelijmrooster/4992353297>
- “Decorative House, Tanzania” by Rod Waddington is licensed under CC BY SA 2.0. Last accessed 1/6/2022. [https://www.flickr.com/photos/rod\\_waddington/10165518704/](https://www.flickr.com/photos/rod_waddington/10165518704/)
- “Kabete Post Office -3” by Richard Portsmouth is licensed under CC BY SA. Last accessed 11/1/2021. <https://www.flickr.com/photos/62358811@N02/6203197460>

### 4.4 Mtaa na Ujirani

- “Al Haashimy Academy” by Francisco Anzola is licensed under CC BY 2.0. Last accessed 1/26/21. <https://www.flickr.com/photos/fran001/51301553866>
- “Kenya Gated Community” by Brenda Wawire is licensed under CC BY 4.0.

# Appendices

## Noun Classes

Noun Class		Subject prefix	Adj. prefix	Object prefix (5.1)	Poss. prefix (4.1)	Amba- and o- of reference (2.4)
M-WA	sing.	a-	m-	-mw-	w- (y-)	-ye-
	pl.	wa-	wa-	-wa-	w- (z-)	-o-
KI-VI	sing.	ki-	ki-	-ki-	ch-	-cho-
	pl.	vi-	vi-	-vi-	vy-	-vyo-
N-N	sing.	i-	n-	-i-	y-	-yo-
	pl.	zi-	n-	-zi-	z-	-zo-
JI-MA	sing.	li-		-li-	l-	-lo-
	pl.	ya-	ma-	-ya-	y-	-yo-
M-MI	sing.	u-	m-	-u-	w-	-o-
	pl.	i-	mi-	-i-	y-	-yo-
U-U		u-	m-	-u-	w-	-o-
U-ZI	sing.	u-	m-	-u-	w-	-o-
	pl.	zi	n-	-zi-	z-	-zo-
KU-KU		ku-	ku-	-ku-	kw-	-ko-
PA-PA		pa-	pa-	-pa-	p-	-po-
MU-MU		m-	m-		mw-	-mo-

# Verb Conjugation

## Affirmative

Subject Pronoun	Present -na-	Present Perfect -me-	Past -li-	Future -ta-	Habitual -hu-
mimi	ninasoma	nimesoma	nilisoma	nitasoma	husoma
wewe	unasoma	umesoma	ulisoma	utasoma	husoma
yeye	anasoma	amesoma	alisoma	atasoma	husoma
sisi	tunasoma	tumesoma	tulisoma	tutasoma	husoma
nyinyi	mnasoma	mmesoma	mlisoma	mtasoma	husoma
wao	wanasoma	wamesoma	walisoma	watasoma	husoma

## Verb Negation

Subject Pronoun	Present Ø (final vowel to -i)	Pres. Perfect -ja-	Past -ku-	Future -ta-	Habitual huwa + neg. present
mimi	sisomi	sijasoma	sikusoma	sitasoma	huwa sisomi
wewe	husomi	hujasoma	hukusoma	hutasoma	huwa husomi
yeye	hasomi	hajasoma	hakusoma	hatasoma	huwa hasomi
sisi	hatusomi	hatujasoma	hatukusoma	hatutasoma	huwa hatusomi
nyinyi	hamsomi	hamjasoma	hamkusoma	hamtasoma	huwa hamsomi
wao	hawasomi	hawajasoma	hawakusoma	hawatasoma	huwa hawasomi