

# Hujambo!

A Standards-Based Approach to Introductory Kiswahili

Units 1-4

by

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Hujambo! A Standards-Based Approach to Introductory Kiswahili  
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# About the Curriculum







*Hujambo!* provides a complete curriculum for introductory Kiswahili that chronicles the adventures of two American students studying abroad in Tanzania for an academic year. It is designed for an introductory Kiswahili course at the college level with approximately 150 contact hours of instruction (5 hours a week for two 15-week semesters, or 5 hours a week for three 10-week quarters). It provides a foundational understanding of Kiswahili and the cultures of those who share it as a common language. Students will acquire the basics of Kiswahili grammar and 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 and personal lives.

This grammatical and lexical content is embedded within the storyline of a cultural exploration of East Africa. Students follow the two American students 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. Conversations with members of the local community, as well as emails and texts they send to one another, provide meaningful insight about their encounters with a new culture and how it (re)shapes their view of the larger world.

The curriculum is divided into 7 units, each centered around a specific theme (e.g., introductions, family, daily activities, etc.). Each unit is then subdivided into 4-5 sections that build up vocabulary, grammar, and cultural knowledge around that theme. Each unit is designed around specific communicative goals and begins with the desired learning outcomes and tasks that students will perform to demonstrate mastery of the new content. Units begin with dialogues or monologues that model the language, cultural content, and targeted grammatical constructions, before moving on to carefully scaffolded activities that encourage interaction with classmates. Each unit concludes with a summative task that is either a written or an oral presentation.

Activities are designed using backward design and carefully integrate the 5Cs of the World-Readiness Standards (Communication, Cultures, Connections, Comparisons, and Communities) into each unit. Students are also required to communicate in all three modes of communication (interpretive, interpersonal and presentational) as a means to measure their progress in a continuous and cyclical process.

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

<p><b>INTERPRETIVE TASKS</b></p>	<p><b>INTERPERSONAL TASKS</b></p>	<p><b>PRESENTATIONAL TASKS</b></p>
<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>
<p>    </p>	<p>    </p>	<p>    </p>

# Table of Contents

1. Utambulisho.....	1
1.1    Kwa uwanja wa ndege .....	3
1.2    Kukutana na familia wenyeji.....	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?.....	50
Sources.....	56
2. Familia .....	57
2.1    Familia yangu.....	59
2.2    Familia ya mwenyeji.....	70
2.3    Familia kubwa .....	80
2.4    Kazi gani? .....	92
Sources.....	104
3. Shughuli za kila siku na uraibu.....	105
3.1    Anafanya nini? Wanafanya nini? .....	107
3.2    Shughuli za kila siku.....	118
3.3    Kusema wakati .....	134
3.4    Shughuli za starehe .....	150
3.5    Utafanya nini kesho?.....	161
Sources.....	169
4. Tunakaa wapi? .....	171
4.1    Nyumba ya familia yangu pokezi .....	173
4.2    Kuna nini katika vyumba mbali mbali katika nyumba? .....	188
4.3    Nje ya nyumba.....	202
4.4    Mtaa na ujirani.....	216
4.5    Kukodisha nyumba .....	228
Sources.....	242
Appendices.....	245



# 1. Utambulisho

## Introductions

### 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?

### 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);
- take leave from friends, relatives, colleagues (Interpersonal);
- ask and respond to questions of well-being of self and others;
- 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 an oral and written format (Presentational);
- understand in aural or written form someone introducing oneself or anyone related to the speaker or writer in any context (Interpersonal);
- understand the importance of greetings among Kiswahili speakers, including genuine inquiries about the other person's family (Cultural);
- understand the respect shown to older people among Kiswahili speakers (Cultural);
- 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 one's elders (Comparison);
- use correct gestures and appropriate phrases when greeting people (Cultural);
- understand the importance of accepting someone's hospitality (Cultural).

## 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. Students will identify the greetings, when it is appropriate during the day to use those greetings, and also how the speakers show concern, respect, and hospitality. Students will understand the gestures used during greetings.</p> <p>Students will read or listen to additional dialogues where someone is introducing themselves and talking about their family, occupation, what language(s) they speak, etc. 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 appropriate questions to learn more about their classmates and to show concern.</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 include to make their acquaintance.</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.

**Mfano:**

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 that?), helpful to complete the task. Take turns asking each other for and providing 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).

### **Mfano:**

**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 in the class that they have met 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 at a distance from the speakers, as opposed to *huyu*, which is used to talk about someone close by.



## 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
- Exchange names
- Inquire about each other's well-being
- Tell the person that you are pleased to meet them

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 a common practice as well to greet a new person on the street. *Hujambo*, the equivalent of the English greeting 'Hello', is used when speaking to one person and *Hamjambo* when speaking to a group. Young people greet each other using casual phrases like *Mambo* (Hi), *Vipi* (What's up?) and *Sasa* (Hey), and now, many adult Kiswahili speakers also use these forms of greeting in informal settings. The response for *Mambo*, *Vipi*, and *Sasa* is simply, *Poa* (Cool). The safe approach is to use the formal *Hujambo*. You may switch to something more informal if you notice the native Kiswahili speaker uses informal greetings.

In most instances, it is the younger person who initiates the greetings. The younger person addresses older acquaintances with words like father, mother, uncle, aunty, sir or Mr., or 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 so...* (mother of...) or *baba so...* (father of...), as a way of showing respect to them. They will be referred to always 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 will not engage in any physical form of greeting. 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 each other in your own culture? How are these customs similar or different to the customs in East Africa?
2. How do the different regions of East Africa differ from one another in their customs for greeting others? Does your region or country have customs that are different depending on geographical location or other influences?

## Key Phrases

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

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

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

**Habari?** Any news?

**Habari gani?** What's new? How's it going?

**Hujambo.** Hello.

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

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

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

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

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

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

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

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

**Mambo.** Hello. (*informal*)

**Mimi pia.** Me too.

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

**Nimeshapoa.** I'm rested.; It's okay.

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

**Nzuri.** Good.

**Nzuri sana.** Very good.

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

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

**Salama.** Peaceful.; Safe.

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

**Salama tu.** Fine.

**Sasa.** Hey.

**Sawa.** Okay.

**Sijambo.** Hello. (*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*)

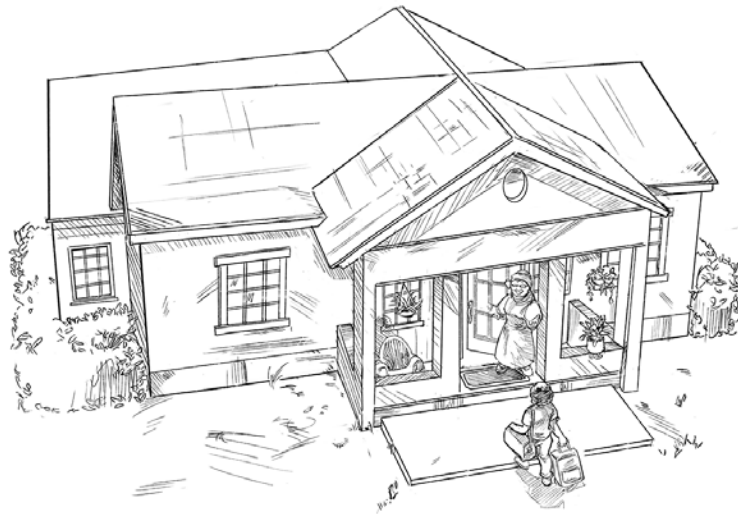
**Yeye anatoka marekani.** He/she comes from America.

## 1.2 Kukutana na familia wenyeji



### 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:** Mimi pia.

Using the conversations and information in the Section 1.1 cultural notes, 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 nawewe. | 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's new?                      |
| 4. _____ Nimeshapoa.            | d. How about you?                   |
| 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:** Poa! 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. Based on context and what you have learned so far, how would you translate the italicized words in their conversation? Compare your answers with a classmate. *Hint: Look back at the conversation between Joseph and his host parents.*

**Shamila:** Hujambo Joseph?

**Joseph:** Sijambo Shamila.

**Shamila:** Habari za familia?

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

**Shamila:** Nzuri pia.

**Joseph:** Nimefurahi kukufahamu.

**Shamila:** Na mimi pia.



## 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?* (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 are developing! 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 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 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's the news?

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

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

**Habari za leo?** What's the news for today?

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

**Hodi! Hodi!** Hello! (*announcing your presence*)

**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 (*pl.*)?

**Na wewe je?** And what about you (*sg.*)?

**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're 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 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

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



*Musa introduces Joseph to Yusufu, a neighbor who stops by the house:*

**Yufusu:** 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.

*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.

**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.



## Zoezi C

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?

## 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?

## Grammar: Verb Conjugation, 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 underlined phrases below with those phrases taken from previous dialogues, paying careful attention to the underlined words:

**Ninatoka** Marekani.

**Unatoka** wapi?

Yeye **anatoka** Marekani.

**I am from** America.

Where **are you from**?

**He 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:

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





## Zoezi D

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

<b>Subject Pronoun</b>	<b>Pronoun Marker</b>	<b>-itwa (to be called)</b>	<b>-soma (to study)</b>
<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.

<b>Subject Pronoun</b>	<b>Pronoun Marker</b>	<b>-kaa (to stay)</b>	<b>-sema (to speak)</b>
<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.

## Grammar: Question Words

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

Jina lako **nani**?

Unaitwa **nani**?

Unatoka **wapi**?

Anaishi **wapi**?

*What's your name? (lit. Your name is **who**?)*

*What's your name? (lit. **Who** are you called?)*

***Where** are you from?; **Where** do you come from?*

***Where** does he/she live?*

The interrogative *gani* is roughly equivalent to the word *which* or *what kind of*. It is mostly used to get specific information about places or things and goes after the noun it aims to get more information about. For instance:

Unatoka nchi **gani**?

Unatoka jimbo **gani**?

Unatoka mji **gani**?

***Which** country do you come from?*

***Which** state do you come from?*

***Which** city do you come from?*



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



## Zoezi H

With the information you 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. It may help to write your conversation down!

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 them 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 them 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 sawa.

1. Je, Anita anatoka wapi?
2. Anatoka nchi gani?
3. Anatoka mji gani?
4. 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  
**mwelimu** 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?** How's it going this morning?

**Habari za jioni?** How's it going this evening?

**Habari za mchana?** How's it going this afternoon?

**Hapana.** No.

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

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

**Kwaheri!** Goodbye!

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

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

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

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

**Ndio.** Yes.

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

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

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

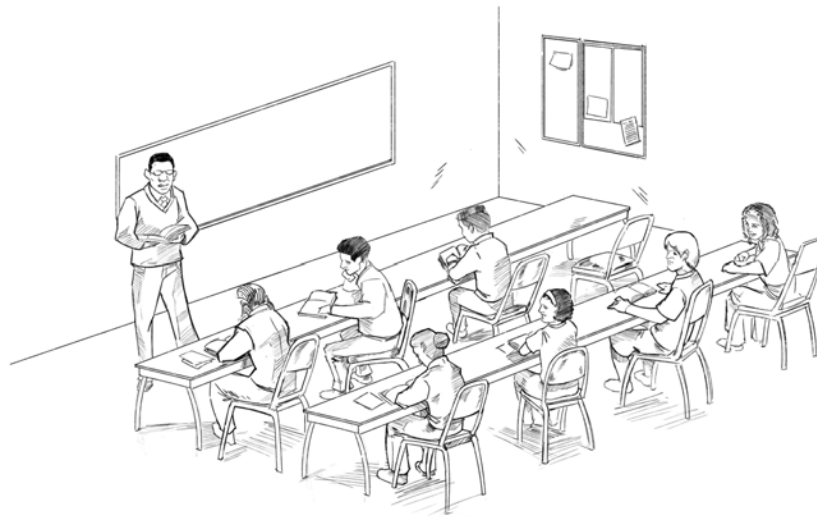
**Yeye ni nani?** Who is he/she?

## 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:*

Hambamjo!

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 gani?

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. Asanteni.

1. Shamila is majoring in Linguistics (Isimu ya lugha). What language(s) does she speak?
2. Joseph has a double major. One of his majors is Public Health (Afya ya Jamii). Can you guess the other major?
3. What language(s) does Joseph speak?

## **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 feature 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 *sahil* meaning “coast.” Therefore, it 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), *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? How many distinct languages are spoken in the country where you study?
2. What are some advantages and disadvantages of a country that speaks such a large variety of languages?
3. Although Kiswahili is used as a lingua franca in East Africa, why do you think that the majority of East Africans retain the languages of their ancestors? What are the effects of retaining or losing one's ancestral 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   |

## Grammar: 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!

## Grammar (Continued): Negated 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:

**Unasema** Kifaransa?  
Ndiyo **ninasema** Kifaransa.  
Hapana **sisemi** Kifaransa.

**Do you speak** French?  
Yes, **I speak** French.  
No, **I do not speak** French.

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

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

<b>Subject Pronoun</b>	<b>Negated Pronoun Marker</b>	<b>-sema (speak)</b>	<b>Translation</b>
<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. Then, ask your fellow classmates a series of yes/no questions to determine what languages they speak. If you guess correctly, you can ask another question. If you are incorrect, your classmate must tell you one of the languages that they speak, but then it is their turn to ask questions.

#### ***Mfano:***

**Mwanafunzi 1:** Unasema Kifaransa?

**Mwanafunzi 2:** Ndiyo ninasema Kifaransa.

**Mwanafunzi 1:** Unasema Kiingereza?

**Mwanafunzi 2:** 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.

Subject Pronoun	Negated Pronoun Marker	-toka (to come from)	-kaa (to stay; to reside)
<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*).

- \_\_\_\_\_ Juma anatoka mji wa Kitale.
- \_\_\_\_\_ Sasa Juma hakai katika kijiji cha Tiwani.
- \_\_\_\_\_ Juma si mwanafunzi wa Chuo Kikuu cha Moi.
- \_\_\_\_\_ Juma anasema Kiswahili, Kiingereza, Kinyala na Kibukusu.
- \_\_\_\_\_ Katika Afrika Mashariki kuna lugha mbali mbali za Kiafrika.

Now answer the following questions in complete sentences.

- Juma Katiba anakaa katika Kaunti ya Trans Nzoia?
- 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, Nigeria. Mimi ni mzaliwa wa jimbo la Abiya. Ninakaa na familia yangu katika kijiji cha Chukura. 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.

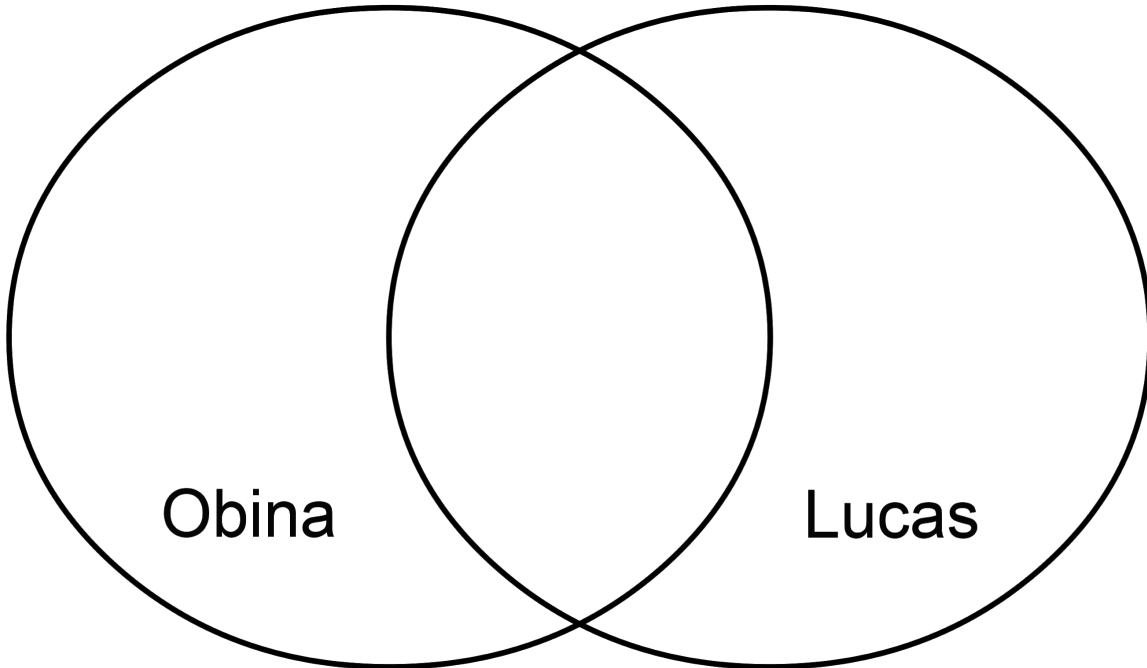
Mark the following statements as **kweli** (*true*) or **si kweli** (*false*).

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. \_\_\_\_\_ Sasa Andrew Smith anasoma Kiswahili katika Chuo Kikuu cha Pwani.
6. \_\_\_\_\_ Juma anasema Kiswahili, Kiingereza, Kinyala na Kibukusu.
7. \_\_\_\_\_ Temitope anasema Kifaransa na Kijerumani.
8. \_\_\_\_\_ Katika Afrika Mashariki kuna lugha mbali mbali za Kiafrika.



**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  
**hii** this  
**-ingine** other  
**kweli** true; correct  
**sana** very  
**si kweli** not true; false

### *Adverbs*

**hapa** here  
**kidogo** a little bit  
**pamoja** together  
**pia** also; as well  
**sasa** now; currently

### *Conjunctions*

**bali** but; on the contrary  
**lakini** but

### *Languages*

**Kiafrikana** Afrikaans  
**Kiajemi** Persian  
**Kiamhariki** Amharic  
**Kiarabu** Arabic  
**Kibamana** Bambara; Bamana  
**Kibukusu** Bukusu  
**Kichaga** Chaga  
**Kichina** Chinese  
**Kidarfur** Darfur  
**Kifaransa** French  
**Kihausa** Hausa  
**Kihindi** Hindi  
**Kihispania** Spanish  
**Kiholanzi** Dutch  
**Kiingereza** English  
**Kiitaliano** Italian  
**Kijapani** Japanese  
**Kijerumani** German  
**Kimeru** Meru  
**Kinyala** Nyala  
**Kinyarwanda** Kinyarwanda  
**Kireno** Portuguese  
**Kirusi** Russian  
**Kisamburu** Samburu  
**Kisomali** Somali  
**Kisukuma** Sukuma  
**Kiswahili** Kiswahili  
**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...** town of...  
**kaunti ya...** the county of...  
**Marekani** America (United States of America)  
**Mmarekani** an American (a citizen of the United States of America)  
**Mtanzania** a Tanzanian  
**mwanafunzi wa...** a student of...  
**Tanzania** Tanzania  
**Uingereza** the United Kingdom; England  
**utamaduni** culture  
**walimu** teachers  
**wanafunzi** students

## *Prepositions*

**kwa** for; by

## *Verbs*

**-fundisha** teach; instruct  
**-ni** am; is; are (to be)  
**-penda** like; love  
**-si** negated form of –ni

## **Key Phrases**

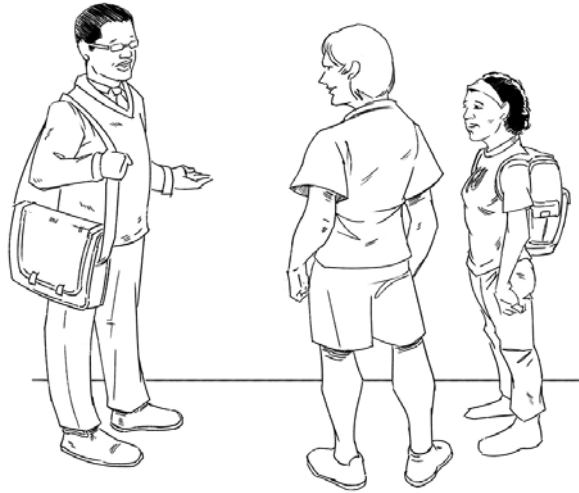
**Habari za masomo?** How are your classes?  
**Hamjambo?** How are you all? (*to more than one person*)  
**Hatujambo!** We are fine. (*response to Hamjambo*)  
**Karibuni darasani!** Welcome to class!  
**Kuna...** There is...  
**Ninasema lugha za...** I speak... (language).  
**Nzuri tu.** Only fine.;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

## 1.5 Wewe unasoma masomo gani?



### Zoezi A

Shamila and Joseph discuss their academic goals. Read the dialogues and answer the questions that follow.



*Mwalimu Bakari gets to know Joseph and Shamila:*

**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.

**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:** Je, unasoma shahada gani?

**Joseph:** Ndiyo, ninasoma shahada ya uzamili.

**Micah:** Kwa nini unasoma Kiswahili?

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

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. _____ sosholojia         | m. physics         |
| 14. _____ muziki             | n. history         |
| 15. _____ masomo ya Kiafrika | o. geology         |
| 16. _____ udaktari           | p. botany          |
| 17. _____ jiolojia           | q. sociology       |
| 18. _____ sheria             | r. medicine        |



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. Although, 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 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 B

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.

### ***Mfano:***

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

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

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

<b>Masomo</b>	<b>Wanafunzi</b>

## Grammar: 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, nationality, and country.

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
Usomali	Kisomali	Msomali

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**  
**Ubelgiji**  
**Botswana**  
**Ugiriki**  
**Burundi**  
**Uhabeshi**  
**Rwanda**  
**Uholanzi**

South Africa  
 Belgium  
 Botswana  
 Greece  
 Burundi  
 Ethiopia  
 Rwanda  
 The Netherlands

**Misri**  
**Ujapani**  
**Msumbiji**  
**Ureno**  
**Poland**  
**Uswisi**  
**Senegal**  
**Uyahudi**

Egypt  
 Japan  
 Mozambique  
 Portugal  
 Poland  
 Switzerland  
 Senegal  
 Israel



**Zoezi C**

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 nationality. An example has been provided for you.

**Mfano:**

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. Ubelgiji		
8. Botswana		
9. Msumbiji		
10. Uchina		



## Zoezi D

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:

- Nani anasoma katika Chuo Kikuu cha Montana?
- Nani anasoma masomo ya Kiafrika?
- Nani anatoka Uturuki?
- Shamila anatoka nchi gani?
- Joseph anasoma wapi?
- Micah anasoma masomo gani?



## Zoezi E

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.

### **Mfano:**

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 \_\_\_\_\_



## Zoezi F

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 katika Uchumi na Biashara kutoka Chuo Kikuu cha Nairobi. Sasa anasoma Biashara katika Chuo Kikuu cha Nairobi. Anasoma shahada ya uzamili. Yusufu anasema Kiingereza, Kiswahili, Kisamburu na Kichina kidogo.

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

## 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>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>Ubelgiji</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>kosi</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

### *University Subjects*

<b>afya ya jamii</b>	public health
<b>akiolojia</b>	archaeology
<b>anthropolojia</b>	anthropology
<b>biashara</b>	business
<b>biolojia</b>	biology
<b>botania</b>	botany
<b>dini</b>	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** management  
**masomo ya Kiafrika** African studies  
**masomo ya wanawake** Women's studies  
**mipango ya miji** urban planning  
**muziki** music  
**saikolojia** psychology  
**sanaa za maonyesho** performance art  
**sheria** law  
**sosholojia** sociology  
**uandishi** journalism  
**uchumi** economics  
**udaktari** medicine  
**uhandisi** engineering  
**unesi** nursing  
**uongozi** leadership  
**usanifu majengo** architecture

### *Verbs*

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

### Key Phrases

**Kwa nini...?** Why...?  
**Kwa nini unasoma...?** Why are you studying...?  
**Mimi ninasoma... kwa sababu...** I am studying... because...  
**Ninasoma...** I study...; I am studying...  
**Unasoma kosi 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?

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.



*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.

**Shamila:** Nambari yako ya simu ni gani?

**Joseph:** Nambari yangu ya simu ni 255 721 22 14 09.

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

**Joseph:** Asante pia.

**Shamila:** Habari za jioni mama?

**Farida:** Nzuri sana.

**Shamila:** Je, nambari yako ya simu ni gani?

**Farida:** Nambari yangu ya simu ni 255 762 12 67 89.

**Shamila:** Asante.

**Farida:** Nambari yako ya simu ni gani?

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

**Farida:** Asante.

**Shamila:** Karibu.



## Vocabulary: Nambari 0-10

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

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



### Zoezi A

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



### Zoezi B

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 C

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 numbers. Your teacher will give you a list with a few of the cell numbers. Use that to fill in the information in the table below. You will need to ask your classmates to fill in the rest of the information.

	<b>Name</b>	<b>Cell</b>
<b>1</b>	Shamila Jones	
<b>2</b>	Joseph Adams	
<b>3</b>	Eray Ertu	
<b>4</b>	Martin Regis	
<b>5</b>	Fola Segun	
<b>6</b>	Kim Choi	
<b>7</b>	James Madison	
<b>8</b>	Lee Wang	
<b>9</b>	Mariama Ba	
<b>10</b>	Akash Barot	
<b>11</b>	Kitchika Petrova	
<b>12</b>	John Kelly	



## Zoezi D

Listen to short biographies of international students from 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 E

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, but her English is not as good as it used to be. Help her by providing a spoken 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 (reading knowledge)</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 (advanced), Arabic (reading knowledge)</p> <p>Contact phone: +33 1 53 20 06 89</p>	 <p><b>Stephen Smith</b> Middlebury College Russian Major <i>Languages:</i> English (native), Russian (advanced)</p> <p>Contact phone: +1 785 829 1564</p>
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## Zoezi F

Your school is preparing for the visit of a representative from a Kenyan university with which it hopes to set up an exchange program. You and a group of your classmates have been chosen to help guide the visitor around 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 hometown, their major, the language(s) that they speak, and a contact phone number in case of emergency.

## Key Vocabulary

### *Nouns*

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

### *Numbers\**

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

### *Numbers cont.*

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

### *Possessive Adjectives*

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

### *Prepositions*

**kuhusu** about  
**ya** of

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

## Key Phrases

**Angependa...** He/she would like to...

# Sources

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## 1.5 Wewe unasoma masomo gani?

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# 2. Familia

## Family and Relations

### 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 and 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);
- write a short introduction of their family to present to their host family (Presentational);
- exchange descriptions with peers about their family members and relatives (Interpersonal);
- respond to and ask questions about who is in their family (Interpersonal);
- name their family members, give their ages, and describe the familial relationships among the family members (Presentational speaking and writing);
- discuss the cultural differences surrounding who is considered to be part of the family and who is not (Interpersonal);
- recognize familiar words and phrases associated with family kinship terms when they hear them or read them in text (Interpretive).

## 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>
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 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 Lakisha. 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 families.

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



## Zoezi B

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

Note that in most cases the class of the noun being modified is marked on the number.

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 but that the number *moja* will always be written in the singular.

mwaka mmoja	<i>one year</i>
miaka ishirini na mmoja	<i>twenty-one years</i>



## Zoezi C

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

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 D

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 E

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? Je, Shamila ana kaka yeyote?
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. Dada za Joseph wanaitwa nani? Wana umri gani?
9. Joseph ana kaka wangapi? Je, Joseph ana kaka yeyote?
10. Je, familia ya Joseph ni kubwa au sio kubwa?



## Zoezi F

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

1. Shamila hajambo?
2. Mama na baba hawajambo?
3. Dada za Shamila hawajambo?
4. Je, Chacha hajambo?
5. Je, Musa anasema Chacha ni mgonjwa?



## Zoezi G

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 a few of your host family members.

## Cultural Explorations

The family unit is valued greatly among East Africans – it is considered the backbone of the society! Valuing familial relationships and inquiring about each other’s well-being is not only common practice but 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 H

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.

### **Mfano:**

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>					

## Grammar: Counting with Nouns

In the first unit, you were introduced to cardinal numbers in Kiswahili in talking about your phone number, house 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 first must know to which class the noun belongs to.

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, 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 these noun classes with numbers that make 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.

When you see adjectives listed in Kiswahili dictionaries, and in this book, only the adjective's root will be given, since the prefix will change to agree with the noun. For example, the phrase *dada mdogo* (younger sister) has the adjective *mdogo* here, but in the dictionary, *mdogo* would appear as only *-dogo*.



## Zoezi I

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* of something 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.

*The **first** child is Juma.*

Mtoto wa **pili** ni Amina.

*The **second** child is Amina.*

Mtoto wa **tatu** ni Yusufu.

*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 J

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

**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:** Ndiyo. Mimi nina kaka mmoja tu (*only*). Sina dada.

**Fola:** Je, habari za familia Martin? Je, una dada na kaka wangapi?

**Martin:** Salama pia. Mimi nina dada wawili waodogo na kaka watatu wakubwa.

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

1. Which student has the largest family? How many brothers do they have? How many sisters do they have?
2. Which student does not have any sisters?
3. Which student does not have any brothers?
4. Which of these students' families would you prefer to be in and why?



## Zoezi K

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 L

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  
**kwanza** first  
**pili** second

### *Adverbs*

**au sio** or not  
**tu** only; just

### *Nouns*

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

## Key Phrases

**Hawajambo?** How are they?

**Je, una miaka mingapi?** So, how old are you? (*lit., You have how many years?*)

**...mingapi?** How many...?

**Ngapi?** How many?

**Nina miaka...** I am....years old. (*lit., I have.... years.*)

**Nina umri wa miaka....** My age is.... years. (*lit., I have the age of.... years.*)

**Wangapi?** How many? (*referring to more than one*)

**Una umri gani?** What is your age? (*lit., You have what age?*)

\*Numbers located in 1.6

## 2.2 Familia ya mwenyeji



### 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. Mvualana 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.

## Grammar: the verb *-na* (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.

#### **Mfano:**

**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.

### **Mfano:**

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 (*grandparents*).
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.

### **Grammar cont.: M-WA noun class (ngeli)**

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 10 noun classes that have distinct singular and plural forms. Each noun must adhere to the specific grammatical rules for its particular noun class. In this unit, we will focus on *M-WA* class.

*M-WA* nouns refer to all living things, specifically people, animals, birds, and fish. 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 are sometimes also classified as *M-WA* nouns. For example, *dada*, *kaka*, and *daktari*, among others. We will mainly focus mainly on nouns that refer to people in this unit.

Other examples of the *M-WA* noun 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.

Wazazi **wana** watoto **wawili**.  
*The parents have two children.*

Mama na baba **wanaishi** mji wa Arusha.  
*Mother and father live in Arusha.*



### Zoezi I

Complete the following chart with the appropriate singular or plural form and indicate the meaning of the noun.

<b>m-</b>	<b>wa-</b>	<b>Meaning in English</b>
<b>mtoto</b>		
<b>mgeni</b>		
<b>mfaransa</b>		
<b>mke</b>		
<b>msichana</b>		
<b>mvulana</b>		
<b>mwalimu</b>	<i>walimu</i>	
<b>mwanafunzi</b>	<i>wanafunzi</i>	



### **Zoezi J**

You meet with one of your classmates during lunch at the cafeteria. Greet your new classmate and ask for details about their 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 important.

## Key Vocabulary

### *Adjectives*

**kifungua mimba** firstborn  
**kitinda mimba** last-born  
**mwisho** last  
**pekee** only

### *Nouns for nuclear family members*

**baba** father  
**binti** daughter  
**dada** sister  
**kaka; ndugu** brother  
**mama** mother  
**mke** wife  
**msichana** girl  
**mtoto** child  
**mume** husband  
**mvulana** boy  
**mwana** son  
**mzazi** parent  
**ndugu** sibling; relative

### *Nouns for extended family members*

**amu** paternal uncle  
**baba mdogo** younger brother of father  
**baba mkubwa** older brother of father  
**baba mkwe** father-in-law  
**babu** grandfather  
**bibi; nyanya** grandmother  
**binamu** cousin  
**binti mkwe** daughter-in-law  
**kitukuu** granddaughter  
**mama mdogo** younger sister of mother  
**mama mkubwa** older sister of mother  
**mama mkwe** mother-in-law  
**mcheja** son-in-law  
**mjomba** maternal uncle  
**mjukuu** grandson  
**mkwe** in-law  
**mpwa** niece; nephew  
**mwamu** sister-in-law  
**shangazi** paternal aunt  
**shemeji** brother-in-law

### *Nouns cont.*

**bata** duck  
**bata mzinga** turkey  
**chekechea** preschool

**familia ya mwenyeji** host family  
**kasuku** parrot  
**kipepeo** butterfly  
**kondoo** sheep  
**mbu** mosquito  
**mbuzi** goat  
**mbwa** dog  
**mgeni** guest; stranger  
**mwaka; miaka** year; years  
**ndege** birds  
**ng'ombe** cow  
**njiwa** pigeon  
**nyoka** snake  
**nyuki** bee  
**nzi** fly  
**paka** cat  
**samaki** fish  
**shule** school  
**shule ya msingi** primary school  
**shule ya sekondari** secondary school; high school  
**sungura** rabbit  
**wadudu** insects  
**wanyama** animals

#### *Numbers*

**100 mia moja** one hundred  
**900 mia tisa** nine hundred  
**1000 elfu moja** one thousand  
**2000 elfu mbili** two thousand

#### *Verbs*

**-zaliwa** to be born

### **Key Phrases**

**Mimi nilizaliwa miaka wa...** I was born the year of...  
**Ulizaliwa miaka gani?** In which year were you born?; When were you born?  
**Yeye alizaliwa miaka wa...** She/He was born in...

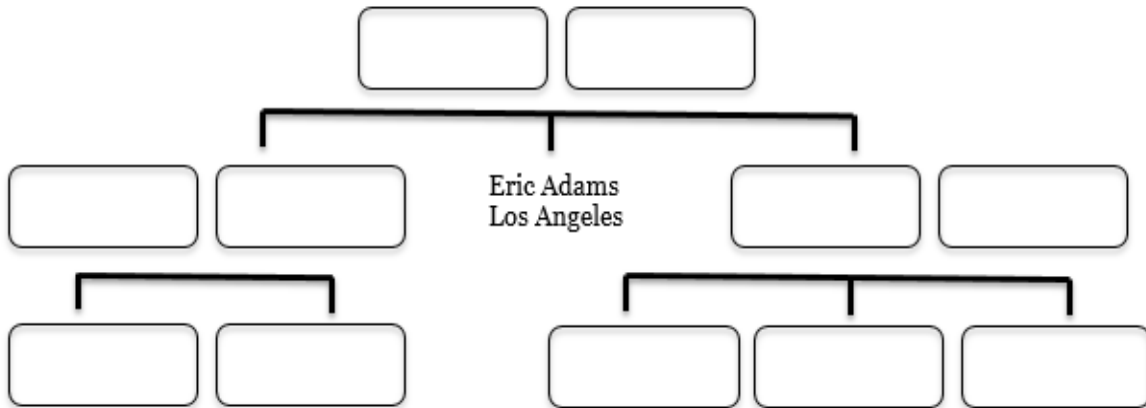
## 2.3 Familia kubwa



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*

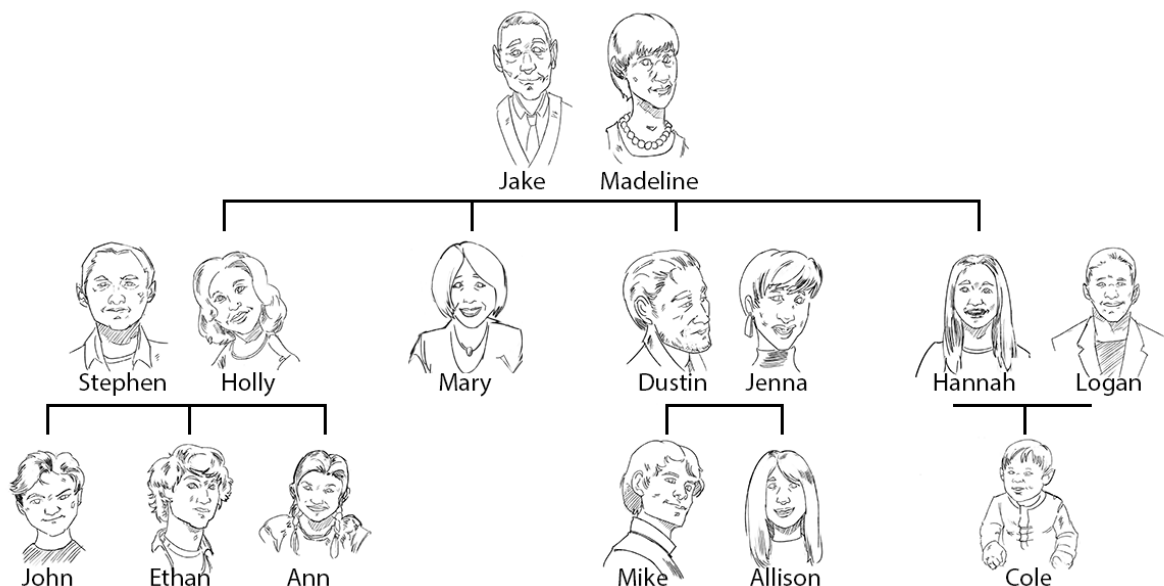




## Zoezi B

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. Kwa 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 wawili. 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 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.

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 ya Joseph ana ndugu wangapi?



## Zoezi C

Answer the following comprehension questions based on Shamila's description of her extended family to Farida and Juma.

Hii ni familia yangu kuu. Huyu ni babu anaitwa Cameron. Huyu ni bibi. Yeye anaitwa Alexis. Babu na bibi wanakaa katika mji wa Chicago jimbo la Illinois. Huyu ni mama mkubwa 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. Wao wana wajukuu wangapi?

### Grammar: Vivumishi Vimilikishi (*Possessive Adjectives*)

Possessive adjectives are words used to indicate the possession of or relation to a noun. Examples of possessive adjectives in English are *my*, *your*, *their*, etc. In Unit One, we saw an example of the possessive adjective *lako* (your) used when asking about someone's name, as in *Jina lako ni nani?* In this example, *lako* (your) is a possessive adjective modifying the noun *jina* (name). Look at the chart below to see these possessive adjectives 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 adjective changes, the prefix *W-* does not. Possessive adjectives 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 yangu (my sister)	dada zangu (my sisters)
<b>2<sup>nd</sup> sing.</b>	dada yako (your sister)	dada zako (your sisters)
<b>3<sup>rd</sup> sing.</b>	dada yake (his/her sister)	dada zake (his/her sisters)
<b>1<sup>st</sup> pl.</b>	dada yetu (our sister)	dada zetu (our sisters)
<b>2<sup>nd</sup> pl.</b>	dada yenu (you all's sister)	dada zenu (you all's sisters)
<b>3<sup>rd</sup> pl.</b>	dada yao (their sister)	dada zao (their sisters)



### Zoezi D

Using the chart and examples above, write the Kiswahili equivalent of the English given. Make sure to pay attention to the person and number of the noun and adjective!

**Mfano:**

His brother                      kaka yake

1. My father                      \_\_\_\_\_
2. Your grandfather            \_\_\_\_\_
3. Our uncle                      \_\_\_\_\_
4. Their nephews                \_\_\_\_\_
5. Your cousin                    \_\_\_\_\_



### Zoezi E

Juma and Farida's neighbor, Idi, 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. 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.

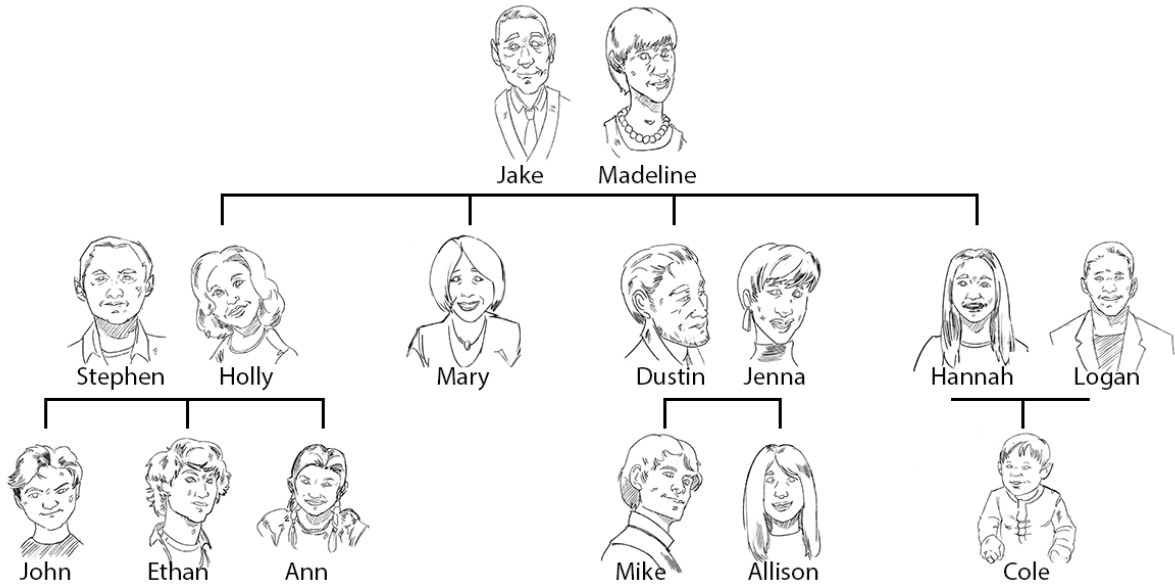
***Mfano:***

Shamila ni mpwa wangu. Watoto wangu ni Ethan, Gabriel, na Destiny.  
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.



### **Mfano:**



Mike ni mpwa wake. Mary ni shangazi yake.  
 Mike is her nephew. Mary is his aunt.

<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 nane. 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 ishrini 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 ya Yusufu ana miaka sabini na minne. \_\_\_\_\_
3. Yusufu anawajomba 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.

Jibu maswali yafuatayo.

1. Baba mkwe wa Farida ni nani?
2. Mama mkwe wa Farida ni nani?
3. Farida ana shemeji wangapi?
4. Dada mkwe wa Farida anaitwa nani?



## Zoezi J

Read the following dialogue on a model of how to exchange information with a partner about your aunts, uncles, and cousins. Then, work with a classmate to exchange information about your extended family: their names, ages, where they live and any other relevant details that you can provide in Kiswahili.

**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 wakubwa?

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

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

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



## 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 nane. 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 katika 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 Mwanza.

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

Wako,

Bwana Luka

Answer the following questions based on the reading above. Write your answers in complete sentences.

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 watu 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 wanasema lugha gani?

---



## 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

The family is highly valued among East African society as the basis for a sense of belonging, care, emotional support and serves as an individual's social 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* (for aunts who are younger than one's mother) or *mama mkubwa* (for aunts who are older than one's mother). The same is true of one's father's brothers - *baba mkubwa* and *baba mdogo*. 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 these cultures.

Another important aspect influencing family relations is respect based on seniority. Younger people and children are expected to show respect when interacting with those older than themselves through the use of appropriate greetings, use of polite language, appropriate honorific terms, i.e., *mama mkubwa* (older mother), *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 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 as just mothers. In cases where families are separated and either mother or father has remarried, the most respectful way for children to address their stepparents is just as 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*

**-ingi** many; numerous  
**-kuu** main; important; chief  
**safi** clean; fresh  
**wote** all

### *Adjectives (Possessive)*

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

### *Adverbs*

**pamoja** together

### *Conjunctions*

**au** or  
**hivyo** so  
**kwa jumla** in total  
**lakini** but; however

### *Nouns*

**katikati** middle  
**Kihaya** Haya language  
**kozi** course; class  
**kumbukumbu** remembrance; anniversary  
**mji mkuu** capital city  
**sababu** reason; excuse  
**sherehe** celebration  
**upande** side

### *Verbs*

**-fuata** follow; come after  
**-oa** marry  
**-tembelea** visit  
**-zungumza** speak

## Key Phrases

**Ndiye...** That is...


**Ninatumai...** I hope...

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

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

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

## 2.4 Kazi gani?

			
<p><b>mkulima</b></p>	<p><b>nesi</b></p>	<p><b>dereva</b></p>	<p><b>polisi</b></p>
			
<p><b>mwalimu</b></p>	<p><b>mwuzaji</b></p>	<p><b>mvuvi</b></p>	<p><b>rubani</b></p>
			
<p><b>msusi</b></p>	<p><b>mpishi</b></p>	<p><b>seremala</b></p>	<p><b>mwanasheria</b></p>



## 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:*

Hujambo bibi Farida,

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. 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 polisi. Anafanya kazi katika kituo cha polisi cha 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 Will hafanyi kazi.

Asante sana,

Joseph

Read the following statements and decide whether the following statements are *kweli* or *si kweli*. 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. Dianne si mwalimu. \_\_\_\_\_
8. Dada wa Joseph Mary anafanya kazi. \_\_\_\_\_



## Zoezi B

Match each profession with its correct English translation.

- |                   |                   |
|-------------------|-------------------|
| 1. _____ mwalimu  | a. cook           |
| 2. _____ mkulima  | b. nurse          |
| 3. _____ polisi   | c. merchant       |
| 4. _____ seremala | d. fisherman      |
| 5. _____ nesi     | e. hairdresser    |
| 6. _____ mvuvi    | f. pilot          |
| 7. _____ makanika | 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. pastor; 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:** Marhaba 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 sawa.

...

**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 sawa. Asante.

Jibu maswali yafuatayo.

1. Je, Juma anafanya kazi gani?
2. Farida anafanya kazi gani?
3. Je, Yusufu anafanya kazi gani?
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.

### Grammar: 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* 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* nouns, if only because the majority of nouns that you know fall into this class. As we learn additional classes, you will need to learn the proper suffixes and prefixes in other noun classes to create 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-* (*-ye-* or *-yo-*) of reference.

### **Mfano:**

Mwalimu ananifundisha Kiswahili. Mwalimu anatoka Kenya.

Mwalimu **ambaye ananifundisha** anatoka Kenya.

Mwalimu **anayenifundisha** anatoka Kenya.

1. Mtoto ana miaka sita. Mtoto ni wangu.
2. Mwanafunzi anasoma Kiswahili. Yeye anatoka Ujerumani.
3. Familia ya bwana Musa. Familia inakaa na Shamila.
4. Wanafunzi wanasoma Kiswahili. Wanatoka Marekani.
5. Mvulana mdogo wa Juma. Mtoto anasoma shule ya msingi ya Matunda.
6. Mama anafanya kazi katika hospitali ya Kenyatta. Mama yangu mpokezi.
7. Mkulima anauza karoti. Yeye ni mzuri.
8. Madaktari ni wazuri. Wanatoka katika mji wa Kampala Uganda.
9. Kitabu ni kizuri. Kitabu ni cha Kiswahili.
10. Darasa ninapenda. Darasa ni la Kiswahili.



## Zoezi H

Read the following text and answer the questions that follow.

Familia ya Rashida ina watu sita. Yeye ana 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 mkubwa anaitwa Amina. Amina ni mwanabiashara katika soko la Huruma. Yeye huenda kazi 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.

Jibu maswali yafuatayo.

1. Mtu ambaye ni daktari katika familia ya Rashida 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 adjectives 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 anayeishi mji wa Kansas alizaliwa mwaka wa elfu mbili.

### Grammar cont.: 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 suffixes 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.</b>	I don't work.
<b>wewe</b> (you)	hu-	<b>Hufanyi.</b>	You don't work.
<b>yeye</b> (he/she)	ha-	<b>Hafanyi.</b>	(S)he doesn't work.
<b>sisi</b> (we)	hatu-	<b>Hatufanyi.</b>	We don't work.
<b>nyinyi</b> (you; y'all)	ham-	<b>Hamfanyi.</b>	You don't work.
<b>wao</b> (they)	hawa-	<b>Hawafanyi.</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 mwezi wa Oktoba, mwaka wa elfu moja mia tisa hamsini na tisa. Alizaliwa katika kijiji cha Chato katika mkoa wa Kagera, Kaskazini Magharibi mwa nchi ya Tanzania. Yeye alikuwa Rais wa tano wa Muungano wa Tanzania. Yeye alikuwa mwanasiasa katika chama cha Mapinduzi. Rais Magufuli alisoma katika shule ya msingi ya Chato kati ya mwaka wa mwaka wa elfu moja tisa sitini na saba hadi mwaka wa elfu moja mia tisa sabini na nne baadaye, alijiunga na shule ya Seminari ya Katoke kwa shule 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 mwaka wa elfu moja mia tisa sabini na nane. Alijiunga na shule ya sekondari ya Mkwawa hadi mwaka wa 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 katika Chuo Kikuu cha Dar es Salaam katika mwaka wa mwaka wa elfu moja mia tisa themanini na nane. Baadaye alipata shahada yake ya uzamili na uzamifu katika Chuo Kikuu cha Dar es Salaam katika miaka ya mwaka wa elfu moja mia tisa tisini na nne na mwaka wa elfu mbili na tisa. Alipata tuzo katika Chuo Kikuu cha Dodoma kwa kuendeleza uchumi wa nchi.

Magufuli alifanya kazi kama mwalimu wa hesabu na kemia katika Shule ya Sekondari ya Sengerema kuanzia mwaka wa mwaka wa elfu moja mia tisa themanini na mbili hadi themanini na tatu. Baadaye alifanya kazi katika *The Nyanza cooperative Union Limited* kama *Industrial chemist* hadi mwaka wa 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 katika mwaka wa elfu mbili na sita. Kwa wakati huyu, pia alifanya kazi kama waziri wa mifug na uvuvi kuanzia mwaka wa elfu mbili na nane hadi elfu mbili na kumi na waaziri wa kazi hadi mwaka wa elfu mbili na kumi na tano. Katika mwezi wa Julai mwaka wa elfu mbili na kumi na tano, Magufuli alishinda uchaguzi dhidi ya mpinzani wake. Alipata asilimia hamsini na nane za kura zilizopigwa na kuteuliwa Rais wa Chama cha Mapinduzi. Aliapishwa katika mwezi wa Novemba mwaka wa elfu mbili na kumi na tano kama rais wa Muungano wa Tanzania hadi mwaka Machi mwaka wa elfu mbili ishirini na moja wakati alipo aga dunia.

Jibu maswali yafuatayo.

1. Marehemu John Pombe Magufuli alizaliwa lini?
2. Je, Magufuli alisoma katika Chuo Kikuu cha Dodoma?
3. Je, marehemu Rais John Pombe Magufuli alisoma masomo magani?
4. Je, Magufuli alisoma Stahada yake katika Chuo kikuu kipi? Yeye alifanya kazi gani katika mwaka wa 1982-1983?
5. Je, Magufuli alifanya kazi kama mwalimu?
6. John Pombe Magufuli alifanya kazi gani kama waziri?
7. John Pombe Magufuli aliteuliwa Rais wa nchi ya Tanzania 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?*

### **Mfano:**

**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

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*

**kila** each; every  
**mbalimbali; tofauti tofauti** various

### *Adverbs*

**dhidi** against  
**hadi** until  
**lini** when  
**kama** like; if; whether  
**kuanzia** starting from  
**wakati** while; when

### *Cardinal directions*

**kaskazini** north  
**kusini** south  
**magharibi** west  
**mashariki** east

### *Nouns*

**asilimia** percent  
**benki** bank  
**binadamu** humans; human beings  
**chama** party (political); association  
**daktari** doctor  
**daktari wa macho** optician  
**daktari wa meno** dentist  
**dereva** driver  
**gavana** governor  
**hakimu** judge  
**jasusi** spy  
**kambi** camp; fort  
**karani** clerk  
**kasisi; padre** minister; priest; clergy  
**kazi** work; employment; occupation  
**kitabu** book; textbook  
**kituo cha polisi** police station  
**jumba** palace  
**jumuiya** community; commonwealth  
**mahakama** a legal court  
**matunda** fruit  
**mazingira** environment  
**mboga** vegetables  
**mbunge** legislator; parliamentarian  
**mekanika** mechanic  
**mfanyabiashara** businessman  
**mfugaji** livestock farmer  
**mgonjwa** a sick person

**mhadhiri** lecturer; instructor  
**mhandisi** engineer  
**mhariri** editor  
**mhasibu** accountant  
**mhunzi** blacksmith  
**mifugo** livestock  
**mjenzi** construction worker  
**mjumbe** delegate; messenger  
**mkalimani** interpreter  
**mkulima** crop farmer  
**mkunga** midwife  
**mkutubi** librarian  
**mkuu wa chuo** university president  
**mlinda lango** entrance guard  
**mpelelezi** investigator; detective  
**mpinzani** opponent; rival  
**mpishi** cook  
**mpokezi** receptionist  
**msanii** artist; composer  
**mshairi** poet  
**mstaafu** retired person  
**msusi** hairdresser  
**mtafiti** researcher  
**mtu** person; individual  
**muuzaji (mwuzaji)** salesperson (seller)  
**mvuvi** fisher(man)  
**mwalimu** teacher  
**mwanahistoria** historian  
**mwanaanga** astronaut  
**mwanaisimu** linguist  
**mwanaajeshi** soldier  
**mwanamitindo** fashion designer  
**mwanamuziki** musician  
**mwanasayansi** scientist  
**mwanasheria** lawyer  
**mwanasiasa** politician  
**mwashi** mason  
**mwekahazina** treasurer  
**mwenyekiti** chairperson  
**mwenyekiti wa idara** head of department  
**mwinyi** landlord  
**mzee** old man  
**naibu wa waziri** deputy minister  
**nyanza** lake  
**ofisa** officer  
**ofisa wa chuo** university official  
**profesa** professor  
**polisi** police  
**rais** president  
**rubani** pilot; captain  
**seminari** seminary school

**seneta** senator  
**sheha** imam; councilor  
**soko** market  
**stashahada** diploma  
**tarishi** mailman; messenger  
**tuzo** prize; award  
**ualimu** teaching  
**uchaguzi** election  
**ugonjwa** disease; illness  
**unesi** nurse  
**upishi** catering  
**uvuvi** fishing  
**vitabu** books  
**vitu** items; things  
**yaya** nanny; babysitter

*Verbs*

**-endeleza** to cultivate; to develop  
**-fahamu** to know; to understand  
**-furahi** to feel happy; to rejoice  
**-nunua** to buy  
**-panda** to climb; to ascend  
**-teua** to appoint  
**-uza** to sell

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# 3. Shughuli za kila siku na uraibu

## Daily Activities and Hobbies

### 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);
- ask and answer questions to compare their host family's schedule with their families' typical schedule in their home countries (Interpersonal);
- talk about the customs surrounding time in East Africa (Cultural);
- make a journal entry of their daily activities during their study abroad (Presentational);
- describe the daily activities of their host family on different days of the week (Presentational);
- describe their daily schedule by giving information about different times of the day (Presentational);
- write a blog post about the concept of telling time in East Africa (Presentational);
- explain the notion of "time/punctuality" among East African people and how differences in perspective can strain relationships with people from other cultures (Cultural);
- give a presentation about their own daily routine or activities in East Africa and compare these routines with those of their respective countries (Presentational);
- identify the daily activities or hobbies from an audio recording or written text (Interpretive);
- compare the daily schedules, activities, and hobbies of people in East Africa and in your community (Interpersonal; Presentational).

## 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, 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>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 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 an essay about the concept of time and punctuality among the East African people and compare it with their own culture.</p> <p>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?



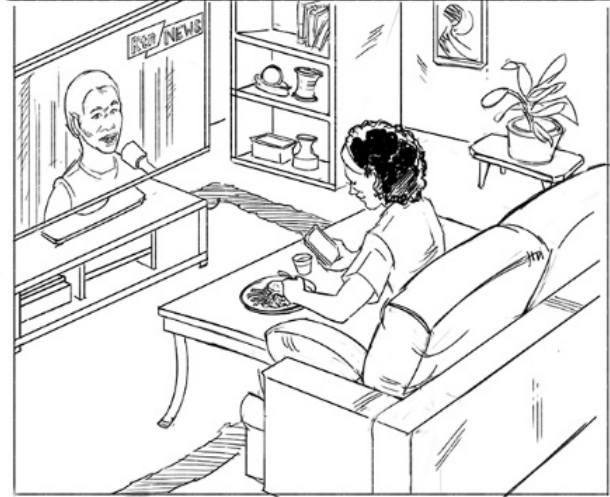
### 3.1 Anafanya nini? Wanafanya nini?

 <p><b>Analala.</b></p>	 <p><b>Anasoma.</b></p>	 <p><b>Anapika.</b></p>	 <p><b>Wanacheza.</b></p>
 <p><b>Anafagia.</b></p>	 <p><b>Anafua nguo.</b></p>	 <p><b>Anakula.</b></p>	 <p><b>Wanacheza mpira wa kandanda.</b></p>
 <p><b>Wanapiga mswaki.</b></p>	 <p><b>Anaamka.</b></p>	 <p><b>Anasikiliza muziki.</b></p>	 <p><b>Wanatazama televisheni.</b></p>



## 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:** Sasa mimi ninasoma pia, ninapika chakula cha mchana na ninasafisha nyumba. 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! Tutaonana kesho.

**Shamila:** Haya kwaheri! Lala salama!

Jibu maswali yafuatayo.

1. Je, Shamila anafanya nini sasa?
2. Je, Joseph anafanya nini sasa?
3. Je, Joseph anapenda kutazama televisheni?



## 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 katika redio. Je, wewe unafanya nini?

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

**Farida:** Sawa sawa unapenda muziki?

**Shamila:** Ndio ninapenda sana muziki wa Bongo Flava. Je, bwana Juma hajambo?

**Farida:** Yeye hajambo.

**Shamila:** Je yeye, anafanya nini sasa?

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

**Shamila:** Poleni kwa kazi.

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

**Shamila:** Sawa sawa mchana mwema pia.

Jibu maswali yafuatayo.

1. Bibi Farida anafanya nini?
2. Shamila anafanya nini?
3. Bwana Juma anafanya nini sasa?
4. Shamila anapenda aina gani ya muziki?

## Grammar: 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.

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

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

**anakula** = *3<sup>rd</sup> person singular* **a** + *present tense* **na** + *root* **ku** + **la**

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- infinitive

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.



### 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 boma la ng'ombe na pia anafagia ua na kuokota takataka kutoka kwa ua. Bwana Musa, anaweka makaa kwa jiko ili kuanza kutayarisha chakula. Yeye anataka kusafisha gari lake pia kwa sababu anahjtaji kwenda kuwapokea wageni kwenye kituo cha basi.

Je, ni kweli au si kweli?

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

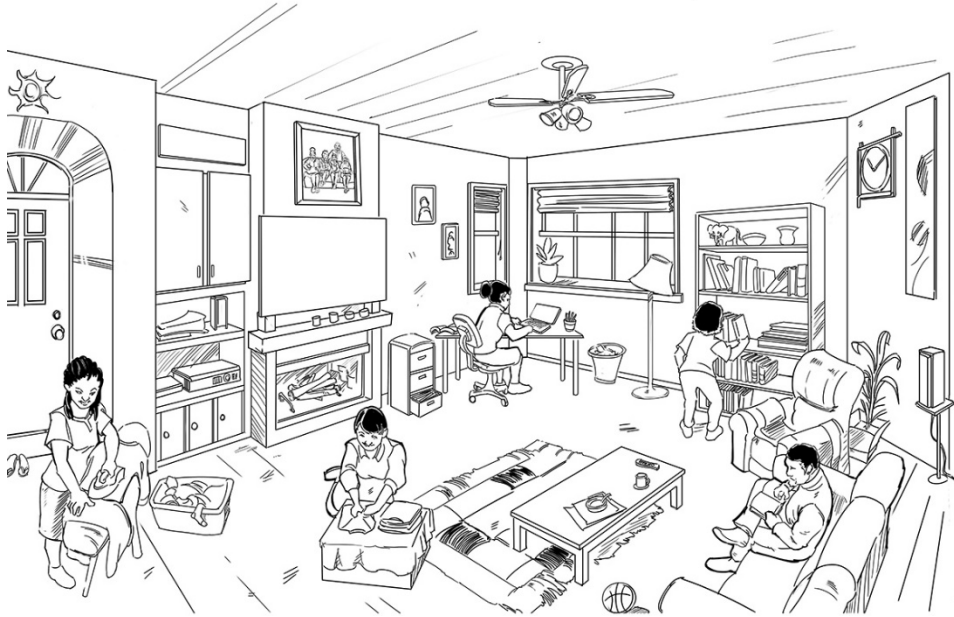
1. Wageni wa bwana Musa na bibi Fatuma wanasafiri kutoka mji wa Matopeni.
2. Bwana Musa anapiga deki na anapanga vitu katika nyumba.
3. Je, Joseph anapika chakula na anasafisha boma la ng'ombe.
4. Bwana Musa anaweka makaa kwenye jiko na anataka kusafisha gari.
5. Mfanyakazi anawachukua wageni kutoka 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 Lakeisha. Yeye ana umri wa miaka hamsini. Dada mkubwa anaitwa Tamara. Tamara ana umri wa miaka thelathini na miwili. Dada mdogo anaitwa Dianne. Yeye ana umri wa miaka ishirini na mitano. Mimi sina kaka. Familia yangu si kubwa sana.



## 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 following 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 Amina. Read their conversation and answer the questions that follow.

**Shamila:** Habari za jioni Imani?

**Imani:** Salama, wewe ni nani?

**Shamila:** Jina langu ni Shamila. Mimi ni rafiki yake Joseph.

**Imani:** Ninamjua Joseph sana ni rafiki yangu pia.

**Shamila:** 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, husikiliza muziki wa Taarab na hupiga gumzo pamoja na rafiki.

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

**Imani:** Ndio! Je, wanawake huko Marekani hupika kila siku kama hapa Afrika Mashariki?

**Shamila:** Haha! Inategemea lakini Marekani wanawake na wanaume hupika. Kwa kawaida, watu wengi kwenye familia hufanya usafi wa nyumbani hununua vyakula, huenda madukani na hutazama televisheni.

**Imani:** Oh, kweli. Nimejifunza mengi kuhusu utamaduni wa Marekani.

**Shamila:** Ndio. Usiku mwema Imani, kwaheri!

**Imani:** Kwaheri. Lala salama.

Jibu maswali yafuatayo.

1. Shamila ni nani?
2. Wanawake katika Afrika Mashariki hufanya shughuli gani wikendi?
3. Je, katika familia nyingi Marekani nani hushiriki katika shughuli za kupika?
4. Familia nyingi Marekani hufanya nini wikendi?
5. Je, wanawake wa Afrika Mashariki hupika kila siku?



### Zoezi K

Based on Shamila's findings from her conversation with bibi Amina, write a blog post comparing and contrasting the roles of women in East African 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*

**mengi** a lot; much  
**nyingi** many  
**sana** very  
**haya** these

### *Adverbs*

**baada ya** after; afterwards  
**baadaye** later  
**hapa** here  
**huko** there  
**kama** like; such as  
**kisha** then  
**mara** often  
**sasa** (right) now

### *Conjunctions*

**ila** except; but; however

### *Nouns*

**aina** type; kind  
**boma** enclosure; livestock pen  
**chakula** food; a meal  
**chakula cha asubuhi** breakfast  
**chakula cha jioni** dinner  
**chakula cha mchana** lunch  
**gari** car; automobile  
**gumzo** a chat  
**jiko** stove  
**kandanda** soccer (football)  
**kesho** tomorrow  
**kituo cha basi** bus station  
**madukani** stores; shops  
**makaa** charcoal; coal  
**mazoezi** exercise; fitness  
**mfanyakazi** employee; worker  
**mpira** ball  
**mswaki** toothbrush  
**ng'ombe** cattle  
**nguo** clothes  
**nyasi** grass  
**nyumba** house  
**rafiki** friend  
**redio** radio  
**shughuli** an activity; business  
**soka** 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  
**-katakata nyasi** to cut the grass; to mow the lawn  
**-kausha (vyombo)** to dry (the dishes)  
**-kimbia** to run  
**-la** to eat  
**-lala** to sleep  
**-lisha (mfugo)** to feed (the animals; livestock)  
**-nunua** to buy; to purchase  
**-nywa** to drink  
**-oga** to shower  
**-okota** to pick up; to find  
**-osha (vyombo)** to wash (the dishes)  
**-panga** to plan; to arrange  
**-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 nyumbani** to go back home; to return  
**-safiri** to travel

- safisha (nyumba)** to clean (the house)
- saidia** to help; to assist
- shiriki** to participate; to take part in
- sikiliza (muziki)** to listen (to music)
- soma** to study
- tayarisha** to prepare
- tazama (televisheni)** to watch (TV)
- tegemea** to depend on; to rely on
- tembea** to walk
- toa** to pick up; to remove from the ground
- tuma barua peep** to send an email
- tupa** to throw out
- vaa** to wear; to put on
- valia nguo** to get dressed
- weka** to put; to place

### Key Phrases

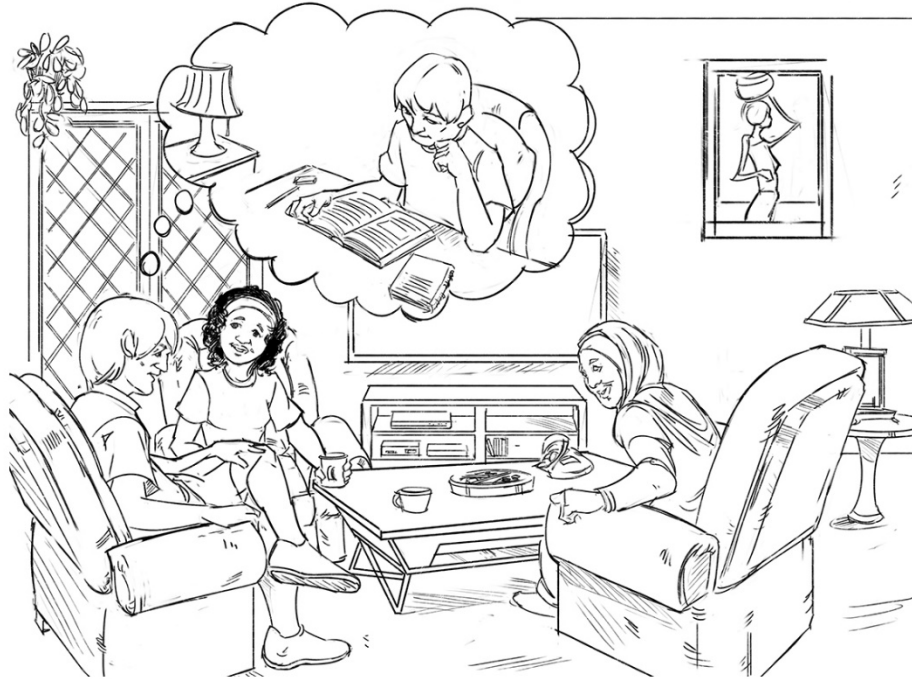
- Lala salama!** Sleep well!
- Mchana mwema!** Have a good afternoon!
- Tushapoa!** No worries!; All is well!
- Tutaonana kesho!** See you tomorrow!
- Uwe na usiku mwema!** Have a good night!

## 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 na hula. Baada ya kula, mimi hupiga mswaki, kisha huenda chuoni kuhudhuria madarasa yangu. Baada ya darasa, mimi huenda maktabani kusoma Kiswahili na kufanya kazi za masomo 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 mwishoye hulala.

Jibu maswali yafuatayo.

1. Joseph hufanya nini baada ya kuamka?
2. Kabla ya kwenda shuleni Joseph hufanya nini?
3. Joseph hufanya nini kabla ya kuenda maktabani?
4. Baada ya chakula cha mchana Joseph hufanya nini?
5. Joseph hufanya nini maktabani?
6. 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.

Jibu maswali yafuatayo.

1. Kwa nini Masika huwa na shuguli 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. 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 hufanya mazoezi kisha huoga. Baadaye, mimi huenda chuoni kutoka saa tatu za asubuhi hadi saa kumi jioni. Mimi hurudi nyumbani saa kumi na moja kisha huenda kucheza soka kutoka saa kumi na moja unusu jioni hadi saa moja kasorobo. Nina marafiki ambao wanapenda kucheza soka kwa hivyo kila jioni mimi huenda kucheza soka katika uwanja wa Milimani. Baada ya kucheza soka, huoga, kisha humsaidia bibi Fatuma kupika chakula cha jioni. Sisi hula pamoja. Baada ya chakula cha jioni, mimi hufanya kazi ya nyumbani kisha hupumzika na husikiliza muziki au hutazama filamu na bwana Juma na bibi Fatuma. Kwa hivyo tunaweza kuzungumza wakati wowote usiku.





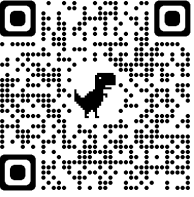
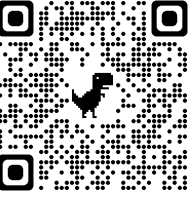
Asante!

Jibu maswali yafuatayo.

1. Joseph huwa na shughuli gani asubuhi?
2. Yeye huenda chuoni saa ngapi?
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?

## Cultural Explorations

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

		
<p><i>Why Investors Are Piling into African Startups (1:42-8:16)</i></p>	<p><i>Big tech fails to recognize African languages</i></p>	<p><i>Kenya- China Work together to bring TV to remote villages</i></p>
 <p><a href="https://youtu.be/4aZDNO7c8Z8">https://youtu.be/4aZDNO7c8Z8</a></p>	 <p><a href="https://youtu.be/iUOLj-mR9DQ">https://youtu.be/iUOLj-mR9DQ</a></p>	 <p><a href="https://youtu.be/U87F6tdTR7E">https://youtu.be/U87F6tdTR7E</a></p>

## 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 for 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?

## Grammar: The habitual tense marker *hu-* [Hali ya mazoea]

To this point, 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.

<b>ninatoka</b>	=	<i>1<sup>st</sup> person singular</i> <b>ni</b>	+	<i>present tense</i> <b>na</b>	+	<i>root</i> <b>toka</b>
<b>unatoka</b>	=	<i>2<sup>nd</sup> person singular</i> <b>u</b>	+	<i>present tense</i> <b>na</b>	+	<i>root</i> <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.	<i>Shamila <b>is studying</b> Kiswahili now.</i>
Shamila <b>husoma</b> Kiswahili kila asubuhi.	<i>Shamila <b>studies</b> Kiswahili every morning.</i>
Joseph <b>anacheza</b> soka.	<i>Joseph <b>is playing</b> soccer.</i>
Joseph <b>hucheza</b> soka kila siku jioni.	<i>Joseph <b>plays</b> soccer every evening.</i>

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 present tense does. Compare the following:

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

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

Mimi <b>huamka, huoga na huvaa</b> nguo.	<i>I get up, shower, and get dressed.</i>
Sisi <b>huamka, huoga na huvaa</b> nguo.	<i>We get up, shower, and get dressed.</i>
Wao <b>huamka, huoga na 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 <b>anakula</b> chakula cha asubuhi.	<i>She is eating breakfast.</i>
Yeye <b>hula</b> chakula cha asubuhi.	<i>She eats breakfast.</i>
Sisi <b>tunakunywa</b> chai.	<i>We are drinking tea.</i>
Sisi <b>hunywa</b> chai kila siku.	<i>We drink tea every day.</i>

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

**Kwa kawaida** mimi na Joseph **huenda** shuleni kila asubuhi.  
*Normally, Joseph and I go to school every morning.*

**Mara kwa mara** mimi **huogelea**.  
*I go swimming from time to time.*



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

- kamwe = never
- nadra = rarely
- mara nyingine = sometimes
- mara nyingi = often
- kila siku = every day



### 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.

 <p>Kusoma jarida.</p>	 <p>Kupumzika.</p>	 <p>Kuzungumza kwa simu.</p>	 <p>Kuhudhuria mkutano.</p>
 <p>Kuandika barua pepe.</p>	 <p>Kuenda sokoni.</p>	 <p>Kutuma ujumbe mfupi.</p>	 <p>Kucheza raga.</p>
 <p>Kukimbia.</p>	 <p>Kupiga huva.</p>	 <p>Kuangalia tovuti.</p>	 <p>Kuosha vyombo.</p>





## Zoezi E

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 the question and answer. After polling your class, be prepared to share their answers.

### ***Mifano:***

Wewe husoma gazeti mara ngapi?

Mimi husoma gazeti kila siku.

Katie husoma gazeti kila siku.

*How often do you read the newspaper?*

*I read the newspaper every day.*

*Katie reads the newspaper every day.*

Write your question here:

---

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

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



## 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.

**kucheza soka | husikiliza muziki na hupumzika  
kazi ya nyumbani | kabla ya kuoga | baada ya kurudi nyumbani**

1. \_\_\_\_\_, Joseph hufanya mazoezi.
2. \_\_\_\_\_, Joseph hucheza soka kila siku?
3. Joseph hupenda \_\_\_\_\_.
4. Wakati wa jioni baada ya kufanya kazi ya nyumbani, Joseph  
\_\_\_\_\_.
5. Joseph angependa kuzungumza na Masika baada ya kufanya  
\_\_\_\_\_.



## 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.

Jibu maswali yafuatayo.

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



## 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:** Ndio mimi husoma Kiswahili asubuhi. 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 kisha huenda chuoni.

**Joseph:** Sawa sawa kabisa.

Jibu maswali yafuatayo.

1. Je, Joseph hufanya nini kila asubuhi?
2. Je, Joseph anakwenda wapi sasa?
3. Je, Micah husoma Kiswahili kila siku 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 mum 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 hupenda masomo ya Kiswahili na utamaduni wa Afrika Mashariki.

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

**Shamila:** Kwa kawaida, mimi hufika shuleni mapema sana. Kisha, mimi huenda darasani na husoma vitabu vya hadithi. Baada ya kusoma mimi huenda maktabani kusoma gazeti kwa muda mfupi. Halafu mimi na rafiki zangu hutazama soka katika uwanja wa chuo.

**Farida:** Aah, sawa vizuri sana. Na baada ya kutazama soka wewe hufanya nini?

**Shamila:** Baada ya kutazama soka, mimi hufanya kazi ya nyumbani na husikiliza muziki wa Bongo. Baadaye mimi hurudi nyumbani na kupumzika. Na wewe hufanya nini kwa kawaida kazini?

**Farida:** Kwa kawaida, mimi hufanya kazi ofisini. Katika ofisi mimi hupokea simu, hupanga na kuhudhuria mikutano, hukagua miradi na huandika barua pepe. Wakati wa chakula cha mchana mimi humtembelea rafiki yangu. Baada ya shughuli za kazi za mchana mimi huenda sokoni kununua bidhaa na hurudi nyumbani. Mara moja kwa wiki mimi huhudhuria mkutano wa chama cha wanawake pamoja na rafiki zangu.

**Shamila:** Wewe una shughuli nyingi sana kila siku. Unahitaji kupumzika. Usiku mwema, tutaonana kesho.

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

**Shamila:** Mimi ninapenda kupumzika kwa kutazama filamu pia. Haya. Usiku mwema!

**Farida:** Usiku mwema pia.

Jibu maswali yafuatayo.

1. Je, Shamila hufanya shughuli gani shuleni kila siku?
2. Shamila hufanya nini baada ya kutazama soka?
3. Je, bibi Farida hufanya nini ofisini?
4. Baada ya kazi bibi Farida hufanya nini?
5. Shamila na bibi Farida hupenda kufanya nini wakati wa kupumzika?



### 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 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.

Jibu maswali yafuatayo.

1. Bibi Malaika anazungumza kuhusu nini?
2. Yeye husafisha nyumba yake lini?
3. Je, kwa nini bibi Malaika husafisha nyumba yake wikendi?
4. Yeye hufanya shughuli gani siku ya Jumamosi?
5. Baada ya kusafisha nyumba bibi Malaika hufanya nini?
6. Yeye hufanya nini baada ya kula chakula cha jioni?
7. Bibi Malaika huwalisha watoto lini?
8. Kabla ya kupika chakula cha jioni, bibi Malaika hufanya nini?
9. Kwa nini bibi Malaika hupiga nguo pasi kabla ya kulala.
10. Je, wewe unapenda kupiga nguo pasi, kuwalisha watoto au kuosha nyumba? Kwa nini?

**Vocabulary Knowledge:**  
**Siku za Wiki ( )**

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?

**Leo ni siku** ya Jumanne.

Mimi huenda darasa **Jumanne**.

*What day is it today?*

**Today is Tuesday.**

*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**

<b>Jumapili</b>	<b>Jumatatu</b>	<b>Jumanne</b>	<b>Jumatano</b>	<b>Alhamisi</b>	<b>Ijumaa</b>	<b>Jumamosi</b>
		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.

### **Mifano:**

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, Jumatano. Na wewe je?

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

**Joseph:** Wewe hufanya nini Jumanne na Alhamisi?

**Shamila:** Mimi hufanya kazi ya kujitolea katika shule ya sekondari. Wewe hufanya nini siku ya Ijumaa?

**Joseph:** Mimi hufanya masomo ya nyumbani kisha huenda msikitini ka sala za Ijumaa pamoja na familia yangu.

**Shamila:** Wewe hufanya nini Jumamosi na Jumapili?

**Joseph:** Mimi hupumzika sana wikendi. Mimi hutazama filamu, huzungumza na familia yangu Marekani, huenda sokoni au matembezi katika sehemu mbalimbali hapa Tanzania. Na wewe je?

**Shamila:** Jumamosi mimi huzungumza na familia yangu, huenda ziara mijini, hutembelea marafiki na, huenda ufukweni. Jumapili mimi huenda na familia yangu kanisani.

Jibu maswali yafuatayo.

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. Wewe hufanya nini Jumamosi na Jumapili?





### 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

### *Adjectives*

**kila** every; each  
**safi kabisa** excellent

### *Adverbs*

**baada ya** after; afterwards  
**baadaye** later  
**hadi** until  
**halafu** afterwards; then  
**kabla ya (kula)** before (eating)  
**kamwe** never  
**kila siku** every day  
**kwa kawaida** normally; usually  
**kwa muda mfupi** for a short time  
**mapema** early  
**mara kwa mara** from time to time  
**mara (moja) kwa (wiki)** once a week  
**mara nyingi** more often  
**mara nyingine** sometimes  
**mpaka** until  
**mwishowe** finally  
**nadra** rarely

### *Conjunctions*

**wakati wa** during; while

### *Nouns*

**barua pepe** email  
**bidhaa** products; goods  
**chuoni** college  
**filamu** film; movie  
**gazeti** newspaper  
**jarida** journal ; magazine  
**kahawa** coffee  
**kanisa** church  
**maktaba(ni)** (to/at the) library  
**miradi** projects  
**msikiti** mosque  
**ofisi** office  
**pwani** coast; shore  
**raga** rugby  
**Sala za Ijumaa** Friday prayers  
**sehemu** part; side  
**siku** day  
**siku za wiki** day(s) of the week  
**tarehe** date (*day of the moth*)  
**ufukwe(ni)** (on/at the) beach; shore; coast

**ujumbe mfupi** short text message  
**usiku** night  
**uwanja** court; field (*for sports*)  
**vitabu vya hadithi** storybooks  
**wiki** week  
**wikendi** weekend  
**ziara** tour; visit

#### *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 matembezi** to go for a walk  
**-endelea** to go on; to move along  
**-fanya kazi ya kujitolea** to do volunteer work  
**-fika** to arrive  
**-hudhuria mkutano** to attend a meeting  
**-kagua** to check; to inspect  
**-ogelea** swim  
**-pokea simu** to receive a phone call  
**-safisha vyombo** to wash the dishes  
**-tengeneza** to make; to prepare  
**-weza** to be able to  
**-zungumza** to talk; to speak

#### **Key Phrases**

**huwa na (shughuli)** tend to be busy; do 'x' activity (*note that huwa uses the habitual hu-*)  
**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)?  
**(saa kumi na moja) unusu** half-past (eleven)  
**(saa moja) kisorobo** a quarter to (one)  
**...saa ngapi?** At what time...?  
**Siku gani...?** Which day...?  
**Usiku mwema!** Have a good night!

### 3.3 Kusema wakati



#### Zoezi A

Shamila describes her daily life with her host family to Joseph and other classmates. Read her description and answer the questions that follow.



Hamjambo rafiki?

Habari za leo? Mimi ninafurahia sana maisha pamoja na familia yangu wenyeji. Sisi hufanya vitu vingi pamoja na wao hunisaidia kila mara. Kwa kawaida mimi huamka saa kumi na mbili na nusu asubuhi. Hutandika kitanda, kisha huoga an huvaa nguo. 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 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.

Je, ni kweli au si kweli?

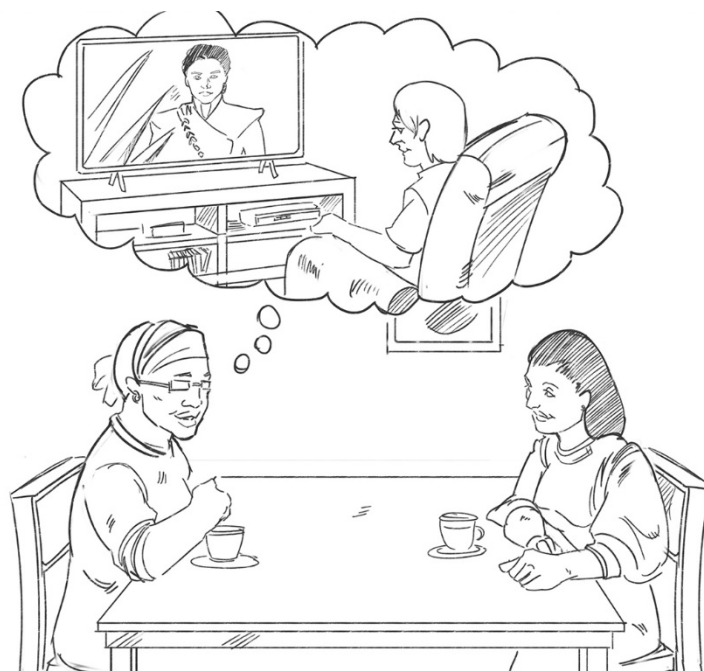
(Is it true or false? If false, make the necessary changes to create a true statement.)

1. Baada ya kuamka, Shamila hutandika kitanda, huoga na huvaa nguo.
2. Shamila huandaa chakula cha asubuhi na bibi Farida.
3. Familia ya bibi Farida hula chakula cha asubuhi mwendo wa saa tatu na nusu za asubuhi.
4. Shamila huenda darasani na maktabani akiwa chuoni.
5. Amina hulala saa sita za usiku.



### 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 anatutembelea 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 masaa matatu 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 kati ya saa mbili na saa tatu za usiku. Yeye hula na hutazama televisheni kabla ya kulala. Wikendi yeye huwa hafanyi vitu vingi. Yeye hupumzika sana, hutembelea miji mbalimbali na pia hupenda kwenda ufukweni pamoja na marafiki wapya au yeye hushiriki katika shughuli za familia yetu.

Jibu maswali yafuatayo.

1. Joseph huwa na shughuli za utafiti siku gani na saa ngapi?
2. Joseph huhudhuria madarasa siku gani?
3. Wikendi Joseph hufanya nini?
4. Wewe hufanya nini wikendi?
5. Wewe huhudhuria madarasa yako siku gani na saa ngapi?
6. Kutoka Jumatatu hadi Ijumaa wewe huamka saa ngapi?
7. Wikendi wewe huamka saa ngapi?

### Sarufi: Kusema wakati

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*, *alfariji*, etc.) needs to follow the time.

The day is subdivided as follows:



**asubuhi**

7:00 a.m.

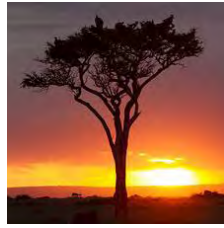
11:59 a.m.



**mchana**

12:00 p.m.

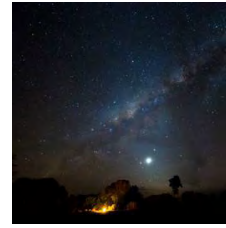
3:59 p.m.



**jioni**

4:00 p.m.

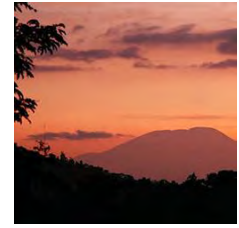
6:59 p.m.



**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**  
(one hour and **twenty minutes**)

saa = time; hour

dakika = minute

sekunde = second

nusu = half past

kamili = on the hour

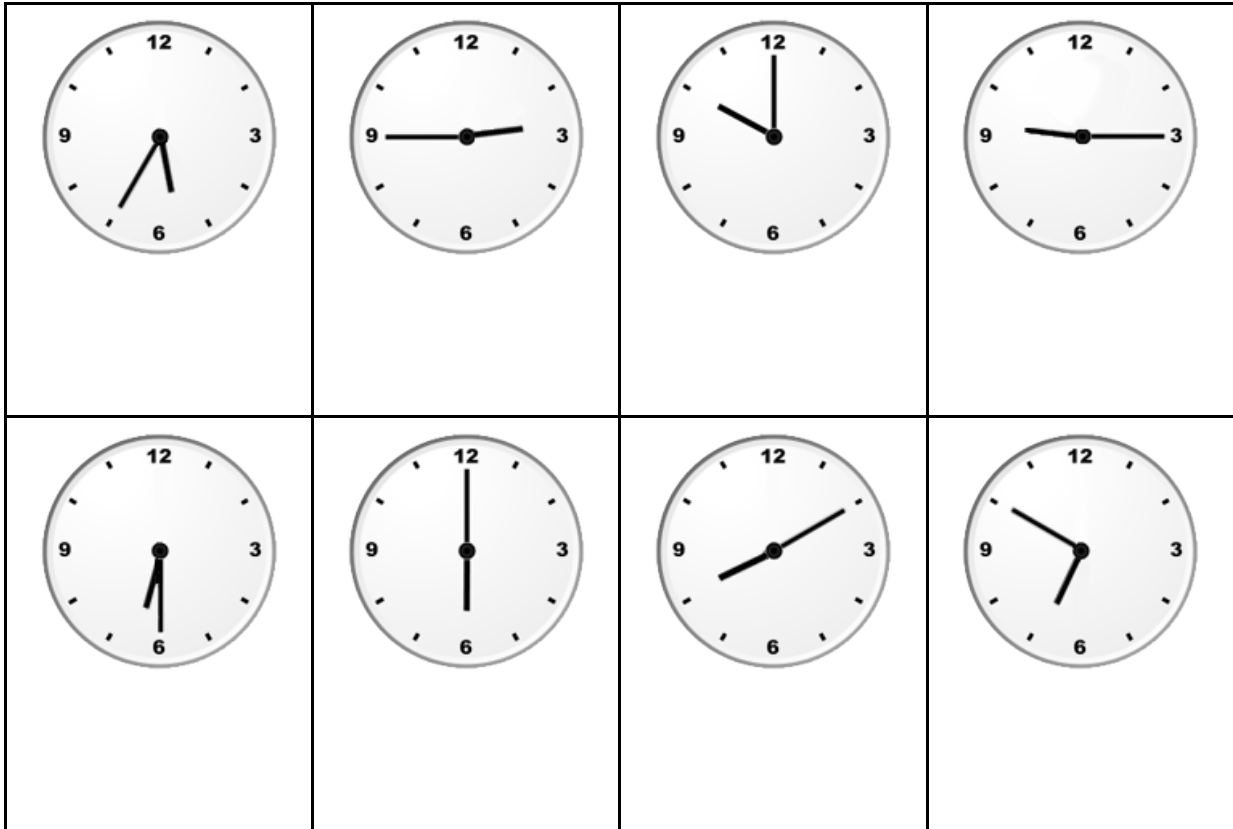
kasorobo = quarter to

robo = quarter past



## Zoezi C

*Ni saa ngapi?* (What time is it?). Provide the time indicated on the clock.







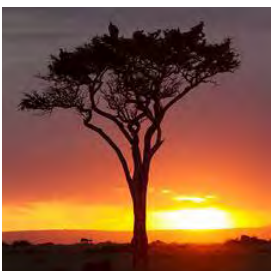




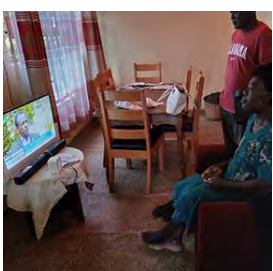






## Zoezi D

Create four sentences using the time expressions and action verbs provided in the chart below. Each sentence should include the information from all three columns.

Time visual	Shughuli A	Shughuli B
1. 	 6:00	 8:30
2. 	 12:15	 2:45
3. 	 4:20	 5:33
4. 	 8:50	 9:45



## Zoezi E

Joseph meets Shamila one morning on her way to 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 kwa darasa la anthropologia? Na wewe je?

**Shamila:** Mimi ninatoka maktabani kusoma. Unapenda masomo ya anthropologia?

**Joseph:** Ndio ninapenda masomo sana. Unaenda wapi sasa?

**Shamila:** Ninaenda kwa ofisi ya mwalimu Bakari. Nina miadi na yeye saa tano kamili. Je, sasa ni saa ngapi?

**Joseph:** Ni saa tano kasoro dakika tano asubuhi.

**Shamila:** Sawa tutaonana jioni.

**Joseph:** Haya kwaheri.

**Shamila:** Kwaheri.

Jibu maswali yafuatayo.

1. Miadi ya Shamila iko saa ngapi?
2. Joseph anatoka kwa darasa gani?
3. Shamila anatoka wapi sasa?
4. Je, Joseph anapenda masomo ya anthropolojia?
5. Nyinyi huaanza 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 sana.

**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 gazeti kisha huenda kucheza mpira na rafiki zangu.

**Bakari:** Sawasawa na wewe hufanya nini wakati wa jioni baada ya shule?

**Shamila:** Aah, mimi hufanya kazi ya nyumbani, humsaidia bibi Farida kupika chakula cha jioni, hula na kusikiliza muziki. Kisha hulala saa nne usiku.

**Bakari:** Wewe una shughuli nyingi sana. Sasa unafanya nini?

**Shamila:** Sasa ninasoma kitabu cha Kiswahili.

**Bakari:** Sawa tutaonana baadaye.

**Shamila:** Sawasawa!

Jibu maswali yafuatayo.

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?



## 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 pia sijambo. Ninapenda Tanzania sana. Eray, masomo ni mazuri lakini kazi ni nyingi sana. Kila siku mimi hulala na huamka mapema. Kwa kawaida huamka saa kumi na moja kamili asubuhi. Kwanza huoga, huvaa, hupiga mswaki, kisha hutayarisha chakula cha asubuhi. Kutoka Jumatatu hadi Ijumaa huenda shuleni saa mbili asubuhi hadi saa kumi za jioni. Baadaye hula chakula cha jioni, hutazama televisheni na hulala saa tatu unusu. Siku ya Jumamosi huenda sokoni kununua vyakula. Jioni mimi na rafiki zangu huenda kutazama filamu kisha hurudi nyumbani na kusikiliza muziki. Siku ya Jumapili asubuhi huenda kanisani. Baadaye hufua nguo na husafisha nyumba. Kisha hupika chakula cha jioni, husoma kitabu cha Kiswahili na hulala saa nne kamili usiku.

Asante na kwaheri,

Rafiki yako,

*Joseph*

Jibu maswali yafuatayo.

1. Je, Joseph hawajambo?
2. Kwa kawaida, Joseph huamka saa ngapi?
3. Je, Joseph hufanya nini baada ya kuamka?
4. Joseph huenda shuleni siku gani?
5. Joseph hufanya nini siku ya Jumamosi na Jumapili asubuhi?
6. Baada ya kufua nguo na kusafisha vyombo, Joseph hufanya nini?
7. Eray alimwuliza Joseph nini kwenye barua pepe?



## Zoezi I

Assume your friend sent you a direct message on Instagram asking what you do on a typical day. Write a few sentences and, when 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 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 cast 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, or plan to do so at least an hour after the time specified.

This is not to say that there are not East Africans who take great pride in their punctuality. Indeed, as they integrate further into 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. Wao wanafanya kazi. 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. 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 hutazama televisheni pamoja na watoto wao kuanzia saa mbili hadi saa tatu kamili za usiku. Baadaye, wao hupiga mswaki, huoga na 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 baadaye jioni. Kisha, wao hupika chakula cha jioni, hula na hulala saa tatu usiku. Siku ya jumapili, wao huenda kanisani saa moja kamili asubuhi, halafu hula chakula cha mchana na hutazama televisheni pamoja. Halafu, hupika na hula chakula cha jioni na hulala saa tatu za usiku.

Jibu maswali yafuatayo.

1. Bwana Juma na bibi Farida 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 kupeleka watoto shuleni, bwana Juma hufanya nini?
5. Ni nani hupika vyakula katika familia ya bibi Farida?
6. Bwana Juma na bibi Farida hula chakula cha jioni saa ngapi?
7. Baada ya kutazama televisheni, bibi Farida na bwana Juma hufanya nini?
8. Wikendi, wao hufanya shughuli gani?
9. Kabla ya kutazama televisheni siku ya Jumapili, wao hufanya nini?
10. Siku ya Jumamosi, bwana Juma na bibi Farida hufanya kazi ya shambani saa ngapi? (kilimo?)



## Zoezi L

You are trying to find a new roommate and want to be sure you have similar schedules. Exchange information with your new roommate to get to know their schedule so you can come up with a weekly schedule. 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	Mwalimu Bakari na mimi	Mimi



### Zoezi N

Create a collage that shows your daily schedule for three 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.

Je, ni kweli au si kweli?

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

1. Joseph, Era na Anita huenda shuleni kabla ya kula chakula cha asubuhi.
2. Anita na Eray huogelea kila siku asubuhi kabla yakuhudhuria vipindi vya masomo.
3. Joseph hupenda kucheza soka lakini hapendi kuogelea.

4. Anita husoma asubuhi lakini jioni hupenda kutazama televisheni.
5. Era, Anita na Joseph hulala kabla ya kuoga.



### Zoezi P

Interview two classmates about their daily schedules. Be prepared to report your findings to the other students in class.

#### **Mifano:**

Je, wewe huamka saa ngapi?  
 Mchana wewe hufanya nini?  
 Saa kumi jioni wewe hupenda kufanya nini?



### 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.

### **Grammar: Negation of verbs in the habitual tense (kukanusha hali ya mazoea)**

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. After the interviews, be prepared to share what you learn. Make sure to indicate what they do at specific times of the day.





## Zoezi S

Below is a short monologue in which Shamila describes her daily schedule to her classmates. Read the passage 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 sipendi kula chakula cha asubuhi kwa sababu sina muda wa kutosha. Baada ya darasa la Kiswahili, mimi hula chakula cha mchana na kisha huenda maktabani. Mimi sipendi kusoma darasani kwa sababu kuna kelele sana. Baada ya kusoma mimi na rafiki yangu huenda kucheza mpira wa vikapu. Baada ya kucheza mimi huenda nyumbani na hupika chakula cha jioni. Baadaye mimi husikiliza muziki na hufanya kazi ya nyumbani. Sipendi kutazama televisheni wakati wa jioni kwa sababu huwa nimechoka sana. Baada ya kumaliza kazi ya nyumbani, mimi hulala saa nne usiku. Mimi sipendi kulala baada ya saa nne za usiku ili niweze kuwahi shuleni mapema.

Je, ni kweli au si kweli?

1. Shamila si mwanafunzi katika chuo kikuu cha Dar es Salaam.
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 baada ya saa nne usiku kila siku.

## Key Vocabulary

### *Adjectives*

**kamili** complete; exact  
**-pya** new; recent; modern

### *Adverbs*

**kabisa** absolutely; completely  
**kutosha** enough  
**kwa sasa** for now

### *Nouns*

**alfajiri** dawn; daybreak  
**asubuhi** morning  
**baiskeli** bicycle  
**dakika** minute  
**jioni** evening  
**kelele** noise  
**kitabu cha (Kiswahili)** (Kiswahili) book  
**maisha** life  
**mchana** afternoon  
**meza ya Kiswahili** Kiswahili table (*a get together for practicing Kiswahili*)  
**miadi** appointment  
**mpira wa vikapu** basketball  
**mtaa** neighborhood; street; suburb  
**muda** time; period of time  
**nusu** half  
**saa** hour; o'clock  
**sarufi** grammar  
**sekunde** second (*measurement of time*)  
**usiku** night; nighttime  
**utafiti** research  
**vitu vingi** many things  
**wikendi** weekend

### *Verbs*

**-andaa** to provide; to prepare  
**-fanya kazi (ya) shambani** to work in the field; to do farm work  
**-fanya utafiti** to do research  
**-furahia** to feel extremely happy; to be joyful  
**huwa + negated verb** to not do something habitually  
**huwa nimechoka** to be tired; to feel tired  
**-maliza** to end; to finish  
**-ondoka nyumbani** to leave the house  
**-peleka** to send  
**-tandika kitanda** to make the bed  
**-uliza** to ask; to inquire

## Key Phrases

**Haya!** Ok! That's that!

**...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

**Ni saa...** It is... o'clock.

**robo** a quarter after/past

**saa (mbili) kamili** 2 o'clock exactly/sharp

**saa (mbili) kasorobo** a quarter to (2 o'clock)

**saa (mbili) na nusu** half past 2 o'clock

**saa (mbili) na robo** a quarter after/past 2 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 what his schedule looked like. Read his descriptions and fill in the table below to indicate what activities Mwalimu Bakari and his family did on each of the days.



Hamjambo wanafunzi. 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 kwanza tulienda kwenye maktaba pamoja na watoto wangu kutoka saa nne za asubuhi hadi saa sita za mchana. Kisha, tulienda sokoni kununua vyakula tofauti tofauti. Masaa ya jioni tulipika chakula kisha tulitazama televisheni. Siku ya Jumatano tulihudhuria sherehe ya 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 nao watoto wetu walienda kutembelea shangazi yao anayeishi karibu na mlima wa Arumeru, kilomita chache kutoka mji wa Arusha. Siku ya Ijumaa, tulipumzika asubuhi kisha tulienda msikitini wakati wa alasiri. Baada ya kurudi nyumbani tulisikiliza muziki wa kitamaduni kisha tulilala. Siku ya Jumamosi tulijitayarisha kurudi 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

Go back and reread Mr. Bakari's description of his schedule and answer the questions below.

Jibu maswali yafuatayo.

1. Kwa nini mwalimu Bakari alikuwa na shughuli nyingi wiki iliyopita?
2. Mwalimu Bakari na familia yake walifanya nini siku ya Jumatatu?
3. Siku ya Jumanne baada ya kwenda maktaba Mwalimu Bakari na familia yake walifanya nini?
4. Kwa nini mwalimu Bakari na familia yake hawakufanya kazi yoyote siku ya Jumatano?
5. Watoto wa mwalimu Bakari walienda wapi siku ya Alhamisi?
6. Siku ya Ijumaa familia ya mwalimu Bakari walienda msikitini saa ngapi?
7. Mwalimu Bakari na familia yake walirudi nyumbani siku gani?

### 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
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## 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:** Na wewe huenda sinema?

**Shamila:** Aah, mimi ninapenda sana kwenda sinema. Mimi na rafiki zangu huenda sinema kila Jumamosi jioni.

**Alisa:** Vizuri sana. Nimefurahi kuzungumza na wewe leo. Tutazungumza tena wikendi ijayo.

**Shamila:** Sawasawa 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? 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? Kwa nini mnazipenda siku hizi?
3. Shamila na rafiki zake huenda sinema siku gani? Unapenda kwenda sinema au kuogelea wikendi? Wewe na rafiki yako ni nani anapenda kwenda 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? Wamarekani wengi hupenda kuogelea au hawapendi?

### **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. For example:

Ninaishi Kenya	<i>I live in Kenya.</i>
Niliishi Kenya nikiwa mtoto.	<i>I lived in Kenya as a child.</i>
Ninasoma Kiswahili.	<i>I am studying Kiswahili.</i>
Nilisoma Kiswahili katika chuo kikuu.	<i>I studied Kiswahili in college.</i>

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:** Ndio 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 tukarejea Jumapili.

**Joseph:** Mlifanya nini pale Kiliamanjaro?

**Shamila:** Tulikwea mlima, tukatazama mandhari na pia tukasoma kuhusu historia ya hifadhi ya Kilimanjaro na tukapiga picha juu ya mlima.

Jibu maswali yafuatayo.

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 them 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.

#### **Mifano:**

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.










Jibu maswali yafuatayo.

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 a hypothetical study abroad trip to Tanzania with the target audience being other people in the study abroad program and their host families. Include a few memorable pictures so that you can share them with your host family, friends, and the wider Kiswahili-speaking community.

## Sarufi: The negative past tense marker *-ku-*

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. For example:

Nilitembea mjini Dar es Salaam.  
Sikutembea mjini Dar es Salaam.

*I **walked** around Dar es Salaam.*  
*I **did not walk** around Dar es Salaam.*

Tulikula chakula cha Afrika Mashariki.  
Hatukula chakula cha Afrika Mashariki.

*We **ate** East African food.*  
*We **did not eat** East African food.*



### 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 kwea 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:** Mlirudi Jumapili?

**Shamila:** Hapana hatukurudi Jumapili. Tulirudi Jumatatu jioni.

**Joseph:** Sawa sawa tutaongea mengi baadaye.

Jibu maswali yafuatayo.

1. Shamila alisafiri kwenda wapi wikendi?
2. Je, Shamila alienda pamoja na nani?
3. Shamila aliondoka siku gani kwenda kwa safiri?
4. Shamila walirudi nyumbani siku gani?
5. Je, Joseph na rafiki zake walienda kukwea mlima Kilimanjaro pia?



### Zoezi N

Poll two classmates to find out what activities they did this past weekend. Be prepared to report back to the class.



## Zoezi 0

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.

### ***Mifano:***

- Ulienda wapi?
- Ulienda na nani?
- Ulifanya nini?
- Ulipenda nini zaidi?
- Hukupenda kitu gani?

## Key Vocabulary

### *Adjectives*

<b>chache</b>	few; not many
<b>hizi</b>	these
<b>-ingine</b>	another; other
<b>tofauti</b>	different
<b>yoyote</b>	any

### *Adverbs*

<b>zaidi ya</b>	more than; beyond
-----------------	-------------------

### *Conjunctions*

<b>kuliko</b>	than ( <i>comparative, i.e., bigger than...</i> )
<b>pale</b>	there
<b>tena</b>	again

### *Nouns*

<b>alasiri</b>	late afternoon
<b>chumba</b>	room
<b>familia pokezi</b>	host family
<b>gazeti la spoti</b>	sports magazine
<b>hifadhi ya Kilimanjaro</b>	Kilimanjaro Reserve
<b>jana</b>	yesterday
<b>juzi</b>	day before yesterday
<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>mazoezi ya mazungumzo</b>	speaking exercises; conversation practice
<b>mlima</b>	mount; mountain
<b>mnazi</b>	coconut tree
<b>mpira wa kandanda</b>	soccer ball
<b>msamiati</b>	vocabulary
<b>nao</b>	them
<b>nikiwa mtoto</b>	as a child
<b>picha</b>	picture
<b>ratiba</b>	schedule; itinerary
<b>safari</b>	a trip
<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

### *Prepositions*

<b>karibu na</b>	next to
<b>juu</b>	on; up; above; over

### Verbs

- cheza densi** to dance
- cheza kandanda** to play football (*soccer*)
- kama (ng'ombe)** to milk (cows)
- kua** to grow; to grow up
- lisha (ng'ombe)** to feed (cows)
- kuwa tumechoka** to be tired/exhausted
- kwea** to climb; to ascend
- lima** to farm; to plow
- ondoka** to leave; to depart
- penda kidogo** to like a little bit
- penda** to like
- penda sana** to like very much
- penda zaidi** to like greatly
- piga** to beat; to hit
- rejea** to return

### Key Phrases

- Kuwa na wakati mwema!** Have a good time!
- Nakutakia wakati mwema pia!** I wish you a good time too!
- Tuongea baadaye!** Let's talk later!
- 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:** Sijambo. Habari za leo?

**Shamila:** Salama sana na wewe je?

**Joseph:** Salama pia. Kesho utafanya shughuli gani?

**Shamila:** Kesho nitasafisha nyumba yangu asubuhi, mchana nitafanya utafiti kwa masaa matatu kisha jioni nitaenda kwenye sinema kutazama filamu ya *Chumo*. Na wewe je?

**Joseph:** Kesho asubuhi nitaenda kukutana na mwalimu Bakari ofisini kutoka saa tatu kamili hadi saa nne kamili. Mchana nitasoma maktabani na jioni mimi pia nitaenda kutazama filamu ya *Chumo*.

**Shamila:** Aah, sawasawa kwa hivyo tutaweza kwenda kutazama filamu pamoja na wewe saa kumi na mbili jioni?

**Joseph:** Tunaweza kukutana 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.

Jibu maswali yafuatayo.

1. Shamila atafanya nini kesho asubuhi?
2. Shamila atafanya utafiti kwa muda gani?
3. Je, 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 mpango 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. Mchana nifanya kazi dukani kutoka saa kumi na mbili asubuhi hadi saa nane mchana. Baada ya kazi nitaenda ufukweni kubarizi na rafiki zangu. Jioni, mimi nitawatembelea rafiki zangu. Ungependa kwenda kubarizi pamoja na sisi kisha twende kuwatembelea marafiki zangu jioni?

**Joseph:** Ndio nitakuja mwendo wa saa tisa kubarizi pamoja na nyinyi.

**Matata:** Sawa tutaonana Jumamosi mchana.

**Joseph:** Haya kwaheri ya kuonana.

Jibu maswali yafuatato.

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: 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 otherwise 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>



### 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 to go out 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: Negating 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 use the subject markers for negated verbs instead.

Nitaenda sokoni kesho.	<i>I will go to the market tomorrow.</i>
Sitaenda sokoni kesho.	<i>I will not go to the market tomorrow.</i>

Note that this is different from the negation of the present, where the *root of the verb* is changed in addition to the negative subject marker.

Ninaenda sokoni.	<i>I am going to the market.</i>
Siendi sokoni.	<i>I am not going to the market.</i>

It is also different from the negation of the past tense, where the *tense marker* is changed.

Nilienda sokoni.	<i>I went to the market.</i>
Sikuenda sokoni.	<i>I did not go to the market.</i>



### 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 kilabuni	
kucheza chesi	



### 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 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> ( <i>day before yesterday</i> )	1.
<b>jana</b> ( <i>yesterday</i> )	
<b>leo</b> ( <i>today</i> )	
<b>kesho</b> ( <i>tomorrow</i> )	2.
<b>kesho kutwa</b> ( <i>day after tomorrow</i> )	
<b>mtondo</b> ( <i>three days away</i> )	3.
<b>mtondogoo</b> ( <i>four days away</i> )	
<b>kitondo</b> ( <i>five days away</i> )	4.
<b>kitondo goo</b> ( <i>six days away</i> )	
<b>majuzi</b> ( <i>three days ago</i> )	
<b>juzi juzi</b> ( <i>four days ago</i> )	5.
<b>kitojo</b> ( <i>five days ago</i> )	
<b>kijomba</b> ( <i>six days ago</i> )	



### 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.

Ni siku ya Jumamosi saa mbili za asubuhi, bwana Baraka na familia yake huwa na shughuli nyingi sana za nyumbani kila wikendi. 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. Familia hii wanafanya shughuli mbalimbali, bibi Furaha anasafisha nyumba na kupika chakula cha asubuhi. Bwana Baraka naye anapiga nguo pasi na kumtazama mtoto mdogo Bakari. Natasha naye anafagia nje ya nyumba na Zuri anateka maji kutoka kwenye kisima karibu na jikoni. Baada ya kufanya kazi za asubuhi, wao watakula chakula cha asubuhi saa tatu kamili kisha bibi Furaha na Zuri watakwenda sokoni. Natasha hapendi kwenda sokoni kwa sababu ni mbali sana. Zuri naye anapenda sana kwenda sokoni kwa sababu mama atamnunulia peremende. 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 huku akimtazama mtoto. Yeye hapendi kusikiliza muziki kwa sababu una kelele sana. Bwana Baraka naye atasafisha gari na kupanda maua kwenye bustani karibu na nyumba yao. Baada ya kujistarehesha bibi Furaha atapika chakula cha jioni saa kumi na mbili jioni kisha watakula pamoja saa moja kamili huku wakitazama habari kwenye televisheni. Baadaye Natasha na Zuri watasoma kitabu cha hadithi na baadaye watalala saa tatu usiku. Baada ya kula bwana Baraka na bibi Furaha watajitayarisha kwenda kulala pia.

Jibu maswali yafuatayo.

1. Kwa nini familia hii huwa na shughuli nyingi wakati wa wikendi?
2. Watu katika familia hii wanafanya shughuli gani kabla ya chakula cha asubuhi?
3. Bibi Furaha atafanya nini baada ya chakula cha asubuhi?
4. Je, kwa nini Natasha hapendi kwenda sokoni?
5. Familia hii watafanya shughuli gani za kujistarehesha saa tisa mchana?
6. Familia watakula chakula cha jioni saa ngapi?
7. Kwa nini bibi Furaha hapendi kusikiliza muziki?
8. Natasha na Zuri watafanya nini baada ya chakula cha jioni?

## Key Vocabulary

### *Adverbs*

**huku (wakisikiliza)** while (listening)

### *Nouns*

**bia** beer

**bustani** garden; park

**chesi** chess

**dukani** shop; store

**jana** yesterday

**juzi** day before yesterday

**juzi juzi** 4 days ago

**kesho** tomorrow

**kesho kutwa** day after tomorrow

**kijomba** 6 days ago

**kilabu** club

**kisima** water well

**kitojo** 5 days ago

**kitondo** 5 days away

**kitondo jogoo** 6 days away

**majuzi** 3 days ago

**maua** flowers

**maziwa** milk

**michezo ya video** video games

**mpango** plan; itinerary

**mtondo** 3 days away

**mtondogoo** 4 days away

**mwendo** movement; motion

**peremende** candy; peppermints

**shughuli za kujistarehesha** recreational or leisure activities

**ukumbi** hall

### *Prepositions*

**ndani** inside

**nje** out; outside

### *Verbs*

**-jitayarisha** to get ready

**-barizi** to get together to hang out; to go for a leisurely walk

**-kutana** to meet

**-panda** to plant; sow

**-teka maji** to draw water (from a pump or well)

## Key Phrases

**Inshallah!** If Allah wills it!

**Twende!** Let's go!

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# 4. Tunakaa wapi?

## Where do we live?

### Essential questions:

1. How do families and/or households share and use space in East Africa?
2. Why is it important to welcome and host guests with hospitality?
3. How do East Africans perceive the notion of personal space?
4. What is the nature of housing and accommodation arrangements in East Africa, and how do they differ from that of your country?
5. 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.);
- identify a house or room from an oral or written description;
- give a basic description of their neighborhood (i.e., location, landmarks, population, etc.);
- ask and respond to questions about where they live and their neighborhood;
- ask and answer questions about how to find appropriate housing and accommodations;
- describe the cultural practices of sharing household space with family or others;
- discuss other accommodation options within East Africa and how they differ from those of western cultures;
- compare and contrast housing options in Eastern Africa with those of their region;
- look for appropriate housing by reviewing local advertisements and websites;
- give a presentation to describe a researched rental property and the community in which it is located.

## Stage Two:

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

INTERPRETIVE TASKS	INTERPERSONAL TASKS	PRESENTATIONAL TASKS
<p>Students will be introduced to different vocabularies and chunks for asking and giving directions, talking about where they live, and comparing their current dwelling place with where they lived in the past. Students will be expected to identify activities people do in urban settings as well as in rural areas using visuals or pictures.</p> <p>Students will discuss how the activities above differ from those in their own culture or country and indicate if they like these activities or not.</p> <p>For example, when the teacher asks the question, "Huku ni wapi?" the student should be able to respond, "Huku ni shambani kwa familia ya bwana Juma na bibi Farida. Wao, huja kulima shambani kila wikendi."</p>	<p>In pairs, students will discuss some of their favorite places they like to go within the city or town where they live. They will talk to their classmates about where they live, i.e., in a house or an apartment, and the neighborhood in which they currently live.</p> <p>Some of the language chunks to be used in these conversations include:</p> <ul style="list-style-type: none"> <li>- <i>Ninaweza kwenda kwenye maktaba vipi?</i></li> <li>- <i>Unaweza kutumia pikipiki au kutembea kwenda maktabani.</i></li> <li>- <i>Maktaba iko wapi kutoka hapa?</i></li> <li>- <i>Maktaba iko upande wa Kaskazini, kama maili moja hivi kutoka hapa.</i></li> </ul>	<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 discuss the rooms in the apartment including furnishings and household items, the cost of the apartment, and the neighborhood in which it is located.</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.



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 sana. Nyumba yao ina vyumba mbalimbali. Kuna vyumba viwili vya kulala, sebule, chumba cha maankuli na jikoni moja. 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. Nyumba hii inapendeza sana. Mimi nina chumba changu cha kulala cha kipekee. Ninakipenda sana chumba changu sana kwa sababu ni kikubwa sana na nikisafi pia. Nyumba hii pia ina banda kubwa la gari. Ninatumai utaweza kututembelea hivi karibuni. Je nyumba yenu iko vipi?

Kila la kheri,

Shamila

Jibu maswali yafuatayo.

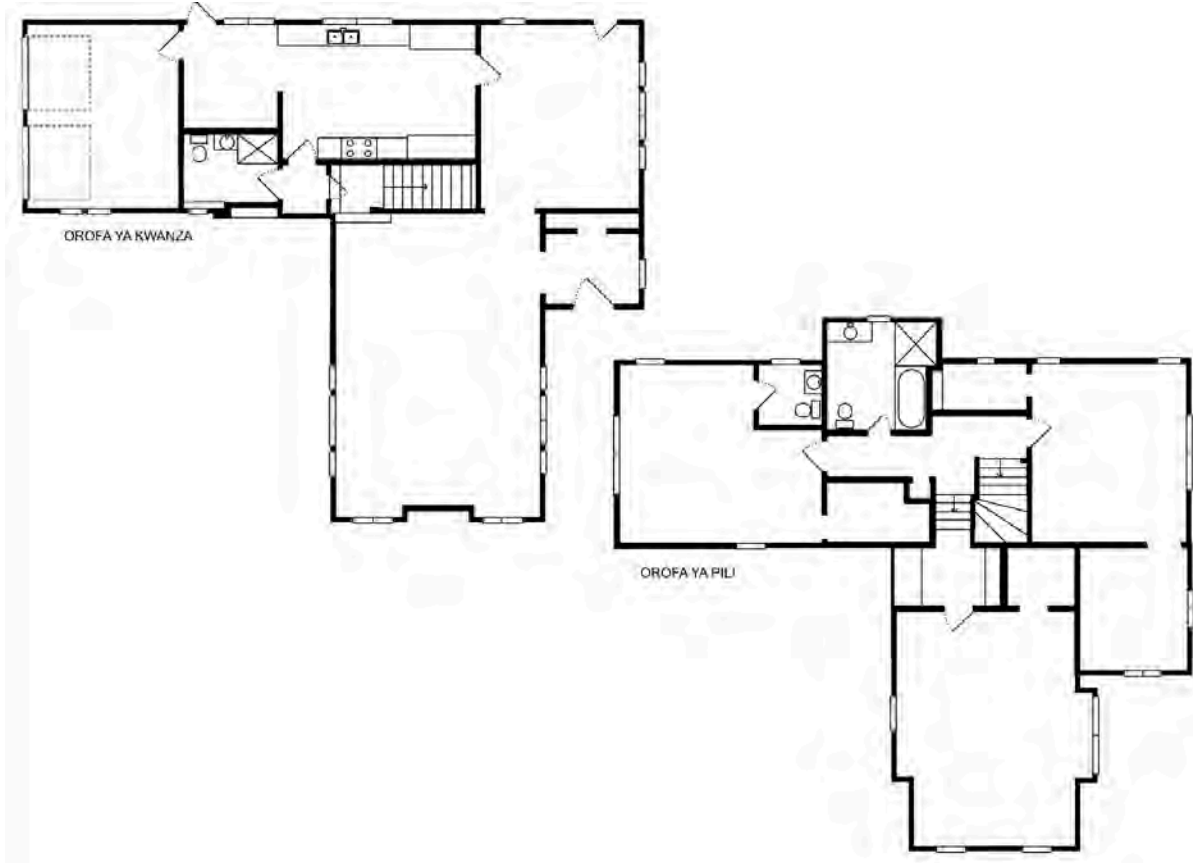
1. Nyumba ya familia ya bwana Juma na bibi Farida ina vyumba vingapi?
2. Nyumba ya bwana Juma na bibi Farida ina vyumba vingapi vya kulala?
3. Kwa nini Shamila anapenda nyumba ya bwana Juma na bibi Farida?
4. Je, kuna mabafu mangapi na vyoo vingapi ndani ya nyumba ya bwana Juma na bibi Farida?

5. Je, chumba cha Shamila ni kikubwa au ni kidogo?
6. Je, nyumba ya familia ya Shamila ina Roshani?



## Zoezi B

After receiving Shamila's email, Joseph emails her back to describe his host family's house.



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 na bibi Fatuma wana nyumba kubwa pia kama ya familia yako. Nyumba yao ni ya orofa mbili. Kwenye orofa ya kwanza kuna sebule moja kubwa, chumba cha mankuli, jikoni, chumba cha kuosha nguo, maktaba, na Roshani. Watoto wa bibi Farida husoma katika maktaba hii pia. Chumba cha kusoma ni maktaba, kina vitabu vingi sana. Katika orofa ya pili kuna vyumba vitatu vya kulala, misala miwili, sebule mbili ndogo. Mimi hulala katika chumba kidogo peke yangu. Ninakipenda chumba changu sana katika orofa ya pili. Ninatumai utaweza kuitembelea familia yangu hapa nyumbani. Nyumba hii haina banda la gari.

Rafiki yako,  
Joseph

Jibu maswali yafuatayo.

1. Nyumba ya familia pokezi ya Joseph ina vyumba vingapi vya kulala?
2. Nyumba hii ina vyumba vingapi kwa jumla?
3. Je, vyumba vya kulala vyote ni vikubwa au ni vidogo katika nyumba hii?
4. Joseph hufanya nini katika maktaba ya nyumba hii?
5. Je, kuna jikoni ngapi ndani ya nyumba hii?
6. Joseph hulala na nani katika chumba chake?



### Zoezi C

Shamila describes the interior of her American family's house to her host mother, Farida, one evening after dinner.



**Shamila:** Habari za jioni mama?

**Farida:** Nzuri sana na wewe je? Habari za masomo?

**Shamila:** Salama sana mama. Habari za kazi?

**Farida:** Salama sana. 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 ya Marekani ni kubwa sana na ina orofa ya juu na orofa ya chini. Nyumba yangu pia ina sehemu ya chini na banda la gari.

**Farida:** Aahh! Katika orofa ya chini kuna nini?

**Shamila:** Katika orofa ya chini kuna chumba kimoja cha kulala, sebule, chumba cha maankuli, choo na bafu.

**Farida:** Katika orofa ya juu kuna nini?

**Shamila:** Katika orofa ya juu, kuna vyumba viwili vya kulala, choo na bafu, na ofisi moja ndogo ya wazazi wangu.

**Farida:** Nyumba yako ni kubwa sana!

**Shamila:** Ndiyo. Ninaipenda nyumba yangu sana. Chumba changu cha kulala kiko katika orofa ya juu na ni kikubwa sana.

**Farida:** Sawa. Shamila, asante sana kwa kunieleza kuhusu nyumba yako.

Jibu maswali yafuatayo.

1. Je, nyumba ya Shamila ya Marekani ina vyumba vingapi?
2. Je, nyumba ya Shamila ni kubwa au ni ndogo?
3. Nyumba ya Shamila ina vyumba vingapi vya kulala?
4. Nyumba ya Shamila ina nini katika orofa ya juu?
5. Nyumba ya Shamila ina nini katika orofa ya chini?
6. Kwa nini Shamila anapenda chumba chake cha kulala?



### 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*.



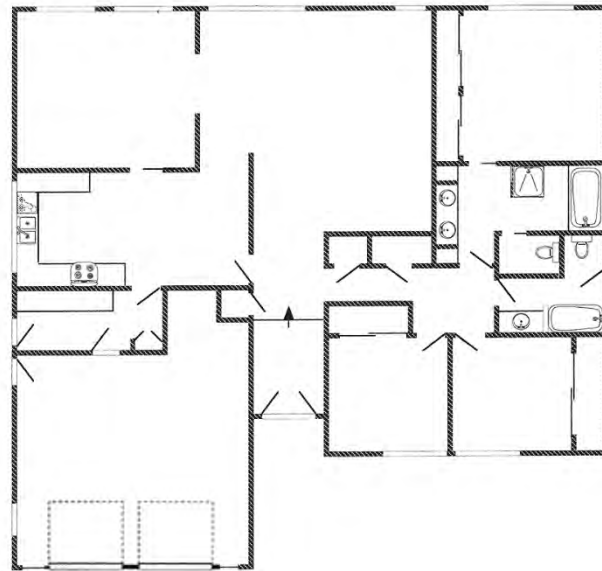
### Zoezi F

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 after your current 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.

**kiti kikubwa** – *a big chair*  
**viti vikubwa** – *big chairs*

**kitanda kidogo** – *a small bed*  
**vitanda vidogo** – *small beds*

Nouns in the *KI-VI* class also use **ki-/vi-** subject prefixes on the verb.

**Kiti kipya ni kizuri.**  
**Viti vipya ni vizuri**

*The new chair is good.*  
*The new chairs are good.*



**Kiti kizuri kiko** nje.  
**Viti vizuri viko** nje.

*The good chair is outside.*  
*The good chairs are outside.*

**Kitabu kimeharibika.**  
**Vitabu vimeharibika.**

*The book is ruined.*  
*The books are ruined.*

**Kiti kina** maua mazuri.  
**Viti vina** maua mazuri.

*The chair has nice flowers.*  
*The chairs have nice flowers.*

**Kioo kiko** bafuni.  
**Vioo viko** bafuni.

*The mirror is in the bathroom.*  
*The mirrors are in the bathroom.*

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.

**chakula** – food  
**choo** – toilet  
**chuo** – university

**vyakula** – foods  
**vyoo** – toilets  
**vyuo** – universities

However, nouns that start with the *ch-/vy-* prefixes still take *ki-/vi-* prefix forms on adjectives (with the exception of possessive adjectives) and verbs.

**Chuo kimefungwa.**  
**Vyuo vimefungwa.**

*The university is closed.*  
*The universities are closed.*

There are some *KI-VI* nouns that exist only in the singular, and some that exist only in the plural.

**Kiarabu** ni lugha ngumu kujifunza kuliko **Kiswahili.**  
*Arabic is more difficult to learn than Kiswahili.*

Kuna **vita** katika nchi nyingi.  
*There are wars in many countries. OR There is war in many countries.*



## 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 maankuli
5. choo	
6. kioo	
7.	vikombe
8. kijiko	
9.	vitabu
10. kiatu	
11. vita	
12.	kiarabu
13. kichwa	
14. kitoto	
15.	kifua
16. kiuno	



### 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.

***Mifano:***

Kiti ni kikubwa.

Chumba changu cha kulala ni kidogo.

Rooms	Adjectives
chumba cha kulala	-kubwa
choo	-dogo
sebule	-zuri
chumba cha mankuli	-baya ( <i>bad</i> )
	-safi
	-chafu ( <i>dirty</i> )



### 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: *KI-VI* Noun Class – Possessive Adjectives (*Vivumishi Vimilikishi*)

In Unit 2, we saw the use of possessive adjectives following *M-WA* nouns and noted that almost all use the prefix *w-*; the only real exception are nouns like *dada* that do not have distinct plural forms and 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 adjectives and the prefix *vy-* for plural possessive adjectives, with a few exceptions.

	Singular Noun	Plural Noun
<b>1<sup>st</sup> sg.</b>	<b>kitabu changu</b> ( <i>my book</i> )	<b>vitabu vyangu</b> ( <i>my books</i> )
<b>2<sup>nd</sup> sg.</b>	<b>kitabu chako</b> ( <i>your book</i> )	<b>vitabu vyako</b> ( <i>your books</i> )
<b>3<sup>rd</sup> sg.</b>	<b>kitabu chake</b> ( <i>his/her book</i> )	<b>vitabu vyake</b> ( <i>his/her books</i> )
<b>1<sup>st</sup> pl.</b>	<b>kitabu chetu</b> ( <i>our book</i> )	<b>vitabu vyetu</b> ( <i>our books</i> )
<b>2<sup>nd</sup> pl.</b>	<b>kitabu chenu</b> ( <i>your book</i> )	<b>vitabu vyenu</b> ( <i>your books</i> )
<b>3<sup>rd</sup> pl.</b>	<b>kitabu chao</b> ( <i>their book</i> )	<b>vitabu vyao</b> ( <i>their books</i> )

Here are some additional examples of possessives in context. Note that the possessive always follows the noun.

Kitabu **chako** ni kipya.  
Vitabu **vyako** ni vipya.

**Your** book is new.  
**Your** books are new.

Mtoto **wangu** analala.  
Watoto **wetu** wanalala.

**My** child is sleeping.  
**Our** children are sleeping.

Kiti **chako** kimepotea.  
Viti **vyenu** vimepotea.

**My** chair is lost.  
**Your** chairs are lost.

Chakula **chake** kimeungua.  
Vyakula **vyao** vimeungua.

**His/her** food has burned.  
**Their** food has burned.

Review the grammar chart at the end of this book to compare the prefixes for *M-WA* and *KI-VI* noun classes.



## Zoezi O

Complete the following sentences using the correct form of the possessive adjective.

### **Mfano:**

Dada yangu alinunua viatu. Viatu hivi ni \_\_\_\_\_.

Dada yangu alinunua viatu. Viatu hivi ni vyake.

1. Shamila alinunua nyumba jana. Nyumba hii ni \_\_\_\_\_.
2. Joseph ana mtoto mdogo. Mtoto huyu ni \_\_\_\_\_.
3. Kioo hiki ni cha Zuhura. Kiko katika chumba \_\_\_\_\_.
4. Mwalimu Bakari alinunua viti vingi. Viti hivi vyote ni \_\_\_\_\_.
5. Wanafunzi wengi wanatoka Marekani. Huko ni nyumbani \_\_\_\_\_.
6. Bibi Fatuma ana chumba kikubwa cha kulala. Chumba \_\_\_\_\_ kiko pembeni mwa choo.
7. Mama alinunua nyumba yenye vyumba vingi sana. Nyumba \_\_\_\_\_ ni kubwa sana.
8. Shamila na Joseph wanapenda darasa la Kiswahili lakini Ali hapendi darasa \_\_\_\_\_.



## Zoezi P

Fill in the blanks with the correct form of the possessive adjective in the brackets.

### **Mfano:**

Viatu vyake mtoto ni vichafu (-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 nyumba \_\_\_\_\_ lakini hapendi nyumba \_\_\_\_\_. (-ake, ako)
6. Mtoto \_\_\_\_\_ ni mkubwa kuliko mpwa \_\_\_\_\_. (-angu, -ake)
7. Choo katika nyumba \_\_\_\_\_ ni kubwa sawa na jikoni katika nyumba \_\_\_\_\_. (-ao, -angu)
8. Chuo \_\_\_\_\_ ni kikubwa kuliko \_\_\_\_\_. (-enu, -etu)



## Zoezi Q

Poll your classmates to find out about their living accommodations and use the blank space below to keep track of their answers. Be prepared to report your findings to the class. Use the following guiding questions in your polling.

1. Nyumba yako ina vyumba vingapi?
2. Nyumba yako ina vyumba vya kulala vingapi?
3. Je, chumba chako cha kulala ni kikubwa?
4. Je, nyumba yako ina vyoo na bafu ngapi?
5. Je, nyumba yako in chumba cha kuosha nguo na maktaba?

## 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 would likely see a mix of traditional housing designs, more modern designs with Western influences, and some traditional houses being renovated to adopt 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 homes 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 small 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*

- baya** bad
- chache** few
- enye giza** dark
- enye mwangaza** bright
- fupi** short
- ingi** many
- kisasa** modern
- refu** tall
- pana** wide
- pya** new
- zee** old
- zuri** good

### *Nouns*

- bafu** bathtub; bathroom
- banda la gari** garage
- baraza** veranda
- chumba cha kulala** bedroom
- chumba cha mankuli** dining room
- chumba cha mazoezi** gym
- chumba cha wageni** guest room
- choo** toilet; bathroom
- chini** basement
- chungu** earthen cooking pot
- fleti** apartment
- ghala** pantry
- idadi** amount; number
- jikoni** kitchen
- kichujio** strainer; sieve
- kijiko** spoon
- kikaango** frying pan
- kikombe** cup; mug
- kinanda** record player
- kinu** mortar
- kinywaji** drink
- kioo** mirror
- kisu** knife
- kitambaa** napkin
- kitanda** bed
- kiungo** spice
- kiyoyozi** air conditioning unit
- kizingiti cha viatu** shoe rack
- msala** bathroom; restroom
- orofa** floor; building story
- paa** roof
- roshani** balcony
- sebule** living room; parlor



**sehemu** part; section  
**sehemu ya kulia** dining room  
**sehemu ya chini ya nyumba** downstairs  
**sehemu ya juu ya nyumba** upstairs  
**ukuta** wall

*Verbs*

**safisha** clean

### Key Phrases

**ina** has (used with inanimate nouns of the N-N class)

**Kuna...** There is...; there are...

**Mna...** Inside there is....

**Pana...** There is (the place has)...

## 4.2 Kuna nini katika vyumba mbali mbali katika nyumba?



### Zoezi A

One evening, Shamila strikes up a conversation with bibi Farida to talk about the furniture in the living room. Shamila then describes the furnishings in her American home for comparison. Read the following passage and respond to the questions that follow.



**Shamila:** Nyumba yenu inapendeza sana. Ni kubwa na ni safi sana.

**Farida:** Je, nyumba yenu Marekani ikoje ?

**Shamila:** Familia yangu ina nyumba kubwa sana. Kwa jumla ina vyumba saba. Katika kila chumba, kuna vitu mbalimbali.

**Farida:** Je, katika sebule kuna vitu gani?

**Shamila:** Katika sebule kuna makochi makubwa mawili makubwa, meza mbili ndogo, televisheni kubwa, piano, na rafu la vitabu. Katika chumba cha maankuli kuna vitu mbalimbali kama vile meza, viti vinane, taa. Katika ukuta wa sebule na chumba cha maankuli 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 pia na dawati ndogo.

**Farida:** Aha safi kabisa. Na katika jikoni kuna vitu gani?

**Shamila:** Katika jikoni kuna friji, mikrowevu, jiko, makabati ya vyombo, mashine ya kuosha vyombo, pipa ndogo la uchafu na sehemu ya kupigia pasi.

**Farida:** Kwa hivyo kuna sehemu ya kuosha nguo pasindani ya jikoni. Nyumba nyingi hapa kwetu hazina sehemu ya kuoshea nguo pasi.

**Shamila:** Marekani, nyumba ni tofauti kidogo na nyumba ya hapa Dar es Salaam. Mimi na familia yangu huosha na hukausha nguo ndani ya nyumba. Katika bafu kuna choo, kabati la kuweka mafuta na dawa, kioo na beseni la kuogea. Katika nyumba yetu pia kuna banda la gari, sisi huweka gari ndani ya nyumba. Katika banda la gari kuna vitu mbalimbali kama vile boksi 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.

Jibu maswali yafuatayo.

1. Je, nyumba katika Dar es Salaam na Marekani zina tofauti gani?
2. Nyumba yake Shamila ina vyumba gani?
3. Katika vyumba vya kulala kuna nini?
4. Shamila hutazama televisheni kwenye sehemu gani ya nyumba yao?
5. Kuna vitu gani katika jikoni mwa nyumba ya familia ya Shamila?
6. Kwa nini Shamila na familia yake huosha nguo ndani ya nyumba?
7. Shamila na familia yake huweka wapi gari lao?
8. Katika sebule ya nyumba ya familia ya Shamila kuna vitu gani?



## 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.

Jibu maswali yafuatayo.

1. Je nyumba ya familia pokezi ya Joseph ni sawa na nyumba yao ya Marekani ?
2. Katika vyumba vya kulala vya Joseph kuna vitu gani?
3. Je, kuna vitu gani katika sebule ya nyumba ya familia pokezi ya Joseph?
4. Je, 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 inanin'ginia katikati ya paa na nyingine iko katika kona karibu na kabati ndogo. Kuna dirisha moja kubwa ambalo lina pazia nyeupe. Picha mbalimbali zimetundikwa kwenye ukuta.

Jibu maswali yafuatayo.

1. Je, sebule katika hii ina vitu gani?
2. Makabati katika jikoni yanatumiwa kuweka vitu gani?
3. Mama wa Joseph huweka vitu gani katika makabati ya jikoni?



Hii hapa ni **jikoni** yetu. Katika jikoni kunajiko, friji, mashine ya kuosha vyombo, jaa la takataka na sinki. Kuna kabati za chini na kabati sehemu ya juu. Kuna aina mbalimbali ya vyombo katika makabati haya. Mama yangu anapenda kupika kwa hivyo yeye huweka vyombo kama vile sahani, vikombe, vijiko, bakuli na glasi katika makabati ya juu. Na makabati ya chini hutumiwa kuweka sufuria, vikaango, vijiko na visu. Sisi huweka vyakula mbalimbali katika kabati pia.



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 kabati mbili ndogo ambazo zina taa na vitu vingine vidogo vidogo kama vile saa, katarasi, shashi na kadhalika. Kwenye ukuta nimetundika picha ya sanaa ambayo ninaipenda mno. Chumba hiki kina madirisha mawili makubwa ambayo yana pazia kubwa.

Jibu maswali yafuatayo.

4. Kando ya kitanda katika chumba cha kulala kuna vitu gani?
5. Je, sakafu la chumba cha maankuli lina zulia?
6. Katika chumba cha maankuli kuna viti vingapi?



### 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 words you can remember!



**Chumba cha maankuli** 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.



### Zoezi E

Listen to Shamila's description of her home back in Kansas and answer the questions that follow.

Jibu maswali yafuatayo.

1. Shamila huweka vitu gani katika kabati ndogo ambalo liko msalani?
2. Misala mingine iko katika vyumba gani katika nyumba ya Shamila?
3. Kuna vitu gani vingine msalani katika chumba cha Shamila?
4. Banda la gari la Shamila linatoshea magari mangapi?
5. Shamila na familia yake huweka vitu gani vingine katika banda lao la gari?



### Zoezi F

Compare Joseph's descriptions 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.

Jibu maswali yafuatayo.

1. Abdi anakaaa katika jimbo gani?
2. Je, Abdi anakaa katika apartmenti peke yake?
3. Katika mji wa Tallahassee kuna taasisi gani za masomo?
4. Apartmenti ya Abdi ina vyumba vigani?
5. Abdi amekitoa kitu gani kipya?
6. Nyumba ya Abdi ina vitu gani katika sebule, chumba cha kulala, na jikoni?



### Zoezi H

A friend from your hometown will be attending 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 it house have? What things does each room have? This description will be presented 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, food, 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.

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.

Sahani **iko** juu ya meza.  
Sahani **ziko** juu ya meza.

*The plate **is** on the table.*  
*The plates **are** on the table.*

Kompyuta **iko** katika chumba cha kulala.  
Kompyuta **ziko** katika chumba cha kulala.

*The computer **is** in the bedroom.*  
*The computers **are** in the bedroom.*

Kompyuta **imeanguka** chini kutoka mezani.  
Kompyuta **zimeanguka** chini kutoka mezani.

*The computer **has** fallen off the table.*  
*The computers **have** fallen off the table.*

Review the grammar chart at the end of this book for an overview of the prefixes for the *N-N* noun class.



## Zoezi L

Write the following sentences in the plural form.

1. Sahani iko karibu na sinki.

---

2. Friji yake imeharibika.

---

3. Benchi ya kupumzika iko nje ya nyumba.

---

4. Sanamu iko karibu na televisheni.

---

5. Glasi ya kunywa maji pamoja na chupa ya maji iko katika sebule.

---

6. Jaa la takataka liko katika kila chumba nyumbani.

---

7. Kompyuta yangu iko ndani ya ofisi.

---

8. Nyumba ya orofa moja ni bei rahisi kukodisha.

---

9. Taulo yake iko nje.

---





## 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 kwenye chumba cha \_\_\_\_\_.
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 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 much detail 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 nyumbani kwake?

---

4. Wezi waliiba vitu gani katika chumba cha kulala?

---

5. Je, katika chumba cha maankuli Baraka alipoteza vitu gani?

---

6. Baraka anahitaji kupiga ripoti wapi kuhusu tukio la wizi wa nyumba yake?

---



## 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>

<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 one's 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.

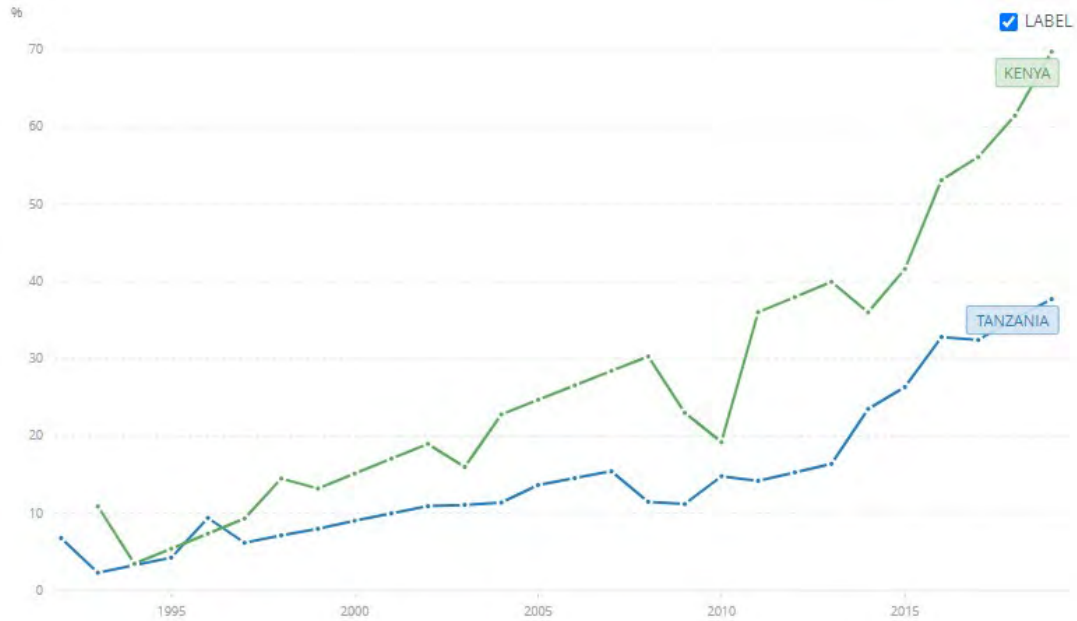


Figure 1. Access to electricity (% of population) for Tanzania, Kenya (World Bank)

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

### *Adjectives*

**-chache** few  
**kama vile** such as

### *Nouns*

**bakuli** bowl  
**benchi** bench  
**bilauri; glasi** glass  
**blanketi** blanket  
**birika** kettle  
**bomba** pipe  
**buli** teapot  
**busati; mkeka** mat  
**chano** tray  
**choo; msalani** toilet  
**chupa** bottle  
**chungu** earthen cooking pot  
**dohani** chimney  
**feni** fan  
**foronya** foam pad  
**friji; jokofu** fridge; refrigerator  
**godoro** mattress  
**jaa** litter bin; trash can  
**jiko** cooking stove  
**jiko la gesi** gas stove  
**jiko la kuni** wood stove  
**jiko la makaa; seredani** charcoal stove  
**jiko la stima** electric stove  
**joko; tanuri** oven  
**kabati** cupboard  
**kabati la nguo** wardrobe  
**kabati la vyombo** cupboard; tool cabinet  
**kalamu** pen  
**karatasi; shashi** tissue  
**kaseti** cassette; cd  
**kiti** chair  
**kikombe** cup  
**kijiko** spoon  
**kisu** knife  
**kitanda** bed  
**kitu** thing  
**kochi** couch  
**kompyuta** computer  
**kuni** firewood  
**kipandio** staircase  
**marashi** perfume  
**mchoro** artwork  
**meza** table  
**moto** fire  
**mrefeji** tap  
**mtu** pillow; cushion  
**mwiko** wooden spoon  
**nguo** cloth; clothes

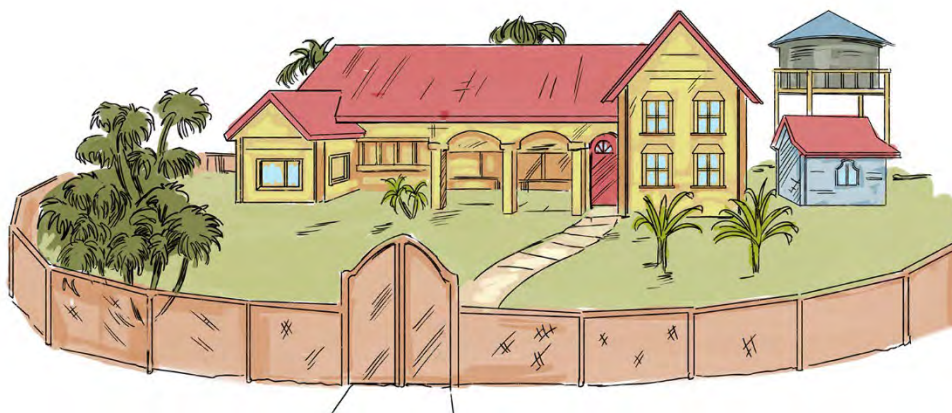
**panka** fan  
**pazia** curtain  
**picha** picture  
**rafu ya vitabu** bookshelf  
**runinga** television  
**saa** clock  
**saa ya ukuta** wall clock  
**sahani** plate  
**sanamu** sculpture  
**marashi** perfume  
**stova** stove  
**shuka** bed sheet  
**simu tamba; simu ya mkono** cell phone  
**sinki; bomba** sink  
**bafu la kuogea** bathtub  
**sofa** sofa  
**sufuria** metal pot; metal pan  
**susu** trivet; hot pad  
**swichi** switch  
**swichi ya feni** fan switch  
**swichi ya taa** light switch  
**sinia** platter  
**taa** light; lamp  
**taulo** towel  
**ubao** cutting board  
**uma** fork  
**umeme** electric stove  
**video** video  
**wimbimikro; maikrowevu** microwave  
**zulia** carpet

## 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 orofa moja na ina roshani katika gorofa ya kwanza na ya pili. Roshani moja iko mbele ya nyumba tu. Nyumba ina bustani ndogo la 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 na kuegeza gari. Nje ya boma kuna tanki la maji ambalo liko chini ya ardhi. Kuna ukuta wa mawe na uzio wa mawe. Mlango wa mbele ni wa chuma na ni wa rangi nyekundu. Nyumba iko katika mtaa wa Gigiri karibu na makao makuu ya shirika la umoja wa kimataifa, na soko la Village Market na Ubalozi wa Marekani. Isitoshe, kuna ulinzi mkali, kituo cha polisi karibu, hospitali ya MP Shah, Hospitali ya Nairobi na shule nyingi za watoto. Pia, kuna msitu wa Karura karibu.

Jibu maswali yafuatayo.

1. Mbele ya nyumba kuna nini?
2. Nyuma ya nyumba kuna vitu gani?
3. Nyumba ambayo Yusufu anataka kununua iko wapi?
4. Kuna vitu gani kwenye paa la nyumba hii?
5. Kuna huduma gani karibu na nyumba hii?





## 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 la 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 kuingilia nyumba. Lango ni la rangi ya kijivu. Mlango wa gereji ni wa rangi nyeusi. Ukuta wa nyumba ni wa matofali. Boma lake limezungukwa na uzio wa seng'enge na pia lina miti mingi.

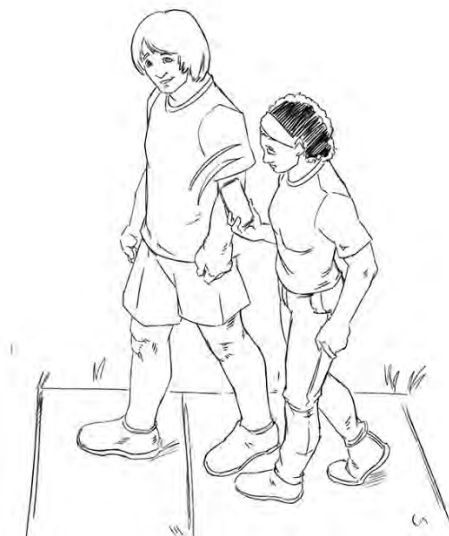
Jibu maswali yafuatayo.

1. Nyumba ya mwalimu Bakari iko wapi?
2. Paa la nyumba ya mwalimu Bakari nila nini?
3. Kuna nini mbele ya nyumba ya mwalimu Bakari?
4. Je, boma la mwalimu Bakari limezungukwa na uzio?
5. Je, kuna lango kubwa la kuingia katika boma la mwalimu Bakari?



## 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.



**Shamila na Joseph:** Habari gani Juma?

**Juma:** Salama sana. Je, mtafika kwenye karamu?

**Shamila na Joseph:** Ndiyo tutafika kwenye karamu. Kwa sasa tunajaribu kutafuta boma lenu?

**Juma:** Je, mko wapi?

**Shamila na Joseph:** Tuko karibu na lango la kahawia? Boma lenu ni gani?

**Juma:** Je, mnaona nyumba ya paa la vigae vya rangi ya kahawia ambalo lina tanki la maji juu yake?

**Shamila:** Ndiyo tunaona nyumba mbili za mapaa ya vigae? Je nyumba yenu ni gani?

**Juma:** Utaona ua mkubwa wenye maua mengi. Nyumba imezungukwa na uzio wa seng'enge.

**Shamila na Joseph:** Sawa sawa tumeiona. Tutaonana hivi punde.

**Juma:** Karibuni sana.

Jibu maswali yafuatayo.

1. Nyumba ya Juma inapaa la vigae vya rangi gani?
2. Ua la Juma lina vitu gani?
3. Paa la nyumba ya Juma limezekwa na nini?
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.

Jibu maswali yafuatayo.

1. Familia pokezi ya Shamila inakaa wapi?
2. Kiambo cha bibi Farida kina nyumba ngapi?
3. Nyumba kubwa ina vyumba gani?
4. Banda la kugesha 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 gani?
9. Kiambo cha bibi Farida na bwana Juma kina maua ya rangi gani?
10. Uwanja wa kucheza mpira uko wapi?

### Sarufi: 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 and number (singular/plural) of the person or thing being “possessed” or described:

Habari **za** familia?  
What is the *news of the family*?

Shamila anasoma Chuo kikuu **cha** Kansas.  
*Shamila studies at the University of Kansas.*

kitabu **cha** Kiswahili  
the book of Kiswahili (or a Kiswahili book)

vitabu **vya** Kiswahili  
books of Kiswahili (or Kiswahili books)

The -a of association is also used with colors and with building materials.

Kuna kabati la rangi **ya** kahawia katika sebule.  
There is a brown couch **in** the living room.

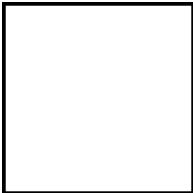

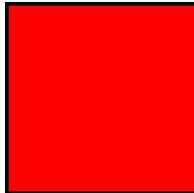
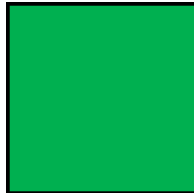
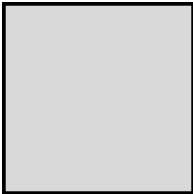
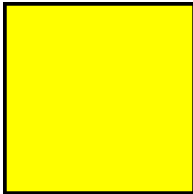

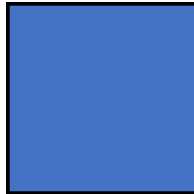
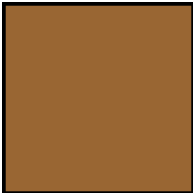
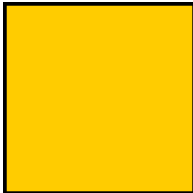
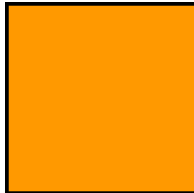
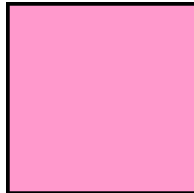
Nyumba **ya** kuta **ya** kijani ni **ya** mwalimu wangu.  
The house **with** green walls is my teacher's.

Ukuta **wa** nyumba ni **wa** matofali.  
The walls **of** the house are (made) **of** brick.

Keep in mind, however, that not all colors require the use of the -a- of association. The words for black, white and red work like adjectives and agree with the noun they modify.

Kiti cheusi kimevunjika.  
The black seat is broken.

Kitanda chekundu ni cha shangazi yangu.  
The red couch is my aunt's.

			
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 \_\_\_\_\_ wa mama Mwajuma wanakaa Marekani.
8. Pahali \_\_\_\_\_ kununua chakula ni pazuri sana.



## Zoezi F

Complete the following sentences with the correct form of the connective -a- of association.

1. Mtoto \_\_\_\_\_ mama amefika.
2. Chumba \_\_\_\_\_ kula ni kizuri.
3. Jicho \_\_\_\_\_ mtoto ni kubwa.
4. Nyumba \_\_\_\_\_ mwalimu Bakari ni kubwa.
5. Viatu \_\_\_\_\_ baba ni vichafu.
6. Vyumba \_\_\_\_\_ kulala ni vikubwa.
7. Nyumba yake imepakwa rangi \_\_\_\_\_ buluu kwenye ukuta.
8. Dukani \_\_\_\_\_ ni mdogo sana.
9. Uji \_\_\_\_\_ mtoto umepikwa asubuhi.



## 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. Note that most of the phrases include an *-a-* of association. The *-a-* of association is determined by the word that precedes it so its prefix will not change.

karibu na	<i>close to</i>
nje ya	<i>outside of</i>
juu ya	<i>on top of</i>
kwenye	<i>toward; on; in</i>
mbele ya	<i>in front of</i>
kando ya	<i>beside</i>
mbali na	<i>far from; away from</i>
karibu	<i>around</i>
ndani ya	<i>inside of</i>
chini ya	<i>underneath</i>
kati(kati) ya	<i>in between</i>
nyuma ya	<i>behind</i>

The verb **kuna** (there is) is often used alongside these prepositions. Here are some examples of how these prepositions of position can be used in a sentence.

Kuna kidimbwi cha kuogelea **nje ya** nyumba.  
*There is a swimming pool **outside** the house.*

Kuna benki kuu **mbele ya** nyumba yake.  
*There is a bank **in front of** his house.*

**Kuna** rafu la vitabu **karibu na** dirisha.  
*There is a bookshelf **near** the window.*



## Zoezi H

Working in pairs, describe the image below (listing the names of items, their locations, colors, etc.). Practice asking one another questions about the room as you work together.

### ***Mifano:***

**Kuna meza ndogo ya mbaao mbele ya kochi.**  
*There is a small wooden table in front of the couch.*

**Kuna kitabu cha rangi nyekundu juu ya meza.**  
*There is a red book 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.

Jina langu ni Joseph, mimi ninatoka nchi ya Marekani, lakini kwa sasa ninaishi na familia yangu pokezi katika kijiji cha Kinondoni, mjini Dar es Salaam. Familia hii inaishi karibu na kanisa kuu la Azania Front. Wao wana nyumba kubwa ndogo, nyumba hii 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 kula tu. 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 ya shimo, choo iko nyuma ya nyumba.

Isitoshe, katika nyumba hii hakuna pahali pa kuoshea nguo kama nyumba za Marekani. Bibi Farida hufua nguo kwa kutumia mikono nje ya nyumba. Katika nyumba ya familia yangu hakuna maji ndani ya nyumba, kuna kisima nje ya nyumba. Wao huteka maji kutoka kwenye kisima. Paa la nyumba ya familia yangu limejengwa kwa kutumia makuti, ni tofauti na nyumba nyingi za Marekani kwa sababu zimetengenezwa kwa kutumia vigae. Katika sakafu ya nyumba kuna saruji hakuna zulia kama nyumba za Marekani.

Nyumba hii pia ni tofauti na nyumba za Marekani kwa sababu kuna vyumba vingine nje ya nyumba. Vyumba kama vile jikoni, choo na bafu viko nje ya nyumba. Pia, kila chumba kina rangi tofauti lakini nyumba za Marekani nyumba ina rangi moja tu. Katika nyumba ya bibi Farida, vyumba vyote vya kulala vina rangi ya kijani, sebule ina rangi ya waridi na chumba cha kula kina rangi ya manjano kwenye ukuta.

Jibu maswali yafuatayo.

1. Joseph anaishi wapi?
2. Familia pokezi wanaishi wapi?
3. Familia pokezi wana nyumba ya aina gani?
4. Nyumba ya bibi Farida ina vyumba vingapi?
5. Je, katika nyumba hii kuna pahali pa kufua nguo?
6. Sakafu ya nyumba ya bibi Farida ni ya aina gani?
7. Vyumba vya nyumba ya bibi Farida vina rangi gani?



## Zoezi P

Listen to the description of bibi Fatuma's house and answer the questions below.

Jibu maswali yafuatayo.

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 kula na sebule vina rangi gani?
5. Jikoni mna rangi gani?
6. Sakafu na dari zina 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. 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. 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.



**Zoezi Q**

Write a short essay to illustrate similarities and differences between housing in East Africa and in your country.

## Key Vocabulary

### *Adjectives*

<b>bluu</b>	blue
<b>-ekundu</b>	red
<b>-eupe</b>	white
<b>-eusi</b>	black
<b>giza</b>	dark color
<b>kahawia</b>	brown
<b>kijani</b>	green
<b>kijivu</b>	gray
<b>machungwa</b>	orange
<b>manjano</b>	yellow
<b>maziwa</b>	milky white
<b>mwangaza</b>	light color
<b>nili</b>	indigo
<b>rangirangi</b>	multicolored
<b>samawati; bluu</b>	sky blue
<b>samli</b>	ghee white
<b>shaba</b>	bronze
<b>waridi</b>	pink
<b>zambarau</b>	purple

### *Nouns*

<b>dari</b>	ceiling
<b>gereji</b>	garage
<b>ghala</b>	granary
<b>kiambo</b>	compound
<b>lango</b>	gate
<b>mabati</b>	iron sheet for roofing
<b>mawe</b>	stone
<b>nyasi</b>	grass
<b>paa</b>	roof
<b>rangi</b>	color
<b>shamba</b>	farm
<b>uwanja</b>	field
<b>uzio</b>	fence
<b>zizi</b>	cowshed

### *Prepositions*

<b>baaada ya</b>	after
<b>baina ya</b>	between
<b>chini ya</b>	underneath
<b>juu ya</b>	on top of
<b>kabla ya</b>	before
<b>kando ya</b>	beside
<b>karibu na</b>	around; close to
<b>kati ya</b>	in between
<b>katika</b>	in
<b>katikati ya</b>	in between
<b>kutoka</b>	from
<b>mbali na</b>	far from; away from
<b>mbele ya</b>	in front of

**miongoni mwa** among  
**mpaka/hadi** until  
**nje ya** outside of  
**ndani ya** inside of  
**nyuma ya** behind  
**kwenye** toward; on; in

## 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.

*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 makaazi 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 la 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. Wakaazi, wageni na wafanyibiashara huabudu katika msikiti huu. Mtaa huu ni safi sana, salama na ni maridadi sana. Kuna kituo cha polisi kwa hivyo polisi huimarisha hali ya usalama sokoni kila wakati.

Jibu maswali yafuatayo.

1. Je, 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. Je, soko la wazi la Msisima ni maarufu kwa vitu gani?
4. Je, soko la Msisima lina majengo yapi makuu?
5. Je, Jengo la Natwar lilijengwa wakati gani?

*Joseph describes his neighborhood:*

Nyumba ya familia yangu pokezi iko karibu na kanisa kuu la Azania Front. Kanisa hili liko katikati mwamji wa Dar es salaam ambao ni maarufu sana kwa watalii. Kanisa pia lipo karibu na bahari. Kanisa hili ni la dini la 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 ka 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. Pia kuna kituo cha polisi cha Anzia Front na hospitali ya umma ya Anzia Front.

Jibu maswali yafuatayo.

1. Kuna vivutio gani karibu na Mto wa Wami?
2. Kanisa la Anzania Front lilijengwa na nani na lilijengwa mwaka gani?
3. Je, kanisa kuu la Azania Front liko maili ngapi kutoka nyumbani kwa familia ya bwana Juma na bibi Fatuma?
4. Kuna majengo gani mengine karibu na kanisa la Anzania Front?
5. Joseph na Masika hupenda kufanya nini wanapokwenda katika Mto wa Wami?





### Zoezi B

Listen to Shamila's description of the street she lives on in the U.S. and Joseph's description of his neighborhood in the U.S. Then, answer the questions that follow.

1. Shamila na jamaa yake wanakaa katika mtaa gani?
2. Je, kuna vitu gani nje ya nyumba katika mitaa hii?
3. Kuna maduka au soko karibu na mitaa hii?
4. Joseph na familia yake wanakaa katika mtaa gani?
5. Mtaa wa Joseph una takriban idadi ya watu wangapi?
6. Je, kuna aina gani za shule katika mtaa wa Shamila?
7. Je, kuna sehemu gani zingine katika mtaa wa Encino?
8. Je, 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: Locative suffixes *-ko/-po/-mo*

In Kiswahili, people express location by adding one of three locative suffixes to the verb:

- **-ko** to denote a general place, making it the most commonly used form
- **-po** to express a more specific location when the general location is known
- **-mo** to indicate location inside of something or inside of some place



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?</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 orofa 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. For example:

Funguo zangu <b>zipo</b> wapi?	<i>Where are my keys?</i>
Rimoti ya runinga <b>ipo</b> wapi?	<i>Where is the TV remote?</i>

To this point, you have been using the verb *kuna* to describe the location of objects. For example:

<b>Kuna</b> meza ndogo mbele ya kochi.	<b><i>There is</i></b> a small table in front of the couch.
<b>Kuna</b> kitabu cha kijani juu ya meza.	<b><i>There is</i></b> a green book on the table.

Those same descriptions can be written in a slightly different way using these *-ko/-po/-mo* suffixes. For example:

Meza ndogo <b>iko</b> mbele ya kochi.	<i>A small table is in front of the couch.</i>
Kitabu cha kijani <b>kiko</b> juu ya meza.	<i>The green book is on the table.</i>
Vyombo <b>vimo</b> ndani ya kabati.	<i>The utensils are in the cupboard.</i>
Wanafunzi wapo shuleni.	<i>The students are in school.</i>



## 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.

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 vya matumizi ya jikoni kwenye soko.

---

7. Kuna kalamu mbili juu ya meza ndani ya ofisi ya mwalimu.

---

8. Kuna walimu wengi katika ofisi.

---



## 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: Locative suffix *-ni-*

When making general comments about location, one can also add the suffix *-ni-* in place of a preposition to indicate that something is inside. Note the differences between the following pairs of sentences:

Kitabu cha rangi nyekundu kipo **ndani ya** mkoba.  
*The red book is in the bag.*

Kitabu cha rangi nyekundu kimo mkobani.  
*The red book is in the bag.*

Niliweka jaa la sukari kabatini.  
*I put the sugar jar **in** the cupboard.*

Ninaenda msikitini.  
*I am going **to** the mosque.*

The suffix *-ni-* indicates a general location, whereas the preposition gives a more specific location.

Vikombe vipya vipo mezani.	<i>The new cups are <b>in/on</b> the table.</i>
Vikombe vipya vipo <b>juu ya</b> meza.	<i>The new cups are <b>on</b> the table.</i>
Mbwa anaishi nyumbani.	<i>The dog is <b>at</b> the house.</i>
Mbwa anaishi <b>ndani ya</b> nyumba.	<i>The dog is <b>in</b> the house.</i>

Remember that you should use either a preposition OR the suffix *-ni-* when describing the location of an object. You cannot use both in the same phrase.

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.

**nyumbani | vimo | vipo | wamo | yuko | kiko**  
**uko | mjini | sokoni | liko**

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. Sahani, vikombe na vijiko \_\_\_\_\_ kabatini.
7. Visu vya kulia mezani \_\_\_\_\_ juu ya meza katika chumba cha mankuli.
8. Wanafunzi wengi \_\_\_\_\_ darasani kwa hivyo mwalimu ataanza kufundisha.
9. Baba \_\_\_\_\_ ofisini anafanya kazi.
10. Kitanda cha mtoto \_\_\_\_\_ karibu na dirisha katika chumba cha kulala cha mama na baba.



## 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.

**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 la vitabu?

**Farida:** Ndiyo ipo kwenye rafu la vitabu.

**Shamila:** Allamudululahi! Nina furaha kuwa ipo nyumbani. Nilikuwa na wasiwasi sana. Nilifikiri kuwa imepotea.

Jibu maswali yafuatayo.

1. Je, bibi Farida alikuwa wapi Shamila alipompigia simu?
2. Je, bibi Farida aliitafuta kompyuta ya Shamila wapi?
3. Je, kompyuta ya Shamila ilikuwa 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.

Jibu maswali yafuatayo.

1. Je, Joseph anataka kwenda wapi?
2. Je, Joseph anataka kwenda kufanya nini mjini?
3. Je, Yusufu yuko wapi?
4. Je, 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:** 1

**VIFAA:** Kidimbwi cha kuogelea, chumba cha mazoezi, duka la vyakula, duka la maji, chumba cha kuosha nguo na uwanja wa watoto wa kuchezea.

**MAELEZO:** Nyumba hii ni kubwa. Iko katika mtaa wa Mambwe. 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, generata, chumba cha mazoezi, dimbwi la kuogelea, maji safi, 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.

**UNAWEZA 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, generata, huduma ya 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.

**UNAWEZA KUPIGA BEI?:** Ndiyo.

**IDADI YA VYUMBA VYA KULALA:** 4

**IDADI YA MISALA:** 3.

**VIFAA:** Kiyoyozi, mashine ya kuosha nguo, na mashine ya kuosha vyombo.

**MAELEZO:** Nyumba hii inapendeza sana. Nyumba ina vyumba vinne vya kulala, sebule kubwa, chumba cha kulia, jikoni. Kuna makazi ya wafanyikazi na maeneo matano ya kuegesha gari. Piga simu sasa ili tuweze kukuonyesha nyumba hii.

---

Ukiwa na maswali kuhusu nyumba yeyote unaweza piga simu au kutumua ujumbe kwa Whatsapp kwa nambari hii.

**NAMBARI YA SIMU:** +255 774 6789871

Barua pepe: 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 locations 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 in 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>-enye shughuli nyingi</b>	busy
<b>-enye kelele</b>	noisy
<b>-safi</b>	clean
<b>-chafu</b>	dirty
<b>hatari</b>	dangerous
<b>fahari</b>	luxurious
<b>kijijini</b>	rural
<b>maridadi</b>	beautiful
<b>mjini</b>	urban
<b>nafasi nyingi</b>	spacious
<b>nafasi ndogo</b>	not spacious
<b>starehe</b>	comfortable
<b>-tulivu</b>	quiet
<b>watu wengi</b>	densely populated
<b>watu wachache</b>	less densely populated
<b>-dogo-</b>	small
<b>-kubwa-</b>	big

### *Nouns*

<b>chuma</b>	metal
<b>duka</b>	shop
<b>kiduka</b>	kiosk
<b>makuti</b>	papyrus reeds
<b>mikahawa</b>	restaurant
<b>msitu</b>	forest
<b>soko la wazi</b>	open air market
<b>udongo</b>	dirt
<b>takataka</b>	garbage
<b>usalama</b>	safety; security
<b>kituo cha polisi</b>	police station
<b>wilaya</b>	district
<b>mkoa</b>	province
<b>majengo ya kibiashara</b>	business building
<b>bwawa</b>	swimming pool
<b>kanisa</b>	church
<b>makavazi</b>	museum
<b>mtaa</b>	neighborhood
<b>usalama</b>	security

## 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 mgharibi ya Dar es Salaam kuna nyumba moja ya kukodisha. Nyumba hii ina vyumba viwili vya kulala na sebule moja kubwa. Chumba cha maankuli 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 Kariookoo. Kuna madhehebu mengi katika eneo hili. Eneo hili ni safi. 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 apartmenti hii.

Jibu maswali yafuatayo.

1. Nyumba hii iko wapi?
2. Mtaa huu uko 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 ngapi kilamwezi?



## 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 kukodisha 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 ziada cha televisheni na chumba cha maombi ambacho pia kinaweza kutumika kwa masomo. Apatmenti hii iko katika orofa ya pili na inamandhari mazuri sana ya mto na msitu. Sakafu ya apatmenti 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 kutoka kwa madirisha ya sebule 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 generata, kisima, mtambo wa kuchemsha maji kwa kutumia jua, chumba cha mazoezi katika paa na gazebo ya jamii. Kodi ya apatmenti kila mwezi ni shilingi elfu mia mbili na sabini. 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

Jibu maswali ya fuatayo.

1. Nyumba ambayo Joseph na wenzake wangependa kukodisha 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 apatmenti 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 kukodisha karibu na chuo kikuu. Ninataka kukaa karibu na chuo kwa sababu kuna changamoto nyingiza 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 sana. Je, apatmenti iko vipi?
- Amina:** Apatmenti ina sebule yenye nafasi kubwa, kuna sehemu ya mankuli, jikoni kubwa lenye saruji nzuri ambazo ni rahisi kusafisha. Kuna kabati nyingi za kuweka vitu na msala wa wageni.
- Bakari:** Kweli nyumba hii inapendeza sana. Chumba cha kulala kikuu kikoje?
- Amina:** Ni chumba kikubwa ambacho kina ua ndogo. Pia kuna sehemu mbili za kugeza magari, maji ya kuosha na ulinzi mkali wa masaa ishirini na manne kwa siku saba zote za wiki.
- Bakari:** Ni nyumba kubwa sana! Kodi ni pesa ngapi kila mwezi?
- Amina:** Kila mwezi nitalipa shilingi elfu hamsini.
- Bakari:** Bei ni ghali sana!
- Amina:** Ndiyo ni kwa sababu nyumba iko karibu na chuo na pia kuna vitu vingi muhimu karibu kama vile soko, maduka mengi, madhehebu, shule za msingi na sekondari na sehemu za starehe.
- Bakari:** Ni kweli kabisa.

Jibu maswali yafuatayo.

1. Kwa nini Amina alihamia kwa apatmenti ambayo iko karibu na chuo chake?
2. Je, Amina alihamia katika mtaa gani?
3. Je, sakafu za jikoni kwenye apatmenti ya Amina zimetengenezwa na matini gani?
4. Kodi ya nyumba ya Amina ni ipi kila mwezi?
5. Kwa nini kodi ya nyumba ya Amina ni ghali?
6. Ulinzi katika apatmenti anamoishi Amina unatolewa kwa muda 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. Tanki la maji linaweka kiwango kipicha 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 lease 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 kukodisha 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 kukodisha aina gani ya nyumba?

**Fola:** Je, apatmenti zote zina vitu vya nyumba? Ningependa apatmenti yenye vyumba viwili vya kulala, ma bafu mawili, vyoo viwili, jikoni, sehemu ya kuosha guo na chumba cha ziada cha mfanyikazi.

**Ajenti:** Kuna baadhi ya apatmenti ambazo hazina vitu vya nyumba. Kila apatmenti ina chumba cha ziada cha mfanyikazi. Chumba hiki kina msala.

**Fola:** Sawa sawa. Je, mnatoa huduma gani kwa wapangaji?

**Ajenti:** Kuna huduma za ulinzi katika milango miwili ya eneo hili la makazi. Walinzi huakagua na kuelekeza wageni wanaoingia kwenye makazi wapangaji wanapotoa idhini. Kuna huduma za kusafisha maeneo ambayo yanatumiwa na watu wengi kama vile (ngazi, ua). Pia kuna huduma za kukata nyasi na kuokota takataka. Pia tunachukua takataka zote na kuzipeleka kwa eneo la kukusanya takataka mjini.

**Fola:** Sawa. Asante kwa maelezo hayo. Je, nani anagharamia ada za maji na umeme?

**Ajenti:** Ada za maji, takataka na ulinzi hujumuishwa katika malipo ya kodi ya kila mwezi. Kwa hivyo mpangaji anagharamia umeme tu.

**Fola:** Kodi ya kila mwezi ni gani?

**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 kwa nyumba lini?

**Fola:** Ningependa kuingia mwanzo wa mwezi ujao. Lakini pia ningependa kuona nyumba ambazo ziko wazi.

**Ajenti:** Bila shaka unaweza kufika sasa kuangalia nyumba ambazo zipo wazi.

**Fola:** Sawa. Nitakuja baada ya saa moja.

**Ajenti:** Sawa nipigie simu iwapo utahitaji maelekezo ya kuja hapa.

Jibu maswali yafuatayo.

1. Je, Fola angependa kukodisha nyumba au apatmenti?
2. Je, apatmenti zote za ajenji zina vitu vya nyumba?
3. Wapangaji katika mtaa huu wanapata huduma gani?
4. Fola angependa kuingia kwa nyumba lini?
5. Je, Fola atahitaji kulipa amana ya usalama ya pesa ngapi?



### Zoezi F

During the break between semesters, Shamila would like to visit Nairobi, Kenya for a few weeks. To see if this would be possible, she calls a leasing agent there to ask about possible housing accommodations. Listen to their conversation and answer the questions that follow.

1. Nyumba ambayo Shamila anataka ina sehemu gani?
2. Kodi ya Fleti ya chumba kimoja cha kulala ni ngapi kila mwezi?
3. Nyumba hii ina huduma gani?
4. Nyumba hii iko katika orofa ya ngapi?
5. Je, Shamila atahitaji kutia saini kwenye mkataba wa upangaji?



### Zoezi G

You would like to find accommodations for the weekend and 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 why you made the decision that you did.

#### **Nyumba ya kupangisha nzima mwenyeji ni Farah**

Wageni 4, vyumba 2 vya kulala, vitanda 2, mabafu 2

#### **Nyumba nzima**

Utamiliki fleti kama yako wewe mwenyewe.

#### **Usafishaji wa Kina**

Mwenyeji huyu amejizatiti kufuata mchakato wa hatua 5 wa Airbnb wa kufanya usafi wa kina.

Wageni mara nyingi hutafuta makazi haya maarufu.

Nyumba ya kisasaya kifahari katika kitongoji salama huko Masaki. Kuna sehemu tulivu ya kupumzika ndani na nje ya bwawa. Nyumba iko karibu dakika 5 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 kulia na chumba cha kulala.

**Nyumba hii ina vitu vifuatavyo:** jiko, wifi, maegesho ya gari bila malipo, bwawa la pamoja, televisheni ya kawaida, lifti, mashine ya kufua, kiyoyozi, kikaushaji nywele, taulo, mashuka, sabuni, karatasi ya choo, viango vya nguo, pasi, king'ora cha 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: Quantifier *-ote*

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, apamenti **zote** zina vitu vya nyumba?  
*Do **all** apartments have household items?*

Pia tunachukua takataka **zote** na kupepeleka kwa eneo la kukusanya takataka mjini.  
*We also take **all** the garbage and take it 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 <u>w</u> ote	<b>all</b> the animals
kiti <u>ch</u> ote	the <b>whole/entire</b> chair
viti <u>vy</u> ote	<b>all</b> the chairs
nyumba <u>y</u> ote	the <b>whole/entire</b> house
nyumba <u>z</u> ote	<b>all</b> the houses

*-ote* takes the possessive prefixes that correspond to the class of the noun being modified.

You can see the distinction in the use of prefixes clearly in sentences like these where both are used to modify the same noun:

Kiti <u>ch</u> ote ni kipya.	The <b>entire</b> chair is new.
Viti <u>vy</u> ote ni vipya.	<b>All</b> the chairs are new.
Nyumba <u>y</u> ote ni ya rangi ya manjano.	The <b>entire</b> house is yellow.
Nyumba <u>z</u> ote ni za rangi ya manjano.	<b>All</b> the houses are yellow.





## 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 \_\_\_\_\_. Ilikuwa safi sana.
3. Kalamu \_\_\_\_\_ za mwalimu ni za rangi nyekundu.
4. Visu vyake \_\_\_\_\_ vimepoteza makali. Vinahitaji kunolewa.
5. Watoto \_\_\_\_\_ hulala saa mbili na nusu za usiku.
6. Simu \_\_\_\_\_ za wanafunzi sitabaki 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.

### **Mfano:**

Je, umepakia elektroniki zote?

### **Sarufi: -o-ote**

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 to this point:

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* takes the possessive prefixes that correspond to the class of the noun being modified. But in the case of *-o-ote* the possessive prefix 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 kwa kiti chochote.  
*I can sit on any seat.*

Tunaweza kuketi kwa 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 apatmenti \_\_\_\_\_.
2. Nikienda ofisini nitahudumiwa na mfanyikazi \_\_\_\_\_.
3. Vitabu \_\_\_\_\_ vya fasihi ni muhimu kwa kuboresha lugha.
4. Anapenda simu \_\_\_\_\_ yenye skrini ya kugusa.
5. Sipendi chumba \_\_\_\_\_ ambacho hakina madirisha.
6. Wanafunzi \_\_\_\_\_ chuoni wanaweza kutumia maktaba.
7. Rafu \_\_\_\_\_ za vitabu zitanifaa kwa apatmenti 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 *o-te* and *-o-ote* to get the table set so that you can eat.

#### **Mifano:**

Je, tuna uma zozote?  
*Do we have any forks?*

Hapana, nimepakia uma zote.  
*No, 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 have 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 and then answer the questions that follow.

#### *Makaazi ya Malo*

Hii nyumba ni maridadi na moja ya aina yake iliyoko katikati ya Mikocheni. Makaazi wa Malo yana muundo mzuri wa mambo ya ndani, ambao unawafaa watu wengi na unapatikana kwa urahisi kutoka katikati ya mji mpya Ukoko. Ni makaazi mazuri kwa wasafiri wa biashara, familia na watu binafsi ambao wanataka kufurahia na kuchunguza jiji kwa njia rahisi. Mpangishaji hutoa huduma.

## **Sehemu**

Nyumba hii ni mpya iliyoundwa na mipango mipana ya sakafu, dari ndefu, na madirisha makubwa ambayo hutoa mwangaza mwingi wa jua. Unapeana? Mtandao wa bure.

Jikoni mna vifaa vifuatavyo — maikrowevu, birika yl umeme, jiko la umeme, friji ya milango miwili, vyombo vya kahawa na chai. Sebule ina vigae visafi sana, eneo la kuaa ambalo lina sofa mpya kabisa, meza ya kahawa, 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. Samahani, hakuna wanyama wapenzi wanaoruhusiwa kwenye nyumba na hakuna kufanya mikusanyiko ya 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 jokofu, unaweza pia kupasha moto chakula chako kwa kutumia maikrowevu, na kutengeneza "vitafunio" vyepesi, lakini tafadhali usipange kutumia jiko, sufuria, au visu vikali bila kujaribu viungo vya ndani Rose Garden, Bustani ya Hekima na Grill ya Mwenge.

Mkodishaji yuko tayari kutoa saa moja au mbili wakati wa wikendi kukuonyesha maeneo mazuri yaliyoko karibu na nyumba ukianza na na pwani za Mbalamwezi na Velisa ambazo unaweza kutumia takriban dakika 10 kuzifikia ukitumia gari. Maeneo mengine ya kutembelea ni eneo la uchoraji maarufu wa tinga-tinga na soko la Makonde ambako kuna sanamu za mbao. Kituo cha mwisho cha ziara ni eneo la pwani refu zaidi (pwani la Koko) ambalo liko umbali wa dakika 15 kutoka kwa nyumba hii. Pwani hii imejaa wauzaji wa ndani ambao watakuuzia vitoweo safi vya eneo hili. Wanauza maji safi ya nazi na vitafunio vya Kizanzibari kwa wingi.

Jibu maswali yafuatayo.

1. Je, mwenyeji anatoa nini kuwakaribisha wapangaji wageni kwenye nyumba hii?
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. Mwenye hujitolea kufanya nini na wapangaji wanapozuru nyumba hii mara ya kwanza.
7. Kuna vistawishi gani karibu na nyumba hii?
8. Je, wapangaji wanaruhusiwa kupika vyakula katika nyumba hii?
9. Mabafu ya nyumba hii yana vitu gani?
10. Makazi ya Malo yanafaa aina gani ya watu?



### **Zoezi O**

Work with a classmate to create a role-play based on the previous activity. 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

### *Adjectives*

**tayari** ready; prepared  
**-zima** whole; complete

### *Nouns*

**chumba kikuu cha kulala** master bedroom  
**dhamana ya usalama** security deposit  
**dhamana** deposit  
**fomu** form  
**kodi; malipo ya nyumba** rent  
**funguo** keys  
**gesi** gas  
**haki** fairness; justice; right  
**hali** condition  
**mbao** wood  
**jari** gypsum  
**kifaa** equipment  
**kikaushaji nywele** blow dryer  
**kizima moto** fire extinguisher  
**kukodisha** to rent  
**makubaliano** agreement  
**malalamiko** complaints; grievances  
**malipo** payment  
**marekebisho** repairs  
**masharti** rules  
**mita** meter  
**mkataba wa upangaji** lease agreement  
**mkodishaji; mpangaji** tenant; renter  
**mtoa huduma za ukodishaji** landlord  
**nakala** copy; replica  
**ploti** plot of land  
**ripoti** report; information  
**saini** signature  
**saruji** cement  
**tatizo** problem; issue  
**uharibifu** destruction  
**ukarabati** renovation; redecoration  
**ukubwa** size  
**ukuta wa mzunguko** perimeter wall  
**ulinzi** security  
**vistawishi** amenities  
**wakala** agent (leasing agent)

### *Verbs*

**-haribu** to destroy; to ruin  
**-ingia** to enter; to go in  
**-karabati** to repair; to redecorate  
**-lalamika** to complain; to protest  
**-lipa** to pay  
**-lipa dhamana** to pay a deposit  
**-linda** to care for  
**-ongeza** to add

**-panga** to rent; to co-habit  
**-rekebisha** to repair; to fix; to assemble  
**-ripoti** to report  
**-sababisha** to cause; to make happen  
**-toka** to exit  
**-vunjika** to break; to destroy; to damage

## Sources

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### 4.2 Kuna nini katika vyumba mbali mbali?

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# Appendices

## Noun Classes

<b>Noun Class</b>		<b>Subject prefix</b>	<b>Adj. prefix</b>	<b>Object prefix (5.1)</b>	<b>Poss. prefix (4.1)</b>	<b>Amba- and o- of reference (2.4)</b>
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-		
	pl.	zi	n-	-zi-		
KU-KU		ku-	ku-	-ku-	kwa-	-ko-
PA-PA		pa-	pa-	-pa-	p-	-po-
MU-MU		m-	m-		mwa-	-mo-

# Verbs

## Affirmative

<b>Subject Pronoun</b>	<b>Present</b> -na-	<b>Present Perfect</b> -me-	<b>Past</b> -li-	<b>Future</b> -ta-	<b>Habitual</b> -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

## Negated

<b>Subject Pronoun</b>	<b>Present</b> Ø (final vowel to -i)	<b>Pres. Perfect</b> -ja-	<b>Past</b> -ku-	<b>Future</b> -ta-	<b>Habitual</b> 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