

F O R E I G N S E R V I C E I N S T I T U T E

S H O N A

BASIC COURSE



D E P A R T M E N T O F S T A T E

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Based on materials supplied by
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D E P A R T M E N T O F S T A T E

*FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES*

Edited by

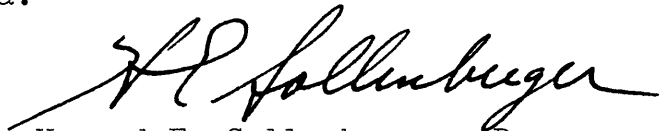
LLOYD B. SWIFT

PREFACE

Shona is one of the two principal languages of Rhodesia, and extends also into adjacent areas of Mozambique. It consists of a number of dialects, but a standardized form of the language, based on the Zezuru, Manyika, and Korekore dialects, is generally used in printed materials. These dialects differ from one another in pronunciation (including tones) and in vocabulary, but they are in general agreement with respect to the underlying grammatical system. One feature of this book is the attempt to represent simultaneously in the transcription several different pronunciations, in tone as well as in vowels and consonants.

The present volume is one of a series of short Basic Courses in selected African languages, prepared by the Foreign Service Institute, under an agreement with the Office of Education, Department of Health, Education, and Welfare, under provisions of the National Defense Education Act. It is intended to give the student a start in Shona, providing him with dialogues that relate to some of the situations in which he is likely to use the language, as well as with systematic practice on all major points of grammar. Emphasis is placed on leading the student to assume increasing amounts of responsibility and initiative as he progresses through the book.

The linguist in charge of this project has been Earl W. Stevick. Shona texts, exercises, and tape voicings were furnished by Mr. and Mrs. Matthew Mataranyika. The tape recordings which accompany this course were prepared in the language laboratory of the Foreign Service Institute under the direction of Gabriel Cordova.



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FOREWORD

Certain comments may be useful concerning the content and the form of this course.

Shona Basic Course is intended for general use by adult foreigners who want to learn Shona. Since however there exist several important varieties of the language, with clear standardization only in regard to orthography, it is strictly speaking impossible to write a course in 'Shona'. This book is based on the speech of two individuals, representing Manyika varieties of Shona, but with certain systematic emendations in the direction of the more central dialects. Ample space has been left between the lines so that each user of the book may add further changes in accordance with the usage of his own teacher.

The Shona dialogues and exercises were assembled during an intensive but brief period of collaboration in the summer of 1963. Further organization and editing were in the hands of the American member of the team, who assumes full responsibility for errors of fact, form, and organization.

The writers gratefully acknowledge the help gained from consulting An Analytical Grammar of Shona, by G. Fortune, and Standard Shona Dictionary, edited by M. Hannan.

Washington, D. C.
June, 1965

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UNIT 1

BASIC DIALOGUE In this dialogue, a married man (Role A) and a married woman (Role B) exchange perfunctory greetings. The time is morning.

A procedure for use with each new basic dialogue.

1. The student should not look at the dialogue until after he has learned to pronounce it very well. He should not even glance at it briefly. If he looks at it too soon, he will almost certainly 'hear' — or think he hears — the sounds for which the letters stand in English or in some other European language. If he waits until after he has learned to pronounce the Shona, he will have given his ear an opportunity to hear the sounds as they are really pronounced by his tutor.

2. Listening to the dialogue.

The tutor should begin by reading the entire dialogue aloud two or three times. The student should listen carefully, without trying to repeat. The tutor should speak at all times at a normal conversational speed. He should avoid speaking more slowly or more distinctly than he would ever speak with other persons for whom Shona is the mother tongue.

3. Learning to repeat the sentences after the instructor.

The tutor should say the first sentence at normal speed, and let the students imitate him. If their imitation is completely correct, he should then go on to the next sentence.

a. If the sentence seems to be too long, the tutor should pronounce one small part of it, then a slightly longer part, and finally the entire sentence. For example, the sentence /varara zvavo zvakanaka/ might be built up as follows:

varara

varara zvavo

varara zvavo zvakanaka

The sentence /varara seṅyi vapwere/ might be built up as follows:

seṅyi

varara seṅyi

varara seṅyi vapwere

b. If a student still makes a mistake in pronunciation, the tutor should correct him by repeating correctly the word that the student mispronounced. So, for example:

Tutor: Ndarára`zvángu.

Student: Ndarára`zhángu. [a mistake]

Tutor: Zvángu.

Student: Zvángu.

Tutor: Ndarára`zvángu.

Student: Ndarára`zvángu.

All the sentences in the dialogue should be treated in this way.

4. Learning the meanings of the sentences.

Up to this point, the student has not been told the meanings of the sentences he is practicing. If he is told the meanings too soon, he will have a very strong tendency to use English intonations on the sentences.

Now the tutor should say the first sentence, and have the students repeat it after him. Then he should give the equivalent English sentence, and the students should reply with the Shona sentence. If the students make any mistakes at all, the tutor should say the Shona sentence again and have them repeat it after him.

Each sentence should be treated in this way, until the students can give the Shona sentences promptly and without error.

5. Reading aloud.

Now, for the first time, students should open their

books and read aloud after the tutor. When they can do this easily, they may practice reading aloud independently.

6. Memorizing the dialogue.

Students' books should again be closed. The tutor should assume one of the roles in the dialogue, and have the students take the other role. Then he should take the second role and have the students take the first. Finally, the students should take both roles. This kind of practice should continue until each student is able to take either role in the dialogue without having to look at it.

- A [- - - -] Mangwánaní máí. Good morning (madam).
- B [- - - -] Mangwánaní babá. Good morning (sir).
- A [- - - -] Mwarará heré? [How] did you sleep?
- B [- - - -] Ndarára zvángu. (I slept) [fine].
- B [- - - -] Várără sényí vapwéré? How did the children sleep?
- A [- - - -] Várără zvávo zvakanáka. They slept well.

In the English equivalents for Shona expressions in this course, use is made of [], (), and (' '). Square brackets [] enclose English words which have no counterpart in the Shona, but which are needed in order to make a translation into idiomatic English. Parentheses () enclose words which are English counterparts of something in the Shona sentence, but which would not ordinarily be used in the English equivalent. Parentheses with single quotes are used to indicate a literal English version of a sentence.

1. A note on syllable accent in Shona.

In the sentences of the basic dialogue, certain syllables will strike the student's ear as being more prominent than others. Some of the differences in prominence will prove to be due to differences in musical pitch. Pitch differences will be discussed in later notes. Some of the relative prominence of syllables, however, is due to physical characteristics other than pitch. Compare the sentences:

Mwarara here?

Ndarara zvangu.

If one ignores the pitches of the syllables, one will still find a kind of prominence which is associated with the syllable /he/ in the first sentence and with /zva/ in the second. As far as pitch is concerned, /he/ is relatively low, while /zva/ is relatively high. What the two syllables have in common, then, is not pitch. It is rather a combination of extra force of articulation and extra duration. This kind of prominence will be called 'accent.' The accent generally falls on the next to last syllable before a pause. In some styles of speech, the physical realization of accent is a quite noticeable prolongation of the vowel of the syllable. The student should notice whether this is true of his own tutor.

2. A note on tones and on ways of representing them in writing.

The third and fourth sentences in the dialogue are alike in that each has five syllables, and that the next to last syllable of each is accented. They differ however in their pitch patterns:

[- - - _ -]
Mwarara here?

[- - _ - _]
Ndarara zvangu.

Pitch differences of this kind are of great importance in Shona. Sometimes, pitch is the only audible difference between two words of entirely different meanings:

[- -]	nhanga	'pumpkin'
[- -]	nhanga	'yard'
[- - -]	kuchera	'to dig'
[- - -]	kuchera	'to draw [water]'

Even more important, and more complicated, is the part which tone plays in determining the grammatical function of words in sentences:

[- -]	munda	'field'
[- -]	munda	'it is a field'
[- - -]	vaenda	'they went'
[- - -]	vaenda	'[those] who went'
[- - -]	vaenda	'they having gone, when they have gone'

It will be noted that three or four different pitch levels are indicated, even in the short sentences which have been used in the above examples. Longer sentences would be found to have even more different levels. All of the levels may be summarized in terms of two entities, which will be called 'tones.' The names of the two tones are 'high' and 'low'. The tones are defined primarily in terms of their relative musical pitches, but they also differ from one another in voice quality, and also in loudness.

Any syllable is said to have high tone if it has noticeably higher pitch than an adjacent syllable. The syllables with high tone are marked with an acute accent:

[- ˊ - ˊ -]
Ndarárá zvángu.

A syllable is also said to have high tone if it has the same pitch as an adjacent high tone. An example is the last syllable of:

[- ˊ -]
vapwéré

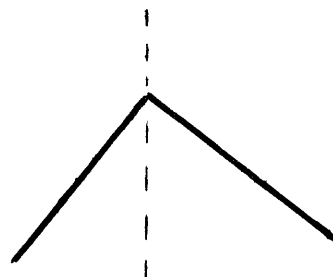
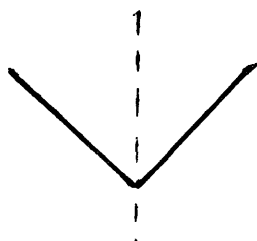
A syllable that does not have high tone is said to have low tone. A low toned syllable may be indicated either by a grave accent mark, or by the absence of any accent mark over the vowel:

vàpwéré or vapwéré

The student will have noted that acute and grave accents are not the only marks which appear over the vowels in the basic dialogue. The reason is that, although all speakers of Shona use high and low tones, they do not all agree in the tone to be assigned to each syllable. Variations in use of the tones constitute one of the most interesting set of differences among the Shona dialects.

In a course of this kind, it would be impossible to represent all of the tonal patterns that may be heard in various parts of Mashonaland. In order to increase the usefulness of the book, however, an attempt has been made to show at least two major systems of tone use. One of these is characteristic of a relatively central area, while the other is more typical of eastern practice.

In interpreting the marks ˇ and ^, the student should imagine a line running vertically through the center of the symbol:



If the tutor is from the eastern area, he is likely to use the tone indicated by the right-hand half of each of these symbols (respectively high and low). If he is from the more central part of the country, he is likely to pronounce the tones indicated by the left half of each symbol (respectively low and high). Thus, the word /vářără/ would be pronounced /váràrà/ farther west, and /váràrá/ farther east. The word /nêchípô/ 'and a gift' would be /néchípó/ or /nèchípò/.

To put the same matter in another way, students working with eastern tutors will find that there are two different symbols for high tone: ' and ˇ; and that there are two symbols for low tone: ` (or absence of tone mark) and ^ . Students whose tutors come from farther west will also find two symbols for high tone, but these will be ' and ^ , while the symbols for low tone will be ` (or absence of tone mark) and ˇ .

In a few words, tonal variation is known to exist, but for some reason cannot be reliably referred to the rough east-west dichotomy. Such syllables are marked with the symbol * .

The line dividing the area where the pronunciation /váràrà/ is used from the area where /váràrá/ is used does not coincide exactly with the line that separates /néchípó/ from /nèchípò/. So these double markings (ˇ and ^) for tone must be used with caution, the student noting in every instance what his own tutor says. It is thought, however, that this system of tone writing will be usable with only small modifications with a very large number of Shona speakers.

3. A note on the representation of dialect variation in vowels and consonants.

To a large extent, the vowels and consonants remain constant throughout the Shona area, but there are a few exceptions. Thus, the word that means 'you (pl.) slept' is pronounced /mwarara/ in some places and /marara/ in others. The fact that the sound for which /w/ stands is omitted by some speakers is symbolized by placing a , under the letter: ṃwarara.

Another variation in the use of consonants may be illustrated by the word /varara/ 'they slept'. In Manyika, this word is pronounced exactly like /warara/ 'he slept'. The

letter /v/ (when not adjacent to another consonant letter) stands for the same sound as /w/ in Manyika. In other dialects, /v/ stands for a sound which is absent from Manyika. The phonetic nature of this sound will be discussed in a later note.

A third kind of dialect variation is illustrated by the word /nomwana/ 'and a child.' In some areas, including Manyika, the pronunciation is /nemwana/. The fact that two different vowels (or consonants) may be used is symbolized by placing a , under the letter: nḡmwana.

4. A note on velarized consonants.

The student should listen again to the words /mangwanani/, /mwarara/ (if pronounced with the /w/), and /vapwere/. The sounds represented by /ngw/, /mw/, and /pw/ are like the sounds written /ng/, /m/, and /p/ except that there is an extra element which may be called 'velarization.' The precise phonetic value of velarization depends on the consonant which it accompanies.

Thus, in /ngw/ it is pretty much what one might call a 'w sound'. In /pw/, it may sound like a /k/ or a scraping sound (a voiceless velar fricative). In /mw/ it may sound like the last sound in English 'song', or like a w-sound, or it may even include a slight 'smacking' of the lips. In general, velarization consists of some kind of backing and raising of the tongue toward the soft palate (velum), with or without resultant stoppage or friction. The letter w written after another consonant letter is the symbol for velarization.

5. A note on the pronunciation of /v/.

When the letter v is not adjacent to some other consonant letter, it may stand for any of three sounds, depending on dialect.

In a major part of the central area, it stands for a voiced labiodental sound which is not a stop and, if a fricative, has very light friction. It contrasts both with the velar /w/ and with the voiced and voiceless labiodental fricatives written /vh/ and /f/.

Other speakers use a sound much like the one just described except it is bilabial instead of labiodental.

In the Manyika area, this letter stands for the same sound as the letter w.

6. A note on the pronunciation of zv.

Perhaps the most difficult sound in the basic dialogue for Unit 1, from the point of view of the European student, is the one written zv. This sound contrasts with z, with zh (similar to the middle consonant sound of measure), and with zw. The consonant zv is produced by pronouncing simultaneously Shona v (see Note 5 above) and Shona z. That is to say, the lips are brought very near to one another, but without touching one another, during the pronunciation of z.

This same kind of articulation, with simultaneous friction at the tongue tip and at the lips, is found with all Shona consonants whose spelling includes either s or z followed by v.

7. A note on the pronunciation of /h/.

The student should listen carefully to the pronunciation of h in the word /heré/. The English sound at the beginning of the word hair is an unvoiced sound. The Shona sound in /heré/ is like it except that it is voiced and that it always has low pitch. These characteristics may cause it to impress the student as 'heavy'.

The letter h stands for this kind of sound except in the combinations sh, zh, ch, vh.

8. A note on a tonal alternation.

It was stated in Note 2 that the rules governing the tones of syllables are somewhat complex in Shona. One such rule is illustrated by the difference between the tonal patterns of the first words in the phrases /mwarára heré/ and /ndarára zvángu/. If pronounced by itself, /ndarara/ has the same tones as /mwarára/, i.e. /ndarára/. If the sentence /ndarara zvangu/ is pronounced very slowly, with a pause between the words, /ndarara/ may still have this tone pattern. But when a verb form ends with two or more consecutive high tones, and is followed immediately by a word that begins with a high tone, then the last high tone of the verb is replaced

by low tone:

/ndàrárá/ plus /zvángù/ is pronounced /ndàrárà zvángù/.

This alternation will be written /ndàrárá`zvángù/. (Practice on this point will be found in Unit 2.)

UNIT 2

BASIC DIALOGUE In this dialogue, a woman (Role A) and a man (Role B) are greeting one another in the morning. These greetings are a bit more formal than those in the dialogue of Unit 1.

Remember that the student should:

Listen first, book closed.
Then imitate without knowing the meanings of the new sentences.
Then imitate as he learns the meanings.
Then open his book and read aloud.
Then learn to take both roles.

shéwe

courteous form of
address used by
women

A [- - - -]
Mangwánaní shéwe.

Good morning!

chirombówe

courteous form of
address used by
men

B [- - - -]
Mangwánaní chirombówe.

Good morning!

A [- - - -]
Mwarará heré?

[How] did you sleep?

áiwá

courteous expression
of diffidence or
dissent

zvitámbó

fit, having life

B [\ - - -]
Áiwá zvitámbó.

Oh, very well indeed.

mhuri (9,10)

family

- B [ˉ ˉ ˉ ˉ ˉ ˉ ˉ ˉ] How did the family sleep?
 Mhùrì yárǎǎ zvakánáka heré?
- A [ˉ ˉ ˉ ˉ ˉ ˉ] They slept fine.
 Várǎǎ zvávo zvakánáka.

1. A note on the use of the macron as a tone mark.

The word /chirombówe/ when pronounced by itself has low tone on the first syllable. In the second sentence in this dialogue, it has high tone.

In general, when a word that ordinarily begins with a series of two or more consecutive low tones is preceded by a word that ends in a high tone, then the first syllable of the second word has high tone:

/màngwánàní/ plus /chiròmbówè/ is /màngwánàní
 chíròmbówè/

In such instances, the syllable at the beginning of the second word is marked with a macron, as in the second sentence of the dialogue. This 'raising' of certain low tones will soon become habitual with the student, so that the writing of macrons will be discontinued in the later units.

In some forms of Shona, including Ndau, this raising of low after high extends to all the low tones in a series except for the very last:

Ndìrí kùèndà kùmùndà.

is pronounced:

Ndìrí kúèndà kùmùndà.

or:

Ndìrí kúéndà kùmùndà.

or:

Ndìrí kúéndá kúmùndà.

2. A note on the pronunciation of /mh/.

The sound written mh as in /mhuri/ is pronounced as a sequence of /m/ followed by the kind of /h/ that was described in Unit 1, Note 7. Like /h/, this sound has low pitch. The sound written /nh/ is pronounced analogously.

3. A note on subject prefixes.

Each of the verbs that have been met so far contains a 'subject prefix':

ndarará	I slept
mwarará	you (pl. or honorific) slept
várără	they slept

The stem of the verb that means 'to sleep' is /rará/. The first /a/ in each of these verb forms is characteristic of past tense forms. The subject prefixes are represented in these words by /nd/ 'I', /mw/ 'you (pl.)', and /v/ 'they'. The form of these prefixes will be discussed more fully in Unit 5, Note 1.

It should be noted also that the third person subject prefix has a high tone, while the first and second person prefixes have low tone.

The personal subject prefixes for use in this tense are the following:

	Singular	Plural
1	nd-`	t-`
2	w-`	mw-`
3	#(lack of any prefix) or w-´	v-´

The noun /mhuri/ 'family', even though it refers to a group of persons, is not a member of the personal class. Accordingly, there is a different subject prefix /y-/ that goes with it. Note that this prefix, like the other prefixes for third person, has high tone.

4. A note on the use of the forms /zvángù/, /zvávó/, /zváyò/.

Both of the following sentences would be translated into English as 'I slept':

Ndarará.

Ndarará` zvángu.

The usual equivalent that is given for /zvángu/ as it is used here is 'as for me, in my fashion.' The effect of using it in the above example is to make what one says more gentle or more respectful. The same is true for /zváyò/, /zvávó/, and the corresponding forms for other persons, numbers and classes.

In Manyika, the corresponding words used in this way begin with /h/, instead of /zv/.

5. A preliminary note on the principle of concord.

In the second group of materials for systematic practice, the following sentences appear:

Vapwéré várără` zvávó. The children slept.

Mhuri yárářá` zváyò. The family slept.

The differences between the second words, and between the third words in these sentences represent ways in which these words agree with, or are 'in concord with' the first word of the sentence. This kind of agreement plays a very large part in the grammar of Shona.

Exercise 1. Reading aloud without the help of tone marks. First, the student should read each of the words and phrases aloud and the tutor should tell him whether the tones are right. If they are, the student should write them, using ' for high tone and ` for low tone. Other tone marks (ˇ, ^, -) should not be written by the student.

mangwanani	aiwa
zvitambo	baba
zvavo	mhuri yarara
varara	varara here?
mwarara	mwarara here shewe?

Materials for systematic practice. Group 1.

A procedure for use with substitution drills.

A large number of the practice materials in this book are organized in such a way that each sentence is partly like the one that immediately precedes it. An example is to be found below in the first group of sentences for systematic practice.

1. The tutor says each sentence. The students repeat it after him until they are able to do so easily and correctly.
2. The class goes through the same sentences again, making sure that everyone understands the meaning of each sentence.
3. The tutor says the first sentence, and then the word from the column of 'cue words', opposite the second sentence. One of the students should reply with the second sentence. The tutor then gives the cue word from the third line, and so on through the entire series. Thus:

Tutor:	Mwarára heré?
Class:	Mwarára heré?
Tutor:	Sényi.

Student A: Mwarára` sényi?

Tutor: Zvakánáka.

Student B: Mwarára zvakánáka heré?

Tutor: Ndarára.

Student C: Ndarára zvakánáka.

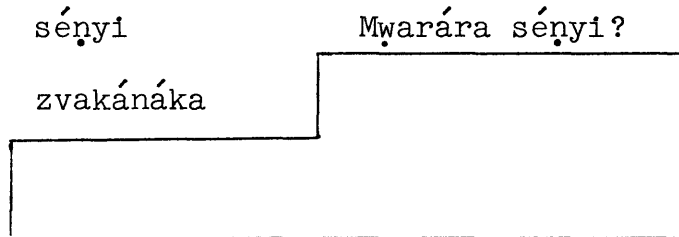
Tutor: Zvángu.

Student D: Ndarára` zvángu.

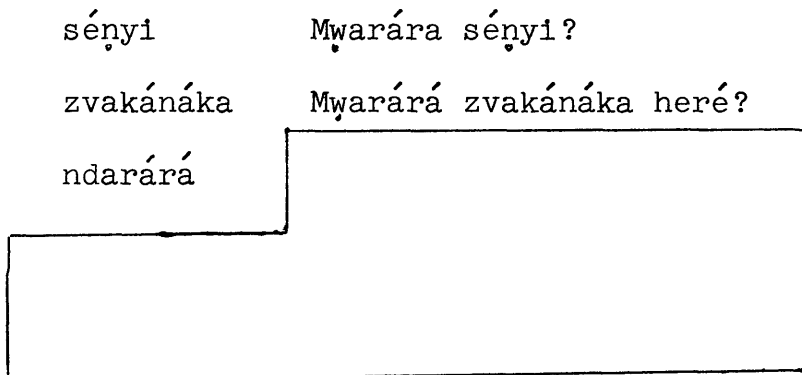
etc.

The drill has been completed when the student can respond in this way, easily and correctly, to all the items from the column of 'cues'.

For review of the same material without a live tutor, the student may make use of an opaque card with a notch cut out of one corner:



When the card is in this position the student is expected to produce the sentence which is concealed by the top of the card. When he has done so, or attempted to do so, he then pulls the card downward just far enough to expose the sentence that he was to have produced:



Having done so, he receives immediate confirmation or correction of his own response and is simultaneously presented with the next cue (ndarará).

If the card is turned over so that the notch is on the right hand side, the English sentences may be used as a second set of cues.

Materials for systematic practice. Group 1.

The general purpose of these sentences is to provide the student with an occasion to practice new sentences which contain no new words.

In going through this drill, the student must be careful to distinguish between the tonal patterns /rárá/ before low tone and /rárà/ before high tone.

	Mwarará heré?	Did you (pl.) sleep?
sényi	Mwarará` sényi?	How did you (pl.) sleep?
zvakanáka	Mwarará zvakanáka heré?	Did you (pl.) sleep well?
ndarará	Ndarará zvakanáka.	I slept well.
zvangu	Ndarará` zvangu.	I slept.
zvakanáka	Ndarará zvakanáka.	I slept well.
warará	Warará zvakanáka heré?	Did you (sg.) sleep well?
sényi	Warará` sényi?	How did you (sg.) sleep?
heré	Warará heré?	Did you (sg.) sleep?
zvakanáka	Warará zvakanáka heré?	Did you (sg.) sleep well?
tarará	Tarará zvakanáka.	We slept well.

A procedure for use with transformation drills.

The second group of material for systematic practice consists of three columns. Column 1 consists of cues, Column 2 contains one series of sentences, and Column 3 contains a different series of sentences.

In drill with materials of this kind, Columns 1 and 2 should be used as a substitution drill (see the procedure outlined above for substitution drills). Then Columns 1 and 3 should be used together in the same way, omitting Column 2. Finally, the tutor gives the cue, one student gives sentences from Column 2, and another replies with the sentences from Column 3. In this way, sentences from the substitution drills are combined into a series of little two-line conversations.

Materials for systematic practice. Group 2.

In this series of sentences, the student must pay special attention to the use of /yárǎǎ/ and /zváyò/ in sentences with /mhuri/, but /várǎǎ/ and /zvávó/ in the other sentences.

	'Did the children sleep?'	'The children slept.'
	Vapwéré várǎǎ heré?	Vapwéré várǎǎ`zvávó.
babá	Babá várǎǎ heré?	Babá várǎǎ`zvávó.
máí	Máí várǎǎ heré?	Máí várǎǎ`zvávó.
babá na máí	Babá na máí várǎǎ heré?	Babá na máí várǎǎ`zvávó.
mhuri	Mhuri yárǎǎ heré?	Mhuri yárǎǎ`zváyó.
vapwéré	Vapwéré várǎǎ heré?	Vapwéré várǎǎ`zvávó.

UNIT 3

BASIC DIALOGUE

- A [- - - - -]
Masíkatí muzváré. Good (mid-)day, (Miss).
- B [- - - - -]
Masíkatí shéwe. Good (mid)day.
- B [- - - - -]
Mwaswéra heré shéwe? [How] have you spent the day?
- A [- - - - -]
Ndaswéra zvángu kana Fine, and you? (‘I have
[- - - - -] spent the day if you have
wasweráwo. spent the day also.’)
- A [- - - - -]
Babá váswéra sényi? How has your father spent the day?
- B [- - - - -]
Váswéra zvávo zvirínáne. He is better [thank you].
(‘He spent the day better.’)

1. The tonal classes of verbs.

Compare the sentences:

Mwarára heré?

Mwaswéra heré?

Speakers of Shona from the extreme eastern and south-eastern parts of Rhodesia are likely to say /mwaswéra heré/. For such speakers, the two phrases cited above will not illustrate the point being made in this note, but the isolated words /mwarára/ and /mwaswéra/ will.

The forms /mwarára/ and /mwaswéra/ are only one out of hundreds of pairs of forms of these same verbs which differ

in tone. About half of the verbs in the language behave tonally in one way, while almost all the rest behave in another way. One group (illustrated by /m̄w̄arar̄á/) are called 'high verbs'; the other (illustrated by /m̄wasw̄era/) are 'low verbs.'

In citing verbs, it is customary to use the infinitive form, which for high and low verbs alike begins with /kù/.

2. A note on the courteous formula 'if you also'.

In the dialogue and in Exercise 1 are found the sentences:

Ndasw̄era zván̄gu kana m̄w̄aswer̄áwo.

Ndasw̄era zván̄gu kana m̄w̄arar̄awó.

Literally, these sentences would be translated 'I slept (or spent the day) if you slept (or spent the day) also.' This formula is widely used in reply to polite inquiries.

The forms /m̄w̄aswer̄á/ and /m̄w̄arar̄á/ used in the second half of this formula are tonally and grammatically different from /m̄wasw̄era/ and /m̄warar̄á/ which are used in the questions. This difference will be discussed in greater detail in Units 27 ff. . In the meantime, these forms, if pronounced as shown above, provide another example of tonal difference between corresponding forms of a high verb (/kur̄ar̄á/) and a low verb (/kuswera/).

Some speakers in the east will pronounce high verbs and low verbs alike in this form:

/m̄w̄aswer̄áwo/, but also /m̄w̄arar̄áwo/.

3. A note on the honorific use of the plural.

The noun /babá/ is singular both in its form and in its meaning. The verb /váswera/, however, begins with the third person plural subject prefix /va-/.

Similarly, only one person is being addressed in the third line of the basic dialogue for this unit, yet the second person plural subject prefix /mw/ is used.

In both the second and the third person, the plural may be used as a mark of respect when speaking to or about one person.

Sentences for systematic practice, Group 1.

The following paired questions and answers should be learned thoroughly, since they will be heard very frequently in everyday life. If the tutor uses different sentences in place of the ones shown here, then those sentences should be learned also.

The question and the answer in each pair imply that the person inquired about has not been completely well recently.

The alternative answers to the first two questions reflect the fact that verb forms with /mwa-/, while literally plural, may be used as a mark of respect when talking to only one person.

The third person forms of the high verb in this exercise are pronounced either /várará/ (easterly) or /váràrà/ (westerly). This dialectal variation is symbolized by writing /várǎrà/ (Unit 1 Note 2).

But even in those geographical areas where the pronunciation /várará/ is used before low tone or at the end of a sentence, the pronunciation before a high tone is /várára/ (Unit 1 Note 8). For this reason, /varara/ before a high tone is written /várǎra/.

In the easterly pronunciation, then, these forms of high verbs turn out to have tones identical with the corresponding forms of low verbs:

váswéra sényí?

várǎra sényí?

Mwarára sényi?	{	Áiwá tarára zvédu zvirínáne.
	}	Áiwá ndarára zvangu zvirínáne.
Mwaswéra sényi?	{	Áiwá taswéra zvédu zvirínáne.
	}	Áiwá ndaswéra zvangu zvirínáne.
Babá varára sényi?		Áiwá varára zvavo zvirínáne.
Babá vswéra sényi?		Áiwá vswéra zvavo zvirínáne.
Mupwéré warára sényi?		Áiwá warára zvake zvirínáne.
Mupwéré wswéra sényi?		Áiwá wswéra zvake zvirínáne.
Warára sényi?		Áiwá ndarára zvangu zvirínáne.
Waswéra sényi?		Áiwá ndaswéra zvangu zvirínáne.
Mwarára heré?		Áiwá, kana mwárárawo.
Mwaswéra heré?		Áiwá, kana mwásweráwo.
Babá vswéra heré?		Áiwá vswéra zvavo.
Babá varára heré?		Áiwá, varára zvavo.

Exercise in the writing of tones.

Fill in the square brackets with short line segments to represent the pitches of the individual syllables. Check accuracy by reference to the sentences in the basic dialogues.

[]
ndaswera zvangu

[]
mangwanani chirombowe

[]
babá vswéra sényi

[]
mhuri yarara zvakakanaka here

[]
vswéra zvavo zvirínáne

[]
aiwa zvitambo

UNIT 4

BASIC DIALOGUE

- mwaná (1,2) child, offspring
- A [- - - - -]
Masíkátí mwanángu. Good (mid) day, my child.
- B [- - - - -]
Masíkátí babá. Good (mid) day, sir.
- B [- - - - -]
Mwaswéra heré shéwe? How are you, (sir)?
- A [\ - - - -]
Áiwá, zvitámbo. Oh, fine.
- mukúnda (1,2) daughter
- B [- - - - -]
Wákadíní mukúnda? How is your daughter?
- ~penyú alive
- ~áké his, her
- A [- - - - -]
Múpenyú zváké. She is all right. (‘She is a living [thing].’)

Read the dialogue aloud, using the right tones:

Masikati mwanangu. Masikati baba. Mwaswera here shewe?

Aiwa zvitambo. Wakadini mukunda? Mupenyu zvake.

Supplementary Vocabulary.

‘How did your daughter sleep?’

Muzváré wárără` sényi?

muzváré unmarried girl over 12

Vazváré várără` sényi?

vazváré (plural of above)

Mukúnda wárǎrǎ` sényí?	mukúnda	daughter
Vakúnda várǎrǎ` sényí?	vakúnda	(plural of above)
Mukóróre wárǎrǎ` sényí?	mukóróre	son
Vakóróre várǎrǎ` sényí?	vakóróre	(pl.)
Mhandara yárǎrǎ` sényí?	mhandara	(honorific term for girl of 14 or more)
Mhandara dzárǎrǎ` sényí?		(plural of noun is identical with singular)
Mujahá wárǎrǎ` sényí?	mujahá	boy of 14 or more
Majahá árǎrǎ` sényí?	majahá	(plural of above)

1. A note on singular and plural nouns.

Compare these three singular-plural pairs:

mukóróre	mujahá	mhandara
vakóróre	majahá	mhandara

In the first of these pairs, the difference between singular and plural is the difference between /mu/ and /va/. (Most of the nouns that have been met thus far work like this.) In the second pair, the singular again has /mu/ but the plural has /ma/. In the third pair, neither the singular nor the plural has /mu/, and singular and plural are identical in form.

The most common forms of the prefixes used with nouns of the various classes are as follows. Corresponding singular and plural classes are bracketed.

- | | | | | |
|---|----|---|-----|-----------------------------|
| { | 1 | mu- | mw- | before vowels |
| { | 2 | va- | v- | before vowels in some words |
| { | 3 | mu- | mw- | before vowels |
| { | 4 | mi- | mw- | before vowels |
| { | 5 | (No prefix syllable, but the initial consonant of the stem may be voiced). | | |
| { | 6 | ma- | | |
| { | 7 | chi- | ch- | before vowels in some words |
| { | 8 | zvi- | zv- | before vowels in some words |
| { | 9 | (No prefix syllable, but most members of this class begin with a nasal consonant. The initial consonant of the stem may show evidence of having changed from something else.) | | |
| { | 10 | (Identical with the corresponding singular from Class 9 except that some speakers have /imbá/ (9) 'house' /dzimbá/ (10) 'houses'. | | |
| | 11 | ru- | rw- | before vowels |
| { | 12 | ka- | | |
| { | 13 | tu- | tw- | before vowels |
| | 14 | hu- or u- | hw- | before vowels |
| | 15 | ku- | kw- | before vowels |
| | 16 | pa | | |
| | 17 | ku | kw | before vowels |
| | 18 | mu | mw | before vowels |

(For practice in switching between singular and plural, Classes 1 and 2, see Group 1 of the sentences for systematic practice.)

2. A note on additional subject prefixes.

Compare the forms:

várǎǎ

dzárǎǎ

árǎǎ

All these forms mean 'they slept'. The first is used after plural nouns that begin with /va/ and in an honorific sense with certain singular nouns (Unit 3, Note 3). The second is used with plurals that are identical in form with the corresponding singulars (e.g. /mhandara/). The third is used with plural nouns that begin with /ma/.

Similarly, the singular forms

wárǎǎ

yárǎǎ

both mean 'he/she slept'. Choice between them depends on the identity of the noun that is the grammatical subject of the verb.

For practice in using the appropriate subject prefixes with various nouns, see Groups 1, 2 of the sentences for systematic practice.

3. A third tonal class of verbs.

It was stated in Unit 3, Note 1 that most of the verbs of Shona behave tonally either like /rárá/ (high verbs) or like /swera/ (low verbs). One of the exceptions is the verb /díni/ 'to do or say what or how'. Two other verbs which share the same tonal peculiarities are /dáro/ 'to do or say like that' and /dái/ 'to do or say like this'. With respect to their meanings and their grammatical function, these three verbs stand in the same relation to other verbs that pronouns occupy with respect to nouns. They may therefore be called PRO-VERBS.

The most conspicuous feature of the tonal behavior of the pro-verbs is that the first syllable of the stem has the

tone that is opposite to that of the preceding syllable, and that the second syllable of the stem in turn has the tone that is opposite to that of the first syllable of the stem:

Vákadíni? (Exercise 3)

but Mwakadíni?

Group 1. Sentences for systematic practice. Contrasting singular and plural nouns. Follow instructions for transformation drills, p. 17f.

muzváré	Muzváré	ṽákadíni?	Vazváré vákadíni?
mukúnda	Mukúnda	ṽákadíni?	Vakúnda vákadíni?
mukóróre	Mukóróre	ṽákadíni?	Vakóróre vákadíni?
mupwéré	Mupwéré	ṽákadíni?	Vapwéré vákadíni?
mujahá	Mujahá	ṽákadíni?	Majahá ákadíni?
mhandara	Mhandara	yákadíni?	Mhandara dzákadíni?
mhuri	Mhuri	yákadíni?	
babá	Babá	vákadíni?	
máí	Máí	vákadíni?	

Group 2. Sentences for systematic practice. Alternate substitution of subject and verbs. Concord between noun subject and subject prefix. Follow instructions on p. 14f .

ṽáswéra	Muzváré	ṽáswéra heré?
ṽárără	Muzváré	ṽárără heré?
mukúnda	Mukúnda	ṽárără heré?
ṽákadíni	Mukúnda	ṽákadíni?
mukóróre	Mukóróre	ṽákadíni?

wáswéra	Mukóróre wáswéra heré?
mujahá	Mujahá wáswéra heré?
wárǎǎ	Mujahá wárǎǎ heré?
mhandara	Mhandara yárǎǎ heré?
yákadíni	Mhandara yákadíni?
muzváre	Muzváre wákadíni?

Exercise 3. Paired questions and answers.

Mwakadíni?	Áiwá, kana mwákadíniwó.
Wakadíni?	Áiwá, kana wákadíniwó.
Mukúnda wákadíni?	Áiwá, múpenyú zváké.
Babá wákadíni?	Áiwá, vápenyú zvávó.
Wákadíni?	Áiwá, múpenyú zváké.
Vakóróre wákadíni?	Áiwá, vápenyú zvávó.
Majahá ákadíni?	Áiwá, mápenyú zváo.
Mhandara yákadíni?	Áiwá, ímhenyú zváyo.

Exercise 4. Reading aloud without tone marks.

Read the following sentences aloud with the proper tone on each syllable. Then write the tone marks, using ' for high and for low.

Mangwanani mujaha.

Mangwanani mai.

Mwarara here mai?

Ndarara zvangu.

Varara here baba?

Varara zvavo.

Exercise 5.

Read the following words aloud, making certain that the tones are correct. Then mark the tones. Finally, write the English equivalent opposite each word.

mukunda

vakunda

mukorore

mujaha

majaha

vakorore

vazvare

muzvare

mhandara

mwakadini

vakadini

mai

vana

mwana

A procedure for use with practice conversations.

The practice conversations which follow the systematic practice material in Units 4 - 40 are intended to provide

opportunities for guided practice in short connected dialogues. These materials contain no new words or grammatical features.

The first column consists of an English summary of one side of the dialogue. The middle column contains the Shona expressions that are needed for that side of the dialogue. The third column contains the other side of the same conversation.

1. The student covers all of the page in his book except the first column. The tutor leaves all three columns in his book uncovered. The student gives a Shona expression which carries out the first English instruction in Column 1. When he has done so, the tutor replies with the next line from the other side of the conversation. The student hears and understands this, and goes on to reply in accordance with the second English instruction. They proceed in this way to the end of the dialogue.

2. The above procedure should be repeated until the student can take the first side of the dialogue without hesitation and without mistakes.

3. Then the tutor should take the first role, and the student should take the role formerly given to the tutor.

Practice Conversation.

You meet a ten year old girl
at noontime and say hello
to her.

Masíkatí mukúnda.

Masíkatí babá.

Mwaswéra heré

babá?

You reply to her series of
polite inquiries.

Ndaswéra zvángu.

Váswéra heré máí?

Váswéra zvávo.

Wáswéra sényi
mukóróre?

Áiwá, wáswéra
zvirínáne.

Free Conversation.

A is a married man.

B is a married woman.

C is a boy of sixteen.

D is a girl of sixteen.

Practice greetings that would be appropriate between:

A and B

A and C

B and C

A and D

B and D

UNIT 5

BASIC DIALOGUE

	masangá (6)	meeting; a greeting from one traveller to another
A	[- - - - -] Masangá chírombówe.	Hello!
B	[- - - - -] Masangá chírombówe.	Hello!
	munhu (1, 2)	person
	aní	who?
	ndíaní	who is it?
A	[- - - - -] Munhu ndíaní?	Who are you? (‘Who is the person?’)
B	[- - - - -] Ndíní John.	I am John (‘It is I John.’)
	-gara	to live, sit, stay
	pápŷ	where?
A	[- - - - -] Munógăra pápŷ?	Where do you live?
	(or: Munógărepí?)	
B	[- - - - -] Ndinógăra mwăRusápi.	I live in Rusape.
	-ita	to do
	apo	there
A	[- - - - -] Murí kŷitenyí āpo?	What are you doing there?

-sándá

to work

B [- - - - -]
 Ndinósándá muPost Office. I work in the Post Office.

Supplementary vocabulary.

The new words given below are proper nouns and other words which have to do with place. In learning the words, it is necessary also to learn the prefixes (kwa-, mwá-, mu-, pa-) which go with some of them. These prefixes correspond roughly to certain English prepositions.

Munógăara pápŭ? }
 (Munógărepŭ?) } Where do you live?

Ndinógăara pánó.	pánó (16)	here
Ndinógăara kwáNyádiré.	Nyádiré	Nyadiri
Ndinógăara kwáMutáre.	Mutáre	Umtali
Ndinógăara muguta.	guta (5, 6)	city
Ndinógăara muSakúbva.	Sakúbva	area near Umtali
Ndinógăara muHaráre.	Haráre	Salisbury
Ndinógăara mwáRusápi.	Rusápi	Rusape
Ndinógăara pahósipitari.	hósipitari (9, 10)	hospital
Ndinógăara pakámba.	kámba (9, 6)	police camp
Ndinógăara patyo.	patyo (16)	near
Ndinógăara kure.	kure (17)	far
Ndinógăara chinhambo.	chinhambo (7)	a short dis- tance

Supplementary vocabulary. Some useful verbs.

basa (5,6)

work

Munóŷta basanyí?

What work do you do?

Low verbs.

Ndinórŷma.

kurima to plow, raise crops

Ndinóchăira.

kuchaira to drive (a vehicle)

Ndinówěza.

kuweza to work wood, do
carpentry

Ndinórŷmisa.

kurimisa to work as an agri-
cultural demonstra-
tor

Ndinórăpa.

kurapa to heal, do medical
work

Ndinópětesa.

kupetesa to tax, work in tax
office

High verbs.

Ndinóváká.

kuváká to build

Ndinódzídzísá.

kudzídzísá to teach

Ndinónyórá muófisi.

kunyórá to write

I do office work.

ófisi (9, 10) office

Ndinofámбірá zvikóro.

kufámбірá to visit

I'm a superintendent
of schools.

chikóro (7) school

zvikóro (8) schools

1. The /no/ tense.

The non-initial prefix /no/ is found in the sentences :

Munógăra pápŷ?

Where do you live?

Ndinósándá muPost Office.

I work in the Post
Office

Verb forms which contain this prefix have either general present or future meaning.

The subject prefix syllables used with the /no/ tense are compared with the subject prefix syllables used with the tense of the verbs discussed in Unit 2, Note 3 and in Unit 4, Note 2. Not all of the classes have been exemplified in the sentences of Units 1-5, but this table will be useful for future reference.

1 sg.	I	ndì-	ndà-	
2 sg.	you	ù-	wà-	
3 sg.	he, she	á-	á-	} (Class 1)
		ú-	(Eastern) wá-	
1 pl.	we	tì-	tà-	
2 pl.	you	mù-	mà-	} (Eastern)
			mwà-	
3 pl.	they	vá-	vá-	(Class 2)
		ú-	wá-	(Class 3)
		í-	yá-	(Class 4)
		rí-	rá-	(Class 5)
		á-	á-	(Class 6)
		chí-	chá-	(Class 7)
		zví-	zvá-	(Class 8)
		í-	yá-	(Class 9)
		dzí-	dzá-	(Class 10)
		rú-	rwá-	(Class 11)
		ká-	ká-	(Class 12)
		tú-	twá-	(Class 13)
		hú-	hwá-	(Class 14)
		kú-	kwá-	(Class 15)
		pá-	pá-	(Class 16)
		kú-	kwá-	(Class 17)
		mú-	má-	} (Class 18)
			mwá-	

Comparison of these lists shows that in general the prefix in the right hand list has the tone and the consonant of the first list plus /a/, /u/ and initial /i/ in the first list are matched by /w/ and /y/ respectively in the second list, except that in some dialects /mu-/ is matched by /ma-/ and not by /mwa-/.

The tone of the prefix /no/.

The prefix /no/ has low tone between a high toned subject prefix and the stem of a high verb (including the proverbs, Unit 4, Note 3):

Vánosándá. they work

Otherwise, it has high tone:

Tinósándá. we work

Ndinógara mwáRusápi. I live in Rusape.

Vánógara apo. they live there.

Tones of verb stems in the /no/ tense.

In the /no/ tense, the stems of high verbs have the tones of the infinitive:

vánosándá

ndinósándá

The tones of the stems of low verbs vary according to dialect.

(1) Central/westerly: the tones of the stem syllables are all low:

vánórima

ndinórima

ndinórimisa

(2) Farther east: the tone of the first syllable of the stem is high in first and second person forms; the rest are low:

vánórima

ndinórima

ndinórimisa

(3) Still farther east and southeast: all stem syllables except the last are high:

vánórima

ndinórima

ndinórimísa

The first and second of these sets of dialect alternates are reflected in the tone writing to be employed in this course. The third set of alternates are not overtly indicated, but may be inferred.

The tonal differences between high and low verbs in this tense, and between third person and non-third person forms of the indicative, are of great importance if one's Shona is to be easily intelligible. For this reason, most of the systematic practice sentences in this unit are devoted to these matters.

2. Locative prefixes with place names.

Compare these locative forms:

muHaráre in Salisbury

mwáRusápi in Rusape

Some place names take locative prefixes in their simple form (/mu/, /ku/, /pa/). Others take locative prefixes in which these simple prefixes are combined with /-á-/. The latter group consists of names of persons or rivers which have come to be used as designations for places.

(For practice in choosing among the locative prefixes used with various place names, see Group-18 of the sentences for systematic practice.)

3. 'Where' questions.

'Where' questions may be formed by use of one of the words /pápí/ or /kúpí/, which stand somewhere after the verb in the sentence.

In some areas, the enclitic /-pí/ is very commonly used in where questions. It is attached to the end of the verb. The vowel that precedes it is /-e-/, which corresponds to the /-a-/ of indicative forms that do not have this enclitic:

Unógărepí?

but Ndinógăra pánó.

(For practice in forming 'where' questions, see groups 19 and 20.)

Sentences for systematic practice.

Group 1. Low verbs, first and second person, /-no-/ tense.

kurima	Unóríma heré?	Ndinóríma.
kupetesa	Unópĕtesa heré?	Ndinópĕtesa.
kuchaira	Unóchăira heré?	Ndinóchăira.
kurapa	Unórăpa heré?	Ndinórăpa.
kuweza	Unówĕza heré?	Ndinówĕza.
kurimisa	Unórímisa heré?	Ndinórímisa.

Group 2. High verbs, first and second person, /-no-/ tense.

kunyórá	Unónyórá heré?	Ndinónyórá muófisi.
kudzídžísá	Unódžídžísá heré?	Ndinódžídžísá.
kufámbírá	Unofámbírá zvikóro heré?	Ndinófámbírá zvikóro.
kuváká	Unóváká heré?	Ndinóváká.

Group 3. Low verbs, third person, /-no-/ tense.

mupwéré	Mupwéré ánórima heré?	Ánórima.
vapwéré	Vapwéré vánórima heré?	Vánórima.
mujahá	Mujahá ánórima heré?	Ánórima.
majahá	Majahá ánórima heré?	Ánórima.
mhandara (sg.)	Mhandara ínórima heré?	Ínórima.
mhandara (pl.)	Mhandara dzínórima heré?	Dzínórima.

Group 4. High verbs, third person, /-no-/ tense.

mujahá	Mujahá ánodžídžísá heré?	Ánodžídžísá.
majahá	Majahá ánodžídžísá heré?	Ánodžídžísá.
mhandara (sg.)	Mhandara ínodžídžísá heré?	Ínodžídžísá.
mhandara (pl.)	Mhandara dzínodžídžísá heré?	Dzínodžídžísá.

[After completing Group 4, take sentences at random from all four groups.]

Group 5. Low verbs in the /-no-/ tense, first and second person singular subjects.

kugara	Unógăra mwáRusápi heré?	Ndinógăra mwáRusápi.
kurapa	Unórăpa heré?	Ndinórăpa.
kurimisa	Unórŷmisa here?	Ndinórŷmisa.
kurima	Unórŷma heré?	Ndinórŷma.
kupetesa	Unópĕtesa heré?	Ndinópĕtesa.
kuchaira	Unóchăira here?	Ndinóchăira.

Group 6. Plural subjects.

kuchaira	Munóchăira heré?	Tinóchăira.
kurima	Munórŷma heré?	Tinórŷma.
kugara	Munógăra mwáRusápi heré?	Tinógăra mwáRusápi.
kurimisa	Munórŷmisa heré?	Tinórŷmisa.
kupetesa	Munópĕtesa heré?	Tinópĕtesa.
kurapa	Munórăpa heré?	Tinórăpa.

[After completing Group 6, take sentences at random from Groups 5 and 6.]

Group 7. High verbs in the /-no-/ tense, first and second person singular subjects.

kuváká	Unóváká heré?	Ndinóváká.
kudzídźísá	Unódźídźísá heré?	Ndinódźídźísá.
kufámбірá	Unófámбірá zvikóro heré?	Ndinófámбірá zvikóro.
kunyórá	Unónyórá muófisi heré?	Ndinónyórá muófisi.

Group 8. Plural subjects.

kufámbirá	Munófámbirá zvikóro heré?	Tinofámbirá zvikóro.
kunyóra	Munónyóra muófisi here?	Tinónyóra muófisi.
kuváká	Munóváká heré?	Tinóváká.
kudzídžíśá	Munódzídžíśá heré?	Tinódzídžíśá.

[After completing Group 8, take sentences at random from Groups 7 and 8.]

Group 9. Low and high verbs in the /-no-/ tense, first and second person singular subjects.

kuváká	Unóváká heré?	Ndinóváká.
kurima	Unórĭma heré?	Ndinórĭma.
kudzídžíśá	Unódzídžíśá heré?	Ndinódzídžíśá.
kuchaira	Unóchăira heré?	Ndinóchăira.
kufámbirá	Unófámbirá zvikóro here?	Ndinófámbirá zvikóro.
kupetesa	Unópĕtesa heré?	Ndinópĕtesa.

Group 10. Plural subjects.

kuváká	Munóváká heré?	Tinóváká.
kurima	Munórĭma heré?	Tinórĭma.
kunyóra	Munónyóra muófisi heré?	Tinónyóra muófisi.
kurimisa	Munórĭmisa heré?	Tinórĭmisa.
kudzídžíśá	Munódzídžíśá heré?	Tinódzídžíśá.
kurapa	Munórăpa heré?	Tinórăpa.

[After completing Group 10, take sentences at random from Groups 9 and 10.]

Group 11. Low verbs in the /-no-/ tense, third person singular subjects.

kurima	Ánórima heré?	Ánórima.
kurapa	Ánórapa heré?	Ánórapa.
kuchaira	Ánóchaira heré?	Ánóchaira.
kupetesa	Ánópetesa heré?	Ánópetesa.
kurimisa	Ánórimisa heré?	Ánórimisa.
kuweza	Ánóweza heré?	Ánóweza.
kugara	Ánógara mwáRusápi heré?	Ánógara mwáRusápi.

Group 12. Plural subjects.

kugara	Vánógara mwáRusápi heré?	Vánógara mwáRusápi.
kuweza	Vánóweza heré?	Vánóweza.
kurimisa	Vánórimisa heré?	Vánórimisa.
kuchaira	Vánóchaira heré?	Vánóchaira.
kurapa	Vánórapa heré?	Vánórapa.
kurima	Vánórima heré?	Vánórima.

[After completing Group 12, take sentences at random from Groups 11 and 12.]

Group 13. Singular subjects.

kufámbirá	Ánofámbirá zvikóro heré?	Ánofámbirá zvikóro.
kuváká	Ánováká heré?	Ánováká.
kudzídzísá	Ánodzídzísá heré?	Ánodzídzísá.
kunyórá	Ánonyórá muófisi heré?	Ánonyórá muófisi.

Group 14. High verbs in the /-no-/ tense, third person plural subjects.

kudzídžísá	Vánodzídžísá heré?	Vánodzídžísá.
kunyórá	Vánonyórá muófisi heré?	Vánonyórá muófisi.
kuváká	Vánováká heré?	Vánováká.
kufámbírá	Vánofámbírá zvikóro heré?	Vánofámbírá zvikóro.

[After completing Group 14, take sentences at random from Groups 13 and 14.]

Group 15. Low and high verbs in the /-no-/ tense, third person singular subjects.

kuchaira	Ánóchaira heré?	Ánóchaira.
kuváká	Ánováká heré?	Ánováká.
kurapa	Ánórapa heré?	Ánórapa.
kudzídžísá	Ánodzídžísá heré?	Ánodzídžísá.
kugara	Ánógara mṽáRusápi heré?	Ánógara mṽáRusápi.
kufámbírá	Ánofámbírá zvikóro heré?	Ánofámbírá zvikóro.
kurimisa	Ánórimisa heré?	Ánórimisa.

Group 16. Plural subjects.

kurima	Vánórima heré?	Vánórima.
kufámbírá	Vánofámbírá zvikóro heré?	Vánofámbírá zvikóro.
kurapa	Vánórapa heré?	Vánórapa.
kunyórá	Vánonyórá heré?	Vánonyórá.

kugara	Vánógara mwáRusápi heré?	Vánógara mwáRusápi.
kuchaira	Vánóchaira heré?	Vánóchaira.
kuváká	Vánováká heré?	Vánováká.

[After completing Group 16, take sentences at random from Groups 15 and 16.]

Group 17. The tense prefix /-no-/ with high and low verbs, in first, second, and third persons.

Vánórima heré?	Vánórima.
Unórĭma heré?	Ndinórĭma.
Unórăpa heré?	Ndinórăpa.
Unóváká heré?	Ndinóváká.
Ánováká heré?	Ánováká.
Ánóchaira heré?	Ánóchaira.
Vánóchaira heré?	Vánóchaira.
Vánópetesa heré?	Vánópetesa.
Munópětesa heré?	Tinópětesa.
Ánodzídзіsá heré?	Ánodzídзіsá.
Ánórimisa heré?	Ánórimisa.
Vánórimisa heré?	Vánórimisa.
Vánórima heré?	Vánórima.

Group 18. Choosing the right locative prefix for each place expression.

pánó	Vapwéré vánógara pánó heré?	Vánógara pánó.
Rusápi	Vapwéré vánógara mwáRusápi heré?	Vánógara mwáRusápi.
guta	Vapwéré vánógara muguta heré?	Vánógara muguta.
Mutáre	Vapwéré vánógara kwáMutáre heré?	Vánógara kwáMutáre.
Haráre	Vapwéré vánógara muHaráre heré?	Vánógara muHaráre.
kámba	Vapwéré vánógara pakámba heré?	Vánógara pakámba.
hósipitari	Vapwéré vánógara pahósipitari heré?	Vánógara pahósipitari.
kure	Vapwéré vánógara kure heré?	Vánógara kure.
patyo	Vapwéré vánógara patyo heré?	Vánógara patyo.
Sakúbva	Vapwéré vánógara muSakúbva heré?	Vánógara muSakúbva.
Nyádiré	Vapwéré vánógara kwáNyádiré heré?	Vánógara kwáNyádiré.
chinhambo	Vapwéré vánógara chinhambo heré?	Vánógara chinhambo.

Group 19. 'Where' questions with high verbs.

Ánodzídzásá.	Ánodzídzísepí? (Ánodzídzásá pápŷ?)
Vánodzídzásá.	Vánodzídzísepí? (Vánodzídzásá pápŷ?)
Ndinódzídzásá.	Munódzídzísepí? (Munódzídzásá pápŷ?)
Tinódzídzásá.	Munódzídzísepí? (Munódzídzásá pápŷ?)

Group 20. 'Where' questions with low verbs.

Ánórimisa. Ánórimisepí? (Ánórimisa pápí?)

Vánórimisa. Vánórimisepí? (etc.)

Ndinórĩmisa. Munórĩmisepí? (etc.)

Tinórĩmisa. Munórĩmisepí? (etc.)

[After completing Group 20, take sentences at random from Groups 19 and 20.]

Exercise 21. Read the following verb forms aloud, and verify the tones. Then mark the tones as your tutor uses them.

anovaka	anochaira
vanovaka	munochaira
vanorima	munodzidzisa
tinorima	vanodzidzisa
tinonyora	vanogara
anonyora	vanonyora

Practice Conversations.

Masangá babá.

You reply to a greeting and ask the other person's name.

Masangá mwanángu.
Munhu ndíaní?

Ndíní Gōmo.

You ask someone where he lives. Munógărepí?

Ndinógăra muHaráre.

What does he do there? Munóŷteņyí āpo?

Ndinónyórá muófisi.

Free conversation.

The following are five personal names:

Musána

Kachára

Shúmba

Mawa

Beta

A asks B about each of the above persons, where he lives and what kind of work he does.

UNIT 6

BASIC DIALOGUE

- | | | |
|---|--|---|
| A | Mangwánaní babá.

mufúndísi (1, 2) | Good morning.

teacher, pastor,
missionary |
| B | Mangwánaní mufúndísi.

-úyá
ríní
pánó | Good morning.

to come
when?
here |
| A | Mwakáũyǎ` ríní pánó?

na
zúvá (5, 6)
~tatú | When did you come here?

with, and
sun, day
three |
| B | Ndayánaṅ mazúvá mātatú
ndáya pánó.

-svika
musí (3, 4)
~na
-pérá | I've been here for three
days. (†I now have three
days, I being here.)

to arrive
day
four
to come to an end,
become exhausted
in supply |
| A | Ndakásvíka musí weChína
chákápěřǎ. | I arrived last Thursday.
(†I arrived the Fourth-
day that passed.†) |

kana	if, or, when
-bvá	to go or come from
B Munóžžitenyí kana mwábva pánó?	What will you do when you have left here?
-funga	to think
-enda	to go
A Ndinófŭnga ndinóžženda kundodzídžísá (koodzídžísá).	I think I will go to teach.

Supplementary vocabulary. Periods of time.

Ndinóžžgara pánó goré rŏse (résé). 'I'll stay here all year.'	goré (5)	year
	makoré (6)	years
	~ŏse (~ésé)	whole, all
Ndinóžžgara pánó mwedzĩ wŏsé(wésé). 'I'll stay here a whole month.'	mwedzĩ (3)	month
	mwedzĩ (4)	months
Ndinóžžgara pánó sóndo rŏsé.	sóndo (5) (svóndo)	week
	masyóndo(6)	weeks
Ndinóžžgara pánó zúvá rŏsé.	zúvá (5)	day, sun
	mazúvá (6)	days
Ndinóžžgara pánó pątyo pęğŏrê.	nearly a year	
	patyo(petyo)	near
Ndinóžžgara pánó pątyo pésóndo.	nearly a week	
Ndinóžžgara pánó pątyo pęmwędzĩ.	nearly a month	

Supplementary vocabulary. Numbers from 1 - 10.

Ndaáne sondo rímwé ndáya pánó.	~mwé	one
Ndaána masóndo mayirí ndáya pánó.	~virí	two
Ndaána masóndo matatú ndáya pánó.	~tatú	three
Ndaána masóndo mana ndáya pánó.	~na	} four
Ndaána masóndo marongomuna ndáya pánó.	~rongomuna	
Ndaána masóndo mashánŭ ndáya pánó.	~shánŭ	five
Ndaána masóndo matánhatú ndáya pánó.	~tánhatú	six
Ndaána masóndo manomwé ndáya pánó.	~nomwé	seven
Ndaána masóndo maséré ndáya pánó.	~séré	eight
Ndaána masóndo mapfumbamwe ndáya pánó.	~pfumbamwe	nine
Ndaána masóndo g . ndáya pánó.	.kúmí	ten

Takásvíka mwedz ivirí yakápěřă. We arrived two months ago.

Takásvíka makoré māna akápěřă. We arrived four years ago.

Takásvíka masóndo matatú akápěřă. We arrived three weeks ago.

Supplementary vocabulary. Days of the week.

Ndakásvíka musí weMúsūmbunuko.	I arrived on Monday.
Ndakásvíka musí weChípirí.	Tuesday.
Ndakásvíka musí weChítatú.	Wednesday.
Ndakásvíka musí weChína.	Thursday.
Ndakásvíka musí weChŷshánŷ.	Friday.
Ndakásvíka musí weMúgobéra.	Saturday.
Ndakásvíka musí wéSóndo (wéSvóndo).	Sunday.

1. The /-ka-/ tense.

A new tense is illustrated in the sentences:

Mwakáŷŷyă` ríni pánó?	When did you come here?
Ndakásvíka musí we- Chína chàkápěřă.	I arrived last Thurs- day.

This tense is characterized by the non-initial prefix /-ka-/.

Subject prefixes with the /-ka-/ tense.

Subject prefixes used with this tense are identical with those used in the tense that is represented by the forms /ndarará/ and /taswéra/ (Unit 4, Note 2), listed in Column 2 of the table in Unit 5, Note 1.

The tone of the prefix /-ka-/.

The same principles that govern the tone of the prefix /-no-/ apply also to /-ka-/.

The tones of verb stems in the /-ka-/ tense.

In the /-ka-/ tense, there is dialect variation in the tones of stems with both high and low verbs.

High verbs.

(1) Central/westerly: the tones of the stem are low in those forms that have low tone on the subject prefix:

	takáùyà	we came
cf.	kuúyá	to come
	vákaúyá	they came

(2) Easterly: the tones of the stem are high:

takáúyá
vákaúyá

Accordingly, forms of the /-ka-/ tense of high verbs are written in this book as:

takáŷyǎ
vákaúyá

Low verbs.

The first two of the three geographical areas that are covered by this course seem to have tonal patterns like those used for the /-no-/ tense in the middle of the three areas discussed in Unit 5, Note 1. That is to say, the tone of the first syllable of the stem is high in first and second person forms, and the rest of the stem syllables are low:

vákáénda	they went
ndakáénda	I went
takácháira	we drove

This is the way these forms will be written in this book.

In the southeast, all of a series of low tones except the last are raised to high:

vákáénda

ndakáénda

takácháíra

This last set of forms is not represented directly in the tonal writing used in this book, but it can easily be inferred.

The /-ka-/ tense has two meanings. With most verb stems, it is used when the action referred to took place on the preceding day or earlier:

Mwakáũyǎ`ríni? When did you come? (Where
the person is assumed to
have come before today.)

With some verbs, the /-ka-/ form has a stative meaning and may be used regardless of time:

zvákánaka Fine! (i.e. †things (Cl. 8)
are in the state of having
become good.†)

cf. -naka to become good

(For practice in forming the /-ka-/ tense, and in contrasting its tonal patterns with those of the /-no-/ tense, see Groups 1 - 14 of the sentences for systematic practice.)

2. The prefix /-ndo-/ (or /-o-/).

A new prefix is found in the form /kundodzídzíśá/, which in some easterly areas is /koodzídzíśá/. The prefix /-ndo-/ may occur, as in this example, in the infinitive form of the verb. In this respect it differs from the tense prefixes (/no-/, /ka-/ and others to be met in later lessons). Also, the tense prefixes are mutually exclusive with one another---no two of them may occur together in the same word. The prefix /-ndo-/ may occur with the tense prefixes. There are about seven prefixes which are like /-ndo-/ in these respects. In this book they will be called †aspect prefixes†.

The basic tone of /-ndo-/, and of most aspect prefixes, is low.

In some of its uses /-ndo-/ corresponds to English 'to go and do something.' In others, it seems to mean that an action is continued longer than might have been expected.

(For practice with /-ndo-/ see Group 17.)

3. The aspect prefix /-zo-/.

A second aspect prefix is illustrated in:

Munózǒitenyí? What will you do?

Ndinózǒenda... I will go...

This prefix is frequently used when the action referred to is one that took place, or is expected to take place 'but not immediately.'

4. The Shona counterpart of 'ago'.

The Shona way of quantifying the period of time that has elapsed since a certain action is exemplified in the expressions:

mazúvá mātatú akápěřǎ three days ago

musí weChína chakápěřǎ last Thursday

At the end of each of these phrases is a form of the /-ka-/ tense of this verb /-pěrá/ 'to come to an end'. (The low tone of the subject prefix indicates that this is not an indicative form.) More literal translations of the above examples are thus 'three days which ended' and 'Fourth-day which passed away'.

5. Concords used with numerals.

The concordial prefixes used with numerals are like those used with nouns (Unit 4, Note 1). In Manyika this is not true for 'one', however:

mwaná m̄úmwé	(Manyika: /'úmwe/)	one child
vaná vāyirí		two children
makoré māyirí		two years

The word for 'ten' is a noun, with the stem /kúmi/, singular /gúmi/. It does not change its prefix to agree with the word that it modifies:

vaná gúmi	ten children
makoré gúmi	ten years

(For practice with concordial relationships between nouns and numerals, see Groups 15, 16 of the sentences for systematic practice.)

6. Grammatical points which will not be discussed at this time.

- a. ndayána_____ I now have _____
- b. mwábva (n.b. high tone on second person subject prefix)
you having left from
- c. ndáya pánó (n.b. high tone on subject prefix)
I now being here

Sentences for systematic practice.

Group 1. The /-ka-/ tense, first and second person singular subjects, low verbs.

kusvika	Wakásvíka musí weChína heré?	Ndakásvíka musí weChítatú.
kuenda	Wakáénda musí weChína heré?	Ndakáénda musí weChítatú.
kurima	Wakáríma musí weChína heré?	Ndakáríma musí weChítatú.
kuchaira	Wakácháira musí weChína heré?	Ndakácháira musí weChítatú.
kugara	Wakágára apo musí weChína heré?	Ndakágára apo musí we-Chítatú.

Group 2. Plural subjects.

kusvika	Mwakásvika musí weChína heré?	Takásvika musí weChítatú.
kurima	Mwakárima musí weChína heré?	Takárima musí weChítatú.
kuenda	Mwakáenda musí weChína heré?	Takáenda musí weChítatú.
kuchaira	Mwakáchaira musí weChína heré?	Takáchaira musí weChítatú.
kugara	Mwakágara apo musí weChína heré?	Takágara apo musí we- Chítatú.

Group 3. The /-ka-/ tense, third person singular subjects, low verbs.

kusvika	Wákásvika apo heré?	Wákásvika apo.
kugara	Wákágara apo heré?	Wákágara apo.
kurima	Wákárima apo heré?	Wákárima apo.
kuenda	Wákáenda apo heré?	Wákáenda apo.

Group 4. Plural subjects.

kusvika	Vákásvika apo heré?	Vákásvika apo.
kuenda	Vákáenda apo heré?	Vákáenda apo.
kugara	Vákágara apo heré?	Vákágara apo.
kurima	Vákárima apo heré?	Vákárima apo.

Group 5. The /-ka-/ tense, first and second person singular subjects, high verbs.

kuúyá	Wakáũyǎ musí weChína heré?	Ndakáũyǎ musí weChípirí.
kudzídísá	Wakádzǐdzǐsǎ musí weChína heré?	Ndakádzǐdzǐsǎ musí we-Chípirí.
kuváká	Wakávǎkǎ musí weChína heré?	Ndakávǎkǎ musí weChípirí.
kusándá	Wakásǎndǎ musí weChína heré?	Ndakásǎndǎ musí weChípirí.

Group 6. Plural subjects.

kusándá	Mwakásǎndǎ musí weChína heré?	Takásǎndǎ musí weChípirí.
kuváká	Mwakávǎkǎ musí weChína heré?	Takávǎkǎ musí weChípirí.
kuúyá	Mwakáũyǎ musí weChína heré?	Takáũyǎ musí weChípirí.
kudzídísá	Mwakádzǐdzǐsǎ musí weChína heré?	Takádzǐdzǐsǎ musí we-Chípirí.

Group 7. The /-ka-/ tense, third person singular subjects, high verbs.

kuúyá	Wákaúyá āpo heré?	Wákaúyá āpo.
kuváká	Wákaváká āpo heré?	Wákaváká āpo.
kudzídísá	Wákadzídísá āpo heré?	Wákadzídísá āpo.
kusándá	Wákasándá āpo heré?	Wákasándá āpo.

Group 8. Plural subjects.

kusándá	Vákasándá āpo heré?	Vákasándá āpo.
kuváká	Vákaváká āpo heré?	Vákaváká āpo.
kuúyá	Vákaúyá āpo heré?	Vákaúyá āpo.
kudzídžísá	Vákadzídžísá āpo heré?	Vákadzídžísá āpo.

Group 9. The /-ka-/ tense, first and second person subjects, high and low verbs.

kuenda	Mwakáénda heré?	Takáénda.
kuúyá	Mwakáúyá heré?	Takáúyá.
kurima	Mwakárima heré?	Takárima.
kuváká	Mwakáváká heré?	Takáváká.
kusvika	Mwakásvika heré?	Takásvika.
kusándá	Mwakásándá heré?	Takásándá.
kugara	Mwakágára apo here?	Takágára apo.

Group 10. The /-ka-/ tense, third person subjects, high and low verbs.

kuváká	Vákaváká heré?	Vákaváká.
kusvika	Vákásvika heré?	Vákásvika.
kusándá	Vákasándá heré?	Vakasanda.
kurima	Vákárima heré?	Vákárima.
kudzídžísá	Vákadzídžísá heré?	Vákadzídžísá.
kuenda	Vákáénda heré?	Vákáénda.
kuúyá	Vákaúyá heré?	Vákaúyá.

Group 11. /-ka-/ vs. /-no-/ tenses, high verbs, second person subjects.

kuúyá	Mwakáúyá.	Munóúyá.
kuváká	Mwakáváká.	Munóváká.
kudzídzíśá	Mwakádzídzíśá.	Munódzídzíśá.
kusándá	Mwakásándá.	Munósándá.
kufámbírá	Mwakáfámbírá zvikóro.	Munófámbírá zvikóro.

Group 12. Third person subjects.

kudzídzíśá	Wakádzídzíśá.	Ánodzídzíśá.
kusándá	Wakasándá.	Ánosándá.
kuváká	Wakaváká.	Ánováká.
kuúyá	Wakaúyá.	Ánouyá.
kufámbírá	Wakafámbírá zvikóro.	Ánofámbírá zvikóro.

Group 13. The /-ka-/ tense vs. the /-no-/ tense, low verbs, second person subjects.

kurima	Mwakárima.	Munórima.
kuenda	Mwakáénda.	Munóénda.
kupetesa	Mwakápétesa.	Munópétesa.
kuchaira	Mwakácháira.	Munócháira.
kurimisa	Mwakárimisa.	Munórimisa.
kuita	Mwakáíta basanyí?	Munóíta basanyí?

Group 14. Third person subjects.

kurima	Wákárima.	Ánórima.
kuenda	Wákáenda.	Ánóenda.
kusvika	Wákásvika.	Ánósvika.
kuchaira	Wákáchaira.	Ánóchaira.
kurimisa	Wákárimisa.	Ánórimisa.

Group 15. 'How long?'

	1	2	3
1	posí	zúvá rímwé	mwedzí úmwé
2	pirí	mazúvá māvirí	mwedzí mīvirí
3	tatú	mazúvá mātátú	mwedzí mītátú
4	china	mazúvá māna	mwedzí mīna
5	shánŭ	mazúvá mashánŭ	mwedzí mishánŭ
6	tánhatú	mazúvá matánhatú	mwedzí mitánhatú
7	chinomwé	mazúvá mānomwé	mwedzí mīnomwé
8	ruséré	mazúvá maséré	mwedzí miséré
9	pfumbamwe	mazúvá māpfumbamwe	mwedzí mīpfumbamwe
10	gúmí	mazúvá gúmí	mwedzí gúmí

Group 16. 'Ago' Numerals 3-10.

3	Takásvíka mwedzí mītátú yakápěřǎ.	Takásvíka masóndo matatú akápěřǎ.
4	Takásvíka mwedzí mīna yakápěřǎ.	Takásvíka masóndo mana akápěřǎ.
6	Takásvíka mwedzí mitánhatú yakápěřǎ.	Takásvíka masóndo matánhatú akápěřǎ.
7	Takásvíka mwedzí mīnomwé yakápěřǎ.	Takásvíka masóndo manomwé akápěřǎ.
8	Takásvíka mwedzí miséré yakápěřǎ.	Takásvíka masóndo maséré akápěřǎ.
9	Takásvíka mwedzí mīpfumbamwe yakápěřǎ.	Takásvíka masóndo mapfumbamwe akápěřǎ.
10	Takásvíka mwedzí gúmí yakápěřǎ.	Takásvíka masóndo gúmí akápěřǎ.

Group 17. The aspect prefixes /-zo-/ and /-ndo-/.

kudzídísá	Ndinózōenda { koodzídízísá. kundodzídísá.	Ndinózodzídízísá.
kurima	Ndinózōenda kundorima.	Ndinózōrima.
kusándá	Ndinózōenda kundosándá.	Ndinózosándá.
kuchaira	Ndinózōenda kundochaira.	Ndinózōchaira.
kuváká	Ndinózōenda kundováká.	Ndinózováká.
kuita	Ndinózōenda kundoita basa.	Ndinózōita basa.
kufámбірá	Ndinózōenda kundofámбірá zvikóro.	Ndinózofámбірá zvikóro.

kudzídžíśá	Vánózodzídžíśá.
kurimisa	Vánózorimisa.
kusándá	Vánózosándá.
kurima	Vánózorima.
kusvika	Vánózosvika.
kuenda	Vánózoenda.

Exercise 18. Read aloud and verify correctness of tones.
Then write the tones.

munochaira	vanouya
wakarimisa (3 sg.)	takauya
unopetesa (2 sg.)	tinouya
unodzidzisa (2 sg.)	ndinosanda
wakadzidzisa (2 sg.)	ndakasanda
vakasanda	vanoenda

Practice Conversation

You say good morning to a group of children. Mangwánaní vapwéré.

Mangwánani máí.

You ask them how they are. Mwarará heré vanángu?

Tarárá zvakánáka.

You ask about their
father.

Várǎřǎ heré babá?

Áiwá várǎřǎ`zvávó.

You ask where
Mr. Musana lives.

Babá Musáná
vánógarepí?

Vánógara muSakúbva.

You ask what work
he does.

Vánóíta basanyí?

Vánóchaira.

You greet a girl as
your daughter.

Mangwánaní Mukúnda.

Mangwánaní shéwe.

You ask her when she
came here.

Wakáúyá`ríni pánó?

Ndakáúyǎ musí we-
chíshánǔ.

Ndaánaṅ mazúvá
matánhatú ndáya
pánó.

1. Use a large calendar which includes at least the last ten days.

a) Tutor asks student when he came here. Student replies, at the same time pointing to the appropriate day on the calendar.

b) Tutor points to a day on the calendar and asks students when he himself arrived. Students reply, 'You arrived _____ ago' or 'You arrived last _____'.

c) The same kind of drill may be done with weeks and months.

2. Practice asking when a person arrived and how long he will stay (/ -gara/). In replying, each student should use at least once each of the time expressions in the supplementary vocabulary for this unit.

UNIT 7

BASIC DIALOGUE

	~kúru	large, important
A	Mhuri yávo íhũrũ.	Their family is large.
A	Ínodá imbá húrú.	It needs a large house.
	-ti	to say, do
B	Ndinóti váchásvika.	I suppose they will get here.
	~nganí	how many?
A	Vána vaná vānganí?	How many children do they have?
	mukómaná (1, 2)	boy
	musíkaná (1, 2)	girl
B	Vakómaná vāviri n̄m̄síkáná.	Two boys and a girl.
B	Vánózogara kwêḡrê.	They will stay for a year.

Supplementary vocabulary. Three adjectives.

Vánodá imbá húrú.	They want a large house.
Vánodá imbá díki.	~díki /~dóko/~dúku small
Vánodá imbá nhéte.	~tété narrow
Vánodá imbá chená.	~chená white

The forms for Classes 5, 9, and 10 must be learnt separately for each adjective. For these adjectives, they are:

Class 5	Classes 9, 10	Stem (used in all other classes)
gúru	húrú	~kúru
díki	díki (or ndíki)	~díki
déte	nhéte	~tété
jená	chená	~chená

Supplementary vocabulary. Time expressions with the /-cha-/ tense.

'They will arrive by and by.'

Váchásvika	garé garé	by and by
	manherú	evening
	mangwáná	tomorrow
	syóndo ríno	this week
	paMugobéra	on Saturday
	paChipirí	on Tuesday

1. The /-cha-/ tense.

A new tense is illustrated in the sentence:

Váchásvika. They will arrive.

The /-cha-/ tense uses the subject prefixes of the /-no-/ tense, Unit 5, Note 1, but the tonal patterns of the /-ka-/ tense, Unit 6, Note 1. Its most usual meaning seems to be 'future', but with some stems it corresponds to English 'still.'

2. The tones of one-syllable verbs.

By far the largest number of Shona verbs have two or more stem syllables. Those with three or more will usually be found to contain one or more derivational extensions in addition to the root. Thus, /-rima/ (two syllables, with root /-rim-/), and /-rimisa/ (three syllables, with root /-rim-/ plus extension /-is-/).

There are a few verbs that have monosyllabic stems. Most of them are high verbs (e.g. /-dá/ ('want, like')). One common monosyllabic verb (/ -ti /) is a low verb.

In general, the monosyllabic verbs follow the same tonal rules as do the longer verbs. But some dialect areas which have high tone on first and second person forms of high verbs in the /ka/, /cha/, and /no/ tenses have low tones on the stem syllable of monosyllabic high verbs:

ndinósándá

ndakásándá

but, for the same speakers:

ndinódà

ndakádà

3. Possessive pronouns.

Certain of the possessive pronouns have been encountered already:

mhuri <u>yávó</u>	their family
múpenyú <u>zváké</u>	<u>he's</u> all right
<u>zvángu</u>	as for me
yárǎrǎ` <u>zváyò</u>	it (i.e. /mhuri/ Class 9) slept

The personal possessive pronoun stems are:

	Singular		Plural	
1	-ángù	my	-édú	our
2	-ákó	thy	-ényú	your
3	-áké	his, her	-ávó	their

Note that all of these except the first have high tone on both syllables.

The possessive pronouns for Classes 3 - 18 are:

3	~ávò	7	~áchò
4	~áyò	8	~ázvò
5	~árò	9	~áyò
6	~ávò	10	~ádzò

11	~árwò	15	~ákwò
12	~ákò	16	~ápò
13	~átwò	17	~ákwò
14	~áhwò	18	~ámwò

Note that the tone of the last syllable is low in each of these stems.

The possessive stems for Classes 3 - 18 may be broken down into:

/-á-/ (possessive) + class concord + /-ò-/

The same analysis may be applied to the personal possessives, except that not all of them end with /o/, and that the first and second person plural stems begin with /e/. It is possible to get around this latter difficulty by assuming nonexistent stems */-idú/ and */-inyú/ for these forms, and then stating a rule that /á/ coalesces with /i/ to become /é/.

The concordial prefixes used before these possessive stems are:

1	w-	10	dz-
2	v-	11	rw-
3	w-	12	k-
4	y-	13	tw-
5	r-	14	hw-
6	#- (i.e. no overt prefix)	15	kw-
7	ch-	16	p-
8	zv-	17	kw-
9	y-	18	mw-

Note that a possessive pronoun for Classes 3 - 18 contains two concords, which are independent of one another. The one that begins the word is in agreement with the noun that stands for the thing that is possessed; the one that stands between /-á-/ and /-ò-/ is in agreement with the noun that stands for the possessor:

basa ráyò	her work	(basa (5), mhandara (9))
vaná váchò	its children (i.e. the school)	(vaná (2), chikóro (7))

Sentences for systematic practice.

Group 1. Concord with possessives. Classes 1 and 2.

mwaná	Ánodzídžísá mwaná wédú.
vaná	Ánodzídžísá vaná wédú.
mukúnda	Ánodzídžísá mukúnda wédú.
mukóróre	Ánodzídžísá mukóróre wédú.
babá	Ánodzídžísá babá vángu.
máí	Ánodzídžísá máí vángu.

Group 2. Concords with possessives.

imbá	Ndinódâ imbá yángu.
mwaná	Ndinódâ mwaná wángu.
vaná	Ndinódâ vaná vángu.
basa	Ndinódâ basa rángu.
chikóro	Ndinódâ chikóro chángu.

máí	Ndinódâ` máí vángu.
babá	Ndinódâ babá vángu.
mhuri	Ndinódâ mhuri yángu.

Group 3. The /-cha-/ tense. First and second person singular, high and low verbs.

kusvika	Uchásvíka heré?	Ndichásvíka.
kuúyá	Ucháŷyá heré?	Ndicháŷyá.
kuváká	Uchávákă heré?	Ndichávákă.
kurima	Ucháríma heré?	Ndicháríma.
kusándá	Uchásăndă heré?	Ndichásăndă.
kuita	Ucháíta heré?	Ndicháíta.
kugara	Uchágára heré?	Ndichágára.
kuenda	Ucháénda heré?	Ndicháénda.
kudzídzísá	Uchádzŷdzŷsă heré?	Ndichádzŷdzŷsă.

Group 4. Plural subjects.

kusvika	Muchásvíka ríni?	Tichásvíka manherú.
kuúyá	Mucháŷyá ríni?	Ticháŷyá manherú.
kuenda	Mucháénda ríni?	Ticháénda manherú.

kusándá	Muchásǎndǎ` ríni?	Tichásǎndǎ manherú.
kurima	Mucháríma ríni?	Ticháríma manherú.
kuita	Mucháíta ríni?	Ticháíta manherú.

Group 5. The /-cha-/ tense, 3 person, high and low verbs.

kusvika	Vachásvíka musí weMúgobéra.
kusándá	Váchasándá musí weMúgobéra.
kuenda	Vácháenda musí weMúgobéra.
kudzídzíśá	Váchadzídzíśá musí weMúgobéra.
kurima	Vácháríma musí weMúgobéra.
kuúyá	Váchauyá musí weMúgobéra.
kurimisa	Váchárimisa musí weMúgobéra.

Group 6. The /-cha-/ tense vs. the /-no-/ tense.

'I come every day.'

'I will come tomorrow.'

kuúyá	Ndinóúyá mazúvá ósé(ésé).	Ndicháúyǎ mangwáná.
kuita	Ndinóíta mazúvá ósé(ésé).	Ndicháíta mangwáná.
kusándá	Ndinósándá mazúvá ósé(ésé).	Ndichásǎndǎ mangwáná.
kurima	Ndinóríma mazúvá ósé(ésé).	Ndicháríma mangwáná.
kudzídzíśá	Ndinódzídzíśá mazúvá ósé(ésé).	Ndichádzídzíśǎ mangwáná.

kuchaira	Ndinócháira mazúvá ǫsé(ésé).	Ndichácháira mangwáná.
kufambira	Ndinófámbrá zvikóro mazúvá ǫsé(ésé).	Ndicháfámbrá zvikóro mangwáná.

Group 7. Certain time expressions with the /-cha-/ tense.

	Áchadzídzíś kwêgǫrê.
mwedzí	Áchadzídzíś kwêmwêdzî.
kurimisa	Áchárimisa kwêmwêdzî.
svóndo	Áchárimisa kwésvóndo.
kufámbrá	Áchafámbrá zvikóro kwésvóndo.
goré	Áchafámbrá zvikóro kwêgǫrê.
kuita basa	Ácháita basa kwêgǫrê.
svóndo	Ácháita basa kwésvóndo.
kusándá	Áchasánda kwésvóndo.
mwedzí	Áchasánda kwêmwêdzî.
kuweza	Ácháweza kwêmwêdzî.

Oral reading practice.

Read aloud, supplying the tones on words that are not already marked. When the tones are correct, write them in the text. Finally, retell the paragraph in your own words, and answer the tutor's questions on it.

Baba naMai Shumba vaná vana vatatu.

Vakomana vaviri nêmwúsíkáná.

Vanoita basa mangwanani nêṃāsíkàtí.

Vachauya kugara pano kwômwēdzî mitatu.

Vanoda kudzidzisa kurima nqkúwēza.

Vachadzidzisa mhandara nṃámájahá.

Ndinoti vachagara patyo nêchíkóro chedu.

Practice conversation.

You ask how many children Mr. and Mrs. Shumba have, Babá naMáí Shúmba vána vaná vānganí?

Vána vaná vātátú.

and where they live, Vánógara pápí?

Vánógara muSakúbva.

and what kind of work they do. Vánosándá bāsanyí?

Vánofámбірá zvikóro.

Ndinóti váchásvika

pánó mangwáná.

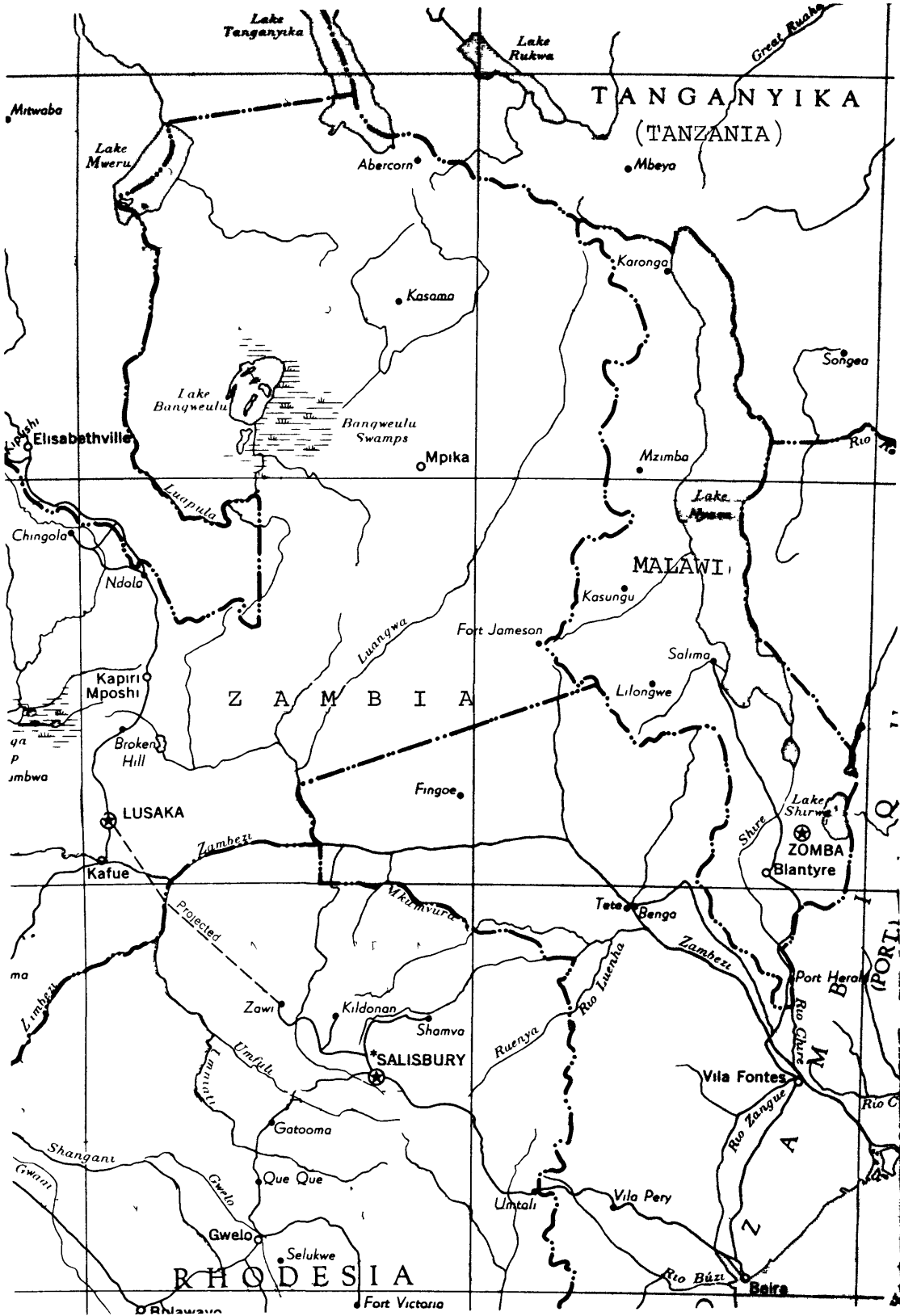
You ask whether they will stay for a week. Vánózogara kwésyóndo heré?

Húnde, vánózogara

kwésyóndo.

Free conversation.

Describe your own family, and several other families, telling as much about them and their future plans as you can within the vocabulary and the grammar which you have met so far.



UNIT 8

BASIC DIALOGUE

- A Chínyi cheúngadá? What would you like?
(‘It is what which you would like?’)
- símbi (9, 10) an iron for clothing
- B Iní ndingáda símbi. I’d like an iron.
chitóro (7, 8) store
- B Ndicháénda kuchitóro. I will go to the store.
- A Ndingáénda wó newé heré? May I go with you?
- B Hóngu, tingáénda. Yes, we may go [together].
ngúvá (9, 10) time
- A Tingáénda ngúvânyĩ? What time can we go?
- B Tingáénda zvédú masíkatí. We can go in the afternoon.

Supplementary vocabulary. The personal pronouns.

iní	I	isú	we
iwé	you (sg.)	imwí	you (pl. or honorific)
íye	he, she	ívo	they

Supplementary vocabulary. Articles that one might want from a store.

Ndingáda símbi.	(9, 10)	an iron
Ndingáda chigěřǒ.	(7, 8)	scissors
Ndingáda munyú.	(3)	salt
Ndingáda shúka.	(9)	sugar

Ndingáḍa zingwa.	(5, 6)	bread
Ndingáḍa parafíni.	(9)	kerosene
Ndingáḍa máchisi.	(9, 10)	match
Ndingáḍa sípo.	(9, 10)	soap
Ndingáḍa mbéú.	(9, 10)	seed

Supplementary vocabulary. Places where one might go.

'I will go to a beer drink.'

Ndichaénda ku-	mahéu.	(6)	sweet beer
	jangano.	(5, 6)	communal labor
	basa	(5, 6)	work
	mushá	(3, 4)	home
	dhíbbhi	(5, 6)	dip tank
	chéchi	(9, 10)	church
	jana	(5, 6)	herding of cattle
	munda	(3, 4)	field
	mitámbó	(3, 4)	games
	gádheni	(5, 6)	garden
	rwizí	(11)	river
	ndwizí	(10)	rivers
	tsíme	(9, 10)	well
	dangá	(5)	cattle kraal (plural is matangá (6))

1. The /-nga-/ tense.

Examples of a new prefix are found in:

Ndingáda símbi.	I'd like an iron.
Ndingáéndawó newé heré?	May I go with you?
Tingáénda masíkatí.	We can go in the afternoon.

In some important dialects of Shona, the final vowel of an affirmative form that contains /-nga-/ is /e/ and not /a/: /ndingádê/ etc.

The /-nga-/ tense uses the same subject prefixes as the /-no-/ and /-cha-/ tenses, and the same tonal patterns as the /-cha-/ and /-ka-/ tenses.

Forms with /-nga-/ have a 'potential' meaning, which is often translated into English by use of one of the modals 'can', 'may', 'might'. It may also be used in stating a desire, in order to give obliqueness to a request. The first of the above examples illustrates this use.

With respect to their meanings, forms with /-nga-/ are then quite unlike what are usually called 'tenses' and much more like what linguists call 'modes' or 'moods'. This book speaks of 'the /-nga-/ tense' rather than 'the /-nga-/ mood' because /-nga-/ occurs in the same slot as /-no-/, /-cha-/, and /-ka-/ and is mutually exclusive with them, and because the meanings of these three prefixes do have to do with time.

A note on strong adjectives.

The student has already met two different types of words which show concordial agreement with nouns. Each category--possessives and subject prefixes--has some kind of prefix corresponding to each of the noun classes. But the precise form of the prefix for any given class may not be identical with the form of the prefix for that same class as it appears with the nouns themselves. Thus, the subject prefix for Class 1 is /a-/, the prefix used with possessives is /w-/, but the noun itself in the same class has /mu-/.

There is one group of words which have class prefixes of exactly the same form as the nouns. These words, which number only about two dozen altogether, are called 'strong adjectives.' Four of the most frequent strong adjectives were met in the supplementary vocabulary for Unit 7. For practice in using them, see Groups 8 and 9 of the systematic practice materials.

Reported speech after /-ti-/.

In English and in other European languages, one may report what has been said in either of two ways:

He said he wanted to go. (Indirect quotation)

He said, 'I want to go.' (Direct quotation)

'Direct' and 'indirect' quotations differ in a number of ways: (1) the punctuation of the written form, and the use of pause and intonation in the spoken form; (2) the change in tense of the verb; (3) the use of a third person subject 'he' for the verb 'want' in the indirect quotation, as contrasted with the preservation of the original subject ('I') in the direct quotation.

In speaking Shona, one does not have this set of choices. Shona quotation is of the direct type.

Ndinódâ kuenda. (Original sentence)

Wákáti ndinódâ kuenda. (Same speech event as reported a day or more later by someone else.)

For practice in the use of reported speech, see Group 10 of the sentences for systematic practice.

1. Correlation of subject pronouns with subject prefixes.

'What time may I go?'

iní Iní ndingáénda ngúvânyĩ?

iwé Iwé ungáénda ngúvânyĩ?

íye	Íye ángáendaḡ ngúvânyĩ?
isú	Isú tingáendaḡ ngúvânyĩ?
imwí	Imwí mungáendaḡ ngúvânyĩ?
ívo	Ívo vángáendaḡ ngúvânyĩ?

2. Examples of the /-nga-/ tense with persons and numbers, high and low verbs.

	'Can we go with you?'
kuenda newé	Tingáendaḡ newé heré?
ívo	Vángáendaḡ newé heré?
kurima munda	Vángárimaḡ munda heré?
íye	Ángárimaḡ munda heré?
kusándá muófisi	Ángasándáḡ muófisi heré?
imwí	Mungásándáḡ muófisi heré?
kuenda kuchikóro	Mungáendaḡ kuchikóro heré?
iwé	Ungáendaḡ kuchikóro heré?
kuúyá	Ungáũyáḡ kuchikóro heré?

3. One syllable high verb, first and second vs. third persons.

	'What [kind of] soap do you want?'	'I want a small bar.'
iwé	Unóda síponyí?	Ndinóda sípo díki.
imwí	Munóda síponyí?	Tinóda sípo díki.
íye	Ánodá síponyí?	Ánodá sípo díki.
ívo	Vánodá síponyí?	Vánodá sípo díki.

4. The tones of high verbs with monosyllabic vs. disyllabic stems.

	'I want to come.'	'I will come tomorrow.'
iní	Ndinódâ kuúyá.	Ndicháúyă mangwáná.
isú	Tinódâ kuúyá.	Ticháúyă mangwáná.
íye	Ánodá kuúyá.	Áchaúyá mangwáná.
ívo	Vánodá kuúyá.	Váchaúyá mangwáná.
babá	Babá vánodá kuúyá.	Váchaúyá mangwáná.
máí	Máí vánodá kuúyá.	Váchaúyá mangwáná.

5. The infinitive vs. the /-no-/ tense.

	'We want to build a house.'	'We will build houses.'
isu	Tinódâ kuváká imbá.	Tinóváká dzimbá.
babá	Babá vánodá kuváká imbá.	Babá vánováká dzimbá.
majahá	Majahá ánodá kuváká imbá.	Majahá ánováká dzimbá.
vafúndísi	Vafúndísi vánodá kuváka imbá.	Vafúndísi vánováká dzimbá.
íye	Íye ánodá kuváká imbá.	Íye ánováká dzimbá.
ívo	Ívo vánodá kuváká imbá.	Ívo vánováká dzimbá.

6. Agreement of numerals with nouns: 'one' and 'two'

	'I'd like one iron.'	'I'd like two irons.'
símbi	Ndingáda símbi ímwé.	Ndingáda símbi mbirí.
máchisi	Ndingáda máchisi ímwé.	Ndingáda máchisi mbirí.
sípo	Ndingáda sípo ímwé.	Ndingáda sípo mbirí.
chigěřř	Ndingáda chigěřř chímwé.	Ndingáda zvigěřř zviyirí.
zingwa	Ndingáda zingwa rímwé.	Ndingáda mazingwa mayirí.

7. Agreement of numerals with nouns: 'how many' and 'three'.

	'How many irons would you like?'	'I'd like three irons.'
símbi	Mungáda símbi nganí?	Ndingáda símbi nhatú.
máchisi	Mungáda máchisi nganí?	Ndingáda máchisi nhatú.
sípo	Mungáda sípo nganí?	Ndingáda sípo nhatú.
zvigěřř	Mungáda zvigěřř zvinganí?	Ndingáda zvigěřř zvitatú.
mazingwa	Mungáda mazingwa manganí?	Ndingáda mazingwa matatú.

8. Agreement of a strong adjective with nouns.

	'We live in a large town.'
guta	Tinógăra muguta gúru.
imbá	Tinógăra muimbá húru.
mushá	Tinógăra mumushá mukúru.
hóspitari	Tinógăra muhóspitari húru.
gomo	Tinógăra mugomo gúru.

9. 'He works in a large town.'

guta Ánosándá mūguta gúrú.

hóspitari Ánosándá muhóspitari húrú.

chitóro Ánosándá mūchitóro chikúrú.

chikóro Ánosándá pāchikóro chikúrú.

munda Ánosándá mūmunda mukúrú.

gádheni Ánosándá mugádheni gúrú.

chéchi Ánosándá pachéchi húrú.

10. Reported speech.

Ácháenda kuófisi.

He will go to the office.

íní Ndakáti ácháenda kuófisi.

I said he would go to the office.

ívo Vákáti ácháenda kuófisi.

They said he would go to the office.

íye Wákáti ndicháenda kuófisi.

He said he would go to the office.

Ánógara patyo.

íní Ndakáti ánógara patyo.

ívo Vákáti ánógara patyo.

íye Wákáti ndinógara patyo.

Váswéra zvirínáne.

íní Ndakáti váswéra zvirínáne.

íye Wákáti váswéra zvirínáne.

ívo Vákáti taswéra zvirínáne.

Practice conversation.

You ask where the little boys went. Vakómaná vadíki vákáendepí?

Ríni?

(The day you had in mind was Monday.) Musumbunuko.

Vákáenda

kudhíbhi.

Reading selections. Read aloud, and check the accuracy of the tones. Then write the tone marks in. Finally, translate and answer questions about it in Shona.

Vasikana vanoenda kumunda here?

Vachaenda masikati.

Vakomana vanoita basanyí?

Vachaenda kugadhéni.

Vangazosviká kudanga here?

Hunde.

Imba yenyu ihuru here?

Hunde ihuru.

Munogara senyi pano?

Tinogara zvakanaka.

Mungasvika pano manheru here?

Tingasvika Chipiri manheru.

Free Conversation.

Use the /-nga-/ tense in asking and giving permission to do various things. Include requests for permission to go to each of the places included in the supplementary vocabulary for this unit.

UNIT 9

BASIC DIALOGUE

	-rí	am, is, are
	-téngésá	to sell
	hobó (5, 6)	banana
A	Ndirí kuténgésá māhobó. marí (9)	I am selling bananas. money
B	Ánóita marínyí? tíki (9, 10)	How much are they? three penny piece
A	Ndinóíta matatú tíki. -nyanya kani	I sell three for a tickey. to be excessive (a politely emphatic interjection)
B	Ah! murí kūnyanya kani.	Oh, you're too high.
A	Zvákánaka mungáíta mana. dázeni (5, 6)	All right, you can have ('do') four. dozen
B	Ndingáŋŋ madázeni mavirí.	I'll take ('I may get') two dozen.
A	Aya ári pánó. kubvani	Here they are. then, so
B	Kubvani marí yényú iyi. mwazvíítá	Then here's your money. thank you ('you have done it')

-siya

to leave

A Mwazvítá, tamúsíyá.

Thank you. Good bye.
(‘we have left you!’)Supplementary vocabulary.

Coins.

Ánóita tíki	(9, 10)	three pence
sisi/susupénzi	(9, 10)	six pence
shereni	(9, 6)	shilling
háfupéni	(5, 6)	halfpenny
kóbiri	(5, 6)	penny
mashereni mairí		two shillings
háfukoróni	(9, 6)	half crown
chishánŭ	(7, 8)	five shillings
mbofána	(9, 10)	ten shilling note
põndo	(9, 10)	pound sterling

Answers to /murí kũitenyí?/:

Ndirí kunyórá.	to write
Ndirí kũbika.	to cook
Ndirí kũverenga.	to read, count
Ndirí kutámbá.	to play
Ndirí kũgeza.	to wash
Ndirí kũbereka mwaná.	to carry a child on the back
Ndirí kũrera mwaná.	to care for a child
Ndirí kũdirira mbéú.	to water seeds

Ndirí kusímá māruva.	to transplant flowers
-símá	to transplant
ruva (5, 6)	flower
Ndirí kutémá mití.	to cut trees
-témá	to cut
mutí (3, 4)	tree, medicine, wood
Ndirí kuvádzá`húní.	to split firewood
-vádzá	to split (transi- tive)
húní (9, 10)	piece of firewood
Ndirí kuténgá pārafíni.	to buy kerosene
-téngá	to buy
parafíni (9)	kerosene

1. The verb stem /-rí /.

The basic dialogue for this unit contains the forms /ndirí/ (first person singular), /murí/ (second person singular), and /árí/ (Class 6, with second high tone lowered before the initial high tone of the following word, cf. Unit 1 Note 8). The stem /-rí / is unusual in two ways: (1) it ends with the vowel /-i/ instead of /-a/, (2) it does not combine with the tense prefixes. Because it does not have all the kinds of forms that other verbs have, it is called 'defective.' With respect to its meaning, /-rí / corresponds in many respects to English 'am, is, are'.

(For practice, see Groups 4, 5, and 8)

2. Infinitives after /-rí /.

In one of its very common uses, /-rí / precedes the infinitive of other verbs:

Ndirí kuténgésá māhobó. I'm selling bananas.

This construction is usually best translated into English with the present progressive ('is ___ing') tense, as in the above example. But there may be some areas of Rhodesia where the construction /-rí / plus the infinitive of a given verb is interchangeable with the /-no-/ tense of the same verb.

(For practice, see Group 8.)

3. The enclitic /--nyí/.

Compare the sentences:

Ánóita marínyí?	How much ('what money') are they?
Unóita basanyí?	What work do you do?
Murí kūitenyí?	What are you doing?

The final syllable in each of these sentences is pronounced either /-yi / (westerly) or /-nyí / (easterly). It is not a separate word, but is pronounced together with whatever precedes it. This means that it is the syllable before /--nyí/ that gets the penultimate accent (Unit 1, Note 1). So for example, in the sentence:

Ndirí kūita basa. I'm working.

the syllable that is accented is /ba/, but in

Urí kūita basanyí? What work are you doing?

the accented syllable is /sa/.

After a low tone, the tone of /--nyí/ is high: /basanyí/. After a single high tone, the tone of /--nyí/ is low: /marínyí/. After two consecutive high tones, some dialects have low tone on /--nyí/, while others have high tone on /--nyí/ but low tone on the syllable that precedes it:

/ngúványì/ or /ngúvànnyí/

(For practice, see Groups 3, 6, 7, 8.)

4. Proximal and distal demonstratives.

In the sentences:

Aya ári pánó. These are here.

Marí yényú īyi. This [is] your money.

the forms /aya/ (Cl. 6) and /iyi/ (Cl. 9) are examples of forms which will be called PROXIMAL DEMONSTRATIVES, and which correspond closely to English 'this, these'. Demonstratives may be used in positions where one usually finds nouns, as in the above examples, or they may be used as modifiers of nouns:

aya mahobó these bananas

iyi marí this money

ichi chikóro this school

The proximal demonstratives for the concordial classes of Shona are given below in the left hand column. The forms in the right hand column are DISTAL DEMONSTRATIVES, corresponding to English 'that/those over there'.

	PROXIMAL	DISTAL
1	uyu	uyo
2	ava	avo
3	uyu	uyo
4	iyi	iyó
5	iri	iro
6	aya	ayo
7	ichi	icho
8	izvi	izvo
9	iyi	iyó
10	idzi	idzo

11	urwu	urwo
12	aka	ako
13	utwu	utwo
14	uhwu	uhwo
15	uku	uko
16	apa	apo
17	uku	uko
18	umu	umo

Note that the distals are like the proximals except that they have /-o/ as the final vowel.

Note also that the word /apo/, which has already been learned with the meaning 'there', is simply the distal demonstrative for Class 16. In the same way, /apa/ is often translated with 'here', /umu/ with 'in here' and /umo/ with 'in there'.

(For practice, see Groups 1-3.)

1. Demonstratives with nouns of various classes.

'Do you want/like this banana?' 'I want/like that one.'

hobó	Unódâ iri hobó heré?	Ndinódâ iro.
mahobó	Unódâ aya mahobó heré?	Ndinódâ ayo.
munda	Unódâ uyu munda heré?	Ndinódâ uyo.
minda	Unódâ iyi minda heré?	Ndinódâ iyo.
parafíni	Unódâ iyi parafíni heré?	Ndinódâ iyo.
shúka	Unódâ iyi shúka heré?	Ndinódâ iyo.
munyú	Unódâ uyu munyú heré?	Ndinódâ uyo.

sípo	Unódâ iyi sípo heré?	Ndinódâ iyo.
sím̄bi	Unódâ iyi sím̄bi heré?	Ndinódâ iyo.
chikóro	Unódâ ichi chikóro heré?	Ndinódâ icho.
zvikóro	Unódâ izvi zvikóro heré?	Ndinódâ izvo.
chitóro	Unódâ ichi chitóro heré?	Ndinódâ icho.
zvitóro	Unódâ izvi zvitóro heré?	Ndinódâ izvo.
chéchi	Unódâ iyi chéchi heré?	Ndinódâ iyo.
vapwéré	Unódâ ava vapwéré heré?	Ndinódâ avo.
mupwéré	Unódâ uyu mupwéré heré?	Ndinódâ uyo.
vafúndísi	Unódâ ava vafúndísi heré?	Ndinódâ avo.
mufúndísi	Unódâ uyu mufúndísi heré?	Ndinódâ uyo.

2. Concord between proximal demonstrative and noun. Singular vs. plural.

	'How much is this banana?'	'How much are these bananas?'
hobó	Iri hobó rínóita marínyi?	Aya mahobó ánóita marínyi?
sípo	Iyi sípo ínóita marínyi?	Idzi sípo dzínóita marínyi?
húní	Iyi húní ínóita marínyi?	Idzi húní dzínóita marínyi?
chigěřǒ	Ichi chigěřǒ chínóita marínyi?	Izvi zvigěřǒ zvínóita marínyi?
sím̄bi	Iyi sím̄bi ínóita marínyi?	Idzi sím̄bi dzínóita marínyi?
zingwa	Iri zingwa rínóita marínyi?	Aya mazingwa ánóita marínyi?
imbá	Iyi imbá ínóita marínyi?	Idzi dzimbá dzínóita marínyi?

3. Demonstratives with nouns of various classes.

	'How much is this banana?'	'It is one penny.'
hobó	Iri hobó rínóita marínyi?	Rínóita kóbiri.
mahobó māna	Aya mahobó māna ánóita marínyi?	Ánóita makóbiri mana.
símbi	Iyi símbi ínóita marínyi?	Ínóita chishánŭ.
símbi ina	Idzi símbi ina dzínóita marínyi?	Dzínóita pŕndo.
sípo	Iyi sípo ínóita marínyi?	Ínóita shereni.
sípo ina	Idzi sípo ina dzínóita marínyi?	Dzínóita mashereni mana.
chigěrŕ	Ichi chigěrŕ chínóita marínyi?	Chínóita mashereni mairí.
zvigěrŕ zvina	Izvi zvigěrŕ zvina zvínóita marínyi?	Zvínóita mashereni maséré.
húní	Idzi húní dzínóita marínyi?	Dzínóita háfukoróni.

4. Personal subject prefixes with /-rí-/.

	'Where are you?'	'I'm here.'
iwé	Urípi?	Ndirí pánó.
imwí	Murípi?	Tirí pánó.
íye	Áripí?	Ári pánó.
ívo	Váripí?	Vári pánó.

5. Use of location-words after /-rí/.

'Are the children in the house?'

mumbá	Vaná várí mumbá heré?
chéchi	Vaná várí muchéchi heré?
gádheni	Vaná várí mugádheni heré?
hóspitari	Vaná várí muhóspitari heré?
patyo	Vaná várí pātyo heré?
gomo	Vaná várí mūgomo heré?
munda	Vaná várí mūmunda heré?
dangá	Vaná várí mūdangá heré?
pánó	Vaná várí`pánó heré?
kúre	Vaná várí`kúre heré?

6. Questions with /--nyí/ after a low verb.

'What does Father do on ('in') the mountain?' 'He cuts trees.'

Babá vánóitenyí mūgomo?	Máí vánóitenyí kūmushá?
Vánotémá mití.	Vánóbika.
Babá vánóitenyí mugádheni?	Vanhu vánóitenyí kūjangano?
Vánódirira mbéú.	Vánováká imbá.
	Vanhu vánóitenyí kūmahéu?
	Vánórima.

7. Questions with /--nyí/ after a high verb.

	'What did you sell?'	'I sold an iron.'
iwé	Wakátěngěsenyí?	Ndakátěngěsǎ` símbi.
imwí	Mwakáténgésenyí?	Takátěngěsǎ` símbi.
íye	Wákaténgésenyí?	Wákaténgěsǎ` símbi.
ívo	Vákaténgésenyí?	Vákaténgěsǎ` símbi.

8. Questions with /--nyí/, high and low verbs.

	'What are you selling?'	'I'm selling salt.'
kuténgésá	Urí kuténgésenyí?	Ndirí kuténgésá munyú.
kuita	Urí kūitenyí?	Ndirí kuita basa rángu.
kurima	Urí kūrimenyí?	Ndirí kūrima mbéú.
kugeza	Urí kūgezenyí?	Ndirí kūgeza mwaná.
kutémá	Urí kutémenyí?	Ndirí kutémá mutí.
kudirira	Urí kūdirirenyí?	Ndirí kūdirira mbéú.
kuvádzá	Urí kuvádzenyí?	Ndirí kuvádzá` húní.

Practice conversations.

You ask where the children are, Vaná váripí?

Váří kugádheni.

and what they are doing. Váří kúitenyí?

Váří kūdirira mbéú.

You want to know Gádheni ríripí?
 where the garden
 is,

Rírí chĩnhambo.

and when the chil- Vánoúya ríni?
 dren will come
 back.

Váchaúyá masíkatí.

You ask a child what Urí kuténgésenyí pánó?
 he is selling here.

Ndirí kuténgésá`
 sípo.

You ask how much Iyi sípo chená ínóita
 this white soap
 is, marínyi?

Iyi ínóita shereni.

and ask for some. Ndingáónǎ chená heré?

Zvákánaka.

Reading exercise. Read aloud, verify and write tones, trans-
 late, and answer questions in Shona about the content.

Uri kuitenyi mujaha?

Ndiri kutenga shuka.

Vasikana vari kutengenyi?

Vari kutenga mahobo.

Vana vari kuitenyi pano?

Vari kutenga parafini.

Baba Shumba vari kuitenyi pano?

Vari kutenga simbi.

Free Conversation.

Using real fruits and vegetables if they are available, practice pricing and buying various kinds of food.

UNIT 10

BASIC DIALOGUE

Masíkatí chírombówe.	Good day!
Masíkatí.	Good day.
-tsvaka	to look for, seek
aní (pl. vanáaní)	who?
Murí kũtsvaka aní?	Who are you looking for?
Ndirí kudá Babá Mukárátí.	I need Mr. Mukarati.
Ah! Wáénda kwáMutáre.	Oh! He went to Umtali.
Mwaídenyí kwáwári?	What did you want of him?
-taura	to speak
Ndaídâ kutaura navó.	I wanted to talk with him.

Supplementary vocabulary. Some important place-names in Rhodesia.

kwáMutáre	to/at	Umtali
kuHaráre	to/at	Salisbury
kuMaróndera	to/at	Marandellas
kuGatóma	to/at	Gatooma
kuKwékwe	to/at	Que Que
kuGwerú	to/at	Gwelo
kuBhurúwayo	to/at	Bulawayo
kuChipínga	to/at	Chipinga

Supplementary vocabulary. Three time expressions suitable for use with the hodiernal tense.

Wáénda mangwánaní áno.	this morning
Wáénda chinhabwe.	a short time ago
Wáénda mambákwedzá.	dawn

1. The /-i-/ tense.

Examples of a new prefix are found in:

Mwaídenyí?	What did you want?
Ndaída kutaura navó.	I wanted to talk with him.

Forms that contain this prefix may be said to be in the /-i-/ tense. The subject prefixes are the same as those used in the /-ka-/ tense (Unit 5 , Note 1 , List 2), but the tones are those of the /-no-/ tense (Unit 5 , Note 1).

With regard to meanings and English translation equivalents, the uses of /-i-/ fall into two major groups. First, and central, is its use as past habitual ('I used to ...') (cf. Fortune AGS par. 565). The list of sentences which follow this note illustrate that use. A second and rather frequent use is illustrated in the basic dialogue, where reference is not really to past habitual action, but to a present situation which one wishes to refer to obliquely. In this respect, /-i-/ is reminiscent of /-nga-/ (Unit 8, Note 1), and occasionally occurs in the same words as /-nga-/.

Ndaíngadá....	I would like....
---------------	------------------

(This is the only instance of two of the so-called tense prefixes occurring together.)

Ndaířenda kudhíbbhi masóndo ósé.	I used to go to the dip tank every week.
Váírima ngúvá dzósé.	They used to farm all the time
Ndaígăara muimbá yédu.	I used to live in our house.
Ndaídzídzísá vapwéré goré rakápěřă.	I used to teach children last year.
Ndaírăpa mwedzí mītatú yakápěřă.	I used to do medical work three months ago.
Ndaítăura zvakánăka mazúvá ósé.	I used to speak well every day.
Ndaířenda kujana ngúvá dzósé.	I used to herd cattle all the time.
Ndaíchăira makoré akápěřă.	I used to drive, years ago.
Ndaírăra mwaná mwedzí wakápěřă.	I used to care for a child last month.
Ndaíténgésá măhobó musí weMúgobéra.	I used to sell bananas on Saturday.

2. The past tense of today. (The 'hodiernal tense'.)

The very first verb forms which occurred in this series of lessons were in the greeting formulae. They were in a tense which did not occur outside of such formulae until this unit, and for this reason it has not been discussed until now. Examples are:

Mwarára heré?	Did you sleep (during the past night)?
Váswéra heré?	[How] did they spend the day?
Wáénda kwăMutăre.	He went to Umtali.

The subject prefixes are as for the /-ka-/ tense. The tones of the verb stems themselves are as for the /-ka-/ tense also:

mwaúyá	you came (today)
văŭyă	they came (today)

vásvíka	they arrived (today)
ndataúra	I spoke (today)

That is, after high tone, westerly dialects have low tone on the stems of high verbs. Note that with low stems, some dialects have high tone on the first stem syllable only.

Almost without exception, verbs in this tense are used to refer to events that have taken place during the same day or during the preceding night. It may therefore be called the 'past today' tense, or the 'hodiernal' tense (from the Latin word for 'today').

(For practice in forming the hodiernal tense, see Groups 1-8.)

1. Past today, low verbs, first and second person.

'Did you do your work?'	'I did my work.'
Waíta basa rákó heré?	Ndaíta basa rángu.
Waénda kumahéu heré?	Ndaénda kumahéu.
Wataúra navó heré?	Ndataúra navó.
Waríma munda here?	Ndaríma munda.
Waréra mwaná here?	Ndaréra mwaná.
Waswéra sényi?	Ndaswéra zvirínáne.

2. Hodiernal tense, low verbs, third person.

	'How [well] did he plow?'	'He plowed well.'
kurima	Wáríma sényi?	Wáríma zvakánáka.
kutaura	Wátáura sényi?	Wátáura zvakánáka.
kudirira	Wádírira sényi?	Wádírira zvakánáka.
kugeza	Wágéza sényi?	Wágéza zvakánáka.

3. Hodiernal tense, low verbs, first, second, and third persons.

'When did you arrive?'

Wasvíka ríni?

Wásvíka ríni?

Wataúra ríni?

Wátáúra ríni?

'I arrived a short time ago.'

Ndasvíka chinhambwe chapérá.

Wásvíka chinhambwe chapérá.

Ndataúra chinhambwe chapérá.

Wátáúra chinhambwe chapérá.

4. Hodiernal tense, high verbs, first and second persons.

'Did you cut trees?'

kutémá

kusímá

kuténgá

kuténgésá

kuóná

kusíyá

Watémá mití heré?

Wasímá mārúva heré?

Waténgá pārafíni heré?

Waténgésá munyú heré?

Waóná vadzídžísi heré?

Wasíyá mwaná heré?

'I cut trees.'

Ndatémá mití.

Ndasímá mārúva.

Ndaténgá pārafíni.

Ndaténgésá munyú.

Ndaóná vadzídžísi.

Ndasíyá mwaná.

5. Hodiernal tense, high verbs, third person.

'Where did he leave the children?'

(íye)

máí

babá

mujahá

Wásíyepí vaná?

Máí vásíyepí vaná?

Babá vásíyepí vaná?

Mujahá wásíyepí vaná?

majahá	Majahá ásŷyepí vaná?
mhandara (sg.)	Mhandara yásŷyepí vaná?
mhandara (pl.)	Mhandara dzásŷyepí vaná?

6. Hodiernal tense, high verbs, third person, subjects in various classes.

ngúvá	Ngúvá yápěřǎ.	The time is up.
sípo	Sípo yápěřǎ.	The soap is all gone.
parafíni	Parafíni yápěřǎ.	The kerosene is all gone.
munyú	Munyú wápěřǎ.	The salt is all gone.
mahobó	Mahobó ápěřǎ.	The bananas are all gone.
húní	Húní dzápěřǎ.	The firewood is all gone.
basa	Basa rápěřǎ.	The work is finished.

7. Hodiernal tense, high verbs, first and second vs. third person.

	'Where did your son get the scissors?'
kuóná chigěřǎ.	Mukóróre wényú wáǎnepí chigěřǎ?
imwí	Mwaónepí chigěřǎ?
kusíyá mwaná	Mwasíyepí mwaná?
babá	Babá vásŷyepí mwaná?
kuténgá munyú	Babá wátěngepí munyú?
iwé	Waténgepí munyú?
muzváré	Muzváré wátěngepí munyú?
imwí	Mwaténgepí munyú?

8. High vs. low verbs, hodiernal tense, third person.

'Did the young man arrive home (today)?'

kusvika	Mujahá wásvika heré kūmushá?
kuúyá	Mujahá wáúyá heré kūmushá?
kuenda	Mujahá wáénda heré kūmushá?
kutémá mití	Mujahá wátémá mití heré kūmushá?
kuita basa	Mujahá wáíta basa heré kūmushá?
kubvá	Mujahá wábva heré kūmushá?

Practice conversations.

Ask another person
what he is doing
here.

Urí kūitenyí pánó?

Ndirí kūgeza.

Iwé urí kūitenyí?

Reply that you are
playing, and ask
when he is going
to go home.

Ndirí kutámbá`

zvángu.

Unóénda ríni

kumbá?

Ndicháénda masíkatí.

You ask where the
other person's
cattle kraal is.

Dangá rényú ríripí?

Rírí chīnhambo.

When did Father go
to the kraal?

Babá váénda ríni
kudangá?

Váénda mangwánaní.

What is he doing at
the kraal?

Várí kūitenyí
kūdangá?

Várí kūita basa.

Is he intending to
go to the dip
tank?

Várí kudá kūenda
kudhíbbhi heré?

Hóngu vácháenda
masíkatí.

Reading Read aloud, verify and mark tones, and learn to take both roles without reference to the printed text.

Mwakaita basa here Mugobera?

Hóngu, takadirira mugadheni.

Vasikana vakaitenyi?

Vakarera vana.

Vakomana vakaitenyi?

Vakadirirawó.

Masikati mhandara.

Masikati shewe.

Mwaswera here?

Aiwa zvitambo.

Vaswera senyi murimisi? [murimisi (1, 2) 'agricultural demonstrator']

Waenda kwaMutare.

Wanouya rini?

Wánǒzoúyá musi weMusumbunuko.

Free conversation.

Ask and answer questions about what you and others have actually done during the current day or the preceding night.

UNIT 11

BASIC DIALOGUE

	nzira (9, 10)	path, way
A	Nzira ínóenda kúpŷ?	Where does the path go?
B	Ndíyo ìnósvŷika muguta.	This is the [one] that goes to (‘arrives in’) the village.
	-gúrírá	to cut (for)
A	Hapáná ìnógúrírá heré?	Isn’t there a shorter [one]?
B	Iyi ndíyo yàkátónaka.	This is the right [one].
A	Ínósvika ngepáWatsómba heré?	Does it go via Watsomba?
B	Kwázvo, ndíyo iyi.	Oh yes, this is it.

Supplementary vocabulary. Adjectives that may describe a road.

Where is the big road?	muvhá (3, 4)	}	road
Mugwagwa mukúru úripí?	mugwagwa (3, 4)		
Mugwagwa murefú úripí?	~refú		long, tall
Mugwagwa mupamhí úripí?	~pamhí		wide
Mugwagwa mutètè úripí?	~tètè		narrow
Mugwagwa mupfúpi úripí?	~pfúpi		short
Mugwagwa mutsvá úripí?	~tsvá		new

1. Relative verb forms, affirmative.

verbs: Notice the tones on the subject prefixes in these

Ndíyo nzira ìnósvíka muguta.	That is the path that goes to town.
Ndíyo ìnósvíka muguta.	That is the one that gets to town.
Hapáná nzira ìnógúrírá heré?	Isn't there a path that is shorter?
Hapáná ìnógúrírá heré?	Isn't there one that is shorter?
Ndíyo yàkánáka.	That is the one that is good.

These verbs are formed just like the third person verbs of the /-no-/ and /-ka-/ tenses that have been met previously, except that they have low tone on their subject prefixes. The corresponding verbs with high tone on the subject prefix were INDICATIVE; an indicative form is one which serves as the main verb in a declarative sentence. The verbs in the examples cited above, with low tone on the subject prefix, are RELATIVE. A relative verb never stands as the main verb in a declarative sentence. Instead, it occupies positions in the sentence which may also be occupied by adjectives or by nouns. English translations, as in all of the above examples, often consist of relative clauses.

Tonally, relative forms are identical with first and second person indicative forms. It follows that there is no audible difference between indicative and relative forms in the first and second persons:

Ndinóběreka mwaná.	I carry the child.
Ndíní ndinóběreka mwaná.	It is I (I) who carry the child.

Relative verbs are also used after /ndíaní/ 'who (is it)?'.
[For practice in constructing and using relative verbs, see Groups 1-8 and 10, 11 of the sentences for systematic practice.]

2. Relative verbs as translations for English adjectives.

The supplementary vocabulary for this unit includes a number of adjectives, which are cited in this book with a ~ before the stem. Such adjectives are very few in Shona, numbering about two dozen, depending on the dialect that is being considered. Most adjectival expressions in Shona are in fact

relative verbs:

	nzira yàkánáka	a good path ('a path that is good')
compare:	Nzira yákánaka.	The path is good.

3. Concords with /ndí-/.

One of the most frequently used of the constructions that employ relative verbs is one that begins with /ndí-/ plus some concordial element:

Ndíyo yakánáka.	That is the one (Class 9) that is good.
-----------------	---

Translations for /ndíyo/ are 'it is that', or 'that is the one.'

The concordial element of one of these third person forms, Classes 2-18, is identical with the last part of the distal demonstrative (Unit 9, Note 4), or of the possessive pronoun (Unit 7, Note 3.), except for Classes 3 and 6.

The first and second person forms are:

ndíní	ndísú (tísú)
ndíwé	ndímwí
ndíye	ndívo

[For practice with the above forms, see Groups 9-11].

1. Indicative vs. relative, high verbs, /-ka-/ tense.

'They transplanted flowers (before today).'
'They are the ones who transplanted flowers.'

kusímá māruva	Vákasímá māruva.
	Ndívo vákásímá maruva.

kuvádza húní	Vákavádzá`húní.
	Ndívo vákavádzá`húní.

kuténgá munyú Vákaténgá munyú.
 Ndívo vákátěngă munyú.

kuúyá kuchéchi Vákaúyá kuchéchi.
 Ndívo vákáũyă kuchéchi.

2. Low verbs.

'They did his work (before today).'
 'Who [all] did his work?'

kuita basa Vákáita basa ráké.
 Ndívanáání vákáíta basa ráké?

kusvika kumushá Vákásvika kumushá.
 Ndívanáání vákásvíka kumushá?

kutaura návo. Vákátaura návo.
 Ndívanáání vákátáura návo?

kugeza mwaná Vákágeza mwaná.
 Ndívanáání vákágéza mwaná?

kuenda kurwizí Vákáenda kurwizí.
 Ndívanáání vákáénda kurwizí?

kurera vaná Vákárera vaná.
 Ndívanáání vákáréra vaná?

3. Indicative vs. relative, high verbs, /-no-/ tense.

'He works in an office.'

'Who works in an office?'

kusándá muófisi

Ánosándá muófisi.

Ndíani ànosándá muófisi?

kuténgá munyú

Ánoténgá munyú.

Ndíani ànoténgá munyú?

kuváka dhíbbi

Ánováka dhíbbi.

Ndíani ànováka dhíbbi?

kuténgésá mūchitóro

Ánoténgésá mūchitóro.

Ndíani ànoténgésá mūchitóro?

kufámbirá mhūri

Ánofámbirá mhūri.

Ndíani ànofámbirá mhūri?

kunyórá zvakánáka

Ánonyórá zvakánáka.

Ndíani ànonyórá zvakánáka?

kuvádza húní

Ánovádzá`húní.

Ndíani ànovádzá`húní?

kutémá mutí

Ánotémá mutí.

Ndíani ànotémá mutí?

4. Indicative vs. relative, low verbs, /-no-/ tense.

'He lives at the store.'

'Who lives at the store?'

kugara pachitóro

Ánógara pachitóro.

Ndíani ànógara pachitóro?

kugeza mumbá	Ánógeza mumbá. Ndíaní ànógéza mumbá?
kurima gádheni	Ánórima mugádheni. Ndíaní ànóríma mugádheni?
kuenda kutsíme	Ánóenda kutsíme. Ndíaní ànóěnda kutsíme?
kudirira mbéú	Ánódirira mbéú? Ndíaní ànódírira mbéú?
kuweza zvakánáka	Ánóweza zvakánáka. Ndíaní ànówěza zvakánáka?
kuchaira zvakánáka	Ánóchaira zvakánáka. Ndíaní ànóchăira zvakánáka?

5. Indicative vs. relative, low verbs, /-ri/ tense.

'She is cooking.' 'Who is the one who is cooking?'

kubika	Árí kúbika.	Àrí kúbika ndíaní?
kurima	Árí kūrima.	Àrí kūrima ndíaní?
kutaura	Árí kūtaura.	Àrí kūtaura ndíaní?
kuverenga	Árí kūverenga.	Àrí kūverenga ndíaní?
kuweza	Árí kūweza.	Àrí kūweza ndíaní?

6. High verbs.

	'He's coming.'	'Who is the one who is coming?'
kuúyá	Árí kuúyá.	Àrí kuúya ndíaní?
kunyórá	Árí kunyórá.	Àrí kunyóra ndíaní?
kusándá	Árí kusándá.	Àrí kusánda ndíaní?
kudzídzísá	Árí kudzídzísá.	Àrí kudzídzísá ndíaní?
kutámbá	Árí kutámbá.	Àrí kutámba ndíaní?

7. Indicative verbs vs. relative verbs with /ndívanáaní/.
High verbs.

	'They are transplanting flowers.'	'Who are transplanting flowers?' ('Those who are transplanting flowers, who are they?')
kusímá māruva	Váří kusímá māruva.	Vàří kusímá māruva ndívanáaní?
kutémá mití	Váří kutémá mití.	Vàří kutémá mití ndívanáaní?
kuvádza húní	Váří kuvádza húní.	Vàří kuvádza húní ndívanáaní?
kuténgésá māzingwa	Váří kuténgésá māzingwa.	Vàří kuténgésá māzingwa ndívanáaní?
kuténgá munyú	Váří kuténgá munyú.	Vàří kuténgá munyú ndívanáaní?
kuténga shúka	Váří kuténgá shúka.	Vàří kuténga shúka ndívanáaní?

8. Low verbs.

	'They are reading.'	'Who are the ones who are reading?'
kuverenga	Váří kúverenga.	Vàrí kúverenga ndívanáání?
kutaura	Váří kútaura.	Vàrí kútaura ndívanáání?
kurimisa	Váří kúrimisa.	Vàrí kúrimisa ndívanáání?
kubereka vaná	Váří kúbereka vaná.	Vàrí kúbereka vaná ndívanáání?
kuenda kuchéchi	Váří kúenda kuchéchi.	Vàrí kúenda kuchéchi ndívanáání?

9. /ndí~/ with concords of various classes.

'Is that your school?'

chikóro	Ndícho chikóro chényú heré?
chigěřǒ	Ndícho chigěřǒ chényú heré?
chitóro	Ndícho chitóro chényú heré?
mushá	Ndíwo mushá wényú heré?
munda	Ndíwo munda wényú heré?
munyú	Ndíwo munyú wényú heré?
marí	Ndíyo marí yényú heré?
shúka	Ndíyo shúka yényú heré?
húní	Ndídzó húní dzényú heré?
dzimbá	Ndídzó dzimbá dzényú heré?
dangá	Ndíro dangá rényú heré?
shereni	Ndíyo shereni yényú heré?

basa	Ndíro basa rényú heré?
mashereni	Ndíwo mashereni ényú heré?
maruva	Ndíwo maruva ényú heré?
mwaná	Ndíye mwaná wényú heré?
mukúnda	Ndíye mukúnda wényú heré?
vaná	Ndívo vaná vényú heré?
vapwéré	Ndívo vapwéré vényú heré?

10. /ndí~/ plus personal pronouns, used with relative forms of high verbs.

	'He builds houses.'	'He is the one who builds houses.'
íye	Ánováká dzimbá.	Ndíye ànováká dzimbá.
ívo	Vánováká dzimbá.	Ndívo vànováká dzimbá.
iní	Ndinováká dzimbá.	Ndíní ndìnováká dzimbá.
isú	Tinováká dzimbá.	Tísú tìnováká dzimbá.
iwé	Unováká dzimbá heré?	Ndíwé ùnováká dzimbá heré?
imwí	Munováká dzimbá heré?	Ndímwí mùnováká dzimbá heré?

11. Low verbs.

	'She carries the child.'	'She is the one who carries the child.'
íye	Ánóbereka mwaná.	Ndíye anóběreka mwaná.
ívo	Vánóbereka mwaná.	Ndívo vanóběreka mwaná.
iní	Ndinóběreka mwaná.	Ndíní ndinóběreka mwaná.

isú Tinóběreka mwaná. Tísú tinóběreka mwaná.
 iwé Unóběreka mwaná heré? Ndíwé unóběreka mwaná heré?
 imwí Munóběreka mwaná heré? Ndímwí munóběreka mwaná heré?

Practice conversations.

You ask where his house is. Imbá yákó íripí?

Imbá yángu írí mūguta.

Is it near? Írí pātyo heré?

Írí chīnhambo.

Is it large? Íhūrŭ heré?

Hūnde íhūrŭ kwázvo.

Is this the [right] way for me? Ndíyo nzira yángu heré?

Inóěnda kúpi?

The one that goes to town. Inósvíka muguta.

Ndíyo iyi.

You ask whether there isn't one that goes by Watsomba. Hapána inósvíka ngepáWatsómbá heré?

Iyi ndíyo inósvíka.

Oral Reading Practice.

Mhuri yedu inogara muguta.

Inogara muimba chena.

Inoita basa zvakanaka.

Inoenda kuSyondo.

It goes to [church on] Sunday.

Inoenda kwaMutari mugobera vose.

Inotamba mitambo.

mutámbo (3, 4) game

Inofambira kuHosipitare.

It has a connection with the hospital.

Inogara zvakanaka.

Free conversation.

Collect a number of objects and ask whether each belongs to various individuals.

UNIT 12

BASIC DIALOGUE

chiShóna (7)

Shona style of
speaking or acting.

A Handítaúrí chiShóna zvakánáka. I don't speak Shona well.

B Ah! Unótáura zvakánáka kwázvo. Oh, you speak very well.

mutauro (3, 4)

language

B Unódzídzíra kúpí mutauro
wédú? Where do you study our
language.

A KuNyakatsápá.

At Nyakatsapa.

-pédzá

to finish

B Unópédza ríni?

When do you finish?

-zívá

to know

A Handízíví zvakánáka.

I don't know for sure.

Supplementary vocabulary. Names of some languages.

Ánógona kutaura chiNdevére (7) Ndebele.

(kugona 'to be able') chingezi (7) English

chirungu (7) (any) European language

chiróoróo (7) }
chiraparápa (7) } Fanagalo, 'Kitchen Kaffir'

chiPutukézi (7) Portuguese

1. Negative verbs that correspond to the /-no-/ tense.

The basic dialogue for this unit contains two negative verbs:

Handítaurí, chíShóna zvakánáka. I don't speak
Shona well.

Handízíví, zvakánáka. I don't know
for sure.

The various affirmative tenses of Shona form their negatives in quite diverse ways. The negative verbs in the above examples correspond to the affirmative forms /ndinótšura/ and /ndinózívá/.

This set of negative forms begins with the negative prefix /há-/, followed by the subject prefix with high tone. The first syllable of the stem has its basic tone, low for low verbs and high for high verbs. The next two stem syllables are high for high and low verbs alike. The final vowel of the stem is /-i/ in some dialects, /-e/ in others.

Note however that the stems of the pro-verbs do not adopt the special tonal pattern described above, and that their final vowels do not change.

[For practice in constructing these forms, see Groups 2 - 7 of the sentences for systematic practice.]

1. Infinitive after /-pédzá/.

' Have you (sg.) finished speaking?'

kutaura Wapédzá heré kūtaura?

ívo Vápědză heré kūtaura?

kunyórá Vápědză heré kunyórá?

imwí Mwapédzá heré kunyórá?

kubika Mwapédzá heré kūbika?

íye	Wápědză heré kŭbika?
kudirira	Wápědză heré kŭdirira?
iwé	Wapédzá heré kŭdirira?
kusándá	Wapédzá heré kusándá?

2. Affirmative vs. negative of /-no-/ tense, high verbs.

	'Do you teach every day?'	'I don't teach.'
kudzídžísá	Unódžídžísá mazúvá ǫsé heré?	Handžídžísí.
kusándá	Unósándá mazúvá ǫsé heré?	Handísándí.
kuúyá	Unóúyá mazúvá ǫsé heré?	Handíúyí.
kudzídžírá	Unódžídžírá mazúvá ǫsé heré?	Handídzídžírí.

3. Affirmative vs. negative of /-no-/ tense, monosyllabic high verb.

	'Do you (sg.) want to go with them?'	'I don't want [to].'
iwé	Unódâ kuenda navó heré?	Handídí.
imwí	Munódâ kuenda navó heré?	Hatídí.
íye	Ánodá kŭenda navó heré?	Haádí.
ívo	Vánodá kŭenda navó heré?	Havádí.

4. Negative of /-no-/ tense, low verb.

'I don't speak Ndebele.'

iní	Handítaurí chĩNdevére.
íye	Haátaurí chĩNdevére.
isú	Hatítaurí chĩNdevére.
ívo	Havátaurí chĩNdevére.
iwé	Haútaurí chĩNdevére heré?
imwí	Hamútaurí chĩNdevére heré?

5. Affirmative vs. negative, /-no-/ tense, low verb.

'Can I speak?'

'

'You can't.'

Iní ndinógõna heré kũtaura?	Haúgoní.
Iwé unógõna heré kũchaira?	Handígoní.
Íye ánógõna heré kũchaira?	Haágoní.
Isú tinógõna heré kũrimisa?	Hamúgoní.
Ívo vánógõna heré kũrimisa?	Havágoní.
Iwé unógõna heré kũtaura chiShóna?	Handígoní.
Imwí munógõna heré kunyórá?	Hatígoní.
Isú tinógõna heré kutámábá?	Hamúgoní.
Vánógõna heré kutémá?	Havágoní.
Munógõna heré kusímá mǎruva?	Hatígoní.

6. Affirmative vs. negative of /-no-/ tense, low verbs.

'Do you cultivate the field?'	'I don't (cultivate).'
Unórĭma munda heré?	Handírímĭ.
Unótăura chiPutukézi heré?	Handítaúrĭ.
Unógŏna kuverenga heré?	Handígonĭ.
Unórĭmisa heré?	Handírímísĭ.

7. Negative of /-no-/ tense, high and low verbs.

inĭ	Handídĭ kusímá māruva.	I don't want to transplant flowers.
ĭvo	Havádĭ kusímá māruva.	They don't want to transplant flowers.
kugona	Havágonĭ kusímá māruva.	They can't transplant flowers.
kuverenga	Havágonĭ kŭverenga.	They can't read.
ĭye	Haágonĭ kŭverenga.	He can't read.
kuzívá	Haázívĭ kŭverenga.	He doesn't know how to read.
kuchaira	Haázívĭ kŭchaira.	He doesn't know how to drive.
isú	Hatízívĭ kŭchaira.	We don't know how to drive.
kudá	Hatídĭ kŭchaira.	We don't want to drive.

Questions and answers. The tutor should ask these questions of the students, with the students' books closed. The students should then read the questions aloud, supplying correct tones. Finally, they should write their own answers in the book.

Munovaka here?

Vasikana vanorima here?

_____ anoenda kuchikoro here?

Tinogara mumba here?

Vakomana vanobika here?

Mai vanobereka mwana here?

Vana vanotamba here?

Basa rinopera Mugobera here?

Vanoenda kudanga renyu here?

Unovadza huni here?

Munorapa here?

Munoenda kudhibhi here?

Munoziva murimisi here?

Unofambira chikoro mazuva qse here?

Munodzidzisa here?

Munoita basa mazuva qse here?

Unotema muti here?

Vana vanodirira mbeu here?

Unogeza mumba here?

Munoweza here?

Practice conversation.

You ask another person
what language he
speaks.

Unótǎura mutauronyí?

Ndinótǎura chirungu
kuchikóro.

Tinótǎura chiShóna
kumushá.

You ask whether the
children speak a
European language
in school.

Vapwére vánótaura
chirungu heré
kūchikóro?

Havátaurí chirungu.
Vánótaura chiShóna.

Oral Reading Practice.

Ndiani uri kutaura?

Ndini.

Vapedza here kusanda?

Ndatopedza.

Sara, uri kuitenyi?

Ndiri kunyora.

Uri kunyora mutauronyi?

Ndiri kunyora chirungu.

Anotaura chiShona zvakanaka here?

Ah! Anotaura zvakanaka kwazvo.

Wakadzidzirepi mutaur^o wedu?

KuNyakatsapa.

Anopedza rini?

Ndinofunga mwedzi unouya.

Free conversation.

Practice asking and answering questions about what members of the class regularly do. In answering, some of the replies should be negative.

UNIT 13

Basic sentences. Expressions useful in a language class.

-ṅzwá	to hear, feel, perceive, understand
Mwazvíṅzwá heré?	Do you understand? ('Have you heard it?')
kwéte	no
Kwéte.	No.
Handíná kuzvíṅzwá.	I didn't understand (it).
izwí (5, 6)	voice, word
Nyóráí āya mazwí.	Write these words.
mudzídza (1,2)	student
Ava vadzídza vánobvá Amérika.	These students come from America.
-dzídzá	to learn
Ndinódâ kudzídzá kũtaura chiShóna.	I want to learn to speak Shona.
-pinda	to enter, to surpass
Pindáí.	Come in!
pasí (16)	underneath, floor, ground, the earth
Garáí pasí.	Sit down!
masúre (6)	back, behind
Tauráí mūmasúre mwángu.	Repeat ('speak') after me.

-isa	to put
bhúku (5, 6)	book
Isáí mabhúku pasí.	Put [your] books down.
Mwatínyi?	What did you say?
{ Itáizvé.	{ [Please] repeat.
{ Taúraizvé.	{ (*Do/speak again.*) }
~shoma	few, little
Mungátáūrā zvisshoma heré?	(Can you) [please] speak slowly/softly?

1. Past negative indicative.

The basic sentences for this unit contain a past negative form:

Handíná kuzvíñzwá. I didn't understand it.
(Cl. 8)

The root of this verb is /-nzwá/, the syllable /-zví-/ is an object prefix of Class 8, used without a specific noun antecedent. (Object prefixes will be discussed further in Unit 15 .)

The formula for past negatives is: /há-/ + subject prefix with high tone + /ná/, + infinitive. These phrases may be used as negative counterparts both for the /-ka-/ tense (past before today) and the hodiernal tense (past today).

This kind of past negative indicative construction is the one that will be used in this book. There are however two other fairly widespread kinds of past negatives that are used in various parts of Mashonaland. One uses the stem /-zi/ in place of /-na/, thus:

handízí kuzvíñzwá

This negative also may be used as a counterpart of affirmatives in either the /-ka-/ or the hodiernal tense.

A third style of negative uses the negative prefix /-sa-/, alone as a negative of past today (hodiernal), and followed by /-ka-/ as a negative of the /-ka-/ tense:

handísazvínzvá

handísákazvínzvá

It should be noted that in this set of negatives, unlike the negative of the /-no-/ tense, the final vowel of the stem remains /-a/ and does not become /-i/.

[For practice with the first of these three types of past negative formation, see Groups 10, 11 of the sentences for systematic practice.]

2. Affirmative imperative verbs.

The basic sentences for this unit contain a number of examples of the plural affirmative imperative form of verbs:

Nyóráí...

Write...!

Taúráí.

Speak!

Garáí pasí

Sit down!

In form, these words consist of the stem of the verb, plus /-i/ (in some dialects /-nyi/). The first syllable of a low verb is low; otherwise, stem tones are high. The tone of /-í/ is high in some dialects, low in others. In the imperative, as in the other forms of the verb, the plural form may be used in speaking to one person, as a mark of respect. The singular form of the imperative is like the plural except that it lacks the suffix (/i/ or /nyi/).

[For practice with affirmative imperative verbs see Groups 2-9.]

3. The enclitic /--zve/.

Compare the forms:

Taúráí.	Speak!
Taúráizvé.	Speak again!
Pindá.	Enter!
Pindázve.	Enter again!
Wátáura.	He spoke.
Wátáurazvé.	He spoke again.

The tone of /--zve/ is always opposite to the tone of the preceding syllable. The preceding syllable has the same tone that it would have in the corresponding form without /--zve/, unless that form ends with two or more consecutive high tones. When the form without /--zve/ ends with two or more high tones, the syllable before /--zve/ has low tone:

Taúráí vs. Tauráizvé.

[For practice on this point, see Groups 4, 5.]

1. Concord between noun and possessive; singular vs. plural.

	'Where did you put my book?'	'Where did you put my books?'
bhúku	Waísa bhúku rángu pápĩ?	Waísa mabhúku ángu pápĩ?
hobó	Waísa hobó rángu pápĩ?	Waísa mahobó ángu pápĩ?
sípo	Waísa sípo yángu pápĩ?	Waísa sípo dzángu pápĩ?
shúka	Waísa shúka yángu pápĩ?	
munyú	Waísa munyú wángu pápĩ?	
marí	Waísa marí yángu pápĩ?	

chigěřǒ	Waísa chigěřǒ chángu pápǎ?	Waísa zvigěřǒ zvángu pápǎ?
tíki	Waísa tíki yángu pápǎ?	Waísa matíki ángu pápǎ?
shereni	Waísa shereni yángu pápǎ?	Waísa mashereni ángu pápǎ?
háfuikoróni	Waísa háfuikoróni yángu pápǎ?	Waísa maháfuikoróni ángu pápǎ?
mbofána	Waísa mbofána yángu pápǎ?	Waísa mbofána dzángu pápǎ?
húní	Waísa húní yángu pápǎ?	Waísa húní dzángu pápǎ?

2. Hodiernal tense vs. imperative, high verbs.

'Have you finished your work?' 'Finish your work.'

kupédzá Mwapédzá heré bāsa rényú? Pédzáí* basa rényú.

kutémá Mwatémá heré mití? Témáí* mití.

kusímá Mwasímá heré māruva? Símáí* maruva.

kuvádzá Mwavádzá heré húní? Vádzáí* húní.

[For the meaning of the symbol *, see Unit 1, Note 2.]

3. Low verbs.

kudirira Mwadíríra heré māruva? Dirírái* maruva.

kuverenga Mwavérénga heré bhúku? Veréngái* bhúku.

kurera Mwaréra heré mwaná? Rerái* mwaná.

kurima Mwaríma heré mūnda? Rimái* munda.

4. Imperative with and without /--zve/, low verbs.

	'Speak.'	'Speak again.'
kutaura	Taúraĩ!	Taúraizvé!
kupinda	Pindaĩ!	Pindaizvé.
kuverenga	Veréngáĩ!	Veréngáizvé.
kuenda	Endáĩ!	Endáizvé.

5. High verbs.

	'Come!'	'Come again.'
kuúyá	Úyáĩ!	Úyáizvé.
kuténgá	Téngáĩ.	Téngáizvé.
kuténgésá	Téngésáĩ.	Téngésáizvé.
kutámbá	Támbáĩ.	Támbáizvé.

6. Imperative singular vs. plural.

Téngésá mití yakó.	Téngésá ^{xx} ĩ mití yényú.
Pédzá bāsa rákó.	Pédzá ^{xx} ĩ basa rényú.
Rerá mwaná wákó.	Rerá ^{xx} ĩ mwaná wényú.
Verénga bhúku rákó.	Veréngá ^{xx} ĩ bhúku rényú.

7. Imperative singular vs. plural. (Use the number of the possessive as the cue for changing the number of the verb.)

	Téngésáí mití yényú.
yákó	Téngésá mití yákó.
kupédzá basa	Pédzá basa rákó.
rényú	Pédzáí basa rényú.
kurera mwaná	Reráí mwaná wényú.
wákó	Rerá mwaná wákó.
kuverenga mabhúku	Verénga mabhúku ákó.
ényú	Veréngáí mabhúku ényú.

8. Infinitive vs. imperative; subject prefix in agreement with possessive of second sentence.

	'He wants to speak.'	'Speak after him.'
íye	Árí kudá kũtaura.	Tauráí mũmasúre mwáké.
ívo	Várí kudá kũtaura.	Tauráí mũmasúre mwávó.
íní	Ndirí kudá kũtaura.	Tauráí mũmasúre mwángu.
isú	Tirí kudá kũtaura.	Tauráí mũmasúre mwédú.

[Note concord /mw-/ of Class 18, in agreement with /mu-/ 'in'.]

9. (Same)

íye	Árí kudá kũpinda mumbá.	Pindáí mũmasúre mwáké.
íní	Ndirí kudá kũpinda mumbá.	Pindáí mũmasúre mwángu.
ívo	Várí kudá kũpinda mumbá.	Pindáí mũmasúre mwávó.
isú	Tirí kudá kũpinda mumbá.	Pindáí mũmasúre mwédú.

10. /-ka-/ tense, affirmative vs. negative, various classes.

	'Is this book good?'	'It is not good.'
bhúku	Iri bhúku rákánaka heré?	Haríná kúnaka.
imbá	Iyi imbá yákánaka heré?	Haíná kúnaka.
dangá	Iri dangá rákánaka heré?	Haríná kúnaka.
mazwí	Aya mazwí ákánaka heré?	Haáná kúnaka.
mugwagwa	Uyu mugwagwa wákánaka heré?	Haúná kúnaka.
nzira	Iyi nzira yákánaka heré?	Haíná kúnaka.
munda	Uyu munda wákánaka heré?	Haúná kúnaka.
zingwa	Iri zingwa rákánaka heré?	Haríná kúnaka.
máchisi	Iyi máchisi yákánaka heré?	Haíná kúnaka.
mwaná	Uyu mwaná wákánaka heré?	Haáná kúnaka.
vaná	Ava vaná vákánaka heré?	Haváná kúnaka.
gádheni	Iri gádheni rákánaka heré?	Haríná kúnaka.
maruva	Aya maruva ákánaka heré?	Haáná kúnaka.
ófisi	Iyi ófisi yákánaka heré?	Haíná kúnaka.
chitóro	Ichi chitóro chákánaka heré?	Hachíná kúnaka.
zvitóro	Izvi zvitóro zvakánaka heré?	Hazvíná kúnaka.
chigěrǒ	Ichi chigěrǒ chákánaka heré?	Hachíná kúnaka.
tsíme	Iyi tsíme yákánaka heré?	Haíná kúnaka.
hobó	Iri hobó rákánaka heré?	Haríná kúnaka.

11. Past affirmative vs. negative.

'They went to Umtali.'

Vákáenda kwáMutáre.

Vákáita basa.

Vákárima munda.

Vákátaura chirungu.

Vákáuya pánó.

Vákadzídíra chiShóna.

'I didn't go with them.'

Handíná kúenda navó.

Handíná kúita basa navó.

Handíná kúrima munda navó.

Handíná kútaura chirungu
navó.

Handíná kuúyá navó.

Handíná kudzídzírá navó.

Practice conversations.

You ask who built
this house.

Ndíání wakávákă iyi imbá?

Ndíńí.

You comment that
it is very nice,
and ask whether
the dip tank is
nearby.

Yákánaka kwázvo. Dhíbbi
rírí pātyo heré?

Ehúnde. Rírí

pātyo.

You ask who has
come into the
schoolbuilding.

Ndíání vapínda muchikóro?

Ndíńí chírombówe.

You ask what
he wants.

Unódenyí pánó?

Ndinódâ kudzídzá.

You ask what he Unódá kudzídzenyi?
wants to learn.

Ndinódá kudzídza
kūtaura chi-
rungu.

Reading practice: two-line conversations.

Ndiani waisa mabhuku angu pasi?

Ndini.

Vapwere vakagara pasi.

Isu takagara navo pasi.

Ndiani wataura mumasure mwake?

Mudzidza wataura mumasure mwake here?

Baba vapindazve mumba.

Vapwere vose vapinda mumasure mwavo.

Free conversation.

Practice giving and receiving directions, using affirmative plural imperative forms.

UNIT 14

BASIC DIALOGUE

símó (5, 6)	vegetable
Ndirí kuténgésá masímó.	I am selling vegetables.
Munényi?	What do you have?
mbatáta (9, 10)	potato
nzungú (10)	groundnuts
kábichi (5, 6)	cabbage
Ndiné mbatáta, nzungú nékábichi.	I have potatoes, groundnuts and cabbage.
Ndingáḍa kábichi.	I'd like some cabbage.
~mwé	one
Ánóita shereni rímwé.	It's one shilling.
Mungándĩpá mātatú heré?	Can you give me three?
Zvákánaka, ánóita mashereni matatú.	All right, that's three shillings.
-tambira	to receive
Mwazvítá, támbírányí.	Thank you. Here you are.

Supplementary vocabulary. Foodstuffs.

mbésa (9, 10)	foods
We bought some guavas.	
Takátěngă magwávha.	gwávha (5, 6) guava
mángo	mángo (9, 10) mango

Takatenga mapópo.	pópo (5,6)	papaya
Takatenga maráranji.	ráranji (5,6)	orange
Takatenga mandímu.	ndímu (5,6)	lemon
Takatenga zvinánazí.	chinánazí (7,8)	pineapple
Takatenga manhanga.	nhanga (5,6)	} pumpkin
Takatenga matíkítí.	díkítí (5,6)	
Takatenga mbatáta.	mbatáta (9,10)	potato
Takatenga ndodzí.	ndodzí (10)	peas
Takatenga shushururu.	shushururu (10)	beans
Takatenga magwére.	gwére (5,6)	} ear of maize
Takatenga {mabarwé. zvibarwé.	chibarwé (7,6 or 8)	
Takatenga tsúnga.	tsúnga (5)	(kind of green vegetable)
Takatenga tsénzá.	tsénzá (9,10)	(an edible root)
Takatenga miríwó.	muríwó (3,4)	food eaten with sadza; vege- table
Takatenga madima.	dima (5,6)	sweet potato
Takatenga nzungú.	nzungú (9,10)	groundnuts
Takatenga madhúmbe.	dhúmbe (5,6)	coco yam
Takatenga nyemba.	nyemba (10)	cow pea

1. The nonconcordial connective /na/.

Notice the underlined syllables in the following sentences:

Munényí?

What do you have?

Ndiné mbatáta,
nzungú nékábichi.I have potatoes, groundnuts,
and cabbage.

Váyána makoré māna.

The children are four years old.

It will be useful to consider that the basic stem represented in these forms is /na/. It consists of a linking morpheme /~a/ preceded by the nonconcordial morpheme /n-/. The basic meaning of /na/ is approximately that of English 'and' and 'with'.

The vowel of the linking morpheme may be /a/, /e/, or /o/, depending on dialect and on the class of the following word. In most dialects, the vowel is /o/ before nouns of Classes 1, 3, 11, 13, 14, 15 (i.e. those whose class prefix contains /u/ or /w/); it is /a/ before nouns of Classes 2, 6, 12 (i.e. those whose prefix contains /a/; and otherwise /e/ except with nouns of Class 1a and /mukóma/ 'older sibling of same sex'. But in Manyika, the vowel is /e/ for all classes except 1a. [Class 1a is a special subdivision of Class 1, such that the members of 1a do not have the /mu-/ prefix shared by the rest of Class 1. Class 1a has certain tonal peculiarities also.]

1	nomwana	8	nezvitoro
1a	nababa	9	nesimbi
2	navana	10	nenzungu
3	nomuti	11	norwizi
4	nemiti	12	nakamwana (kamwaná 'small child')
5	nehobo	13	notuvana (tuvaná 'small children')
6	namahobo	14	nohuswa
7	nechitoro	15	nokuenda

[For practice in choosing the appropriate vowel, see Groups 1-3 of the sentences for systematic practice.]

The connective with /n-/ may be used with or without a subject prefix. With a subject prefix, it acts very much like a verb in that it has affirmative and negative, indicative and relative, and some other sets of forms which are characteristic of Shona verbs. When it is used in this way in this book, it will be written as the last syllable of a word:

Tine nzungu. We have groundnuts.

When the connective with /n-/ is used without a prefix, it is written and pronounced as a part of the word that follows it:

mbatata nenzungu potatoes and groundnuts

The tones, both of the connective itself and of the nouns that follow it, present a fair degree of complexity, both within individual dialects and with respect to interdialectal variation. Two widespread systems for assigning these tones will be described below. This description will apply to the use of /na/ without a subject prefix.

In the more westerly of these two systems the following tone patterns may be expected:

nésípo	and/with soap
nenzíra	and/with a path
néchikóro	and/with a school
nénungú	and/with groundnuts
nababá	and/with Father

The tonal pattern of /nꞤ/ with nouns is predictable in terms of the basic tonal pattern of the noun itself. In the dialects which are exemplified above, nouns that begin with low high (/´.../) keep this tone pattern, and the connective is high except in Class 1a. For other nouns, the tone of the connective is the same as the basic tone of the syllable that follows it: low before low (e.g. /nzira/) and high before high (e.g. /sípo/, /nésípo/).

But nouns (other than Class 1a) that begin with /`.../ raise the tone of the first syllable after the connective: /nenzíra/.

When the first two or more syllables of the noun itself are high, they become low after /ná-/:

néhùnì	cf.	húní
nédìkìtì		díkítí

Further east, in the Manyika area, the tone rules for the connective itself are the same except for nouns that begin with /`'.../. The tone of the connective is low before these nouns, just as it is before other nouns that begin with low tone. The syllable that follows the connective is raised to high, again just as it is in other nouns that have basic low tone on the first syllable:

nababá (No raising because of Class 1a)
nechíkóro

But if the underlying noun is a two syllable word with tones /`'/, then the final high tone is in turn lowered:

nenzúngu

On the other hand, two or more consecutive high tones after /ná/ may not be lowered.

néhúní (cf. westerly /nehùnì/, above)

[For practice with these tonal patterns, see Groups 5-8.]

1. Connective with subject prefix, with nouns before which it has the vowel /e/; class concords with relative verbs modifying these nouns. (Use the noun as the cue.)

Tiné nzungú dzakánáka.

Tiné mán_go dzakánáka.

Tiné nyemba dzakánáka.

Tiné ndodzí dzakánáka.

Tiné mbatáta dzakánáka.

Tiné máchisi dzakánáka.

Tiné mbéú dzakánáka.

Tiné minda yakánáka.

Tiné shúka yakánáka.

Tiné parafíni yakánáka.

Tiné imbá yakánáka.

Tiné bhúku rakánáka.

Tiné díkítí rakánáka.

Tiné tsúnga rakánáka.

Tiné ndímu rakánáka.

Tiné dima rakánáka.

Tiné chinánazí chakánáka.

Tiné chigěřř chakánáka.

Tiné chikóro chakánáka.

Tiné zvinánazí zvakánáka.

Tiné zvigěřř zvakánáka.

Tiné zvikóro zvakánáka.

2. Connective with nouns of classes before which it has the vowel /o/ in some dialects.

Tinó/Tiné mwaná wakánáka.

Tinó/Tiné mudzídza wakánáka.

Tinó/Tiné mudzídzisi wakánáka.

Tinó/Tiné murimisi wakánáka.

Tinó/Tiné munda wakánáka.

Tinó/Tiné munyú wakánáka.

Tinó/Tiné mushá wakánáka.

3. Connective with nouns before which it may have the vowel /a/.

Tiná/Tiné vaná vakánáka.

Tiná/Tiné vadzídza vakánáka.

Tiná/Tiné vapwéré vakánáka.

Tiná/Tiné mabhúku akánáka.

Tiná/Tiné matíkítí akánáka.

Tiná/Tiné mandímu akánáka.

Tiná/Tiné magwére akánáka.

IMPORTANT: After completing work on Groups 1, 2, and 3 separately, take nouns from all three groups at random as cues. Respond with sentences in which the connective has the proper vowel and the relative verb has the proper concordial prefix.

4. Connective with various subject prefixes.

	' Does Father have my books? '	' Father has your books.'
babá	Babá vánaṅ mabhúku ángu heré?	Babá vánaṅ mabhúku ényú.
mujahá	Mujahá áṅṅ mabhúku ángu heré?	Mujahá áṅṅ mabhúku ényú.
majahá	Majahá áṅṅ mabhúku ángu heré?	Majahá áṅṅ mabhúku ényú.

mhandara	Mhandara íṅṅ mabhúku ángu heré?	Mhandara íṅṅ mabhúku ényú.
vapwéré	Vapwéré vánaṅ mabhúku ángu heré?	Vapwéré vánaṅ mabhúku ényú.
vadzídza	Vadzídza vánaṅ mabhúku ángu heré?	Vadzídza vánaṅ mabhúku ényú.
mufúndísi	Mufúndísi áṅṅ mabhúku ángu heré?	Mufúndísi áṅṅ mabhúku ényú.
imwí	Imwí munáṅ mabhúku ángu heré?	Ndináṅ mabhúku ényú.
iwé	Iwé unáṅ mabhúku ángu heré?	Ndináṅ mabhúku ákó.

5. Connective with nouns whose first two tones are /``/.

Ndaténgá ndodzí népópo.

Ndaténgá ndodzí négwére.

Ndaténgá ndodzí némángo.

Ndaténgá ndodzí nédhúmbe.

Ndaténgá ndodzí négwávha.

Ndaténgá ndodzí nésípo.

Ndaténgá ndodzí neshúka.

6. Connective without subject prefix, before nouns with two consecutive high tones.

'I bought salt and tsenza.'

tsénzá Ndaténgá munyú nétsěnză.

díkítí Ndaténgá munyú nédĭkĭtĭ.

húní Ndaténgá munyú nĕhŭnĭ

7. Connective with nouns whose first two tones are /``/.

dima	Ndaténgá mbatáta nedíma.
nyemba	Ndaténgá mbatáta nenyémba.
nhanga	Ndaténgá mbatáta nenhánga.
manhanga	Ndaténgá mbatáta nãmánhanga.
shushururu	Ndaténgá mbatáta neshúshururu.
mabarwé	Ndaténgá mbatáta nãmábarwé.

8. Connective with nouns whose first two tones are /`´/.

mandímu	Ndaténgá maráranji nãmăndímu.
magwére	Ndaténgá maráranji nãmăgwére.
mbatáta	Ndaténgá maráranji nêmbătáta.
ndodzí	Ndaténgá maráranji nêndödzi.
munyú	Ndaténgá maráranji nôműnyû.
nzungú	Ndaténgá maráranji nênzűngû.

IMPORTANT: After completing work on Groups 5-8 separately, practice the lines of all four drills together in random order.

Practice conversations.

You ask who has
good potatoes.

Ndíaní ané mbatáta
dzakánáka?

Munódâ mbatáta heré?

You say you do
want some, and
that ours are
all gone.

Hóngu. Dzédú
dzápěřă.

Mungádžíténgā pánó.

You ask how much
for five cab-
bages.

Makábichi mashánŭ
ánóita marínyi?

Ánóita mashereni
mashánŭ.

You protest at
the price.

Ah! Murí kŭnyanya
kani.

Ndinókŭpá māshereni
mana.

Oral Reading Practice.

Mwakaona kupi aya mandimu?

Akanaka kwazvo. Matatu anoita marínyi?

Kuchitoro.

Anoita tíki.

Mudzidzisi ari kutsvaka ani?

Ari kutsvaka Baba Mukarati.

Anodenyi kwawari?

Anoda kutaura navo.

Free conversation.

What vegetables or fruits have you recently bought or do you presently need? Name two commodities at a time, in this way using the connective /na/.

UNIT 15

BASIC DIALOGUE

- | | | |
|---|------------------------------|--|
| | shámwarí (9, 10) | friend |
| A | Shámwarí dzángu dzíchásvika. | My friend will come. |
| B | Dzínósvika ríni? | When will they get here? |
| A | Ndinófũnga mangwáná. | I think tomorrow. |
| | -gadzirira | to prepare for
[something or
someone] |
| B | Wagádzĩrirenýí? | What have you <i>prepared</i>
(for the occasion)? |
| | -gadzira | to prepare |
| | chinhu (7, 8) | thing |
| | ~zhínjí | many |
| A | Ndagádzira zvinhu zvizhínjí. | I've prepared many things. |
| A | Ungázouýawó heré? | Would you also like to
come? |
| B | Ndinófũnga ndinóúyá. | I think I will come. |
| | -mwá | to drink |
| | tíi (9) | tea |
| | kófi (9) | coffee |
| A | Tinózmwá tíi nékófi. | We will drink tea and
coffee. |

	chínyi	what is it?
	~mwè (n.b. low tone)	some, other
B	Chínyizvé chīmwe?	What else?
	-dyá	to eat
	mupungá (3)	rice
	dima (5, 6)	sweet potato
	muchero (3, 4)	fruit
A	Ah! Tichádyá mpungá, madima nemíchero mizhínjí.	Oh, we'll have rice, sweet potatoes and a lot of fruit.

Supplementary vocabulary. Miscellaneous words.

	hámá (9, 10)	kin
	Hámá dzángu dzíchásvika.	My kinfolk are going to be here.
	Dzíchásvika ríni?	When are they going to arrive?
	nhási	today
	Dzíchásvika nhási.	They'll arrive today.
	mhando (9, 10)	kind, sort
	sadza (5, 6)	food, thick parridge
	Muchávágádzirira mhandonyí yesádza?	What kind of food will you fix for them?
	Tichágádzira mbatáta.	We'll fix potatoes.

Object prefixes.

Notice the non-initial prefixes which have been underlined in these sentences:

Muchávágádzirirenyí? What will you fix
for them (Cl. 2)?

Ndinókúpá māshereni mana. I'll give you (sg.)
four shillings.

Mungádžiténga pánó. You can buy them
(Cl. 10) here.

cf. Mungáténgá mbatáta pánó.

The underlined syllables are called OBJECT PREFIXES. There is an object prefix for each of the person-number combinations and for each of the classes. Choice of prefix is determined by the noun that might have been used in place of it. In general, the object prefix is in the same class as the noun (e.g. the third of the above examples); but where the object is a person or persons, the object prefix is likely to be in the personal class (1 or 2), even if the noun is one which, like /háma/ (first of the above examples) is in some other class.

The personal object prefixes are:

	<u>Singular</u>	<u>Plural</u>
1	-ndí-	-tí-
2	-kú-	-mú-
3	-mú-	-vá-

Except for the second and third person singular (i.e. /-kú-/ and /-mú-/, above) the vowels and consonants of the object prefixes are identical with those of the subject prefixes used with the /-no-/ and /-cha-/ tenses (Unit 5, Note 1). Note however, that their tonal characteristics are different, as shown in the following set of examples:

1. Object prefixes in the hodiernal tense, first person, various classes. [The student should supply the missing tone marks in this set of sentences.]

'Did you see my pineapple?' 'I saw it in the house.'

chinánazí	Waóná chinánazí chángu heré?	Ndachíõňă mumbá.
zvinánazí	Waóná zvinanazi zvangu heré?	Ndazviona mumbá.
zvinhu	Waóná zvinhu zvangu heré?	Ndazviona mumbá.
chigěrǒ	Waóná chigero changu heré?	Ndachiona mumbá.
mukóróre	Waóná mukorore wangu heré?	Ndamuona mumbá.
vakóróre	Waóná vakorore vangu heré?	Ndavaona mumbá.
mukúnda	Waóná mukunda wangu heré?	Ndamuona mumbá.
vakúnda	Waóná vakúnda vangu heré?	Ndavaona mumbá.
babá	Waóná baba vangu heré?	Ndavaona mumbá.
máí	Waóná mai vangu heré?	Ndavaona mumbá.
shámwarí (sg.)	Waóná shamwari yangu heré?	Ndaiona mumbá.
shámwarí (pl.)	Waóná shamwari dzangu heré?	Ndadziona mumbá.
hámá (sg.)	Waóná hama yangu heré?	Ndaiona mumbá.
hámá (pl.)	Waóná hama dzangu heré?	Ndadziona mumbá.
marí	Waóná mari yangu heré?	Ndaiona mumbá.
mupungá	Waóná mupunga wangu heré?	Ndauona mumbá.
bhúku	Waóná bhuku rangu heré?	Ndariona mumbá.
mabhúku	Waóná mabhuku angu heré?	Ndaaona mumbá.

2. Object prefixes in the hodiernal tense, relative, various classes.

	'Who straightened up (?) the house?'	'I'm the one who did it.'
mumbá (Cl. 18)	Ndíaní wagádzǎra mumbá?	Ndíńí ndamúgǎdzǎra.
zingwa	Ndíaní wagádzǎra zingwa?	Ndíńí ndarigadzira.
zvinánazí	Ndíaní wagádzǎra zvinanazi?	Ndíńí ndazvigadzira.
kófi	Ndíaní wagádzǎra kofi?	Ndíńí ndaigadzira.
tíi	Ndíaní wagádzǎra tíi?	Ndíńí ndaigadzira.
madima	Ndiani wagádzǎra madima?	Ndíńí ndaagadzira.
shushururu	Ndiani wagádzǎra shushururu?	Ndíńí ndadzigadzira.
ndodzí	Ndiani wagádzǎra ndodzi?	Ndíńí ndadzigadzira.
mupungá	Ndiani wagádzǎra mupunga?	Ndíńí ndaugadzira.
nyemba	Ndiani wagádzǎra nyemba?	Ndíńí ndadzigadzira.
mahobó	Ndiani wagádzǎra mahobo?	Ndíńí ndaagadzira.

3. Object prefixes with the hodiernal tense, third person subjects.

	'Mother has a lot of pineapples.'	'Has she prepared them?'
zvinánzí	Máí váne zvinánazí zvizhínjí.	Vázvĭgádzira heré?
babá	Baba váne zvinanazi zvizhinji.	Vázvĭgádzira heré?
mazingwa	Mai váne mazingwa mazhinji.	Vaagadzira heré?
mhandara	Mhandara ine mazingwa mazhinji.	Yaagadzira heré?
shushururu	Mhandara ine shushururu zhinji.	Yadzigadzira heré?
shámwarí yédú	Shamwari yedu ine shushururu zhinji.	Yadzigadzira heré?
mupungá	Shamwari yedu ine mupunga muzhinji.	Yaugadzira heré?
mukóróre	Mukorore wedu ane mupunga muzhinji.	Waugadzira heré?
tíi	Mukorore wedu ane tíi zhinji.	Waugadzira heré?
mujahá	Mujaha ane tíi zhinji.	Waugadzira heré?
michero	Mujaha ane michero mizhinji.	Waugadzira heré?

4. Object prefixes in the hodiernal tense, tone patterns for first and second vs. third person.

	' I cooked it. '	' They cooked it. '
sadza	Ndaríbika.	Várĭbíkà.
kuténgá	Ndarítěngǎ.	Várĭténgá.
mbatáta	Ndadzitenga.	Vadzitenga.
kugadzira	Ndadzigadzira.	Vadzigadzira.
masimo	Ndaagadzira.	Vaagadzira.
kuténgésá	Ndaatengesa.	Vaatengesa.
michero	Ndaitengesa.	Vaitengesa.
kubika	Ndaibika.	Vaibika.

5. Object prefixes with the /-no-/ tense, first and second person subjects.

' Do you know me? '	' I know you. '
Munóndĭzívá heré?	Ndinómŭzívá.
Unóndĭzívá heré?	Ndinókŭzívá.
Munómŭzívá heré?	Ndinómŭzívá.
Munóvǎzívá heré?	Ndinóvǎzívá.

6. Third person subjects.

Ánondízívá heré?	Ánokúzíva kwázvo.
Anomuziva heré?	Anomuziva kwázvo.
Anomuziva heré?	Anondiziva kwázvo.
Anokuziva heré?	Anondiziva kwázvo.

7. Object prefixes with the /-no-/ tense, various tone classes, first person subject.

	'Do you like this book?'	'I like it.'
bhúku	Unóda iri bhúku heré?	Ndinórǐdá.
mabhúku	Unóda aya mabhúku heré?	Ndinóǎdá.
hobó	Unóda iri hobó heré?	Ndinórǐdá.
mahobó	Unóda aya mahobó heré?	Ndinoada.
zingwa	Unóda iri zingwa heré?	Ndinorida.
mazingwa	Unóda aya mazingwa heré?	Ndinoada.
chinánazí	Unóda ichi chinanazi heré?	Ndinochida.
zvinánazí	Unóda izvi zvinanazi heré?	Ndinozvida.
chikóro	Unóda ichi chikoro heré?	Ndinochida.
marí	Unóda iyi mari heré?	Ndinoida.
mupwéré	Unóda uyu mupwere heré?	Ndinomuda.
vapwéré	Unóda ava vapwere heré?	Ndinovada.
parafíni	Unóda iyi parafini heré?	Ndinoida.
shúka	Unóda iyi shuka heré?	Ndinoida.
nzungú	Unóda idzi nzungu heré?	Ndinodzida.
tíi	Unóda iyi tii heré?	Ndinoida.
mupungá	Unóda uyu mupunga heré?	Ndinouda.
kófi	Unóda iyi kofi heré?	Ndinoida.

8. The user of this book should make up further exercises in which object prefixes are used with the other tenses, and with the negative of the /-no-/ tense. Some samples might be:

Waóná Babá Marata heré? Did you see Mr. Marata [today]?

Handíná kuváõná. I didn't see him.

Vaná vanožívá āya mazwí heré? Do the children know these words?

Haváǎzíví. They don't know them.

Munóvĕrenga iri bhúku here? Will/Do you read this book?

Handíríveréngi. I don't/won't read it.

Mukómaná várera mwaná heré? Has the boy taken care of the child?

Haána kumúréra. He didn't.

Máí vánógadzira zvinhu zvédú
heré? Does/Will Mother prepare our things?

Havázvígadzíri. She doesn't/won't.

Practice conversations.

You ask a person what he wants to drink. Munóda kumwényi?

Muné tíi heré?

You say you have tea and coffee. Tiné tíi nekófi.

Ndingáda kófi.

<p>You ask a person what kind of fruit he has.</p>	<p>Muné mhāndonyí yemíchēro?</p>	<p>Tiné mhāndo nhatú. Tiné māhobó, zvinánazí nêmărăranji.</p>
<p>You say which kind you'd like.</p>	<p>Ndingáda răranji.</p>	<p>Ungădenyízve?</p>
<p>And you'd like a small banana.</p>	<p>Ndingádazvė hobó díki.</p>	

Oral Reading Practice.

Vazhinji vanomwa kofi heré?
 Vanoziva kugadzira kofi yakanaka here?
 Ndinofunga havazivi.
 Tine shamwari zhinji dzinotaura chingezi.
 Vamwe vanogara muRhodesia.
 Hama dzangu dzinogara kuAmerica.
 KuAmerica vazhinji vanomwa kofi.

Free conversation.

Ask questions concerning what each person has bought, seen, eaten, drunk recently. Replies should contain object prefixes. Also ask about what each person likes, and what he generally eats a lot of, again calling forth replies that contain object prefixes.

UNIT 16

BASIC DIALOGUE

- | | | |
|---|--|---|
| A | Imbá yángu ídíki.
mupanda (3, 4) | My house is small.
room |
| B | Íne mipanda minganí?
chéte | How many rooms does
it have?
only |
| A | Mitatú chéte. | Only three. |
| B | Ínokúpá bāsa shoma.
-dáro | It gives you less work.
to do/say like
that |
| A | Unófŭnga kudáro heré?
fáfitera (5, 6) | Do you think so?
window |
| B | Unógěza mafáfitera mashoma. | You wash few windows. |
| A | Ndinófŭnga kudáro.
mushongá (3, 4) | I think so.
medicine, polish |
| B | Wáisa mushongá heré pasí?
-vamba | Have you polished the
floor?
to begin |
| A | Ndódă kuvamba. | I'm about to begin. |

Supplementary vocabulary. Things that one washes.

He is washing [his] hands.

Árí kũgeza maókó.	ruókó	(11, 6)	} hand, arm
	muókó	(3, 6)	
Árí kũgeza kusú.	usú	(14)	} face
Árí kũgeza kunesó.	mesó	(9)	
Árí kũgeza muviri.	muviri	(3, 4)	body
Árí kũgeza nhumbí.	nhumbí	(9, 10)	clothes
Árí kũgeza mbatyá.	mbatyá	(9, 10)	clothes
Árí kũgeza midziyó.	mudziyó	(3, 4)	utensil
Árí kũgeza ndíró.	ndíró	(9, 6 or 10)	utensil, dish

1. The independent form of nouns and adjectives.

Notice the underlined words in these examples:

	Mukúnda wángu <u>múpenyú</u> .	My daughter is fine. (!alive!)
cf.	mukúnda mupenyú	a living daughter
	Mhuri yávo <u>íhŭrŭ</u> .	Their family is large.
cf.	mhuri yávo húrú	their large family
	Imbá yángu <u>ídíki</u> .	My house is small.
cf.	imbá yángu díki	my small house

When /mupenyú/ has low tone on its prefix, it may serve as (a part of) a noun phrase, which in turn fits into

a sentence that contains a verb. When it has high tone on its prefix, it may itself be the principal word in a complete sentence, without a verb of any kind. A substantive of this latter kind is said to be in its INDEPENDENT form. Any noun or adjective has an 'independent' form.

The dependent forms of nouns and adjectives of Classes 5, 9, 10 have no prefix syllables: /hobó/ (5), /nzungú/ (10), /shúka/ (9), /gúru/ (5), /húru/ (9, 10). In the independent form, these words have a special 'dummy prefix' /i/ which of course has high tone: /íhobó/, /ínzungú/, /íshúka/, /ígǔrǔ/, /íhǔrǔ/. Note that consecutive high tones after the prefix are lowered in the independent form in non-eastern tonal systems.

[For practice with the independent forms of nouns and (strong) adjectives, see Groups 2-8 of the sentences for systematic practice.]

2. The /-ó-/ form of verbs.

The last sentence of the dialogue for this unit contains a new form of the verb:

Ndódǎ kuvamba. I'm about to begin.

Further examples of the use of this /-o-/ form will be met in later units. Tonally, it is like the hodiernal tense except that the first syllable has high tone regardless of the person of the subject prefix. This form is not completely interchangeable with the /-no-/ tense.

1. Adjectives with concords in various classes. Adjectives used without a noun.

	'Did you wash many windows?'	'I washed few.'
mafáitera	Wagéza mafáitera mazhínjí heré?	Ndagéza mashoma.
(ma)ndíró	Wagéza mandíró mazhínjí heré?	Ndagéza mashoma.
nhumbí	Wagéza nhumbí zhínjí heré?	Ndagéza shoma.

mbatyá	Wagéza mbatyá zhínjí heré?	Ndagéza shoma.
masímó	Wagéza masímó mazhínjí heré?	Ndagéza mashoma.
mbatáta	Wagéza mbatáta zhínjí heré?	Ndagéza shoma.
maráranji	Wagéza maráranji mazhínjí heré?	Ndagéza mashoma.
mipanda	Wagéza mipanda mizhínjí heré?	Ndagéza mishoma.

2. Independent form of adjectives with 'dummy prefix'.

	'Is your house small?'	'It is small.'
díki	Imbá yényú índíki heré?	Índíki.
húrú	Imbá yényú íhūrŭ heré?	Íhūrŭ.
chená	Imbá yényú íchená heré?	Íchená.

3.	'This path is short.'	'It's very short.'
pfúpi	Iyi nzira ípfúpi.	Ípfúpi kwázvo.
refú	Iyi nzira írefú.	Írefú kwázvo.
pamhí	Iyi nzira ímhamhí.	Ímhamhí kwázvo.
tete	Iyi nzira ínhēte.	Ínhēte kwázvo.
itsvá	Iyi nzira ítsva.	Ítsva kwázvo.

4. Independent form of adjectives with concordial prefix.

	'This road is short.'	'It's very short.'
pfúpi	Uyu mugwagwa múpfúpi.	Múpfúpi kwázvo.
refú	Uyu mugwagwa múrefú.	Múrefú kwázvo.
mhamhí	Uyu mugwagwa múpamhí.	Múpamhí kwázvo.
nhete	Uyu mugwagwa mútēte.	Mútēte kwázvo.
itsvá	Uyu mugwagwa mútsva.	Mútsva kwázvo.
húru	Uyu mugwagwa múkũrũ.	Múkũrũ kwázvo.

5. Independent vs. dependent forms of /~diki/ in various classes.

	'These ears of corn are small.'	'Where are the small [ones]?'
magwére	Aya magwére mádíki.	Madíki áripí?
mbatáta	Idzi mbatáta índíki.	Ndíki dzíripí?
ráranji	Iri ráranji ídíki.	Díki ríripí?
nzungú	Idzi nzungú índíki.	Ndíki dzíripí?
ndodzí	Idzi ndodzí índíki.	Ndíki dzíripí?
vapwéré	Ava vapwéré vádíki.	Vadíki váripí?
mwaná	Uyu mwaná múdíki.	Mudíki áripí?
munda	Uyu munda múdíki.	Mudíki úripí?
chinánazí	Ichi chinánazí chídíki.	Chídíki chíripí?
zvitóro	Izvi zvitóro zvidíki.	Zvidíki zviripí?
rwizí	Uru rwizí rúdíki.	Rudíki rúripí?

6. Independent forms of nouns.

	'Is this vegetable cabbage?'	'It is cabbage.'
kábichi	Iri símó íkábichi heré?	Íkábichi.
tsúnga	Iri símó ítsúnga heré?	Ítsúnga.
ndodzí	Iri símó índodzí heré?	Índodzí.

7. Independent forms of nouns.

	'Is this your book?'
bhúku	Iri íbhúku rényú heré?
mabhúku	Aya mábhúku ényú heré?
mwaná	Uyu mwána wényú heré?
mudzídza	Uyu múdzídza wényú heré?
mudzídzísi	Uyu múdzídzísi wényú heré?

8. Independent vs. dependent forms of nouns.

	'Is this medicine?'	'This medicine is good.'
mushongá	Uyu múshongá heré?	Uyu mushongá wákánaka.
mahobó	Aya máhobó heré?	Aya mahobó ákánaka.
mandímu	Aya mándímu heré?	Aya mandímu ákánaka.
chigěřö	Ichi chígěřö heré?	Ichi chigěřö chákánaka.
pópo	Iri ípópo heré?	Iri pópo rákánaka.
ndímu	Iri índímu heré?	Iri ndímu rákánaka.

tsúnga	Iri ítsúnga heré?	Iri tsúnga rákánaka.
nzungú	Idzi ínzungú heré?	Idzi nzungú dzákánaka.
mbatáta	Idzi ímbatáta heré?	Idzi mbatáta dzákánaka.

9. Sentences with /-vamba/ plus infinitive.

Mwakávamba ríni kudzídžírá chíShóna?	When did you begin to study Shona?
Mwakávamba ríni kuóná bāsa?	When did you start this job?
Ndichávamba basa paChipirí.	I'll begin work on Tuesday.
Ndakávamba kutaura návo mwedzí wakápěřǎ.	I talked with them for the first time last month.
Vákávamba kusvika pánó musí wêChǐshánǔ.	They arrived here for the first time on Friday.
Wátóvamba kudzídžírá chíShóna.	He has just begun to study Shona.

Practice conversations.

You ask someone whether he is selling his oranges.	Murí kuténgésá heré maráranji ényú?	Handíná êküténgésá.
You ask where you can get some.	Ndingáǎónǎ kúpǐ?	Ndinófũnga Máí Maráta ána mazhínjí.

You ask Mrs. Marata Muná maráranji heré
whether she has
any oranges to êküténgésá?
sell.

Ehúnde. Ndiná
māshoma. Munódâ
manganí?

You want two Madázeni mayirí.
dozen.

Ndinóŷta mashereni
mayirí.

You ask someone Munózívá heré kuti
whether he
knows that Babá Maráta wáka-
Mr. Marata
bought a house. téngá imbá?

Ríni?

(It happened Mwedzí wakápěřă.
last month.)

Íri kúpŷ?

(It's at High- KuHighfields.
fields.)

Íne mípanda minganí?

It has three Mikúru mītatú nēmīdíki
large rooms and
two small ones. miyirí.

Mhuri yávó ínoídá
heré?

You think so. Ndinófūnga kudáro.

Oral Reading Practice.

Ndinoda imba ine mipanda minomwe.

Yake ine mipanda mina chete.

Mupanda mukuru unā mafafitera mangani?

Ndinofunga unā mayiri.

Tinoda mushonga wōkuisa pasi.

Ungautenga kuchitoro.

Unoita marinyi?

Unoita mashereni manomwe.

Free conversation.

Discuss the size and other qualities of specific fruits, vegetables, houses, etc.

UNIT 17

BASIC DIALOGUE

	nhási	today
A	Murí kũendepí nhási?	Where are you going today?
B	Ndirí kũenda kwáMutáre.	I'm going to Umtali.
	muténda (1, 2)	patient
B	Ndinódâ kumboóná vaténda.	I just want to see the patients.
A	Ah! Pahósipitari.	Oh! In the hospital.
A	Ndíaní arípó?	Who is there?
	--ba	(a negative enclitic)
B	Hapánába.	No one [special]. ('there is not')
	-máírá	to visit, e.g. a sick person
B	Chéte kumáírá vaténda.	Just to visit the patients.
A	Zvákánaka.	Fine!
	bandéra (5, 6)	signboard
	-tángá	to do first
	-tsáúká	to turn off
	rudyí	right (hand)
A	Bandéra rókutángá mwótsáúká kũrudyí.	[At] the first sign, turn to the right.

Supplementary vocabulary.

mberí (9)	front, ahead
Endá mberí.	Go straight ahead.
-téndérúka	to turn about
runzeré (11)/munzeré (3)	left (hand)
Téndérúka { kurunzeré. kumunzeré.	Turn to the left.

1. Locative prefixes (Classes 16, 17, 18).

Notice the prefixes that have been underlined in the following sentences:

1. Ndinósándá muPost Office. I work in the Post Office.
2. Ndinógăra muguta. I live in a town.
3. Ndicháénda kuchitóro. I'll go to the store.
4. KuNyakatsápá. At/to Nyakatsapa.
5. Pahósipitari. At the hospital.
6. Vánózogara kwêgôrê. They'll stay for a year.
7. Taúráí mūmasúre mwángu. Repeat after me.

The basic forms of these prefixes are /pa/ (Class 16), /ku/ (Class 17) and /mu/ (Class 18). Because words which contain them so often have to do with location, these three classes may be called the 'locative' classes.

pasí (16) earth, floor, down

patyo (16) near

Ndíani arípó? Who is there?

2. The aspect prefix /-mbo-/

A new aspect prefix is contained in the sentences:

Ndinódâ kumboóná vaténda. I just want to see
the patients.

Mwakámbósvika here kwá- Have you ever been
(¹arrived¹) to
Mútámbara? Mutámbara?

Ndichámboénda. I'll go [now but I'll
probably be back].

The English translation equivalents of /-mbo-/ vary greatly according to context, but all have to do with temporariness, or lack of emphasis or insistence. [For practice, see Groups 9, 10.]

1. Noun of Class 16 as subject.

¹Are there many patients at the hospital?¹ ¹I think there are few.¹

muténda Pahósipitari páná vaténda vazhínjí heré? Ndinófũnga páná vāshoma.

mudzidza Pahósipitari páná vadzídza vazhínjí heré? etc.

munhu Pahósipitari páná vānhu vazhínjí heré?

mushongá Pahósipitari páná mīshongá mizhínjí heré?

mupwéré Pahósipitari páná vapwéré vazhínjí heré?

mukúru	Pahósipitari páná vakúru vazhínjí heré?
muzungú	Pahósipitari páná vāzungú vazhínjí heré?

2. Noun of Class 18 as subject of /~na/. Concord with numerals.

'How many pumpkins are there in the house?' ('In-house has how many pumpkins?') 'There are nine.'

díkítí	Mumbá múná matíkítí mānganí?	Múná māpfumbamwe.
chinánazí	Mumbá múné zvinánazí zvīnganí?	Múné zvīpfumbamwe.
mbatáta	Mumbá múné mbatáta nganí?	Múné pfūmbamwe.
dima	Mumbá múná mādima manganí?	Múná māpfumbamwe.
mupwéré	Mumbá múná vapwéré vānganí?	Múná vāpfumbamwe.
ndímu	Mumbá múná mandímu manganí?	Múná māpfumbamwe.
chinhu	Mumbá múné zvīnhu zvinganí?	Múné zvīpfumbamwe.
munhu	Mumbá múná vānhu vanganí?	Múná vāpfumbamwe.

3. Concords of Class 18.

'In Salisbury there are more people than in Umtali.'

vanhu	MuHaráre mune vanhu vazhínjí kúpinda mwáMutáre.
dzimbá	MuHaráre mune dzimbá zhínjí kúpinda mwáMutáre.
mabandéra	MuHaráre mune mabandéra mazhínjí kúpinda mwáMutáre.
zvitóro	MuHaráre mune zvitóro zvizhínjí kúpinda mwáMutáre.
migwagwa	MuHaráre mune migwagwa mizhínjí kúpinda mwáMutáre.

4. Independent form of an adjective. Relative form of /kuna/.

'Hereabouts, the roads
are few.'

'We will arrive [at a place]
where there are many roads.'

migwagwa	Kúnó migwagwa míshóma.	Tichásvíka kùné mīg wagwa mizhínjí.
dzimbá	Kúnó dzimbá íshóma.	Tichásvíka kùné dzimbá zhínjí.
nzira	Kúnó nzira íshóma.	Tichásvíka kùné nzīra zhínjí.
zvitóro	Kúnó zvitóro zvíshóma.	Tichásvíka kùné zvitóro zvizhínjí.
vanhu	Kúnó vanhu váshóma.	Tichásvíka kùné vān hu vazhínjí.
makomo	Kúnó makomo máshóma.	Tichásvíka kùné mā komo mazhínjí.
ndwizí	Kúnó ndwizí íshóma.	Tichásvíka kùné ndwizí zhínjí.
mití	Kúnó mití míshóma.	Tichásvíka kùné mití mizhínjí.

5. Noun of Class 17 as subject. Negative with /-na/.

'At our [place] there are no sweet potatoes.'

isú	Kwédú hakúná mādima.
manhanga	Kwédú hakúná mānhanga.
ívo	Kwávó hakúná mānhanga.
tsúnga	Kwávó hakúnà tsúnga.
imwí	Kwényú hakúnà tsúnga heré?
ndodzí	Kwényú hakúná ndodzí heré?
isú	Kwédú hakúná ndodzí.

6. Choice between /kù-/ and /kwá-/.

'Have you ever been to Umtali?'

Mutáre	Mwakámbošvika heré kwáMutáre?
Haráre	Mwakámbošvika heré kuHaráre?
Maróndera	Mwakámbošvika heré kuMaróndera?
Chipínga	Mwakámbošvika heré kuChipínga?
hósipitari	Mwakámbošvika heré kuhósipitare?
guta	Mwakámbošvika heré kuguta?
Babá Maráta	Mwakámbošvika heré kwá Babá Maráta?
Rusápi	Mwakámbošvika heré kwáRusápe?
Sakubva	Mwakámbošvika heré kuSakubva?

7. Concords with an ordinal numeral. [Tones should be supplied orally by the student, but should not be written in the book.]

'We reached the second town.'

guta	Takásvíka kuguta rechípirí.
mugwagwa	Takásvíka kumugwagwa wechípiri.
chikóro	Takásvíka kuchikoro chechipiri.
bandéra	Takásvíka kubandera rechipiri.
nzira	Takásvíka kunzira yechipiri.
gomo	Takásvíka kugomo rechipiri.
tsíme	Takásvíka kutsime rechipiri.
rwizí	Takásvíka kurwizi rwechipiri.
mushá	Takásvíka kumusha wechipiri.

8. Ordinal numerals. Left and right.

'At the first sign post you turn right.'

rudyí	Bandéra rĕkŭtángá mwótsăŭkă kurudyí.
pirí	Bandéra rechípirí mwótsăŭkă kurudyí.
runzeré	Bandéra rechípirí mwótsăŭkă kurunzeré.
tatú	Bandéra rechítatú mwótsăŭkă kurunzeré.
rudyí	Bandéra rechítatú mwótsăŭkă kurudyí.
ina	Bandéra rechína mwótsăŭkă kurudyí.
runzeré	Bandéra rechína mwótsăŭkă kurunzeré.
shánŭ	Bandéra rêchĭshánŭ mwótsăŭkă kurunzeré.

Ordinal numerals are formed by adding the prefix -chi- to the stem of the numeral. This form is in turn preceded by a linking prefix.

9. A common use of /-mbo-/. Object prefixes.

'He is looking for his scissors.' 'Have you seen them?'

chigĕrĕ	Árĭ kŭtsvaka chigĕrĕ cháké.	Mwambóchĭóná heré?
mwaná	Árĭ kŭtsvaka mwana wake.	Mwambomuona heré?
babá	Árĭ kŭtsvaka baba wake.	Mwambovaona heré?
bhúku	Árĭ kŭtsvaka bhuku rake.	Mwamboriona heré?
mabhúku	Árĭ kŭtsvaka mabhuku ake.	Mwamboaona heré?
shámwarĭ	Árĭ kŭtsvaka shamwari yake.	Mwamboiona heré?
mudzídzísi	Árĭ kŭtsvaka mudzidzisi wake.	Mwambomuona heré?

vadzídza	Árí kũtsvaka vadzidza vake.	Mwambovaona heré?
zvinhu	Árí kũtsvaka zvinhu zvake.	Mwambozviona heré?
hámá	Árí kũtsvaka hama dzake.	Mwambodziona heré?

10. The aspect prefix /-mbo-/.

'Have you ever been ('arrived') there?'

kusvika	Mwakámbošvikapo heré?
kuváká	Mwakámbováká imbá heré?
kubika	Mwakámbošbika sadza heré?
kudyá	Mwakámbodyá sādza heré?
kuverenga	Mwakámbošverenga iri bhúku heré?
kumwá	Mwakámbošmwá mahéu heré?

Practice conversations.

You ask someone
whether he has
ever been to
Gwelo.

Mwakámbošvika Gwerú heré?

Hóngu. Ndakáénda
naBabá Mutí.

You ask when.

Mwakaénda ríni?

Mwedzí wakápěřă.

You ask whether it KuGwerú kwákánaka heré?
 is nice at Gwelo,

Kwákánaka kwázvo!

and how long they Mwakágárayo ngúvá
 stayed there. ndefú heré?

Takágára kwésvóndo.

Oral reading practice. [Be on the look out for relative verb forms.]

Mwakambosvika kwáRusápe here?

Rusape iguta diki rine chikoro chakanaka kwazvo. Mune zvitoro
 zvishoma. Vanhu vazhinji vanosanda muzvitoro. Vamwe
 vanosanda mumaofisi. Mune ofisi huru yekupetesa. Guta rá-
 Rusape riri mumugwagwa unoenda kwaMutare. Múnobvazve mugwagwa
 unoenda Nyánga.

Free conversation.

Begin a series of conversations with questions of the form
 'Have you ever...?'

UNIT 18

BASIC DIALOGUE [A mother speaks to her children, who are eating. A daughter answers.]

- | | | |
|---|--------------------------------------|---|
| | -fárá | to be glad |
| | zviyó (8) | millet |
| | sadza (5, 6) | food; thick porridge |
| A | Murí kufárá heré nesádza
rêzvĩyô? | Are you enjoying the sadza
[made] of millet? |
| | ~ósé (~ésé) | all |
| B | Tósé tinórída kwázvo. | We all like it very much. |
| B | Máí mwabíka zvakánaka. | Mother, you have cooked well. |
| | -edza | to try |
| B | Ah! Ndirí kudá kũmboedzawó! | Oh, I want to try a little too. |
| A | Ucházóedza mangwáná. | You can ('will') try tomorrow. |
| | mvúrá (9, 10) | rain, water |
| | táfura (9, 10) | table |
| C | Mwáísa mvúrá patáfura heré? | Did you put the water on the
table? |
| D | Hatíná kũisa(bá). | We didn't (put). |
| | -únzá | to bring |
| C | Mary únza mvúrá. | Mary, bring water. |
| D | Ndíaní ungáǎdá? | Who would like it? |

	-gashira	to receive (from someone's hand)
	-gashidza	to cause to receive (from someone's hand)
C	Ndígashídzewó.	Hand [it] to me.
E	Neníwo ndingáǎdá.	And I'd like some too.
	-bvisa	to remove, cause to leave
C	Sara bvisá ndíró patáfura.	Sarah, take the dishes off the table.
E	Ndazvínzwa máí.	Very well, Mother. ('I have heard it.')

Supplementary vocabulary. Articles found in the kitchen.

háí	(9, 10)	cooking pot
mugóti	(3, 4)	stick for stirring porridge
mutsváíro	(3, 4)	broom
chirongó	(7, 8)	earthenware pot
masimbé (marasha)	(6)	charcoal
madota	(6)	ashes
mapfíhwa	(6)	stones for setting a cooking pot on
chigadzo	(7, 8)	hollow for holding a pot up- right
chotó	(7, 8)	fireplace
chikúvá	(7, 8)	ledge/shelf/platform for storing utensils

1. The enclitic /--wo/.

This enclitic has appeared in the following basic sentences:

Ndirí kudá kũboedzaw <u>ó</u> .	I want to try a little too.
Ndígashídzew <u>ó</u> .	Hand it to me.
Není <u>wo</u> ndingáǎdá.	And I also would like some.
...kana wáswerá <u>wo</u>if you spent the day also.
...kana wáráraw <u>ó</u>if you slept also.
Ungázouyá <u>wo</u> heré.	Could you come too?

The tone of /--wo/ is always opposite to the tone of the preceding syllable. That syllable in turn has the same tone it has in the corresponding form without /--wo/ except when the form without /--wo/ ends with two or more consecutive high tones. The last of the above examples illustrates this point:

Ungázouyá.

Ungázouyàwó.

In cases of this kind, the syllable before /--wo/ has low tone, and /--wo/ itself has high tone.

Note that there is no vowel change before /--wo/ as there is before /--nyi/ and /--pi/.

Besides its basic translation 'also, too', /--wo/ sometimes serves as one more way of softening a question or request, thus making it more polite. The second of the above examples is probably an illustration of this point.

[For practice in the use of /--wo/ see Groups 1 and 3 of the sentences for systematic practice.]

2. /na/ with personal pronouns.

The connective /na/ in combination with the personal pronouns produces:

	<u>Singular</u>	<u>Plural</u>
1	není	nesú
2	newé	nemwí
3	náyè or nàyé	návò or nàvó

Notice the difference in vowels as well as in tones between the first/second person forms and the third person forms.

[For practice, see Groups 1 and 2.]

1. /na/ with personal pronouns.

'Father wants to talk with me.'

iní Babá vánodá kùtaura není.

iwé Babá vánodá kùtaura newé.

íye Babá vánodá kùtaura nâyě.

isú Babá vánodá kùtaura nesú.

imwí Babá vánodá kùtaura nemwí.

ívo Babá vánodá kùtaura nâvò.

2. /na/ with personal pronouns. Tones of /--wo/.

'I brought water.'

Ndaúnza mvúrá.

Mwaúnza mvúrá.

'And you also, you brought water.'

Nemwíwo mwaúnza mvúrá.

Neníwo ndaúnza mvúrá.

Wáŭnza mvúra.

Naíyewó wáŭnza mvúra.

Váŭnza mvúra.

Naívowó váŭnza mvúra.

3. Tones with /--wo/. [Do the first four lines, then the last four lines, and then mix all eight lines at random.]

You spoke.

I spoke too.

Mwataúra.

Ndataúrawó.

Mwasvíka.

Ndasvíkawó.

Mwaénda kuchikóro.

Ndaéndawó kūchikóro.

Mwaíta basa.

Ndaítawó bāsa.

Mwasándá.

Ndasándawó.

Mwaúyá.

Ndaúyawó.

Mwaténgá māhobó.

Ndaténgawó māhobó.

Mwapédzá.

Ndapédzawó.

4. Choice of locative prefix. Contrasting translations of the same locative prefix.

táfura Únzá mūpungá patáfura. Bring the rice to the table.

kuisa Isá mūpungá patáfura. Put the rice on the table.

ndíró Isá mūpungá mundíró. Put the rice in the dish.

kubvisa Bvisá mūpungá mundíró. Remove the rice from (in) the dish.

háří	Bvisá mūpungá muháří.	Remove the rice from (in) the pot.
kuisa	Isá mūpungá muháří.	Put the rice into the pot.
chotó	Isá mūpungá pāchotó.	Put the rice on the fire.

5. Various verbs followed by infinitive.

'We began to drink coffee in the morning.'

kuvamba	Takávámba kumwá kófi mangwánaní.
kugadzira	Takávámba kugadzira kófi.
kuedza	Takáédza kugadzira kófi.
kumáírá	Takáédza kumáírá vaténda.
kudá	Takádâ kumáírá vaténda.
kuténdérúka	Takádâ kuténdérúka kurudyí.
kuvamba	Takávámba kuténdérúka kurudyí.
kutaura	Takávámba kutaura navó.
kufára	Takáfără kutaura navó.

6. Sentences containing /~ǫsé/

Munóěnda mwǫsé heré? Tinóěnda tǫsé.	Do you all go? We all go.
Vánoenda vǫsé heré? Vánoenda vǫsé.	Do they all go? They all go.
Vánodyá sadza masíkati ǫsé.	They eat sadza every afternoon.

Vánótaura ngúvá dzǒsé. (or: dzǒsedzǒse)	They talk all the time.
Tinóěnda návo kwǒsé.	We go everywhere with them.
Handínzwi zvǒsé.	I don't understand everything.
Vaná vánotámbá ngúvá dzǒse dzǒse.	Children play all the time.

7. Random changes in the form of the verb.

	Tinórǐdá kwázvo.	We like it (Cl. 5) very much.
kwéte	Hatímborǐdí.	We don't like it at all.
nezúro	Hatíná kũmborǐdá.	We didn't like it.
hóngu	Takárǐdá.	We like it.
ndíaní	Ndíaní akárǐdá?	Who like it?
ngúvá dzǒsé	Ndíaní anórǐdá?	Who likes it?

8. Random changes in the form of the verb.

	Mwáisa mvúrá patáfura heré?	Did you put water on the table?
ndíaní	Ndíaní wáisa mvúrá patáfura?	Who put water on the table (today)?
nezúro	Ndíaní wakáisa mvúrá patáfura?	Who put water on the table (yesterday?)
ngúvá dzǒsé	Ndíaní anóisa mvúrá patáfura ngúvá dzǒsé?	Who always puts water on the table?

ndíní	Ndíní ndinóŷisa mvúrá patáfura ngúvá dzósé.	I am the one who puts water on the table.
kwéte	Handíisí mvúrá patáfura.	I don't put water on the table.
nezúro	Handíná kũisa mvúrá patáfura.	I didn't put water on the table.

9. Random changes in the form of the verb.

	Murí kufará heré nesádza rêzvŷyô?	Are you enjoying the sadza [made] of millet?
ndíaní	Ndíaní arí kufará nesádza rêzvŷyô?	Who is enjoying the sadza [made] of millet?
ndíní	Ndíní ndirí kufará nesádza rêzvŷyô.	It is I who am en- joying the sadza [made] of millet.
nezúro	Ndakáfără nesádza rêzvŷyô.	I enjoyed (before today) the sadza [made] of millet.
nhási	Ndafará nesádza rêzvŷyô.	I enjoyed (today) the sadza [made] of millet.
kwéte	Handíná kufará nesádza rêzvŷyô.	I didn't enjoy the sadza [made] of millet.

10. Random changes in the form of the verb.

	Murí kũbika zvakánaaka.	You are cooking well.
kwéte	Hamurĩ kũbika zvakánaaka.	You are not cooking well.

nezúro	Hamúná k̄úbika zvakánáka.	You didn't cook well.
hóngu	Mwakábíka zvakánáka.	You cooked (before today) well.
ngúvá dzósé	Munóbíka zvakánáka.	You cook well.
kwéte	Hamúbikí zvakánáka.	You don't cook well.

Practice conversations.

You ask Mother what she has cooked.	Máí mwabíkenyí?	Ndabíka mupungá.
You ask what she has cooked to go with it.	Mwabíka murívónyí?	Ndabíka tsúnga.
You ask how she cooks tsunga.	Munóbíka sényí tsúnga?	Ungádâ kuedza heré?
You say yes, and ask whether she can please teach you.	Hóngu, ndingáda. Ungándzídzísawó heré?	Ndingáfără kukudzí-dzísá.
You ask about a suitable time.	Ndingádzídzíră ríni?	Wózoúyá musí weChína.

Oral Reading Practice.

Kwedu tinodya mupunga mushoma.

Tinodya sadza remagwere kupinda mupunga.

Mwose munorida here?

Hongu. Rakanaka kwazvo.

Mwakambodya sadza rezviyo heré?

Kwete kwedu hakuna zviyo zvizhinji.

Hatiridi.

Chinyi chiri muhari?

Isadza rezviyo. Ungaridawo here?

Ehunde. Ndingarida kwazvo.

Free conversation.

Go to a real kitchen and talk about the things that you see there.

UNIT 19

BASIC DIALOGUE

- | | | |
|---|----------------------------|---|
| A | Ndakáríma nzungú. | I have [grown] groundnuts. |
| A | Ndíaní unódzǐdá? | Who wants them? |
| | sakí (5, 6) | sack |
| B | Ndaíngadǎ māsakí māna. | I'd like four sacks. |
| A | Mungáǎónǎ`zvényú. | You may have them. |
| A | Ndingázouyǎ`náwo mangwáná. | I'll bring them tomorrow. |
| | mhunga (9) | millet |
| B | Muné mhūnga heré? | Do you have any millet? |
| A | Ndinófūnga ndingáǎnǎ | I think I can get two. |
| | mavirí. | |
| | -bátánídza | to join together
(transitive verb) |
| B | Mungázobátánídza zvényú. | You can put [them] together
[in one load]. |
| | póndo (9, 10) | pound (money or weight) |
| A | Así nzungú póndo ina | But the nuts [are] four pounds |
| | rímwé. | [sterling] per bag. |
| A | Mhunga póndo nêmbǎfána. | The millet [is] thirty
shillings. |

Supplementary vocabulary.

chipáketi	(7, 8)	Br. 'pocket' (small coarse bag)
upfu	(14)	mealie meal
kóroni	(9)	wheat
nyimo	(10)	Bambara groundnut
pfunde	(5, 6)	sorghum millet
musika	(3, 4)	market

1. The connective /na/ with class pronouns.

In the sentence:

Ndingázouyá náwo mangwáná. I can bring them
tomorrow.

the word /náwo/ represents a combination of the connective /na/ plus a 'class pronoun' /iwó/ (Class 0, referring to /masakí/). Except for Class 3 and 6, these pronouns are spelled like the distal demonstratives (Unit 9, Note 4), but have the tone pattern /`´/. Combinations of these pronouns with /na/ may have either of two tone patterns: /náwo/ (as shown above) or /nawo/.

The class pronouns are:

3 iwó

4 iyó

5 iró

6 iwó

7 ichó

8 izvó

etc

[For practice with these forms, see Group 3 of the sentences for systematic practice.]

2. A sentence type without a verb.

Neither of the two sentences:

Nzungú póno ina rímwé. The nuts [are] four pounds
sterling per bag.

Mhunga póno nêmbǒfána. The millet [is] thirty
shillings.

contains a verb. Nor does either sentence contain the independent form of a substantive (Unit 16, Note 1).

The word /rímwé/ 'one' in the first of these examples has the concordial prefix of Class 5, in agreement with /sákí/.

3. Concordial prefixes with the linking prefix.

The underlined forms in these phrases:

bandéra rôkŭtángá the first signboard

sadza rêzvŷyô sadza [made] of millet

consist of the concordial prefix for Class 5 plus the same linking prefix that was found with the nonconcordial /n-/ in /na-/ (Unit 14, Note 1). These combinations of concordial plus linking prefix obey the same tonal rules, and the same rules for vowel change, as were described in Unit 14.

[For practice with these prefixes, see Groups 1 and 2.]

1. Concordial prefixes with the linking prefix.

· 'I'd like one sack of millet.'

 Ndaíngadá sakí rímwé remhúnga.

pirí Ndaíngadá masakí māyirí emhúnga.

zviyó Ndaíngadá masakí māyirí êzvŷyô.

posí	Ndaíngadá sakí rímwé rêzvîyô.
magwére	Ndaíngadá sakí rímwé rêmăgwére.
pirí	Ndaíngadá masakí māvîrí êmăgwére.
ndodzî	Ndaíngadá masakí māvîrí êndôdzî.
tatú	Ndaíngadá masakí mātátú êndôdzî.
mupungá	Ndaíngadá masakí mātátú ɔmúpungá.
posí	Ndaíngadá sakí rímwé ɔmúpungá.
mbatáta	Ndaíngadá sakí rímwé rêmbătáta.
pirí	Ndaíngadá masakí māvîrí êmbătáta.
shushururu	Ndaíngadá masakí māvîrí eshúshururu.

2. Concordial prefixes with the linking prefix.

'We bought one sack of mealie meal.'

Taténgá sakí rímwé ɔúfu.

pirí Taténgá māsakí māvîrí ɔúfu.

mapfúndé Taténgá māsakí māvîrí âmăpfúndé.

chipáketi Taténgá zvípáketi zivîrí zvâmăpfúndé.

posí Taténgá chipáketi chímwé châmăpfúndé.

maráranji Taténgá chipáketi chímwé châmăráranji.

dázeni Taténgá dázeni rímwé rêmăráranji.

pirí Taténgá madázeni mavîrí âmăráranji.

3. The connective /na/ with pronouns of various classes.

	'We'd like four sacks.'	'I can bring them ('come with them') tomorrow.'
	Taíngadá māsakí māna.	Ndingázouya náwo mangwáná.
nzungú	Taíngadá nzungú.	Ndingázouya nádzo mangwáná.
mhunga	Taíngadá mhunga.	Ndingázouya náyo mangwáná.
zviyó	Taíngadá zviyó.	Ndingázouya názvo mangwáná.
magwére	Taíngadá magwére.	Ndingázouya náwo mangwáná.
murívó	Taíngadá murívó.	Ndingázouya náwo mangwáná.
masímó	Taíngadá masímó.	Ndingázouya náwo mangwáná.
michero	Taíngadá mīchero.	Ndingázouya náyo mangwáná.
ndodzí	Taíngadá ndodzí.	Ndingázouya nádzo mangwáná.

4. Concords in three assorted places in the sentence.

	'That fireplace is large but it is not good.'
chotó	Icho chotó chíkürü así hachíná kúnaka.
dangá	Iro dangá ígürü así haríná kúnaka.
chikúvá	Icho chikúvá chíkürü así hachíná kúnaka.
pfíhwa	Iro pfíhwa ígürü así haríná kúnaka.
zviringó	Izvo zviringó zvikürü así hazvíná kúnaka.
dhíbhi	Iro dhíbhi ígürü así haríná kúnaka.
zvigadzo	Izvo zvigadzo zvikürü así hazvíná kúnaka.
hárí	Iyo hárí íhürü así haíná kúnaka.

5. Statements, with simple questions to be asked and answered about them.

Murwizí múne mvúrá zhínjí.

There's a lot of water in the river.

(Waónenyí mūrwezí?)

(What did you see in the river?)

Mujahá wáénda kuchitóro.

The young man went to the store.

(Mujahá wáénda kúpí?)

(Where did the young man go?)

Chitóro chédú chírí pātyo.

Our store is nearby.

(Chitóro chírí kúre heré?)

(Is the store far off?)

Ndinóěnda kwáMutáre paMugobéra.

I'll go to Umtali on Saturday.

(Ndinóěnda ríni kwáMutáre?)

(When will I go to Umtali?)

Tinógěza nhumbí musí weMúgobéra.

We wash clothes on Saturday.

(Tinógěza ríni nhumbí?)

(When do we wash clothes?)

Vadzídza vényú vánonyórá zvakánáka.

Your students write well.

(Vadzídza vényú vánonyórá zvakádiní?) (How do your students write?)

Mwakámbošvika Kwékwe heré?

Have you ever been to Que Que?

KwáNyádiré kúne hósipitari húrú.

There is a large hospital at Nyadiri.

(Hósipitari húrú íripí?)

(Where is the large hospital?)

Vadzídza vánodzídzírá kũtaura mutauro.	The students will learn to speak the language.
(Vánodzídzenyí?)	(What will they learn?)
Chikóro chédú chíkũrũ.	Our school is large.
(Chikóro chídiki heré?)	(Is the school small?)
Ndaénda kugádheni mangwánaní.	I went to the garden in the morning.
(Ndaénda ríni kugádheni?)	(When did I go to the garden?)
(Ndaénda kúpŷ mangwánaní?)	(Where did I go in the morning?)
Vaná vánodzídzírá chĩngezi.	The children (will) study English.
(Vánodzídzírá mũtauronyí?)	(What language will/do they study?)
Mugwagwa wédú úrí chĩnhambwe.	Our road is a short distance away.
(Mugwagwa úrí kũre heré?)	(Is our road far away?)
Tadyá mánhanga masíkatí.	We ate pumpkins this afternoon.
(Tadyényi masíkatí?)	(What did we eat in the afternoon?)

Practice conversations.

You ask what Father Babá várí kũitenyí
is doing this morn-
ing. mangwánaní áno?

Váénda kujangano.

You ask whose home
the work party
is at today.

Rírí kwáaní nhási?

KwáváChemusango.

You ask what time
they begin,

Vánóvamba ngúvanyí?

Masíkatí áno.

and when they
finish.

Vánopédza ríni?

Ndinófũnga manherú.

[In this conversation, the student must supply most of the tones.]

You ask someone
whether there
is a large mar-
ket at Marandel-
las.

KuMarondera kunq
musika mùkuru
here?

Mùkuru zvishoma.

You ask whether
he goes there
very much.

Munonyanya kuendayo
here?

Hatinyanyi(bà).

You ask what
they chiefly
sell there.

Vanonyanya kutengesenyi?

Vanotengesa mirivo
nemichero.

You ask where
Mr. Mukarati
is.

Baba Mukarati
varipi?

Ah! Waenda kumusika
nemagwere.

You ask what time
he went.

Waenda nguvanyī?

Waenda mambakwedza.

You say that you
(pl.) wanted to
buy something--

Taida kutenga.

Mwaida kutengenyi?

that you wanted to
buy murivo,

Taida kutenga
murivo.

Mwaida mhandonyi
yemurivo?

specifically, cab-
bages.

Taida makabichi.

Oral Reading Practice.

Vanhu vedu vakarima nzungu zhinji nenyimo. Vachada kuenda kumusika kundodzitengesa. Vachaenda namasaki matatu enzungu namasaki mana enyimo. KuHarare kunq musika mukuru kwazvo. Ndinofunga vachaendayo kundotengesa zvinhu zvavo.

Vanhu vedu vakarimenyi?

Vakarima nzungu shoma here?

Vachaenda kupi?

Vanozoitenyi kumusika?

Musika mukuru uri kupi?

Musika wekuHarare mukuru here?

Vachaitenyi kumusika?

Sakí renzungu rinoita marinyi?

Free conversation.

Discuss a forthcoming trip to town, with special attention to what you may do and what you may buy while you are there.

UNIT 20

BASIC DIALOGUE

	doví (5)	peanut butter
	chingwa (7, 8)	bread
A	Isá doví pāchingwa.	Put peanut butter on the bread.
	-dísa	to like very much
B	Ah! Zvínónaka. Ndinózvídísà kwázvo!	It is delicious. I like it very much!
C	Iní ndinórǐdâǒ pachingwa.	I like it on bread too.
D	Neníwo ndichámboédzawó.	And I'll try a little too.
A	Zvákánaka ungámboédzawó.	All right, you may try [some] too.
	mbúya (1a, 2a)	grandmother
E	Mbúya vábíka murívó wakánáka.	Grandmother has cooked good murivo.
F	Vábíka makábichi heré?	Did she cook cabbage?
E	Hóngu.	Yes.
F	Vácháisa doví heré?	Will she put [in] peanut butter?
	pámwé (/pa/ (Cl.16) plus /~mwé/)	together ('one place')
	muto (3, 4)	gravy, soup
E	Vácháisa pámwé nqmúto.	She will combine [it] with the soup.

F	Ah! Muto wêdǒvî kunaka.	Ah! Peanut butter soup is good.
E	Unódâ murívónyî Sara?	What kind of murivo do you like, Sarah?
	nyama (9)	meat
F	Ndinónyánya kudá nyāma.	I like meat best.
	-tórá	to take (from)
E	Ungátórǎ zvakó muhárí.	You may take [some] [from] (in) the pot.

Supplementary vocabulary. Cooking processes.

kubvúrá	}	to broil
kugocha		
kuvidza/kuvirisa		to boil
kukángá		to fry
kupísá		to heat, burn
kusásíká		to roast

1. The pro-verb /-díni/.

This verb was first met and discussed briefly in Unit 4. Further examples of its use are found in Group 4. Three points should be noted.

(1) The difference between indicative and relative tonal patterns:

Chákàdíni?	What is it like?
...chàkádìní?	like what?

The tones of these forms alternate between high and low, beginning in the relative with low, and with high in (third person) indicative.

(2) The English translations of this verb vary widely according to context. [See the examples in Group 4.]

(3) With the concord of Class 8 (zvacadini), this verb may be used without an antecedent, being comparable in this respect to /zvakanaka/, /zvizhinji/, etc.

2. Another sentence without a finite verb.

In the sentence:

Muto wêdŏvî kunaka! Peanut butter soup [is]
good.

there is no verb that has a subject prefix. There is only the infinitive form of the verb that means 'to become good.'

Group 1. [The purpose of Groups 1-3 is to help the student fix in his mind the meaning of the various verbs that have to do with cooking processes.] Answer, according to the usual cooking practices of Mashonaland, with an affirmative or a negative verb:

mvúrá:

kuvídza Tinóvídza mvúrá.

kugocha Hatígochí mvúrá.

kukángá Hatíkángi mvúrá.

kusásíká Hatísásíki mvúrá.

Group 2.

mupungá:

kubika Tinóbíka mupungá.

kuvídza Hatívidzí mūpungá.

kugocha Hatígochí mupungá.

kusásíká Hatísásíkí mupungá.

Group 3. [Tone marks omitted from verbs].

mahobó:

kukángá Tinokanga mahobó.

kugocha Hatigochi mahobó.

kuvidza Hatividzi mahobó.

kusasika Hatisasiki mahobó.

[Continue this kind of practice, using the names of other kinds of food.]

4. Two-line conversations using /-díni/. [Note that some of the forms of /-díni/ are indicative and some are relative.

Munógăara zvakádiní?

Tinógăara zvakánáka kwázvo.

Muné gádheni rakádiní?

What kind of garden do you have?

Tiné díki.

We have a small [one].

Munóŷdá zvakádiní?

How do you like it (Cl. 4 or 9) ?

Tinóŷdá zvakányánya kwázvo.

We like it very much!

Chitóro chényú chákadíni?	What is your store like?
Chitóro chédú chíkŭrŭ.	Our store is large.
Muné imbá yakadíni?	What sort of house do you have?
Tiné húrú kwázvo.	We have a very large [one].
Mipanda yákadíni?	What are the rooms like?
Míkŭrŭ kwázvo.	They are very large.
Chikóro chényú chákadíni?	How is your school?
Chákánaka.	It's good.

5. Questions and answers. [The student should supply the answers. For further practice, write in the right hand column the English equivalents. Then use the English sentences as cues, giving the Shona sentences as responses.]

Baba vanosanda kwáMrewa.

Baba vánosanda kupi?

Ndiani ànosanda kwáMrewa?

Vanovadza huni.

Vanoweza here?

Vanoita basanyi?

Vakauya nesaki r̄ufu Mugobera.

Vakauya n̄ufu here?

Vakauya nen̄yi?

T̄inoverenga mabuku manheru.

T̄inoverenga masakati here?

Tinoiten̄yi manheru?

Vakomana vanotema huni.

Ndivanaani v̄anotema huni?

Vanotemen̄yi?

Ndakasvika pano musi weCh̄ina.

Ndakasvika paCh̄ina here?

Ndakasvika rini?

Ndichagara kw̄esyondo r̄ose.

Ndichagara kw̄mwedzi here?

Ndichagara kw̄ngũv̄ã ȳakadini?

Ndiri kutengesa mapopo. Rimwe rinoita shereni.

Mapópo matanhatu anoita marin̄yi?

Tsime redu rákanaka kwazvo.

Tine tsime rákadini?

Tsime redu iguru here?

[The instructor should make up still more statements and questions of this type, being careful to use no words that the students have not already met.]

Practice conversations.

You see a person Munotengesepi?
 with a load of
 groundnuts and
 ask where he
 does his sel-
 ling.

Tinotengesesa ku-
 musika Harare.

You ask whether he MwáMutare hamutengesesi
 doesn't sell at
 Umtali. here?

Muno havanyanyi
 kutengesesa.

You ask the price Zvino nzungú dzinoitenyi
 of groundnuts
 by the sack. pasaki?

Dziri kuita pondo
 ina.

The student should practice the following dialogue until he is able to give the complete sentences by reference to the cue words in the left hand column. He should also mark the tones used by his instructor.

nyama Mai vatenga nyama here?

kuténgá Havana kutenga.

makábichi Vatenga makabichi.

nenyi Zvino tinodya nenyi?

Now what will we eat with
 the sadza? ('Now we will
 eat [sadza] with what?')

tsúnga	Tinodya netsunga.	
ndaída	Ini ndaída nyama nhasi.	
Chipirí	Tichatenga paChipiri.	
vanángu	Mungadenyizve vanangu?	What else would you like, my children?
michero	Tingada nemichero.	
musika	Ndichandotenga kumusika.	

Oral Reading Practice.

Vanhu vari kutauro mitauro mizhinji.

Vari kudzidza mitauroṅyi?

Vamwe vari kudzidza Chirungu.

Asi varungu vari kudzidza chiShona.

Tina vanhu vanosanda mumaofisi.

Guta remuHarare rinodzidzisa mabasa.

Mhuri zhinji dzine dzimba dzakanaka.

Zvitoro zvacho zvine nhumbi zhinji.

Vanhu vṅse vanotenga mumusika.

Varimisi vṅse vanodzidza patyo neGuta.

Free conversation.

Ask questions like Munókangá nzungú heré? in order to increase your knowledge of the method of preparing /nzungú/, /tsúnga/, /tséngá/, /chingwa/, etc.

UNIT 21

BASIC DIALOGUE

- | | | |
|---|--|--|
| A | Mangwánaní murimisi! | Good morning! (addressing the other person by his occupation) |
| B | Mangwánaní babá.
ngényi
-bátsírá | Good morning.
with what?
to help |
| A | Ndingámŭbátsírá ngényi?
shúka (9) | How ('by what' can I help you?)
sugar |
| B | Ndingáŏnawó heré shúka?
--ko | May I have some sugar?
[an optional interrogative enclitic] |
| A | Munódâ yêmărînyíko? | How much do you want? |
| B | Ndaíngadá zvánɡu yámáshereni
matánhatú. | I'd like six shillings worth |
| A | Zvákánaka zvánɡvo. | Fine. |
| A | Ndingámŭgádzirirá zvánɡu. | I'll get it ready for you. |

Supplementary vocabulary.

Four verbs that are commonly followed by infinitives.

-regera to cease

Règérá kudýá. Stop eating.

Ndambóřęgera basa.	I've (temporarily) stopped work.
-fánirá	to be proper, suitable (in /-ka-/ tense: 'must')
Ndakáfǎńřř kuenda.	I must go.
-natsa	to do well
Árí kŭnatsa kutaura!	She is speaking very well!
-ramba	(with infinitive) to refuse
Árí kŭramba kudyá sādza.	She refuses to eat food.

Supplementary vocabulary. Activities, and articles closely associated with them.

Tinóbĭka n(g)émugóti.	We cook with a stick.
démó (5) matémó (6)	axe
Tinótémá mití n(g)éděmō.	We cut trees with an axe.
-tsváírá	to sweep
Tinótsváírá n(g)ěmŭtsváíro.	We sweep with a broom.
-sona	to sew
tsono (9,10)	needle
Tinósōna n(g)etsóno.	We sew with a needle.
Tinógěza n(g)ésípo.	We wash with soap.

-chérá	to fetch/draw water
Tinóchérá ngechírongó.	We fetch [water] with a pot.
-cheka	to cut (not with axe)
bángá (5) mapángá (6)	large knife
Tinóchéka zviyó ngebǎngǎ.	We cut millet with a knife.

1. The applicative stem extension.

Compare the verbs in these sentences:

Ndagádzira shúka.	I got the sugar ready.
Ndakúgádzirira shúka.	I got the sugar ready for you.
Tinódà húní.	We need firewood.
Áchavádzà húní.	He will split firewood.
Áchatívádzírà húní.	He will split firewood for us.
Áchaúnzà húní.	He will bring firewood.
Áchatíúnzírà húní.	He will bring firewood for us.
Áchatémà húní mūgomo.	He will cut firewood on the mountain.
Áchatítémérà húní mūgomo.	He will cut firewood for us on the mountain.
Áchàtórà húní mūgomo.	He will get firewood on the mountain.
Áchatítórérà húní mūgomo.	He will get firewood for us on the mountain.

Certain of the verb stems in these sentences contain a suffix -- or 'stem extension' -- which is either /-er-/ or /-ir-/. If the vowel of the preceding syllable is /a, i, u/, the extension is /-ir-/. Otherwise (i.e. if the vowel of the preceding syllable is /e, o/), it has the form /-er-/.

This suffix will be called the 'applicative extension.' It is used in a number of different ways. The most common is illustrated in the above examples, where the applicative extension is associated with the idea of doing something for someone, or with reference to someone. When it is used in this way, the verb usually has two objects, one of which may be an object prefix.

The foregoing does not account for all uses of the applicative extension, however. Notice for example the difference between

kufúndá	}	chiShóna	to learn Shona
kudzídzá			

and

kufúndírá	}	chiShóna	to study Shona
kudzídzírá			

Unit 11 provides an example of a still different use of the applicative extension, with no object of any kind:

Hapáná inógúrírá heré? Isn't there a shorter one?

The simple verb stem is /-gura/, for which Hannan gives the meanings 'to cut off or across (e.g. path, country, path of sun).'

Some verbs contain a syllable that looks like the applicative extension, and which was probably just that at an earlier stage in the history of Shona. Such a verb is /-fanira/. It is difficult however to relate the meanings of this verb to the present-day meanings of the verb /-fáná/. [For practice with verbs that contain the applicative extension, see Group 1 of the materials for systematic practice.]

2. The prefix /nge-/

The word /nḡenyi/ contains the prefix /nge-/. In westerly dialects, the prefix has the form /nde-/, and its vowel is governed by the same principles as the vowel of /na-/ (Unit 14, Note 1). The tones of forms that contain this prefix are also like those of the corresponding forms with /na-/.

The translation of /nge-/ is variously 'about' (i.e. concerning), 'by (means of)', or 'with'. [For practice with words that contain this prefix, see Groups 3 and 4.]

1. Simple vs. applicative stems of some verbs.

Ánodá nyama.

He wants meat.

Ndichágócha nyama.

I'll roast meat.

Ndichámúgóchera nyama.

I'll roast him some meat.

Ánodá doví.

He wants peanut butter.

Ndichágádzira doví.

I'll make some peanut butter.

Ndichámúgádzirira doví.

I'll make peanut butter for him.

Vánodá pārafíni.

They want paraffin.

Tichátěngă parafíni.

We'll buy some paraffin.

Tichávăténgérá parafíni.

We'll buy some paraffin for them.

Havágoní kusándá.	They can't work.
Tichásǎndǎ.	We'll work.
Tichávǎsándírǎ.	We'll work for them.
Haúgoní kūenda kuguta.	You can't go to town.
Ácháenda kuguta.	He'll go to town.
Áchakúéndera kuguta.	He'll go to town for you.
Munódâ imbá.	You want a house.
Váchaváká imbá.	They'll build a house.
Váchamúvákírǎ imbá.	They'll build you a house.

2. Object prefixes. Places from which various things are usually taken.

	'Where did you get the firewood?'	'I got it on the mountain.'
húní	Watórepí húní?	Ndadzítórá mūgomo.
murívó	Watórepí murívó?	Ndaútórá kugádheni.
magwére	Watórepí magwére?	Ndaátórá kūmunda.
mbatyá	Watórepí mbatyá?	Ndabvá nádzo kuchitóro.
sadza	Watórepí sādza?	Ndarítórá muhárí.
↳	chigěrǒ, zingwa, pópo, ufu, mushongá, etc.	

[The symbol ↷ means that the horizontal row of words (here /chigěřǎ, zingwa/ etc.) are to be used as cues parallel to the words in the vertical column (here /húní... sadza/), and the corresponding sentences are to be supplied by the student.]

3. The prefix /nde/ with demonstratives. Agreement of demonstratives with nouns.

'We're glad on account of this meat.'

nyama	Tafárá ngeíyi nyama.
murívó	Tafárá ngeúyu murívó.
pópo	Tafárá ngeíri pópo.
mushá	Tafárá ngeúyu mushá.
mazwí	Tafárá ngeaya mazwí.
mvúrá	Tafárá ngeíyi mvúrá.
sadza	Tafárá ngeíri sadza.
tsíme	Tafárá ngeíri tsíme.

4. Nouns and infinitives connected by /~q-/.

'What do you cut trees with?'

'We cut [them] with an axe.'

'I want an axe for cutting trees.'

'We want axes for cutting trees.'

kutémá	Munótémà ngepyi mití?
	Tinótémà ngéděmǎ.
	Ndinódà démó rǎkutémá mití.
	Tinódâ matémó ǎkutémá mití.

kutsváírǎ Munótsváírǎ ngényǐ pasí?
 Tinótsváírǎ ngêműtsváíro.
 Ndinódâ mutsváíro wôkűtsváírǎ pasí.
 Tinódâ mitsváíro yôkűtsváírǎ pasí.

kusona Munósõna ngényǐ mbatyǎ?
 Tinósõna ngetsóno.
 Ndinódâ tsono yôkúsona mbatyǎ.
 Tinódâ tsono dzôkúsona mbatyǎ.

Treat the following sentences in the same way:

kuchérǎ Munóchéra ngényǐ mvúrá?
 Munógěza ngényǐ mbatyǎ?
 Munóchěka ngényǐ murívó?

Practice conversations.

You ask someone Kwenyu munoisa dovi
 whether among pamwe nemuto here?
 his people they
 combine peanut
 butter with
 gravy.

Hatinyanyi kudaro.

You ask what Munodisa muto
 kind of gravy wàkadini?
 they like best.

Tinonyanya kudya
 muto wenyama
 ne(we) masimo.

You ask a person
where his son
has gone,

Mukorore wenyu waenda
kupi?

Waenda kujana
mangwanani.

and when he will
be back.

Anouya rini?

Manheru.

You ask a person
whether he knows
how to drive,

Unoziva kuchaira
here?

Handinatsi
kuziva(ba).

and whether he
has ever taken
driving lessons.

Wakambodzidzira here
kuchaira?

Ndakambodzidzira
zvangu zvishoma.

You say that you
have to go up
on the mountain.

Ndakafanira kuenda
mugomo.

Kundoitepyi?

You say you are
going there to
cut firewood,
that you (pl.)
are out of it.

Kundotema huni.
Huni dzatiperera.

Ndingandokubatsiraiwo.

Oral reading practice.

Ndiani waenda kundotambira mufundisi?

Baba Marata waenda.

Ndakatenga mbatya itsva.

Wakatenga kupi?

Ndakatenga kuMarondera.

Unoda dovi pachingwa here?

Vana vanodisa dovi here?

Kwenyu vanoisa dovi pamwe nemuto here?

Kwenyu vanoisa dovi pamwe nemakabichi here?

Mwakamboedza muto wedovi here?

Mbuya venyu vanobika zvakanaka here?

Nyama imhando yemurivo here?

Muto imhando yemurivo here?

Mugwagwa mupamhi unoenda kupi?

Unoenda kuNyanga.

Munotsauka papi kuenda Bòndà?

Pabandéra rechípirí.

Baba vaenda kuhosipitari.

Vanenyi?

Vanq ruvoko.

Uchaenda ngépi kwáMutáre?

NgekuPéniranga.

Ah! Hamúzíví heré mugwagwa mutsva?

Mutsvá múpfúpi kupinda wekáre.

Ndaiziva zvangu, asi ndaida kuona shamwari ìri Péniranga.

Mugwagwa mutsva unosvika ngekuPeniranga here?

Mugwagwa mutsvá múrefu here kupinda wekare?

Mugwagwa wekare múpamhi here kupinda mutsva?

Baba Moyo vaiziva here kuti kune nzira pfupi?

Shamwari yake iri kupi?

Free conversation.

1. Mention several things that you are glad of.
2. Re-enact the basic dialogue, but with different commodities and buying different amounts, expressed in terms of money.

UNIT 22

BASIC DIALOGUE

- | | | |
|---|---|---|
| A | Munógăra muNéw York heré?
dúnhú (5), matúnhú (6) | Do you live in New York?
district |
| B | Kwéte, ndinóbvâ murimwe
dúnhú.
-dyá | No, I come from another
state.
to eat |
| A | Munódyawó sādza rédú
heré?
-síyáná
-bvira | Do you eat our [kind of]
food too?
to part from one
another, to
differ
[?] |
| B | Kwéte zvakávira kusíyáná. | No, it is quite different. |
| A | Ndíaní unómŭbátsírá bāsa
rényú?
~ógá (~ega) | Who helps you [to do] your
work?
alone |
| B | Ah! Tinózvĭbâtíra tógá.
ko
sesú | Oh, we do it for ourselves.
[an interrogative
word]
like us |
| A | Ko, munórĭmawó heré
sesú? | Tell me, do you farm the
way we do? |

	muchéni (3,4)	machine
B	Zvákáti síyané, tinónyanya michéni.	It's a little different, we we [use] more machines.
	~temá	black
A	Kúnḡ vānhu vatemáwo heré?	Are there also black people?
	chaízvo	[an intensifier]
B	Vári kúnó chaízvo.	There are a lot. (They are there very much.)

Supplementary vocabulary.

People: white, black, coloured, etc.

Some ethnic groupings.

muZezúru (1,2)

muKárángá (1,2)

muManyíka (1,2)

muKorekore (1,6)

muNdaú (1,2)

muBochá (1,2)

muGárwé (1,2)

muRozví (1,2)

muChángana (1,6)

Some racial categories:

murungu (1,2)	European
bhunú (5,6)	Boer
bwacha (5,6)	Indian
~chená	white
~temá	black

Two general terms:

rudzí (11)	tribe
pl. ndudzí (10)	
muitiro (3,4)	custom

Two verbs:

kusíyáná	to leave one another, to differ
kufánáná	to be like one another

1. Reflexive verb forms.

Notice the underlined syllables in the following sentences:

Tinózvíîtîra basa.

We do the work for ourselves.

Tinózvíbâtírâ basa.

The underlined syllable is a reflexive prefix. It occurs in the same position in the word where the object prefixes are found, and no verb form contains at the same time the reflexive prefix and one of the other object prefixes.

The term 'reflexive' means that the object of the verb is the same as the subject. English examples are 'I hurt myself', 'They outdid themselves.'

In its spelling, the reflexive /-zvi-/ is identical with the object concord for Class 8. (In some dialects, the reflexive is /-dzi-/, identical in its spelling with the object prefix for Class 10.) The only difference between a verb form with a Class 8 (or 10) object prefix and one with a reflexive prefix is in the tonal pattern. There is a large amount of dialect variation in this respect, so that the student should make his own observations on this point. As he does so, he should be careful to get at least one example of a reflexive form for each cell in the following table:

	High verbs	Low verbs
Monosyllabic (e.g. -dá)		
Disyllabic (e.g. -óná)		
Trisyllabic (e.g. -bátsírá)		
Quadrisyllabic (e.g. -gadzirira)		

[For practice, see Groups 3 and 4.]

2. The nonconcordial prefix /s-/.

The sentences:

Munóřĩmawó heré <u>sesú</u> ?	Do you also plow as we do?
Ánófunga <u>sômwănâ</u> .	He thinks like a child.
Ánófunga <u>saMáí</u> .	She thinks like Mother.

contain the nonconcordial prefix /s-/. This prefix always occurs joined to the linking prefix. Tonally, it is exactly like the nonconcordial prefix /n-/. In particular, this means that with nouns of Class 1a, regardless of their tonal patterns, the prefix syllable /sa-/ has low tone. [For practice, see Group 1.]

1. The prefix /sa-/.

!He thinks like a child.!

mwaná	Ánófunga sômwănâ.
mukúru	Ánófunga sômũkúru.
babá	Ánófunga sababá.
máí	Ánófunga samáí.
muténda	Ánófunga sômũténda.
murungu	Ánófunga sômúrungu.
mutemá	Ánófunga sômútemá.
munhu	Ánófunga sômúnhu. (!talk sense!)

2. Questions about similarity and difference.

miitiro Miiro yaváZezúru yákasíyáná heré néyaváManyíka? Are the customs of
the Zezuru different
from those of the Manyika?

Yákadá kufánáná.

sadza Sadza remáBwacha rákafánáná heré nérevárungu? Is the food of the Indians
like that of the Euro-
peans?

Haríná kufánáná. Rákasíyána kwázvo.

mutauro Mutauro wâmăChángana wákafánáná heré nêchĩShóna? Is the language of the
Shangaans like Shona?

Wákafánáná zvĩshoma.

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chirungu Chirungu nechíBhunú zvakafánáná heré? Are English and Afrikaans
similar to one another?

Zvakadá kufánáná.

guta Guta rêHăráre rákafánáná heré negúta reBhúruwayo? Is Salisbury like Bulawayo?

Haríná kufánáná.

matúnhú Matúnhú ényú ákafánáná heré néedú? Are your states/districts
similar to ours?

Haáná kufánáná.

[The students should ask and answer questions of these kinds, using the words
makomo, mití, ndwizí, zvikóro, dzimbá, mbatyá, etc.]

3. Reflexive forms with all persons and numbers.

	'I bought (my) soap.'	'I bought myself some soap.'
iní	Ndaténgà sípo yángu.	Ndazvítèngéra sípo.
íye	Ẁáténgà sípo yáké.	Ẁázvítèngéra sípo.
isú	Taténgà sípo yédu.	Tazvítèngéra sípo.
ívo	Vaténgà sípo yávó.	Vázvítèngéra sípo.
iwé	Waténgà sípo yákó heré?	Wazvítèngéra sípo heré?
imwí	Mẁaténgà sípo yényú heré?	Mẁazvítèngéra sípo heré?
iní	Ndabíka sadza rángu.	Ndazvíbikíra sadza.
íye	Ẁábíka sadza ráké.	Ẁázvíbikíra sadza.
	↳ isú, ívo, imwí, iwé, babá, majahá, vasíkaná, etc.	

4. Reflexive verb forms vs. verb forms with other object prefixes.

'There is no-one who can cook for me.'

'I must cook for myself.'

kubika	Hapáná angándĩbikirá sadza. Ndakáfǎnĩrǎ kuzvíbikíra.
kutémá	Hapáná angándĩtémérá húní. Ndakáfǎnĩrǎ kuzvítéméra.
kurima	Hapáná angándĩtémérá húní. Ndakáfǎnĩrǎ kuzvírímíra.
kugeza	Hapáná angákũgézérá ndíró. Wakáfǎnĩrǎ kuzvígezéra.

kuóná Hapáná angákũónérá bāsa.

Wakáfǎnǐrǎ kuzviónéra.

kutaura Hapáná angákutáúrira.

Wakáfǎnǐrǎ kuzvítaúrira.

5. /~ógá/

'Will you go by yourselves?'

'We will go by ourselves.'

Munóěnda mwógá heré?

Tinóěnda tógá.

Vánóenda vógá heré?

Vánóenda vógá.

Unóěnda wógá heré?

Ndinóěnda ndógá.

Ánóenda ógá heré?

Ánóenda ógá.

Practice conversations. [The students should supply most of the tones in these conversations.]

You ask a person
whether he can
please teach
you Zezuru.

Mungandidzidzisawo
here chiZezuru?

Handinatsi kuchiziva.

Ndiri muNdau.

You say you're
glad to know
he's a Ndau,
and that you
have some
friends from
Chipinga.

Ah! Ndafara kuziva
kuti uri muNdau!
Ndine shamwari dzangu
dzinobva Chipinga.

Dzinogara papi?

You reply that
they work
around here.

Dziri kusanda muno.

You ask a person
about his tri-
bal origin.

Urí rudziṅyí?

Ndiri muManyíka.

You ask whether
he comes from
Umtali,

Unobva kwáMutáre
here?

Kwete(bá), ndinóbva
Nyángà.

and when he came
to Salisbury.

Wakáŷya ríni muHaráre?

Ndáyánaṅ mákoré ndáyà
múnó.

You ask whether
the Zezuru
language is
similar to
Manyika.

Mutauro wechíZezuru
wakafanana here
nḡmutauro wechí-
Manyika?

Wakafanana, { chéte }
 { asi }

mazwi mashoma

akasiyana.

You ask a person
how long he
took to learn
English.

Mwakatora nguva yakadini
kudzidza chirungu?

Zvakatora nguva huru.

You ask whether Munotaura chirungu
 he speaks
 English at here pabasa?
 work.

Tinotaura zvedu
 zvishoma.

Oral reading practice. [Tone marks have been largely omitted.]

Muguta reHarare munq ndudzi dzakasiyana. Muna vaZezuru vanobva kwaSeké, Chiotá, neMréwa. VaKaranga vanobva Fort Victoria. VaNdevere vanobva Gwerú kusvika Bhurúwayo. VaNdevere havatauri chiShona. Vanotaura chiNdevere. VaManyika vanobva Rusápi kusvikira Nyánga. Vamwe vanobva kwáMaránga kusvika kwaMutambara.

MuHarare múne ndudziyi?
 Ndivanaani vanobva kwáSeka?
 Vakaranga vanobva kupi?
 VaNdevere vanobva kupi?
 VaNdevere vanotaura chiShona here?
 VaManyika vose vanobva kwáMutáre here?

Free conversation.

Compare the eating habits of Africans and Europeans.

Compare the eating habits of Britain and the United States, or of any other pair of countries.

UNIT 23

BASIC DIALOGUE

- A. Oh! Tq́sé takárfárírá doví
rakábŷkwa naMbúya.
- We all enjoyed the peanut
butter that grandmother
cooked.
- sévénzá to work
- sévénzésa to use (‘cause to
work’)
- sévénzéswa to be used (‘caused
to work’)
- B Rínosévénzéswa sépyi? How is it used?
- A Kutí uchídá, ungáísa
pachingwa, dzimwe
ngúvá mumurívó.
- If you like, you can put
it on bread, sometimes in
murivo.
- A Kana munyama yakaóma
rínónaka.
- It’s even good with dried
meat.
- vhíki (5,6) week
- gashira to receive
- tsamba (9,10) letter
- C Vhíki rakápěřě takágáshira
tsamba kubvá Bhurúwayo.
- We got a letter from Bulawayo
last week.
- D Ndíaní wakányōrá? Who wrote [it]?

- | | | |
|---|--|---|
| | háńzvádzi (9,10) | sibling of opposite sex |
| C | Háńzvádzi yángu yákanyórá. | My sibling of the opposite sex wrote [it.] |
| | masoko (6) | news |
| D | Yáítaura masokońyí? | What news did he have ('speak')? |
| C | Iyo yákáti írí kuúyá
vhíki rinóúyá, musí
weMúgobéra. | He said he's coming next week, on Saturday. |
| D | Vánoúyá`népyi? | How ('with what') is he coming? |
| | chitíma (7,8) | train |
| C | Nêchítíma. | By train. |
| C | Háńzvádzi yángu yáũyá. | My brother has arrived. |
| | mweni (1,2) | stranger, guest, foreigner |
| | --su | [enclitic, an exclamation of surprise] |
| D | Oh! Muné mwenisu! | Oh, you have a guest then! |
| | rwendo (11,10) | journey |
| D | Rwendo rwáké rúnóita mazúvá
manganí? | How long does his trip take? |
| C | Rúnóita mazúvá mairí. | It takes two days. |

C Bhurúwayo ínzwímbo irí Bulawayo is a distant place.
kure.

Supplementary vocabulary. Some kinship terms.

zítá (5,6) name

[In the list that follows, each kinship term is preceded by /zítá ra-/ in order to show the difference between Class 1 and Class 1a.]

(zítá rá)mukóma	(1,2)	older sibling of same sex
(zítá r̂)muníng'ína	(1,2)	younger sibling of same sex
(or: munúng'úna)		
(zítá rá)sekúru	(1a)	grandfather
(madzisekúru)	(6)	
(zítá rá)teté	(1a)	father's sister
(madziteté)	(6)	
(zítá r̂)mũkádzí	(1,2)	woman, wife
(zítá r̂)múbereki	(1,2)	parent

Modes of transportation.

mótoka	(9,10)	car
bházi	(5,6)	bus
básikoro/básekoro	(5,6)	bicycle

mudhudhudhu	(3,4)	motorcycle
chikóchikari	(7,8)	} oxcart
ngoró	(9,10)	

1. Passive verbs.

Compare the sentences:

Tinósévézesa doví.	We use peanut butter.
Doví rínosévézéswa sényi?	How is peanut butter used?
Vaná vádyâ sadza.	The children ate the sadza.
Sadza rádyŭwă ndâvănâ.	The sadza was eaten by the children.
Sadza rádyŭwă naBabá.	The sadza was eaten by Father.
(or: ...ndíBabá.)	

Two sets of facts must be noted concerning the passive construction in Shona. The first set has to do with the suffix, or 'extension' which is added to the stem of the verb. The second set has to do with the non-concordial prefix which is added to the noun that stands for the person or thing by which the action of the verb was accomplished.

The most frequent form of the passive extension is /-w-/. It follows all other extensions, and stands immediately before the final vowel of the verb:

-sevenz-	-es-	-w-	-a
'work'	[causative]	[passive]	[final vowel]

For verbs that have monosyllabic stems (e.g. /-dyá/, /-dá/, the passive extension usually has the form /-iw-/: /-dyíwá/, /-díwá/, /-mwíwá/. Some speakers have /-píwá/ as

the passive of /-pá/ 'give', but others have /-púwá/.

The noun or pronoun that stands for the person or thing by which the action of the verb was accomplished is preceded by a non-concordial prefix, which is either /n-/ or /nd-/ or /ng-/ according to dialect. The non-concordial prefix is, as always, combined with the appropriate form of the linking prefix. [For practice with passive verbs, see Groups 1-4.]

2. The ' /-chi/ participial' form of verbs.

The basic dialogue contains the expression:

Kuti ùchídá... If you wish...

This form of the verb /-dá/ 'to want, love, like' contains, in addition to the subject prefix /ù-/, the non-initial prefix /-chí-/. A form of this kind, here called the 'chi-participial', never serves as the main verb in a sentence. It does however have a number of other important uses, one of which is illustrated above. The construction which consists of the word /kuti/ (or /kana/) plus this form is usually translated into English with an if-clause. Other uses of the chi-participial will be met in later units.

In chi-participial forms, the subject prefix is always low in tone, whether for first, second, or third person, and the Class 1 prefix is /à-/ even in those dialects for which the Class 1 subject prefix in indicative forms is /u-/:

únodá...(some dialects)	}	'he wants'
ánodá...(standard dialects)		

but:

kuti àchídá (all of the above dialects) 'if he
likes'

The tone of /-chí-/ is always high. The first tone of a polysyllabic low verb stem that follows /-chí-/ is also raised. (In some dialects, one or more additional stem syllables may be raised in this way.) So, for example:

High verbs.

kuti uchídá
 kuti uchísándá
 kuti uchísévénzá
 kuti uchísévénzésa

Low verbs.

kuti uchíti
 kuti uchísóna
 kuti uchítáura
 kuti uchígádzirira

With object prefixes.

kuti uchírídá	
kuti uchírýténgá	kuti uchírýsóna
kuti uchírýténgésá	kuti uchírýgádzira
kuti uchírýsévénzésa	kuti uchírýgádzirira

The verbs /-dáro/, etc.

kuti uchídaró

Additional examples:

Ndicháénda kundotémá`húní.	I'm going to go cut firewood.
Kuti uchíndotémá`húní, ndichándokúbátsírá.	If you go cut firewood, I'll go help you.
Ndicháénda kuHaráre.	I'm going to go to Salisbury.

Kuti uchiénda kuHaráre ndicháénda newé. If you go to Salisbury,
I'll go with you/
take you along.

Kuti uchísóna ùnósévénzésa tsono. When/if you sew, you
use a needle.

[For practice with chi-participial forms, see Groups 5,6.]

1. Active vs. passive verbs.

'I cut up the muriwo. '
'The muriwo was cut up by you. '

iní Ndakáchěkă muriwó.
Muriwó wákachékwá nemwí. (or: ...ndímwí).

mukúnda Mukúnda wákachéká muriwó.
Muriwó wákachékwá nômükúnda.

mhandara Mhandara yákachéká muriwó.
Muriwó wákachékwá nemhándara.

muníng'ína Muníng'ína wákachéká muriwó.
Muriwó wákachékwá nômüníng'ína.

vasíkaná Vasíkaná wákachéká muriwó.
Muriwó wákachékwá nêvăsíkaná.

Class 1a nouns:

máí Máí wákachéká muriwó.
Muriwó wákachékwá namáí. (or: ...ndímáí)

mbúya	Mbúya vákachéká muriwó. Muriwó wákachékwá nambúya.
mukóma	Mukóma vákachéká muriwó. Muriwó wákachékwá namukóma.
vakúru	Vakúru vákachéká muriwó. Muriwó wákachékwá nâvakúru.

2. Use of appropriate form of prefix with Class 1 vs. Class 1a nouns.

	‡The clothes were sewn by Mother.‡
kusona mbatyá	Mbatyá dzákásonwa namái. (or: ndímái)
mukóma	Mbatyá dzákásonwa namukóma.
kuchérá`mvúra	Mvúra yákachérwá namukóma.
muníng'ína	Mvúra yákachérwá nqmuning'ína.
kugeza ndíró	Ndiro dzakagezwa nqmuning'ína.
hánzvádzi	Ndiro dzakagezwa nehanzvadzi.
kwenda kurwizi	Kurwizi kwakaendwa nehanzvadzi.
mweni	Kurwizi kwakaendwa nqmweni.
kuverenga tsamba	Tsamba dzakaverengwa nqmweni.
mudzídzísi	Tsamba dzakaverengwa nqmuzidzisi.
kutaura masoko	Masoko akataurwa nqmuzidzisi.
babá	Masoko akataurwa nababa.
kukángá magwére	Magwere akakangwa nababa.
mukádzí	Magwere akakangwa nqmukadzi.

kudyá nyama	Nyama yakadyiwa n̄mukadzi.
murúmé	Nyama yakadyiwa n̄murume.
kumwá kófi	Kofi yakamwiwa n̄murume.
sekúru	Kofi yakamwiwa nasekuru.

3. Active with object prefix vs. passive.

'My older brother gave me some money.'	'I was given money by my older brother.'
Mukóma vándīpa marí.	Ndapíwá marí namukóma. (Ndapúwá...)
Mukóma vádyǎ sadza.	Sadza rádyīwǎ namukóma.
Mukóma vámwǎ mahéu.	Mahéu ámwīwǎ namukóma.
Mukóma ánodá vaning'ína.	Vaning'ína vánodíwá namukóma.

4. Active vs. passive, in sentences for which corresponding passive sentences do not exist in English.

	'Father went to the dip tank.'	('To the dip tank was gone by Father.')
dhíbhi	Babá váénda kudhíbhi.	Kudhíbhi kwáéndwa nababá.
jangano	Baba vaenda kujangano.	Kujangano kwaendwa nababa.
rwendo	Babá váfǎmbǎ rwendo.	Rwendo rwáfǎmbwǎ nababá.

imbá	Babá vápínda mumbá.	Mumba mwápíndwa nababá.
dangá	Babá váénda padangá.	Padangá páéndwa nababá.

5. The 'chi-participial' form.

'If/when you do sewing, you use a needle.'

kusona	Kuti uchísóna, unósévénzésa tsono.
kutémá	Kuti uchítémá mití unósévénzésa démó.
kuchéká	Kuti uchíchéká unósévénzésa bángá.
kubika	Kuti uchíbika sadza unósévénzésa mugóti.

6. The 'chi-participial' form.

'When we study, we go to school.'

kudzídzá	Kuti tichídzídzá tinóěnda kuchikóro.
kuchérá	Kuti tichichéra mvúrá tinóěnda kutsíme.
kurima	Kuti tichíríma tinóěnda kumunda.
kutémá	Kuti tichítémá mití tinóěnda mugomo.
kuténgésá	Kuti tichíténgésá tinóěnda kumusika.
kudá	Kuti tichídá sadza tinóbíka.

Practice conversations.

You ask how much
the trip to
Bulawayo costs.

Rwendo rwêBhŭrúwayo
rúnóita marínyí?

Unóěnda sényí?

You say you're
going by bus.

Ndinóěnda nébházi.

Rúnóita pónodo.

You ask how long
it takes to
get there.

Rínótórá`ngúvá
yakádiní kusvika?

Harítóri ngúvá

yakányánya.

You say that your
(sibling of the
opposite sex)
has written you,
making it sound
as though this
had happened be-
fore today,

Hánzvádzi yákandínyórerá
tsamba.

Yákátinyí?

and that he/she
gave a lot of
news.

Yákátaura masoko
mzhínjí.

Wakáfără herě nemásoko?

Ndakáfǎrǎ`kwázvo.

You ask a boy
his name,

Zítá rákó ndíaní?

Ndíńí Jongwé.

and where he
lives,

Unógǎrepí?

Ndinógǎrǎ kwáChíotá.

and how many
people live
in the same
house with
him,

Murí vǎnganí
mumbá mwényú?

Tirí vashánǔ.

and who is the
eldest.

Ndíaní mukúró?

Hánzvádzi yǎngu

ndíyo húrú.

You ask how
many boys.

Vákómaná vǎnganí?

Vakómaná tirí vairí.

Free conversation.

1. Ask and answer questions about who has done or usually does certain actions. Use passive indicative verbs: 'By whom was the letter written?' etc.

2. Practice the same kind of question, but with active relative verbs: 'Who wrote the letter?' etc.

UNIT 24

BASIC DIALOGUE

-kúrá to grow (intransitive)

A Maruva ángu ákŭrǎ`kwázvo. My flowers have grown a lot.

B Ndíaní arí kudirira? Who waters [them]?

-sándísá to cause to work,
to use

mupombí (3,4) pipe

A Oh! Ndirí kusándísá Oh, I use a pipe.
mupombí.

-díkáńá to be wanted

A Maruva mazhínzhí ánodíkáńá. Many flowers are needed.

A Vadzimáí vánoádísá` Women like them very much.
kwázvo.

B Ngényí vachíǎdá? Why do they like them?

A Vánodísá kuisa mudzimbá. They like to put them in
[their] houses.

-kúdzá to cause to grow

nhangá (9,10) yard

A Vamwe vánokúdzá munhangá. Some grow [flowers] in [their]
yards.

-nángísíka to look, appear

A Nhangá dzínónángísíka The yards look nice.
zvakanáka.

Supplementary vocabulary.

Small, useful, non-edible plants.

Tinótórá tsanga kurwizí.	tsanga (9,10)	reed
Masengere ánoónéká kumatúnhú eNyánga.	sengere (5,6)	bamboo
Tinótórá ḥuswá mubáni*.	ḥuswá (14)	grass
	báni*(5)	open level land
	mapáni* (6)	

1. The chi-participial form in 'why' questions.

The basic dialogue for this unit contains an example of another principal use of the chi-participial form which was described in Unit 23, Note 2:

Ngéṇyi vachíǎdá?	Why do they like them (Cl. 6)?
[ngéṇyi??]	

After the word /ngéṇyi/ 'why' the chi-participial form, and not the indicative, is used.

Note however that when /ngéṇyi/ follows a verb, it has no effect on the form of the verb, and is itself usually translated as 'with/by what?', rather than as 'why?':

Tinóchěka murívó ndéṇyi?	What do we cut murivo with?
--------------------------	--------------------------------

[For practice with this use of the chi-participial form, see Groups 4,5.]

2. The neuter extension /-ik-/.

A new verbal extension is illustrated in the sentences:

Maruva mazhínzhí ánodíkáná.	Many flowers are needed.
Nhangá dzínonángísíka zvakanáka.	The yards look nice.

The verb stem /-nángísíka/ 'to appear, look, seem' is to be compared with the stem /-nángísá/ 'to look at', and /-díkaná/ with /-dá/ 'to want, like, love, need'. Compare also the stems:

/-óná/ 'to see'	/-ónéká/ 'be seen, be visible'
/-íta/ 'to do'	/-ítika/ 'to be done'
/-témá/ 'to cut'	/-téméká/ 'to be cuttable'

The extension illustrated by these pairs of stems has two forms: /-ek-/ when the vowel of the preceding syllable is /o/ or /e/, and /-ik-/ after /i, a u/. Its tone is high with high stems, and low with low stems. This extension is labelled 'neuter' by Fortune (AGS § 405 ff.)

The two most common meanings associated with the neuter extension are (1) to be _____able:

-ónéká to be visible

(2) to get done, with no reference to the person or thing that performed the action:

hazvíìtíkĩ it isn't done (in the sense of
 'people just don't do it')

Compare a similar phrase, in which specification of the actor or doer makes necessary the passive extension, rather than the neuter.

Zvakáitwa ndíaní?

By whom was it done?

[For practice with the neuter extension, and with the difference between the uses of passive and neuter extensions, see Groups 1-3.]

1. Examples of other roots plus the neuter extension.

kurima	Murí kurima munda.	You are cultivating the field.
	Zvírí kurimika here?	Is it ('are conditions') right for cultivating?
kunángísá	Nángísá mbatyá yáké itsvá.	Look at her new piece of clothing.
	Ínonángísíka zvakadíni?	How does it look?
kuvadza	Murí kuvádzá`húní.	You are splitting fire-wood.
	Dzínovádzíká heré?	Is it suitable for splitting?
kusímá	Murí kusímá maruva.	You are transplanting flowers.
	Árí kusímíká zvakánáka heré?	Are they suitable for transplanting?

2. The neuter extension.

kumwá	Iyi mvúrá ínomwíká heré?	Is this water suitable for drinking?
	Iyi mvúrá haímwíkí nckúti haíná kuvidzwa.	This water isn't drinkable because it hasn't been boiled.

kudyá	Iri sadza rínodyíká heré? Vamwe vánóti harídyíkí nokúti haríná munyú.	Is this sadza edible? Some [people] say it isn't edible because it lacks salt.
kurima	Uyu munda únórimika heré? Haúrimíkí nokúti wákaómá.	Is this field suitable for plowing? It isn't suitable for plowing be- cause it is [too] dry.
kutémá	Iyi mití ínotéméká heré? Haítémékí nokúti yákányanya kukúrá.	Are these trees right for cutting? They aren't suitable for cutting be- cause they've grown too much.
kuvádzá	Iyi húní ínovádzíká heré? Haívádzíkí nokúti yákányanya kuómá.	Is this piece of fire- wood suitable for splitting? It isn't suitable for splitting be- cause it is too dry. ('too hard?')

3. Neuter vs. passive.

'The firewood is cuttable.' 'The firewood was cut
by father.'

kutémá` húní	Húní dzíngatéméká.	Húní dzakatemwa naBabá.
kufámbá rwendo	Rwendo rúngafámbíká.	Rwendo rwákafambwa naBabá.

kuverenga bhúku	Bhuku ringaverengeka.	Bhuku rakaverengwa naBaba.
kunyórá tsamba	Tsamba inganyoreka.	Tsamba yakanyorwa naBaba.
kusvika muguta	Muguta mungasvikika.	Muguta mwakasvikwa naBaba.
kudzidzira chiShóna	ChiShona chingadzidzirika.	ChiShona chakadzidzirwa naBaba.
kudya aya masímó	Aya masimo anodyika.	Aya masimo akadyiwa naBaba.

4. The chi-participial form after /ngényi/.

'People build houses.'

'Why do people build houses?'

kuváká dzimbá	Vanhu vánováká dzimbá. Ngényi vanhu vachíváká dzimbá?
kunyórá mabhúku	Vanhu vánonyórá mabhúku. Ngényi vanhu vachínyórá mabhúku?
kuita basa	Vanhu vánóita basa. Ngényi vanhu vachííta basa?
kukúdzá maruva	Vanhu vánokúdzá maruva. Ngényi vanhu vachíkúdzá maruva?
kuvídza mvúrá	Vanhu vánóvidza mvúrá. Ngényi vanhu vachívídza mvura?

kugeza mavókó Vanhu vánógeza mavókó.
 Ngényi vanhu vachígéza mavókó?
 kutsváirá mumbá Vanhu vánotsváirá mumbá.
 Ngényi vanhu vachítsváirá mumbá?
 kudzídzírá mitauro Vanhu vánodzídzírá mitauro.
 Ngényi vanhu vachídzírá mitauro?

5. The chi-participial form after /ngényi/. Questions and answers.

Ngényi vadzimáí vachíkúdzá maruva? Why do the women grow flowers?
 Nokúti vánodá kuisa mudzimbá dzávó. Because they want to put [them] in their houses.
 Ngeñyi ùchídàró? Why do you do like that?
 Kudíni? Like what?
 Ngényi vanhu vachírímă munda? Why do people cultivate the field[s].
 Nokúti vánodá mbésa. Because they want crops.
 Ngényi vanhu vachísévénzésa michéní? Why do people use machines?
 Nokúti michéní ínovábátsírá mubasa rávó. Because machines help them in their work.
 Ngényi vanhu vachíénda kutsíme? Why do people go to the well?
 Nokúti vánodá kuchérá`mvúrá. Because they want to fetch water.

Ngéꞑyi vanhu vachídyá sadza rézviyó?	Why do people eat sadza [made] of millet?
Nokúti rínovánákíra.	Because it is good for them.
Ngéꞑyi vanhu vachíénda kurwizí?	Why do people go to the river?
Nokúti vánodá kugeza kana kutórá tsanga.	Because they want to wash or to get ('take away') reeds.
6. Random substitutions.	
Vadzimáí vánodísá maruva.	Women like flowers very much.
Vadzimáí vánodísá <u>mbatyá itsvá.</u>	Women like new clothes very much.
<u>Vaná vákapiwá</u> mbatyá itsvá.	The children were given new clothes.
Vaná vákapiwá <u>mbésa.</u>	The children were given food.
<u>Takáfǎnǎ</u> kukúdzá`mbésa.	We must grow crops.
Takáfǎnǎ <u>kuténdérúka.</u>	We must turn around.
<u>Hatíná</u> kuténdérúka.	We didn't turn around.
Hatíná <u>matémó matsvá.</u>	We don't have new axes.
<u>Únzáí</u> matémó matsvá.	Bring the new axes.
Únzáí <u>ḡuswá huzhínjí.</u>	Bring a lot of grass.
<u>Hatíná kupísá</u> ḡuswá huzhínjí.	We didn't burn much grass.

Hatíná kupísá nyama.

We didn't burn the meat.

Tósé tinódísá nyama.

All of us are fond of meat.

Tósé tinómũzívá`kwázvo.

All of us know him/you very
[well].

Practice conversations.

You ask someone
what he is
looking for.

Uri kutsvakeņyi?

Ndirí kutsvaka saki.

You ask what
kind of sack.

Saki rakadini?

Rqkuisa magwere.

You ask where
it (the maize)
is supposed to
go.

Ari kuda kuenda kupi?

Kumusika wqkuHarare.

You ask how it
(the sack) will
go.

Rinoenda seyi?

Nemotokari yédú.

You say you are
going to the
store, and ask
someone whether
he can take you.

Ndiri kuenda kuchitoro.

Ungadq kuenda neni
heré?

Handigoni kuenda newe
nokuti ndine basa
zhinji.

You suggest that
he can do his
work tomorrow.

Ungazoitā basa rako
mangwana.

Kwete. Ndakafanira
kupedza nḥasi.

You offer to
help him, if
he likes.

Kuti uchida ndingakubatsirāwo.

Ndingafara kwazvo.

You ask what
work he is
doing.

Uri kuita basanyi?

Ndiri kugeza mumba.

You agree, and
say you can
fetch water.

Zvakanaka. Ndinga-
cherawo mvura.

Oral reading practice.

Baba, muri kudíkánwá. Kupi? Kuchikoro. Naani? Nḡmudzidzisi mukuru. Anodepyi? Kwasvika spíkita ['inspector']. Zvakanaka. Ndichambopedza kudyá.

Free conversation.

Ask and answer why-questions. The student should use this occasion to get some useful new vocabulary items from the tutor.

UNIT 25

BASIC DIALOGUE

- A Ndaúyá kundoóná maruva ákó. I've come to see your flowers.
-búdá to come/go out from
- B Ah! Áyá kubúdá. Ah! They're coming out now.
- A Kwázvo. Yes, indeed!
-bvira [here, used as an auxiliary verb to intensify meaning of the verb whose infinitive follows it]
- A Wakábvíra kuita zvakánáka. You really did very well.
mbéú (9,10) seeds
- A Mbéú dzínoténgwá`kúpí? Where are the seeds sold ('bought')?
- B Endá kwáFarmers Corp. Go to the Farmers Corp.
-ramba to continue [with chi-participial]
kusvikira [verb infinitive used here as English uses prepositions]
- A Ánóramba achíkŭřă kusvikira Will they go on growing until _____ [name of month] heré? of month]?

B Ndinófũnga kudáro. I think so.

Supplementary vocabulary. Things that one might come
or go to see.

Takáénda kundoóná	mombe.	(9,10)	} cattle
Takáénda kundoóná	ng'ombe.	(9,10)	
Takáénda kundoóná	húkú.	(9,10)	chicken
Takáénda kundoóná	mbúdzí.	(9,10)	goat
Takáénda kundoóná	hwai.	(9,10)	sheep
Takáénda kundoóná	nguruve.	(9,10)	pig
Takáénda kundoóná	mupfúdze.	(3)	manure, fertilizer
Takáénda kundoóná	tsapí.	(9,10)	barn, storehouse
Takáénda kundoóná	mugodhí.	(3,4)	pit, well, mine
Takáénda kundoóná	chimbúdzí.	(7,8)	latrine
Takáénda kundoóná	dénga.	(5,6)	roof, sky

Dzáyá`ngúvânyĩ?

Dzáyá`'9 o'clock'.

1. Uses of the hodiernal tense of the verb /-vá/.

The sentences:

Maruva ákó áyá kubúdá.

Your flowers are
coming out now.

Mvúrá yáyá kupísá.

The water is hot now
[and it wasn't the
last time I felt it].

contain two-word verbal phrases, in which the second word is an infinitive. The first word in each phrase contains a subject prefix plus /-aya/. The words /áyá, /dzáyá/ etc. are hodiernal tense of the verb /-vá/ 'to be, become'. Phrases of this kind indicate that the action is now going on, but was not going on prior to this time. [For discussion of this form see Fortune AGS § 599, and also § 503.]

The forms of /-vá/ which appear in the above examples are in the indicative. Participial and relative forms also are found, with tonal patterns as for the corresponding forms of any other monosyllabic high verb:

Ndíaní wáyá kusvika?

Who's just now
arriving?

The same forms of /-vá/ occur also without the infinitives of other verbs. Two examples were found in Unit 6:

Ndayánṅ mazúvá matatú ndáyà pánó.

('I now have three days I-being here.')

In accordance with what was said above, concerning the meaning of the forms in /-aya/, it is not surprising that ages and times of day are commonly expressed in this way. So, for example:

Dzáyá '9 o'clock'.

It's nine o'clock
[which it wasn't a
moment ago].

Váyánaṅ makoré mashánũ.

They're five
years old.

[For practice with these verbal phrases, see Groups 3-5.]

2. The verb /-ramba/.

The dialogue for this unit contains the sentence:

Ánóramba achíkúrá...

They will go on
growing...

The verb /-ramba/, when it is followed by the chi- participial form of a verb, is commonly translated with English 'continue' or 'go on'.

The same verb /-ramba/ followed by an infinitive is translated 'refuse':

Ánóramba kukúrá.

They refuse to grow.

[For practice with these two uses of /-ramba/, see Group 2.]

1. /-bvira ku-/ (cf. Sentence 4 of basic dialogue.)

'Are they good?'

'They're really good!!'

kunaka Dzákánaka here?

Dzákábvira kunaka.

kuómá Mbatyá dzákaómá heré?

Dzákábvira kuómá.

kupíswá Nyama yákapíswá heré?

Yákábvira kupíswá.

kukúrá Vaná vákŭřá heré?

Vábvira kukúrá.

kupérá Mvúrá yápěřá heré?

Yábvira kupérá.

2. Verb without /-ramba/ vs. verb in chi-participial form with /-ramba/ vs. verb in infinitive form with /-ramba/.

'I'm studying.'

'I'll continue studying until evening.'

'I didn't refuse to study.'

kudzídžírá

Ndirí kudzídžírá.

Ndichárámbe ndichídžídzira kusvikira manherú.

Handíná kuramba kudzídžírá.

kusona

Árí kusona.

Áchárámbe achísóna kusvikira manherú.

Haáná kuramba kusona.

kuita basa

Ndiri kuita basa.

Ndicharamba ndichíítǎ basa kusvikira manheru.

Handina kuramba kuita basa.

kurima

Ari kurima.

Acharamba achírímǎ kusvikira manheru.

Haana kuramba kurima.

kuvádzá`húní

Vari kuvadza huni.

Vacharamba vachívádzá`huni kusvikira manheru.

Havana kuramba kuvadza huni.

kuténgésá

Vari kutengesa.

Vacharamba vachíténgésá kusvikira manheru.

Havana kuramba kutengesa.

kudirira

Ari kudirira.

Ari kuramba achídíríra kusvikira manheru.

Haana kuramba kudirira.

3. Indicative forms of the /-áyá/ tense.

Mwaná wáyá kugara pasí.

The child is sitting down
now.

Mwana wágára pasí.

The child has sat down.

Mwaná wákágara pasí.

The child sat down. [??]

Mukómaná wáyá kuenda kujana.

Mukómaná wáénda kujana.

Mukómaná wakaenda kujana.

[The student should fill in
the English equivalents for
the sentences in this
exercise, and then use
them as cues, in the same
way as in preceding
exercises of this kind.]

Mbatyá dzáyá kuómá.

Mbatyá dzáǒmǎ.

Mbatyá dzákaómá.

Sadza ráyá kubikwa.

Sadza rábíkwa.

Sadza rákábikwa.

Marí yángu yáyá kupérá.

Mari yangu yápěřǎ.

Mari yangu yákapérá.

Upfu hwáyá kupérá.

Upfu hwápěřǎ.

Upfu hwákapérá.

Mvúrá yáyá kupísá.

Mvúrá yápĭsǎ.

Mvúrá yákapísá.

Munda wáyá kupérá kurimwa.

Munda wápěřǎ kurimwa.

Mwaná wáyá kurará.

Mwaná wárǎřǎ.

Mwaná wákarará.

Vaeni váyá kusvika.

Vaeni vásvíka.

Vaeni vákásvika.

Murívó wáyá kukúrá.

Murívó wákǔřǎ.

Murívó wákakúrá.

Rwendo rwáyá patyo.

Rwendo rwasvika.

4. Relative forms of the /-aya/ tense.

‡Who are the ones who are now arriving?‡

‡It's my sisters/brothers who are arriving.‡

Ndívanáaní vàyá kusvika?

Íhánzvádzi dzángu dzàyá kusvika.

Ndíaní aya kutura?

Íhánzvádzi yángu yayá kutura.

Chípyi chayá kubúdá mumunda?

Índodzí dzayá kubúdá.

Chínyi chayá kubúdá uko?

Ízůvǎ rayá kubúdá.

5. Random substitutions.

Mbéú dzákábvira kubúdá kwázvo!

The seeds really came
out!

Mbéú dzákáramba dzichíkúrá.

The seeds went on growing.

Nzungú dzákáramba dzichíkúrá.

The groundnuts went on
growing.

Nzungú dzícháramba dzichíóná
marí.

Groundnuts will continue
to bring in money.

Vaná vadíki havána kupíwá marí.

The small children weren't
given any money.

6. Miscellaneous sentences.

Vaná vadíki vayané chikóro
chakánáka.

Now the small children
have a good school.

Tichávǎvákírá chikóro chakánáka.

We will build them a
nice house.

Tichávǎvákírá imbá itsvá.

We will build them a
new house.

Vamwe vákápinda mumbá itsvá.

Some [people] went into
the new house.

Vamwe váyá kubúdá mumbá zvínó.

Some [people] are coming
out of the house now.

Practice conversations.

Do you live at Marandellas?	Munogara kuMaróndera here?	
Yes, I do.		Hongu.
What are you doing there?	Muri kuitepyi apo?	
I'm studying Shona.		Ndiri kudzidzira chiShona.
Are you able to speak now?	Mwaya kugona kutaura here?	
I'm getting so I can speak a little.		Ndaya kutaura zvishoma.
Can Mr. Smith [speak Shona] now?	Baba Smith vaya kugona here?	
Yes, he's begin- ning to speak [it].		Hunde, vaya kutura.
When will you finish?	Munopedza rini?	
I don't know for sure.		Handizivi zvakanaka.

Oral reading practice.

Chiṅyi chaya kubuda apo?

Imvura yava kubuda mupōmbi.

Yabva kupi?

Yabva kutsime.

Ndinofunga yaya kupera.

Ndinofunga kudaro. Zvino tódini?

Totochera kurwizi.

Pane zvirongo here?

Pane chimwe.

Tichatondotenga zvimwe kuchitoro.

Zvingatinakira.

Free conversation. Begin a conversation with the line:

Ndauya kundoona huku dzenyu.

UNIT 26

BASIC DIALOGUE

1A	Ava vaná ndévenyú heré?	Are these children yours?
2B	Hóngu ndévangú.	Yes, they are mine.
3A	Váyá muchikóro heré?	Are they in school now?
4B	Ehúnde váyámwó`vósé. nhaú (9,10)	Yes, they both are. topic, news
5A	Mwakáñzwawó nhaú dzá(né)zúro heré? -shaya pepanhaú (5,6)	Did you hear yesterday's news? to lack newspaper
6B	Ndakásháya pepanhaú. ruzóróro (11)	I didn't have ('I lacked') a newspaper. rest, vacation
7A	Kwákátaurwa ndôrúzóróro.	Something was said about the vacation.
8C	Muné chikóro chávănâ heré?	Do you have a school for children?
9D	Hóngu tinácho. -fámبísá	Yes, we have (it). to cause to go
10C	Zvôkũfámبísá zvirí nyoré heré? nyoré	Is transport easy? ('Are things of transport easy?')
11D	Zvirí nyoré kwázvo.	Very easy.

Supplementary vocabulary. Other general topics for newspaper stories.

Ndakávérenga mhaká nhatú mupepanháú.

mhaká (9,10) matter, affair; guilt

TakáꞱzwa mabasa mazhínjí mupepanháú.

'Parliament' yákátaura zvizhínjí nḡēmḡákê yéfũndõ yédú.

fúndó (9,10) education

Kwákátaurwa nḡomúsangano wávarimisi.

musangano (3,4) meeting

1. Concords plus /~o/ after -na-.

The dialogue contains the sentences:

Muné chikóro chávãná heré? Do you have a school
for children?

Hóngu, tinácho. Yes, we have it.

Where ordinary verbs use concordial prefixes before the verb stem to represent the class of an object, /-na-/ is followed by concord plus /~o/. [For practice with these forms, see Groups 1 and 2.]

2. Locative concords plus /~o/ after verbs.

The dialogue contains the question and answer sequence:

Váyá muchikóro heré? Are they all in school
now?

Ehúnde, váyámwó`vósé. Yes, they're all in it.

Compare also:

Ndicháéndayo	} mangwáná.	I'll go there tomorrow.
Ndicháéndako		
Árí kusándápó.		He's working there.

The locative concords are used with /~o/ even after verbs. They have the form /-po/ (Cl. 16), /-ko/ or /-yo/ (Cl. 17), and /-mwo/ (Cl. 18). Their tone is the same as the tone of the preceding syllable, either high or low. [For practice with these forms, see Groups 5-7.]

3. Independent forms of possessives.

In the sentences:

Ava vaná ndévenyú heré?	Are these children yours?
Nḡévangú.	They are mine.

the possessives /vényú/ and /vángu/ are preceded by a prefix. The second consonant in this prefix may be /d/ (westerly) or /g/ (easterly), and the vowel is subject to the same variations that were described in Unit 14. The tones of the possessives after /ndá-/ vary according to dialect, but /^ˆ / seems to be widespread. [For practice with these forms, see Group 4.]

1. Object concords with /~o/ after /-na-/.

	'Do you have a school?'	'Yes, we have.'
chikóro	Muné chikóro here?	Hóngu, tinácho.
básẹkoro	Muné basẹkoro here?	Hóngu, ndinaro.
mudhudhudhu	Munó mudhudhudhu here?	Hóngu, ndinawo.

mótoka	Muné motoka here?	Hongu, ndinayo.
masimbé	Muná masimbe here?	Hongu, ndinawo.
mutsváíro	Munḡ mutsvairo here?	Hongu, ndinawo.
chotó	Mune choto here?	Hongu, ndinacho.
mugóti	Munḡ mugoti here?	Hongu, ndinawo.
hárí (sg.)	Mune hari here?	Hongu, ndinayo.
chirongó	Mune chirongo here?	Hongu, ndinacho.
zvḡkũdyâ	Mune zvḡkudya here?	Hongu, ndinazvo.

2. Object concords with /-na~/ and with a verb.

	'We don't have it (Cl. 7).'	'We don't want it (Cl. 7).'
(chigěřǎ)	Hatínachó.	Hatíchĩdí.
(básekoro)	Hatínaró.	Hatírĩdí.
(zviringó)	Hatinazvo.	Hatizvidi.
(ívo)	Havanazvo.	Havázvĩdí.
(marí)	Havanayo.	Havaidi.
(íye)	Haanayo.	Haaidi.
(mudhudhudhu)	Haanawo.	Haaudi.
(iní)	Handinawo.	Handiudi.
(migóti)	Handinayo.	Handiidi.
(isú)	Hatinayo.	Hatiidi.
(mandímu)	Hatinawo.	Hatiadi.

3. /zvɔ-/ plus infinitive.

kufámbísá	Takásháya zvɔkũfámbísá.	We lacked transport. (‘...the wherewithal to cause [us] to travel.’)
kudyá	Takásháya zvɔkũdyá.	We lacked food. (‘...the [things] for eating.’)
kuita	Takásháya zvɔkũíta.	We didn’t have anything to do.
kubika	Takásháya zvɔkũbika.	We didn’t have anything to cook.
kumwá	Takásháya zvɔkũmwá.	We didn’t have anything to drink.
kuténgésá	Takásháya zvɔkũténgésá.	We had nothing to sell.
kutaura	Takásháya zvɔkũtáura.	We had nothing to say.

4. /nɔɔ-/ with possessive stems.

	‘Are these groundnuts yours?’	‘They’re mine.’
nzungú	Idzo nzungú nɔɔdzenyú heré?	Nɔɔdzangú.
dzáké	Idzo nzungú nɔɔdzaké heré?	Nɔɔdzake.
ɱombe	Idzo ɱombe nɔɔdzaké heré?	Nɔɔdzake.
dzávó	Idzo ɱombe nɔɔdzavó heré?	Nɔɔdzavo.
mugodhí	Uyo mugodhí nɔɔɔwavó heré?	Nɔɔɔwavo.
ákó	Uyo mugodhí nɔɔɔwakó heré?	Nɔɔɔwangu.
tsanga	Idzo tsanga nɔɔdzakó heré?	Nɔɔdzangu.
édú	Idzo tsanga nɔɔdzedú heré?	Nɔɔdzenyu.
masengere	Ayo masengere nɔɔɔedú heré?	Nɔɔɔenyu.

ángu	Ayo masengere ndaangu here?	Ndaenyu.
básẹ̀koro	Iro basekoro nderangu here?	Nderenyu.
ényú	Iro basekoro nderenyu here?	Nderangu.
húkú (sg.)	Iyo huku ndeyenyu here?	Ndeyangu.
ávó	Iyo huku ndeyavo here?	Ndeyavo.
mótoka (pl.)	Idzo motoka ndedzavo here?	Ndedzavo
áké	Idzo motoka ndedzake here?	Ndedzake.
mbúdzí (sg.)	Iyo mbudzi ndeyake here?	Ndeyake.
ángu	Iyo mbudzi ndeyangu here?	Ndeyenyu.
mudhudhudhu	Uyo mudhudhudhu ndowangu here?	Ndownenyu.

5. Locative concords with /~o/ after a high verb.

	'He's working in the office.'	'He's working in there.'
ófisi	Árí kusándá muófisi.	Árí kusándámwó.
Nyádiré	Árí kusándá kwáNyádiré.	Árí kusándákó.
chitóro	Árí kusándá muchitóro.	Árí kusándámwó.
dhíbhi	Árí kusándá kudhíbhi.	Árí kusándákó.
janganó	Árí kusándá pajanganó.	Árí kusándápó.

6. Locative concords plus /~o/ after a low verb.

	'I live at Watsomba.'	'How long have you lived there?'
Watsomba	Ndinógăra paWatsómbá.	Mwakágárapo ngúvá yakádiní?

guta	Ndakágára muguta.	Mwakágáramwo ngúvá yakádiní?
musangano	Ndakáénda kumusangano.	Mwakagarako nguva yakadini?
Haráre	Ndakágára muHaráre.	Mwakagaramwo nguva yakadini?
tsíme	Ndakágára patsíme.	Mwakagarapo nguva yakadini?
mugwagwa	Ndakágára pamugwagwa.	Mwakagarapo nguva yakadini?
Rusápi	Ndakágára kwáRusápi.	Mwakagarako nguva yakadini?

7. Locative concords with /~o/ after high and low verbs.

'They went to the field.' 'They went there.'

kumunda	Váénda kumunda.	Váéndako.
mugomo	Váénda mugomo.	Váéndamwo.
kubvá	Vábvǎ mugomo.	Vábvǎmwo.
kumunda	Vábvǎ kumunda.	Vabvǎko.
kusvika	Vásvíka kumunda.	Vásvíkako.
pajangano	Vásvíka pajangano.	Vásvíkapo.
kusándá	Vásǎndǎ pajangano.	Vásǎndǎpo.
muófisi	Vásǎndǎ muófisi.	Vásǎndǎmwo.
kupinda	Vápínda muófisi.	Vápíndamwo.
mumbá	Vápínda mumbá.	Vápíndamwo.
kubúdá	Vábǔdǎ mumbá.	Vábǔdǎmwo.

Practice conversations and oral reading practice.

[The students should read these lines aloud to be sure they have the right tones. Then they should practice taking parts in the dialogues until they can do them without the book. The left-hand column may be used for English cues if they are desired.]

Baba Mukarati varipi nhasi?

Waenda nechikochikari
kudanga.

Vari kuitepenyiyo?

Vari kuenda nqumupfudze
kumunda kwavo.

Mukadzi wavo aripi?

Vamboenda kuchitoro.
Achauya zvino zvino.

Takaenda kuHarare.

Mwakaenda nenyi?

Nemotoka yamurimisi.

Mwakaona mukoma wangu here?

Vanogara kupi?

KuHighfields.

Kwete hatina kuvaona.

Mufambiri wezvikorero vasvika.

Wauya rini pano?

Mangwanani ano.

Wauya neṽyi?

Wauya nemudhudhudhu.

Achagara pano

zvakaḁini?

Handizivi. Zvimwe

kwezuva roṽe.

Ndiri kuda kuenda Nyanga

paChipiri.

Munoenda neṽyi?

Ndinokwira bhazi paWatsomba.

Kune mhaka dzeṽyi?

Ndinoda kundoona madzisekuru

angu.

Vanogara ngeṽpapi

kuNyanga?

Vanogara paṽtyo nedhibi.

UNIT 27

BASIC DIALOGUE

- | | | |
|----|-------------------------------------|--|
| 1A | Ndadyára maruva ángu. | I've planted my flowers. |
| 2B | Ánóita here paná matombó?
-nóngá | Will they do [all right]
where there are rocks?
to pick up |
| 3A | Ndicháédza kunóngá` ósé. | I'll try to pick them all
[out]. [i.e. /matombó/] |
| 4A | Ndăpédza ndóisa mupfúdze. | When I've finished, I'll
put [on] fertilizer. |
| 5B | Zvínóita heré? | Does that work? |
| 6A | Zvínóbvira kuita kwázvo. | It really does. |
| 7B | Ndicházouyá kundoáóná. | I'll come later to see them. |

Supplementary vocabulary. A series of actions involved in the preparation of sadza.

Kuti ndichída kubika sadza, ndinótángá kupfutsa mwotó.	If I want to cook sadza, I first light the fire.
---	---

-pfutsa	to light
---------	----------

mwotó (3,4)	fire
-------------	------

Ndinóisa hári pachotó.

Ndinósěvha upfu.	-sevha	to sift
------------------	--------	---------

Kuti hári yăvirá,	-vira	to boil (in- transitive)
-------------------	-------	-----------------------------

ndinókúróngíra.	-kúróngíra	to smoothe
Sadza rínokwátá.	-kwátá	to bubble
Ndinóŷisa upfu zvisihoma zvisihoma.		
Ndinórǎmba ndichíbíka.		
Mapúndú ánopérá.	búndú (5,6)	lump
Ndinókwídíbíra.	-kwídíbíra	to cover
Sadza rínoíbvá zvakánáka.	-íbvá	become ripe, done
Tinóbŷura muhari.	-bura	to dish out [from]
Tinódyǎ sadza.		
Tǎgúta tinóbvísa ndíró.	-gútá	to have enough food or drinks

Supplementary vocabulary. Preparing vegetables as muriwo.

Ndinopfutsa mwoto.

Ndinoisa hari yemuriwo pachoto.

Ndinochekacheka muriwo.

Ndinougeza.

Hari yǎvira, ndinoisa muriwo
muhari.

When the pot has boiled, I
put the muriwo into the pot.

Ndinobika nguva shoma, ndobura.

Ndinoisa mafuta muhari.

mafuta (6) fat, oil

Anopisa.

Ndinoisazve murivo muhari.

Ndoramba ndichipindura. -pindura to turn over,
to answer

Ndinoisa mvura shoma nqmunyu.

Kuti murivo wǎíbva ndinobura.

1. Tonal participial forms of the verb.

The basic dialogue and the sentences of the supplementary vocabulary section contain the sentences:

Ndǎpédza ndóísa mapfudze.

When I've finished I add manure.

Tǎgúta tinóbvísa ndíró.

When we've had enough, we remove the dishes.

Hárí yāvira, ndinóísa murívó muhárí.

Kuti murívó wǎíbva ndinóbúrá.

The symbol /~/ above a vowel letter stands for one or more tonal patterns, according to dialect. Its simplest representation is found in some varieties of Manyika. In these dialects, the first syllable of each of these words has high tone regardless of person; the next has low, the next high, and so on, with alternant high and low syllables.

A more widespread system has high tone on the first syllable, as in the above. The second syllable has basic tone on the first syllable of the root: low for low verbs, high for high verbs. These two systems are compared below, along with the corresponding indicative forms:

	<u>Indicative</u>	<u>Some Manyika</u>	<u>More widespread</u>
High verbs:			
	ndàpédzá	ndápèdzá	ndápédzà
	tàgútá	tágùtá	tágútà
	váìbvǎ	váìbvá	váìbvà
Low verbs:			
	yávìrà	yávìrá	yávìrá

The details of tonal patterns as used with object prefixes, and with other tenses vary greatly by dialect and will not be discussed here. For examples from one dialect, see Groups 2-5. The student should make certain (1) whether his teacher uses the same tonal pattern for both high and low verbs in these forms, and (2) exactly what the tonal patterns are.

These forms are 'tonal participials'. As the name implies, they are partially similar in their use to the so-called 'chi-participial' forms that were discussed in Unit 23, Note 2. One important use of these tonal participials is illustrated in this Unit; in this use, the English translation of the tonal participial of the 'hodiernal' tense commonly begins with 'when (subject) has (verb)'. They may or may not be preceded by /kuti/ or /kana/. [For practice with tonal participials used in this way, see Groups 1-5.]

1. Tonal participial forms of /-ri/, with and without locative concords plus /~o /.

	'I saw him [he being] at home.'	'I saw him there.'
pamushá	Ndamúǎǎ`ãri pamushá.	Ndamúǎǎ`ãripó.
ívo	Ndaváǎǎ`vãri pamushá.	Ndaváǎǎ`ãripó.
mumbá	Ndaváǎǎ`vãri mumbá.	Ndaváǎǎ`vãrimwó.

imwí	Ndakúðnaṽyí mūri mumbá.	Ndavaðñă`mūrimwo.
kudhíbhi	Ndakúðnaṽyí mūri kudhíbhi.	Ndakúðnaṽyí mūriyó.
iwé	Ndakúðñă`ūri kudhíbhi.	Ndakúðñă`ūriyó.
pamunda	Ndakúðñă`ūri pamunda.	Ndakúðñă`ūripó.
íye	Ndamúðñă`āri pamunda.	Ndamúðñă`āripó.

2. Indicative vs. tonal participial, hodiernal tense.

a. Low verb.

'Did you receive the letter?' 'What will you do when you receive the letter?'

kugashira	Mwagáshĭra tsamba heré?	Munóĭtenyí kana mwāgàshira tsamba?
	Vágáshira tsamba heré?	Munóĭtenyí kana vāgàshira tsamba?
	Tagáshira tsamba here?	Munóĭtenyí kana tāgashira tsamba?

b. High verb.

'Have you sold the ground-nuts?' 'What will you do when you've sold the ground-nuts?'

kuténgésá	Waténgésá nzungú heré?	Unóĭtenyí kana wāténgesá nzungú?
	Wáténgēsă nzungú heré?	Anóĭtenyí kana āténgesá nzungú?

Vátěngěsă nzungú heré?

Unóŷteṇyí kana vătěngesá
nzungú?

c. Low verb.

!Have they arrived?!

!What will we do when they
(have) arrive(d)?!

kusvika

Vásvíka here?

Tinóŷteṇyí kana văsvíká?

Ŵásvíka here?

Tinóŷteṇyí kana ăsvíká?

Tasvíka here?

Tinóŷteṇyí kana tăsvíká?

Mŵasvíka here?

Tinóŷteṇyí kana mŵăsvíká?

d. High verb.

!Have they finished?!

!What will I do when they
(have) finish(ed)?!

kupédzá

Vápědză here?

Ndinóŷteṇyí kana văpédza?

Ŵápědză here?

Ndinóŷteṇyí kana ăpédza?

Wapédzá here?

Ndinóŷteṇyí kana wăpédza?

Mŵapédzá here?

Ndinóŷteṇyí kana mŵăpédza?

[After practicing the four sections of this drill separately,
combine them, mixing high verbs and low verbs.]

3. Hodiernal participial forms with an object prefix.

!Has Mother cooked sadza?!

!What will we do when she
has cooked it?!

sadza

Máí vábíka sadza heré?

Tinóŷteṇyí kana văříbiká?

magwére

Máí vábíka magwere here?

Tinoŷteṇyí kana văabika?

nyimo	Máí vábika nyimo here?	Tinoiteṅyi kana vādzibika?
madima	Mai vábika madima here?	Tinoiteṅyi kana vāabika?
mupungá	Mai vábika mupunga here?	Tinoiteṅyi kana vāubika?
zingwa	Mai vábika zingwa here?	Tinoiteṅyi kana vāribika?
chingwa	Mai vábika chingwa here?	Tinoiteṅyi kana vāchibika?
zvôkũdyâ	Mai vábika zvôkudya here?	Tinoiteṅyi kana vāzvibika?
murívó	Mai vábika murivo here?	Tinoiteṅyi kana vāubika?
nyama	Mai vábika nyama here?	Tinoiteṅyi kana vāibika?

4. Tonal participial forms, hesternal tense, with and without an object prefix.

'Why did you help the children?'

'Why did you help them?'

kubátsirá vapwéré	Ngéṅyi wākabátsirá vapwéré?
	Ngéṅyi wākavábátsirá?
kuverenga bhúku	Ngéṅyi wākáverénga iri bhúku?
	Ngéṅyi wākaríverénga?
kusándísá` bángá	Ngéṅyi wākasandisa banga?
	Ngéṅyi wākarisandisa?
kugadzira kófi	Ngéṅyi wākagadzira kofi?
	Ngéṅyi wākaigadzira?
kumwá mvúrá	Ngéṅyi wākamwa mvura?
	Ngéṅyi wākaimwa?

kuténgésá zviyó	Ngényí wākaténgésá zviyó?
	Ngényí wākazvitengesa?
kusévénzésa sípo	Ngényí wākasévénzésa sípo?
	Ngényí wākaísévénzésa?

5. A brief narrative which contains tonal participial forms of a number of verbs.

Ndinónóngá matombó mumunda.	I'll pick up stones in the field.
Ndānóngá matombó ndinórīma munda.	When I've picked up the stones, I'll plow the field.
Ndārimá munda ndinódyará` mbéú.	When I've plowed the field, I'll sow the seeds.
Mbéú dzābúda ndinódīrira.	When the seeds have sprouted, I'll water [them].
Mbéú dzādirírwa dzínokúrá.	When the seeds have been watered, they grow.

6. Various forms of a single verb.

	Ndadyará maruva.	I've planted some flowers.
zvínó	Ndirí kudyará maruva.	I'm planting flowers.
kwéte	Handíri kudyará maruva.	I'm not planting flowers.
iyé	Haári kudyará maruva.	He isn't planting flowers.
hóngu	Árí kudyará maruva.	He is planting flowers.
nḡási	Ádyārǎ maruva nḡási.	He planted flowers [today].

nezúro	Wákadyará maruva nezúro.	He planted flowers [before today].
ndíaní	Ndíaní wakádyără maruva?	Who planted flowers [before today]?
ívo	Ndívanáaní vakádyără maruva?	Who (pl.) planted flowers [before today]?
ríni	Vákadyará maruva ríni?	When did they plant the flowers?

7. Various forms of a single verb.

	Ndasévhá upfu.	I sifted the flour [today].
ndíaní	Ndíaní wasévha upfu?	Who sifted the flour [today]?
nezúro	Ndíaní wakásévha upfu?	Who sifted the flour [before today]?
mangwáná	Ndíaní anósévha upfu?	Who will sift the flour?
ríni	Ánósevha upfu ríni?	When will he sift the flour?
kwéte	Haásevhi upfu.	He doesn't sift flour.
nezúro	Haáná kusevha upfu.	He didn't sift flour.
hóngu	Wakásevha upfu.	He sifted flour [before today].
kudá	Wakadá kusevha upfu.	He wanted to sift flour.
kuramba	Wakáramba kusevha upfu.	He refused to sift flour.
kuregera	Wakáregera kusevha upfu.	He stopped sifting flour.

Oral reading practice, and material for practice conversations.

[The left-hand column may be used for English cues.]

Ndichambopfutsa mwoto.

What do you
want it for?

Munouda wenyi?

Ndinoda kubika sadza.

Ndiani anobika sadza
nhasi?

Ndini ndicharibika.

What will you
cook in?

Munobikira mupi?

Ndichabikira muhari diki.

Will we get
enough to
eat?

Tinoriguta here?

Ndinofunga kudaro.

Pfutsa mwoto Sarah.

Munoda wenyi?

Ndaya kuda kubika.

Ndapfutsa mwoto.

Isa mvura muhari.

Ndaisa pachoto.

Sevha upfu mwanangu.

Zvakanaka mai.

Unza upfu.

Hari yavira here?

Hunde, ibva pamwoto.

Raya kukwata.

UNIT 28

BASIC DIALOGUE

- 1A Ndinódawó nzira yángu. I'd like [to be shown] my way.
- 2B Murí kuenda kúpiko? Where are you going?
- 3A Ndirí kuenda kwáMurádzikwá. I'm going to Muradzikwa.
- 4B Pachikóro chaípo heré? Right to the school?
-pfúúrá to pass
- 5A Húnde así ndinózopfuúrá` Yes, but I'll go on
zvángu. past.
-mírá to stand, stop
- 6B Unópfúúrá nepó ũsingamírĩ heré? Will you pass there with-
out stopping?
- 7A Hóngu. Yes.
- 8B Mungátörǎ` zvényú uyú mugwagwa. You can take this road.
- 9B Munórǎmba mũiné (mũne) You bear left. (!You
wókúrunzeré. continue (you) with
the left [hand].!)

Supplementary vocabulary. Actions involved in the planting of maize.

- Kuti ndichídá kudyará chibarwé, chibarwé (7) maize
ndinórĩma munda wángu.
- Ndópũtsǎ mavhingwa. -pũtsá to break
vhingwa (5, 6) clod

Ndógádzira midárará.	mudárará (3,4)	} line
	mutsará (3,4)	
Ndóchéra makombá.	-chera	to dig
	gombá (5,6)	hole
Ndódónhesa mbéú nhatú mugombá.	-donhesa	to drop
Ndófúsira zvishoma shoma.	-fusira	to cover
Kuti ndāpédza kufusira, ndóhără	-hără	to harrow
kuenzanisa ivú.	-enzanisa	to make even
	ivú (5,6)	soil
Kuti ndāpédza ndómírřř` mvúrá	-mírřř	to wait for
kunaya.	-naya	to rain
Ndózoóná kuti dzáyá kubúdá heré.		

1. Affirmative participial forms that contain the stem /-na/.

In the sentence:

Munórřmba mūiné wqkúrunzeré. You bear left.

the verb /-ramba/ is followed by the participial form /mūiné/ or (depending on dialect) /mūne/ (cf. Unit 25, Note 2.) The latter is perfectly regular from the point of view of the forms discussed in Unit 27, Note 1. The former has the alternating high and low tones that are characteristic of tonal participials, but has the extra syllable /-i-/ which is not present in the corresponding indicative /mūné/. [For practice in using forms of this kind, see Groups 7,8].

2. /chaí~o/.

As in the phrase:

pachikóro chaípo at the school itself

the element /-p-/ in /chaípo/ is in agreement with the locative prefix /pa-/. Forms of this kind, with an appropriate concord between /chaí-/ and /-o/, may be constructed for any class, with a meaning something like 'true/truly', or 'real/really'. The concord for Class 8 /chaízvo/, with no antecedent, is used as a general adverbial intensifier; it is also sometimes used alone during a lull in the conversation, much as in English one might say 'ah, yes' or something of the sort. [For practice with these forms, see Groups 1,2.]

3. Negative participial forms that correspond to the no-tense.

In Sentence 6:

Unóp^hfuúra nepó ũsingamírĩ heré? ('Will you pass there you-not-stopping?')

the word /ũsingamírĩ/ is the negative counterpart of the affirmative chi-participial /úchímírá/ (or of the tonal participial /únòmírā/). Its formation is somewhat different however, in two principal ways:

(1) Like the negative indicative /hàúmírí/, the negative participial ends with the vowel /-i/.

(2) The negative participial is like the affirmative tonal participials in that it begins with a high tone regardless of the person of the subject; but the tonal pattern of the remaining syllables is not that of the affirmative tonal participials.

The element /-singa-/ is pronounced /-sika-/ in some dialects. The first tone of this may be high or low, also according to dialect.

As for the tones of the stem syllables in this form, some dialects have basic tone (either high or low, depending on which verb is involved) on the first syllable of the stem, followed by high tone on the next two syllables of all verbs, (except, of course, /-díni/ and the other interrogative pro-verbs). Other dialects have basic tone on the first syllable of the stem, followed by alternating tones on the next syllables if the stem does not contain more than three syllables:

	<u>Low verb</u>	<u>High verb</u>
either:	úsǐngafùsírí	usǐngasévéńzí
or:	úsǐngafùsíri	úsǐngasévéńzí
written in this book:	ũsǐngafùsíř	ũsǐngasévéńzí

[For practice with these forms, see Groups 3-6.]

4. Negative participial forms that contain the stem prefix plus /-na/.

Compare the sentences:

Hàndíná kuenda.

I didn't go.

Nǵényí úsiná kuenda?

Why didn't you go?

The negative participial forms that correspond to indicative affirmative forms (e.g. /hamúná/) and participial affirmative (e.g. /múiné/) that contain a subject prefix plus /-na/ consist of the subject prefix plus the negative prefix /-si-/ plus /-na/. The first syllable has high tone, and the remaining syllables have alternating low and high tones. Thus, with an object concord, the form is:

músìnáchò

you[being] without it

[For practice with these forms, see Group 9.]

5. Negative relative verbs.

Although no negative relative verbs have appeared in the dialogues up to this point, their formation is so similar to the negative participials that they will be introduced here and drilled in this unit [Groups 5,10]. Negative relatives are spelled exactly like the corresponding negative participials. They differ in pronunciation only in that the tones of the first two syllables are low-high. Thus:

Ngényí úsǐngaendí?	Why don't you go?
Ndíwe ùsǐngaendí.	It is you who won't/ doesn't go.
Ngényí úsǐngasévěnzí?	Why don't you work?
Ndíwe ùsǐngasévěnzí.	It is you who doesn't/ won't work.

In the forms built on /-na/ as stem, there are two possible tonal patterns. Present evidence does not permit a statement as to the relative locations of the dialects which favor one or the other of these pronunciations:

munda ùsíná matombó	}	a field that does not have stones
or: munda ùsínà matombó		

written in the exercises:

munda ùsínǎ matombó

[For practice with these forms, see Group 10.]

1. /cháí~o/ with locative concords.

'I'm going right to the school itself.'

pachikoro Ndirí kuenda pachikóro cháipo.

kumunda	Ndirí kuenda kumunda chaíko.
patsíme	Ndirí kuenda patsíme chaípo.
mugomo	Ndirí kuenda mugomo chaímwo.

2. /chaí~o/ with non-locative concords.

hámá	Ndíyo hámá yángu chaíyo!	He is my true kinsman.
shámwari	Ndiyo shamwari yangu chaiyo.	
mukóma	Ndiye mukoma wangu chaiye.	
nzira	Ndiyo nzira yangu chaiyo.	That is the only way for me.
basa	Ndiro basa rangu chairo.	That is the work I know well.
mutauro	Ndiwo mutauro wangu chaiwo.	
mhando	Ndiyo mhando yangu chaiyo.	That is just like mine.

3. Negative indicative vs. negative participial, low verbs.

'I won't/don't work
today.'

'Why don't you work?'

kuita basa	Handíití basa nhasi.	Ngeṅyi ũsĩngaití basa?
kubika sadza	Handíbikí sadza nhasi.	Ngeṅyi ũsĩngabikí sadza?
kusevha upfu	Handísevhí upfu nhasi.	Ngeṅyi ũsĩngasevhí upfu?
kupfutsa mwotó	Handípfutsí mwoto nhasi.	Ngeṅyi ũsĩngapfutsí mwoto?
kugadzira tii	Handígadzíri tii nhasi.	Ngeṅyi ũsĩngagadzíri tii?

4. Negative indicative vs. negative participial, high verbs.

	'They don't work.'	'Why don't they work?'
kusándá	Havásándĩ.	Ngényí vāsingasándĩ?
kutsváirá mumbá	Havátsváírí mumbá.	Ngényí vāsingatsváírí mumbá?
kusévénzá	Havásévénzí.	Ngényí vāsingasévénzí?
kuténgésá	Haváténgésí.	Ngényí vāsingaténgésí?
kuténdérúka	Haváténdérúki.	Ngényí vāsingaténdérúki?

5. Negative relative vs. negative participial, high and low verbs.

	'It is you who won't/ doesn't go.'	'Why don't you go?'
kuenda	Ndíwe ùsingaendí.	Ngényí ùsingaendí?
ívo	Ndívo vāsingaendí.	Ngényí vāsingaendí?
kuzívá	Ndívo vāsingazívĩ.	Ngényí vāsingazívĩ?
íye	Ndíye àsingazívĩ.	Ngényí àsingazívĩ?
kutaura	Ndíye vāsingataúrĩ.	Ngényí vāsingataúrĩ?
iwé	Ndíwe ùsingataúrĩ.	Ngényí ùsingataúrĩ?
kusévénzá	Ndíwe ùsingasévénzí.	Ngényí ùsingasévénzí?
imwí	Ndímwí mùsingasévénzí.	Ngényí mùsingasévénzí?
kuchaira	Ndímwí mùsingachairĩ.	Ngényí mùsingachairĩ?

íye	Ndíye àsingachairĩ.	Ngényí ásingachairĩ?
kufusira	Ndíye àsingafusírĩ.	Ngényí ásingafusírĩ?
kudáro	Ndíye àsingadárò?	Ngényí ásingadárò?

6. Negative indicative vs. negative participial, with object prefixes.

'We don't like it.'	'Why don't you like it?'
Hatírídí.	Ngényí mūsingarídĩ?
Hatízvídyí.	Ngényí mūsingazvídyí?
Hatíúchêkí.	Ngényí mūsingaúchêkĩ?
Hatíădyári.	Ngényí mūsingaădyârĩ?
Hatímŭtsvâirî.	Ngényí mūsingamŭtsvâirî?
Hatívăbâtsîrî.	Ngényí mūsingavăbâtsîrî?
Hatídzîsêvénzêsî.	Ngényí mūsingadzîsêvénzêsî?
Hatíhúsev hí.	Ngényí mūsingahúsev hí?
Hatídzígezí.	Ngényí mūsingadzígezí?
Hatíígadzîri.	Ngényí mūsingaígadzîri?
Hatídzîdonhési.	Ngényí mūsingadzîdonhési?
Hatízvíenzánîsi.	Ngényí mūsingadzîenzánîsi?

7. Affirmative indicative vs. affirmative participial forms with the stem /-na/: change of person form question to answer.

	'I have your money.'	'Why do you have it?'
iní	Ndiné marí yákó.	Ngényí ũ̀ínáyò?
isú	Tiné marí yákó.	Ngényí mũ̀ínáyò?
íye	Áne marí yákó.	Ngényí ã̀ínáyò?
ívo	Váne marí yákó.	Ngényí vã̀ínáyò?

8. Affirmative indicative vs. affirmative participial forms with the stem /-na/: change of object concord.

marí	Ndiné marí yenyú.	Ngényí mũ̀ínáyò?
mafútá	Ndiná mafútã́ ényú.	Ngényí mũ̀ínáwo?
upfu	Ndinó upfu hwényú.	Ngényí mũ̀ínáhwo?
hárí	Ndiné hárí yényú.	Ngényí mũ̀ínáyò?
tsamba	Ndiné tsamba yényú.	Ngényí mũ̀ínáyò?
básẹ̀koro	Ndiné básẹ̀koro rényú.	Ngényí mũ̀ínáro?

9. Negative indicative vs. negative participial forms with the stem /-na/.

	'There are no trees here.'	'Why are there no trees here?'
	Hapána mití pánó.	Ngényí pã̀siná mití pánó?
upfu	Hapána upfu pánó.	Ngényí pã̀siná upfu pánó?
mumbá	Hamúna upfu mumbá.	Ngényí mũ̀siná upfu mumbá?

mabhúku	Hamúná mabhúku mumbá.	Ngényí mūsiná mabhúku mumbá?
kuchikóro	Hakúná mabhúku kuchikóro.	Ngényí kūsíná mabhúku kuchikóro?
vapwéré	Hakúná vapwéré kuchikóro.	Ngényí kūsíná vapwéré kuchikóro?
patsíme	Hapáná vapwéré patsíme.	Ngényí pāsíná vapwéré patsíme?
mvúrá	Hakúná` mvúrá kutsíme.	Ngényí kūsíná mvúrá kutsíme?

10. Negative relative forms based on the stem /-na/.

'We want a field without ('which does not have') stones.'

munda	Tinódǎ munda ùsínǎ matombó.
ivú	Tinódǎ ivú risínǎ matombó.
nzira	Tinódǎ nzira isínǎ matombó.
mugwagwa	Tinódǎ mugwagwa usínǎ matombó.
gádheni	Tinódǎ gádheni risínǎ matombó.

Oral reading practice and material for practice conversations.

Munodyara seṅyi chibarwe?

Ndinotanga ndarima

munda wangu.

Mwóita seṅyi kana mwāpedza?

Ndóputsa mavingwa.

Ko munodyara seṅyi?

Ndinogadzira midarara
kutanga.

Kwaya kuzoita seṅyi?

Kwaya kuchera makomba.

Munoisa mbeu ngani
mugomba?

Ndoisa mbiri kana
nhatu ndófusira.

Mwózodini kana
mwāpedza?

Ndinozohara kuenzanisa
ivu.

Dzinozobuda seṅyi?

Mvura inonaya, dzóbūdă.

Dzinoita maṣondo mangani
dzĩri muvu?

Ndinofunga ṣondo rimwe
dzĩri muvu.

Ndianí wàpfutsa mwoto?

Ndini ndapfutsa.

Munouda wepyi?

Ndinoda kubika murivo.

Mwaugeza here?

Hongu, ndatogeza. Hari

yangu yavira here?

Hunde yavira.

Ndigashidze murivo wangu.

Wati wãpindúrwa here?

I still need
to turn it.

Kwete ndichada kuupindura.

UNIT 29

BASIC DIALOGUE

	rwendo (11,10)	journey
1A	Ndítaúríreṇyí nḡerwéndo rwényú rwḡkúmushá.	Tell me about your trip home.
2A	Munóŷta séṇyi kuti muchídă kuenda Amérika?	What do you do when you want to go to America?
	ndége (9,10)	airplane
3B	Unógŷna kuenda nḡéndége. ngaravá (9,10)	You can go by plane. ship
4B	Ungándoendḡzvé kana nḡengáravá.	Or you can also go by ship.
	-kásíká	to hurry, go fast
5B	Así ndége ínokásíká` kwázvo.	But the plane goes very fast.
6A	Guta rácho rákakúrá` séṇyi?	How big is the city (of it)?
7B	Oh! Ígúta gúrúgurú. -reba	Oh, it's a very big city. to become ong, tall
8A	Zvivákó zváro zvakáreba séṇyi?	How tall are the buildings?
	-túríkídzana	to build upon one another
	kunga	like, as

- 9B Zvákatúríkídzana kunga They are built up on one
makomo. another like mountains.

Supplementary vocabulary. Verbs of physical description.

Ichi chivákó chákáreba kwazvó.	This building is very tall.
-reba	to become tall
Izvi zvôkũdyâ zvakashátá.	This food is bad.
-shátá	to become bad
Húkú dzávó dzákáwanda.	Their chickens are numerous.
-wanda	to become numerous

1. Non-animate possessive pronouns.

The dialogue for this unit contains the sentence:

Guta <u>ráchò</u> rákakurá` sényi?	How big is (its) city?
Zvivákó <u>zvárò</u> zvakáreba sényi?	How tall are its buildings?

The underlined forms are possessives, and the possessor involved is non-personal. These forms contain not one but two concords. The first concord in each of these words agrees with the thing possessed, just as with the personal possessives /~ángu, ~ákó/ etc. Thus the /r-/ in /ráchò/ is Class 5 to agree with /guta/, and the /zv-/ of /zvachò/ agrees with /zvivákó/.

The second concord in each of these words indicates the class of the possessor, if the possessor is specified: the /-r-/ in /zvaro/ agrees with /guta/. Where the possessor is not

specified, the concord /-ch-/ of Class 7 may be used, as in the first of the above examples. Note that the tonal pattern is /` / except when the second concord is a locative: /dzèmwo/ 'of in it'. [For practice with these forms, see Groups la-c.]

2. Independent nouns. [NB This was covered in less detail in 16.1.]

The dialogue contains the sentences:

Guta ráchò rákakúrá` sényi? How big is its city?

Ígúta gúru. It is a large city.

Compare also:

mùgwagwa road

Mùgwagwa wákáreba. The road is long.

mùgwagwa wàkáréba a long road ('a road which is long')

Mùgwágwa wàkáréba. It is a long road. ('It is a road which is long.')

Except for its first and second person forms, an indicative verb (e.g. /wákáreba/) has high tone on its first prefix, and it serves as the nucleus of its sentence. A relative verb (e.g. /wàkáréba/) does not serve as the nucleus of its sentence, and it has low tone on its first prefix.

Nouns do not usually serve as nucleus of a sentence, and the tone of noun prefixes is ordinarily low: /mùgwagwa/. But a noun may also be used as a nucleus of a sentence, or even as a sentence by itself:

Mùgwágwa. It is a road.

Mùgwágwa murefú. It is a long road.

When a noun is used in this way, the tone of its prefix is high, as in the above examples. The first of two or more consecutive low tones following the prefix becomes high also.

What has just been said applies quite clearly to nouns in classes that have overt syllabic prefixes. These are all of the classes except 5, 9, and 10. Nouns of these last three classes follow the rule just stated for the other classes, except that the 'dummy prefix' /i-/ carries the high tone: /gùtá/ 'city' but /ígùtá/ 'it is a city.'

In westerly dialects, one or more high stem tones that follow the high-toned prefix may be lowered. Thus:

<u>Simple form</u>		<u>Independent form</u>	
húkú	chicken	íhǔkǔ	it is a chicken
shúka	sugar	íshǔka	it is sugar
mukómaná	boy	múkǒmaná	it is a boy
chivákó	building	chívǎkǒ	it is a building

This seems to be the case in most or all dialects, if the prefix is followed by only one syllable:

mùtí	tree	mútì (and not */mútí/)
------	------	------------------------

[For practice with these forms, see Groups 2,3.]

3. The reciprocal extension /-an-/.

The extension /-an-/ is added to verb stems to carry the idea of reciprocity:

Vánoóná.	They see.
Vánováóóná.	They see them.
Vánozvíòóná.	They see themselves.
Vánoónáná.	They see one another.

[For practice with these forms, see Group 4.]

1. Possessives with two concords: /~á~ò/.

a. /~árò/ 'Our town has many buildings. 'Its buildings are numerous.'

zvivákó Dhorópa rédú ríne zvivákó Zvivákõ zváro zvakáwanda.
zvizhínjí.

dzimbá Dhorópa redu rine dzimba Dzimba dzaro dzakawanda.
zhinji.

zvitóro Dhorópa redu rine zvitoro Zvitoro zvaro zvakawanda.
zvizhinji.

migwagwa Dhorópa redu rine migwagwa Migwagwa yaro yakawanda.
mizhinji.

húkú Dhorópa redu rine huku zhinji. Huku dzaro dzakawanda.

ófisi Dhorópa redu rine ofisi Ofisi dzaro dzakawanda.
zhinji.

mabásekoro Dhorópa redu rine mabasekoro Mabasikoro aro akawanda.
mazhinji.

mótokari Dhorópa redu rine motokari Motokari dzaro dzakawanda.
zhinji.

b. /~chò/

dzimbá Chikóro chédú chíné dzimbã Dzimbá dzácho dzakáwanda.
zhínjí.

mipanda	Chikóro chédú chíné mipanda mizhínjí.	Mipanda yacho yakawanda.
vadzídza	Chikóro chédú chíné vadzídza vazhínjí.	Vadzidza vacho vakawanda.
mabhúku	Chikóro chédú chíné mabhúku mazhinji.	Mabhuku acho akawanda.
marí	Chikóro chédú chíné mari zhinji.	Mari yacho yakawanda.
c. /~m̩w̩o/		[Tones of rekweđu??]
mhuká	Mugomo rèkwédú múné mhuká zhínjí.	Mhuká dzemwó dzákáwanda.
mití	Mugomo rekweđu múné miti mizhinji.	Miti yemwó yakawanda.
matombó	Mugomo rekweđu múné matombo mazhinji.	Matombo emwó akawanda.
michero	Mugomo rekweđu múné michero mizhinji.	Michero yemwó yakawanda.

[After the three sections of this exercise have been mastered separately, the tutor should select sentences at random from Column 2 in any of the three sections, and the student should reply with the appropriate sentence from Column 3.]

2. Independent forms of nouns: indicative vs. relative verbs.

	'This town is good.'	'It is a very good town.'
kunaka	Iri guta rákánaka.	Ígúta ràkánáka kwázvo.
nzira	Iyi nzira yákanaka.	Ínzíra yàkanaka kwazvo.
kureba	Iyi nzira yákareba.	Ínzíra yàkareba kwazvo.
mugwagwa	Uyu mugwagwa wákareba.	Múgwágwa wàkareba kwazvo.
kushátá	Uyu mugwagwa wákashata.	Múgwágwa wàkashata kwázvo.
vaná	Ava vaná vákashata.	Vána vàkashata kwázvo.
kukúrá	Ava vana vákakura.	Vána vàkakura kwázvo.
masimo	Awa masimo ákakura.	Másímo àkakura kwazvo.
kufánáná	Awa masimo ákafanana.	Másímo àkafanana kwazvo.
vaná	Ava vana vákafanana.	Vána vàkafanana kwazvo.
michero	Iyi michero yákafanana.	Míchéro yàkafanana kwazvo.
kuwanda	Iyi michero yakawanda.	Míchéro yàkawanda kwazvo.

3. Noun after linking prefix vs. independent noun.

a. Nouns without a class prefix.

	'Tell us about your city.'	'It is a very good city.'
guta	Tútaúrírenyú ngegúta rényú.	Ígúta rakánáka kwazvo.
gádheni	Titaurirenyi ngégádheni renyu.	Ígádheni rakanaka kwazvo.
húkú	Titaurirenyi ngéhuku dzenyu.	Íhükú dzakanaka kwazvo.
ṃombe	Titaurirenyi ngèṃombe dzenyu.	Íṃómbe dzakanaka kwazvo.
basa	Titaurirenyi ngèbasa renyu.	Íbása rakanaka kwazvo.

dangá	Titaurirenyí ngedanga renyu.	Ídangá rakanaka kwazvo.
imbá	Titaurirenyí ngeimba yenyu.	Ímbà yakanaka kwazvo.
tsapí	Titaurirenyí ngetsapi yenyu.	Ítsapí yakanaka kwazvo.

b. Nouns with a class prefix.

chikóro	Titaurirenyí ngechikoro chenyu.	Chíkóro chakanaka kwazvo.
musika	Titaurirenyí ngemusika wenyu.	Músíka wakanaka kwazvo.
munda	Titaurirenyí ngemunda wenyu.	Múndā wakanaka kwazvo.
mití	Titaurirenyí ngemiti yenyu.	Míti yakanaka kwazvo.
zvinánazi	Titaurirenyí ngezvinanazi zvenyu.	Zvínánazí zvakanaka kwazvo.

chirongó	Titaurirenyí ngechirongo chenyu.	Chírongó chakanaka kwazvo.
rwizí	Titaurirenyí ngerwizi rwenyu.	Rwízi rwakanaka kwazvo.

[After the two sections of this exercise have been mastered separately, they should be combined.]

4. Various forms of verbs that contain the reciprocal extension /-an-/.

kubátsirá	Vákabátsírána nezúro.	They helped one another yesterday.
mangwáná	Váchabátsírána mangwáná.	They will help one another tomorrow.
kuóná	Váchaónáná mangwáná.	They will see one another tomorrow.
mazúvá ósé	Vánoónáná mazúvá ósé.	They see one another every day.

kutaurira	Vánótaurirana mazúvá ósé.	They talk with one another every day.
nezúro	Vákátaurirana nezúro.	They talked with one another yesterday.
kubikira	Vákábikirana nezúro.	
mangwána	Váchábikirana mangwána.	
kusíyá	Váchasíyána mangwána.	They will part from one another tomorrow.
mangwánaní áno	Vásíyănă mangwánaní áno.	They parted from one another this morning.

Oral reading practice, and material for practice conversations.

Ndiri kutsvaka nzira

ìnóěnda Nyánga.

Tórá ìnósvíka paWatsómbá.

Handípăzíví paWat-
sómbá.

Tóráyí iyi nzira.

Ínósvika paWatsómbá.

Ndózóendepí ndăsvika

apo?

Unótórá nzira irí kurudyí.

Hapána ìnótsáúkă

heré?

Dzósé dzínóenda kurunzeré.

Zvínó iní ndinózodíni

apo?

Unórǎmba úndorí kurudyí.

Ndíyo ìnósvíka parwendo

rwákó.

Mwazvíítá. Tózoónánazvé.

Fámhá` zvakó zvakánáka

Mwazvíítá.

UNIT 30

BASIC DIALOGUE

-rásá

to throw away, to
lose

- 1A Ndakárāsă marí yángu pánó. I lost my money here.
- 2B Ríniko? When?
- 3A Musí wŕMúgobéra. On Saturday.
- 4B Wakámótsvaka heré? Have you looked for [it]
at all.
- 5A Ndakáédza zvaḍḍínógoná. I tried my best (‘I tried
such as I am able’).
- 6B Zvínó zvákáita sépyi? So what happened?
- 7A Ndakábvíra kushaya. I failed completely.
- 8B Tingámboédzazvé heré? Can we try again for a bit?
- 9B Ngátíénde tívvezvé apo Let’s go and [start] again
tāvamba. where we began.

-vá

to become, be

pfungwá (9,10)

thought

- 10A Íngavá pfungwá yakánáka. That would be a good idea.

Supplementary vocabulary. Starting a new school.

- Kuti tìchídă kuvamba chikóro If/when we want to start
a new school, we sit
chitsvá, tinógăra pasí down with the parents.
ḇavábereki.

-pangana	to decide
mafámbíré (6)	ways of running
Tópángana mafámbíré êchíkoro.	Then we decide how the school will be run. (!...the ways-of-running of the school!)
-révá	to speak
Dzimwe ngúvá zvínorévá imbá yôkũfúndírá.	Sometimes, it requires a building for study.
-úngánídza	to collect
Vabereki vóungănídza marí.	Then the parents collect the money.
-kanya	to mold
-kanyisa	to cause to mold
chidhína (7,8)	brick
muvákí (1,2)	builder
Vókányisa zvidhína nõkútsvaka muvákí.	Then they have the bricks made, and look for a builder.
-dáídzá	to call, invite
sipíkita	school inspector
Chikóro chăpéra, vódăđdză sipíkita.	When the school is finished, then they call the school inspector.
Sipíkita nõmũfámbírí wêchíkoro vótăura.	Then the inspector and the school superintendent speak.

-nyórésá

to cause to write,
to enroll

Vaná vónyörěswă nêkúténgá
mabhúku.

Then the children are
enrolled, and books
are bought.

-túmá

to send (a person)

Vafúndísí/Vadzídzísí
vótötümŕwă.

Teachers are assigned.

Chikóro chówámbwa.

Then school is begun.

1. Subjunctive forms of verbs.

In the sentence:

Ngátíénde tíbvezvé apo tǎvâmba.

Let's go and [start] again from where we
began.

the word /tíbvè/ is a new form of /-bvá/ 'to go from'.
This form is called SUBJUNCTIVE. Subjunctives differ from
other forms in two ways:

(1) the subject prefix (/ti-/ in this example) may
stand immediately before the root (/bv-/ in this example).
There is no prefix syllable associated with the subjunctive.

(2) The final vowel in all dialects is /-è/. Another
characteristic of subjunctives is that the subject prefix
has high tone regardless of person. The first stem syllable
is also high (e.g. /tíéndè/ 'that we may go') unless it is
also the last syllable of the word (as in /tíbvè/). At
least some dialects have a tonal difference in the sub-
junctive between high and low verbs with three or more
stem syllables:

Low: títáùrè that we may speak

High: tísévénzè that we may work

Subjunctives may have aspect prefixes (/ -mbo-, -zo-/ etc.) and/or object prefixes but no tense prefixes (/ -no-, -ka-, -cha-/ etc.). [For practice with subjunctive forms, see Group 5.]

2. Hortative forms of verbs.

In the same sentence which was cited in the preceding note, was found the word /ngátíénde/ 'let's go'. This is a HORTATIVE form of /-enda/.

In its form, the hortative consists simply of an initial prefix /ngá-/ plus the subjunctive as described above. Hortative forms that have a first person plural subject (as in the example) are ordinarily translated into English with 'let's _____'. With other subject prefixes, modern English may use a variety of translations.

Matombó ngáábviswè.	{ Let the stones be removed. Have the stones removed. The stones should be removed.

A hortative form, unlike its subjunctive counterpart, is always the principal verb in its clause. It may be followed by one or more subjunctive verbs:

Ngátíéndè kumushá. Let's go home.

Ngátídyè. Let's eat.

Ngátíéndè kumushá tídyè. Let's go home [and] eat.

[For practice with hortative verbs, see Groups 1-5.]

3. Tonal participials used after the linking prefix (or, according to dialect, after a distal demonstrative).

Group 6 contains the sentences:

Takáõňă munda wãvãkarima. We saw the field that
they ploughed.

Takádyâ sadza řãvãkabika. We ate the food that
they cooked. †

In these sentences, /wãvãkarima/ modifies /munda/, and /řãvãkabika/ modifies /sadza/. The two verb forms are thus comparable to English relative clauses.

Shona verb forms that correspond to English relative clauses were discussed in Unit 11, Note 1. These were used in sentences like:

(Nzira) ìnósvïka... †(The path) which gets to... †

(Munhu) ànózívá... †(The person) who knows... †

In constructions of this kind, the subject prefix of the relative verb agrees with or refers to some noun in the preceding part of the sentence: /ì-/ agrees with /nzira/, and /à-/ agrees with /munhu/.

In the two sentences cited at the beginning of this note, the subject prefix of the last verb (/va-/ does not agree with anything that precedes it (e.g. /munda/ or /sadza/)). Furthermore, the tonal pattern of the verb is participial (Unit 27, Note 1) and not relative (Unit 11, Note 1). Most striking of all, the verb /vãkarima/ follows a prefix which consists of a concordial element plus the linking prefix, (i.e. /wã-/ and /řã-/). It is these concordial elements /w-/ and /r-/ which agree with something else in the sentence (respectively /munda/ and /sadza/).

In some forms of Manyika, and perhaps elsewhere, the combination of concord plus linking prefix is not used. Instead, the distal demonstrative is used, followed by a tonal participial. So, for example:

apo tãvamba	}	where we began
pãtãvamba		
izvo ndĩnogona	}	such as I am able
zvãndĩnogona		

[For practice with this use of participial forms, see Groups 6-8.]

1. Infinitive vs. hortative, high verbs.

'We aren't hurrying.' 'Let's hurry.'

kukásíká	Hatíri kukásíká.	Ngátíkásíke.
(íye)	Haári kukásíká.	Ngáákásíke.
kusándá	Haári kusándá.	Ngáásánde.
(isú)	Hatíri kusándá.	Ngátísánde.
kudyará` mbéú	Hatíri kudyará` mbéú.	Ngátídyáre mbéú.
(íye)	Haári kudyará` mbéú.	Ngáadyáre mbéú.
kusévénzá	Haári kusévénzá.	Ngáásévénze.
(isú)	Hatíri kusévénzá.	Ngátisévénze.

2. Infinitive vs. hortative, low verbs.

'We aren't working.' 'Let's do some work.'

kuita basa	Hatíri kuita basa.	Ngátííte basa.
(ívo)	Havári kuita basa.	Ngáváíte basa.

kupfutsa mṵotó (isú)	Havári kupfutsa mṵotó. Hatíri kupfutsa mṵotó.	Ngávápfútse mṵotó. Ngátípfútse mṵotó.
kufusira mbéú (ívo)	Hatíri kufusira mbéú. Havári kufusira mbéú.	Ngátífúsire mbéú. Ngáváfúsire mbéú.
kuvidza mvúrá (isú)	Havári kuvidza mvúrá. Hatíri kuvidza mvúrá.	Ngávávidze mvúrá. Ngátívidze mvúrá.

3. Hortative (1 pl.) vs. hodiernal indicative (1 sg.) with /-to-/.

	'Let's put the pot on the fire.'	'I've already put the pot on the fire.'
kuisa	Ngátííse hári pachotó.	Ndatóísa hári pachotó.
kupfutsa	Ngátípfútse mṵotó.	Ndatópfútsa mṵotó.
kuchéká	Ngátíchéke murívó.	Ndatóchéká murívó.
kuténgá	Ngátíndoténgé munyú.	Ndatóténgá munyú.
kugadzira	Ngátígádzire doví.	Ndatógádzira doví.
kubura	Ngátíbúre sadza muhári.	Ndatóbúra sadza muhári.
kuverenga	Ngátívérenge iro bhúku.	Ndatóvérenge iro bhúku.
kutura	Ngátítáure nayé.	Ndatótáura nayé.
kudyá	Ngátídye.	Ndatódya.
kudáro	Ngátídaró. Let's do like that/Let's go.	Ndatódaró.
kuedza	Ngátíédzezvé.	Ndatóédzazvé.

4. Sentences that contain hortative verbs.

Sadza ngárikwáte zvisihoma.	Let the sadza bubble a little.
Vapwéré ngávágáre pasí.	Let the children sit down.
Matombó ngáápéere kubvá munzira.	Let's get rid of the stones from (in) the path.
Ivú ngáriénzaniswe.	Let the soil be levelled.
Chirongó ngáchíúnzwe.	Have an earthen pot brought.
Nyama ngáígóchwe.	Let the meat be roasted.
Murívó ngáúchékwe.	Have the murivo chopped up.
Nzungú ngádžíkángwe.	Let the groundnuts be roasted.

5. Infinitive vs. subjunctive.

'They're in the house sewing.'	'Let's go into the house and sew.'
Váří mumbá kusona.	Ngátípíndewó mumbá tísóne.
Váří mumbá kubika.	Ngátípíndewó mumbá tíbíke.
Váří mumbá kutaurirana.	Ngátípíndewó mumbá títáurirane.
Váří mumbá kuchéká murívó.	Ngátípíndewó mumbá tíchéke murívó.
Váří mumbá kugadzira tíi.	Ngátípíndewó mumbá tígádzire tíi.
Váří mumbá kumwá tíi.	Ngátípíndewó mumbá tímwe tíi.
Váří mukbá kugezà ndíro.	Ngátípíndewó mumbá tígéze ndíró.
Váří mumbá kuverenga.	Ngátípíndewó mumbá tívérenge.

6. Participials in constructions that modify nouns.

a. Low verbs.

'They ploughed the field.'	'We saw the field that they ploughed.'
Vákárima munda.	Takáõňă munda wāvākarima.
Vákabika sadza.	Takaona sadza řāvākabika.
Vákadonhesa mbéú.	Takaona mbéú dzāvākadonhesa.
Vákaenzanisa ivú.	Takaona ivú řāvākaenzanisa.
Vákapfutsa mᵇotó.	Takaona mᵇotó wāvākapfutsa.
Vákagadzira chotó.	Takaona chotó chāvākagadzira.
Vákachera makombá.	Takaona makombá řāvākachera.

b. High verbs.

Vákadyará chibarwé.	Takáõňă chibarwé chāvākadyara.
Vákavaka imbá.	Takaona imbá řāvākavaka.
Vákatenga nguruve.	Takaona nguruve dzāvākatenga.
Vákavaka tsapí.	Takaona tsapí dzāvākavaka.
Vákatengesa ᵇombe.	Takaona ᵇombe dzāvākatengesa.
Vákamaira vanhu.	Takaona vanhu wāvākamaira.
Vákasevenzesa matémó.	Takaona matémó řāvākasevenzesa.

[After the two sections have been mastered separately, they should be combined.]

7. Hodiernal, indicative vs. participial.

a. Low verbs.

'I received a letter.' 'I lost/threw away the letter that I received.'

Nḡagáshira tsamba. Ndarásá tsamba ḡandāgashira.

Ndasévhá upfu. Ndarasa upfu hwandāsevha.

Ndavérenga bhúku. Ndarasa`bhúku ḡandāverenga.

Ndagádzira tíi. Ndarasa tíi ḡandāgadzira.

b. High verbs.

Ndapíwá marí. Ndarásá marí ḡandākapiwa.

Ndaténgá chigěřö. Ndarasa chigěřö chandākatenga.

Ndanyórá tsamba. Ndarasa tsamba ḡandākanyora.

Ndaúnzá`bángá. Ndarasa`bángá ḡandākaunza.

8. Indicative vs. tonal participial, no-tense.

a. Low verbs.

'What work do you do?' 'He wants to do the work that you do.'

Unóíta basañyí? Ánodá kuita basa ḡũnoita.

Unótǎura mutauronyí? Anoda kutaura mutauro wǎũnotaura.

Unógádzirenyí zvôkũmwâ? Anoda kugadzira zvôkũmwâ zvǎũnogadzira.

b. High verbs.

Unópiwá marínyi?	Ánodá kupíwá marí yaũnopiwa.
Unóténgá zvinhuŋyí?	Ánodá kuténgá zvaũnotenga.
Unófúndírá kúpí?	Ánodá kufúndírá kwaũnofundira.

9. Various forms of a single verb.

	Vári kutsvaka marí yàkárǎswǎ.	They are looking for the money that was lost.
ndívanáání	Ndívanáání varí kutsvaka marí yàkárǎswǎ?	Who are looking for the lost money?
ndaváóná	Ndaváóná vǎri kutsvaka mari yàkaraswa.	I saw them looking for the lost money.
pápí	Vári kutsvakira pápí mari yàkaraswa?	Where are they looking for the lost money?
kwéte	Havári kutsvaka mari yàkaraswa.	They aren't looking for the lost money.
nezúro	Havána kutsvaka mari yakaraswa.	They didn't look for the lost money.
ndívanáání	Ndívanáání vàsíná kutsvaka mari yakaraswa?	Who all didn't look for the lost money?
mangwána	Ndívanáání vànózotsvaka mari yakaraswa mangwána?	Who all will look for the lost money tomor- row?

Oral reading practice, and materials for practice conversations.

Have you ever been to Bulawayo? Wakambobva Bhurúwayo here?

Yes, I often go there.

Hunde, ndinonyanya kuendako.

How do you go? Unoenda senyi?

Sometimes by bus and sometimes by train.

Dzimwe nguva nebhazi kana nechitima.

Which do you prefer? Chiṅyi chaṅgadisa?

The bus, because it is faster.

Bhazi, nokúti rino-kasika.

Uri kutsvakeṅyi?

Ndiri kutsvaka bhuku.

Bhúkuṅyi?

Bhuku rawākandipa nezuro.

Wariverenga here?

Ndakarivamba nezuro manherú.

Unorida here?

Ndinoridisa` kwazvo.

Sara aripikò?

Ndamuona ãri kubatsira`

mai.

Vari kuitenyi?

Vari mumba kubika

sadza.

Vanopedza rini?

Ndinofunga garegare.

Mwamboona Baba

Mbutsa here?

Ndinofunga vari

kurima. Ndavaona`

vãri kuenda kumunda.

Handinatsi kuziva munda

wavo. Uripì?

Ngatiendayo tqse.

Iyi ínzíra yedu

heré?

Handinatsi kuziva.

Zvino tàyápi?

Taya munzira yokuKamba.

Ngatitenderuke.

Tiende kupi?

Tipinde munzira yedu.

Baba vako havari

kumundasu? !

Vambopinda mumba.

Kundòdini?

Kundòtóra badza idzvá.

Ndinofunga kuenda

kudhoroḅa nḅasi.

Unoenda nàani?

Handinḅ munhu wḅakuenda

naye. Ndinoenda

ndḅga.

Uchida tingaendḅ tḅse.

(!At what hour Tingaendḅ nguvanḅyi?
(what time)
can we go?!)

(![At] whatever
[time] you say.!)

Yḅse yḅwḅtaura.

In Units 31-40, as in Units 21-30, the writing of tone marks is diminished. The student is responsible for supplying the tones as he speaks; if necessary he should also write them into the book.

Another transfer of responsibility which is made in Units 31-40 has to do with the grammar notes. In previous units, these have been in the form of explanations accompanied by examples. In the units which follow they are in the form of questions which the student is expected to answer, using the data presented in the dialogue and exercises.

UNIT 31

BASIC DIALOGUE

- 1A Babá wàsárá vāripi Where did you last see ('leave')
- nḡási? Father today?
- dare(5) matare(6) council, court
- sábhūku headman
- 2B Váeńda kudare He went to the headman's council.
- kwásábhuku.
- 3A Hongu ndańzwá dare Yes, I heard of the council this
- mangwánaní. morning.
-
- dzoka to return
- 4B Héo vátová kudzoka. There they come.
- 5A Masíkatí shéwe. Good day, sir.
- 6C Masíkatí àkánáka. Good day.
- tonga to judge, decide a legal case
- 7A Kwáitóngwenyí kudare? What was the [chief] topic at the council?
- 8C Vátáura ngêchĩbháro They talked about the cattle tax.
- chemómbe.

Supplementary vocabulary. Topics that might be discussed at a headman's court.

chibháró chavánuhu

nyayá	} dzôṃüşhâ
mhaká	
nhaú	

kumàngara 'to make a formal complaint'

Babá váSará vákámàngara kudyírwá munda.

'_____ complained that his field had been eaten by cattle.'

1. The prefix /sá-/ in titles.

The word /sábhũku/ consists of /bhũkũ/ 'book' with the prefix /sá-/. Note that the high tone of this prefix makes it sound different from /sà-/ 'like, as'. The prefix /sá-/ is described in Hannan's Shona Dictionary as indicating 'ownership, guardianship, user'. Thus /sábhũku/ is the custodian of the tax rolls. Other examples given in the dictionary are /sáimbá/ 'householder', /sázítã/ 'namesake'.

1. Tonal participles that contain the prefix /-no-/.

'I see something.'

'What do you see?' ('What-thing of you-seeing?')

Ndinóóná chinhu.

Chínhuṃyí cháũnoona?

Ndaténgá chinhu.

Chínhuṃyí cháwātenga?

Ndichágádzira chinhu.

Chínhuṃyí cháũchagadzira?

Ndadónhesa chinhu.

Chínhuṃyí cháwãdonhesa?

Ndarásá chinhu.

Chínhuṃyí cháwãrasa?

Ndinóda chinhu.

Chínhuṃyí cháũnoda?

Ndaténgésá chinhu.

Chínhuṃyí cháwātengesa?

2. Contrast in tone between indicative and participial tone patterns.

Vaná vari kuiteṅyi?
Mṽasíyá vaná vāri
kuiteṅyi?

What are the children doing?
What were the children doing
when you left them?

Vaná varí kutámbá zvávó.
Tasíyá vaná vāri kutámbá`
zvávó.

The children are playing.
We left the children playing.

Vaná varí kufúndirá` zvávó.
Tasíyá vaná vāri
kufúndirá` zvávó.

The children are studying.
The children were studying
when we left them.

Vaná varí kupangana
kundotámbá` zvávó.
Tasíyá vaná vāri kupangana
kundotámbá` zvávó.

Vaná vákarára.
Tasíyá vaná vākarara.

3. Negative tonal participial verbs.

Áná marí heré?
Haáná marí.
Takámŭsíyá āsiná marí.

Does he have money?
He has no money.
We left him he-being without
money.

Ánozívá heré?

Haázíví.

Takámŭsíyá āsingazíví.

Does he know?

He doesn't know.

We left him without his knowing.

Mwakáda kumúsíyá heré?

Hatíná kudá kumúsíyá.

Takámŭsíyá t̃isingadí.

Did you want to leave him?

We didn't want to leave him.

We left him unwillingly.

Mwakátaura here?

Hatíná kutaura.

Takámŭsíyá t̃isiná
kutaura.

Did you speak?

We didn't speak.

We left him without speaking.

Mwakámúóná here?

Hatíná kumúóná.

Takámŭsíyá t̃isiná
kumúóná.

Did you see him?

We didn't see him.

We left him without seeing him.

Mwakámŭbátsírá heré?

Hatíná kumúbátsírá.

Takámŭsíyá t̃isiná
kumúbátsírá.

Did you help him?

We didn't help him.

We left him without helping him.

4. Tonal participials that follow the linking prefix, in 'relative' function.

Ndaóná munhu:

Handímŭzíví.

Ndaóná munhu
wand̃isingaziví.

I saw someone.

I don't know him.

I saw a person that I don't know.

Ndatámbirá tsamba.	I received a letter.
Handígoní kuiverenga.	I can't read it.
Ndatámbirá tsamba yandĩsingagoní kuiverenga.	I got a letter that I can't read.
Wàtáura mazwí.	You said something ('some words').
Handíãṅzwí.	I don't understand it ('them').
Wàtáura mazwí ãndĩsingãṅzwí.	You said something that I don't understand.
Ánótaura mutauro.	He speaks a language.
Handíútaúri.	I don't speak it.
Ánótaura mutauro wãndĩsingátaúri.	He speaks a language that I don't speak.
Ánóita iro basa.	He does that work.
Handírítí.	I don't do it.
Ánóita basa rãndĩsingáití.	He does work that I don't do.
Wákadyá chinhu.	He ate something.
Handíchĩdyí.	I don't eat it.
Wákadyá chinhu chãndĩsingadyí.	He ate something that I don't eat.
Ánodá bhúku.	He wants a book.
Handínaró.	I don't have it.
Ánodá bhúku rãndĩsiná.	He wants a book that I don't have.

Ánoóná mhuká.	He sees some wild animals.
Handídziǒnǐ.	I don't see it.
Ánoóná mhuká dzandísíngaónǐ.	He sees wild animals that I don't see.

5. Indicative vs. imperative or subjunctive; subjunctive as the second verb, following an imperative or a hortative verb.

Wáénda kugádheni heré?	Did he go to the garden?
Ngááénde kugádheni.	Have him go to the garden.
Wádírira mbéú heré?	Did he water the seeds?
Ngáádírire mbéú.	Have him water the seeds.
Ngááénde kugadheni ádírire mbéú.	Have him go to the garden and water the seeds.

Árí kuramba achíkúróngá heré?	Is she continuing to stir?
Ngáárambe achíkúróngá.	She should keep stirring.
Mapúndú ápěrǎ heré?	Are all the lumps gone?
Mapúndú ngáápére.	All the lumps should disappear.
Ngáárambe achíkúróngá mapúndú ápére.	Have her keep on stirring so the lumps disappear.

Mwatópútsá mavhingwa heré?	Have you already broken up the clods?
Pútsányí mavhingwa.	Break up the clods.
Ivú rírí nyoré heré?	Is the earth soft?
Ivú ngáríve nyoré.	Let the earth be soft.
Pútsányí mavhingwa ivú ríve nyoré.	Break up the clods so that the earth will be soft.

Wapfútsa mwotó heré?	Have you lit the fire?
Pfutsá mwotó.	Light the fire.
Tinóda kugocha nyama.	We want to cook some meat.
Ngátígóche nyama.	Let's cook some meat.
Pfutsá mwotó tígóche nyama.	Light the fire so we [can] cook some meat.
Tichákánya zvidhína.	We'll make some bricks.
Ngátíkanye zvidhína.	Let's make some bricks.
Tichápŷsă zvidhína.	We'll burn the bricks.
Ngátípíse zvidhína.	Let's burn the bricks.
Ngátíkanye zvidhína típíse.	Let's make some bricks and burn [them].

Reading and conversation practice.

Muri kuda kuvaka chikoro chitsva here?	Do you want to build a new school?
Hongu, takatogara pasi ņękupangana.	Yes, we've already sat down and made plans.
Mwaya nenyi zvino?	What do you have up to now?
Takatonkanyisa ņękupisa zvidhina.	We've already had the bricks made and burned.

Muvaki mwaya naye here?	What about a builder? Do you have one?
Hongu vaya pano.	Yes, he ('they') is here now.
Munofunga kuvamba rini?	When do you expect to begin?

Mwedzi ùnouya.

Next month.

Munovakira papi?

Where are you going to build?

Apo tākapiwa naSipikita.

The place assigned to us by the Inspector.

Munofunga kupedza rini?

When do you expect to finish?

Tinoda kuti ifundirwe
gore rìnouya.

We want it to be used for study
next year.

Ndanzwá sábhũku achitaura
ngechibharo.

I heard the headman talking about
the tax.

Wati kudini?

What did he say?

Wati vanhu vose ngavaunze
chibharo uko āri.

He said everyone should bring
the tax to him ('to where he is').

Anoenda rini nacho kuNyanga?

When is he taking it to Nyanga?

Handizivi, zvimwe vhiki
rìnouya.

I don't know. Maybe next week.

Imwi mwati mwāendesa here?

Have you sent yours?

Kwete, handisati ndāchiona.

No, I haven't get it yet.

Changu, tichaenda nacho
manheru ano.

I'm going to take mine this
evening.

UNIT 32

BASIC DIALOGUE

- | | | |
|-----|---------------------------|-------------------------------------|
| | hókwa (9,10) | invitation |
| | (-koka) | to invite a number of people |
| | muchato (3,4) | wedding |
| | (-chata) | to marry |
| 1A | Kúne hókwa yomúchato. | There's an invitation to a wedding. |
| 2A | Vanhu vazhínjí vákakókwa. | Many people were invited. |
| | -sanganisa | to cause to join one another |
| 3B | Ndíani ànozovásanganisa? | Who will marry ('join') them? |
| | musándíri (1,2) | minister of the gospel |
| 4A | Ndímusándíri wëkwâMutáre. | It's a minister from Umitali. |
| | rugashiro (11) | reception |
| 5B | Rugashiro rwôkütángá | Where will the first reception be? |
| | rúri pápi? | |
| | muímbí (1,2) | singer |
| 6A | PáMundenda. Vaímbí | At Mundenda. The singer will |
| | vánózobvá kwáMútámbara. | come from Mutambara. |
| 7A | Vánózodáídzá`shámwarí | They will invite a lot of friends. |
| | zhínjí. | |
| | chipó (7,8) | gift |
| | (cf. -pá 'to give') | |
| 8B | Mwayá nêzvîpô heré? | Do you have a gift yet? |
| 9A | Handísatí ndāya nácho. | I don't have one yet. |
| | -nonoka | to delay, be late |
| 10B | Usanonoka/Usanonoke. | Don't delay! |

Supplementary vocabulary. Housekeeping chores.

Ndinótsváirá mumbá.	-pukuta 'to dust'
Ndinógeza mumbá nqúisa mushongá.	chigaro (7,8) 'chair'
Ndinópukuta zvigaro nétáfura nêmĭbhédha.	táfura (5,6) 'table'
Ṅdinógeza mafáitera.	mubhédha (3,4) 'bed'
Ndinómísá midziyó yq̄sé munzvimbo dzáyo.	-mísá 'to put in place'
Ndinógadzira imbá yq̄mwéni yq̄kŭrárá.	midziyó (4) 'furniture, utensils'
Ndinóisa zvq̄kúgezesa nêmăfútá mumupanda mwáké.	nzvimbo (9,10) 'place' mwenje (3,4) 'lamp, candle'
Ndinózádzá mwenje ngepárafíni.	-zará 'to become full'
Ndinówaridza machírá nêmĭtsámíro zvakáchéna.	-waridza 'to spread out' jírá (5) machírá (6) 'cloth, sheet' mutsámíro (3,4) 'pillow' -chena 'to become clean'

1. Verbs, with the agentive nouns that are related to them.

'Who sing?' ('Who are they that sing?') 'They are singers.'

Ndívanáaní vãnórima?	Várími.
Ndívanáaní vãnórimisa?	Várímisi.
Ndívanáaní vãnófúndísa?	Váfúndísi.
Ndívanáaní vãnóímbá?	Váímbí.
Ndívanáaní vãnóbika?	Vábíki.
Ndívanáaní vãnóténgésá?	Váténgésí.
Ndívanáaní vãnóchaira?	Vácháiri.

Ndívanáaní vanóvádzá?	Vávádzí.
Ndívanáaní vanóveza?	Vávézi.
Ndívanáaní vanórana?	Várápi.

2. Agentive nouns and the verbs to which they are related.

'What does a clerk ('writer') 'He writes.'
do?'

Munyóri ánoíteṇyí?	Ánonyóra.
Muímbí ánoíteṇyí?	Ánoímbá.
Mufámbísí wêchíkóro ánoíteṇyí?	Ánofámbísá chikóro.
Mubiki ánoíteṇyí?	Ánóbika.
Murezi ánoíteṇyí?	Ánóreza vaná.
Mupetesi ánoíteṇyí?	Ánópetesa chibháro.
Mugezi ánoíteṇyí?	Ánógeza mbatyá.

The student should examine for himself the pairs of sentences in 1 and 2, and make a statement which summarizes the relationship between a verb stem and the noun which stands for the person who performs the action for which the verb stands. Enter the summary statement here:

In the following exercises, note that the final vowel in negative commands may be /-a/ (as in /usaputsa/) or /-e/ (/usaputse/), depending on the dialect.

3. The /-o-/ form of the verb vs. negative commands (singular).

'Shall I go into the house now?' 'Don't go into the house.'

Ndópínda mumbá heré?	Usápíndaḡ mumbá.
Ndópútsǎ mavhingwa heré?	Usápútsǎḡ mavhingwa.
Ndógádzira midárará heré?	Uságádzirǎḡ midárará.
Ndóchéra makombá heré?	Usáchérǎḡ makombá.
Ndódónhesa mbéú heré?	Usádónhesǎḡ mbéú.
Ndófúsira mbéú heré?	Usáfúsirǎḡ mbéú.
Ndóhǎrǎ mbéú heré?	Usáhárǎḡ(ba).

4. The /-o-/ form of the verb vs. negative commands (plural).

Tópfútsa mḡotó heré?	Musápfútsǎḡ mḡotó.
Tóísa hári pachotó heré?	Musáísǎḡ hári pachotó.
Tósévha upfu heré?	Musásévḡ upfu.
Tókǔrǐngǐra sadza heré?	Musákúrúngǐrǎḡ sadza.
Tókwídǐbídza hári heré?	Musákwidǐbídzaḡ hári.
Tóbúra sadza muhári heré?	Musábúrǎḡ sadza muhári.
Tóbvísa ndíró heré?	Musábvísǎḡ ndíró.
Tógéza ndíró heré?	Muságézǎḡ ndíró.
Tótsvǎírǎ mumbá heré?	Musátsvǎírǎḡ mumbá.

5. Negative subjunctives with and without object prefix.

Ndayá kuenda kundodirira mbéú.	I'm just now going to (go and) water the seeds.
Vátítáurira kuti tisádírírẹ mbéú.	They told us not to water the seeds.
Vátítáurira kuti tisádzĩdírirẹ.	They told us not to water them.
Tóbvísá ndíró heré?	Shall we remove the dishes now?
Vátítáurira kuti tisábvíşẹ ndíró.	They told us not to remove the dishes.
Vátítáurira kuti tisádzĩbvíşẹ.	They told us not to remove them.
Munóda kukanya zvidhína heré?	Do you want to make some bricks?
Vátítáurira kuti tisákányẹ zvidhína.	They told us not to make bricks.
Vátítáurira kuti tisázvĩkányẹ.	They told us not to make them.
Endápyí múúngánídze marí.	Go and collect money.
Vátítáurira kuti tisáúngánídze marí.	They told us that we shouldn't collect money.
Vátítáurira kuti tisáíúngánídze.	They told us not to collect it.

The student should enter here a summary statement concerning the tones of negative subjunctive verbs with and without object prefixes. The statement should of course be based on his own tutor's pronunciation of the verbs in Exercise 5, and not on the tone markings that appear in this book.

6. Simple verb stems vs. the same stems with the causative extension.

'The sugar is all gone.'	'Who used it up/finished it?'
Shuka yapera.	Ndiani wàipedza?
Mwana wakarara.	Ndiani wàmuradzika?
Mvura yavira.	Ndiani wàivirisa/waividza?
Mwaná wágára pasí.	Ndiani wàmugadzika?

Ndafára!	Wafádzwá`ngényí?
Tinókúdzá chibarwé.	Chákürǎ zvakádiní?

Chirongó chádónha pachikúvá.	Ndiàni wachídónhesa?
Chikóro chírí kufámbá	Ndianí àrí kuchífámbisa?
Mombe dzámwa.	Ndianí wàdzímwísá?

7. Indicative vs. participial tone patterns in the /-a-/ tense.

'We've cultivated our field.'

'Have you cultivated yours also?'

'I haven't cultivated [it] yet.'

Taríma munda wédú.	Tadáídza shámwarí dzédú.
Mwarímawó wényú heré?	Mwadáídzawó yényú heré?
Handísatí ndārimá(ba).	Handísatí ndādáídzá.

Tagéza mbatyá dzédú.	Tatsváírá mumbá mwédú.
Mwagézawó dzényú heré?	Mwatsváírawó mwényú heré?
Handísatí ndādzígezá.	Handísatí ndātsváírá(ba).

Sadza rédú rákwătă.

Rényú rákwătawó heré?

Harísatí rákwáta.

Tadyá sadza rédú.

Mwadyáwo rényú heré?

Handísatí ndădya(ba).

Tapédzísá basa rédú.

Mwapédzísawó rényú heré?

Hatísatí tăpédzísá.

Támwa tíi yédú.

Mwamwáwo yényú heré?

Handísatí ndămwa.

Vaeni védú vásvíka.

Vényú vásvíkawó heré?

Havásatí văsvíká.

Tafúsira mbéú dzédú.

Mwafúsirawo dzényú heré?

Handísatí ndăfusíra.

Babá védú vádzóka kudare.

Vényú vádzókawó heré?

Havásatí vădzoká(ba).

Vaná védú váénda kuchikóro.

Vényú váéndawó heré?

Havásatí văendá(ba).

Mwaná wédú wágŭtă.

Wényú wágŭtawó heré?

Haásatí ũgŭta.

Mafútá édú ápěřă.

Ényú ápěřawó heré?

Haásatí ăpěra.

The participial tone patterns of verbs in the /-a-/ tense are particularly subject to variation among the different dialects of Shona. Using the data in Exercise 7, prepare a summary statement on this matter, and enter it below:

Reading and conversation practice.

Ndine hókwa yangu musi wemugobera.	I'm having a gathering on Saturday.
Ndinoda kukóká vanhu vazhinji.	I want to invite a lot of people.
Vanababa navana mai vẹmuguta munokokwa.	You ladies and gentlemen from town are invited.
Panozova nezvokudya zuizhinji.	There will be a lot of things to eat.
Ndinokokazve vanakomana nevasikana.	I'm also inviting boys and girls.
Iyi hókwa inozovamba masikati.	This gathering will begin in the middle of the day.
Tinozovamba nemitambo yavana.	We'll begin with games for the children.
Kuti yápera tómwá zvokúmwá.	When those are over, we'll have some drinks.
Vabereki votambavwo yavo.	The parents will have some fun, too.
Kudyá kwose kwoburwa kupa vanhu.	Then all the food is poured out to give to people.

Mweni ari kuuya; todiniko?

Unogeza mumba nemafafitera.

Ndinoisa mushonga here pasi nezvigariro?

Ndingafare ukaita kuti wadaro.

Misa midziyo yese munzvimbo dzayo.

Ndinogadzira mupandanyi wmweni?

Unogadzira mupanda mudiki.

Mune machira akachena here?

Hunde, unotora machira, mitsamiro nezvigezeso zvàkachena.

Mwenje une parafini here?

Kwete, únoda kuzadzwa.

UNIT 33

BASIC DIALOGUE

- 1A Ndinógeza sényí mwaná máí? How do I bathe the child, Mother?
dhíshi(5?) basin
- 2B Unóisa mvúra mudhíshi. You put water in a basin.
-pfígá to close
musúwo } (3,4) doorway
musíwo }
- 3B Wópfígă misíwo yósé. Then close all the doors.
- 4B Úngánídza zvósé zvõnodá. Collect everything that you need.
-dái (demonstrative pro-verb)
- 5A Zvákadaí ngényí? Like what?
- 6B Zvákadaí ngésípo, mafútá Like soap, oil, and clothing.
nêmbătyâ.
-pukuta to wipe, rub, dust, polish
jíră (5) cloth
machíră (6)
- 7B Unamúpukuta ngéjíră You should wipe him with a clean
ràkáchéna. cloth.

Supplementary vocabulary. A bus trip.

Ndiri kuenda kwaMutambara nhasi.

Mhuri yangu inosara ĩri pamusha.

Ndinoenda nebhazi.

Ndinokwira bhazi paWatsomba. Ndinobvisa mari shoma.

Ndinosvika mwaMutare.

Ndinotora bhazi rechípirí rinoenda kwáMútámbara.

Zvimwe rinotora nhambwe shanu.

Ndinobvisa mari yòkusvika kwaMutambara.

Handisati ndāziva kuti kunoita mutengo wàkadini.

Ndinodzikira pabandera ròkutanga.

Ndipo pānogumira rwendo rwangu.

Mukoma wachanditambira nemotokari yawo.

Tinosvika kumba kwavo manheru ano.

-sára	to stay behind
-kwírá	to climb, go up
nhambwe (9,10)	hour
muténgó (3,4)	price
-dzika	to descend

1. 'Like, for example...': an important use of the pro-verb /dái/.

'At the market there are many vegetables.'

'Like what?'

'Like cabbages and beans.'

Kumusika kúnà masímó mazhínjí.

Àkádái ngényí?

Àkádái ngêmákábichi, neshúshururu.

Mumbá múne midziyó mizhínjí.

Yàkádái ngényí?

Yàkádái ngezvígaro néhăřŷ.

Mudhorópa múna vanhu vendudzi zhínhí.

Vàkádái ngényí?

Vàkádái ngeMánde vére, neMachángana.

Kwédú kúne michero mizhínjí.

Yákadaí ngényí?

Yakádaí nqâmăgwávha, mángo namáhobó.

2. The verb prefix /-nà-/, expressing obligation.

'We must fill the lamps this evening.'

'We don't fill the lamps every evening.'

'We don't fill them every evening.'

Tinazadza mwenji manheru ano.

Hatizadzi mwenje manheru ɔse.

Hatiizadzi manheru ɔse.

Vànàwaridza machira akachena nhasi.

Havawaridzi machira akachena mazuva ɔse.

Havaavaridzi mazuva ɔse.

Tinageza mafafiterá mangwanani ano.

Hatigezi mafafitera mangwanani ɔse.

Hatiagezi mangwanani ɔse.

Tinaverenga iri bhuku nhasi.

Hativerengi iri bhuku mazuva ɔse.

Hatiriverengi mazuva ɔse.

Mubiki anatenga upfu nhasi.

Haatengi upfu mazuva ɔse.

Haahutengi mazuva ɔse.

Summarize the tonal patterns of verbs that contain the prefix /-nà-/. Pay especial attention to the tone of the subject prefixes for first, second, and third persons. Enter the summary statement here:

3. Examples of /-na-/ verbs with object prefixes. Active vs. passive stems.

'The house must be swept.'

'It hasn't been swept yet.'

'We must sweep it.'

Imba yakafanira kutsvairwa.

Haisati yatsvairwa.

Tinaitsvaira.

Mushonga wakafanira kuiswa pasi.

Hausati waiswa pasi.

Unauisa pasi.

Zvigarozvakafanira kupukutwa.

Hazvisati zvapukutwa.

Unazvipukuta.

Mafáfitera akafanira kugezwa.

Haasati agezwa.

Unaageza.

Midziyo yose yakafanira kumiswa munzvimbo dzáyo.

Haisati yamiswa

Unaimisa

Mwenje yose yakafanira kuzadzwa.

Haisati yazadzwa.

Unaizadza.

Mibhédha yákafánirá kuwaridzwa.

Haisati yawaridzwa.

Unaiwaridza.

Enter below a statement summarizing the tones of verbs that contain /-nà-/ plus an object prefix:

Practice conversations. Conversation with a fellow passenger on a bus.

Muri kudzikirepi baba?

Ndiri kudzikira zvangu Marondera.

Imwi muri kudzikirepiwo?

Ndiri kudzikira Bhuruwayo.

Ah! munę rwendo rwakareba kwazvo!

Imwi mwakwirirepi bhazi?

Ndakwirira zvangu paRusape.

Kwakanaka here uko mūri kuenda?

Aiwa, ndiri kundoona zvangu vapwere.

Ndiko mūnogara su?

Kwete, kune mukorore wangu ari kusewenza.

Zvino munouya rini?

Ndinofunga kupera kwęmwedzi.

Kubva ini ndaya kudzika pano.

Zvakanaka, saranyi zvenyu.

Muri kusvika kupi?

Ah! ndiri kuenda zvangu Peniranga.

Imwi muri kusvika kupi?

Ndiri kusvika kwaTsambe.

Muri kuenda paMisheni chaipo here?

Hongu, ndipo ndiri kuenda.

Munobva muri papi?

Ini ndinobva zvangu kwaVumbunu; ndini Mai Marata.

Ini ndinobva Tsonzo pachéchipó.

Ndini Mai Gomo.

Muri kuenda kwaTsambe kunęyi?

Ndinę mwana ànodzidzapo, ndiri kuenda nembatya dzake.

Imwi kuPeniranga kúneņyi?

Ndinotengesa masimo zvipiri zvose.

Munotengesa papi?

Ndinotengesa zvangu pamusika.

Panouya vanhu vazhinji here?

Vanouya kwazvo; ndiwo musika mukuru wemuPeniranga.

Munodzoka rini?

Ndichadzoka manheru ano.

Ndaya kudzika pano. Tichaonanazve pakudzoka.

Reading practice. A conversation between two women.

Muri kusvikepi?

Ndiri kusvika Gweru.

Imwi muri kusvikepiwo?

Ndiri kusvika zvangu muHarare.

Ndiani uyo mŭri kufambira?

Ndiri kundoona mwana wangu.

Ko imwi muri kundoonaani?

Ndiri kuenda zvangu kuhanzvadzi yangu.

Mwana wenyu waane nguva yakadini ariyo?

Waita makore mairi ariyo.

Zvino mwakwirira papi bhazi?

Ndakwirira kuMacheke.

Ko imwi mwakwirirepi?

Ndakwirira kwaMutare.

Maya kusvikasu pamunodzikira?

Ngeņyi zve?

Ndaona mwaya kuunganidza mbatya dzenyu.

Ndiri kuti zvichigara pamwe.

Ah! muchairi wadaidzira.

Zvino mwaya kudzika here vasikana imwi?

Rwendo rwaguma, tozoonanazve.

Kubva saranyi zvakanaka shewe.

Nemwiwo fambanyi zvakanaka.

UNIT 34

(Continuation of Dialogue 33)

-chi-	(an aspectual prefix)
-zora	to smear with liquid, anoint
-pfekedza	to cause to put on (clothing)
hémbě (9,10)	shirt, dress
8B Uchímuzora mafútá nẹkúpfekeza hémbě.	Then rub lotion on him and put his shirt on.
9A Ndāpedza ndinóita sényiko máí?	What ('how') do I do when I've finished?
10B Áne nzara.	He's hungry.
11B Múpe kudyá árare zvákó. -rádzíká	Feed him so he will go to sleep. to put to bed
12A Ndinómŭrádzíká` pápi?	Where shall I put him down.
13B Múradzíké pàkáǒmă.	Put him where it is dry.

Supplementary vocabulary. Articles of clothing.

hémbě (9,10)	shirt, dress
bhurúkwá (5,6)	pair of trousers
kabhudhura (12,6)	short trousers
tsápáto (9,10)	shoe
ngowání (9,10)	hat

Three words having to do with political matters.

huruménde (9,10)	government
mumíríri (1,2)	representative
sangano (5,6)	meeting

1. Imperative without object prefix vs. imperative with object prefix.

'Father wants this money.'

'Give this money to Father.'

'Give it to Father.'

Babá vánodá marí iyi.

Ipá marí iyi kunáBabá.

Ípe kunáBabá.

Murezi ánodá mafúta aya.

Ipá mafúta aya kumurezi.

Ápe kumurezi.

Varúmé vánodá marí iyi.

Ipá marí iyi kuvarúmé.

Ípe kuvarúmé.

Máí vánodá mafútá aya.

Ipá mafútá aya kunáMáí.

Ápe kunáMáí.

Máí vánodá upfu uhu.

Ipá upfu uhu kunáMáí.

Húpe kunáMáí.

Aya masímó ákánaka.

Idyá aya masímó àkánáka.

Ádye.

Mubiki ánodá upfu uhu.

Ipá upfu uhu kumubiki.

Húpe kumubiki.

Iri sadza rákánaka.

Idyá iri sadza ràkánáka.

Rídye.

Iyi tíi írí kupísá.

Imwá iyi tíi ìrí kupísá.

Ímwe.

What can be learned from the above data regarding the imperative forms of the verbs /-mwá/, /-dyá/, /-pá/ when they have object prefixes?

2. Negative vs. affirmative commands.

'Am I to put the book on the bed now?'

'Don't put it on the bed.'

'Put it on the table.'

Ndóísa bhúku pamubhédha heré? Ndóísa hárí pachikúvá heré?

Usáríísá pamubhédha.

Usáíísá pachikúvá.

Ríisé patáfura.

Íisé patáfura.

Ndóísa bángá pachigaro heré?

Usáríísá pachigaro.

Ríisé patáfura.

Ndóísa mwenje pasí heré?

Usáúísá pasí.

Úisé patáfura.

Ndóísa munyú muhári heré?

Usáúísá muhári.

Úisé patáfura.

Ndóísa murívó muhári heré?

Usáũísa muhári.

Úgezé kutángá.

Ndóísa shushururu muhári heré?

Usádzĩísa muhári.

Dzígezé kutángá.

Ndóísa tsúnga muhári heré?

Usáriísa muhári.

Rígezé kutángá.

3. Subjunctives with subject prefix vs. subjunctives with object prefix.

Wákafánirá kuenda kuchikóro.

Ánodá bhúku ráké.

Múpe bhúku ráké áénde

kuchikóro.

He has to go to school.

He wants his book.

Give him his book, [so] that he may go to school.

Takáfǎnǎ kuvádzá` húní.

Tinódǎ matémó.

Típe matémó tívádze húní.

We must split some firewood.

We need axes.

Give us axes so we [can] split firewood.

Vákafánirá kundochérá` mvúrá.

Vánodá zvirongó.

Vápe zvirongó vándochére

mvúrá.

They've got to go draw water.

They need pots.

Give them pots [so] that they may go draw water.

Wákafánirá kurará.

Ánodá kudyá.

Múpe zvøkudya áräre.

He must sleep.

He needs to eat.

Give him something to eat so he [can] go to sleep.

Ndakáfǎnǎrǎ kupfekedza mwaná. I must dress the child.

Ndinóda hémbě.

I need a shirt.

Ndípe hémbě ndípfékedze
mwaná.

Give me a shirt so that I can
dress the child.

Takáfǎnǎrǎ kuzádzá mwenje.

We've got to fill the lamp.

Tinóda parafíni.

We need kerosene.

Típe parafíni tízádze
mwenje.

Give us kerosene so may fill the
lamp.

4. Imperatives with and without object prefixes. Relative forms of verbs with subject prefixes from Class 16, used as place expressions.

Rádzíká mwaná.

Put the child down to rest.

Apa pákaómá here?

Is it dry here? (‘Is here dried?’)

Múrádzíkê pàkáǎmǎ.

Put him down where it is dry.

Rádzíká vaná.

Put the children down to rest.

Apa pákáchena heré?

Is it clean here?

Várádzíkê pàkáchéna.

Put them down in a clean place.

Isá mabhúku pasí.

Put the books down.

Apa pákáchena heré?

Is it clean here?

Áisé pasí pàkáchéna.

Put them down where it is clean.

Isá bhúku pasí.

Put the book down.

Apa pákaómá heré?

Is it dry here?

Ríisé pasí pàkáǎmǎ.

Put it down in a dry place.

5. Simple stem vs. stem with the applicative extension.

'I need a shirt.'

'He/she will make a shirt.'

'He/she will make a shirt for me.'

'He/she will make shirts for all of us.'

Ndinóda hémbě.

Ndinóda bhurúkwá.

Áchásona hémbě.

Áchásona bhurúkwá.

Áchandísónera hémbě.

Áchandísónera bhurúkwá.

Áchatísónera hémbě tǒsé.

Áchatísónera mabhurúkwá tǒsé.

Ndinóda kabhudhura.

Áchásona kabhudhura.

Áchandísónera kabhudhura.

Áchatísónera makabhudhura tǒsé.

Ndinóda ngowání.

Ndinóda tsápáto.

Áchaténga ngowání.

Áchaténgá tsápáto.

Áchandíténgérá ngowání.

Áchandíténgérá tsápáto.

Áchatíténgérá ngowání tǒsé. Áchatíténgérá tsápáto tǒsé.

Reading practice.

Muri kuona mhando here ngesadza?

Kwete handinyanyi kuona mhando.

Kune zvishoma kwazvo izvo tǐsingaoni.

Ini ndinoda kwazvo sadza asi handizivi kubika kwacho.

Mungadā here kudzidza kubika?

Oh! ndingadā kwazvo asi handina ànondidzidzisa.

Ndingamukoka kwazvo kuti muzouye kumusangano wemadzimai.

Tinopinda masikati zvipiri zvose.

Dai mungauya tingamudzidzisa kubika sadza redu, imwi muchiti-dzidzisewo kubika renyu.

Mwayane nguva yakadini muno muHarare?

Tine mwedzi mitatu chete.

Mwakabva kupi?

Takabva kuAmerika.

Zvino munoitenyi muno?

Murume wangu wakaunzwa ngeHurumende kuva mumiriri weAmerika.

Munofunga munoita makore mangani?

Hatisati tanatsa kuziva asi zvimwe Hurumende ichatiti makore matatu.

Ah! ndinokuda kwazvo. Ino inyika yakanaka kwazvo.

Imwi munoitenyi muno?

Murume wangu anochairira mabhazi anoenda kwaMtoko.

Ane nguva yakadini achichairira?

Oh! agara kwazvo.

Munogara ngekupi?

Isu tinogara kuHighfields.

Tafara kuonana nokuzivana.

Ivanyi nokugara kwakanaka.

UNIT 35

BASIC DIALOGUE

	-tízá	to run
1B	Unaóná vaná vasátízétíze.	You must see [to it] that the children don't run around.
2A	Ndinóváíta sényi?	What ('how') shall I do [with] them?
3B	Dzídzásá kuti vátámbe zvakanáka. chiro (7,8) -chengeta -chengetesa	Teach [them] [so] that they play nicely. thing (=chinhu/) to care for, look after to care for, look after assiduously
	kanwa (5,6)	mouth
4B	Chengétésá kuti vasáise zviro mukanwa.	Be very careful that they don't put things in their mouths.
5B	Bvisá vaná mumadhaka. -svipa	Take the children out of the mud. to get dirty
6B	Mbatyá dzinosvipa.	[Their] clothes will get dirty.
7B	Itá vasátámbá muzúvá.	Keep them from playing in the sun.
8A	Zvínóita sényiko máí?	What will happen?
9B	Vánopíswá`ngézúvǎ.	They will be burned by the sun.
<hr/>		
10B	Kamwaná káti kárára hére?	Is the baby asleep yet?
11A	Kándorára zvisomashómá.	He's not been sleeping very well/ He's been sleeping for just a short time.
12A	Asi kánéta kwázvo.	But he's very tired.

Supplementary vocabulary. Some things that children should not do.

Mwana ari kuchemeṅyi?

Handizivi kwete icho āri kuchemera.

Múoné, árí kuchema zvizhinji.

Wápíndirwa nedombo mumhino.

Úyá nayé ndímúoné pánó.

Rírí kuramba, kubvá toita seṅyi?

'It's stuck. Now what do we do?'

Ngatiende naye kwachiremba.

Mwana wáita seṅyi zvé?

Wápiswa nezuva āri kutamba kunze.

Ah! Ndakakuudzira kuti usarege achitamba kune zuva.

Anoramba achitiza kubuda kunze.

Zvínónetsa kumúchéngeta mumbá.

-údzírá to tell

kunzé outside

-chémá to cry

chiremba (1) doctor

vanáchirembá (2)

mhino (9,10) nose

1. Practice with the diminutive classes 12 (/ka/) and 13 (/tu/).
The enclitic /--su/.

'We have a small child.'

'So you have a small child, have you?'

'How many small children do you have?'

Tinó mwaná mudíkí.

Muná kamwaná kadíkísu?!

Munó tuvaná tunganí?

Takátěngă imbá dĭkĭ.

Mwakátěngă kaimbá (kambá) kadĭkĭsu?!

Mwakátěngă tudzimbá (tuimbá, tumbá) tunganí?

Tiné imbwá dĭkĭ.

Muné kaimbwá (kambwá) kadĭkĭsu?!

Muné tuimbwá (tumbwá) tungani?

Tinórima munda mudĭkĭ.

Takátěnga démó dĭkĭ.

Munórima kamunda kadĭkĭsu?!

Mwakátěngă katémó(kadémó)kadĭkĭsu?!

Munórima tuminda tunganí?

Mwakátěngă tumatémó(tutémó)tungani?!

Takáũnză bángá dĭkĭ.

Mwakáũnza kapángá (kabángá) kadĭkĭsu?!

Mwakáũnza tumapángá (tupángá, tubángá) tunganí?

Imbá yédú íno musúwo mudĭkĭ.

Imbá yényú ína kamusúwo kadĭkĭsu?!

Imbá yényú íno tumisúwo tunganí?

Imbá yédú íne fáfitera dĭkĭ.

Imbá yényú ína kafífitera kadĭkĭsu?!

Imbá yényú íno tumafáfitera tunganí?

Patyo pédú pánq rwizí rudĭkĭ.

Pána karwizí kadĭkĭsu?!

Pánq tundwizí tunganí?

Takátěnga húkú díki.

Mwakátěngă kakúkú (kahúkú) kadíkisu?!

Mwakátěngă tuhúkú (tukúkú) tungani?

Takázădză mwenje mudíki.

Mwakázădză kamwenje kadíkisu?!

Mwakázadza tumwenje tunganí?

What happens to the usual prefix of a noun when one of the diminutive prefixes /-ka-/ (sg.) or /-tu-/ (pl.) is added to it?

The enclitic /--su/ expresses mild surprise, and sometimes also dissatisfaction. What are its tonal characteristics?

2. Use of /chi-/ as an initial prefix with imperative forms.
[The student should write the translations in the blanks, and then use them as cues for producing the Shona sentences.]

Ndapédzá kugeza mwana mai.	_____
Chímupúkuta áóme.	_____
Ndapédzá kumúpúkuta.	_____
Chímuzórá mafútá.	_____
Ndapédzá kubika sadza.	_____
Chíbura tídye.	_____
Ndípewózve bhúku rákó.	_____
Chímbomíra ndímbopédza.	_____
(ndimboti ndápédza).	_____
Ndítemeréwo mugóti.	_____
Chímbomíra ndítóre démó	_____
rángu.	_____
Ndítaúríre nyayá yánezuuro.	_____
Chímbogara pasí ndíkútaúríre.	_____

3. Use of /-natsa/ 'to do well, thoroughly.'

'The child is tending the cattle.'

'He'd better do a good job of it!'

Mwaná árí kuchengeta mombe.	Vasíkaná várí kudirira muríwó.
Ngáánátse kuchengetesa!	Ngávánátse kudiririsa!
(Ngáánátsochengetesa!)	(Ngávánátsodiririsa!)

Mái várí kugadzira mumbá.	Vakómaná várí kufúndírá,
Ngávánátse kugadzirisa!	Ngávánátse kufúndírísa!

Vaímbí v'arí kuímbá,
Ngávánátse kuímbá!

Varimi v'arí kufusira chibarwé.
Ngávánátse kufusirisa!

Notice the pairs of synonymous forms, one of which is a contraction of the other:

Ngaanatse kuimba.
Ngaanatsoimba.

Anonatsa kuchengetesa.
Anonatsochengetesa.

Write here a statement summarizing the differences in form between the contracted and uncontracted variants.

4. Review of concords.

Imbwá dzángu mbirí dzírí`kúpi?	Where are my two dogs?
Imbwá dzángu nhemá dzírí`kúpi?	Where are my black dogs?
Bhurúkwa rángu demá rírí`kúpi?	Where are my black trousers?
Bhurúkwa rángu itsvá rírí`kúpi?	Where are my new trousers?
Bhurúkwa rángu bamhí rírí`kúpi?	_____?
Bhurúkwa rángu deté rírí`kúpi?	_____?
Bhurúkwa rángu refú rírí`kúpi?	_____?
Bhurúkwa rángu pfúpi rírí`kúpi?	_____?
Mugóti wángu mupfúpi úrí`kúpi?	_____?
Mugóti wángu murefú úrí`kúpi?	_____?
Mugóti wángu mutsvá úrí`kúpi?	_____?
Mugóti wángu muchená úrí`kúpi?	_____?
Mugóti wángu mutetè úrí`kúpi?	_____?
Mugóti wángu mupamhí úrí`kúpi?	_____?
Zvigaro zvédú zvipamhí zvirí`kúpi?	_____?
Zvigaro zvédú zvina zvirí`kúpi?	_____?
Zvigaro zvédú zvitamá zvirí`kúpi?	_____?
Zvigaro zvédú zvitamá zvirí kupi?	_____?
Mbúdzí dzedu nhema dziri kupi?	_____?
Bhúku redu dema riri kupi?	_____?
Tsápáto dzedu nhema dziri kupi?	_____?
Chirongó chedu chitema chiri kupi?	_____?
Chirongó chedù chikuru chiri kupi?	_____?
Bángá redu guru riri kupi?	_____?
Tsono yedu huru iri kupi?	_____?

Makábichi edu makuru ari kuti?	_____?
Murívó wedu mukuru uri kuti?	_____?
Mwenje yedu mikuru iri kuti?	_____?
Mwenje yedu midikí iri kuti?	_____?
Zvidhína zvedu zvidikí zviriri kuti?	_____?
Húkú dzedu dikí dziriri kuti?	_____?
Démó redu dikí riri kuti?	_____?
Démó redu idzva riri kuti?	_____?
Mbatyá dzédu itšva dziriri kuti?	_____?
Sakí redu idzva riri kuti?	_____?
Ndíró yedu itšva iri kuti?	_____?
Tsíme redu idzva riri kuti?	_____?
Mudhudhudhu wedu mutšva uri kuti?	_____?

Practice conversations.

_____	Áneṅyí mukanwa?
_____	Handizivi. Ndichaona.
_____	Áṅ katombó.
Don't let him do it again!	Usárege achíítazvé(ba).
_____	Ndicháédza, así zvinónetsa.
_____	Ah! Vana vari kutamba mumataka.
_____	Mbatyá dzásvípa here?
_____	Hongu. Dzásvípa kwázvo.
_____	Vápinzé mumbá ṅkúágézesá.
_____	Ndópfékedza mbatyá dzákáchéna heré?

Mwana ari kuchemereṅyi?

Áyáne nzara.

Haúna kumúpá kudyá heré?

Ndamúpă kudyá así haáná kumbodyá

nechínhu.

UNIT 36

BASIC DIALOGUE

- | | | |
|----|--|---|
| | -chísá | to iron (clothing) |
| 1A | Ndinódã musíkaná
àngándĩbátsírẹ́ kubika
nêkũchísá. | I need a girl to help me cook
and iron. |
| 2B | Pánẹ́ uyo ndãkaóna
kuchitóro nezúro. | There is the one I saw in the
store yesterday. |
| 3B | Íye wákángẹ́ ǎri kutsvaka
basa. | She was looking for work. |
| 4A | Wakátáura náye heré? | Did you talk with her? |
| 5B | Kwéte. Handíná kutaúra
náye. | No. I didn't talk with her. |
| 6B | Ndákángẹ́ ndĩsatí ndãziva
kuti mwáidã musíkaná. | I didn't know (yet) that you
wanted a girl. |
| 7A | Ndingámũóná heré manherú
áno? | Can I see her this evening? |
| 8B | Ndingámũdáídzẹ́ kuti
muchídã kumúóná. | I can call her if you want to
see her. |

Translate the following conversation, between two guests who have arrived for an all-day wedding celebration.

Mwasvíka ríni pánó?

Ndasvíka mangwánaní áno.

Ndangá ndichífúnga kuti ndanónoka kusvika.

Neníwo ndangá ndichífúnga kudáro.

Haúfungí heré kuti zvirí kunonoka?

Hongu, vána vākafanira kuvamba chinhambwe chàpfúúrá.

Ndíání musándíri ànóvachátisa?

Handízíví zvakánáka, así ndinófunga váGómo vànóchátisa nhási.
Ko, vaímbí várí kubvá kúpi?

Ndakádã kuṇzwá kuti várí kubvá kwáMréwa.

Oh! kwáMréwa, ticháya nõkũímbá kwákánáka.

Vánóimba zvakánáka kwázvo.

Uné chipó chákádiní?

Ndaúya nêmbhíkiri.

Iwé waúyá` népyi sêchípô chákó?

Ndaúyá` nêmachirá êpätáfura.

Áchafará` kwázvo ngeízvi zvipó.

Ndinódáírá kudáro.

Pánaṅ vanhu vákáwánda kwázvo.

Vazhínjí váchí kundosvika./ Váchĩrí kundosvika.

-pfúúrá	to pass by
chinambwe chàpfuura	a while ago
chipó (7,8)	gift
bhíkiri (5,6)	cup
-dáírá	to answer, to believe

ndangá ndichífúnga... I thought, I was thinking....

ndakádã kuṇzwá... it seems to me I heard...

-úyá na- to bring (to come with)

váchĩrí ku- they are still _____ing

Note still another prefix of the form /-chi-/, this one used to indicate that an action is still going on. It may be used with the stem /-ri/, as in /vachiri kundosvika/, or without /-ri/, but still with the infinitive prefix /ku-/ as in /vachi kundosvika/, which means the same thing.

Note also the use of the aspectual prefix /-ndo-/, which has been met previously with the meaning 'go and' (Unit 6 Note 2). Here, and in many other cases, /-ndo-/ is better translated 'still'. It thus partially overlaps in meaning the use of /-chi-/ that was discussed on the previous page.

An exceedingly important construction is illustrated in:

Wákángę ãri kutsvaka She was looking for work.
basa.

cf. Árí kutsvaka basa. She is looking for work.

and: Wákátsvaka basa. She looked for work.

Ndakángę ndĩsati I didn't know...('I hadn't
ndãziva.... known...')

cf. Handĩsatí ndãziva... I don't yet know...('I haven't
yet known...')

and: Ndákazívá... I knew...

Ndangá ndichífúnga I thought so (today).
kudárò.

cf. Ndinófunga kudárò. I think so.

The special stem /-nga/ (or /-nge/) takes any of the prefixes that are found with ordinary verb stems, except for object prefixes. The tense of the /-nga/ form fixes the general time of the whole verb phrase. The verb that follows /-nga/ is always in one of the participial forms, either the type that is characterized by /-chi-/ (as in the last of the above examples) or the type that is characterized by a special tonal pattern (as in the other examples given at the beginning of this note). The tense of the verb that follows /-nga/ sets the action of the verb with relation to the general time that was established by the tense of the /-nga/ form. Thus, if on Tuesday we said:

Vásvíka. They have arrived.

then on Wednesday, talking about the same arrival, we would say:

Vákángę vāsvika. They had arrived.

and on Monday we might have said:

Vánózonę vāsvika. They will have arrived.

1. Single verb vs. verb constructions with /-nga/.

!Have they begun to eat?!

!When we arrived, they had already begun to eat.!

kuvamba kudyá

Vávámba kudyá heré?

Izvo tāsivika, vángę vātóvambá kudyá.

kupédzá kudyá

Vápědzǎ kudyá heré?

Izvo tāsivika, vángę vātopedza kudyá.

kuenda kumuchato

Váénda kumuchato heré?

Izvo tāsivika, vángę vātoenda kumuchato.

kuwaridza mibhedha

Váváridza mibhédha heré?

Izvo tāsivika, vángę vātowaridza mibhédha.

kubura sadza

Vábúra sadza heré?

Izvo tāsivika, vángę vātobura sadza.

kugara pasí

Vágara pasí heré?

Izvo tāsiviká, vángę vātogara pasí.

kubúdá mumbá

Vábǔdǎ mumbá heré?

Izvo tāsivika, vángę vātobúda mumbá.

kuténgésá`húkú

Váténgěsǎ`húkú heré?

Izvo tāsivika, vángę vātóténgésá`húkú.

2. Verb phrases with /-nga/, with the /-nga/ form in the relative mood.

'I saw the person who had been ploughing.'	'Who had been ploughing?'
Ndakáõnă munhu wàkángę ări kurima.	Ndíaní wàkángę ări kurima?
Ndadănzwă munhu wàkángę ări kutaura.	Ndíaní wàkángę ări kutaura?
Ndapzwá munhu ărí kutaura.	Ndíaní wàngă ări kutaura?
Ndabátsíră munhu ărí kurima.	Ndíaní wàngă ări kurima?
Íye ánõzõngă ăneta.	Ndíaní ànózõngă ăneta?
Íye ánõngă ăkafanira kutíbátsíră.	Ndíaní anõngă ăkafanira kutíbátsíră?

3. Verb phrases in which the /-nga/ form has the prefix /-no-/
[or, depending on dialect, /-ne-/].

'The children's clothes aren't dirty yet.'	'But they will be ('will have gotten') dirty [by] this evening.'
Mbatyá dzêvănâ hadzísatí dzăsvipa.	Así dzínõngă dzăsvipa manherú.
Handísatí ndănetá.	Así unõngă wăneta manherú.
Idzi mbatyá hadzínă kuómă.	Así dzínõngă dzăoma manherú.
Haúsatí wăpedza heré?	Ndinõngă ndăpédza manherú.
Parafíni haísatí yăpera.	Así ínõngă yăpera manherú.

4. The 'persistent' use of /-chi-/. [The student should complete the English translations, and then use them as cues for giving the Shona sentences.]

Vaná vábũdă heré muchikóro?	Have the children come out of the school?
-----------------------------	--

<p>Kwéte. Váchímwó. Váchĩri kufúnda.</p> <p>Muchato wáti wāvamba heré?</p> <p>Kwéte. Váchĩri kumírírá musándíri.</p> <p>Manéta wápědzísă basa ráké heré?</p> <p>Kwéte. Áchĩrí kutsváíră mumbá.</p> <p>Babá wáti vădzoka heré?</p> <p>Kwéte. Váchiri kumunda.</p>	<p>No, they're still in there. They're still studying.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

5. /-ngă/ forms in indicative, relative, and participial moods.

<p>Wákángę ăsingagoní kutíbátsíră.</p> <p>Ndíanı wákángę ásingágoní kutíbátsíră?</p> <p>Ngényi ăkángę ásingagoní kutíbátsíră?</p>	<p>He wasn't able to help us.</p> <p>Who wasn't able to help us?</p> <p>Why wasn't he able to help us?</p>
---	--

<p>Wákángę ásingazíví kuchaira.</p> <p>Ndíanı wákángę ásingazíví kuchaira?</p> <p>Ngényi ăkángę ásingazíví kuchaira?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

<p>Wánga ásingadí kuenda.</p> <p>Ndíanı wángă ásingadí kuenda?</p> <p>Ngényi ăngă ásingadí kuenda?</p>	<p>_____</p> <p>_____</p> <p>_____</p>
--	--

6. [The student should examine the following sentences carefully, describe the grammatical points which they illustrate, and practice the sentences, using cue words or phrases in English or in Shona.]

Árí kutsvaka basa heré?

Haárí kutsvaka basa.

Wákángę ǎri kutsvaka basa syóndo yákápěřǎ.

Murí kutsvaka basa heré?

Handírí kutsvaka basa.

Ndakángę ndírí kutsvaka basa syóndo yákápěřǎ.

Varimi várí kurima heré?

Haváří kurima.

Vákángę vǎri kurima syóndo yákápěřǎ.

Murí kukanya zvidhína heré?

Hatírí kukanya zvidhína.

Takángę tíri kukanga zvidhína syóndo yákápěřǎ.

Reading and conversation practice. [The student should translate the following material, converting it into the same format as that of the practice conversations on pages 29-31.]

Manheru Manéta, manheru.

Ndakanzwa kuti waida basa.

Hongu ndaida rókugeza nókuchisa.

Hongu, ndakambobika zvisihoma.

Ungadą here kubika?

Ndingabvirę kufara kana mũine basa.

Munoda kuti ndivambe rini?

Ungauye zvako syondo inoiyayo Chitatu.

Ndinozonga ndichikupa _____.

Ndinozonazve ngebasa rako nokugara kwako.

Ndiri kuda kuchisa nhasi.

Ndinochisira kupi?

Enda zvako mumupanda umo.

Uri kuchisa zvakanaka here?

Hongu ndiri kuchisa zvakanaka.

Ndingamboona izvo uri kuchisa?

Hongu mungamboona zvenyu.

Ah! uri kubvira kuchisa zvakanaka

Ndafara kwazvo ngekuchisa kwako.

Hauoni here kuti simbi iri kunyanya kupisa?

Handifungi kudaro.

UNIT 37

BASIC DIALOGUE. [The student should develop the following raw materials into a form which he can learn as the basic dialogue for this unit. The conversation is between a foreigner and the father of a bright boy who is just finishing secondary school.]

Ndimwi Baba vaJohn here?

Munofungeyi ngeṃwana wenyu?

Ndiri kunetseka chaizvo.

Mwana wenyu muzivi chaiye.

Ndezvo chokwadi, asi ndashaya chekuita.

Hamungaedzi here kuti apamhidzire?

Mwoyo unoda asi mari handinaba.

Mwakamboedza kumutsvagira nzvimbo here?

Ndaedza kazhinzhi, zvino ndaneta.

Mungada here kuedza mhiri kwegungwa?

Dai zvichibvira ndaingazvida kunyanya.

Mwaida kuti azofunde basaṃyi?

Ndaidisa basa rḡhuroya.

-netseka	to be worried, bothered, tired
(cf. -netsa	to worry, bother, tire)
(cf. -neta	to become tired)
chókwadí (7)	truth
-pámhídza	to continue, repeat
mw-òyò (3,4)	heart
-tsvaga	(=/-tsvaka/)
mhìrì (9)	side (of a river, street, etc.)

gùngwà (5,6)	sea
huroya (14)	the work of being a lawyer
-bvira	to be possible
mhiri kwegúngwa	overseas

Note the position of the infinitive /kunyanya/. This same verb was met in Unit 9, followed by the infinitive of another verb. Here, with what is apparently the same meaning, it is the infinitive of /-nyanya/ that stands last, and an inflected form of another verb that precedes it.

Note also the construction with /dài/:

Dài zvichíbvíra ndàíngazvídǎ. If it were possible, I'd like it.

compare also:

Dài uchídǎ kufúnda waífúndírǎ mabhúku.	}	If you want/wanted to study, you'd study books.
Dài wáíngadǎ kufúnda wáíngafúndírǎ mabhúku.		

1. Review of concords. [The student should devise his own cues, either in English or in Shona, and practice giving these sentences in response to those cues.]

Vatúngámíri varí mumbá.	Ndakúónérá nzvimbo.
Mumbá ípí?	Nzvimbo ípí?
Mumbá iyo.	Nzvimbo iyo.

Wakáfǎnǎ kupeta chibháró.	Iri basa rínondínétsa.
Chibháró chípí?	Basa rípí?
Chibháró chemómbe.	Basa rêkũnyórá.

2. The conditional construction with /dái/. [As in Exercise 1, above, the student should practice these sets of sentences, using cues of his own devising.]

Nditsvakirewo basa.

Handirioniba.

Dai uchiriona ndaizofara.

Ndienderewo kudhibi nhasi.

Handina nguva.

Dai uchida ndaizoenda syondo inouya.

Ndipewo mbeu yenzungu.

Handichina; yakapera.

Dai ndichinayo ndaikupa.

Titengeserewo nyama nhasi.

Yapera mangwanani ano.

Dai ichimwo ndaifara kumutengesera.

Ndítèngèrényiwó sípo kuchitóro.

Handíendí kuchitóro nhasi.

Dái ndáìngáénda kuchitóro, ndaíngakúténgérá.

Ndítaúríre zítá ráké.

Handírízívi.

Dái ndáírízíva, ndaíkútaúririra.

Ndípewó marí.

Handíná marí.

Dái ndíínáyo ndaíkŭpá.

3. Relationship between verb and abstract noun of Class 14.

'The wives are learning to cook.'

'Oh, so they're studying cookery are they?'

Vadzimáí vánofúndá kubika.

Vánofúndá ubikisú?!

Majahá ánòfúndá kuchaira.

Vánofúndá uchairisú?!

Vakómaná vánofúndá kuweza.

Vanófúndá uwezisú?!'

Varimi vánofúndá kurima.

Vánofúndá urimisú?!

Vasíkaná vánofúndá kurera vaná.

Vanofunda ureri kwâvânâsú?!

4. The prefix /nge-/ (or, depending on dialect, /nde-/) before a syllable that contains the linking prefix.

Vaimbi vane bhúku.

Hánzvádzi yángu íne húkú.

Bhuku ndéraaní?

Huku ndedzaani?

Nḡeraváimbí.

Nḡédzehánzvádzi yángu.

Babá vane démó.

Máí vane tutsono.

Démó ndéraaní?

Tutsono ndétwaaní?

Nḡérababá.

Nḡétwamáí.

5. The prefix /ch-/ (Cl. 7) plus linking prefix, plus the infinitive of a verb.

!What shall I do now?!
!I lack something to do.!

!I lack something to do.!

Ndóíteṅyí?

Ndasháya chòkúita.

Ndógéza ngéṅyí?

Ndasháya chòkúgezesa nácho
(ndícho).

Ndóénda n(a)aní?

Ndasháya wòkúénda náye.

Ndóyǒra ngéṅyí?

Ndasháya chòkǔnyórésa nácho

(ndícho).

Ndíání àchándǐbátsírá?

Ndasháya ànóndǐbátsírá.

6. The prefix /kà-/ in expressions of frequency.

!How many times a week do you go to the store?!

!We go three times.!

Pavhíkí munóenda kanganí kuchitóro?

Tinóenda katatú.

Pavhíkí munóenda kanganí kuchéchi?

Tinóenda kayirí.

Pavhíkí munóenda kanganí kudhíbhi?

Tinóenda kámwé.

Pamwedzǐ munóenda kanganí kudhorópa?

Tinóenda kagúmí.

Materials for additional practice.

Urí kufúnda zvakánaka here?

Húnde ndírí kufúnda zvakánaka kwázvo.

Mufúndísí wákó ndíaní?

Mufúndísí wángu ndíváDombó.

Oh! Dombó, unó mufúndísí wakánaka kwázvo.

Ndinófunga ucháva nòkǔfúndá kwákánáka.

Munósona kanganí pasyóndo?

Tinosona kayirí pasyóndo: Musumbunuko nêChĩsháñũ.

Amwe mazúvá munóitepyí?

Chipirí tinóenda kundogeza, Chitátú kundochísá.

China tinóenda kumunda wêmürívó.

Urí kufará heré kuvá pánó?

Ndirí kufará kwázvo. Así dzimwe ngúvá ndinófunga vabereki vāngu.

Urí mumbá ípí?

Ndakáíswa mumbá yáKháma.

Mutúngámíri wényú ndíani?

Tiné vatúngámíri vairí, mukóma Ríngísái naTambúdzái.

UNIT 38

DIALOGUE MATERIAL. [The student should use his own initiative in deciding how to study the short dialogues given below. The goal is to incorporate into his own repertoire the words and the grammatical constructions which they contain.]

Ndanyórá tsamba dzókúmushá. I've written a letter (of to) home.

chitámbi (7,8) stamp

Zvitámbi ndingázvĩóná`pápĩ? Where can I get stamps?

Izvo mwãti murí kuenda kudhoróbha. As you said, you are going to town.

rùtìvì (11,6) side

Post Office írí murùtìvì mweMain Street. The post office is on Main Street.

Ndíaní àrí kuenda kuRailway Station? Who is going to the Railway Station?

Tom wákámbóti manheru ndirí kuenda. Tom mentioned last night that he was going.

-bvunza to ask

mudzíyó (3,4) furniture, household goods, utensils

Ángandíbvúnzírãwó heré midzíyó yángu? Can you ask [for] my things for me?

zvíyã ~zvíyã by the way

Zvíyã nzira yácho írí pápĩ? By the way, which (where) is the way to (of) it?

ÍrÍ panhasÍ pámuDzvítÍ.	It is below the Native Commissioner['s].
panhasÍ (16)	below
ÍrÍ panhasÍ zvishoma péBank.	It's a little below the bank.
Munazobvunza mukangę mwãsvika.	You'll have to ask when you (have) arrive(d).
Ndípo pànótúmírwá tsamba heré?	Is that where letters are sent?
-chímídzá	to hurry
Hóngu. Chímídzái, váyá kupfígá.	Yes. Hurry, they're closing.
<hr/>	
-terera	to pay tax; to obey, submit
Ndinódã kundotèrera mótokari yangu.	I want to go pay the tax my car.
Zvíyá ndípo tĩnopinda muMain Street?	Oh, is that where we enter Main Street?
Ah! Mwátáura.	Right! (You have spoken)
Zvákanángísána neCecil Hotel.	It faces the Cecil Hotel.
Kuti ndikasaenda sondo rino haingafámbĩ.	If I don't go this week, [the car] can't go [on the roads].
<hr/>	
Ndafúnga kumboenda kuHaráre.	I thought I'd go over to Salisbury.
Kúnepyíko nhasi?	What is [going on] today.
Musangano úyazvé wákátáurwa.	That meeting that was spoken about.
-kángánwá	to forget
Hóngu! Ndagá ndãkanganwa.	Oh yes! I'd forgotten.

Únóitirwepí zviya?	Where will it be held, by the way.
Únózóngã ũri paChristian Centre.	It will be at the Christian Centre.
Kubva tózoṅzwá mwãuya.	Then we'll hear [about it] when you come [back].
Así handípăzivĩ.	But I don't know the place.
<hr/>	
Ndicháénda Péniranga.	I'm going to go to Penhalonga.
Kúneṅyíko zviya?	What's going on?
Ndinódâ kumbòndòténgésá.	I want to go and do a little selling.
Hóngu, mbatáta dziya heré?	Oh, yes [to sell] those potatoes?
Ndakádzíchéra nezúro.	I dug them yesterday.
Ndinódáirá dzínṅ muténgó wákánáka.	I hope they bring (have) a good price.
Zviyá vannoténgá heré muzvitóro?	By the way, do they sell them in the stores?
Zvishoma, así pamusika.	Not much, but [they do] at the market.
<hr/>	
Máí vápĩsă`hémbé yávó.	Mother burned her dress.
Ípi yácho?	which one?
Yavo nhemá íya.	That black one.
Simbí haíri kusándá zvákánáka.	The iron isn't working right.
Dáídzáí mugadzirisi.	Call the repairman.
<hr/>	

gògògò	(said in lieu of knocking, to seek admittance to a house or room)
Gógógoyí MáíJongwé. Pindáí`zvényú.	May I come in, Mrs. Jongwe? Come in!
kwaiwai/kwaziwai	(a greeting)
Kwáíwáízve shéwe!	Hello!
Ndaúwe!	(Courteous expression used by women)
shúmba (9,10)	lion
Nyamazvé shéwe shúmba!	(Courteous greeting reflecting the fact that the greeter is a woman and that the totemic affiliation of the person greeted is the lion.)
humbá (9,10)	bush pig
Nyama shéwe humbá!	(Same, except that the totemic animal of the person greeted is the pig.)
-rwárá	to be ill
Muchídíní kurwárá?	How are you feeling now? (How are you now doing to be ill?)
Áiwá, zvirínáne chaízvo.	Oh, it's much better.
<hr/>	
Várără sényi MáíMutí?	How is Mrs. Muti? (How did Mrs. Muti sleep?)
Áiwáwo n̄ási vambóti rárenyí.	Oh, last night she slept a little better.
-sìmbà	to become strong
Así havásatí v̄sìmbá.	But she's not strong yet.
Ndicháũyř kuzováóná.	I'll come to see her.
<hr/>	

The dialogues for this unit illustrate several grammatical situations in which the element /zv-/ is used without reference to any antecedent noun in Class 8. These uses of /zv-/ may be loosely described as 'adverbial'.

- (a) panhasí below
panhasí zvishoma a little below
- (b) kusándá zvàkanaka to work well
- (c) zvíyá ~ zvíyà by the way
cf. zvitámbi zvíyà those stamps [that we both know about]
chitámbi chíya that stamp
- (d) Pìndáí' zvényú. Come in.

The demonstrative stem /~ya/ is illustrated several times in the dialogues for this unit.

- musangano úya that meeting (that we were talking about, or that we both know about)
- mbatáta dzíya those potatoes (that we both know about)
- nhemá íya that black one (that you've seen)

Although this is called a 'demonstrative' stem, it has nothing to do with distance or direction, but implies that the identity of the person or thing referred to is common knowledge of both speaker and hearer.

Some further examples of the use of /~ya/ are:

Mukómaná úya wòmṽákáóna ṽákáúyá.

'That boy that you saw came.'

Bhúku ríya rēwākaténga rákarásíka.

'That book that you bought got lost.'

Chitámbi chíya chānézúro ndakáchlóná.

'That stamp (of) [that we were looking for] yesterday, I've found it.'

This stem together with the prefix /zvi-/ produces a word which occurs several times in these dialogues. It has the expected tonal pattern /zvíyà/ except when it precedes the main part of the sentence, in which instances it is /zvíyá/.

One of the dialogues for this unit contains a new kind of verb form:

vátì rárènyí she slept

the word /rárè/ is called the 'ideophonic' form of the verb whose stem is /-rará/. In the example cited above, the courteous element /-nyí/ has been added to it.

The ideophonic form of a verb seems always to occur after either the infinitive or some other form of the special verb /-ti/. It is formed with /-e/ as the final vowel. The tonal pattern has basic tone on the first syllable (i.e. high for high verbs, low for low verbs), and (at least in some varieties of Shona) with alternating high and low tones on the remaining syllables:

High verbs:	kùrará	rárè
	kùchísísá	chísìsé
Low verbs:	kùswèrà	swèré
	kùpùkùtà	pùkùtè

In Unit 24, the tense with the non-initial prefix /-chi-/ was introduced. This tense is said to be 'dependent' because a verb in this tense cannot be the only verb in a sentence. It was called 'participial' because in many of its uses it is comparable to the tonally-derived participial forms.

There is another dependent tense in Shona, illustrated in:

...mùkàngè mwãsvika. ...when/if you (have)
arrive(d).

and the corresponding negative in:

Ndìkàsàèndà... If I don't go.....

The characteristic prefix for this tense is /-ka-/, which of course has the same consonant and the same vowel as the prefix for the hesternal tense (Unit 6, Note 1). The two tenses differ, however, in that:

- (1) the subject prefix syllable does not contain the vowel /-a-/:

ndìkaenda if I go

but: ndakáenda I went (before today)

- (2) the tones of /-ka-/, and of the subject prefix are low, regardless of the person of the subject:

vàkaenda if they go

vákáenda they went (before today)

The tone of an object prefix in this tense is high, and the verb stem itself has its basic tone.

1. Use of concordial prefixes with the stem /~yà/.

‘Have you seen that boy (that we were talking about)?’

mukómaná Waóná mukómaná úya heré?

váimbí Waóná vaimbí váya heré?

mushongá Waóná mushonga úya heré?

mití Waóná miti iya heré?

jírá Waóná jira riya heré?

maṭaka	Waóná maṭaka áya heré?
chitámbi	Waóná chitambi chiya heré?
zvipó	Waóná zvipó zviya heré?
hémbe	Waóná hembe iya heré?
tsápáto	Waóná tsapato dziya heré?
rwizí	Waóná rwizi rúya heré?
kabhudhura	Waóná kabhudhura káya heré?
tukúkú	Waóná tukuku túya heré?
uswá	Waóná uswa húya heré?
chirembá	Waóná chiremba úya heré?

2. Sentences that contain the ideophonic forms of some verbs.

Vámbóti ráreṅyí.	She's a little better [than yesterday].
Vámbóti sweréṅyi zvávó.	They're a little better this afternoon [than in the morning].
Ndambóti garéṅyiwó.	I've done a little more sitting [than before].
Vámbóti rimérimé kupinda nezúro.	They've done a little more plowing than yesterday.

Musíkaná haáná kupukuta zvakánáka.

Ngááti pukúte zvishoma.

Musíkaná haáná kuchísá zvakánáka.

Ngááti chísisé zvishoma.

Vasíkaná haváná kuchenesa mbatyá.

Ngáváti chenésése zvishoma.

Vakómaná haváná kuchengeta ṁombe.

Ngáváti chengétése zvishoma.

Vasíkaná haváná kutsváírá zvakánáka.

Ngáváti tsváírisé zvisihoma.

Babá haváná kugadzira dangá zvakánáka.

Ngáváti gadzíríse zvakánáka.

3. The dependent tense with /-kà-/.

‘Maybe he will go.’

‘If he goes, I can go also.’

‘If he doesn’t go, I can’t go either.’

Zvimwe ácháenda.

Akaenda ndingáéndawó.

Akasaenda handíngáendíwo.

Zvimwe áchafará.

Akafará ndingáfárawó.

Akasafará handingafáriwó.

Zvimwe áchadáídzwá.

Akadáídzwá ndingádaidzwawó.

Akasadáídzwá handíngadáidzwíwo.

Zvimwe áchadáro.

Akadáro ndingádarówo.

Akasadáro handíngadárówó.

4. Further examples of the dependent tense with /-kà-/.

Ukamúóná unamúdáídzá.

If you see him, (you must) call him.

Chikóro chikangę chãpera ndicháũyă.	When school is out, I will come.
Mukamútaurira ánoꝓzwá.	If you talk to him, he listens/ understands.
Ndikangę ndãgona ndinózðenda.	If I can, I'll go.
Akabvuma ndinómũtú má.	If he agrees, I will send him.
Zvikadá, ndicháénda kwáMréwa.	If (it is) possible, I will go to Mrewa.

5. The dependent tense with /-kã-/ vs. the /-cha-/ tense of the same verb.

‛She'll agree to cook sadza.‛

‛If she refuses, I'll report her to Mother.‛

Achávúma kubika sadza.

Akaramba ndichámũtaurira kunáMái.

Áchaváká imbá yédú.

Akaváká, tichámũpá marí.

Áchápukuta ndíró.

Akapédzá áchatámbá.

Áchaúngánídza ꞡombe.

Akangę ãpédza áchadziúnzá kudangá.

6. The dependent /-kà-/ tense in verb phrases with /-ngã/.

'School isn't over yet.'

'When it is over, I'll come.'

Chikóro hachísatí chãpera.

Chikangẽ chãpera ndicháũyã.

Babá havásatí vãdzoka kudare.

Vakangẽ vãdzoka ndichákũtáurira.

Hárí haísatí yãzara.

Ikangẽ yãzara ndicháréga.

Kunzé hakúsatí kwáchena. The rain hasn't cleared up.

Kukangẽ kwáchena, Baba vácháenda kujana.

Ngúvá haísatí yãkwana.

Ikangẽ yãkwana, tichápfigã.

UNIT 39

[The basic material for this unit consists of an assortment of short texts, some in dialogue form, some in the form of monologues, and some in the form of miscellaneous useful sentences. As in Unit 38, the student should use his own initiative in deciding how to study them. As always, the goal is to make the words and the grammatical constructions his own, so that he can draw on them when he listens to Shona, speaks it, or reads it.]

zienza (21)	}	rainy season
maenza (6)		
Zienza rínónaya	}	[In] zienza it rains hard.
Maenza ánónaya		
mvúra kwázvo.		
Ndwizí dzínozará`kwázvo.		The rivers are very full.
Makombá ánövamba.		Gullies get started.
Varimi vánodyará`mbésa.		The farmers plant crops.
Ḥuswá húnokúra.		The grass grows.
chipfúyó		livestock
-kòrà		to become fat
Zvipfúyó zvinokora.		Livestock gets fat.
zánhí (5,6)		leaf
Mití yósé inoita mazánhí		All the trees put out new leaves.
matsvá.		
Zvikóro zvósé zvinopfígwá.		All the schools are closed.
<hr/>		
chirimo		hot season, spring [NB seasons in Mashonaland are not directly comparable to seasons in the northern hemisphere]
Chirimo kúnopísá`kwázvo.		[In] chirimo it is very hot.
Pasí pánóngá pãya kupísá.		The earth is now hot.

-tumbùkà	to burst out, to flower
Uswá húnótumbuka.	The grass blooms.
hángá (9,10)	guinea fowl
-kàndà	to lay eggs
Hángá nedzímwe shiri dzínókanda.	Guinea fowl and other birds lay eggs.
marindá (6)	protection [of fields from wild animals]
Ndíyo ngúvá yemárindá.	This is the time for protecting [the fields from baboons].
Zúvá rínóngá rísíngachapísi.	The sun is no longer hot.
hosha (9,10)	disease
rumhungwe (11)	malaria, blackwater fever
Kúnóíta hòshà yórúhungwe.	There is malaria.
Mití nòhŭswâ zvínóómá.	Trees and grass wither.
-dziyá	to have, or cause to have, a temperature above normal
Tinópřěkǎ zvinódzŭyǎ.	We put on warm [clothing].
chirimwá (7,8)	that which has been culti- vated
Vanhu vánoténgésá zvirimwá.	People sell what they have grown ([things] cultivated).
<hr/>	
matsútsó (6)	season when crops are about to ripen
Mumatsútsó tinódyǎ zvitsvá.	In matsutso we eat fresh [things].
Mbésa dzǐsé dzínóibva.	All crops ripen.
chando (7)	cold; the cold season
-tónhórá	to be cold
Chando chínotónhórá kwázvo.	[The season of] chando is very cold.

chipuká (7,8)	wild animal or reptile
shiri (9,10)	bird
-támá	to change residence
Zvipuká nedzímwe shiri zvínótámá.	Animals and some birds migrate.
-púpúrá	to reap
Mbésa dzínopúpúrwá.	Crops are harvested.
-tímbá	to plough for second time
Varimi vánótímbá minda yávó.	Farmers do their winter plowing.
mapitsé (6)	competition
Zvikóro zvínóita mapitsé.	Schools have competitions.

Chirimo kúnopísá kwázo.	It's very hot in chirimo.
-sambira	to float, swim
Vaná vánosambira.	Children swim.
shizha (5,6)	leaf
Uswá nãmáshizha zvínóngá zvãoma.	Grass and leaves wither.
Zvipfúyó zvínóshaya kudyá.	Livestock lacks food.

Yásvíka ngúvá yêmũpfúdze.	The time for fertilizing has arrived.
Murí varimisu pánó?	So you're farmers here?!
Tirí kundoedzawó zvédú.	We do our best.
Chínyi chínónyanya kudíkánwá?	What is most necessary?
Kuti uchídá kurima, óná kuti uné zvôkũsándísá heré.	If you want to farm, be sure whether you have tools ('[things] to use').

Ndinódawó p̄kúrìma muriwo.	I'd like a place to raise muriwo.
Mbéú m̄wayá nadzó heré?	Do you have any seeds?
-tutsira	to add
Ndiné shoma; ndingázótutsira.	I have a few. I may add [some] later.
badzá(5) mapadzá(6)	hoe
Icho ndĩsina íbadzá.	What I lack is a hoe.
Ivú répánó rínodísá	The soil around here really needs
mupfúdze.	fertilizer
zvé	in addition, besides
Zvé, rínodá mvúrá zhínjí.	Also, it needs a lot of water.

-kwáná	to suffice, be enough
Tavérenga zvákákwănă.	We've read enough.
Ngátíchimbóise mabhúku pasí.	Now let's put our books down for a bit.
Murí kukásíkíra mufúndísi (mudzídzísi).	You're going [too] fast, teacher.
Ngátivérengenzvé pámwé. mubvunzo (3,4)	Let's read again together. question
Ndíaní àchí nemúbvunzo?	Who still has a question?
Tazónàtsa kunzwá.	We understand quite well now.
Mangwánaní shéwe.	Good morning.
Mangwánaní chirombówe. hópé (9,10)	Good morning. face; sleep, dream
Dzéhõpezvé chirombówe?	How did you sleep? [Used with travelers/visitors who have come to a place]
-púmúzá	to take a rest on a journey
Áiwá, tapúmúzá.	Well, it's over with.

Mwarárawó zvakádiní muviri Did you get a good rest?
wényú úya?

Áiwá, zváya kubvira kuvá. Oh, very much better.

usíkú (14)

night

Mwaranzwá sényi kutónhóra (How) did you feel the cold last
usíkú? night?

I! Chádzíka chósé nhasi! Say! It [the frost?] all came
down today!

Munótámátama heré? Do you change residence often?

Ah! Tinótámátama kasingapéri. We move constantly. (We move
times without end.)

Takátămă kashănŭ pamakoré We've moved five times in the last
maséré akápěřă. eight years.

Ah! Zvínhu zvínónetsa izvi! Oh, that's a nuisance!

Hapána zvókúita. There's nothing to do [about it].

Munómbofunga ngéhămă dzényú Do you ever think about your
heré kumushá? relatives at home?

Hóngu. Tinódzióná kana Oh yes. And we go to see them
tichínga tãenda kuU.S.A. whenever we are in the U.S.

Vákámboúyá kumuóná heré murí Have they ever come to see you
kúnó? (while you are) here?

Hazvímbóitíki! Kufámhá It's impossible! Travel is
kúnodá marí. very expensive.

Mungátiudzë nõkúsanduka Tell me about the change of seasons
kwéngŭvă pagoré heré? [in America]?

- Tinḡ kusanduka kuna, We have four changes, namely spring,
 kwàkádái nge spring, summer, summer, fall and winter.
fall, winter.
- 'Summer' yákadái ngezíenza Is summer like zienza?
 heré?
- Hazvíná kunyatsoenzana(ba). They're not very similar.
- Mu'summer' hamúnyanyónayi. In summer it doesn't rain very
 much.
- Zvé, múnóti píse kunyanya. Besides, it's very hot.

Note that the stem /~mwè/ corresponds both to English 'some' and to English 'other'. It differs tonally from /~mwé/ 'one'. Also, /~mwè/ usually precedes the noun that it goes with, while /~mwé/ usually follows the noun.

Note the use of /zvimwe/ by itself as an 'adverbial' modifier, corresponding to English 'perhaps'. In this respect, cf. Unit 38, Note 1.

In the sentence /zúvá rínóngá rísíngachapísi/, the prefix /-cha-/ corresponds to English 'still', and does not have future meaning. Compare Unit 7, Note 1.

1. Concords with /~mwè/ 'some other'.

'Is that shirt warm?'

'It isn't very warm.'

'Buy another that is warm.'

Iyo hémbé ínódzíyá heré?

Haínatsí kudzíyá.

Téngá imwe ínódzíyá.

Idzo tsápáto dzínódzíyá heré?

Hadzínatsí kudzíyá.

Téngá dzimwe dzínódzíyá.

ngowání	Iyo ngowání ínodzíyá heré? Háínatsí kudzíyá. Téngá imwe ìnódzíyá.
bhurúkwa	Iro bhurúkwa rínodzíyá heré? Harínatsí kudzíyá. Téngá rimwe rìnódzíyá.
mbatyá	Idzo mbatyá dzínodzíyá heré? Hadzínatsí kudzíyá. Téngá dzimwe dzìnódzíyá.

In Unit 32, Note 1, we met one group of nouns which are derived from verbs. These were the agentive nouns, in Classes 1 and 2, with the final vowel /-i/. Several other types of nouns that are related to verbs occur in the basic materials for this unit:

	chirimwá (7,8)	something cultivated
cf.	kùrimwà	to be cultivated
and:	chìnórimwa	that which is cultivated
	mubvùnzò (3,4)	question
cf.	kubvùnzà	to ask
	chirimò (7,8)	a season for agriculture
cf.	kurimà	to cultivate, plough
	mapitsè (6)	competition
cf.	kupìtsà	to reply, boast of
	marindá (6)	season for protecting
cf.	kurindà	to guard, protect

2. Various crops, with verbs appropriate to them; participial vs. idephonic forms of the verb.

‘Have the potatoes been dug?’

‘Just a little.’

Mbatáta dzáti dzãcherwa heré.

Dzámbóti cherwé zvishoma.

Zviyó zváti zvãchekwa heré?

Zvámbóti chékwe zvishoma.

Shushururu dzáti dzãibva here?

Dzándóti íbve zvishoma.

Mbésa dzáti dzãpupurwa heré?

Dzándóti púpurwé rutivi. (‘in part’)

Jangano ráti rávambwa here?

Rándóti vambwé chinhambwe chàpérá.

Chibarwé cháti chãbviswa mumunda heré?

Chámbóti bviswé zvishoma.

3. Linking prefix followed either by the infinitive or by the participial form of a verb.

Tinódyará magwére ngúvânyĩ? [At] what time do we sow maize?

Muzienzá ndíyo ngúvá

yôkũdyará.

In zienza (,that) is the time of sowing.

Tinópúpúra ngúvânyĩ?

When do we reap?

Muchando ndíyo ngúvá

yôkũpúpúra.

In chando, (,that) is the time of reaping.

Tinórima ngúvânyĩ?

When do we plough?

Mumavambo ezíenzá ndíyo

ngúvá yôkúrima.

In the beginning of zienza is the time of ploughing.

Tinótímbá ngúvânyí?	When do we plough for the second time?
Tãpedza kupúpúrá ndíyo ngúvá yôkútímbá.	When we have finished harvesting is the time for reploughing.
Tinódirira ngúvânyí?	When do we water?
Tãpedza kudýará ndiyo nguva yetĩnodirira.	When we've finished sowing is when we water.
Tinópfeka dzinódziyá ngúvânyí?	[During] what period do we put on warm [clothes]?
Pachando ndíyo ngúvá yetĩnopfeka dzinódziyá.	('In cold [weather] is the time of our putting on those [clothes] that are warm.')
Tinochera mupfundze ngúvânyí?	When do we dig [?] manure/fertilizer?
Kuvamba kwechírimo ndíyo ngúvá yetĩnochera mupfúdze.	The beginning of <u>chirimo</u> is the time when we dig [?] fertilizer/manure.

4. Two contrasting kinds of verbal phrase.

mumbá	Mumbá múchí kutónhórá heré?	Is it still hot in the house?
	Kwéte. Mváyá kudziyá.	No, it's cool now. ('In is cool now.')
mvúrá	Mvúrá yáyá kupísá heré?	Is the water hot now?
	Kwéte. Íchí kutónhórá.	No, its's still cold.
zvidhína	Zvidhína zvíchí kupísá heré?	Are the bricks still hot?
	Kwéte. Hazvíchí kupísá. Zváyá kupórá.	No, they're not still hot. They're cool now.
hárí	Háří yápóřá heré?	Is the pot cooled off?
	Kwéte.. Íchí kupísá.	No, it's still hot.

ivú	Ivú rátõnhõrǎ heré? Kwéte. Ríchí kupísá.	Has the earth/soil cooled off? No it's still hot.
mapfíhwa	Mapfíhwa áchí kupísá heré? Kwéte. Átõnhõrǎ. /Ápõrǎ.	_____
bhíkiri	Bhíkiri rápõrǎ heré? Kwéte. Ríchí kupísá.	_____
pachotó	Pachotó pátõnhõrǎ heré? Páchí kudziyá.	_____
kófi	Kófi íchí kudziyá heré? Kwéte. Yáyá kutónhórá.	_____
símbi	Símbi yáyá kutónhórá heré? Kwéte. Íchí kupísá.	_____
mbatáta	Mbatáta dzáyá kudziyá heré? Kwéte. Dzíchí kupísá.	_____
nyama	Nyama yáyá kupórá heré? Kwéte. Íchí kupísá.	_____
kunzé	Kunzé kúchí kutónhórá heré? Kwéte. Kwáyá kudziyá.	_____

UNIT 40

[Unit 40 consists of two medium-length dialogues, followed by a large number of two-line conversational fragments. The former contain new vocabulary, but the latter are intended as review of vocabulary that has occurred in earlier units. The student should use the blank right-hand column on each page for writing in English translations, or cues of other kinds, so that he may practice producing the Shona sentences.]

Ndakáténgá`hémbe itsvá.
 Wàkáténgá yàkaita sényi?
 Ndakáténgá`zvangu chená.
 Makórókótó wená wàáne hémbe
 itsvá!
 Ndiné urombó nokúti handína
 kuóná iyo ndáida.
 Waída yàkadini?
 Ndaída ìne mavará machená
 ñamátsvukú.

Ndaóná mukómaná ãri kumhanyísá
 motokari.
 Wánga achíéndepí?
 Handízíví, zvimwe kuTsonzó.
 Wánga ãine mótokari yàkaita
 sényi?
 Wánga ãine mótokari tsvukú.

makórókótó

(an expression of felicitation
 or congratulation)

tósé	(the usual answer to the above; literally 'all of us')
urombó (14)	sorrow
wená	(a word for 'you (sg.)' not found in the Shona dictionary, but pre- sent in some other Bantu lan- guages to the south and east of Shona)
mavára (6)	} colour
muvára (3,4)	
~tsvukú	red, brown, etc.
-mhányá	to run, go fast
páchipámwé	(an expression used when meeting a person who has already been greeted on the same day)

TWO-LINE FRAGMENTS
OF CONVERSATIONS

1. Mai wakwidibira sadza.
 2. Rega usabate.
-

1. Mwasvika rini pano?
 2. Ndasvika mai vāchi
kukubvura sadza.
-

1. Ndiri kutengesa nhanga.
 2. Munoita mariṇyi?
-

1. Ndatenga chitambi
kuchitoro.
 2. Ndavanyorera masoko eṣe
àri kuno.
-

1. Vanhu vane basa nguva
yemarinda.
 2. Nguva yamatsutso
vanoitenyi?
-

1. Mazanhi amahobo aoma
nechando.
 2. Baba vasima amamwe mahobo
nhasi.
-

1. John wanga àri kurwara.
 2. Chiremba ndiye wàkamurapa.
-

1. Ndinoda kugurira miti
yangu.
 2. Wabvepi nayo?
-

1. Ndisekuru v`abatanidza
mbatya.

2. Munoda kuisa mumvura
`inodziyasu?

1. R`udzinyi r`uri mumusha
mwenyu?

2. M`une ndudzi zhinji, asi
ini ndiri muBocha.

1. Wakanonga banga rangu
here?

2. Ndakariongera chinhambo
kubva mumugwagwa.

1. Mwana w`akanyarara here?

2. Ndamuradzika pamubhedha.

1. M`wakatengepi chikochikari
chenyu?

2. Ndakachitenga Peniranga.

1. K`waziwai chirombowe.

2. K`waziwai shewe.

1. Baba Gomo vakadonhesa
mari nezuro.

2. Vati vāiona here?

1. Baba vabaya hanga.

2. Waona dziri papi?

1. Dunhu reḱwaMutare
rinopisa kwazvo.

2. Ndinodaira kwaMutambara
kunopisa kupinda.

1. Mhuri yababa Marata ihuru.

2. Vane ìmba yàkakura seḱyi?

1. Mabwacha anobvepi?

2. Anobva kuIndia.

1. Mwana ari kuchema.

2. Kubvani waane nzara.

1. Ndichachisa mbatya nhasi.
2. Masimbe unao here?

1. Ndiani wakatora tsanga
kurwizi?
2. Dzakatorwa naSekuru.

1. Munoitenyi zienza?
2. Tinorima minda.

1. Sara wakaenda nani
kwaNyadire?
2. Wakaenda zvake oga.

1. Ziso raManeta rinorwadza.
2. Mutaure azore mushonga.

1. Vana vachaita mapitse
sondo rinouya.
2. Vanonga vapedza ruzororo
here?

1. Ngepyi akatiza kubva
musango nezuro?
 2. Vakati ndakaona shumba
yàkarara.
-

1. Shiri zhinji dzinoendepi
pachando?
 2. Hauzivi here kuti
dzinotama?
-

1. Mukoma vangu havachina
kusimba.
 2. Vanga vāri kurwarasu?
-

1. Ndoisa mvura yàkadini
muhari?
 2. Isa bhikiri rimwe
chete.
-

1. Tiri kuenda kudhorobha
nhasi.
 2. Munochimbidza kuuya
here?
-

1. Ngoro yenyu yaendepi
nhasi?

2. Iri kutakura mupfudza.

1. Sadza ranyanya kukora.

2. Ah! waregera richikora
zvákadaro ngenyi?

1. Baba Mukarati vakamangara
mhaka yavo kuhofisi.

2. Vakamangara rinizve?

1. Tine chimbudzi chakanaka.

2. Ndiani wákachivaka?

1. Mukomana wákanda dombo
pamba.

2. Mafafitera haana
kuputsika here?

1. Denga reimba yedu
rinonaya.

2. Isu redu rakagadzirwa
nababa.

1. Mwakapupura zv`akadini
gore rino?
 2. Magwere gumi remasaki,
zviyo masaki mana enzungu
makumi mairi.
-

1. Masanga mbuya.
 2. Ndauwe.
-

1. Munda wenyu une
marindasu!
 2. Kwete hauna marinda.
-

1. Vanhu v`akadzidza huroya
vanoita basa repyi?
 2. Vanobatsira zv`izhinji
v`anonga v`aine mhaka
dzavo.
-

1. Chiremba unonyanorapa
nguvaṽpyi?
 2. Unonyanya kuvamba
panguva dzegumi.
-

1. Mwasvika rini pano?
 2. Ndasvika zvangu
chinhabwe chãpfuura
ichi.
-

1. Vadzidza vmutauro
vanobvepi?
 2. Vanobva mhiri kwegungwa.
-

1. Munda vamadhumbé uri
petyo here?
 2. Kwete, hauri petyo;
uri kure.
-

1. Ndatenga hari isina
chigadzo.
 2. Ukatenga ine chigadzo,
yakapinda kunaka.
-

1. Baba vaenda kujana
nhasi.
 2. Vanoenda kangani pamwedzi?
-

1. Ndauya kumaira mutenda
wenyu.
 2. Haari pano. Waenda
kuhosipitare mambakwedza
ano.
-

1. Mwakauya nenyi kubva
Amerika?
 2. Takauya nendege.
-

1. Mabhunu anobvepi?
 2. Anobva mhiri kwenyanza.
-

UNIT 41

Units 41 - 49 differ from Units 1 - 40 in four ways:

(1) They are not based on dialogues, but on narrative texts.

(2) There are no grammar notes, and no sets of sentences organized for systematic practice.

(3) The only tone markings are /~/, which indicates that the verb should have participial tones, and //, which means that the verb has relative tones.

(4) The texts display occasional inconsistencies in spelling and in word division.

(5) Their principal purpose is to give the student an opportunity to develop habits of self-sufficiency in adapting, learning and using material from a wide variety of Shona texts; secondary purposes are review of grammar and increase of vocabulary.

These nine units should therefore be used in all or most of the following ways:

(1) Working with his tutor, the student should mark all tones in the A version of the story.

(2) Covering the A version, and referring to it as little as possible, the student should read the text aloud at least twice in the hearing of his tutor, reading from the B version. [The B version should never be marked for tones.]

(3) Read aloud at least twice from the C version, which contains the stems of the words but not the affixes.

(4) Read aloud at least twice from the D version, which contains the affixes but lacks most of the roots.

(5) Answer and ask questions about the text.

(6) Ask the tutor to retell the same material twice in his own words. Ask questions if necessary.

(7) The student should retell the same material in his own words.

Version A

[Mark tones in 'A' only.]

1. Rimwe zuwa, Tsuro naDiro
vakapangana kundoba.
2. Vakafunga kundoba mba-
mbaira dzavaZvanyanya.
3. Tsuro, ngeungwaru hwake,
wakati ngatiende.
4. Vakaenda kumunda
vaZvanyanya wembambaira.
5. Vandoti svikenyi mumunda
mwacho,
6. Tsuro wakati, Sekuru
munozochera ini
ndichirinda,

Version B

[Do not mark tones in 'B'.]

1. Rimwe zuwa, Tsuro naDiro
vakapangana kundoba.
2. Vakafunga kundoba mbambaira
dzavaZvanyanya.
3. Tsuro, ngeungwaru hwake,
wakati ngatiende.
4. Vakaenda kumunda vaZvanyanya
wembambaira.
5. Vandoti svikenyi mumunda
mwacho,
6. Tsuro wakati, Sekuru munozochera
ini ndichirinda.

- | | |
|--|--|
| 7. Diro nekusziva rakabvuma
kuchera. | Diro nekusziva rakabvuma kuchera. |
| 8. Rāndoti cherenyi zvizhoma
shoma, | Rāndoti cherenyi zvizhoma shoma, |
| 9. Tsuru kakatsvaka bvute
rakanaka kakarara. | Tsuru kakatsvaka bvute
rakanaka kakarara. |
| 10. Garegare tsuro akanzwa
vanhukutaura. | Garegare tsuro akanzwa vanhukutaura. |
| 11. Wakasimuka chinyararire
akasiya diro āripo. | Wakasimuka chinyararire akasiya
diro āripo. |
| 12. Vanhu vakaona rīrikuita
basa basa kuchera. | Vanhu vakaona rīrikuita basa
basa kuchera. |
| 13. Vamwe vakadaidzira vachiti,
vaZvanyanya munda wapera! | Vamwe vakadaidzira vachiti,
vaZvanyanya munda wapera! |
| 14. Izvo rākanzwa kudaidza
rakada kutiza. | Izvo rākanzwa kudaidza rakada
kutiza. |
| 15. Varume vese vakarikomba. | Varume vese vakarikomba. |
| 16. Raona kuti hapachina
chakanaka. | Raona kuti hapachina chakanaka. |
| 17. Rakakwira mumuti murefu. | Rakakwira mumuti murefu. |

18. Varume vakatora mapfumo avo vakaribaya. Varume vakatora mapfumo avo vakaribaya.
19. Rakabva rafa ngepamusana pemwoyo waro. Rakabva rafa ngepamusana pemworo waro.

Version C

Rimwe zuwa Tsuro naDiro vaka-pangana kundoba. Vakafunga mbambaira vaZvanyanya. Tsuro, ngeungwaru hwake, ngati ngende. Vakaenda munda vaZvanyanya mbambaira. Vaka ti svike mumunda cho, Tsuro ngati, Sekuru munochera ini ndichirinda. Diro nekuziva bvuma kuchera. Ngati chere zvishoma shoma, Tsuro tsvaka bvute naka rara. Garegare tsuro nzwa vanhukutaura. Vaka simuka nyararire siya diro po. Vanhu ona ririkuita basa basa kuchera. Umwe daidzira ngati, vaZvanyanya munda pera! Iyo nzwa kudaidza da tiza. Varume vese kaka komba. Raona kuti haana akanaka. Kwira mumuti refu. Varume tatora mapfumo avo va baya. Ra bva rafa pamusana mwoyo waro.

Version D

Rimwe zuwa na vaka ana kundo. Vaka a kundo mbambaira dza. Tsuro, nge hwake, waka ngati. Vaka ku va we. Vando nyeni mu mwa, Tsuro waka, S u munozo a ini ndichi. Diro nekusa raka ku. Rando nyeni zvi shoma, po kaka a e raka.

kaka [redacted]. Gar [redacted] e tsuro aka [redacted] [redacted] kutaura. Waka [redacted] uka
 chi [redacted] re aka [redacted] diro a [redacted] po. Va [redacted] vaka [redacted] na rĩriku [redacted] [redacted]
 [redacted] ku [redacted]. Va [redacted] vaka [redacted] tra vachi [redacted], vaZvanyanya [redacted]
 wa [redacted] a! Izvo rāka [redacted] ku [redacted] a raka [redacted] ku [redacted]. Va [redacted] v [redacted]
 vakari [redacted]. Ra [redacted] kuti hapachi [redacted] chaka [redacted]. Raka [redacted] a mu [redacted]
 mu [redacted]. Va [redacted] vaka [redacted] ma [redacted] avo vakari [redacted]. Raka [redacted] ra [redacted]
 ngepa [redacted] pe [redacted] wa [redacted].

1. Tsuro naDiro vakapangana here?
 Vakabayana here?
 Ndiani vakapangana kundoba?
 Vakapangana rini?
2. Vakafunga kundoba here?
 Vakandoba nzungu here?
 Vakaendepi?
 Vakandoitenyi?
3. Tsuro wainga neungwaru here?
 Diro naTsuru vakadzoka here?
 Ndiani wainga neungwaru?
 Vakatinyi?
4. Vakaenda kumunda waZvanyanya here?
 Vakakwira mugomo here?
 Vakaenda kupi?
 Kwakange kuinenyi?
5. Vakasvika mumunda mwacho here?
 Vakapinda mumba mwacho here?
 Vakadini wandoti svikenyi?
 Mwakange muri mumunda mwaani?
6. Tsuro vakataura here kuna sekuru?
 Vakachera vese here?
 Ndiani vakachera?
 Tsuro vakaitenyi?

7. Diro rakabvuma here?
Raiziwa here?
Ndiani akabvuma?
Ndiani akatumwa?
8. Rakachera nguwa huru here?
Vakachera wese here?
Wakachera nguwa yakadini?
Waidenyi?
9. Tsuro kakatsvaka bvute here?
Kakange kaina diro here?
Kakatsvakenyi?
Kakadini mubvute?
10. Tsuro wakanzwa vanhu here?
Diro rakanzwawo here?
Ndiani akanzwa vanhu?
Vanhu vaiitenyi?
11. Tsuro vakasimuka here?
Sekuru wakasimukawo here?
Ndiani vakasimuka chinyarire?
Vakasiya diro aripi?
12. Vanhu vakaona diro here?
Tsuro vakamuonawo here?
Diro raiitenyi?
Ndiani vakaona diro?
13. Vanhu vakadaidzira here?
Vanhu vakaramba vakanyarara here?
Vaka daidzira vachitinyi?
Zvanyanya wanga ari ani?
14. Diro rakanzwa kudaidzira here?
Tsuro vakadaidzira here?
Rakada kuitenyi?
Raida kuendepi?
15. Varume vakarikomba here?
Vakaricheka here?
Ndiani wakakombwa?
Vanhu vaidenyi?

16. Rakaona chakanaka here?
Zvakarifadza here?
Rakaonenyi?
Ndiani akaona kuti hapachina chakanaka?
 17. Rakakwira mumuti here?
Rakagara pasi here?
Ndiani akakwira mumuti?
Rakakwira mumuti wakadini?
 18. Varume vakaribaya here?
Vakarisiya here?
Ndiani vakaribaya?
Vakatorenyi?
 19. Rakabva rafa here?
Rakaramba ririmumuti here?
Ngenyi rakafa?
Rakange riinenyi?
-
1. Kune matiro here kumusha kwenyu?
 2. Mune mhandongani dzetsuro?
 3. Tsuro dzenyu dzakangwarawo here?
 4. Ndiani vaneminda yekurima?
 5. Mbambaira dzenyu dzakaita senyi?
 6. Miti yenyu yakafanana neyedu here?
 7. Kune mapfumowo here?

NEW WORDS

-ba	to steal	chinyararire	silently (cf. -nyararira, to be, become silent)
mbambaira (9,10)	sweet potato		
ungwaru (14)	cleverness	-komba	to surround
-rinda	to guard, stand guard	pfumo (9,10)	spear
-bvuma	to agree, consent	-baya	to stab
-simuka	to stand up	pamusana	on account of
		musana (3,4)	back (anat.)

UNIT 42, Part 1

- | Version A
[Mark tones in 'A' only.] | Version B
[Do <u>not</u> mark tones in 'B'.] |
|--|---|
| 1. Tsuru naDiro vakange
vaine ushamwari. | Tsuru naDiro vakange vaine
ushamwari. |
| 2. Tsuru wakati sekuru
ndinoda nyimo nemagwere. | Tsuru wakati sekuru ndinoda
nyimo nemagwere. |
| 3. Diro rakati ngatiende
kumunda kwaZvanyanya. | Diro rakati ngatiende kumunda
kwaZvanyanya. |
| 4. Wakatungamidzana kuenda
kumunda. | Wakatungamidzana kuenda kumunda. |
| 5. Wāakusvika, tsuro wakati,
ngatidzoke. | Wāakusvika, tsuro wakati,
ngatidzoke. |
| 6. Diro rakaramba kudzoka. | Diro rakaramba kudzoka. |
| 7. Rakaramba richienda. | Rakaramba richienda. |
| 8. Baba Zvanyanya vakange
vāgere patyo nemunda. | Baba Zvanyanya vakange vāgere
patyo nemunda. |
| 9. Vakaona diro rāgara
mubvute. | Vakaona diro rāgara mubvute. |
| 10. Vakadaidzira majaha
ākange āri pajangano. | Vakadaidzira majaha ākange āri
pajangano. |
| 11. Vakauya vakaridzinga. | Vakauya vakaridzinga. |
| 12. Rikabva rākwira mugomo. | Rikabva rākwira mugomo. |

Version C

Tsuro naDiro vakange vaine ushamwari. Tsuro wakati sekuru ndinoda nyimo nemagwere. Diro wakati ngatidzoka kuenda kumunda kwaZvanyanya. Wakaenda kuenda kumunda. Wakaenda svika, tsuro wakati, ngatidzoke. Diro wakataramba kudzoka. Wakataramba kuenda. Baba Zvanyanya vakange vāgere patyo nemunda. Wakaona diro vāgara kubvute. Wakaenda idzira majaha akanga ari pa jangano. Wakauya wakaridzinga. Rikabva kwira mugomo.

Version D

Tsuro naDiro vakange vaine ushamwari. Tsuro wakati sekuru ndinoda nyimo nemagwere. Diro wakati ngatidzoka kuenda kumunda kwaZvanyanya. Wakaenda kuenda kumunda. Wakaenda svika, tsuro wakati, ngatidzoke. Diro wakataramba kudzoka. Wakataramba kuenda. Baba Zvanyanya vakange vāgere patyo nemunda. Wakaona diro vāgara kubvute. Wakaenda idzira majaha akanga ari pa jangano. Wakauya wakaridzinga. Rikabva kwira mugomo.

Questions

1. Tsuro naDiro vakange vaine ushamwari here?
Vakange vaine ukama here?
Ndiani vakange vaine ushamwari?
Ngenyi tsuro nadiro vakange vaine ushamwari?
2. Tsuro wakataura chiro here kuna diro?
Tsuro waida madima nenzungu here?
Ngenyi tsuro aida nyimo nemagwere?
Ndiani aida nyimo nemagwere?
3. Diro wakamupa here?
Diro vakaenda kumunda kwake here?
Ngenyi vakaenda kumunda kwaZvanyanya?
Vakaenda koodini?

4. Wakaenda here kumunda?
Vakaenda kumunda vadiro here?
Vakatora papi nyimo nemagwere?
Vakaenda kumunda waani?
5. Tsuru vakasvika here kumunda vemagwere?
Wakadzokera panzira here?
Ngenyi tsuro kakadzokera panzira?
Ngenyi kakafunga kudzokera?
6. Diro rakabvuma here kudzoka?
Wakaramba achienda here?
Ngenyi diro rakaramba kudzoka?
Ndiani wakaramba achienda?
7. Rakaramba richienda here?
Diro rakabvuma kudzoka here?
Ngenyi rakaramba richienda?
Chinyi chakaita kuti diro arambe achienda?
8. Baba Zvanyanya vakange vari patyo here?
Wakange vagere kumba kwavo here?
Vakange vari papi?
Ndiani vakange ari patyo nemunda?
9. Vakaona diro here?
Vakaona riri mumuti here?
Rakange ragara papi?
Diro rakange richidini?
10. Vakadaidzira vamwe here?
Vakadaidza mhandara here?
Ndiani vakadaidzwa nababa Zvanyanya?
Majaha akange achiitenyi?
11. Vakomana vakauya here kuridzinga?
Vakaramba vari pajangano here?
Ndiani vakadzinga diro?
Vakariita senyi?
12. Rakabva rakwira mugomo here?
Rakarambira mubvute here?
Ngenyi diro rakakwira mugomo?
Ndiani vakaridzinga?

1. Imhukanyi dzinodya mbesa muminda?
2. Kwenyu muno rinda minda here?
3. Imhukanyi dzinonyanya kuonekwa pachikoro chemutauro?
4. Kune zvipfuyo zvizhinji here kwenyu?
5. Munyika ino matiro anogara panyi?
6. Vana vanoita senyi kuti vaona matiro?

NEW WORDS

-tundgamidzana lit., to lead one another

-dzinga to drive off

Part II

Version A

[Mark tones in 'A' only.]

1. Tsuro naMagondo wainga

neushamwari.

2. Wakaenda kundotsvaka

zvekudya.

3. Magondo wakaona mwana

ãkarara.

4. Akatiza akàbva ãguka

gumbo.

5. Vakomana vakange vãri

kutema huni.

Version B

[Do not mark tones in 'B'.]

Tsuro naMagondo wainga neushamwari.

Wakaenda kundotsvaka zvekudya.

Magondo wakaona mwana ãkarara.

Akatiza akàbva ãguka gumbo.

Vakomana vakange vãri kutema

huni.

6. Vakamuona āri kutsamhina. Vakamuona āri kutsamhina.
 7. Vakaliza nematemo avo. Vakaliza nematemo avo.
 8. Vakamutematema akāfa. Vakamutema tema akāfa.
 9. Mukoma vavo akava tevera. Mukoma vavo akava tevera.
 10. Akaona vātogara zvavo Akaona vātogara zvavo pasi.
 pasi.
 11. Mwanetasu vaningina? Mwanetasu vaningina?
 12. Basazve iro tāita mukoma. Basazve iro tāita mukoma.

Version C

Tsuro Magondo Magondo shamwari. Magondo aenda tsvaka
 kudya. Magondo kana kana rara. Vakaliza bva nguka
 gumbo. Komana nge ri tema huni. Vakana ri
 kutsamhina. Vakaliza nematemo avo. Vakamutematema akāfa.
 Mukoma vavo akava tevera. Kana vātogara zvavo pasi. Mwanetasu
 vaningina? Basazve iro tāita mukoma.

Version D

Tsuro naMagondo wai neMagondo. Wakana kundo kana
 kana. Magondo waka kana akāfa. Aka kana akāfa kana
 kana. Vakana vaka vāri kana kana. Vakamu kana kana
 kana. Vakana nema kana avo. Vakamu kana kana akāfa.
 Mukoma vavo akava tevera. Aka vātogara zvavo kana. Mwanetasu
 vaningina? Basazve iro tāita mukoma.

Questions.

1. Tsuro naMagondo vaiva shamwari here?
Vakange vachigara mumba mumwe here?
Ndiani vakange vaine ushamwari?
Ngenyi vakange vaine ushamwari?
2. Vakange vaina zvokudya zvao here?
Vakaenda kwaMutare here kundotenga zvokudya?
Ndiani vakaenda kundotsvaka zvokudya?
Vakaendepi kundotsvaka zvokudya?
3. Tsuro wakaona mwana here?
Magondo wakaona mwana mugomo here?
Ndiani vakaona mwana akarara?
Magondo wakaona mwana ari papi?
4. Magondo wakange achifamba here?
Vakange akamira hake here?
Ngenyi magondo akaguka gumbo?
Magondo wakaita senyi?
5. Vakomana vakange vari kurima here?
Vakange vari pamba here?
Ndiani vakange vachitema huni?
Vakomana vakange vachiitenyi?
6. Vakomana vakaona magondo here?
Ngenyi magondo akange achitsamhina?
Magondo vakange ari kuita senyi izvo vakomana vakamuona?
Ndiani wakaguka gumbo ari kutiza?
7. Vakandamunangisa chete here?
Vakamudzingirira here?
Vakomana vakaita senyi?
Ndiani vakatiza nematemo avo?
8. Vakamurega achienda zvake here?
Vakomana vakamuuraya here?
Ndiani vakauraya magondo?
Ngenyi vakomana vakamuuraya?

9. Vakateverwa nemukoma vavo here?
Mukoma vavo vakauraya magondo here?
Ndiani vakavatevera?
Ngenyi mukoma vavo akavatevera?
10. Mukoma vakaona vaningina vachitema huni here?
Vakaona vakagara pasi here?
Mukoma vakaona vaningina vari kuitenyi?
Ngenyi vakange vagara pasi?
11. Wakabvunza chiro here kuvaningina vake?
Vakavatuma here?
Ngenyi mukoma akabvunza vaningina?
Mukoma vakatinyi?
12. Wakapindura chinhu here?
Vakaramba vakanyarara here?
Ndiani vakange vaneta?
Ngenyi vakange vaneta?

1. Muna magondo here munyika yenyu?
2. Vanoruma vanhu here?
3. Vaningina venyu vangani?
4. Matemonyi ayo munosandisa?
5. Zvekudya zvenyu zvinobvepi?
6. Ndiani anomufundisa mutauro?

NEW WORDS

Magondo	Hyena	-tsamhina	to limp
-guka	to break	-tevera	to follow
gumbo(5) makumbo(6), leg			

UNIT 43

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|--|--|
| 1. Chuma naChibharo vaigara murimwe
murimwe Guta. | Chuma naChibharo vaigara murimwe
Guta. |
| 2. Vaienda kuchikoro mazuva ose,
ose, chete Mugobera. | Vaienda kuchikoro mazuva ose,
chete Mugobera. |
| 3. Vaifara kuendako
nguvadzose. | Vaifara kuendako nguvadzose. |
| 4. Rimwe zuva vakaona
manyana pamugwagwa. | Rimwe zuva vakaona manyana
pamugwagwa. |
| 5. Vakada kuti vaabate
akàtiza. | Vakada kuti vaabate akàtiza. |
| 6. Vakaramba vachiatevera
kwezuva rose. | Vakaramba vachiatevera kwezuva
rose. |
| 7. Vakagara kuchikoro
ngepamusana pemyana. | Vakagara kuchikoro ngepamusana
pemyana. |
| 8. Vakasvika kudzimba dzavo, | Vakasvika kudzimba dzavo, |
| 9. Vabereki vavo havana
kufara. | Vabereki vavo havana kufara. |
| 10. Remangwana vana vakenda
kuchikoro. | Remangwana vana vakaenda kuchikoro. |
| 11. Mufundisi haana kufara
nezvakaita vana. | Mufundisi haana kufara nezvakaita
vana. |

Version C

Chuma vaChibharo vaigara mugomo here. Vaigara muguta rimwe here. Ndivanaani vaigara muguta rimwe? Vaigara nepapi? Vaienda kuchikoro here? Vaienda kugadheni here mazuva ose? Ngenyi vaienda kuchikoro mazuva ose? Vakagara rini kuchikoro? Vaifara here kuenda nguva dzose? Vaichema here? Ndivanaani vaifara kuenda kuchikoro? Vaifarirenyi?

Version D

Chuma naChibharo vaigara mugomo here. Vaigara muguta rimwe here. Ndivanaani vaigara muguta rimwe? Vaigara nepapi? Vaienda kuchikoro here? Vaienda kugadheni here mazuva ose? Ngenyi vaienda kuchikoro mazuva ose? Vakagara rini kuchikoro? Vaifara here kuenda nguva dzose? Vaichema here? Ndivanaani vaifara kuenda kuchikoro? Vaifarirenyi?

Questions.

1. Chuma naChibharo vaigara mugomo here?
Vaigara muguta rimwe here?
Ndivanaani vaigara muguta rimwe?
Vaigara nepapi?
2. Vaienda kuchikoro here?
Vaienda kugadheni here mazuva ose?
Ngenyi vaienda kuchikoro mazuva ose?
Vakagara rini kuchikoro?
3. Vaifara here kuenda nguva dzose?
Vaichema here?
Ndivanaani vaifara kuenda kuchikoro?
Vaifarirenyi?

4. Vakaona motokari here pamugwagwa?
Vakaona manyana here?
Manyana akange ari papi?
Ndivanaani vakaona manyana?
5. Vakaabata here?
Manyana akatiza here?
Ngenyi manyana akatiza?
Akaita senyi?
6. Vakarega achienda here?
Vakaatevera here?
Ngenyi vakaramba vachiatevera?
Manyana akaita senyi?
7. Vakaenda here kuchikoro?
Vakagara here?
Ndivanaani vakagara kuchikoro?
Chuma naChibaro vakaitenyi?
8. Vakasvika kudzimba dzavo here?
Vakasvika kuzvitoro here?
Vakomana vakasvika papi?
Ndiwanaani vakasvika kudzimba dzavo?
9. Vabereki vavo vakafara here?
Havana kufara here?
Ngenyi vasina kufara?
Chinyi chisakavafadza?
10. Remangwana vakaenda kuchikoro here?
Vakaenda kudhorobha here?
Vakaendepi remangwana?
Ngenyi vakaenda kuchikoro?
11. Mufundisi haana kufara here?
Vakavatenda here?
Ngenyi mufundisi asina kufara?
Ndiani asina kufara?

1. Zvikoro zvikuru zviripi?
2. Vanhu vano dzidzirepi mutauro?
3. Munovamba rini chikoro chamutauro?
4. Mugobera munoenda kuchikoro here?
5. Ngenyi vadzidzisi vasingafari ngevana vanorava kuchikoro?
6. Ndiani usingafari ngevana vanofundira?

NEW WORDS

manyana

-bata to catch, seize

Part II

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Karekare vamwe varume
vakandovhima. 2. Vakadaidza imbwa dzawo
kwava kuenda. 3. Umwe naumwe vavoakatora
demo nepfumorake. 4. Vakapinda munzira vakaenda. 5. Vāndoti darikenyi rwizi
rwaMucheke, | <ol style="list-style-type: none"> Karekare vamwe varume vakandovhima. Vakadaidza imbwa dzawo kwava
kuenda. Umwe naumwe vavoakatora demo
nepfumorake. Vakapinda munzira vakaenda. Vāndoti darikenyi rwizi rwaMucheke, |
|---|--|

6. imbwa dzakamutsa nhoro. imbwa dzakamutsa nhoro.
7. Nhoro yakatiza ichidzika Nhoro yakatiza ichidzika kurwizi.
kurwizi.
8. Varume vakatiza nemapfumo Varume vakatiza nemapfumo avo.
avo.
9. Nhoro yakashaya pekupinda Nhoro yakashaya pekupinda napo.
napo.
10. Yakatizira mutsanga Yakatizira mutsanga zhinji.
zhinji.
11. Umwe wavo akabaya nhoro Umwe wavo akabaya nhoro ikafa.
ikafa.
12. Vose vakafara kudzoka Vose vakafara kudzoka kumusha
kumusha nenyama. nenyama.

Version C

Kare [redacted] re [redacted] mwe [redacted] rume vaka [redacted] vhimba. [redacted] daidza imbwa [redacted] wo
kwa [redacted] kuenda. [redacted] mwe [redacted] rumwe [redacted] akatora demo [redacted] pfumo [redacted]. [redacted] apinda
[redacted] nzira [redacted] enda. [redacted] poti darike [redacted] rwizi [redacted] aMucheke, [redacted] bwa
[redacted] amutsa nhoro. Nhoro [redacted] atiza [redacted] dzika [redacted] rwizi. [redacted] rume
[redacted] tiza [redacted] mapfumo avo. Nhoro [redacted] shaya [redacted] pinda napo. [redacted] tizira
[redacted] tsanga zhinji. [redacted] mwe wavo [redacted] baya nhoro [redacted] fa. [redacted] se [redacted] fara
[redacted] dzoka [redacted] musha [redacted] nyama.

Version D

[redacted] va [redacted] va [redacted] vakando [redacted]. Vaka [redacted] a [redacted] dzawo
 kwa [redacted] ku [redacted]. U [redacted] nau [redacted] vavo [redacted] d [redacted] ne [redacted] rake. Vaka [redacted] a
 mu [redacted] vaka [redacted]. Vāndo [redacted] [redacted] nyi rw [redacted] rwa [redacted] ke, [redacted]
 dzaka [redacted] a [redacted]. [redacted] o yaka [redacted] a ichi [redacted] a ku [redacted]. Va [redacted] vaka [redacted] a
 nema [redacted] a [redacted]. [redacted] ro yaka [redacted] a peku [redacted]. Yaka [redacted] ira mu [redacted]
 zhinji. U [redacted] wavo aka [redacted] a nhoro i [redacted]. Vose vaka [redacted] a ku [redacted]
 ku [redacted] ne [redacted].

Questions.

1. Varume vakandovima here?
 Vaka ndotamba here?
 Vakaenda rini?
 Ndivanaani vakandovima?
2. Vakadaidza imbwa dzavo here?
 Vaka daidza vakomana here?
 Varume vakadaidzenyi?
 Imba dzakateera ani?
3. Vakatora zviro zvavo here?
 Varume vakatora matemo chete here?
 Vakatorenyi?
 Ndiani vakatora matemo nema pfumo?
4. Vakaenda here?
 Varume vakagara here?
 Vakapindepi?
 Ndiani vakapinda munzira?
5. Vakadarika rwizi here?
 Varume vakadzoka here?
 Rwizinyi urwo vakadarika?
 Ndivanaani vakadarika rwizi?

6. Imbwa dzakamutsa nhoru here?
Dzakamutsa tsuro here?
Imbwa dzakamutsenyi?
Ngedzaani imbwa?
 7. Nhoru yakatizira kurwizi here?
Yakakwira mugomo here?
Yakatizirepi?
Ndiani wakadzika kurwizi?
 8. Varume vakatiza nemapfumo here?
Vakatora mapanga here?
Ndiani vakatiza nemapfumo?
Vaka itenyi nawo?
 9. Yakashaya pekupinda napo here?
Yakapinda nepagomba here?
Nhoru yakashayenyi?
Nhoru yakadini?
 10. Yakatizira mutsanga zhinji here?
Yakaramba yakamira here?
Yakatizira mutsanga dzakadini?
Yakatizirepi?
 11. Varume vakabaya nhoru here?
Vakabaya shumba here?
Ndiani vakabaya nhoru?
Nhoru yakadini?
 12. Varume vakafara here?
Vakaenda nehuni here?
Vakafarirenyi?
Vakadzokepi?
-
1. Makambovima here muri pachikoro?
 2. Kunyika kwenyu kune imbwa dzinovhima here?
 3. Munobaya nenyi mhuka?
 4. Munyika muno maibaya nemapfumo akadini?

5. Ndwizi dzenyu dzakakura senyi?
6. Nyama dzenyu dzinonyanyobvepi?
7. Vanhunyi vanonyanofundisa muzvikoro?
8. Mune nzvimbo dzekufundira mutauro here?

NEW WORDS

- | | | | |
|-----------|---|--------------|-------------------|
| -vhima | to hunt game | -muka | to rise, start up |
| darikenyi | (ideoph. from /-darika/, to leap over, cross with a jump) | nhoru (9,10) | kudu |
| -mutsa | to cause to rise | | |

Part III

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

1. Mumwemusi murume vakafamba Mumwe musu murume vakafamba rwendo.
rwendo.
2. Wakati asvika pakati Wakati asvika pakati pemakomo.
pemakomo.
3. Zuva rakapisa zvekubvunza Zuva rakapisa zvekubvunza mutupo.
mutupo.
4. Murume vakatsauka akagara Murume vakatsauka akagara mubvute.
mubvute.

5. Ari kundoti pasitende, Ari kundoti pasitende,
 6. bazuremuti rakadonha bazuremuti rakadonha parutivi
 parutivi pake. pake.
 7. Murume vakapatika, Murume vakapatika, akavamba
 akavamba kutiza. kutiza.
 8. Vakabva ākanganwa demo Vakabva ākanganwa demo rake.
 rake.
 9. Āndoti chinhambo endenyi, Āndoti chinhambo endenyi,
 10. Vakaona mhembwe yākarara Vakaona mhembwe yākarara mubako.
 mubako.
 11. Sezvo ākange ākanganwa Sezvo ākange ākanganwa demo rake,
 demo rake,
 12. mhembwe yakamuka ikatiza mhembwe yakamuka ikatiza zvayo.
 zvayo.

Version C

mwe si murume afamba endo. ati svika kati
 komo. Zuva pisa bvunza tupo. murume tsauka
 gara bvute. Ari kundoti pasitende, bazuremuti rakadonha
 rutivi pake. Murume vakapatika, akavamba kutiza. Vakabva
 ākanganwa demo rake. Āndoti chinhambo endenyi, Vakaona mhembwe
 yākarara mubako. Sezvo ākange ākanganwa demo rake, mhembwe
 yakamuka ikatiza zvayo.

6. Pane chakadonha parutivi pake here?
Pakadonha dombo here parutivi pake?
Bazu remuti rakadonha papi?
Chinyi chakadonha parutivi pake?
 7. Murume wakaramba aripo here?
Vakatora bazu remuti here?
Ngenyi murume akapatika?
Chinyi chakaita kuti apatike?
 8. Wakaenda nedemo rake here?
Wakakanganwa demo here?
Ndiani wakakanganwa demo rake?
Ngenyi akakanganwa demo?
 9. Wakaenda chinhambo here?
Wakasvika kumba kwake here?
Wakasvika papi?
Wakafamba nhambo yakaita sey?
 10. Wakaona chiro here mubako?
Wakaona nyoka here mumuti?
Mhembwe yakange yakarara papi?
Murume wakaonepi nyoka?
 11. Wakange akanganwa nedemo rake here?
Wakaenda nedemo rake here?
Ndiani wakakanganwa nedemo rake?
 12. Wakabata mhembwe here?
Haana kuibata here?
Ngenyi mhembwe yakatiza?
Mhembwe yakatiza senyi?
1. Vanhu vanonyanyovhima mhukanyi?
 2. Mhuka dzinoonekwepi?
 3. Munofara zvakadini ngenyika ino?
 4. Munyika mwenyu mune makomo akadini?

5. Munoziva gomo guru here renyika ino?
 6. Ngenyi vanhu vachida kubaya mhembwe?

NEW WORDS

pakati(16) between	bazu or; bazi (5), mapazi (6) branch of tree
zvekubvunza mutupo (here, an expression of extreme in- tensity)	-patika to be startled
pasitende (ideoph., of sit- ting down decorously, settling down)	mhembwe (9,10) duiker bako (5), mapako (6) cave among rocks; refuge

UNIT 44

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|--|---|
| 1. Tsoko yakaona dende
rinenzungu. | Tsoko yakaona dende rinenzungu. |
| 2. Ngemwoyo wayo, yakapinza
ruoko mudende. | Ngemwoyo wayo, yakapinza ruoko
mudende. |
| 3. Yakazadza ruoko nenzungu. | Yakazadza ruoko nenzungu. |
| 4. Yakada kuburitsa nzungu, | Yakada kuburitsa nzungu, |
| 5. asi ruoko rwakarambira. | asi ruoko rwakarambira. |
| 6. Yakaedza zve nazve, asi
nzungu dzakarambira. | Yakaedza zve nazve, asi nzungu
dzakarambira. |
| 7. Muridzi wedende vakauya
kuzoona. | Muridzi wedende vakauya kuzoona. |
| 8. Vakaona tsoko
Irikushereketa kwazvo. | Vakaona tsoko Irikushereketa
kwazvo. |
| 9. Tsoko haina kuda kuenda
Isina nzungu. | Tsoko haina kuda kuenda Isina
nzungu. |
| 10. Zvakatakurana nedendero
mugomo. | Zvakatakurana nedendero mugomo. |
| 11. Murume ngeshungu,
wakairowa netsvimbo. | Murume ngeshungu, wakairowa
netsvimbo. |
| 12. Tsoko yakachema. | Tsoko yakachema. |

13. Dende rakatsemuka ikati gorokoto. Dende rakatsemuka ikati gorokoto.
gorokoto.
14. Yakada kunonga dzekuenda nadzo. Yakada kunonga dzekuenda nadzo.
nadzo.
15. Murume vakasvika akaibata gumbo. Murume vakasvika akaibata gumbo.
gumbo.
16. Tsoko yakaruma chigunwe chake. Tsoko yakaruma chigunwe chake.
chigunwe chake.
17. Murume wakatiza kuenda kumba. Murume wakatiza kuenda kumba.
kumba.
18. Tsoko ichitizawo kukwira mugomo. Tsoko ichitizawo kukwira mugomo.
mugomo.
19. Nzungu nedende zvakabva zvāsarapo. Nzungu nedende zvakabva zvāsarapo.
zvāsarapo.
20. Vakarumwa ngekuti vakange āsina demo. Vakarumwa ngekuti vakange āsina
āsina demo. demo.

Version C

Tsoko [redacted]ona dende [redacted]nzungu. [redacted]mwoyo [redacted]ayo, [redacted]apinza [redacted]oko
[redacted]dende. [redacted]kazadza [redacted]oko [redacted]enzungu. Ya [redacted]da kuburitsa nzungu,
asi ruoko [redacted]rambira. [redacted]edza [redacted] nazve, asi nzungu [redacted]rambira.
Muridzi [redacted]edende [redacted]uya ku [redacted]ona. [redacted]ona tsoko [redacted]kushereketa
kwazvo. Tsoko [redacted]na [redacted]da kuenda [redacted]na nzungu. [redacted]takurana
[redacted]dendero [redacted]gomo. Murume [redacted]shungu, [redacted]rowa [redacted]tsvimbo. Tsoko

chema. Dende atsemu a ti gorokoto. da nonga
enda dzo. Murume svika akubata gumbo. Tsoko
ruma chigunwe chake. Murume tiza enda mba. Tsoko
tiza kukwira gomo. Nzungu dende kabva zvasara.
rumwa kuti kunge asi dzo.

Version D

Tsoko yakaona dende rine nzungu. Nge mwayo, yakaona
ruoko mu nzungu. Yakaona dende rine nyimo. Yakaona ku
nzungu, ruoko rwakaona ra. Yakaona zve mwayo, a
dzakaona. Mu mwayo we vakaona ku
iri kwazvo. Tsoko haina ku ku asi nzungu.
Zvakaona ne ro mu. Murume nge, wakai
ne. Tsoko yakaona. rakaona ika g.
Yakada kuona dzekona nadzo. Murume vakaona akai
g. Tsoko yakaona chi chake. Murume wakaona ku
kumba. ichi awo kuona mu. ne zvaka
zvasara. Vakaona kuti vakaona asi dzo.

Questions.

1. Tsoko yakaona dende rine nzungu here?
Yakaona dende rine nyimo here?
Ndiani wakaona dende rine nzungu?
Tsoko yakaonenyi?
2. Tsoko yakange ine mwayo here?
Yakange yakaguta here?
Ngenyi yakapinza ruoko rwayo mudende?
Yakaisepi ruoko rwayo?

3. Yakatora chiro here mudende?
Mudende mwaiva nemvura here?
Ndiani wakazadza ruoko nenzungu?
Mudende mwakange munenyi?
4. Yakaburitsa nzungu here?
Ruoko rwakabuda here mudende?
Ndiani wakada kuburitsa nzungu?
Ruoko rwakaita senyi?
5. Ruoko rwakabuda here mudende?
Rwakarambira mudende here?
Ngenyi ruoko rwakarambiramwo?
Ndiani asina kuburitsa ruoko?
6. Izvo yakaedza zvenazve ruoko rwakabuda here?
Yakasiya ruoko mudende here?
Ngenyi nzungu dzakarambira?
Ndiani wakazadza ruoko nenzungu?
7. Muridzi vedende vakauya kuzoona here?
Haana kuuya here kuzoona?
Muridzi vakaita senyi?
Ndiani vakauya kuzoona?
8. Wakaona tsoko here?
Haana kuiona here?
Ngenyi tsoko yakange iri kushereketa?
Yakange iri kudini?
9. Tsoko yakada kuenda isina chiro here?
Yakaenda nedende kumba kwayo here?
Ndiani usina kuda kuenda asina chiro?
Chinyi chakaita tsoko?
10. Tsoko wakasiya here dende renzungu?
Zvakatakurana here nedende?
Wakaita senyi naro?
Ngenyi zvakatakurana mugomo?
11. Murume neshungu, wakairega ichienda hayo here?
Wakairova here?
Ndiani wakarowa tsoko neshungu?
Ngenyi tsoko yakarohwa?

12. Tsoko yakaramba inyerere here?
Yaka enda mugomo here?
Tsoko yakaita senyi izvo yakarohwa netsvimbo?
Ngenyi tsoko yakachema?
13. Dende rakatsemuka here?
Harina here kutsemuka?
Tsoko yakafara senyi?
Yakatinyi izvo dende rakatsemuka?
14. Yakafunga kunonga dzimwe here?
Yakasiya dziripo here?
Ngenyi yaida kunonga dzimwe?
Ndiani waida kunonga dzekuenda nadzo?
15. Murume vakarega ichienda hayo here?
Vakaibata here?
Wakaibata papi?
Ngenyi murume akaibata gumbo?
16. Tsoko yakamuregawo here?
Yakamuruma here?
Yakaita senyi gunwe remurume?
Murume wakarumwa papi?
17. Murume wakamirapo here?
Vakatiza kuenda kudhibhi here?
Ngenyi murume akatiza kuenda kumba?
Wakaenda kupi?
18. Tsoko yakasara iripo here?
Yakatizawo here kuenda mugomo?
Yakatiza kuenda kupi?
Ngenyi yakatiza?
19. Yakatiza nenzungu here?
Nzungu nedende zvakasarapo here?
Ngenyi yakasiyà zvese?
Yakasiyepi nzungu nedende?
20. Murume vakange ane demo here?
Wakange asina demo here?
Ndiani wakarumwa netsoko.
Ngenyi akarumwa?

1. MuSouthern Rhodesia mune nzungu zhinji here?
2. Ngenyi vanhu vachirima nzungu?
3. Mafuta anonyana kubva panyi munyika ino?
4. Munyika yenyu nzungu dzinorimwa zvakadini?
5. Tsoko dzinodya nzungu here?
6. Dzinogarepi?
7. Dzinoruma vanhu here?
8. Ngenyi vanhu vasikadyi tsoko?
9. Ndiani anodya tsoko?
10. Munopfuya tsoko here munyika menyu?

NEW WORDS

Tsoko (9,10) kind of monkey	tsvimbo (9,10) stick, cudgel
dende (5), matende (6) gourd, calabash	-tsemuka to split, crack
	gorokoto
muridzi (1,2) owner	-ruma to bite
-shereketa to fret, be full of tricks, be a nuisance	chigunwe (7,8) a toe (but not the big toe)
-takurana to lift up	
-rova to beat	

UNIT 45

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|--|---|
| 1. Rimwe gore mvura yakaramba
kunyaya. | Rimwe gore mvura yakaramba
kunyaya. |
| 2. Mhuka dzasango dzakashaya
chokumwa. | Mhuka dzasango dzakashaya
chokumwa. |
| 3. Dzakupangana kuchera
tsime. | Dzakupangana kuchera tsime. |
| 4. Tsuro ngeunyope hwako
kakasvova. | Tsuro ngeunyope hwako kakasvova. |
| 5. Dzimwe dzakaita basa
kwemazuva matatu. | Dzimwe dzakaita basa kwemazuva
matatu. |
| 6. Kamba wakati, ndini
ndegasu mudiki? | Kamba wakati, ndini ndegasu mudiki? |
| 7. Wana tsuro hawacheriwo
su? | Wana tsuro hawacheriwo su? |
| 8. Dzakupangana kunyima
tsuro mvura. | Dzakupangana kunyima tsuro mvura. |
| 9. Wakapedza wakawamba kumwa. | Wakapedza wakawamba kumwa. |
| 10. Tsuro kakanzwa ngembiri
kuti tsime rakapera.
Kakange kãkwana
nenyota. | Tsuro kakanzwa ngembiri kuti tsime
rakapera. Kakange kãkwana
nenyota. |

- | | |
|--|--|
| 11. Kakafunga zano rekuuya
naro patsime. | Kakafunga zano rekuuya naro patsime. |
| 12. Kakauya neuchi hwako
mudende. | Kakauya neuchi hwako mudende. |
| 13. Kakaona pakarindwa nadiro. | Kakaona pakarindwa nadiro. |
| 14. Kakati sekuru ndine
zvinonaka. | Kakati sekuru ndine zvinonaka. |
| 15. Asi zvinodyiwa
nevakasungwa makumbo. | Asi zvinodyiwa nevakasungwa
makumbo. |
| 16. Diro ngekupusa kwaro
rakati ndisunge. | Diro ngekupusa kwaro rakati
ndisunge. |
| 17. Tsuru kakatora tambo
kakarisinga. | Tsuru kakatora tambo kakarisunga. |
| 18. Ndizvo rakapiwa uchi. | Ndizvo rakapiwa uchi. |
| 19. Rakadaidzira richiti,
tsuro ndisunge! | Rakadaidzira richiti, tsuro
ndisunge! |
| 20. Tsuru kakamwa mvura. | Tsuru kakamwa mvura. |
| 21. Kãpedza kakasamba
muviri wako. | Kãpedza kakasamba muviri wako. |
| 22. Mumasure kakachera mvura
kakaenda. | Mumasure kakachera mvura kakaenda. |

23. Zuva rāakunyura mhukadzose dzakaona diro āsungwa.
Zuva rāakunyura mhukadzose dzakaona diro āsungwa.
24. Dzakaona mvura yābvundurwa natsuro.
Dzakaona mvura yābvundurwa natsuro.
25. Dzakabvunza diro, asi haana kupindura.
Dzakabvunza diro, asi haana kupindura.
26. Mhuka dzose dzakavamba kuziva kupusa kwediro.
Mhuka dzose dzakavamba kuziva kupusa kwediro.
27. Ndizvo rakasunungurwa rikatizira mugomo.
Ndizvo rakasunungurwa rikatizira mugomo.

Version C

Mwe gore mvura ramba naya. Mhuka sango ashaya
umwa. panganga chera tsime. Tsuro unyope ako
kasvova. Mwe ita basa mazuva tatu. Kamba ti,
ni ndega diki? Wana tsuro cher? pangana
nyima tsuro mvura. apedza wamba mwa. Tsuro kanzwa
mbiri kuti tsime kapera. kange kwana nyota. funga
zano uya naro tsime. Kaya uchi ako dende. Kaona
rindwa diro. kati sekuru ne naka. Asi dyiwa
sungu akumbo. Diro upusa kwaro kati sungu. Tsuro
kakatoro tambo kaka sungu. Ndizvo kapiwa uchi. daidza
ri ti, tsuro ndisungu. Tsuro mwa mvura. apedze kaka samba
muviri wa. masure kaka cher mvura aend. Zuva akunyura
mhukadzose onona diro sungwa. kaona mvura ovundwa

tsuro. bvunza diro, asi na pinda. Mhuka ose
vamba ziva kupusa diro. Ndiwo rakasunungwa katiz
gomo.

Version D

Rimwe gore mvura yakanaya ku. Mvura dz dzaka
chokuna. Dzaka kana ku. nge hwa
kaka. Dzi dzaka kwema ma. waka,
ndini su mu? Wana hawa iwo su? Dzaka
ku turo r. Waka waka ku. kaka
nge kuti raka. Kaka ka ne. Kaka
reku na pa. Kaka ne hwa mu. Kaka
paka wa na. Kakati ndine zvino. zvino iwa
nevaka wa ma. Diro ngeku kwa rakati ndi e.
Turo kaka kakari. Ndiwo raka u. Raka ira
richi, turo ndi e! Turo kaka. Ka kaka
mu wa. Mu kaka mvura kaka. raku
dzose dzaka diro a wa. Dzaka mvura ya wa
na. Dzaka diro, asi haa ku pa. Mhuka
dzaka ku ku kwe. Ndizvo raka rika
mu.

Questions.

1. Rimwe gore mvura yakanaya here?
Yakaramba'kunaya here?
Mvura yakaramba kunaya rini?
Chinyi chakaramba kunaya?

2. Mhuka dzakaona chokumwa here?
Mvura yakaramba kunaya here?
Ndiani vakashaya chokumwa?
Ngenyi mhuka dzakashaya chokumwa?
3. Dzakapangana chekuita here?
Dzakapangana kuenda kurwizi here?
Dzakafunga senyi?
Ngenyi dzaka pangana kuchera mvura?
4. Tsuru kakacherawo here nevamwe?
Kakarara mumvute here?
Ngenyi tsuro kãkasvova?
Ndiani wãkasvova?
5. Dzimwe mhuka dzakasvowawo here?
Dzakachera mvura here?
Ndiani vakaita basa kwemazuva matatu?
Dzakaitenyi?
6. Kamba wakafara ngekusvowa kwatsuro here?
Kakabvunza mubvunzo here?
Kamba vakafunga senyi?
Wakatinyi?
7. Kamba wakataura chiro here?
Wakashatirwa here?
Kamba wakatinyi?
Ndiani wakashatirwa?
8. Mhuka dzakapangana kupa tsuro mvura here?
Tsuru wakapiwa mvura here?
Ngenyi mhuka dzãkapangana kunyima tsuro mvura?
Dzakapanganenyi?
9. Tsime rakange rapera here kucherwa?
Harina kupera here?
Ndiwanaani wakange waakumwa mvura?
Mvura yakavamba kunwiwa rini?
10. Tsuru kakaziwa here kuti tsime riya rakapera?
Kakataurirwa here kuti tsime rakapera?
Kakanzwa senyi?
Ndiani wakakataurira?

11. Kakagara nenyota yako here?
Kakadini?
Ngenyi kakafunga zano rekuuyawo naro patsime?
Kakaita mazano enyi?
12. Rimwe zuva kakauyawo here patsime?
Kakauya nesadza here?
Ndiani wakauya neuchi mudende?
Ngenyi kakauya neuchi?
13. Patsime pakange pachirindwa here?
Paipfigwa here?
Ndiani wakange ari murindi?
Diro waibata basanyi?
14. Izvo tsuro kakasvika, kakataura chiro here?
Kakakumbira mvura here?
Kakataura rini kuti, 'Sekuru ndine zvinonaka'!
Kakataurirenyi kudaro?
15. Kakataurazve chimwe chiro here?
Tsuru kakatamba nadiro here?
Tsuru kakati, zvinonaka zvinodyiwa ngevakaita senyi?
Kaida kuita senyi diro?
16. Diro rakabvuma here kusungwa?
Rakaramba here?
Rakatinyi kuna tsuro ngekupusa kwaro?
Ndiani wakabvuma kusungwa?
17. Tsuru kakasunga diro here?
Diro rakazvisunga here?
Ngenyi tsuro kakasunga diro?
Diro wakasungwa rini?
18. Tsuru kakange kari kutaura idi here?
Kaitaura zvakanaka here?
Ndiani wakapa diro uchi?
Diro wakadyeni?
19. Diro rakanakirwa here ngeuchi?
Rakaramba here kuhudya?
Ndiani wakadaidzira achiti, 'Tsuru ndisunge'!
Diro rakatinyi?

20. Tsuru kakandomira zvako here?
Kakange kasina nyota here?
Kakamwa rini mvura?
Diro wakange aripi?
21. Tsuru kakasamba nemuviri here?
Kakasamba dende here?
Kakasamba papi muviri?
Ndiani wakasambira mutsime?
22. Kakaenda nemvura here kumba?
Kakasiya dende here patsime?
Tsuru kakaendepi nemvura?
Ndiani wakachera mvura?
23. Mhuka dzose dzakazoono diro akarinda mvura here?
Wakange akwira mugomo here?
Diro wakange aitwa senyi natsuro?
Ndiani wakange asungwa?
24. Mhuka dzakaona mvura yakachena here?
Yakange yaperera here?
Yakange yaitwa senyi naTsuru.
Ngenyi mvura yakange yabvunduka?
25. Mhuka dzaka bvunza diro here?
Wakapindura here?
Ngenyi diro asina kupindura chiro.
Wakadini?
26. Mhuka dzose dzakaziva here kupusa kweDiro?
Diro wakange akangware here?
Dzakaonenyi kunaDiro?
Ndiani wakaziva kupusa kwadiro?
27. Dzakamurega akadaro here?
Mhuka dzakamutema here?
Rakaendepi izvo rakasunungurwa?
Ngenyi rakatizira mugomo?

1. Mhuka dzinomwepi mvura?
2. Ndiani vanochera tsime?
3. Tsuro anogona kuchera tsime here?
4. Mvura inonaya nguvanyi yegore?
5. Munyika menyu mune matiro here?
6. Mune mhuka dzakawanda zvakadini?
7. Munoziva mazita mangani emhuka?

NEW WORDS

sango (5,6) veld (with trees)	zano (5,6) stratagem, plan
unyope (14) laziness	uchi (14) honey
-svova to sneak off	-sunga to tie, bind, fasten
kamba (9,10) tortoise	-pusa
-nyima to deny, withhold, be stingy with	tambo (9,10) rope, thong
mbiri (9) renown, glory, (rumor?)	-nyura to sink, drown
nyota (9) thirst	-bvundurwa to stir up sediment
	-bvunda to become bad, to rot

UNIT 46

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|---|---|
| 1. Magondo wakasangana
natsuro panzira. | Magondo wakasangana natsuro
panzira. |
| 2. Tsuro wakati, urikuendepi
shamwari? | Tsuro wakati, urikuendepi shamwari? |
| 3. Magondo wakati,
kundotsvaka zvekudya. | Magondo wakati, kundotsvaka
zvekudya. |
| 4. Tsuro wakati, tingaenda
tese here? | Tsuro wakati, tingaenda tese here? |
| 5. Kutiuchizogona kutiza
ngatiende. | Kutiuchizogona kutiza ngatiende. |
| 6. Tsuro kakati, kutiza
chete, ibasaredu. | Tsuro kakati, kutiza chete,
ibasaredu. |
| 7. Vakabatana vakaenda
rwendo rwavo. | Vakabatana vakaenda rwendo rwavo. |
| 8. Vārikufamba, vakaona
mhuru dzākarara. | Vārikufamba, vakaona mhuru
dzākarara. |
| 9. Magondo wakavamba kuwowa
masiriri. | Magondo wakavamba kuwowa masiriri. |
| 10. Tsuro kakati, shamwari,
imhuru dzevaridzi. | Tsuro kakati, shamwari, imhuru
dzevaridzi. |

11. Magondo vakati ndadini. Magondo vakati ndadini.
12. Kakati, waa kuda kubata Kakati, waa kuda kubata
 mhurudzevanhu. mhurudzevanhu.
13. Vãri kutaudzana imbwa Vãri kutaudzana imbwa dzakasvika.
 dzakasvika.
14. Dzakadzingirira tsuro, Dzakadzingirira tsuro, panzvimbo
 panzvimbo yamagondo. yamagondo.
15. Tsuro kakatiza kachiti, Tsuro kakatiza kachiti, handiniba
 handiniba ndimagondo. ndimagondo.
16. Ndanyangadza here Ndanyangadza here kutaaurira
 kutaaurira magondo? magondo?
17. Imbwa hadzina kufunga Imbwa hadzina kufunga izvozvo.
 izvozvo.
18. Dzaida nyama yatsuro Dzaida nyama yatsuro chete.
 chete.
19. Tsuro kakati mutsa Tsuro kakati mutsa unouraisa
 unouraisa vakomana. vakomana.
20. Magondo wakasara Magondo wakasara ãkahwanda,
 ãkahwanda, achifunga achifunga kutindapona.
 kutindapona.
21. Varidzi vemhuru vakateera Varidzi vemhuru vakateera
 imbwadzavo. imbwadzavo.

22. Vakaona magondo āri muchidzere. Vakaona magondo āri muchidzere.
muchidzere.
23. Vakamukomba, akati hu-mwi! nditsuro wanga āva kubata mhuru. Vakamukomba, akati hu-mwi!
nditsuro wanga āva kubata mhuru.
24. Varume vakamugarira vakamuuraya. Varume vakamugarira vakamuuraya.
vakamuuraya.
25. Tsuru kakaona kuti kaa kubatwa. Tsuru kakaona kuti kaa kubatwa.
kaa kubatwa.
26. Kakapindamuguru kakahwanda. Kakapindamuguru kakahwanda.
kakahwanda.
27. Kakati tichauraiswa magondo wemwoyo. Kakati tichauraiswa navana magondo
wemwoyo.
28. Tsuru kakati handichazoteerizve mapenzi. Tsuru kakati handichazoteerizve
mapenzi.

Version C

Magondo [redacted] asanga [redacted] tsuro [redacted] nzira. Tsuru [redacted] ti, [redacted] ende [redacted]
shamwari? Magondo [redacted] ti, ku [redacted] tsvaka [redacted] kudya. Tsuru [redacted] ti,
ti [redacted] ende [redacted] tse here? Kutiz [redacted] gona kutiz [redacted] n [redacted] ende [redacted]. Tsuru
[redacted] ti, kutiz [redacted] chete, [redacted] basa [redacted]. Va [redacted] batana va [redacted] enda [redacted] endo
[redacted] avo. [redacted] kufamba, va [redacted] ona mhuru [redacted] rara. Magondo [redacted] vamba
[redacted] wowa masiriri. Tsuru [redacted] ti, shamwari, [redacted] mhuru [redacted] varidzi.

Magondo vakati ndini. Kakati, kuda kubata mhuru vanhu. kutaudzana imbwa sviki. dzingir tsuro, nzvimbo yamagondo. Tsuro kakatiza ti, ndini magondo. nyanga a here kutaura magondo? Imbwa haana funga zvzv. Dza da nyama tsuro chete. Tsuro ti mutsa uraisa vakomana. Magondo sara hwanda, funga kuti pona. mhuru va teer imbwa. ona magondo ri chidzere. Vaka komba, ti hu-mwi! tsuro wanga a mhuru. rume kamugar a va uraya. Tsuro kaona kuti kaa kubatwa. oinda guru hwanda. ti ti ura a navana magondo mwoyo. Tsuro ti ha teeri mapenzi.

Version D

Ma o waka ana na pa a. Tsuro ti, endepi si? Magondo waka, kundo a zv. o ti, tinga t here? uchizo a ku a ngati e. Tsuro kaka, ku a te, i redu. Vaka ana vaka a rw. Vāriku a, vaka a mh dzaka a. Ma o waka a ku a ma. Tsuro kakati, ri, i dze Magondo vakati nda. Kakati, waa ku ku dzevanhu. Vāri ana in dzaka a. Dzaka a ro, pa yama. Tsuro kaka a kachi, hand ba ndi. Nda here ku ira magondo? Imbwa hadzi ku izv. Dzai a ya ch. kakati mu uno a va. Magondo waka a aka a, achi a nda. Va ve vaka a dzavo. Vaka ma a mu. Vaka, akati -mwi! ndi wa a mhuru. Va vaka ira vaka ya. Tsuro kaka a

kaa ku [REDACTED] . Kaka [REDACTED] muguru kaka [REDACTED] a. Kakati ticha [REDACTED] wa navana magondo we [REDACTED]. Tsure kakati handichazo [REDACTED] zve ma [REDACTED].

Questions.

1. Magondo natsuro wakasongana here?
Wakasongana mugomo here?
Magondo natsuro wakasonganepi?
Ndivanaani vakasongana?
2. Tsure wakabvunza magondo here?
Wakabvunza diro here?
Ndiani wakabvunza magondo?
Ngenyi kakabvunza?
3. Magondo wakapindura here?
Wakashatirwa here?
Magondo wakatinyi?
Ndiani waienda kundotsvaka zvekudya?
4. Tsure kaidawo here kuenda?
Kaida kuenda kugadheni here?
Tsure wakatinyi kuna magondo?
Kaida kuendepi namagondo?
5. Magondo wakabvuma here?
Wakamurambidza here?
Wakatinyi kuna tsure?
Ndiani wavo waigona kutiza?
6. Tsure kaigonawo here kutiza?
Kakapindura chiro here kuna magondo?
Kakatinyi kuna magondo?
Tsure kakapindura senyi?
7. Vakafamba vese here parwendo rwavo?
Tsure kakange kakaberekwa here?
Vakafamba zvakadini?
Ndiani vakafamba vese?

8. Vakaona matiro here munzira?
Vakaona mhuru here?
Ndiani vakaona mhuru?
Dzakange dziripi?
9. Vakaramba vachienda here?
Tsuru vakaruma mhuru here?
Magondo wakadini?
Ndiani wakavamba kuwowa masiriri?
10. Tsuru kaiwowa masiriri here?
Magondo vakange aane mwoyo here?
Wakavamba kudini?
Tsuru kakatinyi kuna magondo?
11. Magondo waida here kuti tsuro azive?
Waida kubatira tsuro here?
Wakatinyi kuna tsuro?
Ndiani wakati ndadini?
12. Tsuru waida kubata mhuru here?
Dzakange dziri mhuru dzamagondo here?
Tsuru kakatinyi kuna magondo?
Ndiani wairambidza?
13. Varikutaudzana pakasvika vanhu here?
Pakasvika imbwa here?
Imbwa dzakasvika rini?
Chinyi chakasvikapo?
14. Dzakadzingirira tsuro here?
Magondo wakarumwa here?
Ndiani wakadzingirirwa?
Ngenyi tsuro akadzingirirwa?
15. Tsuru kakamirapo here?
Kakatiza here?
Ngenyi kakatiza?
Kakaendepi?
16. Tsuru wakaita zvakanaka here?
Imbwa dzakamurega here?
Ngenyi dzakarega magondo?
Ndiani wakamuona?

17. Imbwa dzakazvifunga here?
Dzakarega here tsuro?
Ngenyi dzisina kufunga izvozvo?
Ndiwanaani wasina kuzvifunga?
18. Imbwa dzaida nyama yatsuro here?
Dzaida nyama yamagondo here?
Imbwa dzaidenyi?
Ngenyi dzisina kuda nyama yamagondo?
19. Tsuro kakange kaine shamwari here?
Kaiwa nemutsa here?
Ndiani waiwa nemutsa?
Ngenyi magondo akange asina mutsa?
20. Magondo wakakwira mugomo here?
Wakahwanda here?
Magondo wakafungenyi?
Ngenyi akahwanda?
21. Varidzi vemhuru vakateera magondo here?
Vakateera imbwa dzavo here?
Ndiani wakateera imbwa?
Waidenyi?
22. Wakaona uchi here muchidzere?
Magondo wakange ahwanda muchidzere here?
Magondo wakange aripi?
Ngenyi akange ahwanda?
23. Wakamurega here?
Wakamukomba here?
Ndiani wakakomba magondo?
Ngenyi wakamukomba?
24. Wakapona here?
Wakabva afa here?
Vakamuurairenyi?
Ndiani vakamuuraya?
25. Tsuro kakangwara here?
Kaka pusa here?
Ndiani kakange kakangwara?
Kakaona kutinyi?

26. Kakapinda murwizi here?
Kakahwanda muguru here?
Kakahwandepi?
Ndiani wapakinda muguru?
27. Magondo wakange aina mwoyo here?
Tsuru waiwa nomwoyo here?
Ndiani waiwa nomwoyo?
Ngenyi magondo aiwa nomwoyo?
28. Tsuru kakazoteerazve mapenzi here?
Kakafara here namagondo?
Ndiani asina kuda kuzoteera mapenzi?
Ngenyi kasina kuzodazve kufamba nemapenzi?
1. Vanhu vanonyanya kufamba senyi kuenda kunyika dzirikure?
2. Vanhu vanogara muNyakatsapa vanoenda nenyi kwaMutare?
3. Vanhu vanodyepi kuti vari muchitima?
4. Mhuka dzinofamba senyi ndwendo?
5. Kunyika kwenyu kunotonhora senyi?
6. Imhukanyi huru dzesango?
7. Kune dzinogara mumvura here?
8. Imhukanyi dzinogara mumvura?

NEW WORDS

mhuru (9,10) calf, foal	-pona to escape, recover
-wova	} to water at the mouth
masiriri	
chidzere (7,8) small ant hill	
	hu (ideoph.)
-taudzana to converse (?)	mwi (ideoph.)
mutsa (ideoph. from /-mutsa/?) benzi (5), mapenzi (6) fool	
-hwanda to hide, be hidden	

UNIT 47, Part 1

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|--|---|
| 1. Southern Rhodesia ine
upfuto hurimuna iyo. | Southern Rhodesia ine upfuto
hurimuna iyo. |
| 2. Ine migodhi yemaratya
kudai ndi Wankie. | Ine migodhi yemaratya kudai ndi
Wankie. |
| 3. Ine nzvimbo iyo simbi
Inogadzirwa kudai
ngepa Kwekwe. | Ine nzvimbo iyo simbi Inogadzirwa
kudai ngepa Kwekwe. |
| 4. Ine nzvimbo dzaakugadzira
masabasita. | Ine nzvimbo dzaakugadzira
masabasita. |
| 5. Iyo irikufanza kwazvo
mumicheni yekugadzira
mbatya. | Iyo irikufanza kwazvo mumicheni
yekugadzira mbatya. |
| 6. Iri kukura mukugadzira
zviro zvakadai ngemafuta,
sipo kubva munzungu. | Iri kukura mukugadzira zviro
zvakadai ngemafuta, sipo ku-
bva munzungu. |
| 7. Southern Rhodesia
irikukura mukugadzira
michina yekusandisa. | Southern Rhodesia irikukura
mukugadzira michina yeku-
sandisa. |

8. Kune zvirimwa zvizhinji Kune zvirimwa zvizhinji zvirikurimwa
 zvirikurimwa kudai nge kudai nge fodya, magwere, nzungu,
 fodya, magwere, nzungu, michero ne nzimbe.
 michero ne nzimbe.
9. Southern Rhodesia inogona Southern Rhodesia inogona
 kukudza zvipfuyo kukudza zvipfuyo zvakakwana
 zvakakwana zvenyama. zvenyama.
10. Ine nzvimbo idzo michero Ine nzvimbo idzo michero ĩnokudzwa
 ĩnokudzwa kudai ngeMazoe. kudai ngeMazoe.
11. Irikukura zve mukukudza Irikukura zve mukukudza nekugadzira
 nekugadzira tii. tii.
12. Southern Rhodesia Southern Rhodesia yawanemanyuko
 yawanemanyuko akasimba akasimba emagetsi kubva kunedziva
 emagetsi kubva kunedziva raKariba.
 raKariba.
13. Yawa nenzvimbo apomotokari Yawa nenzvimbo apomotokari
 dzĩrikuvamba kuvakwa. dzĩrikuvamba kuvakwa.
14. Southern Rhodesia Southern Rhodesia irikufanzisa
 irikufanzisa migwagwa migwagwa yakanaka nekuita
 yakanaka nekuita kutikufamba kuwe nyore.
 kutikufamba kuwe nyore.

15. Ine zviro zvizhinji Ine zviro zvizhinji zvinobuda
 zvinobuda nezvinouya. nezvinouya.
16. Mumakore mashoma Mumakore mashoma anotevera
 anotevera So. Rhodesia So. Rhodesia ichava imwe yenyika
 ichava imwe yenyika dzirikufambira mberi.
 dzirikufambira mberi.

Version C

Southern Rhodesia ine pfuto rimuna iyo. Ine godhi
 maratya dai Wankie. Ine nzvimbo iri simbi gadzira
 dai pa Kwekwe. Ine nzvimbo iri kugadzira masabasita. Ine
 iri fanza kwazvo cheni gadzira mbatya. Ine kura
 gadzira ro dai pfuta, sipo ova nzungu.
 Southern Rhodesia ine kura gadzira china sanda.
 Ine rimwa zhinji kurimwa dai fodya, magwere,
 nzungu, chero nzimbe. Southern Rhodesia ine gona kudza
 pfuyo kwana nyama. Ine nzvimbo dzvo michero kudzwa
 dai Mazoe. Ine kura mukukudza gadzira tii. Southern
 Rhodesia ine manyuko simba magetsi ova dziva Kariba.
 Ine nzvimbo motokari kuvamba vakwa. Southern Rhodesia
 ine fanzisa gwagwa kanaka ita kuti famba nyore. Ine
 zviro zhinji buda ouya. Mumakore mashoma anotevera
 So. Rhodesia ichava imwe yenyika dzirikufambira mberi.

Version D

[redacted] Rhodesia ine u[redacted] [redacted] iyo. Ine ma[redacted]
 ye[redacted] ku[redacted] ndi Wankie. Ine [redacted] iyo [redacted] ino[redacted] va
 ku[redacted] pa Kwekwe. I[redacted] nzvimbo [redacted] dzira ma[redacted] a. Iyo
 iriku[redacted] a [redacted] mu[redacted] yeku[redacted] ra [redacted] ra. Iri ku[redacted] a
 mu[redacted] ra zvi[redacted] zvaka[redacted] nge[redacted], sipo ku[redacted] mu[redacted].
 Southern Rhodesia iriku[redacted] a mukugadzira mi[redacted] yeku[redacted] isa.
 Kune zvi[redacted] zvi[redacted] zvi[redacted] ku[redacted] nge [redacted], ma[redacted],
 [redacted], mi[redacted] ne [redacted]. Southern Rhodesia ino[redacted] a ku[redacted] a
 zvi[redacted] o zvaka[redacted] a zve[redacted]. Ine [redacted] idzo mi[redacted] ino[redacted] a
 ku[redacted] n[redacted]. Iriku[redacted] a [redacted] muku[redacted] a neku[redacted] ira tii.
 [redacted] Rhodesia yawane[redacted] aka[redacted] a e[redacted] kubva kune[redacted]
 raKariba. Ya[redacted] ne[redacted] apo[redacted] dziriku[redacted] a ku[redacted] a.
 [redacted] Rhodesia iriku[redacted] isa mi[redacted] yaka[redacted] neku[redacted] a
 kuti[redacted] ku[redacted] nyore. Ine zvi[redacted] zvi[redacted] zvi[redacted] nezvi[redacted].
 Mu[redacted] ma[redacted] ano[redacted] a [redacted] Rhodesia icha[redacted] i[redacted] ye[redacted] ka
 dziriku[redacted] a [redacted] i.

Questions.

1. Southern Rhodesia ineupfuto here?
 Southern Rhodesia ine chando here?
 Southern Rhodesia inenyi?
 Ndiani ine upfuto?
2. Ine migodi yemaratya here?
 Ine minda ye ndodzi here?
 Ine migodinyi?
 Iripi migodi yacho?
3. Ine nzvimbo dzinogadzirwa simbi here?
 Ine nzvimbo dzemari here?
 Inenzvimbo dzakadini?
 Imwe iripi?

4. Ine nzvimbo dzekugadzira masabasita here?
Ine nzvimbo dze gungwa here?
Ine nzvimbonyi?
Simbi inogadzirwepi?
5. Irikufanza mukugadzira micheni here?
Irikufanza mukufamba here?
Irikukurenyi?
Ndiani arikukura?
6. Irikukura mukugadzira mafuta here?
Irikukura mukuvaka here?
Irikufanzisenyi?
Inogadzirenyi?
7. Southern Rhodesia irikukura here?
Southern Rhodesia irikumira here?
Iri kukurenyi?
Micheninyi irikugadzirwa?
8. Kune zvirimwa zvizhinji here?
Iri kurima mari here?
Zvirimwanyi zviriri kurimwa?
Zvirikurimwe pi?
9. Inogona kupfuya zvipfuyo here?
Ine zvipfuyo zvishoma here?
Inopfuyenyi?
Zvipfuyo zvizhinji zvacho ngezvenyi?
10. Ine nzvimbo dzekukudza michero here?
Ine nzvimbo dzekukudza vanhuhere?
Inokudzwepi?
Chinyi chinokudzwa?
11. Irikukura zve mukugadzira tii here?
Iri kukura zve mukusona here?
Irikukurenyi?
Irikugadzirenyi?
12. Yawa nemanyuko emagetsi akasimba here?
Yawa nemanyuko mazhinji here?
Yawa nenyiko?
Anobvepi aya manyuko?

13. Yawa nepekugadzirira motokari here?
Yawa nepekugadzirira mwoto here?
Chinyi chawa kuwamba kuvakwa?
Inzvimbo yenyi?
 14. Southern Rhodesia irikufanzisa migwagwa here?
Irikuti kufamba kunetse here?
Irikufanzisenyi?
Ngenyi irikufanziswa?
 15. Ine zvinobuda nezvino uya here?
Ine zvinogara here?
 16. Ichafambira mberi here?
Ichava imwe yenyika dzemhiri here?
Ichafambira mberi rini?
Ndiani ichafambira mberi?
-
1. Nyika yenyu ineupfuto here?
 2. Upfumi hwayo hwakanyanyirepi?
 3. Ngenyi vekumusoro vasikanyanyi kukudza zvirimwa?
 4. Migwagwa yenyumikuru yakawambwa rini?
 5. Ndege nemotokare zvinogadzirwa senyi?
 6. Nyika yenyu inezvinhu zvinouya here?
 7. Munenzvimbo apo simbi dzinogadzirwa here?
 8. Migodhi yenyi iri muno?

NEW WORDS

upfuto (14)	fodya (9) tobacco
maratya (6) coal	nzimbe (9) sugar cane
simbi (9) iron, iron object	manyuko (5,6) source
masabasita(6) asbestos	magetsi(6) electricty
-fanza to be widespread (?)	-dziva (5) madziva (6) pool, lake

UNIT 47, Part II

Version A

[Mark tones in 'A' only.]

1. Southern Rhodesia
yakaganurwa kumusoro
norwizi rwaZambezi.

2. Kunhasi yakaganurwa
norwizi rwaLimpopo.

3. Kumabvazuva kunenyika
yeMaputukezi.

4. Kumanyurazuva kune-
Bechuanaland.

5. Iri mumutsetse wemakumi
mairi panhasi peEquator.

6. Inehuvandu hwavanhu
vanodarika mamirioni
mana.

Version B

[Do not mark tones in 'B'.]

Southern Rhodesia yakaganurwa
kumusoro norwizi rwaZambezi.

Kunhasi yakaganurwa norwizi
rwaLimpopo.

Kumabvazuva kunenyika yeMaputukezi.

Kumanyurazuva kuneBechuanaland.

Iri mumutsetse wemakumi mairi
panhasi peEquator.

Inehuvandu hwavanhu vanodarika
mamirioni mana.

7. Guta rayoguru rinonzi Harare. Guta rayoguru rinonzi Harare.
Harare.
8. Inezve maguta makuru akadai ndi, Mutare, Mutare, Kwekwe, Gweru, neBuruwayo.
Kwekwe, Gweru, neBuruwayo.
9. So. Rhodesia inenzvimbo zhinji dzinofadza. So. Rhodesia inenzvimbo zhinji dzinofadza.
10. Ine tsvingwe dzaZimbahwe, chitubu chinopisa, mapopopo aZambezi neMakomo eNyanga.
chitubu chinopisa, mapopopo aZambezi neMakomo eNyanga.
11. Ine ndwizi huru dzinonga nhanhatu chete. Ine ndwizi huru dzinonga nhanhatu chete.
12. So. Rhodesia inemhando zhinji dzemhuka. So. Rhodesia inemhando zhinji dzemhuka.
13. Dzimwe nzvimbo dzayo dzinotonhora dzimwe dzinopisa. Dzimwe nzvimbo dzayo dzinotonhora dzimwe dzinopisa.

Version C

Southern Rhodesia ganurwa musoro rwizi Zambezi.
nhasi ganurwa rwizi Limpopo. mabvazuva nyika
Maputukezi. manyurazuva echuanaland. ri tsetse
kumi iri nhasi peEquator. nuvandu vanhu darika

mirioni na. Guta guru nzvi Harare. Ine maguta kuru
 dai ndi, Mutare, Kwekwe, Gweru, neBuruwayo. So. Rhodesia nzvimbo
 zhinji fadza. Ine tsvingwe Zimbahwe, tubu pisa,
 popopo aZambezi neMakomo Nyanga. Ine izi huru dzianga
 anhatu chete. So. Rhodesia mhando zhinji mhuka. mwe
 nzvimbo aya notonhora mwe pisa.

Version D

Southern Rhodesia yakaganurwa kumusoro rwakaganurwa.
 Ku yaka norwizi rwa. Ku a kune
 ye. Kuma zuva kune naland. Iri mum
 wema ma pa peEquator. Inehu hwa vanod
 ma ma. rayo rino Harare. I ma
 ma aka ndi, tare, Kwekwe, Gweru ne wayo. So. Rhodesia
 ine zhinji dzino. Ine tsvingwe dzaZimbahwe,
 chino, ma popopo aZambezi ne Nyanga. Ine huru
 dzino nhatu chete. So. Rhodesia ine zhinji dze.
 Dzi nzvimbo dza dzino dzimwe dzino.

Questions.

1. Southern Rhodesia yakaganurwa kumusoro here?
 Yakaganurwa negungwa here?
 Rwizinyi rwakaganura kumusoro?
 Yakaganuka senyi?
2. Kunhasi yakaganurwa here?
 Yakaganurwa nemakomo here?
 Rwizinyi rwakaganura nhasi?
 Rwakaganura senyi?

3. Kumabvazuva kwakaganurwa naMaputukezi here?
Kune gungwa here kumabva zuva?
Yakaganurwa nenyi?
Ndiani vakaiganura?
4. Kumanyura zuva kuneBechuanaland here?
Kune gungwa here?
Ko, inyikanyi irikumanyura zuva?
Irikupi?
5. Rhodesia iri mumutsetse wemakumi mairi here panhasi paEquator?
Iri pamusoro peEquator here?
Iripapiko zvino?
Iri mumutsetse nyi?
6. Inehuvandu hwe vanhu here?
Ine vanhu vashoma here?
Ine huvandu hwakadini?
Hunodarika mamirioni mangani?
7. Southern Rhodesia ine guta guru here?
Ine guta duku here?
Ndiani zita reguta rayo guru?
Riripi iri guta?
8. Ine mamwe maguta makuru here?
Ine dzimba duku here?
Ndiani mazita emamwe maguta?
Mamwe aripi?
9. Mune nzvimbo dzinofadza here?
Mune nzvimbo dzinochedza here?
Ndiani mazita edzimwe nzvimbo dzinofadza?
Dzimwe dzinofadza dziripi?
10. Munoziva mazita adzo here?
Mazita adzo aripo here?
Ndiani mazita adzo?
Ngenyi dzichiziwikana?
11. Ine ndwizi huru here?
Ine gungwa here?
Indwizinyi huru?
Dzinoendepi?

12. Mune mhando zhinji here dze mhuka?
Dziri munyika yose here?
Dzino dyenyi?
Dzino nyanyoonekepi?
13. Dzimwe nzvimbo dzayo dzinotonhora here?
Dzinotonhora nguwa dzose here?
Ngenyi dzichitonhora?
Dzinopisa dziripi?
1. Makambofunda nekuganurwa kweRhodesia here?
2. Nyika yenyu yakaganurwa neyi?
3. Guta guru renyu rinonzi ani?
4. Ndwizi dzenyu huru dziripi?
5. Ngenyi musina mhando dzese dzemhuka?
6. Mune nzvimbo ngani dzinofadza?
7. Ngenyi musati maona tsvingwe dzeZimbahwe?
8. Ndiani vanogara kunopisa?

NEW WORDS

-ganura (or: -ganhura) to limit, huwandu (14) amount ('numerousness')	
divide, bound	
musoro (3,4) head (here, north)	-darika (lit., to jump over), to exceed
kunhasi (here, south)	tsvingwe (9,10)
kumabvazuva east	chitubu (7,8) spring (of water)
nyika (9) land	mapopopo (6) heavy flow
kumanyurazuva west	gungwa (5), magungwa (6) large stretch of water, sea
mutsetse (3,4) line (here, parallel of latitude)	

UNIT 48, Part I

Version A

[Mark tones in 'A' only.]

1. Rhodesia yakati
nyangarora mazuva ano.
2. Hurumende irikukarirwa
kuti ienzane muzvinhu
zvose.
3. Tiri kukarira vazhinji
kuti vabatsire.
4. Nhengo dzeCommonwealth
dziri kutarisira utongi
hwakanaka muRhodesia.
5. Tinokoya kuona nhengo
dzakaenzana muutongi
hwadzo.
6. Nyasaland yawa patyo
pekuita zvese izvi.
7. Pasi rose rakanangisira
chimiro cheiyinyika
chemangwana.

Version B

[Do not mark tones in 'B'.]

1. Rhodesia yakati nyangarora
mazuva ano.
2. Hurumende irikukarirwa kuti
ienzane muzvinhu zvose.
3. Tiri kukarira vazhinji kuti
vabatsire.
4. Nhengo dzeCommonwealth dziri
kutarisira utongi hwakanaka
muRhodesia.
5. Tinokoya kuona nhengo dzakaenzana
muutongi hwadzo.
6. Nyasaland yawa patyo pekuita
zvese izvi.
7. Pasi rose rakanangisira chimiro
cheiyinyika chemangwana.

8. Iri kutsvaka nzira yekuti Iri kutsvaka nzira yekuti fundo
fundo iwenyoro kumunhu iwenyore kumunhu vose.
vose.
9. Mapepa nhau arikutaura Mapepa nhau arikutaura zvizhinji
zvizhinji ngeiyi nyika. ngeiyi nyika.
10. Tirikunangisira nhengo Tirikunangisira nhengo zhinji
zhinji kumirira kumirira nyikayadzo.
nyikayadzo.
11. Mapepa nhau edu Mapepa nhau edu anoronedzera
anoronedzera zvirikuitika nhasi.
zvirikuitika nhasi.
12. Vanhu vazhinji Vanhu vazhinji vanekutaura
vanekutaura kuzhinji kuzhinji ngemamiriro ehutongi.
ngemamiriro ehutongi.
13. Tichafara zvikuru Tichafara zvikuru nokusanduka
nokusanduka kurikuita kurikuita nyika dzose.
nyika dzose.
14. Zviri mumaziso ehutongi Zviri mumaziso ehutongi kutihuve
kutihuve maererano maererano nenyika.
nenyika.

15. Hutongi huzhinji hwepasi Hutongi huzhinji hwepasi rose
 rose hurikusanduka hurikusanduka kuva hutsva.
 kuva hutsva.
16. Vanhu vanofunda Vanhu vanofunda mapepanhau vane
 mapepanhau vane pfungwa pfungwa dzakafanza.
 dzakafanza.
17. Nyika dzose dzinodakuti Nyika dzose dzinodakuti vanhuvadzo
 vanhuvadzo vafunde vafunde mabasa ose.
 mabasa ose.

Version C

Rhodesia ti nyangarora zuva no. Hurumende karirwa
 enzane mu vanhu ose. Iri karanga zhinji kuti vabatsirwa.
 Nhengo eCommonwealth iri kutarisira utongwanaka Rhodesia.
 koya ona nhengo enzanga utongi dzo. Nyasaland wa
 patyo ita ose izv. Pasi ose nangisira miro iyinyika
 mangwana. Iri tsvaka nzira kuti fundo nyore munhu se.
 pepa nhau a taura zhinji iyi nyika. rikunanga
 nhengo zhinji kumiranga nyika dzo. Mapepa nhau du anorondanga
 kuitikanhasi. Vanhu zhinji kutaura zhinji miriro
 tongi. faranga kuru kusandanga kuita nyika se.
 iri ziso tongi kuti ve rererano nyika. tongi zhinji
 pasi se iri sandanga kuva tsva. Vanhu fundanga pepanhau
 pfungwa dzakafanza. Nyika se dzinodakuti vanhu
 vafundanga mabasa se.

Version D

Rhodesia [redacted] ti [redacted] ra ma [redacted] ano. Hu [redacted] iriku [redacted] a
 kuti i [redacted] ne mu [redacted] zvose. Tiri ku [redacted] ra va [redacted] kuti va [redacted] e.
 Nhe [redacted] dze [redacted] dziri ku [redacted] a u [redacted] i hwaka [redacted] muRhodesia.
 Tino [redacted] a kuona [redacted] dzaka [redacted] ana mu [redacted] hwa [redacted]. [redacted] ya
 pa [redacted] pe [redacted] zv [redacted] izvi. [redacted] rose raka [redacted] ira chi [redacted] cheiyi [redacted]
 che [redacted]. Iri ku [redacted] a [redacted] yekuti fundo i [redacted] e [redacted] munhu
 [redacted] se. Ma [redacted] ariku [redacted] zvi [redacted] ngeiyi [redacted]. Tiriku [redacted]
 nhengo [redacted] ku [redacted] ira [redacted] yadzo. Ma [redacted] edu ano [redacted] a
 zviriku [redacted] a nhasi. Va [redacted] va [redacted] vane [redacted] ku [redacted] ngema [redacted]
 eh [redacted]. Ticha [redacted] zvi [redacted] noku [redacted] aka kuri [redacted] nyika [redacted].
 Zviri mu [redacted] eh [redacted] kuti [redacted] ma [redacted] o ne [redacted]. [redacted] ngi
 hu [redacted] hwe [redacted] rose huriku [redacted] a kuva hu [redacted]. Vanhu vano [redacted]
 ma [redacted] nhau vane [redacted] a dzaka [redacted]. [redacted] dzose dzino [redacted] kuti
 [redacted] yadzo va [redacted] e ma [redacted] ose.

Questions.

1. Rhodesia yakanyangararika here mazuva ano?
 Yaka nyarara here mazuva ano?
 Inyi yaka nyangararika mazuva ano?
 Ngenyi yakadaro?
2. Hurumende iri kukarirwa kuti ienzane here?
 Iri kudikana kuenzana zvishoma here?
 Ngenyi iri kukarirwa kudaro?
 Ngepi uko inodikanwa kudaro?
3. Tiri kukarira vazhinji here kubatsira?
 Tiri kukarira vairi here kubatsira?
 Ndiani ari kuvakarira?
 Ngenyi varikukarira?

4. Nhengo dzose dziri kutarisira utongi hwakanaka here?
Nhengo shoma dziri kutarisira utongi hwakanaka here?
Ndiani arikutarisira uhu hutongi?
Ngenyi varikuhutarisira?
5. Tinokoya kuona nhengo dzakaenzana here?
Vanhu vanokoya nhengo shoma here?
Dzinodikanwepi?
Ngenyi dzichidikanwa?
6. Nyasaland yawa patyo here?
Nyika dzose dzava patyo here?
Ndiani wawa patyo?
Ngenyi wawa patyo?
7. Pasi rose rakanangisira here chimiro chayo chamangwana?
Rutiwi rwenyika rwaka rekerera here chimiro chayo?
Ngenyi pasi rose riri kufunga kudaro?
Rinofunga kudaro rini?
8. Iri kutsvaka nzira yofundo here kumunhu vose?
Iri kushaya fundo here kumunhu wose?
Iri kutsvakenyi?
Ngenyi iri kutsvaka?
9. Mapepanhau arikutaura zvizhinji here ngenyika?
Mapepanhau arikutaura ngeCanada here?
Ari kunyanyotaurenyi?
Zvino taurwepi?
10. Nhengo zhinji dzirikunangisirwa kumirira nyika yadzo here?
Nhengo zhinji dziri kunangisirwa kunze here?
Dzinomirirenyi?
Ndiani anomirira?
11. Mapepa nhau ano rondedzerenyi?
Anorondedzera nhema here?
Chinyi chinorondedzera?
Anorondedzerepi?
12. Vanokutaura kuzhinji here?
Vanokutaura kushoma here?
Mamiro enyi?
Ndiani vanokutaura?

13. Vanhu vachafara here?
Nyika ichadzikira here?
Tichafara nenyiko?
Nyika ichaitenyi?
 14. Zviri mumaziso here?
Zviri muguta here?
Ngezvenyi zvirimumaziso?
Hunoda kuva maererano nenyi?
 15. Hutongi hwepasi rose huri kusanduka here?
Hutongi huzhinji hwakamira here?
Chinyi chiri kuitika?
Ngenyi huri kusanduka?
 16. Vanhu vanofunda mapepanhau vanepfungwa dzakafanza here?
Vane maziso akakura here?
Ndiani ane pfungwa dzakafanza?
Ngenyi dzakafanza?
 17. Nyika dzose dzinoda kuti vanhu vadzo vafunde here?
Inodakuti vanhu vayo vafunde basarimwe here?
Nyika dzase dzinodenyi?
Ndiani anoda kuti vafunde?
-
1. Nyika yenyu yakanyangararika wohere?
 2. Mune nhengo dzeCommonwealth ngani?
 3. Marudzinyi arikumusha kwenyu?
 4. Vanhu venyu vanobatsirawo here?
 5. Vanhu venyu vakanangisirenyi?
 6. Hutongi hwenyu hunobvepi?
 7. Vanhu vanofundiswa senyi?

NEW WORDS

nyangarara ideoph., of being disorderly	-koya
-karira to forbid forcefully(?)	chimiro (7) conduct (?), bearing
nhengo (9,10) member	-rondedzera
-tarisira to hope for	mamiriro (6) shape (?), represen- tation (?)
utongi(14) government	-nyarara to be quiet

UNIT 48, Part II

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|--|--|
| 1. Mapepa nhau
akapandaniswa muzvikwata
zvakasiyana. | Mapepa nhau akapandaniswa
muzvikwata zvakasiyana. |
| 2. Mamwe anodindwa pazuva
rimwe narimwe. | Mamwe anodindwa pazuva rimwe
narimwe. |
| 3. Mamwe anonzi 'week end
edition.' | Mamwe anonzi 'week end edition.' |
| 4. Mapepa nhau anodaidzira
nemitengo yezvinhu. | Mapepa nhau anodaidzira nemitengo
yezvinhu. |
| 5. Ndimozve vanhu vanotaura
nemitambo yakasiyana. | Ndimozve vanhu vanotaura nemitambo
yakasiyana. |
| 6. Vanhu vanonzwa nyaya
dzakasiyana kubva muma -
pepanhau. | Vanhu vanonzwa nyaya dzakasiyana
kubva muma pepanhau. |

7. Mabasa mazhinji Mabasa mazhinji anonzwika
 anonzwika kubudikidza kubudikidza namapepa nhau.
 namapepa nhau.
8. Mamwe masoko emhiri Mamwe masoko emhiri kwogungwa
 kwogungwa anonzwika anonzwika muma pepa nhau.
 muma pepa nhau.

Version C

Mapepa nhau pandaniswa kwata siyana. Mwe
 dindwa zuva rimwe mwe. Mamwe mwezi 'week end' on.
 Mapepa nhau daidza mitengo zvinhu. Mozve vanhu
 taura tambo siya. Vanhu vanzwa nyaya siya
 bva ma pepa nhau. Mabasa zhinji onzwika kubudika
 pepa nhau. Mwe masoko emhiri kwogungwa anonzwa muma-
 pepa nhau.

Version D

Mapepa nhau akaiswa muzviki zvakaana. Mwe
 anonzwa pazviri nari. Mamwe anonzwa 'week end' on.
 Mapepa nhau anonzwa nemi yvanhu. Ndi mozve va
 vano nemi yakaana. Vanhu vano dzakaana
 ku muma pepa nhau. Mamwe ma kwogungwa anonzwa muma-
 pepa nhau.

Questions.

1. Mapepa nhau akapandaniswa here?
Mabhuku akapandaniswa here?
Chinyi chakapandaniswa?
Aka pandaniswa muzvikwata zvingani?
2. Anodindwa pazuva rimwe narimwe here?
Anodindwa pagore here?
Anodindwa kwenguwanyi?
Anoitwa senyi?
3. Ane mazita here?
Anonzi mabuku here?
Aya mapepa nhau anonzinyi?
Ndiani anoada?
4. Anodaidzira nomitengo here?
Vanhu havaadi here?
Anodaidzirenyi?
Ndiani anodaidzira nemitengo?
5. Vanhu vanotaura nemitambo here?
Vanotaura nemakomo here?
Vanotaura nenyi?
Vanotaurirepi?
6. Vanonzwa nyaya dzakasiyana here?
Vanonzwa nyaya dzimwedzo here?
Ndiani anonzwa nyaya?
Inyayanyi?
7. Mabasa anonzwika here?
Mabhuku anotaura nemabasa here?
Mabasa anonzwikepi?
Anonyorwepi?
8. Masoko emhiri kwogungwa anonzwika here?
Masoko emuno anonzwika here?
Masokonyi anonzwika?
Anonzwikepi?

1. Mapepanhau enyu anonyorwa mumutauronyi?
2. Imhandonyi dzenyaya dzinotaurwa?
3. Mabasa anodaidzirwawo here mumapepa nhau?
4. Aya masoko anonyorwa nenyi?
5. Mune mhando ngani dzemapepanhau?
6. Ndiani anomutaurira masoko emhiri?

NEW WORDS

-pandanisa divide, separate	-nzwika to be known, understood
chikwata (7,8) small group	-budikidza to come out of, through
-dinda to press, print	

UNIT 49, Part I

Version A

[Mark tones in 'A' only.]

Version B

[Do not mark tones in 'B'.]

- | | |
|--|--|
| 1. Vadzimai vazhinji kwazvo
vava nhengo dzemisono. | Vadzimai vazhinji kwazvo vava
nhengo dzemisono. |
| 2. Vanosangana pamwe nguva
zhinji. | Vanosangana pamwe nguva zhinji.
zhinji. |
| 3. Vane dzimudzangara
vanoteerera mumhepo. | Vane dzimudzangara vanoteerera
mumhepo. |
| 4. Mumisono umu,
vanodzidziswa zvinhu
zvizhinji. | Mumisono umu, vanodzidziswa zvinhu
zvizhinji. |
| 5. Mune vatungamiriri
muchikwata chimwe
nachimwe. | Mune vatungamiriri muchikwata
chimwe nachimwe. |
| 6. Ava vatungamiri vanotsarwa
ngekukura kweunhengo. | Ava vatungamiri vanotsarwa ngekukura
kweunhengo. |
| 7. Mumisangano umu
munodzidziswa ngekugeza,
kuchisa, kuruka, nekusona. | Mumisangano umu munodzidziswa
ngekugeza, kuchisa, kuruka,
nekusona. |
| 8. Munodzidziszwazve
ngekuchengeta dzimba,
vana, kubika, nekutamba
mitambo. | Munodzidziszwazve ngekuchengeta
dzimba, vana, kubika, nekutamba
mitambo. |

9. Kunoitwa musangano mukuru kamwe pagore. Kunoitwa musangano mukuru kamwe pagore.
10. Kumusangano uyu kunoenda mumiriri umwe kubva mumisangano yakasiyanasiyana. Kumusangano uyu kunoenda mumiriri umwe kubva mumisangano yakasiyanasiyana.
11. Hurumende inobatsirawo ngekunyora nekutumira zvimwe zvidzidzo. Hurumende inobatsirawo ngekunyora nekutumira zvimwe zvidzidzo.
12. Vadzimai vazhinji vari kufara kuwa dzemisangano. Vadzimai vazhinji vari kufara kuwa nhengo dzemisangano.

Version C

[redacted] mai [redacted] zhinji kwazvo [redacted] va nhengo [redacted] misono. [redacted] sangana
 [redacted] nguva zhinji. Vane [redacted] dzangara [redacted] teerera [redacted] nhopo.
 Mumi [redacted] umu, vanodzidz [redacted] a zvinhu [redacted] zhinji. Mune [redacted] tungam [redacted] i
 muchi [redacted] a chimwe [redacted] mwe. [redacted] va [redacted] tungamiri [redacted] tsara [redacted] kura
 [redacted] unhengo. [redacted] sangano umu [redacted] nodzidz [redacted] a [redacted] geza, [redacted] chisa,
 kuruka, [redacted] sona. Munodzidzis [redacted] [redacted] chengeta [redacted] mba, [redacted] na,
 kubika, [redacted] tamba [redacted] tambo. [redacted] itwa [redacted] sangano [redacted] kuru [redacted] mwe [redacted] gore.
 [redacted] sangano uyu [redacted] noenda mumiriri [redacted] mwe kubva [redacted] sangano
 [redacted] siyanasiyana. Hurumende [redacted] nobats [redacted] [redacted] nyora [redacted] utumira
 [redacted] mwe [redacted] dzidzo. [redacted] mai [redacted] zhinji [redacted] ri kufara [redacted] nhengo
 [redacted] misangano.

Version D

Vadzi [redacted] va [redacted] kwazvo va [redacted] nhengo dzemi [redacted]. Vano [redacted] a pa [redacted] zhinji. Va [redacted] dzimu [redacted] vano [redacted] era mu [redacted]. Mumi [redacted], vano [redacted] wa zvi [redacted] zvi [redacted]. Mu [redacted] va [redacted] i muchi [redacted] a chi [redacted] nachi [redacted]. Ava va [redacted] vano [redacted] a ngeku [redacted] a kw [redacted]. Mumi [redacted] umu muno [redacted] a nge [redacted], ku [redacted] a, ku [redacted] a neku [redacted]. Muno [redacted] zve ngeku [redacted] dzi [redacted], va [redacted], ku [redacted] neku [redacted] a mi [redacted]. Kuno [redacted] a mu [redacted] mu [redacted] ka [redacted] pa [redacted]. Kumu [redacted] uyu kuno [redacted] a mu [redacted] u [redacted] ku [redacted] mumi [redacted] yaka [redacted]. Hu [redacted] ino [redacted] wo ngeku [redacted] a neku [redacted] zvi [redacted] zvi [redacted]. Vadzi [redacted] va [redacted] va [redacted] ku [redacted] a ku [redacted] dzemi [redacted] ano.

Questions.

1. Vadzimai vazhinji here vava mumisano?
Vadzimai vashoma here mumisono?
Kune vadzimai vakavanda senyi mumisono?
Ndiani vave nhengo dzemisono?
2. Yanosangana pamwe here?
Havambosangari pamwe here?
Ndiani vanosangana pamwe?
Ngenyi vachisangana pamwe?
3. Vanoteererawo mumhepo here?
Havateereri mumhepo here?
Vanonzwa senyi zvemumhepo?
Ndiani vanoteerera mumhepo?
4. Vanodzidziswa zvinhu zvizhinji here?
Vanodzidza zvishoma here?
Vadzimai vanodzidzira papi zvinhu zvizhinji?
Ndivanaani vanodzidza zvizhinji?

5. Muzvikwata izvi mune vatungamiriri here?
Mune vachairi here?
Vatungamiriri vanovanda senyi muzvikwata umu?
Ngenyi vasikanyanyi kuvanda?
6. Vatungamiriri vanotsarwa vazhinji here?
Vanotsarwa ngeuwandu hweunhengo here?
Ava vatungamiri vanotsarwa senyi?
Ndiani anovatsara?
7. Munodzidziswa kuchaira motakari here?
Munodzidziswa nekuchisa here?
Zvakavanda senyi zvinodzidziszwamo?
Ngenyi vachidzidziswa zvizhinji?
8. Vanodzidziswa here kubika nekuchenesa dzimba?
Vanodzidziswa nekuruka here?
Ngenyi vachidzidziswa kuruka nekuchengeta vana?
Vano dzidzirepi?
9. Vanoita here musangano mukuru vegore?
Vanoita misangano mikuru kashanu pagore here?
Vanoita kangani musangano wepagore?
Ngenyi vachiita musangano vegore?
10. Vanotumira vamiriri here kumusangano vegore?
Kunotumirwa vabiki here?
Ngenyi vachitumira vamiriri kubva mumisono yakasiyana?
Ndiani vanotumirwa?
11. Hurumende inobatsirawo here?
Haina nechekuita ndizvo here?
Ndiani anobatsirawo ngekutumira zvimwe zvidzidzo?
12. Vadzimai vanozvifarira here kuva nhengo?
Vanofaira kuva vatungamiriri here?
Ngenyi vachifarira iyi misangano?
Ndiani vanozvifarira?

1. Munodzidzirepi kusona?
2. Munosangana pamwe here?
3. Musangano mukuru unoitwa kangani pagore?
4. Masoko mazhinji anobva kupi?
5. Vadzimai vekwenyu vanodzidzirepi kutaura mitauro?

NEW WORDS

musono (3,4) seam; here, 'sew- -tsara to pull hard (?), to run
 ing circle' (?) away (?)

dzimudzangara radio -ruka to knit, weave

UNIT 49, Part II

Version A

[Mark tones in 'A' only.]

1. Kune hosha iri
 kutambudza kwazvo
 yechikosoro.

2. Iyi hosha iri hosha
 inobatira.

3. Zvakatora nguva huru kuti
 iyi hosha irapwe.

4. Mazuva ano vanhu vazhinji
 vave kurapwa.

Version B

[Do not mark tones in 'B'.]

1. Kune hosha iri kutambudza
 kwazo yechikosoro.

2. Iyi hosha iri hosha inobatira.

3. Zvakatora nguva huru kuti iyi
 hosha irapwe.

4. Mazuva ano vanhu vazhinji vave
 kurapwa.

5. Hurumende iri kuita basa Hurumende iri kuita basa basa
 basa rekudzivirira iyi rekudzivirira iyi hosha
 hosha ngekubaya ngekubaya majekiseni.
 majekiseni.
6. Iyo hurumende iri Iyo hurumende iri kutumira
 kutumira zvidzidzo zvidzidzo ngekudzivirira iyi
 ngekudzivirira iyi hosha.
 hosha.
7. Izvi zvidzidzo zvinotaura Izvi zvidzidzo zvinotaura ngekudya
 ngekudya kwakanaka. kwakanaka.
8. Kugara mudzimba dzine Kugara mudzimba dzine mafafitera
 mafafitera akakura. akakura.
9. Zvakafanirazve kuti Zvakafanirazve kuti vanhu vapfeke
 vanhu vapfeke nekufuka nekufuka zvinodziya.
 zvinodziya.

Version C

ne hosha iri kutambura kwazvo kosoro. Iri hosha iri
hosha batira. tora nguva huru kuti iri hosha rapa.
zuva no vanhu zhinji vav kurapa. Hurumende iri ita
basa rekudzivirira iyi hosha nekubaya majekiseni. Iyo
hurumende iri kutumira zvidzidzo ngekudzivirira iyi hosha.
Izvi zvidzidzo zvinotaura ngekudya kwakanaka. Kugara mudzimba dzine
mafafitera akakura. Zvakafanirazve kuti vanhu vapfeke nekufuka
zvinodziya.

Version D

Ku [redacted] iri ku [redacted] kwazvo yechi [redacted]. Iyi [redacted] iri hosha ino [redacted] ira. Zvaka [redacted] nge [redacted] ru [redacted] iyi hosha irapw [redacted]. Ma [redacted] a [redacted] vanhu va [redacted] va [redacted] ku [redacted] a. [redacted] de iri ku [redacted] [redacted] basa reku [redacted] a iyi k [redacted] a ngeku [redacted] a ma [redacted]. Iyo [redacted] iri ku [redacted] ira zvi [redacted] ngeku [redacted] iyi hosha. I [redacted] i zvidzidzo [redacted] notaura nge [redacted] kwaka [redacted] a. Ku [redacted] a mu [redacted] dzi [redacted] afaitera [redacted] kura. Zvaka [redacted] zve [redacted] vanhu va [redacted] e neku [redacted] a zvino [redacted] a.

Questions.

1. Kune hosha inotambudza here?
Inofadza here hosha yechikosoro?
Ihoshanyi iri kutambudza?
Inotambudza senyi?
2. Iri hosha inobatira here?
Haimbobatiri here?
Ihoshanyi iri kutambudza vanhu?
Ngenyi iri kutambudza?
3. Hosha iyi inorapika here?
Haimbo rapiki here?
Yakatora nguva yakadini kuti irapwe?
Ngenyi yakatora nguva huru?
4. Mazuva ano yave kurapwa here?
Haisati yarapika here?
Ndiani vanogona kuirapa?
Vanhu vanorapiwa senyi?
5. Hurumende iri kudzivirira here hosha iyi?
Iri kupa vanhu hosha here?
Hurumende iri kudzivirira senyi?
Ngenyi vanhu vachibaiwa majekiseni?

6. Iri kutumira zvidzidzo zvekudzivirira hosha here?
Hakuna zvidzidzo zvinotumirwa here?
Ndiani anotumira zvidzidzo?
Ngenyi zvichitumirwa?
 7. Zvidzidzo izvi zvinotaura ngekusona here?
Zvinotaura ngekudya kwakanaka here?
Zvinotaura ngenyi?
Ndiani unozvidzidza?
 8. Mhepo yakavanda inobatsira here?
Dzimba dzaka fanira kuva nemafafitera madiki here?
Dzimba dzinofanira kuva nemafafitera akadini?
Ngenyi dzimba dzichifanira kuva nemhepo yakakwana?
 9. Vanhu vanofanira kupfeka zvino dziya here?
Vakafanira kufuka zvinotonhora here?
Zvekufuka zvakafanira kudini kuine chando?
Vanhu vakatonhorwa zvinoitasenyi?
-
1. Kune hosha dzinobatira here munyika menyu?
 2. Ihoshanyi dzinonyanyobatira?
 3. Kune vazhinji here vanorwadzwa nehosha yechikosoro?
 4. Inokasika kurapwa senyi?
 5. Vanhu vanovanzogara mudzimba dzakadini?
 6. Munyika yenyu munezvikoro zvinodzidziswa kurapa here?
 7. Vadzimai vanodzidziszepi kuruka zvinodziya?
 8. Mudzimba dzakaturikidzana mune mhepo yakakwana here?

NEW WORDS

hosha (9,10) disease	-dzivirira to protect
-tambudza to trouble	jekiseni injection
chikosoro(7) cough; whooping cough; tuberculosis	chidzidzo(7,8) lessons
-batira to hold;	-fuka to cover the body

UNIT 49, Part III

Version A

[Mark tones in 'A' only.]

1. Ndudzi dzose dzemaShona
dzine mitupo.

2. Rudzi rumwe narumwe
runopika nezita
remhuka.

3. Vamwe vanopikawo neshiri.

4. Izvi zvinoreva kuti
muziwane parudzi.

5. Zvinorewazve kuti rudzi
rusaroorane.

6. Rudzi rwaroorana rwagura
mutemo.

7. Vana vanотора mutupo
vababa.

Version B

[Do not mark tones in 'B'.]

Ndudzi dzose dzemaShona dzine
mitupo.

Rudzi rumwe narumwe runopika
nezita remhuka.

Vamwe vanopikawo neshiri.

Izvi zvinoreva kuti muziwane
parudzi.

Zvinorewazve kuti rudzi
rusaroorane.

Rudzi rwaroorana rwagura mutemo.

Vana vanотора mutupo vababa.

8. Kuti vanhu vachikwazisana Kuti vanhu vachikwazisana vanotaura
vanotaura mutupo. mutupo.

Version C

Ndudzi [redacted] maShona [redacted] ne [redacted] tupo. Rudzi [redacted] mwe na [redacted] mwe
runo [redacted] a [redacted] zita [redacted] mhuka. [redacted] mwe va [redacted] pika [redacted] [redacted] hiri. Izvi
[redacted] reva kuti muzi [redacted] ane [redacted] rudzi. [redacted] nore [redacted] azve kuti [redacted] dzi
ru [redacted] roor [redacted]. Rudzi [redacted] roor [redacted] na [redacted] gura [redacted] temo. Vana [redacted] tora
mutupo [redacted] baba. Kuti vanhu va [redacted] kwaz [redacted] a vanotaura [redacted] tupo.

Version D

Nd [redacted] dzose dze [redacted] dzine mi [redacted]. Ru [redacted] ru [redacted] ru [redacted]
runo [redacted] a ne [redacted] re [redacted]. Vamwe va [redacted] wo ne [redacted]. I [redacted] i
zvino [redacted] a [redacted] mu [redacted] e pa [redacted]. Zvino [redacted] zve kuti rudzi
rusa [redacted] ane. [redacted] rwa [redacted] ana rwa [redacted] a mu [redacted]. Vana vano [redacted] a
mu [redacted] [redacted]. Kuti vanhu vachi [redacted] ana vano [redacted] a [redacted]

Questions.

1. Ndudzi dzose dzine mitupo here?
Kune ndudzi here dzisina mitupo?
Ndiani vanemitupo?
Mituponyi iyomunoziva?
2. Rudzi rumwe narumwe runopika nezita remhuka here?
Runopika negomo here?
Ndiani vanopika nezita remhuka?
Vanopika senyi?
3. Vamwe vanopika neshiri here?
Vanopika neuswa here?
Ngenyi vachipika neshiri?
Ndiani vanopika neshiri?

4. Zvinoreva kuzivana here?
Vana vanozivana here?
Vanozivana senyi?
Ndiani vanozivana?
 5. Rudzi runoorana here?
Mitupo inoorana here?
Ngenyi vachiroorana?
Ndiani vanorambidza?
 6. Vanoorana vagura mutemo here?
Vanofarirwa here?
Ndiani vanogura mutemo?
Ngenyi vachidaro?
 7. Vana vanotora mutupo vababa here?
Vanotora zita ramai here?
Ndiani vanotora zitarababa?
Ngenyi vachidaro?
 8. Vanhu vanokwazisana nomutupo here?
Vano kwazisana chete here?
Ndiani vanokwazisana nomutupo?
Vanokwazisana senyi?
-
1. Ndivanaani vane mutupo?
 2. Marudzi enyu ane mitupo here?
 3. Ngenyi vasina mitupo?
 4. Munozivana senyi kuti ihama?
 5. Munhu unoroora hama unoita senyi?
 6. Ndiani anochatisa vanhu?
 7. Vanhu vanochatirepi munyika mwenyu?
 8. Munyika mwenyu vanhu vanokwazisana senyi?

NEW WORDS

mutupo (3,4) totem	mutemo (3,4)
-pika to vow, engage (?)	-kwazisana to greet on another
-roorana to marry one another	-chatisa to marry, cause to marry (i.e. role of person who officiates at marriage)
-gura	

GLOSSARY

[Words are alphabetized by the first letter of the root, regardless of presence or absence of prefixes. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.]

-A-

áiwá	2BD	(an expression of polite diffidence or dissent)
~áké	4BD	his, her (possessive, 3 sg. personal)
~ákó	7SV	your (possessive 2 sg.)
mw-aná (1,2)	4BD, 7BD	child, offspring
ch.ando (7)	39	the cold season, cold
~ángu	1BD	my (possessive 1 sg.)
aní	5BD, 10BD	who?
apo	5BD	there (distal demonstrative, Cl. 16)
~ávó	1BD	their (possessive, Cl. 2)

-B-

-bá		to steal
babá (1a)	1BD	father, married man (singular is often used with plural concords as mark of respect)
pl. vanábabá	(2)	
vadzibabá	(2)	

badzá (see .padzá)	
m.bàmbaira (9,10)	sweet potatoes
bandéra (5,6) 17BD	signboard
chi-barwé (7,8) 14SV, 28	maize
basa (5,6) 5SV, 14BD	work
básekoro (5,6) 23SV (básikoro)	bicycle
-bátá	to seize, catch; do
-bátánídza 19BD	to join (transitive)
m.batáta (9,10) 14BD	potato
-batira	to be infections
-bátsírá 21BD	to help
m.batyá 16SV	clothing
-baya	to kill, give injection
bázu (5,6)	branch
-bereka 9SV	to carry a child on back
mu-bereki (1,2) 23SV	parent
m.berí (9) 17SV	front, ahead
m.bésa (9,10) 14SV	crop
m.béú (9,10) 8SV, 25BD	seed
chi-bháró (7,8) 31BD	tax
bházi 23SV	bus

mu-bhédha (3,4) 32SV	bed
bhíkiri (5,6) 36SV	cup
bhúku (5,6) 13D	book
Bhunú (5,6) 20SV	Boer
bhurúkwa (5,6) 34SV	pair of trousers
Bhurúwayo (9) 10SV	Bulawayo
-bika 9SV, 18 BD	to cook
m.bírí (9,10)	renown, glory
mu-Bochá (1,2) 20SV	a person of Bocha
m.bofána (9,10) 9SV, 19SV	ten shilling note
-búdá 25BD	to come, go out [from]
-búdíkidza	to come or go through
m.búdzí (9,10) 25SV	goat
búndú (see .púndu)	
-bura 27SV	to dish out [food from]
m.búya (1a) 20BD	grandmother
pl. vadzimbuya (2)	
madzimbuya (6)	
-bvá 6BD	to come or go from
kuma-bvazúvá (17)	east
-bvira 23BD	(an intensifying auxiliary verb)

-bvisa 18BD	to remove, to pay [money]
-bvuma	to consent, agree to
-bvundurwa	to stir up
-bvunza 38BD	to ask
mu-bvunzo (3,4) 39	question
-bvúrá 20SV	to broil
bvute (5,6) 22SV pl. ma-bvute or: ma-pfute	shade, shadow
mu-Bwacha (1,6) 20SV	Indian

-C-

-chaira 5SV	to drive [car]
chaízvo 20BD	very much, indeed
ma-Chángana 20SV	Shaangan
-chata 36SV	to marry
mu-chato (3,4) 32BD	wedding
chéchi (9,10) 8SV	church
-chéká 21SV	to cut [with knife]
-chémá 35SV	to cry
~chená 7SV	white
-chena 32SV	to become clean
-chengeta 35D	to take care (of)

mu.chení (3,4) 20BD	machine
-chérá 21SV	to draw [water]
-chera 28SV	to dig
mu.chero (3,4) 16BD	fruit
chéte 16BD	only
u-chí (14)	honey
-chimbídzá 38BD	to hurry, cause to hurry
chinyárárire	quietly
chínyı 15BD	what?
Chipínga 10SV	(a place)
.chírá (5,6) 32SV sg. jírá	cloth, sheet, etc.
chirembá 35SV.	physician
chirombówe 2BD	(honorific form of address used by men)
-chísá 36BD	to iron (clothing)
chókwadí 37BD	truth

-D-

-dá 7BD	to want, like, love, need
-dáídzá 30SV	to call

-dáírá 36SV	to answer, to believe
dangá (see .tangá)	
mu-dárará (3,4) 28SV	line
-dáríká	to cross
-dáro 16BD	to do, say like that
n.dége (9,10) 29BD	airplane
démó (see .témó)	
déngá (see .ténga)	
ma-dhaka (6) 35BD	mud
or: ma-taka	
dházeni (5,6) 9BD	dozen
dhíbbhi (5,6) 8SV	dip tank
chi-dhína (7,8) 30SV	brick
-dhinda	to print
dhíshi (5,6) 33BD	basin
mu-dhudhudhu (3,4) 23SV	motorcycle
dhúmbe (5,6) 14SV	coco yam
-díkáná 24BD	to be wanted, loved
~díki 14BD	small
also ~dóko, ~dúku	
díkítí (see .tíkítí)	
dima (5,6) 14SV	sweet potato
n.dímu (5,6) 14SV	lemon

-díni 4BD	to do, say how
-dirira 9SV, 22BD	to water
n.díró (9,10) 16SV	dish
-díśá 20BD	to like very much
n.dodzí (9,10) 14SV	pea
~dóko (see ~díki)	
dombó (see .tombó)	
-donhesa 28SV	to drop, lose
ma-dota (6) 16SV	ashes
doví (5) 20BD	peanut butter
đúnhú cf. .túnhú	
-dyá 22BD	to eat
-dyárá 27BD	to sow
ru-dyí (11) 17SV	right[hand]
mu-dyó 15BD = ru-dyí	
dzangaradzímú (5,6)	fairy
chi-dzere (7,8)	anthill
ru-dzi (11,10 or 6) 22SV (ndudzi (10))	tribe, clan, species
-dzídzá 13D	to learn
mu-dzídza (1,2) 13D	student
-dzídzísá 6BD = -fúndísá	

chi-dzídzó (7,8)	lesson
-dzika 33SV	to descend
-dzíngá	to chase away
dziva (5,6)	pool, pond, lake
-dzivirira	to prevent
-dzíyá 39	to have or cause to have above normal temperature
mu-dzíyó (3,4) 16SV	furniture, household goods, utensils.
-dzoka 31BD	to return
-E-	
~édú 7SV	our (possessive, 1 pl.)
-edza 18BD	to try, attempt
mw-edzí (3,4) 6SV	moon, month
~égá (see ~ógá)	
-enda 6BD	to go
rw-endo (11) 23BD, 29 pl. ndwendo (10)	trip, journey
mw-eni (1) 23BD pl. va-eni (2)	stranger, guest, foreigner
mw-enje (3,4) 32SV	lamp, torch, candle
~ényú 7SV, 9BD	your (possessive 2 pl.)
zi-enzá (21) 39 also ma-enzá (6)	rainy season

-enzanisa	28SV	to make equal, even
ma-èrerano	(6)	
~ésé	(see ~ǫsé)	
-F-		
fáfitera	(5,6) 16BD	window
-fámbirá	5SV	to visit
ma-fámbiré	(6) 30SV	ways of running
-fámbísá	26BD	to cause to go, run
-fánáná	22SV	to resemble one another, to be alike
-fánírá	21SV	ought, must; be suitable
-fánzá		to spread
-fárá	18BD	to rejoice, be happy
fódya	(9)	tobacco
u-fu	(see u-pfu)	
-fúká		to cover
mu-fúndísi	(1,2) 6BD	teacher, religious worker
fúndó	(9,10) 26SV	education
-funga	6BD	to think
-fusiṛa	28SV	to cover (with earth)
ma-fútá	(6) 27SV	fat, oil

-G-

gádheni (5,6) 8SV	garden
-gadzira 19BD	to prepare
-gadzirira 15BD	to prepare (for)
chi-gadzo (7,8) 18SV	support for pot; saucer
-gánhúrá	to limit
-gara 5BD	to sit, stay, remain, reside
n.garavá (9,10) 29BD	ship
garé garé 7SV	by and by, presently
chi-garo (7,8) 32SV	seat, chair
mu-Gárwé (1,2) 20SV	member of Garwe tribe
-gashidza 16BD	to cause to receive (from someone's hand)
-gashira 23BD	to receive [from someone's hand]
ru-gashiro (11) 32BD pl. ma-ru.gashiro (6)	reception
Gatóma 10SV	Gatooma
chi-gěřǒ (7,8) 8SV	pair of scissors
ma-gétsi (6)	electricity
-geza 9SV, 19BD	to work
mu-gobéra (3) 6SV	Saturday
-gocha 20SV	to roast on open fire

mu-godhí (3,4) 25SV	a mine
gombá (see .kombá)	
gomo (see .komo)	
goré (see .koré) 7BD	
n.goró (9,10) 23SV	oxcart
górókótó (5,6)	congratulations, good fortune
mu-góti (3,4) 16SV	stick for stirring food
n.gowání (9,10) 34SV	hat
-gúká	to break
gúmí (see .kúmí)	
gungwa (5,6) 37BD	sea
pl. ma-gungwa (6)	
or ma-kungwa (6)	
chi-gunwe (7,8)	thumb
-gúrá	to cut
-gurira 11BD	to cut off or across
n.guruve (9,10) 25SV	pig
-gútá 27SV	to be replete (food or drink)
guta (5,6) 5SV, 11BD	town, city, chief's village
n.gúvá (9,10) 8D	time
gwáva (5,6) 14SV	guava
gwére (5,6) 14SV	maize

Gwerú 10SV	Gwelo
-H-	
háfupéni (5,6) 9SV	halfpenny
háfukoróni (9,6) 9SV	half crown
m.haká (9,10) 26SV	matter, affair, crime, guilt
hámá (9,10) 15SV	relative, by blood or marriage
n.hambwe (9,10) 33SV	hour
m.handara (9,10) 4SV	girl
m.hando (9,10) 15SV	kind, sort
hángá (9,10) 39	guinea fowl
n.hanga (9,6) 14SV	pumpkin
n.hangá (9,10) 24BD	yard
hánzvádzi (9,10) 23BD	sibling of opposite sex
-hárá 28SV	to harrow
Haráre 10SV	Salisbury
hárí (9,10) 16SV	cooking pot
pa-n.hasí (16) 38BD	below
ku-n.hasí (17)	south
n.haú (9,10) 26BD	topic, news
hémbě (9,10) 34BD	shirt, dress
m.hembwe (9,10)	buck
n.hèngo (9,10)	member

héo 31BD	there he is
m.hépó (9,10) 39	wind
heré 1BD	(marker of a yes/no question)
ma-héy (6) 8SV or ma-héo	sweet beer
m.hino (9,10) 35SV	nose
m.hiri (9,10) 37BD	side (of river, street, etc.)
.hobó (5,6) 9BD	banana
hókwa (9,10) 32BD	invitation
hópé (9,10) 39	face; sleep, dream
n.horó	kudu
hosha (9,10) 39	disease
hósipitari (9,10) 5SV, 8SV, 17BD	hospital
húkú (9,10) 25SV	fowl
humba (9,10) 38	bush pig
n.humbí (9,10) 16SV	clothing
hu-mwi!	(a cry)
e.húnde 15BD	yes
m.hunga (9) 19BD	millet
húní (9,10) 9SV	piece of firewood
m.huri (9,10) 2BD	family
m.hurú (9,10)	calf

huruménde (9,10) 34SV	government
hwàì (9,10) 25SV	sheep
-hwándá	to hide
-I-	
-íbvá 27SV	to become ripe, done, mature
imbá (9) 7BD	house
pl. imbá (10)	
or dzimbá (10)	
also umbá (9,10)	
mu-ímbí (1,2) 32BD	singer
imwí 8SV	you (pl.)
iní 8BD	I
~irí 6SV, 7BD	two
-isa 13BD	to put
isú 8SV	we
-ita 5BD	to do
mu-itiro (3,4) 22SV	custom
iwé 8SV	you (sg.)
ivo 8SV	they (personal)
íye 8SV	he, she (personal)
rw-izí (11) 8SV	river
pl. ndwizí (10)	

-J-

mu-jahá (1,6) 4SV	young man
jána (5,6) 8SV	herding cattle
jangano (5,6) 8SV	cooperative labor
jékiseni (5,6)	injection
n.jera (9.10) 17SV	grindable grain
jírá (see .chírá)	

-K-

kabhudhura (12,6) 34SV	short trousers
kábichi (5,6) 15BD	cabbage
mu-kádzí (1,2) 23SV	woman, wife
kámbá (1a, 2a)	tortoise
kámba (9,6) 5SV	camp
kana 6BD	if, or
-kanda 39	to lay (eggs), to throw (stones, etc.)
-kángá 20SV	to fry, roast
-kángánwá 38	to forget
kani 9BD	(expression of polite emphasis)
-kanya 30SV	to mold
-kanyisa 30SV	to cause to mold
-kàrira	to hope

-kásíká 29BD	to hurry, go fast
pa-katí (16)	between
kóbiri (5,6) 9SV	penny
chi-kóchikari (7,8) 23SV	oxcart
kófi (9) 15BD	coffee
-kóká 32BD	to invite
mu-kóma (1,2) 23SV	older sibling of same sex
mu.kómaná (1,2) 7BD	boy
-kombá A	to surround
.kómbá (5,6) 28SV sg. gombá	hole in ground
.komo (5,6) 8SV sg. gomo	mountain
-kòra 39	to become fat, thick
.koré 6SV, 7BD	year, cloud
chi.kóro (7,8) 8SV, 24BD	school
ma-kórókótó 40	(an expression of felicitation or congratulation)
kóroni (9) 19SV	wheat
mu-kóróre (1,2) 4SV	son
-kòya	to hope
kubvani 9BD	then, so

-kùbvura 18SV	to stir, shake
-kúdzá 24BD	to grow (trans.) cause to grow, exalt
.kumbo (5,6) sg. gumbo	leg, foot
.kúmí 6SV sg. gúmí	ten
mu-kúnda (1,2) 4BD	daughter
kunga (see -nga)	
-kúrá 24BD	to grow (intransitive)
kure (17) 5SV	far away
~kúru 7BD	large, important, great
-kúruṅgíra 27SV	to smoothe
kuti 21BD	if, that, to say
chi-kúvá (7,8) 16SV	platform for holding pots
-kwána 39	to suffice, become sufficient
-kwátá 27SV	to bubble
chi-kwata (7,8)	group
-kwázísá	to greet
kwázíwái 38 (kaziwai, kwaiwai)	a greeting to a person one has not seen for some time
kwázvo 11BD	very much, indeed
Kwékwe 10SV	Queue
kwéte 13D, 20BD	no

-kwídíbira 27SV	to cover
-kwírá 33SV	to climb, climb onto
-M-	
máchisi (9,10) 8SV	match
Magóndó	Hyena
máĩ (1a.) 1BD	mother, married woman
pl. vadzimáĩ (2)	
madzimáĩ (6)	
vanámáĩ (2)	
-máírá 17BD	to visit, e.g. a sick person
-mangara 31SV	to make a formal complaint
mángo (9,10) 14SV	mango
mu-Manyíka (1,2) 20SV	a member of the Manyika tribe
marí (9) 9BD	money
Maróndera 10SV	Marandellas
mu-Maúngwe (1,2) 20SV	member of the Maungwe tribe (Makoni)
ma-mbákwedzá 10SV	dawn
chi-mbúdzí (7,8) 25SV	latrine
-mhányá 40	to run
-mhányísá	to cause to run, go fast
ru-mhungwe 39	malaria, blackwater fever
-mírá 28BD	to be in a standing position; to stop

-mírírá 28SV	to wait for
mu-míríri (1,2) 34SV	representative ('one who stands for')
ma-míríró (6)	situation
chi-míró (7)	situation
-mísá 32SV	to stop (transitive); to set up, set in order
mombe (9,10) 25SV ^s (ng'ombe)	cattle, ox
mótokari (9,10) 23SV	car
Mutáre 10SV	Umtali
-mutsa cf. -muka	to awaken
-mwá 15BD	to drink
mwazvíítá 9BD	thank you (you have done it)
~mwé 14BD	one
~mwè 20BD	some, other
-N-	
~na 6BD	four
-naka 11BD	to become good
chi-nánazí (7,8) 14SV,16BD	pineapple
-nángísíka 24BD	to appear
-natsa 21SV	to do something well
-naya 28SV	to rain

mu-nda (3,4) 8SV	field
ndaúwe 38	(a courteous expression used by women)
-neta 35BD	to become tired
-netseka 37BD	to be worried
-nga 29BD	to be, seem, be like; (used also as an auxiliary verb)
~nganí 7BD	how many?
chi-ngezi (7) 12SV	English (language)
ng'ombe (see ṃombe)	
chi-ngwa (7,8) 20BD	bread
ma.ngwáná 7SV, 18BD	tomorrow
ma.ngwánaní 1BD	Good morning!
u-ngwarú (14)	cunning
chi-nhambo (7) 5SV	short distance
chi-nhambwe 10SV (=chinhambo)	
nhangá (5,6) 14SV	
nhási 17BD also nási	today
ma.nherú 7SV, 21BD	evening
chi-nhu (7,8) 15BD	thing
mu-nhu (1,2) 5BD, 20BD	person
mu-níng'ina(1,2) 23SV also mu-núng'úna	younger sibling of same sex

~no	this
~nomwé 6SV	seven
-nonga	to pick up
-nonoka 32BD	to be late
ma.nowa	fertilizer, manure
mu-nwe (3,4)	finger
nyama (9) 20BD	meat
nyaná (5,6)	baby bird
nyàngarara	mess
-nyanya 9BD	to do exceedingly
-nyárará 39	to become or be quiet
nyayá (9,10) 31SV	history, story
nyèmbà (10) 14SV	cow pea
-nyi 5BD also -yi	what?
nyika (9,10)	land
-nyímá H	to be stingy
nyimo (10) 18SV	ground nuts (Bambara groundnut)
u-nyope (14)	laziness
-nyórá 5SV	to write
nyoré 26BD	easy
-nyórésá 30SV	to cause to write; to enroll

mu-nyú (3) 8SV	salt
ma-nyuko (6)	source
-nyúrá	to set (sun)
kuma-nyúrazúvá (17)	west
ku-nzé (17) 35SV also pa-nzé (16)	outside
ru-nzeré (11) 17SV	left (hand)
-nzwá 13B	to hear, feel, perceive, understand
i-nzwí (5,6) 13D	word, voice
-nzwíká	to be heard
-O-	
ófisi (9,10) 5SV	office
~ǫgá 20BD also ~égá	alone
ru-ókó (11,6) 16SV or mu-ókó (3,6)	hand, arm
-ómá 23BD	to become dry
-óná 9BD	to see
~ǫsé 18BD also ~ésé	all
ch-otó (7,8) 16SV	fireplace
ṃw.otó (3,4) 27SV	fire
ṃw.oyo (3,4) 37BD	heart

-P-

-pá 14BD	to give
páchipámwé 40	(an expression used when meeting a person who has already been greeted on the same day)
padzá (5,6) 39 sg. badzá	hoe
chi-páketi (7,8) 19SV	large bag, 'pocket'
pako (5,6) sg. bako	cave
~pamhí 11SV	broad
-pamhidza 37BD	to repeat, continue
pamusáná (16)	on account of
pámwé 20BD (Cl. 16 prefix with ~mwé)	together
mu-panda (3,4) 16BD	room
-pandanisa	to separate
.pángá (5,6) 21SV sg. bángá	knife
-pangana 30SV	to decide together
.páni ^ŋ (5,6) 24SV sg. báni ^ŋ	open, level land
pánó 6BD	here
papi 5BD	where?

parafíni (9) 8SV	kerosene
-patika	to become excited, startled
patyo (16) 5SV, 6SV	near
-pédzá 12BD	to cause to end, to finish
~penyú 4BD	alive
.pénzí (5,6) sg. bénzí	fool
pepa (5,6) 26BD	(news)paper
-pérá 6BD	to come to an end, become exhausted in supply
-petesa 5SV	to tax
-pfeka 34BD	to put on (clothing)
-pfekedza 34BD	to cause to put on (clothing)
-pfígá 33BD	to close
ma-pfíhwa (5,6) 16SV	hearthstone
u-pfu 19SV also ufu	mealic meal
mu-pfúdzé (3) 25SV	manure, fertilizer
~pfumbamwe 6SV	nine
pfúmó (5,6)	spear
ma-pfúndé (6) 19SV	sorghum
pfungwá (9,10) 30BD	thought, idea
-pfunha 39	to shower

~pfúpi 11SV	short
-pfúúrá 36SV , 28BD	to pass
.pfute (see bvute)	
u-pfùto (14)	wealth
-pfutsa 27SV	to light (a fire)
chi-pfúyó (7,8) 39	livestock
-pika	to promise, engage (?)
-pinda 13D	to enter; to surpass
-pindura 27SV	to turn over; to answer
-písá 20SV	to burn, be hot
ma-pitsé (6) 39	competition
chi-pó (7,8) 32BD, 36SV	gift
mu.pombí (3,4) 22BD	pipe
-póná	to escape, recover
póndo 19BD	pound
pópo (5,6) 14SV	papaya
.pòpopo (5,6) sg. bopopo	waterfall
-psvaka (see -tsvaka)	to seek, look for
chi-puká (7,8) 59	wild animal or reptile
-pukuta 32SV	to dust, wipe
-púmúzá 39	to take a rest on a journey

.púndú (5,6) 27SV sg. búndú	lump
mu-pungá (3) 17SV	rice
-púpúrá 39	to reap
-pusa	to be stupid
-pútsá 28SV	to smash, break up
mu-pwéré (1,2) 1BD	young child
-R-	
-rádzíká 34BD	to put to bed
-ramba 25BD	to refuse (with infinitive); to continue (with <u>chi-</u> participial)
-rapa 5SV	to do medical work, to cure
-rará 1BD	to sleep, go to sleep
ráranji (5,6) 14SV	orange
-rásá 30BD	to throw away, to lose
ma-ràtya (6)	coal
-rèba 29BD	to be or become long, high or deep
~refú 7SV	long
-rega 21SV	to desist, leave off
-rera 9SV	to rear (child)
-révá 30SV	to speak
-rí 5BD	(defective verb stem 'be')

mu-ridzi (1,2)		owner
-rima	5SV, 17BD	to plough
-rimisa	5SV	to do work of agricultural demonstrator
chi-rimo (7,8)	39	hot season
-rinda		to protect, stand guard
ma-rindá (6)	38	protection of fields (from wild animals)
ríni	6BD	when?
mu-ríwó (3,4)	14SV	green vegetables; anything eaten with sadza
chi-ro (7,8)	35BD	thing
u-rombó (14)	40	sorrow
-ròndedzera		to stress
chi-rongó (7,8)	19SV	earthen pot
-róórá		to marry
-róvǎ		to beat
hu-róya (14)	37BD	the legal profession
mu-Rozví (1,2)	20SV	member of the Rozvi tribe
-ruka		to knit
-rúmǎ		to bite
mu-rúmé (1,2)	23SV	man, husband
mu-rungu (1,2)	20SV	European (person)

.ruva (5,6) 9SV, 24BD	flower
-rwárá 38	to be ill
-rwádzá 38	to cause illness, to be in- flamed
rwávhi(1a) 39 pl. vanárwávhi (2)	chameleon
-S-	
ma-sabásita (6)	asbestos
sábhúku (1a,2) 31BD	headman
sadza (5) 18BD	food, thick porridge
sakí (5,6) 19BD	sack
-sambira 39	to swim
-sándá 5BD	to work
mu.sándíri (1,2) 32BD	minister
-sándísá 24BD	to cause to work, use (of changing)
sandú 39	
-sanduka 39	to change
ma-sangá 5BD	meeting; greeting by one traveller to another
-sangana 32BD	to join, meet one another
sangano (5,6) 26SV	meeting
sángó (5)	veld
-sárá 31BD	to stay behind, be left over

-sásíká 20SV	to dry at fire
sekúru (1a) 23SV pl. vanásekúru (2)	grandfather
ma-sengere (6) 24SV	bamboo
~séré 6SV	eight
-sévénzésa 23BD	to use
-sèvha 27SV	to sift
sényi 1BD also séyi	how?
mu-shá (3,4) 8SV	village, home
shámwarí (9,10) 15BD	friend
~shánŭ 6SV, 19BD	five
-shátá 29SV	to become bad
-shaya 26BD	to lack, fail to get
-shèreketa	fret, fidget, be mischievous
shereni (5,6) 9SV,13BD	shilling
shéwe 2BD	courteous form of address used by women
shiri (9,10) 39	bird
shizha (5,6)	leaf
~shoma 13BD	few, little
mu-shongá (3,4) 16BD	medicine, polish, etc.
shúka (9) 8SV,21BD	sugar
shúmbá 38 cf. shúmba (9,10)	totem associated with lion lion

shúngú (9)	anger
shushururu (10) 14SV	beans
mu-sí (3,4) 6BD	day
pa-sí (16) 13BD	downward, earth, floor
mu-sika (3,4) 19SV	market
mu-síkaná (1,2) 7BD	girl
ma-síkatí 3BD	midday
u-síkú (14) 39	night
-símá 9SV	to transplant
-simba 38	to become strong
ma-simbé (6) 18SV	charcoal
.símbi (9,10) 8BD cf. simbí (9,10)	an iron (for ironing) iron
símó (5,6) 14BD	vegetable
-símúká	to stand up
sípo (9) 8SV	soap
ma-sírírí (6)	saliva
s̄isipénzi 9SV or susupénzi	sixpence
-síyá 9BD	to leave behind
-síyáná 20BD	to part from one another
ma-soko (5,6) 23BD	news
-sona 21SV	to sew

mu-sono (3,4)	women's club
mu-sóró (3,4)	head, north
u-sú (14) 16SV	face
-súngá	to find
ma-súre (6) 13D	behind
syóndo (5,6) 6SV, 7SV also sóndo	week
--su 23BD	(expression of surprised interrogation)
Mu-sumbunuko 6SV	Monday
mu-súwo (3) 33BD pl. misíwo (4)	door
-svika 6BD	to arrive
-svipa 35BD	to become dirty
-svova	to sneak away
u-swá 24SV	grass
-swera 3BD	to spend the day
-T-	
táfura (9,10) 18BD,32	table
-takura	to lift and carry
-támá 39	to change residence, to migrate
-támbá 9SV	to play
chi-támbi (7,8) 38BD	stamp (postage)

-támbirá	14BD	to receive
tambo	(9,10)	rope
zvi.támbó	2BD	
-tambudza		to trouble, bother
.tangá	(5,6) 8SV	cattle kraal
sg. dangá		
-tángá	17BD	to do first
~tánhatú	6SV	six
tare	(5,6) 31BD	council, court
sg. dare		
-tàrisira		to expect
~tatú	6BD	three
-taudzana		to converse
-taura	10BD	to speak
mu-tauro	(3,4) 12D	language
-témá	9SV	to cut (with axe)
~temá	20BD	black
.témó	21SV	axe
sg. démó		
mu-témó	(3,4)	law
mu-ténda	(1,2) 17BD	a patient
téndé		calabash
sg. déndé		
tènde		of sitting

-téndérúka 17SV	to turn about
.ténga (5,6) 25SV sg. dénga	roof, sky
-téngá 25BD	to buy
-téngésá 9BD	to sell
mu-téngó (3,4) 33SV	price
-tèrera 38	to pay tax; to obey, submit
~tete 7SV	narrow, thin
teté (1a) 23SV	aunt
-tevera	to follow
-ti 7BD	to say
mu-tí (3,4) 9SV	tree, medicine, polish
tíi (9) 15BD	tea
tíki (9) 9BD	threepence
.tíkítí (5,6) 14SV sg. díkítí	pumpkin
chi-tíma (7,8) 23BD	railroad train
-tímbá 39	to plow for second time
ru-tivi (11,6or10) 38BD	side
-tízá 35BD	to run
mu-to (3,4) 20BD	soup
.tombó 27BD sg. dombó	stone

-tóngá	31BD	to judge, govern
u-tóngí	(11) 24SV	ruling
-tónhórá		to be cold
-tórá	20BD	to take (from), to get
chi.tóro	(7,8) 8SD	store
mu-tsá	(3)	kindness
tsamba	(9,10) 23BD	letter
-tsamhina		to limp
mu-tsámíro	(3,4) 32SV	pillow
tsanga	(9,10) 24SV	reed
tsápáto	(9,10) 34SV	shoe
tsapí	(9,10) 25SV	storage hut for grain
-tsara		to choose
mu-tsará	(3,4) 28SV	line
-tsáúká	17BD	to diverge, branch off
-tsèmuka		to split
tsénzá	14SV	an edible root
also tsézá		
mu-tsétse	(3,4)	line
tsíme	(5,6) 8SV	well
tsokó	(9,10)	monkey
tsono	(9,10) 21SV	needle

tsúnga (5) 14SV	a green leafy vegetable
ma-tsútsó (6) 39	season when crops are about to ripen
~tstvukú 40	red, brown, etc.
~tstvá 11SV	new
-tstváírá 21SV	to sweep
mu-tstváíro (3,4) 16SV	broom
-tstvaka 10BD	to look for, seek
tsvímbó (9,10)	walking stick
tsvìngwe (9,10)	ruins
chi-tubú	fountain, spring
-túmá 30SV	to send (a person)
-tùmbuka 39	to burst out, to flower
-túngámíra	to lead
mu-túngámíri (1,2) 37	leader
.túnhú (5,6) 21SV sg. dúnhú	place, district
mu-túpó (3,4)	totem
-túríkídzana 29BD	to build upon one another
-tùtsira 39	to add
-U-	
-údzírá 35SV	to tell
umbá (see imbá) 7BD	

-úngánídza 30SV	to collect (transitive)
-únzá 18BD	to bring
-úyá 6BD	to come
-v-	
-vá 30BD	to be, become
-vádzá 9SV	to split
-váká 5SV	to build
mu-vákí (1,2) 30SV	builder
chi-vákó (7,8) 29BD	building
-vamba 16BD	to begin
u-vandú (11) (see u-wandú)	
ma-vará (6) 40	colour
mu-vará (3,4)	
-verenga 9SV	to read, count
mu-vhá (3,4) 11SV	road
vhíki (5,6) 23BD	week
-vidza 20SV or -virisa	to cause to boil
vhingwa (5,6) 28SV	clod
-vira 27SV	to boil (intransitive)
~yirí	two
mu-viri (3,4) 16SV	body
-vova	to drool

i-vhú (5,6) 28SV	soil
m.vúrá 18BD	water, rain
-W-	
-wanda 29SV	to become numerous
u-wandú (14)	amount
-waridza 32SV	to spread out
-weza 5SV	to work wood
--wo 3BD	also
-Z-	
-zádzá 32SV	to fill
zánhí (5,6) 39	leaf
zano (5)	advice, counsel
mu-Zezúru (1,2) 20SV	a Zezuru person
~zhínzhí 22BD	many, much
n.zímbe (10)	sugar cane
zingwa (5,6) 8SV	bread
n.zira (9,10) 11BD	path
zísó (5) 14SV	eye
pl. mazísó (6)	
or mésó (6)	
zítá (5,6) 23SV	name
-zívá 12BD	to know
-zòra 34BD	to smear with liquid, anoint

ru.zóróro (11) 26BD pl. ma-ruzóróro (6)	rest, vacation
n.zungú (10) 14BD	peanuts
ne-zúro 24BD also zuro	yesterday
.zúvá (5,6) 6BD	sun, dry
zvákánáka 1BD	well (adv.)
mu-zváré (1,2) 3BD	girl, daughter of chief
zvé 39	and besides, in addition
--zve	again
zvekúbvunza mutúpó	extremely (of weather:sun, rain, cold, wind)
n.zvimbo (,10) 23BD	place
zvíya 38	by the way
zviyó (8) 18BD	millet
-zwa (see -nzwa)	
i-zwí (see i-ñzwí)	

Typed in final form by: Anne Lush, Lynn Cochran and Evelyn Vass.