



# SHONA

## BASIC COURSE





## 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.

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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 senyi vapwere/ might be built up as follows:

senyi

varara senyi

varara senyi 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 sényi vapwéré? How did the children sleep?

A [ - - - - ] Várără zvávó 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 - ]  
Ndarára 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

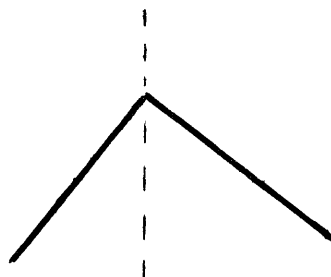
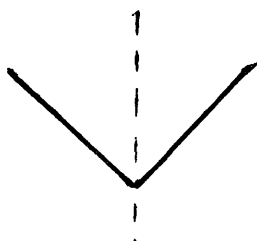
A syllable that does not have high tone is said to have low tone. A low toned syllable may be indicated either by a grave accent mark, or by the absence of any accent mark over the vowel:

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 /várǎǎ/ would be pronounced /váràrà/ farther west, and /várará/ 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 /várará/ 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: m̄warara.

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: nṃmwana.

#### 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 chírombówe.

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 ˉ ˉ ]      They slept fine.  
 Várǎǎ zvávó 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 /chìròmbówè/ 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 kùèndà kùmùndà.

or:

Ndìrí kùéndà kùmùndà.

or:

Ndìrí kùéndá 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 yărăřă` 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: Zvakánaka.

Student B: Mwarára zvakánaka heré?

Tutor: Ndarára.

Student C: Ndarára zvakánaka.

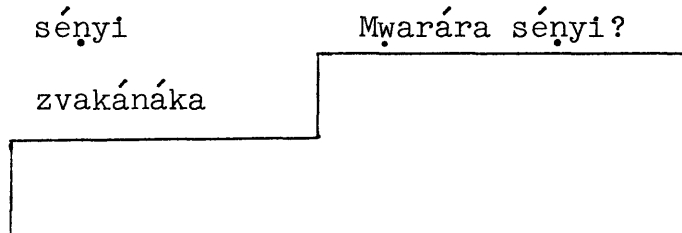
Tutor: Zvangu.

Student D: Ndarára` zvangu.

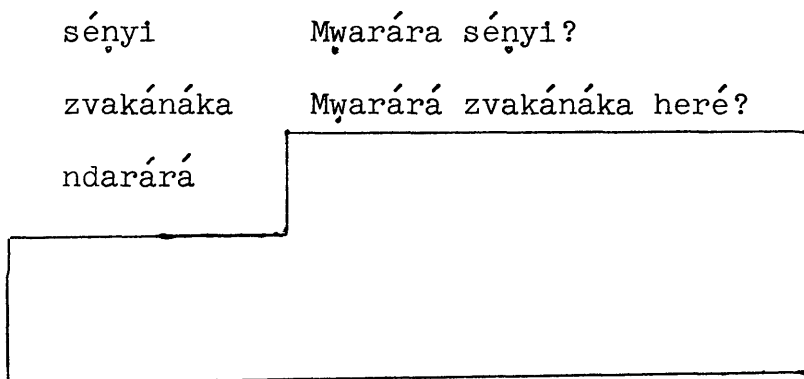
etc.

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.
maí	Máí várǎǎ heré?	Máí várǎǎ`zvávó.
babá na maí	Babá na maí várǎǎ heré?	Babá na maí 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 zvávó 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 /m̥wárará/) are called 'high verbs'; the other (illustrated by /m̥waswéra/) 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 I are found the sentences:

Ndaswéra zván̄gu kana m̥wásweráwo.

Ndaswéra zván̄gu kana m̥wáraráwo.

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 /m̥wáswerá/ and /m̥wárára/ used in the second half of this formula are tonally and grammatically different from /m̥waswéra/ and /m̥warará/ 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 (/kurára/) and a low verb (/kuswera/).

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

/m̥wásweráwo/, but also /m̥wáraráwo/.

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 /várǎǎ/ (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 /váràrà/ (Unit 1 Note 8 ). For this reason, /varara/ before a high tone is written /várǎǎra/.

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?

várǎǎra sényí?

Exercise in the writing of tones.

[ 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 [ - - - - - ]  
Wákadíni 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 wárǎrǎ`sényí?

muzváré unmarried girl over 12

Vazváré várǎrǎ`sényí?

vazváré (plural of above)

Mukúnda wárǎǎ́ sényi?	mukúnda	daughter
Vakúnda várǎǎ́ sényi?	vakúnda	(plural of above)
Mukóróre wárǎǎ́ sényi?	mukóróre	son
Vakóróre várǎǎ́ sényi?	vakóróre	(pl.)
Mhandara yárǎǎ́ sényi?	mhandara	(honorific term for girl of 14 or more)
Mhandara dzárǎǎ́ sényi?		(plural of noun is identical with singular)
Mujahá wárǎǎ́ sényi?	mujahá	boy of 14 or more
Majahá árǎǎ́ sényi?	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 /díní/ '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	wákadíni?	Vazváré vákadíni?
mukúnda	Mukúnda	wákadíni?	Vakúnda vákadíni?
mukóróre	Mukóróre	wákadíni?	Vakóróre vákadíni?
mupwéré	Mupwéré	wákadíni?	Vapwéré vákadíni?
mujahá	Mujahá	wákadíni?	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 .

wáswéra	Muzváré wáswéra heré?
wárără	Muzváré wárără heré?
mukúnda	Mukúnda wárără heré?
wákadíni	Mukúnda wákadíni?
mukóróre	Mukóróre wákadíni?

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 vákadíni? Áiwá, vápenyú zvávó.

Wákadíni? Áiwá, múpenyú zváké.

Vakóróre vákadíni? 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 zvánú.

Váswéra heré máí?

Váswéra zvánó.

Wáswéra sényí

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 anotherA [ - - - - - ]  
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

pápí

where?

A [ - - - - - ]  
Munógára pápí?

Where do you live?

(or: Munógárepí?)

B [ - - - - - ]  
Ndinógára mwáRusápi.

I live in Rusape.

-ita

to do

apo

there

A [ - - - - - ]  
Murí kūitenyí 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.

Munógăra pápŭ? }  
 (Munógărepí?) } Where do you live?

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

Ndinódzídźísá.

kudzídźísá

to teach

Ndinónyórá muófisi.

kunyórá

to write

I do office work.

ófisi (9, 10) office

Ndinofámbírá zvikóro.

kufámbírá

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 :

Munógăara 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-	} (Class 2)
			(Eastern) mwà-	
3 pl.	they	vá-	vá-	(Class 3)
		ú-	wá-	(Class 4)
		í-	yá-	(Class 5)
		rí-	rá-	(Class 6)
		á-	á-	(Class 7)
		chí-	chá-	(Class 8)
		zví-	zvá-	(Class 9)
		í-	yá-	(Class 10)
		dzí-	dzá-	(Class 11)
		rú-	rwá-	(Class 12)
		ká-	ká-	(Class 13)
		tú-	twá-	(Class 14)
		hú-	hwá-	(Class 15)
		kú-	kwá-	(Class 16)
		pá-	pá-	(Class 17)
		kú-	kwá-	(Class 18)
		mú-	má-	} (Class 19)
			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:

vánóríma

ndinóríma

ndinórímisa

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

vánóríma

ndinóríma

ndinórímísa

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 /pápĩ/ or /kúpĩ/, 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	Unórĩma heré?	Ndinórĩma.
kupetesa	Unópĕtesa heré?	Ndinópĕtesa.
kuchaira	Unóchăira heré?	Ndinóchăira.
kurapa	Unórăpa heré?	Ndinórăpa.
kuweza	Unówĕza heré?	Ndinówĕza.
kurimisa	Unórĩmisa heré?	Ndinórĩmisa.

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

kunyórá	Unónyórá heré?	Ndinónyórá muófisi.
kudzídžíśá	Unódzídžíśá heré?	Ndinódzídžíśá.
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 ánodzídžíśá heré?	Ánodzídžíśá.
majahá	Majahá ánodzídžíśá heré?	Ánodzídžíśá.
mhandara (sg.)	Mhandara ínodzídžíśá heré?	Ínodzídžíśá.
mhandara (pl.)	Mhandara dzínodzídžíśá heré?	Dzínodzídžíśá.

[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.
kudzídžíśá	Unódzídžíśá heré?	Ndinódzídžíśá.
kufámбірá	Unófámбірá zvikóro heré?	Ndinófámбірá zvikóro.
kunyórá	Unónyórá muófisi heré?	Ndinónyórá muófisi.

## Group 8. Plural subjects.

kufámbirá	Munófámbirá zvikóro heré?	Tinófámbirá 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.
kudzídžíśá	Ánodzídžíśá heré?	Ánodzídžíśá.
kunyórá	Ánonyórá muófisi heré?	Ánonyórá muófisi.

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

kudzídžíśá	Vánodzídžíśá heré?	Vánodzídžíśá.
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.
kudzídžíśá	Ánodzídžíśá heré?	Ánodzídžíśá.
kugara	Ánógara mwáRusápi heré?	Ánógara mwáRusápi.
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.
Unórĩma heré?	Ndinórĩma.
Unórǎpa heré?	Ndinórǎpa.
Unóváká heré?	Ndinóváká.
Ánováká heré?	Ánováká.
Ánóchaira heré?	Ánóchaira.
Vánóchaira heré?	Vánóchaira.
Vánópetesa heré?	Vánópetesa.
Munópětesa heré?	Tinópětesa.
Ánodzídžíśá heré?	Ánodzídžíśá.
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.

Ánodzídžízá.	Ánodzídžísepi? (Ánodzídžízá pápí?)
Vánodzídžízá.	Vánodzídžísepi? (Vánodzídžízá pápí?)
Ndinódzídžízá.	Munódzídžísepi? (Munódzídžízá pápí?)
Tinódzídžízá.	Munódzídžísepi? (Munódzídžízá pápí?)

Group 20. 'Where' questions with low verbs.

Ánórimisa.                      Ánórimisebí? (Ánórimisa pápĩ?)

Vánórimisa.                      Vánórimisebí? (                      etc.                      )

Ndinórĩmisa.                      Munórĩmisebí? (                      etc.                      )

Tinórĩmisa.                      Munórĩmisebí? (                      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      Masangá mwanángu.  
and ask the other per-  
son's name.                      Munhu ndíaní?

Ndíní Gōmo.

You ask someone where      Munógărepí?  
he lives.

Ndinógăra muHaráre.

What does he do there?      Munóĩtepyí 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.<br><br>mufúndísi (1, 2)  | Good morning.<br><br>teacher, pastor,<br>missionary  |
| B | Mangwánaní mufúndísi.<br><br>-úyá<br>ríní<br>pánó                                 | Good morning.<br><br>to come<br>when?<br>here  |
| A | Mwakáũyǎ` ríní pánó?<br><br>na<br>zúvá (5, 6)<br>~tatú                            | When did you come here?<br><br>with, and<br>sun, day<br>three  |
| B | Ndayána mazúvá mātátú<br>ndáya pánó.<br><br>-svika<br>musí (3, 4)<br>~na<br>-pérá | I've been here for three<br>days. (I now have three<br>days, I being here.)<br><br>to arrive<br>day<br>four<br>to come to an end,<br>become exhausted<br>in supply |
| A | Ndakásvika musí weChína<br>chàkápěřǎ.   | I arrived last Thursday.<br>(I arrived the Fourth-<br>day that passed.)  |

kana	if, or, when
-bvá	to go or come from
B Munózõitenyí kana mwábva pánó?	What will you do when you have left here?
-funga	to think
-enda	to go
A Ndinófũnga ndinózõenda kundodzídžíśá (koodzídžíśá).	I think I will go to teach.

Supplementary vocabulary. Periods of time.

Ndinózõgara pánó goré rõse (résé). 'I'll stay here all year.'	goré (5)	year
	makoré (6)	years
	~õse (~ésé)	whole, all
Ndinózõgara pánó mwedzí wõsé(wésé). 'I'll stay here a whole month.'	mwedzí (3)	month
	mwedzí (4)	months
Ndinózõgara pánó sóndo rósé.	sóndo (5) (svóndo)	week
	masýóndo(6)	weeks
Ndinózõgara pánó zúvá rósé.	zúvá (5)	day, sun
	mazúvá (6)	days
Ndinózõgara pánó p̄tyo p̄gõrê.	nearly a year	
	patyo(petyo)	near
Ndinózõgara pánó p̄tyo p̄sóndo.	nearly a week	
Ndinózõgara pánó p̄tyo p̄mwēdzî.	nearly a month	



Supplementary vocabulary. Numbers from 1 - 10.

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

Takásvíka mwedz .virí yakápěřă.

We arrived two months ago.

Takásvíka makoré māna akápěřă.

We arrived four years ago.

Takásvíka masondo 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 weChĩshánũ.	Friday.
Ndakásvíka musí weMúgobéra.	Saturday.
Ndakásvíka musí weSóndo (weSvóndo).	Sunday.

1. The /-ka-/ tense.

A new tense is illustrated in the sentences:

Mwakaũyǎ` ríni pánó?	When did you come here?
Ndakásvíka musí we- Chína chàkápěřǎ.	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
	vákauyá	they came

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

takáúyá  
vákauyá

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

takáŭyǎ  
vákauyá

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:

vákáenda	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`ríní?      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 /kundodzídžíśá/, which in some easterly areas is /koodzídžíśá/. 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:

Munózǎitenyí?                      What will you do?

Ndinózǎenda...                      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 ṃúṃwé (Manyika: /'úṃwé/) 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	Wakáũyă musí weChína heré?	Ndakáũyă musí weChípirí.
kudzídísá	Wakádzĩdzĩsă musí weChína heré?	Ndakádzĩdzĩsă musí we-Chípirí.
kuváká	Wakávăkă musí weChína heré?	Ndakávăkă musí weChípirí.
kusándá	Wakásăndă musí weChína heré?	Ndakásăndă musí weChípirí.

Group 6. Plural subjects.

kusándá	Mwakásăndă musí weChína heré?	Takásăndă musí weChípirí.
kuváká	Mwakávăkă musí weChína heré?	Takávăkă musí weChípirí.
kuúyá	Mwakáũyă musí weChína heré?	Takáũyă musí weChípirí.
kudzídísá	Mwakádzĩdzĩsă musí weChína heré?	Takádzĩdzĩsă 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.
kudzídžíśá	Vákadzídžíśá āpo heré?	Vákadzídžíśá āpo.

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

kuenda	Mwakáénda heré?	Takáénda.
kuúyá	Mwakáúyǎ heré?	Takáúyǎ.
kurima	Mwakáríma heré?	Takáríma.
kuváká	Mwakávǎkǎ heré?	Takávǎkǎ.
kusvika	Mwakásvíka heré?	Takásvíka.
kusándá	Mwakásǎndǎ heré?	Takásǎndǎ.
kugara	Mwakágára apo here?	Takágára apo.

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

kuváká	Vákaváká heré?	Vákaváká.
kusvika	Vákásvíka heré?	Vákásvíka.
kusándá	Vákasándá heré?	Vakasanda.
kurima	Vákárima heré?	Vákárima.
kudzídžíśá	Vákadzídžíśá heré?	Vákadzídžíśá.
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.
kudzídžíśá	Mwakádzídžíśá.	Munódzídžíśá.
kusándá	Mwakásándá.	Munósándá.
kufámbírá	Mwakáfámbírá zvikóro.	Munófámbírá zvikóro.

Group 12. Third person subjects.

kudzídžíśá	Wákadzídžíśá.	Ánodzídžíśá.
kusándá	Wákasándá.	Ánosándá.
kuváká	Wákaváká.	Ánováká.
kuúyá	Wákaúyá.	Ánouyá.
kufámbírá	Wákafámbírá zvikóro.	Ánofámbírá zvikóro.

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

kurima	Mwakárima.	Munóríma.
kuenda	Mwakaénda.	Munóěnda.
kupetesa	Mwakápétesa.	Munópétesa.
kuchaira	Mwakácháira.	Munócháira.
kurimisa	Mwakárimisa.	Munórímisa.
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 zvakanáka.

You ask about their  
father.

Várǎřǎ heré babá?

Áiwá várǎřǎ`zvávó.

You ask where  
Mr. Musana lives.

Babá Musána  
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.

Ndaána 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 nômŭsíkaná.	Two boys and a girl.
B	Vánózogara kwêgŭrê.	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
	mangwána	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:

ndínósándá

ndakásándá

but, for the same speakers:

ndínódà

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
yárǎǎ` <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	Ánodzídžíśá mwaná wédú.
vaná	Ánodzídžíśá vaná wédú.
mukúnda	Ánodzídžíśá mukúnda wédú.
mukóróre	Ánodzídžíśá mukóróre wédú.
babá	Ánodzídžíśá babá vāngu.
máí	Ánodzídžíśá máí vāngu.

Group 2. Concords with possessives.

imbá	Ndinódâ imbá yāngu.
mwaná	Ndinódâ mwaná wāngu.
vaná	Ndinódâ vaná vāngu.
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	Ucháŭyă heré?	Ndicháŭyă.
kuváká	Uchávăkă heré?	Ndichávăkă.
kurima	Ucháríma heré?	Ndicháríma.
kusándá	Uchásăndă heré?	Ndichásăndă.
kuita	Ucháíta heré?	Ndicháíta.
kugara	Uchágára heré?	Ndichágára.
kuenda	Ucháénda heré?	Ndicháénda.
kudzídžízá	Uchádzŷdzŷsă heré?	Ndichádzŷdzŷsă.

Group 4. Plural subjects.

kusvika	Muchásvíka ríni?	Tichásvíka manherú.
kuúyá	Mucháŭyă ríni?	Ticháŭyă manherú.
kuenda	Mucháénda ríni?	Ticháénda manherú.

kusándá	Muchásǎndǎ` ríni?	Tichásǎndǎ manherú.
kurima	Muchárima ríni?	Tichárima manherú.
kuita	Mucháíta ríni?	Ticháíta manherú.

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

kusvika	Vachásvika musí weMúgobéra.
kusándá	Váchasándá musí weMúgobéra.
kuenda	Vácháenda musí weMúgobéra.
kudzídzíśá	Váchadzídzíśá musí weMúgobéra.
kurima	Váchárima 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 ǒsé(ésé).	Ndicháũyǎ mangwáná.
kuita	Ndinóíta mazúvá ǒsé(ésé).	Ndicháíta mangwáná.
kusándá	Ndinósándá mazúvá ǒsé(ésé).	Ndichásǎndǎ mangwáná.
kurima	Ndinóríma mazúvá ǒsé(ésé).	Ndichárima mangwáná.
kudzídzíśá	Ndinódzídzíśá mazúvá ǒsé(ésé).	Ndichádzídzíśǎ mangwáná.

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

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

	Áchadzídžíšă kwêgǫrê.
mwedzí	Áchadzídžíšă kwêmwêdzî.
kurimisa	Áchárimisa kwêmwêdzî.
syóndo	Áchárimisa kwésyóndo.
kufámbrá	Áchafámbrá zvikóro kwésyóndo.
goré	Áchafámbrá zvikóro kwêgǫrê.
kuita basa	Ácháita basa kwêgǫrê.
syóndo	Ácháita basa kwésyóndo.
kusándá	Áchasándá kwésyóndo.
mwedzí	Áchasándá 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 vaná vatatu.

Vakomana vaviri nêmwísíkáná.

Vanoita basa mangwanani nêṁāsíkàtí.

Vachauya kugara pano kwêṁwēdzî mitatu.

Vanoda kudzidzisa kurima nqkúwēza.

Vachadzidzisa mhandara nāmájahá.

Ndinoti vachagara patyo nêchĩkóro chedu.

### Practice conversation.

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

Vána vaná vātátú.

and where they      Vánógara pápĩ?  
live,

Vánógara muSakúbva.

and what kind of      Vánosándá bāsanyí?  
work they do.

Vánofámбірá zvikóro.

Ndinóti váchásvika

pánó mangwáná.

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

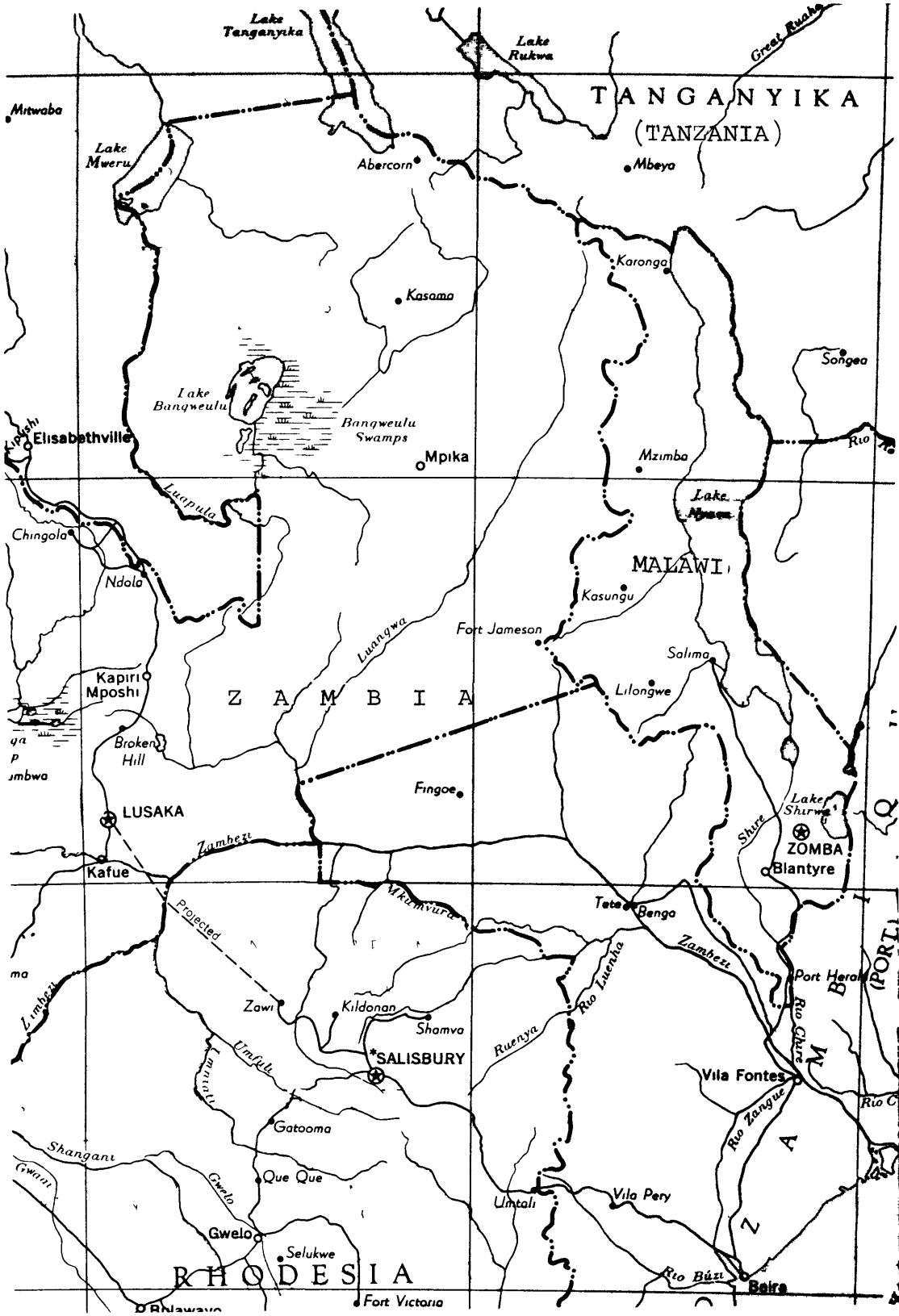
Húnde, vánózogara

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 Chínyí 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 ngúvânyí? 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 chigěřě.	(7, 8)	scissors
Ndingáda munyú.	(3)	salt
Ndingáda shúka.	(9)	sugar

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

Supplementary vocabulary. Places where one might go.

'I will go to a beer drink.'

Ndichaéndá ku-	mahéu.	(6)	sweet beer
	jangano.	(5, 6)	communal labor
	basa	(5, 6)	work
	mushá	(3, 4)	home
	dhíbhi	(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?
Tingaéndá 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 some-  
one 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 ndingáéndâ ngúvânyĩ?

iwé      Iwé ungáéndâ ngúvânyĩ?

íye	Íye ángáenda ngúvânyĩ?
isú	Isú tingáenda ngúvânyĩ?
imwí	Imwí mungáenda ngúvânyĩ?
ívo	Ívo vángáenda ngúvânyĩ?

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

'Can we go with you?'

kuenda newé	Tingáenda newé heré?
ívo	Vángáenda newé heré?
kurima munda	Vángárima munda heré?
íye	Ángárima munda heré?
kusándá muófisi	Ángasándá muófisi heré?
imwí	Mungásándá muófisi heré?
kuenda kuchikóro	Mungáenda kuchikóro heré?
iwé	Ungáenda kuchikóro heré?
kuúyá	Ungáũyá 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.

Ndicháũyă mangwáná.

isú      Tinódâ kuúyá.

Ticháũyă 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 kuváká 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 símbí ímwé.

Ndingáda símbí mbirí.

máchisi Ndingáda máchisi ímwé.

Ndingáda máchisi mbirí.

sípo Ndingáda sípo ímwé.

Ndingáda sípo mbirí.

chigěrě Ndingáda chigěrě chímwé.

Ndingáda zvigěrě 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 símbí nganí?

Ndingáda símbí nhatú.

máchisi Mungáda máchisi nganí?

Ndingáda máchisi nhatú.

sípo Mungáda sípo nganí?

Ndingáda sípo nhatú.

zvigěrě Mungáda zvigěrě zvinganí?

Ndingáda zvigěrě 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 ndichaéndá 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 kugadheni.

Vangazosvika 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.	I am selling bananas.
	marí (9)	money
B	Ánóita marínyi?	How much are they?
	tíki (9, 10)	three penny piece
A	Ndinóita matatú tíki.	I sell three for a tickey.
	-nyanya	to be excessive
	kani	(a politely emphatic interjection)
B	Ah! murí kūnyanya kani.	Oh, you're too high.
A	Zvákánaka mungáita mana.	All right, you can have
		( 'do ' ) four.
	dázeni (5, 6)	dozen
B	Ndingáŋa madázeni mavirí.	I'll take ( 'I may get ' )
		two dozen.
A	Aya ári pánó.	Here they are.
	kubvani	then, so
B	Kubvani marí yényú iyi.	Then here's your money.
	mwazvítá	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 kūitenyí?/:

Ndirí kunyórá.	to write
Ndirí kūbika.	to cook
Ndirí kūverenga.	to read, count
Ndirí kutámbá.	to play
Ndirí kūgeza.	to wash
Ndirí kūbereká mwaná.	to carry a child on the back
Ndirí kūrera mwaná.	to care for a child
Ndirí kūdirira 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 /--nyi/.

Compare the sentences:

Ánóita marínyi?	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 /-nyi / (easterly). It is not a separate word, but is pronounced together with whatever precedes it. This means that it is the syllable before /--nyi/ 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 /--nyi/ is high: /basanyí/. After a single high tone, the tone of /--nyi/ is low: /marínyi/. After two consecutive high tones, some dialects have low tone on /--nyi/, while others have high tone on /--nyi/ 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 iyi.                      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.
símbi	Unódâ iyi símbi 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?
chigěrǒ	Ichi chigěrǒ chínóita marínyi?	Izvi zvigěrǒ zvínóita marínyi?
símbi	Iyi símbi ínóita marínyi?	Idzi símbi 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 pŏndo.
sípo	Iyi sípo ínóita marínyi?	Ínóita shereni.
sípo ina	Idzi sípo ina dzínóita marínyi?	Dzínóita mashereni mana.
chigěřŏ	Ichi chigěřŏ chínóita marínyi?	Chínóita mashereni mairí.
zvigěřŏ zvina	Izvi zvigěřŏ 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 /--nyi/ 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	Mwakáténgěsenyí?	Takátěngěsǎ`símbi.
íye	Wakaténgěsenyí?	Wakaténgěsǎ`símbi.
ívo	Vakaténgěsenyí?	Vakaténgěsǎ`símbi.

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

	'What are you selling?'	'I'm selling salt.'
kuténgésá	Urí kuténgěsenyí?	Ndirí kuténgésá munyú.
kuita	Urí kūitenyí?	Ndirí kūita 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 várípí?

Várí kugádheni.

and what they are doing. Várí kūitenyí?

Várí 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 kuténgésǎ`  
 sípo.

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

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 Mukaráti.	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 chinhambwe.	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.
Váířima ngúvá dzósé.	They used to farm all the time
Ndaígăara muimbá yédú.	I used to live in our house.
Ndaídzídzísá vapwéré goré rakápěřă.	I used to teach children last year.
Ndaířăpa 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.
Ndaířăra 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)
văűyă	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.

kutura 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?

'I arrived a short time ago.'

Ndasvíka chinhambwe chapérá.

Wásvíka chinhambwe chapérá.

Wataúra ríni?

Wátaúra ríni?

Ndataúra chinhambwe chapérá.

Wátaúra chinhambwe chapérá.

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

'Did you cut trees?'

kutémá Watémá mití heré?

kusímá Wasímá māruva heré?

kuténgá Waténgá pārafíni heré?

kuténgésá Waténgésá munyú heré?

kuóná Waóná vadzídžísi heré?

kusíyá Wasíyá mwaná heré?

'I cut trees.'

Ndatémá mití.

Ndasímá māruva.

Ndaténgá pārafíni.

Ndaténgésá munyú.

Ndaóná vadzídžísi.

Ndasíyá mwaná.

5. Hodiernal tense, high verbs, third person.

'Where did he leave the children?'

(íye) Wásíyepí vaná?

máí Máí vásíyepí vaná?

babá Babá vásíyepí vaná?

mujahá 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.
paraíni	Paraíni 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.	Mukórore wényú wáǎnepí chigěřǎ?
imwí	Mwaǎnepí chigěřǎ?
kusíyá mwaná	Mwasíyepí mwaná?
babá	Babá vásŷyepí mwaná?
kuténgá munyú	Babá wátěngepí munyú?
iwé	Waténgepí munyú?
muzváre	Muzváre 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 wátēmá 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 kũitenyí  
kũdangá?

Várí kũita basa.

Is he intending to  
go to the dip  
tank?

Várí kudá kũenda  
kudhíbhi 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?

Wánǎzoúyá 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 ìnósvíka 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 Ínósvíka 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.
Ndíńí 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	Vákavádza`húní.
	Ndívo vákavádza`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.  
                             Ndívanáaní vákáíta basa ráké?  
 kusvika kumushá      Vákásvika kumushá.  
                             Ndívanáaní vákásvíka kumushá?  
 kutaura návo.      Vákátaura návo.  
                             Ndívanáaní vákátáura návo?  
 kugeza mwaná      Vákágeza mwaná.  
                             Ndívanáaní vákágéza mwaná?  
 kuenda kurwizí      Vákáenda kurwizí.  
                             Ndívanáaní vákáénda kurwizí?  
 kurera vaná      Vákárera vaná.  
                             Ndívanáaní 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 ànónyórá 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 ànógěza 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 zvàkánáka.
	Ndíaní ànóchǎira zvàkánáka?

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?
kunyóra	Árí kunyóra.	Àrí kunyóra ndíaní?
kusándá	Árí kusándá.	Àrí kusánda ndíaní?
kudzídzisá	Árí kudzídzisá.	Àrí kudzídzisá 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 ndíva- náaní?
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 ndíva- náaní?
kuténgá munyú	Váří kuténgá munyú.	Vàří kuténgá munyú ndívanáaní?
kuténga shúka	Váří kuténga` shúka.	Vàří kuténga shúka ndívanáaní?

## 8. Low verbs.

	'They are reading.'	'Who are the ones who are reading?'
kuverenga	Váří kūverenga.	Vàří kūverenga ndívanáání?
kutaura	Váří kūtaura.	Vàří kūtaura ndívanáání?
kurimisa	Váří kūrimisa.	Vàří kūrimisa ndívanáání?
kubereka vaná	Váří kūbereka vaná.	Vàří kūbereka vaná ndíva- náání?
kuenda kuchéchi	Váří kūenda kuchéchi.	Vàří kūenda kuchéchi ndíva- náání?

## 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 chĩnhambo.

Is it large? Íhūrŭ heré?

Hunde 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 ngepáWatsómba heré?

Iyi ndíyo inósvíka.



## 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 Unódzídžíra kúpí mutauro Where do you study our  
wédú? 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:

Handítaúrí, 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.'
kudzídžíśá	Unódzídžíśá mazúvá ǫsé heré?	Handzídžíśí.
kusándá	Unósándá mazúvá ǫsé heré?	Handísándí.
kuúyá	Unóúyá mazúvá ǫsé heré?	Handíúyí.
kudzídžírá	Unódzídžírá 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.'

inf 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 mārúva?

Hatígoní.

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

'Do you cultivate the field?'	'I don't (cultivate).'
Unórĩma munda heré?	Handírimĩ.
Unótǎura chiPutukézi heré?	Handítaúrĩ.
Unógǎna kuverenga heré?	Handígonĩ.
Unórĩmisa heré?	Handírimísĩ.

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

inĩ	Handídĩ kusímá mǎruva.	I don't want to transplant flowers.
ívo	Havádĩ kusímá mǎruva.	They don't want to transplant flowers.
kugona	Havágonĩ kusímá mǎruva.	They can't transplant flowers.
kuverenga	Havágonĩ kūverenga.	They can't read.
íye	Haágonĩ kūverenga.	He can't read.
kuzívá	Haázívĩ kūverenga.	He doesn't know how to read.
kuchaira	Haázívĩ kūchaira.	He doesn't know how to drive.
isú	Hatízívĩ kūchaira.	We don't know how to drive.
kudá	Hatídĩ kūchaira.	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.

Unótăura mutauronyí?

Ndinótăura chirungu  
kuchikóro.

Tinótăura chiShóna  
kumushá.

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

Vapwére vánótăura  
chirungu heré  
kūchikóro?

Havátaúrí chirungu.  
Vánótăura chiShóna.

Oral Reading Practice.

Ndiani uri kutaura?

Ndini.

Vapedza here kusanda?

Ndatopedza.

Sara, uri kuitenyi?

Ndiri kunyora.

Uri kunyora mutauronyi?

Ndiri kunyora chirungu.

Anotăura chiShona zvakanaka here?

Ah! Anotăura zvakanaka kwazvo.

Wakadzidzirepi mutauru<sup>o</sup> 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.

-ṇzwá to hear, feel,  
perceive,  
understand

Mwazvínzwá heré? Do you understand?  
(‘Have you heard it?’)

kwéte no

Kwéte. No.

Handíná kuzvínzwá. 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

Taúráí mūmasúre mwángu. Repeat (‘speak’) after me.

-isa	to put
bhúku (5, 6)	book
Isáí mabhúku pasí.	Put [your] books down.
Mwatínyí?	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: /hà-/ + 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

handísákazvínzwá

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:

Taúraí.	Speak!
Taúraízvé.	Speak again!
Pindá.	Enter!
Pindázve.	Enter again!
Wátaúra.	He spoke.
Wátaúrazvé.	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:

Taúraí vs. Tauráízvé.

[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?
tíkí	Waísa tíkí yángu pápǎ?	Waísa matíkí ángu pápǎ?
shereni	Waísa shereni yángu pápǎ?	Waísa mashereni ángu pápǎ?
háfukoróni	Waísa háfukoróni yángu pápǎ?	Waísa maháfukoróni 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?    Pédzáǎ basa rényú.

kutémá    Mwatémá heré mití?    Témáǎ mití.

kusímá    Mwasímá heré mārúva?    Símáǎ maruva.

kuvádzá    Mwavádzá heré húní?    Vádzáǎ húní.

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

## 3. Low verbs.

kudirira    Mwadířira heré mārúva?    Diríráǎ maruva.

kuverenga    Mwavérēnga heré bhúku?    Veréngáǎ bhúku.

kurera    Mwaréra heré mwaná?    Reráǎ mwaná.

kurima    Mwaríma heré mūnda?    Rimáǎ munda.



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

	'Speak.'	'Speak again.'
kutaura	Taúraĩ!	Taúraizvé!
kupinda	Pindáĩ!	Pindáizvé.
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 <sup>xx</sup> ĩ mití yényú.
Pédzá bāsa rákó.	Pédzá <sup>xx</sup> ĩ basa rényú.
Rerá mwaná wákó.	Rerá <sup>xx</sup> ĩ mwaná wényú.
Verénga bhúku rákó.	Veréngá <sup>xx</sup> 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 kūtaura.	Taúrái mūmasúre mwáké.
ívo	Várí kudá kūtaura.	Taúrái mūmasúre mwávó.
íní	Ndirí kudá kūtaura.	Taúrái mūmasúre mwángu.
isú	Tirí kudá kūtaura.	Taúrái mūmasúre mwédú.

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

9. (Same)

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

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

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

## 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 kuúya navó.

Handíná kudzídzírá navó.

Practice conversations.You ask who built  
this house.

Ndíaní wakávákă iyi imbá?

Ndíní.

You comment that  
it is very nice,  
and ask whether  
the dip tank is  
nearby.Yákánaka kwázvo. Dhíbhi  
rírí pātyo heré?

Ehúnde. Rírí

pātyo.

You ask who has  
come into the  
schoolbuilding.

Ndíaní vapínda muchikóro?

Ndíní 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.
Ndingáda kábichi.	I'd like some cabbage.
~mwé	one
Ánóita shereni rímwé.	It's one shilling.
Mungándĩpá mātatú heré?	Can you give me three?
Zvakánaka, ánóita mashereni matatú.	All right, that's three shillings.
-tambira	to receive
Mwazvítá, támbirányí.	Thank you. Here you are.

Supplementary vocabulary. Foodstuffs.

mbesa (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?

Ndíné mbatáta,  
nzungú nekábichi.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
nénzungú	and/with groundnuts
nababá	and/with Father

The tonal pattern of /nɔ/ 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 (/ˈ.../) 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<sub>g</sub>o 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 vána mabhúku ángu heré?

Babá vána mabhúku ényú.

mujahá Mujahá ána mabhúku ángu heré?

Mujahá ána mabhúku ényú.

majahá Majahá ána mabhúku ángu heré?

Majahá ána 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 ma- bhúku 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 nédĩkítĩ.

húní Ndaténgá munyú néhũnĩ

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

dima	Ndaténgá mbatáta nedíma.
nyemba	Ndaténgá mbatáta nenyémba.
nhanga	Ndaténgá mbatáta nenhanga.
manhanga	Ndaténgá mbatáta namanhanga.
shushururu	Ndaténgá mbatáta neshúshururu.
mabarwé	Ndaténgá mbatáta namábarwé.

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

mandímu	Ndaténgá maráranji namándímu.
magwére	Ndaténgá maráranji namăgwére.
mbatáta	Ndaténgá maráranji nembătáta.
ndodzí	Ndaténgá maráranji nêndôdzî.
munyú	Ndaténgá maráranji nômŭnyû.
nzungú	Ndaténgá maráranji nênzŭngû.

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                      Ndíaní ané mbatáta  
good potatoes.                      dzakánaka?

Munódâ mbatáta heré?

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

Mungádztíténgā pánó.

You ask how much  
for five cab-  
bages.

Makábichi mashánŭ  
ánóita marínyí?

Ánóita mashereni  
mashánŭ.

You protest at  
the price.

Ah! Murí kūnyanya  
kani.

Ndinókŭpá māshereni  
mana.

Oral Reading Practice.

Mwakaona kupi aya mandimu?

Akanaka kwazvo. Matatu anoita marínyí?

Kuchitoro.

Anoita tíki.

Mudzidzisi ari kutsvaka ani?

Ari kutsvaka Baba Mukarati.

Anodenyi kwawari?

Anoda kutauro 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<br>[something or<br>someone]          |
| B | Wagádzĩrirenýí?              | What have you <i>prepared</i><br>(for the occasion)? |
|   | -gadzira                     | to prepare   |
|   | chinhu (7, 8)                | thing  |
|   | ~zhínjí                      | many   |
| A | Ndagádzira zvinhu zvizhínjí. | I've prepared many things.                           |
| A | Ungázoúyáwó heré?            | Would you also like to<br>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<br>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 partridge
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.

Mungádzíténga pánó.

You can buy them  
(Cl. 10) here.

cf. Mungáténga 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:

	<u>Monosyllabic high stem</u>	<u>Polysyllabic stem</u>	<u>Low stem</u>
Hodiernal, 3 pers:	vákŭpá	várĭténgésá	várĭgádzira
Hodiernal, 1 + 2 pers:	ndakúpă	ndachítěngěšă	ndachígădzira
/-no-/	ndinókŭpá	ndinóchĭténgésá	ndinóchígădzĭra
/-cha-/	ndichákŭpá	ndicháchĭténgésá	ndicháchígădzĭra
/-ka-/	ndakákŭpá	ndakáchĭténgésá	ndakáchígădzĭra
Infinitive	ndirí kuchídyá	ndirí kuchítěngěšă	ndirí kuchígădzĭra
Neg. of /-no-/	handírĭdí	handírĭténgěšĭ	handírĭgădzĭrĭ

[For practice with forms that contain object prefixes, see Groups 1-8.]

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?	Ndachíõnă mumbá.
zvinánazí	Waóná zvinanazi zvangu heré?	Ndazviona mumbá.
zvinhu	Waóná zvinhu zvangu heré?	Ndazviona mumbá.
chigěrő	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.
mái	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 rangú heré?	Ndariona mumbá.
mabhúku	Waóná mabhuku angú 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 wagádzǎira mumbá?	Ndíní ndamúgǎdzǎira.
zingwa	Ndíaní wagádzǎira zingwa?	Ndíní ndarigadzira.
zvinánazí	Ndíaní wagádzǎira zvinanazi?	Ndíní ndazvigadzira.
kófi	Ndíaní wagádzǎira kofi?	Ndíní ndaigadzira.
tíi	Ndíaní wagádzǎira tíi?	Ndíní ndaigadzira.
madima	Ndiani wagádzǎira madima?	Ndíní ndaagadzira.
shushururu	Ndiani wagádzǎira shushururu?	Ndíní ndadzigadzira.
ndodzí	Ndiani wagádzǎira ndodzi?	Ndíní ndadzigadzira.
mupungá	Ndiani wagádzǎira mupunga?	Ndíní ndaugadzira.
nyemba	Ndiani wagádzǎira nyemba?	Ndíní ndadzigadzira.
mahobó	Ndiani wagádzǎira mahobo?	Ndíní 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	Ndarítěngă.	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.
Munóvăzívá heré?	Ndinóvăzívá.

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?	Ndinórĩdá.
mabhúku	Unóda aya mabhúku heré?	Ndinóǎdá.
hobó	Unóda iri hobó heré?	Ndinórĩdá.
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 kuváõñă. I didn't see him.

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

Haváǎzíví. They don't know them.

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

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

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

Haáná kumúréra. He didn't.

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

Havázvígadzírí. 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 nékófí.

Ndingáda kófí.

You ask a person      Muné mhāndonyí yemíchēro?  
 what kind of  
 fruit he has.

Tiné mhāndo nhatú.

Tiné māhobó,

zvinánazí

nêmăráranji.

You say which kind      Ndingáda ráranji.  
 you'd like.

Ungádenyízve?

And you'd like a      Ndingádzvé hobó díki.  
 small banana.

### 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.<br>mupanda (3, 4)      | My house is small.<br>room                        |
| B | Íne mipanda minganí?<br>chéte            | How many rooms does<br>it have?<br>only           |
| A | Mitatú chéte.                            | Only three.                                       |
| B | Ínokúpá bāsa shoma.<br>-dáro             | It gives you less work.<br>to do/say like<br>that |
| A | Unófŭnga kudáro heré?<br>fáfitera (5, 6) | Do you think so?<br>window                        |
| B | Unógěza mafáfitera mashoma.              | You wash few windows.                             |
| A | Ndinófŭnga kudáro.<br>mushongá (3, 4)    | I think so.<br>medicine, polish                   |
| B | Wáisa mushongá heré pasí?<br>-vamba      | Have you polished the<br>floor?<br>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 yávó <u>íhũrũ</u> .	Their family is large.
cf. mhuri yávó 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/, /ígúru/, /íhúru/. 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 zhínjǐ heré?	Ndagéza shoma.
masímó	Wagéza masímó mazhínjǐ heré?	Ndagéza mashoma.
mbatáta	Wagéza mbatáta zhínjǐ heré?	Ndagéza shoma.
maráranji	Wagéza maráranji mazhínjǐ heré?	Ndagéza mashoma.
mipanda	Wagéza mipanda mizhínjǐ heré?	Ndagéza mishoma.

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

	'Is your house small?'	'It is small.'
díki	Imbá yényú índíki heré?	Índíki.
húru	Imbá yényú íhŭrŭ heré?	Íhŭrŭ.
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 ínhěte.	Ínhěte 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.	Chidíki chíripí?
zvítóro	Izvi zvítóro zvidíki.	Zvidíki zvíripí?
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 wêChĩshǎnũ.	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 kúpĩ?
---------------------------------	------------------

Ndinófũnga Máí Maráta ána mazhínjí.

You ask Mrs. Marata Muná maráranji heré  
whether she has  
any oranges to      êkŭténgésá?  
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 nēmīdíkì  
large rooms and  
two small ones.      miyirí.

Mhuri yávó ínoídá  
heré?

You think so.      Ndinófŭnga kudáro.

Oral Reading Practice.

Ndinoda imba ine mipanda minomwe.

Yake ine mipanda mina chete.

Mupanda mukuru unā mafafitera mangani?

Ndinofunga unā mayiri.

Tinoda mushonga wokuisa 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.	Turn to the left.
{ kumunzeré.	

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.

The differences in use among the three locative classes can be fairly adequately described in terms of meanings: Class 18 (/mu/) usually has to do with location inside something; Class 16 (/pa/) has to do with comparatively definite physical location; Class 17 (/ku/) is used for less definite physical location or for talking generally about the existence of something. Thus:

8. Hapána nzīra.                      There is no path [here].  
i.e. 'No thoroughfare.'

9. Hakúna nzīra.                      There is no path/way.

The student should be warned, however, that the locative prefixes do not pair off neatly with English prepositions, and particularly that the difference between /pa/ and /ku/ is not to be equated with the difference between location at and motion toward a place. In addition, as illustrated in Examples 6 and 7 above, some uses of the 'locatives' do not refer to location at all.

Note that the locative prefixes on a noun may determine the class of prefixes used with other words in the sentence:

masúre (Cl. 6)

mumasúre (Cl. 18 plus Cl. 6)

mumasúre mwángu (possessive has concord of Class 18)

<u>Vanhu</u> vazhínjí <u>vánó</u> gara muguta.	} Many people live in the town.
<u>Muguta</u> <u>múnó</u> gara vanhu vazhínjí.	

[For practice with locatives, see Groups 1-8, and especially 1-6, of the sentences for systematic practice.]

The locative morphemes also turn up in other places:

kúnó      around here

pánó      here

múnó      in here

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.

Mwakámbošvika here kwá-

Have you ever been  
(‘arrived’) to  
Mutambara?

Mútámbara?

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.

‘Are there many patients at the  
hospital?’

‘I think there  
are few.’

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. Concorde of Class 18.

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

vanhu	MuHaráre mune vanhu vazhínjí kūpinda mwáMutáre.
dzimbá	MuHaráre mune dzimbá zhínjí kūpinda mwáMutáre.
mabandéra	MuHaráre mune mabandéra mazhínjí kūpinda mwáMutáre.
zvitóro	MuHaráre mune zvitóro zvizhínjí kūpinda mwáMutáre.
migwagwa	MuHaráre mune migwagwa mizhínjí kūpinda 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 mīgwagwa mizhínjǐ.
dzimbá	Kúnó dzimbá íshóma.	Tichásvíka kùné dzimbá zhínjǐ.
nzira	Kúnó nzira íshóma.	Tichásvíka kùné nzīra zhínjǐ.
zvitóro	Kúnó zvitóro zvíshóma.	Tichásvíka kùné zvitóro zvizhínjǐ.
vanhu	Kúnó vanhu vāshóma.	Tichásvíka kùné vānhu vazhínjǐ.
makomo	Kúnó makomo máshóma.	Tichásvíka kùné mākomo mazhínjǐ.
ndwizí	Kúnó ndwizí íshóma.	Tichásvíka kùné ndwizí zhínjǐ.
mití	Kúnó mití míshóma.	Tichásvíka kùné mití mizhínjǐ.

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

## 8. Ordinal numerals. Left and right.

'At the first sign post you turn right.'

rudyí	Bandéra rêkútángá 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 rêchíshánŭ 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?'

chigěřő	Árí kŭtsvaka chigěřő cháké.	Mwambóchíóná heré?
mwaná	Árí kŭtsvaka mwana wake.	Mwambomuona heré?
babá	Árí kŭtsvaka baba wake.	Mwambovaona heré?
bhúku	Árí kŭtsvaka bhuku rake.	Mwamboriona heré?
mabhúku	Árí kŭtsvaka mabhuku ake.	Mwamboaona heré?
shámwarí	Árí kŭtsvaka shamwari yake.	Mwamboiona heré?
mudzídzísi	Árí kŭtsvaka mudzidzisi wake.	Mwambomuona heré?

vadzídza	Árí kŭtsvaka vadzidza vake.	Mwambovaona heré?
zvinhu	Árí kŭtsvaka zvinhu zvake.	Mwambozviona heré?
háma	Árí kŭtsvaka hama dzake.	Mwambodziona heré?

10. The aspect prefix /-mbo-/.

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

kusvika	Mwakámbošvikapo heré?
kuváká	Mwakámbováká imbá heré?
kubika	Mwakámboóbika sadza heré?
kudyá	Mwakámbodyá sādza heré?
kuverenga	Mwakámboverenga iri bhúku heré?
kumwá	Mwakámbo mwá mahéu heré?

Practice conversations.

You ask someone      Mwakámbošvika Gwerú heré?  
 whether he has  
 ever been to  
 Gwelo.

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.]

- |              |                      |
|--------------|----------------------|
| -fára        | to be glad           |
| zviyó (8)    | millet               |
| sadza (5, 6) | food; thick porridge |
- A Murí kufára heré nesádza Are you enjoying the sadza  
rêzvĩyô? [made] of millet?
- |             |     |
|-------------|-----|
| ~óse (~ése) | all |
|-------------|-----|
- B Tóse tinóriḍa 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.
- |                |             |
|----------------|-------------|
| mvúra (9, 10)  | rain, water |
| táfura (9, 10) | table       |
- C Mwáisa mvúra patáfura heré? Did you put the water on the  
table?
- D Hatíná kũisa(bá). We didn't (put).
- |       |          |
|-------|----------|
| -únzá | to bring |
|-------|----------|
- C Mary únza mvúra. Mary, bring water.
- D Ndíaní ungáĩdá? 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.
Ndígashídzw <u>ó</u> .	Hand it to me.
Není <u>wo</u> ndingáídá.	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.
Ungázouy <u>awó</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.

Ungázouyawó.

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 vānodá kūtaura není.
iwé	Babá vānodá kūtaura newé.
íye	Babá vānodá kūtaura nâyě.
isú	Babá vānodá kūtaura nesú.
imwí	Babá vānodá kūtaura nemwí.
ívo	Babá vānodá kūtaura nâvô.

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

'I brought water.'	'And you also, you brought water.'
Ndaúnza mvúrá.	Nemwíwo mwaúnza mvúrá.
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.

hárí	Bvisá mūpungá muhárí.	Remove the rice from (in) the pot.
kuisa	Isá mūpungá muhárí.	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	Takáfǎrǎ kutaura navó.

#### 6. Sentences containing /~ǒsé/

Munóěnda mwǒsé heré? Tinóěnda tǒsé.	Do you all go? We all go.
Vánoenda vǒsé heré? Vánoenda vǒsé.	Do they all go? They all go.
Vánodyá sadza masíkati ǒsé.	They eat sadza every afternoon.

Vánótaura ngúvá dzǫsé. (or: dzǫsedzǫse)	They talk all the time.
Tinóěnda návo kwǫsé.	We go everywhere with them.
Handínzwi zvǫsé.	I don't understand everything.
Vaná vánotámbá ngúvá dzǫse dzǫse.	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 dzǫsé	Ndíaní anórǐdá?	Who likes it?

## 8. Random changes in the form of the verb.

	Mwáísa mvúrá patáfura heré?	Did you put water on the table?
ndíaní	Ndíaní wáísa mvúrá patáfura?	Who put water on the table (today)?
nezúro	Ndíaní wakáísa mvúrá patáfura?	Who put water on the table (yesterday)?
ngúvá dzǫsé	Ndíaní anóísa mvúrá patáfura ngúvá dzǫsé?	Who always puts water on the table?

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

## 9. Random changes in the form of the verb.

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

## 10. Random changes in the form of the verb.

	Murí kúbika zvakánáka.	You are cooking well.
kwéte	Hamurĩ kúbika zvakánáka.	You are not cooking well.

nezúro	Hamúná kúbika zvakánáka.	You didn't cook well.
hóngu	Mwakábíka zvakánáka.	You cooked (before today) well.
ngúvá dzq́sé	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 sényi tsúnga?

Ungádâ kuedza heré?

You say yes, and ask whether she can please teach you.      Hóngu, ndingáda.  
Ungándzídzisawó  
heré?

Ndingáfärä kukudzí-  
dzísá.

You ask about a suitable time.      Ndingádzídzĩra 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 unódzĩdá?           | Who wants them?                               |
|   | sakí (5, 6)                | sack  |
| B | Ndaíngadā māsakí māna.     | I'd like four sacks.                          |
| A | Mungáǎónǎ`zvényú.          | You may have them.                            |
| A | Ndingázouýǎ`náwo mangwáná. | I'll bring them tomorrow.                     |
|   | mhunga (9)                 | millet  |
| B | Muné mhūnga heré?          | Do you have any millet?                       |
| A | Ndinófũnga ndingáǎnǎ       | I think I can get two.                        |
|   | mavirí.                    |   |
|   | -bátánídza                 | to join together<br>(transitive verb)         |
| B | Mungázobátánídza zvényú.   | You can put [them] together<br>[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<br>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:

Ndingázoúya 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 póndo ina rímwé.      The nuts [are] four pounds  
sterling per bag.

Mhunga póndo nêmbŏfána.      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 /sakí/.

3. Concordial prefixes with the linking prefix.

The underlined forms in these phrases:

bandéra rôkŭtángá      the first signboard

sadza rêzvĩyô      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 êzvĩyô.

posí	Ndaíngadā sakí rímwé rêzvîyô.
magwére	Ndaíngadā sakí rímwé rêmăgwére.
pirí	Ndaíngadā masakí māvîrí êmăgwére.
ndodzî	Ndaíngadā masakí māvîrí êndôdzî.
tatú	Ndaíngadā masakí mātátú êndôdzî.
mupungá	Ndaíngadā masakí mātátú ɔmúpungá.
posí	Ndaíngadā sakí rímwé ɔmúpungá.
mbatáta	Ndaíngadā sakí rímwé rêmbătáta.
pirí	Ndaíngadā masakí māvîrí êmbătáta.
shushururu	Ndaíngadā 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 châmărăranji.
dázeni	Taténgá dázeni rímwé rêmărăranji.
pirí	Taténgá madázeni mavîrí âmărăranji.

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

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

## 4. Concords in three assorted places in the sentence.

	'That fireplace is large but it is not good.'
chotó	Icho chotó chíkŭrŭ así hachíná kŭnaka.
dangá	Iro dangá ígŭrŭ así haríná kŭnaka.
chikúvá	Icho chikúvá chíkŭrŭ así hachíná kŭnaka.
pfíhwa	Iro pfíhwa ígŭrŭ así haríná kŭnaka.
zviringó	Izvo zviringó zvíkŭrŭ así hazvíná kŭnaka.
dhíbhi	Iro dhíbhi ígŭrŭ así haríná kŭnaka.
zvigadzo	Izvo zvigadzo zvíkŭrŭ así hazvíná kŭnaka.
hárí	Iyo hárí íhŭrŭ así haíná kŭnaka.

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

Murwizí mune mvúra zhínjí.

There's a lot of water in the river.

(Waónenyí mūrwezí?)

(What did you see in the river?)

Mujahá wáenda kuchitóro.

The young man went to the store.

(Mujahá wáenda kúpí?)

(Where did the young man go?)

Chitóro chédú chírí pātyo.

Our store is nearby.

(Chitóro chírí kure heré?)

(Is the store far off?)

Ndinóenda kwáMutáre paMugobéra.

I'll go to Umtali on Saturday.

(Ndinóenda rini kwáMutáre?)

(When will I go to Umtali?)

Tinógěza nhumbí musí weMugobéra.

We wash clothes on Saturday.

(Tinógěza rini nhumbí?)

(When do we wash clothes?)

Vadzídza vényú vānonyórá zvakánáka.

Your students write well.

(Vadzídza vényú vānonyórá zvakadini?) (How do your students write?)

Mwakámbošvika Kwékwe heré?

Have you ever been to Que Que?

KwáNyádiré kune hósipitari húrú.

There is a large hospital at Nyadiri.

(Hósipitari húrú iripí?)

(Where is the large hospital?)

Vadzídza vánodzídzírá kūtaura mutauro.	The students will learn to speak the language.
(Vánodzídzenyí?)	(What will they learn?)
Chikóro chédú chíkũrũ.	Our school is large.
(Chikóro chídíki 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 kúpĩ mangwánaní?)	(Where did I go in the morning?)
Vaná vánodzídzírá chĩngezi.	The children (will) study English.
(Vánodzídzírá mūtauronyí?)	(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 is doing this morning.      Babá várí kũitenyí mangwánaní áno?

Váénda kujangano.

You ask whose home  
the work party  
is at today.

Rírí kwáaní nhási?

KwávaChemusango.

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 nguvanyi?

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 ndinórĩdâŏ 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)<br>plus /~mwé/) | together ('one place')                |
|   | muto (3, 4)                         | gravy, soup                           |
| E | Vácháisa pámwé nqmúto.              | She will combine [it] with the soup.  |

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

Supplementary vocabulary. Cooking processes.

kubvúrá	}	to broil
kugocha		
kuvídzá/kuvírísá		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:

kuvidza	Tinóvîdza mvúrá.
kugocha	Hatígochí mvúrá.
kukángá	Hatíkángi mvúrá.
kusásíká	Hatísásíki mvúrá.

Group 2.

mupungá:

kubika	Tinóbîka mupungá.
kuvidza	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 /-díní/. [Note that some of the forms of /-díní/ are indicative and some are relative.

Munógăra zvakádiní?

Tinógăra zvakánaka 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 zvakányanya 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 r̥ufu Mugobera.

Vakauya n̥ufu here?

Vakauya nen̥yi?

T̥inoverenga mabuku manheru.

T̥inoverenga masikati here?

T̥inoiten̥yi manheru?

Vakomana vanotema huni.

Ndivanaani v̥anotema huni?

Vanotemen̥yi?

Ndakasvika pano musi weChína.

Ndakasvika paChìna here?

Ndakasvika rini?

Ndichagara kwésvondo r̥ose.

Ndichagara kw̥mwedzi here?

Ndichagara kwéngŭv̥ă yàkadini?

Ndiri kutengesa mapopo. Rimwe rinoita shereni.

Mapópo matanhatu anoita marin̥yi?

Tsime redu rákanaka kwazvo.

Tine tsime ràkadini?

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.

Tinotengesa ku-  
 musika Harare.

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

Muno havanyanyi  
 kutengesa.

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.	
ndaíḁa	Ini ndaíḁa 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 mitauronyi?  
 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 vose vanotenga mumisika.  
 Varimisi vose vanodzidza patyo neGuta.

### Free conversation.

Ask questions like Munókángá 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<br>the other person by his<br>occupation)     |
| B | Mangwánaní babá.<br><br>ngényi<br><br>-bátsírá | Good morning.<br><br>with what?<br><br>to help                          |
| A | Ndingámŭbátsírá ngényi?<br><br>shúka (9)       | How ('by what' can I<br>help you?<br><br>sugar                          |
| B | Ndingáŏnawó heré shúka?<br><br>--ko            | May I have some sugar?<br><br>[an optional inter-<br>rogative enclitic] |
| A | Munódâ yêmăřînyîko?                            | How much do you want?   |
| B | Ndaíngadâ zvángu yamáshereni<br>matánhatú.     | I'd like six shillings worth  |
| A | Zvákánaka zvázvo.                              | Fine.   |
| A | Ndingámŭgádzirirá zvángu.                      | I'll get it ready for you.  |

Supplementary vocabulary.

Four verbs that are commonly followed by infinitives.

- |               |              |
|---------------|--------------|
| -regera       | to cease     |
| Règérá kudyá. | Stop eating. |

Ndambóřěgera basa.

I've (temporarily) stopped work.

-fánírá

to be proper,  
suitable (in  
/-ka-/ tense:  
'must')

Ndakáfǎñřǎ kuenda.

I must go.

-natsa

to do well

Árí kūnatsa kutaúra!

She is speaking very well!

-ramba

(with infinitive)  
to refuse

Árí kūramba kudyá sǎdza.

She refuses to eat food.

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

Tinóbǐka n(g)émugóti.

We cook with a stick.

démó (5) matémó (6)

axe

Tinótémá mití n(g)éděmǎ.

We cut trees with an axe.

-tsváírá

to sweep

Tinótsváírá n(g)ěmǔtsváíro.

We sweep with a broom.

-sona

to sew

tsono (9,10)

needle

Tinósǎna 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.
Áchavádza húní.	He will split firewood.
Áchatívádzíra húní.	He will split firewood for us.
Áchaúnza húní.	He will bring firewood.
Áchatíúnzíra 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 /ngeɲyi/ 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.

Tichávǎsándírá.

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.

Váchamúvákírá 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.



chigěřǎ, 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 /~ǫ-/.

'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 ngépyi mití?
	Tinótémà ngéděmǎ.
	Ndinódà démó rǫkutémá mití.
	Tinódâ matémó ǫkutémá mití.



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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 | Munóǵara muNéw York heré?<br>dúnhú (5), matúnhú (6) | Do you live in New York?<br>district   |
| B | Kwéte, ndinóbvâ murimwe<br>dúnhú.<br>-dyá           | No, I come from another<br>state.<br>to eat  |
| A | Munódyawó sādza rédu<br>heré?<br>-síyána            | Do you eat our [kind of]<br>food too?<br>to part from one<br>another, to<br>differ |
|   | -bvira  | [?]  |
| B | Kwéte zvákábvira kusíyána.                          | No, it is quite different.   |
| A | Ndíaní unómŭbátsírá bāsa<br>rényú?<br>~óǵá (~ega)   | Who helps you [to do] your<br>work?<br>alone                                       |
| B | Ah! Tinózvŭbâtíra tóǵá.<br>ko<br>sesú               | Oh, we do it for ourselves.<br>[an interrogative<br>word]<br>like us               |
| A | Ko, munórŭmawó heré<br>sesú?                        | Tell me, do you farm the<br>way we do?   |

muchéni (3,4)

machine

B Zvakáti síyané, tinónyanya  
michéni.

It's a little different,  
we we [use] more machines.

~temá

black

A Kúṇa vāṇhu 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)

muKarángá (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.

Tinózvíbâtîrâ 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. -gadziríra)		

[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 sômkúru.
babá	Ánófunga sababá.
máí	Ánófunga samáí.
muténda	Ánófunga sômténda.
murungu	Ánófunga sômurungu.
mutemá	Ánófunga sômutemá.
munhu	Ánófunga sômunhu. (!talk sense!)

2. Questions about similarity and difference.

miitiro	Miitiro yavaZezúru 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 wamăChángana wákafánáná heré nêchĩShóna?	Is the language of the Shangaans like Shona?
---------	--	---

Wákafánáná zvĩshoma.

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chirungu	Chirungu nechíBhunú zvákafánáná heré?	Are English and Afrikaans similar to one another?
----------	---------------------------------------	--

Zvákadá kufánáná.

guta	Guta rêHăräre 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	Wáténgà sípo yáké.	Wázvítèngéra sípo.
isú	Taténgà sípo yédú.	Tazvítèngéra sípo.
ívo	Váténgà sípo yávó.	Vázvítèngéra sípo.
iwé	Waténgà sípo yákó heré?	Wazvítèngéra sípo heré?
imwí	Mwaténgà sípo yényú heré?	Mwazvítèngéra sípo heré?
iní	Ndabíka sadza rángu.	Ndazvíbikíra sadza.
íye	Wábíka sadza ráké.	Wázvíbikíra 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	Hapána angándĩbíkíra sadza.	Ndakáfănĩră kuzvíbikíra.
kutémá	Hapána angándĩtéméra húní.	Ndakáfănĩră kuzvíteméra.
kurima	Hapána angándĩtéméra húní.	Ndakáfănĩră kuzvírimíra.
kugeza	Hapána angákũgézéra ndíró.	Wakáfănĩră kuzvígezéra.

kuóná Hapáná angákũónérá bāsa.

Wakáfǎnřř kuzviónéra.

kutaura Hapáná angákutáúrírǎ.

Wakáfǎnřř kuzvítaúríra.

### 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                    Dziri kusanda muno.  
they work  
around here.

---

You ask a person                Urí rudziṇyí?  
about his tri-  
bal origin.

Ndiri muManyíka.

You ask whether                Unobva kwáMutáre  
he comes from  
Umtali,                            here?

Kwete(bá), ndinóbva  
Nyángà.

and when he came                Wakáŷya ríni muHaráre?  
to Salisbury.

Ndáyánaṅ mákoré ndáyà  
múnó.

You ask whether                Mutauro wechíZezuru  
the Zezuru  
language is                        wakafanana here  
similar to                         nḡmutauro wechí-  
Manyika.                            Manyika?

Wakafanana, {chéte  
                  asi }

mazwi mashoma

akasiyana.

---

You ask a person                Mwakatora nguva yakadini  
how long he  
took to learn                      kudzidza chirungu?  
English.

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 dzàkasiyana. Múṇṇ vaZezuru  
vànobva kwaSeké, Chíotá, neMréwa. VaKaranga vanobva Fort  
Victoria. VaNdevére vànobva Gwerú kusvika Bhurúwayo. VaNdevere  
havatauri chiShona. Vanotaura chiNdevere. VaManyika vanobva  
Rusápi kusvikira Nyánga. Vamwe vanobva kwáMarángo kusvika  
kwaMutambara.

MuHarare múne ndudziṇyi?  
Ndivanaani vànobva kwáSeka?  
Vakaranga vanobva kupi?  
VaNdevere vanobva kupi?  
VaNdevere vanotaura chiShona here?  
VaManyika vṇse 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! Tósé takárfárírá doví  
rakábŭkwa naMbúya.  
-sévénzá to work  
-sévénzésa to use ('cause to work!')  
-sévénzésa to be used ('caused to work!')
- B Rínosévénzésa 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 recieve  
tsamba (9,10) letter
- C Vhíki rakápěřă takágáshira  
tsamba kubvá Bhurúwayo.  
We got a letter from Bulawayo last week.
- D Ndíaní wakányōrá? Who wrote [it]?

- |   |  |   |
|---|--|---|
|   | hánzvádzi (9,10)   | sibling of opposite sex                     |
| C | Hánzvádzi yángu yákanyórá.                                 | My sibling of the opposite sex wrote [it.]  |
|   | masoko (6)   | news  |
| D | Yáítaura masokonyí?  | What news did he have ('speak')?            |
| C | Iyo yákáti írí kuúyá<br>vhíki rinóúyá, musí<br>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 | Hánzvádzi yángu yáúyá.                                     | 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<br>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 rǝ)mũńíng'íina	(1,2)	younger sibling of same sex
(or: munúńg'úna)		
(zítá rá)sekúru	(1a)	grandfather
(madzisekúru)	(6)	
(zítá rá)teté	(1a)	father's sister
(madziteté)	(6)	
(zítá rǝ)mũkádzí	(1,2)	woman, wife
(zítá rǝ)múberekí	(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:

Tinósévéznésa doví.	We use peanut butter.
Doví rínosévéznéswa sényi?	How is peanut butter used?
Vaná vádyâ sadza.	The children ate the sadza.
Sadza rádyíwă ndâvănâ.	The sadza was eaten by the children.
Sadza rádyíwă 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 uchísévéńzá  
kuti uchísévéńzésa

Low verbs.

kuti uchíti  
kuti uchísóna  
kuti uchítáura  
kuti uchígádzirira

With object prefixes.

kuti uchírídá	
kuti uchíríténgá	kuti uchírísóna
kuti uchíríténgésá	kuti uchírígádzira
kuti uchírísévéńzésa	kuti uchírígádzirira

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 nômŭkúnda.

mhandara      Mhandara yákachéká muriwó.  
Muriwó wákachékwá nemhándara.

muníng'ína      Muníng'ína wákachéká muriwó.  
Muriwó wákachékwá nômŭníng'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 nḡmuníng’ína.
kugeza ndíró	Ndiro dzakagezwa nḡmuníng’ína.
hánzvádzi	Ndiro dzakagezwa nehanzvadzi.
kwenda kurwizi	Kurwizi kwakaendwa nehanzvadzi.
mweni	Kurwizi kwakaendwa nḡmweni.
kuverenga tsamba	Tsamba dzakaverengwa nḡmweni.
mudzídzi	Tsamba dzakaverengwa nḡmudzidzisi.
kutaura masoko	Masoko akataurwa nḡmudzidzisi.
babá	Masoko akataurwa nababa.
kukángá magwére	Magwere akakangwa nababa.
mukádzi	Magwere akakangwa nḡmukadzi.

kudyá nyama	Nyama yakadyiwa nꞑmukadzi.
murúmé	Nyama yakadyiwa nꞑmurume.
kumwá kófi	Kofi yakamwiwa nꞑmurume.
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 vándĩpa marí.	Ndapíwá marí namukóma. (Ndapúwá...)
Mukóma vádyǎ sadza.	Sadza rádyĩwǎ namukóma.
Mukóma vámwǎ mahéu.	Mahéu ámwĩwǎ namukóma.
Mukóma ánodá vaning'ina.	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 Kutí uchísóna, unósévéenzésa tsono.

kutémá Kutí uchítémá mití unósévéenzésa démó.

kuchéká Kutí uchíchéká unósévéenzésa bángá.

kubika Kutí uchíbika sadza unósévéenzésa mugóti.

6. The 'chi-participial' form.

'When we study, we go to school.'

kudzídzá Kutí tichídídzá tinóěnda kuchikóro.

kuchérá Kutí tichichéra mvúrá tinóěnda kutsíme.

kurima Kutí tichíríma tinóěnda kumunda.

kutémá Kutí tichítémá mití tinóěnda mugomo.

kuténgésá Kutí tichíténgésá tinóěnda kumusika.

kudá Kutí tichídá sadza tinóbíka.



Practice conversations.

You ask how much  
the trip to  
Bulawayo costs.

Rwendo rwêBhŭrúwayo  
rúnóita marínyi?

Unóěnda sényi?

You say you're  
going by bus.

Ndinóěnda nébházi.

Rúnóita pondo.

You ask how long  
it takes to  
get there.

Rínotórá`ngúvá  
yakádiní kusvika?

Harítóri ngúvá

yakányanya.

You say that your  
(sibling of the  
opposite sex)  
has written you,  
making it sound  
as though this  
had happened be-  
fore today,

Hánzvádzi yákandínyórérá  
tsamba.

Yákátinyí?

and that he/she  
gave a lot of  
news.

Yákátaura masoko  
mabhínjí.

Wakáfără herě nemásoko?

Ndakáfǎrǎ`kwázvo.

You ask a boy  
his name,

Zítá rákó ndíaní?

Ndíní Jongwé.

and where he  
lives,

Unógǎrepí?

Ndinógǎrǎ kwáChíotá.

and how many  
people live  
in the same  
house with  
him,

Murí vanganí  
mumbá mwényú?

Tirí vashánǔ.

and who is the  
eldest.

Ndíaní mukúru?

Hánzvádzi yangu

ndíyo húrú.

You ask how  
many boys.

Vakómaná vanganí?

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 ákŭřǎ`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 Vadzimái vánoádísá` Women like them very much.  
kwázvo.

B Ngépyi 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	sengere (5,6)	bamboo
kumatúnhú eNyánga.		
Tinótórá huswá mubáni*.	huswá (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:

Ngényi vachíádá?	Why do they like them
	(Cl. 6)?
[ngényi??]	

After the word /ngényi/ 'why' the chi-participial form, and not the indicative, is used.

Note however that when /ngényi/ 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 ndényi?	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 dzínónángísíka 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:

hazvíítíkĩ        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.

Zvákáitwa 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 zvakádiní?	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?	Is this sadza edible?
	Vamwe vánóti harídyíkí nokúti haríná munyú.	Some [people] say it isn't edible because it lacks salt.
kurima	Uyu munda únórimika heré?	Is this field suitable for plowing?
	Haúrimíkí nokúti wákaóma.	It isn't suitable for plowing be- cause it is [too] dry.
kutémá	Iyi mití ínotéméká heré?	Are these trees right for cutting?
	Haítémékí nokúti yákányanya kukúrá.	They aren't suitable for cutting be- cause they've grown too much.
kuvádzá	Iyi húní ínovádzíká heré?	Is this piece of fire- wood suitable for splitting?
	Haívádzíkí nokúti yákányanya kuóma.	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.
kufámá rwendo	Rwendo rúngafámíká.	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.

Ngépyi vanhu vachígéza mavókó?

kutsváírǎ mumbá Vanhu vánotsváírǎ mumbá.

Ngépyi vanhu vachítsváírǎ mumbá?

kudzídzírá mitauro Vanhu vánodzídzírá mitauro.

Ngépyi vanhu vachídzírá mitauro?

5. The chi-participial form after /ngépyi/. Questions and answers.

Ngépyi vadzimáí vachíkúdzǎ maruva? Why do the women grow flowers?

Nokúti vánodǎ kuisa mudzimbǎ dzávó. Because they want to put [them] in their houses.

Ngépyi ùchídàró? Why do you do like that?

Kudíni? Like what?

Ngépyi vanhu vachírímǎ munda? Why do people cultivate the field[s].

Nokúti vánodǎ mbésa. Because they want crops.

Ngépyi vanhu vachísévénzésa michéní? Why do people use machines?

Nokúti michéní ínovábátsírǎ mubasa rávó. Because machines help them in their work.

Ngépyi vanhu vachíéndǎ kutsíme? Why do people go to the well?

Nokúti vánodǎ kuchérǎ`mvúra. Because they want to fetch water.

Ngépyi vanhu vachídyá sadza rézviyó? Why do people eat sadza  
[made] of millet?

Nokúti rínovánákíra. Because it is good  
for them.

Ngépyi vanhu vachíénda kurwizí? Why do people go to the  
river?

Nokúti vánodá kugeza kana Because they want to  
kutórá tsanga. wash or to get  
( 'take away' ) reeds.

#### 6. Random substitutions.

Vadzimáí vánodísá maruva. Women like flowers very much.

Vadzimáí vánodísá mbatyá itsvá. Women like new clothes very much.

Vaná vákapíwá mbatyá itsvá. The children were given new  
clothes.

Vaná vákapíwá mbésa. The children were given food.

Takáfǎnǎ kukúdzá`mbésa. We must grow crops.

Takáfǎnǎ kuténdérúka. We must turn around.

Hatíná kuténdérúka. We didn't turn around.

Hatíná matémó matsvá. We don't have new axes.

Únzáí matémó matsvá. Bring the new axes.

Únzáí huswá huzhínjí. Bring a lot of grass.

Hatíná kupísá huswá 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      Uri kutsvakepyi?  
what he is  
looking for.

Ndirí kutsvaka saki.

You ask what      Saki rakadini?  
kind of sack.

Rõkuisa magwere.

You ask where      Ari kuda kuenda kupi?  
it (the maize)  
is supposed to  
go.

Kumusika wõkuHarare.

You ask how it      Rinoenda seyí?  
(the sack) will  
go.

Nemotokari yédú.

You say you are      Ndirí kuenda kuchitoro.  
going to the  
store, and ask      Ungadã kuenda neni  
someone whether  
he can take you.      heré?

Handigoni kuenda newe  
nokuti ndine basa  
zhinji.

You suggest that           Ungazoita basa rako  
    he can do his  
    work tomorrow.           mangwana.

Kwete. Ndakafanira  
    kupedza nhasi.

You offer to               Kuti uchida ndingakubatsirawo.  
    help him, if  
    he likes.

Ndingafara kwazvo.

You ask what               Uri kuita basanyi?  
    work he is  
    doing.

Ndiri kugeza mumba.

You agree, and             Zvakanaka. Ndinga-  
    say you can  
    fetch water.             cherawo mvura.

### Oral reading practice.

Baba, muri kudikánwá. Kupi? Kuchikoro. Naani? Nq̄mudzidzisi  
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.

## BASIC DIALOGUE

I've come to see your  
flowers.

to come/go out  
from

Ah! They're coming out  
now.

Yes, indeed!

[here, used as an auxiliary verb to intensify meaning of the verb whose infinitive follows it]

You really did very well.

seeds

Where are the seeds sold  
( 'bought' )?

Go to the Farmers Corp.

to continue [with  
chi-participial]

```
[verb infinitive used
  here as English
  uses prepositions]
```

Will they go on growing  
until \_\_\_\_\_ [name  
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`ngúvâpyĩ?

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:

Ndayáṅṅ 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].

Váyáṅṅ 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 vákũřă heré?

Vábvíra kukúrá.

kupérá Mvúrá yápěřă heré?

Yábvíra 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.

Ndicháramba ndichídžídzira kusvikira manherú.

Handíná kuramba kudzídžírá.

kusona      Árí kusona.

Ácháramba 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 achídírǎra 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.

[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.]

Mukómaná wakaenda kujana.

Mbatyá dzáyá kuómá.

Mbatyá dzáǎmǎ.

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 yápĩsǎ.

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 váyá kusvika?

Íhánzvádzi dzángu dzàyá kusvika.

Ndíaní aya kutaúra?

Íhánzvádzi yángu yayá kutaúra.

Chípyi chayá kubúdá mumunda?

Índodzí dzayá kubúdá.

Chíṇyi chayá kubúdá uko?

Ízŭvǎ 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                      Munogara kuMaróndera here?  
at Marandellas?

Yes, I do.

Hongu.

What are you                      Muri kuitepyi apo?  
doing there?

I'm studying  
Shona.

Ndiri kudzidzira  
chiShona.

Are you able to                      Mwaya kugona kutaura  
speak now?                              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  
kutaura.

When will you  
finish?

Munopedza rini?

I don't know  
for sure.

Handizivi  
zvakanaka.

Oral reading practice.

Chinyi chaya kubuda apo?

Imvura yava kubuda mupömbi.

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.                  | Yes, they both are.                                     |
|     | nhaú (9,10)                           | topic, news   |
| 5A  | Mwakánzwawó nhaú<br>dzá(né)zúro heré? | Did you hear yesterday's<br>news?                       |
|     | -shaya                                | to lack   |
|     | pepanhaú (5,6)                        | newspaper   |
| 6B  | Ndakásháya pepanhaú.                  | I didn't have ('I lacked')<br>a newspaper.              |
|     | ruzóróro (11)                         | rest, vacation  |
| 7A  | Kwákátaurwa ndôřúzóróro.              | Something was said about<br>the vacation.               |
| 8C  | Muné chikóro chăvănă heré?            | Do you have a school for<br>children?                   |
| 9D  | Hóngu tinácho.                        | Yes, we have (it).                                      |
|     | -fámбіsá                              | to cause to go  |
| 10C | Zvôkűfámбіsá zvírí nyoré<br>heré?     | Is transport easy? ('Are<br>things of transport easy?') |
|     | nyoré                                 | an easy thing   |
| 11D | Zvírí nyoré kwázvo.                   | Very easy.  |

Supplementary vocabulary. Other general topics for newspaper stories.

Ndakávérenga mhaká nhatú mupepanhaú.

mhaká (9,10) matter, affair; guilt

TakáꞤzwa mabasa mazhínjǐ mupepanhaú.

'Parliament' yákátaura zvizhínjǐ ngēmǎkê yéfũndõ yédú.

fúndó (9,10) education

Kwákátaurwa ngómúsangano wávarimisi.

musangano (3,4) meeting

# 1. Concords plus /~o/ after -na-/.

The dialogue contains the sentences:

Muné chikóro chávǎnâ 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?

Ngévangú.      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 /` / 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	Munq mutsvairo here?	Hongu, ndinawo.
chotó	Mune choto here?	Hongu, ndinacho.
mugóti	Munq mugoti here?	Hongu, ndinawo.
hárí (sg.)	Mune hari here?	Hongu, ndinayo.
chirongó	Mune chirongo here?	Hongu, ndinacho.
zvôkũdyâ	Mune zvokudya 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).'

(chigěrǒ)	Hatínachó.	Hatíchĩdí.
(básekoro)	Hatínaró.	Hatírĩdí.
(zviringó)	Hatinazvo.	Hatizvidi.
(ívo)	Havanazvo.	Havázvĩdí.
(marí)	Havanayo.	Havaidi.
(íye)	Haanayo.	Haaidi.
(mudhudhudhu)	Haanawo.	Haaudi.
(íní)	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 zvɔkũtaura.	We had nothing to say.

## 4. /ndɔ-/ with possessive stems.

	‘Are these groundnuts yours?’	‘They’re mine.’
nzungú	Idzo nzungú ndɔdzenyú heré?	Nɔédzangú.
dzáké	Idzo nzungú ndɔdzaké heré?	Nɔédzake.
mombe	Idzo mombe ndɔdazké heré?	Nɔédzake.
dzávó	Idzo mombe ndɔdzavó heré?	Nɔédzavo.
mugodhí	Uyo mugodhí ndɔwavó heré?	Nɔédwavo.
ákó	Uyo mugodhí ndɔwakó heré?	Nɔédwangu.
tsanga	Idzo tsanga ndɔdzakó heré?	Nɔédzangu.
édú	Idzo tsanga ndɔdzedú heré?	Nɔédzenyu.
masengere	Ayo masengere ndɔédú heré?	Nɔédnyu.

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?	Ndownyu.

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	Ndinógára paWatsómbá.	Mwakágárapo ngúvá yakádiní?

guta	Ndakágára muguta.	Mwakágaramwo 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.	Vábvǎmwǎ.
kumunda	Vábvǎ kumunda.	Vabvǎkǎ.
kusvika	Vásvíka kumunda.	Vásvíkako.
pajangano	Vásvíka pajangano.	Vásvíkapo.
kusándá	Vásǎndǎ pajangano.	Vásǎndǎpǎ.
muófisi	Vásǎndǎ muófisi.	Vásǎndǎmwǎ.
kupinda	Vápínda muófisi.	Vápíndamwo.
mumbá	Vápínda mumbá.	Vápíndamwo.
kubúdá	Vábǔdǎ mumbá.	Vábǔdǎmwǎ.

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 kuitepyiyo?

Vari kuenda nqumupfudze  
kumunda kwavo.

Mukadzi wavo aripi?

Vamboenda kuchitoro.  
Achauya zvino zvino.

---

Takaenda kuHarare.

Mwakaenda nepyi?

Nemotoka yamurimisi.

Mwakaona mukoma wangu here?

Vanogara kupi?

KuHighfields.

Kwete hatina kuvaona.

---

Mufambiri wezvikoro vasvika.

Wauya rini pano?

Mangwanani ano.

Wauya nepyi?

Wauya nemudhudhudhu.

Achagara pano

zvakadini?

Handizivi. Zvimwe

kwezuva rōse.

---

Ndiri kuda kuenda Nyanga

paChipiri.

Munoenda nepyi?

Ndinokwira bhazi paWatsomba.

Kune mhaka dzenyi?

Ndinoda kundoona madzisekuru

angu.

Vanogara ngepapi

kuNyanga?

Vanogara patyo nedhibi.

## UNIT 27

BASIC DIALOGUE

- |    |                           |  |
|----|---------------------------|--|
| 1A | Ndadyára maruva ángu.     | I've planted my flowers.                             |
| 2B | Ánóita here paná matombó? | Will they do [all right]<br>where there are rocks?   |
|    | -nóngá                    | to pick up   |
| 3A | Ndicháédza kunóngá` ósé.  | I'll try to pick them all<br>[out]. [i.e. /matombó/] |
| 4A | Ndăpédza ndóisa mupfúdze. | When I've finished, I'll<br>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 ndichídá kubika sadza, | If I want to cook sadza, |
| ndinótángá kupfutsa mwotó.  | I first light the fire.  |

-pfutsa	to light
---------	----------

mwotó (3,4)	fire
-------------	------

Ndinóisa hárf pachotó.

Ndinósěvha upfu.	-sevha	to sift
------------------	--------	---------

Kuti hárf yăvirá,	-vira	to boil (in- transitive)
-------------------	-------	-----------------------------



ndinókúróngíra.	-kúróngíra	to smoothe
Sadza rínokwátá.	-kwátá	to bubble
Ndinóŷisa upfu zvishoma zvishoma.		
Ndinórǎmba ndichíbíka.		
Mapúndú ánopérá.	búndú (5,6)	lump
Ndinókwídíbíra.	-kwídíbíra	to cover
Sadza rínoíbvá zvakánáka.	-íbvá	become ripe, done
Tinóbŭra muhárí.	-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 yǎvíra, 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 ngmunyu.

Kuti murivo wăíbva ndinobura.

# 1. Tonal participial forms of the verb.

The basic dialogue and the sentences of the supplementary vocabulary section contain the sentences:

Ndăpédza ndóisa mapfudze.

When I've finished I add manure.

Tăgúta tinóbvísa ndíró.

When we've had enough, we remove the dishes.

Háří yăvira, ndinóisa murívó muháří.

Kuti murívó wăíbva 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:

IndicativeSome ManyikaMore widespread

High verbs:

ndàpédzá

ndápèdzá

ndápédzà

tágútá

tágútá

tágútà

váìbvǎ

váìbvá

váìbvà

Low verbs:

yávírà

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`ǎri pamushá.

Ndamúǎǎ`ǎripó.

ívo Ndaváǎǎ`vǎri pamushá.

Ndaváǎǎ`ǎripó.

mumbá Ndaváǎǎ`vǎri mumbá.

Ndaváǎǎ`vǎrimwó.

imwí	Ndakúŋanyí mūri mumbá.	Ndavaŋă`mūrimwo.
kudhíbhi	Ndakúŋanyí mūri kudhíbhi.	Ndakúŋanyí mūriyó.
iwé	Ndakúŋă`ūri kudhíbhi.	Ndakúŋă`ūriyó.
pamunda	Ndakúŋă`ūri pamunda.	Ndakúŋă`ūripó.
íye	Ndamúŋă`āri pamunda.	Ndamúŋă`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	Mwagáshira tsamba heré?	Munóŋtenyí kana mwāgàshira tsamba?
	Vágáshira tsamba heré?	Munóŋtenyí kana vāgàshira tsamba?
	Tagáshira tsamba here?	Munóŋtenyí 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?	Unóŋtenyí kana wāténgesá nungú?
	Wátēngēsă nzungú heré?	Anóŋtenyí kana āténgesá nungú?

Vátěngěsă nzungú heré?

Unóŷtenyí kana vătěngesá  
nzungú?

## c. Low verb.

'Have they arrived?'

'What will we do when they  
(have) arrive(d)?'

kusvika Vásvíka here?

Tinóŷtenyí kana văsvíká?

Wásvíka here?

Tinóŷtenyí kana ăsvíká?

Tasvíka here?

Tinóŷtenyí kana tăsvíká?

Mwasvíka here?

Tinóŷtenyí kana mŵăsvíká?

## d. High verb.

'Have they finished?'

'What will I do when they  
(have) finish(ed)?'

kupédzá Vápědză here?

Ndinóŷtenyí kana văpédza?

Wápědză here?

Ndinóŷtenyí kana ăpédza?

Wapédzá here?

Ndinóŷtenyí kana wăpédza?

Mwapédzá here?

Ndinóŷtenyí 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?

Tinóŷtenyí kana văříbiká?

magwére Máí vábíka magwere here?

Tinoŷtenyí kana văabika?

nyimo	Mái vábika nyimo here?	Tinoitenyi kana vādzibika?
madima	Mai vábika madima here?	Tinoitenyi kana vāabika?
mupungá	Mai vábika mupunga here?	Tinoitenyi kana vāubika?
zingwa	Mai vábika zingwa here?	Tinoitenyi kana vāribika?
chingwa	Mai vábika chingwa here?	Tinoitenyi kana vāchibika?
zvôkũdyâ	Mai vábika zvôkudya here?	Tinoitenyi kana vāzvibika?
murívó	Mai vábika murivo here?	Tinoitenyi kana vāubika?
nyama	Mai vábika nyama here?	Tinoitenyi 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	Ngényi wākabátsirá vapwéré?
	Ngényi wākavábátsirá?
kuverenga bhúku	Ngényi wākáverénga iri bhúku?
	Ngényi wākaríverénga?
kusándísá`bángá	Ngényi wākasandisa banga?
	Ngényi wākarisandisa?
kugadzira kófi	Ngényi wākagadzira kofi?
	Ngényi wākaigadzira?
kumwá mvúra	Ngényi wākamwa mvura?
	Ngényi wākaimwa?

kuténgésá zviyó	Ngényi wākaténgésá zviyó?
	Ngényi wākazvitengesa?
kusévézésa sípo	Ngényi wākasévézésa sípo?
	Ngényi wākaísévézésa?

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.
nhási	Ádyără maruva nhási.	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	Haásevhí upfu.	He doesn't sift flour.
nezúro	Haáná kusevha upfu.	He didn't sift flour.
hóngu	Wákásevha upfu.	He sifted flour [before today].
kudá	Wákadá kusevha upfu.	He wanted to sift flour.
kuramba	Wákáramba kusevha upfu.	He refused to sift flour.
kuregera	Wákáregera 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. -pũtsǎ 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 ndómĩrĩră` mvúrá	-mĩrĩrá	to wait for
kunaya.	-naya	to rain
Ndózoóná kuti dzáyá kubúdá heré.		

# 1. Affirmative participial forms that contain the stem /-na/.

In the sentence:

Munórămba mũiné wókúrunzeré.

You bear left.

the verb /-ramba/ is followed by the participial form /mũiné/ or (depending on dialect) /mũne/ (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 /muné/. [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<sup>h</sup>fúúrá nepó ũsingamírĩ heré? ('Will you pass there you-not-stopping?')

the word /ũsingamírĩ/ is the negative counterpart of the affirmative chi-participial /ùchímírā/ (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:	úsĩṅgafùsírí	usĩṅgasévéńzí
or:	úsĩṅgafùsírì	úsĩṅgasévéńzí
written in this book:	ũsĩṅgafùsírĩ	ũsĩṅgasévéńzí

[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.

Ngéṅyi ũsiná 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:

músínáchò

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:

Ngépyi úsǐngaendí?

Why don't you go?

Ndíwe ùsǐngaendí.

It is you who won't/  
doesn't go.

Ngépyi 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. /chaí~o/ with locative concords.

!I'm going right to the school itself.!

pachikoro

Ndirí kuenda pachikóro chaípo.

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.	Ngepyi ũsingaití basa?
kubika sadza	Handíbikí sadza nhasi.	Ngepyi ũsingabikí sadza?
kusevha upfu	Handísevhí upfu nhasi.	Ngepyi ũsingasevhí upfu?
kupfutsa mwotó	Handípfutsí mwoto nhasi.	Ngepyi ũsingapfutsí mwoto?
kugadzira tii	Handígadzíri tii nhasi.	Ngepyi ũsingagadzíri tii?



## 4. Negative indicative vs. negative participial, high verbs.

	'They don't work.'	'Why don't they work?'
kusándá	Havásándĩ.	Ngépyi vāsingasándĩ?
kutsváirá mumbá	Havátsváírí mumbá.	Ngépyi vāsingatsváírí mumbá?
kusévénzá	Havásévénzí.	Ngépyi vāsingasévénzí?
kuténgésá	Haváténgésí.	Ngépyi vāsingaténgésí?
kuténdérúka	Haváténdérúki.	Ngépyi 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.	Ngépyi ũsingaendí?
ívo	Ndívo vāsingaendí.	Ngépyi vāsingaendí?
kuzívá	Ndívo vāsingazívĩ.	Ngépyi vāsingazívĩ?
íye	Ndíye àsingazívĩ.	Ngépyi āsingazívĩ?
kutaura	Ndíye vāsingataúrĩ.	Ngépyi vāsingataúrĩ?
iwé	Ndíwe ùsingataúrĩ.	Ngépyi ũsingataúrĩ?
kusévénzá	Ndíwe ùsingasévénzí.	Ngépyi ũsingasévénzí?
imwí	Ndímwí mùsingasévénzí.	Ngépyi mūsingasévénzí?
kuchaira	Ndímwí mùsingachairĩ.	Ngépyi mūsingachairĩ?

íye	Ndíye àsínghacháirĩ.	Ngényí ásingacháirĩ?
kufusira	Ndíye àsínghafusírĩ.	Ngényí ásingafusírĩ?
kudáro	Ndíye àsínghadárò?	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?
Hatízvídýí.	Ngényí mūsingazvídýí?
Hatíúchêkí.	Ngényí mūsingaúchêkĩ?
Hatíădyári.	Ngényí mūsingaădyârĩ?
Hatímŭtsvâîrî.	Ngényí mūsingamŭtsvâîrî?
Hatívăbâtsîrî.	Ngényí mūsingavăbâtsîrî?
Hatídžísêvénzěsî.	Ngényí mūsingadzísêvénzěsî?
Hatíhúsevhí.	Ngényí mūsingahúsevhí?
Hatídžígezí.	Ngényí mūsingadzígezí?
Hatíígadzíri.	Ngényí mūsingaígadzíri?
Hatídžídonhési.	Ngényí mūsingadzídonhési?
Hatízvíenzánísi.	Ngényí mūsingadzíenzánísi?

7. Affirmative indicative vs. affirmative participial forms with the stem /-na/: change of person from question to answer.

'I have your money.'		'Why do you have it?'
iní	Ndiné marí yákó.	Ngépyi ṹínáyò?
isú	Tiné marí yákó.	Ngépyi mṹínáyò?
íye	Áne marí yákó.	Ngépyi ǎ́ínáyò?
ívo	Váne marí yákó.	Ngépyi vǎ́ínáyò?

8. Affirmative indicative vs. affirmative participial forms with the stem /-na/: change of object concord.

marí	Ndiné marí yenyú.	Ngépyi mṹínáyò?
mafútá	Ndiná mafútǎ ényú.	Ngépyi mṹínáwo?
upfu	Ndinó upfu hwényú.	Ngépyi mṹínáhwo?
hárí	Ndiné hárí yényú.	Ngépyi mṹínáyò?
tsamba	Ndiné tsamba yényú.	Ngépyi mṹínáyò?
básẹ́koro	Ndiné básẹ́koro rényú.	Ngépyi mṹínáro?

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.	Ngépyi pǎ́siná mití pánó?
upfu	Hapána upfu pánó.	Ngépyi pǎ́siná upfu pánó?
mumbá	Hamúna upfu mumbá.	Ngépyi mṹsiná upfu mumbá?

mabhúku	Hamúná mabhúku mumbá.	Ngényi mūsiná mabhúku mumbá?
kuchikóro	Hakúná mabhúku kuchikóro.	Ngényi kūsíná mabhúku kuchikóro?
vapwéré	Hakúná vapwéré kuchikóro.	Ngényi kūsíná vapwéré kuchikóro?
patsíme	Hapáná vapwéré patsíme.	Ngényi pāsíná vapwéré patsíme?
mvúrá	Hakúná` mvúrá kutsíme.	Ngényi kūsíná mvúrá kutsíme?

10. Negative relative forms based on the stem /-na/.

'We want a field without ('which does not have') stones.'

munda	Tinódă munda ùsínă matombó.
ivú	Tinódă ivú risínă matombó.
nzira	Tinódă nzira isínă matombó.
mugwagwa	Tinódă mugwagwa usínă matombó.
gádheni	Tinódă gádheni risínă matombó.

Oral reading practice and material for practice conversations.

Munodyara senyi chibarwe?

Ndinotanga ndarima

munda wangu.

Mwóita senyi kana mwăpedza?

Ndóputsa mavingwa.

Ko munodyara senyi?

Ndinogadzira midarara  
kutanga.

Kwaya kuzoita senyi?

Kwaya kuchera makomba.

Munoisa mbeu ngani  
mugomba?

Ndoisa mbiri kana  
nhatu ndófusira.

Mwózodini kana  
mwãpedza?

Ndinozohara kuenzanisa  
ivu.

Dzinozobuda senyi?

Mvura inonaya, dzóbũdã.

Dzinoita maṣondo mangani  
dzĩri muvu?

Ndinofunga ṣondo rimwe  
dzĩri muvu.

Ndíaní wàpfutsa mwoto?

Ndini ndapfutsa.

Munouda wepyi?

Ndinoda kubika murivo.

Mwaugeza here?

Hongu, ndatogeza. Hari

yangu yavira here?

Hunde yavira.

Ndigashidze murivo wangu.

Wati wāpindúrwā here?

I still need  
to turn it.

Kwete ndichada kuupindura.

## UNIT 29

BASIC DIALOGUE

rwendo (11,10)

journey

1A Ndítaúrírepyí ngerwendo  
rwényú rwokumushá.

Tell me about your trip home.

2A Munóŷta sépyi kuti muchidă  
kuenda Amérika?

What do you do when you want  
to go to America?

ndége (9,10)

airplane

3B Unógŷna kuenda ngéndége.

You can go by plane.

ngaravá (9,10)

ship

4B Ungádoendazvé kana  
ngengáravá.

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` sépyi?

How big is the city (of it)?

7B Oh! Ígúta gúrúgurú.

Oh, it's a very big city.

-reba

to become ong, tall

8A Zvivákó zvaro zvákareba  
sépyi?

How tall are the buildings?

-túríkídzana

to build upon one  
another

kunga

like, as

9B     Zvakatúríkídzana 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 zvôküdyâ zvákashátá.      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 ráchò rákakurá` sényi?      How big is (its) city?

Zvivákó zvárò 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 /ráchó/ is Class 5 to agree with /guta/, and the /zv-/ of /zvachó/ 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 1a-c.]

2. Independent nouns. [NB This was covered in less detail in 16.1.]

The dialogue contains the sentences:

Guta ráchò rákákúrá` sényi? How big is its city?

Ígúta gúrú. It is a large city.

Compare also:

mùgwagwa road

Mùgwagwa wákáreba. The road is long.

mùgwagwa wàkàréba a long road ('a road which is long')

Múgwágwa wàkàréba. 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. /wàkàréba/) 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:

Múgwágwa. It is a road.

Múgwágwa 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: /gùtǎ/ 'city' but /ígùtǎ/ '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.
Vánováóná.	They see them.
Vánozvíòná.	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 zvákáwanda.  
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 dzákáwanda.  
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. /~mwo/		[Tones of rekwedú??]
mhuká	Mugomo rèkwédú múné mhuká zhínjí.	Mhuká dzemwó dzákáwanda.
mití	Mugomo rekwedú múné miti mizhinji.	Miti yemwó yakawanda.
matombó	Mugomo rekwedú múné matombo mazhinji.	Matombo emwó akawanda.
michero	Mugomo rekwedú 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 wáakashata.	Múgwágwa wàakashata kwázvo.
vaná	Ava vaná vakashata.	Vána vakashata kwázvo.
kukúrá	Ava vana vákakura.	Vána vákakura kwázvo.
masimo	Awa masimo ákakura.	Másímo àkakura kwazvo.
kufánáná	Awa masimo ákafanana.	Másímo àkafanana kwazvo.
vaná	Ava vana vákafanana.	Vána vákafanana 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.
mombe	Titaurirenyi ngèmombe dzenyu.	Ímómbe dzakanaka kwazvo.
basa	Titaurirenyi ngèbasa renyu.	Íbása rakanaka kwazvo.

dangá	Titaurirenyi ngedanga renyu.	Ídangá rakanaka kwazvo.
imbá	Titaurirenyi ngeimba yenyu.	Ímbà yakanaka kwazvo.
tsapí	Titaurirenyi ngetsapi yenyu.	Ítsapí yakanaka kwazvo.

b. Nouns with a class prefix.

chikóro	Titaurirenyi ngechikoro chenyu.	Chíkóro chakanaka kwazvo.
musika	Titaurirenyi ngemusika wenyu.	Músíka wakanaka kwazvo.
munda	Titaurirenyi ngemunda wenyu.	Múndā wakanaka kwazvo.
mití	Titaurirenyi ngemiti yenyu.	Míti yakanaka kwazvo.
zvinánazi	Titaurirenyi ngezvinanazi zvenyu.	Zvínánazí zvakanaka kwazvo.

chirongó	Titaurirenyi ngechirongo chenyu.	Chírongó chakanaka kwazvo.
rwizí	Titaurirenyi 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	Vásiyănă mangwánaní áno.	They parted from one another this morning.

Oral reading practice, and material for practice conversations.

Ndiri kutsvaka nzira

ínóěnda Nyánga.

Tórá ínósvíka paWatsómbá.

Handípăzíví paWat-

sómbá.

Tóráyí iyi nzira.

Ínósvika paWatsómbá.

Ndózóendepí ndăšvika

apo?

Unótórá nzira irí kurudyí.

Hapána ínótsáúkă

heré?

Dzósé dzínóenda kurunzeré.

Zvínó iní ndinózodíni

apo?

Unórǎmba úndorí kurudyí.

Ndíyo ìnósvíka parwendo

rwákó.

Mwazvíítá. Tózoónánazvé.

Fámbá` 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 wqMúgobéra. On Saturday.
- 4B Wakámótsvaka heré? Have you looked for [it]  
at all.
- 5A Ndakáédza zvandĩnógoná. 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 Tingámboedzazvé heré? Can we try again for a bit?
- 9B Ngátíénde tóbvezvé 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  
chitsvá, tinógăra pasí a new school, we sit  
nāvábereki. down with the parents.

-pangana	to decide
mafámbíré (6)	ways of running
Tópángana mafámbíré êchíkóro.	Then we decide how the school will be run. (!...the ways-of-running of the school!)
-révá	to speak
Dzimwe ngúvá zvínoréva imbá yôkũfúndírá.	Sometimes, it requires a building for study.
-úngánídza	to collect
Vabereki vóũngănídza 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 nòkútsvaka muvákí.	Then they have the bricks made, and look for a builder.
-dáídzá	to call, invite
sipíkita	school inspector
Chikóro chăpéra, vódăĩdză sipíkita.	When the school is finished, then they call the school inspector.
Sipíkita nômũfámbírí wêchíkóro vótăura.	Then the inspector and the school superintendent speak.

-nyórésá

to cause to write,  
to enroll

Vaná vónyörěswă nêkŭténgá  
mabhúku.

Then the children are  
enrolled, and books  
are bought.

-túamá

to send (a person)

Vafúndísí/Vadzídzísí  
vótōtūmŭrwă.

Teachers are assigned.

Chikóro chówámbwa.

Then school is begun.

# 1. Subjunctive forms of verbs.

In the sentence:

Ngátíénde tíbvezvé apo tǎvamba.

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 /ngátíéndè/ '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 wăvăkarima.      We saw the field that  
they ploughed.

Takádyâ sadza řavăkabika.      We ate the food that  
they cooked.¹

In these sentences, /wăvăkarima/ modifies /munda/, and /řavăkabika/ 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) ñósvīka...      ¹(The path) which gets to...¹

(Munhu) ànózívá...      ¹(The person) who knows...¹

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 /văkarima/ follows a prefix which consists of a concordial element plus the linking prefix, (i.e. /wă-/ and /řă-/). 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
pàtãvamba		
izvo ndĩnogona	}	such as I am able
zvandĩnogona		

[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.	Ngátísévénze.

### 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 mwotó	Havári kupfutsa mwotó.	Ngávápfútse mwotó.
(isú)	Hatíri kupfutsa mwotó.	Ngátípfútse mwotó.
kufusira mbéú	Hatíri kufusira mbéú.	Ngátífúsire mbéú.
(ívo)	Havári kufusira mbéú.	Ngáváfúsire mbéú.
kuvidza mvúrá	Havári kuvidza mvúrá.	Ngávávidze mvúrá.
(isú)	Hatíri kuvidza 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 mwotó.	Ndatópfútse mwotó.
kuchéka	Ngátíchéke murívó.	Ndatóchéka 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.
kutaura	Ngátítaure nayé.	Ndatótăura nayé.
kudyá	Ngátídye.	Ndatódya.
kudáro	Ngátídaró. Let's do like that/Let's go.	Ndatódaró.
kuedza	Ngátíédzezvé.	Ndatóědzazvé.

## 4. Sentences that contain hortative verbs.

Sadza ngáríkwáte zvishoma.	Let the sadza bubble a little.
Vapwéré ngávágáre pasí.	Let the children sit down.
Matombó ngáápére 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 ngáuchékwe.	Have the murivo chopped up.
Nzungú ngádzíkángwe.	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 kugeza 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.	Takáõnă munda wăvăkarima.
Vákabika sadza.	Takaona sadza răvăkabika.
Vákadonhesa mbéú.	Takaona mbéú dzăvăkadonhesa.
Vákaenzanisa ivú.	Takaona ivú răvăkaenzanisa.
Vákapfutsa mwotó.	Takaona mwotó wăvăkapfutsa.
Vákagadzira chotó.	Takaona chotó chăvăkagadzira.
Vákachera makombá.	Takaona makombá ăvăkachera.

## b. High verbs.

Vákadyará chibarwé.	Takáõnă chibarwé chăvăkadyara.
Vákavaka imbá.	Takaona imbá yăvăkavaka.
Vákatenga nguruve.	Takaona nguruve dzăvăkatenga.
Vákavaka tsapí.	Takaona tsapí dzăvăkavaka.
Vákatengesa mombe.	Takaona mombe dzăvăkatengesa.
Vákamaira vanhu.	Takaona vanhu văvăkamaira.
Vákasevenzesa matémó.	Takaona matémó ăvăkasevenzesa.

[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.'

Ndagáshira tsamba.      Ndarásá tsamba yandãgashira.

Ndasévha upfu.      Ndarasa upfu hwandãsevha.

Ndavérenga bhúku.      Ndarasa`bhúku randãverenga.

Ndagádzira tíi.      Ndarasa tíi yandãgadzira.

## b. High verbs.

Ndapíwá marí.      Ndarásá marí yandãkapiwa.

Ndaténgá chigěřő.      Ndarasa chigěřő chandãkatenga.

Ndanyórá tsamba.      Ndarasa tsamba yandãkanyora.

Ndaúnzá`bángá.      Ndarasa`bángá randãkaunza.

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 basanyí?      Ánodá kuita basa raũnoita.

Unótăura mutauronyí?      Anoda kutaura mutaurowaũnotaura.

Unógădzirenyí zvôkũmwâ?      Anoda kugadzira zvôkũmwâ zvaũnogadzira.

## 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 yàkárāswā.	They are looking for the money that was lost.
ndívanáaní	Ndívanáaní varí kutsvaka marí yàkárāswā?	Who are looking for the lost money?
ndaváóná	Ndaváóná vāri 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.
ndívanáaní	Ndívanáaní vāsíná kutsvaka mari yakaraswa?	Who all didn't look for the lost money?
mangwána	Ndívanáaní vānózotsvaka mari yakaraswa mangwána?	Who all will look for the lost money tomor- row?

Oral reading practice, and materials for practice conversations.

Have you ever      Wakambobva Bhurúwayo  
been to Bu-  
lawayo?              here?

Yes, I often                      Hunde, ndinonyanya  
go there.                              kuendako.

How do you go?      Unoenda senyi?

Sometimes by                      Dzimwe nguva nebhazi  
bus and some-  
times by train.                      kana nechitima.

Which do you      Chinzi chāũngadisa?  
prefer?

The bus, be-                      Bhazi, nokúti rino-  
cause it is  
faster.                              kasika.

---

Uri kutsvakenyi?

Ndiri kutsvaka bhuku.

Bhúkunyi?

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. Uripi?

Ngatiendayo tqse.

Iyi ínzíra yedu

heré?

Handinatsi kuziva.

Zvino tàyápì?

Taya munzira yokuKamba.

Ngatitenderuke.

Tiende kupi?

Tipinde munzira yedu.

---

Baba vako havari

kumundasu? !

Vambopinda mumba.

Kundòdini?

Kundòtóra badza idzvá.

Ndinofunga kuenda

kudhoroba nhasi.

Unoenda nàani?

Handina munhu wakuenda

naye. Ndinoenda

ndoga.

Uchida tingaenda tse.

( 'At what hour Tingaenda nguvanyi?  
(what time)  
can we go? ' )

( '[At] whatever  
[time] you say. ' )

Yose yowãtaura.

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
- sábhũku                                      headman
- 2B Váeńda kudare                              He went to the headman's council.
- kwásábhuku.
- 3A Hongu ndanzwá 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 chavánhu

nyayá	} dzômŭshâ
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 /bhúkù/ '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.

Chínhunýí chãũnoona?

Ndaténgá chinhu.

Chínhunýí chãwãtenga?

Ndichágádzira chinhu.

Chínhunýí chãũchagadzira?

Ndadónhesa chinhu.

Chínhunýí chãwãdonhesa?

Ndarásá chinhu.

Chínhunýí chãwãrasa?

Ndinóda chinhu.

Chínhunýí chãũnoda?

Ndaténgésá chinhu.

Chínhunýí chãwãtengesa?

2. Contrast in tone between indicative and participial tone patterns.

Vaná vari kuiteṇyi?  
Mṽasíyá vaná vāri  
kuiteṇyi?

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?  
Haána marí.  
Takámŭsíyá āsiná marí.

Does he have money?  
He has no money.  
We left him he-being without  
money.

Ánozívá heré?

Does he know?

Haáziví.

He doesn't know.

Takámŭsíyá āsín-gaziví.

We left him without his knowing.

Mwakáda kumúsíyá heré?

Did you want to leave him?

Hatíná kudá kumúsíyá.

We didn't want to leave him.

Takámŭsíyá t̃sín-gadí.

We left him unwillingly.

Mwakátaura here?

Did you speak?

Hatíná kutaura.

We didn't speak.

Takámŭsíyá t̃síná  
kutaura.

We left him without speak-  
ing.

Mwakámúóná here?

Did you see him?

Hatíná kumúóná.

We didn't see him.

Takámŭsíyá t̃síná  
kumúóná.

We left him without seeing  
him.

Mwakámŭbátsirá heré?

Did you help him?

Hatíná kumúbátsirá.

We didn't help him.

Takámŭsíyá t̃síná  
kumúbátsirá.

We left him without helping  
him.

4. Tonal participials that follow the linking prefix, in  
'relative' function.

Ndaóná munhu:

I saw someone.

Handímŭzíví.

I don't know him.

Ndaóná munhu  
wand̃singaziví.

I saw a person that I don't  
know.

Ndatámbirá tsamba.	I received a letter.
Handígoní kuiverenga.	I can't read it.
Ndatámbirá tsamba yandĩsínagoní kuiverenga.	I got a letter that I can't read.
Wàtáura mazwí.	You said something ('some words').
Handíǎnzwí.	I don't understand it ('them').
Wàtáura mazwí ǎndĩsínǎnzwí.	You said something that I don't understand.
ǎNótaura mutauro.	He speaks a language.
Handíútaúri.	I don't speak it.
ǎNótaura mutauro wǎndĩsínǎtaúri.	He speaks a language that I don't speak.
ǎNóita iro basa.	He does that work.
Handíríití.	I don't do it.
ǎNóita basa rǎndĩsínǎití.	He does work that I don't do.
Wákadyá chinhu.	He ate something.
Handíchĩdyí.	I don't eat it.
Wákadyá chinhu chǎndĩsínǎdyí.	He ate something that I don't eat.
ǎNodá bhúku.	He wants a book.
Handínaró.	I don't have it.
ǎNodá bhúku rǎndĩsiná.	He wants a book that I don't have.

Ánoóná mhuká.

He sees some wild animals.

Handídzíónĩ.

I don't see it.

Ánoóná mhuká

He sees wild animals that

dzandísíngaónĩ.

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 ápěră 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 ngáRIVE 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?

Pfutsá mwotó.

Tinóda kugocha nyama.

Ngátígóche nyama.

Pfutsá mwotó tígóche  
nyama.

Have you lit the fire?

Light the fire.

We want to cook some meat.

Let's cook some meat.

Light the fire so we [can]  
cook some meat.

Tichákánya zvidhína.

Ngátíkanye zvidhína.

Tichápŷsă zvidhína.

Ngátípíse zvidhína.

Ngátíkanye zvidhína  
típíse.

We'll make some bricks.

Let's make some bricks.

We'll burn the bricks.

Let's burn the bricks.

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  
nekupangana.

Yes, we've already sat down and  
made plans.

Mwaya nenyi zvino?

What do you have up to now?

Takatonkanyisa nekupisa  
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 Ndíaní ànózovásanganisa? Who will marry ('join') them?
- |                 |                        |
|-----------------|------------------------|
| musándíri (1,2) | minister of the gospel |
|-----------------|------------------------|
- 4A Ndímusándíri wěkwâMutáre. It's a minister from Umitali.
- |                |           |
|----------------|-----------|
| rugashiro (11) | reception |
|----------------|-----------|
- 5B Rugashiro rwêkútángá 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 nêzvípô 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.

Ndinótsváírá mumbá.	-pukuta 'to dust'
Ndinógeza mumbá nḡkúisa mushongá.	chigaro (7,8) 'chair'
Ndinópukuta zvigaro nétáfura nēmībhédha.	táfura (5,6) 'table'
Ndinógeza mafáfitera.	mubhédha (3,4) 'bed'
Ndinómísá midziyó yḡsé munzvimbo dzáyo.	-mísá 'to put in place'
Ndinógadzira imbá yḡmwéni yḡkūrará.	midziyó (4) 'furniture, utensils'
Ndinóisa zvḡkúgezesa nēmāfútá mumupanda mwáké.	nzvimbo (9,10) 'place'
Ndinózádzá mwenje ngepárafíni.	mwenje (3,4) 'lamp, candle'
Ndinówaridza machírá nēmītsámíro zvakáchéna.	-zará 'to become full'
	-waridza 'to spread out'
	jírá (5) machírá (6) 'cloth, sheet'
	mutámíro (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 vānórima?	Várími.
Ndívanáaní vānórimisa?	Várímisi.
Ndívanáaní vānófúndísa?	Váfúndísi.
Ndívanáaní vānóímbá?	Váímbí.
Ndívanáaní vānóbika?	Vábíki.
Ndívanáaní vānóténgésá?	Váténgésí.
Ndívanáaní vānóchaira?	Vácháiri.

Ndívanáaní vanóvádzá?	Vávádzí.
Ndívanáaní vanóveza?	Vávézi.
Ndívanáaní vanórana?	Varápi.

2. Agentive nouns and the verbs to which they are related.

'What does a clerk ('writer') 'He writes.'  
do?'

Munyóri ánóitenyí?	Ánonyóra.
Muímbí ánóitenyí?	Ánoímbá.
Mufámbísí wêchíkóro ánóitenyí?	Ánofámbísá chikóro.
Mubiki ánóitenyí?	Ánóbika.
Murezi ánóitenyí?	Ánóreza vaná.
Mupetesi ánóitenyí?	Ánópetesa chibháro.
Mugezi ánóitenyí?	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?

Usápínda mumbá.

Ndópútsă mavhingwa heré?

Usápútsă mavhingwa.

Ndógádzira midárará heré?

Uságádziră midárará.

Ndóchéra makombá heré?

Usáchéră makombá.

Ndódónhesa mbéú heré?

Usádónhesă mbéú.

Ndófúsira mbéú heré?

Usáfúsiră mbéú.

Ndóhăřă mbéú heré?

Usáhără(ba).

4. The /-o-/ form of the verb vs. negative commands (plural).

Tópfútsa mwotó heré?

Musápfútsă mwotó.

Tóísa hárí pachotó heré?

Musáísă hárí pachotó.

Tósévha upfu heré?

Musásévha upfu.

Tókŭřĩngĩra sadza heré?

Musákŭrŭngĩră sadza.

Tókwídĩbídza hárí heré?

Musákwidĩbídza hárí.

Tóbúra sadza muhárí heré?

Musábúră sadza muhárí.

Tóbvísa ndíró heré?

Musábvísă ndíró.

Tógéza ndíró heré?

Muságéză ndíró.

Tótsvăĩřă mumbá heré?

Musátsvăĩră 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 tisádzǐdírírẹ.	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 tisádzǐbvíşẹ.	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 tisázvǐkányẹ.	They told us not to make them.
Endápyí múúngánídze marí.	Go and collect money.
Vátítáurira kuti tisaúngánídze marí.	They told us that we shouldn't collect money.
Vátítáurira kuti tisaǐúngánídze.	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`ngépyi?
Tinókúdzá chibarwé.	Chákũră zvakadini?

Chirongó chádónha pachikúvá.	Ndiàni wachídónhesa?
Chikóro chírí kufámbá	Ndiání àrí kuchífámbísa?
Mombe dzámwa.	Ndiání wàdzímwísa?

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 ndādzígezā.	Handísatí ndātsváírá(ba).

Sadza rédú rákwătă.

Rényú rákwătawó heré?

Harísatí răkwáta.

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 văsvíkă.

Tafúsira mbéú dzédú.

Mwafúsirawo dzényú heré?

Handísatí ndăfusíra.

Babá védú vădzóka kudare.

Vényú vădzókawó heré?

Havásatí vădzokă(ba).

Vaná védú váenda kuchikóro.

Vényú váéndawó heré?

Havásatí văendă(ba).

Mwaná wédú wăgŭtă.

Wényú wăgútawó heré?

Haásatí ăgúta.

Mafútă édú ápěřă.

Ényú ápěrawó heré?

Haásatí ăpéra.

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 yāpéra tómwā zvokūmwā.	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.

Ndinois a mushonga here pasi nezvigariro?

Ndingafare ukaita kuti wadaro.

Misa midziyo yese munzvimbo dzayo.

Ndinogadzira mupandanyi wəmwēni?

Unogadzira mupanda mudiki.

Mune machira akachena here?

Hunde, unotora machira, mitsamiro nezvigezeso zvàkachena.

Mwenje une parafini here?

Kwete, únoda kuzadzwa.



## BASIC DIALOGUE

- Supplementary vocabulary. A bus trip.

Zvimwe rinotora nhambwe shanu.

Ndinobvisa mari yòkusvika kwaMutambara.

Handisati ndāziva kuti kunoita mutengo wàkadini.

Ndinodzikira pabandera ròkutanga.

Ndipo pànogumira 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 kúnā masímó mazhínjí.

Àkádái ngényi?

Àkádái ngêmâkábichi, neshúshururu.

Mumbá mune midziyó mizhínjí.

Yàkádái ngényi?

Yàkádái ngezvígaro néhăřř.

Mudhorópa múnā vanhu vendudzi zhínhí.

Vàkádái ngényi?

Vàkádái ngeMádevére, neMachángana.

Kwédú kúne michero mizhínjí.

Yákadaí ngépyi?

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 mŭri kuenda?

Aiwa, ndiri kundoona zvangu vapwere.

Ndiko mŭnogara 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 pachęchipó.

Ndini Mai Gomo.

Muri kuenda kwaTsambe kunęnyi?

Ndine mwana anodzidzapo, ndiri kuenda nembatya dzake.

Imwi kuPeniranga kuneŋyi?

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 muri 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?

Nganyi 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 mafúta nẹkúpfekedza 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 pàkáõmă.	Put him where it is dry.

Supplementary vocabulary. Articles of clothing.

hémbě (9,10)	shirt, dress
bhurúkwa (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 tíí írí kupísá.

Imwá iyi tíí 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?

Usáŭíísá pasí.

Úisé patáfura.

Ndóísa munyú muhárí heré?

Usáŭíísá muhárí.

Úisé patáfura.

Ndóísa murívó muhárí heré?

Usáũísa muhárí.

Úgezé kutángá.

Ndóísa shushururu muhárí heré?

Usádzĩísa muhárí.

Dzígezé kutángá.

Ndóísa tsúnga muhárí heré?

Usářiísa muhárí.

Rígezé kutángá.

3. Subjunctives with subject prefix vs. subjunctives with object prefix.

Wákafánírá kuenda kuchikóro. He has to go to school.

Ánodá bhúku ráké.

He wants his book.

Múpe bhúku ráké áénde

Give him his book, [so] that he  
may go to school.

kuchikóro.

Takáfǎñřǎ kuvádza` húní.

We must split some firewood.

Tinódǎ matémó.

We need axes.

Típe matémó tívádze húní.

Give us axes so we [can] split  
firewood.

Vákafánírá kundochérá` mvúra. They've got to go draw water.

Vánodá zviringó.

They need pots.

Vápe zviringó vándochére  
mvúra.

Give them pots [so] that they  
may go draw water.

Wákafánírá kurára.

He must sleep.

Ánodá kudyá.

He needs to eat.

Múpe zvøkudya áräre.

Give him something to eat so  
he [can] go to sleep.

Ndakáfăńřă 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.

Takáfăńřă 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 heré?

Is it dry here? ('Is here dried?')

Múràdzíkê pàkáǎmă.

Put him down where it is dry.

Rádzíká vaná.

Put the children down to rest.

Apa pákáchena heré?

Is it clean here?

Váràdzíkê 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 pàkáǎmă.

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 tósé.

Áchatísónera mabhurúkwá tósé.

Ndinóda kabhudhura.

Áchásona kabhudhura.

Áchandísónera kabhudhura.

Áchatísónera makabhudhura tósé.

Ndinóda ngowání.

Ndinóda tsápáto.

Áchaténga ngowání.

Áchaténgá tsápáto.

Áchandíténgérá ngowání.

Áchandíténgérá tsápáto.

Áchatíténgérá ngowání tósé.

Áchatíténgérá tsápáto tósé.

Reading practice.

Muri kuona mhando here ngesadza?

Kwete handinyanyi kuona mhando.

Kune zvishoma kwazvo izvo tisingaoni.

Ini ndinoda kwazvo sadza asi handizivi kubika kwacho.

Mungadza here kudzidza kubika?

Oh! ndingadza kwazvo asi handina anondidzidzisa.

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 neHurumende kuva mumiriri weAmerika.

Munofunga munoita makore mangani?

Hatisati tantsa 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	Dzídžízá 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 zvishomashómá.	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 kuchemenyi?

Handizivi kwete icho āri kuchemera.

Múoné, árí kuchema zvizhinji.

Wápindirwa nedombo mumhino.

Úyá nayé ndímúoné pánó.

Rírí kuramba, kubvá toita senyi?

'It's stuck. Now what do we do?'

Ngatiende naye kwachiremba.

Mwana waita senyi zvé?

Wapiswa 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 mudíki.

Muná kamwaná kadíkisu?!

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 băngă dĭkĭ.

Mwakáũnza kapángă (kabángă) kadĭkĭsu?!

Mwakáũnza tumapángă (tupángă, tubángă) 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 pánŋ rwizí rudĭkĭ.

Pána karwizí kadĭkĭsu?!

Pánŋ 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 tídyé.	_____
Ndípewózve bhúku rákó.	_____
Chímbo míra ndímbo pédza.	_____
(ndimboti ndápédza).	_____
Ndítemeréwo mugóti.	_____
Chímbo míra ndítóre démó	_____
rángu.	_____
Ndítaúríre nyayá yáne zúro.	_____
Chímbo gara 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 mómbe.	Vasíkaná várí kudirira muríwó.
Ngáánátse kuchengetesa!	Ngávánátse kudiririsa!
(Ngáánátsochengetesa!)	(Ngávánátsodiririsa!)

Máí várí kugadzira mumbá.	Vakómaná várí kufúndírá,
Ngávánátse kugadzirisa!	Ngávánátse kufúndírísa!

Vaímbí várí kuímbá,  
Ngávánátse kuímbá!

Varimi várí 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?	_____?
Zvigaró zvédu zvipamhí zvírí`kúpi?	_____?
Zvigaró zvédu zvina zvírí`kúpi?	_____?
Zvigaró zvédu zvitamá zvírí`kúpi?	_____?
Zvigaró zvédu zvitamá zvíri kupi?	_____?
Mbúdzí dzedu nhema dziri kupi?	_____?
Bhúku redu dema riri kupi?	_____?
Tsápáto dzedu nhema dziri kupi?	_____?
Chirongó chedu chitema chiri kupi?	_____?
Chirongó chedu 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 midiki iri kuti?	_____?
Zvidhina zvedu zvidiki zviri kuti?	_____?
Hukú dzedu diki dziri kuti?	_____?
Démó redu diki riri kuti?	_____?
Démó redu idzva riri kuti?	_____?
Mbatyá dzédu itšva dziri kuti?	_____?
Sakí redu idzva riri kuti?	_____?
Ndíró yedu itšva iri kuti?	_____?
Tsíme redu idzva riri kuti?	_____?
Mudhudhudhu wedu mutšva uri kuti?	_____?

## Practice conversations.

_____	Ánenyi mukanwa?
_____	Handizivi. Ndichaona.
_____	Ánã katombó.
Don't let him do it again!	Usárege achíítazvé(ba).
_____	Ndicháédza, así zvínónetsa.

_____	Ah! Vana vari kutamba mumataka.
_____	Mbatyá dzásvípa here?
_____	Hongu. Dzásvípa kwázvo.
_____	Vápinzé mumbá nqkúágézesá.
_____	Ndópfékedza mbatyá dzákáchéna heré?

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Mwana ari kuchemerepyi?

Áyáne nzara.

Haúna kumúpá kudyá heré?

Ndamúpă kudyá así haáná kumbodyá  
nechínhu.



## UNIT 36

BASIC DIALOGUE

- |    |  |   |
|----|--|---|
|    | -chísá   | to iron (clothing)                                |
| 1A | Ndinódǎ musíkaná<br>àngándĩbátsírẹ́ kubika<br>nêkũchísá. | I need a girl to help me cook<br>and iron.        |
| 2B | Pánẹ uyo ndǎkaóna<br>kuchitóro nezúro.                   | There is the one I saw in the<br>store yesterday. |
| 3B | Íye wákángẹ ǎri kutsvaka<br>basa.                        | She was looking for work.                         |
| 4A | Wakátáura náye heré?                                     | Did you talk with her?                            |
| 5B | Kwéte. Handíná kutaúra<br>náye.                          | No. I didn't talk with her.                       |
| 6B | Ndákángẹ ndĩsatí ndǎziva<br>kuti mwáídǎ musíkaná.        | I didn't know (yet) that you<br>wanted a girl.    |
| 7A | Ndingámũóná heré manherú<br>áno?                         | Can I see her this evening?                       |
| 8B | Ndingámũdáídzẹ kuti<br>muchídǎ kumúóná.                  | I can call her if you want to<br>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 zvírí kunonoka?

Hongu, vána vǎkafanira kuvamba chinhambwe chápúúrá.

Ndíaní musándíri ànóvachátisa?

Handíziví zvakánaka, así ndinófunga váGómo vànóchátisa nhási.  
Ko, vaímbí varí kubvá kúpi?

Ndakádă kupzwá kuti varí kubvá kwáMréwa.  
Oh! kwáMréwa, ticháya nõküímbá kwákánaka.  
Vánoimba zvakánaka kwázvo.

Uné chipó chákádiní?  
Ndaúya nēmăbhíkiri.

Iwé waúyá` népyi sêchípô chákó?  
Ndaúyá` nēmăchírá êpătáfura.  
Áchafará` kwázvo ngeízvi zvipó.  
Ndinódáírá kudáro.

Pána vanhu vákáwanda kwázvo.

Vazhínjí váchí kundosvika./ Váchĩrí kundosvika.

-pfúúrá	to pass by
chinhabwe chàpfuura	a while ago
chipó (7,8)	gift
bhíkiri (5,6)	cup
-dáírá	to answer, to believe

ndangá ndichífúnga...	I thought, I was thinking....
ndakádă kupzwá...	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 ǎri 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  
ndāziva....      known...')

cf. Handísatí ndāziva...      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:

Vánózongę 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

Vápědză kudyá heré?

Izvo tāsivika, vángę vātopedza kudyá.

kuenda kumuchato

Váénda kumuchato heré?

Izvo tāsivika, vángę vātoenda kumuchato.

kuwaridza mibhedha

Váwáridza mibhédha heré?

Izvo tāsivika, vángę vātowaridza mibhédha.

kubura sadza

Vábúra sadza heré?

Izvo tāsivika, vángę vātobura sadza.

kugara pasí

Vágara pasí heré?

Izvo tāsivikă, vángę vātogara pasí.

kubúdá mumbá

Vábŭdă mumbá heré?

Izvo tāsivika, vángę vātobúda mumbá.

kuténgésá`húkú

Vátěngěsă`húkú heré?

Izvo tāsivika, vángę vātoténgésá`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?'
Ndakáõñă munhu wàkángę ări kurima.	Ndíaní wàkángę ări kurima?
Ndadáñzwă munhu wàkángę ări kutaure.	Ndíaní wàkángę ări kutaure?
Ndañzwă munhu ărí kutaure.	Ndíaní wàngă ări kutaure?
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 dzêvănă hadzísatí dzăsvipa.	Así dzínõngă dzăsvipa manherú.
Handísatí ndănetă.	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 'persistive' use of /-chi-/. [The student should complete the English translations, and then use them as cues for giving the Shona sentences.]

Vană vábũďă heré muchikóro?	Have the children come out of the school?
-----------------------------	--

Kwéte. Váchímwó. Váchĩri  
kufúnda.

No, they're still in there.  
They're still studying.

Muchato wáti wāvamba heré?

Kwéte. Váchĩri kumírírá  
musándírí.

Manéta wápědzĩsă basa ráké  
heré?

Kwéte. Áchĩrí kutsváírá  
mumbá.

Babá wáti vādzoka heré?

Kwéte. Váchiri kumunda.

5. /-ngă/ forms in indicative, relative, and participial moods.

Wákángę ăsíngagoní  
kutíbátsírá.

He wasn't able to help us.

Ndíání wákángę ăsíngágoní  
kutíbátsírá?

Who wasn't able to help us?

Ngényi ăkángę ăsíngagoní  
kutíbátsírá?

Why wasn't he able to help us?

Wákángę ăsíngazíví kuchaira.

Ndíání wákángę ăsíngazíví  
kuchaira?

Ngényi ăkángę ăsíngazíví  
kuchaira?

Wánga ăsíngadí kuenda.

Ndíání wàngá ăsíngadí kuenda?

Ngényi ăngă ăsíngadí kuenda?

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 ndĩri kutsvaka basa syóndo yákápěřǎ.

Varimi vǎrí kurima heré?

Haváří kurima.

Vákángę vǎri kurima syóndo yákápěřǎ.

Murí kukanya zvidhína heré?

Hatírí kukanya zvidhína.

Takángę tĩri 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 zvishoma.

Ungadā here kubika?

Ndingabvire kufara kana mũine basa.

Munoda kuti ndivambe rini?

Ungauye zvako syondo inóiyáyò 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.

Hauóni heré kuti símbi írí kunyanya kupísá?

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?

Munofungepyi nge mwana 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.

Mungadza here kuedza mhiri kwegungwa?

Dai zvichibvira ndaingazvidza kunyanya.

Mwaida kuti azofunde basanyu?

Ndaidisa basa rghuroya.

-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 kufúndá waífúndírǎ mabhúku.	}	If you want/wanted to study, you'd study books.
Dài wáíngadǎ kufúndá 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.]

Vatúngámírí varí mumbá.	Ndakuónérá nzvimbo.
Mumbá ípí?	Nzvimbo ípí?
Mumbá iyo.	Nzvimbo iyo.

Wakáfǎnǎ kupeta chibháró.	Iri basa rínondínétša.
Chibháró chípí?	Basa rípí?
Chibháró chemómbe.	Basa rĕkũnyórá.

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, ndaíkútaurira.

Ndípewó marí.

Handíná marí.

Dái ndíínáyo ndaíkũpá.

## 3. Relationship between verb and abstract noun of Class 14.

'The wives are learning to cook.'

'Oh, so they're studying cookery are they?'

Vadzimaí vānofúndá kubika.

Vānofúndá ubikisú?!

Majahá ánòfúndá kuchaira.

Vānofúndá uchairisú?!

Vakómaná vānofúndá kuweza.

Vanófundá uwezisú?!'

Varimi vānofúndá kurima.

Vānofúndá urimisú?!

Vasíkaná vānofúndá kurera vaná.

Vanofunda ureri kwāvānāsú?!

## 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 ndedzaaní?

Nḡṛaváimbí.

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.'

Ndóítepyí?

Ndóyŏra ngényi?

Ndasháya chókúita.

Ndasháya chŏkũnyórésa nácho

Ndógéza ngényi?

(ndícho).

Ndasháya chókúgezesa nácho

Ndíaní àchándĩbátsírá?

(ndícho).

Ndasháya ànóndĩbátsírá.

Ndóénda n(a)aní?

Ndasháya wŏkúénda náye.

6. The prefix /kà-/ in expressions of frequency.

'How many times a week do you go to the store?'

'We go three times.'

Pavhíki munóenda kanganí kuchitóro?

Tinóenda katatú.

Pavhíki munóenda kanganí kuchéchi?

Tinóenda kayirí.

Pavhíki munóenda kanganí kudhíbhi?

Tinóenda kámwé.

Pamwedzí munóenda kanganí kudhorópa?

Tinóenda kagúmí.

Materials for additional practice.

Urí kufúnda zvakánaka here?

Húnde ndírí kufúnda zvakánaka kwázvo.

Mufúndísi wákó ndíaní?

Mufúndísi wángu ndíváDombó.

Oh! Dombó, unŏ mufúndísi wakánaka kwázvo.

Ndinófunga ucháva nõkũfúndá kwákánáka.  
Munósona kanganí pasyóndo?  
Tinosona kayirí pasyóndo: Musumbunuko nêChĩshánũ.  
Amwe mazúvá munóitepyí?  
Chipirí tinóenda kundogeza, Chitátú kundochísá.  
China tinóenda kumunda wêmũrívó.

---

Urí kufará heré kuvá pánó?  
Ndirí kufará kwázvo. Así dzimwe ngúvá ndinófunga vabereki  
vángu.  
Urí mumbá ípí?  
Ndakáíswa mumbá yáKháma.  
Mutúngámíri wényú ndíaní?  
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 ndingázvióná`pápĩ? Where can I get stamps?

Izvo mwãti murí kuenda As you said, you are going to town.  
kudhoróbha.

rùtìvì (11,6) side

Post Office írí murùtìvì The post office is on Main Street.  
mweMain Street.

Ndíaní àrí kuenda kuRailway Who is going to the Railway Station?  
Station?

Tom wákámbóti manheru ndirí Tom mentioned last night that he was going.  
kuenda.

-bvunza to ask

mudzíyó (3,4) furniture, household goods, utensils

Ángandíbvúnzířawó heré Can you ask [for] my things for me?  
midzíyó yángu?

zvíyá ~zvíyà by the way

Zvíyá 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 mukangē mwāsvika.

You'll have to ask when you (have) arrive(d).

Ndípo pànótúmírwá tsamba  
heré?

Is that where letters are sent?

-chimbídzá

to hurry

Hóngu. Chimbídzáí, váyá  
kupfígá.

Yes. Hurry, they're closing.

-terera

to pay tax; to obey,  
submit

Ndinódǎ kundotèrera mótokari  
yangu.

I want to go pay the tax my car.

Zvíyá ndípo tīnopinda muMain  
Street?

Oh, is that where we enter  
Main Street?

Ah! Mwataúra.

Right! (You have spoken)

Zvakanángísána neCecil Hotel.

It faces the Cecil Hotel.

Kuti ndikasaenda sóndo ríno  
haíngafámbǎ.

If I don't go this week, [the car] can't go [on the roads].

Ndafúnga kumboenda kuHaráre.

I thought I'd go over to Salisbury.

Kúnepyíko nhási?

What is [going on] today.

Musangano úyazvé wákátáurwa.

That meeting that was spoken about.

-kángánwá

to forget

Hóngu! Ndagá ndǎkanganwa.

Oh yes! I'd forgotten.



Únóitirwepí zviya?	Where will it be held, by the way.
Únózóngā ũri paChristian Centre.	It will be at the Christian Centre.
Kubva tózonzwá mwāuya.	Then we'll hear [about it] when you come [back].
Así handípǎzivĩ.	But I don't know the place.

Ndichaénda Péniranga.	I'm going to go to Penhalonga.
Kúnepýiko 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.
Ndinódáírá dzínq muténgó wàkánáka.	I hope they bring (have) a good price.
Zviya vannoténgá heré muzvitóro?	By the way, do they sell them in the stores?
Zvishoma, así pamusika.	Not much, but [they do] at the market.

Máí vápĩsǎ`hémbé yávó.	Mother burned her dress.
Ípi yácho?	which one?
Yavo nhemá íya.	That black one.
Simbí haíri kusándá zvàkánáka.	The iron isn't working right.
Dáídzáí mugadzirisi.	Call the repairman.

gògògò	(said in lieu of knocking, to seek admittance to a house or room)
Gógógoyí MáíJongwé. Pindáí`zvénýú.	May I come in, Mrs. Jongwe? Come in!
kwaiwai/kwaziwai Kwáíwáízve shéwe! Ndaúwe!	(a greeting) Hello! (Courteous expression used by women)
shúmba (9,10) Nyamazvé shéwe shúmba!	lion (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) Nyama shéwe humbá!	bush pig (Same, except that the totemic animal of the person greeted is the pig.)
-rwára Muchídiní kurwára?	to be ill How are you feeling now? (How are you now doing to be ill?)
Áiwá, zvirínáne chaízvo.	Oh, it's much better.

Várără sényi MáíMutí?	How is Mrs. Muti? (How did Mrs. Muti sleep?)
Áiwáwo nhási vámbóti rárenyí. -simbà Así havásatí vāsimbá. Ndicháũyă kuzováóná.	Oh, last night she slept a little better. to become strong But she's not strong yet. I'll come to see her.

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 wòmŵákáóna wákáuýá.

'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 /ráre/ is called the 'ideophonic' form of the verb whose stem is /-rárá/. 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	pùkútè

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?
----------	--------------------------

vaímbí	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?
zvipo	Waóná zvipo zviya heré?
hémbe	Waóná hembe iya heré?
tsápáto	Waóná tsapato dziya heré?
rwizí	Waóná rwizi rúya heré?
kabhudhura	Waóná kabhudhura káya heré?
tukúku	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 ráreṇyí.	She's a little better [than yesterday].
Vámbóti swerényi zvávó.	They're a little better this afternoon [than in the morning].
Ndambóti garényiwó.	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 mombe.

Ngáváti chengétése zvishoma.

Vasíkaná haváná kutsváírá zvakánáka.

Ngáváti tsváírisé zvishoma.

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 handíngadarówo.

### 4. Further examples of the dependent tense with /-kà-/.

Ukamúóná unamúdáídzá.

If you see him, (you must) call him.

Chikóro chikangę chãpera      When school is out, I will come.  
ndicháũyă.

Mukamútaurira ánoꝛzwá.      If you talk to him, he listens/  
understands.

Ndikangę ndãgona ndinózõenda. If I can, I'll go.

Akabvuma ndinómũtúma.      If he agrees, I will send him.

Zvikadá, ndicháénda kwáMréwa. If (it is) possible, I will go  
to Mrewa.

5. The dependent tense with /-kă-/ 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 kunáMáí.

Áchaváká imbá yédú.

Akaváká, tichámũpá marí.

Áchápukuta ndíró.

Akapédzá áchatámbá.

Áchaúngánídza mombe.

Akangę ãpédza áchadziúnzá kudangá.



6. The dependent /-kà-/ tense in verb phrases with /-nga/.

'School isn't over yet.'

'When it is over, I'll come.'

Chikóro hachísatí chãpera.

Chikangẽ chãpera ndicháũyă.

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, tichápfigă.

## 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 zvinopfígá.		All the schools are closed.

---

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 pāya 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
Kúnóita hòshà ygrúhungwe.	There is malaria.
Mití nòhŭswâ zvínóómá.	Trees and grass wither.
-dzíyá	to have, or cause to have, a temperature above normal
Tinópřěkă zvinódzŭyă.	We put on warm [clothing].
chirimwá (7,8)	that which has been cultivated
Vanhu vánoténgésá zvirimwá.	People sell what they have grown ([things] cultivated).

---

matsútsó (6)	season when crops are about to ripen
Mumatsútsó tinódyă zvitřvá.	In matsutso we eat fresh [things].
Mbésa dzq́sé 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 nāmáshizha zvínóngá zvãoma.	Grass and leaves wither.
Zvipfúyó zvínóshaya kudyá.	Livestock lacks food.

---

Yásvíka ngúvá yēmŭpfúdze.	The time for fertilizing has arrived.
Murí varimisu pánó?	So you're farmers here?!
Tirí kundoedzawó zvédú.	We do our best.
Chínyí chínónyanya kudíkánwá?	What is most necessary?
Kuti uchídá kurima, óná kuti uné zvôkŭsándísá heré.	If you want to farm, be sure whether you have tools ('[things] to use').

Ndinódawó pẹkúrìma muriwo.	I'd like a place to raise muriwo.
Mbéú mwayá 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.
Ngátivérengezvé pámwé.	Let's read again together.
mubvunzo (3,4)	question
Ndíaní àchí nemúbvunzo?	Who still has a question?
Tazónàtsa kupzwá.	We understand quite well now.
Mangwánaní shéwe.	Good morning.
Mangwánaní chirombówe.	Good morning.
hópé (9,10)	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 zvákadiní muviri      Did you get a good rest?  
wényú úya?

Áiwá, zváyá kubvira kuvá.      Oh, very much better.

usíku (14)      night  
Mwaranzwá sényi kutónhórá      (How) did you feel the cold last  
usíku?      night?  
I! Chádzíka chósé nhási!      Say! It [the frost?] all came  
down today!

Munótámátáma heré?      Do you change residence often?  
Ah! Tinótámátáma kasingapéri. We move constantly. (We move  
times without end.)  
Takátămă kashănŭ pamakoré      We've moved five times in the last  
maséré àkápěřă.      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 tǎenda 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! Kufámá      It's impossible! Travel is  
kúnodá marí.      very expensive.  
Mungátiudzẹ nókúsanduka      Tell me about the change of seasons  
kwéngŭvǎ pagoré heré?      [in America]?

Zvé, múnóti píse kunyanya. Besides, it's very hot.

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ngowání	Iyo ngowání ínódzíyá heré? Haínatsí kudzíyá. Téngá imwe ìnódzíyá.
bhurúkwa	Iro bhurúkwa rínódzíyá heré? Harínatsí kudzíyá. Téngá rimwe rìnódzíyá.
mbatyá	Idzo mbatyá dzínódzíyá 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.	kùrìmwà	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.	kurìmà	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 dzācherwa heré.

Dzámbóti cherwé zvishoma.

Zviyó zváti zvāchekwa heré?

Zvámbóti chékwe zvishoma.

Shushururu dzáti dzāibva here?

Dzándóti íbve zvishoma.

Mbésa dzáti dzāpupurwa heré?

Dzándóti púpurwé rutivi. (‘in part’)

Jangano ráti rávambwa here?

Rándóti vambwé chinhambwe chàpérá.

Chibarwé cháti chābviswa 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 yôkúdyará. In zienza (,that) is the time of sowing.

Tinópúpúra ngúvânyĩ? When do we reap?

Muchando ndíyo ngúvá yôkúpúpúra. 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, it'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 yápórá heré?	Is the pot cooled off?
	Kwéte.. Íchí kupísá.	No, it's still hot.

ivú	Ivú rátõnhõrǎ herě?	Has the earth/soil cooled off?
	Kwéte. Ríchí kupísá.	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 kudzíyá.	
kófi	Kófi íchí kudzíyá heré?	
	Kwéte. Yáyá kutónhórá.	
símbi	Símbi yáyá kutónhórá heré?	
	Kwéte. Íchí kupísá.	
mbatáta	Mbatáta dzáyá kudzíyá heré?	
	Kwéte. Dzíchí kupísá.	
nyama	Nyama yáyá kupórá heré?	
	Kwéte. Íchí kupísá.	
kunzé	Kunzé kúchí kutónhórá heré?	
	Kwéte. Kwáyá kudzíyá.	

## 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 wàane hémbe  
 itsvá!  
 Ndiné urombó nokúti handína  
 kuóná iyo ndáida.  
 Waída yàkadini?  
 Ndáida ìne mavará machená  
 nãmátsvukú.

---

Ndaóná mukómaná ári kumhanyísá  
 motokari.  
 Wánga achíéndepí?  
 Handízíví, zvimwe kuTsonzó.  
 Wánga áine mótokari yàkaita  
 sényi?  
 Wánga áine 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)
mavará (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. Munaita mariṇyi?
-

1. Ndatenga chitambi  
kuchitoro.
  2. Ndavanyorera masoko ese  
ari kuno.
- 

1. Vanhu vane basa nguva  
yemarinda.
  2. Nguva yamatsutso  
vanoitenyi?
- 

1. Mazanhi amahobo aoma  
nechando.
  2. Baba vasima mamwe mahobo  
nhasi.
- 

1. John wanga ari kurwara.
  2. Chiremba ndiye wakamurapa.
- 

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. Ndakarinsongera chinhambo  
kubva mumugwagwa.

---

1. Mwana w`akanyarara here?

2. Ndamuradzika pamubhedha.

---

1. M`wakatengepi chikochikari  
chenyu?

2. Ndakachitenga Peniranga.

---

1. Kw`aziwai chirombowe.

2. Kw`aziwai 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 seṇyi?

---

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 wakanda 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 zvizhinji  
v`anonga v`aine mhaka  
dzavo.
- 

1. Chiremba unonyanorapa  
nguvanyi?
  2. Unonyanya kuvamba  
panguva dzegumi.
-

1. Mwasvika rini pano?
  2. Ndasvika zvangu  
chinhambwe chāpfuura  
ichi.
- 

1. Vadzidza vōmutauro  
vanobvepi?
  2. Vanobva mhiri kwegungwa.
- 

1. Munda vāmadhumbe 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'.]

- Rimwe zuwa, Tsuro naDiro  
vakapangana kundoba.
- Vakafunga kundoba mbambaira  
dzavaZvanyanya.
- Tsuro, ngeungwaru hwake,  
wakati ngatiende.
- Vakaenda kumunda vaZvanyanya  
wembambaira.
- Vandoti svikenyi mumunda  
mwacho,
- Tsuro wakati, Sekuru munozochera  
ini ndichirinda.



- |  |  |
|--|--|
| 7. Diro nekusaziva rakabvuma<br>kuchera.                     | Diro nekusaziva rakabvuma kuchera.                       |
| 8. Rāndoti cherenyi zvishoma<br>shoma,                       | Rāndoti cherenyi zvishoma shoma,                         |
| 9. Tsuro kakatsvaka bvute<br>rakanaka kakarara.              | Tsuro kakatsvaka bvute<br>rakanaka kakarara.             |
| 10. Garegare tsuro akanzwa<br>vanhukutaura.                  | Garegare tsuro akanzwa vanhukutaura.                     |
| 11. Wakasimuka chinyararire<br>akasiya diro āripo.           | Wakasimuka chinyararire akasiya<br>diro āripo.           |
| 12. Vanhu vakaona rīrikuita<br>basa basa kuchera.            | Vanhu vakaona rīrikuita basa<br>basa kuchera.            |
| 13. Vamwe vakadaidzira vachiti,<br>vaZvanyanya munda wapera! | Vamwe vakadaidzira vachiti,<br>vaZvanyanya munda wapera! |
| 14. Izvo rākanzwa kudaidza<br>rakada kutiza.                 | Izvo rākanzwa kudaidza rakada<br>kutiza.                 |
| 15. Varume vese vakarikomba.                                 | Varume vese vakarikomba.                                 |
| 16. Raona kuti hapachina<br>chakanaka.                       | Raona kuti hapachina chakanaka.                          |
| 17. Rakakwira mumuti murefu.                                 | Rakakwira mumuti murefu.                                 |

18. Varume vakatora mapfumo      Varume vakatora mapfumo avo  
       avo vakaribaya.                      vakaribaya.

19. Rakabva rafa ngepamusana      Rakabva rafa ngepamusana  
       pemwoyo waro.                      pemworo waro.

## Version C

Rimwe zuwa Tsuro naDiro vakaapangana kundoba. Vakafunga  
 [redacted] ba mbambaira [redacted] vaZvanyanya. Tsuro, ngeungwaru [redacted] ke,  
 [redacted] ati [redacted] ende. [redacted] enda [redacted] munda vaZvanyanya [redacted] mbambaira.  
 [redacted] ti svike [redacted] mumunda [redacted] cho, Tsuro [redacted] ti, Sekuru  
 mu[redacted] chera ini ndi[redacted] rinda. Diro ne[redacted] ziva [redacted] bvuma kuchera.  
 [redacted] ti chere [redacted] zvisoma shoma, Tsuro [redacted] tsvaka bvute [redacted] naka  
 [redacted] rara. Garegare tsuro [redacted] nzwa vanhukutaura. [redacted] simuka  
 [redacted] nyararire [redacted] siya diro [redacted] po. Vanhu [redacted] ona ririkuira basa  
 basa kuchera. [redacted] mwe [redacted] daidzira [redacted] ti, vaZvanyanya munda  
 [redacted] pera! Iyo [redacted] nzwa kudaidza [redacted] da [redacted] tiza. Varume vese  
 [redacted] ka [redacted] komba. Raona kuti ha[redacted] na [redacted] akanaka. [redacted] kwira mumuti  
 [redacted] refu. Varume [redacted] tora mapfumo avo va[redacted] baya. Ra[redacted] bva [redacted] fa  
 [redacted] pamusana [redacted] mwoyo wa[redacted] o.

## Version D

Rimwe zuwa [redacted] na[redacted] vaka[redacted] ana kundo[redacted]. Vaka[redacted] a  
 kundo[redacted] mbambaira dza[redacted]. Tsuro, nge[redacted] a hwake,  
 waka[redacted] ngati[redacted]. Vaka[redacted] a ku[redacted] va[redacted] we[redacted] a.  
 Vando[redacted] [redacted] enyi mu[redacted] mwa[redacted], Tsuro waka[redacted], [redacted] u  
 munozo[redacted] a ini ndichi[redacted]. Diro nekusa[redacted] raka[redacted] ku[redacted] a.  
 Rando[redacted] [redacted] enyi zvi[redacted] shoma, [redacted] o kaka[redacted] a [redacted] e raka[redacted]

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] [redacted] 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 naTsuro 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 not mark tones in 'B'.]

- |     |   |   |
|-----|---|---|
| 1.  | Tsuro naDiro vakange<br>vãine ushamwari.        | Tsuro naDiro vakange vãine<br>ushamwari.        |
| 2.  | Tsuro wakati sekuru<br>ndinoda nyimo nemagwere. | Tsuro wakati sekuru ndinoda<br>nyimo nemagwere. |
| 3.  | Diro rakati ngatiende<br>kumunda kwaZvanyanya.  | Diro rakati ngatiende kumunda<br>kwaZvanyanya.  |
| 4.  | Wakatungamidzana kuenda<br>kumunda.             | Wakatungamidzana kuenda kumunda.                |
| 5.  | Wãakusvika, tsuro wakati,<br>ngatidzoke.        | Wãakusvika, tsuro wakati,<br>ngatidzoke.        |
| 6.  | Diro rakaramba kudzoka.                         | Diro rakaramba kudzoka.                         |
| 7.  | Rakaramba richienda.                            | Rakaramba richienda.                            |
| 8.  | Baba Zvanyanya vakange<br>vãgere patyo nemunda. | Baba Zvanyanya vakange vãgere<br>patyo nemunda. |
| 9.  | Vakaona diro rãgara<br>mubvute.                 | Vakaona diro rãgara mubvute.                    |
| 10. | Vakadaidzira majaha<br>àkange ãri pajangano.    | Vakadaidzira majaha àkange ãri<br>pajangano.    |
| 11. | Vakauya vakaridzinga.                           | Vakauya vakaridzinga.                           |
| 12. | Rikabva rãkwira mugomo.                         | Rikabva rãkwira mugomo.                         |

## Version C

Tsuro naDiro vakange vaine ushamwari. Tsuro wakati sekuru ndinoda nyimo nemagwere. Diro wakati ngatidzoka kumunda kwaZvanyanya. Wakaungamidzana kuenda kumunda. Wakaungamidzana, tsuro wakati, ngatidzoke. Diro rakaramba kudzoka. Rakaramba kuenda. Baba Zvanyanya vakange vange patyo nemunda. Vakaenda diro vanga kubvute. Vakaenda zira majaha akanga ari pakujangano. Vakauya vakaridzinga. Rikabva kwira mugomo.

## Version D

Tsuro naDiro vakange vaine ushamwari. Tsuro wakati sekuru ndinoda nyimo nemagwere. Diro wakati ngatidzoka kumunda kwaZvanyanya. Wakaungamidzana kuenda kumunda. Wakaungamidzana, tsuro wakati, ngatidzoke. Diro rakaramba kudzoka. Rakaramba kuenda. Baba Zvanyanya vakange vange patyo nemunda. Vakaenda diro vanga kubvute. Vakaenda zira majaha akanga ari pakujangano. Vakauya vakaridzinga. 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 waZvanyanya?  
Vakaenda koodini?



4. Wakaenda here kumunda?  
Vakaenda kumunda vadiro here?  
Vakatora papi nyimo nemagwere?  
Vakaenda kumunda waani?
5. Tsuro 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?  
Wakaramba 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

ākarara.

4. Akatiza akābva āguka

gumbo.

5. Vakomana vakange vāri

kutema huni.

## Version B

[Do not mark tones in 'B'.]

Tsuro naMagondo wainga neushamwari.

Wakaenda kundotsvaka zvekudya.

Magondo wakaona mwana ākarara.

Akatiza akābva āguka gumbo.

Vakomana vakange vāri kutema

huni.

6. Vakamuona āri kutsamhina. Vakamuona āri kutsamhina.
7. Vakatiza nematemo avo. Vakatiza nematemo avo.
8. Vakāmutematema akāfa. Vakāmutema 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 taita mukoma. Basazve iro taita mukoma.

## Version C

Tsuro Magondo shamwari. aenda tsvaka kudya. Magondo ona ana rara. tiza bva guka gumbo. komana nge ri tema huni. Vaona ri kutsamhina. tiza temo avo. Vaatematema afa. Mukoma va tevera. ona vātogara zvavo pasi. neta vaningina? Basa iro ita mukoma.

## Version D

Tsuro naMa wai neu i. Waka kundo a. M waka ana āka a. Aka a akā ā a g. Va vaka vāri ku a. Vakamu ā ku a. Vaka a nema avo. Vakamu akā. M vavo aka a. Aka vāto zvavo. Mwa tasu va? zve iro taita mu.

## 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.]

1. Chuma naChibharo vaigara  
murimwe Guta.

2. Vaienda kuchikoro mazuva  
ose, chete Mugobera.

3. Vaifara kuendako  
nguvadzose.

4. Rimwe zuva vakaona  
manyana pamugwagwa.

5. Vakada kuti vaabate  
akàtiza.

6. Vakaramba vachiatevera  
kwezuva rose.

7. Vakagara kuchikoro  
ngepamusana pemaanyana.

8. Vakasvika kudzimba dzavo,

9. Vabereki vavo havana  
kufara.

10. Remangwana vana vakenda  
kuchikoro.

11. Mufundisi haana kufara  
nezvakaita vana.

## Version B

[Do not mark tones in 'B'.]

Chuma naChibharo vaigara murimwe  
Guta.

Vaienda kuchikoro mazuva ose,  
chete Mugobera.

Vaifara kuendako nguvadzose.

Rimwe zuva vakaona manyana  
pamugwagwa.

Vakada kuti vaabate akàtiza.

Vakaramba vachiatevera kwezuva  
rose.

Vakagara kuchikoro ngepamusana  
pemaanyana.

Vakasvika kudzimba dzavo,

Vabereki vavo havana kufara.

Remangwana vana vakaenda kuchikoro.

Mufundisi haana kufara nezvakaita  
vana.

## Version C

Chuma naChibharo vaigara muguta rimwe guta. Vaenda kuchikoro mazuva ose, chete Mugobera. Vaifara kuenda nguva dzose. Mumwe zuva vakaenda nyanya mugwagwa. Vada kuti vabatizwa. Varamba vatevera zezuva dzose. Vagara kuchikoro musana nyanya. Vsvika dzimba dzavo, bereki vavo na vaifara. Mangwana vanaenda kuikoro. Vfundisi vana vaifara vakaita vana.

## Version D

Chuma naChibharo vaigara muri muguta. Vaienda kuenda kuchikoro mazuva ose, chete Mugobera. Vaifara kuenda nguva dzose. Rienda vakaenda mari pamuromo. Vakaenda kuti vaaenda akaenda. Vakaenda vachia kweenda. Vakaenda kuenda ngepari peenda. Vakaenda kuenda dzaenda, vaenda vavo haenda kuenda. Reenda vaenda vakaenda kuenda. Muenda haana kuenda neenda vana.

## 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'.]

- |   |  |
|---|--|
| 1. Karekare vamwe varume<br>vakandovhima.       | Karekare vamwe varume vakandovhima.          |
| 2. Vakadaidza imbwa dzawo<br>kwava kuenda.      | Vakadaidza imbwa dzawo kwava<br>kuenda.      |
| 3. Umwe naumwe vavoakatora<br>demo nepfumorake. | Umwe naumwe vavoakatora demo<br>nepfumorake. |
| 4. Vakapinda munzira vakaenda.                  | Vakapinda munzira vakaenda.                  |
| 5. Vāndoti darikenyi rwizi<br>rwaMucheke,       | 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] vhma. [redacted] daidza imbwa [redacted] wo  
kwa [redacted] kuenda. [redacted] mwe [redacted] mwe [redacted] akatora demo [redacted] pfumo [redacted]. [redacted] apinda  
[redacted] nzira [redacted] enda. [redacted] poti darike [redacted] rwizi [redacted] Mucheke, [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] yaka [redacted] a ichi [redacted] a ku [redacted]. Va [redacted] vaka [redacted] a  
 nema [redacted] a [redacted]. [redacted] 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) | nhoro (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 musi 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<br>parutivi pake. | bazuremuti rakadonha parutivi<br>pake. |
| 7. Murume vakapatika,<br>akavamba kutiza. | Murume vakapatika, akavamba<br>kutiza. |
| 8. Vakabva ākanganwa demo<br>rake.        | Vakabva ākanganwa demo rake.           |
| 9. Andoti chinhambo endenyi,              | Andoti chinhambo endenyi,              |
| 10. Vakaona mhembwe yākarara<br>mubako.   | Vakaona mhembwe yākarara mubako.       |
| 11. Sezvo ākange ākanganwa<br>demo rake,  | Sezvo ākange ākanganwa demo rake,      |
| 12. mhembwe yakamuka ikatiza<br>zvayo.    | mhembwe yakamuka ikatiza zvayo.        |

## Version C

Mwezi murume afamba endo. Ati svika kati  
 komo. Zuva upisa bvunza tupo. Murume tsauka  
 gara bvute. Ari kundoti pasitende, bazuremuti rakadonha  
 rutivi pake. Murume vakapatika, akavamba kutiza. Vakabva  
 ākanganwa demo rake. Andoti chinhambo endenyi, vakaona mhembwe  
 karara mubako. Sezvo ākange ākanganwa demo rake, mhembwe  
 yakamuka ikatiza zvayo.

Version D

Mumwe [redacted] muc [redacted] vaka [redacted] a rw [redacted] o. Waka [redacted] a [redacted] a pa [redacted]  
pema [redacted]. [redacted] raka [redacted] a zveku [redacted] a mu [redacted]. Mu [redacted] vaka [redacted] a  
aka [redacted] a mu [redacted]. Ari kundo [redacted] pasi [redacted], [redacted] muti raka [redacted] a  
paru [redacted] pake. Murume vaka [redacted] a, aka [redacted] a ku [redacted] a. Vaka [redacted] a  
a [redacted] a [redacted] o rake. Ando [redacted] chi [redacted] [redacted] nyi, [redacted] ona m [redacted] we  
yaka [redacted] a mu [redacted]. Se [redacted] aka [redacted] a [redacted] a [redacted] ra [redacted], [redacted]  
yaka [redacted] a ika [redacted] a [redacted].

Questions.

1. Murume wakafamba rwendo here?  
Mumwe musii murume wakagara pamusha here?  
Murume wakafamba rĩni rwendo?  
Ndiani wakafamba rwendo.
2. Vakasvika pakati pemakomo here?  
Vakasvika pakati perwizi here?  
Murume vakasvika ne papi?  
Ndiani vakasvika nepakati pemakomo?
3. Kwakange kune zuva here?  
Mvura yakange ichinaya here?  
Zuva rakapisa senyi?  
Mvura yakanaya zvakadini?
4. Murume vakagara pasi here?  
Vakagara mumba here?  
Ndiani vakagara mubvute?  
Murume vakadini?
5. Wakambogara pasi here?  
Wakandoti rarenyi pasi here?  
Wakambogara papi pasi?  
Ndiani wakandoti pasi tende?

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 seyi?
  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 mhukanyii?
  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<br>rinenzungu.              | Tsoko yakaona dende rinenzungu.                 |
| 2. Ngemwoyo wayo, yakapinza<br>ruoko mudende.      | Ngemwoyo wayo, yakapinza ruoko<br>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<br>nzungu dzakarambira. | Yakaedza zve nazve, asi nzungu<br>dzakarambira. |
| 7. Muridzi wedende vakauya<br>kuzoona.             | Muridzi wedende vakauya kuzoona.                |
| 8. Vakaona tsoko<br>ĩrikushereketa kwazvo.         | Vakaona tsoko ĩrikushereketa<br>kwazvo.         |
| 9. Tsoko haina kuda kuenda<br>ĩsina nzungu.        | Tsoko haina kuda kuenda ĩsina<br>nzungu.        |
| 10. Zvakatakurana nedendero<br>mugomo.             | Zvakatakurana nedendero mugomo.                 |
| 11. Murume ngeshungu,<br>wakairowa netsvimbo.      | Murume ngeshungu, wakairowa<br>netsvimbo.       |
| 12. Tsoko yakachema.                               | Tsoko yakachema.                                |

13. Dende rakatsemuka ikati Dende rakatsemuka ikati gorokoto.  
gorokoto.
14. Yakada kunonga dzekuenda Yakada kunonga dzekuenda nadzo.  
nadzo.
15. Murume vakasvika akaibata Murume vakasvika akaibata gumbo.  
gumbo.
16. Tsoko yakaruma Tsoko yakaruma chigunwe chake.  
chigunwe chake.
17. Murume wakatiza kuenda Murume wakatiza kuenda kumba.  
kumba.
18. Tsoko ichitizawo kukwira Tsoko ichitizawo kukwira mugomo.  
mugomo.
19. Nzungu nedende zvakabva Nzungu nedende zvakabva zvāsarapo.  
zvāsarapo.
20. Vakarumwa ngekuti vakange Vakarumwa ngekuti vakange āsina  
āsina demo. demo.

## Version C

Tsoko [redacted] ona dende [redacted] nzungu. [redacted] mwoyo [redacted] ayo, [redacted] pinza [redacted] oko  
[redacted] dende. [redacted] kazadza [redacted] oko [redacted] nzungu. 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 ti gorokoto. da nonga  
enda dzo. Murume svika akubata gumbo. Tsoko  
ruma chigunwe wake. Murume tiza enda mba. Tsoko  
tiza kukwira gomo. Nzungu dende kabva zvāsara.  
rumwa kuti kange asi dzo.

## Version D

Tsoko yaka dende rine. Nge wayo, yaka a  
ru mu. Yaka a ne. Yaka ku  
nzungu, ruoko rwaka ra. Yaka a zve ve, a r  
dzaka a. Mu we vaka ku. Vaka  
iri kwazvo. haina ku ku isi nzungu.  
Zvaka a ne ro mu. Mur nge, wakai  
ne. Tsoko yaka a. raka uka ika g.  
Yakada ku a dzeku nadzo. Murume vaka a akai  
g. Tsoko yaka a chi e chake. Murume waka a ku  
kumba. ichi awo ku a mu. ne zvaka  
zvāpo. Vaka a kuti vaka 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?  
Yakaisipi 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<br>kunaya.  | Rimwe gore mvura yakaramba<br>kunaya.                                       |
| 2. Mhuka dzasango dzakashaya<br>chokumwa.                                       | Mhuka dzasango dzakashaya<br>chokumwa.                                      |
| 3. Dzakupangana kuchera<br>tsime.   | Dzakupangana kuchera tsime.   |
| 4. Tsuro ngeunyope hwako<br>kakasvova.  | Tsuro ngeunyope hwako kakasvova.  |
| 5. Dzimwe dzakaita basa<br>kwemazuva matatu.                                    | Dzimwe dzakaita basa kwemazuva<br>matatu.                                   |
| 6. Kamba wakati, ndini<br>ndegasu mudiki?                                       | Kamba wakati, ndini ndegasu mudiki?   |
| 7. Wana tsuro hawacheriwo<br>su?  | Wana tsuro hawacheriwo su?  |
| 8. Dzakupangana kunyima<br>tsuro mvura.   | Dzakupangana kunyima tsuro mvura.   |
| 9. Wakapedza wakawamba kumwa.   | Wakapedza wakawamba kumwa.  |
| 10. Tsuro kakanzwa ngembiri<br>kuti tsime rakapera.<br>Kakange kãkwana nenyota. | Tsuro kakanzwa ngembiri kuti tsime<br>rakapera. Kakange kãkwana<br>nenyota. |



- |  |  |
|--|--|
| 11. Kakafunga zano rekuuya<br>naro patsime.  | Kakafunga zano rekuuya naro patsime.     |
| 12. Kakauya neuchi hwako<br>mudende.         | Kakauya neuchi hwako mudende.            |
| 13. Kakaona pakarindwa nadiro.               | Kakaona pakarindwa nadiro.               |
| 14. Kakati sekuru ndine<br>zvinonaka.        | Kakati sekuru ndine zvinonaka.           |
| 15. Asi zvinodyiwa<br>nevakasungwa makumbo.  | Asi zvinodyiwa nevakasungwa<br>makumbo.  |
| 16. Diro ngekupusa kwaro<br>rakati ndisunge. | Diro ngekupusa kwaro rakati<br>ndisunge. |
| 17. Tsuro kakatora tambo<br>kakarisinga.     | Tsuro kakatora tambo kakarisinga.        |
| 18. Ndizvo rakapiwa uchi.                    | Ndizvo rakapiwa uchi.                    |
| 19. Rakadaidzira richiti,<br>tsuro ndisunge! | Rakadaidzira richiti, tsuro<br>ndisunge! |
| 20. Tsuro kakamwa mvura.                     | Tsuro kakamwa mvura.                     |
| 21. Kãpedza kakasamba<br>muviri wako.        | Kãpedza kakasamba muviri wako.           |
| 22. Mumasure kakachera mvura<br>kakaenda.    | Mumasure kakachera mvura kakaenda.       |

23. Zuva rāakunyura                      Zuva rāakunyura mhukadzose dzakaona  
mhukadzose dzakaona                      diro āsungwa.  
diro āsungwa.
24. Dzakaona mvura                      Dzakaona mvura yābvundurwa natsuro.  
yābvundurwa natsuro.
25. Dzakabvunza diro, asi                      Dzakabvunza diro, asi haana  
haana kupindura.                      kupindura.
26. Mhuka dzose dzakavamba                      Mhuka dzose dzakavamba kuziva  
kuziva kupusa kwediro.                      kupusa kwediro.
27. Ndizvo rakasunungurwa                      Ndizvo rakasunungurwa rikatizira  
rikatizira mugomo.                      mugomo.

## Version C

Mwe gore mvura ramba naya. Mhuka sango ashaya  
umwa. pangana 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. Ka uya 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 kapiw uchi. daidza  
ri ti, tsuro ndisungu. Tsuro mwa mvura. apedza ka samba  
muviri wa. masure ka cher mvura aend. Zuva akunyura  
mhukadzose ona diro sungwa. kaona mvura ovunda

tsuro. bvunza diro, asi na pinda. Mhuka ose  
vamba ziva kupusa diro. Ndiwo rakasunungwa katiz  
gomo.

## Version D

Ri n yaka a ku a. Mba dz dzaka a  
choku a. Dzaka ana ku a. nge hwa  
kaka a. Dzi dzaka a kwema ma. waka,  
ndini su mu? Wana hawa iwo su? Dzaka a  
ku tsuro n. Waka a waka a ku. kaka a  
nge kuti raka a. Kaka ka ne. Kaka a  
reku na pa. Kaka a ne hwa mu. Kaka a  
paka wa na. Kakati ndine zvino. zvino iwa  
nevaka wa ma. Diro ngeku kwa rakati ndi e.  
Tsuro kaka a kakari. Ndi raka u. Raka ira  
richi, tsuro ndi e! Tsuro kaka a. Ka kaka a  
mu wa. Mu kaka a mvura kaka. raaku a  
dzose dzaka a diro a wa. Dzaka mvura ya wa  
na. Dzaka a diro, asi haa ku a. Mhuka  
dzaka a ku a ku a kwe. Ndizvo raka a rika a  
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. Dzakupangana chekuita here?  
Dzakupangana kuenda kurwizi here?  
Dzakupunga senyi?  
Ngenyi dzaka pangana kuchera mvura?
4. Tsuro kakacherawo here nevamwe?  
Kakarara mumvute here?  
Ngenyi tsuro kãkasvova?  
Ndiani wãkasvova?
5. Dzimwe mhuka dzakasvowawo here?  
Dzakupachera mvura here?  
Ndiani vakaita basa kwemazuva matatu?  
Dzakupaitenyi?
6. Kamba wakafara ngekusvova kwatsuro here?  
Kakabvunza mubvunzo here?  
Kamba vakapunga senyi?  
Wakupinyi?
7. Kamba wakataura chiro here?  
Wakupashatirwa here?  
Kamba wakupinyi?  
Ndiani wakupashatirwa?
8. Mhuka dzakupangana kupa tsuro mvura here?  
Tsuro wakapiwa mvura here?  
Ngenyi mhuka dzãkupangana kunyima tsuro mvura?  
Dzakupanganenyi?
9. Tsime rakange rapera here kupachera?  
Harina kupera here?  
Ndiwanaani wakange waakumwa mvura?  
Mvura yakavamba kumwiwa rini?
10. Tsuro kakaziwa here kuti tsime riya rakapera?  
Kakupaturirwa here kuti tsime rakapera?  
Kakanzwa senyi?  
Ndiani wakakupaturira?

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 yaperi 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<br>natsuro panzira.        | Magondo wakasangana natsuro<br>panzira.       |
| 2. Tsuro wakati, urikuendepi<br>shamwari?         | Tsuro wakati, urikuendepi shamwari?           |
| 3. Magondo wakati,<br>kundotsvaka zvekudya.       | Magondo wakati, kundotsvaka<br>zvekudya.      |
| 4. Tsuro wakati, tingaenda<br>tese here?          | Tsuro wakati, tingaenda tese here?            |
| 5. Kutiuchizogona kutiza<br>ngatiende.            | Kutiuchizogona kutiza ngatiende.              |
| 6. Tsuro kakati, kutiza<br>chete, ibasaredu.      | Tsuro kakati, kutiza chete,<br>ibasaredu.     |
| 7. Vakabatana vakaenda<br>rwendo rwavo.           | Vakabatana vakaenda rwendo rwavo.             |
| 8. Vārikufamba, vakaona<br>mhuru dzākarara.       | Vārikufamba, vakaona mhuru<br>dzākarara.      |
| 9. Magondo wakavamba kuwowa<br>masiriri.          | Magondo wakavamba kuwowa masiriri.            |
| 10. Tsuro kakati, shamwari,<br>imhuru dzevaridzi. | Tsuro kakati, shamwari, imhuru<br>dzevaridzi. |



- |  |   |
|--|---|
| 11. Magondo vakati ndadini.                                  | Magondo vakati ndadini.                               |
| 12. Kakati, waa kuda kubata<br>mhurudzevanhu.                | Kakati, waa kuda kubata<br>mhurudzevanhu.             |
| 13. Vãri kutaudzana imbwa<br>dzakasvika.                     | Vãri kutaudzana imbwa dzakasvika.                     |
| 14. Dzakadzingirira tsuro,<br>panzvimbo yamagondo.           | Dzakadzingirira tsuro, panzvimbo<br>yamagondo.        |
| 15. Tsuro kakatiza kachiti,<br>handiniba ndimagondo.         | Tsuro kakatiza kachiti, handiniba<br>ndimagondo.      |
| 16. Ndanyangadza here<br>kutaaurira magondo?                 | Ndanyangadza here kutaaurira<br>magondo?              |
| 17. Imbwa hadzina kufunga<br>izvozvo.                        | Imbwa hadzina kufunga izvozvo.                        |
| 18. Dzaida nyama yatsuro<br>chete.                           | Dzaida nyama yatsuro chete.                           |
| 19. Tsuro kakati mutsa<br>unouraisa vakomana.                | Tsuro kakati mutsa unouraisa<br>vakomana.             |
| 20. Magondo wakasara<br>ãkahwanda, achifunga<br>kutindapona. | Magondo wakasara ãkahwanda,<br>achifunga kutindapona. |
| 21. Varidzi vemhuru vakateera<br>imbwadzavo.                 | Varidzi vemhuru vakateera<br>imbwadzavo.              |

22. Vakaona magondo ħri                      Vakaona magondo ħri muchidzere.  
muchidzere.
23. Vakamukomba, akati hu-                      Vakamukomba, akati hu-mwi!  
mwi! nditsuro wanga                      nditsuro wanga ħva kubata mhuru.  
ħva kubata mhuru.
24. Varume vakamugarira                      Varume vakamugarira vakamuuraya.  
vakamuuraya.
25. Tsuro kakaona kuti                      Tsuro kakaona kuti kaa kubatwa.  
kaa kubatwa.
26. Kakapindamuguru                      Kakapindamuguru kakahwanda.  
kakahwanda.
27. Kakati tichauraiswa                      Kakati tichauraiswa navana magondo  
magondo wemwoyo.                      wemwoyo.
28. Tsuro kakati                      Tsuro kakati handichazoteerizve  
handichazoteerizve                      mapenzi.  
mapenzi.

## Version C

Magondo [redacted] asang[redacted] a [redacted] tsuro [redacted] nzira. Tsuro [redacted] ti, [redacted] ende [redacted]  
shamwari? Magondo [redacted] ti, ku [redacted] tsvaka [redacted] kudya. Tsuro [redacted] ti,  
ti [redacted] ende [redacted] tse here? Kutiz [redacted] gona kutiz [redacted] n [redacted] ende [redacted]. Tsuro  
[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. Tsuro [redacted] ti, shamwari, [redacted] mhuru [redacted] varidzi.

Magondo vakati [redacted] dini. Kakati, [redacted] kuda kubata mhuru [redacted] vanhu. [redacted] kutaudzana imbwa [redacted] svikiro. [redacted] dzingirira tsuro, [redacted] nzvimbo yamagondo. Tsuro kakatiza [redacted] ti, [redacted] ndini [redacted] magondo. [redacted] nyanga [redacted] here kutaure [redacted] magondo? Imbwa ha [redacted] na [redacted] funga [redacted] zv [redacted] zv [redacted]. Dza [redacted] da nyama [redacted] tsuro chete. Tsuro [redacted] ti mutsa [redacted] uraisa vakomana. Magondo [redacted] sara [redacted] hwanda, [redacted] funga kuti [redacted] pona. [redacted] [redacted] mhuru va [redacted] teer [redacted] imbwa [redacted]. [redacted] ona [redacted] gondo [redacted] ri [redacted] chidzere. Vaka [redacted] komba, [redacted] ti hu [redacted] mwi! [redacted] tsuro wanga [redacted] a mhuru. [redacted] rume [redacted] kamugar [redacted] a va [redacted] uraya. Tsuro [redacted] kaona kuti kaa kubatwa. [redacted] pinda [redacted] guru [redacted] hwanda. [redacted] ti ti [redacted] ura [redacted] a navana magondo [redacted] mwoyo. Tsuro [redacted] ti ha [redacted] teeri [redacted] mapenzi.

## Version D

Ma [redacted] o waka [redacted] ana na [redacted] pa [redacted] a. Tsuro [redacted] ti, [redacted] endepi s [redacted] i? Magondo waka [redacted], kundo [redacted] a zv [redacted]. [redacted] o [redacted] ti, tinga [redacted] t [redacted] here? [redacted] uchizo [redacted] a ku [redacted] a ngati [redacted] e. Tsuro kaka [redacted], ku [redacted] a [redacted] te, i [redacted] redu. Vaka [redacted] ana vaka [redacted] a rw [redacted] [redacted]. Vāriku [redacted] a, vaka [redacted] a mh [redacted] dzaka [redacted] a. Ma [redacted] o waka [redacted] a ku [redacted] a ma [redacted]. Tsuro kakati, [redacted] ri, i [redacted] dze [redacted]. Magondo vakati nda [redacted]. Kakati, waa ku [redacted] ku [redacted] dzevanhu. Vāri [redacted] ana in [redacted] dzaka [redacted] a. Dzaka [redacted] a [redacted] a [redacted] ro, pa [redacted] yama [redacted]. Tsuro kaka [redacted] a kachi [redacted], hand [redacted] ba ndi [redacted]. Nda [redacted] here ku [redacted] ira magondo? Imbwa hadzi [redacted] ku [redacted] izv [redacted]. Dza [redacted] i [redacted] ya [redacted] ch [redacted]. [redacted] kakati mu [redacted] uno [redacted] a va [redacted]. Magondo waka [redacted] a āka [redacted] a, achi [redacted] a [redacted] nda [redacted]. Va [redacted] ve [redacted] vaka [redacted] a [redacted] dzavo. Vaka [redacted] ma [redacted] ā [redacted] mu [redacted]. Vaka [redacted], akati [redacted] -mwi! ndi [redacted] wa [redacted] ā [redacted] mhuru. Va [redacted] vaka [redacted] ira vaka [redacted] ya. Tsuro kaka [redacted] a [redacted]

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?  
Tsure vakaruma mhuru here?  
Magondo wakadini?  
Ndiani wakavamba kuwowa masiriri?
10. Tsure kaiwowa masiriri here?  
Magondo vakange aane mwoyo here?  
Wakavamba kudini?  
Tsure kakatinyi kuna magondo?
11. Magondo waida here kuti tsuro azive?  
Waida kubatira tsuro here?  
Wakatinyi kuna tsuro?  
Ndiani wakati ndadini?
12. Tsure waida kubata mhuru here?  
Dzakange dziri mhuru dzamagondo here?  
Tsure 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. Tsure kakamirapo here?  
Kakatiza here?  
Ngenyi kakatiza?  
Kakaendepi?
16. Tsure 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 wakapinda muguru?
27. Magondo wakange aina mwoyo here?  
Tsuro waiwa nomwoyo here?  
Ndiani waiwa nomwoyo?  
Ngenyi magondo aiwa nomwoyo?
28. Tsuro 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	chidzere (7,8) small ant hill
masiriri		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<br>upfuto hurimuna iyo.                               | Southern Rhodesia ine upfuto<br>hurimuna iyo.                                   |
| 2. Ine migodhi yemaratya<br>kudai ndi Wankie.                                  | Ine migodhi yemaratya kudai ndi<br>Wankie.                                      |
| 3. Ine nzvimbo iyo simbi<br>Inogadzirwa kudai<br>ngepa Kwekwe.                 | Ine nzvimbo iyo simbi Inogadzirwa<br>kudai ngepa Kwekwe.                        |
| 4. Ine nzvimbo dzaakugadzira<br>masabasita.                                    | Ine nzvimbo dzaakugadzira<br>masabasita.  |
| 5. Iyo irikufanza kwazvo<br>mumicheni yekugadzira<br>mbatya.                   | Iyo irikufanza kwazvo mumicheni<br>yekugadzira mbatya.                          |
| 6. Iri kukura mukugadzira<br>zviro zvakadai ngemafuta,<br>sipo kubva munzungu. | Iri kukura mukugadzira zviro<br>zvakanadai ngemafuta, sipo ku-<br>bva munzungu. |
| 7. Southern Rhodesia<br>irikukura mukugadzira<br>michina yekusandisa.          | Southern Rhodesia irikukura<br>mukugadzira michina yeku-<br>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 idzo simbi gadzira  
 dai pa Kwekwe. Ine nzvimbo kugadzira masabasita. Ine  
 iri fanza kwazvo cheni gadzira mbatya. Ine kura  
 gadzira ro dai futa, sipo ova nzungu.  
 Southern Rhodesia kura gadzira china sanda.  
 Ine rimwa zhinji kurimwa dai fodya, magwere,  
 nzungu, chero nzimbe. Southern Rhodesia gona kudza  
 pfuyo kwana nyama. Ine nzvimbo dzo michero kudzwa  
 dai Mazoe. Ine kura mukukudza gadzira tii. Southern  
 Rhodesia manyuko simba magetsi ova dziva Kariba.  
 Ine nzvimbo motokari kuvamba vakwa. Southern Rhodesia  
 fanzisa gwagwa kanaka ita kuti famba nyore. Ine  
 zviro zhinji buda ouya. Ine kore shoma tevera  
 So. Rhodesia ichava imwe nyika iri fambira mberi.

## Version D

[redacted] Rhodesia ine u[redacted] [redacted] iyo. Ine m[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]. Iyo  
 iriku[redacted] a [redacted] mu[redacted] yeku[redacted] ra [redacted]. Iri ku[redacted]  
 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 zviri 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) electricity
-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, Kwekwe, Gweru, neBuruwayo.  
Inezve maguta makuru akadai ndi, Mutare, Kwekwe, Gweru, neBuruwayo.
9. So. Rhodesia inenzvimbo zhinji dzinofadza. So. Rhodesia inenzvimbo zhinji dzinofadza.
10. Ine tsvingwe dzaZimbahwe, chitubu chinopisa, mapopopo aZambezi neMakomo eNyanga.  
Ine tsvingwe dzaZimbahwe, 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. iri tsetse  
kumi iri nhasi peEquator. huvandu vanhu darika

mirioni na. Guta guru nzi 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 rwaizi rwa.  
Ku yakaganurwa 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, Kwe, ru ne wayo. So. Rhodesia  
ine zhinji dzino a. Ine tsv dzaZimbahwe,  
chino a, ma o aZambezi neNyanga. Ine huru  
dzino nh tu ch. So. Rhodesia ine zhinji dze.  
Dzi nz 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 dzinochemedza 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'.]

Rhodesia yakati nyangarora  
mazuva ano.

Hurumende irikukarirwa kuti  
ienzane muzvinhu zvose.

Tiri kukarira vazhinji kuti  
vabatsire.

Nhengo dzeCommonwealth dziri  
kutarisira utongi hwakanaka  
muRhodesia.

Tinokoya kuona nhengo dzakaenzana  
muutongi hwadzo.

Nyasaland yawa patyo pekuita  
zvese izvi.

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 anorondedzera  
anorondedzera 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 nhu ose. Iri kar a zhinji kuti vabatsir.  
 Nhengo eCommonwealth iri kutarisir utong anaka Rhodesia.  
 koya ona nhengo enz a utongi dzo. Nyasaland wa  
 patyo ita se izv. Pasi ose nangisira miro iyinyika  
 mangwana. Iri tsvaka nzira kuti fundo nyore munhu se.  
 pepa nhau a taura zhinji iyi nyika. rikunang a  
 nhengo zhinji kumir a nyika dzo. Mapepa nhau du anorond a  
 kuitikanhasi. nhu zhinji kutaure zhinji miriro  
 tongi. faru kuru kusand a kuita nyika se.  
 ri ziso tongi kuti ve ererano nyika. tongi zhinji  
 pasi se ri sand a kuva tsva. Vanhu funda pepanhau  
 pfungwa fanza. Nyika se dzinoda vanhu  
 vafund 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  
 zviri ku [redacted] a nhasi. Va [redacted] va [redacted] vane [redacted] ku [redacted] ngema [redacted]  
 ehu [redacted]. Ticha [redacted] zvi [redacted] noku [redacted] aka kuri [redacted] nyika [redacted].  
 Zviri mu [redacted] ehu [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?  
Mamiriro 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 (?), representation (?)
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              | Mapepa nhau akapandaniswa          |
| akapandaniswa muzvikwata    | muzvikwata zvakasiyana.            |
| zvakasiyana.                |                                    |
| 2. Mamwe anodindwa pazuva   | Mamwe anodindwa pazuva rimwe       |
| rimwe narimwe.              | narimwe.                           |
| 3. Mamwe anonzi 'week end   | Mamwe anonzi 'week end edition.'   |
| edition.'                   |                                    |
| 4. Mapepa nhau anodaidzira  | Mapepa nhau anodaidzira nemitengo  |
| nemitengo yezvinhu.         | yezvinhu.                          |
| 5. Ndimozve vanhu vanotaura | Ndimozve vanhu vanotaura nemitambo |
| nemitambo yakasiyana.       | yakasiyana.                        |
| 6. Vanhu vanonzwa nyaya     | Vanhu vanonzwa nyaya dzakasiyana   |
| dzakasiyana kubva muma -    | kubva muma pepanhau.               |
| 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 ikwata siyana. Mwe  
 dindwa zuva rimwe mwe. Mamwe nzi 'week end on.'  
 Mapepa nhau daidza mitengo zvinhu. Mozve vanhu  
 taura tambo siyana. Vanhu vanzwa nyaya siyana  
 bva ma pepa nhau. Mabasa zhinji nzwika kubudika  
 pepa nhau. Mwe soko emhiri gungwa anonzwa muma-  
 pepa nhau.

## Version D

Mapepa nhau aka iswa muzvi zvaka ana. Mwe  
 ano a pa ri nari. Mamwe ano 'week end on.'  
 Mapepa nhau ano a nemi yvanhu. Ndi zve va  
 vano nemi yaka ana. Va vano dzaka a  
 ku muma pepa nhau. Ma ma anon a ku a  
 namapepa nhau. Mamwe ma kw a anon a 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 anooda?
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 anonzwiika here?  
Mabhuku anotaura nemabasa here?  
Mabasa anonzwikepi?  
Anonyorwepi?
8. Masoko emhiri kwogungwa anonzwiika here?  
Masoko emuno anonzwiika here?  
Masokonyi anonzwiika?  
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<br>vava nhengo dzemisono.                              | Vadzimai vazhinji kwazvo vava<br>nhengo dzemisono.                           |
| 2. Vanosangana pamwe nguva<br>zhinji.  | Vanosangana pamwe nguva zhinji.<br>zhinji.                                   |
| 3. Vane dzimudzangara<br>vanoteerera mumhepo.                                      | Vane dzimudzangara vanoteerera<br>mumhepo.                                   |
| 4. Mumisono umu,<br>vanodzidziswa zvinhu<br>zvizhinji.                             | Mumisono umu, vanodzidziswa zvinhu<br>zvizhinji.                             |
| 5. Mune vatungamiriri<br>muchikwata chimwe<br>nachimwe.                            | Mune vatungamiriri muchikwata<br>chimwe nachimwe.                            |
| 6. Ava vatungamiri vanotsarwa<br>ngekukura kweunhengo.                             | Ava vatungamiri vanotsarwa ngekukura<br>kweunhengo.                          |
| 7. Mumisangano umu<br>munodzidziswa ngekugeza,<br>kuchisa,kuruka,nekusona.         | Mumisangano umu munodzidziswa<br>ngekugeza, kuchisa,kuruka,<br>nekusona.     |
| 8. Munodzidziszazve<br>ngekuchengeta dzimba,<br>vana, kubika,nekutamba<br>mitambo. | Munodzidziszazve ngekuchengeta<br>dzimba, vana, kubika,nekutamba<br>mitambo. |

9. Kunoitwa musangano mukuru Kunoitwa musangano mukuru kamwe  
kamwe pagore. pagore.
10. Kumusangano uyu kunoenda Kumusangano uyu kunoenda mumiriri  
mumiriri umwe kubva umwe kubva mumisangano  
mumisangano yakasiyanasiyana.  
yakasiyanasiyana.
11. Hurumende inobatsirawo Hurumende inobatsirawo ngekunyora  
ngekunyora nekutumira nekutumira zvimwe zvidzidzo.  
zvimwe zvidzidzo.
12. Vadzimai vazhinji vari Vadzimai vazhinji vari kufara kuwa  
kufara kuwa nhengo nhengo dzemisangano.  
dzemisangano.

## Version C

maimai vazhinji kwazvo va nhengo misono. sangana  
nguva zhinji. Vane dzangara teerera nhopo.  
Mumimwani umu, vanodzidzisa zvinhu zhinji. Mune tungamiri  
muchimwe chimwe mwe. va tungamiri tsara kura  
unhengo. sangano umu nodzidzisa geza, chisa,  
kuruka, sona. Munodzidzis chengegeta mba, na,  
kubika, tamba tambo. itwa sangano kuru mwe gore.  
sangano uyu noenda mumiriri mwe kubva sangano  
siyanasiyana. Hurumende nobatsirawo nyora kutumira  
mwe dzidzo. maimai vazhinji vari kufara nhengo  
misangano.

## Version D

Vadzi [redacted] va [redacted] kwazvo va [redacted] nhengo dzemi [redacted]. Vano [redacted] a pa [redacted] [redacted] zhinji. Va [redacted] dzimu [redacted] vano [redacted] era mu [redacted]. Mumi [redacted] [redacted], vano [redacted] wa zvi [redacted] zvi [redacted] i. 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] o. 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 vimiriri here kumusangano vegore?  
Kunotumirwa vabiki here?  
Ngenyi vachitumira vimiriri 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 kutaure 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'.]

- Kune hosha iri kutambudza  
kwazo yechikosoro.

- Iyi hosha iri hosha inobatira.

- Zvakatora nguva huru kuti  
hosha irapwe.

- Mazuva ano vanhu vazhinji  
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] ng [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] dz [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 kuwa nemafafitera madiki here?  
Dzimba dzinofanira kuwa nemafafitera akadini?  
Ngenyi dzimba dzichifanira kuwa 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 vanodzidziswepi 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 vanotora 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 vanotora 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] a [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 runoroorana here?  
Mitupo inoroorana here?  
Ngenyi vachiroorana?  
Ndiani vanorambidza?
  6. Vanoroorana 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 con-cords 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	bicycle
(básikoro)	
-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.bírf (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]
-búdíkídza	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 pl. vadzimbuya (2) madzimbuya (6)	grandmother
-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]
chaízvó 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.chéní (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)
.chirá (5,6) 32SV sg. jirá	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 or: ma-taka	mud
dházeni (5,6) 9BD	dozen
dhíbhi (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 also ~dóko, ~dúku	small
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
dúnhú 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
-dzídžíśá 6BD = -fúndíśá	

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-gěřǎ (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 pl. ma-gungwa (6) or ma-kungwa (6)	sea
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
-kwáná 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. vadžimáĩ (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 <sup>s</sup> (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 mombe)	
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)	
nhanga (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'ína(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 <sup>~</sup> (5,6) 24SV sg. báni <sup>~</sup>	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	mealie 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
-rárá 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
-róvá	to beat
hu-róya (14) 37BD	the legal profession
mu-Rozví (1,2) 20SV	member of the Rozvi tribe
-ruka	to knit
-rúmá	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
sábhũku (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
-sará 31BD	to stay behind, be left over

-sásíká 20SV	to dry at fire
sekúru (1a) 23SV	grandfather
pl. vanásekúru (2)	
ma-sengere (6) 24SV	bamboo
~séré 6SV	eight
-sévénzésa 23BD	to use
-sèvha 27SV	to sift
sényi 1BD	how?
also séyi	
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	totem associated with lion
cf. shúmba (9,10)	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
sìsipénzi 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 sondo	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)

-támbírá 14BD	to receive
tambo (9,10)	rope
zvi.támbó 2BD	
-tambudza	to trouble, bother
.tangá (5,6) 8SV sg. dangá	cattle kraal
-tángá 17BD	to do first
~tánhatú 6SV	six
tare (5,6) 31BD sg. dare	council, court
-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 sg. démó	axe
mu-témó (3,4)	law
mu-ténda (1,2) 17BD	a patient
téndé sg. déndé	calabash
tènde	of sitting



-téndérúka 17SV	to turn about
.ténga (5,6) 25SV sg. denga	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 also tsézá	an edible root
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
~tsvukú 40	red, brown, etc.
~tsvá 11SV	new
-tsváírá 21SV	to sweep
mu-tsváíro (3,4) 16SV	broom
-tsvaka 10BD	to look for, seek
tsvímbó (9,10)	walking stick
tsvĩngwe (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-nzwí)	

Typed in final form by: Anne Lush, Lynn Cochran and Evelyn Vass.