




LUMKO

self-instruction course in  
XHOSA



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LUMKO

## **XHOSA SELF-INSTRUCTION**

### **COURSE**

Suitable for use with or without tapes.  
Tapes are available on order: Lumko Institute, Box 11, Lady Frere, C.P.



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## INTRODUCTION

This course, while primarily designed for use with tapes, has been re-programmed for use as a self-instruction manual suitable for use without tapes or an instructor. However, the student is advised to use tapes, at least with the pronunciation lessons. These are available on order from the Lumko Institute, P.O. Box 11, Lady Frere, C.P.

This language course builds up step by step in a systematic fashion. Each step is clearly presented with the aid of diagrams where useful and adequate practice material is provided. These practice drills are so constructed that every item elicits a creative response from the learner, who can then check his response against the master response given on the right-hand column, which can be gradually revealed with the use of the sliding mask.

## LESSON FORMAT

The main body of each lesson consists of practical exercises or drills which give concentrated practice on the grammar patterns just presented. Most of the lessons are introduced with a set of pictures which provide new vocabulary in a memorable way and are also the basis for a lively introduction of the new patterns.

Finally, each lesson is rounded off with a dialogue which is meant to act as a springboard to conversational mastery of the language. These dialogues are to some extent graded according to grammar already assimilated. However, some patterns not yet mastered could not always be excluded without ruining the naturalness of the dialogue. Where this happens a brief grammar explanation is given in the footnotes but too much attention should not be paid to it. Further, a fairly literal rendering of the dialogues is given in order to convey more effectively the idiom of the language.

Some Xhosa songs and many illustrations of cultural features are added in order to immerse the language learner in the atmosphere of the Xhosa culture. In addition to this extra dimension, these provide light relief at intervals.

## TONES

Although this course concentrates on the basic grammar and syntax of the language, the tones have also been marked and a few superficial observations made on them in order to develop tone sensitivity and generate ability in detecting tone-morphological patternings.

## SYMBOLS & ABBREVIATIONS

>	= 'becomes'.	/ˊ/	= a high tone.
<	= 'comes from'.	/ˋ/	= a low tone.
/	= an alternative, 'or'.	/ˊˋ/	= a high-low i. e. falling tone.
/.../	= brackets for a Xhosa text.		

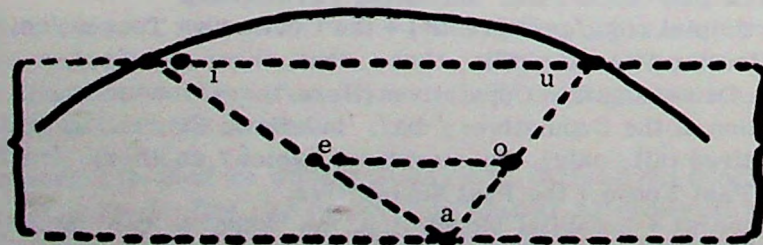
Capital Letters are used for abbreviations e. g. SC (subject concord), C (consonant), V (vowel), NP (noun prefix), BP (basic noun prefix), AP (absolute pronoun) etc.  
 C̄ = the consonant of the NP, but the stroke through the C indicates the semiconsonants /w, y/ for the weak noun classes (1, 3, 4, 6, 9) - (w - 1, 3, 6), (y - 4, 9).  
 V<sup>2</sup> = secondary vowel (/a, e, o/ corresponding to the primary vowels /a, i, u/).

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v	v <sup>2</sup>
a	a
i	e
u	o



## LESSON 1

### VOWEL SOUNDS

A. DRILLS ON VOWEL /i/. Study the tongue position for this vowel given in the vowel chart on the opposite page. You pronounce the /i/ like the first vowel sound in the English word 'ease', but with the tongue forced into a slightly higher and more frontal position.

1. Mimic the pure vowel sound: i, i, i .
2. Mimic the nonsense words: fifi, isisi, ididi
3. The second last syllable of each utterance in Xhosa receives double length. Now mimic the following nonsense words, observing the penultimate length: mini, minifi, minifisi .
4. Mimic the following Xhosa words:<sup>1</sup>

- |                         |                       |
|-------------------------|-----------------------|
| 1. ǀmǀnǀ (a day)        | 4. ǀntǀsǀmǀ (a field) |
| 2. ǀmǀthǀ ǀ (trees)     | 5. ǀmpǀ (an army)     |
| 3. ǀdǀǀnǀ (a sacrifice) | 6. ǀsǀǀpǀǀ (a mirror) |



B. DRILLS ON VOWEL /e/. You pronounce it like the /e/ in the English word 'end', but with more length and more muscle tension.

1. Mimic : e, e, e
  2. Mimic the nonsense words (Fight the mother-tongue tendency to lower and centralize the tongue position in the final syllable): fese, deme, sese .
  3. Mimic the Xhosa words:<sup>2</sup>
- |                              |                         |
|------------------------------|-------------------------|
| 1. ǀwǀé (yes)                | 4. ǀ-ǀmǀèǀè (a bucket)  |
| 2. ǀsǀèǀè (a frog)           | 5. ǀmǀfǀènǀè (a baboon) |
| 3. ǀshǀéǀlǀènǀè (a shilling) | 6. ǀnǀènǀè (the truth)  |

1. Tone markings: /´/= high tone, /˘/= low tone, /ˆ/= falling tone.
2. The vowel /e/ as also the vowel /o/ have raised variants i.e. they are pronounced with the tongue in a higher position in certain contexts e.g. adjacent to the raised vowels /i/ or /u/. This variation however does not constitute a contrast to carry meaning contrast.



C. DRILLS ON VOWEL /ä/. Pronounce as in Afrikaans 'kas' i. e. with the tongue resting relaxed in the bottom centre of the mouth. Avoid the flat /a/ (low front position) as in the English 'cat' and the low back position /a/ (as in the Oxford version of 'father').

1. Mimic: a, a, a .
2. Mimic the nonsense words: (Observe penultimate length and beware centralizing the tongue on the last syllable of the word - the final vowel is difficult because it is shortened and devoiced):  
fasa, tatshala, shalava .
3. Build-up drill. Once again concentrate on the penultimate length. Mimic the nonsense words:  
mama, mamafa, mamafasa .
4. Mimic the Xhosa words:
 

1. áphà (here)	4. ámágwàlá (cowards)
2. ámânzì (water)	5. ámàhâshè (horses)
3. ámándlà (strength)	6. ámádàdà (ducks)

D. DRILLS ON VOWEL /o/. Pronounce as in English 'pore' but with the lips held in a more closely rounded position.

1. Mimic: o, o, o .
2. Mimic the nonsense words: (Avoid centralizing the final vowel):  
fofo, dono, soso .
3. Buildup drill. Concentrate on the penultimate length.  
Mimic: mono, monolo, monologo .
4. Mimic the Xhosa words:<sup>1</sup>

1. móld (hello)	4. ngòkò (then)
2. fzòld (yesterday)	5. nòkò (nevertheless)
3. fsònd (a sin)	6. fnkòmdò (head of cattle)

---

1. There are raised and low variants for the /o/ just as for the /e/, the choice being determined by the environment (e. g. followed by /i, u/.





E. DRILLS ON VOWEL /u/. Pronounce as in English 'book' but with the lips much more closely rounded.

1. Mimic: u, u, u .
2. Mimic the nonsense words: (Note the devoicing of the final vowel).  
fufu, lulu, shumu .
3. Build-up drill. Observe the penultimate length. Mimic:  
shunu, shunulu, shunuluvu .
4. Mimic the Xhosa words:

1. izùlù (heaven)	4. úmùngù (a European)
2. úthùthá (ashes)	5. úmpú (a gun)
3. úsùkù (a day - 24 hours)	6. úmùtù (a person)

F. INCORRECT SUBSTITUTION OF WEAK ENGLISH /i/ (central /e).

Listen. The first pronunciation is wrong the second one is right:

1. úkúthándàzà (to pray)	4. kànéne (really)
2. kùlùngìlè (it is good)	5. ínyàmà (meat)
3. sìthándéne (we love each other)	6. sìthándà úkùfúndà (we like to read / learn)

G. READING EXERCISE.

When you hear the number called, read the word from the list, according to the model:

Model:	M	1	úfùdò	úfùdò
	S	úfùdò	úfùdò	úfùdò

1. móbò (hello)	7. sífúnà 'ukútyá
2. ímfíni (day)	8. sìthándéne kànéne
3. izùlù (heaven)	9. nífúndà ésíkwèni
4. ámànzi (water)	10. ndífúndisà áphà
5. ímfenè (a baboon)	11. sìthándà ámàhàshè
6. ékhâyà (at home)	12. kùlùngìlè

1. M = master.
- S = student.



## LESSON 2

### LESS DIFFICULT CONSONANTS

#### A. DRILLS ON /ng/ IN INITIAL POSITION.

Pronounce as in English 'finger' and not as in 'singer' i. e. give the /g/ prominence.

#### 1. Listen carefully and then mimic:

1. n::::ga	4. n:go
2. n::::go	5. nga
3. n::::ga	6. ngo



#### 2. Exercise in recognizing /ng/. Listen to the tape and say whether the pronunciation you hear is right or wrong. If you get more than two wrong repeat the drill.

1. ngámáddà (they are men)	4. ngómvùlò (on Monday)
2. ngàbántù (they are people)	5. ngénà (enter)
3. ngúmntù (it is a person)	6. ngéntôngà (with a stick)

#### 3. Mimic the Xhosa words:

1. ngénà (enter)	4. ngómvùlò (on Monday)
2. ngúmntù (it is a person)	5. ngúmpú (it is a gun)
3. ngómsó (tomorrow)	6. íngòmà (a song)

#### B. IMPLOSIVE /b/ AND EXPLOSIVE /bh/.

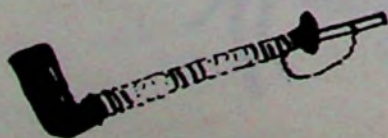
The implosive /b/ is formed by sucking air in through the lips suddenly released, whereas the explosive /b/ resembles the English /b/ except that it is exploded more forcefully.

#### 1. Mimic the nonsense words, contrasting /b/ and /bh/:

1. baba::bhabha	4. ibobo::ibhobho
2. bebe::bhebhe	5. ibosobe::ibhosobhe
3. bubi::bhubhi	6. isobuba::isobhubha

#### 2. Recognition exercise. Listen carefully and write down what you hear and then check your written responses against the following:

1. békà (put)	5. bhàlà (write)
2. íbhótòlò (butter)	6. bàsá (kindle)
3. bhùbhá (die)	7. ísíbhàkàbhákà (sky)
4. bàlá (count)	8. ábá ntù (people)



3. Reading exercise. When you hear the number called read the word on your sheet, then imitate the master voice:

1. béthà (hit, beat)	5. úbùbf (evil)
2. bàlá (count)	6. bhàbhá (fly)
3. bhâlà (write)	7. ábàsèbénzi (workers)
4. úbòyá (wool)	8. ábàbhâli (writers)

- C. ASPIRATED (WINDY) /ph, th, kh/ CONTRASTING WITH THE UNASPIRATED AND SLIGHTLY EJECTED /p, t, k/. Pronounce /ph, th, kh/ as in English 'pen', 'ten' and 'call' but with a more noticeable of unvoiced air following the explosion, but eliminate even the briefest puff of air (unvoiced) after /p, t, k/.

1. Mimic the nonsense words, contrasting aspirated and unaspirated:

1. phopho	7. iphopo
2. popo	8. othoto
3. thithi	9. okokho
4. titi	10. itikhu
5. khekhe	11. ephete
6. keke	12. athaku



2. Mimic the Xhosa words:

1. úkùpháthà (to rule)	7. kàkhùlù (much, a lot)
2. úkùkhùphà (to take out)	8. f̀t̀akànè (a lamb)
3. úkùtháthà (to take)	9. úkùkhàtházà (to cause worry)
4. únópòpì (a doll)	10. úthùthù (ashes)
5. úkùphùphà (to dream)	11. f̀nt̀akà (a bird)
6. f̀k̀átì (a cat)	12. úkùphùzà (to sip / kiss)

- D. ASPIRATED /tyh/, UNASPIRATED /ty/ & VOICED /dy/ PLUS /ny/. Pronounce /tyh, ty, dy/ with the body (centre) of your tongue making contact with the front palate and pronounce /ny/ as in the English 'ink' or 'onions'.

1. Mimic the nonsense words:

1. otyho	7. tyhotyo
2. ityi	8. tyotyho
3. tyhityhi	9. tyodyo
4. tyityi	10. dyotyho
5. dya	11. tyhotyodyo
6. dyadya	12. nyonyo



## 2. Mimic the Xhosa words:

- |                                |                              |
|--------------------------------|------------------------------|
| 1. ftyhòlò (a thicket, bush)   | 7. únyânà (a son)            |
| 2. ftyhéfù (poison)            | 8. ínyàmà (meat)             |
| 3. ftyíphù (a domestic fowl)   | 9. úkútyhàlà (to push)       |
| 4. úkùtyá (food, to eat)       | 10. úkùtyálà (to plant)      |
| 5. úkúdyòbhà (to spatter/soil) | 11. ílityè (a stone)         |
| 6. índyèbò (wealth)            | 12. úkútyhùthà (to traverse) |

## E. TEST: PERCEPTION EXERCISE.

Cover your book. Now listen to each word as it is repeated twice, then write it down in your notebook.

At the end of the exercise check your answers against the following:

- |                            |                            |
|----------------------------|----------------------------|
| 1. úkhúkò (a sleeping mat) | 7. ámátyè (stones)         |
| 2. ípápà (soft porridge)   | 8. úkútyhàfà (to get weak) |
| 3. úkùphêphà (to avoid)    | 9. íntyátyámbò (a flower)  |
| 4. úkùthêthà (to speak)    | 10. ímpáthò (treatment)    |
| 5. ísitàlátò (a street)    | 11. ínyòsì (a honeybee)    |
| 6. ftyhéfù (poison)        | 12. índyèbò (riches)       |

## F. READING DRILL.

When you hear the number called read the Xhosa word, then listen to the master and imitate:

- |                            |                              |
|----------------------------|------------------------------|
| 1. ínkátházò (a worry)     | 6. ídyúngùdyúngù (a blister) |
| 2. úkúphèkà (to cook)      | 7. ftf (tea)                 |
| 3. ftyùwà (salt)           | 8. úkúthándàzà (to pray)     |
| 4. úkútyhòlà (to denounce) | 9. úbùbf (evil)              |
| 5. ínyémbèzì (a tear)      | 10. útywàlá (beer)           |

## G. A SONG.

Ekuseni, ekuseni,  
 " " "  
 Yitwisti yamadoda ekuseni.

Early in the morning, early  
 in the morning  
 It is the twist dance of the me  
 early in the morning.



### LESSON 3

#### MORE CONSONANTS

#### A. UNVOICED LATERAL FRICATIVE /hl/ AND VOICED LATERAL FRICATIVE /dl/.

Pronounce /hl, dl/ with your tongue in the English /l/ position but with its sides raised towards the roof of your mouth. The /dl/ differs from /hl/ in that it is voiced i. e. formed on the stream of air vibrating the vocal chords (a buzz from the larynx).

#### 1. Build-up drill. Mimic the master: (nonsense words):

1. ɸla	6. dla
2. hlahla	7. dladli
3. hlahlahla	8. dladlidlo
4. hlohli	9. hladla
5. hlohlihlu	10. dlohlu



#### 2. Mimic the Xhosa words:

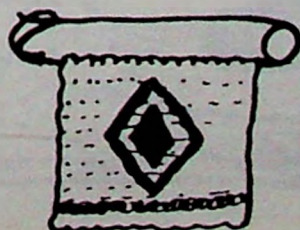
1. úkúhlàlà (to sit/stay/live)	6. índlèlà (a road/way)
2. úkúhlèkà (to laugh)	7. úkúhlàmbà (to wash)
3. úkùdlâlà (to play)	8. idlákádlákà (a ragged person)
4. úkùdlúlà (to pass by)	9. úmhlâbà (the earth, earth)
5. ámáhlàhlà (bushes)	10. índlèbé (the ear)

#### 3. Recognition exercise. Cover the script (responses). Write down each word after it is repeated once. When you have finished the exercise check your version against the following:

1. dlâlà (play)	7. úkúhlákùlà (to hoe)
2. hlâlà (stay, sit)	8. fmhla (days)
3. índlèlà (a road, a way)	9. fsidló (a meal, a feast)
4. dlúlà (pass by, surpass)	10. índlòvù (an elephant)
5. ámáhlàhlà (bushes)	11. fsihlangú (a shoe)
6. índlèbé (the ear)	12. úkùhlikhla (friction)

#### 4. Reading exercise. When you hear the number called read the word or words, then listen to the master and imitate:

1. úkúhlèkà (to laugh)	5. úkùdlúlà ámáhlàhlà
2. úkùdlâlà fmidlâlo	6. úkúhlákùlà yónkè fmhla
3. índlèlà (a road)	7. fsihlangú ézihlé
4. ámáhlàhlà ámàhlé	8. índlòvù fyàdlâlà



B. VELAR FRICATIVES /r/, /gr/, /kr/.

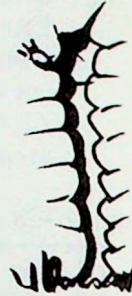
/r/: Pronounce as the Afrikaans /g/ but with stronger friction between the body of your tongue and the velum - rear palate. The friction sound is unvoiced i. e. without a larynx buzz.

/gr/: This is the voiced i. e. larynx-buzzed form of /r/.

/kr/: This is pronounced with the point of friction further back in the palate and also with some ejection.

1. Mimic the nonsense words:

1. uru	7. akra
2. ururu	8. akrakra
3. iraru	9. okrokru
4. agra	10. rogro
5. ogrogro	11. krogro
6. ogrigru	12. rokrogro



2. Mimic the Xhosa words:

1. éRĩní (in/from Grahamstown)	9. úkrêbè (a shark)
2. frási (barley)	10. ngóràtyà (at dusk)
3. éRáwútĩnì (in Johannesburg)	11. úránfsì (a goose)
4. úkúgrènyà (to gnaw at)	12. úkùkràzùlà (to tear)
5. grùmbà (dig with claws..)	13. fràlì (a cotton reel)
6. kràkrà (bitter)	14. fràmbà (a puffadder)
7. fkrótí (a brave person)	15. úkúgrènyà (to gnaw)
8. àmàránùgá (tramps)	16. fkràtshí (pride)

3. Recognition exercise. Listen to each word twice and then write it down. When you have finished the exercise check your version against the following:

1. úkùkráwùzà (to creak - boots)	6. úkúgrùmbà (to dig)
2. àmàréwù (a mealie drink)	7. frási (barley)
3. úkúròlà (to drag out / pay)	8. kràkrà (bitter)
4. fròró (a noxious insect)	9. fràlì (a reel of thread)
5. krwàdà (raw, unripe)	10. fránùgá (a tramp)

4. Reading exercise. When you hear the number called read what is on your script, then listen to the master and imitate:

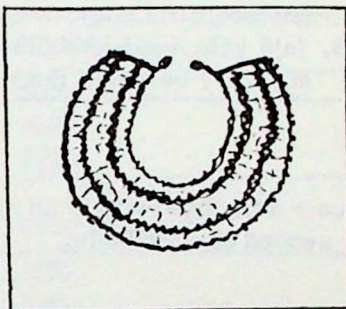
1. àmàréwù (a maize drink)	6. frási ékràkrá (bitter barley)
2. úkúgrènyà (to gnaw)	7. úránfsì ómhlé (nice goose)
3. àmàránùgá àmàhlé	8. úkùkràzùlà fbhátyì
4. úkúròlà fmalí (... money)	9. úkúgrènyà fràlì
5. úkrêbè (a shark)	10. àmàránùgá àsérĩní



## C. REVISION.

When you hear the number called, read the word on your script, then listen to the master and imitate:

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. ngèntôngà (with a stick)  | 11. úkùtyá (food, to eat)       |
| 2. ngàmándlà (with power)    | 12. ftyhéfù (poison)            |
| 3. ábántù ábàbí (bad people) | 13. ftyíphù (a domestic fowl)   |
| 4. báyábhàbhà (they fly)     | 14. fntyátyámbò (a flower)      |
| 5. báyábhùbhà (they die)     | 15. ìnyémbèzì (tears)           |
| 6. báyàpháthà (they manage)  | 16. úkhùkò (a sleeping mat)     |
| 7. úkúphùphà (to dream)      | 17. útywàlá (beer)              |
| 8. kákhùlù (very much)       | 18. úkùdlàlá fmidlâlò           |
| 9. fntêthò (a speech)        | 19. írásì éràrá (bitter barley) |
| 10. finkátházò (a worry)     | 20. íránùgá (a tramp)           |



## LESSON 4

PENULTIMATE LENGTH  
TONE AND INTONATION

## A. PENULTIMATE LENGTH.

Give double length to the second last syllable of each utterance.

1. Mimic the nonsense words: litho, lithose, lithoseni

2. Mimic the Xhosa words and phrases:

1. fsikólò (a school)	5. Injá (a dog)
2. fsikólò sàbó (their school)	6. Injá éntlé (a nice dog)
3. fsikólò sáábántwànà bèhú (our children's school)	7. Injá yám éntlé (my beautiful dog)
4. ndìbónà fntó éntlé kàkhùlù (I see a very beautiful thing)	8. Injá yám éntlé kàkhùlù (my very beautiful dog)

## B. INTERNAL HALF LENGTH.

Shorter syntactical units (e.g. noun + adjective) within an utterance carry an extra half-length on their second last syllable.

Mimic :

1. Bàwó wèhú (Our Father)	5. Úmfāzì òmhlé úphémbà úmllìdò (The nice woman kindles a fire)
2. Bàwó wèhú ósézúlwìnì (Our Father who art in heaven)	6. úmfúndì (the student)
3. Úmfāzì òmhlé (The beautiful woman)	7. Umfúndì úyàfúndà (The student is reading)
4. Úmfāzì òmhlé úyàphémbà (The nice woman kindles)	8. Úmfúndì úfúndà izifúndò (The student reads lessons)

## C. QUESTIONS (REDUCTION OF PENULTIMATE LENGTH).

Note the drastic shortening of penultimate length in questions.

1. Mimic (first the statement and then the question):

1. Úfúnà úkùfúndà. (You want to learn)	::	Úfúnà úkùfúndà?
2. Úmfāzì úyáphèkà. (The woman is cooking).	::	Úmfāzì úyáphèkà?
3. ùthándà fnyàmà. (You like meat).	::	ùthándà fnyàmà?
4. Úbónà fntó éntlé. (You see a beautiful thing).	::	Úbónà fntó éntlé?
5. Úmfúndì úfúndà izifúndò. (The student reads lessons).	::	Úmfúndì úfúndà izifúndò?
6. Injá flúmà fndòdà. (The dog bites the man).	::	Injá flúmà fndòdà?



2. Reading exercise. When you hear the number called, read:

1. Injá (a dog).	9. Ngábáfāzi (They are women).
2. Yínjá? (Is it a dog?).	10. Ngábáfāzi? (Are they women?) .
3. Ímíthf (trees).	11. Ûthándà fnyàmà (You like meat).
4. Yímíthf? (Are they trees?).	12. Ûthándà fnyàmà? (Do you...?).
5. Yínyàmà (It is meat).	13. Ûfúnà úbfsì (You want milk).
6. Yínyàmà? (Is it meat?).	14. Ûfúnà úbfsì? (Do you want milk)
7. Ngúmntù (It is a person).	15. Nisélà ámānzì (Ye drink water).
8. Ngúmntù? (Is it a person?).	16. Nisélà ámānzì? (Do.....?).

#### D. TONES.

As you have noticed, there are 3 tones in Xhosa - high /´/, low /^/ and falling /^/.

1. Recognition drill. Listen carefully to detect the tones on the following nonsense words:

1. fófò	4. fófó
2. fòfó	5. fófò
3. fòfò	6. fófó

2. Now listen and mimic:

1. fòfò	4. fòfó
2. fòfò	5. fòfò
3. fófó	6. fòfó



3. Say the tones you hear on the following Xhosa words:

1. Thetha.	2. Bona.	3. Indoda.	4. Ufudo.	5. Ubawo.
------------	----------	------------	-----------	-----------

4. Mimic the following Xhosa words, concentrating on the tones:

1. fthàngà (a pumpkin)	11. fgùshà (a sheep)
2. fthàngá (a thigh)	12. fsflòndà (a wound)
3. fthàngà (a cattle-post)	13. údòngá (a wall)
4. sîndà (escape)	14. Indlèbé (the ear)
5. sîndà (weigh down)	15. fsìhlàngú (a shoe)
6. sîndá (smear floor)	16. úfùdò (a tortoise)
7. úfnzì (homestead, village)	17. ìnkâbì (an ox)
8. úmzì (thatching grass)	18. Intlókò (the head)
9. úbúfánà (similarity)	19. fsìNgêsì (English)
10. fbèlè (a breast, a teat)	20. ùthéthà (you speak)

5. Listen carefully and then say what tones you hear:

1. m̀kà (depart)	6. úfùdò (a tortoise)
2. th̀embà (hope)	7. úm̀ntù (a person)
3. b̀iza (call)	8. úm̀hlaba (earth)
4. ìndòdà (a man)	9. ùm̀thi (a tree)
5. úb̀awo (my/our father)	10. th̀ethà (speak)

6. Mimic the tones. (Note the tone contrasts):<sup>1</sup>

1. ndiyàkùbónà (I see you)	ndiyàkùbónà (I will see)
2. siyàhlùthà (we steal)	siyàhlùthà (we get fat)
3. ìnkâbì (an ox)	înkâbì (oxen)
4. ìntlókò (the head)	întlókò (heads)
5. ìmélà (a knife)	îmélà (knives)
6. ìtôngà (stick)	îtôngà (sticks)



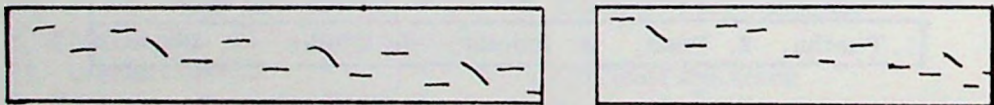
## 7. Test. When you hear the number called, read the Xhosa word(s). Then listen to the master and imitate:

1. ìgùshà (a sheep)	6. údôngá (a wall)
2. îgùshà (sheep)	7. fsìhlàngú (a shoe)
3. ìntlókò (a head)	8. thêthà (speak)
4. întlókò (heads)	9. ndibónà úmìlambò (I see a river)
5. úfùdò (a tortoise)	10. ùbónà úmìlambò (you see , , )
11. Ndìthéthà fsìNgêsì (I speak English).	
12. Ndìfúnà ìnkâbì (I want an ox).	

## E. INTONATION.

You will have observed that a tone has no absolute pitch value, but is recognized as high, low or falling in relation to the tone pitch on the immediately adjacent syllables.

In statements the absolute tone level drops considerably from the beginning to the end of each utterance. Thus a low tone at the start of an utterance can be actually higher than a high tone at the end. Examine the following diagram representing two statements:

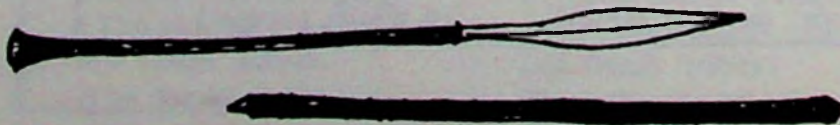


From these two samples it is clear that the absolute pitch of tones drops gradually from the beginning to the end of each statement utterance, even though adjacent high or low tones clearly contrast at any one point. Thus the statement intonation is characterized by tonal downstepping from the beginning to the end of the utterance.

The question by contrast begins on a slightly higher absolute pitch and maintains it throughout. Unlike the question it has no tonal downstepping.

1. Mimic first the statement and then the question, concentrating on the statement descending intonation as contrasting with the maintained high general level of the question:

- 
1. The immediate environment can vary the actual tone pitch considerably, e.g. a low tone between two highs is itself slightly raised by them.



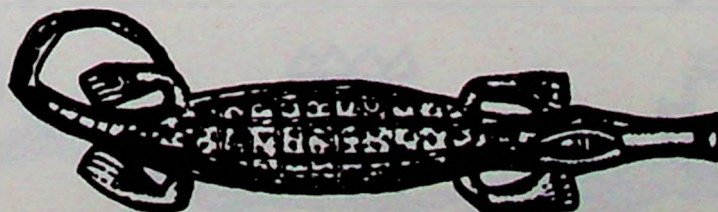
1. Ufúnà úkùfúndà. (You want to learn).	Ufúnà úkùfúndà? (Do you want to learn?)
2. Ufntwà.nà úyàbhàlà. (The child is writing).	Ufntwà.nà úyàbhàlà? (Is the child writing?)
3. Yfnewàdf yám. (It is my book).	Yfnewàdf yám? (Is it my book?)
4. Nìthándà úkùdlàlà. (You -pl- like to play).	Nìthándà úkùdlàlà? (Do you - pl. - like to play?)
5. Abántwàrà bángàmávilà. (The children are lazy ones).	Abántwàrà bángàmávilà? (Are the children lazy fellows?)
6. UMàrfyà úyànqénà. (Mary is lazy).	UMàrfyà úyànqénà? (Is Mary lazy?)

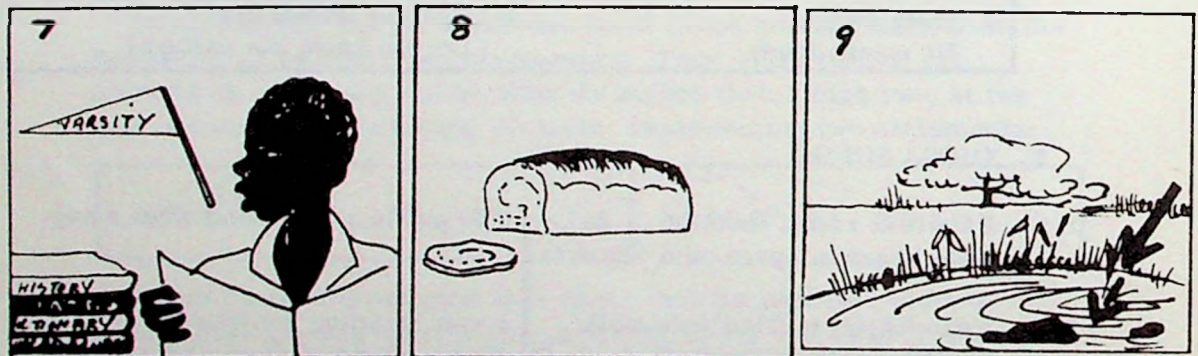
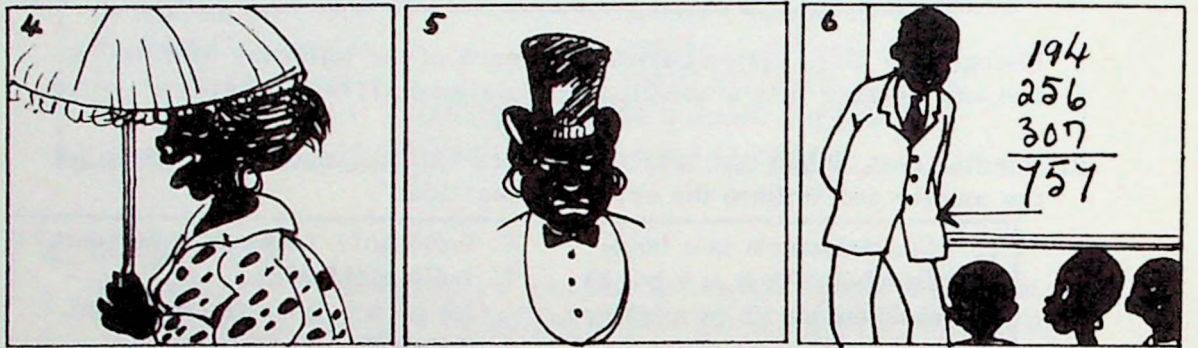
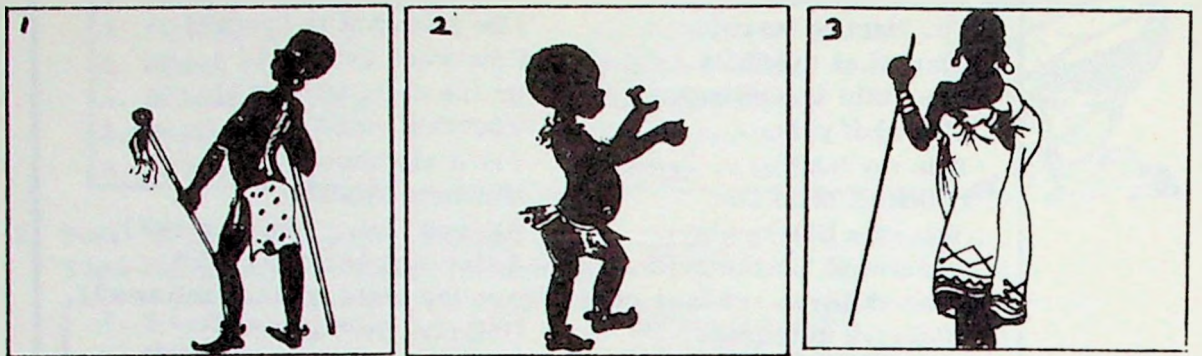
2. Recognition test. Listen carefully to each of the following utterances and say whether it is a question or a statement: (tape only).
3. Reading test. When you hear the number called, read. Then listen to the master and imitate the correct intonation:

1. Yfñkwènkwé. (It is a boy).	6. Ivèlà phí? (Where is he from?)
2. Yfñkwènkwé? (Is it a boy?)	7. Ivèlà élókéshìní. (He comes from the location).
3. Iyàsèbénzà (He is working).	8. Námblè (He is hungry).
4. Ifúnà ntónf? (He wants what?).	9. Uyàlázi ígàmà làyó? (Do you know his name?)
5. Ifúnà úkùtyá. (He wants food).	

#### F. XHOSA SONGS.

- |   |   |
|---|---|
| <p>1. Zábálèkà zéfnk' ñnkòmó. 2x.<br/>Pam bharara, pam pam bharara.</p>   | <p>The cattle ran off and went away.</p>  |
| <p>2. Ndándfhlèlì ndlìnd' fñfñmèlà.<sup>1</sup><br/>Kwáfik' úmfánà wándicél' úthándò</p> <p>Wándibúz' ígàmà lám, ndáfn-xélèlà.<br/>Iinyèmbèzì zâphâlâlà kùbá<br/>èndithándîlè.<br/>Ndáthì kúlúngilè sòbè sfthèthé<br/>'Kúb' íyávùmà lé ntlízyò yám.<br/>Wándfncúmèlà kámnândì loò<br/>mfánà óndithándîléyò.</p> | <p>I was standing waiting for the train.<br/>There came a youth and asked for love.<br/>He asked me my name and I told him.<br/>The tears flowed down because he loved me.<br/>I said 'tis good we'll speak again<br/>If this heart of mine agrees.<br/>He smiled nicely to me that young man who loved me.</p> |





## LESSON 5

### GRAMMAR INTERLUDE

(Greetings, Statements & Questions - 1st & 2nd person sg.)

#### A. VOCABULARY INTRODUCTION.

1. Picture page 18. Look at each picture, listen and repeat:

- |   |   |
|---|---|
| 1. fndòdà (a man)                         | 7. úmfúndì (a student)                                  |
| 2. úfntwànà (a child)                     | 8. fsónkà (bread)                                       |
| 3. úmfâzì (a woman)                       | 9. ámânzì (water)                                       |
| 4. fnkósfkàzì<br>(a lady, Mrs.)           | 10. ndìthándà úkùfndà<br>(I want / like to read/learn)  |
| 5. úmhlékàzì<br>(a respected person, sir) | 11. ndìthándà úkùsèbénzà<br>(I like to work/ working)   |
| 6. fítshàlà<br>(a teacher)                | 12. ndìthándà úkùthêthà<br>(I like to speak / speaking) |

2. When you hear the number of each picture called, give the Xhosa word or words for what is depicted. Then listen to the master and imitate. Follow on the pictures p.18 only.

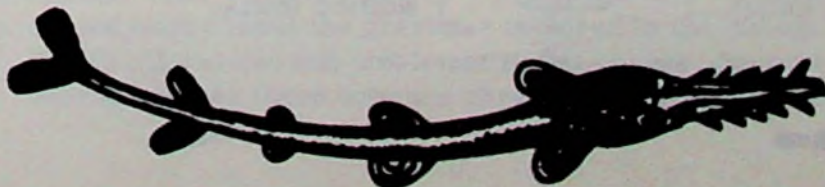
#### B. GREETINGS.

The vocative (address) form is expressed by eliding the first vowel of the noun.

1. Greet each person called, according to the model:

Model: M	úSándilè	Mólò Sándilè	Mólò Sándilè
S	Mólò Sándilè	Mólò Sándilè	Mólò Sándilè

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. úNómsá</li> <li>2. úMārīyà</li> <li>3. úFānī</li> <li>4. úZòlá</li> <li>5. úNóthāndò</li> <li>6. úfntwànà</li> <li>7. úmfúndì</li> <li>8. fítshàlà</li> <li>9. fnkósfkàzì</li> <li>10. úmhlékàzì</li> </ol> | <ol style="list-style-type: none"> <li>Mólò Nómsá. (Hello Nomsa).</li> <li>Mólò Mārīyà. (Hello Mary).</li> <li>Mólò Fānī. (Hello Fani).</li> <li>Mólò Zòlá. (Hello Zola).</li> <li>Mólò Nóthāndò (Hello Nothando).</li> <li>Mólò fntwànà. (Hello Child).</li> <li>Mólò mfúndì. (Hello student).</li> <li>Mólò fítshàlà. (Hello teacher).</li> <li>Mólò nkósfkàzì (Hello Mrs.).</li> <li>Mólò mhlékàzì (Hello Sir/Mr.)</li> </ol> |
|---|--|



2. Addressing more than one, you use MOLWENI instead of MOLO.  
Greet the following according to the model:

Model: M	ámáddòdà	Mòlwéni màddòdà
S	Mòlwéni màddòdà	Mòlwéni màddòdà

1. ábántwàrà	Mòlwéni bàntwàrà.
2. ábáfàzì	Mòlwéni bàfàzì.
3. ámàkhòsíkàzì	Mòlwéni màkhòsíkàzì.
4. ámànênè (gentlemen)	Mòlwéni mànênè.
5. ámànénékàzì (ladies)	Mòlwéni mànénékàzì.
6. ábàfúndì (school-children)	Mòlwéni bàfúndì.
7. ábàlìmì (farmers)	Mòlwéni bàlìmì.
8. ámántòmbàzânà (young girls)	Mòlwéni màntòmbàzânà.

3. Greet the following, using MOLO (sg.) or MOLWENI (pl.) as you address one or more than one: (I give the English equivalent):

1. Mary	Mólò Mèrí.
2. men	Mòlwéni màddòdà.
3. sir / mr.	Mólò m̀hlékàzì.
4. madame / mrs.	Mólò nkòsíkàzì.
5. Sandile	Mólò Sándilè.
6. little girls	Mòlwéni màntòmbàzânà.
7. students	Mòlwéni bàfúndì.
8. farmers	Mòlwéni bàlìmì.
9. teacher	Mólò tftshàlà.
10. friends (ábàhlòbò)	Mòlwéni bàhlòbò.

### C. STATEMENTS AND QUESTIONS INVOLVING THE 1st & 2nd PERSON SINGULAR ('I, you') & QUESTION WORDS.

The English subject pronoun 'I' is rendered in Xhosa with the prefix /ndì-/ prefixed to the verb stem and the subject pronoun 'you - sg.' is rendered with the prefix /ù-/. Now, study the following question and answer:

Ùfúnà ntóní? (You-want what?)      Ndìfúnà ftí (I-want tea).

1. Answer the question ÙFÚNÀ NTÓNÍ?, using the noun object suggested, according to the model:

M: Ikófù. Ùfúnà ntóní?	S: Ndìfúnà ikófù (I-want coffee).
------------------------	-----------------------------------

1. Iswékilè (sugar). Ufúnà ntóní?	Ndìfúnà fswékilè.
2. úbfsì (milk).      ,,      ,,	Ndìfúnà úbfsì.
3. ámânzì (water).      ,,      ,,	Ndìfúnà ámânzì.
4. fsónkà (bread).      ,,      ,,	Ndìfúnà fsónkà.
5. ìbhótòlò (butter).      ,,      ,,	Ndìfúnà ìbhótòlò.
6. fmélà (a knife).      ,,      ,,	Ndìfúnà fmélà.

7. úkùfúndà (to read). Ufúna ntóní?	Ndífúna úkùfúndà.
8. úkùthêthà (to speak). ,, ,,	Ndífúna úkùthêthà.
9. úkùsèbénzà (work). ,, ,,	Ndífúna úkùsèbénzà.
10. ìmàlí (money). ,, ,,	Ndífúna ìmàlí.
11. ìmòtó (a motorcar). ,, ,,	Ndífúna ìmòtó.
12. ìpétròlì (petrol). ,, ,,	Ndífúna ìpétròlì.

2. Answer the question UFUNA BANI? (You-want whom?), using the noun object suggested:

1. únómsá. Ufúna bání?	Ndífúna únómsá.
2. úZ òlá. ,, ,,	Ndífúna úZ òlá.
3. ìftshàlà. ,, ,,	Ndífúna ìftshàlà.
4. únóvûyò. ,, ,,	Ndífúna únóvûyò.
5. úHèlimá. ,, ,,	Ndífúna úHèlimá.
6. ùmfúndì. ,, ,,	Ndífúna ùmfúndì.
7. ìnkòsìkàzì. ,, ,,	Ndífúna ìnkòsìkàzì.
8. úMèrì. ,, ,,	Ndífúna úMèrì.
9. ìntòmbàzàná. ,, ,,	Ndífúna ìntòmbàzàná.

3. Ask the questions for each of the following statements, using the question words NTONI? or BANI? according to the meaning:

1. Ndífúna ìpénsilè (pencil).	Ùfúna ntóní?
2. Ndífúna ùmhlòbò (a friend).	Ùfúna bání?
3. Ndífúna úFàní.	Ùfúna bání?
4. Ndífúna úsìbà (a feather, pen).	Ùfúna ntóní?
5. Ndífúna úMándìsá.	Ùfúna bání?
6. Ndífúna ámáphèphà. (papers).	Ùfúna ntóní?
7. Ndífúna f-ìnkì (ink).	Ùfúna ntóní?
8. Ndífúna úkùbhàlà ìncwàdí (letter).	Ùfúna ntóní?
9. Ndífúna úMántyì (Magistrate).	Ùfúna bání?

4. Mimic and learn the following short dialogue between the old man Zola and Mrs. Kelly:

UZola: Mólò nkòsìkàzì.	Hello mam.
Mrs. K: Mólò bàwó.	Hello father.
UZola: Usáphìlà?	How are you? (Are you still well?).
Mrs. K: Èwé, ndìsáphìlà. <sup>1</sup>	Yes, I'm fine (I'm still living).
Ùnjàní wèná?	How are you? (You-how you?).
UZola: Èwé, ndìsáphìlà. <sup>2</sup>	Yes, I am fine.
Àkúkhdò ntó ìmbí.	There is nothing bad. (Not-it-there anything it-bad).

1. /ndi-sa-phila/ : lit. 'I-still-live'.

2. /a-ku-kho/ : lit. 'not-it-there'. /ìp-to ìm-bi/: 'it-thing it-bad'.

N. B. Do not worry about the grammar involved in the dialogues and songs. It will all receive full treatment in due course. Be content for the moment to use these common phrases with a minimum of grammar.

## D. A WRITING EXERCISE.

1. Translate into English, then uncover the responses on the righthand column and compare them with yours:

1. Úfúnà ntóní?	What do you want?
2. Ndifúnà úkufúndà ísíXhòsà.	I want to learn/read Xhosa.
3. Úfúnà úkùtyá?	Do you want food / to eat?
4. Èwé, ndifúnà ísónkà.	Yes, I want bread.
5. Móld mhlékàzì. Usáphilà ?	Hello sir/mr. How are you?
6. Ndísáphilà. Akúkhò ntó ìmbí.	I'm fine. No complaints.
7. Úfúnà úbfsì ókànyè (or) ámânzi?	Do you want milk or water?
8. Háyi (no), ndifúnà ímàlf.	No, I want money.

2. Translate into Xhosa: (then check against the correct responses):

1. What do you want?	Úfúnà ntóní?
2. I want sugar.	Ndifúnà íswékilè.
3. Do you want butter or jam (íjám)?	Úfúnà íbhótòldò ókànyè íjám?
4. Hello Mary, how are you?	Móld Mèrf, ùsáphilà ?
5. Hello men.	Mòlwéni màdòdà.
6. Do you want to speak Xhosa or English (ísiNgesi) ?	Úfúnà úkùthèthà ísíXhòsà ókànyè ísiNgesi?
7. Do you want a knife?	Úfúnà ímélà?
8. Whom do you want?	Úfúnà bání?
9. Hello little girls.	Mòlwéni màntòmbàzàná.

## E. DIALOGUE.

Study the following conversation between Nomsa and Mary:

UNomsa: Móld Mèrf.	Hello Mary.
UMeri : Móld Nòmsá, ùsáphilà?	Hello Nomsa, how are you?
UN. : Èwé, ndísáphilà. Wená (you) ùsáphilà ?	Yes, I am fine (living/healthy). How are you (you you-still-live)?
UM. : Èwé, ndísáphilà. Wená ùfúnà úkwézá ntóní?	Yes, I am fine (I-still-live). As for you you-want to-do what?
UN. : Ndifúnà úkufúndà.	I want to learn.
UM. : Úfúnà úkufúnà ntóní?	What do you want to learn?
UN. : Ndifúnà úkufúndà ísíXhòsà. Wená ùfúnà úkwézá ntóní?	I want to learn Xhosa. You you-want to-do what?
UM. : Ndifúnà úkùlésà.	I want to read.
UN. : Úfúnà úkùlésà ntóní?	What do you want to read?
UM. : Ndifúnà úkùlésà ísiNgesi.	I want to read English.
UN. : Úthèthà ísiNgesi? ^	Do you speak English?
UM. : Èwé, ndithèthà ísiNgesi.	Yes, I speak English.
UN. : Ndihámbà ngòkù. Sálà kákùhlé Mèrf.	I am going now. Stay nicely/well Mary.
UM. : Hámbà kákùhlé Nòmsá.	Go nicely Nomsa.



F. TRANSLATION TEST.  
Translate into Xhosa:

1. I want to read but (kódwà) you want to write.
2. You want to speak Xhosa but I want to speak English.
3. I want a pen but you want a pencil.
4. Hello Sandile. What do you want?
5. I want to work but you want to play (úkúdlàlà).
6. I want paper but you want bread.

Ndifúnà úkùfúndà kódwà  
ùfúnà úkùbhàlà.  
Ùfúnà úkùthêthà fsìXhòsà kódwà  
ndifúnà úkùthêthà fsìNgêsì.  
Ndifúnà úsìbà kódwà  
ùfúnà ìpénsilè.  
Móld Sándilè. Ufúnà ntóní?  
Ndifúnà úkùsèbénzà kódwà  
ùfúnà úkúdlàlà.  
Ndifúnà ìphèphà kódwà ùfúnà  
fsónkà.

G. SONGS.<sup>1</sup>

1. Inkédâmà (the orphan):

Intlízfyò yám fbùhlúngù yóphélé  
ngàphákàthí.  
Ndicìngà ngábàzáli bám,  
bándishiyà ndisélúsánà.  
Ngòkù ndiyàhlùphèkà.  
Ndicìng' úmàmá ówáyéndibèk'  
ésifúbèni sàkhè, xá ndimkhàházàyó.

Ndicìng' útátá ówáyéndibámbà  
ngéngàld xá ndimkhàwùlélayó.

O, Yíní?... Ndiyínkédám' ésélúsí-  
zinì, àndfnàbànì óndilòndòlòzàyó.  
Ndisisisùlù sàlò fhàbàthì,  
Mmh mfh. . . . , ndiyínkédámà.

2. úNówfnilè (' Winner '):

Ndándínómntwànà fgàmà ngúNówfnilè.

Báth' útyébil' útyébil' útyébilè,  
Báth' útyébil' úmntwànà wám.  
Yíní? ló mntwànà!  
Báth' fgàmà ngúNówfnilè.

My heart is sore and will break  
within.  
I think about my parents, they left  
me while I was still a little baby.  
Now I am troubled.  
I am thinking about my mother who  
used to clasp me to her bosom  
when I worried her.  
I think of my father who used to  
take me by the arm when I went  
out to meet him.  
Oh, Why?... I am an orphan in  
sorrow, I have noone to keep me.  
I am an easy prey to the world,  
Mmh mmh. . . , I am an orphan.

I had a child whose name was  
winner.  
They say he's rich rich rich,  
They say he's rich my child.  
Why? Why this child!  
They say his name is Winner



## 3. Igqirà léndlèlâ ( The witchdoctor of the road):

Ígqirà léndlèlâ ngúQóngqòthwàné.

The witchdoctor of the road is  
Qongqothwane (a certain beetle).<sup>1</sup>

Ébéqábél' éqgìth' áphà, àhá!  
úQóngqòthwàné.

He was passing over here, aha!  
Mr. Qongqothwane (Tok-tok).

## 4. Ingòmà yómítshâtò ( The marriage song):

Nángámânzì dear wám.

Here is the water my dear.

Nántsì nèséphù.

Here is the soap also.

Thàbáth' úhlámbè.

Take and wash.

Úyálil' údear wám.

You are weeping my dear.

Hám̀bà kàncíncí.

Go slowly.

Sìgqfb' úthândò.

And we'll finish our lovemaking.

Ngénènè

Really / truly

Úyálil' údear wám.

She is crying my darling.

## H. GRAMMAR ROUND-UP.

A The Vocative (address) Form.<sup>2</sup>

sg. Mólò }  
pl. Mòlwéni }  $\begin{matrix} \uparrow \\ \boxed{V} \end{matrix} \boxed{CVCV...}$

e.g. úbàwó > Mólò bàwó (Hello father).

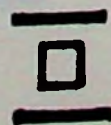
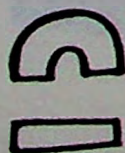
ábántwànà > Mòlwéni bántwànà (Hello children).

## B Statements &amp; Questions involving the 1st and 2nd person sg. subject pronouns ('I', 'you') which become agreement prefixes /ndi-, ù-/ in Xhosa and are called Subject ConCORDS (SC) prefixed to the verb.

$\boxed{LSC-R-a}$ <sup>3</sup> e.g. Ndifúnà íkófù (I want coffee).

Ufúndà ísìNgèsi? (Do you read English?)

1. This beetle makes a sound which is often mistaken for the sound of somebody knocking on the door.
2. Other Complications: a) The /o-/ nouns prefix /b-/ e.g. Molweni Molweni boMeri (<oMeri): 'Hello Mary & Co.'. b) The /iin-/ nouns prefix a /z-/ e.g. /Molweni zintombi/(<iintombi): 'Hello girls'.
3. SC = Subject Concord i. e. the prefix in front of the verb representing the subject. R= the radical or core of the verb to which time, mood, subject and object prefixes can be attached. /-a/ = the positive suffix.



## LESSON 6

### THE BASIC CLICKS

#### A. REVISION OF IMPLOSIVE /b/.

Mimic the Xhosa words:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. ábántù (people)             | 5. báyábhàlà (they are counting)  |
| 2. ábántù ábàbí (bad people)   | 6. báyàbónà (they see)            |
| 3. ábántù ábábòmú (red people) | 7. báyàbàlékà (they run)          |
| 4. ábántù ábàbìní (two people) | 8. bàbékà ábántù (they respect..) |

#### B. DENTAL CLICK /c/.

All clicks are suction sounds and are formed by raising the back of the tongue to meet the soft palate (thus shutting off the air passages from lungs and nose). The necessary vacuum is then formed by dropping the centre of the tongue.

The /c/ click is produced by sucking the air in between the tongue tip and the back of the top teeth (We often make this sound to express disappointment, disapproval or pity).

1. Mimic : c c c c c

2. Mimic : c:::a, c::a, c:a, ca, ca

3. Mimic the nonsense words:

- |            |            |
|------------|------------|
| 1. aca     | 4. ici     |
| 2. acaca   | 5. icaci   |
| 3. acocaco | 6. icacuci |

3. Mimic the Xhosa words:

- |                           |                             |
|---------------------------|-----------------------------|
| 1. ícféí (an ear ring)    | 6. ámàcêbò (plans)          |
| 2. úkúcêlà (to ask for)   | 7. ámácùlò (hymns)          |
| 3. ùkúcùlà (to sing)      | 8. ísfèikò (a lid, a cover) |
| 4. úkúcácìsà (to explain) | 9. ámácèphé (spoons)        |
| 5. ísìcákà (a servant)    | 10. íCáwà (Sunday)          |

#### C. LATERAL CLICK /x/.

This click sound is produced by sucking air in between the side top teeth and the side of the tongue. (often used to gee-up a horse).

1. Mimic : x x x x x

2. Mimic : x:::a, x::a, x:a, xa, xa

## 3. Mimic the nonsense words:

1. uxu	4. ixi
2. uxuxu	5. ixaxi
3. uxuxoxuxo	6. ixaxixo

## 4. Mimic the Xhosa words:

1. íxéshà (time)	6. ndìxákékìlè (I'm busy)
2. xá (when)	7. úxâîm (a liguaan, huge lizzard)
3. ísíxèkò (a city)	8. úkúxùbà (to mix)
4. íxàbísò (a price, value)	9. úkúxòxà (to discuss)
5. néxàbísò (valuable)	10. úxòlò (peace, pardon)

## D. PALATAL CLICK /q/.

With the tip of the tongue held firmly against the front palate and the body of the tongue sucked against the roof of the mouth, the centre of the tongue is suddenly pulled away from the soft palate, thus causing an implosive rush of air into the vacuum area to give you the /q/ sound (like that of the popping of a cork).

1. Mimic : 

q q q q q
-----------

2. Mimic : 

q::a, q::a, q:a, qa, qa
-------------------------

## 3. Mimic the nonsense words:

1. aqa	4. qoqo
2. aqaqa	5. qoquqo
3. aqaqaqa	6. íqaqeqoqu

## 4. Mimic the Xhosa words:

1. íqáqá (a pole-cat, a skunk)	6. úqáqàqà (couch grass)
2. ámáqàndà (eggs)	7. úkùqéqéshà (to train)
3. úkúqòndà (to understand)	8. úkùqéshà (to hire)
4. ámáqàbá (pagans, red blanket..)	9. úkúqúbùdà (to worship)
5. úkùqâlà (to begin)	10. úmquíqú (chaff, husks)

## E. REVISION.

## 1. Mimic the pairs of contrasting nonsense words:



- |                   |                    |
|-------------------|--------------------|
| 1. acaca :: axaxa | 6. axaxa :: aqafa  |
| 2. ecece :: exexe | 7. exexe :: eqeqe  |
| 3. cucu :: xuxu   | 8. xuxu :: ququ    |
| 4. coco :: xoxo   | 9. coco :: qoqo    |
| 5. ecico :: exixo | 10. ecico :: eqiqo |

## 2. Mimic the Xhosa words:

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. úkùcêlà :: úkúxèlà (to mention) | 6. úkùqéshà :: úkúxélèlà (tell)   |
| 2. úxòlò :: úmqòlò (lower back)    | 7. úkúxùbà :: úkúqúbùdà (worship) |
| 3. fsiçàkà :: fxiàbfsò (price)     | 8. ámáçèphé:: ámáxéshà (times)    |
| 4. úkúqòndà :: úkúxòxà (discuss)   | 9. úxákékilè :: úqáqàqà (a grass) |
| 5. úxâm :: úcwâmbù (cream)         | 10. úkúxòxà :: íqáqá (pole-cat)   |

## 3. When you hear the number called, read the following. Then listen to the master and imitate:

- |                          |                          |
|--------------------------|--------------------------|
| 1. ámáçfí (ear rings)    | 6. úkúxélèlà (to tell)   |
| 2. úxòlò (peace)         | 7. úkùqéqéshà (to train) |
| 3. ámáqáqá (skunks)      | 8. úkúxòxà (to discuss)  |
| 4. úqáqàqà (quick-grass) | 9. ámáçfí (ear rings)    |
| 5. úcàngò (a door)       | 10. ámáqàndá (eggs)      |

## 4. Test in distinguishing clicks.

Listen carefully to each word and then write it down. When you have finished writing, check your words against the following list:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. còçisà (make clean)      | 6. úkúxúkùxà (to rinse the mouth)     |
| 2. qùqùzélà (bustle)        | 7. ícêbò (a plan)                     |
| 3. xòkà (tell a lie)        | 8. úbúcwècwé (flatness)               |
| 4. úbúqàqáwùlì (brightness) | 9. fxiòxò (the bull-frog)             |
| 5. kúçáçilè (it is clear)   | 10. úmqwáyíthò (dried fruit, biltong) |



## F. CONVERSATION PRACTICE ( fncókò : dialogue).

UTHándiwé nó-Líziwé ( Thandiwe and Liziwe ).

UT. :	Mólò wèthú Líziwé.	Hello Liziwe (Elizabeth).
UL. :	Èwé, mólò. Usáphilà?	Yes, hello. How are you?
UT. :	Èwé, ndisáphilà. Wená ùnjàní?	Yes, I'm fine (still living). How are you? ( You you-how?)
UL. :	Háyì, ndìphilà kákùhlé ntàngá. Akúkhò ntó ìmbí.	No, I'm fine pal, There isnt anything bad.
UT. :	Ùphèkà ntónf wèthú?	What are you cooking dear?
UL. :	Ndìbilisà ámânzi.	I am boiling water.
UT. :	Ùbilisà ámânzi qhâ?	Are you boiling water only?
UL. :	Ndìlùngisà ífí.	I am making/preparing tea.
UT. :	Ndìthándà kàkhùlù úkúphungà.	I like to sip ( tea, coffee) a lot.
UL. :	Ùthándà úkúphungà íkófu?	Do you like to drink coffee?
UT. :	Háyì, ndìthándà úkúphungà ífí.	No, I like drinking tea.
UL. :	Mná ndìthándà útywàlá kàkhùlù.	I I like beer a lot.
UT. :	Ùsélà útywàlá ngòkù?	Are you drinking beer now?
UL. :	Èwé, ndisélà útywàlá.	Yes, I'm drinking beer.
UT. :	Ùnqùnqà ntónf ngòkù Líziwé?	What are you cutting up now L. ?
UL. :	Ndìnqùnqà ímífùndò. Ndìthándà útyúthù.	I am cutting up the vegetables. I like wild spinach.
UT. :	Ùsélà útywàlá, ùtyà ímífùndò, háyì! ùtyà gqíthá'	You drink beer, you eat vegetables, no! you eat too much.
UL. :	Èwé ndityà kàkhùlù.	Yes I eat a lot.
UT. :	Sáilà kákùhlé.	Stay nicely - goodbye.
UL. :	Kùlúngilè, hámbà kákùhlé.	Good, go nicely.

## G. A XHOSA LULLABY (fcùlò).

Thúlà bhàbhá  
Mús' úkúlilà  
Úmàm' úyézá  
Nétí yómntwànà.

Ditto

Wáyíqúqúzèlèlè ífí.

Ditto

Wáyíphékà ngépòtyí.  
Ditto.

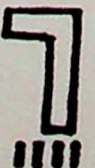
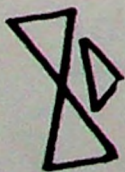
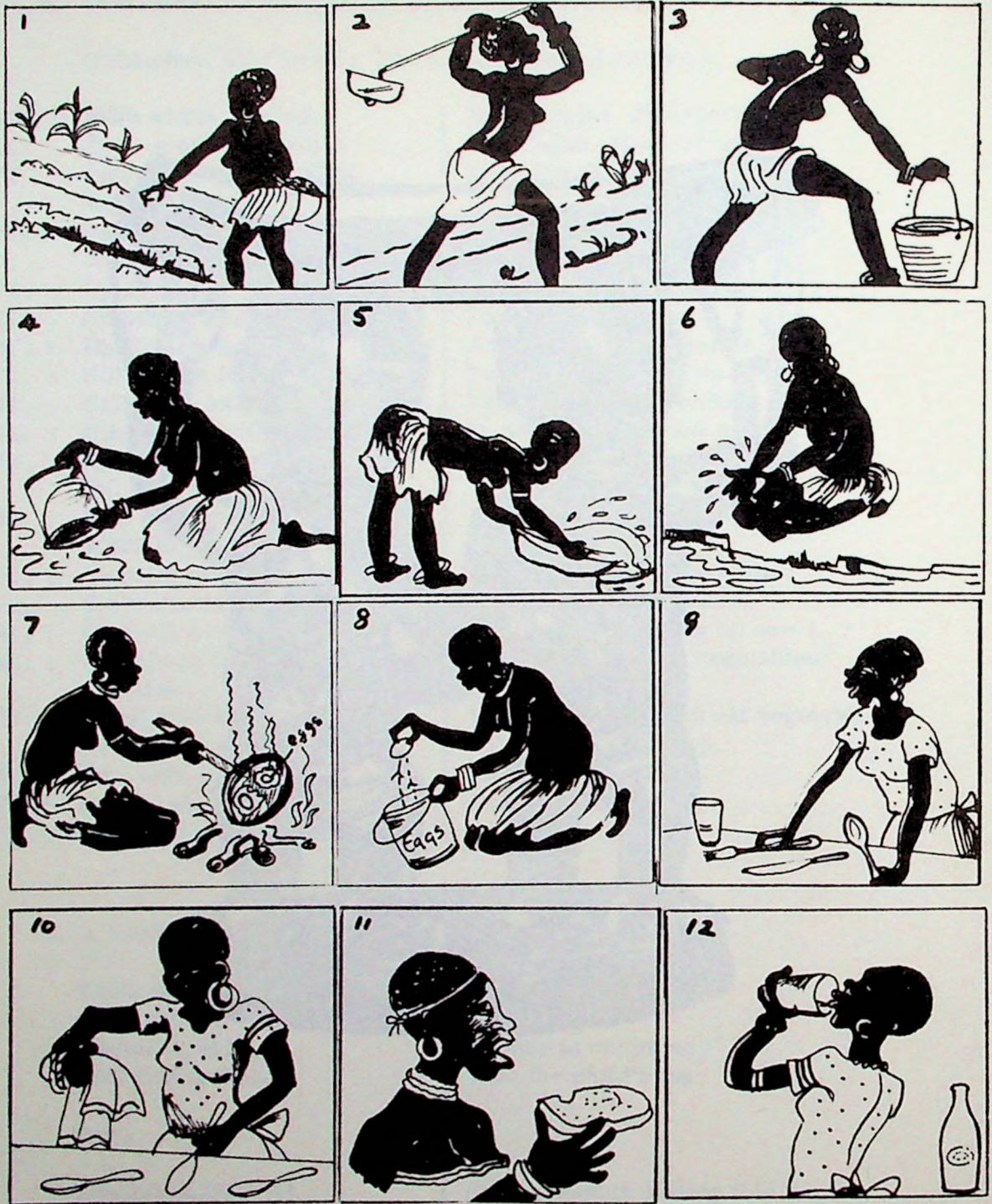
Be quiet baby  
Do not cry  
Mother is comming  
With the child's tea.

She hurried in getting this tea.

She cooked it with a little pot.









## LESSON 7

### GRAMMAR

(Personal Subject ConCORDS: a. Positive. b. Negative)

#### A. PERSONAL SCs - POSITIVE.

ndì- (I)	sì- (we)
ù- (you - sg.)	ñ- (you - pl.)

1. Look at the pictures on p.30. Look, listen and repeat, while identifying yourself with the person in the pictures:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Ndityálà úmbónà.</li> <li>2. Ndihlàkùlà úmbónà.</li> <li>3. Nditháthà í-émèlè.</li> <li>4. Ndiikhà ámânzi.</li> <li>5. Ndigàlélà ámânzi</li> <li>6. Ndihlàmbà ízándlà.</li> <li>7. Ndi-phèkà ámáqàndá.</li> <li>8. Ndi-khùphà ámáqàndá.</li> <li>9. Ndidékà ítáfíle.</li> <li>10. Ndisúlà ámácèphé.</li> <li>11. Ndityà ísónkà.</li> <li>12. Ndisélà úbfsì.</li> </ol> | <p>I plant mealies / maize.<br/>         I am hoeing the mealies.<br/>         I am taking a bucket.<br/>         I am drawing water.<br/>         I am pouring water.<br/>         I am washing (my) hands.<br/>         I am cooking/boiling eggs.<br/>         I am taking the eggs out.<br/>         I am laying the table.<br/>         I am wiping the spoons.<br/>         I am eating bread.<br/>         I am drinking milk.</p> |
|--|---|

2. Now imagine yourself doing the same things together with a few other people. Follow on the pictures, answering each question according to the model:

Model: M. 'Picture 1': Nityálà úmbónà? Are you planting mealies?	S. Èwé, sityálà úmbónà. Yes, we're planting mealies.
---	---

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>2. Nihlàkùlà úmbónà?</li> <li>3. Nitháthà í-émèlè? (buckets)</li> <li>4. Nìkhà ámânzi?</li> <li>5. Nìgàlélà ámânzi?</li> <li>6. Nìhlàmbà ízándlà?</li> <li>7. Nìphèkà ámáqàndá?</li> <li>8. Nìkhùphà ámáqàndá?</li> <li>9. Nìdékà ítáfíle?</li> <li>10. Nìsúlà ámácèphé?</li> <li>11. Nityà ísónkà?</li> <li>12. Nìsélà úbfsì?</li> </ol> | <p>Èwé, sìhlàkùlà úmbónà.<br/>         Èwé, sìtháthà í-émèlè.<br/>         Èwé, sìkhà ámânzi.<br/>         Èwé, sìgàlélà ámânzi.<br/>         Èwé, sìhlàmbà ízándlà.<br/>         Èwé, sìphèkà ámáqàndá.<br/>         Èwé, sìkhùphà ámáqàndá.<br/>         Èwé, sìdékà ítáfíle.<br/>         Èwé, sìsúlà ámácèphé.<br/>         Èwé, sìtyà ísónkà.<br/>         Èwé, sìsélà úbfsì.</p> |
|--|--|



3. Follow on the pictures p. 30. Mary and I are doing the actions depicted in the pictures. Now answer me, beginning with HAYI, according to the model:

- |   |  |
|---|--|
| M. Picture 1. Sityálà ámázimbà?<br>(Are we planting kaffir-corn?) | S: Háyi, nityálà úmbónà.<br>(No, we're planting mealies) |
| 2. Sìhlàkùlà frásì (barley)?                                      | Háyi, nihlákùlà úmbónà.                                  |
| 3. Sìtháthì ñìbhékìlè (billy-cans)?                               | Háyi, nìtháthà ñì-émèlè.                                 |
| 4. Sìkhà úbfsì (milk)?  | Háyi, ñìkhà ámânzì.                                      |
| 5. Sìgàlélà ámázimbà (millet)?                                    | Háyi, ñìgàlélà ámânzì.                                   |
| 6. Sìhlàmbà úbùsò (face)?   | Háyi, nihlàmbà ízándlà.                                  |
| 7. Sìphèkà ñítápìlè (potatoes)?                                   | Háyi, ñìphèkà ámáqàndá.                                  |
| 8. Sìkhùphà ñkháphètshù? (cabbage).                               | Háyi, ñìkhùphà ámáqàndá.                                 |
| 9. Sìdékà ízítúb (chairs)?  | Háyi, ñìdékà ítáfìlè.                                    |
| 10. Sìsùlà ñìfólókhwè (forks)?                                    | Háyi, ñìsùlà ámácèphé.                                   |
| 11. Sìtyà ñìlékèsè (sweets)?                                      | Háyi, ñityà ísónkà.                                      |
| 12. Sìsélà útywàlá (beer) ?                                       | Háyi, ñìsélà úbfsì.                                      |

4. Change the subject of each sentence into the plural:

- |                                   |                     |
|-----------------------------------|---------------------|
| 1. Ndifúnà ísónkà.                | Sìfúnà ísónkà.      |
| 2. Ndithándà úbfsì.               | Sìthándà úbfsì.     |
| 3. Uthándà íswékìlè (sugar).      | Nìthándà íswékìlè.  |
| 4. Ufúnà ñìbhótòlò (butter).      | Nìfúnà ñìbhótòlò.   |
| 5. Ndithándà úkùfúndà (to learn). | Sìthándà úkùfúndà.  |
| 6. Uthándà úkùthèthà (to speak).  | Sìthándà úkùthèthà. |

5. Translate:

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. Ndityà ísónkà.              | I am eating / I eat bread.     |
| 2. Usélà úbfsì.                | You are drinking / drink milk. |
| 3. Nìhlàmbà ízándlà.           | You wash your hands.           |
| 4. Sìdékà ítáfìlè.             | We are laying the table.       |
| 5. Uhlàkùlà úmbónà.            | You (sg.) are hoeing mealies.  |
| 6. I plant mealies.            | Ndityálà úmbónà.               |
| 7. We want bread.              | Sìfúnà ísónkà.                 |
| 8. You (sg.) are cooking eggs. | Uphèkà ámáqàndá.               |
| 9. You (pl) are wiping spoons. | Nìsùlà ámácèphé.               |
| 10. We want to work.           | Sìfúnà úkùsèbéngà.             |



## B. THE NEGATIVE.

Study carefully :  $\boxed{\grave{a}-\text{ndi}-\text{fún}-\grave{\text{i}}}$  (not-I-want-not, 'I dont want').

Thus you can see that the negative is formed by prefixing / $\grave{a}$ -/ and suffixing / $\grave{\text{i}}$ /, according to the formula:

$\boxed{\grave{a}-\text{SC}^n-\text{R}-\grave{\text{i}}}$  <sup>1</sup> The 2nd person sg. SC / $\grave{u}$ / > / $\text{ku}$ / e.g.  $\grave{\text{a}}\text{kútyi}$ .<sup>2</sup>

1. Prefix / $\grave{a}$ -/ to form the  $\text{SC}^n$ , according to the model: M  $\text{sì-}$  S  $\grave{\text{a}}\text{sì-}$

1. $\grave{u}-$		$\grave{\text{a}}\text{kù-}$	7. $\text{ndi-}$		$\grave{\text{a}}\text{ndi-}$
2. $\text{sì-}$		$\grave{\text{a}}\text{sì-}$	8. $\grave{u}-$		$\grave{\text{a}}\text{kù-}$
3. $\text{nì-}$		$\grave{\text{a}}\text{nì-}$	9. $\text{sì-}$		$\grave{\text{a}}\text{sì-}$
4. $\grave{u}-$		$\grave{\text{a}}\text{kù-}$	10. $\text{nì-}$		$\grave{\text{a}}\text{nì-}$
5. $\text{nì-}$		$\grave{\text{a}}\text{nì-}$	11. $\grave{u}-$		$\grave{\text{a}}\text{kù-}$
6. $\grave{u}-$		$\grave{\text{a}}\text{kù-}$	12. $\text{sì-}$		$\grave{\text{a}}\text{sì-}$

2. Change into the negative according to the model:

M	S
Ndithándà kàkhùlù. (I love/like very much).	Andithándì kàkhùlù. (I do not love/like very much).

1. Ndithéthà kàkhùlù.		$\grave{\text{A}}\text{ndithéthì kàkhùlù.}$
2. Sisebènzà kàkhùlù.		$\grave{\text{A}}\text{sisebènzì kàkhùlù.}$
3. Nifúndà kàkhùlù.		$\grave{\text{A}}\text{nifúndì kàkhùlù.}$
4. Úsélà kàkhùlù.		$\grave{\text{A}}\text{kùsélì kàkhùlù.}$
5. Ndìsélà kàkhùlù.		$\grave{\text{A}}\text{ndìsélì kàkhùlù.}$
6. Ùhlàmbà kàkhùlù. (wash a lot)		$\grave{\text{A}}\text{kùhlámhì kàkhùlù.}^4$
7. Sìtyà kàkhùlù.		$\grave{\text{A}}\text{sftyì kàkhùlù.}^4$
8. Ùhlàkùlà kàkhùlù.		$\grave{\text{A}}\text{kùhlàkùlì kàkhùlù.}^4$
9. Nityálà kàkhùlù.		$\grave{\text{A}}\text{nityáì kàkhùlù.}^4$
10. Ùphèkà kàkhùlù.		$\grave{\text{A}}\text{kùphékì kàkhùlù.}^4$

3. Answer each question in the negative according to the model:

M	S
Uthéthà kákùhlé? (Do you speak well?)	Háyì, $\grave{\text{a}}\text{ndithéthì kákùhlé.}$ (No, I do not speak well).

1. Ùsèbènzà kákùhlé?		Háyì, $\grave{\text{a}}\text{ndisèbènzì kákùhlé.}$
2. Nìsèbènzà kákùhlé?		Háyì, $\grave{\text{a}}\text{sisèbènzì kákùhlé.}^4$
3. Nìphèkà kákùhlé?		Háyì, $\grave{\text{a}}\text{sìphékì kákùhlé.}^4$
4. Ùtyà kákùhlé?		Háyì, $\grave{\text{a}}\text{ndftyì kákùhlé.}^4$

1.  $\text{SC}^n$  = Subject Concord Negative (i.e. the neg. subject prefix / reference).
2. Whenever the  $\text{SC} = \text{V}$  (i.e. is just a vowel) it must assume a consonant in the negative i.e. after the neg. prefix / $\grave{a}$ -/, e.g.  $\grave{\text{u}}\text{fúnà} \grave{\text{a}}\text{kùfùnì}$  This inter-vowel consonant is needed because Xhosa word structure is CVCV type i.e. open-syllable. See vowel changes on the last page of the book.
3. Notice that a falling tone / $\grave{\text{~}}$ / in the stem of a word is followed by low / $\text{~}$ /.
4. Notice that in an all-low toned word, the pattern changes to alternating / $\text{~}$  / in the negative.

5. Nisélà kákùhlé?
6. Ùgàléla kákùhlé?
7. Ndithéthà kákùhlé?
8. Ndisèbézà kákùhlé?
9. Ndifúndà kákùhlé?
10. Sìthéthà kákùhlé?
11. Sìtyàlà kákùhlé?
12. Ndiphèkà kákùhlé?

- Háyì, àsiséìlì kákùhlé.  
 Háyì, àndigàlélì kákùhlé.  
 Háyì, àkùthéthì kákùhlé.  
 Háyì, àkùsèbézì kákùhlé.  
 Háyì, àkùfúndì kákùhlé.  
 Háyì, ànithéthì kákùhlé.  
 Háyì, ànityàlì kákùhlé.  
 Háyì, àkùphékì kákùhlé.

4. Translate into Xhosa: (Try to tone-mark also).

1. I do not want.
2. You (sg.) do not work.
3. We do not cook.
4. You (pl.) do not love.
5. Hello John.
6. What do you want?
7. Whom do you love/like?
8. You (sg.) do not love.
9. You (sg.) lay the table.
10. Hello men.
11. You (pl.) do not work well.
12. Hello sir.
13. Hello Miss (ínkósázàrà)
14. Hello Mrs. Mathiso.
15. Do you (sg)not want to come?

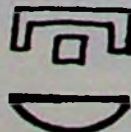
- Àndifúnì.  
 Àkùsèbézì.  
 Àsiphékì.  
 Ànithándì.  
 Mólò Jónì.  
 Ùfúnà ntóní?  
 Ùthándà bání?  
 Àkùthándì.  
 Ùdéka ítáfilè.  
 Molwénì màdòdà.  
 Ànisèbézì kákùhlé.  
 Mólò mhlékàzì.  
 Mólò nkósázàrà.  
 Mólò Nkósíkàzì Máthisò.  
 Àkùfúnì úkúzà?

C. INCOKO (a conversation).

1. Study the following dialogue between Thobeka and Nokuzola, and then practice it, taking turns with a friend:

- UT. : Mólò Nókúzdà, ùphilà njàní?  
 UN. : Ndiphilà kákùhlé. Wèná ùphilà njàní?  
 UT. : Ndiphila kákùhlé. Ufúnà ntóní áphà?  
 UN. : Ndifúnà sphèphàndàbà.  
 UT. : Ùfúndà ntóní?  
 UN. : Ndifúndà úkùlìmà kákùhlé.  
 UT. : Ùlìmà ntóní ngòkù?  
 UN. : Ndilìmà ámázìmbà. Wèná wènzà ntóní?  
 UT. : Ndizàmà úkùfúndà ísfZùlù.

- Hello Nokuzola, how are you?  
 I am fine, how are you?  
 I am fine. What do you want here?  
 I want the newspaper.  
 What are you studying?  
 I'm studying how to farm well.  
 What are you cultivating now?  
 I'm growing millet / kaffircorn.  
 As for you what are you doing?  
 I'm trying /struggling to learn Zulu.



2. Study this conversation between Mandisa and Nomsa and then practise it with your friend as in the previous one:

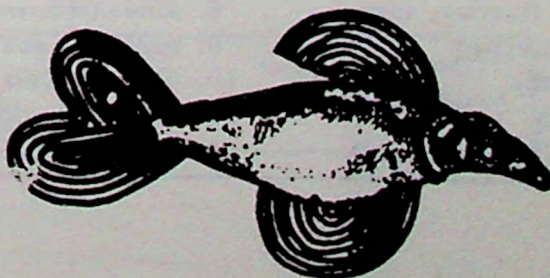
UM. : Mólò Nómsá.	Hello Nomsa.
UN. : Mólò Mándísá, ùphilà njàní?	Hello Mandisa, you-live how? <sup>1</sup>
UM. : Ndìphilà kákùhlé Nómsá. Wená ùphilà njàní?	I-live nicely Nomsa. You you-live how?
UN. : Ndìphilà kákùhlé. Ufúnà ntónf áphà ìntàkwèthù?	I-live nicely. You-want what here child-of-our-place?
UM. : Ndìfúnà ìncwàdf.	I want a book.
UN. : Ùfúndà ntónf ngòkù Mándísá?	You-learn what now Mandisa?
UM. : Ndìzàmà úkùfúndà úkùphèkà. <sup>2</sup>	I-try to-learn to-cook.
UN. : Ùfúnà úkùphèkà ntónf?	You-want to-cook what?
UM. : Ndìfúnà úkùphèkà ìkèkì.	I-want to-cook cakes.
UN. : Ùphèkà níní?	You-cook when?
UM. : Ndìphèkà émfni.	I-cook by-day.
UN. : Ùfúndà níní?	You-study when?
UM. : Ndìfúndà ébùsùkù.	I-study by-night.
UN. : Áwù! Uphèkà éminì, ùfúndà ébùsùkù. Ùlálà níní ké?	Gee! You-cook by-day, you-study by-night. You-sleep when then?

#### D. A XHOSA SONG.

Ulólìwé (The train / railway).

Lólìwé, lólìwé	O train, O train
Ndìv' úmhlòlà	I heard a strange thing
ÉBètshwánà kúyàbándà.	In Botswana it is cold.
Ngómsó ndìyàhámbà....	Tomorrow I travel....

1. Henceforth you will get a literal translation of conversations since this brings out the peculiar basic structure and idiom of the language better than any free translation (which you can do for yourselves).
2. Try to spot for yourselves general tone features e.g. as here, the infinitive /uku-/ is always high high /úkú-/ when the last two syllables of the verb are low e.g. /úkùphèkà/, /úkùxélèlà/. Otherwise, the tones are high low /úkù-/ e.g. /úkùfúndà/, /úkùcèlà/, /úkùqéqèshà/.



## LESSON 8

## CLICK COMPOUNDS, VOICED h, SYLLABIC m.

## A. CLICKS WITH ASPIRATION: /ch, xh, qh/.

These clicks are accompanied by an unvoiced stream of air (like the /ph, th, kh), i. e. the suction sound is followed by a stream of air flowing freely between the vocal cords without causing them to vibrate .

1. Mimic: ch:::a, ch:::a, ch:a, cha, cha  
xh:::a, xh:::a, xh:a, xha, xha  
qh:::a, qh:::a, qh:a, qha, qha

2. Mimic: ichi, ichixho, ichixhoqho

## 3. Mimic the Xhosa words:

1. chìthá (scatter, waste)	7. xhómá (hang, hang up)
2. íchìbí (a pool, pond)	8. íxhègò (an old man)
3. chàzá (comb, straighten out)	9. qhùbá (drive, proceed)
4. chèbá (shave, shear)	10. íqhòshà (a button)
5. IsíXhòsà (Xhosa language)	11. íqhínà (a knot, neck-tie)
6. ngómxhèlò (heartily)	12. úqhóqhòqhò (wind-pipe)

## B. NASAL CLICKS (those with /n-/), /nc, nx, nq/.

The nasal sound (as in English 'singer') is uttered simultaneously with the click sound. In other words, keep the stream of air flowing through your nose, even while pronouncing the actual click and the subsequent vowel.

1. Mimic: nc-nc-nc-nc-nc-nc-nc-  
nx-nx-nx-nx-nx-nx-nx-  
nq-nq-nq-nq-nq-nq-nq-

2. Mimic: inci, incinxo, incinxonqo

## 3. Mimic the Xhosa words:

1. ncíncí (small)	7. ínxényè (a part, portion)
2. nèncásà (with flavour, tasty)	8. ámánxèbà (wounds)
3. ncèdá (help, please)	9. nqàbíle (scarce, precious)
4. Incwàdí (a book)	10. úmnqámlèzò (the cross)
5. únxândò (thirst)	11. úkùnqênà (to be lazy)
6. Ínxánxádi (the butcher bird)	12. úmnqwàzì (a hat)

C. CLICKS WITH /g/: /gc, gx, gq/.

The click is uttered almost simultaneously with the /g/ (as in 'good') sound.

1. Mimic: c::ga, c::ga, c:ga, gca, gca, gca  
x::ga, x::ga, x:ga, gxa, gxa, gxa  
q::ga, q::ga, q:ga, gqa, gqa, gqa

2. Mimic igci, igcigxo, igcigxogqo

3. Mimic the Xhosa words:

- |                           |                               |
|---------------------------|-------------------------------|
| 1. Isfgcàwù (a spider)    | 7. gxèká (mock, deride)       |
| 2. úfngcà (a line, a row) | 8. úfngxóbhòzò (a marsh)      |
| 3. gciná (keep, preserve) | 9. úgqirà (a doctor)          |
| 4. gcàdá (fry, roast)     | 10. Igqirà (a witchdoctor)    |
| 5. ámagxà (shoulders)     | 11. Igqwírà (witch, wizard)   |
| 6. gxôthà (chase away)    | 12. ngòmGqfbèlò (on Saturday) |

D. RECOGNITION TEST.

Write down each word after you have heard it twice. Do not check with the following until you have written all the words.

- |   |   |
|---|---|
| 1. Úcǀkǀcǀánè.<br>(The little finger).                | 6. Cèlà Igqirà.<br>(Ask the witchdoctor).                   |
| 2. Chèbá Igqirà.<br>(Cut the witchdoctor's hair).     | 7. Ngúfnqòdqò.<br>(It is the spinal cord).                  |
| 3. Gcíná ámaqàndá.<br>(Keep / preserve the eggs).     | 8. Gqibá ímfngcà.<br>(Finish the lines).                    |
| 4. Gxôthà ínxánxádì.<br>(Chase the butcherbird away). | 9. Úfngqùbì úyàqùqúzelà.<br>(The driver is bustling about). |
| 5. Xhèlà úfngqáqì.<br>(Sacrifice/slaughter a cock).   | 10. Xhèntsá úngàxhàlì.<br>(Dance and do not worry).         |

E. VOICED /h/ AND CLICKS WITH /ng/.

1. Voiced /h/. The Xhosa /h/ is mostly glottal i.e. throaty, like a stage whisper. Mimic the nonsense words:

ha, hahe, haheho, hahehohu

2. Mimic the Xhosa words:

- |                                  |                   |
|----------------------------------|-------------------|
| 1. fháshè (a horse)              | 4. fhágù (a pig)  |
| 2. hámbà (travel, go)            | 5. fhòbé (a dove) |
| 3. úhádì (a stringed instrument) |                   |

3. Pharyngeal /ngc, ngx, ngq/. You pronounce this nasal click with a throaty breathy stage whisper sound (like the voiced /h/).<sup>1</sup>

Mimic: ngca, ngca, ngca, ngcangca, ngcangca  
ngxa, ngxa, ngxa, ngxangxa, ngxangxa  
ngqa, ngqa, ngqangqa, ngqangqa  
ingci, ingcingxi, ingcingxongqo

4. Mimic the Xhosa words:

1. Ingcá (grass)	7. íngxèlò (a report)
2. Ingcāmbù (a root)	8. íngxàbándò (a dispute)
3. Ingcòngólò (a reed)	9. íngqòndò (mind, understanding)
4. Ingcòngcònf (a reed)	10. íngqùmbò (anger)
5. íngxòwà (a bag)	11. úkúqèngqà (to roll)
6. íngxòlò (noise, brawling)	12. úqóngqòthwàné (knocking beetle)

F. PRENASALIZED nk CLICKS /nkc, nkx, nkq/.

The nasal sound (as in 'singer') is followed by the click and not simultaneous with the click.

1. Mimic: n::ca, n::ca, nkca, nkca, nkca  
n::xa, n::xa, nkxa, nkxa, nkxa  
n::qa, n::qa, nkqa, nkqa, nkqa  
inkci, inkcinkxo, inkcinkxonkqo

2. Mimic the Xhosa words:

1. íncèthò (expense, waste)	4. ínkxwálèkò (loss)
2. úmíkhènkè (ice)	5. ínkqùbélà (progress)
3. ínkxásò (support)	6. ínkqántòsì (a dry barren place)

G. SYLLABIC /m/. (Contrasting Pairs). Mimic:

1. bàmbá :: úmntù (catch::person)	4. ífámà :: úmzì (farm::village)
2. Yífmà :: úfmì (stand::inhabitant)	5. ímàlf :: úmhlábà (money::earth)
3. hámbà :: úkùfukà (go::depart)	6. ímpf :: úmfúndì (army:: student)

H. RECOGNITION TEST.

Write down the words you hear and then compare with:

1. íngxòwà (a bag)	5. úqóngqòthwàné (knock beetle)
2. íncázèlò (explanation)	6. yìnkxásò (it is a support)
3. úfmì (an inhabitant)	7. yìngcòngólò (it is a reed)
4. ukùngcàngcázèlà (to tremble)	8. ngùfngxùmà (it is a hole).

1. In some dialects the /g/ is simply pronounced as a strong explosive /g/ sound (fusing with the nasalized click) and without the throaty whisper.



## LESSON 9

## THE NOUN CLASSES

## A. EXAMPLES.

Listen and mimic. Then study thoroughly, trying to identify the singular and plural prefixes as well as the noun stems. <sup>1</sup>

- |  |   |
|--|---|
| 1. úfntwàná (a child)<br>úfntù (a person)<br>úmfâzì (a woman)<br>úmfúndì (a student)<br>úfmlìmì (a farmer)   | 2. ábántwàná (children)<br>ábántù (people) <sup>2</sup><br>ábâfâzì (women) <sup>2</sup><br>ábâfúndì (students) <sup>2</sup><br>ábâlimì (farmers) <sup>2</sup>   |
| 1a. únìnà (his/her/their mother)<br>úmàmá (my/our mother)<br>úbàwó (my/our father)<br>úMèrí (Mary)   | 2a. ônìnà (their mothers) <sup>3</sup><br>ômàmá (our mothers)<br>ôbàwó (our fathers)<br>ôMèrí (Mary & Co.)  |
| 3. úfmlàmbò (a river)<br>úfzì (a homestead, village)<br>úfmlènzè (a leg)<br>úfínwè (a finger)<br>úfmlòmò (a mouth)<br>úfínqwàzì (a hat)  | 4. ímflàmbò (rivers)<br>ímfzì (homesteads, villages)<br>ímflènzè (legs)<br>ífínwè (fingers)<br>ímflòmò (mouths)<br>ífínqwàzì (hats)   |
| 5. ñfityè (a stone)<br>ñífù (a cloud)<br>ñfízwè (a country)<br>ñfízwí (a word)<br>ísèlè (a frog)<br>íqàndá (an egg)<br>ísélà (a thief)<br>ígqìrà (a witchdoctor)<br>ícèphé (a spoon) | 6. ámátyè (stones)<br>ámáfù (clouds)<br>ámázwè (countries)<br>ámàzwí (words) <sup>2</sup><br>ámàsèlè (frogs) <sup>2</sup><br>ámáqàndá (eggs)<br>ámàsélà (thieves) <sup>2</sup><br>ámáqìrà (witchdoctors)<br>ámácèphé (spoons) |
| 7. ísikólò (a school)<br>ísitúlò (a chair)<br>ísftyà (a dish)<br>ísándlà (a hand)<br>ísónkà (bread)<br>ísfhlàngú (a shoe)  | 8. ízikólò (schools) <sup>2</sup><br>ísitúlò (chairs) <sup>2</sup><br>ísftyà (dishes)<br>ísándlà (hands) <sup>4</sup><br>ísónkà (loaves of bread) <sup>4</sup><br>ísfhlàngú (shoes) <sup>4</sup>                              |

1. We follow the Proto-Bantu numbering, allotting a number each to both singular and plural forms, the even numbers covering the plurals.
2. Notice how the /' / tones of the noun prefixes change to /" / before a high or falling tone.
3. The falling toned /ô-/ has also extra vowel length (as also /îñ-/ prefix).
4. Notice how /izi-/ prefers alternating high:low tones.

9. fntó (a thing)  
 fnjá (a dog)  
 fndlù (a house)  
 fmvú (a fattailed sheep)  
 fnkòmó (a head of cattle)  
 fntòmbí (a girl - big, mature)  
 fntyátyámbò (a flower)  
 fntàkà (a bird)  
 fntlànzi (a fish)  
 ftfshàlà (a teacher)  
 fkáti (a cat)  
 fmòtó (a car)  
 fmélà (a knife)  
 fpénsilè (a pencil)  
 fhémpè (a shirt)  
 fbhátyì (a jacket)  
 fbhùlúkhwè (a pair of trousers)  
 ftáfilè (a table)

10. fzintó (things)  
 fzinjá (dogs)  
 izíndlu (houses)  
 izímvú (sheep)  
 fñkòmó (cattle)  
 fñtòmbí (girls, daughters)  
 fñntyátyámbò (flowers)  
 fñntàkà (birds)  
 fñntlànzi (fish - pl.)  
 fñtfshàlà (teachers)  
 fñkátì (cats)  
 fñmòtó (cars)  
 fñmélà (knives)  
 fñpénsilè (pencils)  
 fñhémpè (shirts)  
 fñbhátyì (jackets)  
 fñbhùlúkhwè (pairs of trousers)  
 fñtáfilè (tables)

11. úlùthí (a little rod)  
 úlùhlù (a row, line)  
 úlúvò (an opinion)  
 úsánà (a baby)  
 úsìbà (a feather, a pen)  
 údòngá (a wall)  
 úthàngò (a fence)  
 úsâphò (a family)  
 úfùdò (a tortoise)

10. fzintí (rods)  
 izíntlù (rows, lines)  
 izímvò (opinions)  
 fñtsánà (babies)  
 fñtsìbà (feathers, pens)  
 fñndòngá (walls)  
 fñntàngò (fences)  
 fñntsâphò (families)  
 fñmfùdò (tortoises)

14. úbùlúmkò (wisdom)  
 úbùhlé (beauty)  
 úbùbí (evil, ugliness)  
 úbùsò (a face)  
 úbùsì (honey)  
 úbùhlántì (a cattle-kraal)

15. úkúqòndà (to understand, understanding)  
 úkùfúnà (to want, wanting)  
 úkùthândà (to love/like, loving/liking)  
 úkùthéthà (to speak, speaking)  
 úkwénzà (to make, making)  
 úkwâkhà (to build, building)  
 úkòyíkà (to fear, fearing)



## B. OBSERVATIONS ON THE NOUN-CLASSES.

As you can see from studying the examples in section A, the nouns (i. e. name words) in Xhosa fall into 13 separate groups or classes, each class being distinct by reason of its prefix.

Classes 1 and 2 include sub-group classes 1a and 2a because they share the same concord forms, as we will see later.

Groups 1, 3, 5, 7, 9 contain singular nouns. The corresponding plural forms belong in the corresponding even-number classes 2, 4, 6, 8, 10 respectively. Classes 9 and 11 both share the common plural class 10.

Since the words in a Xhosa sentence are laced together by means of concord (agreement) prefixes, each derived from the noun prefix, it is essential for any learner to master the noun classes. They are the foundation stones of the language.

The most effective and direct way of mastering them is to memorize a concrete example of each class of noun. With these providing a solid frame of reference, any new word can be easily classified (pigeon-holed). Here we provide a set of key words, following each other in the 'home to school' theme:

um-	1	úmntwàná (a child)	ábántwàná (children)	2	aba-
u-	1a	úNómsá (Nomsa)	ôNómsá (Nomsa & Co)	2a	o-
um-	3	úfnzì (homestead)	fmízì (villages, homes)	4	imi-
ili-	5	ñizwí (a word)	ámàzwí (words)	6	ama-
i-		fgàmà (a name)	ámàgàmà (names)		,,
isi-	7	fsikólò (school)	izikólò (schools)	8	izi-
in-	9	íntó (a thing)	izintó (things)	10	izin-
i-		fpénsilè (pencil)	fpénsilè (pencils)		ii-
ulu-	11	úlùthf (a light rod)	izìntf (rods)		,,
u-		úsfbà (a pen)	ñntsfbà (pens)		,,
ubu-	14	úbùlúfukò (wisdom)			
uku-	15	úkùfúndà (to learn)			

### NOTES ON THE NOUN CLASSES.

1. Reduced Prefixes. /ili-/ reduces to /i-/, /ulu-/ to /u-/ and /izin-/ to /iin-/ with noun stems (roots) of more than one syllable.

This is dictated by an instinctive Xhosa feeling to keep very short words as long as possible and to reduce very long words.

2. Borrowing. Borrowed words generally go into classes 9 - 10, losing the /n/ of the noun prefix e. g. /ftf/ (tea). But if the foreign word starts with /s/ followed by a consonant, it is associated with the /isi-, izi-/ group and thus goes into classes 7-8, e. g. /fsikólò/.

Borrowed words generally are cast into the Xhosa open-syllable CVCV.. formation and an /l/ often substituted for an /r/ e. g. /bhùlúkhwè/ (a trousers - Afrikaans 'broek').

### 3. Identification Problems. Nouns beginning in:

- /um-/: if the word refers to a person, it belongs to class 1 (*/úmntwàná/* class). If it refers to a thing (non-person), it belongs to class 3.  
 /u-/: personal names and kinship terms (father, son etc) belong to class 1a. Otherwise the word belongs to class 11 (*/úsibà/* class).  
 /i-/: if the word is borrowed, it belongs to class 9 (*/ipénsilè/* type).  
 Otherwise, the word belongs to class 5 (*/igâmâ/* type).<sup>1</sup>

### 4. The /n/ of classes 9,10 is responsible for a number of consonant changes. The most common are:

- The /n/ becomes labialized /m/ before labials /p, b, f, v/ e.g. */impi/* (army), */imbongi/* (a poet), */imfene/* (a baboon), */imvula/* (rain).
- The /n/ de-aspirates the next consonant e.g. */ukuphatha/* (to treat) becomes */impatho/* (treatment), */ukukhathaza/* (to worry) becomes */inkathazo/* (a worry), */ukuthetha/* (to speak) > */intetho/* (a speech).
- The /n/ puts a /t/ before /s, sh/ e.g. */iîntsiba/*, */intshumayelo/*.

For a comprehensive description, see 'Consonant Changes' - last page.

### 5. Derivation from Verbs. The agent or doer of the action derives into class 1 and assumes the personal suffix /-i/ e.g. */ukufunda/* (to learn) */umfundi/* (a learner). Otherwise, the word may derive into any other noun class, assuming the impersonal suffix /-o/ e.g. */intetho/* (a speech), */umthetho/* (a law), */isifundo/* (a lesson).

### 6. Irregular sg. :: pl. correlation. The most common are: */indoda/* (man) :: */amadoda/* (men), */inkosikazi/* (madam) :: */amakhosikazi/*, */inkwenkwe/* (boy) :: */amakhwenkwe/*, */intombazana/* (young girl) :: */amantombazana/*, */intsimi/* (a field) :: */amasimi/*, */umXhosa/* :: */amaX/*.

### 7. Vowel Changes. When the stem (root) begins with a vowel:<sup>2</sup> */aba-/* */ab-/*, */isi-/* */is-/*, */izi-/* */iz-/* e.g. */aboni/* (sinners), */isono/* (a sin), */izono/* (sins). */ulu-/* */ulw-/*, */uku-/* */ukw-/* e.g. */ulwandle/* (sea), */ukwenza/* (to do) but if the vowel is /o/ the /u/ of */ulu-/*, */uku-/* elides e.g. */ukona/*. For comprehensive treatment and other complications, see final page.

### 8. Content of Classes. Only a few generalizations about meaning content are helpful. The nouns in classes 1 & 2 include only persons. Class 6 includes many words which to us Europeans seem singular e.g. */amanzi/* (water), */amasi/* (sour milk), */amate/* (spittle), */amazimba/* (millet). Classes 7, 8 contain all the languages e.g. */isiXhosa/*, */isiNgesi/*. Class 11 includes verb derivations, such as */uthando/* (love), */uvuyo/* (joy). Class 14 covers mostly abstract nouns, and class 15 verbal nouns.

- There are a number of exceptions: cl. 5 - */ipolisa/*, */iBhulu/*, */iNgesi/*, */ivili/*, */ikitshi/* and some fruits and vegetables */ikhaphetshu/*, */ipesika/*, and */hashe/*. But */igusha/* (sheep) & */imali/* (money) are old borrowings and so belong to cl. 9. N. B. cl. 5: */isiko/* (custom), */isela/* (thief) and */isele/*.
- The /-a/ in */ama/* sometimes fuses with a latent initial /i-/ in the stem to appear as */ame-/* e.g. */amehlo/* (eyes), */ameva/* (thorns).

## C. PRACTICE IN IDENTIFYING NOUN CLASSES.

Change into the plural:

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1. 1. úm̀nt̀ù (a person)           | ábánt̀ù (people)               |
| 2. úm̀fúnd̀ì (a student)           | ábàfúnd̀ì (students)           |
| 3. úm̀lám̀b̀ò (a river)            | ím̀lám̀b̀ò (rivers)            |
| 4. úm̀lòm̀ò (mouth)                | ím̀lòm̀ò (mouths)              |
| 5. úm̀lím̀ì (a farmer)             | ábálim̀ì (farmers)             |
| 6. úm̀lènz̀è (a leg)               | ím̀lènz̀è (legs)               |
| 7. úm̀fáǹà (a youth)              | ábáfáǹà (youths)              |
| 8. úm̀nẁè (a finger)              | ím̀ínẁè (fingers)             |
| 9. úm̀th̀í (a tree)                | ím̀ith̀í (trees)               |
| 10. úm̀fáz̀ì (a woman)             | ábáfáz̀ì (women)               |
|                                    |                                |
| 2. 1. ñlít̀ỳè (a stone)           | ámát̀ỳè (stones)              |
| 2. ñlìzẁè (a country)             | ámázẁè (countries)            |
| 3. ísìkól̀ò (a school)             | ízikól̀ò (schools)             |
| 4. ísítúl̀ò (a chair)              | ízítúl̀ò (chairs)              |
| 5. úlùth̀í (a rod)                 | ízint̀í (little rods)          |
| 6. ísìhlàng̀ù (a shoe)             | ízìhlàng̀ù (shoes)             |
| 7. ñlìzẁí (a word)                | ámàzẁí (words)                |
| 8. ísándl̀à (a hand)               | ízándl̀à (hands)               |
| 9. ñlìsò (a certain bead)          | ámàsò (beads - white)          |
| 10. ísít̀ỳà (a dish)              | ízít̀ỳà (dishes)              |
|                                    |                                |
| 3. 1. úlùth̀í (a light rod)        | ízint̀í (little rods)          |
| 2. ñnjá (a dog)                    | ízìnjá (dogs)                  |
| 3. ñntó (a thing)                  | ízìntó (things)                |
| 4. úm̀z̀ì (a homestead, village)   | ím̀fz̀ì (villages, homesteads) |
| 5. ñndl̀ù (a house, a hut)         | ízìndl̀ù (huts)                |
| 6. úm̀fáz̀ì (a woman)              | ábáfáz̀ì (women)               |
| 7. ñm̀v̀ù (a sheep)                | ízìm̀v̀ù (sheep)               |
| 8. ísìhlàng̀ù (a shoe)             | ízìhlàng̀ù (shoes)             |
| 9. úm̀nqwàz̀ì (a hat)              | ím̀fnqwàz̀ì (hats)             |
|                                    |                                |
| 4. 1. únìnà (his/her/their mother) | ònìnà (their mothers)          |
| 2. úbàwó (my / our father)         | òbàwó (our fathers)            |
| 3. úsánà (a baby)                  | ñintsánà (babies)              |
| 4. údòngá (a wall)                 | ñìndòngá (walls)               |
| 5. úmákhùl̀ù (grandmother)         | òmákhùl̀ù (the grandmothers)   |
| 6. úsâphò (a family)               | ñintsâphò (families)           |
| 7. úMándisá (Mandisa)              | òMándisa (Mandisa & Co.)       |
| 8. úsìbà (a feather, a pen)        | ñintsìbà (feathers, pens)      |
| 9. úsùkù (a day - of 24 hours)     | ñintsùkù (days)                |
| 10. únyânà (a son)                 | ònyânà (sons)                  |
| 11. úfùdò (a tortoise)             | ñìmfùdò (tortoises)            |
| 12. úmàmá (mother)                 | òmàmá (mothers)                |

5. 1. f̄kátì (a cat)	f̄kátì (cats)
2. f̄mòtó (a car)	f̄mòtó (motor cars)
3. fháshè (a horse)	ámàháshè (horses) <sup>1</sup>
4. fgāmà (a name)	ámàgāmà (names) <sup>1</sup>
5. fqàndá (an egg)	ámáqàndá (eggs) <sup>1</sup>
6. f̄bhókìsì (a box)	f̄bhókìsì (boxes)
7. f̄bhótìlè (a bottle)	f̄bhótìlè (bottles)
8. fsêlè (a frog) <sup>2</sup>	ámàsêlè (frogs) <sup>1</sup>
9. f̄bhásì (a bus)	f̄bhásì (buses)
10. f̄cèphé (a spoon)	ámácèphé (spoons)
11. f̄gqìrà (a witchdoctor)	ámàgqìrà (witchdoctors)
12. f-émèlè (a bucket: Afr. emmer)	f̄l-émèlè (buckets)
6. 1. f̄mélà (a knife: Afrik. 'mes')	f̄mélà (knives)
2. f̄zèmbè (an axe)	ámázèmbè (axes)
3. f̄pékì (a pick)	f̄pékì (pickaxes)
4. úmákhûlù (grandmother) <sup>2</sup>	ômákhûlù (grandmothers)
5. údòngá (a wall)	f̄indòngá (walls)
6. únyânà (a son)	ônyânà (sons) <sup>2</sup>
7. fgâbà (a hoe) <sup>2</sup>	ámàgâbà (hoes) <sup>1</sup>
8. fgũmbí (a room)	ámàgũmbí (rooms)
9. f̄jógò (a jug)	f̄jógò (jugs)
10. f̄pléyítì (a plate)	f̄pléyítì (plates)
11. úbàwòmkhûlù (grandfather)	ôbàwòmkhûlù (grandfathers)
12. úsánà (a baby)	f̄intsánà (babies)
7. 1. úmfánà (a youth)	ábáfánà (youths)
2. úmzì (a village)	f̄mízì (villages)
3. úmthí (a tree)	f̄mìthí (trees)
4. flítyè (a stone)	ámátyè (stones) <sup>3</sup>
5. f̄shlàngú (a shoe)	iz̄shlàngú (shoes) <sup>3</sup>
6. úmpú (a gun)	f̄mìpú (guns)
7. f̄njá (a dog)	f̄zìnjá (dogs)
8. f̄nkâbì (an ox)	f̄nkâbì (oxen)
9. f̄ntàkà (a bird)	f̄ntàkà (birds)
10. f̄típótì (a teapot)	f̄típótì (teapots)

1. Notice the alternating tendency of tones manifesting itself in /ama-/ becoming /ám-/ before /ám-/ or /ám-/ tones. Falling tones tend to have some affinity with high in having similar influences.
2. A falling tone /ám-/ in a word stem (root) is always followed by a /ám-/.
3. Notice the peculiar effect of the alternating tendency on /izi-/, changing it to /izí-/ before a /ám-/ tone.

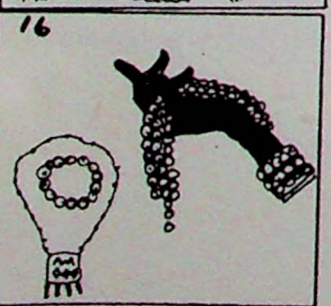
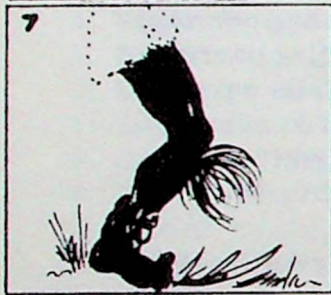
## D. CONVERSATION PRACTICE.

Study the following dialogue and take turns with your friend in practising it:

úThándiwé nóNómálizò.

UN.	Mólò Thándiwé.	Hello Thandiwe.
UT.	Mólò Nómálizò.	Hello Nomalizo.
UN.	Unjànf?	How are you? (You-how?)
UT.	Ndìphilà kákùhlé.	I'm fine (I live well).
UN.	Ndìfúnà úkwálúsà.	I-want to-herd.
UT.	Uvúkà níní úkùvùlèlè fmpàhlà?	You-get-up when to-open-for the stock? (live-stock).
UN.	Ndivúkà kùsásá ndfsèngé îbhókhwè.	I-get-up early in the morning to the goats.
UT.	Uphèkà ntónf?	You-are-cooking what?
UN.	Ndìphèkà ípápà.	I-am-cooking soft-porridge.
UT.	Uthándà úkùtyá ípápà?	Do you like eating porridge?
UN.	Ewé, ndìthándà úkùtyá ípápà.	Yes, I like eating porridge.
UT.	Unfka úTsíkí ípápà?	Do you give Tsiki porridge?
UN.	Ewé, ndìnikà úTsíkí ípápà.	Yes, I give Tsiki porridge.
UT.	Uthfya úTsíkí?	Do you hate Tsiki?
UN.	Háyì, àndìhíyì úTsíkí, ndìthándà úTsíkí.	No, I do not hate Tsiki, I love Tsiki.
UT.	Uncèdà úTsíkí úkúbàmbà împúkù?	Do you help Tsiki to catch mice?
UN.	Ewé.	Yes.
UT.	Nìncèdà úTsíkí úkúbàmbà întàkà?	Do you (pl.) help Tsiki to catch birds?
UN.	Háyì, àsincèdì úTsíkí úkúbàmbà întàkà.	No, we do not help Tsiki to catch birds.







## LESSON 10

### THE COPULATIVE ('IS, ARE')

#### A. THE COPULATIVE FORMED WITH THE PREFIX /ng-/.

The /um-, aba-, ama-/ nouns form the copulative with the copulative prefix /ng-/ e.g. ngumntwana (it is a child).<sup>1</sup>

Frame: ng- noun (when the noun is class 1, 1a, 2, 2a, 3 or 6).

1. Look at the pictures on the opposite page (p. 46), listen and imitate, identifying each object after the master:

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. Ngúmntù (It is a person).       | 10. NgôMándisá (It is M. & Co.).  |
| 2. Ngúfmlìmì (It is a farmer).     | 11. Ngômákhùlù (Tis granny & Co)  |
| 3. Ngúnómsá (It is Nomsa).         | 12. Ngámàhàshè (They are horses)  |
| 4. Ngúmàmá (It is mother).         | 13. Ngámáfù (They are clouds).    |
| 5. Ngúmákhùlù (It is grandmother). | 14. Ngámátyè (They are stones).   |
| 6. Ngúfmlàmbò (It is a river).     | 15. Ngámàsèlè (They are frogs).   |
| 7. Ngúfmlènzè (It is a leg).       | 16. Ngámàsó (They're white beads) |
| 8. Ngábàfúndì (They are students). | 17. Ngúmvùndlà (It is a hare).    |
| 9. Ngábáfánà (They are youths).    | 18. Ngámêhlò (They are eyes).     |

2. Follow on the same pictures (p. 46). Identify what is in each picture in answer to the question /Yìntóní/? (What is it?), or /Zìntóní/? (What are they?), or /Ngùbání/? (Who is it?), or /Ngôbání/? (Who are they?). Answer according to the model:

Model:	M	(Picture 1) Yìntóní?		Ngúfntù	
	S		Ngúfntù		Ngúfntù

2. (Picture 2) Yìntóní?

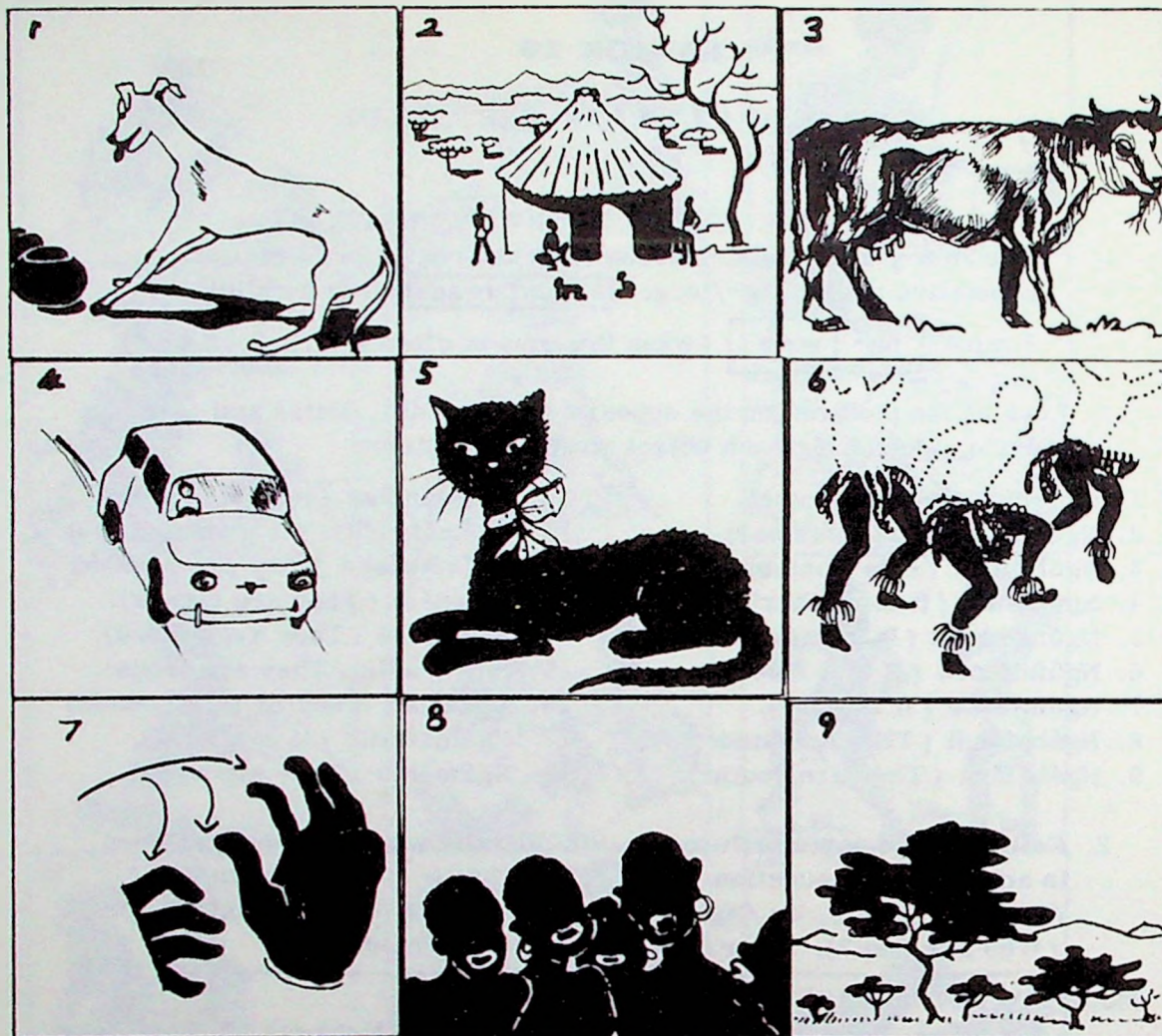
Ngúfmlìmì.

3. ( , , 3) Ngùbání?

Ngúnómsá. Etc. as in 1 above.

1. In the Copulative - as in the conjugational prefixes -classes 1 and 2 embrace the subclasses 1a and 2a, which take the same CPs (copulative prefixes) e.g. /ngúmàmá/, /ngômákhùlù/.





### B. THE COPULATIVE FORMED WITH THE PREFIX /y-/.

To form the copulative of the /imi-/ and /in-/ nouns (Classes 4, 9), you prefix /y-/ e.g. y in ja (It is a dog).

Frame: 

y-	noun
----	------

 (when the noun is class 4 or cl. 9).

1. Follow on the pictures above. Look, listen and repeat, identifying the object in each picture as you mimic the master:

- |                                       |  |
|---------------------------------------|--|
| 1. Yfnjá (It is a dog).               | 6. Yìmfènzè (They are legs). <sup>1</sup>  |
| 2. Yfndlù (It is a house).            | 7. Yímínwè (They are fingers).             |
| 3. Yfinkòmó (It is a head of cattle). | 8. Yìmfòmò (They are mouths). <sup>1</sup> |
| 4. Yfmòtó (It is a car).              | 9. Yfmìthí (They are trees). <sup>1</sup>  |

1. Notice the change of tone from /' / to /' / in the copulative here.

2. Follow on the same pictures (p. 48). Answer the question /Yìntóní?/  
(What is it?), identifying what is in each picture:

Model:

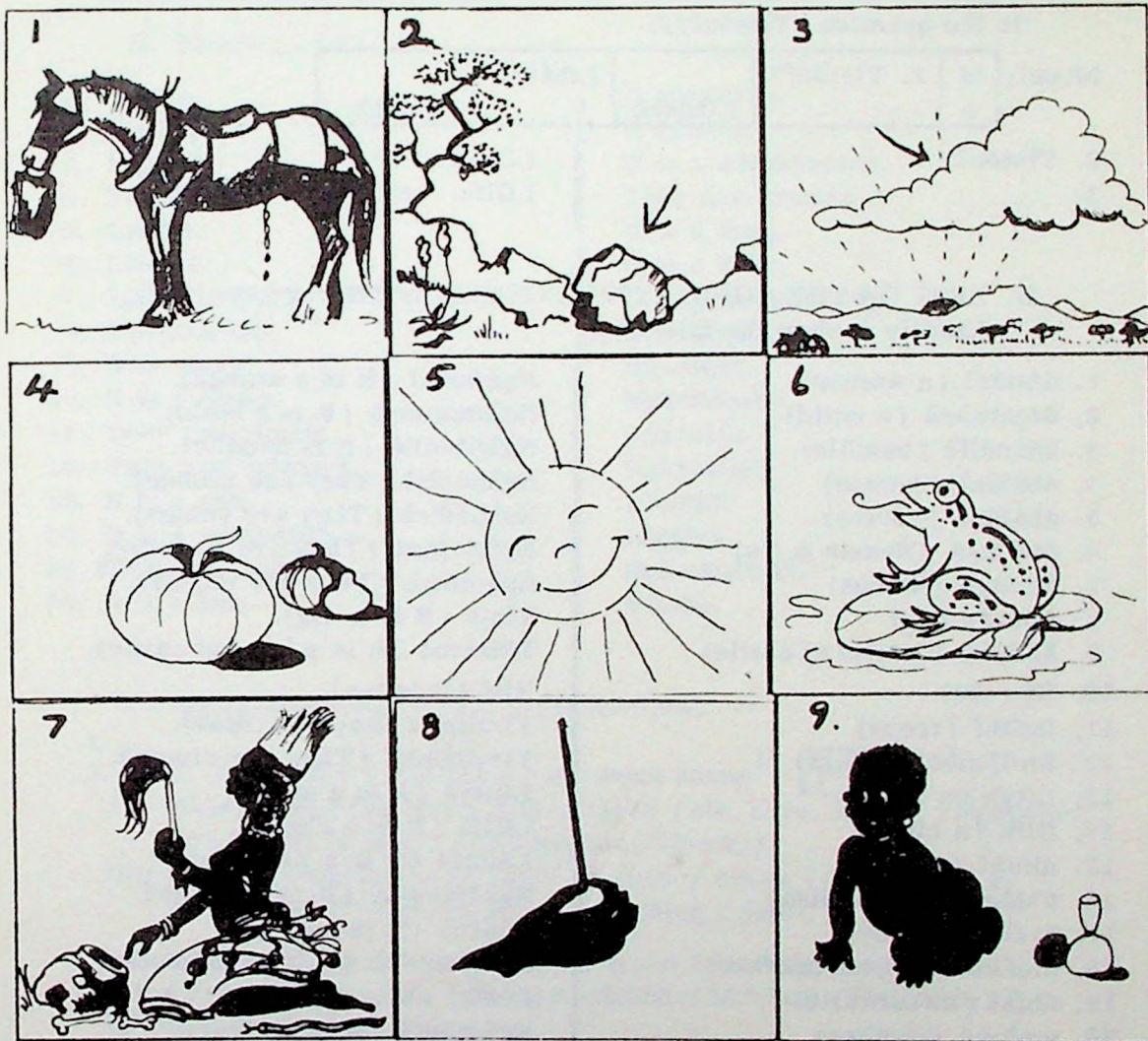
M	(Picture 1) Yìntóní?	Yífnjá	Yífnjá
S		Yífnjá	Yífnjá

2. (Picture 2) Yìntóní?

Yíndlù.

3. ( , , 3) , ,

Yínkòmó. (etc. as in B 1 above.).



C. THE COPULATIVE FORMED WITH THE PREFIX /l/.

Frame: **l- noun** , when the noun is cl. 5 or cl. 11 (/ili-, ulu-/)

e. g. **lílífú** (it is a cloud), **lúcàngò** (it is a door).

1. Look at the pictures above, listen and repeat, as you identify the object in each picture:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. Lfháshè (It is a horse).    | 6. Lfsèlè (It is a frog).         |
| 2. Lflítyè (It is a stone).    | 7. Lfgqìrà (It is a witchdoctor). |
| 3. Lflífù (It is a cloud).     | 8. Lúlùthí (It is a rod).         |
| 4. Lfthàngà (It is a pumpkin). | 9. Lúsánà (It is a baby).         |
| 5. Lflàngà (It is the sun).    |                                   |

2. Follow on the same pictures (p. 49). Identify the objects in answer to the question /Yìntóní?/:

Model:	M	1. Yìntóní?	Lfháshè	Lfháshè
	S		Lfháshè	Lfháshè

- |             |                               |
|-------------|-------------------------------|
| 2. Yìntóní? | Lflítyè.                      |
| 3. ,,       | Lflífù. etc. (as in 1 above). |

D. TEST ON THE COPULATIVE FORMED WITH /ng-, y-, l-/.  
Identify each of the following:

- |                              |   |
|------------------------------|---|
| 1. úmfāzì (a woman)          | Ngùmfāzì (It is a woman).                 |
| 2. úmntwànà (a child)        | Ngùmntwànà (It is a child).               |
| 3. úSándìlè (Sandile)        | NgùSándìlè (It is Sandile).               |
| 4. ábáfāzì (women)           | Ngàbáfāzì (They are women).               |
| 5. ábáfánà (youths)          | Ngàbáfánà (They are youths).              |
| 6. ôNómsá (Nomsa & Co)       | NgôNómsá (They are N. & Co).              |
| 7. áматыè (stones)           | Ngàmátyè (They are stones). <sup>1</sup>  |
| 8. ínjá (a dog)              | Yínjá (It is a dog).                      |
| 9. ínkòmó (a head of cattle) | Yínkòmó (It is a head of cattle).         |
| 10. ítí (tea)                | Yítí (It is tea).                         |
| 11. ímìthí (trees)           | Yímìthí (They are trees).                 |
| 12. ímflàmbò (rivers)        | Yímflàmbò (They are rivers). <sup>2</sup> |
| 13. flítyè (a stone)         | Lflítyè (It is a stone).                  |
| 14. flífù (a cloud)          | Lflífù (It is a cloud).                   |
| 15. úlùthí (a rod)           | Lúlùthí (It is a little rod).             |
| 16. úMándìsá (Mandisa)       | NgùMándìsá (It is Mandisa).               |
| 17. úsánà (a baby)           | Lúsánà (It is a baby).                    |
| 18. úmákhùlù (grandmother)   | Ngùmákhùlù (It is grandmother).           |
| 19. úbfsì (sweet milk)       | Lúbfsì (It is milk).                      |
| 20. úmàmá (mother)           | Ngùmàmá (It is mother). <sup>1</sup>      |
| 21. údàkà (mud)              | Lúdàkà (It is mud).                       |
| 22. índlù (a house)          | Yíndlù (It is a house, it is a hut).      |
| 23. íkátì (a cat)            | Yíkátì (It is a cat).                     |

1. Observe that the CP /ng-/ lowers the tone of the initial vowel of the noun. However, it does not change the tone of an initial /<sup>^</sup>/- or of a /<sup>ˊ</sup>ˊˊ/.
2. The CP /y-/, which does not normally change the tone pattern of the noun, changes /<sup>ˊ</sup>ˊˊ/ to /<sup>ˊ</sup>ˊˊˊ/. The CP /l-/ behaves similarly.

24. ɲáshè (a horse)
25. ɪtɪ (tea)
26. ɪqàndá (an egg)
27. ɪkófù (coffee)
28. ɪcèphé (a spoon)
29. ɪtɪtshàlà (a teacher)
30. ɲàngà (the sun)

- Lɲáshè (It is a horse).  
 Yɪtɪ (It is tea).  
 Lɪqàndá (It is an egg).  
 Yɪkófù (It is coffee).  
 Lɪcèphé (It is a spoon).  
 Yɪtɪtshàlà (It is a teacher).  
 Lɲàngà (It is the sun).

#### E. TRANSLATE:

1. Yɪkófù.
2. Yɪmòtó.
3. Lɪgqìrà.
4. Yimɲòmò.
5. Lísèlè.
6. Lúsánà.
7. Ngùmákhùlù.
8. NgùMándìsá.
9. It is Mary.
10. It is a river.
11. They are clouds.
12. They are farmers.
13. It is a rod.
14. It is a witchdoctor.
15. They are eggs.
16. It is a hut.

- It is coffee.  
 It is a car.  
 It is a witchdoctor.  
 They are mouths.  
 It is a frog.  
 It is a baby.  
 It is grandmother.  
 It is Mandisa.  
 NgúMèrí.  
 Ngùmílàmbò.  
 Ngàmáfù.  
 Ngàbálìmì.  
 Lúlùthí.  
 Lɪgqìrà.  
 Ngàmáqàndá.  
 Yɪndlù.

#### F. SOME DEMONSTRATIVE PRONOUNS.

1. D. P. Position 1 (this, these) for weak nouns<sup>1</sup> = 

1-	V <sup>2</sup>
----	----------------

<sup>2</sup>  
 /ló/ (this), referring to an /um-/ class (cls. 1, 1a, 3) e.g. /Ngùbání ló?/ (Who is this? - this person /úfntù/).  
 /lé/ (this), referring to an /in-/ or /imi-/ class (cls. 4, 9) e.g.  
 /Yìntóní lé?/ (What is this - this thing / ìntó /).

Ask the identifying question requiring the following responses, according to the model. (Choose /Ngùbání ló?/ or /Yìntóní lé?/ as the meaning dictates):

Model: 

M	NgùSándìlè.	S	Ngùbání ló?
---	-------------	---	-------------

1. NgúThándìwé.
2. Yìntàkà.
3. Lɲífù.
4. NgùNómàráshiyá.

- Ngùbání ló? (Who is this?).  
 Yìntóní lé? (What is this?).  
 Yìntóní lé? (What is this?).  
 Ngùbání ló? (Who is this?).

1. The noun classes 1, 1a, 3, 4, 6, 9 (i. e. the /um-, imi-, ama-, in-/ classes are called 'weak' because they tend to lose their C easily - as in DP.
2. V= vowel of noun prefix /a, i, u/ and V<sup>2</sup>=the secondary V /a, e, o/.

- |                                  |             |
|----------------------------------|-------------|
| 5. Ngúyísé. (It is her father).  | Ngùbání ló? |
| 6. Ngúmnqwàzì (It is a hat).     | Yìntóní lé? |
| 7. Ngúyìhló (It is your father). | Ngùbání ló? |
| 8. Lúsâphò (It is the family).   | Yìntóní lé? |

2. D. P. position 1, strong nouns. Frame:  $\boxed{V^2-} \boxed{CV}$  <sup>1</sup>
- /èlí/ (this), referring to the /ili-/ class (cl.5), e.g. /Lîhâshè èlí/  
(This is a horse - lit. 'It-is-horse this-one').
- /ôlú/ (this), referring to an /ulu-/ noun (cl.11), e.g. /Lúsánà ôlú/  
(This is the baby - lit. 'It-is-the-baby this-one').

Ask the identifying questions requiring the following responses, according to the model: (Choose /èlí/ or /ôlú/ to fit the meaning:

Model: 

M	Lîfítýè.
---	----------

S	Lîfítýè èlí?
---	--------------

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. Lîfíwá (It is a rock).        | Lîfíwá èlí? (Is this the rock?).      |
| 2. Lísíkò (It is a custom).      | Lísíkò èlí? (Is this the custom?).    |
| 3. Lúdòngá (It is the wall).     | Lúdòngá ôlú? (Is this the wall?).     |
| 4. Lîkhîshî (It is the kitchen). | Lîkhîshî èlí? (Is this the kitchen?). |
| 5. Lúçàngò (It is the door).     | Lúçàngò ôlú? (Is this the door?).     |
| 6. Lígùmbí (It is the room).     | Lígùmbí èlí? (Is this the room?).     |
| 7. Lígâmà (It is the name).      | Lígâmà èlí? (Is this the name?).      |
| 8. Lúçìngò (It is the wire).     | Lúçìngò ôlú? (Is this the wire?).     |

### G. DIALOGUE.

#### 'Vuyisile and Fani.'

- |                                |                                  |
|--------------------------------|----------------------------------|
| UV. Jòngá Fàní, ngùm̀vùndlà?   | Look Fani, is it a hare?         |
| UF. Háyì, líqáqá.              | No, it is a polecat.             |
| UV. Líqáqá?                    | Is it a polecat?                 |
| UF. Ewé, líqáqá.               | Yes, it is a polecat.            |
| UV. Háyì, ndìthì yíngàdá.      | No, I say that it is a wild-cat. |
| UF. Ewé, ngáthì yíngàdá.       | Yes, it seems it is a wild-cat.  |
| UV. Háyì, àndfvúmì Fàní?       | No, I do not agree Fani.         |
| UF. Kúthénì, Vuyísìlè?         | Why, Vuyisile?                   |
| UV. Jòngá úmsílà.              | Look at the tail.                |
| UF. Ewé, líqáqá.               | Yes, it is a polecat.            |
| UV. Jòngá pháyá! Yìntóní?      | Look over yonder! What is it?    |
| UF. Yfhágù.                    | It is a pig.                     |
| UV. Yfhágù?                    | Is it a pig?                     |
| UF. Háyì, ìhhláwúmbí lítàkánè. | No, perhaps it is a lamb.        |

1. C=consonant, V=vowel (of noun prefix) i. e. /a, i, u/.

V<sup>2</sup>= the corresponding secondary vowel /a, e, o/.

Strong nouns = all nouns other than /um-, imi-, ama-, in-/ (i. e. cls. 1, 1a, 3, 4, 6, 9) which are called the weak noun classes.

UV. Háyi, ngúfntwàná.  
 UF. Ngúfntwàná?  
 UV. Ewé, yìnyànìsò.  
 UF. Háyi, àndífvùmì, ndìthì  
 yínjá.  
 UV. Ewé, ngíthì yínjá.  
 UF. Ewé, ìnènè yínjá.  
  
 UV. Jòngá áphà. Yìntóní?  
 UF. Ngámáqàndá.  
 UV. Ewé, yìnyànìsò.  
 UF. Lìxèshà. Sìgòdùkà ngòkù.

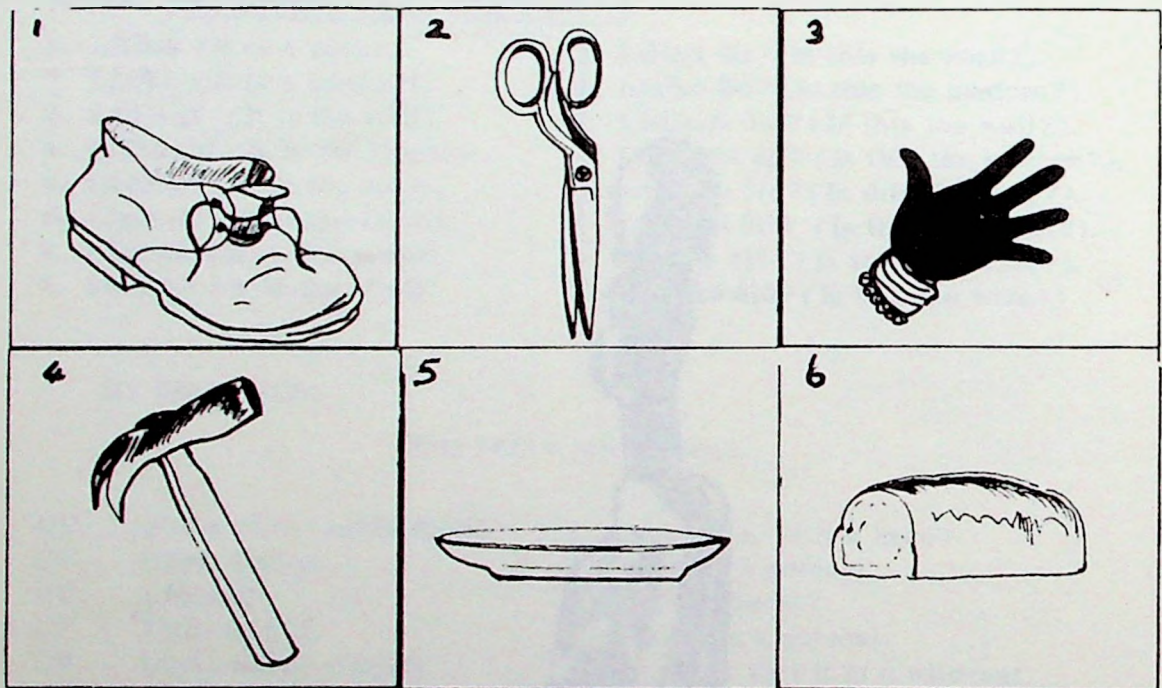
No, it is a child.  
 Is it a child?  
 Yes, it is the truth.  
 No, I do not agree, I say that  
 it is a dog.  
 Yes, seemingly it is a dog.  
 Yes, it really is a dog.  
  
 Look here. What is it?  
 They are eggs.  
 Yes, it is true.  
 It is time. We are going  
 home now.



## LESSON 11

THE COPULATIVE Ctd.  
(/s-, z-, b-, k-/ CPs)

- A. Nouns other than the /um-, aba-, ama-, imi-, in-/ classes (1, 1a, 2, 2a, 3, 4, 6, 9) are identified by prefixing the consonant of the prefix, e.g. **l|ili|tye** (it is a stone), **s|isi|tya** (it is a dish), **z|izi|kolo** (they are schools), **z|izin|ja** (they are dogs), **l|ulu|vo** (it is an opinion), **z|inkomo** (they are cattle), **b|ubu|si** (it is honey), **k|uku|tya** (it is food), **l|u|donga** (it is a wall), **l|i|gama** ('tis a name).<sup>11</sup>



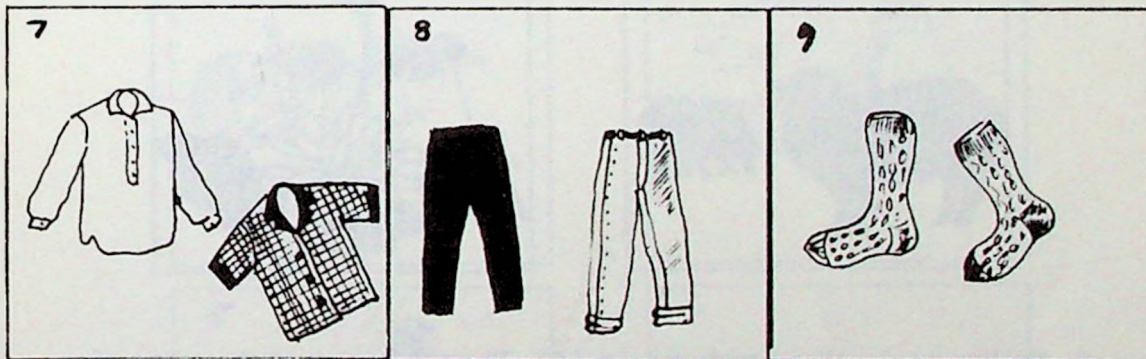
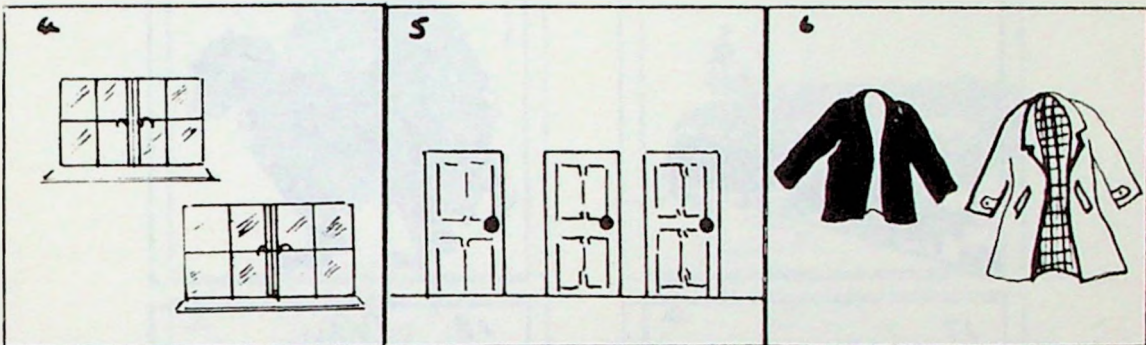
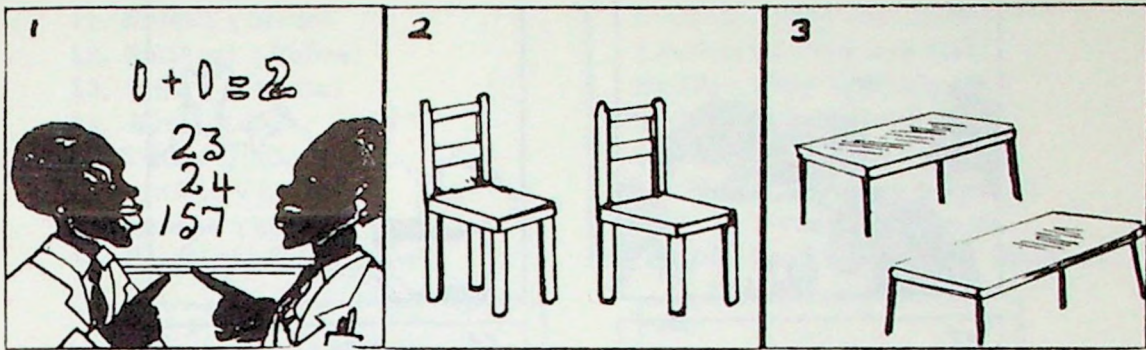
1. Look at the pictures (above). The tape will give you the Xhosa word for the object in each picture. Identify that object according to the model:

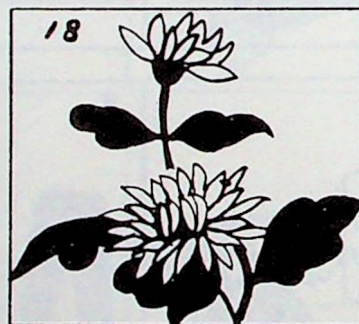
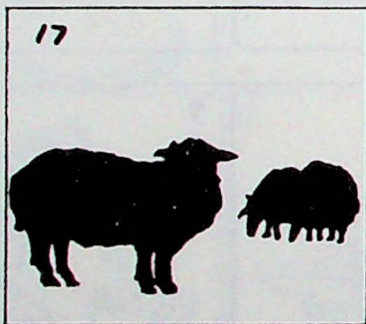
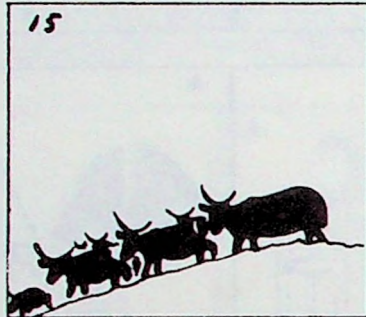
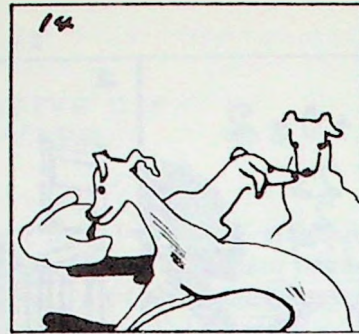
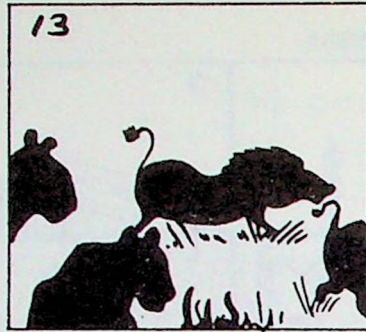
Model : **M** (Picture 1) **Isfhlàngú**      **S** **Sfshlàngú** (It is a shoe)

- |  |                                     |
|--|-------------------------------------|
| 2. <b>fsikéré</b> (a scissors)           | <b>Sfsikéré</b> (It is a scissors). |
| 3. <b>fsándlā</b> (< isi-andla) (a hand) | <b>Sfsándlā</b> (It is a hand).     |
| 4. <b>fsándò</b> (< isi-ando) (a hammer) | <b>Sfsándò</b> (It is a hammer).    |
| 5. <b>fsítyà</b> (a dish)                | <b>Sísfítyà</b> (It is a dish).     |
| 6. <b>fsónkà</b> (< isi-onka) (bread)    | <b>Sfsónkà</b> (It is bread).       |

1. Any derivations from noun prefixes (e.g. copulative prefixes, subject concords etc) are always derived from the fullest noun prefix and never from contracted forms or sub-classes (like Cls. 1a, 2a).







2. Follow on the above pictures (p.55). The master gives the name of the object in each picture. You identify it and then imitate him according to the model:

Model: 

M	( Picture 1) ñtítshàlà.	S	Z ñtítshàlà ( They are teachers)
---	-------------------------	---	----------------------------------

2. ìzítùlò ( chairs, stools)

3. ñtáfìlè ( tables)

4. ñféstìlè ( windows)

5. ñngcàngò ( doors)<sup>1</sup>

6. ñbhátyì ( jackets)

7. ñhèmpè ( shirts)

8. ñbhùlúkhwè ( pairs of trousers)

9. ñkàwùsì ( socks)

Z ìzítùlò ( They are chairs).

Z ñtáfìlè ( They are tables).

Z ñféstìlè ( They are windows).

Z ñngcàngò ( They are doors).

Z ñbhátyì ( They are jackets).

Z ñhèmpè ( They are shirts).

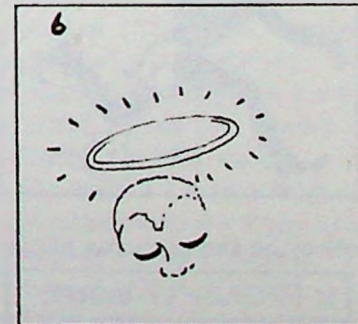
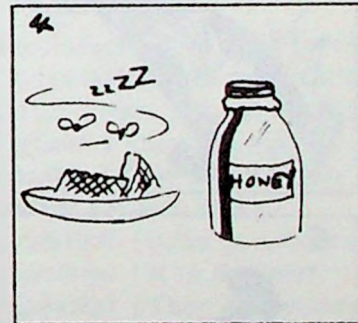
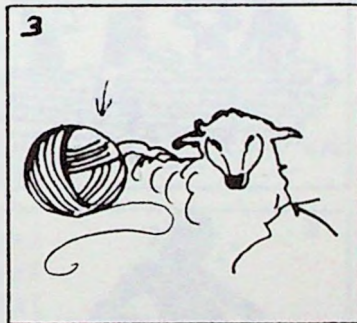
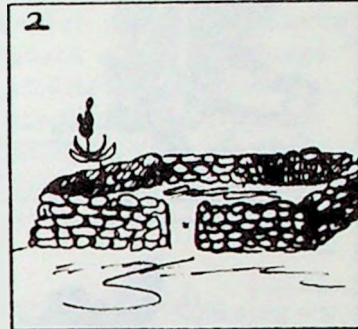
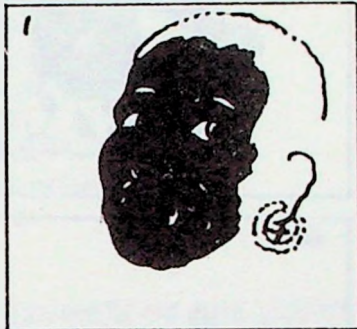
Z ñbhùlúkhwè ( They are pairs...).

Z ñkàwùsì ( They are socks).

1. The /n/ of cls. 9,10 puts a /g/ before any basic click.

10. ìz fhlàngú (shoes)
11. ìntàkà (birds)
12. ìntlànzì (fishes)
13. ìz òlò (animals)
14. ìz ìnjá (dogs)
15. ìnkòmó (cattle)
16. ìmfènè (baboons)
17. ìgùshà (sheep)
18. ìntyátyámbò (flowers)

- Zìz fhlàngú (They are shoes).
- Z ìntàkà (They are birds).
- Z ìntlànzì (They are fish).
- Z ìz òlò (They are animals).
- Z ìz ìnjá (They are dogs).
- Z ìnkòmó (They are cattle).
- Z ìmfènè (They are baboons).
- Z ìgùshà (They are sheep).
- Z ìntyátyámbò (They are flowers).



3. Identify each object in the above pictures as you hear the name of each one called: ( Follow on the pictures):

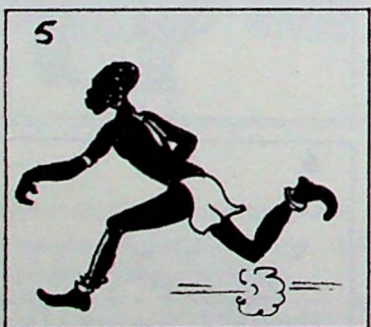
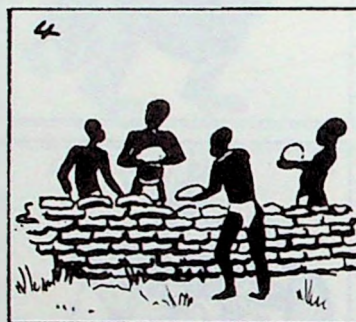
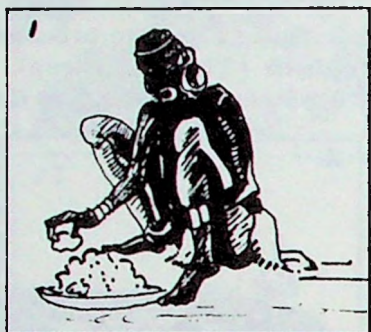
Model: 

M	( Picture 1) ùbùsò.
---	---------------------

S	Bùbùsò ( It is a face)
---	------------------------

2. úbúhlántì (a cattle-kraal)
3. úbòyá (animal hair, wool)
4. úbùsì (honey)
5. útywàlá (← ubu-ala) (honey)
6. úbùngwêlè (holiness)

- Búbúhlántì (It is a cattle-kraal).  
 Búbòyá (It is wool).  
 Búbùsì (It is honey).  
 Bútywàlá (It is beer).  
 Búbùngwêlè (It is sanctity).



4. Follow on the pictures above, identifying each object as before:

Model: 

M	(Picture 1) úkùtyá.
---	---------------------

S	Kúkùtyá (It is food/eating/to eat)
---	------------------------------------

2. úkùsélà (to drink, drinking)
3. úkùphùmlà (to rest)
4. úkwàkhà (to build, building)
5. úkùbàlékà (to run, running)
6. úkópà (to bleed, bleeding)

- Kúkùsélà (It is to drink).  
 Kúkùphùmlà (It is the resting).  
 Kúkùwàkhà (It is building).  
 Kúkùbàlékà (It is the running).  
 Kúkópà (It is the bleeding).

B. TEST. ( 

C-	noun
----	------

 ).

Identify each of the following ('It is', 'They are'):

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. úkùtyá</li> <li>2. úkùphúmlà</li> <li>3. úbùhlé</li> <li>4. úbùbí</li> <li>5. izándlà</li> <li>6. izíhlangú</li> <li>7. íntyátyámbò</li> <li>8. ímfènè</li> <li>9. ígùshà</li> <li>10. fsikéré</li> <li>11. fsándò</li> <li>12. íntlànzi</li> <li>13. úbùngcwèlè</li> <li>14. íntàkà</li> </ol> | <ol style="list-style-type: none"> <li>Kúkùtyá (It is food).</li> <li>Kúkùphúmlà (It is the resting).</li> <li>Búbùhlé (It is beauty).</li> <li>Búbùbí (It is ugliness, evil).</li> <li>Zìzándlà (They are hands).</li> <li>Zìzìhlangú (They are shoes).<sup>1</sup></li> <li>Zíntyátyámbò (They are flowers).</li> <li>Zímfènè (They are baboons).</li> <li>Zígùshà (They are sheep).<sup>2</sup></li> <li>Sfsikéré (It is a scissors).</li> <li>Sfsándò (It is a hammer).</li> <li>Zíntlànzi (They are fish).</li> <li>Búbùngcwèlè (It is holiness).</li> <li>Zíntàkà (They are birds).</li> </ol> |
|---|--|

C. REVISION OF THE COPULATIVE OF ALL NOUNS ( 

ng-/y-/C-	noun
-----------	------

 ).

Identify each of the following:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. úbùhlántì</li> <li>2. úkùbàlékà</li> <li>3. izíflò</li> <li>4. ígùshà</li> <li>5. ítáfìlè</li> <li>6. fsítyà</li> <li>7. úmìlìmì</li> <li>8. úmàmá</li> <li>9. ábáfàzi</li> <li>10. úm̀v̀undlà</li> <li>11. ámàsó</li> <li>12. ámànzi</li> <li>13. ímìthêthò</li> <li>14. ímìthí</li> <li>15. índòdà</li> <li>16. ínkwènkwé</li> <li>17. ámákhwènkwé</li> <li>18. íbhátyì</li> <li>19. íhèmpè</li> <li>20. íbhùlúkhwè</li> <li>21. lízví</li> <li>22. flàngà</li> <li>23. ízùlù</li> <li>24. úsánà</li> </ol> | <ol style="list-style-type: none"> <li>Búbùhlántì (It is a cattlekraal).</li> <li>Kúkùbàlékà (It is the running).</li> <li>Zìzìflò (They are animals).</li> <li>Zígùshà (They are sheep).</li> <li>Zítáfìlè (They are tables).</li> <li>Sfsítyà (It is a dish).</li> <li>Ngúmìlìmì (It/he is a farmer).</li> <li>Ngúmàmá (It is mother).</li> <li>Ngábáfàzi (They are women).</li> <li>Ngúm̀v̀undlà (It is a hare).</li> <li>Ngámàsó (They are the white beads).</li> <li>Ngámànzi (It is water).</li> <li>Yímìthêthò (They are laws).</li> <li>Yímìthí (They are trees).</li> <li>Yíndòdà (It is a man).</li> <li>Yínkwènkwé (It is a boy).</li> <li>Ngámákhwènkwé (They are boys).</li> <li>Yíbhátyì (It is a jacket).</li> <li>Yíhèmpè (It is a shirt).</li> <li>Yíbhùlúkhwè (It is a trousers).</li> <li>Líízví (It is a word).</li> <li>Lflàngà (It is the sun).</li> <li>Lízùlù (It is heaven).</li> <li>Lúsánà (It is the baby).</li> </ol> |
|---|--|

1. Notice how cl. 8 (ízi-) yields more readily than the other noun classes to the pressure of high:low tone alternation.
2. /ígùshà/ is an old borrowing from Khoisan, hence in cl. 9 without the /n/.

## D. TRANSLATION EXERCISE.

Translate:

1. It is a woman.	Ngúm̄fāzì. <sup>1</sup>
2. It is a child.	Ngúm̄ntwànà.
3. It is a man.	Yíndòdà.
4. It is a boy.	Yínkwènkwé.
5. It is a sheep.	Yígùshà.
6. They are stones.	Ngámátýè.
7. It is bread.	Sísónkà.
8. It is food.	Kúkùtyá.
9. It is honey.	Búbùsì.
10. It is kaffir-beer.	Bútywàlá.
11. It is a word.	Lñizwí.
12. It is a horse.	Lñhàshè.
13. It is a spoon.	Lícéphé.
14. It is an egg.	Líqàndá.
15. It is a dog.	Yínjá.
16. It is a cat.	Yíkàtì.
17. It is a sheep.	Yígùshà.
18. They are sheep.	Zígùshà.
19. They are cattle.	Zínkòmó.
20. It is milk.	Lúbìsì.

## E. GRAMMAR OF THE COPULATIVE OF NOUNS ('It is', 'They are').

In Xhosa you identify a noun object by prefixing the copulative prefix (CP).

CP-	ng- (/um-, aba-, ama-/ nouns) <sup>2</sup> (i. e. cls. 1, 1a, 2, 2a, 3, 6) e. g. Ngúm̄zì (It is a village). NgúMèrì. NgòMèrì. Ngábáfāzì. Ngámátýè
	y- (/imi-, in-/nouns - cls. 4, 9) e. g. Yím̄thí. Yínjá. Yím̄tò.
	C <sup>-3</sup> (all other classes) e. g. Lñizwí. Sísízwè. Zín̄tsánà. Búbùsì.

## F. DEMONSTRATIVE PRONOUNS (DPs) ctd. (POSITION 1).

Strong  $\overline{DP=V^2 CV}$  e. g. /ubùsò òbù/ (a face this one), /iz̄l̄ò èz̄í/.Weak  $\overline{DP=I-V^2}$  e. g. /fm̄thí lé/ (these trees), /ínjá lé/.

1. Identify each thing, adding the DP position 1 (this/these), according to the model: (in a question form - intonation).

Model:	M	ísìhlàngú (shoe)	S	Sísìhlàngú êsí? (Is this the shoe?)
--------	---	------------------	---	-------------------------------------

- |                      |   |
|----------------------|---|
| 1. ísándlā (a hand)  | Sísándlā êsí? (Is this the hand?).      |
| 2. íz̄fnyò (a tooth) | Líz̄fnyò êlí? (Is this the tooth?).     |
| 3. ñhém̄pè (shirts)  | Zñhém̄pè êz̄í? (Are these the shirts?). |

1. Have you noticed that a /<sup>ˆ</sup>/ tone in a stem has always been followed by a /<sup>ˆ</sup>/ tone.
2. /ng-/ is also CP for the 2nd person sg. personal pronoun/wena/ (you). /Ngúwè/ (It is you - sg. </ng-/ + V + pronoun root /we/).
3. C = consonant from the full noun prefix.

1. ìkàwùsì (socks)	Z ìkàwùsì èzì? (Are these the socks?).
5. ùbùsò (a face)	Bùbùsò òbù? (Is this the face?).
6. ùbòyá (wool)	Bùbòyá òbù? (Is this the wool?).
7. ùkùtyá (food)	Kùkùtyá òkù? (Is this the food?).
8. ìntyátyámbò (flowers)	Zìntyátyámbò èzì? (Are these the flowers?).
9. ìsónkà (bread)	Sìsónkà èsì? (Is this the bread?).

2. Ask what each item is, using as your question YINTONI LE? or ZINTONI EZI? (What are these?) as suits:

1. ìsikéré (a scissors)	Yìntóní lé? (What is this?).
2. ìmélà (a knife)	Yìntóní lé? (What is this?).
3. àmázèmbè (axes)	Zìntóní èzì? (What are these?).
4. àmàzfnyò (teeth)	Zìntóní èzì? (What are these?).
5. ìpékl (a pick-axe)	Yìntóní lé? (What is this?).
6. ùbùsì (honey)	Yìntóní lé? (What is this?).
7. ìnyòsì (honey bees)	Zìntóní èzì? (What are these?).

## G. DIALOGUE.

## UTolo noJola (Tolo &amp; Jola)

UT. Mólò ìhlekàzì.	Hello Mr./Sir.
UJ. Mólò nkòs'am.	Hello Sir - Hello lord-of-me.
UT. Ngùbání ìsìdùkò sákhò?	What is your clan-name?
UJ. NdìngúJlà. Wèná?	I-am-Jola. You?
UT. NdìngúTólò.	I-am-Tolo.
UJ. Ndiyàbónà <sup>1</sup> ke Dìlàngàmándlà.	I-see then Dlangamandla.
UT. Yífmòtó yákhò lé Jòlà?	Is-it-car of-you this-one Jola?
UJ. Èwé, yífmòtó yám ìmfòndfni.	Yes, it-is-the-car of-me pal.
UT. Ngùbání ùríqhubì?	Who is the driver?
UJ. NgúDiyá.	He is Diya.
UT. Ngàbántwànà bákhò ábá?	Are they your children these ones?
Yínkòsìkàzì yákhò lé?	Is-she-the-wife she-of-you this?
UJ. Èwé, lúsáphò lwám òlú?	Yes, it-is-the-family it-of-me this.
UT. Niyàphí ngòkù? <sup>3</sup>	You-go-where now? (ni-ya-ph?).
UJ. Sìyà èdòlòphìni.	We-are-going to-town.
UT. Hámbà kákùhlé Jòlà.	Go nicely Jola.
UJ. Énkòsì Tólò, énkòsì Dìlàngàmándlà.	Thanks Tolo, thanks Dlangamandla.

1. The present tense long form /-ya- / prefix is inserted after the SC (subject concord) when no object or adverb follows the verb.
2. The next lesson deals with the possessive. /ìfmòtó yakho/ (car it-of-you).
3. Place adverbs are generally formed thus: 

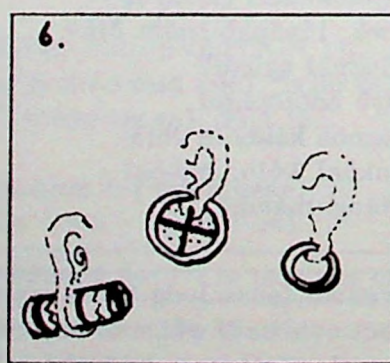
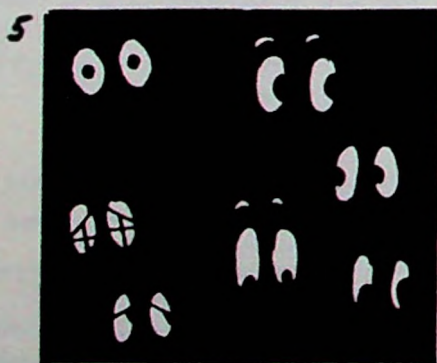
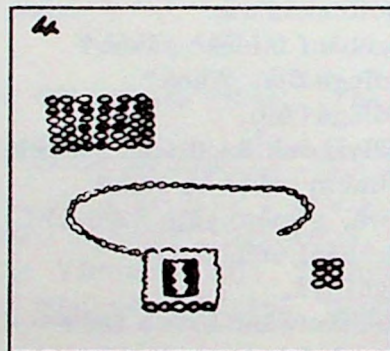
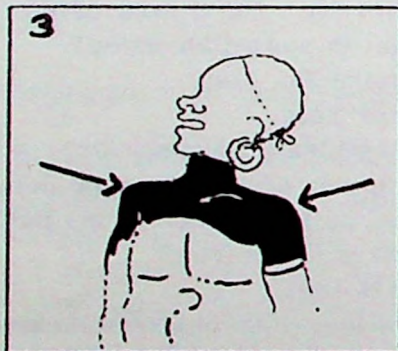
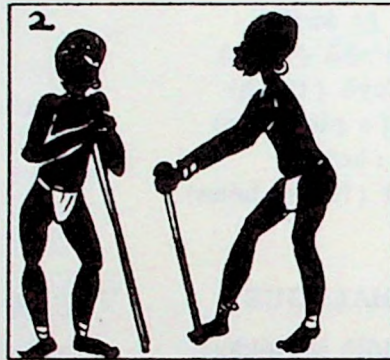
e-	noun	-ini
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**LESSON 12****THE POSSESSIVES ( my / our / your )****A. GENERAL GRAMMAR FRAMES OF THE POSSESSIVE:**

Possessive Phrase Frame: **Noun** + **Possessive Word** e.g. /ámàzwí ám/  
 ( words of-me ).  
 Possessive Word Frame : **PC- Possessive Stem** e.g. /a-m/( of-me )



1. The possessive 'my' for /ama-/ nouns = /am/ following the noun, e.g. /ámàzwí ám/ ( words of-me, my words ).

Follow in the pictures above. Identify each object as yours, according to the model:



Model: 

M	ámàháshè
---	----------

 | 

S	Ngámàháshè ám (They are my horses)
---	------------------------------------

- |                  |   |
|------------------|---|
| 1. ámántòmbàzànà | Ngámántòmbàzànà ám (They are my girls). |
| 2. ámákhwènkwé   | Ngámákhwènkwé ám (They are my boys).    |
| 3. ámágxà        | Ngámágxà ám (They are my shoulders).    |
| 4. ámàsó         | Ngámàsó am (They are my beads).         |
| 5. ámèhlò        | Ngámèhlò ám (They are my eyes).         |
| 6. ámàcfcí       | Ngámàcfcí ám (They are my earrings).    |

2. The PC (possessive concord) from /um-/ noun classes is /wa-/  
( /u-a/ 'it-of') e.g. / úfmhlòbò wam / (my friend - 'friend he-of-me').

Identify the following objects as yours, according to the model:

- |                           |   |
|---------------------------|---|
| 1. úfmhlòbò               | Ngúfmhlòbò wám (It is my friend).             |
| 2. úfmìdòmò               | Ngúfmìdòmò wám (It is my mouth).              |
| 3. úfmìlènzè <sup>1</sup> | Ngúfmìlènzè wám (It is my leg).               |
| 4. úfmnwè                 | Ngúfmnwè wám (It is my finger).               |
| 5. úmthèthò               | Ngúmthèthò wám (It is my law).                |
| 6. únyànà                 | Ngúnyànà wám (It is my son).                  |
| 7. úmzálì                 | Ngúmzálì wám (It is my parent).               |
| 8. úsìsìf                 | Ngúsìsìf wám (It is my sister - elder sistr). |
| 9. úbhùtf                 | Ngúbhùtf wám (It is my brother) <sup>2</sup>  |

3. The PC from /imi-, in-/ classes (4, 9) = /ya-/ ( i-a : 'they/it'-of)<sup>3</sup>  
e.g. / ìntloko yam / (my head, - head it-of-me), / ìmilènzè yam /.

Identify each item as yours, according to the model:

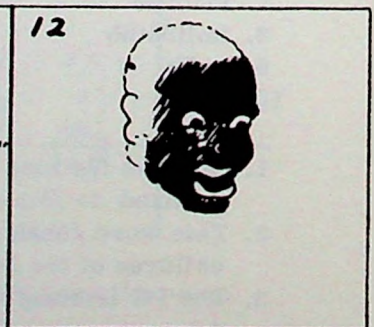
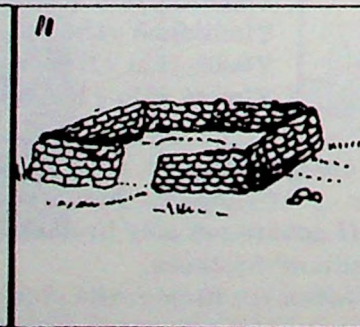
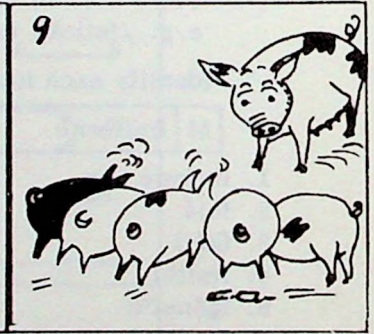
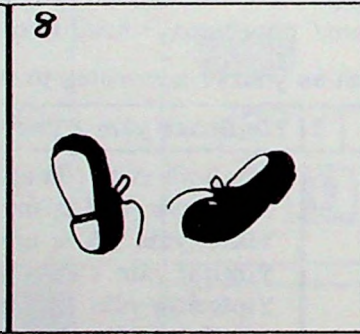
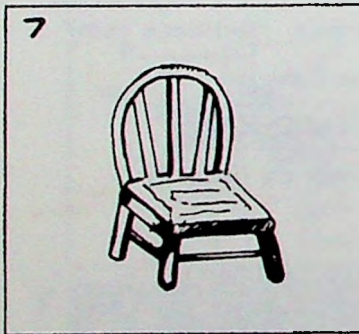
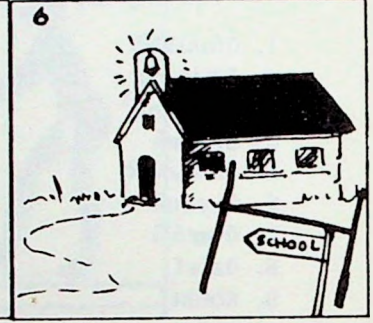
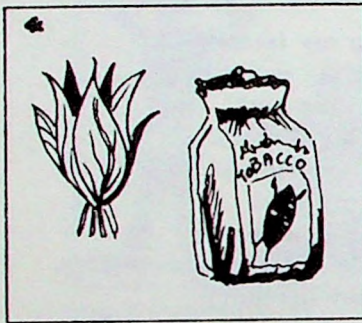
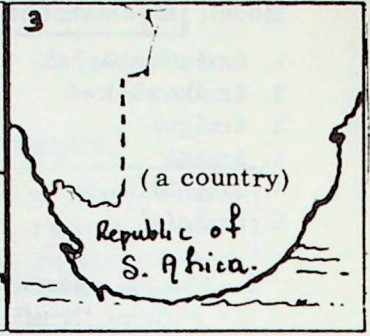
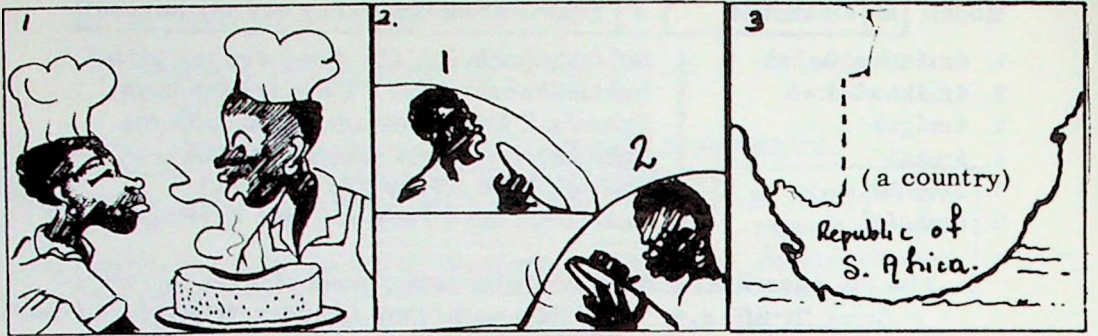
M	ìmfìlènzè
---	-----------

 | 

S	Yìmfìlènzè yám (They are my legs)
---	-----------------------------------

- |              |                                    |
|--------------|------------------------------------|
| 1. ìmínwè    | Yìmínwè yám (They are my fingers). |
| 2. ìnjá      | Yìnjá yám ( It is my dog).         |
| 3. ìkátì     | Yìkátì yám (It is my cat).         |
| 4. ìmìthí    | Yìmìthí yám (They are my trees).   |
| 5. ìpénsilè  | Yìpénsilè yám (It is my pencil).   |
| 6. ìbhókìsì  | Yìbhókìsì yám (It is my box).      |
| 7. ìbhótìlè  | Yìbhótìlè yám (It is my bottle).   |
| 8. ìmìthèthò | Yìmìthèthò yám (They are my laws). |
| 9. ìndlù     | Yìndlù yám (It is my hut).         |
| 10. ìmòtó    | Yìmòtó yám (It is my car).         |

1. Observe the tone change to low on initial syllable when CP /ng-/ is prefixed to /ámá. ./ or /úfm. ./ . Note alternating HL tone tendency.
2. This word /úbhùtf/ covers not only brothers, as we know it, but also children of the fathers' brothers.
3. The PC is composed of the noun prefix element (referent, concord) and the possessive element /a/ ('of'). The subject concord (referent) in the weak noun classes = the V of the noun prefix, in the strong it = the CV. With /ama-/ cl. the V /a/ fuses with the possessive /a/ (a-a-m > am). With /um-/ cls. the V /u/ has affinity with /w/ into which it changes before the possessive /a/ (u-a-m > wam). Likewise the /i/ɔ̄/imi-, in/ has affinity to /y/ which it becomes before the possessive /a/ (i-a > ya).



B. THE PCs FROM /aba-, ili-, isi-, izi-, izin-, ubu-/ NOUNS.

These classes (2, 2a, 5, 7, 8, 10, 14) are represented in the possessive by the consonant of the noun prefix. Thus : PC = **C-a-** e.g. /lízwè l-a-m/ (country it-of-me), /íszwè s-a-m/ (nation it-of-me).

1. Follow on the pictures in the opposite page (p. 64). Identify the object in each picture as belonging to the person speaking to you. (N. B. The possessive stem for /wena/ (you sg.) is /-khò/ e.g. /ámàzwí akho/).

M	ábántwàná (children)	S	Ngábántwàná bákhò (They're your children)
---	----------------------	---	---

- |               |   |
|---------------|---|
| 1. ábáphèkì   | Ngábáphèkì bákhò (They are your cooks).   |
| 2. ábáqhùbì   | Ngábáqhùbì bákhò (They are your drivers). |
| 3. lízwè      | Lízwè lákhò (It is your country).         |
| 4. lícùbà     | Lícwè lákhò (It is your tobacco).         |
| 5. sícákà     | Sícwè sákhò (It is your servant).         |
| 6. síkòlò     | Sícwè sákhò (It is your school).          |
| 7. sítúlò     | Sícwè sákhò (It is your chair).           |
| 8. izíhlangú  | Zízwè zákhò (They are your shoes).        |
| 9. íhágù      | Zízwè zákhò (They are your pigs).         |
| 10. ínkòmò    | Zízwè zákhò (They are your cattle).       |
| 11. úbúhlántì | Búcwè bákhò (It is your cattlekraal).     |
| 12. úbùsò     | Búcwè bákhò (It is your face).            |

2. The PC from /ulu-/ class (11) is /lwa-/ e.g. /úsánà lwám/ (my child).  
The PC ,, /uku-/ ,, (15) ,, /kwa-/ ,, /úkùtyá kwám/ (,, food).  
Thus, for cls. 11, 15 the PC = **Cw-a-**.

Identify each object as belonging to the person speaking to you:

M	úlúvò	S	Lúlúvò lwákhò (It is your opinion)
---	-------	---	------------------------------------

- |              |  |
|--------------|--|
| 1. úsánà     | Lúsánà lwákhò (It is your baby).         |
| 2. úsáphò    | Lúsáphò lwákhò (It is your family).      |
| 3. úkùtyá    | Kúkùtyá kwákhò (It is your food).        |
| 4. úkùthèthà | Kúkùthèthà kwákhò (It is your speaking). |
| 5. únyàwò    | Lúnyàwò lwákhò (It is your foot).        |
| 6. údòngá    | Lúdòngá lwákhò (It is your wall).        |
| 7. úkùfúnà   | Kúkùfúnà kwákhò (It is your wanting).    |
| 8. úlwímì    | Lúlwímì lwákhò (It is your tongue).      |

C. POSSESSIVE STEMS /-ithu/ (us), /-inu/ (you - pl.).

The Possessive prefix /a/ (of) fuses with the initial /-i/ to give /-ethu/ (of us) and /-enu/ (of you). See vowel changes, final page.  
Examples: /ámásì èthú/ (← amasi a-ithu : 'our sour milk').

/íshíphò senu/ (← íshíphò s-a-inu : 'gift it-of-you').

1. For a more comprehensive statement of the PC (possessive concord) see 'Grammar Sum-up' p. 67 and also vowel changes on the last page of the book.

1. Identify each item as belonging to you and your friends:

M	úmfhlòbò	S	Ngúmfhlòbò wèthú ( It is our friend)
1.	úbàwó		Ngúbàwó wèthú ( It is our father).
2.	únyânà		Ngúnyânà wèthú ( It is our son).
3.	úbhùtí		Ngúbhùtí wèthú ( It is our brother).
4.	úsìsì		Ngúsìsì wèthú ( It is our sister).
5.	ímìthêthò		Yímìthêthò yèthú ( They are our laws).
6.	fmìlòmò		Yfmìlòmò yèthú ( They are our mouths).
7.	fmòtó		Yfmòtó yèthú ( It is our car).
8.	ámàsó		Ngámàsó èthú ( They are our beads ).
9.	ámàhàshè		Ngámàhàshè èthú ( They are our horses).
10.	ábántwànà		Ngábántwànà bèthú ( They are our children).
11.	lízwè		Llízwè lèthú ( It is our country).
12.	fsìkólò		Sfsìkólò sèthú ( It is our school).

2. The Possessive /SC-a-inu/>/SC-enu/ ('it/they-of-you, i. e. your - pl. ).

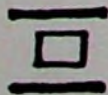
Identify each item as belonging to the people speaking to you:

M	úmàmá	S	Ngúmàmá wènú ( It is your - pl. - mother)
1.	ísónkà ( ísì-ónkà)		Sfsónkà sènú ( It is your friend).
2.	fcùbà		Lfcùbà lènú ( It is your tobacco).
3.	izìcàkà		Zizìcàkà zènú ( They are your servants).
4.	ábáphèkì		Ngábáphèkì bènú ( They are your cooks).
5.	izìnjá		Zizìnjá zènú ( They are your dogs).
6.	înhágù		Zînhágù zènú ( They are your pigs).
7.	înkòmó		Zînkòmó zènú ( They are your cattle).
8.	úbùhlántì		Búbùhlántì bènú ( It is your cattlekraal).
9.	úbùbí		Búbùbí bènú ( It is your ugliness/evil).
10.	údòngá		Lúdòngá lwènú ( It is your - pl. - wall).
11.	úkùtyá		Kúkùtyá kwènú ( It is your food).
12.	ámàcfcí		Ngámàcfcí ènú ( They are your earrings).

#### D. TRANSLATION EXERCISE. TEST.

Translate into Xhosa:

1. my friend	úmfhlòbò wám
2. our law	úmthêthò wèthú
3. my fingers	ímfnwè yám
4. your (sg. ) legs	ímflenzè yákhò
5. your (pl. ) laws	ímìthêthò yènú
6. my horses	ámàhàshè ám
7. our young girls	ámántòmbàzànà èthú
8. your (pl. ) boys	ámákhwènkwe ènú
9. your (sg. ) shoulders	ámágxà ákhò



- |                               |                   |
|-------------------------------|-------------------|
| 10. It is my country.         | Llɪz wè lám.      |
| 11. It is your (sg) chair.    | Sísítúlò sákhò.   |
| 12. They are our shoes.       | Zìzìhlàngú zèthú. |
| 13. They are your (pl) cars.  | Zìmòtó zènú.      |
| 14. It is my baby.            | Lúsánà lwám.      |
| 15. It is your (sg) family.   | Lúsáphò lwákhò.   |
| 16. It is our food.           | Kúkútyá kwèthú.   |
| 17. They are your (pl) boxes. | Zìbhókìsì zènú.   |
| 18. They are our white beads. | Ngímàsò èthú.     |

### E. GRAMMAR SUM-UP:

Poss. Phrase:	<u>noun</u> + <u>poss. word</u>	e.g. /ámási ám/ (sour-milk of-me).				
Poss. Word:	<u>PC-poss. stem</u>	e.g. /a-a-m/ (it-of-me) > /am/ (my).				
PC =	<u>SC-a</u>	i.e. the subject referent/subject concord (SC) + /a/ (of), e.g. /ɪsɪ-zwè sɪ-á-m/ > /ɪsɪzwè sɪám/ (my nation), 'nation it-of-me'				
SC	Weak cls. (/um-, imi-, ama-, in-/=V-	e.g. /úmntwànà wám/ < (y-am).				
	Strong cls. (the other cls. - 2, 2a, 5, 7, 8, 10, 11, 11, 15) - CV	e.g. /ɪsíkòlò sákhò/ < /ɪsɪ-kòlò sɪ-á-khò/ (school it-of-you).				
Possessive Stems: Personal Pronoun:						
	1st person :	<table border="1"><tr><td>Sg.</td><td>Pl.</td></tr><tr><td>-m</td><td>-ithu</td></tr></table>	Sg.	Pl.	-m	-ithu
Sg.	Pl.					
-m	-ithu					
	2nd person :	<table border="1"><tr><td>Sg.</td><td>Pl.</td></tr><tr><td>-k ho</td><td>-inu</td></tr></table>	Sg.	Pl.	-k ho	-inu
Sg.	Pl.					
-k ho	-inu					

### N. B. Vowel Changes (Cfr. final page):

- i-V yV e.g. /ín-já í-á-m/ (it-dog it-of-me) > /ínjá yám/ (my dog).  
u-V wV e.g. /úm-zì ú-á-m/ (it-village it-of-me) > /úmzì wám/.
  - Ci-V CV e.g. /ɪsɪ-zwè sɪ-á-m/ (it-nation it-of-me) > /ɪsɪzwè sɪám/.
  - Cu-V CwV e.g. /úkú-tyá kú-á-m/ (it-food it-of-me) > /úkútyá kwám/.
- Exception: /bu-V bV/ e.g. /úbùsò bám/.

### E. DIALOGUE.

Practise the following conversation between Zulu and Dlomo:

UZ.	Mólò Dlòmò.	Hello Dlomo.
UDl.	Èwé, mólò ìmfóndhì.	Yes, hello dear fellow.
UZ.	Yìntóní lé Dlòmò?	What is this Dlomo?
UDl.	Ngùmhlákùlò wám.	It is my spade/shovel.
UZ.	Ùsèbènzèlà bání?	You work for whom?
UDl.	Háyì, àndìsèbènzèlì mntù.	I -do-not-work-for any-body.
UZ.	Sísítíyá sákhò èsí?	Is this your garden?
UDl.	Èwé, sísítíyá sám.	Yes, it is my garden.

- A literal translation is given where this is judged useful to show up the Xhosa structure or idiom.

UZ . Ngòbání ábáncèdì bákhò?	Who are your helpers?
UDl. Ngàbántwàrà báñ.	They are my children.
UZ . Jòngá, zìntóní èzí?	Look, what are these?
UDl. Z Ìntyátyámbò.	They are flowers.
UZ . Háyi, àndicíngì, ngáthì lúkhùlà.	No, I do not think (so), it seems they are weeds.
UDl. Háyi, ínènè zìntyátyámbò, kódwà lé yìnkùnkùmà.	No really they are flowers. but this is rubbish.
UZ . Utyálà ntóní áphò?	What are you planting there?
UDl. Ndityálà àmàkháphètshù.	I am planting cabbages.
UZ . Ngàmàkháphètshù?	Are they cabbages?
UDl. Ewé, kódwà kúkhó ísìpínàtshì.	Yes, but there is spinach - also.
UZ . Ewé, sìthándà ísìpínàtshì.	Yes, we like spinach.
UDl. Ndìthándà àmàkháphèt shù .	I like cabbage.
UZ . Sálà kákùhlé, Dìòmò.	Stay well, Dlomo.
UDl. Hámbà kákùhlé, ìfóndfni.	Go nicely, dear fellow.

#### F. NAMES, SURNAMES, CLAN NAMES.

Answer each question, assuming each time the new name suggested to you, according to the model :

M	UNómsá. Ngùbání ígàmà lákhò? (Nomsa. It-is-who your name?)	S	NdìngúNómsá ígàmà lám. (I-am-Nomsa my name).
1.	UMándisá. Ngùbání ígàmà lákhò? (Mandisa. What is your name?)		NdìngúMándisá ígàmà lám. ( My name is Mandisa).
2.	UFàní. Ngùbání ígàmà lákhò?		NdìngúFàní ígàmà lám.
3.	UNóvúyò. Ngùbání ígàmà lákhò?		NdìngúNóvúyò ígàmà lám.
4.	UMáthisò. Ngùbání ífàní yákhò? (Mathiso. It-is-who surname your?)		NdìngúMáthisò ífàní yám. ( It is Mathiso my surname).
5.	UNKúmàlò. Ngùbání ífàní yákhò? ( What is your surname? )		NdìngúNkúmàlò ífàní yám. ( My surname is Nkumalo).
6.	USmíth. Ngùbání ífàní yákhò?		NdìngúSmíth ífàní yám.
7.	UDlámínì. Ngùbání ísídùkò sákhò? ( Dlamini. It-is-who clan-name your?)		NdìngúDlámínì ísídùkò sám. ( I-am-Dlamini the-clan-name your? ).
8.	UTsháwè. Ngùbání ísídùkò sákhò? ( Tshawe. What is your clanname?)		NdìngúTsháwè ísídùkò sám. ( Tshawe is my clanname). <sup>1</sup>
9.	UQòcwà. Ngùbání ísídùkò sákhò?		NdìngúQòcwà ísídùkò sám.

1. Observe: the CP /ng-/ changes the initial tone of the noun to low. This depressing effect of the CP /ng-/ is however optional, the uninfluencing /ng-/ being commonly accepted as an alternative. The low tone of the SC /ndi-/ restores the original initial high.



## LESSON 12

### THE COPULATIVE

(a. Negative. b. Possessive Pronouns. c. Personal)

#### A. THE NEGATIVE OF THE IMPERSONAL COPULATIVE.

Frame 

asi-	CP-	o-	noun
------	-----	----	------

<sup>1</sup> e.g. 

asi	y	o	nja
-----	---	---	-----

 (it is not a dog).

1. Change into the negative according to the model:

M Ngábàntù (They are people).	S Àsìngòbàntù (They are not people)
-------------------------------	-------------------------------------

1. Ngábàfúndì.	Àsìngòbàfúndì (They are not students).
2. Ngúmfiàzì.	Àsìngòmfàzì (It is not a woman).
3. Ngúmílìdò.	Àsìngòmlìdò (It is not a fire).
4. Yímílìdò.	Àsíyòmlìdò (They are not fires).
5. Yímìthí.	Àsíyòmìthí (They are not trees).
6. Yímòtó.	Àsíyòmòtó (It is not a car).
7. Zímòtó.	Àsízòmòtó (They are not cars).
8. Zíndlèlà.	Àsízòndlèlà (They are not roads).
9. Sísìlò.	Àsísòsìlò (It is not an animal).
10. Zìzìlò.	Àsízòzìlò (They are not animals).
11. Líhàshè.	Àsìlòhàshè (It is not a horse).
12. Lísèlè.	Àsìlòsèlè (It is not a frog).
13. Lúdàkà.	Àsìlòdàkà (It is not mud).
14. Lúbìsì.	Àsìlòbìsì (It is not milk).
15. Kúkùtyá.	Àsíkòkùtyá (It is not food).
16. Búbùsì.	Àsìbòbùsì (It is not honey).

2. Answer in the negative according to the model:

M Ngúmìlìmì? (Is it a farmer?)	S Háyì, àsìngòmlìmì (No, tis not a farmer)
--------------------------------	--

1. Ngúmzàlì?	Háyì, àsìngòmzàlì (No, it is not a parent).
2. Ngúnyàna?	Háyì, àsìngònyànà (No, it is not a son).
3. Ngábàsèbènzì?	Háyì, àsìngòbàsèbènzì (No, they are not workers).
4. Ngámàsìmì?	Háyì, àsìngòmàsìmì (No, they are not fields).
5. Yíntsìmì?	Háyì, àsíyòntsìmì (No, it is not a field).
6. Yíndlèlà?	Háyì, àsíyòndlèlà (No, it is not a road/way).
7. Yíndlù?	Háyì, àsíyòndlù (No, it is not a hut/house).
8. Zìzìndlù?	Háyì, àsízòzìndlù (No, they are not huts).
9. Sísìfúndò?	Háyì, àsísòsìfúndò (No, it is not a lesson).

3. Follow the pictures on p.54. Answer in the negative and then identify the object in the picture according to the model:

1. The CP (copulative prefix) for nouns, pronouns and /wena/(you sg) is /ng-/ for /um-, aba-, ama-/ classes. /y-/ for /imi-, in-/ cls. and C (the consonant of the noun prefix for the rest. Thus CP = /ng-/, /y-/ or /C/.

N.B. After the negative prefix /o-/ the initial V (vowel) of the noun is elided (dropped). This vowel /o/ actually derives from the pronoun stem by way of contraction e.g. /asingabo abantu/>/asingobantu/.

M	Yíkáwúsi? (Is it a sock?)	S	Háyì, àsíyòkáwúsi. Sísíhàngú. (No, it is not a sock. It is a shoe)
---	------------------------------	---	---

- |                               |                              |
|-------------------------------|------------------------------|
| 2. Yímélà? (Is it a knife?)   | Háyì, àsíyòmélà. Sísìkéré.   |
| 3. Ngúmlènzè (Is it a leg)?   | Háyì, àsíngòmènzè. Sísándlà. |
| 4. Yípékì? (Is it a pickaxe)? | Háyì, àsíyòpékì. Sísándò.    |
| 5. Yíjógò? (Is it a jug)?     | Háyì, àsíyòjógò. Sísítà.     |
| 6. Ngámânzi? (Is it water)?   | Háyì, àsíngòmânzi. Sísónkà.  |

Do the same with the pictures on p. 55-56.

- |  |  |
|--|--|
| 1. Ngúmfúndì (Is it a student)?              | Háyì, àsíngòmíndì. Zítítshàlà.               |
| 2. Zítáfíle (Are they tables)?               | Háyì, àsízóáfíle. Zízítúlò.                  |
| 3. Zízítúlò? (Are they chairs)?              | Háyì, àsízóítúlò. Zítáfíle.                  |
| 4. Zíngcàngò (Are they doors)?               | Háyì, àsízóngcàngò. Zíféstìlè.               |
| 5. Zíféstìlè (Are they windows)?             | Háyì, àsízóféstìlè. Zíngcàngò.               |
| 6. Zíngùbò (Are they blankets)?              | Háyì, àsízóngùbò. Zíbhátyì.                  |
| 7. Zíbhùlúkhwè (Are they pairs of trousers?) | Háyì, àsízóbhùlúkhwè. Zíhèmpè.               |
| 8. Zíbhátyì (Are they jackets)?              | Háyì, àsízóbhátyì. Zíbhùlúkhwè. <sup>1</sup> |
| 9. Zíhèmpè (Are they shirts)?                | Háyì, àsízóhèmpè. Zíkáwúsi.                  |
| 10. Ngúmnqwàzì (Is it a hat)?                | Háyì, àsíngòmnnqwàzì. Zízíhàngú.             |
| 11. Zíbhókhwè (Are they goats)?              | Háyì, àsízóbhókhwè. Zíntàkà.                 |
| 12. Zíntàkà (Are they birds)?                | Háyì, àsízóntàkà. Zíntlànzi.                 |
| 13. Ngámákhwènké?<br>(Are they boys?)        | Háyì, àsíngòmákhwènké.<br>Zízíò.             |
| 14. Zíkátì (Are they cats)?                  | Háyì, àsízókátì. Zízínjá.                    |
| 15. Zígùshà (Are they sheep)?                | Háyì, àsízógùshà. Zínkómó.                   |
| 16. Zíhàgù (Are they pigs)?                  | Háyì, àsízóhàgù. Zímfènè.                    |
| 17. Zímfènè (Are they baboons)?              | Háyì, àsízómfènè. Zígùshà.                   |
| 18. Lúkhùlà (Are they weeds)?                | Háyì, àsízókhùlà. Zíntyátyámbo.              |

Continue in the same way, following the pictures on p. 56.

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. Ngúmlènzè (Is it a leg)?    | Háyì, àsíngòmènzè. Búbùsó.    |
| 2. Yíndlù (Is it a house/hut)? | Háyì, àsíyòndlù. Búbúhlántì.  |
| 3. Zínwèlè (Is it human hair)? | Háyì, àsízónwèlè. Búbòyá.     |
| 4. Lúbísi (Is it milk)?        | Háyì, àsízóbfsì. Búbúsi.      |
| 5. Yíwáyìnì (Is it wine)?      | Háyì, àsíyòwáyìnì. Bútywàlá.  |
| 6. Búbùbí (Is it evil)?        | Háyì, àsízóbùbí. Búbùngcwèlè. |

Turn to the pictures on page 58 and respond as before:

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. Bútywàlá (Is it beer)?          | Háyì, àsízótywàlá. Kúkùtyá.      |
| 2. Kúkùtyá (Is it food)?           | Háyì, àsízókùtyá. Kúkùsèlà.      |
| 3. Ngúnthèthò (Is it the law)?     | Háyì, àsíngòmthèthò. Kúkùphùmlà. |
| 4. Kúkùlìmà (Is it ploughing)?     | Háyì, àsízókùlìmà. Kúkwàkhà.     |
| 5. Kúkùdàdà? (Is it the swimming)? | Háyì, àsízókùdàdà. Kúkùbàlékà.   |
| 6. Kúkùbàlékà (Is it the running)? | Háyì, àsízókùbàlékà. Kúkùphà.    |

1. Observe the alternative tones // or // on the initial syllable of cl. 10 in the copulative. Try to detect the tone patterning as you drill.

N. B. /áyí-/ is a fairly common alternative to /ásí-/ e.g. /áyíòdàkà/.



## B. THE COPULATIVE OF POSSESSIVE PRONOUNS.

Possessive Pronoun =  $V^2$ -possessive word<sup>1</sup> e.g. /ínjá yám/ (my dog) > /é-yám/ (mine), /ábántù bām/ > /ábám/, /úmzì wám/ > /ówám/.

1. Exercise on forming possessive pronouns. (N. B. Prefix /aw/ for the /ama-/ class e.g. /ámèhlò ákhò/ (your eyes) > /áwákhò/ (yours). Omitting the noun, form the possessive pronoun by prefixing the right  $V^2$  (a/á, i/é, u/o) according to the model:

M	íncwadí yám (my book)	S	éyám (mine)
---	-----------------------	---	-------------

- |                   |  |
|-------------------|--|
| 1. ípénsilè yám   | éyám (mine - the pencil)                 |
| 2. ígāmà lām      | élám (mine - the name)                   |
| 3. ísífúndò sákhò | ésákhò (yours - sg. the lesson)          |
| 4. úsìbà lwákhò   | ólwákhò (yours - sg., the pen)           |
| 5. úbùsò bàkhè    | óbàkhè (his - the face)                  |
| 6. úkùtyá kwèthú  | ókwèthú (ours - the food)                |
| 7. ábáhlòbò bèthú | ábèthú (ours - the friends)              |
| 8. ònyànà bènú    | ábènú (yours - the sons, pl.)            |
| 9. ámándlà àkhé   | áwàkhé (his - the strength) <sup>2</sup> |

2. The copulative formation of pronouns is the same as that of the nouns. Answer each question positively, omitting the noun:

M	Yímòtó yákhò ? (Is it your car)	S	Èwé, yéyám (Yes, 'tis mine)
---	---------------------------------	---	-----------------------------

- |  |  |
|--|--|
| 1. Zímòtó zènú?                        | Èwé, zézèthú (Yes, they are ours).       |
| 2. Yípètròf yám?                       | Èwé, yéyákhò (Yes, it is yours - sg).    |
| 3. Lívìlì lákhò? (wheel) <sup>3</sup>  | Èwé, lélám (Yes, it is mine).            |
| 4. Ngúmghùbì wènú? (driver)            | Èwé, ngówèthú (Yes, he is ours).         |
| 5. Lúthùlì lwàkhé? (dust) <sup>^</sup> | Èwé, lólwàkhé (Yes, it is his).          |
| 6. Ngábáhlòbò bām? (friends)           | Èwé, ngábákhò (Yes, they are yours -sg). |
| 7. Ngámàz wí ènú? (words)              | Èwé, ngáwèthú (Yes, they are ours).      |
| 8. Sísénzò sákhò? (deed)               | Èwé, sésám (Yes, it is mine).            |
| 9. Ngúmhlòbò wám?                      | Èwé, ngówákhò (Yes, he is yours).        |

3. The Negative of the Copulative of Possessive Pronouns. It is the same as that for nouns. Frame: asi-CPo-possessive e.g. /àsíngòbám/ (they are not mine - the children), /àsíyòdyám/ (ínjá) /.

Answer in the negative, omitting the noun according to the model:

M	Zínkòmó zákhò?	S	Háyì, àsízdám (No, they are not mine)
---	----------------	---	---------------------------------------

- |                     |  |
|---------------------|--|
| 1. Zìbhókhwè zákhò? | Háyì, àsízdám (No, they are not mine - goats).   |
| 2. Zìhágù zám?      | Háyì, àsízdákhò (No, they are not yours - pigs). |

1.  $V^2$  = the corresponding underlined vowels: ( a/á, i/é, u/o). The  $V^2$  for the /ama-/ nouns requires the intervowel /w/ (associated with broad vowels /a, u, o/) because of the pressure of word structure CVCV..
2. Notice the tone /' -m/, /' -khò/ but /' -khé/, /' èthú/, /' ènú/.
3. In spite of being a borrowed word, this one belongs to cl.5.

- |                      |  |
|----------------------|--|
| 3. Ngámásîmî ákhò?   | Háyì, àsíngòwám (No, they're not mine - fields).   |
| 4. Ngábáhlòbbò bènú? | Háyì, àsíngòbèthú (No, they're not ours - friends) |
| 5. Kúkùtyá kwákhò?   | Háyì, àsíkkwám (No, it is not mine - the food).    |
| 6. Lúbîsî lwákhé?    | Háyì, àsídlwákhé (No, it is not his - the milk).   |
| 7. Zìzòndò zènú?     | Háyì, àsídzèthú (No, they're not ours - sins).     |
| 8. Ngámàsó àkhé?     | Háyì, àsíngòwákhé (No, they're not hers - beads).  |
| 9. Ngúnyânà wám?     | Háyì, àsíngòwákhò (No, he is not yours - son).     |

C. THE PERSONAL COPULATIVE. (i. e. identifying an explicit subject with a category of things e. g. 'The boy is a thief').

Frames: Positive 

SC-	Copulative
-----	------------

 e. g./Ndi-yínkwènkwé/ (I'm a boy).

Negative 

a-	SC <sup>n</sup> -	CP-	o-	noun/pronoun
----	-------------------	-----	----	--------------

 e. g./à-kú-y-ò-njá/ (You're not a dog).

Answer in the negative according to the model:

M	Uyínkwènkwé? (Are you a boy?)	S	Háyì, àndíyònkwènkwé.
---	-------------------------------	---	-----------------------

- |                        |   |
|------------------------|---|
| 1. Nìngámákhwènkwé?    | Háyì, àsíngòmákhwènkwé (No, we're not boys). <sup>1</sup> |
| 2. Sìngámágwàlá?       | Háyì, àníngòmágwàlá (No, you are not cowards).            |
| 3. Ùlígwàlá?           | Háyì, àndídlgwàlá (No, I am not a coward).                |
| 4. Ùlívìlà?            | Háyì, àndídlvìlà (No, I am not a lazy fellow).            |
| 5. Nìngàmàvìlà?        | Háyì, àsíngòmàvìlà (No we are not lazy fellows).          |
| 6. Ùsìsìdèngé?         | Háyì, àndísdìdèngè (No, I am not a fool).                 |
| 7. Sìzìzìdèngé?        | Háyì, ànízìzìdèngè (No, you are not fools).               |
| 8. Ndílìxhègò?         | Háyì, àkúldìxhègò (No, you are not an old man).           |
| 9. Ùngúnyânà wám?      | Háyì, àndíngònyânà wákhò (No, I'm not your son)           |
| 10. Ndìngùmzálì wákhò? | Háyì, àkúngòmzálì wám (No, you're not my parent)          |

#### D. TRANSLATION TEST.

Translate into Xhosa:

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. Are you a coward?               | Ùlígwàlá?                    |
| 2. Are you farmers?                | Nìngábálimì?                 |
| 3. We are not lazy fellows.        | Àsíngòmàvìlà.                |
| 4. I am not a teacher.             | Àndíyòtítshàlà.              |
| 5. It is a pencil.                 | Yípénsìlè.                   |
| 6. It is mine (the pencil).        | Yéyám.                       |
| 7. It is not yours - sg. (pencil). | Àsíyòyákhò. <sup>2</sup>     |
| 8. Are they our goats?             | Zìbhókhwè zèthú?             |
| 9. No, they are your pigs.         | Háyì, zìhágù zènú.           |
| 10. Our friends are not babies.    | Ábáhlòbbò bèthú àbázòntsánà. |

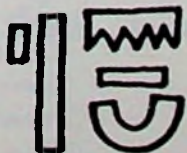
- 
1. Observe how the low toned negative prefix /à-/ changes the normally low toned personal subject concords /ndì-, ù-, sî-, nì-/ to high toned /ndí-, kú-, sí-, ní-/. It also tends to lower the other tones in the word excepting penultimate high or falling.
  2. There is an alternative form : /àyíyòyákhò/, the /-yí-/ being SC. N. B. /àyí/ is commonly used as an alternative to the impersonal /así/ e. g. /àyíngòmzì/ (it is not a village), /àyíkkùtyá/ (it is not food).

## E. DIALOGUE.

A conversation between Nomsa and Liziwe.

UN.	Yìntóní lé Lízìwé?	What is this Elizabeth?
UL.	Yíkófù.	It is coffee.
UN.	Èwé, ndiyàngcàmìlà.	Yes, I am tasting.
UL.	Úkúbá yíkófù, énkòsì Àndìfúnì. Andíyìphúngì.	If it is coffee, thanks I do not want. I dont drink it.
UN.	Èwé, kúlúngìlè. Ndìfúnà úkúlúngìsà fí yákhò.	Yes, it is good. I want to prepare your tea.
UL.	Èwé, énkòsì, kúlúngìlè.	Yes, thanks, it is good/fine.
UN.	Yìntóní lé?	What's this?
UL.	Yíswékìlè.	It is sugar.
UN.	Háyì, àsfyòswékìlè, yftyùwà.	No, it is not sugar, It is salt.
UL.	Háyì, ndiyàphòsìsà, ndicélà úxòlò.	No, I am mistaken/wrong, I beg pardon/peace.
UN.	Háyì, yèká. Jòngá, lúbfsì?	No, leave (it). Look, is it milk?
UL.	Háyì, àsìlòbfsì, zìzìqhàmò.	No, it is not milk, it is fruit (they are fruits).
UN.	Ùyàphòsìsà Lízìwé. Asìzòzìqhàmò, zítápìlè.	You are wrong Elizabeth. They are not fruit, they are potatoes.
UL.	Háyì, ndiyàqhùlà, zítápìlè.	No, I am joking, they are potatoes.
UN.	Zítápìlè zàkhò?	Are they your potatoes?
UL.	Háyì, àsìzòzám.	No, they are not mine.
UN.	Zìzìqhàmò fítápìlè?	Are potatoes fruit?
UL.	Háyì, àsìzòzìqhàmò fítápìlè, yímìfùndò.	No, they are not fruit the potatoes, they are vegetables.
UN.	Ùfúnà úkùtyá zìzìqhàmò?	Do you want to / like eating fruit?
UL.	Èwé, ndìthàndà zìzìqhàmò.	Yes, I like fruit.
UN.	Énkòsì Lízìwé. ndiyàbùlèlè.	Thanks Liziwe/Elizabeth. I am grateful.
UL.	Sálà kákùhlé Nòmsá.	Stay nicely Nomsa.
UN.	Hám̀bà kákùhlé Lízìwé.	Go nicely Liziwe.

Try to practice this conversation.



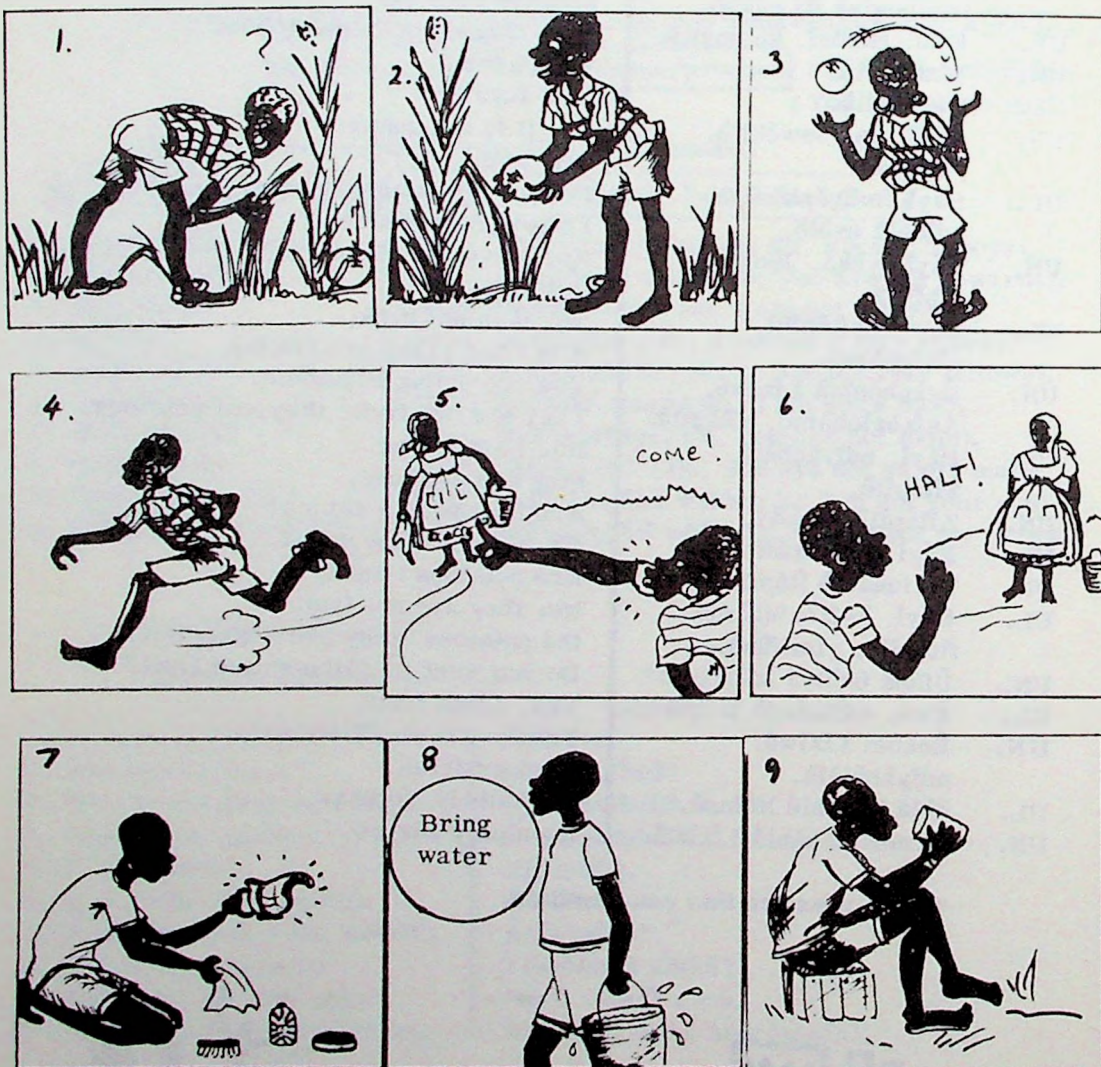
## LESSON 14

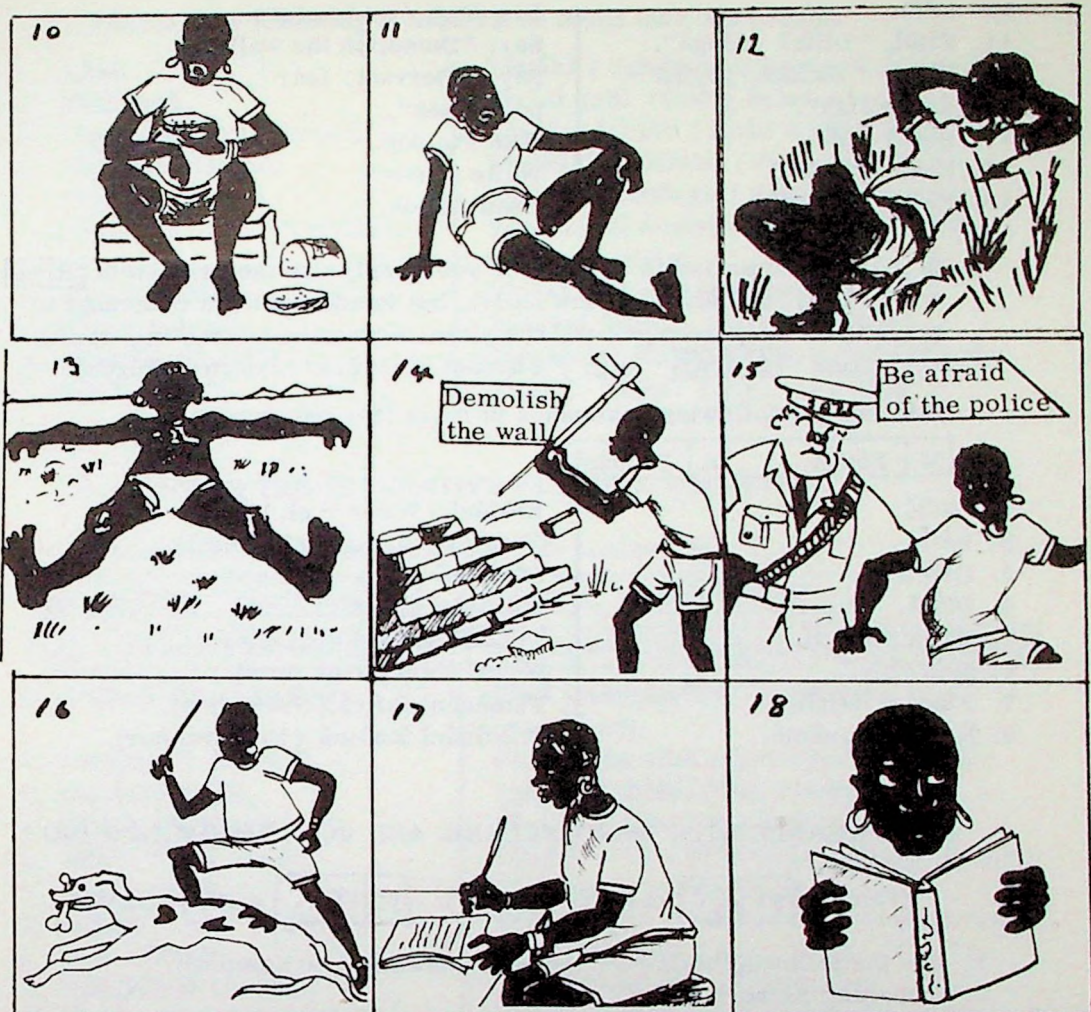
## COMMANDS

A. SIMPLE COMMANDS. Frame:

Frame: singular (to one): R[-a] e.g. /Sèbènzà/ (Work).

plural (to more than one) R[-ani] e.g. /Sèbènzàni/.





1. Follow on the above pictures ( pp 74, 75). Look, listen and repeat, imagining yourself commanding the actions depicted on the pictures:

- |                                  |  |
|----------------------------------|--|
| 1. Fùnà ìbhólà.                  | Search for the ball.                       |
| 2. Fùmánà ìbhólà.                | Get the ball.                              |
| 3. Dlálà ngébhólà( nga-ibhola).  | Play with the ball( by means of the ball). |
| 4. Bàlékà nébhólà ( na-ibhola).  | Run with the ball.(accompaniment).         |
| 5. Bfzà ísìcàkà.                 | Call the servant.                          |
| 6. Yìthí : "Yîmà sìcàkà".        | Say: " Stop / halt o servant".             |
| 7. Sèbénzà ngòkù.                | Work now.                                  |
| 8. Yìthí, "Sìcàkà, yìzà nàmânzì" | Say, "Servant bring water - come with.."   |
| 9. Sélà ámânzì.                  | Drink water.                               |
| 10. Yìtyá ísónkà.                | Eat bread.                                 |
| 11. Hlálà phántsí.               | Sit down.                                  |
| 12. Phùmlà ngòkù.                | Rest now.                                  |

- |  |                                 |
|--|---------------------------------|
| 13. Lálà.                              | Lie down / go to sleep.         |
| 14. Yìthí, "Dìlízà údòngá".            | Say, "Demolish the wall".       |
| 15. Yìthí, "Sìcàka, yòyíkà ámápòlísà". | Say, "Servant, fear policemen". |
| 16. Bèthà ìnjá.                        | Beat the dog.                   |
| 17. Bhâlà ìncwàdí.                     | Write a letter.                 |
| 18. Fùndà ìncwàdí.                     | Read a book.                    |

2. In giving a command to one person you simply use the verb stem **[R-a]** e.g. / Fùndà fntwàrà / (Learn child), but in addressing a command to more than one person you add the plural formative suffix /-ni/ to the verb stem **[R-a-ni]** e.g. / Fùndàni bàntwàrà / (Learn children).

Address the following commands to more than one person:

M	Fùndà.	S	Fùndàni.
---	--------	---	----------

- |                   |                                     |
|-------------------|-------------------------------------|
| 1. Bhâlà.         | Bhàlànì (Write - pl.). <sup>1</sup> |
| 2. Bèthà.         | Bèthànì (Strike / hit / beat).      |
| 3. Bàlèkà.        | Bàlèkànì (Run / run away).          |
| 4. Dìlálà.        | Dìlálànì (Play).                    |
| 5. Hlálà phántsí. | Hlálànì phántsí (Sit down).         |
| 6. Sèlà úbfsì.    | Sèlànì úbfsì (Drink milk).          |
| 7. Fùmàná ísítà.  | Fùmànanì ísítà. (Get a dish).       |
| 8. Ncèdísà úmàmá. | Ncèdísànì úmàmá (Help mother).      |

#### B. COMMANDS WITH MONOSYLLABIC AND VOWEL-COMMENCING VERBS.

Frame : **[yi-CV]** e.g. /Yìthí/ (Say). **[y-VCV..]** e.g. /yoyikani/.

1. Use the following infinitive verbs in commands to someone, according to the models:

Model 1.	M	úkúzà áphà (to come here)	S	Yìzá áphà (Come here)
----------	---	---------------------------	---	-----------------------

- |                                   |  |
|-----------------------------------|--|
| 1. úkùmà áphò (to halt there)     | Yìmá áphò (Halt there).                |
| 2. úkúzà ngòkù (to come now)      | Yìzá ngòkù (Come now).                 |
| 3. úkùvâ kákùhlé (to perceive...) | Yìvâ kákùhlé (Perceive/understand...). |
| 4. úkùtyá ísónkà (to eat bread)   | Yìtyá ísónkà (Eat bread).              |
| 5. úkùthì, "Qhâ" (to say, "only") | Yìthí, "Qhâ" (Say, "only/merely").     |
| 6. úkùthì, "íxòxò" (. . bullfrog) | Yìthí, "íxòxò" (Say, "bullfrog").      |

Model 2.	M	úkòyíkà ámápòlísà	S	Yòyíkà ámápòlísà
----------	---	-------------------	---	------------------

- |                                 |  |
|---------------------------------|--|
| 7. úkwâkhâ ísìkòlò <sup>2</sup> | Yâkhâ ísìkòlò (Build a school). <sup>3</sup> |
| 8. úkwâphúlà íntòngà            | Yâphúlà íntòngà (Break the stick).           |
| 9. úkwâmkèlâ ímâlí              | Yâmkèlâ ímâlí (Receive the money).           |
| 10. úkòhlwàyà ámâkhwènkwé.      | Yòhlwàyà ámâkhwènkwé (Punish the boys).      |

1. Observe the lowered tones preceding the imperative plural : /~`~-ánì/.
2. /úkwâkhâ/ < /úkù-âkhâ/ ( **[CuV>CwV]** Exception: **[Cu-o>Co]** /ukoyika/.)
3. Note the low tone of the initial vowel in all these commands and also the resultant raising of the next tone if that is final or otherwise of the second last syllable.

2. Address the following commands to more than one person:

- |                              |  |
|------------------------------|--|
| 1. Yîmâ.                     | Yîmánî (Halt/Stand/Stop - pl.).                    |
| 2. Yîzá áphâ.                | Yîzání áphâ (Come here).                           |
| 3. Yènzá ísítúld. (/ -enza/) | Yènzání ísítúld (Make a chair).                    |
| 4. Yòyíkà úm̀lambò.          | Yòyíkání úm̀lambò (Fear the river).                |
| 5. Yâphúlà ìntòngà.          | Yâphùlání ìntòngà (Break the sticks).              |
| 6. Yòhlwáyà ámántòmbàzânà.   | Yòhlwáyání ámántòmbàzânà (Punish the young girls). |
| 7. Yìvá kákùhlé.             | Yìvání kákùhlé (Perceive well).                    |
| 8. Yènzá íhèmpè.             | Yènzání íhèmpè (Make a shirt).                     |
| 9. Yàm̀kèlâ úm̀hlòbò.        | Yàm̀kèlání úm̀hlòbò (Receive a friend).            |
| 10. Yìthí, "íçíçí".          | Yìthínì, "íçíçí" (Say, "ear-ring").                |

### C. TESTING THE IMPERATIVE PLUS THE VOCATIVE.

1. Change the following statements into commands:

- |   |   |                          |   |                                     |
|---|---|--------------------------|---|-------------------------------------|
| 1 | M | Ndìthì, "Fùndà ìfòndfì". | S | Yìthí, "Fùndà ìfòndfì".             |
| 2 | M | Sìfùndà ámáphèphàndàbà.  | S | Fùndání ámáphèphàndàbà (newspapers) |
- 
- |                                |  |
|--------------------------------|--|
| 1. Ndìfùnà íphèphàndàbà.       | Fùnà íphèphàndàbà (Look for a newspaper).    |
| 2. Ndìfùmánà ìncwàdí.          | Fùmánà ìncwàdí (Get a book/letter).          |
| 3. Sìthèngà ícúbá.             | Thèngání ícúbá (Buy tobacco).                |
| 4. Sìbízà úm̀thèngísì.         | Bízání úm̀thèngísì (Call the seller).        |
| 5. Sìthì, "Yìzá bàwó".         | Yìthínì, "Yìzá bàwó" (Say, "Come father).    |
| 6. Ndìzà ngòkù.                | Yìzá ngòkù (Come now).                       |
| 7. Ndìthì, "Yìzá fh̀lòbò".     | Yìthí, "Yìzá fh̀lòbò (Say, "Come friend).    |
| 8. Sìvâ kákùhlé.               | Yìvání kákùhlé (Hear well).                  |
| 9. Ndìphùmlà kàkhùlù.          | Phùmlà kàkhùlù (Rest a lot).                 |
| 10. Sìthì, "Yòyíkání bàhlòbò". | Yìthínì, "Yòyíkání bàhlòbò" (Say, "Fear...). |

2. Address the following commands to more than one person:

- |   |                            |   |                  |
|---|----------------------------|---|------------------|
| M | Yìzá f̀ntwànà (Come child) | S | Yìzání bàntwànà. |
|---|----------------------------|---|------------------|
- 
- |  |  |
|--|--|
| 1. Yìthí, "Cwàkà", ìfòndfì. <sup>2</sup> | Yìthínì, "Cwàkà", ìfòndfì (Be quiet...).                               |
| 2. Yènzá ípéki, ndòdà yám.               | Yènzání ípéki, màdòdà ám.  |
| 3. Yâphúlà ìntòngà ìntwànà.              | Yâphùlání ìntòngà bàntwànà.  |
| 4. Yìvá kákùhlé ìfùndì.                  | Yìvání kákùhlé bàfùndì.  |
| 5. Yènzá ígàbà (a hoe) ìlìmì.            | Yènzání ígàbà bàlìmì (farmers).  |
| 6. Phùmlà ngòkù ìsèbènzì.                | Phùmlání ngòku bàsèbènzì (workers).                                    |
| 7. Lálà kákùhlé nkwhènkwe.               | Lálání kákùhlé màkhwènkwe. (boys).                                     |
| 8. Vùkà kùsásá ntòmbàzânà.               | Vùkání kùsásá màntòmbàzânà (Wake up early in the morning young girls). |
| 9. Sèngà ìnkòmó sìçàkà.                  | Sèngání (milk) ìnkòmó zìçàkà.  |
| 10. Phèkà ámáqàndá ìfàzìndfì.            | Phèkání ámáqàndá bàfàzìndfì.   |

1. There is an alternative plural form /Yìthání/ (say).

2. /cwàkà/ is an 'idiophone' usually in complement to the verb /-thi/ (say, do).

## D. NEGATIVE COMMANDS.

Frames: Positive :  $\boxed{\text{Músà}}$  +  $\boxed{\text{uku-R-a}}$ <sup>1</sup> e.g. /Músà úkùtyá/ (Dont eat)

Negative:  $\boxed{\text{Músàni}}$  +  $\boxed{\text{uku-R-a}}$  e.g. /Músàni úkùdlàlā/ (Do not play).

## 1. Change the following commands into the negative:

M Fúndā ìntānām. S Músà úkùfúndā ìntānām (Dont read my child)

- |   |  |
|---|--|
| 1. Sèbézā ìhìlòbò wām.                                    | Músà úkùsèbézā ìhìlòbò wām.  |
| 2. Dlālā nyánā wām.                                       | Músà úkùdlālā nyánā wām ( my son).                                     |
| 3. Hámbā ngòkù ìnfāzì wām.<br>( Go now my wife).          | Músà úkùhámbā ngòkù ìnfāzì wām.<br>( Do not go now my wife/woman).     |
| 4. Hlālā áphò ndòdā yām.<br>( Stay there my man/husband). | Músà úkùhlālā áphò ndòdā yām.<br>( Do not stay there my man/husband).  |
| 5. Thèthā kàkhùlù ìfòndìni.                               | Músà úkùthèthā kàkhùlù ìfòndìni.                                       |
| 6. Bhālà ìncwādí Mèrí.                                    | Músà úkùbhālà ìncwādí Mèrí.  |
| 7. Tháthā úsìbā Nòmsá.<br>( Take a pen Nomsa).            | Músà úkùtháthā úsìbā Nòmsá.<br>( Do not take the pen Nomsa).           |
| 8. Yìzā áphā Sándìlè.                                     | Músà úkùzā áphā Sándìlè.   |
| 9. Ncèdìsā úbàwó Fàní.                                    | Músà úkùncèdìsā úbàwó Fàní. <sup>2</sup> ( help).                      |
| 10. Sèngā ìmāzì yébhókhwè.<br>( Milk the nanny-goat).     | Músà úkùsèngā ìmāzì yébhókhwè.<br>( Do not milk the female-of-a-goat). |

## 2. Change into negative commands:

M Sèbènzāni màdòdā. S Músàni úkùsèbézā màdòdā.

- |  |   |
|--|---|
| 1. Hlālāni phāntsí bàfāzì.                                     | Músàni úkùhlālā phāntsí bàfāzì.   |
| 2. Phùmlāni ngòkù.   | Músàni úkùphùmlā ngòkù.   |
| 3. Lālāni bàhlòbò.   | Músàni úkùlālā bàhlòbò.   |
| 4. Thèthāni ísìXhòsā.  | Músàni úkùthèthā ísìXhòsā.  |
| 5. Fùndāni ísìBhùlù mànènè.<br>( Learn Afrikaans gentlemen)    | Músàni úkùfúndā ísìBhùlù mànènè.<br>( Do not learn Afrikaans gentlemen).  |
| 6. Fùmānāni ìncwādí mànènékàzì.                                | Músàni úkùfùmānā ìncwādí mànènékàzì.                                      |
| 7. Yìtyāni ùmbónā bànúmzānā.<br>( Eat mealies sirs/gentlemen). | Músàni úkùtyā ùmbónā bànúmzānā.<br>( Do not eat maize gentlemen/sirs).    |
| 8. Sèlāni útywālā màdòdā.                                      | Músàni úkùsèlā útywālā màdòdā.  |
| 9. Ncèdìsāni úmákhùlù zìntòmbí.<br>( Help grandmother girls).  | Músàni úkùncèdìsā úmákhùlù zìntòmbí.<br>( Do not help grandmother girls). |
| 10. Yìthìni, "íqáqá" bàfúndì.                                  | Músàni úkùthì, "íqáqá"(polecac) bàfúndì.                                  |

## 3. Translate:

- |                          |                    |
|--------------------------|--------------------|
| 1. Come here child.      | Yìzā áphā ìntwànā. |
| 2. Do not be afraid.     | Músà úkùyìkà.      |
| 3. Eat up children.      | Yìtyāni bàntwànā.  |
| 4. Do not run away.( pl) | Músàni úkùbàlèkà.  |

- In other words, there is no Neg. Imperative form. You simply use the deficient verb /músà/ in the pos. Imper. form + the infinitive complement.
- Use your own observation powers to spot tone patternings.



- |                                  |                          |
|----------------------------------|--------------------------|
| 5. Sit down men.                 | Hlālání phántsí màddà.   |
| 6. Do not write letters.         | Mùsání úkùbhàlà ìncwàdí. |
| 7. Come here son.                | Yìz'áphà nyànà.          |
| 8. Make tea child.               | Yènzá ítí ìantwànà.      |
| 9. Do not look for coffee (sg.). | Mùsà úkùfùnà ìkófù.      |
| 10. Be quiet students.           | Thùlání bàfúndì.         |

## E. DIALOGUE.

Mlungisi and Zinzo.

- |  |   |
|--|---|
| UM. Mólò Zìnzò.  | Hello Zinzo.  |
| UZ. Mólò ìmfóndfì.                                     | Hello dear fellow.  |
| UM. Uphìlà njàní?                                      | How are you - (you-live how? ).                                     |
| UZ. Ndìphìlà kákùhlé,<br>àkúkùhò ntó.                  | I'm fine (I-live nicely),<br>no complaint (there is nothing - bad). |
| UM. Yìntóní ùm̀sébézì wákhò?                           | It-is-what your work?   |
| UZ. Ndìyítítshàlà, ndìfúndìsà<br>ábántwànà.            | I am a teacher, I teach<br>children.                                |
| UM. Ngábántwànà bàkhò ábà?                             | Are they your children these ones?                                  |
| UZ. Háyi, àsìngòbàntwànà bàm̀<br>ngábántwànà bésìkòlò. | No, they are not my children,<br>they are schoolchildren.           |
| UM. Bàfúndìswá ngúwè<br>nàbàní ábántwànà?              | Are they taught by you or<br>by whom the children?                  |
| UZ. Bàfúndìswá zézìnyè<br>ìtítshàlà.                   | They are taught by the other<br>teachers.                           |

## F. GRAMMAR SUM-UP : COMMANDS.

- Positive: sg.  $\boxed{R} \boxed{-à}$  e.g. /Hám̀bà kákùhlé/( Go nicely - goodbye).  
 pl.  $\boxed{R} \boxed{-á} \boxed{-nì}$  e.g. /Sàlání kákùhlé/( Stay nicely - goodbye).
- CV verbs:  $\boxed{Yì} \boxed{-CV}$  e.g. /Yìz'á Mèrí/( Come Mary), /Yìz'ání màddà/  
 -VCV... , :  $\boxed{Y} \boxed{-VCV} \dots$  e.g. /Yènzá ítí/( Make tea), /Yènzání ítí/.
- Negative: sg.  $\boxed{Mùsà} + \boxed{uku} \boxed{-R} \boxed{-a}$  e.g. /Mùsà úkúzà/( Do not come).  
 pl.  $\boxed{Mùsání} + \boxed{uku} \boxed{-R} \boxed{-a}$  e.g. /Mùsání úkúzà màddà/.
- Reduced Forms: <sup>1</sup>  
 Neg. sg. :  $\boxed{Súku} \boxed{-R} \boxed{-a}$  e.g. /Súkúwà/( Dont fall), /Súkùbàlékà/.  
 .. pl. :  $\boxed{Sánúku} \boxed{-R} \boxed{-a}$  e.g. /Sánúkúyà màddà/( Dont go men).

1. /Súkúwà/&lt;/Mùsà úkúwà/. /Sánúkúyà/&lt;/Mùsání úkúyà/.

- |   |  |
|---|--|
| <p>3. Ukùtyá ókùdálà kùbùlálà ñgùshà ézìntshá?</p> <p>4. Ubùhlántì óbùdálà bùgcínà ñbhókhwè ézìntándáthù?</p> <p>5. Isìkòld èsìhlé sífúndìsà ñintòmbí ézìntlé?</p> <p>6. Iintlànzi zítýà ñimpúkàné ézìmbí (ugly flies)?</p> <p>7. Iimpúkàné ézìmbí zìkháth-ázà ñinkòsì ézìndè?</p> <p>8. Iintàkà zìthándà ñimpúkù ézìmfútshánè?</p> | <p>Háyì, ùkùtyá ókùdálà àkùbùlálì zìgùshà zìntshá (No, stale food kills no young..).</p> <p>Háyì, ùbùhlántì óbùdálà àbùgcínì zìbhókhwè zìntándáthù.</p> <p>Háyì, isìkòld èsìhlé àsìfúndìsì zìntòmbí zìntlé.</p> <p>Háyì, ñintlànzi àzítýí zìmpúkàné zìmbí. (No, fish do not eat any ugly/bad flies).</p> <p>Háyì, ñimpúkàné ézìmbí àzìkhátházì zìnkòsì zìndè (..worry no tall chiefs).</p> <p>Háyì, ñintàkà àzìthándì zìmpúkù zìmfútshánè (....no short mice/rodents).</p> |
|---|--|

**B. THE DESCRIPTIVE COPULATIVE (Cop. of Adjectives & Relatives).**

Cop. of Adjective: 

BP-	adj. st.
-----	----------

<sup>1</sup> e.g. /lìhlé ñhàshè/ (it-is-nice the-horse).

Cop. of Relative or Adverb: 

SC-	rel. st./adv.
-----	---------------

 e.g. /ku-kho imali/ (it-is-there money), /izinja zibomvu/ (the-dogs they-are-red).

1. Describe each item, using the Copulative of the Adjective instead of that of the noun, according to the model:

M	Ngábántù ábàkhùlù (They are big people)	S	Bákhùlù (They are big).
---	---	---	-------------------------

- |   |  |
|---|--|
| <p>1. Ngábàfúndì ábàtshá.</p> <p>2. Ngònyànà ábànínzì.</p> <p>3. Lìfízwè élìhlé.</p> <p>4. Lígqìrà élìdálà.</p> <p>5. Líhàshè élìdè.</p> <p>6. Sísìtùld èsìhlé.</p> <p>7. Zìzìhàngú ézìbìní.</p> <p>8. Zìtáfilè ézìntáthù.</p> <p>9. Zìfèstìlè ézìndè.</p> <p>10. Bùbùhlántì óbùhlé.</p> <p>11. Kùkùtyá ókùtshá.</p> <p>12. Zìmpúkù ézìmbí.</p> | <p>Bátshá (They are young i.e. school kids).</p> <p>Bánínzì (They are numerous i.e. the sons).</p> <p>Lìhlé (It is beautiful i.e. the country).</p> <p>Lìdálà (He is old i.e. the witchdoctor).</p> <p>Lìdè (It is tall i.e. the horse).</p> <p>Sìhlé (It is beautiful i.e. the chair/stool).</p> <p>Zìbìní (They are two i.e. the shoes).</p> <p>Zìntáthù (They are 3 i.e. the tables).</p> <p>Zìndè (They are long/high i.e. windows).</p> <p>Bùhlé (It is beautiful i.e. the cattlekraal).</p> <p>Kùtshá (It is fresh i.e. the food).</p> <p>Zìmbí (They are ugly i.e. the rodents).</p> <sup>2</sup> |
|---|--|

2. Make a sentence out of each pair (noun and adj. st.), according to the model:

M	úðòngá, -de	S	Lùdè úðòngá (It is tall the wall).
---	-------------	---	------------------------------------

- |   |  |
|---|--|
| <p>1. úthùlì, -ninsi</p> <p>2. ñlízwè, -hle</p> <p>3. ízèmbè, -bi</p> | <p>Lúnínzì úthùlì (The dust is plentiful).</p> <p>Lìhlé ñlízwè (The country is beautiful).</p> <p>Lìbí ízèmbè (The axe is bad/ugly).</p> |
|---|--|

1. Adj. st. = 'adjective stem'. BP = basic noun prefix (NP minus initial V). Notice that the copulative of the adjective is the same in form as that of the adjective after the axiomatic - A 2 above.

2. Note the tone i.e. high toned SC, the only stem change being /<sup>^</sup>/ to /<sup>ˊ</sup>/.

- |                       |  |
|-----------------------|--|
| 4. Ígâbâ, -futshane   | Lífútshánè ígâbâ (The hoe is short).       |
| 5. úbúshùshú, -bi     | Búbí úbúshùshú (The heat is bad).          |
| 6. Ízítúld, -bini     | Z ímbìní ízítúld (The chairs are two).     |
| 7. Ízándò, -thathu    | Z íntáthù ízándò (The hammers number 3).   |
| 8. ábàsèbènzì, -ne    | Bánè ábàsèbènzì (The workers number 4).    |
| 9. Ònyànà, -hlanu     | Báhlánù Ònyànà (The sons are 5 in number). |
| 10. ÒMèrì, -thandathu | Báthándáthù ÒMèrì (Mary & Co are 6).       |

3. Listen to what I say and then answer my question:

- |   |  |
|---|--|
| 1. Ndìbónà ìnkòmó ézìndè.<br>Z íngàphí ìnkòmó? (How many..?)        | Ìnkòndò z ìndè.<br>(The cattle number 4).              |
| 2. Igqìrà líphìlìsà ábántwànà ábàhlànù.<br>Bàngàphí ábántwànà?      | Báhlánù ábántwànà.<br>(The children number five).      |
| 3. Sìthéngà ìntòngà ézìntlé.<br>Z ínjàní ìntòngà? (They are how..?) | Z íntlé ìntòngà (They are beautiful the sticks).       |
| 4. Isíkòld sífúndìsà Ònyànà bámm<br>ábàbìní. Bàngàphí Ònyànà bámm?  | Bábìní Ònyànà bákhò (Your sons are two in number).     |
| 5. Ndìfúnà ìtáfìlè ézìnkúlù.<br>Z íngàkánàní (how big) ìtáfìlè?     | Z ínkúlù ìtáfìlè (the tables are big).                 |
| 6. Ìnkòmó zám z ìnkòmó ézìntlé.<br>Z ínjàní ìnkòmó zám?             | Z íntlé ìnkòmó z ákhò.<br>(Your cattle are beautiful). |
| 7. Z ìndòngá ézìmbìní. Z íngàphí<br>ìndòngá?                        | Ìndòngá z ímbìní.<br>(The walls are two).              |
| 8. Ngábántwànà ábàkhúlù.<br>Bàngàkánàní ábántwànà?                  | Ábántwànà ábàkhúlù.<br>(The children are big).         |
| 9. Igùmbí lám lígùmbi élitshá.<br>Línjànì ígùmbí lám?               | Igùmbí lákhò lítshá.<br>(Your room is new).            |
| 10. Onyànà bámm báfúmánà ìnkùnì<br>ézìmbìní. Z íngàphí ìnkùnì?      | Ìnkùnì z ímbìní.<br>(The logs of firewood are two).    |

### C. THE COPULATIVE OF RELATIVES AND ADVERBS.

Form: 

SC -	rel. st. /adv.
------	----------------

 e.g. /ìnkòmó z í-bòmúvú/ (the cattle are red), /z íkhò/ (they are there/present).

Study the following relative stems and adverbs: <sup>1</sup>

/-bòmúvú/ (red)	/-ñhlóphè/ (white)
/-njàní/ (how?, what kind?)	/-ñnyámà/ (black, dark)
/-ngàkánàní?/ (how big?)	/-ñdàkà/ (dirty, muddy)
/-phí?/ (where?)	/-ñnándì/ (sweet, nice)
/-khó/ (present, existing, there)	/-lápà/ (here)
/-bhétèlè/ (better)	/-lápò/ (there) <sup>2</sup>

Beginning with the sentence / Bábhòmúvú ábàhámì/ (The travellers are red), substitute the word or stem given:

- The CP (copulative prefix) for the adjectives is BP. But these relative and adverb stems have no CP - you simply use the SC as if they were verbs.
- /ápà/ and /ápò/ assume the /l/ with any prefix whatsoever e.g. /ábántù bà-l-ápà/ (the people here -'of-here').

## 2. Identify as mine - you are speaking to me:

1. ìz ìhlàngú	Z ìz ìhlàngú z ákhò ( They are your shoes - sg. ).
2. ìk áwúsi	Z ìk áwúsi z ákhò ( They are your socks ).
3. ìh émpè	Z ìh émpè z ákhò ( They are your shirts ).
4. ís ìtúlò	S ís ìtúlò s ákhò ( It is your chair ).
5. úbùsò	B úbùsò b ákhò ( It is your face ).
6. úbùlúf mkò	B úbùlúf mkò b ákhò ( It is your wisdom ).
7. ìl ìz wí	L ìl ìz wí l ákhò ( It is your word ).
8. íg àmà	L íg àmà l ákhò ( It is your name ).
9. ús àphò	L ús àphò l w ákhò ( It is your family ).
10. úk ùtyá	K úk ùtyá k w ákhò ( It is your food ).

3. Identify as ours (yours and mine):<sup>1</sup>

1. ìkhâyà	L ìkhâyà l èthú ( It is our home ).
2. ìm òtó	Y ìm òtó y èthú ( It is our car ).
3. íf àmà	Y íf àmà y èthú ( It is our farm ).
4. íg qìrà	L íg qìrà l èthú ( He is our witchdoctor ).
5. íy èz à	L íy èz à l èthú ( It is our medicine ).
6. ìbh ótìlè	Y ìbh ótìlè y èthú ( It is our bottle ).
7. ís ìkò	L ís ìkò l èthú ( It is our custom ).
8. íx éshà	L íx éshà l èthú ( It is our time ).
9. ìbh ókìsì	Y ìbh ókìsì y èthú ( It is our box ).
10. íg à rájì	Y íg à rájì y èthú ( It is our garage ).

4. Identify as belonging to the people to whom you are speaking:<sup>2</sup>

1. ús ìsì	Ngúsìsì w ènú ( She is your - pl. - sister ).
2. úbh ùtì	Ngúbhùtì w ènú ( He is your - pl. - brother ).
3. ús àphò	Lúsàphò l w ènú ( It is your family ).
4. ún ómsá	Ngúnómsá w ènú ( It is your Nomsa ).
5. úny ànà	Ngúnyànà w ènú ( It is your son ).
6. ús ànà	Lúsànà l w ènú ( It is your baby ).
7. úTh íxó	NgúThíxó w ènú ( He is your God ).
8. úl ólìwé	Ngúlólìwé w ènú ( It is your train ). <sup>3</sup>
9. úb ìsì	Lúbìsì l w ènú ( It is your milk ).
10. úm àtshínì	Ngúmàtshínì w ènú ( It is your machine ). <sup>3</sup>

## 5. Translate into Xhosa:

1. What is it?	Yìntóní?
2. Who is it?	Ngúbání?
3. It is your (sg.) name.	Líg àmà l ákhò.
4. What is your name?	Ngúbání íg àmà l ákhò?
5. What's your surname?	Ngúbání íf àní y ákhò?
(/íf àní / < /van / Afrik. )	

- Remember that borrowed words in general go into cl. 9 ( without /n/ ). You can make a shrewd guess as to what they adopted from our culture.
- Remember that proper names and kinship terms belong to cl. 1a.
- Included in class 1a are some personalized nouns such as those above.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 6. What is your clan name?      | Ngübání ísíðùkò sákhò?             |
| 7. The time is up ('Tis time'). | Líxéshà.                           |
| 8. What is the time?            | Ngübání íxéshà? (It-is-who time?). |
| 9. It is my car.                | Yímòtó yám.                        |
| 10. They are our cars.          | Zímòtó zèthú.                      |
| 11. They are your (pl) schools. | Zízíkòlò z'ènú.                    |
| 12. It is my food.              | Kúkùtyá kwám.                      |

## C. DIALOGUE.

## Grandmother &amp; Nomsa

- |  |                                      |
|--|--------------------------------------|
| UM. Nòmsá, yizá áphà ìnzúkúlwànà.        | Nomsa, come here grandchild.         |
| UN. Èwé, kùlúngìlè mákhùlù.              | Yes, it-is-good grandmother.         |
| Ndím ló mákhùlù.                         | It-is-I this-one (I'm here) granny.  |
| UM. Ncèdá mntwànà wám, bàsá              | Please my child, kindle              |
| úfmlìlò, ndiyàgòdólà.                    | the fire, I am cold.                 |
| UN. Zíphí ònkùní mákhùlù?                | It-is-where the firewood granny?     |
| UM. Chòláchólà ìntwànám,                 | Pick it up here and there my child,  |
| kúyàbándà.                               | it is cold.                          |
| UN. Kùlúngìlè mákhùlù,                   | Good grandmother,                    |
| ndìchòláchólà nòFéziwé.                  | I collect it with Feziwe.            |
| UM. Khàwùl'èzání, ndáfá yíndlàlà.        | Hurry up, I'm famished. <sup>1</sup> |
| UN. Nází ònkùní, ndìbàsà                 | Here it is the firewood (logs), I    |
| úfmlìlò ngòkù.                           | am kindling the fire now.            |
| UM. Ènkòsì ìntwànám, phèká               | Thanks my child, cook                |
| ípápà.                                   | soft porridge.                       |
| UN. Úphí ùngùbò?                         | It-is-where the flour.               |
| UM. Andázi, khàngélà áphò.               | I do not know, look there.           |
| UN. Úfúnà ífí mákhùlù?                   | Do you want tea grandmother?         |
| UM. Èwé, ndìphé ìntwànám, <sup>2</sup>   | Yes, give me my child,               |
| níkà úsánà úbfsì.                        | give the baby milk.                  |
| UN. Ndìthándà ífí nám, mákhùlù.          | I want tea also-I, grandmother.      |
| UM. Kùlúngìlè, phùngá nàwè. <sup>3</sup> | Good, sip (some) you too (and-you).  |
| UN. Ìlúngìlè ípápà ngòkù mákhùlù.        | It-is-right the porridge now granny. |
| UM. Gàlélà ípápà.                        | Pour the porridge.                   |
| UN. Tháthà ípápà mákhùlù.                | Take the porridge grandmother.       |
| Yìtyá ngòkù.                             | Eat now.                             |
| UM. Íphí ípápà yákhò Nòmsá?              | It-is-where your porridge Nomsa?     |
| UN. Nántsi mákhùlù.                      | Here it is grandmother.              |
| UM. Tyísà úsánà, yìtyáni.                | Feed the baby, Eat - (you both).     |
| UN. Kúyáqhùmà ngòkù mákhùlù.             | It is getting smoky now grandmother. |
| UM. Kùlúngìlè, cfmà úfmlìlò ngòkù.       | It is good, quench the fire now.     |
| UN. Kúshùshù. <sup>4</sup>               | It is hot.                           |

1. /ndáfá yíndlàlà/ (lit. 'I will die it-is-famine').

2. /ndìphé/: when the object pronoun is used in command, the verb suffix =/-e/.

3. You /-phùngá/ only tea and coffee. You drink whiskey, wine etc /-sélà/.

4. When the subject 'it' does not refer to any noun class in particular, /ku-/ is used e.g. /Kùlúngìlè/.

## LESSON 21

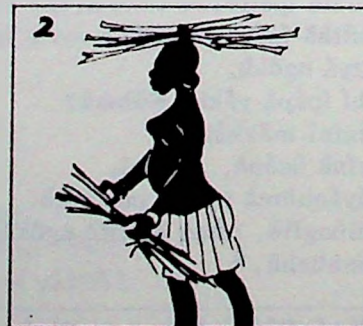
### WEAK NOUN CLASSES SCs & ACs

#### A. WEAK SUBJECT CONCORDS (SCs).

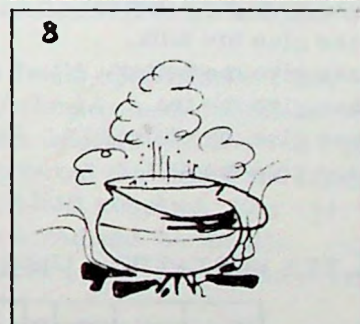
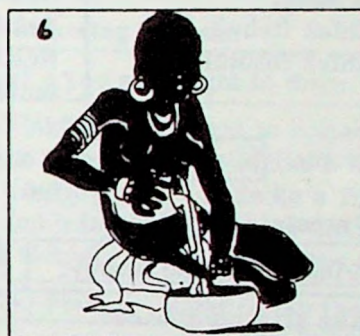
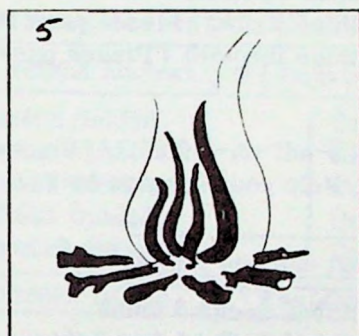
Pattern: Weak SC =  $\boxed{V-}$ <sup>1</sup> e.g. /In-já i-funà úkútyá/ (The dog wants food: 'it-dog it-want food), /Inja íyàfunà/

1. Follow on the pictures below. Look, listen and repeat:

- |   |  |
|---|--|
| 1. Úmfāzì úkhà ámānzì.                      | The woman is drawing water.  |
| 2. Úmfāzì ómshá úthézá finkūnì.             | The young woman is gathering sticks.                                 |
| 3. Úmfāzì ómkhūlū úyáqhwithà.               | The big woman is striking a match.                                   |
| 4. Íntōmbì éntlè íbāsà úmlīd.               | The beautiful girl is kindling the fire.                             |
| 5. Úmlīd òmhlé úyāvùthà.                    | A nice fire is burning.  |
| 6. Íntōmbì énkūlū ìgàlélà ámānzì.           | The big girl is pouring water.                                       |
| 7. Úmfāzì òmdálà úbékà ímbizá.              | The old/elderly woman is putting down / placing the pot. (iron pot). |
| 8. Ámānzì ámātschá áyábīlā.<br>Ábīlā ngòkū. | The fresh water is boiling.<br>It is boiling now.                    |
| 9. Íntōmbì éndálà ìgàlélà ùngūbò.           | The old girl is pouring flour/meal.                                  |
| 10. Íntōmbì éntshá ìzámīsà ùngūbò.          | The young girl is stirring the meal.                                 |
| 11. Úmfāzì ómkhūlū ùgàlélà ítyùwà.          | The big woman is pouring the salt.                                   |
| 12. Íntōmbì éntlè íphékà ípápà.             | The pretty girl is cooking soft porridge.                            |
| 13. Únìnà òmdè úkhúphà ípápà.               | Her tall mother is taking out porridge.                              |
| 14. Ínkwènkwé éncíncí íhlámbà ímbizá.       | The small boy is washing the pot.                                    |
| 15. Íntōmbàzānà ífákà ámāqāndá.             | The young girl is putting in eggs.                                   |
| 16. Úmákhūlū òmfútshānè úbīlīsà ámāqāndá.   | Grandmother is boiling the eggs.                                     |
| 17. Íntōmbàzānà éndè ísúlà ítáfīlè.         | The tall young girl wipes the table.                                 |
| 18. Únìnà òmhlé ùdékà ítáfīlè.              | Her beautiful mother lays the table.                                 |



1. The weak SCs (subject concords) are those derived from the weak noun classes (i.e. /um-, imi-, ama-, in-/ classes : 1, 3, 4, 6, 9). V- is the vowel from the noun prefix (NP).



M	Hlálà phántsí. (Sit down).	S	Ncèdá úhlàlé phántsí. (Please sit down - lit: Help and sit down)
---	-------------------------------	---	---

- |                        |  |
|------------------------|--|
| 1. Ncèdísà.            | Ncèdá úncédísé (Please help). <sup>1</sup>         |
| 2. Gqìthísà ikófù.     | Ncèdá ùgqìthísé ikófù (Please pass the coffee).    |
| 3. Gqìthísà ífí.       | Ncèdá ùgqìthísé ífí. (Please pass the tea).        |
| 4. Gqìthísà úbísì.     | Ncèdá ùgqìthísé úbísì (Please pass the milk).      |
| 5. Gqìthísà íswékìlè.  | Ncèdá ùgqìthísé íswékìlè (Please pass the sugar).  |
| 6. Thèthà kákùhlé.     | Ncèdá úthèthé kákùhlé (Please speak nicely).       |
| 7. Yìtyá ípápà.        | Ncèdá útyè ípápà (Please eat the porridge).        |
| 8. Yìzá áphà.          | Ncèdá úzè áphà (Please come here).                 |
| 9. Gqìthísà ítyùwà.    | Ncèdá ùgqìthísé ítyùwà (Please pass the salt).     |
| 10. Gqìthísà íbhótòlò. | Ncèdá ùgqìthísé íbhótòlò (Please pass the butter). |

5. Frame: 

SC	OC	R	-e
----	----	---	----

<sup>2</sup> e.g. /Ncèdá ú-ndì-ph-é íbhólà/ (Please give me a ball : 'Help you-me-give ball').

Translate into Xhosa:

M	Please give me money.	S	Ncèdá úndìphé ímàlí.
---	-----------------------	---	----------------------

- |                            |                         |
|----------------------------|-------------------------|
| 1. Please give me tobacco. | Ncèdá úndìphé ícùbà.    |
| 2. Please give me a book.  | Ncèdá úndìphé íncwàdí.  |
| 3. Please give me milk.    | Ncèdá úndìphé úbísì.    |
| 4. Please give me butter.  | Ncèdá úndìphé íbhótòlò. |
| 5. Please give me tea.     | Ncèdá úndìphé ífí.      |
| 6. Please give me coffee.  | Ncèdá úndìphé ikófù.    |
| 7. Please give me salt.    | Ncèdá úndìphé ítyùwà.   |

#### B. THE HORTATIVE ('Just' - pleading, impatient). ('Ought').

1. Frame: 

Kha-	(w)-	SC	R	-e
------	------	----	---	----

 e.g. /Khànítyè/ (Just eat up - now).

With the 2nd person sg. SC, /w/ separates /Kha-/ from /u-/ e.g. /Khàwúbhàlé/ (Just write).

Tell me or us to 'just' do the following actions, according to the model:

M	Ndìbàsà úmlìlò.	S	Khàwùbàsè úmlìlò (Just light the fire).
---	-----------------	---	---

- |                               |  |
|-------------------------------|--|
| 1. Ndìthàthà ímátshìsì.       | Khàwùthàthé ímátshìsì (Just take a match).       |
| 2. Ndìyàqhwìthà. <sup>3</sup> | Khàwùqhwìthè (Just strike the match).            |
| 3. Sífumànà úsfbà né-ínkì.    | Khànífumànè úsfbà né-ínkì (Just get a pen & ink) |
| 4. Sìhlàlè phántsí.           | Khànìhlàlé phántsí (Just sit down).              |
| 5. Ndìfúnà ízìtshìxò.         | Khàwùfúnè ízìtshìxò (Just look for the keys).    |
| 6. Sìbèthà úmlòzì.            | Khànìbèthé úmlòzì (Just whistle - a tune).       |

1. /-ncèdá/ ('help' - by a thing etc. Also 'please') e.g. 'Money helps'.  
/-ncèdisà/ ('help' - by a person, e.g. 'I help Mary').
2. OC='object concord' i.e. object prefix/reference. Cfr. lesson 25.
3. / -ya- /, just after SC, in the present pos. when no object or adverb follows the verb. Cfr. Lesson 17.



7. Ndībízà ùmthèngísìnyàmà. | Khàwúbizé ùmthèngísìnyàmà ( Just call the butcher - seller of meat).  
 8. Sībhatàlà írándì. | Khànìbhátalé írándì ( Just pay a rand).  
 9. Sísìkà ìnyàmà. | Khànìsìké ìnyàmà ( Just cut the meat).  
 10. Ndìcándà ìnkùní. | Khàwúcàndé ìnkùní (Just chop wood).

2. The verb /-ze/ ( should, ought, or 'do later on sometime).

Frames: Sg. 

U	-	z	-	u	-	R	-	e
---	---	---	---	---	---	---	---	---

 (< 

Ù	z	e	u	-	R	-	e
---	---	---	---	---	---	---	---

) e.g. /Ùz útyè/ (You ought to eat)  
 Pl. 

Z	e	-	n	i	-	R	-	e
---	---	---	---	---	---	---	---	---

 (< 

N	i	z	e	n	i	-	R	-	e
---	---	---	---	---	---	---	---	---	---

) e.g. /Z ènftyè/ ( , , , , ).

Tell me/us that I/we should do the following actions:

M	Ndìkhà ámânzi.	S	Uz úkhè ámânzi ( You sg. ought to draw water).
---	----------------	---	--

1. Ndìthézà ìnkùní. | Ùz úthézé ìnkùní ( You ought to collect wood).  
 2. Ndìyáqhwìthà. | Ùz úqhwìthè ( You ought to strike a match).  
 3. Ndìbàsà úmílìdò. | Ùz úbàsè úmílìdò ( , , , , \* kindle a fire).  
 4. Ndìbèkà ìmbìzá. | Ùz úbèké ìmbìzá ( , , , , , put on the pot).  
 5. Ndìphèkà úkùtyá. | Ùz úphèké úkùtyá ( , , , , , cook the food).

M	Sìdèkà ítáfìlè.	S	Z ènìdèké ítáfìlè ( You -pl- ought to lay the table)
---	-----------------	---	--

6. Sìkhùphà ìmélà. | Z ènìkhùphè ìmélà (You should take out the knives)  
 7. Sìbèkà ìmélà nèéfólókhwè. | Z ènìbèké ìmélà nèéfólókhwè ( You - pl. - ought to / should place/set the knives & forks)  
 8. Sìkhùphà ìbhótòlò néjám. | Z ènìkhùphè ìbhótòlò néjám ( You - pl. - ought to take out the butter and jam).  
 9. Sísìkà ísónkà nényàmà. | Z ènìsìké ísónkà nényàmà (You - pl. - ought to cut the bread and the meat).  
 10. Sìyàthàndàzà. | Z ènìthàndàzé ( You -pl- should pray).<sup>1</sup>

### C. THE NEGATIVE HORTATIVE ('should not') & /ma-/ ( Let. .).

1. Frame: 

Ùz	ú-	-ngà-	R	-i
----	----	-------	---	----

 e.g. /Ùz úngàyí/ ( You should not go).  

Z	èní-	-ngà-	R	-i
---	------	-------	---	----

 e.g. /Z èníngàbàsí/ (Ye should not kindle).

Change the following commands into 'should not' commands:

M	Sánúkùthèngà ìlèkèsè (sweets) (<Mùsàni ùkùthèngà ìlèkèsè).	S	Z èníngàthèngì ìlèkèsè ( Ye should not buy sweets ).
---	---	---	--

1. Sánúkúyà áphò. | Z èníngàyí áphò ( Ye should not go there).  
 2. Sánúkùhámbà ngólólìwé. | Z èníngàhámbì ngólólìwé ( Ye should not go by train - /ngà-úllìwé/).  
 3. Sànúkúthì, "Háyì". | Z èníngàthí, "Háyì" ( You should not say, "No").  
 4. Sánúkùthèngà ícùbà. | Z èníngàthèngì ícùbà ( You should not buy tobacco).

1. Examine the tonal structure. Note the common initial /ʔ/ (/ùz ú-/ , /z èní/).  
 Observe the influence of these prefixes: /ʔ>/ʔ, /ʔ>/ʔ, /ʔ>/ʔ, /ʔ>/ʔ, /ʔ>/ʔ.

1. úmntwàná, -ncínánè	úmntwàná òmncínánè (a very small child)
2. úmzáli, -nyè	úmzáli òmnyè (one parent) <sup>1</sup>
3. únyâná, -nyè	únyâná òmnyè (one son)
4. úmbónà, -hlé	úmbónà òmhlé (nice mealies/maize)
5. ímínwè, -dè	ímínwè émìdè (long fingers)
6. ímílènzè, -hlé	ímílènzè émìhlé (beautiful legs)
7. ámaqándá, -nínzi	ámaqándá ámànínzi (many eggs)
8. ámagqirà, -dálà	ámagqirà ámadálà (old witchdoctors)
9. ámasíkd, -dálà	ámasíkd ámadálà (old customs)
10. ímìthèthò, -tshá	ímìthèthò émìtshá (new laws)
11. índòdá, -nyè	índòdá ényè (one man)
12. ímòtó, -khúlù	ímòtó énkúlù (a big car)
13. ímélà, -fútshánè	ímélà émífútshánè (a short knife)
14. ífólókhwè, -bí	ífólókhwè èmbí (a bad fork)
15. ámacèphé, -nè	ámacèphé ámànè (four spoons).
16. ísósàlà, -hlé	ísósàlà éntlé (a beautiful saucer)

## 2. Translate into Xhosa:

1. a big student	úmífúndì òmkhúlù
2. a small man	índòdá éncínánè / índòdá éncíná
3. an old son	únyâná òmdálà
4. much water	ámânzi ámànínzi
5. a beautiful table	ítáfilè éntlé
6. fresh eggs	ámaqándá ámàtshá
7. stale porridge (soft type)	ípápà éndálà
8. two fires	ímíilìd émìbìní
9. one son	únyâná òmnyè

## 3. String the following sets of words together to form sentences:

1. úmfúndì, -khulu, -fúndà	Umfúndì òmkhúlù úyáfúndà.
2. úmXhòsà, -dala, -tshàyá	UmXhòsà òmdálà úyátshàyá.
3. ímìthèthò, -tsha, -khàtházà	Imìthèthò émìtshá iyàkhàtházà.
4. ímíilìd, -khulu, -vùthá	Imíilìd émìkhúlù iyávùthà.
5. ámasíkd, -nínzi, -khòlísà	Amàsíkd ámànínzi áyàkhòlísà.
6. ámántòmbàzânà, -ne, -thézà	Amántòmbàzânà ámànè áyàthézà.
7. ínkwènkwé, -nye, -lílá	Inkwènkwé ényè iyáilíla. (cry).
8. ítítshàlà, -bi, -hlèkà	Itítshàlà èmbí iyáhlèkà. (laugh).
9. ímòtó, -hle, -bàlékà	Imòtó éntlé iyàbàlékà (run).
10. íkátì, -khulu, -zìngélà	Ikátì énkúlù iyàzìngélà (hunt).
11. íbhókhwè, -bi, -tya	Ibhókhwè èmbí iyàtyá. (goat).
12. ígùshà, -hle, -sélà	Igùshà éntlé iyàsélà (. . is drinking).

## 4. String together in the same way. (Watch out for the long form /-ya-/) :

1. ámántòmbàzânà, -kha ámânzi	Amántòmbàzânà ákhà (draw) ámânzi.
2. íntòmbí, -thézà ínkùnì	Intòmbí íthézà ínkùnì (collect sticks).

1. Note the general AC tone pattern /' ^' /.

3. úSándìlè, -sèbénzà	USándìlè úyàsèbénzà (is working) <sup>1</sup>
4. ũSándìlè, -tyala ùmbónà	USándìlè útyálà ùmbónà (plant maize).
5. únómsá, -khàwùlézà	UNómsá úyàkhàwùlézà (hurry).
6. únómsá, -bàsá, -úmlìlò, -ncíncí	UNómsá úbàsà úmlìlò òmncíncí.
7. ímìlìlò, -ninzi, -vùthá	Imìlìlò éminínzì íyávùthà (blaze).
8. ímìlìlò, -tshisa, ízìtyáld	Imìlìlò ítshísà ízìtyáld (burn plants).
9. ámádòdà, -bila	Amádòdà áyábilà (. . . are sweating).
10. íntòmbí, -kha ámânzì	Intòmbí íkhà ámânzì.
11. ìlòrí, -sa ámânzì -ninzi	Ìlòrí ísà ámânzì ámànínzì (The lorry/ truck carries/conveys much water).
12. ámânzì, -címà ímìlìlò	Amânzì ácímà ímìlìlò (quench fires).

### C. THE DESCRIPTIVE COPULATIVE ctd.

Form: 

SC-	Rel. st./adverb
-----	-----------------

 e.g. /Injá j-bòmvú/ (The dog is red).  
/Amátyè á-láphà/ (The stones are here).

1. Make a sentence from each set of words by starting with /Kúkhó/:<sup>2</sup>

1. ìnkò mò áphà	Kúkhó ìnkò mò áphà (There are cattle here).
2. ìnkò mò ébùhlántì	Kúkhó ìnkò mò ébùhlántì (. . . . in the cattlekraal). <sup>3</sup>
3. ìncwàdí áphà	Kúkhó ìncwàdí áphà (There are books here).
4. úkùtyá ékhâyà	Kúkhó úkùtyá ékhâyà (There is food at home). <sup>3</sup>
5. ìlòrí éMóntì	Kúkhó ìlòrí éMóntì (There are lorries in E. L.)
6. ìnqánáwà éBhâyì	Kúkhó ìnqánáwà éBhâyì (. . . ships in Port Eliz.).
7. ígòlídè éRáwútìní <sup>4</sup>	Kúkhó ígòlídè éRáwútìní (. . . gold in Johannesburg).
8. íxéshà	Kúkhó íxéshà (There is time).

2. Begin with /ÍMÌTHÍ ÍLÙHLÁZÀ/ (The trees are green) and substitute each item given, taking forward each substitution to the next sentence:

M	-mdaka	S	Imìthí ímdàkà (The trees are dirty).
---	--------	---	--------------------------------------

1. -ngwèvù	Imìthí íngwèvù (The trees are grey).
2. -bòmvú	Imìthí ìbòmvú (The trees are red).
3. -ntsúndù	Imìthí íntsúndù (The trees are brown).
4. úmákhùlù	Umákhùlù úntsúndù (Grandmother is brown).
5. (-l)áphà	Umákhùlù ùlápà (Grandmother is here).
6. -mhlóphè	Umákhùlù ùmhlóphè (Grandmother is white).
7. ámáXhòsà	AmáXhòsà ámhlóphè (The Xhosas are white).
8. -bòmvú	AmáXhòsà ábòmvú (The Xhosas are red).
9. (-l)áphò	AmáXhòsà áláphò (The Xhosas are there - in that place, not 'there' meaning 'present' /-khó/)
10. -ntsúndù	AmáXhòsà ántsúndù (The Xhosas are brown).
11. -phí?	AmáXhòsà áphí? (Where are the Xhosas?).

1. In general, SC-ya- with /` ` / stems becomes /` ` ` ` / as here.
2. In easy exercises like this you should concentrate on the tones.
3. A number of nouns become place adverbs by prefixing /e-/. Lesson 33.
4. But the majority of nouns in becoming place adverbs assume /e- / & /-ini/.

UZ.	Khàwùlndè ndìtháthè íbhátyì yám. Síz wè!	Just wait and I will take my jacket Sizwe!
US.	Màsìhàmbé síkháwùlèzé.	Let us go and and hurry.
UZ.	Màsícèlè ímàlì kúbàwó zèsíthèngé ñlékèsè.	Let us for money from father so that we should buy sweets.
US.	Háyì Zòlía, màsìhàmbé.	No, Zola, let us go.
UZ.	Uzúngàbàwélì ñlékèsè évènkìlèni.	You must not be greedy for sweets at the shop then.
US.	Háyì Zòlía. Yívènkìlè lé?	No Zola. Is this the shop?
UZ.	Èwé, yívènkìlè.	Yes, it is the shop.
US.	Màsìngèné s̀thèngé sízè sìgòdùké.	Let us go in and buy and then go home.
UZ.	Fàkà ímpàhlà èngòbòzìni.	Put the goods in the basket.
US.	Màsìbálèké síwélè índlèlà.	Let us run and cross the road.
UZ.	Lúmka Síz wè, nántsi ímòtó.	Look out Sizwe, here is a car.
US.	Ndìdìniwé ngòkù, màndìphùmlé.	I am tired now, let me rest.
UZ.	Sìfìkìlè ékhâyà ngòkù, ñikà úbàwó ímpàhlà yàkhè.	We have arrived home now, give father his goods.

#### F. GRAMMAR SUM-UP.

##### The Present Future Subjunctive

###### A. Sequence & Commands :

Pos. 

SC	-R	-e
----	----	----

 e.g. /Yìzá ú-ty-è/ (Come and eat).

Neg. 

SC	-nga	-R	-i
----	------	----	----

 e.g. /Ní-ngà-s̀èl-ì/ (Do not drink).

###### B. The Hortative ( Help Verbs: /Kha-/, /ze/, /Ma-/): <sup>1</sup>

1. 'Just..' 

Kha-	(w)	SC	-R	-e
------	-----	----	----	----

 e.g. /Khànfhàlè áphà/ (Just stay here).  
/Khà-w-ú-bhàl-é/ (Just write).

2. "Ought" Pos. 

Ze	-SC	-R	-e
----	-----	----	----

 e.g. /Zèsíthèngé/ (We ought to buy).

Uzu	-R	-e
-----	----	----

 < 

U	-ze	+ u	-R	-e
---	-----	-----	----	----

 e.g. /Ùúphékè/.

Neg. 

Zè	-SC	-nga	-R	-i
----	-----	------	----	----

 e.g. /Zèngàhàmbì/.  

Uzú	-	-nga	-R	-i
-----	---	------	----	----

 e.g. /Ùúngàlibàlì/.

3. 'Let' : Pos. 

Mà	-	(w)	SC	-R	-e
----	---	-----	----	----	----

 e.g. /Mà-w-ú-hàmbé/ (Let you go).

Neg. 

Mà	-	(w)	SC	-nga	-R	-i
----	---	-----	----	------	----	----

 e.g. /Màsìngàthèngì ntó/ (Let us not buy anything at all).

###### 1. Usage: The Subjunctive of sequence is most common.

The Subjunctive of Command is not too frequent. It is used to give a solemn or respectful negative command, whereas /Músà/+ Infinitive is reserved for a blunt or casual neg. order.

/Kha-/ is not used in the negative and /Ma-/ rather rarely, while /ze/ is mostly used in the negative.

## LESSON 17

### THE PRESENT TENSE (Long /ya/. Progressive /sa/. Exclusive /ka/)

#### A. THE LONG FORM PRESENT POSITIVE /-ya-/.

Frame: 

SC	-ya-	R	-a
----	------	---	----

 e.g. /Ndi-ya-ty-a/ (I-am-eating).

Usage: To mark final word of an utterance i.e. use /-ya-/ when no object or adverb follows the verb.<sup>1</sup>



1. Follow on the pictures. Look, listen and repeat, identifying yourself with the boy in the pictures:

- The long form /-ya-/ is also used with an adverb following to throw special emphasis on the verb or to emphasise the continuous present as against the habitual and it is commonly used with an object following when an object pronoun is included e.g. /Ndi-ya-bàfúnà ábántù/.

## G. GRAMMAR SUM-UP (LESSONS 18-21).

## SUBJECT CONCORDS, ADJECTIVES, DESCRIPTIVE COPULATIVE.

## A. Subject Concorde (SCs):

**Subject** + **Verb** e.g. /Umfāzī úyáphèkà/ (The woman is cooking).

**Verb** + **Subject** e.g. /Uyáphèkà úmfāzī/ (She-is-cooking the-woman)  
- this puts the emphasis or focus on the verb.

Verb = **SC-Verb Stem** e.g. /Umntwānà ú-fūnà úkūtyá/ (child it-wants...).<sup>1</sup>

SC: Strong: = **CV-** e.g. /Lín-já zī-fūnà úkūtyá/ (They-dog they-want food).<sup>2</sup>

Weak : = **V-** e.g. /In-já i-fūnà úkūtyá/ (It-dog it-wants food).<sup>2</sup>

Present Positive Long Form: = **SC-ya-R-a** e.g. /Injá í-yā-fūn-à/.<sup>3</sup>

## B. Adjectives:

**Noun** + **Adjective** e.g. /Nízwè élìhlé/ (Country beautiful).<sup>4</sup>

Adjective = **AC-Adjective Stem** e.g. /élì-hlé/ (It-beautiful - the country).<sup>5</sup>

AC = **V<sup>2</sup>-BP-** e.g. /é-lì/.<sup>6</sup>

C. The Descriptive Copulative (i.e. Cop. formed from Adjs., Rels., Adverbs).<sup>7</sup>

1. The Copulative from Adjective Stems: = **Adj. CP-Adj. Stem** e.g.  
/Líhlé nízwè/ (It-is-beautiful the-country), /Má-hlé ámázwè/.

Adj. CP = **BP-** e.g. /Mí-hlé ímìthí/ (They-are-beautiful the-trees).<sup>8</sup>  
/Lín-já zín-tlé/ (They-dogs they-are-beautiful).

## 2. The Copulative from Relative Stems and from Adverbs:

**SC-Rel. Stem / Adverb** e.g. /Inkòmó zī-bòmúvú/ (The cattle are red).  
/A-phí ámà-háshè?/ (They-are-where  
the horses?).

1. SC = Subject Concord, i.e. the verb prefix derived from the subject noun prefix and referring to the subject, linking the verb with it.
2. The classes of nouns divide into 'weak' (those which lose their C easily) and 'strong.' The 'weak' are the nasal ones, the /um-, imi-, ama-, in-/ nouns (cls. 1, 1a; 3, 4, 6, 9). The rest are called 'strong'.
3. This long form is used generally when no object or adverb follows the verb in the clause. Cfr. Lesson 17 A.
4. When the adjective comes in front of the noun it is then functioning as a pronoun. When /-nye/ (one) is thus used, it means 'some', 'other'.
5. AC = Adjective Concord i.e. the adjective prefix derived from the noun it qualifies and referring to it, linking the adjective to it.
6. V = Vowel of noun prefix /a, i, u/. V<sup>2</sup> = the corresponding secondary vowel (a/u, i/e, u/o). BP = basic prefix i.e. noun prefix minus first V).

## Footnotes to G ctd.

## 7. The Adjective v. Relative Stems:

The group of what we call 'adjectives' in English includes the Xhosa adjectives and relatives. We must make two groupings in Xhosa because each set has different concords.

Fortunately, there are only 17 'adjective stems' in Xhosa, thus it is best to learn those well and then you can identify all the rest of our English adjectives as Xhosa 'relatives'.

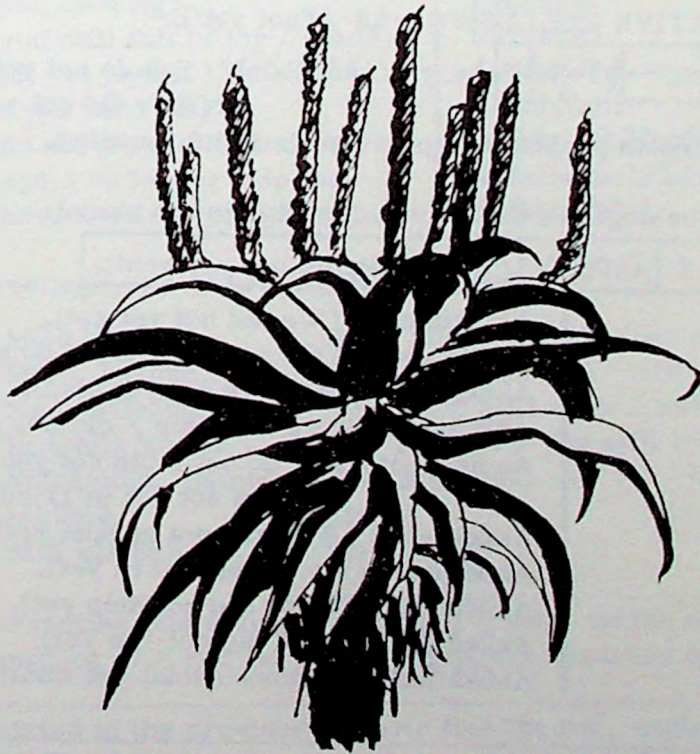
## The Xhosa Adjective Stems:

-nye	1	-hlé (beautiful)	-bí (ugly, bad)
-bíní	2	-khúlù (big, great, large)	-ncíncí (small)
-tháthù	3	-dè (tall, long, high)	-fútshánè (short)
-nè	4	-dálà (old, stale)	-tshá (new, young, fresh)
-hlánù	5	-nínzî (much, many)	-ngàphí (how many?)
-thándáthù	6		

To these add the diminutive of /-ncíncí/ i. e. /-ncínánè/ (very small)

## 8. Adj. CP = the adjective copulative prefix.

BP = the basic noun prefix i. e. noun prefix without initial vowel.



## 2. Translate:

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Do you (sg) still sleep here? | Usálálà áphà?              |
| 2. No, I no longer sleep here.   | Háyì, àndìsálálì áphà.     |
| 3. Ùsáphùmlà?                    | Are you still resting?     |
| 4. Akùsásébénzì?                 | Are you no longer working? |
| 5. We still drive cars.          | Sìsáqhùbà ìmòtò.           |
| 6. You (sg.) drive no longer.    | Àkùsáqhùbì.                |
| 7. How are you?                  | Usáphìlà?                  |
| 8. Àndìsákháthálì.               | I no longer care / worry.  |

## 3. The progressive /-sá-/ and the present pos. long form /-yà-/ are mutually exclusive. Insert the progressive /-sá-/:

- |                     |  |
|---------------------|--|
| 1. Ndìyàvúkà.       | Ndìsávúkà (I am still getting up/waking).        |
| 2. Sìyàphúmà.       | Sìsáphúmà (We are still coming out).             |
| 3. Nìkhà ámânzì?    | Nìsákhà ámânzì (Are ye still drawing water?).    |
| 4. Ndìyàgàlélà.     | Ndìsàgàlélà (I am still pouring).                |
| 5. Ùyàphèkà.        | Ùsáphèkà (You are still cooking).                |
| 6. Àkùbásì kákùhlé. | Àkùsábásì kákùhlé (You no longer kindle well).   |
| 7. Àkùdékì ítáfìlè. | Àkùsádékì ítáfìlè (You no longer lay the table). |
| 8. Nìyàtyá.         | Nìsátyá (You - pl - are still eating).           |
| 9. Ùyàsélà?         | Ùsàsélà? (Are you - sg. - still drinking?).      |
| 10. Àkùkháthálì.    | Àkùsákháthálì (You no longer care).              |

## C. THE NEGATIVE EXCLUSIVE /-kà-/ ('not yet').

Form: 

à-	SC <sup>n</sup> -	kà-	R	-i
----	-------------------	-----	---	----

 e.g. /Akúkàbónì/ (You do not yet see)  
or (You did not yet see).

It embraces both present and past tenses in its meaning.

## 1. Change into the negative exclusive according to the model:

M	Sìyàfúnà.	S	Asíkàfùnì (We do not/did not yet want).
---	-----------	---	---

- |                  |  |
|------------------|--|
| 1. Sìyàfumánà.   | Àsíkàfumânì (We did not yet get).  |
| 2. Ndìyàbónà.    | Àndìkàbônì (I did not yet see / I do not yet see).                       |
| 3. Ùyàvúyà.      | Àkúkàvúyì (You were not yet glad).                                       |
| 4. Àkùkháthálì.  | Àkúkàkháthálì (You do not / did not yet worry).                          |
| 5. Àndìkháthálì. | Àndìkàkháthálì (I do not / did not yet worry /<br>I am not yet worried). |
| 6. Sìyàthéthà.   | Àsíkàthêthì (We have not spoken yet).                                    |
| 7. Sìyàfúndà.    | Àsíkàfúndì (We did not learn yet).                                       |
| 8. Ànìncèdìsì.   | Ànìkàncèdìsì (You did not help yet).                                     |
| 9. Ùyàbàlèkà.    | Àkúkàbàlèkì (You did not run yet).                                       |
| 10. Àkùfùnì.     | Àkúkàfùnì (You don't / didn't yet want). <sup>1</sup>                    |

1. Try to grasp the emerging tone patterns as they come up. Generalizations can help you even though you know they must be severely qualified in the light of greater evidence. Note here e.g. how the low tone of /-ka-/ raises the SC tone consistently and also gives a falling tone to the penultimate syllable.



## 2. Answer in the negative exclusive according to the model:

M	Uyàtyàlà? (Are you planting?).	S	Háyì, àndíkàtyàli (No I'm not planting yet. / I have not planted yet).
---	--------------------------------	---	--

1. Utyàlà ímìthí?	Háyì, àndíkàtyàli ímìthí (trees).
2. Ndìhlàkùlà kákùhlé?	Háyì, àkúkàhlàkùli kákùhlé (hoe).
3. Ndìhlàkùlà ùmbónà?	Háyì, àkúkàhlàkùli ùmbónà (mealies).
4. Nìfumanà ñ-émèlè?	Háyì, àsíkàfumanì ñ-émèlè (get buckets).
5. Nìgàlèlè àmànzi?	Háyì, àsfkàgàlèli àmànzi (pour water).
6. Nìhlàmbà àmácèphé?	Háyì, àsíkàhlàmbí àmácèphé (wash spoons).
7. Sìhlàmbà ízándlà?	Háyì, àníkàhlàmbí ízándlà (wash hands).
8. Ùphèkà kùsásá?	Háyì, àndíkàphèkí kùsásá (cook early in..). <sup>1</sup>
9. Ùsùlà ñtáfìlè?	Háyì, àndíkàsùli ñtáfìlè (wipe tables).
10. Ndìsùlà ízítùd?	Háyì, àkúkàsùli ízítùd (wipe chairs).

## D. TRANSLATION EXERCISE.

1. Translate into Xhosa and then check your written responses against the responses as given in the right hand column below:

1. Are you still talking?	Ùsáthéthà?
2. Dont you work any longer?	Àkùsásébénzi?
3. I didnt work yet / I'm not yet w..	Àndíkàsèbénzi.
4. We still wash dishes.	Sìsáhlàmbà ízítà.
5. You (sg.) are no longer washing.	Àkùsáhlàmbì.
6. Are you cooking?	Ùyàphèkà?
7. Are you still full of joy / glad?	Ùsávúyà?
8. I'm not yet joyful.	Àndíkàvúyì.
9. Didnt you read yet?	Àkúkàfùndì?
10. We did not plant the mealies yet.	Àsíkàtyàli ùmbónà.
11. You (pl.) no longer help me.	Àñisándìncèdìsì.
12. You have not seen me yet. (pl).	Àñfkàndìbòni..

## 2. Greetings. (A is passing by and greets B):

A.	Mòld bàwó.	Hello father (to an older man).
B.	Mòld, ùsáphìlà?	Hello, how are you - are you still alive?
A.	Èwé, ndìsáphìlà.	Yes, I am still alive / well / healthy.
	Ùsáphìlà wèná?	How are you - You still living you?.
B.	Ndìsáphìlà. Hámbà kákùhlé.	I am still fine. Go nicely.
A.	Sálà kákùhlé.	Stay nicely.

Practise this dialogue with your friend, taking turns at impersonation of A and B. Try to reproduce the tones faithfully.

1. We stated in the previous footnote that the neg. exclusive prefix /-kà-/ causes the SC<sup>n</sup> to assume a high tone and imposes a falling tone on the penultimate (2nd last) syllable. We must now add a qualification. A /<sup>ˆ</sup>˘˘/ stem becomes /<sup>ˆ</sup>˘˘/ after /-ka-/. This is simply another manifestation of the alternating tendency of tones /<sup>ˆ</sup>˘˘˘/ e.g. /á-SC-kà-.../.

## E. DIALOGUE.

Fani &amp; Mncedisi

UF.	Úsáyà ésìkólwèni, Mncédìsì?	Are you still attending school M. ?
UM.	Háyì, àndìsáyí.	No, I'm no longer attending.
UF.	Kúthèní?	Why?
UM.	Ndìsálìmà.	I am still ploughing/cultivating...
UF.	Àwù! ùsálìmà, àkúkàgqìbí?	Oh! you are still ploughing, have you not finished yet?
UM.	Èwé, àndìkàgqìbí.	Yes, I'm not finished yet. <sup>1</sup>
UF.	Úsáfúnà úkúphíndèlà ésìkólwèni?	Do you still want to go back to school?
UM.	Èwé, ndìsáfúnà, kódwà àndìkàbí nàmàlí.	Yes, I still want to, but I have not yet any money (not-I-yet-am with-money).
UF.	Yiyá, nám àndìkàbí nàncwàdí.	Go, I also have not yet any book. <sup>2</sup>
UM.	Háyì, ndòyíkà útítshálákàzì.	No, I fear the teacher.
UF.	Úzàkwènzà ntóní?	What will she do? <sup>3</sup>
UM.	Úzàkùndìbèthà.	She will beat me.
UF.	Háyì, àkásábèthì.	No, she does not beat any more.
UM.	Úsáhàmbà kákùhlé úZìnzò ésìkólwèni?	Is he still doing well Zinzo at school?
UF.	Èwé, úsáhàmbà kákùhlé kàkhùlù.	Yes, he is still doing (going) well very much so (very well).

## F. GRAMMAR SUM-UP.

THE PRESENT TENSE : /-yà-/, /-sá-/, /-kà-/.

## A. The Simple Present:

Pos. Short: 

SC	-	R	-	a
----	---	---	---	---

 e.g. /Ndìfúnà ìnyàmà/ (I want meat).Long : 

SC	-	yà	-	R	-	a
----	---	----	---	---	---	---

 e.g. /Ndìyàvúyà/ (I rejoice).Neg.: 

à	-	SC <sup>n</sup>	-	R	-	i
---	---	-----------------	---	---	---	---

 e.g. /àsìqhubì/ (we dont drive), /àkútyì/ (you are not eating).B. The Progressive ('still')('no longer'): 

SC	-	sá	-	R	-	a
----	---	----	---	---	---	---

 e.g. /úsáphìlà?/(you still well?), /àsìsádláì/ (we no longer play).C. The Negative Exclusive ('not yet'): 

à	-	SC <sup>n</sup>	-	kà	-	R	-	i
---	---	-----------------	---	----	---	---	---	---

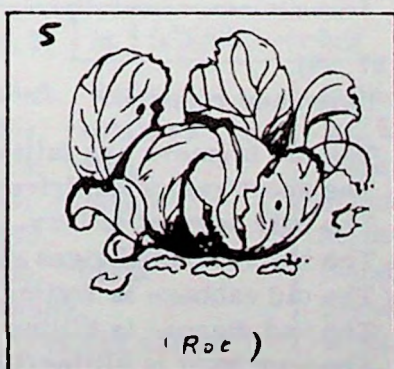
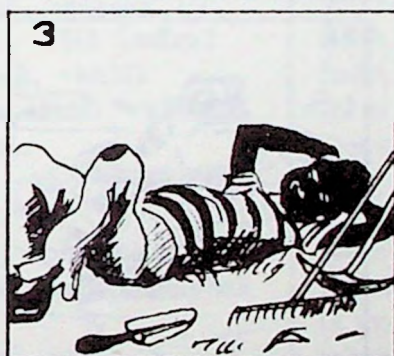
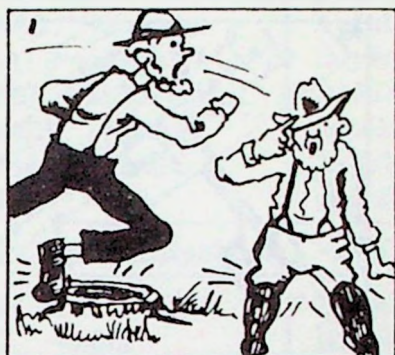
 e.g. /ànkàthèthì/ (you have not spoken yet).

1. This /Èwé/ is unexpected by us, but you must remember that for the Xhosa ' Yes ' in answer to a negative question means assent to your question (pos. or neg.) and not to the facts. /Háyì/ is used likewise.
2. /-ba/ "be" - help verb. /na-/ 'and, with' - Lesson 30.
3. Future Tense prefix /-zaku-/, becoming /-zakw-/ before vowels. L. 26.

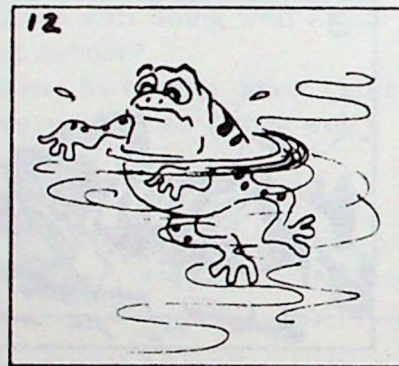
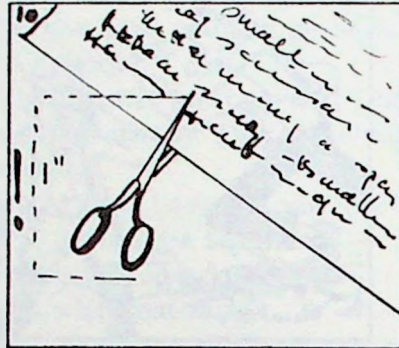
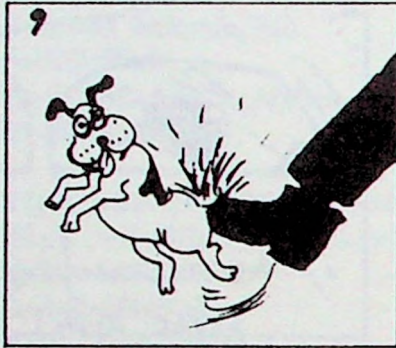
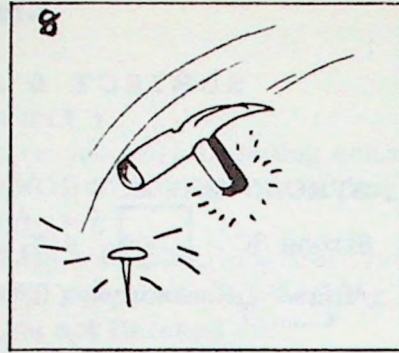
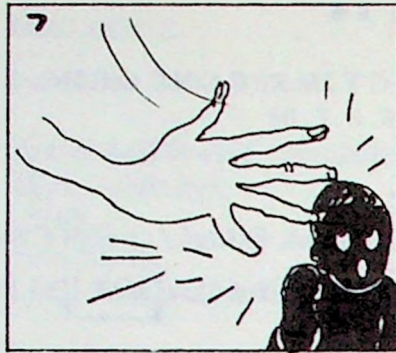
## LESSON 18

SUBJECT & ADJECTIVE CONCORDS  
( from cls.2,5,7,8)A. STRONG SUBJECT CONCORDS<sup>1</sup>

Strong SC = CV-<sup>2</sup> e.g. /ábántù bífúnà úkùtyá/ (people want food),  
/ílìz wè lífúnà úkùtyá/ (it-country it-want food), /ísèlà líbà ímàlí/.<sup>3</sup>



1. Weak Noun Classes: = the /um-, imi-, ama-, in-/cls. (1, 1a, 3, 4, 6, 9).  
Strong Noun Cls. = all the rest (i.e. cls. 2, 2a, 5, 7, 8, 10, 11, 14, 15).
2. CV- i.e. the consonant and vowel from the noun prefix. SC=Subj. Concord.
3. ConCORDS are always derived from the full noun prefix, not from the reduced form (i-/ili-, u-/ulu-, iin/izin-) or from sub-classes (1a, 2a).



1. Follow on the pictures above ( pp 97, 98).

Jòngá úphúláphùlé úphíndè ( Look, listen and repeat):

- |  |                                       |
|--|---------------------------------------|
| 1. Abálìmì ábàdálà báyáwà.             | The old farmers are falling.          |
| 2. Ísítýèbì ésífútshánè síqhúbà ímòtó. | The short rich-man drives a car.      |
| 3. Ísícákà ésìbì síyànqénà.            | The ugly servant is lazy.             |
| 4. Ííwá élikhùlù línìkà ùmthúnzì,      | The big rock/cliff gives shade.       |
| 5. Íkháphètshù élidálà líyábdlà.       | The old cabbage is rotting.           |
| 6. Ísífó ésìbì síbúlálà índdà.         | The bad disease is killing the man.   |
| 7. Ísándlà ésìdè síyàbèthà.            | The long hand is hitting/beating.     |
| Sìbèthà úmntwàrà.                      | It is hitting the child.              |
| 8. Ísándò ésífútshánè síyàkhándà.      | The short hammer is striking.         |
| 9. Ísíhlàngú ésìkhùlù síkhábà ínjá.    | The big shoe is kicking the dog.      |
| 10. Ísìkèrè ésìncíncí síyàsìkà.        | The big scissors is cutting.          |
| Sísìkà íphèphà.                        | It is cutting paper.                  |
| 11. Ílíz wè élihè líkhólísà ábántù.    | The beautiful country pleases people. |
| 12. Ísèlè élibì líyádàdà.              | The ugly frog is swimming.            |

2. Join each subject noun to the verb stem given, according to the models:

Model 1: 

M	ábántù, -thêthà	S	Ábántù báyàthêthà.
---	-----------------	---	--------------------

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. ábáfâzì, -phèkà</li> <li>2. ábàfúndì, -bhálà</li> <li>3. ábàzálì, -tyá</li> <li>4. ábántwànà, -dlálà</li> <li>5. ábálìmì, -tyálà ùmbónà</li> <li>6. ábáhlòbò, -hámbar</li> <li>7. ònyànà, -ncèdìsà</li> <li>8. òsándìlè, -khà ámânzì</li> <li>9. òmákhùlù, -phùmlà</li> <li>10. ábàsèbénzì, -sélà útywàlá.</li> </ol> | <ol style="list-style-type: none"> <li>Ábáfâzì báyáphèkà ( The women are cooking).</li> <li>Ábàfúndì báyàbhálà ( The students write).</li> <li>Ábàzálì báyàtyá ( The parents are eating).</li> <li>Ábántwànà báyàdlálà ( The children play).</li> <li>Ábálìmì bátyálà ùmbónà The farmers are planting mealies / maize.</li> <li>Ábáhlòbò báyàhámbar (The friends travel).</li> <li>Ònyànà báyàncèdìsà ( The sons are helping).</li> <li>Òsándìlè bákha ámânzì (S. &amp; Co. draw water).</li> <li>Òmákhùlù báyàphùmlà (Granny &amp; Co. rest).</li> <li>Ábàsèbénzì básélà útywàlá ( The workers are drinking beer.</li> </ol> |
|---|---|

Model 2: 

M	íkháphètshù, -khùlà	S	Ikháphètshù líyàkhùlà.
---	---------------------	---	------------------------

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. ílityè, -wà</li> <li>2. ílíz wè, -khùlà</li> <li>3. íhàshè, -bàlékà</li> <li>4. ísèlè, -sélà ámânzì</li> <li>5. íthàngà, -khùlà</li> <li>6. ígàmà lákhò, -khòlìsà ábántù.</li> <li>7. ílìfù, -khòlìsà ábálìmì</li> <li>8. ísèlè, -phùmlà</li> <li>9. ígqìrà, -níkà ámáyèzà</li> <li>10. ícèphé, -wa</li> </ol> | <ol style="list-style-type: none"> <li>Ílityè líyáwà ( The stone is falling).</li> <li>Ílíz wè líyàkhùlà (The country is growing).</li> <li>Íhàshè líyàbàlékà ( The horse is running).</li> <li>Ísèlè lísélà ámânzì ( A frog drinks water).</li> <li>Íthàngà líyàkhùlà ( The pumpkin is growing).</li> <li>Ígàmà lákhò líkhòlìsà ábántù ( Your name pleases people).</li> <li>Ílìfù líkhòlìsà ábálìmì (The cloud pleases the farmers).</li> <li>Ísèlè líyàphùmlà ( The frog is resting).</li> <li>Ígqìrà líníkà ámáyèzà. ( The witchdoctor is giving medicines).</li> <li>Ícèphé líyáwà. ( The spoon is falling).</li> </ol> |
|--|--|

Model 3: 

M	ísìkòlò, -ncèdá	S	Ísìkòlò síyàncèdà ( School helps)
---	-----------------	---	-----------------------------------

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. ísìXhòsà, -khòlìsà</li> <li>2. ísìZùlù, -khàtházà</li> <li>3. ísìkèrè, -sìkà</li> <li>4. ísándò, -khàndà kákùhlé.</li> <li>5. ísándlà, -béthà ábántwànà.</li> <li>6. ísìfó, -bùlálà ábántù</li> </ol> | <ol style="list-style-type: none"> <li>ÍsìXhòsà síyàkhòlìsà (Xhosa pleases).</li> <li>ÍsìZùlù síyàkhàtházà (Zulu is a nuisance).</li> <li>Ísìkèrè síyàsìkà ( A scissors cuts).</li> <li>Ísándò síkhàndà kákùhlé ( The hammer strikes well / nicely).</li> <li>Ísándlà síbéthà ábántwànà (The hand hits the children).</li> <li>Ísìfó síbùlálà ábántù ( The disease is killing people / kills people).</li> </ol> |
|---|--|

Model 4: 

M	ízìfó, -bùlálà	S	Izìfó zìyàbùlálà ( Diseases kill)
---	----------------	---	-----------------------------------

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. ízìtùlò, -ncèdá</li> <li>2. ízándlà, -béthà ábántwànà</li> <li>3. ízìkòlò, -khàtházà</li> </ol> | <ol style="list-style-type: none"> <li>Ízìtùlò zìyàncèdà ( The chairs help).</li> <li>Ízándlà zìbéthà ábántwànà ( The hands are hitting the children).</li> <li>Ízìkòlò zìyàkhàtházà ( The schools cause worry).</li> </ol> |
|---|---|

- |                                  |  |                            |
|----------------------------------|--|----------------------------|
| 4. İzándò, -khándà               |  | Izándò zíyàkhándà.         |
| 5. İzìkèrè, -sìkà                |  | Izìkèrè zíyàsìkà.          |
| 6. İzìhlàngú, -khábá<br>kàkhùlù. |  | Izìhlàngú zìkhábà kàkhùlù. |

## B. ADJECTIVES.

Syntax Frame: 

Noun
------

 + 

Adjective
-----------

 e.g. /ábántwànà ábàkhùlù/  
(children big ).

Adjective Frame: 

AC-
-----

Adj. stem
-----------

 e.g. /íj-zwè éli-hlé/ (it-country  
it-beautiful).

AC (adjective concord) = 

V <sup>2</sup> -BP
--------------------

 e.g. /é-li-/ in /íjzwè élihlé/. <sup>1</sup>

BP = the basic noun prefix i.e. the noun prefix minus initial vowel  
e.g. BP of cl.1=/m/, of cl.2=/ba/, of cl.4=/mi/, of Cl.10=/zin/.

## 1. The Adjective Stems /-khùlù/ (big) and /-dálà/ (old, stale).

Join each noun and adjective stem by supplying the AC according to the models:

Model 1: 

M	ábántù, -khùlù	S	ábántù ábàkhùlù (big people)
---	----------------	---	------------------------------

- |                     |  |  |
|---------------------|--|--|
| 1. ábálìmì, -khùlù  |  | ábálìmì ábàkhùlù (big farmers)         |
| 2. ábáfàzì, -dálà   |  | ábáfàzì ábàdálà (elderly women)        |
| 3. ábàhlòbò, -dálà  |  | ábàhlòbò ábàdálà (old friends)         |
| 4. ábàfúndì, -khùlù |  | ábàfúndì ábàkhùlù (big schoolchildren) |
| 5. ònìnà, -dálà     |  | ònìnà ábàdálà (their old mothers)      |
| 6. ònyànà, -khùlù   |  | ònyànà ábàkhùlù (the big sons)         |

Model 2: 

M	íjzwè, -hlé	S	íjzwè élihlé (beautiful country)
---	-------------	---	----------------------------------

Adjective Stems: /-hlé/ (nice, beautiful) and /-bí/ (ugly, bad, evil). <sup>2</sup>

- |                      |  |  |
|----------------------|--|--|
| 1. ílìwá, -bí        |  | ílìwá élibí (an ugly/bad rock/cliff)                       |
| 2. íhàshè, -hlé      |  | íhàshè élihlé (a beautiful horse)                          |
| 3. ísèlè, -bí        |  | ísèlè élibí (an ugly frog)                                 |
| 4. ígàmà, -hlé       |  | ígàmà élihlé (a beautiful name)                            |
| 5. ípòlìsà, -bí      |  | ípòlìsà élibí (a bad policeman)                            |
| 6. íkhàphètshù, -hlé |  | íkhàphètshù élihlé (a lovely head of cabbage) <sup>3</sup> |

## 2. The Adjective Stems /-ncíncí/ (small) and /-tshá/ (new, young, fresh).

Translate into Xhosa, using the correct AC according to the models:

Model 1: 

M	a small dish	S	ísítýà ésìncíncí
---	--------------	---	------------------

- |                      |  |                   |
|----------------------|--|-------------------|
| 1. a small hand      |  | ísándlà ésìncíncí |
| 2. a new school      |  | ísìkòlò ésìtshá   |
| 3. a little scissors |  | ísìkèrè ésìncíncí |

1. V=vowel of noun prefix (primary vowel) /a, i, u/.

V<sup>2</sup>= the corresponding secondary Vs : /á, é, ó/.

2. Notice the alternating tones in ACs.

3. Recall lesson 9, B 2-3: nouns with prefix /i-/ belong to cl. 9 if borrowed, otherwise to cl. 7. Notable exceptions are: /ipolisa/, /iBhulu/, /iNgesi/etc., /ikhitshi/, /ivili/ and the names of some fruits and vegetables e.g. /ikhaphetshu/. On the other hand /igusha/ and /imali/ belong to cl. 9.

4. fresh bread		ísónkà ésìtshá
5. a bad disease		ísìfó ésìbí
6. a beautiful chair		ísìtùlò ésìhìlé

Model 2: 

M	new dishes	S	ízítýà ézítshá
---	------------	---	----------------

1. old shoes	ízìhìlàngú ézìdálà
2. large hands	ízándlà ézìkhùlù
3. little hammers	ízándò ézìncíncí
4. nice schools	ízìkòlò ézìhìlé
5. ugly servants	ízìcákà ézìbí
6. stale breads/loaves	ízónkà ézìdálà

3. Expansion Drill. Adjective stems: /-dè/ (long, tall), /-fútshánè/ (short).  
Starting with the sentence /Abántù báyàthéthà/ (The people are speaking), insert the adjective given:

1. -dè		Abántù ábàdè báyàthéthà (The tall people are speaking).
2. -fútshánè		Abántù ábàfútshánè báyàthéthà (The short people...).
3. -khùlù		Abántù ábàkhùlù báyàthéthà (The big people are....).
4. -ncíncí		Abántù ábàncíncí báyàthéthà (The small people are...).
5. -hlé		Abántù ábàhlé báyàthéthà (The nice people are...).
6. -bí		Abántù ábàbí báyàthéthà (The bad people are...).
7. -dè		Abántù ábàdè báyàthéthà (The tall people are...).
8. -fútshánè		Abántù ábàfútshánè báyàthéthà (The short people are...).

4. Join the subject, adjective and verb to form complete sentences:

1. ábántù, -dálà, -dlálà		Abántù ábàdálà báyàdlálà (play).
2. ábáfázì, -hlé, -théthà		Abáfázì ábàhlé báyàthéthà.
3. ábàhlòbò, -dálà, -ncèdísà		Abàhlòbò ábàdálà báyàncèdísà (help).
4. ìlíz wè, -hlé, -khùlù		Ìlíz wè élíhlé líyàkhùlù (grow).
5. ìhàshè (5), -tshá, -bàlékà		Ìhàshè élítshá líyàbàlékà (run away).
6. ísèlè, -ncíncí, -sélà		Ìsèlè élìncíncí líyàsélà (drink).
7. ísítýèbì, -dálà, -théngà		Ìsítýèbì ésìdálà síyàthéngà (buy).
8. ísándlà, -khùlù, -béthà		Ìsándlà ésìkhùlù síyàbéthà (hit).
9. ísónkà, -tshá, -khàtházà		Ìsónkà ésìtshá síyàkhàtházà (trouble).
10. ísìcákà, -bí, -nqénà		Ìsìcákà ésìbí síyànqénà (be lazy).
11. ízándò, -fútshánè, -wá		Ízándò ézìfútshánè zífáwà (fall).
12. ízándlà, -dè, -khàtházà		Ízándlà ézìdè zífàkhàtházà (worry tr.).

5. Test. Join the subject, adjective and verb to form sentences, as in the previous exercise. If you go wrong in two or more, repeat the drill.

1. ábàhlòbò, -khùlù, -sèbénzà		Abàhlòbò ábàkhùlù báyàsèbénzà (work).
2. ìlívá, -hlé, -ncèdá		Ìlívá élíhlé líyàncèdá (help).
3. ìhàshè, -dálà, -khàbá		Ìhàshè élídálà líyàkhàbá (kick). <sup>1</sup>
4. ábàfúndì, -tshá, -bhálà		Abàfúndì ábàtshá báyàbhálà (write).

1. We saw that in general /-ya-/ is low toned. Now we must add a reservation. /-ya-/ becomes high toned before a /<sup>^</sup>/ stem and changes it to /<sup>^</sup>^/.

5. ígãmà, -dè, -khàtházà
6. ísíhlàngú, -hlé, -khòlísà
7. ìzítýà, -khùlù, -wá
8. ábáfázì, -hlé, -nqênà
9. íkháphètshù, -dálà, -bòlá
10. ísífó, -bí, -bùlálà
11. ònyànà, -tshá, -dàdà
12. òsándìlè, -fútshánè, -dlálà

- Igãmà élìdè líyàkhàtházà (worry).  
 Isíhlàngú ésìhlé síyàkhólísà (please).  
 Izítýà ézìkhùlù zíyáwà (fall).  
 Abáfázì ábàhlé báyanqênà (be lazy).  
 Ikháphètshù ékdálà líyábòlá (rot).  
 Isífó ésìbí síyàbùlálà (kill).  
 Onyànà ábàtshá báyádàdà (swim).  
 OSándìlè ábàfútshánè báyàdlálà.

### C. REVISION.

#### 1. Comprehension Test. Translate into English:

1. Abáfázì ábàncíncí báyàsélà.
2. Iháshè élìkhùlù líyàkhàbà.
3. Izítýà ézítshá zíyàkhàtházà.
4. Nízwè élìdálà líyàlùngìsélèlè.
5. Onyànà ábàfútshánè báyanqênà.
6. OSándìlè ábàdè báyàbhálà.
7. Níwá élìhlé líyàncèdà.
8. Isífó ésìbí síbùlálà ábántù.
9. Isèlè élìbí líyádàdà.
10. Izìcàkà ézítshá zíyàtyá.

- The little women are drinking.  
 The big horse is kicking.  
 The new dishes are a nuisance.  
 The old country is preparing.  
 The short sons are lazy.  
 Tall Sandile and Co. are writing.  
 The beautiful rock/cliff helps.  
 The bad disease is killing people.  
 The ugly frog is swimming.  
 The young servants are eating.

#### 2. Translate into Xhosa:

1. The farmers are talking.
2. They talk a lot.
3. The servants are lazy.
4. They are very lazy.
5. The women want a scissors.
6. The horse is eating.
7. He is eating a fresh cabbage.
8. The students want a new hammer.
9. They are hammering.
10. The servant is cutting.
11. He is cutting paper.
12. He worries his old friends.

- Abálìmi báyàthéthà.  
 Báthèthá kàkhùlù.  
 Izìcàkà zíyanqênà.  
 Zìnqênà kàkhùlù.  
 Abáfázì báfúnà ísíkerè.  
 Iháshè líyàtyá.  
 Lítyà íkháphètshù élìtshá.  
 Abàfúndì báfúnà ísándò ésítshá.  
 Báyàkhándà.,  
 Isìcàkà síyàsìkà.  
 Sísìkà íphèphà.  
 Sìkhàtházà ábhìdòdò bàsò ábàdálà.

### D. DIALOGUE.

#### Dlamini & Vundle

- |      |                                   |   |
|------|-----------------------------------|---|
| UDl. | Yítshó síbálì!                    | Hello brother-in-law (Say-so br.).                              |
| UV.  | Yítshó ìmkhwé!                    | Hello (say-so)/ How do you do in-law.                           |
| UDl. | Nìphìlà njàní ékhâyà?             | How are ye (all) at home?                                       |
| UV.  | Siyàphìlà Dlámfnì,<br>àkúkhd ntó. | We are fine (We-are-living/healthy),<br>there is nothing (bad). |
| UDl. | Yìntóní síbálì, ùyàthéthà?        | What is it br., do you want something?                          |
| UV.  | Ewé ìmkhwé, ndífúnà ñgùshà.       | Yes in-law, I'm looking for the sheep.                          |
| UDl. | Zìgùshà zàkhò?                    | Are they your sheep?  |
| UV.  | Ewé, zìgùshà zám.                 | Yes, they are my sheep.   |

1. Observe the tone alternating principle at work (now weakly, now strongly).



## LESSON 19

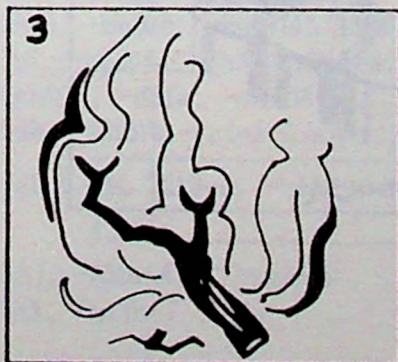
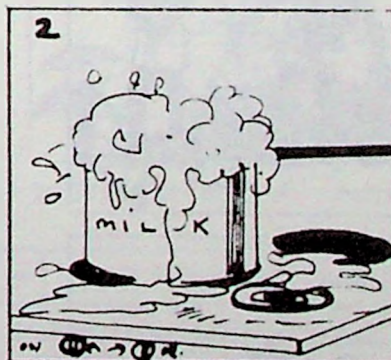
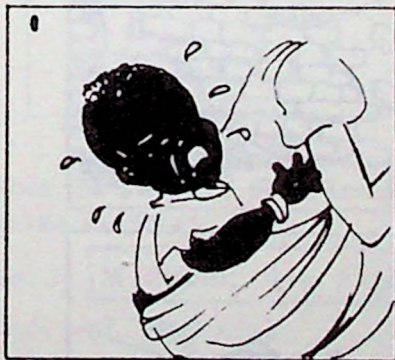
### SUBJECT & ADJECTIVE CONCORDS (Cls. 10, 11, 14, 15)

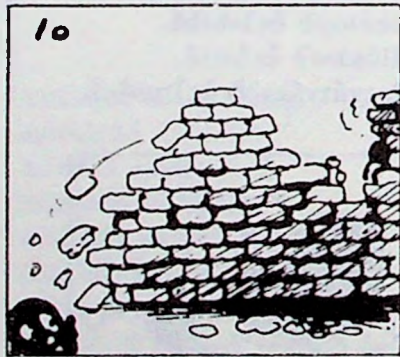
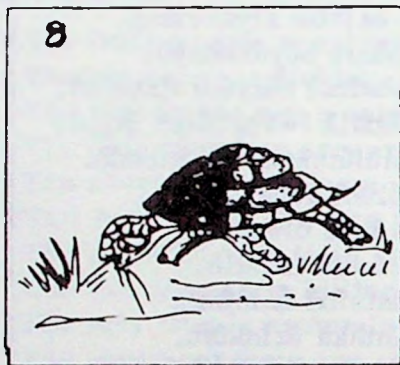
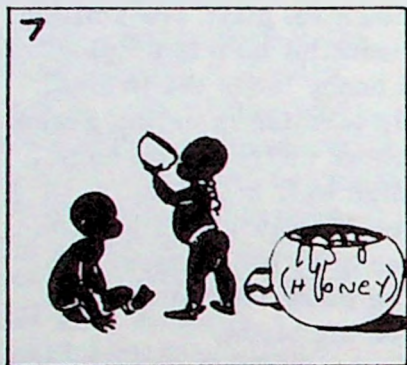
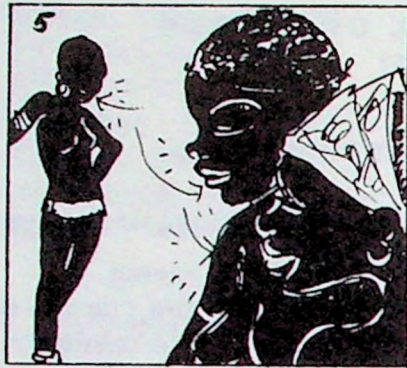
#### A. CLASSES 11-15, WITHOUT CONSONANT CHANGES.

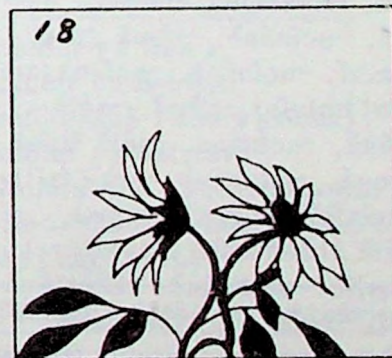
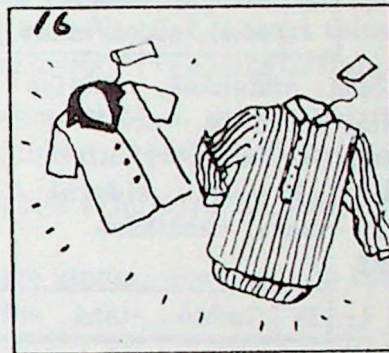
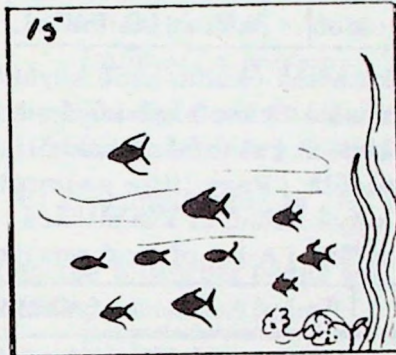
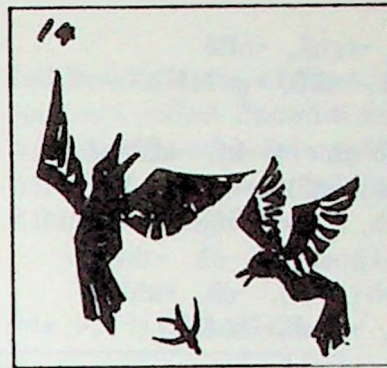
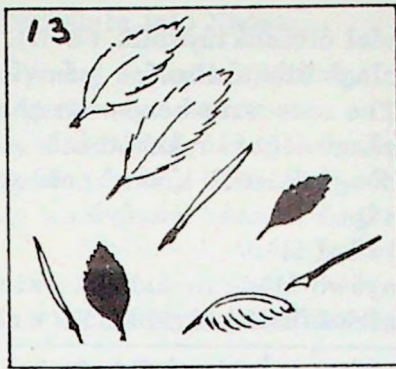
1. Follow on the pictures below (pp 103-104). Look, listen and repeat:

1. Úsàná òlùncíní lúyálílà.
2. Úbfsì òlùnínzì lúyábilà.
3. Úkhùnì òlùdálà lúyàtshá.
4. Úsáphò òlùhlé lúyàvúyà.
5. Ìntòmbí ézìntlé zíyàncúmà.
6. Úbùsò òbùhlé búyàkhànyà.
7. Úbùsì òbùnínzì bútyísà ìntsánà.
8. Úfùdò òlùdálà lwám lútyà íngcá.
9. Úcìngò òlùfútshànè lúyàncèdà.
10. Údòngà òlùdè lúyàwà.
11. Síbónà úcìngò òlùbí.
12. Síbónà Ìzìndlù ézìntlé.
13. Síbónà ìntsìbà ézìnínzì.
14. Síbónà ìntàkà ézìnkùlù.
15. Síbónà ìntlànzì ézìncínànè.
16. Síbónà ìhèmpè ézìntshá.
17. Síbónà ìlókhwè ézìntlé.
18. Síbónà ìntyátyàmbò ézìmbìní.

- The small baby is crying.  
A lot of milk is boiling (on the boil).  
The old log of wood is burning.  
The nice family is glad / rejoicing.  
The beautiful girls are smiling.  
The beautiful face is shining/radiant.  
Much honey feeds the babies.  
My old tortoise is eating grass.  
The short (wire) fence helps.  
The high wall is falling.  
We see an ugly (wire) fence.  
We see beautiful houses.  
We see many feathers / pens.  
We see big birds.  
We see very small / tiny fish (pl).  
We see new shirts. (Afr. 'hemp').  
We see beautiful dresses (Afr. rok).  
We see two flowers.







2. Join the subject, verb and adjective to form sentences, according to the models :

Model 1: 

M	úbùsò, -hlé, -khòlísà
---	-----------------------

S	Ubùsò óbùhlé búyàkhòlísà.
---	---------------------------

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. úbùsò, -bí, -khàtházà</li> <li>2. úbùsì, -tshá, -khòlísà</li> <li>3. óbùhlé, -khùlù, -khòlísà ábántù</li> <li>4. úbùbí, -khùlù, -khàtházà ábàzáì</li> <li>5. óbùkhùlù, -dálà, -ncèdá</li> <li>6. úbúdè, -khùlù, -geiná ñízwè</li> </ol> | <p>Ubùsò óbùbí búyàkhàtházà.</p> <p>Ubùsì óbùtshá búyàkhòlísà (please).</p> <p>Óbùhlé óbùkhùlù búkhòlísà ábántù.</p> <p>Ubùbí óbùkhùlù búkhàtházà ábàzáì.</p> <p>Óbùkhùlù óbùdálà búyàncèdá (help).</p> <p>Úbúdè óbùkhùlù búgeiná ñízwè.<sup>1</sup></p> |
|---|--|

Model 2: 

M	úlùvò, -bí, -khàtházà
---	-----------------------

S	Ulùvò ólùbí lúyàkhàtházà (A bad opinion causes worry)
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- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. úlùthí, -fútshánè, -ncèdá</li> <li>2. úsánà, -ncíncí, -lílá</li> </ol> | <p>Ulùthí ólùfútshánè lúyàncèdá.</p> <p>Úsánà ólùncíncí lúyálílá.</p> |
|--|---|

1. Note the derivation of abstract nouns cl. 14 from the adjective stems, e.g. /úbúdè/(length, patience).

- |                                  |  |
|----------------------------------|--|
| 3. úbîsî, -tshá, -bîlá           | Ubîsî ólùtshá lúyábîlá (boil).                                     |
| 4. úcìngò, -hlé, -gcìná ìzím vú  | Ucìngò ólùhlé lùgcìná ìzím vú.<br>(The nice wire keeps the sheep). |
| 5. úcàngò (door), -bí, -khàtházà | Ucàngò ólùbí lúyàkhàtházà.   |
| 6. údòngá, -dálà, -wà            | Udòngá ólùdálà lúyàwà (old wall falls).                            |
| 7. úsâphò, -hlé, -vûyà           | Usâphò ólùhlé lúyàvûyà.  |
| 8. úlwîmî (tongue), -dè, -thêthà | Ulwîmî ólùdè lúyàthêthà.   |
| 9. únyàwò (foot), -dè, -khàbá    | Unyàwò ólùdè lúyàkhàbá (kick).                                     |
| 10. úsîbà, -tshá, -bhâlà         | Usîbà ólùtshá lúyàbhâlà (write).                                   |

Model 3: 

M	úkùtyá, -ninzi, -khòlísà ìnkòsì (food, much/many, please chief)	S	Ukùtyá ókùnînzì kùkhòlísà ìnkòsì.
---	--	---	--------------------------------------

- |  |  |
|--|--|
| 1. úkùthêthà, -fútshánè, -khòlísà                              | Ukùthêthà ókùfútshánè kúyàkhòlísà.                                   |
| 2. úkùsélà, -ncínánè, -ncèdá                                   | Ukùsélà ókùncínánè kúyàncèdá.  |
| 3. úkùdàdà, -ncínánè, -khòlísà<br>ábàdálà (old people, elders) | Ukùdàdà ókùncínánè kùkhòlísà<br>ábàdálà (Very little swimming ..).   |
| 4. úkùtyá, -ninzi, -khàtházà<br>ábáfîzì.                       | Ukùtyá ókùnînzì kùkhàtházà<br>ábáfîzì (A lot of food worries the..). |

Model 4: 

M	îmòtó, -tshá, -bàlékà	S	îmòtó ézìntshá zíyàbàlékà
---	-----------------------	---	---------------------------

- |   |   |
|---|---|
| 1. ìzìntó, -fútshánè, -ncèdá                                      | Ìzìntó ézìmfútshánè zíyàncèdá.                                      |
| 2. ìzìnjá, -ncínánè, -lúmà (bite)                                 | Ìzìnjá ézìncínánè zíyàlúmà.   |
| 3. întòmbí, -ncínánè, -ncúmà (smile)                              | Întòmbí ézìncínánè zíyàncúmà.                                       |
| 4. înkòsì (chiefs), -nînzì, -sélà                                 | Înkòsì ézìnînzì zíyàsélà (drink).                                   |
| 5. întsánà, -ncínánè, -sélà úbîsì                                 | Întsánà ézìncínánè zìsélà úbîsì.                                    |
| 6. îndòngá, -fútshánè, -wà (fall)                                 | Îndòngá ézìmfútshánè zíyàwà.  |
| 7. îbhàyìsikilè (bikes), -nínzi,<br>-bùlálà ábàhàmbì (travellers) | Îbhàyìsikilè ézìnînzì zìbùlálà<br>ábàhàmbì.                         |
| 8. îpénsilè, -fútshánè, -khàtházà                                 | Îpénsilè ézìmfútshánè zíyàkhàtházà.                                 |
| 9. îkátì, -ncínánè, -fúnà úbîsì                                   | Îkátì ézìncínánè zífúnà úbîsì.                                      |
| 10. îhêjì (hedges), -bí, -khúlà kákùbì                            | Ìhêjì ézìmbí zìkhúlà kákùbì (The<br>ugly hedges are growing badly). |

3. Add the adjective /-ninzi/ (much, many) to the object - i. e. the final word in each of the following sentences:

- |   |  |
|---|--|
| 1. Abálîmî báthéngà înkòmó.                               | Abálîmî báthéngà înkòmó ézìnînzì.  |
| 2. Îíz wè lífúnà ìzìkòlò.                                 | Îíz wè lífúnà ìzìkòlò ézìnînzì.  |
| 3. Isìkòlò sífúnà încwàdí.                                | Isìkòlò sífúnà încwàdí ézìnînzì.   |
| 4. Înkòsì zìthéngà úkùtyá.                                | Înkòsì zìthéngà úkùtyá ókùnînzì.   |
| 5. Înkòmó ézìndálà zìthándà<br>úkùlîmà (to plough).       | Înkòmó ézìndálà zìthándà úkùlîmà<br>ókùnînzì.                              |
| 6. Întsánà ézìncínánè zìsélà úbîsì.                       | Întsánà ézìncínánè zìsélà úbîsì<br>ólùnînzì (Tiny babies drink much milk). |
| 7. Úsîbà ólùfútshánè lùbhàlà<br>încwàdí (letters, books). | Úsîbà ólùfútshánè lùbhàlà încwàdí<br>ézìnînzì (The short pen writes.....). |
| 8. Úcìngò ólùfútshánè lùgcìná<br>înkòmó.                  | Úcìngò ólùfútshánè lùgcìná înkòmó<br>ézìnînzì.                             |
| 9. Útywàlà óbùnînzì búkhàtházà<br>întòmbí.                | Útywàlà óbùnînzì búkhàtházà<br>întòmbí ézìnînzì (many girls).              |
| 10. Úkùncúmà ókùhlé kúníkà úbùhlé.                        | Úkùncúmà ókùhlé kúníkà úbùhlé<br>óbùnînzì (much beauty).                   |

## 4. Translate into Xhosa:

- |                                 |  |                                   |
|---------------------------------|--|-----------------------------------|
| 1. The young cattle are eating. |  | linkòmó ézìntshá zíyàtyá.         |
| 2. The girls want new books.    |  | Iintòmbí zífúnà ñncwàdí ézìntshá. |
| 3. They are buying new pens.    |  | Zíthéngà ñntsbà ézìntshá.         |
| 4. They want many flowers.      |  | Zífúnà ñntyátyámbò ézìñnzì.       |
| 5. They want fresh beer.        |  | Zífúnà útywàlá óbùtshá.           |

## B. THE HOMORGANIC NASAL /n/ (cls. 9, 10) CHANGES.

- a) The /n/ of cls. 9, 10 /in-, izin-/ changes to labial /m/ in front of labials /p, b, f, v/ e.g. /ízìntó ézìmfútshánè/ (short things), /ímfènè/ (a baboon), /ízìnjá ézìmbìní/ (two dogs), /ímpi/ (army).
- b) It deaspirates an aspirated consonant (i.e. eliminates /h/ from /th, ph, kh/) e.g. /ízìnjá ézìntáthù/ (<... ézìn-tháthù) (3 dogs).
- c) It changes /hl/ to /tl/ e.g. /ízìnjá ézìntlé/ (<... ézìn-hlé).

1. Join the following nouns and adjective stems, according to the models:

Model 1: 

M	ñntàkà, -bini	S	ñntàkà ézìmbìní (2 birds)
---	---------------	---	---------------------------

<sup>1</sup>

- |                        |  |   |
|------------------------|--|---|
| 1. ñntlànzi, -bini     |  | ñntlànzi ézìmbìní (2 fish)                      |
| 2. ñntsánà, -bini      |  | ñntsánà ézìmbìní (2 babies)                     |
| 3. ñntòngà, -futshane  |  | ñntòngà ézìmfútshánè (short sticks)             |
| 4. ñhépè, -bini        |  | ñhépè ézìmbìní (2 shirts)                       |
| 5. ñpénsilè, -futshane |  | ñpénsilè ézìmfútshánè (short pencils)           |
| 6. ñngcìngò, -futshane |  | ñngcìngò ézìmfútshánè (short wires/wire fences) |
| 7. ñmòtó, -bi          |  | ñmòtó ézìmbí (ugly cars)                        |

Model 2: 

M	ñntàkà, -thathu	S	ñntàkà ézìntáthù (3 birds)
---	-----------------	---	----------------------------

- |                            |  |                                      |
|----------------------------|--|--------------------------------------|
| 1. ñntyátyámbò, -thandathu |  | ñntyátyámbò ézìntándáthù (6 flowers) |
| 2. ñngcàngò, -khulu        |  | ñngcàngò ézìnkùlù (big doors)        |
| 3. ñtáfìlè, -thathu        |  | ñtáfìlè ézìntáthù (3 tables)         |
| 4. ñtítshàlà, -thandathu   |  | ñtítshàlà ézìntándáthù (6 teachers)  |
| 5. ñmélà, -khulu           |  | ñmélà ézìnkùlù (big knives)          |
| 6. ñbhátyì, -thathu        |  | ñbhátyì ézìntáthù (3 jackets/ coats) |

Model 3: 

M	ñhépè, -hle	S	ñhépè ézìntlé (3 shirts)
---	-------------	---	--------------------------

- |                        |  |  |
|------------------------|--|--|
| 1. ñbhúlúkhwè, -hle    |  | ñbhúlúkhwè ézìntlé (beautiful pairs of trousers) |
| 2. ñlòkhwè, -hlanu     |  | ñlòkhwè ézìntlànù (5 dresses - Afr. 'rok')       |
| 3. ñkávúsi, -hle       |  | ñkávúsi ézìntlé (beautiful socks)                |
| 4. ñmòtó, -hle         |  | ñmòtó ézìntlé (beautiful cars)                   |
| 5. ñbhàysìkìlè, -hlanu |  | ñbhàysìkìlè ézìntlànù (5 bicycles)               |
| 6. ñntyátyámbò, -hle   |  | ñntyátyámbò ézìntlé (beautiful flowers)          |

1. Notice that, in addition to the falling tone on /ñn-/ (reduced /izin-/), the vowel receives extra length (a relic of the original double vowel).

Model 4:	M	ĩnkòmó, -ngaphi? (cattle, how many?)	S	ĩnkòmó ézìngàphí? (how many cattle?)
----------	---	---	---	---

- |                       |   |
|-----------------------|---|
| 1. ĩbhókhwè, -ninzi   | ĩnkòmó ézìnfzì (many cattle)              |
| 2. ĩgùshà, -ne        | ĩgùshà ézìnè (4 sheep)                    |
| 3. ĩhágù, -ncinci     | ĩhágù ézìncíncí (small pigs)              |
| 4. ĩntàkà, -ncinane   | ĩntàkà ézìncínànè (very small/tiny birds) |
| 5. ĩntlànzi, -ngaphi? | ĩntlànzi ézìngàphí? (how many fish?)      |
| 6. ĩndòngá, -ne       | ĩndòngá ézìnè (4 walls)                   |

2. Substitution Drill. Beginning with the sentence /Ndìbónà ĩmpùkù ézìmbìní/ (I see 2 mice) and substitute the noun or adjective given:

M	-hle	S	Ndìbónà ĩmpùkù ézìntlé
---	------	---	------------------------

- |                       |   |
|-----------------------|---|
| 1. -hlanu             | Ndìbónà ĩmpùkù ézìntlànù (I see 5 mice).        |
| 2. -bi                | Ndìbónà ĩmpùkù ézìmbí (I see ugly mice).        |
| 3. -futshane          | Ndìbónà ĩmpùkù ézìmfútshànè (I see short..).    |
| 4. ĩntōngà            | Ndìbónà ĩntōngà ézìmfútshànè (.....sticks).     |
| 5. -ninzi             | Ndìbónà ĩntōngà ézìnfzì (I see many sticks).    |
| 6. -ne                | Ndìbónà ĩntōngà ézìnè (I see 4 sticks).         |
| 7. -bini              | Ndìbónà ĩntōngà ézìmbìní (I see 2 sticks).      |
| 8. -hlanu             | Ndìbónà ĩntōngà ézìntlànù (I see 5 sticks).     |
| 9. ĩmélà (Afr. 'mes') | Ndìbónà ĩmélà ézìntlànù (I see 5 knives).       |
| 10. -hle              | Ndìbónà ĩmélà ézìntlé (I see beautiful knives). |
| 11. -khulu            | Ndìbónà ĩmélà ézìnkùlù (I see big knives).      |
| 12. -thandathu        | Ndìbónà ĩmélà ézìntándáthù (I see 6 knives).    |

### C. TRANSLATION EXERCISES.

N. B. A possessive word comes before the adjective (as in English).

#### 1. Translate into Xhosa:

- |                                    |  |
|------------------------------------|--|
| 1. My beautiful cattle.            | Iinkòmó zám èzìntlé.                   |
| 2. Two baboons.                    | Iimfènè ézìmbìní.                      |
| 3. Your (sg.) six sheep.           | Iigùshà zákhhò ézìntándáthù.           |
| 4. Our beautiful cars.             | Iimòtó zèthú ézìntlé.                  |
| 5. Your (pl.) ugly bicycles.       | Iibhàysìkìlé zènú ézìmbí.              |
| 6. Our daughters drink much milk.  | Iintòmbí zèthú zísélà úbìsì ólùnfzì.   |
| 7. My baby wants fresh honey.      | Usánà lwám lúfúnà úbùsì óbùtshà.       |
| 8. My friends want five books.     | Abáhlòbò bám báfúnà ĩncwàdí ézìntlànù. |
| 9. I like your (pl.) nice flowers. | Ndìthándà ĩntyátyámbò zènú ézìntlé.    |
| 10. The flowers grow nicely.       | Iintyátyámbò zìkhùlà kákùhlé.          |

#### 2. Translate into English:

- |                                |                                      |
|--------------------------------|--------------------------------------|
| 1. Izìnjá ézìncínànè zìyálúmà. | The very small dogs bite/are biting. |
| 2. Zìlúmà úsánà ólùkhùlù.      | They are biting the big baby.        |

1. Naturally when /n/ falls in front of /n/, it is not written (is elided) e.g. /ĩhágù ézìn-nè/ > /ĩhágù ézìnè/.

- |   |                                     |
|---|-------------------------------------|
| 3. Usánà ólùkhùlù lúfúnà ízìntó ézìnínzì. | The big baby wants a lot of things. |
| 4. Iintòmbí zífúnà ìlókhwè ézìntshá.      | The girls want new dresses.         |
| 5. Udòngá ólùdálà lúyáwà.                 | The old wall is falling.            |
| 6. Ubísì lúyábilà.                        | The milk is boiling (on the boil).  |

## D. DIALOGUE.

## Dlamini &amp; Vundle

- |  |  |
|--|--|
| UDI. Yìtshó Vúndlé!  | Hello Vundle (Say/Do-so Vundle!).  |
| UV. Yìtshó Dlamínì!  | Hello Dlamini.   |
| UDI. Usáphìlà?   | How are you (Are you still living?)?   |
| UV. Ewé, ndìsáphìlà ìmfóndhì.                                  | Yes, I'm fine dear fellow.   |
| UDI. Izìnjá zífúnà ntóní?                                      | What are the dogs looking for?   |
| UV. Zífúnà ìlgùshà.  | They are looking for the sheep.  |
| UDI. Izìnjá zìthándà úkùbònisà úm̀khòndò.                      | Dogs like to show / point out the spoor (trail, tracks).                     |
| UV. Ewé, zìjòjà phántsí zìlándè úm̀khòndò.                     | Yes, they sniff close to the ground follow / take up the spoor.              |
| UDI. Zìngàphì ìntsùkù úfúnà ìlgùshà.                           | They-are-how-many the days you-<br>looking for the sheep?                    |
| UV. Zìntáthù ìntsùkù ndífúnà kòdwà àndikà fúmání m̀khòndò.     | They-are-3 the-days I-looking-for<br>but I did not yet find any trail/spoor. |
| UDI. Nyúkà áphà, zìkhó ìlgùshà.                                | Go up here, they-are-there sheep.  |
| UV. Enkòsì m̀khwé, ndìbùlèlè kàkhùlù.                          | Thank you, I am very grateful.   |
| UDI. Yìntóní ngòkù? Khàngélà izìnjá zìsúkèlè ìkátì yám úTsìkì. | What is it now? Look the dogs<br>are chasing my cat Tsiki.                   |
| UV. Zìngàndè ìmfóndhì, zífúnà úkùyìbùlálà.                     | Stop them dear fellow, they want <sup>1</sup><br>to kill it. (to-it-kill).   |
| UDI. Izìnjá zìthándà úkùdlálà njé.                             | Dogs like to play like-this.   |
| UV. Háyi, zìyíngòzì, zífúnà úkùyìbùlálà.                       | No, they are dangerous (are-a-<br>danger), they want to-it-kill.             |
| UDI. Zìcìngà úkúbá ngúm̀v̀ndlà.                                | They think that it is a hare/rabbit.   |
| UV. M̀andìngàndè ìlgùshà ndìgòd-ùké. Enkòsì m̀khwé.            | Let me stop the sheep and go home.<br>Thanks in-law.                         |

1. The object pronoun (here /-yi-/ referring to /ìkátì/) must always have a consonant because of its position always after a vowel in the word - see Vowel & Consonant Changes on the final page.







- |                                |   |
|--------------------------------|---|
| 8. Iintòmbí zíyàthéngà ná?     | Háyì, àzìthéngì (No, they are not buying).    |
| 9. Iintlànzi zíyádàdà ná?      | Háyì, àzídádì (No, they are not swimming).    |
| 10. Iintàkà zíyàbhàbhà?        | Háyì, àzìbhàbhì (No, they are not flying).    |
| 11. Iinkòmó z'íbalékà kàkhùlù? | Háyì, àzìbalékì kàkhùlù (No, they do not...). |
| 12. Iigùshà z'ìkhàbà kákùbí?   | Háyì, àzìkhàbì kákùbí (No, they dont kick..)  |

3. The Axiomatic Negative (all-embracing, no exceptions -'none at all').

Form:  $[a-SC^n-R-i] + [BP-noun\ stem] \pm [BP-Adjective\ stem]$  <sup>2</sup> e.g.

/à-kú-ty-ì kùtyá kùdálà/ (you eat no stale food at all). Compare  
 /àkùtyì úkùtyá ókùdálà/ (you do not eat stale food- this statement  
 is incomplete, implying 'but you eat...').  
 /àkùkùtyì úkùtyá ókùdálà/ (you are not eating it the stale food which  
 I have in mind, but you may eat other stale..).

Phèndúlà ngókùkhányèlà (Answer by-to-deny i. e. in the negative):

Model 1:	M	Utywàlá búkhátházà ábàzáli ábàtshá (Does beer worry..)?	S	Háyì, útywàlá àbùkhàtházì bàzáli bàtshá (...no young..).
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- |   |  |
|---|--|
| 1. Isìkòlò síncédà ábàntwàná ábàncíní? (Does school help little children?)  | Háyì, isìkòlò àsíncédì bántwàná bàncíní (No, school helps no..).         |
| 2. Iháshè ìkhàbà ìzìlwányàná ézìncínánè?                                    | Háyì, iháshè àìkhàbì zìlwányàná zìncínánè (...kicks no tiny animals).    |
| 3. Usàná lúthándà ìzìlwányàná ézìncínánè?                                   | Háyì, usàná àlúthándì zìlwányàná zìncínánè (No, the baby likes no..).    |
| 4. Izìhlàngú ézìdè kàkhùlù z'ìkhátházà ábàhàmbì ábànínzì? (Very long shoes) | Háyì, izìhlàngú ézìdè kàkhùlù àzìkhàtházì bàhàmbì bánínzì.               |
| 5. Iinkòmó z'ityà úkùtyá ókùdálà?   | Háyì, ìnkòmó àzìtyì kùtyá kùdálà.  |
| 6. Abáfàzì básélà útywàlá óbùtshá?  | Háyì, ábáfàzì àbàsélì tywàlá bùtshá.                                     |
| 7. Iimòtó z'ìbùlálà ábàntwàná ábànínzì?                                     | Háyì, ìmòtó àzìbùlálì bántwàná bánínzì.                                  |
| 8. Ubùhlántì búncédà ìzìtyèbì ézìbí? (bad rich-men).                        | Háyì, úbùhlántì àbùncédì zìtyèbì zìbí. (No, the cattlekraal helps no..). |
| 9. Iipénsìlè zám z'ìkhátházà úsàná ólùtshá?                                 | Háyì, ìpénsìlè zàkhò àzìkhàtházì (lù)sàná lùtshá (...worries no ...).    |
| 10. Isèlè ìsèlè úbìsì ólùnhzì?  | Háyì, isèlè àlìsèlì bìsì lùnhzì.   |

Model 2:	M	Abáfàzì bàthándà ìmòtó ézìmbí?	S	Háyì, ábáfàzì àbàthándì zìmòtó zìmbí (...like no ugly cars).
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- |  |  |
|--|--|
| 1. Abálìmì ábànhzì bàthéngà ìnkòmó ézìndálà? | Háyì, ábálìmì ábànhzì àbàthéngì zìnkòmó zìndálà (No, many farmers buy no old..). |
| 2. Iinkòmó ézìndálà z'ityà úkùtyá ókùtshá?   | Háyì, ìnkòmó ézìndálà àzìtyì kùtyá kùtshá (No, the old cattle are eating no..).  |

1. Here you must qualify your generalization re. neg. low tones /` ` ` ` 7.  
 2. SC<sup>n</sup>=SC negative. BP=basic noun prefix (i.e. minus 1st vowel).  
 Cl. 9 is an exception to the axiomatic elision of initial vowel; in the axiomatic the full NP /in-/ appears, e.g. /àkùkhò ntó ìmbí/ (there is nothing bad).  
 3. The BP /-zin-/ of cl. 10 revives in the axiomatic, as does cl. 11 often.

- |  |  |
|--|--|
| <p>3. Ukùtyá ókùdálà kùbùlálà ñgùshà ézìntshá?</p> <p>4. Ubùhlántì óbùdálà bùgcínà ñbhókhwè ézìntándâthù?</p> <p>5. Isìkòlò ésìhlé sífúndìsà ñntòmbí ézìntlé?</p> <p>6. Ìntlànzi zítýà ñmpúkàné ézìmbí (ugly flies)?</p> <p>7. Ìmpúkàné ézìmbí zìkháth-ázà ñnkòsì ézìndè?</p> <p>8. Ìntàkà zìthándà ñmpùkù ézìmfútshánè?</p> | <p>Háyì, úkùtyá ókùdálà àkùbùlálì zìgùshà zìntshá (No, stale food kills no young. .).</p> <p>Háyì, úbùhlántì óbùdálà àbùgcínì zìbhókhwè zìntándâthù.</p> <p>Háyì, ísìkòlò ésìhlé àsìfúndìsì zìntòmbí zìntlé.</p> <p>Háyì, ñntlànzi àzítýí zìmpúkàné zìmbí. (No, fish do not eat any ugly/bad flies).</p> <p>Háyì, ñmpúkàné ézìmbí àzìkhátházì zìnkòsì zìndè (. .worry no tall chiefs).</p> <p>Háyì, ñntàkà àzìthándì zìmpùkù zìmfútshánè (. . . .no short mice/rodents).</p> |
|--|--|

### B. THE DESCRIPTIVE COPULATIVE (Cop. of Adjectives & Relatives).

Cop. of Adjective: 

BP-	adj. st.
-----	----------

<sup>1</sup> e.g. /lìhlé fháshè/ (it-is-nice the-horse).

Cop. of Relative or Adverb: 

SC-	rel. st./adv.
-----	---------------

 e.g. /ku-kho imali/ (it-is-there money), /izinja zibomvu/ (the-dogs they-are-red).

1. Describe each item, using the Copulative of the Adjective instead of that of the noun, according to the model:

M	Ngábántù ábàkhùlù (They are big people)	S	Bákhùlù (They are big).
---	---	---	-------------------------

- |   |   |
|---|---|
| <p>1. Ngábàfúndì ábàtshá.</p> <p>2. Ngònyànà ábànínzì.</p> <p>3. Lílízwè élìhlé.</p> <p>4. Lígqìrà élìdálà.</p> <p>5. Líhàshè élìdè.</p> <p>6. Sístùlò ésìhlé.</p> <p>7. Zìzìhlàngú ézìbìní.</p> <p>8. Zìtáfilè ézìntâthù.</p> <p>9. Zìfèstìlè ézìndè.</p> <p>10. Bùbùhlántì óbùhlé.</p> <p>11. Kùkùtyá ókùtshá.</p> <p>12. Zìmpùkù ézìmbí.</p> | <p>Bátshá (They are young i.e. school kids).</p> <p>Bánínzì (They are numerous i.e. the sons).</p> <p>Lìhlé (It is beautiful i.e. the country).</p> <p>Lìdálà (He is old i.e. the witchdoctor).</p> <p>Lìdè (It is tall i.e. the horse).</p> <p>Sìhlé (It is beautiful i.e. the chair/stool).</p> <p>Zìbìní (They are two i.e. the shoes).</p> <p>Zìntâthù (They are 3 i.e. the tables).</p> <p>Zìndè (They are long/high i.e. windows).</p> <p>Bùhlé (It is beautiful i.e. the cattlekraal).</p> <p>Kùtshá (It is fresh i.e. the food).</p> <p>Zìmbí (They are ugly i.e. the rodents).<sup>2</sup></p> |
|---|---|

2. Make a sentence out of each pair (noun and adj. st.), according to the model:

M	úddngá, -de	S	Lúdè úddngá (It is tall the wall).
---	-------------	---	------------------------------------

- |   |  |
|---|--|
| <p>1. úthùlì, -ninzi</p> <p>2. ñlízwè, -hle</p> <p>3. ízèmbè, -bi</p> | <p>Lúnínzì úthùlì (The dust is plentiful).</p> <p>Lìhlé ñlízwè (The country is beautiful).</p> <p>Líbì ízèmbè (The axe is bad/ugly).</p> |
|---|--|

1. Adj. st. = 'adjective stem'. BP = basic noun prefix (NP minus initial V). Notice that the copulative of the adjective is the same in form as that of the adjective after the axiomatic - A 2 above.

2. Note the tone i.e. high toned SC, the only stem change being /<sup>h</sup>/ to /<sup>l</sup>/.

- |                       |  |
|-----------------------|--|
| 4. ígâbà, -futshane   | Lífútshánè ígâbà (The hoe is short).       |
| 5. úbúshùshú, -bi     | Búbí úbúshùshú (The heat is bad).          |
| 6. ízítúlù, -bini     | Zímbìní ízítúlù (The chairs are two).      |
| 7. ízándò, -thathu    | Zíntáthù ízándò (The hammers number 3).    |
| 8. ábàsèbénzì, -ne    | Bánè ábàsèbénzì (The workers number 4).    |
| 9. ònyànà, -hlanu     | Báhlánù ònyànà (The sons are 5 in number). |
| 10. òMèrí, -thandathu | Báthándáthù òMèrí (Mary & Co are 6).       |

3. Listen to what I say and then answer my question:

- |  |  |
|--|--|
| 1. Ndìbónà ìnkòmó ézìnlè.<br>Zíngàphí ìnkòmó? (How many..?)        | Ìnkòinó zínè.<br>(The cattle number 4).              |
| 2. Igqìrà líphìlìsà ábántwànà ábàhlànù.<br>Bángàphí ábántwànà?     | Báhlánù ábántwànà.<br>(The children number five).    |
| 3. Sìthéngà ìntòngà ézìntlé.<br>Zínjàní ìntòngà? (They are how..?) | Zíntlé ìntòngà (They are beautiful the sticks).      |
| 4. Isìkòlò sífúndìsà ònyànà báàm<br>ábàbìní. Bángàphí ònyànà báàm? | Bábìní ònyànà bákhò (Your sons are two in number).   |
| 5. Ndìfúnà ìtáfìlè ézìnkúlù.<br>Zíngàkánàní (how big) ìtáfìlè?     | Zínkúlù ìtáfìlè (the tables are big).                |
| 6. Ìnkòmó zám zìnkòmó ézìntlé.<br>Zínjàní ìnkòmó zám?              | Zíntlé ìnkòmó zákhò.<br>(Your cattle are beautiful). |
| 7. Zíndòngá ézìmbìní. Zíngàphí ìndòngá?                            | Ìndòngá zìmbìní.<br>(The walls are two).             |
| 8. Ngábántwànà ábàkhúlù.<br>Bángàkánàní ábántwànà?                 | Ábántwànà bákhúlù.<br>(The children are big).        |
| 9. Igùmbí lám lígùmbí élìtshá.<br>Línjàní ígùmbí lám?              | Igùmbí lákhò lítshá.<br>(Your room is new).          |
| 10. Onyànà báàm báfúmánà ìnkùnì<br>ézìmbìní. Zíngàphí ìnkùnì?      | Ìnkùnì zìmbìní.<br>(The logs of firewood are two).   |

C. THE COPULATIVE OF RELATIVES AND ADVERBS.

Form: 

SC-	rel. st. /adv.
-----	----------------

 e.g. /ìnkòmó zí-bòmú/ (the cattle are red), /zìkhó/ (they are there/present).

Study the following relative stems and adverbs: <sup>1</sup>

/-bòmú/ (red)	/-mhlóphè/ (white)
/-njàní/ (how?, what kind?)	/-mnyámà/ (black, dark)
/-ngàkánàní/ (how big?)	/-m̀dàkà/ (dirty, muddy)
/-phí/ (where?)	/-m̀nándì/ (sweet, nice)
/-khó/ (present, existing, there)	/-lápà/ (here)
/-bhétèlè/ (better)	/-láp̀hò/ (there) <sup>2</sup>

Beginning with the sentence / Bábhòmú ábàhàmbì/ (The travellers are red), substitute the word or stem given:

- The CP (copulative prefix) for the adjectives is BP. But these relative and adverb stems have no CP - you simply use the SC as if they were verbs.
- /ápà/ and /áp̀hò/ assume the /l/ with any prefix whatsoever e.g. /ábántù bà-l-ápà/ (the people here -'of-here').

1. -mhlophe <sup>1</sup>	Bámhlophe ábàhám̀bì (The travellers are white)
2. -phì?	Báphì ábàhám̀bì? (Where are the travellers)?
3. -njani?	Bánjàní ábàhám̀bì (How are the travellers)?
4. ígqìrà	Línjàní ígqìrà (How is the witchdoctor)?
5. -lapha	Líláphà ígqìrà (The witchdoctor is here).
6. -mnyama	Límnyámà ígqìrà (The witchdoctor is black).
7. ísándl̀à	Símnyámà ísándl̀à (The hand is black).
8. -mdaka	Símdàkà ísándl̀à (The hand is dirty / muddy).
9. Ìz íhlàngú	Zímdàkà Ìz íhlàngú (The shoes are dirty).
10. -ngakanani?	Zíngàkánàní Ìz íhlàngú (How big are the shoes)?
11. -lapho	Zíláphò Ìz íhlàngú (The shoes are there/that pl. ).
12. -kho	Ìz íhlàngú zík̀hó (The shoes are there/present).
13. ìmél̀à	Iimél̀à zík̀hó (The knives are there / present).
14. -njani?	Iimél̀à zínjàní? (How are the knives).
15. -ngakanani?	Zíngàkánàní ìmél̀à (How big are the knives)?
16. -mdaka	Zímdàkà ìmél̀à (The knives are dirty/muddy).

#### D. TRANSLATION TESTS.

##### 1. Translate into Xhosa:

1. The wall is dirty.	Udòngá lúmdàkà.
2. The family is here.	Usáphò lúláphà.
3. How big is the cattlekraal?	Ubúhlántì búngàkánàní ná? <sup>2</sup>
4. Where is the food?	Kúphì úkùtyá?
5. Is the honey nice?	Ubùsì búmnándì?
6. How big are the birds?	Iintàkà zíngàkánàní?
7. Where are my socks?	Iikáwúsì zám zíphí?
8. They are here.	Zíláphà.

##### 2. Translate into Xhosa:

1. The witchdoctor wants no stale food.	Igqìrà àlìfùnì kùtyá kùdálà.
2. He is ugly.	Líbì.
3. The cars are numerous/many.	Zínínzì ìm̀d̀t̀ó.
4. How many are they?	Zíngàphí?
5. Cars kill no babies.	Iim̀d̀t̀ó àzìbùlálì zìntsánà.
6. The babies are beautiful.	Iintsánà zíntlé.
7. How many are they?	Zíngàphí?
8. They are five.	Zíntlánù.
9. They do not want any stale milk.	Azìfùnì b̀f̀sì lùdálà.
10. Is the cattlekraal ugly?	Búbì úbúhlántì?
11. How many are the cattle?	Zíngàphí ìnk̀d̀m̀ó?
12. They are three.	Zíntáthù.
13. You (sg.) see no cattle at all.	Akùbónì zìnk̀d̀m̀ó.
14. Sheep bite no people.	Iigùshà àzìlùmì bàntù.

1. You may begin with the subject, but it throws more emphasis/focus on the predicate if you begin with it and leave the subject to the end.
2. The interrogative /ná?/ is optional .

## E. DIALOGUE

Ubàwó nó Fàní  
( Dad and Fani )

UB.	Fàní, ndìsáyà émàsímínì, vùlélà ìnkòmó zíyè édlélwèni. <sup>1</sup>	Fani, I am (still) just now going to the fields, open-for the cattle and-they-go into-the-pasture.
UF.	Iimâzi àzínàmàlúsì. <sup>2</sup>	The cows have no herdboy.
UB.	Yèká ìmâzi ùvùlèlè ìnkòmó zíyè édlélwèni. <sup>3</sup>	Leave the cows alone and let the cattle into the pasture.
UF.	Ìnkòmó zíthándà ùkùtyá ìndìzà?	Do the cattle like eating stalks?
UB.	Háyì, àzìthándì ùkùtyá ìndìzà, zíthándà ùkùtyá íngcá.	No, they do not like eating stalks, they like eating grass.
UF.	Kódwà íngcá àyìkhùlì ébùsìkà.	But grass does not grow in Winter.
UB.	Háyì, ìkhó íngcá phákàthí kwámàtyhòlò. <sup>4</sup>	No, but it-is-there the grass between / among the bushes.
UF.	USìlúmkò únìkà ìnkòmó zàkhé ìndìzà ébùsìkà?	Silumko he-gives his cattle stalks in the winter, does he?
UB.	Ewé, úzìnkà ìndìzà nóìmxóxòzì.	Yes, he-them-gives stalks and wild watermelon.
UF.	Iigùshà zíthándà ùìmxóxòzì?	Do sheep like wild watermelon?
UB.	Háyì, àzìthándì ùìmxóxòzì, zìthándà íngcá.	No, they do not like wild watermelon, they like grass.
UF.	Uìmxóxòzì ùkhùlà ébùsìkà?	Does the wild watermelon grow in winter?
UB.	Háyì, àwùkhùlì ébùsìkà, kódwà úSìlúmkò úyàwùgcínà. <sup>5</sup>	No, it does not grow in winter, but Silumko he-it-keeps.
UF.	Màsìlímè ùìmxóxòzì náthì.	Let us cultivate wild watermelon we-too.
UB.	Háyì, àndìthándì mìxóxòzì émàsímínì. Ibúlálà ízìtyáld.	No, I do not want any wild watermelon in the fields. They kill the plants.
UF.	Iimâzi zíyànxákámà, zífúnà ámáthlè ngòkù.	The cows are bellowing, they want the calves now.
UB.	Sèngà kùqálà, ùvùlèlè ámáthlè.	Milk first and then open-for the calves (let out the calves).
UF.	Ubìsì ndìlùthé ésèlwèni? <sup>5</sup>	Should I pour the milk into the calabash?
UB.	Háyì, úngàlùthì.	No, do not pour it.
UF.	Ndìyàhàmbà ngòkù bàwó, ndìyà édlélwèni.	I am going now dad, I am going to the pasture lands.
UB.	Kùlúngìlè, kódwà lúfncà ìnkòmó zíngàtyí émàsímínì.	Good, but watch the cattle so that they do not eat/graze in the fields.

1. Place adverbs are formed from nouns by prefixing /e-/ and suffixing /-ini/ as in /émàsímínì e-amasimi-ini/, /édlélwèni e-idlelo-ini/. Lesson 33.
2. /àzínàmàlúsì a-zi-na-umalusi / -axiomatic elision of initial V.
3. /..ùvùlèlè/( and open up for) - the subjunctive of sequence, Lesson 16.
4. /phakathi kwa- / (in-the-middle it-of- ), /phandle kwa- / (outside of), L. 47.
5. /-wu-/ is the OC (object concord) from /umxoxozi/. Lesson 25.

## LESSON 21

### WEAK NOUN CLASSES SCs & ACs

#### A. WEAK SUBJECT CONCORDS (SCs).

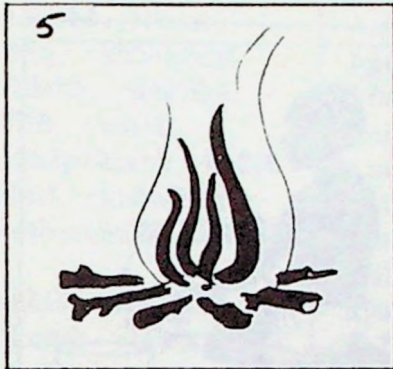
Pattern: Weak SC =  $\boxed{V-}$ <sup>1</sup> e.g. /In-já i-fúnà úkùtyá/ (The dog wants food: 'it-dog it-want food), /Inja íyàfúnà/  
V

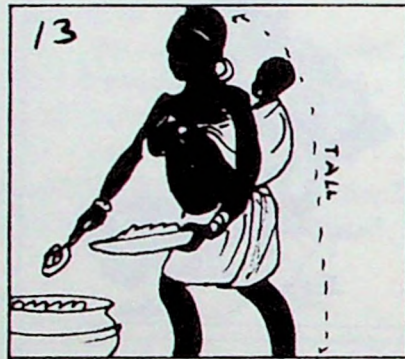
1. Follow on the pictures below. Look, listen and repeat:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Úmfāzì úkhà ámānzì.</li> <li>2. Úmfāzì ómtshá úthézá ìnkùní.</li> <li>3. Úmfāzì ómkhùlù úyáqhwìthà.</li> <li>4. Ìntòmbì éntlé íbàsà úmílìdò.</li> <li>5. Úmílìdò ómhlé úyāvùthà.</li> <li>6. Ìntòmbì énkùlù ìgàlélà ámānzì.</li> <li>7. Úmfāzì ómdálà úbékà ímbìzà.</li> <br/> <li>8. Ámānzì ámàtshá áyábùlā.</li> <li style="padding-left: 20px;">Ábìlā ngòkù.</li> <li>9. Ìntòmbì éndálà ìgàlélà úm̀gùb̀d̀.</li> <li>10. Ìntòmbì éntshá ìzámìsà úm̀gùb̀d̀.</li> <li>11. Úmfāzì ómkhùlù ùgàlélà ítyùwà.</li> <li>12. Ìntòmbì éntlé íphékà ípápà.</li> <li>13. Únìnà ómdè úkhùphà ípápà.</li> <li>14. Ìnk̀v̀nk̀wé éncíncí ìhlám̀b̀à ímbìzà.</li> <li>15. Ìntòmb̀az̀ānà ífákà ám̀aq̀and̀á.</li> <li>16. Úm̀akh̀l̀l̀ù óm̀f̀t̀sh̀ānè úb̀l̀ìs̀à ám̀aq̀and̀á.</li> <li>17. Ìntòmb̀az̀ānà éndè ísùlā ítáfìlè.</li> <li>18. Unìnà ómhlé ùdékà ítáfìlè.</li> </ol> | <p>The woman is drawing water.<br/> The young woman is gathering sticks.<br/> The big woman is striking a match.<br/> The beautiful girl is kindling the fire.<br/> A nice fire is burning.<br/> The big girl is pouring water.<br/> The old/elderly woman is putting down / placing the pot. (iron pot).<br/> The fresh water is boiling.<br/> It is boiling now.<br/> The old girl is pouring flour/meal.<br/> The young girl is stirring the meal.<br/> The big woman is pouring the salt.<br/> The pretty girl is cooking soft porridge.<br/> Her tall mother is taking out porridge.<br/> The small boy is washing the pot.</p> <p>The young girl is putting in eggs.<br/> Grandmother is boiling the eggs.</p> <p>The tall young girl wipes the table.<br/> Her beautiful mother lays the table.</p> |
|--|--|



- 
1. The weak SCs (subject concords) are those derived from the weak noun classes (i.e. /um-, imi-, ama-, in-/ classes : 1, 3, 4, 6, 9).  
V- is the vowel from the noun prefix (NP).







2. Join each noun and verb to make complete sentences, according to the model: (Remember that the weak SC = V-):

M	úrántù, -fúndà	S	Ufántù úyàfúndà.
---	----------------	---	------------------

- |                           |   |
|---------------------------|---|
| 1. úfntwànà, -dlálà       | Ufntwànà úyàdlálà (The child is playing).                   |
| 2. úmfâzì, -phèkà         | Umfâzì úyâphèkà (The woman is cooking).                     |
| 3. índòdà, -tshâyá        | Indòdà íyâtshâyá (The man is smoking).                      |
| 4. úmthí, -khúlà          | Umthí úyâkhúlà (The tree is growing).                       |
| 5. úm̀v̀ndlà, -bàlékà     | Ùm̀v̀ndlà úyâbàlékà (The hare is running).                 |
| 6. ím̀v̀ndlà, -bàlékà     | Im̀v̀ndlà íyâbàlékà (The hares are running).                |
| 7. ímthí, -wá             | Imthí íyáwà (Trees fall/The trees are ...).                 |
| 8. ámaháshè, -lúmà        | Amaháshè áyálúmà (The horses are biting).                   |
| 9. ímfènè, -khònkòthà     | Imfènè íyâkhònkòthà (The baboon is barking).                |
| 10. úmthêthò, -khòlísà    | Umthêthò úyâkhòlísà (The law pleases).                      |
| 11. ím̀l̀l̀d̀, -vùthà     | Im̀l̀l̀d̀ íyâvùthà (The fires are blazing).                 |
| 12. ámakháphètshù, -khúlà | Amakháphètshù áyâkhúlà (The cabbages grow).                 |
| 13. úm̀l̀m̀ì, -khâwùlèzà  | Uml̀m̀ì úyâkhâwùlèzà (The farmer hurries).                  |
| 14. ámántòmbàzânà, -thézà | Amántòmbàzânà áyâthézà (The girls are collecting firewood). |
| 15. ítítshàlà, -fúndìsà   | Itítshàlà íyâfúndìsà (The teacher is teaching).             |
| 16. ím̀l̀àmbò, -tshá      | Im̀l̀àmbò íyâtschá (The rivers are drying up). <sup>1</sup> |

3. Translate into Xhosa:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. The young girl is drawing water. | Intòmbàzânà íkhà ámânzi.            |
| 2. Her mother is collecting sticks. | Uninà úthézà ìnkùni.                |
| 3. Grandmother is kindling a fire.  | Umákhùlù úphembà / úbásà úm̀l̀l̀d̀. |
| 4. The fire is burning nicely.      | Uml̀l̀d̀ òvùthà kákùhlé.            |
| 5. The boy is pouring water.        | Inkwènkwe igàlélà ámânzi.           |
| 6. The pot is here.                 | Imbizá ílâphâ.                      |
| 7. The kettle is there.             | Ikétìlè ílâphò.                     |
| 8. The water is boiling.            | Amânzi áyâbìlâ.                     |

#### B. ADJECTIVES ctd.

Form: 

noun	AC-st.
------	--------

 e.g. /ím̀-thí ém̀-dè/ (tall trees)..

AC = 

V <sup>2</sup> -BP-
---------------------

 e.g. /é-m̀-/, /úm̀-thí òm̀-dè/ (a tall tree).<sup>2</sup>

1. Join each noun and adjective stem according to the models:

Model 1:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>M</td><td>úmfâzì, -hlé</td></tr><tr><td>S</td><td>úmfâzì òmhlé</td></tr></table>	M	úmfâzì, -hlé	S	úmfâzì òmhlé	Model 2:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>M</td><td>ímthí, -dè</td></tr><tr><td>S</td><td>ímthí émìdè</td></tr></table>	M	ímthí, -dè	S	ímthí émìdè
M	úmfâzì, -hlé										
S	úmfâzì òmhlé										
M	ímthí, -dè										
S	ímthí émìdè										
Model 3:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>M</td><td>ámátyè, -bí</td></tr><tr><td>S</td><td>ámátyè ámàbí</td></tr></table>	M	ámátyè, -bí	S	ámátyè ámàbí	Model 4:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>M</td><td>ínjá, -dálà</td></tr><tr><td>S</td><td>ínjá éndálà</td></tr></table>	M	ínjá, -dálà	S	ínjá éndálà
M	ámátyè, -bí										
S	ámátyè ámàbí										
M	ínjá, -dálà										
S	ínjá éndálà										

1. Keep an eye open for emergence of tone patterns e.g. verb stem / ' / or / ^ / develops with SC-ya- into / ' ^ / e.g. /úyàdlálà/ (he plays). Again, stem / ^ / (e.g. -tshâyá) with SC-ya- becomes / ' ^ / e.g. /úyâtshâyà/ etc.
2. AC=adjective concord. St.=stem. V<sup>2</sup>=secondary vowel (a/a, i/e, u/o).  
BP= basic noun prefix i.e. noun prefix less its first vowel.

1. úmntwàná, -ncínánè	úmntwàná òmncínánè (a very small child)
2. úmzáli, -nyè	úmzáli òmnyè (one parent) <sup>1</sup>
3. únyàná, -nyè	únyàná òmnyè (one son)
4. úmbónà, -hlé	úmbónà òmhlé (nice mealies/maize)
5. ímínwè, -dè	ímínwè émìdè (long fingers)
6. ímílènzè, -hlé	ímílènzè émìhlé (beautiful legs)
7. ámaqándá, -nínzì	ámáqándá ámánínzì (many eggs)
8. ámagqirà, -dálà	ámáqirà ámadálà (old witchdoctors)
9. ámasìkò, -dálà	ámàsìkò ámadálà (old customs)
10. ímìthèthò, -tshá	ímìthèthò émìtshá (new laws)
11. índòdà, -nyè	índòdà ényè (one man)
12. ímòtó, -khúlù	ímòtó énkúlù (a big car)
13. ímélà, -fútshánè	ímélà émfútshánè (a short knife)
14. ífólókhwè, -bí	ífólókhwè èmbí (a bad fork)
15. ámacèphé, -nè	ámácèphé ámánè (four spoons).
16. ísósàlà, -hlé	ísósàlà éntlé (a beautiful saucer)

## 2. Translate into Xhosa:

1. a big student	úmífúndì òmkhúlù
2. a small man	índòdà éncínánè / índòdà éncíncí
3. an old son	únyàná òmdálà
4. much water	ámánzì ámánínzì
5. a beautiful table	ítáfilè éntlé
6. fresh eggs	ámáqándá ámàtshá
7. stale porridge (soft type)	ípápà éndálà
8. two fires	ímíilò émìbìní
9. one son	únyàná òmnyè

## 3. String the following sets of words together to form sentences:

1. úmífúndì, -khulu, -fúndà	Umífúndì òmkhúlù úyàfúndà.
2. úmXhòsà, -dala, -tshàyá	UmXhòsà òmdálà úyàtshàyá.
3. ímìthèthò, -tsha, -khàtházà	Imìthèthò émìtshá iyàkhàtházà.
4. ímíilò, -khulu, -vùthá	Imíilò émìkhúlù iyávùthá.
5. ámasìkò, -nínzì, -khòlísà	Amàsìkò ámánínzì áyàkhòlísà.
6. ámántòmbàzàná, -ne, -thézà	Amántòmbàzàná ámánè áyàthézà.
7. ínkwènkwé, -nye, -lìlá	Inkwènkwé ényè iyàlìlá. (cry).
8. ítítshàlà, -bi, -hlèkà	Itítshàlà èmbí iyàhlèkà. (laugh).
9. ímòtó, -hle, -bàlékà	Imòtó éntlé iyàbàlékà (run).
10. íkàtì, -khulu, -zìngélà	Ikàtì énkúlù iyàzìngélà (hunt).
11. íbhókhwè, -bi, -tyá	Ibhókhwè èmbí iyàtyá. (goat).
12. ígùshà, -hle, -sélà	Igùshà éntlé iyàsélà (. . is drinking).

## 4. String together in the same way. (Watch out for the long form /-ya-/) :

1. ámántòmbàzàná, -kha ámánzì	Amántòmbàzàná ákhà (draw) ámánzì.
2. íntòmbí, -thézà ínkùnì	Intòmbí íthézà ínkùnì (collect sticks).

1. Note the general AC tone pattern /' \/.

3. úSándìlè, -sèbènzà	USándìlè úyàsèbènzà (is working) <sup>1</sup>
4. úSándìlè, -tyala úmbónà	USándìlè útyálà úmbónà (plant maize).
5. úNòmsá, -khàwùlézà	UNòmsá úyàkhàwùlézà (hurry).
6. úNòmsá, -bàsá, -úmlìlè, -ncíncí	UNòmsá úbàsá úmlìlè òhncíncí.
7. ímlìlè, -nínzi, -vùthà	Imìlìlè émìnínzi íyávùthà (blaze).
8. ímlìlè, -tshisa, ízìtyáld	Imìlìlè ìtshísà ízìtyáld (burn plants).
9. ámádòdà, -bila	Amádòdà áyábìlā (..are sweating).
10. íntòmbí, -kha ámânzi	Intòmbí íkhà ámânzi.
11. ìlòrí, -sa ámânzi -nínzi	Ìlòrí ísà ámânzi ámànínzi (The lorry/ truck carries/conveys much water).
12. ámânzi, -cfmà m̀lìlè	Amânzi ácíma ímlìlè (quench fires).

### C. THE DESCRIPTIVE COPULATIVE ctd.

Form: 

SC-	Rel. st./adverb
-----	-----------------

 e.g. /Injá j-bòmú/ (The dog is red).  
/Amátyè á-láphà/ (The stones are here).

1. Make a sentence from each set of words by starting with /Kúkhó/:<sup>2</sup>

1. ìnkòmó áphà	Kúkhó ìnkòmó áphà (There are cattle here).
2. ìnkòmó ébúhlántì	Kúkhó ìnkòmó ébúhlántì (... in the cattlekraal). <sup>3</sup>
3. ìncwàdí áphà	Kúkhó ìncwàdí áphà (There are books here).
4. úkùtyá ékhâyà	Kúkhó úkùtyá ékhâyà (There is food at home). <sup>3</sup>
5. ìlòrí éMóntì	Kúkhó ìlòrí éMóntì (There are lorries in E. L.)
6. ìnqánáwà éBhâyì	Kúkhó ìnqánáwà éBhâyì (... ships in Port Eliz.).
7. ígòlídè éRáwútìní <sup>4</sup>	Kúkhó ígòlídè éRáwútìní (... gold in Johannesburg).
8. íxéshà	Kúkhó íxéshà (There is time).

2. Begin with /ÍMÌTHÍ ÍLÙHLÁZÀ/ (The trees are green) and substitute each item given, taking forward each substitution to the next sentence:

M	-mdaka	S	Imìthí ímdàkà (The trees are dirty).
---	--------	---	--------------------------------------

1. -ngwèvù	Imìthí íngwèvù (The trees are grey).
2. -bòmú	Imìthí íbòmú (The trees are red).
3. -ntsúndù	Imìthí íntsúndù (The trees are brown).
4. úmákhùlù	Umákhùlù úntsúndù (Grandmother is brown).
5. (-l)áphà	Umákhùlù úlápà (Grandmother is here).
6. -mhlóphè	Umákhùlù úmhlóphè (Grandmother is white).
7. ámáXhòsà	AmáXhòsà ámhlóphè (The Xhosas are white).
8. -bòmú	AmáXhòsà ábòmú (The Xhosas are red).
9. (-l)áphò	AmáXhòsà álápò (The Xhosas are there - in that place, not 'there' meaning 'present' /-khó/)
10. -ntsúndù	AmáXhòsà ántsúndù (The Xhosas are brown).
11. -phí?	AmáXhòsà áphí? (Where are the Xhosas?).

1. In general, SC-ya- with /`´´/ stems becomes /´´´´/ as here.

2. In easy exercises like this you should concentrate on the tones.

3. A number of nouns become place adverbs by prefixing /e-/. Lesson 33.

4. But the majority of nouns in becoming place adverbs assume /e-/ & /-ini/.

- |                  |  |   |
|------------------|--|---|
| 12. ìndòdà       |  | Indòdà íphí? (Where is the man?).             |
| 13. -mnyama      |  | Indòdà ímnyámà / ìmnyámà (The man is black).  |
| 14. (-l)áphà     |  | Indòdà ìlápà (The man is here).               |
| 15. ìgùshà       |  | Iigùshà zílápà (The sheep are here).          |
| 16. -ngakanani ? |  | Iigùshà zíngákánàní? (How big are the sheep). |

#### D. TRANSLATION EXERCISES.

N. B. /-nye/ (one) used in front of the noun it qualifies means 'some', 'other' e.g. /ényè íntó/ (another thing), /ézínyè ízìntó/.

Tone Patterns: /AC -nye/ (one) = /' ` `/, /AC -nye/ (other) = /' ' `/.

##### 1. Translate into English:

- |                                |  |                                |
|--------------------------------|--|--------------------------------|
| 1. úmntwàná òmnyè              |  | one child                      |
| 2. ómnyè úmntwàná <sup>1</sup> |  | some child/another child       |
| 3. ábányè ábántwàná            |  | some children / other children |
| 4. úmnlàmbò òmnyè              |  | one river                      |
| 5. ómnyè úmnlàmbò              |  | some river / another river     |
| 6. ókúnyè úkútyá               |  | some food / other food         |
| 7. élínyè ísíkd                |  | some custom / another custom   |
| 8. ísíkd élínyè                |  | one custom                     |
| 9. ámányè ámàsíkd              |  | some customs / other customs   |
| 10. ézínyè ízítúld             |  | some chairs / other chairs     |
| 11. ísítúld ésínyè             |  | one chair/stool                |
| 12. ényè íntó                  |  | some thing / another thing     |
| 13. ézínyè ìnkûní              |  | some firewood / other firewood |
| 14. úbúhlántì òbúnyè           |  | one cattlekraal                |

##### 2. Translate into Xhosa:

- |                   |  |                  |
|-------------------|--|------------------|
| 1. some food      |  | ókúnyè úkútyá    |
| 2. other things   |  | ézínyè ízìntó    |
| 3. one man        |  | ìndòdà ényè      |
| 4. another person |  | ómnyè úmntù      |
| 5. other laws     |  | émínyè ímíthêthò |
| 6. another custom |  | élínyè ísíkd     |
| 7. one chief      |  | ìnkòsì ényè      |
| 8. some more beer |  | òbúnyè útywàlá   |

#### E. TEST.

String each set of words together to form a sentence:

- |                                 |  |                               |
|---------------------------------|--|-------------------------------|
| 1. íntòmbí, -hle, -thézà ìnkûní |  | Intòmbí éntlé íthézà ìnkûní.  |
| 2. ámántòmbàzàná, -kha ámânzì   |  | Amántòmbàzàná ákhà ámânzì.    |
| 3. ìntòmbí, -gàlélà ámânzì      |  | Iintòmbí zìgàlélà ámânzì.     |
| 4. ábáfàzì, -thathu, -phèká     |  | Abáfàzì ábàthàthù báyáphèká.  |
| 5. ònyàná, -bini, -khàwùlézà    |  | Onyàná ábàbìní báyàkhàwùlézà. |

1. Note the tone contrast between /òmnyè/ (one) and /ómnyè/ (some, other).

6. únyānà, -nye, -sùkèlà ìgùshà	Unyānà òmnyè úsúkèlà ìgùshà (chase).
7. -nye, ìmílílò, -vùthà	Emínyè ìmílílò íyávùthà. (blaze).
8. -nye, ízìntó, -khàtházà	Ez ínyè ízìntó z íyàkhàtházà.
9. ìhèjì, -hle, -khùlà kákùhlé	Ihèjì èntlé ìkhùlà kákùhlé. (a hedge).
10. ìhèjì, -níkà ùmthúnzì, -hle	Ihèjì ìníkà ùmthúnzì òmhlé (shade).
11. ìhèjì, -gcìná ìmífùnd	Iihèjì z ígcìná ìmífùnd (preserve veget.).
12. úthàngò, -gcìná ìnkòmó z èthú	Uthàngò lúgcìná ìnkòmó z èthú. (fence).
13. údòngá, -de, -khàtházà ábáfāzì	Udòngá òlùdè lúkhàtházà ábáfāzì (The high wall worries the women).
14. -nye, ámáddà, -sélà útywàlá	Amányè ámáddà ásélà útywàlá.
15. -nye, ábáfāzì, -phèkà	Abányè ábáfāzì báyāphèkà.
16. Bàphèkà ámáqàndá, -thándáthù	Báphèkà ámáqàndá ámàthándáthù.

## F. DIALOGUE.

U Fúnèkà n óZ ólìswá  
(Funeka and Zoliswa)

UF. Mólò wèthú Z ólìswá.	Hello one-of-us Zoliswa.
UZ. Mólò Fúnèkà.	Hello Funeka.
UF. Usáphílà?	How are you? (Are you still healthy).
UZ. Ewé, ndìphílà kákùhlé. Unjàní wèná?	Yes, I'm fine (I live nicely). How are you (you-how? you).
UF. Háyi, ndìphílà njé kàncíncí.	No, I'm only poorish (I-live just...).
UZ. Khàngélà wèthú ùmfánékìsò òmhlé.	Look one-of-us at the nice picture.
UF. Sii! Yìntóní lé? Yíndlù?	Gee! What is this? Is it a house?
UZ. Háyi, sísitáli. Impàhlà íhlàlà áphà.	No, it is a stall. The livestock live/dwell/stay here.
UF. Yìntóní lé? Yínkòmó?	What is this? Is it a head of cattle.
UZ. Háyi, àsíyiyó ìnkòmó lé, ngúndlèbèndè.	No, it-is-not-it a beast this-one. it is a donkey (Mr. Long-ears).
UF. Khàngélà ìmpòndò, ínènè yínkòmó lé.	Look at the horns, really this is a head of cattle. (úphòndò: a horn).
UZ. Háyi Fúnèkà, ngúndlèbèndè ló, z índlèbé èzì.	No Funeka, this is a donkey, these are ears. (/índlèbé/"ear").
UF. Ô! kódwà ngúmzòbì ló, ùzòbà kákùbí, ìndlèbé ngáthì z ímpòndò.	Oh! but this is the painter, he draws badly, the ears it-seems they are horns.
UZ. Khàngélà kwàkhónà ìntòmbí íngqúshà ùmbónà.	Look again the girl is stamping mealies.
UF. Háyi, àsíyòntòmbí, ngúmáfāzì.	No, it is not a girl, it is a woman.
UZ. Ewé, ùnyànísìlè, ngúmáfāzì.	Yes, you-spoke-truly, it is a woman.
UF. Tháthà, sélà, líshùshú ìlàngà.	Take, drink, it-is-hot the-sun.
UZ. Yíntlòyà?	Is it whey?
UF. Ewé, yíntlòyà.	Yes, it is whey.
UZ. Háyi, énkòsì, àndìthándì úkùsélà ìntlòyà.	No, thank you, I do not like to drink whey.

## G. GRAMMAR SUM-UP (LESSONS 18-21).

## SUBJECT CONCORDS. ADJECTIVES. DESCRIPTIVE COPULATIVE.

## A. Subject Concorde (SCs):

**Subject** + **Verb** e.g. /Umfāzī úyáphèkà/ (The woman is cooking).

**Verb** + **Subject** e.g. /Uyáphèkà úmfāzī/ (She-is-cooking the-woman)  
- this puts the emphasis or focus on the verb.

Verb = **SC-Verb Stem** e.g. /Umfātwanà ú-fúnà úkùtyá/ (child it-wants...).<sup>1</sup>

SC: Strong: = **CV-** e.g. /Izín-já zí-fúnà úkùtyá/ (They-dog they-want food).<sup>2</sup>

Weak: = **V-** e.g. /In-já i-fúnà úkùtyá/ (It-dog it-wants food).<sup>2</sup>

Present Positive Long Form: = **SC-ya-R-a** e.g. /Injá í-yà-fún-à/.<sup>3</sup>

## B. Adjectives:

**Noun** + **Adjective** e.g. /Izìwè élìhlé/ (Country beautiful).<sup>4</sup>

Adjective = **AC-Adjective Stem** e.g. /élì-hlé/ (It-beautiful - the country).<sup>5</sup>

AC = **V<sup>2</sup>-BP-** e.g. /é-lì/.<sup>6</sup>

C. The Descriptive Copulative (i.e. Cop. formed from Adjs., Rels., Adverbs).<sup>7</sup>

1. The Copulative from Adjective Stems: = **Adj. CP-Adj. Stem** e.g.  
/Lìhlé ízìwè/ (It-is-beautiful the-country), /Má-hlé ámázwè/.

Adj. CP = **BP-** e.g. /Mí-hlé ímìthí/ (They-are-beautiful the-trees).<sup>8</sup>  
/Izín-já zín-tlé/ (They-dogs they-are-beautiful).

2. The Copulative from Relative Stems and from Adverbs:

**SC-Rel. Stem / Adverb** e.g. /Iinkòmó zí-bòm vú/ (The cattle are red).  
/A-phí ámà-háshè?/ (They-are-where the horses?).

1. SC = Subject Concord, i.e. the verb prefix derived from the subject noun prefix and referring to the subject, linking the verb with it.
2. The classes of nouns divide into 'weak' (those which lose their C easily) and 'strong.' The 'weak' are the nasal ones, the /um-, imi-, ama-, in-/ nouns (cls. 1, 1a; 3, 4, 6, 9). The rest are called 'strong'.
3. This long form is used generally when no object or adverb follows the verb in the clause. Cfr. Lesson 17 A.
4. When the adjective comes in front of the noun it is then functioning as a pronoun. When /-nye/ (one) is thus used, it means 'some', 'other'.
5. AC = Adjective Concord i.e. the adjective prefix derived from the noun it qualifies and referring to it, linking the adjective to it.
6. V = Vowel of noun prefix /a, i, u/. V<sup>2</sup> = the corresponding secondary vowel (a/u, i/e, u/o). BP = basic prefix i.e. noun prefix minus first V).

Footnotes to G ctd.

7. The Adjective v. Relative Stems:

The group of what we call 'adjectives' in English includes the Xhosa adjectives and relatives. We must make two groupings in Xhosa because each set has different concords.

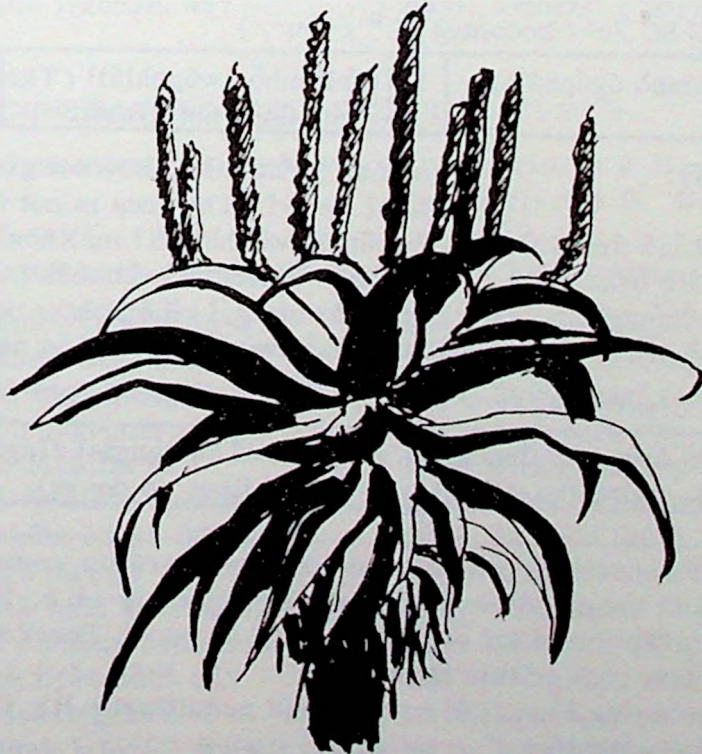
Fortunately, there are only 17 'adjective stems' in Xhosa, thus it is best to learn those well and then you can identify all the rest of our English adjectives as Xhosa 'relatives'.

The Xhosa Adjective Stems:

-nye	1	-hlé (beautiful)	-bí (ugly, bad)
-bíní	2	-khúlù (big, great, large)	-ncíní (small)
-tháthù	3	-dè (tall, long, high)	-fútshánè (short)
-nè	4	-dálà (old, stale)	-tshá (new, young, fresh)
-hlánù	5	-nínzì (much, many)	-ngàphí (how many?)
-thándáthù	6		
To these add the diminutive of /-ncíní/ i. e. /-ncínánè/ (very small)			

8. Adj.CP = the adjective copulative prefix.

BP = the basic noun prefix i. e. noun prefix without initial vowel.



## LESSON 22

## THE NEGATIVE OF WEAK SCs

A. WEAK SC<sup>n</sup> =  $\text{[}\phi\text{V-]}$  e.g. /Injá à-yì-lúmì/ (The dog does not bite).<sup>1</sup>

$\phi$  = /y/ with /i/ e.g. (/ā-yì-lúm-ì/, & /w/ with /u/ or /a/ e.g. /Ūmthí àwùkhúlì/ (The tree is not growing).

1. Change into the (axiomatic)negative ('no', 'none at all') according to the models:

Model 1. (Classes 4 & 9 SC /i-/ becomes SC<sup>n</sup> /-yi-/.)

M	Injá ílúmà ìkátì.	S	Injá àyílúmì zìkátì (. . . bites no cats).
---	-------------------	---	--

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ihágù íyàkhálà.</li> <li>2. Intòmbí íbílìsà ámânzì.</li> <li>3. Intòmbàzânà ìgàlélà ùngùbò.</li> <li>4. Imìfùndò íyádàdà.</li> <li>5. Indòdà ífúnà ípápà.</li> <li>6. Imìthêthò íyàkhólìsà.</li> <li>7. Ìkhólìsà ábántù ábàdálà.</li> <li>8. IT rásìtì íyàkhàhàzà.</li> <li>9. Ìkhàhàzà ábàbòmvú.</li> </ol> | <ol style="list-style-type: none"> <li>1. Ihágù àyìkhálì (The pig does not squeal).</li> <li>2. Intòmbí àyìbílìsì mánzì (. . . boils no water).</li> <li>3. Intòmbàzânà àyìgàlélì ìngùbò (. . . no flour).</li> <li>4. Imìfùndò àyídádì (Vegetables don't float).</li> <li>5. Indòdà àyìfúnì pápà (. . . wants no porridge).</li> <li>6. Imìthêthò àyìkhólìsì (Laws don't please).</li> <li>7. Ayìkhólìsì bántù bádálà (. . . no old people).</li> <li>8. IT rásìtì àyìkhàhàzì (The Trust doesn't . . .)</li> <li>9. Ayìkhàhàzì bàbòmvú (It does not worry any redblanket people at all).</li> </ol> |
|--|--|

Model 2. (Class 3 SC /u-/ becomes SC<sup>n</sup> /-wu-/.)

M	Ūm̀l̀ambò úyáphálàl̀à.	S	Ūm̀l̀ambò àwùphálàl̀ì (The river does not overflow). <sup>2</sup>
---	-------------------------	---	--

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Ūmbónà úyàkhúlà.</li> <li>2. Ūmthí úyàwà.</li> <li>3. Ūmthêthò ùkhàhàzà ámáXhòsà.</li> <li>4. Ūm̀l̀ambò òm̀khùl̀ù úyàncèdà.</li> <li>5. Ūm̀l̀ìl̀ò útshìsà ìhèmpè.</li> <li>6. Ūm̀nqwàzì úyàwà.</li> </ol> | <ol style="list-style-type: none"> <li>1. Ūmbónà àwùkhúlì (. . . are not growing).<sup>3</sup></li> <li>2. Ūmthí àwúwí (The tree is not falling).</li> <li>3. Ūmthêthò àwùkhàhàzì màXhòsà.<sup>4</sup></li> <li>4. Ūm̀l̀ambò òm̀khùl̀ù àwùncèdì (. . . not help).</li> <li>5. Ūm̀l̀ìl̀ò àwùtshìsì zìhèmpè (. . . no shirts).<sup>4</sup></li> <li>6. Ūm̀nqwàzì àwúwí (The hat is not falling).</li> </ol> |
|---|---|

Model 3. (N. B. Class 1 SC /u-/ and cl. 6 SC /a-/ become SC<sup>n</sup> /-ka-/.)<sup>5</sup>

M	UFàní úl̀ungìsà ìngcàngò. (F. is fixing the doors).	S	UFàní àkál̀ungìsì z̀ìngcàngò. (F. fixes no doors). <sup>6</sup>
---	--	---	--

1.  $\phi$  = intervocallic consonant, which most commonly are the semi-consonants /w, y/, but in the negative /k/ figures prominently (i. e. in the 2nd person sg. /a-ku-/ and for classes 1 and 6 /a-ka-/. See Vowel Changes on the last page of this book).
2. Note variation to normal neg. (all lows except penultimate H), in that -HLL generate a negative alternating HL series.
3. /úmbónà/ is sometimes personalized and then belongs to cl. 1a (neg. /ka/).
4. Note how the axiomatic neg. depresses the tone on the BP.
5. Recall the intervocallic /k/ in the 2nd person sg. SC<sup>n</sup> - Lesson 7.
6. The homorganic nasal /n/ of cls. 9, 10 demands a /g/ before basic clicks.



- |                                   |  |
|-----------------------------------|--|
| 1. Unìnà úphékà ámaqàndá.         | Unìnà àkàphékì màqàndá (. . cooks no eggs).                                      |
| 2. Uyìsé úyátshàyà.               | Uyìsé àkàtsháyì ( His father doesnt smoke).                                      |
| 3. Amántòmbàzànà áyàthézà.        | Amántòmbàzànà àkàthézì.  |
| 4. Amákhwènkwe á súkèlā ìbhókhwè. | Amákhwènkwe àkàsúkèlì zìbhókhwè ( The are chasing - to catch - no goats at all). |
| 5. Amádòdā átyálā ìmìthí émìhlé.  | Amádòdā àkàtyálì mìthí mìhlé.  |
| 6. Amányè amádòdā átyálā ùmbónā.  | Amánè amádòdā àkàtyálì ìmbónā ( Other men / some men plant no mealies at all).   |
| 7. UNómsá úkhúphā ùmbónā.         | UNómsá àkàkhúphì ìmbónā (. . out no maize).                                      |
| 8. UmXhòsā úlímā ùmbónā.          | UmXhòsā àkàlímì ìmbónā.  |

2. Answer each question in the negative (axiomatic). Begin with /Háyì/:

- |                                    |  |
|------------------------------------|--|
| 1. Umfúndì úyàfúndā ná?            | Háyì, àkàfúndì ( No, he is not reading).                 |
| 2. UMèrí úsúlā ítáfilè ná?         | Háyì, àkàsúlì táfilè (. . wipes no table).               |
| 3. Amántòmbàzànà àdékā ìtáfilè ná? | Háyì, àkàdékì zítáfilè ( No, they are wiping no tables). |
| 4. Umlìlò útshísà ìhèjì ná?        | Háyì, àwùtshísì zìhèjì (. . it burns no . . ).           |
| 5. UNómsá úbásā úmlìlò ná?         | Háyì, àkàbásì mlìlò (. . . lights no fire).              |
| 6. Umhlābā úyàkhúlā ná? (earth)    | Háyì, àwùkhúlì ( No, it doesnt grow).                    |
| 7. Umfāzì úyátshàyā ná?            | Háyì, àkàtsháyì ( No, she doesnt smoke).                 |
| 8. Imìfùndò íyàbòlā ná?            | Háyì, àyìbòlì ( No, they dont rot - veget. ).            |
| 9. Intòmbàzànā ísúlā ízítúlò?      | Háyì, àyìsúlì zítúlò (. . . wipes no chairs).            |
| 10. UMándísá úgxóthā ìhágù?        | Háyì, àkàgxóthì zìhágù (. . chases no pigs off).         |
| 11. Umfènzè wàkhò úyàkhàtházā?     | Háyì, àwùkhàtházì ( No, it causes no worry).             |
| 12. Ipénsìlè íyàbhálā ná?          | Háyì, àyìbhálì ( No, it does not write).                 |

## B. CONTRASTING WEAK WITH STRONG SC<sup>n</sup>s.

Concentrate on the hot spots : /u-/ cls. 1a & 1l. /um-/ cls. 1 & 3.

/i-/ cls. 5 & 9. Refresh yourself L. 9.

1. Answer each question in the negative (axiomatic), beginning with /Háyì/:

- |                                    |   |
|------------------------------------|---|
| 1. Umhāmbì úfúnā úkùtyā?           | Háyì, àkàfúnì kùtyā ( No, he wants no food).    |
| 2. Umvūndlā útyā ísónkā?           | Háyì, àwútyì sònkā ( No, he eats no bread).     |
| 3. UMèrí útyā íngcā?               | Háyì, àkátyì ngcā ( No, she eats no grass).     |
| 4. Umlìlò úyāvùthā ná?             | Háyì, àwúvùthì ( No, it is not blazing).        |
| 5. Usānā lúyálìlā ná?              | Háyì, àlùlìlì ( No, he is not crying).          |
| 6. Ufùdò lùbàlékā kàkhúlù?         | Háyì, àlùbàlékì kàkhúlù. ( tortoise).           |
| 7. Umákhúlù ùdékā ítáfilè?         | Háyì, àkàdékì táfilè (. . . lays no table).     |
| 8. Ucàngò lùgcínā fintsāphò?       | Háyì, àlùgcínì zintsāphò (. . keeps no . . ).   |
| 9. Unyānā wām úyàzìngélā?          | Háyì, àkàzìngélì ( No, he does not hunt).       |
| 10. Ubìsì ólùnínzì lúyāncèdā?      | Háyì, àlùncèdì ( No, it doesnt help).           |
| 11. Iháshè líyàbàlékā ná?          | Háyì, àlìbàlékì ( No, he does not run away).    |
| 12. Ikátì íyàzìngélā ná?           | Háyì, àyìzìngélì ( No, he does not hunt).       |
| 13. Ibhókhwè ízìngélā ízìlwányànā? | Háyì, àyìzìngélì zìlwányànā (. . . no game).    |
| 14. Isèlè líyàbhābhā? ( frog)      | Háyì, àlìbhābhì ( No, he does not fly).         |
| 15. Ipékì íyāncèdā? ( pick-axe)    | Háyì, àyìncèdì ( No, it does not help).         |
| 16. Igābā líkhàtházā àbàsèbénzì?   | Háyì, àlìkhàtházì bàsèbénzì (. . no workers).   |
| 17. Imòtó íbúlálā ìbhókhwè?        | Háyì, àyìbùlálì zìbhókhwè (. . kills no goats). |

2. Change each sentence into the negative - simple (i. e. with the implication of non-completion wherever an object is involved):

- |   |   |
|---|---|
| 1. Umfána úthéngà ámathàngà.            | Umfána àkàthéngì ámathàngà (The young man is not buying pumpkins - but is buy..).     |
| 2. Uyìsé úlímà úmbónà.                  | Uyìsé àkàlímì úmbónà (His dad does not cultivate maize - but cultivates e.g. millet). |
| 3. Amákhwènkwé àdlálà ímìdlálò.         | Amákhwènkwé àkàdlálì ímìdlálò (games).  |
| 4. URùlùmentè úyàvúyà.                  | URùlùmentè àkàvúyì (The Government...).   |
| 5. Utshàbà lúyàthéthà.                  | Utshàbà àlùthéthì (The enemy is not sp...).   |
| 6. Umlìlò úyàvùthà.                     | Umlìlò àwúvùthì (... is not blazing).   |
| 7. Igàmà lám lìkhòlìsà ábányè.          | Igàmà lám àlìkhòlìsì ábányè (... others).   |
| 8. Imòtó yám éndálà ìkhàtházà ábànînzì. | Imòtó yám éndálà àyìkhàtházì ábànînzì (My old car does not worry many).               |
| 9. Isìkò élìhlé lìkhòlìsà ábántù bêthù. | Isìkò élìhlé àlìkhòlìsì ábántù bêthù (The beautiful custom does not please our ..).   |

### C. THE NEGATIVE OF THE DESCRIPTIVE COPULATIVE.

Frame: 

a-	SC <sup>n</sup> -	(CP)-	stem
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<sup>1</sup> e. g. /ÚJím à-kà-m-dé/ (Jim is not tall).  
/Ínjá à-yì-bòmvú/ (The dog is not red).

1. Relative Stems and Adverbs: 

a-	SC <sup>n</sup> -	Rel./Adv.
----	-------------------	-----------

 /Úmntù à-ká-khò/.  
Answer in the negative:

- Model 1: 

M	Kúshùshú áphò?	S	Háyì, àkùshùshú áphò (. . tisnt hot there).
---	----------------	---	---
- |                                |  |
|--------------------------------|--|
| 1. Kúmnándì áphà?              | Háyì, àkùmnándì áphà (No, tis not nice..) <sup>2</sup> |
| 2. Umfána úbòmvú?              | Háyì, àkàbòmvú (No, he's not red).                     |
| 3. Umlàmbò úbànzí?             | Háyì, àwùbànzì (No, it is not wide).                   |
| 4. UNKòsíkàzì ùmhlóphè? (Mrs.) | Háyì, àkàmhlòphé (No, she is not white).               |
| 5. Usána lúkhò?                | Háyì, àlúkhò (No, it is not there/present).            |
| 6. Ikhâyà lîmnándì? (home)     | Háyì, àlîmnándì (No, it is not nice).                  |
| 7. Iféstìlè ìlùhlázà?          | Háyì, àyìlùhlázà (No, it is not green/blue).           |
| 8. Izèmbè línzímà? (axe)       | Háyì, àlínzímá (No, it is not heavy).                  |
| 9. Igâbà lîlúlà ná? (hoe)      | Háyì, àlîlúlá (No, it is not light).                   |
| 10. Imélà ìbùkhálì? (knife)    | Háyì, àyìbùkhálì (No, it is not sharp).                |
- Model 2: 

M	Ubîsì lúláphà?	S	Háyì, àlúkhò áphà (No, tis not here) <sup>3</sup>
---	----------------	---	---
- |                           |  |
|---------------------------|--|
| 1. Ubîsì búláphò? (honey) | Háyì, àbúkhò áphò (No, it is not there).       |
| 2. UJòlà úséKímbèrléy?    | Háyì, àkákò éKímbèrléy (No, he's not...).      |
| 3. Umlàmbò úséKápà?       | Háyì, àwúkhò éKápà (No, it is not in C...).    |
| 4. Umákhùlù úláphà?       | Háyì, àkákò áphà (No, she is not here).        |
| 5. Usána lúsékhâyà?       | Háyì, àlúkhò ékhâyà (No, he's not at home)     |
| 6. Iinkòmó zísébùhlántì?  | Háyì, àzìkhò ébùhlántì (. . not in the kraal). |

- Only nouns/pronouns and adjectives have a CP (copulative prefix). The nouns/pronouns have CP /ng-, y-, C-/. The Adjectives (i. e. those 5 pairs of opposites + numbers 1-6, the hand group) have CP = BP (& cl. 9/in-).
- The neg. of rel. stems and also of adjectives often appears with the verbal negative suffix /-anga/ e. g. /Akumnandanga/, /Andimkhulwanga/.
- When the Cop. stem is a place adverb, use: 

a-	SC <sup>n</sup> -	kho
----	-------------------	-----

 + 

place adverb
--------------

7. Ubúhlánti búséndlé? Háyi, àbúkhò éndlé (No, its not in the veld).  
 8. Umqhùbì úsésìbhédìlèlè?(driver) Háyi, àkákòhò ésìbhédìlèlè (. . in hospital).  
 9. Abáqhùbì báséKòmàní? Háyi, àbákòhò éKòmàní (. . . Queenstown).  
 10. Imdòtó ílápòhò? Háyi, àyìkhò áphò (No, 'tis not there).

2. Adjectives. Pos.: 

BP-	Adj. stem
-----	-----------

 e.g. /Imìthí mí-dè/ (Trees are tall).

Starting with the sentence: /Mhlé úMèrí/ (Mary is beautiful), substitute each word given, according to the model and take the substitution forward:

M	Imìthí (ímì-thí: 'they-tree')	S	Míhlé ímìthí (Mí-hlé: 'theyre-beautiful')
---	-------------------------------	---	---

- |                |   |  |
|----------------|---|--|
| 1. -bìní       | Míbìní ímìthí (They are two i. e. the trees). <sup>1</sup>    |  |
| 2. -tháthù     | Mítháthù ímìthí (The trees are three in number). <sup>1</sup> |  |
| 3. -nínzì      | Mínínzì ímìthí (The trees are many / numerous).               |  |
| 4. ábáfánà     | Bánínzì ábáfánà (The young men are numerous).                 |  |
| 5. -khúlù      | Bákúlù ábáfánà (The young men are big).                       |  |
| 6. -ngàphí?    | Bàngàphí ábáfánà? (How many are they, the young men).         |  |
| 7. ámàzwí      | Màngàphí ámàzwí? (How many words are they?).                  |  |
| 8. -nè         | Mánè ámàzwí (The words are four in number).                   |  |
| 9. -dè         | Mádè ámàzwí (The words are long).                             |  |
| 10. úmntwànà   | Mdè úmntwànà (He is tall i. e. the boy).                      |  |
| 11. -hlé       | Mhlé úmntwànà (The child is beautiful).                       |  |
| 12. ìntòmbí    | Zíntlé ìntòmbí (They are beautiful the girls). <sup>2</sup>   |  |
| 13. -hlánù     | Zíntlánù ìntòmbí (They are five the girls).                   |  |
| 14. -bìní      | Zíbìní ìntòmbí (The girls are two - in number).               |  |
| 15. -thándáthù | Zíntándáthù ìntòmbí (The girls are 6).                        |  |
| 16. ízikólò    | Zíthándáthù ízikólò (The schools are six - in number).        |  |
| 17. -ngàphí?   | Zíngàphí ízikólò? (How many schools are they?).               |  |
| 18. íntsâphò   | Zíngàphí íntsâphò (How many families are they?).              |  |

Translate into Xhosa, according to the model: (N. B. Class 9 Adj. CP=/in-/).

M	The dog is beautiful.	S	Intlé ínjá.
---	-----------------------	---	-------------

- |                                 |                    |
|---------------------------------|--------------------|
| 19. The goat is small.          | Incínánè íbhókhwè. |
| 20. The pig is big.             | Inkúlù íhágù.      |
| 21. He is long (i. e. the pig). | Indè.              |
| 22. The car is new.             | Intshá ímdtó.      |
| 23. The porridge is stale.      | Indálà ípápà.      |
| 24. The man is old.             | Indálà índòdà.     |
| 25. He is ugly.                 | Imbí.              |

3. Adjectives - the Negative Copulative: 

a-	SC <sup>n</sup> -	BP-	Adj. stem
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<sup>3</sup> e.g. /A-ndi-m-de/ (I'm not tall), /A-si-ba-dala/ (We're not old). (I, We=cl. 1, 2).

Answer in the negative, according to the model:

M	Intlé ínjá yákhò?	S	Háyi, àyìntlé (No, he's not nice)
---	-------------------	---	-----------------------------------

3

1. The predicate (Copulative) usually precedes the subject for emphasis.
2. Recall cls. 9, 10 /n/ changes: it >/m/ before /p, b, f, v/, it changes /hl/ to /tl/, eliminates /h/ from /ph, th, kh/ etc.
3. BP=basic prefix i. e. NP minus initial V. As in the Cop. of the Relative, there is an alternative form with the verbal suffix /-anga/.

- |   |   |
|---|---|
| 1. Inkùlù ímòtó yákhò?                  | Háyì, àyìnkùlù (No, it is not big).       |
| 2. Kùtshá úkùtyá kwèthú? <sup>1</sup>   | Háyì, àkùkùtshá (No, it is not fresh).    |
| 3. Úbùhlé bùkáNómsá búkhùlù ná?         | Háyì, àbùbùkhùlù (No, it is not great).   |
| 4. Lìphó zàkhé zínínzì ná? (gifts)      | Háyì, àzìzìnìnzì (No, they're not many).  |
| 5. Úbùsò bàkhé búbí? (her face)         | Háyì, àbùbùbí (No, it is not ugly/bad).   |
| 6. Líkhùlù íqàndá? (egg)                | Háyì, àlìlìkhùlù (No, it is not big).     |
| 7. Sìhlé ísìkòlò?                       | Háyì, àsìsìhlé (No, it is not beautiful). |
| 8. Mìhlé úmfàzì wám? (wife)             | Háyì, àkàmhlé (No, she is not beautiful). |
| 9. Mbí únyànà wákhò? (son)              | Háyì, àkàmbí (No, he is not ugly).        |
| 10. Mìkhùlù úmlàmbò wèthú? <sup>1</sup> | Háyì, àwùmkhùlù (No, it is not big).      |
| 11. Mdàlà úSándìlè?                     | Háyì, àkàmdàlá (No, he is not old).       |
| 12. Mídè ímìthí?                        | Háyì, àyìmìdé (No, they are not tall).    |
| 13. Ímbí íbhàysìkìlé yákhò?             | Háyì, àyìmbí (No, it is not ugly).        |

N. B. Class 10 negative /àzìzìn-/ reduces to /àzìn-/e.g.  
/ìkàtì àzìntlé/ (the cats are not beautiful).

- |                                |  |
|--------------------------------|--|
| 14. Iipènsìlè zìndè?           | Háyì, àzìndé (No, they are not long). <sup>2</sup>     |
| 15. Iitáfilè zìntáthù?         | Háyì, àzìntáthù (No, they are not three). <sup>3</sup> |
| 16. Zìntlé ìfèstìlè? (windows) | Háyì, àzìntlé (No, they are not beautiful).            |
| 17. Zìnkùlù ìngcàngò? (doors)  | Háyì, àzìnkùlù (No, they are not big).                 |

#### D. DIALOGUE.

##### Mother and Bongiwe

- |  |  |
|--|--|
| UM. Khàwùncédè ìntwànà wám<br>úyè kùkhá ámànzi. <sup>4</sup>                                       | Just please help, my child and go<br>to fetch water (Please fetch water.).   |
| UB. Kùlúngìlè màamá, kódwà ndìsátyá.   | Right mom, but I'm still eating.   |
| UM. Nqándà úTòkí, úsúkèla ìnkùkù.  | Stop Toki, he is chasing the fowl.   |
| UB. Háyì màamá, uTòkí yínjá éndàlà.  | No mother, Toki is an old dog.   |
| UM. Jòngá ínjá yám ìjìwùlà úmsìlà<br>ómde, ifúnà úkùtyá.   | Look at my dog wagging his long<br>tail, he wants food.  |
| UB. Andìmfùnì úTòkí, <sup>5</sup><br>yínjá émbí, lísélà.   | I don't want (like) him Toki,<br>he is a bad dog, he is a thief.   |
| UM. Háyì, lé njá àyìlòsélà,<br>ífúnà úkùtyá.   | No, this dog is no thief,<br>he wants/needs food.  |
| UB. Màamá, sifúndà úkùzòbà<br>ésìkòlwèni. Utítshálákàzì<br>úfúndìsà úkùzòbà ímìfánékìsò<br>émìhlé. | Mother, we are learning to draw<br>at school. The Mistress (Teacher-<br>ess) is teaching to-draw nice<br>pictures. |
| UM. Khàwùthì ndìbònè. Nìzòbà<br>ìmìfánékìsò émìhlé.  | Just let me see (Just-you-do & I see).<br>You paint nice pictures.   |

1. The /-èthú/, /-ènú/ stems have an alternative tone pattern /-èthù/, /-ènù/.

2. Note the general all L with a final H tone patterning of the Neg. Cop. of Adjectives and Relatives. (/~~~~/).

3. A /- ' / type stem in the descriptive negative more commonly patterns out as /~~~~/ as above, but a common variation is /~~~~/ e.g. /àzìntáthù/.

4. /kùkhá/: purposive infinitive, i.e. elision of initial V to signal 'in order to'.

5. The OC (object concord/prefix/referent) for cl. 1 is /-m-/.

- UB. Khàngélà ímífánékìsò kásìphó,<sup>1</sup>  
ùzòbà ímífánékìsò émìbí.
- UM. Báthìní òtítshàlà bènú?
- UB. Otítshàlà básíxéìlèlà ímìthêthò<sup>2</sup>  
émìnfzì. Báthì kúyíngòzì<sup>3</sup>  
úkúbàsà úmìlìdò òm̀khùlù phándlè.
- UM. Kúthênì?
- UB. Báthì kúyíngòzì úkúbá  
kùyàvúthùzà.
- UM. Otítshàlà b́axéìlèlà ábántwànà  
émínyè ímìthêthò?
- UB. Ewé, b́afúnà ábántwànà b́aphèphé  
íntó ém̀bí. B́axéìlèlà ábántwànà  
b́angàdláì éndlèlèní éntshá.<sup>4</sup>
- UM. Kùlúngìlè ábántwànà màbàthób-  
èlé ímìthêthó émìhlé.<sup>5</sup>
- Look at Sipho's pictures/drawings,  
he draws/paints ugly pictures.  
What do your teachers do (say)?  
They tell us many laws/rules.  
They say (that) it is dangerous  
to light a big fire outside.  
Why?  
They say that it is a danger (i. e.  
dangerous) if it is windy (blows).  
Do the teachers tell the children  
other laws/ regulations?  
Yes, they want the children to  
avoid a bad thing. They tell the  
children not to play on the new  
road.  
It is good for children to obey  
nice laws/rules.

### E. GRAMMAR SUM-UP OF THE COPULATIVE.

A. THE COPULATIVE OF NOUNS (& pronouns):	
1. The Impersonal Copulative ('it is'/'they are...'):	
Pos:	CP-Noun e.g. /y-índdà/ (it is a man).
	/ng-/ with cls. 1, 2, 3, 6 (i.e. the /um-, aba-, ama-/ classes, e.g. /ngúmntwànà/ (it is a child), /ngábántwànà/.
CP=	/y-/ with cls. 4, 9 (i.e. the /mi-, in-/ classes e.g. /yínjá/ (it is a dog), /yímìthí/ (they are trees).
	/C-/ with the other classes (C = the consonant of NP), e.g. /l-íí-zwè/ (it is the country), /sísìkòlò/.
Neg:	àsí- CP- ò- Noun e.g. /àsí-l-ò-sélà/ (it is not a thief). àyí- CP- ò- Noun e.g. /àyí-l-ò-sélà/ (it is not a thief).
2. Personal Copulative:	
	SC-CP-Noun e.g. /ndì-ng-úMèrí/ (I'm Mary), /Isélà lí-y-índdà/.
	a-SC <sup>n</sup> -CP-ò-Noun e.g. /Isélà à-lí-y-ò-njá/ (The thief isn't a dog).
B. COPULATIVE OF ADJECTIVES :	
	BP-Adj. Stem e.g. /Mí-dè í-mì-thí/ (They-are-tall the trees). But cl. 9 Adj. CP= /in-/ e.g. /ín-tlé ín-tòmbí/ (she's ...).
	a-SC <sup>n</sup> -BP-Adj. Stem e.g. /Imìthí à-yì-mì-dé/ (The trees are not tall).
C. COPULATIVE OF RELATIVES AND ADVERBS:	
	SC-Rel. Stem/Adverb e.g. /Injá ì-bòmvú/ (The dog is red), /Injá i-láphà/.
	a-SC <sup>n</sup> -Rel./Adv. e.g. /Injá à-yì-bòmvú/ (. . is not red), /Injá à-yí-khò . . /

1. Qualifying a weak noun, the PC for Cl. 1a noun stem is /ka-/.
2. /-si-/ here is the OC (object concord) for "us" /thina/.
3. The verb /-thi/ is never followed by the conjunction /ukuba/ (that).
4. "...not to play..." is really a 'should' clause, hence the subjunctive (L. 16).
5. "It is good that children (should) obey" - another 'should' clause (+ /ma-/).

## LESSON 23

## REVISION

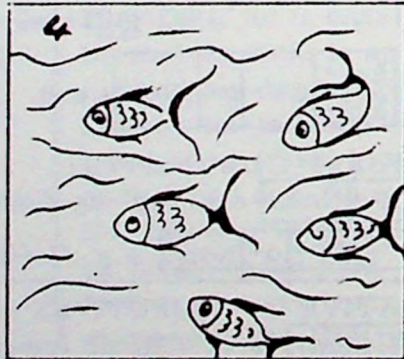
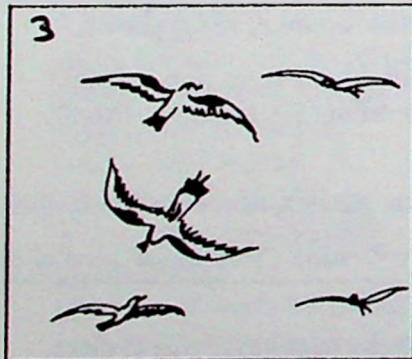
A. CONSONANT CHANGES EFFECTED BY THE /n/ OF CLASSES 9, 10.  
Consult p. 107 and also the final page (chart on C changes).

1. Follow on the pictures below.

Jòngá úphúláphùlé úphíndè (Look, listen and repeat):

1. Injá éntlé íyàkhónkòthà.
2. Ízìnjá ézìntlé zíyàlúmà. Zìlúmà ámádòdà.
3. Iintàkà ézìntlànù zíyàbhàbhà.
4. Iintlànzi ézìntlànù zíyádàdà.
5. Ínkósíkàzì émfútshánè íyácùlà.
6. Ímvùlà émbí íyánà.

The beautiful dog is barking.  
The beautiful dogs are biting.  
They are biting the men.  
Five birds are flying.  
The five fish are swimming.  
The short madam is singing.  
It is wet (A bad rain is falling).



## 2. String each set of words together to form sentences:

- |   |   |
|---|---|
| 1. ízìnjá, -hlé, -khònkòthà             | Izìnjá ézìntlé zíyàkhònkòthà.   |
| 2. ìntyátyámbò, -hlé, -khùlà            | Iintyátyámbò ézìntlé zíyàkhùlà.<br>(The beautiful flowers are growing). |
| 3. ìmvùlà, -hlé, -nà                    | Imvùlà éntlé íyánà.   |
| 4. ìntàkà, -bìní, -bhàbhà, phézùlù      | Iintàkà ézìmbìní zìbhàbhà phézùlù.                                      |
| 5. ìntlànzi, -fútshànè, -dádá ézántsi . | Iintlànzi ézìmfútshànè zìdádá ézántsi<br>(Short fish swim down below).  |
| 6. ìncwàdí, -khùlù, -ncèdá              | Incwàdí énkùlù íyáncèdá.  |
| 7. ìdònkí, -tháthù, -phùmlà             | Iidònkí ézìntáthù zíyàphùmlà (rest).                                    |
| 8. ìdònkí -thándáthù, -sèbènzà kàkhùlù. | Iidònkí ézìntándáthù zísèbènzà kàkhùlù<br>(The 6 donkies work a lot).   |
| 9. ìkátì, -nínzi, -khàlà kákùbí         | Iikátì ézìnínzi zìkhàlà kákùbí (cry).                                   |
| 10. ìntàkà, -hlé, -cùlà                 | Iintàkà ézìntlé zíyácùlà (sing).  |

B. THE NEGATIVE SUBJECT CONCORD (SC<sup>n</sup>).

Patterns: Strong 

a	-	CV	-	R	-	i
---	---	----	---	---	---	---

 e.g. /Izìnjá à-zí-tyì/(The dogs are not eating).

Weak: 

a	-	CV	-	R	-	i
---	---	----	---	---	---	---

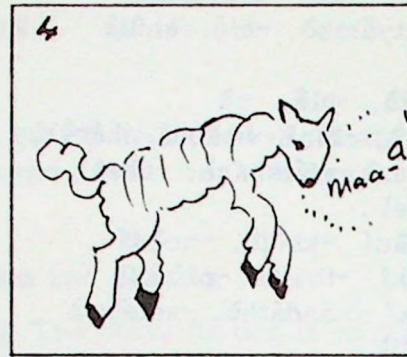
 e.g. /Injá à-yí-tyì/, /úmthí à-wù-khùl-ì/.

## 1. Follow on the pictures.

Jòngá úphúláphùlé úphíndè (Look and listen and repeat):

- |  |   |
|--|---|
| 1. Ìnkòsíkàzì íyàncùmà, àyìlì.           | The lady (Mrs) is smiling. She is not crying/weeping. |
| 2. Úm̀númzàná úyáhlèkà, àkàkhàlì.        | The gent is laughing, he's not screaming.             |
| 3. ÍBhùlù líyàkhwàzà, àlìthùlì.          | The Afrikaaner is shouting, he is not quiet.          |
| 4. Itàkánè líyàkhàlà, àlìkhònkòthì.      | The lam is bleating, he's not barking.                |
| 5. Kúyàbándà, úbàwòm̀khùlù úyàg̀d̀d̀ólà. | It is cold, grandfather is cold/ feels cold.          |
| 6. Úm̀ákhùlù úyàg̀l̀à, úcélà ámàyèzà.    | Grandmother is sick, she is asking for medicines.     |





2. Answer each question in the negative: (short)

- |  |   |
|--|---|
| <p>1. Umôyà úyàvùthùzà ná?</p> <p>2. ÚSándìlè úyàgòdòlà ná? <sup>1</sup></p> <p>3. Ilàngà líyàtshísà ná? (sun)</p> <p>4. Úmthí òmtshá úyàfá ná?</p> <p>5. Ígùshà éndàlà íyàfá ná? <sup>2</sup></p> <p>6. Ímìvùndlà émìbìní ítyà íngcá ná?</p> <p>7. Ìnkòsì íyàncùmà ná? (chief)</p> <p>8. Ámákhwènkwe áthándà ñbhàysìkìlé ná?</p> <p>9. ÚFàní úsúkèlà ñgùshà ná? <sup>3</sup></p> <p>10. Úsàná lúyálìlà ná?</p> <p>11. Únyànà òmbí úcùlà ámacùlò ná?</p> <p>12. Onyànà ábànínzì bácélà ñmòtó</p> | <p>Háyì, àwùvùthúzì (No, it - wind - is not blowing).</p> <p>Háyì, àkàgòdòlì (No, he's not cold).</p> <p>Háyì, àlìtshísì (No, it is not burning).</p> <p>Háyì, àwúfí (No, it is not dying).</p> <p>Háyì, àyííí (No, it is not dying).</p> <p>Háyì, àyítýí ngcá (... eat no grass).</p> <p>Háyì, àyìncùmì (No, he's not smiling).</p> <p>Háyì, àkàthándì zìbhàysìkìlé (No, they like no bicycles at all).</p> <p>Háyì, àkàsùkèlì zìgùshà (. . . chasing no . . .).</p> <p>Háyì, àlùlìlì (No, he is not crying).</p> <p>Háyì, àkàcùlì màcùlò (. . . sings no songs).</p> <p>Háyì, àbàcèlì zìmòtó zìntshá.</p> |
|--|---|

3. Complete each statement with /Ndìthì/ plus the negative, according to the model:

M	UNómsá úthì úmfàzì úkhúphà ñhèmpè, kòdwà.. (but...)	S	Ndìthì úmfàzì àkàkhúphì zìhèmpè (I say the woman takes out no shirts).
---	---	---	--

1. Living things /-gòdòlà/ but the weather is /-banda/ e.g. /Kúyabànda/ (Tis cold).
2. The general negative pattern is all lows with a penultimate high /~~~~/, but now we must add that monosyllabic verb stems give /~/ e.g. /ànítýí/.
3. Re. the neg., we must also add that a /-~/ verb stem assumes an alternating HL pattern in the neg. e.g. /úsúkèlà.../ becomes /àkàsùkèlì.../.
4. Note that the tone of the BP (basic prefix) is depressed in an object or adjective in the axiomatic negative e.g. /àbàcèlì zìmòtó zìntshá/.



- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. ÚMèrí úthì íntòmbàzàná ífákà ñlókhwè ézìntshá, kódwà...</li> <li>2. ÚMèrí úthì ùmfúndì únìkà ñlékèsè, kódwà...</li> <li>3. ÚMèrí úthì ítítshàlà íbèkà ñncwàdì ézìntshá áphò, kódwà...</li> <li>4. ÚMèrí úthì úbhùtí úthézá ñpkùnì ézìntlé, kódwà...</li> <li>5. ÚMèrí úthì ámáddòdà ácélà útywàlá, kódwà...</li> <li>6. ÚMèrí úthì ùmthí òmdàlá úyàtshá, kódwà...</li> <li>7. ÚMèrí úthì ísónkà ésìdàlá síyábòlà, kódwà...</li> <li>8. ÚMèrí úthì ísíkd èlibí líkhàthàzà ábántù, kódwà...</li> <li>9. ÚMèrí úthì ámàsìkò ámàdàlá àncédà amáXhòsà, kódwà...</li> <li>10. ÚMèrí úthì úbàwòmkhùlù úyágùlà, kódwà...</li> <li>11. ÚMèrí úthì kùyàbàndà, kódwà...</li> <li>12. ÚMèrí úthì ñkwènkwé íyàgòdòlà, kódwà...</li> <li>13. ÚMèrí úthì ámàtákanè ámàtshá áyàkhàlà, kódwà...</li> <li>14. ÚMèrí úthì ùmnúnzàná òmhlé úyàkhwàzà, kódwà...</li> <li>15. Úmntwàná úthì ùmvùndlà òmnyè úyàhlèkà, kódwà...</li> </ol> | <p>Ndìthì íntòmbàzàná àyifákì zìlókhwè zìntshá (. . I say the girl puts in no . . .)</p> <p>Ndìthì ùmfúndì àkànìkì zìlékèsè (I say the student is giving no sweets).</p> <p>Ndìthì ítítshà<sup>1</sup> àyìbèkì zìncwàdì zìntshá áphò (. . . puts no new books . . .)</p> <p>Ndìthì úbhùtí àkàthézi zìnkùnì zìntlé (I say that my brother collects no . . .)</p> <p>Ndìthì ámáddòdà àkàcèlì tywàlá (I say that the men are asking for no beer)<sup>1</sup></p> <p>Ndìthì ùmthí òmdàlá àwùtshí (I say that an old tree does not burn).</p> <p>Ndìthì ísónkà ésìdàlá àsìbòlì (I say that the stale bread is not rotting).</p> <p>Ndìthì ísíkd èlibí àlìkhàthàzì bàntù<sup>2</sup> (. . the bad custom worries no people).</p> <p>Ndìthì ámàsìkò ámàdàlá àkàncèdì màXhòsà (. . that old customs help no . .)</p> <p>Ndìthì úbàwòmkhùlù àkágùlì <sup>3</sup> (I say that grandfather is not sick).</p> <p>Ndìthì àkùbàndì (I say it is not cold).</p> <p>Ndìthì ñkwènkwé àyìgòdòlì (I say that the boy is not cold).</p> <p>Ndìthì ámàtákanè ámàtshá àkàkhàlì (I say that the young lambs don't bleat).</p> <p>Ndìthì ùmnúnzàná òmhlé àkàkhwàzì (I say that the nice gent is not shouting).</p> <p>Ndìthì ùmvùndlà òmnyè àwùhlèkì (I say that one hare/rabbit is not laughing).</p> |
|--|--|

4. Answer each question in the negative, beginning with /Háyì/.  
Include the subjects in your responses.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Úmfúndì úbhàlà ñncwàdì ézìmfútshánè?</li> <li>2. Onyàná bàfúnà í-ínkì?</li> <li>3. Ìkwènkwé ícèlà ñpènsìlè ézìndè?</li> <li>4. Ámàkhwènkwé áfúmánà ímàlì?</li> <li>5. Úsàná lùdlàlì ímìdlàlò?</li> <li>6. Ípdlìsà lìgxóthà ámàkhwènkwé àmàbí?</li> </ol> | <p>Háyì, ùmfúndì àkàbhàlì ñncwàdì <sup>4</sup> ézìmfútshánè (No, the pupil does not write short letters - with the implication that he writes e.g. long ones)</p> <p>Háyì, ònyàná àbàfúnì í-ínkì (ink).</p> <p>Háyì, ñkwènkwé àyìcèlì ñpènsìlè ézìndè (No, the boy is not asking . .)</p> <p>Háyì, ámàkhwènkwé àkàfúmánì ímàlì.</p> <p>Háyì, úsàná àlùdlàlì ímìdlàlò.</p> <p>Háyì, ípdlìsà àlìgxóthì ámàkhwènkwé àmàbí (No, the policeman does not chase bad boys away - but e.g. . robbers)</p> |
|--|--|

1. Note the tone pattern for the neg. of monosyllabic verb stems (/ ^ ^ ^/).
2. Note how the axiomatic negative lowers the tone of the BP.
3. This negative pattern (/ ^ ^ ^ ^ ^/) is optional, the more general being / ^ ^ ^ ^ ^/.
4. This non-axiomatic negative implies the statement is not finished.

7. Íkátì ísúkèlè ímpúkù (rodent)? | Háyi, íkátì àyísúkèlì ímpúkù.<sup>1</sup>  
 8. Úbhùtí wákhò úcélà úncèdò | Háyi, úbhùtí wám àkàcélì úncèdò  
 ólùnfzì? | ólùnfzì (... doesn't ask for much help).

5. The Descriptive Negative Copulative of /khóná/ (there, present),<sub>1</sub> with a specific subject in mind:

Frame: 

a-	SC <sup>n</sup> -	kho
----	-------------------	-----

 e.g. /á-yí-khò íkátì/ (the cat is not there).<sup>2</sup>

Answer in the negative according to the model:

M Ikhóná í-ínkì yám (Is my ink there)? S Háyi, àyíkhò (No, 'tis not there)

- |  |  |   |
|--|--|---|
| 1. Zíkhóná íntsíba? (pens, feathers)<br>2. Lúkhóná úthùlì? (dust)<br>3. Búkhóná útywàlá? (the beer)<br>4. Kúkhóná úkùtyá?<br>5. Amfzì amàtshá ákhóná?<br>6. USándilè úkhóná? |  | Háyi, àzíkò (No, they're not , ,).<br>Háyi, àlúkhò (No, 'tis not there).<br>Háyi, àbúkhò (No, 'tis not there).<br>Háyi, àkúkhò.<br>Háyi, àkákò.<br>Háyi, àkákò. |
|--|--|---|

6. The Axiomatic Neg. effect on class 9 adjective (/en- / > /in- /).<sup>3</sup>

Change into the negative according to the model:

M Kúkhó ímálí énfzì (There is much money).		S Akúkhò màlí ìnfzì.
--	--	----------------------

- |   |  |   |
|---|--|---|
| 1. Kúkhó íswékìlè énfzì.<br>2. Kúkhó ítyùwà éntshá.<br>3. Kúkhó ípépìlè énfzì.<br>4. Kúkhó íjógò énkùlù.<br>5. Ndìfúnà íbhékìlè éntlé.<br>6. URòzà úhlámbà ímpàhlà éndálà.<br>7. UMándisá úsùlà íkòmítyì éntlé.<br>8. UNómsá úkhúphà ísósàlà éntshá.<br>9. Kúkhó íntó émbí. |  | Akúkhò swékìlè ìnfzì (There is not much sugar). <sup>4</sup><br>Akúkhò tyùwà ìntshá (There is no fresh salt).<br>Akúkhò pépìlè ìnfzì (There is not much pepper).<br>Akúkhò jógò ìnkùlù (There is no big jug at all).<br>Àndìfúnì bhékìlè ìntlé (I want no beautiful billy-can).<br>URòzà àkàhlámbì ìmpàhlà ìndálà (Rosa washes no old clothes).<br>UMándisá àkàsùlì kòmítyì ìntlé (Mandisa doesn't wipe any nice cup).<br>UNómsá àkàkhúphì sósàlà ìntshá (Nomsa takes out no new saucer).<br>Akúkhò ntó ìmbí (There's nothing bad). |
|---|--|---|

### C. THE DESCRIPTIVE COPULATIVE (in general).

1. The CP (copulative prefix) class 9 for adjectives is /in- /.<sup>3</sup>

1. /-sukela/ (chase - in order to catch):: /-gǔòthà/ (chase - to get rid of).
2. /àkúkhò íkátì/ (there is no cat whatsoever):: /àyíkhò íkátì/ (the cat I am talking about is not there - but there may be any number of others there).
3. Class 9 CP for adjectives is the same as its form in the axiomatic (/in- /).
4. Note the tone patterns: /kúkhó / > /àkúkhò / - high penultimate neg. generating the alternating series. Note also the low tone on the initial syllable of the adjective in the axiomatic negative.

Beginning with / Intlé injá yám /, substitute each word:

- |                |  |
|----------------|--|
| 1. -bí         | Ímbí injá yám ( My dog is ugly).                   |
| 2. -fútshánè   | Ímfútshánè injá yám ( My dog is short).            |
| 3. -dè         | Índè injá yám ( My dog is long / tall).            |
| 4. íbhàysìkìlé | Índè íbhàysìkìlé yám ( My bicycle is tall / long). |
| 5. -hlé        | Íntlé íbhàysìkìlé yám ( My bicycle is beautiful).  |
| 6. -khùlù      | Ínkùlù íbhàysìkìlé yám ( My bicycle is big).       |
| 7. -tshá       | Íntshá íbhàysìkìlé yám ( My bike is new).          |
| 8. -dálà       | Índálà íbhàysìkìlé yám ( My bike is old).          |
| 9. -ncíncí     | Íncíncí íbhàysìkìlé yám ( My bike is small).       |
| 10. ímàlí      | Íncíncí ímàlí yám ( My money is little).           |
| 11. -nínzì     | Ínínzì ímàlí yám ( My money is much/plentiful).    |
| 12. -hlé       | Íntlé ímàlí yám ( My money is beautiful).          |

2. Give the questions for the following answers, according to the model:

M	Háyì, àkàm̀khùlù úm̀ntwà̀nà wám.	S	M̀khùlù úm̀ntwà̀nà wákhò?
---	----------------------------------	---	---------------------------

- |                                       |   |
|---------------------------------------|---|
| 1. Háyì, àkàm̀bí ámapòlísà.           | Mábí ámapòlísà? ( Are the police bad?). |
| 2. Háyì, àwùmdálà úm̀thí wám.         | Mdálà úm̀thí wákhò?                     |
| 3. Háyì, àlùlùncíncí úsánà lwám.      | Lúncíncí úsánà lwákhò?                  |
| 4. Háyì, àyìm̀ikhùlù ím̀ilènzè yákhò. | Míkhùlù ím̀ilènzè yám?                  |
| 5. Háyì, àyìm̀idè ím̀ínwè yákhò.      | Mídè ím̀ínwè yám?                       |
| 6. Háyì, àwùm̀hlé úm̀zì wákhò.        | M̀hlé úm̀zì wám?                        |
| 7. Háyì, àyìnínzì ím̀àlí yákhò.       | Ínínzì ím̀àlí yám?                      |
| 8. Háyì, àyìntlé íbhàysìkìlé yákhò.   | Íntlé íbhàysìkìlé yám?                  |
| 9. Háyì, àbàbàbí ábáhlòbò bám.        | Bábí ábáhlòbò bákhò?                    |
| 10. Háyì, àyìmbí ìhèjì                | Ímbí ìhèjì? ( Is the hedge ugly?).      |

3. Answer each question in the negative, beginning with /Háyì/:<sup>3</sup>

- |                             |   |
|-----------------------------|---|
| 1. Kúshùshù?                | Háyì, àkùshùshù ( No, 'tis not hot). <sup>4</sup>   |
| 2. Kúyàbàndà?               | Háyì, àkùbàndì ( No, it is not cold). <sup>5</sup>  |
| 3. Í-ínkì ím̀nyámà ná?      | Háyì, í-ínkì àyìm̀nyámà (.. not black).             |
| 4. Í-ínkì íb̀òm̀vù?         | Háyì, í-ínkì àyìb̀òm̀vù (.. is not red).            |
| 5. M̀tshá úm̀fùndì?         | Háyì, úm̀fùndì àkàm̀tshá (.. not young).            |
| 6. Íntlé íncwàdí?           | Háyì, íncwàdí àyìntlé.                              |
| 7. Zìlùhlàzà ìncwàdí zákhò? | Háyì, ìncwàdí zám àzìlùhlàzá ( green). <sup>6</sup> |
| 8. Úm̀fùndì úyágùlù ná?     | Háyì, úm̀fùndì àkágùlì (.. is not sick).            |
| 9. Ábàfùndì básékhàyà ná?   | Háyì, ábàfùndì àbákhò ékhàyà ( .at home).           |
| 10. Ám̀ádòdà àséBhàyi?      | Háyì, ám̀ádòdà àkákhò éBhàyi (.. in P. E.)          |
| 11. Aláphà?                 | Háyì, àkákhò áphà ( No, they're not here)           |

- Recall that the CP for adjectives ( hand-group) = BP (i. e. NP less 1st V).
- Observe the general tone pattern of the negative of the Descriptive Cop. i. e. all Ls (low tones) with a final H (high tone). Alternative /' ' ' /.
- The relatives and adverbs have no CP - they simply use the SC.
- /ku-/ = the indefinite non-class SC. Many adjectives and relatives tend to behave partly as verbs in the neg. Cop, taking the neg. verb suffix /-anga/.
- /-banda/ and /-gula/ (be sick) are verbs, not rel. stems, hence the suffix /-i/.
- See footnote 2 above.

- |                                     |  |
|-------------------------------------|--|
| 12. ÚSándìlè úséKòmàní?             | Háyì, úSándìlè ákákò éKòmàní (Qtn.) <sup>1</sup> |
| 13. Ímpàhlà (goods) íséhòtèlè?      | Háyì, ímpàhlà àyíkhò éhòtèlè (at the h.).        |
| 14. Ínkòmó zísébúhlántì?            | Háyì, ínkòmó àz íkhò ébúhlántì.                  |
| 15. Zíntsùndù ìngùshà?              | Háyì, ìngùshà àz ìntsùndú (. . not brown).       |
| 16. Zìbòmvú ìbhókhwè?               | Háyì, ìbhókhwè àz ìbòmvú.                        |
| 17. Ímnanàdì ìlékèsè yákhò? (sweet) | Háyì, ìlékèsè yám àyìmnanadí (nice).             |

## D. INCOKO (Dialogue/Conversation).

UNómsá nónìnà  
(Nomsa and her mother)

- |   |  |
|---|--|
| UM. Nómsá, lùngísà ítáfilè,<br>úyìhló úyézá ngòkù. <sup>2</sup>                   | Nomsa, prepare/lay the table,<br>your father is coming now.                          |
| UN. Ewé mà má, ndìsáhlàmbà<br>ìzítà ézímákà.                                      | Yes mother, I am still washing<br>the dirty dishes.                                  |
| UM. Kùlúngìlè ké.   | Good then.   |
| UN. Líphí mà má ílápù élìhlé<br>létáfilè? <sup>3</sup>                            | It-is-where mother the nice<br>tablecloth?   |
| UM. Líkhángèlè ébhókísìnì.  | Look for it in the box.  |
| UN. Ndìbèké ìkómítìyì ézìngàphí? <sup>4</sup>                                     | I-should-put cups how-many?  |
| UM. Békà ìkómítìyì ézìntàthù,<br>lùngìsèlèlè ábántù ábàthàthù.                    | Put/lay three cups,<br>prepare-for three people.                                     |
| UN. Síphí ísónkà?   | Where is the bread?  |
| UM. Háyì, àndìsìfùnì ísónkà<br>ésídálà, ndìfúnà ésìtshá.<br>Hámà úthèngé ésìtshá. | No, I do not want stale bread,<br>I want fresh (bread).<br>Go and buy fresh (bread). |
| UN. Úfúnà ìzónkà ézìngàphí?   | How many loaves do you want?   |
| UM. Ndìfúnà ìzónkà ézìmbìnì.  | I want two loaves.   |

- Note the tone difference between /ákákhò/ SC cl. 1 reference (he is not present) and /ákákhò/ SC cl. 6 reference (they - the men - are not there).
- /úyézá/ </ú-yà-f-zà/, this is one of a small group of verbs that have a latent initial /i/ which coalesces with a preceding /-a-/ to give the /e/ of /-ye-/ above. For full treatment see Lesson 30.
- /létáfilè/ </la-itafile/. The /la-/ = possessive concord from /ílápù/ and the /e/ the result of fusion of /a-i/. Though borrowed, /ílápù/ is cl. 5.
- /ndìbèké/ = a "should" clause, hence in the subjunctive. Note the tones.



## LESSON 24

### REVISION

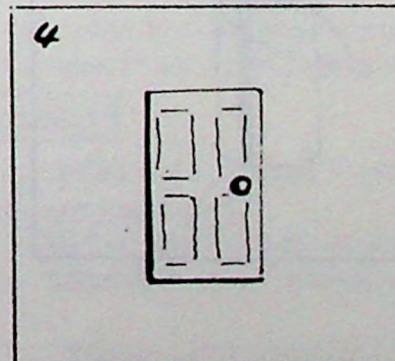
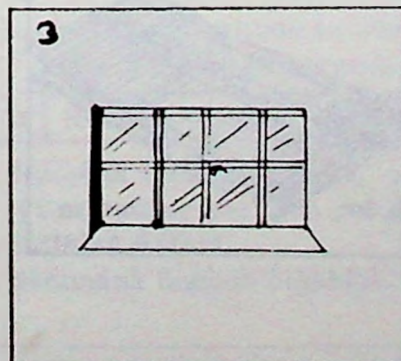
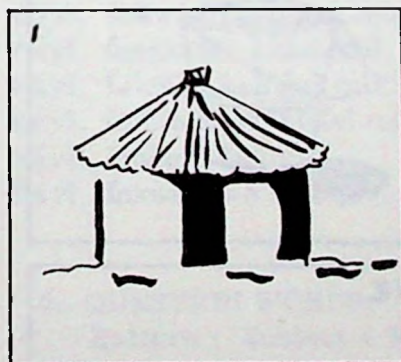
#### A. QUESTIONS.

Note the absence of tonal down-stepping and reduced penultimate length.

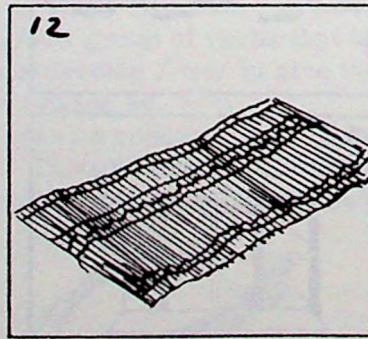
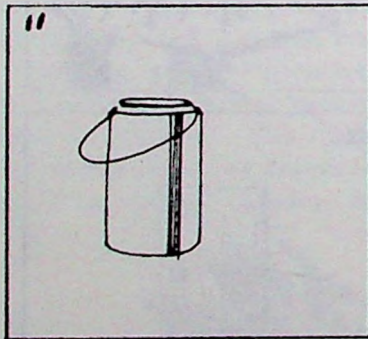
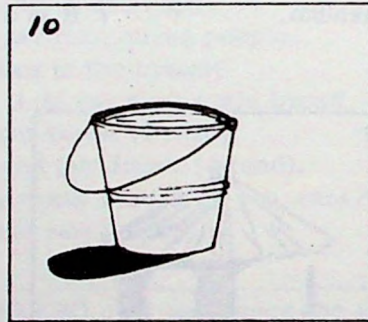
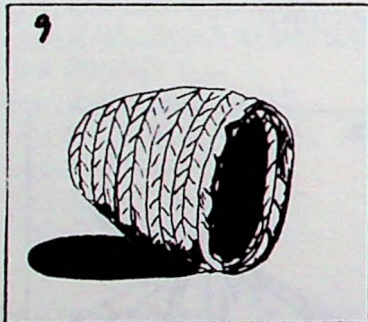
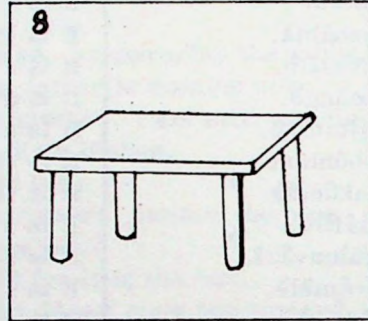
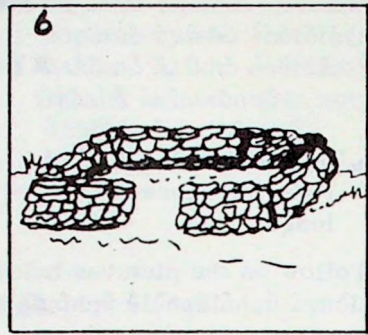
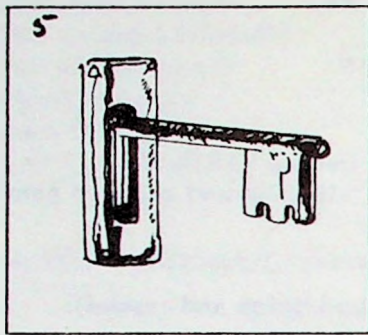
#### 1. Follow on the pictures below.

Jòngá úphúláphùlé úphíndè (Look and listen and repeat):

- |                             |  |
|-----------------------------|--|
| 1. Yíndlù.                  | It is a house/ a hut.                            |
| 2. Lúphàhlà.                | It is the roof.                                  |
| 3. Yíféstìlè.               | It is a window. (Afrikaans: 'venster').          |
| 4. Lúcàngò.                 | It is a door.                                    |
| 5. Sísìtshìxò.              | It is a key / a lock / a bolt.                   |
| 6. Búbúhlántì.              | It is the cattlekraal.                           |
| 7. Yínkùndlà. <sup>1</sup>  | It is the yard/ the space in front of the kraal. |
| 8. Yítáfilè.                | It is a table. (Afrikaans: 'tafel', hence cl.9). |
| 9. Ngúmnyâzì. <sup>2</sup>  | It is a basket - made from rushes/grass.         |
| 10. Yí-émèlè.               | It is a bucket. (Afrikaans: 'emmer').            |
| 11. Yíbhékìlè. <sup>3</sup> | It is a billycan (Afrikaans: 'beker').           |
| 12. Lúkhùkò. <sup>3</sup>   | It is a sleeping-mat.                            |



- As a point of etiquette, remember never to cut accross the /*nkùndlà*/ as you approach a hut.
- The reed or twig type of basket is called /*ngòbòzì*/.
- The eating mat is called /*isìthèbè*/.



2. Follow on the same pictures above. When you hear each picture number called, identify the object in question form, according to the model:  
(Observe the question level intonation and the reduction of penultimate length).

M	(Picture 1)	S	Yíndlù? (Is it a hut?)
---	-------------	---	------------------------

2. (Picture 2) | Lúphàhlà? (Is it a roof?)  
3. (Picture 3) | Yífèstìlè? (Is it a window)? etc.

3. In a similar way, change the following into questions (intonation only):

- |                            |                                      |
|----------------------------|--------------------------------------|
| 1. Zìz índlù.              | 7. Yí-émèlè.                         |
| 2. Zíngcàngò. <sup>1</sup> | 8. Zíbhékìlè.                        |
| 3. Zíz ítshìxò.            | 9. Zínkùkò (They are sleeping-mats). |
| 4. Yíbhòkìsì (box).        | 10. Yímàlì (It is money).            |
| 5. Yíbhàskítì (a basket).  | 11. Yínkòsíkàzì (lady, madam, mrs.). |
| 6. Yíbhótìlè (bottle).     | 12. Ngúmnumzàrà (a gentleman).       |

4. Ask the questions to which the following are the answers:

- |                                   |   |
|-----------------------------------|---|
| 1. Èwé, ndiyàgùlà.                | Uyàgùlà? (Are you sick?).                     |
| 2. Èwé, kúyàbàndà.                | Kúyàbàndà? (Is it cold?).                     |
| 3. Èwé, kúshùshù.                 | Kúshùshù? (Is it hot?).                       |
| 4. Èwé, ímvùlà íyànà.             | Ímvùlà íyànà? (Is it raining?).               |
| 5. Èwé, íyànèthà.                 | Íyànèthà? (Is it wet?).                       |
| 6. Èwé, úmàmá ùválà ífèstìlè.     | Úmàmá ùválà ífèstìlè? (close window).         |
| 7. Háyi, úbàwó àkávùlì càngò.     | Úbàwó ùvùlù úcàngò? (open the door).          |
| 8. Háyi, úmàkhùlù àkàthèthì.      | Úmàkhùlù úyàthèthà?                           |
| 9. Háyi, ísìcàkà àsìbàsì mlìlò.   | Ísìcàkà sìbàsà úfmlìlò? (kindle fire).        |
| 10. Háyi, únòmsá àkàbìlìsì mánzì. | ÚNòmsá úbìlìsà àmànzì? (boil..). <sup>2</sup> |
| 11. Háyi, àmànzì àkàbìlì.         | Àmànzì áyàbìlì? (Is the water boiling?).      |
| 12. Háyi, ínkwènkwe àyìnqèni.     | Ínkwènkwe íyànqèrà? (Is the boy lazy?).       |

#### B. QUESTION WORDS.

Pattern : Subject + Verb + Question Word e.g. /UMóntì úvèlè phí?/.

1. Ask the questions to which the following are the answers:  
(Use the question words /ntóní?/'what?' or /bání?/'who?').

M	Ndìfúnà ínyàmà.	S	Úfúnà ntóní?
---	-----------------	---	--------------

- |  |  |
|--|--|
| 1. Ndìbékà ímbìzá phántsí.<br>(I'm putting the iron pot down). | Úbékà ntóní phántsí (What are you putting down)? |
| 2. Ndìbìzá úMèri.  | Úbìzá bání? (You-call who?).                     |
| 3. Sífumánà úncèdò ólùkhùlù.                                   | Nífumánà ntóní? (What are you getting).          |

1. Class 10 noun has the alternative copulative tone pattern /zì-.../.  
2. Note that the HLL verb stem generates alternating HLs in the negative.  
3. This is a variation on the usual negative pattern of all Ls barring a penultimate H e.g. /ínkwènkwe àyìnqèni/.

- |                                       |  |
|---------------------------------------|--|
| 4. Sibàsà ímílìlò éminínzì.           | Nj̀bàsà ntóní? (What are you kindling?).                                   |
| 5. Úbàwó úbízà ámantòmbàzànà.         | Úbàwó úbízà bání? (Whom... calling?).                                      |
| 6. Ámantòmbàzànà ábàsà úmílìlò òmhlé. | Ámantòmbàzànà ábàsà ntóní? <sup>1</sup><br>(What are the girls kindling?). |
| 7. Ínkwènkwé íkhúphà ísìtshìxò.       | Ínkwènkwé íkhúphà ntóní?   |
| 8. Ísìcàkà sílúngìsà úphàhlà.         | Ísìcàkà sílúngìsà ntóní? (fix)   |
| 9. Ínkwènkwé íncédìsà ísìcàkà.        | Ínkwènkwé íncédìsà bání?   |

2. Ask the questions which elicit the following answers. Use the question words : /phí?/ (where?), or /níní?/ (when?), or /njàní?/ (how?), or /kángàkánàní?/ (how big?, how much?, how great?).

M	Ndìvèlà éBhàyì (I come from P. E.).	S	Uvèlà phí?
---	-------------------------------------	---	------------

- |  |  |
|--|--|
| 1. Sìhlàlà éBloémfontéin.                                      | Nìhlàlà phí? (Where do you live/stay?).                            |
| 2. Úbàwó úsébézà éMóntì (E. L.).                               | Úbàwó úsébézà phí? (...work?).                                     |
| 3. Iintàkà zílálà ébùsùkù (by night).                          | Iintàkà zílálà níní? (When do... sleep?).                          |
| 4. Iintlànzi zìhlàlà élwàndlè (sea).                           | Iintlànzi zìhlàlà phí? (. fish live?).                             |
| 5. Iinqánàwà z ísébézà émínì násébùsùkù (by day and by night). | Iinqánàwà z ísébézà níní? (When do the ships work?).               |
| 6. Íkátì yàm ílálà émínì.                                      | Íkátì yákhò ílálà níní?  |
| 7. Kúbándà kàkhùlù éKímbèrléy.                                 | Kúbándà kángàkánàní éKímbèrléy?                                    |
| 8. Kúshùshù kàkhùlù éRhòdésìà.                                 | Kúshùshù kángàkánàní éRhòdésìà?                                    |
| 9. ÁmáXhòsà àgòdòlà ébùsìkà.                                   | ÁmáXhòsà àgòdòlà níní? (winter).                                   |
| 10. ÚmXhòsà òmtshá úsébézà kákùbí.                             | ÚmXhòsà òmtshá úsébézà njàní? (How does the young Xhosa work?).    |
| 11. Ábáfàzì ábànínzì bàthéthà kàkhùlù.                         | Ábáfàzì ábànínzì bàthéthà kángàkánàní?                             |
| 12. Ámádòdà ámànínzì ánqénà kákùbí.                            | Ámádòdà ámànínzì ánqénà njàní?                                     |
| 13. Íwáyìnì ívèlà éKápà (Capetown).                            | Íwáyìnì ívèlà phí? (Where does the wine.)                          |
| 14. Índòdà émbí ínxìlà kàkhùlù.                                | Índòdà émbí ínxìlà kángàkánàní? (How drunk does the bad man get?). |
| 15. Ndìvúyà kàkhùlù.   | Úvúyà kángàkánàní? (How glad are..).                               |

3. Change into questions, using the interrogative /na?/:

- |                                      |                  |                                  |
|--------------------------------------|------------------|----------------------------------|
| 1. Úyàgòdòlà.                        | Úyàgòdòlà ná?    | 6. ÚNómsá úvùlà ífèstìlè. (open) |
| 2. Úmàmá úyágùlà.                    | Úmàmá ...ná?     | 7. ÚSándìlè úvùlà úcàngò (door). |
| 3. Úcèlà ámayèzà.                    | Úcèlà...ná? etc. | 8. Ím̀vùlà íyànà (rain).         |
| 4. Úbàwó úbízà ígqìrà (witchdoctor). |                  | 9. Ím̀vùlà íyàngénà (come in).   |
| 5. Úmàmá úfúnà úgqìrà (a doctor).    |                  |                                  |

### C. COMMANDS.

1. Frames 1: 



 -a (-ni) , 2: 



 -C -a (-ni) , 3: 



 VCV.. -a (-ni) .

Change into commands, addressing the subject in each case, according to the model:

1. Not the tone variation of /-basa/ (nos. 4 and 6), conditioned by low versus high toned SCs.



M	Úm̀ntwà̀nà úyà̀khàwùlèzà.	S	Mntwà̀nà, khàwùlèzà (hurry).
---	----------------------------	---	------------------------------

- |                                     |   |
|-------------------------------------|---|
| 1. Ìntòmbì íbàsà úm̀lìlò òm̀khùlù.  | Ntòmbì.bàsá úm̀lìlò òm̀khùlù.                             |
| 2. ÛNómsá úkhà ám̀anzì.             | Nómsá, yìkhà ám̀anzì.                                     |
| 3. Ám̀ántòmbàzà̀nà àgàlèlà ám̀anzì. | Màntòmbàzà̀nà, gàlèlànì ám̀anzì.                          |
| 4. Iintòmbì zìdèkà ítáfìlè.         | Zíntòmbì, dèkànì ítáfìlè.                                 |
| 5. Ám̀áddòdà átyà ùm̀ngqúshò.       | Màddòdà, yìtyànì ùm̀ngqúshò (O men, eat stamped mealies). |

2. Frame: 

Khà-	(w)	SC-	R	-e
------	-----	-----	---	----

 e.g. /Khà-w-ú-ty-è/'Just/please eat'.

Ask me/us to please/just now do the following things:

M	Ndìkhùphà ñláp̀hù lám̀ (my cloth).	S	Khàwùkhùphè ñláp̀hù lákhò.
---	------------------------------------	---	----------------------------

- |                                  |  |
|----------------------------------|--|
| 1. Ndìsùlà ítáfìlè.              | Khàwùsùlé ítáfìlè (Just wipe...).  |
| 2. Ndìbèkà ñláp̀hù lám̀ phántsí. | Khàwùbèké ñláp̀hù lákhò phántsí.   |
| 3. Sìkhùphà ñkómítýì néesósàlà.  | Khànìkhùphè ñkómítýì néesósàlà.<br>(Just take out the cups and saucers). |
| 4. Sìzìsà ñpléyítì.              | Khànízìsè ñpléyítì (Just bring plates).                                  |
| 5. Ndìbèkà ámacèphè étáfìlènì.   | Khàwùbèké ámacèphè étáfìlènì (Just put the spoons on the table).         |

3. To render a straightforward blunt command without any pleading or implication of immediate urgency use: 

Musa	(ni)
------	------

 + 

uku-	R	-a
------	---	----

Change into such negative commands, according to the model:

M	Yìzànì màddòdà.	S	Mùsànì úkùzà màddòdà (Dont come, men).
---	-----------------	---	--

- |                                       |  |
|---------------------------------------|--|
| 1. Hlambànì ímpàhlà<br>màntòmbàzà̀nà. | Mùsànì úkùhlàmbà ímpàhlà<br>màntòmbàzà̀nà. |
| 2. Yìtyá ñnyàmà kwédíni (little boy)  | Mùsà úkùtyá ñnyàmà kwédíni.                |
| 3. Súlà ñlòkhwè yákhò ntòmbì yám̀.    | Mùsà úkùsùlà ñlòkhwè yákhò<br>ntòmbì yám̀. |
| 4. Yìmá Jòlà.                         | Mùsà úkùmá Jòlà (Dont stop, Jola).         |
| 5. Yìkhànì ám̀anzì bàhlòbò (friends)  | Mùsànì úkùkhà ám̀anzì bàhlòbò.             |

4. If you want to tell someone that he ought to do/not do something, without implication of immediate urgency, use /ze/ in these patterns:

2nd pers. sg., pos: 

uzu-	R	-e
------	---	----

, neg. 

uzu-	nga-	R	-i
------	------	---	----

 e.g. /úzúngàthèthì/.

,, , , pl. , , 

zeni-	R	-e
-------	---	----

, , 

zeni-	nga-	R	-i
-------	------	---	----

 e.g. /zèníngàsèlì/.

Change the following commands into negative 'should not' 'ought not' ones, according to the models:

Model 1:	M	Bèkà ñnkùnì phántsí. (Put down the logs).	S	Úzúngàbèkì ñnkùnì phántsí (You should not/ought not put...)
----------	---	--	---	--

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. Súlà ízítúlò.                    | Úzúngàsùlì ízítúlò.          |
| 2. Tshàyèlà ígùmbì (Sweep the room) | Úzúngàtshàyèlì ígùmbì.       |
| 3. Lùngísà ámagùmbì ákhò.           | Úzúngàlùngìsì ámagùmbì ákhò. |

4. Tshàyélà úmgàngàthò ( the floor). | Ûúngàtshàyèlì úmgàngàthò.  
 5. Tshàyá ícùbà lám (Smoke my tobacco). | Ûúngàtshàyí ícùbà lám.

Model 2: 

M	Tshàyàni ícùbà lèthù.	S	Zèníngàtshàyí ícùbà lèthù.
---	-----------------------	---	----------------------------

<sup>1</sup>

- |   |   |
|---|---|
| 1. Sèlání útywàlá bènú.<br>2. Vùmánì ìngòmà ( Sing songs).<br>3. Khwàzàni ( Shout).<br>4. Nìkàni ìzìnjá úkùtyá. <sup>2</sup><br>5. Gxòthàni ìzìnjá zám. | Zèníngàsèlì útywàlá bènú.<br>Zèníngàvùmí ìngòmà.<br>Zèníngàkhwàzì.<br>Zèníngànìkì ìzìnjá úkùtyá.<br>Zèníngàgxòthì ìzìnjá zám (chase off). |
|---|---|

5. Tell me/us that I/we should do the following actions:

M	Ndìbízà ábántwàná.	S	Uzúbìzé ábántwàná.
---	--------------------	---	--------------------

- |  |  |
|--|--|
| 1. Ndìncèdisà útítshàlá.<br>2. Sìnikà ábántwàná ìncwàdí.<br>3. Ndìcèlè ítshókò ( I ask for chalk).<br>4. Sìcèlè útítshálákàzì ítshókò.<br>5. Ndìzìsà í-ínkì yákhò. | Ûúncédìsé útítshàlá ( You - sg. -<br>ought/ should help teacher).<br>Ûúniké ábántwàná ìncwàdí.<br>Ûúcèlé ítshókò ( You should ask. .).<br>Zèncèlé útítshálákàzì ítshókò. <sup>3</sup><br>Ûúzìsé í-ínkì yám ( You ought to<br>bring my ink). <sup>4</sup> |
|--|--|

6. Patterns: Pos. 

Ma-	(w)	SC-	R	-e
-----	-----	-----	---	----

 Neg. 

Ma-	(w)	SC-	nga-	R	-i
-----	-----	-----	------	---	----

<sup>5</sup>

Begin each sentence with /Ma-/( Let. . ), according to the model:

M	Akùndíncèdisì ( You dont help me).	S	Màwúngàndíncèdisì.
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- |   |  |
|---|--|
| 1. Ndiyàngèná.<br>2. Sìhlàlè phántsí.<br>3. Sìcèlè ítítshálákàzì ìntsìbà.<br>4. Àndíphàlázi í-ínkì. | Mándíngèné ( Let me go in).<br>Māsìhlalé phántsí ( Let us sit down).<br>Māsìcèlé ítítshálákàzì ìntsìbà ( Let<br>us ask the lady-teacher for pens).<br>Mándíngàphàlázi í-ínkì ( Let me<br>not spill the ink). |
|---|--|
- N. B. As in the negative, class 1 and cl. 6 SC is /-ka-/ after /Ma-/.
- |   |  |
|---|--|
| 5. Ûyávùmè úmntwàná.<br>6. Àyàbhàlè ámántòmbàzàná.<br>7. Àkàngqèni únómsá.<br>8. Ámádòdà àkàthèthì.<br>9. Índòdà àyìngqèni. | Mākāvùmè úmntwàná (Let the child<br>agree).<br>Mākàbhàlé ámántòmbàzàná. ( Let<br>the young/little girls write).<br>Mākàngàngqèni únómsá ( Let Nomsa<br>not be lazy) .<br>Ámádòdà mākàngàthèthì ( Let the men<br>not speak).<br>Índòdà màyìngàngqèni ( Let the man<br>not be lazy). |
|---|--|

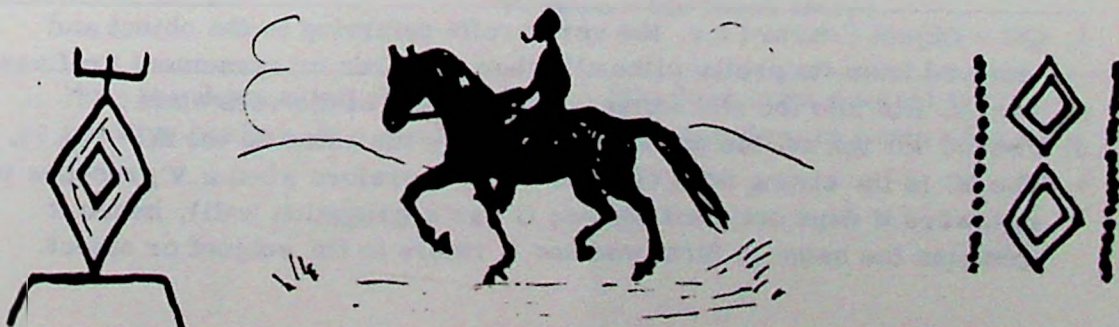
1. /-èthù/ and /-èthú/ are optional tone patterns.
2. Notice the constancy of HL toned /-ání/ and the general /Zè-SC-nga-/.
3. /-azi/ is a feminine suffix, e. g. /úm-fàzì/ < /umfo-azi/ (female pal).
4. /-is-/ is a causative verb suffix, hence /-za/ (come), /-z-is-a/ cause to..
5. Since /Ma-/ provides the same environment for the SC as the negative prefix /a-/, hence we get similar SC changes (cls. 1, 6 to /ka/, 2 to /wu/ and 4, 9 to /yi/).

## D. INCOKO.

UNómálišò nóThénjìwé  
(Nomaliso & Thenjiwe)

UN.	Mólò wèthú.	Hello one-of-us.
UT.	Ewé, mólò.	Yes, hello.
UN.	Ungúbání ígàmà lákhò?	You-are-who your name?
UT.	NdingúThénjìwé.	I am Thenjiwe.
UN.	Úsáphìlā ké Thénjìwé?	Are-you-still-healthy Thenjiwe?
UT.	Ndisáphìlā, wená ùnjāní?	I'm-still-healthy, you you-are-how?
UN.	Nām, ndisáphìlā.	I-too, I'm-still-healthy.
UT.	Uyà phí?	You-are-going where?
UN.	Ndiyā èdólóphìní, ncèdā úndìbónìsè índlèlā.	I-am-going to-town, please (help) you-me-show the way/road.
UT.	Nqúmlā áphā, yíndlèlā lé kódwā ímbí.	Cut accross here, it is the way this-one but it is bad.
UN.	Uyàyìbónā ímòtó éntlé énkúlù?	Do you see the big new car?
UT.	Ewé, ndiyàyìbónā.	Yes, I-it-see. <sup>1</sup>
UN.	Ndíqìthé kúyò?	Should I pass by-it. <sup>2</sup>
UT.	Ewé, úqìthé kúyò újìkè ngàsékhdhló.	Yes, pass by it and turn to the left.
UN.	Émvā kòkò ndìhāmbé ngqò?	A fter that should I go straight? <sup>3</sup>
UT.	Ewé, kódwā émvā kwémáyìlè jìkā ngàsékùnènè ùzè úhāmbèlé phāmbìlì.	Yes, but after a mile <sup>4</sup> turn to the right and then go on ahead (front). <sup>5</sup>
UN.	Ènkòsì, ndiyàbúlèlā, ùndìncédìlè.	Thanks, I am grateful, you have helped me. <sup>6</sup>
UT..	Hāmbā kákùhlé Nómálišò.	Go nicely Nomaliso.
UN.	Sálā kákùhlé Thénjìwé.	Stay nicely Thenjiwe.

1. The Xhosa word structure of CVCV type (i. e. open syllable type) demands that the SC<sup>n</sup>, the SC after /Kha-/, /Ma-/ and the OC (object prefix/concord) begin with a consonant i. e. because all are preceded by a V in the word.
2. Note the tone reversal in the subjunctive e. g. /ndíqìthé/ ('should' clause). /kú-yò/ (in/by/from/to. . it)- /ku-/ is the locative (place) prefix for all pronouns.
3. /émvā kwa-oko/ (in-the-back it-of-that) - lesson 47.
4. /émvā kwa-ímáyìlè/ ditto.
5. /-ze/ is called a deficient verb. It is commonly used thus - in a sequence meaning (and then) and taking the subjunctive after it.
6. /-ile/ is the near past tense long form suffix - lesson 26, p 152.



## LESSON 25

## OBJECT CONCORDS

A. THE PERSONAL & THE STRONG OCs. <sup>1</sup>

Frame: 

SC	-ya-	OC	-R	-a
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<sup>2</sup> e.g. /Ndĩ-ya-nì-fún-à/(I want you).

1. Reverse the subject and object, according to the model:

M	Uyàndìbónà ( You see me).	S	Ndìyàkùbónà (I see you).
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<sup>3</sup>

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Uyàndìbízà.</li> <li>2. Àndìkùxóthì.</li> <li>3. Ndìyàkùsúkèlà.</li> <li>4. Ndìyàkùbàmbà.</li> <li>5. Nìyàsìbùlálà.</li> <li>6. Nìyàsìkhàtházà.</li> <li>7. Sìyànìkhùmbùlà.</li> <li>8. Sìyàkùfúnà.</li> <li>9. Nìyàndìncédìsà.</li> <li>10. Sìyàkùgxóthà.</li> </ol> | <ol style="list-style-type: none"> <li>Ndìyàkùbízà ( I am calling you - sg. ).</li> <li>Àkùndìgxóthì ( You are not chasing me away).</li> <li>Uyàndìsúkèlà ( You are chasing after me).</li> <li>Uyàndìbàmbà ( You are catching me).</li> <li>Sìyànìbùlálà ( We are killing you - pl. ).</li> <li>Sìyànìkhàtházà ( We are troubling you - pl. ).</li> <li>Nìyàsìkhùmbùlà ( You - pl. - remember us).</li> <li>Uyàsìfúnà ( You - sg. - want us).</li> <li>Ndìyànìncédìsà ( I am helping you - pl. ).</li> <li>Uyàsìgxóthà ( You - sg. - are chasing us away).</li> </ol> |
|---|---|

2. The Strong Noun Classes. OC = SC. <sup>4</sup>

Use the OC ( object concord/pronoun) instead of the object noun:

M	Ndìthándà ábántù.	S	Ndìyàbàthándà ( I like them).
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- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ípdlísà lísúkèlà ábántwàná.</li> <li>2. Ízìnjá zísúkèlà ábáfánà.</li> <li>3. Zìbàmbà ábáfánà.</li> <li>4. Ábáfánà bábèthà ízìnjá.</li> <li>5. Bàgxóthà ízìnjá.</li> <li>6. Úm̀lìmì úfúnà ízèmbè (axe).</li> <li>7. Úfumanà ígàbà (hoe).</li> <li>8. Ábàlìmì báthéngà íkhùbà.</li> <li>9. Úm̀ákhùlù úfúnà ísítùlò.</li> <li>10. Únyànà wàkhé útyà ísónkà.</li> <li>11. Úhlàmbà íkómítýì (cups).</li> <li>12. Índòdà ísélà útywàlá.</li> <li>13. Úsàná lúsélà úbfsì.</li> <li>14. Iintsánà zìthándà úbùsì (honey)</li> <li>15. Àzìsèlì bfsì (milk).</li> <li>16. Àzìsèlì tywàlá (beer).</li> </ol> | <ol style="list-style-type: none"> <li>Ípdlísà lìyàbàsúkèlà.</li> <li>Ízìnjá zìyàbàsúkèlà (..them - young men).</li> <li>Zìyàbàbàmbà ( They are catching them).</li> <li>Ábáfánà báyàzìbèthà (..are hitting them).</li> <li>Báyàzìgxóthà ( They are chasing them off).</li> <li>Úm̀lìmì úyàlìfúnà ( The farmer wants it).</li> <li>Úyàlìfumanà ( He is getting it).</li> <li>Ábàlìmì báyàlìthéngà ( The... a plough).</li> <li>Úm̀ákhùlù úyàsìfúnà ( Granny wants it).</li> <li>Únyànà wàkhé úyàsítýà ( Her son eats it).</li> <li>Úyàzìhlàmbà ( He is washing them).</li> <li>Índòdà íyàbùsélà ( The man is drinking it).</li> <li>Úsàná lúyàlùsélà ( The baby is drinking it).</li> <li>Iintsánà zìyàbùthándà ( ... like it).</li> <li>Àzìlùsèlì ( They are not drinking it).</li> <li>Àzìbùsèlì ( They do not drink it).</li> </ol> |
|--|--|

1. OC = Object Concord i. e. the verb prefix referring to the object and derived from its prefix ( like all other concords or agreement prefixes).
2. The OC fits into the slot immediately in front of the verb stem.
3. The OC for the second person sg. is /ku/, the same as the SC<sup>n</sup> ( L.7).
4. The SC in the strong noun classes = CV, therefore when a V precedes it in a word it does not need another C ( as segregation wall), hence it remains the same in form whether it refers to the subject or object.

B. WEAK CONCORDS (i.e. 2nd person sg. & /um-, imi-, ama-, in-/ classes - 1, 3, 4, 6, 9).

The OC for the 2nd person sg. (thou) is /-ku-/ - same as SC<sup>n</sup>.

Class 1 OC is /m/, cl. 3 /wu/, cl. 6 /wa/ and cls. 4, 9 is /yi/.

1. Substitute the OC for the object, according to the model:

M	Ndìbónà úm̀ntwà̀nà.	S	Ndìyà̀mbónà (I see him).
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- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Índòdà ífúnà úSándìlè.</li> <li>2. Àyìfúnì úZólìlè.</li> <li>3. Úńzì wèthú úkhólísà úmhámbì.</li> <li>4. Àwùkhòlìsì úRùlùmentè.</li> <li>5. Ímìthèthò émitshá íncédà únómsá.</li> <li>6. Íkhàtházà únyànà wákhè.</li> <li>7. Ísèlà libéthà úm̀thèngì.</li> <li>8. Líbùlálà úm̀thèngì (seller).</li> </ol> | <ol style="list-style-type: none"> <li>Índòdà íyà̀mfúnà (The man wants him).</li> <li>Àyìmfúnì (He does not want him - Z.).</li> <li>Úńzì wèthú úyà̀mkhòlìsà .<sup>1</sup><br/>(Our village pleases him - the traveller).</li> <li>Àwùmkhòlìsì (It does not please it - the Government. Cl. 1a - personalized).</li> <li>Ímìthèthò émitshá íyà̀mncédà (The new laws help her).</li> <li>Íyà̀mkhàtházà (They worry him - her son).</li> <li>Ísèlà líyà̀mbéthà (The thief is beating him).</li> <li>Líyà̀mbùlálà (He is killing him).<sup>1</sup></li> </ol> |
|---|--|

M	Utyálà úm̀thánà (You're planting a little tree).	S	Uyà̀wùtyálà.
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- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Àkùlàyìshì úm̀hlàbà (earth).</li> <li>2. Àkùhlwàyèlì ámázìmbà (millet).</li> <li>3. Ámáddòdà àkàncòthùlì ámatyè.</li> <li>4. Úmfàzì àkàphékì úm̀ngqúshò.</li> <li>5. Ámákhwènkwe áselà ámasì.</li> <li>6. Àkàhlwàyèlì ámázìmbà.</li> <li>7. ÚThíxó àkàfúnì úm̀hlàbà.</li> <li>8. ÚMèrí úthándà ámákhwènkwe.</li> </ol> | <ol style="list-style-type: none"> <li>Àkùwùlàyìshì (You're not loading it).</li> <li>Àkùwàhlwàyèlì (You're not sowing it).</li> <li>Ámáddòdà àkàwàhlwàyèlì (The men are not rooting them out).</li> <li>Úmfàzì àkàwùphékì (. . . it - stamped maize).</li> <li>Ámákhwènkwe áyà̀wàsèlà (. . - sour milk).</li> <li>Àkàwàhlwàyèlì (They are not sowing it).</li> <li>ÚThíxó àkàwùfúnì (God does not want it).</li> <li>ÚMèrí úyà̀wàthándà (M. likes them - boys).</li> </ol> |
|--|---|

M	Uf̀m̀hlòbò (friend) wám̀ úthéngà ígàràjì.	S	Uf̀m̀hlòbò wám̀ úyà̀yìthéngà.
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- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Úm̀nínígàràjì úthéngìsà ím̀òtó.</li> <li>2. Ndìfúnà ípétròlì.</li> <li>3. Ísìcàkà sígàlélà ípétròlì.</li> <li>4. Àsígàlélì í-ólì (oil).</li> <li>5. Úmàmá úfúnà ím̀ifúnò.</li> <li>6. Úthéngà ím̀ínqàthé (carrots).</li> <li>7. Úbàwó àkàtyí m̀ínqàthé.</li> <li>8. Útyà ínyàmà.</li> <li>9. Ámáddòdà àgàwùlà ím̀ithí.</li> <li>10. Àkàgàwùlì m̀ingà (mimosas).</li> </ol> | <ol style="list-style-type: none"> <li>Úm̀nínígàràjì úyà̀yìthéngìsà (The garage-owner is selling it).</li> <li>Ndìyà̀yìfúnà (I want it - the petrol).</li> <li>Ísìcàkà síyà̀yìgàlélà (The servant pours. . .).</li> <li>Àsíyìgàlélì (He is not pouring it).</li> <li>Úmàmá úyà̀yìfúnà (Mother. . . - vegetables).</li> <li>Úyà̀yìthéngà (She is buying them - carrots).</li> <li>Úbàwó àkàyítì (Father is not eating them).</li> <li>Úyà̀yítì (He is eating it - the meat).</li> <li>Ámáddòdà áyà̀yìgàwùlà (. . hewing them).</li> <li>Àkàyìgàwùlì (They are not hewing them down - the thorn trees).</li> </ol> |
|--|--|

1. Note the depressing effect of /-ya-/ (the long form present tense positive prefix). In a similar way the negative lowers tones generally.

2. Test. The OC is added in, even with the object in the sentence, either to throw emphasis on the object or to single out a specific object.

Add in the OC in the following sentences, according to the model:

M	Úmákhùlù ùbízà úmntwàrà (Grandmother calls a child).	S.	Umákhùlù úyàmbízà úmntwàrà. (Granny is calling <u>the</u> child).
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- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ndìtháthà ímàlí.</li> <li>2. Àkùnikì mìthí.</li> <li>3. Àndìgàwùlì ìngà.<br/>(I cut down no mimosas).</li> <li>4. Àsìsèlì māsì (We drink no sour milk).</li> <li>5. Sísèlā útywālā.</li> <li>6. Ìndòdā ìphúngà ítí.</li> <li>7. Àyìphúngì kófù.</li> <li>8. Àmántòmbàzānā átyā ípápā.</li> <li>9. Àkátýì sònkā.</li> <li>10. Àbāhlòbò bākhò bākhā ámānzì.</li> <li>11. Àbāthézì ìnkūnì.</li> <li>12. Úsāndìlè úbhālā ìncwādí.</li> <li>13. Àkàzhālì ìncwādì ézìnhzì.</li> <li>14. Ndìbālā ìgùshā zām.</li> <li>15. Àkùzìbālì ìbhòkhwè.</li> <li>16. Ìihágù zākhò zífúna úkùtyā (. . want food).</li> </ol> | <ol style="list-style-type: none"> <li>Ndìyàìtháthà ímàlí (I'm taking the money).</li> <li>Àkùyìnikì ímìthí (You're not giving the trees).</li> <li>Àndìwùgàwùlì ùfngà (I am not hewing the thorn tree / mimosa tree ).</li> <li>Àsìwàsèlì ámāsì (We are not drinking the sour milk).</li> <li>Sìyàbùsèlā útywālā (We drink the beer).</li> <li>Ìndòdā ìyàìphúngà ítí (. . drinking the tea).<sup>1</sup></li> <li>Àyìyìphúngì ìkófù.</li> <li>Àmántòmbàzānā áyàyítýā ípápā (The girls are eating the soft-porridge).</li> <li>Àkàsítýì ísònkā (They are not eating the bread).</li> <li>Àbāhlòbò bākhò báyàwākhā ámānzì (Your friends are drawing the water).</li> <li>Àbāzìthézì ìnkūnì (They dont collect the logs).</li> <li>Úsāndìlè úyàyìbhālā ìncwādì (. . . the letter).</li> <li>Àkàzìbhālì ìncwādì ézìnhzì (He is not writing the numerous letters).</li> <li>Ndìyàzìbālā ìgùshā zām (I'm counting my. . .).</li> <li>Àkùzìbālì ìbhòkhwè (You are not. . . the goats).</li> <li>Ìihágù zākhò zífàkùfúnā úkùtyā (Your pigs are looking for <u>the</u> food).</li> </ol> |
|--|--|

### C. THE OC IN COMMANDS.

Pattern 

OC	-R	-e	(ni)
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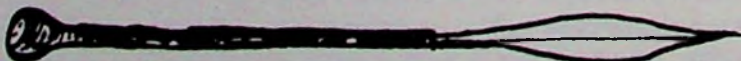
 e. g. /Ndì-ph-é/ (Give me), Pl. /Ndì-ph-é-nì/.

Substitute the OC for the object noun, according to the model:

M	Thwālā úmthwālò òmkhùlù, ìhìlòbò wām. (Carry a big load, my friend).	S	Wúthwālè ìhìlòbò wām. (Carry it my friend).
---	---	---	--

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Bèlèkà úsānā lwákhò mífázì ndfñì.</li> <li>2. Tyìsānì ìntsānā zēnù bàfāzì.</li> <li>3. Yítýā ìnyāmā énfñzì ìnàkwèthù.</li> <li>4. Yítýānì ìmìfñdò émìnfñzì màXhòsà.</li> <li>5. Yìsānì ámátýè éndlèlèni màdòdā.</li> </ol> | <ol style="list-style-type: none"> <li>Lúbèlèkè mífázì ndfñì (Carry it on your back my dear woman/wife).</li> <li>Zítýìsèni bàfāzì (Feed them . . .).<sup>2</sup></li> <li>Yítýé ìnàkwèthù (Eat it my brother).</li> <li>Yítýèni màXhòsà (Eat them o Xs.).</li> <li>Wàsèni éndlèlèni màdòdā (Carry/ convey them to the road men).</li> </ol> |
|--|--|

1. You /-phunga/ tea or coffee, you /-sela/ other drinks.
2. /-is-/ is the causative extension verb suffix e. g. /-ty-is-a/ (cause to eat).



6. Gàwùlà ùmthí òmde ndòdà ndfni.
7. Cãndà ìnkùni sicákà.
8. Nqàndàni ìngòzì màkhwènké.
9. Phêphà ìngòzì ìmfùndì wám.
10. Phêphà ìsòndò ntòmbí yám.<sup>1</sup>
11. Phêphàni ìzòndò bàzàlwànà bàm.
12. Thàndázà ìmíthándázò yákhò

- Wúgàwùlè ndòdà ndfni (Hew it..).  
 Zìcãndè sicákà (Split/ chop them..)  
 Yínqãndèni màkhwènké (Prevent it - the danger, o boys).  
 Yíphêphè ìmfùndì wám (Avoid it..).  
 Síphêphè ntòmbí yám (Avoid it - sin - my girl/daughter).  
 Zíphêphèni bàzàlwànà bàm (Avoid them - sins - my brethren).  
 Yíthándázè ìmfóndfni (Pray them - the prayers - dear fellow).

#### D. TRANSLATION EXERCISES.

##### 1. Translate into English:

1. Ámápòlísà àyàyisúkèlè ìndòdà.
2. Àkàlibámbì ìsèlè èlídálà.
3. Síkhumbùlè ìsìfùndò sákhò.
4. Yíbulálèni ìmpùkù. (rat, rodent).
5. Líthègè ìzèmbè ìmfóndfni.
6. Àkùlìfùni ìgàbà ná?
7. Úfílimì àkàwùfùni ùmthí.
8. Ámáddà àkàwàsèlì ámasì.
9. Mxèlèlèni únómsá bàntwànà.

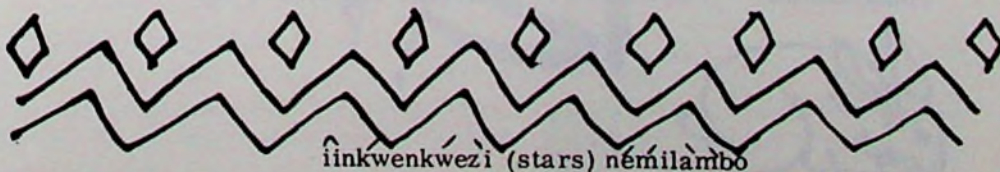
- The police are chasing the man.  
 They do not catch him the old thief.  
 Remember your lesson.  
 Kill it the rat.  
 Buy it the axe dear fellow.  
 Dont you want the hoe?  
 The farmer doesnt want the tree.  
 The men dont drink the sour milk.  
 Tell Nomsa children.

##### 2. Translate into Xhosa:

1. John, buy the plough.
2. Farmers, plant the trees.
3. The farmer is not sowing the seed ( ìmbèwù).
4. It (the seed) does not please him.
5. The kaffircorn does not worry us.
6. Are you eating the stamped mealies?
7. The man is not rooting (them) out the stones.
8. The garage-owner does not want (it) the petrol.
9. Are you pouring the oil?

- Jóni, líthèngè íkhùbà.  
 Bàlimì, yítýálèni ìmíthí.  
 Úfílimì àkàyìhlwàyèlì ìmbèwù.  
 Àyìmkhòlísì.  
 Ámázìmbà àkàsìkhàhází.  
 Úyàwùtyà ùmngqúshò ná?  
 Ìndòdà àyíwáncòthùlì ámátyè.  
 Úmíníngàrájì àkàyìfùni ípétròlì.<sup>2</sup>  
 Úyàyìgàlélà í-òlì?

1. /ìsòndò/< /ìsì-òndò/, impersonal derivative from /uku-ona/>/úkòna/ (to sin, to spoil). Cfr. Vowel Changes on the last page of the book.
2. /ùmníníngàrájì/ : /ùmníní/ (owner) combines with many words to give compound words e.g. /ùmníníndfù/ (owner of the house), /ùmníníyò/(its..).



## E. INCOKO.

UFàní nóThàndí báyá kùzìngélà  
(Fani and Thandi go to hunt)



UF.	Námhlánjé yíhòlfdè, àsíkhò ísìkòlò, màsíyè kùzìngélà. <sup>1</sup>	Today it is a holiday, there is no school, let us go hunting.
UT.	Bízà ízìnjá, zíyàkùthàndà úkùzìngélà.	Call the dogs, they will love hunting.
UF.	Injá yám fyàyìbàmbà ímìvùndlà, ndiyìnikà àmànqínà néntlókò. <sup>2</sup>	My dog catches the hares/rabbits, I give him the paws and the head.
UT.	Ndiyàwùchànà ìnná ngókùwù- gíbìsèlà. <sup>3</sup>	I hit him (the hare) dead on by throwing at him).
UF.	Músà úkùzìkhàtházà ngókùwù- gíbìsèlà, wúfúnzè ngézìnjá. <sup>4</sup>	Don't bother yourself by flinging a stick at it, set the dogs on it.
UT.	Injá yám fyàyìsúkèlè ímìvùndlà kódwà àyiyìbàmbì.	My dog chases rabbits but he does not catch them.
UF.	Akùyìqèqèshì, zàma úkùyìqèqè- shà úyìnikè àmànqínà.	You don't train him, try to train him and give him paws.
UT.	Ndiyàyìbúlèlè íngcèbìsò yákhò.	I am grateful for it your advice.
UF.	Jòngá íntàkà énkùlù.	Look at the huge bird.
UT.	Ewé, ndiyàyìbónà. Wèná ùyàkwázì úkùzìbàmbà íntàkà?	Yes, I see him. You can you catch birds / Do you know it to them ...).
UF.	Háyì, àndìkwázì. <sup>5</sup> Khàwùndìxèlèlè ìmfòndìní.	No, I cannot. Just tell me dear fellow.
UT.	Kúfúnèkà úsébènzìsè ísígù, Fàní. <sup>6</sup>	It is necessary for you to use a bird-trap, Fani.
UF.	Andìkwázì úkùsìsèbènzìsà ísígù.	I cannot use a bird trap.
UT.	Áwù, Yìzà ngómsó ndìkù- bónfìsè. <sup>7</sup>	Oh! Come tomorrow and I will show you.

1. You elide the initial vowel of the infinitive to get the connotation of purpose ('in order to'). This is called the purposive infinitive.
2. /néntlókò/</na-intloko/ - the /a/ fusing with the following /i/ to give /e/. See lesson 30, also Vowel Changes at the end of the book.
3. /ngókùwùgíbìsèlà/</nga-uku-wu-gibisel-a/ - the /a/ of /nga-/ (by) fusing with the initial /u/ of /uku-/ to give /o/. Vowel Changes final page.
4. In /úkùzìkhàtházà/, the /-zi-/ is the reflexive object concord ('self').
5. /àndìkwázì/</à-ndì-ku-ázì/, the OC /-ku-/ referring to the cl. 15 infinitive (verbal noun) changing to /-kw-/ before the vowel.  
Cfr. Vowel Changes on the final page.
6. /Kúfúnèkà/ (it is necessary) and /Kúfánèlè/ (it is proper/right) are always followed by the subjunctive ('should' clauses) - cfr. Lesson 16.
7. /ngómsó/</nga-úmsó/ - fusion of /a-u/ /o/.  
/ndìkùbónfìsè/ - subjunctive of sequence, see lesson 16.





## F. TABLE OF CONCORDS.

Singular						Plural					
Cl.	NP	SC	SC <sup>n</sup>	OC	AC	Cl.	NP	SC	SC <sup>n</sup>	OC	AC
1	um	u	ka	m	om	2	aba o	ba	ba	ba	aba
3	um	u	wu	wu	om	4	iml i	i	yi	yi	emi
5	ili i	li	li	li	eli	6	ama a	a	ka	wa	ama
7	isi	si	si	si	esi	8	izi	zi	zi	zi	ezi
9	in i	i	yi	yi	en	10	izin iin	zi	zi	zi	ezin
11	ulu u	lu	lu	lu	olu		ii				
14	ubu	bu	bu	bu	obu						
15	uku		ku	ku	oku						

## Personal ConCORDS:

	Sg.	SC	SC <sup>n</sup>	OC	Pl.	SC	SC <sup>n</sup>	OC
1st.		ndi	ndi	ndi		si	si	si
2nd.		u	ku	ku		ni	ni	ni



## LESSON 26

## FUTURE &amp; NEAR PAST TENSES

A. THE NEAR FUTURE. <sup>1</sup>

Pos.  $\boxed{\text{SC-z}a} + \boxed{\text{ku-R-a}}$  e.g. /Sìzà kùkhá ámânzi/ (We will draw water).

Neg.  $\boxed{a-SC^n-zi} + \boxed{\text{ku-R-a}}$  e.g. /À-sì-zì ku-kh-a ámânzi/ (We will not draw water).

## 1. The Near Future. Positive.

Change into the near future, adding /kàmsínyánè/ (immediately):

M	Úm̀lìmì útyálà úmbónà.	S	Úm̀lìmì úzà kùtyálà úmbónà kàmsínyánè.
---	------------------------	---	--

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Úm̀fàzì úhlàkùlà ímìfùndò.</li> <li>2. Úm̀fánà útháthà írásì (barley).</li> <li>3. Ámántòmbàzàná ákhùphà írásì.</li> <li>4. Ínkwenkwé ìgàlélà írásì.</li> <li>5. Íntòmbàzàná énkùlù íhlàmbà ìzándlà.</li> <li>6. Ényè íntòmbàzàná íkhà ámânzi.</li> <li>7. Iintòmbì zìdèkà ítáfìlè.</li> <li>8. OMándìsá bátyà ídínàlà.</li> <li>9. Úsàphò lúyàsèbènzà.</li> </ol> | <ol style="list-style-type: none"> <li>1. Úm̀fàzì úzà kùhlàkùlà ímìfùndò kàmsínyánè.</li> <li>2. Úm̀fánà úzà kùtháthà írásì kàmsínyánè.</li> <li>3. Ámántòmbàzàná ázà kùkhùphà írásì kàmsínyánè (The girls will take out barley immediately).</li> <li>4. Ínkwenkwé ìzà kùgàlélà írásì kàmsínyánè.</li> <li>5. Íntòmbàzàná énkùlù ìzà kùhlàmbà ìzándlà kàmsínyánè (The big little-girls will wash (their) hands immediately).</li> <li>6. Ényè íntòmbàzàná ìzà kùkhá ámânzi kàmsínyánè (Another girl will draw...).</li> <li>7. Iintòmbì z ìzà kùdèkà ítáfìlè kàmsínyánè.</li> <li>8. OMándìsá bázá kùtyà ídínàlà kàmsínyánè.</li> <li>9. Úsàphò lúzà kùsèbènzà kàmsínyánè (The family will work immediately).</li> </ol> |
|--|---|

## 2. The Near Future Negative.

Answer in the negative according to the model:

M	Úm̀lìmì úzà kùtyálà úmbónà kàmsínyánè?	S	Háyì, úm̀lìmì àkázì kùtyálà úmbónà kàmsínyánè.
---	--	---	--

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Úm̀fàzì úzà kùhlàkùlà ímìfùndò kàmsínyánè?</li> <li>2. Úm̀fánà úzàkùtháthà írásì ngòkù?</li> <li>3. Ámántòmbàzàná ázàkùkhùphà írásì nàmhlánjé (today)?</li> <li>4. Ínkwenkwé ìzàkùgàlélà írásì ngòkù njé (just now)?</li> </ol> | <ol style="list-style-type: none"> <li>1. Háyì, úm̀fàzì àkázì kùhlàkùlà ímìfùndò kàmsínyánè (No, the woman will not hoe the vegetables immediately).</li> <li>2. Háyì, úm̀fánà àkázì kùtháthà írásì ngòkù (No, the young man will not take barley...).</li> <li>3. Háyì, ámántòmbàzàná àkázì kùkhùphà írásì nàmhlánjé (No, the young girls...).</li> <li>4. Háyì, ínkwenkwé àyízì kùgàlélà írásì ngòkù njé (No, the boy will not pour...).</li> </ol> |
|---|---|

1. It is distressing to have to follow the disjunctive writing in the future tense. For example, the word /Ndìzàkùfùná/ is really one word with the build up form of  $\boxed{\text{SC-zaku-R-a}}$ . The /-zaku-/ is only a word segment and to break it up as if it were two words is really against all principles of orthography - and the historic origin from separate words is no excuse.

- |   |  |
|---|--|
| 5. <i>Íntòmbàzàná énkùlù ízà kùhlàmbà ízàndlà kàmsínyánè?</i>           | Háyì, <i>íntòmbàzàná énkùlù àyízí kùhlàmbà ízàndlà kàmsínyánè.</i>                   |
| 6. <i>Ényè íntòmbàzàná ízà kùkhá àmànzi nàmhlá njé?</i>                 | Háyì, <i>ényè íntòmbàzàná àyízí kùkhá àmànzi nàmhlá njé.</i>                         |
| 7. <i>Iintòmbí zízà kùyìdèkà ítáfìlè ngòkù?</i>                         | Háyì, <i>íntòmbí àzízí kùyìdèkà ítáfìlè ngòkù (No, the girl will not ...).</i>       |
| 8. <i>OMándìsá bázà kùtyá ídínàlà ngó-6 (at 6 o'clock)?<sup>1</sup></i> | Háyì, <i>òMándìsá àbází kùtyá ídínàlà ngó-6 (No, Mandisa &amp; Co. will not...).</i> |
| 9. <i>Úsàphò lúzà kùphúmà ngó-8?</i>                                    | Háyì, <i>úsàphò àlúzí kùphúmà ngó-8. (No, the family will not go out at 8).</i>      |

## B. THE REMOTE FUTURE.<sup>2</sup>

Pos. 

SC	-ya
----	-----

 + 

ku	-R	-a
----	----	----

 e.g. /Sìyà kùzà/ (We will come).

Neg. 

a	-SC <sup>n</sup>	-y	-i
---	------------------	----	----

 + 

ku	-R	-a
----	----	----

 e.g. /àsíyí kùzà/ (We will not come).

1. Substitute /ngòmsó/ (tomorrow) for the time adverb in each of the following sentences, making the necessary change into the remote future, according to the model:

M   Sìzà kùcèlà nàmhlá njé.	S   Sìyà kùcèlà ngòmsó.
-----------------------------	-------------------------

- |  |  |
|--|--|
| 1. <i>ÚFàní úzà kùcèlà úkùtyá ngòkù.</i>                                 | <i>ÚFàní úyà kùcèlà úkùtyá ngòmsó.</i>   |
| 2. <i>ÚNómsá úzà kùsùlà ímbìzà ngòkù.</i>                                | <i>ÚNómsá úyà kùsùlà ímbìzà ngòmsó. (. . will clean the cooking pot tomorrow).</i>                           |
| 3. <i>ONómsá bázà kùfàkà ítápìlè nàmhlá njé. (today)</i>                 | <i>ONómsá báyà kùfàkà ítápìlè ngòmsó. (N. &amp; Co. will put in potatoes tomorrow).</i>                      |
| 4. <i>Íntòmbí ízà kùphèkà ímífùndò ngó-5 nàmhlá njé.</i>                 | <i>Íntòmbí íyà kùphèkà ímífùndò ngó-5 ngòmsó (. . will cook vegetables at 5..).</i>                          |
| 5. <i>Úsàphò lúzà kùfùmàná ìlèkèsè nàmhlá njé.</i>                       | <i>Úsàphò lúyà kùfùmàná ìlèkèsè ngòmsó. (The family will get sweets tomorrow).</i>                           |
| 6. <i>Úmàmá úzà kùthèngà àmákhá-phètshù ngó-11 nàmhlá njé.</i>           | <i>Úmàmá úyà kùthèngà àmákháphètshù ngó-11 ngòmsó (Mother will buy cabbages at eleven o'clock tomorrow).</i> |
| 7. <i>Iintòmbí zízà kùzìsùlà ìfólókhwè ngó-4 nàmhlá njé.<sup>4</sup></i> | <i>Iintòmbí zíyà kùzìsùlà ìfólókhwè ngó-4 ngòmsó (. . will wipe the forks..).</i>                            |

2. Answer in the negative, according to the model:

M   Nìyà kùbùsèlà útywàlá?	S   Háyì, àsíyí kùbùsèlà útywàlá.
----------------------------	-----------------------------------

- |  |  |
|--|--|
| 1. <i>Úyà kùfùmàná úsfbà?</i>          | <i>Háyì, àndíyí kùfùmàná úsfbà.</i>      |
| 2. <i>Úmfùndì úyà kùhlàlà phàntsí?</i> | <i>Háyì, àkáyí kùhlàlà phàntsí.</i>      |
| 3. <i>Únìnà úyà kùbhàlà ìncwàdí?</i>   | <i>Háyì, àkáyí kùbhàlà ìncwàdí.</i>      |
| 4. <i>Úbhùtí wám úyà kùphúmà?</i>      | <i>Háyì, úbhùtí wákhò àkáyí kùphúmà.</i> |

1. Times on the clock go into cl. 1a /u-2, u-3/ etc. The /a/ of the adverb prefix /nga-/ then fuses with the NP /u/ to give /o/, thus /ngó-6/ etc.
2. The remoteness is relative e.g. 'tomorrow' is remote v. 'today', next week in contrast with this, next year v. this year, next century v. this etc. The indefinite future is generally rendered by the remote future form.
3. /-cela/ (ask for something), /-biza/(enquire for, call).
4. Note general tone features /-zà kù-, -yà kù-, but /à-SC<sup>n</sup>-zí-, à-SC<sup>n</sup>-yí/

- |                                  |  |
|----------------------------------|--|
| 5. Ìndòdà íyà kùqhùbà ìmòtó?     | Háyì, àyíyí kùqhùbà ìmòtó.   |
| 6. Ìnkwènkwé íyà kùvùmà ìngòmá?  | Háyì, àyíyí kùvùmà ìngòmà (. . sing. .).                                     |
| 7. Ùmfúndìsì úyà kùcùlà àmácùlò? | Háyì, àkáyí kùcùlà àmácùlò. <sup>1</sup>                                     |
| 8. Ùmfànà úyà kùbèthà ùmlòzì?    | Háyì, àkáyí kùbèthà ùmlòzì (No, he - the young man will not whistle a tune). |

### C. THE NEAR PAST / PERFECT.

Pos: Short 

SC	-	R	-e
----	---	---	----

 e.g. /Sìbònê ìmìthí / ( We saw trees).

Long 

SC	-	R	-ile
----	---	---	------

 e.g. /Sìbònîlè/ ( We have seen). <sup>2</sup>

Neg: 

a-	SC <sup>n</sup>	-	R	-	anga
----	-----------------	---	---	---	------

 e.g. /Ànízángà/ ( Ye did not come).

1. Add /ìzòlò/ (yesterday) to each sentence, changing it into the near past, according to the model:

M	ÚMándìsá úthéngà ìnyàmà.	S	ÚMándìsá úthèngê ìnyàmà ìzòlò.
---	--------------------------	---	--------------------------------

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Ùbhàtálà ìrándì ézìmbìní.</li> <li>2. Ìndòdà yàkhé ìsìkà ìsónkà.</li> <li>3. Iintòmbí zìbàsà ùmlìlò òmkhùlù.</li> <li>4. Ámántòmbàzànà áphèkà ngòkù.</li> <li>5. OZólìlè báfikà náfíhlá njé.</li> </ol> |  | <ol style="list-style-type: none"> <li>Ùbhàtálê ìrándì ézìmbìní ìzòlò.</li> <li>Ìndòdà yàkhé ìsìkê ìsónkà ìzòlò ( Her husband/man cut the bread yesterday).</li> <li>Iintòmbí zìbàsê ùmlìlò òmkhùlù ìzòlò.</li> <li>Ámántòmbàzànà áphèkê ìzòlò.</li> <li>OZólìlè báfikê ìzòlò (.. arrived yesterday).</li> </ol> |
|---|--|--|

2. Change into the near past tense, according to the model:

M	Ábáhlòbò báìm báyàndìncèdìsà.	S	Ábáhlòbò báìm bándìncèdìsìlè (help).
---	-------------------------------	---	--------------------------------------

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. Osìsì báyàyìfùnà ìtyùwá.</li> <li>2. Ùsìsì úyàyìcèlà ìtí ( tea).</li> <li>3. Ùbhùtí úyàyìbékà ìswékìlè phántsí.</li> <li>4. Ùsâphò lwám lúyàyìcèlà ìbhótòlò éntshá.</li> <li>5. Ùmnínívènkìlè úyàl ìnkà ìcùbá.</li> <li>6. Ndiyàm̀bìzà ùmthèngìsìnyàmà. <sup>3</sup></li> <li>7. Sìyàyìthándà ìdòlòphù yèthú.</li> </ol> |  | <ol style="list-style-type: none"> <li>Osìsì báyìfùnìlè ìtyùwá (... the salt).</li> <li>Ùsìsì úyìcèlìlè ìtí (Sister asked for the tea).</li> <li>Ùbhùtí úyìbékìlè ìswékìlè phántsí ( Brother put down the sugar).</li> <li>Ùsâphò lwám lúyìcèlìlè ìbhótòlò éntshá ( My family is asking for the fresh butter).</li> <li>Ùmnínívènkìlè ùlínìkìlè ìcùbá ( The shop-owner gave the tobacco).</li> <li>Ndiyàm̀bìzìlè ùmthèngìsìnyàmà (butcher).</li> <li>Sìyìthàndìlè ìdòlòphù yèthú ( We liked/ loved it our town).</li> </ol> |
|--|--|---|

### 3. Past Tense Negative. <sup>4</sup>

Answer in the negative; omitting the subject noun, according to the model:

M	Ìntòmbí yàkhò ìwúbàsìlè ùmlìlò?	S	Háyì, àyíwúbàsàngà ùmlìlò.
---	---------------------------------	---	----------------------------

1. /-vuma ìngòmá/ (sing a song) but /-cula ìcùlò/ (usually = ' sing a hymn').
2. Long form :: short form: follow the same rules as for the present tense long and short forms, Lesson 17. - i. e. use /-ile/ when no object or adv. follows the verb, use it also generally with the OC even with object after.
3. /ùmnínívènkìlè/ (shopowner), /ùmthèngìsìnyàmà/ (meatseller) are compounds.
4. This is the only past neg. pattern - it covers near and remote past.

- |                               |   |
|-------------------------------|---|
| 1. Iyibékilè ímbizá?          | Háyì, àyiyibekàngà (. . not place it - pot).    |
| 2. UMèrì úyíkhùphìlè íjám?    | Háyì, àkáyíkhùphàngà (. . did not take it out). |
| 3. Ünìnà úwábékilè ámacèphé?  | Háyì, àkàwàbèkàngà ámacèphé (. . spoons).       |
| 4. Índòdà íqhwìthìlè?         | Háyì, àyíqhwìthàngà (. . not strike a match).   |
| 5. Úwìlè ùmthí?               | Háyì, àwùwàngà ( No, it did not fall).          |
| 6. ÚZólìlè úlúcándìlè úkhùni? | Háyì, àkàlùcàndàngà (. . did not split the. .). |
| 7. OMándìsá bàvùmìlè ná?      | Háyì, àbàvùmàngà ( No, . . did not agree).      |
| 8. Ámákhwènkwe áfikìlè ná?    | Háyì, àkáfìkàngà (. . they did not arrive).     |
| 9. ÚFàní úvúkìlè?             | Háyì, àkàvùkàngà (. . did not wake/get up).     |
| 10. Ünìnà úmbízìlè úSándìlè?  | Háyì, àkàmbìzàngà úSándìlè.                     |

#### D. TRANSLATION EXERCISE.

Translate (Xhosa to English, English to Xhosa):

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. Ábáfázì báyàwàhlákùlè ámázìmbà.    | The women are hoeing the kaffircorn.  |
| 2. Bázà kùngénà áphà kàmsínyànè.      | They will come in here soon.          |
| 3. Íntòmbí yákhò àyízí kùbàbìzà.      | Your daughter will not call them.     |
| 4. Iintòmbí zìzà kùthézà námhlá njé.  | The girls will gather firewood today. |
| 5. Ngómsó àzìyí kùkhá ámânzi.         | Tomorrow they will not draw water.    |
| 6. The man will call us now.          | Índòdà ízà kùsìbìzà ngòkù.            |
| 7. He will not see (it) my money now. | Àyízí kùyìbònà ímàlí yàm ngòkù.       |
| 8. Will you (sg.) help me tomorrow?   | Úyà kùndìncédìsà ngómsó ná?           |
| 9. I will not pay you R3.             | Ándíyí kùkùbhátàlè írándì ézìntáthù.  |
| 10. Àkùcèlàngà ntó.                   | You asked for nothing at all.         |

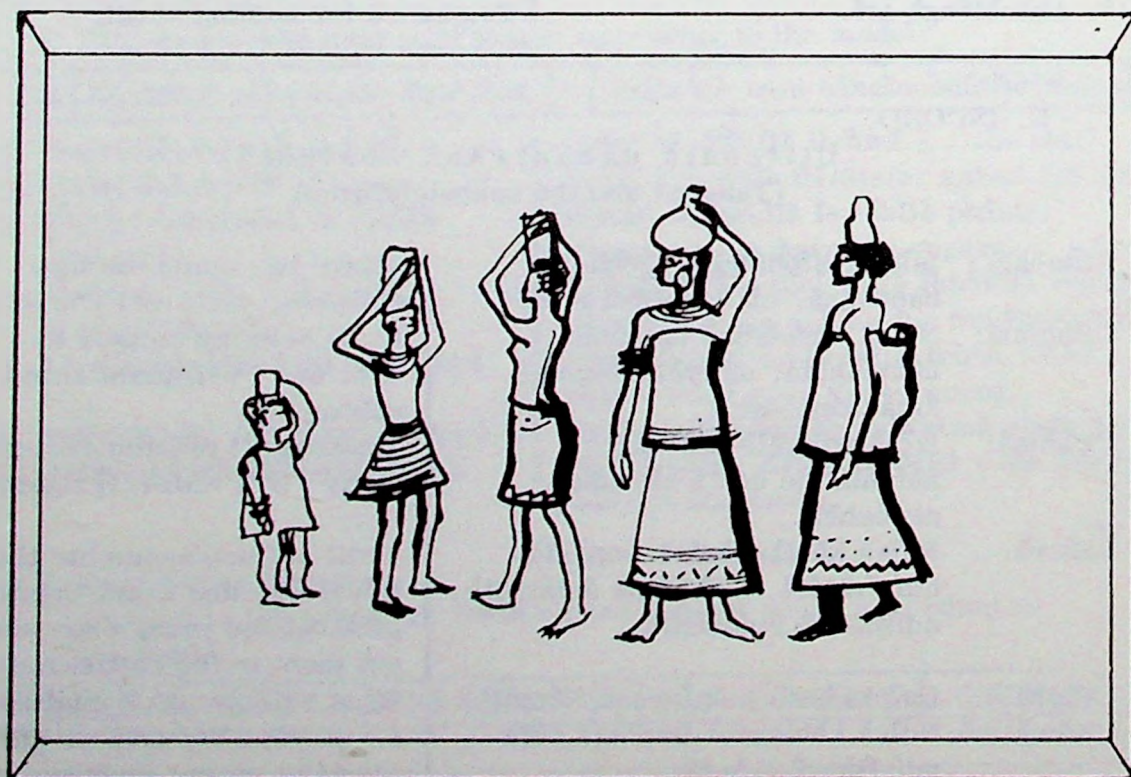
#### E. INCOKO.

Utítshàlè nábántwànà bésìkólò  
(Teacher and the schoolchildren)

- |             |  |   |
|-------------|--|---|
| Útítshàlè : | Ísìkólò síphúmìlè ngòkù<br>bàntwànà, nìzà' kwènzà ntóní?                             | School has come out now<br>children, what will you do?  |
| ÚPhúmlá:    | Ndìzà kùncèdìsà úmàmá<br>úkúhlákùlè, ndítýalé ámányé<br>ámákhaphètshù.               | I will help my mother to<br>hoe, and I will plant some<br>cabbages.   |
| ÚLùmká:     | Ízòlò ndítýalé ímínqàthé,<br>námhlá njé ndìzà kùyìnké-<br>nkcéshèlè .                | Yesterday I planted carrots,<br>today I will water/irrigate .   |
| ÚSízwè:     | Ndìzà kùhlàngànìsà ímpàhlà,<br>ndíyívalèlè, ndíkhéthè ámáthòlè<br>ndíwàkè ébúhlántì. | I will collect/assemble the<br>livestock, and kraal them and<br>pick out the young ones and<br>put them in the cattlekraal. |
| Útítshàlè:  | Úzà kwènzà ntóní wèná Nómálizò?  | What will you do Nomalizo?  |
| ÚNómálizò:  | Ndìzà kùhlàmbà ímpàhlà yàm<br>ndíyìlùngfìsè índlù.                                   | I will wash my clothes and<br>stow/fix up/put right the house.  |
| ÚFéziwé:    | Úzà kùyà émlánjèni Nómálizò?   | Will you go to the river N. ?   |
| ÚNómálizò:  | Háyì, àndíyí kùyà, ákhòná<br>ámânzi étánkìni.  | No, I will not go, it is there<br>water in the tank.  |

ÚNdòphó:	Ndìzà kùhàmbà nóTòkí ndíyè édìélwèni ndíyè kùzìngélà.	I will go with Toki and go into the pasturelands and go to hunt.
ÚSíz wè:	Úyàkwázi úTòkí úkúbàmbà ímìvùndlà?	Can Toki catch rabbits - does Toki know it to catch hares?
ÚNdòphó:	Èwé, ízòìdò úbàmbè ùmvùndlà ómkhùlù.	Yes, yesterday he caught a big hare/rabbit.
ÚSíz wè:	Úphèkwè ngúbání? Ngúmákhùlù?	He was cooked by whom? By grandmother? <sup>1</sup>
ÚNdòphó:	Àkàwúphèkàngà úmákhùlù. Mná ndìwuphékile.	She did not cook him, my granny. I I cooked him.
ÚSíz wè:	Uhàwó úwútyílè?	Did father/dad eat it?
ÚNdòphó:	Ewé, úyítyílè ínyàmà.	Yes, he ate the meat.
Útítshàlà:	Gòdùkànì ngòkù bàntwàrà, líyàtshónà ílàngà, nìzà kwènzà ímìsèbènzì émìnínzì.	Go home now children, the sun is going down/setting, you will do many things (jobs).

1. /-w-/ is the passive verbal suffix and is followed by the copulative (agent).



## LESSON 27

## POSSESSIVES

A. FRAME: 

noun
------

 + 

SC	-	a	-	noun
----	---	---	---	------

 e.g. /úkùtyá kwénkòmó/ (the beast's food) /.. .ku-à-ínkòmó/.

Refresh yourself on PCs (possessive concords) Lesson 11. Also study Vowel Changes given on the final page.

1. Vowel Change: 

a	ɾ	a
---	---	---

 > a<sup>1</sup>. Join each pair of words with the PC, according to the models:

M	ábántwànà, áamáddòdà	S	ábántwànà bámáddòdà (the men's children)
---	----------------------	---	--

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. ábáhlòbò, ámákhwènkwé</li> <li>2. ílíz wè, áamáXhòsà</li> <li>3. ígqìrà, ábáfàzì</li> <li>4. úkùtyá, ámàsèlè</li> <li>5. úbìsì, ábántwànà</li> <li>6. úbùhlé, ámàsó</li> <li>7. úbòyá, ámàhàshè</li> <li>8. ísìcàkà, ámàkhòsìkàzì</li> </ol> |  | <ol style="list-style-type: none"> <li>ábáhlòbò bámákhwènkwé (friends of the boys)</li> <li>ílíz wè lámáXhòsà (the land of the Xhosas)</li> <li>ígqìrà lábáfàzì (witchdoctor of the women)</li> <li>úkùtyá kwámàsèlè (food of the frogs)</li> <li>úbìsì lwábántwànà (milk of the children)</li> <li>úbùhlé bàmàsó (the beauty of beads)</li> <li>úbòyá bàmàhàshè (hair of horses)</li> <li>ísìcàkà sàmàkhòsìkàzì (servant of the...)</li> </ol> |
|--|--|---|

M	ámàréwù, áamáXhòsà	S	ámàréwù áamáXhòsà (the mealie-meal drink of the Xhosa people)
---	--------------------	---	---

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>9. ámàsìkò, áamáXhòsà</li> <li>10. ámèhlò, ámántòmbàzânà</li> <li>11. ámàzwí, ámàNgèsi</li> <li>12. ámàsó, ámàkhòsìkàzì</li> </ol> |  | <ol style="list-style-type: none"> <li>ámàsìkò áamáXhòsà (customs of the Xhosas)</li> <li>ámèhlò ámántòmbàzânà (eyes of the girls)</li> <li>ámàzwí ámàNgèsi (words of English people)</li> <li>ámàsó ámàkhòsìkàzì (beads of the ladies)</li> </ol> |
|---|--|--|

2. Vowel Change: 

a	-	i
---	---	---

 > e<sup>2</sup>. Again join each pair, using the PC:

M	ínjá, índdòdà	S	ínjá yénddòdà (the man's dog)
---	---------------	---	-------------------------------

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. ímòtó, ínkòsì</li> <li>2. ámàvìlì, ímòtó</li> <li>3. ámàbàlà, ívìlì</li> <li>4. ámàsèbè, ímìthí</li> <li>5. ámáqàndá, ínkùkù</li> <li>6. úkùtyá, ínkòmó</li> <li>7. úbìsì, íkátì</li> <li>8. úbùsì, ínyòsì</li> <li>9. útywàlá, índdòdà</li> <li>10. ámàréwù, ínkwènkwé</li> </ol> |  | <ol style="list-style-type: none"> <li>ímòtó yéncòsì (the chief's car)</li> <li>ámàvìlì émòtó (the wheels of the car)</li> <li>ámàbàlà évìlì (the colours of the wheel)</li> <li>ámàsèbè émìthí (the branches of the tree)</li> <li>ámáqàndá énkùkù (the eggs of the fowl)</li> <li>úkùtyá kwénkòmó (the beast's food)</li> <li>úbìsì lwékátì (the cat's milk)</li> <li>úbùsì bényòsì (the honeybee's honey)</li> <li>útywàlá bénddòdà (the man's beer)</li> <li>ámàréwù énkwènkwé (the boy's maize-drink)</li> </ol> |
|--|--|---|

1. Example: /ábántwànà bámáddòdà/ < /ábántwànà bá-ámáddòdà/ < /ábántwànà ba-á-ámáddòdà/ (the children they-of-the-men).

2. Example: /ínjá yénddòdà/ < /ínjá ya-índdòdà/ < /ínja i-a-indoda/.

3. Vowel Change  $\boxed{a-u > o}$ <sup>1</sup>. Join each pair of words with the PC:

**M**  $\boxed{úbí\text{sì}, úsánà}$  | **S**  $\boxed{úbí\text{sì} lósánà}$  (the baby's milk)

- |                                   |   |
|-----------------------------------|---|
| 1. úsánà, úmfāzì                  | úsánà lómfāzì (the woman's baby)              |
| 2. úbūsì, úmzì                    | úbūsì bómzì (the homestead's honey)           |
| 3. útywālā, úmXhòsà               | útywālā bómXhòsà (the Xhosa man's beer)       |
| 4. úkùtyā, úmntwànà               | úkùtyā kómntwànà (the child's food)           |
| 5. í-émèlè, úbísì                 | í-émèlè yóbísì (a bucket of milk)             |
| 6. íbhékìlè, útywālā              | íbhékìlè yótywālā (a billycan of beer)        |
| 7. ígùmbí, úkùlālā <sup>2</sup>   | ígùmbí lókùlālā (bedroom - room of to sleep)  |
| 8. ígùmbí, úkùhlālā               | ígùmbí lókùhlālā (sitting room - room of ta.) |
| 9. ígùmbí, úkùtyélā               | ígùmbí lókùtyélā (a dining room)              |
| 10. ámándlā, úthāndò <sup>3</sup> | ámándlā óthāndò (the power of love)           |
| 11. ámèndú, úm̀v̀úndlā            | ámèndú óm̀f̀úndlā (the speed of a hare)       |
| 12. ím̀l̀ènzè, úm̀v̀úndlā         | ím̀l̀ènzè yóm̀v̀úndlā (the hare's legs)       |

4. Test. Join each pair with the PC (possessive concord/prefix):

- |                       |   |
|-----------------------|---|
| 1. úmntwànà, úmfāzì   | úmntwànà wómfāzì (the woman's child)          |
| 2. úmfāzì, índdòdā    | úmfāzì wénddòdā (the man's wife)              |
| 3. índdòdā, índlù     | índdòdā yéndlù (the man of the house)         |
| 4. índlù, ísìkòlò     | índlù yésìkòlò (the school building)          |
| 5. ísìkòlò, ábántwànà | ísìkòlò sábántwànà (the children's school)    |
| 6. ábántwànà, ísìkòlò | ábántwànà bésìkòlò (the schoolchildren)       |
| 7. ízìkòlò, ámátyè    | ízìkòlò zámátyè (stone schools - built of ..) |
| 8. í-émèlè, ámátyè    | í-émèlè yámátyè (a bucket of stones)          |
| 9. íbhékìlè, útywālā  | íbhékìlè yótywālā (a billycan of beer)        |
| 10. ígùmbí, úkùhlālā  | ígùmbí lókùhlālā (a sitting room)             |
| 11. ámèndú, ím̀òtò    | ámèndú ém̀òtò (the speed of the car)          |
| 12. úthāndò, ámèndú   | úthāndò lwámèndú (the love of speed)          |

B.  $\boxed{\text{Strong Noun}}$  +  $\boxed{\text{SC-ka-cl. 1a noun root}}$  e.g. /ííz wè lì-ká-Mèrí/.

$\boxed{\text{Weak Noun}}$  +  $\boxed{\text{ka-cl. 1a noun root}}$  e.g. /úmzì ká-Mèrí/.

1. Study these examples: /índlù kábàwò/ (my father's house), /íz índlù zìkábàwò/ (my dad's houses), /úmntwànà káThíxó/ (child of God), /ábántwànà bà-ká-Thíxó/ (children they-of-God) (God's children).

Now join each of the following pairs, using the PCs /ká/ or /ŠC-ká-/:

- |                       |   |
|-----------------------|---|
| 1. ínkòsì, úJónì      | ínkòsì káJónì (John's chief/lord)         |
| 2. ílíz wè, úNóndyèbò | ílíz wè lìkánóndyèbò (Nondyebò's country) |
| 3. úmzì, únìnà        | úmzì kánìnà (her mother's homestead)      |
| 4. ámàsìkò, úyìsè     | ámàsìkò káyìsè (her father's customs)     |

1. /úbí\text{sì} ly-a-úsánà/ > /úbí\text{sì} lya-úsánà/ > /úbí\text{sì} lw-o-sánà/ > /úbí\text{sì} lósánà/.

2. Unlike English, Xhosa uses the possessive with a) an infinitive base e.g. /ígùmbí lókùlālā/, b) a locative adv. base e.g. /ábántù bàšèBhàyi/ (the people of Port Elizabeth - lit: 'of-at-P. E'. The /s/ = the prelocative C.

3. /ámèndú/ < /ama-índu/, just like /ámèva/ < /ama-iva/ (thorns).



- |                                   |  |
|-----------------------------------|--|
| 5. úbùhlé, úNóndyèbò              | úbùhlé bùkáNóndyèbò (Nondyebo's beauty)      |
| 6. ímvánà, úThíxó                 | ímvánà káThíxó (lamb of God)                 |
| 7. ñgùshà, úZóìlìè                | ñgùshà zìkázÓlìlè (Zolile's sheep)           |
| 8. ícùbà, úbàwómkhùlù             | ícùbà lìkábàwómkhùlù (grandfather's tobacco) |
| 9. ímìlènzè, únópópì <sup>1</sup> | ímìlènzè kánópópì (the doll's legs)          |
| 10. ònyànà, úDàlìwòngà            | ònyànà bàkáDàlìwòngà (Daliwonga's sons)      |

2. Possessive Pronouns.<sup>2</sup> Revise lesson 13 B.

Form: 

V <sup>2</sup> -	Possessive
------------------	------------

 e.g. /ígbùmbí líkàTóm/>/éìkàTóm/(Tom's one), /úkùtyá kùkábàwó/>/ókùkábàwó/(father's, - food).

Omit the noun before the possessive word in each of the following, prefixing the appropriate pronominalizer (V<sup>2</sup>) in each case:

- |  |   |
|--|---|
| 1. Sìyàlìthándà ñlíz wè lámáXhòsà.       | Sìyàlìthándà élamáXhòsà.                |
| 2. ÚFàní àkàkùfùní úkùtyá kwámàsèlè.     | UFàní àkàkùfùní ókwámàsèlè (frogs).     |
| 3. Nìzà kùyìthèngà ímòtó káz wèlínzìmà.  | Nìzà kùyìthèngà ékáz wèlínzìmà.         |
| 4. Àkúzì kùbùsèlà útywàlá bùkáJím.       | Akúzì kùbùsèlà óbùkáJím.                |
| 5. Yìtyàní úkùtyá kùkámzàmò.             | Yìtyàní ókùkámzàmò.                     |
| 6. Hlámبانì ñbhékìlè zòmìlìmì.           | Hlámبانì ézòmìlìmì.                     |
| 7. Yísúlèní ñkómítýì yòmífundìsì.        | Yísúlèní éyòmífundìsì (. . minister's). |
| 8. Bùlìsàní ábáhlòbò bómzì.              | Bùlìsàní ábómzì (Greet the ones of. .)  |
| 9. Wábùlìsèní ámádòdà àsékápà.           | Wábùlìsèní áwàsékápà.                   |
| 10. Wáthéngíse ámàvìlì ébhàyìsìkìlè.     | Wáthéngíse áwèbhàyìsìkìlè (wheels. .)   |
| 11. Mncèdìsèní úmhlòbò wégqìrà.          | Mncèdìsèní ówégqìrà.                    |
| 12. Igqìrà líyà kùbízà íntòmí kásándìlè. | Igqìrà líyà kùbízà ékásándìlè.          |

C. ABSOLUTE PRONOUNS.<sup>3</sup>

Personal Prounouns	1st	MNA			THINA
	2nd	YENA			NINA
Cl. 1	um-	YENA	2	aba-	BONA
3	ama-	WONA	4	um-	YONA
5	ili-	LONA	6	ama-	WONA
7	isi-	SONA	8	izi-	ZONA
9	in-	YONA	10	izin-	ZONA
11	ulu-	LONA		..	..
14	ubu-	BONA			
15	uku-	KONA			



1. /uno- / < /únìnà / (the mother of): with this as prefix, many words are derived into cl. 1a (personalization) e.g. here /únó-pópì / (Afrik. 'pop').
2. The possessive which is a qualifying word (like an adjective) becomes a pronoun (i.e. functions as a noun) when it takes the place of the noun or when it stands in front of its noun. It then changes form, taking V<sup>2</sup>- as prefix (/a, e, o/). Note also the use of the intervocallic /w/ when the possessive begins with a V, e.g. /ámazwi àm / > /áwám / (mine).
3. All these pronouns correspond to Eng.: 'I, we, you, he, she, it, they'. Notice that all the APs (absolute pronouns) have got a common suffix /-na/. This /-na/ is called the 'stabilizer', it provides a second syllable because Xhosa has an aversion to one-syllable words. However this /-na/ is dropped as soon as any prefix is attached e.g. /yèná úJónì / (he John) but /kuye / (from/to him), /naye / (he also).

1. AP : Strong =  $C-o-na$  e.g. /bóná ábántù/ (they, the people), /lóná úfitye/.  
 Weak =  $\text{Ø}-o-na$  e.g. /wóná úmthí/ (it tree), /wóná ámátýe/ (they the stones), /yóná ímízì/ (they villages), /yóná ínjá/.  
 Except class 1 AP = /yèná/ (he, she).

Fill in the AP (absolute pronoun) for emphasis before each noun:

1. ábàthêthì	bóná ábàthêthì	9. úthùlì	lóná úthùlì (dust)
2. ònyànà	bóná ònyànà (sons)	10. úmhlábà	wóná úmhlábà (soil)
3. ísikéré	sóná ísikéré (scissors)	11. ámèndú	wóná ámèndú (speed)
4. ízìpìlì	zóná ízìpìlì (mirrors)	12. ímélà	yóná ímélà (it knife)
5. úkùtyá	kóná úkùtyá	13. ínkwènkwé	yóná ínkwènkwé
6. úlùvò	lóná úlùvò (opinion)	14. úthándò	lóná úthándò (it love)
7. íntsìbà	zóná íntsìbà	15. úbàwó	yèná úbàwó
8. ísikò	lóná ísikò (it custom)	16. úm̀lòmò	wóná úm̀lòmò

2. Substitute the AP (absolute pronoun) for each noun:

1. úm̀hlòbò	yèná	6. ím̀hlá	yóná (they - days)
2. úm̀thêthò	wóná (it the law)	7. ínkòmó	yóná
3. úm̀zálì	yèná (he, parent)	8. ísílò	sóná (it animal)
4. únyànà	yèná	9. ícùbà	lóná
5. úvùyò	lóná (it, the joy)	10. ísìgàrétì	yóná

#### D. TRANSLATION TEST.

Translate into Xhosa:

- |   |  |
|---|--|
| 1. My friend.   | Um̀hlòbò wám.                                |
| 2. My son's friend.   | Um̀hlòbò kányànà wám.                        |
| 3. Please help the farmer's son.  | Ncèdá úncédìsé únyànà wóm̀lìmì.              |
| 4. Will you call Mary's children?   | Ùyà kùbízà ábántwànà bàkàMèrí ná?            |
| 5. I will not call her children.  | Àndíyí kùbízà ábántwànà bàkhè.               |
| 6. I do not like them hers.   | Àndìbàthándì ábàkhè.                         |
| 7. What is the man's name?  | Ngúbání ígàmà léndòdà?                       |
| 8. Is he your brother's friend?   | Ngúm̀hlòbò kábhùtí wákhò?                    |
| 9. What colour is Nomsa's hair?<br>(lit: It is how the colour of N's hair?) | Línjání íbàlà léenwélè zìkàNómsá?            |
| 10. How big (what size) is Sandile's dining room?                           | Língàkánání ná ígùmbí lókùtyélà líkàSándìlè? |

1. The Weak Classes (/um-, imi-, ama-, in-) are represented in the AP by  $\text{Ø}$  (i.e. by the weak consonant, which is /w/ for /um-, ama-/ cls. and is /y/ for /imi-, in-/ cls. The intervocallic /w/ has affinity to /a, u/, and /y/ to /i, e/.

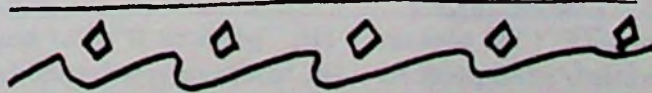


## E. INCOKO

UNókhhâyà nó Mádlàmínì  
(Nokhaya and Madlamini)

UN.	Mádlàmínì ndizê kúwè, úmntwànà wákhò úqhèkèzê ísìlèyítì sómntwànà wám. <sup>1</sup>	Madlamini I have come to you, your child has broken (cracked) my child's slate.
UM.	Kúthêní úkúzè ásíqhèkèzè? <sup>2</sup> Ngúbání ló ùthì úmntwànà wám úqhèkèzê ísìlèyítì? <sup>3</sup>	Why is it that she should break it? It is who that one who says my child broke the slate?
UN.	Háyì, àndílwí, ndífúnà úkúqòndà, músà úkúcáphùkà.	No, I'm not fighting, I want to understand, dont get upset/angry.
UM.	Uyàlwà	You are fighting.
UN.	Andílwí Dlàminì, ndiyàbúzà.	I'm not fighting Dlamini (clan-name), I am asking / enquiring.
UM.	Háyì ké ndicèlà úxòld. Ngúbání ló ùthì ngúmntwànà wám?	No then I ask for pardon/peace. It is who that one who says tis my child?
UN.	NgúThándiwé, úthì úmgílìlè.	It's Thandiwe, she says he pushed her.
UM.	Ngúbání ómélè úkùsìhláwùlà? <sup>4</sup>	Who must pay for it?
UN.	Ngúwè.	It is you.
UM.	Ndím? <sup>5</sup>	It is me/I?
UN.	Ewé, ngúwè kúbá ówákhò úmntwànà úqhèkèzê ísìlèyítì sówám ( sa-o-wa-m).	Yes, it is you because your one the child broke/smashed the slate of my one.
UM.	Ndithé uyàlwà.	I said that you are fighting.
UN.	Háyì, ìhlòbò wám, àndílwí.	No, my friend, I'm not fighting.
UM.	Ukúbá àkúlwí, ndíyèké ké.	If you're not fighting, leave me alone then.
UN.	Ndiyà kùthìní ké?	What will I do then?
UM.	Àndìkhàhàlì, íkúwè lóo ntó.	I dont care, it is to you that thing - that's your business/ affair.
UN.	Másíyìyèké lé ntó, xdlá.	Let us leave it this thing, pardon.
UM.	Ewé, énkòsì, ndìxòlìlè.	Yes, thanks, I am at peace .

1. /ku-we/ (to you). The locative (place) prefix for all pronouns is /ku-/. Naturally, the stabilizer suffix /-na/ is dropped from the AP, when any other affix comes along to act as a second leg for the AP one-syllable stem.
2. /úkúzè/ (in order that, should) always takes the subjunctive after it. N. B. The subjunctive SC for class 1 nouns is /a-/.
3. Unlike the English 'say', the verb /-thi/ never takes a conjunction (that) after it. Resist the tendency to add /ukuba/ (that).
4. /ngúbání ó-mélè. ./ (it is who who must. .): /o-/ is the relative concord derived from /úbání/. RC weak cls. = V<sup>2</sup>, strong RC = V<sup>2</sup>SC. Lesson 35.
5. The personal pronouns /mná/ (I), /thíná/ (we), /níná/ (ye) have no CP (copulative prefix), hence like the relatives and adverbs they simply take the SC (subject concord) in a copulative construction.



## LESSON 28

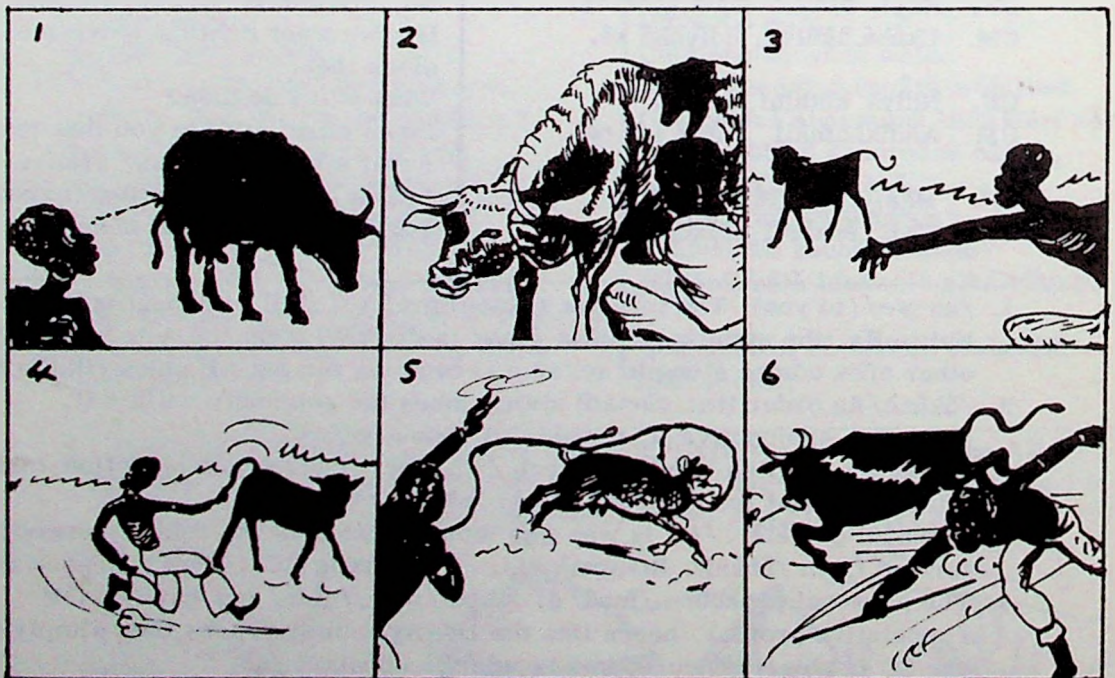
REVISION + POSSESSIVE  
(PC-pronoun st.)

## A. REVISION (PC-NOUN).

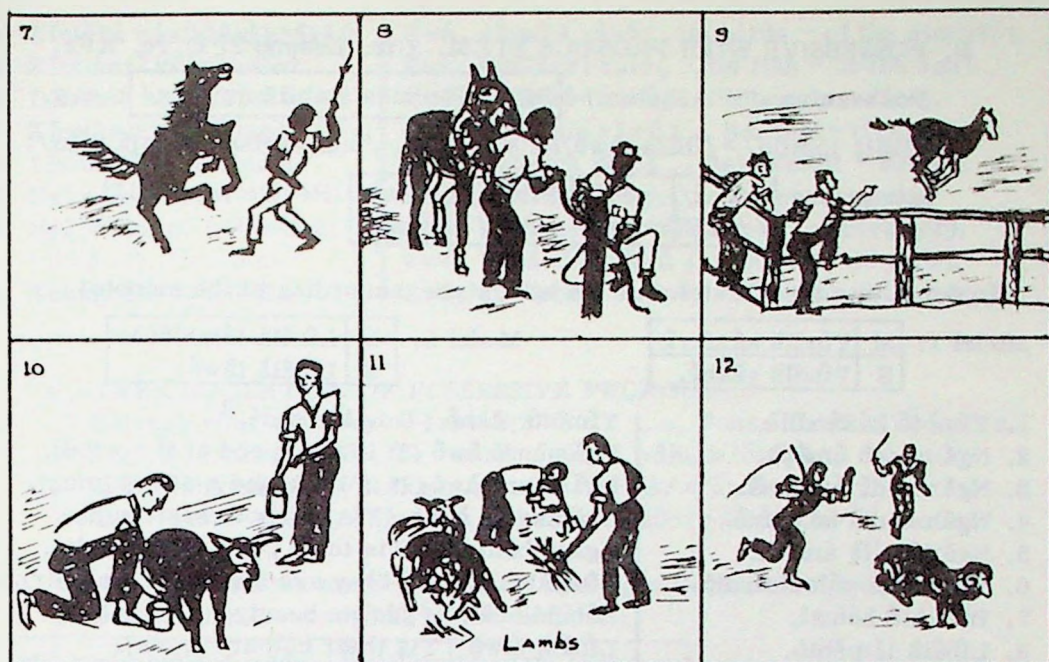
1. Follow on the pictures below. Answer the question on each picture, according to the model:

M	(Uṃfánékìsò wókùqàlà) Indòdà ìbónà ímâzì yéńkòmó?	S	Ewé, ìbónà ímâzì yéńkòmó (Yes, he sees a cow - female of beast)
---	---	---	---

- |                                       |  |
|---------------------------------------|--|
| 2. Indòdà íséngà ímâzì yéńkòmó?       | Ewé, íséngà ímâzì yéńkòmó. <sup>2</sup>                |
| 3. Indòdà ísúkèlà íńkònyànà (calf)?   | Ewé, ísúkèlà íńkònyànà.                                |
| 4. Indòdà ìbámbà íńkònyànà?           | Ewé, ìbámbà íńkònyànà (catch).                         |
| 5. Indòdà ìbámbà íthòlè léńkòmó?      | Ewé, ìbámbà íthòlè léńkòmó (the young head of cattle). |
| 6. Indòdà ìgxóthà íńkúnzì yéńkòmó?    | Ewé, ìgxóthà íńkúnzì yéńkòmó.                          |
| 7. ÚSándìlè ùbéthà íńkúnzì yéháshè?   | Ewé, ùbéthà íńkúnzì yéháshè.                           |
| 8. ÚSándìlè ùbóphà ímâzì yéháshè?     | Ewé, ùbóphà ímâzì yéháshè (mare).                      |
| 9. ÚSándìlè ùthándà íthòlè léháshè?   | Ewé, ùthándà íthòlè léháshè (foal).                    |
| 10. ÚSándìlè úséngà ímâzì yébhókhwè?  | Ewé, úséngà ímâzì yébhókhwè.                           |
| 11. ÚSándìlè útyísà ámatàkánè égùshà? | Ewé, útyísà ámatàkánè égùshà.                          |
| 12. ÚSándìlè ùgxóthà íńkúnzì yégùshà? | Ewé, ùgxóthà íńkúnzì yégùshà (ram).                    |



1. /úṃfánékìsò wókùqàlà/ (1st picture - lit. 'picture it of to begin'),  
/úṃfánékìsò wésìbìní/ (2nd picture - lit. 'picture it-of-two'/wa-isi-bini/).  
The numeral adjectives 2-6 are drafted into class 7 as poss. stems.
2. Note the alternating tone effect of /ewé/, lowering the next tone.



2. Looking at the same pictures above, answer each question according to the model:

M	1. Indòdà íyàyìbèthà ímâzì yéńkòmó? (Is the man beating the cow?)	S	Háyì, àyìyìbèthì ímâzì yéńkòmó. Íyàyìbónà.
---	--	---	--

- |  |  |
|--|--|
| <p>2. Indòdà íyàyìtyísà ímâzì yéńkòmó?<br/>(Is the man feeding the cow?)</p> <p>3. Indòdà íyàyìsèngà íńkònyànà?<br/>(Is the man milking the calf?)</p> <p>4. Indòdà íyàyìgòthà íńkònyànà?<br/>(Is the man chasing the calf away)</p> <p>5. Indòdà íyàlìsèngà íthòlè lénkòmó?<br/>(Is the man milking the young...?)</p> <p>6. Indòdà íyàyìtyísà íńkúnzì yéńkòmó?</p> <p>7. Úsándìlè úyàyìkhwélà íńkúnzì yéháshè? (mount the stallion)</p> <p>8. Úsándìlè úyàyìgòthà ímâzì yéháshè?</p> <p>9. Úsándìlè úyàlìbèthà íthòlè léháshè?</p> <p>10. Úsándìlè úyàyìxhélà ímâzì yébhókhwè? (. . slaughtering...)</p> <p>11. Úsándìlè úyàwàchèbà ámatàkánè égùshà? (Is S. shearing the lambs)</p> <p>12. Úsándìlè úyàyìbòphà íńkúnzì yégùshà?</p> | <p>Háyì, àyìyìtyísì ímâzì yéńkòmó.<br/>Íyàyìsèngà (He is milking her).</p> <p>Háyì, àyìyìsèngì íńkònyànà.<br/>Íyàyìsúkèlà (He is chasing it).</p> <p>Háyì, àyìyìgòthì íńkònyànà.<br/>Íyàyìbámà. (He is catching it).</p> <p>Háyì, àyìlìsèngì íthòlè lénkòmó.<br/>Íyàlìbámà (He is catching it).</p> <p>Háyì àyìyìtyísì íńkúnzì yéńkòmó. (bull)<br/>Íyàyìgòthà (He is chasing him away).</p> <p>Háyì, àkàyìkhwélì íńkúnzì yéháshè.<br/>Úyàyìbèthà (He is hitting him).</p> <p>Háyì, àkàyìgòthì ímâzì yéháshè (mare).<br/>Úyàyìbòphà (He is tying it up).</p> <p>Háyì, àkàlìbèthì íthòlè léháshè (foal).<br/>Úyàlìtháńdà.</p> <p>Háyì, àkàyìxhélì ímâzì yébhókhwè.<br/>Úyàyìsèngà (He's milking it - nannygoat).</p> <p>Háyì, àkàwàchèbì ámatàkánè égùshà.<br/>Úyàwàtyísà (He is feeding them).</p> <p>Háyì, àkàyìbòphì íńkúnzì yégùshà (ram).<br/>Úyàyìgòthà (He's chasing him away).</p> |
|--|--|

B. POSSESSIVE WITH PRONOUN STEM. Cfr. Lesson 27 C re. APs.

Possessive with AP stem = 

PC-	AP minus stabilizer /-na/
-----	---------------------------

, e.g.

/íbàlà lómthí/>/íbàlà làwó/(it's colour), /ínjá yá-mná/>/ínjá yám/.

Exceptions: 

/wèná/	/yèná/	/thíná/	/níná/
/-kho/	/-khe/	/-ithu/	/-inu/

 (Revise lesson 11).

1. Substitute the AP stem for the noun stem, according to the models:

Model 1:	M	Yíndlù káMèrí.
	S	Yíndlù yàkhé.

Model 2:	M	Líbàlà lómhlàbà.
	S	Líbàlà làwó.

- |   |   |  |  |  |  |   |  |  |  |                                 |                                     |
|---|---|--|--|--|--|---|--|--|--|---------------------------------|-------------------------------------|
| <ol style="list-style-type: none"> <li>1. Yímòtó káSándìlè.</li> <li>2. Ngámèndú ómòyà.</li> <li>3. Ngámèndú ómbànè.</li> <li>4. Ngámámdlà káThíxó.</li> <li>5. Ngámàbàlà ámafù.</li> <li>6. Yímpàhlà yòmíníndlù.</li> <li>7. Búbùhlé bómfzì.</li> <li>8. Líbàlà lámèhlò.</li> <li>9. Zínwélè zìkámámdìsá.</li> <li>10. Ngònyànà bómfzì.</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Yímòtó yàkhé (It is his car).<sup>1</sup></td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngámèndú àwó (It is the speed of it - wind).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngámèndú àwó (It is its speed - of lightning).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngámámdlà àkhé (Tis His power/strength).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngámàbàlà àwó (Tis their colours - clouds).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Yímpàhlà yàkhé (They are his goods - owner..).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Búbùhlé bǎwó (Tis its beauty - village).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Líbàlà làwó (Tis their colour - eyes).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Zínwélè zàkhé (It is her hair).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngònyànà bàkhé (They are her sons).</td> </tr> </table> | Yímòtó yàkhé (It is his car). <sup>1</sup> | Ngámèndú àwó (It is the speed of it - wind). | Ngámèndú àwó (It is its speed - of lightning). | Ngámámdlà àkhé (Tis His power/strength). | Ngámàbàlà àwó (Tis their colours - clouds). | Yímpàhlà yàkhé (They are his goods - owner..). | Búbùhlé bǎwó (Tis its beauty - village). | Líbàlà làwó (Tis their colour - eyes). | Zínwélè zàkhé (It is her hair). | Ngònyànà bàkhé (They are her sons). |
| Yímòtó yàkhé (It is his car). <sup>1</sup>  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Ngámèndú àwó (It is the speed of it - wind).  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Ngámèndú àwó (It is its speed - of lightning).  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Ngámámdlà àkhé (Tis His power/strength).  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Ngámàbàlà àwó (Tis their colours - clouds).   |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Yímpàhlà yàkhé (They are his goods - owner..).  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Búbùhlé bǎwó (Tis its beauty - village).  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Líbàlà làwó (Tis their colour - eyes).  |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Zínwélè zàkhé (It is her hair).   |   |  |  |  |  |   |  |  |  |                                 |                                     |
| Ngònyànà bàkhé (They are her sons).   |   |  |  |  |  |   |  |  |  |                                 |                                     |

Model 3:	M	Ngámânzì émìlàmbò.	S	Ngámânzì àyó.
----------	---	--------------------	---	---------------

- |  |  |  |   |  |  |
|--|--|--|---|--|--|
| <ol style="list-style-type: none"> <li>11. Ngámággqàbì émìthí.</li> <li>12. Ngámàtyhòlò éntàbà (They are mountain thickets).</li> <li>13. Kúkùtyá kwémìhlàmbí.</li> <li>14. Búbòyá bégùshà.</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngámággqàbì àyó (They are their leaves).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ngámàtyhòlò àyó (They are its thickets/ bushes - of it the mountain).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúkùtyá kwàyó (It is their food - the flocks).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Búbòyá bàyó (It is its wool - of the sheep).</td> </tr> </table> | Ngámággqàbì àyó (They are their leaves). | Ngámàtyhòlò àyó (They are its thickets/ bushes - of it the mountain). | Kúkùtyá kwàyó (It is their food - the flocks). | Búbòyá bàyó (It is its wool - of the sheep). |
| Ngámággqàbì àyó (They are their leaves).   |  |  |   |  |  |
| Ngámàtyhòlò àyó (They are its thickets/ bushes - of it the mountain).  |  |  |   |  |  |
| Kúkùtyá kwàyó (It is their food - the flocks).   |  |  |   |  |  |
| Búbòyá bàyó (It is its wool - of the sheep).   |  |  |   |  |  |

The AP stem for the other noun classes is 

C-o-
------

M	Zígùshà zábàlìmì.	S	Zígùshà zàbó.
---	-------------------	---	---------------

- |   |  |  |   |   |   |  |  |
|---|--|--|---|---|---|--|--|
| <ol style="list-style-type: none"> <li>15. Zíbhókhwè zòSándìlè.</li> <li>16. Búbùhlé béhlábàthì.</li> <li>17. Líhlàthì léséla.</li> <li>18. Yíncàsà yókùtyá.</li> <li>19. Lívùmbà lèenyòsì.</li> <li>20. Lívùmbà lófùdò.</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Zíbhókhwè zàbó (They are their goats - S. &amp; Co).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Búbùhlé bàló (It is its beauty - the forest).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Líhlàthì làló (It is his forest - the thief).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Yíncàsà yàkó (It is its taste/flavour).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Lívùmbà làzò (It is the scent of them - bees).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Lívùmbà làló (It is the smell of it - tortoise).</td> </tr> </table> | Zíbhókhwè zàbó (They are their goats - S. & Co). | Búbùhlé bàló (It is its beauty - the forest). | Líhlàthì làló (It is his forest - the thief). | Yíncàsà yàkó (It is its taste/flavour). | Lívùmbà làzò (It is the scent of them - bees). | Lívùmbà làló (It is the smell of it - tortoise). |
| Zíbhókhwè zàbó (They are their goats - S. & Co).  |  |  |   |   |   |  |  |
| Búbùhlé bàló (It is its beauty - the forest).   |  |  |   |   |   |  |  |
| Líhlàthì làló (It is his forest - the thief).   |  |  |   |   |   |  |  |
| Yíncàsà yàkó (It is its taste/flavour).   |  |  |   |   |   |  |  |
| Lívùmbà làzò (It is the scent of them - bees).  |  |  |   |   |   |  |  |
| Lívùmbà làló (It is the smell of it - tortoise).  |  |  |   |   |   |  |  |

2. Test. Answer each question positively, substituting the AP stem for the noun stem, according to the model:

M	Zízìlò zéhlábàthì?	S	Ewé, zízìlò zàló.
---	--------------------	---	-------------------

- |   |   |   |  |   |
|---|---|---|--|---|
| <ol style="list-style-type: none"> <li>1. Yí-émèlè yámânzì?</li> <li>2. Yíbhékìlè yóbfsì?</li> <li>3. Ngámàvìlì émòtó?</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, yí-émèlè yàwó (Yes, tis a bucket of it).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, yíbhékìlè yàló (Yes, tis a billycan of it).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, ngámàvìlì àyó (Yes, they're its wheels).</td> </tr> </table> | Ewé, yí-émèlè yàwó (Yes, tis a bucket of it). | Ewé, yíbhékìlè yàló (Yes, tis a billycan of it). | Ewé, ngámàvìlì àyó (Yes, they're its wheels). |
| Ewé, yí-émèlè yàwó (Yes, tis a bucket of it).   |   |   |  |   |
| Ewé, yíbhékìlè yàló (Yes, tis a billycan of it).  |   |   |  |   |
| Ewé, ngámàvìlì àyó (Yes, they're its wheels).   |   |   |  |   |

1. Notice that the poss. /a-/ (of) which identifies tonally with the initial V of the noun, assumes a low tone before the AP stem whose tone is then raised.

- |                                     |   |
|-------------------------------------|---|
| 4. Zíntàkà z'ésfbbàkàbhàkà?         | Ewé, zíntàkà zàsó (. . its birds - of the air/sky). |
| 5. Zíntlànzì zólwàndlè?             | Ewé, zíntlànzì zàló (. . its fish - of the sea).    |
| 6. Búbùhlé bükáThíxó?               | Ewé, búbùhlé bàkhé (. . His beauty - God).          |
| 7. Zíntlànzì zómlàmbò?              | Ewé, zíntlànzì zàwó (. . its fish - river fish).    |
| 8. Lívùmbà lémìvùndlà? <sup>1</sup> | Ewé, lívùmbà làyó (. . their smell - hares).        |
| 9. Ngámèhlò ékàtì?                  | Ewé, ngámèhlò àyó (. . his eyes - cat).             |
| 10. Ngábántwàrà bómhàmbì?           | Ewé, ngábántwàrà bàkhé (. . - traveller).           |
| 11. Lúthàndò lómthèthò?             | Ewé, lúthàndò lwàwó (. . love of it - law).         |
| 12. Kúkùphèlà kwévèkì?              | Ewé, kúkùphèlà kwàyó (. . the end of it - week).    |

### C. THE COPULATIVE OF POSSESSIVE PRONOUNS.

Refresh your memory on lesson 27 B 2. i. e. Poss. Pron. = V<sup>2</sup>- poss.  
 e. g. /ínjá yám/ > /é-yám/(mine), /úmzì wám/ > /ówám/,  
 /ábántwàrà bàkhò/ > /ábàkho/, /ámàsì èndòdà/ > /áwèndòdà/,  
 /ínjá yàyó/ > /éyàyó/ (his one), /úkùtyá kùkàJo/ > /ókùkàJó/.

1. Omit the first noun stem (Cop. st.), making a Cop. of the possessive pronoun instead, according to the model:

M	Ngúmntwàrà wám.	S	Ngówám (He is mine).
---	-----------------	---	----------------------

- |  |   |
|--|---|
| 1. Ngúmzáli wákhò.                     | Ngówákhò (He is yours - the parent).              |
| 2. Ngábáhlòbò bèthú.                   | Ngábèthú (They are ours - the friends).           |
| 3. Ngònyàrà bènú.                      | Ngábènú (They are yours - the sons).              |
| 4. Yíntòmbí yómlìmi.                   | Yéyómlìmi (She's the farmer's one - daughter).    |
| 5. Yíntòmbàzàrà káNóndyèbò.            | YékáNóndyèbò (She's Nondyebo's - little girl).    |
| 6. Lúsàrà lómfàzì.                     | Lólómfàzì (She is the woman's one - the baby).    |
| 7. Kúkùtyá kwàkhé.                     | Kókwàkhé (It is hers).                            |
| 8. Zímátshìsì zìkàZólìlè. <sup>2</sup> | ZézìkàZólìlè (They are Zolile's - the matches).   |
| 9. Lígùmbí làkhé.                      | Lélàkhé (It is his - the room).                   |
| 10. Ngámàz wí énkwènkwé.               | Ngáwènkwènkwé (They are the boy's - words).       |
| 11. Yívénkìlè káFàní.                  | YékáFàní (It is Fani's - the shop :Afr.'wenkel'). |
| 12. Lígùmbí lókùlálà.                  | Lélókùlálà (It is the sleeping one - the room).   |

2. Answer positively, omitting the Cop. noun stem, as in the model:

M	Ngúólìwé wèthú?(Is it our train?).	S	Ewé, ngówèthú (It is ours).
---	------------------------------------	---	-----------------------------

- |                        |   |
|------------------------|---|
| 1. Yíbhàsì yákhò?      | Ewé, yéyám (Yes, it is mine - the bus).             |
| 2. Ngámàvìlì ébhàsì?   | Ewé, ngáwèbhàsì (Yes, they are the bus's).          |
| 3. Líbàlà lévìlì?      | Ewé, lélévìlì (Yes, it is the wheel's - colour).    |
| 4. Yípétròl' yémòtó?   | Ewé, yéyémòtó (Yes, it is the car's - petrol).      |
| 5. Ngámàfùthà àyó?     | Ewé, ngáwayó (It is its - the oil).                 |
| 6. Lúfèlè lwésìhlàlò?  | Ewé, lólwésìhlàlò (Yes, it is the seat's -leather). |
| 7. Ngámàbàlà àsó?      | Ewé, ngáwàsó (Yes, they are its - colours).         |
| 8. Sísìhlàlò sómqhùbì? | Ewé, sésómqhùbì (Yes, it is the driver's - seat).   |
| 9. Sísìhlàlò sàkhé?    | Ewé, sésàkhé (Yes, it is his - the seat).           |

1. Have you noticed that a F tone in a word root has always been followed by a L tone.
2. In cl. 10 it is possible to have either a H or a F tone on the initial syllable in the copulative.

- |                            |  |   |
|----------------------------|--|---|
| 10. Ngúmkhòndò wébhátyì?   |  | Ewé, ngówébhátyì (Yes, 'tis the jacket's - sleeve). |
| 11. Yímìkhòndò yàyó?       |  | Ewé, yéyàyó (Yes, they are its - sleeves..).        |
| 12. Yíbhátyì káZwèlínzìrà? |  | Ewé, yékáZwèlínzìrà (Yes, it is Zwelinzima's).      |

#### D. THE COPULATIVE WITH ABSOLUTE PRONOUN STEMS.

Revise lesson 27 C, p.159.

Form: 

CP-	V-	AP root
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<sup>1</sup> e.g. /Ng-á-bò/ (they are them - women), /Y-í-yò/ (It is it - the dog), /Ngúyè úJím/.

1. Substitute the AP for the noun base in each of the following:

1. Ngúmákhùlù.	Ngúyè.	10. Yímìfùndò.	Yíyò.
2. Ngúmfùndì.	Ngúyè.	11. Yínyàmà.	Yíyò.
3. Ngúmzì.	Ngúwò.	12. Yíkòfù.	Yíyò.
4. Ngúmlìdò.	Ngúwò.	13. Lúbìsì.	Lúlò.
5. Ngámáfùthà.	Ngáwò.(fat)	14. Búbùsì.	Búbò.
6. Ngábáphèkì.	Ngábò.(cooks)	15. Zímélà.	Zízò.
7. Ngámázìmbà.	Ngáwò.	16. Yímínqàthé.	Yíyò.
8. NgúNómsá.	Ngúyè.	17. Zífólókhwè.	Zízò.
9. NgòNómsá.	Ngábò.	18. Sísítà.	Sísò.

2. Answer each question positively, using only the Copulative of the AP:

M	Líkhítshì éìhlé?	S	Ewé, lídò (Yes, 'tis it - the nice kitchen).
---	------------------	---	--

- |                              |  |   |
|------------------------------|--|---|
| 1. Lígùmbí éìdè kàkhùlù?     |  | Ewé, lídò (Yes, it is it - the very long room). |
| 2. Lúdongá ólùkhùlù gqíthá?  |  | Ewé, lúlò (Yes... -the excessively big wall).   |
| 3. Zíngcàngò ézìmbí kàkhùlù? |  | Ewé, zízò (...are them - the very ugly doors)   |
| 4. Ngámábàlà ódongá óludè?   |  | Ewé, ngáwò (...them - the colours of ... wall)  |
| 5. Yítáfilè yésìkòlò sèthù?  |  | Ewé, yíyò (... it -your school's table).        |
| 6. Zízítúlò zònyànà bènú?    |  | Ewé, zízò (...them - our sons' chairs).         |
| 7. Yíhòlò yábáxhèntsì?       |  | Ewé, yíyò (... it - the dancers' hall).         |
| 8. Lúyòlò lókúxhèntsà?       |  | Ewé, lúlò (... 'tis it - the joy of dancing).   |

#### E. WRITTEN EXERCISE.

Translate into Xhosa:

- |                                   |  |  |
|-----------------------------------|--|--|
| 1. Are you (sg.) milking my cow?  |  | Uséngà ímâzì yènkòmò yám?                |
| 2. No, she is mine.               |  | Háyì, yéyám.                             |
| 3. Will the boy catch Tim's calf? |  | Ínkwenkwé íyà kùyìbámbà ínkònyànà káTím? |
| 4. He will not catch Tim's one.   |  | Àyíyí kùyìbámbà ékáTím.                  |
| 5. Is it wool or grass?           |  | Búbòyá bégùshà ókànyè íngcá?             |

1. The AP is composed of the root/stem plus the stabilizer suffix /-na/. The stabilizer /-na/ is elided when any prefix is affixed e.g. /ngúwè/< /ng-u-we-na/ (It is you), /Líízwè làbò/ (It is the country it-of-them). N.B. The personal pronouns /mná/, /thíná/, /níná/ have no CP, hence like the relatives and adverbs, they form the Copulative with the SC e.g. /Ndí-m/ (It is me), /Sítshì/ (It's us), /Nínì/ (It's you - pl.).



## F. INCOKO.

UMándìsá nòSìdìmá  
(Mandisa and Sidima)

US. Mándìsá, ùyàyívà íntsîmbì  
yèsìkòlò?

UM. Èwé, ndiyàyívà. Zíphí íncwadí  
zèthú?

US. Nâzí ézám, ngxámá sîbálèké. <sup>1</sup>

UM. Àndìlùbóni úsîbà lwám. Khàwúthì  
ndìbòné òlò. Lólwám òlù sîbà.

US. Háyi, ùyàphòsìsà, àsîlòlwákhò,  
lólwám. Khàngélà ígámá lám  
kúlò. <sup>2</sup>

Umàmá: Kúthêní nìxábànà njé? Niyà  
kùyà níní èsìkòlwèni?

UM. Ngúsìdìmá màamá, àkávúmì  
nòsîbà lwám, úthì lólwàkhé. <sup>3</sup>

US. Háyi màamá, úyàphòsìsà úMándìsá,  
lúsîbà lwám òlò. <sup>4</sup>

Umàmá: Nìkà úMándìsá úsîbà lwàkhé  
Sìdìmá, nìhàmbé nìyè èsìkòlwèni.  
Tháthá, nántsi ímálí,  
úzúthèngé ólwákhò.

US. Ènkòsì màamá, ùndìncédìlè.  
Màsìhàmbé Mándìsá.

Mandisa, do you hear the  
school bell?

Yes, I hear it, where are our  
books?

Here are mine, hurry and we run.

I don't see my pen. Just let me  
see that one. This pen is mine.

No, you are mistaken, it is not  
yours, it is mine. Look at my  
my name on it.

Why are you (pl.) quarrelling like  
this? When will you go to school?

It is Sidima mammy, she does not  
agree with my pen, she says(that)  
it is hers.

No mammy, she is mistaken M.,  
it is my pen that one.

Give Mandisa her pen Sidima,  
and go to school. <sup>5</sup>

Take, here is the money,  
you must/should buy your own one.

Thanks mammy, you have helped  
me. Let us go Mandisa.

1. /nâzí/ (here they are): pattern na- CV . Lesson 41.

2. /kúlò/</kú-lo-na/ (on-it - 'the pen'). All pronouns are converted into  
place adverbs by means of the locative prefix /ku-/.

3. Note the idiom /àkávúmì nòsîbà lwám/ (she says the pen is not mine -  
lit: 'she does not agree with my pen'. /nòsîbà/</na-úsîbà/.

4. /òlò/ (that one): cl. 9 DP, position 2 - see lesson 40.

5. /nìhàmbé nìyè../ (and go..): subjunctive of sequence, Lesson 16. Never  
use /-hamba/ by itself to mean 'go to a place' - you must follow up with  
the verb /-ya/ e.g. /Hámà úyè ébùlántì/ (go to the cattlekraal).



## G. GRAMMAR SUM-UP OF THE POSSESSIVE

Noun	+	PC- P. stem	e.g. /ínjá yá-ín/ (my dog)
Weak Noun	+	ká-	Cl. 1a noun root e.g. /ímòtò ká-Jónì/ (John's car). e.g. /íímòtò zì-ká-Jónì/ (John's cars)
Strong Noun	+	SC-ká-	
Any Noun	+	SC-a-	Other nouns <sup>1</sup> , e.g. /ínjá yéndòdà/ (the man's dog) pronouns <sup>2</sup> , e.g. /ínjá yàyò/ (his dog), /ínjá yákhò/. adverbs <sup>3</sup> , e.g. /ínjá yáláphà/, /ízínjá zàséRìní/.
Poss. Pronoun = V <sup>2</sup> - Possessive e.g. /ínjá yám/ /éyám/ (mine). <sup>4</sup>			

1. The possessive prefix /-a-/ (of) fuses with a noun initial /u/ to give /o/, and with a noun initial /i/ to give /e/ e.g. /ínjá yéndòdà <ya-índòdà/, /ísìkòlò sómntwànà <sa-úmntwànà/. Drill for yourself the V change: /i:e/, /u:o/. Drill for yourself also the SC change /i:y/, /u:w/.
2. N. B. The possessive stem form of /wèná/ is /-khò/, of /yèná/ is /-khé/, of /thíná/ is /-ithu/ and of /níná/ is /-inu/ e.g. /ábántwànà bènù/.
3. /áphà/ and /áphò/ take an intervocallic /l/ and the locative takes /s/ e.g. /úkùtyá kwa-l-áphò/, /íinkòmó zàsék haya/ (home cattle).
4. Cl. 8 requires an intervocallic /w/ e.g. /ámànzi ómzi/ > /áwómzi/.



## LESSON 29

## VOWEL-COMMENCING VERBS

## A. ELISION.

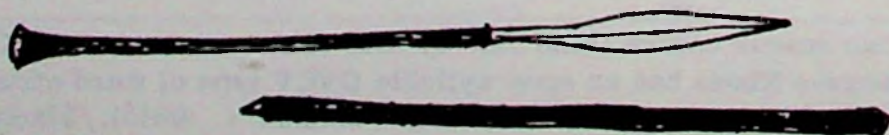
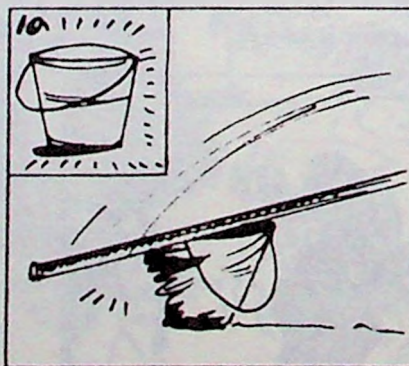
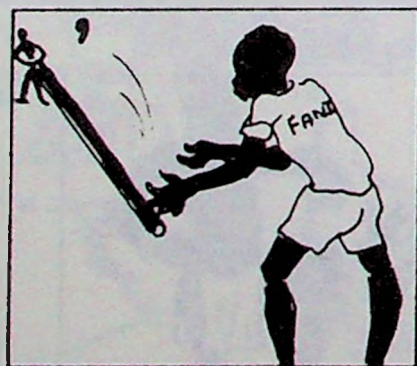
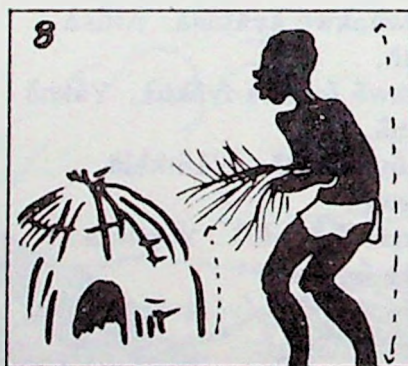
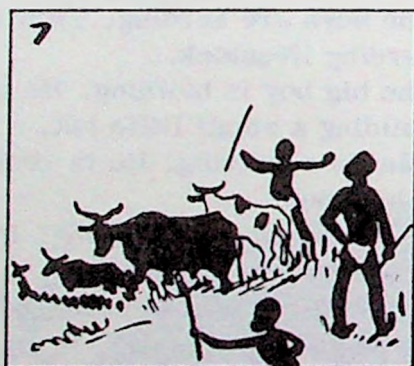
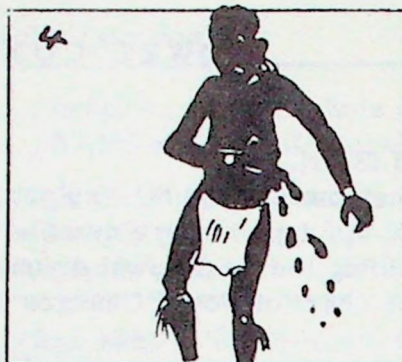
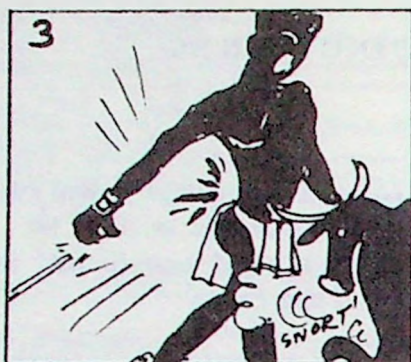
The vowel of the SC (subject concord) and the initial vowel of the VCV.. type of verb must be reduced to one.<sup>1</sup> This is done by eliding the first vowel or changing it into a semi-consonant. See the chart of Vowel Changes at the end of the book.

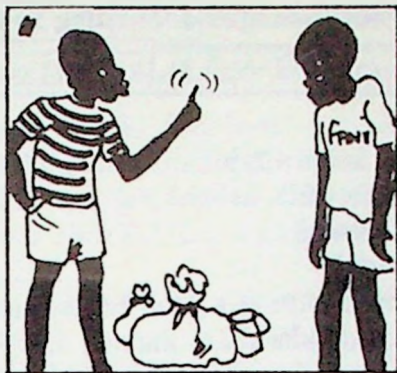
1. Follow on the pictures. Jǝngá úphúláphùlé úphíndè (Look and listen and repeat):

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Ínkúnzi yébhókhwè yóthùsà ígwàlá. Líyòyíkà.</li> <li>2. Igórà àldyíkì ínkúnzi yénkòmó.</li> <li>3. Ínkúnzi yénkòmó yènzákálsà ígórà.</li> <li>4. Igórà líyóphà. Lóphà kàkhùlù.</li> <li>5. Úmhlòbbò wáld wénzà íyèzà.</li> <li>6. Úmhlòbbò wáld wázi ámayèzà ámánínzi.</li> <li>7. Ámákhwènkwe áyálúsà. Alúsà ímpàhlà.</li> <li>8. Ínkwenkwé énkùlù íyákhà. Yákhà índlwànà.<sup>2</sup></li> <li>9. ÚFàní úyámkèlà. Wámkèlà ípáli éndè.</li> <li>10. Ípáli éndè íyàphùlà. Yáphùlà í-émèlè éntshà.</li> <li>11. Ényè ínkwenkwé íyóhlwàyà. Yóhlwàyà úFàní.</li> <li>12. ÚFàní wónákálsà ímpàhlà yámákhwènkwe.</li> </ol> | <p>The billygoat startles the coward.<br/>He is afraid.</p> <p>A brave man does not fear a bull.<br/>The bull injures the brave man.<br/>The brave is bleeding. He is bleeding a lot - profusely.<br/>His friend is making a medicine.<br/>His friend knows many medicines.</p> <p>The boys are herding. They are herding livestock.<br/>The big boy is building. He is building a small little hut.<br/>Fani is receiving. He is receiving a long pole.<br/>The long pole is breaking. It is breaking a new bucket.<br/>The other boy is scolding/punishing.<br/>He is scolding Fani.<br/>Fani is damaging the boys' goods.</p> |
|--|--|



1. Two vowels cannot stand side by side in the same word in Xhosa simply because Xhosa has an open-syllable CVCV type of word structure.
2. /-ana/ is a diminutive suffix e.g. /úmfanà/( úmfó), /úmntwànà/( úmntù).





2. **CV-o..** > **C-o..** e.g. /àndòyíkì/ < /a`-ndi-òyík`-i/ (I'm not afraid).  
Add /-òyíkà ñnyòkà/ (fear snakes) to the subject noun or concord:

M	ábántù	S	Abántù bóyíkà ñnyòkà (People fear snakes).
---	--------	---	--

- |            |  |
|------------|--|
| 1. ábáfâzì | Abáfâzì bóyíkà ñnyòkà (Women fear snakes).             |
| 2. ndì-    | Ndòyíkà ñnyòkà (I fear snakes).                        |
| 3. sî-     | Sòyíkà ñnyòkà (We fear snakes).                        |
| 4. íhâshè  | Ihâshè lóyíkà ñnyòkà (A horse fears snakes).           |
| 5. úsánà   | Usánà lóyíkà ñnyòkà (A baby fears snakes).             |
| 6. ígórà   | Igórà lóyíkà ñnyòkà (A brave person fears snakes).     |
| 7. ísìlîmà | Isìlîmà sóyíkà ñnyòkà (A cripple is afraid of snakes). |
| 8. ígwàlá  | Igwàlá lóyíkà ñnyòkà (A coward is afraid of snakes).   |

Now add /-omile/ (be dry):<sup>1</sup>

- |             |   |
|-------------|---|
| 9. úkùtyá   | Ukùtyá kómîlè (The food is dry). <sup>2</sup>           |
| 10. úbùsó   | Ubùsó bómîlè (The face is dry).                         |
| 11. ísónkà  | Isónkà sómîlè (The bread is dry).                       |
| 12. úthùthú | Uthùthú lómîlè (The ashes is dry).                      |
| 13. úthùlì  | Uthùlì lómîlè (The dust is dry).                        |
| 14. ìntsîbà | Iintsîbà zómîlè (The pens/feathers are dry).            |
| 15. úbòyá   | Ubòyá bómîlè (The wool - animal or body hair - is dry). |
| 16. ñtáwùlì | Iitáwùlì zómîlè (The towels are dry).                   |

3. **Ca/i-V** > **CV..** e.g. /ákénzì/ < /á-ka-énzì/ (she does not make),  
/àsénzì/ < /a-si-enzi/ (we do not make/do).

Omit the object in each sentence, thus introducing the long form present tense positive /-ya-/, according to the model:

M	Ndènzà ímàlì (I make money).	S	Ndìyènzà (I'm making/ doing).
---	------------------------------	---	-------------------------------

- |   |  |
|---|--|
| 1. Sòyíkà òTsòtsí.                      | Sìyòyíkà (We are afraid - of the ducktails).   |
| 2. Nàm̀kèl̀à ùncèdó.                    | Nìyàm̀kèl̀à (You are receiving - help).        |
| 3. Nàzì ám̀ápòlìsà ám̀ànìnzì.           | Nìyázì (You know - i.e. many policemen).       |
| 4. Ndènzà ìl̀bhókìsì.                   | Ndìyènzà (I am making - i.e. boxes).           |
| 5. OSándìlè bákhà ìzìndlù. <sup>3</sup> | OSándìlè báyákhà (Sandile & Co. are building). |
| 6. Abèlùsì bálùsà ñgùshà. <sup>3</sup>  | Abèlùsì báyálùsà (The shepherds are herding).  |

1. /-oma/ (to become dry) is a stative verb (past tense form Xhosa corresponding to the present tense form in English - lesson 26 p. 154, lesson 37).  
2. Only humans and the ape species have /úbùsó/ (face). Animals have /intloko/.  
3. Class 2 has irregulars /ábèlùsì/ and /ábèlùhgu/ (Europeans).

4. Translate into Xhosa, observing vowel changes according to the model:

M	I am still afraid.	S	Ndìsòyíkà (ndì-sá-òyíkà).
---	--------------------	---	---------------------------

- |                                   |                     |
|-----------------------------------|---------------------|
| 1. We still know.                 | Sísázì.             |
| 2. My dad still punishes.         | Úbàwó úsòhlwàyà.    |
| 3. My leg is still bleeding.      | Umlènzè wàm úsòphà. |
| 4. The sinner (úmòni) still sins. | Úmòni úsònà.        |
| 5. He (úmòni) is not yet afraid.  | Àkàkòyíkì.          |
| 6. He is no longer afraid.        | Àkàsòyíkì.          |
| 7. The people don't know yet.     | Ábántù àbákàzì.     |
| 8. They are not punishing yet.    | Àbàkòhlwàyì.        |

M	The men build houses.	S	Ámádòdà ákhà ìzìndlù.
---	-----------------------	---	-----------------------

- |  |                             |
|--|-----------------------------|
| 9. The boys build walls.                 | Ámákhwènkwé ákhà ìndongá.   |
| 10. The girls make dresses.              | Ámántòmbàzànà énzà ìlòkhwè. |
| 11. They make a lot of money.            | Énzà ìmàlí énfzì.           |
| 12. Policemen punish thieves.            | Ámápòlìsà óhlwàyà àmàsélà.  |
| 13. Thieves spoil (-onakalisa) property. | Ámàsélà ónákàlìsà ìmpàhlà.  |
| 14. They are not afraid.                 | Àkòyíkì.                    |

B.  $\boxed{\text{Cu-V..}} > \boxed{\text{CwV..}}$  e.g. /úkwâzì/ < /úku-âzì/ (to know).

Exceptions:  $\boxed{\text{bu-V..}} > \boxed{\text{bV..}}$  e.g. /útywàlá bènza ìmàlí/ (bù-énzà).  
 $\boxed{\text{Cu-o..}} > \boxed{\text{Co..}}$  e.g. /úsànà lóyika.. < (lú-óyika)/.

1. Starting with /Ukùbùlálà kwàphùla ùmthêthò/ (To kill breaks the law), substitute the words give for the subject, according to the model:

M	úsâphò lwákhò	S	Usâphò lwákhò lwáphùla ùmthêthò.
---	---------------	---	----------------------------------

- |  |  |
|--|--|
| 1. úkùbùlálà ìntàkà                    | Ukùbùlálà ìntàkà kwàphùla ùmthêthò.  |
| 2. úkùdùbùlà ìzìlwányànà               | Ukùdùbùlà ìzìlwányànà kwàphùla ùmthêthò.<br>(To shoot small game/little animals...).       |
| 3. úkùthèngà ìmélà                     | Ukùthèngà ìmélà kwàphùla ùmthêthò.   |
| 4. úcìngò ólùbí (bad wire fence)       | Ucìngò ólùbí lwàphùla ùmthêthò.  |
| 5. úkùncédìsà àmàsélà (help)           | Ukùncédìsà àmàsélà kwàphùla ùmthêthò.  |
| 6. údàkà ólùnínzì (mud)                | Udàkà ólùnínzì lwàphùla ùmthêthò.  |
| 7. úkòthùsà ábántù (frighten)          | Ukòthùsà ábántù kwàphùla ùmthêthò.   |
| 8. úkwéncákàlìsà ìmpàhlà<br>émfútshànè | Ukwéncákàlìsà ìmpàhlà émfútshànè kwàphùla<br>ùmthêthò (To hurt small livestock breaks...). |

Start with /Ukùngqênà kwéncè ìnkátházò/ (Being lazy made trouble):

- |                            |                                      |
|----------------------------|--------------------------------------|
| 9. úkóyíkà útshàbà (enemy) | Úkóyíkà útshàbà kwéncè ìnkátházò.    |
| 10. úlóyíkò (fear)         | Úlòyíkò lwéncè ìnkátházò.            |
| 11. úkwâzì úbùbí (evil)    | Úkwâzì úbùbí kwéncè ìnkátházò.       |
| 12. úkwàphùlâ ìmthêthò     | Úkwàphùlâ ìmthêthò kwéncè ìnkátházò. |
| 13. údàkà ólùnínzì         | Údàkà ólùnínzì lwéncè ìnkátházò.     |
| 14. úthùlì                 | Úthùlì lwéncè ìnkátházò.             |

2. u-V. > wV. Substitute the subject suggested after each sentence:

M OZólìlè bènzá ífí. ÚMéhíwánà? S ÚMéhíwánà wénzá ífí.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Ndènzà íkófù. Úmfúndì?</li> <li>2. Sàzì ìndàbà. Úmákhùlù?</li> <li>3. Ígwàlà láphùlà ìmòtó. Úmqhùbì?</li> <li>4. Iimòtó zènzàkálìsà ábàhàmbì. Úm̀lìmì?</li> <li>5. Ámàsòldáthì òphà kákhùlù. ÚSándìlè?</li> <li>6. Ámàsélà òthùsà ábáfàzì. Úmòyà?</li> <li>7. Ísélà lòthùkà kákùbì. Únyàná wákhò?</li> <li>8. Onyànà bènù bóyíkà ámapòlìsà. Úbhùtí wènú?</li> </ol> | <p>Úmfúndì wénzá íkófù.<br/>         Úmákhùlù wázì ìndàbà (the news).<br/>         Úmqhùbì wáphùlà ìmòtó (driver).<br/>         Úm̀lìmì wènzàkálìsà ábàhàmbì.<br/>         (The farmer injures the travellers).<br/>         ÚSándìlè wòphà kákhùlù.<br/>         Úmòyà wòthùsà ábáfàzì (The wind..).<br/>         Únyàná wákhò wòthùkà kákùbì (Your son gets a bad fright).<br/>         Úbhùtí wènú wóyíkà ámapòlìsà.<br/>         (Your brother fears the police).</p> |
|---|---|

3. i-V yV. Substitute the subject suggested after each sentence:

M ÚmXhòsà wénzá ítafìlè. Ìndòdà? S Ìndòdà yénzá ítafìlè.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Ámákhwènkwe ázì ìgùmbì lókùtyélà. Ìntòmbí?</li> <li>2. Ámántòmbàzànà ònákálìsà ísónkà. Ìnkwènkwe?</li> <li>3. Ámápòlìsà òhlwàyà ìndòdà. Ìnkòsì?</li> <li>4. Ìpòlìsà lènzàkálìsà ámàsélà. Ìmìthí?</li> <li>5. Ísélà lòphà kákùbì. Ìm̀lènzè yàlò?</li> <li>6. Únìnà wóyíkà ìgàzì. Ìnkòsìkàzì?</li> <li>7. Ìzìnjá ézìnkùlù zòthùsà úsánà. Ènyè ìnjá?</li> <li>8. Úsánà lòthùkà kákhùlù. Ìkàtì yàlò?</li> </ol> | <p>Ìntòmbí yázì ìgùmbì lókùtyélà.<br/>         (The girl knows the dining room).<br/>         Ìnkwènkwe yónákálìsà ísónkà.<br/>         (The boy is spoiling the bread).<br/>         Ìnkòsì yóhlwàyà ìndòdà (The chief..).<br/>         Ìmìthí yènzàkálìsà ámàsélà (thiefs).<br/>         Ìm̀lènzè yàlò yóphà kákùbì (bleed).<br/>         Ìnkòsìkàzì yóyíkà ìgàzì (The lady/<br/>         madam is afraid of blood).<br/>         Ènyè ìnjá yóthùsà úsánà (The<br/>         other dog startles the child/baby).<br/>         Ìkàtì yàlò yóthùkà kákhùlù.</p> |
|---|--|

### C. THE NEGATIVE.

Answer in the negative (- axiomatic), beginning with /Háyì/:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Úsòyíkà m̀hlòbò wám?</li> <li>2. Ígòrà lóyíkà ìnyòkà?</li> <li>3. Ígwàlà lòthùsà ámàgòrà?</li> <li>4. Úm̀ntwànà wóyíkà ìm̀lèlè?</li> <li>5. Ámádòdà òhlwàyà ìntòmbí?</li> <li>6. Áyàtshàyà?</li> <li>7. Ìcùbà ìyènzàkálìsà?</li> <li>8. Úsánà lóyíkà ùkùtshàyà?</li> <li>9. Útywàlá òbùtshà bènzákálìsà ísìsù?</li> <li>10. Ísìsù sákhò síyòphà?</li> </ol> | <p>Háyì, àndìsòyíkì (No, I'm no longer afraid).<br/>         Háyì, ígòrà àlòyíkì zìnyòkà (. . no snakes).<br/>         Háyì, ígwàlà àlòthùsì m̀gòrà.<br/>         Háyì, úm̀ntwànà àkòdyíkì zìm̀lèlè (knives).<br/>         Háyì, ámádòdà àkòhlwàyì zìntòmbí.<br/>         Háyì, àkàtshàyì. <sup>1</sup> (. . . not smoke).<br/>         Háyì, àlènzàkálìsì (No, it doesn't injure).<br/>         Háyì, úsánà àlòyíkì kùtshàyà (. . smoking).<br/>         Háyì, útywàlá òbùtshà àbènzákálìsì sìsù.<br/>         (No, fresh beer injures no stomach).<br/>         Háyì, ísìsù sàm àsòphì.</p> |
|---|---|

1. Try to detect tone patternings e.g. you will notice that the long form present tense prefix /-ya-/ is normally low but becomes high before a /` ` / stem. Notice too the tendency of the negative to have a penultimate H.

- |                                       |   |
|---------------------------------------|---|
| 11. Ímínwè yènú yóphà kákùbí?         | Háyì, ímínwè yèthú àyóphí kákùbí. <sup>1</sup>                            |
| 12. Ímílòmò émìkhùlù yóthùsà ìntsánà? | Háyì, ímílòmò émìkhùlù àyòthúsì zìntsánà (. . not startle any babies).    |
| 13. Úmlàmbò wóyísà ábàhàmbì?          | Háyì, úmlàmbò àwòyísì bàhàmbì (No, the river is not overpowering any. .). |
| 14. Índòdà íyónà ná?                  | Háyì, índòdà àyóní.   |
| 15. Ítítshàlà yázi ámàsìkò?           | Háyì, ítítshàlà áyázì màsìkò.   |
| 16. ÍsìXhòsà sìyàndòyísà?             | Háyì, ísìXhòsà àsìkòyísì (. . not overcome. .).                           |

#### D. OBJECT CONCORDS WITH VOWEL-COMMENCING VERBS.

1. Use the OC (object concord) instead of the object:

- |                                      |   |
|--------------------------------------|---|
| 1. Ndiyà kwàphúlà ùmthêthò.          | Ndiyà kùwàphúlà ( I will break it - the law).                                     |
| 2. Sìyà kwámkèlè ímàlí.              | Sìyà kùyámkèlè ( We'll receive it).   |
| 3. Wèná ùyà kwènzà ámàsò.            | Wèná ùyà kùwènzà ( You will make them)  |
| 4. Ílityè líyà kwènzàkàlìsà ímínwè.  | Ílityè líyà kùyènzàkàlìsà ( The stone will hurt/injure them - i. e. the fingers). |
| 5. Úbàwó àkáyí kòhlwàyà ámákhwènkwé. | Úbàwó àkáyí kùwóhlwàyà ( My/our will not punish/scold them - the boys).           |
| 6. Ínkòsì àyízí kwámkèlè ábántù.     | Ínkòsì àyízí kùbámkèlè (. . receive. .).  |
| 7. Íkrótí lízà kòyíkà ìnyòkà.        | Íkrótí lízà kùzòyíkà (The brave man will be afraid of them - i. e. the snakes).   |
| 8. Ámàkrótí àkáyí kwàkhà údòngá.     | Ámàkrótí àkáyí kùlwàkhà ( The braves will not build it - the wall).               |

2. Answer in the negative, substituting the OC for the object noun:

- |                                |   |
|--------------------------------|---|
| 1. Wèná wòyíkà ìnyòkà?         | Háyì, àndìzòyíkì (No, I dont fear them).                            |
| 2. Wòyíkà úfùdò? ( tortoise)   | Háyì, àndìlòyíkì (No, I dont fear him).                             |
| 3. Índòdà yènzà úmòyà? ( air)  | Háyì, àyìwènzì (No, he doesnt make it).                             |
| 4. ÚFàní wálúsà ìbhókhwè?      | Háyì, àkàzàlúsì (No, he doesnt herd them).                          |
| 5. Ámákhwènkwé ákhà índlwanà?  | Háyì, àkàyákhì (No, they're not building it).                       |
| 6. Ínkòsì yámkèlè ámàNgèsi?    | Háyì, àyìwàmkelì (No, he doesnt receive. .).                        |
| 7. Úmíánà wóthùsà ìzilwanyànà? | Háyì, àkàzòthúsì (. . .not frighten them).                          |
| 8. Úmzì wènzà ìnkúkò? (mats)   | Háyì, àwùzénzì (. . .not make them).                                |
| 9. Údàkà lónakàlìsà ìtáwùlì?   | Háyì, àlùzònakàlìsì (No, it does not ruin them - i. e. the towels). |

#### E. INCOKO

UNkósíkàzì Bóthá nóNósébézìlè  
(Mrs. Botha and Nosebenzile)

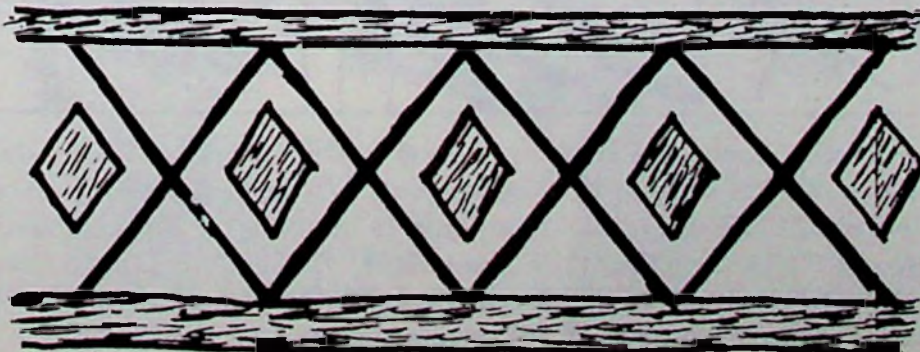
- |  |  |
|--|--|
| N. Mólò Nkósíkàzì.                               | Hello Madam.   |
| B. Èwé, mólò. Úyàthéthà Nòsébézìlè?              | Yes, hello. What do you want - lit:<br>Are you speaking - Nosebenzile? |
| N. Èwé, ndiyàthéthà Nkósíkàzì, ndicèlè úmsébézì. | Yes, I want - I-speak - Madam,<br>I am asking for work.                |

1. /ímínwè yèthú/ (our fingers). This possessive has an alternative tone pattern which is also common, i. e. /-èthù/.



- B. Unókwenzà ìnsébénsì ìnní? <sup>1</sup>  
Uyàkwázì úkúphèkà? <sup>2</sup>
- N. Ewé, ndiyàkwázì njé kàncíncí,  
kódwà ndòyíkà úkúqhékézà ízityà <sup>3</sup>  
kúbà ndìngúmntù óbhùtyù-bhùtyù.
- B. Uyàkwázì úkúhlàmbà ìmpàhlà  
nókùyólùlà? <sup>4</sup>
- N. Ewé, ngúwò lówò ùmsébénsì wám.  
B. Yizá ké ndíkùbónísè ùmsébénsì.
- N. Ndizà kùhlàmbà náfíhlà njé?  
B. Háyi, ùyà kùqálà ngómsó,  
ndizà kùkùbónísà njé. Enyè  
ìntòmbàzànà yèbà ìmpàhlà <sup>5</sup>  
yábántwànà bàm, àndìlìfùnì ísèlà.
- N. Ndiyèvà nkósíkàzì. Ndiyà kùzàmà.  
B. Māsìhàmbé síyè kùlùngìsà ípási <sup>6</sup>  
lákhd kùqálà, ámapòlísà àkàbàfùnì  
ábántù ábáphùlà ímíthèthò.
- N. Kùlùngìlè nkósíkàzì. Ndiyàbùlèlà.  
B. Sìzà kùhàmbà ngòkù.  
N. Kùlùngìlè nkósíkàzì, māsìhàmbé,  
kódwà ìmòtó ìndénzà ìntlókó  
ébùhlùngù. <sup>7</sup>
- B. Nāzì ñpìlìsì. Zìtyé, íyà kùbà  
bhètèlè ìntlókò.  
N. Hèké, ndiyàbùlèlà.
- You can do work what-kind?  
Can you cook - do you know it to?  
Yes, I can just a little, but  
I am afraid of breaking the dishes  
because I am a clumsy person.  
Can you wash clothes and iron  
them?  
Yes, it is it that my work.  
Come then and I will show you the  
work (subjunctive of sequence).  
Will I wash today?  
No, you will start tomorrow,  
I will only/merely show you. The  
other girl stole my childrens'  
clothes. I dont want the thief.  
I see madam. I will try.  
Let us go to arrange your pass  
first, the police dont want the  
people who break laws.  
Good madam. I am grateful.  
We will go now.  
Good madam, let us go, but the  
car makes me a head which is  
sore - gives me a headache.  
Here are pills. Eat them, it will  
become better the head.  
Yes then, I give thanks.

1. /-ní?/ (what kind of?). This qualifying stem has as concord the BP (i. e. basic noun prefix - NP minus initial V) and causes elision of initial V of the noun it qualifies. Frame: **[noun]** + **[BP-ní?]** Lesson 43.
2. 'CAN': **[SC-na-uku-R-a]** e. g. /Unókwenzà/ (Can you do.?) - Lesson 31.  
, , **[SC-ya-kw-azi]** + **[uku-R-a]** e. g. /Ndiyàkwázì úkúphèkà/ (I can cook).
3. /óbhùtyù-bhùtyù/: /ó-/ is the RC (relative concord), /-bhùtyùbhùtyù/ is a rel. stem. RC weak = **[V<sup>2</sup>-]**, RC strong = **[V<sup>2</sup>CV-]**. See lessons 34, 35.
4. /nókùyólùlà/</na-uku-yi-olula/ (and-to-them-iron) - lesson 31.
5. /yèbà/</y-a-(ñ)-ba/. This verb stem is one of those with latent initial vowel /i/ which fuses with any preceding /a-/ to give /e/. Lesson 30.
6. /ípási/ is in cl.5 although it is obviously borrowed. In this way it is an exception like /ivili/ (a wheel), /íkhitshì/ (a kitchen), /ípòlísà/, /íBhulu/ etc.
7. /-buhlungu/ is yet another relative stem. See footnote 3.



## LESSON 30

LATENT INITIAL VOWEL /i-/  
AND CONJUNCTIVE /na-/

## A. LATENT INITIAL /i-/.

A small group of commonly used verbs have a latent (hidden) initial vowel /i/ which changes any immediately preceding /a/ to /e/ by fusion. e.g. /úkùbà/ (to steal) > /ndiyébà < ndi-ya-i-ba/ (I steal).

Verb Stems with a latent /i-/: /-vâ/ (hear, perceive), /-bâ/ (steal), /-mbâ/ (dig), /-mâ/ (halt, stop), /-m̀kà/ (depart), /-zâ/ (come),<sup>1</sup> /-hlâ/ (descend), /-nyúkà/ (ascend), /-súkà/ (clear off, scam).<sup>1</sup>

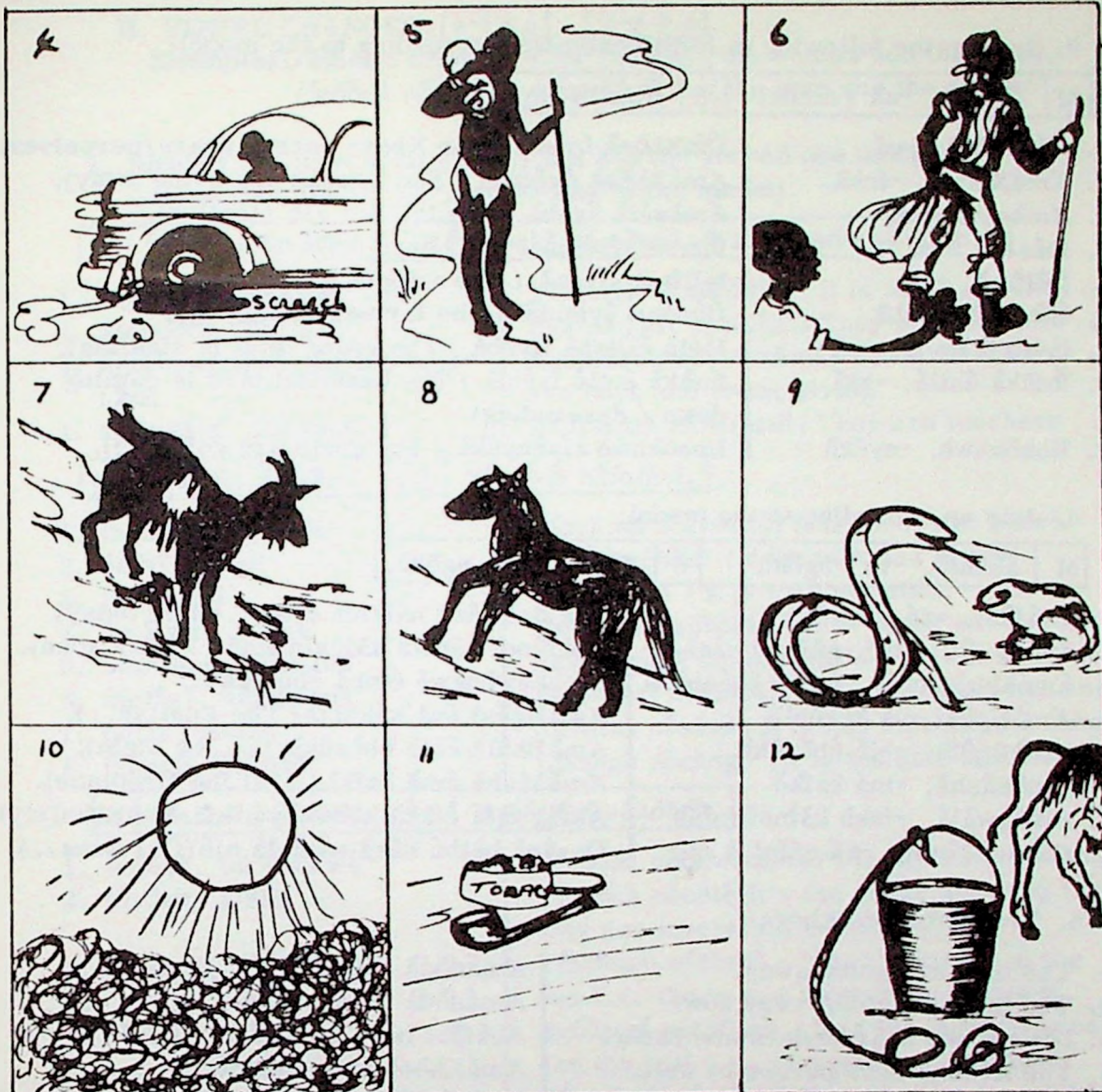
1. Follow on the pictures. Jòngá úphúláphùlé úphíndè (Look and listen and repeat):

1. Úbàwòmkhùlù úyêvâ, kódwâ úvâ kákùbì.
2. Ísélâ líyébâ. Líbâ ímpàhlâ yábányè.
3. Índòdâ íyémbâ. Imbâ ébúhlántì.
4. Ímòtó íyémâ. Ímâ phándlé.
5. Úmhâmbì úyézá. Úzá ngòkù.
6. Úbàwó úyémkâ. Úmkâ néngxòwâ énkùlù.
7. Íbhókhwè íyéhlâ. Íhlâ kákùhlé.
8. Íhâshè líyényúkâ. Línyúkâ éminì.
9. Yínyòkâ nésêlè.<sup>2</sup>
10. Yínkùngù nélàngâ.<sup>2</sup>
11. Yínqáwâ nécùbâ.
12. Ngùmtyá néthungâ.<sup>2</sup>

Grandfather hears (perceives), but he hears badly/poorly.  
A thief steals. He steals other people's goods/property.  
The man is digging. He is digging in the cattlekraal.  
The car stops. It stops outside.  
The traveller comes. He comes now.  
Father is going away. He is going away with a big bag - he takes a big..  
The goat descends. He descends nicely/slowly.  
The horse ascends. He ascends by day.  
It is the snake and frog - deadly enemies.  
It is the mist and sun - It is crowded.  
It is a pipe and tobacco.  
It is the reim and pail - inseparables.



1. Examples of latent vowel /i/ changes: a-(ñ) e : /Uyêvâ?/ (Do you hear, understand?), /UFâní àkébì/ (F. doesn't steal), /Ámádòdâ émbâ áphò/ (The men dig there), /Úlólìwé úyémâ/ (The train is stopping), /Bémkâ ábántù/ (The people depart), /Mâkézè úJím/ (Let Jim come), /úkùngèhlí/ (not to descend), /Ungèbí/ (Do not steal), /UYêsù wényúkèlâ èzúlwìnì/ (Jesus ascended into H.).
2. The Xhosa language often takes a concrete situation like these to get a general idea across.



2. **Ca-(i)-CV** > **CeCV** e.g. /Ndiyêvà/</ndi-ya-i-va/ (I hear/understand).

Omit the adverb (last word) in each sentence, according to the model:

M	Úmntù úzà ngòkù.	S	Úmntù úyézà ( ú-ya-i-za).
---	------------------	---	---------------------------

1. ÚSándìlè úmkà námhlá njè.
2. ÚMèrí úzà ngòkù.
3. Íntòmbàzànà ívà kákùhlé.
4. Ínkwènkwé ívà ngòkù.
5. Úbàwó úmkà ngòkù.
6. Úmà èbùhlántì.
7. Úmbà áphò.
8. Úbhùtí únyúkà ngòkù.
9. Úsìsì úhlà néenkùní.
10. Ísèlà íbà kánínzì (often).
11. Úmníníndlù úvà kàmsínyá.
12. Ámàsèlà émkà námàsó.

- |  |
|--|
| ÚSándìlè úyémkà (S. is going away).        |
| ÚMèrí úyézà (Mary is coming).              |
| Íntòmbàzànà íyêvà (The young girl...).     |
| Ínkwènkwé íyêvà (The boy understands).     |
| Úbàwó úyémkà (Dad is going away).          |
| Úyémà (He stops/halts-at the kraal).       |
| Úyémà (He is digging - with instrument).   |
| Úbhùtí úyényúkà (My brother is going up).  |
| Úsìsì úyèhlà (My sister is coming down).   |
| Ísèlà íyébà (The thief is stealing).       |
| Úmníníndlù úyêvà (The boss understands).   |
| Ámàsèlà áyémkà (The frogs are going away). |

3. Join up the following to form sentences, according to the model:

M	ábántù, -zá (come)	S	Abántù báyézá.
---	--------------------	---	----------------

- |                       |   |
|-----------------------|---|
| 1. ÚmXhòsà, -vá       | ÚmXhòsà úyévá (The Xhosa person hears/perceives).                     |
| 2. ÁmáXhòsà, -m̀kà    | ÁmáXhòsà áyémkà (The Xhosas are going away).                          |
| 3. Ámàsélà, -bá       | Ámàsélà áyébà (The thieves are stealing).                             |
| 4. Íhàshè, -má        | Íhàshè líyémbà (The horse halts/stops).                               |
| 5. Ísìlìmà, -zá       | Ísìlìmà síyézá (The cripple is coming).                               |
| 6. Úm̀lìm̀lì, -mbà    | Úm̀lìm̀lì úyémbà (The farmer is digging).                             |
| 7. Ísèlà èlìtshá, -bá | Ísèlà èlìtshá líyébà (The young thief is stealing).                   |
| 8. Íntàkà èntlé, -hlá | Íntàkà èntlé íyéhlà (The beautiful bird is coming down / descending). |
| 9. Iibhókhwè, -nyúkà  | Iibhókhwè zíyényúkà (The goats are going up).                         |

4. Join up according to the model:

M	ábántù, -vá, ngòkù	S	Abántù bévà ngòkù.
---	--------------------	---	--------------------

- |                                 |   |
|---------------------------------|---|
| 1. ábáfàzì, -zá, námhlá njé     | Ábáfàzì bézá námhlá njé (... come today).   |
| 2. ábàfúndì, -m̀kà, kàmsínyánè  | Ábàfúndì bémkà kàmsínyánè (... away soon).  |
| 3. ámákhwènkwe, -mbà, èbùhlántì | Ámákhwènkwe émbà èbùhlántì.                 |
| 4. ÁmàNgēsì, -vá kákùhlé        | ÁmàNgēsì évà kákùhlé (The English...).      |
| 5. ÁmàBhùlù, -hlá èbùsùkù       | ÁmàBhùlù èhlà èbùsùkù (... by night).       |
| 6. Ámàhàshè, -má èzíkò          | Ámàhàshè émà èzíkò (... at the fireplace).  |
| 7. Ámágwàlá, -m̀kà kàmsínyánè   | Ámágwàlá émkà kàmsínyánè (... immediately). |
| 8. Onyànà bèthú, -zá námhlá njé | Onyànà bèthú bézá námhlá njé (Our sons...). |

5. Translate into Xhosa:

- |   |                                  |
|---|----------------------------------|
| 1. The men are going away.              | Ámádòdà áyémkà.                  |
| 2. The men are going away now.          | Ámádòdà émkà ngòkù.              |
| 3. The women hear/understand badly.     | Ábáfàzì bévà kákùbí.             |
| 4. The Xhosas hear (perceive) well.     | ÁmáXhòsà évà kákùhlé.            |
| 5. The cars are halting/stopping.       | Iimòtó zíyémbà.                  |
| 6. The horses are stopping now.         | Ámàhàshè émà ngòkù.              |
| 7. Our children are coming today.       | Ábántwànà bèthú bézá námhlá njé. |
| 8. Your (pl) friends leave today.       | Ábàhlòbò bènú bémkà námhlá njé.  |
| 9. Sandile is coming.                   | ÚSándìlè úyézá.                  |
| 10. Do you hear?                        | Uyévá ná?                        |
| 11. Is my mother coming?                | Úmàmá úyézá ná?                  |
| 12. Are the men digging now?            | Ámádòdà émbà ngòkù?              |
| 13. I am stealing.                      | Ndiyébà.                         |
| 14. We are coming.                      | Sìyèzá.                          |
| 15. The boys are going up the mountain. | Ámákhwènkwe ényúkà íntàbà.       |
| 16. They are coming down now.           | Éhlà ngòkù.                      |



B. VOWEL CHANGES : **[a-i > e]** , **[a-u > o]**.

Examples: /úmǎzì néndòdà < na-índòdà/ (the woman and the man),  
/índòdà nóǎzì < na-úmǎzì/ (the man and the woman).

1. Identify the first noun (Cop.) and add the second one using the conjunctive prefix /na-/ according to the model:

M	ísónkà, ámânzì	S	Sfónkà námânzì (It is bread and water).
---	----------------	---	---

- |                                |   |
|--------------------------------|---|
| 1. ínyàmà, ámàfùthà            | Yínyàmà námàfùthà (It is meat and fat).                       |
| 2. ámáddà, ábáfázi             | Ngámáddà nábáfázi (They are men and ..).                      |
| 3. ámákhwènkwe, ámántòmbà-zànà | Ngámákhwènkwe námántòmbàzànà (They are boys and young girls). |
| 4. ítítshàlà, ábàfúndì         | Zítítshàlà nábàfúndì (They are teachers ..).                  |

M	índòdà, úmǎzì	S	Yíndòdà nóǎzì.
---	---------------	---	----------------

- |                    |  |
|--------------------|--|
| 1. ínyàmà, útywàlá | Yínyàmà nótywàlá (It is meat and beer).        |
| 2. úbìsì, úbùsì    | Lúbìsì nóbùsì (It is milk and honey).          |
| 3. ítí, úbìsì      | Yítí nóbìsì (It is tea and milk).              |
| 4. ámânzì, úkùtyá  | Ngámânzì nókùtyá (It is water and food).       |
| 5. úmXhòsà, úmZùlù | NgúmXhòsà nómZùlù (It's a Xhosa & a Zulu).     |
| 6. úmǎzì, úmntwànà | Ngúmǎzì nómntwànà (It's a woman and child).    |
| 7. únìnà, úsànà    | Ngúnìnà nósànà (It is her mother and baby).    |
| 8. ísàngò, úcàngò  | Lísàngò nócàngò (It is the gate and the door). |

M	úmǎzì, índòdà	S	Ngúmǎzì néndòdà.
---	---------------	---	------------------

- |                      |  |
|----------------------|--|
| 1. índòdà, ínkwènkwe | Yíndòdà nénkwènkwe (It is the man and boy).  |
| 2. ínyòkà, ísèlè     | Yínyòkà nésèlè (It's the snake and frog i. e. they are inveterate enemies).        |
| 3. ínkùngù, ílàngà   | Yínkùngù nélàngà (It is the mist and the sun i. e. there is a tremendous crowd).   |
| 4. úmtyá, íthùngà    | Ngúmtyá néthùngà (It is the reim/spancel and the pail i. e. they are inseparable). |
| 5. íngxòwà, íntòngà  | Yíngxòwà néntòngà (It's a bag and a stick).  |
| 6. íngáwà, íngxòwà   | Yíngáwà néngxòwà (It is a pipe and a bag).   |
| 7. ícùbà, íngáwà     | Lícùbà néngáwà (It is tobacco and a pipe).   |
| 8. íxèshà, índáwò    | Líxèshà néndáwò (It is the time and the place).                                    |

2. Starting with /Yizá néncwàdí/ (Bring the book - come with book), each word given, according to the model:

M	íntó	S	Yizá néntó (Bring the thing).
---	------	---	-------------------------------

- |             |   |
|-------------|---|
| 1. ínkòmó   | Yizá nénkòmó (Bring the head of cattle - come with. .). |
| 2. ínkòmó   | Yizá néenkòmó (Bring the cattle).                       |
| 3. ílgùshà  | Yizá néegùshà (Bring the sheep).                        |
| 4. úmbónà   | Yizá nómbónà (Bring the mealies).                       |
| 5. ímífùndò | Yizá némífùndò (Bring the vegetables).                  |
| 6. ínyàmà   | Yizá nényàmà (Bring the meat).                          |
| 7. úkùtyá   | Yizá nókùtyá (Bring the food).                          |
| 8. úbùsì    | Yizá nóbùsì (Bring the honey).                          |

- |            |                                     |
|------------|-------------------------------------|
| 9. útywàlá | Yìzá nótywàlá ( Bring the beer).    |
| 10. ámásì  | Yìzá námásì ( Bring the sour milk). |
| 11. ícùbà  | Yìzá nēcùbà ( Bring the tobacco).   |

Starting with /Amádòdà émkà nòmbónà/ ( The men take the maize away with them), substitute the noun given according to the model:

M	ínkùni	S	Amádòdà émkà nēenkùni ( firewood).
---	--------	---	------------------------------------

- |             |   |
|-------------|---|
| 1. áматыè   | Amádòdà émkà námátyè ( Men take the stones away).       |
| 2. ìpàlì    | Amádòdà émkà nìpàlì ( The men carry off the poles).     |
| 3. íngcá    | Amádòdà émkà néngcá ( The men take the grass away).     |
| 4. údàkà    | Amádòdà émkà nódàkà ( The men take the mud away).       |
| 5. úthùthù  | Amádòdà émkà nóthùthù ( The men take the ashes away).   |
| 6. ìmpàhlà  | Amádòdà émkà nēmpàhlà (... carry the goods away).       |
| 7. ìmbìzá   | Amádòdà émkà nēmbìzá ( The men carry off the iron pot). |
| 8. úkùtyá   | Amádòdà émkà nókùtyá ( The men take the food away).     |
| 9. úbìsì    | Amádòdà émkà nóbìsì ( The men go off with the milk).    |
| 10. àmàréwù | Amádòdà émkà námàréwù (... with the mealie meal drink). |

### 3. Translate into Xhosa:

- |   |                           |
|---|---------------------------|
| 1. The man is bringing cattle.                          | Ìndòdà ízà nēenkòmó.      |
| 2. The girls (older ones) bring food.                   | Iintòmbí zízà nókùtyá.    |
| 3. The boys are bringing water.                         | Amákhwènkwé ézà námànzi.  |
| 4. The women are bringing dishes.                       | Abáfāzì bēzà nēzítýà.     |
| 5. The people are taking the vegetables away with them. | Abántù bémkà nēmifundò.   |
| 6. Mandisa is taking the book away.                     | ÚMándìsá úmkà nēncwadí.   |
| 7. Sandile! Bring the pencil.                           | Sándilè ! Yìzá nēpēnsilè. |
| 8. Friends! Bring food.                                 | Bàhlòbò! Yìzànì nókùtyá.  |

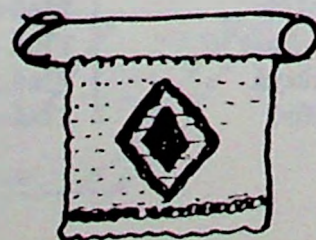
### C. VERBS LINKED WITH THE CONJUNCTIVE /na-/.<sup>1</sup>

Join up using /-fana na-/ according to the model:

M	íngónyàmà, ínjá	S	Íngónyàmà ífànà nēnjá (A lion is like a dog).
---	-----------------	---	---

- |                          |   |
|--------------------------|---|
| 1. íngwè, íkátì          | Íngwè ífànà nēkátì ( A tiger is like a cat).          |
| 2. íbhókhwè, ígùshà      | Íbhókhwè ífànà nēgùshà ( A goat resembles a sheep).   |
| 3. údyàkálàshè, ínjá     | Údyàkálàshè úfànà nēnjá ( A jackal resembles a dog).  |
| 4. íqáqá, úmvúndlà       | Íqáqá ífànà nómúvúndlà ( A polecat resembles a hare). |
| 5. ínyòkà, íntlànzi      | Ínyòkà ífànà nēntlànzi ( A snake resembles a fish).   |
| 6. úsàná, úMèrí          | Úsàná lúfànà nóMèrí ( The baby is like Mary).         |
| 7. àmàréwù, ámásì        | Amàréwù áfànà námásì (... is like sour milk).         |
| 8. íwáyìnì émbí, útywàlá | Íwáyìnì émbí ífànà nótywàlá ( Bad wine is like beer). |

1. Other verbs which are commonly associated with the conjunctive /na-/ are: /-dibàna nà/ (meet) or /-hlàngàna na-/, /lwa na-/ (fight with), /-thi gaga na-/ (bump up against), /-thèthà na-/ (speak to/with ..) and verbs with the reciprocal /-an-/ (each other) suffix.



## E. INCOKO.

UThembá nó Bhùtí  
(Themba and his Brother)

UB.	Thembà, yìz' áphà kàmsínyànè.	Themba, come here immediately.
UT.	Ndìyèzà Bhùtí.	I am coming Brother. - elder one).
UB.	Ncèdá úzè nómñqwàzì wám.	Please bring my hat.
UT.	Úphí bhùtí?	Where is it brother?
UB.	Ndìwùbèkè phézù kwésitùlò, <sup>1</sup> kúkúhó íngáwà phézù kwàwó.	I put it on top of the chair, there is a pipe on top of it.
UT.	Ngúwò ló, ndìwùfùmènè phántsí kómántlàlò. <sup>1</sup>	It is it this one - this is it, I found it under the sleeping-mat.
UB.	Úbèkwè ngùbání phántsí <sup>2</sup> kómántlàlò?	It was put by whom under the sleeping-mat?
UT.	Àndázì kódwà ndìwùfùmènè áphò.	I dont know but I got it there.
UB.	Jòngá úmámá úyèzà, úzà nómbonà òmtshá.	Look mother is coming, she is bringing fresh/new mealies.
UT.	Ámàsélà ébè úmbónà kámámá émàsímínì. <sup>3</sup>	Thieves stole mother's mealies from the fields/lands.
UB.	Ndìthiyà ámàsélà ébè úmbónà kámámá.	I hate the thieves who stole my mother's mealies.
UT.	Ámàsélà ébè úmbónà phézùlò.	The thieves stole mealies last night.
UB.	Ámàsélà évè íngxòlò yézìnjá <sup>4</sup> ábálékà, óyíkà úkúbànjwà zìnjá.	The thieves heard the noise of the dogs and ran away, they fear being caught by dogs.

1. /phézù kwa-ísitùlò/, the /kwa-i..>/kwe.. / by vowel fusion of /a/ and /i/. Another such adverbial phrase formative is /phántsí kwa-/ (under) e.g. /phántsí kómántlàlò <kwa-úmántlàlò/, /a-u/> /o/ and /w/ eliding (Cw-o Co).
2. /úbèkwè/ (it was put..). The passive voice verb suffix is /-w-/, followed by the copulative of the agent. Lesson 32.
3. /é-màsímí-ini/> /émàsímínì/. The locative adverb is formed by /e-..-ini/. See lesson 33.
4. /mb-w/ /njw/. Lesson 32, and Consonant Changes (final page).



## LESSON 31

## HAVE &amp; CAN

A. HAVE. Form: Pos. SC-na- noun/pronoun e.g. /ndînémàlî/(I have money), /ndînàyó/( I have it).

Neg. a-SC<sup>n</sup>-na- BP-st./pronoun e.g. /àndînàmàlî/  
( I have no money), /àndînàyó/( I have not it).

1. Follow on the pictures below.

Jóngá úphúláphùlé úphíndè ( Look and listen and repeat):

1. Índòdà ínésìbîndî.
2. Índòdà ínéntàkà.
3. Índòdà ínòmsîndò.
4. Úmfàzì únésándlà  
ésíshùshù.
5. Úmfàzì únóbùbélè.
6. Úmfànà únámándlà.
7. Ímòtó ínámèndú.
8. Ísàrà ínámàzînyò.
9. Íhlâthì línéngónyàmà.
10. Íhlâthì línézîngwè.
11. Ínkòsìkàzì ínómìenzè.
12. Ínkwènkwè ínésìsù.

The man has a liver i. e. is brave.

The man has a bird i. e. has no courage.

The man is with anger/has anger i. e. is angry.

The woman is with a hot hand/has a hot hand i. e.  
the woman is generous/magnanimous.

The woman has kindness ( breastness) i. e. is kind.

The young man has strength i. e. is strong.

The car has speed i. e. is fast. (ama-indu:'speed').

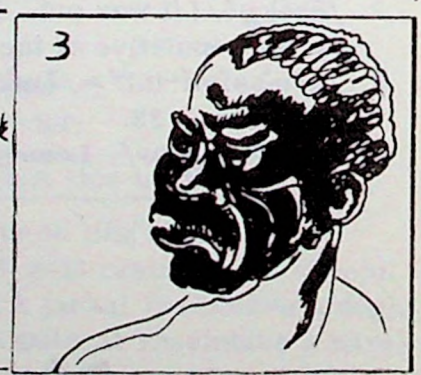
The saw is with teeth i. e. has teeth. (izinyo:cl.5).

The forest is with lions i. e. has lions.

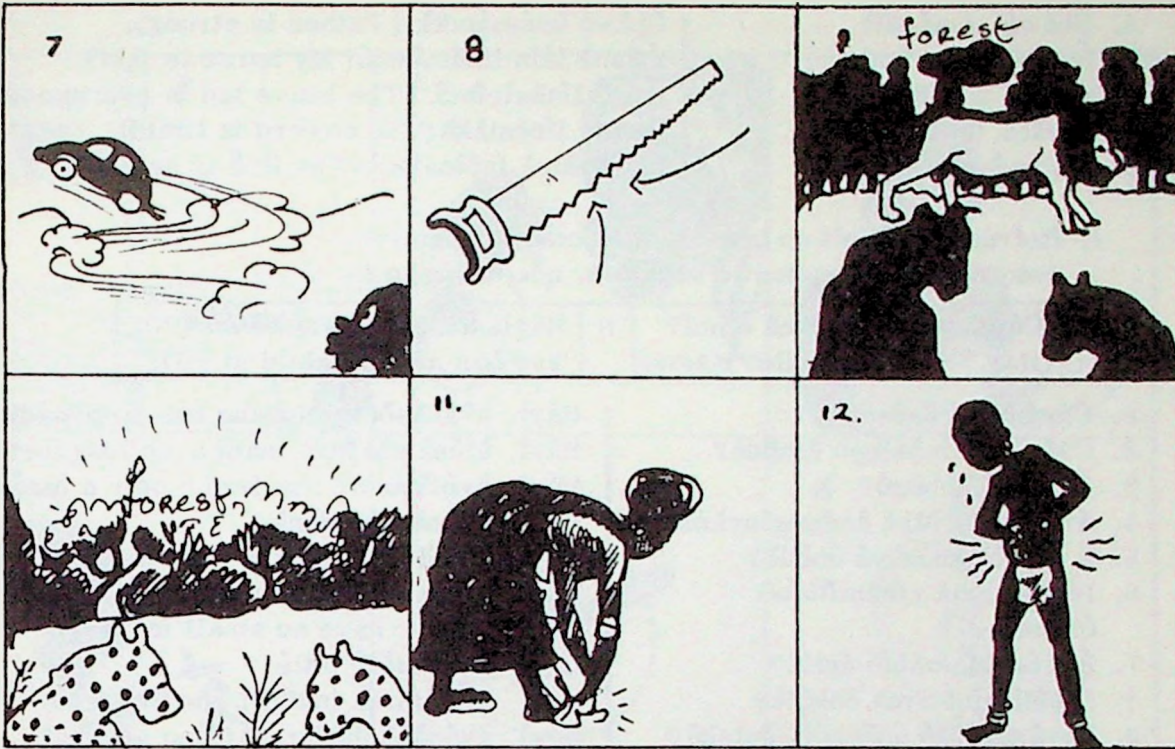
The forest is with tigers i. e has tigers.

The lady / madam has a leg i. e. has a sore leg.

The boy has a stomach i. e. has a pain in the  
stomach.







2. Following on the same pictures, answer the following questions:

M	1 Indòdà ìnèntàkà?	S	Háyì, àyínàntàkà. Inésìbìndì.
---	--------------------	---	-------------------------------

- |  |   |
|--|---|
| 2. Ìdòdà ìnèsìbìndì?                       | Háyì, àyínàsìbìndì. Ìnèntàkà.   |
| 3. Ìdòdà ìzólìlè (calm)? <sup>1</sup>      | Háyì, àyízòlìlè. Ìnómsìndò.   |
| 4. Ùmfàzì úyávìmbà (stingy)? <sup>1</sup>  | Háyì, àkávìmbì. Ùnèsàndlà ésìshùshù.  |
| 5. Ùmfàzì úkhòhlàkèlè (evil)? <sup>1</sup> | Háyì, àkàkhòhlàkèlè. Ùnóbùbèlè.   |
| 6. Ùmfàná útyhàfìlè (weak)?                | Háyì, àkátyhàfìlè. Ùnámàndlà.   |
| 7. Ìm̀tò ìyácòthà? (go slow)?              | Háyì, àyicòthì. Ìnámèndú.   |
| 8. Ìsàrà ìnéempòndò (horns)?               | Háyì, àyínàmpòndò. Ìnàmàzìnyò.  |
| 9. Ìhlàthì ìnámàtākàné ègùshà?             | Háyì, àlínàmàtākàné ègùshà.<br>Línéengónyàmà.                                       |
| 10. Ìhlàthì ìnéekàtì?                      | Háyì, àlínàkàtì. Línézìngwè.  |
| 11. Ìnkòsìkàzì ìnóm̀qàlà?                  | Háyì, àyínàm̀qàlà (No, she has no sore throat).<br>Ìnóm̀lènzè (She has a sore leg). |
| 12. Ìnkwènkwè ìnèntlòkò?                   | Háyì, àyínàntlòkò (headache). Ìnèsìsù.  |

3. Join up (SC-na-...:'have') according to the model:

M	ùmntù, ìhàshè èlìhlè	S	Ùmntù ùnéhàshè èlìhlè.
---	----------------------	---	------------------------

- |                                 |   |
|---------------------------------|---|
| 1. Újónì, ìnkòd̀mó ènkùlù       | Újónì ùnénkòd̀mó ènkùlù.                                  |
| 2. Únyànà, ìnkàbì èndàlà        | Únyànà ùnénkàbì èndàlà (The son has an old ox).           |
| 3. Úyìsè, ìbhòkhwè èzìmbìní     | Úyìsè ùnéebhòkhwè èzìmbìní (His dad has 2 ..).            |
| 4. Úbhùtí wàm, ìlgùshà èzìnfzì. | Úbhùtí wàm ùnéegùshà èzìnfzì (My brother has many sheep). |
| 5. Úsìsì, ùbùbèlè               | Úsìsì ùnóbùbèlè (My sister is kind).                      |

1. These past tense form verbs have a present tense meaning. They are called stative verbs. Lesson 37.

- |                          |   |
|--------------------------|---|
| 6. Úbàwó, áamándlà       | Úbàwó únámámdlà ( Father is strong).              |
| 7. Íháshe lám, ámèndú    | Íháshe lám línámèndú ( My horse is fast).         |
| 8. Ígórà, ísìbìndì       | Ígórà línésìbìndì ( The brave lad is courageous). |
| 9. Ígwàlá, íntàkà        | Ígwàlá línéntàkà (The coward is timid).           |
| 10. Íngónyàmà, úm̀s̀ìndò | Íngónyàmà ínóms̀ìndò (The lion is angry).         |

4. Refresh yourself on lesson 20 axiomatic negative. <sup>1</sup>

Answer in the axiomatic negative, according to the model:

M	Úm̀íázi únófmntwàná ómbí? (Has:..an ugly child?)	S	Háyì, àkánàmntwàná ìmbí ( No, she has no ugly child at all).
---	--	---	---

- |   |  |
|---|--|
| 1. Úm̀ntwàná únésònkà?                      | Háyì, àkánàsònkà (No, she has no bread).   |
| 2. Úsàná únámàzìnyò ámadè?                  | Háyì, àlúnàmàzìnyò màdè (..no long teeth).   |
| 3. Ínkòmó ínóbùsò?                          | Háyì, àyínàbùsò (..no face - only a head).   |
| 4. Ámàhlàthì èthú ánèengónyàmà?             | Háyì, àkánàngònyàmà.   |
| 5. Izìngwè zínòbòyá óbùdè?                  | Háyì, àzìnàbòyá bùdè. (..no long hair).  |
| 6. Íngónyàmà zíném̀ìd̀m̀d̀<br>ém̀ìnc̀ìnc̀ì? | Háyì, àzìnàm̀ìd̀m̀d̀ m̀ìnc̀ìnc̀ì (No, they<br>- the lions - have no small mouths). |
| 7. Ípòlìsà líném̀d̀t̀ó éntlé?               | Háyì, àlínàm̀d̀t̀ó èntlé.  |
| 8. Íbhùlù línéfàmà énkùlù?                  | Háyì, àlínáfàmà ìnkùlù (..no big farm). <sup>2</sup>                               |
| 9. Únyànà wàlò únèbhòlà éntshá?             | Háyì, àkánàbhòlà ìntshá (..no new ball).   |

#### B. THE CONJUNCTIVE /na-/ WITH PRONOUN AS BASE.

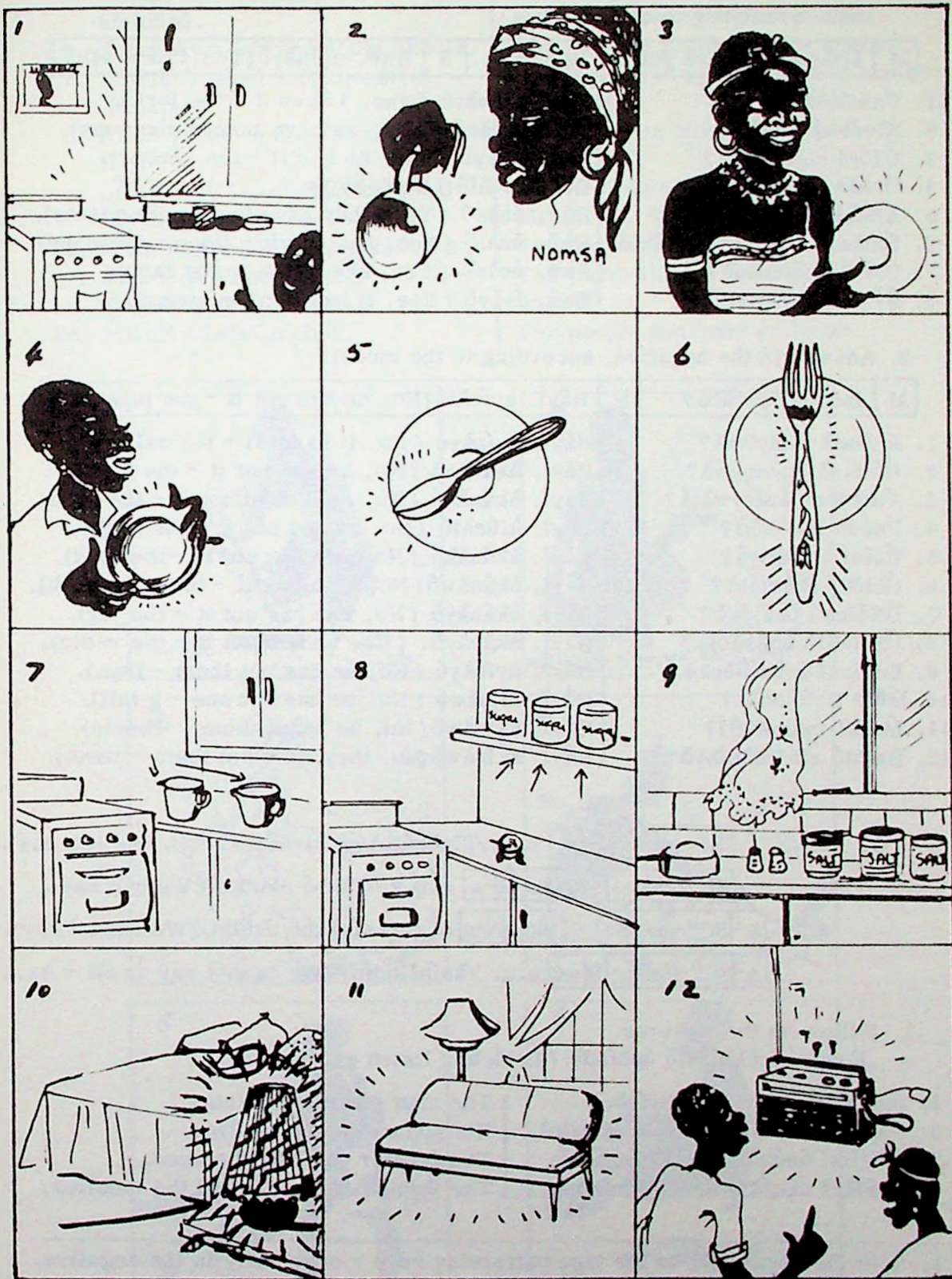
Refresh your memory on APs ( Lessons 27, 28). <sup>3</sup>

1. Follow on the pictures ( on the opposite page).

Jòngá úphúláphùlé úphíndè ( Look and listen and repeat):

- |  |                                    |
|--|------------------------------------|
| 1. Úm̀amá únèkhìtshì élìhlé.                 | Mother has a beautiful kitchen.    |
| 2. ÚNómsá únékómítýì éntshá.                 | Nomsa has a new cup.               |
| 3. Íntòmbí ínésòsàlà éntshá.                 | The girl has a new saucer.         |
| 4. Ínkwènkwé ínèpléyítì éntlé.               | The boy has a beautiful plate.     |
| 5. Ísòsàlà ínécèphé élìhlé.                  | The saucer has a beautiful spoon.  |
| 6. Ípléyítì ínéfólókhwè éntlé.               | The plate has a beautiful fork.    |
| 7. Íkhìtshì línèejògò ézìmbìní. <sup>4</sup> | The kitchen has two jugs.          |
| 8. Íkhìtshì línéswékìlè.                     | The kitchen has sugar.             |
| 9. Íkhìtshì línètyùwà.                       | The kitchen has salt.              |
| 10. Ígùmbí lókùlálà línésìbànè ésìhlé.       | The bedroom has a nice lamp.       |
| 11. Ígùmbí lókùhlàlà línésd̀fà éntshá.       | The sitting room has a new sofa.   |
| 12. Úbhùtí únérádìd̀ éncínànè.               | My brother has a very small radio. |

- The Axiomatic ( all-embracing/no exception) Negative, the Demonstrative Pronouns ('this, that, these, those') and Emphatic Pronouns (V<sup>2</sup>-AP) are responsible for the elision of the initial vowel of the noun and adjective - reducing NP to BP, and AC to BP and RC to SC. But cl. 9 adjective has /in-/.
- Note the L tones on prefixes after the axiomatic.
- AP strong = [C-o-(na)] , AP weak = [∅-o-(na)] . ∅ = semiconsonant /w/ or /y/.
- Try to imitate the tones and develop a sensitivity for general tone features e.g. that the initial V of the noun is usually H tone which remains H even when fused with a preceding /a-/, similarly the initial V of the AC is usually H. In this exercise most words are borrowed and hence in Cl. 9 ( minus /n/). /ìkhìtshì/ is one of the exceptions belonging to Cl. 5.



2. Answer each question positively, substituting the AP stem for the noun, according to the model:

M	Únèmàlí? (Have you the money?)	S	Ewé, ndìnàyó (Yes, I have it).
---	--------------------------------	---	--------------------------------

- |                            |  |
|----------------------------|--|
| 1. Únéfólókhwè?            | Ewé, ndìnàyó (Yes, I have it - the fork).        |
| 2. Nìnéekómítí?            | Ewé, sìnàzò (Yes, we have them - the cups).      |
| 3. Újónì únésósàlà?        | Ewé, únàyó (Yes, he has it - the saucer).        |
| 4. Úsánà lúnécèphé?        | Ewé, lúnàlò (Yes, he has it - the spoon).        |
| 5. Ámádòdà ánéepiléyítì?   | Ewé, ánàzò (Yes, they have them - the plates).   |
| 6. Úmàmà únèkhìtshì éìhlé? | Ewé, únàlò (Yes, she has it - the nice kitchen). |
| 7. Úsìsì únésìbànè?        | Ewé, únàsò (Yes, she has it - the lamp).         |
| 8. Ítí yàm ínèswékìlè?     | Ewé, ínàyó (Yes, it has it - the sugar).         |

3. Answer in the negative, according to the model:

M	Indòdà ínécùbà?	S	Háyì, àyínàlò (No, he has not it - the tobacco).
---	-----------------	---	--

- |                           |  |
|---------------------------|--|
| 1. Ínyàmà ínetyùwà?       | Háyì, àyínàyó (No, it hasnt it - the salt).      |
| 2. Úmfánà únénqáwà?       | Háyì, àkánàyó (No, he has not it - the pipe).    |
| 3. Ámádòdà ánótywàlá?     | Háyì, àkánàbò (No, they have not it - the beer). |
| 4. Úsánà lúnóbìsì?        | Háyì, àlúnàlò (No, he has not it - the milk).    |
| 5. Úsìsì únókùtyá?        | Háyì, àkánàkò (No, she has not it - the food).   |
| 6. Úbhùtí únámásì?        | Háyì, àkánàwó (No, he hasnt it - the sour milk). |
| 7. ÚNòmsá únéjògò?        | Háyì, àkánàyó (No, she has not it - the jug).    |
| 8. ÚSándìlè únérádìdò?    | Háyì, àkánàyó. (No, he has not it - the radio).  |
| 9. Íntlànzì ínémìlènzè?   | Háyì, àyínàyó (No, he has not them - legs).      |
| 10. Ísèlè línómstìlà?     | Háyì, àlínàwó (No, he has not one - a tail).     |
| 11. Íntàkà ínámàvìlì?     | Háyì, àyínàwó (No, he hasnt them - wheels).      |
| 12. Iimòtò z ínámàz ìnyò? | Háyì, àzínàwó (No, they have not them - teeth).  |

- C. 'CAN'.<sup>2</sup> SC-noku-R-a e.g. /Sìndókùthì/</si-na-uku-thi/(We can say).  
 SC-nakho + uku-R-a e.g. /Sìnàkhó ukuthi/( We can say).  
 a-SC<sup>n</sup>-nakho + uku-R-a e.g. /àsínàkhó ukuthi/(We cannot say).  
 a-SC<sup>n</sup>-naku-R-a e.g. /àsínàkùthì/(We cannot say at all - Ax.).

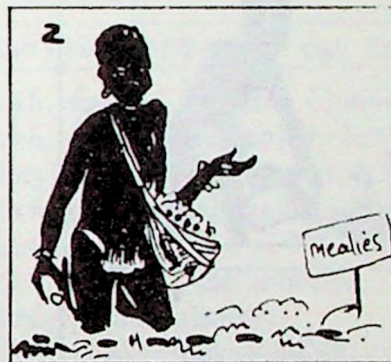
1. Follow on the pictures.

Jòngá úphúlaphùlé úphíndè ( Look and listen and repeat):

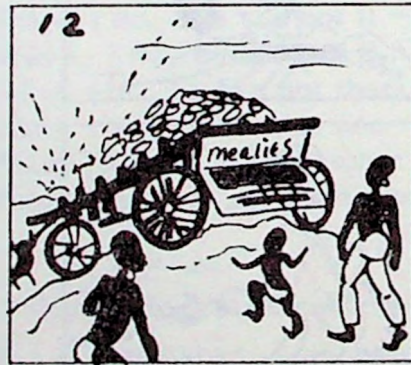
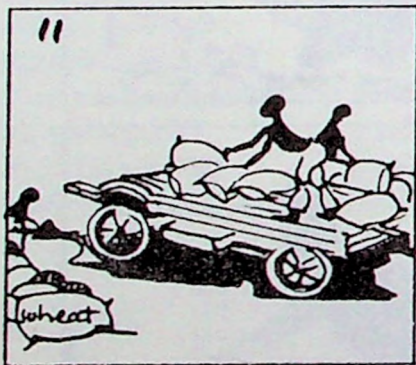
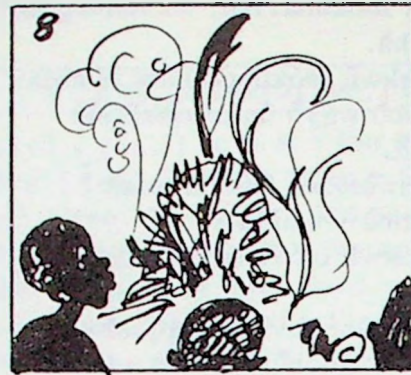
- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. Índòdà ínókùtyálà ízìtyáldò.    | The man can plant plants.           |
| 2. Únyànà wàyó únókùtyálà úmbónà.  | His son can plant mealies.          |
| 3. Úmlimì únókùhlwáyèlà ímbèwù.    | The farmer can sow the seed.        |
| 4. Ábáfàzì bánókùhlákùlèlè úmbónà. | The women can hoe/weed the mealies. |

- Note the regularity of the tone patterning here - especially in the negative.
- This use of the conjunctive prefix /na-/ with the verbal noun (infinitive) or with its corresponding AP stem /-kho/ (which retains original aspiration), is extremely common. Litterally it conveys "I am with to do", "I have the doing - in my power" i. e. "I can/ I may" /ndìnokuthi/. We have seen the alternative way of expressing 'can' i. e. SC-yakwazi <(SC-ya-ku-az) + uku-R-a e.g. /sìyàkwázi úkùbhàlè/( we can write), /àsìkwázi úkùmbà/(we cannot dig).

5. *Índòdà ínókùhàrikà, ínókúlúngìsà úmhlábà.* The man can rake / harrow, he can make the ground right/smooth.
6. *Ínkwènkwé ínókúncóthùla úkhùlà.* The boy can eradicate the weeds.
7. *Úmhlòbò wàyó únókùqòkélèlà úkhùlà.* His friend can collect/gather together the weeds.
8. *Ámákhwènkwé ánokùtshísà<sup>1</sup> íngqùmbà yókhùlà.* The boys can burn the heap of weeds.
9. *Ínkwènkwé ínókùncénkcéshèlà ízìtyáld.* The boy can irrigate/water the plants.
10. *Ábántù bánókùvùnà íngqòlówà.* The people can reap the wheat.
11. *Ámáddòdà ánokùlàyíshà íngxòwà zéngqòlówà.* The men can load the bags of wheat.
12. *Ábántù bánókùgòdùkà.* The people can/may go home.



1. /-tsha/ (burn - intransitively). /-tshísà/ (burn - transitively, i. e. cause to burn). The verb suffix /-is-/ is the causative suffix or extension.

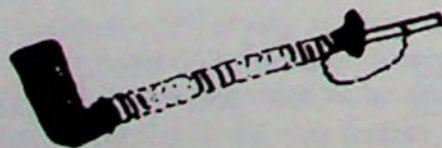
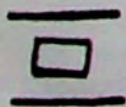


2. Starting with the sentence /Úmfāzì únókùlìmà ámázìmbà/ (The woman can cultivate/grow millet), substitute according to the model:

M	hlàkùlà	S	Úmfāzì únókùhlàkùlà ámázìmbà.
---	---------	---	-------------------------------

1. hlwàyèlà ímbèwù
2. hàríkà ùmhlâbà
3. lùngìsà úcìngò
4. ncòthùlà úkhùlà
5. qòkèlèlà ámatyè
6. vùnà ámázìmbà
7. làyíshà úmbónà
8. gòdúkà

- Úmfāzì únókùhlwàyèlà ímbèwù (... can sow seed).  
 Úmfāzì únókùhàríkà ùmhlâbà (... can rake the soil).  
 Úmfāzì únókùlùngìsà úcìngò (... can fix the fence).  
 Úmfāzì únókùncòthùlà úkhùlà (... can uproot weeds).  
 Úmfāzì únókùqòkèlèlà ámatyè (... can collect stones).  
 Úmfāzì únókùvùnà ámázìmbà (... can reap kaffircorn).  
 Úmfāzì únókùlàyíshà úmbónà (... can load melies).  
 Úmfāzì únókùgòdúkà (The woman can go home).



## 3. Answer in the negative according to the model:

M	Unókùlìmà ( Can you plough)?	S	Háyì, àndínàkùlìmà (No, I cannot ..).
---	------------------------------	---	---------------------------------------

- |   |  |                                     |   |   |                                  |                                    |   |                                       |
|---|--|-------------------------------------|---|---|----------------------------------|------------------------------------|---|---------------------------------------|
| <ol style="list-style-type: none"> <li>1. Unókùtyálà ízìtyáld èzìdála?</li> <li>2. Nìnókùhlákùlà?</li> <li>3. Nìnókùvùnà?</li> <li>4. Wená unókùncèncèshà égádìnì?</li> <li>5. Unókùncèncèshèlà ízìtyáld?</li> <li>6. ÚSándìlè unókùncòthùlà ísìtyáld èsìkhùlù?</li> <li>7. Ìngwèkwé ìnókùlàyìshà ìngxòwà yòmbónà?</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àndínàkùtyálà zìtyáld zìdàlà.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àsínàkùhlákùlà (No, we cant hoe).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àsínàkùvùnà (No, we cannot reap).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àndínàkùncèncèshà égádìnì.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àndínàkùncèncèshèlà zìtyáld.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àkánàkùncòthùlà sìtyáld sikhùlù (No, he cannot root out any big plant).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àyínàkùlàyìshà ìngxòwà yòmbónà.</td> </tr> </table> | Háyì, àndínàkùtyálà zìtyáld zìdàlà. | Háyì, àsínàkùhlákùlà (No, we cant hoe). | Háyì, àsínàkùvùnà (No, we cannot reap). | Háyì, àndínàkùncèncèshà égádìnì. | Háyì, àndínàkùncèncèshèlà zìtyáld. | Háyì, àkánàkùncòthùlà sìtyáld sikhùlù (No, he cannot root out any big plant). | Háyì, àyínàkùlàyìshà ìngxòwà yòmbónà. |
| Háyì, àndínàkùtyálà zìtyáld zìdàlà.   |  |                                     |   |   |                                  |                                    |   |                                       |
| Háyì, àsínàkùhlákùlà (No, we cant hoe).   |  |                                     |   |   |                                  |                                    |   |                                       |
| Háyì, àsínàkùvùnà (No, we cannot reap).   |  |                                     |   |   |                                  |                                    |   |                                       |
| Háyì, àndínàkùncèncèshà égádìnì.  |  |                                     |   |   |                                  |                                    |   |                                       |
| Háyì, àndínàkùncèncèshèlà zìtyáld.  |  |                                     |   |   |                                  |                                    |   |                                       |
| Háyì, àkánàkùncòthùlà sìtyáld sikhùlù (No, he cannot root out any big plant).   |  |                                     |   |   |                                  |                                    |   |                                       |
| Háyì, àyínàkùlàyìshà ìngxòwà yòmbónà.   |  |                                     |   |   |                                  |                                    |   |                                       |

4. Answer positively, using the AP base ( SC-na-kho + uku-R-a ) - for more emphasis - according to the model:

M	UJìm unókùlòbà?	S	Ewé, únàkhó úkùlòbà (Yes, he can fish).
---	-----------------	---	---

- |  |   |                              |  |   |   |                          |
|--|---|------------------------------|--|---|---|--------------------------|
| <ol style="list-style-type: none"> <li>1. ÁmáXhòsà ánókùtyálà ùmbónà?</li> <li>2. Ámákhwèkwé ánókùncèncèshèlà ìntyátyàmbò?</li> <li>3. ÚNòmsá unókùncèncèshèlà ámákhàphètshù?</li> <li>4. Ìndòdà ìnókùlìncòthùlà ìkhàphètshù èlìkhùlù?</li> <li>5. Ábáfàzì bánókùhlákùlà?</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, ánàkhó úkùtyálà ùmbónà.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, ánàkhó úkùncèncèshèlà ìntyátyàmbò (...can water flowers).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, únàkhó úkùncèncèshèlà ámákhàphètshù.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, ìnàkhó úkùlìncòthùlà ìkhàphètshù èlìkhùlù.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ewé, bánàkhó úkùhlákùlà.</td> </tr> </table> | Ewé, ánàkhó úkùtyálà ùmbónà. | Ewé, ánàkhó úkùncèncèshèlà ìntyátyàmbò (...can water flowers). | Ewé, únàkhó úkùncèncèshèlà ámákhàphètshù. | Ewé, ìnàkhó úkùlìncòthùlà ìkhàphètshù èlìkhùlù. | Ewé, bánàkhó úkùhlákùlà. |
| Ewé, ánàkhó úkùtyálà ùmbónà.   |   |                              |  |   |   |                          |
| Ewé, ánàkhó úkùncèncèshèlà ìntyátyàmbò (...can water flowers).   |   |                              |  |   |   |                          |
| Ewé, únàkhó úkùncèncèshèlà ámákhàphètshù.  |   |                              |  |   |   |                          |
| Ewé, ìnàkhó úkùlìncòthùlà ìkhàphètshù èlìkhùlù.  |   |                              |  |   |   |                          |
| Ewé, bánàkhó úkùhlákùlà.   |   |                              |  |   |   |                          |

## 5. Answer in the negative, according to the model:

M	Unàkhó úkùlìmà?	S	Háyì, àndínàkhó úkùlìmà.
---	-----------------	---	--------------------------

- |  |  |                               |                                  |                                 |  |                        |   |   |   |
|--|--|-------------------------------|----------------------------------|---------------------------------|--|------------------------|---|---|---|
| <ol style="list-style-type: none"> <li>1. Unàkhó úkùmbà?</li> <li>2. Nìnàkhó úkùhlákùlà?</li> <li>3. Ìntòmbí ìnàkhó úkwàphùlà ìgàbà?</li> <li>4. Ìintòmbí zìnàkhó úkùwàlúngìsà ámàgàbà?</li> <li>5. Ìntòmbàzànà ìnàkhó úkùmbà?</li> <li>6. Ámántòmbàzànà ánàkhó úkùwàphùlà ùmhlákùld?</li> <li>7. Úmfanà unàkhó úkùyìtshìsà ìngcá èntshá?</li> <li>8. Ábáfànà bánàkhó úkùzìlàyìshà ìngxòwà zámázìmbà?</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àndínàkhó úkùmbà (dig).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àsínàkhó úkùhlákùlà (hoe).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àyínàkhó úkwàphùlà ìgàbà.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àzìnàkhó úkùwàlúngìsà ámàgàbà. (fix the hoes).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àyínàkhó úkùmbà.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àkánàkhó úkùwàphùlà ùmhlákùld (No, they cannot break it the spade).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àkánàkhó úkùyìtshìsà ìngcá èntshá (No, he cannot burn the fresh grass).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Háyì, àbánàkhó úkùzìlàyìshà ìngxòwà zámázìmbà (...not load the bags of ..).</td> </tr> </table> | Háyì, àndínàkhó úkùmbà (dig). | Háyì, àsínàkhó úkùhlákùlà (hoe). | Háyì, àyínàkhó úkwàphùlà ìgàbà. | Háyì, àzìnàkhó úkùwàlúngìsà ámàgàbà. (fix the hoes). | Háyì, àyínàkhó úkùmbà. | Háyì, àkánàkhó úkùwàphùlà ùmhlákùld (No, they cannot break it the spade). | Háyì, àkánàkhó úkùyìtshìsà ìngcá èntshá (No, he cannot burn the fresh grass). | Háyì, àbánàkhó úkùzìlàyìshà ìngxòwà zámázìmbà (...not load the bags of ..). |
| Háyì, àndínàkhó úkùmbà (dig).  |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àsínàkhó úkùhlákùlà (hoe).   |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àyínàkhó úkwàphùlà ìgàbà.  |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àzìnàkhó úkùwàlúngìsà ámàgàbà. (fix the hoes).   |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àyínàkhó úkùmbà.   |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àkánàkhó úkùwàphùlà ùmhlákùld (No, they cannot break it the spade).  |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àkánàkhó úkùyìtshìsà ìngcá èntshá (No, he cannot burn the fresh grass).  |  |                               |                                  |                                 |  |                        |   |   |   |
| Háyì, àbánàkhó úkùzìlàyìshà ìngxòwà zámázìmbà (...not load the bags of ..).  |  |                               |                                  |                                 |  |                        |   |   |   |



- D. PATTERN 

SC	-ya-	kw-	azi
----	------	-----	-----

 + 

uku-	R	-a
------	---	----

 e.g./Siyàkwázi úkúlìmà/  
(We know it to plough/can...).
- |    |                 |     |     |
|----|-----------------|-----|-----|
| a- | SC <sup>n</sup> | kw- | azi |
|----|-----------------|-----|-----|

 + 

uku-	R	-a
------	---	----

 e.g./àndìkwázi úkúlìmà/ ( I cannot plough).

This alternative way of rendering 'CAN' is used mostly when skill or knowledge is implied, but the forms (SC-ya-kw-azi . . .)(SC-na- . . .) are often used indiscriminately.

1. Change the mode of expressing CAN in each sentence according to the model:

M	Inddà ìnókùlìmà.	S	Inddà ìyàkwázi úkúlìmà.
---	------------------	---	-------------------------

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Úm̀ntwàná únókùtyálà ùmbónà.</li> <li>2. Úv̀yùl̀è únókùhlwáyèl̀à ìmbèwù.</li> <li>3. OF̀ànì b̀ánókùv̀ùnà á mázìmbà.</li> <li>4. ÚM̀ándìsà únókójà ísónkà.</li> <li>5. OR̀òsà b̀ánókùphèkà ípápà.</li> <li>6. Ìnt̀ombí ỳám ìnókòsà ìnyàmà.</li> <li>7. Ám̀ánt̀ombàzànà ánókùxhèntsà.</li> <li>8. Ìnk̀wènk̀wé ìnók̀wènzà útywàlá.</li> </ol> | <ol style="list-style-type: none"> <li>1. Úm̀ntwàná úyàkwázi úkùtyálà ùmbónà.</li> <li>2. Úv̀yùl̀è úyàkwázi úkùhlwáyèl̀à ìmbèwù.</li> <li>3. OF̀ànì báyàkwázi úkùv̀ùnà á mázìmbà.</li> <li>4. ÚM̀ándìsà úyàkwázi úkójà ísónkà.(bake).</li> <li>5. OR̀òsà báyàkwázi úkùphèkà ípápà.</li> <li>6. Ìnt̀ombí ỳám ìyàkwázi úkòsà ìnyàmà.<br/>( My daughter can roast meat).</li> <li>7. Ám̀ánt̀ombàzànà áyàkwázi úkùxhèntsà.<br/>( The little girls can dance).</li> <li>8. Ìnk̀wènk̀wé ìyàkwázi úk̀wènzà útywàlá.</li> </ol> |
|---|--|

2. Answer in the negative according to the model:

M	Wenà ùyàkwázi úkùbèthà úhádì? (Can you play the harp/organ. . ?)	S	Háyì, àndìkwázi úkùbèthà úhádì. No, I cannot play the harp/organ).
---	---	---	---

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Úyàkwázi úkùbèthà úmlòzi?<br/>(Can you whistle a tune ?).</li> <li>2. Úyàkwázi úkùbèthà ìkhwéld?</li> <li>3. Úyàkwázi úkùbèthà ìntsìmbì?</li> <li>4. Úyàkwázi úkùbèthà ìxìlóngò?</li> <li>5. Úyàkwázi úkùbèthà ìntlókò?</li> <li>6. Nìyàkwázi úkùqhubèl̀à phám̀bìl̀ì?</li> </ol> | <ol style="list-style-type: none"> <li>1. Háyì, àndìkwázi úkùbèthà úmlòzi.<br/>(No, I cannot whistle a tune).</li> <li>2. Háyì, àndìkwázi úkùbèthà ìkhwéld.<br/>(No, I cannot whistle a call).</li> <li>3. Háyì, àndìkwázi úkùbèthà ìntsìmbì.<br/>(No, I cannot ring the bell).</li> <li>4. Háyì, àndìkwázi úkùbèthà ìxìlóngò.<br/>(No, I cannot blow the trumpet).</li> <li>5. Háyì, àndìkwázi úkùbèthà ìntlókò (heads).<br/>(No, I cannot pick out the important points).</li> <li>6. Háyì, àsìkwázi úkùqhubèl̀à phám̀bìl̀ì.<br/>(No, we cannot drive ahead - succeed).</li> </ol> |
|--|--|

#### E. WRITTEN TEST.

Translate:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. I have no money.</li> <li>2. I have nothing but you can help me.</li> <li>3. You are generous, my friend.</li> <li>4. The farmer has no big cattle.</li> </ol> | <p>Àndìnàmàlì.<br/>Àndìnàntò kòdwà ùnókùndìncédìsà.<br/>Únèsàndl̀à ésìshùshù, ìnhl̀òbò wàm.<br/>Úf̀nl̀ìmì àkànànkò mò zìnk̀l̀l̀ù.</p> |
|--|---|



- |  |  |
|--|--|
| 5. He is not very angry.                             | Ákánàmsíndò kàkhùlù.                           |
| 6. Have pigs long hair?                              | Iihágù zínòbòyá óbùdè?                         |
| 7. Has Nomsa long hair?                              | ÚNòmsá únéénwélè ézìndè?                       |
| 8. Has her mother new cups?                          | Únìnà únéekómítyì ézìntshá ná?                 |
| 9. The farmer's wife has beautiful knives and forks. | Úmfázì wómìlìmì únéemélà néesfólókhwè ézìntlé. |
| 10. The man has no time now.                         | Índòdà àyínàxéshà ngòkù.                       |

## F. INCOKO.

UNÓzíz wè nòSízìwé  
(Nozizwe and Siziwe)

- |  |   |
|--|---|
| UN. Mólò wèthú Sízìwé. Kúthênì úbónákàlà kálúsìzì. <sup>1</sup> Uyàgùlà?               | Hello Siziwe. Why are you looking poorly (pitiful). Are you sick?   |
| US. Èwé, mólò wèthú. Ndìnéntlókò, ndiyàgòdólà.   | Yes, hello (ours). I have a headache. I feel cold / I am cold.  |
| UN. Kúthênì úngàbàsì njé? <sup>2</sup>   | Why dont you just light a fire?   |
| US. Andínàzó ìnkúnì.   | I have not the firewood.  |
| UN. Kúthênì ùngàchòlì? Māsìyè kùchòlà, nám ndìzè kúwè úkúbá síyè kùchòlà. <sup>3</sup> | Why dont you collect / pick up (some)? Let us go to pick up some, I too came to you so that we go to collect/pick up. |
| US. Háyi, àndínàkhó úkùchòlà, ndìnéntlókò, ìbùhlúngù kàkhùlù.                          | No, I cannot collect wood (pick up). I have a sore head, it is very sore.   |
| UN. Íqálè níní úkúbà bùhlúngù?   | When did it start to get/become sore?   |
| US. Ndiyivè phézòlò, nàngòkù ndìzìvè ndínéngqèlè.                                      | I felt it last night, even now I feel myself, I with a cold - I feel I have a..                                       |
| UN. Khàwùzìgìnyé ìpìlìsì ìmòndfí.  | Just swallow the pills dear pal.  |
| US. Háyi, àndínàmàlì yókùzìthèngà.   | No, I have no money to buy them. <sup>4</sup>   |
| UN. Nám bèndínézìnyò, ndìncèdwè zìzò. <sup>5</sup>                                     | I also had a tooth - i.e. a toothache, I was helped by them.  |
| US. Ncèdá úndìphé úkúbá úsénàzó.   | Please give me if you still have them. <sup>6</sup>   |
| UN. Thùmà úmntwànà áyè <sup>6</sup> kùzìtháthá.  | Send the child to go and take them.   |
| US. Enkòsì.  | Thanks.   |

1. /ká-lúsìzì/ : Here the prefix /ka-/ is the manner adverb formative.
2. /Kúthênì?/ takes the Participial Mood which, among other things, raises the tone of a L subject concord and has a neg. SC-ngà-R-i form.
3. Purposive Infinitive - by elision of the initial vowel, usually after the verbs /-ya/ or /-za/.
4. Another example of the Participial - concurrent action : ' I being with a cold / I having a cold'. Note the SC tone change to H. Lesson 38.
5. /bè-/ which is prefixed to a predicate to form the near past continuous tense, takes the Participial - Lesson 39.  
/-w-/ is the passive voice formative suffix and the passive is followed by the copulative of the agent.
6. /áyè/ - a purpose clause, hence in the subjunctive ( Lessons 16, 44, 51).  
Class 1 SC = /a-/ in the present-future subjunctive.  
The progressive prefix /-sa-/(still) becomes /-se-/ in the Copulative.

## LESSON 32

## PASSIVE VOICE

## A. SIMPLE PASSIVE.

SC	-R	-w	-a
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 e.g. /Inyàmà íyàfúnwà/ (The meat is wanted).

SC	-R	-iw	-a
----	----	-----	----

 when R = C or VC type e.g. /Kuthiwa áphò/ (It is said there), /Kwenziwa áphà/ (It is done here).

N. B. a) The positive suffix /-a/ remains in the negative (/ákúthiwá/.

b) The passive is followed by the Copulative of the Agent e.g. /Ndìncèdwè zípílìsì/ (I was helped by the pills).

1. Change into the passive, omitting the subject according to the model:

M   Ndìbèthà ábántwànà.	S   Abántwànà báyàbèthwà.
-------------------------	---------------------------

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|---|--|
| <ol style="list-style-type: none"> <li>1. Ndìbónà íz ìlò.</li> <li>2. Zísúkèlà íz ìnjá.</li> <li>3. Ndìtyálà ùmbónà.</li> <li>4. Sìhéngà íngqòlówà.</li> <li>5. Ndìbhákà íkékì.</li> <li>6. Sìdékà ítáfìlè.</li> <li>7. Ndìphèkà ínyàmà.</li> <li>8. Ndìsúlà ámácèphé.</li> </ol> | <ol style="list-style-type: none"> <li>Ìz ìlò zíyàbònwà (The animals are being seen).</li> <li>Ìz ìnjá zíyásúkèlwà (The dogs are being chased).</li> <li>Ùmbónà úyàtyálwà (The mealies are being planted).</li> <li>Íngqòlówà íyàthèngwà (Wheat is being bought).</li> <li>Íkékì íyàbhàkwà (A cake is being baked).</li> <li>Ìtáfìlè íyàdékwà (The table is being laid).</li> <li>Inyàmà íyàphèkwà (Meat is being cooked).</li> <li>Amácèphé áyàsúlwà (The spoons are being wiped).</li> </ol> |
|---|--|

The long passive suffix /iw/ used with C and VC types of Rs.

M   Ndìtyà ìlékèsè.	S   Iilékèsè zíyàtyíwà (Sweets are being eaten).
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|--|---|
| <ol style="list-style-type: none"> <li>1. Ndìphà úZòlá.</li> <li>2. Sìkhà ámànzi.</li> <li>3. Sìsà ìbhókìsì.</li> <li>4. Ndìvà ámàzwí ámàhlé.</li> <li>5. Nìmbà ùmhlàbà òmhlé.</li> <li>6. Sènzà íkófù.</li> <li>7. Ndàkhà ìndòngá.</li> <li>8. Sòsà ínyàmà.</li> <li>9. Sòjà ísónkà.</li> <li>10. Ndìtyà ísónkà ésìtshá.</li> </ol> | <ol style="list-style-type: none"> <li>UZòlá úyàphíwà (Zola is being given..).</li> <li>Amànzi áyàkhiwà (Water is being drawn).</li> <li>Iìbhókìsì zíyàsìwà (The boxes are carried).</li> <li>Amàzwí ámàhlé áyèvíwà (Nice words are heard).</li> <li>Ùmhlàbà òmhlé úyèmbìwà (Nice soil is being dug).</li> <li>Ìkófù íyènzìwà (Coffee is being made).</li> <li>Iìndòngá zíyàkhiwà (The walls are being built).</li> <li>Inyàmà íyòsìwà (The meat is being roasted).</li> <li>Ìsónkà síyójìwà (The bread is being baked).</li> <li>Ìsónkà ésìtshá síyàtyíwà (The fresh bread is..).</li> </ol> |
|--|---|

2. After the passive the agent is rendered by the Copulative. <sup>1</sup>

Change into the passive according to the model:

M   Ndìfúnà íkófù.	S   Íkófù ífúnwà ndìm (The coffee is wanted by me).
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|--|--|
| <ol style="list-style-type: none"> <li>1. Ndìbìzà úmàmá.</li> <li>2. Ndìcèlà íkófù.</li> <li>3. Sènzà íkófù.</li> <li>4. Sìsèlà íkófù.</li> <li>5. Nìhéngà ítí.</li> </ol> | <ol style="list-style-type: none"> <li>Umàmá úbìzwà ndìm (. . is called by me).</li> <li>Ìkófù ícèlwà ndìm (The coffee is asked..).</li> <li>Ìkófù yènzìwà síthì (The coffee is made..).</li> <li>Ìkófù ísèlwà síthì (. . is being drunk by us).</li> <li>Ìtí íthèngwá nínì (Tea is bought by you -pl).</li> </ol> |
|--|--|

1. Revise the copulative, lesson 10. Remember that /m̀ná/ (I), /thìná/ (we) and /nìná/ (you -pl) have no CP but take the SC. But /wèná/ has CP /ngu-/.

6. Wená ùthándà útywàlá.
7. Úcélà útywàlá.
8. ÚNómsá wénzà íí.
9. Úmójì wójà ísónkà.<sup>1</sup>
10. Útyà ísónkà sàkhè ésìhlé.<sup>2</sup>
11. Ndìthèngísà ísónkà sàkhè.
12. Wená ùthéngà ìkékì ézìnfzì.
13. Sòjà ísónkà sèthù.

- Útywàlá búthándwà ngúwè.  
 Útywàlá búcélwà ngúwè.  
 Íí yénzìwà ngúNómsá.  
 Ísónkà sèjìwà ngúmójì (. . by the baker).  
 Ísónkà sàkhè ésìhlé sítyíwà ngúyè.  
 Ísónkà sàkhè sìthèngíswà ndím (sold..).  
 Ìkékì ézìnfzì zìthéngwà ngúwè (. . by you).  
 Ísónkà sèthù sòjìwà síthì (. . is baked by us).

3. Change into the passive (again including the Cop. of the Agent):

1. Ábálìmì báfúnà ímìthí.
2. Bátyàlá ímìthánà (little trees).<sup>3</sup>
3. Ámáddà átyàlá úmbónà.
4. Ábáfànà báhlwáyèlè ìmbèwù.
5. Báhlwáyèlè íngqdlówà (wheat).
6. Ábányè báhlwáyèlè írásì (barley).
7. Úmfàzì úhlákùlè ámázìmbà.
8. Ámákhwènkwé áncóthùlè úkhùlè.
9. Índdà énkùlù ílúngísà úmhlábà.
10. Íqókélèlè íngqùmbà yókhùlè.
11. Íntdmbí zítshísà úkhùlè.
12. Ísítýèbì sívúnà íngqdlówà.
13. Ízìcàkà zíláyíshà íngxòwà.
14. Zísà íngxòwà ékhâyà.
15. Zíthùlè íngqdlówà (unload).
16. Ábáfàzì bènzá útywàlá.

- Ímìthí ífúnwà ngábálìmì.  
 Ímìthánà ítyálwà ngábò (. . planted by them).  
 Úmbónà útyálwà ngámáddà (. . by the men).  
 Ìmbèwù íhlwáyèlè ngábáfànà (. . by youths).  
 Íngqdlówà íhlwáyèlè ngábò (. . is sown by..).  
 Írásì íhlwáyèlè ngábányè (. . by others).  
 Ámázìmbà áhlákùlè ngúmfàzì.  
 Úkhùlè úncóthùlè ngámákhwènkwé.  
 Úmhlábà úlúngíswà yínddà énkùlù.  
 Íngqùmbà yókhùlè íqókélèlèwà yíyò (The  
 heap of weeds is being collected by him).  
 Úkhùlè lútshísà zíntdmbí (. . is burned..).  
 Íngqdlówà ívúnwà sísítýèbì (. . reapt..).  
 Íngxòwà zíláyíshà zízìcàkà (load).  
 Íngxòwà zísìwà zízò ékhâyà (carried home).  
 Íngqdlówà íthùlèwà zízò (. . unloaded by them).  
 Útywàlá bènzáwà ngábáfàzì.

4. Change into the passive in the same way:

1. Índdà yénzà úmhlákùlè (spade).
2. Únyànà wáyó wáphúlè ígàbà (hoe).
3. Ónyànà bóyíkà índdà.
4. Ínkòsì yákhà índlù éntlé.
5. Íthéngà úphàhlè ólùtshá (roof).
6. Úmfànà úsà ìpálì.
7. Úlúngísà údòngá. (wall)
8. Ámákhwènkwé átyà ínyàmà.
9. Ébà útywàlá.
10. Índdà yóhlwàya ámákhwènkwé.
11. Únyànà wáyó wósà ínyàmà.
12. Úmójì wójà ísónkà ésìnfzì.
13. Úfúnà íljògò ézìmbìní.
14. Ónyànà bàkhè bátyà íswékìlè énfzì.
15. Básùlè ípléyítì néesósàlà.
16. Bóyíkà ísìcàkà.

- Úmhlákùlè wénzìwà yínddà.  
 Ígàbà láphúlèwà ngúnyànà wáyó.  
 Índdà yóyíkwà ngónyànà (. . feared by..).  
 Índlù éntlé yákhìwà yínkòsì (. . by the chief).  
 Úphàhlè ólùtshá lúthéngwà yíyò.  
 Ípálì zísìwà ngúmfànà (The poles are ..).  
 Údòngá lúlúngíswà ngúyè (. . is fixed by him).  
 Ínyàmà ítyíwà ngámákhwènkwé.  
 Útywàlá búbìwà ngáwò (. . is stolen by them).  
 Ámákhwènkwé óhlwàywà yínddà (punish).  
 Ínyàmà yósìwà ngúnyànà wáyó (by his son).  
 Ísónkà ésìnfzì sòjìwà ngúmójì (. . baker).  
 Íljògò ézìmbìní zífúnwà ngúyè (2 jugs..).  
 Íswékìlè énfzì ítyíwà ngónyànà bàkhè  
 (Much sugar is being eaten by his sons).  
 Ípléyítì néesósàlà zísùlèwà ngábò.  
 Ísìcàkà sóyíkwà ngábò.

1. /úmójì/ (baker). See derivation of nouns from verbs, p. 42, no. 5.
2. /-àkhè/ has an alternative tone pattern /-àkhé/, which is common.
3. /-ana/ is the diminutive suffix, e.g. /úfántù/ (person) > /úfántwàná/ (child).

## B. THE PASSIVE INVOLVING PALATALIZATION.

The /-w-/ passive suffix changes any labial C in the R (except the initial C) e.g. /-sebenzisa/ becomes in the passive /-setyenziswa/.

The changes are: /b/ to /ty/, /bh/ to /j/, /ph/ to /tsh/, /m/ to /ny/, /mb/ to /nj/ and /mp/ to /ntsh/. Cfr. Consonant Changes on last page.

## 1. Change into the passive according to the models:

Model 1: 

M	Útsòtsí úhlábà índòdà.	S	Índòdà íhlátywà ngútsòtsí.
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(The tsotsi stabs ...). (The man is stabbed by..).

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. Úbàwó úhlábà ínkòmó.</li> <li>2. Íhàshè líkhábà á mákhwènkwè.</li> <li>3. Sìsébènzìsà ímàtshínì éntlé.</li> <li>4. Ôtsòtsí básébènzìsà ímèlà.</li> <li>5. Nìqhùbà ímòtó ézìntlé.</li> <li>6. Ízìgèbèngà zìlábà ábántù.</li> <li>7. Ídònkí zìkhábà ábáqhùbì.</li> <li>8. Ndìsébènzìsà íntòngà.</li> </ol>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Ínkòmó íhlátywà ngúbàwó.</li> <li>2. Á mákhwènkwè ákhátywà líhàshe.<br/>(The boys are kicked by the horse).</li> <li>3. Ímàtshínì éntlé ísétyéenzìswà síthì (The beautiful machine is being used by us).</li> <li>4. Ímèlà zìsétyéenzìswà ngòtsòtsí.</li> <li>5. Ímòtó ézìntlé zìqhútywà nínì.</li> <li>6. Ábántù báhlátywà zìzìgèbèngà (robbers).</li> <li>7. Ábáqhùbì bákhátywà zìdònkí.</li> <li>8. Íntòngà ísétyéenzìswà ndím (A stick..).</li> </ol> </td> </tr> </table> | <ol style="list-style-type: none"> <li>1. Ínkòmó íhlátywà ngúbàwó.</li> <li>2. Á mákhwènkwè ákhátywà líhàshe.<br/>(The boys are kicked by the horse).</li> <li>3. Ímàtshínì éntlé ísétyéenzìswà síthì (The beautiful machine is being used by us).</li> <li>4. Ímèlà zìsétyéenzìswà ngòtsòtsí.</li> <li>5. Ímòtó ézìntlé zìqhútywà nínì.</li> <li>6. Ábántù báhlátywà zìzìgèbèngà (robbers).</li> <li>7. Ábáqhùbì bákhátywà zìdònkí.</li> <li>8. Íntòngà ísétyéenzìswà ndím (A stick..).</li> </ol> |
| <ol style="list-style-type: none"> <li>1. Ínkòmó íhlátywà ngúbàwó.</li> <li>2. Á mákhwènkwè ákhátywà líhàshe.<br/>(The boys are kicked by the horse).</li> <li>3. Ímàtshínì éntlé ísétyéenzìswà síthì (The beautiful machine is being used by us).</li> <li>4. Ímèlà zìsétyéenzìswà ngòtsòtsí.</li> <li>5. Ímòtó ézìntlé zìqhútywà nínì.</li> <li>6. Ábántù báhlátywà zìzìgèbèngà (robbers).</li> <li>7. Ábáqhùbì bákhátywà zìdònkí.</li> <li>8. Íntòngà ísétyéenzìswà ndím (A stick..).</li> </ol> |   |   |

Model 2: 

M	Índòdà íyíbòphèlèlè íbhókhwè.	S	Íbhókhwè íbòtshèlèlè wè yíndòdà.
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(A man tied up the goat). (The goat was tied up by a man).

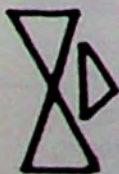
- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. Ndìkhùphè ímàlí.</li> <li>2. ÚMèrí úbòphè íngqùmbà yókhùlà.</li> <li>3. Úphéphè íngòzì (accident).</li> <li>4. Índòdà íphéphè ísòndò.</li> <li>5. Íkhùphè íbhókìsì (box).</li> <li>6. Úmfàzì wàyó úbòphè ímpàhlà.</li> </ol>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Ímàlí íkhùtshwè ndím (The money was...).</li> <li>2. Íngqùmbà yókhùlà íbòtshwè ngúMèrí (The heap of weeds was tied by Mary).</li> <li>3. Íngòzì íphétshwè ngúyè (. . was avoided by..).</li> <li>4. Ísòndò sphétshwè yíndòdà (Sin/offence was..).</li> <li>5. Íbhókìsì íkhùtshwè yíyò (. . was taken out by..).</li> <li>6. Ímpàhlà íbòtshwè ngúmfàzì wàyó (. . his wife).</li> </ol> </td> </tr> </table> | <ol style="list-style-type: none"> <li>1. Ímàlí íkhùtshwè ndím (The money was...).</li> <li>2. Íngqùmbà yókhùlà íbòtshwè ngúMèrí (The heap of weeds was tied by Mary).</li> <li>3. Íngòzì íphétshwè ngúyè (. . was avoided by..).</li> <li>4. Ísòndò sphétshwè yíndòdà (Sin/offence was..).</li> <li>5. Íbhókìsì íkhùtshwè yíyò (. . was taken out by..).</li> <li>6. Ímpàhlà íbòtshwè ngúmfàzì wàyó (. . his wife).</li> </ol> |
| <ol style="list-style-type: none"> <li>1. Ímàlí íkhùtshwè ndím (The money was...).</li> <li>2. Íngqùmbà yókhùlà íbòtshwè ngúMèrí (The heap of weeds was tied by Mary).</li> <li>3. Íngòzì íphétshwè ngúyè (. . was avoided by..).</li> <li>4. Ísòndò sphétshwè yíndòdà (Sin/offence was..).</li> <li>5. Íbhókìsì íkhùtshwè yíyò (. . was taken out by..).</li> <li>6. Ímpàhlà íbòtshwè ngúmfàzì wàyó (. . his wife).</li> </ol> |   |   |

Model 3: 

M	Úmfhlòbò úthúmélè ímòtó.	S	Ímòtó íthúnyèlwè ngúmfhlòbò.
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(A friend sent the car). (The car was sent by a friend).

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. Ndìthùmèlè ímàlí.</li> <li>2. Ínjá ílúmè ábàhàmbì.</li> <li>3. Úm̀lìmì ùlìmè á mázìmbà.</li> <li>4. Ábántwànà bácímè á mákhàndlèlà.</li> <li>5. Ábántù bádùmìsè úThíxó.</li> <li>6. Ámádòdà álìmè írásì.</li> <li>7. Íhàgù zìlúmè ònyànà.</li> <li>8. Sìdùmìsè úThíxó.</li> </ol>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Ímàlí íthúnyèlwè ndím (Money was sent by me).</li> <li>2. Ábàhàmbì bálúnywè yínjá (. . were bitten by..).</li> <li>3. Ámázìmbà álìnywè ngúm̀lìmì (The kaffircorn..).</li> <li>4. Á mákhàndlèlà ácìnywè ngábántwànà (The candles were quenched by the children).</li> <li>5. ÚThíxó údùnyìswè ngábántù (God was glorified/praised by the people).</li> <li>6. Írásì ìlìnywè ngámádòdà (Barley was grown..).</li> <li>7. Ónyànà bálúnywè zìhàgù (The sons were bitten by the pigs).</li> <li>8. ÚThíxó údùnyìswè síthì.</li> </ol> </td> </tr> </table> | <ol style="list-style-type: none"> <li>1. Ímàlí íthúnyèlwè ndím (Money was sent by me).</li> <li>2. Ábàhàmbì bálúnywè yínjá (. . were bitten by..).</li> <li>3. Ámázìmbà álìnywè ngúm̀lìmì (The kaffircorn..).</li> <li>4. Á mákhàndlèlà ácìnywè ngábántwànà (The candles were quenched by the children).</li> <li>5. ÚThíxó údùnyìswè ngábántù (God was glorified/praised by the people).</li> <li>6. Írásì ìlìnywè ngámádòdà (Barley was grown..).</li> <li>7. Ónyànà bálúnywè zìhàgù (The sons were bitten by the pigs).</li> <li>8. ÚThíxó údùnyìswè síthì.</li> </ol> |
| <ol style="list-style-type: none"> <li>1. Ímàlí íthúnyèlwè ndím (Money was sent by me).</li> <li>2. Ábàhàmbì bálúnywè yínjá (. . were bitten by..).</li> <li>3. Ámázìmbà álìnywè ngúm̀lìmì (The kaffircorn..).</li> <li>4. Á mákhàndlèlà ácìnywè ngábántwànà (The candles were quenched by the children).</li> <li>5. ÚThíxó údùnyìswè ngábántù (God was glorified/praised by the people).</li> <li>6. Írásì ìlìnywè ngámádòdà (Barley was grown..).</li> <li>7. Ónyànà bálúnywè zìhàgù (The sons were bitten by the pigs).</li> <li>8. ÚThíxó údùnyìswè síthì.</li> </ol> |  |  |



Model 4:	M	Ndizà kùwùkhùmbùlù à ùmbùzò. (I'll remember the question).	S	Ùmbùzò úzà kùkhùnjùlwà ndim (. . will be remembered. .)
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1. ÒNòmsá úzà kùyìhlàmbà ìmpàhlà.
2. ÒNòmsá bázá kùbàmbà ìzìnjá zám.
3. Bázá kùzìhlàmbùlùlù à ìzìtyà.
4. Àbází kùwùphèmbà úmílìdò.
5. Ìnkwènkwé àyíyí kùthèmbìsà ùncèdò.

Ìmpàhlà ìzà kùhlànjwà ngúNòmsá.  
Ìzìnjá zám zízà kùbànjwà ngòNòmsá.  
Ìzìtyà zízà kùhlànjùlùlwà ngábò (The  
dishes will be purified by them).  
Ùmílìdò àwúzí kùphènjwà ngábò (The  
fire will not be stoked/fanned by . .).  
Ùncèdò àlúzí kùthènjìswà yínkwènkwé  
(Help will not be promised by the boy).

2. Test. Change into the passive:

1. Ndìthèmbìsà ùncèdò.
2. Wèná ùbàmbà ìgùshà.
3. Sìbóphà ìgùshà.
4. Nìhlàmbà ìgùshà.
5. Ìndòdà ìhlàbà ényè ìgùshà.
6. ÙSándìlè úkhùphà ìnkùni (firewood).
7. Ùsèbènzìsà ìncwàdí. (use)
8. Ìbhókhwè ìlúmà ùmntwàná.
9. Àbántwàná báphèphà ìhàshè. (avoid)
10. Ìhàshè ìlìkhàbà àmákhwènkwé.

Ùncèdò lúthènjìswà ndim.  
Ìgùshà zìbànjwà ngúwè.  
Ìgùshà zìbótshwà síthì.  
Ìgùshà zìhlànjwà nìni.  
Ényè ìgùshà ìhlátywà yíndòdà.  
Ìnkùni zìkhùtshwà ngúSándìlè.  
Ìncwàdí ìsètyénzìswà ngúyè.  
Ùmntwàná ùlúnywà yìbhókhwè.  
Ìhàshè ìlìphètshwà ngábántwàná.  
Àmákhwènkwé àkhátywà ìhàshè  
(Boys are kicked by a horse).

3. Written Test. Translate (using the remote future  $\boxed{\text{SC-ya}}$  +  $\boxed{\text{ku-R-a}}$  where the future is indefinite):

1. A big feast (ìsìdló) will be prepared (-lùngìsèlèlà) by us.
2. The firewood will be collected/fetched by the girls (young ones).
3. It will not be brought (-sa) here by them.
4. The fire will be kindled by mother.
5. A lot of firewood will be used.
6. The water will be fetched by girls.
7. Will the goats be tied up by us?
8. Danger/an accident will not be avoided by the young men.
9. Help will be promised by them.
10. The feast will be remembered
11. The pots will be purified.
12. The fires will be quenched.

Ìsìdló èsìkhùlù síyà kùlùngìsèlèlèlwà  
síthì.  
Ìnkùni zìyà kùthézwà  
ngámántòmbàzàná.  
Azìyí kùsìwà áphà ngáwò.

Ùmílìdò úyà kùbàswà ngúmàmá.  
Ìnkùni ézìnhzì zìyà kùsètyénzìswà.  
Ámànzì áyà kùkhíwà zìntòmbí.  
Ìbhókhwè zìyà kùbòtshèlèlèlwà síthì?  
Ìngòzì àyíyí kùphètshwà ngábáfanà.

Ùncèdò lúyà kùthènjìswà ngábò.  
Ìsìdló síyà kùkhùnjùlwà ngábántù.  
Ìmbìzá zìyà kùhlànjùlùlwà.  
Ìmílìdò ìyà kùtshyà.



## C. INCOKO.

Úbàwó nǒ Fíkìlè  
(Dad and Fíkile)

- |  |  |
|--|--|
| <p>UB. Fíkìlè, ncèdá úngénisè ìgùshà<sup>1</sup><br/>ébuhlántì, kúzà kùxhèlwà.<sup>2</sup></p> <p>UF. Ízà kùnqúnýúlwà ngùbání?<sup>2</sup></p> <p>UB. Ndìzà kùyìnqúmlà ngòkwám,<sup>3</sup><br/>kódwà kùqàlà màyíbòtshèlèlwé<br/>ésìbòndèni.</p> <p>UF. Ígùshà ìbànjwè ndím,<sup>4</sup><br/>ndìyìbòphèlèlè ésìbòndèni.</p> <p>UB. Ìnqúnýúlwè ngòkù,<br/>màyìhlìnzwè ngábáfànà.</p> <p>UF. Ámáthùmbù ázà kùfàkwà phí?<sup>4</sup></p> <p>UB. Wáfákèni ésítýèni, kódwà<sup>5</sup><br/>síhlánjwè kùqàlà.</p> <p>UF. Ámáthùmbù ámélwè kúkùsèngwà.<br/>Ázà kùsèngwà ngùbání?</p> <p>UB. Níkà ábáfàzì báwàsèngè.</p> <p>UF. Khàngèlà úm̀nwè wám úyóphà,<br/>ndìzìsìkìlè.<sup>6</sup></p> <p>UB. Yìyá kúmàmá wákhò úbòtshwé<br/>úkúzè úngàngènwà zízìfó.<sup>7</sup><br/>Wà<br/>Wákùgqìbà úbùyé ùngénisè<br/>ínyàmà éndlwinì.<sup>8</sup></p> <p>UF. Íphékwè yónkè?</p> <p>UB. Háyi, màkùphékwè úm̀lènzè<br/>kùphèlà.</p> | <p>Fíkile, please get the sheep into<br/>the kraal, it will be slaughtered.<br/>It will be cut off (killed) by whom?<br/>I will (cut it off) kill it myself,<br/>but first let it be tied up to<br/>the pole.<br/>The sheep has been tied by me,<br/>I tied it up to the pole.<br/>It is killed (chopped off) now,<br/>let it be skinned by the young men.<br/>The entrails will be put into where?<br/>Put them into the dish, but it<br/>should be washed first.<br/>The entrails must be milked - i. e.<br/>cleaned out. They will be cleaned<br/>out (milked) by whom?<br/>Give them to the women to clean.<br/>Look my finger is bleeding,<br/>I have cut myself.<br/>Go to your mother and be bandaged<br/>so that you be not entered by diseases<br/>- i. e. so as not to catch infection.<br/>When you finish, you should come<br/>back and put the meat inside.<br/>Should it all be cooked?<br/>No, let it be cooked the leg<br/>only.</p> |
|--|--|

1. /-ngèn-is-à/ (lit. 'cause to go in') - the causative verbal extension /-is-/.
2. /-nqúnýul-w-à/ > /-nqúml-w-à/. When /mC/ palatalizes it becomes /nyuC/.
3. /ngòkwám/ /ngà-ò-kwá-m/ (by the it of me - i. e. on my own steam).
4. /ésìbòndèni/ < /e-isibonda-ini/. See locative adverbs next lesson - L. 33.
5. /wáfákèni/ (put them in): The pos. verb suffix /-a/ changes to /-e/ in commands which incorporate the OC (object concord).
6. /ndìzìsìkìlè/ (I cut myself) - /-zi-/ is the reflexive OC (for all classes).
7. /úkúzè/ is always followed by a clause of purpose in the subjunctive.
8. /wákùgqìbà/ (when you finish) - Temporal Mood SC<sup>a</sup>-aku-R-a, Lesson 45.



## LESSON 33

## LOCATIVE ADVERBS

A. FORM : 

e-	BP-	Noun st.
----	-----	----------

 e. g. /íkhâyà/ (home) > /ékhâyà/ (at home).

Those nouns which form the locative in this way (i. e. by substituting /e-/ for the initial vowel) are limited to a small group of commonly used words.

1. Follow on the pictures.

Jòngá úphúláphùlé úphíndè ( Look and listen and repeat):

1. Ámántòmbàzânà áthwálà ímìthwáld èntlòkò.
2. Ámáddà átyáthà ímìthwáld èmhlànà.
3. Ábáfázi bábèlèkà ìntsánà èmqòìd.
4. Úmntwànà úfúndà íphèphàndàbà èmnyàngò.
5. Íqáqá lìzìngèlà ùmvùndlà èndlè.
6. Únésì úsébènzà èsìbhèdlèlè.
7. Ìnqánáwà zìhàmbà èlwàndlè.
8. ÁmàBhùlù áhlàlà èMzántsi-Afríká.
9. ÁmàYípùtá áhlàlà èNtlá.
10. Ìlàngà líphùmà èMpúmálàngà.
11. Ìlàngà lítshónà èNtshónálàngà.
12. Kúshùshù gqíthá èmínì ènkùlù.

Girls carry loads on the head.  
(habitual present tense).

Men carry loads on the back i. e.  
on the upper part of the back.

Women carry babies on the back i. e.  
on the lower part of the back.

The child is reading the newspaper  
in the doorway.

The polecat is hunting a hare/  
rabbit in the veld (open country).

The nurse works at the hospital.

Ships travel on the sea.

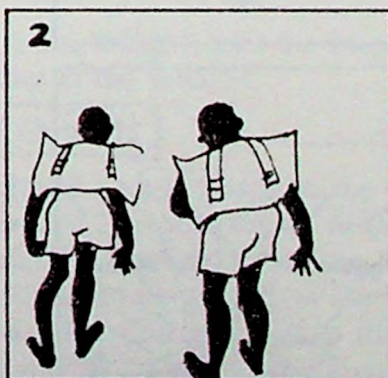
The Afrikaners live in South Africa.

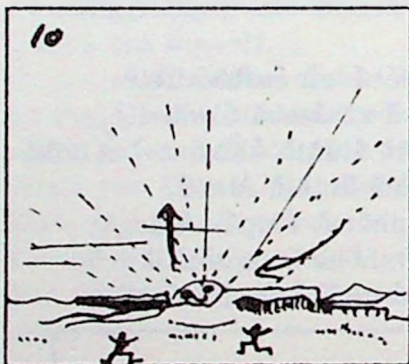
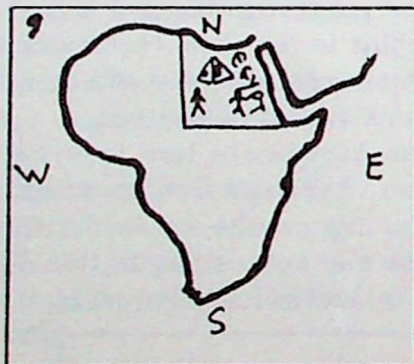
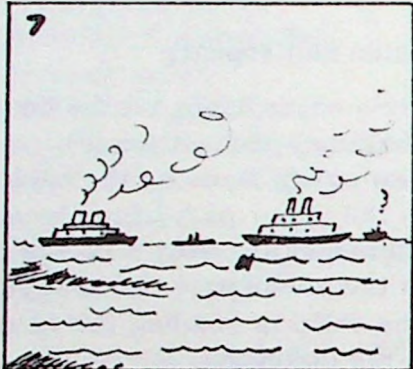
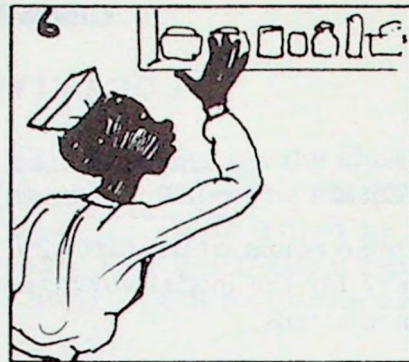
The Egyptians live up North.

The sun comes out in the East.

The sun sets/sinks in the West.

It is excessively hot at high noon.





2. Answer these questions following on the pictures above:

- |   |                                |
|---|--------------------------------|
| 1. Ámántòmbàzànà áthwàlà ntóní éntlókò? | Áthwàlà ímìthwàlò éntlókò.     |
| 2. Ámáddòdà áyítýáthà phí ímìthwàlò?    | Ímìthwàlò áyítýáthà émhlànà.   |
| 3. Ábáfàzì bàzìbèlèkà phí íntsanà?      | Íntsanà bàzìbèlèkà èmqòlò.     |
| 4. Úfntwànà úfúndà ntóní éfnnyàngò?     | Úfúndà íphèphàndàbà éfnnyàngò. |
| 5. Íqáqá lìzìngèlà ntóní éndlè?         | Lìzìngèlà ùmvùndlà éndlè.      |



- |                               |                               |
|-------------------------------|-------------------------------|
| 6. Únésì úsébénzà phí?        | Úsébénzà ésíbhédìlè.          |
| 7. Ínqánáwà z'ihámà phí?      | Z'ihámà élwándlè.             |
| 8. ÁmàBhùlù áhlàlà phí?       | Áhlàlà éMzántsi-Afríkà.       |
| 9. ÁmàYípùtà áhlàlà éMzántsi? | Háyì, áhlàlà éNtlá.           |
| 10. Íàngà líphúmà phí?        | Líphúmà émpúmálàngà.          |
| 11. Lítshónà éNtshónálàngà?   | Éwé, lítshónà éNtshónálàngà.  |
| 12. Kúshùshú gqíthá níní ná?  | Kúshùshú gqíthá émínì énkùlù. |

3. Add the locative adverb formed from the word given after each sentence, according to the model:

M	Kúyáhlánjwà. ÍKHÀYÀ.	S	Kúhlánjwà ékhâyà.	1
---	----------------------	---	-------------------	---

- |  |                                      |
|--|--------------------------------------|
| 1. Kúthwálwà ímínqwàzì. ÍNTLOKÒ.       | Kúthwálwà ímínqwàzì éntlókò.         |
| 2. Kútyáthwà íngxòdwà. ÚMHLANA.        | Kútyáthwà íngxòdwà émhlànà.          |
| 3. Kúbékwà ímbizá. ÍZIKO (hob).        | Kúbékwà ímbizá ézikò (fireplace).    |
| 4. Kùgcínwà ínkòmó. ÚBÚHLANTI.         | Kùgcínwà ínkòmó ébúhlántì.           |
| 5. Kúsébénzà ónésì nògqirà.            | Kúsébénzà ónésì nògqirà ésíbhédìlè.  |
| ISIBHEDLELE.                           | (There work nurses and doctors..).   |
| 6. Kwéziwà ímòtó. ÍBHAYI (P. E.).      | Kwéziwà ímòtó éBhâyì.                |
| 7. Kúhlàlà ábàhàmbì ábànínzì. ÍHOTÉLE. | Kúhlàlà ábàhàmbì ábànínzì éhòtèlè.   |
| 8. Ábáthákàthì báyhàmbáhàmbà. 2        | Ábáthákàthì báyhàmbáhàmbà ébùsùkù    |
| ÚBÙSÙKÙ.                               | (Witches wander about at night).     |
| 9. Sìyàsèbénzà. ÍMÍNÌ (daytime).       | Sìsèbénzà émínì.                     |
| 10. Kúbándà kàkhùlù. ÚBÙSIKA. 3        | Kúbándà kàkhùlù ébùsùkà (in winter). |

B. FORM 

e-	BP-st.	-ini
----	--------	------

 e.g. /úmthí/ (tree) > /émthínì/ (in the tree).

All nouns (except Group A and Class 1a nouns)<sup>4</sup> form the locative in this way (i.e. with the prefix /e-/ and the suffix /-ini/.<sup>5</sup>

1. To the sentence /Ndìbónà ízìntó/ (I see things), add the locative (place) adverb of the word given, according to the model:

Model 1: 

M	úmthí	S	Ndìbónà ízìntó émthínì.
---	-------	---	-------------------------

- |            |  |
|------------|--|
| 1. ímìthí  | Ndìbónà ízìntó émìthínì (I see things in the trees).     |
| 2. úmzì    | Ndìbónà ízìntó émzìnì (I see the things in the village). |
| 3. ímízì   | Ndìbónà ízìntó émízìnì (I see things in the homesteads). |
| 4. ámànzì  | Ndìbónà ízìntó émànzìnì (I see things in the water).     |
| 5. ámázwè  | Ndìbónà ízìntó émázwènì (I see things in the nations).   |
| 6. íhàshè  | Ndìbónà ízìntó éhàshènì (I see the things on the horse). |
| 7. ámátyè  | Ndìbónà ízìntó émátyènì (I see things on the stones).    |
| 8. índlèbé | Ndìbónà ízìntó éndlèbènì (I see things in the ear).      |
| 9. íncwàdí | Ndìbónà ízìntó éncwàdínì (I see the things in the book). |

1. /ku-/ is the indefinite non-class SC and it is extremely common in Xhosa.
2. The verb reduplication adds the note of feverish or purposeless activity.
3. Winter is the reaping (cutting :/-sika/) time.
4. See "Grammar Sum-up", section E for the list of nouns taking loc./e-/.
5. Cfr. Vowel Changes on the final page of the book.

Now add to the sentence /Kúkhó íntó éthíle/ (There is a certain thing) the place adverb formed from each of the following:

Model 2: 

M	ámáXhòsà	S	Kúkhó íntó éthíle émáXhòsèni.
---	----------	---	-------------------------------

<sup>1</sup>

- |             |   |
|-------------|---|
| 1. ámadòdà  | Kúkhó íntó éthíle émádódèni (There is a certain thing..).         |
| 2. ísítyà   | Kúkhó íntó éthíle ésítyèni (There is a certain thing in/on..).    |
| 3. ísónkà   | Kúkhó íntó éthíle ésónkèni (... in the bread).                    |
| 4. úkùtyá   | Kúkhó íntó éthíle ékùtyèni (There is a certain thing in ..).      |
| 5. ísándlà  | Kúkhó íntó éthíle ésándlèni (. . certain thing in the hand).      |
| 6. ínyàmà   | Kúkhó íntó éthíle ényàmèni (. . certain thing in/on the meat).    |
| 7. índlèlà  | Kúkhó íntó éthíle éndlèlèni (. . a certain thing in the road).    |
| 8. ímpàhlà  | Kúkhó íntó éthíle émpàhlèni (. . a certain .. on/in the clothes). |
| 9. ámàkháyà | Kúkhó íntó éthíle émàkháyèni (... in the homes). <sup>2</sup>     |

Now add the locative adverb to /Akúkhò ntó/ (There is nothing):<sup>3</sup>

Model 3: 

M	índlù	S	Akúkhò ntó éndlwìni.
---	-------	---	----------------------

- |             |   |
|-------------|---|
| 1. ìz índlù | Àkúkhò ntó èz índlwìni (There is nothing in the houses).  |
| 2. ábántù   | Àkúkhò ntó ébántwìni (There is nothing from the people).  |
| 3. úmntù    | Àkúkhò ntó émntwìni (There is nothing from/for the ..).   |
| 4. ìz ùlù   | Àkúkhò ntó èz ùlwìni (There is nothing in heaven).        |
| 5. ámázùlù  | Àkúkhò ntó èmázùlwìni (There is nothing in the heavens).  |
| 6. ímpùkù   | Àkúkhò ntó émpùkwìni (There is nothing on/in the rodent). |

Now add the loc. adverb to /Kúkhó íngòzì/ (There is danger):

Model 4: 

M	ísìkòlò	S	Kúkhó íngòzì ésìkòlwèni.
---	---------	---	--------------------------

<sup>4</sup>

- |               |   |
|---------------|---|
| 1. ìz ìkòlò   | Kúkhó íngòzì éz ìkòlwèni (There is danger in schools).      |
| 2. ùmthêthò   | Kúkhó íngòzì èmthêthwèni (There is a danger in the law).    |
| 3. ìz ìtùlò   | Kúkhó íngòzì éz ìtùlwèni (There is a danger in the chairs). |
| 4. ímòtò      | Kúkhó íngòzì émòtwèni (There is danger in a car).           |
| 5. úbùsò      | Kúkhó íngòzì ébùswèni (There is danger in a face).          |
| 6. índàwò     | Kúkhó íngòzì éndàwèni (There is danger in the place).       |
| 7. ísìlò      | Kúkhó íngòzì ésìlwèni (There is danger in the animal).      |
| 8. ùmthándàzò | Kúkhó íngòzì émthándàzwèni (. . danger in the prayer).      |
| 9. íntêthò    | Kúkhó íngòzì éntêthwèni (There is danger in the speech).    |

Now add the loc. adverb to /Akúkhò ngòzì/ (There is no danger):

Model 5: 

M	úthùthú (ashes)	S	Àkúkhò ngòzì élúthùthwìni. There is no danger in the ashes)
---	--------------------	---	--

<sup>5</sup>

- |           |   |
|-----------|---|
| 1. úthùlì | Àkúkhò ngòzì élúthùlìni (There is no danger in the dust). |
| 2. údngá  | Àkúkhò ngòzì élúdngèni (There is no danger in the wall).  |
| 3. úcàngò | Àkúkhò ngòzì élúcàngwèni (... no danger in the door).     |
| 4. úcìngò | Àkúkhò ngòzì élúcìngwèni (... in the wire/wire fence).    |

1. Vowel Change a-i > e.

2. /ìkháyà/ can assume loc. /e-/ or /e-..-ini/ in order to establish a meaning contrast : /ékháyà/ (at home) as against /ékháyèni/ (in the home).

3. Vowel Change u-i > wì. Again, /àkúkhò/ is always followed by the axiomatic.

4. Vowel Change o-i > we.

5. Class-11 BP /lu/ revives in the locative.

5. únyàwò | Àkúkòhò ngòzì é́lúnyàwèni ( There is no danger to the foot).  
 6. úphòndò | Àkúkòhò ngòzì é́lúphòndwèni (... no danger in/to the horn).

Now add the locative to /Andibóni ntó ìthìlè/ ( I see nothing special):

Model 6:	M	ínmòtó	S	Andibóni ntó ìthìlè èzímòtwèni.	<sup>1</sup>
1. ìbhà̀yìsìkìlè				Àndibóni ntó ìthìlè èzìbhà̀yìsìkìlèni (. . in bicycles).	<sup>2</sup>
2. ìbhòtìlè				Àndibóni ntó ìthìlè èzìbhòtìlèni (. . nothing special in bottles).	
3. ìbhòkìsì				Àndibóni ntó ìthìlè èzìbhòkìsìni (. . nothing . . in the boxes).	
4. ìnqánáwà				Àndibóni ntó ìthìlè èzìnqánáwèni (. . special in the ships).	
5. ìndàwò				Àndibóni ntó ìthìlè èzìndàwèni (. . special in the places).	
6. ìngcàngò				Àndibóni ntó ìthìlè èzìngcàngwèni (. . on the doors/in the .).	
7. ìngcìngò				Àndibóni ntó ìthìlè èzìngcìngwèni (. . in the wire/wire fences).	<sup>3</sup>
8. ìngxòwà				Àndibóni ntó ìthìlè èzìngxòwèni (. . special in the bags).	
9. ìndlèlè				Àndibóni ntó èthìlè èzìndlèlèni (. . nothing special on the . .).	

### C. LOCATIVE IN /ku-/ AND LOCATIVE INVOLVING PALATALIZATION.

ku-	Cl. 1a/2a nouns	e.g. /kúThíxó/ (from God), /kònyànà/ (to the sons).
	All Pronouns	e.g. /kúwè/ (from you), /kúló fntù/ (to this person).

The loc. /ku-/ may be used as an alternative to /e-, e-. .ini/ with nouns other than cls. 1a and 2a, e.g. /kwígùmbí/ (in the room).

1. Add the locative of each word given to the sentence /Sìcèlè úkùtyá/:

1. únòmsá	Sìcèlè úkùtyá kúnòmsá ( We are asking Nomsa for food).
2. úbàwò	Sìcèlè úkùtyá kúbàwò ( We ask food from our dad).
3. úmàamá	Sìcèlè úkùtyá kúmàamá ( We ask for food from our mother).
4. úMándìsá	Sìcèlè úkùtyá kúMándìsá ( We are asking Mandisa for food).
5. úyìsé	Sìcèlè úkùtyá kúyìsé ( We ask her father for food).
6. úbhùtí	Sìcèlè úkùtyá kúbhùtí ( We ask for food from our brother).
7. úThíxó	Sìcèlè úkùtyá kúThíxó ( We ask food from God).
8. òVélìlè	Sìcèlè úkùtyá kòVélìlè ( We ask Velile & Co. for food).
9. òsìsì	Sìcèlè úkùtyá kòsìsì ( We ask sister and her group for. .).

2. Starting with /Yìzàni ngòxòlò/ (Come in peace), add the locative formed with /ku-/ from each word, according to the model:

M	índlù yécáwà (church)	S	Yìzàni ngòxòlò kwíndlù yécáwà.	<sup>5</sup>
1. índáwò yám			Yìzàni ngòxòlò kwíndáwò yám (Come in peace to my place).	
2. éyám			Yìzàni ngòxòlò kwéyám (Come in peace to mine - place).	
3. ímízì yèthú			Yìzàni ngòxòlò kwímízì yèthú (. . in peace to our villages).	
4. éyèthú			Yìzàni ngòxòlò kwéyèthú (Come in peace to ours).	

1. Cl. 10 BP /zin-/ revives after the locative prefix /e-/.
2. Note the Axiomatic effect on NP and AC which are reduced to BP, but cl. 9 AC becomes NC /in-/. The same rule and exception apply in the copulative of adjectives - lesson 22. Revise Axiomatic Neg. lesson 20.
3. The nasal C /n/ of cls. 9, 10 put a /g/ before a click consonant.
4. The locative covers most English 'prepositions' the choice of which is determined by the meaning of the verb and the context.
5. /ngòxòlò/</ngà-úxòlò/ (lit. ' by means of peace') - see lessons 34, 48.

5. ígùmbí lám		Yízání ngóxdìd kwígùmbí lám (Come in peace to my room).
6. élam <sup>1</sup>		Yízání ngóxdìd kwélam (Come in peace to mine).
7. ísikòld sèthù <sup>2</sup>		Yízání ngóxdìd kwísikòld sèthù (. . in peace to our school).
8. ésèthù		Yízání ngóxdìd kwésèthù (Come in peace to ours).
9. ìndāwò		Yízání ngóxdìd kwìndāwò zèthù (. . peace to places).
10. ézèthù		Yízání ngóxdìd kwézèthù (Come in peace to ours. .).
11. ìnkòsì yènú		Yízání ngóxdìd kwìnkòsì yènú (. . in peace to your chief).
12. éyènú		Yízání ngóxdìd kwéyènú (Come in peace to yours).

M	ábántù	S	Yízání ngóxdìd kúbántù.	<sup>3</sup>
---	--------	---	-------------------------	--------------

13. ábálimì		Yízání ngóxdìd kúbálimì (Come in peace to the farmers).
14. ábāmélwānè		Yízání ngóxdìd kúbāmélwānè (. . to the neighbours).
15. ámáXhòsà		Yízání ngóxdìd kúmáXhòsà (peace to the Xhosa people).
16. ámádòdā		Yízání ngóxdìd kúmádòdā (Come in peace to the men).
17. ábāmélwānè		Yízání ngóxdìd kúbāmélwānè.
18. ámáphākāthí		Yízání ngóxdìd kúmáphākāthí (. . to the councillors).

3. Omit the noun stem, substituting the AP (absolute pronoun) stem:<sup>4</sup>

1. Ndìvèlā kúMándisá.		Ndìvèlā kúyè (I come from her).
2. Sìníkā úkútyá kúbántù.		Sìníkā úkútyá kúbò (We give them food).
3. Ndìsà úmthwáld kúVélìlè.		Ndìsà úmthwáld kúyè (I carry the load. .).
4. Ndìhlàlā éndlwìni.		Ndìhlàlā kúyò (I live/stay in it).
5. Ìntàkà z íhlàlā émithìni.		Ìntàkà z íhlàlā kúyò (The birds stay. .).
6. Ìntlānzì z íhlàlā élwāndlè.		Ìntlānzì z íhlàlā kúld (The fish live in. .).
7. Ìz ìld z íhlàlā éhláthìni. (forest)		Ìz ìld z íhlàlā kúld (The animals live in it).
8. Ìz ìlwányànà z idlálā élúthùthwìni.		Ìz ìlwányànà z idlálā kúld (Little animals. .).
9. Úmzìngélì ùvèlā émlánjèni.		Úmzìngélì ùvèlā kúwò (The hunter is coming from it - i. e. the river).
10. Íkátì ìlálā ézìkò (fireplace).		Íkátì ìlálā kúld (The cat sleeps on it).
11. Ìikátì z Ìzìngélā éматыèni.		Ìikátì z Ìzìngélā kúwò (The cats hunt. .).
12. Ìinkòmò z ìlálā ébúhlántì.		Ìinkòmò z ìlálā kúbò (Cattle sleep in it).

4. Palatalization. Revise lesson 32 B - the passive, and cfr. Vowel and Consonant Changes at the end of the book.<sup>5</sup>

Here are the common loc. adverbs involving palatalization, learn them:  
/éhlótyèni/ (in summer) < /e-ihlobo-ini/, /élùsàtshèni/ (from the family) < /e-u(lu)-sapho-ini/, /émlónyèni/ (in the mouth) < /e-umlomo-ini/, and /émlánjèni/ (in the river) < /e-umlambo-ini/.

Translate into Xhosa:

1. There are many fish in the river.		Kúkhó ìntlānzì ézìnfzì émlánjèni.
2. I have a sweet in my mouth.		Ndìnélékèsè émlónyèni.wám.
3. I'm going to my family.		Ndìyà élùsàtshèni lwám.

1. Cfr. Possessive Pronouns, lesson 28. (Poss. Pronoun = V<sup>2</sup>- possessive).
2. Alternative tone patterns /-èthù/ or /-èthú/ as for all possessives.
3. Classes 2 and 6 elide the initial V /a-/ before prefixing /ku-/.
4. Revise lessons 27 and 28 on absolute pronouns and pronouns as stems.
5. Vowel Change u-ini > wini, -o-ini > -weni, the /w/ causing palatalization changes: b-w > ty, bh-w > j, ph-w > tsh, m-w > ny, mb-w > nj, mp-w > ntsh

4. We get holidays in the summer.
5. There is no water in the river.
6. Take your finger out of your mouth my child.
7. The mice are playing on the wall.
8. Our children swim in the river.
9. They play in many places.

Şifumána fhòlídè éhlótyèni.  
Akúkhò mánzì émlánjèni.  
Khùphá úmnwè wákhò émlónyèni  
wákhò ìntànám.  
Ìimpùkù zidlálà élúddngèni.  
Ábántwàná bèthú badáda émlánjèni.  
Bàdlálà ézìndàwèni ézìnfazì.

## D. INCOKO.

Ubà wó nó mà má  
(Dad and Mom)

- |   |   |
|---|---|
| <p>UB. Nkqó, nkqó, Mádlámínì khàwùvùlè ndíngèné.</p>  | <p>Knock, knock, Madlamini just please open up and I will come in.</p>  |
| <p>UM. Háyi, ndíkrùqùkìlè ìnná kùkù-sólókò ndívùlèlèlè úmntù óbúyà ébùsùkù étywàlèni.<sup>1</sup></p>   | <p>No, I am fed up I by being always opening up for a person who returns in the night from the beer.</p>  |
| <p>UB. O! Ùthì màndíngáyí étywàlèni kódwà ndíhlàlé áphà ékhàyà ndénzè ntóní, kúbá àkùbénzí nòbò tywàlá?<sup>2</sup></p>                               | <p>Oh! You are saying that I should not go to the beer but what should I stay here at home to do, because you do not make it even that the beer?</p>                  |
| <p>UM. Kúphí úkùtyá kókwènzà útywàlá? Ámányè ámadòdà ásébénzà émígòdíni éRáwútíni áthúmèlé ñntsáphò ímàlí.<sup>3</sup></p>                            | <p>It is where the food for making beer? Other men work in the mines in Johannesburg and send (for / to) the families money.</p>                                      |
| <p>UB. Ndíkhè ndíbabòné ábányè ábáíazì bèzámà úkúncédìsà ámadòdà àbó ngókwènzà ìnkùkò bázìthèngísè événièni kwáNél.<sup>4</sup></p>                   | <p>I just (sometimes) see the other women trying to help their men by making sleeping-mats and selling them to Nel's shop.</p>  |
| <p>UM. Ndínlálo íxèshà lókùhlàlè phántsí ndénzè ìnkùkò ndíyínkwènkwe yákhò njé? Àkùzázì nàngókù nókúbá zìphèlélè ná ìgùshà ébùhlántì.<sup>5</sup></p> | <p>Have I the time to sit down and make mats I being just your boy? You do not know (them) even now whether they are complete (all there) the sheep in the kraal.</p> |
| <p>UB. Úkúbá àzìphèlèlàngà, ndiyà kùzìbúzà émákhwènkwèni, àsíngòmsébénzì wákhò lówò.</p>  | <p>If they are not complete (all there), I will enquire from the boys, it is not your job that (That's not your business / affair).</p>                               |
| <p>UM. Vála émnyàngò Nòsìphó ìntwàná wám, àsíyí kùlálà námhlá njé, ngúfntù óthándà úkùthèthà.</p>   | <p>Close (at) the door Nòsìphó my child, we wont go to sleep (we'll get no sleep) this day, it is a person who likes to talk (i.e. your dad cant stop talking).</p>   |

1. /ndíkrùqùkìlè/ - perfect tense stative use (i.e. past tense form with present tense Engl. equivalent). Because of its semi-passive meaning, it is followed by the copulative of the agent - cfr. lessons 32, 37.
2. /nòbò/ </na-òbò/ (even that). For a complete picture of DPs see lesson 40.
3. /úkùtyá kókwènzà/ </ukutya kwa-ukwenza/-(PC-uku-R-a: possession of purpose which is the same use of the possessive as e.g. /ìgùmbí lókùlálà/ etc.
4. /bèzámà/ (they trying) - Participial, lesson 38. /kwa-/ (at the place of).
5. Note the idiomatic use of the OC with /-azi/+ conjunction.

E. GRAMMAR SUM-UP : LOCATIVE ADVERBS.<sup>1</sup>

Formatives	Stems	Examples
ku- 2	Pronouns	/kú-ñ/ (to me), /kule njá/ (from this dog), /kúyò/ (from it), /kwéyám/ (from mine), /kwéntlé/ (to the beautiful one), /kwebòmú/ (to the red one) etc.
	Cls. 1a, 2a nouns	/kúbàwò/ (from dad), kúThíxó (from God). /kòNòmsá/ (from N. & Co.), /kòsìsì/ (from. . & Co).
	Other Cls. optional.	/kúmntù/ (from the person), /kwímithí/ (in the trees) /kwíndlù/ (in the house).
e- 3	These nouns.	/ékhàya/ (at home), /éntungò/ (in the ceiling), /éntloko/ (on the head), /ébunzi/ (on the forehead), /émhlàna/ (on the upper back), /émqòlò/ (on the lower back), /éziko/ (on the fireplace), /émnyangò/ (on the doorway), /ébuhlanti/ (in the cattlekraal), /endle/ (on the veld), /éntlàngò/ (in the desert), /ésibhedlèlè/ (in hospital), /éMonti/ (in E. London) + all place names, /éhotèlè/ (in the hotel), /élwandle/ (at sea), /ékunènè/ (on the right side), /ékhohlo/ (on the left), /empumalanga/ (in the east), /éntshonalanga/ (in the west), /entla/ (in the north), /émzantsi/ (south), /émva/ (behind), /émini/ (by day), /ébusuku/ (by night), /ébusika/ (in winter), /ékwindla/ (in autumn), /éntlakohlazà/ (spring).
e-...ini <sup>4</sup>	The rest	/élúthúlùni/ (in the dust ), /ézíndlwinì/ (in the huts).

1. The locative inflection in Xhosa covers the whole range of English place and time prepositions. In translating locatives into the English equivalent, the choice of preposition (in, into, out, out of, to, from, at, on - etc) is determined by the meaning of the verb and by the context.
2. When /ku-/ is prefixed to /aba-/, /ama-/ nouns, the initial /a-/ is elided e.g. /kúmáddà/ (from the men), /kúbántù/ (from the people).
3. /e-/ prefix causes the elision of the initial vowel of the noun, it restores the BP of cls. 10, 11 (/z-in-/, /-lu-/) e.g. /élúdongéni/, /ézíndlèlèni/, and it requires the prelocative /s/ as a partition wall between it and any other prefix e.g. /ábántù báséMzantsi-Áfrika/ (the people of S. Africa), /Umamá úsékhâyà/ (my mother is at home).
4. /-ini/ suffix causes a number of Vowel and Consonant Changes. V. changes: /-a-ini/ > /-eni/ e.g. /ésándlèni/ (in the hand) < /e-ísándlà-ini/, /-e-ini/ > /-eni/ e.g. /émátyèni/ (on the stones) < /e-ámátyè-ini/, /-u-ini/ > /-wini/ e.g. /éndlwinì/ (in the house) < /e-índlù-ini/, and /-o-ini/ > /-weni/ e.g. /élúcángwèni/ (on the door) < /e-úcàngo-ini/.

The emergence of this /w/ from nouns ending in /u/ or /o/ introduces palatalization problems: [b-w>ty], [bh-w>j], [ph-w>tsh], [m-w>ny], [mb-w>ni], and [mp-w>ntsh], e.g. /éhlótyèni/ < /e-ihlobo-ini/ (in summer). Notice that unlike the passive /-w-/ which survives in the palatalization (L. 32), the /w/ of the loc. is consumed in the process, just as in the diminutive suffix /-ana/ formation e.g. /ígàmà/ > /ígányànà/ (a little name). But palatalization shows signs of disappearing e.g. in: /úmbhóbhò/ (a hose) > /émhóbhèni/, /ínkòmó/ > /ézínkòmèni/, /íntyátyámbò/ > /ézíntyátyámbèni/.

## LESSON 34

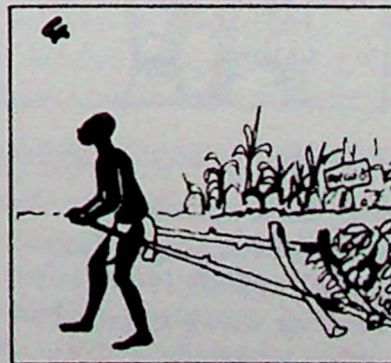
## /nga-/ADVERBS &amp; RELATIVES

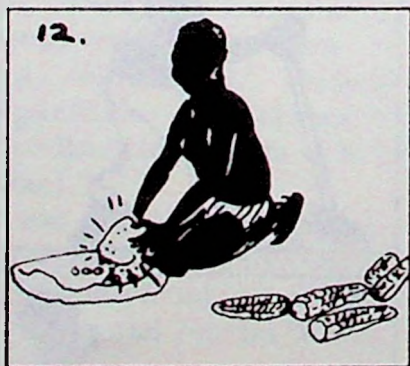
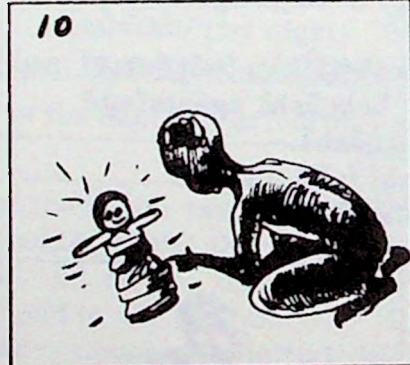
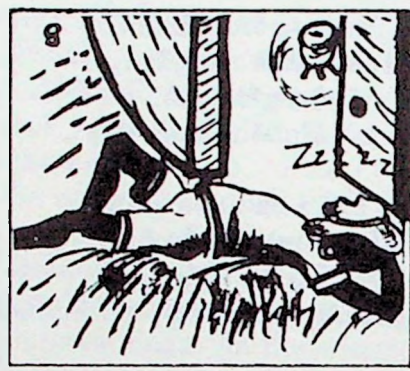
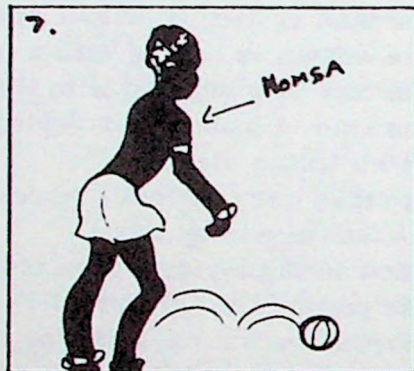
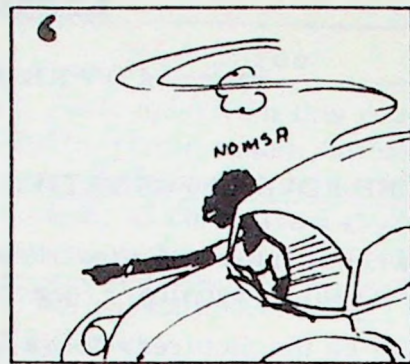
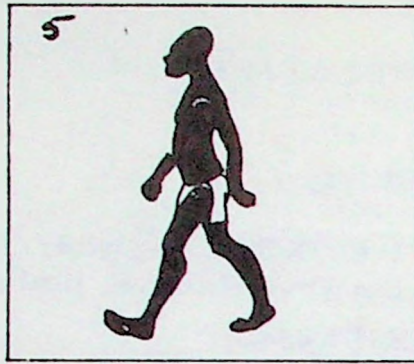
## A. THE ADVERB FORMATIVE PREFIX /nga-/.

1. /nga-/(by means of - instrumental), e.g. /Ndibhálà ngósibà/(I write with a pen). /ngósibà/</nga-úsibà/. See Vowel Changes, final page.

Follow on the pictures. Jòngá úphúláphùlé úphíndè:

- |  |   |
|--|---|
| 1. Índòdà ímbà ngómhlákùlò.                | The man is digging with a spade.  |
| 2. Úmfàzì úhlákùlà ngégàbà.                | The woman is hoeing with a hoe.   |
| 3. Índòdà ílímà ngékhùbà.                  | The man is ploughing with the plough.   |
| 4. Índòdà ísà ùmbónà ngésiléyì.            | The man is hauling/conveying the maize with a sleigh.                         |
| 5. Úmfánà ùhàmbà ngéenyàwò.                | The man goes on foot / barefoot.  |
| 6. ÚNòmsá ùhàmbà ngémótó.                  | Nomsa travels by car.   |
| 7. ÚMándisá údlálà ngébhólà.               | Mandisa is playing with a ball.   |
| 8. Úmntù úlálà émnyàngò ngómhláná.         | The person lies (habitually) in the doorway on his back (lit. 'by his back'). |
| 9. Úmfàzì úthúngà ngénálítì éndè.          | The woman is sewing with a long needle (Afrik. 'naald').                      |
| 10. Úsánà lùdlálà ngónópópi (Af. 'pop').   | The baby is playing with the doll.  |
| 11. Únìnà ùngqúshà ngéntsìmbì yókùngqúshà. | His mother stamps the mealies with the stamping iron (iron of-to-stamp).      |
| 12. Íntòmbì ísílà ùmbónà ngémbòkóthwè.     | The girl is grinding the mealies with a grinding stone.                       |





2. Again follow on the pictures above, answering the questions on them:

1. Ìnddà ímbà ngàntóní?
2. Úmfázi úhlákùlà ngàntóní?
3. Kúlínywà ngàntóní?
4. a) Úmbónà úsiwà ngàntóní?  
b) Úsiwà ngùbáńf?

Ímbà ngómhlákùlò.  
Úhlákùlà ngégàbà.  
Kúlínywà ngékhùbà.  
Úsiwà ngésíléyi.  
Úsiwà yínddà.



- |                                 |                           |
|---------------------------------|---------------------------|
| 5. a) Kùhánjwà ngùbání ná?      | Kùhánjwà ngúmfanà.        |
| b) Kùhánjwà njàní ná?           | Kùhánjwà ngéenyàwò.       |
| 6. ÚNòmsá ùhàmbà ngàntóní?      | Ùhàmbà ngémòtó.           |
| 7. ÚMándísá ùdlálà ngàntóní ná? | Ùdlálà ngébhòlà.          |
| 8. Úmntù ùlálà phí ngómhlàná?   | Ùlálà émnyàngò ngómhlàná. |
| 9. Úmfázì ùthúngà ngàntóní?     | Ùthúngà ngénálítì.        |
| Ùthúngà ngénálítì énjàní?       | Ùthúngà ngénálítì éndè.   |
| 10. Kùdlálwà ngùbání ná?        | Kùdlálwà lúsánà.          |
| Kùdlálwà ngàntóní?              | Kùdlálwà ngónópòpì .      |
| 11. Kùngqúshwà ngùbání?         | Kùngqúshwà ngúnìnà.       |
| 12. Kùsíl wà ngùbání?           | Kùsíl wà yíntòmbí.        |
| Kùsíl wà ntóní?                 | Kùsíl wà ùmbónà.          |
| Íntòmbí ísílà ngàntóní?         | Ísílà ngémbòkòthwè.       |

3. /nga-/( at, on - time reference). It is used in the adverbial formation of:
- Times of the day (on the clock) e.g. /ngó-1/( at one o'clock) < /nga-u-1/.<sup>1</sup>
  - Days of the week, e.g. /ngèCáwà/( on Sunday).<sup>2</sup>
- ;) /-nye/ pronouns e.g. /ngényè ímínì/( one day), /ngámányè ámàxéshà/.
- l) a few other time words e.g. /ngòmsó/(tomorrow), /ngókúhlwà/ etc.

Add the adverb formed from /nga-/ plus the noun given after each statement, according to the model:

M	Úndwéndwè lúyáfíkà. U-5.	S	Úndwéndwè lúfíkà ngó-5.
---	--------------------------	---	-------------------------

- |  |   |
|--|---|
| 1. Índwéndwè zíyézà. U-7.                | Índwéndwè zízà ngó-7 ( The guests are coming at 7 o'clock).                                 |
| 2. Índwéndwè zíyémkà. U-12.              | Índwéndwè zífíkà ngó-12. (... depart..).  |
| 3. Ábáhlòbò bàzò báyémkà. U-3.30.        | Ábáhlòbò bàzò bémkà ngó-3.30.   |
| 4. Ábálìmì báyà kùlìmà. Úmfvùlò.         | Ábálìmì báyà kùlìmà ngómfvùlò.  |
| 5. Ísikólò síyà kùvùlwà. Ólwésìbìnì.     | Ísikólò síyà kùvùlwà ngólwésìbìnì ( The school will be opened on Tuesday).                  |
| 6. Àsíyí kùvàlwà. Ólwésìthàthù.          | Àsíyí kùvàlwà ngólwésìthàthù ( It will not be closed on Wednesday).                         |
| 7. Ímpàhlà íyà kùsìwà áphò. Ólwésínè.    | Ímpàhlà íyà kùsìwà áphò ngólwésínè ( The goods will be carried/conveyed there on Thursday). |
| 8. Àyíyí kùsìwà ésìkólwènì. Ólwésìhlánù. | Àyíyí kùsìwà ésìkólwènì ngólwésìhlánù ( They will not be conveyed to school on Friday).     |
| 9. Kùthúngwà zíntòmbí. Ámányè ámàxéshà.  | Kùthúngwà zíntòmbí ngámányè ámàxéshà ( It is sewn by the girls at other times).             |
| 10. Sìyà kùbùyà. Ényè ímínì.             | Sìyà kùbùyà ngényè ímínì ( We will return / come back another day).                         |

- Times on the face of the clock are usually borrowed direct (without change of word structure) into class 1a, e.g. /ngó-9/, /ngó-9.30/. However, the full hours are often given the more typically Xhosa form: /ngéntsímbe yókùqáà/ ( 1st hour i. e. at 1 o'clock), /ngéntsímbe yésìbìnì/ ( at two) etc.
- Monday is the opening day of the week /úmfvùlò/, Saturday is the finishing day /úmqáqáà/, Sunday is the church day /ícáwà/, Tuesday is the second day - 'day of 2' /úsúkù lwésìbìnì/ > /ólwésìbìnì/ (the 2nd one). Likewise for /ólwésìthàthù/ ( Wed. ), /ólwésínè/ ( Thurs. ), /ólwésìhlánù/ ( Friday).

4. /nga-/ (about, concerning) e.g. /Báthéthà ngéendabà/ (They talk about..).  
/nga-loc.adverb/ (in the vicinity of, towards, at) e.g. /ngàsémánjèni/ (at  
or towards the river) as against /émánjèni/ (in the river).<sup>1</sup>

Translate into Xhosa:

- |   |                                       |
|---|---------------------------------------|
| 1. My son talks about many things.                    | Únyānā wām úthéthā ngézintó ézínfnzi. |
| 2. He does not talk about games.                      | Àkathéthi ngémídlālò.                 |
| 3. He will go towards the mountain.                   | Úyā kūyā ngàséntábèni.                |
| 4. He plays by the doorway.                           | Údlālā ngàsémnyàngò.                  |
| 5. He knows nothing about cattle.                     | Àkázì ntó ngéenkòmó.                  |
| 6. The cattle will go towards home.                   | Íinkòmó zíyā kūyā ngàsékhhāyā.        |
| 7. They are now in the vicinity<br>of the forest now. | Zíngàséhíáthínì ngókù.                |
| 8. They will not be inside in time.                   | Àzìyí kùbàkhó ngàphákàthí ngéxeshā.   |

B. RELATIVES. Noun + RC- Rel. Stem .<sup>2</sup>

RC Weak Cls. =  $V^2-$  e.g. /úmzi ó-bòmvú/ (a red village), /ímízi  
ébòmvú/, /ámátyè ábòmvú/, /íntó ébòmvú/.

RC Strong Cls. =  $V^2-SC-$  e.g. /íítyè élí-bòmvú/, /ízintó ézíbòmvú/.

1. Include the R. Stem suggested after each utterance:

M	Yínjá. -bòmvú	S	Yínjá ébòmvú (It is a red dog).
---	---------------	---	---------------------------------

- |  |                                    |
|--|------------------------------------|
| 1. Yímílenzè yàyó. -mnyámà (black)         | Yímílenzè yàyó émnyámà.            |
| 2. Ngúmlòmò wàyó. -m̀dàkà (dirty)          | Ngúmlòmò wàyó óm̀dàkà.             |
| 3. Ngúmníníyò. -m̀hlóphè (white)           | Ngúmníníyò óm̀hlóphè (. . owner).  |
| 4. Yíndlù. -lùhlázà (green, blue)          | Yíndlù élùhlázà.                   |
| 5. Ngámátyè àyó. -ntsúndù (brown)          | Ngámátyè àyó ántsúndù.             |
| 6. Yíngcá yàyó. -ngwèvù (grey)             | Yíngcá yàyó éngwèvù (. . . grass). |
| 7. Yíféstìlè yàyó. -lùbhèlù (yellow, gold) | Yíféstìlè yàyó élùbhèlù.           |
| 8. Ngúmzi. -ngákánàní (how big)?           | Ngúmzi óngákánàní?                 |
| 9. Yímízi. -njàní (How/ what sort of)?     | Yímízi énjàní?                     |

2. Include the R. Stem suggested after each utterance:

M	Zítápìlè. -m̀nándì	S	Zítápìlè ézím̀nándì (They're nice potatoes).
---	--------------------	---	--

- |  |                                       |
|--|---------------------------------------|
| 1. Zípésikà (peaches). -m̀uncù (sour)  | Zípésikà ézím̀uncù.                   |
| 2. Líyèzà (medicine). -kràkrá (bitter) | Líyèzà élíkràkrá.                     |
| 3. Zímélà (knives). -bùkháì (sharp)    | Zímélà ézíbùkháì.                     |
| 4. Sísikérè. -bùthùntù (blunt)         | Sísikérè ésíbùthùntù (. . scissors).  |
| 5. Lúfèlè. -lùshìcà (tough)            | Lúfèlè ólùlùshìcà (. . leather/skin). |
| 6. Zízìqhàmò. -lùkhùnì (hard)          | Zízìqhàmò ézìlùkhùnì (. . . fruits).  |

1. The locative prefix /e-/ demands the partition wall /-s-/ (i. e. preloc./s/) between it and any other prefix whatsoever.
2. Cfr. list of adjective stems on p. 125. Refresh yourself on lessons 18 - 22.  
RC = Relative Concord (i. e. the rel. prefix derived from the prefix of the noun qualified by the relative). R. St. = Relative Stem - cfr. Section E.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 7. Z íntlízíyò. -bùhlúngù (sore)      | Z íntlízíyò ézìbùhlúngù (... hearts). |
| 8. Z íhémpè. -máanzi (wet)            | Z íhémpè ézìmáanzi (. . wet shirts).  |
| 9. Ngábántù. -njáld (such, like that) | Ngábántù ábànjáld.                    |
| 10. Z índlèlà. -ràbàxà (rough)        | Z índlèlà ézìràbàxà.                  |

3. Test (on the copulative plus relative concords). Make a sentence from each of the following pairs, using CP and RC according to the model:

M	ámáanzi, -nzùlú (deep)	S	Ngámáanzi ánzùlú (It is deep water).
---	------------------------	---	--------------------------------------

- |                        |   |
|------------------------|---|
| 1. íntlànzi, -mbàlwá   | Z íntlànzi ézìmbàlwá (They are a few fish).         |
| 2. úm̀lambò, -bàanzi   | Ngúm̀lambò óbàanzi (It is a wide river).            |
| 3. índlèlà, -ràbàxà    | Yíndlèlà éràbàxà (It is a rough road).              |
| 4. ígùmbí, -njé        | Lígùmbí élinjé (It is a room like this).            |
| 5. ísákhíwò, -ngcwélé  | Sísákhíwò ésingcwélé (It is a holy building).       |
| 6. úcàngò, -dùlù       | Lúcàngò ólùdùlù (It is an expensive door).          |
| 7. ùm̀thwáld, -onzimà  | Ngúm̀thwáld ónzimà (It is a heavy load).            |
| 8. ím̀ithwáld, -lúlà   | Yím̀ithwáld ólúlà (They are heavy loads).           |
| 9. ìzákhhíwò, -bhétèlè | Z ìzákhhíwò ézìbhétèlè (They are better buildings). |

4. Test (on adjectives and relatives).<sup>1</sup>

Use the copulative of the noun instead of the descriptive copulative in each of the following according to the model:

M	Míhlé ím̀ithí. (The trees are beautiful).	S	Yím̀ithí ém̀ihlé. (They are beautiful trees).
---	--	---	--

- |                        |  |
|------------------------|--|
| 1. Mádè ámasèbè.       | Ngámásèbè ámadè (They are long branches).          |
| 2. Álùhlàzà ámagqàbì.  | Ngámagqàbì álùhlàzà (They are green leaves).       |
| 3. M̀khùlù ùm̀thí.     | Ngúm̀thí òm̀khùlù (It is a big tree).              |
| 4. Úgòsò ùm̀thí.       | Ngúm̀thí ógòsò (It is a crooked tree).             |
| 5. Íhlàthì lídálà.     | Líhlàthì élidálà (It is an old forest).            |
| 6. Ám̀ahlàthì mábìní.  | Ngám̀ahlàthì ám̀abìní (They are two forests).      |
| 7. Ìzìlò z̀ingwèvù.    | Z ìzìlò éz̀ingwèvù (They are grey animals).        |
| 8. Íntàkà z̀ínínzì.    | Z íntàkà éz̀ínínzì (They are many/numerous birds). |
| 9. Íngcá ílúshìcà.     | Yíngcá élúshìcà (It is tough grass).               |
| 10. Úbùsùkù búm̀nyámà. | Búbùsùkù óbùm̀nyámà (It is a dark night).          |

5. Answer in the negative and then add a positive answer, using the qualifying word with the opposite meaning:

M	Z ìnkò mò éz̀intlé?	S	Háyì, àsìzìzò éz̀intlé. Z éz̀imbí.
---	---------------------	---	------------------------------------

- |                        |   |
|------------------------|---|
| 1. Kúkùtyá òkùtshá?    | Háyì, àsìkùkò òkùtshá. Kókùdálà ('Tis the stale). |
| 2. Yíngcá élùbhèlú?    | Háyì, àsìyìyó élùbhèlú. Yélùhlàzà.                |
| 3. Ngúm̀lìld òm̀khùlù? | Háyì, àsìngùwò òm̀khùlù. Ngòm̀ncíncí.             |

- The common denominator which both adjective and relative concords share is the initial V<sup>2</sup>-, which incidentally is the distinguishing mark of possessive pronouns e.g. /Z ézám ízínjá éz̀intlé éz̀ìbòmvù/.
- The only qualifying word which changes form when used as a pronoun is the possessive (which assumes V<sup>2</sup>- as its characteristic prefix), thus /íz̀intó éz̀ilúlà/ (easy things)::/éz̀ilúlà/ (the easy ones), but /ézám/ (mine).

- |                         |   |
|-------------------------|---|
| 4. Zíndlèlà ézím̀xìnwá? | Háyì, àsízìzò ézím̀xìnwá. Z ézìbànzí. (No, they are not the narrow ones. They are the wide ones). |
| 5. Ngúm̀thwáld ònzím̀à? |   |
| 6. Yím̀elà ébùkhàlì?    |   |

## C. WRITTEN TEST.

Translate into Xhosa:

- |                                    |  |
|------------------------------------|--|
| 1. They are sour (-múncù) oranges. | Zìl-órènjì ézìm̀uncù.<br>Yìkòfù ékràkrá.<br>Ùnéminwè élùkhùnì.<br>Ábányè ábántù bánézándlà<br>ézìlùshìcà.<br>Kúm̀nyámà ngó-10. |
| 2. It is bitter coffee.            |  |
| 3. You have hard fingers.          |  |
| 4. Some people have tough hands.   |  |
| 5. It is dark at ten o'clock.      |  |

## D. INCOKO.

UThém̀bisá nòsìsì  
(Thembisa and my sister)

- |   |  |
|---|--|
| US. Thém̀bisá lùngísà ímpàhlà yákhò síyè édólóphìnì.  | Thembisa get your things (goods) ready and we'll go to town. |
| UT. Sizà kùhám̀bà ngàntónì?   |  |
| US. Sizà kùhám̀bà ngém̀dòtò.  |  |
| UT. Àndìthándì úkùhám̀bà ngém̀dòtò, íyàndìgùlìsà. Ndìfùnà úkùhám̀bà ngéenyàwò.                        |  |
| US. Ô! kùlùngìlè, màsìphàthé úkùtyá kwábàsèbénzì. Úsízwè úlím̀à ngàsédólóphìnì.                       |  |
| UT. Úlím̀à ngéenkâbì?   |  |
| US. Háyì, àkàlím̀ì ngázò, úlím̀à ngógándàgándà.   |  |
| UT. Úbàwò àkàthándì úkùlím̀à ngógándà-gándà xá kúm̀anzì, úthándà úkùlím̀à ngéenkâbì.                  |  |
| US. Màsìkháwúlèzè úkúzè sífikè ngéxésha édólóphìnì, kúzà kùvâlwa kâfmsìnyá náfm̀hlà kùbà ngùMgqìbèlè. |  |
| UT. Kúzà kùvâlwa ngàbání? <sup>1</sup>  |  |
| US. Kúzà kùvâlwa ngó-1.   |  |
| UT. Sìfikìlè ngòkù kùbálím̀ì, màsìshiyé úkùtyá sìhálèkè.  |  |
| US. Sìfikè ngéxéshà édólóphìnì, àkùkàvâlwa. Màsìthèngé sígódùké, sìyà kùfikà ngókùhlwà ékhâyà.        |  |

1. Note the idiomatic use of /úbání/ as in e.g. /Ngúbání íxéshà?/ (What is the time?), /Ngúbání ígàmà lákhò?/ (What is your name?) etc.

## E. GRAMMAR SUM-UP OF ADJECTIVES AND RELATIVES.

Noun	+	Qualificative	e.g. /Injá éntlé/, /Injá ébòmvú/.
AC =	V <sup>2</sup> -BP-	i.e. the adjective concord is the same as the (full) noun prefix with only its initial V changed to V <sup>2</sup> (secondary V), e.g. /úfantù óndáà /, /ímíthí émíhlé/. /ámátyè ámàbínf/.	
A. Stems:	cfr. the five pairs plus numbers 1-6 as laid out in lesson 21, p. 125.		
RC Weak Cls. =	V <sup>2</sup> -	e.g. /Injá ébòmvú/, /úmthí ólùhlàzà/, /ímíthí égòsò/, /ámátyè á-ntsúndù/.	
RC Strong Cls. =	V <sup>2</sup> -SC-	e.g. /ízìntó ézi-lúlà/, /úkùtyá òkùshùshù/.	

COMMON RELATIVE STEMS:<sup>1</sup>

-ndàkà (dirty, muddy)	-bùkhálì (sharp, edgy)
-mnyámà (dark, black)	-tsólò (sharp, pointed)
-mhlóphè (white, clear)	-bùthùntù (blunt, dull)
-ngwèvù (grey)	-lùshìcà (tough)
-ntsúndù (brown)	-lùkhùnì (hard)
-lùbhèlù (yellow, golden)	-gòsò (crooked)
-bòmvú (red)	-m̀xìnwá (narrow)
-mfúsá (purple)	-bànzí (wide)
-m̀nàndì (nice)	-ràbàxà (rough)
-m̀m̀ncù (sour)	-m̀anzì (wet)
-kràkrá (bitter)	-shùshù (hot)
-njé (like this)	-nzùlù (deep)
-njálò (like that, thus)	-nzìmà (heavy, difficult)
-ngákà (so great, such)	-lúlà (light, easy)
-bhétèlè (better)	-lùncèdò (helpful)
-ngwélè (holy)	-lúsizì (sorrowful, pitiful)
-mbàlwá (few)	-bùhlúngù (sore, painful)
-dúlù (dear, expensive)	-bùmínì (recent)

1. Most of the other words which we call 'adjectives' in English are really relatives with a verbal base e.g. /índòdà élùngiléyò/ (a good man - lit. a man who has become good). See next lesson - Relative Clauses.



## LESSON 35

## RELATIVE CLAUSES

- A. FORM: Pos. Short: 

RC	-	R	-	a
----	---	---	---	---

 e.g./Yínjá élúmà ábántù/( It is a dog which bites people). <sup>1</sup>
- Long: 

RC	-	R	-	a	-	yo
----	---	---	---	---	---	----

 e.g./Yínjá élúmàyó/, /Yínjá ébálúmàyó ábántwànà/.
- Neg. 

RC	-	ngà	-	R	-	i	(-yo)
----	---	-----	---	---	---	---	-------

 e.g./Yínjá éngàlúmíyò/, /Yínjá éngàlúmí bántwànà/. <sup>2</sup>

1. Omit the final word from each sentence, using then the long form of the relative according to the model:

M Ngúmfāzì ótyálà émasímínì.	S Ngúmfāzì ólímàyó.
------------------------------	---------------------

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Ngúmfāzì ótyálà úmbónà.</li> <li>2. Kúkùtyá ókúsìwà émasímínì.</li> <li>3. Bútywàlá óbúsélwá ngámáddà.</li> <li>4. Ngúmp'hókòqò ótyíwà síthì. <sup>3</sup></li> <li>5. Lúbìsì ólúsélwà ngámántòmbàzànà.</li> <li>6. Yípápà éthándwà yínkwèkwé.</li> <li>7. Yímìthwáld ésiwà ngàsémàsímínì.</li> <li>8. Yíndòdà éyérà ngógándàgándà. <sup>4</sup></li> <li>9. Líxhègò élibúzà ímìbúzò (questions)</li> <li>10. Zínkàbì ézìtsàlà íkhùbà (plough).</li> <li>11. Ngábàsèbènzì ábávúnà ámázìmbà.</li> <li>12. Ngámázìmbà ávúnwà nínì.</li> </ol> | <ol style="list-style-type: none"> <li>Ngúmfāzì ótyálàyó (. . . who plants).</li> <li>Kúkùtyá ókúsìwàyó (. . . which is carried).</li> <li>Bútywàlá óbúsélwàyó (. . . being drunk).</li> <li>Ngúmp'hókòqò ótyíwàyó (. . . being eaten).</li> <li>Lúbìsì ólúsélwàyó (It is the milk which..).</li> <li>Yípápà éthándwàyó (It is the porridge. .).</li> <li>Yímìthwáld ésiwàyó (They are loads. .).</li> <li>Yíndòdà éyéràyó (. . . who is harrowing).</li> <li>Líxhègò élibúzàyó ('Tis the old man. .).</li> <li>Zínkàbì ézìtsàlàyó (. . . oxen which pull. .).</li> <li>Ngábàsèbènzì ábávúnàyó (. . . who reap).</li> <li>Ngámázìmbà ávúnwàyó (. . . kaffircorn. .).</li> </ol> |
|---|---|

2. Change each relative clause into the negative according to the model:

M Zínjā ézílúmá ábántù.	S Zínjā ézìngàlúmí bántù.
-------------------------	---------------------------

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Zínkàbì ézìthwáld ímìthwáld.</li> <li>2. Yíndòdà élayíshà ímìthwáld.</li> <li>3. Ngámákhwèkwé áthúlàyó.</li> <li>4. Zíngxòwà ézìláyíshwàyó.</li> <li>5. Ngábàfúndì ábàngàncèdisàyó.</li> <li>6. Ngúmbónà ótyálwà éntsimínì.</li> <li>7. Yírásì éhlwáyèlwayó.</li> <li>8. Ngúmntù óhlwáyèl íngqòlówà.</li> <li>9. Yíngqòlówà éhlwáyèlwà síthì.</li> </ol> | <ol style="list-style-type: none"> <li>Zínkàbì ézìngàthwáld ímìthwáld (loads).</li> <li>Yíndòdà éngàlàyíshí ímìthwáld (. . . not load..).</li> <li>Ngámákhwèkwé ángàthùlàyó (. . . not unload).</li> <li>Zíngxòwà ézìngàláyíshwàyó. <sup>5</sup></li> <li>Ngábàfúndì ábàngàncèdisíyò (. . . not help).</li> <li>Ngúmbónà óngàtyálwà éntsimínì (field).</li> <li>Yírásì éngàhlwáyèlwayò (. . . barley. . sown).</li> <li>Ngúmntù óngàhlwáyèl íngqòlówà (wheat).</li> <li>Yíngqòlówà éngàhlwáyèlwà síthì (. . . by us).</li> </ol> |
|--|--|

1. RC (relative concord) = V<sup>2</sup>-SC- e.g./Zínjā é-zì-lúmàyó/, i.e. just as the possessive pronoun is earmarked with a V<sup>2</sup>-, so is the SC (subject concord) in relative (who, which) clauses. In the weak noun cls. (/um-, imi-, ama-, in-/ V<sup>2</sup>V naturally reduces to V<sup>2</sup> (V<sup>2</sup> a compound of 2 Vs is the stronger).
2. The use of the long form relative suffix /-yo/ is similar to the use of the present tense /-ya-/ and the near past /-ile/, except that the /-yo/ is used also in the negative.
3. The negative verb suffix /-i/ is never used with the passive /w/ nor with /-va/, e.g. /àndìbòhwà/ (I'm not being seen), /àndívà/ (I dont understand/hear).

3. Answer each question, beginning with /Háyì/ and changing the R. Cl. (relative clause) into the negative, according to the model:

M	Ngúmǎzì òhlàkùlàyó?	S	Háyì, ngúmǎzì òngàhlàkùlàyò.
---	---------------------	---	------------------------------

- |                                   |  |
|-----------------------------------|--|
| 1. Ngúmbónà òhlàkùlwayó?          | Háyì, ngúmbónà òngàhlàkùlwayò. (hoe)   |
| 2. Yíntsfmì élinywayó?            | Háyì, yíntsfmì éngàlinywayò. (field).  |
| 3. Sísitiyà ésimbìwayó?           | Háyì, sísitiyà ésíngèmbìwayò. <sup>1</sup>   |
| 4. Ngámáddà ézàyó?                | Háyì, ngámáddà ángèzíyò (. . not coming).  |
| 5. Lísèlà élfáyó?                 | Háyì, lísèlà élíngèbíyò (. . not stealing).  |
| 6. Ngámápdìsà émkàyó?             | Háyì, ngámápdìsà ángèmkíyò (depart).   |
| 7. Ngúlólìwé òmáiyó? <sup>2</sup> | Háyì, ngúlólìwé òngèmiyò (. not stopping).   |
| 8. Ngòlólìwé ábényúká íntàbà?     | Háyì, ngòlólìwé ábàngènyúkí íntàbà (No, they are the trains which do not climb..). |
| 9. Yímpàhlà ésìwà ngúlólìwé?      | Háyì, yímpàhlà éngàsìwà ngúlólìwé.   |

4. Make a relative clause (R. Cl.) out of each sentence by identifying the subject (using CP) according to the model:

M	Inddà ísà ímbèwù ngésiléyì. (The man conveys the seed with. .)	S	Yínddà ésà ímbèwù ngésiléyì (It is the man who carries the seed with. .).
---	---	---	---

- |                                     |  |
|-------------------------------------|--|
| 1. Uǎbónà úsìwà émàsímínì ngèlòrí.  | Ngúmbónà ósìwà émàsímínì ngèlòrí.  |
| 2. Igàbà lísétyènzìswà ngúmǎzì.     | Lígàbà élísétyènzìswà ngúmǎzì (use).   |
| 3. Amàgàbà àkàsètyènzìswà síthì.    | Ngámàgàbà ángàsètyènzìswà síthì (They are the hoes which are not used by us).  |
| 4. Íngùbò íthúngwà yíntòmbí.        | Yíngùbò éthúngwà yíntòmbí (It is the blanket which is being sewn by the girl). |
| 5. Íqhiyà àyìthúngwà. <sup>3</sup>  | Yíqhiyà éngàthúngwayò (It is the head-gear which is not being sewn).           |
| 6. Íqhiyà àzìfúnwà ngòMándìsà.      | Zìqhiyà ézíngàfúnwà ngòMándìsà.  |
| 7. ÒMándìsà àbàngqùshì.             | NgòMándìsà ábàngqùshíyò (stamp).   |
| 8. Íxhègókàzì àlìsìlì. <sup>4</sup> | Lìxhègókàzì élíngàsìlìyò (grind).  |
| 9. Àmàxhègókàzì àkàgècìnì cùbà.     | Ngàmàxhègókàzì ángàgècìnì cùbà (It is the old women who keep no tobacco).      |
| 10. Úmàkhùlù àkàtsháyì.             | Ngúmàkhùlù óngàtsháyìyò (. . not smoke).                                       |

#### B. RCs WITH VOWEL-COMMENCING VERBS.

Cfr. Vowel Changes on the final page and revise Lesson 29.

Weak RC Pattern:  $v^2-w/y-VC..$ , /w/ being the intervocallic (partition wall) with broad /a-/ or /o-/ and /y/ with slender /e-/  
e. g. /Ngúmǎntù ó-w-ází-yò/ (He's the person who knows), /Ngámáddà á-w-ènzà ízítùlò/ (They are the men who make chairs), /Yínddà é-y-óyíkàyó/ (It is the man who fears).

1. /ésíngèmbìwayò/. The neg. /-nga-/ has become /nge/ because of the latent initial vowel - cfr. Lesson 30. The /mb/ has not palatalized before the long form passive /-iw-/ because /mb/ is the initial C of the R. - L 32.
2. Notice the H tone on rel. /-yo/ in the positive (except with a C radical) becomes a L tone in the negative (alternating to L after neg. penultimate H, F).
3. /íqhiyà/ though not of recent borrowing belongs to Cl. 9 (like /ímàlì/, /ímòtó/).
4. Note the feminine suffix /-kazi/ (or /-azi/).

The Strong RCs follow the same rules of Vowel Change as the SCs  
- refresh yourself on lesson 29.

1. Change into R.Cls. ( relative clauses) by making a copulative of the subject according to the model:

M	Ulólìwé wóthùsà ùmhámbì.	S	Ngúlólìwé ówòthùsà ùmhámbì (startle).
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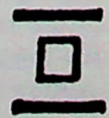
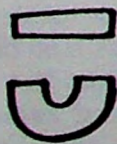
- |                                   |  |
|-----------------------------------|--|
| 1. Úmòyà òmbí wóthùsà ìntàkà.     | Ngúmòyà òmbí ówòthùsà ìntàkà.  |
| 2. ÚNómsá wóyíkà òlólìwé.         | NgúNómsá ówòyíkà òlólìwé (. fears trains).                                       |
| 3. Ámántòmbàzàná áyóyíkà.         | Ngámántòmbàzàná áwòyíkàyó (. who fear).  |
| 4. Ámátyè ánjé àyènzàkàlìsà.      | Ngámátyè ánjé áwènzàkàlìsàyó ( It is stones like this which injure/damage).      |
| 5. Úmsí wònàkàlìsà ùkùtyá.        | Ngúmsí ówònàkàlìsà ùkùtyá ( It is the smoke that is spoiling the food).          |
| 6. Ìnkábì yènzàkàlìswà yídyókhwè. | Yínkábì éyènzàkàlìswà yídyókhwè ( It is the ox which is being hurt by the yoke). |
| 7. Ímòtó yáphúlà ámásàngò.        | Yímòtó éyàphúlà ámásàngò (break gates).  |
| 8. Ìnkwènkwé íyálúsà .            | Yínkwènkwé éyálúsàyó (. . which herds).  |
| 9. Úmákhì wákhà ìhòtèlè.          | Ngúmákhì ówákhà ìhòtèlè (. who builds. .).                                       |

2. Answer each question in the contrary according to the model:

M	Lípòlìsà élíngòhlwàiyí màsèlà? (Is it the policeman who doesnt punish any thieves?).	S	Háyì, lípòlìsà élóhlwàyà ámàsèlà. (No, it is the policeman who does punish thieves).
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- |   |  |
|---|--|
| 1. Lísèlà élíngòphíyò?                              | Háyì, lísèlà éldphàyó. (No, it is the thief who is bleeding).                      |
| 2. Sísákhíwò ésíngònkàlìswá lílò?                   | Háyì, sísákhíwò ésònkàlìswá lílò (No, it is the building which is damaged by him)  |
| 3. Zízíndlù ézìngàkhíwá ngábàkhì báám? <sup>1</sup> | Háyì, zízíndlù ézákhíwá ngábàkhì bákhò. (No, they are the houses which are. .).    |
| 4. Lúðngá ólúngàphùlwá ngábàkhì?                    | Háyì, lúðngá ólwàphùlwá ngábò (No, it is the wall which is being broken by them).  |
| 5. Zíngcàngò ézìngànkèlwá ngúmàk ngúmàkhì?          | Háyì, zíngcàngò ézánkèlwá ngúyè (No, they are the doors which are received. .).    |
| 6. Zífèstìlè ézìngàlèlwayò?                         | Háyì, zífèstìlè ézálèlwayó. (No, they are the windows which are refused/rejected). |
| 7. Lúphàhlà ólúngàzìwáyò?                           | Háyì, lúphàhlà ólwàzìwáyó (roof).  |
| 8. Sísónkà ésíngòjìwá kákùhlé?                      | Háyì, sísónkà ésòjìwá kákùhlé (bake).  |
| 9. Ngábòjì ábàngàmkelí ìvùzò?                       | Háyì, ngábòjì ábámkelà ùmvùzò.(reward).  |

1. /úmákhì/ (builder) </um-akh-i/</úk<sup>h</sup>-akh<sup>a</sup>/. Cfr. Derivation of nouns from verbs ('doer of action :/um-...-i/ Cl. 1, rest /-o/.), no. 5, p. 42.





## C. THE RELATIVE + NEAR FUTURE.

Pos.  $\boxed{RC-zá}$  +  $\boxed{ku-R-a}$  e.g. /Yínjá é-zà kùlùmà/ (It is the dog which is about to bite).

Neg.  $\boxed{RC-ngà-zí}$  +  $\boxed{ku-R-a}$  e.g. /Yínjá é-ngà-zí kùlùmà/ (It is the dog which will not bite).

1. Follow on the pictures, imagining the action depicted on the picture to be about to take place. Jòngá úphúláphùlé úphíndè:

1. Ngúmfundì ózà kùzòbà ómnyè úm̀fánékìsò.
2. Ngúmfundì ózà kùzòbà ngétshókò yàkhé.
3. Ngúmfundì ózà kùzòbà ésiléyítìni sàkhé.
4. Ngútítshàlà wàkhé ózà kùbhàlà ézínnyè izìbàlò éblékbhódìni, kòdwà ngúmfundì ózà kùbàlà izìbàlò ésiléyítìni sàkhé.
5. Ngútítshàlà ózà kùkhàngélà úm̀sébènzì wábàfúndì bàkhé.
6. Ngútítshàlà ózà kùlùngìsà izìphòsìsò zàbò.

It is the student who is about to/will paint/draw another picture.

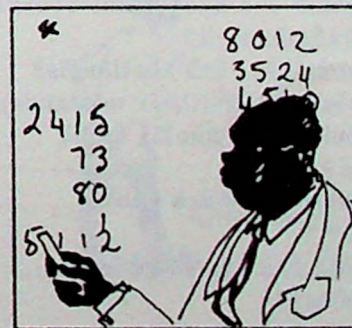
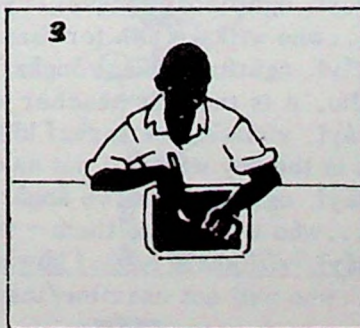
It is the student who will draw with his chalk.

It is the student who will draw on his slate.

It is his teacher who will write other sums on the blackboard, but it is the student who will do the sums on his slate.

It is the teacher that will examine/inspect his students' work.

It is the teacher who will correct their mistakes.





2. Change each R. Cl. into the near future according to the model:

M	NgúFàní óyíthàhàyo íngxòwà.	S	NgúFàní ózà kùìyíthàhà íngxòwà. <sup>1</sup>
---	-----------------------------	---	--

- |                                       |  |
|---------------------------------------|--|
| 1. NgúNómsá ólúvúlàyó úcàngò ólùbì.   | NgúNómsá ózà kùlùvùlà úcàngò ólùbì.  |
| 2. Yínkwènkwé ézìválàyó ìfèstìlè.     | Yínkwènkwé ézà kùzìválà ìfèstìlè.  |
| 3. Ngábàntwà àbálítsháyélàyó ígùmbì.  | Ngábàntwà àbázà kùlítsháyèlà ígùmbì (. . who will sweep the room).                 |
| 4. Zìntòmbì ézìzìsúlàyó ìtáfìlè.      | Zìntòmbì ézìzà kùzìsùlà ìtáfìlè.   |
| 5. NgúMèrì óyìbèthàyó íntsìmbì éntlé. | NgúMèrì ózà kùyìbèthà íntsìmbì éntlé.<br>(It is Mary who will ring the nice bell). |
| 6. Yíntsìmbì ébábízàyò àbàntwà.       | Yíntsìmbì ézà kùbábìzà àbàntwà.  |
| 7. Sísìfùndò ésisùfùndwà nàmhlá njé.  | Sísìfùndò ésisà kùfùndwà nàmhlá njé.   |

3. Answer my questions, changing each R. Cl. into the negative:

M	Ngábàfùndì àbázà kùzìkhúphà ízìntó zàbó kàmsínyànè?	S	Háyì, ngábàfùndì àbàngàzì kùzìkhúphà kàmsínyànè.
---	---	---	--

- |  |   |
|--|---|
| 1. Ngábàfùndì àbázà kùzìbékà phántsí ìngxòwà zàbó?                   | Háyì, ngábàfùndì àbàngàzì kùzìbékà <sup>2</sup> phántsí (. . who will not put them down).                   |
| 2. Ngúmùfùndì ózà kùlùngìsà ísìfùndò?                                | Háyì, ngúmùfùndì óngàzì kùsìlùngìsà.  |
| 3. Ngábàfùndì àbázà kùgqìbà úm̀sébènzì?                              | Háyì, ngábàfùndì àbàngàzì kùwùgqìbà.<br>(No, they're the students who will not finish it - i. e. the work). |
| 4. Ngútítshàlà ózà kùcèlà ìm̀sébènzì yàbó yàsémàkhàya?               | Háyì, ngútítshàlà óngàzì kùyìcèlà.<br>(. . who will not ask for them - homework).                           |
| 5. Ngútítshàlàkàzì ózà kùzìlùngìsà ízìphòsìsò zàbó? (their mistakes) | Háyì, ngútítshàlàkàzì óngàzì kùzìlùngìsà.<br>(No, it is the lady-teacher who will not. .)                   |
| 6. Yínkwènkwé ézà kùcèlà úsfbà ólùtshá?                              | Háyì, yínkwènkwé éngàzì kùlùcèlà (No, it is the boy who will not ask for it - pen).                         |
| 7. Ngámàkhwènkwé ázà kùbàlà ízìbàlò?                                 | Háyì, ngámàkhwènkwé ángàzì kùzìbàlà<br>(. . who will not do them - the sums).                               |
| 8. Yítítshàlà ézà kùkhàngéla úm̀sébènzì?                             | Háyì, yítítshàlà éngàzì kùwùkhàngéla<br>(. . who will not examine/inspect it).                              |

- The relative long form suffix /-yo/ never occurs in the future (and never with the perfect negative suffix /-anga/.
- Keep an eye open for general tone features e.g. the Rel. suffix /-yó/ in all these examples is H (high), likewise the future tense /-zà kù-/ are consistently L toned and the negative /-ngàzì kù/.

## D. RELATIVE + REMOTE FUTURE.

Pos.  $\boxed{\text{RC-yà}} + \boxed{\text{kù-R-a}}$  e.g. /Yínjá é-yà kùlùmà/ ( It is the dog which will bite).

Neg.  $\boxed{\text{RC-ngà-yí}} + \boxed{\text{kù-R-a}}$  e.g. /Yínjá é-ngà-yí kùlùmà/ ( It is which will not bite).

## 1. Follow on the pictures. Jòngá úphúláphùlé úphíndè:

1. NgúJòjò òyà kùvúswà yíntsímbì ngómsó kúsásá.
2. Ngúyè òyà kùkhùlùlà ìmpàhlà yàkhé yókùlálà.
3. Inkwènkwé éyà kùnxìbà íhèmpè éntshá, íngúJòjò.
4. Inkwènkwé éyà kùnxìbà íbhùlúkhwè nébhátyì éntshá, íyázámlà.
5. Úmíánà òyà kùnxìbà íkàwúsì nèz íhlàngú ézìntlé, úhlèlì ésitùlwèní.
6. Úmíánà òyà kùthwàlà úmñqwàzì, úyà kùphúmà.

It is George who will be woken up by the bell tomorrow in the morning.

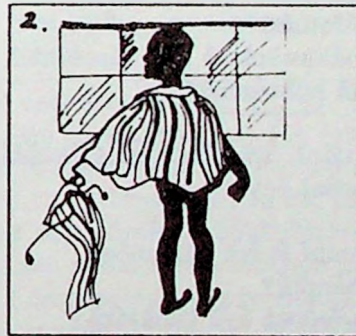
He is the one who will take off his pyjamas - clothes of to sleep.

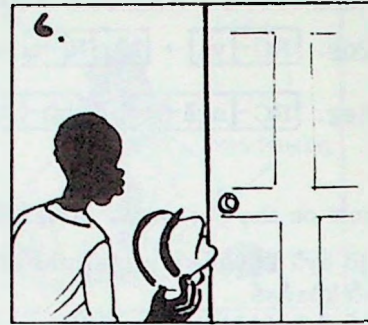
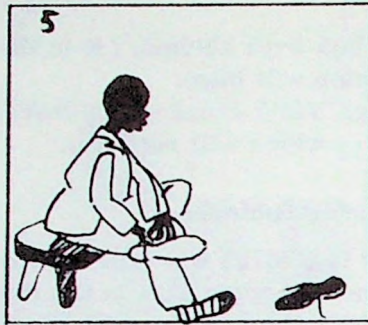
The boy who will put on a new shirt, is George.

The boy who will put on a new pair of trousers and jacket, is yawning.

The young man who will put on the beautiful socks and shoes, is sitting on a chair.

The young man who will wear/put on a hat, will go out.





2. Answer each question, changing the R. Cl. into the negative:

M	Ngúmntù óyà kùlìmà ngómsó ómnyè? (Is he the one who will plough the day after tomorrow?)	S	Háyì, ngúmntù óngàyí kùlìmà ngómsó ómnyè.
---	---	---	---

1. Ngúmsébénzì óyà kùyà édólóphìní kwívékì ézàyo? <sup>1</sup>
2. Yíndòdà éyà kùsèbénzà ésítíyèní ngómsó ómnyè?
3. Yínkwènkwe éyà kùyìncédìsà?
4. Ngábàsèbénzì ábáyà kùmbà ngàsémthìní?
5. Ngámákhwènkwe áyà kùncòthùlà úkhùlà ngèzándlà?
6. Ngúmfànà óyà kùqòkélèlèlà úkhùlà èndàwèní ényè?
7. Zíntòmbí ézìyà kùlùphòsà ngàphándlè?
8. Yínkwènkwe éyà kùhàrikà?
9. Ngúmhlàbà óyà kùlùngìswà ngèhàrikà ngúwè?

Háyì, ngúmsébénzì óngàyí kùyà édólóphìní kwívékì ézàyo (next week).  
 Háyì, yíndòdà éngàyí kùsèbénzà ésítíyèní ngómsó ómnyè. (in the garden).  
 Háyì, yínkwènkwe éngàyí kùyìncédìsà.  
 Háyì, ngábàsèbénzì ábángáyí kùmbà ngàsémthìní (. . dig in the vicinity of. .).  
 Háyì, ngámákhwènkwe ángàyí kùncòthùlà úkhùlà ngèzándlà (. . who will not root the weeds out with their hands).  
 Háyì, ngúmfànà óngàyí kùqòkélèlèlà úkhùlà èndàwèní ényè (. . who will not collect the weeds into one place).  
 Háyì, zíntòmbí ézìngàyí kùlùphòsà ngàphándlè (. . will not throw them out).  
 Háyì, yínkwènkwe éngàyí kùhàrikà.  
 Háyì, ngúmhlàbà óngàyí kùlùngìswà ngèhàrikà ndíwè/ (No, it is the soil which will not be levelled by me with a rake).

#### E. INCOKO.

U F é z ì w é n ó N ó m s á  
(Feziwe and Nomsa)

- UN. Mólò wèthú Fézìwé.  
 UF. Éwé, mólò Nómásá.  
 UN. Nìsáphílà?

Hello Feziwe.  
 Yes, hello Nomsa.  
 How are you? (pl. - concern for the others at home & s well).

1. The loc. prefix /ku-/ is preferred to the instrumental /nga-/ in the formation of time adverbs from nouns qualified by a relative clause e.g. /kwívékì éphéllèyò/ (last week), /kunyàkà ózàyo/ (next year).

UF. Sīyàphlā, ngúmà má ókhátház wà ngúmlènzè.

UN. Uthéní úmlènzè?

UF. Uwílè ízdlò wákrúnèkà. <sup>1</sup>

UN. Ngúbání ómbóphè úmlènzè <sup>2</sup>  
kùbà úmélè úkùbòtshwà <sup>3</sup>  
ngúmntù ókwázìyò.

UF. Ubótshwè ngúNókhâyà, ngúyè ónólwázì lóNcèddò lókùqàlā.

UN. Ó! UNókhâyà ngóyènà ñfāzì <sup>4</sup>  
ùnémfúnddò kúlè lálì?

UF. Ewé, ngúyè óncèdā ábántù ábènzàkèléyò kódwa ábàngènzàkàlàngā kàkhùlù. <sup>5</sup>

UN. Úthíní ngómntù ówènzàkèlè kàkhùlù? <sup>6</sup>

UF. Úmnikā úNcèddò lókùqàlā àzè <sup>7</sup>  
ámthúmélè kògqìrà ábánólwázì.

UN. Inènè ñínéthámsànqā ngóNókhâyà. Mándìkhàngèlè úmāmā wákhò ndícélè índlèlā, kúhlwílè.

UF. Enkòsì, ngókù siyàngqìnèlànā.

We are fine, but our mother has a sore leg (It is mother who is bothered by her leg).

It did what / What happened to the leg?

She fell yesterday and it got sprained.

Who bandaged her leg for her because it should have been bandaged / must be bandaged by one who knows how to.

It was bandaged by Nokhaya, she is the one who has knowledge of First Aid.

Oh! Is Nokhaya the most learned person in this location?

Yes, she is the one who helps injured people but the ones who are not seriously injured.

What does she do about a person who is seriously injured?

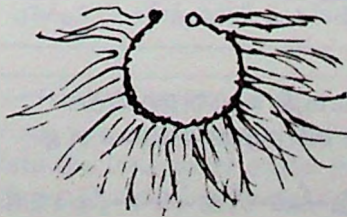
She gives him First Aid and then she sends them to doctors with skill.

Indeed you are fortunate re. Nokhaya.

Let me see (look at) your mother and ask for the road. it is nearly dark.

Thanks, now we testify to each other - are in full agreement.

1. /wákrúnèkà/ is the past subjunctive of sequence:  $[SC -a -R -a]$ , Lesson 44.
2. Note the idiom 'tie him the leg' (i.e. tie up/bandage his leg for him).
3.  $[SC -mélè] + [uku -R -a]$  i.e. /-mélè/ is a deficient verb which takes a complement in the infinitive. However, it is often used in the passive form followed by the Copulative of the Agent e.g. /úmélwè kúkùbòtshwà/.
4. /-óyèña/ is an Emphatic Pronoun with the same effect on noun and adjective prefixes as the Axiomatic or the DPs (demonstrative pronouns). Lesson 49. In brief, the E. P. =  $[V^2 - AP]$  i.e. the emphatic pronoun is the same as the absolute pronoun except for a  $V^2$ - prefix and its most common use is to render the superlative of adjectives.
5. /ábènzàkèléyò/ (the ones who have been hurt). See irregular perfects, L. 37.
6. /Úthíní?/ (What does he say/do?). This interrogative suffix /-ní?/ is in fairly common use e.g. in /ntóní?/ (What?/what thing?).
7. /àzè/ (and then). This deficient verb is frequently used in this way as a linking word for sequence clauses.



## LESSON 36

## RELATIVE + PERFECT

A. THE PERFECT (i. e. NEAR PAST). Revise lesson 26 C.

Pos. RC-R-ê e. g. /Ngúmmtwàná òlilê kákùbí/ (It is the child which cried bitterly).<sup>1</sup>

RC-R-ile-yo e. g. /Yínjá êkhónkóthíléyò/ (It is the dog which barked).

Neg. RC-nga-R-anga e. g. /Yínjá éngàlùmàngà/ (It is the dog which did not bite).

1. Revision of the Perfect. Change into the near past tense:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Úmfāzì úyàyìbìzà íntòmbí yàkhé.</li> <li>2. Íntòmbí íyà kùbàmbà ìnkùkù.</li> <li>3. Íntòmbí íyàyìbàmbà ìnkùkù énkùlù.</li> <li>4. Ízà nàyo.</li> <li>5. Íyàyìtyísà.</li> <li>6. Ìnkùkù ítyà ùmbòná nàmázìmbà.</li> <li>7. Ígqìbà úkùtyà.</li> <li>8. Íyàbàlékà.</li> </ol> | <ol style="list-style-type: none"> <li>Úmfāzì úyìbìzìlè íntòmbí yàkhé.</li> <li>Íntòmbí íbàmbè ìnkùkù (. . a fowl).</li> <li>Íntòmbí íyìbàmbìlè ìnkùkù énkùlù.</li> <li>Ízè nàyo (She brought it).</li> <li>Íyìtyìsìlè (She fed it - caused it to eat).</li> <li>Ìnkùkù ítyè ùmbòná nàmázìmbà.</li> <li>Ígqìbè úkùtyà (It finished the food).</li> <li>Íbàlèkìlè (It ran away).</li> </ol> |
|--|--|

2. Identify the subject (using CP) and change into the perfect:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Úmāmá úyàncúmà.</li> <li>2. Úbàwò úyáhlèkà.</li> <li>3. Úsìsì ùlìlè kákùbí.</li> <li>4. Úbhùtí úyákhwàzà.</li> <li>5. Òbhùtí bábèthà íkhwélò.</li> <li>6. Òsìsì bábèthà ùmlòzì.</li> <li>7. Ìnkùkù íyàkhàlì.</li> <li>8. Ínkùnzì yènkòmó íyàkhónyà.</li> <li>9. Ínkùnzì yènkùkù íyàkhónyà.</li> <li>10. Ímāzì yènkòmó íyànxákāmà.</li> <li>11. Íngónyàmà ìgqùmà ngàmàndlà.</li> <li>12. Íngwè ìgqùmà kábùkhàlì.</li> <li>13. Úlwàndlè lúyáqqùmà.</li> <li>14. Ínjá nèmfenè zìyàkhónkòthà.</li> <li>15. Íkàtì íkhàlì ngókòyìkékàyò.<sup>2</sup></li> </ol> | <ol style="list-style-type: none"> <li>Ngúmāmá òncúmìléyò (. . who smiled).</li> <li>Ngúbàwò òhlèkìléyò. (. . who laughed).</li> <li>Ngúsìsì òlìlè kákùbí (. . who cried bitterly).</li> <li>Ngúbhùtí òkhwàzìléyò (. . who shouted).</li> <li>Ngòbhùtí ábábèthè íkhwélò (. . whistled a call).</li> <li>Ngòsìsì ábábèthè ùmlòzì (. . whistled a tune).</li> <li>Yínkùkù ékhàlìléyò (It is the fowl . . squawked).</li> <li>Yínkùnzì yènkòmó ékhónyìléyò (. . roared).</li> <li>Yínkùnzì yènkùkù ékhónyìléyò (. . crowed).</li> <li>Yímāzì yènkòmó énxákāmìléyò (. . bellowed).</li> <li>Yíngónyàmà égqùmè ngàmàndlà (It is the lion which roared with strength /power).</li> <li>Yíngwè égqùmè kábùkhàlì (. . roared fiercely).</li> <li>Lúlwàndlè òlúyáqqùmìléyò (. . sea which roared).</li> <li>Yínjá nèmfenè ézìkhónkòthìléyò (It is the dog and baboon which barked).</li> <li>Yíkàtì ékhàlè ngókòyìkékàyò.</li> </ol> |
|---|---|

1. The long form perfect /-ile/ is used when :

- a) the verb ends the utterance e. g. /Sìbdnè ízìnjá/ > /Sìzìbdnìlè/.
- b) the verb incorporates the OC even though the object follows e. g. /sìzìbdnìlè ízìnjá/ (We saw the dogs).

2. /ngókòyìkékàyò/ (terribly, frightfully) /ngà-òkù-oyìk-ek`a-yò/ (Lit. 'by the it which is fearful'). The instrumental prefix /ngà-/ is very often used with a relative pronominal base like this, e. g. /ngókungàthàndàbuziyò/ (without doubt), /ngókùlùngìléyò/ (well) etc.

3. N. B. The perfect long form in the passive is SC-R-iwè < SC-R-il-w-e  
e.g. /Úmntwàná úlúny-íwè/ (The child has been bitten).<sup>1</sup>

Change into the passive according to the models:

M   <span style="border: 1px solid black; padding: 2px;">Índòdà íbízê úmncédìsì.</span>	S   <span style="border: 1px solid black; padding: 2px;">Úmncédìsì úbízíwè (The helper was called)</span>
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|--|---|
| 1. <span style="border: 1px solid black; padding: 2px;">Ámáddà ámàbìní ábámbe</span> | <span style="border: 1px solid black; padding: 2px;">Íbhókhwè íbànjíwè (The goat was caught).</span>    |
| 2. <span style="border: 1px solid black; padding: 2px;">Áyíbhóphìlè.</span>          | <span style="border: 1px solid black; padding: 2px;">Íbótshíwè (It has been bound).</span>              |
| 3. <span style="border: 1px solid black; padding: 2px;">Áyíhlábilè.</span>           | <span style="border: 1px solid black; padding: 2px;">Íhlátyíwè (It was slaughtered - stabbed).</span>   |
| 4. <span style="border: 1px solid black; padding: 2px;">Énzê úmsìthò ngòkò.</span>   | <span style="border: 1px solid black; padding: 2px;">Úmsìthò wénzíwè ngòkò (A feast was then..).</span> |
| 5. <span style="border: 1px solid black; padding: 2px;">Átyè ínỳàmà ngòkò.</span>    | <span style="border: 1px solid black; padding: 2px;">Ínỳàmà ítyíwè ngòkò (Meat was then eaten).</span>  |
| 6. <span style="border: 1px solid black; padding: 2px;">Ásélè útywàlá.</span>        | <span style="border: 1px solid black; padding: 2px;">Útywàlá búselìwè (Beer was drunk).</span>          |
| 7. <span style="border: 1px solid black; padding: 2px;">Ávùmè ìngòmà.</span>         | <span style="border: 1px solid black; padding: 2px;">Ìngòmà zìvúnyíwè (Songs were sung).</span>         |

M   <span style="border: 1px solid black; padding: 2px;">Ámáddà ákhèthè íbhókhwè.</span>	S   <span style="border: 1px solid black; padding: 2px;">Íbhókhwè íkhèthwè ngámáddà.</span> <sup>2</sup>
--	--

- |  |   |
|--|---|
| 8. <span style="border: 1px solid black; padding: 2px;">Ámáddà áxhélè íbhókhwè.</span>               | <span style="border: 1px solid black; padding: 2px;">Íbhókhwè íxhélwè ngámáddà (slaughter).</span>  |
| 9. <span style="border: 1px solid black; padding: 2px;">Áyíhlínzìlè íbhókhwè.</span>                 | <span style="border: 1px solid black; padding: 2px;">Íbhókhwè íhlínzìwè ngáwò (. . skinned by them).</span>   |
| 10. <span style="border: 1px solid black; padding: 2px;">Ényè índòdà ískè ínỳàmà.</span>             | <span style="border: 1px solid black; padding: 2px;">Ínỳàmà ískwè yényè índòdà (. . was cut by..).</span> <sup>3</sup>  |
| 11. <span style="border: 1px solid black; padding: 2px;">ÚFàní wábè ínỳàmà.</span>                   | <span style="border: 1px solid black; padding: 2px;">Ínỳàmà yábíwè ngúFàní (. . was divided by..).</span> <sup>3</sup>  |
| 12. <span style="border: 1px solid black; padding: 2px;">Ábáfàzì bènzè úmílìd.</span>                | <span style="border: 1px solid black; padding: 2px;">Úmílìd wénzíwè ngábáfàzì (Fire was made..).</span>   |
| 13. <span style="border: 1px solid black; padding: 2px;">Bòsè ínỳàmà.</span>                         | <span style="border: 1px solid black; padding: 2px;">Ínỳàmà yósíwè ngábò (. . was roasted by them).</span>  |
| 14. <span style="border: 1px solid black; padding: 2px;">Umníníndlù wábélè<br/>ábántù ínỳàmà.</span> | <span style="border: 1px solid black; padding: 2px;">Ínỳàmà yábelwè ábántù ngúmníníndlù (The<br/>meat was divided for the people by the<br/>head of the house - owner of the house).</span> |
| 15. <span style="border: 1px solid black; padding: 2px;">Ubékè ényè ínỳàmà écalèni.</span>           | <span style="border: 1px solid black; padding: 2px;">Ényè ínỳàmà íbèkwè écalèni ngúyè (Some<br/>of the meat was put on the side by him).</span>   |
| 16. <span style="border: 1px solid black; padding: 2px;">Ndíthè bátyà ínỳàmà énzì.</span>            | <span style="border: 1px solid black; padding: 2px;">Kúthíwè ndím bátyà ínỳàmà énzì.</span> <sup>3</sup>  |

4. Written Test. Translate into Xhosa and then check your written responses with those on the right hand column.

- |  |   |
|--|---|
| 1. The lion has roared.  | <span style="border: 1px solid black; padding: 2px;">Íngónyàmà ìgqúmìlè.</span>                                     |
| 2. The little animal ran off.                                  | <span style="border: 1px solid black; padding: 2px;">Ísílwanýànà síbálékìlè.</span>                                 |
| 3. He was caught by a tiger.                                   | <span style="border: 1px solid black; padding: 2px;">Síbànjàwè yíngwè.</span>                                       |
| 4. He was eaten by him.  | <span style="border: 1px solid black; padding: 2px;">Sítýíwè yíyò.</span>   |
| 5. The cock which crowed now,<br>will be slaughtered tomorrow. | <span style="border: 1px solid black; padding: 2px;">Ínkúnzì yénkùkù ékhónyè ngòkù.<br/>íyà kùxhélwà ngómsó.</span> |

#### B. THE /-ele, -ethe, -ene/ PERFECT FORMS.

Verb stems of more than 2 syllables ending in /-ela, -ala, -atha, -ana/  
change /-ela, -ala/ to /-ele/, /-atha/ to /-ethe/ and /-ana/ to /-enc/.<sup>4</sup>

1. Follow on the pictures.

Jòngá úphúláphùlè úphíndè (Look, listen and repeat):

- 
1. Revise lesson 32, p.192.
  2. When you encounter a verb in the passive, expect the Cop. of the Agent with it.
  3. Note the long form of the passive /-iw-/ used with C and VC types of verb R.
  4. There is one common exception to this group i.e. /SC-thabathile/.

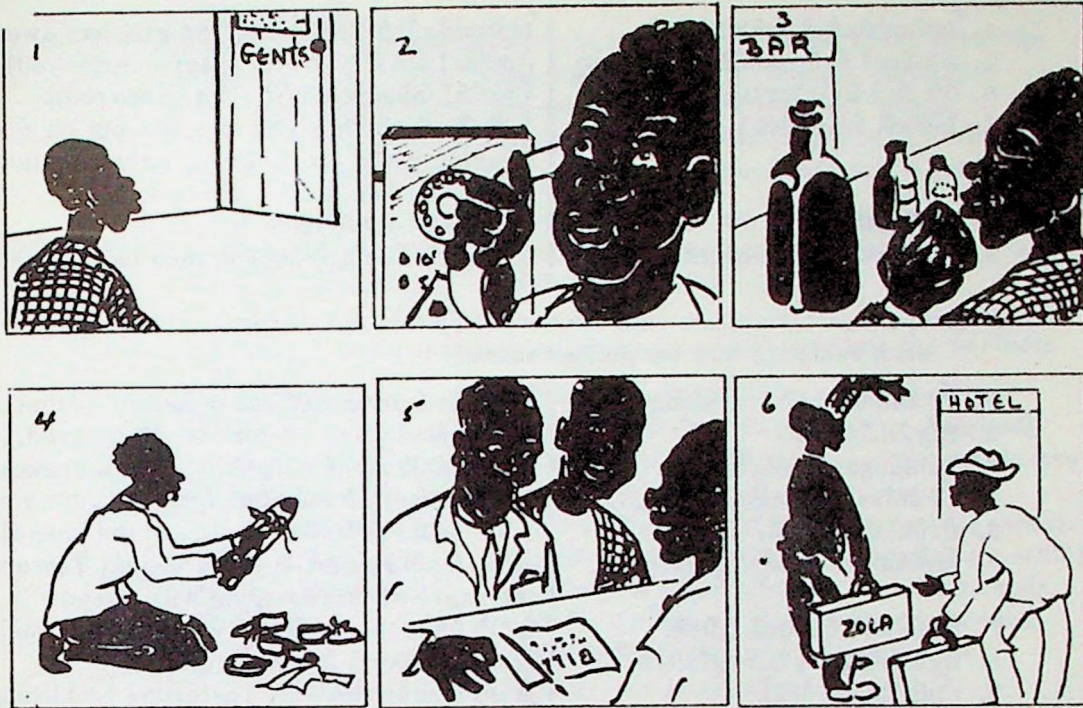
Imagine the actions depicted in each picture to be about to happen sometime in the indefinite future: ( remote future)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. ÚZ òlǎ úyà kùdìbǎnà nómhámǎ.</li> <li>2. Úmhamǎ úyà kùkhwélǎsǎ <sup>1</sup><br/>índòdǎ ngésísǎ.</li> <li>3. Kúyà kùhlwǎ.</li> <li>4. Báyà kùfúmǎnà úmpháthǎ-hòtélè.</li> <li>5. Báyà kùcèlǎ úkùlǎlǎsǎ éhòtélè. <sup>1</sup></li> <li>6. Ísícákǎ síyà kùsǎ ímpǎhlǎ<br/>yàbò éhòtélè.</li> <li>7. ÚZ òlǎ úyà kùyà éndlwǎnǎ yàngásésé.</li> <li>8. Ómnyè úfntù úyà kùbéthǎ úcǐngò.</li> <li>9. ÚZ òlǎ úyà kùlǎndèlǎ ébǎrǎnǎ.</li> <li>10. Ísícákǎ síyà kùsúlǎ izǎhlàngú<br/>zàbò ngépólǎshǎ.</li> <li>11. Báyà kùbhátǎlǎ úmpháthǎ.</li> <li>12. Báyà kùfǎkǎ.</li> </ol> | <p>Zola will meet a traveller.<br/>The traveller will give the man a lift freely / gratis/ for nothing.<br/>It will get dark/late in the evening.<br/>They will find the hotel manager.<br/>They will for accommodation in the hotel ( lit. ' to be put to sleep).<br/>The servant will carry their goods ( bags, things) into the hotel.<br/>Zola will go to the toilet room. <sup>2</sup><br/>The other person will phone(hit wire).<br/>Zola will wait at the bar.<br/>The servant will wipe their shoes with polish ( i. e. will polish their..).<br/>They will pay the manager.<br/>They will go away / depart.</p> |
|--|--|



1. Observe the function of the causative verbal extension /-is-/( cause to do).
2. /ngasese/ adv. (secretly, privately).





2. Answer the following questions, looking at the pictures only: (The Perfect)

1. Úz òlá ùdìbèné nàbání?
2. Úm̀hám̀bì úkhwélísè njàní ìndòdà?
3. Ílàngà lísátshónà?
4. Báfúmèné bání?
5. Bácélè ntóní?
6. Ísìcàkà sènzè ntóní?
7. Úz òlá úyè phí?
8. Óm̀nyè úfntù wènzè ntóní?
9. Úz òlá ùlìndèlè phí?
10. Ísìcàkà sísùlè ìzìh̀làngú ngàntóní?
11. Bábhàtèlè bání?
12. Báyé phí?

Údìbèné nóm̀hám̀bì.  
 Úkhwélísè ìndòdà ngésísà.  
 Háyì, ìlàngà lítshónílè. kúyáhlwà.  
 Báfúmèné ùm̀pháth-hòtèlè.  
 Bécélè úkùlálíswà èhòtèlè.  
 Síse ìmpàhlà yàbó èhòtèlè.  
 Úyè èndlwìnì yàngàsésé.  
 Úbèthè úcìngò.  
 Úlìndèlè èbàrìnì.  
 Sízìsùlè ngépólìshì.  
 Bábhàtèlè ùm̀pháthì-hòtèlè.  
 Bém̀kìlè. <sup>1</sup>

3. Change into the near past (perfect), according to the model: <sup>2</sup>

M	Báyàbùlálà (They kill/are killing).	S	Bábùlèlè (They have killed).
---	-------------------------------------	---	------------------------------

- |                            |  |
|----------------------------|--|
| 1. Sìyàfùmánà.             | Sìfùmèné ( We got/found).                |
| 2. Ámákhwènkwé áyàzìngèlà. | Ámákhwènkwé ázìngèlè ( The boys hunted). |
| 3. Ìnjá ìyàsúkèlè.         | Ìnjá ìsúkèlè ( The dog chased).          |

1. The /a/ of SC /ba-/ has fused with the latent initial V /i/ to give /be-/. L 30.

2. See perfects in /-ele/, /-ethe/, /-ene/ on p. 221 B.

- |                                  |   |
|----------------------------------|---|
| 4. Ƴ̀ntòmbàzàná Ƴ̀yàtsháyèlè.    | Ƴ̀ntòmbàzàná Ƴ̀tsháyèlè (The girl has swept).   |
| 5. Ámànzi áyáphálàlè. (overflow) | Ámànzi áphálèlè (The water overflowed).   |
| 6. Úmfàzi úyálùngìsèlèlè.        | Úmfàzi úlùngìsèlèlè (. . has prepared).   |
| 7. Ƴ̀ndòdà Ƴ̀yàmbàthà.           | Ƴ̀ndòdà yàmbèthè (The man has put on / is wearing - of a loose-fitting garment like a blanket. See stative verbs L 37). |
| 8. Sìyàmklèlè.                   | Sàf̀mklèlè. (We have received).   |
| 9. Amádòdà áyáhlàngàná.          | Ámádòdà áhlàngèné (The men have assembled).   |

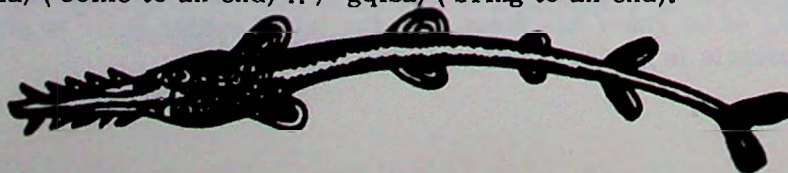
4. Start each sentence with the adverb /Ƴ̀zòlò/ (yesterday), changing each sentence into the perfect tense:

- |  |  |
|--|--|
| 1. ÚFànìswá ùdìbàná nòfmhìdòdò.            | Ƴ̀zòlò úFànìswá ùdìbèné nòfmhìdòdò (met).  |
| 2. Báyáthándàná. <sup>1</sup>              | Ƴ̀zòlò báthándèné (Yesterday they loved. .).                                       |
| 3. Báhlàngàná nényòkà.                     | Ƴ̀zòlò báhlàngèné nényòkà (. . met a snake).                                       |
| 4. ÚFànìswá úfúmàná ìntòngà.               | Ƴ̀zòlò úFànìswá úfúmèné ìntòngà (. . got a stick).                                 |
| 5. Úsúkèlè ìnyòkà.                         | Ƴ̀zòlò úsúkèlè ìnyòkà (. . chased the snake).                                      |
| 6. Ƴ̀nyòkà ìrúbùlùzà ngàmèndú.             | Ƴ̀zòlò ìnyòkà ìrúbùlùzè ngàmèndú (Yesterday the snake slithered along with speed). |
| 7. Úfmhìdòdò úthàthà ìlìtyè. <sup>2</sup>  | Ƴ̀zòlò úfmhìdòdò úthàthè ìlìtyè (took a stone).                                    |
| 8. Úgìbìsèlè ìnyòkà ngèlìtyè. <sup>3</sup> | Ƴ̀zòlò úgìbìsèlè ìnyòkà ngèlìtyè.  |
| 9. Úbùlálè ìnyòkà.                         | Ƴ̀zòlò úbùlèlè ìnyòkà (Yesterday he killed. .).                                    |

5. Test. Change into the near past (perfect):

- |                                   |  |
|-----------------------------------|--|
| 1. Ƴ̀ntòmbí Ƴ̀yàndìlándèlè.       | Ƴ̀ntòmbí ìndìlándèlè (The girl followed me).     |
| 2. Sìyàfùlèlè.                    | Sìfùlèlè (We have thatched).                     |
| 3. Ƴ̀yàwàgàlèlè ámàsì.            | Ƴ̀wàgàlèlè ámàsì (She poured the sour milk).     |
| 4. Ndiyàwàcèlè.                   | Ndiwàcèlèlè (I asked for it - the sour milk).    |
| 5. Ámàsì áyáphèlè. <sup>4</sup>   | Ámàsì áphèlèlè (The sour milk is finished).      |
| 6. Ƴ̀ntòmbí yám Ƴ̀yálìbàlè.       | Ƴ̀ntòmbí yám ìlìbèlè (My daughter forgot).       |
| 7. Ndiyàyìxèlèlè.                 | Ndiyìxèlèlè (I have told her).                   |
| 8. Ƴ̀yàndìhlónèlè.                | Ƴ̀ndìhlónèlè (She has honoured me).              |
| 9. Sìyàbàqwàlásèlè ábántù.        | Sìbàqwàlásèlè ábántù (We noticed the people).    |
| 10. Ƴ̀ntòmbí Ƴ̀yàlùválèlè úcàngò. | Ƴ̀ntòmbí ìlùválèlè úcàngò (. . closed the door). |
| 11. Ƴ̀yàbhàlèlè.                  | Ƴ̀bhàlèlè (She has written).                     |
| 12. Ƴ̀nyàmákàzì Ƴ̀yàvèlèlè.       | Ƴ̀nyàmákàzì ìvèlèlè (The buck has appeared).     |
| 13. Ndiyàyìbùlálèlè.              | Ndiyìbùlèlè (I have killed him).                 |
| 14. Ƴ̀gàzì Ƴ̀yáphálàlèlè.         | Ƴ̀gàzì ìphálèlè (The blood flowed/spilled).      |
| 15. Ndiyìtyhàlèlèlè écalèni.      | Ndiyìtyhàlèlèlè écalèni (I pushed him aside).    |

1. /-an-/ is the reciprocal verbal extension, meaning (each other).
2. /-thàthà/ (take) has an alternative form /-thàbathà/ which takes the regular perfect formatives e.g. /-thàbathè/ even though it has more than two syllables in the stem.
3. Note the idiomatic arrangement 'you throw/throw at a thing with a stone. .!'
4. /-phela/ (come to an end) :: /-gqiba/ (bring to an end).



C. EXCEPTIONS.<sup>1</sup>

- a) In addition to verb stems of more than two syllables which form the perfect in /-ele, -ethe, -ene/ there are a few common disyllabic verb stems which follow the same sub-pattern: (-ele, -ethe):  
 /-lálà/( go to sleep), /-sálà/( remain), /-zálà/( get full), /-thwálà/( put on the head) and /-pháthà/( take with the hand, catch hold of).
- b) Irregular perfects: /-hlúthà/ to /-hlúthì/( be full), /-hlálà/to /-hlèlì/( be sitting), /-míthà/ to /-míthì/( be pregnant - of animals), /-má/ to /-mí/( be standing), /-tshò/ to /-tshíò/( said so).

Having learned these exceptions, change the following into the perfect:

- |   |   |
|---|---|
| 1. Úfmlàmbd ùyàzálà.  | Úfmlàmbd úzélè ( The river is full).                                      |
| 2. Ímàlí iyàphélà.  | Ímàlí íphéííè ( The money is finished).                                   |
| 3. Ábáfàzì báthwálà ìnkùní (The carry firewood - habitual). | Ábáfàzì báthwéíè ìnkùní ( The women are carrying firewood - on the head). |
| 4. Ínkwènkwé iyàhlúthà.                                     | Ínkwènkwé íhlúthì (The boy is full/sated).                                |
| 5. Índòdà ípháthà íntòngà.                                  | Índòdà íphéthè íntòngà (. . is holding a stick).                          |
| 6. Úmfúndìsì úyàshúmáyèlà.                                  | Úmfúndìsì úshúmáyèlè (. . has preached).                                  |
| 7. Ndìyàmàláthà.  | Ndìmàláthìlè ( I have pointed him out).                                   |
| 8. Úyàndìyálèlà.  | Úndìyálèlè ( He has instructed me).                                       |
| 9. Úyéjà ( He is stopping).                                 | Úmì ( He is standing).  |
| 10. Ndìhlàlà phántsí.                                       | Ndìhlèlì phántsí ( I am sitting down).                                    |

## D. INCOKO.

UWéííè nòSándìlè

- |  |  |
|--|--|
| UW. Khàwúmè áphò Sándìlè ndíkhè ndíbùzè.                                 | Just stop there please Sandile and I will just ask a question.                   |
| US. Khàwùlézà, ndíngxàmìlè. <sup>2</sup>                                 | Hurry up, I am in a hurry/rush.  |
| UW. Lúfñkìlè òlúwá ndwéndwè òlúfíkè ízòlò pháyá kókwènú? <sup>3</sup>    | Did that guests who came yesterday to your place over there, leave?              |
| US. Èwé, lúfñkè ízòlò ngóngewálàzì.                                      | Yes, they left yesterday at dusk.  |
| UW. Úthúnywè kúlò?   | Were you sent to them?   |
| US. Èwé, ndìsè ló ìmphàkò kwényè ìnkòsíkàzì.                             | Yes, I have brought this parcel/provision for one of the ladies.                 |
| UW. Ndìyìvìlè ényè ìnkòsíkàzì ngáthì íkhó íntó éyííndèlèyò. <sup>4</sup> | I understood one of the ladies it seems there is a thing which she is expecting. |
| US. Lúyè phi òlò ndwéndwè? <sup>5</sup>                                  | Where di that visitor group go?  |
| UW. Lúyè étyálèní lénkwènkwé ébúlélè íntòmbí.                            | They have gone to the court case of the boy who killed/ murdered a girl.         |
| US. Àyígwètywàngà lóo nkwènkwé?  | Wasn't that boy condemned?   |

1. Most of these verbs are Stative i. e. perfect tense form with an English present tense meaning. Cfr. next lesson, sections B, C.
2. /ndíngxàmìlè/ - this is another example of a stative verb.
3. /òlúwá/ = a DP, see L. 40. /kókwènú/</ku-o-kwa-inu/(from the it of you).
4. /éyííndèlèyò/( she-it-wait for) - an indirect objectival R. Cl., see L. 50.
5. /òlò/( that one) - another demonstrative pronoun, position 2, cl. 11 reference.

- UW. Háyi, ígwétyiwè, ígwètywè<sup>1</sup> No, he was condemned, he was  
 ñnyàngá ézílíthòbá étólóngwèni.<sup>2</sup> sentenced to 9 months in jail.
- US. Ngábàzáli béntòmbí ábákhátház- It is the parents of the girl who  
 ékíléyò, ndìqínìsékílè bébéfúnà were upset, I am sure they wanted  
 íxhònyíwè lóo nkwènkwé.<sup>3</sup> that boy to be hanged.
- UW. Ísínðlè. Ayíkàbí nàmàshùmi He escaped (got away with it). He  
 ámábìní émìnyákà. is not yet twenty years old (is not  
 yet with two tens of years).

- 
1. /ígwétyiwè/ /i-gweb-il-w-e/. Just as the /l/ of /-ile/ elides in the passive, so does the /l/ of the verb /-bùlálà/ which becomes /SC-bùlávà/ in the present passive and /SC-bulewe/ in the perfect passive.
2. Note the idiomatic range of /-gwebá/ (judge, condemn to..).
3. /ábákhátházékíléyò/: a R. Cl. Make a mental note of the neutral verb extension /-ek/, which makes a transitive verb semi-intransitive with focus on the state of the action, prescinding from any object. Thus: /-khátházà/ (make someone worried), but /-khátházékà/ (get worried). /bébéfúnà/ (they wanted - were wanting). This is an example of the near past continuous tense formed with /be-/ + the participial. L. 39.



## LESSON 37

## R. CIs. + PAST NEG. &amp; STATIVE VERBS

## A. THE PAST TENSE NEGATIVE:

Indicative Principal: 

a-	SC <sup>n</sup> -	R-	-anga
----	-------------------	----	-------

 e. g. /Injá à-yì-lùm-àngà/(The dog did not bite).

Indicative Relative : 

RC-	nga-	R-	-anga
-----	------	----	-------

 e. g. /Yínjá é-nga-lúm-àngà/(It is the dog which did not bite).

## 1. Answer in the negative according to the models:

M ÚKhédámìlè úfíkìlè?	S Háyi, àkáfíkàngà (No, he did not arrive).
-----------------------	---

- |                              |  |
|------------------------------|--|
| 1. ÚKhédámìlè úngénìlè?      | Háyi, àkàngènángà (No, he did not go in).              |
| 2. Úthèthè nòbàwó?           | Háyi, àkàthèthàngà nàyé (.did not speak to him).       |
| 3. Úbúzè ímìbúzò émìnínzì?   | Háyi, àkàbúzàngà mìbúzò mìnínzì (.questions).          |
| 4. Úbàwó úphèndùlè kákùhlé?  | Háyi, àkàphèndùlàngà kákùhlé (.answer..).              |
| 5. ÚKhédámìlè úncùmìlè?      | Háyi, àkàncùmàngà (No, he did not smile).              |
| 6. Úbùlèlè? (-bùlèlè: thank) | Háyi, àkàbùlèlàngà (. did not give thanks).            |
| 7. Úcélè índlèlè?            | Háyi, àkàcèlàngà ndlèlè (.ask for the road).           |
| 8. Úfíkìlè?                  | Háyi, àkèmkàngà (No, he did not go away). <sup>1</sup> |

M Yínddà èsòndèlè émbízwèni? (Is it the man who approached the meeting?)	S Háyi, yínddà éngàsòndèlàngà émbízwèni (No, it is the man who did not approach the meeting - /ímbízò/</úkùbízà/).
---	---

- |  |  |
|--|--|
| 9. Yínddà éwábúlísíléyò ámad ámadddà?        | Háyi, yínddà éngàwábúlísàngà ámadddà<br>(No, it is the man who did not greet the men).     |
| 10. Ngámáddà áhlàngèné áphò?                 | Háyi, ngámáddà ángàhlàngánàngà áphò<br>(No, they are the men who did not assemble..)       |
| 11. Ngábáfázì ábáfúmèné útywàlá?             | Háyi, ngábáfázì ábàngáfùmánàngà tywàlá.  |
| 12. Bútywàlá óbúphàléléyò?                   | Háyi, bútywàlá óbúngàphàlálàngà (.not spill).  |
| 13. Ngúmntù ómbúléléyò úZdlá?                | Háyi, ngúmntù óngàmbúlálàngà úZdlá (.kill Z).  |
| 14. Ngámáddà álibèlè úkùwà-xélèlè ámapòlísà? | Háyi, ngámáddà ángàlibàlàngà kùwàxélèlè<br>(No, they're not the men who forgot to tell..). |
| 15. Lísélà élibálékíléyò?                    | Háyi, lísélà élingàbàlèkàngà (No, it is the thief who did not run away).                   |
| 16. Ngámàsélà ébíléyò?                       | Háyi, ngámàsélà ángèbàngà (.not steal). <sup>1</sup>                                       |

## 2. Answer in the negative according to the model:

M Kútyfwè úkùtyá?	S Háyi, àkùtyíwàngà (No, it has not been eaten).
-------------------	--

- |   |   |
|---|---|
| 1. Úbàwó úphíwè ímàlì?                  | Háyi, àkàphíwàngà málì (.was given no money).   |
| 2. Kúthfwè ímàlì íphélìlè? <sup>2</sup> | Háyi, àkùthíwàngà ímàlì íphélìlè (No, it has not been said that the money is finished). |

1. /àkèmkàngà/, /ángèbàngà/: The latent initial V /i/ fusing with the /a/ of /-ka-/ and /-nga-/ give /-ke-/ and /-nge-/ respectively. See L 30.

2. Unlike English, /Kúthfwè/(It is said) takes no conjunction (that) after it.

- |   |   |
|---|---|
| <p>3. Kúyíwê ébúhlántì? <sup>1</sup></p> <p>4. Índlù yákhíwê ngàsébúhlántì?</p> <p>5. Útywàlá bénzíwê ngúwè?</p> <p>6. Índáwò yótywàlá yázíwê níni?</p> <p>7. Ámápòlísà óyíkwê ngúmníníndlù?</p> <p>8. Ínkwènkwê yóhlwàywê ngúyísé?</p> <p>9. Úkútyà kwábìwè?</p> <p>10. Ínyàmà yábèlwê ìndwèndwè? <sup>2</sup></p> | <p>Háyì, àkúyíwángà khòná (They dont go there).</p> <p>Háyì, àyàkhíwángà khòná (. . not built there).</p> <p>Háyì, àbénzíwángà ndím (. . not made by me).</p> <p>Háyì, àyàzìwángà síthì (. . was not known by).</p> <p>Háyì, àkòyíkwángà ngúyè (No, they were not feared by him - the owner of the house).</p> <p>Háyì, àyòhlwàywàngà ngúyè (. . punished. .).</p> <p>Háyì, àkwábìwángà (No, it was not shared).</p> <p>Háyì, àyàbèlwángà zòná (. . not shared out to..).</p> |
|---|---|

M	Bútywàlá óbènzìwê ngábáfàzì?	S	Háyì, bútywàlá óbùngènzìwángà ngábáfàzì.
---	------------------------------	---	--

- |   |  |
|---|--|
| <p>11. Kúkútyà ókútyíwê ngámákhwènkwé?</p> <p>12. Ngúmbónà ówàbìwê z íntòmbí?</p> <p>13. Ngábántwàná ábàphíwê ìlékèsè?</p> <p>14. Z ílékèsè ézàbèlwê ábántwàná?</p> <p>15. Yímázi yénkòmó éséngwê yíndòdà?</p> <p>16. Lúbísi òlúthéngíwéyò?</p> <p>17. Ngámákháphètshù áphèkìwéyò?</p> <p>18. Yíkòfù énkínkíshíwéyò? (-nkinkisha: pour coffee/tea).</p> <p>19. Yítí énkínkíshíwéyò?</p> <p>20. Bútywàlá óbúgàlélwéyò?</p> | <p>Háyì, kúkútyà ókùngàtyíwángà ngámákhwènkwé (No, 'tis the food which was not ..).</p> <p>Háyì, ngúmbónà óngàbìwángà z íntòmbí.</p> <p>Háyì, ngábántwàná ábàngàphíwángà z ílékèsè (. . . were given no sweets).</p> <p>Háyì, z ílékèsè éz íngàbèlwángà bántwàná.</p> <p>Háyì, yímázi yénkòmó éngàsèngwángà yíndòdà (No, it is the cow which was not. .).</p> <p>Háyì, lúbísi òlúngàthéngwángà.</p> <p>Háyì, ngámákháphètshù ángàphèkwángà.</p> <p>Háyì, yíkòfù éngànkínkíshwángà (No, it is the coffee which was not poured).</p> <p>Háyì, yítí éngànkínkíshwángà. (Afr. 'skink').</p> <p>Háyì, bútywàlá óbúgàgàlèlwángà.</p> |
|---|--|

## B. STATIVE VERBS.

They are those verbs whose perfect tense form has a present tense meaning in English, e.g. /Kùlúngìlè/ (It is good / o.k.). Most of them in the present tense form indicate initiation of a state, 'get/become' e.g. /-lùngá/ (become good), /-làmbá/ (get hungry), /-lálà/ (lie down / go to sleep). They are called stative because in the perfect tense form they indicate a state still resulting from the completed initiating action e.g. /Úsánà lúlélè/ (The baby is asleep - i.e. went to sleep and is still in the resulting state of being asleep), /lúhlèlì/ (he is sitting). Of course many stative verbs can be used in the habitual present e.g. /Ndìhlàlà éRíní/ (I live in Grahamstown), /Ndìlálà éMòntì/ (I sleep in East London).

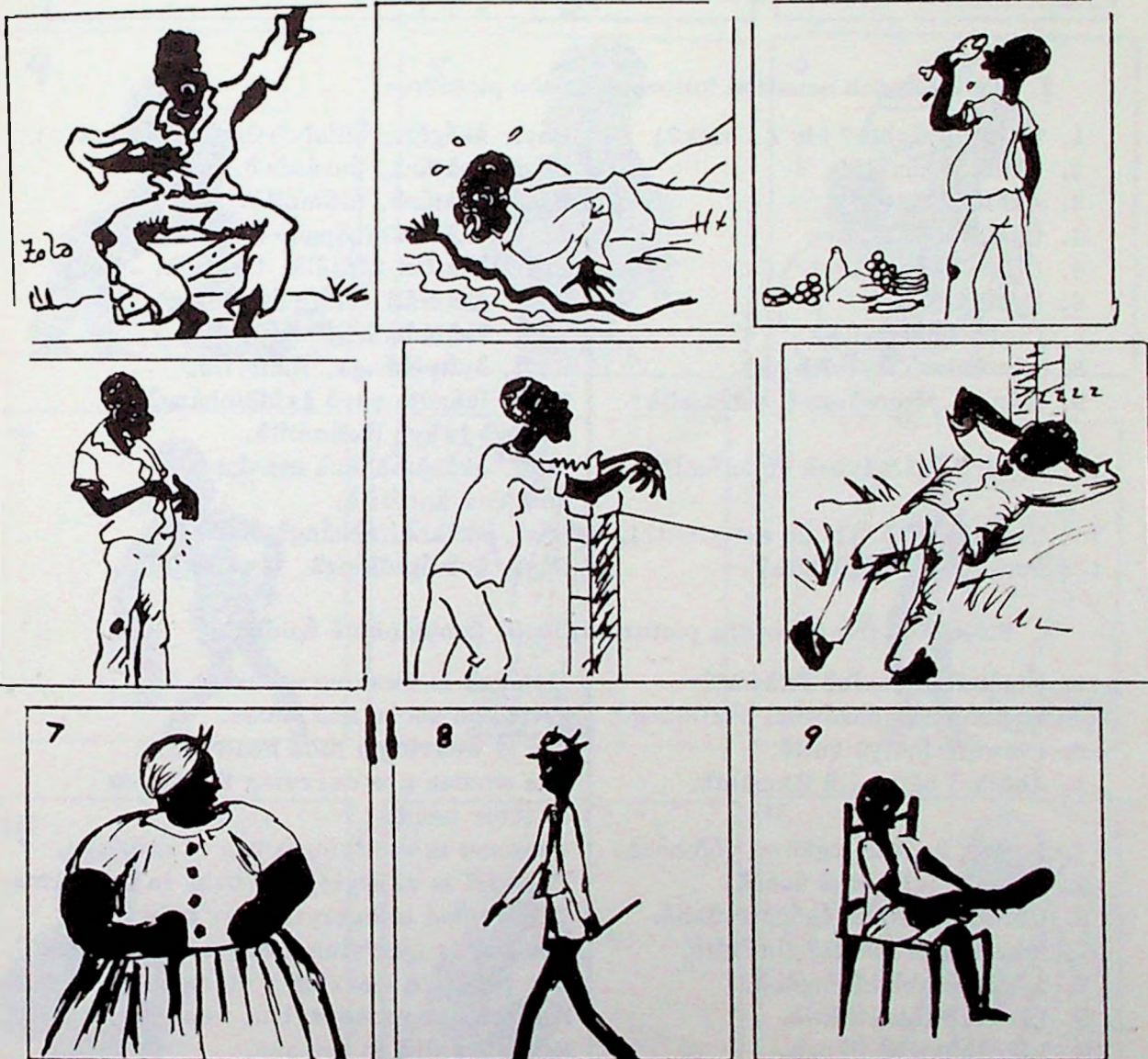
### 1. Follow on the pictures.

Jòngá úphúláphùlé úphíndè:

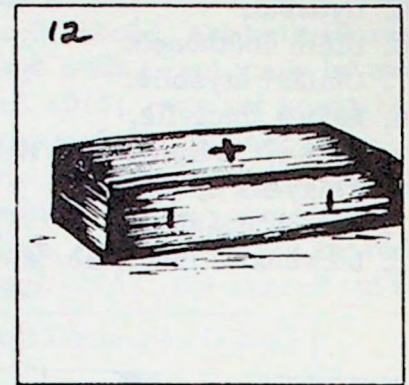
- |  |   |
|--|---|
| <p>1. ÚZ òlá ùdínìwè.</p> <p>2. Únxáníwè.</p> <p>3. Úlám̀bìlè.</p> | <p>Zola is tired. (-dínwá: get tired).</p> <p>He is thirsty. (-nxánwà: become thirsty)</p> <p>He is hungry.</p> |
|--|---|

1. Note the idiomatic preference for the use of the indefinite non-class SC /ku-/ and for the impersonal use of the passive.

- |                                     |   |
|-------------------------------------|---|
| 4. Úhlúthî.                         | He is full / sated / has eaten enough.  |
| 5. Úyózèlà. <sup>1</sup>            | He is drowsy.                           |
| 6. Úlélè úbúthòngò.                 | He is sound asleep (sleeping a deep..). |
| 7. Úfnfàzì útyébìlè.                | The woman is fat / rich.                |
| 8. Índòdà íbhìtyílè.                | The man is thin.                        |
| 9. Únyàwò lwénkwènkwé lùdùmbìlè.    | The boy's foot is swollen.              |
| 10. Ámàyèzà áphélílè.               | The medicines are finished.             |
| 11. Úgqirà ùdánìlè.                 | The doctor is disappointed.             |
| 12. Ínkwènkwé íbhùbhìlè/íswélékìlè. | The boy is dead. <sup>2</sup>           |



1. /-òzèlà/ (be drowsy), /-gùlá/ (be sick), /-bàndà/ (be cold) are not stative verbs.
2. /-swélékìlè/ is the word commonly used of a person. /-bhùbhìlè/ is the more general word and applies to all living creatures - to use it of a person is regarded as crude, /-swélékìlè/ being reserved for humans. Other polite ways of saying a person is dead are: /Ákakhò/ (lit. He is not present), or /Úyìbèkìlè ìnqàwà/ (Lit. He has put down his pipe).



2. Answer each question following on the pictures:

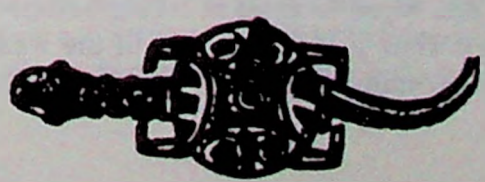
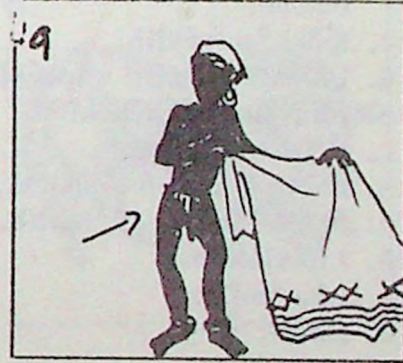
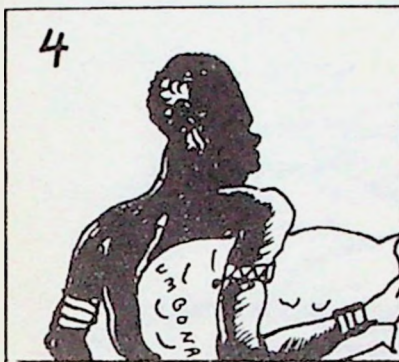
- |                                       |   |
|---------------------------------------|---|
| 1. ÚZ òlá úyágùlà? (Is Z. sick?)      | Háyì, àkágùlì, ùdínìwè (No, he is not..)                |
| 2. Àkàfùnì kùsèlà? <sup>1</sup>       | Háyì, úyàfùnà, ùnxánìwè.                                |
| 3. Àkàfùnì kùtyá?                     | Háyì, úyàfùnà, ùlám̀bìlè.                               |
| 4. Úsálám̀bìlè?                       | Háyì, àkàsálám̀bàngà, ùhlúthì. <sup>2</sup>             |
| 5. Úfúnà ùkùdlálà?                    | Háyì, àkàfùnì kùdlálà, úyózèlà.                         |
| 6. Úyàdlálà ná?                       | Háyì, àkàdlálì, ùlélè ùbúth̀ngò.                        |
| 7. Úm̀fàzì ùbhìtyílè?                 | Háyì, àkàbhìtyàngà, útyébìlè.                           |
| 8. Ínkwènkwé ìtyébìlè ná?             | Háyì, àyìtyébàngà, ìbhìtyílè.                           |
| 9. Ísàndlà sènkwènkwé sídùmbìlè?      | Háyì, ísàndlà sàyó àsídùmbàngà, ùnyàwò lwàyó lùdùmbìlè. |
| 10. Úgqìrà ùnám̀áyèzà àm̀ànìnzì?      | Háyì, àkànám̀áyèzà m̀ànìnzì, àm̀áyèzà àphélìlè.         |
| 11. Úkhòlìsékìlè? (Is he satisfied?). | Háyì, àkàkhòlìsékàngà, údánìlè.                         |
| 12. Ínkwènkwé ísáphìlìlè?             | Háyì, àyìsáphìlàngà, íswélékìlè.                        |

3. Follow on the following pictures. J̀ngà úphúlaphùlé úphìndè:

- |   |  |
|---|--|
| 1. ÚM̀andìsá ùnxìbè ìblàwùzì nòmbhìngò nèekáwùsì nèz ìhlàngú. | Mandisa is wearing a blouse and skirt and socks and shoes. |
| 2. Úthwélè ìqhiyà éntlé.                                      | She is wearing a nice head-gear.                           |
| 3. Ábáfàzì báthwélè ìmpàhlà.                                  | The women are carrying the goods on their heads.           |
| 4. Índòdà ìtyáthè ìngxòwà yòmbónà.                            | The man is carrying a bag of mealies.                      |
| 5. Íntòmbì ísìngèthè úsánà.                                   | The girl is carrying the baby in her arms.                 |
| 6. Úm̀fàzì ùbèlèkè úsánà lwàkhè.                              | The woman is carrying her baby.                            |
| 7. Ínkwènkwé ìphèthè ìbhékìlè.                                | The boy is carrying a billycan (A. 'beker').               |
| 8. Íqàbá lám̀bèthè ìngùbò.                                    | The pagan is wearing a blanket.                            |
| 9. Lìswélè ìbhúlúkhwè.  | He lacks a trousers (isnt wearing a pants).                |
| 10. Lìgcàkàm̀èlè ìlàngà.                                      | He is basking in the sun.                                  |
| 11. Lìfúdùm̀èlè.  | He is warm - feels warm.                                   |
| 12. Kùphòlìlè ngòkù.  | It is cool now.  |

1. Beware of your responses to negative questions. /Háyì/ in response to a neg. question indicates disagreement with the negation and /Èwé/ means that you agree with the negation - and not with the truth or falsehood.
2. Stative verbs are often used in the negative without changing the positive perfect suffix /-e, -ile/ to /-anga/ e.g. /Àndlám̀bìlè/ (I'm not hungry).





4. Follow on the same pictures, answering the questions with full sentences:

- |  |   |
|--|---|
| 1. ÚMándìsá únxìbê ntóní?                  | ÚMándìsá únxìbê íblàwùzì nómhbhìnqò<br>nèekáwúsì nèz íhlàngú. |
| 2. Úthwélê ntóní?                          | Úthwélê íqhíyà éntlé.   |
| 3. Ábáfázì báphéthê ñmpàhlà?               | Háyì, báthwélê ñmpàhlà.                                       |
| 4. Índòdà íthwélê íngxòwà yòmbónà?         | Háyì, índòdà ítyáthê íngxòwà yòmbónà.                         |
| 5. Íntòmbí ítyáthê úsánà?                  | Háyì, íntòmbí ísìngèthê úsánà.                                |
| 6. Úmfázì úsìngèthê úsánà?                 | Háyì, úmfázì úbelèkê úsánà.                                   |
| 7. Ínkwènkwé íphéthê íbhékìlè?             | Ewé, ínkwènkwé íphéthê íbhékìlè.                              |
| 8. Íqàbá lámbèthê íngùbò?                  | Ewé, íqàbá lámbèthê íngùbò.                                   |
| 9. Línxìbê íbhùlúkhwè?                     | Háyì, líswélê íbhùlúkhwè.                                     |
| 10. Lénzà ntóní élangèni?                  | Lígcàkàmèlê ñlàngà.   |
| 11. Líyàgòdòlà? (Is he cold?) <sup>1</sup> | Háyì, lífúdúmèlè.   |
| 12. Kúshùshú?                              | Háyì, kúphólìlè.  |

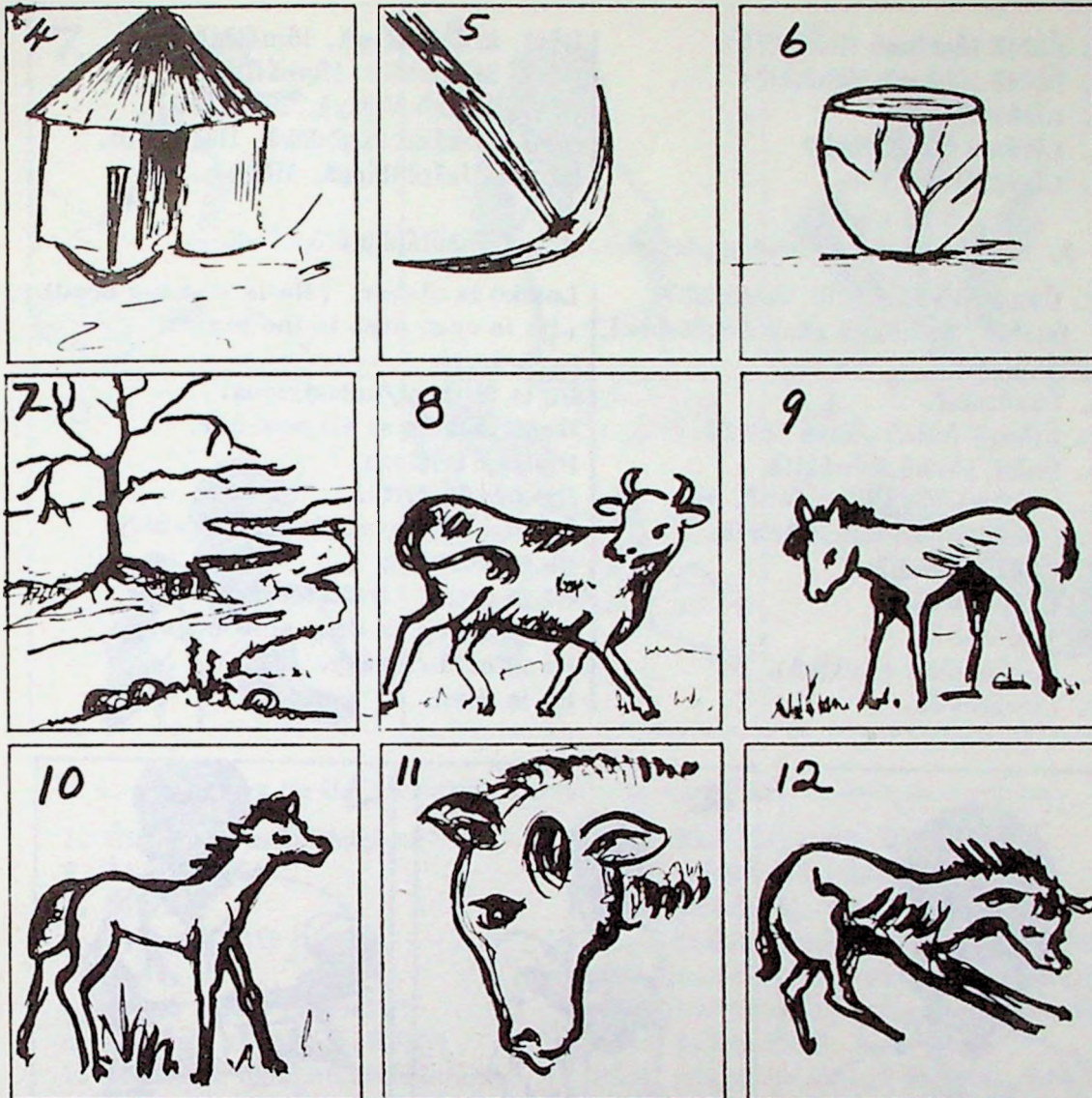
### C. STATIVE VERBS ctd.

1. Follow on the pictures. Jòngá úphúláphùlê úphíndè:

- |  |   |
|--|---|
| 1. Íntòmbí ímí ngàsémnyàngò.           | The girl is standing at the doorway.        |
| 2. Úyìsé úhlélí étyèni.                | Her father is sitting on a stone.           |
| 3. Úm̀khùlúwà wéntòmbí úkhwélê íhášhè. | The girl's elder brother is riding a horse. |
| 4. Ípèkì íshíyékìlè.                   | The pick is left behind.                    |
| 5. Úm̀phnì wépèkì wáphúkìlè.           | The pick-handle is broken.                  |
| 6. Úm̀phàndà úqhékékìlè.               | The earthen pot is broken (cracked).        |
| 7. Úm̀lambò wómìlè.                    | The river is dry.                           |
| 8. Íthòlè lénkò mó lómélèlè.           | The heifer (young beast) is strong.         |
| 9. Íthòlè léhášhè lítyháflè.           | The foal is weak.                           |
| 10. Líláhlekìlè.                       | He is lost.                                 |
| 11. Líncámìlè.                         | He has given up - despaired.                |
| 12. Lífìlè. <sup>2</sup>               | He is dead.                                 |



1. /-gòdòlà/ (be cold): this word is used of living beings (who feel cold), but /-bàndà/ must be used when you speak e.g. of the weather /Kúyàbàndà/.
2. /-fìlè/ (be dead - of non-humans). Use /-swélékìlè/ (be dead) of people.



2. Follow on the same pictures and answer each question as completely as possible (with a full negation leading your statement):

- |                                     |   |
|-------------------------------------|---|
| 1. Íntòmbí íhléì émátyèní?          | Háyì, àyìhléì émátyèní, ímí ngàsémnyàngò. |
| 2. Úyísé úmí ngàsébúhlántì?         | Háyì, àkémí áphò, úhléì étyèní.           |
| 3. Úm̀khúlúwà wéntòmbí úhléì ézíkò? | Háyì, àkàhléì ézíkò, úkhwélé íhàshè.      |
| 4. Índdà íyè népéki?                | Háyì, àyíyàngà népéki, ípéki íshíyékìlè.  |
| 5. Úm̀phíní wépéki únámándlà?       | Háyì, àwúnàmándlà, wáphúkìlè.             |
| 6. Úm̀phàndà úlúngìlè?              | Háyì, àwúlùngàngà, úqhékékìlè.            |
| 7. Úm̀lambò únámànzi?               | Háyì, àwúnàmànzi, wómìlè.                 |

1. /-hlàlà/ and /-ma/ + a few other verbs establish a meaning contrast between stative and non-stative usage by exploiting the stative option on /-ile/, /-anga/ e.g. /àndíhléì/ (I'm not sitting) but /àndíhlálàngà/ (I did not stay), /àndímí/ (I am not standing) but /àndímàngà/ (I did not stop, I did not halt).

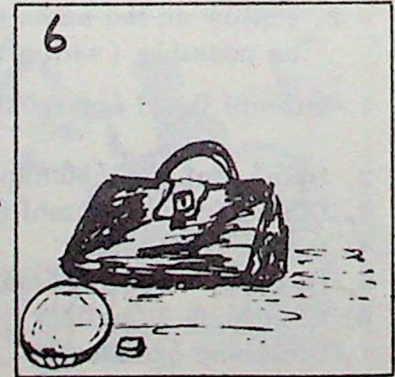
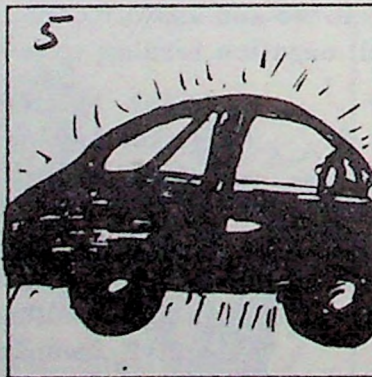
8. Íthðlè lénkðmó lítyháflè?
9. Íthðlè léháshè lómélèlè?
10. Lísékhâyà? <sup>1</sup>
11. Lizámà úkúgòdùkà?
12. Lísáphílèlè?

Háyì, àlityháfangà, lómélèlè.  
 Háyì, àlòmélèlè, lítyháflè.  
 Háyì, àlìkhò ékhâyà, líláhlekìlè.  
 Háyì, àlízámì kùgòdùkà, líncámìlè.  
 Háyì, àlísáphílàngà, líflè.

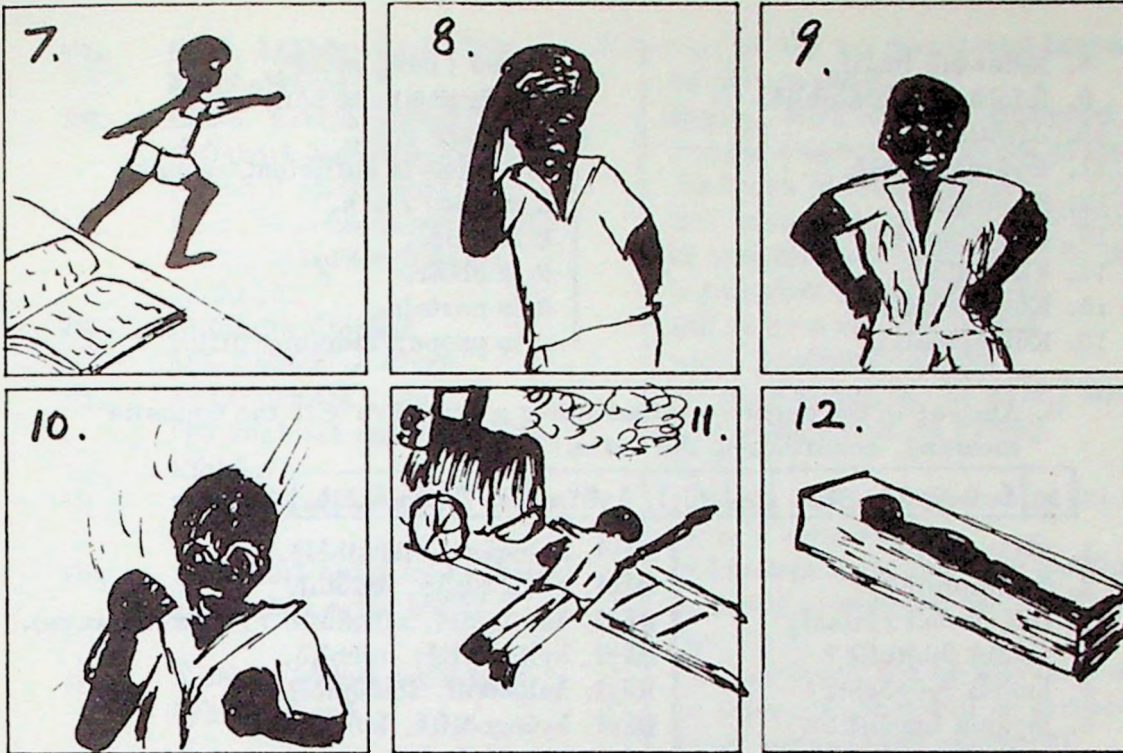
3. Follow on the following pictures. Jòngá úphúláphùlè úphíndè:

1. Úsílúmkò úlúfukìlè, úthámbìlè íntlókò, úvúlékìlè nàsèbùchótshèni.
2. Úxákékìlè.
3. Úkhúthèlè. <sup>2</sup>
4. Újòngè ímòtò yàkhé éntshá.
5. Ímòtò yàkhé ícócékìlè.
6. Íngxòwà yàkhé íngcólìlè.
7. Úsídèngè úlibèlè úkùfúndà.
8. Úkhátházékìlè.
9. Úcáphúkìlè.
10. Úqúmbìlè.
11. Úphámbénè (íntlókò).
12. Úswélékìlè.

Lumko is clever, (He is soft the head).  
 (He is open even in the brain).  
 He is busy.  
 He is diligent/industrious.  
 He is looking at his new car.  
 His car is clean.  
 His bag is dirty.  
 Sidenge neglected (forgot) to study.  
 He is worried.  
 He is cross (irritated)(cranky).  
 He is angry (a deep slow anger).  
 He is mad / crazy.  
 He is dead.



1. Neg. of the Copulative of Locative Adverbs: **a-SC<sup>n</sup>-kho** + loc. adverb.
2. Verb stems of more than two syllables ending in /-ela/, /-ala/, /-atha/ or /-ana/ form the perfect by changing the vowels to /e/ thus: /-ela, -ala/ to /-ele/, /-atha/ to /-ethe/, /-ana/ to /-ene/. Cfr. L. 36, B.



4. Following on the pictures, answer the questions as fully as you can:

- |                                      |  |
|--------------------------------------|--|
| 1. Úšlúmkò úsísìdèngè ná?            | Háyì, àkásòsìdèngè, úlúmkìlè.  |
| 2. Àkènzí ntó?                       | Háyì, wénzà íntó, úxákékìlè.   |
| 3. Úíívilà?                          | Háyì, àkálòvilà, úkhúthèlè.  |
| 4. Újòngè ìdlí?                      | Háyì, àkàjòngàngà ìdlí, újòngè ímòtó yàkhé éntshá. (. . not looking at a lorry. . .) |
| 5. Ímòtó yàkhé íngcólìlè?            | Háyì, ímòtó yàkhé àyíngcòlìlè, ícócékìlè.  |
| 6. Íngxòwà yàkhé ícócékìlè?          | Háyì, àyídcèkìlè, íngcólìlè.   |
| 7. Úsìdèngè úkhùmbùlè úkùfúndà?      | Háyì, àkàkhùmbùlàngà kùfúndà. úlìpèlè.   |
| 8. Àkàkhàtháli ná? (Doesnt he care?) | Ewé, úyàkhàthàlà, úkhàtházékìlè.   |
| 9. Úyàncúmà?                         | Háyì, àkàncúmì, úcáphúkìlè.  |
| 10. Úyàvúyà?                         | Háyì, àkàvúyì, úqumbìlè.   |
| 11. Ùbhádìlè? (sane)                 | Háyì, àkàbhàdlìlè, ùphàmbènè íntlókò.  |
| 12. Úsáphìlè?                        | Háyì, àkásáphìlè, úswélékìlè.  |

5. Listen and repeat:

- |                                 |   |
|---------------------------------|---|
| 1. Úmntwàná úndwèbìlè. (timid). | The child is timid - wild, suspicious). |
| 2. Àkálùngàngà.                 | He is not good.                         |
| 3. Úkhóhìákèlè. (-khohìakalà)   | He is wicked.                           |
| 4. Úlúmkèlè ínjá. <sup>2</sup>  | He is wary of the dog.                  |
| 5. Úzìmísèlè úkùphèphà ínjá.    | He is determined to avoid the dog.      |
| 6. Íntyátyámbd fòúnìlè.         | The flower is withered.                 |
| 7. Úkùtyá kúbólìlè.             | The food is rotten.                     |

1. Even though the negative question in Xhosa normally generates a response /Ewé/ (agreeing with the negation) or /Háyì/ (disagreeing with the negation), the English response ('Yes' meaning a positive statement to follow) pattern is coming into vogue.

2. Note the use of the applied verbal extension suffix /-el-/.

8. Ndiswèlê ímàlí.	I need (lack) money.
9. Íz íqhàmò z íthámbìlè.	The fruit(s) are soft.
10. Z ívùthíwè.	They are ripe.
11. Ínyàmà yánèlè.	The meat is sufficient/enough.
12. Kùlúngìlè.	It is good / o.k.
13. Kúnyánísìlè.	It is true.
14. Kúcácìlè.	It is clear.
15. Kúqínísékìlè.	It is certain.
16. Kúfánélékìlè.	It is proper/suitable/fitting.

6. Answer in the negative, substituting a new verb with the opposite meaning, according to the model:

M	Índòdà ílúngìlè?	S	Háyì, àyílúngìlè, íkhóhlákèlè.
---	------------------	---	--------------------------------

1. Sìyànqèná?	Háyì, ànìnqèní, nìkhúthèlè.
2. Ndílàmbìlè?	Háyì, àkúlàmbìlé, ùhlúthì.
3. Ídíyímòní z ínínzì?	Háyì, àz íz ínínzì, z ínqábìlè (... scarce/rare).
4. Ínkábì íbhityìlè?	Háyì, àyìbhityìlé, ítyébìlè.
5. Índòdà íyàgòdòlà?	Háyì, àyìgòdòlì, ífúdúmèlè.
6. Ínyàmà íngcólìlè?	Háyì, àyúngcòlìlé, ícócékìlè.
7. Ndìhlèlì?	Háyì, àkùhlèlì, úmì.
8. Úsánà lúvúkìlè?	Háyì, àlùvùkàngà, lúlélè.
9. Ínjá ísáphìlìlè?	Háyì, àyísáphìlìlé, ífìlè.
10. ÚSándìlè úsáphìlìlè?	Háyì, àkásáphìlìlé, úswélékìlè.
11. Úkùtyá kwánèlè?	Háyì, àkwánélè, kúnqábìlè.
12. Íntòmbí yónwábìlè?(happy)	Háyì, àyònwábìlé, ídánìlè, íkhátházékìlè.
13. Íntòmbàzànà ítyháfìlè?	Háyì, àyítyháfìlé, yómélèlè.
14. Índlèlà ímáanzì?	Háyì, àyìmáanzì, yómìlè.
15. Ínyàmà ílùkhúnì?	Háyì, àyìlùkhúnì, íthámbìlè.

#### D. INCOKO.

USìphó nó Lìz ò

US.	Békúnjàní ésìkòlwèní nàmhlá njé, ÚFàní àkàbèthwàngà? <sup>1</sup>	How was it in school today, wasn't Fani beaten?
UL.	Wéznz è ntóní?	What did he do?
US.	Ébéngàwéznzàngà úmsébènzì wàkhé wésìkòlò, nám ndíngàyàngà njé ésìkòlwèní yílóo ntó. <sup>2</sup>	He did not do his schoolwork, and I did not go to school because of that.

1. /Békúnjàní?/: the auxiliary (help) verb /-be/ is used to convey the near past continuous tense ('was doing..'). This help verb takes the participial after it - Lesson 38. Lesson 39 will deal with the continuous tenses.
2. Notice that Xhosa uses the continuous tenses (-be, -ye) in many cases where we in English use the straight past even though the actual meaning is continuous e.g. (He did not do his schoolwork) meaning (He was he not having done his schoolwork).

UL.	Háyì, àkàbùzwàngà kùbà àkàbònisàngà. <sup>1</sup>	No, he was not questioned because he did not show.
US.	Ínènè, únéthámsànqà úFàní. <sup>2</sup> Útítshàlà ébézìtháthìlè zónkè ìncwàdí zábántwànà?	Really, Fani is lucky (with good luck). Did the teacher take up all of them the books of the children?
UL.	Háyì, àkàzìthàthàngà zónkè, úphàzànyìswè ngútítshàlà òmkhùlù. <sup>3</sup>	No, he did not take up all of them, he was distracted/confused by the big teacher (the principal).
US.	Únínìkìlè ìlèkèsè ábénìthémbísè zónà? <sup>4</sup>	Did he give you the sweets which he promised you?
UL.	Àkàsìnikàngà, úthè úyà kùsìnikà ngólwésìhlànù. <sup>5</sup>	He did not give us, he said (that) he would give us on Friday.
US.	Kúthèní?	Why?
UL.	Úthè àsìphèlèlàngà.	He said (that) we (are) were not all there / complete.
US.	Úbáxèlèlè úkùbà zè báphèlèlè ábántwànà ngòlò sùkù? <sup>6</sup>	Did he tell them that they should all be there (complete) the children on that day?
UL.	Àndázì, kòdwà óngàyàngà úyà kùphòswà.	I do not know, but he who does not go (has not gone) will be missed out (i. e. passed over, omitted).

## E. GRAMMAR SUMMARY OF TENSES:

FUTURE	REMOTE	Pos. $\boxed{\text{SC-ya}} + \boxed{\text{kù-R-a}}$ e.g. /Ínjá íyà kùlùmà/.
		Neg. $\boxed{\text{a-SC}^n\text{-yì}} + \boxed{\text{kù-R-a}}$ e.g. /Ínjá àyiyí kùlùmà/.
	NEAR	Pos. $\boxed{\text{SC-za}} + \boxed{\text{ku-R-a}}$ e.g. /Ínjá ízà kùlùmà/.
		Neg. $\boxed{\text{a-SC}^n\text{-zi}} + \boxed{\text{kù-R-a}}$ e.g. /Ínjá àyizí kùlùmà/.
		REDUCED: Pos. $\boxed{\text{SC-o-R-a}}$ e.g. /Ínjá yólùmà/. <sup>7</sup>
PRESENT	POS.	Short: $\boxed{\text{SC-R-a}}$ e.g. /Ínjá ífúnà úkùtyá/.
		Long: $\boxed{\text{SC-ya-R-a}}$ e.g. /Ínjá íyà fúnà/.
	NEG.:	$\boxed{\text{a-SC}^n\text{-R-i}}$ e.g. /Ínjá àyifùnì/. <sup>9</sup>
PAST	NEAR	Pos. Short $\boxed{\text{SC-R-è}}$ e.g. /Ínjá ífúnè úkùtyá/.
		Long $\boxed{\text{SC-R-ile}}$ e.g. /Ínjá ífúnìlè/. <sup>10</sup>
		Neg. $\boxed{\text{a-SC}^n\text{-R-anga}}$ e.g. /Ínjá àyilùmàngà/.
	REMOTE:	$\boxed{\text{SC-a-R-a}}$ e.g. /Úthíxó wádàlá ùízwè/.

1. /àkàbònisàngà/: Note the causative verbal extension /-is-/. (. . cause to see).
2. /zónkè/ (all. .) is a quantitative - Lesson 43.  $\boxed{\text{SC-o-}^n\text{-nke/-dwa}}$ .
3. /úphàzànyìswè/, the passive of /-phàzàmisà/, involving palatalization, L 32.
4. /ábénìthémbísè/- indirect R. Cl. in which SC class 1 = /a-/. L 50.
5. /ngólwésìhlànù/</nga-(úsùkù) -o-lwa-isi-hlanu/. See footnote 2, p. 207.
6. /ngòlò/</nga-òlò/: The time adv. formative /nga-/ + DP position 2. See L 40.
7. Almost any imaginable contraction is possible in the future, but this is common.
8. Beware of those verbs with latent initial /i/ which fuses with /a- /> /e/. L 30.
9. /-va/ and passive verbs do not take the neg. suffix /-i/ e.g. /àsìfùhwà/.
10. For sub-pattern /-ele, -ethe, -ene/ see p. 221 and exceptions p. 225, staves L37.

## LESSON 38

## THE PARTICIPIAL

## A. THE INDICATIVE PARTICIPIAL POSITIVE.

Pattern 1  $SC^e-R-a$ , the raised /e/ in  $SC^e$  indicating a vowel change of classes 1, 2, 6 SCs to /e/ e.g. /Ndībónà úmthí úkhùlā/( I see the tree growing), but /Ndībónà úmntwàná éfikà/( I see the child arriving), /Ndībónà ábántù béfikà/, /Ndībónà ámádòdà éfikà/.

Pattern 2  $SC^e-si-CV$ , the /-si-/ serving merely as a partition wall between the  $SC^e$ -/ and the monosyllabic R and only in the present tense e.g. /Ndībónà úmntwàná é-sí-zà/( I see the child coming).

$SC^e-s-VCV...$ , the /-s-/ dividing the concord from the vowel-commencing verb radical, e.g. /Ndībónà ábántù bé-s-ákhà/.

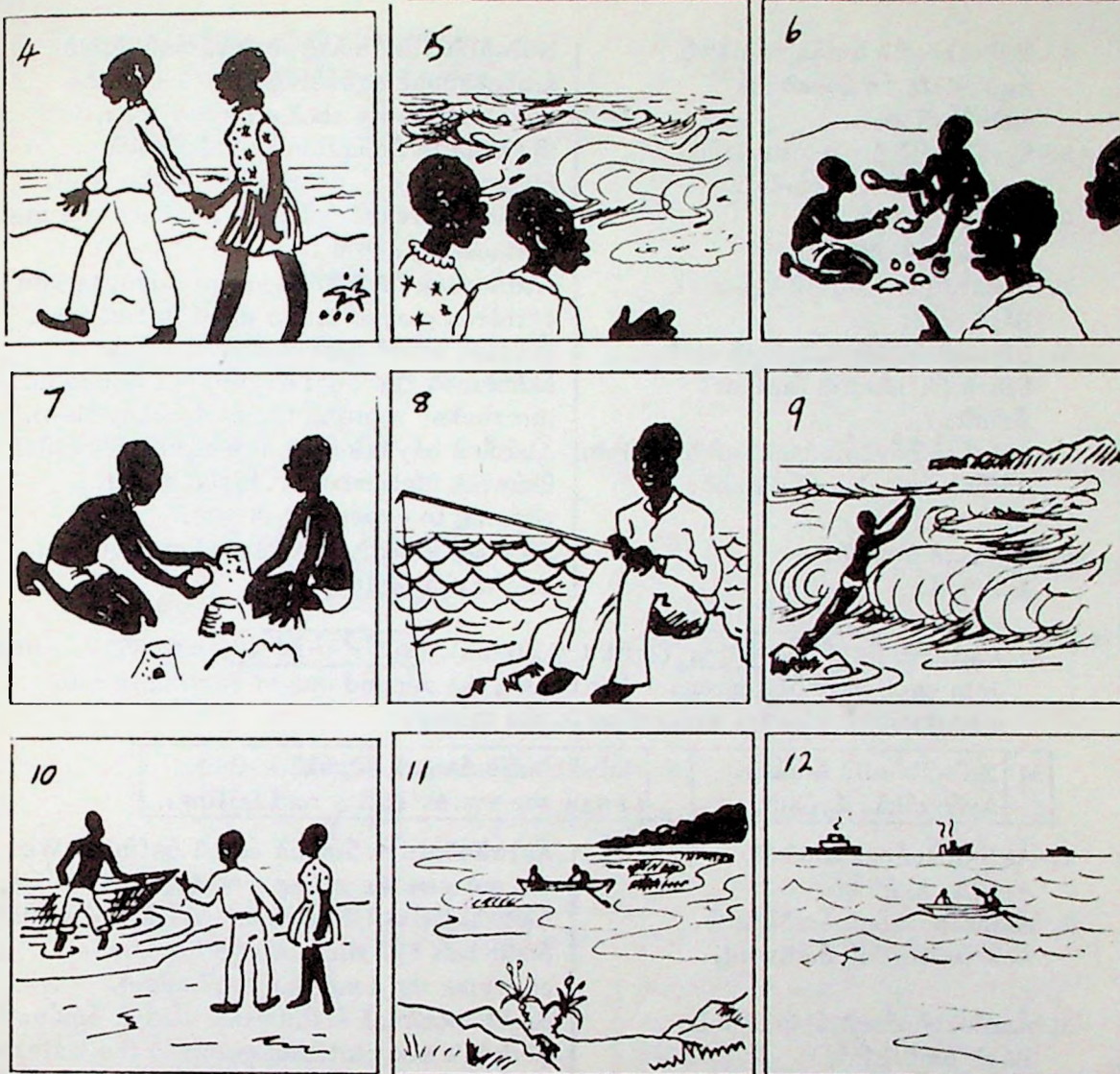
1. Follow on the pictures. Jòngá úphúláphùlé úphíndè:

1. Ndībónà úmfánà néntòmbí béfikà élwándìè.
2. Ndìyàbàbónà békhúphà ímpàhlà yàbó.
3. Ndìyàbàbónà bésénzà ínténtè éntlé.
4. Ndìyàbàbónà bēhám̄bà ngéenyàwò ésántìní bèncòkòlà.
5. Ndìyàbàbónà béjòngē ámázà ésízà ésífmkà.
6. Ndìyàbàbónà béjòngē ámákhwènkwe éqókélèlèlā ámáqdkòbbhé.
7. Ndìyàbàbónà béjòngē ámákhwènkwe ésákhà íz índlwàná ésántìní.
8. Ndìyàmbónà úmfánà élòbà éfùnà úkúbàmbà íntlànzi.
9. Ndìyàyìbónà íntòmbí ídádà émáanzìní élúnxwèméní íngdyfki màzà.
10. Ndìyàbàbónà béqéshà ísíkhítshànè.
11. Ndìyàbàbónà bésíyà èsíz íbèní.
12. Ndìyàbàbónà béjòngē ílñqánáwà zísízà zísífmkà.

I see a young man and a girl arriving at the sea.  
 I see them taking out their things.  
 I see them making a beautiful tent.  
 I see them walking (going on foot) on the sand (they) chatting.  
 I see them watching the waves coming and going.  
 I see them watching the boys collecting shells.  
 I see them watching the boys building little houses on the sand.  
 I see the young man fishing (he) wanting to catch fish.  
 I see the girl swimming in the water in the bay (inlet), fearing no waves.  
 I see them hiring a boat.  
 I see them going into the estuary - (mouth of river / deep pool ).  
 I see them watching the ships come and go.







2. Pattern **SC<sup>e</sup>-R-a**.

Join each pair of sentences by making a dependent Participial Clause of the second one, according to the model:

M	ÚmXhdsà úngénìlè. Úyáìlìà.	S	ÚmXhdsà úngènè èlìlìà. (The Xhosa person entered crying)
---	----------------------------	---	--

1. Úsándìlè úmKìlè.  
Úthèthà nábáhlòbò bàkhè.
2. Ndìmbónìlè únómsá.  
Úfíkà èlwándìlè.
3. Ábàbìní báfíkìlè.  
Báyàncòkòlìà.

Úsándìlè úmKè èthèthà nábáhlòbò bàkhè.  
(S. departed talking to his friends).  
Ndìmbónìlè únómsá éfíkà èlwándìlè (I  
saw Nomsa arriving at the sea).  
Ábàbìní báfíkè béncókòlìà (Two of them  
arrived chatting).

1. This usage of the participial includes all the '-ing' concurrent dependent clauses in English. In addition many 'when, while' clauses are rendered by the participial in Xhosa e.g. 'I worked while he played - he playing'. There is no long form /-ya-/(or /-yo/) in the participial.

4. Ndiwàbònlì è á mákhwènkwé.  
Áqókélèlè à á máqòkòbhé  
ngàsélwàndlè.
5. Sìwàbònlì è á mántòmbàzà nà.  
Áyádàdà èlúnxwèménì.
6. Ámáddà à àvùyìlè.  
Áyádàdà èsìzìbènì.
7. Ábántwà nà bàdlàlè èsántì nì.  
Báyàvúyà.
8. Úmfánà úlóbè ngàsémáwè nì.  
Úfúnà úkúbàmbà ìntlànzi  
ézì nì nzi.
9. Ábáfánà báyàsìqèshà ísìkhítshànè.  
Báfúnà úkúwèlè úm̀lambò.
10. Bájàngè á mázà.  
Áyényúkà.
- Ndiwàbònlì è á mákhwènkwé èqókélèlè  
á máqòkòbhé ngàsélwàndlè (I saw the  
boys collecting shells by the sea).  
Sìwàbònlì è á mántòmbàzà nà èdádà  
èlúnxwèménì (. . swimming in the bay).  
Ámáddà à àvùyè èdádà èsìzìbènì (The men  
rejoiced to swim in the deep pool).  
Ábántwà nà bàdlàlè èsántì nì bèvúyà (The  
children played in the sand full of joy).  
Úmfánà úlóbè ngàsémáwè nì èfúnà  
úkúbàmbà ìntlànzi èzì nì nzi (. . fished at  
the rocks, wanting to catch many fish).  
Ábáfánà báyàsìqèshà ísìkhítshànè bèfúnà  
úkúwèlè úm̀lambò (. . hired a boat,  
wanting to cross the river).  
Bájàngè á mázà ènyúkà (They watched  
the waves rising).

3. Patterns  $\boxed{SC^e-si-R-a}$  (with CV stems),  $\boxed{SC^e-s-R-a}$  (with VCV .stems).  
Join each pair of sentences by turning the second one of each pair into  
a participial clause, according to the model:

M	Ndiwàbònlì è á mázà. Áyényúkà, áyèhlà.	S	Ndiwàbònlì è á mázà ènyúkà èsìhlà (I saw the waves rising and falling).
---	---	---	--

1. Àsìwàbòná ngà á mázà.  
Áyézá, áyéfmkà.
2. Àkùwàbòná ngà á máhàshè.  
Àsà ìmìthwáld èndlwì nì.
3. Àndìbàbòná ngà ábántwà nà.  
Báyà èmá nzi nì.
4. Àndìbèvá ngà ábáfà zì.<sup>2</sup>  
Báthì, "tshòtshò".
5. Àndìmbòná ngà únyà nà wám.  
Wé nzi à únópò pì.
6. Àndìbàbòná ngà ònyà nà bèthú.  
Bákhà ìz ìnldwà nà èsántì nì.
7. Úmámá àkàyìbòná ngà ìnddà.  
Íyà ngàséz ìnqánáwè nì.
8. Àkàzìbòná ngà ìnqánáwà.  
Zíyézá, zíyéfmkà.
9. Ìntòmbí zìbálékìlè.  
Zíyóyíkà.
- Àsìwàbòná ngà á mázà èsìzà èsìfmkà (We  
did not see the waves coming and going).  
Àkùwàbòná ngà á máhàshè èsìsà ìmìthwáld  
èndlwì nì (You did not see the horses  
carrying the loads to the house).  
Àndìbàbòná ngà ábántwà nà bèsìyà èmá nzi nì  
(I didn't see children going to the water).  
Àndìbèvá ngà ábáfà zì bèsìthì, "tshòtshò" (I  
didn't hear the women saying, "it serves  
you right").  
Àndìmbòná ngà únyà nà wám èsènzà únópò pì  
(I did not see my son making the doll).  
Àndìbàbòná ngà ònyà nà bèthú bèsàkhà  
ìz ìnldwà nà èsántì nì (. . building . . .).  
Úmámá àkàyìbòná ngà ìnddà ísìyà  
ngàséz ìnqánáwè nì (. . going towards the ships).  
Àkàzìbòná ngà ìnqánáwà zìsìzà zìsìfmkà  
(She did not see the ships coming & going).  
Ìntòmbí zìbálékè zìsìyíkà (The girls ran  
away being afraid).

1. The participial /-si-, -s-/ are only used in the present tense and even then only when there is no other prefix to separate the /SC<sup>e</sup>-/ from monosyllabic or vowel-commencing verb stems.
2. /àndìbèvá ngà/ - here the OC /-ba-/ has become /-be-/ through fusion with the latent initial vowel /i/ of /-va/. L 30.

4. Test. Ask the reason for each of my statements, beginning each time with /Kúthéní?/( Why?), according to the model:

M	Ndìyòyíkà.	S	Kúthéní úsòyíkà? ( Why are you afraid?).
---	------------	---	--

- |  |   |
|--|---|
| 1. Ndòyíkà ìz ígcàwù.                    | Kúthéní úsòyíkà ìz ígcàwù ( spiders)?       |
| 2. Síbùlùlà ìz ígcàwù.                   | Kúthéní nìbùlálà ìz ígcàwù? ( kill).        |
| 3. Sìgcìnà ítyhéfù ( Afr. 'gif'-poison). | Kúthéní nìgcìnà ítyhéfù? ( .. keep poison). |
| 4. Ityhéfu íyàphíswà. <sup>2</sup>       | Kúthéní ítyhéfù ìphíswà? ( .. given..).     |
| 5. Ndìphà ngétyhéfù. <sup>3</sup>        | Kúthéní úsìphà ngétyhéfù?                   |
| 6. Sènzà ítyhéfù.                        | Kúthéní nìsènzà ítyhéfù?                    |
| 7. Ityhéfu íyénzìwà. <sup>4</sup>        | Kúthéní ítyhéfù ìsénzìwà?                   |
| 8. Kúthìwà ngábd.                        | Kúthéní kúthìwà ngábd?                      |
| 9. Amáddà áyéfmkà.                       | Kúthéní amáddà ésfímkà?                     |
| 10. Inkwènkwe íyèzà.                     | Kúthéní ínkwènkwe ísìzà? ( .. coming).      |
| 11. Iyáfíkà.                             | Kúthéní ífíkà?                              |
| 12. Ityè ísòphòlò ( supper).             | Kúthéní ítyè ísòphòlò? <sup>4</sup>         |
| 13. Amáddà éfímkílè.                     | Kúthéní amáddà éfímkílè? ( .. gone away?)   |
| 14. Úfntwàná wòthúkílè.                  | Kúthéní úfntwàná òthúkílè? <sup>5</sup>     |
| 15. Onyànà hònwábílè.                    | Kúthéní ònyànà hònwábílè? ( .. happy?).     |
| 16. Báyòyíkà.                            | Kúthéní bésòyíkà?                           |

#### B. THE PARTICIPIAL NEGATIVE.

SC <sup>e</sup> -	nga-	R	-i	e. g. /Kúthéní úngàtyí/( Why dont you eat)?.
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1. Begin each sentence with/SC -fudula/( usually):

M	Andídádí.	S	Ndífudùlā ndíngàdádí ( I do not usually swim).
---	-----------	---	--

- |  |   |
|--|---|
| 1. Asìlòbì áphò.                           | Sìfudùlā sīngàlòbì áphò ( We do not swim there normally / usually).           |
| 2. Asítyì nyàmà.                           | Sìfudùlā sīngàtyì nyàmà.  |
| 3. Asíyí édólòphìnì.                       | Sìfudùlā sīngàyí édólòphìnì ( .. to town).                                    |
| 4. Akùthèngì zìntó zìndálà.                | Ufudùlā úngàthèngì zìntó zìndálà ( You normally buy no old things).           |
| 5. UNómsá àkàthàndì úkúdàdà élwàndlè.      | UNómsá úfudùlā éngàthàndì úkúdàdà élwàndlè ( .. not usually swim in the sea). |
| 6. Akdyíkì mánzì.                          | Ufudùlā éngdyíkì mánzì.   |
| 7. Inkwènkwe àyákhì íz índlwàná éz ìnjáld. | Inkwènkwe ífudùlā íngàkhì íz índlwàná éz ìnjáld ( .. build such little huts). |
| 8. Ayàphùlì mīthèthò.                      | Ifudùlā íngàphùlì mīthèthò ( .. break laws).                                  |
| 9. Amántòmbàzànà àkàsèbènzì.               | Amántòmbàzànà àfudùlā éngàsèbènzì.  |
| 10. Akàqòkèlèlì màqòkòbhé.                 | Afudùlā éngàqòkèlèlì màqòkòbhé ( They normally do not collect shells).        |

1. Try to abstract general tone features.
2. When one-syllabled verb stems assume an extension ( e.g. /-iw-/, /-is-/), they no longer require the participial prefix /-si-/e.g. /Kúthéní úphíwà ímàlì/.
3. Note the idiom : ' give by means of.. ' .
4. See footnote 2 above. The participial /-si-, -s-/ occurs only in the present.
5. The participial concord /e-/( cls. 1, 6) elides before a vowel-commencing verb in the perfect e.g. /Kúthéní úfntù wákhílè?/, /Kúthéní amáddà òyíkílè?/.

- |   |   |
|---|---|
| 11. Akázì ntó.<br>12. Ùmfundìsì àkàsázì.<br>13. Akòyìkì òtsòtsí.<br>14. Akàbòyìkì.<br>15. Akéwà. ( a-ka-i-v-a)<br>16. Akézì kùsìtyélèlè. | Afùdùlà éngàzì ntó (. . know nothing).<br>Ùmfundìsì ùfudùlà éngàsázì (. . us).<br>Ufùdùlà éngòyìkì òtsòtsí.<br>Ufùdùlà éngàbòyìkì.<br>Ufùdùlà éngèwà ( He does not usually hear).<br>Ufùdùlà éngèzì kùsìtyélèlè (. . to visit us). |
|---|---|

2. Use the deficient verb /-soloko/ (always) in each sentence, according to the model:

M	Injá yám yóyìkà ìkátì. ( My dog fears cats).	S	Injá yám ísólókò ìsòyìkà ìkátì. ( My dog is always afraid of cats).
---	---	---	--

- |  |   |
|--|---|
| 1. Injá yákhò yáphùlà ízìntò égádìnì.<br>2. Iikátì z ìlélè éz ìkò.<br>3. Imàlì yénzà ímàlì.<br>4. Kúthìwà ngùmnínì-vékìlè.<br>5. Ndítshò.<br>6. Ndìyázì.<br>7. Ndìyàkwázi úkwénzà ímàlì.<br>8. Amádòdà àmbéthè ìngùbò.<br>9. Akézi ntó.<br>10. Asélà útywàlá.<br>11. Onwábìlè.<br>12. Ayà ébùhlántì.<br>13. Indòdà yámbéthè ìngùbò.<br>14. Abántwàná bánxìbè ìhèmpè.<br>15. Onyànà báyémkà.<br>16. Bázá éHlòtyèni. | Injá yákhò ísólókò ísáphùlà ízìntò égádìnì (. . always breaking . . in the garden).<br>Iikátì z ìsólókò z ìlélè éz ìkò ( The cats are always asleep on the fireplace).<br>Imàlì ísólókò ésénzà ímàlì.<br>Kúsólókò kú(sí)thìwà ngùmnínì-vènkìlè.<br>Ndìsólókò ndísítshò ( I always say so).<br>Ndìsólókò ndísázì ( I always know).<br>Ndìsólókò ndìkwázi úkwénzà ímàlì.<br>Amádòdà ásólókò èmbéthè ìngùbò ( The men are always wearing the blankets).<br>Asólókò éngèzì ntó (. . doing nothing)..<br>Asólókò ésélà útywàlá.<br>Asólókò ónwábìlè ( They're always happy).<br>Asólókò ésíyà ébùhlántì (. . going to the..).<br>Indòdà ísólókò yámbéthè ìngùbò.<br>Abántwàná básólókò bánxìbè ìhèmpè.<br>Onyànà básólókò bésímkà.<br>Básólókò bésízà éHlòtyèni ( They always come in the Summer). |
|--|---|

3. Join up each pair of sentences by converting the second one into a participial clause, according to the model:

M	Ndìthándà ábántwàná. Abàxàbàni ( quarrel).	S	Ndìthándà ábántwàná bégàxàbàni ( I like children when they are not quarrelling).
---	---	---	--

- |  |   |
|--|---|
| 1. Andìbàncèdìsì ábàfùndì.<br>Abávùmì.<br>2. Ndìyàwàbóngà ámákhwènké.<br>Akàxàbàni.<br>3. Amákhwènké ábéthwà kákùbí.<br>Akàwúgqìbàngà úmsébènzì.<br>4. Ùm̀ntwàná àkàbèthwà.<br>Akàthàngà, "fùtsàk".<br>5. UThémbà àkàfùmànángà ntó.<br>Akáfìkàngà ngéxèshà.<br>6. Ndìmbónìlè.<br>Akèmkàngà. | Andìbàncèdìsì ábàfùndì bégàvùmì ( I do not help the students they-not-agreeing).<br>Ndìyàwàbóngà ámákhwènké éngàxàbàni ( I praise the boys when they dont quarrel).<br>Amákhwènké ábéthwà kákùbí éngàwúgqìbàngà úmsébènzì.<br>Ùm̀ntwàná àkàbèthwà éngàthàngà, "fùtsàk" (. . not beaten unless he has said, "futsak").<br>UThémbà àkàfùmànángà ntó éngàfìkàngà ngéxèshà ( Themba got nothing because he did not come in time).<br>Ndìmbónìlè éngèmkàngà ( I saw him before he left - he not having departed). |
|--|---|

- |   |  |
|---|--|
| <p>7. Asìlìbònángà ísèlà.<br/>Alìbángà ntó kúthì.</p> <p>8. Amàsèlà ákábànjwàngà.<br/>Ipòlísà àlízàngà ngéxéshà.</p> <p>9. Ndìzè áphà ngámèndú.<br/>UDánìlè úzà kùzìbúlálà.</p> | <p>Asìlìbònángà ísèlà língèbángà ntó kúthì<br/>(I did not see the thief since he stole<br/>nothing from us - he not having ...).</p> <p>Amàsèlà ákábànjwàngà ípòlísà<br/>língèzàngà ngéxéshà (... in time).<br/>Ndìzè áphà ngámèndú, úDánìlè<br/>ézà kùzìbúlálà (I came fast Danile being<br/>about to kill himself - since D. was<br/>going to commit suicide).</p> |
|---|--|

C. SC - deficient verb + SC<sup>e</sup> - R - a e.g. / Ndìfùdúlà ndíngàdàdí áphò/  
(I normally do not swim there). /UMèrí úsólókò ésízá/(M. always..).

1. /-hlalà/(keep on doing, do continually/constantly/all the time).

Use /-hlalà/ with each of the following sentences:

- |  |  |
|--|--|
| <p>1. Ugqìrà úyákhwàzà. (doctor)</p> <p>2. Unésí úyálìbàlà.</p> <p>3. Ufngùlì úcèlà ámàyèzà.</p> <p>4. Amáyèzà ánìkwà ábágùlì.</p> <p>5. Abágùlì báyàkròkrà (grumble).</p> | <p>Ugqìrà úhlalà ékhwàzà (. . shouting).</p> <p>Unésí úhlalà élibàlà (. . keeps forgetting).</p> <p>Ufngùlì úhlalà écèlà ámàyèzà (The<br/>patient keeps on asking for medicines).</p> <p>Amáyèzà áhlalà énikwà ábágùlì.</p> <p>Abágùlì báhlalà bèkròkrà.</p> |
|--|--|

2. /-mana/(keep doing). Use /-mana/ with each sentence: <sup>3</sup>

- |   |   |
|---|---|
| <p>1. Ogqìrà báyangxdlísà (scold).</p> <p>2. Amákhwènkwe àyènzákàlà.</p> <p>3. Umóngikàzì àkàwàzì<br/>úmsébènzì wàkhé.</p> <p>4. Izìgùlàné àzìkròkrì.</p> | <p>Ogqìrà bàmánà bèngxdlísà.</p> <p>Amákhwènkwe ámánà èsènzákàlà (The<br/>boys keep getting hurt/injured).</p> <p>Umóngikàzì úmánà éngàwàzì úmsébènzì<br/>wàkhé (The nurse keeps on not knowing. .).</p> <p>Izìgùlàné zímánà zìngàkròkrì (The<br/>patients continue without any grumbling).</p> |
|---|---|

3. /-fumana/(do in vain, without success or conclusion). Use /-fumana/:<sup>4</sup>

- |  |  |
|--|--|
| <p>1. Umóngikàzì únìkà izìgùlàné<br/>ámàyèzà.</p> <p>2. Umpháthìkàzì wésìbhédìlèlè<br/>úyàbàngxdlísà.</p> <p>3. Abáncédìsì bàkhé báyàzì-<br/>khàtházà.</p> | <p>Umóngikàzì úfúmánà énikà izìgùlàné<br/>ámàyèzà (The nurse gives the patients<br/>medicines in vain / without success).</p> <p>Umpháthìkàzì wésìbhédìlèlè úfúmánà<br/>èbàngxdlísà (The matron (female manager<br/>of the hospital) scolds them in vain. ).</p> <p>Abáncédìsì bàkhé báfúmánà bèzìkhàtházà<br/>(Her helpers worry themselves in vain).</p> |
|--|--|

1. The participial neg. prefix /nga-/ has become /nge/ by fusion with latent /i-/.
2. Note the range of English clauses embraced by the Participial.
3. /-mana/ + uku-R-a (keep doing off and on - at longer intervals).
4. /-fumana, -fane/ + subjunctive mood (do without consideration/at random).

4. Isígúlànè àsívúmì úkùsèlà íyèzà. | Isígúlànè sífúmànà síngàvùmí úkùsèlà íyèzà (In vain does the patient not agree..).  
 5. Amántòmbàzànà àkávúmì úkúzà. | Amántòmbàzànà áfúmànà éngàvùmí úkúzà (In vain do the girls not agree to come).  
 6. Ogqìrà báchíthà ímàlí. | Ogqìrà báfúmànà béchíthà ímàlí(.. spend..).

4. /ngé/ (should, would). Pattern: ngé + SC<sup>e</sup>-R-a Use /ngé/ as follows:<sup>1</sup>

M	Abóngìkàzì àbàzìníkì ízìgúlànè ámáyèzà.	S	Abóngìkàzì ngé béngàzìníkì ízìgúlànè ámáyèzà (The nurses should not give the patients..).
---	--	---	--

1. UZòlá àkàthèthì. | UZòlá ngé éngàthèthì (Z. should not..).  
 2. Uthì tú. <sup>2</sup> | Ngé ésíthì tú (He should be silent).  
 3. Ulálà ébhédìní. | Ngé élálà ébhédìní (He should lie/sleep..).  
 4. Ogqìrà báyàmxílongà. | Ogqìrà ngé bémxílongà (The doctors should examine him).  
 5. Akàvúkì ìsínýá (soon, early). | Ngé éngàvúkì ìsínýá (.. should not get up..).  
 6. Ugqìrà àkàmqhàqhì (operate on). | Ugqìrà ngé éngàmqhàqhì.  
 7. Onésì àbàqháqhì ímpàhlà yàkhé. | Onésì ngé béngàqháqhì ímpàhlà yàkhé (The nurses should not open his parcel).  
 8. Amádòdà àkàzìqhàqhàngà ìncwàdí zàwó. | Amádòdà ngé éngàzìqhàqhàngà ìncwàdí zàwó (The men should not have cut/torn open their letters).

#### D. INCOKO.

ULíndìwé nóNóziwè

- UL. Hí wèthú Nózizwè, ùyìbónìlè íngàlò káZòlá?  
 UN. Ukúthìní kwàyó?  
 UL. Yáphúkìlè.  
 UN. Ebéthèní?<sup>3</sup>  
 UL. Izdìdò ùngèñè èphèfúmlèlè phézùlù, wátháthà ìntòngà zàkhé éngàthèthàngà nàmntù.<sup>4</sup>  
 UN. Ô! ngúzòlá lé nkwenkwé éfúnyénwè ngámádòdà ílèlè íngáthì ífílè.  
 UL. Ewé, ngúyè, úzè éfúnqùlwè ngámádòdà ámàbìní, bèndisíthì úfílè úkùmbòná kwám.
- Hi Nozizwe, did you see Zola's arm?  
 To do what of it - what about it?  
 It is broken.  
 He was he having done what - what happened to him?  
 Yesterday he came breathing (high) heavily, he took his sticks without speaking to anyone - not having sp..).  
 Oh! it is Zola this boy he having been found by the men he-lying as if he were dead.  
 Yes, it is he, he came in being lifted by two men, I was saying (convinced) he was dead from my seeing him - he appeared dead to me.

1. /nge/ (would) is mostly used in Conditional Clauses, L. 51.  
 2. /tú/ is an ideophone, one of a group of words mostly used after /-thi/.  
 3. Notice the wide range of usage of /-thi/ and its range of meaning. Here it is used in the near past continuous tense - L 39 (i.e. next lesson).  
 4. /wátháthà/ is the past subjunctive SC-a-R-a, used in the past narrative - past sequences (' and he did this and he did...), L 44.

UN.	Ngêlâa xêshâ éthâthâ ïntôngâ bênîsîthî úyâphî? <sup>1</sup>	At that time when he took the sticks where did you say/imagine he was going?
UL.	Bèsîcîngâ úkúbâ úyòdlâlà námányè ámakhwènkwé njéngésìqhèlò, síngâzî úkúbâ úlwìlè.	We thought (were thinking) that he was going to play with the other boys as usual, not knowing that he had fought - got into a quarrel.

### E. GRAMMAR SUM-UP OF THE INDICATIVE PARTICIPIAL. <sup>2</sup>

POS.	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">SC<sup>e</sup></td> <td style="padding: 2px 5px;">-R</td> <td style="padding: 2px 5px;">-a</td> </tr> </table> e.g. /Kúthéní ábántù bífúndâ/(Why do the people study?). <sup>3</sup>	SC <sup>e</sup>	-R	-a	
SC <sup>e</sup>	-R	-a			
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">SC<sup>e</sup></td> <td style="padding: 2px 5px;">-si-</td> <td style="padding: 2px 5px;">CV</td> </tr> </table> e.g. /Kúthéní bésízâ?/(Why are they coming?). <sup>4</sup>	SC <sup>e</sup>	-si-	CV	
SC <sup>e</sup>	-si-	CV			
	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">SC<sup>e</sup></td> <td style="padding: 2px 5px;">-s-</td> <td style="padding: 2px 5px;">VCV..</td> </tr> </table> e.g. /Kúthéní bésòyíkâ?/(Why are they afraid?). <sup>5</sup>	SC <sup>e</sup>	-s-	VCV..	
SC <sup>e</sup>	-s-	VCV..			
NEG.	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">SC<sup>e</sup></td> <td style="padding: 2px 5px;">-nga-</td> <td style="padding: 2px 5px;">R</td> <td style="padding: 2px 5px;">-i</td> </tr> </table> e.g. /Kúthéní úngàtyf?/(Why dont you eat?). <sup>6</sup>	SC <sup>e</sup>	-nga-	R	-i
SC <sup>e</sup>	-nga-	R	-i		

7

1. /bênîsîthî/: the deficient verb /-be/ + the participial to render near past continuous tenses e.g. /Bèsîcîngâ/(We were thinking). See p. 247.

2. The Indicative Participial has the same form in the tense conjugation as the Indicative Principal (direct independent statement) except for the variations given here under section E.

3. SC<sup>e</sup> means that the SC in the Participial changes the vowel to /e/ in classes 1, 2, 6, i.e. Cl. 1 and 6 SC = /e-/ and Cl. 2 SC = /be-/.

4. CV verb stem i.e. monosyllabic verb stem.

5. VCV.. verb stem i.e. any vowel-commencing verb stem.

N. B. The Participial prefixes /si/ and /s/ (with CV and VCV.. verbs) are used only in the present tense and then only to act as a partition wall between SC<sup>e</sup>- and the CV / VCV.. verbs. If any other prefix (e.g. OC, /sa/) intrudes, then the /s)i/ is not used e.g. /Kúthéní úndòyíkâ?/.

6. The neg. prefix /-nga-/ > /-nge-/ by fusion with latent initial /i/ e.g. /Kúthéní úngèzî?/(Why dont you come?).

7. USAGE. When to use the Participial:

a) To render concurrent dependent clauses: these cover the English participial clauses - 'ing' clauses e.g. /Ndîyàbàbônâ bèdlâlà/(I see them playing), they include many 'when, while, before, after' clauses e.g. /Ndîyàkùmbônâ èsâkhâ/(I'll see him when/while he is building), /Sîfîkê bészâkùmâ/(We arrived before they left), /Sîfîkê bémkîlè/(We arrived after they had left).

b) As complement to a small group of deficient verbs (/hlala, -mana, se-, -soloko, -ba/-be, -ye, nge, -fudula, -fumana).

c) In many 'reason' clauses: always after /Kúthéní?/(why?), sometimes after /Yíyò lóo ntó/(That is why) e.g. /Yíyò lóo ntó úMèrí èsòyíkâ/. It is used after the conjunctions /ngókúbâ/ or /ngóba/(because) and /njéngókúbâ/(as), /kúbâ/(because) takes the Indic. Principal or Partic. e.g. /Ndîyòyíkâ kúbâ úJìm èsízâ - ngókúbâ èsízâ - ngóbâ èsízâ/, /Ndènjàlò njéngókúbâ ndîsîtshò/(I did just as I said so).

Both /Kúthéní lé ntó?/ and /Yíyò lóo ntó/ usually take an Indirect R. Cl.

- lessons 50, 54.

## LESSON 39

## THE PARTICIPIAL

(/-se/'already', /-be, -ye/'continuous t.')

## A. THE DEFICIENT VERB /se/ (already).

se-	SC <sup>e</sup> -	R	-a
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 e.g. /Abántù sèbésízà/ (The people are already coming).

N. B.<sup>1</sup> /se-u- />/sewu- / e.g. /Séwúfílè ùmthí/ (The tree is already dead).  
 /se-i- />/seyi- / e.g. /Indòdà séyísízà/ (The man is already coming).  
 /se-e- />/sele- / e.g. /Séléfíkílè áamáddà/ (The men have already..).

1. Begin each sentence with /Se-/ according to the models:

M	Udìnìwè.	S	Séwúdìnìwè (You are already tired)
---	----------	---	------------------------------------

- |                       |  |
|-----------------------|--|
| 1. Unxánìwè.          | Séwúnxánìwè (You are already thirsty).                           |
| 2. Ulàmbìlè.          | Séwúlàmbìlè (You are already hungry).                            |
| 3. Uṁvúndlà úfílè.    | Uṁvúndlà séwúfílè (The hare is already dead).                    |
| 4. Uṁthí úkhúlílè.    | Uṁthí séwúkhúlílè (The tree has grown already).                  |
| 5. Mhlé. <sup>2</sup> | Séwúmhlé (It is already beautiful).                              |
| 6. Uṁzì úlúngìlè.     | Uṁzì séwúlúngìlè (The village is good/fine).                     |
| 7. Uṁbónà úphélílè.   | Uṁbónà séwúphélílè (The mealies are already finished - used up). |
| 8. Uṁhlâbâ úshùshú.   | Uṁhlâbâ séwúshùshú (The earth is already hot).                   |

M	Uṁntù úyóyíkà.	S	Uṁntù sélésóyíkà (. . is already afraid).
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- |                                  |   |
|----------------------------------|---|
| 1. Ukhólísìlè úyàtyá.            | UKhólísìlè sélésìtyà (K. is already eating).      |
| 2. Utyílè.                       | Sélétyílè (He has already eaten).                 |
| 3. Amáqìrà áyézá.                | Amáqìrà sélésízà (The witchdoctors come already). |
| 4. Ezílè.                        | Sélézílè (They have come already).                |
| 5. UMántyì úyèzá.                | UMántyì sélésìvâ (The magistrate understands...). |
| 6. Wázì ámásìkò.                 | Sélésâzì ámásìkò (He already knows the customs).  |
| 7. Uyâwázì kákùhlé. <sup>3</sup> | Séléwâzì (He already knows them - the customs).   |
| 8. Amáddà áyávùmâ.               | Amáddà sélévùmâ (The men already agree/sing).     |
| 9. Ayémkà.                       | Sélésímkà (They are already going away).          |
| 10. Émkílè.                      | Séléímkílè (They have gone away already).         |

M	Injá íyàtyá.	S	Injá séyísìtyà (The dog is already eating).
---	--------------	---	---

- |                      |   |
|----------------------|---|
| 1. Ifílè.            | Séyífílè (It - the dog - is already dead).            |
| 2. Imízì ígqìtyìwè.  | Imízì séyígqìtyìwè (The villages were finished...).   |
| 3. Imòtó íyézá.      | Imòtó séyísízà (The car is coming already).           |
| 4. Ipétròl íphélílè. | Ipétròl séyíphélílè (The petrol is already finished). |
| 5. Indòdà íqumbìlè.  | Indòdà séyíqumbìlè (. . is already angry).            |
| 6. Ayívùmì.          | Séyíngàvùmí (He already disagrees).                   |

1. Cfr. Vowel and Consonant Changes on the final page. /sele- /</SC-sele + e- /.
2. These deficient verbs can all be used with a Cop. base. L. 52.
3. The OC /-wa- / separates the SC<sup>e</sup> from the CV or VCV. . verb - no need for the participial prefix /si/ or /s/.



7. Ayázì ntó. | Séyíngàzì ntó (Now - already - he knows nothing).  
8. Ayìkhàthàlì. | Séyíngàkhàthàlì (He does not care a hoot already).

Model 4: 

M	Ndílàmbìlè.	S	Séndílàmbìlè (I am hungry already).
---	-------------	---	-------------------------------------

- |                         |  |   |
|-------------------------|--|---|
| 1. Sìnxàníwè.           |  | Sésínxàníwè (We are thirsty already).                     |
| 2. Nìdìníwè.            |  | Sénìdìníwè (You are tired already).                       |
| 3. Abáfàzì báyà éMóntì. |  | Abáfàzì sébésíyà éMóntì (. . already going to E. London). |
| 4. Igùmbí líyàkhíwà.    |  | Igùmbí sélísákhíwà (The room is being built already).     |
| 5. Isìkòlò sívúliwè.    |  | Isìkòlò sésívúliwè (The school is already open).          |
| 6. Izìkòlò zìválìwè.    |  | Izìkòlò sézìválìwè (The schools have already closed).     |
| 7. Iimòtó zìyémkà.      |  | Iimòtó sézìsímkà (The cars are leaving already).          |
| 8. Zìyà éMóntì.         |  | Sézìsìyà éMóntì (They are going to E. London . . .).      |
| 9. Ukùtyà kúp'hélìlè.   |  | Ukùtyà sékúp'hélìlè (The food is finished already).       |
| 10. Utywàlá búphélìlè.  |  | Sébúphélìlè útywàlá (The beer is finished already).       |

2. Test. Insert /Se/ (already) into each sentence:

- |                                    |  |   |
|------------------------------------|--|---|
| 1. Ndènzà ìbhókìsì.                |  | Séndìsènzà ìbhókìsì (I'm making the boxes already).                     |
| 2. Ukhà àmànzi.                    |  | Séwúsìkhà àmànzi (You are drawing water already).                       |
| 3. Inkwènkwé íthézá ìnkùni.        |  | Inkwènkwé séyíthézá ìnkùni (The boy is gathering the firewood already). |
| 4. Umàmá úphékà úkùtyà.            |  | Umàmá séléphékà úkùtyà (. . is already cooking the..).                  |
| 5. Amántòmbàzàná áyàtyà.           |  | Amántòmbàzàná sélésítyà (The girls are already..).                      |
| 6. Oyìkà àmákhwènkwé.              |  | Sélésóyìkà àmákhwènkwé (They fear the boys already).                    |
| 7. Usàná lúyálìlè.                 |  | Usàná sélúlìlè (The baby is crying already).                            |
| 8. Ndìncàmìlè.                     |  | Sèndìncàmìlè (I have already given up - despaired).                     |
| 9. UNómsá àkàkhàthàlì.             |  | UNómsá séléngàkhàthàlì (N. does not care already).                      |
| 10. ONómsá bònwábìlè. <sup>1</sup> |  | ONómsá sébònwábìlè (N. & Co. are already happy).                        |

## B. THE NEAR PAST CONTINUOUS TENSE. (/ -be/ 'was') <sup>2</sup>

Strong SCs : 

Be-	SC <sup>e</sup> -	....
-----	-------------------	------

 e.g. /Bè-nì-sí-thì/ (You were saying). <sup>3</sup>

Weak SCs : 

SC <sup>e</sup> -	b-	SC <sup>e</sup> -	...
-------------------	----	-------------------	-----

 e.g. /U-b-ù-sí-thì/ (You - sg - were saying).  
/Ubàwó ébéngdýìkì/ (Dad was not afraid).

1. Change into the near past continuous. according to the models:

Model 1: 

M	Ndìyòyìkà.	S	Bèndísóyìkà (I was afraid).
---	------------	---	-----------------------------

- |                     |  |   |
|---------------------|--|---|
| 1. Sìyàfá.          |  | Bèsìsífá (We were dying - in extremities).              |
| 2. Nìthì sìyànqèná. |  | Bènisìthì sìyànqèná (You were saying that we are lazy). |

- Have you noticed that /Sé-SC<sup>e</sup>-/ have H H tones, that /-ile/and /-iwe/ have F L tone sequence and that the participial /-si-/ is F or H.
- The near past continuous covers any continued action (or state) during the past week or so, but as in the contrasting of near past and remote past there is a great deal of relativity in the choice (e.g. this month in relation to the last one, this year in relation to the last etc).
- Weak SCs are those which consist merely of a V (vowel) i.e. 2nd person sg., and those derived from /um-, imi-, ama-, in-/ classes - 1, 3, 4, 6, 9.

- |   |   |
|---|---|
| <p>3. Abálìmì báyalìmà.<br/>4. Onyānà bàbó báyákhà.<br/>5. Abàzàkhì ìzìndlù ézìnkùlù.</p> <p>6. Pífù lìgqúmà ìlàngà.<br/>7. Pàngà lỳàtshísà.<br/>8. Isénzò sàm àsìncédì.</p> <p>9. Izìnjá zìyóyíkà.<br/>10. Uthùlì lùgqúmà ìtáfìlè.<br/>11. Ukùtyá àkùbòlìlè.<br/>12. Iinkòmó àzìtyí ntó.</p> | <p>Abálìmì bébélìmà (. . . were ploughing).<br/>Onyānà bàbó bébésàkhà (. . . sons were building).<br/>Bébèngàzàkhì ìzìndlù ézìnkùlù ( They were not building the big houses).<br/>Pífù bélégqúmà ìlàngà ( The cloud covered. . . ).<br/>Pàngà bélétsìshísà ( The sun was burning).<br/>Isénzò sàm bésìngàncédì ( My action did not help).<br/>Izìnjá bészìyóyíkà ( The dogs were afraid).<br/>Uthùlì bélégqúmà ìtáfìlè ( The dust covered. . . ).<br/>Ukùtyá békùngàbòlìlè ( . . . was not rotten).<br/>Iinkòmó bészìngàtyí ntó ( . . . were eating nothing).</p> |
|---|---|

Model 2: 

M	Inkòsì iyézà.
---	---------------

 | 

S	Inkòsì ìbísízà ( The chief was coming).
---	---

- |  |   |
|--|---|
| <p>1. Imòtó iyáfìkà.<br/>2. Itítshàlà àyòyìkì.<br/>3. Inkwènkwé iyóyíkà.<br/>4. Indòdà àyósì nyàmà.<br/>5. Imízì iyàvùyà.<br/>6. Ayívùmì.<br/>7. Intòmbí éntlé íthì ní?<br/>8. Ikátì yàyó íphí ná?</p> | <p>Imòtó ìbífìkà ( The car was arriving).<br/>Itítshàlà ìbìngòyìkì ( . . . was not afraid).<br/>Itítshàlà ìbísóyíkà ( The teacher was afraid).<br/>Indòdà ìbìngòsì nyàmà ( . . . was not roasting. . . ).<br/>Imízì ìbívùyà ( The villages rejoiced).<br/>Ìbìngàvùmì ( They did not agree).<br/>Intòmbí éntlé ìbísìthì ní? ( What was the beautiful girl saying / doing?).<br/>Ikátì yàyó ìbìphí ná? ( Where was her cat?).</p> |
|--|---|

Model 3: 

M	Umthí úyàkhùlà.
---	-----------------

 | 

S	Umthí úbúkhùlà ( The tree was growing).
---	---

- |   |   |
|---|---|
| <p>1. Umngà únìkà ùmthùnzi.<br/>2. Awùwùnìkì ùmthùnzi wàwó.<br/>3. Umvùndlà útyà ìngcá.<br/>4. Awútyì nyàmà.<br/>5. Mfùndì, ùsèbénzà phí?<br/>6. Mntànám, wènzà ntóní?<br/>7. Akwézi zìntó zìntlé.<br/>8. Wákhà kánjàní ná?</p> | <p>Umngà úbúnìkà ùmthùnzi ( The thorn tree - mimosa - gave shelter/shade).<br/>Ubugàwùnìkì ùmthùnzi wàwó ( It did not. . . ).<br/>Umvùndlà úbúsftyà ìngcá ( . . . was eating grass).<br/>Ubugàtyì nyàmà ( It was not eating meat).<br/>Mfùndì, ùbùsèbénzà phí?<br/>Mntànám, ùbùsénzà ntóní? ( What were. . . ).<br/>Ubugèzi zìntó zìntlé ( You were not doing. . . ).<br/>Ubusàkhà kánjàní ná? ( How were you building?).</p> |
|---|---|

Model 4: 

M	UNòmsá àkávùmì.
---	-----------------

 | 

S	UNòmsá ébèngàvùmí. <sup>1</sup>
---	---------------------------------

- |  |   |
|--|---|
| <p>1. Uyìsé úyèvà.<br/>2. Akébi.<br/>3. Akòyìkì.<br/>4. Amási áphélìlè.<br/>5. Amàsìkò àkàncèdàngà ntó.<br/>6. Umántyì úyázi.<br/>7. Akàlwázi úxòlò lwénènè.<br/>8. Amádòdà àkhé áyéfmà.</p> | <p>Uyìsé ébésìvà ( Her father heard/understood).<br/>Ebèngèbí ( He did not steal). <sup>2</sup><br/>Ebèngòyìkì ( He was not afraid).<br/>Amási ébéphélìlè ( The sour milk was. . . ).<br/>Amàsìkò ébèngàncèdàngà ntó ( The customs didn't help a thing).<br/>Umántyì ébésàzi ( The magistrate knew).<br/>Ebèngàlwázi úxòlò lwénènè ( . . . true peace).<br/>Amádòdà àkhé ébésìfmà ( . . . were going away).</p> |
|--|---|

1. /ébèngàvùmí/ < /úbè é-nga-vùm-í/ ( he-was he-not-agreeing). There is an alternative reduced form /úbèngàvùmí/ in which the SC is not assimilated.
2. /ébèngèbí/ < /ube + e-nga-i-b-i/, the /a/ of /nga/ fusing with latent initial /i/.

## 2. Test. Change into the near past continuous:

- |   |  |
|---|--|
| 1. Ufmlòmò ùvùlèkìlè.                   | Ufmlòmò ùbùvùlèkìlè (The mouth was open).  |
| 2. Iféstìlè ìvávalèkìlè.                | Iféstìlè ìbìvávalèkìlè (The window was shut).  |
| 3. Imàlì ìlálhèkìlè.                    | Imàlì ìbìlálhèkìlè (The money was lost).   |
| 4. Ufntwàná úyóyíkà.                    | Ufntwàná ébésóyíkà (. . was afraid).   |
| 5. Amákhwènkwé àkòyíkì ntó.             | Amákhwènkwé ébéngòyíkì ntó (. . feared nothing).                                       |
| 6. Ucàngò lúvùlèkìlè.                   | Ucàngò bélúvùlèkìlè (The door was open).   |
| 7. Iingcàngò ézìmbìní zìvávalèkìlè.     | Iingcàngò ézìmbìní bézìvávalèkìlè (. . closed).  |
| 8. Ibhùlúkhwè yám ìkrázúkìlè.           | Ibhùlúkhwè yám ìbìkrázúkìlè (. . was torn).  |
| 9. Utywàlá búphélfìlè.                  | Utywàlá bébúphélfìlè (. . was finished).   |
| 10. Ukùtyá kwánèlè.                     | Ukùtyá békwanèlè (. . was sufficient/plenty).  |
| 11. Ibhókhwè ífíflè.                    | Ibhókhwè ìbìfíflè (The goat was dead).   |
| 12. Igùshà àyòthúkì.                    | Igùshà ìbìngòthúkì (. . did not get a fright). <sup>1</sup>                            |
| 13. Ufmlènzè wám àwènzàkàl-<br>ìswánga. | Ufmlènzè wám ùbúngènzàkàlìswánga (My leg had not been injured - was it not having. .). |
| 14. Amázà ólwàndlè áyéhlà.              | Amázà ólwàndlè ébésìhlà (The waves of. .).   |
| 15. Akèmkí.                             | Ebéngèmkí (They were not receding).  |
| 16. Indòdà ímí ésántìnì.                | Indòdà ìbìmí ésántìnì (. . was standing in. .). <sup>2</sup>                           |

## C. THE REMOTE PAST CONTINUOUS.

Long Form: 

SC	-a-	ye
----	-----	----

 + 

SC <sup>e</sup>	-R-	a
-----------------	-----	---

 e.g. /Sáyè sísítỳà/ (We were eating - in remote past time).<sup>3</sup>

Short Form: 

SC	-a	SC <sup>e</sup>	....
----	----	-----------------	------

 e.g. /Sásísítỳà/, /Sásíngàtỳí/ (. . were not. .).<sup>4</sup>

Short - Weak SCs: 

SC	-a-	w/y	SC <sup>e</sup>	..
----	-----	-----	-----------------	----

 e.g. /Injá yáyísítỳà/, /Wèná wáwúmí/, /Amádòdà áyémi/, /UJó wáyédànflè/.<sup>5</sup>

## 1. Change into the remote past continuous, according to the models:

Model 1: 

M	Ndìyèzà.
---	----------

S	Ndándísízà (I was coming - far away past).
---	--

- |                                  |  |
|----------------------------------|--|
| 1. Sìyémkà.                      | Sásísímkà (We were leaving).   |
| 2. Ìfíflè lfyéhlà.               | Ìfíflè lálísíhlà (The cloud was coming down).  |
| 3. Ulwàndlè luyággùmà.           | Ulwàndlè lwálúggùmà (The sea was roaring).   |
| 4. Ukùtyá kúp'hélfìlè.           | Ukùtyá kwákúp'hélfìlè (The food was finished).   |
| 5. Uthùlì lóyíkìsà àbàsèbènzì.   | Uthùlì lwálúsóyíkìsà àbàsèbènzì (The dust was too much for the workers - overcame. .). |
| 6. Abáfànà àbàqèshì sìkhìtshànè. | Abáfànà bábèngàqèshì sìkhìtshànè (The young men were not hiring any boat at all).      |

- The English language is rather confused in expressing completion of an action ('did') as against continuation (was doing) in the past.
- Have you observed that the first two tones of the near past continuous are persistently high. There is also a tendency towards a penultimate falling tone, especially when the verb is in the near past positive form.
- Here the help verb (def. verb) /-yè/ is itself in the remote past (see p. 237 and L. 44) with the main verb as its complement in the Participial.
- The verbal phrase is reduced by dropping the deficient verb /-ye/ and prefixing the SC -a- to the complement verb.
- The intervocallic /w/ is used before /u/ and the intervocallic /y/ before /i/, /e/.

- |  |  |
|--|--|
| <p>7. Onyānà bàbò àbàlóbì.<br/>8. Iintlànzi àzilùmì.<br/>9. Iintàkà z'ídyíkà.<br/>10. Kúshùshù gqíthá.</p> | <p>Onyānà bàbò bábéngàlóbì (.not fishing).<br/>Iintlànzi zázíngàlùmì (The fish were not. .).<br/>Iintàkà záz'ísóyíkà (The birds were afraid).<br/>Kwákúshùshù gqíthá (It was extremely hot).</p> |
|--|--|

Model 2: 

M	Uhlèlì phántsí.
---	-----------------

 | 

S	Wáwúhlèlì phántsí (You were sitting down).
---	--

- |  |  |
|--|--|
| <p>1. Umí ngàsémnyàngò.<br/>2. Usèngózi.<br/>3. Uyàgòdólà.<br/>4. Akùfudùmálàngà.<br/>5. Umthí úfílè.<br/>6. Omnyè umthí úshíyékìlè.<br/><br/>7. Awùbùni.<br/>8. Ufmlàmbò úzélè.</p> | <p>Wáwúmí ngàsémnyàngò (. . at the door).<br/>Wáwúséngózi (You were in danger).<br/>Wáwúgòdólà (You were cold).<br/>Wáwúngàfudùmálàngà (. . were not hot).<br/>Umthí wáwúfílè (The tree was dead).<br/>Omnyè umthí wáwúshíyékìlè (The other tree was left over / left behind).<br/>Wáwúngàbùni (It was not withering).<br/>Ufmlàmbò wáwúzélè (The river was full).</p> |
|--|--|

Model 3: 

M	Umfánà únámámdlà.
---	-------------------

 | 

S	Umfánà wáyénámámdlà (. . was strong).
---	---------------------------------------

- |  |  |
|--|--|
| <p>1. Ubhùtí wàkhé útyháfílè.<br/>2. Usìsì úncámílè.<br/>3. Udánlè.<br/>4. Amákhwènkwe ádíniwè.<br/>5. Amàsíkò áyínkátházò.<br/><br/>6. Amátyè áqhékékìlè.<br/>7. Amáqandá àkàbòlílè.<sup>1</sup><br/><br/>8. Amàsìmi àkòmlíé.</p> | <p>Ubhùtí wàkhé wáyetyháfílè (. . was weak).<br/>Usìsì wáyèncámílè (. . sister had given up).<br/>Wáyédánlè (She was disappointed).<br/>Amákhwènkwe áyédiniwè (. . were tired).<br/>Amàsíkò áyeyínkátházò (The customs were troublesome / were a nuisance/a worry).<br/>Amátyè áyèqhékékìlè (. . were cracked).<br/>Amáqandá áyéngàbòlílè (The eggs were not rotten).<br/>Amàsìmi áyéngòmlíé (. . were not dry).</p> |
|--|--|

Model 4: 

M	Imìthèthò àyílùngàngà.
---	------------------------

 | 

S	Imìthèthò yáyíngàlùngàngà.
---	----------------------------

- |  |   |
|--|---|
| <p>1. Indòdà íkhòhlákèlè.<br/>2. Imílènzè yàyo ídumbìlè.<br/>3. Intòngà àyàphùkàngà.<br/>4. Imàlì yám íláhlekìlè.<br/>5. Itítshàlè yèthú ílúmìkìlè.<br/>6. Inyàmà íthàmbìlè.<br/>7. Indàwò ígúdìlè.<br/>8. Imìthí àyìkhùlàngà.</p> | <p>Indòdà yáyìkhòhlákèlè (The man was evil).<br/>Imílènzè yàyo yáyídumbìlè (. . were swollen).<br/>Intòngà yáyíngàphùkàngà (. . was not broken).<br/>Imàlì yám yáyílahlekìlè (. . was lost).<br/>Itítshàlè yèthú yáyílúmìkìlè (. . was clever).<br/>Inyàmà yáyíthàmbìlè (The meat was soft).<br/>Indàwò yáyígúdìlè (The road was smooth).<br/>Imìthí yáyíngàkhùlàngà (. . had not grown).</p> |
|--|---|



2. Test. Change from the near past continuous into the remote past continuous:

- |                                    |  |
|------------------------------------|--|
| 1. Inkōsì íbíswélékílè.            | Inkōsì yáyíswélékílè (The chief was dead).                               |
| 2. Ikátì íbífímlè.                 | Ikátì yáyífmílè (The cat was dead).                                      |
| 3. Umthí úbúngàfàngà.              | Umthí wáwúngàfàngà (The tree wasn't dead).                               |
| 4. Umákhùlù ébéshíyékílè.          | Umákhùlù wáyéshíyékílè (. was left behind).                              |
| 5. Izándlà zám bészíngcòlílè.      | Izándlà zám záz íngcòlílè (. . were dirty).                              |
| 6. Amānzì ébéngàfùmānēkì.          | Amānzì áyéngàfùmānēkì (. was not available).                             |
| 7. Bèndìlìbèlè.                    | Ndándìlìbèlè (I had forgotten).  |
| 8. Abáfāzì bébékhátházékílè.       | Abáfāzì bábékhátházékílè (. . were worried).                             |
| 9. Ubúcàphùkílè ná?                | Wáwúcàphùkílè ná? (Were you angry/cross?).                               |
| 10. Inkwènkwé íbíphámbeñè íntlókò. | Inkwènkwé yáyíphámbeñè íntlókò (The boy was crazy / off the head / mad). |
| 11. Bènzì ìmìsèlè ùkùmká.          | Nánízì ìmìsèlè ùkùmká (You were determined..).                           |
| 12. Amádòdà ébéswèlè ímàlì.        | Amádòdà áyéswèlè ímàlì (. . needed money).                               |
| 13. Izìqhámò bészívùthfivè.        | Izìqhámò zázívùthfivè (. . fruit was ripe).                              |
| 14. Ukùtyá békwanèlè.              | Ukùtyá kwákwanèlè (The food was enough).                                 |
| 15. Békúcàcílè.                    | Kwákúcàcílè (It was clear).  |

3. Translate into Xhosa, using the near past continuous tense:

- |   |                              |
|---|------------------------------|
| 1. I was hungry.                        | Bèndìlàmbfílè.               |
| 2. I had gone home.                     | Bèndìgòdùkílè.               |
| 3. Mary was not waiting.                | UMèrì ébéngàlìndélé.         |
| 4. She had gone to town. <sup>1</sup>   | Ebéyé édólóphìni.            |
| 5. She had not been seen by anyone.     | Ebéngàbònwàngà nàngúbánì ná. |
| 6. She was not chased away by anything. | Ebéngàgòthwá nàyíntónì ná.   |

D. INCOKO.

U M à m á n ó N ó n c é b à

- |   |   |
|---|---|
| UM. Nóncebà, ncèdá fmntwànà wám úndìngqùshèlè, ndisáyà áphà kwáNófíkílè. <sup>2</sup>                                   | Nonceba, please my child do stamp some mealies for me. I am (still) about to go here to Nofikile's place.                                 |
| UN. Sèndíngxàmflè màamá, ndiyà ésìkòlwèni, útítshàlà uthè zèsíífkè ngéxéshà. Sílíndèlè ùmhlòlì nàmhlá njé. <sup>3</sup> | I am now (already) in a hurry mommy. I am going to school. the teacher said we should come in time. We are expecting the inspector today. |
| UM. Hámbà ké fmntwànà wám, sékúsémínì. Séwútyílè kódwà?   | Go then my child, it is already late. But have you already eaten?   |

1. The English pluperfect (had. .) is expressed in Xhosa with /-be, -ye/ + the participial perfect.
2. Enlarge your concept area for /sa/( still) to include a sort of immediate future.
3. Likewise notice that /se/means more than already. that it covers concepts such as (now and not before now)(then and not before).

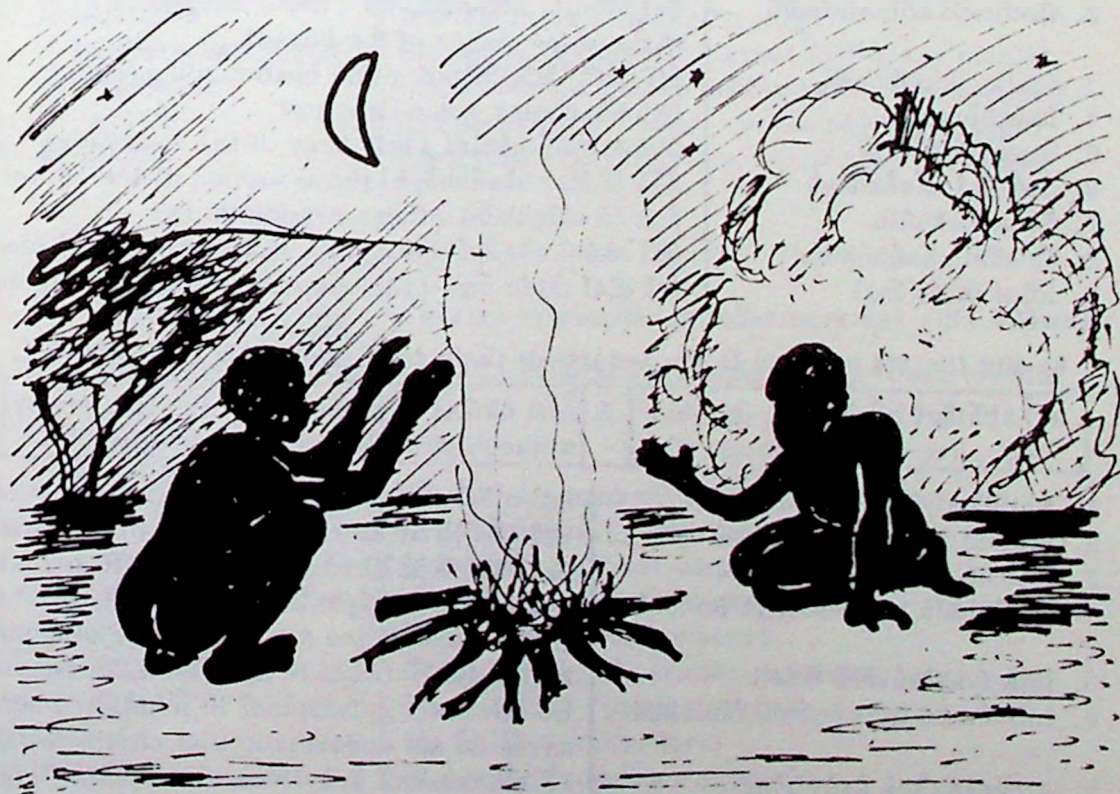
- UN. Háyi māmá, ndiyà kútyá  
ndákùbúyà, sébéndíshíyílè  
ábányè ábántwànà. <sup>1</sup>
- UM. Zìvùlèlèwè ìnkùkù? <sup>2</sup>
- UN. Ewé, sélézìvùlèlè úBàfó.  
UM. Vùsàni únósisà ángàshíywà <sup>3</sup>  
ngábányè.
- UN. Sélémkìlè úkúyà ésìkólwèni,  
ndím ndédwà ésèlápà.
- UM. Ngxámá nàwè úhàmbé,  
wènzà kàdè gqíthá.
- UN. Ndizà kùbàlékà ngqé  
ndíbàfúmànè. Sálàni.
- UM. Yènzá ítí Nómásá, sébéhàmbìlè  
ábàvùni, sìyà kùfikà  
sébékhátházékílè.
- UNómásá: Séyìlùngìlè māmá,  
màndìkùnkínkíshèlè. Séndísóyíkà  
úkúfikà ñvǎ, ízòlò úbàwó  
úndìngxòlìsè kàkhùlù.
- UM. Māsìhàmbé ngókù úngàyìlìbàlì  
ìbhékìlè yàmàréwù.
- No mother, I will eat when I  
come back, already the other  
children have left me behind.  
Did you leave out the fowl - lit.  
have they been opened for...  
Yes, Bafo has left them out already.  
Wake up Nosisa so that she will not  
be left behind by the others.  
He has already (left) stopped going  
to school, I am the only one still  
here.  
Hurry up you too and go, you act  
too slowly - you are too slow.  
I will run quickly / fast and get  
them (catch up with them). Bye-bye.  
Make the tea Nomsa, the harvesters  
have left already, we will arrive  
they already worried.  
It is ready already mother, let me  
pour (the tea) for you. Now I am  
afraid of arriving late, yesterday  
my father scolded me a lot.  
Let us go now and dont forget (it)  
the billycan of ground maize drink.

1. /ndákùbúyà/ (when I return). Pattern: SC<sup>ai</sup>-a-ku-R-a (when...) i. e. the temporal mood. See L 45.
2. Note the use of the applied verbal extension /el/ (for, on behalf of, towards).
3. /ángàshíywà/: class 1 SC in the subjunctive is /a-/.



## E. GRAMMAR SUMMARY: REDUCTION OF VERB PHRASES.

<b>Kha-</b> (w) <b>SC-R-e</b>	e.g. /Khânítýè/ (Just eat up), /Khâwútyè/ (... you - sg.).
<b>Ma-</b> $\zeta$ <b>SC<sup>a</sup>-R-e</b>	e.g. /Mândízè/ (Let me come), /Mâyízè índòdà/, /Mâkátyè újò/.
<b>Mâkhé</b> + <b>SC<sup>a</sup>-R-e</b>	e.g. / Mâkhé sìcúlè/ (Let us just sing).
<b>de</b> + <b>SC<sup>a</sup>-R-e</b>	e.g. / Mâsíngávùmí de avume yèná/ (Let... until he agrees).
<b>ze-SC strong-R-e</b>	e.g. /Zèníhándâzé/ (You - pl. - should pray).
<b>u-z-u-R-e</b>	e.g. /úzúphékè/ (you - sg. - should cook).
<b>Weak SC-b-SC<sup>e</sup>-(si)R-a</b>	e.g. /Inkòsì íbísízà/ (The chief was coming).
<b>be-Strong SC<sup>e</sup>-(si)R-a</b>	e.g. /Iinkòsì bészízà/ (The chiefs were coming).
<b>SC-a-(w/y)SC<sup>e</sup>....</b>	e.g. / Iinkòsì zázízà/, /Inkòsì yáyízà/.
<b>Se(1)-(w/y)SC<sup>e</sup>....</b>	e.g. /Séwúdiníwé wèná/, /Séléz ñlè ámadòdà/.
<b>nge</b> + <b>SC<sup>e</sup>....</b>	e.g. /UZòlá ngé éngàthèthì/ (Z. should/would not speak).



## LESSON 40

## DEMONSTRATIVE PRONOUNS

## A. POSITION 1. (' this, these').

Weak Cls:  $1-V^2$  e.g. /lé njá/(this dog), /ló fntù/(this person).

Strong Cls:  $V^2-CV$  e.g. /èzì zìnjá/(these dogs), /âbà bántù/.

1. Put the corresponding position 1 demonstrative pronoun (DP) before each noun given, according to the model:

M	úmzì (a village, homestead)	S	ló fntù (this village)
---	-----------------------------	---	------------------------

- |                   |  |
|-------------------|--|
| 1. ínkázàná       | lé nkázàná (this young married woman)          |
| 2. ínjòlì         | lé njòlì (this steward - master of the feast)  |
| 3. àmànkázàná     | lá mànkázàná (these young women)               |
| 4. úmákhùlù       | ló mákhùlù (this granny, this grandmother)     |
| 5. ínkâbì yénkòmó | lé nkâbì yénkòmó (this ox)                     |
| 6. àmàrèwù        | lá màrèwù (this rewu - mealie porridge drink). |
| 7. úmhlùzì        | ló mhlùzì (this soup / gravy)                  |
| 8. ímíphàndà      | lé míphàndà (these water-pots or barrels)      |

M	ísìkò (a custom)	S	èlì síkò (this custom)
---	------------------	---	------------------------

- |                        |   |
|------------------------|---|
| 1. ísìdùkò síkásìbòndà | èlì sìdùkò síkásìbòndà (this clan-name of the headman / this headman's clan-name) |
| 2. ìntòmbì zòmíníndlù  | èzì ntòmbì zòmíníndlù (these daughters / girls of the owner of the house)         |
| 3. íqélà líkásìbòndà   | èlì qélà líkásìbòndà (this headman's group)                                       |
| 4. úkùxhèntsà          | òkù kùxhèntsà (this dancing)  |
| 5. útywàlá bédìnì      | òbù tywàlá bédìnì (this beer of the sacrifice)                                    |
| 6. àbàfàzì bàsékàhàyà  | àbà bàfàzì bàsékàhàyà (these women of the home)                                   |
| 7. òbàwòmkhùlù         | àbà bàwòmkhùlù (these grandfathers)   |
| 8. ìnkùní zàsébùhlántì | èzì nkùní zàsébùhlántì (this firewood of the kraal)                               |
| 9. ídìnì lálòò fntù    | èlì dìnì lálòò fntù (this sacrifice of that homestead)                            |

2. Put the 1st position D.P. before all the nouns, according to the model:

M	Àbàfàzì báyàbènzà útywàlá (...are making the beer).	S	Àbà bàfàzì báyàbènzà òbù tywàlá (These women are making this beer).
---	---	---	---

- |                                   |   |
|-----------------------------------|---|
| 1. Iinjòlì z'iyà kùfúnà úkùtyá.   | Ezì njòlì z'iyà kùfúnà òkù kùtyá (stewards).  |
| 2. Isìkòlò síyàzìthàndà ìhèmpè.   | Esi síkòlò síyàzìthàndà èzì hèmpè (shirts).   |
| 3. Izìkòlò àzìlìthàndì ísìkò.     | Ezì zìkòlò àzìlìthàndì èlì síkò (.. this custom).   |
| 4. Omákhùlù báyàzìbóngà izìdùkò.  | Abà mákhùlù báyàzìbóngà èzì zìdùkò (These grandmothers are praising these clannames).       |
| 5. Injá íyàyìsúkèlè àkátì.        | Lé njá íyàyìsúkèlè lé kátì (This..is chasing..).  |
| 6. Imìvùndlè àyìwùqòndì úmhlàbà.  | Lé mìvùndlè àyìwùqòndì ló mhlàbà (These hares do not understand this earth/soil).           |
| 7. Amànkázàná áyàyìfúnà ímìbèngò. | Lá mànkázàná áyàyìfúnà lé mìbèngò (These young women dont understand these strips of meat). |
| 8. Umfàzì àkàlìqòndì ísìkò.       | Ló mfàzì àkàlìqòndì èlì síkò. (This   |



## B. POSITION 2 ('that, those').

Weak Cls. =  $\boxed{\text{lóo}}$  e.g. /lóo njá/(that dog), /lóo mthí/, /lóo mǎnzì/.

Strong Cls:  $\boxed{\text{V}^2\text{C-o}}$  e.g. /ézò zǐnjá/(those dogs), /òlò bǐsì/(that milk).

1. Give the corresponding position 2 DP before each noun:

Model 1:	M   ámàsìkò	Model 2:	M   ísìkò
	S   lóo mǎsìkò (those customs)		S   èlò sǐkò (that custom)

1. ímíphàndà	lóo mǐphàndà (those earthen pots / barrels)
2. ámǎnzì	lóo mǎnzì (that water)
3. úbǐsì	òlò bǐsì (that milk)
4. ísídùkò	ésò sǐdùkò (that clan-name)
5. ábànínífmzì	ábò bǎnínífmzì (those homestead owners/bosses)
6. únyànà	lóo nyànà (that son)
7. íntòmbì	lóo ntòmbì
8. úbùhlántì	òbò bùhlántì (that cattle-kraal)
9. ímélà	ézò mélé (those knives)

2. Change all the DP s from position 1 (this/these) to position 2 (that, those):

M   òbù tywàlá (this beer)	S   òbò tywàlá (that beer)
----------------------------	----------------------------

1. ló ìphàndà	lóo ìphàndà (that earthen or wooden container)
2. ézì ntsìphò	ézò ntsìphò (that remains of the beer-straining)
3. ígwèbù èlì	ígwèbù èlò (that foam on top of the fermenting.)
4. lé bhékìlè	lóo bhékìlè (that billycan - Afr. 'beker')
5. lá mǎzimbà	lóo mǎzimbà (that kaffircorn)
6. ló ìngùbò wámázimbà	lóo ìngùbò wámázimbà (that kaffircorn meal)
7. lé mǐthòmbò	lóo mǐthòmbò (those millet/kaffircorn sprouts)
8. ésì sǐdùdù	ésò sǐdùdù (that beer - at the porridge stage)
9. èlì gwèlè	èlò gwèlè (that liquid on top of beer porridge)

## C. POSITION 3 ('yonder').

Weak cls. =  $\boxed{\text{laá}}$  e.g. /láa mǐphàndà/(yonder barrels), /láa fmlàmbò/.

Strong cls.  $\boxed{\text{V}^2\text{SCaa}}$  e.g. /ésáa sǐtyà/(yonder dish), /óbáa tywàlá/.

1. Change into DP s , position 3:

1. ló fǐzì	láa fǐzì (yonder village/homestead)
2. lé nkázànà	láa nkázànà (yonder young woman - married)
3. ésì sǐtyà	ésáa sǐtyà (yonder dish)
4. lé mǐzì	láa mǐzì (yonder villages)
5. òbù tywàlá	óbáa tywàlá (yonder beer)
6. òkù kùxhèntsà	òkwáa kùxhèntsà (yonder dancing)
7. òlù thùthú	òlwáa thùthú (yonder ashes)
8. ló fmlìdò	láa fmlìdò (yonder fire)
9. ézì nkòmó	ézáa nkòmó (yonder cattle)

## 2. Use DP position 3 before every noun:

- |                                    |   |
|------------------------------------|---|
| 1. Iibhókhwè zìthándà íntàbà.      | Ezáa bhókhwè zìthándà láa ntàbà.              |
| 2. Iintàkà zífúnà ámbèlè (millet). | Ezáa ntàkà zífúnà láa mábèlè.                 |
| 3. Abáxhèntì bóyíkà ìzílò.         | Abáa báxhèntì bóyíkà ézáa zílò.               |
| 4. Izílwányànà zìthándà íhláthì.   | Ezáa zílwányànà zìthándà éláa hláthì.         |
| 5. Umvúndlà àwùfúni ùmthòmbò.      | Láa ìmvúndlà àwùfúni láa ìmthòmbò (fountain). |
| 6. Onìnakhùlù bácélà úsâphò.       | Abáa nìnakhùlù bácélà òlwáa sâphò.            |

## D. TEST ON ALL 3 POSITIONS.

Give the DPs, positions 1, 2, 3 with each noun, according to the model:

M	ínyàmà (meat)	S	lé nyàmà, lóo nyàmà, láa nyàmà
---	---------------	---	--------------------------------

- |               |   |
|---------------|---|
| 1. ínkâbì     | lé nkâbì, lóo nkâbì, láa nkâbì                |
| 2. ùmthí      | ló ìmthí, lóo ìmthí, láa ìmthí                |
| 3. únyànà     | ló nyànà, lóo nyànà, láa nyànà                |
| 4. ámasìkò    | lá mäsìkò, lóo mäsìkò, láa mäsìkò             |
| 5. ímízì      | lé mízì, lóo mízì, láa mízì                   |
| 6. ùmpú       | ló ìmpú, lóo ìmpú, láa ìmpú (a gun)           |
| 7. ímíphándà  | lé míphándà, lóo míphándà, láa míphándà       |
| 8. ámasì      | lá mäsì, lóo mäsì, láa mäsì (sour milk)       |
| 9. ùmníníndlù | ló ìmníníndlù, lóo ìmníníndlù, láa ìmníníndlù |

M	ízìnjá	S	èzì zìnjá, èzò zìnjá, ézáa zìnjá
---	--------	---	----------------------------------

- |                           |   |
|---------------------------|---|
| 10. ízítúlò               | èzì zítúlò, èzò zítúlò, ézáa zítúlò               |
| 11. úhlàngà (a tribe)     | òlù hlàngà, òlò hlàngà, òlwáa/òláa hlàngà         |
| 12. úkhùkò (sleeping mat) | òlù khùkò, òlò khùkò, òlwáa/òláa khùkò            |
| 13. ìntlàngà              | èzì ntlàngà, èzò ntlàngà, ézáa ntlàngà (tribes)   |
| 14. ùkùtyá                | òkù kùtyá, òkò kùtyá, òkwáa kùtyá                 |
| 15. úbùhlántì             | òbù bùhlántì, òbò bùhlántì, òbáa bùhlántì         |
| 16. ònyànà                | âbà nyànà, âbò nyànà, âbáa nyànà                  |
| 17. íhláthì               | èlì hláthì, èlò hláthì, éláa hláthì (forest)      |
| 18. ìntsâphò              | èzì ntsâphò, èzò ntsâphò, ézáa ntsâphò (families) |

## E. LONG FORM OF DPs.

Weak Cls: Position 2: 

l	v <sup>2</sup>	w/y	ò
---	----------------	-----	---

 e.g. /ínjá léyò/, /úmzì lówò/.

Position 3: 

l	v <sup>2</sup>	w/y	â
---	----------------	-----	---

 e.g. /úmzì lówâ/, /ámázwè láwâ/, /íntàbà léyâ/.

Strong Cls: Position 3: 

v <sup>2</sup>	CV	yâ
----------------	----	----

 e.g. /ízìnjá èzìyâ/, /ábántù âbáyâ/.



Give the long form DP according to the models:

Model 1: 

M	lôo nkâbî
S	ínkâbî léyò

Model 2: 

M	lâa ntâbâ
S	íntâbâ léyâ

- |                 |  |
|-----------------|--|
| 1. lôo mîphândâ | ímîphândâ léyò                                 |
| 2. lâa ndâwò    | índâwò léyâ ( the place over yonder)           |
| 3. lâa mîlàmbò  | ímîlàmbò léyâ                                  |
| 4. lôo ntó      | íntó léyò ( the thing over there - yonder)     |
| 5. lôo ìnfènè   | ímfènè léyò ( the baboon away over yonder)     |
| 6. lâa mìdá     | ímìdá léyâ ( the lines/boundaries over yonder) |

Model 3: 

M	lôo ìndá
S	úmdá lówò

Model 4: 

M	lâa máhlâthî
S	ámáhlâthî lâwâ

- |                 |   |
|-----------------|---|
| 7. lôo máwá     | ámáwá lâwò ( those rocks, that cliff/krantz)  |
| 8. lâa môyâ     | úmôyâ lówâ ( that wind referred to away back) |
| 9. lâa mâkhî    | úmâkhî lówâ ( yonder builder)                 |
| 10. lôo màfù    | ámáfù lâwò ( those clouds)                    |
| 11. lâa yìhló   | úyìhló lówâ ( his dad over yonder)            |
| 12. lôo ìhhlüzí | úmhlüzí lówò ( that soup/broth/extract)       |

Model 5: 

M	âbâa bántù
S	âbántù âbáyâ

- |                    |  |
|--------------------|--|
| 13. âbâa báfâzî    | âbáfâzî âbáyâ  |
| 14. âbâa ñìnâkhûlù | ônìnâkhûlù âbáyâ ( their grandmothers over yonder)           |
| 15. élâa lízwè     | ílízwè êlíyâ ( yonder country - country of remote reference) |
| 16. ézaá zénzò     | ízénzò êzíyâ ( those actions referred to away back)          |
| 17. ézaá mòtò      | îmòtò êzíyâ  |
| 18. ôlwâa bîsî     | úbîsî ôlúyâ  |

#### F DP + NOUN + ADJECTIVE/RELATIVE.

The DP ( short forms) has the same effect on nouns adjectives and relatives as the Axiomatic Negative ( p.111) i. e. it eliminates the initial V of the noun, reduces the AC to BP (except that cl.9 -/in-/) and converts RCs into SC ( in short, adjectives and relatives assume their copulative form).

Put the DP before each noun, according to the model:

Position 1: 

M	úfnntwânâ ômhlé
S	lô fntwânâ fhhlé

- |                   |   |
|-------------------|---|
| 1. ônyânâ âbâbî   | âbâ nyânâ bâbî ( these bad/ugly sons)                   |
| 2. ímîlènzè éminè | lé mîlènzè minè ( these four legs)                      |
| 3. úmthêthò ômnyè | lô ìmthêthò ìmnyè ( this one law, this single law)      |
| 4. ízèmbè élidè   | êlì zèmbè lidè ( this long axe)                         |
| 5. ámàsélâ ámànè  | lá màsélâ mànè ( these four thieves)                    |
| 6. úbîsî ôlùnfnzî | ôlù bîsî lùnfnzî ( this goodly supply of milk)          |
| 7. úkùtyá ôkùtshá | ôkù kùtyá kùtshá ( this fresh food)                     |
| 8. índlù éntlé    | lé ndlù intlé ( this beautiful house) (Note cl.9 /in-/) |
| 9. îmélâ ézìmbîní | êzì mélâ zìmbîní ( these two knives)                    |



- UM. Háyi, lîháshè êlì. Yizá ndíkùkhwélísè, àlínàngòzì. No, this is a horse. Come and I will put you on (him), he is not dangerous.
- UN. Bènzà ntóní àbà bàntù? What are these people doing?
- UM. Báyáséngà, báséngà èzì màzì zénkdmó. They are milking, they are milking these cows.
- UN. Ndiyàbúlèlèlè málúmè ngókùndì-bònísà ízìntó zéfámà. Ndiyà kùbàxélèlèlè òtítshàlèlè nòSízwe ízìntó éndízìbóníléyò éfámìnì. I am very grateful uncle for showing me the things of the farm. I will tell the teachers and Sizwe what I saw on the farm.
- UM. Mâsíyè kùphùngà síhàmbé kùhlwìlè ngókù. Let us go and drink tea/coffee and then go/travel. It has become dark now.

## H. TABLE OF DEMONSTRATIVE PRONOUNS.

Singular					Plural				
Cl.	NP	DP 1	DP 2	DP 3	Cl.	NP	DP 1	DP 2	DP 3
1	um-	ló	lôo, lówò	láa, lówâ	2	aba-	âbà	âbò	âbáa, âbáyâ
3	um-	ló	lôo, lówò	láa, lówâ	4	imi-	lé	lôo, léyò	láa, léyâ
5	ili-	êlì	êlò	élaa, éliyâ	6	ama-	lá	lôo, láwò	láa, láwâ
7	isi-	êsì	êsò	ésáa, ésíyâ	8	izi-	èzì	èzò	ézáa, ézíyâ
9	in-	lé	lôo, léyò	láa, léyâ	10	izin-	èzì	èzò	ézáa, ézíyâ
11	ulu-	ôlù	ôlò	ólwáa, ólúyâ		..	...	..	.. ..
14	ubu-	ôbù	ôbò	óbáa, óbúyâ					
15	uku-	ôkù	ôkò	ókwaá, ókúyâ					

## PATTERN SUM-UP OF DEMONSTRATIVE PRONOUNS.

WEAK Cls.	(this, these)	(that, those)	(yonder)
	1 V <sup>2</sup>	lôo 1 V <sup>2</sup> w/y ò	láa 1 V <sup>2</sup> w/y â
ínjá	lé njá	lôo njá ínjá léyò	láa njá ínjá léyâ
úfmzì	ló fmzì	lôo fmzì úfmzì lówò	láa fmzì úfmzì lówâ
STRONG	V <sup>2</sup> CV	V <sup>2</sup> C ò	V <sup>2</sup> C aá V <sup>2</sup> CV yâ
ízìnjá	èzì zìnjá	èzò zìnjá	ézáa zìnjá, ízìnjá èzíyâ

## LESSON 41

LOC. DEM. COPULATIVES  
(Here/there/yonder it is)

## A. POSITION 1 ('Here it is', 'Here they are').

Frame: 

nâ-	CV
-----	----

<sup>1</sup> e.g. /nâbá ábántù/( here are the people), /nâsí ísikólò/( here is the school), /nâzí ízikólò/.

1. Use the Locative Demonstrative Copulative (LDC) before each noun, according to the model:

M	ábálìmì	S	Nâbá ábálìmì (Here are the farmers).
---	---------	---	--------------------------------------

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. ábàsèbénzì</li> <li>2. ízìcákà</li> <li>3. ízìcákákàzì<sup>2</sup></li> <li>4. ívìlì<sup>3</sup></li> <li>5. ícùbà</li> <li>6. úkhùlà</li> <li>7. ígàbà</li> <li>8. ìzìbòndà</li> <li>9. úkùtyá</li> <li>10. úbùsì</li> <li>11. úbìsì</li> <li>12. útywàlá</li> <li>13. ôgándàgándà</li> </ol> | <p>Nâbá ábàsèbénzì (Here are the workers).<br/> Nâzí ízìcákà (Here are the servants).<br/> Nâzí ízìcákákàzì (Here are the servant girls).<br/> Nâlí ívìlì (Here is the wheel).<br/> Nâlí ícùbà (Here is the tobacco).<br/> Nâlú úkhùlà (Here are the weeds).<br/> Nâlí ígàbà (Here is the hoe).<br/> Nâzí ìzìbòndà (Here are the poles).<br/> Nâkú úkùtyá (Here is the food).<br/> Nâbú úbùsì (Here is the honey).<br/> Nâlú úbìsì (Here is the milk).<br/> Nâbú útywàlá (Here is the beer).<br/> Nâbá ôgándàgándà (Here are the tractors).</p> |
|--|---|

2. Frame: 

nan	..	V
-----	----	---

 : For cl. 1 the intervening C is /k/ e.g. /Nânkù úMèrí/, for cl. 3, 6 it is /g/ e.g. /Nângú úmzì/, /Nângá ámádòdà/, for cl. 4, 9 it is /ts/ e.g. /Nântsì ímízì/, /Nântsì ínjá/, and for cl. 10 it is /z/ e.g. /Nânzì ìnqwélò/ (... the wagons).<sup>4</sup>

Now use the LDC position 1 before each of the following:

M	íncwàdí	S	Nântsì íncwàdí (Here is the book).
---	---------	---	------------------------------------

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. ípénsìlè</li> <li>2. ímínwè</li> <li>3. ìncwàdí</li> <li>4. í-ínkì</li> <li>5. ìtáfìlè</li> <li>6. ímìlènzè</li> <li>7. ìndòngá</li> <li>8. ùmthèthò</li> <li>9. ámáphèphà</li> </ol> | <p>Nântsì ípénsìlè (Here is the pencil).<br/> Nântsì ímínwè (Here are the fingers).<br/> Nânzì ìncwàdí (Here are the books/letters).<br/> Nântsì í-ínkì (Here is the ink).<br/> Nânzì ìtáfìlè (Here are the tables).<br/> Nântsì ímìlènzè (Here are the legs).<br/> Nânzì ìndòngá (Here are the walls / dongas).<br/> Nângú ùmthèthò (Here is the law).<br/> Nângá ámáphèphà (Here are the papers).</p> |
|---|---|

1. This is the general pattern for all classes except the weak Cls. + Cl. 10.
2. /-azi/ is the feminine suffix e.g. /úmáfàzì/. The other form is /-kazi/.
3. This word, even though borrowed from English, belongs to Cl. 5.
4. Note that while the general tone pattern of LCD = FH, it becomes HL for Cls. 4, 9 and Cl. 1.

10. ùmzékèlò	Nāngú ùmzékèlò (Here is the example).
11. ìmizékèlò	Nāntsì ìmizékèlò (Here are the examples).
12. ámagùmbí	Nāngá ámagùmbí (Here are the rooms).
13. ùmhlâbà	Nāngú ùmhlâbà (Here is the soil / earth).
14. úMèrí	Nānkù úMèrí (Here is Mary).
15. útítshálákàzì	Nānkù útítshálákàzì (Here is the female teacher).
16. ùmhlòbò	Nānkù ùmhlòbò (Here is the friend).
17. ùmphàndà	Nāngú ùmphàndà (Here is the earthen pot / barrel).
18. ìmbìzá	Nāntsì ìmbìzá (Here is the iron pot).

B. POSITION 2 ('There it is', 'There they are').

Frame: 

Position 1 LDC	-o
----------------	----

 i. e. got by changing final vowel of position 1 to /-o/e.g. /Nānkù úMèrí/.<sup>1</sup>

1. Change the LDC to 2nd position, according to the model:

M	Nānkù únyānà wām.	S	Nānkò únyānà wām (There he is, my son).
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1. Nānkù úmákhûlù.	Nānkò úmákhûlù (There she is, my grandmother).
2. Nānkù ùmhlòbò wām.	Nānkò ùmhlòbò wām (There's my friend).
3. Nāngú ùmzì wām.	Nāngò ùmzì wām (There it is. my village).
4. Nāngú úmsì wómzì.	Nāngò úmsì wómzì (There it is, the village smoke).
5. Nāngá ámānzì.	Nāngò ámānzì (There it is. the water).
6. Nāntsì ìmìthòmbò.	Nāntsò ìmìthòmbò (There they are, the fountains).
7. Nāntsì ìnyàmà.	Nāntsò ìnyàmà (There it is, the meat).
8. Nāngú úmlìlò.	Nāngò úmlìlò (There it is, the fire).
9. Nāngá ámàfùthà.	Nāngò ámàfùthà (There it is, the fat/grease).
10. Nānzì ìmbìzá.	Nānzò ìmbìzá (There they are, the cooking pots).
11. Nālì ìzèmbè.	Nālò ìzèmbè (There it is, the axe/hatchet).
12. Nāsì ísónkà.	Nàsò ísónkà (There it is. the bread).
13. Nāzì ìzítà.	Nāzò ìzítà (There they are, the dishes).
14. Nālù úsāphò.	Nālò úsāphò (There it is, the family).
15. Nābù úbùsò.	Nābò úbùsò (There it is, the face).

C. POSITION 3 ('Yonder it is', 'Yonder they are').<sup>2</sup>

Frame: 

Position 1 LDC	-yâ
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 i. e. got by adding /-yâ/ to LDC 1, e.g. /Nānzíyâ ñpálì/(They are yonder, the poles).

1. Change each LDC to position 3 (yonder...):

M	Nāntsò ìmàlì.	S	Nāntsíyâ ìmàlì (There it is over yonder, the money).
---	---------------	---	--

1. Nāntsì ìmìthwáld.	Nāntsíyâ ìmìthwáld (Yonder they are the loads).
2. Nāngú ùmthwáld.	Nāngúyâ ùmthwáld (It is over yonder, the load).

- 
1. A final /-o/ is the distinguishing feature of the 2nd position LDC, just as it is in the simple DP (demonstrative pronoun) - p. 259.
  2. Similarly, the characteristic feature of 3rd position LDC is a final /-a/ vowel just as for the 3rd position of the DP. The 3rd position long form of the strong classes DPs and of the LDC both share exactly the same feature /-ya/.

3. Nāngá á mákhwènkwé.	Nāngáyā á mákhwènkwé ( They are yonder, the boys).
4. Nántsi ínkwènkwé.	Nántsiyā ínkwènkwé ( Yonder he is, the boy).
5. Nābá ábáhlòbò.	Nābáyā ábáhlòbò ( Yonder they are the friends) .
6. Nālí ígwàlá.	Nālíyā ígwàlá ( There he is over yonder, the coward).
7. Nābú úbúdòdà.	Nābúyā úbúdòdà ( It is over yonder, the manhood).
8. Nālú útshàbà.	Nālúyā útshàbà ( There it is over yonder, the enemy).
9. Nānkú úmántyì.	Nānkúyā úmántyì ( There he is yonder, the magistrate).
10. Nānkú úsíbòndà.	Nānkúyā úsíbòndà ( There he is over yonder.. headman).
11. Nāngú úmhlàmbí.	Nāngúyā úmhlàmbí ( There it is yonder, the flock).
12. Nāngá ámátàkànè.	Nāngáyā ámátàkànè ( Yonder they are, the lambs).
13. Nántsi ìntsìmì.	Nántsiyā ìntsìmì ( There it is yonder, the field).
14. Nānzó ñgùshà.	Nānzíyā ñgùshà ( There they are yonder, the sheep).
15. Nāló údòngá.	Nālóyā údòngá ( There it is over yonder, the wall).
16. Nāsó ísándò.	Nāsíyā ísándò ( There it is yonder, the hammer).
17. Nābó ábàkhì.	Nābáyā ábàkhì ( There they are yonder, the builders).
18. Nāzó ízàndí.	Nāzíyā ízàndí ( There they are yonder, the sounds).

## D. Translate into Xhosa:

1. Here is the book.	Nántsi íncwàdí.
2. There it is, the ink.	Nántsi ì-ínkì.
3. There it is over yonder, the office.	Nántsiyā í-ófisì.
4. Here they are, the laws.	Nántsi ìmìthèthò.
5. There he is, the clerk.	Nānkò úmbhàlì.
6. There he is over yonder, the servant.	Nāsíyā ísícákà.
7. Here they are the poles.	Nānzí ízíbòndà.
8. There they are, the huts.	Nānzó ízìndlù.
9. There they are yonder, the builders.	Nābáyā ábàkhì.
10. Here he is, the farmer.	Nānkú úmìlìmì.
11. There they are, the weeds.	Nāló úkhùlà.
12. Here it is, the hoe.	Nālí ígàbà.
13. There it is, the tractor.	Nānkò úgándàgándà.
14. There it is over yonder, the beer.	Nābúyā útywàlá.
15. There they are the men.	Nāngó ámádòdà.
16. Here's the pot on the hob.	Nántsi ìmbizá ézìkò.

## E. THE LDC + PARTICIPIAL.

Pattern: 

LDC
-----

 + 

SC <sup>e</sup> . . . .
-------------------------

 e.g. /Nānkò úMèrí éSèngà/ ( There 's Mary milking).

1. Begin each sentence with LDC, position 2, according to the model:

M	Ígùshà ítyà íngcá.	S	Nántsi ìgùshà ísìtyà íngcá. ( There 's the sheep eating grass).
---	--------------------	---	--





- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Inkwènkwé ìnqándà ìgùshà.</li> <li>2. Intòmíbì íphà ìnkùkù ùmbónà.</li> <li>3. Amádàdà àdàdà édàménì.</li> <li>4. Ùmthí úyáwà.</li> <li>5. UNòmsá ùngqùshà ùmbónà.</li> <li>6. Imìthí íwìlè.</li> <li>7. UMándisá úsílà ùmbónà.</li> <li>8. Úmílìdò úyávùthà.</li> <li>9. UFàní úséngà ìmázì yènkòmó.</li> <li>10. Amáhòbè áchóláchòlà ámázìmbà.</li> </ol> | <p>Nántsò ìnkwènkwé ìnqándà ìgùshà (There's the boy stopping/preventing the sheep).<br/> Nántsò ìntòmíbì ísìphà ìnkùkù ùmbónà.<br/> Nāngó amádàdà àdàdà édàménì ( There they are the ducks swimming in the dam).<br/> Nāngó ùmthí úsìwà (... falling).<br/> Nānkò úNòmsá ùngqùshà ùmbónà. (stamp)<br/> Nántsò ìmìthí íwìlè (... the fallen trees).<br/> Nānkò úMándisá ésílà ùmbónà (... grinding. ).<br/> Nāngó úmílìdò úvùthà (... blazing).<br/> Nānkò úFàní éséngà ìmázì yènkòmó.<br/> Nāngó amáhòbè échóláchòlà ámázìmbà (... the doves picking up the kaffircorn).</p> |
|---|--|

2. Begin each sentence with the LDC, position 1:

M	Amàhàshè áyà émàsímìnì.	S	Nāngá amàhàshè ésíyà émàsímìnì.
---	-------------------------	---	---------------------------------

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Abántwàrà bàdlálà ébálénì.</li> <li>2. Amàhàshè áqábèlà èndùlìnì.</li> <li>3. Ìnkòmó zíyà ébùhlántì.</li> <li>4. Isítyà síqhékékìlè.</li> <li>5. Ìntòngà záphúkìlè.</li> <li>6. Intàmbò íqháwúkìlè.<sup>1</sup></li> <li>7. Izítỳèbì zìphà ámálìzò.</li> <li>8. Isónkà síphíwà thíná.</li> <li>9. Ukùtyá kùtyíwà síthì.<sup>2</sup></li> <li>10. Isèlè lítyà ízìnàmbùzànè.</li> </ol> | <p>Nābá abántwàrà bèdlálà ébálénì (open space).<br/> Nāngá amàhàshè éqábèlà èndùlìnì ( There are the horses going up and over the top of the hill).<br/> Nānzí ìnkòmó zísíyà ébùhlántì.<br/> Nāsí isítyà síqhékékìlè (Here's the broken... ).<br/> Nānzí ìntòngà záphúkìlè (... sticks broken).<br/> Nāntsì ìntàmbò íqháwúkìlè (... rope broken).<br/> Nāzì ízítỳèbì zísìphà ámálìzò ( Here are the rich men giving alms).<br/> Nāsì isónkà síphíwà thíná.<br/> Nākú ukùtyá kùtyíwà síthì (... being eaten by... )<br/> Nālì isèlè lístỳà ízìnàmbùzànè (... insects).</p> |
|---|---|

3. Begin each sentence with the LDC, position 3:

M	Ubúlòngó kúsíndwà ngábò.	S	Nābúyá úbúlòngó kúsíndwà ngábò ( There it is over yonder, the cowdung with which the polishing / smearing is done). <sup>3</sup>
---	--------------------------	---	--

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Ubùhlántì bészèlè zìgùshà.</li> <li>2. Izìnjá zóyíkà ìmfènè.</li> <li>3. Iikáti zìxábàrà ngésónkà.</li> <li>4. Ulúhlù lwézítỳáldò lútyálwà ngúmfázì.</li> <li>5. Isìkhúkúkàzì síyà áphò.</li> </ol> | <p>Nābúyá úbùhlántì búzèlè zìgùshà ( There it is over yonder, the kraal full of sheep).<br/> Nānzíyá ízìnjá zísóyíkà ìmfènè (... baboons).<br/> Nānzíyá ìkátì zìxábàrà ngésónkà ( There ... yonder, the cats quarrelling over the bread).<br/> Nālúyá ulúhlù lwézítỳáldò lútyálwà ngúmfázì (There it is over yonder, the row of plants being planted by the woman).<br/> Nāsíyá isìkhúkúkàzì sífíyà áphò ( hen).</p> |
|---|--|

1. /-qhawuka/ (get broken - of a flexible fibrous thing like a rope), /-aphuka/ (get broken - e.g. sticks, cars, etc), /-qhekeka/ (get broken - pottery, glass...).
2. /-tya/ once it assumes a verbal extension, is no longer monosyllabic and therefore does not require the participial prefix /-si-/.
3. Note the preference for using the impersonal non-class SC (/ku/).

- |                                   |  |
|-----------------------------------|--|
| 6. Isándò síwìlè.                 | Násíyá ísándò síwìlè (. . hammer having fallen).   |
| 7. Amáddòdà ángqèngqè énkúndlénì. | Nāngáyá ámáddòdà éngqèngqè énkúndlénì (. . reclined on the place between hut and kraal). |
| 8. Abáfiázì báhlélì ngàsézìkò.    | Nábáyá ábáfiázì béhlélì ngàsézìkò.   |
| 9. Úm̀phèkì wójà úmbónà.          | Nāngúyá úm̀phèkì ésòjà úmbónà (There he is yonder the cook baking/roasting mealies).     |
| 10. Isónkà sòjìwà ngúmòjì.        | Násíyá ísónkà síjìwà ngúmòjì (baker).  |

F. Begin each sentence with the LDC , position 2. (Note the use of the applied verbal extension /-el-/ with indirect objects):

M	Indòdà ívúlèlè à ínkòmó.	S	Nántò indòdà ívúlèlè à ínkòmó (There's the man letting out / opening for the beast).
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- |  |   |
|--|---|
| 1. Inkwènkwé íválèlè ñgùshà.                         | Nántò ínkwènkwé íválèlè ñgùshà (. . kraaling..).  |
| 2. Amántòmbàzànà ánikà ámáddòdà úmbónà. <sup>1</sup> | Nāngó ámántòmbàzànà énikà ámáddòdà úmbónà (There are the girls giving the...).  |
| 3. Indòdà ñgálélèlè à ñgùshà ítyùwà.                 | Nántò indòdà ñgálélèlè à ñgùshà ítyùwà (There's the man pouring salt for the sheep).                                  |
| 4. Úm̀fiázì wóphúlèlè à indòdà úmbónà.               | Nánkò úm̀fiázì ésóphúlèlè à indòdà úmbónà (. . . serving the man mealies from the pot).                               |
| 5. Íhágù záhíwúlèlè wà úkùtyá yíntòmbí.              | Nānzó íhágù z ísáhíwúlèlè wà úkùtyá yíntòmbí (There are the pigs for which the food is being divided up by the girl). |
| 6. Izèmbè lílólèlè wà úkùgàwúlà.                     | Náìlò izèmbè lílólèlè wà úkùgàwúlà (There's the axe being sharpened for hewing). <sup>2</sup>                         |
| 7. Ígàbà líwúlèlè wà úkùhlákùlè.                     | Náìlò ígàbà líwúlèlè wà úkùhlákùlè (wipe).  |
| 8. Íhèmpè íhlánjèlè wè úkúnxitywà.                   | Nántò íhèmpè íhlánjèlè wè úkúnxitywà (There's the shirt having been washed for wear). <sup>3</sup>                    |
| 9. Úm̀ntwàná úphélèlè wè ngámándlà.                  | Nánkò úm̀ntwàná éphélèlè wè ngámándlà (There's the child exhausted - finished for by strength).                       |

### G. INCOKO.

#### UDúmìlè nót háthwá

- |   |  |
|---|--|
| UD. Ndìdìnwè ngòkù kúdálà síífunà èìì thólè. Ndìyàgòdùkà. | I am tired now because we have been searching for this heifer. I'm going home. |
| UT. M̀akhè síkhàngèlé ngápháyá <sup>4</sup> kwáláa ndùlì. | Let us just have a look at the other side of that hill over there yonder.      |
| UD. Hèké, náífyá ngàkwèláa tyhòlè. <sup>5</sup>           | Fine, there it is over yonder by that bush over there.                         |

1. The indirect object normally precedes the direct object.
2. /lí-lól-èl-w-a/ - observe the build up of both applied and passive extensions.
3. Note the palatalization of /-hlamb-el-/ and of /uku-nxib-/.
4. /ngápháyá kwa-/ is an adverb phrase formative like /ngáphandle kwa-/ (outside of except), /ngáphezu kwa-/ (over, more than) etc. L 47.
5. /nga-ku-elaa / - for this use of the instrumental prefix /nga-/ see p. 208.

UT.	Nánkúyâ nóSízwè é sízâ éqhúbà íinkòmó, màsímkhwázé álinqândè.	And Sizwe too there he is over yonder coming driving the cattle. Let us shout at him to stop/prevent it.
UD.	Akánàkhó úkúvâ, úmóyâ úzâ kúthì.	He cannot hear, the wind is coming (blowing) towards us/to us.
UT.	Nângá ámaqúnúbè, màsíwàtyé ndílàmbìlè, ndínxáníwè yónkè lóo ntó. <sup>1</sup>	Here are some wild berries, let us eat them, I'm hungry, I'm thirsty and all that.
UD.	Nâzíyâ ézâa gùshà bészífúnwâ ngúSípò, màsízíqhubé sígódúkè nàzó. <sup>2</sup>	There they are yonder those sheep which were being sought by Sipho, let us drive them on and go home with them.
UT.	Khàngélà ámaxhálàngà, kúkhó íntó éfílèyò áyíbonâyó. <sup>3</sup>	Look at the vultures, there is a dead thing which they see.
UD.	Aphí?	Where are they?
UT.	Nângáyâ phéshéyâ kwáláa ntlàmbò. <sup>4</sup>	There they are yonder on the far side of the valley.
UD.	Másiyè síwàbèthè síwáfúnzè ngóTòkí.	Let us go and beat them/ hit them and set Toki at them.
UT.	Kúyíngòzì úkúyâ kúmaxhálàngà xá áfúnà úkútyá íntó éfílèyò. <sup>5</sup> Qhùbâ íthòlè síhàmbé.	It is dangerous to go to the vultures when they want to eat a dead thing. Drive the heifer and we'll go.

## H. TABLE OF LOCATIVE DEMONSTRATIVE COPULATIVE.

Singular				Plural			
Cl.	LDC 1	LDC 2	LDC 3	Cl.	LDC 1	LDC 2	LDC 3
1	nánkù	nánkò	nánkúyâ	2	nâbâ	nâbó	nâbáyâ
3	nângú	nângó	nângúyâ	4	nántsi	nántso	nántsiyâ
5	nâlí	nâló	nâlíyâ	6	nângá	nângó	nângáyâ
7	nâsí	nâsó	nâsíyâ	8	nâzí	nâzó	nâzíyâ
9	nántsi	nántso	nántsiyâ	10	nânzi	nânzo	nânziyâ
11	nâlú	nâló	nâlúyâ		,	,	,
14	nâbú	nâbó	nâbúyâ				
15	nâkú	nâkó	nâkúyâ				

1. /yónkè/ (all of it): Pattern [SC-o-nke/dwa], L 43.
2. /ézâa gùshà bészífúnwâ ngúSípò/, but /íngùshà ébézífúnwâ ngúSípò/. The DP /ézâa/ eliminates the distinctive V<sup>2</sup> of the RC. L 49.
3. /áyíbonâyó/ (. . which they see) - an indirect R.Cl. See L 50.
4. /phéshéyâ kwa-/ is in the same category as the other adverbial phrase formatives /phantsi kwa-/ (under), /phezu kwa-/ (over, on top of), /phambi kwa-/ (in front of), /emva kwa-/ (behind, after) etc. L 47.
5. /xá/ is a conjunction which normally takes the indirect R.Cl. mood (which involves among other things a change of SC class 1 to /a-/. L 51, 54.

## LDC PATTERN SUM-UP.

	LDC 1	LDC 2	LDC 3
WEAK + 10	nan   . .   V	nan   . .   o	nan   . .   V   yâ
úíntù	nánkù	nánkò	nánkúyâ
úínzì	nângú	nângó	nângúyâ
ínjá	nántsì	nántsò	nántsíyâ
íz ìnjá	nânzí	nânzó	nânzíyâ
STRONG, -10	nâ   C   V	nâ   C   ó	nâ   C   V   yâ
íz ítyà	nâzí	nâzó	nâzíyâ



## LESSON 42

## COPULATIVE CONJUGATION

A. PATTERN -ba + Copulative

To conjugate the copulative (i. e. to use it with the progressive /-sa-/ or exclusive neg. /-ka-/ or in any of the tenses or moods), the help verb /-ba/ is used as a base for the required inflection e. g. /UJónì úyà kùbà ngúmncédìsì wám úkúzè ábè nàkhó úkúzà náthì/ (John will be my helper so that he can come with us).<sup>1</sup>

But the Participial and Relative do not require the auxiliary verb /-ba/ e. g. /Kúthêní úJónì élígwàlá/ (Why is John a coward)?, /NgúJónì ólígwàlá/ (It is John who is the coward).

1. Remote Future Pattern : SC-yà + kù-bà + (GP)-stem  
à-SC<sup>n</sup>-yí + kù-bà + (CP)-stem<sup>2</sup>

Change the following sentences into the remote future:

M Ndìngúmshúmáyèlì. S Ndiyà kùbà ngúmshúmáyèlì (I'll be a preacher).

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|---|--|
| <ol style="list-style-type: none"> <li>1. Sìngábàfúndìsì.</li> <li>2. Andíyítshàlà.</li> <li>3. Akùmdé kàkhùlù.</li> <li>4. Intôngà àyìndé.</li> <li>5. Izìkèrè àzìzítshá.</li> <li>6. Isìpìlì àsìsìbì.</li> <li>7. Iilókhwè àzìntlé.<sup>3</sup></li> <li>8. Iintòmbí àzìmbí.</li> <li>9. Amàsó àzò ànzìmà.<sup>4</sup></li> <li>10. Akúkùhò ntòmbí ìmbí.</li> </ol> | <p>Siyà kùbà ngábàfúndìsì (We'll be ministers).<br/>         Andíyí kùbà yítítshàlà (I will not be a ...).<br/>         Akúyí kùbà ìndè kàkhùlù<br/>         (You will not be very tall).<br/>         Intôngà àyíyí kùbà ìndè (The stick... long).<br/>         Izìkèrè àzìyí kùbà zítshá (. . scissors . . new).<br/>         Isìpìlì àsìyí kùbà sìbì (. . mirror . . be ugly).<br/>         Iilókhwè àzìyí kùbà zìntlé (. . dresses . . ).<br/>         Iintòmbí àzìyí kùbà zìmbí (. . will not be ugly).<br/>         Amàsó àzò áyà kùbà nzìmà (. . will be heavy).<br/>         Akúyí kùbàkhó ntòmbí ìmbí (There wont be . . ).</p> |
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2. Near Past Continuous: Strong Cls Be-SC<sup>e</sup>- (CP)-Stem e. g. /Bekukho/.

Weak Cls SC<sup>e</sup>-b-SC<sup>e</sup>- (CP)-Stem e. g. /UJó ébènhlé/.

N. B. The indefinite SC for the Cop. of nouns and pronouns is /i-/.

Change into the near past continuous:

M Ngúmzékèlè òmhlé. S Ibìngúmzékèlè òmhlé (It was a nice example).

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|---|---|
| <ol style="list-style-type: none"> <li>1. Líthùbà élíhlé.</li> <li>2. Yíngòzì.</li> </ol> | <p>Ibìlíthùbà élíhlé (It was a nice opportunity).<br/>         Ibíyíngòzì (It was dangerous).</p> |
|---|---|

1. We symbolize the SC in the subjunctive with SC<sup>a</sup>- to indicate that class 1 subjunctive SC is /a-/. Cl. 1 SC = /a/ in many of the moods.
2. Revise the Copulatives and also the Future Tense - Ls 10, 11, 12, 13, 26, 35.
3. The neg. Cop. of the adjective for Cl. 10 is the only one that must be reduced e. g. /fínkdmó àzìnkúlú/ but /ízìkòld àzìzìkhúlú, úbùsò àbùbùhlé/.
4. /-nzima/ being a relative stem has no CP.

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|---------------------------------|---|
| 3. Ngôgândàgândà bèthú.         | Ibîngôgândàgândà bèthú (They were our tractors).                    |
| 4. Ngábènú.                     | Ibîngábènú (They were yours - pl.).                                 |
| 5. Kúshùshù.                    | Békúshùshù (It was hot).  |
| 6. Kúkhó ìnkátházò ézìnzì.      | Békúkhó ìnkátházò ézìnzì (.. troubles/worries).                     |
| 7. Kúíhìlázò.                   | Békúíhìlázò (It was a shame / a disgrace).                          |
| 8. Igábà íbùthùntù.             | Igábà béliùthùntù (The hoe was blunt).                              |
| 9. Iinqwélò zínzì mà gqíthá.    | Iinqwélò bézìnzì mà gqíthá (The wagons were extremely heavy).       |
| 10. Ímìsébènzì ílúlà.           | Ímìsébènzì íbílúlà (The jobs were light/easy).                      |
| 11. Úmzì únéthámsànqà.          | Úmzì úbùnéthámsànqà (.. was lucky/fortunate).                       |
| 12. Amádòdà ánómídlá émsébènzì. | Amádòdà ébènomídlá émsébènzì (The men were interested in the work). |

3. Subjunctive Mood:  $SC^a$ -b-e + (CP)-Stem e.g./Kúfúnékà úJónì ábè láphà/  
 $SC^a$ -ngà-b-i + (CP)St. e.g./Kúfúnékà ángàbí láphò/.

Begin each sentence with /Kúfúnékà/ (It is necessary):

M	Ndìngúmphèkì.	S	Kúfúnékà ndìbè ngúmphèkì (It is necessary for me to be / become a cook).
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|--------------------------------------|--|
| 1. Sìngábáphèkì.                     | Kúfúnékà síbè ngábáphèkì.  |
| 2. UMèrí úngúmthùngì.                | Kúfúnékà úMèrí ábè ngúmthùngì (It is necessary for Mary to be the one who sews).     |
| 3. Unésìkèrè ésìbùkhàlì.             | Kúfúnékà àbè nésìkèrè ésìbùkhàlì (It is necessary for her to have a sharp scissors). |
| 4. Akáldòvìlà.                       | Kúfúnékà ángàbí lívìlà (.. not to be a lazy one).                                    |
| 5. Unámàvá.                          | Kúfúnékà ábè námàvá (.. to have experience).   |
| 6. Inálítì ítsòld.                   | Kúfúnékà ínálítì íbè tsòld (.. needle to be sharp).                                  |
| 7. Isìkèrè àsìbùthùntù. <sup>1</sup> | Kúfúnékà isìkèrè síngàbí bùthùntù (.. blunt).  |
| 8. Úmsòntò ìmkhúlù.                  | Kúfúnékà úmsòntò úbè ìmkhúlù (It is necessary that the thread be strong).            |
| 9. Úmsòntò àwùmncíncí.               | Kúfúnékà úmsòntò úngàbí ìncíncí (weak, thin).  |

B.  $-nge-$ ,  $-se-$ ,  $-ngase-$

In a copulative construction (i.e. when the predicate has a copulative or non-verb base), the neg. prefix /-nga-/ /-nge-/, progressive /-sa-/(still) /-se-/, and /-ngasa-/(no longer) /-ngase-/ e.g. /Bèndíngénàmàlì/(I had no money), /Básèkhó/(They are still there) and /Bèndíngàsénàkùyà/(I was no longer able to go). <sup>2</sup>

- Clarify your concepts: /-bùkhàlì/(sharp - of a blade or extended surface like a knife. It is also commonly used with the figurative meaning 'fierce'. /-tsòld/(sharp - of a pointed object). /-bùthùntù/(blunt - of flat or pointed..).
- Reason for change of vowel in these prefixes: being specifically verbal prefixes they demanded a verb base and the now-extinct verb /-li/ was used. In time the /l/ elided (as in NPs /ili-, ulu-/) giving rise to the fusion of the /a/ with the vowel /i/ to give /-e/: nga-li nga-i nge.

1. **-nge-** . Pattern: **..... SC<sup>e</sup>/RC nge (CP) St.** e.g. /Kúthéní úJóní éngénàmàlì?/ (Why has John no money), /Ngúmntù óngénàmàlì/ (He is the one who has no money), /Bèndíngèlìsèlá/ (I was not a thief).

Answer the following questions in the negative:

M	Békúmnándì kwáJòlà?	S	Háyì, békúngèmnándí kwáJòlà (No, it was not nice/pleasant at Jola's place).
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|----------------------------------|--|
| 1. Intèthò káJòlà íbínèsòngó?    | Háyì, íbíngénàsòngó (. . had no flavour).                                |
| 2. Ukùtyá békúnéncásà?           | Háyì, békúngénàncásà (. . had no taste/tasteless).                       |
| 3. Izìhòmbìsò bészìhìlé?         | Háyì, bészìngèzìhìlé (No, the decorations...).                           |
| 4. Utywàlá bébùbùnínzì?          | Háyì, bébùngèbùnínzì (. . was not plentiful).                            |
| 5. Ukúxhèntsà békúnómtsàlànè?    | Háyì, békúngénàmtsàlànè (. . was not attractive).                        |
| 6. UFàní ébénòmsìndò?            | Háyì, ébéngénàmsìndò (. . was not angry).                                |
| 7. Abàbìní bébènakhó úkùmzòlìsà? | Háyì, bébéngénàkhó úkùmzòlìsà (No, they were not able to calm him down). |
| 8. Lóo mzi úbúnèthámsànqà?       | Háyì, úbúngénàthámsànqà (. . was not lucky).                             |

2. **-se-** . Pattern: **SC-se-(CP)-Stem** e.g. /Kúséyíngòzì/(Tis still dangerous).

Use the progressive prefix /-sa-/ or /-se-/ in each of the following:

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|------------------------------------|---|
| 1. UJòlà únókúvùmà ìngòmà ézìntlé. | UJòlà úsènókúvùmà ìngòmà ézìntlé.<br>(Jola can still sing nice songs).  |
| 2. Akákhò áphò.                    | Akàsèkhò áphò (He is no longer in that place).                          |
| 3. Usébènzà émàsímìnì.             | Úsásébènzà émàsímìnì (He still works in...).                            |
| 4. Unòmdlá èmsébènzì wàkhé.        | Usènòmdlá èmsébènzì wàkhé (. . interested...).                          |
| 5. Akánàmòndé.                     | Akàsénàmòndé (He has patience no longer).                               |
| 6. Ugxóthà ábàncédìsì bàkhé.       | Uságxóthà ábàncédìsì bàkhé (He still chases away his helpers).          |
| 7. Uzámà úkùzìlávùlà.              | Usázámà úkùzìlávùlà (He still tries to control himself - rule himself). |
| 8. Akúnàmsébènzì.                  | Akùsénàmsébènzì (It's no longer any use).                               |
| 9. Akúnàní.                        | Akùsénàní (It does not matter any longer).                              |

3. Answer in the negative according to the model:

M	Intòmbí yáyínókùthùngà? (Could the girl sew?)	S	Háyì, yáyíngénàkùthùngà. (No, she was not able to sew).
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|---|---|
| 1. Yáyínòmdlá ékùthùngèni?              | Háyì, yáyíngénàmndlá ékùthùngèni (No, she was not at all interested in sewing). |
| 2. Yáyínàmàvá?                          | Háyì, yáyíngénàmàvá (. . was not experienced).                                  |
| 3. YáyíngúNómsá?                        | Háyì, yáyíngéngùyé únómsá (. . was not N...).                                   |
| 4. UMándìsá wáyènbùbèlè?                | Háyì, wáyéngénàbùbèlè (. . was not kind).                                       |
| 5. Wáyèlívìlà?                          | Háyì, wáyèngèlòvìlà (. . was not a lazybones).                                  |
| 6. Isìkèrè sásìsésàkhé?                 | Háyì, sásìngésòsàkhé (. . it was not hers).                                     |
| 7. Iinálítì zázìzézàkhò?                | Háyì, zázìngézòzám (No, they were not mine).                                    |
| 8. Imàtshìní yókùthùngà yáyíyéyèntòmbí? | Háyì, yáyíngéyèyèntòmbí (No, it was not the girl's - i.e. the sewing-machine).  |
| 9. Umsébènzì wéntòmbí wáwúlùlà?         | Háyì, wáwúngèlùlà (No it was not easy).   |

10. Abàthùngì bábènéthámsànqà? | Háyì, bábéngénàthámsànqà (. . not lucky).  
 11. Usáphò lwálúnésíthúkùthèzì? | Háyì, lwálúngénàsíthúkùthèzì (. . lonely).  
 12. Úfmsòntò wáwùmkhúlù? | Háyì, wáwúngèmkhúlù (. . was not strong).

4 

-ngase-
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. Pattern: 

SC <sup>e</sup>	/RC	ngase	(CP)	St.
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 e. g. /Bèndíngàsénàkùphùmlà/  
 (I was not able to rest any longer), /Ngúmntù òngàsénàkhó úkùphùmlà/.

Answer in the negative, according to the model:

M	Békúsèmnyàmà égùmbínì?	S	Háyì, békúngàsèmnyàmà égùmbínì.
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| 1. Wèná ùbùsènákhó úkùbônà?        | Háyì, bèndíngàsénàkhó úkùbônà (No, I was no longer able to see).                       |
| 2. Injá yákhò íbísèkhò ngàphándlè? | Háyì, íbíngàsèkhò ngàphándlè (outside).  |
| 3. Isèlà bélísènákhó úkùbà?        | Háyì, bélíngàsénàkhó úkùbà (. . to steal).   |
| 4. Bélísènévólòvòlò?               | Háyì, bélíngàsénàyó (. . had not it - revolver).                                       |
| 5. Amápdìsà ébèhókúfíkà ngéxèshà?  | Háyì, ébéngènàkhó úkúfíkà ngéxèshà (No, they were no longer able to come in time).     |
| 6. Unyànà wákhò ébésèkhò?          | Háyì, ébéngàsèkhò (. . was no longer there).   |
| 7. Onyànà bènú bēbēsénòmsíndò?     | Háyì, bēbéngàsénàmsíndò (. . angry).   |
| 8. Békúsènzímà úkùbàthúthúzèlà?    | Háyì, békúngàsènzímà úkùbàthúthúzèlà (No, it was no longer difficult to console them). |
| 9. Amányè àmàsèlà ébèmanínzì?      | Háyì, ébéngèmanínzì (. . were not many).   |

#### C. THE INDEFINITE NON-CLASS SC /i-/ IN THE COPULATIVE.

In the Cop. of nouns and pronouns, /i-/ is preferred to /ku-/ as the indefinite non-class SC e. g. / Ibíngúmntù/ (It was a person) and /Ibíngéyiyó/ (It was not genuine - lit: 'it was not it').<sup>1</sup>

1. Change into the near past continuous, choosing non-class /ku-/ or /i-/:

M	Sísílwányànà.	S	Ibísísílwányànà (It was a little animal/insect).
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|--------------------|---|
| 1. Sísígcàwù.      | Ibísísígcàwù (It was a spider).                 |
| 2. Kúnzímà.        | Békúnzímà (It was heavy/difficult).             |
| 3. Akùmnàndí.      | Békúngèmnàndí (It was not nice).                |
| 4. Zízínàmbùzánè.  | Ibízínàmbùzánè (They were insects, crawling..). |
| 5. Asízðmbóvànè.   | Ibíngézðmbóvànè (They were not ants).           |
| 6. Yíngòzì.        | Ibíyíngòzì (It was dangerous).                  |
| 7. Zímpúkàné.      | Ibízímpúkàné (They were flies).                 |
| 8. Asízðnyòsì.     | Ibíngézðnyòsì (They were not honey bees).       |
| 9. Akúkhò ngòzì.   | Békúngékhò ngòzì (There was no danger).         |
| 10. Asízòntákùmbá. | Ibíngézòntákùmbá (They were not fleas).         |
| 11. Akúnàmsébènzì. | Békúngènàmsébènzì (It was useless).             |
| 12. Yíncúkùthù.    | Ibíyíncúkùthù (It was a bed bug).               |

1. The indefinite non-class SC /i-/ possibly derives from /íntó/. In the present neg. (impersonal Cop) it takes the intervocallic /s/ e. g. /àsíngùyé/ (It is not him). However, the neg. /-yi-/ is not uncommon e. g. /àyíndhàshè/.

The indefinite non-class SC /ku-/ for verbs, adverbs and relatives: e. g. /Kùlúngìlè/ (It is o. k.), /Kúkhò íngòzì/ (There's danger), /Kùmnyàmà/ (Tis dark).



2. Remote Past Continuous: 

SCa-	(w/y)	SC <sup>e</sup> -	nge/se/ngase-	(CP)	Stem
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 e. g.  
/Ndándíngàsékhhò/ (I was not there any longer).

Change into the remote past continuous:

M	Akúnàní.	S	Kwákúngénàní (It did not matter).
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|--------------------|--|
| 1. Akùsèlúlá.      | Kwákúngàsélúlá (It was no longer easy).          |
| 2. Ngámàsóngólòlò. | Yáyíngámàsóngólòlò (They were millipedes).       |
| 3. Asílòbhúngànè.  | Yáyíngélòbhúngànè (It was not a beetle).         |
| 4. Yímìbùngú.      | Yáyíyímìbùngú (They were grubs/ caterpillars).   |
| 5. Asízòmpèthù.    | Yáyíngézòmpèthù (They were not maggots).         |
| 6. Kùbùhlúngù.     | Kwákùbùhlúngù (It was painful).                  |
| 7. Ngámàsíkízì.    | Yáyíngámàsíkízì (It was disgraceful/disgusting). |
| 8. Akúkhhò ncèdò.  | Kwákúngékhhò ncèdò (There was no help).          |
| 9. Akúnàkwènzèkà.  | Kwákúngénàkwènzèkà (It was impossible).          |

#### D. WRITTEN EXERCISE.

Translate the following and then check yours against the one in the righthand column:

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|--|---------------------------------------|
| 1. It will not be easy.                                    | Akúyí kùbà lúlà.                      |
| 2. It was impossible (-be).                                | Békúngénàkwènzèkà.                    |
| 3. It was still possible (-ye).                            | Kwákúsénókwènzèkà.                    |
| 4. It was no longer possible (-ye).                        | Kwákúngàsénàkwènzèkà.                 |
| 5. The jobs will be plentiful.                             | Imìsébènzì iyà kùbà mìnínzì.          |
| 6. It did not matter much (-be).                           | Békúngénàní kàkhùlù.                  |
| 7. The dresses were still beautiful (-be).                 | Iilòkhwè bészísézìntlé.               |
| 8. The scissors could not be used (-be).                   | Isìkèrè bészíngénàkùsètýénzìswà.      |
| 9. The needles were sharp (-ye).                           | Iinálítì zázìtsólò.                   |
| 10. Mary had no needle (-be).                              | UMèrí ébéngénànálítì.                 |
| 11. It was not necessary for her to have experience (-ye). | Kwákúngàfunèkì ábè námàvá.            |
| 12. I want her to be a cook.                               | Ndìfúnà úkúbá ábè ngúmphèkì.          |
| 13. Mother wants her to have no car.                       | Umàmá úfúnà úkúbá ángàbí nàmòtó.      |
| 14. It was very interesting (-be).                         | Békúnòmdlá kàkhùlù.                   |
| 15. The boys were not interested in the lesson.            | Amákhwènkwé ébéngénàmdlá ésìfúndwèní. |
| 16. It was not a very difficult lesson for them (-be).     | Ibíngésòsìfúndò ésínzì mà kùbò.       |
| 17. The needles and thread were no longer there (-ye).     | Iinálítì nómsòntò zázìngàsékhhò.      |
| 18. The work was not attractive (-ye).                     | Umìsébènzì wáwúngénàmtsàlánè.         |
| 19. We were very fortunate (-be).                          | Bészínéthámsànqà kàkhùlù.             |
| 20. It was a very lonely person (-ye).                     | Yáyíngúmntù ónésìthúkúthèzì kàkhùlù.  |



## E. INCOKO.

UBàfó nóZ wídè

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|-----|--|--|
| UB. | Mfóndfni lwilè íkhéphù ézintábèni. Akùbándi ngákò. <sup>1</sup>  | Dear fellow the snow has fallen on the mountains. It is very cold.   |
| UZ. | Kúyá kùbà nzimà ngákumbí kwimpàhlà ézálàyò. Akàsáyí kùphilà lóo màtàkànè kùlé ngqèlè. <sup>2</sup>                     | It will be especially hard (tough) on the livestock which give birth. The lambs will never live in this cold/frost.                                |
| UB. | Kúyá kùbà kùbí kwábó bàngénà-zìndlù zànéleyò zókùfàkà ôlò sizì lámàtàkànè. <sup>3</sup>                                | It will be bad for those who have not enough houses to house the miserable lambs - lit. 'that sorrow of lambs).                                    |
| UZ. | Bélífumbè kàkhùlù kwíntàbà zólúndi ízdlò, námhlá njé líyányíbilikà.  | It had heaped up a lot on the mountains of the horizon, today it is slippery.  |
| UB. | Nángóná íkhéphù líyíngòzì njé émúywenì, kódwà ábántù báyà kùbà nàkhó úkùlímà ngéxéshà kùbà kúzà kùthàmbà.              | Even though the snow is dangerous like this for the livestock, nevertheless the people will be able to plough in time because it will become soft. |
| UZ. | Eyà kùsindà kòbù búsikà yimpàhlà ébígcinèlwè ñndizà. <sup>4</sup>  | The ones to escape this winter are the livestock for which mealie stalks have been stored.   |
| UB. | Ewé, yíyò kùphèlà kùbà ábélúsì àbànàkhó úkùphùmà xá kúnjé, kódwà ésíndíleyò kwèlì khéphù àyíyí kùbà sáfá. <sup>5</sup> | Yes, they are the only ones because the shepherds cannot go out when it is like this, however the ones that survive the snow will not die.         |
| UZ. | Eyóná ntó, àkúkhò nàlòo ngéá kùbà àyínàngà ímvùlù éhlótyèni.   | The trouble is there isn't that grass because it did not rain in the summer.   |
| UB. | Békúngàbhètèlè ké xá bélínókúwà íkhéphù kùzè kùphùmé íngá. Ngálóo ndlèlà íyà kùbà nàkhó úkùphilà ímúyò. <sup>6</sup>   | It may be better then if the snow could fall and the grass come out. In that way the livestock will be able to survive.                            |

1. /íkhéphù/: the initial tone is marked H. However, it is open to discussion as to whether the contracted cl. 5 and cl. 11 have a H tone or a F tone. It may be that the tone is F but is difficult to distinguish from a H because it is so short.

/àkùbándi ngákò/- this is an example of the Xhosa use of a negative to convey an emphatic positive. The meaning context makes it clear and besides, the adverb /ngákò/ added to a negative is an additional sign.

2. Note the idiomatic use of /a-SC<sup>n</sup>-sa-y-i ku-R-a/ to mean simply an emphatic denial of some future possibility.

3. /kwábó bàngénàzìndlù zànéleyò/: note the elimination of V<sup>2</sup> from the RC after the DP /ábó/ (those) and the axiomatic neg. /..ngénàzìndlù/. L 50.

4. /éyà kùsindà.../: adjectives, relatives or even R Clauses do not change form when used as pronouns.

5. Note the idiomatic use of progressive /-sa-/ - lit. 'will not be still dying'.

6. /békúngàbhètèlè/</kùbè kúngaba bhètèlè/ - see Potential Mood, lesson 45.

## LESSON 43

## QUANTITATIVES, ENUMERATIVES, /-ni?/

A. QUANTITATIVES /-nke/(all, every), /-dwa/(only, alone).

Pattern: noun + SC-ó-nkè/-dwa e.g. /ízìnjá zónkè/, /ínjà yódwà/.<sup>1</sup>

1. Use the quantitative stem /-nkè/ with each of the following:

M	úfmzì	S	úfmzì wónkè (every village)		
1.	úfntù	úfntù wónkè		11.	ámàréwù ónkè
2.	úmfázì	úmfázì wónkè		12.	úmngqúshò wónkè
3.	úmhlabà	úmhlabà wónkè		13.	ábáhlòbbò bónkè
4.	ímìthí	ímìthí yónkè		14.	òníná bónkè
5.	úmbónà	úmbónà wónkè		15.	ícùbà lónkè
6.	íngcá	íngcá yónkè		16.	íngqáwà zónkè
7.	ámázimbà	ámázimbà ónkè		17.	ísónkà sónkè
8.	íngqdlówà	íngqdlówà yónkè		18.	úthùlì lónkè
9.	úmbónà	úmbónà wónkè		19.	úbùsì bónkè
10.	fhábilè (oats)	fhábilè yónkè			

2. Now use the quantitative stem /-dwa/ with each of the following:

1.	úfmlènzè	úfmlènzè wódwà	10.	ímbizá	ímbizá yódwà
2.	úfnnwè (finger)	úfnnwè wódwà	11.	ámásì	ámásì ódwà
3.	ímizimbà (bodies)	ímizimbà yódwà (only bodies)	12.	úmsí (smoke)	úmsí wódwà
4.	úfngà (thorn tree)	úfngà wódwà (only a thorn tree)	13.	ígwalà	ígwalà lódwà
5.	ímíngà	ímíngà yódwà	14.	ísáhlúkò (a chapter)	ísáhlúkò sódwà (only a chapter)
6.	ímizékèlò	ímizékèlò zódwà	15.	ízínámbùzánè (insects)	ízínámbùzánè zódwà (only insects)
7.	ámáphèphà-	ámáphèphàndàbà ódwà	16.	íngcàngò	íngcàngò zódwà
8.	ímíllò	ímíllò yódwà	17.	úbúdèngè (foolishness)	úbúdèngè bódwà (only foolishness)
9.	ámèhlò (eyes)	ámèhlò ódwà (only eyes)	18.	úthùthú	úthùthú lódwà

3. The distinctive vowel /-o-/ of the quantitative is replaced by /-e-/ in these: /ìnná ndédwà/(I alone), /wèná wédwà/(only you), /yèná yédwà/.

Give the Xhosa equivalents for the following:

1. all of us	thíná sónkè (<si-o-nke)
2. all of you	níná nónkè (<ni-o-nke)
3. I alone	ìnná ndédwà (<ndi-e-dwa)
4. all of the sons	ònyànà bónkè
5. only you - sg.	wèná wédwà
6. only the farmer	úfmlìmi yédwà



1. Vowel changes involved in the juxtaposition of SC and /o/ are normal. See the chart of vowel changes on the final page.

7. all the parents
8. only cowards
9. all the tobacco
10. only smoke
11. all the roads/ways
12. only a door
13. all windows
14. only food
15. all the beer

ábàzálì bónkè  
ámágwàlá ódwa  
ícùbà lónkè  
úmsí wódwà  
índlèlè zónkè  
úcàngò lódwà  
íféstitè zónkè  
úkùtyá kódwà  
útywàlá bónkè



4. Test. Use the quantitative /-nke/ (all, every) with every noun:

M | Amáddà áfúnà ímàlì. | S | Amáddà ónkè áfúnà ímàlì yónkè. | <sup>1</sup>

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Ufmzi úyàydyíkà ímìthèthò.</li> <li>2. Imízi ílúíndèlè úncèdò.</li> <li>3. Abántù báyàwàkhúsèlè àmàsìkò.</li> <li>4. Ufntù úyàbùnqwénèlè úbùsì.</li> <li>5. Iintòmbí z'iyàz'ithándà ílòkhwè.</li> <li>6. Amáxhègò áyàlincómà ísìkò.</li> <li>7. Izít'yèbì z'ílàhlékèlèwè yímàlì.<sup>2</sup></li> <li>8. OThémbà báphélélwè ngámándlà.</li> </ol> | <p>Ufmzi wónkè úyàydyíkà ímìthèthò yónkè.<br/>Imízi yónkè ílúíndèlè úncèdò lónkè.<br/>Abántù bónkè báyàwàkhúsèlè àmàsìkò ónkè.<br/>Ufntù wónkè úyàbùnqwénèlè úbùsì bónkè.<br/>Iintòmbí zónkè z'iyàz'ithándà ílòkhwè zónkè.<br/>Amáxhègò ónkè áyàlincómà ísìkò lónkè.<br/>(All the men admire every single custom).<br/>Izít'yèbì zónkè z'ílàhlékèlèwè yímàlì yónkè<br/>(All the rich men have lost all the money).<br/>OThémbà bónkè báphélélwè ngámándlà ónkè<br/>(All of T. &amp; Co. are completely exhausted).</p> |
|---|--|

B. PATTERN 

SC	o	BP
----	---	----

 numeral adjective stem e.g. /ábántù bóbáthàthù/  
(all 3 people), /thíná sóbábìní/(both of us), /níná nóbábìní/(both of you).

1. Add the numeral quantitative to each noun, according to the model:

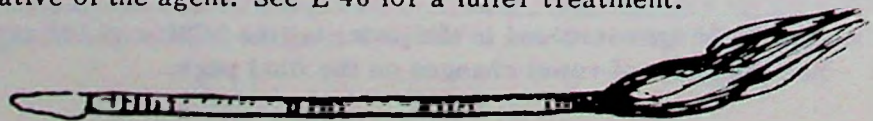
M | ímínlènzè. -bini | S | ímínlènzè yómínbìní (both legs)

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. ímìzékèlè. -thathu</li> <li>2. ámázèmbè. -hlánu</li> <li>3. ímìbhòbhò. -ne</li> <li>4. ámágùmbí. -bini</li> <li>5. ábáphèkì. -thathu</li> <li>6. òlólìwé. -thandathu</li> <li>7. ízìcákákàzì. -hlanu</li> <li>8. ámánènè. -bini</li> <li>9. ímínqwèndè. -ne</li> <li>10. izàhlúkò. -hlanu</li> </ol> | <p>ímìzékèlè yómíthàthù (all 3 examples)<br/>ámázèmbè ámáhlànù (all 5 axes)<br/>ímìbhòbhò yómínè (all 4 hoses/ hose pipes)<br/>ámágùmbí ómábìní (all 2 i.e. both rooms)<br/>ábáphèkì bóbáthàthù (all 3 cooks)<br/>òlólìwé bóbáthándàthù (all 6 trains)<br/>ízìcákákàzì z'òz'íhlànù (all 5 servant girls)<br/>ámánènè ómábìní (both gentlemen)<br/>ímínqwèndè yómínè (all 4 desires)<br/>izàhlúkò z'òz'íhlànù (all 5 chapters/divisions)</p> |
|--|---|

1. This quantitative ( 

SC	o	-nke
----	---	------

 ) is commonly used as a pronoun in front of the noun it qualifies e.g. /bónkè ábántù/. /yónkè íntò/. /Z'ízò zónkè íz'íntò/.
2. Note the idiomatic use of the applied + passive verbal extensions /-el-w-/ + the copulative of the agent. See L 46 for a fuller treatment.



2. Note that /zo-zin-/ reduces to /zón-/.

Add the numeral quantitative to each noun as in the previous exercise:

M	ĩndlèlà, -bini	S	ĩndlèlà zómbĩní (both ways)
---	----------------	---	-----------------------------

- |                        |  |
|------------------------|--|
| 1. ĩnqwélò, -thathù    | ĩnqwélò zóntáthù (all 3 wagons)            |
| 2. ĩmòtó, -thandathu   | ĩmòtó zóntándáthù (all 6 wagons)           |
| 3. ĩvénkìlè, -ne       | ĩvénkìlè zónè (all 4 shops)                |
| 4. ĩlékèsè, -hlánù     | ĩlékèsè zóntlánù (all 5 sweets)            |
| 5. thĩná, -bini        | thĩná sóbábĩní (both of us)                |
| 6. ĩbhátyì, -thathu    | ĩbhátyì zóntáthù (all 3 jackets)           |
| 7. nĩná, -thandathu    | nĩná nóbáthándáthù (all 6 of you)          |
| 8. ĩdyásì, -ne         | ĩdyásì zónè (all 4 overcoats)              |
| 9. ĩkáwúsì, -bini      | ĩkáwúsì zómbĩní (both socks)               |
| 10. ĩbhùlúkhwè, -hlanu | ĩbhùlúkhwè zóntlánù (all 5 pairs of pants) |

C. ENUMERATIVES: Stems /-phí?/( which?), /-mbí/(other - different).

Pattern: 

CV-	-phí?/-mbí
-----	------------

 e.g. /ĩnjá yìphí?/( which dog?), /úfmzì wúmbí/(the other village).

1. Identify each noun (Cop.) and add the enumerative 

CV-	phí?
-----	------

:

M	ízìnjá	S	Zízìnjá zìphí? (Which dogs are they?).
---	--------	---	--

- |                      |   |
|----------------------|---|
| 1. ùkùtyá            | Kúkùtyá kùphí? (Which food is it?).                 |
| 2. ísìcàkà           | Sísìcàkà sìphí? (Which servant is it?).             |
| 3. úcìngò            | Lúcìngò lùphí? (Which fence/wire is it?).           |
| 4. ĩngcàngò          | Zĩngcàngò zìphí? (Which doors are they?).           |
| 5. ízìnámbùzánè      | Zízìnámbùzánè zìphí? (Which insects are they?).     |
| 6. ábàhám̀bì         | Ngábàhám̀bì bàphí? (Which travellers are they?).    |
| 7. ĩnqwélò           | Yĩnqwélò yìphí? (Which wagon is it?).               |
| 8. ívìlì             | Lívìlì lìphí? (Which wheel is it?).                 |
| 9. ámàvìlì           | Ngámàvìlì wàphí? (Which wheels are they?).          |
| 10. úfm̀nqwèndò      | Ngúfm̀nqwèndò wùphí? (Which desire/longing is it?). |
| 11. únyákà (úmnyákà) | Ngúnyákà wùphí? (Which year is it?).                |
| 12. ìm̀inyákà        | Yìm̀inyákà yìphí? (Which years are they?).          |

2. Identify each noun and add the enumerative 

CV-	-mbí
-----	------

 as in the previous drill:

- |              |   |
|--------------|---|
| 1. ámázìmbà  | Ngámázìmbà wám̀bí (It is another - different - millet). |
| 2. úm̀bónà   | Ngúm̀bónà wúmbí (It is another type of mealies).        |
| 3. ĩngqòlòwà | Yĩngqòlòwà yìmbí (It is the other wheat).               |
| 4. úng̀ùbò   | Ngúng̀ùbò wúmbí (It is the other meal).                 |
| 5. ám̀àréwù  | Ngám̀àréwù wám̀bí (It is the other mealie drink)        |

- The homorganic nasal /-n-/ of classes 9 and 10 is involved in some consonant changes - see L 19 B, p. 107 or C changes on the last page.
- Recall the use of /-nye/(one) before the noun it qualifies and then meaning 'other' in the sense of an additional one (e.g. /ófm̀nyè úm̀ntù/ /ábányè ábántù/) and not one in contrast.

6. úmntù	Ngúmntù wúmbí ( It is the other person).
7. ábêmi <(aba-i-mi)	Ngábêmi bámbí ( They are the other inhabitants).
8. ísíckò	Sísíckò símbí ( It is another - different - lid/cover).
9. ìmbìzá	Z ìmbìzá zìmbí ( They are other cooking pots).
10. ígògògò	Lígògògò límbí ( It is another parafin tin).
11. ámágògògò	Ngámágògògò wámbí ( They are other - different. . .).
12. úsùkù	Lúsùkù lúmbí ( It is another - a different - day). <sup>1</sup>

#### D. THE QUALIFICATIVE STEM /-ní?/( What kind/sort of. . ?).

Pattern: noun less initial V + BP-ní? e.g. /Ufúnà ìmbónà ìnní?/

( What sort of mealies do you want?). As far as form is concerned, /Ufúnà ntó ní?/( What do you want) is in the same category.

1. Use the qualificative BP-ní? to qualify the object of each sentence:

M Nìfúnà úmbhàlì?	S Nìfúnà ìmbhàlì ìnní? (What kind of a writer do. . .)
-------------------	--

1. Ucelà úkùtyá?	Ucelà kùtyá kùní? ( What kind of food do you ask for?).
2. Nìbìzá àbàsèbènzì?	Nìbìzá bàsèbènzì bàní? ( What sort of . . . do you call?).
3. Uphà ngèsónkà? <sup>2</sup>	Uphà ngàsónkà sìní? ( What kind of bread do you give?).
4. Nìthéngà ìnkòmó?	Nìthéngà nkòmó zìní? ( What sort of cattle do you buy?).
5. Nìxhèlà ìbhòkhwé?	Nìxhèlà bhòkhwé zìní? (. . . .do you slaughter?).
6. Sìtyà ìnyàmà?	Sìtyà nyàmà ní? ( What kind of meat do we eat?).
7. Nìsèlà àmàréwù?	Nìsèlà màréwù màní? ( What kind of. . . drink?).
8. Nènzà ìmìthèthò?	Nènzà mìthèthò mìní? ( What sort of laws do you make?).
9. Nòyíkà ùmsébènzì?	Nòyíkà ìmsébènzì ìnní? ( What kind of work do you fear?).
10. Sàbèlèl àbántwàná ìlèkèsè.	Sàbèlèl àbántwàná lèkèsè zìní? ( What kind of sweets do you share out to the children?).

2. Pattern: CP-noun + BP-ní? e.g. /Ngúmmz èkèlò ìnní/( What kind/sort of example is it?).

Ask what sort of a thing (or things) each of the following is (are):

1. ítí	Yítí ní ( What kind of tea is it?).
2. ìmìzékèlò	Yìmìzékèlò mìní? ( What sort of examples are they?).
3. úmngqùbà	Ngúmngqùbà ìnní?( What kind of kraal manure is it?).
4. ámágùmbí	Ngámágùmbí màní? ( What sort of rooms are they?).
5. ícùbà	Lícùbà lìní? ( What kind of tobacco is it?).
6. úsâphò	Lúsâphò lùní? ( What sort of a family is it?).
7. òmákhùlù	Ngòmákhùlù bàní? ( What sort of grandmothers are they?).
8. ísáhlúkò	Sísáhlúkò sìní? ( What kind of a chapter/division is it?).
9. úmbúzd	Ngúmbúzd ìnní? ( What sort of a question is it?).

1. Just as the quantitative SCó-nké is commonly used in front of the noun it qualifies for greater emphasis, so is the enumerative, especially  $\emptyset V$ -phí? e.g. /zízìphí ízìnjá?/( Which dogs are they?)/, /yíyìphí íkátì?/(Which cat is it?)/, /Ngúwùphí úmzì?/( Which village is it?)/, /Ngáwàphí ámàsìkò?/( Which customs..).

Furthermore, in some dialects, the enumerative pronoun resembles the possessive pronoun in assuming an initial V<sup>2</sup>- e.g. /Sésìphí ísítýà?/.

2. Note the idiom : you give a person ( e.g. /Uphà úNòmsá/ but you give (donate) by means of the thing you give ( e.g. Uphà ngémàlì).

## E. REVISION (to be done as a written exercise).

1. Pattern:
- na-∅V-phina**
- (any, whatever, whoever, no matter what/who).

Begin each sentence with /na-/ + the enumerative, according to the model:

M	Ūmthêthò ólùngìléyò àwùbàkhdìsì ábántù.	S	Náwùphínà ùmthêthò ólùngìléyò àwùbàkhdìsì ábántù (Any good law whatsoever does not please the people).
---	--	---	--

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Intó éndíyènzàyó àyìncédì ntó.</li> <li>2. Úm̄gwèbì ógwèbàyó àkánàkhó úkùnìkhdìsà.</li> <li>3. Igqwèthá àlínàkùphúm-élèlè.</li> <li>4. Intó áyífúnàyó úJím àyìkhò áphà.</li> <li>5. Ubúngqìnà ábúnìkàyó úJím úmántyì àkánàkhó úkùm̄gwébà.</li> <li>6. Ityàlè àkánàkhó úkúgwètywà ngáldò.</li> <li>7. Isígwèbò àkánàkhó úkùsìhláwùlè.</li> </ol> | <p>Náyìphínà intó éndíyènzàyó àyìncédì ntó (No matter what I do, it does not help a bit).</p> <p>Náwùphínà úm̄gwèbì ógwèbàyó àkánàkhó úkùnìkhdìsà (Whoever the judge is he cannot please you).</p> <p>Nálìphínà igqwèthá àlínàkùphúmélèlè (No matter who the advocate is he cannot succeed).</p> <p>Náyìphínà intó áyífúnàyó úJím àyìkhò áphà (Whatever Jim wants it is not here).</p> <p>Nábùphínà ubúngqìnà ábúnìkàyó úJím, úmántyì àkánàkhó úkùm̄gwébà (No matter what evidence Jim gives, the magistrate cannot convict him).</p> <p>Nálìphínà ityàlè àkánàkhó úkúgwètywà ngáldò (Whatever the crime, he cannot be convicted of it).</p> <p>Násìphínà isígwèbò àkánàkhó úkùsìhláwùlè (No matter what the fine is he cannot pay it).</p> |
|---|---|

2. Pattern:
- nókúbá**
- +
- CP-∅V-phina**
- (whatsoever, whichever, any ... at all).

Use /nókúbá/ + the copulative of the enumerative pronoun **∅V-phina** in answer to each question, according to the model:

M	Uyà kùhámbèlèlè úm̄ntù óthíflè? (Are you going to visit some one in particular / a certain person?)	S	Háyì, ndiyà kùhámbèlèlè nókúbá ngúwùphínà úm̄ntù (No, I am going any one at all).
---	---	---	---

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Uyà kùcèlèlè úkùtyá ókùthíflè?</li> <li>2. Uyà kùnìkwà ísìsèldò ésíthíflè?</li> <li>3. Uyà kùsébènzìsà ítótì éthíflè?</li> <li>4. Uyà kùsébènzìsà ñbhékílè ézìthíflè?</li> <li>5. Uyà kùthèngà ìnkónkxà éthíflè?</li> <li>6. UFàní úyà kùfúmàná ìngqóngò élíthíflè?</li> <li>7. OFàní báfúnà úm̄ngqòmó óthíflè?</li> <li>8. Wèná úfúnà úkùthèngìsà ímíphàndà éthíflè?</li> </ol> | <p>Háyì, ndiyà kùcèlèlè nókúbá kùkùphínà úkùtyá (No, I will ask for any food at all).</p> <p>Háyì, ndiyà kùnìkwà nókúbá sísìphínà ísìsèldò (No, I will be given any drink at all).</p> <p>Háyì, ndiyà kùsébènzìsà nókúbá yíyìphínà ítótì (No, I will us any little tin can at all).</p> <p>Háyì, ndiyà kùsébènzìsà nókúbá zízìphínà ñbhékílè (...any billycans at all).</p> <p>Háyì, ndiyà kùthèngà nókúbá yíyìphínà ìnkónkxà (No, I will buy any drum with an open top).</p> <p>Háyì, úyà kùfúmàná nókúbá lñìphínà ìngqóngò (No, I will get any drum at all).</p> <p>Háyì, báfúnà nókúbá ngúwùphínà úm̄ngqòmó (No (No, they are looking for any huge drum at all).</p> <p>Háyì, ndifúnà úkùthèngìsà nókúbá yíyìphínà ímíphàndà (... any barrels / casks / vats at all).</p> |
|--|--|

3. Pattern: **nókúbá** + **ku-nga-/ku- $\text{CV}$ -phina** (at all, whatever).

Answer each question according to the model:

M	Uyà kùhámbà ngáyìphíná ím̀d̀t̀ó? (By what car will you travel?).	S	Ndiyà kùhámbà nókúbá kúngáyìphíná ím̀d̀t̀ó (I'll travel by any car at all).
---	---	---	---

- |  |  |
|--|--|
| 1. Niyà kùfikà ngáyìphíná índlèlà?                         | Siyà kùfikà nókúbá kúngáyìphíná índlèlà.   |
| 2. Amānzì áyà kùgcìnwà kúwùphíná úmgqòd̀m̀ó?               | Ayà kùgcìnwà kúkúwùphíná úmgqòd̀m̀ó (It will be kept in any big drum at all).                      |
| 3. Iintyátyámbò zíyà kùnkécéncéshèlwà ngúwùphíná ùmbhòbhò? | Zíyà kùnkécéncéshèlwà nókúbá kúngáwùphíná ùmbhòbhò (They'll be watered with any hose-pipe at all). |
| 4. Ùm̀hlábà úyà kùmbìwà ngáyìphíná ím̀hlákùl̀d̀?           | Uyà kùmbìwà nókúbá kúngáyìphíná ím̀hlákùl̀d̀ (. . will be dug with any spades).                    |
| 5. Imbèwù íyà kùhlwáyèlwà kúwàphíná àmàsìm̀ì?              | Iyà kùhlwáyèlwà nókúbá kúkúwàphíná àmàsìm̀ì (. . will be sown in any fields).                      |
| 6. Ùmbónà úyà kùtyálwà kúyìphíná íntsìm̀ì?                 | Uyà kùtyálwà nókúbá kúkúyìphíná àmàsìm̀ì (. . will be planted in any field whatsoever).            |
| 7. Amázìmbà áyà kùhlàkùlwà ngálìphíná ígàbà?               | Ayà kùhlàkùlwà nókúbá kúngálìphíná ígàbà (. . will be hoed with any hoe at all).                   |
| 8. Lé ndòdà íyà kùqòkélèlè ùkhùl̀à ngáyìphíná ínt̀ó?       | Iyà kùl̀qòkélèlè nókúbá kúngáyìphíná ínt̀ó (He'll collect them with any thing at all).             |

4. Learn the following rather common examples of the qualificative

**BP-ní?** (What kind of, what sort of?):

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1. Ngúfntù ònì?                     | Is it a boy or a girl?                |
| 2. Yínkòd̀m̀ó ní?                   | Is it a bull or a cow?                |
| 3. Ngúmlàmbò ònì?                   | What river is it - the Orange?/Kei?.. |
| 4. Ngúmthí ònì?                     | What species of a tree is it?         |
| 5. Ungúm̀nì ná?                     | What is your immediate clanname?      |
| 6. Ufúnà ínyàmà kúsínínà?           | Do you want meat or what?             |
| 7. UJím̀ úthèngè àmàqàndà kúsínínà? | Did Jim buy eggs or what?             |
| 8. Uqòkélèlè ùkhùl̀à kúsínínà?      | Did he collect weeds or what?         |

5. **ÍNGÒMÀ YÁMÁGQÌRÀ** (The Song of the Witchdoctors):

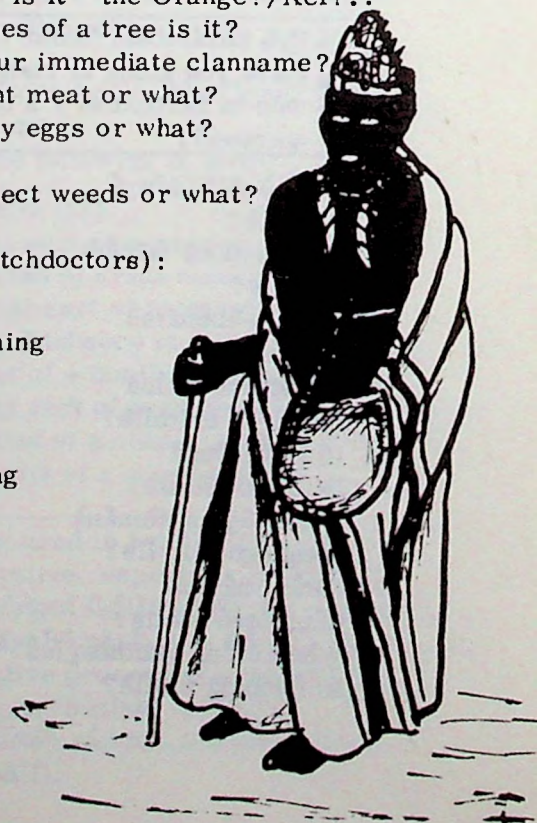
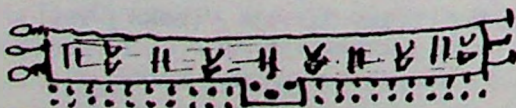
Wèná Nónyányà!  
Báyézà kùsásá  
Báyézà.

You Nonyanya!  
They come in the morning  
They are coming.

Wèn' ùyàgùl̀à ,  
Báyézà kùsásá  
Báyézà.

You are sick,  
They come this morning  
They are coming.

Wèná Nónyányà  
Báyézà kùsásá  
Báyézà.





## F. GRAMMAR SUM-UP: CHART OF QUALIFICATIVE CONCORDS.

Cl.	NP	AC	RC	PC	QC	EC	-ní?	Cl.	NP	AC	RC	PC	QC	EC	-ní?
1	um	om	o	wa	wo	wu	m	2	aba	aba	aba	ba	bo	ba	ba
3	um	om	o	wa	wo	wu	m	4	imi	emi	e	ya	yo	yi	mi
5	ili	eli	eli	la	lo	li	li	6	ama	ama	a	a	o	wa	ma
7	isi	esi	esi	sa	so	si	si	8	izi	ezi	ezi	za	zo	zi	zi
9	in	en	e	ya	yo	yi	(n)	10	izin	ezi	ezi	za	zo	zi	zin
11	ulu	olu	olu	lwa	lo	lu	lu		..	..	..	..	..	..	..
14	ubu	obu	obu	ba	bo	bu	bu								
15	uku	oku	oku	kwa	ko	ku	ku								

AC =  $V^2$ -BP- e.g. /líwá é-lì-hlé/, /úsánà ó-lù-tshá/, /ámáwá ámàbí/.

RC: Weak =  $V^2$ - e.g. /ínjà é-bòmvú/, /ùmthwáld ó-lúlà/, /ámânzì á-bandayo/.

Strong =  $V^2$  SC- e.g. /ízìnjá ézìbòmvú/, /úsánà ó-lù-lilayo/.

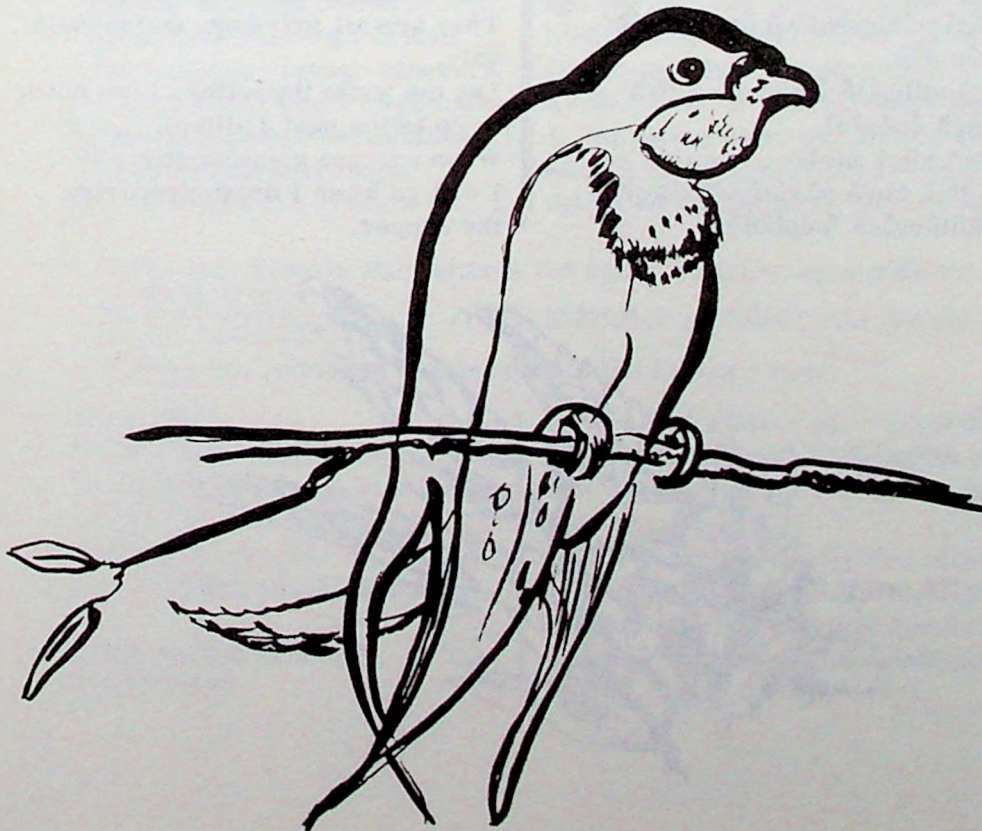
PC = SC a- e.g. /ínjà yáñ/, /ímùlènzè yénjá/, /únyânà wómfázì/, /ámázwi àkhé/.

(ka- e.g. /ímòtó káJónì/ and SC-ka- e.g. /ímòtó zì-ká-Jónì/).

QC = SC o- e.g. /ízìnjá z-ó-nkè/, /ínyàmà y-ó-dwà/, /ábántù bóbábìní/.

EC =  $\emptyset$  V- e.g. /úfnzì wùphí?/, /índlèlè yímí?/, /ámàréwù wámí?/.

-ní? Concord = BP- e.g. /Ngúmmtù òní?/, /Nènzà mìthèthò mìnì?/.



## G. INCOKO.

UZ ólèkà nòSíndìswá

- US. Zólèkà yizá námà-ápìlè égádìni. Zoleka bring apples from the garden.  
 UZ. Ufúnà ámà-ápìlè ódwà? Do you want only apples?  
 US. Ewé, ndifúnà wóná ódwà. Yes I want only them.  
 UZ. Ufúnà ábè màngàphí? How many do you want? <sup>1</sup>  
 US. Ndifúnà ámà-ápìlè ámànè, I want four apples,  
 ndìzà kwènzà íjám. I will make jam.  
 UZ. Líshùshú ílàngà, ndìnxàníwè. The sun is hot, I am thirsty.  
 US. Sèlà, nàngá ámàréwù éjógwèni Drink, here's the rewu (maize drink)  
 úqábùlè únxând. in the jug, quench your thirst.  
 UZ. Ndifwàsèlè ónkè àndánélángà. May I drink it all, I have not enough?  
 US. Ewé, wásèlè ónkè úkúbá Yes, drink it all if you have not  
 àkúkànèlì. yet enough.  
 UZ. Uvìlè úkúbá úNókhàya úfúméné Did you hear that Nokhaya got a  
 úfntwàrà phézòlò? child - gave birth - last night?  
 US. Ngúfntwàrà ìní? Is it a boy or a girl?  
 UZ. Yínkwènkwé. It is a boy.  
 US. Màngàphí ngókù ámákhwènkwé How many boys has she now? (lit. They  
 kúyè? are how many now the boys to her?).  
 UZ. Mánè, ngáwò ódwà, She has four - they are 4, they are the  
 àkánàmàntòmbàzànà. only ones, she has no girls.  
 US. Unìná káNókhàya wázúzà Nokhaya's mother got only girls.  
 ìntòmbí zódwà.  
 UZ. Háyi! ìnná ndìthándà báxúbè. Och! as for me I like them mixed.  
 US. Ngábántwàrà bàní kókwènú? What kind (sex) are the children at  
 your home (at the it of you)?  
 UZ. Ngámákhwènkwé ómánè nám They are all four boys and myself  
 kúphèlà. only.  
 US. Màndìbhàlè ìncwàdí, ndìzà Let me write the letter, I am going  
 kùyà épòsìni. to go to the post (office).  
 UZ. Uzà kùyà níní? When are you going to go?  
 US. Ndifzà kùyà nàníní ndákùgqìbà I will go when I finish preparing  
 úkúlúngìsà ísòphòlò. the supper.



## LESSON 44

## REMOTE PAST + PAST SUBJUNCTIVE

A. REMOTE PAST: 

SC	â	R	-a
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 e.g. /UThixo w-â-dal-â ilizwè/ (God created the world).

1. Change into the remote past, beginning each time with /Kudála/(Long ago):

M	Abántù bashiyà í-Afríká éséNtlá. (People leave North Africa).	S	Kudála abántù bashiyà í-Afríká éséNtlá. (Long ago the people left N. Africa).
---	--	---	--

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. Bâfudúkèlâ kúMzántsi-Afríkâ.<br/>(They migrate to S. Africa).</li> <li>2. ÁmáXhòsâ álwâ nábaThwâ.<br/>(Xhosas fight Bushmen).</li> <li>3. ÁbáThwâ básébènzìsâ àmàtòlò.<br/>(Bushmen use arrows).</li> <li>4. Éz ínyè íntlàngâ z ísébènzìsâ ímìkhòntò (Other tribes use. .).</li> <li>5. Ímìkhòntò íyábòyíkìsâ ábáThwâ.<br/>(The spears overcome the B. .).</li> <li>6. Íz ilwányànâ z íbúlâwâ ngábâ-zìngèlì (The small game is. .).</li> <li>7. Ámáqùnùbè átyíwâ ngábántù.<br/>(Wild berries are eaten by. .).</li> <li>8. Ínjâ íqhèlìswâ ngámáddòdâ.<br/>(The dog is being tamed by. .).</li> <li>9. Íngónyàmâ z íqwèngâ éz ínyè<br/>(Lions devour/ravage other. .).</li> <li>10. Úxòlò lúsékwâ émvâ kwéemfázwè<br/>(Peace is founded/established. .).</li> <li>11. Úmbónâ úfikâ nábelùngù.<br/>(The mealies are brought by. .).</li> </ol> |  | <p>Kudála bâfudúkèlâ kúMzántsi-Afríkâ ( Long ago they migrated to South Africa).</p> <p>Kudála ámáXhòsâ álwâ nábaThwâ ( Long ago the Xhosa people fought the Bushmen).</p> <p>Kudála ábáThwâ básébènzìsâ àmàtòlò (Long ago the Bushmen used arrows).</p> <p>Kudála éz ínyè íntlàngâ z ísébènzìsâ ímìkhòntò (. . . . used spears).</p> <p>Kudála ímìkhòntò yábòyíkìsâ ábáThwâ (Long ago the spears overcame the Bushmen).</p> <p>Kudála íz ilwányànâ z íbúlâwâ ngábâ-zìngèlì (. . . were killed off by the hunters).</p> <p>Kudála ámáqùnùbè átyíwâ ngábántù ( Long ago the wild berries were eaten by people).</p> <p>Kudála ínjâ yâqhèlìswâ ngámáddòdâ (Long ago the dog was tamed by the men).</p> <p>Kudála íngónyàmâ z íqwèngâ éz ínyè íz ilò (Long ago the lions devoured other animals).</p> <p>Kudála úxòlò lwásèkwâ émvâ kwéemfázwè (. . the peace was established after the wars).</p> <p>Kudála úmbónâ wáfíkâ nábelùngù ( Long ago maize was brought by the europeans).</p> |
|--|--|---|

2. N. B. The Remote Past shares the same negative form with the Perfect i. e.

â	SC <sup>n</sup>	R	-àngâ
---	-----------------	---	-------

 e.g. /ÚJím àkàlìdàlàngâ ílíwè/(Jim did not create the. .).

Change the following sentences into the Remote Past:

- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. Niyâ éRíní.</li> <li>2. Ímpúngútyè némpìsì z izìngèlâ kùnyè (The black-backed jackal and hyena hunt together).</li> <li>3. Índlòvù àyizìngèlì.</li> <li>4. Iyèzâ élìdálâ líphìlìsâ ábágùlì.</li> <li>5. Útshàbâ luyàwàbàmbâ ámàsòldáthì.</li> </ol> |  | <p>Nâyâ éRíní ( You - pl. - went to Grahamstown)</p> <p>Ímpúngútyè némpìsì zâzìngèlâ kùnyè ( The blackbacked jackal and the hyena hunted together).</p> <p>Índlòvù àyizìngèlàngâ ( The elephant did not...)</p> <p>Iyèzâ élìdálâ líphìlìsâ ábágùlì ( The old medicine cures the sick people).</p> <p>Útshàbâ lwàwàbàmbâ ámàsòldáthì. (The enemy caught the soldiers).</p> |
|---|--|---|

- |  |  |
|--|--|
| <p>6. Úmbùlálì úbùlálà ábàhám̀bì.<br/>         7. Àkàyìlólì ímélà yàkhé.<br/>         8. Ámànèné àdìbànà<br/>         ɛámànénékàzì.<br/>         9. Úmhám̀bì òmdálà úyàqùlèkà.</p> | <p>Úmbùlálì wábùlálà ábàhám̀bì ( The murderer murdered travellers).<br/>         Àkàyìlólàngà ímélà yàkhé ( He did not sharpen- )<br/>         Ámànèné àdìbànà námànénékàzì ( The gentlemen met the ladies).<br/>         Úmhám̀bì òmdálà wàqùlèkà ( . . was at a loss).</p> |
|--|--|

3. Fusion of Remote Past /á/ with the latent initial V /i/ to give /ê/. <sup>1</sup>

Change into the Remote Past Positive:

M Ngó-1960 àndiyàngà éRáwútìnì.	S Ngó-1960 ndáyá éRáwútìnì.
---------------------------------	-----------------------------

- |  |   |
|--|---|
| <p>1. Ngó-Jànùàry àsízàngà áphà.<br/>         2. Kúlé vékì ìphélíléyò àndiyàngà.<br/>         3. Ngó-1953 úFànì àkèbàngà ntó.<br/>         4. NéCáwè éphélíléyò ísícákà<br/>         àsímbàngà ésítíyèni.<br/>         5. Ngóm̀gqìbèlò àkùshiyèkàngà<br/>         ntó ngàsévènkìlèni.<br/>         6. Úlólíwè àkémàngà áphò.<br/>         7. Kúló nyákà ùphélíléyò ìnkòsì<br/>         àyìmkàngà.<br/>         8. NgéCáwè édlúlíléyò ábàzìngéì<br/>         àbèhlàngà ngéndlèlè<br/>         éqhèlèkìléyò.<br/>         9. ÚKrístú àkàthiyàngà.<br/>         10. Ìndòdà àyinyúkèlàngà èzúlwìnì.<br/>         11. Úsàná àlùlúsèlàngà lónkè úbìsì.<br/>         12. Ìmìthèthò àyìkhòlìsàngà ìmntù.</p> | <p>Ngó-Jànùàry sèzà áphà (We came here in J).<br/>         Kúlé vékì ìphélíléyò ndèvá ( . . last week).<br/>         Ngó-1953 úFànì wèbá ( . . . stole).<br/>         NgéCáwè éphélíléyò ísícákà sèmbá ésítíyèni<br/>         (Last Sunday the servant dug in the garden).<br/>         Ngóm̀gqìbèlò kwáshiyèkà íntó ngàsévènkì-<br/>         lèni ( Last saturday. . was left at the shop).<br/>         Úlólíwè wémá áphò (The train stopped there).<br/>         Kúló nyákà ùphélíléyò ìnkòsì yéfnkà ( The<br/>         chief went away / departed last year).<br/>         NgéCáwè édlúlíléyò ábàzìngéì bèhlà<br/>         ngéndlèlè éqhèlèkìléyò (Last Sunday the<br/>         hunters descended by the usual way/route).<br/>         ÚKrístú wáthiyà ( Christ hated).<br/>         Ìndòdà yènyúkèlèlàngà èzúlwìnì ( . . ascended into.. ).<br/>         Úsàná lwáílúsèlàngà lónkè úbìsì.<br/>         Ìmìthèthò yákhòlìsà úmntù ( . . pleased. . ). <sup>3</sup></p> |
|--|---|

**B. PAST SUBJUNCTIVE ( NARRATIVE PAST).**

Pattern: Pos. 

SC	á	R	a
----	---	---	---

 e.g. /UJím úfíkè ngó-6 wácélà ínàyàmà/.

Neg. 

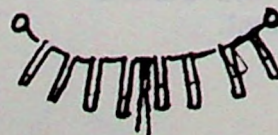
à	SC <sup>n</sup>	á	R	a
---	-----------------	---	---	---

 e.g. /UJím úfíkè ngó-7 àkàtyá ntó/. <sup>4</sup>

Study the following passage carefully before going on to do the exercises.

/Ìndòdà ífíkè ngó-5 yábízà úmàmá. Úmàmá úthèthè nàyo wázà wábúzà ùmbúzò òbàlùlèkìléyò kòdwà àyàphèndúlá ìndòdà/.

1. Revise L 30, p. 176, re. the latent initial V of /-vá, -bá, -mbá, -má, -fíkà, -zá, -hlá, -nyúkà, -súkà/.
2. /kúlé vékì ìphélíléyò/, /kúlé nyanga ídlúlíléyò/ ( last month - this month which has passed) etc. Contrast the use of adverbial prefix /nga-/, L 34, p. 205. Note also the effect of DP /lé/ in reducing RC to SC ( eliminating V<sup>2</sup> ).
3. Note the tendency of the F tone on the Remote Past prefix /á/ to generate a F tone on the penultimate syllable in the case of multisyllabled verb stems.
4. Study the tones , e.g. note the H tone on the Past Subjunctive prefix /á/ positive but F on the negative.



1. Join each pair of sentences, converting the second one into a subjunctive of sequence/narrative:

M	ÚNómsá úngènè èmngxúnyèni. Úchólè ámatýè.	S	ÚNómsá úngènè èmngxúnyèni wáchólà ámatýè (Nomsa went into the hole and picked up stones).
---	--	---	---

- |   |  |
|---|--|
| <p>1. Ínkwènkwé íchólè ílityè.<br/>Índìgìbìsèlè ngáld.</p> <p>2. Íxhègò líbízè úmntwàná.<br/>Lìmníkè ìlèkèsè.</p> <p>3. Úmntwàná ùdìbènè nóLìzò.<br/>Úncòkòlè íxèshà élìdè nàyé.</p> <p>4. ÚLìzò úsùkèlè ìnkùkù.<br/>Úzìbàmbìlè.</p> <p>5. Ìnkùkù zìbálékélè ébùhlántì.<br/>Zìchòláchòlè ámázìmbè néhábìlè.</p> <p>6. Úsàphò lúyè éhláthínì.<br/>Lúyífúmèné íhágù éláhlékíléyò.</p> <p>7. Íhágù íjòngè ngàkùm.<br/>Índìlándèlè.</p> <p>8. Ísèlà lìngènè ngéfèstìlè.<br/>Lìbè ézìnyè ízìntó.<sup>1</sup></p> | <p>Ínkwènkwé íchólè ílityè yándìgìbìsèlè ngáld (. . . and threw it at me).</p> <p>Íxhègò líbízè úmntwàná lámnikà ìlèkèsè (The old man called. . . and gave him sweets).</p> <p>Úmntwàná ùdìbènè nóLìzò wáncòkòlà íxèshà élìdè nàyé (The child met Lizo and chatted a long time with her).</p> <p>ÚLìzò úsùkèlè ìnkùkù wázìbàmbà (Liz chased the fowls and caught them).</p> <p>Ìnkùkù zìbálékélè ébùhlántì záchóláchòlè ámázìmbà néhábìlè (The fowl ran towards the kraal and pecked the millet and oats).</p> <p>Úsàphò lúyè éhláthínì lwáyífúmàná íhágù éláhlékíléyò (. . . forest and found the lost pig).</p> <p>Íhágù íjòngè ngàkùm yándìlándèlè (The pig looked towards me and then followed me).</p> <p>Ísèlà lìngènè ngéfèstìlè lébà ézìnyè ízìntó (The thief went in by the window and stole the rest of the things).</p> |
|---|--|

2. Join in the same way, but this time use the deficient verb /-za/ as a link between both clauses:

- |   |  |
|---|--|
| <p>1. Kùsásá ndìphùmè ngó-8.<br/>Ndìsìngè ngàsémàtyhólwèni.</p> <p>2. Ndìngènè éngcèni èndè.<br/>Íthè gqì íntó énkùlù yényòkà.<sup>2</sup></p> <p>3. Ínjá yám ìtsìbè kwàòkò.<br/>Ínyúkè úkúyà éndlwìnì.</p> <p>4. Ndìsèlè áphò ndìxákìwè.<br/>Àndàzàngà úkúbá màndìthìnì ná.</p> <p>5. Ndìphòsè ámèhlò ngàphántsí.<br/>Ndìbònè ílityè élíkhùlù kùfúphì.</p> <p>6. Ndìlíchòlè ngéphányàzò.<br/>Ndiyígìbìsèlè ínyòkà ngáld.</p> | <p>Kùsásá ndìphùmè ngó-8 ndázà ndásìngà ngàsémàtyhólwèni (. . . and headed for the bushes).</p> <p>Ndìngènè éngcèni èndè yázà yáthì (/yaa) gqì íntó énkùlù yényòkà (. . . and then it appeared suddenly a huge snake).</p> <p>Ínjá yám ìtsìbè kwàòkò yázà yényúkà úkúyà éndlwìnì (My dog jumped up there and then and ran up to the house).</p> <p>Ndìsèlè áphò ndìxákìwè ndázà àndàzì úkúbá màndìthìnì ná (I remained perplexed and did not know what to do).</p> <p>Ndìphòsè ámèhlò ngàphántsí ndázà ndábónà ílityè élíkhùlù kùfúphì (I threw my eyes downwards and saw a big stone nearby).</p> <p>Ndìlíchòlè ngéphányàzò ndázà ndáyígìbìsèlè ínyòkà ngáld (I picked it up in the twinkling of an eye and flung it at the snake).</p> |
|---|--|

1. Note the idiomatic usages incorporated into these sentences ('throw a person with a stone', 'run for the kraal', 'a big thing of . . .', 'know that let me . . .' etc)
2. /gqì/ is an idiophone. These are normally used after the verb /-thi/ and do not have any grammar complications to worry about.

7. Ínyòkà íbèthwè lúfityè. Ífílè.
8. Ndìyìchólìlè ínyòkà éfílèyò.  
Ndìzè nàyo éndlwìnì.
9. Úmíàzì wám úyíhlínzílè.

Ínyòkà íbèthwè lúfityè yázà yáfá (.. and died).  
Ndìyìchólìlè ínyòkà éfílèyò ndázà ndézà  
nàyo éndlwìnì (... and brought it to the hut).  
Úmíàzì wám úyíhlínzílè àkáyítáyá ( My  
wife skinned it and she did not eat it).

3. Study this opening to my narrative in the present-future : /ÚMárfyà  
úyà kùfikèlèlèwà z'índwéndwè azè ábáqùqùzèlèlè ífí/.  
Now you change the rest of my present-future narrative into past  
narrative ( using past subjunctive):

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Wòbìzà íntòmbì yàkhé ácélè<br/>úncèddò.</li> <li>2. Ólúnýè úndwéndwè ólúlísélà<br/>lúyà kùtháthà ìzítýà z'ésíífvèrè<br/>lúméké nàzò lúngàbànjwá.</li> <li>3. Ípòlísà lúyà kùbízàwà lízè lífúné<br/>ìzítýà lígágàné nám.</li> <li>4. Ípòlísà líyà kùzámà úkùlífumánà<br/>ísélà língàphùmèlèlì.</li> <li>5. Ípòlísà líyà kùncàmà lígódùké<br/>língàphìndí lízámè. <sup>1</sup></li> <li>6. ÓMèrí bàyà kùyà édólóphìnì<br/>bázè báthèngé ézínýè ìzítýà.</li> <li>7. Yèná úMèrí úyà kùìgcinà<br/>ébhókísìnì áyítshìxè ángàbúyì <sup>1</sup><br/>àz'íìbálè.</li> <li>8. Sìyà kùhámà sáyè kówábò <sup>2</sup><br/>sámthùthùzèlè sáíncédísè.</li> </ol> | <p>Wábìzà íntòmbí yàkhé wácélà úncèddò (She<br/>called her daughter and asked for help).<br/>Ólúnýè úndwéndwè ólwalúlísélà lwátháthà<br/>ìzítýà z'ésíífvèrè lwémkà nàzò àlwàbànjwá<br/>( One of the guests who was a thief ... ).<br/>Ípòlísà lábízàwà lázà láfúnà ìzítýà làgágàná<br/>nám (... and bumped up against me).<br/>Ípòlísà làzámà úkùlífumánà ísélà<br/>àlàphùmèlèlèlá ( The policeman tried to find<br/>the thief and did not succeed. ).<br/>Ípòlísà làncàmà làgódùkà àlàphìndá làzámà<br/>(. . gave up/despaired and didnt try again).<br/>ÓMèrí bàyà édólóphìnì bázà báthèngà<br/>ézínýè ìzítýà (Mary &amp; Co. went to town<br/>and bought other dishes).<br/>Yèná úMèrí wáz'ìgcinà ébhókísìnì wáyítshìxà<br/>àkábúyà wáz'ììbálà (Mary kept them in a<br/>box and locked it did not again forget/<br/>neglect them).<br/>Sáhámà sáyà kówábò sáínthùthùzèlè<br/>sáíncédísà ( We went to her home and<br/>consoled her and helped her).</p> |
|--|--|

### C. COMPREHENSION TEST.

Listen to the following passage being read and mimic:

Ngényè ímínì ábáfázì bàhámà bàyà  
éhláthìnì bàyà kùzìfúnèlè ìnkùnì. <sup>3</sup>  
Kúngèkùdálá wákhwázà úNyèngùlè  
ébzà úNómsá. Wáthì kántí  
úNyèngùlè úfúmèné úbùsì èmthìnì.  
Báphákùlè úbùsì báhlàlè phántí.

One day the women went into the forest,  
they went in order to search for firewood.  
Before long ( it not old) Nyengule shouted  
calling Nomsa. Nyengule said ( however)  
that she had found honey in a tree.  
They took out the honey and sat down

1. /-phìnda/ and /-búyà/ + Subjunctive Mood, meaning (again, do again) are  
deficient verbs.
2. /kówábò/ </ku-o-w-a-bo/ </kúmzì wábò/.
3. The initial V of the infinitive is elided to give the purposive infinitive.

bátyá báhlúthà. UNómsá yèná wázígcìnèlà íntwánà, kódwà wábútyà wábúgqìbà óbàkhé úNyéngùlé. Báchòlà-chòlà ìnkùnì bábòphà ìnyàndá zàbò bàgòdùkà.

and they ate and got full (satiated). Nomsa kept a little bit over for herself, but Nyengule ate all of hers up. They picked up (here and there) some firewood and tied up the bundles and went home.



Now answer the following questions on the passage above:

1. Bâyá phí àbò bàfázì?
2. Kúthèní bàyà khòná?
3. Ngùbání ówàkhwàzá èbúza úNómsá?
4. Wáfúmànà ntóní úNyéngùlé?
5. Bégqìbìlè úkùphàkùlà úbùsì bàthí ní àbò bàfázì?
6. Wábútyà bónkè óbàkhé úNómsá?

Bâyá éhláthínì.

Bâyá kùzìfùnèlà ìnkùnì (They went to get firewood for themselves). Ngúnyéngùlé.

Wáfúmànà úbùsì.

Báhlàlà phántsí bátyà báhlúthà.

Háyì, àkàbùtyàngà bónkè óbàkhé. Wázígcìnèlà íntwánà.

#### D. INCOKO.

ÚNóm fúz ò nóThémbà

UN. Mólò Thémbà.

UT. Èwé, mólò Nóm fúz ò.

UN. Àwù! wábá mkhúlù kángákà? Úsásébènzà éThékwìnì?

UT. Háyì, ndáyèká kùdálà, ndávùlá élám íshìshìnì lévènkìlè. Ndándíngànèlísuà kúkùqèshwà, kwákúngàndfvùzí.

UN. Wònwábilè ngókù, kúkhó ngénìsò kódwà kwèlì shìshìnì? <sup>1</sup>

UT. Íkhó íngénìsò, kódwà ndáphantsà ndáyèká èkùqálèní kùbá <sup>2</sup> kwákúngékhò bàntù bàthéngà kúlé vénkìlè yám. Bánfzì ngókù.

Hello Themba.

Yes, hello Nomfuzo.

Oh! did you become so big?

Are you still working in Durban?

No, I left long ago. I opened up my own shopping business.

I was not satisfied to be hired. it did not pay me / reward me.

Are you happy now, is there really good profit / income from this business?

There is a good income, but in the beginning I nearly left it because there were no people who bought in this shop of mine. They are many now.

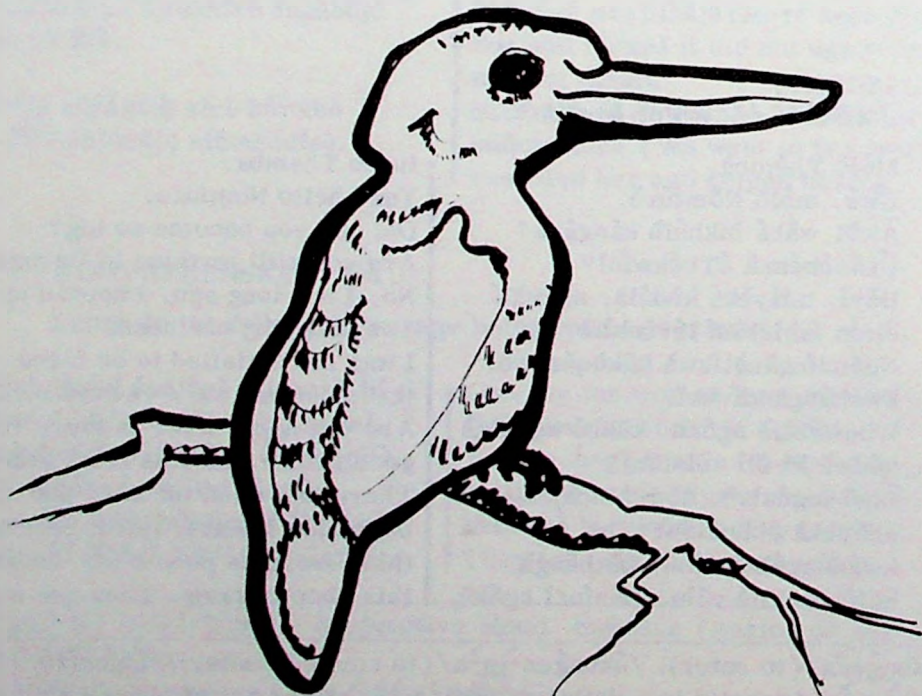
1. /úkùngèna/ (to enter), /úkùngè-ìs-a/ (to cause to enter), /íngénìsò/ (income).

2. /-phantsà/ (nearly) is a deficient verb with either an infinitive or a past subjunctive complement.

- UN. Ngùbání ókúncédísàyo  
áphà événkélèni?
- UT. Ndándíncédíswà yínkósíkàzì yám,  
yâyèkà ngókù ngénxà yémpìlò, <sup>1</sup>  
yáyíkhátház wà yímílènzè.
- UN. Yábá njàní ngókù?
- UT. Háyi, yábà bhétèlè yâkùyèkà <sup>2</sup>  
úkùsèbénzà kódwà yáyíqáqánjèl wà  
yímílènzè yâkù má íthùbà élíè. <sup>2</sup>
- UN. Úncédíswà ngùbání ngókù kúló  
ìnsébènzì òmkhùlù kángákà?
- UT. Ndìncédíswà z íntòmbí ézìmbíni,  
ényè ìngqùtywè yímòtó yáphúkà  
íngàlò, ísésíbhédìlèlè ngókù.
- UN. Ísínðè cèbétshù?
- UT. Èwé, ndòthùkà ndákùfikà ílèlè <sup>2</sup>  
íthè tywá ngáthì ífíè. Ndìyàvúyà  
kùbà ísínðíè.
- Who helps you here in the shop?  
I was helped by my wife. she has left  
it / given it up now on account of her  
health, she was bothered by her legs.  
How are they now? (they became how..).  
Ach! they improved when she stopped  
working but she was pained (throbbled)  
by them when she stood for long.  
Who are you helped by now in this  
such a big work/job?  
I am being helped by two girls, one of  
them was knocked down by a car and  
broke an arm, she is in hospital now.  
Did she have a narrow shave -  
escape barely?  
Yes, I got a fright when I arrived  
while she was lying flat on the ground  
as if dead. I'm glad she escaped.

1. /ngénxà yémpìlò/< /ngénxà yà-ìmpìlò/< /nga-inxa i-a-ìmpìlò/.

2. These are aexamples of the Temporal ('When') Mood [SC<sup>2</sup> âkù-R|-a], L 45.





## LESSON 45

## TEMPORAL &amp; POTENTIAL MOODS

## A. TEMPORAL MOOD (when).

Pos. 

SC <sup>a</sup>	-	âkù	-	R	-	a
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 e.g. /Y-âkù-lùm-a ínjá, sìyàkhwázà/ (When the dog bites, we shout), /Sávùya âkùthêthà úFàní/.

Neg. 

SC <sup>a</sup>	-	âkù	-	ngà	-	R	-	i
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 e.g. /Yâkùngàlùmì ínjá, àsìkhwázì/ (When the dog does not bite, we do not shout).

1. Join each pair of sentences by converting the second one into a Temporal Mood Clause, according to the model:

M	Siyà kùbòná ìmòtó ézìnfzì. Siyà kùya édólóphìni.	S	Siyà kùbòná ìmòtó ézìnfzì sàkùya édólóphìni (We'll see many cars when we go to town).
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|---|--|--|
| <p>1. Àndíyí kùkùngxòlísà.<br/>Ùya kùyìthèngà ìnyàmà.</p> <p>2. Ùmthèngísìnyàmà wòthêthà nàm.<br/>Ndiyà kùmhláwùlà.</p> <p>3. Siyà kùlìndèlè ìtshíntshì.<br/>Ùya kùmníkà írándì.</p> <p>4. Kùya kùlùngà.<br/>Íya kùyìbálà ìtshíntshì ìndòdà.</p> <p>5. Siyà kùya ézìvènkìlèni .<br/>Siyà kùgqìbà úkùthèngà ìnyàmà.</p> <p>6. Kùya kùthèngwà ìntlòbò ngéentlòbò zézìntó. Kùya kùfikwà ézìvènkìlèni ézìnkùlù.</p> <p>7. Ábántwàná báya kùvùya.<br/>Ílèkèsè zìya kùthèngwà.</p> <p>8. Ndiyà kùbòlèkà ìmàlí.<br/>Kùya kùlùngà úkùtyá.</p> |  | <p>Àndíyí kùkùngxòlísà wàkùyìthèngà ìnyàmà (I will not scold you when you buy the meat).</p> <p>Ùmthèngísìnyàmà wòthêthà nàm ndàkùmhláwùlà (. . . when I pay him).</p> <p>Siyà kùlìndèlè ìtshíntshì wàkùmníkà írándì (We'll wait for the change when you. . .).</p> <p>Kùya kùlùngà yàkùyìbálà ìtshíntshì ìndòdà ('Twill be o. k. when the man counts the. . .).</p> <p>Siyà kùya ézìvènkìlèni sàkùgqìbà úkùthèngà ( We'll go to the shops when we finish. . .).</p> <p>Kùya kùthèngwà ìntlòbò ngéentlòbò zézìntó kwàkùfikwà ézìvènkìlèni ézìnkùlù (All sorts of things will be bought when we arrive at. . .).</p> <p>Ábántwàná báya kùvùya zàkùthèngwà ìlèkèsè (The kids will rejoice when the sweets. . .).</p> <p>Ndiyà kùbòlèkà ìmàlí kwàkùlùngà úkùtyá (I'll borrow money while the food is prepared).</p> |
|---|--|--|

2. 

SC <sup>a</sup>	âkù	-	bà
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 + 

SC <sup>e</sup>	R	-	ile
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 ('when' + completed action) e.g. /Yâkùbà ìúmìlè ínjá, yàbàlèkà/(When the dog had. . .).

Join each pair of sentences according to the model:

M	Sífíkìlè édólóphìni. Siyà kùya épòsìni.	S	Sàkùbà sífíkìlè édólóphìni, siyà kùya épòsìni (After we arrive in town, we will go to the Post Office).
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| <p>1. Wèná ùzìkhùphìlè ìncwàdí.<br/>Ùya kùthèngà ìzìtámpù.</p> <p>2. Ízìtámpù z'ífúmánékìlè.<br/>Íntòmbí yám íya kùzìncámáthísèlè ézìmvúlóphìni.</p> |  | <p>Wàkùbà ùzìkhùphìlè ìncwàdí wèná. ùya kùthèngà ìzìtámpù (When you have taken out the letters, you will buy the stamps).</p> <p>Zàkùbà z'ífúmánékìlè ìzìtámpù ìntòmbí yám íya kùzìncámáthísèlè ézìmvúlóphìni (When the stamps are got, my daughter will stick them on the envelopes).</p> |
|--|--|--|

3. Ígqìbè úkùzìncámáthísèlà.  
ÚNópòsì úyà kùzìtháthà ázìfákè  
ébhókísìnì yéposì.
4. Únópòsì ùbhátèlwè.  
Úyà kùyìbálà ìmàlì áyìfákè.
5. Úkùpòsà ìncwàdí kùgqìtyìwè.  
Sìyà kùbúzá ìncwàdí ézìfìkàyó.
6. Ìncwàdí ézìfìkàyó zìkhútshìwè.  
Àmàgàmà áyà kùbízàwà  
ngúnópòsì.
7. Àmàgàmà ábízìwè.  
Ábàníncwàdí báyà kùzìtháthà  
ézàbó kúnópòsì.
8. Úm̀níníncwàdí úyìfùmèné éyàkhé.  
Úyà kùyìkràzùlà áyìfùndè.
9. Ìndòdà ízè nèmpàhlà yókùpòswà.  
Íyà kùbèkwà kùqàlà ésikàlìni.
10. Ìmpàhlà ìlìngànìswè ésikàlìni.  
Kùyà kùncànyàthìswà ízìtámpù.
11. Kónkè kùgqìtyìwè,  
Kùyà kùgòdùkwà.<sup>1</sup>

Yákùbà ígqìbè úkùzìncámáthísèlà, únópòsì  
úyà kùzìtháthà ázìfákè ébhókísìnì yéposì  
(When she has finished sticking them on,  
the postmaster will take them and put...).

Ákùbà ébhátèlwè únópòsì, úyà kùyìbálà  
ìmàlì áyìfákè (... will count the money...).

Kwákùbà kùgqìtyìwè úkùpòsà ìncwàdí, sìyà  
kùbúzá ìncwàdí ézìfìkàyó (When we finish  
posting, we'll enquire about the incoming..).

Zákùbà zìkhútshìwè ìncwàdí ézìfìkàyó,  
ámàgàmà áyà kùbízàwà ngúnópòsì (After the  
letters which arrive have been taken out..).

Ákùbà àmàgàmà ébízìwè, ábàníncwàdí  
báyà kùzìtháthà ézàbó kúnópòsì (After the  
names are called, the owners of the...).

Úm̀níníncwàdí ákùbà éyìfùmèné éyàkhé, úyà  
kùyìkràzùlà áyìfùndè (. . . tear it open and read..).

Yákùbà ízè nèmpàhlà yókùpòswà ìndòdà, íyà  
kùbèkwà kùqàlà ésikàlìni (When a man has  
brought a parcel to post, it will first be...)

Yákùbà ìlìngànìswè ésikàlìni ìmpàhlà, kùyà  
kùncànyàthìswà ízìtámpù (When the parcel has  
been weighed on the scales, the stamps will..).

Kwákùbà kùgqìtyìwè kónkè, kùyà kùgòdùkwà  
(When all is finished, they will go home).

3. Sentence Frame: SC- thè ( Subject ), + Temporal Cl., + Subjunctive Cl.

Use the help verb /-thi/ + the Temporal Mood of the first sentence,  
followed by the second sentence in the subjunctive as a complement to /-thi/:

M	Ìndòdà íyáfìkà. Ibónè ábántwàná bèdlàlà ngàsésìkòlwèni.	S	Íthè, yákùfìkà ìndòdà, yábónà ábántwàná bèdlàlà ngàsésìkòlwèni (When the man arrived he saw the children playing...).
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1. Úm̀ntwàná úbónà ábányè  
ábántwàná. Úvùyé kàkhùlù.
2. Kùfìkà ómnyè úm̀ntwà.  
Ábántwàná bámbùlìsìlè.
3. Ìndòdà ísòndèlà ngàsésìkòlwèni.  
Kùbèthwè íntsìmbì.
4. Ìndòdà ím̀zìsìlè úm̀ntwàná.  
Ím̀nikèlè kùtítshálákàzì.
5. Úm̀ntwàná ùngènè ésikòlwèni.  
Úbónìswè ìndàwò yókùhlàlà.

Úthè úm̀ntwàná, ákùbónà ábányè ábántwàná,<sup>2</sup>  
wávùyà kàkhùlù (When the child saw the  
other children, he became very glad).

Kùthè, kwákùfìkà ómnyè úm̀ntwàná,  
ábántwàná bámbùlìsà (... greeted him).

Íthè ìndòdà, yákùsòndèlà ngàsésìkòlwèni,  
kwábèthwà íntsìmbì (When the man approached  
towards the school, the bell was rung).

Íthè ìndòdà, yákùbà ím̀zìsìlè úm̀ntwàná.  
yám̀nikèlè kùtítshálákàzì (And when the man  
had brought the child, he presented him ...).

Úthè úm̀ntwàná, ákùbà éngènè ésikòlwèni,  
wábónìswà ìndàwò yókùhlàlà.

1. There is only a present tense form for the Temporal Mood, thus the language has to resort to the use of /-ba/ + the Participial Perfect to convey past time.
2. The subject noun may be used in the main clause or in the subordinate Temporal.



- |  |   |
|--|---|
| <p>3. Ábántwàná bàyàmbùlìsà.<br/>         4. Úmfàzì wàkhé úyà nàyé éRìnì.<br/>         5. Bóbàbìnì bàyà kùfumanà úmsébènzì áphò.<br/>         6. Bàyà kùhlàlà nábàzàlwànà bàbò.<br/>         7. Úmsébènzì wàbó úyà kùbàvúzá kàkhùlù.<br/>         8. Kódwà ímìthèthò íyà kùbàkha kùbàkhàtházà.<br/>         9. Úmthèthò wépásì úthíntèlè àbànfnzì úkúyà édólòphìnì.<br/>         10. Íntlàlò yàbó íyàmkhàtházà úmàkhùlù.</p> | <p>Ábántwàná bàngámùlìsà (. . can say farewell).<br/>         Úmfàzì wàkhé àngáyà nàyé éRìnì.<br/>         Bóbàbìnì bàngáfumanà úmsébènzì áphò (Both of them may find work/ a job there).<br/>         Bàngàhlàlè nábàzàlwànà bàbò ( relatives).<br/>         Úmsébènzì wàbó ùngàbàvúzá kàkhùlù ( They can save a lot).<br/>         Kódwà ímìthèthò ìngàbàkhàtházà ( But the laws may worry/ give them trouble).<br/>         Úmthèthò wépásì ùngàthíntèlè àbànfnzì úkúyà édólòphìnì ( The pass law may prevent many from going to town).<br/>         Íntlàlò yàbó ìngàmkhàtházà úmàkhùlù ( Their condition/state may worry our grandmother).</p> |
|--|---|

2. Answer in the negative according to the model:

M Wèná ùngáthándà úkùhlàlè éRìnì? S Háyi, àndìngèthándì úkùhlàlè khoná.

- |  |  |
|--|--|
| <p>1. Úkúxínàná kwàyó kùngákwènzà wónwàbé?<br/>         2. Úxòlò ùngálúfumanà pháyá émígòdfnì?<br/>         3. Ísìkò ìngágcínwà émígòdfnì?<br/>         4. Ámàsìkò àngáhlónèlwà ngàbò bàhlàlè édólòphìnì?<br/>         5. Úmhàmbì àngàncédìswà ngòtsòtsì?<br/>         6. Ísítàlátò sìnghàwèlwà ngàphándlè kwéngòzì?<br/>         7. Ìzènzò zòtsòtsì zìngàncònywà ngúfntù?<br/>         8. Ídólòphù ìngánìkà úzòlò?<br/>         9. Ímàlì yàyo éfnzì ìngáménzà úfntù ónwàbé?<br/>         10. Ízìyòlò zédólòphù zìngáménzà úfntù ávùyé ngókúnzùlù?</p> | <p>Háyi, úkúxínàná kwàyó àkùngèndènzì ndónwàbé ( No, its bustle cannot make me. . ).<br/>         Háyi, àndìngèlúfumanì úxòlò pháyá émígòdfnì (No, I cant find peace yonder on the mines).<br/>         Háyi, ísìkò àlìngègcínwà áphò (. . be kept. . . ).<br/>         Háyi, àmàsìkò àkàngèhlónèlwà ngàbò bàhlàlè édólòphìnì (. . cannot be honoured by those. . . ).<br/>         Háyi, úmhàmbì àkàngèncédìswà ngòtsòtsì (No, a traveller cannot be helped by tsotsis).<br/>         Háyi, ísítàlátò àsìngèwèlwà ngàphándlè kwéngòzì ( No, the street cannot be crossed without danger - lit. ' outside of danger').<br/>         Háyi, ìzènzò zòtsòtsì àzìngèncònywà ngúfntù (No, the tsotsis' actions cannot be admired. . ).<br/>         Háyi, ídólòphù àyìngènkì úzòlò ( calm. . . ).<br/>         Háyi, ímàlì yàyo éfnzì àyìngéménzì úfntù ónwàbé (. . . cannot make a person happy).<br/>         Háyi, ízìyòlò zédólòphù àzìngéménzì úfntù ávùyé ngókúnzùlù ( No, the town pleasures cannot make one deeply glad).</p> |
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3. Khànyèlè íntó èndíyíthèthàyo úqalé ngókúthì: KÓDWÀ NDÌTHÌ:  
 ( Deny what I say and begin by saying : BUT I SAY:)

M	Ndìthì ábántù bàsédólòphìnì àbàngèyíbónì ìmìmàngálìsò.	S	Kódwà ndìthì bàngáyíbónà ìmìmàngálìsò (But I say they can see the wonders).
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| <p>1. Ndìthì òsàndìlè àbàngèbhàlélì ékhàya.<br/>         2. Ndìthì àbàngèsímémì síyè kùhlàlè nàbò.</p> | <p>Kódwà ndìthì òsàndìlè bàngàbhàlélè ékhàya ( But I say S. &amp; Co. may write home).<br/>         Kódwà ndìthì bàngàsímémè síyè kùhlàlè nàbò ( But I say they can invite us to go and stay with them).</p> |
|--|--|

3. Ndithi úmhlòbbò wám àkàngēndí-  
mēmì ndízè kúmtyélelèlà. Kódwà ndithi úmhlòbbò wám àngāndīmēmā  
ndízè kúmtyélelèlà ( But I say my friend can  
invite me to come and visit him).
4. Ndithi yená námáqābānē àkhé  
àbàngēsibónísì ízintó Kódwà ndithi yená námáqābānē àkhé  
bàngāsibónísà ízintó zèdólòphù ( But I say  
that he and his pals can show us. . . ).
5. Ndithi èzò zintó àzìngēbòyíkísì  
ábántù ábānínzì. Kódwà ndithi èzò zintó zìngābòyíkísì  
ábántù ábānínzì ( . . can frighten. . . ).
6. Ndithi íngxòlò yèdólòphù  
àyìngēménzì úfnntù Kódwà ndithi íngxòlò yèdólòphù ìngāménzà  
úfnntù áphāmbāné ( But I say that the noise  
of the town can drive one crazy).
7. Ndithi úkúxínānā kwāyó  
àkūngēbēnzì ábántù bāngāfūnì Kódwà ndithi úkúxínānā kwāyó kūngābēnzà  
ábántù bāngāfūnì kùhlālā kúyò ( . . bustle of  
the town can make people be unwilling to  
stay / live in it).
8. Ndithi úvūyò lókūbōnā úlwāndlè  
àlūngēsēnzì síthāndé úkúhlālā Kódwà ndithi úvūyò lókūbōnā úlwāndlè  
lūngāsēnzà síthāndé úkúhlālā éMóntì ( . . the  
joy of seeing the sea can make us like. . . ).
9. Ndithi úbūmāndì bēdólòphù  
àbūngēnzì ábántù ámátshìphā. Kódwà ndithi úbūmāndì bēdólòphù būngēnzà  
ábántù ámátshìphā.

## C. INCOKO.

Úmā má nólí ziwé

- UM. Lízíwé ndífumēnē íncwādí évèlā  
kúThembā éKápā, úfūnā síyè Liziwe I got a letter which comes  
Themba in Capetown, she wants us  
to go to spend the Christmas  
kùchithā íhòlídè zéKlísímésì holidays with her ( lit: ' to her ' ).  
kúyè. I am delighted to hear that. I will  
see many things when we arrive  
there.
- UL. Ndìyāvúyā úkúvā lóo ntó. Ndìyā  
kūbōnā ízintó ézìnfzì sākúfíkā It will be necessary for us to start  
even today when we finish breakfast.  
áphò. Are we all going to go?
- UM. Kúyā kùfūnekā síqālē kwānāfmlā  
njé sākūgqābā ísídíó sākūsásā. No, only / just both of us will go.  
We cannot all go, the thieves may  
steal the property here at home.
- UL. Sízā kühāmbā sōnkè? Granny will be cooked for by whom  
while we are away / absent?
- UM. Háyì, sizā kühāmbā sóbābìnì qhā.  
Àsínākühāmbā sōnkè. ámāsélā Do not worry yourself about that.  
I will ask for a girl to cook for her.
- UL. Úmákhūlū úyā kùphèkèlwā ngūbānì  
sākūbā síngékhò? Perhaps that girl cannot please  
grandmother. Can we not travel  
with her, mother?
- UM. Músā úkūzikhātházā ngàlōo ntó,  
ndízā kùmcèlélā íntòmbí Good my child, we can travel with  
her but then perhaps she may not  
agree. Speak to her first.
- UL. Mhláwúmbí lóo ntòmbí  
àyìngēmkhòlísì úmákhūlū.  
Àsìngēhāmbì nàyé māmā?
- UM. Kùlúnglè ìmntwānā wām,  
sìngāhāmbā nàyé kódwā ké  
àkàngēvūmì. Thèthā nàyé kùqālā.

1. /ámátshìphā/ ( the cheap ones, i. e. those Xhosas who embrace the European way of life and renounce their Xhosa homes and heritage. )

- UL. Ndithéthilè nàyé, àkávúmi úthi  
àyingémlùngéli íntlàò  
yàsédólopìni.
- UM. Bèkhè ndátshò. Úxòlilè ké ngókù?
- UL. Èwé màamá, ndixòlilè.
- UM. Sàkùgqìbà úkùmlùngìsèlèlà  
úmákhùù, sìyà kùlùngìsà  
éyèthú ímpàhlà.
- UL. Úyà kùvúyà úbhùtí àkùsibòná.

I have spoken to her, she does not  
agree/consent, she says the  
town life would not be good for her.  
I thought so. Are you satisfied now?  
Yes, mom, I am satisfied.  
When we finish arranging for granny,  
we will prepare our own goods.

Our brother will be glad when he  
sees us.



## LESSON 46

## VERBAL EXTENSIONS

A. THE APPLIED VERBAL SUFFIX /-el-/ (for, on behalf of, towards).

1. 

SC	-R	-el	-a
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 + 

nf?
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 (Why...?), e.g. /Úfúndèlà ní?/ (Why do you study?).

Use the following verbs with the applied /-el-/ + /ní?/ according to the model:

M	-cùlá	S	Úcùlèlà ní? (Why are you singing?).
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|--------------|---|
| 1. -thêthà   | Úthêthélà ní? (Why are you speaking?).                            |
| 2. -dlálà    | Údlàlélà ní? (Why are you playing?).                              |
| 3. -sèbézá   | Úsèbézèlà ní? (For what are you working?).                        |
| 4. -límá     | Úlímèlà ní? (For what/ why are you ploughing?).                   |
| 5. -hlálà    | Úhlàlèlà ní? (Why are you staying?).                              |
| 6. -cìngá    | Úcìngèlà ní? (What are you thinking for?).                        |
| 7. -khàthálà | Úkhàthàlèlà ní? (What are you worrying for?).                     |
| 8. -thàndázà | Úthàndàzèlà ní? (For what are you praying, Why are you praying?). |

M	úkùmbéthà úFàní	S	Úmbéthèlà ní úFàní? (Why are you hitting Fani?).
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|----------------------------|--|
| 1. úkùmncédísà úSándìlè    | Úmncédísèlà ní úSándìlè? (Why are you...).       |
| 2. úkùmngwébà úJónì        | Úmngwébèlà ní úJónì? (Why judge John).           |
| 3. úkùmncébisà úThémbà     | Úmncébisèlà ní úThémbà? (Why advise...).         |
| 4. úkùyìbùlálà ìnjá        | Úyìbùlálèlà ní ìnjá? (Why are you killing...).   |
| 5. úkùyìbhálà ìncwàdí      | Úyìbhàlélà ní ìncwàdí? (Why write the letter?).  |
| 6. úkùmncèlà úNòmśá úkùtyá | Úmncèlèlà ní úNòmśá úkùtyá? (Why ask N. for...). |

2. The applied verbal extension /-el-/ meaning (for, on behalf of).

Use /-el-/ in each sentence, according to the models:

M	-lúfukà, ìzìnjá	S	Lùm̀kèlání ìzìnjá (Beware of the dogs).
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|-------------------------|--|
| 1. -thàndázà, ábágùlàyó | Thàndàzèlání ábágùlàyó (Pray for the sick).      |
| 2. -cùlá, ìndwéndwè     | Cùlèlání ìndwéndwè (Sing for the guests).        |
| 3. -phákà, ábàkhùlù     | Phàkèlání ábàkhùlù (Dish up the food for...).    |
| 4. -lìlá, úkùtyá        | Lìlèlání úkùtyá (Cry out for the food).          |
| 5. -válá, ìgùshà        | Vàlèlání ìgùshà (Shut out the sheep).            |
| 6. -vùlá, ìhágù         | Vùlèlání ìhágù (Let the pigs out - open for...). |
| 7. -sèbézá, úthàndò     | Sèbézèlání úthàndò (Work for love).              |
| 8. -xhèntsá, úndwéndwè  | Xhèntsèlání úndwéndwè (Dance for the guest).     |

M	Nánkù úFàní éśfmbà ìtápìlè. Únìná.	S	Nánkù úFàní éśfmbèlà únìná ìtápìlè.
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| 1. Nánkù úFàní éśfmbà ìnyàmà.<br>Ábàhlòbò bàkhé. | Nánkù úFàní èbèbèlà ábàhlòbò bàkhé ìnyàmà <sup>1</sup><br>(Here's F. stealing the meat for his friends). |
|--|--|

1. In this construction the OC is included in addition to the object thus throwing more attention to it. Here the OC /-ba-/ has become /-be/ because of fusion of its vowel /a/ with the latent initial V /i-/, /èbèbèlà/</e-ba-i-b-el-a/.

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|--|---|
| <p>2. Nánkù úFàní ésénzà índlwànà. Úyísé.<br/>         3. Nāngà áamáddà ésábà úkùtyá. Ábàtyélèlì.<br/>         4. Nābà ábántù bífúnà índlù. ÚSándìlè.<br/>         5. Nābò ábàkhì bésàkhà íz índlù. Ômántyì.<br/>         6. Nántsi índdà íxhèlā íbhókhwè. Úmhlòbbò wàyó.<br/>         7. Nántsdò índdà íz isà íncwadí. Mná.<br/>         8. Nánkò útítshálákàzì écàcìsà lóo ìncfmbì. Thíná.<br/>         9. Nābò ábálìmì bélímà ámázìmbà. Bóná òtítshàlā.<br/>         10. Nánkò úm̀phèkì éphékā ámáqāndā. Iqélā lāmáddà.</p> | <p>Nánkù úFàní éménzèlā úyísé índlwànà (Here is Fani making a little house for his father).<br/>         Nāngà áamáddà èbábèlā ábàtyélèlì úkùtyá (Here are the men dividing the food among the visitors).<br/>         Nābà ábántù bèm̀fúnèlā úSándìlè índlù (Here are the people looking for a house for S.).<br/>         Nābò ábàkhì bèbàkhèlā òmántyì íz índlù (There are the builders building houses for the magistrates).<br/>         Nántsi índdà ím̀xhèlèlā úm̀hlòbbò wàyó íbhókhwè (. . slaughtering a goat for his..).<br/>         Nántsdò índdà índzísèlā íncwadí (There's the man bringing me the books/letters).<br/>         Nánkò útítshálákàzì èsìcàcìsèlā lóo ìncfmbì (There's the lady teacher explaining that matter / subject to us).<br/>         Nābò ábálìmì bèbàlìmèlā bòná òtítshàlā ámázìmbà (... cultivating millet for the ..).<br/>         Nánkò úm̀phèkì èlìphékèlā íqélā lāmáddà ámáqāndā (There she is the cook cooking eggs for the group of men).</p> |
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3. The Applied /-el-/ + place adverb (motion or direction towards).  
 Convert into a question, beginning with /Kúthèni. .?/ and using /-el-/ with the verb in order to incorporate the adverb into the sentence:

M	Íkátì íyàbàlékà. Èm̀thínì.	S	Kúthèni íkátì íbàlékèlā èm̀thínì (Why is the cat running for the tree/ towards..)?
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|---|---|
| <p>1. Ínkò mò íyàbàlékà . Ebúhlántì.<br/>         2. Ínyòkà íyéhlā. Èm̀lānjèni.<br/>         3. ÚMándìsá úyàbhàlā. ÈKápā.<br/>         4. ÔMèrí báyàndìbízā. Èndlwìnì.<br/>         5. Ámákhwènkwé áyàthèthā. Phézùlù.<br/>         6. Ábèmi báyàthèthā. Phántsi njé.<br/>         7. Índwéndwè z ínyúkà. Èzìntábèni.<br/>         8. Úsìbòndā úyàhàmbā. ÈRáwútìnì.<br/>         9. Ábàsèbénzì báyáphéfúmlā. Phézùlù.<br/>         10. Ínkòsì àyìhàmbì. ÈMòntì.</p> | <p>Kúthèni ínkò mò íbàlékèlā èbúhlántì?<br/>         Kúthèni ínyòkà íhlèlā èm̀lānjèni? (descend)<br/>         Kúthèni úMándìsá èbhàlèlā ÈKápā?<br/>         Kúthèni ÔMèrí bèndìbìzèlā èndlwìnì?<br/>         Kúthèni ámákhwènkwé èthèthèlā phézùlù?<br/>         (Why are the boys talking up?).<br/>         Kúthèni ábèmi bèthèthèlā phántsi njé? (Why are the inhabitants talking under their breath like this?).<br/>         Kúthèni índwéndwè z ínyúkèlā èzìntábèni?<br/>         (Why are the guests going up into the mountains?)<br/>         Kúthèni úsìbòndā èhàmbèlā ÈRáwútìnì (Why is the headman visiting Johannesburg?).<br/>         Kúthèni ábàsèbénzì bèphéfúmlèlā phézùlù? (Why are the workers out of breath?).<br/>         Kúthèni ínkòsì íngàhàmbèlì ÈMòntì (E. L.)?</p> |
|---|---|







## B. THE RECIPROCAL VERBAL EXTENSION /-an-/( eachother).

Change into the reciprocal, according to the model:

M	Ábántù báyàthándà.	S	Ábántù báyàthándánà (. . love eachother).
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|-----------------------------|---|
| 1. Ámáddà áyáxólèlà.        | Ámáddà áyáxólélànà (. . forgive eachother).                     |
| 2. Ìntòmbí zíyàbùlísà.      | Ìntòmbí zíyàbùlísànà (. . greet eachother).                     |
| 3. Ámákhwènkwe áyàbèthà.    | Ámákhwènkwe áyàbèthànà (. . hit eachother).                     |
| 4. Òbàwòmkhùlù báyàncédìsà. | Òbàwòmkhùlù báyàncédìsànà (. . help eachother).                 |
| 5. Sìyàkhàphà.              | Sìyàkhàphànà ( We accompany eachother).                         |
| 6. Nìyàbízá.                | Nìyàbízáànà ( You call eachother).                              |
| 7. Ábálándèlì bàyàphèndùlà. | Ábálándèlì bàyàphèndùlàànà (. . answer . . .).                  |
| 8. Ábàthèthì báyávìmbà.     | Ábàthèthì báyávìmbànà (. . are stingy to . . .).                |
| 9. Òtsòtsí báyáhlàbà.       | Òtsòtsí báyáhlàbànà (. . stab eachother).                       |
| 10. Ábálándèlì báyàbàmbà.   | Ábálándèlì báyàbàmbànà ( The followers grab hold of eachother). |

Now change each sentence into the past tense:

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|--------------------------------------|--|
| 11. Ndìthándánà nàyé.                | Ndìthándénè nàyé ( I loved him).   |
| 12. Sìbùlísànà nàbó.                 | Sìbùlísènè nàbó ( We greeted them).  |
| 13. Ùm̀fùndì ùgàgàná nèqàbànè làkhé. | Ùm̀fùndì ùgàgènè nèqàbànè làkhé ( The student bumped into/against his mate). |
| 14. Ndìngqùbànà nàlò.                | Ndìngqùbènè nàlò ( We bumped heads I and the mate / pal).                    |
| 15. Sìvèlèlànà nábàgùlì.             | Sìvèlèlènè nábàgùlì ( We sympathized with. . ).                              |
| 16. Báxólèlànà nésìgèbèngà.          | Báxólèlènè nésìgèbèngà ( They forgave the robber).                           |

## C. THE CAUSATIVE /-is-, -z-, -s-/( cause to. . ).

Change into the causative and put into the imperative, using the subject as object, according to the model:

M	Ìnyàmà íyàthèngwà.	S	Thèngísà Ìnyàmà ( Sell the meat).
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| 1. Ìntsìmbì íyàkhálà.   | Khàlísà Ìntsìmbì ( Ring the bell).       |
| 2. Ìndòdà íyàsèbènzà.   | Sèbènzísà Ìndòdà ( Use the man).         |
| 3. Ùmsèbènzì úyàqàlà.   | Qàlèsà ùmsèbènzì ( Start the work).      |
| 4. Ìntòmbì íyàbónà.     | Bònísà Ìntòmbì ( Show the girl).         |
| 5. Ùm̀ntwàná ùlùm̀kìlè. | Lùm̀kìsà ùm̀ntwàná ( Warn the child).    |
| 6. Ìm̀alí íyàbólèkwà.   | Bòlèkìsà ngèm̀alí ( Get the money lent). |
| 7. Ìndàwò yóm̀ilè.      | Yòm̀ísà Ìndàwò ( Dry up the place).      |



## D. TEST ON APPLIED VERBAL EXTENSIONS.

Translate:

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|---|---|
| 1. Útsòtsí úbdthòzê ímòtó.                            | The tsotsi dented the car.  |
| 2. Ámáqàbàhè àmàbí àkhé<br>áílgqòbhóziìè ígògògò làm. | His bad pals punctured/perforated<br>my can / parafin tin.                      |
| 3. Ísèlà lìgàgèné nèpòlísà.                           | The thief bumped against the policeman.   |
| 4. ÚMèrí úbèlwe ñókhwè lísèlà.                        | Mary's dress was stolen from her<br>by the thief.                               |
| 5. Nántò ìndòdà Ìgàlélèlà<br>ìbhókhwè ítyùwà.         | There he is the man, pouring out/<br>throwing out salt for the goats.           |
| 6. Nánkù úmákhùù ébáílsèlà<br>ábàzùkùlwànà ìntsòmì.   | Here is grandmother telling fables<br>to her grandchildren.                     |
| 7. Nábò ábántwànà bèkhèlà<br>útítshàlà ùmbónà.        | There they are the children plucking<br>mealies ( mealie cobs) for the teacher. |
| 8. Nàsò ísìcàkà silàyíshèlà<br>úmqhùbì úmqgùbà.       | There's the servant loading the<br>kraal-manure for the driver.                 |

## E. INCOKO.

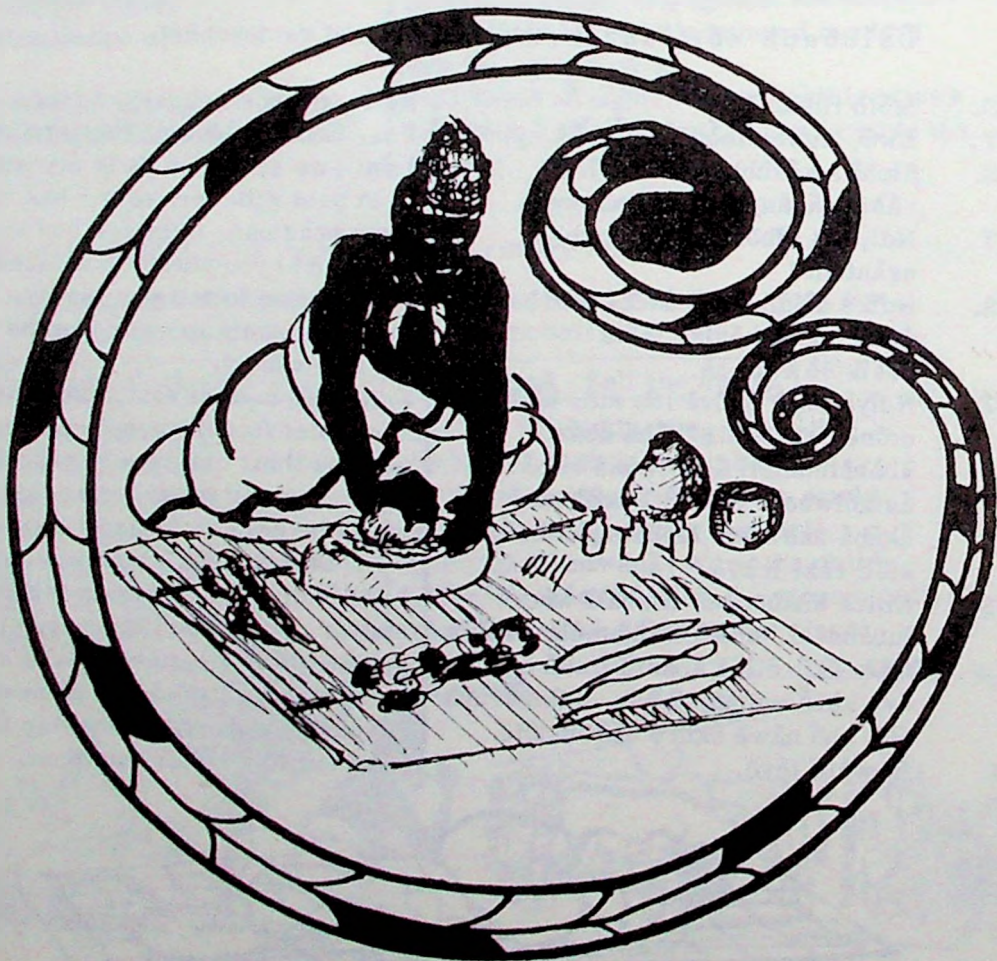
Ús íbòndà nótítshàlà (the headman and the teacher).

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|---|--|
| US. Mólò tíshàlà.   | Hello teacher.   |
| UT. Èwé, mólò síbòndà. Uphìlà njàní?  | Yes, hello headman. How are you?   |
| US. Sìphìlà kákùhlé, yínkòsìkàzì<br>yám éqáqánjèlwà ngámàzìnyò.   | I am (we are) fine, it is my wife who<br>is in pain with her teeth - has toothache   |
| UT. Ndiyèwà síbòndà, ùsìhàmbèlà<br>ngàntóní?  | I see headman, what are you visiting<br>us about? (you travel to us about what).   |
| US. Ndizè kùkùxélèlà úkúbá úmzì<br>úfúnà úkùkùbónísà ísízà<br>sésìkòlò ésìtshá.   | I have come to tell you that the village<br>(people) wants to show you the site for<br>the new school.   |
| UT. Ndiyà vúyà úkùvà lóo ntó, kòdwà<br>ndìnésìkhàlázò sòkúbá ábántù<br>àbàbàthùmélì ábántwànà bàbó<br>ésìkòlwèni. Umhìlòlì úndìbhàlélè<br>úkúbá úzà kùbà láphà ngólwésìbìní<br>kùlé vékì izàyó. | I am glad to hear that, but I have a<br>complaint that the people are not<br>sending their children to school.<br>The inspector wrote to me that he<br>would be here on Tuesday next week<br>- lit: in this week which is coming.                  |
| US. Ndizà kùkùncédà tíshàlà kúló<br>mbàndèlà, ndizà kùthùmélà únyànà<br>wám úkùxélèlà ábántù ímbízò<br>éyà kùbà ngóMgqfèlò. Ndìngávúyà<br>úbè khó nàwè úkùzè úbàfùndèlè<br>íncwàdí léyò.        | I will help you teacher in this additional<br>matter, I will send my son to tell the<br>people about the meeting which will be<br>on Saturday. I would be pleased/glad<br>if you were there yourself so that you<br>read out that letter for them. |



- UT. Ndiyà kùbàkhó sībòndà kódwà  
ndiyà kùqálà événekèlèni ndiyé  
kùzìthèngèlà úkùtyá.
- US. Úzífíkè ngéxéshà.
- UT. Íyà kùngénèlà phí?
- US. Íyà kùngénèlà ékhâyà ngó-íí  
kùsásá.
- UT. Èwé, sībòndà ùngábábékèlà njé  
íxéshà kódwà úmXhòsà àkàlibámbì  
íxéshà. Ndiyà kùbùyélà ékhâyà,  
úzè ùndíncèdé úthúmèlé úmntwànà  
bákùbà béfíkíè ábántù.
- US. Kùlúngìlè tíftshàlà, ndiyà kwènjè<sup>1</sup>  
njáld. Sálà kákùhlé tíftshàlà,  
úngàyííbàlì íncwadí léyd.
- UT. Háyi, kùlúngìlè sībòndà.  
Hámà kákùhlé.
- I'll be there headman but I'll go  
to the shop first to go and buy food  
for myself.  
You should be there in time.  
Where will it be held (go in for where)?  
It will take place at home at 11  
o'clock in the morning.  
Yes headman, you can lay down the  
time for them like this but the Xhosa  
person does not grasp time. I'll  
go back home. Please send a child  
when the people have arrived.  
Grand teacher, I'll do that (thus).  
Stay well teacher, dont forget  
that letter.  
No, it is good - o.k. headman.  
Go nicely - byebye.

1. /-enz-/ followed by /njé/ or /njáld/ assimilates to /-enj-/ , as here.



## LESSON 47

ADVERBS  
(Locative Phrases etc)

## A. LOCATIVE PHRASES.

## 1. Phùlaphùlà (listen):

Jòngá nâsò ísìkòlò kùfùphì néndlèlà.  
Sìkùdè nàsèzìntàbèni. Ngàphándlè  
kwésìkòlò kùkhó ábántwàná. Bádlálà  
kwèlì cālà lìphám̀bì kwésìkòlò.

Ngábántwàná bésìkòlò qhà ábánókùdlálà  
phám̀bì kwésìkòlò. Bádlálà íbhólà  
kùphèlè. Útítshàlà úbáyálèlè fúthì  
báhlàlè phákàthí ébálèni.  
Kúyíngòzì úkùphùmèlè ngàphándlè  
éndlèlèni.

Look there it is the school near the  
road. It is far from the mountains.  
There are children outside the school.  
They are playing on this side in front  
of the school.

It is only the schoolchildren who may  
play in front of the school they only  
play ball. The teacher often instructs  
(orders) them to stay in the grounds.  
It is dangerous to go outside into  
the road.

Ùzùfùndé kwàkhòná nángàsémv̀à kòkò úphéndùlè lé mìbúzò:

1. Ísìkòlò sìkùdè néndlèlè?
2. Sìkùfùphì nàsèzìntàbèni?
3. Ábántwàná òbábónàyó bángàphákàthí  
ésìkòlwèni.
4. Básémv̀à kwésìkòlò?

Háyì, àsìkùdè néndlèlè. Sìkùfùphì náyó.  
Háyì, àsìkùfùphì nàsèzìntàbèni. Sìkùdè  
nàsèzìntàbèni.  
Háyì, ábántwàná éndìbábónàyó àbákhò  
ngàphákàthí ésìkòlwèni. Bángàphándlè  
ébálèni.  
Háyì, àbákhò ém̀v̀à kwésìkòlò.  
Bángàphám̀bì kwésìkòlò.

5. Bàdlálà kwèlò cālà līsémvā kwésìkòlò ná? Háyì, àbàdláì kwèlò cālà līsémvā kwésìkòlò. Bàdlálà kwèlì cālà lìphámì kwésìkòlò.
6. Ábántwàná bánókùdlálà émva kwésìkòlò ná? Háyì, àbánàkhò úkùdlálà émva kwésìkòlò. Bánókùdlálà phámì kwésìkòlò kúphèlā.
7. Bàdlálà ngéentōngā ná? Háyì, àbàdláì ngéentōngā. Bàdlálà ngébhólā kúphèlā.
8. Útítshàlā úbáyálèlā bádálé ngàphándlé éndlèlèní? Háyì, àkàbáyálèlì bádálé ngàphándlé éndlèlèní. Úbáyálèlā fúthì bádálé phákàthì ébálèní qhā.
9. Kúyíntó ékhùsèlèkìlèyò (safe) úkùdlálà éndlèlèní? Háyì, àkúyíntó ékhùsèlèkìlèyò úkùdlálā áphò. Kúyíngòzì.

### 2. Phùlāphúlā:

Jòngá nāsó ísítíyā émva kwésìkòlò. Ábántwàná àbávùmèlèkàngā úkùdlálā phákàthì kúsò. Kúkhó úmthì òm̀khùlù écálèní kwésìkòlò. Ábántwàná ábàthàthù bémí phántsí kwàwó. Óm̀nyè úkhwélè phézùlù éhlèlì ésébèní.

Look there's the garden behind the school. The children are not allowed to play inside in it. There is a big tree at the side of the school. Three children are standing underneath it. Another one is riding up above sitting on a branch.

Uzúfúndé ùzè úphéndùlé lé m̀búzò:

1. Sísphí ísítíyā?
2. Ábántwàná bávùmèlèkàngā úkùdlálà kúsò?
3. Úphí úmthì òm̀khùlù?
4. Ábántwàná ábàthàthù bémí phézù kwàwó?
5. Óm̀nyè úm̀ntwàná úlélè phántsí phántsí kómthì?

Sísémvā kwésìkòlò.  
Háyì, àbávùmèlèkàngā kúdlálā kúsò.  
Úsécálèní kwésìkòlò.  
Háyì, àbémí phézù kwàwó.  
Bémí phántsí kwàwó.  
Háyì, óm̀nyè úm̀ntwàná àkàlálàngā phántsí kómthì. Úkhwélè phézùlù éhlèlì ésébèní.

### 3. Phùlāphúlā:

Jòngá pháyá ngàsèzìndlwìnì kúkhó íhágù. Ímí phákàthì kwàzò. Phákàthì éndlwìnì yàngàsèkhòhló kúbónákàlā ímbizá. Phézù kwéndlù yàsékùnèné kúhlèlì íntàkà. Ezínyè zìbhábhā phézùlù.

Look over yonder in the vicinity of the huts there is a pig. He is standing between the huts. In the hut on the left a cooking pot is visible. On top of the hut on the right there sits a bird. The others are flying up above.

Uzúfúndé ùzè úphéndùlé lé m̀búzò:

1. Kúkhó ntóní pháyá ngàsèzìndlwìnì?
2. Ímí phí íhágù?
3. Íbónákàlā phí ímbizá?
4. Íntàkà íhlèlì phí?
5. Zìbhábhā phí ezínyè íntàkà?

Kúkhó íhágù.  
Ímí phákàthì kwèzìndlù ézìmbìnì.  
Íbónákàlā phákàthì éndlwìnì yàngàsèkhòhló.  
Íhlèlì phézù kwéndlù yàngàsékùnèné.  
Zìbhábhā phézùlù.



## 4. Phùlaphùlà:

Jòngá ézántsi kwèz indlù éndlèlèni sībónà ímòtó. Kúkhó ábántù phákáthi émdtwèni. Úfnqhubì úhléí phámblì, ábányè ábàbìní báhléí ngàsèmvá. Phámblì kwémòtó kúkhó ínkòmó. Émvà kwàyò kúkhó índdà nénjá yàyó.

Look below the houses in the road we see a car. There are people inside in the car. The driver is sitting in front, two others are sitting in the back. In front of the car there is a beast. Behind it there is a man and his dog.

Khàwúfùndé ùzè úphéndùlé lé mibúzò:

1. Íphí ímòtó?
2. Ímòtó íkwèliyá ícàlà léndlù?
3. Ábántù bángàphándlè kwémòtó?
4. Úfnqhubì úhléí ngàsèmvá?
5. Ínkòmó ímí phézù kwémòtó?
6. Kúmí índdà nénjá yàyó phámblì kwémòtó?

Íséndlèlèni phántsi kwéz indlù. Háyi, àyíkhò kwèliyá ícàlà léndlù. Ingànéndò kwéndlù (on this side of). Háyi, àbákhò ngàphándlè kwémòtó. Báphákáthi émdtwèni. Háyi, àkàhléí ngàsèmvá. Úhléí ngàphámblì. Háyi, àyímí phézù kwàyó. Ímí phámblì kwàyó. Háyi, àkúmí índdà nénjá yàyó phámblì kwémòtó. Índdà nénjá yàyó zímí émvà kwàyó.

## B. THE LOCATIVE IN /ku-/.

/ku-/ must be used in the Loc. formation of Cl. 1a, 2a nouns and all pronouns e.g. /kúMèrí/ (from Mary), /kúyè/ (from her).

/ku-/ may be used with other noun classes, particularly when the noun refers to a person, and when thus used an initial /a-/ elides e.g.

/kúbáfázi/, /kúmáddà/. Cfr. L 33, E p. 204.

1. Substitute the AP (absolute pronoun) stem for the noun stem in each locative, according to the model: <sup>1</sup>

M Nìvèlà ébáfázìní. S Nìvèlà kúbò (You come from them).

1. Ndífúndà ésìkòlwèni.
2. Sìbhàlà ézikòlwèni.
3. Ndìhléí étyèni.
4. Bàvéla ézwèni làkòwàbò. <sup>2</sup>
5. Ndiyàyìnkà lé ntó ébántwìni.
6. Bàvéla ébúhlántìni.
7. Niyà étywàlèni.
8. Kúyìwà èz ínkòmèni.
9. Bèndìhlèlì émdtwèni.
10. Bènlòbà émfánjèni.



Ndífúndà kúsdò.  
Sìbhàlà kúsdò.  
Ndìhléí kúsdò.  
Bàvéla kúsdò.  
Ndiyàyìnkà lé ntó kúsdò.  
Bàvéla kúsdò.  
Niyà kúsdò.  
Kúyìwà kúsdò.  
Bèndìhlèlì kúydò.  
Bènlòbà kúydò.

1. Cfr. APs, in L 27 C, p. 159. (Strong AP= Co (na), Weak AP= Ço (na) ).

2. /ézwèni/< /e-ili-zwe-ini/. /làkòwàbò/< /li-a-ku-o-wa-bo/< /la-ku-mzi wabo/.

11. Ndìvèlà é máXhòsèni.
12. Sìhlàlà èmthéhwèni.
13. Sìdàdà é mánz íni.
14. Ndìyà émntwìni.
15. Zákàhà émìthìni.
16. Íbífíhlwè èmthónjénì (the well).

Ndìvèlà kúwò.  
Sìhlàlà kúwò.  
Sìdàdà kúwò.  
Ndìyà kúyè.  
Zákàhà kúyè.  
Íbífíhlwè kúwò.

2.



## Phùlàphùlà:

Kúló nyákà ùphélléyè kwákúkhó  
úmtshàtò kwáJdjd. Ábáfázi  
háqdkèlèlà ímíphàndà kómkhùlù.  
Bágàlèlà ámànzi émíphàndèni báza  
bábàsà úmílù òmkhùlù kùfúphì  
nèzìndlù. Bábèkà ìmbìzà émílìwèni  
báza bòngèzà ìnkùnì kúwò. Ákùbà  
ébìlìlè ámànzi báwàgàlèlà  
kwímíphàndà léyò. Kúló mìphàndà  
kwákúkhó ùmgùbò.

Báthè, lákùbà ìbìlìlè ígwèlè,  
bálìgàlèlà kúzò ìmbìzà bálìphéka  
bálìbìlìsà. Kùfúphì nèzìkò kwákúkhó  
ófnyè úmphàndà ónéntlà mà. Lákùbà  
ìbìlìlè ézìmbìzèni ígwèlè, yàgàlèlwa  
kúzò íntlà mà.

Sákùbà sìvùthfwe ísídùdù, sàgàlèlwa  
kwizítà ézìkhùlù úkúzè síphòlé.

Last year there was a marriage at  
George's place. The women collected  
barrels (casks) at the great place (chief's).  
They poured water into the casks and then  
they kindled a great fire near the huts.  
They put the pots on the fire and then  
added firewood to it. When the water was  
boiled they poured it into those casks.  
In those casks there was flour.

And, when the foamy water on the top had  
fermented, they poured it into the pots  
cooked and boiled it. Near the fireplace  
there was another cask containing corn  
ground wet. When the yeast had fermented  
in the pots, the crushed wet corn was  
then thrown into them (the pots).  
When the combined mixture - porridge -  
had fermented, it was poured into big  
dishes to cool off.





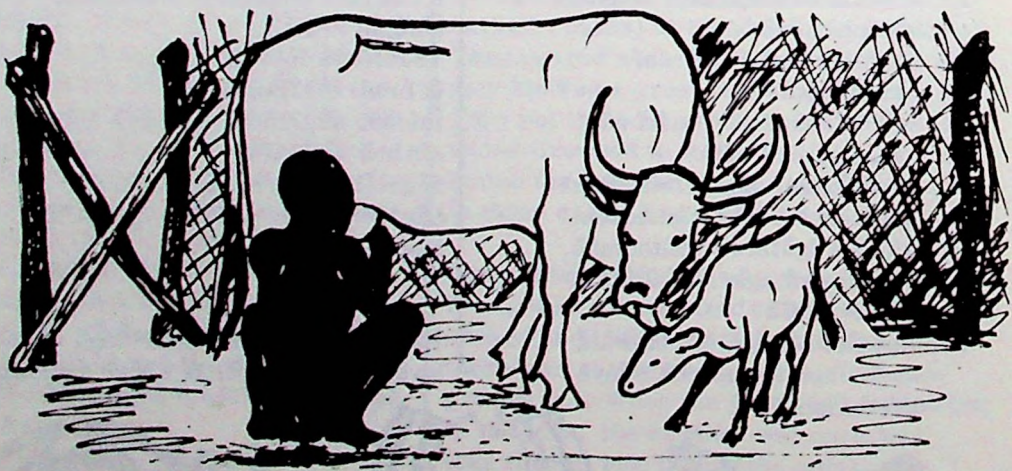


## C. INCOKO.

ÚThémbékìlè nófàní

- |  |   |
|--|---|
| <p>UT. Fàní, khangélà ámafú,<br/>líyà kùdùdùmà kàfnsìnyá. <sup>1</sup></p> <p>UF. Màsìhlàngánìsé ìmpàhlà,<br/>kúzà kùbà kùbí náfmhà njé.</p> <p>UT. Ndìnèxhàlà, ìngáthì sìzà<br/>kùfùnyánwà sísìphàngò. <sup>2</sup></p> <p>UF. Háyi, sùkà ìmfòndfni, músà úkúbà<br/>nèntàkà, ìngáthì ùyíntòmbí.</p> <p>UT. Ndímélè úkúbà nòlòyíkò kùbà<br/>ndákhà ndáfúnyánwà sísìchòthò. <sup>3</sup></p> <p>UF. Wàsìndà njàní?</p> <p>UT. Ndàqókélèlè ìgùshà ndáyà kómnyè<br/>úfzì yázà ìntòmbí ènòbùbélè<br/>yándìbàsèlè úfmlìd, yándénzèlè ífí.</p> <p>UF. Ndìfúnà úkútshàtà ìntòmbí<br/>ènòbùbélè nésándlà èsìshùshú.</p> <p>UT. Màsìwélè ngòkù, úzà kùzálà<br/>úfmlàmbò kàfnsìnyá. Izìmvú àzìyí<br/>kùwèlè úkúbà úfmlàmbò únámànzi.</p> | <p>Look at the clouds, Fani,<br/>It will thunder soon.</p> <p>Let us bring the stock together,<br/>it will be bad today.</p> <p>I'm worried, it looks as if we will<br/>be caught (got) in (by) the storm.</p> <p>No, get away pal, dont be a coward,<br/>it seems as if you were a girl.</p> <p>I should be afraid because I was<br/>once caught in a hail storm.</p> <p>How did you escape?</p> <p>I collected the sheep and went to one<br/>homestead and kind girl kindled a<br/>fire for me and made me tea.</p> <p>I want to marry a girl who is<br/>kind and generous.</p> <p>Let us cross now, the river will<br/>become full immediately. The sheep<br/>will not cross if the river has water.</p> |
|--|---|

1. /líyà kùdùdùmà/: the SC /li-/ refers to /izùlù/ (the heaven, upper sky).
2. /sìzà kùfùnyánwà/ /sìzà kùfùmán-w-a/ - cfr Palatalization Changes, L 32.
3. The help verb /-mélè/ (must) like /Músà/ (Do not) require a verb complement in the infinitive. Likewise, /-kha/ (once) is a help verb taking the subjunctive.



## LESSON 48

## ADVERBS

A. THE INSTRUMENTAL PREFIX /nga-/.  
/ngá-/.

## 1. Phùlaphùlà:

Úmfàzì úyè kùsásá éđólóphìni ngébhàsì. Úfikè éđólóphìni ngó-9 wázà kwàngòkò wáyà ngàsémálikènì. Úfikè wémá élúhlwìnì ngókómthèthò wémálikè. Úthè àkùbà éfikè kwívénkilè yéentlànzì, wávúyà kàkhùlù úkùbòná ñintlòbò ngéentlòbò zéentlànzì.

Wábízà ngókùkháwúlèzà íxábísò léntlànzì ényè ésíthì, "Yímàlì ní lé ntlànzì?". Úmthèngísì-ntlànzì wáphèndùlà ngélizwí élíphántsí ésíthì "Zísèntè éz ísìxhènxè". Wázà wáthì úmfàzì ngélizwí élíphézùlù, "Ídúlù kàkhùlù". Wácàphùkà úmthèngísì-ntlànzì wázà wámbéthà ngémpàmá ésíthì, "Útshò ngókúngàzì".

Wábálèkà úmfàzì wáyà ngàsémnyàngò wázà wáyà kùyìxéìlèlè ìnddà yàkhé ngókùbèthwà kwàkhé. Yáthí ìnddà kúyè "Yíyèké ngòkú, ndiyà kùyìbòná ngényè ímínì, ìnhláuwbí ngòngqíbbèlò. Kúbálùlékìlè úkúbá úfantù ngáfnyè áthèthé ngókùkhùlék-ñléyò ngàphándlè kókùbèthwà.

The woman went to town by bus this morning. She arrived in town at nine and immediately headed for the market. She arrived and stood in the queue according to the market regulations. And when she reached the fish-stall, she was delighted to see all the different kinds of fish (kinds by kinds of fish).

She hurriedly asked the price of one of the fish, saying, "How much does this fish cost?". The fish vendor (fishseller) answered in a low voice saying, "It costs seven cents". And then the woman said in a loud voice, "It is very expensive". The fish-seller got angry and gave her a slap with the palm of his hand saying, "You say so without knowing".

The woman ran off and went towards the exit and went to tell her husband about her being beaten. And the husband said to her, "Leave it for now, I will see to it some other day (time), perhaps on Saturday. It is important that each person speak freely without being beaten up.

Phùlàphùlà kwàkhòná úthì: . . . .

Wàkùbà úfúndè ngókwanéleyò. úphéndùlé lé mìbúzò:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Úmfàzì úyè kùsásá édólóphìní ngàntóní?</li> <li>2. Úfìkè níní édólóphìní?</li> <li>3. Wáyá phí ngòkò?</li> <li>4. Wémá élúhlwìní ngókwésìkò lámáXhòsà?</li> <li>5. Àkùbà éfìkè kwívénkìlè yéentlànzi. wāvūyà úkùbòná ntóní?</li> <li>6. Wábìzà ngókúcóthìsà íxábìsò? (úkúcóthìsà: to go slow)</li> <li>7. Wàthì ní úkùbìzà íxábìsò?</li> <li>8. Wàphèndùlā ngélìzìwì élíphézùlù ùmthèngìsìntlànzi?</li> <li>9. Àkùbà úmfàzì éthè ngélìzìwì élíphézùlù. "Idùlù kàkhùlù", wàthì ní ùmthèngìsìntlànzi?</li> <li>10. Wàm̀bèthà ngéntòngà?</li> <li>11. Wēnzá ngókúphùcùkìlèyò? (by the it which is civilized - i. e. in a civilized manner).</li> <li>12. Wábálékélá phí úmfàzì?</li> <li>13. Wáyìxèlèlā ìndòdā yàkhè ngàntóní?</li> <li>14. Yáthì ìndòdā màbáyè kwàngòkò úkùyìbòná lóo ntó? (/kwàngòkò/: directly, immediately)</li> <li>15. Yíntóní ébàlùlèkìlèyò úmntù émàkáyènzé? <sup>1</sup></li> </ol> | <p>Úyè kùsásá édólóphìní ngébhási.<br/>         Úfìkè áphò ngó-9.<br/>         Wáyá ngàsémálikèní.<br/>         Háyi, àkèmàngá élúhlwìní ngókwésìkò lámáXhòsà. Wémá áphò ngókò̀mthèthò wémálikè.<br/>         Wāvūyà úkùbòná ìntlòbò ngéentlòbò zéentlànzi.<br/>         Háyi. àkàbìzàngá ngókúcóthìsà íxábìsò. Wábìzà ngókùkháwùlèzà. Wàthì, "Yímáliní lé ntlànzi?".<br/>         Háyi. ùmthèngìsìntlànzi wàphèndùlā ngélìzìwì élíphántì. Àkàphèndùlàngá ngélìzìwì élíphézùlù.<br/>         Wàm̀bèthà úmfàzì ngèmpàmá ésìthì. "Útshò ngókúngàzì".</p> <p>Háyi, àkàm̀bèthàngá ngéntòngà.<br/>         Wàm̀bèthà ngèmpàmá.<br/>         Háyi. àkènzàngá ngókúphùcùkìlèyò.<br/>         Wàtshò ngókúngàphùcùkàngá.</p> <p>Wábálékèlā ngàsémnyàngò.<br/>         Wáyìxèlèlā ìndòdā yàkhè ngókùbèthwà kwàkhè.<br/>         Háyi. àyìthàngá ìndòdā màbáyè kwàngòkò úkùyìbòná lóo ntó. Yáthì màbáyè ngényè ímínì úkùyìbòná lóo ntó. Ìmhláwumbí ngò̀mgqìbèlò.<br/>         Íntó ébàlùlèkìlèyò émàkáyènzé úmntù íkúkùbá áthèthè ngókùkhúlèkìlèyò ngàphándlè kókùbèthwà.</p> |
|---|---|

2. Form sentences. using the adverb prefix /nga-/ or /na-/ as the sense dictates according to the model:

M Ndiya kuya édólóphìní, ìmòtó.	S Ndiya kuya édólóphìní ngémòtó.
---------------------------------	----------------------------------

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Ndiya kùhàmbà. ìndòdā.</li> <li>2. Úmntwàná úyàbhàlá. úsìbà lwám.</li> <li>3. Àkàfùnì úkùdlàlā. thìná.</li> <li>4. Únìnā úyáhlàmbà. ísèpha.</li> <li>5. Úthèthà nábányè, úkùkháwùlèzà.</li> <li>6. Ínkwenkwé íyàfànā. ímfènè.</li> </ol> | <p>Ndiya kùhàmbà (kùnnyè) néndòdā.<br/>         Úmntwàná úbhàlá ngòsìbà lwám.<br/>         Àkàfùnì úkùdlàlā nàthì.<br/>         Únìnā úhlàmbà ngésèphà (with soap).<br/>         Úthèthà nábányè ngókùkháwùlèzà.<br/>         Ínkwenkwé ífànā némfènè (baboon).</p> |
|--|---|

1. The indefinite non-class SC /ku-/ assumes the V<sup>2</sup> /e/ on becoming a RC (instead of its own V<sup>2</sup> which is /o/) e.g. / Yíntó ékú-fúnèkà úyènzé/ (It is what you must do). Thus a contrast between it and RC cl. 15 is established. The help verb /Ma/ by analogy assumes the same invariable V<sup>2</sup> /e-/.

7. Àyìthèthì, òkúfánélékíléyò.  
8. Àyìsìxèlèlì, ìndàbà zòtsòtsí.

Àyìthèthì ngòkúfánélékíléyò (properly).  
Àyìsìxèlèlì ngéendàbà zòtsòtsí (He  
does not tell us about the tsotsi news).

3. Pattern **nga- BP- -nye** e.g. /ísìfúndò ngásínyè/ (each lesson).

Add the word for 'each' to every word, according to the model:

M	úfmntù	S	úfmntù ngáfnyè (each person)
---	--------	---	------------------------------

1. úmfāzì
2. íntlānzì
3. úmthèthò
4. ívènkìlè
5. ñízwè
6. ígāmà
7. ísàzísò
8. ísíkd
9. úsāphò



úmfāzì ngáfnyè (each woman)  
íntlānzì ngányè (each fish)  
úmthèthò ngáfnyè (each law)  
ívènkìlè ngányè (each shop)  
ñízwè ngálinyè (each country)  
ígāmà ngálinyè (each name)  
ísàzísò ngásínyè (each notice)  
ísíkd ngálinyè (each custom)  
úsāphò ngálúnyè (each family)

4. As in the second drill above, use /nga-/ or /na-/ or /njenga-/ (like) or /ku-/ with the word given at the end of each sentence, in order to incorporate that word as an adverb into the sentence:

1. Ìndòdā íyálimà, - ìnkābì.
2. Ìhāshè lítsálà íkhùbà, - ìnkābì.
3. Ìnkwènkwé íyàsèbènzà, - ìndòdā.
4. Ìntòmbí íyávélà, - únìnàkhùlù.
5. Íyáyà, - únìnà.
6. Ìndòdā íyàthèthà, - úfmmèlwānè.
7. Báyàthèthà, - íxábísd lómbonà.
8. Ìntòmbí íyáculà, - íntàkà.
9. Úfalìmì úyà kùthèngísà úmbónà, - úmnnínívènkìlè.
10. Únámándlà, ìhāshè.

Ìndòdā ñlímà ngéenkābì (. . with oxen).  
Ìhāshè lítsálà íkhùbà njéngenkābì.  
Ìnkwènkwé ísébènzà néndòdā.  
Ìntòmbí ívélà kúnìnàkhùlù (from her granny).  
Íyà kúnìnà (She goes to her mother).  
Ìndòdā íthèthà nómmèlwānè (The man  
is talking to his neighbour).  
Báthèthà ngéxábísd lómbonà (price of . . ).  
Ìntòmbí ículà njéngéntàkà.  
Úfalìmì úyà kùthèngísà úmbónà  
kúmmnínívènkìlè (from the shopowner).  
Únámándlà njéngéhāshè (. . strong like a . . ).





B. ÚKÙTHÊTHÀ NGÁBÁNYÈ ÁBÁNTÙ (Gossip).

ÚMádlámínì nòNòvùyísò

- UM. Nòvùyísò ùkhê wéwá úkúbá  
únyànà káSílúmko ùbànjìwè?
- UN. Háyi, áwù! Wénzè ntóní?
- UM. Kúthìwà ùbànjwè ngókùbèthà  
òfínyè úmfànà.
- UN. Èbèphí?
- UM. Èbéngàsévènkílèni  
yákwáTyhálithí?
- UN. Úbànjwè níní?
- UM. Ngókúhìwà phézòlò.
- UN. Bèndìyííndèlè lé ntó kàkádè  
kùbá àsìngòìntù lówò,  
sísìgèbéngà sófìntù.
- UM. Èwé, ndíyàvùmèlàná nàwè. Kúló  
nyàkà ùphéííléyò wàbànjwá  
ngóbùsèlà wázà wágwètywà  
fínyàngá ézìmbíí éntólóngvèni.
- UN. Ndíìsìzì yínkòsìkàzì yàkhé  
nábàntwànà, kàntí ké yónkè lé  
ntó yènzìwà ngábàzálì bàkhé  
kùbá àbàzàngè bàmqéqèshè.
- UM. Yíyèké lé ntó Nòvùyísò,  
ábàntwànà bèlì xèshà básìxákíìlè.
- UN. Kódwà ùkhê wáyíwà íntó éthèthwà  
ngúnìnà? Úthì úmàntwànà wàkhé  
úíungíìlè kódwà úthíyíwè ngábàntù.

Novuyiso did you (just/ever) hear  
that Silumko's son was arrested?

No, oh! What did he do?

It is said that he was arrested for  
beating up another young man.

Where was he?

He was at Tyhalithi's shop.

When was he arrested (caught)?

Yesterday evening.

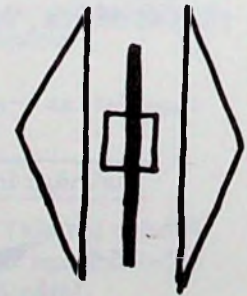
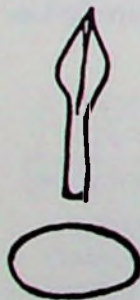
I was really expecting this because  
that fellow is not a person (human),  
he is a robber (a scoundrel).

Yes, I agree with you. Last year  
he was arrested for drunkenness  
and was condemned to (given)  
two months in jail.

I am sorry for his wife and  
children, but all of this was done by  
his parents (his parents are responsible)  
because they never trained him.

Leave this thing (forget it) Novuyiso,  
the modern children puzzle us.

But did you (just) hear what was said  
by his mother? She says her child is  
good but has been (hated) misled by  
the people.



a) Phùlàphúlà úphíndè úthì...

b) Ngókù khàwúzènzé úNòvùyísò nèqàbànè lákhò màlízènzé úMádlámínì.  
(Now assume Novuyiso's role and your pal that of Madlamini - i. e.  
dramatize the dialogue together with your friend).

Wākùbà ùfùndê lé ntêthò ngókwànéléyò, phèndùlà lé mìbúzò:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Ngùbání óbànjìwéyò?</li> <li>2. Kúthìwà úbànjwè ngàntóní?</li> <li>3. Ébéngàsévènkílèni yákwáThándábántù?</li> <li>4. Úbànjwè námfhlá njé ékùsèni? (/ ékùsèni/: at dawn)</li> <li>5. Kúthèní únóvuyísò ébéyílìndèlè lóo ntó?</li> <li>6. ÚMádlámíni àkávùmèlání nàyé?</li> <li>7. Kúló nyákà ùphèlìléyò wàbànjwá ngàntóní?</li> <li>8. Wágwètywá ìnyàngá ézìngàphí?</li> <li>9. ÚNóvuyísò úlúsìzì ngùbání?</li> <li>10. Yìntóní éthèthwá ngùnìnà?</li> </ol> | <p>Ngúnyàná káSìlúfukò.<br/>Kúthìwà úbànjwè ngókùbèthà òfnyè úmfànà.<br/>Háyì, ébéngèkhò ngàsévènkílèni yákwáThándábántù. Ébéngàsévènkílèni yákwáTyhálìthì.<br/>Háyì, àkábànjwàngá námfhlá njé ékùsèni. Úbànjwè ngókúhlwà phézòlò.<br/>Ébéyílìndèlè kùbà úthì àsìngòmntù lówò, sísìgèbéngá sòmntù.<br/>Háyì, ùvùmèlànà nàyé.<br/>Wàbànjwá ngóbùsèlà.</p> <p>Wágwètywá ìnyàngá ézìmbìní.<br/>Úlúsìzì yínkòsíkázi yákhé nábàntwànà.<br/>Únìnà úthì úfntwànà wàkhé úlúngìlè kòdwà úthíyíwè ngábántù.</p> |
|--|---|

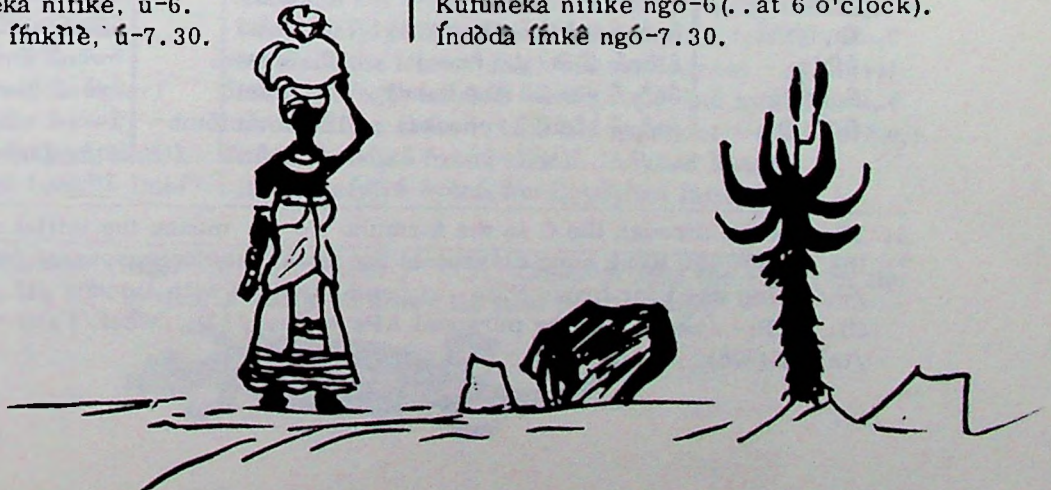
C. Complete each sentence by making an adverb out of the last word, according to the model:

M Zípháthèni, -lùngá.	S Zípháthèni ngókúlùngìléyò ( Behave yourself well).
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|---|--|
| <ol style="list-style-type: none"> <li>1. Thètháni, -fanèlèkà.</li> <li>2. Mánìfùndé, -khùlùlèkà.</li> <li>3. Zìhlàmbèni ízítà, -phèlèlà.</li> <li>4. Nìngátà, -ànélà.</li> <li>5. Hámánì, -qhèlèkà.</li> <li>6. Mánìngàzìpháthì, -khòhlàkàlà.</li> </ol> | <p>Thètháni ngókúfanèlèkìléyò (properly).<br/>Mánìfùndé ngókúkhùlùlèkìléyò ( freely).<br/>Zìhlàmbèni ízítà ngókúphèlèléyò (fully).<br/>Nìngátà ngókwànéléyò ( enough).<br/>Hámánì ngókúqhèlèkìléyò (.. as usual).<br/>Mánìngàzìpháthì ngókúkhòhlàkèléyò.</p> |
|---|--|

M Nìngàsèbènzì, íCáwè.	S Nìngàsèbènzì ngéCáwè (Dont work on Sunday).
------------------------	---

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>7. Mánìzè áphà, úmfvùlò</li> <li>8. Àndìngèncèdísì, òlwésìbìní.</li> <li>9. Sébéculà, òlwésìné.</li> <li>10. Kwákúkhò íxèshà, òlwésìhlánù.</li> <li>11. Békúngèkhò màlì, úmngqìbèlò.</li> <li>12. Kúfúnèkà nífikè, ú-6.</li> <li>13. Índòdà ífukè, ú-7.30.</li> </ol> | <p>Mánìzè áphà ngómfvùlò (.. on monday).<br/>Àndìngèncèdísì ngólwésìbìní (.. on tuesday).<br/>Sébéculà ngólwésìné ( They were already singing on thursday).<br/>Kwákúkhò íxèshà ngólwésìhlánù (friday).<br/>Békúngèkhò màlì ngómngqìbèlò (saturday).<br/>Kúfúnèkà nífikè ngó-6 (.. at 6 o'clock).<br/>Índòdà ífukè ngó-7.30.</p> |
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## LESSON 49

## PRONOUNS + ELISION OF INITIAL VOWEL Ctd.

## A. ABSOLUTE &amp; EMPHATIC PRONOUNS.

1. Revision of AP (Cfr. L 27, p. 159). AP =  $\boxed{\text{C}o-na}$ <sup>1</sup> e.g. /yòná ìnjá/, /zòná ìzìnjá/.

Give the AP before each noun, according to the model:

M	ábáláwùlì (rulers)	S	bòná ábáláwùlì (they the rulers)
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- |             |                         |           |                        |
|-------------|-------------------------|-----------|------------------------|
| 1. ôSìbòndà | bòná ôSìbòndà           | 6. ìlálì  | zòná ìlálì (locations) |
| 2. ìlíz wè  | lòná ìlíz wè            | 7. úlúhlù | lòná úlúhlù (row)      |
| 3. ìgũnyà   | lòná ìgũnyà (authority) | 8. úvúyò  | lòná úvúyò (joy)       |
| 4. ìsàz ìsò | sòná ìsàz ìsò           | 9. úbùthí | bòná úbùthí (magic)    |
| 5. ìz énzò  | zòná ìz énzò            |           |                        |

M	ìnkòsì (chief, lord)	S	yòná ìnkòsì (he the chief/lord)
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- |                |                       |                 |                                      |
|----------------|-----------------------|-----------------|--------------------------------------|
| 10. ìnkòsìkàzì | yòná ìnkòsìkàzì       | 15. ámándlà     | wòná ámándlà                         |
| 11. ùmthêthò   | wòná ùmthêthò         | 16. ìntlàlòntlé | yòná ìntlàlòntlé<br>(it the welfare) |
| 12. ámàsíkò    | wòná ámàsíkò          | 17. ùmhlâbà     | wòná ùmhlâbà                         |
| 13. ùm̀cìmbì   | wòná ùm̀cìmbì (topic) | 18. ámálúngèlò  | wòná ámálúngèlò<br>(they the rights) |
| 14. ìm̀cìmbì   | yòná ìm̀cìmbì         |                 |                                      |

Test (strong and weak noun classes combined + cl. 1 AP /yèná/):

- |               |                        |                |                                |
|---------------|------------------------|----------------|--------------------------------|
| 19. ùm̀pháthì | yèná ùm̀pháthì (ruler) | 24. ìngóbózi   | zòná ìngóbózi<br>(the baskets) |
| 20. ùm̀ngà    | wòná ùm̀ngà (mimosa)   | 25. úbání      | yèná úbání                     |
| 21. ámáqqàbì  | wòná ámáqqàbì          | 26. ôMámthèmbù | bòná ôMámthèmbù                |
| 22. ìgqàbì    | lòná ìgqàbì (a leaf)   | 27. ìm̀ìfùndò  | yòná ìm̀ìfùndò                 |
| 23. ìngcá     | yòná ìngcá (the grass) |                |                                |

2. The EP (emphatic pronoun) =  $\boxed{V^2-AP}$  (the very one), e.g. /óyèná m̀ntù/.

Give the EP before each noun, according to the model:

M	ìnjá	S	éyòná njá (the very dog, i. e. the dog)
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- |             |                         |                        |                                    |
|-------------|-------------------------|------------------------|------------------------------------|
| 1. ìzìnjá   | éyòná zìnjá             | 7. úkùtyá              | ókòná kùtyá                        |
| 2. ìm̀lènzè | éyòná m̀lènzè           | 8. úbùsì               | óbòná bùsì                         |
| 3. ìndlèbé  | éyòná ndlèbé (the ears) | 9. úbìsì               | ólòná bìsì                         |
| 4. ìd̀lò    | élòná d̀lò (the knee)   | 10. ùm̀nwè             | ówòná m̀nwè (finger)               |
| 5. ìsàndlà  | ésòná sàndlà (the hand) | 11. ùm̀ntù             | óyèná m̀ntù                        |
| 6. ìzìdlèlè | éyòná zìdlèlè (cheeks)  | 12. ámántòmb-<br>ázàná | áwòná m̀antòmbàzàná<br>(the girls) |

1. The stroke through the C in the formula  $\text{C}o-na$  means the initial consonant in the AP for the weak noun classes is the weak (semi-consonant) /w/ or /y/, /w/ being used for broad V /a, u/. and /y/ used with slender /i/.  
Cl. 1 AP = /yèná/ and the personal APs = /m̀ná/ (I), /wèná/ (you - sg.), /thìná/ (we), /nìná/ (you - pl.).



3. The Superlative. Like the Axiomatic Negative (p.111) and the DPs (p.257), the EP eliminates the initial V of the noun, reduces AC to BP (cl.9 AC = /in-/ and it eliminates V<sup>2</sup> from RCs thus reducing them to SC.

Study: /*òyèná ìntù ìbí*/(the worst person), /*éyóná njá ìntlé*/(nicest dog).

Give the superlative of each of the following, according to the model:

M	<i>ímìzì émìhlé</i>	S	<i>éyóná mìzì mìhlé</i> (the most beautiful villages)
---	---------------------	---	---

- |                                |  |
|--------------------------------|--|
| 1. <i>ímìzì èkèlò émìtshá</i>  | <i>éyóná mìzì èkèlò mìtshá</i> (the latest examples)       |
| 2. <i>ìntèthò èndè</i>         | <i>éyóná ntèthò ìndè</i> (the longest speech) <sup>1</sup> |
| 3. <i>ímìphàndà émìdálà</i>    | <i>éyóná mìphàndà mìdálà</i> (. oldest casks)              |
| 4. <i>ìmbìzá énkùlù</i>        | <i>éyóná mbìzá ìnkùlù</i> (the biggest cooking pot)        |
| 5. <i>ùngùbò òmìtshá</i>       | <i>òwóná ìngùbò ìmìtshá</i> (. freshest flour)             |
| 6. <i>ìhábìlè éntlé</i>        | <i>éyóná hábìlè ìntlé</i> (the nicest oats)                |
| 7. <i>ámásì àmàdálà</i>        | <i>áwóná mäsì màdálà</i> (. stalest sour milk)             |
| 8. <i>ùmphekì òmbí</i>         | <i>òyèná ìmphekì ìbí</i> (the worst cook)                  |
| 9. <i>ábàncédìsì ábàncíncí</i> | <i>ábòná bàncédìsì bàncíncí</i> (. smallest helpers)       |
| 10. <i>ìcèphé élidè</i>        | <i>éldóná cèphé lídè</i> (the longest spoon)               |
| 11. <i>ìmèlà ézìmìfùtshánè</i> | <i>ézòná mèlà zìmìfùtshánè</i> (the shortest knives)       |
| 12. <i>ìsìtyà ésinínánè</i>    | <i>ésòná sìtyà sìncínánè</i> (the tiniest dish)            |

4. Answer each question beginning with /*Háyì*/ and using the adjective with the opposite meaning in your positive response, according to the model:

M	<i>Zéyóná fólókhwè zìntlé?</i> (Are they the most beautiful forks?).	S	<i>Háyì, àsìzìó éyóná zìntlé, zéyóná zìmbí</i> (No, they are not the most beautiful ones, they are the ugliest ones).
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- |  |   |
|--|---|
| 1. <i>Léldóná khìtshì ììkhùlù?</i>       | <i>Háyì, àsìlìlò éldóná ììkhùlù, léldóná ììncínánè</i> (No it is not the biggest one, 'tis the smallest - kitchen).     |
| 2. <i>Ngáwóná màkhìtshì màtshá?</i>      | <i>Háyì, àsìngàwò áwóná màtshá, ngáwóná màdálà</i> (No, they are not the newest ones. they are the oldest).             |
| 3. <i>Sésòná sìcákákàzì sìbí?</i>        | <i>Háyì, àsìsìsò éyóná sìbí, sésòná sìhlé</i> (No, she is not the ugliest one, she is the most beautiful one).          |
| 4. <i>Ngábòná bàphèkì bàncíncí?</i>      | <i>Háyì, àsìngàbò ábòná bàncíncí, ngábòná bàkhùlù</i> (No, they are not the smallest ones, they are...).                |
| 5. <i>Léldóná láphù ìlìbí?</i>           | <i>Háyì, àsìlìlò éldóná ìlìbí, léldóná ìlìhlé</i> (No, it is not the worst one, it is the nicest one - i.e. the cloth). |
| 6. <i>Zéyóná kómítýì zìntshá? (cups)</i> | <i>Háyì, àsìzìzò éyóná zìntshá, zéyóná zìndálà</i> (No, they are not the newest ones, they're the oldest).              |
| 7. <i>Yéyóná sósàlà ìncínánè?</i>        | <i>Háyì, àsìyìyò éyóná ìncínánè, yéyóná ìnkùlù</i> (No, it is not the tiniest one, 'tis the biggest - saucer).          |
| 8. <i>Ngóyèná ìnsèbènzì ìndálà?</i>      | <i>Háyì, àsìngùyé óyèná ìndálà, ngóyèná ìmìtshá</i> (No, he's not the oldest, he's the youngest - i.e. worker).         |
| 9. <i>Kòkòná kùtyá kùdálà?</i>           | <i>Háyì, àsìkùkò ókòná kùdálà, kòkòná kùtshá.</i>   |
| 10. <i>Yéyóná bhékìlè ìmbí?</i>          | <i>Háyì, àsìyìyò éyóná ìmbí, yéyóná ìntlé.</i>  |

1. Note the tone pattern of the EP i.e. /' / . Observe also the effect of the EP on the NP in that it seems to lower its tone in all cases.



5. The EP (as also DP + Axiomatic Neg.) changes RC into SC. Study:  
/éyóná njá ìbòmvú/(the reddest dog), /ézóná zìnjá zìlùngìlèyò/(.. best dogs).

Change into the superlative according to the model:

M	úm̀f̀undì òdìnìwéyò	S	óyèná ìmf̀undì ùdìnìwéyò (the most tired pupil)
---	---------------------	---	---

- |                           |   |
|---------------------------|---|
| 1. ìncwàdí èbàlùlèkìlèyò  | éyóná ncwàdí ìbàlùlèkìlèyò (the most important..) |
| 2. ùmbhìnqò òkràzùkìlèyò  | òwóná ìmbhìnqò ùkràzùkìlèyò (the most torn skirt) |
| 3. àmàsò àlùhlàzà         | áwóná màsò àlùhlàzà (the greenest beads)          |
| 4. ìntòngà ègòsò          | éyóná ntòngà ìgòsò (the crookedest stick)         |
| 5. ùmqàlà ònèsìqù         | òwóná ìmqàlà ùnèsìqù (the thickest throat)        |
| 6. ìgqìrà èlòyìkékàyò     | èlòná gqìrà lòyìkékàyò (the most terrible..)      |
| 7. ùbùthí òbúyìngòzì      | òbòná bùthí bùyìngòzì (the most dangerous magic)  |
| 8. ìnkòmó èzìtyèbìlèyò    | ézóná nkòmó zìtyèbìlèyò (the fattest cattle)      |
| 9. ìnkàbì èbhìtyìlèyò     | éyóná nkàbì ìbhìtyìlèyò (the thinnest ox)         |
| 10. òsìbòndà ábànèsìbìndì | ábòná sìbòndà bànèsìbìndì (the bravest headmen)   |



Phùlaphùlà:

Nánkù ùmf̀azì óyèná ìndè. Úf̀unà  
ézóná zìqhàmò zìlùngìlèyò kòdwa  
ézóná zìlùngìlèyò àzìthèngfswà áphà.  
Nángòná lé vénkìlè ìnkùlù íyèyóná  
ìntshá, àsìyìyò éyóná ìlùngìlèyò.  
Ìnóyèná ìntù ùnqèná kàkhùlù. Ábòná  
bàthèngì bàlùmkìlèyò bàkhèthà úkúyà  
kwéyóná vénkìlè ìnómntù òkhùthélèyò.

Nángá áwóná màkhàphètshù màkhùlù.  
Nángòná éngáwóná màkhùlù,<sup>1</sup>  
àsìngàwò áwóná màhlé. Yíyò lóo ntó  
éngàthèngwà ngábòná bàntù bànf̀nzì.  
Nántì éyóná tápìlè ìmbí, ìbòlìlè.

Here she is, the tallest woman of all.  
She wants the best fruit(s) but the  
best is not sold here.

Even though this shop is big and the  
newest one, it is not the best one.  
It has the laziest person. The  
cleverest customers prefer to go to the  
shop with the most industrious person.

Here are the biggest cabbage heads.  
Even though they are the biggest ones,  
they are not the nicest. That is why  
they are not bought by most of the people.  
Here is the worst potato, it is rotten.

1. /Yíyò lóo ntó/ (That is why) may take the Participial as it does here or it may take the Indirect Relative e.g. /Yíyò lóo ntó àlìlàyò/. See L 50 B 2.

Nántsò éyóná mífúndò mídálà.  
Ímífúndò nèz íqhamò kókóná kùtyá  
kùdlà ímàlì énfínzì kódwà kúfúnékà  
kúbè kùtshá.

There they are, the stalest vegetables.  
Vegetables and fruit are the most  
expensive food but it must be fresh.  
(it is necessary for it to be fresh).

Phùlàphúlà úphíndè úthì:...

Phèndúlà lé mībúzò:

1. Lóo ìnfázi óyèná ìndè úfúnà  
zìqhamò zìní? (What kind of. .?).
2. Kúthéngwà ézóná zìlùngìléyò  
kúlé vénkìlè ìnkùlù?
3. Lóo ìnthéngísizìqhamò ngóyèná  
íkhùthéléyò?
4. Lóo màkhàphètshù ngáwònà  
màncínánè?
5. Íntshá lé tápìlè?
6. Lóo mífúndò yéyóná mìtshá?
7. Ímífúndò nèz íqhamò kókóná  
kùtyá kùdlà ímàlì éphántsí?

Úfúnà ézóná zìqhamò zìlùngìléyò.

Háyì, àkùthéngwà ézóná zìlùngìléyò  
kúlé vénkìlè ìnkùlù. Kúthéngwà  
ézìngàlùngàngà kàkhùlù.

Háyì, lóo ìnthéngísizìqhamò ákángùyé  
óyèná ìkhùthéléyò. Unqénà kàkhùlù.

Háyì, àkángáwó áwòná màncínánè.  
Ngáwònà màkhùlù.

Háyì, àyìntshá. Indálà, íbòlìlè.

Háyì, àyíyìyó éyóná mìtshá.

Yéyóná mídálà.

Háyì, àkúkùkó ókóná kùtyá kùdlà  
ímàlì éphántsí. Kókóná kùtyá kùdlà  
ímàlì énfínzì xá kùkùtshá.

### C. DEMONSTRATIVE PRONOUNS & THE AXIOMATIC NEGATIVE.

1. Use the DP, position 2 (that, those) before each of the following items:

- |                                 |   |
|---------------------------------|---|
| 1. ívénkìlè éntlé               | lóo vénkìlè ìntlé (that nice shop)            |
| 2. ìféstìlè ézìnkùlù            | ézò féstìlè zìnkùlù (those big windows)       |
| 3. ímífúndò émìtshá             | lóo mífúndò mìtshá (those fresh vegetables)   |
| 4. ìzìqhamò ézìnéncásà          | ézò zìqhamò zìnéncásà (that tasty fruit)      |
| 5. ùmfánékìsò òmhlé             | lóo ìmfánékìsò òmhlé (that nice picture)      |
| 6. ímpàhlà éntlé éxábìsékìléyò. | lóo mpàhlà ìntlé íxábìsékìléyò (valuable)     |
| 7. ábàthèngì ábàkhólísékìléyò   | ábò bàthèngì bàkhólísékìléyò (. satisfied. .) |
| 8. úbùsì òbùmnàndì              | òbò bùsì bùmnàndì (that nice honey)           |

2. Answer in the axiomatic negative, according to the model:

M	Úmthéngísì mífúndò únémàlì énfínzì?	S	Háyì, àkánàmàlì ínfínzì.
---	-------------------------------------	---	--------------------------

- |   |  |
|---|--|
| 1. Úthéngísà ámákháphètshù<br>ámànínzì? | Háyì, àkàthéngísì màkhàphètshù mànfínzì.<br>(No, he does not sell much cabbage). |
| 2. Úgcínà ìtápìlè ézìndálà?             | Háyì, àkágcfínì zìtápìlè zìndálà.  |
| 3. Úndonyànà ábànqénàyó?                | Háyì, àkánànyànà bànqénàyó.  |
| 4. Bánéebhàyìsìkìlè ézìmbí?             | Háyì, àbánàbhàyìsìkìlè zìmbí.  |
| 5. Kúkhò ímàlì énfínzì événkìlèni?      | Háyì, àkúkhò màlì ínfínzì kúyò.  |
| 6. Kúkhò údákà òlùnínzì ngàsémvá?       | Háyì, àkúkhò dàkà lùnínzì ngàsémvá.  |
| 7. Úmnínífvénkìlè únókùphúmélèlè?       | Háyì, àkánàkhó úkùphúmélèlè.   |
| 8. Únéthámsànqà?                        | Háyì, àkánàthámsànqà (. . not lucky).  |
| 9. Únéndáwò ébàlùlèkìléyò?              | Háyì, àkánàndáwò íbàlùlèkìléyò.  |

## D. INCOKO.

UL. Liziwé: Nómfunddò, nánkò únópòsì  
ésizá. Kàzì ùndìphàthèlè ntóní?

UNópòsì: Mòld Lizí,

UL. Mòld bhùtí. Ùndìphàthèlè ntóní?

UN. Ndìkùphàthèlè éyóná ntó ndicìngà  
úkúbá ùyilíndèlè. Nántsi ìncwàdí.  
Ndìqìnìsékìlè úkúbá zìngxèlè  
zòvíwò. <sup>1</sup>

UL. Énkòsì bhùtí, óyèná ìntù ùzà  
kùqhàqhà lé ncwàdí áyìfùndè  
ngúmamá. Ndìzìvà ndínóldòyìkò  
lókùyìfùndà ngókwám. <sup>2</sup>

Umámá: Liziwé ntòmbí yám ùyà kùbà  
ngóyèná ìntwànà ùphùmèlèlè  
émáqgábinì kwèlì lé-Rìpháblìkì.

UL. Ndiyávúyà kùbà óyèná ìntwànà  
ùphùmè phámblì ùdlà ngókù- <sup>3</sup>  
fúmànà ísìphó sé-R 20 kúrùlùm-  
éntè úkúqhùbèlè phámblì.

UM. Lé málì àyìfunyànwà ngúmntwànà  
ófúméné èldnà nqàkú liphézùlù  
ésìXhòsèni?

UL. Èwé màmá, kúnjálò kàntí ké  
nóyèná ìntwànà úgqwèsìléyò  
kwìbàngà léJèzì (JC), úyàyìfùmànà  
lé nyhwébà.

UM. Ùzìmìsèlè úkúthìní ngókù?

UL. Ndìzìmìsèlè úkúqhùbèlè phámblì.  
Ndìfúnà úkùfúmànà éyóná  
ìmfunddò ìphàkàmìléyò.

UM. Qhùbá ntòmbí yám, zézdnà  
njòngò zám èzò úkúbá úfùmàné  
éyóná ìmfunddò ìthándwà ngúwè  
úkúzè úzùzè ówóná ìsébènzì  
ùlùngìléyò.

Nomfundo, there's the postman  
coming. Gee, what's he got for me!  
Hello Elizabeth.

Hello brother. What have you for me?  
I bring you what I think you wait for  
most of all. Here is your letter.  
I am sure that it is the examination  
reports/results.

Thanks brother, the very person who  
will tear/cut open this letter is my  
mother. I feel myself with fear - I am  
too afraid to open it myself.

Lizzie my girl you will be the most  
successful child in this (country of  
the)Republic.

I am delighted because the child who  
did best usually gets a gift of R 20  
from the Government in order to  
go on (with studies).

Is not this money got by the child who  
scored (got) the highest mark in  
the Xhosa language?

Yes mom, it is so however the  
child who comes of best / scores  
highest in J. C. gets this good  
fortune.

What are you determined to do now?

I am determined to go ahead.

I want to get the very highest  
education.

Go on my girl, they are my very  
intentions those ones that you get  
the education most liked by you  
so that you may get (gain) the  
very best job (employment).

1. /zòvíwò/</ za- uviwo/</uku-v+iw-a/ (to be perceived, grasped).

2. /ngókwám/</nga-okwa-m/ (lit. 'by the it of me')(on my own steam, myself).  
Similarly, /thina ngokwethu/ (we ourselves), /nina ngokwenu/ (you yourselves),  
/wena ngokwakho/ (you yourself), /yena ngokwakhe/ (he himself), /bona  
ngokwabo/ (they themselves), /indoda ngokwayo/ (the man himself) etc.

3. /-dla/ is a help verb which takes /nga-/ + the infinitive as a complement.



## LESSON 50

## INDIRECT RELATIVE CLAUSES

A. PATTERN: 

A
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, 

RC <sup>a</sup> -	(OC)-	R	-a	(-yo)
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 + 

S
---

, 

....
------

<sup>1</sup> e.g.

/Ínjá , á-yí-fún-à-yó úMèrí, íncíncí/( The dog which Mary wants, is small), /ZÍzintó észíifúnàyó/(They're what we want).

1. Begin each sentence by identifying the object (Cop. of object):

M	ÚMèrí úfúnà ínálítì.	S	Yínálítì áyífúnàyò úMèrí (It is the needle which Mary wants).
---	----------------------	---	--

- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. ÚNómsá úthúngà íngùbò.</li> <li>2. ÚMándìsá úhlámbà ìkàwúsì.</li> <li>3. Ndiyàwàphálàzà ámànzi.</li> <li>4. Íntòmbí íthwélè íqhiyà.</li> <li>5. Ámáddòdà ámbèthè íngùbò.</li> <li>6. Úfmhìbò wám únxiìbè íbhátyì.</li> </ol>  | <table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>Yíngùbò àyìthúngàyò únómsá ( It is the blanket which Nomsa is sewing).<br/>Zíkàwúsì ázìhlámbàyò úMándìsá.<br/>Ngámànzi éndíwáphálázàyò ( spill).<br/>Yíqhiyà éyìthwéléyò íntòmbí ( It is the headgear/doek which the girl is wearing).<br/>Zíngùbò ázámèthéyò ámáddòdà.<br/>Yìbhátyì áyínxìbìléyò úfmhìbò wám.</p> </td> </tr> </table> | <p>Yíngùbò àyìthúngàyò únómsá ( It is the blanket which Nomsa is sewing).<br/>Zíkàwúsì ázìhlámbàyò úMándìsá.<br/>Ngámànzi éndíwáphálázàyò ( spill).<br/>Yíqhiyà éyìthwéléyò íntòmbí ( It is the headgear/doek which the girl is wearing).<br/>Zíngùbò ázámèthéyò ámáddòdà.<br/>Yìbhátyì áyínxìbìléyò úfmhìbò wám.</p> |
| <p>Yíngùbò àyìthúngàyò únómsá ( It is the blanket which Nomsa is sewing).<br/>Zíkàwúsì ázìhlámbàyò úMándìsá.<br/>Ngámànzi éndíwáphálázàyò ( spill).<br/>Yíqhiyà éyìthwéléyò íntòmbí ( It is the headgear/doek which the girl is wearing).<br/>Zíngùbò ázámèthéyò ámáddòdà.<br/>Yìbhátyì áyínxìbìléyò úfmhìbò wám.</p> |  |   |

2. The EP, DP and Axiomatic Neg. in the antecedent reduce the RC (i. e. V<sup>2</sup>SC) to SC e.g. /Akúkhò ìmkhwá ndìwùhándàyó/( There is no bad habit which I like). N.B. Class 1 indirect RC /a-/ remains unchanged. e.g. /Yíyò lóò ndlù áhlàlà kúyò úJím/(It is that house in which Jim lives).

Begin each sentence with /Àkúkhò/ + the object. as follows:

M	Ndìthándà ícùbà.	S	Àkúkhò cùbà ndìlìthándàyò (There is no tobacco which I like).
---	------------------	---	---

- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. ÚPául àkàyázi ìnqáwà.</li> <li>2. Àsílázi ísíkd.</li> <li>3. ÚSándìlè ùgcínà útywálá.</li> <li>4. Àkàwùqòndì úmécìmbì.</li> <li>5. Ínkwènkwé íyàsìkhùmbúlà ísífúndò.</li> <li>6. Útítshàlà úzìlìbèlè ìzìphòsìsò.</li> </ol>   | <table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>Àkúkhò nqáwà àngàyàzìyò úPául (There no pipe which Paul does not know/recognize).<br/>Àkúkhò síkd síngàlàzìyò.<br/>Àkúkhò tywálá àbùgcínàyò úSándìlè (keep).<br/>Àkúkhò mécìmbì àngàwùqòndìyò (There is no subject/topic which he does not grasp).<br/>Àkúkhò sífúndò ísìkhùmbúlàyò ínkwènkwé (There's no which the boy remembers).<br/>Àkúkhò zìphòsìsò àzìlìbèléyò útítshàlà (There are no mistakes which ..forgot).</p> </td> </tr> </table> | <p>Àkúkhò nqáwà àngàyàzìyò úPául (There no pipe which Paul does not know/recognize).<br/>Àkúkhò síkd síngàlàzìyò.<br/>Àkúkhò tywálá àbùgcínàyò úSándìlè (keep).<br/>Àkúkhò mécìmbì àngàwùqòndìyò (There is no subject/topic which he does not grasp).<br/>Àkúkhò sífúndò ísìkhùmbúlàyò ínkwènkwé (There's no which the boy remembers).<br/>Àkúkhò zìphòsìsò àzìlìbèléyò útítshàlà (There are no mistakes which ..forgot).</p> |
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3. Begin each sentence with the copulative of the object as follows:

M	Iintsánà zìyàlìfúnà ólòdná bfi lùtshá.	S	Lólòdná bfi lùtshá zìlùfúnàyò iintsánà (It is the freshest milk that the babies want)
---	--	---	--

1. A Relative Clause is said to be Indirect when the Antecedent (i. e. the word it qualifies/extends) is not the subject of its predicate e.g. in /ZÍzintó észíifúnàyó/, the /Ízintó/ is not the subject of /-fúnà/. This distinction is necessary because the class 1 RC in indirect rel. cls. is /a-/ (not /o-/).

1. ÚThàndí úyàwàcélà áwòná màsì àmnàndì.
2. Àkàwàthèngìsì áwòná màzìmbà màhlé.
3. ÒZólìlè bázìlìlè ézòná mèlà zìbùthùntù.
4. Úyìsè úyà kùlìsébénzìsà élòná zèmbè libùkhàlì.
5. Índòdà íwùgáwùlìlè òwòná ìnthí ùnèsìqù.
6. Bèsìmbóngà óyèná ìntù ùnámándlà.

Ngáwòná màsì àmnàndì àwàcélàyó úThàndí (It is the nicest sour milk which T. asks for).  
 Ngáwòná màzìmbà màhlé àngàwàthèngìsìyò (It is the nicest kaffir-corn that he is not...)  
 Zézòná mèlà zìbùthùntù bàzìlìlèyò ÒZólìlè (It is the bluntest knives that Z...)  
 Lélòná zèmbè libùkhàlì áyà kùlìsébénzìsà úyìsè (It is the sharpest axe which his dad...)  
 Ngówòná ìnthí ùnèsìqù íwùgáwùlìlèyò índòdà (It is the thickest tree that the man has hewn down).  
 Ngóyèná ìntù ùnámándlà bèsìmbóngà (It is the strongest man that we were praising).

4. Indirect Adverbial Relative Clauses. Pattern: 

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RC <sup>a</sup>	-R	-a
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 + 

Adverb
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 + 

S
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e.g. /Yíndlù áhlàlà kúyò úJím/(It is the in which Jim lives).

Begin each sentence with /Ífàná na-/ + the object, according to the model:

M	ÚJàlì úyà kùhàmbà ngàlé mòtò.	S	Ífàná nàlé mòtò áyà kùhàmbà ngáyò úJàlì (It is like the car by which Jali is travelling/travels).
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1. Sìthèthà ngàlò ìncìmbì.
2. Àndìthàndàní nàlé ndòdà.
3. ÚStànléy àkáyí kùhlàlà kúfò ndàwò.
4. Úyìsè ébésébénzà kwèsì sítìyà.
5. Únìnà ébèngàhlàkùlì ngèlì gàbà.
6. ÒMàndìsà ábáyí kùdlàlà nàlòò màkhwènkwé.

Ífàná nàlòò ìncìmbì sìthèthà ngáwò (It resembles that subject/topic about which we speak).  
 Ífàná nàlé ndòdà ndíngàthàndàní náyò (It is like this whom I do not love).  
 Ífàná nàlòò ndàwò àngáyí kùhlàlà kúyò úStànléy (It resembles that place in which Stanley will not stay).  
 Ífàná nèsì sítìyà ábésébénzà kúsò úyìsè (It is like this garden in which his father was working).  
 Ífàná nèlì gàbà ábèngàhlàkùlì ngàlò ùnìnà (It is like this hoe with which his mother did not work).  
 Ífàná nàlòò màkhwènkwé bángáyí kùdlàlà nàwò òMàndìsà (It is like those boys with whom Mandisa and her companions will not play).

#### B. CERTAIN TYPES OF INDIRECT R. CLs, CONDITIONED BY A DP.

Study the following examples of the different types, paying special attention to the conditioning words/phrases, which are underlined:

1. Kúthèní lé ntó àngàtshàyíyò úJím? <sup>1</sup>
2. Yíyò lóo ntó úngàtshàyíyò wèná? <sup>2</sup>
3. ÚJónì úsébénzà kàngàngòkò ànàkhò.
4. Úndìxéìlè áphò áhlàlà khòná.
5. Ndìnómòndé xá áthèthàyó.
6. Mhíá kúfíkà ìndwéndwè, ndiyà kúfíkà.

Why doesn't Jim smoke?

Is that why you are not smoking?

John is working as hard as he can.

He told me where he stays/lives.

I am patient when he speaks.

When the guests arrive / come, I will leave/depart/go away.

1. /Kúthèní?/(Why?) without /lé ntó/ takes the participial mood.

2. /Yíyò lóo ntó/(That's why) may also be followed by the participial.

1. Change into questions by beginning with /Kúthêní lé ntó/:

M	Úyàkhwàzà mntànm.	S	Kúthêní lé ntó úkhwàzà yó mntànm? (Why are you crying out / shouting my child?)
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| 1. Úyàndòyíkà Zòlá.                          | Kúthêní lé ntó ùnddòyíkà yó Zòlá?  |
| 2. Àkùkhàwùlèzì Nòmsá.                       | Kúthêní lé ntó ùngàkhàwùlèzì yó Nòmsá?<br>(Why dont you hurry up Nomsa?).  |
| 3. Ábántù àbàlímàngà kúló nyàkà.             | Kúthêní lé ntó ábántù bàngàlímàngà kúló nyàkà?   |
| 4. ÚFàní àkàhlwàyéì mazīmbà.                 | Kúthêní lé ntó úFàní àngàhlwàyéì mazīmbà?  |
| 5. Kúyàbàndà kángàkà nàmhlá njé.             | Kúthêní lé ntó kúbàndà kángàkà nàmhlá njé?   |
| 6. Ízìnjá z íyàráfèl wà.                     | Kúthêní lé ntó ízìnjá z íràfèl wà yó? (pay tax for)  |
| 7. Ìmpàhlà z íyàbànjwà z àkùngénà énkàmpìnì. | Kúthêní lé ntó ìmpàhlà z íbànjwà z àkùngénà énkàmpìnì? (Why are the livestock caught when they go into the camp?). |
| 8. Ábányè ábántù àbàyìthàndì íTrástì.        | Kúthêní lé ntó ábányè ábántù bàngàyìthàndì yó íTrástì? (Why is it that some . . . the Trust)                       |
| 9. ÚMántyì únòmsíndò.                        | Kúthêní lé ntó úMántyì ánòmsíndò? (angry)  |

2. Begin each sentence with /Yíyò lóo ntó/ (That is why):

M	ÚMèrì úyálìlà.	S	Yíyò lóo ntó úMèrì álìlàyó.
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| 1. ÚSàndí àkàncúmì.                    | Yíyò lóo ntó úSàndí àngàncúmì yó. (smile).<br>(That is why Sandi is not smiling).  |
| 2. ÔSàndí bàncàmìlè.                   | Yíyò lóo ntó ôSàndí bàncàmìlè yó (. . . gave up).                                  |
| 3. ÚThémhá útyè ítyhéfù.               | Yíyò lóo ntó úThémhá átyè ítyhéfù (poison).  |
| 4. Úyágùlà.                            | Yíyò lóo ntó àgùlàyó (That's why he's sick).                                       |
| 5. Úsìsì ákàkhò ékhàya.                | Yíyò lóo ntó àngékhò ékhàya. <sup>1</sup>  |
| 6. Ndingxàmìlè.                        | Yíyò lóo ntó ndingxàmìlè yó (. . . in a hurry).                                    |
| 7. Àndínàmàlì.                         | Yíyò lóo ntó ndingénàmàlì (. . . have no money).                                   |
| 8. Àsìbhàtálì.                         | Yíyò lóo ntó síngàbhàtálì yó (. . . we dont pay).                                  |
| 9. Úfìqhùbì àkàsénàmòndé. <sup>1</sup> | Yíyò lóo ntó úfìqhùbì àngàsénàmòndé (That is why the driver is no longer patient). |
| 10. Ípòlìsà libízìwè.                  | Yíyò lóo ntó ípòlìsà libízìwè yó (. . . was called).                               |

3. Insert /kángàngòkò...-nàkhó/ into each sentence according to the model:

M	Úmálúsì úyàbàlékà úkúyà kùkhùphà ñgùshà éntsímínì.	S	Úmálúsì úbàlékà kángàngòkò ànàkhó úkúyà kùkhùphà ñgùshà éntsímínì (The herdboy is running as hard as he can going to . . .).
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| 1. Úthè àkùbòná ìnyòkà wábàlékà.      | Úthè àkùbòná ìnyòkà wábàlékà kángàngòkò ànàkhó (And when he saw the snake, he ran off as hard as he could). |
| 2. Ìnkwènkwé íyàwùsúkèlè ùm̀v̀ùndl̀à. | Ìnkwènkwé íyàwùsúkèlè ùm̀v̀ùndl̀à kángàngòkò ìnàkhó (The boy chases the hare as hard as he can).            |
| 3. Ìntòmbì bészìkhwàzà.               | Ìntòmbì bészìkhwàzà kángàngòkò z ìnàkhó (The girls were shouting as hard as ever they could).               |
| 4. ÚThàndí úyàsèbènzà.                | ÚThàndí úsèbènzà kángàngòkò ànàkhó.   |

1. Remember that /-nga-/ becomes /-nge-/, /-sa-/ becomes /-se-/ and /-ngasa-/ becomes /-ngase-/ in a predicate without a verb base (i.e. Cop.). See p. 268.

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| 5. Ábáfázi bebéngàsèbènzì.    | Ábáfázi bebéngàsèbènzì kángàngòkò bánàkhó (. . were not working as hard as they could). |
| 6. ÒThàndí báyáhlákùlà.       | ÒThàndí báhlákùlà kángàngòkò bánàkhó. (hoe)   |
| 7. Ìndòdà íbísímbà ésítíyèní. | Ìndòdà íbísímbà kángàngòkò ínàkhó ésítíyèní.  |
| 8. Ndìyàzàmà.                 | Ndìzàmà kángàngòkò ndínàkhó (I struggle as..).  |
| 9. Úbhùtí àkàndíncèdísì.      | Úbhùtí àkàndíncèdísì kángàngòkò ànàkhó.   |

4. Join up each pair of sentences by beginning with /Aphò../ and inserting /khòná/ according to the model:

M	ÚMàní úyà kùhám̀bà. Kúyà kùbà ìnnándì.	S	Áphò úMàní áyà kùhám̀bà khòná kúyà kùbà ìnnándì (Where Mani is going to go it will be nice).
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| 1. Ló úyà kùpháthà.<br>Nìyà kònwábà bàntwànà.  | Áphò ló mántyì áyà kùpháthà khòná nìyà kònwábà bàntwànà (Where the magistrate will rule you will be happy children). |
| 2. Ínyàmà íyójìwà.<br>Báyàúyà ábántwànàn.      | Áphò ínyàmà yójìwà khòná báyà kùvúyà ábántwànà (Where the meat is being roasted..).                                  |
| 3. Útywàlá búyásìlwà.<br>Kúfíkèl̀wà ngòtsòtsí. | Áphò útywàlá búsílwà khòná kúfíkèl̀wà ngòtsòtsí.<br>(Where the beer is brewed, the tsotsis come).                    |

The /khòná/ is often omitted. Now, continue, omitting the /khòná/:

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| 4. Úmàmà úkhó.<br>Siyà fèkèthà.                         | Áphò ákhóyò úmàmà siyà fèkèthà (Where mother is we play the fool / sport).                             |
| 5. Ábántwànà báyà fèkèthà.<br>Kúmòshwà ízìntó ézìnfuzì. | Áphò ábántwànà bá fèkèthà yò kúmòshwà ízìntó ézìnfuzì (. . sport, many things get ruined).             |
| 6. Ámákhwènkwe ákhòná.<br>Áyòmbèl̀à.                    | Áphò ámákhwènkwe ákhóyò áyòmbèl̀à (Where the boys are present they sing / beat the time).              |
| 7. Úm̀ntù àkàsèbènzì.<br>Kúyà kùbàkhó ìngxáki.          | Áphò úm̀ntù àngàsèbènzì yò kúyà kùbàkhó ìngxáki (Where one does not work, troubles..).                 |
| 8. Ákúkhò ngxàbànd.<br>Kùngángénà úl̀dnwáb̀d.           | Áphò kùngèkhóyò ngxàbànd kùngángénà úl̀dnwáb̀d (Where there is no quarrelling happiness can enter in). |
| 9. Úm̀ntù àkánàkhò úkùphùml̀à.<br>Ál̀úkhò úxdl̀d.       | Áphò úm̀ntù àngénàkhò úkùphùml̀à àl̀úkhò úxdl̀d (Where one cannot rest, there's no peace).             |

5. Join each pair of sentences by beginning with /Xá/( when):

M	UZólìlè úyà fùndà. Úthándà úkútshàyà.	S	Xá úZólìlè áfùndàyò, úthándà úkútshàyà (When Zolile is reading, he likes to smoke).
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|--|--|
| 1. Àndìfùndì.<br>Ndìthándà úkùsèbènzà égádìní.     | Xá ndìngà fùndì yò, ndìthándà úkùsèbènzà égádìní (When I am not reading I like..).                                 |
| 2. ÚJónì úyáqhubà.<br>Akánàkhò úkùncòkólà kákùhlè. | Xá úJónì áqhubàyò àkánàkhò úkùncòkólà kákùhlè (When John is driving... chat nicely).                               |
| 3. ÚNòmsá àkàchólì nkùní.<br>Àkàfùní zìntàmb̀d.    | Xá úNòmsá àngàchólì nkùní, àkàfùní zìntàmb̀d (When Nomsa is not collecting firewood, she does not want any ropes). |
| 4. Ámákhwènkwe áyálwà.<br>Sìydyíkà.                | Xá ámákhwènkwe ál̀wàyò, sìydyíkà (When the boys are fighting, we are afraid).                                      |
| 5. ÚMèrí úphèkà úkùtyà.<br>Úyà kùsìphàkél̀à.       | Xá úMèrí áphèkà úkùtyà, úyà kùsìphàkél̀à (When Mary cooks, she will serve us).                                     |



6. Wená ùyàndìbèthà.  
Ndiyà kùbàlékà. Xá ùndìbèthàyo ndiyà kùbàlékà (When/If you beat me, I will run away).
7. Ísónkà àsíkhò.  
Siyà kùlàmbà. Xá ísónkà síngèkhòyò, siyà kùlàmbà (If the bread is not there, we will starve).<sup>1</sup>
8. Úm̀ntù àkánàmàlí.  
Àkánàkhò úkwéńzà ntó. Xá úm̀ntù ángénàmàlí, àkánàkhò úkwéńzà ntó (If a person has no money, he can do nothing).
9. Íntòmbí àyìntlé.  
Ábáfanà àbàfúnì kùthèthà nàyo. Xá íntòmbí íngèntlé. ábáfanà àbàfúnì kùthèthà nàyo (If / when a girl is not beautiful, the...).

6. Begin with /Ndìthì ìnhláwúmbí ìnhlá../(I say that perhaps when..):

M	Umámá ùbhèkà kówábd. Uyà kùsìpháthèlè ìlèkèsè.	S	Ndìthì ìnhláwúmbí ìnhlá úmámá ábhèkà kówábd, úyà kùsìpháthèlè ìlèkèsè. <sup>2</sup>
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1. Kùphúmà ábákhwèthà.  
Ámáddà áyà kùdlálà ngéendùkù. Ndìthì ìnhláwúmbí ìnhlá kùphúmàyo ábákhwèthà, ámáddà áyà kùdlálà ngéendùkù (I say that perhaps when the circumcision boys come out... sticks).
2. Úbhùtí úbúyà éKápà.  
Siyà kùtyá íjám. Ndìthì ìnhláwúmbí ìnhlá úbhùtí ábúyà éKápà, siyà kùtyá íjám (... brother comes back from Capetown..).
3. Siyàsèbènzà.  
Siyà kùfumanà ímàlí énfzì. Ndìthì ìnhláwúmbí ìnhlá sísèbènzàyo, siyà kùfumanà ímàlí énfzì (I say that perhaps when we are working we will get a lot of money).
4. Ízikòld zívàlwà.  
Bázà kùvúyà ábántwàná. Ndìthì ìnhláwúmbí ìnhlá ízikòld zívàlwàyo, bázà kùvúyà ábántwàná (... when the schools close...).
5. Ínlè ímvùlà.  
Bázà kùlìmà ábántù. Ndìthì ìnhláwúmbí ìnhlá ínlèyò ímvùlà. bázà kùlìmà ábántù (... when it has rained... will plough).
6. Kùlìnyiwè.  
Kúzà kùhlwáyèlwà ámázìmbà. Ndìthì ìnhláwúmbí ìnhlá kùlìnyiwéyo, kúzà kùhlwáyèlwà ámázìmbà (I say that perhaps after the ploughing is done the kaffircorn will be sown).
7. Úm̀hlàbà àwùmànzí ngókwanéleyò.  
Àkúnàkùlìnywà. Ndìthì ìnhláwúmbí ìnhlá úm̀hlàbà úngèmanzì ngókwanéleyò, àkúnàkùlìnywà (. the earth is not wet enough, the ploughing cannot be done).
8. Úm̀lìmì únómòndé.  
Únókùphúmélèlè. Ndìthì ìnhláwúmbí ìnhlá úm̀lìmì ánómòndé. únókùphúmélèlè (... perhaps if the farmer is patient, he may succeed).
9. Àkánàmàlí yókùqéqèshà ábàsèbènzì. Ákáyí kùbà nàkùwùgqìbà úm̀sèbènzì. Ndìthì ìnhláwúmbí ìnhlá ángénàmàlí yókùqéqèshà ábàsèbènzì, àkáyí kùbà nàkùwùgqìbà úm̀sèbènzì (... when he has not enough money to train workers..).

1. The adverb stem /-kho/ (present, there) is commonly used as if it were a verb stem in the relative in that it assumes the verbal suffix /-yo/.
2. /-bhèkà kówábd/ (head for their place/her place). /kówábd/</kùm̀zì wábd/.

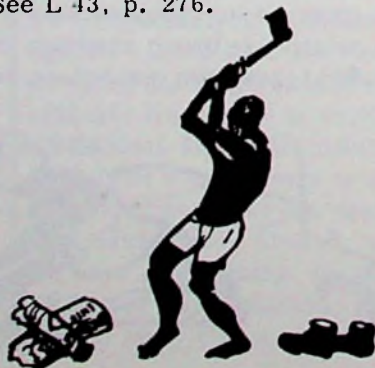


## C. INCOKO.

ÚSíndís wá nómá lúmè (Síndís wá and uncle - maternal)

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| UM. | Síndís wá, khà wùlìngánísé, nâzi izíhlàngú éndíkúpháthélè zòná.  | Sindiswa, just fit (them) on, here they are the shoes I brought for you.  |
| US. | Z izíhlàngú éz índílingànà ncàm <sup>1</sup> éz í málúmè. Z íkúdlè màlì ní?  | They are shoes which fit me exactly these uncle. How much did they cost?  |
| UM. | Z índídlè írándí éz ímbìní. Lúhlòbdò ólúshùshú lwèz íhlàngú.   | They cost me R2 (consumed me R2). They are a (hot) good kind of shoes.  |
| US. | Úndíncédílè málúmè, ndiyà-bùlèlè Ndúngwànè.  | You have helped me uncle, i.e. thanks, I'm grateful - I thank you Ndúngwànè.  |
| UM. | Úyà kùz ínxìbà ní ní ké ìntshànà kùbà kúdálà ùndítshùtshìsà úsìthì ùfúnà izíhlàngú.  | When will you wear them then child of my sister because for long you've been annoying me saying you want shoes.   |
| US. | Háyì málúmè. àsíyòntó ùnókùzì-khàtházà ngáyò léyò. Kúlé nyàngá izáyò sìyà kùbà nómnyhádálà wékònsàthì. Nántsi ílókhwè éyà kùfánélànà nèzi z íhlàngú.               | No uncle, that is nothing about which you may worry yourself. This coming month (next month) we will have a competitive concert. Here it is the shirt which will match these shoes.                       |
| UM. | Kúthèní lé ntó úfúnà úkùz ínxìbà lóo mìnì? Akòyíkì úkúbá z íyà kùkùtyábùlè?  | Why do you want to wear them on that day? Are you not afraid that they will chafe / skin you?   |
| US. | Háyì, àz ínàkhó úkúbá bèndíz ínxìbà ngàphámbìlì.   | No, they cannot if I have worn them beforehand.   |
| UM. | Lúmkà, ndáthí ìhlá ndánxìbà izíhlàngú ézítshá écáwèni zándityábùlè àndéwá néntshúm-áyèlò. Lùnkélà úkúnxìbà izíhlàngú ézítshá úngàz ívùlàngà z íyà kùzè z íkùphòxè. | Beware, when I wore new shoes to Church they chafed me so badly that I did not even hear the sermon. Beware wearing new shoes unless you have opened them first and they taken on the shape of your feet. |
| US. | Màndíz ívùlé málúmè, ùnyànísìlè. Ndìkhè ndìbàbòné ábántù bènámádyùngùdyùngù èzìnyáwèni bèkhòhlwè kúkùhàmbà.  | Let me open them up uncle, You have I just see (some) people with blisters on their feet and finding great difficulty in walking.   |
| UM. | Nántso ké ìntshànà wám. ùqòndílè ngókù.  | There you are my sister's child, you have understood - get the point now.   |

1. /ní?/(What, what kind of?). See L 43, p. 276.





B. POTENTIAL MOOD (can).<sup>1</sup>

1. Pattern  $\boxed{SC-\acute{a}-ng\grave{a}}$  +  $\boxed{\acute{S}C^a-ng\acute{a}-R-a}$  (I wish / Would that) e. g.  
/ÚMèrì wángà àngáhlàlà áphà/( I wish Mary would live here).

Change each sentence into a wish, according to the model:

M	Ábàzáì báyàqéqéshà ábántwàná. (The parents are training...)	S	Ábàzáì bángà bàngáqéqéshà ábántwàná. (Would that parents disciplined the..)
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|---|--|---|
| <ol style="list-style-type: none"> <li>1. Únyàná kásìlúfukò úsìndà kwèlì tyàlà lǐbí.</li> <li>2. Ínkòsìkàzì yàkhé ìhlàlà ngókónwábà. (←nga-uku-onwaba)</li> <li>3. Úmántyì úyàmngwébà kàkhùlù úJím.</li> <li>4. Íqàbànè làkhè líyàbànjwà nàlò.</li> <li>5. Ípòlìsà líyàmpháthà gādàlàlà.</li> <li>6. Ísìxèkò sènzà éminyè ìmìthèthò ngézìntò ézìnjé.</li> <li>7. Úthàndó lúyàpháthà.</li> <li>8. Únìnà kásàndìlè úyáqòndà.</li> </ol>   | <table border="1"> <tr> <td>Únyàná kásìlúfukò wángà àngásìndà kwèlì tyàlà lǐbí(I wish Silumko's son would escape from bad crime / sentence / condemnation).<br/>Ínkòsìkàzì yàkhé yàngà ìngáhlàlà ngókónwábà (I wish his wife would live happily).<br/>Úmántyì wángà àngámngwébà kàkhùlù úJím (... would give Jim a heavy sentence).<br/>Íqàbànè làkhè lánngà ìngábànjwà nàlò ( I wish his pal also were arrested/caught).<br/>Ípòlìsà lánngà ìngàmpháthà gādàlàlà (I wish the policeman would handle him roughly).<br/>Ísìxèkò sánngà sìnngénzà éminyè ìmìthèthò ngézìntò ézìnjé ( Would that the city made other laws about things like this).<br/>Úthàndò lwángà lùngápháthà (. . would reign).<br/>Únìnà kásàndìlè wángà àngáqòndà.</td> </tr> </table> | Únyàná kásìlúfukò wángà àngásìndà kwèlì tyàlà lǐbí(I wish Silumko's son would escape from bad crime / sentence / condemnation).<br>Ínkòsìkàzì yàkhé yàngà ìngáhlàlà ngókónwábà (I wish his wife would live happily).<br>Úmántyì wángà àngámngwébà kàkhùlù úJím (... would give Jim a heavy sentence).<br>Íqàbànè làkhè lánngà ìngábànjwà nàlò ( I wish his pal also were arrested/caught).<br>Ípòlìsà lánngà ìngàmpháthà gādàlàlà (I wish the policeman would handle him roughly).<br>Ísìxèkò sánngà sìnngénzà éminyè ìmìthèthò ngézìntò ézìnjé ( Would that the city made other laws about things like this).<br>Úthàndò lwángà lùngápháthà (. . would reign).<br>Únìnà kásàndìlè wángà àngáqòndà. |
| Únyàná kásìlúfukò wángà àngásìndà kwèlì tyàlà lǐbí(I wish Silumko's son would escape from bad crime / sentence / condemnation).<br>Ínkòsìkàzì yàkhé yàngà ìngáhlàlà ngókónwábà (I wish his wife would live happily).<br>Úmántyì wángà àngámngwébà kàkhùlù úJím (... would give Jim a heavy sentence).<br>Íqàbànè làkhè lánngà ìngábànjwà nàlò ( I wish his pal also were arrested/caught).<br>Ípòlìsà lánngà ìngàmpháthà gādàlàlà (I wish the policeman would handle him roughly).<br>Ísìxèkò sánngà sìnngénzà éminyè ìmìthèthò ngézìntò ézìnjé ( Would that the city made other laws about things like this).<br>Úthàndò lwángà lùngápháthà (. . would reign).<br>Únìnà kásàndìlè wángà àngáqòndà. |  |   |

2. A Negative Wish:  $\boxed{SC\acute{a}-ng\grave{a}}$  +  $\boxed{\grave{a}-\acute{S}C^n-ng\grave{e}-R-i}$  e. g. /Wená wángà àkùngèngxòlísì bàntù/( Would that you did not scold people).

Change each wish into the negative, according to the model:

M	ÚSìlúfukò wángà àngálibàlà úkùmqéqéshà únyàná wàkhé.	S	Háyì, úSìlúfukò wángà àkàngèlibàlì úkùmqéqéshà únyàná wàkhé.
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- |   |  |   |
|---|--|---|
| <ol style="list-style-type: none"> <li>1. Ípòlìsà lánngà ìngàmpháthà gādàlàlà ( i. e. kákùbí).</li> <li>2. Ísìkòlò sánngà sìnngábávùmèlà ábántwàná úkùhàmbàhàmbà njé.</li> <li>3. Úswàzì lwángà lùngáyèkwà ébántwánèni.</li> <li>4. Ámántòmbàzàná ángà àngávúny-èlwa úkùhàmbà nàmákhwènkwe.</li> <li>5. Úmsébènzì wángà ùngánqábà kángákà.</li> <li>6. Ábántwàná bángà bàngánqèná kángákà.</li> </ol>   | <table border="1"> <tr> <td>Háyì, ípòlìsà lánngà àlìngèmpháthì gādàlàlà (No, I wish the policeman didnt treat him..).<br/>Háyì, ísìkòlò sánngà àsìnngébávùmèlì ábántwàná úkùhàmbàhàmbà njé (... did not allow the children to wander about aimlessly like this).<br/>Háyì, úswàzì lwángà àlùngèyèkwà ébántwánèni (No, I wish the rod/twig were not spared/left on the children).<br/>Háyì, ámántòmbàzàná ángà àkàngèvùnnyèlwa úkùhàmbà nàmákhwènkwe (No, I wish the..).<br/>Háyì, úmsébènzì wángà àwùngèngqábì kángákà (No, I wish the work were not so scarce).<br/>Háyì, ábántwàná bángà àbàngèngqèni kángákà (No, would that the ... were not so lazy).</td> </tr> </table> | Háyì, ípòlìsà lánngà àlìngèmpháthì gādàlàlà (No, I wish the policeman didnt treat him..).<br>Háyì, ísìkòlò sánngà àsìnngébávùmèlì ábántwàná úkùhàmbàhàmbà njé (... did not allow the children to wander about aimlessly like this).<br>Háyì, úswàzì lwángà àlùngèyèkwà ébántwánèni (No, I wish the rod/twig were not spared/left on the children).<br>Háyì, ámántòmbàzàná ángà àkàngèvùnnyèlwa úkùhàmbà nàmákhwènkwe (No, I wish the..).<br>Háyì, úmsébènzì wángà àwùngèngqábì kángákà (No, I wish the work were not so scarce).<br>Háyì, ábántwàná bángà àbàngèngqèni kángákà (No, would that the ... were not so lazy). |
| Háyì, ípòlìsà lánngà àlìngèmpháthì gādàlàlà (No, I wish the policeman didnt treat him..).<br>Háyì, ísìkòlò sánngà àsìnngébávùmèlì ábántwàná úkùhàmbàhàmbà njé (... did not allow the children to wander about aimlessly like this).<br>Háyì, úswàzì lwángà àlùngèyèkwà ébántwánèni (No, I wish the rod/twig were not spared/left on the children).<br>Háyì, ámántòmbàzàná ángà àkàngèvùnnyèlwa úkùhàmbà nàmákhwènkwe (No, I wish the..).<br>Háyì, úmsébènzì wángà àwùngèngqábì kángákà (No, I wish the work were not so scarce).<br>Háyì, ábántwàná bángà àbàngèngqèni kángákà (No, would that the ... were not so lazy). |  |   |

7. Útywàlá bǎngà bǔngǎthèngíswà  
éz ìlókíshìni z élàkòwèthù. <sup>1</sup>
8. Útsòtsí wǎngà àngàvúnyèlwà  
úkùpháthà ímélà.

Háyì, útywàlá bǎngà àbùngèthèngíswà  
éz ìlókíshìni z élàkòwèthù (. . in our locations).

Háyì, útsòtsí wǎngà àkàngèvùnyèlwà  
úkùpháthà ímélà (No, I wish the tsotsi -  
ducktail were not allowed to carry a knife).

### C. CONDITIONAL CLAUSES.

Study the following examples:

#### CONDITIONAL CLAUSE WITHOUT IMPLICATION OF NON-FULFILMENT:

- a) Úkúbá síkhà ámǎnzì, nìyà  
kùthézà. | If we draw water, you will collect  
the firewood.
- b) Úkúbá nìthè nákhà ámǎnzì,  
sìyà kùthézà. | If you have drawn the water, we  
will gather the firewood.

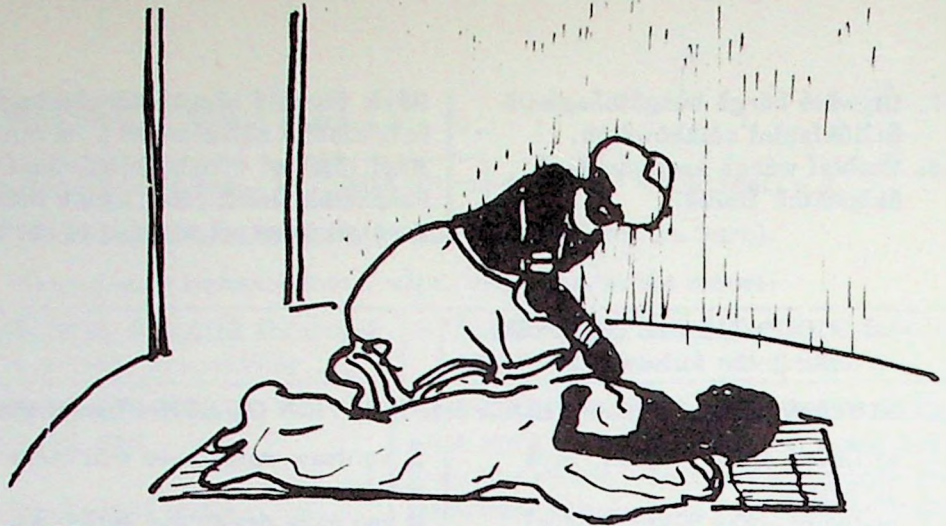
#### CONDITIONAL CLAUSE WITH IMPLICATION OF NON-FULFILMENT:

- a) Úkúbá bènisìkhà ámǎnzì,  
ngé ndíthézà. | If you drew water, I would  
collect firewood.
- b) Úkúbá bèníkhè ámǎnzì,  
ngé ndíthézà. | If you had drawn water, I would  
have gathered firewood.

1. /z élàkòwèthù/</za -e-la -ku -o-wa -ithu/</za -iliz we la -umzi wethu/.



1.



Phùlaphúlà:

Jòngá, nánkù úMòdíse élèlè kúmàndlālò. Úyágùlā. Ízòlò ébédlālā nábányè ábántwānā émvùlénì. Wāmánzì wágòdólā.<sup>1</sup> Èkùgòdúkèni kwàkhé útyìbìlèkìlè. wákrùnèkà úfmlenzè. Àkàkhángè<sup>2</sup> álālè ngéxéshà, yíyò lóo ntó àngènwé yíngqèlè.

Look, there is Modise lying on the sleeping-mat. He is sick. Yesterday he was playing with the other children in the rain. He got wet and cold. On the way home he slipped and sprained his leg. He just did not go to bed in time, that is why he has a cold - lit. ' was entered by a cold'.

Phùlaphúlà úphíndè úthì... Emvà kòkò ùzùphéndùlè lé mìbúzò:

1. Kúthèni úMòdíse élèlè kúmàndlālò?
2. Ébésénzà ntóní ízòlò?
3. Úgòdòlèlè ní? (Why ...?)
4. Útyìbìlèkè ní ní ná?
5. Àkàkrùnèkángà ísándlà?<sup>3</sup>
6. Àkàkhángè álālè ngéxéshà?<sup>3</sup>

Úlèlè kúmàndlālò kùbà ègùlā.

Ébédlālā nábányè ábántwānā émvùlénì. Úgòdólè kùbà ébémánzì. Útyìbìlèkè èkùgòdúkèni kwàkhé. Èwé, àkàkrùnèkángà ísándlà. Úkrùnèkè úfmlenzè. Èwé, àkàkhángè álālè ngéxéshà.

## 2. Conditional Clauses without implication of Non-fulfilment:

Pattern : /Úkúbá/ + the Indicative Principal.

Join up each pair of sentences by beginning with /Ukúbá/ (if):

M	Àkàfùmánángà íyèzà ngéxéshà. Úyà kùfá.	S	Úkúbá àkàfùmánángà íyèzà ngéxéshà, úyà kùfá (If he did not get his medicine in time, he will die).
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1. /Wāmánzì/ /wábà mánzì/ (he became wet). See Conjugation of Copulative, L +2.
2. The help-verb /-kha, -khe/ (just) takes a present-future subjunctive complement.
3. In traditional Xhosa the response /Èwé/ indicates agreement with the assertion or negation in the question (not agreement regarding the truth of what is said), thus the question /Àyíyònyánìsò?/ (Is it true?) elicits the response /Èwé, àyíyònyánìsò/ (Yes, it is not true) or /Háyì, yínyánìsò/ (No, it is the truth).

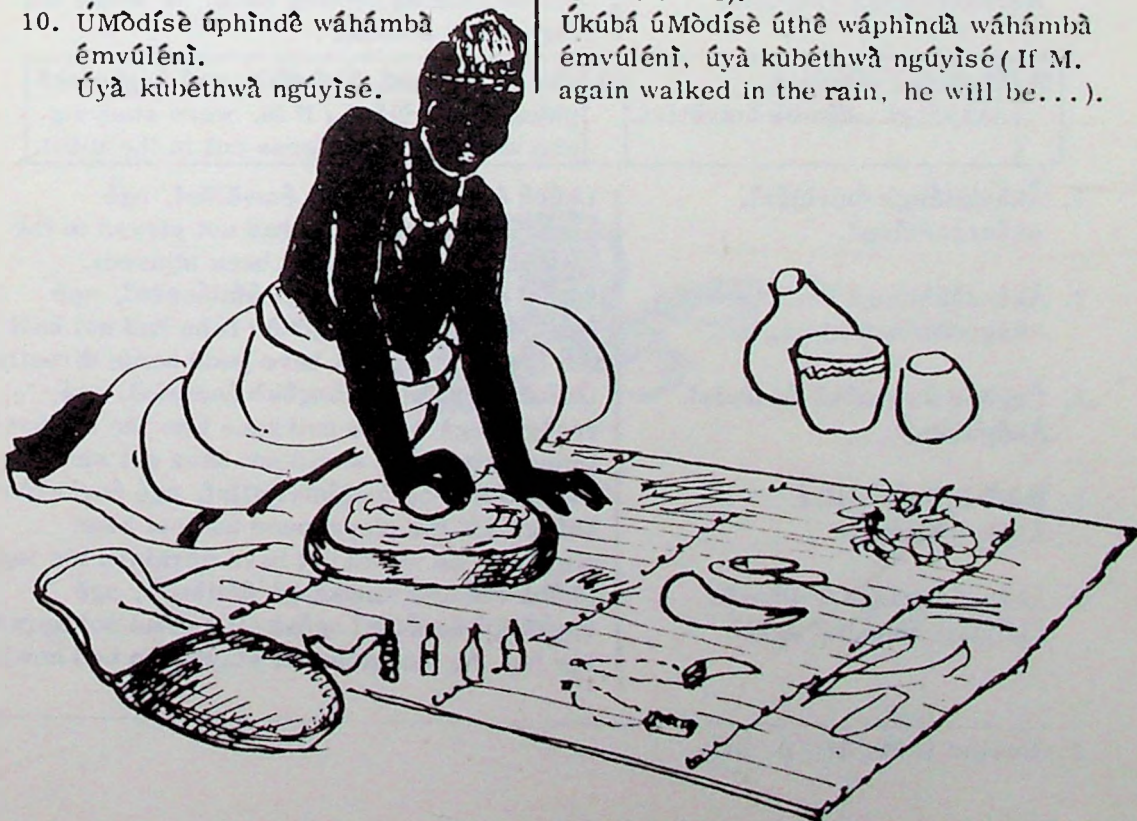
1. Àkàmbizàngà únìnà.  
Àkáyí kùlìfumanà íyèzà.
2. Únìnà àkàmbizàngà úgqìrà.  
Àkáyí kùzà.
3. Àkátýí úMòdísè.  
Úyà kùtyhàfà.
4. Àkàphúmì ngókúfánélékíléyò.  
Àkánàkhó úkùtyá.

Úkúbá àkàmbizàngà únìnà, àkáyí kùlìfumanà íyèzà (If his mom hasn't called him, he wont get the medicine).  
 Úkúbá únìnà àkàmbizàngà úgqìrà, àkáyí kùzà (If... did not call the doctor, he... ).  
 Úkúbá àkátýí úMòdísè, úyà kùtyhàfà (If M. does not eat, he will get weak).  
 Úkúbá àkàphúmì ngókúfánélékíléyò, àkánàkhó úkùtyá (If he does not rest properly, he cannot eat).

M	ÚMòdísè útyhàfìlè. Àkáyí kùphìlà.	S	Úkúbá úMòdísè úthè wátyhàfà, àkáyí kùphìlà (If M. has become weak, he will not get well).
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5. Úlúngìlè.  
Úyà kùvùnyèlwa úkùfúndà.
6. Ígqìrà lífíkìlè.  
Líyà kùmqáphùlà.
7. Ígqìrà límqàbè íyèzà.  
Úkúkrúnèkà kwàkhé kúyà kùphìlà.
8. Úm̀lènzè ùdùmbìlè.  
Àkáyí kùkwàzì úkùhàmbà.
9. Úm̀hl̀bbò wàkhé úwìlè.  
Kwànyé àkánàkhó úkùzà.
10. ÚMòdísè úphìndè wáhàmbà émvùlènì.  
Úyà kùbèthwà ngúyìsé.

Úkúbá úthè wálungà, úyà kùvùnyèlwa úkùfúndà (If he has improved, he will be allowed to read/study).  
 Úkúbá ígqìrà líthè láfíkà, líyà kùmqáphùlà (If the witchdoctor has come, he will make incisions on him/ scarify him).  
 Úkúbá ígqìrà líthè lámqàbà íyèzà, úkúkrúnèkà kwàkhé kúyà kùphìlà (If... rubs in medicine, the sprain will... ).  
 Úkúbá úm̀lènzè úthè wádùmbà, àkáyí kùkwàzì úkùhàmbà (If his leg has swollen, he will not be able to walk).  
 Úkúbá úthè úm̀hl̀bbò wàkhé wáwà, kwànyé àkánàkhó úkùzà (If his friend fell, he also cannot come).  
 Úkúbá úMòdísè úthè wáphìndà wáhàmbà émvùlènì, úyà kùbèthwà ngúyìsé (If M. again walked in the rain, he will be... ).



## 3. Conditional Clauses implying Non-fulfilment (' would' clauses):

Patterns: a) 

Úkúbá + /-be/ clause.	/-be-ya ku-../ clause
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.<sup>1</sup>b) 

Úkúbá + /-be/ clause,	ngé + Participial clause
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Join each pair of sentences, beginning with /Úkúbá/ according to the model:

M	ÚMòdíṣè ébéfúndà. Àkàýángà phándlé émvùlénì.	S	Úkúbá úMòdíṣè ébéfúndà, ébéngàýí kùýà phándlé émvùlénì (If M. were studying, he would not have gone out in the rain).
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|---|--|
| <ol style="list-style-type: none"> <li>1. Ébéngàdlálángà émvùlénì.<br/>Àkénzàkàlángà.</li> <li>2. Ébéngènè éndlwìnì.<br/>Àkágùlángà.</li> <li>3. Íbàlà bélíngèmtýìbìlìzì.<br/>Àkàkrùnèkángà úm̀lènzè.</li> <li>4. Àkàkrùnèkángà úm̀lènzè.<br/>Àsízángà kùmtýélèlèlá.</li> <li>5. Ábàzáli bàkhé bámbónìlè.<br/>Bámbéthà.</li> <li>6. Àkàgòddòlángà ékùbùyéni kwàkhé.<br/>Àkàngènwángà yíngqèlè.</li> </ol> | <p>Úkúbá ébéngàdlálángà émvùlénì, ébéngàýí kwènzàkàlà (If he had not played in the rain, he would not received an injury / got hurt).</p> <p>Úkúbá ébéngènè éndlwìnì, ébéngàýí kùgùlà (If he had gone into the hut, he would not have become sick).</p> <p>Úkúbá íbàlà bélíngèmtýìbìlìzì, ébéngàýí kùkrùnèkà úm̀lènzè (If the playground had not been slippery, he would not have sprained..).</p> <p>Úkúbá ébéngàkrùnèkángà úm̀lènzè, bèsíngàýí kùzà kùmtýélèlèlè (If he had not sprained his leg, we would not have come to visit him).</p> <p>Úkúbá ábàzáli bàkhé bébémbónìlè, bébéyà kùmbéthà (If his parents had seen him, they would have beaten him).</p> <p>Úkúbá ébéngàgòddòlángà ékùbùyéni kwàkhé, ébéngàýí kùngénwà yíngqèlè (If he had not become cold on coming back, he would not have caught a cold).</p> |
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M	ÚMòdíṣè ébéfúndà. Akàýángà phándlé émvùlénì.	S	Úkúbá ébéfúndà úMòdíṣè, ngé éngàýángà phándlé émvùlénì (If M. were studying, she would not have gone out in the rain).
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|---|--|
| <ol style="list-style-type: none"> <li>1. Àkàdlálángà émvùlénì.<br/>Akénzàkàlángà.</li> <li>2. Àkénzàkàlángà émlènzèni.<br/>Akàgòddùkángà kwàngòkò.</li> <li>3. Ùngènè kwàngòkò éndlwìnì.<br/>Àkágùlángà.</li> <li>4. Íbàlà àlìmtýìbìlìzì.<br/>Àkàkrùnèkángà.</li> <li>5. Àkàkrùnèkángà úm̀lènzè.<br/>Àkàhlálì ébhédìni ngókù.</li> </ol> | <p>Úkúbá ébéngàdlálángà émvùlénì, ngé éngènzàkàlángà (If he had not played in the rain, he would not have been injured).</p> <p>Úkúbá ébéngènzàkàlángà émlènzèni, ngé éngàgòddùkángà kwàngòkò (If he had not hurt his leg, he wouldn't have gone home directly).</p> <p>Úkúbá ébéngènè kwàngòkò éndlwìnì, ngé éngàgùlángà (If he had gone into the the hut immediately, he would not have got sick).</p> <p>Úkúbá íbàlà bélíngèmtýìbìlìzì, ngé éngàkrùn-èkángà (If the playground had not been slippery, he would not have sprained his leg).</p> <p>Úkúbá ébéngàkrùnèkángà úm̀lènzè, ngé éngàhlálì ébhédìni ngókù (If he had not sprained his leg, he would not be staying in bed now).</p> |
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1. Revise L 39, B, p. 247.



6. Àkágùlì kàkhùlù.  
Mhíáwúmbí wálúsà ìgùshà  
yónkè ímíhlà.
7. Úgqìrà àkàbìzwàngà.  
Úgùlā ngàphézùlù ngókù.
8. Àkàtyháfi ngòkù.  
Àsìfùni úkùbìzà ìgqìrà.
9. Ígqìrà límqáphùlìlè úMòdísè.  
Únókúyà èsìkòlwèni ngókù.
10. Úmìlènzè wàkhé ùdùmbìlè.  
Ígqìrà líyàmqábà élínyè  
íyèzà.
11. Úlúnywè yínyòkà.  
Úgùlā ngàphézùlù ngókù.
- Úkùbá ébéngàgùlì kàkhùlù, mhláwúmbí ngé  
ésálúsà ìgùshà yónkè ímíhlà ( If he were  
not very sick, perhaps he would be  
herding sheep every day).
- Úkùbá úgqìrà ébéngàbìzwàngà, ngé égùlā  
ngàphézùlù ngókù ( If the doctor had not been  
called, he would be much sicker now).
- Úkùbá ébéngàtyháfi ngókù, ngé síngàfùni  
úkùbìzà ìgqìrà ( If he were not getting weak  
now, we would not want to call a witchdoctor).
- Úkùbá ìgqìrà bélimqáphùlìlè úMòdísè, ngé  
énókúyà èsìkòlwèni ngókù ( If the witchdoctor  
had scarified M. , he could go to school now).
- Úkùbá úmìlènzè wàkhé úbùdùmbìlè, ngé  
ìgqìrà límqábà élínyè íyèzà ( If his leg were  
swollen, the witchdoctor would rub in more  
medicine).
- Úkùbá ébélúnywè yínyòkà, ngé égùlā ngàphézùlù  
ngókù ( If he had been bitten by a snake, he  
would be sicker now).



## D. REVISION : CONDITIONAL CLAUSES.



Phùlaphùlà úphíndè úthì:

Nánkù úThándiwé ébéthwà ngúnìnà  
 élfìlà. Únìnà ébéfmthúmèlè  
 éfmlánjèni úkúyà kùkhá ámânzì.  
 Ekùbùyèni kwàkhé úbékè í-émèlè  
 phézù kwétáíllè wázà wágìlà íjógò  
 yáwà yáqhèkèkà.

Here is Thandiwe being beaten by her  
 mother and crying. Her mother had sent  
 her to the river to (go) fetch water.  
 When she came back she put the bucket  
 on top of the table and knocked a jug over  
 and it fell and broke.

1. Simple Conditions. Join each pair of sentences by making a simple conditional clause of the first one, according to the models:

M	Ndìkhà ámânzì. Andíqhèkézì jógò.	S	Úkúbá ndìkhà ámânzì, àndíqhèkézì jógò. (If I draw the water, I don't break a jug).
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| 1. ÚNómsá úyíwísìlè í-émèlè.<br>Íbóthókìlè.   | Úkúbá únómsá úyíwísìlè í-émèlè, íbóthókìlè<br>(If N. left the bucket fall, then it is dented).  |
| 2. Í-émèlè íbòthòzwè<br>ngúMòdíssè.<br>Úyà kùbéthwà ngúnìnà.                                | Úkúbá í-émèlè íbòthòzwè ngúMòdíssè, úyà<br>kùbéthwà ngúnìnà (If the bucket has been dented<br>by Modise, she will be beaten by her mother).                               |
| 3. Úyìbékà í-émèlè écálèni.<br>Íyà kùlìtyàlwà,  | Úkúbá úyìbékà í-émèlè écálèni, íyà kùlìtyàlwà<br>(If she puts the bucket aside, it will be forgotten).  |
| 4. Íémèlè ínyàthèlwè línáshè.<br>ÚMòdíssè àkáyí kùphìndà<br>ákhè ámânzì ngáyò. <sup>1</sup> | Úkúbá í-émèlè ínyàthèlwè línáshè, úMòdíssè<br>àkáyí kùphìndà ákhè ámânzì ngáyò (If the bucket<br>was trampled by the horse, Modise will<br>not draw water with it again). |

M	ÚThándiwé úkhè ámânzì. Àkùfúnèkì síyè émlánjèni.	S	Úkúbá úthè úThándiwé wákhà ámânzì, àkùfúnèkì síyè émlánjèni (If T. has fetched water, it is not necessary for us to go to..).
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|--------------------------------------|---|
| 1. Úyíwísìlè í-émèlè.<br>Íbóthókìlè. | Úkúbá úthè wáyíwísà í-émèlè, íbóthókìlè (If<br>he dropped the bucket, then it is dented). |
| 2. Úyíbóthòzìlè. Wòbéthwà.           | Úkúbá úthè wáyíbóthòzà, wòbéthwà.   |

1. /-phinda/ is one of those help verbs which take a subjunctive complement.

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| <p>3. Íbékwè écalèni.<br/>Yòlityàlwà.</p> <p>4. Ílityèlwè.<br/>Íyà kùnyàthèlwà yímòtó.</p> <p>5. Ínyáthèlwè. Akáyí<br/>kùphìndà ákhè ngáyò.</p> <p>6. Í-émèlè íwìlè.<br/>Ámànzi áphálèlè.</p> | <p>Úkúbá íthè yábékwà écalèni, yòlityàlwà (If it has been put aside, then it will be forgotten).</p> <p>Úkúbá íthè yálityàlwà, íyà kùnyàthèlwà yímòtó (If it has been forgotten, it will be trampled by..).</p> <p>Úkúbá íthè yányáthèlwà, àkáyí kùphìndà ákhè ngáyò (If it was run over, he will not ... again).</p> <p>Úkúbá í-émèlè íthè yáwà, ámànzi áphálèlè (If the bucket fell, the water is spilled).</p> |
|---|---|

2. Conditional Clauses with implication of Non-fulfilment.

Úkúbá + /-be/ clause , ngé + Participial Cl. .

M	Akáyíqhkèkèzàngà íjógò. Ndiyàmnikà úm̀vùzò.	S	Úkúbá ébéngàyíqhkèkèzàngà íjógò, ngé ndímníkà úm̀vùzò (If he had not broken the jug, I would give him a reward).
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| <p>1. Ndìnàkhó úkúlúngìsà íjógò.<br/>Uyàndicèlà.</p> <p>2. Unìnà àkàmbéthàngà.<br/>Akàlìlì ngókù.</p> <p>3. Àkàlìlì ngókù.<br/>Úyàdlàlà.</p> <p>4. Úkhúthèlè. Uwúgqìbìlè<br/>úmsébènzì ngéxèshà.</p> <p>5. Úlúm̀kìlè.<br/>Àkàlìlì kàngákà.</p> <p>6. Úphúm̀élèlè.<br/>Wónwàbìlè ngókù.</p> <p>7. Úlúsìzì.<br/>Unìnà àkàkhàthàlì.</p> <p>8. Úlúsìzì.<br/>Unìnà úmyèkìlè àkàmbéthà.</p> <p>9. Àkàdlàlàngà nábányè<br/>ábántwàrà.<br/>Úyàfúndà ngókù.</p> <p>10. Ndiyàmngxàlìsà.<br/>Úyálìlè.</p> | <p>Úkúbá bèndìfàkhó úkúlúngìsà íjógò, ngé úndicèlà (If I could fix the jug, you would ask me).</p> <p>Úkúbá unìnà ébéngàmbéthàngà, ngé éngàlìlì ngókù (If her mother had not beaten her, she would not be crying now).</p> <p>Úkúbá ébéngàlìlì ngókù, ngé édlàlà (If she were not crying now, she would be playing).</p> <p>Úkúbá ébékhúthèlè, ngé éwúgqìbìlè úmsébènzì ngéxèshà (If she had been diligent / were industrious, she would have finished the ...).</p> <p>Úkúbá ébélúm̀kìlè, ngé éngàlìlì kàngákà (If she were clever, she would not cry so much).</p> <p>Úkúbá ébéphémélèlè, ngé wónwàbìlè ngókù (If she had succeeded, she would be happy now).</p> <p>Úkúbá ébélúsìzì, ngé unìnà éngàkhàthàlì (If she were sorry, her mother would not care/worry).</p> <p>Úkúbá ébélúsìzì, ngé unìnà émyèkìlè àkàmbéthà (If she were sorry, her mom would have left her alone and not beaten her).</p> <p>Úkúbá ébéngàdlàlàngà nábányè ábántwàrà, ngé éfúndà ngókù (If she had not played with the other children, she would be studying now).</p> <p>Úkúbá bèndìmngxàlìsà, ngé élìlè (If I scolded her, she would cry).</p> |
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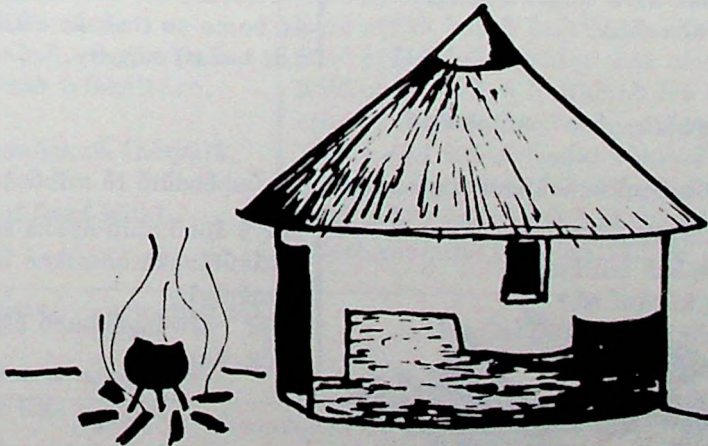
M	Akáyíqhkèkèzàngà íjógò. Úgqìbè úmsébènzì wàkhé.	S	Úkúbá ébéngàyíqhkèkèzàngà íjógò, ngé égqìbè úmsébènzì wàkhé (If she had not broken the jug, she would have finished her work).
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|--|---|
| <p>1. Úyíbothòzìlè í-émèlè.<br/>Úyìsè akáyìlùngìsàngà.</p> <p>2. Í-émèlè íbothòkìlè.<br/>Àyìsètýènzìswàngà<br/>ngúnìnàkhùlù.</p> | <p>Úkúbá ébéyíbothòzìlè í-émèlè, ngé úyìsè éngàyìlùngìsàngà (If she had dented the bucket, her father would not have mended/ fixed it).</p> <p>Úkúbá í-émèlè íbothòkìlè, ngé íngàsètýènzìswàngà ngúnìnàkhùlù (If the bucket had become dented, it would not have been used by her grandmother).</p> |
|--|---|



- UM. Úkúbá ámapdlísà áthè àgxínínìsà úkúbúzà kúmnnínáwà wàkhé, ínènè úhñì úyà kùphúmà èzíngecongól-wèni.
- UF. Kódwà bàwókázì úkúbá áthè ámapdlísà áphàndà kákùhlé, bánínzì ábántù ábáyà kùbànjwà.
- UM. Úfúnyénwè èthèní ló ñfó? <sup>1</sup>
- UF. Úfúnyénwè élèlè ngómqòlò, <sup>2</sup> ámbèthè íngùbd yàkhé èbéké ímélà écálèní kwàkhé kódwà <sup>3</sup> ívàiíwè. íngàlò námáddlò z ígrùzùkílè.
- UM. Ngòlù hldbd ùchàzà ngálò ngáthì kúm úbúláwélwè éndlwinì wázà wáfúnqùlwà wáyà kùbékwà áphò.
- UF. Ndítshò nám bàwókázì kùba kúláa ndáwò áfélé kúyò àkùbdnàkálì néngqùshú lé. Màsíphezé, ñndlèbé z ínnzì <sup>4</sup> ngókù, námápdlísà sélèkhó.
- If the police press hard enough in questioning his elder brother, the sordid truth will come out (the Tikolosh will come out from the reeds).
- But uncle if the police investigate thoroughly (well), many people will be arrested.
- How was this fellow when he was found?
- He was found lying on his back, wearing his blanket with his knife at his side but it was closed (clasped). His arms and knees were grazed (were scraped, chafed).
- According to this way by which you explain, it seems to me that he was murdered in the hut and then lifted and taken to be placed there.
- I also say so / think so uncle because in that place in which he died there are no signs of a struggle. Let us stop talking about it. Many ears are cocked now and the police are there already.

- Note the wide range of usage and meaning of the verb /-thi/: a) the regular verb meaning to 'say, do, be', the deficient verb without any particular meaning e.g. p. 328 and p. 288, and the use of /-thi/ + idiophone.
- Observe the idiomatic contrast with English - in Xhosa you lie by means of your back and not on your back.
- /écálèní la-/ is an acceptable alternative to /écálèní kwa-/.
- /-pheza/ is the causative form of /-phela/. Some verb stems ending in /l/ or /k/ form the causative by changing these endings to /z/ e.g. /úkútyúmka/> /úkútyúmzà/ (to crush).



## LESSON 52

## CONJUGATION OF THE COPULATIVE

## A. 1. Phùlaphùlà:

Úkúyà éKápà

Kúló nyàkà ùphéléléyò ndâyá éKápà.  
Kwákúyímfunékò kùqálà úkúbá  
ndífumàné ímvúmè kámántyì.  
Ndándíngénàkhó úkúyà kúmántyì  
ngòkwám ngóbá ndándíngénàxéshà.<sup>1</sup>  
Úmnyèni wám wáhàmbà ngébhàsì wáyà  
kúmántyì. Kwákúngènzímá úkùfumanà  
ímvúmè kúbá wáwúsènnínzì úmsébénzì  
áphò éKápà. Wáífúmánà ípàsì wázà  
wánóvúyò kàkhùlù. Ákùbà ébúyè<sup>2</sup>  
népàsì sàgqìbà kùnnyè úkùzìlùngìsélèlà.  
Yáyíyímínì énnàndì kúthì.

Yásíthàthà íntsúkù ézìmbìnì úkúyà  
áphò éKápà. Sásíyákùbà láphò phám̀bì  
kwéxéshà kòdwà ùlólìwé wábàmbèz -  
èlèkà éBélvìlle. ÉKápà kwákúngèlùlù  
úkùwùfumanà úmsébénzì ófánélékíléyò  
káfmsìnyànè nángòná wáwúngèmbálwá.  
Émva kwéxéshà élíthìlè kwákúngàsékò  
nkéasò sázà sávùz wà ngókùnnyámézelà.

Sáhlàlà áphò sáda sádìkwà kùkùxìnà  
kwéxéshà. Ékúgqìbèlèni sàgqìbà  
kwélókùbà màsìngàbì sáhlàlà áphò<sup>3</sup>  
sìzè sígòdúkè sìbè nàkhó úkùhlàlà  
ékhâyà ngókònwábà.

Last year I went to Capetown. It was  
first necessary (a necessity) for me  
to get the magistrate's permission.  
I was not able to go to the magistrate  
myself because I had no time.

My husband went by bus to the  
magistrate. It was not difficult to get  
the permit because the work was  
plentiful there in the Cape. He got the  
pass (and was glad) to his great joy.  
When he came back with the pass, we  
finished preparing ourselves together.  
It was a nice (pleasant) day for us.

It took us two days to go there to  
Capetown. We would have been there  
before time but the train was held up  
at Belville. In Capetown it was not easy  
to get suitably work immediately  
even though it was not scarce.

After a certain time there was no longer  
any opposition and we were rewarded  
for our perseverance.

We stayed there until we got fed up of  
the bustle of the city. In the end (finally)  
we came to the conclusion that (decided)  
we should not stay there any longer but  
go home so that we could live there  
(at home) happily.

Phùlaphùlà úphíndè úthì: ...

2. Wákùbà úgqìbè úkùfúndà ngókwànéléyò, úphéndùlé lé m̀bùzò:

1. Ndâyá nínì éKápà?
2. Kwákúfúnèkà ndífumàné  
ímvúmè kúbánì ná?
3. Ndándínàkhó úkúyà kúmántyì  
ngókwám?

Wáyá áphò kúló nyàkà ùphéléléyò.  
Kwákúfúnèkà úfumàné ímvúmè  
kúmántyì.  
Háyì, wáwúngénàkhó úkúyà kúyè  
ngókwákhò.

1. Cfr. L 42, B on /-nge-/, /-se-/, /-ngase-/, p. 268.

2. /wánóvúyò/</wábá nóvúyò/ (lit. 'he became with joy', i. e. was overjoyed).

3. /-gqìbà kwélókùbà/</-gqìbà kwilìzìwì lókùbà/ (lit. 'end in the decision of that').

4. Ndándíngénàthùbà lókúyà kúyè ngókwám?
5. Úm̀yèni wám wáhambà úkúyà kúmántyì ngétàxí?
6. Kúthèní kwákúngènzímá úkùfùmánà ímvúmè?
7. Ákùbà úm̀yèni wám élífúmènè ípási wábá lùsìzì?
8. Yásítháthá íntsùkù ézìngàphí úkúyà áphò éKápà?
9. Kúthèní sásíngàsènakhó úkúfikà áphò ngéxéshà?
10. Kwákúngènzímá ná úkùwùfùmánà úm̀sébènzì ófánélékíléyò kàm̀sínýànè?
11. Ásívùzwàngà ná ngókùnnyámézelà?
12. Sàhlàlà áphò sàdà sàdfkwà yíntoní ná?
13. Sàgqìbà kwélókùbà màsènzè ntóní?

Èwé, wáwúngénàthùbà lókúyà kúyè ngókwákhò.  
 Háyi, úm̀yèni wákhò àkàhàmbàngà úkúyà kúmántyì ngétàxí. Wáya kúyè ngébhási.  
 Kwákúngènzímá úkùfùmánà ímvúmè kùbà wáwúsèmnínzì úm̀sébènzì áphò éKápà.  
 Háyi, àkàbàngà lùsìzì (sorry). Wábá nóvùyd.  
 Yántháthá íntsùkù ézìmbìní úkúyà áphò éKápà.  
 Náníngàsènakhó úkúfikà áphò ngéxéshà ngóbà úlólìwé wábàmbèzèlèkà éBélville.  
 Háyi, kwákúnzímá úkùwùfùmánà úm̀sébènzì ófánélékíléyò kàm̀sínýànè.  
 Háyi, nàvùzwà ngókùnnyámézelà? Nàhlàlà áphò nàdà nàdfkwà kúkúxínàná kwésìxèkò.  
 Nàgqìbà kwélókùbà màníngàbí sàhlàlà áphò nízè nígòdúkè.

B. Qàlà ngókúthì, " KÚLÓ NYÁKÀ ÙZÀYÓ" ngókwémizékèlò: <sup>1</sup>

Pattern 1: [SC- yà] + [kù-bà] + (CP)- Base

M	Kúshùshù éKápà.	S	Kúló nyákà ùzàyó kúyà kùbà shùshù éKápà. (Next year it will be hot / get hot in Capet own)
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|---|--|---|
| <ol style="list-style-type: none"> <li>1. Kúnzímá úkùsèbénzà.</li> <li>2. Ábàsèbénzì bánínzì.</li> <li>3. Íngcá índè.</li> <li>4. Ímìthí Ìùhlázà.</li> <li>5. Ábántwàná bángòtsòtsí.</li> <li>6. Ímìthèthò íyínkàtházò.</li> <li>7. Ámákhwènkwe ánétyàlà.</li> <li>8. Ílókìshì ímbí kúthì.</li> </ol>   | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">                 Kúló nyákà ùzàyó kúyà kùbà nzmá úkùsèbénzà.<br/>                 Kúló nyákà ùzàyó ábàsèbénzì báya kùbà bánínzì.<br/>                 Kúló nyákà ùzàyó íngcá íyà kùbà índè.<br/>                 Kúló nyákà ùzàyó ímìthí íyà kùbà Ìùhlázà.<br/>                 Kúló nyákà ùzàyó ábántwàná báya kùbà ngòtsòtsí.<br/>                 Kúló nyákà ùzàyó ímìthèthò íyà kùbà yínkàtházò<br/>                 (Next year the laws will be a nuisance).<br/>                 Ílò nyákà ùzàyó amákhwènkwe áyà kùbà nétyàlà<br/>                 (ext year the boys will be guilty).<br/>                 Kúló nyákà ùzàyó ílókìshì íyà kùbà ímbí kúthì<br/>                 (Next year the location will be ugly/bad for us).             </td> </tr> </table> | Kúló nyákà ùzàyó kúyà kùbà nzmá úkùsèbénzà.<br>Kúló nyákà ùzàyó ábàsèbénzì báya kùbà bánínzì.<br>Kúló nyákà ùzàyó íngcá íyà kùbà índè.<br>Kúló nyákà ùzàyó ímìthí íyà kùbà Ìùhlázà.<br>Kúló nyákà ùzàyó ábántwàná báya kùbà ngòtsòtsí.<br>Kúló nyákà ùzàyó ímìthèthò íyà kùbà yínkàtházò<br>(Next year the laws will be a nuisance).<br>Ílò nyákà ùzàyó amákhwènkwe áyà kùbà nétyàlà<br>(ext year the boys will be guilty).<br>Kúló nyákà ùzàyó ílókìshì íyà kùbà ímbí kúthì<br>(Next year the location will be ugly/bad for us). |
| Kúló nyákà ùzàyó kúyà kùbà nzmá úkùsèbénzà.<br>Kúló nyákà ùzàyó ábàsèbénzì báya kùbà bánínzì.<br>Kúló nyákà ùzàyó íngcá íyà kùbà índè.<br>Kúló nyákà ùzàyó ímìthí íyà kùbà Ìùhlázà.<br>Kúló nyákà ùzàyó ábántwàná báya kùbà ngòtsòtsí.<br>Kúló nyákà ùzàyó ímìthèthò íyà kùbà yínkàtházò<br>(Next year the laws will be a nuisance).<br>Ílò nyákà ùzàyó amákhwènkwe áyà kùbà nétyàlà<br>(ext year the boys will be guilty).<br>Kúló nyákà ùzàyó ílókìshì íyà kùbà ímbí kúthì<br>(Next year the location will be ugly/bad for us). |  |   |

1. /ngókwa-/ (according to).  
 { like)  
 /úkubhabha ngókwehòbè/  
 (to fly like a dove).



Pattern 2:  $a-SC^n-yi$  +  $kù-bà$  +  $(CP)-Base$

M	Àkùnz ímá úkútshò.	S	Kúló nyâkà ùzàyo àkúyí kùbà nzìmà úkútshò (Next year it will not be difficult to say so).
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- |  |   |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
|--|---|------------------|---------------------------|------------------|---------------------------------|------------------|-----------------------------------|------------------|----------------------------|------------------|---|------------------|------------------------------|------------------|--------------------------------|------------------|---|
| <ol style="list-style-type: none"> <li>1. Ámáddà àkàmàdàlá.</li> <li>2. Ìntòmbí àzínàkhó úkúzà.</li> <li>3. Ìndlèlè àyìbànzí.</li> <li>4. Úbùsùkù àbùmnyámá.</li> <li>5. Ísítálátò àsìsìbì.</li> <li>6. Ìm̀d̀t̀ò àzìnkùlù.</li> <li>7. Ìm̀th̀wàl̀d̀ àzò àyìnz ímá.</li> <li>8. Ívìlì àlìngqùkùv́à ìnpélá.</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ámáddà àkáyì kùbà màdàlá.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ìntòmbí àzìyí kùbà nàkhó úkúzà.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ìndlèlè àyìyí kùbà b̀anzí (wide).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>úbùsùkù àbúyí kùbà ìnyámá.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ísítálátò àsìyí kùbà s̀bì (Next year the street will not be / become ugly).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ìm̀d̀t̀ò àzìyí kùbà zìnkùlù.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ìm̀th̀wàl̀d̀ àyìyí kùbà nzìmà.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ìvìlì àlìyí kùbà ngqùkùv́à ìnpélá.<br/>(Next year the wheel will not be entirely round).</td> </tr> </table> | Kúló nyâkà ùzàyo | ámáddà àkáyì kùbà màdàlá. | Kúló nyâkà ùzàyo | ìntòmbí àzìyí kùbà nàkhó úkúzà. | Kúló nyâkà ùzàyo | ìndlèlè àyìyí kùbà b̀anzí (wide). | Kúló nyâkà ùzàyo | úbùsùkù àbúyí kùbà ìnyámá. | Kúló nyâkà ùzàyo | ísítálátò àsìyí kùbà s̀bì (Next year the street will not be / become ugly). | Kúló nyâkà ùzàyo | ìm̀d̀t̀ò àzìyí kùbà zìnkùlù. | Kúló nyâkà ùzàyo | ìm̀th̀wàl̀d̀ àyìyí kùbà nzìmà. | Kúló nyâkà ùzàyo | ìvìlì àlìyí kùbà ngqùkùv́à ìnpélá.<br>(Next year the wheel will not be entirely round). |
| Kúló nyâkà ùzàyo   | ámáddà àkáyì kùbà màdàlá.   |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | ìntòmbí àzìyí kùbà nàkhó úkúzà.   |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | ìndlèlè àyìyí kùbà b̀anzí (wide).   |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | úbùsùkù àbúyí kùbà ìnyámá.  |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | ísítálátò àsìyí kùbà s̀bì (Next year the street will not be / become ugly).   |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | ìm̀d̀t̀ò àzìyí kùbà zìnkùlù.  |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | ìm̀th̀wàl̀d̀ àyìyí kùbà nzìmà.  |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |
| Kúló nyâkà ùzàyo   | ìvìlì àlìyí kùbà ngqùkùv́à ìnpélá.<br>(Next year the wheel will not be entirely round).   |                  |                           |                  |                                 |                  |                                   |                  |                            |                  |   |                  |                              |                  |                                |                  |   |

Pattern 3: Pos.  $SC-yà$  +  $kùbè$  +  $SC^e-(CP)-Base$

Neg.  $a-SC^n-yí$  +  $kùbè$  +  $SC^e-(CP)-Base$

M	Ìlókìshì yíngd̀zì.	S	Kúló nyâkà ùzàyo ìlókìshì yíyà kùbè yíngd̀zì (Next year the location will be dangerous).
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- |  |   |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |
|--|---|------------------|---|------------------|--|------------------|----------------------------------|------------------|-----------------------------------|------------------|---|------------------|--|------------------|--|
| <ol style="list-style-type: none"> <li>1. Úmántyì úném̀f̀esànè.</li> <li>2. Ònólálì àbàb̀aǹnzí kàkhùlù.</li> <li>3. Òtsòtsí b̀angámágwàlá.</li> <li>4. Ámátshìphá àkálùncèd̀d̀.</li> <li>5. Útywàlá àb̀ùb̀ùǹnzí gqíthá.</li> <li>6. Ámápd̀lìsà àkánàmìpú.</li> <li>7. Ònyànà bèthù báséngózinì.<br/>yókùfá.</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>úmántyì yíyà kùbè éném̀f̀esànè<br/>(Next year the magistrate will be compassionate).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ònólálì àbáyí kùbè b̀eb̀aǹnzì<br/>kàkhùlù (... the location superintendents will not...)</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>òtsòtsí báya kùbè b̀engámágwàlá.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ámátshìphá àkáyí kùbè élùncèd̀d̀.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>útywàlá àbúyí kùbè b̀ùb̀ùǹnzì<br/>gqíthá (... will not be too plentiful).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ámápd̀lìsà àkáyí kùbè énamìpú<br/>(Next year the police will have no guns).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Kúló nyâkà ùzàyo</td> <td>ònyànà bèthù báya kùbè<br/>béséngózinì yókùfá (... sons will be in danger of death)</td> </tr> </table> | Kúló nyâkà ùzàyo | úmántyì yíyà kùbè éném̀f̀esànè<br>(Next year the magistrate will be compassionate). | Kúló nyâkà ùzàyo | ònólálì àbáyí kùbè b̀eb̀aǹnzì<br>kàkhùlù (... the location superintendents will not...) | Kúló nyâkà ùzàyo | òtsòtsí báya kùbè b̀engámágwàlá. | Kúló nyâkà ùzàyo | ámátshìphá àkáyí kùbè élùncèd̀d̀. | Kúló nyâkà ùzàyo | útywàlá àbúyí kùbè b̀ùb̀ùǹnzì<br>gqíthá (... will not be too plentiful). | Kúló nyâkà ùzàyo | ámápd̀lìsà àkáyí kùbè énamìpú<br>(Next year the police will have no guns). | Kúló nyâkà ùzàyo | ònyànà bèthù báya kùbè<br>béséngózinì yókùfá (... sons will be in danger of death) |
| Kúló nyâkà ùzàyo   | úmántyì yíyà kùbè éném̀f̀esànè<br>(Next year the magistrate will be compassionate).   |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |
| Kúló nyâkà ùzàyo   | ònólálì àbáyí kùbè b̀eb̀aǹnzì<br>kàkhùlù (... the location superintendents will not...)  |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |
| Kúló nyâkà ùzàyo   | òtsòtsí báya kùbè b̀engámágwàlá.  |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |
| Kúló nyâkà ùzàyo   | ámátshìphá àkáyí kùbè élùncèd̀d̀.   |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |
| Kúló nyâkà ùzàyo   | útywàlá àbúyí kùbè b̀ùb̀ùǹnzì<br>gqíthá (... will not be too plentiful).   |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |
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| Kúló nyâkà ùzàyo   | ònyànà bèthù báya kùbè<br>béséngózinì yókùfá (... sons will be in danger of death)  |                  |   |                  |  |                  |                                  |                  |                                   |                  |   |                  |  |                  |  |

C. WITH A COPULATIVE BASE (i. e. non-verb base), /-nga-/ /-nge-/,  
/-sa-/ /-se-/, /-ngasa-/ /-ngase-/.

FURTHERMORE, /SC-nga-ka-R-i/ /SC-ngeka-R-i/ (not yet).<sup>1</sup>

1. Change into the near past continuous tense:

M	Úmyèni wám àkánàkhó úkúyà áphò ngétèxí.	S	Úmyèni wám ébèngénàkhó úkúyà áphò ngétèxí (My husband was not able to go there by taxi).
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- |  |  |                         |        |                 |                |                             |                  |                              |                         |              |                                 |
|--|--|-------------------------|--------|-----------------|----------------|-----------------------------|------------------|------------------------------|-------------------------|--------------|---------------------------------|
| <ol style="list-style-type: none"> <li>1. Úmántyì úsèsé-òfìsìnì yàkhé.</li> <li>2. Úkùfumanà ípàsì àkùnz ímá.</li> <li>3. Ònóbhálà ábàb̀aǹnzí.</li> <li>4. Básélùncèd̀d̀ kàkhùlù.</li> <li>5. Ípd̀lìsà èlì àlìngd̀m̀ntù ónénkàtház̀d̀.</li> </ol> | <table border="0"> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Úmántyì ébèsèsé-òfìsìnì</td> <td>yàkhé.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Úkùfumanà ípàsì</td> <td>békúngènz ímá.</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ònóbhálà b̀eb̀eng̀eb̀aǹnzí</td> <td>(The clerks...).</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">B̀eb̀es̀el̀unc̀ed̀d̀ kàkhùlù</td> <td>(... were very helpful)</td> </tr> <tr> <td style="border-left: 1px solid black; padding-left: 5px;">Ípd̀lìsà èlì</td> <td>bélìngèngd̀m̀ntù ónénkàtház̀d̀.</td> </tr> </table> | Úmántyì ébèsèsé-òfìsìnì | yàkhé. | Úkùfumanà ípàsì | békúngènz ímá. | Ònóbhálà b̀eb̀eng̀eb̀aǹnzí | (The clerks...). | B̀eb̀es̀el̀unc̀ed̀d̀ kàkhùlù | (... were very helpful) | Ípd̀lìsà èlì | bélìngèngd̀m̀ntù ónénkàtház̀d̀. |
| Úmántyì ébèsèsé-òfìsìnì  | yàkhé.   |                         |        |                 |                |                             |                  |                              |                         |              |                                 |
| Úkùfumanà ípàsì  | békúngènz ímá.   |                         |        |                 |                |                             |                  |                              |                         |              |                                 |
| Ònóbhálà b̀eb̀eng̀eb̀aǹnzí  | (The clerks...).   |                         |        |                 |                |                             |                  |                              |                         |              |                                 |
| B̀eb̀es̀el̀unc̀ed̀d̀ kàkhùlù   | (... were very helpful)  |                         |        |                 |                |                             |                  |                              |                         |              |                                 |
| Ípd̀lìsà èlì   | bélìngèngd̀m̀ntù ónénkàtház̀d̀.  |                         |        |                 |                |                             |                  |                              |                         |              |                                 |

1. Re. /-nge-/, /-se-/, /-ngase-/, see L 42, p. 268. on the effect of extinct /-li/  
/-ka-/(not yet) seems to have had a latent initial vowel /i/ originally, which  
survives only in this coalesced form with the negative prefix /-nga-/.



6. Ámápdìlísà àkángòmàgwàlá.
7. Úmsébènzì àwúngòwàwó.
8. Yíntàndò yàwó úkùwénzà.
9. Ámányè ámápdìlísà  
ásèsémàphàndlénì.
10. Ásèìmkhòndwénì wésèlà  
éìfíyíngòzì.
11. Ísèlà àlínàkhó úkùsìndà.

Ámápdìlísà èbèngéngòmàgwàlá (. . cowards).  
 Úmsébènzì úbúngéngòwàwó (The work  
 was not theirs i. e. the policemen's).  
 Íbífíntàndò yàwó úkùwénzà. (desire)  
 Ámányè ámápdìlísà èbèsèsémàphàndlénì  
 (Some police are still out the country).  
 Èbèsèìmkhòndwénì wésèlà èbèlífíyíngòzì  
 (They were on the track of a dangerous..).  
 Ísèlà bèlínghèàkhó úkùsìndà (. . to escape).

2. Change into the remote past continuous tense:

M	Ákúkùhò ìntù éKápà.	S	Kwákúngékùhò ìntù éKápà.
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1. Kúnzìimà úkùhàmbà ngèenqánáwà.
2. Kúyíngòzì úkùhàmbà njáló.
3. Ínqánáwà àzìnkùlú kàkhùlù.
4. Úlwàndlè lúséyíntò éydyíkékàyó.
5. Úmhlékàzì Vàn Ríebèck  
únésìbìndì.
6. Àkànàntàkà.
7. Ínqánáwà yàbó àyínàkhó úkùsìndà.
8. Úmzékèlò wóbùgòrà àwùsèàkhó  
úkùthúthúzèlà ábàntù.
9. Ímífùndò àyìsèmìhlé.

Kwákúnzìimà úkùhàmbà ngèenqánáwà (ships).  
 Kwákúyíngòzì úkùhàmbà njáló.  
 Ínqánáwà zázìngèzìnkùlú kàkhùlù.  
 Úlwàndlè lwálúséyíntò éydyíkékàyó (The  
 sea was still a terrifying/fearful thing).  
 Úmhlékàzì Vàn Ríebèck wáyènéìbìndì  
 ( Mr. Van Riebeck was brave).  
 Wáyèngénàntàkà (He was not cowardly).  
 Ínqánáwà yàbó yáyíngénàkhó úkùsìndà.  
 Úmzékèlò wóbùgòrà wáwúngàsèàkhó  
 úkùthúthúzèlà ábàntù (The example of  
 heroism was not able to console the ..).  
 Ímífùndò yáyíngàsèmìhlé (. . vegetables..).

3. Change into the near past continuous according to the model:

M	Àndìkàbí nèmàlì éyànéléyò (I haven't enough money yet).	S	Bèndíngékàbí nèmàlì éyànéléyò (I had not yet enough money).
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1. Àndìkàbí nàkhó úkùfùmàná  
úmsébènzì éKápà.
2. Àbàzàlwàná àbàkàbí  
nàkùphèlélwà kùkùtyá.
3. Ámáshìshìní àkàkàbí yíngòzì.
4. Índlù àyíkàbí yéyèthú.
5. Ásìkàbí nàkùyíráfèlà.
6. Úmsébènzì àwúkàbí  
ìnnínzì kángákà.
7. Íntlálò yómsébènzì àyíkàbí  
àyíkàbí nàndlá.
8. Ásìkàbí nàndlá kùlò ìnsébènzì.

Bèndíngékàbí nàkhó úkùfùmàná úmsébènzì  
 éKápà ( I was not yet able to get work at. . ).  
 Àbàzàlwàná bèbèngékàbí nàkùphèlélwà  
 kùkùtyá ( The brothers/relatives could not  
 yet starve - be finished for by food).  
 Ámáshìshìní èbèngékàbí yíngòzì  
 ( The factories were not yet dangerous).  
 Índlù íbíngékàbí yéyèthú (. . not yet ours).  
 Bèsíngékàbí nàkùyíráfèlà ( We were not  
 yet able to pay the rent for it).  
 Úmsébènzì úbúngékàbí ìnnínzì kángákà  
 ( The work was not yet so plentiful).  
 Íntlálò yómsébènzì íbíngékàbí nàndlá (The  
 working conditions were not yet interesting).  
 Bèsíngékàbí nàndlá kùlò ìnsébènzì.



4. Identify the subject noun (i. e. begin with the Cop. of the subject):

M	Índlèlà bészíngèzìntlé.	S	Zíndlèlà ébészíngèzìntlé.
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1. Úkùtyá békúngàsémnándí.
2. Íshìshìní bélíngénàmsébènzì.
3. Ímpàhlà íbíngàsénàkùthèngwà.
4. Úmbhòbhò wáwúngèmdàlá kángákà.
5. Ámágùmbì ébéngèràkhùlú ngókwànéléyò.
6. Ígùnyà lálíngékàbí khó.

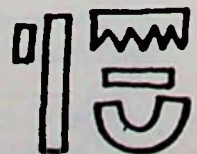
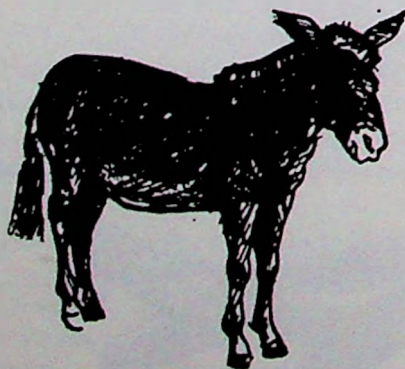
Kúkùtyá óbékúngàsémnándí (It is the food which was no longer nice).  
 Líshìshìní ébélíngénàmsébènzì (It is the factory which was useless).  
 Yímpàhlà ébíngàsénàkùthèngwà (They are the goods which could no longer be bought).  
 Ngùmbhòbhò ówáwúngèmdàlá kángákà (It is the hose-pipe which was not so old).  
 Ngámágùmbì ábéngèràkhùlú ngókwànéléyò (They are the rooms which were not sufficiently big).  
 Lígùnyà élálíngékàbí khó (It is the authority which was no longer there/no longer existed).

5. Change into the remote past continuous:

M	Únólálí àkánàntyàlà.	S	Únólálí wáyéngénàntyàlà (The location superintendent was not guilty).
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1. Àkánànyámékò.
2. Àkàsélòvìlà.
3. Úsènéfínqwèndò wókùpháthà ngqòngqò.
4. Kúyíntó éngèmnándí kàkhùlú.
5. Ímìthèthò àyínàkùkhòlísà nàmntù ùséngúmlándèlì.
6. Úmílìdò wáwúngèmkhùlú gqíthá.
7. Úmphèkì àkánàkhó úkùwùcìmà.
8. Úkùtyá àkùsénàkùsìndìswà.
9. Èzítýà àzínàkhó úkùkhùtshwà.
10. Íntàmbò àyínàkhó úkùqhàwúkà.
11. Íikómítýì zísénàkhó úkùqhékekà.
12. Údòngá lúnókúdílíkà.
13. Íngcàngò àzínàkwàphúlùwà mntù.

Wáyéngénànyámékò (He was not diligent).  
 Wáyéngàsélòvìlà (He was no longer lazy).  
 Wáyésénéfínqwèndò wókùpháthà ngqòngqò (He still had the desire to rule harshly).  
 Kwákúyíntó éngèmnándí kàkhùlú.  
 Imìthèthò yáyíngénàkùkhòlísà nàmntù (The laws were unable to please even any of his followers).  
 Úmílìdò wáwúngèmkhùlú gqíthá (excessively).  
 Úmphèkì wáyéngénàkhó úkùwùcìmà (The cook could not quench it).  
 Úkùtyá kwákúngàsénàkùsìndìswà (.. saved).  
 Èzítýà zázíngénàkhó úkùkhùtshwà (.. taken out)  
 Íntàmbò yáyíngénàkhó úkùqhàwúkà (The rope could not break / snap).  
 Íikómítýì zázísénàkhó úkùqhékekà.  
 Údòngá lwálúnókúdílíkà (The wall could have collapsed.).  
 Íngcàngò zázíngénàkwàphúlùwà mntù (The doors could not have been broken by anyone)



## D. INCOKO.

ÚSíz wè nólizò é síbhédìlèlè

- |     |  |   |
|-----|--|---|
| US. | Móld Siphó ntàngá'm.   | Hello Sipho my pal - age mate.  |
| UL. | Éwé, móld ìmfóndíni.   | Yes, hello dear pal.  |
| US. | Kúnjàní, ùphílà njàní<br>námhlá njé?                                 | How is it, how are you today - lit: How<br>do you live/ how is your health today?             |
| UL. | Àndìphílì ìmfóndíni, íntlókò<br>ísándìkhàtházà.                      | I'm not well dear, my head is still giving<br>me trouble / I've still got a headache.         |
| US. | Úmóngìkàzì úyàkùnìkà ámayèzà?  | Does the nurse give you medicines?  |
| UL. | Háyì, àkàndìnikì, úndìnikà<br>ìpìlìsì.                               | No, she does not, she gives me pills /<br>tablets.  |
| US. | Z íngàphí ìpìlìsì<br>ónókùz ìtháthá ngémìni?                         | How many pills can you take daily /<br>per day / each day?                                    |
| UL. | Ndìnókùz ìtháthá z íbè ntáthù.                                       | I can take three (. . them and they be 3).  |
| US. | Kúthènf ngáthì úmìlènzè<br>wákhò úbùhlúngù njé?                      | Why is it that your leg seems to<br>be sore?  |
| UL. | Háyì, úbùhlúngù kúlé vékì<br>ìphélìléyò, kódwà àwùbùhlúngù<br>ngókù. | No, it was sore last week, but it is<br>not sore now.   |
| US. | Mkhúlù úm̀sébènzì áphà<br>é síbhédìlèlè?                             | Is it big the work here at the hospital i. e.<br>is there a lot of work here at the hospital? |
| UL. | Háyì, àwùmkhúlù kàkhúlù,<br>báńínzì ábàsébènzì.                      | No, it is not very big ( much)( demanding),<br>they are many the workers - there are ..       |
| US. | Íntòmbí lé íphákélà<br>ìzìgùlànà úkùtyá?                             | Does this girl serve food to the<br>patients?   |
| UL. | Háyì, àyìphákélì zìgùlànà,<br>ísúlà úm̀gàngàthò.                     | No, she does not serve up food to the<br>patients, she wipes ( cleans) the floor.             |
| US. | Màndìhàmbé Lìzò.   | Let me go ( I must go) Lizo (Elizabeth).  |
| UL. | Kùlúngìlè ìmfóndíni,<br>bùlìsà ékhàyà.                               | Good dear friend ( fellow). greet at<br>home ( i. e. my greetings to all at home).            |



## LESSON 53

## CONJUGATION OF THE COPULATIVE

## A. 1. Phùlaphùlâ:

Íshìshìní  
(Factory/Industry)

Kúyà kùbàkhó ámáshìshìní ámànínzì ngàséMóntì kwíxéshà élízáyó. Ebèmbàlwá ngàphám̀bìlì. Kúfúnékà ábè kùfúphì nómdà wàPhéshéyá-kwéNcìbà. Lákùbà líkhó íshìshìní, kúyà kùbàkhó ábàsèbènzì ábànínzì kúngàbìkhó ngxàkì yókùfumanà úmsébénzì. Yíyò lóo ntó kùngábà lúncèdò úkúbà námáshìshìní èmdéni wàPhéshéyá-kwéNcìbà.

Kúló nyàkà ùphélfíléyò békúngékhò nàllyè íshìshìní élibàlùlèkíléyò kwíndáwò zábáNtsúndù kódwà bèsinéthembà lókúbà kúyà kùbàkhó ámáshìshìní kàmsínyá. Ábántù ábábènémaíí bēbécēlwa úkúbà bábè nésisà bázè básèkè ámáshìshìní kwélàkówèthù. Ábányè bázílándùlâ<sup>1</sup> bésíthì bábéngénàkhó kùbà kwákúngékhò mánzì ànéléyò ókànyè nàzìntó zókùthùthà. Lóo ntó yáyíyínkátházò kódwà sásísénéthembà lókúbà kúyà kùbàkhó íngúqúlèlâ. Nàsémvâ kwéxéshà bábè bânínzì ábò bábéthàndà úkúbà néthùbà lókùsékà íshìshìní kùfúphì náthì.

Kwángà kùngákhó ámáshìshìní<sup>2</sup> ámànínzì átyèbíléyò áphò. Ndìkvà-nqwènwèndèlâ úkúbà únínzì lwábántù hángánámáshìshìní àbò. Yákùbà índdà ínéshìshìní láyó, àyíxhòmdèkèkè ìntwìní. Isébénzà ngóldnwbò úkúzè íbè néndyèbò íngàbí léhlwèmpú.

There will be many factories in the vicinity of East London in the future. They were rare (few) formerly. It is necessary that they be near the border of the Transkei. When the industry is there, there will be many workers and there will be no difficulty in getting a job/work. That is why it can be helpful to have factories on the border of the Transkei.

Last year there was not even one important factory in the Reserves (in African Areas) but we were hopeful that there would be factories soon. The people who had money (capital) were asked (invited) to be generous and to set up factories in our homeland. Some of them refused (excused themselves) saying that they could not because there was not enough water or means of transport. That was a worry (a trouble) but we were still hopeful that there would be a change. And after some time there were many of those that wanted to be given the chance to establish an industry near us.

Would that there could be many thriving (rich) factories/industries there. I wish also that the majority of the people had their own businesses. When a man has his own business concern, he is independent. He works happily (contentedly) to have wealth and not be a pauper.

2. Phùlaphùlâ úphíndè úthì:.....

3. Khàwùphéndùlé lé m̀búzd:

1. Kúyà kùbàkhó ntóní ngàséMóntì ngéxéshà élízáyó?

Ngéxéshà élízáyó kúyà kùbàkhó ámáshìshìní ámànínzì ngàséMóntì.

1. /kwélàkówèthù/</ku-e-la-ku-o-wa-ithu/</ kwílízwè la-ku-úfínzì wèthù/.

2. /kùngákhó/</kùngábà khòna/.

2. Ébéngèmánínzí ngàphámbìlì?
3. Kúfúnékà ábè kùfúphì nàntóní?
4. Àkùsékhò ngxáki yàkùfúmánà úm̀sébénzì l̀ákùbà l̀ìkhó íshìshìní?
5. Àkùngèbí l̀uncèdò ná úkùbà námáshìshìní èm̀dèní wàkwáXhòsà?
6. Kwákúngékhò nàlìnyè íshìshìní élibàl̀ùl̀èk̀l̀éyò kwìndáwò zábá-Ntsùndù kùlò nyákà ùphélíléyò?
7. Àbò bábénéimàlì bācèl̀wà úkùbà básèké ntóní kwélàkòwèthù?
8. Kwákúthèní bázìl̀àndùl̀è ábányè?
9. Ém̀và kwéxéshà bábésèmbàl̀wà àbò bábéfùnà íthùbà l̀ókùsèkà ámáshìshìní kùfúphì náthì?
10. Ndándínqwèndèl̀à ìnná úkùbà únínzì lwábántù bàngàbà nàntóní ná?
11. Ìnddà èngénàshìshìní làyò àyìxhòmekèkè ìntwìní?
12. Ìnddà ènéshìshìní làyò àyisèbénzì úkúzè íbè l̀ìhl̀wèmpù?

Háyì, ébèmbàl̀wà ngàphámbìl̀ì (before).  
 Kúfúnékà ábè kùfúphì nòm̀dà wàPhéshéyá kwéNcìbà.  
 Éwé, àkùsékhò ngxáki yàkùwùfúmánà l̀ákùbà l̀ìkhó íshìshìní.  
 Háyì, kùngál̀uncèdò úkùbà nàwò.  
 (No, it can help to have them).  
 Éwé, kwákúngékhò nàlìnyè íshìshìní élibàl̀ùl̀èk̀l̀éyò kwélàbàNtsùndù ngòkò. <sup>1</sup>  
 Bācèl̀wà úkùbà básèké ámáshìshìní kwélàkòwèthù.  
 Kwákúngòbà kùngékhò m̀anzì ànéléyò òkànyè nàzìntò zòkùthùthà.  
 Háyì, bábèngàsém̀bàl̀wà.  
 Bábè hànínzì.  
 Wáwúnqwèndèl̀à wèná úkùbà únínzì lwábántù bàngánámáshìshìní àbò.  
 Éwé, àyìxhòmekèkè ìntwìní.  
 Éwé, àyisèbénzì úkúzè íbè l̀ìhl̀wèmpù.  
 Ísèbénzà úkúzè íngàbí l̀ìhl̀wèmpù.



**B. THE SUBJUNCTIVE MOOD.**

**1. Khàwúqàlé íxéshà ngàlìnyè ngókúthì, "KWÁKÚFÚNÉKÀ"**

<b>M</b>	Sìnàkhó úkùhám̀bèl̀à édólòphìní. (We can/may visit the town).	<b>S</b>	Kwákúfúnékà sébè nàkhó úkùhám̀bèl̀à édólòphìní (It was necessary for us to be able to visit the town).
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|--|--|
| <ol style="list-style-type: none"> <li>1. Sìném̀d̀tò éntshá.</li> <li>2. Àsìngòm̀ágwàl̀á.</li> <li>3. Úm̀q̀hùbì ùl̀ìchùl̀è.</li> <li>4. Sìnòkùbòná íshìshìní él̀ìtshá.</li> <li>5. Íshìshìní l̀ínóm̀tsàl̀ánè.</li> <li>6. Úm̀q̀éshì wàlò únóbùbèl̀è.</li> <li>7. Àkànákràtshí.</li> <li>8. Òm̀àtshìní bàkhùl̀ù.</li> </ol> | <p>Kwákúfúnékà síbè ném̀d̀tò éntshá (...to have...).</p> <p>Kwákúfúnékà síngàbí ngám̀ágwàl̀á (cowards).</p> <p>Kwákúfúnékà úm̀q̀hùbì ábè l̀ìchùl̀è (The driver had to be an expert).</p> <p>Kwákúfúnékà síbè nòkùbòná íshìshìní él̀ìtshá.</p> <p>Kwákúfúnékà íshìshìní l̀ìbè nóm̀tsàl̀ánè (The factory had to be attractive).</p> <p>Kwákúfúnékà úm̀q̀éshì wàlò ábè nóbùbèl̀è (Its employer had to be kind).</p> <p>Kwákúfúnékà àngàbí nàkràtshí (It was necessary that he be not proud).</p> <p>Kwákúfúnékà òm̀àtshìní bábè bàkhùl̀ù.</p> |
|--|--|

**2. Qàl̀à ngókùsèbénzìsà "MA-" ngókóm̀zékèl̀è òl̀àndèl̀àyò:**

<b>M</b>	Àsísázìkhàtházì ngàl̀óo ntó. (We no longer worry about.)	<b>S</b>	Màsìngàbí sázìkhàtházà ngàl̀óo ntó (Let us no longer worry ourselves about that)
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1. /kwélàbàNtsùndù/ /kù-ìl̀izwè l̀ábántù ábàntsùndù/.

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|--|---|
| <ol style="list-style-type: none"> <li>1. Ànìsáfùni ùkùxàbàná.</li> <li>2. Àsìsáyèkèlèlì.</li> <li>3. Àbàsákhálázì ngókùtyá.</li> <li>4. Ànìsádlàlìsì ngèzìlèd.</li> <li>5. Úm̀ntwàná àkàsénà̀msìndò.</li> </ol> | <p>M̀aningàbí sáfùnà ùkùxàbàná ( You must no longer wish to quarrel - Let you... ).</p> <p>M̀asingàbí sáyèkèlèlè ( Let us not be careless any longer).</p> <p>M̀abàngàbí sákhálázà ngókùtyá ( They must not complain about the food any longer).</p> <p>M̀aningàbí sádlàlìsà ngèzìlèd ( You must not play with the dogs / tease the dogs any longer).</p> <p>Úm̀ntwàná màkàngàbí sá bá nò̀msìndò ( The child must not be angry any longer).<sup>1</sup></p> |
|--|---|

C. POTENTIAL MOOD.

Pos. SC<sup>a</sup>-ngá-bà + (CP)-Base . Neg. a-SC<sup>n</sup>-ngè-bí + (CP)-Base .

1. Gùqúlà èzì zìbè yím̀ínqwend ngókò̀m̀zèkèlèd.<sup>2</sup>

M	Lò f̀m̀ntwàná ùlìgòrà.	S	Lò f̀m̀ntwàná wàngà àngàbà lìgòrà ( Would that this child were a hero).
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- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Únèm̀fèsànè.</li> <li>2. Ím̀thèthè ìngqòngqòd.</li> <li>3. Òtsòtsì àbànàmèlè.</li> <li>4. Ám̀asèlè àkàm̀anìnzì áphà.</li> <li>5. Ìzìgèbéngà àzìnàzìthùthùthù.</li> <li>6. Èsò sìthùthùthù sésám̀.</li> <li>7. Kùm̀nàndì ùkùhlàlè àphà ém̀òntì.</li> <li>8. Ìlàngà àlìshùshù kàngákà.</li> <li>9. Ìzìqhàm̀d zìnécàsà.</li> <li>10. Únyànà wám̀ ùlápàhà.</li> </ol> | <p>Wàngà àngàbà nèm̀fèsànè (..compassionate).</p> <p>Ím̀thèthè yàngà ìngàbà ngqòngqòd (.. strict/harsh).</p> <p>Òtsòtsì bàngà àbàngèbí nàmèlè (.. had no knives).</p> <p>Ám̀asèlè àngà àkàngèbí mànìnzì áphà.</p> <p>Ìzìgèbéngà zàngà àzìngèbí nàzìthùthùthù ( I wish the robbers had no motorbicycles).</p> <p>Èsò sìthùthùthù sàngà sìngàbà sésám̀ (.. mine).</p> <p>Kwàngà kùngàbà m̀nàndì ùkùhlàlè àphà ém̀òntì ( I wish it were nice to stay here in E. London).</p> <p>Làngà àlìngèbí shùshù kàngákà ìlàngà (Would that the sun were not so hot).</p> <p>Zàngà zìngàbà nécàsà ìzìqhàm̀d ( I wish the fruit were tasty - lit. with a flavour/taste).</p> <p>Únyànà wám̀ wàngà àngàbà lápàhà.</p> |
|---|---|

2. Change into the Potential Mood:

M	Ììndlèlè zìyìngòzì kùbàhàmbì.	S	Ììndlèlè zìngàbà yìngòzì kùbàhàmbì (The roads may be dangerous for travellers).
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|---|--|
| <ol style="list-style-type: none"> <li>1. Kùnzì mà ùkùhàmbà ngókù.</li> <li>2. Ìbàlè lìm̀tyìbìlìzì.</li> <li>3. Lìm̀ánzì gqìthà.</li> <li>4. Ábántwàná b̀anèthàfmsànqà.</li> <li>5. Lóo m̀dlàlè àwùnhlè.</li> <li>6. Ìmpàhlè yàbò àyì m̀dàkà.</li> <li>7. Ìbhàysìkìlè àyìkhò èntsìm̀ín èntsìm̀ínì.</li> <li>8. Ìvìlì làyó àlìngqùkùv̀.</li> </ol> | <p>Kùngàbà ǹzì mà ùkùhàmbà ngókù ( It may be hard.. )</p> <p>Ìbàlè lìngàbà m̀tyìbìlìzì (The playground may be.. )</p> <p>Lìngàbà m̀anzì gqìthà ( It may be too wet).</p> <p>Ábántwàná b̀angàbà nèthàfmsànqà (.. may be lucky).</p> <p>Lóo m̀dlàlè àwùngèbí m̀hlè (That game cannot be.. )</p> <p>Ìmpàhlè yàbò àyìngèbí m̀dàkà (.. cannot be dirty).</p> <p>Ìbhàysìkìlè àyìngèbí khò èntsìm̀ínì ( The bicycle cannot be in the field).</p> <p>Ìvìlì làyó àlìngèbí ngqùkùv̀ (.. cannot be round).</p> |
|---|--|

1. The help-verb /-ba/ is needed with /-sa-/ (still) because the subjunctive has no progressive prefix ever. Observe the added need for /-ba/ with the Cop.

2. The deficient verb /-nga/ takes the Potential Mood as a complement.

## D. TEMPORAL MOOD.

Pos.  $\boxed{SC^a\text{-}\acute{a}k\ddot{u}\text{-}b\grave{a}}$  +  $\boxed{(CP)\text{-}Base}$ . Neg.  $\boxed{SC^a\text{-}\acute{a}k\ddot{u}\text{-}b\grave{a}}$  +  $\boxed{SC^c\text{-}nge/ngase\text{-}Cop.}$

Join each pair of sentences by changing the first one into the temporal mood:

M	Z ínínzì ñmòtò. Kúnzì mà úkúwèl\grave{a} índlèl\grave{a}.	S	Z \acute{a}k\ddot{u}b\grave{a} z ínínzì ñmòtò, kúnzì mà úkúwèl\grave{a} índlèl\grave{a} (When there are many cars, it is difficult to cross the road).
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1. Ísít\grave{a}l\grave{a}tò \acute{a}sìb\grave{a}nzì.  
Kúng\grave{a}yíng\ddot{z}ì úkúwèl\grave{a}.
2. Míñínzì ímìthèth\ddot{d}.  
Kúlú\grave{l}\grave{a} úkúph\ddot{o}sìs\grave{a}.
3. Úm\ddot{n}tù ús\grave{e}ndlèl\grave{e}nì  
y\acute{e}eny\grave{a}w\ddot{d}. Úsìndfl\grave{e}.
4. Ííndìmb\grave{a}n\grave{e} z\grave{a}b\grave{a}ntù  
\acute{a}zìn\grave{a}m\ddot{o}nd\grave{e}.  
Áb\grave{a}n\ddot{f}nzì b\grave{a}hlèl\ddot{w}\grave{a} yíng\ddot{z}ì.
5. Ízìb\grave{a}n\grave{e} \acute{a}zìs\grave{e}l\ddot{u}hl\grave{a}z\grave{a}.  
Ákú\grave{k}\grave{a}zì kùwèl\grave{a} ísít\grave{a}l\grave{a}tò.
6. Úñínzì lw\grave{a}b\grave{a}ntù lús\grave{e}zìv\grave{e}nk\text{-}  
í\ddot{n}ì. Índlèl\grave{a} \acute{a}yìn\grave{a}b\grave{a}ntù  
áb\grave{a}n\ddot{f}nzì.
7. Íp\ddot{d}ìs\grave{a} lín\acute{e}x\grave{e}sh\grave{a}.  
Lìkh\grave{a}ng\grave{e}l\grave{a} ñmòtò  
ézìl\grave{a}yìsh\grave{e} \acute{a}b\grave{a}ntù.
8. Ímòtò \acute{a}zìkh\ddot{d} \acute{e}nd\grave{a}w\acute{e}nì  
él\ddot{u}ngìl\acute{e}y\ddot{d}. Íp\ddot{d}ìs\grave{a}  
lìy\grave{a}b\ddot{o}hl\ddot{w}\grave{a}y\grave{a} \acute{a}b\grave{a}n\ddot{f}nz\ddot{d}.

S\grave{a}k\ddot{u}b\grave{a} síng\grave{e}b\grave{a}nzì ísít\grave{a}l\grave{a}tò, kúng\grave{a}yíng\ddot{z}ì úkúwèl\grave{a} (When the street is not wide, it may...).

Y\grave{a}k\ddot{u}b\grave{a} mìn\ddot{f}nzì ímìthèth\ddot{d}, kúlú\grave{l}\grave{a} úkúph\ddot{o}sìs\grave{a} (When laws are many, it is easy to be mistaken).

\acute{A}k\ddot{u}b\grave{a} úm\ddot{n}tù \acute{e}s\grave{e}ndlèl\grave{e}nì y\acute{e}eny\grave{a}w\ddot{d}, úsìndfl\grave{e} (When one is on the footpath, one is safe).

Z\grave{a}k\ddot{u}b\grave{a} ííndìmb\grave{a}n\grave{e} z\grave{a}b\grave{a}ntù z íng\grave{e}n\grave{a}m\ddot{o}nd\grave{e}, \acute{a}b\grave{a}n\ddot{f}nzì b\grave{a}hlèl\ddot{w}\grave{a} yíng\ddot{z}ì (When the crowds are impatient, many have accidents).

Z\grave{a}k\ddot{u}b\grave{a} ízìb\grave{a}n\grave{e} z íng\grave{a}s\grave{e}l\ddot{u}hl\grave{a}z\grave{a}, \acute{a}kú\grave{k}\grave{a}zì kùwèl\grave{a} ísít\grave{a}l\grave{a}tò (When the robots are no longer green, you do not/will not yet cross the street).

Lw\grave{a}k\ddot{u}b\grave{a} úñínzì lw\grave{a}b\grave{a}ntù lús\grave{e}zìv\grave{e}nk\text{-}él\ddot{n}ì, índlèl\grave{a} \acute{a}yìn\grave{a}b\grave{a}ntù \acute{a}b\grave{a}n\ddot{f}nzì (When the majority are in the shops, the road has not many people).

L\grave{a}k\ddot{u}b\grave{a} íp\ddot{d}ìs\grave{a} lín\acute{e}x\grave{e}sh\grave{a}, lìkh\grave{a}ng\grave{e}l\grave{a} ñmòtò \acute{e}zìl\grave{a}yìsh\grave{e} \acute{a}b\grave{a}ntù (When the cop has time, he checks the parked cars).

Z\grave{a}k\ddot{u}b\grave{a} ñmòtò z íng\grave{e}kh\ddot{d} \acute{e}nd\grave{a}w\acute{e}nì él\ddot{u}ngìl\acute{e}y\ddot{d}, íp\ddot{d}ìs\grave{a} lìy\grave{a}b\ddot{o}hl\ddot{w}\grave{a}y\grave{a} \acute{a}b\grave{a}n\ddot{f}nz\ddot{d} (When the cars are not in the right place, the cop fines their owners).



## E. THE IMPERATIVE (COMMANDS).

Pattern: Sg.  $\boxed{Yìb\grave{a}}$  +  $\boxed{(CP)\text{-}Base}$ . Pl.  $\boxed{Yìb\grave{a}nì}$  +  $\boxed{(CP)\text{-}Base}$ .

Address a command to the subject or subjects in each sentence:

M	Úm\ddot{n}tù ún\acute{e}nc\acute{e}b\grave{a} k\acute{e}thì.	S	Yìb\grave{a} n\acute{e}nc\acute{e}b\grave{a} k\acute{u}thì (Have mercy on us).
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1. ÚN\ddot{o}ms\grave{a} ún\ddot{o}b\ddot{u}b\acute{e}l\grave{e}.
2. \acute{O}N\ddot{o}ms\grave{a} b\grave{a}n\acute{e}mf\acute{e}s\grave{a}n\grave{e}.
3. B\grave{a}n\ddot{o}mq\ddot{w}\grave{a}l\grave{a}s\acute{e}l\grave{a} k\acute{u}b\grave{a}ntù  
áb\grave{a}h\grave{a}mb\grave{a} ng\acute{e}eny\grave{a}w\ddot{d}.
4. Úmq\ddot{h}\ddot{u}bì ún\ddot{o}mq\ddot{w}\grave{a}l\grave{a}s\acute{e}l\grave{a} k\acute{u}b\ddot{d}.
5. Ngú\ddot{m}ntù óth\acute{e}mb\acute{e}kìl\acute{e}y\ddot{d}.
6. \acute{O}tìtsh\grave{a}l\grave{a} b\grave{a}n\acute{e}sìs\grave{a} k\acute{u}b\grave{a}ntù  
áb\grave{a}ng\grave{a}m\grave{a}hlw\grave{e}mp\ddot{u}.
7. Áb\grave{a}n\ddot{o}mq\ddot{w}\grave{a}l\grave{a}s\acute{e}l\grave{a} b\grave{a}l\acute{u}nc\acute{e}d\ddot{d}
8. L\ddot{o} mq\ddot{h}\ddot{u}bì ún\ddot{o}m\ddot{o}nd\grave{e}.
9. Áb\grave{a} b\grave{a}q\ddot{h}\ddot{u}bì b\grave{a}ng\grave{a}b\grave{a}ntù  
áb\grave{a}kh\ddot{u}th\acute{e}l\acute{e}y\ddot{d}.

Yìb\grave{a} n\ddot{o}b\ddot{u}b\acute{e}l\grave{e} (Be kind).

Yìb\grave{a}nì n\acute{e}mf\acute{e}s\grave{a}n\grave{e} (Be compassionate).

Yìb\grave{a}nì n\ddot{o}mq\ddot{w}\grave{a}l\grave{a}s\acute{e}l\grave{a} k\acute{u}b\grave{a}ntù \acute{a}b\grave{a}h\grave{a}mb\grave{a} ng\acute{e}eny\grave{a}w\ddot{d} (Be considerate to pedestrians).

Yìb\grave{a} n\ddot{o}mq\ddot{w}\grave{a}l\grave{a}s\acute{e}l\grave{a} k\acute{u}b\ddot{d}.

Yìb\grave{a} ngú\ddot{m}ntù óth\acute{e}mb\acute{e}kìl\acute{e}y\ddot{d} (trustworthy).

Yìb\grave{a}nì n\acute{e}sìs\grave{a} k\acute{u}b\grave{a}ntù \acute{a}b\grave{a}ng\grave{a}m\grave{a}hlw\grave{e}mp\ddot{u} (Be generous to the poor).

Yìb\grave{a}nì l\acute{u}nc\acute{e}d\ddot{d} k\acute{u}m\grave{a}p\ddot{d}ìs\grave{a} (Be helpful...).

Yìb\grave{a} n\ddot{o}m\ddot{o}nd\grave{e} (Be patient).

Yìb\grave{a}nì ng\grave{a}b\grave{a}ntù \acute{a}b\grave{a}kh\ddot{u}th\acute{e}l\acute{e}y\ddot{d} (Be diligent/industrious people).

## F. THE INFINITIVE MOOD.

Frame: **úkúbà** + **(CP)-Base** .


Change into negative commands, beginning with "MUSA (NI)":

M	Ábántwànnà báséndlèlèni yéemòtò.	S	Mùsàni úkúbà séndlèlèni yéemòtò.
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| <ol style="list-style-type: none"> <li>1. Básézìvènkílèni íthùbà élidè.</li> <li>2. Báýínkátházò kwábányè.</li> <li>3. ÚFàni ngúmntù ócàphùkà ìnsínyà.</li> <li>4. Úyíndòdà éngèlùncèdò kúthì.</li> <li>5. Úsísídèngè.</li> <li>6. Ábò bàntù bángámávìlà.</li> <li>7. Ówàséfíntù ònèntàkà.</li> <li>8. Únèlìshwà.</li> <li>9. Ábò bànéthámsànqà kàkhùlù kúnábányè àbàsèkhò.</li> <li>10. Lóò mntù ùsèndlèlèni yémpúmélèlè yèthù.</li> </ol> | <p>Mùsàni úkúbà sézìvènkílèni íthùbà élidè.<br/>Mùsàni úkúbà yínkátházò kwábányè.<br/>Mùsà úkúbà ngúmntù ócàphùkà ìnsínyà (Dont be one who gets angry easily).<br/>Mùsà úkúbà yíndòdà éngèlùncèdò kúthì.<br/>Mùsà úkúbà sísídèngè (Dont be a fool).<br/>Mùsàni úkúbà ngámávìlà (. . lazy fellows).<br/>Mùsà úkúbà nèntàkà (Dont be cowardly).<br/>Mùsà úkúbà nèlìshwà (. . misfortunate).<br/>Mùsàni úkúbà néthámsànqà kàkhùlù kúnábányè àbàsèkhò (Do not be much more fortunate than the others who. . .).<br/>Mùsà úkúbà séndlèlèni yémpúmélèlèlè yèthù (Dont get in the way of our success).</p> |
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## G. INCOKO.

ÚNÓm fúndò nòSízìwé

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| <p>UN. Úyà kùbà nàkhò úkúyà nám síyè kùthézá?</p> <p>US. Háyi, àndìkhòlìwà ndìxàkékìlè, ndìlùngìsèlèlè àbhùtí, úyàkhwèlè ngòmsó úyà éRáwútìni.</p> <p>UN. Wángà àkàngèbí lftshìphá àbhùtí Lìzò kùbà íRáwútì sífíwà sùkàCìhòshè.</p> <p>US. Ndìmthèmbìlè àbhùtí Lìzò, àkànàkùyènzà íntó énjáld, yíndòdà énéntsàphò.</p> <p>UN. Ungádè ùmthèmbè njé kòdwà lùbáqfìlè ábántù íRáwútì ngàbá báhénjívèyò kànyè ábátshìpháyó.</p> <p>US. Èwé, yínánìsò kòdwà ké wángà àkàngèbí njáld kùbà kùphèlè ókwàkhè kwèlì khàyà.</p> <p>UN. Úzà kùhàmbà nènkosìkàzì yàkhé?</p> <p>US. Háyi, àkùngèlùngì ntó ánókù-hàmbà únókhàyà. úmàmá àngásàlè yèdwà xá ndíngèkhò.</p> <p>UN. Àkànqwenì úkùbòná íRáwútì únókhàyà, ngúmntù óyíqòndà kàkùhlè ímèkò yófnzì wàkhè.</p> <p>US. Èwé, ngúmíàzì óngqòndò íkrèlèkrèlè óntlízíyò ìnóbùbèlè.</p> | <div style="text-align: center;">  </div> <p>Will you be able to go with me in order to collect some firewood?</p> <p>No, I dont believe I can, I am busy, I am getting things ready for my brother, he rides (leaves) tomorrow for Johannesburg. I wish our brother were not one who leaves his home because Johannesburg is degenerate (the deep pool of Cihoshe). I trust him our brother Lizo, he could not do a thing like that, he is a man with a family.</p> <p>You can trust him as far as you like but Johannesburg has finished/corrupted the most trustworthy people.</p> <p>Yes, it is true but I wish he were not like that because it finishes this home of his.</p> <p>Will he take his wife with him?</p> <p>No, it cannot be good if Nokhaya were to go, my mother would be left all alone when I am not there.</p> <p>Nokhaya does not want to see Johannesburg, she is a person who understands well the wellbeing of her homestead.</p> <p>Yes, she is a woman whose mind is sharp and whose heart is kind.</p> |
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## LESSON 54

## INDIRECT RELATIVE CLAUSES

## A. 1. Phùlaphùlù:

Íkílísímésì Yólútshá

Kúló nyàkà ùphéííléyò íkílísímésì yólútshá íbísémáQwáthìní. Índòdà éndlù yáyícéíwè lúlútshá yáyíngú-Mbàmbò. Índlù úMbàmbò áwáyéyí-níkè úlútshá yáyínkúlù. Léyò yáyí-yíndlù ékwákúvúyíswànà kúyò lúlútshá. Ényè índlù éngàsémvá ékwákúphékwa kúyò yáyínkwè nàyo ngúMbàmbò.

Íntòmbí ékwákúfúnèkà zìz ìlùngísè èzì z'índlù, z'ènyúlwa kwàlúlútshá. Úbùlòngò, ékwákúsíndwà ngábò índlù, bèz íswà ngámántòmbàzànà. Úkùtyá ézáz íkúfúnà íntòmbí, z'ákwenzá. Índlù ékwákúgcínwà kúyò úkùtyá, yáyíyíndlù éngàsémvá. Ísónkà íntòmbí énkúlù éyàyísénzìlè, sàbà síhlè kàkhùlù. Íntòmbí éz'itywàlá bàzò bábúncónyàwà kángákà, z'ávúyà kàkhùlù. Ímíphàndà ábàmélwànè ábábéyíníkè íntòmbí, yáyímlhánù. Ábò bàntù bàzìtyà z'àbò zází-sétyénzísuwè z'íntòmbí, bàphíwà úkùtyá nàbò.

Phùlaphùlù ùphíndè úthì:...

Wàkùbà úvífúndìlè lé ntèthò. úvìphèndùlè lé mìbúzò:

1. Íbìphí ná íkílísímésì yólútshá kúló nyàkà ùphéííléyò?
2. Índòdà éndlù yàyo yáyícéíwè lúlútshá, yáyíngúbání ná?
3. Yáyíjàní índlù úMbàmbò áwáyéyíníkè úlútshá?
4. Yáyíyìphí ná índlù ékwákúvúyíswànà kúyò lúlútshá?
5. Íntòmbí ékwákúfúnèkà zìz ìlùngísè z'índlù, z'ènyúlwa ngúbání?
6. Úbùlòngò ékwákúsíndwà ngábò índlù, bèz íswà ngóbání ná?

The Christmass of the Young

Last year the Christmass festivities of the young folk were held at Qwathi's (a Thembu clan). The man whose house was requested was Mbambo. The house which Mbambo gave was big. That one was the house in which the fun (rejoicing together) by the youths took place. The other house at the back in which the cooking was done was also given by Mbambo.

The girls who had to prepare these huts, were chosen by the young men. The cowdung with which the hut was smeared, was brought by the young girls. The food which the girls needed, they made it. The hut in which the food was kept, was the hut at the back. The bread which big girl had made (baked) was very nice. The girls whose beer was admired so much (to such an extent), were very glad / delighted. The casks (barrels) which the neighbours had given the girls numbered five. Those people whose dishes were used by the girls, were also given food.

ÍbísémáQwáthìní.

YáyíngúMbàmbò.

Yáyínkúlù.

Yáyíléyò.

Z'ènyúlwa lúlútshá.

Bèz íswà ngámántòmbàzànà.



7. Ngóbání ábènzá úkùtyá ézáz íkúfúnà ìntòmbí?
8. Yáyímingàphí ímíphàndà ábàmélwànè ábábéyíníkè ìntòmbí?

Iintòmbí zàkwénzá ngókwázó.

Yáyímfìhlánù.

2. Phùlàphùlà:

Ámákhwènkwé àmsébénzì wàwó wáwúkúkùxhèlà ìhágù, àwénzá ngókùkhùthàlà. Inkwènkwé émélà yàyo yàsétyéenzíswá úkùyìxhèlà, yànikwà éydná nyàmà ìnkùlù. Inkwènkwé égàmà lìngúZdlá, yàhlfnzà ìhágù, ìncédìswà ngámányè àmàbìní. Ámáthùmbù úFàní áwáyéwákhùphùlè, ànikwà ízìnjá.

Índlù ékwákúxhéntswà phámbì kwàyó, yáyíhònjìswé kákùhlé. Índlù únómsá áwàgciná kúyò úkùtyá, yáyíngàsémvá. Intó áwáyéyíthàndà úZdlá, yáyíkúkùxhéntsà. Iingòmà áwáyézìvùrà, zázìvùyífsà úlútshá nēendwéndwè. Bónkè ábántù ábábésésìdlwéni, bábézfìdlá ngáyè úZdlá.

Ísìdló ólwalúséenzìlè úlútshá lwèthù, síyà kùkhùnjúlwa íxèshà éìlìdè. Aphò Áphò úfntù áyà khdná nàxá súkúbá éncókólà nàbántù, màkàkhùmbùlé úkúbá bónkè ábántù ábàngámàKrisù báyàlìthàndà íxèshà léKìlìsìmésì kàkhùlù.

The boys whose work (job) was to slaughter the pig, did it with great gusto (diligently). The boy whose knife was used slaughter it, was given the biggest portion/cut of meat. The boy called Zola skinned the pig with the help of two others. The entrails (guts) which Fani had taken out, were given to the dogs. The house in front of which the dancing took place, was beautifully decorated. The house in which Nomsa kept the food, was at the back. What Zola really liked (enjoyed) was the dancing. The songs which he sang, were a joy to the youths and guests. All the people who were at the feast were proud of Zola.

The feast which our young folk organized, will be remembered for a long time. Wherever you go and whenever you speak to people, remember that all Christian people (all who are Christians) love the Christmass Season very much.



Phùlàphùlà úphíndè úthì: ....

Wàkùbà úyífúndílé lé ntèthò, úzúphéndùlé lé mibúzd:

1. Úlútshá ólúmsébénzì wàló wáwúkúkùxhèlà, lwáwénzà njàní ná?
2. Ngúbání ówànikwà éydná nyàmà ìnkùlù?
3. Ngúbání ówáyíhfnzà ìhágù?
4. Ákùkhùtshwà ámáthùmbù ngúFàní ànikwà bání?
5. Yíyìphí índlù éyáyíhònjìswé kákùhlé?
6. Yíntóní áyíthàndàyo úZdlá?
7. Zízìphí ìingòmà ézázvùyífsàyo?
8. Áphò úfntù áyà khdná nàxá súkúbá éncókólà nàbántù, màkàkhùmbùlé ntóní ná?

Úlútshá ólúmsébénzì wàló wáwúkúkùxhèlà, lwáwénzá ngókùkhùthàlà. Yínkwènkwé émélà yàyo yàsétyéenzíswá úkùyìxhèlà ìhágù. Yínkwènkwé égàmà làyo lìngúZdlá. Àkànikwà mntù, ànikwà ízìnjá.

Yíyò lóo ndlù ékwákúxhéntswà phámb phámbì kwàyó. Intó áwáyéyíthàndà kángákà yáyíkúkùxhéntsà. Zézè áwáyézìvùrà úZdlá. Màkàkhùmbùlé úkúbá bónkè ábàngámàKrisù báyàlìthàndà íxèshà léKìlìsìmésì kàkhùlù.

## B. POSSESSIVE RELATIVE CLAUSES.

Pattern: A , RC-noun + ( Possessive ) + SC-(nga-)-R-(yo)<sup>1</sup> e.g.

/Yínddà é-nyàná (wàyó) úngàdlàláyò/( 'Tis the man whose son does not play).

Identify the 'possessor' in each sentence, thus creating a possessive relative clause:

M	Ōnyànà bábántù bábéñzê ísìdló.	S	Ngábántù ábányànà bàbó bábéñzê ísìdló ( They are the people whose sons made a feast for them).
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| <ol style="list-style-type: none"> <li>1. Ìndlù yómntù yáíníkwè ámákhwènkwè.</li> <li>2. Ìz Ìndlù z íká Mbàmbd záz ísétýéñz íswè lúlútshá.</li> <li>3. Úfñhlòbò wéntòmbí àkàmènywàngà ( ukumema).</li> <li>4. Ìnjá yéñdà yèbá ìnyàmà.</li> <li>5. Únyànà wàlé nddà àkàxhèntsàngà kákùhlé.</li> <li>6. Ìntòmbí yàló ìnfàzì àyàmkèl-úkùtyá ókwànéléyò.</li> <li>7. Ìnddà yàló ìnfàzì yàxábànà nàmákhwènkwè ngénxà yókùtyá.</li> <li>8. Ámáqhìngà ésélà mánínzì.</li> <li>9. Ílòkhwè z éentòmbí záz íngèntlé.</li> <li>10. Úsánà làlò ìnfàzì lúyálìlà.</li> <li>11. Úfñqwàzì wèlò xhègò úlálékìlè.</li> <li>12. Í-émèlè yàlé ntòmbí ìbòthòkìlè.</li> </ol> | <p>Ngúmntù òndlù yàkhé yáíníkwè ámákhwènkwè. (He is the one whose house was given to ...).</p> <p>NgúMbàmbd óz Ìndlù z àkhé záz ísétýéñz íswè lúlútshá (Mbambo is the one whose ...).</p> <p>Yíntòmbí éfñhlòbò wàyó ùngàménywàngà (She is the girl whose friend was not invited).</p> <p>Yínddà énjá yàyó yèbá ìnyàmà.</p> <p>Yílé nddà ényànà wàyó ùngàxhèntsàngà kákùhlé ( This is the man whose son did not dance nicely).</p> <p>Ngúlò ìnfàzì òntòmbí yàkhé ìngàmékélangà úkùtyá ókwànéléyò ( This is the woman whose daughter did not receive enough food).</p> <p>Ngúlò ìnfàzì ònddà yàkhé yàxábànà nàmákhwènkwè ngénxà yókùtyá (That's the woman whose husband quarrelled with ..).</p> <p>Lísélà élimàqhìngà àlò mánínzì ( It is the thief whose tricks are many / numerous).</p> <p>Z Ìntòmbí ézìlòkhwè záz záz íngèntlé.</p> <p>Ngúlò ìnfàzì ósánà lwàkhé lúlìlàyò.</p> <p>Lèlò xhègò éfñqwàzì wàlò ùlálékìlèyò (That is the old man whose hat is lost).</p> <p>Yílé ntòmbí é-émèlè yàyó ìbòthòkìlèyò ( This is the girl whose bucket is dented).</p> |
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## C. OBJECTIVAL RELATIVE CLAUSES.

Pattern: A , RC<sup>a</sup>-OC-R-a(-yo) + Subject .<sup>2</sup>

e.g. / Yíntòmbí á-yí-thánd-à-yò úz òlálá/(It is the dog which Zola loves).

1. You form the Poss. R. Cl. by prefixing the RC to the noun ( object possessed) eliding its initial vowel, then the possessive and then the Relative with an SC. The possessive word is sometimes completely omitted, e.g./Yínddà éhàshè lífíléyò/( He is the man whose horse is dead).
2. A = ' antecedent' i. e. the noun or clause qualified by the Rel. Cl. RC<sup>a</sup> = the relative concord with the exception of cl. 1 whose concord is /a-/. In indirect R. Cls. ( i. e. when the antecedent is not the subject of the verb in the R. Cl.) the subject concord is /a-/ for class 1. In objectival R Cls. , the subject need not come after the Rel. Predicate e.g. /Yíntòmbí úz òlálá áyíthándàyò/( lit. ' It is the girl Zola he-her-loves').

Identify the object in each sentence according to the model:

M	ÚNÓmbúIIsò ùphékà ámáqàndá.	S	Ngámáqàndá áwáphékàyó úNÓmbúIIsò.
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| <ol style="list-style-type: none"> <li>1. ÚCéIiwé úxhéIà íbhókhwè.</li> <li>2. ÚNómsá úyàzdyíkà ízìnjá.</li> <li>3. ÚZdlá úhIínzà íhágù.</li> <li>4. Ábányè bàkhúphà ámáthùmbù.</li> <li>5. ÚFàní ùvúmà íngòmà.</li> <li>6. Àkàsélì útywàlá.</li> <li>7. Ámákhwènkwé áyéjúlèIà ízìnjá àmáthâmbù.</li> <li>8. Ámáddà áyéfùná úkúsélà útywàlá.</li> <li>9. Úmfázì wáphàIàzà útywàlá bàwó.</li> <li>10. Úmthèthò wányánzèIà índdà úkúzà.</li> <li>11. Úlútshá IwáIúcéIà ízìndlù.</li> </ol> | <p>Yíbhókhwè áyíxhéIàyó úCéIiwé.<br/>             Z ízìnjá ázòyíkàyó úNómsá.<br/>             Yíhágù áyíhIínzàyó úZdlá.<br/>             Ngámáthùmbù ábáwákhúphàyó ábányè.<br/>             Yíngòmà áyífvúmàyó ÚFàní.<br/>             Bútywàlá ángàbúséIyò.<br/>             Ngámáthâmbù áwáyéwájúlèIà ízìnjá ámákhwènkwé (They are the bones which the boys were throwing to the dogs).<br/>             Bútywàlá áwáyéfùná úkùbúsélà ámáddà (It is the beer which the men wanted to drink).<br/>             Bútywàlá áwábúphàIàzàyó úmfázì (spilled).<br/>             Yínddà ówáyínyánzèIàyó úkúzà ùmthèthò (It is the man whom the law forced to come).<br/>             Zìzìndlù óIwáIúcéIà úlútshá.</p> |
|--|---|

D. ADVERBIAL RELATIVE CLAUSES.

Pattern: 

A
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 , 

(Subject)
-----------

 + 

RC <sup>a</sup> -R
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 -a 

Adverb
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(Object)
----------

(Subject)
-----------

e. g. / Yíndlù úNómsá ágcìná kúyò úkùtyá/ or / Yíndlù ágcìná kúyò úkùtyá úNómsá/( It is the hut in which Nomsa keeps the food).

Identify the adverb (noun base) in each sentence, thus converting the sentence into an Indirect Adverbial Relative Clause:

M	Úmfázì ùphékà ínyàmà yéhágù èzìmbìzèní.	S	Zìmbìzà úmfázì àphékà kúzò ínyàmà yéhágù (They are the pots in which the woman cooks the bacon / pork).
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- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Ámákhwènkwé áxhèntsà énkúndlèní.</li> <li>2. ÚZdlá úsíkà ínyàmà ngàIé mèIà.</li> <li>3. Íxhègò Iáfúmàná ícùbà èngxówèní.</li> <li>4. Índdà yâxábânà námákhwènkwé.</li> <li>5. SásíhIèIì ègùmbíni.</li> <li>6. Ndándíxhèntsà phámbì kwèndlù.</li> </ol> | <p>Yínkúndlà áxhèntsà kúyò ámákhwènkwé ( It is the yard - in front of the kraal - in which... ).<br/>             YíIé mèIà ásíkà ínyàmà ngáyò úZdlá ( This is the knife with which Zola cuts the meat).<br/>             Yíngxòwà éláfúmàná ícùbà kúyò Íxhègò ( It is the bag in which the old man got the tobacco).<br/>             Ngámákhwènkwé éyâxábânà nàwó índdà ( They are the boys with whom the man quarrelled).<br/>             Lígùmbí èsásíhIèIì kúIò.<br/>             Yíndlù èndándíxhèntsà phámbì kwàyò ( It is the hut in front of which I danced).</p> |
|--|---|



- |   |  |
|---|--|
| <p>7. Ámáddà áyéhlèlì<br/>phántsí kómthí.</p> <p>8. Ìnt òmbí záz íphákélà<br/>èz íyèní.</p> <p>9. Ìntòmbí yáyísébézá<br/>nóMándísá.</p> <p>10. ÚFàní wáyéthándánà<br/>néntòmbí.</p> <p>11. Ámáddà áyéthèthà<br/>ngéendàbà.</p> <p>12. Bèndíhlèlì ngànénd<br/>kómthí. (ngànénd kwa-)</p> | <p>Ngúmthí áwáyéhlèlì phántsí kwàwó ámáddà<br/>(It is the tree under which the men sat).</p> <p>Zìzítýà ézáz íphákélà kúzò ìntòmbí (They are<br/>the dishes in which the girls served the food).</p> <p>NgúMándísá éyáyísébézá nàyé ìntòmbí (It is<br/>Mandisa with whom the girls was working).</p> <p>Yíntòmbí áwáyéthándánà nàyo úFàní (She is<br/>the girl whom Fani loved).</p> <p>Zíndàbà áwáyéthèthà ngázò ámáddà (It is the<br/>news about which the men were talking).</p> <p>Ngúmthí ébèndíhlèlì ngànénd kwàwó (It is the<br/>tree on this side of which I was sitting).</p> |
|---|--|

#### E. OBJECTIVAL POSSESSIVE CLAUSES.

Pattern: A , RC-Noun + Possessive + SC<sup>a</sup>-OC-R-(yo) + Subject

e. g. /Ngúmfntù ó-njá yàkhé áyíbéthàyo úFàní/(He's the one whose dog  
Fani beats).

Change these objectival possessive clauses into the much more common  
and simpler form with the passive: A , RC-noun Poss. SC-(nga)-R-a Cop

<p>M Ngúmfiázì òntòmbí yàkhé áyíthándàyo úZòlá.</p>	<p>S Ngúmfiázì òntòmbí yàkhé ìthándwà ngúZòlá (She's the woman whose daughter Zola loves).</p>
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|---|---|
| <p>1. Yínddà éndlù yàyo<br/>lùyífúnàyo úlútshá.</p> <p>2. Ngúmfiánà ónjá yàkhé<br/>sìngàyífúnzìyò.</p> <p>3. Zìzìnjá ézìmàthàmbò àzò<br/>áwáwájùlèlè zóná úMándísá.</p> <p>4. Ngábáxhèntì ábàngùbò zàbò<br/>záz íz íphèthè ìntòmbí.</p> | <p>Yínddà éndlù yàyo ìfúnwà lúlútshá (He is the<br/>man whose house the young folks want).</p> <p>Ngúmfiánà ónjá yàkhé ìngàfúnzìwá síthì (He is the<br/>young man whose dog we do not set/instigate).</p> <p>Zìzìnjá ézìmàthàmbò àzò àjùlèlèwà zóná ngúMándísá<br/>(They are the dogs whose bones are thrown to...).</p> <p>Ngábáxhèntì ábàngùbò zàbò záz íphèthè zìntòmbí<br/>(They are the dancers whose blankets the girls<br/>held/carried in the hands).</p> |
|---|---|



## VOCABULARY

## A

-aba, ukw-	v.	to divide, distribute.
-ahlulā, ukw-	v.	to divide, separate.
-akha, ukw-	v.	to build.
-akhiwō, is-	n. 7	a building, structure.
-alatha, ukw-	v.	to point, indicate.
-alusa, ukw-	v.	to herd.
-alusa, ukw-	v.	to circumcise.
-ambatha, ukw-	v.	to cover body (with clothes)
-amkela, ukw-	v.	to receive.
-andi, is-	n. 7	sound.
-andla, is-	n. 7	a hand.
-andlalo, um-	n. 3	a bed, spread with bedding.
-andō, is-	n. 7	a hammer.
-anela, ukw-	v.	to suffice, to be satisfied.
apha,	adv.	here.
apho,	adv.	there.
-aphula, ukw-	v.	to break.
awū!	interj.	expressive of surprise.
-azi, ukw-	v.	to know.
-aziso, is-	n. 7	a notice, announcement.

## B

-ba, ukū-	(i) v.	to steal.
-bala, uku-	v.	to count.
-bālā, ama-	n. 6	colours, spots, open spaces without growth.
-baleka, uku-	v.	to run.
-baluleka, uku-	v.	to be important.
-bāmbēzeleka, uku-	v.	to be delayed.
-bāndā, uku-	v.	to be cold, not to be enthusiastic.
-bane, isi-	n. 7	a lamp.
-bāngela, uku-	v.	to cause to.
-bāngēla, unō-	n. 1a	the cause.
-bani, u-	n. 1a	so and so.
bāni ?	interrog.	who?
-bāsa, uku-	v.	to make fire.
-bawō, u-	n. 1a	my, our father.
-beka, uku-	v.	to put, revere, respect.
-bele, ama-	n. 6	breasts, kafircorn, udders.
-bele, ubu-	n. 14	kindness.
-beleka, uku-	v.	to carry on back.
-bengo, imi-	n. 4	cut strips of meat or flesh.
-bēthā, uku-	v.	to beat, strike.
-bi, ubu-	n. 14	ugliness, evil.



-bílísà, úkú-	v.	to boil, to cause to sweat.
-bfndl, ísí-	n. 7	liver, bravery.
-bìní,	adj.	two.
-bfsì, ú-	n. 11	milk.
-bfsà, úkú-	v.	to call, mesmerise.
-bòm vú	rel.	red.
-bōnà, úkú-	v.	to see.
-bōndà, ísí-	n. 7	a pole, headman.
-bōngà, úkú-	v.	to praise, thank.
-bōphà, úkú-	v.	to bind.
-bóthōzà, úkú-	v.	to dent.
-bótshélélwà, úkú-	v.	to be tied to.
-bùhlungù,	rel.	sore, sad.
-bùkhàlì,	rel.	sharp, keen.
-bùlèlà, úkú-	v.	to thank.
-bùnà, úkú-	v.	to wither, droop.
-bùllsà, úkú-	v.	to greet.
-bùngù, ímì-	n. 4	tree maggots.
-bùthùntù,	rel.	blunt, dull.
-Bùtswana, í-	n. 5	place name Botswana.
-būyà, úkú-	v.	to return.
-búzò, ùm-	n. 3	a question.

## BH

-bhàbhà, úkú-	v.	to fly, to get trapped.
-bhàdlà, úkú-	v.	to be alert, to simmer.
-bhàkà, úkú-	v.	to bake.
-bhàkàbhàkà, ísí-	n. 7	the sky.
-bhàlà, úkú-	v.	to write.
-bhàlì, àbà-	n. 2	writers.
-bhàrì, í-	n. 9	the bar.
-bhàsì, í-	n. 9	a bus.
-Bhàyì, í-	n. 5	Port Elizabeth.
-bhàyìsíklè, í-	n. 9	a bicycle.
-bhédìlèlè, ísí-	n. 7	a hospital.
-bhétèlè,	rel.	better.
-bhìtyà, úkú-	v.	to be thin.
-bhóbhò, ímì-	n. 4	water pipes.
-bhókhwè, í-	n. 9	a bok, goat.
-bhókìsì, í-	n. 9	a box.
-bhótilè, í-	n. 9	a bottle.
-bhùlàwuzì, í-	n. 9	a blouse.
-Bhùlù, í-	n. 5	a Boer.
-bhùngàné, í-	n. 5	a beetle.
-bhùtí, ú-	n. 1a	brother.
-bhùtyùbhùtyù, ùbù-	n. 14	inefficiency, unsteadiness.
-bhùtyùbhùtyù,	rel.	soft, rotten.



## C

-cáçilè,	v. perf.	plain, clear.
-cáçisà, úkú-	v.	to make clear.
-cākà, ísì-	n. 7	a servant.
-cāndà, úkú-	v.	to split, cut, survey.
-cāngò, ú-	n. 11	a door.
-cáphùkà, úkú-	v.	to be annoyed.
-Cáwà, í-	n. 9	Sunday, a week.
-cēbò, ámà-	n. 6	plans, advices.
-cēlà, úkú-	v.	to ask.
-cēphé, ámà-	n. 6	spoons.
-cící, í-	n. 5	ear-ring.
-cíkicānè, ú-	n. 1a	small finger.
-cìkò, ísì-	n. 7	a lid.
-cìmbì, úm-	n. 3	a matter for consideration.
-cìngà, úkú-	v.	to think.
-cìngò, ú-	n. 11	a wire.
-cókísà, úkú-	v.	to do neatly, thoroughly.
-cùbà, í-	n. 5	tobacco.
-cùlà, úkú-	v.	to sing.
-cùlò, ámà-	n. 6	songs, hymns, psalms.
-cwāmbù, ú-	n. 11	cream.
-cwākà, úkúthì	ideop.	to be silent.
-cwēcwé, úbú-	n. 14	flatness.

## (g)c

-cēbísò, ín- (g)	n. 9	advice, council.
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## CH

-chàchá, bù-	adv. man.	somewhat better.
-chàzà, úkú-	v.	to explain, to comb hair.
-chàzèlò, ín- (k)	n. 9	explanation.
-chēbà, úkú-	v.	to shave.
-chìbí, í-	n. 5	a pond, lake.
-chìthà, úkú-	v.	to spend, waste, scatter, break down.
-chìthò, ín- (k)	n. 9	expenditure.
-chòphò, úbú-	n. 14	brain.

## D

-dá, ímì-	n. 4	boundaries.
-dàdà, ámà-	n. 6	ducks.
-dàlà,	adj.	old.
-Dàlíwòngà, ú-	n. 1a	Daliwonga.
-dàkà, ú-	n. 11	mud.
-dàná, úkú-	v.	to be disappointed.





-dè,	adj.	long.
-déka, úkù-	v.	to set a table.
-dèngè, ísí-	n. 7	a fool.
-dikwà, úkù-	v.	to have enough and wish no more.
-dílikà, úkù-	v.	to fall in a mass.
-dínalà, í-	n. 9	dinner.
-dìní, í-	n. 5	an animal sacrifice.
-dìníwè,	v. perf. pass.	to be tired.
-dìzà, ìn-	n. 10	stalks.
-dlá, ùm-	n. 3	interest,
-dlàkàdlàkà, ì-	n. 5	a ragged person, something untidy.
-dlàlà, úkù-	v.	to play.
-dlàlà, í	n. 9	starvation.
-dlàlò, ìmì-	n. 4	games.
-dlèbé, ìn-	n. 9	ear.
-dlèlà, ìn-	n. 9	a way, road.
-dlélò, í-	n. 5	pasture.
-dló, ísí-	n. 7	a feast.
-Dlòmò, ú-	n. 1a	Dlomo.
-dlù, ìn-	n. 9	a hut, building.
-dlúlà, úkù-	v.	to surpass.
-dòdà, ámá-	n. 6	men.
-dòlò, ámá-	n. 6	knees.
-dòlòphù, ì-	n. 9	dorp, town.
-dòngá, ú-	n. 11	a wall.
-dònki, í-	n. 9	a donkey.
-dùbùlà, úkù-	v.	to shoot.
-dùdù, ísí-	n. 7	porridge.
-dùkò, ísí-	n. 7	clan name.
-dùmìsà, úkù-	v. caus.	to praise.
-dùmbà, úkù-	v.	to swell.
-dùmbù, ísí-	n. 7	a dead body.
-Dùnjàná, ú-	n. 1a	Dunjana.
-dwà, yé-	rel.	alone, only.
-dyakálàshè, ú-	n. 1a	a jackal.
-dyási, í-	n. 9	a coat.
-dyèbò, ìn-	n. 9	abundant harvest, plenty.
-dyòbhà, úkù-	v.	to smear.
-dyúngùdyúngù, ì-	n. 5	a blister.

## E

-émèlè, í-	n. 9	a bucket.
-énzà, úkù-	v.	to do.
-énzàkàlìsà, úkw-	v.	to hurt.
-érè, í-	n. 9	a harrow.
èwé,	interj.	yes.



## F

-fá, úkù-	n. 15	death. v. to die.
-fākà, úkù-	v.	to put in.
-fámà, í-	n. 9	a farm.
-fànà, ùm-	n. 1	a young man.
-fànà, bù-	adv.	somewhat like.
-fànà, úbù-	n. 14	young man hood.
-Fàní, ú-	n. 1a	Fani.
-fàní, í-	n. 9	surname.
-Fànìswà, ú-	n. 1a	Faniswa.
-fànekìsò, ùm-	n. 3	a picture.
-fànélekà, úkù-	v. stat. rel.	to have good bearing, department.
-fàzì, ùm-	n. 1	a woman.
-fèlè, ú-	n. 11	a skin.
-fèkèthà, úkù-	v.	to play baby, to court sympathy.
-fènè, ím-	n. 9	a baboon.
-fèstilè, í-	n. 9	a window.
-Fèziwé, ú-	n. 1a	Feziwe.
-fikà, úkù-	v.	to arrive.
-fólókhwè, í-	n. 10	forks.
-fóndìni, m-	n. 1 voc.	man, fellow.
-fù, ámá-	n. 6	clouds.
-fùbà, ísì-	n. 7	chest.
-fùdò, ú-	n. 11	a tortoise.
-fúdúkà, úkù-	v.	to migrate.
-fúdúmàlà, úkù-	v.	to be warm, cosy.
-fúlèlà, úkù-	v.	to thatch.
-fúmànà, úkù-	v.	to get.
-fùmbà, úkù-	v.	to heap.
-fùnà, úkù-	v.	to want, to look for.
-fúndà, úkù-	v.	to learn, study, read.
-fúndì, ùm-	n. 1	a student, scholar.
-fúndìsà, úkù-	v.	to teach, cause to learn.
-fúndò, ízì-	n. 7	lessons, studies.
-fúndò, ímì-	n. 7	vegetables.
-fúnzà, úkù-	v.	to spoonfeed, set dog after.
-fútshánè,	adj.	short.
-fúyò, ím-	n. 9	possessions in form of stock.

## G

-gābà, í-	n. 5	a hoe.
-gádá, ín-	n. 9	a wild cat.
gādàlálà,	ideoph.	stiff, roughly.
-gádi, í-	n. 9	a garden.
-gágànà, úkù-	v.	to meet unexpectedly.
-gàlélà, úkù-	v.	to pour in.



-gàlò, ín-	n. 9	an arm.
-gāma, í-	n. 5	a name.
-gàngathò, um-	n. 3	standard, floor.
-garaji, í-	n. 9	a garaji.
-gawulà, úkú-	v.	to cut, fell.
-gcada, úkú-	v.	to roast.
-gcakamela, úkú-	v.	to bask in the sun.
-gcawù, ísi-	n. 7	a spider.
-gcina, úkú-	v.	to gcina keep.
-gebéngà, ísi-	n. 7	a bandit, killer.
-gibisela, úkú-	v.	to hurl at, throw.
-gòdòlà, úkú-	v.	to shiver, (with cold).
-gòduka, úkú-	v.	to go home.
-gogógò, í-	n. 5	an empty tin.
-golide, í-	n. 9	gold.
-gorà, í-	n. 5	a brave person, warrior.
-Gosò, í-	loc. adv.	place name, Goso.
-gqabi, í-	n. 5	a leaf.
-gqabi, amá-	n. 6	leaves.
-gqi, ukúthi	ideoph.	to appear suddenly.
-gqiba, úkú-	v.	to finish, complete.
-Gqibelò, um-	n. 3	Saturday.
-gqirà, ú-	n. 1a	a doctor.
-gqithà, úkú-	v.	to surpass.
-gqithisà, úkú-	v.	to excel, surpass.
-gqomò, um-	n. 3	a drum, tin, bin.
-qumbò, ín- (g)	n. 9	vexation, anger.
-gquma, úkú-	v.	to roar, cover.
-gqwesà, úkú-	v.	to outshine.
-gqwethà, í-	n. 5	a lawyer.
-gqwirà, í-	n. 5	a witch, sorceror.
-gqongò, í-	n. 5	a tin, a bin.
-grényà, úkú-	v.	to bite greedily.
-grumbà, úkú-	v.	to dig up.
-grúzukà, úkú-	v.	to be bruised.
-gù, ísi-	n. 7	a trap.
-gubò, ín-	n. 9	a blanket.
-bùbò, um-	n. 3	ground corn, meal, flour.
-gùlà, úkú-	v.	to be sick, indisposed.
-gumbi, í-	n. 5	a room.
-gūnyà, í-	n. 5	authority.
-gùqulélà, ukù-	v.	to translate into, change to.
-gùshà, í-	n. 9	a sheep.
-gxà, amá-	n. 6	shoulders.
-gxakì, ín-	n. 9	a difficulty.
-gxekà, úkú-	v.	to speak disparagingly of.
-gxóbhòzò, um-	n. 3	a marsh, bog.
-gxothe, ukù-	v.	to drive away.
-gwàlá, amá-	n. 6	cowards.
-gwèbù, í-	n. 5	foam, froth.



-gwèlè, í-	n. 5	yeast.
-gwintà, úkú-	v.	to kill ruthlessly, to murder.

## H

-hábilè, í-	n. 9	oats.
-hádlì, ú-	n. 11	organ, harp, harmonic.
-hágù, í-	n. 9	hog, pig.
-hámbà, úkú-	v.	to go.
-hámbì, um-	n. 1	a traveller, pilgrim.
-hárikà, í-	n. 9	a rake.
-háshè, í-	n. 5	a horse.
-háshè, amà-	n. 6	horses.
háyi		no.
-Hèlmá, ú-	n. 1a	Helma.
-hémpè, í-	n. 9	a shirt.
-hlà, úkú-	(i) v.	to descend.
-hlàbà, úkú-	v.	to stab.
hlá, ímí-	n. 4	days.
-hlàbà, úkú- úmkhòsì	v.	to call to (arms).
-hlábàthì, í-	n. 5	the earth, world.
-hlābà, um-	n. 3	the earth.
-hlāhlā, amá-	n. 6	cut bush, branches.
-hlákulà, úkú-	v.	to hoe.
-hlàlà, úkú-	v.	to stay, to sit.
-hlàmbà, úkú-	v.	to wash, disinherit.
-hlàmbì, um-	n. 3	a herd.
-hlàmbùlulà, úkú-	v.	to purify.
-hlàngà, úkú-	v.	to meet.
-hlàngú, ísì-	n. 7	a shoe, boot.
-hlántì, úbù-	n. 14	a cattle fold, kraal.
-hlánù,	adj.	five.
hlāthì, í-	n. 5	a forest.
-hláwulà, úkú-	v.	to pay.
-hlázò, í-	n. 5	a disgrace.
-hlé	adj.	beautiful.
-hlékàzì, um-	n. 1	Rt. Honourable Mr, Sir, etc.
-hlèkà, úkú-	v.	to laugh.
-hlèlì, um-	n. 1	Mr Editor.
-hlíkíhlà, úkú-	v.	to rub.
-hlínzà, úkú-	v.	to flay, skin.
-hlòbò, ábá-	n. 2	friends.
-hlóbò, í-	n. 5	summer.
-hlòbò, um-	n. 1	a friend.
-hlòlà, um-	n. 3	a miracle, magic.
-hlòlì, um-	n. 1	an inspector, supervisor.
-hlónélà, úkú-	v.	to show respect for.
-hlù, ulú-	n. 11	a row.
-hlùngù, úbù-	n. 14	poison(of snake etc) pain.



-hlúphèkà, úkú-	v.	to worry, struggle hard.
-hlúthà, úkù-	v.	to snatch away, to have enough of and no more.
-hlùzí, um-	n. 3 & 1	gravy, separator.
-hlwà, úkú-	n. 15	sundown, setting of the sun.
-hlwáyèlà, úkú-	v.	to sow seed.
-hòlídè, í-	n. 9	a holiday.
-hóm̀bìsà, úkù-	v.	to adorn, to make beautiful.

## I

-ínkì, í-	n. 9	ink.
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## J

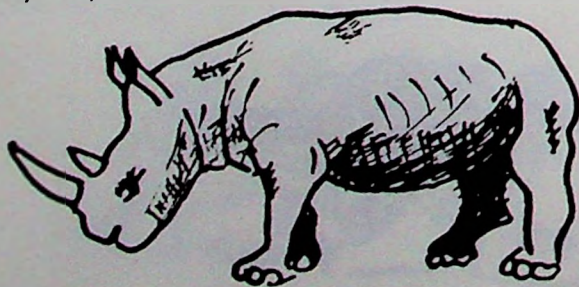
-já, ín-	n. 9	a dog.
-jám, í-	n. 9	jam.
-jèzí, í-	n. 9	a jersey.
-Jím, ú-	n. 1a	Jim.
-jìwùlà, úkù-	v.	to swing, throw.
-jógò, í-	n. 9	a jug.
-Jòlà, ú-	n. 1a	Jola.
-jòlì, ín-	n. 9	a divider of food shares.
-jòngà, úkú-	v.	to look.
-Jónì, ú-	n. 1a	John.
-jùlà, úkù-	v.	to throw.

## K

-kā̀bì, ín-	n. 9	a castrated animal.
kàkhùlù,	adv. man.	very much, a lot.
-kàkùhlé,	adv. man.	gently, nicely.
-kàmpù, í-	n. 9	a camp.
-Kàpà, í-	n. 5	Cape Town.
-kàmsínyanè,	adv. time	quickly, soon.
-kàtì, í-	n. 9	a cat.
-kháthàzà, ín-	n. 9	trouble.
-kàwusì, í-	n. 9	a stocking, sox.
ké,	adv. conseq.	then.
-kékì, í-	n. 9	a cake.
-kèrè, isì-	n. 7	a pair of scissors.
-khà, úkù-	v.	to draw eg. water, to scoop.
-khabà, úkù-	v.	to kick.
-khábhàthì, í-	n. 9	the cupboard.
-khàlà, úkù-	v.	to wail, cry.
khàndà, úkù-	v.	to hammer.
-khàndlèlà, amá-	n. 6	candles.
-khàngèlà, úkù-	v.	to look.
-khànyà, úkù-	v.	to shine.
-khàphà, úkù-	v.	to accompany.



-kháphètshù, í-	n. 5	a cabbage.
-khàthàlà, úkù-	v.	to be concerned, to care, to be tired.
-khàtházà, úkù-	v.	to annoy, irritate.
-kháwúlèlà, úkù-	v.	to meet halfway.
-kháwúlèzà, úkù-	v.	to make haste.
-khwàzà, úkù-	v.	to shout.
-khāyà, í-	n. 5	home.
-khèthà, úkù-	v.	to select, choose.
-khēnkè, um-	n. 3	ice.
-khéphù, í-	n. 5	snow.
-khítshànè, ísì-	n. 7	a boat.
-khítshì, í-	n. 5	a kitchen.
-khó, kú-	v. copul.	it is present, there is.
-khóhlákàlà, úkù-	v.	to be cruel.
-khóhlwà, úkù-	v.	to be puzzled.
-khòlísà, úkù-	v.	to satisfy.
-khólísèkà, úkù-	v.	to be satisfied.
-khōndò, um-	n. 3	a trail, trace.
-khónkòthà, úkù-	v.	to bark.
-khōnò, um-	n. 3	foreleg, sleeve.
-khóntó, imi-	n. 4	spears.
-khōnyà, úkù-	v.	to bellow.
-khōsl, um-	n. 3	an army.
-khósíkàzì, àmà-	n. 6	wives of respected person.
-khùbà, í-	n. 5	a plough.
-khūkò, ú-	n. 11	a mat.
-khúkúkàzì, ísì-	n. 7	a hen.
-khùlà, ú-	n. 11	weeds.
-khùlù, í-	n. 5	a hundred.
-khúlúwà, um-	n. 1	an elder brother.
-khùphà, úkù-	v.	to take out, vomit, lead out, drive out.
-khúsèlà, úkù-	v.	to defend, protest.
-khúthàlà, úkù-	v.	to be diligent.
-khwé, um-	n. 1	wife's brother.
-khwélà, úkù-	v.	to ride.
-khwélò, í-	n. 5	a whistle, shrill sound.
-khwèthà, um-	n. 1	a circumcised boy smeared in white clay.
kódwà,	conj.	but.
-kófù, í-	n. 9	coffee.
-kólò, ísì-	n. 7	school.
-Kòmàní, í-	n. 9	Queenstown.
-kómítýì, í-	n. 9	a cup.
-kómó, ín-	n. 9	a beast, cattle.
-kónkxà, ín-	n. 9	a tin to contain preserved food.
-kònsàthì, í-	n. 9	a concert.
-kònyānà, ín-	n. 9	a foal, calf.



-kōsì, ín-	n. 9	a chief.
-kósíkàzì, ín-	n. 9	a chief's great wife.
kràkrá,	rel.	bitter.
-kràtshì, í-	n. 5	pride.
-kráwùzà, úkú-	v.	to squeak like new cheap shoes.
-krázúkà, úkú-	v.	to tear, rend asunder.
-krēbè, ú-	n. 1a	a shark.
-krèlèkrèlè,	rel.	flimsy, threadbare.
-krōkrà, úkú-	v.	to complain.
-krótí, í-	n. 5	a hero.
-krúnèkà, úkú-	v.	to be sprained.
krwadá,	rel.	raw, unripe.
-kūkù, ín-	n. 9	a fowl.
-kūnì, ìn-	n. 10	logs of firewood.
-kūnzì, ín-	n. 9	male of an animal.
kùsàsà,	adv. time	in the morning.
kúthēnì?	v. ukuthi	what has happened?
kwédìnì,	n. 9 voc.	boy!
-kwenkwé, ín-	n. 9	a boy.

## L

-làhlékà, úkú-	v.	to be lost.
-lálà, úkú-	v.	to sleep.
-lámblè,	v. perf.	hungry.
-lámbo, um-	n. 3	a river.
-làngà, í-	n. 5	the sun.
-lápù, í-	n. 5	a cloth.
-láyishà, úkú-	v.	to load up.
lé,	dem. pro/adv.	this/far.
-lékèsè, ì-	n. 10	sweets.
-lésà, úkú-	v.	to read.
-léyì, isì-	n. 7	a sledge.
-léyítì, isì-	n. 7	a slate.
-libàlà, úkú-	v.	to forget.
-lilà, úkú-	v.	to cry, sob.
-lìlò, um-	n. 3	a fire.
-lìmà, úkú-	v.	to plough
-lìfà, isì-	n. 7	a deformed person.
-lìndà, úkú-	v.	to wait.
-lìndèlà, úkú-	v.	to wait for.
-lìngàrà, úkú-	v.	to be equal to, to be adequate.
-lìngànìsà, úkú-	v.	to imitate, to try.
-Lìzìwé, ú-	n. 1a	Liziwe.
-lòbà, úkú-	v.	to fish, to draw out.
-lòlà, úkú-	v.	to sharpen.
-lò, isì-	n. 7	a ferocious wild animal.
-lòkìshì, í-	n. 9	location.



-lólìwé, ú-	n. 1a	a railway train.
-lòndà, ísí-	n. 7	a sore.
-lòndólòzà, úkù-	v.	to keep safe strictly.
-lòngó, úbú-	n. 14	fresh cow dung.
-lòrí, í-	n. 9	a lorry.
lùbhèlú,	rel.	light brown.
lùhlázà,	rel.	green, raw.
lùkhùnì,	rel.	tough, stiff.
-lùmà, úkù-	v.	to bite.
-lúmko, úbù-	n. 14	wisdom.
-lúngèlò, áamá-	n. 6	rights, privileges.
-lúngìsà, úkù-	v.	to rectify, to arrange.
-lùngà, úkù-	v.	to be good, to be right.
lùshìcà,	rel.	tough, tenacious.
-lúsì, ábé-	n. 2	shepherds.
-lwàndlè, ú-	n. 11	the sea.
-lwányàna, ìzì-	n. 8	small creepy animals.

## M

-má, úkù-	(i) v.	to stand.
-mákhùlu, ú-	n. 1a	grandmother.
-màlàngà, é-	loc. time	in the afternoon.
-màlì, í-	n. 9	money.
-màlikè, í-	n. 9	market.
-málùmè, ú-	n. 1a	maternal uncle.
-màmá, ú-	n. 1a	mother.
-Mándìsá, ú-	n. 1a	Mandisa.
-màngáñsò, ìmì-	n. 4	wonders, miracles.
-mántyì, ú-	n. 1a	a magistrate.
-Màrìyà, ú-	n. 1a	Maria.
-màtshìni, ú-	n. 1a	a machine.
-Máthìsò, ú-	n. 1a	Mathiso.
-māzì, í-	n. 9	female of an animal.
-mbàrà, í-	n. 9	beer selling.
-mbèwù, í-	n. 9	seed.
-mbì, wú-	rel.	another, different, person, etc.
-mbòkòthwè, í-	n. 9	grind stone.
-mbónà, ú-	n. 1a	mealies, maize.
-mēmà, úkù-	v.	to invite.
-m̀hlàná, ú-	n. 3	the back.
m̀hláwumbí,	adv.	possibly, perhaps.
-m̀hlóphè,	rel.	white, pure; clean.
-m̀ì, ábè-	n. 2	inhabitants, settlers.
-m̀ìni, í-	n. 9	a day.
-m̀ithà, úkù-	v.	to be pregnant.
m̀nándì,	rel.	nice, pleasant.
-mpahlà, í-	n. 9	herds, belongings.
-mpèphò, í-	n. 9	fresh air.





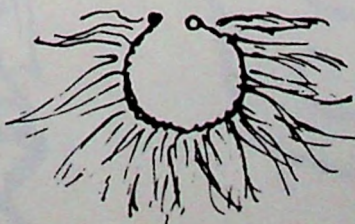
-mpèthù, í-	n. 9
-mpí, í-	n. 9
-mpfìsì, í-	n. 9
-mpungùtyè, í-	n. 9
-mòlò, ú-	n. 1a
-mòndé, ú-	n. 3
-Móntì, í-	n. 9
-mòtó, í-	n. 9
-mòyà, ú-/úm-	n. 1a/3
-mpúkàné, í-	n. 9
-Mpúmàlàngà, í-	n. 9
-mvàná, í-	n. 9
-mvú, í-	n. 9
músà,	neg.
-mxínwá,	rel.

maggot.  
 army, battalion.  
 a kind of wild animal.  
 a fox, jackal  
 greetings, good morning.  
 patience, perseverance.  
 at East London.  
 a motor car.  
 spirit, wind.  
 a fly.  
 the East.  
 a lamb.  
 a sheep.  
 do not.  
 narrow.

## N

-nà, úkú-	v.
-nàkwèthù, úm-	n. 1
-nàliti, í-	n. 9
-nàmbuzànè, ísì-	n. 7
-ncàm, í-	n. 9
ncàm,	ideop.
-ncámáthìsèlà, úkú-	v.
-ncàsà, í-	n. 9
-ncèdà, úkú-	v.
ncíncì,	adj.
-ncòkòlà, úkú-	v.
-ncòmà, úkú-	v.
-ncóthulà, úkú-	v.
-ncúkúthù, í-	n. 9
-ncúmélà, úkú-	v.
-ncwàdí, í-	n. 9
-ndāwò, í-	n. 9
-ndímbánè, íi-	n. 10
-ndùkù, í-	n. 9
-ndwendwe, ii-	n. 10
nè,	adj.
-nésì, ò-	n. 1a
-nèthà, úkú-	v.
-ngà, úm-	n. 3
-ngà, ímí-	n. 4
ngàkànaní,	interrog.
-ngàlò, ii-	n. 10
ngànéno,	adv.
ngàsesè,	adv.
-ngcà, í-	n. 9
-ngcāmbù, í-	n. 9

to rain.  
 brother.  
 a needle.  
 an insect.  
 narrow point of something  
 long, end.  
 exactly.  
 to seal, glue.  
 taste, flavour.  
 to help.  
 small.  
 to chat, converse.  
 to speak highly of, praise.  
 to pull out.  
 a bed-bug.  
 to smile at, for.  
 a book.  
 a place.  
 a vast concourse of people.  
 a stick.  
 guests, visitors.  
 four.  
 nurses.  
 to get wet from rain.  
 a mimosa tree.  
 mimosa trees.  
 how large, big.  
 arms.  
 this side of.  
 in the secret, in the closet.  
 grass.  
 a root.



-ngcamla, uku	v.	to taste a thing.
-ngcola, uku	n. 15	dirt, filth.
-ngcongconi, i-	n. 9	a mosquito.
-ngcongolo, i-	n. 9	a reed.
-ngcwele, ubu-	n. 14	holiness.
-ngena, uku-	v.	to enter.
-Ngesi, isi-	n. 7	English language.
-ngobozi, i-	n. 9	a basket.
-ngoko,	adv.	then.
-ngoku,	adv.	now.
-ngoma, i-	n. 9	music.
-ngonyama, i-	n. 9	a lion.
-ngozi, i-	n. 9	danger.
-ngqele, i-	n. 9	cold, influenza.
-ngqengqa, uku-	v.	to recline, to lie down.
-ngdina, ubu-	n. 14	evidence.
-ngqolowa, i-	n. 9	wheat.
-ngqukuva,	rel.	round.
-ngqumba, i-	n. 9	a heap.
-ngqusho, um-	n. 3	stamped mealies.
-ngwe, i-	n. 9	a leopard.
-ngwevu, i-	n. 9	a grey headed man.
-ngxolo, i-	n. 9	noise.
-ngxowa, i-	n. 9	a sack.
-nika, uku-	v.	to give to, to bestow.
-niina,	Subs. Pron.	you, 2nd pers. Plu.
-nini,	adv. time	early, any time, at all times.
-ninindlu, um-	n. 1	owner of the house.
-ninzi,	adj.	many.
-nokò,	adv.	a little.
-njalo,	adv.	like that, so.
-njaani,	interrog.	how?
-nje,	adv.	like this.
-nkazana, i-	n. 9	a woman.
-nkcenkceshela, uku-	v.	to irrigate, to water.
-nkinkisha, uku-	v.	to pour into teacups liquid tea.
-nkqantosi, i-	n. 9	very dry bare place.
-nkqo,	ideo.	straight up.
-nkundla, i-	n. 9	a court, open space bet. huts and kraal.
-nkungu, i-	n. 9	fog, mist.
-nkunkuma, i-	n. 9	dirt, rubbish.
-Nokuzola, u-	n. 1a	Nokuzola.
-NomaRashiya, u-	n. 1a	NomaRashiya.
-Nomsa, u-	n. 1a	Nomsa.
-Nomvuyo, u-	n. 1a	Nomvuyo.
-Nothando, u-	n. 1a	Nothando.
-nqabile,	v. perf.	scarce, rare.



-nqanàwè, í-	n. 9	a ship.
-nqamlèzò, um-	n. 3	a cross.
-nqandà, úkù-	v.	to stop, turn home back.
-nqunqà, úkù-	v.	to chop or cut into pieces wood or meat.
nqwàzì, um-	n. 3	a hat.
-nqàthé, um-	n. 3	a carrot.
-nqēnà, úkù-	v.	to be lazy.
-nqīnà, amà-	n. 6	hoofed feet.
-nqwélò, í-	n. 9	a wagon.
-nqwènò, um-	n. 3	a wish, desire.
-ntàngá, í-	n. 9	an equal in age, a sleeping hut for young people.
-ntàkwèthù, ump	n. 1	brother or sister, generally applied.
-ntàmbò, í-	n. 9	a reim, rope.
-ntlá, ili-	n. 5	the top end.
-ntlànzl, í-	n. 9	a fish.
-nténtè, í-	n. 9	a tent.
-ntlíziyò, í-	n. 9	the heart.
-ntlòyà, í-	n. 9	whey.
-ntó, í-	n. 9	a thing.
-ntòmbàzànà, amà-	n. 6	girls.
ntsúndù,	rel.	dark brown.
-ntù, um-	n. 1	a person.
-ntwanà, um-	n. 1	a child.
-nxānò, ú-	n. 11	thirst.
-nxákámà, úkù-	v.	to low, bleat as cows calves sheep.
-nxānxādì, í-	n. 5	a butcher bird.
-nxèbà, í-	n. 5	an open wound.
-nxényè, í-	n. 9	a portion, some.
-nxl̀bà, úkù-	v.	to dress, wear.
-nxwèmé, ú-	n. 11	the shore.
-nyaka, imi-	n. 4	years.
-nyàmà, í-	n. 9	meat, flesh.
-nyámákàzì, í-	n. 9	wild game.
-nyámékò, í-	n. 9	care.
-nyámézèl̀à, úkù-	v.	to bear patiently.
-nyàngá, í-	n. 9	the moon.
-nyè, é-	adj.	one.
-nywébà, í-	n. 9	good fortune.
-nyíbilikà, úkù-	v.	to melt away.
-nyòkà, í-	n. 9	a snake.
-nyúkà, úkù-	v.	to climb, ascend.
-nzìmà,	adv/rel.	hard, heavily, heavy.

○

-óhlwàyà, úk-

v.

to punish, rebuke.



-oja, uk-	v.	to roast.
-oli, i-	n. 9	oil.
olu,	demonst. agree. cl. 11	this.
-ombela, uk-	v.	clap hands to rhythm.
-omelela, uk-	v.	become strong.
-omile,	v. perf.	dry.
-onka, iz-	n. 8	loaves of bread.
-onke,	rel.	all.
-onakalisa, uk-	v.	to damage, misuse.
-ongo, is-	n. 7	flavour.
-ongeza, uk-	v.	to add, put more.
-onwaba, uk-	v.	to be happy.
-opha, uk-	v.	to bleed.
-ophela, uk-	v.	to bleed on to ...
-ophula, uk-	v.	to remove e. g. pot from fire.
-osa, uk-	v.	variant of /ukoja/
-ono, is-	n. 7	sin.
-othusa, uk-	v.	to startle.
-oyika, uk-	v.	to be afraid of, to fear.
-oya, ub-	n. 14	wool, hair of animal.
-ozela, uk-	v.	to be drowsy.

## P

-pali, i-	n. 9	a pole.
-papa, i-	n. 9	porridge.
-patho, im-	n. 9	treatment.
-peki, i-	n. 9	pick axe.
-pensile, i-	n. 9	a pencil.
-petrol, i-	n. 9	petrol.
-pha, uku-	v.	to give, to present with a gift.
-phahla, u-	n. 11	the roof of a room, tent of a wagon, etc.
-phaka, uku-	v.	to dish out of a pot.
phakathi,	adv.	inside.
-phako, um-	n. 3	provision for a journey.
-phalala, uku-	v.	to spill over.
-phalaza, uku-	v.	to pour out.
-phambana, uku-	v.	to cross each other, to go mad.
-phanda, uku-	v.	to investigate, to dig up.
-phanda, um-	n. 3	a pitcher, barrel of beer.
phandle,	adv.	outside.
phantsi,	adv.	down, below.
-phatha, uku-	v.	to rule, hold, carry.
phaya,	adv. demons.	yonder there.
-phazama, uku-	v.	to make a mistake, to be unsteady.
-pheka, uku,	v.	to cook.



-phela, uku-	v.	to come to an end.
-phelela, uku-	v.	to come to full growth, to end up.
-phemba, uku-	v.	to kindle a fire, to start e. g. a quarrel etc.
-phendula, uku-	v.	to reply.
-phepha, uku-	v.	to avoid, to dodge.
-phepha, i-	n. 5	a paper.
-phezolo,	adv. time	last night.
-phezulu,	adv.	high up.
-phi?	interrog.	where?
-phila, uku-	v.	to be well, to be alive.
-phindela, uku-	v.	to return to ...
-phini, um-	n. 3	a handle of an axe or pick etc.
-pholishi, i-	n. 9	polish.
-pholile,	v. perf.	cool.
-phosa, uku-	v.	to miss, throw.
-phosisa, uku-	v.	not to speak the truth, to cause to miss.
-phoswa, uku-	v. pass.	to be missed.
-phoxa, uku-	v.	to make a fool of ...
-phulaphula, uku-	v.	to listen.
-phuma, uku-	v.	to get out.
-phumla, uku-	v.	to rest.
-phumelela, uku-	v.	to succeed.
-phupha, uku-	v.	to dream.
-phuza, uku-	v.	to drink, to kiss.
-pili, isi-	n. 7	a mirror, looking glass.
-pleyiti, i-	n. 9	a plate.
-polisa, ama-	n. 6	policeman.
-pondo, um-	n. 10	horns.
-posa, uku-	v.	to post.
-potyi, i-	n. 9	a small pot.
-pu, um-	n. 3	a fire-arm, gun.

## Q

-qaba, ama-	n. 6	red blanketed people, heathens.
-qaba, uku-	v.	to smear, paint, e. g. body red or white.
-qaba, i-	n. 5	red blanketed person, pagan.
-qabane, i-	n. 5	a bosom friend, a comrade.
-qala, um-	n. 3	the throat, greed.
-qala, uku-	v.	to begin.
-qanda, ama-	n. 6	eggs.
-qaphula, uku-	v.	to tattoo a person, to inoculate.
-qaqa, i-	n. 5	a polecat.
-qaqa, ama-	n. 6	polecats.



-qaqaqa, u-	n. 1a	quick grass.
-qeqesha, uku-	v.	to break, train, discipline.
-qesha, uku-	v.	to employ, hire.
-qha,	ideo.	only, to drink a little.
-qhamo, izi-	n. 8	fruit.
-qhaqha, uku-	v.	to cut open.
-qhekeza, uku-	v.	to break in, to break a vessel.
-qhina, i-	n. 5	a knot, a tie.
-qhiya, i-	n. 9	a woman's head covering, a large handkerchief.
-qhoqhoqho, u-	n. 1a	the windpipe.
-qhōsha, i-	n. 5	a button, money(sometimes)
-qhūba, uku-	v.	to drive, to steer.
-qhubēla, uku-	v.	to drive in the direction of, to drive for.
-qhula, uku-	v.	to tease, make a joke at expense of.
-qhuma, uku-	v.	to emit smoke.
-qhwitha, uku-	v.	to strike a light.
-qiniseka, uku-	v.	to be sure, to be firmly convinced of.
-Qocwa, um-	n. 1	a person of the Qocwa clan.
-qokelela, uku-	v.	to gather.
-qokobhe, ama-	n. 6	shells.
-qōlo, um-	n. 3	the back.
-qōnda, uku-	v.	to understand.
-qōngqothwane, u-	n. 1a	a kind of beetle.
-qūbuda, uku-	v.	to bow down, pay homage to.
-qūleka, uku-	v.	to hunt high and low, to be at a loss.
-qungquluza, uku-	v.	to lie exposed.
-qunube, ama-	n. 6	berries.
-ququ, um-	n. 3	chaff.
-ququzela, uku-	v.	to be very busy.
-qwalāsela, uku-	v.	to look carefully into a matter.
-qwayito, um-	n. 3	dried meat, fruit.
-qwēnga, uku-	v.	to tear to pieces.

## R

-rabaxa,	rel.	rough surfaced.
-radio, i-	n. 9	radio set, programme.
-rafu, i-	n. 9	tax.
-rall, i-	n. 9	cotton thread.
-ramba, i-	n. 5	puff adder.
-randi, i-	n. 9	a rand note.
-ranisi, u-	n. 1a	a goose.
-ranuga, ama-	n. 6	farm labourers not attached to any chief.



-ràtyà, ú-	n. 11	early evening.
-rásì, í-	n. 9	barley.
-Rawuti, í-	n. 9	Johannesburg.
-réwù, amà-	n. 6	non-intoxicating beer made from corn.
-Rìní, í-	n. 5	Grahamstown.
-ròlà, úkù-	v.	to draw, lead away along.
-ròró, í-	n. 9	a fearful creepy animal.
-rórò, í-	n. 5	the hip bone.
-Ròsà, ú-	n. 1a	Rosa.
-rúbúlùzà, úkù-	v.	to crawl, move on stomach.
Rùlùmentè, ú-	n. 1a	the Government.

## S

-sà, ísí-	n. 7	kindheartedness.
-sàlà, úkù-	v.	to remain.
-Sándilè, ú-	n. 1a	Sandile.
-sànà, ú-	n. 11	a baby.
-sàngò, amà-	n. 6	gates.
-sántì, í-	n. 9	sand.
-sāphò, ú-	n. 11	family.
-sèbè, amà-	n. 6	branches.
-sébénzà, úkù-	v.	to work.
-sékà, úkù-	v.	to establish, to build up a foundation.
-sèlà, í-	n. 5	a thief.
-sèlà, úkù-	v.	to drink.
-sèlè, í-	n. 5	a frog.
-sèlwà, í-	n. 5	a calabash.
-séphù, í-	n. 9	soap.
-shélèní, í-	n. 9	a shilling.
-shìshìní, í-	n. 5	a trade, business.
-shfya, úkù-	v.	to leave behind.
-shiyékà, úkù-	v.	to be left behind.
shushù,	rel.	hot.
-sù, ísí-	n. 7	stomach.
-shwà, ilí-	n. 5	a misfortune.
-sí, um-	n. 3	smoke.
-sfbà, ú-	n. 11	a feather, a pen.
-sigaréthì, í-	n. 9	a cigarette.
-sfkà, úkù-	v.	to cut.
-síkizì, í-	n. 5	an abomination.
-sfkò, í-	n. 5	a custom.
-sìnà, úkù-	v.	to escape.
-sfndà, úkù-	v.	to weigh heavily.
-sìndà, úkù-	v.	to smear floor with cow-dung.
-sfndò, um-	n. 3	anger.
-singàthà, úkù-	v.	to hold on one's lap.
-sìsì, ú-	n. 1a	sister.



-simbi, int-	n. 9	a bell, a piece of iron.
-siri, int-	n. 9	a ploughed land.
-sipho, lint-	n. 10	dregs of beer.
-so, ubu-	n. 14	face.
-so, ili-	n. 5	eye.
-sofa, i-	n. 9	sofa.
-soldathi, i-	n. 5	a soldier.
-somi, int-	n. 9	a fable.
-songololo, i-	n. 5	a millipede.
-sonto, um-	n. 3	a thread.
-sopholo, i-	n. 9	supper.
-sosala, i-	n. 9	a saucer.
-sula, uku-	v.	to wipe.
-sukela, uku-	v.	to chase, to make way for.
-suku, u-	n. 11	day of the week.
-suku, ubu-	n. 14	the night.
-sulu, isi-	n. 7	something easily obtained.
-swazi, u-	n. 11	a switch.
-swela, uku-	v.	to be in want.
-sweleka, uku-	v.	to die, scarcity, n. cl. 15

## T

-tafile, i-	n. 9	a table.
-talato, isi-	n. 7	a street.
-taka, in-	n. 9	a bird.
-takane, i-	n. 5	a lamb.
-takumba, in-	n. 9	a flea.
-tapile, ii-	n. 10	potatoes.
-tampu, isi-	n. 7	a stamp.
-tawuli, i-	n. 9	a towel.
-tetho, in-	n. 9	a speech, a talk.
-tha, uku-	v.	to pour into, eg. a calabash.
-thamsanga, i-	n. 5	luck, good fortune.
-thanda, uku-	v.	to love, like.
-thandene,	v. perf. recipr.	have loved each other.
-thando, u-	n. 11	love.
-thandathu,	adj.	six.
-thandaza, uku-	v.	to pray.
-thanga, i-	n. 5	a pumpkin.
-thanga, i-	n. 5	a thigh.
-thanga, i-	n. 5	a cattle post.
-thango, u-	n. 11	a fence.
-thatha, uku-	v.	to take.
-thathu,	adj.	three.
-themba, uku-	v.	to trust.
-thembisa, uku-	v.	to promise, to make one trust.
-thetha, uku-	v.	to speak.
-theza, uku-	v.	to gather firewood.





-thi, úkú-	v.	to say, or Intro. predic, or render id. de
-thi, ulù-	n. 11	a stick, form of body, handle of spear.
-thi, um-	n. 3	a tree, medicine.
-thiya, uku-	v.	to lay a trap, to hate.
-thile,	rel.	a certain ...
-Thixo, u-	n. 1a	God.
-thobela, uku-	v.	to obey.
-thole, i-	n. 5	a calf.
-thombo, imi-	n. 4	fountains, sprouting grain to ferment beer.
-thongo, ubu-	n. 14	drowsiness.
-Thwa, aba-	n. 2	Bushmen.
-thwala, uku-	v.	to carry.
-thuba, i-	n. 5	an opportunity, chance.
-thula, uku-	v.	to take down, to be silent.
-thuma, uku-	v.	to send on errand.
-thunga, uku-	v.	to sew.
-thunga, i-	n. 5	a milk pail.
-thunzi, um-	n. 3	a shade.
-thukuthezi, isi-	n. 7	uneasiness of mind.
-thuthu, u-	n. 11	ashes.
-thuthuthu, isi-	n. 7	a motor bike.
-thuthuzela, uku-	v.	to comfort.
-ti, i-	n. 9	tea.
-tiki, i-	n. 9	a tickey.
-Tim, u-	n. 1a	Tim.
-tiya, isi-	n. 7	a small garden, plot.
-tipoti, i-	n. 9	a teapot.
-titshala, i-	n. 9	a teacher.
-tlama, in-	n. 9	dough for making bread.
-tloko, in-	n. 9	the head.
-tsalane, um-	n. 3	attraction, fascination.
-Tsiki, u-	n. 1a	Tsiki.
-tsolo, -i	n. 5	a dandy.
-tsotsi, u-	n. 1a	an incorrigible, urbanised youngster.
-tsha, aba-	n. 2	young people.
-tshaba, u-	n. 11	an enemy.
-tshakazi, um-	n. 1	a bride, newly married woman.
-tshana, um-	n. 1	a niece, nephew.
-tshaya, uku-	v.	to smoke.
-tshayela, uku-	v.	to sweep dirt.
-Tshawe, u-	n. 1a	man of the Tshawe clan.
-tshipha, ama-	n. 6	those who go away usually to town, abandoning and leaving wife and children uncared for.
-tshisa, uku-	v.	cause to burn, to be hot.



-tshixo, izi-	n. 8	keys.
-tsho, uku-	v.	to say so.
-tshona, uku-	v.	to sink, set.
-tshotsho,	interj.	served you right!
-tshutshisa, uku-	v.	to persecute.
-tya, uku-	n. 15	food.
-tyabula, uku-	v.	to cause blisters.
-tyala, uku-	v.	to plant.
-tyalo, izi-	n. 8	plants.
-tyatyambo, iin-	n. 10	flowers.
-tye, ili-	n. 5	a stone, rock.
-tye, ama-	n. 5	stones, rocks.
-tyebile,	v. perf.	rich, fat, affluent.
-tyelela, uku-	v.	to visit.
-tyhafa, uku-	v.	to be weary.
-tyhala, uku-	v.	to push.
-tyhefu, i-	n. 9	poison.
-tyhola, uku-	v.	to accuse falsely.
-tyholo, i-	n. 5	a bush, thicket.
-tyhutyha, uku-	v.	to penetrate through and through.
-tyibilika, uku-	v.	to slip.
-tyiphu, i-	n. 9	a fowl.
-tyuthu, u-	n. 1a	wild spinach.
-tywa, ukuthi	ideo.	to lie prostrate.
-tywala, u-	n. 14	beer, strong drink.

## V

-va, uku-	v.	to hear, test, feel.
-vala, uku-	v.	to shut, close.
-veki, i-	n. 9	a week.
-vela, uku-	v.	to appear.
-Velile, u-	n. 1a	Velile.
-venkile, i-	n. 9	a shop.
-vila, ama-	n. 6	sluggards.
-vili, i-	n. 5	a wheel.
-vimba, uku-	v.	to be stingy.
-vingca, uku-	v.	to close up, stop.
-vo, ulu-	n. 11	opinion.
-vuka, uku-	v.	to wake up.
-vula, im-	n. 9	rain.
-vuleka, uku-	v.	to be open.
-vulela, uku-	v.	to open for.
-vumba, i-	n. 5	smell, scent.
-vuma, uku-	v.	to agree, consent.
-vuna, uku-	v.	to reap.
-vutha, uku-	v.	to burn, flare up.
-vuthuza, uku-	v.	to blow violently, like wind.
-vuthwa, uku-	v.	to be ripe.



-vuya, uku-	v.	to be glad.
-Vuyisile, u-	n. 1a	Vuyisile.
-vuzà, uku-	v.	to reward, to leak like a vessel.

## W

-wa, ili-	n. 5	a precipice.
-wayini, i-	n. 9	wine.
-wela, uku-	v.	to cross, go over.
wena,	Subst. Pron.	you, 2nd Pers. Sing.
wethu, w-a-ithu	Poss. Pron.	ours, 1st Pers. Plu. agree. with um- pref.

## X

xa,	adv.	when.
-xabano, ing-	n. 9	dispute, quarrel.
-xabiso, i-	n. 5	price, value.
-xaka, uku-	v.	to puzzle.
-xakekile,	v. perf.	to be puzzled, to be in a fix.
-xam, u-	n. 1a	monitor lizard, iguano.
-xaso, ink-	n. 9	sustenance, support.
-xeko, isi-	n. 7	a city.
-xela, uku-	v.	to tell.
-xelela, uku-	v.	to inform.
-xesha, i-	n. 5	time.
-xhalanga, ama-	n. 6	vultures.
-xhego, i-	n. 5	decrepit old man.
-xhela, uku-	v.	to slaughter.
-xhelo, um-	n. 3	large artery, seat of life in animal.
-xhentsa, uku-	v.	to dance.
-xhoma, uku-	v.	to hang.
-Xhosa, isi-	n. 7	Xhosa language.
-xilonga, uku-	v.	to examine as doctor would with stethoscope.
-xilongo, i-	n. 5	a bugle, a stethoscope.
-xinana, uku-	v.	to be crowded.
-xinwa, uku-	v.	to be pressed, to be hemmed in.
-xoka, uku-	v.	to tell lies.
-xolo, u-	n. 11	peace.
-xoxa, uku-	v.	to discuss.
-xoxo, i-	n. 5	a toad.
-xoxozi, um-	n. 3	a water melon.
-xuba, uku-	v.	to mix.
-xukuxa, uku-	v.	to rinse mouth with water.
-xwaleko, ink-	n. 9	a calamity.



## Y

-ya, uku-	v.	to go to ...
-yalela, uku-	v.	to instruct.
-yeka, uku-	v.	to leave alone.
-yekelela, uku-	v.	to slacken hold.
-yeza, i-	n. 5	medicine.
-yihlo, u-	n. la	your father.
-yise, u-	n. la	his father.

## Z

-za, isi-	n. 7	a building site.
-zala, uku-	v.	to be full, to bear offspring.
-zali, aba-	n. 2	parents, forebears.
-zama, uku-	v.	to try, to exert oneself.
-zamlá, uku-	v.	to yawn.
-zantsi, e-	loc. place	down below.
-zathu, isi-	n. 7	a reason.
-zekelo, um-	n. 3	an example.
-zembe, i-	n. 5	an axe.
-zi, um-	n. 3	a village, kraal.
-zi, um-	n. 3	kind of grass for making mats.
-ziba, isi-	n. 7	a pool of water in a river.
-ziba, isi-	n. 7	a piece of cloth or rag.
-ziko, i-	n. 5	a fire place, a place of e.g. learning.
-zimba, ama-	n. 6	kafir corn.
-zingela, uku-	v.	to hunt.
-zinyo, i-	n. 5	a tooth.
-Zinzo, u-	n. la	Zinzo.
-zisa, uku-	v.	to bring.
-zoba, uku-	v.	to paint, draw.
-Zola, u-	n. la	Zola.
-zolile,	v. perf.	calm.
-zolo, i-	n. 5	yesterday.
-zulu, i-	n. 5	weather, heaven.
-zukulwana, um-	n. 1	a grandchild.
-zuzu, um-	n. 3	a moment.
-zuzá, uku-	v.	to get.
-zwe, ama-	n. 6	lands, countries.
-Zwelinzima, u-	n. la	Zwelinzima.



## GRAMMAR + INDEX

## BASIC SENTENCE FRAME

NOUN	QUALIFICATIVES	VERB	ADVERB
PRONOUN (AP, EP, DP)	(Adjectives, Relatives Possessives, Quantitatives Enumeratives & /-ni/	COPULATIVE	(Locative, manner, associative)

e. g. /Ábántù ábádálà báthéthà kákùhlé/ (The old people speak nicely).

NOUNS (p. 41-42)  
(p. 41-42)

## PRONOUNS

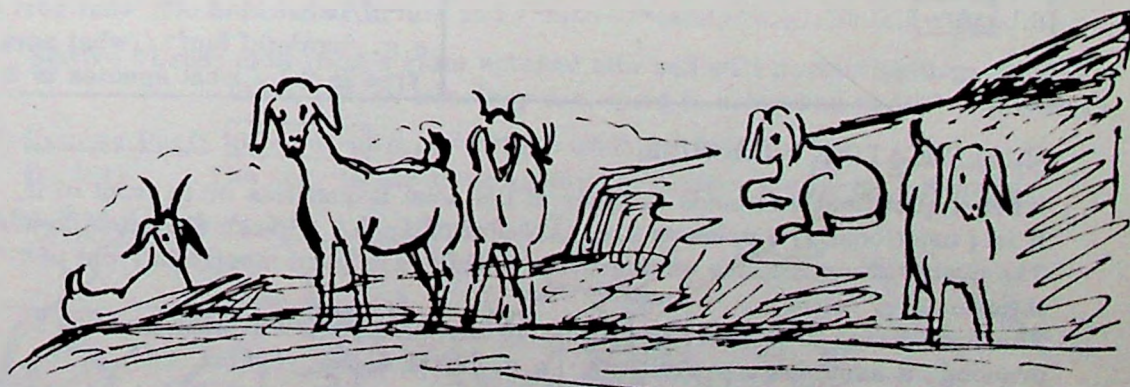
1. ABSOLUTE. AP =  $\text{C}^0\text{-na}$  e. g. /lóná ñfityè/, /wóná ùmthí/, /yóná fmízì/.  
(p. 159-160) Exceptions: /mná/(I), /thíná/(we), /wéná/(thou),  
/níná/(you) and class 1 /yéná/.

N. B. On assuming a prefix the AP loses its stabilizer suffix /-na/.

2. EMPHATIC. EP =  $\text{V}^2\text{-C}^0\text{óná}$  e. g. /éyóná ntó/(the very thing), /ókóná kùtyá/.  
(p. 310-311) /éldóná cèphé lídè/(the longest spoon), /áwóná màsì/.  
Usage: mostly to translate the superlative.

3. DEMONSTRATIVE 1. (this, these) 2 (that, those) 3 (yonder)  
(p. 251)

Weak:	$\text{I-V}^2$ : /lé ntó/ /lò fmízì/.	$\text{lóo}$ : /lòo ntó/ /lòo màsì/.	$\text{láa}$ : /láa ntó/ /láa fmízì/.
		$\text{á-V}^2\text{-C}^0$ : /úfmízì lòwò/, /ínjá léyò/.	$\text{I-V}^2\text{-C}^0\text{a}$ : /úfmízì lòwá/, /íntó léyá/.
Strong:	$\text{V}^2\text{-CV}$ : /ézì z ñnjá/ /òbù tywálá/.	$\text{V}^2\text{-C-o}$ : /ézò z ñnjá/ /òkò kùtyá/.	$\text{V}^2\text{-SC-aa}$ : /ólwáa thùthù, éśáa sñyá/.
			$\text{V}^2\text{-CV-yâ}$ : /ábántù ábáyâ/.



## QUALIFICATIVES

CONCORD	STEM
1. ADJECTIVE. (pp. 124-125, 151) AC = $V^2$ -BP- e.g. /úfntù òmbí/ /ímíthí émìkhùlù/.	1. /-hle/ /-bi/ 2. /-khulu /-ncinci, -ncinane/ 3. /-de/ /-futshane/ 4. /-dala/ /-tsha/ 5. /-ninzi/ /-ngaphi (na?)/ 6. /-nye/1, /-bini/2, /-thathu/3, /-ne/4, /-hlanu/5, /-thandathu/6).
2. RELATIVE. (p. 113, p. 121, p. 208+) RC = $V^2$ -SC- (In weak Classes, this reduces to $V^2$ -). e.g. /úfntú ògòsò/, /ámànzi á-nzùlù/ /ábántù ábálùngìfeyò/( good people).	What we call "adjectives" in English with the exception of the little group in 1 above. Most of the stems are verbs or copulatives and so are Rel. Clauses.
3. POSSESSIVE. (pp. 157+, 168) PC: Weak Noun + $ka$ - Strong Noun + $SC-ka$ - Any Noun + $SC-a$ -	Cl. 1a nouns /ímòtó ká-Fàní/ /íímòtó zìkà Fàní/ All other nouns + pronouns + adverbs + conjunctions /ínjá yénddà yám/ (N. B. /-kho/, /-khe/, /-ithu/, /-inu/)
4. QUANTITATIVE. (p. 273+) QC = $SC-o$ - (Except: /mna ndédwà, wèná wédwà, yèná yédwà/) N. B. /zòzín-/ reduces to /zón-/:	1. /-nke/ (all), /-dwa/ (only, alone). /ímíthí yònkè/, /thíná sòdwà/ 2. $BP$ -Numeral Adj. Stem e.g. /Thíná sóbábìní/ ( both of us - people). /íímòtó zòmbìní/ ( both cars).
5. ENUMERATIVE. (p. 275+) EC = $CV$ -	1. /-phí (ná)?/ ( which?) e.g. /Z ízínjá zìphí/ ( Which dogs are they?). 2. /-mbí/ ( other - of a different sort): e.g. /úfntú wúmbí/(the other village)
6. $BP$ - (p. 276)	/-ní/(what kind of?, what sort of?) e.g. /ngúfntú mni?/(what sort of a tree is it? / what species is it?).

## QUALIFICATIVE PRONOUNS.

When a qualificative stands in place of the noun it qualifies or in front of it, it is (functionally) a pronoun e.g. /Ábàbìní báláphà/, /Bónkè ábántù báláphò/. The quantitatives and the enumerative /-phí?/ are used mostly in front of the noun they qualify.

The Possessive is the only Qualificative that changes form when used as a pronoun: it assumes a prefix  $V^2$ - e.g. /Yínjá éntlé, yéyám/. Cfr. p. 165.

## THE VERB

## 1. INDICATIVE PRINCIPAL.

- A. **Concords:** SC weak =  $\boxed{V-}$  e.g. /Ínjá í-fúnà ìnyàmà/, /Úm̀ntù útsh̀d̀/. p. 116.  
 SC strong =  $\boxed{CV-}$  e.g. /Íz̀ìnjá z̀ífúnà ìnyàmà/. p. 97.  
 SC neg. =  $\boxed{CV-}$  e.g. /Ínjá à-ỳì-lúmi/, /Íz̀ìnjá àz̀ìlúmi/. p. 126.  
 (But Cl. 1 SC<sup>n</sup> = /-ka-/ and the 2nd Person sg. = /-ku-/.)  
 OC =  $\boxed{CV-}$  e.g. /S̀iyàỳìg̀xòthà lé njá/, /Às̀ìz̀ìg̀xòthì èz̀d̀/. p. 146 +.  
 (But Cl. 1 OC = /-m-/ and the 2nd Person sg. is /-ku-/.)

B. **Tenses:** (pp. 20+, 31+, 91+, 152+, 220+, 227+, 246+, 267+, 281+). Sum-up 237.

a) **Future: Remote pos.**  $\boxed{SC-yà} + \boxed{kù-R-a}$  e.g. /S̀iyà kùhlàlà áph̀d̀/. p. 153.

neg.  $\boxed{a-SC^n-yi} + \boxed{kù-R-a}$  : /Àndíyí kùthèngà/. p. 153.

Near pos.  $\boxed{SC-zà} + \boxed{kù-R-a}$  : /ÚM̀erí úzà kùkhá àm̀anz̀ì/. p. 152.

neg.  $\boxed{a-SC^n-zí} + \boxed{kù-R-a}$  : /Àkází kùkhá írásì/. p. 152.

(The most common reduced form of the future is SC-o-R-a : /S̀òbùyà/.)

b) **Present: pos. Short:**  $\boxed{SC-R-a}$  : /ÚM̀erí úphèkà àm̀aqàndá/. pp 19+, 31+.

Long:  $\boxed{SC-ya-R-a}$  : /S̀iyàvúyà/ (We are glad). p. 91+.

neg.  $\boxed{a-SC^n-R-i}$  e.g. /Àndìsèlì/ (I do not drink), /Újím̀ àkàsèlì/. p. 33.

(But the neg. suffix /-i/ is not used with /-va/ or the passive).

c) **Perfect: Pos. Short:**  $\boxed{SC-R-ê}$  : /Ínt̀ombí íbàsè úf̀l̀l̀d̀/. p. 154.

Long:  $\boxed{SC-R-ile}$  : /Ínt̀ombí íbàsìlè/. p. 154.

Neg.  $\boxed{a-SC^n-R-anga}$  : /Ínt̀ombí àyíwúbàsàngà úf̀l̀l̀d̀/. p. 154+.

Subpattern: Verb stems of more than 2 syllables, ending in /-ela, -ala, -atha -ana/ form the perfect by changing these endings to /-ele, -ethe, -ene/ respectively e.g. /Úz̀dlá úl̀ndèlè/. /Úbhàtèlè úm̀pháthì/. /Údìbènè nòmhàmbì/. /Wambèthè íngubò/. p. 220+.

Included in this category are the disyllabic stems: /-thwala/, /-lala/, /-sala/, /-zala/ and /-phatha/ e.g. /Úsànà lúlélè/. p. 225.

Irregular Verbs: /-hlala/ /-hleli/, /-hlutha/ /-hluthi/, /-mitha/ /-mithi/, /-ma/ /-mi/ and /-tsho/ /-tshilo/ e.g. /S̀ìhlèlìf̀ phánt̀sì/.

Stative Verbs: indicating a state entered into and still persisting e.g. /ÚM̀erí úlélè/ (Mary is asleep i.e. went to sleep and is still ..). p. 227+.

d) **Remote Past:**  $\boxed{SC-a-R-a}$  e.g. /ÚThíxó wádaíá ìl̀z̀wè/.

(p. 281) The neg. is the same as for the perfect i.e.  $\boxed{a-SC^n-R-anga}$ .



2. INDICATIVE PARTICIPIAL. Pos.  $\boxed{\text{SC}^e\text{-(si)-R-a}}$  Neg.  $\boxed{\text{SC-nga-R-i}}$ . p.238+.

A. Form: It is the same as the Indic. Principal excepting:  $\boxed{\text{e-}, \text{-nga-}, \text{-s(á)-}}$  :

$\text{SC}^e$  : The SCs Cl.1 = /e-/, Cl.2 = /be-/ and Cl.6 = /e-/ i.e. the V of the SC Cls. 1, 2, 6 becomes /e/ in the Participial e.g. /Kúthéní úFàní ékhwázà/ (Why is F. shouting?), /Kúthéní òFàní békhwázà/, /Kúfíkè ábántù ámáddà élòbà/ (The people arrived when the men were fishing).

/si/, /s/: This prefix is used as a dividing wall between the  $\text{SC}^e$  and a mono-syllabic or vowel-commencing verb stem in the present tense only.

1.  $\boxed{\text{SC}^e\text{-si-CV}}$  e.g. /Bèndisíthì .../. 2.  $\boxed{\text{SC}^e\text{-s-VCV..}}$  : /Bènisóyíkà/.

/-nga-/: is the neg. prefix.  $\boxed{\text{SC}^e\text{-nga-R-i}}$  : /Ndíthándà ábántwàná bégàxàbàni/.

B. Usage: a) To render a concurrent dependent clause (an "ing, when, while" cl.).

b) After some deficient verbs (/ -ba, -be, -ye, se, -hlala, -mana, -soloko, -fudula, -fumana or -fane (in vain), -nge).

c) After /Kúthéní?/ + conjunctions /ngókubá, ngóba, kúba, njéngókubá, njéngókungáthì, / and sometimes after /xa/.

3. INDICATIVE RELATIVE. Pos.  $\boxed{\text{RC-R-a-(yo)}}$ . Neg.  $\boxed{\text{RC-nga-R-i-(yo)}}$ . p.212+.

$\text{RC} = \boxed{\text{V}^2\text{-(SC)-}}$  : /Z íz ìnjá éz ìlúmàyó/, /Yínjá élúmàyó/, /Ngúmntù ótyálà úmbónà/, /Ngámákhwènkwé ángàlàyìshí mìthwáld/, /Yéngàlàyìshíyò/.

/-yo/: Use in the Present, Near & Remote Past Positive when no object or adverb follows. Never use in the Future or in the Past Negative.

Indirect Rel. Clauses: (i.e. when the antecedent is not the subject of the Rel.

(p. 315+, p. 343+) Cl. Predicate e.g. /Yínjá áyíthándàyó úFàní/. p. 345.

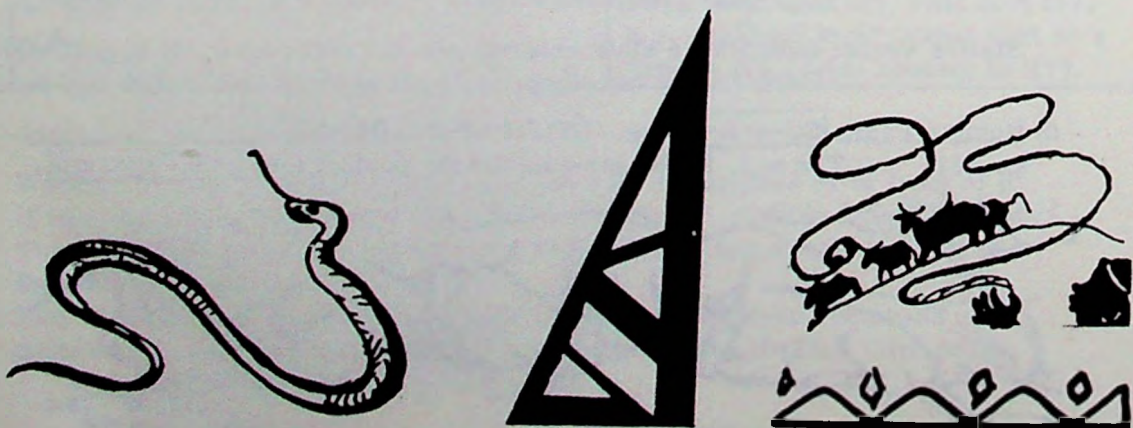
Class 1 indirect RC is /a-/ e.g. /Yíndlú á-gcìnà kúyò úkùtyá únòhnsá/.

a) Objectival R. Cl:  $\boxed{\text{A}} + \boxed{\text{RC}^a\text{-OC-R-(yo)}} + \boxed{\text{Subject}}$  : /Z íz ìnjá ázòyíkàyò úJím/ p. 345.

b) Adverbial R. Cl:  $\boxed{\text{A}} + \boxed{\text{Subject}} + \boxed{\text{RC}^a\text{-R-a}} + \boxed{\text{Adverb}}$  ... (p. 345), : /Lígùmbí ésasíhlèlì kùld/, /Yímèlà úz òlía ásíka ngáyò ìnyàmà/.

Possessive Rel. Clauses:  $\boxed{\text{A}} + \boxed{\text{RC-noun}}$  (Possessive) +  $\boxed{\text{SC-(nga-)R-a/i-(yo)}}$  :

/Ngúmntù òndlù yàkhé ìlápòh/, /Yínddà ényànà wáyò úngàdlàlìyò/ ('Tis the man whose son does not play). p. 345.





1. POTENTIAL PRINCIPAL. (p. 287 ). This Mood has only one tense (present).  
 Pos.  $\boxed{SC^a-ngá-R-a}$  : /ÚMèrí àngácùlà/ ( Mary can/may sing). /Bàngáyà nàyé/.  
 Neg.  $\boxed{a-SC^n-ngê-R-i}$  : /Àndìngêfúmáni xòlò/ ( I can get no peace).
2. POTENTIAL PARTICIPIAL. Pos.  $\boxed{SC^e-ngá-R-a}$ . Neg.  $\boxed{SC^e-ngê-R-i}$ .  
 /Kúthéní èngáyà àphò/. /Bèsingámkhaphà/. /Ndándingéhàmbi/.
3. POTENTIAL RELATIVE. Pos.  $\boxed{RC-ngá-R-a}$ . Neg.  $\boxed{RC-ngê-R-i}$ .  
 /Yíndòdà èngáwúfúmàni lóo òsébènzì/. /Kúkùtyá òkùngègcìnwá/.

THE SUBJUNCTIVE MOOD. (p. 84+, 143+, 268, 282+, 321, 339).

A. Form: Present-Future: Pos.  $\boxed{SC^a-R-e}$ . Neg.  $\boxed{SC^a-nga-R-i}$ .

/ÚFàní úzà kùhlálà phántsí átyè/. /Màsíngàsèlì tywálá/.

Past (Narrative): Pos.  $\boxed{SC^a-R-a}$ . Neg.  $\boxed{à-SC^n-â-R-a}$ .

/UNòmsá úfikè ngó-5 wázà wácèlà ìnyàmà kòdwà àkàtyá ntó/.

Usage: a) Sequence (or narrative). b) Purpose clauses (/úkúba+, úkúzè+, hlézè+, kufúnèkà+, kufànèlè+/ etc.). c) Commands. d) After some deficient verbs (/Ma-, kha,/ etc ). See def. verbs below.

THE IMPERATIVE (p. 74+ ). A. Sg.  $\boxed{R-a}$ . Pl.  $\boxed{R-a-ni}$ .  $\boxed{Yi-CV(ni)}$ .  $\boxed{Y-VCV..(ni)}$ :

/Hámà/ (Go), /Hámàni/ (Go - you pl.), /Yizá Mèrí/, /Yènzá ítí/.

B.  $\boxed{OC-R-e(ni)}$  : /Ndìphé ìmàlì/, /Mbèthèni úFàní mádòdà/, /Móyíkèni/.

THE INFINITIVE (p. 78). Present Tense: Pos.  $\boxed{uku-R-a}$ . Neg.  $\boxed{uku-nga-R-i}$  :  
 /Ndifúnà úkùhámà/ , /Úkúngàbòni kúyáncèdà/ (Not to see is a help).

Future Tense: Pos.  $\boxed{uku-za/ya ku-R-a}$ . Neg.  $\boxed{uku-nga-zi/yi ku-R-a}$  : /Kúlúngùè úkúzà kùncèdà/, /Kúbí úkúngáyí kùncèdà/.

#### DIAGRAM OF THE MOODS

INDICATIVE	POTENTIAL
Principal Participial Relative	Principal Participial Relative
SUBJUNCTIVE	TEMPORAL
IMPERATIVE	INFINITIVE



## DEFICIENT VERBS

- A. Distinctive Features: 1. The frequent appearance of the suffix /-e/ e.g. /-buye/ (again), /-de/ (until), /-khange, -zange, -fumane, nge / etc.  
 2. Frequent Reduction: /Lindélà áphà dè síffkè/, /Màsíyè áphò/ etc.  
 3. Occurring only with a verb complement in a specific mood form.  
 4. Meaning: it merely qualifies that of its complement verb.

B. Classification According to Complement:

1. DVs + Subjunctive Mood: /ma, kha, za, da, hla, buya, suka, phinda, fumana, fana, /:  
 /Ma /: e.g. /Màsithándàzè/, /Màkàthèthé ló íntwàná/ (Let that child speak).  
 /kha/: a) /Kha-/(Just..) + Present Subju. e.g. /Khàwúzè/, /Khànízè/.  
 b) /a-SC<sup>n</sup>-khange/+ Present Subju. : /àndíkhàngè ndíbè/ (I did not steal).  
 c) /-kha, -khe/+ narrative Subju. : /Ndíkhè ndátshàyà/ (I smoked once).  
 /za/: a) /ze/ (ought, should, please): /Úzúthèthé/, /Zèníthèthé/.  
 b) /zange/ (did never): /Àkàzàngè áculè uMèrí/ (Mary never sang).  
 c) /soze/ /-sa-yi ku-ze/ (never will): /Ákàsózè áfùndé/ (He'll never learn).  
 d) /-za, -ze/ (and) + narrative Subju. : /Ndòkùbèthà ndízè ndímké/,  
 /Ndíthèthè ndázà ndáhàmbà/.  
 /da/ (until, finally): /Ndòdè ndíbáldkè/, /Wádá wábálékà/, /Fúndà dè ndífikè/.  
 (/ -hla/ soon, / -buya/ again, / -phinda/ again, repeat, / -suka/ thereupon, directly, / -fumana, -fana/ thoughtlessly, aimlessly, / -thi/ and - sequence).  
 2. DVs + Participial sub-mood: /-soloko/ (always), /-fudula/ (usually), /-fumana/ (in vain), /-hlala/ (keep on doing), /-mana/ (persistently), /-se/ (already), /-be, -ye/ (was. were - continuous tenses, p. 216+), /-ba/ -(to conjugate the Cop., to combine /sa/'still' with the Subju. and the Past with the Temporal. p. 267+, p. 338+), /nge/ (would) - Conditional Clauses, p. 323+.  
 3. /SC-a-nga/ (would that..) + Potential Principal: /ÚFàní wàngà àngásíndà/.  
 4. DVs + Infinitive Mood: /-andula, -sandul' (just then, have just finished), /Musa/ (Do not..), /-khova/ (have just done), /-anela/ (merely), /-phantse/ (nearly), /-phinda/ (again), /-mana/ (keep on ..), /-mele/ (must).  
 Both /phantse/ and /phinda/ can take the Subjunctive, and /mana/ the partic.  
 5. /-melwe/ + /kuku-R-a/. (i.e. passive + Cop. of the agent).  
 6. /-dla/ or /-kholisa/ + /ngoku-R-a/ (usually, regularly).  
 7. Extinct /-li/. changing /-sa-/ to /-se-/, /-nga-/ to /nge/ in the Cop. p. 268+.

- IMPLICATION VERBAL PREFIXES: 1. The Progressive /-sa-/(still), and  
 2. The Neg. Exclusive /-ka-/(did not yet). (p. 93+).

## VERB PHRASES REDUCED (p. 253)

CONDITIONAL CLAUSES - see the Participial. p. 323+).

ORDER OF VERB PREFIXES : 

a	SC	(nga)	sa	OC	R-
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 .

Of course the two neg. prefixes are mutually exclusive. Moreover, there are other prefixes: e.g. the Remote Past Ind. and Past Subju. /-a-/, Potential /-nga-, -nge-/, Temporal /-aku-/, Imperative /yi-, y-/, Infinitive /uku-/.



VERBAL EXTENSIONS (i.e. expansion of R): (p. 192+, p. 293+)

1. Passive /w, iw/:  $\boxed{R-w-a}$ , but  $\boxed{C-iw-a}$  and  $\boxed{VC-iw-a}$  : /Ndiyàthândwà/, /Kúphíwà ímàlí/, /Kwéziwè/(It was done).
2. Reciprocal /an/: /Báyàthándánà/( They love each other).
3. Neutral or Stative /ek, akal/: /Kúbónákàlà ámápdílsà, kúfúnékà síhàmbé/.
4. Applied /el/: /Síthàndázèlè/( Pray for us).
5. Perfective /e/el/: /Wózìlùngìsélèlè/( He will prepare himself fully).
6. Causative /is/: /Báfúndisà ábányè/(They teach others - cause others to learn).
7. Intensive /isis/: /Báyàyífúnsìsà/( They want it intensely).

## C O P U L A T I V E S

OF NOUNS & PRONOUNS:

- A. Impersonal Cop: CP =  $\boxed{ng-}$  (/wèná/, /um-, aba-, ama- Cls.): /Ngúwè/ p. 47+.  
 $\boxed{y-}$  (/imi-, in- Cls.): /Yímílàmbò/, /Yíntó/, /Yíyò/.  
 $\boxed{C-}$  (the other noun Cls.): /Líítyè/, /Kúkútyá/.

Except: /Ndífm/, /Síthì/, /Nínì/( It's you).

- B. Personal Cop:  $\boxed{SC-CP-Stem}$  : /Ndìngúmntwànà/, /Ábántù bázìzídèngè/.
- C. Impersonal Neg.  $\boxed{asi-CP-noun/pronoun}$  : /Ásìngùwé/, /Ásìngámátýè/.  
 $\boxed{asi-CP-o-noun}$  : /Ásìngòmthí/, /Ásìyòmthí/, /Ásìlðhàshè/.
- D. Personal Neg.  $\boxed{a-SC^n-CP-AP Stem}$  : /ÚNòmsà àkáyìyó ínkòmó/.

OF ADJECTIVES: CP =  $\boxed{BP-}$  : /Mkhùlù újím/. (p. 110+, p. 116+, p. 126)  
 But, CP for Cl. 9 is /in-/: /Lé njá ínkùlù/.

OF RELATIVES AND ADVERBS :  $\boxed{SC-Rel/Adv.}$  : /Íngcá ìùhlázà/, /Básékhâyà/.

Neg. :  $\boxed{a-SC^n-Rel, /Adv.}$  : /Íngcá àyìlðhlázá/.

Avoid the direct Cop. of Quantitative Pronouns: /Yíyò yònkè/.

In the Neg. Cop. of Loc. Adverbs, use /-kho/as base: /Àbákhò éQòncè/.

CONJUGATION OF THE COP. - use the help verb /-ba/. (pp. 267+, 232+).

Pattern: /-ba/ in the required mood or tense + (CP)-Stem : /Màsìhé báhlé/.

Exception: The Participial and Relative(sub-moods) do not need /-ba/.

## L O C A T I V E D E M O N S T R A T I V E C O P . ( p . 2 6 0 + )

### A D V E R B S

LOCATIVE: (p. 197+, p. 305+)

/e-/: /ékhâyà/, /éntlókò/ etc. (p. 204).

/e---ini/: /éndlwìni/ etc. (p. 204), Palatalization (p. 202), Revival of  
 /ulu, izin/ (p. 200+, p. 204).

/ku-/: /kùbáwò/, /kúyè/, /kóyèná ìmntù ìmkhùlù/, /kúló ìmntù/, /kúmáddà/.(p. 201+)

/kwa-/( at the place of): /kwáMàtánzìmà/.

MANNER: /ka-/ e.g. /kàkhùlù/, /kálùlà/, /kàbìní/. But /kákùhlé, kákùbì/.

INSTRUMENTAL /nga-/. (p. 205+, p. 305+)

/nga-/(by means of): a) /Hám̀bà ngém̀d̀t̀ó/, b) /Thèthà ngókùlùngìlèyò/, c) /Hám̀bà  
 ngók̀ẁakh̀ò/(Go yourself) + /ngokwa-/(according to( nga-okwa).  
 d) ( each): /úf̀m̀nt̀ù ngáfm̀nyè/( each person), /fháshè ngálinyè/.

/nga-/( distributive): /íz̀nt̀ó ngéz̀nt̀ó/( many different kinds of things).

/nga-/( about, concerning): /Báthèthà ngèz̀i z̀nt̀ó/( They talk about these things).

/nga-/( time reference): /ngém̀f̀ǹi/( by day), /ngó-5/, /ngólwésìbìní/(on Tuesday).

/nga-/+ Loc. ( in the vicinity of, towards): /ngásékhâyà/( towards home).

CONJUNCTIVE: /na-/: /Bàhámà náhì/, /Mkhúlù kúnáwè/(He's bigger than you).

COMPARATIVE:/njenga-, nganga-, ngokwa-/: /Màsísébènzé njéngámáddòdà/.

ADVERB PHRASE FORMERS: (p. 299+) : /phézù kwa-/( above, more than), /phántsí kwa-/( under), /phám̀bì kwa-/( in front of), /émv̀à kwa-/( behind, after), /phákàthí kwa-/( inside of, among), /phándl̀é kwa-/( outside of, except), /phéshéyá kwa-/( beyond), /phòndshònd kwa-/ and /ngànéno kwa-/( on this side of), /écálèni kwa/( at the side of). /kùdè na-/( far from), /kùfúphì na-/( near to).

NON-INFLICTED ADVERBS: a) Fossilized forms: /fúthì/( often), /ròqò/( regularly), /áphà , áphò/ - DPs. b) Other Parts of Speech functioning as Adverbs: /ízdl̀ò/, /ámàxéshà ònkè/, /kùqálà/, /gqíthá/, /nzìmà/, /mhlóphè/.

#### IDEOPHONES

**SC-thi** + **Ideophone** : /Wáthí cwàkà/( He became silent) etc.

#### INTERROGATIVES

/ná?/, /phí/(where?), /níní?/(when?), /njàní/(how)?, /ní?/(what?).

#### INTERJECTIVES

/yéhà!/, /tyhíni! / etc.

#### CLITICS

/njé/( just, merely): /Bàthéthà njé/, /Yínddà njé/.

/kwà/( also, too): /Kwànéz ìnjá z ìbúléwè/, /ÚFàní úkwàthéthà/.

/ké/( and then): /Wáthí ké.../, /Ké kàlókù../( However...).

#### ELISION OF INITIAL VOWEL

1. Meaningful Elision: a) Axiomatic: /Àkúkò ntó/, /Àndibónì ìntù ìkxhùlù/.

b) Vocative: /Yízàni bàntwàná/.

c) Purposive Infinitive: /Wáyá kùbàbòná/.

2. Non-meaningful Elision: After EP or DP: /lò ìntù/, /éyòná mìthí mìdè/.

N. B. After the EP, DP and Axiomatic, the initial V of the noun is elided, the adjective loses its V<sup>2</sup> (and then **BP-Stem**) (except Cl. 9 : /in-Stem/, and the RC becomes SC (in losing its V<sup>2</sup>): /éyòná ìntù ìkxhùlù/, but /éyòná ndlèl̀à ìmbí/, and /éyòná ndlèl̀à ìbànzí, lò ìntù ùmhlóphè/.



## VOWEL CHANGES

In Xhosa 2 consecutive vowels in the same word militate against its word structure, consequently one of the 2 must be eliminated, hence:

## 1. COALESCENCE:

- a-a > a :/Ba-alusa/ > /Bàlúsà/ (They herd).  
 a-i > e :/Injá ya-índòdà/ > /ínjá yéndòdà/ (the man's dog).  
 a-u > o :/Injá ya-úfántù/ > /ínjá yófántù/ (the person's dog).  
 o-i > we :/e-íntó-ini/ > /éntwéni/ (in the thing).<sup>1</sup>

## 2. CONSONANTALIZATION:

- u-V > wV :/u-óyíkà íz ìnjá/ > /Wóyíkà íz ìnjá/ (You are afraid of dogs).  
 i-V > yV :/Injá i-óyíkà íkátì/ > /Injá yóyíkà íkátì/ (The dog fears the cat).  
 Cu-V > CwV :/uku-enza/ > /úkwénzà/ (to do, to make). But:(Cu-o>Co):  
 /uku-oyika/ > /úkóyíkà/ (to be afraid).i. e. elision:

3. ELISION: Generally in other cases of VV crisis e.g. (a-o, a-e, Ci-V, Cu-o, SC /bu- + VC..verb), elide the first V:/isi-enzo/ > /íséenzò/(a deed).  
 But an initial V<sup>2</sup> ousts a V e.g. /e-íkhâyà/ > /ékhâyà/.4. INTERVOWEL Ø: [w/y] (/w/ with broad Vs /a, u, o/, and /y/ with slender /i, e/ e.g. SC /i/ in :/Indòdà àyìbónì/(The man does not see).  
 [k] :/Akùfúnì wèná/, /Akàbónì ntó úMèrì/, /Màkàbònè áphò/.  
 [s] : prelocative /s/: /Abántù básékhâyà/.  
 [l] : pre-/áphà, áphò/: /Báláphà/ (They are here).

## CONSONANT CHANGES

## 1. HOMORGANIC /n/ of Cls. 9, 10:

- a) n > m before /p, b, f, v/ : /Ímpí/(army), /Ímbékò/(respect), /Ímfáz.wè/(war).  
 b) n > Ø (zero) before /l, m, n, r, h/: /í-mínì/(a day), /í-láhlékò ényè/(one loss),  
 /í-hámò/(journeys), /í-ràndò/(suspicions).  
 c) n-Ch > nC (i.e. /n/ deaspirates): /in-phum-o/ > /ímpúmò/(a result).  
 /in-theth-o/ > /íntêthò/(a speech), /in-khonz-o/ > /ínkônzò/(a service).  
 d) n-hl > ntl : /iin-hlobo/ /íintlòbò/(kinds).  
 e) n-s/sh > nt-s/sh : /in-sikelel-o/ > /íntsíkélelò/(a blessing), /íntshúmáyéìlò/.  
 f) n-ty > ndy : /in-tyeb-o/ > /índyèbò/(wealth).  
 g) n-c/q/x > ng-c/q/x : /in-cing-a/ > /íngcìngà/(a thought), /in-qond-o/ >  
 /íngqòndò/(the mind), /in-xel-o/ /íngxèlò/(a report).  
 h) n-ch/qh/xh > nk-c/q/x : /in-chith-o/ > /ínkcìthò/(waste, expense), /in-qhub-o/  
 > /ínkqùbò/(procedure), /in-xhing-a/ > /ínkxíngà/.

2. PALATALIZATION: Effect of /w/ on a preceding /b, bh, ph, m, mb, mp/:<sup>2</sup>

- a) /b/ > /ty/ : /úkùhlábà/ > /úkùhlátywà/ (to be stabbed, to be pierced).  
 b) /bh/ > /j/ : /úkuqubha/ > /ukuqujwa/ (to be swam).  
 c) /ph/ > /tsh/ : /Bábóphè áphò/ > /Bábótshwê áphò/ (They were bound there).  
 d) /m/ > /ny/ : /Púmè ínjá/ > /Púnywê yínjá/ (He was bitten by the dog).  
 e) /mb/ > /nj/ : /Bázà kùhlábà/ > /Bázà kùhlànjwà/ (They will be washed).  
 f) /mp/ /

1. The V<sup>2</sup> /o/ is composed of /a-u/. The /a/ accounts for the change /i/ to /e/, and the /u/ consonantalizing accounts for the /w/ in /we/.

2. The /w/ itself survives in the passive, but is consumed in the process in the locative and in the diminutives.



# Lumko Self-Instruction Course in Xhosa

## ORTHOGRAPHY

Since the *Lumko Self-Instruction Course in Xhosa* was first published in 1969, there have been some orthographic changes in the language, which due to the high costs involved, the publishers have been unable to incorporate into this edition.

We reprint in this booklet the changes made up to 1976 with acknowledgement to the Xhosa Language and Cultural Committee from whose book, *Xhosa Terminology and Orthography No. 3* we have copied them. We would urge all students of the Xhosa language to purchase this book for themselves. It is obtainable through any bookstore, price 85c.

## XHOSA ORTHOGRAPHY

### 1. PRONUNCIATION OF THE ALPHABET

a, bi, ci, di, e, ef, gi, he, i, je, ke, el, em, en, o, pi, qu, ar, es, ti, u, vi, we, xi, ye, zi.

### 2. THE WRITING OF THE VOWELS

#### 2.1 Single vowels

Normally vowels are written singly even when they are long, as in the penultimate syllable or in the remote past indicative, e.g.—

*ukuvela* (ukuve:la), *uthango* (utha:ngo), *waphindela* (wa:phinde:la).

#### 2.2 Doubling of vowels

2.2.1 The vowel is doubled in the contracted mediate demonstrative *loo* which occurs in classes 1, 2, and 5 singular and in classes 2 and 3 plural, e.g.—

*loo mntu, loo ndawo, loo mithi, loo madoda.*

2.2.2 The vowel is also doubled in the final syllable of the remote demonstrative when contracted, e.g.—

*laa mntu, laa madoda, ezaa ntaba, okwaa kutya, olwaa khuni, abaa bantu, esaa sitya, obaa buhlanti.*

2.2.3 Plural prefix of class 1a

The plural of class 1a is indicated by the double vowel *oo-*:

*oobawo, oonyana, oodade, ooxam, oogxakhweni.*

*N.B.*—In the vocative the *b* of the original prefix *abo-* is restored and the initial vowel elided, thus leaving only the *o*:

*bobawo! bonyana! bomama!*

2.2.4 Plural prefix of classes 5 and 6:

2.2.4.1 Where *-z-* is dropped in the plural prefixes *izin-*, *izim-*, of classes 5 and 6, a double vowel is used:

*iintaba < i(z)intaba*  
*iintsana < i(z)intsana*  
*iiorenji < i(z)iorenji*  
*iimpondo < i(z)iimpondo.*

2.2.4.2 In these classes the doubling also occurs in the copulative and when formatives are prefixed:

2.2.4.2.1 copulative:

*ziintaba, ziintsana, ziimpondo, ziiorenji.*

2.2.4.2.2 with prefixed formatives:

*neentaba, neentsana, ngeempondo, iimpondo zeenkomo, oonina beentsana, amazwe eenkosi.*

*N.B.*—In the *vocative* the initial vowel of the prefix is dropped and there is no doubling of vowels:

*zintsana!*  
*zintaba zaseZiyoni!*  
*bhotani zinkosi!*



### 2.2.5 Contraction of the verb with stem *-thi* before an ideophone.

#### 2.2.5.1 Present tense:

*Ziya kusuka zii tshoni* (< *zithi tshoni*)  
*ilanga lisuka lii chapha* (< *lithi chapha*)  
*kwiincopho zeentaba.*

#### 2.2.5.2 Remote past tense:

*athi* is contracted to *ee*:  
*yee thaphu* < *yathi thaphu*  
*ee nqadalala* < *athi nqadalala*  
*zee dunge* < *zathi dunge*  
*bee duke* < *bathi duke*  
*satsho see nkamalala* < *satsho sathi nkamalala.*

#### 2.2.6 *kude lee* (sometimes used instead of *kude le*).

#### 2.2.7 In ideophones with long vowels this length is indicated by a doubling of the vowel:

*ukuthi bhuu, ukuthi dii, ukuthi gxaa, ukuthi haa, ukuthi faa, ukuthi gxii,*  
*ukuthi naa, ukuthi zaa.*

#### 2.2.8 Prolonged length:

Where a writer or poet wishes to indicate prolonged length of a syllable for rhetorical or poetic effect the vowel may be doubled or repeated with hyphens. This occurs particularly in interjectives and ideophones which normally have a short, single vowel:

*sii!* or *si-i-i!*  
*vi-i-i-i-i!*  
*ma-a-a-a-a-wo-o-o-o-o!*  
*zithe saa* or *zithe sa-a-a*  
*isithungu see phasalala-a-a.*

## 3. CONSONANTAL SOUNDS AND COMBINATIONS

### 3.1 Plosives

#### 3.1.1 *p*: voiceless ejective bilabial explosive:

##### 3.1.1.1 This occurs at the beginning of a syllable and in the nasal compound *mp*: *isipupupu, isipoponi, ukupitiliza, impempe, impimpi, impumputhela.*

##### 3.1.1.2 *pl*: voiceless ejective bilabial explosive followed by the lingual continuant *l*: *iplanga, unoplatana, ipleйти.*

##### 3.1.1.3 *pr*: voiceless ejective bilabial explosive followed by vibrant *r*: *iprika, imprempu, iprayimasi.*

#### 3.1.2 *bh*: partially devoiced bilabial explosive:

This occurs only at the beginning of a syllable:

##### 3.1.2.1 *ibhunga, ukubhabhama, ibhubhulurha.*

3.1.2.2 *umbliodamo, umbhali, umbhinqo, uze umbhalele.*

In the examples in 3.1.2.2 the *m* is syllabic and does not form a nasal compound with the following *bh* which thus stands at the beginning of a new syllable.

3.1.2.3 *lbh, rbh*: When preceded by *l* or *r* it is also written *bh*:  
*ibhalbhu, amaBharbhari.*

3.1.2.4 *bl*: partially devoiced bilabial explosive followed by lingual liquid *l*:  
*ibleki, ibloko, iblowu.*

3.1.2.5 *br*: partially devoiced bilabial explosive followed by the vibrant *r*:  
*ibreki, ibranti, ibrorho.*

3.1.3 *b* (in *mb*): voiced bilabial explosive in nasal compound *mb*:  
*iimbambo, imbombo, imbumba, imbila.*

3.1.4 *b*: voiced bilabial implosive:  
*ukubaba, ubobo, ibhubesi.*

3.1.5 *t*: voiceless ejective alveolar explosive:

3.1.5.1 This occurs at the beginning of a syllable or after the alveolar nasal:  
*utolo, utata, ukutatazela, iintolo, intente, ukuntinga.*

3.1.5.2 *tr*: voiceless ejective alveolar explosive followed by vibrant *r*:  
*itrenisi, umatrasi, itramtreni.*

3.1.6 *th*: voiceless aspirated alveolar explosive occurring only at the beginning of a syllable:  
*uthuthu, umthathi, ukuthotha.*

3.1.7 *d*: partially devoiced alveolar explosive:

3.1.7.1 This occurs at the beginning of a syllable:  
*ubudoda, ukudeda, umdudo.*

3.1.7.2 *dr*: partially devoiced alveolar explosive followed by the vibrant *r*:  
*idrati, iadresi, idrifuthi.*

3.1.8.1 *d*: (in *nd*): voiced alveolar explosive in the nasal compound *nd*:  
*indoda, iindondo, mandundu.*

3.1.8.2 in *ndr*: prenasalized voiced alveolar explosive followed by the vibrant *r*:  
*unondrokhwe, unondrubhatyi, ukundrondroza.*

3.1.9.1 *k*: voiceless ejective velar explosive:

This occurs at the beginning of a syllable or after the homorganic nasal:  
*ukakayi, ukukokosa, ukunkinkisha.*

3.1.9.2 *kr*: voiceless ejective velar explosive followed by the vibrant *r*:  
*ikriva, uKrestu, ikrisbhanti.*

- 3.1.9.3 *kl*: voiceless ejective velar explosive followed by the lingual continuant *l*:  
*ikloko, iklabhu, iklimati.*
- 3.1.10.1 *kh*: aspirated velar explosive occurring at the beginning of a syllable:  
*ukukhukhumala, ikhaba, umkhonto.*
- 3.1.10.2 *kh*: aspirated velar explosive followed by the vibrant *r*:  
*ikhrikethi, ikhrusi, ikhrashi.*
- 3.1.11.1 *g*: partially devoiced velar explosive occurring at the beginning of a syllable:  
*igaba, ukugigitheka, umgawuli.*
- 3.1.11.2 *gr*: partially devoiced velar explosive followed by the vibrant *r*:  
*igrabile, igrafu, isiGrike.*
- 3.1.11.3 *gl*: partially devoiced velar explosive followed by the lingual continuant *l*:  
*iglasi, iglobhu, iglu.*
- 3.1.12 *g* (in *ng*): voiced velar explosive after the velar nasal:  
*ingalo, ayinganganto, ingongoma.*

### 3.2 Continuants

#### 3.2.1 Nasals:

##### 3.2.1.1 *m*: voiced bilabial nasal:

*umama, ukumemeza, momfu.*

(The symbol *m* is also used for the denti-labial nasal which occurs before the denti-labial affricate *f* and *v* in *imfene, imvana, imvula*, etc.)

##### 3.2.1.2 *mh*: voiced aspirated bilabial nasal:

*imhemhe, imhaka, ukumhomha.*

##### 3.2.1.3 *n*: voiced alveolar nasal:

*inene, isinonophu, nini?*

(The symbol *n* is also used for palatal *n* before the palatal affricates, *inja, entsha*, etc., and the velar *n* before the velar plosives and affricates in *ingalo, inkabi, iinkrwebo, inkcenkce*.)

##### 3.2.1.4 *nh*: voiced aspirated alveolar nasal:

*isininhanha, nhose, nhonho.*

##### 3.2.1.5 *ny*: voiced prepalatal nasal:

*iminyanya, ukunyenyisa, ukunyuka.*

##### 3.2.1.6 *nyh*: voiced aspirated prepalatal nasal:

*umnyhadala, inyheke, inyhuku-nyhuku.*

##### 3.2.1.7 *ng*: voiced velar nasal:

*ing`ang`ane, ukung`ing`iza, ing`onong`ono.*

#### 3.2.2 Liquids (alveolar laterals):

##### 3.2.2.1 *l*: voiced liquid:

*ilali, ulele, lolu.*

##### 3.2.2.2 *lh*: voiced aspirated liquid:

*ilholho, ilhingl, ulhalha.*

3.2.3 Vibrant (rolled alveolar):

*r: irabha, ilori, irula.*

3.2.4 Fricatives:

3.2.4.1 *f*: voiceless denti-labial fricative:

*ufafa, ukufezeza, umfundi.*

(The symbol *f* is also used for the denti-labial affricate in the nasal compound *mf*: *ukumfimfitha*).

*fl*: voiceless denti-labial fricative followed by liquid *l*:

*iflarha, ifleyiti, iflu.*

*fr*: voiceless denti-labial fricative followed by vibrant *r*:

*ifrarha, ukufrerha, ifreyim.*

3.2.4.2 *v*: voiced denti-labial fricative:

*ukuvavanya, uvivingane, umvalo.*

(The symbol *v* is also used for the voiced denti-labial affricate in the nasal compound *mv*:

*imvana, imvula*.)

3.2.4.3 *s*: voiceless alveolar fricative:

*usasa, ukususa, umsizi.*

3.2.4.4 *z*: voiced alveolar fricative:

*ukuzuza, amaZizi, ukuzunguleza.*

(The symbol *z* is also used for the voiced alveolar affricate in the nasal compound *nz*: *ubunzima*.)

3.2.4.5 *sh*: voiceless prepalatal fricative:

*ishishini, shushu, ukushwama.*

3.2.4.6 *hl*: voiceless alveolar lateral fricative:

*ihlahla, ukuhlikihla, ukuhlutha.*

3.2.4.7 *dl*: voiced alveolar lateral fricative:

*udladla, ukudlikidla, udlwambedlu.*

3.2.4.8 *rh*: voiceless velar fricative:

*irhafu, irhorho, ukurhumrheka.*

3.2.4.9 *gr*: voiced velar fricative:

*ukugrenya, igrangqa, abagrogrisi.*

3.2.4.10 *h*: voiceless glottal fricative:

*uhili, ukuhuhuza, umhuba.*

3.2.4.11 *h*: voiced glottal fricative:

*hayi, ukuhamba, ukuhoya.*

3.3 Affricates

3.3.1 *ts*: voiceless ejective alveolar affricate:

*ukutsala, ukutsitsa, intsumpa.*

- 3.3.2 *ths*: voiceless aspirated alveolar affricate:  
*isithsaba, ukuthsuthsuzo, kuThsembeyi.*
- 3.3.3 *dz*: voiced prepalatal affricate:
- 3.3.3.1 *dz*: at the beginning of a syllable is rare:  
*ukuthi dzu, ukudzula, uSidziya.*
- 3.3.3.2 in a nasal compound this sound is represented by *z*:  
*inzalo, inzuzo, inzininiba.*
- 3.3.4 *tsh*: voiceless ejective prepalatal affricate: this occurs at the beginning of a syllable and after the homorganic nasal:  
*isitshixo, ukutshabha, intshuntshe.*
- 3.3.5 *tsh*: voiceless aspirated prepalatal affricate: this occurs only at the beginning of a syllable:  
*ukutsha, ukutshitsha, umtshutshisi.*
- 3.3.6 *j*: voiced prepalatal affricate:  
*ukujoja, ijaji, injoli.*
- 3.3.7 *ty*: voiceless ejective palatal affricate:  
*ukutyabeka, ukutyityimbisa, ukuntyuntya.*
- 3.3.8 *tyh*: voiceless aspirated palatal affricate:  
*ukutyhala, umtyholi, ukutyhutyha.*
- 3.3.9 *dy*: voiced palatal affricate:  
*udyamdyam, indyikitya, idyudyu.*
- 3.3.10 *ky*: voiceless ejective post-palatal affricate:  
*isekyula.*
- 3.3.11 *kyh*: voiceless aspirated post-palatal affricate:  
*imekyhuri, ikyhubhikimetha.*
- 3.3.12 *kr*: voiceless ejective velar affricate:  
*ikrele, ukrozo, ikrwala.*
- 3.3.13 *tl*: voiceless ejective alveolar-lateral affricate:
- 3.3.13.1 *tl*: at the beginning of a syllable is extremely rare:  
*ukutlilizela, ukutlutluzela.*
- 3.3.13.2 it normally occurs in combination with the homorganic nasal:  
*intlantlu, iintlontlo, intlungu.*
- 3.3.14 *dl*: voiced alveolar lateral; this occurs only in combination with the homorganic nasal:  
*indlalo, indlu, endlwini.*
- 3.4 Clicks
- 3.4.1.1 *c*: ejective alveolar affricate click:  
*icephe, icici, ucukucezo.*

- 3.4.1.2 *ch*: aspirated alveolar affricate click:  
*ukuchacha, ukuchopha, ukuchuma.*
- 3.4.1.3 *gc*: voiced alveolar affricate click:  
*ukugcagca, ukugcina, ukugcoba.*
- 3.4.1.4 *nc*: nasalized alveolar click:  
*incanca, encinci, ukuncuma.*
- 3.4.1.5 *ngc*: aspirated voiced nasalized alveolar click:  
*ingca, ungcungcu, ingcwaba.*
- 3.4.1.6 *ngc*: prenasalized voiced alveolar affricate click:  
*ingcambu, ingcongolo, ingcungela.*
- 3.4.1.7 *nkc*: prenasalized alveolar affricate click:  
*inkcani inkcenkce, inkcubeko.*
- 3.4.2.1 *q*: ejective palatal plosive click:  
*iqaqqa, ukuququzela, ukuqiqa.*
- 3.4.2.2 *qh*: aspirated palatal plosive click:  
*ukuqhaqha, iqhosha, iqhezu.*
- 3.4.2.3 *gq*: voiced palatal plosive click:  
*ukugqadaza, iGqili, igqudu.*
- 3.4.2.4 *nq*: nasalized palatal click:  
*nqanda, umnqongo, inqilo.*
- 3.4.2.5 *ngq*: aspirated voiced nasalized palatal click:  
*ingqangqolo, ingqumeya, ingqolowa.*
- 3.4.2.6 *ngq*: prenasalized voiced palatal plosive click:  
*ingqondo, ingqongqo, ingqe.*
- 3.4.2.7 *nkq*: prenasalized palatal plosive click:  
*inkqayi, unqenkqenkqe, inkqubo.*
- 3.4.3.1 *x*: ejective alveolar lateral affricate click:  
*ixabiso, umxoxozi, ukuxinga.*
- 3.4.3.2 *xh*: aspirated alveolar lateral affricate click:  
*ukuxhaxha, ixhiba, uxhongo.*
- 3.4.3.3 *nx*: nasalized alveolar lateral affricate click:  
*inxanxadi, inxowa, iNxuba.*
- 3.4.3.4 *gx*: voiced alveolar lateral affricate click:  
*igxiya, igxagxa, igxoko-gxoko.*
- 3.4.3.5 *ngx*: aspirated voiced nasalized lateral click:  
*ingxowa, ingxangxosi, ukungxama.*
- 3.4.3.6 *ngx*: prenasalized voiced lateral affricate click:  
*ingxaki, ingxolo, ingxumbu-ngxumbu.*

3.4.3.7 *nkx*: prenasalized lateral affricate click:

*inkxaso, inkxentsi, inkxola.*

3.5 Semi-vowels

3.5.1 *w*: velar bilabial semi-vowel:

*wayewile, iliwa, umwonyo.*

3.5.2 *wh*: aspirated velar bilabial semi-vowel:

*wha*

3.5.3 *y*: palatal semi-vowel:

*ukuyeyezela, ukuya, umyinge.*

3.5.4 *yh*: aspirated palatal semi-vowel:

*yho yhu yhini*

The velar bilabial semi-vowel may follow all consonants and consonantal clusters except the bilabial and the vibrant alveolar:

*ucwabu, idwala, igwegwe, krwada, iingqweqwe, unxweme, inyhweba, ukudywakraza, injwila.*

## CAPITAL LETTERS

4.1 **Beginning of a sentence**

The first letter at the beginning of a sentence is a capital letter even if the second letter has to be a capital letter:

*UThemba uyakhathaza.*

4.2 **Personal names (Proper nouns)**

Proper Nouns of Class I (a) including compounds of *So-*, *Ma-* and *No-*:

The first letter after the prefix is capitalized:

*uLanga, uMxolisi, uMlungisi, uSomandla, uNobantu, uNozizwe.*

In the case of clan names of women compounded with *Ma-* both the *M* of *Ma-* and the initial letter of the stem are capitalized:

*uMamCira, uMaMfene, uMaMaduna, uMaDlamini, uMamNgqosini, uMamTshawe.*

4.3 **National and tribal designations, languages and customs**

The first letter of the stem is a capital letter:

*umXhosa, umTshawe, umZulu, iMfengu, amaMpondo, umLungu, isiXhosa, isiTshawe, isiZulu, isiMfengu, isiMpondo, isiLungu.*

4.4 **Geographical names**

4.4.1 The first letter after the initial vowel, or after the locative formatives *e-*, *ku-*, *kwa-*, is a capital:

*iDike, eDikeni, eMthatha, eLusuthu, eMarhabeni, kuTsolo, kuQumbu, kwaQoboqobo, kwaCentane, kwaNgwenya.*

4.4.2 Proper nouns of places, rivers and certain historical events may be written either in their official form (Afrikaans or English) with a suitable prefix, e.g.—

*iBlood River, iLondon, iKeetmanshoop, iRenaissance*

or, where they already exist, in their Xhosa or Nguni forms, e.g.—

*iNcome (Blood River), uLundi, iNgcobo, iNgilani, iMelika.*

#### 4.5 The Deity

4.5.1 The first letter after the initial vowel is written as a capital letter:

*iNkosi, uThixo, uMdali, uMenzi, uMalusi, uMoya, oyiNgcwele, iNgcwele, uDuma-barhwagele, uSeqalonesiphelo, uSonini-nanini.*

4.5.2 Pronouns used nominally to denote the Deity commence with a capital letter:

*Ophezu-konke, Osenyangweni, Oyingcwele.*

4.5.3.1 Normally the absolute pronouns, possessives, adverbs and copulatives referring to the Deity are written with small letters:

*yena lo nguNyana kaThixo  
weza kuye uYesu wawa ezinyaweni zakhe  
havumeleni abantwana beze kum.*

4.5.3.2 There are, however, occasions where a writer may feel that capitals are necessary, and these may be used:

*uYesu nguNyana waLowo ungowokubongwa.*

#### 4.6 Days of the week

The first letter after the prefix is written as a capital letter:

*iCawa, uMvulo, uLwesibini, uLwesithathu, uLwesine, uLwesihlanu, uMgqibelo.*

#### 4.7 Scientific names

Scientific names such as the names of Phyla, Orders, Genera, Species, etc. in Zoology and Botany are used internationally in their original Latin or Greek form. In Xhosa, the international spelling will be retained, but the names will be preceded by a suitable prefix, e.g.—

*iiReptilia, iCombretum krausii, iZea mais, iAlga.*

Many of these will naturally also have their popular Xhosa equivalents, e.g.—  
*umdubu (Combretum), umboza (Zea mais), ulwelwe (Alga), iintaka (Aves), etc.*

#### 4.8 Other nouns

4.8.1 In nouns with disyllabic and polysyllabic stems the first consonant of the stem is a capital:

*abaPostile, amaKrestu, abaFundisi, abaHloli, abaNumzana, ubuRhulumente, ubuKumkani, isiKolo saseLovedale, abaPhathiswa.*

4.8.2 Where the prefix ends in a nasal it is this nasal that is capitalized:

*iNkosi, iSebe leMfundo, iiNtaba zeAtlasi, iNjengele, iMbongi yeSizwe Jikelele, uMfundisi, uMlungiseleli, uMphathiswa wezeMfundo.*

4.8.3 In nouns commencing with a vowel the consonant of the prefix is a capital letter:

*iZenzo zabaPostile, uMongameli weMfundo, aBongameli beMfundo.*

4.8.4 In nouns with monosyllabic stems the consonant of the prefix is a capital:

*iLizwi likaThixo, iSitya seSizwe.*



4.8.5 In titles and forms of address the first consonant is a capital:

*Mnu. Mnumzana, Mfu. Mfundisi, Mlu. Mlungiseleli, Bnu. Banumzana, Bfu. Bafundisi.*

## WORD DIVISION

### 5.1 Formatives

Xhosa is written conjunctively, i.e. the formatives constituting a part of speech are joined together to form a word. Each part of speech is written separately:

*zifikile, bangamadoda, yathi tyibilili, izele yema ngeembambo inkundla yada yabatyekezela ngaphandle.*

### 5.2 Demonstratives

The demonstrative is a distinct part of speech and hence must be written separately:

*biza loo mntu, iziyolo zeli lizwe, andiyiva le nto, andinakuzamkela ezo nto, olwaa ndwendwe, sesixolile ngawo lo mcimbi.*

### 5.3 Auxiliary verbs (deficient verbs)

5.3.1 The long (uncontracted) form of the future tense is written disjunctively:

*ndiya kuhamba ngomso, baza kuphumla ngoku.*

5.3.2 Note that in the present tense in all its forms, it is written conjunctively:

*ndiyabona, ndiyakubona, (ku is objectival concord).  
sisaphila, bayawangxola.*

5.3.3 The auxiliaries *kha, khe, ze, de*, are always written separately from the complementary verbs whether preceded by subjectival concords or not:

5.3.3.1 *kha (khe): wakha washumayela, sokha (sokhe) simtyelele, ndikhe ndimbone, khe ndimbone, abakhe bafunda, masikhe siye kulima.*

5.3.3.2 *ze: ze bankqwile, ze evekini kubekho inkonzo, maze undibulisele, ze nikhe nifike, ze ningoyiki, hleze afe, hleze nife.*

5.3.3.3 *de: linda apha de abuye linda apha ade abuye.*

5.3.4 Note that when *kha* is used as a hortative (isicelo) it is joined to the complementary verb:

*khawuze apha, khanikhawuleze.*

5.3.5.1 *nge*: When joined by *w, y, or l* to the complementary verb, *nge* is always written conjunctively with the complementary verb, whether it is preceded by a concord or not:

*ngewulele: ungewulele, ngeyizuzile: ingeyizuzile, ngeleqondile: angeleqondile.*

5.3.5.2: When preceded by a concord and not followed by *w, y* or *l*, *nge* is written separately from the complementary verb:

*ange ehamba, singe sinduluka ngoku, bange beyile nabo, zinge zatshalyalaliswa nazo.*

- 5.3.5.3 Without a preceding concord *nge* is written conjunctively:  
*ngendimvile, ngebengaphumelelanga, nge-ekholiwę, ngekholiwe.*
- 5.3.6 *ma-*: This auxiliary verb is always written conjunctively with the complementary verb:  
*masigoduke, maze bangaphindi, omakaqwalasele, mayenziwe, mabangaphindi, into emayenziwe.*
- 5.3.7 *sele, sel-, se-*:
- 5.3.7.1 In its full form *sele* is written separately:  
*sele egqibile, wayesele egqithile, sele bemkile, babesele bemkile.*
- 5.3.7.2 The contracted forms *sel-* and *se-* are always written conjunctively with the complementary verb whether preceded by a formative or not:  
*selegodukile, seyifikile, sendigoduka, wayeselefikile, sewufikile.*
- 5.3.8 The compound tense auxiliary *be-* and *ye*:
- 5.3.8.1 *be-*: When preceded by a concord this auxiliary is written separately; without a prefixed subjectival concord it is written conjunctively with the complementary verb:  
*endibe ndiyifuna, ebendiyifuna, ndibe ndisitsho, bendisitsho, ndibe nditshilo, benditshilo.*
- 5.3.8.2 *ye*: The full form is written separately, the contracted form is joined to the complementary verb:  
*baye bexheshwa, bubexheshwa, ndaye ndigcambaza, ndandingcambaza, owaye ezimele, owayezimele  
 abaye beza kulwa, ababeza kulwa  
 ndaye ndikho, ndandikho, olwaye luluncinci, olwaluluncinci.*
- 5.3.9.1 The verb *ukuba* (to become) or (to be) is written separately in compound predicates as in the following examples:
- 5.3.9.1.1 *amakhwenkwe aba ngamavila, waba yititshala  
 kudala, akabanga sisityebi, ube lihlwempu.*
- 5.3.9.1.2 *isuka ibe mbi, thenga inkomo ibe nye, ukuze  
 angabi nakusilinda, wafunda waba ngumfundisi, waza akaba nakusilinda.*
- 5.3.9.1.3. *kumnandi ukuba ngumntwana, uza kuba ngumfundisi, kunzima ukungabi  
 sisityebi, waya eGoli akuba  
 yindoda, yibani semsebenzini.*
- 5.3.9.1.4 *akakabi mdala, babesakuba ngabongikazi, angaba sisityebi naye.*
- 5.3.9.1.5 *waza akaba sathetha.*
- 5.3.9.2 *Where there is a contraction the above are written conjunctively:  
 ufunde wangumfundisi, uthenge inkomo yanye, angamhle.*
- 5.3.9.3 All copulatives with *kho* are written conjunctively:  
*akabangakho, ze nibekho, ukubakho, ukungabikho, angabakho.*

5.3.10 Deficient verbs and their complements are written disjunctively:  
*ukuhlala ehleka, ndiphantse ndawa, sisand' ukufika.*

#### 5.4 Other parts of speech that are written separately

5.4.1 *phi*:

5.4.1.1 The interrogative adverb *phi*, is written as a separate word after a predicative (verb):

*uvela phi? bahlala phi? uyive phi loo nto?*

5.4.1.2 *phi* is written conjunctively with prefixed formatives:

*luphi ubisi? kuphi? ngumntu waphi lo?*

5.4.2 *ke*: is written separately:

*hamba ke! ke kaloku ke!*

5.4.3.1 *nje*: As an adverb *nje* is written separately:

*kunje nje, hamba nje, kunje nje nje  
 njegckuba ulapha nje, ndingabonanga nje.*

5.4.3.2 As an adverbial suffix *nje* is joined to the adverb of time:

*namhlanje, nonyakanje, kalokunje, malanganje. ngokuhlwanje, kutshanje,  
 kusasanje, emininje.*

5.4.4 *bo*: Like other interjections *bo* is written separately:

*hayi bo! yiz' apha bo!*

5.4.5 (e) *na*: The interrogative *na* is written separately:

*uthini na? uyawafuna na amaqanda? akuyifundanga na incwadi?*

#### 5.5 Certain formatives are written conjunctively

5.5.1 Adverbial formatives: *nje* and *nga* as prefixal formatives are always written conjunctively even when other formatives are prefixed to them:

*nje: njengam, njengokuba, njengenja, njengokungathi, kwakunjengasema-  
 simini, ezazinjengemithi.*

*nga: ngangendlu, ngangokuba, ndingangaye, ayinganganto, yayingangendo-  
 da, ikwangangenkunzi yenkomo.*

5.5.2 The inclusive formative *kwa*:

5.5.2.1 *kwa*: is prefixed conjunctively to a word beginning with a consonant:

*kwangoko, kwayona, kwakhona.*

5.5.2.2 *kwa*: is prefixed conjunctively to words beginning with different vowels:

*kwaiinkosi, kwaukuhamba.*

5.5.2.3 *kwa*: is joined by a hyphen to words beginning with the vowel *a*:

*kwa-amadoda, kwa-aba.*

5.5.3 *ndini*: The vocative suffix *ndini* is joined to the noun:

*mfondini! siyathandandini! ntombazanandini!*

5.5.4 *ni*:

- 5.5.4.1 When this adjectival stem has a prefixed adjectival concord without an initial vowel it is written separately:

*ngumntu mni na lo? lithole lini na eli? le mazi izele mathole mani? kufuywe zilwanyana zini kowenu? bubudenge buni na obo?*

- 5.5.4.2 In class 5, singular *ni* as an adjective or pronoun is attached conjunctively to the preceding word or formative:

*yintoni na leyo? ubonani? uyibeke ndawoni na? uthini? yintakani na? umbetheleni? unani? ngani?*

- 5.5.4.3 When following ideophones *ni* as a pronoun is written separately:

*uthele cwaku ni? kuthe qithi ni? uthele xhungu ni?*

- 5.5.4.4 When *ni* is an indefinite pronoun or means *nothing* or *something* after verbs which are not interrogative it is written separately:

*akukho ni asibizele yona, andithethanga ni ibambisayo, asisekeleze ni ekusebenzeni kwethu, ngathi ngabantu ababona ni ngaphesheya.*

- 5.5.5 *-nye* and other numerals:

- 5.5.5.1 When the adjectival concord is elided these are suffixed conjunctively or hyphenated with the preceding word; hyphenation is optional:

*ndawonye, bantanganye, ngandletyananye, ntliziyonye, ngcinganye, ngamini-nye, ngaxeshanye, ntlalonye, ndaweninnye, hambonye.*

*hambo-ne, ndawo-ne, ekona-ne, ngantliziyonye, ntliziyoninzi, mpathonye, calanye, milombini, ntsukuntathu, macala maninzi, milonye, cawambini, amagama andindi-mbini, amaphuthi ahlathinye, uthango oluntluntathu.*

- 5.5.5.2 Adjectives used similarly are also written conjunctively or hyphenated with the preceding noun:

*umbona onkozo-nkulu, ndlelantle, oonyawontle, ekona-ne.*

- 5.5.5.3 Numerals and adjectives that have their concords are written separately:

*unaminwe mithathu sandleni sinye, ndinalunyawo lunye kuphela, simxhelo mnye.*

## 6. APOSTROPHE

- 6.1 The apostrophe is used to indicate phonetic elision:

*umf' omkhulu, bonk' abantu, unyak' oggithileyo, int' entle.*

- 6.2 Elided forms habitually used are written without the apostrophe:

*umntanezulu, umntakama, ubelibele, ndanditshilo, uzulumke, wayengatshongo, sukubaleka, sehambile, nyakenye.*

- 6.3 words like *int'entle*, *int'engummangaliso*, etc. may also be written thus: *intw'entle*, *intw'engummangaliso* etc. The use of the semi-vowel *w* (representing *o*) in *intw'entle* etc. as an alternative to *int'entle* etc. is optional, but in all cases the apostrophe must be used.

6.4 In the names of people the apostrophe is not used:

*uDingindawo, uVelesazi, uMpayipheli, uTshayelephepheni, uBhongemphandeni, uMahambehlala.*

## 7. HYPHEN

The hyphen is used in the following instances:

7.1 It is used optionally in compound words and duplicated stems that would be unduely long and thus difficult to read without it, e.g.—

*amasuka-ndihlale, umhlali-ngaphambili, amabona-ndenzile, umsebenzi-mgodini.*

7.2 To indicate a long drawn-out syllable, e.g.—

*vi-i-i-tyo!*  
*si-i-i-!* etc.

7.3 To indicate a glottal stop between similar vowels:

*ama-Amori, i-inki, kwa-amadoda, ama-apile.*

7.4 When prefixing concords to figures, e.g.—

*umhla we-10, ama-20, ngomnyaka we-1955, wesi-5.*

7.5 To avoid ambiguity in the pronunciation of Xhosaized words, e.g.—

*uBhish-lam, eKir-hereshete.*

7.6 The hyphen may be used between the prefix (*i-*) and the letters representing abbreviations or initials:

*iJ.C, iU.E.D., iN.G.Kerk, uW.G. Diko, i-J.C., i-U.E.D., i-N.G. Kerk, u-W.G. Diko.*

## 8. TONE

The tone marks now generally used by the universities will be employed to indicate tone as follows:

8.1 The acute sign (´) for a high tone: *ithangá* (thigh), *úkusá* (to dawn), *ibhlnqá* (a woman).

8.2 The grave sign (`) for a low tone: *ithàngà* (pumpkin) *abantwàrà* (children), *yizà* (come).

8.3 The circumflex (^) for falling tone: *ibâla* (colour), *vûna* (reap), *ûbízo* (calling), *ithânga* (pasture).

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