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CHINYANJA BASIC COURSE.

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THIS LANGUAGE COURSE IS INTENDED TO PROVIDE THE LINGUISTICALLY ORIENTED STUDENT WITH THE FUNDAMENTAL ELEMENTS OF CHINYANJA (ALSO COMMONLY REFERRED TO WITHOUT THE "CHI" PREFIX AS "NYANJA"). THE PRINCIPLE LANGUAGE OF MALAWI, CHINYANJA IS ALSO SPOKEN BY LARGE NUMBERS OF MALAWIANS IN NEIGHBORING COUNTRIES. THE COURSE IS BASED ON A SET OF DIALOGS DEVELOPED FROM IMPROMPTU CONVERSATIONS RECORDED BY TWO OF THE MALAWIAN AUTHORS. INTENDED TO BE INTRODUCED ORALLY, THESE DIALOGS ARE GLOSSED IN ENGLISH AND CONTAIN THE SPECIAL STRUCTURE POINTS OF EACH UNIT. THEY ARE FOLLOWED BY EXPLANATORY NOTES AND EXERCISES AND, IN EARLIER LESSONS, BY SHORT "AUTOBIOGRAPHICAL" QUESTION AND ANSWER SECTIONS. LATER UNITS ARE LONGER, WITH MORE ATTENTION GIVEN TO THE GRAMMATICAL DEVICES OF THE LANGUAGE. EMPHASIS THROUGHOUT IS ON MASTERY OF THE DIALOGS. INSTRUCTIONS FOR THE TEACHER ARE INCLUDED IN THE INTRODUCTION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$1.75. (AMM)

# CHINYANJA

## BASIC COURSE



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**CHINYANJA BASIC COURSE**

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**FOREIGN SERVICE INSTITUTE  
BASIC COURSE SERIES**

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## CHINYANJA BASIC COURSE

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### PREFACE

Chinyanja, the principal language of Malawi, is spoken not only in that country but by large numbers of Malawians in neighboring countries. This book is intended to give the student a start in the language, both by providing him with materials for study, and by guiding him in taking over more and more of the responsibilities connected with language learning. The goal is ability to speak a little Chinyanja well, and ability to learn as much more of it as is needed for individual work situations in Malawi.

The present volume is one of a series of short Basic Courses in selected African Languages, prepared by the Foreign Service Institute. It was produced in cooperation with the Peace Corps.

Many collaborators contributed to the lessons. Antonio Boutcha, Zimani Kadzamira, Mike Mbvundula, and Tazac Mputeni supplied tape recorded samples of Chinyanja. These and the related exercise materials were checked by Mr. Mbvundula, and also by Dearson Bandawe, Alex Kalindawalo, Samson Lwanda, Justin Malewezi, Cikungwa Mseka, and Emilio Msoke. Voicing of the tapes was by Messrs. Msoke, Lwanda, and Malewezi. Mrs. Linda Hollander assisted with production and checking of an earlier version.

General organizing, editing, and preparation of notes were the responsibility of Earl W. Stevick. Assembling and editing of the tapes owed much to special techniques developed by Gabriel Cordova, Director of the Institute's Language Laboratory.



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## CHINYANJA BASIC COURSE

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### FOREWORD

Unhousel'd, disappointed, unanel'd,  
No reckoning made, but sent to my account  
With all my imperfections on my head.

Hamlet. Act I, Sc. 5.

Like Hamlet's father, the present course has been sent to meet its destiny with certain imperfections on its head. Some readers may therefore judge it 'horrible...', most horrible'. This foreword is written as an interpretation of the course, in the hope that some unnecessary misunderstandings may be avoided.

Most important, the Malawian authors of these materials are in no way responsible for the flaws which exist in this published version of their work. The course is based on impromptu conversations recorded by two of the authors. Parts of these conversations were then selected to serve as the 'basic dialogues' for the units. Format for the exercises and content for the 'autobiographical' sections were suggested by the senior American collaborator, and these materials were then put into Nyanja by the Malawian authors. Every line in the book has been checked by two or more Malawians for its general authenticity, and most of it by three or more, but certain inconsistencies of spelling and word division are the result of too-hurried editing. Certain bits of dialogue and notes on grammar are repeated at two or more points in the course. Almost all these repetitions -- or 'reintroductions' -- were intentional, but in a few cases they would have been removed had time been available for a final reworking of the manuscript.

Perhaps one of the stronger aspects of this course, particularly in comparison with other courses in the same series, is its emphasis on using the dialogue materials, outside of the classroom as well as in it, and on the 'autobiographical' sections, in which the students are expected to supply words that are of personal and/or local significance to them. The assumption is that students learn most quickly, and with fewest repetitions, when the meanings of linguistic forms are most vivid to them while they are practicing them.

In this and in other ways, students are required to assume definite responsibilities, not just for following instructions, but for contributing to the content and the conduct of the course. While this of course applies to every student in the class, experience has shown that it is also wise to have in each class one student who is responsible for reading the instructions, seeing to it that mechanical details go smoothly, and serving as a clearing house for questions, grievances, and other problems as they arise.

Nyanja Basic Course will be of interest to language teachers because the actual preparation of the manuscript had to be carried out some hundreds of miles from the nearest speakers of the language. Contact between American and Malawian personnel was intermittent, for intensive periods of tape recording, checking of drafts, and classroom use of an earlier edition. The result displays many of the weaknesses that one would have predicted under such circumstances. At the same time, however, it is felt that some new, positive possibilities in this kind of collaboration have been explored.

## CHINYANJA BASIC COURSE

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The senior American collaborator would like at this time to express his deep appreciation, both professionally and personally, to all of the Malawian authors for the truly remarkable patience and dedication which they displayed during our work together. Thanks are also due to Mrs. Linda Hollander for her help in preparing and checking the mimeographed and taped materials which were the preliminary edition of this course. Discussions with Dr. Guy Atkins, though regrettably brief, were exceedingly helpful. Dr. William Samarin supervised Nyanja instruction during six weeks of a summer program in 1964. To all these persons, the senior American collaborator expresses his gratitude, emphasizing that blame for errors of fact or organization are not theirs.

Work on this course has been made easier by the existence of Scott and Hetherwick's Dictionary of the Nyanja Language, and Thomas Price's The Elements of Nyanja.

Washington, D. C.  
June, 1965

## CHINYANJA BASIC COURSE

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### INTRODUCTION

Any student who begins this course has three handicaps. He is aware of the first one, but he is probably not aware of the second and third.

1. He knows no Nyanja. This course contains many useful sentences in the language, and covers the main points of grammar and pronunciation.
2. He probably does not expect to use much of his own initiative when he studies a language. In this course, the student is required to make many of his own observations, select part of the vocabulary to be used, and design some of the exercises.
3. He is not accustomed to distinguishing between 'learning a language' (which is an academic game) and 'learning to use a language' (which is not necessarily academic and which can be much more fun). This course contains numerous directions for using Nyanja in real life outside of class. These directions are not merely suggestions; they are an essential part of the course.

The course is divided into two main parts. The first consists of Units 1-40, and the second of Units 41-63. In the first part (Units 1-40), emphasis is on learning to use those words and sentences that the student is most likely to need repeatedly during his first few weeks in Malawi. The principal points of Nyanja grammar are introduced, but they are not treated systematically, and there are few drills.

In the second part (Units 41-63), the materials from Units 1-40 are reintroduced. This time, however, the units are longer, and more attention is given to mastery of the grammatical devices of the language.

## CHINYANJA BASIC COURSE

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Instructors who use this course will fall into one of two categories. Some will have had previous experience in teaching Nyanja, either to Nyanja-speaking children, or to European adults, or to both. These teachers will be aware that this course is organized as it is because it aims at teaching the student to be self-reliant in his language study. He will then be able to go on learning more and more Nyanja after he has finished his formal study of the language. This course is therefore quite different from other language courses that the students have used in school, and it is probably also quite different from language courses that the instructors themselves have used previously.

Other instructors will have had little or no experience in teaching any language. If these instructors will read and follow carefully the suggested procedures, they will find that this course is not difficult to teach.

## CHINYANJA BASIC COURSE

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### A procedure for use with each new basic dialogue.

#### 1. Hearing before speaking, and speaking before seeing.

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

#### 2. Listening to the dialogue.

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

#### 3. Learning to repeat the sentences after the instructor.

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

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

1. kuti?
2. kupita kuti?
3. Muli kupita kuti?

## CHINYANJA BASIC COURSE

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The sentence /Ife tili bwino kaya inu anzathu?/ might be built up as follows:

1. anzathu
2. kaya inu anzathu
3. bwino
4. Ife tili bwino
5. kaya inu anzathu.
6. Ife tili bwino kaya inu anzathu?

- b. If a student still makes a mistake in pronunciation, the tutor should correct him by repeating correctly the word that the student mispronounced. There is no need to explain the matter in English. So, for example:

Tutor: Ndili bwino.

Student: Indili bwino. (a wrong pronunciation)

Tutor: ndili

Student: ndili

Tutor: Ndili bwino.

Student: Ndili bwino.

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

#### 4. Learning the meanings of the sentences.

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

Now the tutor should say the first sentence, and have the students repeat it after him. (Their books are still closed.) Then he should give the equivalent English sentence, and the students should reply with the Nyanja sentence. If the students make any mistakes at all, the tutor should say the Nyanja sentence again and have them repeat it after him.



## CHINYANJA BASIC COURSE

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

### 5. Reading aloud.

Now, for the first time, students should open their books and read aloud after the tutor. When they can do this easily, they may practice reading aloud independently.

### 6. Becoming fluent with the dialogue.

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

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

## CHINYANJA BASIC COURSE

### SOME FEATURES OF NYANJA PRONUNCIATION

Speakers of English who are studying Nyanja find the pronunciation less difficult than it is confusing. Nyanja has no "clicks", no "whistling z's" and no "coarticulated stops", yet published descriptions of the consonant sounds of the language leave the would-be learner in doubt at some crucial points.

An example from English may help to make the problem clearer. Suppose that a speaker of some other language has learned to pronounce English top in two ways; in both pronunciations he closes his lips in order to form the 'p'. In one, he allows his lips to open immediately thereafter, and a small puff of air escapes; in the other he keeps his lips closed indefinitely. Each pronunciation is quite common in normal spoken English. His question is, "How important is this physical difference? Are there some words in which only one of these is correct, and other words in which the other is required? Or may I just forget about the difference and use these two sounds interchangeably?" The answer, of course, is that the two are interchangeable. For that reason, we need not and do not represent the difference when we write. But the same student of English may find the physical difference between tie and die just as subtle as the difference between the two pronunciations of top. Yet native speakers of English do not interchange the sounds that begin these two words; the foreign learner of English must keep them apart from one another; and the difference is reflected in our spelling by the fact that we have the two separate letters t and d.

Returning now to Nyanja, the student will hear sounds that resemble the dz in adze, and others that are similar to the z sound in ag. He has no serious difficulty in making either one of them, but he still needs to know what status this physical difference has within Nyanja. Are there some words where he must use dz and not z, and others where z is right and dz wrong? Or may he forget about the physical difference and use the two sounds interchangeably? And what about a p-like sound with no aspiration (puff of air) after it, and a p-like sound that is followed by strong aspiration? How much attention should he pay to this difference?

In Nyanja, the greatest confusion has been with regard to the sound-types represented by p, b, pf, bv, f, v, and ph. All of these involve the use of one or both of the lips, but analogous sets of sounds are made at other positions in the mouth also. Among these seven sounds, the student will notice differences of only four types:

(1) voiceless vs. voiced:

p	b
f	v
pf	bv
ph	

(2,3) stop vs. stop-plus-fricative vs. fricative

p	pf	f
b	bv	v
ph		

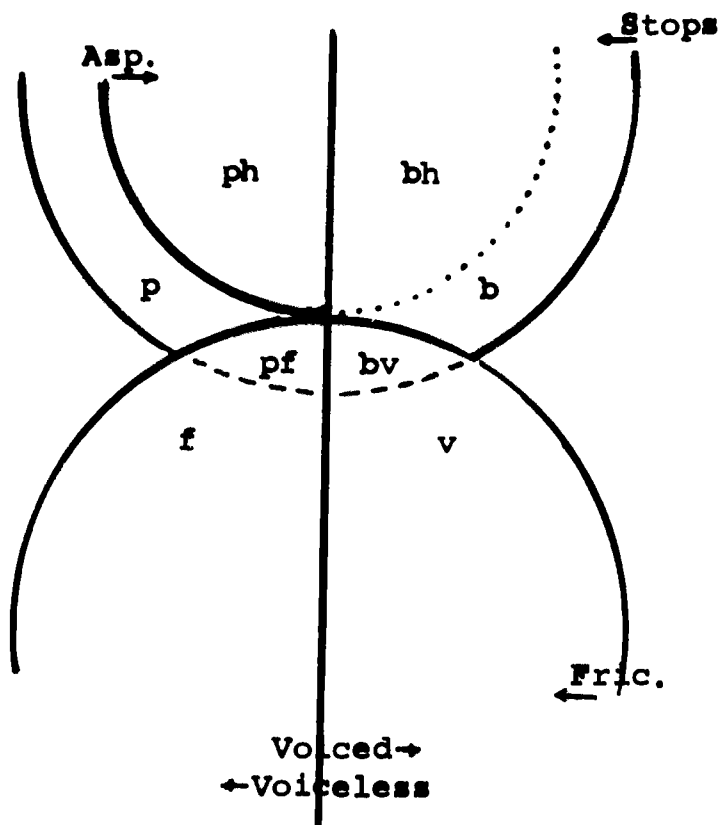


## CHINYANJA BASIC COURSE

### (4) aspiration vs. lack of aspiration ph

p  
pf  
b  
etc.

The relationships of these phonetic features within the economy of Nyanja may be represented on the following diagram:



Everything to the left of the vertical line is a voiceless sound, while everything to the right is voiced. Everything within the lower circle includes audible friction, everything within the larger upper circle has momentary complete stoppage at some point in the speech tract, and everything within the smaller circle is aspirated. The 'affricates' /pf/ and /bv/ begin with stoppage and end with friction.

In some varieties of Nyanja, the pairs of physically different sounds pf and f, and bv and v, are interchangeable with one another, while in others they are kept apart. This fact is represented in the diagram by the dashed line. Some speakers also make a difference, not noted in the printed works on Nyanja, between aspirated and unaspirated voiced stops /b/ and /bh/: this is represented as a dotted line. (There is a parallel distinction between /d/ and /dh/.) The speakers who distinguish /pf/ and /bv/ from /f/ and /v/ are not necessarily the same ones who distinguish between /b/ and /bh/.

This, then, is the situation which lies behind such a statement as that given in Scott and Hetherwick's Dictionary of the Nyanja Language:

F is ... frequently hardened by its corresponding explosive: thus pf comes to be a fuller form of the simple f . . . . Some dialects prefer the softer f to pf, and vice versa; words, therefore, which are not found under the one may be sought for under the other.

## CHINYANJA BASIC COURSE

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*Bv* . . . seems rather to represent a letter hanging between *y* and *by*, and which is condensed into one or other according to the idiosyncracies of the dialects.

The difference between /b/ and /bh/ is fairly rare, and is not reflected in the writing system used in this course.

A striking characteristic of relaxed (though not necessarily rapid) pronunciation is that the voiceless sounds /p/, /c/, /k/, all of which include the feature of stoppage, are frequently replaced by sounds which have no stoppage, and which are voiced. That is to say, the voiceless stop /k/ is interchangeable in most positions with the voiced fricative which phoneticians write as [ɣ]; the voiceless affricate /c/ is often replaced by the voiced fricative [ʒ]; the voiceless stop /p/ has a free variant [β], which like /v/ is a voiced fricative but is formed between the two lips, instead of between lower lip and upper teeth, as /v/ is. The voiceless stop /t/ is heard under the same circumstances as a voiced sound, but as a stop or flap, and not as a fricative.

Another pair of sounds whose status needs to be made clear are /l/ and /r/. These are not in contrast with each other in any variety of Nyanja, so that the student may safely treat them as interchangeable; in general, however, the *ɹ*-like sounds are heard before the vowel /i/, and the *l*-like sounds in other positions.

At other than the points discussed above, Nyanja consonants are fairly straightforward. The student should of course be careful in pronouncing sounds like /mb/, /nd/, not to add an extra vowel: /ndege/ should not sound like un-dege, or nadege.

There are only five vowels, and they should cause little trouble. Remember that they are 'pure' (i.e. they sound the same from beginning to end), and do not allow the lips, tongue or jaw to change positions during the time they are being produced. Thus, the progressive lip rounding in the English word owe should not be found in the last sound of /nchito/, and the rising tongue and jaw motion in say should not be used in the last sound of /apite/.

Matters of pitch and tone are a bit more complex, and are taken up in a special section which follows Unit 5.

# CHINYANJA BASIC COURSE

## TABLE OF CONTENTS

Introduction

Some features of Nyanja pronunciation

### PART I (Short dialogues, brief notes)

#### Unit 1

Dialogue .....	1
Notes.....	2
A graphic system for showing voice pitch	
The sounds written with the letter /l/	
Autobiography: 'What is your name?' .....	3

#### Unit 2

Dialogue .....	5
Notes.....	6
Subject prefixes	
Subject pronouns and subject prefixes	
Autobiography: 'Where are you from?'.....	9

#### Unit 3

Dialogue .....	10
Notes.....	10
The /-a-/ tense	
Autobiography: 'Where is your present home?' .....	12

#### Unit 4

Dialogue .....	13
Notes.....	14
The 'unmarked', or 'immediate' tense	
Autobiography: 'When did you arrive?' .....	15

#### Unit 5

Dialogue .....	16
Notes.....	16
A simple imperative form	

## CHINYANJA BASIC COURSE

Autobiography: 'When did you arrive?' (cont'd) .....	17
Unit 6	
Dialogue .....	22
Notes.....	23
A list of personal pronouns	
The prefix /ku-/ used in infinitives	
The principle of class concord	
Autobiography: 'When did you arrive?' (cont'd) .....	26
Unit 7	
Dialogue .....	28
Notes .....	28
The /-ma-/ tense	
The enclitic /-tu/	
The element /na-/ plus the stems of personal pronouns .....	
Autobiography: 'By what mode of transport did you arrive?' .....	30
Unit 8	
Dialogue .....	31
Notes.....	32
The prefix /-ká-/ 'go and'	
The combination /-li ndí/ corresponding to English 'to have'	
Autobiography: 'How old are you?' .....	33
Unit 9	
Dialogue .....	34
Notes.....	35
The /-na-/ tense	
Possessive stems	
The locative classes	
Autobiography: 'When were you born?' .....	37
Unit 10	
Dialogue .....	38
Notes.....	39
Demonstratives	
Object prefixes	

## CHINYANJA BASIC COURSE

Autobiography: 'Where (or into what family) were you born?' .....	41
Unit 11	
Dialogue .....	42
Notes..... Negative commands and requests	43
Autobiography: 'Where do your parents live?' .....	44
Unit 12	
Dialogue .....	45
Notes..... Direction expressed by choice of verb, rather than by choice of locative prefix	46
Autobiography: 'Do you have any brothers and sisters?'.....	47
Unit 13	
Dialogue .....	48
Notes..... Subject prefixes for non-animate classes	48
Autobiography: 'Are you married?' .....	49
Unit 14	
Dialogue .....	50
Notes..... The prefix tense /-dza-/ The /-o-/ forms of verbs	51
Autobiography: 'Do you have any children?' .....	53
Unit 15	
Dialogue .....	54
Notes..... The word /ndi/, corresponding to some uses of English 'be' Locative enclitics	54
Autobiography: 'What kind of work do you plan to do?'.....	56

## CHINYANJA BASIC COURSE

---

### Unit 16

Dialogue .....	57
Notes.....	58
The prefix /-u-/ (Class 14) with abstract nouns .	
Autobiography: 'Do you like it here?' .....	61

### Unit 17

Dialogue .....	62
Notes.....	63
A past negative form for verbs	
Autobiography: 'How long are you going to stay here?' .....	64

### Unit 18

Dialogue .....	65
Notes.....	65
The negative element /si/	
Autobiography: 'Where are you living at present?' .....	67

### Unit 19

Dialogue .....	68
----------------	----

### Unit 20

Dialogue .....	72
Notes.....	72
A special intonation pattern	

### Unit 21

Dialogue .....	75
----------------	----

### Unit 22

Dialogue .....	80
----------------	----

### Unit 23

Dialogue .....	84
----------------	----

## CHINYANJA BASIC COURSE

---

Notes .....	84
Clearing up confusing questions	
Unit 24	
Dialogue .....	88
Notes .....	89
The verb prefix /-nga-/	
Unit 25	
Dialogue .....	93
Notes .....	94
The 'directional' prefixes used with verbs	
Unit 26	
Dialogue .....	98
Unit 27	
Dialogue .....	101
Unit 28	
Dialogue .....	104
Notes .....	105
Verb extensions	
Unit 29	
Dialogue .....	107
Unit 30	
Dialogue .....	111
Notes .....	112
Imperatives with /tá---ni/	
The subjunctive	
Unit 31	
Dialogue .....	114

## CHINYANJA BASIC COURSE

Notes.....	114
Comparison of the uses of /-li/ and /ndi/	
Negative of verb forms with the stem /-li/	
 Unit 32	
Dialogue .....	119
Notes.....	119
Demonstrative enclitics	
The linking prefix	
 Unit 33	
Dialogue.....	124
Notes.....	124
Shift of stress with enclitics	
 Unit 34	
Dialogue .....	128
Notes.....	129
Vowel 'coalescence' with the stem /~ina/	
The prefix /-zi-/ with meaning of obligation	
 Unit 35	
Dialogue .....	133
 Unit 36	
Dialogue .....	137
Notes.....	138
Use of /ci-/ and /mu-/ class prefixes with the same stems	
 Unit 37	
Dialogue .....	139
Notes.....	139
The prefix /-ka-/ 'if, when'	
 Unit 38	
Dialogue .....	144



## CHINYANJA BASIC COURSE

Notes.....	146
The 'diminutive' concord classes	
The relative construction with /~mene/	
Units 39-40	
Useful questions and answers .....	152
PART II (Longer dialogues, more comprehensive notes)	
Unit 41	
Dialogue: A Peace Corps Volunteer is asked about his work.....	159
Notes .....	163
Personal pronouns	
Personal pronouns with /ndi/ 'is'	
The enclitic /--nso/	
Negatives with personal pronouns	
Unit 42	
Dialogue: A Peace Corps volunteer asks an acquaintance about his work. ....	166
Notes .....	173
Verb tense prefixes	
Negative verbs	
Unit 43	
Dialogue: Two fellow workers look forward to quitting time. ....	175
Notes .....	181
Two of the independent tenses: /-a-/ and /-na-/	
A dependent tense with the prefix /-ka/	
Object prefixes	
Unit 44	
Dialogue: C has just arrived in town and is looking for work .....	187
Notes .....	192
Another set of verb prefixes: the 'directionals'	
Possessive stems	
Unit 45	
Dialogue: C is still looking for work .....	196

## CHINYANJA BASIC COURSE

Notes.....	202
The prefix /-nga-/ The infinitive The special verb /-li/	
Unit 46	
Dialogue: 'How's the work going?' .....	207
Notes.....	212
A 'tense' that includes the infinitive The /-o-/ form of the verb	
Unit 47	
Dialogue: A conversation on the way home from work.....	215
Notes.....	220
Imperatives Subjunctive verbs Locative concords Future corresponding to /-li/	
Unit 48	
Dialogue: Prospect of a business trip out of town .....	225
Notes.....	229
Stem extensions Locative enclitics Locative nouns as subjects	
Unit 49	
Dialogue: Plans for the evening .....	234
Notes.....	240
The verb prefixes /-ngo-/ and /-zi-/ The relative construction with /~mene/	
Unit 50	
Dialogue: Street and road directions .....	243
Notes.....	247
Concords used with adjective-like words	

## CHINYANJA BASIC COURSE

### Unit 51

Dialogue: Road directions: to the Blantyre Road .....	254
Notes.....	259
The interrogative stem /~ti/	
The sequential verb construction with /ndí/ plus infinitive	

### Unit 52

Dialogue: Directions to a rural school .....	260
Notes.....	265
Fluctuation between Locative Classes 16 and 17	
Possessive when the possessor is inanimate	

### Unit 53

Dialogue: Directions within a town .....	266
Notes .....	270
The stem /~kha/ 'only, alone'	
The noun /cinyumba/	
A set of substantives that contain three occurrences of a single concord	
The use of /ndi~o/ 'it is that/those'	

### Unit 54

Dialogue: An unsuccessful attempt to get directions .....	272
Notes .....	278
The stem /~o-mwe/ 'same'	
The stem /~ina/ 'some, other'	
The persistive enclitic /--be/	

### Unit 55

Dialogue: October weather .....	280
Notes.....	285
Pro-verbs	
The dependant verb prefix /-ta-/	

### Unit 56

Dialogue: December weather .....	287
Notes . . . . .	291
Special use of the locative concords of Classes 16 and 18 with the /-o-/ form of verbs.	

## CHINYANJA BASIC COURSE

---

Grammatically significant differences in verb tones

### Unit 57

Dialogue: February weather in Malawi.....	293
Notes.....	299
A further use of the concord of Class 16, in reference to time	
A reduplicating construction: /cimodzi cimodzi/	
Concord where there are two or more antecedent nouns in different classes	

### Unit 58

Dialogue: April weather in Malawi.....	301
Notes.....	306
Reduplicative constructions	
Another use of the infinitive	
Double plural prefixes on certain nouns	

### Unit 59

Dialogue: June weather in Malawi.....	308
Notes.....	312
A type of sentence which contains no verb	
A locative used as the subject of a sentence	

### Unit 60

Dialogue: August weather in Malawi.....	313
---	-----

### Unit 61

Dialogue: Buying maize.....	319
Notes.....	324
Another type of sentence that contains no verb	
A reduplicative construction that includes adjectives with double concordial prefix	

### Unit 62

Dialogue: Buying peas.....	326
----------------------------	-----

### Unit 63

Dialogue: Buying tomatoes.....	330
--------------------------------	-----

UNIT 1

DIALOGUE: Msonthe (a Munyanja man, about 30 years of age) and Peter C. Vernon (a Peace Corps Volunteer) happen to meet early in the morning, and they greet one another briefly.

1.

mòni

a general greeting ('health')

bámbo

father, form of address used with an adult male, especially if he is married

mái

corresponding form of address used to women

2.

[ - - - ]  
Moni bambo.

Good morning.

3.

mùlì

you are (said to two or more people, or to one person in an honorific sense)

bwànjì

how?

[ Mòni. Mùlì bwànjì? ]

Good morning. How are you?

4.

tìlì

we are (or honorific 'I am')

bwìnò

fine, good

kàyà

(an expression of uncertainty)

ìnú

you (plural, or singular honorific)

[ - - - ]  
Tìlì bwìnò.

I'm (honorific) fine.

[ - - - ]  
Kàyà ìnú?

And how about you, how are you?

Observations and conclusions:

1. The pitch of the voice is extremely important in pronouncing anything in Nyanja. Because it is so important, it is indicated in this course by means of written symbols of various kinds. The most graphic of these symbols consist of straight or curved line segments enclosed between square brackets. These reflect the pitches used in the tape recordings that accompany this book. The pronunciation of the live instructor may vary slightly from this.

Try to notice whether the pronunciation used by your instructor is different from the tape recordings with respect to pitch contours. Do not spend much time at this, however. Above all, do not let yourself worry about any differences that you may have observed.

2. The sounds written with the letter /l/. Can you hear any difference between your tutor's pronunciation of what is written l in /ndili/ and in /muli/? If so, how would you describe that difference in terms of English sounds?

Can you hear any difference between these same two consonants in the pronunciation on the tape? If so, how would you describe it?

The letter l in Nyanja stands for a whole range of sounds, some of which sound quite different from one another. Within the system of the Nyanja language, however, all these sounds are treated as if they were the same: an unsophisticated speaker of Nyanja would not normally hear any difference between them. Even so, he might be found to use one of these sounds under one set of conditions (e.g. after the vowels /i/ and /e/), and another of these sounds after other vowels.

In this book, all these sounds will be spelled /l/, but the student should attempt to pronounce each word that contains /l/ just as his tutor does.

3. The words /tili/ 'we are' and /muli/ 'you are' are partly alike in their sound and spelling, and also apparently in their meanings, since each corresponds in these sentences to the English verb 'be'. Try to fill in these blanks by yourself, and then check your answers with the instructor:

/ti-/	' _____ '
/ _____ /	'you (pl. or honorific)'
/-li/	' _____ '

4. The interrogative word /bwanji?/ 'how' and the word /bwino/, which replies to it, are partially alike in their sound and spelling, since both have to do with manner.

#### Using the dialogue.

1. Greet other members of the class. Are any changes required by the sex of the person being greeted, or of the person who is doing the greeting? List the changes here:

2. Use this dialogue at least five times outside of class during the next 24 hours. This should be done on occasions when you and another member of the class have actually met by chance in the dormitory or on the campus.

#### Autobiography, Chapter 1

[ - - - - ]  
Dzina lanu ndani?

What is your name?

[ - - - - ]  
Dzina langa ndine 'Uje'.

My name is \_\_\_\_\_.

(Learn to ask the questions and to give an answer which is true for yourself. One such question and answer or set of answers will appear as a part of each of Units 1-18. In this way you will rapidly develop the ability to deal with some of the most frequent kinds of inquiry. Write into this book any words or phrases which you need for this purpose.



## UNIT 2

DIALOGUE: The dialogue of Unit 1 is continued.

3.

[ - - - - - ]  
Mòni. Mùlì bwānjì?

Hello. How are you?

4.

[ - - - - - ]  
Ndìlì bwìnò, kàyà inù?

I'm fine, and how are you?

5.

ife

we

mza

friend, companion

anzathu

my (our) friend(s) (plural or honorific)

[ - - - - - ]  
ìfè tìlì bwìnò, kàyà inù ànzathù?

Ah, I'm (we're) fine, and you, my friend?

6.

kupita

to go

kuti

where

[ - - - - - ]  
Mùlì kùpítà kùtì?

Where are you going?

7.

[ - - - - - ]  
Ndìlì kùpítà kùLimbè.

I'm going to Limbe.

[As in Unit 1, listen carefully to the rises and falls of the voice in these sentences, and try to duplicate them exactly. Try also to compare what you hear on the tape with the marks that you see in square brackets above the sentences of the basic dialogues.]

Observations and conclusions.

1. Subject prefixes. Compare /ndili/ 'I am' with /tili/ and /muli/. One form of the prefix for the first person singular is /ndi-/. Notice, however, that in very polite discourse, a person may refer to both himself and other individuals in the plural. Sentence 7 is /Ndikupita kuLimbe/, but the same person, still speaking about himself only, might have said /Tikupita kuLimbe/. For other examples of the use of the plural in an honorific sense, see Units 5 and 12. Because English does not use this method of showing politeness, most students will profit from a bit of systematic practice at this point.

Exercise 1. Practice in associating honorific /ti-/ and non-honorific /ndi-/.

What would be the more honorific equivalents of the following? Supply your own answer, then check with the instructor.

Ndìlì bwìnò. \_\_\_\_\_.

Ndìlì kùpítá kùLímbe. \_\_\_\_\_.

Ndìkùpítá kùLímbe. \_\_\_\_\_.

- (1) Practice saying these sentences aloud after your teacher.
- (2) Write the more honorific equivalent of each sentence opposite it. You have now constructed a short, simple drill which you can use to get yourself accustomed to treating the /ndi-/ forms and the /ti-/ forms as partially interchangeable with each other.
- (3) Then cover the left-hand column and try to give the sentence from memory, using the sentence from the right-hand column as cue.
- (4) Cover the right-hand column and try to give the sentences from the left-hand column.

2. The word /anzathu/ may be broken down as follows:

a-	prefix designating persons in the plural.
-nza	stem meaning 'companion'
-thu	possessive adjective meaning 'our', usually separated from the word it modifies, but written together with this particular stem.

This is another example of the use of plural forms as a mark of courtesy.

3. Subject pronouns and subject prefixes.

Inu muli bwanji?

Ife tili bwino.

Ine ndili bwino.

Notice the correlation between subject pronouns (underlined once) and subject prefixes (underlined twice) in these sentences. This correlation, or 'agreement', between subject and verb is another feature of Nyanja that is absent from English. Exercise 2 provides a simple way of doing systematic practice on this point.

**Exercise 2.** Associating subject pronouns with corresponding subject prefixes. Your teacher will give you one of the words in the left-hand column. Reply with the corresponding two-word sentence in the right-hand column:

inu	Muli bwanji?
ife	Tili bwino.
ine	Ndili bwino.

4. A very common verb tense: /-li ku-/.

Compare this pair of sentences:

Muli kupita kuti?	} Where are you going?
Mukupita kuti?	

These sentences are apparently completely interchangeable with one another.

Both have high tone on the syllable\_\_\_\_\_.

The word /kupita/ may be broken down into:

/ku-/	prefix that marks an infinitive
/-pit-/	verb root 'to go'
/-a/	final vowel used in most but not all forms of a verb

The tense exemplified by these two sentences is 'present progressive'.

This tense is often, but not always, translated into English by a verb phrase containing 'is\_\_\_\_-ing'. Here again is an important feature of Nyanja which is entirely new to speakers of English. The student should complete and use the following exercise.

**Exercise 3.** The longer and shorter forms of the present progressive tense. What would be the longer form of the sentences:

Ndikùpítá kùLímbe.	_____.
Tìkùpítá kùLímbe.	_____.
Mùkùpítá kùtì?	_____.

After writing the sentences in the right-hand column, and pronouncing them aloud after your teacher, practice covering one column and giving the sentences from the other.

Using the dialogue.

In chance encounters with fellow students outside of class, ask one another 'Where are you going?' and give true answers wherever possible.

Ndili kupita ku\_\_\_\_\_.

Do this at least five times in the next 24 hours.

Ask your teacher for expressions that will indicate your most frequent destinations: dormitory, dining hall, class, store, town, etc. (You may find that since most of these are cultural concepts not native to Africa, you will simply use an English loan word. When this is the case, be careful to pronounce it as it is pronounced in Nyanja.)

Autobiography, Chapter 2

[ - - - - ]  
Múciókèlá kùtì?                      Where do you come from?

[ - - - - ]  
Ndíciókela kuAmeleka.                I'm from America.

(The teacher should take about three minutes per day for asking the 'autobiographical' questions from preceding days, and requiring quick and accurate answers from the students. A summary of these 'autobiographical' questions and answers may be found at the end of Unit 20. It is suggested that when the teacher notices signs of tiredness in the class, he leave what he has been doing and ask these questions for a minute or two. At the end of that time, he may return to the earlier activity.)

## UNIT 3

**DIALOGUE:** Msonthe and Peter meet by chance late on another day. They greet one another briefly.

1.

[ - - - ]  
Mòni bàmbò.

Hello (sir).

2.

[ - - ]  
Mòni.

Hello.

-swela

to spend the day

usana (Cl. 14);  
pl. masana (Cl. 6)

midday

uno (Cl. 14)/ ano (Cl.6)

this

[ - - - - - ]  
Mwàswèlà bwánjì ùsaná ùnò?

How was the day? ('How did you spend this day?')

3.

[ - - - - - ]  
Tàswèlà bwìnò.

I ('We') enjoyed it fine.

[As in Units 1 and 2, compare the pitches that you hear on the tape with the marks that you see between square brackets. Do not spend much time at this, however.]

Observations and conclusions.

1. The /-a-/ tense. Compare the four words:

muli

mwawela

tili

taswela

The word /mwaceza/ may be broken down as follows:

/mw-/

2 pl. subject prefix

/-a-/

tense prefix for the '/-a-/ tense'

/-swel-/

verb root 'to spend the day'

/-a/

final vowel

Fill in the following chart:

before /li/ or /ku/ (or any other consonant)

before the tense prefix /-a-/

2 pl.	/mu-/	/mw-/
1 pl.		
1 sg.	/ndi-/	

(The last box can be filled by following the analogy of the 1 pl. forms.)

The /-a-/ tense is used in some, but by no means all, of the situations where English would use a past tense (e.g. 'went') or a present perfect tense (e.g. 'has gone'). There are some verb roots with which the /-a-/ tense is used more frequently than with others.

2. The same word /moni/ is used in greetings either in the early morning or late afternoon, or any time of the day.

Using the dialogue.

In chance encounters with other members of your group, use this dialogue at least three times within the next twenty-four hours. Remember that it is suitable for use only in the afternoon or later. Continue to use the dialogue of Unit 1 for greetings early in the day.

Autobiography, Chapter 3

[ - - - - ]  
Kwánú ndì kútì?

What is your (present) home?

[ - - - - - ]  
Kwáthu ndì kuMassachusetts.

My home is [in] Massachusetts.

[ - - - - - ]  
Mùnácókèlá kútì?

What is your (ancestral) home?

[ - - - - ]  
Ndìné mNyanjá.

I'm a Nyanja (person).

[ - - - - ]  
Ndìné mMélekà.

I'm an American.

[ - - - - ]  
Múmàlànkhùlà/Mùmàyànkhùlà

[ - - - - ]  
cìyànkhùlò/cìlànkhùlò cǎnjì?

What language do you speak?

[ - - - - ]  
Mumanena cinenelo canji?

[ - - - - ]  
Ndìmayankhula Cinyanja.

I speak Nyanja.

[ - - - - ]  
Cìnyànjá

[ - - - - - ]  
Ndìmayànkhùlà Cìnyànjá.

[ - - - - ]  
Ciyao

[ - - - - - ]  
Ndìmayànkhùlà Cìyáo.

[ - - - - ]  
Cítumbukà

[ - - - - - ]  
Ndìmayànkhùlà Cítumbukà.

[ - - - - ]  
Cìswahíli

[ - - - - - ]  
Ndìmayànkhùlà Cìswahíli.

[ - - - - ]  
Cìngèlézi

[ - - - - - ]  
Ndìmayànkhùlà Cìngèlézi.

[ - - - - ]  
Cìfàlánsà

[ - - - - - ]  
Ndìmayànkhùlà Cìfàlánsà.



UNIT 4

DIALOGUE: Msonthe greets Cabwela, a man of about 60, as they meet by chance in the early morning.

1. Msonthe

[ - - - - ]  
Mòní bàm̀bò.

Good morning, sir.

2. Cabwela

[ - - ]  
Mòní.

Good morning.

3. Msonthe

-gona

to lie down

[ - - - - - ]  
Mwàgòná bwánjì?

How are you this morning?  
( 'How did you sleep?' )

4. Cabwela

ife

we

[ - - - - - ]  
Ìfè tàgòná bwìnò, kàyà ìnù ànzàthù?

I ('we') slept well, and how  
about you, my ('our') friend?

Observations and conclusions.

1. The verb root /-gon-/ 'to sleep' is like /-swel-/ (Unit 3) in that it is commonly used in the /-a-/ tense.

Exercise 1. Appropriate association of subject pronoun and subject prefix in the /-a-/ tense, using verb stems /-gon-/ and /-swel-/.

Repeat the following two-word sentences after your teacher. Be sure that you know the meaning of each sentence as you say it:

	Mwàgòná bwánjì?	(N.B.: Some speakers of Nyanja have different tones on the two stems /-swela/ (or /-ceza/) and /-gona/.)
ìfè	Tàgòná bwìnò.	
ìnè	Ndàgòná bwìnò.	
kùswèlà	Ndàswèlà bwìnò.	
ìfè	Tàswèlà bwìnò.	
ìnù	Mwàswèlà bwánjì?	

Your teacher will give you a single word from the left-hand column. Reply with the two-word sentence.

Write the English translation of each sentence opposite it. Then cover the Nyanja column and try to give the sentences from memory, using the English sentences as cues.

2. The 'unmarked' or 'immediate' tense.

Compare these sentences:

Muli kupita kuti?	}	'Where are you [now in the process of] going?'
Mukupita kuti?		
Mupita kuti?		'Where do you go [today]?'
Tili kupita kuLimbe.	}	'We're [now in the process of] going to Limbe.'
Tikupita kuLimbe.		
Tipita kuLimbe.		'We go to Limbe.'

As was noted in Unit 2, the verbs with /ku-/ and those with /-li ku-/ seem to be equivalent and interchangeable. They represent the 'present progressive' tense. The verbs in the other phrases above, however, contain no such markers. For convenience, the tense they represent will be called the 'unmarked' or 'immediate' tense. Many of its uses have a sense of immediacy about them, and the tense is often translated by the English 'simple present'. Further discussion of this tense will be found in Unit 26.

**Exercise 2.** Associating different forms of the same subject prefix, using verb stems /-gona/ with /a-/ tense and /pita/ with the unmarked tense. Repeat the following sentences after your teacher.

Mwàgòná bwánjì?

Múpítá kùtì?

Tàgòná bwìnò.

Típítá kùLímbe.

Ndàgòná bwìnò.

Ndípítá kùLímbe.

- (1) Repeat the sentences again.
- (2) Cover the first column and try to give the sentences from the second column.
- (3) Then cover the sentences from the second column, and give the sentences from the first column.

Using the dialogue.

Find out the median age for the members of your group. In chance encounters, those below the median take Msonthe's part in this set of morning greetings, and those above the median take the part of Cabwela. Do this at least five times within the next 24 hours.

Autobiography, Chapter 4

[     ]   
 lítì

[ - - - - - ]   
 Múnáfíká lítì?

When did you arrive?

[ - - ]   
 dzùlò

[ - - - - - ]   
 Ndínáfíkà dzùlò.

I arrived yesterday.

[ - - ]   
 kàlé

[ - - - - - ]   
 Ndínáfíkà kàlé.

I arrived a short time ago.

## UNIT 5

DIALOGUE: Peter comes to Msonthe's house, and they greet one another.

1.

odi

(here said  
in lieu of knocking  
on door)

[ - - ]  
Odi.

2.

-lowa

to enter

[ - - - - ]  
Lówání bàm̀bò.

Come in, (sir).

3.

zikomo

(an expression of gratifi-  
cation, sometimes trans-  
latable into English as  
'thank you')

[ - - - ]  
Zíkò̀mò.

4.

[ - - - ]  
Mò̀ní bàm̀bò.

Good morning, (sir).

5.

[ - - ]  
Mò̀ní.

Good morning.

Observations and conclusions.

1. Greetings begin after Peter has entered Msonthe's house.

2. The word /lowani/ is an imperative form of the verb /-lowa/ 'to enter'. The simplest imperative form would be simply the stem:

Lowa.

Enter!

This form is, however, the singular imperative, and as one might guess from

other uses of the plural in Nyanja (see Notes 1 and 2 in Unit 2), it is unsuitable for use with people to whom one wishes to show respect. The plural or honorific imperative consists of the stem plus the second person plural suffix /-ni/:

Lowani.

Enter!

Using the dialogue.

A dormitory provides an ideal setting for realistic practice of this dialogue. Use it at the doors of at least five of your fellow students within the next 24 hours.

In class, dramatize the situation of gaining admission to someone's home, and go on to exchange appropriate greetings. Do this at least once for early morning, and once for late afternoon.

Autobiography, Chapter 5

[ - - - - - ]  
Mùnáfiká lítì?

When did you arrive?

[ - - - - - ]  
Ndìnáfíkà lácítátu.

I arrived on Wednesday.

[ - - - - - ]  
lámúlùngù.

Sunday.

[ - - - - - ]  
lólémbà.

Monday.

[ - - - - - ]  
Ndìnáfíkà lácíwílì.

I arrived on Tuesday.

[ - - - - - ]  
lácínáyì.

Thursday.

[ - - - - - ]  
lácísànù.

Friday.

[ - - - - - ]  
lówélùkà.

Saturday.

## PITCH, TONE, AND INTONATION IN NYANJA

After five short units of this course, the student has already had occasion to make a few informal observations of the ups and downs of the voice in Nyanja sentences. Perhaps everything seems hopelessly inconsistent, arbitrary, and unpredictable. It is a bit complicated, to be sure, but not so much so as it may seem at first. It's mostly a matter of 'you can't tell the players without a scorecard'. Accordingly, the first step is to make some very important distinctions.

There are three terms which we must learn to use with especial care and precision. They are 'pitch', 'intonation', and 'tone'.

Pitch refers to the relative height (technically, the 'fundamental frequency') of the voice, taken as a purely physical phenomenon, measureable by comparison with a pitch pipe, a violin string, or a piano. Pitch is a physical phenomenon; intonation and tone are not in the same sense physical. In order to keep track of the fluctuations of voice pitch, we must make reference to certain linguistic units. There are two sets of these units. Both sets are made audible by changes in the same physical dimension, and that is the source of the confusion. The name of that dimension is pitch.

The two sets of linguistic units which find their physical realizations in pitch are called 'intonation' and 'tone'. We will talk first about Nyanja 'intonation' because it has a fairly close counterpart in English.

In keeping track of Nyanja intonations, the basic unit of length is the 'pause group'; as its name implies, this consists of all the syllables between two consecutive pauses. So, for example, in the recording of Unit 2, the sentence:

Ndili bwino/kaya inu?

consists of two pause groups, and:

Mumalankhula/ciyankhulo canji? (Unit 3, Autobiog.)

consists of two pause groups also.

An incomplete listing of the contrasting intonations which may be found with Nyanja pause groups will include at least four:

Falling:	Tàswèlà bwìnò. [ - - - - ] (First exercise, Unit 4) (and at the end of any statement)
Rising:	Ndìlì bwìnò,... [ - - - / ] (Unit 2, Basic Dialogue)
Level:	..tàgòná bwìnò... [ - - - - ] (Unit 4, Basic Dialogue)
Interrogative:	Mwàswèlà bwánjì? [ - - - \ - ]

Of these four, the first three are characterized mainly by what happens to the pitch at the very end of the pause group. The fourth ('interrogative') is characterized by a rapidly falling pitch which starts very high. It is located on the next-to-last syllable of certain words:

bwánjì? [ \ - ]

Where explicit symbols for these four intonations are needed in this course, they may be written as /↑, ↓, →/ (all at the end of the pause group), and /?/ (written over the syllable whose pitch it affects most strongly).

Note that since ↑, ↓, and → affect principally the last syllable and ? never does, the interrogative intonation can and does co-occur with rising, falling, and level phrase intonations.

The second set of linguistic units which affect pitch are called 'tones'. English (and, with marginal exceptions, all European languages) lack tone. So for example in Nyanja, under identical intonation contours, the words /apita/ 'he goes' and /apita/ 'he has gone' have different pitches. And we have already seen ( Unit 4 ) that for many or most speakers of Nyanja, two different words in the same tense and under the same intonation may have different pitches:

Tàswèlà bwìnò. [ - - - - ]

Tàgòná bwìnò. [ - - - - ]

In the study of 'tone', the basic unit of length is not the pause group, but the syllable.

Most of the tonal contrasts of Nyanja (and perhaps all of them) may be accounted for in terms of two units, called simply 'high tone' and 'low tone'. The symbols for these tones are /' (high) and /` (low). [NB Absence of one of these tone marks over a vowel means that the tone, whether high or low, has not been written; it does not mean (as in some systems of tone writing) that the syllable has low tone.]

Each of these two tones is pronounced in a number of different ways, depending on the intonation pattern that dominates it. Observation of the recordings which accompany this book provide the following preliminary generalizations:

(1) The pitch of the last syllable of a pause group is determined, not by its basic tone, but by the kind of intonation contour. To return to an earlier example /t`àgòná/ has high tone on the last syllable; this tone is heard as high pitch except at the end of a pause group. The word /t`àswèlà/ has low tone, heard as low pitch except at the end of a pause group. But at the end of a pause group, the last syllables of both words will be low if the intonation is falling, high or rising if the intonation is rising.

(2) A high tone on the next to last syllable of a pause group is heard as high falling pitch.

(3) A low tone on the next to last syllable of a pause group is heard as low level if the final syllable has basic low tone:

dzùlò [ - - ]



But if the last syllable has basic high tone, then the low tone is heard as a slightly rising or as a mid level pitch:

kàlé↓ [ ˨˨ ]

cìNyànjá↓ [ ˨˨˨ ]

(4) Otherwise, high tone is heard as high level pitch, and low tone is heard as low level pitch.

The notation that makes use of marks over the letters is much more compact and easier to use in discussion of tone. For the next few units, however, we shall continue to use the graphic notation in square brackets so that the student may accustom himself to the relationship between the two systems.

## UNIT 6

DIALOGUE: Msonthe comes to Peter's house, and they greet one another. They have not met previously.

[ - - ]  
Odi!

1.

(Courteous means of getting attention)

2.

ee

(expression of assent)

[ - - - - ]  
Ee. Lówání bàm̀bò.

Come in, sir!

3.

kodi

(an expression of interrogation)

kuno

here, around here

[ - - - - - ]  
Kòdí bàm̀bò Peter àlì kùnò?

Is (Mr.) Peter around?

4.

ndine

I am, it is I

[ - - - - ]  
Ndìnè Peter, bàm̀bò.

I'm Peter, (sir).

5.

eti

(a surprised interrogative expression)

[ - - - - - ]  
Ndìnù bàm̀bò Peter ètì?

Oh, so you're Peter?

6.

Ee.

Yes.

The student may have noticed the free variation between rising intonation (in 'Dialogue for Learning') and falling intonation (in 'Dialogue for Fluency') at the end of the sentence /Kodi bambo Peter ali kuno?/. This kind of free variation is quite common, but only under certain conditions. The student should not take this kind of variation within the speech of his instructors as license to stop careful copying of the tonal and intonational aspects of all that he hears.

Observations and conclusions.

1. The word /ali/ 'he is' contains the third person singular subject prefix, which is / \_\_\_\_-/. The corresponding personal pronoun is /iye/.

A chart of the pronouns is as follows:

ine	'I, me'
iye	'he, him; she, her'
ife	'we, us'
inu	'you' (plural or honorific)
iwo	'they, them'

(The specifically singular form for the second person 'you' is not suitable for use with adults and therefore is not presented until Unit 41.)

2. The prefix /ku-/ after verbs of motion like /-pita/ 'to go' is usually translated 'to'; with verbs like /-li/ 'to be' it is translated by some other English preposition, such as 'at'.

3. In the dialogue for Unit 3, the alternatives /masana/ and /usana/ were introduced, both represented by the English 'midday'. Compare the sentences containing each word:

Mwaswela bwanji <u>u</u> sana <u>u</u> no?	} { How was the day? (How did you enjoy this day?)
Mwaswela bwanji <u>ma</u> sana <u>a</u> no?	

Notice that the stem /-no/ 'this' has the prefix /u-/ when it modifies /usana/, and the prefix /a-/ when it modifies /masana/. This kind of relationship holds true not only for /-no/, but also for other stems that modify nouns. One example is /-tatu/ 'three' from the autobiography for this unit:

milungu itatu 'three weeks'

but, if the noun were /masiku/ 'days', the phrase would be:

masiku atatu 'three days'

Nouns in Nyanja can be grouped into 'classes' according to the prefixes that are used with associated words. This is illustrated by the following examples using terms familiar from earlier units:

from Autobiography, Unit 3: mTumbuka (1,2)

mTumbuka modzi 'one Tumbuka (person)' (Class 1)

aTumbuka atatu 'three Tumbuka (people)' (Class 2)

from Autobiography, Unit 6: mulungu (3,4)

mulungu umodzi 'one week' (Class 3)

milungu itatu 'three weeks' (Class 4)

from 'Using the Dialogue', Unit 2: sitolo (5,6), tauni (5,6)

sitolo limodzi 'one store' (Class 5)

masitolo atatu 'three stores' (Class 6)

tauni limodzi 'one town' (Class 5)

matauni atatu 'three towns' (Class 6)

from Autobiography, Unit 3: ciyankhulo (7,8)

ciyankhulo cimodzi 'one language' (Class 7)

ziyankhulo zitatatu 'three languages' (Class 8)

from 'Using the Dialogue', Unit 2: nyumba (9, 10)

nyumba imodzi 'one house' (Class 9)

nyumba zitatu 'three houses' (Class 10)

Nouns whose modifiers begin with the prefix /u-/ are grouped together and called 'Class 3' nouns:

/mulungu umodzi/ (Class 3).

If its modifying words have the prefix /li-/, a noun is designated Class 5, and so on. Thus, it is important to know which class a noun belongs to because of the help this gives in using the correct prefix with associated words.

In the examples above, the classes are paired singular and plural, because noun stems which are in the same singular class are very often also in the same plural class.

The class identity of nouns is indicated in these lessons by numerals in parentheses following the noun:

mulungu (3,4)

The first number represents the singular class and the second the plural class. It is possible also to group the singular-plural pairs together without numbers, calling Classes 7 and 8, for example, the CI-ZI Class. The advantage of this is that such names are a little easier to remember than the system of numbered classes. On the other hand, the numbers are not really very difficult to get used to, and the same class numbers are applicable to other languages related to Nyanja; using these numbers makes comparison and cross-linguistic reference easier.

#### Using the dialogue.

1. Go through the dialogue as it stands, at least five times in your

dormitory. The only change should be to insert the names of the persons actually involved.

2. Ask another student where one of your mutual acquaintances is. Answers should make use of the list of place expressions which you assembled in connection with Unit 2.

### Autobiography, Chapter 6

liti	[ - - - - ] Munáfíkà liti?	When did you arrive?
mulungu	[ - - - - - - - ] Ndínáfíkà mulungu wápítà.	} I arrived last week.
	[ - - - - - - - ] Ndínáfíkà mulungu wáthà.	
milungu	[ - - - - - - - ] Ndínáfíkà milungu ítátù	} I arrived three weeks ago.
	[ - - - - ] yápítáyì.	
mwèzí	[ - - - - - - - ] Ndínáfíkà mwèzí wáthà.	I arrived last month.
mìèzí	[ - - - - - - - ] Ndínáfíkà mìèzí íwíli	} I arrived two months ago.
	[ - - - - ] yápítáyì.	

The recordings that accompany the autobiographical material for this unit provide a further set of examples of fluctuation in pitch patterns. These examples are all variant pronunciations of the single question:

Munafika liti?

On the tape, the pitches are:

[ - - - - - ]

Other speakers may say:

[ - - - - - ]

or:

[ - - - - - ]

The student can therefore sound reasonably authentic if he uses any of these three pitch patterns. But he will sound very foreign if he uses the pattern:

[ - - - - \ - ]

and this happens to be the pattern that a speaker of American English is most likely to transfer to this Nyanja question. It comes of course from his own intonation of the English equivalent:

[ - - - - \ ]

When did you arrive?

## UNIT 7

## DIALOGUE.

- 1.
- |                      |            |
|----------------------|------------|
| -funa                | to want to |
| -yankhula /-lankhula | to speak   |
| nanu                 | with you   |
- [ - - - - - ]  
Ndìmafúnà kùnyákhulà nánù. I'd like to talk with you.
- 2.
- |              |           |
|--------------|-----------|
| ndithu/nditu | very much |
|--------------|-----------|
- [ - - - - ]  
Lowani ndìthú. Oh, do come in!
- 3.
- |                                       |                             |
|---------------------------------------|-----------------------------|
| [ - - - - ]<br>Cábwinò, zíkómò bàmbo. | All right, thank you (sir). |
|---------------------------------------|-----------------------------|
- 4.
- |   |                                  |
|---|----------------------------------|
| [ - - - - ]<br>Mòni. Mùlì bwánjì bàmbo? | Good morning. How are you (sir)? |
|---|----------------------------------|
- 5.
- |   |                              |
|---|------------------------------|
| [ - - - - ]<br>Tìlì bwìnò kàyà ìnú ànzáthù? | We're fine, and how are you? |
|---|------------------------------|
- 6.
- |                            |       |
|----------------------------|-------|
| mtendele (3) /ntendele (3) | peace |
|----------------------------|-------|
- [ - - - - ]  
Mtèndèlè ndìthú. Just fine. ('Muchly peace')

Observations and conclusions:

1. The word /ndimafuna/ may be broken down into: /ndi-/ 'I', /-ma-/ (tense sign), /-fun-/ 'to desire' and /-a/ (final vowel). The /-ma-/ tense is used in some instances where English would use the 'simple present' tense.



Fill in the blanks following the analogy of what you have already learned:

ndimafuna	I desire
timafuna	_____
_____	you desire
_____	he/she desires

Mumayankhula Cinyanja? \_\_\_\_\_

Amayankhula Cinyanja eti? \_\_\_\_\_

(or: Amalankhula Cinyanja eti?)

[The above is not an exercise to be used for oral practice; it is only a simple reference table.]

2. The element /--tu/ or /--thu/ in /nditu/ 'very much' is added to almost any type of word as an intensifier or for emphasis. It is often matched in translations by 'certainly' or 'definitely'.

3. The word /nánù/ 'with you' is paralleled by:

nánè	with me
náfè	_____
náyè	with him, her
náo	with them, with him or her (honorific)

[The student may test his comprehension of the grammar by trying to fill in the blank in this table.]

Exercise 1. Appropriate use of /na-/ plus personal suffixes and subject prefixes. Fill in the blanks and then use for practice:

Ndimàfúná kùyánkhulà nánù. \_\_\_\_\_

\_\_\_\_\_ I want to talk with him.

\_\_\_\_\_ He wants to talk with us.

Using the dialogue.

In informal contacts outside class, begin by telling another person that you want to talk with him. Continue the conversation with greetings, or by asking where he is going.

Ask permission to enter another person's room. After you have entered, exchange routine greetings.

One person (A) tells another person (B) that a third person (C) wants to speak with him.

Autobiography, Chapter 7

ciáni	[ - - - - - ] Munáfikà pàciáni?	By what (mode of transport) did you arrive?
ndége	[ - - - - - ] Ndínáfikà pàndége.	I came by plane.
njánje	[ - - - - - ] Ndínáfikà pànjánje.	I came by railroad.
njìngá	[ - - - - - ] Ndínáfikà pànjìngá.	I came by bicycle.
móto	[ - - - - - ] Ndínáfikà pànjìngá [ - - - ] yá móto.	I came by motorcycle.
kùyénda	[ - - - - - ] Ndínáyèndà pànsí.	I came on foot.
bási	[ - - - - - ] Ndínáfikà pàbási.	I came by bus.

UNIT 8

DIALOGUE: A and B take leave of one another for a few days.

1.
 

[ ~ ~ ]  
Bàmbò! Say, sir!
2.
 

[ ~ ~ ]  
Bàmbò? (Yes) sir?
3.
 

[ - - - - - ]  
Ìnè ndìkùpítá kùZòmbá. I'm going to Zomba.
4.
 

[ - - - - - ]  
Mùkùpítá kùZòmbá? You're going to Zomba?
5.
 

-cita to do  
kumeneko there
6.
 

[ - - - - - ]  
Mùkácítá cìánì kùménèkò? What are you going to (go and) do?
7.
 

[ - - - - - ]  
Ndìkùkáséwèlà kwámბíllì. I'm going to have fun ('to play').

-bvina to dance  
phwando (5,6) party  
madyelelo (6) festival  
gule (5,6) dance

[ - - - - - ]  
 Kùlì 'party', kùlì kùbvína, kùlì

There's a party, there's dancing, etc.

[ - - - - - ]  
 phwándo, kùlì gúle.

Observations and conclusions:

1. The forms:

Mukácítá cìáni?

What are you going to go and do?

Ndíkùkáséwèlà.

I'm going to go and enjoy myself.

both contain the syllable /-ka-/. In both examples, its tone is \_\_\_\_\_.

The meaning of /-ká-/ is approximately 'to go and (do something)'.

2. As illustrated in the autobiography for this unit, the Nyanja counterpart for English 'to have' is /-li ndi/ 'to be with':

Ndìlì ndí zàkà '18'. 'I have ('am with') 18 years'.

(or 'I am 18 years old.')

Note carefully the tone of the word /ndí/ meaning 'and, with'.

Exercise 1. Use of /-li ndi/ with nouns of Classes 9 and 10.

'I have three bicycles.'

'You have three bicycles?!'

Ndìlì ndí njíngá zítátù.

Mùlì ndí njíngá zítátù étì?

Àlì ndí ndégé ìmódzì.

Àlì ndí ndégé ìmódzì étì?

Tìlì ndí njíngá yá mótó ìmódzì.

Mùlì ndí njíngá yá mótó ìmódzì étì?

Using the dialogue.

In Unit 2, you asked your teacher to give you the expressions for a number of places to which you go frequently, near where your language study is taking place. Now, associate each place with an activity which goes on there, following the model in Exercise 2.

Exercise 2. Use of /-ká-/; fluency in comprehension and in associating places with appropriate activities.

Ndikupítá kúnyumba kúkácápá

I'm going home (to the dorm)  
to wash clothes.

zôbválà.

nyumba 'home' (dormitory)

-capa zobvala  
'to wash clothes'

-gona  
'to sleep'

-samba  
'to bathe'

táunì 'town'

-gula zinthu  
'to buy something'

súkúlu 'school'

-phunzila  
'to study'

During the next 24 hours, take every opportunity to ask your instructors or fellow students where they are going, and what they are going to do there.

Autobiography, Chapter 8.

[ - - - - - ]  
Mùlì ndí záká zìngátí?

How old are you? ('How many years  
have you?')

[ - - - - - ]  
Ndìlì ndí záká '18'.

I'm 18.

[ - - - - - ]  
Ndìlì ndí záká '20'.

I'm 20 years old.

## UNIT 9

DIALOGUE: B asks A where he is from.

1.

kwanu

your (pl.) place

(~anu)

(your (pl.))

mai

mother, my mother

[ - - - - - ]  
Kwánú ndì kúti bàm̀bò/máì?

Where is your home, sir/  
madame?

2.

kwathu

our place

(~athu)

(our)

[ - - - - - ]  
Ìnè kwáthú ndì kùZòmbá.

My home is at Zomba. ('As for  
me, our (place) is at Zomba.')

3.

[ - - - - - ]  
Kwánú ndì kùZòmbá?

Your home is at Zomba?

4.

inde

yes

[ - - - - - ]  
Indè bàm̀bò.

Yes (sir).

5.

nanga

(a general question word)

-bwela

to come (back)

[ - - - - - ]  
Nàngà m̀nábwélá lítì kùnò kùBlántyрэ?

And when did you come here to  
Blantyre?

6.

[ - - - - - ]  
Ndìnábwélá dzùlò.

I came yesterday.

Observations and conclusions.

1. Both of the words:

mùnábwéla                      you {pl.} came

ndìnábwéla                      I came

contain the syllable /-na-/. Its tone is \_\_\_\_\_.

This is a tense prefix used for talking about actions that happened in the past and are thought of as terminated. Compare /ndinapita/ 'I went'.

How would you:

- (1) Ask someone when he came here?
- (2) Ask someone when Peter went to Blantyre?
- (3) Tell someone that you and others arrived here yesterday?

2. Note the words /kwanu/ 'your place' and /kwathu/ 'our place'.

They can be broken down as follows:

kwanu	kwathu	
/kw-/	/kw-/	prefix agreeing with a noun beginning with /ku-/
/-a-/	/-a-/	linking element
/-nu/	/-thu/	possessive stems

The possessive stems are:

~nga	my
~ce	his, hers, its
~thu	our
~nu	your
~o	their

3. In Note 2, Unit 6, it is pointed out that the prefix /ku-/ (in words like kuLimbe, kuno) is often matched in English translation by prepositions such as 'at' or 'to'. Note 2 of this unit, however, analyzes the /kw-/ of /kwathu/ and /kwanu/ as a prefix which agrees with nouns beginning with /ku-/:

Ine kwathu ndi kuZomba.

Kwanu ndi kuZomba?

Therefore, simply equating /ku-/ with an English preposition is not productive in terms of learning the Nyanja language.

Nouns like /kuZomba/, /kuLilangwe/, /kumudzi/, /kutauni/, etc., can be grouped together because words associated with them have characteristic prefixes:

kumudzi kuno                      to (at) this village

kutauni kuno                      to (at) this town

(/ku-/ before a vowel sounds like /kw-/: /kwathu/. Compare Note 1, Unit 3.)

Therefore, this grouping of nouns fits the definition of a Noun Class (see Note 3, Unit 6). It is designated Class 17.

Two other classes share with Class 17 the characteristic of designating location, or often being matched by English prepositions. For this reason, all three are known as 'locatives':

(Cl. 16) Anafika panjinga pano.                      He came on this bicycle.

(Cl. 17) Akubwela kutauni kuno.                      He is returning to this town.

(Cl. 18) Ali munyumba muno.                      He is inside this house.

(Nouns are underlined once, characteristic modifier prefixes twice.)



Using the dialogue.

The members of the class should ask each other what states they are from. When someone replies 'I'm from (Florida),' the other person should exclaim 'Oh, you're from (Florida), eh?'

Practice in this way until you can ask each of the other students whether he is from whichever his home state is, and get an affirmative answer the first time.

Ask other members of the class how they spent the day yesterday.

/Munaswela.../.

Autobiography, Chapter 9

[ - - - - ]  
Munábádwa líti?

When were you born?

[ - - - ]  
Náínábádwa '1940'.

I was born in 1940.

## UNIT 10

DIALOGUE: B asks A where he got his lamp.

1.

-gula

to buy

nyale (9,10)

lamp

iyi

this (for Classes 4  
and 9 only)

[ - - - - - ]  
Bambo, m̀nágúlá kùtì nyá lé iyì?

Where did you buy this lamp?

2.

[ - - - - - ]  
Nyá lé iménèyì ndínáígùlà

I bought this lamp in Blantyre.  
( 'This particular lamp, I bought  
it in Blantyre.' )

[ - - - ]  
kùBlántỳre.

3.

mtengo (3,4)

price

wáce

his, her, its

[ - - - - - ]  
Mtèngò wá cè bwánjì?

What (was) its price?

4.

~tatu

three

[ - - - - - ]  
Màshílìngì àtátu.

Three shillings.

[ - - - - - ]  
Ndàlámá zítátu.

Observations and conclusions.

1. This unit provides an example of another verb (/ -gula/) in the / -na- / tense.

2. In the dialogue for this unit, the words /iyi/ and /imeneyi/ were both represented in English by 'this'. These terms are called 'demonstratives'.

The difference in meaning and use between the two words above is small and cannot be discussed here.

There is a set of demonstratives for each of the Classes discussed in Units 6 and 9:

Class	Modifying prefix		Demonstratives	
1	u-(or m-)	uyu	ameneyu	'this'
2	a-	awa	amenewa	'these'
3	u-	uwu	umenewu	'this'
4	i-	iyi	imeneyi	'these'
5	li-	ili	limeneli	etc.
6	a-	awa	amenewa	
7	ci-	ici	cimeneci	
8	zi-	izi	zimenezi	
9	i-	iyi	imeneyi	
10	zi-	izi	zimenezi	
...				
16	pa-	apa	pamenepa	
17	ku-	uku	kumeneku	
19	mu-	umu	m'menemu	

(The stem /-no/, translated as 'this' in Units 3 and 6, seems to be much more limited in use than the forms given above. It is suggested that the student use /-no/ only in contexts where he has heard Nyanja speakers use it.)

**Exercise 1.** Practice with concord using nouns from the Classes 5 through 10.

Ask your tutor to give you Sentences 1 and 2 of this dialogue, but using the following other nouns in place of /nyale/ 'lamp':

nyále ìmódzi	(Class 9)	Nyále ìménèyí ndìnáígùlà kùBlántýre.
nyále zìwìli	(Class 10)	Nyále zìménèzì ndìnázìgùlà kùBlántýre.
njìngá ìmódzi	(Class 9)	Njìngá ìménèyí ndìnáígùlà kùBlántýre.
khású ìmódzi	(Class 5)	Khású ìménèlì ndìnálìgùlà kùBlántýre.
màkású àwìli	(Class 6)	Màkású àménèwá ndinawagula kuBlantyre.
dzìlà ìmódzi	(Class 5)	Dzìlà ìménèlì ndinaligula kuBlantyre.
màzìlà awili	(Class 6)	Màzìlà amenewa ndinawagula kuBlantyre.
cìnthù cimodzi	(Class 7)	Cìnthù cimenezi ndinacigula kuBlantyre.
zìnthù ziwili	(Class 8)	Zìnthù zimenezi ndinazigula kuBlantyre.
címàngà	(Class 7)	Címàngà cimenezi ndinacigula kuBlantyre.
wáci	(Class 9)	Wáci imeneyi ndinaigula kuBlantyre.
màlàyá	(Class 6)	Màlàyá amenewa ndinawagula kuBlantyre.
búku	(Class 5)	Búkú limeneli ndinaligula kuBlantyre.
cìpéwa	(Class 7)	Cìpéwa cimenezi ndinacigula kuBlantyre.

3. As your tutor says the following words, fill in the blanks and note the differences:

ndìnágùlà	'I bought'	
ndìná <u>l</u> ígùlà	'I bought it'	(where /-li-/ 'it' stands for a noun in Class 5)
ndìná <u>w</u> ágùlà	'I bought them'	(where /-wa-/ 'them' stands for a noun in Class 6)
ndìná <u>'</u> gùlà	'I bought it'	(Class 7)
ndìná <u>z</u> ígùlà	'I bought _____'	(Class 8)
ndìná <u>í</u> gùlà	'I bought it'	(Class _)
ndìná <u>'</u> gùlà	'I bought them'	(Class 10)

Using the dialogue.

Inside, but also outside of class, ask you friends where they got certain articles of personal property.

Autobiography, Chapter 10

[ - - - - - ]  
Mùnábádwiíá kùtì?

What family were you born into?

[ - - - - - ]  
Ndinábádwiíà kùTànganyíkà.

I was born in Tanganyika.

[ - - - - - ]  
Ndinábádwiíà ku'England'.

I was born in England.

[ - - - - - ]  
Ndinabádwiíà kùÙláyà.

I was born in England/Europe.

[ - - - - - ]  
Ndinabádwiíà kùMángalàndè.

I was born in England.

## UNIT 11

DIALOGUE: Two schoolboys are talking about their schoolwork.

- |   |    |                               |
|---|----|-------------------------------|
|   | 1. |                               |
| [ - \ ]<br>Ee, John!                          |    | Hey, John!                    |
|   | 2. |                               |
| phunzilo (5,6)                                |    | academic study                |
| [ - - - - - \ ]<br>Màphùnzìlò àkùénda bwánjì? |    | How are (your) studies going? |
|   | 3. |                               |
| [ - - \ ]<br>Màphùnzìlò?                      |    | Studies?                      |
|   | 4. |                               |
| [ \ ]<br>Nn.                                  |    | Yes.                          |
|   | 5. |                               |
| -nena   |    | to speak                      |
| zimenezo                                      |    | those [things]                |
| [ - - - - - ]<br>Mùsànéne zíménézò.           |    | Don't say (talk about) that!  |
|   | 6. |                               |
| -lemba  |    | to write, draw                |
| lelo  |    | today                         |
| maeso (6)                                     |    | test                          |
| [ - - - - - ]<br>Kòdí mùnàlémbà màèsò lèlò?   |    | Did you take a test today?    |
|   | 7. |                               |
| koma  |    | but                           |
| [ - - - - - ]<br>l'ínàlémbà màèsò kómà...     |    | We took a test, but...        |

1. The word /musanene/ 'don't speak' is, historically speaking, a negative subjunctive form. However, it is widely used as the negative counterpart of the imperative:

[ - ~ - ]	
Lówání.	Enter!
Mùsàlówe.	Don't enter!
Nénáni.	Speak!
Mùsànéne.	Don't speak!

Notice the elements which make up the 'negative imperative' form:

- (1) The negative has the second person plural prefix /mu-/ (and not the second person plural suffix /-ni/).
- (2) The final vowel is /-e/ and not /-a/.
- (3) The negative prefix is /sa-/ and not /si-/.
- (4) The negative prefix is placed between the subject prefix and the stem, and not at the beginning of the word.

2. The word /zimenezo/ as used in this dialogue may be freely translated 'those (things)' (Class 8). This is an example of a second kind of demonstrative which is identical in form with /zimenezi/ and /izi/ (discussed in Note 2, Unit 10) except that the final vowel is /-o-/. For example, in Class 8 the form is /izo/ 'those' instead of /izi/ 'these' and /zimenezo/ instead of /zimenezi/. Class 7 is /ico/ instead of /ici/ and /cimeneco/ instead of /cimeneci/.

How would you suggest to a person:

- (1) That he not go to Limbe?
- (2) That he not buy this lamp?
- (3) That a third person ought not buy this lamp?
- (4) That he not take this lamp?

- (5) That he not talk with Peter?  
 (6) That a third person should not take the test?

Using the dialogue.

Ask another person when he went to some particular place. His answer should contain either 'yesterday' or 'today'.

Autobiography, Chapter 11

	[ - - - - - ] Màkóló ánú àkùkhálà kùtì?	Where do your parents live?
ìfè	[ - - - - - ] Àkùkhálà pàfúpí ndí ìfè.	They live near us.
Zòmbá	[ - - - - - ] Àkùkhálà pàfúpí ndí Zòmbá.	They live near Zomba.
nyànjá	[ - - - - - ] Àkùkhálà pàfúpí ndí nyànjá.	They live near the lake.
màpìlì	[ - - - - - ] Àkùkhálà pàfúpí ndí màpìlì.	They live near the mountains.
mùdzì	[ - - - - - ] Àkùkhálà kùmùdzì.	They live in the village.



Unit 12

DIALOGUE: Conventional questions used when A and B meet by chance on a path.

1.

-ima

to stand, wait

-funa

to desire

[ - - - - ]  
Àpéter! Tàimàni.

Peter! Stop.

[ - - - - ]  
Ndífùnà kùlánkhùlà nánù.

I want to speak with you.

2.

[ - - - - ]  
Zíkómò Ìàmbò.

All right (sir).

3.

-coka

to come from

-cokela

to come from

[ - - - - ]  
Mùkùcókélá kùtí?

Where are you coming from?

4.

ku-

to, at, etc.

nchito (9)

work

[ - - - - ]  
Kùnychító.

From work.

5.

[ - - - - ]  
Mùkùcókélá kùnychító?

You're coming from work?

6.

[ - - - - ]  
Nàngà mùkùpítá kùtí?

Oh. And where are you going?

7.

mudzi (3,4)

village

[ - - - - ]  
Ndikùpítá kùmùdzì.

I'm going home.

8.

[ - - - - ]  
Mùlì kùpítá kùmùdzì étì?

You're going home?

Observations and conclusions.

1. Notice the literal translations of these sentences:

I am going-to at work. 'I'm going to work.'

Ndikupita ku- nchito.

I am going-from at work. 'I'm leaving work'.

Ndikucokela ku- nchito.

In the English sentences in the right-hand column, the difference in direction is expressed mainly by the choice of preposition: either 'to' or 'from'.

Corresponding to the English prepositions, one finds in Nyanja the locative prefix /ku-/. But this same prefix appears in both sentences. In Nyanja, the difference in direction is expressed entirely by the choice of the verb root: /-pit-/ (motion towards) or /-cok-/ (motion away from).

2. Compare the following expressions:

Tili bwino. 'I am (plural or honorific) fine.'  
(Unit 1)Muli bwanji? 'How are you (plural or honorific)?  
(Unit 1)Kaya inu anzathu? 'How about you, our (plural or honorific)  
friend(s)? (Unit 2)Lowani bambo. 'Come in (plural or honorific), sir.'  
(Unit 5)

Taimani. 'Stop (plural or honorific).' (Unit 12)

APeter! 'Peter (plural or honorific)! (Unit 12)

All the underlined plural elements refer to just one one person. Using the plural form, however, even when one is referring to oneself, is a mark of honor and respect for the person spoken to. The relationship between /ndi-/ (first person singular) and /ti-/ (plural or honorific) was noted and practiced in Unit 2. The polite imperative /-ni/ was noted in Unit 5. In the last example above, /a-/, the characteristic prefix for Class 2 (the plural personal class), is affixed to the name 'Peter' as a courteous mean. of referring to him in any way. Here, of course, it is used as a form of address.

#### Using the dialogue.

Inside the class, but also and especially outside of class, take every occasion to ask your friends where they are coming from and where they are going. Try to develop the habit of repeating the other person's answer, a courteous practice exemplified in Sentences 5 and 8 of the dialogue for this unit, and also in many others of the dialogues you have already met.

#### Autobiography, Chapter 12

[ - - - - - ]  
Mùlì náò àlòngò ndí áíwèné?

Do you have any brothers and sisters?

[ - - - - - ]  
Ndílì ndí áíwéné áwíí, ndí àlòngò

I have two brothers and one sister.

[ - - - ]  
ámódzí.

## UNIT 13

## DIALOGUE.

- |                        |    |                           |
|------------------------|----|---------------------------|
|                        | 1. |                           |
| [ - - - - - ]          |    |                           |
| Mùnábwélá lítì àPétèr? |    | When did you come, Peter? |
|                        | 2. |                           |
| [ - - - - - ]          |    |                           |
| Ndinábwélà dzùlò.      |    | I came yesterday.         |
|                        | 3. |                           |
| [ - - - - - ]          |    |                           |
| Kùcókélá kùtì?         |    | From where?               |
|                        | 4. |                           |
| [ - - - ]              |    |                           |
| KùZòmbá.               |    | From Zomba.               |
|                        | 5. |                           |
| [ - - - ]              |    |                           |
| KùZòmbá?               |    | From Zomba?               |
|                        | 6. |                           |
| [ - - - - - ]          |    |                           |
| ìndè bàmbò.            |    | Yes (sir).                |

Dialogue contains no new material.

Observations and conclusions.

In Unit 6, it was pointed out that nouns are said to be in certain classes because they share the characteristics of having certain prefixes on modifiers. Another characteristic of these classes is certain prefixes on verbs of which they are the subject, and Note 3 in Unit 10 illustrated verb prefixes when class nouns are objects.

Note the differences among verb prefixes (underlined> in the phrases below:

(Cl. 1)	Mùlòngò wáce <u>à</u> lì m̀nyùmbá. [ - - - - ]	His sister is in the house.
(Cl. 2)	Màkóló ácé <u>a</u> li munyumba. [ - - - - ]	His parents are in the house.
(Cl. 3)	Mùndá wáthú <u>u</u> li paphili.	Our field is on the hill.
(Cl. 4)	M̀ndá yáo <u>i</u> li kùTànganyíkà.	Their fields are in Tanganyika.
(Cl. 5)	Bási <u>i</u> li kùLimbe. [ - - - - ]	The bus is at Limbe.
(Cl. 6)	Mábúkú ángá <u>a</u> li kùsúkulu.	My books are at school.
(Cl. 7)	Címàngá <u>c</u> ili m̀nyùmbá.	The maize is in the house.
(Cl. 8)	Zìpéwa <u>z</u> ili mùsitólo.	The hats are in the store.
(Cl. 9)	Ndége <u>i</u> li kuBlantyre.	The plane is at Blantyre.
(Cl. 10)	Nyále <u>z</u> ili kùmsíkà.	The lamps are at the market.

Ask your teacher how you could:

- (1) Say that you came here from New York yesterday.
- (2) Ask someone when he left home.
- (3) Suggest to someone that he not leave town today.
- (4) Tell someone that Peter left Blantyre for Zomba yesterday.

#### Autobiography, Chapter 13

[ - - - - ]  
M̀lì wókwátìlà? Are you (a man) married?

[ - - - - ]  
Inde ndìlì wókwátìlà. Yes, I'm married.

[ - - - - ]  
M̀nàkwátìwà? Are you (a girl) married?  
[ - - - - ]  
Iai, síndínàkwátìwe. No, I'm not married.

The students should copy down the expressions that are on the tape but not in the book:

## UNIT 14

DIALOGUE: A asks B about the expected length of his stay in Malawi.

1.

-khala

to stay, to reside,  
to be

tsiku (5) masiku (6)

day (24 hours)

[ - - - - - ]  
Inù àPeter. Mùdzákhálà màsiku àngátiHey, Peter, how long ('how  
many days') are you going to  
stay in Malawi?[ - - - - - ]  
kùnò kùMáláwi?

2.

okonówa

pleased

moyo (3)

life, health

wónse

all

[ - - - - - ]  
Inè ndidzákhalà wókondwa kùkháláI'll be pleased to stay all  
my life here in Malawi.[ - - - - - ]  
kùnò mòyò wángá wónse.

3.

[ - - - - - ]  
Mùlì kùcókélá kùtì?

Where are you coming from?

4.

[ - - - - - ]  
KùHálálè.

From Salisbury.

Observations and conclusions.

1. Compare the words:

ndinapita

I went

ndidzapita

I will go

tinatenga	we took, brought, got
tidzatenga	we will take, bring, get

Use of the prefix /-dza-/ is one of the ways which are available in Nyanja for expressing time relationships. Its tone in all these examples is \_\_\_\_\_. As far as their tones are concerned, verbs that contain /-na-/ seem to be exactly parallel to words that contain / \_\_\_\_ /.

Exercise 1. Use of the /-dza-/ and /-na-/ tenses with appropriate time words.

Fill in the blanks, and then use for practice:

Tinápità kùZómbá dzùlò.	_____
Ànyámáta àdzápità kùZómbá lèlò.	_____
Tínákhàlà kùnyúmbá dzùlò.	We stayed at home yesterday.
Ànyámáta àdzákhàlà kùnyúmbá lèlò.	The boys will stay at home today.
Mùnákhàlà kùnyúmbá dzùlò?	Did you stay at home yesterday?
Íàì, kòma ndìdzákhàlà kùnyúmbá lèlò.	No, but I'll stay at home today.

2. The verb /-khala/ is used in Sentence 2 in two different ways:

Ndidzakhala wokondwa... I'll be pleased.....

Here the word that follows /-khala/ is /wokondwa/. This word contains the verb stem /-kondwa/ 'to be pleased'. The /w-/ at the beginning of the same word is a concordial prefix which agrees with singular personal nouns or pronouns (in Sentence 2, /ine/). The /-o-/ is characteristic of this particular type of verb form. The plural personal form would be /okondwa/.

Tili okondwa. We are pleased.

Note that the /-o-/ in the prefixes of these forms is usually pronounced /-óò-/. It will therefore be written with the special tone mark /-ô-/.

Exercise 2. Use of /-kondwa/ and fluency in the use of appropriate tense /-dza-/ or /-na-/.

Fill in the blanks and then use for practice.

Tidzakhàlà ôkondwa kùkhàlá kùnò.

\_\_\_\_\_

Tidzakhàlà ôkondwa kùkhàlá kùLímbe.

\_\_\_\_\_

Tidzakhàlà ôkondwa kùpítá kùLímbe.

\_\_\_\_\_

Tidzakhala okondwa kùbwéla kùnò.

\_\_\_\_\_

Ndináí wokondwa kubwéla kuno.

\_\_\_\_\_

Tinali okondwa kubwéla kuno.

\_\_\_\_\_

\_\_\_\_\_

He will be glad to return here.

\_\_\_\_\_

He'll be pleased to speak with you.

\_\_\_\_\_

He spoke with you.

\_\_\_\_\_

He spoke with us.

\_\_\_\_\_

Will he speak with us?

### Using the dialogue.

Ask various individuals how long they are going to stay at your present location. All members of the class will probably give the same answer, but the question can be asked of or about various staff members as well, from the president of the university on down. This provides an occasion for questions in third person singular and plural, in addition to first and second person.

Go through a five line dialogue of this kind with five different people, outside of class, within the next 24 hours.



Autobiography, Chapter 14

[ - - - - - ]  
Mùlì ndí ʼana?

Do you have children?

[ - - - - - ]  
Inde, tìlì ndí ʼaná àtátu.

Yes, we have three children.

[ - - - - - ]  
Tìlì ndí ʼanyàmátá ʼawíli,

We have two boys and a girl.

[ - - - - - ]  
ndí m̀tsíkàná ǹmódzi.

[ - - - - - ]  
Tìlì ndí m̀nyàmátá ǹmódzi,

We have one boy and three girls.

[ - - - - - ]  
ndí ʼatsíkàná ʼawíli.

	Tìlì ndí m̀nyàmátá ǹmódzi.
zìwíli	Tìlì ndí ʼanyàmátá ʼawíli.
zìnáí	Tìlì ndí ʼanyàmátá ʼanáí.
m̀tsíkàná	Tìlì ndí ʼatsíkàná ʼanáí.
zítátu	Tìlì ndí ʼatsíkàná àtátu.
m̀nyàmátá	Tìlì ndí ʼanyàmátá àtátu.
cìmódzi	Tìlì ndí m̀nyàmátá ǹmódzi.

## UNIT 15

## DIALOGUE.

- |  |   |
|--|---|
| <p>1.</p> <p>[ - - \ - - \ - ]<br/>Kòdí kwanu ndì kuti?</p>      | <p>1.</p> <p>Where do you live?</p>   |
| <p>~athu</p> <p>[ - - - - - \ - ]<br/>Kwáthú ndì kùLilángwe.</p> | <p>2.</p> <p>I pl. possessive 'our'</p> <p>My home is at Lilangwe.<br/>( 'Ours is at Lilangwe.' )</p> |
| <p>[ - - - - - \ - ]<br/>Kwánú ndì kùLilángwe?</p>               | <p>3.</p> <p>Your (home) is at Lilangwe?</p>  |
| <p>[ - - - - - ]<br/>Inde bambo.</p>                             | <p>4.</p> <p>Yes (sir).</p>   |
| <p>[ - - \ - - ]<br/>KuLilangwe!</p>                             | <p>5.</p> <p>At Lilangwe!</p>   |
| <p>[ \ \ ]<br/>Oo. Eti.</p> <p>-dziwa</p>                        | <p>Oh! You don't say!</p> <p>to know</p>  |
| <p>[ - - \ - - ]<br/>Ndídziwáko.</p>                             | <p>I know it (that place).</p>  |

Observations and conclusions.

The word /ndi/ is used in Unit 9 and in the present unit in sentences like:

Kwanu ndì kuti?                      Where is you (home)?

The tone of /ndi/ in all of these sentences is \_\_\_\_\_. The tone on this word is even more important than the tones of most other words in Nyanja conversation. Compare:

Muli ndí ana?

Do you have any children? ('Are you with children?')

The word for 'and, with' is / / with \_\_\_\_\_ tone. It thus differs only in tone from the word /ndí/, usually translated 'is, are'.

Exercise 1. Using /ndí/ in association with place names. Fill in the blanks and then use for practice;

Ndínábádwlà kùBoston.

\_\_\_\_\_

Kwánu ndí kùBoston éti?

\_\_\_\_\_

Do you know Boston?

Yes, I know Boston well.

Where were you born?

Ìnè, ndínábádwlà kùMàláwi.

\_\_\_\_\_

Where is Mr. \_\_\_\_\_ from?

Kwáo ndí kùBlántýre.

\_\_\_\_\_

2. In /ndidziwako/, the final element /--ko/ is another example of an enclitic (see Note 3, Unit 7). It can be added to the end of almost any word and is usually represented by the English 'there'. The enclitics /--ko/ plus /--po/ and /--mo/ correspond to Classes 17, 16 and 18 respectively, and therefore have a general locative meaning. In the dialogue, /--ko/ agrees with the Class 17 noun /kuLilangwe/.

Using the dialogue.

Ask of each other the questions contained in this dialogue. Ask and answer the same questions about people who are not in your class.

Practice repeating parts of statements or answers that you get from other people as illustrated in Lines 3 and 5 of the dialogue. Practice

also the use of /eti/. These two devices are useful in gaining time for yourself when the pace of a conversation gets a bit too fast for you.

Autobiography, Chapter 15

[ - - - - - ]  
Mùkùfúná kùpángá cíanì kùnò?

What are you planning to do here?  
(said to PCV)

[ - - - - - ]  
Ndikùfúná kùthándíza kùpángá

I want to help to build roads.

[ - - - ]  
mìsèù.

[ - - - - - ]  
Ndikùfúná kùthándíza kùcìpátàlà.

I plan to do medical work. ('...to help in the hospital.')

[ - - - - - ]  
Ndikùfúná kùphùnzítsà.

I plan to teach.

UNIT 16

DIALOGUE.

1.

-gwila

to catch, hold, get

[ - - - - - ]  
Kòdí inù àMsonthè, múmàgwíá

Oh, Mr. Msonthe, what kind of work do you do?

[ - - - - ]  
nchító yánji?

2.

[ - - - - - ]  
ìnè, ndímàgwíá nchító yá

I do carpentry in Blantyre.

[ - - - - - ]  
ú'carpenter', kùBlántýre.

3.

[ - - - - - ]  
Múnáphúnzílá kùtì nchító iménèyí?

Where did you learn it?

4.

[ - - - - - ]  
Ndínáphúnzílá kùZombá.

I learned it in Zomba.

5.

[ - - - - - ]  
Ámàphúnzítá bwìnò?

Do they teach well?

6.

[ - - - - ]  
Inde ndithú.

Yes, indeed.

Observations and conclusions.

1. Compare these three sentences:

Ndinagwila nchito. I worked.

Ndidzagwila nchito. I will work.

Ndinagwila nchito. I work.

In the last of these three sentences, the tone of the tense prefix is / \_\_\_\_ /. This prefix is likely to be used in situations where the verb refers to an action or a condition which is generally or regularly true.

Exercise 1. Fluency in appropriate use of the /-ma-/ tense. Fill in the blanks and then use for practice.

Mumagwila nchito yanji?

What kind of work do you do?

\_\_\_\_\_

What kind of work did you do yesterday?

Amagwila nchito yabwino ndithu.

\_\_\_\_\_

They teach very well.

Amathandiza kupanga miseu.

Amapita kutuni mwazi uli wonse.

\_\_\_\_\_  
\_\_\_\_\_

2. The word /imeneyi/ (Sentence 3) agrees at two points with the noun /nchito/ 'work' (Class 9). The places in the word where this agreement is manifested have been underlined. Another word of a related set was found in the dialogue for Unit 11: /zimenezo/. The underlined portions indicate agreement with Class 8 or 10. Still another example was /kumeneko/ in Unit 8.

Exercise 2. Concord with demonstrative /mene/ and possessive. Fill in the blanks and use for practice.

jinga imodzi

Munagula kuti njinga

Where did you buy that bicycle?

imeneyi?

Ndi yabwino kwambili.

njĩngá síwíli

Mùnágúlá kùtì njĩngá

zíménèzi?

Ndì zábwinò kwámbíli.

nyále imódzi

Mùnágúlá kùtì nyále

iménèyi?

Ndì yábwinò kwámbíli.

nyále zámbíli

cìpéwa címódzi

zìpéwa zámbíli

khásu límódzi

màkásu ámbíli

dzilà

màzìlà ámbíli

lálánje límódzi

màlálánje ámbíli

_____	_____
_____	_____
_____	_____

cínthù

_____	_____
_____	_____
_____	_____

zínthù

_____	_____
_____	_____
_____	_____

màláyá ámbíli

_____	_____
_____	_____
_____	_____

nàláyá àmódzi

_____	_____
_____	_____
_____	_____

nsálu ìmódzi

_____	_____
_____	_____
_____	_____

3. Note in Sentence 2 the word /u'carpenter'/. The prefix /u-/ (Class 14) is used in forming abstract nouns, even (as in this example) with words that are recent borrowings from another language. These nouns are grouped together as Class 14, a class which is thought of as 'being neither singular nor plural'. When a singular-plural differentiation is made, the plural is formed like nouns of Class 6:

umwana wace	'his childhood'	(Class 14-no singular-plural differentiation made)
ulendo wabwino	'a good journey'	(Class 14)
malendo abwino	'good journeys'	(Class 6)



Using the dialogue.

1. Ask and answer questions about each other's occupational specialties, and where they were acquired.
2. Introduce one member of the class to another and add information about his occupational specialty and where it was acquired.

Do this at least three times, outside of class, within the next 24 hours.

Autobiography, Chapter 16

[ - - - - - ]  
Mùkùlíkóndá dzíkó línò?

Do you like this place?

[ - - - - - ]  
Inde, ndìkùlíkóndá kwámíbìli.

Yes, I like it very much.

[ - - - - - ]  
ìlì ndì dzíkó lábwinò ndìthú.

This is a very beautiful country.

## UNIT 17

## DIALOGUE.

1.

[ - - - - - ]  
Kòdí bàmbò ÀCàbwèlà, múmàkhálá kùtì?

Er, Mr. Cabwela, where do you live?

2.

[ - - - - - ]  
Ndímàkhálá kùCípòtè.

I live at Cipote.

3.

[ - - - - - ]  
KùCípòtè.

Oh, at Cipote.

4.

-mva

to hear, feel

[ - - - - - ]  
Sìndìnàlímve dzíná lìménèli.

I haven't heard that name (before).

5.

[ - - - - - ]  
Sìmùnàlímve?

You never heard [of] it?

6.

[ - - - - - ]  
Ndìthú, sìndìnàlímve.

No, I never did.

Observations and conclusions.

Compare the words:

ndinamva

I heard...

sindinamve

I haven't yet understood...

(The student should notice carefully the tonal patterns used by his own instructor in pronouncing these two words.)

Exercise 1. Fluency in the use of negative forms with the /-na-/ tense. Fill in the blanks and then use for practice.

Mùnálímvá dzíná líménèlì?

Sìndìnàlímve dzíná líménèlì.

Mùnápítà kùLímbè dzùlò?

Sìdínàpíté kùLímbè dzùlò.

[ - - ' ]

Mùnàthándízà àná?

Sítínàthándízè àná.

Mùnáténgà njìngá yáce?

Sitinatenge njinga yace.

Munagula mazila ace?

Sindinagula mazila ace.

Munaphunzitsa bwino.

Sindinaphunzitse bwino.

Sindinaphunzitse ana ace.

Did you hear this name?

I haven't heard this name.

Did you go to Limbe yesterday?

I didn't go to Limbe yesterday.

Did you help the children?

We didn't help the children.

Did you take his bicycle?

Did you buy his eggs?

I didn't buy his eggs.

You taught well.

I didn't teach well.

I didn't teach his children.

Kòdí àMsonthè ànápítà kùtáùní?

Íàì, àMsonthè sánápíté kùtáùní.

Kòdí ànyàmátá ànápítà kùtáùní?

Anyamata sanapite kutauni.

Kodi anyamata anayankhula nánú?

Anyamata sánàyankhule náne.

Kodi CeÚjè anayankhula nánú?

Sánàyankhule náfe.

Did Msonthe go to town?

Msonthe didn't go to town.

Did the boys go to town?

The boys didn't go to town.

Did the boys speak with you?

They didn't speak with me.

Did Mr. \_\_\_\_\_ speak with you?

He didn't speak with us.

The usual form for this negative with the /-na-/ tense is the syllable /si-/.

The subject prefix for third person subjects, singular or plural, is the vowel /a-/. The last few of the above sentences indicate that when these two elements occur together, they are pronounced as the single syllable / \_\_\_\_\_-/.

Using the dialogue.

Go again through the 'Where are you from?' routine. This time, each member of the group should reply with the name of some place near his home, but so obscure that other members of the group are unlikely to have heard of it. The others should ask for sufficient information so that they can locate it near some place that they know about.

Autobiography, Chapter 17

[ - - - - - ]  
Mùdzákhálà màsíku àngátì kùndò?

How long will you stay here?

[ - - - - - ]  
Ndìdzákhálà zàká zìwíli.

I'm going to stay for two years.

[ - - - - - ]  
Ndìdzákhálà càká címódzi.

I'm going to stay for one year.

UNIT 18

DIALOGUE.

1. [ - - - - - ]  
Múmàdzíwákó kúMlànjà? Have you heard of Mlanje?

2. [ - - - ]  
KùMlànjà? Mlanje?

3. [ - - - - ]  
Ee. KùMlànjà. Yes, Mlanje.

4. kumene the place where

[ - - - - - ]  
Ndì kùméné mmàkhála? Is that where you live?

5. si not  
~eni ~eni exactly, genuine

[ - - - - - ]  
Íàì, sí kúMlànjà kwèní kwèní, No, it is not exactly at Mlanje,  
[ - - - - - ] but at Cipote.  
kòmà kùCìpòte.

Observations and conclusions.

Compare the sentences:

Kwanu ndì kuMlànjà? Is your home at Mlanje?  
Kwathu sí kuMlànjà. My ('our') home is not at Mlanje.

the negative counterpart of /ndi/ 'is' is / /.

Exercise 1. The negative of /ndi/ with days of the week and place names. Fill in the blanks, and then use for practice.

Lèlò ndì lólémba?

Is today Monday?

\_\_\_\_\_

Today isn't Monday.

Lèlò ndì lácíwíli.

Today is Tuesday.

\_\_\_\_\_

Is today Tuesday?

Lèlò sí lácíwíli.

Today isn't Tuesday.

\_\_\_\_\_

Today is Wednesday.

Practice groups of three sentences like these for each day of the week.

The instructor or one of the students asks the question, and another student gives both sentences of the answer.

Exercise 2. Use of /kwanu/ and /kwathu/. Students should answer in terms of their actual homes.

Kwánu ndì kùChicago?

Is your home in Chicago?

Kwáthu sí kùChicago kwèní kwéni.

My home is not exactly in Chicago.

Kwáthu ndì kùWheaton.

My home is in Wheaton.

(Practice groups of three sentences like these; allow each member of the class an opportunity to give the two answering sentences at least once.)

Exercise 3. Use of /kweni kweni/ and /pafupi/. (At the end of the preceding exercise, the teacher and the members of the class should know where each of the other members is from. Using that information, practice groups of three sentences like the following:

Kwánu ndì kùChicago?

Is your home in Chicago?

Sí kùChicago kwèní kwéni.

It's not exactly in Chicago.

Ndì kùfúpi ndí Chicago.

It's near Chicago.

A model for the last of these three sentences may be found in the autobiographical section of Unit 11. Note that in the phrase /pafupi ndi.../, the second word is /ndi/ 'and, with', with high tone.)

Using the dialogue.

Within the next 24 hours, practice the contents of this dialogue outside of class at least twice in first and second person, and also twice in third person (i.e. asking one person where another is from ).

Autobiography, Chapter 18

[ - - - - - ]  
Mùkùkhálá kùtí tsópánò?

Where are you living at present?

[ - - - - - ]  
Ndìkùkhálá kùBlantyre.

I live in Blantyre.

[ - - - - - ]  
Ndìkùkhálá páfupí ndí pànò.

I live near here.

[ - - - - - ]  
Ndìkùkhála kùtáli ndí nyànjá.

I live far from the lake.

## UNIT 19

## DIALOGUE.

- 1.
- |                               |                               |
|-------------------------------|-------------------------------|
| nkhuku (9,10)                 | chicken                       |
| [ - - - - - \ ]               |                               |
| Kòdí nkhúkú zonsézi ndì zánú? | Are all these chickens yours? |
- 2.
- |                        |                          |
|------------------------|--------------------------|
| [ - - - - ]            |                          |
| Ee. Ndì zàngà zònsézi. | Yes, all these are mine. |
- 3.
- |                              |                      |
|------------------------------|----------------------|
| -gulitsa                     | to sell              |
| [ - - - - \ ]                |                      |
| Kòdí mungàndígùlitsè ìmódzi? | Can you sell me one? |
- 4.
- |           |       |
|-----------|-------|
| [ - - ]   |       |
| Cábwindò. | Good. |

Observations and conclusions.

1. Sentence 1 of this dialogue contains the word /nkhuku/ 'chicken', which is 'in Class 10'. To say that a word is 'in Class 10' is simply a conventional way of saying that certain other words that are associated with it in a given sentence will include prefixes or other elements which contain the sound /z/. In this dialogue, the Class 10 elements are underlined:

Nkhuku <u>zonsezi</u> ndi <u>zanu</u> ?	Are all these chickens yours?
Ndi <u>zanga zonsezi</u> .	They are all mine.

If instead of /nkhuku/ the first word had been /ana/ 'children', the two sentences would be:

Ana onsewa ndi anu?	Are all these children yours?
Ndi anga onsewa.	They are all mine.



Compare also:

Cinthuci ndi canu?

Is this thing yours?

Ndi canga.

It is mine.

This relationship between a noun and other words that are associated with it is called 'concord'.

Exercise 1. Concord practice with possessives and demonstratives. Fill in the blanks, and then use for practice.

nkhúku

chicken

nkhúkúyi

this chicken

Nkhúkúyí ndì yánga.

This chicken is mine.

nkhúkúzi

these chickens

[ - - - - ]  
nkhúkú zónsézi

all these chickens

Nkhuku zonsezi ndì zanga.

All these chickens are mine.

njìngá

bicycle

njìngáyí

this bicycle

Njìngáyí ndì yanga.

This bicycle is mine.

njìngázi

these bicycles

[ - - - - ]  
njìngá zónsézi

all these bicycles

Njìngá zónsézi ndì zanga.

All these bicycles are mine.

nyále

lamp

nyáléyi

this lamp

Nyáléyi ndì yanga.

This lamp is mine.

these lamps

all these lamps

All these lamps are mine.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

thing

this thing

This thing is mine.

these things

all these things

All these things are mine.

this maize

all this maize

All this maize is mine.

khásu

khásúli

Khásúli ndi langa.

màkásúwa

makasu onsewa

Màkású ónséwa ndi anga.  
[ - - - - ]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Write out comparable groups of sentences for /mwana/, /nchito/, /njinga ya moto/, /cipewa/, /waci/, /dzila/, /khasu/.)

The correct use of these concordial elements is of the utmost importance in speaking Nyanja. It is therefore suggested that the amount of time spent on this unit be double the average amount that has been spent on each of the preceding units.

**Exercise 2.** Use of /-li ndí-/ , 'to have' ; response using /na-/ and appropriate concord. Treat all the following nouns as plural. Fill in the blanks, and then use for practice.

nkhúku	Nàngà mùlì ndí nkhúku?	Ndìlì názò.
nyále	Nanga muli ndí nyale?	Ndili nazo.
njìngá	Nanga muli ndí njínga?	Ndili nayo.
mákásu	Nanga muli ndí mákasu?	Ndili nawo.
mábúku	_____	_____
àná	_____	_____
màzìlà	_____	_____
àlòngò	_____	_____

Using the exercises.

In groups of 2-4 students, practice the exercise of this unit, aiming for rapid-fire correct responses. Members of the group should take turns in giving nouns in either English or Nyanja, and calling on other individuals for replies. Keep score to see who gives the largest number of totally correct responses. Or the format of the spelling bee may be useful, both in the classroom and outside it.

## UNIT 20

## DIALOGUE.

1. [ - - - - ]  
Mòni àMilánzi. Good morning, Mr. Milanzi.
2. [ ~ - - - ]  
Mòni àPhili. Good morning, Phili.
3. [ - - - - - - - - - - ]  
Nàngà mùlì kùpítá kùtì àMilánzi? Where are you going, Milanzi?
4. msika (3,4) market
5. [ - - - - - - - - ]  
ìfè, tìlì kùpítá kùmsikà. I'm going to the market.
6. [ - - - - ]  
Mùkùpítá kùmsikà? Oh! You're going to the market?
- [ - - ]  
Inde. Yes.

Observations and conclusions.

1. Note the special intonation used by both parties in their initial greeting of one another. It is important, however, that neither the students nor the instructor take time in the language class for discussion of this phenomenon.

Fill in the blanks in the following sets of sentences, and then use them for drill:

Exercise 1. Use of /sí/, negative of /ndì/, combined with /~ánga/, 'mine', /~ace/ 'his', and /eti/.

'It's not mine.'

'It's his.'

'Oh, it's his, eh?'

'They're not mine.'

'They're his.'

'Oh, they're his, eh?'

Sí wánga.

Ndì wáce.

Ndì wáce eti?

Sí ánga.

\_\_\_\_\_

\_\_\_\_\_

Si yanga.

\_\_\_\_\_

\_\_\_\_\_

Si langa.

\_\_\_\_\_

\_\_\_\_\_

Si canga.

\_\_\_\_\_

\_\_\_\_\_

Si zanga.

\_\_\_\_\_

\_\_\_\_\_

Exercise 2. Fluency in response to /muli ndí?/ and /ngati?/, using various nouns and appropriate concords.

Mùlì ndí ána?

Do you have any children?

Ndìlì náó.

I have them.

Mùlì náò àngáti?

How many do you have?

Ndìlì náò àwíli.

I have two of them. ('I have them two.')

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have any chickens?

I have them.

How many do you have?

I have two of them.

Do you have any eggs?

I have them.

How many do you have?

I have two of them.

(Write out comparable sets of four Nyanja sentences for 'books', 'hoes' and other nouns from Units 1-20.)

## CHINYANJA BASIC COURSE

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In Units 21-30, tones are written for most words, but the student will find occasional omissions and inconsistencies. The purpose is to reduce dependence on graphic indications of tone, since Nyanja as ordinarily printed or written does not show tone at all.

## UNIT 21

## DIALOGUE.

1.  
Haa! Mùkùpítá kùmsikà? Oh! You're going to the market?
2.  
Ndìthúdi. Sure.
3.  
Mùkùkágúlitsà cìani? What are you going [there] to sell?
4.  
nsomba (9,10) fish  
Ndìkùkágúlitsá nsómba. I'm going to sell fish.
5.  
Haa. Mùnákáténgá kùti nsómbá Where did you (go and) get these fish, Milanzi?  
zìménèzi àMilánzi?
6.  
A. Ndìnágúlà kùújèni, kùMwánza, I bought [them] at Mwanza,  
malile (6) boundary  
kùmàlilé ndí àPwítíkízi. near the Portuguese border.
7.  
Ndì zábwìnò ndìthú? Are they very good?
8.  
Kwá bàsi. Of course.
9.  
Ndìdzakhala wokondwa kugula nsomba I'd like very much ('be very pleased') to buy [some].  
zanu.

10.

Cábwìndò.

11.

Zíkòndò, àMìlànzi.

Observations and conclusions.

This dialogue contains no new points of grammar. Its sentences do however provide frames for practicing again some of the grammatical relationships which have appeared in preceding units.

Fill in the blanks and then use these sets of sentences for practice.

1. Practice in combining pairs of sentences expressing destination and purpose.

Ndíf'ínà kùgùlá nsómba.

I want to buy some fish.

Ndìkùpítá kùmsìkà.

I'm going to the market.

{ Ndìkùpítá kùmsìkà kùkágùlá nsómba.

I'm going to the market to buy some fish.

{ Ndìkùkágùlá nsómbà kùmsìkà.

\_\_\_\_\_.

Mr. Cabwela wants to buy some fish.

\_\_\_\_\_.

He's going to the market.

\_\_\_\_\_.

Mr. Cabwela is going to the market to buy fish.

\_\_\_\_\_.

Peter is tired.

Akupita kwao.

\_\_\_\_\_.

Peter is going home to sleep.

\_\_\_\_\_.

Peter wants to talk with the boys.

\_\_\_\_\_.

He is going to the school.

\_\_\_\_\_.

Peter is going to the school to talk with the boys.



\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

The boys want to dance.

They are going to town.

The boys are going to town to dance.

2. Use of the same class concord throughout a series of four sentences.

eggs

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

I'm selling eggs.

Are they good?

Yes, they're very good.

I'll be pleased to buy your eggs.

maize

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

a bicycle

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

nyále

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

hoes

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

books

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

3.

címàngà

Kùlì címàngà kùmsìkà.

Ndì cábwìnò?

Ndì cábwìnò ndìthúdi.

There's maize at the market.

Is it good?

nsómba

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

màzìlà

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_?

\_\_\_\_\_.

[The student should add to this exercise by asking the instructor for the names of things that are commonly sold at a market. For each new noun, prepare sets of three sentences as illustrated above. Write them in the space below, and practice them.]

Using the dialogue.

Before you make a trip to the drug store, bookstore, laundry, etc., notify a fellow student, and let him ask you what you are going there to do.

## UNIT 22

## DIALOGUE.

- |                              |    |                                |
|------------------------------|----|--------------------------------|
|                              | 1. |                                |
| mkazi (1,2)                  |    | woman, wife                    |
| Kòdí Bàm̀bò à̀M̀sonthè, mùlì |    | Say, Mr. Msonthe, have you a   |
| ndí ùkàzì?                   |    | wife?                          |
|                              | 2. |                                |
| -peneka                      |    | to doubt                       |
| Haa. Ósàpènékà íyàì.         |    | Yes, indeed. ('No doubt.')     |
|                              | 3. |                                |
| Mùlì ndí áná àngátì?         |    | How many children do you have? |
|                              | 4. |                                |
| M̀dìlì ndí áná àwìlì.        |    | I have two children.           |
|                              | 5. |                                |
| Zókóndwélètsà.               |    | That's interesting.            |

Supplementary vocabulary: Numbers from 1-10. Fill in the following chart.  
Practice until you can recite it from memory either as vertical columns or  
as horizontal rows.

	<b>mwana</b>	<b>mtengo</b>	<b>khasu</b>	<b>caka</b>	<b>njinga</b>
1	<b>mwana mmodzi</b>	<b>mtengo umodzi</b>			
2	<b>ana awili</b>				
3	<b>ana atatu</b>				
4					
5					
6					
7					
8					
9					
10					

The following chart is just like the one on the preceding page except that the student should supply his own nouns by asking the instructor for the names of various countable articles that he handles in his everyday life:

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Fill in the blanks and then use for practice in agreement between nouns and numerals. [Note to the instructor: The numbers in the left-hand column of this exercise have been put into the wrong class intentionally.]

	mwàná ñmódzi	one child
ñkází	ñkází ñmódzi	one woman
zìwíli	àkází àwíli	two women
ànyàmátá	_____ awíli	two young men
zítátu	ànyàmátá _____	three young men
nsómba	nsómba zítátu	three fish
módzi	nsómba _____	one fish
nkhúku	_____	one chicken
àwíli	_____	two chickens
mwàná	_____	two children
zìngáti	ana angati?	how many children?
nsómba	_____	how many fish?
àwíli	_____	two fish
mìsìkà	_____	two markets
lìmódzi	_____	one market

Using the dialogue.

Ask fellow students how many they have of the articles whose names have appeared in this and other units.

## UNIT 23

## DIALOGUE.

1.  
Aa. Nàngà ìnú bàmbò ìmàkhálá kùtì?  
And where do you live, sir?
2.  
A. Ìnè ndímàkhálá kùMwánza.  
I live at Mwanza.
3.  
tali far  
Ndì kùtálì ndíthú?  
Is it very far?
4.  
Íyàì. Pàng'ónò bàsì.  
No, just a little.

Observations and conclusions.

Verb forms that contain the tense prefix /-ma-/ are found both in this dialogue and in the dialogue for Unit 16. The observant student will have noticed certain inconsistencies in the tones with which these words are pronounced on the tape and printed in the dialogues.

In general, people who write lessons in foreign languages do their best either to iron out such discrepancies before letting their books go to press, or they are careful to 'explain' them (i.e. to find parallels for them) elsewhere within the same language. The compiler of these materials is not, at present, in a position to do either, because of the manner in which the raw materials for the course were obtained.

This temporary embarrassment on the part of the compiler can in fact be of advantage to the student. Given the patience to follow the remainder of this note carefully, he will learn much about how such problems are



solved. More important, he will learn how he himself may go about untangling other sets of apparently confusing data that he may meet in his later study of this or some other language.

The first step is to sort the data out into groups and subgroups of forms that seem to have something in common with one another.

The /-ma-/ verbs in Unit 23 are:

mmakhala            you live

ndimakhala        I live

Looking only at the tones, the pattern is:

/    /.

Compare these with the /-ma-/ verbs in Unit 16:

umagwila            you get

ndimagwila        I get

The tone pattern by itself is:

/    /.

The second of these two tone patterns is different from the first in two important ways:

- (1) It has only one \_\_\_\_\_.
- (2) The tone of the subject prefix is \_\_\_\_\_ in the first pattern, but \_\_\_\_\_ in the second.

The next step is to think of as many hypotheses as possible that would fit these data. Three hypotheses are:

- (1) The first of these tonal patterns is used with /-khala/ (and some other verbs), while the second is used with /-gwila/ (and some other verbs).
- (2) The difference is a matter of dialect: one tone pattern may be used for /-ma-/ forms of all verbs in one geographical area, and

another pattern in another area. One or more of the persons who made the tape recordings may have lived in both areas and may have learned to use the two patterns interchangeably.

- (3) The difference between the two tone patterns may have a grammatical function.

The third step is to test the hypotheses. One may do so in either of two ways:

- (1) Collect and sort out a large number of other examples of the /-ma-/ tense taken from spontaneous conversation in which the speakers are not thinking about tone patterns.
- (2) Ask a speaker of the language directly whether he would also accept the pattern / / in Sentences 1 and 2 of the dialogue for this unit, and whether he would accept / / on the examples from Unit 16.

Each of these methods has an advantage and a disadvantage:

	Method 1	Method 2
Advantage	Very likely to give valid results.	Can be done very quickly.
Disadvantage	Requires more time and effort in the short run.	Less likely to give valid results, so that in the long run, it may require more time and effort to achieve valid results.

Another point which the student may find instructive is illustrated by comparing:

ndimakhala      /' ^ ^ ^ /

umakhala      /' ^ ^ ^ /

amathandiza      /' ^ ^ ^ ^ /

The problem is to summarize both these tone patterns in the way that is simplest and easiest to remember. Thus:

- (1) Subject prefix has high tone, /-ma-/ has low tone: /-khala/ (and presumably certain other verb stems of two syllables) has high tone on the first syllable of the stem, and low tone on the second. The stem /-thandiza/ (and presumably certain other verb stems of three syllables) has low tone on the first syllable of the stem, high on the second, and low on the third.
- (2) High tone on subject prefix and on the next-to-last syllable of the stem.

Which of these two formulations is simpler and easier to remember?

## UNIT 24

## DIALOGUE.

- |                                     |    |                               |
|-------------------------------------|----|-------------------------------|
|                                     | 1. |                               |
| Aa. Nàngà inù bambò mmàkhálá kùtì?  |    | And where do you live, sir?   |
|                                     | 2. |                               |
| A. Ìnè ndímàkhálá kùMwánza.         |    | I live at Mwanza.             |
|                                     | 3. |                               |
| -peza                               |    | to find                       |
| njila (9,10)                        |    | path, way                     |
| Kòdí ndíngàpèzè bwánji njilà yópítá |    | How can I find the path/road  |
| kùMwánza?                           |    | that goes to Mwanza?          |
|                                     | 4. |                               |
| -uza                                |    | to tell                       |
| Ndìngàtèngè 'bús'?                  |    | Can I take a bus? or can you  |
|                                     |    | tell me the way ('tell me its |
|                                     |    | path?')                       |
| Kàpéná mùngàndíuzè njilà yáce?      |    |                               |
|                                     | 5. |                               |
| -tha                                |    | to do, finish, be able        |
| mwèndò (3,4)                        |    | leg, foot                     |
| Ee. Múthà kùéndá {pànsí.            |    | You can walk.                 |
| {ndí mwendo.                        | 6. |                               |
|                                     |    |                               |
| tali                                |    | far                           |
| Ndì kùtáli ndíthú?                  |    | Is it very far?               |
|                                     | 7. |                               |
| Íyàì. Pàng'ónò bàsì.                |    | No, just a little.            |

Observations and conclusions.

1. Compare these verbs:

ndingapeze	I can find
ndinapeza	I found
ndingatenge	I can take
ndinatenga	I took

The two sets of verb forms that are illustrated in these words differ from each other in three ways:

(1) One set contains /-nga-/ where the other contains /-na-/.

(2) \_\_\_\_\_.

(3) \_\_\_\_\_.

When /-nga-/ appears in a verb form, the corresponding English expression often contains the word '\_\_\_\_\_ '.

Fill in the blanks and then use for drill:

Ndingàkwèlè 'bús'.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can take the bus.

We can take the bus.

We can sell these eggs.

They can sell these eggs.

They can go to Mwanza.

Can you go to Mwanza?

Can you dance?

He can dance very well.

Fill in the blanks and then use for drill, being especially careful of the tones:

Ndingàpèzè njilà.

I can find the way.

Ndinapeza njila.

I found the path.

\_\_\_\_\_

Peter found the path.

\_\_\_\_\_

Peter can find the path.

\_\_\_\_\_

Peter didn't find the path.

\_\_\_\_\_

The boys didn't find the path.

\_\_\_\_\_

The boys can find the way.

\_\_\_\_\_

One boy can find the way.

\_\_\_\_\_

One boy can speak Nyanja.

\_\_\_\_\_

One boy can understand Nyanja.

\_\_\_\_\_

All the boys can understand Nyanja.

\_\_\_\_\_

All the boys can go to Mwanza.

\_\_\_\_\_

All the boys will go to Mwanza.

\_\_\_\_\_

All the boys went to Mwanza.

\_\_\_\_\_

Two boys went to Mwanza.

\_\_\_\_\_

We went to Mwanza.

2. In the preceding part of this unit, the noninitial prefix /-nga-/ was met as an approximate equivalent for English 'can, be able'. The sentence:

Mutha kuenda pansi.

You can go on foot.

contains a quite different translation equivalent for 'can, be able', the verb stem /-tha/.

There are then two translation equivalents for 'can, be able':

- (1) The prefix /-nga-/ with a stem that ends in /-e/ instead of the more usual /-a/.

- (2) The verb stem /-tha/ followed by an infinitive beginning with /ku-/ and ending with /-a/.

The investigator---or the student who wants to become self-reliant in tackling such problems as they arise--will ask two questions at this point:

- (1) Can the /-nga-/ form be substituted for /-tha/ plus infinitive in all sentences where the latter occurs? Can /-tha/ plus infinitive be substituted for the /-nga-/ form in all sentences in which it occurs?
- (2) If the answer to both halves of (1) is 'yes', do speakers of the language seem to feel that the two differ in meaning?
- (3) If the answer to either half of (1) is 'no', then what is the simplest way to predict when one is required to use only one of these two forms?

There are two ways of getting answers to these three questions: patient examination of a large body of data, and direct questions asked of a speaker of the language. The advantages and disadvantages of these two modes of inquiry were summarized in Unit 23. If the student elects to try the shortcut, he should spend not more than five minutes on it. He should regard the resulting conclusions as only temporary. Final proof of their validity must come from observation of non-selfconscious speech.

#### Using the dialogue.

Using Sentence 3 and 4 as general models, ask the instructor to give you directions from the place where you are located at this moment, to some nearby place that you visit frequently (dining room, library, post office,

etc.). Memorize these directions, and list here the new words that they contain:

[Some students may want to do the same for directions to one or two additional places near your present location.]



## UNIT 25

DIALOGUE: A younger friend comes to visit an old man whom he knows.<sup>1</sup>

- |                                  |    |  |                               |
|----------------------------------|----|--|-------------------------------|
|                                  | 1. |  | to see                        |
| -ona                             |    |  |                               |
| Bàmbò, ndàbwèlè kùdzákúònání.    |    |  | Father, I've come to see you. |
|                                  | 2. |  |                               |
| Nwàbwèlè kùdzándíòna?            |    |  | You've come to see me?        |
|                                  | 3. |  |                               |
| mtima (3,4)                      |    |  | heart                         |
| Kòmà ìnù mùlì ndí òtímá wábwìndò |    |  | (But) you are a very nice     |
| kwámíli.                         |    |  | person. ('You have a very     |
|                                  | 4. |  | good heart.')                 |
| tsopano                          |    |  | now                           |
| Kòdi mùlì kùmvá bwánjì tsópànó?  |    |  | How are you feeling now?      |
|                                  | 5. |  |                               |
| Ndìlì kùmvá bwìndò.              |    |  | I'm feeling fine.             |
|                                  | 6. |  |                               |
| -pangila                         |    |  | to prepare, for some          |
|                                  |    |  | person or purpose             |
| -dya                             |    |  | to eat                        |
| cakudya (7,8)                    |    |  | food                          |
| Àná àkúpàngìlání cákúdyà?        |    |  | Have the children fixed food  |
|                                  |    |  | for you?                      |

1. The text printed here agrees with the 'Dialogue for Learning'. The student will notice discrepancies between this and the other sections of the tape, in Sentences 1 and 3.

7.

Inde. Mwáná wánga wá nkási wàndípàngìlà  
cákúdyá.

Yes, my daughter has fixed me  
some food.

Observations and conclusions.

1. Compare these sentences:

Tínápítà kùkàónà Bámò Àcàbwèlà.

We went to (go and) see Mr.  
Cabwela..

Tàbwèlà kùdzáónà Bámò Àcàbwèlà.

We came back to (come and) see  
Mr. Cabwela.

Unit 8 discussed the use of /-ka-/ as a noninitial prefix that means approximately 'go and ...'. Sentence 1 of this unit illustrates the use of /-dza-/ 'to come and ...'.

Fill in the blanks and then use these pairs of sentences for drill. Cover the right-hand column and try to give the /-dza-/ sentences, using as cues the /-ka-/ sentences of the left-hand column. Then reverse the process, and work from the /-dza-/ sentences to the /-ka-/ sentences.

'We went to see Mr. Cabwela.'

'We've come to see Mr. Cabwela.'

Tínápítà kukaona Bambo Acabwela.

Tabwela kudzaona Bambo Acabwela.

Tínápítà ku'town' kùkàónà Bámò  
Àcàbwèlà.

Tàbwèlà kùnò kùdzáónà Bámò  
Àcàbwèlà.

Tínápítà kwáce kùkáyánkhùlà  
náye.

Tàbwèlà kwánu kùdzáyánkhùlà  
nánu.

Tínápítà ku'town' kùkábvína.

\_\_\_\_\_

\_\_\_\_\_

Tàbwèlà kùmsìkà kùdzágúlítsa  
málàlánje.

[Note that the tone of the object prefix varies according to the tense of the verb with which it is used.]

2. Compare these sentences:

Ndàbwèlà kùdzákuóná.

I've come to see you.  
(said to a child)

Ndàbwèlà kùdzákuónánì.

I've come to see you.  
(said to an adult)

Mwàbwèlà kùdzándióna?

You've come to see me?

Mwàbwèlà kùdzátióna?

You've come to see us/me?

\_\_\_\_\_

We went to see him.

\_\_\_\_\_

We went to see them.

The underlined syllables in these sentences are chosen according to the person, number, and class of the object of the verb. For this reason they are called 'object prefixes'.

Other examples of object prefixes were found in Units 24, 19.

Mungandiuze njila yace?

Can you show me the way to it?

Mungandigulitse imozi?

Can you sell me one?

Complete this chart of the personal subject and object prefixes:

	Singular		Plural	
	s.p.	o.p.	s.p.	o.p.
I, me	ndi-	-ndi-		
you	u-		mu-	ku...ni
he, she	a-	mu-	a-	wa-

Fill in the blanks and then use for drill:

Tìdzákúthàndìzà.

Mùdzándíthàndìzà?

Tìdzákúthàndìzànì.

Mùndzándíthàndìzà?

\_\_\_\_\_

Mudzatithandiza?

(3 sg.) Tidza\_\_\_\_tandiza.

Mudza\_\_\_\_thandiza?

(3 pl.) Tidza\_\_\_\_tandiza.

Mudza\_\_\_\_thandiza?

Fill in the blanks and then use for drill.

'How many chickens can you sell me?'

'I can sell you two.'

Inè Mùngàndígúlitse nkúku zingáti?

Mùngàkúgúlitse ní ziwíli.

Ifé Mùngàtígúlitse \_\_\_\_\_?

Iyé \_\_\_\_\_?

Iwó \_\_\_\_\_?

Inù Tabwela kudzakuonani.

Mwabwela kudzandiona?

Iyé \_\_\_\_\_?

Iwó \_\_\_\_\_?

Fill in the blanks and then use for drill:

Mùngàndíuzè njilà yôpítà

Can you tell me the way (that goes) to Mwanza?

kùMwánza?

Can you tell us the way to Mwanza?

Can they tell us the way to Mwanza?

They told us the way to Mwanza.

They didn't tell us the way to Mwanza.

They didn't tell him the way to Mwanza.

I didn't tell them the way to Mwanza.

Using the dialogue.

At each meal during the next 24 hours, ask what kind of food 'they' have prepared for you. Learn the Nyanja terms for all the items on the day's menu, and list them here:

## UNIT 26

## DIALOGUE.

- |                                 |    |                                |
|---------------------------------|----|--------------------------------|
|                                 | 1. |                                |
| Zíkò mò bàmò.                   |    | Excuse me (sir).               |
|                                 | 2. |                                |
| Lòwání bàmò.                    |    | Come in (sir).                 |
|                                 | 3. |                                |
| ngàtì                           |    | whether                        |
| A. Ndífúnà kùdžíwa ngàtì múpítà |    | I want to know whether you     |
| kùLímbe lèlò.                   |    | are going to Limbe today.      |
| Ndílì kùpénékà kwámíli.         |    | I doubt [it] very much.        |
|                                 | 4. |                                |
| mái                             |    | mother, my mother              |
| Nanga amai apita kuti lelo?     |    | Where has Mother gone today?   |
|                                 | 5. |                                |
| munda (3,4)                     |    | field, garden                  |
| Amai, apita kumunda.            |    | Mother is going to the garden. |

Observations and conclusions.

Compare these verb forms:

munapita	'you went'
mudzapita	'you will go'
mupita	'you go'
mu( <u>li</u> ) <u>kupita</u>	'you are going'
mumapita	'you [regularly] go'

Each of the first, second, fourth, and fifth of the verb forms in this list contains a subject prefix (/mu-/), a tense marker (underlined), and a stem (/pita/). The third contains the same subject prefix and the same stem, but no tense prefix. This has been called, for convenience in talking about it, the 'unmarked tense'. In many of its uses it seems to be 'immediate', or 'instantaneous' in its meaning, sometimes reminiscent of English 'where do you go today?' 'what do you do today?'

In what respects does the tonal pattern of the unmarked tense differ from the tonal patterns of the other tenses? [Any generalization that is made at this point must, of course, be checked against further occurrences of these tenses that will be encountered in the future.]

Fill in the blanks and then use for drill:

Mái ápità kùtì lèlò?	Mái ànápítà kùtì dzùlò?
Múpítà kùtì lèlò?	Mùnápítà kùtì dzùlò?
Múpàngà cianì lèlò?	Mùnápàngà ciani dzulo?
ÀPèter àpàngà ciani lelo?	APeter anapanga ciani dzulo?

ìné	Ndípità kùmunda lèlò.	Síndífùnà kùpítà kùmunda lèlò.
ìfè	Típítà_____.	Sítífùnà_____.
ìyé	_____.	_____.
ìwó	_____.	_____.

'Are you going/do you go to Limbe today?'

'I'd like to know whether you're going to Limbe today.'

Múpítà kùLimbè lèlò?

Ndifuna kudziwa, ngati mupita kuLimbe lelo.

Múgwilà nchítò lèlò?

\_\_\_\_\_.

Using the dialogue.

Ask questions that could possibly be answered by 'yes' or 'no'.  
Instead of these two replies, however, use replies like 'Yes, indeed!' 'I  
doubt it very much', 'I don't know.'

In how many of these replies is it possible to use the word /kaya/?



## UNIT 27

DIALOGUE: [Continuation of Dialogue for Unit 26.]

- 1.
- dzuwa (5) sun
- Dzúwá lònselí? All this sun?!
- 2.
- Ee. Ndìthú. Oh, yes indeed.
- 3.
- bvutitsa to cause someone to be troubled
- Oo. Mùkwàbvútítsà máì kwámíbílí! Oh, you're giving her a lot of trouble!
- 4.
- Ii. síkwàbvútítsà íàì. It's not troubling her.
- 5.
- bvuta to trouble, to be difficult
- Mùlì kùdzíwa kùtì dzíkó lìnò You know that this country is very hard.
- ndì lôbvúta?
- 6.
- konda to please, to love
- kondwa to be pleased, to be happy
- madzulo (10,2) later afternoon (10,2)
- masana (6) afternoon
- Ndìdzákhála wókóndwa kuápéza, I'll be glad to see ('get') her.
- màdzúló ano.

Observations and conclusions.

Compare these sentences from the present unit:

Ndidzakhala wokondwa kuwapeza.... I'll be glad to see her...

Dziko lino ndi lobvuta. This country is very hard (to make a living in.)

and this sentence from Unit 24:

Kodi ndingapeze bwanji njila How can I find the road that goes to Mwanza?  
yopita kuMwanza?

The three underlined words may be analyzed as consisting of a subject prefix (/w-/ Class 1, /l-/ Class 5, /y-/ Class 9) plus /-o-/ plus a verb stem. The first syllable of the word and the syllable that follows it are high in tone; all subsequent syllables are low. The prefixes written with /-ô-/ are usually pronounced [-ôô-].

As far as their function in the sentence is concerned, each of the underlined words in these three examples is a little different from the other two. All, however, may be said to be in some sense 'modifiers of nouns' or of noun-like parts of the sentence: /wokondwa/ modifies /ni-/ 'I', /lobvuta/ modifies /dziko lino/ 'this country' but is separated from /dziko lino/ by the word /ndi/ 'is', /yopita/ modifies /njila/ 'path' and stands immediately after it.

Kùlì njìlà yôpíta kùMwánza? Is there a path that goes to Mwanza?

Kùlì m̀sèù wôpítà kùMwánza? Is there a road that goes to Mwanza?

\_\_\_\_\_ There is one road that goes to Mwanza.

\_\_\_\_\_ There are two roads that go to Mwanza.

\_\_\_\_\_ There are two buses that go to Mwanza.

\_\_\_\_\_ There is one bus that goes to Mwanza.

\_\_\_\_\_ Is there a plane that goes to Mwanza?

Dzìkò línò ndì lôbvuta.

This land is very difficult.

Dzìkò línò ndì lókóndwéletsá.

\_\_\_\_\_

This work is very interesting.

nchító \_\_\_\_\_

This course is very interesting.

màphùnzílo \_\_\_\_\_

This course is very difficult.

kùbvúta \_\_\_\_\_

This path is very difficult.

njìlà \_\_\_\_\_

Using the dialogue.

Ask the instructor for three very common sentences, which you can use in your everyday life during your language training, that begin with /ndidzakhala/ plus an /-o-/ adjectival form of a verb. Try to get sentences in which the /-o-/ forms are from other verbs. List new vocabulary here:

Use each of these sentences at least once during the next 24 hours!

## UNIT 28

DIALOGUE: Peter has just arrived at the home of a friend.

- |   |    |   |
|---|----|---|
|   | 1. |   |
| Moni aPeter.                                  |    | Hello, Peter.   |
|   | 2. |   |
| Zikomo bambo. Moni.                           |    | Oh, nice to see you! Hello.                             |
|   | 3. |   |
| Muli bwanji?                                  |    | How are you?  |
|   | 4. |   |
| Inè ndili bwino.                              |    | I'm fine.   |
|   | 5. |   |
| -bvutika                                      |    | to have trouble   |
| Koma bambo ndabvutika pòbwéla kuno<br>ndithu. |    | But (sir) I have had a lot<br>of trouble getting here.  |
|   | 6. |   |
| Mwayenda bwanji nanga?                        |    | Oh. How did you come?                                   |
|   | 7. |   |
| -socela/ -sokela                              |    | to wander, lose one's way                               |
| -zungulila                                    |    | to be or go roundabout                                  |
| Ndinasocela; ndayenda njila yozungulila.      |    | I went astray; I came by<br>( 'in' ) a circuitous path. |

Observations and conclusions.

Compare these verb forms from this and preceding units. All contain the root /-bvut-/ 'to give trouble or difficulty'.

ndabvutika	I'm troubled' (but the source of the trouble is not specified)
------------	---

mukuwabvutitsa.

You are causing her ('them') trouble.

dziko lobvuta

a difficult country

The underlined parts of these sentences are located between the verb root and the final vowel. They are called 'extensions', or 'stem extensions'. Each extension has its own effect on the basic meaning of the verb root to which it is added. It is not uncommon for two or more extensions to occur together in the same word. Get from you instructor a short question and an answer, using /-bvutika/, and some or all of the verbs suggested in the left-hand column. Write them into the book and then use them for drill.

kùbwéla

Mwàbvùtíka kùbwéla kùnò?

Did you have trouble getting here?

Íáí, ndàbvùtíka pàng'óno

No, I had just a little.

bàsì/pokha.

kùphíkìlà

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

kùgónà

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

kùgúlìtsà

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

kùnéna/  
kùyákhula

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

kukónza

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Using the dialogue.

Ask the instructor to describe two alternative routes for getting from your present location to some point within a half mile of you. Learn both sets of directions, and decide which one is [more] difficult.

Say that you wanted to go to that place but that you got lost. Describe the route that you followed, clearly enough so that the instructor or a fellow student can tell you where it was that you went wrong.

## UNIT 29

## DIALOGUE.

1.  
Moni aJohn. Hello, John.
2.  
Moni bambo! Oh, hello sir!
3.  
Muli bwanji? How are you?
4.  
Mtëndèlè ndìthú. Oh, just fine.
5.  
-dzela  
Mùnádzélà msèú ùtì? How did you come?
6.  
Ndinádzélà msèú wákúMidimà.  
Sìndínàbvùtikè pòbwéla kùnò.  
I came by the Midima road.  
I had no trouble getting here.
7.  
-kwela to climb  
Ndinákwéla básì. I took the bus.
8.  
-lipila to pay  
Ndinálipilà '4/6'. I paid 4/6.
9.  
-bela rob  
ndalama (9,10) money  
pamenepo there  
Ànákúbèlaní (ndalama) pàménèpò. They cheated ('robbed') [you] (money) there.

Observations and conclusions.

The dialogue contains only three new words, and no new grammatical points at all. It does, however, introduce the very important practical matter of prices. For most Americans, pricing things in Africa involves two separate problems: learning to use a new currency system, and becoming accustomed to local price scales for various commodities. The drill material which follows should therefore be practiced for the cultural information that it contains, as well as for its linguistic aspect.

1. Pounds, shillings and pence in the context of American merchandise and price levels.

Oh, you've bought a \_\_\_\_\_! (name of article commonly purchased in your present location.)

Yes, I bought it at \_\_\_\_\_' (place)

I paid \_\_\_\_\_ (price in pounds, shillings, pence)

Oh, you paid \_\_\_\_\_? (price in dollars and cents)

cìpéwa

Oh. Mùnágúla cìpéwa étí!

Ndìnácígùlà ku (name of store) \_\_\_\_\_.

Ndìnálípìlà '£1.1.0'.

Mùnálípìlà 'three dollars'.

búkhu

màlàyá



kòlòkò

[It is important that the list of items used in this exercise be extended to include a large number of small everyday purchases: soap, razor blades, writing equipment, etc. In this way, prices in shillings will be associated with amounts of money that the student handles daily. If the student does not know the Nyanja word for an item, he may either use the English word or ask the instructor for the Nyanja expression.]

2. Approximate price levels with Malawi.

In this exercise, assume that you are in a small town in Malawi.

màzìlà

Munagula mazila eti?

Ndinawagula kumsika.

Ndinalipila \_\_\_\_\_. [Here, the instructor should mention a usual fair price for the article or articles under discussion. The student should try to remember the price for each article.]

nthóci

nyàmà yá ng'òmbè

nsómba

[Repeat this exercise for a large number of items that the students will probably be purchasing in Malawi.]

[After the three-line conversation has been practiced as shown above, the instructor's role should be taken over by one student, and the student's role by another. Try to use, for each article, the same price that the

instructor gave for it.]

If any new words have been introduced during these drills, list them here:

As the final drill in this unit, go through the same three-line conversation again, with two changes: (1) in the third line of the dialogue, the answer may be either the usual price, or a somewhat higher price. If a higher price was paid, the other person should reply with /Anaba ndalama pamenepo./ or its equivalent. If the usual price is mentioned, the other person makes some other appropriate comment to show that the price sounds about right to him.

## UNIT 30

DIALOGUE: Peter C. Vernon is being introduced to a gathering of people.

- |    |   |    |  |
|----|---|----|--|
| 1. | Tàmvelàni nònsénu.                                  | 1. | Listen, all of you.  |
| 2. | bwenzi (1)<br>pl. mabwenzi                          | 2. | friend   |
|    | mlendo (1,2)  |    | traveller, stranger  |
|    | Lèlò tìlì ndí mlèndò wathu wócókélà<br>kù'America'. |    | Today we have our guest (who<br>is) from America.  |
| 3. | Dzíná lace ndì Peter.                               | 3. | His name is Peter.   |
| 4. | conco   | 4. | so, then   |
|    | mau (6)   |    | words  |
|    | Cónco tikufuna kutì àtiúze ngàtì<br>àlì ndí máù.    |    | So we want him to tell us what<br>he has to say to us. ('...<br>whether he has words for us.') |
| 5. | Zikomo kwambili.                                    | 5. | Thank you very much.   |

Observations and conclusions.

1. The following words are examples of a polite imperative formula:

Tamvelani.	Listen!
cf. -mva	to hear
-mvela	to hear (with reference to something)
Taimani.	Wait! ('Stand [still]!')
cf. -ima	to stand, wait

The student should keep his ears open for other examples of this kind, but the matter will not be drilled in this unit.

2. Sentence 4 of this dialogue contains a new verb form:

Tikufuna kuti atiuze... We want him to tell us...

The word /atiuze/ contains a subject prefix /a-/, an object prefix /ti-/, a verb stem /-uz-/ and a final vowel /-e/.

Verb forms that have /-e/ instead of /-a/ as final vowel have appeared in earlier units, but only:

- (1) as negative forms, beginning with the initial prefix /si-/, or
- (2) as potential forms, containing the noninitial prefix /-nga-/.

In the word /atiuze/, neither of these prefixes is present.

This word is an example of a 'subjunctive' form.

Subjunctive forms of the verb are used in a number of different ways.

Instead of looking for a general rule on when to use the subjunctive, or a general summary of its meaning, the student will be better advised to learn and practice one of its uses at a time.

Fill in the blanks and then use for practice.

Sakufuna kutiuza njila.

He doesn't want to tell us the way.

Tikùfúna kùti átìúze njilà.

We want him to tell us the way.

Sakufuna kupita kumsika.

He doesn't want to go to the market.

Tífúnà kùti ápité kùmsìkà.

We want him to go to the market.

Sitikufuna kupita kumsika.

We don't want to go to the market.

Akufuna kuti tipite kumsika.

They want us to go to the market.

Sitikufuna kukhala pano.

We don't want to stay here.

Akufuna kuti tikhale pano.

They want us to stay here.

I don't want to stay here.

Do you want me to stay here?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I don't want to prepare food.

Do you want me to prepare food?

I don't want to get married.

My parents want me to get married.

I want to get married.

My parents don't want me to get married.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I don't want to prepare food for you.

Do you want me to prepare food for you?

I don't want to buy this hat.

Do you want me to buy it?

He doesn't want to help us.

We want him to help us.

He doesn't want to sell his bicycle.

We want him to sell it.

I don't want to take/get the books.

Do you want me to get them?

Sakufuna ku(i)gulitsa njinga yace.

Tikufuna kuti aigulitse.

Sindikufuna kutenga mabukhu.

Mukufuna kuti ndiatenge?

Using the dialogue.

After noon and evening meals, one student rises and introduces another student, using his real name and the name of the state that he is really from. The student who is introduced rises, makes courteous remarks, and then goes on to add a sentence or two of his own.

## UNIT 31

## DIALOGUE.

- 1.
- |          |   |
|----------|---|
| -kwatila | to marry (used when the subject is a man)   |
| -kwatiwa | to marry (used when the subject is a woman) |
- Ìnú àPéter, mùlì ókwátíla?  
Say, Peter, are you married?
- 2.
- Pèpanì bàmò.
- 3.
- |       |         |
|-------|---------|
| -kula | to grow |
|-------|---------|
- Sìndìnàkùle.  
I'm not old [enough yet].
- 4.
- |          |            |
|----------|------------|
| cibwensi | friendship |
|----------|------------|
- Mùlìbè cibwénsi?  
Don't you have a [girl] friend?
- 5.
- Ndìlì nácò kwáthu.  
I have one at home.

Observations and conclusions.

1. Compare these sentences:

Sìndìnàkùle.	I'm not big/old [enough].
Ana anu akula.	Your children are big.
Ana anu akula kwambili.	Your children have grown fast.

The present tense verb in the English translations of the first example is matched in the Nyanja sentence by the /-na-/ tense. Most /-na-/ forms of Nyanja verbs are matched by English verbs in the past tense. But

with verbs which stand for processes (e.g. 'to grow') the above examples are typical. That is to say, /anakula/ means that the process of growing is thought of as completed, while /cikukula/ means that it is still going on.

2. Two words in Nyanja are often translated 'is': /-li/ and /ndi/. Despite there being only one English word to represent these two Nyanja words, there are differences which the student should become familiar with.

In form, /-li/ is preceded by a subject (personal or class) prefix, and sometimes by the tense prefix /-na-/. As it is used in sentences, it might be associated with position or location, since it usually has a locative (Class 16, 17 or 18) prefix before it, or a locative enclitic, demonstrative, noun or question word following it:

(Class 18 prefix /mu-/)	<u>M</u> uli cimanga.	Inside there is maize.
(Class 16 enclitic /--po/)	Al <u>ipo</u> .	He's here, or, he's there.
(Class 17 demonstrative /uko/)	Cipewa cili	The hat is over there.
	<u>uko</u> .	
(Class 18 prefix /mu-/)	Zipatso zinali	The fruit was in the house.
	<u>m'</u> nyumba.	
(Class 17 prefix /ku-/)	Nyanja ili	Where is the lake?
	<u>ku</u> ti?	

The exceptions to this association of /-li/ with locatives include the following:

- (1) /-li/ plus greeting or health words such as /bwanji/ and /bwino/.

Muli bwanji?	How are you?
Ndili bwino.	I'm fine.
Tili bwino.	We're (pl. or honorific) fine.

- (2) /-li/ plus adjective-like words denoting temporary conditions:

Mzungu ali waukali lelo.      The European is cross (in a bad temper) today.

- (3) /-li/ (in the past tense /-nali/) plus a non-locative noun (a construction which would use /ndi/ in the present tense, but does not in the past tense because /ndi/ takes no tense prefixes):

cf. present tense:

Acabwela ndi mfumu.      Mr. Cabwela is the chief.

- (4) the special construction /-li ndi/ 'to have':

Ndili ndi ana awili.      I have two children.

- (5) the present progressive tense:

Tili kupita kuLimbe.      'I'm (we're) going to Limbe.'

The negative of /-li/ is unique in that it includes the suffix /-be/:

Palibe cimanga.      There is no maize.

This negative always has a locative prefix except when it is the negative of /-li ndi/:

Mulibe mkazi?      Have you no wife?

Ndilibe makazi.      I do not have a wife.

Whereas the key word in using /-li/ is 'location', the key word for /ndi/ seems to be 'identity'. In form, /ndi/ is never found with affixes except for the special forms of pronouns discussed in Unit 6 :

ine      ndine

iye      ndiye

In its use, /ndi/ relates names, nonlocative nouns, possessives and adjective-like words or phrases which indicate fairly permanent qualities:

Ndine Peter, bambo.

I am Peter, sir.



Ndiye mfumu.

He is the chief.

Kodi nkuku zonsezi ndi zanu?

Are all these chickens yours?

Dziko lino ndi lobvuta.

This country is hard.

Cipatala ndi cabwino.

The hospital is good.

The use of /ndi/ with locatives is fairly limited, though three instances with a high frequency of occurrence include:

Kwanu ndi kuti?

Where is your home (your place)?

Ndi kutali?

Is it far?

Ndi pafupi?

Is it near?

The negative of /ndi/ is /si/ (see Unit 18):

Ndi kutali?

Is it far?

Iai, si kutali.

No, not far.

**Exercise 1.** Use of /-be/ as negative marker with the stem /-li/. Concordial prefixes with the stem /~ambili/. Fill in the blanks and then use for drill.

'Do you have any oranges?'

'I don't have any oranges.'

'There aren't many oranges around here.'

malálánje

Mùli ndí malálánje?

Ndílíbé malálánje.

Kùnò kùlíbé malálánje ámbíli.

címàngà

mazila

[Make up sets of three sentences parallel to these, using all the kinds of food for which you know the names.]

**Questions on the dialogue:**

1. Pita ali wokwatila?
2. Pita ali ndi mkazi kwao?
3. Inu muli wokwatila?
4. Mufuna kukwatila?
5. Muli ndi njinga?

**Using the dialogue.**

Ask and answer questions about the marital status of fellow students, of staff members, and of other persons that the class knows about.

UNIT 32

DIALOGUE.

- 1.
- nyama (9) meat  
 Kòdí nyámáyì ndì yábwinò? Is this meat good?
- 2.
- oneka to appear, be visible  
 Kayatu, kòmà ìkùóneka ngàtì ndì I don't know, but it looks  
 yábwinò. to be good.
- 3.
- ganiza to think, hold an opinion  
 Koma, ndìkùgániza kuti ndì yádzulò. But I think it is yesterday's.
- 4.
- Sí cóncó kòdí? Don't you think so?

Observations and conclusions.

1. The dialogue for Unit 10 contained the phrase /nyale iyi/ 'this lamp'. Sentence 1 of the dialogue for Unit 32 contains /nyamayi/ 'this meat'. Apparently the separate word /iyi/ (as in the first example) and the enclitic /-yi/ (as in the second example) are completely interchangeable; one may expect to find all four of these forms:

/nyale iyi/ (Unit 10)	but also /nyaleyì/
/nyama iyi/	as well as /nyamayi/ (Unit 32)

Exercise 1. Use of /-oneka/ 'to appear, seem'. Concordial prefixes with /~abwino/ and with demonstrative enclitics. Fill in the blanks and use for drill.

'Is this meat good?'

'I don't know, but it looks good.'

nyàmà

(Kòdí) nyàmáyì ndì yábwìnò?

Kàyà, kòmà ìkùónèka ngàtì ndì yábwìnò.

lálánje

malálánje

nkhuku

cákúdyà

njìngá(9)

msèù(3)

Kòdí msèúwù ndì wábwìnò?

Kàyà, kòmà ùkùónèka ngàtì ndì wábwìnò.

mìsèù(4)

Kòdí mìsèúyì ndì yábwìnò?

Kaya, koma ikuoneka ngati ndi yabwino.

mwàná(1)

Kòdí mwànýù ndì wabwino?

Kaya, koma akuoneka ngati ndi wabwino.

àná(2)

búkhu(5)

mabukhu

2. Compare these sentences:

Ndili <u>bwino</u> .	I am well.
Ndi <u>yabwino</u> .	It (Cl. 9) is good.
Anabwela <u>dzulo</u> .	He came yesterday.
Ndi <u>yadzulo</u> .	It (Cl. 9) is yesterday's.
Ndi <u>zadzulo</u> .	They (Cl. 10) are yesterday's.
Ndi <u>yanqa</u> .	It is mine.

In the last of these examples, the last word is a possessive pronoun. The possessive pronouns have been discussed and practiced in earlier units. Possessive forms may also be constructed for stems other than possessive pronouns. Examples given above are: /yabwino, yadzulo, zadzulo/. These forms consist of:

y-	-á-	-bwìndò
↑	↑	↑
concordial pref.	'linking prefix'	stem

The tone of the linking prefix /-a-/ seems always to be high.

Combine the following pairs of words into phrases such that the second noun has the 'linking prefix', with a concordial prefix that agrees with the first:

dzíko (5)	dzíkó lá Máláwi	the country of Malawi
Máláwi		
njìngá (9)	njìngá yá bàmbò	Father's bicycle
bàmbò		
ntèngò (3)		the price of meat
nyàmà		

mtèngò

njìngá

àná (2)

kwáthu

nyàmà (9)

nkhúku

cìpàtàlà (7)

pànò

the local hospital

nchító (9)

u'carpenter'

rákúdyá (8)

nìtùndù yámíbíli

foods of many kinds

cákúdyá (7)

dzùlò

dzíná (5)

bwènzí wánga

maína (6)

àbwènzí ánga

tsíkú (5,6) 'day'

cítátu

ànyàmátá (2)

masíkú ano

mwèzí (3)

cítátu

nyàmà (9)

today's meat

lèlò

After completing all three columns, use them for practice.

Questions on the dialogue.

1. Peter amafuna kugula nyama?
2. Amafuna nyama yabwino?
3. Nyama inaoneka ngati yabwino?
4. Nyama inaoneka ngati yadzulo?
5. Bwenzi laPeter/waPeter anaganiza kuti nyama ndi yadzulo?
6. Anaganiza kuti ndi yalelo?

Using the dialogue.

At mealtimes during the next 24 hours, ask one another anxiously about the quality and freshness of each kind of food.

## UNIT 33

DIALOGUE.<sup>1</sup>

1. [ Ìnù aPeter, múmàyànkúla Cìnyànjá? ] Oh, Peter do you speak Nyanja?
2. [ Ndímàyànkúla pàng'óno bàmbò. ] Well, I speak it a little, sir.
3. [ Haa! Pàng'óno! ] Ha! A little.
4. -thu [emphatic]
- [ Mùkùcìdzíwáthu ndìthúdi. ] You really know it!
- 5.
- |           |   |
|-----------|---|
| -phunzila | to study  |
| -cepa     | to be small   |
| -cepela   | to be little, too small<br>(with respect to some<br>thing or purpose) |
| ndiye     | and   |
| ~eni ~eni | real  |
- [ Kòmà ndàphùnzilá masíku ] But I've studied only a few days, and I don't know it properly.
- [ wócépà ndìyè síndícìdzíwá ]
- [ kwèní kwéni. ]

1. From this unit on, the student should try his own hand at writing in the fluctuations of pitch between the square brackets above each sentence. It is advisable to check one's own marks with two or three other students, at least at first.



6.

[  
Iai ndithu.]

No, indeed!

7.

[  
Múmatha kuyankhula Cinyanja ]You are able to speak real  
Nyanja![  
cèní céni!]Observations and conclusions.

1. Compare these sentences:

Mukudziwa Cinyanja.

You know Nyanja.

Mukucidziwa.

You know it.

Mukucidziwa { di!  
thu!

You really know it.

The form /--di/ is used to show emphasis. It may be attached to the end of almost any kind of word. Elements which have this property are usually called 'enclitics'. Nyanja makes use of a number of very important enclitics.

From the point of view of pronunciation, the Nyanja enclitics have an interesting property. In each of the sentences cited above, the last two syllables have been underlined. The last of these two syllables is much less prominent than the next to last syllable. Or, to state the same relationship in the opposite direction, the next to last syllable is more prominent than the last. So in /mukucidziwa/ the syllable /dzi/ is relatively prominent as compared with /wa/. In /mukucidziwathu/ the syllable /wa/ has approximately the prominence that was found on /dzi/ in /mukucidziwa/. This shift in location of the prominence in words that end with enclitics is likely to be ignored by Europeans, but it is rather important if one wishes to speak clearly and euphoniously.

Exercise 1. Location of stress according to the presence or absence of an enclitic. Practice the following pairs of expressions:

mùkùcídzíwà

mùkùcídzíwáthù! [the enclitic /--di/  
may be preferred in  
some or all of these  
expressions ]

wábwinò

wábwinóthù

'shilling' límódzi

'shilling' limodzithu

àpà 'here'

apathu

kutali 'distant'

kotalithu

síndínàlí kùdzíwà

'I didn't know'

'I didn't know at all!'

kùndò kùlíbe 'bus'

2. Compare these two sentences from the dialogue for this unit.

Sindicidziwa kweni kweni.

I don't know it properly/  
really.

Mumatha kuyankhula Chinyanja

You speak real Nyanja.

ceni ceni.

Also from Unit 18:

Si kuMlanje kweni kweni...

It's not exactly at Mlanje...

The stem /~eni/ appears in reduplicated form in all three of the above examples. In the first and third of these sentences, the same general locative concord /ku-/ (Class 17) that is found in /kuno/ and /kulibe/ appears as /kw-/. In the first sentence it has no antecedent noun or other word in that class; under these circumstances it may be said to be used 'adverbially'. In the third example, the /kw-/ agrees with the /ku-/ of /kuMlanje/. In the second sentence, the /c-/ of course agrees with /Cinyanja./

Exercise 2. Use of concordial prefixes with / ~eni~eni/. Fill in the blanks and then use for drill:

	'Is this maize?'	'It's real [first-class??] maize.'
címàngà (7)	ìcì ndì címàngà?	Ndì címàngà cèní céní.
cìpàtàlà (7)	_____?	_____.
àsèù (3)	_____?	_____.
mìsèù (4)	_____?	_____.
bwenzi wanu	_____?	_____.
abwenzi athu	_____?	_____.
nchító	_____?	_____.
njìngá yá moto	_____?	_____.
phìlì 'hill'	_____?	_____.
sakudya (8)	_____?	_____.
dzina lace	_____?	_____.

Questions on the dialogue.

1. Peter amayankhula Cinyanja?
2. Inu mumayankhula Cinyanja?
3. Bambo Cabwela anaganiza kuti Peter amayankhula pang'ono basi?
4. Peter anaphunzila Cinyanja masiku angati?
5. Inu mumayankhula 'French'? [Use names of other languages here also.]
6. Munaciphunzila zaka zingati?
7. Mungathe kuciyankhula?
8. Munaciphunzila kuti?

Using the dialogue.

Discuss the proficiency which various members of the group have in languages other than Nyanja or English.

## UNIT 34

## DIALOGUE.

- 1.
- [ Kòdi munáphúnsílá kùti Cìnyànjá ]  
 [ àPeter? ]  
 Where did you learn Nyanja, Peter?
- 2.
- [ ìnè bàmbò ndìnáphúnsílá ]  
 [ kusukulu ku'America'. ]  
 I learned it at school in America.
- 3.
- ~ina  
 ~mene  
 some, other  
 [a relative stem]
- [ Kùlì ànyàmàtá àméné ]  
 [ àkúphúnsítsa Cìnyànjá. ]  
 There are some young men/students teaching Nyanja.
- 4.
- [ Ndìthú, mùkùyánkhùlà Cìnyànjá ]  
 [ cèní céní. ]  
 Yes, indeed, you are speaking good ('genuine') Nyanja.
- 5.
- [ Ee. Páng'ónò bàmbò. ]  
 Oh, just a little, father!
- 6.
- [ fàl. Sí páng'óno. ]  
 No, it is not just a little!

7.

ndipo

and, it is there

--nso

also, again

[  
Ndipónso ndígánizà kúti]I even think that it is better  
for us to speak in Nyanja.[  
ndi bwìnò tìsíyákhúlá][  
Cìnyanja bàsi.]Observations and conclusions.

1. The phrase /anyamata ena/ 'some young men' or 'other young men', contains the stem /~ina/. Like many other Bantu languages, Nyanja has only this one stem corresponding both to English 'some' and to English 'other'. The first vowel of words built on this stem varies according to the prefix. Here are the forms for Classes 1-10. Can you figure out a simple rule for predicting whether the vowel will be /e/ or /i/?

	<u>Prefix:</u>	<u>Stem:</u>	<u>Actual pronunciation:</u>
Class 1	u-	ina	wina
2	a-	ina	ena
3	u-	ina	wina
4	i-	ina	ina/yina
5	li-	ina	lina
6	a-	ina	ena
7	ci-	ina	cina
8	zi-	ina	zina
9	i-	ina	ina/yina
10	zi-	ina	zina

Exercise 1. Concordial prefixes with the stem: /~onse/ and /~ina/. Alternation of /ndi-/ 'is' and /si/ 'is not'. Fill in the blanks and then use for practice.

'Are all the eggs good?'

'Some are good.'

'Some are not good.'

màzilà

Màzilà óonse ndì ábwìnò?

Ena ndì ábwino.

Ena sí ábwìnò.

malálánje

címàngà

zìnthù

màphùnzìlo ánu

nkhúku zace

njìlà zákùnò

cákúdyà

zákúdyà

nyàmà

nsóm̄ba

Exercise 2. Use of the prefix /-zi-/, with meaning of obligation.

'We didn't go to school yesterday.'      'We'd better go to school.'

kùpíta kùsùkúlu

Sítínàpíte kùsùkúlu  
dzùlò.Ndì bwìnò kùtí tìzípíta  
kùsùkúlù bàsi.

kúdyà nyàmà

Sítínadyè nyàmà  
dzùlò.Ndì bwìnò kùtí tìzidyà  
nyàmà bàsi.

kùphúnzilà

Sítínàphúnzìle

Ndì bwìnò kùtí

Cìnyànjà

Cìnyanja dzùlò.

tìzìphunzila Cinyanja.

kugúla cínthù

kùpàngà njìngá

zábwinò

kukwéla básí

Questions on the dialogue.

1. Peter anaphunzila kuti Cinyanja?
2. Anaphunzila Cinyanja muMalawi?
3. Anaphunzila Cinyanja kusukulu yanji?
4. Kunali anyamate angati ophunzitsa Cinyanja?

Using the dialogue.

Ask and answer questions about the language study that you plan to do in the future, in Africa or elsewhere.

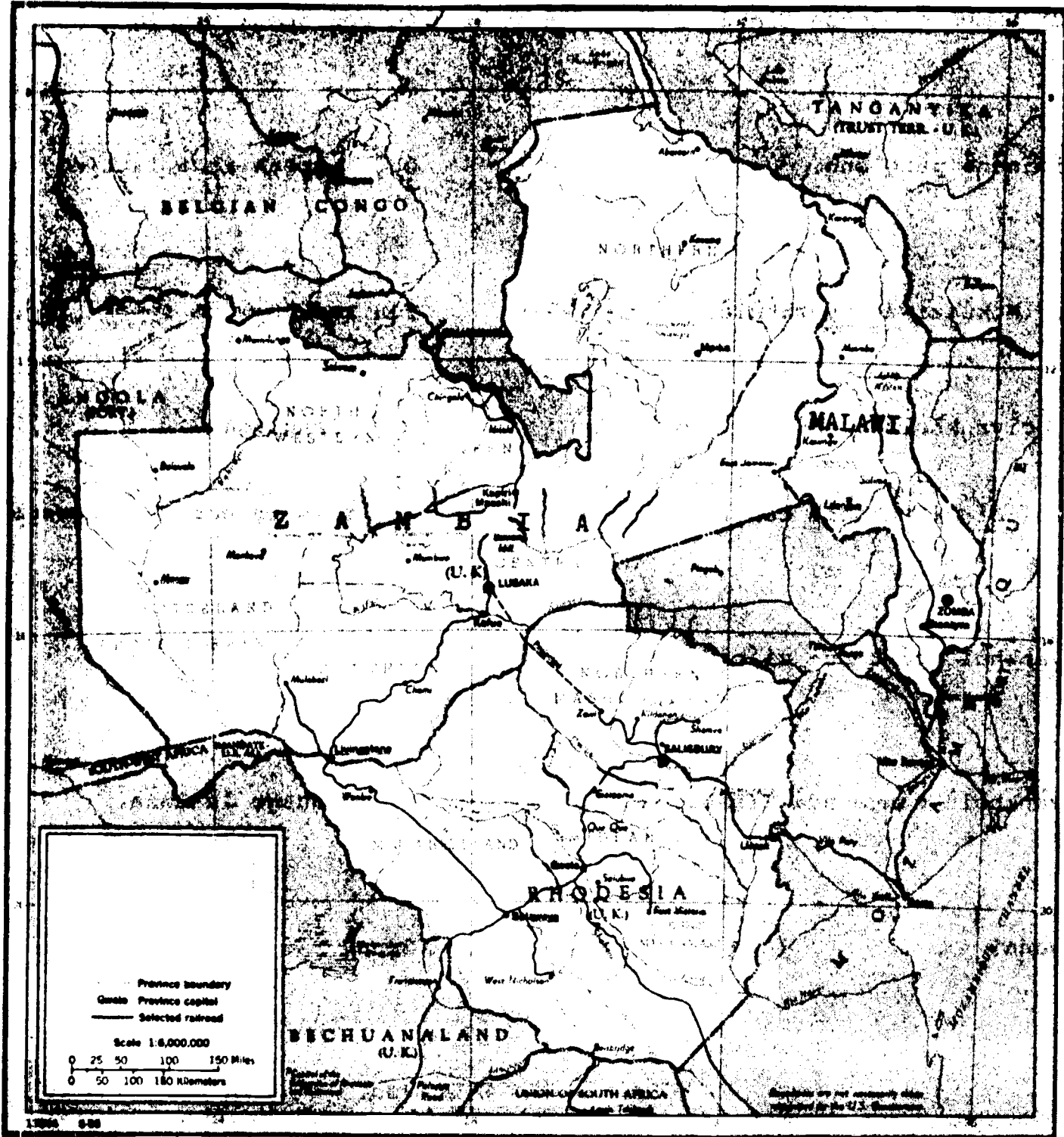


## UNIT 35

## DIALOGUE.

1. [ Kòdí bàmbò múmànéna Cinyanja? ] Do you speak Nyanja?
2. [ Ndírànénà pàng'óno. ] Oh, I speak it a little.
3. [ Mm. Mùkùdzíwa kùyánkhùlà. ] You know how to speak [it].
4. ciyankhulo (7,8) language
5. [ fàì! sí ciyánkhùlò cánga cèní cèní. ] No, this is not my language.
6. [ Cìyánkhùlò cánu ndì ciáni? ] What is your language?
7. [ Cìyánkhùlò cánga ndì Cìsèná. ] My language is Sena.
8. [ Cìsèna? ] Sena?
9. [ Ee. ] Yes.

This lesson contains no new points of grammar. Its purpose is to allow time for discussion, in Nyanja, of the linguistic geography of Malawi and its immediate neighbors. Use the map and go through each of



Malawi and adjacent areas.

these conversational models.

Conversational Model A.

Mumanena Cishona?

Iai. Sindi(ma)nenana Cishona.

Amanena Cishona kuti?

Amanena kuHalale.

In place of /Cishona/ in Conversational Model A, use each of the following. The answers to all questions should be as true and as accurate as possible.

Cishona	Cisena
Cibemba	Cisukuma
Cicewa	Citonga
Ciswahili	Ciluba
Ciyao	Citumbuka
	Cinanteco

Conversational Model B.

Amanena Cishona kuZomba?

Iai. Samanena Cishona kuZomba.

Amanena Cinyanja kuZomba.

KuZomba amanena...

Following this model, use in place of /Cishona/ the languages listed after Conversational Model A.

## Conversational Model C.

(Personal name) akucokela kuKaronga.

Amanena ciyankhulo canji?

Amanena (name of language).

In place of /Karonga/ in Model C, use each of the following. The answers to all questions should be true.

Mzimba

Mbeya

Kasungu

Tete

Salima

Port Herald

Lilongwe

Beira

Vila Fontes

Tanganyika

Lusaka

Halale

Using the dialogue.

The students should take turns at playing visiting expert on the linguistic geography of this area. Each student should lecture for not more than one or two minutes, and then answer questions from the instructor and from his fellow students. Make extensive use of all available maps.

## UNIT 36

DIALOGUE: A European asks about local languages in the vicinity of Malawi.

1.

[ Mukucókéla kuti? ]

Where do you come from?

2.

[ Tikucókela kufúpi ndí kúPòrt Hérald. ]

I come from a place near Port Herald.

3.

[ Sáyákhula Cinyanja kuméneko? ]

Oh, they don't speak Chinyanja there?

4.

[ íai. ]

No.

5.

[ Cizungu? ]

English?

6.

[ Iai! Cisena! ]

No! Sena!

7.

[ Cisena basi! ]

Only Sena!

8.

[ Cisena sí cizungu íai. ]

Chisena is not English. (or: 'not a European language')  
[??]

9.

[ Zókóndweletsa ndithu. ]

Oh, that's very interesting.

Like the dialogue for Unit 35, this dialogue contains no new points of grammar. Except for names of languages, it does not even contain any new words. Compare however the use of the /mu-/ and /a-/ prefixes with certain stems for singular and plural personal nouns, and the /ci-/ prefix with all or many of the same stems to indicate a traditional manner of speaking or living:

'All Europeans speak a European language.'

Azungu onse amanena Cizungu.

Asena onse amanena Cisena.

In place of /Cizungu/ and /Cisena/, substitute all other African languages whose names you know. For which of them does the correspondence between /a-/ and /ci-/ not hold true?

Ask your instructor for the names and locations of all the dialects he knows of, that are included in the Chinyanja language. Make a rough map and record these data.

#### Using the dialogue.

One student says that his friend comes from X (a certain spot in or near Malawi). Another student replies, 'Oh, X, eh? Does he speak \_\_\_\_\_?' The object of the game is for the second student to get the appropriate language or dialect with his first guess.

## UNIT 37

## DIALOGUE.

- 1.
- [ Inu bambo, múmakhála kuti? ] Er, sir, where do you live?
- 2.
- mudzi (3,4) village
- [ ìnè ndímàkhála mìdzì ítátu ] I live three villages from here.
- [ (ku)cóka pàndòpó. ]
- 3.
- dzela to follow
- [ Nàngà ìnè ndìkàfùnà kùpíta ] What if I want to go there? ('Which path do I follow?')
- [ kùménèko ndìdzèlé njìlá ítì? ]
- 4.
- mfumu (1,2) chief
- [ Mùkàcòkà pàndò mùpíté kwámfúmú ] If you leave from here go to [the place of] Native Authority Cokani.
- [ Còkànì. ]

Observations and conclusions.

1. In the sentences:

Ndimakhala kwanyakwawa Mpindeni.

I live at Headman Mpindeni's [village].

Ndimakhala kwaMpindeni.

I live at Mpindeni's [village].

the element /a-/ is the same 'linking', or 'possessive' element that was

discussed in Unit 32. In this use, it is preceded by /ku-/, of the locative Class 17. Compare also /pámfumu/, in which /pa-/ is the representation of /pà-/ (Locative Class 16) plus the linking /-á-/.

Fill in the blanks in the first column with Christian or Moslem given names. Fill in the second column with African names which are suitable for use after /kwá-/. The purpose of this exercise is to accustom the student to hearing and remembering typical personal names.

APeter	amakhala kwaMpindeni.
AJohn	amakhala kwaaCimuti.
AWile	amakhala kwaKawinga.
APhili	amakhala kwaMlumbe.
AUmali	amakhala kwaaJalsi.
ACilombe	amakhala kwaaCangamile.
_____	amakhala kwa_____.
_____	amakhala kwa_____.

Practice these sentences, associating each name in the left-hand column with one and only one name from the right-hand column.

When the above exercise has been practiced sufficiently, ask questions of the form:

Peter amakhala kuti? (or /kwáyàni?/)

\_\_\_\_\_

\_\_\_\_\_

etc.

The names used in the answers should be in agreement with the names used in the first part of this exercise.



2. Compare the sentences:

**Ndikafuna kupita kumeneko...** If I want to go there, ...

**Mukacoka pano...** If/when you leave here...

The syllable /-ka-/ in these sentences is not to be identified with /-ka-/ 'go and', which was discussed in Unit 8. Even as far as pronunciation is concerned, there is a tonal difference between the two, at least for most verb forms. Its meaning is something like 'if, when'.

The two /-ka-/ prefixes can occur together in a word:

**Mukakagula nyama...** If you go and buy meat...

**Exercise 2.** Use of low-toned /-ka-/ 'if, when' in contrast to forms that contain the same verb stem without /-ka-/. The student should try to find and practice pairs of sentences in which verb forms that include /-ka-/ 'if, when' may be contrasted with other forms of the same verbs:

Mudzácóka lítì pàndò?

When are you going to leave here?

Mùkàcòkà pàndò mùpíté kwáMpindeni.

When you leave here, go to Mpindeni's.

Have you seen Mr. Cabwela today?

If you see him, tell him that I want to speak with him.

Don't take this path.

If you take it, you'll get lost.

Do you want me to help you?

If you want [me to], I'll help you.

Do the oranges look good?

If they are good, I'll buy five.

## Questions on the dialogue.

1. M (proper name) amakhala midzi ingati kucoka panopo?
2. Amakhala kwaani?
3. N \_\_\_\_\_ anafuna kupita kumeneko?
4. N \_\_\_\_\_ anafuna kupita kuti?
5. N \_\_\_\_\_ akafuna kupita kumeneko, adzele njila yanji?
6. Inunso, ndikafuna kupita kwanu, ndidzele njila yanji? [This question should be directed to various members of the class. In answering it, they will review the expressions useful in giving directions.]

Using the dialogue.

At this point, the class is ready to profit from the use of a topographical model. Such a model may be bought commercially, or may be constructed on a sand table or an ordinary tabletop, or even on the ground. It may also be constructed on a pegboard and hung on a wall. Sticks, stones, inkwells, books, or blocks of wood may be made to stand for buildings, trees, and other landmarks. A person or a car is shown going from one place to another along a certain route. The class may participate in several different ways.

(1) The instructor moves the person or car along a route. With each move, the instructor states in Nyanja what he is doing. The students listen but do not repeat after the instructor.

(2) Using exactly the same route, the instructor again moves the person or car, describing in Nyanja what he is doing. The students repeat aloud in unison.

(3) With the instructor again following exactly the same route, and using exactly the same sentences, the students take turns repeating after the instructor.

(4) Once more, the instructor traces the same route, but this time he says nothing. Individual students supply the Nyanja sentences.

(5) Individual students take turns at moving the man or car, and describing the action in Nyanja.

## UNIT 38

## DIALOGUE.

1. [ Nàngà inù bàmbò màmàkhála kùtì? ]  
And where do you live, sir?
2. [ A. Inè ndímàkhála kuMwanza. ]  
I live at Mwanza.
3. [ Kòdí ndìngàpèzè bwànji njllà ]  
[ yòpíta kùMwánza? ]  
How can I find the path/road that goes to Mwanza?
4. [ Ndìngàkwèlè básì? Kàpena ]  
[ mùngàndíuzè njllà yáce? ]  
Can I take a bus? Or can you tell me the way ('tell me its path')?
5. -tha to do, finish, be able  
pansi (16) below; on the ground/floor  
mwendo (3,4) leg, foot
- [ Ee. Múthà kùénda pànsí. ]  
You can walk.
6. [ Kòmà mùkàcòkà pànò mùtèngé msèù ]  
[ umene umapita kwaaPwitikizi. ]  
When you leave here, you may take the road that goes to Mozambique.

7.

manzele

left (hand)

kanjila (12,13)

small path

mtsinje (3,4)

stream

[  
Kòmà mùkàfikà pàméné páli sítólo

When you get to where there is  
a store on the left, then you  
take a little path

[  
kùmánzele; (conco) mùtèngé

[  
kànjìllà kàmènè kámápítà kùmtsinje

that leads to a stream  
[called] Shire.

[  
wáshile.

8.

[  
KùMwánza! Njìllà yópíta

Oh, Mwanza? The road leading  
to Salisbury?

[  
kùSalisbury?

9.

[  
Ndì ìménèyò.

Yes, that's the one.

10.

tali

far

[  
Ndì kùtáli ndithu?

Is it very far?

11.

[  
íàl. Pàng'ónò bàsi.

No, just a little.

[Note that although this dialogue is longer than the dialogues of any of  
the preceding units, it consists in large part of material that has already  
been memorized in Units 23 and 24.]

Observations and conclusions.

## 1. Compare the expressions.

njila yabwino (9)	a good path
njila zabwino (10)	good paths
kanjila kabwino (12)	a good little path
tinjila tabwino	good little paths

The singular prefix /ka-/ (Class 12) and the plural prefix /ti-/ (Class 13) are used in Nyanja in a diminutive sense; that is to say, use of these prefixes means that the objects to which the noun refers are small.

Exercise 1. Practice in contrasting diminutive and nondiminutive forms. Fill in the blanks and then use for drill:

mwana wanga	kamwana kanga
mseu wabwino	kamseu kabwino
miseu yabwino	timiseu tabwino
bukhu labwino	kabukhu _____
mabukhu abwino	timabukhu _____
cipatala capano	kacipatala kapano
zipatala zapano	tizipatala tapano
nyale yathu	kanyale kathu
nyale zathu	tinyale tathu

## 2. Compare these pairs of expressions:

Mseu uwu umapita kwa aPwitikizi.	The road goes to Mozambique.
mseu umene umapita kwa aPwitikizi	a road that goes to Mozambique
Pano pali sitolo kumanzele.	Here there is a store on the left.
paujeni pamene pali sitolo kumanzele	at a certain place at which there is a store on the left

Kanjila kamapita kumtsinje.

The little path goes to a stream.

kanjila kamene kamapita kumtsinje

the little path that goes to the stream

In each of these three pairs of expressions, the first is a complete sentence. The second is not a complete sentence, but only a noun expression. In traditional grammatical terms, one would say that the noun /kanjila/ 'is modified by the relative clause' /kamene kamapita kumtsinje/.

As far as their overt form is concerned, the complete sentences differ from the noun-plus-relative-clause in two respects:

- (1) the presence of /~mene/, and
- (2) the tonal patterns of the verbs are different for some tenses.

The details of these tonal differences depend on the tense of the verb.

As a further matter of terminology, the verbs in the complete sentences (/umapita, pali, kamapita/ in the above examples) will be called INDICATIVE; those that are used after /~mene/ will be called RELATIVE. Fill in the blanks and then use for drill. Be very careful to reproduce the tone patterns accurately.

Exercise 2. Clauses with /~mene/ vs. clauses without it. Concordial prefixes with /~mene/ and as subject prefixes of verbs.

- (1) The /-ma-/ tense.

kànjilà

Kànjilà kámàpítà kùmtsínje.

The little path goes to the store.

Kànjilà káméne kámàpítà

Where is the little path that goes to the stream?

kùmtsínje kàlí kùtì?

njilà	Njilà ímápítà kùmtsínje. Njilà íméné ímápítà kùmtsínjè ìlí kùtì?	_____ _____ _____
m̀sèù	_____ _____ _____	The road goes to the stream.  Where is the road that goes to the stream?
mwàná	_____ _____ _____	This child knows how to dance very well.  Where is the child who knows how to dance very well?
ànyàmatá	Ànyàmata ámadzíwà kùbvínà bwìnò kwám̀b̀lí. Anyamata àméné _____ _____?	_____ _____ _____ _____
kùnéna Cìzùngù	M̀nyàmata mmódzi ámanénà Cìzùngù cábwìnò. M̀nyamata amene _____ _____?	_____ _____ _____ _____

(2) The /-na-/ tense.

m̀alálánje	Ndìnágùl̀à m̀alálánje. M̀alálánje àméné m̀únágùl̀á, àlí kùtì?	I bought some oranges.  Where are the oranges that you bought?
címàngà	_____ _____	_____ _____
m̀pùngá	_____ _____	_____ _____



cákúdyá

---

---

Using the dialogue.

Again using the topographical model, give and receive directions for going from one point to another. Try consciously to use /mene/ with relative clauses as often as possible.

## UNIT 39

## DIALOGUE.

- 1.
- Inu aJohn, ndinunso aPeace Corps?  
Corps?
- John, are you also a [member] of the Peace Corps?
- 2.
- Ine ndine waPeace Corps.
- I'm a [member] of the Peace Corps.
- 3.
- mlato (3,4)
- bridge
- Timathandiza kupanga milato, ndi miseu.
- We help to build roads and bridges.
- 4.
- Timagwila nchito pamodzi ndi anthu amene akudziwa nchitoyo, ndi anthu ocokela midzi yonse.
- We work together with people who know that work, and people who come from all the villages.
- 5.
- Timawathandiza kugwila nchitoyo.
- We help them to do that work.

Observations and conclusions.

Note the differences in form and meaning:

nchitoyi (or: nchito iyi) this work

nchitoyo (or: nchito iyoy) that work

Fill in the blanks and then use for practice:

nchito                      Nchitoyi ndi yabwino.

Nchito yanga si yabwino.

Nchitoyo si yabwino.

khasu

---

---

---

makasu

---

---

---

cakudya

---

---

---

nsomba

---

---

---

nyama

---

---

---

mau

---

---

---

anthu

---

---

---

mlato

---

---

---

milato

---

---

---

Further autobiographical material.

Learn the questions. For each question, learn at least one answer that is true for you. Underline all new words.

[NB while all the subject matter covered by these questions and answers is within the range that you should be able to discuss, the questions themselves may or may not be suitable for use with strangers. Care should be exercised at this point!]

Maina áóbála ánu ndàni?

What are the names of your parents?

Dzína lábambo wángá ndíPeter.

My father's name is Peter.

Dzína lámái wángá, ndí\_\_\_\_\_.

My mother's name is \_\_\_\_\_.

Munápita ku'school' záká zingáti?

How many years did you go to school?

Ndinápita ku'school' záká '5'.

I went to school for five years.

Ndinápambana 'Class 3'.

I passed Standard 3.

Ndinayephela 'Class 4'.

I failed Standard 4.

Mukudziwa kuéndetsa gálimoto?

Do you know how to drive?

Índe. Ndikudziwa kuéndetsa

Yes, I know how to drive.

gálimoto.

Múmanéna ciyankulo cánji?

What language do you speak?

Ndímanéna ciSwahili, ndí cíNyanjá.

I speak Swahili and Nyanja.

Ndímanéna cizungu, ndí cíFalansa.

I speak English and French.

Amakóna ciáni, mángo, kapéna

Which do you like [better], mangoes or oranges?

malálanje?

Ndímakóna malálanjé, kopósa/

I like oranges better than mangoes.

kupámbana mángo.

Mnákhalá kúnjá kú'Amerícá'?

Have you ever lived outside of the United States?

Ai. Iyi ndi ntháwi yóyámba

No, this is [my] first time to live outside the United States.

kukhála kúnjá kú'Amerícá'.

Iyi ndi ntháwi yángá yóyámba

This is my first time to come to Africa.

kubwéla kúnò ku'Afrícá'.

Mnákhalá kuUláya?

Have you ever been to ('lived in') Europe?

Iai. Síndínakhále kuUláya.

No, I've never been to Europe.

Índe, ndinápita kuUláya ntháwi

Yes, I've been to Europe many times.

zámblimbíli.

Munákhalá ku'Afrícá' ciambíle?

Have you ever been to Africa before?

Índe, ndínákhála kuAfrícá kawíli.

Yes, I've been to ('lived in') Africa twice.

Amadziwa kuséwela báu?

Do you know how to play bau?

Índe ndímadziwa pang'óno.

Yes, I know a little.

Amakóna kuséwela báu?

Do you like to play bau?

Índe, ndímakóna kwámblíli.

Yes, I like [it] very much.

Koma ndi lóbvúta.

But it's difficult.

Amakóna 'sugar' mu'tea' wánú?

Do you like sugar in your tea?

Iyai, pang'óno pókha.

No, just a little.

Using the dialogue.

Make up, with the help of a speaker of Nyanja, a 50-75 word speech explaining what kind of work you yourself expect to do in Malawi:

If you use any new words in the speech, list them separately here:

## UNIT 40

## DIALOGUE.

1.

-culuka  
 Oo, bàmbo. Tàónàni mángo  
 kùcúluka pàmsikà.

to be many

Oh, father, look, there are  
 plenty of mangoes at the market!

kulu

large

Inde. Ndipónso ndi áakúlu  
 àménèwà.

Yes, and so large!

3.

Àkugúla bwánji àménèwà?

How much are they sold for?

4.

cifukwa (7.8)

reason, because, why

-dhula

to be expensive

Paménèpà ndikùgániza àménèwà  
 ndi wôdhúla, cífukwá ndi áakúlu.

I think they're quite high,  
 because, they're very big.

Observations and conclusions.

1. The word /tàónàni/ 'look!' based on the stem /-ona/ 'see' is another example of the gentle imperative discussed in Unit 30 (cf. /tamvélaní/, tafimani/).

2. Compare the forms:

zázikúlu

big (Cl. 8 or 10)

áakúlu

big (Cl. 6)

The stem of both of these words is /~kúlu/. It is unlike any other stems that have appeared earlier in these lessons in that it takes a double con-

cordial prefix: /~á~1/ plus /kúlu/.

The student should by now be able to construct his own paired sentence exercise, with /~kúlu/ appearing in the second sentence:

'Mangoes are plentiful today.'

'Yes, and they're big!'

A number of names of foodstuffs and other salable items should be substituted for 'mangoes' in this exercise.

Further autobiographical material.

As in Unit 39, learn all the questions and at least one answer for each question.

Mùnáyamba lítì kùphúnzila cìNyànjá?

When did you begin to study Nyanja?

Ndínáyamba kúnéna cìNyànjá kù'America'.

I began to speak it in America.

Ndì zókóndweletsa zíménèzò.

That's very interesting.

Mphúnzìtsì wánu ànáli ndàni?

Who was your teacher?

Tínáli ndí aphúnzìtsì átátu.

We had three teachers.

Ànácokela kùMáláwi.

They came from Malawi.

Tínáli ndí aphúnzìtsì átátu

We had three teachers who were from Malawi.

ócókela kùMáláwi.

Mpingo wanu }  
Calici canu } ndi citi?

What is your religion?

Ndine { mu'Catholic'.  
          { mu'Protestant'.

I'm a Catholic.

Ndine { mu'Silamu'.  
          { mu'Mnasala'.

I'm a Muslim.

Ndilibe { calici cili conse.  
          { mpingo uli wonse.

I don't have any religion.



Mùnágwila nchító yánji kù'America'?

Ndínáli kuphúnzila.

Ndínáli màkániko.

Ndínáli mùlimì.

Ndínáli wómánga manyumbá.

Ndínáli dókòtà. }

Ndínáli dótòlo. }

Ndínáli mnyamatá wá pa'school', kòmánsò

ndínáli kugwila nchito mukantini.

Ndínáli kugwila nchito mukantini

kuti ndipeze ndalama za'school'.

Ndínáli kugwila nchito yoyendetsa

'taxi' pamene ndínáli pa'school'.

Mmakonda masewela amtundu wanji?

Ndimakonda mpila ndi kubvina.

What work did you do in America?

I was a student.

I was an engineer.

I was a farmer.

I was a builder.

I was a doctor.

I was a student, but I also worked in a restaurant.

I worked in a restaurant [in order] to pay my expenses.

I drove a taxi at the same time I was going to school.

What kinds of amusements do you like?

I like football and dancing.

## CHINYANJA BASIC COURSE

### INTRODUCTION TO PART II

The units in Part II, like those of Part I, consist of a dialogue, with grammar notes, exercises, and suggestions for transition to free conversation outside of the classroom setting. In Part II, the dialogues are longer, and the grammatical discussions are more comprehensive and systematic. The dialogues of Part I are reintroduced, with substantial augmentation, in Part II.

A feature peculiar to Units 41-63 of this course is the series of marginal notes, covering minor matters of phonetics and grammar as they crop up in the dialogues and exercises. This series of notes is quite frankly a product of the difficult conditions under which the course was assembled; at the same time, it offers to the interested student a unique kind of guidance in acquiring the skills and habits of careful observation. The notes are based on two sets of tape recordings, one of which is published with the course. The other set, made by different speakers, is not published.

The sequence of the notes is necessarily quite random. Nevertheless, certain questions loom larger than others, and receive more frequent attention. Among these are:

1. Which of the tones in a given sentence are the same for all speakers? Which tones may vary from speaker to speaker, or even within the speech of one person?
2. What is the best way of accounting for tonetic 'downstep'?
3. What features of pronunciation, such as vowel length, are not reflected in writing?
4. What basic formulae can be set up to account for (and/or to predict) the tones of various sets of verb forms?

The reader should remember that absence of a tone mark over a syllable means that tone is not indicated for that vowel. It does not mean that the vowel has low tone.

UNIT 41

DIALOGUE: A Peace Corps Volunteer is asked about his work.

Msonthe has spoken earlier with John. He now continues the conversation.

Msonthe

NB /á/ in Stc. 1 with the plural /ndinu/, but /wá/ in Stc. 2 with the singular /ndine/, both referring to the one individual John.

Ìnù àJòhùn, ndìnúnso  
á 'Peace Corps'?

And you, John, are you a (member) of the Peace Corps too?

John

Ìnè ndìnè wá 'Peace Corps'.

(Yes) I'm a (member) of the Peace Corps.

Msonthe

Múmàgwíla nchító yánji?

What (kind of) work do you (pl.) do?

John

Tímàthàndíza kùpánga mìlátò  
ndí míseù.

We help to make bridges and roads.

John (continues)

NB /ánthu/, high after /'ndi'/.

Tímàgwíla nchítóyi pámódzi  
ndí ánthù àméne ákùídziwa.  
(or: aidziwa).

We do this/that work together with people who know (how to do) it.,

John (continues)

Íwo ácókela kùmídzi yónse.

They come from all over ('from all the villages').

Msonthe

Observe carefully the intonation on both occurrences of /nchitoyo/, in the two halves of a double question. Say aloud to

Múmàwaphùnzítsa kùgwíla  
nchítóyo, kàpéná ndìnù  
áméné múmàgwíla nchítóyo?

Do you teach them to do that work, or are you the ones who do the work?

yourself the corresponding double question in English, and notice the difference.

John

Tímaphùnzìtsána.

We teach one another.

Exercise 41.ab.2. GOAL: Accurate handling of personal pronouns when substitutions are made elsewhere in the sentence.

ìnù	ìnù, ndìnù Mmélèka?	Are you an American?
mphùnzìtsì	ìnù, ndìnù mphùnzìtsi?	Are you a teacher?
ìyé	ìyé, ndìyé mphùnzìtsi?	Is he/she a teacher?
wáPeace Corps	ìyé, ndìyé wáPeace Corps?	_____
ìwó	ìwó, ndìwó áPeace Corps?	_____
àphùnzìtsì	ìwó, _____	_____
ìnù	ìnù, ndìnù àphùnzìtsi?	_____

NB In the two recordings of /kudzíwanso/ in this exercise, the first has a lower pitch on /-wa-/ than on /-dzi-/, while the second has the same high pitch on both these syllables.

Exercise 41.1.c.1. GOAL: Mastery of the pronunciation involved in the 'shifting' of the stress. Practice using Col. 1 as the cue and Col. 2 as response. Then practice using Col. 2 as cue and Col. 1 as response.

ìnè	ìnénso
ìfè	ìfénso
kùdzíwa	kùdzíwánsó
ànthù	ànthúnso
nchítóyo	nchítóyónso
ácókèlà kùmìdzì	ácókélánso kùmìdzì

Exercise 41.C.2. GOAL: 'Shifting' the stress in complete

NB The pause and the pitch at the end of /ife/, /inu/ in the recording of 41.c.2. both differ from the pause and pitch at the end of /ine/, /inu/ in the basic dialogue and in 41.ab.2.

sentences according to the presence or absence of /--nso/. (In this exercise, the first sentence is said by one speaker, and the second by another.)

'We are teachers.'	'We too are teachers.'
ìfè, ndìfè àphùnzìtsì.	ìfénso, ndìfè àphùnzìtsì.
ìnè, ndìnè Mmélèkà.	ìnénso, ndìnè Mmélèkà.
ÀJohn, ndiyé m̀phùnzìtsì.	ÀMsònthénsò, ndiyé m̀phùnzìtsì.
Ndìkùdzíwa kùpángá mìsèù.	Ndìkùdzíwa kùpángá mìsèúnso.

NB The last word in 41.c.2. is recorded as /mìsèúnso/; cf. /mìsèu/.

NB In one of the sentences of 41.abc.1, the last vowel of /ndiye/ sounds like /-a/.

Exercise 41. abc. 1. GOAL: Comprehension of material that is not in the book. Repeat each of the following sentences after the tape and tell what it means.

Exercise 41. abc. 2. GOAL: Simple conversation.

(1) Ask other people, both in class and outside it, whether they are Americans, teachers, doctors, carpenters, etc.

(2) When someone replies to one of these questions, reply that you are a \_\_\_\_\_. (member of one of these occupational or ethnic categories).

NB In the examples for 41.D in the third person forms /s̀ndiye/ and /s̀ndiwo/, each syllable is a bit lower than the one that it follows. This should probably be written /s̀ndiyé/, /s̀ndiwó/, in accordance with the principles already discussed for the tonal sequence /` / at the end of a sentence.

NB The tones /s̀ndìnè/ when the word was cited in isolation as an example for 41.D, vs. the tones /s̀ndíne/ in the recording of 41.bd.1.

NB the last word in 41.bd.1 is /àphùnzìtsì/. In one record the first syllable /a-/ has the same pitch as /-wo/, while in the other record its pitch is a bit lower.

Exercise 41. bd. 1. GOAL: Mastering the contrast of affirmative vs. negative with the forms in Notes 41.B and 41.D.

'I'm a farmer.'	'I'm not a teacher.'
Ndìnè mlími.	S̀ndínè m̀phùnzìtsì.
Ndiyé mlimi.	S̀ndiyé m̀phùnzìtsì.
Ndìfè alimi.	S̀ndífè àphùnzìtsì.
Ndìwó alími.	S̀ndíwó àphùnzìtsì.

NB The sequence of /kòdí/ plus /à-/ is recorded in 41.ab.2 as /kòdá/; cf. the same phenomenon with /ndiyé/ in 41.abc.1.

Exercise 41. a-b. 2. GOAL: Flexibility in talking about occupations and nationalities.

Ìnù, ndìnù àphùnzìtsì?	Are you a teacher?
Ḑíndìné àphùnzìtsì.	I'm not a teacher.
Ndìnè ìlímì.	I'm a farmer.
Ndìnù áPeace Corps?	Are you a Peace Corpsman?
Ndìnè wáPeace Corps.	I am a PCV.
Àphùnzìtsì áthu ndì áPeace Corps.	Our teachers are PCV's.
Kòdí aphùnzìtsì ánu ndì áPeace Corps?	Are your teachers PCV's?
Àphùnzìtsì ónse sí áPeace Corps.	Not all teachers are PCV's!
Àphùnzìtsì áthu sí Améleka.	Our teachers are not Americans.
Sì Àngelèzínso.	They are not English either.
Ndì Àmaláwì.	They are Malawians.

NB In 41.ab.1, the third person sentences /iyé ndiyé Mmélèka/ and /iwó ndiwó Àmélèka/ are recorded with pitches [-'e-], where the encircled pitch marks are for syllables whose tones are written with /'/. Another recording of these same sentences, by another speaker at a slower speed, has the pitches [-'e-]. This raising of low tones between high tones seems to be rather common when there is no pause within the phrase.

Exercise 41.ab.1. GOAL: Automaticity in handling the personal pronouns (Note 41.A.) with or without /ndi-/ (Note 41.B).

'Are you an American?'	'Yes, I'm an American.'
Ìnù, ndìnù Mmélèka?	Inde, ndine Mmélèka.
Ìyé, ndiyé Mmélèka?	Inde, ndiyé Mmélèkà.
Ìwó, ndiwó A_____?	_____
Ìnù, ndìnù A_____?	_____, ndife

## Grammar 41.A. Personal pronouns.

The personal pronouns of Nyanja are shown in the following table. Those that occurred in the dialogue for this unit are underlined.

	Singular		Plural	
1st person	<u>inë</u>	I, me	<u>ifè</u>	we, us
2nd person	<u>iwè</u>	you (sg. and not very respectful)	<u>inù</u>	you (pl., or used to one person as a mark of respect)
3rd person	<u>iyé</u>	he, she, him, her	<u>iwó</u>	they, them

Note that these pronouns are used to emphasize who it is that is referred to:

Múmàgwíla nchító yánji?

What work do you do?

Inù, múmàgwíla nchító yánji?

What work do you do?

## Grammar 41.B. Personal pronouns with /ndì/ 'is'.

The personal pronouns (Note 41.A.) occur in combination with /ndì/ 'is' as follows:

ndìnè	'I am, it is I, it is I who am'	ndìfè	'we are' etc.
ndìwè	'you (sg.) are', etc. (non-respectful)	ndìnù	'you are' etc.
ndìyé	'he/she is' etc.	ndìwó	'they are' etc.

The pronominal forms covered in this and the preceding note have tonal patterns which are illustrated in Sentences 1, 2, 6, 7 of the basic dialogue, and in Exercises 41.ab.1, 41.ab.2, 41.c.1, 41.c.2, 41.bd.1, and the first six lines of 41.a-d.2. Students who are interested in developing self-reliance in dealing with these matters should listen to those examples, draw up their own summary statements about the pitches, and then compare them with the following paragraph.



The most important tonal feature of these pronoun forms is that first and second person (/ne, -we, -fe, -nu/) differ from third person (/yé, -wó/). This tonal difference must be very, very ancient, for it is found in many languages in widely scattered parts of Africa.

The initial syllables /i-/ and /ndi-/ are basically low, but they have an upglide when the pronoun is before final pause and the syllable that follows them is basically high. The basically high syllable is then low in pitch: /ndiyé mphunzitsi/ has the pitches [ - ^ - - - ], but /iyé/ cited by itself sounds like [ / - ].

The tape contains a few apparent exceptions to these generalizations; they are pointed out in the marginal notes opposite the point where they occur.

Grammar 41.C. The enclitic /--nso/. The syllable /--nso/ 'also' is found at the end of several different kinds of words. Because the stressed syllable in any word is the next to last one, this gives rise to pairs of words like the following. The stressed syllable is underlined in each.

ndìnù	'it is you'	ndìnúnso	'it is also you'
tímàthàndíza	'we help'	tímàthàndízanso	'we help also'

On the basis of pairs of forms like these, one may say that the enclitic /--nso/ 'causes' the stress to 'move forward' one syllable. This is a convenient and generally harmless figure of speech.

The examples in the basic dialogue and in Exercises 41.C.1., and 41.a-d.2 show that the enclitic /--nso/ has a special tonal characteristic. Some students will wish to listen to the data and draw their own conclusions before reading the rest of this note.

In all these occurrences of /--nso/, the syllable that precedes it is high: /ifè/ by itself ordinarily has low tone on the syllable /-fe/, but the syllable is high in /ifénso/. The enclitic /--nso/ itself, on the other hand, is almost invariably low; the phrase /ndinúnso áPéáce Coÿps/ in the recordings is an



exception. It may be possible to 'explain' this high pitch in terms of the high tones of the syllables before and after /--nso/, plus the tempo at which the whole phrase was pronounced.

Grammar 41.D. Negative with personal pronouns. The negative forms correspond to /ndine, ndife/ etc. begin with the negative element /si/:

síndìnè	'I am not, it is not I',	síndífè
	'I am not the one' etc.	
(síndìwè)		síndìnù
síndiye	'he/she is not'	sindiwo

The tonal characteristics of these negative forms appear in Exercises 41.bd.1 and 41.a-d.2. They are summarized in the following paragraphs.

The tone of /sí/ is high, and the tone of the final syllable (i.e. the pronominal part of the word) is low for first and second persons, high for third. These tones are exactly what would have been expected on the basis of previous experience with negative /sí/ and the pronominals /-nè, -yé/ etc.

The middle syllable /-ndi-/ is high in third person forms (/síndiyé, síndiwó/). In first and second person, /-ndi-/ may be high or low. The difference is non-significant, and is probably referable to overall tempo or rhythm of speaking the entire phrase. For an example of this free fluctuation, listen to the two recordings of Line 1, Col. 2 in Exercise 41.bd.1.

## UNIT 42

DIALOGUE: A Peace Corps Volunteer asks an acquaintance about his work.

NB In the third sentence, the tone before /kùtì/ 'where?' is usually high, even though the same word used elsewhere may have low tone.

NB The actual pronunciation of /k-/ in the same recording of /kùtì/ is a voiced fricative. This is a very common pronunciation of /k/ in Nyanja, though it is more frequent for some speakers than for others.

NB The phrase /nchító yèní yéni/ has the pitches [ - - - - ] in this record; another record of the same phrase has [ - - - - ]. This is an example of the smoothing out of tonal ups and downs: [ - - - ] becomes [ - - - ]. Cf. also /yómángá nyumba/: [ - - - - ].

John  
Kòdí ìnù àMsonthè, múmàgwíla  
nchító yánji?      What kind of work do you do, Mr. Msonthe?

Msonthe  
Ìnè ndímàgwíla nchító yá  
u'carpenter' kùBlántyre.      I do carpentry in Blantyre.

John  
Mùnápùnzilà kùtì nchító  
ìménèyì?      Where did you learn that work?

Msonthe  
Ndínápùnzila nchító ìménèyi  
kùZòmbá.      I learned this work at Zomba.

John  
Ámaphùnzítsá bwino?      Do they give a good course? ('Do they teach well?')

Msonthe  
Inde, ámaphùnzítsa bwìnò  
kwábàsì.      Yes, they teach very well.

John  
-manga      build  
Nchító yéni yéni ìméné  
múmápánga, ndì nchító  
yómángá nyumba, kàpéná  
yópángá mípàndò?      Is your actual work ('the real work that you do') the work of building houses, or of making chairs. (i.e. is M. a carpenter or a cabinet maker?)

NB A further example of tonal 'smoothing' is found in the record of /ndímápánga/: [ - - - ].

NB The actual pronunciation of /p/ is commonly very 'soft': a bilabial fricative instead of a stop. Compare the note on pronunciation of /k/, above. This is illustrated in the word /mípando/, in the last sentence of the dialogue.

NB The tonal difference between /-nga/ in the cue and the full sentence for Line 2 of 42.a.1. This fluctuation is quite common.

NB The 'affricate' /c/ of Nyanja is commonly pronounced as a fricative, and the fricative is usually voiced. Two examples are found in /gaka gatha/ of the record for Line 3 of 42.a.1, and also /lacitatu/ in the last line of this exercise. This is of course parallel to the pronunciation of /k/ and /p/ discussed above.

NB In 42.a.2 the recordings of / onse/ at the end of /...masiku onse/ are [ - - - ⊙ ]. The downstep on the encircled pitch is probably to be interpreted as another example of the tones /... ' ' / at the end of the phrase: /...màsíkú ònsé/.

This pitch pattern is found also quite consistently in the other set of recordings of this exercise.

Msonthe

Ndímápánga nchító  
yópánga mípàndò.

I make chairs.

Exercise 42.a.1. GOAL: Fluent use of the /-na-/ tense with appropriate time expressions.

	Mùnápítá kùtì dzùlò?	Where did you go yesterday?
mwèzí	Mùnápítá kùtì mwèzí wáthà?	Where did you go last month?
kùpánga mláto	Mùnápánga mláto mwèzí wáthà?	Did you build bridges last month?
càkà	Mùnápánga mláto càkà cáthà?	Did you build a bridge last year?
kùpánga mseù dzùlò	Mùnápánga mseù dzùlò?	Did you build a road yesterday?
kùgwíla nchító yánji	Mùnágwíla nchító yánji dzùlò?	What kind of work did you do yesterday?
lácítátú lápíta	Mùnágwíla nchító yánji lácítátú lápíta?	What kind of work did you do last Wednesday?

Exercise 42.a.2. GOAL: Fluent use of the /-ma-/ tense with appropriate time expressions.

	ÀJóhn ámaphùnzítsa	John studies daily.
	màsíkú onse.	
kùgwíla nchító	ÀJóhn ámàgwíla nchító	John works daily.
	màsíkú onse.	
láciwíli lílí lonse	ÀJóhn ámàgwíla nchító láciwíli lílí lonse.	John works every Thursday.
kùpíta kùtáunì	ÀJóhn ámápíta kùtáunì	John goes to town weekly.
	mùlùngù úlí wonse.	

kucapa zobvala masiku onse AJohn amacapa zobvala John washes clothes daily. masiku onse.

Exercise 42.a.3. GOAL: Fluency in switching between sentences with verbs in the /-ma-/ and /-na-/ tenses. (Some students will observe and reproduce the tonal differences between these two tenses.)

'We build roads.' 'How many roads did you build last month?'

kùpánga mìsèù Tímápánga mìsèù. Mùnápánga mìsèù ìngáti mwèzí wátha?

kùpánga mìpàndò Tímápánga mìpàndò. Mùnápánga mìpàndò ìngáti mwèzí wátha?

kùpánga mìlátò Tímápánga mìlátò. Mùnápánga mìlátò ìngáti mwèzí wáthà?

NB The phrases /kupanga milato/, /kupanga miseu/, etc. have high pitch on /-nga/ in this set of rec., but low pitch in the other set.

NB The word /tinapita/ has [ - - - ] in these records, but [ - - - ] in the other set. The frequency of this non-significant fluctuation is the reason why no tone mark is written in these materials over the stem syllables that follow /-ná/.

Exercise 42.a.4. GOAL: Automatic use of the appropriate tense with each of several time expressions.

Tímápita kù táuni We go to town every Saturday. lówéluka.

lówélukà látha Tìnápita kù táuni We went to town last Saturday. lówélukà látha.

kuphúnzila Tínaphunzila kwámíbili We studied a lot last Saturday. lówélukà látha.

ntháwí zònsé Tímaphùnzíla kwámíbili We always study a lot. ntháwí zònsé?

ìnù Múmaphùnzíla kwámíbili Do you study a lot? ntháwí zònsé?

lówélukà Mumaphunzila loweluka? Do you study on Saturday?

kupánga mìpàndò Mumapanga mipando? Do you build chairs?

mpàndówu Munapanga mpandowu? Did you build this chair?

Exercise 42.a.5. GOAL: Use of the /-dza-/ tense with appropriate time expressions.

NB The frequent substitution of high tone for low tone between two high tones when no pause intervenes was pointed out in an earlier marginal note. A further example is /lácítátu/, made up of /lá-/ and /cítátu/, but here the syllable /-ci-/ seems always to have high tone: there is no optional fluctuation for /lácítátu/, /láciwíli/, etc. as there is for some other combinations.

kù táùni	Tìdzápita kùtáùni mawa.	We will go to town tomorrow.
lácítátu	Tìdzápita kùtáùni lácítátu.	We will go to town next Wednesday.
kuthándiza	Tìdzáthandiza m̀phùnzítsì lácítátu.	We will help the teacher next Wednesday.
mwèzí wá máwa	Tìdzáthandiza m̀phùnzítsì mwèzí wá máwa.	We will help the teacher next month.
mláto	Tìdzápanga mláto mwezi wa mawa.	We will build a bridge next month.
caka ca mawa	Tidzamanga nyumba caka ca mawa.	We will build a house next year.
kugula mipando	Tidzagula mipando ina caka ca mawa.	We're going to buy some chairs next year.
mawa	Tigula mipando ina mawa.	We're going to buy some chairs tomorrow.
kutauni	Tidzapita ku tauni mawa.	We're going to go to town tomorrow.

Exercise 42.a.6. GOAL: Fluency in switching between verbs in the /-ma-/ and /dza-/ tenses.

	'We study a lot.'	'Are you going to study a lot next year?'
kuphunzila	Tímaphùnzíla kwámíbíli.	Mùdzáphunzila kwámíbíli cáká cá máwa?
kupánga mipando	Tímápánga mipàndò yámíbíli.	Mùdzápanga mipàndò yámíbíli cáká cá máwa?
kùthándiza àná ámbíli	Tímàthàndíza àná ámbíli.	Mùdzáthandiza àná ámbíli cáká cá máwa?

NB The phrase /kugwila nchito/ is rec. here with pitches [- ˈ ˈ ˈ -], but has [- ˈ ˈ ˈ -] in the other set of rec. The same is true of /timagwila nchito/ in this exercise.

NB In 42.a.7, the word /mídzì/, with low tone on both syllables in most environments, consistently has the tones /mídzì/ after the linking element /á/. This is true for both sets of rec. of this exercise.

kugwila nchito	Timagwila nchito.	Mùdzagwìlànchító cāká cá máwa?
Exercise 42.a.7. GOAL: Automatic choice of the appropriate tense with each of several time expressions.		
mwezí wápíta	Ànthù ámidzì ìyì ànapanga mìáto mwezí wápíta.	The people of these villages built a last month.
mwezí wámáwa	Anthù ámidzi ìyi adzapanga mlato mwezi wa mawa.	The people of these villages will build a bridge next month.
mílátó yámíbìli	Anthu amidzi iyi ámámánga mìláto yámíbìli.	The people of these villages build lots of bridges.
kùcápa zôbvála mawa	AJohn ámacápa zôbvála. ÀJohn àdzácapa zôbvála máwa.	John washes clothes. John will wash clothes tomorrow.
dzùlò	ÀJohn ànacapa zôbvála dzùlò.	John did the laundry yesterday.
kuthándiza mphùnzìtsì	ÀJohn ànathándiza mphùnzìtsì mulungu wapita.	John helped the teacher last week.
tsiku lili lonse	ÀJohn ámathándíza mphùnzìtsì tsiku lili lònsé.	John helps the teacher every day.

Grammar 42.B. Negative verbs. As with the pronouns in Note 4, the negative formative used with most verb tenses has the basic shape /si-/. Before a subject prefix that begins with a vowel, it has the form /s-/:

Sindinapita.

I didn't go.



Sanapita. He/she/they didn't go.

Sitidzapita. We won't go.

Sadzapita. He/she/they won't go.

Sitimathandiza... We don't help...

Samathandiza... He/she/they don't help...

Alongside the negative in /si\_na\_a/ 'didn't' there is another negative spelled just like it except for the final vowel: /si\_na\_e/ 'hasn't yet':

Sanapita... He didn't go...

Sanapite... He hasn't yet gone...

NB In /sitimathandiza/ as recorded for 42.B. the sound that corresponds to /t/ is a quick voiced flap, much like the r of British English very. This variety of Nyanja /r/ seems to occur under the same conditions as the fricative varieties of /p,c,k/ discussed in earlier marginal notes.

Exercise 42.b.1. GOAL: Use of affirmative and negative forms in the /-na-/, /-dza-/, and /-ma-/ tenses.

NB Both sets of rec. have high pitch on the first syllable of /aná/ in the first line of 42.b.1.

Kòdí aná ànácapa zôbvála Did the children wash the clothes yesterday?  
dzulò?

Sánácápe zôbvála dzulò. They didn't wash clothes yesterday.

NB Line 2 of 42.b.1 has good examples of the fricative varieties of /c/ and /p/.

Àdzácapa zôbvála máwa. They will wash clothes tomorrow.

Àdzáphunzila máwa? Will they study tomorrow?

Sàdzàphùnzíla máwa. They won't study tomorrow.

Máwa ndì lámúlùngù. Tomorrow is Sunday.

Àná á sukúlu sámàphùnzíla The children don't study on Sundays.  
lámúlùngù.

Sánàphùnzíle tsíkú They didn't study last Sunday.

lámúlùngù wapita.

Àphùnzítsì sámàphùnzítsa Teachers don't teach on Sundays.

lámúlùngù.

Àphùnzítsì sàdzàphùnzítsa The teachers are not going to teach next week.

mùlùngù wá máwa.

NB The word /mùlùngù/ has low tone on all syllables when it is by itself, but the combination with /lá-/ seems always to have the tones /lámùlùngù/.

NB The very rapid reading of the next to last line of 42.b.1 has the pitches [-..... /.....-], compared with [-1.....1.....-]. in the other set of records.

Àphùnzìtsì sánàphùnzítse  
mùlùngù wápíta.

The teachers didn't teach last week.

Kòdí, munáphúnzila  
cìNyànjà mùlùngù wápíta?

Did you study Nyanja last week?

Mùdzáphunzila cìNyànjà  
mìlùngù ìngáti?

How many weeks are you going to study Nyanja?

Exercise 42.b.2. GOAL: Individual initiative in using the /-dza-/, /-na-/, and /-ma-/ tenses inside and outside the classroom.

Ask and answer questions of these forms:

When did you \_\_\_\_\_?

When (in general) do you \_\_\_\_\_?

When are you going to \_\_\_\_\_?

Use vocabulary from Units 1-40, as well as from Units 41-42.



Grammar 42.A. Verb tense prefixes. The relationship of subject prefix, other prefixes and verb stem may be portrayed graphically in the following form.

(The symbol # stands for absence of any prefix in the slot.)

<u>Subject prefix slot</u>	<u>Tense prefix slot</u>	<u>Stem</u>
ndi- 'I'	-na-	-pita
ti- 'we'	-dza-	-thandiza
m(u)- 'you'	-ma-	-panga
a- 'he, she, they'	-a-	
u- 'it' (Cl. 3)	-#-	etc.
i- 'they' (Cl. 4)	etc.	
li- 'it' (Cl. 5)		
a- 'they' (Cl. 6)		
ci- 'it' (Cl. 7)		
zi- 'they' (Cl. 8 or 10)		
i- 'it' (Cl. 9)		

Each subject prefix may occur with each prefix from the second slot, and in general, each verb stem may occur with each prefix, though certain stems may appear more or less frequently in a given tense than certain other stems. For example, /-swela/ 'spend the day' or /-gona/ 'lie down, sleep' occur frequently in the /-a-/ tense, while first person singular and plural forms of the /-a-/ tense are rare with the stem /-pita-/ 'go'.

Of the tense prefixes listed in the above diagram, /-a-/ is the only one that begins with a vowel. Combinations of the subject prefixes with this tense prefix contain only the vowel /a/:

nd <u>i</u> napanga	but	nd <u>a</u> napanga
t <u>i</u> dzaona	"	t <u>a</u> ona
<u>a</u> mapita (3sg. or pl.)	"	<u>a</u> pita

Grammar 42.B. Negative verbs. As with the pronouns in Note 4 the negative formative used with most verb tenses has the basic shape /si-/. Before a subject prefix that begins with a vowel, it has the form /s-/:

Síndínàpíta. I didn't go.

Sítídžàpíta. We won't go.

Sàdzàpíta. He/she/they won't go.

Sítímàthàndíza... We don't help...

Sámàthàndíza... He/she/they don't help...

Alongside the negative in /si\_na\_a/ 'didn't' there is another negative spelled just like it except for the final vowel: /si\_na\_e/ 'hasn't yet':

Sánàpítà... He didn't go...

Sánàpítè... He hasn't yet gone...

The only examples of negative verbs in Unit 42 are in Exercise 42.b.1.

The student who wants to do his own exploring should listen to that exercise, and then try to summarize for himself the tonal characteristics of the negative verbs he finds there.

The only thing that is perfectly clear about the tones of negative verbs in this small sample is that the matter is a bit complex. This is quite a contrast with the negative pronominal forms discussed in Unit 41, where /si-/ was always high, and the stem of each word had its basic tone. In Exercise 42.b.1., the negative syllable is high in most tenses (e.g. /sánàcápè/, /sámàphúnzílà/) but low in both of the verbs that contain /-dza-/ (e.g. /sàdzaphunzila/). Even when we leave the tone of the first syllable out of account, the picture is far from neat: affirmative /ánàcápà/ 'he washed', but negative /sánàcápè/; compare also /àdzàphúnzílà/ and sàdzàphúnzílà/.

UNIT 43

DIALOGUE: Two fellow workers look forward to quitting time.

-A-

-weluka

leave (e.g. work, school)

nthawi (9)

time

Múwélùkà ntháwi yánji?

What time do you/will you get off/quit work?

-B-

-ganiza

think

Ìnè ndígániza ndíwéluka

I think I'll take off at 4:00.

pà (ntháwi yá) 4 okoloko.

-A-

Mùkàwélùkà, múpítá kùtì?

When you get off, where are you going?

Mùkacòkà pànchító pànò,

múpítá kùtì?

-B-

-cita

to do

-mwa

to drink

Ndígánizà ndípítá kùtáuni

I think I will go to town to dance and drink.

kùkábvina ndíkukámwánáo .

-A-

Múpítá pàbási?

Are you going by/on the bus?

-B-

-enda/-yenda

to walk, go

Íái, ndíngoyénda pànjàngá.

No I'll just go by bicycle.

NB The sound written /bv/ is distinct from the sound written /v/ in most (though not all) varieties of Nyanja. Even in those varieties where they are distinct, however, the difference between the two is not that /bv/ begins with /b/ (i.e. stoppage at the two lips). Instead, the consistent difference seems to be that what is written /bv/ is like /v/ except that it is longer and perhaps also stronger. The recorded occurrences of the stem /-bvina/ in this dialogue provide illustrations.

NB A vowel before the prefix /-ngo-/ is usually a bit longer in duration than the same vowel elsewhere.

-A-

Ìnè ndíkúpèzání kùLímbe.

I'll see ('find') you  
in Limbe.

-A- (continues)

-bvulala

to be hurt,

wounded

cifukwa

because, cause

NB In earlier marginal notes, the fluctuation of the tones in verbs after the first high tone of the form was noted for the infinitive and for the /-na-/ tense. The same is true for the 'unmarked' tense: /ndípità pábási/ is found in one set of recordings where /ndípità pábási/ is found in the other set.

Ndípità pábási cifukwa  
ndàbvùlála.

I'm going by bus because  
I'm hurt.

-B-

Mwabvulala!

Oh, you are hurt! (an  
expression of condolence)  
Oh, I'm very sorry!

Pepání kwámíbíli!

Oh, I'm very sorry!

Mwàbvùlálà bwánjì nàngà?

And how did you get hurt?

-A-

-gwa

to fall, fall from

Ndàgwà pànjìngá.

I fell from a bicycle.

-B-

Mwàgwà pànjìngá!

You fell from a bike!

Pèpání!

Oh, sorry!

NB In Line 3 of 43.a.1, note the near-elision of /i/ in /...kuti aCabwela/. Note also the high tone on the first syllable of the name. The word /àCàbwèlà/ usually low tone on that syllable.

Exercise 43.a.1. GOAL: Use of the /-a-/ tense.

Ndàbvìná kále.

I have already danced.

Ndàlándìlà kálàtà lèlo.

I have received a letter  
today.

Ndàmva kùti áCàbwèla àlì

I have heard that Mr.  
Cabwela has a beauti-  
ful child.

ndí mwáná wókóngòla.

Ndàmúòna Cibónì àlì ndí

I have seen Ciboni having  
meat.

nyàmà.

Exercise 43.a.2. GOAL: Using the unmarked tense.

Ndípità lèlò.

I'm going today.

NB The sequence of /ndí/ plus /mwáná/ is pronounced with high tone on /mwa/. This may be just another instance of low being raised between two highs, or it may be a special property of /ndí/ 'and, with'. But the last two words of 43.a.1. are /ndí nyàmà/, not /ndí nyámà/.

Ndiganiza kuti kulibe

sùkùlù lèlo cìfúkwa

mphùnzitsi wàdwàlà.

I think that there is no schooling today because the teacher is sick.

Ndípita kùcìpàtàlè lèlò

kùkáóna ànthù ódwála.

I am going to the hospital to see sick people.

Ndípítákó lèlo cìfúkwa

ndàlàndilà kálàtà mmáwa.

I shall go (or: am going) there because I have received a letter this morning.

Exercise 43.a.3. GOAL: The /-dzá-/ tense.

Ndìdzápita máwa.

I'm going tomorrow.

Ndìdzádyà nyàmà yá

nkhumbà máwa.

I shall eat pork tomorrow.

Ndìdzábvina ngómà

mùlungù wámáwa.

I shall dance ngoma next week.

Ndìdzámwá mòwà lówélùkà.

I shall drink beer on Saturday.

Exercise 43.b.1. GOAL: Use of the dependent /-ka-/ tense.

Múpita kùLímbe?

Mùkàpità kùLímbe, ndìkà-

kúpèzani pà 4 okoloko.

Múpita pàbási?

Mùkàpità pàbási, mùkáfika

pà 4 koloko.

If you go by bus, you'll arrive at 4 o'clock.

Múyenda pànjìngá?

Mùkàyèndà pànjìngá,

mukáfika pa 5 koloko.

If you go on a bicycle, you'll arrive at 5 o'clock.

Ácòka pàno lèlò?

Àkàcòkà pàndò lèlo,  
àdzápita kùtì?

When he leaves here,  
where will he go?

Ápita kùtáùni lèlò?

Àkàpìtá kùtáùni,  
àkácìtá cìáni?

When/if he goes to town  
what will he do?

Mwàná wàgwà pàgálimòto?

Àkàgwà pàgálimòto,  
àkàbvulala.

Àkàbvulàlala, akápìta

kwádotolo.

NB The raising of a low tone before /kùtì/ 'where?' is illustrated quite clearly in the first two lines of 43.c.1. The words /mpàndò, mìpàndò/, all of whose tones are low, follow /-guia/ with no intervening pause, so that the low tone of /-la/ can hardly be attributed to phrase intonation. The high tone of the same syllable before /kùtì/ runs consistently throughout both sets of recordings for this exercise.

Exercise 43.c.1. GOAL: Automatic correct choice of con- cords for the object prefix slot.

'I bought a chair  
yesterday.'

'Where did you buy  
it?'

mpàndò

Ndìnágulà mpàndò  
dzulò.

Mùnaúgulá kùtì?

mipando

Ndìnágulá mìpàndò  
dzulò.

Mùnaígulá kùtì?

khásu

makásu

búkhu

dzila

mazila

cipewa

zipewa ziwili

cinthu cimodzi

zinthu zambili

nsomba khumi

nsomba imodzi

NB The two pronunciations of /-k-/ are clearly illustrated in /makasu/ as cue word, and as part of the sentence, in Line 4 of 43.c.1.

NB Some speakers say /buku/, while others say /bukhu/.

nyale imodzi \_\_\_\_\_  
 nyale zitatu \_\_\_\_\_  
 nyàmà yá ng'òmbè \_\_\_\_\_

Exercise 43.c.2. Automatic correct choice of concords for the object prefix slot.

'We saw your teacher 'When did you see him?' yesterday.'

m̀ph̀unz̀its̀i      T̀iǹá̀oǹà m̀ph̀unz̀its̀i      M̀uǹám̀wòǹá k̀ut̀i?  
 ẁanu dz̀ul̀ò.

NB Some speakers use the /l-/ concord (Class 5) after /bwènzí/ 'friend', while others use the /w-/ concord of Class 1. Historically, the word must have been in Class 5, but the fact that it refers to persons has influenced the change to Class 1.

àph̀unz̀its̀i \_\_\_\_\_  
 bwènzí \_\_\_\_\_  
 m̀ab̀wènzí \_\_\_\_\_  
 c̀ipéwá \_\_\_\_\_  
 mnyakwawa \_\_\_\_\_  
 ànyàkwàwà \_\_\_\_\_  
 g̀álimòtò \_\_\_\_\_  
 m̀ag̀álimòtò \_\_\_\_\_  
 m̀lòngò \_\_\_\_\_  
 m̀ak̀ólò/obala \_\_\_\_\_

NB The tones of the possessive stems (e.g. /ẁanu/ 'your') are interesting. The pitch of the first syllable is always high after a noun that ends with low tone, as in the first two lines of 43.c.2. After a noun that ends with a single high tone (e.g. /bwènzí/), it also has high tone, on the same level as the last syllable of the noun. But after nouns that end with two or more high tones (e.g. /m̀ak̀ólò/, /òbálá/ in this exercise), it is just a bit lower than the last syllable of the noun:

bwenzi wanu [ - - ̎ - ]  
 makolo anu [ - - ̎ - ].  
 This is true for both sets of recordings of this exercise.

Exercise 43.x.1. GOAL: Random recombinations in quasi-conversational sequences.

AJohn (w)àpítá k̀ut̀i?	Where has John gone?
(W)apita kunyumba kapena kutauni?	Did he go home, or to town?
Sindikudziwa/Kaya.	I don't know.
Sindinamuone.	I didn't see him.
Ndiganiza (w)apítá k̀uǹchítò.	I think he has gone to work.
Amagwila nchito yanji?	What sort of work does he do?

\*\*\*\*\*



AJohn anacita ciani?

What did John do?

Anacapa zobvala, kapena  
anasamba?

Did he wash clothes or did  
he have a bath?

Mufuna kupita kunyumba?

Do you want to go to the  
house/home?

Mufuna kucita ciani?

What do you want to do?

Mukafuna kucapa zobvala,  
ndidzakuthandizani.

If you want to wash clothes,  
I'll help you.

NB The phrase /kùphúnzila  
Cìnyànjà/ has the same  
pitch pattern to which  
attention was called  
in an earlier marginal  
note.

Mufuna kuphunzila Cinyanja

Do you want to learn Cinyanja  
or Citumbuka?

kapena Citumbuka?

Tikafuna kuphunzila

If we want to learn Cinyanja  
will you teach us?

Cinyanja, mukati-

phunzitsa?



Grammar 43.A. Two more of the independent tenses.

In Unit 42, Note A, the tense prefixes /-na/, /-dza-/, /-ma-/ were discussed and practiced. All were 'independent' in the sense that a verb in one of these tenses can stand as the only verb in a complete sentence.

Two other independent tenses were shown in the same diagram. One, with the characteristic prefix /-a-/, will be called the '/-a-/ tense'. The other, which has no prefix in the slot immediately after the subject prefix, will be called the 'unmarked tense'.

Examples of the /-a-/ tense are:

Ndagwa panjinga.	I fell from a bicycle.
Mwabvulala bwanji?	How did you get hurt?
Mwagona bwanji?	How did you sleep (last night)?
Mwaswela bwanji?	How have you spent (this) day?

Both the /-a-/ tense and the /-na-/ tense commonly refer to the past. The difference between them cannot be summarized in a single brief statement. The student will notice however that the /-a-/ tense is most likely to be used when the action of the verb is relatively recent, or when the action, though past, is still relevant to the present. 'Recency' is psychological, and cannot be defined in absolute chronological terms. In these respects, the /-a-/ tense has much in common with the English 'present perfect' tense, but the student should beware of falling into the habit of treating these two tenses as easy translation equivalents of each other.

Many speakers of Nyanja distinguish in the /-a-/ tense between one group of verbs which has high tone in this tense, and another group which has low tone:

Mwagóna bwanji?	How did you sleep?
Mwaswèla bwanji?	How did you spend the day?

These two groups may be designated 'high verbs' and 'low verbs'. In most of their forms, including the infinitive, high verbs and low verbs are tonally indistinguishable from one another.

The examples of the /-a-/ tense that occur in this unit show low tone on the subject prefix. The only apparent exception is /Mwabvulala?/ in the basic dialogue, with pitches [ \_ ]. These differ from the pitches of the same word in /Mwabvulala bwanji nanga?/ [ \_ \_ \_... ]. This second occurrence of the verb indicates that /-bvulala/ is a 'low' verb. How then are the pitches of the first three syllables of the first occurrence to be accounted for? The high-falling of the third syllable is the usual physical realization of question intonation. The high pitches in /mwabvu-/ may have to do with the element of concerned surprise that is present in the meaning of the sentence. The student should be on the lookout for other sentences of the same kind — one-word yes-no questions involving concerned surprise — which either confirm or contradict this guess.

In the only example of an /-a-/ tense verb with object prefix (/ndamuona/ 'I saw him'), the object prefix has high tone. The student who is interested in pinning down the details of the tone system should check with one or more speakers of Nyanja the pronunciation of /ndaliliandila, ndazigula, ndaidya/ and of at least a half dozen similar verb forms that he himself devises for this purpose. Results of this investigation may be entered here:

The unmarked tense appears in:

Ndiganiza...

I think that...

Muwelukanthawi yanji?

What time are you going to/do you quit work?

Ndipita kutauni.

I'm going to go to town.

Ndikupezani kuLimbe.

I'll see you in Limbe.

(/-ku...ni/ in this sentence stands for the second person object)

In these sentences, the verbs refer to actions which are either carried out at the moment of speaking, or are expected in the immediate future. The 'immediacy' of the unmarked tense, like the 'recency' of the /-a-/ tense, is relative to the attitude of the speaker; neither can be defined in terms of specified amounts of clock time.

Price (p. 21) says that this tense is also used to describe 'what is true in general, now as at other times.' The student should be alert for this use of the unmarked tense as it occurs in later units.

In exploring the tonal patterns used with the unmarked tense, the student should look separately at the tone of the first syllable (i.e. the subject prefix) and at the tone of the rest of the verb. Examples in Units 41-43 are /acokela/ (dialogue for Unit 1), numerous verbs in the dialogue for this unit, and Exercises 43.a.2., 43.b.1. and 43.x.1.

The subject prefix is high in all instances except those that are in yes-no questions. This is especially noticeable in Exercise 43.b.1: /Mupita kuLimbe?/ [ \_ - \_ ... ]. In Sentence 5 of the dialogue, /Mupita pabasi?/ is recorded both [ - - \_ ... ] and [ \_ - \_ ... ].

The tone of the first stem syllable is high for those stems that have three syllables: /ácókèlà/, etc. For stems with two syllables, the first stem syllable may be high (e.g. /ndípítà/, in Stc. 8 of the dialogue), or low (e.g. /ndípítà/ in Line 1, Exercise 43.a.2. This difference is probably a matter of free fluctuation, with no grammatical significance.

What about the tones of verbs that are in the unmarked tense and have object prefixes? The single example /ndíkúpèzání/ is clearly insufficient to answer this question. The student should check /Ndimupeza kuLimbe/, /Tizifuna/, and other sentences of his own devising. Results of the investigation may be entered here:

The same kind of investigation should be carried out for verbs that are in the unmarked tense and end with the locatives /-ko/, /-po/: /ndipitako/, /Mubwelako liti?/, etc.

Grammar 43.B. A dependent tense, with the prefix /-ka-/. Preceding notes have set out a group of five 'tense prefixes' /-ma-, -na-, -dza-, -a-, -#-/, all of which filled the same slot in the overall structure of the verb. No two occurred in one and the same verb form. All were described as 'independent' in the sense that a verb in one of these tenses is eligible to serve as the only verb in a complete sentence.

A new prefix /-kà-/ is illustrated in:

Mùkàwèlòkà...                      When/if you quit (work)...

Mùkàcòkà panchito...                When/if you leave work...

This prefix, which has low tone, is not to be confused with the high-toned /-ká-/ 'go and', found in:

Ndipita kutauni kukábvína.                      I'm going to town to dance.

The prefix /-kà-/, with low tone, occurs within the structure of the verb in the same 'slot' as /-na-/, /-ma-/ etc. That is to say, it follows the subject prefix and precedes the object prefix if any (cf. Grammar 43.C) and the stem. It differs from these other prefixes, however, in two ways:

- (1) The tone patterns of the verb forms in which it is found, and
- (2) The verbs in which it occurs are not eligible to serve as the only verb in a complete sentence:

Ndikàcòkà panchito....                      When/if I leave work...

Ndinácòkà panchito.                              I left work.

A verb form of this kind, which cannot stand as the only verb in a complete sentence, will be called 'dependent'.

#### Grammar 43.C. Object prefixes.

In addition to the slots which were depicted in the diagram in Note 42.E. there are other slots which the student of Nyanja must learn to recognize and to fill appropriately. One of these is illustrated in:

Ndikupeza kuLimbe.                              I'll see you in Limbe.  
(2sg., not particularly respectful)

cf. Ndimupeza kuLimbe.                              I'll see him/her in Limbe.

In these sentences, /-ku-/ and /-mu-/ correspond respectively to second person singular and third person singular objects (English 'you' and 'him/her'). A chart of the object prefixes is:

1sg.	A -na -ndi-	peza.	'He/she/they found me.'
	A -na -ku-	peza.	'He/she/they found you.'
	-m-		"                      him/her
	-ti-		"                      us
	-ku-	-ni	"                      you (pl. or respect- ful singular)
	-wa-		"                      them
	-u-		"                      it (Cl. 3)

-i-	"	them (Cl. 4)
-li-	"	it (Cl. 5)
-wa-	"	them(Cl. 6)
-ci-	"	it (Cl. 7)
-zi-	"	them (Cl. 8)
-i-	"	it (Cl. 9)
-zi-	"	them (Cl. 10)
-ka-	"	it (Cl. 12)
-ti-	"	them (Cl. 13)
-u-	"	it (Cl. 14)

Note that the 2 pl. personal form is the only one that consists of two parts, which are separated from one another:

Ndikupezani.

I'll see you (pl.).

The object prefix is found after the subject prefix and the tense prefix (if any), and immediately before the stem.

UNIT 44

DIALOGUE: C has just arrived in town and is looking for work.

NB In earlier marginal notes, attention has been called to the fact that syllables before /kùtì/ 'where?' have high tone. An exception is found in the first line of the dialogue, where /ndì/ 'is' remains low. Note also that the high tone that does not occur on /ndì/ is found on the first syllable of /kùtì/.

NB The tone difference between /mùnábwéla lítì/ and /ndìnábwéla dzùlò/ is probably an indication that /lítì/ 'when?' has special tonal properties which are usually manifested in the preceding word.

NB The recording for dialogue for fluency (DF) places together in the same word the past tense prefix /-ná-/ and the prefix /-dzá-/ , sometimes translated as a future tense prefix. Here, of course, the best translation is 'come and'. Note also that /-dzá-/ , but not /-ná-/ , can occur in infinitives.

	-D-	
Kwánu ndì kùtì,		Where is your home, my friend?
$\left. \begin{array}{l} \text{bámbo} \\ \text{acimwéne} \\ \text{múzángá} \end{array} \right\} ?$	-C-	
Kwáthù ndì kùZómá.		My home is at Zomba.
	-D-	
Kwánu ndì kùZómá?		Your home is at Zomba?
	-C-	
Índè, bábò.		Yes (sir) (it is).
	-D-	
Nàngà mùnábwéla lítì kùndò kùBlántyre?		(And) when did you come here to Blantyre?
	-C-	
Ndìnábwéla dzùlò.		I came yesterday.
-yang'ana		to see, look at, look after
Ndìnábwéla kùdzáyáng'ana nchíto.		I have come to look for work.
Ndífípeza?		Will I find it?
	-D--	
kuti		here, 'that' used to introduce an indirect statement
Ìnè ndígánìzà kuti mùnápita kùsùkúlu.		I thought you went to school.



	-C-	
	Ndínápambana Std. 6	I passed Std. 6 last year.
	càkà cátha.	
	-D-	
	O. Múnápambana?	Oh, you passed?
	-C-	
	Índè.	Yes.
	ndiye	and
	tsopano	now
NB The pitches on /tsopano/ are typically those heard in this recording: [ - - - ].	Ndíyé ndífuna nchító tsópano.	And I'm looking for a job now.
	-D-	
NB The plural form /zábwinò/ is used here in place of the more frequent /cábwinò/.	Ah, zábwinò zíménèzò.	That's good.
	-C-	
	zíkómò.	Thanks.

Exercise 44.b.1. GOAL: To use the appropriate directional prefix, depending on the verb which precedes it.

'He went home to sleep.'	'He came here to sleep.'
Ànápita kùnyumbá kùkágóna.	Ànábwela kùnò kùdzágóna.
Ànápita kunyumba kùkádya.	Ànábwela kùnò kùdzádya.
Ànápita kunyumba kùkagwila	Ànábwela kùnò kùdzágwíla
nchito.	nchító.
Ànápita kùsùkúlu	Ànábwela kùnò kùdzá-
kùkápíhúnzila.	phúnzila.
Ànápita kùmúnda kùkálíma.	Ànábwela pànò kùdzálíma.
Ànápita kùmsíkà kùkágúla	Ànábwela pànò kùdzágúla
zínthù.	zínthù.
Ànápita kuBlantyre	Ànábwela pànò
kùkáyáng'ana nchító.	kùdzáyáng'ana nchító.

NB The pitches on /kukaphunzila/ and /kudzaphunzila/ are [ - - - ⊙ - ]. The final pitch is not really low. The down-step on the encircled pitch occurs also in the other set of rec.



Exercise 44.b.2. GOAL: Use of the directional prefixes in in a number of conversationally related sentences.

ÀPeter (w)àpítá kùtì?	Where has Peter gone?
(W)àpítà kùtáuni.	He's gone to town.
(W)àpítà kùkácita cìáni?	What has he gone to do?
(W)àpítà kùkáyáng'ana njìngá yáce/yáo.	He has gone to look for his bicycle.
ÀMái àlì kùtì?	Where is (our) mother?
Àpítà kùkápánga cakúdyá.	She has gone to prepare food.
Àná à(dzá)bwela màsáná(ano) kùdzácita 'jive'.	Will the children come to jive this afternoon?
À(dzá)bwèlà màsáná ntháwi yánji?	What time will they come?
A(dza)bwela kudzasewela.	They will come to play.

Exercise 44.x.1. GOAL: Fluency in a series of conversationally related sentences. (Begin by listening to the sentences at least twice before looking at the book. Final goal is ability to produce the sentences ahead of the tape, or to produce a whole series of 4 sentences independently.)

NB The form /safuna/ is, in a sense, made up of /sí-/ plus /áfùnà/. It is thus a kind of obligatory contraction of these two elements. Notice that the syllable /sa-/ frequently keeps the length of two vowels in this kind of word.

NB Also the length of the sound written /-ng'-/ in /kuyang'ana/.

NB The word /mùkákáyá-  
ng'ana/ contains occur-  
rences of both /-kà-/  
'if, when' and /-ká-/  
'go and'.

ÀJohn ànápambana	John passed Std. 5 last year.
'Std. 5' càká cátha.	
Sáfùnà kùkáyáng'ana nchító tsópano.	He doesn't want to go and look for work now.
Áfuna kùphúnzila 'Std. 6' càká cá máwa.	He wants to go into Std. 6 next year.
Nánu, mùkákáyàng'ana nchító, mù(dzá)yáng'ana nchító yánji?	(And you) When you go and look for work, what sort of work will you look for?

NB The word /ndimàfúna/ has low tone on the subject prefix, whereas verbs with the tense prefix /-ma-/ usually have high tone on the subject prefix. Some speakers of Nyanja say that this difference has significance, but a definite statement on the nature of the difference cannot be made at this time. [This tonal pattern occurs in both sets of rec.]

NB The problem of the tones of possessive stems is again illustrated in 44.c.1. The pitches are:  
[ - - - - - ⊙ . ]

NB The 3 pl. possessive stem is here spelled /ao/, and this is its spelling in the dictionary and the grammar. But some speakers, including the tape rec. for this exercise, have /~awo/. This variation may also be observed in the tribal designation /Yáb/, often pronounced /Yáwò/.

NB An interesting clue to the riddle of the tones of possessive stems is found in Line 4 and 5 of 44.c.2. Assuming that /cipéwa/ and /zipéwa/ are tonally identical, these lines show fluctuation between

[ ... - - - - ]

and

[ ... - - - - ].

This suggests that nouns that end with two high pitches in this environment should be regarded as having tones / ' ' /, and a sequence like /cipéwà cánga/ may be pronounced in either of two ways: [ - - (⊙) - - ].

Ndì(mà)fúna kùphúnzila	I want to learn Cinyanja.
Cìnyànjà.	
Cábwinò, máì.	All right, mother.
Mlòngò { wáthu } àdzákúthàndizani.	My sister will help you.
{ wánga }	
Zíkò mò. Cábwinò ndìthú.	Thank you.
À(dzá)bwela ntháwi yánji?	What time will she come?
Ndígániza (kuti) à(dzá)bwela pà	I think (that) she will
8 koloko.	come at 8 o'clock.

Exercise 44.c.1. GOAL: Making automatic the correlation between subject prefix and possessive stem for each person-number combination.

'I want my money.'

ìnè	Ndífùnà ndàláma zanga.
ìyé	Áfùnà ndàláma zace.
ìfè	Tífùnà ndàláma zathu.
ìnù	Múfùnà ndàláma zanu?
ìwó	Áfùnà ndàláma zao.

Exercise 44.c.2. GOAL: As for 44.c.1. with the added problem of changing class concords.

'I want my money.'

ìnè	Ndífùnà ndàláma zanga.
búkhu	Ndífùna bukhu langa.
ìyé	Áfùna bukhu lace.
cìpéwa	Áfùna cìpéwa cáce.
ìfè	Tífùna zipéwa zathu.
gálìmòtò	Tífùna gálìmòtò yáthu.
ìnù	Múfùna gálìmòtò lánu?
mabúkhu	Mufùna mabúkhu ánu?

iwó Afuna mabuku ao.  
ndáláma Afuna ndalama zao.  
ínè Ndífuna ndalama zanga.

Grammar 44.A. The use of certain verb tenses in this dialogue.

Notice the use of the /-a-/ tense in:

Ndafuna kudzayang'ana nchito.

Ndimaganiza kuti mwapita kusukulu...caka catha.

Notice also the use of the /-ma-/ tense in the second of these sentences. All four verbs in these two examples illustrate the fact that the tense of a verb in one language (e.g. Nyanja) cannot always be predicted in terms of some tense that serves as its most frequent translation in some other language (e.g. English).

Grammar 44.B. Another category of verb prefixes.

The dialogues for Units 43 and 44 have contained the sentences:

Ndafuna kudzayang'ana  
nchito.

I want to look for a job.

...ndipita kutauni

I'm going to town to dance and drink.

kukabvina ndi kukamwa nao.

The prefixes that are the subject of this note are /-ka-/ 'go and' and /-dza-/ 'come and'. In all of the above examples, they occur in infinitives, but they may also occur with tense prefixes:

Mukakagula nsomba...

If you go and buy fish...

Anadzatithandiza.

They came and helped us.

Note that /-ká-/ 'go and' has high tone, while the dependent tense prefix /-kà-/ (Note 43B) has low tone.

The word 'directional' will be used as a cover term to include /-ka-/ 'go and' and /-dza-/ 'come and'. The directional prefixes follow the tense prefix, if any. They differ from some tense prefixes also in that they may occur in the infinitive form, while the tense prefixes may not:

kukamawa	to go and drink
kudzamwa	to come and drink
kumamwa	to drink customarily

but not:

*kumamwa	to have drunk
----------	---------------

For a complete description of Nyanja, it would be necessary to investigate the tones of all verbs that contain the directional prefixes /-ká-/ and /-dzá-/ , in combination with /-na-/ , /-a-/ , etc. , and in forms both with and without object prefixes and locative enclitics (/ -ko/ , / -po/ , / -mo/ ). In the absence of the data needed for most of these sets of forms, the student may still try making his own observations and drawing his own conclusions about infinitives that include directional prefixes.

- (1) The infinitive prefix /ku-/ is low.
- (2) The directional prefixes are high.
- (3) With verbs whose stems have one or two syllables (/kukadya, kukagwila/), the stem syllables are basically high. If the infinitive is the last word in the sentence, however, its last syllable is low. [This is simply another example of the general rule that no declarative sentence ends with high pitch.] Thus:

...kukágóná. [...\_--\_] (Exercise 44.b.1., Line 1)

but:

...kukágwílá nchito. [...\_---...](44.b.1., Line 3)

Three-syllable stems are a bit more complex: the first and third syllables of the stem are high, but the middle syllable is not. Thus, Line 4 of 44.b.2 has /...kukayang'ana njinga./ If the infinitive is the last word in the sentence, its last syllable has low pitch (cf. the general rule cited above), but the low-toned syllable that precedes it has either a noticeably rising pitch, or a pitch intermediate between the pitches of the immediately adjacent syllables:

kudzayang'ana nchito. [ \_ - - - - \_ ]

but

...kudzasewela. [ \_ - - / \_ ] or [ \_ - - - \_ ].

Grammar 44.C. Possessive stems. Certain of the personal possessive stems have appeared in /kwanu/ 'at your place' and /kwathu/ 'at our place'. The full set of personal possessive stems is:

<u>Singular</u>	<u>Plural</u>
1. anga 'my'	athu 'our'
2. ako 'your' (sq., not very respectful)	anu 'your'
3. ace 'his/her'	ao 'their'

The concordial prefixes used with these stems are:

Class 1	w-
2	#-
3	w-
4	y-
5	l-
6	#-
7	c-
8	z-
9	y-

	10	z-
diminutives	{ 12	k-
	{ 13	t-
	14	w-
	15	kw-
locatives	{ 16	p-
	{ 17	kw-
	{ 18	mw-

The form /kwanu/, then, is a combination of the general locative prefix (Class 17) and the second person plural possessive stem.

The personal possessives are illustrated in the dialogue for this unit, and in Exercise 44.c.1 and in 44.c.2. In all these instances, however, the possessive is either the first or the last word in the sentence. Examples of possessives in the middle of the sentence will be found in Exercise 45.c.1.

The tone pattern of all these possessives seems to be high on the first syllable and low on the second. Notice however that when the noun that precedes it ends in a high tone, there may be a downstep from the one word to the other:

...buku langa. [            ] (typical of 44.c.2.)

but:

Buku langa... [            ] (Exercise 45.c.1, Sec. 2, Line 1.)

## UNIT 45

DIALOGUE: C is still looking for work.

-E- (Msonthe?)

NB The question of the tonal characteristics of /lìtì/ was raised in an earlier marginal note. This rec. of the first sentence in the dialogue has low tone on /lìtì/ and also on the syllable that precedes it. But in the other set of rec., the tones are /mùnábwéla lítì/.

Kòdí ìnú àPéter, mùnábwéla  
lìtì?

Oh, Peter, when did you  
come (to town)?

-C- (not Peter  
C. Vernon)

Ndìnábwéla m̀l̀ungù ìtátu  
yápitáyo.

I came three weeks ago.

-C-

kumene

a place where

NB In the phrase /kumene ndigapezanchito/, the tone of the subject prefix is high. The subject prefix is low in most verbs that contain the prefix /-nga-/, but after /~mene/ it is high.

Kòdí mùkùdziwa kùméné  
ndíngapézé nchító?

Do you know where I can  
find a job?

-E-

Kùlibé nchító kùnò.

There's no work around  
here.

Mùmàdziwa kùpánga  
nchító yánji?

What kind of work do you  
know (how) to do?

-C-

Ndímàdzíwa kùcíta táipi.

I know how to type.  
( '...to do typing.' )

-E-

Kùcíta táipi,

Oh, typing.

-C-

Índé, bàmbò.

That's right.

-E-

mphamvu (9,10)

power, ability,  
strength

Kòmà ìménèyi sí nchító  
yámphámvu.

But that's not hard  
physical labor!



NB An earlier marginal note raised the question of tonal fluctuation of subject prefixes before /-ma-/. In this dialogue, the word /ámàfúna/ occurs in 'Dialogue for Learning' but /ámàfúna/ is found in 'Dialogue for Fluency', and in both places in the other set of rec.

NB The pitches of /ndí/ plus /záká/ are [ - - - ], even at the slow tempo heard in the rec.

Ámàfúna nchító yámphámvu.

They want (people for) hard physical labor.

-C-

Ìnè ndlìlì ndí záká '16',

I'm sixteen years old. ('I have sixteen years!')

-tha

to be able

Síndíngàthe kùgwíla nchító

I can't work very hard. ('I can't do a lot of work.')

yámíbílí.

Exercise 45.a.1. GOAL: Fluent production of /-nga-/ forms of a number of verbs.

kubwéla

Tìngàbwèlè máwa.

We can return tomorrow.

kùpíta

Tìngàpítè máwa.

We can go tomorrow.

kùwáóna

Tìngáwáóne máwa.

We can see them tomorrow.

kùphíkila cákúdyá

Tìngáwáphíkile

We can prepare food for them tomorrow.

cákúdyá.

kùlówa munyumba

Tìngàlowe m'nyumba.

We can enter the house tomorrow.

kùgúlitsa nyàmà

Tìngàgúlitsè nyàmà

We can sell meat tomorrow.

máwa.

kucòkà pànò

Tìngàcòkè pànò

We can leave tomorrow.

máwa.

Exercise 45.ab.1. GOAL: Contrast of /-nga-/ form with infinitive form of a single verb in a pair of conversationally related sentences.

Ndífuna kùyánkhula nánú.

Ndìngàyànkùlè nánú?

Ndífuna kùbwéla pànò máwa.

Ndìngàbwèlè pànò máwa?

Áfuna kùtíbvútítsa kwámíbílí.

Àngàtíbvútítse kwámíbílí?

Tífuna kùyénda pànsí.

Tìngàyèndè pànsí?

Tífuna kùmúphúnzitsa cizungù.

Tìngamuphunzitse cizungu?

Tífuna kùwéluka tsópano.

Tìngàwèlùkè tsópano?

Exercise 45.ab.2. GOAL: Use of /-nga-/ forms and infinitives in longer sequences of conversationally related sentences.

Mùngàndíphúnzitse cìzùngù?

Ndíàyànkùla cìzùngù,

kòrà síndídziwa

kùcìphúnzitisa.

Kòrà ndíganiza

But I think you can help me a little.

mùngàndíthándize

pàng'óno.

Cábwino. Tìdzáyesa.

All right. We'll try.

Tìngàwèlùkè ntháwi yánji?

Ndíganiza pà 4:30.

Síndíngàcòke pànchító

pà 4:50.

Ndífuna kùwéluka pa 5:00.

Exercise 45.c.1. GOAL: Using the full range of subject prefixes with /-li/.

'Where is the market?'

NB The speaker who voiced 45.c.1 pronounces all the sequences of the form /ùlì kùtì/ with no high tones whatever. In the other set of recordings, the tones are consistently /ulí kùtì/.

Classes 3,4:

̀msìkà

̀Msìkà ùlì kùtì?

̀Ùlì pàfúpi ndí pànò.

̀mpàndò

̀Mpàndò ùlì kùtì?

̀Ùlì mùnyùmbá.

̀mìpàndò

̀Mìpàndò ìlì kùtì?

̀Ìlì mùnyùmbá.

̀mláto

̀Mláto ùlì kùtì?

̀Ùlì pàfúpi ndí pànò.

̀mìdzì yánu

̀Mìdzì yánu ìlì kùtì?

̀Ìlì pàfúpi ndí pànò.

̀mìndá yánu

̀Mìndá yánu ìlì kùtì?

̀Ìlì pàfúpi ndí pànò.

mùndá wánu

Mùndá wánu ùlì kùtì?

Ùlì pàfúpi ndí pàno.

mùdsì wánu

Mùdsì wánu ùlì kùtì?

Ùlì pàfúpi ndí pàno.

Classes 5,6:

bukhu langa

Bukhu langa lili kuti? Lili m'nyumba.

mabukhu anga

Mabukhu anga ali kuti? Ali m'nyumba.

dzilà

Dzilà langa lili kùtì? Lili m'nyumba.

màzilà

Màzilà anga àlì kùtì? Àlì m'nyumba.

khásu

Khásu langa lili kùtì? Lili m'nyumba.

màkásu

Màkásu anga àlì kùtì? Àlì m'nyumba.

màlàyá ánga

Màlàyá ánga àlì kùtì? Àlì m'nyumba.

NB The word for 'shirt' is /màlàyá/ in this set of recordings, but /máláyá/ in the other set. The same is true for the pronunciations /gálimòtò/ and /gálímòtò/. Both are words of three or more syllables, high at one end and low at the other. The student should watch for other examples of this kind of non-significant variation.

Classes 7,8:

cálìcì 'church'

Cálìcì cáthu cìlì kùtì?

Cìlì kùzòmbá.

cìpàtàlà

Cìpàtàlà cáthu

Cìlì kunchou.

cili kuti?

cìpéwa cánga

Cìpéwa cánga cìlì

Cìlì m'nyumba.

kùtì?

zipéwa

Zipéwa záthu zìlì kùtì?

Zìlì m'nyumba.

zìnthù záthu

Zìnthù záthu zìlì

Zìlì m'nyumba.

kùtì?

cákúdyá cáthu

Cákúdyá cáthu cìlì

Cìlì m'nyumba.

kùtì?

Classes 9,10:

nyàmà váthu

Nyàmà yáthu ìlì kùtì?

Ìlì m'nyumba.

nyùmbá yánu

Nyàma yáthu ìlì kùtì?

Ìlì pàfúpi ndí pàno.

NB In both sets of recordings, the pitches of /cipewa cathu/ are:

[ - - - ⊖ - ]

while those of /cakudya cathu/ are [ - - - ⊕ - ].

This may mean that the nouns should be written /cákúdyá/ and /cìpéwà/, with different tones on the final syllables.

ndege	Ndege yáo ili kùtì?	Ili kwáo.
ndáláma zángu	Ndalama zanga zili kuti?	Zili ku banki.
nkhúku zanu	Nkhuku zanu zili kuti?	Zili m'nyumba.
nyumbá zanu	Nyumba zanu zili kuti?	Zili pafupi ndi pano.
njìngá yánga	Njìngá yánga ili kuti?	Ili m'nyumba.
njìngá zathu	Njìngá záthu zili kuti?	Zili m'nyumba.

Classes 12, 13:

kànjìlà	Kànjìlà káthu kàlì	Kàlì ùkò. kùtì?
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kàm̀tsínje

tìm̀tsínje

kànkhúku

tìnkhúku

kànyànjá

tìnsómba

(Each section of the foregoing exercise may be practiced separately in the beginning. Eventually however the cue words from the entire exercise should be given at random.)

Exercise 45.c.2. Affirmative vs. negative forms containing /-li/.

címàngà	Címàngà cìlì pànsí?	Is the maize on the floor/ground?
	Sícìlì pànsí.	It isn't on the floor/ground.
	Cìlì pàtébùlò.	It's on the table.
màbúku	Màbúku àlì pànsí?	Are the books on the floor?
	Sálì pànsí.	They are not on the floor.
	Àlì pàtébulo.	They are on the table.

NB The combination of interrogative intonation plus final tones /' / is worth careful listening. In Line 1 of 45.c.2, for example, the upglide on the first syllable of /pànsí/ is quite accented in the question, in contrast to the statement.

NB An earlier marginal note called attention to the long /a/ in contractions of /si/ plus verbs that begin with /a/. The word /sali/ in Line 2 of 45.c.2 provides a striking example.

buku

zobvala

mazila

**Exercise 45.x.1.** Recombination of previously studied material in the form of short conversations. (Begin each section by listening to it without the book. Eventually, you should be able to take either part in the conversation, and/or to say each sentence ahead of the tape.)

ÀJóhn àlì kùtì?

Where is John?

Bíndídziwà.

I don't know.

Kodi àpità kùmsìka?

Has he gone to the market?  
yet.

Sánàpíte kùmsìkà.

He hasn't gone to the  
market.

Ndiganiza kuti ali

I think he is near the  
school.

pafupi ndi sukulu.

\*\*\*\*\*

Ndingakuthandizeni bwanji?

How can I help you?

Mungandiuze kumene ndíngagule

Would you tell me where  
I can buy oranges.

malalanje?

Kulibe malalanje tsopano.

There are no oranges these  
days.

Zikomo.

Thank you.

Grammar 45.A. The verb prefix /-nga-/ 'may, can'.

The prefix /-nga-/ occurs in:

...kumene ndingapeze

...where I can

nchito.

find work.

Sindingathe kugwila

I can't do much work.

nchito yambili.

also, from earlier units:

Ndingakwele basi?

Can I take a bus?

Mungandiuze njila yace?

Can you tell me the way to it?  
( 'Can you tell me its way?' )

Notice that when a verb form contains /-nga-/, its final vowel is /-e/ and not /-a/ as it is in most other forms of the verb.

Of the meanings of verb forms that contain /-nga-/, Price (p.183) says that 'there is a disposition on the part of the subject, or other favourable circumstance, to carrying out the action. That is, /-nga-/ may be translated 'can', so long as it is not taken to imply physical ability.' This statement accords with the four examples cited at the beginning of this note. Observe that in the verb form where physical ability is in fact under consideration (/Sindingathe kugwila nchito yambili./), the /-nga-/ is used together with the root /-th-/, which does carry a meaning of physical ability.

A final question concerning /-nga-/ has to do with its status relative to the other lists of prefixes--tense prefixes and directional prefixes--which have been discussed in earlier notes. With respect to its meaning, /-nga-/ does not fit obviously with either group: it has to do neither with time nor with spatial direction. From the point of view of form, it differs from both groups in that it requires a final /-e/ on the verb form in which it appears. But what about its position relative to other

slots in the verb structure? This question may best be answered by breaking it down into a series of simpler questions, each of which can be answered yes or no by a native speaker of the language:

(a) Can /-nga-/ occur in the same word as any of the tense prefixes:

- \* Anangandiuze...                      He was able to tell me...
- \* Mwangakwele basi?                      Were you able to take the bus?
- \* Timangayankhule Cinyanja.

etc.

(b) Can /-nga-/ occur in the same word as either of the directional prefixes:

- \* Tingakagwile nchito.                      We can go and work.
- \* Angadzatithandize.                      They can come and help us.

Tonally, the /-nga-/ forms without object prefix are fairly simple. The student may want to listen to the examples in the dialogue and in Exercises 45.a.1, 45.ab.1, 45.ab.2, and the last section of 45.x.1.

The simplest /-nga-/ forms are the affirmative ones with no object prefix: /tingabwele/. In these, all tones are low, except for the two instances after the particle /~mene/; these latter will be discussed in a later unit.

Next simplest are affirmative /-nga-/ forms with object prefix, where the object prefix is high. (cf. the corresponding forms of the /-a-/ tense).

The only example of a negative /-nga-/ form is /Sindingacoke/. The student should check the tones on a number of other verbs, including /sindingadye/ (for monosyllabic stems), /sitingaweluke/ (for trisyllabic stems), /sindingaligule/ (for the combination of negative with object prefix), etc. Observations on these matters may be entered here:



Grammar 45.B. The infinitive. This verb form has been used in the earlier units of Part II but has not been made the subject of explicit comment.

Numerous examples of it have occurred, among which are:

Mumawaphunzitsa <u>kugwila</u> nchitoyo...?	Do you teach them to do that work..?
Ndipita kutauni kukabvina.	I'm going to town to dance.
Mumadziwa kugwila nchito yanji?	What (kind of) work do you know (how) to do?
Si kwabvutitsa.	It is not (a matter of) causing her trouble.
Ndabwela kudzakuonani.	I've come to see you.

The infinitive begins with the prefix /ku-/. It may contain /-ma-/ or one of the directional prefixes /-ká-/ or /-dzá-/, and also an object prefix, but not one of the tense prefixes /-na-/, /-a-/ or /-dza-/.

The infinitive shares with nouns the characteristic that it may serve as the subject of a sentence, and that it may be modified by possessives and other adjectival expressions:

kuphunzitsa kwao	their teaching
Kuena Cinyanja	{kobvuta. kumabvutitsa azungu.

Grammar 45.C. The special verb /-li/.

The special verb /-li/ appears in:

<u>Ndili</u> ndi zaka '16'.	I'm 16 years old. (I'm with 16 years.)
<u>Kulibe</u> nchito kuno.	There's no work around here.

and from Cycle III:

Muli bwanji?	How are you?
Ndili bwino.	I'm fine.



Compare also:

Tinali kumudzi.

We were at the village.

The stem /-li/ is called a verb because like other things that we have called verb stems it can be preceded by subject prefixes and tense prefixes, and because it has negative as well as affirmative forms.

It differs from other verb stems in a number of conspicuous ways:

- (1) It has no infinitive form such as a hypothetical \*/kuli/.
- (2) Its stem ends in /-i/, not in /-a/.
- (3) Its negative forms do not contain the prefix /si/; instead they contain the suffix /-be/:

Kuli ndalama.

There is money.

Kulibe ndalama.

There is no money.

The construction /-li ndi/ is frequently translated into English as 'to have'.

Ndili ndí zaka '16'.

I'm sixteen. ('I have sixteen years.')

Muli ndí ndalama?

Do you have the money?

Kuli kubvina.

There's dancing.

M'nyumba muli mipando itatu.

There are three chairs in the house.

Pano pali ndalama.

There's some money here.

With subject prefixes from Classes 1-15 (i.e. the non-locative classes), the construction /-li ndí/, literally 'be with' is very frequently translatable into English with 'have', as in the second of the above examples.

With locative prefixes (Classes 16-18), there is a similar construction but without /ndí/. These are illustrated in the last three examples, where the locative subject prefixes have been underlined twice.

The negative of both these constructions has /-libe/, without /ndí/:

Ndilibe ndalama.

I have no money.

Kulibe ndalama.

There is no money.

When /-li/ is followed directly by a place expression, however, the /si-/ negative is used:

Ali pano.

He is here.

Sali pano.

He is not here.

The negative of the /-na-/ tense /tinali kumudzi/ is /sitinali kumudzi/.

The affirmative forms (/ndili/, /cili/, /kuli/, etc) generally have low tone on both syllables:

Uli pafupi ndí pano. (Exercise 45.c.1. Col. 3)

but in questions before /kuti?/ 'where?', the tone of the second syllable is usually high:

Msika ulí kuti? (45.c.1, Col.2)

Negative forms with /-be/ have tones low, high, low:

kùlíbè nchito kuno.

Negative forms with /si-/ have high tone on the first syllable, low tone on the last (i.e. the root /-li/), and apparently free fluctuation on the intervening syllable:

Sícilì pansi. (Exercise 45.c.2, Line 1)

but:

Sízilì pansi. (45.c.2., Line 5)

## UNIT 46

DIALOGUE: 'How's the work going?'

-F-

Nchító ikùyèndà bwánji?

How's the work going?

-G-

conco

thus, so

Nchító ikùyènda conco bàmbò.

The work is going so-so (sir).

-F-

-topa

to get tired

Kòdí símunatópe?

Aren't you tired yet?

-G-

Tàtòpá, kòmà títání nàngà?

I'm tired, but what can I do ?

-G- (continues)

Sí ndáláma.

It's not the money.

-F-

-landila

to receive

tsiku (5) masiku (6)

day

Mùkùlándila ndáláma zìngáti

How much/How many shillings do you get per day?

pàtsíku?

-G-

Mùkùdziwa ìnù.

Well, you know.

mzungu (1,£)

European

Nchító yá àzùngu ìlibé

Work for Europeans doesn't pay much. ('Work of Europeans isn't money.')

ndáláma.

-F-

Pèpáni àcìmwéne.

Sorry, (brother)!

-F- (continues)

Ìfè tìkùlándila ndàláma  
zámíbíli ndìthú.

I'm getting a great deal  
of money.

-G-

Mùkùlándila ndàláma  
zámíbíli ètì!

You are (getting a lot  
of money)?!

-F-

Ee, ndìthú.

Yes, indeed.

-F- (continues)

Ndìkùlándila ndàláma  
zítátu pàtsíku.

I'm getting three shill-  
ings a day.

-G-

mwai

good fortune

Mùlì ndí mwai ànzáthu.

Well, you are lucky, my  
friend.

NB The word /eti/ is generally pronounced with a very high, rapidly falling pitch on the first syllable. Here, however, it has low pitch. This indicates that the high pitch, when heard on this word, should probably be regarded as a part of the 'intonation', rather than of the 'tone' pattern of the word itself.

Exercise 46.a.1. GOAL: Fluency in recognizing and treating as interchangeable the longer and shorter forms of /-li ku-/ tense.

'Is Mother washing clothes?'

Àmái àlì kùcápa zôbvála?

Àmái akùcápa zôbvála?

Mùkùpíta kùtì?

Mùlì kùpíta kùtì?

Ndìkùpítá kùLímbe.

Ndìlì kùpítá kùLímbe.

Nchító ìkùyénda bwìnò.

Nchító ìlì kùyénda bwìnò.

Mùkùcókéla kùtì?

Mùlì kùcókéla kùtì?

Ndìkùpénéka kwámíbíli.

Ndìlì kùpénéka kwámíbíli.

Sákùgwíla nchító tsópano.

Sáli kùgwíla nchító tsópano.

NB The two sets of recordings again provide documentation of the free fluctuation of tone before /kùtì/: /mùkùpítá/ or /mùkùpítà/.

Exercise 46.a.2. GOAL: To practice alternation between the /-li ku-/ tense and other tenses.

Mái àlì kùcápa zôbvála tsópano.

Mother is washing clothes  
now.

Ámàcápa zòbvála tsíku ndí tsíku.	She washes clothes every day.
Àná àlì kùsámba tsópano.	The children are bathing now.
Ámàsámba tsíku ndí tsíku.	They bathe every day.
Mphunzitsi àlì kùpíta kùsùkúlu tsópano.	The teacher is going to the school now.
Ámápíta kùsùkúlu tsíku ndí tsíku.	He goes to the school every day.
John àlì kùphúnzila kwámbíli tsópano.	John is studying hard now.
Amaphunzila kwambili tsiku ndi tsiku.	He studies hard every day.

Exercise 46.b.1. GOAL: Fluent switching of concords with /-o-/ for s.

SingularPlural

NB The fluctuation between pitches [ ˘ ] and [ ˙ ] on the first syllables of /-o-/ forms is illustrated in the difference between the rec. of /mùnthù wókóndwà/ and /m̀sèù wópíta/ in 46.b.1. It is also interesting that the other set of rec. have /m̀nthù wókóndwà/. Compare also the two instances of /aná otopa/ in these rec.

Note also that even where there is no perceptible downglide in pitch, the /-o-/ usually remains long in duration.

mùnthù wókóndwà	ànthù òkóndwà
cìnthù còbvála	zìnthù zòbvála
njìl̀à yópíta kùBlántyre	njìl̀à zópíta kùBlántyre
m̀sèù wópíta kùBlántyre	m̀sèù yópíta kùBlántyre
kànjìl̀à kópíta kùm̀tsínje	tìnjìl̀à tópíta kùm̀tsínje
m̀nyàmátá wókwátíla	ànnyàmátá ókwátíla
m̀wáná wótópa	àná ótópa
m̀síkà wógúlítsíla nyàmà	m̀síkà yógúlítsíla nyàmà

[There is a negative counterpart to the /-o-/ form:

Osapeneka.	No doubt.
cf. -peneka	to doubt

This consists simply of /osa-/ plus the verb stem (with or without an object prefix). It is invariable; that is to say, it is not subject to concordial agreement with nearby nouns.]

Exercise 46.b.2. GOAL: Further use of /-o-/ forms. Pairs of sentences.

Ndikàfùnà kùpíta kùHalalè,

ndìdzèlé njìlà yánji?

Njìlà yópíta kùHalále

ìlì kùtì?

Àkùfúna kùgúlitsa zìnthù.

(Zìnthù) zógúlitsa zìlì

kuti?

Ànthù ámbíli ámakhála kùnò.

Ókhála kùnò ámanéna

cìnyànjá.

If I want to go to Halale (Rhodesia), which way can I take?

Where or which is the way (road) to Harare?

They (he) want(s) to sell things.

Where are the things to be sold?

Many people live here.

Those living here speak Nyanja.

Exercise 46.x.1. Recombination of familiar elements in new sequences of conversationally related sentences.

Nchító ikùyénda bwánji?

Ikùyénda bwìnò pàng'óno.

Ndì yóbvúta?

Eè, ikundíbvútitsa

kwámbíli.

Màphùnzìlò àkùyénda bwánji?

Àkùyénda bwìnò kwámbíli.

Mùnálemba màèsò lèlò?

Índé, bàmbò.

Ànàlí óbvúta?

fàì, sánàlì óbvúta.

Mùmalémba màèsò àngáti

pàmùlùngù?

How is [your] job?

Not so bad.

Is it hard?

Yes, it gives me a hard time.

How are studies?

Just fine.

Did you have an examination today?

Yes, sir.

Was it hard?

No, it wasn't hard.

How many examinations do you have ('write') a week?

Tímàlénba àwíli.

We have two.

Mùkùgániza kuti mùdzápámbana  
naesò ánáwa?

Do you think you will  
pass tomorrow's exam?

{ Síndídzíwà }  
{ Kàyà } , bàmbo.

I don't know, (sir).

\*\*\*\*\*

Grammar 46.A. A 'tense' that includes the infinitive.

The dialogue for this unit contains numerous instances of what will be called the /-li ku-/ tense:

Nchito ikuyenda bwanji?	How is the work going?
Mukulandila ndalama zingati patsiku?	How many shillings are you getting per day?

The tense is often translated into English by use of the English 'present progressive' ('is \_\_\_\_\_ing'). The student must however avoid a mechanical equating of these tenses. So, for example, in:

Mukudziwa.                      You know.

The English present progressive form is of course \*'you are knowing' but such a form hardly ever occurs in English outside of the song 'For me and my gal', and even there it stands out like a sore thumb.

Note also the examples in the dialogue for Unit 45, where /mukudziwa/ occurs in one sentence and /mumadziwa/ in another, with no difference in English translation. The /-li ku-/ tense in its shortest form consists of a subject prefix plus /-ku-/ plus a verb stem. The /-ku-/ may be followed by a directional prefix, an object prefix, or anything else that can occur between /ku-/ and the stem in an infinitive (cf. Note 45.A).

Alongside this briefer and more common form of the /-li ku-/ tense is a longer form from which the shorter form is apparently a contraction:

Nchito	{ ikuyenda ili kuyenda }	bwanji?
Mukulandila	} ndalama zingati?	
Muli kulandila		

The longer and shorter forms seem to be synonymous, and completely interchangeable with one another.

The negative of the /-li ku-/ tense is formed with the prefix /si-/.

Sindinali kuyankhula naye.	I wasn't talking with him.
Bakufuna kuyankhula nane.	He doesn't want to talk with me.



Grammar 46.B. The /-o-/ form.

Although the dialogue for this unit contains no example of it, the /-o-/ form has appeared frequently in the earlier parts of this course.

Thus, in Units 41-45:

nchito <u>yopanga</u> nyumba	the work of making houses
lolembe	Monday (i.e. '(the day) of writing' because this was the day of enrolling workers).
loweluka	Saturday (i.e. '(the day) of getting off (work)')

as in the above examples, a reasonably good English translation of an /-o-/ form is sometimes of 'of \_\_\_\_\_ing'. This is by no means always the case, however:

zobvala	clothing (i.e. '(things) for putting on', cf. the verb /-bvala/ 'to put on (clothing)')
---------	---

Another common use of the /-o-/ form in Nyanja is translated into English by adjectival expressions:

Ndidzakhala <u>wokondwa</u>	I'll be happy to live/stay here.
kukhala kuno.	
Muli wokwatila?	Are you married?

In connection with the discussion of the infinitive and the /-li ku-/ tense (Notes 45.A and 46.A), it is worthwhile to observe that when the verb stem is monosyllabic (e.g. /-dya/ 'to eat', /-mwa/ 'to drink') the corresponding form has /-aku-/ and not /-o-/:

kubvala	(/ku-/ plus a two-syllable stem)
zobvala	[things] to put on
kudya	(/ku-/ plus a one-syllable stem)
zakudya	[things] to eat

The student should be on the alert to see whether occasional forms like \*/yakupita/ and \*/zakubvala/ ever occur, and if so, whether they are interchangeable with the /-o-/ forms.

The tonal aspect of the /-o-/ forms presents an interesting feature, which the student may discover for himself by listening carefully to the recordings of Exercises 46.b.1., 46.b.2.

In many but not all instances, the /-o-/ syllable has a short, rapid downglide in pitch, and the duration of the vowel itself may be a little greater than usual. We could symbolize this pronunciation graphically as:

óòbvúta [ \ - . ] (cf. 46.x.1, Sec. 2, Line 6)

where the pitches are just the same as for the hypothetical form

\* ákùbvúta [ - - - ]

from which óòbvúta is historically derived.

Other instances of /-o-/ forms have simply a short, high vowel:

yópíta [ - - . ]

The first stem syllable that follows the /-o-/ syllable is high, as in the above examples, and the last syllable of a disyllabic stem may also be high:

yópítà....

or

yópítá....

In the recordings for 46.b.1, /wókondwa/ (Line 1) and /wópíta/ (Line 4) are examples of simple high pitch on the first syllable, while /côbvala/ (Line 2) and /tôpíta/ (Line 5) have falling pitch on the first syllable. The student should listen to those examples, and then decide for himself which is found on each of the other /-o-/ forms in the exercise.

## UNIT 47

DIALOGUE: A conversation on the way home from work.

-A-

-ima

to stand, wait

ÀPéter! Tàimànl.

Peter! Wait!

Ndífùnà kùyákhula nánu.

I want to talk with you.

-B-

Cábwìnò bàmbò.

All right, (sir).

-A-

Mùkùcókéla kùtì?

Where are you coming from?

-B-

Kùrchító.

From work.

-A-

Mùkùcókéla kùrchító?

You're coming from work?

Nàngà mùkùpíta kùtì?

(And) where are you going?

-B-

Ndìlì kùpíta kùmùdzì.

I'm going home.

-A-

Mùlì kùpíta kùmùdzì étì?

Oh, so you're going home?

-B-

Ndatòpá kwámბíli.

I'm very tired.

-A-

Mwatòpá?

Oh, you're tired?

NB The tones of the /-a-/ indicate that this is a 'high' verb, in the sense discussed in 43.A.

Compare also the tones of /tatopa/ in the dialogue for Unit 46.

-B-

Nàngà mùngàthè kùbwéla  
kùnyumbá kwánga máwa?

Can you come to my house  
tomorrow?

-A-

Ndìdzákhala wókóndwa kwámíbíli.

I'll be very pleased.

-A-

cifukwa (7)

cause, reason, because

mau (6)

words, sound, speech

Cábwìnò, cìfúkwa ndìlì ndí máu.

Oh, fine, because I have  
something to say (to you).

-B-

NB The high tone on the first syllable of /mau/ is /ndí máu/, vs. the tones /màú/ in the sentence that follows. The same tones were observed in the other set of rec.

Màú ánjí?

Waht (kind of) (words)?

-A-

-uza

to tell

Sí-díngathe kùkúuzani lèlò.

I can't tell you today.

-A-

Kòmà ndífuna mùbwelé máwa.

But I want you to come  
tomorrow.

-B-

Cábwìnò.

All right.

-A-

Zíkòmò.

Fine!

NB The tones on the initial syllable of /mnyumba/ differ in the two sentences in the first line of 47.ab.1. Cf. also the high tone on /kúmudzi/ in the examples for 47.B. This is apparently another instance of a high tone (i.e. the last tone of /lòwání/) spreading over an adjacent syllable.

Exercise 47.ab.1. GOAL: Imperative vs. subjunctive verbs, affirmative.

Lòwání m'nyumbá.

Mùlòwé m'nyumbá.

Còkání pànò.

Mùcòké pànò.

Phùnzílání màphùnzìlò á máwa.

Mùphùnzíle màphùnzìlò

ámáwa.

Wélúkání pà 4 koloko.

Mùwélúke pà 4 koloko.

Pítàni kùtáuni.

Mùpíté kùtáuni.

Yànkùlání Cinyànjá.

Mùyànkùlé Cinyànjá.

Ìdyàní mázilà àwíli.

Mùdyé mázilà àwíli.

Phìkàni cákúdyá.

Mùphìké cákúdyá.

Exercise 47.ab.2. GOAL: Facility in alternating final /-a/ and /-e/ according to whether the imperative has an object prefix.

NB The point discussed in the preceding marginal note receives further amplification in 47.ab.2, where the first syllable of noun objects is regularly raised.

But in the other set of rec., the simple imperatives (/thandizani/, etc.) all have low tone throughout; under those circumstances, the first tone of the noun object of course remains low.

Thàndìzání mwáná.

Help the child.

Mùthándizeni.

Help him/her.

Thàndìzání àná.

Help children.

Àthándízeni.

Help them.

Gùlání khashú.

Buy a hoe.

Lìgùleni.

Buy it.

Gùlìtsání címàngà.

Sell (maize) corn.

Cìgùlitseni.

Sell it.

Càpání maláyá.

Wash the shirt.

Àcápeni.

Wash it.

Kwèlání basi.

Get on/take the bus.

Lìkwéleni.

Take/get on it.

Ìdyàní nyàmà.

Eat the meat.

Ídyèni.

Eat it.

Lembání máyèsò.

Take exams.

Àlèmbèni.

Take them.

Exercise 47.ab.3. GOAL: Facility in alternating between affirmative and negative.

'Buy only two fish.'

'Don't buy three.'

Mùgùlé }  
Gùlání } nsómá zìwíli bàsì.

Mùsàgùlé zítátu.

Phìkàní Mùphìké	mázilà àwíli bàsí.	Mùsàphíke àtátu.
Thàndìzání Mùthàndìzé	áná àwíli bàsí.	Mùsàthàndìzé àtátu.
Pàngàní Mùpàngé	mílátò íwíli bàsí.	Mùsàpángé ítátu.
Gùlìtsání Mùgùlìtsé	nkhúku zìwíli bàsí.	Mùsàgùlìtse zítátu.

Exercise 47.ab.4. GOAL: Use of various imperative and subjunctive verb forms in short series of conversationally related sentences.

AJohn áfunà (kuti)	nt to
tìcìté ciáni lèlò?	
Áfunà (kuti) tìpìté kùmùndá.	He wants us to go to the garden.
Tìsàpìté kùmùndá tsópano.	Let's not go to the garden now.
Múfunà (kuti) tìkhàlé pànò ètì?	Do you want us to stay here?
Ùzání mabwènzí ánu àbwèlé kùndò cìfúkwá ndífunà kùyákhula náo.	Tell your friends to come here; I want to talk to them.
Cábwìnò. Ndìkáwáuza tsópano.	OK, I'll tell them right now.
Kòmà síndífunà { àbwèlé } { afike }	But I don't want them to come now.
tsópano.	
Múfunà (kuti) àfiké ntháwi yánji?	What time do you want them to arrive?
Àfiké pà 5 koloko.	They should arrive at 5 o'clock.

Exercise 47.c.1. GOAL: Facility in using the right concord in a possessive according to whether the noun has a locative prefix.

nyùmbá yáo	their (his) house
kùnyùmbá kwáo	at their house
m'nyùmbá mwáo	in their house
mùndá wáo	their garden
kùmùndá kwáo	at their garden
mìndá yáo	their gardens
kùmìndá kwáo	at their gardens
sùkùlù láo	their school
kùsùkùlu kwáo	at their school
njìngá záo	their bicycles
pànjìngá páò	on their (his) bicycle
dzíko láo	their country
m'dzíko mwáo	in their country

## Grammar 47.A. Imperatives.

The first line of the dialogue for this unit contains the imperative form /taimani/. This is one of four approximately synonymous imperative forms:

	<u>Singular</u>	<u>Plural</u> (or courteous singular)
Without /ta-/	ìmà	ìmàní
	bwèlà	bwèlàní
	etc.	etc.
With /ta-/	tàíma	tàímanì
	tàbwéla	tàbwélanì
	etc.	etc.

(cf. Price, p. 209)

The singular forms, like all the second person singular forms, are used only with children and with others for whom it is not appropriate to use the plural of respect.

Imperative verbs have no characteristic prefix other than the optional /ta-/ discussed above. But a monosyllabic stem is preceded by a dummy prefix /i-/:

	Disyllabic Stem:	Monosyllabic Stem:
Stem:	-ima, -bwela	-dya
Sg. Imper.	ima, bwela	idya
Pl. Imper.	imani, bwelani	idyani

Imperatives may, however, take certain of the prefixes which are used with other verbs, most notably the object prefixes. When an imperative verb contains an object prefix, it has stem final /-e/, followed in the plural by /-ni/.

gùlèní	buy!
lìgùlèní	buy it (Class 5, e.g. a book)
cìgùlèní	buy it (Class 7, e.g. a hat)



The forms that serve as negative imperatives will be discussed below, in Note 47.B.

Exercises 47.ab.1 and 47.ab.2 contain imperative forms of 14 different verb stems. The student may want to listen to them before reading the following comments on their tones. Make separate statements for imperatives without object prefixes, and imperatives with object prefixes.

In imperative forms without object prefixes (e.g. /lombani/), all tones are low. The sole exception is /phunzilani/ (47.ab.1, Line 3).

In those imperative forms that have object prefixes (e.g. /muthandizeni/) the object prefix syllable is low, and at least the first stem syllable is high. An exception, however, is found with the monosyllabic stem /-dya/ in /idyeni/.

The student should check these observations, based on the tape recordings, against the usage of his own tutor. The purposes of this checking are (1) to find out whether all speakers use the same tones on these forms, and (2) if substantial agreement exists, to discover whether other monosyllabic stems (e.g. /-mwa/ 'to drink') are comparable to /-dya/ in these forms, and whether there are other verbs that act like /-phunzila/ in the imperative.

Grammar 47.B. Subjunctive verbs.

The dialogue for this unit contains the sentence:

Ndifuna mubwele mawa. I want you to come tomorrow.

The word /mubwele/ 'that you should come' consists of subject prefix, verb stem, and final /-e/. Subjunctive forms, like imperatives, never have tense prefixes, but may have object prefixes. Unlike imperatives, subjunctives may and in fact must have subject prefixes.

Subjunctive forms are regarded as less blunt than imperatives, and are often used instead of imperatives in giving requests or orders:

Imper:	Bwèlání kùndò.	} Come here.
Subjunc:	Mùbwèlé kùndò.	
Imper:	Lìgúlèní.	} Buy it. (Cl. 5).
Subjunc:	Mùlìgúlè.	

The negative subjunctive, which may also be used as a negative imperative, contains the prefix /-sa-/, which is found after the subject prefix and before the object prefix (if any) and the stem:

mùsàtìnéne	don't talk about us
tìsàlìgúlè	let's not buy it (Class 5)

There is a phrasal construction which will not occur in a basic dialogue until Unit , but which should be mentioned in connection with the imperative and subjunctive forms:

Tíyèni tìpìté kúmùdzì.	Let's go home.
------------------------	----------------

This construction seems to be used only in the first person plural. It consists of /tiyeni/ plus a first person plural subjunctive, and is usually translatable into English with 'Let's....'. It will be called the 'hortative' construction.

The tonal side of the subjunctive forms requires very careful listening. In checking the data, bear in mind that the formulas for subjunctive with-out object prefix and singular imperative with object prefix are the same as far as prefixes and suffixes are concerned:

personal or	}	+	root	+	final
class prefix					

Probably the basic tonal pattern for affirmative subjunctives without object prefixes has low tone on the subject prefix and the first syllable of the stem, and high tone on the second syllable of the stem: /mugulitse/

in 47.ab.3, Line 5, and /abwele/ in 47.ab.4, Line 5. But there are numerous apparent exceptions to this tentative rule. The student may want to gather additional data and work out the rule for himself.

The five recorded examples of the negative subjunctive (e.g. /musagule/) agree in having low tone on the subject prefix and the negative marker /-sa-/, and hightone on the next to last syllable of the stem. These few examples should however be supplemented by others, including negative subjunctives with object prefixes, and negative subjunctives that contain monosyllabic stems such as /-gwa/, /-dya/.

Grammar 47.C. Locative concords.

Notice in the dialogue for this unit the phrase /kunyumba kwanga/ 'to/at my house'. Compare the phrase /nyumba yanga/ 'my house'. The noun /nyumba/, in Class 9, ordinarily takes the concordial prefixes of that class, but when it is preceded by a locative prefix /pa-/ (16), /ku-/ (17) or /mu-/ (18), it is the class of the locative that determines the concords.

So, for example:

nyumba yathu (9)	our house
munyumba mwathu (18)	in our house
galimoto langa (5)	my car
pagalimoto panga (16)	on my car
mugalimoto mwanga (18)	in my car
mudzi wathu (3)	our village
kumudzi kwathu (17)	at/to our village

Grammar 47.D. Future corresponding to /-li/.

The dialogue for this unit contains the sentences:

Ndìdzákhála wókóndwa I'll be very pleased.

kwámbíli.

The present tense equivalent for this would be:

Ndìlì wókóndwa kwámbíli. I'm very pleased.

The past tense is:

Ndìnalí wókóndwa I was very pleased.

kwámbíli.

By analogy, one might expect the future to be:

\* Ndìdzali wokondwa

kwambili.

but, instead, the verb /-khala/ is used, as in the first example in this note.

UNIT 48

DIALOGUE: Prospect of a business trip out of town.

-A-

Ìnè bàmbò ndìkùpíta  
kùBàláka.

I'm going to Balaka  
(,father).

-B-

KùBàláka?  
Múbwélako lítì?

To Balaka?  
When are you coming[back]  
from there?

-A-

-khulupila

to trust, expect

Ndíkhúlupilila ndìkákhalako  
mlèzì iwíli,  
cìfúkwa ndìkùkácíta zínthù  
zámbíli kuménèkò.

I expect to (go and) be  
there (for) two months,  
because I'm going to (go  
and) do a lot of things  
there.

-B-

Èè. Ndímawádzíwa ànthù  
áPeace Corps.

Yes, I know the Peace  
Corps people.

-culuka

to be much, to increase

Ìnù ànthù áPeace Corps

You PCV's have a lot of  
work

mùlì ndí nchító  
yóculuka kwámbíli.

-A-

Ndì zóóna.

That's the truth.

-B-

pompano

right here

Cábwinò. Ndígániza  
mùdzándípeza pómpanò.

All right. I think you'll  
find me right here. (i.e.  
when you return).

NB The two successive recordings of /mubwelako liti/ differ strikingly with respect to the tone on /-a-/. The other set of recordings agrees with the second of these: /múbwélákó lítì/.

NB The object prefix /-wa-/ in /ndímawádzíwa/ has low tone; object prefixes are almost always high.

NB The alternative pronunciations /ao/ and /awo/ were pointed out in an earlier marginal note. This recording of /ndi zoono/ provides an example of a similar fluctuation between /oo/ and /owo/.

The word /zoono/ itself, often translated 'truth', is probably simply the /-o-/ form of the verb 'see'.

sindicókà panchíto pàno iai.

I'm not going to stir  
from (my) work here.

-A-

-mva

to hear, feel understand

-siyana

to differ from one another

NB The tonal characteristics of /kuti/ 'that' need investigation. Note that in this recording of Dialogue for Learning, it is high on both syllables, and even the locative /ku-/ which follows it is high.

Ndikùmvá kútí kuBàláka ndì  
kwábwinò kwábàsi, tikáóna  
zìnthù zósíyanasiyana.

I hear that (at) Balaka  
is very nice and we'll  
see quite a variety of  
things.

-B-

Ndì zábwinò zìmenèzò.

That's very nice.

A? B?-

Ndipo ndìdzákupèzani.

And I'll be seeing you.  
( 'And I'll find you  
mutually. ' )

-A-

Ùkàthà mwèzí ùnò ndí wámáwa  
ndìdzákupèzani pómpanò.

After this month and the  
next, I'll see you here.  
( 'When this month and  
(the month) of tomorrow  
have finished....' )

NB The printed version has /ukatha/ where the tape recording has /utatha/. These are both correct, but not synonymous.

Note that in the Dialogue for Fluency, the word sounds like /udatha/.

Exercise 48.a.1. GOAL: Use of verb stems that contain one or more extensions.

Tàónani màlálánje àwà.

Look at these oranges.

NB The full form /mwáná wángá/, recorded on the tape, is matched in the book by a contraction, /mwánángá/.

Àkùóneka }  
Áóneka } ábwinò.

They look good.

Tìónétsé búku láko mwánángà.

Show us your book, child.

NB The tense of /aphika/ shown in the book is entirely different from the tense spoken in the recording. How is this evident?

Mái àphikà cákúdyà.

Mother has cooked food.

Àtíphikila nyàmà.

She has cooked us meat.

Nyàmà yàphikidwà ndí Mái.

The meat was cooked by  
Mother.

NB The first syllable of /maphunzilo/ is high after /ndí/ in this recording, but not in the other set.

Màphunzìlò àwà ndímàwàkòndà.

I like these lessons.

Ndìlì wòkòndwà ndí

I'm pleased by these  
lessons.

maphunzìlò àwà.

Mumàdzíwa kùyéndetsa gálimòtò?

Do you know how to drive a car?

Ànándíbèlà ndáláma zángá.

They robbed me of my money.

Ndígúlíle mazìlà àtátu.

Buy me three eggs.

NB The last sentence in 48.a.1 has high on all syllables except the first. In the other set of rec., the same phrase is /ndígúlíle mazìlà.../.

Exercise 48.b.1. GOAL: Facility in use of the locative enclitics as abbreviated equivalents for longer, more explicit locative expressions.

'John has gone to town.'

'He's gone there, eh?'

ÀJohn apita kùtáuni.

Apitako ètì?

ÀMsònthè àdzákhala kùLímbe.

Àdzákhálako ètì?

Ndíbwelà kùBàláka máwa.

Múbwélakó máwà ètì?

Àná alowa m'sukúlu.

Alowamo ètì?

Ndáláma zìlì mùgálimoto.

Zìlímò ètì?

Ndáláma zìlì pàtébùlò.

Zìlípò ètì?

Mùdzándípezá pánchító.

Ndìdzákúpezánipò ètì?

NB The printed and recorded versions of Lines 1 and 4 are in different tenses. Cf. the same observation regarding a line in 48.a.1.

Exercise 48.x.1. GOAL: Fluency in recombination of old material in short series of conversationally related sentences.

\*\*\*\*\*

Mùkákhalà kùBàláka mièzì

For how many months will you stay at Balaka?

ingáti?

Ndíkhúlùpìlìlì ndíbwélako

I (believe) think I will come Saturday.

lówélukà.

Mùlì ndí nchító yóculuka ètì?

Do you have much work?

Íàì. Ndìkùpítako kùkáséwelà.

No, I am going to play there.

\*\*\*\*\*

Mwàbwelà kùtáunì?

Have you come to town?

Inde, máì.

Yes, mother.

Mùnágula cìáni kuménèkò?

What did you buy there?

Ndìnágula zákúdyá zósíyanasiyana. I bought different types  
of food.

Ndì zábwinò zíménézò. That's good.

\*\*\*\*\*

Ìnú á 'Peace Corps' mùdzábwela When will you PCV's leave  
here at (Chapel Hill)?  
lìtì kùnò kù(Chapel Hill)?

Ìkàthà mìlùngù ìnái, tìdzábwela We'll leave here after  
4 weeks.  
kùnò.

Mùdzápita kùtì? Where are you going?

KùMáláwi. To Malawi.

Oh, zábwinò zíménézò! That's good!



Grammar 48.A. A new slot within the verb stem: 'extensions'.

By this time the student will have noticed that certain verb stems are partially alike both in sound and in meaning. So, for example /-phunzila/ 'to study' and /-phunzitsa/ 'to teach' both share a reference to the learning process; /-gula/ 'to buy' and /-gulitsa/ 'to sell' both have to do with business transactions. The element /-its-/ in the above examples is called a 'stem extension' or simply an 'extension'. The ability to recognize and produce verb forms with extended stems will do much for building fluency and ease of comprehension in Nyanja.

(1) The causative extension, most commonly /-its-/ or /-ets-/.

Compare:

-gul-a	to buy
-gul-its-a	to sell ('cause to buy')
-phunz-a	to learn
-phunz-its-a	to teach ('cause to learn')
-gon-a	to lie down, to sleep.
-gon-ets-a	to cause to lie down; to put to sleep
-yend-a	to go, walk
-yend-ets-a	to cause to go, to drive (a car)
-mw-a	to drink
-mw-ets-a	to cause to drink
-dy-a	to eat
-dy-ets-a	to give to eat, to feed
-gw-a	to fall
-gw-ets-a	to cause to fall; to drop

The verbs with root vowel /i/ or /u/ or /a/ (not illustrated above) take the causative extension with vowel /-i-/. When the root vowel is /o/ or /e/, or when there is no root vowel (e.g. /-mw-/'to drink'), the causative extension has the vowel /-e-/: /gulitsa/ but /yendetsa/. This relationship is called 'vowel harmony'. It will be found to hold true, not only for the causative extension but for most other extensions as well.

In spite of what was said above about how useful it is to be able to recognize and use verbal extensions, the student should nevertheless be warned that not all extensions are in fact used with all roots. The student will also find that the meaning of root-plus-extension is not always completely predictable by analogy with other stems that contain the same extension.

Finally, there are some verbs that form the causative in ways other than by the extension /-its-/ or /-ets-/. These will not be discussed at this point.

(2) The applicative extension /-il-/ or /-el-/.

This extension is illustrated by the pair of stems from Unit 25:

-phik-a	to cook
-phil-il-a	to cook (for someone)

In the second of these stems, the extension /-il-/ corresponds to the idea of doing something for or on behalf of someone. This is true of many verb stems that contain this extension, but it fails to hold good for many other pairs of stems:

-cok-a	to go away
-cok-el-a	to go away from
-b-a	to steal
-b-el-a	to steal from, with relation to
-gul-a	to buy

-gul-il-a	to buy for, on behalf of
-lip-a	to pay
-lip-il-a	to pay for

Note that the same vowel harmony that was found for the principal forms of the causative extension also holds good for the applicative.

(3) The reciprocal extension /-an-/. This extension is invariable in its form. There is no vowel harmony. It is well illustrated in:

-pez-a	to find, come upon
-pez-an-a	to meet one another
-si-a	to leave
-si-an-a	to leave one another, to differ from one another.
-on-a	to see (visually)
-on-an-a	to see one another.

(4) The stative extension /-ik-/ or /-ek-/.

This extension is illustrated by

-bvut-a	to be difficult
-bvut-ik-a	to undergo difficulty, be troubled
(and also: -bvut-its-a	to cause trouble)
-on-a	to see
-on-ek-a	to appear, be seen

Notice that vowel harmony applies to the two forms of this extension. The English translations 'be troubled' and 'be seen' are useful, but if the person or thing that does the troubling or the seeing is mentioned, then the passive and not the stative extension must be used. See examples under the discussion of the latter.

(5) The passive extension. Various forms including /-idw-/, /-edw-/, and a number of others.

-bal-a	to bear (a child)
-badw-a	to be born
-pang-a	to do, make
-pang-idw-a	to be done, made

All forms of the passive extension contain /-w-/.

#### Grammar 48.B. Locative enclitics.

A very useful kind of enclitic is found in the dialogue for this unit:

Mubwelako liti?

When do you return from there?

Ndikhulupilila

I expect I'll stay there for two months.

ndikakhalako miezi

iwili.

The locative enclitic /-ko/ in these sentences has the concord of Class 17, in agreement with /kuBalaka/. Locative enclitics also exist for Class 16 (/po/) and Class 18 (/mwo /):

Muli anthu

There are people in the house.

munyumba.

Anthu alimo.

The people are in there.

Pali zobvala.

There is clothing on the table.

patebulo.

Zobvala zilipo.

The clothes are there.

In verb forms, the syllable before a locative prefix is always high. The enclitic itself has low pitch in the recordings, except for two instances (/mubwelako/ Basic Dialogue, Sentence 3); and the same word in 48.b.1, Line 3. In both these instances, the enclitic is followed by some word other than /eti/. But compare /ndibwelako loweluka/ (48.x.1., Line 2).

It is possible that the high tone on the final syllable of the word can be referred to tempo or rhythm of the sentence as a whole (cf. similar observations in the tonal sections of Grammar Notes 41.C. and 41.D).

Grammar 48.C. Locative nouns as subject.

In the sentence:

KuBalaka ndi kwabwino.

It's nice at Balaka.  
( 'At Balaka is nice.' )

the locative expression /kuBalaka/ (Class 17) is the subject, and the /kw-/ in /kwabwino/ agrees with it. Compare:

Munyumba ndi mwabwino.

Pano ndi pabwino.

## UNIT 49

DIALOGUE: Plans for the evening.

NB Between the /-o/ of /madzulo/ and the /a-/ of /ano/, there is the same /w/-like consonant which has already been pointed out between vowels within words. This is heard in the first recording in Dialogue for Learning, while in the immediately following repetition, the same two vowels are neatly separated by a glottal stop.

	-A-	
Mùkùpángá cìáni		What are you doing this evening?
màdzuló áno?		
	-B-	
Ndípíta kùkànéma.		I'm going to the movies.
	-A-	
Kùsòche Cénter?		Oh, at the Soche (Community) Center?
	-B-	
cithunzithunzi (7,8)		picture
Kùménèkò, cìfúkwa ndàmva		Yes ('Right there'), because I hear that there is a good picture (there).
kutí kùlì		
cìthúnzìthunzi cábwìnò.		
	-A-	
Lèlò?		Today?
	-B-	
Èè, ndìthú.		Yes, indeed.
	-A-	
-tsagana		to accompany
Ndítságanà nánú.		Oh, I'll go along.
-lipila		to pay
-lipitsa		(causative of the above)
khomo(5)makomo(6)		door
Ámàlìpítsa ndàláma		How much is the admission? ('How much money do they cause to pay at the door?')
zìngáti pàkhòmò?		

-B-

Ndígániza ndì 'shilling'  
ndí màkóbìlì àsà̀nò.

I think it's a shilling  
and five pence.

-A-

konko (17)

there

madzulo (6)

evening

Tìkàónà̀nà kónko.

We'll (go and) see one  
another there.

Tíkúpèsà̀ni màdzúlo kónko.

I'll meet you there (this)  
evening.

-B-

Zíkòmò. Cábwinò.

Fine!

Exercise 49.b.1. GOAL: Facility in the use of appropriate  
concordants in the /~mene/ relative construction.

NB Where this recording has /ùméné múnágùla.../, the other set has /ùméné múnágùla.../. But the relative verbs in all the remaining lines have pitches [ - - - - ]. This fact, together with the pitches [ - - - - ] in the other set of rec., suggests that the tonal pattern for these verbs should be /múnágùlá/.

	'I bought a chair yesterday.'	'Where is the chair that you bought?'
mpàndò	Ndìnágùla mpàndò dzùlò.	Mpàndò uméne múnágùla ùlì kùtì?
mìpàndò	Ndìnágùla mìpàndò dzùlò.	Mìpàndò ìméne múnágùla ìlì kùtì?
búku	Ndìnágùla búku dzùlò.	Búku lìméne múnágùla lìlì kutì?
màbúku	Ndìnágùla màbúku dzùlò.	Màbúku àméne múnágùla àlì kùtì?
címàngà	Ndìnágùla címàngà dzùlò.	Címàngà címéné múnágùla cìlì kùtì?
zòbvála	Ndìnágùla zòbvála dzùlò.	Zòbvála zìméné múnágùla zìlì kùtì?

njìngá	Ndínágula njìngá dzùlò.	Njìngá iméne múnágula ìlì kùtí?
màlàyá	Ndínágula màlàyá dzùlò.	Màlàyá améne múnágula àlì kùtí?
nyàmà	Ndínágula nyàmà dzùlò.	Nyàmà iméne múnágula ìlì kùtí?

Exercise 49.b.2. GOAL: Further facility in using the /~mene/ relative construction.

NB The relative form /mukuyang'ana/ throughout this recording has the pitches [ - ̂ - - - ], while in the other set of rec. it consistently has [ - ̂ - - - ]. [The remaining tones in 49.b.2 are perfectly routine, and need not be written into the book unless the student wishes to.]

	'We're looking for a bicycle.'	('The bicycle that you're looking for is/you'll find it in the house.
njìngá	Tikuyang'ana njinga.	Njinga imene mukuyang'ana ili m'nyumba.
nyále	Tikúyáng'ana nyále.	Nyale imene mukuyang'ana ìlì m'nyumbá.
cipewa	Tikuyang'ana cipewa.	Cipewa cimene mukuyang'ana cili m'nyumba.
mazila	Tikuyang'ana mazila.	Mazila amene mukuyang'ana ali m'nyumba.
hasu	Tikuyang'ana hasu.	Hasu limene mukuyang'ana ilili m'nyumba.
makasu	Tikuyang'ana makasu.	Makasu amene mukuyang'ana ali m'nyumba.
malaya	Tikuyang'ana malaya.	Malaya amene mukuyang'ana ali m'nyumba.
zinthu	Tikuyang'ana zinthu.	Zinthu zimene mukuyang'ana zili m'nyumba.
mwana	Tikuyang'ana mwana.	Mwana amene mukuyang'ana ali m'nyumba.



ana	Tikuyang'ana ana.	Ana amene mukuyang'ana ali m'nyumba.
ányamátá	Tikuyang'ana anyamata.	Anyamata amene mukuyang'ana ali m'nyumba.
aphunzitsi	Tikuyang'ana aphunzitsi.	Aphunzitsi amene mukuyang'ana ali m'nyumba.
mphunzitsi	Tikuyang'ana mphunzitsi.	Mphunzitsi amene mukuyang'ana ali m'nyumba.
kamwana	Tikuyang'ana kamwana.	Kamwana kamene mukuyang'ana kali m'nyumba.
kankhuku	Tikuyang'ana kankhuku.	Kankhuku kamene mukuyang'ana kali m'nyumba.
tinkhuku	Tikuyang'ana tinkhuku.	Tinkhuku timene mukuyang'ana tili m'nyumba.

NB The student will have noticed that the concordial syllable of /~mene/ has high tone if it follows a high tone in the noun that precedes it. That this is optional and related to speed or style of speaking is shown by the difference between /kámwáná káméne/ in this set of rec., and /kámwáná káméne/ in the other set.

Exercise 49.b.3. GOAL: To practice interchanging the /~mene/ relative construction with the /-o-/ form of the verb. (In using sentences of Col. 1 as cues, reply with the /mene/ construction if it can be so used. If the corresponding /mene/ construction is not permissible, reply by simply repeating the sentence with the /-o-/ form. Then use the sentences from Col. 2 as cues, either changing to the /-ò-/ form or repeating the original sentence.)

NB The student should supply his own tone markings in 49.b.3. Pay special attention to the frequency with which the /-o-/ vowel in forms like /yopita/ is long.

Ndikuyang'ana njila yopita kuMwanza.	Ndikuyang'ana njila imene imapifa kuMwanza.
Ndikudziwa anthu ocoka m̀dzì yónse.	Ndikudziwa anthu amene amacoka m̀dzì yónse.
Mukudziwa anthu oyankhula Cìnyànjá?	Mukudziwa anthu amene ámàyànkúhula Cìnyànjá?

Ndili wokondwa kukhala kuno  
kuMalawi.

Kùlì anthu ambili oyankhula  
Ciswahili.

Sindikudziwa nchito imene  
mukugwila.

Ndimagwila nchito yopanga  
mipando.

Ndili wokondwa kukhala  
kuno kuMalawi.

Kuli anthu ambili amene  
amayankhula Ciswahili.

Sindikudziwa nchito imene  
mukugwila.

Ndimagwila nchito yopanga  
mipando.

Exercise 49.x.1. GOAL: Recombination of familiar elements  
in short sequences of conversationally related sentences.

Mùkùpítá kùtì màdzúló áno?

Where are you going this  
evening?

Ndípita kù táùnì.

I'm going to go to town.

Múpítáko kùkácita cìáni?

What are you going there  
to do?

Kùlì kànéma wábwinò.

There's a good movie.

Ndífuna kùmuóna.

I want to see it.

\*\*\*\*\*

ÀJumà àli kùtì?

Where is Mr. Juma?

Àlì kùcìpàtàlà.

He is at the hospital.

Àbvulàlà?

Is he hurt?

Íai. Ànápítáko kùkáóna

No. He went there to  
see (visit) [his] wife.

m̀kází wáo.

\*\*\*\*\*

Tíyèni tìpité kùkànéma

Let's go to the movies.  
this evening.

m̀dzúló áno.

Ndílíbé ndáláma.

I have no money.

Ndìdzákùlìpìlìlání.

I'll pay for you.

NB The locative enclitic  
/-ko/ in /mukupitako/  
is either mostly obscured  
or completely lost in  
this rec.

NB The word /kanema/  
is of interest from  
two points of view:  
(1) Where did it get  
its /k-/? The neighbor-  
ing European languages  
all have cinema, which  
begins with an s sound,  
(2) In spite of its  
initial syllable /ka-/,  
it is not treated as a  
member of Class 12, but  
(most surprisingly of  
all) as a member of the  
personal class.

Oh, zíkò mò kwámbíli.

Thanks very much.

\*\*\*\*\*

NB In this and in the preceding occurrence of /mazulo ano/, the w-like sound noted earlier is again audible.

Mùkùphúnzila kwámbíli

You are studying hard this evening.

màdzúló áno.

Sìmunàtópe?

Aren't you tired?

Inde, sìndìnàtópe, cìfúkwa

No, I am not yet tired because the studies are very interesting.

màphúnzìlo ndì ókòndwáletsa

kwámbíli.

Cábwìnò.

OK.

NB The other set of rec. has /sìmunàtópe/ and /sìndìnàtópe/; it also has /maphunzìlo/ both here and elsewhere.

\*\*\*\*\*

Màphúnzìlo àkùyénda bwánji?

How are studies going?

Àkùyénda cóncó.

They are all right.

Mùdzámálisha lítì màphúnzìlo?

When will you finish [your] studies?

Mwèzí wá máwa.

Next month.

\*\*\*\*\*

Grammar 49.A. Some other verb prefixes: /-ngo/ and /-zi-/ (in some places /-dzi-/).

The grammatical notes for Units 41-48 have taken up various constituent parts of the Nyanja verb. There are still a few prefixes which have not been discussed. Two of them appeared in the dialogues for Units 43 and 34:

Múpítà pàbási? Íàì,	Will you go by bus? No, I'll just go
ndíngòyénda pànjìngá.	by bicycle.
Ndì bwino tiziyákhula.	It's good that we must speak only
Cìnyànjá bàsì.	Nyanja.

These prefixes are not tense prefixes, but only /-ngo-/ may be used in the same word together with any of the tense prefixes. The prefix /-ngo-/ has the effect of minimizing the verb in which it occurs: thus, going by bicycle is a less grand undertaking, and a simpler mode of transportation than going by bus.

The prefix /-zi-/ carries the idea of obligation or compulsion, and is frequently translated into English by means of 'must' or 'ought to'.

The tonal characteristics of /-ngo-/ and /-zi-/ may be observed and summarized as more examples are encountered. They are mentioned in Unit 49 only for sake of completeness in the material on verbs included in the notes for Units 41-50. In listening to verbs that contain /-ngo-/, notice that many occurrences of this prefix involve a lengthening of the vowel that precedes it.

Grammar 49.B. The relative construction with /~mene/.

Earlier units have contained examples of a very frequent and useful construction:

Tímàgwíla nchítóyi pámódzi	We do the work (together) with <u>people</u> .
ndí <u>ànthù</u> .	
<u>Ànthù</u> àwà áídziwà/àkùídziwà.	These <u>people</u> know it, (i.e. the work).

Tímàgwíla nchítóyi pámódzi ndí

ànthù àméne áidzìwa/ákùldzìwa.

Múmàpánga nchító.

Nchítóyi ndì nchító

yópánga nyùmbá.

Nchító iméne múmàpánga

ndì nchító yópánga nyùmbá.

We do this work (together) with people  
who know it.

You do work.

This work is the work of building  
houses.

The work that you do is the work of  
building houses.

In these examples, the element /~mene/ occurs in the longer sentence, which in a sense is a combination of the two simpler sentences which are printed above it. In the more complex sentences, /~mene/ takes the place of one of the occurrences of the noun (/anthu/ or /nchito/ in these examples). In this way it is similar to the relative pronouns ('who,' 'that', 'which', 'whom') of English.

Other instances from Units 41-48 are:

Kodi mukudziwa kumene

ndingapeze nchito?

Ndinu amene mumagwila

nchitoyo?

Mutenge mseu umene

umapita kwa Pwitikizi.

Mudzafika pamene pali

sitolo kumanzele.

Do you know where I can find work?

Is it you that do that work?

Take the road that goes to Mozambique.

You'll get to (a place) where there is  
a store on the left.

It will be noted that the use of the construction consisting of /~mene/ plus a verb, illustrated in the above sentences, overlaps at least partially with the use of the /-o-/ form (Note 46B):

mseu umene umapita ku...

'the road that goes to...'

njila yopita ku....

'the way that goes to...'

Tonally, the construction with /~mene/ plus a verb is most interesting. The student should listen carefully to the verbs in Columns 2 and 3 of 49.b.1 and 49.t.2.

The /ndinagula/ verb in Col. 2 of 49.b.1 has the pitch pattern [ - - - - ], while in Col. 3, after /~mene/, the verb /munagula/ has the pitches [ - - - - ]. In another tense, exemplified in 49.b.2, we again find one tonal pattern on the verb by itself, and a different one when it follows /~mene/: /tikuyanga'ana/ is [ - - - - ], while /mukuyang'ana is [ - - - - ].

For the /-na-/ tense, then, and also for the /-li ku-/ tense, there is a distinction between the SIMPLE mood, used in most places in the sentence, and the RELATIVE mood, used after /~mene/. The difference between these two 'moods' is audible only in terms of the tonal pattern: the vowels and consonants are identical for both.

The /-ma-/ tense seems to have no distinction of this kind.

The details of the differences between 'simple' and 'relative' tonal patterns will be left to the student's own observation. In general, however, he will find that the 'relative' tone patterns all have high tone on the first syllable.

UNIT 50

DIALOGUE; Street and road directions.

NB The pitches [ - - - - ] on both occurrences of /ndimafuna/ in the first sentence of this dialogue. The same word in the second sentence has [ - - - ].

-A-

Ndàthà zíméne ndímafúna kùgúla.

I've just finished what I want[ed] to buy.

-A- (continues)

Kòmà tsópano ndimàfúná kùbwéla  
kùnyumba kwánu màdzúló áno.

And now I'd like to come to your house this evening.

-B-

Ndìdzákhala wókóndwa  
kwámíbíli.

Oh, I'll be very pleased.

-B- (continues)

Mùdzátha kùdzíwa kùméne

Do you ('Will you be able to') know where I live?

NB The pitches of /simudziwa/ in Dialogue for Learning and Dialogue for Fluency are almost mirror images of one another. DL has [ - - - ], where DF (and the other set of rec.) has [ - - - ].

ndímàkhála?

-A-

Íáì.

No.

-B-

Símudziwa?

You don't know.

-A-

Èè, síndídziwà.

No ('yes') I don't.

-B-

-longosola

to arrange, relate

NB There is a striking discrepancy in the initial tones of /ndikulongosolelani/ in the two recordings in Dialogue for Learning. It is likely that the speaker read it first as though it were the contracted form of the /-lì kù-/ tense, and then corrected himself on the second reading.

zíkómò. Ndìkùlóngósolelani.

All right, I'll explain (it) to you.

-B- (continues)

-oloka

to ford, cross a river

NB The tones of /mukacoka/ differ in DL [ - - - - ] and DF [ - - - - ]. The latter is what one would expect, and it also the one found in the other set of rec.

Mùkàcòká pàno, mùòlòké mtsínje  
wámúdi ùwù....

When you leave here, you cross (this) Mudi River...



-B- (continues)

~ja that, those  
múpita pàmláto pàjà. you pass over ('on')  
that bridge...

-B- (continues)

NB The word /njílà/  
shows raising of the  
first tone after  
/mùtèngé/ in this set  
of rec., but not in  
the other set. In DF,  
/njílà/ is low on both  
syllables.

-tenga to take  
Mùkàfikà pàjà pàcipàtàlà, mùtèngé When you reach (there)  
(at) the hospital, take  
njilà yákumànzèlé. the road on the left.

-B- (this sentence overlaps with the preceding one)

-tsata to follow  
njanje (9,10) railroad train  
Mùtèngé njilà yákumànzèlé Take the road on the  
left (and) follow (it)  
kùtsáta kù'station' yá njánje. to the railway station.

-A-

Oh, èè, yá sítíma. Oh, yes, the train  
station. ('yes, the  
(station) of the train,')

-lumpha to jump across  
Mùkàfikà pàméne pàjàpo, When you get to that  
spot, you'll see a road  
mùkáóna njilà yólúmpha njánje; crossing the railway.

-B- (continues)

NB The word spelled  
/mungotsata/ provides  
an unusually clear  
example of lengthening  
of a vowel before the  
prefix /-ngo-/. Note  
also the length on the  
vowel of /-ngo-/ itself.

ndiyé mungôtsáta njilà and you just follow  
that road.  
iménèyò.

-B- (continues)

-yela to be white, light  
in color  
Ndíyé mùkàpéza mànyumbá ôyéla. And you'll see some  
white houses.



-B- (continues)

~kulu

large

-yamba

to begin

Ndìyé pàménèpò mùkapezà nyumba'  
yáikúlu, yóyambílila, ndìyó  
yánga ìménèyò.

Then right there you'll  
find a big house--the  
first one--('the first  
big house') and that's  
mine.

-B- (continues)

NB The word /mukadzangofika/  
contains another clear  
example of vowel lengthen-  
ing before /-ngo-/. Un-  
like the example on the  
preceding page, however,  
/-ngo-/ is short, and  
its tone is low. [This  
is true in both sets of  
recordings.]

Sìmùbvùtíka íàì.

You won't have trouble.

Mùkàdzàngòfíka pàménèpò, nyumba'  
yóyamba ndì yánga ìménèyò.

When you reach that spot,  
the first house is mine.

-A-

-yesa

to try, test

Ndìdzáyèsà.

I'll try.

-B-

Ndìdzákhala wòkòndwa

I'll be happy to see  
you this evening.

kùdzákuònani màdzúló ánò.

Exercise 50.c.1. GOAL: Facility in answering negative  
questions.

Simudziwa? Inde...

Inde, sindidziwa.

Simudziwa? Iai...

Iai, ndimadziwa.

Simufuna kunena naye? Inde...

Inde, sindifuna kunena  
naye.

Simufuna kunena naye? Iai...

Iai, ndifuna kunena naye.

Samagwila nchito pano? Iai...

Iai, amagwila nchito  
pano.

Samagwila nchito pano? Inde...

Inde, samagwila nchito  
pano.

NB Most /-ma-/ verbs in  
50.c.1. have high tone  
on /-ma-/. This is not  
true of the other set  
of recordings.

Kulibe maziia? Inde...

Inde, kulibe mazila.

Kulibe mazila? Iai...

Iai, kuli mazila.

Simumakhala kuCipote? Iai...

Iai, ndimakhalako.

Grammar 50.A. A summary of Nyanja verb structure.

Some of the verbs in the dialogue for this unit are quite complex. Nevertheless, they are merely combinations of elements that have appeared in earlier units:

ndikulongosolelani	I'll explain to you
mudzingotsata	you must just follow
mukadzangofika	when you arrive

There are still a few individual prefixes that have not appeared so far, but all the major slots and all of the most frequent prefixes have been covered.

Grammar 50.B. Concordts used with adjective-like words.

Adjectival words, as the term will be used in these lessons, are words which show concordial agreement with nouns, but which are not verbs. The student may find it convenient to classify adjectivals according to the way they are constructed.

(1) Adjectivals with no obvious stem at all.

These are the two series of demonstratives exemplified by the Class 7 forms /ici/'this' and /ico/'that'.

The /ici/ series will be called 'Demonstrative Series 1', and the /ico/ series 'Demonstrative Series 2'. The meaning of Series 1 is generally close to English 'this/these'; this meaning we shall call PROXIMAL. There is some question about Series 2. At least two of the speakers consulted in the preparation of this course felt that it corresponded to English 'that one yonder', or 'that one to which we referred earlier, or which we both know about.' This will be called the REFERENTIAL meaning. These same speakers assigned to /~ja/ ('Demonstrative Series 3', see below) the

meaning of 'that nearby, that near you'. This will be called the DISTAL meaning.

Other equally reliable sources assigned the 'distal' meaning to Series 3 (/~ja/), and the 'referential' meaning to Series 2 (/ico/, etc.). The best way for the student to resolve this contradiction is not to ask speakers of Nyanja about the 'meanings' (i.e. the English translations) of Series 2 and 3, but to collect instances of the two series from the lessons and from actual conversation, and to make up his own mind.

It is interesting that demonstratives formed much like Series 1 and 2 occur both in Shona (Rhodesia) and in Swahili, and that a third demonstrative series also occurs in each language:

	<u>Series 1</u>	<u>Series 2</u>	<u>Series 3</u>
Shona	ichi (P)	icho (D)	chiya (R)
Nyanja	ici (P)	ico (D? R?)	cija (R? D?)
Swahili	hiki (P)	hicho (R)	kile (D)

The complete series of proximal and referential demonstratives is given below. The subject prefixes for the corresponding noun classes are also listed to make comparison easy.

	<u>Subject prefix</u>	<u>Series 1</u>	<u>Series 2</u>
1	a	uyu	uyo
2	a	awa	awo
3	u	uwu	uwo
4	i	iyi	iyo
5	li	ili	ilo
6	a	awa	awo
7	ci	ici	ico
8	zi	izi	izo
9	i	iyi	iyo

	<u>Subject prefix</u>	<u>Series 1</u>	<u>Series 2</u>
10	zi	izi	izo
12	ka	aka	ako
13	ti	iti	ito
14	u	uwu	uwo
15	ku	uku	uko
16	pa	apa	apo
17	ku	uku	uko
18	mu	umu	umo

Notice that Series 1 is just like Series 2 except that the final vowel is /-o-/.

Each of the remaining adjectivals has some kind of obvious stem.

They may be subclassified as follows:

(2) Adjectivals with an obvious stem.

(2a) Those that take a single concord.

(2b) Those that take double concords.

Most if not all of these adjectivals may also have demonstrative suffixes which look like the last syllables of Demonstrative Series 1 or Series 2.

2a. Adjectivals that take a single concord.

These are comparatively numerous. The first that should be mentioned is /~ja/, the Demonstrative Series 3, both because it is a demonstrative and because it appeared in the dialogue for this unit. Its meaning has already been discussed.

Another demonstrative stem with a single concord in the relative /~mene/, already discussed (Note 49B).

Still others that have occurred in Cycle IV are /~no/ 'this, these', must less widely used than the /ici/ ('proximal') series and occurring mostly in expressions of time and space:

màdzúló ànò	this afternoon/evening
càkà' cìnò	this year
dzíko línò	this land

The words /pano, kuno, muno/ are instances of this stem used without any noun to accompany it.

Other one-concord adjectivals are:

/~anji/	which? what kind of?
/~onse/	all
/~eni/, /~eni~eni/	real, genuine (NB only one concord for each occurrence of the stem.)
/~ambili/	many, much
/~ngati/	how many/
/~wili/	two
/~a/	linking prefix, and all the possessives.

Notice that classes with the vowel /u-/ before stems that begin with a consonant have /w/ before stems that begin with /i,e,a/, and no prefix (or /u/) before /o,u/:

<u>k</u> nuno	<u>u</u> no	(before consonant)
<u>k</u> wathu, <u>k</u> wambili	<u>w</u> athu	(before /a/, /e/, /i/)
<u>u</u> ku, <u>u</u> ko, kupitako	<u>_</u> onse	(before /o/ or /u/)

(2b1) Adjectivals with concordial prefix and suffix. These include the very frequent demonstratives with /~mene~/:

/iménèyì/, /imneyo/, /cimeneci/, /cimeneco/, /kumeneko/ etc. The difference in use between these and the shorter demonstratives /iyì/, /iyo/, /uko/ etc. is not clear.

Also illustrated in the dialogue for this unit is a series built around /~ja/, e.g. /pajapo/.

(2b2) Adjectivals with double concordial prefix. The only stem in this category that has appeared in the dialogues so far is /~kulu/:

nyumbá yáikúlu	a large house
nyumbá zázikúlu	large houses
cìpéwa cácikúlu	a large hat

The complete series of prefixes for this kind of adjectival is as follows:

1	mwana wamkulu
2	ana aakulu
3	msika waukulu
4	misika yaikulu
5	khasu lalikulu
6	makasu aakulu
7	cipewa cacikulu
8	zipewa zazikulu
9	nyumba yaikulu
10	nyumba zazikulu
12	kankhuku kakakulu
13	tinkhuku tatikulu
14	ulalo waukulu
15	
16	pasukulu papakulu

17 kutauni kwakukulu

18 musitolo mwamukulu

Other stems that take a double prefix when used adjectivally, and that have occurred in other uses in previous dialogues, are:

~ng'óno	'small'	nyumba yaing'ono	'a small house'
~fúpi	'short, near'	munthu wamfupi	'a short person'
~táli	'long, tall, far'	anthu aatali	'tall people'

Because of the length and difficulty of the dialogue for this unit, exercises on the foregoing grammatical matters will be distributed throughout Units 51-55.

Grammar 50.C. Answers to negative questions. This dialogue contains the sequence:

Simudziwa?	Don't you know?
Ee, sindidziwa.	No, I don't know.

The word /èè/, hitherto translated into English as 'yes' is here translated 'no'. It is an affirmation of the correctness of the contents of the preceding sentence: Yes, (it's true that) I don't know.' This style of answering negative questions is unknown in English except in the sentence 'Yes, we have no bananas', which is a reply to 'You have no bananas?' It is however the indigenous Bantu way of replying to questions, and one should be prepared to deal with it not only in Nyanja but in the English spoken by Africans who have had only a little education.

On the other hand, the English manner of replying to negative questions is familiar to all educated speakers and many other speakers of Nyanja and its neighboring Bantu languages, and may be used especially in conversation with Europeans. This fact of course leads to a compounding of the possible confusion. In general, the beginner would do well to avoid asking negative



questions, using in their place the affirmative questions that will elicit the information he is after.

Grammar 50.D. A noun with an unexpected class prefix. This dialogue contains the phrase /manyumba oyela/. The noun /manyumba/ is in Class 6. This is indicated both by the prefix /ma-/ on the noun itself, and by the lack of overt prefix on the /-o-/ form of the verb which follows it. Hitherto, the word /nyumba/ has always occurred in Classes 9/10. This may be an instance either of a nonsignificant fluctuation in class assignment, or of a slight modification in meaning which is expressed by the shift in class. Each of these phenomena is well known in Bantu languages of this area.

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## UNIT 51

DIALOGUE: Road directions: to the Blantyre Road.

-A-

~ti

which one (s)/

Which is the way/path

(that goes) to the  
Blantyre Road?

NB The yes-no questions on this page are worth careful listening with respect to the intonational features which differentiate them from the corresponding statements. Note especially the second sentence which does not have rising pitch on its last syllable, and /ámàlìpítsa/, which has very strong stress on the first syllable.

Kòdí njìlà yópíta

kùm̀sèù wákúBlantyre

ndì íti?

-B-

Njìlà yópíta kùm̀sèù?

Oh, the way to the road?

-B- (continues)

Kùcókela pàno mùyèndé

From here, you go [on] a

páng'óno, ndí kúpíta

little, and [then] turn

kùm̀anjá.

to the right.

NB In previous marginal notes it has been pointed out that the 'unvoiced' sounds /p,t,c,k/ frequently turn up as voiced fricatives. The opposite is illustrated in /kùm̀anjá/, where the /j/ is unvoiced in this rec.

-A-

Ndì kùtáli?

Is it far?

-B-

Sí kutáli íàl.

No, it isn't far.

-A-

Kòdí kùm̀apíta mabási kùm̀sèù

Are there any buses on

wáukúlu?

the main road?

-B-

Mùngapèzé mabási kàpéná

You may find buses, or

màgálimòtò éna.

just cars.

-A-

Ámàlìpítsa ndaláma

Does one ('Do they')  
pay much money to go  
to Blantyre?

zám̀bìlì kúpíta kùBlantyre?

-B-

Pàng'óno.

Not much.

-A-

Zíkómò kwámíbíí.

Thanks a lot.

Exercise 51.a.1. GOAL: Facility in the use of the interrogative stem /~ti/ 'which one(s)?'

NB All forms with /~ti/ on this page are marked with /'/. But they are sometimes heard with /' ['] only on those whose concord begins with a consonant (e.g. /lítì/); those whose concord begins with a vowel are sometimes /' [v-].

	'Which is the way to Blantyre?'	'It's that one'. (indicating by pointing)
njìlà	Njìlà yópíta kùBlántyre ndì íti?	Ndì iyò.
msèù	Msèù wópíta kùBlántyre ndì úti?	Ndì ùwò.
bási	Bási lópíta kùBlántyre ndì líti?	Ndì ìlì.
ànthù	Ànthù ópíta kùBlántyre ndì áti?	Ndì àwò.
mùnthù	Mùnthù wópíta kùBlántyre ndì úti?	Ndì uyò.

Exercise 51.a.2. GOAL: Further practice with /~ti/. Practice with a stem that takes a double concordial prefix.

	'Which ear of maize is the large one?'	'It's this [one].'
címàngà	Címàngà cécikúlu ndì cíti?	Ndì ìcì.
cipéwa	Cipéwa cécikúlu ndì cíti?	Ndì ìcì.
cìnthù	Cìnthù cécikúlu ndì cíti?	Ndì ìcì.

NB The two different pitch patterns mentioned above for /~ti/ forms are well illustrated in /síti/ and /àtí/ in the first two lines of this page.

zínthù	Zínthù zázíkúlu ndì	Ndì ìzì.
	zítí?	
màlàyá	Màlayá áákúlu ndì àtí?	Ndì àwà.
màbúkhu	Màbúkhu áákúlu ndì	Ndì àwà.
	àtí?	
búkhu	Búkhu lálíkúlu ndì	Ndì ìlì.
	lítí?	
gálimòtò	Gálimoto lálíkúlu ndì	Ndì ìlì.
	lítí?	
mèikà	Mèikà wáúkúlu ndì ùtí?	Ndì ùwù.
mìsikà	Mìsikà yáíkúlu ndì	Ndì ìyì.
	ìtí?	
mìpàndò	Mìpàndò yáíkúlu ndì	Ndì ìyì.
	ìtí?	
m̀pàndò	M̀pàndò wáúkúlu ndì	Ndì ùwù.
	ùtí?	

Exercise 51.b.1. GOAL: Facility in use the sequential construction /ndí ku-/.

NB The very slow rate of speech at which most of this unit is recorded allow the student to observe a number of phenomena which either do not occur or are imperceptible in more rapid speech. One such phenomenon was the sound of /l/ in /ili/ (51.a.2). Another is the upglide in pitch on a 'low' syllable that stands before a high one: /m̀yèndé/ [ - - - ].

M̀yèndé pang'óno.	Go [on] a bit.
M̀píté kumànjá.	Turn to the right.
M̀yèndé pang'óno ndí kupíta kumànjá.	Go on a bit and turn to the right.
T̀yèndé pang'óno.	Let's go [on] a bit.
T̀píté kumànjá.	Let's turn to the right.
T̀yèndé pang'óno ndí kupíta kumànjá.	Let's go on a bit and turn to the right.

Tìnáyènda pàng'óno.

We went on a bit.

Tìnápita kùmànzèlé.

We turned to the left.

Tìnáyènda pàng'óno ndí

We went on a bit and  
turned to the left.

kupíta kùmànzèlé.

Àmái ànàphikà cákúdyá.

Mother cooked food.

Àmái ànácapa zôbvála.

Mother did the laundry.

Àmái ànàphikà cákúdyá

Mother cooked food and  
did the laundry.

ndí kucápa zôbvála.

Tìzíkúwéla básí.

We must get on the bus.

Tìzìlípíla ndáláma.

We must pay money.

Tìzíkúwéla básí ndí kulípíla

We must get on the bus  
and pay.

ndaláma.

NB As has already been pointed out, the prefix spelled /-zi-/ here may also be pronounced /-dzi-/, as it quite clearly is in this recording.

Exercise 51.x. GOAL: Recombinations of familiar materials in short sequences of conversationally related sentences.

Njílà yópíta kùtáunì ndì ítí?

Which is the way (that goes) to town?

Símúidzìwá?

You don't know it?

Inde, síndíidzìwá.

No ('yes'), I don't.

Ndíkuúzànì.

I'll show you.

Kúcókela pànò, mùyèndé pang'óno.

From here, you go on a little.

Mùkàfikà pàmtsínje, mùpité

When you get to the stream, go to the left.

kùmànzèlé.

Mùsàòlòke mtsínje.

Don't cross/ford the stream.

Múfíka pàméné palí mláto

You'll come to [a place] where there is a large bridge.

wáúkúlu.

NB Low tones on the object prefixes in /simuidziwa/, /sindiidziwa/.

NB The second syllable of /wàùkúlu/ is low for this speaker, whereas it was high for the speaker who recorded Unit 50. Both patterns seem to be widely used with adjective stems that require a double concordial prefix.

Mùkàfikápo, mùòlòké

pà { mlato } ndí kutsáta  
       { mtsinje }

m̀sèù wàùkúlu.

Kòdí m̀sèù ùwo ndí wábwinó?

Inde, ndí wábwinò kwám̀bíli.

Zíkòmbò, bàmbò. Mwandíthàndìzà

kwám̀bíli.

When you get there,  
 cross the bridge/stream,  
 and follow the big road.

Is the road [any] good?

Yes, it's very good.

Thank you, sir. You've  
 help me greatly.

Grammar 51.A. The interrogative stem /~ti/.

The stem /~ti/ 'which one(s)?' takes the usual concords for a stem that begins with a consonant (cf. Note 50A). It should not be confused with /~anji/ 'which kind of, what sort of?'

The tonal characteristics of forms that contain /~ti/ may be observed in Exercises 51.a.1, 51.a.2, and 51.x. They will be discussed in the next paragraph.

There is one high tone on each of the forms that contains /~ti/. Where the prefix consists of a consonant plus a vowel (e.g. /ci-/ , /li-/), the high tone is always and clearly on the prefix: /cítí/, /lítí/ etc. and the pitch pattern is approximately [ ˘ . ]. Where the prefix consists of a vowel only (/u-/ , /i-/ , /a-/), the tone is on /~tí/. Since /~ti/ is virtually always at the end of a phrase, however, its pitch is low; the high tone that is assigned to /~ti/ is heard as a rising pitch on the prefix syllable: /ùtí/ is heard as [ ˘ - ]. But some of the recorded examples of /~ti/ with simple vowel prefixes sound tonally like the rest of the /~ti/ forms: /ati/ may be heard sometimes as [ ˘ . ] and sometimes as [ ˘ - ].

Grammar 51.B. The sequential verb construction with /ndi/ plus infinitive.

The dialogue contains the sequence:

Mupite pang'ono ndi

Go [on] a little and turn right.

kumayenda kumanja.

The action for which /-yenda/ stands is the second of a sequence of two actions. (The first of these actions is represented by /-pite/.) The construction with /ndi/ plus /ku-/ is used when an action is second, third, or later in such a sequence. The verb being in the infinitive form, there is no subject prefix. Notice that the tone of the infinitive prefix /ku-/ , which is basically low, is high in all the recorded examples in which it stands directly after /ndí/.



## UNIT 52

DIALOGUE: Directions to a rural school.

-A-

Kòdí mungandíuzè njìlà  
yopíta kùsúkúlu yákwá Kásuzà?

Can you tell me the way  
to the school at ('of')  
Kasuzà?

-B-

Tsópano mùlì pàmsèù wápafúpi  
ndí kuMwànzà.

You're now on the road  
that is near Mwanza.  
( 'the road of near  
Mwanza.' )

-B- (continues)

-yendela

to be fit for; ought

Tsópano múyendela kùpíta kumànzèlé.

Now you should go to  
the left.

-A-

Ndì pátáli?

Is it far?

-B-

phìli(5) mapìli(6)

hill

Íàì sí patáli, kòmà sùkúlu  
yáce ìlì pàphìlì.

No, it's not far, but  
the school (of it [i.e.  
of Kasuzà]) is on the  
mountain.

-A-

Phìlì?

Mountain?

-B-

Èè.

Yes.

-A-

Ndiyéndé panjìngá kàpéná pansì?

Shall I go by bike, or  
on foot?

-B-

Ndígániza ndì bwìnò kùyènda

I think it's [a] good  
[idea] to go on foot.

NB For this speaker  
the word /pansi/ is  
pronounced at the end  
of a statement with  
itches [ - - ].  
For him, apparently,  
the tones of this word  
are /pànsì/, while for  
one of the other speakers,  
the tones were clearly  
/pànsí/ [ - - ]. This  
is a more serious — and  
less common — tonal  
difference than the dif-  
ference between one  
speaker's /gálímòtò/  
and another's /gálímòtò/,  
already noted.

pànsi.

## -B- (continues)

khwawa(5) makwawa(6) dry stream bed, slope  
 Pàlì makwàwá. There are some dry stream beds.

## -A-

Zíkò mò kwámíli. Oh, thank you very much.

## Supplementary vocabulary 52. Directions.

The stems /-fupi/ 'close, near, short', /-tali/ 'far', /manzele/ 'left' and /-manja/ 'right' have already appeared in the dialogues. Some other stems useful for giving directions and describing locations are:

/-kati/ 'middle' Nyumba yathu ili  $\left\{ \begin{array}{l} \text{mu} \\ \text{pa} \end{array} \right\}$  kati

$\left\{ \begin{array}{l} \text{mwa} \\ \text{pa} \end{array} \right\}$  mudzi.

'Our house is in the middle of the village.'

Zomba ili pakati paBlantyre ndi Fort Johnston.'

'Zomba is between Blantyre and Fort Johnston.'

/-nja/ 'outside'

Ana onse ali panja pasukulu.

'All the children are outside the school.'

/-nsi/ 'down, below'

Nyumba iliko kumunsi.

'There's a house down [there].'

Sitolo ili pansi pasukulu.

'The store is below/downhill from the school.'

/-mwamba/ 'above'

Sukulu ili pamwamba pasitolo.

'The school is above the store.'

/-mb'yo/ 'behind'

Ana anaima pambuyo pamuphunzitsi.

'The children stood behind the teacher.'

/-tsogolo/ 'before'

Patsogolo pasukulu pali mtsinje.

'There is a stream in front of the school.'

Price (pp.88-9) also gives /-tseli/ 'on the other side of a raised object' and /-tsidya/ 'on the other side of a flat or hollow object (e.g. a river).'

Exercise 52.1. Practice in use of /-yenela/ plus infinitive vs. the affirmative subjunctive.

'Go to the left.'

'You should go to the left.'

Mùpìté kumànzèlé.

Múyénelà kùpíta kumànzèlé.

Tìimé.

Tíyénelà kùíma..

Àcòké m'nyùmbá.

Áyénelà kùcòka m'nyùmbá.

Àná àbwèlé kusùkúlu.

Àná áyénelà kùbwéla kusùkúlu.

Ndìyàmbé kuphúnzila

Ndíyénelà kùyámba kùphúnzila

tsópano.

tsópano.

Mùpìtékó pàbási.

Múyénelà kùpítáko pàbási.

Tìkhàlé m'cìpàtálà.

Tíyénelà kùkhála m'cìpàtálà.

Tìyànkùlé Cinyànjá.

Tíyénelà kùyánkhula Cinyànjá.

Mùòlóké mtsínje ùjá.

Múyénelà kùóloka mtsínje ùjá.

NB The word /uja/ quite clearly has the tones /`/ here. For the speaker in Unit 50, forms with the stem /~ja/ had tones /``/.

Exercise 52.2. GOAL: Practice with concords using some of the adjectivals discussed in Note 50.B.

'Which chicken is yours?'

'It's this big one.'

Nkhúku yánu ndì íti?

Ndì yáikúlu.

Ndì yáikúlùyì.

NB The tonal pattern on /yáikúlu/ is different from the one used earlier nkúku by the same speaker, and like that used by the speaker who voiced Unit 50.

NB The student will remember that the pitch of the first syllable of a possessive (e.g. /zanu/) is a bit lower than the final high pitch of a word like /nkhúku/.

NB In this and succeeding units, tonal marks will be omitted when in large sections of an exercise they are perfectly predictable. The student should of course continue to speak the tones, and may write them into the book if he desires to do so.

nkhúku (zambili)	Nkhúku zánu ndì zítì?	Ndì zázíkúlùzì.
kànkhúku	Kànkhúku kánu ndì kátì?	Ndì kákáng'ónòkà. (or: àkà kákáng'ónò).
tìnkhúku	Tìnkhúku tánu ndì títi?	Ndì tátíng'ónòtì.
kànjìngá	Kànjìngá kánu ndi kati?	Ndi kakang'onoka.
tinjinga	Tinjinga tanu ndi titi?	Ndi tating'onoti.
kacobvala	Kacobvala kanu ndi kati?	Ndi kakang'onoka.
tizobvala	Tizobvala tanu ndi titi?	Ndi tating'onoti.
zobvala	Zobvala zanu ndi ziti?	Ndi zazing'onozi.
lalanje	Lalanje lanu ndi liti?	Ndi laling'onoli.
kalalanje	Kalalanje kanu ndi kati?	Ndi kakang'onoka.
timalalanje	Timalalanje tanu ndi titi?	Ndi tating'onoti.

Exercise 52.3. GOAL: Fluency in use of terms that indicate position and direction.

NB The word /pansi/, referred to in an earlier marginal note, here has the tones /pànsí/ again.

Kòdí zôbvála zìlì pànsí pa'table'?	Are the clothes under the table?
Íàì, zìlì pàmwàmbá páce.	No, they're above it.
Kòdi màbúku àlì pàmwàmbá pà'table'?	Are the books above the table?
Iai, àlì pànsí páce.	No, they're under it.

NB The possessives /páca/, /kwáca/ have a downstep from the pitch of the preceding high tone even after the words /pànsí/, /kùnjá/, which end in a single high tone. This is contrary to an earlier tentative conclusion, and to all of the preceding examples of this tone pattern.

Kòdí aná àlì m̀sùkúlu?	Are the children at school?
Íàì, àlì kùnjá.	No, they're outside.
Kodi mpando uli kumanzele kwa'table'?	Is the chair to the left of the table?
Iai, uli kùmànjá kwáca.	No, it's to the right of it.
Mùdzì ulì kùtsídýá kwá mtsinje?	Is the village on the other side of the river?

Mùndá ùlì pàtsèlí pamùdzì.

The field is on the far side of the village.

Exercise 52.4. GOAL: Recombination of familiar materials in short sequences of conversationally related sentences.

Mùkùdzíwa mùdzì wápàtsídyá  
pamtsinje?

Do you know the village (of) across the river?

Iai, síndíudzíwa.

No, I don 't know it.

Múfúna kùpítáko?

Do you want to go there?

Inde, bambo, koma ndikhala  
pano ieio.

Yes, but I have to stay here today.

Kodi mungándíuzè njilà yákuKapàngà?

Can you show me the way to Kapanga?

KuKapanga eti!

To Kapanga, eh?

Inde, bambo. Múmakudzíwa?

Yes. Do you know it?

Inde, bambo. Ndì kàmùdzì

Yes, I do. It is a small village.

kakang'ono patseli paBlantyre.

NB The use of a voiced fricative as an alternative pronunciation for /k/ has been pointed out earlier. In general, this seems to be more common when two or more /k/ sounds occur in adjacent syllables. This recording of /kakang'ono/ provides a striking illustration.

NB The speaker who recorded this unit is not one of those who has no difference between /s/ and /ts/ (see diagram on p. ), yet he says /pàsèlí/, where some speakers have /pàtsèlí/.

Grammar 52.A. Fluctuation between Locative Classes 16 and 17.

The dialogue for this unit contains the question /Ndi patali?/ 'Is it far?' Compare, in the dialogue for Unit 51 and elsewhere /Ndi kutali?/ 'Is it far?' There is no sharp line between the places where Classes 16 and 17 may be used, and the above sentences provide an example of where the two classes overlap. Notice however that in both instances the class used in the question is also used in the answer.

Grammar 52.B. Possessive when the 'possessor' is inanimate.

In the sentence:

(Kasuza)si patali, koma sukulu

yace ili paphili.

It [Kasuza] is not far,  
but its school is on a hill.

the possessive stem /~ce/ is used to refer back to the nonpersonal /Kasuza/.

NB By this time, the student who has been following the tape recordings that accompany this course will have noticed that each of the speakers has certain idiosyncracies. This speaker, for example, again says /ndimafuna/ with low tone on the subject prefix. In this and other dialogues, he frequently has an *eh*-like sound for what is written final /-a/. A clear example is in /kupita/ (Line 2 of the dialogue).

NB The locative /kucipatala/, even after pause, has high tones on the first two syllables in Dialogue for Learning. But in Dialogue for Fluency, the more normal /kucipatalà/ is heard.

NB This speaker again has /`/ on a form with the stem /~ja/. As was pointed out earlier, this differs from the practice of one of the other speakers.

NB Again, in a verb with /-ngo-/, both the vowel of the preceding syllable and the vowel of /-ngo-/ itself are noticeably long.

## UNIT 53

DIALOGUE. Directions within a town.

-A-

Ah, bambò, ndimáfúna kúpíta  
kùmsikà.

Excuse me, sir, I would like to go to the market.

-B-

Oh, múfúna kúpíta kùmsikà?

Oh, you want to go to the market?

-A-

Eè, bambò.

Yes (sir).

-B-

Mùkùdzíwáko kùcipatalà?

Do you know where the hospital is?

-B- (continues)

conci

like this

mpaka

until, up to

Mùpíté concí, mpáká mùkáfíkà

You go on [from here], until you reach that hospital.

kùcipatalà páméne pàjà.

-B- (continues)

Mùkáfíkápo, mùtèngé njílà yópíta

When you get there, take the way going to Modi.

kùMódi.

-B- (continues)

~kha

only, alone

Mùngótsáta njílà yòkhayo yópíta

You just follow that one path (that goes) to Modi.

kùMódi.

-B- (continues)

-khota

to bend

Ndìpó mùkàkhóte kùmànzèlé.

And then you turn to the left.



-B- (continues)

Mùkàpità kùmànzèlé kùjà,  
mùdzáonà cìnyumbá cécíkúlu  
kwámíli.

When you go left,  
you'll see a large  
building.

Cìnyumbá cécíkúlùco ndlwo  
msikà.

That big building, (that)  
is the market.

Exercise 53.a.1. GOAL: To use concords with /~kha/ 'only, alone'.

'How many things did  
you see?'

'I saw only one'.

NB The student may supply his own tones for the remainder of this exercise.

In listening, pay special attention to the last four syllables of the second sentence in each line. They illustrate the range of pitch patterns which may result from the tonal sequence /' / at the end of a statement.

cìnthù

Mùnáona zìnthù  
zìngátì?

Ndìnáona (cìnthù)  
cimódzi cókha.

zìnthù

Mùnáona zìnthù  
zìngátì?

Ndìnáona (zìnthù)  
ziwíli zókha.

basi

Munaona mabasi  
angati?

Ndinaona (basi) limodzi  
lokha.

mabasi

Munaona mabasi  
angati?

Ndinaona (mabasi) awili  
okha.

galimoto

Munaona magalimoto  
angati?

Ndinaona galimoto  
limodzi lokha.

magalimoto

Munaona magalimoto  
angati?

Ndinaona magalimoto  
awili okha.

nyale  
(sg.)

Munaona nyale  
zingati?

Ndinanona nyale imodzi  
yokha.

nyale  
(pl.)

Munaona nyale  
zingati?

Ndinaona nyale ziwili  
zokha.

anthu

Munaona anthu angati?

Ndinaona anthu awili  
okha.



munthu	Munaona anthu angati?	Ndinaona munthu umodzi yekha.
mpando	Munaona mipando ingati?	Ndinaona mpando umodzi wokha.
mipando	Munaona mipando ingati?	Ndinaona mipando iwili yokha.
milato	Munaona milato ingati?	Ndinaona milato iwili yokha.
mlato	Munaona mlato ingati?	Ndinaona mlato umodzi okha.

Exercise 53.a.2. GOAL: Use of the personal prefixes with the stem /~kha/.

NB The word spelled /ndani/ has a long first vowel. Note also that in this rec. the /i/ sound is virtually lost, but its high tone is heard on at least some of the /a-/ vowels that follow it.

Note also the low tone on the subject prefix in /adzatsagana/. Most verbs after /~mene/ have high tone on this syllable.

	'Who will go with you?'	'I will go alone.'
ɪnè	Ndani amene adzatsagana nanu?	Ndzapita ndekha.
ifè	Ndani amene adzatsagana nanu?	Tdzapita tokha.
ɪyè	Ndani amene adzatsagana naye?	Adzapita yekha.
iwo	Ndani amene adzapita nao?	Adzapita okha.
inu	Ndani amene adzatsagana nafe?	Mudzapita nokha.

Exercise 53.d.1. GOAL: Accuracy in use of concord with /ndi~o/.

	'That large building is the market.'
msika	Cinyumba cacikuluco ndiwo msika.
sukulu	Cinyumba cacikuluco ndiyo sukulu.
sitolo	Cinyumba cacikuluco ndiyo sitolo.
cipatala	Cinyumba cacikuluco ndico cipatala.
'station' yanjanje	Cinyumba cacikuluco ndiyo 'station' yanjanje.

Exercise 53.d.2. GOAL: Use of /ndi~/ forms in miscellaneous short sentences.

NB The pronunciation of /t/ in the first rec. of /ana<sup>h</sup>tithandisa/ has been noted before; here, it may be compared with the pronunciation of this rec. of /l/ in /wamtaliyo/.

Munthù wamtaliyo ndiyé  
ànatithandizà.

That tall person is the one that helped us.

Buku laling'ono ndilo labwino.

The small book is the good one.

Cinyanja ndico ciyankhulo

Chinyanja is the [most] important language of Malawi.

cacikulu { caku } Malawi.  
                  { ca }

Kupanga miseu ndiyo nchito yanga.

Building roads is my work.

NB Another striking variant of what is written /t/ is found in this rec. of /cobvuta/. The stop is voiced, and followed by an h-like sound, which is also voiced. The same kind of sound, but less extreme, is found also in /uti/ (53.x.1.).

Kuphunz(il)a ziyankhulo zambili  
ndico cobvuta.

Studying many languages, that's what's hard.

Exercise 53.x.1. GOAL: Recombination of familiar material in short sequences of conversationally related sentences.

Zikomo bambo, ndimafuna kupita  
kumsika.

Excuse me, sir, I want to go to the market.

(Ku)msika uti?

To which market?

Kuli misika iwili kuno?

Are there two markets around here?

Inde, kuli waukulu ndi waung'ono.

Yes, there is a big one and a small one.

Mukudziwako kumsika?

Do you know where the market is?

Uli mkati mwatauni.

It is in the center of town.

Uli pafupi ndi cipatala?

Is it near the hospital?

Inde, bambo, ulipo.

Yes, that's where it is.

Grammar 53.B. The noun /cinyumba/.

The stem /nyumba/, ordinarily in Classes 9/10 was found in Class 6 (Note 50.C). Here, it is found in still another class in /cinyumba/. This use of /ci-/ with a noun stem that is ordinarily in some other class may have 'augmentative' significance ('large house', instead of /nyumba/ 'house'). It would thus have the opposite effect from that of the 'diminutive' classes 12 (/ka-/) and 13 (/ti-/). The student should check for himself to see whether /ci-/ is used in this way. For example, do any or all of the following words exist, and if so, what are their meanings?

- \* cinjinga
- \* cimlato
- \* cimnyamata

Do corresponding plural forms exist? One example might be:

- \* Zinyumba zazikuluzo.....

Grammar 53.C. A word that contains three occurrences of the same concordial element.

The dialogue contains the phrase /cinyumba cacikuluco/'that large building'. Compare /zinthu zazikuluzi/'these big things.' These are of course nothing more than the adjectivals /cacikulu/, /zazikulu/ plus an appropriate demonstrative enclitic (cf. Note 1, Unit 32).

From the point of view of the form of the word itself, the same is true for the so-called long demonstratives with /-mene/, e.g. /zimenezo/: this word is made up of /zimene/ plus the demonstrative enclitic /-zo/.

From the point of view of how the words are used in sentences, however, the relation between /zimene/ and /zimenezi/ is not the same as the relationship between /zazikulu/ and /zazikuluzi/. The second pair occur in approximately the same set of positions in a sentence, chiefly as modifiers of nouns.

The same is true for /zimenezi/, but /zimene/ seems to occur only in relative constructions (Note 49.B) and so must be followed by a verb.

Tonally also there is a difference, which shows up on the third syllable:

zìméné

zìménèzò

Grammar 53.D. The use of /ndì-ó/ 'it is that, those'.

In the sentence:

Cinyumba cacikuluco ndiwo msika.      That big building is the market.

the word /ndìwó/ is structurally parallel to /ndinu, ndine/ etc. (cf. Note 41.B), except that for Classes 3-18 all of these forms end in /-o/. The concordial element agrees with the noun that follows it (here, /msika/), and not with what precedes it.

These forms have the tone pattern low-high: /ndító/, etc. Notice also (in the recordings for Exercise 53.d.1.), that the first syllable of a noun following one of these forms is high:

	̀msìkà
ndìwó	̀msìkà
	cìpàtàlà
ndìcò	cìpàtàlà

## UNIT 54

DIALOGUE. An unsuccessful attempt to get directions.

-A-

Mùngàndíuze njìlà yópíta  
kùsòché?

Could you tell me the way to  
Soche?

-B-

Njìlà yópíta kùsòché?  
ìì, pèpání bàmò.  
Síndídziwà njìlà yópíta  
kùsòché.

The way to Soche?

I'm sorry (sir).

I don't know the way. (that  
goes) to Soche.

-A-

Nàngà mùkùdziwa básì ìméne  
ndíngàkwéle?

Do you know a bus that I  
could take?

-B-

ngakhale

even

~o-mwe

same, this same, as well

Ngàkhále ndí básì lómwélo,  
síndíì kùlídziwa íàí.

I don't even know about the  
bus, either. ('Even the bus,  
I don't know [about] it.')

-A-

~ina

some, other

Kodí símùkùdziwa ànthù éna  
àméne ákúpíta kùsòché pàndò?

Don't you know any people  
here who are going to  
Soche?

-B-

Àlípó ànthù ámbíli àméne  
ámápíta kùsòché.

There are many people who  
go to Soche.

-B- (continues)

Kómábe síndídziwa ngàtì  
títhà kùwápéza.

But I don't know whether  
we can find them.

NB The student who is interested in phonetic detail will notice that the sound written /-th-/ in the last line on this page is followed (as expected) by an h-like sound; that the h-part is voiced; and that the t-part is not. Compare the recording of /cobvuta/ discussed in a marginal note for the preceding unit.

Exercise 54.b.1. GOAL: Facility in use of various con-  
cords with /~ina/ 'some, other'.

àná	Kòdí àná ónse ndì áakúlu?	Éna ndì áakúlu; éna ndì áang'óno.
zòbvála	Kodi zòbvàlà zónse ndì zazikulu?	Zínà ndì zázikúlu; zínà ndì zázing'óno.
zínthù	Kòdí zínthù zónse ndì zázikúlu?	Zína ndì zázikúlu; zína ndì zázing'óno.
màgálimòtò	Kòdí màgálimòtò ónse ndì áakúlu?	Ena ndi aakulu; ena ndi aang'ono.
màlàyá	Kodi malàyá ónse ndi aakulu?	Ena ndi aakulu; ena ndi aang'ono.
mìsèù	Kodi miseu yonse ndi yaikulu?	Yina ndi yaikulu; yina ndi yaing'ono.
milato	Kodi milátò yónse ndi yaikulu?	Yina ndi yaikulu; yina ndi yaing'ono.
misika	Kodi misìkà yónse ndi yaikulu?	Yina ndi yaikulu; yina ndi yaing'ono.
zipatala	Kodi zipatàlà zónse ndì zazikulu?	Zina ndi zazikulu; zina ndì zazing'ono.
mìtsínje	Kodi mitsínjè yónse ndì yaikulu?	Yina ndi yaikulu; yina ndì yaing'ono.
àtsíkàrà	Kodi atsíkàrà ónse ndì aakulu?	Ena ndi aakulu; ena ndì aang'ono.

NB The word here spelt /yina/ is a representation of two elements: the Class 4 prefix /i-/ and the stem /~ina/. For this speaker, the result is /yina/, while for others the result is simply /ina/.

NB This recording (54.b.1) is of interest because the nouns (/zobvala/, etc.) that have high tone on the next to last syllable have low pitch (and hence low tone) on the last syllable. Frequently this construction with /~onse/ has the pitches [ - -<sup>⊙</sup> ] instead of [ - -<sup>⊙</sup> ] on a phrase like /milato yonse/.

Exercise 54.ab.2. GOAL: Facility in the use of concords with /~o-nse/, /ina/, and /~modzi/.

NB The type of interrogative intonation used in the first sentence of each line of this recording is one which merits careful comparison with the declarative intonation on the same word /~abwino/ at the end of the second sentence of the line.

		'Are all the oranges good?'	'One is good; the others are not good.'
malalanje	Malalanje onse ndi abwino?	Limodzi ndi labwino; ena sí abwino.	
mabuku	Mabuku onse ndi abwino?	Limodzi ndi labwino; ena si abwino.	
malaya	Malaya onse ndi abwino?	Amodzi ndi abwino; ena si abwino.	
minda	Minda yonse ndi yabwino?	Umodzi ndi wabwino; ina si yabwino.	
masukulu	Masukulu onse ndi abwino?	Limodzi ndi labwino; ena si abwino.	
njila	Njila zonse ndi zabwino?	Imodzi ndi yabwino; zina si zabwino.	
zipatala	Zipatala zonse ndi zabwino?	Cimodzi ndi cabwino; zina si zabwino.	
aphunzitsi	Aphunzitsi onse ndi abwino?	Mmodzi ndi wabwino; ena si abwino.	
nyumba	Nyumba zonse ndi zabwino?	Imodzi ndi yabwino; zina si zabwino.	
misika	Misika yonse ndi yabwino?	Umodzi ndi wabwino; ina si yabwino.	
nkhuku	Nkhuku zonse ndi zabwino?	Imodzi ndi yabwino; Zina si zabwino.	
tinkhuku	Tinkhuku tonse ndi tabwino?	Kamodzi ndi kabwino; tina si tabwino.	



Exercise 54.ab.3. GOAL: Facility in use of concords with /~o-mwe/ and /~ina/.

	'I had a good book yesterday.'	'I want the same [book] today.' 'I don't want another.'
buku	Ndinalí ndí búku lábwinò dzulò.	Ndifunà [búku] lómwélò lèlò. Sindifuna lína.
mabuku	Ndinalí ndí mábúkhú ábwinò dzulo.	Ndifuna mabukhu omwewo lelo. Sindifuna ena.
hasu	Ndinali ndi hasu labwino dzulo.	Ndifuna hasu lomwelo lelo. Sindifuna lina.
makasu	Ndinali ndi makasu abwino dzulo.	Ndifuna makasu omwewo lelo. Sindifuna ena.
cipewa	Ndinali ndi cipewa cabwino dzulo.	Ndifuna cipewa comweco lelo. Sindifuna cina.
nyale	Ndinali ndi nyale yabwino dzulo.	Ndifuna nyale yomweyo lelo. Sindifuna yina.
mpando	Ndinali ndí mpàndò wabwino dzulo.	Ndifuna mpando womwewo lelo. Sindifuna wina.
mipando	Ndinali ndí mípàndò yabwino dzulo.	Ndifuna ndi mipando yomweyo lelo. Sindifuna ina.

NB In one and the same exercise, both of the forms /yina/ and /ina/ occur. This is probably not due to the fact that the two nouns are in different concord classes.



Exercise 54.ab.4. GOAL: Facility in use of concords with various adjectival stems including /~o-mwe/.

'Some buses are large.' 'The same[ones] that are large are the good [ones].'

NB The relative tone pattern (/áli/, etc.) is used in these sentences with /~omwe/. The clause in which these words occur is not the main clause of the sentence. Note also that the English translation involves a relative clause.

mábási	Mábási éna ndi áakúlu.	Òmwé álí áakúlu, ndíwó ábwìnò.
masukulu	Masukulu ena ndi aakulu.	Omwe ali aakulu, ndiwo abwino.
zipatala	Zipatala zina ndi zazikulu.	Zomwe zili zazikulu, ndizo zabwino.
nyumba	Nyumba zina ndi zazikulu.	Zomwe zili zazikulu, ndizo zabwino.
njinga	Njinga zina ndi zazikulu.	Zomwe zili zazikulu, ndizo zabwino.
mabukhu	Mabukhu ena ndi aakulu.	Omwe ali aakulu, ndiwo abwino.
miseu	Miseu ina ndi yaikulu.	Yomwe ili yaikulu, ndiyo yabwino.
magalimoto	Magalimoto ena ndi aakulu.	Omwe ali aakulu, ndiwo abwino.
minda	Minda ina ndi yaikulu.	Yomwe ili yaikulu, ndiyo yabwino.
zinthu	Zinthu zina ndi zazikulu.	Zomwe zili zazikulu, ndizo zabwino.

Exercise 54.c.1. GOAL: Facility in the use of the persistive enclitic /--be/.

John wàpità kùrchító?

Did John go to work?

Iai. Akùgónábe.

No, he's still sleeping.

Símùnàwéluké?

Haven't you quit work yet?

Inde, tikùgwílabé nchíto.

No, we're still working.

Símùnàyambe kuphunzila?

Haven't you begun to study?

Inde, tikùdyábe.

No, we're still eating.

Símúngathe kuyankhula Cinyanja?

Can't you speak Nyanja?

Ndikùyésábe.

I'm still trying.

**Exercise 54.x.1. GOAL: Recombination of familiar material in short conversations.**

Mukudziwa kumene ndingakagule

Do you know where I can go to buy food?

cakudya?

Kulibe sitolo kuno?

Isn't there a store around here.

Lilipo, koma sindidziwa njila

There is one, but I don't know the way.

yopitako.

Ili paseli paphililo.

It's on the other side of that hill.

Mukudziwako kumlato?

Do you know where the bridge is?

Suli patsinde paphili lalikululo?

Isn't it at the foot of that big mountain over there?

Ndiko uliko.

That's where it is.

O, ndi kutali ndithu.

Oh, that's very far.

NB In /súli/, which represents /sí/ plus /ùlì/, the /u/ is long. [This was noted earlier in connection with the vowel /a-/ after /sí/.]

Free conversation based on the material in Units 50-54.

All of these units have been build around the giving of street and road directions. Practice asking and giving directions to a number of places that are within a radius of one mile from your present location.

Grammar 54.A. The stem /~o-mwe/ 'same'.

In the sentence:

Ngakhale ndi basi lomwelo,  
sindili kulidziwa.

('Even the bus itself, I don't  
know [about] it').

the word /lomwelo/ consists of the Class 5 form of /o-mwe/, plus the demonstrative enclitic /--lo/. In this particular negative sentence, the English counterpart of /lomwelo/ is 'even'. Adjectivals that contain this same stem are also found in affirmative sentences:

Zobvalazi ndi zomwe ndina-  
capa dzulo.

These clothes are the same [ones]  
that I washed yesterday.

Anthu omwewa abwele mawa.

{ Have these same people return  
tomorrow.  
These same people should return  
tomorrow.

Also:

Ali ndi galimoto ndi njinga  
yomwe.

He has a car and a bicycle as  
well.

Grammar 54.B. The adjectival stem /~ina/ 'some, other.' This stem, with appropriate concordial prefixes, corresponds both to English 'some' and to 'other'. In negative sentences such as the one in the dialogue:

Simukudziwa anthu ena amene  
akupita kuSoche?

Don't you know some/any people  
who are going to Soche?

it may be translated as 'any.' Further examples are:

Anthu ena amakhala kutauni;  
enanso amakhala kumidzi.

Some people live in town;  
others live in villages.

Mufuna kugula njinga iyi?

Do you want to buy this bicycle?

Iai, ndifuna kugula ina.

No, I want to by another one.

The forms for Classes 2, 6, 12 (i.e. those classes that have /a/ in the prefix) are /ena, ena, kena/. It is as if the /a/ of the prefix had coalesced with the /i/ of the stem, to produce /e/, a vowel sound which is phonetically intermediate between them. The forms for Classes 4 and 9 are sometimes pronounced /ina/, sometimes /yina/.

Grammar 54.C. The persistive enclitic /--be/.

In the dialogue, B has already stated that he doesn't know the way to Soche, and that he doesn't even know about the bus service. In the sentence:

Komabe sindidziwa ngati titha	I still don't know whether we
kuwapeza.	can find them.

he states still another matter on which he does not have the facts at his fingertips. The syllable /-be/ in this sentence is apparently an instance of the persistive enclitic 'still', which is found more frequently with verbs:

Mukugwilabe nchito eti?	You're still working?!
Akugonabe.	He's still sleeping.
Alibe kusukulu.	They are still at school.

N.B. the identity in spelling between the persistive enclitic and the negative element (Note 45.C) that occurs with /-li/. Are they identical also in tone?

## UNIT 55

DIALOGUE: October weather.

-A-

nyengo (9,10)

season

cilimwe (7,8)  
(or: mwamvu (3))

summer

-tani

to be, do, say how?

Kòdí bàmbò, nyèngò yá cilimwè

How is the summer  
weather in October?ímakhála yòtáni mwèzí  
wá 'October'?

-B-

dzuwa (5)

sun

Mwèzí wá October ndiyó ntháwi

The month of October  
that's the time for sun.

yá dzúwa iménèyo.

-B- (continues)

mvula (9,10)

rain

Mvúla imáyamba mwèzí wá November.

The rain begins in the  
month of November.

-A-

-sosa

to hoe lightly, clean  
the fields

Ànthù amàsósa ntháwi iménèyo?

Do people clear the  
fields at that time?

-B-

Ntháwi iménèyo ànthù amakhála

At that time people  
have finished cleaning  
the fields ('...they  
are they-having-finished  
clearing...')

átáthá kùsósa,

-B- (continues)

-dzala

to plant, sow

ndiyé alí páfúpi kùdzála.

and they are almost  
[to the point of] plant-  
ing.

-A-

Kùdzála címàngà?

To sow maize?

-B-

mapila (6)

millet

-tele

to do, be, say like  
this

Címàngà, màpìlà, ndì zínà

Maize, millet, and other  
[things] like that.

zôtéle.

-B- (continues)

-nenea

to be talked about

Kómà zíménézò sízímánénéka.

But one doesn't discuss  
those things ('Those  
things are not talked  
about.')

-A-

Nàngà màbási ámayénda ntháwi

Do the buses travel  
[during] that time?

íménéyò?

-B-

Inde, ámayèndadí.

Yes, they certainly do.

Exercise 55.a.1. GOAL: Facility in use of the /-o-/ form  
of the interrogative pro-verb /-tani/.

nyèngò yá  
cilimwèNyèngò yá cilimwè  
ímakhála yôtáni?What is the climate of  
cilimwe like?

dzúwá lá pàndò

Dzuwa la pano  
limakhala lotani?How is the sun(of)  
around here?mvúla yá  
NovemberMvula ya November  
imakhala yotani?How is the November  
rainfall?

ntháwi yá dzúwa

Nthawi ya dzuwa  
imakhala yotani?What is the sunny season  
like?

kùdzála màpìlà kwánu	Kudzala mapila kwanu kumakhala  kotani?	What is the planting of millet like among you?
kùlíma	Kulima kwanu  kotani?	What is your farming like?

Exercise 55.a.2. GOAL: Familiarization with the use of /-tani/ in other tenses and with other English translations.

Mùdzáfika kùmùndá.	You will reach the field.
Tìkàfikáko, títáni?	When we reach there, what will we do?
Tìdzápita kùtáuni.	We'll go to town.
Mùkàfikáko, mútáni?	When you get there, what will you do?
Ànyàmata' ónse ànápita kùtáuni.	All the boys went to town.
Ànákátáni?	What did they go and do?
Múfúna cákúdyá cõtáni?	What kind of food you want?
Tífuna címàngà.	We want maize.
Àmái ànatígulilà zôbvála.	Mother has bought clothes for us.
Zôbvála zôtáni?	What kind of clothes?
Zíménézò sízímànènéka!	Things like that aren't talked about!
Zôtáni?	What kind of things?
Àtútsi ndì ànthù ôtáni?	What kind of people are the Watutsi?
Ndì áatáli kwámíbíli.	They are very tall.

Exercise 55.a.3. GOAL: Use of the two pro-verbs /-tani/  
and /-tele/.

'What are your teachers like?' 'They're like that.'  
[not a complete answer]

àphùnzìtsì ánu	Àphùnzìtsì ánu ndì ótáni?	Ndì ótéle.
galimoto lanu	Galimoto lánu ndi lotani?	Ndi lotele.
njinga yanu	Njinga yánu ndi yotani?	Ndi yotele.
kwanu	Kwánu ndi kotani?	Ndi kotele.
kanjila	Kanjila kánu ndi kotani?	Ndi kotele.
mabukhu anu	Mabukhu anu ndi otani?	Ndi otele.
kùZòmbá	KuZomba ndi kotani?	Ndi kotele.
ntháwi yá mvúla	Nthawi ya mvula ndi yotani?	Ndi yotele.
nyumba zá Maláwi	Nyumba za Malawi ndi zotani?	Ndi zotele.
mìdzì yá Maláwi	Midzi ya Malawi ndi yotani?	Ndi yotele.
nyumba za Ameleka	Nyumba za Ameleka ndi zotani?	Ndi zotele.
mìsèù yá pànò	Miseu ya pano ndi yotani?	Ndi yotele.

Exercise 55.c.1. GOAL: Facility with one common way of  
using /-ta-/.

Ànáfikà kwáthu. He arrived at our place.

Ànákhála pànsí. He sat down.

Átáfíka kwáthu ànákhála pànsí. When he had arrived at our place, he sat down.

Ànákhálà pànsí. He sat down.

Tínáyamba kùnéna zá nyèngò yá cilimwè. We began to discuss the weather of cilimwe.

Átákhálá pànsí, tínáyamba kùnéna zá nyèngò yá cilimwè. When he had sat down, we began to discuss the weather of cilimwe.



Tìdzáfíkà kwáthu.	We'll arrive home.
Tìdzágona.	We'll go to sleep/ lie down.
Títáfíkà kwáthu tìdzágóna.	When we've arrived home, we'll lie down.
Tìkùdyá cákúdyá tsópano.	We are eating now.
Tìdzákúthàndìzání.	We'll help you.
Títáthá kúdyá tìdzákúthàndìzání.	When we've finished eat- ing we'll help you.
 Exercise 55.x.1. Recombinations.	
Nàngà kùlì dzúwa mwèzí wá October?	Is there sunshine in October?
Èè. Kùlì dzúwa lámíbìli.	Yes, there's a lot of sun.
Kùlibé mvúla?	Is there still any rain?
Inde. Mvúla ímàyámba mwèzí wá November.	Yes, it rains in the month of November.
Kodi kwánu kùÀmeleka ànthù ámàsósa mwèzí ùtì?	At your home in America, during what month do people clean the fields?
Éna ámàsósa mwèzí wá November.	Some clean the fields in November.
Mvúla yámíbìli ímàyámba lítì?	When do the heavy rains begin?
Ndígániza ndì mwèzí wáMarch.	I think it's [in] the month of March.

## Grammar 55.A. Pro-verbs.

The dialogue contains the following sentences:

Nyengo ya cilimwe imakhala

How is the weather?

yotani.....?

...ndi zina zotele.

...and other [things] like this.

Both of the words /yotani/ and /zotele/ are /-o-/ forms of verbs. The stems of the verbs are respectively /-tani/ 'to say, do, be how?' and /-tele/ 'to do, say, be so/like this'. There is one more such stem in Nyanja: /-telo/ 'to say, do, be like that!'. These three stems take the prefixial inflections of verbs. Unlike all other verbs, the final vowel of the infinitive and most other forms is not /-a/, and is invariable for each stem: the forms of /-tani/ always end in /-i/, /-tele/ in /-e/, and /-telo/ in /-o/.

These verbs stand in the same relation to the other verbs of the language as the pronouns stand in relation to the nouns. They will therefore be called pro-verbs: /-tani/ is the interrogative pro-verb, while /-tele and /-telo/ are demonstrative pro-verbs.

## Grammar 55.B. A reminder concerning concord.

The phrase:

Ndiyo nthawi ya dzuwa imeneyo.

That is the time of rain.

contains the noun /dzuwa/ (5) 'sun', followed by the demonstrative /imeneyo/. The demonstrative of course agrees with /nthawi/ (9) and not with /dzuwa/.

## Grammar 55.C. A construction containing two verbs, each with a subject prefix: the dependent verb prefix /-ta-/.

In the sentence:

Nthawi imeneyo anthu amakhala

By that time [of the year] people  
have finished clearing the fields.

átáthá kusosa.

the sequence /amakhala atatha/ occupies the place that is most commonly occupied by a single verb. Constructions that have been met in the past which contain two verbs have usually had an infinitive as the second word.

The second verb in /amakhala atatha/ is not an infinitive. It consists of a subject prefix/a -/(Cl.2) plus the non-initial prefix /-ta-/ 'to finish'. The prefix /-ta-/ is comparable to /-ka-/ (cf. Note 43.B) in that verbs which contain it are 'dependent'; that is, such a verb cannot ordinarily stand as the only verb in a complete sentence. Here are some further examples of its use:

Átákhála pànsí anayamba  
kuyankhula nafe.

After he had sat down ('he-having sat-down') he began to talk with us.

Tìdzátha nchítóyi ìnù  
mútácóká.

We will finish this work after you have left ('you-having-left').

All examples of /-ta-/ forms in this unit show high tones on all syllables. The low pitch on the last syllable in the last of the above examples is of course attributable to its position at the end of the sentence.

Compare the construction /amakhala atatha/ 'they are regularly in the situation of having finished' with the one-word verbs /ámáthá/ 'they regularly finish', and /átha/ 'they finish'.

The construction with /-khala/ (in any of its tenses) plus a dependent /-ta-/ verb adds a great deal to the flexibility and precision of the Nyanja verb system.

UNIT 56

DIALOGUE: December weather.

NB Here and elsewhere the names of months, which are of course recent loans from English, often have a falling tone on the first syllable, followed by high on the second.

-A-

Kodi nyèngò ímàkhála bwánji mwèzí wáDècémber?

What is the weather like in December?

-B-

Mwèzí wáDecember tílì ndí mvúlánsò.

In December we { also } still have rain.

-A-

Yámíbíli?

A lot?

-B-

Èè. Kòmà ntháwi íménèyò ànthù ámagwíla nchító

Yes, but [at] that time people work hard.

{ yá } mbíli. } kwá

NB The verb /ili/, which is not the main verb in this sentence, has the 'relative' tone pattern, with high on the first syllable.

-A-

Nàngà múmàyénda bwánji ntháwi íménèyò mvúla ílì kùgwà?

How do you move around at that time [when] the rain is falling?

Note also the pitches [ \_ \_ ] on the infinitive /kugwa/, which indicate that this word, unlike most infinitives, does not have a high tone on the first syllable of the stem.

-B-

kanthu (12,13)

a small thing (cf. /kinthu/ (7,8))

Palíbé kànthù.

It's no matter.

-B- (continues)

-vumba

to rain, rain on

NB The same is true for /íkùvumba/ in the last line on this page.

Ngàkhálé mvúla íkùvumba ànthù ámápíta kùmùndá ndí kumálímá bàsi.

Even when it's raining, people go to the garden and work.

-A-

Anthù amáyenda pàmábási kàpéna  
pànjìngá pòpíta kùtáùni?

Do people travel on the buses or by bicycle when they go ('on going') to town?

-B-

matope (6)

mud

-bvutika

to be troubled

Èè. Amáyenda kòmà mòbvútika

Yes, they do, but with difficulty, on account of the mud.

NB The tonal discrepancy in Dialogue for Learning between the supposedly parallel forms /pòpíta/ and /mòbvútika/, each of which is combination of a locative prefix plus infinitive. Note also the length of the /-o-/ vowels in these forms. But /mòbvutika/ is heard in Dialogue for Fluency.

cìfúkwa cá mátòpè.

-A-

O, zíkòmò.

Oh, thank you.

Exercise 56.a.1. GOAL: Use of /po-/ and /mo-/ forms of verbs in 'adverbial' function.

Mumatani pòfikapo?

What do you do upon arriving there?

Pòyamba timasosa minda.

First ('at beginning') we clear the fields.

Mumatani pòdzala mapila?

What ('How') do you do when planting millet?

Ndidzakuphunzitsani mòkondwa.

I'll teach you with pleasure ('in being pleased').

Ana awa onse amaphunzila

All these children study as they ought.

mòyenela.

Tinaoloka mtsinje mòbvutika.

We forded the stream with difficulty.

Exercise 56.x.1. Review conversations.

Part 1.

Kwánu kù Ameleka mvúla ímáwáza

At your home in America does it rain much?

kwámíbíli?

[or: Kwanu kuAmeleka kùlì kùwáza

mvúla yámíbíli?]

Pàmwèzí ùtí?

In what month?

Mwèzí wá August.

The month of August.

Íàì, kùlíbé mvúla yámbíli

No, there's not much rain at that time.

ntháwi ìménèyo.

Part 2.

Kwánu mièzí yá mwámvu ndì íti?

At your home which are the months of mwamvu?

Mièzí yá mwámvu ndì July ndí

They're July and August.

August.

Kùlíbé mvúla ntháwi ìménèyò?

Is there still rain at that time?

Kùlíbé yámbíli, kòmà kùlì

There's still a lot, but there's a lot of sun.

dzúwa lámíli.

Part 3.

July ndí August ndì mièzí yá dzúwa ètì?

July and August are sunny months, are they?

Inde, bambò. Timakhala ndí

Yes. We have a lot of sun in those months.

dzúwa lambili, miezi imeneyi.

Nanga mumagwila nchito bwanji

How do you work during that period?

nthawi imeneyo?

Pàlíbé kànthù.

It's not so bad. ('There is no little thing.')

Part 4.

Mùnábwelelà lítì kùcókela

When did you come back from Zomba?

kùZombá?

Ndinabwela dzulo.

I came back yesterday.

Pànjàngá?

By bicycle?

Iai, ndinabwela pabasi.

No, I came by bus.

## Part 5.

Munalipila ndalama zingati

pòbwéla kùndò?

How much did you pay to  
come here?

Ndinalipila ndalámá zísànù.

I paid five shillings.

Ànákúbèlání. Mlùngù wápítáwo

You were robbed. Last  
week I was charged only  
four.

ànándílípìtsà zínái bàsì.

Tsópano ndítání?

Now what should I do?

Pèpání ndithu.

You have my deep sym-  
pathy.

Grammar 56.A. Special uses of the locative concords, Classes 16 and 18, with the /-o-/ form of verbs.

The /-o-/ form of the verb is derived historically from a coalescence of the linking /-a-/ and the /ku-/ of the infinitive. Knowing this may make it easier for the student to understand the structure of two phrases in the dialogue for this unit:

Anthu amayenda panjinga pòpita kutauni?	Do people travel by bicycle when [they] go to town?
Amayenda koma mòbvutika.	They move about but with difficulty.

Literal translations might be: /popita/ 'on going' and /mobvutika/ 'in being-troubled'.

Notice that these /-o-/ forms differ tonally from the /-o-/ forms that were discussed in Unit 46, Note 2. Those forms were related to a possessive prefix (/wá-/ , /cá-/ , etc.) that had high tone. With omission of the /-k-/ and the change in quality of the two vowels, the form \*/wákùbvútika/ became /wòòbvútika/ (usually spelled with a single o).

The locative prefixes, unlike the possessives, have basic low tone. Accordingly, the tone of words that include a locative plus an infinitive are exemplified by /mòòbvutika/ (also customarily spelled with a single o), from \*/mùkùbvutika/.

Grammar 56.B. Grammatically significant differences in verb tones.

This unit contains further examples of verbs with relative tone pattern. Compare the following sentences:

Mvúla ìlì kùgwà.	The rain is falling.
------------------	----------------------



Mumayenda bwanji nthawi imeneyo

mvúla ili kugwa?

Mvúla ikuvumba.

Mvúla ikuvumba anthu amapita

kumunda.

How do you get around [during]  
the time [when] the rain is  
falling?

It's raining.

When it's raining, people go  
to the field.

## UNIT 57

DIALOGUE: February weather in Malawi.

-A-

NB In the second and third sentences of this rec., the verbs /ili/ and /zikukula/ have high tone on their subject prefixes. These are then instances

of the 'relative' tonal pattern discussed earlier. In these two sentences, however, there are no other verbs. Probably the nuclear role ordinarily assigned to a verb in Nyanja sentences is here filled by /ndiye/.

Kodi m̀̀ng̀ndiùzè nyèngò mwèzí wá February?

Can you tell me about the weather in February?

-B-

Mwèzi wá February ndiyé mvúla íli pakáti.

In February, that's when the rain is still going on ('is in the midst').

-B- (continues)

-kula

to grow

NB The first syllable of /zikukula/ (Stc. 3) is long. Remember that this word is an alternate for /zili kukula/. This is a further example of contraction in which the quality of one vowel is lost, but its quantity (i.e. its duration) remains.

Ndiyé címàngà ndí mapilà zíkúkúla.

And the maize and millet are growing.

-A-

Ànthù ámadyá címàngà pà ntháwi íménèyì?

Do people eat maize at that time? (i.e. Is the maize edible?)

-B-

-ocha

to burn, roast, toast

Ndì ntháwi íménèyò ànthù ámayámba kùócha címódzi címódzi.

It's [at] that time that people begin to roast a few ('one') at a time.

-A-

-kolola

to break off from a stalk

Nàngà ámakòlólà ntháwi íménèyò?

Do they also harvest [the grain] at that time?

-B-

Íaì. Sàkòlòlà,

No, they don't,

-B- (continues)

kòmà cìmódzi cìmódzi

But they just roast  
one by one.

kùmángòócha bàsi.

-A-

O, zónse zámundá zímákhála

And everything in ('of')  
the field is big?

zázíkúlúdi?

-B-

mbeu (9,10)

seed

Ee, mbéu zámíbílímíbíli,

Yes, many, many [kinds  
of] cabbage, millet and  
so on.

(kábíchi),

cabbage, mápilà ndí zínà

zótéle.

-A-

O. Zíkòmb kwambili.

Thank you very much.

Exercise 57.a.1. GOAL: Use of /ndipo/ in sentences analogous  
to the one discussed in Note 57.A.

Kùlì mvula mwezi wa February?

Is there rain in the  
month of February?

Mwezi wa February ndìpó mvúla

The month of February,  
that's when the rain  
is in the midst.

ílí pakati.

Kùlì mvula mwezi wa November?

Is there rain in the  
month of November?

Mwezi wa November ndìpó mvula

The month of November,  
that's when the rains  
begin.

ìmayámba.

Kuli mvula mwezi wa October?

Is there rain in the  
month of October?

Mwezi wa October ndìpó kúlíbe

In the month of  
October there isn't  
much rain.

mvula yambili.

Mwezi wa October kùlì dzuwa?

Does the sun shine in  
October?

NB The use of low tone on the subject prefix of /imayamba/, which has been an unexplained phenomenon referred to in several marginal notes, is even more surprising in a context where the 'relative' tonal pattern is expected. Note however, the expected high tone on /ku-/ in /kulibe/.

Mwezi wa October, ndiyo  
nthawi ya dzuwa.

The month of October  
is a sunny time.

Mwezi wa February kuli  
mvula?

Is there rain in Febru-  
ary?

Mwezi wa February ndiyo  
nthawi ya mvula.

February is a time of  
rain.

Anthu ámàdzála cimanga mwezi  
wa November?

Do people plant maize  
in November?

NB In contrast to  
/ímàyámba/ discussed in  
the marginal note on the  
preceding page, /ámàdzála/  
has the expected high  
tone on the subject prefix.

Mwezi wa November ndiwó ànthù  
ámàdzála cimanga.

The month of November  
is when people plant  
maize.

Exercise 57.b.1. GOAL: Facility in use of the distribu-  
tive construction.

Tingaoche cimanga címódzí címódzi.

We can roast the maize  
one [ear] at a time.

Tingaoche cimanga cíwílí cíwílí.

We can roast the maize  
two by two.

Tinakwela pa basi m'módzí  
m'módzi.

We got on the bus one  
at a time.

Tinakwela pa basi àwílí àwílí.

We got on the bus two  
at a time.

Ana anacoka m'sukulu àwílí  
àwílí.

The children left the  
school two at a time.

Ana analowa m'sukulu àtátú  
àtátù.

The children entered  
the school three by  
three.

Tìcàpé nsalu zítátú zítátú.

Let's wash the clothes  
three at a time

Magalimoto angaoloke pa mlato  
uwu límódzí límódzi.

Lorries can cross by  
this bridge one at a  
time.

Anthu angapite panjila iyi  
m'módzí m'módzi?

Can people go on this  
path one by one?

Exercise 57.c.1. GOAL: Use of the /zi-/ concord with mixed antecedents.

NB The rec. of 57.c.1 provides a clear and consistent illustration of what is the predominant though not invariable way of handling tones after /ndí/ 'and, with', as well as after the connectives /yá, cá, zá/ etc. The first syllable of the following noun is high, no matter what the basic tonal pattern of the nouns as a whole. Compare /yá cílímwè/, where the noun by itself is /cílímwè/.

Note also that certain words [or certain categories of words??] do not fit this description: /pànò/ always remains low in phrases like /páfúpi ndí pànò/ or /dzúwa lá pànò/.

címàngà	Címàngà ndì cábwìnò.
màpilà	Màpílánsò ndì ábwìnò. Címàngà ndí màpilà ndì zábwìnò.
màlayá	Màlayá ndì ábwìnò.
cìpéwa	Cìpéwánsò ndì cábwìnò. Màlayá ndí cìpéwa ndì zábwìnò.
cìpàtàlà	Cìpàtàlà ndì cabwino.
sùkúlu	Sùkúlúnso ndì labwino. Cìpàtàlà ndí sùkúlu ndì zabwino.
mílátò	Milato ndì yabwino.
mìsèù	Mìsèúnso ndì yabwino. Mílátò ndí mìsèù ndì yabwino.
mlátò	Mlato ndi wabwino.
m̀sèù	M̀sèúnso ndì wabwino. Mlato ndí m̀sèù ndi yabwino.
sùkúlu	Sùkúlu ndi labwino.
àphùnzìtsì	Àphùnzìtsínso ndi abwino. Sùkúlu ndí àphùnzìtsì ndi abwino.
àphùnzìtsì	Aphunzitsi ndi abwino.
àná	Ànánso ndi abwino. Aphunzitsi ndí àná ndi abwino.
m̀phùnzìtsì	M̀phunzitsi ndi wabwino.
m̀wáná	M̀wánánsò ndi wabwino. M̀phunzitsi ndí m̀wáná ndi abwino.
m̀dzì	M̀dzì ndi yabwino.
m̀inda	M̀indánsò ndi yabwino. M̀dzì ndí m̀indá ndi yabwino.

mùdzì	Mudzi ndi wabwino.
mùndá	Mùndánsò ndi wabwino.
	Mudzi ndí mùndá ndi yabwino.
dzíkó línò	Dziko lino ndi labwino.
ciyankhulóci	Ciyankhulocínso ndi cabwino.
	Dzíkó ndí ciyankhulo ndi zábwinò.

## Exercise 57.x.

## Part 1.

Ndingafike bwanji kumtsinje?	How can I get to the river?
Kuli mseu ndí kánjila zimene zimapitako.	There are a road and a small path that go there.
Kánjila ndi kabwino?	Is the small path any good?
Nthawi iyi si kabwino kwambili, cifukwa ca mvula.	At this time, it's not good, on account of the rain.

## Part 2.

NB The question intonation in Stc. 1 of Part 2 is fairly rare in these rec. Its most conspicuous characteristic is the abrupt drop after the last high tone. Note also that /ano/, which usually has high tone after a word that ends high, here has low tone on both syllables.

Tinjila tonse ndi tobvuta masiku ano?	Are all the small paths difficult these days?
Inde, bambo. Kuli matope ambili.	Yes, there's a lot of mud.
Ndiganiza ndi bwino ndiyèndé pabasi.	I think it's [a] good [idea] for me to go by bus.
Koma mabasinso amayenda mobvutika masiku ano.	But even the buses travel with difficulty nowadays.

NB In this rec., the sequence /-yenda mobvutika/ has an uninterrupted series of highs.

## Part 3.

Mumakonda zám'mùndá zítì, bambo?	What kind of produce do you like?
Ndimakonda zonse.	I like [them] all.

Kuli mapila ambili kwanu  
ku Ameleka?

Iai, kuli pang'ono basi.

Is there a lot of maize  
at your home in America?

No, it's scarce. ('It's  
there only a little.')

Grammar 57.A. A further use of the concord of Class 16 in reference to time.

In the sentence:

Mwezi waFebruary ndipo mvula ili In February is when the rain is  
 pakati. at full swing (raining heavily.)

the word /ndipó/ corresponds more or less to 'that is when'.

[In the tape recording of the dialogue for this Unit, the second sentence contains /ndiyé/, which is interchangeable with /ndipó/ in this context.] Compare the use of Class 16 described in Unit 56, Note A for such words as /pòyamba/ 'at first', /pòfíka/ 'upon arrival'.

In the recording of Exercise 57.a.1., the second sentence in Lines 1 and 3, and of course the second sentence of the dialogue, show that in this kind of construction the verb that follows /ndipó/ or /ndiyé/ has the relative tonal pattern.

Grammar 57.B. The construction exemplified by /cimodzi cimodzi/.

The dialogue contains the sentence:

Amayamba kuochoa cimodzi cimodzi. They begin to roast one at a  
 time.

The reference of the /ci-/ prefix is of course to /cimanga/ 'maize'.

Compare also:

Timagula mazila atatu atatu. We buy three at a time.

the repetition of the numeral stem, with the appropriate concordial prefix on both occurrences of the stem, corresponds to English '\_\_\_\_\_ at a time'. This may be called the 'distributive construction'.

The pitch pattern that is heard in the recorded examples of the distributive construction is [ - - - - ]. Since all of these examples occur at the end of a phrase, it is difficult to say whether the tonal pattern attributed to the construction should be /címódzí címódzí/ or /címódzí címódzi/. From



the practical point of view of one learning to speak the language, this question is not very urgent.

Grammar 57.C. Concord when there are two or more antecedent nouns, representing more than one class.

The dialogue includes the sentence:

Cimanga ndi mapila zikukula.                      Maize and millet are growing.

Here, /cimanga/ is in Class 7 and /mapila/ in Class 6. The concord used in such situations is /zi-/ (Class 8 or Class 10).

But if the two nouns are both singular, and both are in the same singular class (e.g. Class 3), then the verbs or other words that are in concord with them have the prefix of the plural class that normally is associated with the singular class to which both nouns belong:

/mlato/ (3) and /njila/ (9) would have /zabwino/

but:

/mlato/ (3) and /mseu/ (3) would have /yabwino/ (4).

## UNIT 58

DIALOGUE: April weather in Malawi.

-A-

Dwánjì nyèngò mù April?

How is the weather in April?

-B-

Ám. MùApril, bàmbò?

Hmm. In April (sir)?

-B- (continues)

NB The four-syllable stem /-yèndàyénda/ substantiates the hypothesis that in /-ma-/ forms it is not the second, or third, syllable that gets the high tone: it is the next to last.

uku (17)

here[proximal demonstrative]

Ndì ntháwi iméne ànthù

It is the time [in] which people move about here and there. ('..here and here').

ámàyèndàyénda ùkù ndí ùkù.

-B- (continues)

NB The construction represented by /ùkù ndí ùkù/ provides another example of a place where the tone of the syllable that follows /ndí/ is not high.

-uma

to be hard,ripe,dry

-thamanga

to run

Címàngà cìkàùmà, ànthù

When the maize is ripe, people make haste to to and gather [it] (now).

àkùthámangila kùkàkolola

tsópano.

-B- (continues)

-siya

to leave

-siyana

to leave one another, to differ from one another.

Éna ndìkumátenga mbéu

Other people collect various [kinds of] seeds [from] (in) the field[s].

NB The form /ndì kumátenga/ is unusual in having both /ndì/ [? 'is, are'?] and /-ma-/.

zósíyanasiyana m'mùndá.

-B- (continues)

Tímàkhála ànthù ógwíla nchító

We are very busy ('We are people of doing many jobs') in the field[s].

zámblìmbíli kùmùndá.

## -B0 (continues)

-konza

to beautify, to make ready

Ànthù ónse ámakhála ókónzeka  
kùkólola címàngà cáo.

Everyone is ready to  
harvest his maize.

-A-

Cónco àná sámápita kùsùkúlu  
kòma kùmáthandiza àzibàmbò áo?

Then the children don't  
go to school, but help  
their parents?

-B-

Átabwéla kùsùkúlu sámápita  
kùthándiza àzibàmbò áo kùkákólola  
címàngà.

When they come back from  
school they go and help  
their parents to [go  
and] harvest the maize.

-A-

konko (17)

right there

-tuta

to carry and put down,  
to carry on one's head

kapena

perhaps; or; expression  
of uncertainty

Múmásiya kónko, kápéná múmátútila  
kùnyumba?

Do you leave [it] there,  
or do you carry it  
home?

NB The first half of the  
last stc. in the dialogue  
provides striking examples  
of the "smoothing" of the  
ups and downs of pitch  
into a series of down-  
steps: [ " - - - - - " ].

-B-

Tímápita nàzó kunyumba kòma  
nthawi zína, tímásiya kónko.

We take it home or  
sometimes we leave [it]  
there.

Exercise 58.b.1. GOAL: Use of the infinitive in the second  
of two verb forms that are joined by a conjunction.

Ànthù amakólola címàngà.

People harvest maize.

Anthu amáocha cimanga.

People roast maize.

Anthu amakolola cimanga ndí:  
kúocha.

People harvest maize and  
roast [it].

Sámáócha cimanga cambili.

They don't roast much maize.

Amaocha cimodzi cimodzi.

They roast one at a time.

Sámáócha cimàngà cámbíli, kómà

They don't roast much maize, but [they just] roast one at a time.

kúmáócha címódzí címódzi.

Ndidzákúuzeni njila.

I'll show you the way.

Ndidzapitana nanu.

I'll go with you.

Ndidzakuuzeni njila ndí kúpítana  
nànú.

I'll show you the way and go with you.

Anakwela basi.

He got on the bus.

Analipila ndalama ziwili.

He paid two shillings.

Anakwela basi ndí kúlípila  
ndalama ziwili.

He got on the bus and paid two shillings.

Sindinakwele basi.

I didn't get on the bus.

Ndinakhala kunyumba.

I stayed at home

Sindinakwele basi, kómà kùkhála  
kunyumba.

I didn't get on the bus, but stayed at home.

Anthu samadzala cimanga

People don't plant maize at that time.

nthawi imeneyo.

Anthu amàngòsòsa nthawi

People just clear the fields at that time.

imeneyo.

Anthu samadzala cimanga nthawi  
imeneyo, koma kúngòsòsa.

People don't plant maize at that time, but just clear the fields.

Sanapitilile pàtsògòló.

He didn't go straight ahead.

Anakhota kumanja.

He turned to the right.

Sanapitilile patsogolo, koma  
kukhota kumanja.

He didn't go straight ahead but turned to the right.

NB Long vowels occur in these sentences in contractions of /sí-/ plus /-a/, and before /-ngo-/. Both these phenomena have already been noted, but are pointed out here to emphasize that they are quite consistent. Note also that /-ngo-/ itself is short in these examples.

Exercise 58.x.1. GOAL: Use of /-thamangila/ as the first of two verbs.

'Let's harvest [maize].' 'Let's hurry and harvest [maize].'

Tíyèni tìkòlòlé.

Tìthàmàngílé kùkákólola.

Tíyèni tìcòkèlé pànò.

Tìthàmàngílé kucokela pano.

NB Exercise 58.x.1 contains further evidence to help in working out a formula for the placement of the high tone in subjunctive forms of verbs that have stems of various syllable structures. One must take into account, however, the pause after the verb in the third sentence, and its effect on the phrase intonation.

Tiyeni tìmuùzé màú awa.

Tithamangile tìmuùzé màú awà.

Tiyeni tìmwètsé ng'òmbè.

Tithamangile tìmwètsé ng'òmbè.

Tiyeni tìlòlòké mtsínje.

Tithamangile kùólòka mtsínje.

Tiyeni tìsòsé mında.

Tithamangile kùsòsà mında.

Exercise 58.x.2.

Part 1.

Azibambo àlí kùtì?

Where are the men ('fathers')?

Ayenda kwá nyákawà.

They've gone to the headman's.

Kodi adzabwelelá lltì?

When will they be back?

Ndiyesa adzabwelela pàkùlówa

I think about sundown.

dzúwa.

Part 2.

Azimai aMeleka amàyànkùlayànkùla

American women talk a lot.

kwambili.

Bwanji azimai a kwanu?

How about the women at your home?

Azimai akwathu amayankhulanso

The women in our part of the world talk a lot too.

kwambili.

## Part 3.

A John ali ndi nchito?

Does John have a job?

Iai. { Amayang'anayang'ana  
Akuyang'anayang'ana }

No, he's looking for work,  
but there

nchito, koma kulibe.

isn't any.

Sanapeze eti?

He didn't find any, eh?

Inde, sanapeze.

No, he didn't.

## Grammar 58.A. Reduplicative constructions.

This dialogue contains examples of a variety of constructions in which the same word or stem appears twice:

(1) The verb stem is used twice. Prefixes stand before the first only:

amayendayenda                      they move about continually

and not: \*amayenda amayenda

mbeu zosiyanasiyana              various different seeds

and not: \*zosiyana zosiyana

(2) Some other stems are used twice, with prefixes before the first only:

nchito zambilimbili              a very great amount of work; many, many jobs

(3) A word is repeated, with an intervening conjunction:

uku ndi uku                      here and there, hither and yon ('here and here')

(4) Compare also the distributive construction (Note 57B) in which the whole word, including prefixes, is repeated but with no intervening conjunction:

cimodzi cimodzi                      one (Cl. 7) at a time

and not: \*cimodzimidzi

or: \*cimodzi ndi cimodzi

## Grammar 58.B. Another use of the infinitive.

Each of the two sentences:

Ana samapita kusukulu.              The children don't go to school.

Ana amathandiza azibambo ao.      The children help their parents ('fathers').

contains a finite verb form. The subject of both verbs is the same. The sentence in the dialogue, which is in a sense a combination of these two

sentences joined by /koma/ 'but', the second of the two verbs is in the infinitive form: /kumathandiza/ instead of /amathandiza/. Note also that the prefix /-ma-/, which has to do with habitual or customary action, is used in the infinitive as well as in the finite form.

Grammar 58.C. Double plural prefixes on certain nouns.

If /bambo/ is singular, its corresponding plural might be either /abambo/ (Cl. 2) or /zibambo/ (Cl. 10). The plural /abambo/ is in fact used. Note also the apparently double plural in /a-zi-bambo/ (and also in /azimai/). The difference in meaning between /abambo/ and /azibambo/ is not clear at this writing.



## UNIT 59

DIALOGUE: June weather in Malawi.

-A-

Bwánjì nyèngò pàmwèzí                      How [is] the weather in June?  
wá 'June'?

-B-

-zizila    to be insipid, cold  
Mwèzí wá 'June'?                              The month of June?  
Mùsànéne!                                        Don't talk about [it]!  
Ndí mwèzí wózízilà.                            It's the cold month.

-B- ( continues )

Kàyà kùAmèléka kúmakhála                I don't know how it is in  
kôtáni, kòmà kùnò kúmakhála             America, but here it is  
kózízilà.    cold.

-B- ( continues )

nkhuni (9,10)                                    [stick of] firewood  
-otha    to be warm, warm one-  
    self at  
moto (3,4)                                        fire  
Muyénela kùkhála ndí                        You have to have firewood  
nkhúni ndí kúótha móto.                     and warm [yourself] at the  
    fire.

-A-

-ocha    to burn, roast, toast  
Nàngà múmàócha cínángwa                Do you roast manioc at that  
ntháwi íménéyò?                                time?

-B-

Tímàócha cínángwa, mbátata,              We roast manioc, potatoes,  
    and other [things] as well.  
ndí zínánsò.

-A-

<p>-kazinga</p> <p>Múmàkàzínɡa címánɡa ntháwi</p> <p>íménéyò?</p>	<p>to roast, fry</p> <p>Do you roast maize at that time?</p>
---	--

-B-

<p>Inde. Ànthù ámbíli amàkàzínɡa</p> <p>címánɡà, címúkwa ntháwi íménèyì</p> <p>ámàngòkhála pámóto kùóthelà</p> <p>mótò básì.</p>	<p>Yes, most people (fry) maize because at that time they just sit around the fire and keep themselves warm at it.</p>
--	--

-B- (continues)

<p>Kumazizíla.</p>	<p>It's cold!</p>
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Exercise 59.b.1. GOAL: Facility in use of locative expressions as subjects of sentences.

<p>kùnò</p>	<p>Kùnò kùlì mbéu</p> <p>zámბíli.</p>	<p>There are a lot of seeds around here.</p>
<p>pàtébulò</p>	<p>Pàtébulò pàlì mbéu</p> <p>zambili.</p>	<p>There are a lot of seeds on the table.</p>
<p>m'nyumba</p>	<p>M'nyumba mùlì mbéu</p> <p>zambili.</p>	<p>There are a lot of seeds in the house.</p>
<p>kuno</p>	<p>Kuno kùlibé àzungù</p> <p>ambili.</p>	<p>Around here there are not a lot of Europeans.</p>
<p>pasukulu</p>	<p>Pasukulu pàlibé</p> <p>àzungù ambili.</p>	<p>At the school there aren't many Europeans.</p>
<p>mugalimoto</p>	<p>Mugalimoto mulibe</p> <p>azungu ambili.</p>	<p>In the car there aren't many Europeans.</p>
<p>kùMáláwi</p>	<p>KuMalawi kúmàɡwá</p> <p>mvúla yambili.</p>	<p>In Malawi it rains a lot.</p>

pano	Pano págwa mvúla yambili.	Here it rains a lot.
muDecember	MuDecember múgwa mvúla yambili.	In December it rains a lot.
kùmàpìlì	Kumapili kumazizila kwambili.	In the mountains it's very cold.
pànò	Pano pámazízila kwambili.	Here it's very cold.
m'nyumba	M'nyumba múmazízila kwambili.	In the house it's very cold.

NB The combination of syllabic /m-/ plus /ny-/ here and often sounds like /m-yu/ instead of /m-nyu/.

Exercise 59.x.

Part 1.

Ku Ameleka mwezi wozizila ndi úti?	Which is the cold month in America?
Kuli itatu: 'December', Jan- uary', ndi 'February'.	There are three: December, January, and February.
Bwanji nyengo pa mwezi wa 'April'?	How is the weather in the month of April?
Pa mwezi wa 'April' mvula ímagwá kwambili.	In the month of April it rains a lot.

Part 2.

Cínángwa cimadzalidwa pa nyengo yanji?	In what kind of weather is maize planted?
Panyengo yamvula.	During the rainy season.
Kwanu ku Ameleka cinangwa cimadzalidwa?	At your home in America is cassava grown?
Iai, pang'ono basi.	No, just a little.

## Part 3.

Uku kuAmeleka, pa mwezi  
wa 'December', kumazizila  
kwambili.

Here in America in the  
month of December, it's  
very cold.

KuMalawi síkútele.

It's not like that in  
Malawi.

KuMalawi kumatani?

How is it in Malawi?

Kumavumba kwambili, koma  
sikumazizila.

It rains a lot, but  
it's not cold.

## Part 4.

Ici cakudya ndi cozizila.

This food is cold.

Pepani! Nditani nanga?

Sorry! What shall I do?

Cííkénì pàmóto.

Put it on the fire.

Cabwino.

All right.

Grammar 59.A. A type of sentence which contains no verb.

The first sentence of this dialogue is a question:

Bwanji nyengo pa mwezi waJune?

How [is] the weather in the month  
of June?

This sentence contains no verb. Parallels for this sentence are hard to find.

So, for example, the following would be rejected by at least some and perhaps all speakers of Nyanja:

\*Bwino nyengo pa mwezi waJune?

\*Uti mwezi wozizila?

\*Liti nyengo wozizila?

Grammar 59.B. A locative noun (phrase) used as the subject of a sentence.

This dialogue provides two unusually good examples of words in a locative class controlling the concordial prefixes of other words:

Kaya kuAmeleka kumakhala kotani?

I don't know how is is in  
America.

in which /kuAmeleka/ (Cl. 17) is the subject of the verb /-khala/, and:

Kuno kumakhala kozizila.

Here [it] is cold.

in which the subject is /kuno/.

Note also in this connection the one word sentence:

Kuzizila.

It is cold there/here.

in which the first syllable is not the infinitive prefix, but the subject

prefix of Class 17. Note the tonal difference between /kùzízila/ 'to be cold'

and /kúzíizila/ 'it gets cold'.

## UNIT 60

DIALOGUE: August weather in Malawi.

-A-

Kòdí mwèzí wá 'August' nyèngò  
ímakhála yábwinò?

Is the weather good [in]  
the month of August?

-B-

-tantha

to be hot

Mwèzí wá 'August' ndì mwèzí  
wóténtha.

The month of August is a  
hot month.

-B- (continues)

Kúmàyamba kùténtha kwámíli.

The heat begins.

-A-

Kwámíli?

A lot?

-B-

-panda

to be without; to lack

nsapato (9,10)

shoe

Ndìthúdi. Ànthù sáyèndà  
pànsí ópánda nsápàtò.

A lot. People don't  
walk without shoes.

-A-

Mm. Nàngà ànthù ópánda  
nsápàtò àmàyènda bwánji?

How do people without  
shoes on get around?

-A- (continues)

Cífúkwa kuli ànthù ámbíli  
ópánda nsápato.

Because there are lots  
of people who lack shoes.

-B-

thenesi

tennis shoes

Ànthù àmàbvála nsápàtò  
zá thènesi.

People wear tennis shoes.

-A-

mtundu (3,4)	kind, sort, variety
Nàngà mùmàcíta cìàni ntháwi Ìménèyò?	What do you do at that time?
Mùnàlí kùgwíla nchító yá mtùndù wánji?	What kind of work did you do?

-B-

Anthù ayàmbà kùlíma m'índá.	People begin to cultivate the fields.
-----------------------------	--

-B- (continues)

mtengo (3,4)	
Amàyamba kùténtha m'iténgo.	They begin burning the trees.

-B- (continues)

-dula	to cut, sever
Enà amádúla m'iténgo.	Others cut down the trees.

-A-

O. Zikomo kwambili.	Oh. Thank you very much.
---------------------	--------------------------

Exercise material. The climate of Washington, D. C.

Mwezi wa 'June' ndi mwezi wozizila kuMalawi.	The month of June is a cold month in Malawi.
KuWashington mwezi uwu si wozizila.	In Washington this month isn't cold.
Nyengo ya 'June' ndi yabwino kwambili.	The June weather is very nice.
Mwezi wa 'August' nyengo imakhala yotentha.	In the month of August the weather is hot.
Mwezi uwu ndiwó mwezi wotentha kupambana yonse.	This month is the hottest month of all.

KuMalawinso mwezi wa 'August' umatentha kwambili.	In Malawi also the month of August is very hot.
Mwezi wa 'October' ukafika, nyengo imayamba kuzizila pang'ono.	When October arrives, the weather beings to cool off a bit.
Mwezi wa mvula ndi úti? Mvula imagwa mu mwezi wa 'April' kupambana.	Which is the rainy month? The rain falls mostly in April.
Nyengo imayamba kutentha mwezi umenewo.	The weather begins to get hot in that month.
Nyengo ya kuDar es Salaam pamwezi wa 'September' si yabwino.	The weather of Dar-es- Salaam in the month of September is not good.
Kumatentha kwambili.	It's very hot.
Ndiponso kumakhala cinyèzi kwambili.	Also, it's very humid.
Nthawi imeneyo ndi nthawi imene uko kumatentha kupambana nthawi zina.	That time is a time when it's hotter than at other times.
Mvula ìngàthè kùgwá, nthawi ili yonse.	It may rain at any time.
Mwezi wa 'November', sikutenanta kôtele ngàti mwezi wa 'September'.	The month of November isn't so hot as the month of September.
Kumàkhàlábé cinyezi, koma sikutenanta kwambili.	It is still humid, but it isn't very hot.



Nthawi imeneyi, zipatso  
zimayamba kuculuka, cifukwa  
ca mvula.

Mwezi wa 'January'  
kumatenthabe, koma kuli  
mvula.

At this time, the fruits  
begin to become plenti-  
ful on account of the  
rain.

The month of January is  
still hot, but there is  
rain.

The dialogue for this unit is the last in a series (55-60) on the climate of Malawi. It contains no new features of grammar. In this unit, the student's time may be spent in adding to his vocabulary for the discussion of weather. For each of the following English words, ask for the Nyanja equivalent. Find out what concords are used with each new noun. In addition, get at least one short, complete sentence that contains each new word, and write it in the book:

'rain clouds'

mítàmbò yámvúla

'clouds (other than rain clouds)'

mítàmbò

'wind'

m̀phépo

'fog'

mkhúngu

'lightning'

m̀phezi

'to blow' (wind)

kùkúntha m̀phépo

'to thunder'

kùcíta bíngù

'humidity'

cinyèzì

'thunderstorm'

m̀kúntho

'to cease (raining)'

kùkàta

Before leaving Units 55-60:

(1) Learn to describe the climate of the part of the United States that you know best.

(2) Practice asking questions of your teacher concerning the climate at his home. Are there any important climatic variations among different parts of Malawi?

## UNIT 61

DIALOGUE: Buying maize.

-A-

Ndìmafúna kùgúla címàngà.

I'd like to buy some maize.

NB The first sentence contains a further example of /ndìmafúna/, with low tone on the subject prefix. This phenomenon is still unexplained, but explanation can come only through noting and studying the examples as they arise.

-A- (continues)

Mumagùlitsa bwanji?

How do you sell [it]?

-B-

mbale (9,10)

plate

O, mbàlè yáce yáikúlu,

Well, a big plate, just come and see, sir.

tángóbwélani mùoné, bàmò.

-B- (continues)

kobili (5,6)

penny

Mbàlè ìyì, kóbìlì ìmódzi.

This plate [is] one penny.

-A-

Kóbìlì ìmódzi, mbàlè

One penny [for] this large plate?

yáikúlu ìyì?

-B-

Mbàlè imódzi, kóbìlì ìmódzi.

A penny a plate.

-A-

Nàngà ndìkàfùnà kùgúla mbàlè

And what if I want to buy three plates?

zìzátu?

-B-

Mbàlè zítátu màkóbìlì àtátu.

Three plates [for] 3d.

-B- (continues)

Címàngà cánga ndì cábwìndò

My maize is very good.

kwámბíli.

-B- (continues)

Ónani! Cákíkulucíkúlu.

Look! [It's] very big.

-B- (continues)

Ónaní icò cácing'ónocing'óno      Look at that little tiny  
ca anthù éna.      [maize] of the other  
people.

-A-

Àmwènyè (2)

Asians

Kòmà Àmwènyè sàmàgùlitsa      But the Asians don't sell  
cónco.      [it] like that.

-A- (continues)

Àmàgùlitsa mbàlè zìwìli kóbìlì      They sell two plates [for]  
lìmódzi.      one penny.

-A- (continues)

Ndìyé mbàlè zítátu màkóbìli      And three plates [for]  
àwìlì.      2d.

-B-

-ipa

to be bad

O! Címàngà cáce cóipa!      Oh, that maize is bad!

Exercise 61.a.1. GOAL: Facility in using the pricing  
formula.

Mbàlè ìmódzi, kóbìlì lìmódzi.

Mbale ziwili, makobili awili.

dzilà      Mazila awili, makobili awili.

tátu      Mazila atatu, makobili atatu.

ndàláma      Mazila atatu, ndalama zitatu.

cìpéwa      Zipewa zitatu, ndalama zitatu.

mpílà      Mipila itatu, ndalama zitatu.

cimodzi      Mpila umodzi, ndalama imodzi.

cinthu      Cinthu cimodzi, ndalama imodzi.

dzila	Dzila limodzi, ndalama imodzi.
kobili	Dzila limodzi, kobili limodzi.
mbale	Mbale imodzi, kobili limodzi.

Exercise 61 a.2. GOAL: Becoming accustomed to the reversibility feature of the pricing formula.

Mbàlè imodzi kobili limodzi.	Kobili limodzi mbale imodzi.
Mazila atatu makobili atatu.	Makobili atatu mazila atatu.
Mbàléyi makobili atatu.	Makobili atatu mbàléyi.
Munthu m'modzi ndalama imodzi.	Ndalama imodzi munthu m'modzi.
Kobili limodzi dzila limodzi.	Dzila limodzi kobili limodzi.
Makobili atatu dzila limodzi.	Dzila limodzi makobili atatu.
Nsomba imodzi ndalama ziwili.	Ndalama ziwili nsomba imodzi.
Ndalama ziwili mbale imodzi.	Mbale imodzi ndalama ziwili.

Exercise 61 a.1. GOAL: Agility in mental arithmetic connected with pricing.

Mbale imodzi kobili limodzi.

Mbale ziwili makobili àwíli.

Mbale imodzi makobili awili.

Mbale ziwili makobili ànái.

Mbale imodzi makobili àtátu.

Mbale ziwili makobili àsànù ndí límodzi.

Mbale imodzi makobili asanu ndi limodzi.

Mbale ziwili ndalama imodzi.

Mbale imodzi makobili asanu ndí áwíli.

Mbale ziwili  $\left\{ \begin{array}{l} \text{lupiya} \\ \text{ndalama} \end{array} \right\}$  imodzi ncí makóbili àwíli.

Mbale imodzi makobili asanu ndi anai.

Mbale ziwili lùpíya, ndi makobili asanu ndi limodzi.

Mbale imodzi ndalama imodzi.

Mbale ziwili ndalama ziwili.

Mbale imodzi lupiya ndi makobili asanu ndi anai.

Mbale ziwili ndalama zitatu ndi makobili asanu ndi  
limodzi.

Exercise 61.b.1. GOAL: Facility in use of concords with reduplicated adjectives that take a double concordial prefix.

'Some maize is very large, and some is very small.'

címàngà Címàngà cína ndi cícikúlúcikúlu;  
cínánsò ndi cacing'onocin\_ 'ono.

nsomba Nsomba zina ndi zazikuluzikulu;  
zinanso ndi zazing'onozing'ono.

milato Milato ina ndi yaikuluikulu;  
inanso ndi yaing'onoing'ono.

ana Ana ena ndi aakuluakulu;  
enanso ndi aang'onoang'ono.

makasu Makasu ena ndi aakuluakulu;  
enanso ndi aang'onoang'ono.

tali Ana ena ndi aataliatali;  
enanso ndi aafupiafupi.

njila Njila zina ndi zazitalizitali;  
zinanso ndi zazifupizifupi.

miseu Miseu ina ndi yaitaliitali;  
inanso ndi yaifupiifupi.

Exercise 61.x.1. GOAL: Using two different forms of the verb /-ipa/ 'to be/become bad'.

'This maize is spoiling.' 'There's a lot of spoiled maize around here.'

címàngà	Címàngà lci cìkùípa.	Kùnò kùlì címàngà cóípa cámbíli.
dzila	Dzila ili likuipa.	Kuno kuli mazila oipa ambili.
nyama	Nyama iyi ikuipa.	Kuno kuli nyama yoipa yambili.
nsomba	Nsomba iyi ikuipa.	Kuno kuli nsomba zoipa zambili.



Grammar 61.A. Another type of sentence that contains no verb: 'two for a penny.'

The dialogue for this unit contains numerous examples of a new kind of verbless sentence:

Mbale iyi kobili limodzi.

This plate is 1d.

Kobili limodzi mbale...iyi?

One penny for this...plate?

Mbale zitatu makobili atatu.

Three plates for 3d.

All of these examples have to do with prices. Note that either the price (as in the second example) or the merchandise (as in the first example) may be mentioned first. Note also that the half of the sentence that tells the price includes a numeral, even if that numeral is /~modzi/ 'one'. All of the following are acceptable sentences in the language:

Mbale iyi kobili.

This plate is a penny.

Mbale ziwili kobili.

Two plates [for] a penny.

Kobili mbale iyi.

A penny [for] this plate.

Grammar 61.B. A reduplicative construction that includes adjectives with double concordial prefix.

Adjectives with double concordial prefix were discussed in Note 50.b.2. and reduplicative constructions in Notes 57.B and 58.A. Neither of the latter two notes included examples of adjectives with double concordial prefix. The dialogue for this unit includes two such examples:

cacikulucikulu

very big

cacing'onocing'ono

very small

Notice that the concordial prefix /ci/ is found before both occurrences of the stem.

The meaning of this construction is apparently to intensify the meaning associated with the adjective stem.

From the point of view of tone the second of the concordial prefixes has low tone. All other syllables are high. When one of these words stands at the end of a pause group, the pitch of the last syllable is of course determined by the overall intonation of the phrase.

Note that in some of the recorded examples (e.g. 61.b.1, second halves of Lines 3,5) there is a slight pause, or break, between the two halves: aang'ono ang'ono instead of: aang'onoang'ono.

## UNIT 62

DIALOGUE: Buying peas.

-A-

nzama (10)

peas

Nzama izi ndi zabwino  
kodi bambò?

Are these peas [any] good,  
(sir)?

NB The placement of  
/kodi/ in the first  
sentence is a bit  
unusual.

-B-

Ee. Ndi zabwino kwambili.

Yes, they're very good.

-A-

Mugulitsa mbale makobili  
angati?

How much do you sell them  
for? ('You sell a plate  
[for] how many pence?')

-B-

Mbale kobili limodzi.

One plate for 1d.

-A-

O. Ine ndikufunako za  
'six shillings.'

Oh, I'd like six shillings  
worth.

-B-

Za 'six shillings'?

Six shillings worth?

-A-

Inde bambò.

Yes.

-B-

-patsa

to give (not as a gift),  
to hand over

Cabwino. Ndikupatsani.

All right, I'll give  
[them] to you.

-A-

O. Zikomo kwambili.

Oh, thank you very much.

Exercise 62.v.1. GOAL: Getting accustomed to using the words of vocabulary list with their proper concordial prefixes.

	'Please give me the peas.'	'The peas are all gone.'
nzáma	Tipátsení nzáma.	Nzáma zàthà.
nyama	Tìpátsení nyama.	Nyamà yàthà.
dzilà	Tipatseni dzila.	Masila atha.
mpunga	Tipatseni mpunga.	Npunga watha.
mcele	Tipatseni mcele.	Mcele watha.
nthochi	Tipatseni nthochi.	Nthochi zatha.
nsima	Tipatseni nsima.	Nsima yatha.
mtedza	Tipatseni mtedza.	Mtedza watha.

Exercise 62.v.2. GOAL: Further practice in using new nouns with their proper concords.

Remember that the (still unexplained) pitch pattern of /zili zonse/ etc. is [ - - ̂ - ].

	'What kind of peas should I buy?'	'Buy any peas at all.'
nzama	Ndìgùlé nzáma zánji?	Mùgùlé nzáma zìli zónse.
ufa	Ndigule ufa wanji?	Mugule ufa uli wonse.
mpunga	Ndigule mpunga wanji?	Mugule mpunga uli wonse.
nzimbe	Ndigule nzimbe zanjì?	Mugule nzimbe ili yonse.
anyezi	Ndigule anyezi wanji?	Mugule anyezi ali yense.
zipatso	Ndigule zipatso zanjì?	Mugule zipatso zili zonse.
zibwende	Ndigule zibwende zanjì?	Mugule zibwende zili zonse.
nyama	Ndigule nyama yanji?	Mugule nyama ili yonse.
cinangwa	Ndigule cinangwa canji?	Mugule cinangwa (cili) conse.

ndiwo	Ndigule ndiwo yanji?	Mugule ndiwo (zili) zonse.
nyemba	Ndigule nyemba sanji?	Mugule nyemba (zili) zonse.
mcele	Ndigule mcele wanji?	Mugule mcele (uli) wonse.
mtedza	Ndigule mtedza wanji?	Mugule mtedza (uli) wonse.
malalanje	Ndigule malalanje anji?	Mugule malalanje (ali) onse.

Exercise 62.v.3.. GOAL: Further use of new nouns with proper concords.

	'How do you sell peas?'	'The large ones we sell for 1d per plate.'
nzana	Nzana mumagulitsa makobili angati?	Zazikulu tinagulitsa. kobili limodzi pa mbale.
mazila	Mazila mumagulitsa makobili angati?	Aakulu timawagulitsa makobili awili dzila limodzi.
mbatata	Mbatata mumagulitsa makobili angati?	Yaikulu timaigulitsa kobili.
anyezi	Anyezi mumagulitsa bwanji?	Timagulitsa atatu kobili limodzi.
mtedza	Mtedza mumagulitsa makobidi angati?	Timagulitsa kobidi limodzi mbale imodzi.
zibwende	Zibwende mumagulitsa bwanji?	Timagulitsa 'shilling' imodzi cibwende cimodzi.

NB The interchange of /l/ and /d/ in the word for 'penny' is not due merely to a foible of the English-speaking ear. It reflects variations in the spelling practice of the Nyanja speakers themselves.

Vocabulary 62. Most students using these materials should already have accumulated, from their teachers or from other speakers of Nyanja, a fairly large vocabulary concerning foodstuffs. Fill in the Nyanja equivalents of the following, showing tones and concordial classes:

nzáma (10)	peas
dzìlà (5), mazila (6)	egg
m̀pùngá (3)	rice
mcele	salt
nzimbe	sugar cane
mtedza	groundnuts
nthochi	banana
nyemba	beans
zibvwende	pumpkin, melon
kabichi	cabbage
cinangwa	cassava
anyezi	onions
ufa	flour
zipatso	fruit (a general term)
suga	sugar
mango	mango
lalanje	orange
ndimu, mandimu	lemon
mkate	bread
mcwa	beer
njuchi	honey
mbatata	potato
nsima	maize porridge

## UNIT 63

## DIALOGUE: Buying tomatoes.

-	-A-	
phwetekele (5)	}	
maphwetekele (6)		
thimati (5)		tomato
matimati (6)		

NB The use of /ábwinò/ as the central word in the first sentence; there is no verb, and no occurrence of /ndi/.

Matímáti àwà ábwìnò kwámíbíli.

These tomatoes are good.

-A- (continues)

-lima

to hoe, cultivate

Kòdi múmálímá kùtì?

Where do you grow [them]?

-B-

Àménèwa, amálíma kùùjéni--  
kùMwanzá.These here are grown at,  
er, at Mwanza.

-A-

KùMwanzá?

At Mwanza?

Kùlì màtímáti ámbíli?

Are there many tomatoes?

-B-

-ps(y)a

to roast; to be ready,  
ripe

Áakúlu ndipónso ákúps(y)a.

Big and (also) ripe.

-A-

Mumáténga pagálimòtò kàpéná  
pàbasí?Do you carry them by car,  
or by bus?

-B-

Tímáténga pagálimòtò.

By car.

-A-

-bvunda

to rot, be rotten

Sámàbvúnda améñéwa?

Don't they rot?

-B-

Iái, sámàbvúnda.

No, they don't (rot).

-A-

Múgúlítsà bwánji?

How do you sell them?

-B-

Tímàgúlítsà àtátu kóbílì  
lìmódzi.We sell [them] three for  
a penny.

-A-

Ndìpátsèni á '6d.'

Give me 6d. worth.  
( 'Give me 6d.' )

**Exercise 63.1. GOAL:** Further practice in mental arithmetic using pounds, shillings, and pence.

Ndìlì ndí ndaláma ìmódzi.

I have one shilling.

Ndìpátseni màtímàti.

Give me some tomatoes.

Ndìpátseni màtímàti a '6d.'

Give me 6d. worth of  
tomatoes.

Ndìlì ndi ndalama imodzi.

I have 1s.

Ndipatseni nzama.

Give me some peas.

Ndipatseni za '6d.'

Give me 6d. worth of peas.

Ndìlì ndi '1/6'.

I have 1/6.

Ndipatseni nzama.

Give me some peas.

Ndipatseni nzama za '9d.'

Give me 9d. worth of peas.

Continue this exercise using the following:

In sentence 1:

1s. 6d.

-

2s. 6d.

-

In sentence 2:

tomatoes

tomatoes



2s. 6d.	-	bananas
3s.		bananas
3s.	-	maize
£1	-	maize
£1	-	beans
£1 - 10 - 0	-	beans

Exercise 63.2. GOAL: Practice in using words that are useful in describing fruits and vegetables.

mâtímati: Mâtímati àwà, ndì ábwìnò.

Sí sípa.

Ndì óbvúnda?

Sánàbvúnde.

Ndì ákúpsa.

nthoci: Nthoci izi ndi zabwino.

Si zoipa.

Zabvunda?/Ndi zobvunda?

Iai. Sizinabvunde.

Ndi zakupsa.

Give similar sets of five sentences for each of the following:

oranges	mangoes
maize	mango
pumpkin	lemons
cassava	lemon
meat	peas
	beans

Grammar 63.A. A grammatical reminder. In the phrase:

Aakulu ndiponso akupsya.

Big and also ripe.

the verb root /-psy-/ contains no vowel. It was pointed out in Note 46.6. that verb stems of this kind normally do not have an /-o-/ form comparable to /coipa/ or /wokondwa/. Instead, the corresponding form has the concordial prefix (here, /a-/, plus the infinitive prefix /-ku-/.

Units 61-63 are on the subject of buying and selling. Establish your own market, using real produce as much as possible, and practice buying and selling various articles.

## CHINYANJA BASIC COURSE

### GLOSSARY

[ Words are alphabetized by the first letter of the root, regardless of presence or absence of prefixes. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page. ]

- A -

~ace (see ~ace)	
c-aká (7,8)	year
c-ákúdyá (see cákúdyá)	
mw-ai (3)	
c-álici (see cálici)	good fortune
mw-amvu (1)	(a season)
mw-aná (1,2)	child
~ánga (see ~ánga)	
nd-ani	who?
ci-ani (7)	what? (pronoun, not adjective)
~ánji	how? what kind?
bw-ánji	how
~ánu (see ~ánu)	

- B -

-ba	to steal
-badwa	to be born
-badwila	to be born (at a place)
-bala	to give birth to a child
m-bala (1,2)	parent
m.bale (9, 10)	plate
bàmbò (1a)	(my) father (used as form of address for men)

## CHINYANJA BASIC COURSE

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m.batata (9, 10)	potato
bau	(name of popular game)
--be	(negative suffix used with some forms of /-li/)
--be	(persistive enclitic often translated 'still')
-bela	to rob someone
m.beu (9, 10)	seed
b[h]ási (5, 6)	bus
búku (5, 6) [also bukhu (5, 6)]	book
cô-bvála (7, 8)	article of clothing
-bvina	to dance
-bvulala	to be hurt, wounded
-bvinda	to rot, be rotten
-bvuta	to trouble, be difficult
-bvutika	to have trouble, difficulty
-bvutitsa	to cause difficulty or trouble
zi-bvwende	pumpkin, melon
bwanji (see bwanji)	
-bwela	to come (back)
bwenzí (1) mabwenzí (6)	friend
ci-bwenzí (7)	friendship
bwìndò (see bwìndò)	
	- C -
cábwino (see cábwino)	
cálici (7) [plural ??]	church

## CHINYANJA BASIC COURSE

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-capa	to launder
m-cele (3)	salt
-cepa	to be small
-cepeia	to be a little too small with respect to some thing or purpose
n.chíto (9, 10)	work
cifúkwá (see cifúkwá)	
acimwene (1, 2)	brother (?)
-cita	to do
-coka	to (come or go) from
-cokela	to come from
conco	so, then, so-so
-culuka	to be many
~ace	(3 sg. personal possessive 'his, her')
- D -	
n.daláma (9, 10)	money, shilling
n.dége (9, 10)	airplane
-d̥jula	to be expensive
--di	(an emphatic enclitic)
n.diwo (9, 10)	anything eaten as a relish with porridge
dotolo	(medical) doctor (of Western-style medicine)
-dula	to cut, sever
-dwala	to be ill
-dya	to eat
ca-kú-dya (7, 8)	food

## CHINYANJA BASIC COURSE

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ma-dyelelo (6)	festival
-dzala	to sow
-dzela	to follow
mu-dzì (3, 4)	village
dziko (see dzìko)	
dzila (see dzìla)	
dzina (see dzìna)	
-dziwa	to know
dzùlò	yesterday; preceding month, week, year
ma-dzúló (6)	late afternoon, twilight
dzuwa (5, 96)	sun, day
- E -	
èè	(an expression of assent)
mw-èndò (3, 4)	leg, foot
~ení ~éni	exact, genuine
-esa (see -yesa)	
ma-eso (6)	a test
eti	(an expression of surprised inter- rogation)
mw-ezí (3, 4)	moon, month
- F -	
u-fa (14)	flour
ci-falánsa (7)	French (language)
ìfè	(absolute pronoun 1 pl., used also by one person about himself, as a mark of courtesy to the person he is talking with)

## CHINYANJA BASIC COURSE

-fika	to arrive
-fotokoza	to repair
ci-fúkwá (7)	cause, because
m-fùmù (1, 2)	chief
-funa	to want, wish
~fúpi	near, short
- G -	
gálimòtò (5, 6)	motorcar
-ganiza	to think, hold an opinion
-gona	to lie down, sleep
-gula	to buy
gule (5, 6)	dance
-gulitsa	to sell
-gwa	to fall, fall from
-gwila	to catch hold, get
- I -	
ìàl	no
ìfè (see ife)	
-ika	to put
dzíko (5) maíko (6)	country
-ima	to stand, wait
~ína	some, other
dzína (5) maína (6)	name
inde	yes
ìnè (see ìnè)	
bwinò	good, fine
cábwinò	(an expression of approval or acquiescence)

## CHINYANJA BASIC COURSE

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l̀nù (see l̀nù)

-ipa

to be bad

- J -

~ja

( a demonstrative stem)

n. j̀anj̀e (9, 10)

railroad

uje

so-and-so [person]

ujeni

such-and-such a place

n. j̀ll̀a (9, 10)

way, path, small road

n. j̀ng̀a (9, 10)

bicycle

n. j̀ng̀a yá motò

motorcycle

n. juchi (9)

honey

- K -

kálata

a letter, anything written

kale

a short time ago;  
long ago

kanema

cinema

kantini (1)

restaurant

kàpéná

perhaps, if, or

m-kàtè (3, 4)

bread, loaf of bread

-kati

middle, midst

kàyà

(an expression of uncertainty)

m-kazi (1, 2)

woman, wife

-kazinga

to roast, fry

~o-kha

only, alone

-khala

to stay, live, sit

khásu (5), makásu (6)

hoe

khòmò (5) makòmò (6)

door

-khota

to bend



## CHINYANJA BASIC COURSE

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n.khúku (9, 10)	chicken
-khulupila	to trust, expect
m.khungu	fog
n.khuni (9, 10)	(stick of) firewood
khwawa (5) makwawa (6)	dry stream bed, slope
kobili (5, 6) or: k[h]obidi	penny
kòdí	(an expression of interrogation)
ma-kolo (6)	parents
-kolola	to break off from a stalk
kòmà	but
-konda	to please
-kondwa	to be pleased
-kondweletsa	to be interesting, pleasing
-konza	to correct, beautify, mend
-kula	to grow (intransitive)
~kúlu	large
kùménèkò (see kùménèkò)	
kuti	that, so that
kwámbíli (see kwámbíli)	
-kwatila	to be married (a man)
-kwatiwa	to be married (a woman)
-kwela	to climb, board (a vehicle)

- L -

lacinai (see lacinai)
lacisanu (see lacisanu)
lacitatu (see lacitatu)
laciwili (see laciwili)

## CHINYANJA BASIC COURSE

lálánje (5, 6)	orange
lámulùngù (see lámulùngù)	
-landila	to receive
-lankhula (see -yankula)	
ci-lankhulo (7, 8) (see ciyankhulo)	
m-láto (3, 4)	bridge
ma-layá	shirt
u-laya	Europe, England
lèlò	today
-lemba	to write, draw
lô-lémba	Monday
u-lendo (14) malendo (6)	journey
-li	( a defective and irregular verb, often translated 'be' )
ma-lile (6 sg. and plu.)	boundary
-lima	to farm, plough
m-limi (1, 2)	farmer
ci-lìmwè	(name of a season com- parable to summer)
-lipila	to pay
-lipilila	to pay for (something) for (someone)
-lipitsa	to cause to pay; to charge a sum
lìtì (see ~tì)	
lôlémba (see lôlémba)	
m-longò (1, 2)	sibling of opposite sex
-longosola	to arrange, relate
-lowa	to enter

## CHINYANJA BASIC COURSE

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<p>lówelùkà (see lówelùkà)</p> <p>-lumpha</p> <p>mu-lùngù</p> <p>lámù-lùngù</p>	<p>to jump across</p> <p>god, week</p> <p>Sunday</p>
- M -	
<p>mái (1a)</p> <p>maína (see dzíra)</p> <p>cí-màngà (7) [no plu.]</p> <p>máwa</p> <p>m-mawa</p> <p>kwámíbìlì</p> <p>mbuyo</p> <p>~ménè</p> <p>kù-ménèkò</p> <p>~módzi</p> <p>mòni</p> <p>mpaka</p> <p>-mva</p> <p>-mwa</p> <p>nw-ai (3, 4) (see nw-ai)</p> <p>nwamba</p> <p>~o-mwe</p> <p>acimwene (see acimwene)</p> <p>m-mwenye (1, 2)</p>	<p>mother ( used also as term of address to a married woman)</p> <p>maize, ear of maize</p> <p>tomorrow</p> <p>in the morning</p> <p>very much</p> <p>behind</p> <p>(a relative stem)</p> <p>there</p> <p>one</p> <p>(a greeting)</p> <p>until, up to, as far as</p> <p>to hear, feel</p> <p>to drink</p> <p>above</p> <p>same, this same, as well</p> <p>an Asian (person)</p>
- N -	
<p>na-</p> <p>~nái</p>	<p>with</p> <p>four</p>

## CHINYANJA BASIC COURSE

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láci-náí	Thursday
nàngà	( a general question word)
ci-nangwa (7, 8)	cassava
m-nasala (1, 2)	Muslim
nchító (see n.chito)	
mu-ndá (3, 4)	field
ndani (see ndani)	
ndì	(a copular form that is frequently translated with a form of 'is')
ndí	and, with
ndìpó (see ndìpó)	
ndìthú (see ndìthú)	
ndìthúdi (see ndìthúdi)	
ndìyé (see ndìyé)	
-ne	I
i-ne	absolute pronoun 'I'
-nea	to speak, to talk about a person
-neneka	to be talked about
ci-nenelo (7, 8)	language
~a-nga	my
ngakhálé	even
ngàtì	whether, that
~ngàtì	how many?
ci-ngelezi (7)	English (language or manner)
mu-ngelezi (1, 2)	an English person
ng'ombe (9, 10)	ox, head of cattle, beef

## CHINYANJA BASIC COURSE

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pa-ng'óno	a little bit
-nja	outside
ma-njá	[to] the right [side]
~no	this
pa-no (16)	here
ku-no (17)	here, around here
~ó-nse	all
pa-nsí (16)	on the ground, below
--nso	also, again
ci-nthù (7, 8)	thing
mu-nthù (1, 2)	person
~á-nu	your, yours (pl., or used to one person as a mark of respect)
i-nu	you, (pl., or used to one person as a mark of respect)
m-nyakwawa (1, 2)	headman
nyále (9, 10)	lamp
nyàmà (9)	meat
m-nyamatá (1, 2)	boy
nyànjà	lake
m-Nyanjá	a Nyanja person
nyemba (9, 10)	beans
nyengo (9, 10)	season
ci-nyezi (7)	dampness, humidity
nyùmbá (9, 10)	house
m-nza (1, 2)	friend, companion
ma-nzèlé	left (hand)

CHINYANJA BASIC COURSE

- 0 -

~o or: ~wo	(3 pl. personal pronominal stem 'they')
-ocha	to burn, roast, toast
odi	excuse me (said in lieu of knocking at door)
~okha (see ~ok <u>h</u> a)	
-oloka	to ford, cross a river
~omwe (see o- <u>m</u> we)	
-ona	to see
-oneka	to appear, be visible
-onetsa	to show, cause to see
~onse (see on <u>s</u> e)	
-otha	to be warm; to warm oneself at
m-óto	fire
m-owa (3, 4)	beer
m-oyo (3, 4)	life, health

- P -

à-pà	here
m-paka (see <u>m</u> paka)	
-pambana	to pass, surpass
-panda	to be without; to lack
m-pàndò (3, 4)	chair, stool
-panga	to do, make
-pangila	to make, prepare (for some person or some purpose)
pànò (see pà <u>n</u> ò)	
ci-pàtala (7, 8)	hospital

## CHINYANJA BASIC COURSE

-patsa	to give (not as a gift); to hand over
ci-patso (7, 8)	fruit
-peneka	to doubt
pepani	(an expression of condolence)
ci-péwa	hat, cap
-peza	to find
-pezana	to meet (one another)
m.phamvu (9, 10)	power, ability, strength
m.phepo (9, 10)	wind
m.phezi (9, 10)	thunder, lightning
-phika	to cook
-phikidwa	to be cooked
-phikila	to cook for
-phili (5), mapili (6)	hill
-phunzila	to study
phunzilo (5), maphunzilo (6)	academic study
-phunzitsa	to teach
-phunzitsana	to teach one another
phwando (5) mapwando (6)	party
phwetekele (5) maphwetekele (6)	tomato
ma-pila (6)	millet
m.pila (9, 10)	football
m-pingo (3)	religion
-pita	to go, pass
ndì-pó	and; it is there
pompano (16)	right here
-ps(y)a	to roast; to be ready, ripe

## CHINYANJA BASIC COURSE

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m-punga (3)	rice
Pwi'ikízi	Portuguese
- 8 -	
n.sálu (9, 10)	cloth, piece of cloth, clothing
-samba	to bathe
ma-sána (6)	afternoon
u-sána (14) masana (6)	midday, daytime
~sanu	five
láci-sanu	Friday
n.sapato (9, 10)	shoe
ci-Sena (7)	language of the Sena people (S. E. Malawi)
m-seù (3, 4)	road
-sevela	to amuse oneself, have fun, dance
sí	(is) not
m-sikà	market
tsíku (5) masíku (6)	day (24 hour period)
n.sima (9)	maize porridge
sitólo (5, 6)	store, shop
-siya	to leave behind
-siyana	to differ from or part from one another
-socela/ -sokela	to wander, lose one's way
n.somba (9, 10)	fish
-sosa	to hoe lightly, clean the fields
sukúlu	school
-swèla	to pass the day



## CHINYANJA BASIC COURSE

- T -

~táli	far, long, tall
m-tambo (3, 4)	cloud
-tani	to say or do how?
~tátu	three
láci-tátu	Wednesday
táunì	town
tébulo	table
m-tedza	groundnuts
-tele	to be, do, say like this
-telo	to be like that, do or say like that
m-tèndèlè	peace
-tenga	to take
m-tèngò (3, 4)	price
-tentha	to be hot
-tha	to end, be able
-thamanga	to run
-thandiza	to help
n.thawi (9, 10)	time
thènesi	tennis shoes
thimati (5) matimati (6)	tomato
n.thóchi (9, 10)	banana
~thu	(1 pl. personal possessive 'our')
ndì-thú	very much, really
ndi-thúdi	truly
~ti	which one(s)?

## CHINYANJA BASIC COURSE

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ku-ti	where?
li-ti	when?
m-tima (3, 4)	heart
-topa	to become tired
ma-tope (6)	mud
-tsagana na-	to accompany
-tsata	to follow
tseli	the [far] side of something
tsidya (or: tsija)	opposite or far side of
m-tsikana (1, 2)	girl
tsiku (see tsiku)	
m-tsinje (3, 4)	stream
tsogolo	before, in front of
tsopano	now
m-tùndù (3, 4)	kind, variety
-tuta	to carry and put down; to carry on one's head
- U -	
ma-ù (6)	words
uje (see uje)	
ujeni (see ujeni)	
-uma	to be hard, ripe, dry
-uza	to tell
- V -	
m.vúla (9, 10)	rain
-vumba	to rain, rain on

## CHINYANJA BASIC COURSE

- W -

wáci	watch (timepiece)
-weluka	to get off from work, quit work
ló-wéluka	Saturday
~wíli	two
láci-wíli	Tuesday
-wo (or: -o)	(third person plural pronoun stem)
i-wó	(absolute pronoun, 3 pl.)

- Y -

-yamba	to begin
-yang'ana	to look for
-yankhula	to speak
ci-yànkùlò (7, 8)	language
ci-Yao (or: ci-Yawo)	language or other customs of the Yao people (northern Malawi)
-ye	(3 sg. personal pro- nominal stem 'he, she')
i-yé	(absolute pronoun, 3 sg.)
ndi-yé	and
-yela	to be white, light in colour
-yenda	to go
-yendetsa	to cause to go; to drive (a car)

## CHINYANJA BASIC COURSE

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-yanela	to be fit for; ought
-yasa	to try
- Z -	
n.zama (9, 10)	pea(s)
zíkòmò	(an expression of courtesy, some- times translated with 'thank you')
dzilà (5) mazilà (6)	egg
n.zimbe (9, 10)	sugar cane
-zizila	to be insipid, cold
ci-zungu (7, 8)	English (language)
m-zungu (1, 2)	a European person
-zungulila	to go roundabout

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