SiSwati Grammar Manual

Based on "Handbook of SiSwati"
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SA-15

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-Topics from the previous week are expanded to include concord agreement between subjects and predicates, representations of subjects and objects by concords, constructing sentences in the present tense and using the progressive aspect (to convey the meaning "still").

-Chapters 5 - 7 and 15 in "Handbook of siSwati"

-The perfect, past, and future tenses are explained. The perfect tense operates outside of time (expression of completed actions) but is often translated as the immediate-past tense with true past tense form being used for the remote-past.

-Chapters 12 - 14 in "Handbook of siSwati"

-Explanations of how to make comparisons between subjects and objects using adverbial forms as well as using connectors (such as "and" and "with"). Also the basic questions of "what" and "where" are addressed.

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Vocabulary Lists / Self Quizzes / Quiz Answer Keys

-The vocabulary is organized to facilitate learning 10 new words each day for Monday through Friday. The self quizzes are designed to test your own proficiency after each week's lessons, with keys to check your work.

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Comments / Corrections Page

- Please write any comments you have about the grammar manual on this page. If you have found a mistake, please write the page number and the mistake. If you feel you have a better or different way to explain a certain concept, please write it here as well. This manual is a continuous work-in-progress, so please make as many comments as you would like. This page will be collected at the end of PST.

Advanced Section

This section is designed for those who want more topics during PST and to aide in your continued learning at site. These may be read in any order, even during the first five weeks. The examples use all of the content of the first five weeks; however, they should still be conceptually understandable if you have not covered all of the topics.

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Introduction:

This grammar handout is meant to be a guide in terms of information. It is assumed that you will take the initiative and practice on your own with your language instructor, so only examples (not exercises) are given. Also this is not exhaustively in-depth. Hopefully these will facilitate reading the grammar book provided (if you want complete explanations), or at least give you a general base to ask questions. The information presented here is mostly from the Hand Book of SiSwati and the chapter references are for that book. Overall this is the cliff-note version of that book in my interpretation. I have added items from two other siSwati grammar manuals, but in very small amounts comparatively.

You will be given 10 conversational words per day to learn on top of the words you are learning in your classes. Over 6 weeks you will have accumulated 300 auxiliary words and however many you can in the particular niches (home, body, etc). The standard vocabulary fluency equivalent is 5000 words, so this is meant to give you a decent base to continue your learning at site. If you make the effort, you'll be fine.

My recommendation is that you practice making as many sentences as possible during your time with your instructor in as many tenses as possible. Pronunciation takes a lot practice, especially as the words become larger. If you are currently doing "food" in language try saying "I eat the food" with and without objects, in past/present/perfect/future tense, with locative adverbials, with the progressive aspect, using pronouns, expand it to two sentences using the copula, change the verb with extensions so the actions switch (e.g. the food is eaten) etc. There are a lot of possibilities and this is the best time to try them all out. Just reading through the handouts once won't really help. Your instructors will have ideas and games, but a lot of the language sessions will be guided by you. Take the initiative to form pairs / groups and ask questions in the different tenses, using different words etc. This is definitely a self-directed learning environment. Try to get the most out of it while you're in a group, have the time, and have a teacher.

You need to be aware of the challenges faced by your language instructor. The qualification process is fairly involved, but they are still a native speaker trying to teach their mother tongue. I know I wouldn't get very far with grammatical explanations in English; it's really difficult to teach your own language if you are not formally trained. As I said before, a lot of this will be self-directed with your language trainer being a facilitator.

Your host family may not speak your target language. It could be that it is not their first language but that they still understand it / can help you with it. Ask. I lived with a Sotho family while I was learning siSwati, and it was really frustrating. Then they were given the official invitation in siSwati and were able to read it… grr. In their defense I didn't ask if they knew any Nguni language.

Lots of people use lots of methods for learning vocabulary. I know flash cards work really well for some (not for me) and others can just repeat a word in their head. Personally I use a repetition drill that's tedious but effective. Take a sheet of notebook paper and fold it in half 3 times long-wise so you have 8 columns. Write your 10 words in siSwati in column 1, and then write the definition in column 2. Study it. Fold column 1 under the paper so that only columns 2-8 are visible. Fill in column 3 with the siSwati word corresponding the the English words in column 2. Unfold the paper and check your work. Make all corrections in capital letters so you notice, then study columns 2 and 3. Fold columns 1 and 2 under the paper this time and fill in column 4 with the English definitions for column 3. Repeat until you've filled the entire front and back of a page. Make sure you practice filling in the words out of sequence so you don't memorize them by position. After that, write just the siSwati words on a piece of paper and tape it to your wall. Every day go through the definitions by memory. Repeat the drill if need be. It takes zero time, and I promise you'll learn the words.

You will not be fluent at the end of PST. First your vocabulary won't be all there and secondly your grammar will only be about 50% of what full fluency requires. That's ok. If you have ever read "Everything is Illuminated" by Foer, you can see how two people with imperfect language skills can still have meaningful conversation. Hopefully by the end of PST you'll have reached "foreigner-fluency" and even when you "run the jam on the bread" and complain that the "unions have make it too much hard to ignite teachers" people will still get what you're saying (one of my favorite days was when my friend Bheki laughingly told me I was "creating my own sentences"). You'll hear a lot more than you can speak too, and you'll have a solid base to increase your grammar and vocab skills.

There is a Language Proficiency Evaluation at the end of PST, which is given orally by someone other than your language instructor. This is not an exam, though you will receive a level of fluency (ranging from Novice to Advanced). It has no bearing on your site or your status as a volunteer. It is a measure of your progress during PST, and is used so we know how people are performing overall so we can make the best adjustments for the next group. **Do not be stressed out! You can be a totally effective volunteer if you only speak English.**

Good luck, and please give lots of constructive feedback as to how language training at PST can be improved / changed.

All the best,

Evan
SA-15 Language Committee

Concepts for learning this language:

There are a few items which need to be addressed to help with an understanding of the language (in depth explanations will follow throughout PST).

1.   The smallest part of speech is NOT a word, it is the Verb Stem (VS).
2.   Verb Stems have a basic meaning which is altered by a series of extensions (which modify the action performed by the verb) and concords (representing the subject and/or the object).
    i.   For Example: -dlala is the verb stem "play"
    ii. **Ku**dlala has the concord added (ku) making the predicate "to play"
    iii. **Ku**dlal**is**a has the concord ku and the verbal extension "-is-" making the word "to help/make play" which may be translated as "to amuse"
    iv. **Um**dlal**o** is using the concord Um from another noun class and a modified ending, changing the word to "sport"
    v.   **Um**dlal**i** has the same noun class concord but a different ending, the word is now "player"
3.   True words are categorized into noun classes. Most of the classes have singular and plural forms and represent a general group of nouns (though not exclusively so).
4.   SiSwati is a tonal language. The pitch of a given syllable can denote multiple meanings and tenses for the same word.
5.   A single "word" can be a full sentence e.g. Ningatongijwayelakabi.
6.   There are no definite articles in siSwati (**a / the**). Definite articles are added to the English translations for ease of understanding.
7.   THERE IS OFTEN **NO DIRECT TRANSLATION** .
8.   It will be worthwhile to talk to the trainee's and trainers who speak Zulu, Ndebele and Xhosa as well if you have grammatical questions. In all likelihood the trainers will understand siSwati, and the grammar is very similar across the Nguni family.

Personal Pronouns:

The table contains the personal pronouns used in siSwati. This is covered in-depth in the pronoun section; however, I think it is important for you to recognize them immediately. You can use them in a sentence just like you would in English.

	Singular	Plural
First person	Mine (me)	Tsine (us)
Second person	Wena (you)	Nine (you all)
Third person	Yena (him/her) / Lona (it)	Bona (them) / Wona (those)

Vocabulary

SiSwati has a large vocabulary with many dialects. Most of the vocabulary words in this handout (the 10-words per day section) are verbs, and all verbs are in the infinitive ku-class. Conversational words are also included, such as "because / yet / since / after." The reason for this is because the most important thing you can do at site is learn words by asking questions. Therefore, the most important question in siSwati is:

Yini lo?

If you say "Yini lo?" and point at something, someone will tell you the name of that something. It is translated as "What is this?" Ask and point. Repeat until fluent.

There are also four extremely useful words: **shaya, hauw, eish** and **shame.**

(ku)shaya (v) – 1. *To hit*, 2. *Anything else which involves the displacement (real, visualized, or imagined) of the limbs or body in isolation or in total by conscious action, outside force, or divine intervention which may or may not be directed at another person or object* e.g. you can *shaya* the coffee, *shaya* each other (all kinds of meanings), *shaya* a car to drive it, *shaya* a ball (kicking, throwing or catching), *shaya* a poem, *shaya* the computer to type, *shaya* the time when you get off work, *shaya* the wind when you are walking, *shaya* the ground when you are jogging, *shaya* the lightswitch...

Hauw – *Exclamation used to express: surprise, shock, dismay, joy, sadness, anger, disbelief, agreement, disagreement, delight, pain, pleasure etc.*

Eish – *see "hauw."*

Shame – *see "eish."*

This is meant to be funny, but at the same time I'm trying to illustrate that **THERE IS OFTEN NO DIRECT TRANSLATION**. "Shaya" really does get that much use (those are all things I have personally heard, the closest English analogy I've heard is speaking only in terms of "get" e.g. "get sick / get on / get off / get laid / get it (physically or mentally) etc…), and I swear every other word out of my mother's mouth is "hauw" (and I'll have to go to speech therapy to un-learn it I say it so much). You will learn to speak like those who teach you, which probably means your host family. When I first got to site my conversations were 75% hauw, 10% eish, 2% shame, and I shaya'd the rest until I built my vocabulary. That's the second point: **vocabulary is just as important as grammar (probably more)**. Learning the grammar will keep you sane, and help you to organize what you say. The vocabulary will allow you to say it. Even if you don't learn a single grammatical concept and speak only in infinitives, nouns and hand gestures, you will still probably get more across than someone who knows huge amounts of grammar and only a few words words. I could put "hauw" into every tense, but that was all I knew how to say because my only focus was grammar at the beginning. That being said, it is definitely worthwhile to keep the pace of 10 words per day and use the self-quizzes on Saturdays to test yourself.

Grammar Dictionary (courtesy of Hossam SA-14)

This dictionary gives a brief explanation of the grammatical and linguistic terms used in this manual. I don't claim that these definitions are perfectly accurate; that was not my goal. These definitions are written in a way that I hope you will find useful and understandable. Most of these terms you should at least be familiar with and for many, especially once you've read the definition, you'll think "I knew that; why did he write this dictionary anyhow?" I wrote this dictionary because, when I first started studying Tsonga, I (and the other volunteers in my group) couldn't remember much of anything about grammar. However, with a few reminders and some practice most of the stuff came back. I hope this dictionary can help you recall the grammar that you already know.

-Hossam

Absolute pronoun – a pronoun that can stand in the place of the subject or object noun. Even though it is usually translated to English as an object pronoun that is not what it is; it is an all encompassing pronoun.

Active voice – sentences where the subject performs the action. "I hit her" is in the active voice. Compare with the passive voice.

Adjective – a word that describes a noun. Fat, big, large, and massive are all adjectives.

Agent - the noun that carries out the action of the verb on another noun, if the conjugated verb could reference either (This is normally dependent on the order of nouns after the predicate, common with some nguni verbal extensions.)

Bilabial – a sound made with both of the lips. The letter b is a bilabial sound.

Copula - non-verbal predicate, e.g. "it is ...." also expresses "to be" with nouns (it is a non-verbal form). In siSwati many adjective clauses are copula forms as well as the indication of presence / availability.

Clause – a part of a sentence. There are different kinds of clauses including dependent clauses, infinitive clauses, and adjective clauses

Continuous tense – sentences that have things happening "now." Verbs in this tense have the suffix "-ing." This is also called the progressive tense.

Declarative sentences – make a statement and end in a period. They *declare* something.

Demonstrative pronoun – a pronoun such as this or that. They show specificity (this one and that one) as well as distance from the speaker (this one here and that one over there). English has only 2 levels of distance (near and far) while siSwati has 4.

Dependent clauses – a clause that shows the dependency of one part of the sentence to another. These clauses start with words like when, if, and whether. In the sentence "When the bell rings the school will close," "when the bell rings" is the dependent clause.

Enclitic - a non-word that is added to a complete word for emphasis or to add subtle meaning

Formative - any non-word which, when added to a verb stem or full word, changes the meaning

Future tense – refers to the time that will come.

Idiom / idiomatic - a word or phrase that has a specific meaning in context that is different from the literal translation e.g. "When pigs fly"

Imperative sentences – give a command such as "come here." The word "you" is not used in these sentences but is "understood"; i.e. "(You) come here."

Infinitive clause – a part of a sentence that begins with the word "to". In the sentence "I want to run away," "to run away" is the infinitive clause.

Infinite verb - a verb expressed in its basic form, it does not tell tense. "Run" is an infinite verb; "ran" is a finite verb.

Interrogative sentences – ask a question.

Locative – a form of a noun that shows position. For instance, doloba is town, edolobeni is the locative form of it and can be translated as "at town." Locatives are used to translate most of the prepositions in siSwati.

Noun class – Bantu languages organize their nouns into different groups. For example, all people nouns belong in class 1. There are many many many ways to organize noun classes. The format I present in this manual is of my own devising: it's a combination of multiple grammar books in a way I find useful. If you like a different way, do it that way.

Noun concord – when a noun prefix stands alone it is called the concord. Concords are used in numerous ways: as pronouns and demonstratives, with possessives and adjectives. Just about anytime you refer to a noun you must also use the concord. Concords can also represent the subject and object in the predicate.

Noun prefix – a prefix that is part of a noun that shows what class it belongs to. For example, the word vanhu has the prefix "li-" which shows that it belongs in class 2. Not all nouns in the singular form use their prefix, but all nouns in the plural do (except for class 1)

Object pronoun – a pronoun that stands in for the object noun, such as him, her, and them.

Palatal – using the roof of your mouth. Usually referred to when describing how to make certain sounds.

Palatalization - changing a bilabial phoneme to a palatal phoneme (if you made the sound with your lips, now you make it with the roof of your mouth). Try pronouncing "-bwa" without using your lips… sounds a little like "-tjwa," which is its palatalization.

Passive tense - sentences where the subject receives the action being performed. In the sentence "She was hit by me," "she" is the subject and is receiving the beating. In passive sentences the agent performing the action usually follows the word "by".

Past tense – refers to the time before now.

Perfect tense – refers to the state of the verb. A verb in the perfect tense expresses a completed action. Verbs in this tense end with "ed" (licked) unless it is a special case (ran).

Phoneme - a "piece" of sound in the make-up of a word.

Preposition – words such as at, on, over, and under. These words describe the location of one object relative to another. In the sentence "The book is on the table," "on" describes the position of the book relative to the table.

Present tense – refers to the now.

Pronouns – words that stand in the place of a noun. There are a lot of different kinds of pronouns, including object, demonstrative, adjective, and subject pronouns.

Relative Clause – a clause that modifies a noun. In the sentence, "The child who is fat ate all the cake," "who is fat" is the relative clause. These are sometimes called adjective clauses because they describe the noun. In English a relative clause is usually set off by a relative pronoun (or adjective pronoun) such as whomever, who, or that.

Semi-vowel – a letter that is not a consonant, but doesn't quite qualify as a vowel. W and Y are the two semi-vowels in siSwati.

Subject pronoun – a pronoun that stands in the place of the subject noun, such as he, she and they.

Syntax - how a sentence is put together, a.k.a. its sequence.

Verb stem – verbs are often the roots of nouns in siSwati. For example, from *kulima* (to plough) we can derive *umlimo* (farmer). *-lima* without the prefix *ku-* is referred to as the verb stem because that is where all the other words are derived from.

A few idioms and useful phrases:

Mbaymbayi. – later / when I get to it (idiom)

Ngi<u>toti</u>phek*el*a. - **I** <u>will</u> cook *for* **myself**.

<u>A</u>*ngi***sa**kwat<u>i</u> – "*I* **still** <u>don't</u> know you" = long time no see (idiom)

Ni<u>n</u>ga*to***ngi**jwayela*kab*<u>i</u> – "**You all** <u>could</u> (*future*) get used to ***bad* <u>from me</u>**" = get off my back (idiom)

Sikhatsi**ni** <u>manje</u>? – **What** time is it <u>now</u>?

Hhayi wena! – "**Not** you!", may be said literally or in jest, similar to saying "you rascal"

Siyahlupheka. – We are suffering.

Hola 'machawe! – Hey heroes! (great way to get a big smile out of a group of guys)

Phinda futsi? Ngi**sa**fundza kukhuluma *kahle*. – Repeat again? I'm **still** learning to speak *well*.

Unga*ngi*bambi! - **You** must not hold / grab *me*!

Angishi nasetiko. – "I can't light the stove" = I'm broke too (idiom), good to say if people are always asking you for cash.

Ngi*to*shaya! / **Ngi***zo*shaya (Zulu)! – **I** *will* hit (you)! – sounds like "knock shaya" or "Zock shaya." I almost want to list this as idiomatic… it's used frequently, and is often synonymous with "stop." I've heard it used for the full spectrum from "you'll hurt yourself, stop it (or I'll hit you)" to a serious threat.

Indzaba? – Literally "story?" it's often used for "tell me what happened" / "tell me the story" etc.

Grammar Formula Sheet:

This sheet is a quick-reference for the basic construction of the different tenses and clauses. It does not give every form of every tense; however, even if you limit yourself only to those listed here you will still be understood by almost everyone. Object concords are not included in the formulas but are present in some of the examples (they are always prefixed directly to the verb stem).

SC = subject concord
VS = verb stem
VS-x = verb stem with ending –a replaced by –x e.g. VS-ile for –hamba = -hambile.

Tense / Clause	Positive Form	Negative Form	Example
Imperative	VS (suffix –**ni** for plural)	**Musa** ku-VS SC + **nga** + VS-**i**	Letsa! Dlala**ni**! **Musa ku**shaya! U**nga**ngibamb**i**!
Present tense	Long form: SC + **ya** +VS Short form: SC + VS	**a** + SC + VS–**i**	Si**ya**khuluma. **Ba**dlala manje. **A**ngifun**i** lo.
Perfect tense	Long from: SC + VS-**ile** Short form: SC + VS-**e**	**a** + SC + **ka** + VS-**i**	Ngilamb**ile.** Sifik**e** itolo. **A**ngi**ka**mbon**i**.
Past tense	SC's are changed to end in falling tone –a e.g. Ngi → **Nga**. **SC(past)** + VS	**a** + SC + VS + **nga**	**Nga**sebenta. **A**wuhamba**nga**.
Future tense	SC + **tawu** + VS	**a** + SC + **no** + VS **Angeke** …	Si**tawu**letsa kusasa. **A**ngi**no**dla tinyawo. **Angeke** ashaye!
Progressive Aspect	Suffix –**sa**- to the SC	Suffix –**sa**- to the SC	Ngi**sa**fundza kukhuluma kalhe.
Copula	Prefix **ng**- or **ngu**- to noun if vowel beginning (and SC may be prefixed to this), otherwise lower tone of first syllable. Subject concords may also be prefixed to certain words, e.g. lapha → silapha (we are here).	Prefix **aku**- to positive form or **a** + SC + **si** + noun	Ngi**ngu**thishela. **A**ngi**si**tsotsi!

Prefix **ku-** to the VS for <u>infinitive form</u> e.g. **ku**hamba = "to go" vs. –hamba (go). This form can be used in the sentence e.g. Ngicela **ku**pheka. (I'm asking **to** cook).

<u>Locatives</u> are formed by prefixing **e-** to the place noun, sometimes with the added **–weni** suffix. For people, prefix **ku-** e.g. Sihamba **e**sikol**weni**. (We go to school). Letsa **ku**babe. (Take (this) to father).

Formation of inflected nouns with adverbials: prefix the following to nouns for comparisons.

Adverbial	Translation	Example
nga- / nge-	With / concerning-	**Nga**bantwana (**with** the children)
na- / ne-	And	Sbu **na**Tulane… (Sbu **and** Tulane)
SC + nganga- / ngange-	Same size as	Inja Yi**nganga**ndlovu. (The dog is **as big as** an elephant).
SC + njenga- / njenge-	Just like	U**jenga**mine. (He's **just like** me).
Kuna- / kune-	Than	Ugijima masinyane **kune**yena. (You run more quickly **than** him).
SC + na/ne-	To have	Ngi**na**kudla. (I **have** food).

Verbal extensions are inserted before the final vowel of a stem. They can be used in combination and may take multiple objects (see Part 6 for a complete explanation).

Extension	Translation	Example
-w-	Passive – verbal action happens to the subject	Ngishayi**w**e. (I've been beat**en**).
-is-	Causitive – help/make/let do the action of the verb	Kufundz**is**a. (To **help** learn = to teach).
-el-	Applicative – verbal action is "for" someone/something	Utonik**el**a kuSipho mine? (You will give this to Sipho **for** me)?
-an-	Reflexive – verbal action happens to each other	Bayalal**an**a. (They sleep together).
-akal- / -ekal-	Neuter – "-able"	Tinkhanyeti tibon**akal**a. (The stars are vis**ible**).

Suffix **–ni** or add **yini** to ask "what?" e.g. Uyapheka**ni**? / Upheka **yini**? (What are you cooking?).

Suffix **–phi** or add **kuphi** to ask "where?" e.g. Uya**phi**? (Where are you going?) Uhlala **kuphi?** (Where do you stay?). This is frequently shortened to **ku?** in speech.

Week 1:
Greetings, Noun Classes / Language Syntax, Imperative

Basic Greetings:

Sanibonani!

Hopefully you've heard that by now. In case you haven't, here is the basic greeting (in a very formal setting):

A) Sanibonani (We've seen you all, have all of you seen us?)
B) Yebo (Yep.)
A) Ninjani? (How are all of you?)
B) Sikhona. (We're fine.)

Pretty easy. There are lots of variations, greet people and you'll learn them. There is another level of greeting that is much more informal that you will hear. Using it yourself is up to you, it is considered "Tsotsi talk" and you should talk to local friends about what is appropriate for your sex etc.

Itah – hey ("eee-tah")
Hola – yo
Utsini? / Utini? – What do you say?
Tulile – Nothing ("too-lee-lay")

Again there are lots of variations, but someone may approach you with "Itah! Utsini lapha?" and you should recognize it as a greeting. In siSwati the plural form denotes a more formal / respected context.

Noun Classes (CH 1-3):

SiSwati is divided into noun classes. The Handbook makes these needlessly convoluted in my opinion (there are lots of ways to represent them) so here is what I normally use (it's a combination from a couple manuals and the handbook with the most umbrella-esque meaning possible, there are lots of exceptions):

Class	Singular Concord	Plural Concord	Meaning
1st person	Ngi-	Si-	
2nd person	u-	Ni-	
Class 1 / 3rd person	(u-)/u-	Bo-/ba-	Kinship
Class 2	Umu-	Imi-	Proper nouns
Class 3	Li-	Ema-	Borrowed words
Class 4	Si-	Ti-	Body parts / pairs
Class 5	In-	Tin-	Objects / animals
Class 6	Lu-	Tin-	Ideas / abstracts
Class 7	Bu-	----	-ness
Class 8	Ku-	----	infinitive
Class 9	Pha-	----	locative

The (u-) means that the u- is implied e.g. *make* instead of *umake* for mother (this is used a lot for terms of kinship).

The concords are prefixed to a stem to create the noun or the predicate.

For Example:

Ngi- + -dlala (play) → Ngidlala (I play)

Ku- + -dlala → Kudlala (to play)

Other "true" nouns exist and also use the concord system.

Example: **Ti**nja (dogs), **Ba**nftu (people), **imi**fula (river)

In siSwati you cannot put two vowels together in a sequence. A system of vowel elision and semi-vowels exist (you'll learn them by experience or better yet ask your instructor for examples). Read Chapter 6 for a more complete list.

Vowel elision: Ng**i** + **e**lusa → Ng**e**lusa (I herd)   Ngang**a** + **i**nja → Ngang**e**nja (as big as a dog)

Semi-vowels: U + eba → yeba (for 3rd person) weba (for 2nd person)
          (Third person = "he steals") (Second person = "you steal")

Noun Formation:

You will notice that many nouns have derivations from verb stems. There isn't a direct rule that can be applied (to my knowledge) which determines the exact meaning of the noun.

>   Example: Um- + dlala → umdlalo (sport) or umdlali (player)

You'll see stuff like that a lot, umakhi (a builder, from –akha = build) umlimi (a farmer, from –lima = plow).

Imperative (CH 4):

Imperative form is the most basic sentence that can be formed. It is a command, and has positive and negative forms.

Positive Form:

The positive imperative is a positive command e.g. Stop! Play! Go!

>   **Singular:** Use the Verb Stem in isolation if the stem is disyllabic
>   Example: Dlala! (Play!) Hamba! (Go!)

>   If the verb stem starts with a vowel, e.g. Kwenta (to do), prefix **y**-
>   Example: **Y**enta! (Do!) **Y**akha! (Build!)

>   → Vowel verb stems come in two flavors, kw- and k-. If the verb stem starts with e- or a- e.g. -enta (do) -aba (share) the infinitive class is kw- which gives kwenta and kwaba. If the verb stem starts with o- e.g. –opha (bleed) only the k- is used giving kopha (to bleed).

>   If the verb stem is monosyllabic add the suffix –**ni**
>   Example: Kuma (to stop / stand) → Ma**ni**! (Stop!)

>   **Plural:** Suffix –**ni** to the singular form
>   Example: Dlala**ni**! (You all play!) Hamba**ni**! (You all go!)

>   Same applies for the monosyllabic stems: suffix –**ni** to the positive form
>   Example: Mani**ni**! (You all stop!)

Negative Form:

The negative form has two forms: one for stopping action (the action is being preformed at the time of the command) and one for forbidding action (the action has not yet been preformed).

Stopping Action:

To give a stop command for a particular action (singular) use the format:

Musa + ku-VS (infinitive verb form)

Example: **Musa ku**dlala! (Don't play!) **Musa ku**shaya! (Don't hit!)

In the plural form suffix –**ni** to Musa

Example: Musa**ni** kulwa! (You all don't fight!)

Forbidding Action:

To give a forbidding command use the format:

Subject Concord + nga + VS-i (change last letter of VS to i)

Example: Ungahambi. (You must not go)
             Ningabambi. (You all must not hold)

→ Often with the plural forms of positive and negative commands the speaker will drop the final i of the –ni suffix. You may hear "Salan' kahle" rather than "Salani kahle" if someone is addressing a group. Even in greetings you may hear "Sanibonan" without the i.

→ Because it follows the same format as the forbidding action I'm mentioning it here, negative infinitive forms may also be created: ku + nga + VS-i, e.g. kungaboni (not to see).

Adverbial additions:

The imperative is a complete sentence in isolation, but adverbial forms may also be added (there is a section devoted just to adverbials later on).

Example: Yenta kanje! (Do like this!)

Ungahambi ekhaya. (You must not go home)
Musani kudlala lapha! (You all do not play there!)

Vocative:

If you are addressing a person by name or group of people you may use the class concord bo- (third person plural) to specify the whole group.

Example: Salan' kahle, bogogo. (You all stay well, gogos).
             Dlanini boTulane! (You all eat, Tulane and those with him).

Week 2:

Subject Agreement, Present Tense, Object Concord, Progressive Aspect

Subject Agreement (CH 5):

SiSwati also works with a Subject-Verb-Object (SVO) syntax (for basic sentences). Therefore the verb must agree with the subject. This is also done with the class subject concords. When a subject concord is prefixed to a verb stem it forms a predicate. The predicate can be a complete sentence (since the concord is representing the subject) in isolation or used with the definite subject.

The Subject concords are as follows:

Class	Subject Concord (Singular)	Subject Concord (Plural)
First Person	ngi-	si-
Second Person	u- (high tone)	ni-
1. Third Person	u- (low tone)	ba-
2. umu-/imi-	u-	i-
3. li- / ema-	li-	a-
4. si-/ti-	si-	ti-
5. in-/tin-	i-	ti-
5. lu-/tin-	lu-	ti-/tin-
6. bu-	bu-	----
7. ku-	ku-	----

Example: **Ti**nkhomo **ti**yahamba. (The cattle are going)
Gogo **u**bita umtfwana. (Gogo is calling the child)
Emadvodza **a**sebenta lapha. (The men are working there)

Present Tense:

The present tense in siSwati has two forms: a long form and a short form. The long form may be used in isolation as a sentence or end a sentence. The short form may not be a complete sentence by itself and must always be followed by an adverbial / object etc, and it cannot end a sentence.

The present tense in general may be translated in two ways, the best way is to show by example: Ngiyadlala = I play or I am playing. There is no distinction in siSwati (to my knowledge).

Long Form Present Tense:
The format to create a long form predicate in the present tense is:

Subject Concord + **ya** + Verb Stem

      Example: Ngi + **ya** + dlala → Ngi**ya**dlala. (I play / I am playing).

                        Si + **ya** + akha → Si**ya**kha. (We build / We are building).

Long forms are used at the end of sentences, though they may be followed by adverbials that indicate time or locality.

    Example: Ngi**ya**hamba manje. (I'm going now).

→ The **–ya-** is formally called the *completive morpheme* since it completes a sentence. It is normally suffixed to the subject concord.

Short Form Present Tense:
The format to create a short form predicate in the present tense is:

  Subject Concord + Verb Stem (follow with adverbial or object etc)

      Example: Ni + hamba …→ Nihamba esikolweni. (You all are going to school).

                        Ba + dla … → Badla lapha. (They are eating there).

      Example: Umfati u**ya**pheka. (long) → Umfati upheka kudla. (short)

                        Umakhi u**ya**nastsa. → Umakhi uyanastsa emanti.

→ It should be noted that there is no difference in the translations of long and short present tense. The difference lies in the sentence syntax.

Negative Present Tense:

Negative form has the following syntax:

a + Subject Concord + VS-**i**

The negative may be used as a complete sentence (doesn't have a long form).

Since the negative form starts with a vowel, insert semi-vowels before subject concords that start with vowels as well.

→ Semi-vowels are letters that are prefixed to vowels so that you do not have two consecutive vowels in a word. In general, **w is prefixed to u and a, and y is prefixed to i.** Therefore, since the negative form begins with a- a semi-vowel must be inserted to separate that a- from the u- subject concord. In the negative form there is also a distinction made between the u- of second person and the u- of third person.

First person:	a + ngi → angi-	a + si → asi-
Second person:	a + u → **awu-**	a + ni → ani-
Third person:	a + u → **aka-**	a + ba → aba-

→ There is another process known as vowel elision (one of the vowels is dropped) that occurs when two vowels are consecutive.

Example: Ngi + -eba (steal) → Ngeba. (The i of ngi- is dropped).

→ The third process is coalescence, where the vowels are combined or a separated vowel has an influence on a preceding vowel, even if there is no chance of consecutive vowels (in the case of pronouns, to be covered later).

a + i → e   Example: Wa + iftu → Weftu

a + u → o   Example: la + bu → lobu (the u influnces the a, this is covered with pronouns)

 Back to negative present tense:

Example: Angifuni. (I don't want.)
            A*s***itsandzi** *kudlala* lapha. (***We don't like*** *to play* there).
            A**wu**hambi. (You don't go).

                    → u- becomes wu-

Indefinite Subject Concord:

The indefinite subject concord (to express "it") is ku-. This is normally used in conjunction with pha- class nouns.

> Example: Kuyashisa phandle! (It is hot outside!) or Kuyashisa!

Multiple Subject Nouns:

With multiple subjects you may use either the subject concord of the highest-ranked subject in the group (in the speaker's mind), or a plural concord. For groups of animals use zi- or ku- as the plural subject concord.

> Example: Indvodza nebafana **ba**yatingela. (The man and the boy are hunting)
>
> Timbuti nematfole **ku**yabaleka.
>
> (The goats and the calves are running away)

Enclitics:

An enclitic is a formative which is not a proper suffix and is not used independently. The following are common enclitics:

> **-ke** (then)
>
> **bo** (used with imperative for emphasis)
>
> **nje** (just / simply)

Sometimes you will hear these in normal speech, one of the most common phrases I hear is "**Hhayi bo!"** (Not that!) hhayi = not.

> Examples: Siyakhuluma nje. (We are simply talking).
>
> Siyahamba-ke. (And so we go then).

Object Concord (CH 7):

As mentioned earlier, siSwati uses SVO syntax (properly Subject-Predicate-Object). Similarly to the subject, the object may also be represented by a concord in the predicate. The object concords bear a close resemblance to the subject concords, but those that start with vowels are preceded by semi-vowels (w for u/a, y for i) because of their location in the predicate. There are no definite articles in siSwati (**a / the**). Definite articles are added to the English translations for ease of understanding.

The object concords are as follows:

Class	Object Concord (Singular)	Object Concord (Plural)
First Person	-ngi-	-si-
Second Person	-ku-	-ni-
1. Third Person	-m(u)-	-ba-
2. umu-/imi-	-wu-	-yi-
3. li- / ema-	-li-	-wa-
4. si-/ti-	-si-	-ti-
5. in-/tin-	-yi-	-ti-
5. lu-/tin-	-lu-	-ti-/-tin-
6. bu-	-bu-	----
7. ku-	-ku-	----

→ For class 1 use **–mu-** for monosyllabic stems. **–m-** is used in all other cases.

　Example:　　Ngi**m**bona (I see him).

　　　　　　　U**mu**dla. (You eat him…)

Position in Predicate:

The object concord is always prefixed directly to the verb stem. It is NEVER separated from the verb stem by any other formative (unlike the subject concord).

Object Position:

The object normally follows the predicate. If the object is removed from the sentence (either by complete omission or if it is separated from the predicate by an adverbial etc) the object concord is compulsory. The object concord may be used when the object directly follows the predicate for emphasis.

　Example:　　Umtfwana ushaya inkhabi. (The boy hits the ox).

　　　　　　→ *basic sentence with object*

　　　　Umtfwana **u**yi**shaya nyalo inkhabi. (The boy is hitting the ox now).

　　　　　　→ *compulsory object concord because object is removed*

Umtfwana u**yi**shaya nyalo. (The boy is hitting it (the ox) now).

→ *compulsory object concord because object is omitted*

Umtfwana u̲ya̲**yi**shaya. (The boy is hitting it (the ox)).

→ *compulsory object concord because object is omitted*

→ *long present tense, notice that the formative –***ya***- does not separate the object concord from the stem*

When the object concord is used, the long present tense **formative –ya- must be used if the object directly follows the predicate.** If the predicate is followed by an adverbial the short present tense must be used.

Therefore: Umtftwana u̲ya̲**yi**shaya inkhabi. (The boy is hitting *the* ox).

→ *optional object concord for emphasis*

→ *long present tense used because object directly follows the predicate*

Example: *Ema*hhasi *a*ya̲**wu**dla ummbila. (The horses eat the mealies)

*Ema*hhasi *a*dla ummbila. (The horses eat mealies)

The object concord also works with negative present tense (actually you can use the object concord with the positive and negative of almost all tenses).

Example: E̲ma̲hhashi *a*wa**wu**dl*i* **um**mbila.

Imperative Form with Objects:

A command may be given that references an object, e.g. Dlani sinkhwa, mfana! (Eat bread, boy!). The object is sinkhwa (bread) and may be represented by the object concord in the imperative. When this is done, the imperative verb stem ends in –e .

Example: **Si**dl**e̲** **si**nkhwa, mfana!

Sidl**e̲**, mfana! (Eat it, boy! (**the bread**))

Mbit**e̲**, ntfombi! (Call (**him/her**), girl!)

<u>**Ti**</u>leste*ni* lapha, *bafana*! (Bring them (**things**) here, boys!)

→ -letsa = bring, using *–ni* because plural subject

When the object concord is used with the negative imperative (musa or –nga-) the concord is prefixed to the verb stem of the infinitive (ku- class) for musa and is attached to the verb stem for –nga-

.

Example: Positive: <u>**Li**</u>chaz<u>e</u> **li**gama! (Explain the word!)

Negative:

*Musa ku***li**chaza **li**gama! (Don't explain the word!)

U*nga***li**chaz*i* **li**gama! (You must not explain the word!)

The Reflexive:

The reflexive is used to refer to oneself/themselves. It is represented by **–ti-** and is used like an object concord. The reflexive formative is the same for all classes singular and plural.

Example: *Ku***ti**phatsa *kahle*. (*To* <u>behave</u> **oneself** *well*).

<u>The Progressive Aspect (CH 15):</u>

The progressive aspect conveys the meaning "still" e.g. an on-going process. It can occur in any number of tenses and works with object concords. <u>The formative **–sa-** is suffixed to the subject concord</u>.

Example: U**sa**pheka. (He is **still** cooking).

Ngi**sa**fundza kukhuluma. (I'm **still** learning to speak).

Bafana ba**sa**<u>ti</u>*senga*. (The boys are **still** *milking* <u>them</u> (tinkhomo)).

The progressive aspect works in future/present/stative positive and negative forms. In all cases it is suffixed to the subject concord. Look at the chapter for those examples once the tenses are covered.

Week 3:

Perfect, Past, Future

The Perfect:

The perfect form expresses completed action. It is not necessarily locative of time, though it is often used as the <u>immediate past tense</u> (actions completed within a week). It also has long and short forms which follow the conventions of long/short present tense: long is used at the end of a sentence or when the object concord is used and the object follows the predicate directly. Short is used in all other instances.

Long Perfect Form:

Formation: Concords etc + VS – **ile**

      Example: Umfana ubon**ile**. (The boy has seen)
                  Si<u>b</u>abit**ile** <u>ban</u>tfwana. (We called the children).
                  Bantfwana ba<u>y</u>ifunz**ile**. (The kids have read (<u>the books</u>)).

Short Perfect Form:

Formation: Concords etc + VS – **e**

      Example: Ngibone bafana. (I've seen the boys).
                  Nifundze itolo. (You all learned yesterday).

                  *Ba*fati *ba***ti**tfot<u>e</u> ehlatsini **ti**nkhuni. (The old women gathered firewood at the forest).
                           ➔ ehlatsini is the adverbial for "at the forest"
                           ➔ (adverbials will be covered in the next weeks)
                           ➔ the object is removed so the short form is used
                           ➔ -tfota = gather firewood, -tfola = get
                           ➔ lihlasti = forest, tinkhuni = firewood (plural)

➔ There are a few irregular endings for the long form. If a verb stem ends in the following the corresponding changes occur (the short form behaves as expected):

VS Ending:	-ala	-ama	-ana	-asa	-atsa	-ela	-ula
Long Perfect:	-ele	-eme	-ene	-ese	-etse	-ele	-ule

Perfect Negative:

Formation: **a-** + Subj. Conc. + **-ka-** + Obj. Conc. + VS **– i**

The perfect negative does not have long and short forms. The following examples are given in the form of questions, "yini" at the end of the sentence is one way to form a question in siSwati. Interrogatives will be covered in-depth later, but this is a good way to illustrate the perfect negative.

> Nidl**ile** yini? (positive perfect question) → Cha, **a**si**ka**dl**i**. (negative perfect)
> *Have you all eaten? → No, we have not eaten.*

> Sipho ungibon**ile** yini? → Cha, **a**wu**ka**ngibon**i**.
> *Sipho has seen me? → No, he has not seen you.*

> Niwagibel**ile** emahhashi? → Cha, **a**si**ka**wagibel**i**. (-gibela = ride)
> *You all have ridden the horses? → No, we have not ridden them.*

Stative:

The stative gives the state of an object outside of time. It uses the long perfect form. The only way to distinguish between the stative form and the long perfect form is by context.

> Example: Ul**ele**. (He is asleep).
> Uhamb**ile**. (She is gone).

The negative form also uses the negative perfect form. Again for illustrative purposes questions are used. Ending a sentence in "na" is another way to form a question.

→ Interrogatives will be covered later, but by ending a sentence in "na" you are basically asking "are" and by ending in "yini" you are asking "what."

> Ul**ele** na? → Cha, **a**ngi**ka**lal**i**.

Are you asleep? → *No, I am not asleep.*

Emadvodza akhats**ele** na? → Cha, **a**wa**ka**khasal**i**.

      Are the men becoming tired? → *No, the men are not becoming tired.*

      → -khatsala = become tired

Bafana balamb**ile** na? → Cha, **a**ba**ka**lamb**i**.

      Are the boys hungry? → *No, they are not hungry.*

Past Tense:

The past tense is used to describe actions in the remote past. It uses a past subject concord which is formed by applying the formative **–aa-** to the present subject concord (**-aa-** indicates a falling tone, as does **–a:-,** it is only a single letter).

→ <u>In general a colon after a letter indicates a falling lower tone (as does a double vowel).</u>

Formation: Ngi + -aa- → Nga- (pronounced Nga:-)

    In the case of vowels, semi-vowels and elision are used.
    All past concords are pronounced with a falling tone.

Class	Singular Past Concord	Plural Past Concord
First Person	nga-	sa-
Second Person	wa-	na-
Third Person / Class 1	wa-	ba-
Class 2	wa-	ya-
Class 3	la-	a-
Class 4	sa-	ta-
Class 5	ya-	ta-
Class 6	lwa-	ta-
Class 7	ba-	----
Class 8	kwa-	----

    Example: Umfana wahamba. (The boy went).
                   Timvu tabaleka. (The sheep ran away).
                   Thishela watsi … (The teacher said …)

The past works with the object concord.

> Example: **Sa**<u>ba</u>bita. (**We** called <u>them</u>).
> **Wa**<u>si</u>khandza ekhaya. (**He** found <u>us</u> at home).
> **Ba**<u>m</u>bona lapha. (**They** saw <u>him</u> here).

With Verb Stems that begin with vowels, the concord vowel is elided and subject concord tone is longer.

> Example: Lichegu losa inyama. (Present: the old man roasts meat).
> Lichegu l**o:**sa inyama. (Past: the old man roasted meat).
>
> Wembatsa lihembe lami. (Present: He puts on my shirt).
> W**e:**mbatsa lihembe lami. (Past: He put on my shirt).

Negative Past:

Formation: **(k)a-** + VS + **-nga** (nga is suffixed, it does not change VS ending)

→ The **(k)a-** indicates that sometimes you will see **ka-** or just **a-,** either is acceptable.

→ <u>Remember that negative subject concord for third person singular is **ka-**</u>

> Example: Umfana wabophela tinkhabi?
> *Has the boy tied up the oxen?*
> Cha, **(k)a**<u>ka</u>tibophela**nga**.
> *No, **he <u>has not</u>** tied up <u>the oxen</u>.*
>
> Nabita bantfwana?
> *Have you all called the children?*
> Cha, **asi**<u>ba</u>bita**nga**.
> *No, **we <u>have not</u>** called <u>them</u>.*

→ The construction of the past tense is also used for the **Narrative Form**, a form used for narration / story-telling and on-the-spot commentary. It is differentiated from the past tense by a slightly shorter falling tone in the subject concord… good luck. This is a note for fellow grammar fiends.

Future Tense:

The future tense describes actions which have yet to occur. The formation of the future tense takes a few different forms, it is created by the combination of auxiliary verb stems with either the infinitive (**ku-**) form or formative (**wu-**) form of the verb stem.

Auxiliary verb stems: **-ya** (go) and **–ta** (come)

Formation: S.C. + **(-ya- / -ta-)** + **(-ku- / -wu-)** + VS

> You get to make your pick as to what combinations you want. If you feel fancy you can use **–ya** for "going to do" which indicates distant future, and **–ta** for "coming to do" which indicates immediate future, but people will understand you either way.

> Example: Ngi + ta + ku + hamba → Ngi**taku**hamba. (I will go).
> Ngi + ta + wu + hamba → Ngi**tawu**hamba. (I will go).
> Ngi + ya + wu + hamba → Ngi**yawu**hamba. (I will go).

There are other forms. **–ya-/-ta-** may be replaced with **–yo-/-to-,** and **–yo-/to-** may be used without the infinitive/formative form. Also **–ta-** may replace **–to-** when it is used in isolation.

> Example: Ngi**toku**hamba. Ngi**ta**hamba. Ngi**to**hamba.

> Example: Salukati si**yaku**vakashela edolobheni.
> (The old woman **will** visit town).
> Umlimi u**yo**tsenga tinkhomo.
> (The farmer **will** buy the cattle).

Also works with the object concord:

> Example: U**to**tifuna nini <u>tingubo</u>?   (When **will** you want <u>the blankets</u>?)
> Ba**taku**yitfola nini <u>imali</u>?   (When **will** you get <u>the money</u>)?
> Ngi**yawu**litsenga esitolo <u>libhantji.</u>
> (I **will** buy <u>the jacket</u> at the store).

Negative Future:

Same formation but –ta-/-ya- change to **–tu-/yu-** and prefix **a-** to subject concord.

Formation: **a–** S.C. + **(-tu-/-yu-)** + **(-ku-/-wu-)** + VS

Example: **A**ngi**tuku**hamba. **A**ngi**yuku**hamba. (I will not go).

Also, **-ta-/-ya-** may be replaced with **–na-**

Example: **A**ngi**naku**hamba. (I will not go)

And furthermore, **-naku/nawu-** may be replaced with **–no-**

Example: **A**ngi**no**hamba. (I will not go)
Bantfwana **aba**naku**ya esikolweni.
                 (The kids will not go to school).

→ One thing you will hear frequently is **angeke …** this also means **I/he/you/they will not ...** Sometimes it is used in isolation as "really?" or "no way!" The general form is:

angeke + verb in subjunctive mood (CH 32)

Example: Utawuhamba kusasa?
                 You will go tomorrow?
Angeke ahambe kusasa.
                 I will not go tomorrow.
Siyawumbona esikolweni?
                 We will see him at school?
Angeke simbone esikolweni.
                 Will will not see him at school.

→ The subjunctive mood expresses an action or state as a visualized event and not as a reality. It generally translates as "should." To form the subjunctive mood in the most basic positive way, the verb stem ends in **–e**. The class concord for the first / second person is **a-** in this form, other class concords are the same.

→ Functionally, anything you say after **Angeke** is considered negated. The subjunctive mood stuff is the proper way to form it.

Week 4:
Adverbials, Basic Interrogative

Adverbials: (CH 8 – 11)

Adverbials are words that modify verbs. In siSwati most adverbials are derived from nouns or adnominal stems, but some true adverbs exist. There are three main categories of adverbs in siSwait: 1) True adverbs 2) constructions with ka- 3) Inflected nouns with formatives.

True Adverbs:

These come after the verb… this is going to be a list.

Examples Indicating Time:
manje (now), nyalo (now), itolo (yesterday), nyase (of old / forever), namuhla (today), instambama (in the afternoon)

Examples Indicating Place (using pha- locative class):
phansi (underneath / on the ground), phandle (outside), phambili (to the front), lapha (here/there, determined by inflection), le (waaaaay over there)

Examples Indicating Manner etc:
impela (indeed), lombala (really), njalo (continually), sibili (truly) nje (in this manner), futsi (again)

Interrogative Examples:
njani? (how?) nini? (when?) ngakhi? (how many?) bani? (who?) kuphi? (where?) leni? (why?)

Constructions with ka- :

Another class of adverbial forms describes the manner in which the verb is acting. These adverbials are often constructed from adnominal stems and/or nouns, via the prefix ka-. This is also true for some of the interrogatives.

kabi (badly, from –bi), kahle (well, from –hle), kakhulu (very much, from –khulu), kanjani (how?) kanyenti (often, from –nyenti)

Sometimes you will see adverbials formed by the prefix **ma-,** it changes the meanings slightly. Study your dictionary.

malula = lightly   kalula = easily
manje = now   kanje = like this

Usually the adverb takes the position after the verb.

Example: Sidla kanyenti. (We eat often).
              Tinkhomo teluka nini? (When do the cattle graze?)

If there are two or more adverbial forms and one is an interrogative, the interrogative takes the position immediately following the predicate. The others have no fixed position in the sentence.

Example: Uya kangakhi lapha nstambama?
                    How often does he go there in the afternoon?

                    → note that the i- of instambama is dropped because of the vowel ending of lapha.

              Uya kangakhi nstambama lapha? (also correct).

In a sentence with objects, if the adverbial form separates the object from the predicate the object concord must be used.

Example: Uligibela kanjani <u>lihhashi</u>? (How do you ride a horse?)

When the emphasis is on the adverbial form, it may start a sentence.

Example: Nyalo siyaphumula. (Now we rest).

                    → Note the long present tense is used.

                    *Kanyenti **ngiku**tjela kutsi angi<u>wa</u>dli emaswidi.*
                    I *often **tell** **you** that <u>I don't eat</u> *sweets*.

→ Kutsi has diverse meanings, but often is translated as "that"

Nouns Inflected with Formatives:

This category includes nouns which have been transformed by formatives such as locatives, the instrumental nga-, the adverbial formative na-, the comparative njenga- and the similaritive nganga-.

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The locative:

The locative indicates place and can be translated as "at…, to the…, in…" there are three ways the locative is expressed.

1. Prefix ku-
All nouns in class 1 (third person) form the locative by discarding the initial vowel (if it exists) and prefixing **ku-**

        Example: kubabe (to/at father)
                          kumalume (to/at uncle)
                          kubomake (to/at the mothers)
                          kubafana (to/at the boys)

2. Prefix e- and suffix –ini
This is the general form for all nouns outside of class 1. The initial vowel is replaced by **e-** (and in the case of umu- the second u- is dropped since the stem will not be monosyllabic with the **–ini** suffix). The **–ini** suffix takes various forms depending on the ending:

        -i + -ini → -ini   umutsi → emtsini (at/to the tree)
        -a + -ini → -eni   intsaba → entsabeni (at/to/on the mountain)
        -e + -ini → -eni   indlebe → endlebeni (at/on/in the ear)
        -u + -ini → -wini   inkhukhu → enkhukhwini (at/to the chicken)
        -o + -ini → -weni   intfo → entfweni (at/to the thing)

There are lots of exceptions, and a process of palatalization (changing a bilabial sound to a palatal sound) occurs when the noun ends in a syllable containing a bilabial consonant (this will be discussed more in-depth with verbal extensions). Read chapter 9 ☺

3. Prefix e-
There are a lot of nouns which only prefix **e-** and do not add the **–ini .** There are lots of examples in all categories, so just be aware that some words form locatives in this manner.

        Example: eMpumalanga (to the east)
                          emhlane (to the back (of the body))
                          ekhaya (to home)
                          esitolo (to the store)
                          emnyango (to the doorway)
                          ehlobo (to the summer)
                          ebusuku (in the night)

The locative is used in the same manner as true adverbials / adverbials formed from ka-.

> Example: Tintfombi titfota ehlatsini. (The girls gather firewood in the forest).
>   Bantfwana bahlala ekhaya. (The kids stay at home).

The Instrumental nga- :

The adverbial formative nga- has the meaning "with" or "concerning" an instrument (hence the name). Nga- is prefixed to the noun class concord.

> Example: Nga- + u- → Nge-
>   Nga- + bo- → Ngabo-
>   Nga- + si- → Ngesi-

Class	Singular	Plural
Class 1	Nga-	Ngabo-
Class 2	Nge-	Ngemu-
Class 3	Ngeba-	Ngemi-
Class 4	Ngeli-	Ngema-
Class 5	Ngesi-	Ngeti-
Class 6	Ngelu-	Ngeti-
Class 7	Ngebu-	----
Class 8	Ngeku-	----

> Example: Ngihamba **ngeti**nyawo. (I walk **with** my feet).
>   Babhala **nge**peni. (They write **with** a pen).

> Example: Nikhuluma **nge**batali.
>   (You all talk **about (concerning)** your parents).

Nga- may be prefixed to kuphi → Ngakuphi? = whereabouts?

When nga- is used with a locative it expresses "towards/in the direction of." With locatives vowel replacement does not occur. The **prelocative -s** is employed to separate the two vowels (and it will come up in other forms).

> Example: Ngakubabe. (Towards father).
>   Nga<u>s</u>emtini. (In the direction of the village).
>   Nga<u>s</u>ekhaya. (Around home).

→ Nga- with -phandle (outside) aquires the meaning "except" when used with kwa-.

Example: Ngaphandle kwebantfwana… (Except for the children…)

Nga is also used with the names of days of the week / months to indicates "on that day" or "during that month."

Example: NgeliSontfo. (On Sunday).
              NgaImphala. (During the month of October).

Adverbial Formative na- ("To Have"):

The adverbial formative na- may be translated as "with / together with" and is prefixed to a noun like the instrumental nga- with similar vowel replacement.

Example: Udlala nabantfwana. (He plays with the kids).
              Ngihamba nentfombi. (I walk with a girl).

The adverbial na- may also express "to have" with the following syntax:

Formation: S.C. + -na- + noun

Example: umukwa (knife) → unemukhwa (she has a knife)

For the negative prefix a- and use a negative subject concord.

Example: akanamukhwa (she has no knife)
              anginamali (I have no money)

Comparative njenga- :

The comparative njenga- means "just like" and is used like nga- and na- (prefixed to noun with vowel replacement). The prefixed noun may be used directly after the verb.

Example: Ugijima **njenge**mfene. (He runs **just like** a baboon).

Njenga- also uses the prelocative **-s**.

Example: Basebenta njenga<u>s</u>edolobheni. (They work just like in town).
              Esikolweni asidlali njenga<u>s</u>ekhaya.
                   (At school we don't play just like at home).

A noun inflected by njenga- may be used to form a predicate by prefixing a subject concord.

Example: Umfana **u**njengababe. (The boy is just like his father).
                Kunjengasehlobo namuhla. (It is just like summer today).

Comparative kuna- :

Kuna- is translated as "than" and is used for comparisons. It is also prefixed to a noun.

Example: Indvodza ihamba kakhulu **kune**nkhosikati.
                        (The man walks faster **than** the woman).
                Inja inkhulu **kune**likati.
                        (A dog is bigger **than** a cat).

→ The ending –a of kuna changes to e because of the i in inkhosikati and
the influence of the i of the concord in likati.

Kuna- cannot form a predicate, but as shown above it can follow other adverbials.

Comparative nganga- :

Nganga- is used for comparing sizes (as big as / as small as). It can only be used when it
forms part of a predicate (prefix a subject concord).

Example: Indlovu i**ngange**ntsaba. (An elephant is **as big as** a mountain).
                Umnaketfu u**ngangaSipho**. (My brother is **as big as** Sipho).

Connective na- :

The connective na- (not to be confused with the adverbial formative na-) means "and" or
"also" and is used to connect nouns in a sentence. Vowel replacement occurs. Nouns
connected with na- may be the subject or object of a sentence, locatives use the
prelocative **-s**. If a noun is already inflected with nga- the connective na- may still be
used.

Example: Tulane **na**Sbu bayadlala.
                Ngibona umfana **ne**ntfombatane.(I see a boy **and** a girl).
                kubabe **na**kumake (to father **and** to mother)
                Uhamba ngemoto **na**ngendiza.
                        (He goes <u>with</u> a car **and** <u>with</u> a plane).
                Ekhaya **na**<u>s</u>emsebentini. (At home **and** at work).

Example: **Na**Sipho uyabuya. (**Also** Sipho is returning).
                Nanga*semtini*. (**Also** <u>towards</u> the *village*).

Basic Interrogative (CH 11):

This is treated more in-depth in chapter 30, but this will give you the basic what / where questions. You can form interrogatives by using the true adverbs in a sentence, by ending a sentence with "yini" or "na", by changing the tone at the end of the sentence, or with interrogative suffixes.

Interrogative suffix –ni (what?) –phi (where?) :

To ask "what?" suffix **–ni** to the verb.

Example: Ufuna**ni**? (**what** do you want)?
Wenta**ni**? (**What** are you doing)?

Unatsa**ni** babe? or Babe Unatsa**ni**? (**What** is father drinking)?
Sipheka**ni**? (**What** are we cooking)?

To ask "where?" suffix –**phi** to the verb.

Example: Uya**phi**? (**Where** are you going)?
Bahlala**phi**? (**Where** do they stay)?
Ubuya**phi**? (**Where** does he come from)?

Week 5
Pronouns – Absolute, Demonstrative, Quantifiers, Possessive

Absolute Pronoun (CH19):

The absolute pronoun is used to show contrast or emphasis. It may be used with or without subject and object nouns. The contrast / emphasis given is similar to that done by intonation in English e.g. stressing a particular syllable or word, "I want *that* apple.

Each class has an absolute pronoun formed by:

Class Concord + -o- + -na (vowel elision occurs)

Example: ba + o + na → bona

li + o + na → lona

Class	Singular Absolute Pronoun	Plural Absolute Pronoun
First person	mine	tsine
Second person	wena	nine
Third person / Class 1	yena	bona
Class 1 umu/imi	wona	yona
Class 2 li/ema	lona	wona
Class 3 si/ti	sona	tona
Class 4 in/tin	yona	tona
Class 5 lu / tin	lona	tona
Class 6 bu	bona	----
Class 7 ku	kona	----

Uses of the Absolute Pronoun:

1. With Subject Noun

When the pronoun comes <u>before the subject noun</u> in the sentence, it gives emphasis or specificity.

Example: **Tona** tinkhomo, tafa. (**Specifically** the cattle, died).

When the pronoun comes <u>after the subject</u> noun in the sentence it gives contrast.

Example: Timvu tasindza, kodvwa tinkhomo **tona** tafa.

(The sheep survived, but **those** cattle died).

2. Precedes an Object Noun

It gives specificity to the object noun.

Example: Angiwatsandzi **wona** emahhapula.
            (I don't like (**them**) apples (**specifically**)).

3. Without Nouns

When no nouns are present, the pronoun is emphasized or contrasted.

Example: **Yena** udla ema-olintji, **yona** idla emanantji.
            (**He** eats oranges, **those girls (however)** eat tangerines).

4. Can be used with other pronouns (you will see them this week)

Again, it is used to give contrast or emphasis.

Example: Ngifuna **lona** leli. (I want this one **specifically**).
            Sifuna **sona** lesikhulu. (We want this big one **and only it**).
            Badla **sona** **sonkhe** sinkhwa. (They ate **the whole** loaf of bread).

5. With adverbial formatives

When these are used, the –na/-ne suffix of the absolute pronoun is normally dropped.

Example: na**ye** (from na**yena**) = with him
            na**tsi** (from na**tsine**) = with us
            nga**so** (from nga**sona**) = by means of it / with it

Example: EmaZulu anjenga**tsi**. (The Zulus are just like **us**).
            Nami ngihamba **nabo**.(I also go **with them**).

6. With the locative ku- suffix

The –na/-ne suffix is again dropped. With mine/tsine/nine the **ku-** changes to **ki-.**

Example: kimi (to me)   kitsi (to us)   kini (to you all)

Example: ba → kubo (from kubona)

imi → kuyo (from kuyona)

Example: Hlala **kimi**, ungahlali **kuye**.

(Sit **with me**, you must not sit **with him**)

Umutsi, timfene titsandza kukhwela **kuwo**.

(A tree, the baboons like to climb **in it**).

Demonstrative Pronouns (CH 20):

The demonstrative pronoun expresses three positions relative to the speaker: "This one" "That one" and "Yonder one." These are called positions 1, 2 and 3 respectively.

Position 1: "**This one**"

Formation: la- + Subject Concord

Vowel coalescence takes place where the class concord consists of a vowel only:

Example: class umu → concord u → la- + u = lo

class imi → concord i → la- + i = le

class ema → concord a → la + a = la

In the other cases where the class concord consists of a consonant and a vowel, the la- changes by the influence of the vowel of the concord.

Example: class li → concord li → la- + li = leli

class ti → concord ti → la- + ti = leti

class lu → concord lu → la- + lu = lolu

→ In all position-one pronouns, use a high-low tone pattern when pronouncing them.

Position 2: "That one"

Formation: Position-One Pronoun + –o

In the case of monosyllabic position-one pronouns, a semivowel is inserted.

Example: class umu → lo – o = lowo

class imi → le – o = leyo

class ema → la – o = lawo

Otherwise simply replace the final vowel of the position-one pronoun with –o.

Example: class li → leli –o = lelo
class ti → leti –o = leto
class lu → lolu – o = lolo

→ Same as position-one pronouns for pronunciation: high-low pattern is used.

Position 3: "Yonder one"

Formation: Position-One Pronoun + –a (with a high tone)

Example: Position 1 = laba (High-low)
Position 3 = laba (High-high)
P1: lesi (HL) → P3: lesa (HH)

With the monosyllabic stems (and lu/ku) use the semivowels.

Example: class umu → lo → loya or lowa
class imi → le → leya
class ku → loku → lokwa
class lu → lolu → lolwa

If you want to say "That one / those waaaaaaay the @#$% over there" suffix **–yana** onto the position-one pronoun.

Example: Lesiyana. Lobuyana.

In summary:

Class	This one Position 1	That one Position 2	Yonder one Position 3
1. (u) / ba	lo / laba	leyo / labo	leya / laba
2. umu / imi	lo / le	loyo / leyo	loya / leya
3. li / ema	leli / lawa	lelo / lawo	lela / lawa
4. si / ti	lesi / leti	leso / leto	lesa / leta
5. in / tin	le / leti	leyo / leto	leya / leta
6. lu / tin	lolu / leti	lolo / leto	lolwa / leta
7. bu	lobu	lobo	loba
8. ku	loku	loko	lokwa

Positions in a Sentence:

The demonstrative pronoun may follow the noun to which it refers.

> Example: Emadvodza lawa. (The men yonder).
> Tinkhomo leto. (These cattle).
> Intsaba leya. (Yonder mountain).

More commonly, the demonstrative pronoun is prefixed to the noun it is referring to. If the class prefix begins with a vowel, elide the pronoun's vowel. This only works for position 1. Position 2 and 3 may precede the noun but are not prefixed.

> Example: Labo bantfu. (Those people).
> Letinkhomo. (These cattle).
> Lamahhashi. (These horses).
>
> Lowa mutsi. (Yonder shrub). → Notice the u of umutsi is dropped
> Lelihhashi. (This horse).

The demonstrative pronoun may also be used without a noun.

> Example: **Laba** bayasihlupa. (**Those (people)** they are irritating us)
> Sitsandza leto. (We like these).
> Ngifuna leli. (I want this one).

Adverbial attachment:

Demonstrative pronouns may be used with na- nga- njenga- and nganga-

> Example: **nga**<u>lo</u>busuku. (**On** <u>this</u> night).
> Udla **njenga**<u>le</u>nja. (He eats **just like** <u>this</u> dog).
> Uhamba <u>na</u>**laba**? Cha, ngihamba <u>na</u>**labo**.
> (Do you go <u>with</u> **these**? No, I am going <u>with</u> **those**).

Quantifiers (CH 21):

Quantifiers express quantity. There are two forms in siSwati:

> C) The Inclusive stem **–nkhe** = "The whole of" (singular) "all of" (plural)
> D) The Exclusive stem **–dvwa** = "only"

Inclusive:

Formation: Class concord + o + nkhe

> Concords that begin with vowels change to semi-vowels, other vowels are elided.

> 1st person: u + o + nkhe → wonkhe
> si + o + nkhe → sonkhe
> 2nd person: u + o + nkhe → yonkhe
> ni + o + nkhe → nonkhe

> Example: **Lonkhe** libhokisi liwele emantini.
> (The **whole** box fell into the water)
> **Wonkhe** umtimba ubuhlungu.
> (The **whole** body is sore).
> **Tonkhe** tinja tiyakhonkhotsa.
> (**Every** dog is barking).

The inclusive quantifier may follow or precede the noun it refers to. If no noun is present, the quantifier may be translated as "all of them" / "it all" / "all" (plural) or "everyone" / "the whole one" (singular).

> Example: Sitsenga konkhe. (We bought it all) (refers to kudla)
> Bonkhe bahambile. (All of them are gone) (refers to bantfu)

Basisita sonkhe. (They help us all).

Exclusive:

Formation: Class Concord + o + dvwa

       1st person: ngi + o + dvwa → ngedvwa

                     si + o + dvwa → sodvwa

       2nd person: u + o + dvwa → wedvwa

                     ni + o + dvwa → nodvwa

       3rd person: u + o +dvwa → yedvwa

                     ba + o + dvwa → bodvwa

Can be translated as "only" or "alone" and normally follows the object noun.

       Example: Kusele bantfwana **bodvwa** emtini.
                           (**Only** children remain in the village).
                  Emadvodza ahamba **odvwa**. (The men walk **alone**).

When the exclusive quantifier follows the verb and refers to the subject, it means "alone."

       Example: Jabulani ufike **yedvwa.** (Jabulani arrived **alone**).

Class	-nkhe / -dvwa Singular Prefix	-nkhe / -dvwa Plural Prefix
First person	wo / nge	so
Second person	wo / we	no
Third person / Class 1	wo / ye	bo
Class 2 umu/imi	wo	yo
Class 3 li/ema	lo	o
Class 4 si/ti	so	to
Class 5 in/tin	yo	to
Class 6 lu/tin	lo	to
Class 7 bu	bo	bo
Class 8 ku	ko	ko

The Possessive (CH 22):

The possessive expresses possession via the possessive construction (say it 5 times fast). The possessive construction has two parts:

    C) The possessive concord → refers to the noun being possessed

    D) The possessive stem → refers to the possessor

Possessive Concord:

Formation: Subject Concord + -a-

Subject Concord	Singular Possessive Concord	Plural Possessive Concord
u / ba	wa	ba
umu / imi	wa	ya
li / ema	la	a
si / ti	sa	ta
in / tin	ya	ta
lu / tin	lwa	ta
bu	ba	----
ku	kwa	----

Possessive Stems:

Class	Singular Possessive Stem	Plural Possessive Stem
First person	-mi	-itfu
Second person	-kho	-inu
Third person / class 1	-khe / -lo ("it")	-bo

→ With –itfu /-inu, there is vowel coalescence.

Formation of Possessive Construct:

Formation: Possessive Concord + Possessive Stem
                         or
    Possessive Concord + Possessing noun

    Example: Timpahla **tami**. (**My** clothing).
                        Imoto **Yetfu**. (**Our** car).

1. Possessive Concord prefixed to a noun (a changes to e except in third person).

      Example: Tindlebe **te**nja. (The dogs' ears).
                                    Bafati **be**madvodza bahambile. (The men's wives have left them).

2. With the third person, prefix the possessive concord unaltered.

      Example: Lihhashi **la**babe. (Father's horse).
                                      Imali **ya**Themba ilahlekile. (Themba's money is lost).

3. When the possessive concord is prefixed to a locative, the prelocative -s is used.

      Example: Tincwadzi <u>ta</u>**s**ekhaya. (The books from home).
                                      Tinhlanti <u>ta</u>**s**elwandle. (The fish of the sea).

4. The possessive concord is prefixed to adverbials unaltered.

      Example: Kudla **kwa**namuhla. (Today's food).
                                      Infundvo **ya**nyalo. (The learning of now).
                                      Buhlungu **ba**kusasa. (The pain of tomorrow).

5. With pha- class, kwa- changes to kwe-.

      Example: Phakatsi **kwe**libhokisi. (Inside of the box)
                                      Ngaphandle **kwe**ndlu. (Outside of the building).
                                      Ngetulu **Kwe**litafula. (On top of the table).

      Example: Dlala ngaphandle kwendlu! (Play outside of the house!)
                                      *Ngaphandle kwa***l***endzaba. (Except **this** story).*

      → kwa- is unaltered with pronouns.

      Example: Ngetulu kwaloko imoto yami yephuko.
                                        (On top of that yonder, my car broke).

                                        Ngaphandle kwako, bonkhe babalekile.
                                        (Except for you, everyone ran away).

6. Ka- is prefixed to third person singular as a locative prefix to form place names.

      Example: Kamalume (at uncle's place)
                                        KaJabulani (at Jabulani's place)

Terms of Relationship:

Frequently you will hear people combine nouns with the possessive stems.

> Example: umntfwana → umntfwana**mi** (my child).
>
> umnaka → umnak**enu** (You all's brother).
>
> umka → umka**kho** (Your wife).

Sentence Syntax:

The possessive construct may be the sentence subject or object.

> Example: Umlimi utsenge tinkhomo tababe.
> (The farmer bought father's cattle)
>
> Niyalitsandza libhantji lami?
> (You all like my coat?)

Part 6 – Advanced Section
(Read for interest, not necessary for PST)
Verbal Extensions

Verbal Extensions (CH 16-18):

Verbal extensions are one of the key features of verbs in siSwati. A verb stem can take on a multitude of meanings by transformations through extensions. Generally the extension occurs at the end of the verb stem. The different extensions can be used in combination.

Passive Extension:

The passive extension directs the action of the verb toward the subject. It is the difference between "The door opens." and "The door was opened."

Formation: Insert –w- before final vowel of VS if VS is disyllabic

      Example: kubona → kubon**w**a (to be seen)

                          kuvala → kuval**w**a (to be closed)

                          kushaya → kushay**w**a (to be beaten)

In the perfect tense, the long form –ile ending changes to –**iwe**. The short form changes the ending of the passive present to passive perfect by the normal convention (change last letter to -**e**).

      Example: kubon**iwe** / kubon**we** (to have been seen)
                          kuval**iwe** / kuval**we** (to have been closed)

      Example: Inja ibon**iwe** itolo, ibon**we** bafana.
                          (The dog was seen yesterday, it was seen by the boys).

The stative may also be made passive by inserting the passive extension.

      Example: -lele (is sleeping) → -lel**w**e (is being slept)

The passive extension takes subject concords, but generally <u>does not take object concords</u>. Of course, there are exceptions, one of them being –khohla (forget).

      Example: Bafundzi ba**wa**khohl**iwe** emabhuku abo.

(The books of the learners were forgotten by the learners).
Translated to: (The learners have forgotten their books).

Ngi**yi**khohl**iwe** imali yami.
(My money has been forgotten by me).
Translated to: (I have forgotten my money).

For <u>monosyllabic verb stems</u>, insert **–iw-** as the passive extension.

Example: kupha → kuph**iw**e (to be given)

kudla → kudl**iw**e (to be eaten)

If the verb stem is monosyllabic, the perfect long and short both use -**iwe** as the extension. The long form has a long tone on the i (-**i:we**), the short has the long tone on the e (-**iwe:**).

Example: Umfana uph**i:we**. → long form perfect

Umfana uph**iwe:** itolo. → short form perfect

<u>Disyllabic verb stems that begin with a vowel</u> behave like monosyllabic verb stems.

Example: kweba → inyama yeb**iwe** (the meat has been stolen).

kwakha → indlu yakh**iwa** kahle (the house is being built nicely).

Palatalization occurs with the passive extension. Palatalization is the transformation of bilabial sounds to palatal sounds; that is to say, palatalization moves the sound from the lips to the back of the mouth.

Bilabial phoneme	Palatal Equivalent
-b-	-tj-
-bh-	-j-
-ph-	-sh-
-m-	-ny-
-mp-	-ntj-
-mb-	-nj-

The following are verb stem endings in their normal form with the palatalized passive form. There is no palatalization on monosyllabic verb stems.

VS Ending	Palatalized Passive Ending	Example VS	Example VS in Passive
-ba	-tjwa	-hlaba	-hlatjwa
-bha	-jwa	-gubha	-gujwa
-pha	-shwa	-khipha	-khishwa
-ma	-nywa	-luma	-lunywa
-mpa	-ntjwa	-mpompa	-mpomntjwa
-mba	-njwa	-bamba	-banjwa

The perfect passive is also palatalized.

> Example: Lisela liba**njiwe**. (The theif has been caught)
>
> > → kubamba = to hold / catch
> >
> > → -bamba (present) → -banjwa (passive palatalized)
> >
> > → -banjiwe (passive perfect palatalized)

If the verb stem is greater than 2 syllables, the 2nd- and 3rd-to-last syllable may be palatalized rather than the final.

> Example: -khu**m**ula → -khu**ny**ul**w**a (be untied)
>
> -shu**m**ayela → -shu**ny**ayel**w**a (be preached to)
>
> -khu**mb**ula → -khu**nj**ul**w**a (be remembered)
>
> -bo**ph**ela → -bo**sh**el**w**a (be tied)
>
> -se**b**enta → -se**tj**ent**w**a (be worked)

To form the negative, prefix **a-** to the subject concord. The final –a of the passive ending does not change. For the perfect, the negative ending is the same as the active form.

> → when followed by a w, **ts changes to tf and dz to dv**.

> Example: Emavila **a**watsan**dv**wa. (Thugs are **not** liked).
>
> Umfana **a**kashay**wanga** *nge*luswati, ushaywe ngendvuku.
> (The boy **has not been** beaten *with* a switch, he was beaten with a stick).
>
> > → friendly reminder that almost all of these examples are directly from the handbook ☺
>
> *Tinkhabi* a*ti*khu**ny**ul**wa**nga. (*The oxen* **have** not **been** untied).

The passive predicate is normally followed by a noun executing the expressed action. This noun is known as the "agent" and has a specific form:

1. Initial vowel of prefix is u- or e- ➔ prefix formative **ng-** (**ngu-** for class 1)

   Example: Kudla kudliwa ngumuntfu.
             (The food is being eaten by the person).

             Indlu yakhiwa ngumalume.
             (The house is being built by uncle).

             Emanti anatfwa ngemadvodza.
             (The water is being drunk by the men).

2. Initial vowel of prefix is i- ➔ prefix formative **y-**

   Example: Thoko ulunywe yinja. (Thoko was bitten by the dog).

3. Initial letter of prefix is a consonant ➔ lower tone of prefix

   Example: Ibhola idlalwa bafana.
             (The ball is being played with by the boys).

             Themba ushaywe lutsi. (Themba was hit with the stick).

Applied Extension:

The applied extension indicates an action carried out for, on behalf of, or in the direction of something or someone.

Formation: Insert –el- before final vowel of VS

   Example: kuvuna ➔ kuvun**el**a (to agree for)
             kufuna ➔ kufun**el**a (to want/seek for)

The applied extension may take 2 objects: 1) the object of the basic stem and 2) that of the applied stem extension. The syntax is as follows:

Applied verb, Object of the applied verb, Object of the basic verb

> Example: *Ngelus**el**a* <u>malume</u> tinkhomo. (*I herd* cattle **for** <u>uncle</u>).
>
>   Babe wakh**el**a inkhosi indlu.
>   (Father builds for a house **for** the chief).

When the applied extension is used with the reflexive concord "-ti-," the translation becomes "by oneself" or "alone."

> Example: Ku**ti**hlal**el**a – To sit alone by yourself
>   Ngito**ti**hamb**el**a ngobe awufuni kuhamba.
>   (I will go by myself because you don't want to go).

When the interrogative –ni is used with the applied extension you get "do for (-el-) what (-ni)?" aka "why? (-elani?)."

> Example: Uhamb**elani**? (You go for what? aka Why do you go?)
>   Bangifun**elani**?
>   (They want me for what? aka Why do they want me?)

The passive extension may be used in combination with the applied extension, placing the passive extension closest to the end of the predicate (because you take the passive of the applied stem). Palatalization occurs where necessary.

> Example: Livangeli lishu<u>ny</u>ay**el**<u>w</u>a <u>ngu</u>mfundisa.
>   (The gospel is preached by the preacher).
>
>   Tishela ubanjelwa bantfwana.
>   (The teacher is being delayed by the children).
>
>   → -bamba (hold) → -bambela (hold for)
>
>   → -banjelwa (being held for = delayed)

Reciprocal Extension:

The reciprocal extension expresses "each other / one another."

Formation: Insert –an- before final vowel of VS

Example: kubona → kubonana (to see each other)

kushaya → kushayana (to hit each other)

kutsandza → kutsandzana (to love each other)

The reciprocal implies 2 or more subjects. Normally, this is represented with a plural subject concord in the predicate, but they can be named individually and joined with the connective na-.

Example: Sitawubon**an**a. (We will see each other).
Bayatsandz**an**a. (They love each other).
Tinja ngetingwe atitsandz**an**i.
(Dogs and leopards don't love each other).

Another combination of extensions, the applied extension and the interrogative –ni suffix may be added to the reciprocal extension to ask "Why?"

Example: Bongani naSbu, bashayan**elani** njalo?
(Bongani and Sbu, **why** are they always hitting <u>each other</u>?)

Causative Extension:

The causative extension expresses "cause to do" or "help/make/let do."

Formation: Insert –is- before final vowel of verb stem

→ Verb stems ending in –**ka** change to –**sa**, -**la** changes to –**ta**

→ There are lots of irregulars.

Example: -hambisa (cause to do)
-fundzisa (cause / help to learn = teach)

The causative extension may take two objects as the predicate. The syntax is as follows:

Causative VS, Causative object, Object of the basic verb stem

Example: Udlal**is**a bafana libhola.
(He **helps/lets** the boys play ball).

The passive may also be formed from the causative verb stem, palatalizing as necessary.

Example: Utawubanjiswa ngubani? (Who will hold (it) for you?)

Again you can combine the applied extension and the interrogative with the causative extension to ask "Why?"

> Example: U**ba**dlal*is*el**ani** lapha?
> (**Why** are you *letting* **them** play there?)

Neuter Extension:

The neuter extension expresses "-able" / "-ible" in English.

Formation: Insert either –akal- or –ek- before final vowel of VS

> → Different words take different extensions, just have to learn by experience and recognize both.

> Example: -(i)va (hear) → -vakala (audible)
> -tfola (get) → -tfolakala (be get-able / obtainable)

> Example: -tsandza (love) → -tsandzeka (lovable)
> -vala (close) → -valeka (closable)

> Example: Bantfwana abafuneki lapha. (Kids are not wanted here).

Intensive Extension:

Expresses intense action: insert –isis- before final vowel.

> Example: -bambisisa (hold tight)

Part 7
Copula – To be (or not to be), adjectives

The copula is formally a non-verbal predicate and is used to express "to be." Often it is translated as "it is a …" or "that which is …". In siSwati the copula is also used to form certain adjectives.

Positive Copula from Nouns:

Formation: Lower tone of first syllable or add specific formative

For most classes the copula formative is simply a change in tone. Normally you will lower the tone of the first syllable to express "it is …".

> Example: bantfu (with low toned ba-) = "it is people"
> kudla (with low toned ku-) = "it is food"

There are exceptions if the noun begins with a vowel:

1.   Classes starting with <u>u-/(u-) or e-</u>   →   prefix **ng- / ngu-**

> Example: **Ng**umuntfu (it is a person)
> **Ng**umutsi (it is medicine)   **Ng**emanti (it is water)

2.   Class begins with <u>i-</u>   →   prefix **y-**

> Example: **Y**imitsi (it is trees)   **Y**inja (it is a dog)

3.   If class prefix is <u>disyllabic</u>   →   drop initial vowel

> Example: **umu**ntfu → **mu**ntfu
> (this could also be **ng**umuntfu from 1 above).
>
> **ema**nti → **ma**nti (or **ng**emanti)

→ To the best of my understanding, the use of ng/ngu versus dropping the initial vowel is personal choice.

Uses of Noun Copulas:

1. They may appear with another noun to express "universal truths."

   Example: Libhubesi <u>si</u>lwane (low toned **si**)
   "A lion **it is an** animal"

2. You may prefix the subject concord to the copula (not necessary).

   Example: Jabu u**si**shudeni (low tone **si**) (Jabu, he is a student)
   OR: Jabu **si**shudeni (Jabu is a student)

3. When first / second persons are used as subjects of the copula, use the subject concord and maybe the absolute pronoun.

   Example: **Ngi**<u>ngu</u>thishela mine. (**I** <u>am a</u> teacher (myself)).
   Ni<u>ng</u>emaSwati (**You all** <u>are</u> Swazis).

Negative Copula from Nouns:

Formation: (k)aku + positive copula form

   Example: **Aku**<u>ngu</u>muntfu / **Aku**<u>mu</u>ntfu (lower tone of <u>mu</u>)
   (<u>it is</u> **not** a person).

   Aku<u>ti</u>nkhuni (<u>it is</u> **not** firewood) (lower tone of <u>ti</u>)

With the first and second person, use the formation:

(k)a + SC + si + noun without copula formative

   Example: **A**<u>ngisi</u>thishela. (<u>I</u> **am not a** teacher).
   A<u>wusi</u>salukati (<u>You</u> **are not an** old woman).

Copula formation from Pronouns:

With <u>absolute pronouns</u> prefix **nga-/ngi-/nge-** (decide based on presence of a/i/u in pronominal root) and normally discard the –na suffix.

   Example: **Ngi**mi (it is I) (from *mine*)   **Ngi**tsi (it is us) (tsine)
   Nguwe (it is you) (from *wena*)   **Ngi**ni (it is you all) (nine)
   Nguye (from *yena*)   **Nga**bo (from *bona*)

Nguwo/**Ngi**yo/**Ngi**lo etc (it is "it") (from *wona/yona/lona*)

The negative is formed with the prefix **(k)akusi-** with the exception that the second person singular and third person use **(k)akusu-**

Example: **Akusi**mi. (It is not I)
             Akusuwe. (It is not you)

The negative may also be formed by prefixing **aku-** to the positive form, again I think the selective usage of either form is personal choice.

Example: **Aku**ngibo. (It is not them).
             Akungitsi. (It is not us).

With demonstrative pronouns prefix **ngu-**

Example: **Ngu**lo. (It is this one).
             Ngulaba. (It is these).
             Nguleta. (It is those yonder).

The negative is formed by prefixing **(k)aku-** or **akusi-** to the pronoun

Example: **Aku**lo / **Akusi**lo. (It is not this one).
             Akulaba / **Akusi**laba. (It is not those).
             Akuleta / **Akusi**leta. (It is not those yonder).

→ The **negative absolute pronoun** form may be used with the positive demonstrative form to create a negative copula

Example: **Akusi**bo laba. (It is not that one).
             Akuto leta. **Akusi**ye lo. (It is not this one).

Copula formation from Quantifiers:

Formation: Prefix subject concord to the quantifier

Example: **Ti**nkhomo *tami* **ti**tonkhe? (**Are** *my* cattle all (here))?
             Sisebenti **si**sodvwa namuhla. (The worker **is** alone today).
             Bantfwana **ba**bodvwa yini? (**Are** the children alone)?

For the negative, prefix **(k)a-** to the positive form.

Example: Timpahla *tami* **ati**<u>tonkhe</u> yini? (**Are** *my* clothes **not** <u>all</u> (here))?

Copula formation from Adverbials:

Formation: Prefix subject concord (for true adverbs)

Example: **U**<u>se</u>mbili / **U**<u>nge</u>mbili. (**He is** <u>in</u> front)
Banftwana **ba**<u>nga</u>phandle. (The kids **are** outside).
Si<u>lapha</u>, asihambanga. (**We are** <u>here</u>, we have not gone).
Ukhona Jabu? (**He is** here/present/available, Jabu)?

→ -lapha is often used with a quantifier

Example: Tinkhomo takho **ti**lapha <u>tonkhe</u>? (Your cattle **are** <u>all</u> here)?
Imali yakho **i**lapha <u>yonkhe</u>? (Your money **is** <u>all</u> here)?
<u>Bonkhe</u> bantfwana **ba**lapha. (<u>All</u> the children **are** here).

For the negative form, prefix **(k)a-** to the positive form

Example: **Aba**<u>nga</u>phandle. (They **are not** outside).

-khona chaos:

-khona translates as "here"/ "present" as in "Ninjani? Si**khona**." If someone is asking "i**khona**?" they are asking "is it here?" In the negative copula, –*khona* goes through a transformation where the –*na* suffix is dropped, and an *i-* is added changing the stem from –*khona* to –***ikho***. This results in vowel coalescence when the subject concord is either *ba-* or *ka-* (the negative of 3rd person singular).

Therefore: "He is not here" = a + ka + ikho → **akekho**.

→   a = negative copula for –khona
ka = negative subject concord for 3rd person singular
ikho = negative transformation of –khona
a + i = e (vowel coalescence) changes –ka- to –ke-

Example: Banftwana **abekho** <u>ekhaya</u>. (The kids **are not present** at home)
<u>Tintfo</u> *takho* **atikho** lapha. (*Your* <u>things</u> **are not present** here).

→ Some objects do not take *–khona* constructions in speech (from what I've observed). Many things will take **kute** (singular) or **site** (plural) which translate as "empty." The best example I can think of is water:

"Emanti ikhona namuhla?"   "Cha, **kute**."
(The water is here today)   (No, empty = No, it's not here).

Generally what I've found is people/animals/objects are *–khona* and things which may have a volume of some sort are *kute*. This is not a rule. For example, *kute* goes with: *emanti* (water), *gezi* (electricity), *kudla* (food), *imali* (money).

Also, *kute/site* do not seem to take concords in the spoken language. It may be that the *ku-* is in the indefinite concord and applies to everything, but your guess is as good as mine.

Copula formation from Inflected Nouns:

Formation: Prefix subject concord to the inflected noun

> Example: Bantfwana **ba**kumalume. (The kids **are there** <u>towards</u> uncle).
> Tinja **ti**ngangamatfole. (The dogs **are** <u>as big as</u> the calf).
> **U**njengani? (What**'s he** (<u>just</u>) <u>like</u>)?

→ The **pre-locative -s** is also used

> Example: Banwfwana **ba**sekhaya. (The kids <u>are</u> at home).
> Hamba*ni*, **lendzawo** *i*sedvute.
> (Go (*all of you*), **this place** *it is* near).

For the negative, prefix **(k)a-** to the positive form

> Example: Bantfwana **aba**kumalume.
> (The children **are not** towards uncle).
> Tinja **ati**njengemakati. (The dogs **are not** <u>just like</u> cats).

The positive inflected noun may be used with a negative *–khona* form

> Example: Tinkhomo **atikho** <u>esibayeni</u>.
> (The cattle **are not present** <u>in the kraal</u>).

→ With some adverbials you may form the copula by prefixing **ngu-** (positive) or **aku-** (negative)

> Example: **ngu**lapha (it is here)   **aku**lapha (it is not here)
>   **ngu**phakatsi (it is inside)   **aku**phakatsi (it is not inside).

Copula Construction from Adnominal Stems:

This is the formation for adjectives. In siSwati adjectives are translated as a complete predicate, literally from "the green car (English)" to "the car which is green (direct translation)" or "the handsome man (English)" to "the man who is handsome (direct translation)."

There are two types of adnominal stems:

> 1. **Variable basic prefix**:   the adnominal stem employs the basic prefix of its antecedent.
> a.k.a. **adjectives (quantifiable)** e.g. height
>
> 2. **Fossilized basic prefix:**   the adnominal stem is not always recognizable as a prefix.
> a.k.a. **relative stems (qualitative)** e.g. color

Adjectives (quantifiable properties) (variable basic prefix):

Formation: basic prefix of antecedent + adnominal stem

Think of this as "fancy subject concord for subject being described" + "descriptive term."

Table of basic prefix antecedents a.k.a fancy subject concords for making adjective clauses:

Class	Basic Prefix Singular	Basic Prefix Plural
First person	Ngim(u)-	Siba-
Second person	Um(u)-	Niba-
Class 1 / Third person	M(u)-	Ba-
Class 2 umu / imi	M(u)-	Mi-
Class 3 li / ema	Li-	Ma-
Class 4 si / ti	Si-	Tin- / Tim-
Class 5 in / tin	In- / Im-	Tin- / Tim-
Class 6 lu	Lu-	----
Class 7 bu	Bu-	----
Class 8 ku	Ku-	----

A few stems that use the variable basic prefix:

1. **Numerals**:
   -bili (two), -tsatfu (three), -ne (four), -hlanu (five)
2. **Other Descriptors**:
   -bi (bad/ugly), -dzala (old), -hle (good/beautiful), -sha (new/young), -ncane (small), -dze(long/high), -khulu (big), -ngakhi (how many), -nye (others/some), -fishane (short).

For most formations you will use the antecedent with the stem as you would expect and, since this copula form is a complete predicate, it can be a sentence by itself.

Example: **Siba**hle. (**We are** beautiful).

There are a few special cases:

1. With the **m(u)-** prefix (or any prefix containing **m(u)-**) use **mu-** if the stem is monosyllablic

   Example: *Lo*mfana **mu**dze. (*This* child (**he/she) which is** tall).

   → may be translated to: "This tall child."
   or "This child is tall."
   Ngimusha. (**I am** young). "The new me."

2. If the stem is disyllablic use **m-**

   Example: *Lo*mfana **m**fishane. (*This* child (**he/she) which is** short).
   "This short child."

3.	Use **im-/tim-** for stems starting with b- or f-, otherwise use **in-/tin-**

Example:	*Le*ngulube **yim**bi. (*This* pig **which is** ugly).
"This ugly pig."

Again, since the copula in this form is a complete predicate, subjects and objects are optional and may come before or after the construction.

Example:	**Tim**fishane. (The short ones).
→ **Tim**- refers to **ti**nkhuni (firewood).

Tinhle, *leti*mbali. (**They are** beautiful, *these* flowers).
Bubi buso *bakhe*. (*Your* face **is** ugly). ☺

Negative formation:	(k)a- + SC + positive copula form

Example:	Letinkhomo **ati**tin*khulu*. (These cows which are **not** *big*).
Buso bakhe **abu**bu*bi.* (Your face which is **not** *ugly*).

→ For the 1ˢᵗ and 2ⁿᵈ person, simply prefix **(k)a-**

Example:	**A**ngimu*bi*! (I am **not** *ugly*!)

With the progressive, **-sa-** changes to **–se-**

Formation:	SC + **se** + positive copula form

Example:	Kubhala kwakho ku**se**ku*bi*. (Your writing is **still** *bad*).

Tinwele takhe ti**se**tin*dze* (His hair is **still** *long*).

Relative stems (qualitative properties) (fossilized basic prefix):

Thankfully, these are easier; no fancy antecedent concord wanna-be's here!

Formation:	SC + adnominal stem

A few stems:

1. **Colors**
   -bovu (red), -luhlata (green), -mtfubi (yellow), -mnyama (black), -mhlophe (white), -luhlata njengasebhakabhaka (green just like the sky = blue)

2. **Qualitative Qualities**
   -buhlungu (painful), -munyu (acidy), -mnandzi (nice), -catsa (strong), -cotfo (honest)

As in the case of the basic variable prefix, the copula with fossilized basic prefixes are also complete predicates (and therefore the subjects and objects may appear before or after, if at all).

Example: *Lo*mukhwa **u**buntuntfu. (*This* knife **which is** sharp).
            "This sharp knife."

            Aluhlata. (**They are** green (referring to apples)).
            Silula lesifundvo. (**It is** easy, this lesson).

For the negative formation, prefx **(k)a-** to the positive form

Example: **A**yimhlophe. (It is not white).
            Akumakhata. (It is not cold).

In this form, the progressive –**sa-** also changes to –**se-**

Example: U**se**bovu. (You are **still** red).
            Lihlombe lami ali**se**buhlungu. (My shoulder no **longer** hurts).

Part 8
Relative Construction, Subjunctive Mood and Potential Form (CH 26-27, 32-33)

The Relative Construction:

The relative construction is also known as the adjective clause and it acts to qualify the noun to which it refers. Often it is translated as "who/which/that." The relative construction can be formed from copulas and verbs.

Construction from Copula (variable basic prefix):

Formation: Prefix **la**- to the antecedent
              (vowel coalescence occurs across the consonant)

          Example: la- + m(u)- → lom(u)-

Class	Singular Relative Construction	Plural Relative Construction
First person	Lengim(u)-	Lesiba-
Second person	Lom(u)-	Leniba-
Third person / Class 1	Lom(u)-	Laba-
Class 2	Lom(u)-	Lemi-
Class 3	Leli-	Lama-
Class 4	Lesi-	Letin-
Class 5	Len-/Lem-	Letin-/Letim-
Class 6	Lolu-	----
Class 7	Lobu-	----
Class 8	Loku-	----

The relative construction is affixed to the variable basic prefix stem. The English translation is either the relative clause directly or an adjective.

          Example: Emehlo **lama**bili. (Eyes **which are** two) / (Two eyes).
                      Ludziwo **lolu**khulu. (A clay pot **that is** big).

The relative construction may also be used with the progressive. The progressive formative –sa- changes to –se- and is suffixed to the relative construction. The antecedent of the copula is used as well and is prefixed to the stem.

Formation: Rel. Conord + **se** + Antecedent + Variable basic prefix stem

        Example: *Ba*fana laba**se***ba*ncane. (Boys <u>that are</u> **still** small).

                → <u>laba</u> = relative concord (la + ba [antecedent])

                → **se** = progressive formative

                → *ba* = antecedent (from copula form for bafana)

                → ncane = stem meaning "small"

                *Tin*wele <u>leti**se***tin*dze. (Hair <u>that is</u> **still** long).

In the negative, suffix **–nge-** to the relative concord. The antecedent is again prefixed to the stem in this form.

Formation: Rel. Concord + **nge** + Antecedent + Variable basic prefix stem

        Example: Ngitsandza tinja **letin**khulu. (I like dogs **that are** big).
                     Ngitsandza *ti*nja **leti**<u>nge</u>*tin*khulu. (I like dogs **that are** <u>not</u> big).

                     Laba*dze* bahlulekile. (The ones **that are** *tall* are lost).
                     Laba<u>nge</u>ba<u>*dze*</u> bahlulekile. (The ones **that are** <u>not</u> <u>*tall*</u> are lost).

Construction from Copula (Fossilized basic prefix)

Formation: la + SC with coalescence

        Example: la- + u- → lo-

Class	Singular Relative Concord	Plural Relative Concord
First person	Lengi-	Lesi-
Second person	Lo-	Leni-
Third person / Class 1	Lo-	Laba-

        → The relative concords for the other classes are identical to the demonstrative position 1 pronouns in spelling (Week 5).

To form the relative constructions, prefix the relative concord to the adnoun stem. It is translated as either the adjective or relative clause in English.

Example: Ingati **le**bovu. (Blood **that is** red) / (Red blood).
             Emehlo **la**luhlata. (Eyes **that are** green) / (Green eyes).
             Indvodza **le**cofto. (A man **who is** honest) / (An honest man).

For the progressive form, suffix –**se**- to the relative concord.

Example: Lihlombe *leli***se**buhlungu. (The shoulder *that is* **still** painful).

The negative is formed by suffixing –**nge**- to the relative concord.

Example: *Le*lula → Le**nge**lula. (*It is* easy → *It is* **not** easy).

Construction from Verbs:

To form the relative constructions with verbs, prefix *la-* to the subject concord (just like with the fossilized basic prefix copula) to form the relative concord and attach the stem. Sometimes –*ko* will be suffixed to the stem if the verb is the end of the clause (analogous to the long and short forms of the present and perfect tenses). Again, the translations may be as relative clauses or adjectives in English.

Formation: **[la + SC]** + VS + **ko** (if the end of the clause).

Example: Batsandza umtsengi **lo**tsenga**ko**.
             (They love the shopper **who** buys / **who is** buying).
             Translation: "They love a paying customer."

             Ngiva ingane lekhalako. (I hear the baby **who is** crying)
             Translation: "I hear the crying baby."

             Sakhandza umfana **lo**lala**ko**. (We found a boy **who is** sleeping).
             Translation: "We found a sleeping boy."

             Sinetinja **leti**dla inyama. (We have dogs **that are** eating meat).

             Akatsandzi umtfwana **lo**khala njalo.
             (She doesn't like a child **who is** crying constantly).

Tabona umfana **lo**lele endlini.
(They saw a boy **who was** sleeping in the house).

Other tenses can use the relative construction; though there are sometimes changes to the relative concords:

Past tense:

Replace the final vowel of the relative concord with **–a**. If the concord is monosyllabic, insert a semi-vowel.

Example: leli → lela   lo → lowa

Example: Tinkhomo **leta**dla emfuleni titobuya.
(The cattle **who have** eaten at the river will return).

For the negative past, the relative concord is suffixed with *–nga-* and the negative past *–nga* ending is used.

Exmaple: Yindvodzana yakho *le***nga**khuluma**nga** liciniso.
(Your son (*who*) **has not** spoken the truth).

Future and Progressive tenses:

There are no formative changes: prefix the relative concord to the normal constructions. The negative uses the formative **–nga-** suffixed to the relative concord.

Example: Umfati *lo***sa**khuluma.
(The woman *who is* **still** speaking).

Sitimela *lesi***tawu**hamba. (The train *that* **will** go).

Salukati *lesi***nga**funi kudla siyagula.
(The old woman (*who*) **does not** want food, she is sick).

Bantfu *laba***nga**tukubhema batawuhlala lapha.
(Persons *who* **are not** going to smoke will stay here).

The relative construction can be formed from other copula forms by prefixing **la-** to the copula (with cross-consonant vowel coalescence).

Example: Indvodza **le**ngudokotela ikhona. (**la** + **i**ngudokotela).
(The man **who is** a doctor is here).

Sihlangane umunftu **lo**yedvwa. (**la** + **u**yedvwa).
(We met a person **who was** alone).

Gezani timphahla **leti**lapha. (**la** + **ti**lapha).
((You all) wash the clothes **that are** there).

All of these forms may be negated with the **–nge-** formative suffixed to the relative concord.

Example: Indvodza *le***nge**ngudokotela… (The man *who is* **not** a doctor…)

Uses of the Relative Construction:

1.   The relative construction may precede or follow the noun it qualifies.

→ The emphasis goes on the first word

Example: Ludziwo lolukhulu. (A large *claypot*).
Lolukhulu ludziwo. (A *large* claypot).

2.   The noun and the relative construction together form a "word group,"
which may be the subject or object of a sentence.

Example: Sinkhwa **lesi**mhlope simnandzi.
(Bread **that is** white is nice).

Bafuna sinkhwa **lesi**mnandzi.
(They want bread **that is** nice).

3.   The relative construction may act without the noun.

Example: Buyisa **leti**sembili.
(Bring back the ones (**which are**) in front)
→ note the prelocative-s

Lenemali iyatsandeka.
(The one **with (who has)** money is loveable).
Translation: "The rich guy is popular."

4.   The relative construction may qualify inflected nouns

        Example: Ngi<u>ne</u>moto **le**bovu. (I <u>have</u> a car **which is** red).

                     Babe usishaye ngeluswati **lolu**njengensimbi.
                     (Father hit us with a switch **that was** <u>just like</u> iron).

5.   The relative construction may be preceded by the locative **ku-**, possessive
       concords or adverbial formatives.

        Example: Letsa **lesi**khulu na**lesi**nscane.
                     (Bring the big one and the small one).

                     Kulda kwa**laba**semsebentini kusashisa.
                     (The worker's food is still hot). (Literally, the "food
                     of the place of work".)

                     Ngilindzele ku**lomu**dze umutsi.
                     (I was waiting at the tall tree).

6.   Demonstrative pronouns may precede the relative construction. **Only the
       first syllable** of the demonstrative pronoun is used.

        Example: <u>Lo</u>**lo**khona. (<u>This one</u>, **it is** here).

                     Ngibone <u>la</u>**laba**semesebentini.
                     (I saw <u>this one</u> **who is** at work). → prelocative *-s*

Relative Constructions from Possessives:

Normally the possessive construction follows the noun, but a relative construction from a possessive may precede the noun or be used by itself. The relative concord is prefixed to the possessive construction.

        Example: umu class → lo + wami → lowami
                     imi class → lo + yalo → loyalo.

        Example: **La***wami* emanti aphelile. (The water **which is** *mine* is finished).

When the relative construction precedes the noun, it gives emphasis.

        Example: Inja yakho iyangihlupha. (That dog of yours is annoying me).

Leyakho inja iyangifhlupha. (*Your* dog is annoying me).

These constructions also work with adverbial forms.

> Example: Na**le**tami tilahlekile. (And those **of** mine are also lost).
> Sihamba nga**le**yakho imoto. (We'll go with that car of yours).

The Subjunctive Mood:

The subjunctive mood expresses an action or state as a visualized event and not as reality. It operates outside of time, and normally translates to the expression of "should."

Formation: Positive: SC + VS-**e**
              Negative: SC + **nga** + VS-**i**

> → The subject concord of the 3rd person class (singular and plural) for this form is **a-**

> → Since the subjunctive mood operates outside of time, formatives which indicate a time-locative tense (-ya-, -tawu-) are never used.

Express wants / desires / purpose:

Normally the clause is introduced with **kutsi** or **kube**, which is translated as "in order that" / "that" / "so that." (**kutsi** is often directly translated as "that").

> Example: Ufuna *kutsi* sihamb**e**. (You want *that* we **should** go).
>
> Babe utsandza *kube* ngi**nga**vilaph**i**.
> (Father desires *that* I **should not** be lazy).
>
> Buyani, siyikhulum**e** lendzaba.
> (You all come, we **should** talk about this story).

Express polite requests:

Formation: Prefix **ka-, ma-,** or **a-** to the subjunctive mood VS

> Example: **Ma**sihamb**e**. (We **should** go) / (**Let** us go).
> **Ka**sibon**e** malume. (We **should** see uncle) / (**Let** us see uncle).

→ In the 3ʳᵈ person use **maka-** or **aka-**

      Example: **Maka**buy**e**. (He **should** return) / (**Let** him return).

Stronger requests:

There is a stronger request form, which is normally translated as "must."

Formation: Positive: SC + **bo** + VS
                         Negative: SC + **nga** + **bo** + VS

      Example: U**bo**fika ngeliSontfo. (You **must** arrive on Sunday).

                         Ni**bo**hamba kusasa. (You all **must** go tomorrow).

                         U<u>nga</u>**bo**fika ngeliSontfo. (You **must** <u>not</u> arrive on Sunday).

→ If the verb stem is monosyllabic or begins with a vowel, prefix **bo-** to the infinitive class.

      Example: U**bo**kwakha indlu. (You **must** build a house).

                         Si<u>nga</u>**bo**kulwa. (We **must** <u>not</u> fight).

→ The polite and strong forms may be combined (to form an assertive Milan-adult oriented request…).

      Example: A<u>ka</u>**bo**hamba manje. (You <u>really</u> **should** go now).

You will often see the subjunctive mood used after a copula construction (especially if the construction uses the ku- class).

      Example: Kuncono bahamb**e** namuhla.
                         (It's better that they **should** go today).

The Potential Form

The potential form is used to express an action that is possible. It is often translated as "can" / "may" / "could" / "would."

Formation: SC + **nga** + VS

→ The subject concords are pronounced with a **lower tone**.

→ The 3rd person singular subject concord is **a-**.

Example: Ba**nga**buka nyalo. (They **may** watch now).

Si**nga**babona yini? (**Can** we look at them)?

The negative has a few forms, but mostly you end the positive form in **–i** for the negative construction.

Example: Lomfana a**nga**buyel**i** lapha. (This boy **may not** return here).

U**nga**gen**i** endlini. (You **may not** enter the house).

There is no vowel-elision with the potential form. Instead, if a vowel verb stem is being used insert an object concord or use the infinitive form.

Example: Anga**kw**enta loku. (He **can** do that).

Ngi**nga**yakha *i*ndlu. (I **would** build a house).

Vocabulary Week 1

Monday

kushaya	hit
kuya	go
kusho	say
kwenta	do
kuhamba	go
kudla	eat/food
kutsatsa	take
kufaka	put in / on
kufika	reach
kuhlala	stay

Tuesday

kuletsa	bring
namuhla	today
kusasa	tomorrow
itolo	yesterday
lilanga	day / sun
inyanga	month / moon
umyaka	year
nini	when
ngubani	who is it
kufuna	want

Wednesday

guphi	where
leni	why
kubuya	return / come
ekhaya	at home
kute	empty
sikhatsi	time
umuti	village
lidolobha	town
imoto	car
umuntfu	person

Thursday

umfana	boy
intfombi	girl
umtfwana	child
kucela	ask
emini	daytime
ebusuku	at night
kugibela	ride
kuvala	close
kuvula	open
umlilo	fire

Friday

umusi	smoke
kupheka	cook
manje	now
nyalo	now
"-khulu"	big / much
"-ncane"	small / little
shisa	hot
bandza	cool
makata	cold
emanti	water

Vocabulary Week 2

Monday

imifula	river
sihlahla	tree
umutsi	plant / medicine
sivalo	door
luphahla	roof
siyilo	floor
etulu	on top / up
eceleni	beside
ekhatsi	inside
kudvute	near

Tuesday

kanshane	far away
kugijima	run / exercise
kuphagamisa	lift
kukhipha	take out
kubhaca	hide (yourself)
kufihla	hide (something)
kuzuba	jump
kubilisa	boil
kufuca	push
kudvonsa	pull

Wednesday

kweca	escape
kugena	enter
kuphuma	get out / exit
kusuka	get away
kumuka	depart
kutfola	get
emandla	power
kufundza	learn
kufundisa	teach
thishela	teacher

Thursday

kubophela	tie up
kukhumula	untie
kukhuluma	speak
kuvuna	harvest
kulima	plow
kuchosa	chase
kubona	see
kubuka	watch
kusita	help
kucedza	complete

Friday

kubhala	write / draw
kubala	count
umsimeto	culture
kweba	steal
kwaba	share
kuncoma	recommend
lapha	here / there
uma	If
ngakoke	so then
kulimata	Damage

Vocabulary Week 3

Monday

kulimala	hurt oneself
kotsa	warm oneself
kuhlabela	sing
ingoma	song
kugeza	wash oneself
kuwasha	wash dishes / clothing
timpahla	clothing
umsindvo	noise
kulala	sleep
kulalela	listen

Tuesday

kucabanga	think
imfundvo	knowledge
nomphela	forever
kulwa	fight
kuwa	fall
kuthulu	be queit
njalo	continuously
kucala	first
"-gcinako"	last
kukhetsa	choose

Wednesday

ligama	word/name
kuma	stop
kusukuma	stand up
lubondza	wall
emkhatsini	in between
kuhlukana	different
kuba	be
kayenti	often
kutfunga	sew
macondzana	opposite

Thursday

ndzawonye	together
sicuku	Group
kudala	Create
kukhohla	Forget
kukhumbula	remember
kuluka	Graze
kulingana	Equal
kubhudza	Dream
kwephuta	Slow
kopha	Bleed

Friday

indvodza	Man
salukati	Woman
lichawe	Hero
inkinga	Puzzle
litje	Stone
umgwaco	Road
kubika	Report
litulu	weather
lifu	Cloud
liyana	Rain

Vocabulary Week 4

Monday

imivula	rain
siphepho	storm
sebhakabhala	sky
umbane	lightning
kutsela	pour / bear fruit
sitselo	fruit
intfo	thing
kutsanyela	sweep
kupha	give / feed
kunika	give

Tuesday

kuvuka	wake up
koma	dry
sifiki	newcomer
kuvilapha	lazy
kunatsa	drink
tjwala	beer
umnyama	darkness / black
kukhanya	birght / light
imphohlo	bachelor
kushadza	marry

Wednesday

sitfombe	picture
kwehluka	differ
intjweba	beard / facial hair
silwane	animal
litfuli	dust
kuvela	appear
kuhlamba	swim
luvela	intuition
kufanekisa	reproduce
umbuzo	question

Thursday

kuhlangana	to meet
batali	parents
emuva	to the back
insiza	aeroplane
kukhatsala	become tired
kubingelela	greet
kwembatsa	wear / clothe
kugcoka	wear
lilumbo	magic
kubandluluo	discriminate

Friday

likiki	glasses
sidvwedvwe	rag
kubaleka	run away
buhlalu	beadwork
kuvuma	agree
kusebenta	work
kwelapha	cure
sifo	disease
kukhula	grow
kwelusa	herd (cattle)

Vocabulary Week 5

Monday

solo	since
mhlawumbe	maybe
noko	yet
bese	and so
kodvwa	but
kugadza	guard / supervise
kulahleka	lost
kukhandza	find
kuboleka	borrow
umyeni	husband

Tuesday

umshadi	spouse
zakwetfu	co-wife
umtsetfo	rule / law
umtfanti	shade
kungcola	become dirty
kuvvusa	wake another
umnyango	doorway
kufula	repair
kuhlaba	slaughter
lukholo	faith

Wednesday

kubulala	kill
lihhovisi	office
kusabela	answer
indvuku	stick (also penis)
tingubo	blankets
umbhedze	bed
lusizo	sorrow
kushiya	leave behind
kudrayivela	drive
lizulu	heaven

Thursday

sihogo	hell
kucatulula	solve
sigaba	piece
dodi	rubbish
umcashi	employer
inkanankana	problem
kwenweba	exaggerate
kuduka	stray
kwesha	move aside
bunaka	neatness

Friday

kusha	burn
kutfuma	send
lulaka	temper
kuficita	crush
sitimela	train
kubasa	prepare fire
kuhlupa	irritate
kuchubeka	continue
kukhokha	pull / draw out
imbalwa	few

Vocabulary Week 6

Monday

kuhlupheka	suffer
kugcwaba	get / be full
sibhamu	gun
bubele	kindness
lunya	unkindness
kutsintsa	touch
kulutsa	deceive
invamisa	common occurrence
jikelele	everywhere
kukhumbata	remind

Tuesday

kuphatsa	control
kufica	tie in a knot
lifindvo	knot
kwata	to know
imphuphu	meal
kubeka	place
kuvuta	leak
lihele	line of people
imiyalo	warnings
kulungisa	prepare

Wednesday

inhlanyelo	seed
inhlanhla	luck
indzawo	place
kutsenga	buy
kutsengisa	sell
kujwayela	get used to
lishwa	misfortune
kuvuba	mix together
ligala	branch
inkhanyeti	star

Thursday

kuphika	deny
kujuluka	sweat
kukhokhoba	sneak
kucabuta	kiss
kwanga	show affection
kuncibilika	melt
ingalo	skill
kulandzela	follow
umbala	color
kugana	choose spouse

Friday

kulobha	cheat
kutila	abstain
sizatfu	reason / excuse
kugiga	weave with grass
kutingela	hunt
kuseva	serve
bugove	greed
kulindza	wait
kudzinga	need
kubaluleka	be important

Week 1 Self Quiz:

1) Please write the following sentences:

      (You all) bring the food today!
      We must not hit.
      Don't go tomorrow!
      Mom and dad, you must not ride at night.
      All (Sipho and those with him) of you play!

2) Please write the negative infinitive of –shaya and give the translation.

3) What is incorrect with the following? Please make the corrections:

    E) Ngielusa tinkhabi.
    F) Wushaya umuntfu.
    G) Musani kuhamba, Tulane.

4) Fill in the following vocabulary table (for verbs use the infinitive):

	hit
kuya	
kusho	
kwenta	
	go
	eat/food
kutsatsa	
	put in / on
	reach
kuhlala	
	bring
namuhla	
	tomorrow
itolo	
	day / sun
inyanga	
umyaka	
	when
ngubani	
	want
	where
leni	
kubuya	
	at home
kute	
sikhatsi	

	village
	town
imoto	
umuntfu	
umfana	
intfombi	
	child
kucela	
	daytime
ebusuku	
kugibela	
	close
	open
umlilo	
	smoke
	cook
manje	
nyalo	
	big / much
"-ncane"	
	hot
bandza	
makata	
	water

5) What is the role of the class concord?

6) What are the class concords for the following:

      a) First person singular and plural
      b) Second person singular and plural
      c) Third person singular and plural

Week 2 Self Quiz:

1) Please write the following sentences:

  a) The boy is untying the oxen.

  b) Teach the children!

  c) Not that!

  d) The boys are still harvesting the vegetables.

  e) They see us.

  f) I am still running.

2) How would you write "To sit alone by oneself" ? What is the object concord?

3) When must the formative –ya- be used with the object concord? Give an example sentence.

4) Fill in the vocabulary table:

Imifula	
	tree
Umutsi	
Sivalo	
	roof
	floor
Etulu	
	beside
	inside
Kudvute	
Kanshane	
	run / exercise
Kuphagamisa	
	take out
Kubhaca	
Kufihla	
	jump
Kubilisa	
Kufuca	
	pull
	escape
	enter
Kuphuma	
Kusuka	
	depart

	get
Emandla	
	learn
Kufundisa	
	teacher
Kubophela	
Kukhumula	
	speak
Kuvuna	
Kulima	
	chase
	see
Kubuka	
Kusita	
	complete
Kubhala	
Kubala	
Umsimeto	
	steal
	share
Kuncoma	
	here / there
Uma	
Ngakoke	
	damage
	bring
Namuhla	
	tomorrow
Itolo	
	day / sun
Inyanga	
Umyaka	
	when
	bring
Kute	
Sikhatsi	
	village
	town
Imoto	
Umuntfu	
Umfana	
Intfombi	
	child
Kucela	
	daytime
Kute	
Sikhatsi	
	village

Week 3 Self Quiz:

1) Please write the following sentences:

    a)   I will go tomorrow.
    b)   We tied the oxen yesterday.
    c)   When did you reach South Africa?
    d)   I did not buy food.

2) Under what conditions would the perfect tense be used instead of the past tense?

3) Please write the following in the negative future tenses (as many ways as possible):

    I will not hit the children.

4) Please complete the vocabulary table:

Kulimala	
	warm oneself
	sing
Ingoma	
Kugeza	
	wash dishes / clothing
Timpahla	
	noise
	sleep
Kulalela	
Kucabanga	
Imfundvo	
	forever
	fight
	fall
kuthulu	
njalo	
	first
	last
kukhetsa	
	word/name
kuma	
kusukuma	
	wall
	in between
kuhlukana	
kuba	
	often
kutfunga	
macondzana	

	together
	group
kudala	
kukhohla	
	remember
kuluka	
kulingana	
	dream
kwephuta	
	bleed
indvodza	
	woman
lichawe	
inkinga	
	stone
	road
kubika	
litulu	
	cloud
	rain

Week 4 Self Quiz:

1) Please write the following sentences:

       a)   I will walk to school (with my feet).
       b)   What are you doing?
       c)   The boy is bigger than the girl.
       d)   The girl has read more quickly than the boy.
       e)   Sipho is as big as father.
       f)   The people and the learners ar   asleep.

2) Explain how to express "to have." Give an example.

3) Complete the following vocab table:

	rain
	storm
sebhakabhala	
umbane	
	pour / bear fruit
sitselo	
	thing
	sweep
kupha	
kunika	
	wake up
koma	
sifiki	
kuvilapha	
	drink
	beer
umnyama	
kukhanya	
	bachelor
kushadza	
sitfombe	
	differ
intjweba	
	animal
litfuli	
kuvela	
	swim
luvela	
kufanekisa	
	question
kuhlangana	
batali	

	to the back
indiza	
	become tired
kubingelela	
	wear / clothe
kugcoka	
	magic
kubandluluo	
	glasses
	rag
kubaleka	
buhlalu	
	agree
kusebenta	
	cure
sifo	
kukhula	
	herd (cattle)

Week 5 Self Quiz:

E) Please write the following sentences:

a)   (Specifically) the dogs ran away.
b)   I don't like that food (specifically).
c)   They ride horses, he (however) teaches children to ride horses.
d)   We want the small one (bread) and only it.
e)   We also play with him.
f)   Those people guard us.
g)   My whole body hurts.
h)   Do you all like my car?

9.   When must the possessive stem be used in possessive formations?

10.   Please analyze the following sentence and explain: Udla njengalenja.

11.   Explain the rules to derive the different positions of the demonstrative pronouns.

	suffer
kugcwaba	
sibhamu	
	kindness
lunya	
	touch
kulutsa	
invamisa	
jikelele	
	remind
kuphatsa	
	tie in a knot
	knot
	to know
imphuphu	
	place
	leak
lihele	
	warnings
kulungisa	
	seed
inhlanhla	
indzawo	
	buy
	sell
kulita	

lishwa	
	mix together
ligala	
inkhanyeti	
	deny
kujuluka	
	sneak
kucabuta	
kwanga	
	melt
	skill
	follow
umbala	
kugana	
	cheat
kutila	
	reason / excuse
kugiga	
kutingela	
	serve
bugove	
kulindza	
	need
kubaluleka	

Week 1 Self Quiz Answers:

1) Please write the following sentences:

(You all) bring the food today! = **Letsani kudla namuhla!**
We must not hit. = **Singashayi**.
Don't go tomorrow! = **Musa kuhamba kusasa!**
(Mom and dad) you must not ride at night. = **Ningagibeli ebusuku.**
All (Sipho and those with him) of you play! **BoSipho, dlalani!**

2) Please write the negative infinitive of –shaya and give the translation.
kungashayi = to not hit

3) What is incorrect with the following? Please make the corrections:

H) Ngielusa tinkhabi. = **Two consecutive vowels ➔ Ngelusa tinkhabi.**

I) Wushaya umuntfu. = **Wu is not a positive concord ➔ Ushaya umuntfu.**

J) Musani kuhamba, Tulane. = **Plural imperative with singular subject**

a) **➔ Musa kuhamba, Tulane**

5) What is the role of the class concord?
The class concord transforms a verb stem into a noun.

If you read ahead: the class concord may also indicate the subject who is carrying out the action of the verb.

6) What are the class concords for the following:

a) First person singular and plural = **Ngi / Si**
b) Second person singular and plural = **U / Ni**
c) Third person singular and plural = **U / (bo / ba)**

Week 2 Self Quiz Answers:

1) Please write the following sentences:

a) The boy is untying the oxen. = **Umfana uphumula tinkhabi.**

b) Teach the children! = **Fundza bantfwana! or Bafundze!**

c) Not that! = **Hhayi bo!**

d) The girls are still harvesting the vegetables. = **Tidzandzane basativuna timbidvo.**

e) They see us. = **Bayasibona.**

f) I am still running. = **Ngisagijima.**

2) How would you write "To sit alone by oneself" ? What is the object concord?

Kutihlala. "-ti-" is the reflexive object concord.

3) When must the formative –ya- be used with the object concord? Give an example sentence.

The formative -ya- must be used with the object concord when the object direcly follows the predicate.

Week 3 Self Quiz Answers:

1) Please write the following sentences:

a) I will go tomorrow. = **Ngitokuhamba kusasa.**
b) We tied the oxen yesterday. = **Sitibophele tinkhabi itolo.**
c) When did you reach South Africa? = **Ufike nini eSouth Afrika? or Wafika nini?**
d) I did not buy food. = **Angikutsenganga kudla. or Angikatsengi kudla.**

2) Under what conditions would the perfect be used instead of the past tense?
The perfect is used for immediate past actions or completed actions. Past tense is used   for the remote past.

3) Please write the following in the negative future tenses (as many ways as possible):

I will not hit the children.
Angi(tuku / tuwu / yuku / yuwu)shaya bantfwana.
Angi(naku / nawu)shaya bantfwana.
Anginoshaya bantfwana.
Angeke ashaye bantfwana.

Week 4 Self Quiz Answers:

1) Please write the following sentences:

a) I will walk to school (with my feet). = **Ngitohamba esikolweni ngetinyawo.**
b) What are you doing? = **Wendani?**
c) The boy is bigger than the girl.= **Umfana ukhulu kunesidzandzane.**
d) The girl has read more quickly than the boy.
    = **Intfombatane ifundze masinyane kunemfana.**
e) Sipho is as big as father.= **Sipho ungangababe.**
f) The people and the learners are asleep. = **Bantfu nabofundzi balele.**

2) Explain how to express "to have." Give an example.
    To express "to have" in siSwati use the adverbial formative -na- in the following way:
    Subject Concord + na + noun (possessed).
    Example: Ngineja. (I have a dog).

Week 5 Self Quiz Answers:

F) Please write the following sentences:

a) (Specifically) the dogs ran away. = **Tona tinja, tabaleka.**
b) I don't like that food (specifically).= **Angikutsandzi kona kudla.**
c) They ride horses, he (however) teaches children to ride horses.
    = **Bona bayawagibela emahhashi, yena uyabafundza bantfwana kuwagibela.**
d) We want the small one (bread) and only it. = **Sifuna lesincane sona.**
e) We also play with him. = **Natsi sidlala naye.**
f) Those people guard us. = **Labo banftu basigadza.**
g) My whole body hurts. = **Wonkhe umtimba wami ubuhlungu.**
h) Do you all like my car? = **Niyayitsandza imoti yami?**

12. When must the possessive stem be used in possessive formations?
    Possessives stems are used when the possesser is in the 1st 2nd or 3rd person.

13. Please analyze the following sentence and explain: Udla njengalenja.
    Udla = he eats
    njenga- = just like
    -le- = this
    -nja = dog

    Therefore: Udla **njengale*nja* =** He eats **just like** <u>this</u> *dog*.

14. Explain the rules to derive the different positions of the demonstrative

pronouns.

Position 1 = la- + subject concord, high-low tone

Position 2 = Position 1 ending in -o, high-low tone

Position 3 = Position 1 ending in -a, high-high tone

Comments / Corrections / New Explanations:

Please use this page to write any comments, corrections (spelling, etc), or new explanations for concepts that you found particularly useful. Please remember to include the page numbers. Thanks for your input!