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PREFACE

This concise manual with its encouraging introduction will help students to gain a sound understanding of the structure of Xhosa from the outset, thereby saving time and effort for students and teachers alike.

Much of our learning is visual. The clear tables will speed the learning process. Related forms are shown in neighbouring columns or on opposite pages for easy comparison, retention and practice. The stops used will promote an effortless grasp of the structure of complex words.

New forms will be more easily understood and remembered once they are related to the tables, from which further forms needed can be derived with confidence. Concise rules and information have been included, as well as useful word lists and phrases.

A knowledge of Xhosa is becoming increasingly important today. Xhosa is an interesting and expressive language, rendered difficult of access however by its complexity. It is hoped that this manual will reduce the effort of learning and will turn the study of Xhosa into a joyful and rewarding experience.

LEARNING XHOSA: AN ENRICHING ADVENTURE

SOME OF YOUR QUERIES ANSWERED

HOW WILL THIS BOOK HELP ME?

If you are only starting Xhosa, read through the first two pages and try the first four quizzes. Then read the notes on each section before studying the tables themselves. Glance at the notes below each table, only noting what will help you to understand the table itself. Refer to the definitions and abbreviations on page 16 if necessary.

Try however to join one of the many Xhosa courses being offered. It is more fun studying with others. This book will make learning easier. You will not need to take down many notes; much of what you will be taught is already here in the clear, systematic tables and summaries.

If you already know some Xhosa you will realise that the tables will help you to get a good grasp of the structure and use of the language. Compare the tables and see how the word-units are composed and how they are related. Use them to check on the structure and meaning of words you encounter, or to check on your own accuracy when you speak or write Xhosa. Use them also for practice, by substituting other nouns, verbs or adjectives for those in the tables. The concise notes and examples will remind you of what you have learnt, or will answer further questions.

If you are teaching Xhosa your students will find this book invaluable, since it will help them to get a clear overview of the complex structure of the language. You will spend less time preparing lessons or lectures, and your students will spend less time taking down notes. You need only refer to the relevant pages. Important grammatical points have been summarised in the concise notes. The tables can be used for oral practice in class: your students can substitute words from the word lists to increase their vocabulary.

HOW WILL I MANAGE ALL THOSE CLICKS?

Don't worry. You will only find a dozen words with clicks before page 45 in this book, and section 50 explains how to pronounce them.

HOW WILL I EVER LEARN ALL THOSE NEW WORDS?

If you learn two new words a day, you will have learnt over seven hundred in the first year - more than you need to communicate effectively!

Many Xhosa words have been taken over from English or Afrikaans, often adding i as a prefix. They can use y or w to separate the sounds in diphthongs. They can use a vowel to divide consonant groups. They usually add a final vowel. Thus:

    i.keyiki (cake), i.tawuli (towel), i.bhotile (bottle), i.bhokisi (box).

There is no separate article in Xhosa; i.keyiki = 'the cake', 'a cake', 'some cake' or just 'cake', depending on the context.

Xhosa words are sounded just as they are spelt. The syllables, and the words themselves, usually end in a vowel. The second-last syllable of a word or phrase is usually slightly longer than the rest. There are five vowels, pronounced roughly as follows:
    a as in far; e as in end; i as in is; o as in more; u as in rule.
Later you will find that the sounds a, e and o can change slightly (see page 50).

If you enjoy puzzles to which you can find the answer, you will enjoy Xhosa.
Try the following quizzes. You will find the answers on page 54.

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<u>Quiz 1:</u> What would you be looking at, if you saw <u>i.garaji</u>, <u>i.moto</u>, <u>i.teksi</u>?

<u>Quiz 2:</u> Here are some things you might find in a study. Say the words aloud. Can you guess what some of them mean?

i.desika, i.foni, i.inki, i.pensile, i.rabha, i.rula, i.foto.

<u>Quiz 3:</u> Here are many things you might find in a kitchen? Say the words aloud. If you can understand what ten of them mean congratulate yourself!

i.ketile, i.glasi, i.ti, i.tipoti, i.kofu, i.soseji, i.jam, i.orenji, i.apile, i.spagetti, i.rayisi, i.pleyiti, i.saladi, i.jeli, i.phudini.

HOW WILL I EVER MANAGE TO SAY ANYTHING IN XHOSA?

If you want to start talking Xhosa you will need a few verbs. Here are some useful verb stems. The <u>than</u>- of 'thanda' sounds like <u>tun</u>- in 'tunnel', only longer, with a slight <u>h</u> sounding after <u>t</u>.

funa (want), bona (see), thanda (like, love).

To say 'I see', 'I want', 'I like' in Xhosa you don't need a separate pronoun. Just prefix the subject concord 'ndi' to the verb stem, to show that you are referring to the first person singular, 'I'. Thus:

Ndi.bona i.moto (I see the car). Ndi.funa i.kofu (I want some coffee).
Ndi.funa i.pensile (I want a pencil). Ndi.thanda i.jam (I love jam).

<u>Quiz 4:</u> Read over this page again, then try to translate the following phrases into Xhosa. See page 54 for the answers. How many did you get right?

I see the apple. I want some tea. I like pudding. I want a taxi. I like the photo.
I see a cake. I want a desk. I see some salad. I love jelly.

HOW SOON WILL I BE GOOD AT XHOSA?

How keen are you to learn? How much time can you spare? What help can you get?

English and Afrikaans are fairly similar in structure. They use different words, but on the whole they use them in the same way. The structure of Xhosa however, like that of Zulu and other African languages, differs markedly from that of English.

You will soon manage friendly greetings and simple conversation in Xhosa without knowing how the language is built up (see page 53), but once you want to read, write or speak it well you will have to master its structure. And that is where this book will help you.

<u>Section 1. Noun Classes</u>

Turn to page 17 and study the first four columns.
The first column (C.1) shows that there are 15 classes of nouns in Xhosa. Nouns are the names of persons or things, like 'father' or 'tree'. Classes 12 and 13 of other African languages are not found in Xhosa, but Cl.1a and Cl.2a make up the fifteen.

The second column (C. 2) shows that each class uses a distinctive prefix. This is pre-fixed to the stem of nouns belonging to this class. Class 1 and class 3 nouns both use the prefix <u>um</u>, but Cl.1 contains nouns referring to people, and Cl.3 does not. Glance at the word lists on page 56 to check this, if you like.

The third column (C.3) shows how this works in practice. The noun 'umfazi', meaning 'woman', 'wife', is a word-unit, composed of a prefix um- joined to a stem -fazi. Stops have been added here to separate the prefix and the stem. This makes it easy to see to which class a noun belongs.

The plural of a noun falls into a different class. The prefix will differ, but the noun stem remains the same. The plural of Cl.1 is Cl.2, with the prefix aba, hence the plural 'women' = 'aba.fazi'. The plurals of classes 1a, 3, 5, 7 and 9 are classes 2a, 4, 6, 8 and 10. Check this by looking at the English in C.4. Class 11 shares the class 10 prefix i(z)iN for its plural. Nouns belonging to classes 14 and 15 normally have no plural forms.

Study the first four columns on page 17, then read the first eight lines of notes which explain the prefixes i(li), iN, i(z)iN and u(lu). The letters in brackets are omitted before nouns with stems of more than one syllable, like hashe, taka or sana. The symbol N shows that the n of the prefix can cause sound and spelling changes, so we must expect surprises.
Now try the following quiz. See page 54 for the answers.

Quiz 5: a) To what class does each of the following nouns belong?
            izi.lo, uku.tya, i.moto, um.thi, izin.to, oo.bawo.
         b) Here are some more nouns. Can you guess their class?
            ili.tye (stone), um.fundi (student), ama.vili (wheels),
            ii.kati (cats), isi.kolo (school), ubu.lumko (wisdom).

Section 2. Present Tense Verbs: Long Form

Look at columns 5 to 7 on page 17, which link up with the first columns. We don't only use nouns - the names of people or things. We also use verbs, like 'come', 'go', 'laugh', 'cry', to tell what they do. In the phrases 'the cars appear', 'the baby cries', the nouns 'cars' and 'baby' are the subjects in the phrases: they are doing the action mentioned by the verbs 'appear', 'cries'.

In Xhosa each verb needs a prefix reflecting its subject. This prefix, called the subject concord (or the SC), is derived from the prefix of the subject. Study the column of noun prefixes (C.2), then the column headed SC (C.5), and compare the two. Note that Cl.1a and Cl.2a use the SCs of classes 1 and 2.

How are the SCs u, i, a, i derived from the prefixes um, imi, ama and in, which contain the nasal consonants m and n?
How are the other SCs (ba, li, si, zi, zi, lu, bu, ku) derived from the prefixes aba, ili, isi, izi, izin, ulu, ubu, uku?
Can you think up two suitable rules? If you can see how to derive the SCs you will enjoy learning Xhosa! Try to learn the subject concords. You will use them again and again.

Present-tense forms of the verb uku.vela (to appear, to come from) are shown in column 6 (C.6). In each case the stem vela prefixes the relevant SC for each class of noun and adds the infix ya for extra stress.
Glance at lines 9 - 14 of the notes, then, reading aloud, taking the noun in C.3 as the subject, find its corresponding verb form in C.6 starting with the correct SC. This will give you the following:

    um.fazi u.ya.vela   (the/a woman appears, is appearing)
    u.bawo u.ya.vela   (the/a father appears, is appearing)
    aba.fazi ba.ya.vela   (the women/women appear, are appearing)

Now, reading aloud, go through all fifteen classes of nouns followed by their present-tense verb form, to get used to the concords. Always read or practise Xhosa by speaking aloud. You will learn three times as fast if you pronounce and hear the words as well as seeing them!

<u>Quiz 6:</u>

a) Using the verb stem <u>vela</u>, how would you say the following?
    the horse appears, birds are appearing, food appears, trees appear,
    an animal is appearing.

b) Here are more nouns. Decide on their class (look them up in the word lists on page 56, if
    necessary) then use them as subjects followed by the long form (with <u>ya</u>) of the present
    tense of <u>uku.vela</u>, using the correct SC.
    aba.fundi (students), i.kofu (coffee), u.dade (sister),
    izi.bane (lamps), u.donga (not a monosyllable; check its class).

c) Now try further phrases. Use the nouns given below as subjects, followed by the present
    tense of the verb <u>uku.khula</u> (to grow), with the stem <u>khula</u>;
    e.g. given <u>u.sana</u> (baby): u.sana lu.ya.khula (the baby is growing).
    oo.dade (sisters),   iin.donga (walls),   ubu.bi (evil),
    izin.dlu (houses),   um.ntwana (child).

<u>Section 3. Present Tense Verbs: Short Form: Negative.</u>

Here, on page 18, column 4 headed SC shows the subject concords <u>ndi</u>, <u>si</u>, <u>u</u>, <u>ni</u> which link the
verb to its subject if the subject is <u>I</u>, <u>we</u>, <u>you</u> (singular, i.e. one person) or <u>you</u> (plural, more than
one person). Thus:
    ndi.ya.vela (I appear), si.ya.vela (we appear),
    u.ya.vela (you [sing.] appear), ni.ya.vela (you [pl.] appear).
Below these SCs you have the SCs for all the third person classes of nouns, somewhat like the
pronouns <u>he</u>, <u>she</u>, <u>it</u> or <u>they</u> in English.

In section 2 you saw that <u>ya</u> is added as an infix in present tense verbs if the verb is stressed. If
the verb is not stressed however, e.g. if the stress falls on a following noun, or on an adverb
(like 'here', 'quickly', 'now'), then <u>ya</u> is omitted.

The verb forms in C.5 are followed by <u>phi?</u> (where?), which carries the stress, so the short form
of the present tense is used, without the infix <u>ya</u>. Thus:
    u.vela phi? (you come from where? / where do you come from?)
    i.moto i.vela phi? (where does the car come from?)

To express a phrase in the negative, e.g. 'the car does not appear', the final <u>a</u> of the verb stem
becomes <u>i</u>, and a negative form of the SC is used, starting with <u>a</u>. Compare each SC in C.4 with
the negative SC in C.6. The latter always prefixes <u>a</u>, and the SC itself is modified at times: <u>u</u>
becomes <u>aku</u>, <u>aka</u> or <u>awu</u> in the negative, depending on the person or class, and the SC <u>i</u>
becomes <u>ayi</u>.

Look at column 7 (C.7) which shows the negative forms of the present tense for all persons and
classes. Note that <u>ya</u> is never included in the negative.
    You (sing.) do not appear / are not appearing = aku.veli.
    Cars don't appear / aren't appearing = ii.moto azi.veli.
Here are further phrases in the negative, using the verb uku.khula (to grow).
    the baby doesn't grow / isn't growing = u.sana alu.khuli.
    the trees do not grow / are not growing = imi.thi ayi.khuli.

<u>Quiz 7:</u>

See whether you can change the following phrases into the negative. Prefix the negative SC (as
in C.7), omit <u>ya</u>, and change the final <u>a</u> of the verb stem to <u>i</u>;
    e.g. ni.ya.hamba (you [pl.] are going) / ani.hambi (you [pl.] aren't going).

    oo.bawo ba.ya.hamba, isi.lo si.ya.hamba, izin.to zi.ya.khula,

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ndi.ya.hamba, um.thi u.ya.khula, ama.hashe a.ya.hamba, si.ya.khula,
i.moto i.ya.hamba, ulu.vo lu.ya.khula, ili.fu li.ya.hamba.

Section 4. Subject and Object Concords

Study the phrases: I see the woman. I see her (the woman). I see a tree. I see it (a tree). I see them. In these phrases 'I' is the <u>subject</u>, 'see' is the <u>verb</u>, and the words 'woman', 'her', 'tree', 'it', 'them' are <u>objects</u> of the verb 'see'. The words 'woman', 'tree', are <u>nouns</u>; the words 'her', 'it', 'them' are <u>pronouns</u>, standing for a noun. The form of the pronoun points to the noun for which it stands. You wouldn't say 'I see it', referring to a woman, or 'I see them', referring to a single tree.

Xhosa has to use a subject concord before an indicative verb, even if the subject itself is not mentioned. In 'a.ya.khula' (they are growing) the subject belongs to class 6.
Xhosa can also use an object concord (OC) before a verb stem, referring to a noun or pronoun object, which can be expressed or implied.

In column 8 (C.8) on page 18 you will find the object concords for all the persons and classes. Each is placed just before the verb stem. The infix <u>ya</u> is added for extra stress if a present-tense verb includes an OC.
Here are examples of OCs used with the verb uku.thanda (to like, to love):
  um.fazi u.ya.<u>m</u>.thanda, u.bawo (the woman loves <u>him</u>, the father)
  ba.ya.<u>yi</u>.thanda   (they [= aba.fazi] like <u>it</u> [= i.moto])
  u.sana lu.ya.<u>zi</u>.thanda, iin.taka (the baby loves <u>them</u>, the birds)

If verb stems begin with a vowel the consonant form of the OC is used. This is shown in column 9, headed OCc (<u>O</u>bject <u>C</u>oncord, <u>c</u>onsonant form).
Compare columns 8 and 9. How does the OCc differ from the OC? Can you think of a rule for this? In the case of the OCs <u>ku</u> and <u>lu</u> the OCc is usually <u>kw</u>, <u>lw</u>, but just <u>k</u>, <u>l</u> if followed by the vowel <u>o</u>.
Here are examples using an OCc before the vowel stem <u>enza</u> of the verb <u>ukw.enza</u> (to do, to make):
  si.ya.<u>y</u>.enza, i.ti   (we are making it, the tea)
  aba.fazi ba.ya.<u>kw</u>.enza   (the women are making it = the food, Cl.15, OCc <u>kw</u>)

<u>Quiz 8:</u>

a) Can you understand the following phrases with the verb stem <u>bona</u> (see)? Rewrite them, replacing the word for the object by the correct OC or OCc placed just before the verb stem. Include the infix <u>ya</u> after the SC;
    e.g. Oo.bawo ba.bona i.moto / Oo.bawo ba.ya.yi bona.
  Ndi.bona uku.tya. Ni.thanda ama.fu. Aba.fazi ba.bona u.sana.
  Iin.taka zi.thanda um.thi. I.hashe li.bona isi.lo.

b) See whether you can translate the following, using the vowel stem <u>azi</u> of the verb <u>ukw.azi</u> (to know);
    e.g. the horse knows them, the cars / i.hashe li.ya.z.azi, ii.moto.
  You (sing.) know him, the father. The animals know them, the trees.
  The fathers know it, the opinion. The baby knows me. The woman knows us.

Phrases with OCs can also be used in the negative, as shown below:
  U.sana lu.ya.yi.thanda, imi.thi. / U.sana alu.yi.thandi, imi.thi.
  Um.fazi u.ya.s.azi, isi.lo. / Um.fazi aka.s.azi, isi.lo.

Here, as expected, a negative SC is used, <u>ya</u> is omitted, and the final <u>a</u> of the verb stem becomes <u>i</u>. These three changes take place even if an OC is included. Re-read the above. When you are sure that you understand, try the quiz.

<u>Quiz 9:</u> Can you change the following, with their OC, into the negative?

   Isi.lo si.ya.li.bona, i.hashe. Um.fazi u.ya.bu.thanda, ubu.suku.
   Ndi.ya.z.enza, izin.to. U.sana lu.ya.m.bona (OC = u.bawo).
   Ni.ya.y.enza, i.moto. I.hashe li.ya.ba.thanda (OC = aba.fazi)

Section 5. Subject Concords before Vowels

You already understand columns 1-4 and C.7 on page 19. Here, in column 5 headed SCc, you find the consonant form of the SC, used just before a vowel verb stem, like <u>enza</u>, or before an infix <u>a</u> in a verb tense, as in the remote past tense, shown in C.6.

How does the SCc differ from the SC? Compare C.4 and C.5. Can you form a rule? If the SC is only a vowel, then <u>u</u> > <u>w</u>, <u>i</u> > <u>y</u> and <u>a</u> drops. Vowels drop after consonants, but <u>u</u> > <u>w</u> after <u>k</u>, <u>l</u>, or drops if followed by <u>o</u>.
Now compare the negative SC in C.7 and its consonant form (used before vowels) in C.8. What is the difference? The final vowel drops in the negative SCc and, once again, <u>u</u> > <u>w</u> after <u>k</u>, <u>l</u>, or drops if followed by <u>o</u>. Similarly the infix <u>ya</u> becomes <u>y</u> before a vowel stem, e.g. um.fazi u.y.azi (the woman knows).
Read through the above again, then try the quiz.

<u>Quiz 10:</u>

a) Study C.6, which gives the remote past tense of uku.vela, with the infix <u>a</u>.
  Here are phrases using the present tense of <u>uku.fika</u> (to arrive). Can you change them into the remote past tense? Omit <u>ya</u>, add <u>a</u> before the stem <u>fika</u>, and use the SCc; e.g. ndi.ya.fika (I am arriving) / nd.a.fika (I arrived).

   i.hashe li.ya.fika, u.bawo u.ya.fika, uku.tya ku.ya.fika,
   ubu.suku bu.ya.fika, izin.to zi.ya.fika, ama.fu a.ya.fika,
   si.ya.fika (we are arriving), u.ya.fika (you [sing.] are arriving).

b) The phrases below use verb stems starting with a vowel, namely:
   azi (know), onwaba (be at ease, happy), oyika (fear).
  (All Xhosa verb stems end in <u>a</u> except <u>azi</u>, <u>thi</u> and <u>tsho</u>. The final vowels of these three verbs do not change in the negative.)
  Try changing the following phrases into the present tense negative. Use the negative SCc, omit <u>ya</u> (here <u>y</u> before the vowel) and change the final <u>a</u> to <u>i</u>.
   izi.lo zi.y.oyika, i.hashe li.y.azi, aba.fazi ba.y.onwaba,
   u.sana lu.y.onwaba, ndi.y.azi, ama.fu a.y.oyika.

c) The passive form of ukw.azi (to know) is ukw.aziwa (to be known). Its negative present tense is shown in C.9. The final <u>a</u> of passive verb stems is retained in the negative;
   e.g. u.y.aziwa / akw.aziwa (you [sing.] are known / not known).
  Can you change the following phrases into the negative? Omit <u>ya</u>, here <u>y</u> before the vowel, and prefix the negative SCc.
   in.to i.y.aziwa, izi.lo zi.y.aziwa, uku.tya ku.y.aziwa,
   ndi.y.aziwa, ulu.vo lu.y.aziwa, imi.thi i.y.aziwa.

YOU HAVE NOW STUDIED THE FIRST FIVE SECTIONS. HOW DO YOU FEEL ABOUT XHOSA?

If you feel confused, you are making good progress! Do you realise how much you know already?
You realise that Xhosa has an interesting structure, which must be mastered. There are fifteen classes of nouns, with prefixes determining their class. Subject concords are prefixed to verbs, and the SCs change slightly in the negative, or before vowels. The infix <u>ya</u> is added if the verb is stressed, and object concords, which also change slightly before vowel stems, can be included.

In the negative present tense the final <u>a</u> changes to <u>i</u>, and <u>ya</u> is omitted. The concords add to the beauty of the language. Just try saying the following aloud: in.to i.ya.vela, ili.fu li.ya.vela, izi.lo zi.ya.vela.

If you go over the first five sections again, and try the quizzes once more, you will feel more confident. You are not expected to know all this by heart, only to understand the structure of Xhosa - how it works in practice.
So far you have only used a few nouns and verbs, in order to concentrate on the structure. Turn to the word lists on page 56. The nouns are grouped in classes, and singular and plural forms are given in full. You can now widen your vocabulary at will.

You will soon find McLaren's 'New Concise Xhosa-English Dictionary' invaluable. Words are grouped under their stem, and you will see that words with different meanings can be formed from a single stem, merely by changing the prefix or the final vowel. This will help you to recognise and understand new words you encounter, and even to form new words yourself.

Remember that you will learn Xhosa far quicker if you practise by saying everything aloud. Talk Xhosa to yourself at home. This is excellent practice. And do talk to Xhosa speakers as often as possible, planning beforehand what to say. You will find this a rewarding experience.

The tables in this book are like maps. They will help you to get an overall picture of the language, and to see how individual word-units fit in. If, as a stranger in Johannesburg, you were driven around the city and the suburbs for a day without a map, you would be very confused. You would not, on your own, be able to find your way again to the travel agent in Glenhazel, the curio shop in Rosebank, or that delightful place in Turffontein where you had lunch. But if you had been given a map, and had marked those places on your map, you would have no difficulty in finding them again - ever. Given a good map, you can find your way to any destination, even if you have never been there before.

So look upon this book as a guidebook, and these tables as helpful maps. In the beginning you will have to consult them frequently; then less often, as you get to know your way about, and in the end only occasionally. The tables are large and clear. You will even be able to picture them in your mind.

<u>Section 6. Future Tenses</u>

You have already mastered phrases with verbs in the present tense, but you also want to talk about the future or the past, so look at the 'map' on page 20 which will help you to find your way into the future or the past at will.

Xhosa has two 'auxiliary' verbs which help to form the future. These are <u>uku.za</u> (to come) and <u>uku.ya</u> (to go), with the stems <u>za</u> and <u>ya</u>. Start with the subject concord, add <u>za</u> or <u>ya</u>, and end with the short infinitive of the main verb, i.e. the infinitive without the first <u>u</u> of its prefix <u>uku</u>.
Use <u>za</u> to refer to the near future: si.za ku.vela (we are going to appear).
Use <u>ya</u> to refer to the future in general: si.ya ku.vela (we will appear).

Look at column 3. Here you have the near future, shown with the SC for all the persons and classes: ndi.za ku.vela (I am going to appear), etc.
Just below each phrase you have the negative form, with the negative SC, and the final <u>a</u> of <u>za</u> changed to <u>i</u>: andi.zi ku.vela (I'm not going to appear), etc.

Can you find from the 'map' how to say 'food (uku.tya, Cl.15) is going to appear' and 'food is not going to appear'? Is your answer correct? (See page 54.)

Now look at the general future in column 4, formed with the auxiliary verb <u>ya</u>. How would you say 'clouds (ama.fu, Cl.6) will appear' and 'clouds will not appear'? See p.54. Were you correct again?

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In English we can contract our future tenses. We can say 'I'm going to come', 'I'll come' or 'I won't come'. Xhosa also uses contracted futures.

Column 5 gives a common contracted future with its negative, each form now written as a single word-unit. How does the contracted negative compare with the full forms of C.3 and C.4? (Cl.1 is an exception.)

And how does the contracted positive compare with the forms in C.3 and C.4? What has been omitted? What happens to the vowel SCs u̲ and i̲? Could you expect this?

Section 7. The Perfect Tense

The last column on page 20 shows the long and short forms of the perfect tense. How are they composed? The SC is followed by the verb stem, but the final a̲ becomes ile in the long perfect (used when the verb is stressed, e.g. if an OC is included); ile is contracted to e̲ in the short perfect, used if the stress is on a following noun or adverb. The negative SC is used in the negative form of the perfect tense; here the final a̲ > anga.

Read the perfect tense out aloud with the nouns in C.2 as subjects. Add 'izolo' (yesterday) after the short form, and finish with the negative:

um.fazi u.velile, um.fazi u.vele izolo, um.fazi aka.vel.anga.
the woman appeared / has appeared, ...appeared yesterday, ...didn't appear.

Read out all the nouns in this way, followed by the three forms of the perfect tense. This is excellent practice.

Now see whether you can use the perfect tense of the verb fika (arrive).
Think carefully and translate the following; then check your answers.
   night arrived, the things arrived yesterday, the food didn't arrive,
   the clouds arrived, we arrived yesterday, the animal didn't arrive.

Section 8. Absolute Pronouns

Subject concords are prefixed to verbs, but there are also stressed pronouns, called 'absolute pronouns', for all persons and classes. These can stand on their own. They are shown in the third column (C.3) on page 21. How are they composed? They all end in na. All from class 2 onwards start with the distinctive consonant for that class (see the OCc on page 18) followed by the vowel o̲. Read them out aloud. They are all two-syllable words (the m̲ of m.na forms a syllable).

What happens if a 'formative' na, ku or nga, serving as a preposition, is prefixed to an absolute pronoun? Look at columns 4 to 6. The word-units start with na, ku or nga, but they still only contain two syllables. The final na has dropped throughout!

Read the first eight lines of the notes on page 21, then see whether you can translate the phrases given below, using the absolute-pronoun tables on page 21;
   e.g.   it (ili.fu) = lo.na,   with them (oo.bawo) = na.bo,
           to you (plural) = ku.ni,   by means of it (i.moto) = nga.yo.
   it (ubu.suku),   she (um.fazi),   it (the animal),   they (izin.to),   with it (um.thi),
   with him (u.bawo),   to them (aba.fazi),   to you (sing.),   by means of it (ulu.vo),
   by means of them (imi.thi).

Try to remember the absolute pronouns given in C.3. Apart from the first five they are fairly easy to learn. Once you grasp the system and the meaning of the formatives na, ku and nga you will know the rest.

Section 9. Copulative Prefixes.

This section on page 21 introduces a distinctive feature of Xhosa - the copulative prefix, or CP for short, the equivalent of 'it is' in English. Each person and each class of noun has its own CP, shown in column 7. Look down the column. Some CPs look familiar - all except five are like

the OCs in S.4. Five however start with ng. The CPs corresponding to the three SCs in u are ngu. Those corresponding to SCs which include an a are nga.

How would you say 'it is I', 'it is she' (the woman) or 'it's they' (the cars)?
You would first find the absolute pronoun for 'I', 'she' or 'they' from C.3, namely m.na, ye.na, zo.na. You would then prefix the relevant CP from C.7, namely ndi, ngu, zi. What do you think might happen? Yes, the final na will drop, leaving you with the compact, two-syllable word-units ndi.m, ngu.ye, zi.zo.

Look at column 8. There you have the copulative form (or 'cop' for short) of all the absolute pronouns. If you want the negative, e.g. 'it is not I', just prefix asi. You will find all the negative copulative forms in column 9.
Distinguish between the copulative prefix (CP) which helps to form the 'cop', and the 'cop' or copulative itself (a word-unit which includes the equivalent of a verb). Study the last eight lines of notes on this page. You will see how useful the CPs are going to be.

Using columns 7 to 9, and referring to C.2, try translating the phrases below;
        e.g. it is it (ili.fu) = li.lo, it's not they (iin.taka) = asi.zizo.
    it is she (um.fazi), it is they (izi.lo), it's not it (in.to), it is I,
    it's they (imi.thi), it is not you (singular), it is it (uku.tya),
    it is not he (u.bawo), it is we, it's not they (aba.fazi).

If you got at least six right, congratulations! If not, go over this section again and try once more.

Section 10. Possessive Concords. Possessive Stems

Xhosa has a characteristic way of expressing the word of. Once you understand the system you will enjoy using it. Glance at the first five columns on page 22, where new nouns have been included, with their meaning. Read the first ten lines of the notes carefully, then study C.1 to C.5 again.

The possessive concords (PCs) in column 4 refer to the nouns of classes 1 to 15. How are they composed? They all end in a. They all start with the distinctive consonant for their class, that of the SCc (see C.5, page 19). As with the SCc, the PC for class 6 has no initial consonant, and the PCs for classes 13 and 15 start with lw, kw, since followed by a.

How can you derive the possessive stem of the absolute pronouns? Look at C.5 on page 22, headed PS. The first five possessive stems will just have to be learnt. After that you already know them. They are the absolute pronouns (see page 21) with the final na omitted, as you might expect, since the PC will be prefixed.

How would this work in practice? Read through lines 1 to 10 of the notes again, study the following examples, then try translating the phrases below.
        The beauty of it (the blue crane) = Ubu.hle ba.yo.
        Their lamps (the mothers') = Izi.bane za.bo.

a) The milk of it (the baby). The stones of them (the farmers).
    The beauty of it (the animal). The singing of them (the birds).
    The opinion of them (the fathers).

b) Its tree (the cat's). Their cars (the farmers'). Its food (the horse's).
    Their trees (the birds'). Its fires (the night's).

So far we have only used the possessive stem (PS) for third person classes. The PS for 1st and 2nd persons is shown in C.5: -m, -ithu, -kho, -inu.
The right-hand side of the page has six columns, showing the PC for all the noun classes, prefixed to 1st, 2nd and 3rd person possessive stems. Since nouns referring to people usually

belong to classes 1, 1a, (sing.), or 2, 2a, (pl.), the possessive stems -khe (sing.) and -bo (plural) have been used for 3rd person possessors;

thus: 'her mother' = u.mama wa.khe, and 'their mother' = u.mama wa.bo.

The final a of the PC combines with the initial i of -ithu and -inu, hence u.mama we.thu (our mother) and u.mama we.nu (your [pl.] mother).

Learn the first line, with its Cl.1 PC wa. Repeat it several times aloud - wa.m, we.thu, wa.kho, we.nu, wa.khe, wa.bo - and enjoy its musical sound. Once you know this line by heart you will know all the others! Thus 'my lamp' = isi.bane sa.m, 'our fires' = imi.lilo ye.thu and 'their milk' = u.bisi lwa.bo.

Study page 22 and the above notes again, then see whether you can translate the following, using the possessive stems -khe and -bo for 'his/her' and 'their':

c) my fire, our lamps, your (sing.) cat, your (pl.) singing, his mother, their beauty, our things, their opinion, your (pl.) trees, my car, your (sing.) fire, your (pl.) food, his stones, our milk, their lamp.

If you have less than ten correct go over this section once more and try again.

Section 11. The Possessive Concord KA

A special PC is used before the names of persons like u.Fani, u.Nomsa. These all belong to class 1a. Other Cl.1a nouns like u.mama, u.bawo can be treated as proper nouns, and fall into this group. The PC used before these nouns is ka if the PC refers to a noun with a vowel SC, and the SC plus ka in other cases.

Study the first five lines of notes on page 23 together with columns 1 to 5 (the SC is given as a reference in C.4), then translate the phrases below and check the result:

the children of mother, the fire of Fani, the food of Nomsa, mother's car, Sipho's son, Nomsa's baby.

Section 12. Relative Demonstratives

The relative demonstratives, an important group of formatives, are listed in column 6, headed RD, on page 23. They correspond to the English relative or demonstrative pronouns in phrases like 'the baby, that of yours' or 'the cats, those of mother'. They refer to (and point to) a noun or pronoun which can be expressed or implied: 'those of yours (= they, the cats) want food'.

The RDs, consisting only of vowels, are prefixed to words or word-units, and you will use them again and again. Compare the vowels of the SCs listed in C.4, and the RDs in C.6: i is lowered to e, u is lowered to o, and a remains a.

Once you know the subject concords you can derive the RDs at will.

Section 13. Possessive and Emphatic Pronouns

Study lines 6 to 14 of the notes on page 23. How are the RDs used in practice? In column 7 they are prefixed to the 1st person singular possessive to form the possessive pronoun 'mine' for all classes of nouns; they can equally well be used before other possessives:

ours (our fires) = e.ye.thu; theirs (the farmers' opinion) = o.lwa.bo; his (the horse's food) = o.kwa.lo; theirs (the cats' mothers) = a.ba.zo.

The RDs can also be prefixed to absolute pronouns to form stressed or emphatic pronouns. Compare the absolute pronouns (C.3, page 21) and the emphatic pronouns (C.9, page 23):

the very one (the child) = o.yena; the very ones (the countries) = a.wona.

Revise the possessives in section 10. Study the notes on sections 11 to 13, together with the relevant columns on page 23, then see whether you can translate the following phrases which all start with a relative demonstrative (RD). How many can you get right?

a) that of mine (the son),   those of his (the children),   those of ours (the dishes),   that of theirs (the singing),   that of hers (the dish).
b) that of Fani (the homestead),   that of father (the house),   those of Sipho (the sheep),   those of mother (the countries),   that of Nomsa (the singing).
c) the very one (the farmer),   the very ones (the houses),   the very one (the honey),   the very ones (the stones),   the very one (the lamp).

Section 14. Possessives: Jojo and his World

So far you have only used the possessive concords shown in section 10 before possessive stems which are pronouns, e.g. um.ntwana wa.m (the child of me, my child).
If the possessive stem is a noun, the final a of the PC merges with the initial vowel or vowels of the noun: a+a>a, a+i>e, a+ii>ee, a+u>o, a+oo>oo.

This section on page 24 introduces many new nouns, and shows how the PC for each class merges with different noun prefixes. Examples of PCs in ka are added, as well as examples of absolute and possessive pronouns.

Study the first three lines, which use the Cl.1 noun um.ntwana as a base, to understand the pattern of this page. Refer to sections 10 to 13 if necessary.
    Um.ntwana ka.Jojo: Cl.1 nouns use ka as a PC before Cl.1a nouns like u.Jojo.
    o.ka.Jojo: the Cl.1 relative demonstrative (RD) o is prefixed to ka.Jojo to form a possessive pronoun 'that-of-Jojo'.
    o.wakhe: the Cl.1 RD o is prefixed to the possessive wa.khe (um.ntwana wa.khe = his child) to form the possessive pronoun 'his'.
    Yena: This is the Cl.1 absolute pronoun (see page 21) referring to um.ntwana.
    wama.dlelo, we.langa, wo.moya: the PC of um.ntwana (Cl.1) is wa, which merges with the initial vowel of ama.dlelo, i.langa, u.moya. The relevant PC and the prefix vowels of the nouns are shown in brackets.
Nouns from classes 2 to 15 are used as a base in the other sets of examples.

Read the Xhosa phrases of each set several times, aloud. You will get used to the different concords, and you will enjoy their musical sound. The stops in 'wakhe', 'bakhe', etc. have been omitted, since you now understand their construction.

Section 15. Copulatives of Nouns and Possessive Pronouns

You were introduced to the copulative prefix (CP) meaning 'it is' on page 21. There it was used before absolute pronouns, which all start with consonants. In this section the CP is used before nouns and possessive pronouns. Since these all start with a vowel the consonant form of the CP is used.

Compare the CP given in column 2 with the CPc, its consonant form, in column 3. What is the difference? The vowel has dropped, as you might expect, so you know the CPc already.

Read the first seven lines of the notes, then look at column 5. Here the relevant CPc is prefixed to the noun given in column 4 to form a copulative, or 'cop' for short. Read across these columns for practice: um.limi ng.umlimi (a farmer is a farmer), u.nyana ng.unyana (a son is a son), etc.

Can you build copulatives, prefixing the correct CPc to the following nouns?
Classes are given where prefixes in um, u or i do not show the class.

a) um.fundi (student, Cl.1),   in.kwenkwe (boy),   i.sela (thief, Cl.5),   iin.komo (cattle),   ama.polisa (police, pl.),   imi.lambo (rivers),   um.gubo (flour, Cl.3),   i.nyama (meat, Cl.9),   izi.tena (bricks),   aba.hlobo (friends),   isi.tulo (chair),   i.swekile (sugar, Cl.9),   i.langa (sun, Cl.5),   u.Jojo (Jojo, Cl.1a),   u.donga (wall, Cl.11),   ubu.lumko (wisdom),   uku.hleka (laughter),   oo.mama (mothers).

Column 6 shows the CPc prefixed to the possessive pronoun o.wam (mine) for all the classes. It can also be prefixed to the possessives o.wethu (ours), o.wabo (theirs), etc. and to their alternative versions a.bethu, e.yethu, etc., in each case adapting the CPc to suit the context:
    i.kati ya.khe (her cat),   e.yakhe (hers, = the cat),   y.e.yakhe (it's hers).

Look over C.6 and the above paragraph again, then see whether you can give the 'cop' of the possessive pronouns corresponding to the following phrases. Use Cl.1 and Cl.2 forms for the possessive stems of 'his'/'her' and 'their'.

b) it is yours (=your [sing.] child),   it is theirs (= their country),
   it is his (= his singing),   it is theirs (= their dishes),
   it is hers (= her sons),   it is yours (= your [pl.] honey),
   it is ours (= our homesteads),   it is hers (= her dish),
   it is yours (= your [sing.] stick),   it is ours (our houses).

Read lines 8 to 13 of the notes and study C.7 and C.8 which give the negative form of the copulatives. Can you give the negative of the following 'cops'?

c) l.u.sana,   s.isi.lo,   k.u.ku.tya,   ng.ama.fu,   y.imi.thi,
   z.ii.gusha,   ng.um.fazi,   y.i.moto,   l.ili.tye,   ng.oo.bawo,
   y.e.yakhe,   ng.a.bethu,   k.o.kwakho,   z.e.zabo,   l.o.lwakhe,
   ng.o.ka.mama,   z.e.zenu,   ng.a.wabo,   s.e.sika.Fani,   b.o.bakho.

Study the notes on 'Personal Copulatives' on page 25. It is helpful to recognise and be able to use personal 'cops' at will. Can you already understand the following phrases? Find the meaning of new nouns from the word lists, pp. 56/7, looking them up under their prefix.

d) u.Fani u.s.isi.denge,   zona (ii.kati) zi.ng.ama.sela,   wena u.li.vila,
   aba.ntwana aba.ngo.ba.fundi,   u.Sipho aka.ngo.m.limi,   nina ni.ng.aba.pheki,
   andi.ngo.makhulu (Cl.1a),   i.dada ali.yo.n.tlanzi (Cl.9).

Section 16. Demonstratives

Study tables A and B and the notes on page 26 to understand the demonstratives and their copulative forms. C.1 of table B gives the full CP, and C.2 gives its consonant form. Their use will depend on whether the demonstrative begins with a consonant or a vowel. Compare tables A and B to see what happens.
Table C, continued on page 27, shows the formatives na, nga, ku and kwa prefixed to demonstratives. As expected, their final a drops before a vowel; ku and kwa become kw before a and e, and k before o.

Possessive concords (see p. 22) all end in a. PCs lose their vowel before the initial vowel of demonstratives, and lw, kw > l, k before o. Thus:
    Cl.5, PC la: Ili.zwe la.lo m.limi,   l.eso si.lo,   l.ezaa n.taka.
                (The country of this farmer, of that animal, of yonder birds.)
    Cl.15, PC kwa: Uku.tya kwa.le kati,   kw.ezo gusha,   k.olwaa sana.
                (The food of this cat, of those sheep, of yonder baby.)

Study section 16 including the notes again, then test your understanding by translating the phrases below. Most of the nouns are from page 24, where their initial vowels are given in brackets. Can you work out their full prefix yourself? Check their class in the word lists, which also give translations of na, ku and nga. The meaning of the locatives (+ kwa) used in table C

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is given in S.25.4, page 32. Use the short demonstrative forms before the nouns, and the longer ones as pronouns after the nouns, or on their own.

a) this child, that sun, yonder wind, these pastures, those fathers.
b) it is this land, it is that lion, it is yonder springbuck (pl.), it is these animals, it is those rivers.
c) the animal, this one; the cattle, those ones; the farmer, yonder one.
d) this one (the dish); those ones (the shoes); yonder one (the cup).
e) with this thief, with that judge, with those fools.
f) through these planks, by means of those bricks, about yonder clay.
g) to this family, to that chief, to yonder women.
h) to the right of these houses, in front of that village, beyond yonder sea.
i) the opinion of this clergyman, of that family, of yonder students; the parents of these youths, of those girls, of yonder child.

If you get half the above right you are well on your way to understanding the demonstratives. When you try these phrases again you will do still better.

Section 17. Quantitatives

Quantitatives form a small group, used either as qualifiers or as pronouns. The varying forms of o.nke and o.dwa (stems nke, dwa) are easily recognised. They prefix the SCc as a concord, but some forms of o.dwa show changes.

Compare the absolute pronouns in C.3, page 21, with the forms using the stem dwa: we.dwa and ye.dwa, like we.na and ye.na, use an e in their first syllable; m.na (originally mi.na), thi.na and ni.na at times have corresponding forms in e (nde.dwa, se.dwa, ne.dwa); otherwise the first vowel, as with the absolute pronouns, is o. Thus:
    ili.zwe lo.nke (the whole country), isi.tya so.nke (every dish).
    m.na nde.dwa (I alone), ubu.si bo.dwa (the honey only).

The first vowel is also o in the so.ba.bini group. These quantitatives, meaning 'both', 'all three', 'all four', etc., are by their nature all plural. Once you have studied numerals you will understand their construction.

Section 18. Enumeratives

The enumeratives phi? and mbi, like demonstratives and quantitatives, are used either as qualifiers or as pronouns. They prefix class concords similar to OCs (cf. page 18), except that their Cl.1 concord is wu. They use the standard CPs (see page 21), at times with u lowered to o, and i to e. They can precede or follow nouns, but in the latter case the initial vowel of the noun drops. Thus:
    zi.phi izi.lo? (which animals?),   ngo.wu.phi um.limi? (it is which farmer?),
    u.funa kati yi.phi (which cat do you want?),   yi.yi.phi? (it's which one?),
    li.mbi ili.zwe (another country),   zin.dlu zi.mbi (other houses),
    ng.um.thi wu.mbi (it's a different tree),   ngu.wu.mbi (it's a different one).

Phi can prefix possessive concords or prepositional formatives. Phi is often followed by na to stress the question:
    u.mama wa.lu.phi u.sana? (the mother of which baby?),
    ku.yi.phi na in.dlu? (to which house?).
For phi? meaning 'where?' see page 31.

Section 19. Adjectives: Copulatives and Attributive Forms. Their Negatives.

Xhosa divides the qualifying words that we call adjectives into so-called 'adjectives' and 'relatives', since different concords are used for each group. There are only about twenty

'adjective' stems in Xhosa, including six numerals. You will find them in S.21.a on page 30. Section 19 shows you how they are used, taking the stem 'de' (long, tall) as an example.

The basic prefix (BP), explained in note 1, is used as a copulative prefix for 'adjectives'. C.4 shows its use after the SC, or after the nouns shown in C.3: ndi.m.de (I am tall), aba.fazi ba.de (the women are tall), etc. The BP up to class 3 is <u>m</u> for the singular, and <u>ba</u> for the plural.

C.5 shows the attributive form of 'adjective' stems: um.fazi om.de (the woman that is tall, the tall woman). Glance at C.6 which gives the RD meaning 'that' (already studied in S.12), and compare C.4, C.6 and C.5, in that order, to find how the 'adjective' concord (AC) is formed.

Practise copulative and attributive forms by reading aloud across the columns, e.g. um.lilo om.de m.de (the tall fire is tall), etc; then substitute other 'adjective' stems from S.21.a for further practice, e.g. um.fazi om.hle m.hle (the beautiful woman is beautiful).

C.8 gives the negative copulative forms: andi.m.de (I am not tall), isi.bane asi.si.de (the lamp isn't tall), etc. These just prefix the negative SC.

C.7 shows an important concord - the relative concord (RC), also meaning 'that'. How does it differ from the RD in C.6? It is used, followed by nge (not), in the negative attributive forms of 'adjective' stems, as shown in C.9;
    e.g. aba.fazi aba.nge.bade (women that are not tall).

Study the notes, especially N.6 and N.7. Refer to N.7, to S.26.A and to S.51.1 if you are puzzled about the concord used for an 'adjective' stem.

Section 20. Relatives: Copulative and Attributive Forms. Their Negatives

Once you know the subject concord (SC) and the widely-used relative concord (RC) shown in C.7 on page 28, you will be able to use relative stems, adverbs, and many other word-units and phrases correctly at will.
Common relative stems are given in S.21.b on page 30. Some perfect stems of verbs are treated as relative stems; a few are given in S.21.c. The stem 'shushu' (warm, hot) is used as an example in section 20.

The copulative form of the relative merely prefixes the SC: ndi.shushu (I am hot), um.lilo u.shushu (the fire is hot). The attributive form prefixes the RC:
    um.lilo o.shushu (the fire that is hot, the hot fire),
    izin.to ezi.shushu (the things that are hot, the hot things).

Read aloud across the columns for practice: ili.tye eli.shushu li.shushu (the stone that is hot is hot), etc. Substitute other relative stems or perfect stems from S.21.b,c for further practice;
    e.g. um.fazi o.diniwe u.diniwe (the woman that is tired is tired).

Negative 'cop' forms shown in C.5 prefix the negative SC: andi.shushu (I'm not hot), etc. Negative attributive forms (not shown) use the negative infix <u>nge</u> after the RC (see note 4);
    e.g. uku.tya oku.nge.shushu (food that isn't hot).

Adverbs also prefix these relative formatives. Columns 7 and 8 show the formatives used with the absolute pronoun 'khona' used as a locative adverb (in that place, there, present);
    e.g. ndi.kho (I am present), aba.kho (they aren't there),
    um.lilo u.kho (a fire is present, there is a fire), uku.tya aku.kho (there isn't any food).

Study the notes on this section, especially N.6 and N.7. Refer to N.7 and to S.26.A if you are puzzled about the concord used for a relative stem.

Further Sections

Section 22 is a brief summary of the wide use of the relative formatives. Refer to this section for help if you are uncertain about a form encountered, e.g. i.hashe eli.phaya (yonder horse), i.veki e.za.yo (the coming week).

Sections 23 to 29 are largely self-explanatory. Glance through them to see what they cover, and refer to them to check on forms when necessary. Section 28 on 'common derivatives', for instance, will help you to derive nouns from verb stems, or to build abstract nouns or diminutives yourself.

Sections 30 to 40 cover verbs. Several tenses are conjugated in full for easy reference. Stops are used throughout to stress the construction. Distinctive participial SCs in e, and subjunctive and temporal SCs in a, are underlined. Note the use of the infix si or s before monosyllable or vowel stems in the present tense of the participial, since si or s will also be found before these stems in compound tenses.

The remote past (page 19) and the past subjunctive (page 42) both use subject concords followed by a, thus nda.bona in each case for the verb bona. They are pronounced differently. The a of the remote past is long, starting high and falling in tone; the a of the subjunctive is short and low. The a of the temporal (page 42), always followed by ku, is short and high.

The translation of tenses can vary according to the context. The near past perfect tense of funa, for instance, translated as 'I had sought' on page 38, could also be rendered by 'I had been seeking', 'I sought', 'I did seek', etc. Xhosa tenses may seem confusing at first, but their construction is clear and logical. You will enjoy analysing and mastering them.

Study the verbal suffixes in section 41 to widen your vocabulary. Sections 41 to 48, relating to verbs, are of general interest. Check these sections if in doubt over a particular form. You will only use section 49, on the conjugation of copulative forms, when you are fairly advanced.

Section 50 is a brief summary of the Xhosa sound system. Section 51 is important for an understanding of consonant and vowel changes in Xhosa. Refer to it often, until you know all these changes. Section 52 covers numerals. You will seldom come across or use long numerals in practice, since they are more often written as numbers, or expressed in English.

Learn to say a few of the useful phrases in section 53. You will immediately get a warm response. Increase your treasure-store of words from the word lists in section 55 and practise using them. Speak aloud to yourself at home. Borrow or buy easy Xhosa readers. Enlist the help of Xhosa speakers, watch Xhosa television, or listen to Xhosa broadcasts and tapes. With practice you will learn to read, speak and understand Xhosa really well.

DEFINITIONS

Affix: a prefix, infix or suffix forming part of a word-unit.

Bilabial consonants: those pronounced with both lips (e.g. b, bh, ph, m).

Concord: a prefix or affix in a word-unit, forming a grammatical link with another word, expressed or implied.

Copulative: a word-unit which includes the equivalent of a verb. It functions as a verb and can be conjugated.

Copulative prefix: a prefix turning the resultant word-unit into a copulative.

Formative: an affix which adds to, or modifies, the meaning of a word.

Infix: a formative element within a word-unit.

Latent-i verb: a verb whose stem formerly had an initial i.

Locative: an expression denoting, or relating to, a place.

Palatalisation: the drawing of the articulation point (e.g. of a consonant) closer to the palate, thereby changing its sound.

Prefix: a formative element at the beginning of a word-unit.

Qualifier or Qualificative: a word which qualifies a noun or pronoun.

Stative verb: a verb capable of expressing the beginning and continuation of a state.

Suffix: a formative element at the end of a word-unit.

Vowel verb: a verb whose stem starts with a vowel.

Word-unit: an expression written as a single word, but composed of different particles, such as stem, prefix, concords or formatives.

ABBREVIATIONS

Abs.Pr.   absolute pronoun
AC, ACs   adjective concord(s)
Adj.   adjective, adjective stem
Ant., Antec., Anteced.   antecedent
BP   basic prefix
C   consonant / column
cf.   compare
Cl   class
Cl.1, Cl.1a, etc.   class 1, class 1a, etc.
Cont., Contin.   continuous
contd   continued
CP, CPs   copulative prefix(es)
CPc   consonant form of the CP
CPneg   negative CP form
DV, DVs   deficient verb(s)
e.g.   for example
etc.   etcetera, and so on
Fut.   future
Ind.Obj.   indirect object
IV   initial vowel or vowels
N, NN   note(s), footnote(s)
N   symbol for an n subject to consonant modifications
Neg., neg   negative
OC, OCs   object concord(s)
OCc   consonant form of the OC
P.   past
p., pp.   page, pages
Part., Particip.   participial
PC, PCs   possessive concord(s)

Perf.   perfect
(plur)   plural
Posit.   positive
Poss.   possessive
p.p., p.pl., p.plur.   person plural
Pres.   present tense
PS, PSs   possessive stem(s)
p.s., p.sg., p.sing.   person singular
RC, RCs   relative concord(s)
RD   relative demonstrative
Rel.   relative, relative stem
Rem. past   remote past
RP   relative particle
SC, SCs   subject concord(s)
SCc   consonant form of the SC
SCc neg   negative form of the SCc
SCneg   negative form of the SC
(sing)   singular
Sub.   subject
V   vowel
Vb, v.   verb
1ps, 1pp   first person singular, first person plural
2ps, 2pp   second person singular, second person plural
>   becomes
<   comes from, coming from
/   indicates a following addition or alternative
+   plus, prefixed to, followed by, combined with
S.   section(s)

				2. THE PRESENT TENSE: LONG FORM		

1. NOUN CLASSES   2. THE PRESENT TENSE: LONG FORM

Standard Classification Class	Prefix	*Prefix + Noun Stem		SC	Present Tense Vb Long Form		#Alternative Classification Class
1	um	um.fazi	(woman, wife)	u-	u.ya.vela	(appears)	1 sing.
1a	u	u.bawo	(father)	"	"	"	1/1a "
2	aba	aba.fazi	(women, wives)	ba-	ba.ya.vela	(appear)	1 plur.
2a	oo	oo.bawo	(fathers)	"	"	"	1/1a "
3	um	um.thi	(tree)	u-	u.ya.vela	(appears)	2 sing.
4	imi	imi.thi	(trees)	i-	i.ya.vela	(appear)	2 plur.
5	i(li)	ili.fu	(cloud)	li-	li.ya.vela	(appears)	3 sing.
		i.hashe	(horse)	"	"		" "
6	ama	ama.fu	(clouds)	a-	a.ya.vela	(appear)	3 plur.
	"	ama.hashe	(horses)	"	"		" "
7	isi	isi.lo	(animal)	si-	si.ya.vela	(appears)	4 sing.
8	izi	izi.lo	(animals)	zi-	zi.ya.vela	(appear)	4 plur.
9	iN	in.to	(thing)	i-	i.ya.vela	(appears)	5 sing.
	"	in.taka	(bird)	"	"	"	" "
	i	i.moto	(car)	"	"	"	" "
10	i(z)iN	izin.to	(things)	zi-	zi.ya.vela	(appear)	5 plur.
	"	iin.taka	(birds)	"	"	"	" "
	ii	ii.moto	(cars)	"	"	"	" "
11	u(lu)	ulu.vo	(opinion)	lu-	lu.ya.vela	(appears)	6 sing.
	"	u.sana	(baby)	"	"		" "
14	ubu	ubu.suku	(night)	bu-	bu.ya.vela	(appears)	7 (sing)
15	uku	uku.tya	(food)	ku-	ku.ya.vela	(appears)	8 (sing)

#) This alternative classification of nouns is found in McLaren's 'New Concise Xhosa-English Dictionary' and elsewhere.

*) The initial vowels of the prefix are at times omitted (see S.26).
Bracketed sections of the prefix are only used before monosyllabic nouns.
Class 10 nouns however include (z), and Class 11 nouns can use (lu), in the vocative or axiomatic negative (S.24, S.26.A5). See also S.25.3b.
The underlined N can lead to consonant changes (see S.51.1).

Xhosa has no separate article; u.sana = 'the baby', 'a baby', or 'baby'.

SC = Subject Concord (derived from the prefix, attached to the verb, linking the verb with its subject, expressed or implied).
SCs with consonants are termed 'strong'; vowel SCs (u, i, a) are called 'weak'.

Third person forms of uku.vela (to appear, to come into sight, to come from...) are given above; thus i.ya.vela (for i.moto i.ya.vela) = it (the car) appears.
The present tense adds the infix ya (shown above) if the stress is on the verb.

Class 11 nouns use the i(z)iN form of Class 10 as their plural.
Classes 12 and 13 of other African languages are not found in Xhosa.

Note: Stops (used here to stress the construction of words) are never found in practice.
Thus 'clouds appear / are appearing' = amafu ayavela.

3. PRESENT TENSE:SHORT FORM:NEGATIVE   4. SUBJECT / OBJECT CONCORDS

Person or Noun (expressed or implied)	SC	Present Tense Short Form	SC Neg	Present Tense Negative	OC	OCc
1st person singular (I)	ndi	ndi.vela phi?	a.ndi	andi.veli	ndi	nd
1st person plural (we)	si	si.vela phi?	a.si	asi.veli	si	s
2nd person singular (you)	u	u.vela phi?	a.ku	aku.veli	ku	*kw
2nd person plural (you)	ni	ni.vela phi?	a.ni	ani.veli	ni	n
3rd person classes						

Class	Prefix	Noun	#SC					
1	um	um.fazi	u	u.vela phi?	a.ka	aka.veli	m	m
1a	u	u.bawo	"	"	"	"	"	"
2	aba	aba.fazi	ba	ba.vela phi?	a.ba	aba.veli	ba	b
2a	oo	oo.bawo	"	"	"	"	"	"
3	um	um.thi	u	u.vela phi?	a.wu	awu.veli	wu	w
4	imi	imi.thi	i	i.vela phi?	a.yi	ayi.veli	yi	y
5	i(li)	ili.fu	li	li.vela phi?	a.li	ali.veli	li	l
		i.hashe	"	"	"	"	"	"
6	ama	ama.fu	a	a.vela phi?	a.ka	aka.veli	wa	w
7	isi	isi.lo	si	si.vela phi?	a.si	asi.veli	si	s
8	izi	izi.lo	zi	zi.vela phi?	a.zi	azi.veli	zi	z
9	iN	in.to	i	i.vela phi?	a.yi	ayi.veli	yi	y
	i	i.moto	"					
10	i(z)iN	izin.to	zi	zi.vela phi?	a.zi	azi.veli	zi	z
	"	iin.taka	"	"	"	"	"	"
	ii	ii.moto	"	"	"	"	"	"
11	u(lu)	ulu.vo	lu	lu.vela phi?	a.lu	alu.veli	lu	*lw
		u.sana	"	"	"	"	"	"
14	ubu	ubu.suku	bu	bu.vela phi?	a.bu	abu.veli	bu	b
15	uku	uku.tya	ku	ku.vela phi?	a.ku	aku.veli	ku	*kw

#) The SCs (Subject Concords) of 3rd person classes refer to nouns (expressed or implied),
  either singular or plural, and reflect their class.
SCneg = Negative SC. Thus ndi.ya.vela = I appear; andi.veli = I don't appear.
OC = Object Concord (placed before the verb stem, referring to the object).
OCc = Consonant form of the OC, used before verb stems starting with a vowel.

The stem of uku.vela (to appear, to come into sight, to come from...) is vela; its root is vel.
    The final -a > -i in the present tense negative, which never infixes ya.
The present tense (positive) adds ya when the verb is stressed, e.g. if an OC is included;
ya is omitted if the stress is on a following object or adverb.
    Thus: ba.ya.vela (they appear); ba.vela phi? (they come from where?)
ya becomes y before vowel stems and ye before latent-i stems (S.51.4).

The indefinite pronoun (it) and the locative (there) use C1. 15 forms of the SC.
*) ku, lu become k, l (not kw, lw) before the vowel o (S.51.3c).

5. SUBJECT CONCORDS BEFORE VOWELS

Person or Noun (expressed or implied)	SC	SCc	Remote Past # (infix a)	SC Negative	SCc Negative	Pres.Passive Negative
1st person singular	ndi	nd	nd.a.vela	andi	and	and.aziwa
1st person plural	si	s	s.a.vela	asi	as	as.aziwa
2nd person singular	u	w	w.a.vela	aku	*akw	akw.aziwa
2nd person plural	ni	n	n.a.vela	ani	an	an.aziwa
3rd person classes						

Class	Prefix	Noun	SC	SCc	Remote Past (infix a)	SC Negative	SCc Negative	Pres.Passive Negative
1	um	um.fazi	u	w	w.a.vela	aka	ak	ak.aziwa
1a	u	u.bawo	"	"	"	"	"	"
2	aba	aba.fazi	ba	b	b.a.vela	aba	ab	ab.aziwa
2a	oo	oo.bawo	"	"	"	"	"	"
3	um	um.thi	u	w	w.a.vela	awu	aw	aw.aziwa
4	imi	imi.thi	i	y	y.a.vela	ayi	ay	ay.aziwa
5	i(li)	ili.fu	li	l	l.a.vela	ali	al	al.aziwa
6	ama	ama.fu	a	-	-.a.vela	aka	ak	ak.aziwa
7	isi	isi.lo	si	s	s.a.vela	asi	as	as.aziwa
8	izi	izi.lo	zi	z	z.a.vela	azi	az	az.aziwa
9	iN	in.to	i	y	y.a.vela	ayi	ay	ay.aziwa
10	i(z)iN	izin.to	zi	z	z.a.vela	azi	az	az.aziwa
11	u(lu)	ulu.vo	lu	*lw	lw.a.vela	alu	*alw	alw.aziwa
14	ubu	ubu.suku	bu	b	b.a.vela	abu	ab	ab.aziwa
15	uku	uku.tya	ku	*kw	kw.a.vela	aku	*akw	akw.aziwa
Indefinite (it)	--		ku	*kw	"	aku	*akw	"

SCc = Consonant form of the subject concord used before a vowel.
   Before latent-i verbs (S.51.4) the final a of an SC or SCneg becomes e.
#) The remote past tense is characterised by the infix a before the verb stem.
      nd.a.vela = I appeared (at that time, long ago).
   Before vowel verbs (verb stems starting with a vowel) the infix a combines with a, but drops before e, o (S.51.3a,b). Before latent-i verbs this a > e.
   The deficient verb zange (= never, S.48.1) is used, with or without an SCneg and followed by the subjunctive (S.36), to form the remote past negative:
      (aka)zange a.vele = he never appeared (at that time, then).

Pres.Passive = Present tense of the passive.
aziwa (be known) is the present passive stem of the verb ukw.azi (to know).
The infix w is characteristic of the passive (see S.38).
      and.aziwa (I am not known); into ay.aziwa (the thing is not known).
The final a of the passive stem does not change to i in the negative.
*) u of ku, lu, aku, alu does not > w but drops before the vowel o (S.51.3c).

Cl	Person or Noun	6. FUTURE TENSES			7. PERFECT TENSE
		Near Future / Negative	Future / Negative	Contracted Future / Negative	Perfect Long/Short/Negative
1st p.sing.		ndi.za kuvela andi.zi kuvela	ndi.ya kuvela andi.yi kuvela	ndo.vela andi.kuvela	ndi.velile ndi.vele andi.vel.anga
1st p.plur.		si.za kuvela asi.zi kuvela	si.ya kuvela asi.yi kuvela	so.vela asi.kuvela	si.velile si.vele asi.vel.anga
2nd p.sing.		u.za kuvela aku.zi kuvela	u.ya kuvela aku.yi kuvela	wo.vela aku.kuvela	u.velile u.vele aku.vel.anga
2nd p.plur.		ni.za kuvela ani.zi kuvela	ni.ya kuvela ani.yi kuvela	no.vela ani.kuvela	ni.velile ni.vele ani.vel.anga
1	umfazi	u.za kuvela aka.zi kuvela	u.ya kuvela aka.yi kuvela	wo.vela akayu.vela	u.velile u.vele aka.vel.anga
2	abafazi	ba.za kuvela aba.zi kuvela	ba.ya kuvela aba.yi kuvela	bo.vela aba.kuvela	ba.velile ba.vele aba.vel.anga
3	umthi	u.za kuvela awu.zi kuvela	u.ya kuvela awu.yi kuvela	wo.vela awu.kuvela	u.velile u.vele awu.vel.anga
4	imithi	i.za kuvela ayi.zi kuvela	i.ya kuvela ayi.yi kuvela	yo.vela ayi.kuvela	i.velile i.vele ayi.vel.anga
5	ilifu	li.za kuvela ali.zi kuvela	li.ya kuvela ali.yi kuvela	lo.vela ali.kuvela	li.velile li.vele ali.vel.anga
6	amafu	a.za kuvela aka.zi kuvela	a.ya kuvela aka.yi kuvela	-o.vela aka.kuvela	a.velile a.vele aka.vel.anga
7	isilo	si.za kuvela asi.zi kuvela	si.ya kuvela asi.yi kuvela	so.vela asi.kuvela	si.velile si.vele asi.vel.anga
8	izilo	zi.za kuvela azi.zi kuvela	zi.ya kuvela azi.yi kuvela	zo.vela azi.kuvela	zi.velile zi.vele azi.vel.anga
9	into	i.za kuvela ayi.zi kuvela	i.ya kuvela ayi.yi kuvela	yo.vela ayi.kuvela	i.velile i.vele ayi.vel.anga
10	izinto	zi.za kuvela azi.zi kuvela	zi.ya kuvela azi.yi kuvela	zo.vela azi.kuvela	zi.velile zi.vele azi.vel.anga
11	uluvo	lu.za kuvela alu.zi kuvela	lu.ya kuvela alu.yi kuvela	lo.vela alu.kuvela	lu.velile lu.vele alu.vel.anga
14	ubusuku	bu.za kuvela abu.zi kuvela	bu.ya kuvela abu.yi kuvela	bo.vela abu.kuvela	bu.velile bu.vele abu.vel.anga
15	ukutya	ku.za kuvela aku.zi kuvela	ku.ya kuvela aku.yi kuvela	ko.vela aku.kuvela	ku.velile ku.vele aku.vel.anga

ndi.za ku.vela = I am going to appear, I shall / will appear (now, soon).
ndi.ya ku.vela = I shall / will appear (later, then).
    The contracted futures nda.ku.vela, etc. (not used in Cl.1) and ndo.vela, etc. have contracted negatives: andi.ku.vela, andu.ku.vela or andu.vela (Cl.1 aka.yu.vela), etc.
ndi.velile, ndi.vele = I have appeared, I appeared (recently). The long perfect form is used when the verb is stressed, not a following adverb or noun, etc.

Cl	Person or Noun	Absolute Pronoun	na + Abs.Pr	ku + Abs.Pr	nga + Abs.Pr	CP (It is)	Copulative Prefix + Abs.Pr	*Abs.Pr.neg
	1st p.sg.	m.na	na.m	ku.m	nga.m	ndi-	ndi.m	asi.ndim
	1st p.pl.	thi.na	na.thi	ku.thi	nga.thi	si-	si.thi	asi.sithi
	2nd p.sg.	we.na	na.we	ku.we	nga.we	ngu-	ngu.we	asi.nguwe
	2nd p.pl.	ni.na	na.ni	ku.ni	nga.ni	ni-	ni.ni	asi.nini
1	um.fazi	ye.na	na.ye	ku.ye	nga.ye	ngu-	ngu.ye	asi.nguye
1a	u.bawo							
2	aba.fazi	bo.na	na.bo	ku.bo	nga.bo	nga-	nga.bo	asi.ngabo
2a	oo.bawo							
3	um.thi	wo.na	na.wo	ku.wo	nga.wo	ngu-	ngu.wo	asi.nguwo
4	imi.thi	yo.na	na.yo	ku.yo	nga.yo	yi-	yi.yo	asi.yiyo
5	ili.fu	lo.na	na.lo	ku.lo	nga.lo	li-	li.lo	asi.lilo
6	ama.fu	wo.na	na.wo	ku.wo	nga.wo	nga-	nga.wo	asi.ngawo
7	isi.lo	so.na	na.so	ku.so	nga.so	si-	si.so	asi.siso
8	izi.lo	zo.na	na.zo	ku.zo	nga.zo	zi-	zi.zo	asi.zizo
9	in.to	yo.na	na.yo	ku.yo	nga.yo	yi-	yi.yo	asi.yiyo
	i.moto							
10	izin.to	zo.na	na.zo	ku.zo	nga.zo	zi-	zi.zo	asi.zizo
	ii.moto							
11	ulu.vo	lo.na	na.lo	ku.lo	nga.lo	lu-	lu.lo	asi.lulo
14	ubu.suku	bo.na	na.bo	ku.bo	nga.bo	bu-	bu.bo	asi.bubo
15	uku.tya	#ko.na	na.ko	ku.ko	nga.ko	ku-	ku.ko	asi.kuko

The absolute pronoun (Abs.Pr) for each person and class can be used on its own as a stressed pronoun (subject or object): mna, ndi.ya.hamba (I, I'm going), ba.funa thina (they want us).
#) The form kho.na is also used; e.g. si.na.kho uku.dada (cf.S.44.b).

The formatives na-, ku-, nga- serve as prepositions etc. in Xhosa.
   na- = with; and, also; etc. (thus na.we = with you; you too; etc.)
   ku- = to, at, in, from, among (see S.25.1); in comparison with, than; etc.
   nga- = by means of, through, with, by, on; about, concerning; etc.
If these are prefixed to absolute pronouns, the latter drop their final -na.

CP = Copulative Prefix. The CPs shown above, meaning 'it is', can be prefixed to pronouns or
   nouns (S.8,15), possessives (S.15) or demonstratives (S.16.B), replacing the verb uku.ba,
   'to be'.
If a CP is prefixed to absolute pronouns these drop their final -na:
   ngu.we (it is you), asi.ngu.we (it is not you).
For the consonant form of the copulative prefix used before vowels (CPc) and further
   examples see S.15,16.B.
 *) Negative CP forms can prefix asi- or ayi-; e.g. ayi.ngu.we (it is not you).

Person or Noun (expressed or implied)	PC (that those) of	PS (of) me, it, etc.	my	#our	your (sing)	#your (plur)	his her	their
					1st, 2nd and 3rd person possessors with the PCs of all 3rd person classes			
1st person singular	-	-m						
1st person plural	-	-ithu						
2nd person singular	-	-kho						
2nd person plural	-	-inu						
1 um.limi (farmer)	wa-	-khe	wam	we.thu	wa.kho	we.nu	wa.khe	wa.bo
1a u.mama (mother)	"	"	"	"	"	"	"	"
2 aba.limi (farmers)	ba-	-bo	ba.m	be.thu	ba.kho	be.nu	ba.khe	ba.bo
2a oo.mama (mothers)	"	"	"	"	"	"	"	"
3 um.lilo (fire)	wa-	-wo	wa.m	we.thu	wa.kho	we.nu	wa.khe	wa.bo
4 imi.lilo (fires)	ya-	-yo	ya.m	ye.thu	ya.kho	ye.nu	ya.khe	ya.bo
5 ili.tye (stone)	la-	-lo	la.m	le.thu	la.kho	le.nu	la.khe	la.bo
6 ama.tye (stones)	a-	-wo	a.m	e.thu	a.kho	e.nu	a.khe	a.bo
7 isi.bane (lamp)	sa-	-so	sa.m	se.thu	sa.kho	se.nu	sa.khe	sa.bo
8 izi.bane (lamps)	za-	-zo	za.m	ze.thu	za.kho	ze.nu	za.khe	za.bo
9 in.dwe (blue crane)	ya-	-yo	ya.m	ye.thu	ya.kho	ye.nu	ya.khe	ya.bo
i.kati (cat)	"	"	"	"	"	"	"	"
10 izin.dwe (cranes)	za-	-zo	za.m	ze.thu	za.kho	ze.nu	za.khe	za.bo
iin.taka (birds)	"	"	"	"	"	"	"	"
ii.kati (cats)	"	"	"	"	"	"	"	"
11 ulu.thi (stick)	*lwa-	-lo	lwa.m	lwe.thu	lwa.kho	lwe.nu	lwa.khe	lwa.bo
u.bisi (milk)	"		"	"	"	"	"	"
14 ubu.hle (beauty)	ba-	-bo	ba.m	be.thu	ba.kho	be.nu	ba.khe	ba.bo
15 uku.cula (singing)	*kwa-	-ko	kwa.m	kwe.thu	kwa.kho	kwe.nu	kwa.khe	kwa.bo
Locative	*kwa-	-kho	"	"	"	"	"	"

Xhosa possessives corresponding to the possessive adjectives 'my', 'its', etc. start with a PC (Possessive Concord) referring to the thing(s) possessed.
This is followed by a PS (Possessive Stem), usually derived from the absolute pronoun (S.8), indicating the possessor(s). The absolute pronoun for the locative is khona.

The PCs for all classes, and the PSs for all persons and classes of pronouns, are shown in the table above. Many combinations are possible; thus:
my lamp = the lamp, (that) of [PC Cl.7], (of) me [PS 1st p.sing.],
= isi.bane sa- -m, = isibane sam,
its milk = the milk, that of it (the cat) = u.bisi lwa- -yo = ubisi lwayo.
(Note that possessives are normally placed immediately after their noun.)
For PCs followed by nouns (e.g. the lamp, that of mother) see S.11,14.

#) a + i > e (S.51.3a); thus wa + ithu > we.thu; wa + inu > we.nu, etc.

PCs lose their a before the IV (initial vowel) of demonstratives (NN.pp.24,26) and attributive pronouns (S.19,20). The Cl.6 PC a- prefixes w after demonstratives (pp.23,24).

*) lwa, kwa + i,e > lwe, kwe (S.51.3a,b); lwa, kwa + u,o > lo, ko.

11. THE POSSESSIVE CONCORD KA   13. POSSESSIVE / EMPHATIC PRONOUNS

12. RELATIVE DEMONSTRATIVES

Cl	Noun	SC	The PC ka + Cl.1a of mother	RD that/ those	Possessive Pronouns that/those of mine/of mother		Emphatic Pronouns the very one(s)
1	um.ntwana (child)	u	ka.mama	o-	o.wam	o.ka.mama	o.yena
1a	u.nyana (son)	"	"	"	"	"	"
2	aba.ntwana (children)	ba	baka.mama	a-	a.bam	a.baka.mama	a.bona
2a	oo.nyana (sons)	"	"	"	"	"	
3	um.zi (homestead)	u	ka.mama	o-	o.wam	o.ka.mama	o.wona
4	imi.zi (homesteads)	i	ka.mama	e-	e.yam	e.ka.mama	e.yona
5	ili.zwe (country)	li	lika.mama	e-	e.lam	e.lika.mama	e.lona
	i.khaya (home)	"	"	"	"	"	"
6	ama.zwe (countries)	a	ka.mama	a-	#a.w.am	a.ka.mama	a.wona
7	isi.tya (dish)	si	sika.mama	e-	e.sam	e.sika.mama	e.sona
8	izi.tya (dishes)	zi	zika.mama	e-	e.zam	e.zika.mama	e.zona
9	in.dlu (house)	i	ka.mama	e-	e.yam	e.ka.mama	e.yona
	i.gusha (sheep)	"	"	"	"	"	"
10	izin.dlu (houses)	zi	zika.mama	e-	e.zam	e.zika.mama	e.zona
	ii.gusha (sheep)	"	"	"	"	"	"
11	u.sana (baby)	lu	luka.mama	o-	o.lwam	o.luka.mama	o.lona
14	ubu.si (honey)	bu	buka.mama	o-	o.bam	o.buka.mama	o.bona
15	uku.cula (singing)	ku	kuka.mama	o-	o.kwam	o.kuka.mama	o.kona

The PC (possessive concord) used before class-1a names of persons (or class-1a nouns used as proper nouns) is <u>ka</u> after nouns with vowel SCs, and SC + <u>ka</u> after those with consonant SCs. This PC, prefixed to the noun, replaces its prefix u.
    um.ntwana (SC <u>u</u>) ka.mama, the child of mother, mother's child.
    i.khaya (SC <u>li</u>) lika.mama, the home of mother, mother's home.

RD = Relative Demonstrative. The RD can be derived from the SC vowel of the noun to which it refers, with <u>i</u> lowered to <u>e</u>, and <u>u</u> lowered to <u>o</u>.
The RD can be prefixed to:
 1) possessives (S.10) to form possessive pronouns:
    umlilo wa.m (my fire); o.wam (mine, my own); ng.o.wam (it's mine);
    ubisi lwa.yo (its milk = the cat's); o.lwayo (its [milk], its own);
 2) nouns showing possessors to form possessive pronouns; thus for Cl.9 in.dlu:
    e.ka.bawo (that of father); e.ya + u.sana > e.yo.sana (the baby's);
 3) absolute pronouns (S.8) to form emphatic pronouns: e.sona si.tya (S.26.A4: the very dish),
    s.e.sona (it's the very one). These often combine with attributives to form superlatives:
    e.sona si.tya si.dala, the (very) oldest dish.
 4) copulatives of adjectives, to produce attributive forms (S.19):
    um.thi o.m.de (a tree that is tall, a tall tree).
Copulative prefixes can be used before RD forms: ng.o.ka.mama (it is mother's).
#) The infix <u>w</u> is used between the RD and the class-6 PC <u>a</u> to separate vowels.

14. POSSESSIVES: JOJO AND HIS WORLD

1 Um.ntwana ka.Jojo; o.ka.Jojo; o.wakhe. The child of J; that of J; his.
   Yena wama.dlelo, we.langa, wo.moya.   (Cl.1 PC wa + a, i, u.)
      He (the child) of the pastures, of the sun, of the wind.

2 Aba.zali baka.Jojo; a.baka.Jojo; a.bakhe. The parents of J; those of J; his.
   Bona bama.sela, bezi.denge, boo.tsotsi.   (Cl.2 PC ba + a, i, oo.)
      They (the parents) of the thieves, of the fools, of the tsotsis.

3 Um.zi ka.Jojo; o.ka.Jojo; o.wakhe. The homestead of J; that of J; his.
   Wona wama.doda, ween.komo, wo.mbona.   (Cl.3 PC wa + a, ii, u.)
      It (the homestead) of the men, of the cattle, of the maize.

4 Imi.buzo ka.Jojo; e.ka.Jojo; e.yakhe. The questions of J; those of J; his.
   Yona yaba.fundi, yen.kwenkwe, yom.ntwana.   (Cl.4 PC ya + a, i, u.)
      They (the questions) of the students, of the boy, of the child.

5 I(li).zwe lika.Jojo; e.lika.Jojo; e.lakhe. The land of J; that of J; his.
   Lona lama.bhadi, len.gonyama, lom.limi.   (Cl.5 PC la + a, i, u.)
      It (the land) of the springbuck (pl), of the lion, of the farmer.

6 Ama.nzi ka.Jojo; a.ka.Jojo; #a.w.akhe. The water of J; that of J; his.
   Wona ama.dama, emi.lambo, o.lwandle.   (Cl.6 PC a + a, i, u.)
      It (the water) of the dams, of the rivers, of the sea.

7 Isi.tya sika.Jojo; e.sika.Jojo; e.sakhe. The dish of J; that of J; his.
   Sona sama.qanda, se.nyama, soku.tya.   (Cl.7 PC sa + a, i, u.)
      It (the dish) of eggs, of meat, of food.

8 Izi.hlangu zika.Jojo; e.zika.Jojo; e.zakhe. The shoes of J; those of J; his.
   Zona zama.laphu, ze.plastiki, zo.fele.   (Cl.8 PC za + a, i, u.)
      They (the shoes) of cloth, of plastic, of leather.

9 I.komityi ka.Jojo; e.ka.Jojo; e.yakhe. The cup of J; that of J; his.
   Yona yama.futha, ye.swekile, yom.gubo   (Cl.9 PC ya + a, i, u.)
      It (the cup) of fat, of sugar, of flour.

10 Izin.dlu zika.Jojo; e.zika.Jojo; e.zakhe. The houses of J; those of J; his.
   Zona zama.planga, zezi.tena, zo.dongwe.   (Cl.10 PC za + a, i, u.)
      They (the houses) of planks, of bricks, of clay.

11 Ulu.vo luka.Jojo; o.luka.Jojo; o.lwakhe. The opinion of J; that of J; his.
   Lona lwama.polisa, lwe.sela, lom.gwebi   (Cl.11 PC *lwa + a, i, u)
      It (the opinion) of the police (pl), of the thief, of the judge.

14 Ubu.lumko buka.Jojo; o.buka.Jojo; o.bakhe. The wisdom of J; that of J; his.
   Bona bama.xhego, ben.kosi, bom.fundisi.   (Cl.14 PC ba + a, i, u.)
      It (the wisdom) of the old men, of the chief, of the clergyman.

15 Uku.cula kuka.Jojo; o.kuka.Jojo; o.kwakhe. The singing of J; that of J; his.
   Kona kwaba.fana, kween.tombi, ko.sapho.   (Cl.15 PC *kwa + a, ii, u)
      It (the singing) of the young men, of the girls, of the family.

The PC vowel combines with the prefix vowel of the noun, as shown above: a+a>a; a+i>e;
a+u>o; a+ii>ee; a+oo>oo (S.51.3a,b). It drops before the initial vowel, always a, e or o, of
demonstratives (S.16.A) or attributive pronouns (S.19,20) and lw, kw>l,k before o.
   uku.tya kw.eli li.zwe / kw.aba.dala (food of this land / of the old folk).
The short prefix of Cl.5 can be used for monosyllable stems before possessives:
   i.zwe lika.Jojo (the land of Jojo).
#) For the infix w in a.w.akhe, see page 23.N.   *) lwa + u > lo; kwa + u > ko.

15. COPULATIVES OF NOUNS AND POSSESSIVE PRONOUNS

Cl	CP It is	*CPc It is	Noun	*CPc(It is) + Noun	CPc(It is) + mine	CPc(It is) #not + Noun	CPc(It is) #not mine
1	ngu	ng	um.limi	ng.umlimi	ng.owam	asi.ng.o.mlimi	asingo.wam
1a	"	"	u.nyana	ng.unyana	"	asi.ng.o.nyana	"
2	nga	ng	aba.limi	ng.abalimi	ng.abam	asi.ng.o.balimi	asingo.bam
2a	"	"	oo.nyana	ng.oonyana	"	asi.ng.o.o.nyana	"
3	ngu	ng	um.zi	ng.umzi	ng.owam	asi.ng.o.mzi	asingo.wam
4	yi	y	imi.zi	y.imizi	y.eyam	asi.y.o.mizi	asiyo.yam
5	li	l	ili.zwe	l.ilizwe	l.elam	asi.l.o.lizwe	asilo.lam
6	nga	ng	ama.zwe	ng.amazwe	ng.awam	asi.ng.o.mazwe	asingo.wam
7	si	s	isi.tya	s.isitya	s.esam	asi.s.o.sitya	asiso.sam
8	zi	z	izi.tya	z.izitya	z.ezam	asi.z.o.zitya	asizo.zam
9	yi	y	in.dlu	y.indlu	y.eyam	asi.y.o.ndlu	asiyo.yam
10	zi	z	izin.dlu	z.izindlu	z.ezam	asi.z.o.zindlu	asizo.zam
11	lu	l	ulu.thi	l.uluthi	l.olwam	asi.l.o.luthi	asilo.lwam
14	bu	b	ubu.si	b.ubusi	b.obam	asi.b.o.busi	asibo.bam
15	ku	k	uku.cula	k.ukucula	k.okwam	asi.k.o.kucula	asiko.kwam

*) CPc = The consonant form of the copulative prefix, used before vowels.
The CP and CPc forms shown in Sec.9 and above, meaning 'it is', are prefixed to nouns, pronouns, possessives and demonstratives (S.9,15,16.B) to form copulatives, i.e. expressions which include the equivalent of a verb:
    ng.umlimi (it's the farmer), asi.ng.o.balimi (it's not the farmers)
    b.ubu.si (it is honey / it's the honey), b.obam (it's mine, = the honey)
Other CPs form copulatives from adjectives, relatives and adverbs (S.19-21).

Column 6 = CPc + RD + possessive: ng.o.wam, etc. (see p.23).
#) Negative CPc forms can prefix asi- or ayi-; e.g. ayi.ng.o.mlimi (cf.p.21.N).
    The initial vowel of the noun prefix is elided in the negative copulative and replaced by o.
    Both vowels drop in the case of ii.
All possessives (pp.22,23) follow the above pattern; thus for Cl.9 indlu (house):
    e.yethu (ours), y.eyethu (it's ours), asiyo.yethu (it's not ours).

Personal Copulatives
Although the impersonal copulative prefix (= 'it is') is at times translated as 'he/she is' or 'they are' for convenience, the true personal copulative (I am, he/she/it is, they are, etc.) is clearly distinguished in Xhosa.

Personal copulatives use the relevant SC, and at times a noun or pronoun, before the impersonal copulative, which can belong to a different class:
    ng.umfazi (it's a woman), but ndi.ng.umfazi (I am a woman);
    um.limi u.y.indoda (Cl.9) / yena u.y.indoda (the farmer is a man / he is a man).

In the negative personal copulative the negative SC (p.18) replaces asi:
    asi.ngu.we (it's not you), but aka.ngu.we (he isn't you);
    andi.y.o.kati (I'm not a cat), ama.fu aka.z.o.ntaka (clouds are not birds).

16. DEMONSTRATIVES

A. 1st, 2nd and 3rd Place Demonstratives#

Cl	Noun	this/ these	that/ those		yonder	
1	um.limi	lo	lowo,	loo	lowa,	laa
2	aba.limi	aba	abo		abaya,	abaa
3	um.zi	lo	lowo,	loo	lowa,	laa
4	imi.zi	le	leyo,	loo	leya,	laa
5	ili.zwe	eli	elo		eliya,	elaa
6	ama.zwe	la	lawo,	loo	lawa,	laa
7	isi.tya	esi	eso		esiya,	esaa
8	izi.tya	ezi	ezo		eziya,	ezaa
9	in.dlu	le	leyo,	loo	leya,	laa
10	izin.dlu	ezi	ezo		eziya,	ezaa
11	ulu.thi	olu	olo		oluya,	olwaa
14	ubu.si	obu	obo		obuya,	obaa
15	uku.cula	oku	oko		okuya,	okwaa

B. Copulatives of Demonstratives# +

CP	CPc	it is this/	that/	yonder, etc.
ngu	ng	ngu.lo	ngu.loo	ngu.laa
nga	ng	ng.aba	ng.abo	ng.abaa
ngu	ng	ngu.lo	ngu.loo	ngu.laa
yi	y	yi.le	yi.loo	yi.laa
li	l	l.eli	l.elo	l.elaa
nga	ng	nga.la	nga.loo	nga.laa
si	s	s.esi	s.eso	s.esaa
zi	z	z.ezi	z.ezo	z.ezaa
yi	y	yi.le	yi.loo	yi.laa
zi	z	z.ezi	z.ezo	z.ezaa
lu	l	l.olu	l.olo	l.olwaa
bu	b	b.obu	b.obo	b.obaa
ku	k	k.oku	k.oko	k.okwaa

C. Prepositional Formatives plus Demonstratives# +

Cl	na*	(with, and, etc.)		Noun#	nga*	(through, about, etc.)		Noun#
1	na.lo	na.loo	na.laa	m.limi	nga.lo	nga.loo	nga.laa	m.limi
2	n.aba	n.abo	n.abaa	ba.limi	ng.aba	ng.abo	ng.abaa	ba.limi
3	na.lo	na.loo	na.laa	m.zi	nga.lo	nga.loo	nga.laa	m.zi
4	na.le	na.loo	na.laa	mi.zi	nga.le	nga.loo	nga.laa	mi.zi
5	n.eli	n.elo	n.elaa	li.zwe	ng.eli	ng.elo	ng.elaa	li.zwe
6	na.la	na.loo	na.laa	ma.zwe	nga.la	nga.loo	nga.laa	ma.zwe
7	n.esi	n.eso	n.esaa	si.tya	ng.esi	ng.eso	ng.esaa	si.tya
8	n.ezi	n.ezo	n.ezaa	zi.tya	ng.ezi	ng.ezo	ng.ezaa	zi.tya
9	na.le	na.loo	na.laa	n.dlu	nga.le	nga.loo	nga.laa	n.dlu
10	n.ezi	n.ezo	n.ezaa	zin.dlu	ng.ezi	ng.ezo	ng.ezaa	zin.dlu
11	n.olu	n.olo	n.olwaa	lu.thi	ng.olu	ng.olo	ng.olwaa	lu.thi
14	n.obu	n.obo	n.obaa	bu.si	ng.obu	ng.obo	ng.obaa	bu.si
15	n.oku	n.oko	n.okwaa	ku.cula	ng.oku	ng.oko	ng.okwaa	ku.cula

Demonstratives can be used as qualifiers or as pronouns, the contracted forms usually as qualifiers, and the full forms mainly as pronouns:
     loo n.dlu (that house); in.dlu leyo (the house, that one); leyo (that one).
Locative and indefinite demonstratives use Cl.15 forms: emva k.oko (after that).
CP = Copulative Prefix (S.9.N). CPc = CP form used before vowels (S.15.N).

The longer 2nd and 3rd place demonstratives are not shown in (B) and (C) above.
Note: the final a of the longer 3rd place demonstratives is pronounced fairly long.

#) A noun preceded by a demonstrative loses its IV (initial vowel or vowels):
     aba ba.fazi (these women), z.ezo moto (it is those cars).
+) CPs and prepositional formatives can be added to all demonstratives, including the
     longer 2nd and 3rd place forms. Negative CPs prefix asi or ayi, cf.page 21.N.
*) na, nga, kwa and PCs lose their a before the IV of demonstratives (S.51.3a,b).

16. DEMONSTRATIVES (CONTD)

C. Prepositional Formatives plus Demonstratives (contd)

Cl	ku* (to, at, etc)			Noun#	Locatives	+ kwa* (see S.25.4)			Noun#
1	ku.lo	ku.loo	ku.laa	m.limi	ekhohlo	kwa.lo	kwa.loo	kwa.laa	m.limi
2	kw.aba	kw.abo	kw.abaa	ba.limi	ekunene	kw.aba	kw.abo	kw.abaa	ba.limi
3	ku.lo	ku.loo	ku.laa	m.zi	phambi	kwa.lo	kwa.loo	kwa.laa	m.zi
4	ku.le	ku.loo	ku.laa	mi.zi	phakathi	kwa.le	kwa.loo	kwa.laa	mi.zi
5	kw.eli	kw.elo	kw.elaa	li.zwe	entla	kw.eli	kw.elo	kw.elaa	li.zwe
6	ku.la	ku.loo	ku.laa	ma.zwe	phesheya	kwa.la	kwa.loo	kwa.laa	ma.zwe
7	kw.esi	kw.eso	kw.esaa	si.tya	phezu	kw.esi	kw.eso	kw.esaa	si.tya
8	kw.ezi	kw.ezo	kw.ezaa	zi.tya	entla	kw.ezi	kw.ezo	kw.ezaa	zi.tya
9	ku.le	ku.loo	ku.laa	n.dlu	phantsi	kwa.le	kwa.loo	kwa.laa	n.dlu
10	kw.ezi	kw.ezo	kw.ezaa	zin.dlu	ezantsi	kw.ezi	kw.ezo	kw.ezaa	zin.dlu
11	k.olu	k.olo	k.olwaa	lu.thi	ekunene	k.olu	k.olo	k.olwaa	lu.thi
14	k.obu	k.obo	k.obaa	bu.si	phezu	k.obu	k.obo	k.obaa	bu.si
15	k.oku	k.oko	k.okwaa	ku.cula	emva	k.oku	k.oko	k.okwaa	ku.cula

*) ku and the locative PC kwa (S.10) become kw before a, e, and k before o.
#) A noun preceded by a demonstrative loses its IV (initial vowel or vowels).

17. QUANTITATIVES

Cl	o.nke every,all	o.dwa only,alone	-bini/thathu/ne, etc.* both, all 3,4,8,10, etc.
1ps	ndo.nke	nde.dwa+	
1pp	so.nke	se.dwa+	so.ba.bini/-thathu/-ne so.si.bhozo, so(li)shumi
2ps	wo.nke	we.dwa	
2pp	no.nke	ne.dwa+	no.ba.bini/-thathu/-ne no.si.bhozo, no(li)shumi
1	wo.nke	ye.dwa	
2	bo.nke	bo.dwa	bo.ba.bini/-thathu/-ne bo.si.bhozo, bo(li)shumi
3	wonke	wo.dwa	
4	yo.nke	yo.dwa	yo.mi.bini/-thathu/-ne yo.si.bhozo, yo(li)shumi
5	lo.nke	lo.dwa	
6	o.nke	o.dwa	o.ma.bini/-thathu/-ne o.si.bhozo, o(li)shumi
7	so.nke	so.dwa	
8	zo.nke	zo.dwa	zo.zi.bini/-thathu/-ne zo.si.bhozo/-(li)shumi
9	yo.nke	yo.dwa	
10	zo.nke	zo.dwa	zo.m.bini, zo.n.tathu zo.ne, zo.si.bhozo/-(li)shumi
11	lo.nke	lo.dwa	
14	bo.nke	bo.dwa	
15	ko.nke	ko.dwa	

18. ENUMERATIVES#

phi? which?
mbi: other, another, a different, etc.

Cl	CP	phi?	mbi
1	ngu/ngo	wu.phi	wu.mbi
2	nga	ba.phi	ba.mbi
3	ngu/ngo	wu.phi	wu.mbi
4	yi/ye	yi.phi	yi.mbi
5	li/le	li.phi	li.mbi
6	nga	wa.phi	wa.mbi
7	si/se	si.phi	si.mbi
8	zi/ze	zi.phi	zi.mbi
9	yi/ye	yi.phi	yi.mbi
10	zi/ze	zi.phi	zi.mbi
11	lu/lo	lu.phi	lu.mbi
14	bu/bo	bu.phi	bu.mbi
15	ku/ko	ku.phi	ku.mbi

Quantitatives usually have the same first syllable as absolute pronouns:
   ye.dwa (he alone, cf. ye.na), bo.ba.bini (the two of them, cf. bo.na)
+) The forms ndo.dwa, so.dwa, no.dwa are also found.
*) Numerals up to six are adjectives (S.21a,19); the BP zin > n in Cl.1O;
   for zo.n + b,th,n see S.51.1. Numerals over six are nouns; (li) is optional.

#) phi uses standard CPs (S.9) and CPs with lowered vowels (S.51.5).
   mbi can precede nouns, but if it follows them their first vowel drops:
   wu.mbi um.limi (another farmer), ufuna mi.thi yi.mbi (he wants other trees: cf.S.26.A.10)

19. ADJECTIVES: COPULATIVE AND ATTRIBUTIVE FORMS : NEGATIVES

		Copulative am/is/are long, tall		Attributive that is/are long, tall			Neg.Copulative am/is/are <u>not</u> long,tall	Neg.Attributive that is/are <u>not</u> long,tall
Person		SC	BP + Adj		RD	RC	SCneg + BP+Adj	
1p.sg	(mna)	ndi-	m.de		e	endi	andi.m.de	
1p.pl	(thina)	si-	ba.de		e	esi	asi.ba.de	
2p.sg	(wena)	u-	m.de		o	o	aku.m.de	
2p.pl	(nina)	ni-	ba.de		e	eni	ani.ba.de	
Cl	**Prefix**	**Noun**		**AC + Adj**				RC + nge + BP+Adj
1	um	um.fazi	m.de	om.de	o	o	aka.m.de	o.nge.mde
2	aba	aba.fazi	ba.de	aba.de	a	aba	aba.ba.de	aba.nge.bade
3	um	um.lilo	m.de	om.de	o	o	awu.m.de	o.nge.mde
4	imi	imi.lilo	mi.de	emi.de	e	e	ayi.mi.de	e.nge.mide
5	ili	ili.tye	li.de	eli.de	e	eli	ali.li.de	eli.nge.lide
6	ama	ama.tye	ma.de	ama.de	a	a	aka.ma.de	a.nge.made
7	isi	isi.bane	si.de	esi.de	e	esi	asi.si.de	esi.nge.side
8	izi	izi.bane	zi.de	ezi.de	e	ezi	azi.zi.de	ezi.nge.zide
9	i<u>N</u>	in.to	*in.de	*en.de	e	e	ayi.n.de	e.nge.nde
10	izi<u>N</u>	izin.to	*zin.de	*ezin.de	e	ezi	azi.n.de#	ezi.nge.nde#
11	ulu	ulu.thi	lu.de	olu.de	o	olu	alu.lu.de	olu.nge.lude
14	ubu	ubu.suku	bu.de	obu.de	o	obu	abu.bu.de	obu.nge.bude
15	uku	uku.tya	ku.de	oku.de	o	oku	aku.ku.de	oku.nge.kude
Indefinite (it)		--	ku.de	--	--	--	aku.ku.de	--

1. An adjective stem uses the relevant BP (basic prefix) as a CP to form its copulative. The BP = the noun prefix minus its first vowel; Cl.9 retains <u>i</u>.
   The BP used for persons after the SCs shown above is <u>m</u> (singular) and <u>ba</u> (plural).
2. The AC (adjective concord), prefixed in the attributive form, is the noun prefix with the first vowel lowered. (The AC = the RD 'that' + the BP.)
3. The negative copulative of the adjective prefixes the negative SC (S.5) to the copulative of the adjective, and often adds the negative verbal suffix -<u>anga</u>,
   e.g. andi.m.d.anga (I'm not tall).
4. Negative attributive forms prefix the RC (relative concord) and the negative infix <u>nge</u> to the copulative of the adjective. The RC, meaning 'that', can be seen as the RD (relative demonstrative, above and p.23.N), plus SCs containing a consonant.

5. Classes 1a and 2a use the concords of classes 1 and 2.
6. Attributives used as pronouns can prefix a CPc (S.15): ng.om.de, asi.ng.omde.
7. In some constructions (see S.26.A) adjectives qualifying nouns without an initial vowel use their BP, not their AC: lo m.lilo m.de (this tall fire).
*) The <u>N</u> of the BP and AC in Cl.9 and 10 may cause consonant changes (S.51.1).
#) The BP <u>zin</u> > <u>n</u> in the Cl.10 negative.

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20. RELATIVES: COPULATIVE AND ATTRIBUTIVE FORMS : NEGATIVES

Person		Copulative am/is/are warm, hot	Attributive that is/are warm, hot	Neg.Copulative am/is/are not warm,hot	Adverb Example SC/SCneg + kho* am/is/are present/not present	
		SC + Rel		SCneg + Rel		
1p.sg	(mna)	ndi.shushu		andi.shushu	ndi.kho	andi.kho
1p.pl	(thina)	si.shushu		asi.shushu	si.kho	asi.kho
2p.sg	(wena)	u.shushu		aku.shushu	u.kho	aku.kho
2p.pl	(nina)	ni.shushu		ani.shushu	ni.kho	ani.kho
Cl	Noun		RC + Rel			
1	um.fazi	u.shushu	o.shushu	aka.shushu	u.kho	aka.kho
2	aba.fazi	ba.shushu	aba.shushu	aba.shushu	ba.kho	aba.kho
3	um.lilo	u.shushu	o.shushu	awu.shushu	u.kho	awu.kho
4	imi.lilo	i.shushu	e.shushu	ayi.shushu	i.kho	ayi.kho
5	ili.tye	li.shushu	eli.shushu	ali.shushu	li.kho	ali.kho
6	ama.tye	a.shushu	a.shushu	aka.shushu	a.kho	aka.kho
7	isi.bane	si.shushu	esi.shushu	asi.shushu	si.kho	asi.kho
8	izi.bane	zi.shushu	ezi.shushu	azi.shushu	zi.kho	azi.kho
9	in.to	i.shushu	e.shushu	ayi.shushu	i.kho	ayi.kho
10	izin.to	zi.shushu	ezi.shushu	azi.shushu	zi.kho	azi.kho
11	ulu.thi	lu.shushu	olu.shushu	alu.shushu	lu.kho	alu.kho
14	ubu.suku	bu.shushu	obu.shushu	abu.shushu	bu.kho	abu.kho
15	uku.tya	ku.shushu	oku.shushu	aku.shushu	ku.kho	aku.kho
Indefinite (it)	--	ku.shushu	--	aku.shushu	ku.kho	aku.kho

1. A relative stem uses the relevant SC as a CP to form its copulative.
2. The RC (relative concord, see S.19), prefixed in the attributive form, can be seen as the RD (meaning 'that', S.19), plus SCs containing a consonant.
   The RC, also meaning 'that', can be rendered by 'who', 'which', 'whom' etc.
   (For a fuller explanation of the RC, see p.36.)
3. The negative copulative of the relative prefixes the negative SC (S.5) to the relative, and often adds the negative verbal suffix -anga,
   e.g. andi.shushw.anga (I'm not hot); u > w before a (S.51.3c).
4. Negative attributive forms prefix the RC and the negative infix nge to the relative:
   umfazi o.nge.shushu (the woman who isn't hot).

5. Classes 1a and 2a use the concords of classes 1 and 2.
6. Attributive forms used as pronouns can prefix a CPc (S.15):
   z.ezi.shushu (=izin.to), asi.z.ezi.shushu, (it is / it isn't the hot ones)
7. In some constructions (see S.26.A) relatives qualifying nouns without an initial vowel use the SC of the noun as a concord, not its RC:
   um.lilo o.shushu (a warm fire), but: lo m.lilo u.shushu (this warm fire)
*) kho < locative kho.na can also mean 'there'; ku.kho = there is/are.

21. ADJECTIVE AND RELATIVE STEMS

a) Adjective stems, about 20 in all:
(Numerals) nye, one; some, other; bini, two; thathu, three; ne, four; hlanu, five; thandathu, six; (those above six are nouns).
(Others) bi, bad, ugly; hle, beautiful, good, nice; de, long, tall; fuphi, short, / futshane, very short; khulu, big; ncinci, small, / ncinane, very small; ni? what? of what kind? nga, so much; ngaphi? how many? dala, old, stale; tsha, new, young, fresh; ninzi, much, many.

b) Some Relative stems:
(Colours) bomvu, red; lubhelu, yellow; luhlaza, blue, green; mhlophe, white, clear, clean; mnyama, black, dark; ntsundu, dark brown; etc.
(Others) banzi, wide, broad; bhetele, better; buhlungu, painful; dikidiki, lukewarm; dulu, expensive; lula, light, easy; manzi, wet; mbalwa, few; mdaka, dirty; mnandi, nice, pleasant; ngaka, so great, such; njalo, of that kind; njani? how? like what? of what kind? nje, like this; nzima, heavy, difficult; nzulu, deep; krakra, bitter; krwada, raw, rude, unripe; shushu, warm, hot; etc.

c) Statives:
Perfect stems of certain verbs are used to express a state (see S.42). These are treated as relative stems; e.g. bolile, rotten; diniwe, tired; dumbile, swollen; lahlekile, lost; lambile, hungry; lungile, right, good; phelile, gone, finished; tyebile, fat, rich; vuthiwe, ripe; xakekile, busy.

22. FURTHER USES OF THE RELATIVE FORMATIVES

The relative formatives shown on page 29 can be prefixed, not only to relative stems, but to other words as well. The SCs form copulatives (is/are); the RCs form attributive word-units (that is/are) which can function as qualifiers. Relative formatives can be used e.g. before:

a) Adverbs:
　　　um.lilo u.phaya (SC: the fire is yonder)
　　　um.lilo o.phaya... (RC: the fire that is yonder = yonder fire...)

b) Locatives:
　　　u.Jojo u.s.ekhaya (SC: Jojo is at home)
　　　u.Jojo o.s.ekhaya... (RC: Jojo who is at home...)

c) Copulatives formed from nouns (cf.S.15):
　　　in.doda i.y.imfama (SC: the man is [it's] a blind man, the man is blind)
　　　in.doda e.y.imfama... (RC: the man that's a blind man, the blind man...)

d) Copulatives formed from numerals over six (all nouns):
　　　aba.fazi ba.li.shumi (SC: the women are [it's] ten)
　　　aba.fazi aba.li.shumi... (RC: the women that are ten, the ten women...)

e) Na (with) + nouns, whereby '(that) is/are with' = '(that) has/have':
　　　i.hashe li.n.amandla (SC: the horse is with / has strength, is strong)
　　　i.hashe eli.n.amandla... (RC: a horse that is with strength / that is strong...)

f) Verbs in relative clauses (pp.34-36), at times functioning as qualifiers: *#
　　　imi.thi e.khula(yo)... (RC: trees that are growing, that grow...)
　　　uku.tya oku.banda(yo)... (RC: food that is cold, cold food...)
　　　but: loo mi.thi i.khula(yo)... (SC: those trees that grow...)
　　　　　　oku ku.tya ku.banda(yo)... (SC: this cold food...)
Note: Verbs in negative relative clauses use participial forms (pp.40,41) after the RC or SC, with the negative infix nga (see p.34.N); nga > nge in word-units with na (with), kho (present) or a CP, which function as verbs:
　　　um.ntu o.hamba.yo / o.nga.hambi.yo (RC: the man who goes / doesn't go)
　　　um.ntu o.kho.yo / o.nge.kho.yo (RC: the man who is here / is not here)
*) Final yo is dropped if an object or adverb follows, unless kept for stress.
#) Relatives qualifying a noun without an IV at times use its SC as a concord (see S.26.A). They also use the SC to qualify other Type-B antecedents (p.34.1).

23. COPULATIVES OF 'WHERE?' : OF 'HERE, THERE, YONDER'

It is Saturday morning. U.Nomvuyo has been to the village with her husband (um.yeni), her children (aba.ntwana) and her baby (u.sana).

Taking money (i.mali), she has bought flour (um.gubo), vegetables (imi.funo), a spoon (i.cephe), eggs (ama.qanda), a dish (isi.tya), shoes (izi.hlangu), potatoes (ii.tapile), wool (u.boya), and food (uku.tya) for lunch.

On her way back to the farm, however, she collides with, and is knocked down by a donkey cart. She is hardly hurt, but her possessions are scattered and she is very confused. Friends and family crowd round to help and reassure her.

	U.Nomvuyo asks		The others all reply	
1p.sg	Ndi.phi?	(Where am I?)	*U.l.apha.	(You are here.)
1p.pl	Si.phi?	(Where are we?)	Ni.l.apha	(You people are here.)
2p.sg	U.phi?	(Where are you?)	Ndi.l.apha	(I'm here, her son replies.)
2p.pl	Ni.phi?	(Where are you?)	Si.l.apha.	(We're here, her children reply.)

Cl	SC	Where is/are my...?	Here/	there/	yonder	is/are your...	
1	u	U.phi um.yeni wam?	Na.nku,	nanko,	nankuya	umyeni	wakho.
2	ba	Ba.phi aba.ntwana bam?	Na.ba,	nabo,	nabaya	abantwana	bakho.
3	u	U.phi um.gubo wam?	Na.ngu,	nango,	nanguya	umgubo	wakho.
4	i	I.phi imi.funo yam?	Na.ntsi,	nantso,	nantsiya	imifuno	yakho.
5	li	Li.phi i.cephe lam?	Na.li,	nalo,	naliya	icephe	lakho.
6	a	A.phi ama.qanda am?	Na.nga,	nango,	nangaya	amaqanda	akho.
7	si	Si.phi isi.tya sam?	Na.si,	naso,	nasiya	isitya	sakho.
8	zi	Zi.phi izi.hlangu zam?	Na.zi,	nazo,	naziya	izihlangu	zakho.
9	i	I.phi i.mali yam?	Na.ntsi,	nantso,	nantsiya	imali	yakho.
10	zi	Zi.phi ii.tapile zam?	Na.nzi,	nanzo,	nanziya	iitapile	zakho.
11	lu	Lu.phi u.sana lwam?	Na.lu,	nalo,	naluya	usana	lwakho.
14	bu	Bu.phi u.boya bam?	Na.bu,	nabo,	nabuya	uboya	bakho.
15	ku	Ku.phi uku.tya kwam?	Na.ku,	nako,	nakuya	ukutya	kwakho.

The relevant SC is prefixed as a CP to the interrogative adverb phi?, 'where?', to form a copulative 'is / are where?' (cf.S.20,22.a).

The SC and the interrogative phi? are pronounced with a high tone:
   ba'phi' abantwana? (where are...?) li'phi' icephe? (where is...?)
to avoid confusion with similar forms of the enumerative phi?, meaning 'which?' (S.18), since these all start with a low tone:
   ba,phi' abantwana? (which children?) li,phi' icephe? (which spoon?)
SCs of 1st and 2nd persons ndi,phi? (where am I?) si,phi? u,phi? ni,phi? keep their usual low tone, since no confusion with 'which?' is possible.

Nanku, nanko, nankuya, etc. are locative copulatives (it's here, here is, etc.). Final -ya is long.
phi? and locative copulatives referring to locatives use class 15 forms:
   ku.phi kwaJojo? na.ku kwaJojo (where is J's place? / here is J's place)
*) apha, apho retain an original l after an affix, becoming -lapha, -lapho.

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24. VOCATIVES

The initial vowel (IV) of the noun prefix is dropped in the vocative (i.e. when addressing someone or something):
    Cl.5: hashe! (horse!); Cl.6: ma.doda! (men!); Cl.9: yeka, kati! (stop, cat!)
The prefix of Cl.2a, now <u>oo</u>, was <u>abo</u>; it becomes <u>bo</u> in the vocative; <u>bo</u> is seldom used, however, in the vocative plural of proper nouns.
    Cl.1 / 1a: molo m.ntwana, mama, Fani! (hullo child, mother, Fani!)
    Cl.2 / 2a: ba.ntwana! bo.mama! Fani! (children! mothers! Fani and Co.!)
In Cl.10 (the plural of Cl.9 and Cl.11) the vocative uses the full prefix <u>izin</u> (or <u>izi</u> for borrowed words) before dropping the initial vowel:
    Cl.10: ewe, zin.tombi! (yes, girls); yizani zi.kati! (come, cats!)
Cl.11 often uses the full prefix <u>ulu</u> before dropping the IV:
    Cl.11: lu.sana! / sana! (baby!); Cl.10: hayi, zint.sana! (no, babies!)

25. LOCATIVES

The locative formatives <u>ku</u>, <u>kwa</u> and locative <u>e</u>, replacing the prepositions at, to, from, in, into, on, among, etc., are used as follows:

1. <u>ku</u> is used before pronouns of all kinds, before demonstratives, before Cl.1a and Cl.2a nouns, and before some Cl.1 and Cl.2 nouns (e.g. kinship terms and agents derived from verbs [S.28.1]): ku.we (from you), ku.le n.dlu (at this house), koo.mama (to the mothers), ku.ba.fundi (among the students).
    <u>ku</u> is at times used before other noun classes, in which case the locative is stressed, and the noun is often qualified:
    ku.ma.doda (among the men), kw.isi.kolo sa.bo (from their school)
    <u>a</u>, <u>u</u> of the noun prefix drop after <u>ku</u>; <u>ku</u> > <u>kw</u> before <u>e</u>, <u>i</u> and <u>k</u> before <u>o</u>.

2. <u>kwa</u> (to, at, from, etc. the place of) is prefixed to proper nouns, or to place names seen as the names of people, and the initial vowel (IV) drops:
    kwa.Fani (at Fani's place), kwa.Langa (in Langa)

3. Locative <u>e</u> is prefixed to nouns, which lose their IV, and often modify their final vowel: a>eni, e>eni, i>ini, o>weni, u>wini. However o>eni and u>ini after f, v, w, and after bilabials (b, bh, m, mb, mp, ph):
    in.dlu > e.n.dlwini (in the house), ama.fu > e.ma.fini (in the clouds)
    a) Cl.5 monosyllabic nouns can use the short prefix <u>i</u>, replacing it with <u>e</u>:
        eli.zweni < ili.zwe, or e.zweni < i.zwe (to, in, from the country).
    b) Cl.10 and Cl.11 nouns of more than one syllable use the full prefix <u>izin</u> or <u>izi</u>, <u>ulu</u>:
        ii.moto > ezi.motweni (to the cars), u.daka > elu.dakeni (in the mud).
    c) If nouns end in <u>o</u>, <u>u</u> after bilabials, these are at times palatalised before -eni, -ini:
        b>ty, bh>j, m>ny, mb>nj, mp>ntsh, ph>tsh (cf.S.38.3).
        i.gumbi (room) > e.gumb.ini, but um.lambo (river) > em.lanj.eni.
    d) Place names prefix <u>e</u>, but normally do not add a suffix: i.Kapa > e.Kapa.
    e) Quite a few nouns use locative <u>e</u> without a suffix:
        e.khaya (at home), e.busuku (at night), e.garaji (to, in the garage)
    Note: Pre-locative <u>s</u> (S.51.3d) is prefixed to locatives in <u>e</u> to separate vowels after formatives or concords ending in a vowel, e.g. u.s.ekhaya (he/she is at home).

4. The following locatives use their PC <u>kwa</u> (= of, S.10) before nouns, pronouns and demonstratives (see page 27.C for examples). They can be preceded by <u>nga-</u> (+ pre-locative <u>s</u> before a vowel), e.g. nga.s.ekhohlo (on the left).

ekhohlo	(on, to, the left)	phesheya	(across, beyond)
ekunene	(on, to, the right)	*phezu	(up, above, on top)
*phambi	(in front, before)	phantsi	(down, below)
phakathi	(between, within)	ezantsi	(below, beneath)
entla	(above)	emva	(behind, after)

ekhohlo, ekunene use <u>kuka</u> before Cl.1a nouns (cf.p.23).
    kude (far) and kufuphi (near) use <u>na</u> (at times <u>ku</u> before pronouns):
        kude na.loo ndlu (far from that house), kufuphi nabo/kubo (near them)
    *) When used without <u>kwa</u> the longer forms phambili, phezulu are preferred.

26. INITIAL PREFIX VOWELS

A. The initial vowel or vowels (IV) of the noun prefix are dropped:
  1. in the vocative (S.24): culani, ba.ntwana! (sing, children!)
*2. after demonstratives: ndi.funa le hempe i.bomvu (I want this red shirt)
  3. after absolute pronouns: thina, ba.fundi bakho... (we, your students...)
*4. after emphatic pronouns (S.13): e.yona mi.thi mi.de (the tallest trees)
*5. in the axiomatic negative, implying 'none at all'. In this case Cl.10 takes the
     full prefix izin (or izi for borrowed words) before dropping the IV.
     Cl.11 at times also uses the full prefix ulu minus the IV:
          aka.thandi zi.moto zin.dala / (lu)bisi (he doesn't like old cars / milk)
  6. in the negative of the copulative (S.15): asi.so.sitya (it's not the dish)
*7. if the noun is used in an indefinite sense, only qualified subsequently:
          wa.thuma m.ntu u.thile, uSipho (he sent a certain man, Sipho)
*8. after the RC 'whose':..o.buhle bu.khulu..(..whose great beauty..see p.36.5)
*9. before the interrogative ni?: ufuna gaba li.ni? (which hoe do you want?)
 10. before the enumerative mbi: ndi.bone m.lambo wu.mbi (I saw another river)
 11. after the PC ka before Cl.1a nouns (S.11): e.lika.bawo (that of my father)
 12. after locative ku, but only a and u (S.25.1): ku.ma.doda, ku.mama
 13. after locative kwa and e (S.25.2,3): kwa.Langa, e.khaya
 14. if the noun is the second part of a compound: um.nini.ndlu (the landlord)
 15. at times in enumerations (the full prefix of Cl.10 can first be restored):
          ba.thenge ma.hashe, zin.kabi, zi.gusha (they bought horses, oxen, sheep)

  *) After dropped initial vowels in these cases (as shown) adjective stems use the BP (S.19)
     and relative stems use the SC (S.20) of the noun qualified.

B. The initial vowel (IV) of the infinitive is dropped:
  1. after ya, za (or bo, S.36.N5) in future tenses: baya ku.hamba (they'll go)
  2. if the infinitive implies a purpose (usually after ya or za)
          yiza ku.tyisa usana (come and feed = come in order to feed the baby)
  3. in the axiomatic negative: asi.na.ku.thi (<uku.thi), (we cannot say at all)

27. INTERROGATIVES

bani? (who?), *ni? (what? of what kind?), *nini? (when?), *njani? (how? like what? of what
kind?), nto.ni? (what thing? what?), *nga.ntoni? (with what? about what?), *phi? (which?
S.18), #nga.phi? (how many?), ka.ngaphi? (how often?), *ngakanani? (how large? how
much?), ka.ngakanani? (how much?), *phi? (where? S.23), nga.phi? (in / from what
direction?), kutheni? (why?), (ku)ngani na? (why?). Interrogative na? can be added to stress
a question.
    *) These can be used with concords: u.njani? (how are you?)
    #) The adj. stem nga.phi? needs a concord: ba.ngaphi? (how many are they?)

28. COMMON DERIVATIVES

  1. Numerous Cl.1 nouns are derived from verb stems by prefixing um and changing the final
     a to i: e.g. um.fundi (student) < funda; um.pheki (cook) < pheka.
  2. Many Cl.14 abstract nouns prefix ubu to noun, adjective or relative stems:
          ubu.tye (stoniness), ubu.hle (beauty), ubu.shushu (heat)
  3. The suffix -kazi can denote:
     a) the feminine: inkosi.kazi (lady) < inkosi (chief, lord)
     b) a large size: umlambo.kazi (a great river) < umlambo (river)
     c) a relationship: ubawo.kazi (my father's brother) < ubawo (my father)
  4. The suffixes -ana, -wana (from o, u after non-labials) and -azana < (k)azi, used by nouns or
     qualifiers, imply a reduction in age, size, quantity or quality. Previous bilabial consonants
     are palatalised (see S.38.3) and n>ny:
          umnt.wana (child), umlanj.ana (small river), m.dal.ana (he's fairly old)
     -(w)anyana implies a greater reduction:
          in.twana (small thing) < in.to; in.twanyana (tiny thing)
  5. The prefix ka (or ka.ku + bi, hle) is used to form adverbs from adjective or relative stems:
          ka.ninzi (often), ka.nye (once), ka.mnandi (nicely), kaku.bi (badly).

29. RELATIVE CLAUSES

1. Four types of relative clause are found, introduced by concords referring to the antecedent, whose relationship to words in the clause can be that of:

   1. Subject   Umfazi, o.hamba phaya... The woman, <u>who</u> walks there...
   2. Direct Object   Umfazi, e.ndi.m.bona.yo... The woman, <u>whom</u> I see...
   3. Indirect Object   Umfazi, e.ndi.thetha kuye... The woman, <u>to whom</u> I talk...
   4. Possessor   Umfazi, o.nja yakhe ndi.yi.bona.yo... <u>whose</u> dog I see...

The construction of a relative clause and the concord used will depend on:
    i) the above relationship of the antecedent to words in the clause, and
    ii) the type of antecedent, which is usually one of the following:

Type-A antecedent:
A noun with its full prefix (um.fazi), or the copulative of a noun, of an absolute pronoun, or of the enumerative phi? (ng.umfazi, ngu.ye, ngu.wuphi?).

Type-B antecedent:
A noun without an initial prefix vowel (m.fazi), or a pronoun (yena, lowo), or the copulative of an emphatic pronoun, or of a demonstrative pronoun (ngo.yena, ngu.lowo).

2. <u>The Subject of the Clause (who, which) refers to the Antecedent:</u>

a) After a Type-A antecedent the clause is introduced by the relative concord (RC) of the antecedent (cf.S.20).

b) After a Type-B antecedent the clause is introduced by the subject concord (SC) of the antecedent (cf.S.20.N7).

	Type-A Antecedent				Type-B Antecedent	
	The woman who appears	who doesn't appear	who knows		She	who appears
Cl	Noun	#RC + Vb	RC + Neg.Vb##	RC + Vowel Vb	Abs.Pr	SC + Verb**
1	um.fazi	o.vela(yo)	o.nga.veli(yo)	*o.w.azi(yo)	yena	u.vela(yo)
2	aba.fazi	aba.vela(yo)	aba.nga.veli(yo)	ab.azi(yo)	bona	ba.vela(yo)
3	um.zi	o.vela(yo)	o.nga.veli(yo)	*o.w.azi(yo)	wona	u.vela(yo)
4	imi.zi	e.vela(yo)	e.nga.veli(yo)	*e.y.azi(yo)	yona	i.vela(yo)
5	ili.zwe	eli.vela(yo)	eli.nga.veli(yo)	el.azi(yo)	lona	li.vela(yo)
6	ama.zwe	a.vela(yo)	a.nga.veli(yo)	*a.w.azi(yo)	wona	a.vela(yo)
7	isi.lo	esi.vela(yo)	esi.nga.veli(yo)	es.azi(yo)	sona	si.vela(yo)
8	izi.lo	ezi.vela(yo)	ezi.nga.veli(yo)	ez.azi(yo)	zona	zi.vela(yo)
9	in.dwe	e.vela(yo)	e.nga.veli(yo)	*e.y.azi(yo)	yona	i.vela(yo)
10	izin.dwe	ezi.vela(yo)	ezi.nga.veli(yo)	ez.azi(yo)	zona	zi.vela(yo)
11	ulu.thi	olu.vela(yo)	olu.nga.veli(yo)	*olw.azi(yo)	lona	lu.vela(yo)
14	ubu.suku	obu.vela(yo)	obu.nga.veli(yo)	ob.azi(yo)	bona	bu.vela(yo)
15	uku.tya	oku.vela(yo)	oku.nga.veli(yo)	*okw.azi(yo)	kona	ku.vela(yo)

#)   The RC (shown on p.28), meaning 'that', is essentially the RD (pp.23,28) plus SCs with a consonant. The RC can also be given as 'who', 'which', etc.
For the structure of the RC and its use with compound tenses see page 36.

##)   Relative clauses use the indicative (without ya) for positive tenses, but participial forms (pp.40,41) are used after the RC or SC for the negative. The negative perfect tense, and the negative future tense, would thus be:
    um.fazi o.nga.vel.anga   (the woman who didn't appear)
    yena u.nga.yi kuvela   (she who will not appear)

*)   Vowel verbs use <u>w</u> as an infix after the vowel RCs <u>a</u>, <u>o</u>, and <u>y</u> after <u>e</u>, but contracted forms are found: ama.zwe a.w.aziyo > aziyo (lands that know).
Consonant RCs drop their final vowel, and <u>olu</u>, <u>oku</u> > <u>olw</u>, <u>okw</u> before <u>a</u>, <u>e</u>.

**)   1st and 2nd person forms with similar Type-B antecedents would be:
    mna ndi.vela(yo),   thina si.vela(yo),   wena u.vela(yo),   nina ni.vela(yo).

<u>yo:</u>   The bracketed <u>yo</u> is not used with compound tenses. It is usually added to positive or negative present tense verbs and to positive perfect or remote past tenses which carry the stress, e.g. if no object or adverb follows:
    u.nyana, o.vela.yo.../ o.vela apha.../ o.nga.veli.yo.../ o.ndi.bona.yo...
    the son, who appears.../ appears here.../ doesn't appear... / sees me...

If <u>either</u> the <u>direct object</u> in the clause (whom, which), <u>or</u> the <u>indirect object</u> in the clause (to, from, with, in, etc.+ whom, which) refers to the antecedent, then:

a) After a Type-A antecedent (p.34.1):
    the clause is introduced by the RC (p.34.N) <u>of the subject of the clause.</u>
b) After a Type-B antecedent (p.34.1):
    the clause is introduced by the SC <u>of the subject of the clause.</u>
c) In each case, however, the clause is introduced by the concord <u>a</u> if the subject of the clause belongs to class 1.

3. <u>The Direct Object in the Clause refers to the Antecedent</u> (see a-c above):
    The dog which I it see, I, etc.   This dog I it see, I, etc.

Sub.#	Ant.	RC + OC + Vb	Subject*	Ant.	SC + OC + Vb	Subject*
1ps	inja	endi.yi.bona(yo)	mna	le nja	ndi.yi.bona(yo)	mna
1pp	inja	esi.yi.bona(yo)	thina	le nja	si.yi.bona(yo)	thina
2ps	inja	o.yi.bona(yo)	wena	le nja	u.yi.bona(yo)	wena
2pp	inja	eni.yi.bona(yo)	nina	le nja	ni.yi.bona(yo)	nina
1	inja	a.yi.bona(yo)	um.ntu	le nja	a.yi.bona(yo)	um.ntu
2	inja	aba.yi.bona(yo)	aba.ntu	le nja	ba.yi.bona(yo)	aba.ntu
3	inja	o.yi.bona(yo)	um.zi	le nja	u.yi.bona(yo)	um.zi
4	inja	e.yi.bona(yo)	imi.zi	le nja	i.yi.bona(yo)	imi.zi
5	inja	eli.yi.bona(yo)	ili.fu	le nja	li.yi.bona(yo)	ili.fu
6	inja	a.yi.bona(yo)	ama.fu	le nja	a.yi.bona(yo)	ama.fu
7	inja	esi.yi.bona(yo)	isi.lo	le nja	si.yi.bona(yo)	isi.lo
8	inja	ezi.yi.bona(yo)	izi.lo	le nja	zi.yi.bona(yo)	izi.lo
9	inja	e.yi.bona(yo)	in.dwe	le nja	i.yi.bona(yo)	in.dwe
10	inja	ezi.yi.bona(yo)	izin.dwe	le nja	zi.yi.bona(yo)	izin.dwe
11	inja	olu.yi.bona(yo)	ulu.thi	le nja	lu.yi.bona(yo)	ulu.thi
14	inja	obu.yi.bona(yo)	ubu.suku	le nja	bu.yi.bona(yo)	ubu.suku
15	inja	oku.yi.bona(yo)	uku.fa	le nja	ku.yi.bona(yo)	uku.fa

4. <u>The Indirect Object in the Clause refers to the Antecedent</u> (see a-c above):
    The land which I come from it, I, etc.   This (land) I come from it, I, etc.

Sub.#	Ant.	RC + Vb	Ind.Obj	Subject*	Ant.	SC + Vb	Ind.Obj	Subject*
1ps	ilizwe	endi.vela	ku.lo	mna	eli	ndi.vela	ku.lo	mna
1pp	ilizwe	esi.vela	ku.lo	thina	eli	si.vela	ku.lo	thina
2ps	ilizwe	o.vela	ku.lo	wena	eli	u.vela	ku.lo	wena
2pp	ilizwe	eni.vela	ku.lo	nina	eli	ni.vela	ku.lo	nina
1	ilizwe	a.vela	ku.lo	um.ntu	eli	a.vela	ku.lo	um.ntu
2	ilizwe	aba.vela	ku.lo	aba.ntu	eli	ba.vela	ku.lo	aba.ntu
3	ilizwe	o.vela	ku.lo	um.thi	eli	u.vela	ku.lo	um.thi
4	ilizwe	e.vela	ku.lo	imi.thi	eli	i.vela	ku.lo	imi.thi
5	ilizwe	eli.vela	ku.lo	ili.fu	eli	li.vela	ku.lo	ili.fu
6	ilizwe	a.vela	ku.lo	ama.fu	eli	a.vela	ku.lo	ama.fu
7	ilizwe	esi.vela	ku.lo	isi.lo	eli	si.vela	ku.lo	isi.lo
8	ilizwe	ezi.vela	ku.lo	izi.lo	eli	zi.vela	ku.lo	izi.lo
9	ilizwe	e.vela	ku.lo	in.dwe	eli	i.vela	ku.lo	in.dwe
10	ilizwe	ezi.vela	ku.lo	izin.dwe	eli	zi.vela	ku.lo	izin.dwe
11	ilizwe	olu.vela	ku.lo	ulu.thi	eli	lu.vela	ku.lo	ulu.thi
14	ilizwe	obu.vela	ku.lo	ubu.si	eli	bu.vela	ku.lo	ubu.si
15	ilizwe	oku.vela	ku.lo	uku.fa	eli	ku.vela	ku.lo	uku.fa

#) The first column shows the person / class of the <u>subject of the clause.</u>

*) The subject (implied by the RC or SC) can be omitted.
    For the structure of the 1st and 2nd person RCs <u>endi</u>, <u>esi</u>, <u>o</u>, <u>eni</u>, see p.36.6.

For the use of the negative, vowel verbs and (yo), see the footnotes on p.34.

5. The Possessive in the Clause (whose) refers to the Antecedent:

a) After a Type-A antecedent (p.34.1):
the clause is introduced by the relative concord (RC) of the antecedent, prefixed to the name of the thing possessed, replacing its initial vowel.

b) After a Type-B antecedent (p.34.1):
the clause is introduced by the subject concord (SC) of the antecedent, prefixed to the name of the thing possessed, replacing its initial vowel.

	Type-A Antecedent The woman whose beauty		**Type-B Antecedent** She whose beauty		**End of either clause#** of whom I it admire, etc.	
Cl	Anteced.	RC + Noun	Antec.	SC + Noun	(Poss.)*	Sub. + OC + Vb
1	um.fazi	o.bu.hle	yena	u.bu.hle	(ba.khe)	ndi.bu.buka(yo)
2	aba.fazi	aba.bu.hle	bona	ba.bu.hle	(ba.bo)	ndi.bu.buka(yo)
3	um.thi	o.bu.hle	wona	u.bu.hle	(ba.wo)	ndi.bu.buka(yo)
4	imi.thi	e.bu.hle	yona	i.bu.hle	(ba.yo)	ndi.bu.buka(yo)
5	ili.fu	eli.bu.hle	lona	li.bu.hle	(ba.lo)	ndi.bu.buka(yo)
6	ama.fu	a.bu.hle	wona	a.bu.hle	(ba.wo)	ndi.bu.buka(yo)
7	isi.lo	esi.bu.hle	sona	si.bu.hle	(ba.so)	ndi.bu.buka(yo)
8	izi.lo	ezi.bu.hle	zona	zi.bu.hle	(ba.zo)	ndi.bu.buka(yo)
9	in.dwe	e.bu.hle	yona	i.bu.hle	(ba.yo)	ndi.bu.buka(yo)
10	izin.dwe	ezi.bu.hle	zona	zi.bu.hle	(ba.zo)	ndi.bu.buka(yo)
11	ulu.thi	olu.bu.hle	lona	lu.bu.hle	(ba.lo)	ndi.bu.buka(yo)
14	ubu.suku	obu.bu.hle	bona	bu.bu.hle	(ba.bo)	ndi.bu.buka(yo)
15	uku.cula	oku.bu.hle	kona	ku.bu.hle	(ba.ko)	ndi.bu.buka(yo)

#) or (...o/u.bu.hle) bu.si.vuyisa(yo), (...whose beauty) it us delights, etc.
*) The bracketed possessives can be omitted.
For the use of the negative, vowel verbs and (yo), see the footnotes on p.34.

6. The Relative Concord

The RC is composed of a relative particle a prefixed to the SC, and influenced by the following vowel, so that a + i > e, a + u > o, and a + a > a. RCs for the first two persons are thus endi (a+ndi), esi (a+si), o (a+u), eni (a+ni).
The structure of the RC, given below, explains its use in compound tenses, e.g. in the continuous tenses shown (the near past, and the contracted near and remote past, cf.S.31,33). Bracketed sections are omitted in the shorter forms (consonant SCs, and the e of be before vowels). Infixed w and y are underlined.

Cl	RP+SC> RC	Noun	Near Past Contin.	Near Past/Rem.Past Contracted	
1	a + u > o	um.fazi	o.b(e) e.vela	o.b.e.vela	o.wa.y.e.vela
2	a + ba > a.ba	aba.fazi	a.(ba).be be.vela	a.be.be.vela	a.ba.be.vela
3	a + u > o	um.zi	o.b(e) u.vela	o.b.u.vela	o.wa.w.u.vela
4	a + i > e	imi.zi	e.b(e) i.vela	e.b.i.vela	e.ya.y.i.vela
5	a + li > e.li	ili.zwe	e.(li).be li.vela	e.be.li.vela	e.la.li.vela
6	a + a > a	ama.zwe	a.b(e) e.vela	a.b.e.vela	a.w.a.y.e.vela
7	a + si > e.si	isi.lo	e.(si).be si.vela	e.be.si.vela	e.sa.si.vela
8	a + zi > e.zi	izi.lo	e.(zi).be zi.vela	e.be.zi.vela	e.za.zi.vela
9	a + i > e	in.dwe	e.b(e) i.vela	e.b.i.vela	e.ya.y.i.vela
10	a + zi > e.zi	izin.dwe	e.(zi).be zi.vela	e.be.zi.vela	e.za.zi.vela
11	a + lu > o.lu	ulu.thi	o.(lu).be lu.vela	o.be.lu.vela	o.lwa.lu.vela
14	a + bu > o.bu	ubu.suku	o.(bu).be bu.vela	o.be.bu.vela	o.ba.bu.vela
15	a + ku > o.ku	uku.tya	o.(ku).be ku.vela	o.be.ku.vela	o.kwa.ku.vela

7. Relative Conjunctions:

These, like xa, xenikweni (when), mhla (the day that), okuya (then when), kuseloko (from the time that), nangona, noko (although), are usually followed by the relative form of the verb (with Cl.1 SC a), at times by the participial (S.34,35):
e.g. xa a.funda.yo / xa e.funda (when he reads).

30. THE INDICATIVE MOOD: PRIMARY TENSES

<u>Infinitive</u>: uku.hamba (to go).   <u>Negative Infinitive</u>: uku.nga.hambi (not to go).

<u>Present Tense</u> (I go / I am going) (see pp.17,18)

	<u>Long Form</u>	<u>Short Form</u>	<u>Negative</u> (I don't go / I'm not going)
1ps	ndi.ya.hamba	ndi.hamba	andi.hambi

<u>Perfect Tense</u> (I went / I have gone) (see p.20)

	<u>Long Form</u>	<u>Short Form</u>	<u>Negative</u> (I didn't go / haven't gone)
1ps	ndi.hambile	ndi.hambe	andi.hambanga

<u>Remote Past Tense</u> (see p.19)

		<u>Negative</u> (see note re <u>zange</u>, p.19)
1ps	nd.a.hamba (I went (then))	(andi)zange ndi.hambe (I never went)

<u>Near Future Tense</u> (see p.20)

		<u>Negative</u>
1ps	ndi.za ku.hamba	andi.zi ku.hamba
	I shall / will go (now, soon)	I shall / will not go (now, soon)

<u>Future Tense</u> (see p.20)

	<u>Full Form</u>	<u>Short Form</u>	<u>Negative</u> <u>Full Form</u>	<u>Short Form</u>
1ps	ndi.ya ku.hamba	ndo.hamba	andi.yi ku.hamba	andu.hamba
	I shall / will go (then)		I shall / will not go (then)	

<u>Future Continuous (Full Form)</u>

		<u>Negative (Full Form)</u>
1ps	ndi.ya ku.ba ndi.hamba	ndi.ya kuba ndi.nga.hambi
	I shall / will be going	I shall / will not be going

31. THE INDICATIVE MOOD: NEAR PAST CONTINUOUS TENSE

	*+<u>Near Past Continuous</u> I was / have been seeking		*+<u>Near Past Continuous Negative</u> I was not / have not been seeking	
	<u>Full Form</u>	<u>Contracted</u>	<u>Full Form</u>	<u>Contracted</u>
1ps	ndi.be ndi.funa	be.ndi.funa	ndibe ndi.nga.funi	bendi.nga.funi
1pp	si.be si.funa	be.si.funa	sibe si.nga.funi	besi.nga.funi
2ps	u.be u.funa	u.b.u.funa	ube u.nga.funi	ubu.nga.funi
2pp	ni.be ni.funa	be.ni.funa	nibe ni.nga.funi	beni.nga.funi
Cl.1	u.be e.funa	#u.b.e.funa	ube e.nga.funi	#ube.nga.funi
" 2	ba.be be.funa	be.be.funa	babe be.nga.funi	bebe.nga.funi
" 3	u.be u.funa	u.b.u.funa	ube u.nga.funi	ubu.nga.funi
" 4	i.be i.funa	i.b.i.funa	ibe i.nga.funi	ibi.nga.funi
" 5	li.be li.funa	be.li.funa	libe li.nga.funi	beli.nga.funi
" 6	a.be e.funa	#a.b.e.funa	abe e.nga.funi	#abe.nga.funi
" 7	si.be si.funa	be.si.funa	sibe si.nga.funi	besi.nga.funi
" 8	zi.be zi.funa	be.zi.funa	zibe zi.nga.funi	bezi.nga.funi
" 9	i.be i.funa	i.b.i.funa	ibe i.nga.funi	ibi.nga.funi
" 10	zi.be zi.funa	be.zi.funa	zibe zi.nga.funi	bezi.nga.funi
" 11	lu.be lu.funa	be.lu.funa	lube lu.nga.funi	belu.nga.funi
" 14	bu.be bu.funa	be.bu.funa	bube bu.nga.funi	bebu.nga.funi
" 15	ku.be ku.funa	be.ku.funa	kube ku.nga.funi	beku.nga.funi
Indef.	"	"	"	"

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*) The main verb <u>uku.funa</u> is in its present·participial form (p.40) after the auxiliary verb, hence SCs with <u>e</u> in Cl.1,2 and 6 and the negative infix <u>nga</u>.
The main verb hence also uses the infix <u>si</u> before the stem of monosyllable and vowel verbs (see page 40) if there is no other infix (like an OC or <u>nga</u>):
   be.ndi.si.tya (I was eating), but be.ndi.nga.tyi (I was not eating).
Before vowel verbs <u>si</u> > <u>s</u>, and the negative <u>nga</u> > <u>ng</u>:
   ndibe ndi.s.enza / bendi.s.enza (verb stem <u>enza</u>, I was / have been doing)
   ndibe ndi.ng.enzi / bendi.ng.enzi (I was not / have not been doing)

+) See p.38 for the auxiliary, showing what is omitted in the contracted forms.
#) Cl.1 and Cl.6 also use the simplified forms: e.b.e.funa / ebe.nga.funi.

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32. THE INDICATIVE MOOD: OTHER NEAR PAST TENSES

*Near Past Perfect (Long Form)
I had sought

	Full Form	Contracted
1ps	ndi.be ndi.funile	bendi.funile
1pp	si.be si.funile	besi.funile
2ps	u.be u.funile	ubu.funile
2pp	ni.be ni.funile	beni.funile
Cl.1	u.be e.funile	#ube.funile
" 2	ba.be be.funile	bebe.funile
" 3	u.be u.funile	ubu.funile
" 4	i.be i.funile	ibi.funile
" 5	li.be li.funile	beli.funile
" 6	a.be e.funile	#abe.funile
	etc.	etc.

*Near Past Perfect (Short Form)
I had sought

	Full Form	Contracted
	ndibe ndi.fune	bendi.fune
	sibe si.fune	besi.fune
	ube u.fune	ubu.fune
	nibe ni.fune	beni.fune
	ube e.fune	#ube.fune
	babe be.fune	bebe.fune
	ube u.fune	ubu.fune
	ibe i.fune	ibi.fune
	libe li.fune	beli.fune
	abe e.fune	#abe.fune
	etc.	etc.

*Near Past Perfect Negative
I had not sought

	Full Form	Contracted
1ps	ndi.be ndi.nga.funanga	bendi.nga.funanga
1pp	si.be si.nga.funanga	besi.nga.funanga
2ps	u.be u.nga.funanga	ubu.nga.funanga
2pp	ni.be ni.nga.funanga	beni.nga.funanga
Cl.1	u.be e.nga.funanga	#ube.nga.funanga
" 2	ba.be be.nga.funanga	bebe.nga.funanga
Cl.6	a.be e.nga.funanga	#abe.nga.funanga
	etc.	etc.

+ *Future in the Near Past (Conditional)
I would have sought

	Full Form	Contracted
1ps	ndi.be ndi.ya kufuna	bendi.ya kufuna
1pp	si.be si.ya kufuna	besi.ya kufuna
2ps	u.be u.ya kufuna	ubu.ya kufuna
2pp	ni.be ni.ya kufuna	beni.ya kufuna
Cl.1	u.be e.ya kufuna	#ube.ya kufuna
" 2	ba.be be.ya kufuna	bebe.ya kufuna
Cl. 6	a.be e.ya kufuna	#abe.ya kufuna
	etc.	etc.

+ *Future in the Near Past (Conditional) Negative
I would not have sought

	Full Form	Contracted
1ps	ndi.be ndi.nga.yi kufuna	bendi.nga.yi kufuna
1pp	si.be si.nga.yi kufuna	besi.nga.yi kufuna
2ps	u.be u.nga.yi kufuna	ubu.nga.yi kufuna
2pp	ni.be ni.nga.yi kufuna	beni.nga.yi kufuna
Cl.1	u.be e.nga.yi kufuna	#ube.nga.yi kufuna
" 2	ba.be be.nga.yi kufuna	bebe.nga.yi kufuna
Cl. 6	a.be e.nga.yi kufuna	#abe.nga.yi kufuna
	etc.	etc.

**Auxiliary Verb : uku.ba
Perfect Tense

	I was / I have been
1ps	(ndi).be
1pp	(si).be
2ps	u.b(e)
2pp	(ni).be
Cl.1	u.b(e)
" 2	(ba).be
" 3	u.b(e)
" 4	i.b(e)
" 5	(li).be
" 6	a.b(e)
" 7	(si).be
" 8	(zi).be
" 9	i.b(e)
" 10	(zi).be
" 11	(lu).be
" 14	(bu).be
" 15	(ku).be
Indefinite	"

Auxiliary Vb : uku.za
Near Past Continuous

	Full Form
1ps	ndi.be ndi.za
Cl.1	u.be e.za

	Contracted
1ps	bendi.za
Cl.1	#ube.za

	Neg.Contracted
1ps	bendi.nga.zi
Cl.1	#ube.nga.zi
	etc.

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*) The main verb uku.funa takes its corresponding participial form (see page 40) after the auxiliary verb uku.ba.

**) Note that the perfect tense of uku.ba is used in all the compound near past tenses. Brackets show the sections omitted in the contracted forms, namely all SCs with a consonant, and the e of be after vowel SCs.

+) The near past continuous of uku.za can replace the near past continuous of uku.ya to form a near future in the near past (cf. the near future indicative):
   ndi.be ndi.za kufuna / bendi.za kufuna (I was going to seek).

#) Cl.1 and Cl.6 have other (assimilated) contracted forms starting with ebe-.

*Remote Past Continuous
I was / had been seeking (then)

	Full Form	Contracted
1ps	nda.ye ndi.funa	nda.ndi.funa
1pp	sa.ye si.funa	sa.si.funa
2ps	wa.ye u.funa	wa.w.u.funa
2pp	na.ye ni.funa	na.ni.funa
Cl.1	wa.ye e.funa	wa.y.e.funa
" 2	ba.ye be.funa	ba.be.funa
" 3	wa.ye u.funa	wa.w.u.funa
" 4	ya.ye i.funa	ya.y.i.funa
" 5	la.ye li.funa	la.li.funa
" 6	a.ye e.funa	a.y.e.funa
" 7	sa.ye si.funa	sa.si.funa
" 8	za.ye zi.funa	za.zi.funa
" 9	ya.ye i.funa	ya.y.i.funa
" 10	za.ye zi.funa	za.zi.funa
" 11	lwa.ye lu.funa	lwa.lu.funa
" 14	ba.ye bu.funa	ba.bu.funa
" 15	kwa.ye ku.funa	kwa.ku.funa

*Remote Past Continuous Negative
I wasn't / hadn't been seeking (then)

	Full Form	Contracted
1ps	nda.ye ndi.nga.funi	nda.ndi.nga.funi
1pp	sa.ye si.nga.funi	sa.si.nga.funi
2ps	wa.ye u.nga.funi	wa.w.u.nga.funi
2pp	na.ye ni.nga.funi	na.ni.nga.funi
Cl.1	wa.ye e.nga.funi	wa.y.e.nga.funi
" 2	ba.ye be.nga.funi	ba.be.nga.funi
" 3	wa.ye u.nga.funi	wa.w.u.nga.funi
" 4	ya.ye i.nga.funi	ya.y.i.nga.funi
" 5	la.ye li.nga.funi	la.li.nga.funi
" 6	a.ye e.nga.funi	a.y.e.nga.funi
" 7	sa.ye si.nga.funi	sa.si.nga.funi
" 8	za.ye zi.nga.funi	za.zi.nga.funi
" 9	ya.ye i.nga.funi	ya.y.i.nga.funi
" 10	za.ye zi.nga.funi	za.zi.nga.funi
" 11	lwa.ye lu.nga.funi	lwa.lu.nga.funi
" 14	ba.ye bu.nga.funi	ba.bu.nga.funi
" 15	kwa.ye ku.nga.funi	kwa.ku.nga.funi

*Remote Past Perfect (Long Form)
I had sought (then)

	Full Form	Contracted
1ps	nda.ye ndi.funile	nda.ndi.funile
Cl.1	wa.ye e.funile	wa.y.e.funile

*Remote Past Perfect (Short Form)
I had sought (then)

	Full Form	Contracted
1ps	nda.ye ndi.fune	nda.ndi.fune
Cl.1	wa.ye e.fune	wa.y.e.fune etc.

Remote Past Perfect Negative
I had not sought (then)

	Full Form	Contracted
1ps	nda.ye ndi.nga.funanga	nda.ndi.nga.funanga
Cl.1	wa.ye e.nga.funanga	wa.y.e.nga.funanga
	etc.	etc.

#*Future in the Remote Past (Conditional)
I would have sought (then)

	Full form	Contracted
1ps	nda.ye ndi.ya kufuna	nda.ndi.ya kufuna
Cl.1	wa.ye e.ya kufuna	wa.y.e.ya kufuna
	etc.	etc.

#*Future in the Remote Past (Conditional) Negative
I would not have sought (then)

	Full Form	Contracted
1ps	nda.ye ndi.nga.yi kufuna	nda.ndi.nga.yi kufuna
Cl.1	wa.ye e.nga.yi kufuna	wa.y.e.nga.yi kufuna
	etc.	etc.

+Auxiliary Verb : uku.ba
Remote Past: Full Form / Contracted + Infix + SC

	Full Form	Contracted
1ps	nda.be	nda.ndi-
1pp	sa.be	sa.si-
2ps	wa.be	wa.w.u-
2pp	na.be	na.ni-
1	wa.be	wa.y.e-
2	ba.be	ba.be-
3	wa.be	wa.w.u-
4	ya.be	ya.y.i-
5	la.be	la.li-
6	a.be	a.y.e-
7	sa.be	sa.si-
8	za.be	za.zi-
9	ya.be	ya.y.i-
10	za.be	za.zi-
11	lwa.be	lwa.lu-
14	ba.be	ba.bu-
15	kwa.be	kwa.ku-

---

*) The main verb uku.funa uses its participial form (p.40) after the auxiliary.
The present participial at times adds si or s (p.37.N), e.g. nda.ndi.si.tya.

+) The remote past tense of the auxiliary verb uku.ya is used for all the compound remote past tenses, but the remote past of uku.ba (nda.be, etc., shown separately) can replace nda.ye, etc. throughout.
The contracted remote past auxiliary, omitting ye (or be), is the same for all remote past tenses; y is needed as an infix before e, i, and w before u.
(Final a is weakened to e in the remote past tense of the auxiliaries.)

#) The auxiliary nda.ye ndi.ya is the remote past continuous of uku.ya.
The future in the remote past can use uku.za instead of uku.ya to form a near future in the remote past (cf. the near future indicative):
    nda.ye ndi.za kufuna / nda.ndi.za kufuna, I was going to seek (then).

34. THE PARTICIPIAL MOOD : PRIMARY TENSES

*Present Participial

	Positive	Negative	Monosyllable Verb		Vowel Verb	
	agreeing/not agreeing		falling/not falling		refusing/not refusing	
1ps	ndi.vuma	ndi.nga.vumi	ndi.si.wa	ndi.nga.wi	ndi.s.ala	ndi.ng.ali
1pp	si.vuma	si.nga.vumi	si.si.wa	si.nga.wi	si.s.ala	si.ng.ali
2ps	u.vuma	u.nga.vumi	u.si.wa	u.nga.wi	u.s.ala	u.ng.ali
2pp	ni.vuma	ni.nga.vumi	ni.si.wa	ni.nga.wi	ni.s.ala	ni.ng.ali
1	e.vuma	e.nga.vumi	e.si.wa	e.nga.wi	e.s.ala	e.ng.ali
2	be.vuma	be.nga.vumi	be.si.wa	be.nga.wi	be.s.ala	be.ng.ali
3	u.vuma	u.nga.vumi	u.si.wa	u.nga.wi	u.s.ala	u.ng.ali
4	i.vuma	i.nga.vumi	i.si.wa	i.nga.wi	i.s.ala	i.ng.ali
5	li.vuma	li.nga.vumi	li.si.wa	li.nga.wi	li.s.ala	li.ng.ali
6	e.vuma	e.nga.vumi	e.si.wa	e.nga.wi	e.s.ala	e.ng.ali
7	si.vuma	si.nga.vumi	si.si.wa	si.nga.wi	etc.	etc.
8	zi.vuma	zi.nga.vumi	zi.si.wa	zi.nga.wi		
9	i.vuma	i.nga.vumi	i.si.wa	i.nga.wi		
10	zi.vuma	zi.nga.vumi	zi.si.wa	zi.nga.wi		
11	lu.vuma	lu.nga.vumi	lu.si.wa	lu.nga.wi		
14	bu.vuma	bu.nga.vumi	bu.si.wa	bu.nga.wi		
15	ku.vuma	ku.nga.vumi	ku.si.wa	ku.nga.wi		

**Remote Past Participial

having agreed (then)

1ps	nda.vuma(yo)
1	wa.vuma(yo)
2	ba.vuma(yo)
6	a.vuma(yo), etc.

#Perfect Participial

	having agreed		Perfect Part. Neg.
			not having agreed
1ps	ndi.vumile	ndi.vume	ndi.nga.vumanga
1pp	si.vumile	si.vume	si.nga.vumanga
2ps	u.vumile	u.vume	u.nga.vumanga
2pp	ni.vumile	ni.vume	ni.nga.vumanga
1	+e.vumile	+e.vume	e.nga.vumanga
2	be.vumile	be.vume	be.nga.vumanga
6	+e.vumile	+e.vume	e.nga.vumanga
	etc.	etc.	etc.

**Remote Past Part.Negative

never having agreed

1ps	ndi.nga.zange ndi.vume
1	e.nga.zange a.vume
2	be.nga.zange ba.vume
6	e.nga.zange a.vume, etc.

++Auxiliary Vb : uku.za

	Present Particip.	/ Neg.
1ps	ndi.za	ndi.nga.zi
1pp	si.za	si.nga.zi
2ps	u.za	u.nga.zi
2pp	ni.za	ni.nga.zi
1	e.za	e.nga.zi
2	be.za	be.nga.zi
3	u.za	u.nga.zi
4	i.za	i.nga.zi
5	li.za	li.nga.zi
6	e.za	e.nga.zi
	etc.	etc.

##Future Participial / Negative

	going to agree	not going to agree
1ps	ndi.ya kuvuma	ndi.nga.yi kuvuma
1pp	si.ya kuvuma	si.nga.yi kuvuma
2ps	u.ya kuvuma	u.nga.yi kuvuma
2pp	ni.ya kuvuma	ni.nga.yi kuvuma
1	e.ya kuvuma	e.nga.yi kuvuma
2	be.ya kuvuma	be.nga.yi kuvuma
6	e.ya kuvuma	e.nga.yi kuvuma
	etc.	etc.

The participial mood not only expresses '-ing', e.g. nda.m.va e.vuma (I heard him agreeing), but also 'when', 'before', 'after', etc. in adverb clauses, e.g. ndi.fike e.mkile (I came he having / after he left). This mood is also used:
  i) by the main verb in compound tenses,   ii) after some DVs (S.48.4),
  iii) after certain conjunctions (p.41),   iv) after kutheni? (why?).
The participial has SCs with e in Cl.1, 2, 6 and uses the negative infix nga.
Auxiliary verbs use participial forms for compound tenses of the participial.

*) The present participial adds the infix si before monosyllable and vowel verbs if there is no other infix (like an OC or nga); si and nga lose their vowel before vowel stems (see examples, p.37.N). Auxiliaries don't add si.

#) The long perfect form is used when the verb carries the stress (cf.p.20.N).
+) In the perfect tense the SC e in Cl.1 and Cl.6 drops before a vowel verb.
**) The remote past participial adds (yo) when stressed. For its negative it uses the participial form of the DV zange (p.19.N), followed by the subjunctive.

##) These forms can be contracted: e.g. e.nga.yi kuvuma > e.nga.yu.vuma.
++) The present participial of uku.za replaces that of uku.ya as an auxiliary for the near future tense, e.g. e.za kuvuma (he being about to agree).

35. THE PARTICIPIAL MOOD: NEAR AND REMOTE PAST TENSES

NearPast Continuous
having been agreeing, etc.

	Full Form	Contracted
1ps	ndi.be ndi.vuma	be.ndi.vuma
2ps	u.be u.vuma	u.b.u.vuma
1	e.be e.vuma	e.b.e.vuma
2	be.be be.vuma	be.be.vuma
3	u.be u.vuma	u.b.u.vuma
4	i.be i.vuma	i.b.i.vuma
5	li.be li.vuma	be.li.vuma
6	e.be e.vuma	e.b.e.vuma
	etc.	etc.

Near Past Continuous Negative
not having been agreeing, etc.

	Full Form	Contracted
1ps	ndibe ndi.nga.vumi	bendi.nga.vumi
2ps	ube u.nga.vumi	ubu.nga.vumi
1	ebe e.nga.vumi	ebe.nga.vumi
2	bebe be.nga.vumi	bebe.nga.vumi
3	ube u.nga.vumi	ubu.nga.vumi
4	ibe i.nga.vumi	ibi.nga.vumi
5	libe li.nga.vumi	beli.nga.vumi
6	ebe e.nga.vumi	ebe.nga.vumi
	etc.	etc.

Near Past Perfect
had been agreeing

	Full Form (Long)
1ps	ndi.be ndi.vumile
2ps	u.be u.vumile
1	e.be e.vumile
2	be.be be.vumile
6	e.be e.vumile

Near Past Perfect
had been agreeing

	Contracted (Long / Short)	
1ps	be.ndi.vumile	bendi.vume
2ps	u.b.u.vumile	ubu.vume
1	e.b.e.vumile	ebe.vume
2	be.be.vumile	bebe.vume
6	e.b.e.vumile	ebe.vume

Near Past Perfect
had not been agreeing

	*Negative
1ps	bendi.nga.vumanga
2ps	ubu.nga.vumanga
1	ebe.nga.vumanga
2	bebe.nga.vumanga
6	ebe.nga.vumanga etc.

#*Future in the Near Past / Negative
would / would not have been agreeing

1ps	bendi.ya kuvuma	bendi.nga.yi kuvuma
2ps	ubu.ya kuvuma	ubu.nga.yi kuvuma
1	ebe.ya kuvuma	ebe.nga.yi kuvuma
2	bebe.ya kuvuma	bebe.nga.yi kuvuma
6	ebe.ya kuvuma	ebe.nga.yi kuvuma etc.

*Remote Past Continuous / Negative
having / not having been agreeing (then)

1ps	nda.ndi.vuma	nda.ndi.nga.vumi
2ps	wa.w.u.vuma	wa.w.u.nga.vumi
1	wa.y.e.vuma	wa.y.e.nga.vumi
2	ba.be.vuma	ba.be.nga.vumi
6	a.y.e.vuma	a.y.e.nga.vumi etc.

*Remote Past Perf.(Long Form) / Negative
had / had not been agreeing (then)

1ps	nda.ndi.vumile	nda.ndi.nga.vumanga
2ps	wa.w.u.vumile	wa.w.u.nga.vumanga
1	wa.y.e.vumile	wa.y.e.nga.vumanga
2	ba.be.vumile	ba.be.nga.vumanga
6	a.y.e.vumile	a.y.e.nga.vumanga etc.

#*Future in the Remote Past / Negative
would / wouldn't have been agreeing (then)

1ps	nda.ndi.ya kuvuma	nda.ndi.nga.yi kuvuma
2ps	wa.w.u.ya kuvuma	wa.w.u.nga.yi kuvuma
1	wa.y.e.ya kuvuma	wa.y.e.nga.yi kuvuma
2	ba.be.ya kuvuma	ba.be.nga.yi kuvuma
6	a.y.e.ya kuvuma	a.y.e.nga.yi kuvuma etc.

#Auxiliary Vb Participial: uku.za
Near Past Contin. / Contracted

1ps	ndi.be ndi.za	bendi.za
1	e.be e.za	ebe.za

Negative Contracted

1ps	bendi.nga.zi
1	ebe.nga.zi

Remote Past Contin./Contracted

1ps	nda.be ndi.za	nda.ndiza
1	wa.be e.za	wa.b.eza

Negative Contracted

1ps	nda.ndi.nga.zi
1	wa.y.e.nga.zi

Conjunctions followed by the Participial

+Kuba - because
+Ngo.kuba - because
Ngoko.kuba - because
Ngo.ba - because
Nga.kuba - because
         (after a negative clause)
Na.kuba - although
Nga.ngo.kuba - as much as,
         so much that
Nje.ngo.kuba - as,
         according as
E.kub.eni - inasmuch as,
         whereas
+)These, when meaning 'for',
take the indicative.

See notes on the use and characteristics of the participial mood on p.40.
The present participial used in compound tenses at times adds si or s (see p.37.N).

*) These are contracted. Full forms follow those of the indicative, but use the participial of the auxiliaries. (Note: auxiliaries do not use the infix si.)

#) uku.za replaces uku.ya in the near futures of near and remote past tenses:
    e.g. ebe.za kuvuma (he having been about to agree).

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36. THE SUBJUNCTIVE MOOD

Present Subjunctive

	Positive	*Negative
	and I see	and I don't see
	that I may	/ may not see
1ps	ndi.bone	ndi.nga.boni
1pp	si.bone	si.nga.boni
2ps	u.bone	u.nga.boni
2pp	ni.bone	ni.nga.boni
1	a.bone	a.nga.boni
2	ba.bone	ba.nga.boni
3	u.bone	u.nga.boni
4	i.bone	i.nga.boni
5	li.bone	li.nga.boni
6	a.bone	a.nga.boni
7	si.bone	si.nga.boni
8	zi.bone	zi.nga.boni
9	i.bone	i.nga.boni
10	zi.bone	zi.nga.boni
11	lu.bone	lu.nga.boni
14	bu.bone	bu.nga.boni
15	ku.bone	ku.nga.boni

Past Subjunctive

	*Positive	*Negative
	and I saw	/ didn't see
1ps	nda.bona	anda.bona
1pp	sa.bona	asa.bona
2ps	wa.bona	akwa.bona
2pp	na.bona	ana.bona
1	wa.bona	aka.bona
2	ba.bona	aba.bona
3	wa.bona	awa.bona
4	ya.bona	aya.bona
5	la.bona	ala.bona
6	a.bona	aka.bona
7	sa.bona	asa.bona
8	za.bona	aza.bona
9	ya.bona	aya.bona
10	za.bona	aza.bona
11	lwa.bona	alwa.bona
14	ba.bona	aba.bona
15	kwa.bona	akwa.bona

37. THE TEMPORAL MOOD

Present (Past/Future) Temporal

	Positive	*Negative
	when I arrive	when I don't arrive
	when I arrived	when I didn't arrive
1ps	nda.ku.fika	nda.ku.nga.fiki
1pp	sa.ku.fika	sa.ku.nga.fiki
2ps	wa.ku.fika	wa.ku.nga.fiki
2pp	na.ku.fika	na.ku.nga.fiki
1	a.ku.fika	a.ku.nga.fiki
2	ba.ku.fika	ba.ku.nga.fiki
3	wa.ku.fika	wa.ku.nga.fiki
4	ya.ku.fika	ya.ku.nga.fiki
5	la.ku.fika	la.ku.nga.fiki
6	a.ku.fika	a.ku.nga.fiki
7	sa.ku.fika	sa.ku.nga.fiki
8	za.ku.fika	za.ku.nga.fiki
9	ya.ku.fika	ya.ku.nga.fiki
10	za.ku.fika	za.ku.nga.fiki
11	lwa.ku.fika	lwa.ku.nga.fiki
14	ba.ku.fika	ba.ku.nga.fiki
15	kwa.ku.fika	kwa.ku.nga.fiki

Present (Past/Future) Continuous Temporal

	Positive	*Negative
	when I am/was arriving/not arriving	
1ps	nda.kuba ndi.fika	nda.kuba ndi.nga.fiki
2ps	wa.kuba u.fika	wa.kuba u.nga.fiki
1	a.kuba e.fika	a.kuba e.nga.fiki
2	ba.kuba be.fika	ba.kuba be.nga.fiki
6	a.kuba e.fika	a.kuba e.nga.fiki
	etc.	etc.

Remote Past Temporal

	Positive	*Negative
	when I have arrived	when I haven't arrived
	when I had arrived	when I hadn't arrived
1ps	nda.kuba ndi.fikile	nda.kuba ndi.nga.fikanga
2ps	wa.kuba u.fikile	wa.kuba u.nga.fikanga
1	a.kuba e.fikile	a.kuba e.nga.fikanga
2	ba.kuba be.fikile	ba.kuba be.nga.fikanga
6	a.kuba e.fikile	a.kuba e.nga.fikanga
	etc.	etc.

The Present Subjunctive is used:
1. to express a wish, desire, purpose, etc. after conjunctions like hleze (lest), ukude (until), ukuze or ukuba (that, so that), at times omitted.
2. after kha, ma, maze, ze, used to suggest or exhort action (S.39,48.1),
3. after verbs like buya, da, hla, suka, when used as auxiliaries (S.48.1,2),
4. in orders or narratives to express a sequence of actions, replacing 'and':
   yiza u.tye (come and eat), uyalesa a.nga.lali (he reads and doesn't sleep).
5. bo is used with the short infinitive to form an emphatic future subjunctive:
   a.bo(ku)yeka (he will have to stop), a.nga.bo(ku)lila (he shouldn't cry);
   ku is optional except before vowel verbs: a.nga.bo.k.ona (he must not sin).
The Past Subjunctive follows other verbs in a narrative sequence of actions:
   wa.za wa.tya (he came and ate), wa.vuka aka.lila (he woke and didn't cry).

The Temporal, often preceded by uku.thi (to do thus), has a present, past or future meaning.
   The temporal of uku.ba is used with the present and perfect participial of the main verb, as shown, to form two further temporal tenses.
*) a of nda, nga, etc. drops before vowel stems; a > e before latent-i stems.

38. THE PASSIVE

1. Infinitive and Present Tense Passive Stems
Monosyllabic consonant stems and disyllabic vowel stems add the infix iw in the passive:
    pha (give) > ph.iw.a (be given); enza (make) > enz.iw.a (be made)
Other stems add w:
    bona (see) > bon.w.a (be seen); oyika fear) > oyik.w.a (be frightened)

2. Perfect Tense Passive Stems
Monosyllabic consonant stems and disyllabic vowel stems change -ile,-e to -iwe in the passive;
    thus: ph.ile, ph.e > ph.iwe; enz.ile, enz.e > enz.iwe (stems pha, enza)
Other stems change -ile to -iwe, and -e to -we; thus for stems bona, oyika:
    bon.ile > bon.iwe, bon.e > bon.we; oyik.ile > oyik.iwe, oyik.e > oyik.we

3. Palatalisation
Bilabial consonants are palatalised before any w in passive stems, unless they form the first (hence stable) consonant or consonant group in the stem:

		Active	Passive	Perf.Passive	Further examples:
b >	ty	khaba (kick)	khaty.wa	khaty.iwe	onwabisa > onwatyis.wa
bh >	j	bhabha (fly)	bhaj.wa	bhaj.iwe	bhubhela > bhujel.wa
m+V >	ny+V	luma (bite)	luny.wa	luny.iwe	fumana > funyan.wa
m+C >	nyu+C	phumla (rest)	phunyul.wa	phunyul.iwe	phumza > phunyuz.wa
mb >	nj	bamba (catch)	banj.wa	banj.iwe	khumbula > khunjul.wa
mp >	ntsh	mpompa (pump)	mpontsh.wa	mpontsh.iwe	mpompoza > mpontshoz.wa
ph >	tsh	bopha (tie)	botsh.wa	botsh.iwe	aluphala > alutshal.wa

4. The Agent of a Passive Verb
The copulative form (S.9,15,16.B) is used for the agent - u.bon.wa y.inja (he is seen by the dog), ay.enz.iwa ngu.ye (it is not made by her) - except in the axiomatic negative (S.26.A5): aka.bon.wa nja (he is not seen by any dog).

5. Passive Tenses of uku.bon.wa (to be seen)
Class 1 forms are given below to show the use of the participial in compound tenses.

Indicative (cf.pp.37-39)*
Present   u.ya.bon.wa, u.bon.wa / aka.bon.wa (cf.p.19) (he is seen / not seen)
Perfect   u.bon.iwe, u.bon.we / aka.bon.wanga
Remote Past wa.bon.wa / (aka)zange a.bon.we (see p.19.N)
Future# u.ya ku.bon.wa / aka.yi ku.bon.wa
Future Contracted wo.bon.wa / aka.yu.bon.wa (cf.p.20)
Near Past Contin. ub(e) e.bon.wa / ub(e) e.nga.bon.wa
Near Past Perfect ub(e) e.bon.iwe / ub(e) e.bon.we / ub(e) e.nga.bon.wanga
Future in the Near Past# ub(e) e.ya ku.bon.wa / ub(e) e.nga.yi ku.bon.wa
Remote Past Continuous wa.y(e) e.bon.wa / wa.y(e) e.nga.bon.wa
Remote Past Perfect wa.y(e) e.bon.iwe/e.bon.we / wa.y(e) e.nga.bon.wanga
Future in the Remote Past wa.y(e) e.ya ku.bon.wa / wa.y(e) e.nga.yi ku.bon.wa

Participial (cf.pp.40,41)
Present   e.bon.wa / e.nga.bon.wa (he being / not being seen)
Perfect   e.bon.iwe, e.bon.we / e.nga.bon.wanga
Remote Past wa.bon.wa(yo) / e.nga.zange a.bon.we (see p.40)
Future#   e.ya ku.bon.wa / e.nga.yi ku.bon.wa
Subjunctive (cf.p.42)
Present   a.bon.we / a.nga.bon.wa (and he is seen, that he may be seen)
Past   wa.bon.wa / aka.bon.wa
Temporal (cf.p.42)
Present   a.ku.bon.wa / aku.nga.bon.wa (when he is/was seen / not seen)
Remote Past a.ku.ba e.bon.iwe / a.ku.ba e.nga.bon.wanga

*) The contracted form omits the bracketed (e); ube then at times becomes ebe:
    e.g. ub(e) e.ya ku.bon.wa > ub.e.ya ku.bon.wa, eb.e.ya ku.bon.wa
#) Near future forms with the auxiliary uku.za are also found (cf.p.20).

39. IMPERATIVES

Consonant verbs of over one syllable use their stem for the 2nd p.s., adding ni, for the 2nd p.pl:
    v. thenga: 2ps. thenga! (buy!), 2pp. thenga.ni! (buy ye!)
Monosyllable stems prefix yi: 2ps. yi.tya! (eat!), 2pp. yi.tya.ni! (eat ye!)
Vowel stems prefix y: 2ps. y.akha! (build!), 2pp. y.akha.ni! (build ye!)
If an OC (object concord) is added, then final a > e, and yi, y are not needed:
    li.thenge! (buy it!), zi.tye! (eat them!), z.akhe.ni! (build ye them!)
The negatives musa! (don't!), musa.ni! (don't ye!) are used before infinitives to form negative imperatives. Contracted forms are common:
    musa uku.hamba! mus'uku.hamba! suku.hamba! (don't go!)
    musa.ni uku.thetha! musa.n'uku.thetha! sanuku.thetha! (don't ye talk!)
OCs come before the infinitive stem: mus'uku.ba.betha! (don't beat them!)
The negative subjunctive (S.36) can be used for negative orders:
    u.nga.vumi (you shouldn't agree) ni.nga.ba.bethi (ye shouldn't beat them)

The DVs kha (used for 2nd persons) and ma, maze, ze (used for all persons and classes) are followed by the subjunctive (S.36,48.1). They all urge action.
kha: kha.w.u.tye! (infix w; just you eat!) kha.ni.zi.tye! (just ye eat them!).
ma adds w before u, and k before a, but maze is not used with an infix:
    ma.w.u.hambe, ma.k.a.hambe (let you/him go), but maze a.hambe (let him go).
ze: 2nd persons u.ze, ni.ze combine with following SCs to give u.z.u, ze.ni:
    uzu.thule (you should be quiet), zeni.zi.thenge (ye should buy them)
The negative subjunctive uses the infix nga: ma.si.nga.hambi (let us not go).

40. PERFECT STEMS OF VERBS

The final a of the basic stem becomes ile (short form e) in the perfect: vula > vul.ile, vul.e.
Most polysyllabic verbs ending in ala, ana, atha have perfects in *ele, *ene, *ethe.
Some verbs in atha (e.g. phatha) have regular perfect stems, but take ethe when used statively (S.42). Lala, thwala, sala, zala and many verbs in ela only use the form *ele (lele, thwele, sele, zele, etc.).
Some disyllabic and all polysyllabic verbs in ela, ola, ula only have perfects in *e, thus sela > sele, godola > godole. Ma (mile, me) has a stative perfect, mi. Hlala, hlutha, mitha (with perfects *hlale, *hluthe, *mithe) use the forms hleli, hluthi, mithi in the stative. Thi and ba only use short perfects (the, be). Tsho > tshilo (neg. tshongo), with a short form, tsho.
*) In this case short and long forms only differ in their pronunciation.

41. VERBAL SUFFIXES

These can replace the final a of the stem to extend or change the significance of the verb.
    Their more usual meaning is given below.
Causative: isa; also la > za, sometimes ka > za, sa (cause / help to do):
    thenga (buy), thengisa (cause to buy, sell); vuka (wake), vusa (rouse)
Applied: ela (do for, to, against, towards; go to); ela + ni? (what for? why?):
    thunga (sew), thungela (sew for); u.thungela.ni? (why are you sewing?)
Reciprocal: ana (do for each other, for one another):
    nceda (help), ncedana (help each other)
Intensive: isisa (do well, thoroughly, persistently):
    funa (seek), funisisa (seek diligently)
Perfective: alala, elela (do well, thoroughly, efficiently):
    bamba (catch), bambelela (hold on to)
Persistive: azela, ezela (do persistently, repeatedly):
    bhabha (flutter), bhabhazela (flutter around)
Neuter (expressing a state): eka, akala, la > ka (be do-able, be / get done):
    tya (eat), tyeka (be edible); gcina (keep), gcinakala (be kept)
Reduplicated Stems: (do forcibly, repeatedly, little by little, bit by bit):
    phinda (repeat), phindaphinda (keep repeating)
Further examples show that combinations are common, thus: bona (see), bon.isa (show), bon.is.ela (show to), bon.is.ana (show each other), bon.akala (be visible, appear), bon.akal.isa (make appear), bon.akal.is.ela (make clear to).

42. STATIVE VERBS

Many Xhosa verbs can express the beginning of a state, like uku.lamba (to become hungry). When the perfect stem indicates a state, begun in the past and continuing in the present, it can prefix relative formatives and function as a qualifier (see examples S.21.c).
A perfect tense using a perfect stem 'statively' can be translated by the present tense. A verb that can be used in this way is called a stative verb.

   ndi.lambile = I became hungry (and am still in that state) = I am hungry
   u.hleli (< hlala, sit) = he sat down (and is still sitting) = he is seated

Stative verbs usually have non-stative meanings as well, thus hlala can also mean 'stay, reside', e.g. u.hlale eKapa (he lived in Cape Town). Some verbs, like hlala, have a special perfect when used statively (S.40).
The perfects of neuter verbs in -ka or -eka (S.41) expressing a state are often used statively; thus: u.xakekile (you are busy) < xakeka (be busy).

Statives formerly used the suffix -ile in the negative; the widely-used -anga (cf.S.20.N3) is accepted now, but -ile is still considered more correct:
   aka.file (he isn't dead), andi.lambile / andi.lambanga (I'm not hungry)

43. THE POTENTIAL FORM WITH NGA (CAN)

	Present Tense I can / cannot swim	Near Past Continuous / Contracted I could / could not swim	
1ps	ndi.nga.dada	ndibe ndi.nga.dada	bendi.nga.dada
" neg.	(a)ndi.nge.dadi	ndibe ndi.nge.dadi	bendi.nge.dadi
Cl.1	a.nga.dada	ube e.nga.dada	ube / ebe.nga.dada
" neg	(ak)a.nge.dadi	ube e.nge.dadi	ube / ebe.nge.dadi

	Remote Past Continuous / Contracted I could swim (then)		Remote Past Cont.Neg / Contracted I could not swim (then)	
1ps	ndaye ndi.nga.dada	nda.ndinga.dada	ndaye ndi.nge.dadi	nda.ndinge.dadi
Cl.1	waye e.nga.dada	wa.y.enga.dada	waye e.nge.dadi	wa.y.enge.dadi

The potential form with its formative infix nga (< the deficient verb uku.nga) uses the above three tenses. The Cl.1 SC is a in the present tense. In the negative nga > nge, but the SCneg is optional. Before vowel stems nga, nge > ng. The participial (p.40) is used for the compound tenses, and nda.be can replace nda.ye (cf.p.39.N). (For the perfect nge of uku.nga see S.48.4.)

The potential form can express:
a) ability: uFani a.nga.yi.pheka i.nyama (Fani can / is able to cook it, meat)
b) permission: u.nga.goduka ngoku (you can / may go home now)
c) willingness: ndi.nga.ku.ncedisa (I can / am willing to help you)
d) possibility: im.vula i.nga.na ngomso (it can / might rain tomorrow)
   When used in this sense with uku.ba the SC can be omitted:
      (ku)nga.ba uya.funda? (can it be / is it possible that you are studying?)

44. OTHER WAYS OF EXPRESSING 'CAN'

a) SC + na + infinitive: ndi + na + uku.lima > ndi.no.ku.lima (I can plough)
   neg: SCneg + na + short infin. (S.26.B.3): andi.na.ku.lima (I can't plough)
b) SC + na.kho + infinit. (stressing ability): si.nakho uku.dada (we can swim)
   neg: SCneg + na.kho + infinitive: asi.nakho uku.dada (we cannot swim)
c) SC + ya + OC kw + azi + infinitive (implying skill):
      ba.ya.kwazi uku.thunga (they can sew, they know how to sew)
   neg: SCneg + kw.azi + infinitive:
      aba.kwazi uku.thunga (they can't sew, they don't know how to sew)

45. THE AUXILIARY SE (ALREADY) : THE FORMATIVE KA (NOT YET)

	Positive: I already see	Negative: I don't see yet
Present	se.ndi.bona	andi.ka.boni
Perfect	se.ndi.bonile	andi.ka.boni
Remote Past	se.nda.bona(yo)	andi.ka.boni
Future	se.ndi.ya kubona	andi.ka.yi kubona
Near Past Contin.	*be.se.ndi.bona	*be.ndi.nge.ka.boni
Near Past Perfect	*be.se.ndi.bonile	*be.ndi.nge.ka.boni
Fut. Near Past	*be.se.ndi.ya kubona	*be.ndi.nge.ka.yi kubona
Remote P.Contin.	*nda.ndi.se.ndi.bona	*nda.ndi.nge.ka.boni
Remote P.Perfect	*nda.ndi.se.ndi.bonile	*nda.ndi.nge.ka.boni
Fut. Remote Past	*nda.ndi.se.ndi.ya kubona	*nda.ndi.nge.ka.yi kubona

se (already, by then, now), from <u>sala</u>, is a DV used as an auxiliary followed by the participial (pp.40,41). The forms <u>sele</u>, <u>sel'</u> or <u>se.y</u> appear before the SC <u>e</u> of Cl.1 and Cl.6, and <u>w</u> and <u>y</u> can be added before <u>u</u> and <u>i</u> (S.51.3d).
     Cl.1 u.sele <u>e</u>.bona / sel.<u>e</u>.bona, 2ps se.w.ubona, Cl.9 se.y.ibona
se is placed before the SC, or before the last SC in compound tenses.
ka (not yet) comes before the main verb stem (unless separated by an OC).
    In the future tenses <u>ka</u> is placed before the auxiliary stem.
    The negative infix <u>nga</u> becomes <u>nge</u> before the non-verbal formative <u>ka</u>.
*) See note (*) to section 47 below.

46. THE FORMATIVES YA, KWA (ALSO), YAWA (AGAIN)

ya gives a slight stress to positive present indicative verbs (see p.18.N):
    ndi.ya.goduka (I'm going home), u.ya.si.funa (he wants us)
kwa (also) implies similarity or inclusion:
    ba.kwa.funda apha (they are also studying here)
yawa (again) implies disapproval or censure:
    um.pheki u.yawa.nxila (the cook is drunk again)
kwa and yawa use the positions of <u>ka</u> and <u>sa</u> before the verb or its auxiliary.

47. THE FORMATIVE SA (STILL), NEGATIVE (NO LONGER)

	Positive: I'm still reaping	Negative: I'm no longer reaping
Present	ndi.sa.vuna	andi.sa.vuni
Perfect	---	andi.banga sa.vuna
Remote Past	---	andi.zange ndi.be sa.vuna
Future	ndi.sa.ya kuvuna	andi.sa.yi kuvuna
Near Past Contin.	*be.ndi.sa.vuna	*be.ndi.nga.sa.vuni
Near Past Perfect	---	*be.ndi.nga.banga sa.vuna
Fut. Near Past	*be.ndi.sa.ya kuvuna	*be.ndi.nga.sa.yi kuvuna
Remote P.Contin.	*nda.ndi.sa.vuna	*nda.ndi.nga.sa.vuni
Remote P.Perfect	---	*nda.ndinga.zange ndibe sa.vuna
Fut. Remote Past	*nda.ndi.sa.ya kuvuna	*nda.ndi.nga.sa.yi kuvuna

sa comes before the main verb stem (unless separated by an OC). In the future tenses <u>sa</u> is placed before the auxiliary stem.
sa > <u>se</u> in non-verbal predicates (cf. the negative <u>nga</u> > <u>nge</u>, S.22.f.N):
    se.m.hle (she is still beautiful), aka.se.kho apha (he is no longer here)
*) These are contracted forms. The full forms (using the auxiliaries <u>nda.ye</u> or <u>nda.be</u> for the remote past tenses) can be derived from pp.37-39.

48. DEFICIENT VERBS

Xhosa is rich in so-called 'deficient verbs' (DVs). Many of these verbs can function normally on their own. They become deficient however, usually with a change of meaning, when used as auxiliaries before other verbs, adding to or modifying their meaning. DVs often use forms ending in e, even in the negative. They are often contracted, e.g. by omitting an SC, and need to be followed by a specific mood or moods.

Common deficient verbs are listed below, with some of their possible meanings. (For the many meanings of <u>thi</u> see e.g. McLaren's Xhosa-English Dictionary.)

1. DVs followed by the Subjunctive
<u>behle</u> (+ past subj.) (in good time): sibehle safika (we arrived in time)
<u>buya</u>, <u>buye</u>, <u>be</u> (again): ndobuya ndithembe (I'll hope again)
<u>da</u>, <u>de</u> (finally, until, till, as far as):
    bade bavuma (at last they agreed), phumla de afike (rest till he comes)
<u>fumana</u>, <u>fumane</u>, <u>fana</u>, <u>fane</u> (or + participial): (casually, aimlessly, in vain):
    ufana athethe (he talks carelessly), sifumane sabiza (we just called)
<u>hla</u>, <u>hle</u> (quickly, in good time): uya kuhla abuye (he will soon return)
<u>kha</u>, <u>khe</u> (just, S.39; sometimes, ever, a little, at all):
    khawulinde apha (just wait here), imvula ikhe yana (it rained a little)
<u>khange</u>, <u>khanga</u> (not, not at all): (aka)khange abuze (she didn't ask)
<u>ma</u>, <u>maze</u> (let, S.39; must, may): mawuphile! / maze uphile! (may you thrive!)
<u>ngahle</u> (possibly): ngahle avume (he will possibly consent)
<u>sokuze</u>, <u>soze</u>, <u>sobe</u> (never): (andi)soze ndihambe (I'll never go)
<u>suka</u>, <u>suke</u> (just, merely, thereupon, then, immediately; on the other hand):
    usuke wancuma (he just smiled), basuka balile (on the contrary they cry)
<u>ya</u> (usually, then; stresses action): uye wafika (he did arrive)
<u>za</u>, <u>ze</u> (should, S.39; and then, then): waza wathi (then he said)
<u>zange</u>, <u>zanga</u> (never, p.19.N): (aba)zange basebenze (they never worked)

2. DVs followed by the Subjunctive or Infinitive
<u>andula</u>, <u>andul'</u>, <u>and'</u> (sandul', etc.): (just now, just then, recently, at once):
    akandule avume (he doesn't agree now), ndisand'ukuvuma (I've just agreed)
<u>kholisa</u> (+ nga + infinitive) (thoroughly, efficiently, enough, much, mostly):
    ukholisa ngokudlula apha (he often passes here)
<u>phantsa</u>, <u>phantse</u> (nearly, almost): ndiphantse ndawa / ukuwa (I nearly fell)
<u>phinda</u>, <u>phinde</u> (again, repeat): siza kuphinda simbone (we will see her again)
<u>qala</u> (first): ndiqale ndafika (I was the first to arrive)
<u>tyapha</u> (fortunately, at the right time): tyaphile bayeke (luckily they stopped)

3. DVs followed by the Infinitive
<u>anela</u> (just, merely, only): wanela nje ukuvuka wahamba (he just woke and left)
<u>dla</u> (+ nga) (usually): sidla ngokubakhapha (we usually accompany them)
<u>fanela</u>, <u>fanele</u> (supposedly, probably, justifiably): ufanele ukudinwa (no wonder you are tired),
    sifanela ukumazi (we're supposed to know him)
<u>khova</u> (just after, just when, when, as soon as, have just):
    akukhov' ukuvuka (as soon as he woke)
<u>mela</u>, <u>mele</u> (passive: <u>melwa</u>, <u>melwe</u> + CP) (must, should be):
    zimele ukuphekwa, zimelwe kukuphekwa (they should have been cooked)
<u>musa</u> (do not, S.39): musa ukuzoyika (don't be afraid of them)
<u>phatha</u> (+ short infinitive) (by turns, alternately, first...then):
    uphatha kuhleka, aphathe kulila (she laughed and cried in turn)

4. DVs followed by the Participial
<u>fudula</u>, <u>fuda</u> (used to, formerly): fuda ecula, ufudula ecula (he used to sing)
<u>hlala</u> (keep on, constantly, always): babehlala bezama (they kept on trying)
<u>mana</u> (or infinitive) (persistently, always, often, keep on):
    bamana behleka / bamana ukuhleka (they are always laughing)
<u>nge</u> (would, should, ought): ngendihamba (I should be going)
<u>soloko</u> (always): akasoloko evuma (she doesn't always agree)
<u>vela</u> (from birth, from long ago, by nature): uvela exoka (he's a natural liar)

49. THE CONJUGATION OF THE COPULATIVE

The copulative includes the equivalent of a verb: 'am/is/are' (pp.21,25-30), or 'has/have' with na (S.22.e). It functions as a verb, conjugated with the auxiliaries uku.ba, uku.ya or uku.za. Some tenses are shown below and on p.49.

A Class 1 Subject (he/she) plus Adjective, na + Noun, Locative

	He / She...
Present Indicative	
m.de, u.ne.nja, u.s.eKapa	is tall, has a dog, is in Cape Town.
aka.m.de, aka.na.nja, aka.kho eKapa	isn't tall, hasn't a dog, isn't in Cape Town.
Near Past#	
ube (e)mde / (e)nenja / (e.s)eKapa	was / has been tall, etc.
ube e.nge.mde / -nanja / -kho eKapa	was not / has not been tall, etc.
Future*	
uya kuba (e)mde / (e)nenja / (e.s)eK.	will be tall, etc.
akayi kuba mde / nanja / -kho eKapa	will not be tall, etc.
Future in the Near Past*	
ube eya kuba (e)mde /(e)nenja /(e.s)eK.	would have been tall, etc.
ube e.nga.yi kuba mde / nanja /-kho eK.	would not have been tall, etc.
Remote Past+	
waye e.mde / e.nenja / e.s.eKapa	was / had been tall (then), etc.
waye e.nge.mde / -nanja / -kho eKapa	was not / had not been tall (then), etc.
Remote Past (Contracted)	
wa.y.e.mde / -nenja / -kho eKapa	was / had been tall (then), etc.
wa.y.e.nge.mde / -nanja / -kho eKapa	wasn't / hadn't been tall (then), etc.
Future in the Remote Past*+	
waye eya kuba (e)mde/(e)nenja/(e.s)eK.	would have been tall (then), etc.
waye engayi kuba mde / nanja / -kho eK.	wouldn't have been tall (then), etc.
Future in the Remote Past* (Contracted)	
wa.y.eya kuba (e)mde/(e)nenja/(e.s)eK.	would have been tall (then), etc.
wa.y.engayi kuba mde / nanja / -kho eK.	wouldn't have been tall (then), etc.
Present Participial	
e.mde, e.nenja, e.s.eKapa	being tall, etc.
e.nge.mde, e.nge.nanja, e.nge.kho eK.	not being tall, etc.
Near Past Participial#	
ebe (e)mde, ebe (e)nenja, ebe (e.s)eK.	having been tall, etc.
ebe e.nge.mde / -nanja / -kho eKapa	not having been tall, etc.
Future Participial*	
eya kuba (e)mde / (e)nenja / (e.s)eK.	going to be tall, etc.
engayi kuba mde / nanja / -kho eK.	not going to be tall, etc.
Subjunctive	
abe (e)mde, abe (e)nenja, abe (e.s)eK.	and is / that he, she may be tall, etc.
a.nga.bi mde / nanja / -kho eKapa	and is not / that he, she may not be / tall, etc.
Past Subjunctive	
waba (e)mde / (e)nenja / (e.s)eKapa	and was tall, etc.
akabi (akaba) mde / nanja / -kho eKapa	and was not tall, etc.
Temporal	
akuba (e)mde / (e)nenja / (e.s)eKapa	when he, she is / was tall, etc.
aku.nga.bi mde / nanja / -kho eKapa	when he, she isn't/wasn't tall, etc.

The characteristic Cl.1 SC e of the participial, used in compound tenses, is underlined above. Bracketed (e), also a Cl.1 participial SC, is optional.
*) Near future forms in -za instead of -ya and contracted forms are also found (cf.p.20).
#) Contracted forms are common; ube + e- > ube- or ebe- (cf.pp.37,38); thus: ube e.nge.mde > ebe.nge.mde. In the participial ebe + e.mde > ebe.mde.
+) The auxiliary wabe (< uku.ba) can replace waye (< uku.ya) in these tenses. Note: The negative infix nga > nge before na, kho, or a CP (S.22.f.N).

<u>The Class 9 Indefinite SC i (it)</u>
<u>+ Pronoun and Noun Copulatives</u> (S.9,15)

It is he, it's a thief, etc.

<u>Present Indicative</u>
    ngu.ye, l.isela
    asi.nguye, asi.losela
<u>Near Past#</u>
    ibe (i)nguye, ibe (i)lisela
    ibe i.nge.nguye / -losela
<u>Future*</u>
    iya kuba (i)nguye / (i)lisela
    ayiyi kuba nguye / lisela
<u>Future in the Near Past*</u>
    ibe iya kuba (i)nguye / (i)lisela
    ibe i.nga.yi kuba nguye / lisela

<u>Remote Past +</u>
    yaye i.nguye, yaye i.lisela
    yaye i.nge.nguye / -losela
<u>Remote Past (Contracted)</u>
    ya.y.i.nguye, ya.y.i.lisela
    ya.y.i.nge.nguye / -losela

<u>Future in the Remote Past* +</u>
    yaye iya kuba (i)nguye / (i)lisela
    yaye ingayi kuba nguye / lisela
<u>Future in the Remote Past* (Contracted)</u>
    ya.y.iya kuba (i)nguye / (i)lisela
    ya.y.ingayi kuba nguye / lisela

<u>Present Participial</u>
    i.nguye, i.lisela
    i.nge.nguye, i.nge.losela
<u>Near Past Participial#</u>
    ibe (i)nguye, ibe (i)lisela
    ibe i.nge.nguye / -losela
<u>Future Participial*</u>
    iya kuba (i)nguye / (i)lisela
    ingayi kuba nguye / lisela

<u>Subjunctive</u>
    ibe (i)nguye, ibe (i)lisela
    i.nga.bi nguye / lisela
<u>Past Subjunctive</u>
    yaba (i)nguye, yaba (i)lisela
    ayabi (ayaba) nguye / lisela
<u>Temporal</u>
    yakuba (i)nguye / (i)lisela
    yaku.nga.bi nguye / lisela

<u>The Indefinite SC ku used as a CP</u>
<u>+ Relative and Adverb Stems</u> (p.29)

It is light, easy, etc.,
      there is (present), etc.

ku.lula, ku.kho
aku.lula, aku.kho

kube (ku)lula, kube (ku)-kho
kube ku.nge.lula / -kho

kuya kuba (ku)lula / (ku)-kho
akuyi kuba lula / -kho

kube kuya kuba (ku)lula / (ku)-kho
kube ku.nga.yi kuba lula / -kho

kwaye ku.lula, kwaye ku.kho
kwaye ku.nge.lula / -kho

kwa.ku.lula, kwa.ku.kho
kwa.ku.nge.lula / -kho

kwaye kuya kuba (ku)lula / (ku)-kho
kwaye kungayi kuba lula / -kho

kwa.kuya kuba (ku)lula / (ku)-kho
kwa.kungayi kuba lula / -kho

ku.lula, ku.kho
ku.nge.lula, ku.nge.kho

kube (ku)lula, kube (ku)-kho
kube ku.nge.lula / -kho

kuya kuba (ku)lula / (ku)-kho
kungayi kuba lula / -kho

kube (ku)lula, kube (ku)-kho
ku.nga.bi lula / -kho

kwaba (ku)lula, kwaba (ku)-kho
akwabi (akwaba) lula / -kho

kwakuba (ku)lula / (ku)-kho
kwaku.nga.bi lula / -kho

The Cl.9 SC <u>i</u> is used as an indefinite SC before pronoun or noun copulatives.
The indefinite SC <u>ku</u> (it) is found as a CP before adjective and relative stems and adverbs
    (pp.28-30); it uses the Cl.15 forms of the auxiliaries.
    The bracketed SCs (i) and (ku) are optional. -<u>kho</u> is written conjunctively.
 *) Near future forms in -<u>za</u> instead of -<u>ya</u> and contracted forms are also found.
 #) Contracted forms are common: ibe + i- > ibi-, while kube + ku- > beku-.
 +) <u>yabe</u>, <u>kwabe</u> (< uku.ba) can replace <u>yaye</u>, <u>kwaye</u> (< uku.ya) in these tenses.
    <u>Note</u>: The negative infix <u>nga</u> > <u>nge</u> before expressions other than verbs.

50. THE XHOSA SOUND SYSTEM

Xhosa is spelt as it is sounded, with conventions for the spelling of certain sounds. Approximate equivalents are given below. Xhosa speakers will willingly help you to pronounce well.

There are five vowels in Xhosa:
a as in far, e as in end, i as in is, o as in more, u as in rule.
A short, unstressed a sounds like u in sun. Under the influence of neighbouring sounds e and o at times resemble the first vowel sounds in 'say' and 'so'.

Syllables are distinguished in three ways: by stress, length and tone. The stem of a word carries the stress. The second last syllable of a word or phrase is usually longer than the rest. Each syllable has its own musical tone, which can be high, low, or high falling to low.

Consonants are sounded as follows:
b is soft, like the b in sob, but implosive, with the breath drawn in.
bh is like b in bat, but more resonant.
rh is like g in Afrikaans gaan; gr, its voiced form, is more resonant.
The following consonants are pronounced roughly like the first consonant of the bracketed word:
d (dot), f (fit), g (got), j (job), k (key), l (let), m (met), n (not),
p (pot), r (red), s (set), t (tin), v (vat), w (wet), y (yet), z (zip).

Consonants can be unvoiced or voiced (i.e. pronounced without or with the resonance of the vocal cords) hence the difference between t/d, k/g, ch/j, f/v, and s/z. English speakers only partially voice b, d, g, j, v, z. These consonants are more voiced, i.e. more resonant in Xhosa.

The following double consonants are pronounced roughly like the underlined sounds in the bracketed words:
ty (tune), dy (dune), ny (canyon), ts (pets), dz (yards), sh (shoe), tsh (chop), nd (end), nt (didn't); tyh and nyh are aspirated versions of ty, ny.
hl is sounded with the tongue pressed against the upper teeth on one side.
dl is the voiced form of hl.
Except for bh, where the h indicates voicing, Xhosa consonants followed by h (ph, th, kh) are strongly aspirated (i.e. followed by an h sound).
n can be combined with many sounds, its position changing to fit in with the following consonant, e.g. nt (ant), ndy (induce), ng (finger).

Clicks are suction sounds. The back of the tongue is raised to meet the soft palate, as though to pronounce a velar k or g (as in book or good). The edge of the tongue is pressed against the outer edge of the palate in a semi-circle. The tongue is then lowered in the centre to form a vacuum, and finally released in one of three positions to form a click, pronounced in the same syllable as the following vowel.

c: here the tip of the tongue almost touches the teeth in front. It is released at this point, making the sound used to express disapproval.
q: here the tip of the tongue is pressed against the front of the palate behind the teeth, where it is released with a plop.
x: here the tongue is positioned as for q, but one side of the tongue is released with a clack.

Varying click sounds and their combination with other sounds are shown below:
c, q, x: these are unvoiced (try pronouncing a velar k at the same time).
ch, qh, xh: these are unvoiced and aspirated (i.e. followed by an h sound).
gc, gq, gx: these are voiced (try pronouncing a velar g at the same time).
nc, nq, nx: unvoiced clicks, sounded with a velar nasal (like ng in ringing).
ngc, ngq, ngx: voiced clicks, sounded with a strongly voiced velar nasal.
nkc, nkq, nkx: unvoiced clicks, only sounded after a velar n as in ink. The k (only used to separate n and c, q, x) is not pronounced.

51. CONSONANT AND VOWEL CHANGES

1. Changes influenced by N

These mainly occur through the prefixes of certain Cl.9 and Cl.10 nouns, through the formation of Cl.9 and Cl.10 nouns from verb stems, and through the addition of Cl.9 and Cl.10 BPs and ACs (see p.28) to adjective stems.

n > m before p,b,f,v	Cl.10 BP zin + bini > zim.bini (two)
n drops before l,m,n,r,h	Cl.9 prefix in + nyama > i.nyama (meat)
n + hl > ntl	Cl.9 AC en + hle > en.tle (beautiful)
n + s,sh > nts,ntsh	Cl.10 pref. iin + sana > iint.sana (babies)
n + c > ngc	Cl.10 pref. iin + cango > iing.cango (doors)
n + q > ngq	vb. qumba > Cl.9 ing.qumbo (anger)
n + x > ngx	vb. xela > Cl.10 iing.xelo (reports)
n + ph > mp	vb. phatha > Cl.9 im.patho (treatment)
n + th,kh > n + t,k	Cl.10 pref. izin + thi > izin.ti (sticks)
n + tyh > nty	vb. tyhafa > Cl.9 in.tyafo (weakness)
n + ch,qh,xh > nk + c,q,x	vb. qhuba > Cl.9 in.k.qubo (progress)

2. Palatalisation of bilabial consonants (b, bh, m, mb, mp, ph): see S.38.3.

3. Vowel Changes

a) Coalescence: primary vowels merge, often becoming secondary vowels.

a + a	>	a	na + ama.doda > nama.doda (and / with the men)
a + i	>	e	nga + i.bhola > nge.bhola (with the ball)
a + ii	>	ee	lwa + ii.kati > lwee.kati (of the cats)
a + u	>	o	na + um.fazi > nom.fazi (and / with the woman)

b) Elision: a vowel is dropped (elided) before another vowel.

a	drops before e,ee,o,oo	ndi.ya + oyika > ndi.y.oyika (I'm afraid)
e	drops before a vowel,	ube + u.funa > ubu.funa (you were seeking)
	but locative e replaces an IV:	e + i.khaya > e.khaya (at home)
i	drops between consonant and vowel:	asi + oni > as.oni (we don't sin)

c) Vowels become semivowels:

Initial i > y before a vowel	SC i + akha > y.akha (he builds)
Initial u > w before a vowel	SC u + enza > w.enza (you make)
u > w between consonant and a,e,i,	ku + aba > kw.aba (to these, p.27)
but drops before o,u,	ku + olu > k.olu (to this, p.27)
or between a labial (b,w) and a,e,i:	bu + enziwa > b.ensiwa (it is made)

d) A semivowel or consonant is added between vowels:

a + a, u > aka, aku	ma.k.ahambe (S.39), SCneg a + u > aku (p.18)
a, e + i > ayi, eyi	SCneg a + i > ayi (p.18), se.y.ibona (S.45.N)
w is used between vowels:	a.w.am (mine) (p.23), se.w.ubona (S.45.N)
s is added between a vowel and locative e:	u.s.ekhaya (he is at home)
an original l is retained: ndi.l.apha (I'm here), se.l.ebona (now he sees)	

4. Latent-i Verbs (about 10 in all)

a > e before the following stems, mainly by merging with a latent (i):

ba (steal), hla (descend), ma (stop, stand), mba (dig), mka (depart), nyuka (ascend), sa (bring), suka (rise, leave), va (hear), za (come),

e.g. wa + (i)mka > we.mka (he left), si.ya + (i)va > si.yeva (we hear)

5. Vowel Correspondence

The high initial prefix vowels i, u are reflected in lowered secondary vowels e, o (originally derived from coalescence with a prefixed formative a):

Class prefix:	imi, ili, isi, izi, in, izin	um, ulu, ubu, uku
AC (p.28):	emi, eli, esi, ezi, en, ezin	om, olu, obu, oku
RD (p.23):	e, e, e, e, e, e	o, o, o, o

See also enumerative CPs ngu/ngo, lu/lo, yi/ye, li/le, etc. (p.27).

52. NUMERALS

There are adjective stems for numerals from one to six (S.21). These are:
nye (1), bini (2), thathu (3), ne (4), hlanu (5), thandathu (6).
These prefix adjectival formatives for their copulative and attributive forms (see S.19). They can also prefix 'isi' to become Cl.7 nouns.

Basic numerals, all nouns, are therefore:
isi.nye (1), isi.bini (2), isi.thathu (3), isi.ne (4), isi.hlanu (5),
isi.thandathu (6), isi.xhenxe (7), isi.bhozo (8), i.thoba or isi.thoba (9),
i.shumi (10), i.khulu (100), i.waka (1000) isi.gidi (a million).
PC forms can follow: isi.ne see.moto, i.waka lama.zwi (a four of cars, a thousand words)

Copulatives can be formed from the above nouns; thus:
s.isi.ne (it's a four), l.i.shumi (it's a ten), l.i.khulu (it's a hundred).
Relative formatives can be prefixed to copulatives of nouns over six to form further copulative or attributive forms (see S.22.d):
ii.kati zi.li.thoba (the cats are nine), ii.kati ezi.li.thoba (cats that are nine).
s.isi- usually contracts to si-: izin.to zi.(si)si.xhenxe (the things are seven).

Compound numerals are easily understood, although alternative forms are found, as shown below. Concords in brackets can be omitted. Adjective stems prefix n̲ in compounds, whereby n+n>n, n+b>mb, n+th>nt and n+hl>ntl (S.51.1).
11 i.shumi (e)li.nesi.nye (= na + isi.nye) or i.shumi (e)li.nanye
12 i.shumi (e)li.nesi.bini or i.shumi (e)li.nam.bini
13 i.shumi (e)li.nesi.thathu or i.shumi (e)li.nan.tathu
14 i.shumi (e)li.nesi.ne or i.shumi (e)li.nane
15 i.shumi (e)li.nesi.hlanu or i.shumi (e)li.nan.tlanu
16 i.shumi (e)li.nesi.thandathu or i.shumi (e)li.nan.tandathu
17 i.shumi (e)li.nesi.xhenxe
18 i.shumi (e)li.nesi.bhozo
19 i.shumi (e)li.ne.thoba or i.shumi (e)li.nesi.thoba
20 ama.shumi ama.bini
21 ama.shumi ama.bini (a)nesi.nye or ama.shumi ama.bini (a)nanye
22 ama.shumi ama.bini (a)nesi.bini or ama.shumi ama.bini (a)nam.bini
29 ama.shumi ama.bini (a)ne.thoba or ama.shumi ama.bini (a)nesi.thoba
30, 40, 50, 60, ama.shumi ama.thathu / ama.ne / ama.hlanu / ama.thandathu
70, 80, 90,   ama.shumi a.(si)si.xhenxe / a.(si)si.bhozo / a.li.thoba

Relative formatives (S.20) can be prefixed to copulatives of compound numerals, in which case the bracketed forms are usually omitted. Thus:
izi.tya zi(nga)ma.shumi (a)ma.bini / zi.ma.shumi ma.bini (the dishes are twenty)
izi.tya ezi(nga)ma.shumi (a)ma.bini / ezi.ma.shumi ma.bini (dishes that are twenty)

The subjunctive of 'ba' can be used to express orders, desires or intentions:
thenga imi.thi i.be (i.s.i)si.bhozo (buy trees that may be eight / buy eight trees)

To indicate 'the second', 'the third', etc. the possessive concord is prefixed to the noun form of numerals, using uku.qala for 'the first':
um.ntu woku.qala (the first person), in.dlu yesi.thathu (the third house).
Pronouns prefix the RD (S.12). They can precede the noun for extra stress:
o.lwesi.hlanu (the fifth, Cl.11); e.ye.shumi i.kati (the tenth cat).

Adverbs prefix k̲a̲ to adjective stems, or to the full noun prefix minus the IV:
ka.nye (once), ka.si.bhozo (eight times), ka.li.shumi (ten times).

'The year 1980' could be rendered in Xhosa by 'u.nyaka we.waka (e)li.nama.khulu a.li.thoba (e)li.nama.shumi a(si)si.bhozo', but the use of English numerals is increasing. Borrowed numbers like 'twenty', looked upon as a unit, belong to class 9. Years, considered the name of the time, can belong to class 1a. Thus:
i.twenty-two randi (R.22), u.nyaka ka.nineteen ninety five (the year of 1995).

53. USEFUL PHRASES

Choose a few phrases that you are likely to use. Ask a Xhosa-speaker to help you pronounce them, and you'll soon enjoy friendly communication with others.

Molo mhlobo wam; molweni bahlobo bam. — Hullo my friend; hullo my friends.
Molo mntwana; molweni bantwana. — Hullo child; hullo children.
Molo bawo, mama, nkosazana, mfana. — Hullo father, mother, miss, young man.
Molo nkosikazi. Usaphila? — Hullo lady. Are you still well?
Ewe, ndisaphila / ndiphilile. — Yes, I am still well / I am well.
Molo mnumzana. Kunjani (kuwe)? — Hullo sir. How is it (with you)?
Hayi, ndiphila kakuhle, enkosi. — No, I am very well, thank you.
Molweni makhosikazi, banumzana. — Hullo ladies, gentlemen.

Wena, uphila njani? — You (singular), how are you?
Nina, niphila njani namhlanje? — You (plural), how are you today?
Hayi, siphila kakuhle, enkosi. — No, we are very well, thank you.
Injani inkosikazi yakho? — How is your wife?
Unjani umyeni wakho? — How is your husband?
Banjani abantwana bakho? — How are your children?

Ngubani igama lakho? / ifani yakho? — What is your name? / your surname?
Igama lam nguSipho. Ifani yam ngu... — My name is Sipho. My surname is ...
Uhlala phi? Usebenza phi? — You (sing.) stay where? You work where?
Ufuna bani? Ufuna ntoni? — Whom do you want? What do you want?
Uya phi? Niya phi? — Where are you (sing.) / you (pl.) going?
Ndiya eKapa. Siya eKapa. — I am going / We are going to Cape Town.
Hamba kakuhle. Hambani kakuhle. — Go well (singular). Go well (plural).
Sala kakuhle. Salani kakuhle. — Stay well (singular). Stay well (plural).

Ndifuna ipetroli, ndifuna umoya. — I want petrol, I want air.
Nceda uzalise itanki. — Please fill the tank.
Nceda ukhangele ioyile, amanzi. — Please check the oil, the water.
Hayi, andifuni manzi namhlanje. — No, I don't want water today.
Hayi, andifuni oyile, enkosi. — No, I don't want oil, thank you.
Ndifuna ukubhatala. Nantsi imali. — I want to pay. Here is the money.

Wena, uyakwazi ukuthetha isiNgesi? — You, do you know how to speak English?
Mna, ndifuna ukufunda isiXhosa. — I, I want to learn Xhosa.
Ndiyazama ukufunda isiXhosa. — I'm trying to learn Xhosa.
Ndilusizi, andithethi kakuhle. — I'm sorry, I don't speak well.
Ndifuna ukuba undifundise isiXhosa. — I want you to teach me Xhosa.

Ndiyavuya ukukubona. — I am glad to see you.
Yhu! Kushushu namhlanje! — Gosh! It's hot today!
Kuyabanda namhlanje! Ndiyagodola! — It's cold today! I'm freezing!
Yhu! Kuyavuthuza! Kuyana kakhulu! — Gosh! It's windy! It's raining heavily!

Yintoni? Ndingakunceda na? — What is the matter? Can I help you?
Ndidiniwe. Ndilambile. Ndinxaniwe. — I'm tired. I'm hungry. I'm thirsty.
Andiphilanga. Ndiyagula. Andinamali. — I'm not well. I'm ill. I have no money.
Khawume umzuzu. Ndiza kukunceda. — Just wait a moment. I'll help you.

UMvulo. NgoMvulo. Ngomso. — Monday. On Monday. Tomorrow.
ULwesibini. NgoLwesibini. — Tuesday. On Tuesday.
ULwesithathu. NgoLwesithathu. — Wednesday. On Wednesday.
ULwesine. NgoLwesine. — Thursday. On Thursday.
ULwesihlanu. NgoLwesihlanu. — Friday. On Friday.
UMgqibelo. NgoMgqibelo. — Saturday. On Saturday.
ICawa. NgeCawa. Ngempela-veki. — Sunday. On Sunday. At the week-end.
Sobonana ngempela-veki. — We'll see each other at the week-end.
Ndiza kukubona ngomso / ngoLwesine. — I'll see you tomorrow / on Thursday.

54. KEY TO QUIZZES AND QUESTIONS

Quiz 1: a garage, a car, a taxi.

Quiz 2: a desk, a telephone, ink, a pencil, a rubber, a ruler, a photograph.

Quiz 3: a kettle, a glass, tea, a teapot, coffee, a sausage, jam, an orange,
an apple, spaghetti, rice, a plate, a salad, jelly, a pudding.

Quiz 4: Ndi.bona i.apile. Ndi.funa i.ti. Ndi.thanda i.phudini.
Ndi.funa i.teksi. Ndi.thanda i.foto. Ndi.bona i.keyiki.
Ndi.funa i.desika. Ndi.bona i.saladi. Ndi.thanda i.jeli.

Quiz 5: a) class 8, class 15, class 9, class 3, class 10, class 2a.
b) class 5, class 1, class 6, class 10, class 7, class 14.

Quiz 6: a) i.hashe li.ya.vela, iin.taka zi.ya.vela, uku.tya ku.ya.vela, imi.thi i.ya.vela,
isi.lo si.ya.vela.
b) aba.fundi ba.ya.vela, i.kofu i.ya.vela, u.dade u.ya.vela, izi.bane zi.ya.vela,
u.donga lu.ya.vela.
c) oo.dade ba.ya.khula, iin.donga zi.ya.khula, ubu.bi bu.ya.khula,
izin.dlu zi.ya.khula, um.ntwana u.ya.khula.

Quiz 7: oo.bawo aba.hambi, isi.lo asi.hambi, izin.to azi.khuli, andi.hambi, um.thi awu.khuli,
ama.hashe aka.hambi, asi.khuli, i.moto ayi.hambi, ulu.vo alu.khuli, ili.fu ali.hambi.

Quiz 8: a) I see the food. You love the clouds. The women see the baby.
The birds love the tree. The horse sees the animal.
Ndi.ya.ku.bona. Ni.ya.wa.thanda. Aba.fazi ba.ya.lu.bona.
Iin.taka zi.ya.wu.thanda. I.hashe li.ya.si.bona.
b) U.ya.m.azi, u.bawo. Izi.lo zi.ya.y.azi, imi.thi. Oo.bawo ba.ya.lw.azi, ulu.vo.
U.sana lu.ya.nd.azi. Um.fazi u.ya.s.azi.

Quiz 9: Isi.lo asi.li.boni, i.hashe. Um.fazi aka.bu.thandi, ubu.suku. Andi.z.enzi, izin.to.
U.sana alu.m.boni. Ani.y.enzi, i.moto. I.hashe ali.ba.thandi.

Quiz 10: a) i.hashe l.a.fika, u.bawo w.a.fika, uku.tya kw.a.fika, ubu.suku b.a.fika,
izin.to z.a.fika, ama.fu a.fika, s.a.fika, w.a.fika.
b) izi.lo az.oyiki, i.hashe al.azi, aba.fazi ab.onwabi, u.sana al.onwabi, and.azi,
ama.fu ak.oyiki.
c) in.to ay.aziwa, izi.lo az.aziwa, uku.tya akw.aziwa, and.aziwa, ulu.vo alw.aziwa,
imi.thi ay.aziwa.

The following answers are given under their section number (S.6 = section 6).

S.6: Uku.tya ku.za ku.vela. Uku.tya aku.zi ku.vela.
Ama.fu a.ya ku.vela. Ama.fu aka.yi ku.vela.

S.7: ubu.suku bu.fikile, izin.to zi.fike izolo, uku.tya aku.fik.anga,
ama.fu a.fikile, si.fike izolo, isi.lo asi.fik.anga.

S.8: bo.na, ye.na, so.na, zo.na,
na.wo, na.ye, ku.bo, ku.we,
nga.lo, nga.yo.

S.9: ngu.ye, zi.zo, asi.yi.yo, ndi.m,
yi.yo, asi.ngu.we, ku.ko,
asi.ngu.ye, si.thi, asi.nga.bo.

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S.10: a) U.bisi lwa.lo. Ama.tye a.bo.
Ubu.hle ba.so. Uku.cula kwa.zo. Ulu.vo lwa.bo.

b) Um.thi wa.yo. Ii.moto za.bo. Uku.tya kwa.lo.
Imi.thi ya.zo. Imi.lilo ya.bo.

c) um.lilo wa.m, izi.bane ze.thu, i.kati ya.kho, uku.cula kwe.nu, u.mama wa.khe,
ubu.hle ba.bo, izin.to ze.thu, ulu.vo lwa.bo, imi.thi ye.nu, i.moto ya.m,
um.lilo wa.kho, uku.tya kwe.nu, ama.tye a.khe, u.bisi lwe.thu, isi.bane sa.bo.

S.11: aba.ntwana baka.mama, um.lilo ka.Fani, uku.tya kuka.Nomsa,
i.moto ka.mama, u.nyana ka.Sipho, u.sana luka.Nomsa.

S.13: a) o.wa.m, a.ba.khe, e.ze.thu, o.kwa.bo, e.sa.khe.
b) o.ka.Fani, e.ka.bawo, e.zika.Sipho, a.ka.mama, o.kuka.Nomsa.
c) o.yena, e.zona, o.bona, a.wona, e.sona.

S.15: a) ng.umfundi, y.in.kwenkwe, l.i.sela,
z.iin.komo, ng.ama.polisa, y.imi.lambo,
ng.um.gubo, y.i.nyama, z.izi.tena,
ng.aba.hlobo, s.isi.tulo, y.i.swekile,
l.i.langa, ng.u.Jojo, l.u.donga,
b.ubu.lumko, k.uku.hleka, ng.oo.mama.

b) ng.o.wakho (= um.twana wa.kho), l.e.labo (= ili.zwe la.bo),
k.o.kwakhe (= uku.cula kwa.khe), z.e.zabo (= izi.tya za.bo),
ng.a.bakhe (= oo.nyana ba.khe), b.o.benu (= ubu.si be.nu),
y.e.yethu (= imi.zi ye.thu), s.e.sakhe (= isi.tya sa.khe),
l.o.lwakho (= ulu.thi lwa.kho), z.e.zethu (= izin.dlu ze.thu).

c) asilo.sana, asiso.si.lo, asiko.ku.tya, asingo.ma.fu, asiyo.mi.thi,
asizo.gusha, asingo.m.fazi, asiyo.moto, asilo.li.tye, asingo.o.bawo,
asiyo.yakhe, asingo.bethu, asiko.kwakho, asizo.zabo, asilo.lwakhe,
asingo.ka.mama, asizo.zenu, asingo.wabo, asiso.sika.Fani, asibo.bakho.

d) Fani is a fool, they are thieves, you are a lazy person,
the children are not students, Sipho is not a farmer, you, you are cooks,
I'm not a grandmother, a duck is not a fish.

S.16: a) lo m.ntwana, elo langa, laa moya, la ma.dlelo, abo bawo.

b) l.eli li.zwe, yi.loo n.gonyama, nga.laa ma.bhadi, z.ezi zi.lo, yi.loo mi.lambo.

c) isi.lo, esi; iin.komo, ezo; um.limi, lowa.

d) esi (isi.tya); ezo (izi.hlangu); leya (i.komityi).

e) n.eli sela, na.loo m.gwebi, n.ezaa zi.denge.

f) nga.la ma.planga, ng.ezo zi.tena, ng.olwaa dongwe.

g) k.olu sapho, ku.loo nkosi, kw.abaa ba.fazi.

h) ekunene kw.ezi zin.dlu, phambi kwa.loo m.zi, phesheya k.olwaa lwandle.

i) ulu.vo lwa.lo m.fundisi, l.olo sapho, lw.abaa ba.fundi;
aba.zali b.aba ba.fana, b.ezo n.tombi, ba.laa m.ntwana.

Words listed in the following sections are not included here:

Absolute pronouns, S.8.	Demonstratives, S.16.	Numerals, S.52.
Adjective stems, S.21.	Interrogatives, S.27.	Rel.conjunctions, S.29.7.
Conjunctions, S.35.	Locatives, S.25.4.	Relative stems, S.21.
Deficient verbs, S.48.	Loc.copulatives, S.23.	Stative perfects, S.21.

The nouns listed below are grouped according to their class and prefix. Plural forms are added, but only the singular is translated.

CLASS 1: UM   CLASS 2: ABA

um.fana - aba.fana   young man
um.fazi - aba.fazi   woman, wife
um.fundi - aba.fundi   student
um.fundisi - aba.fundisi   clergyman
um.hlobo - aba.hlobo   friend
um.khuluwa - aba...   elder brother
um.limi - aba.limi   farmer
um.melwana - aba.melwana   neighbour
um.ninawa - aba...   younger brother
um.nini - aba...   owner of, master of
um.nta.kwethu - aba.nta.kwethu
    our brother (used by sisters)
um.ntu - aba.ntu   person
um.ntwana - aba.ntwana   child
um.numzana - aba...   gentleman, sir
um.ongameli - ab...   president, etc.
um.ongi.kazi - ab.ongikazi   nurse
um.phathi - aba...   manager, etc.
um.pheki - aba.pheki   cook
um.sebenzi - aba.sebenzi   worker
um.yeni - aba.yeni   husband
um.zali - aba.zali   parent
um.zukulwana - aba...   grandchild

<u>um</u> / <u>ama</u> (plural in Class 6)
um.Xhosa - ama.Xhosa   a Xhosa

Cl. 1a: U   Cl. 2a: OO

u.bani? - oo.bani?   who? whom?
u.bawo - oo.bawo   my/our father
u.bawo.mkhulu - oo..."/"   grandfather
u.dade - oo.dade   sister
u.gqirha - oo.gqirha   doctor
u.loliwe - oo.loliwe   train
u.makhulu - oo...   my/our grandmother
u.mama - oo.mama   my/our mother
u.mbona - oo.mbona   maize
u.moya - oo...   air, wind, spirit
u.nina - oo...   his/her, their mother
u.nyana - oo.nyana   son
u.tata - oo...   my/our father; daddy
u.yihlo - oo.yihlo   your father
u.yise - oo...   his/her, their father

<u>Personal names</u> belong to this group:
u.Fani - oo.Fani   Fani, etc.

CLASS 3: UM   CLASS 4: IMI

um.buzo - imi.buzo   question
um.dlalo - imi.dlalo   game
um.funo - imi.funo   vegetable
um.gubo - imi.gubo   flour, meal
um.hla - imi.hla   day, date
um.hlaba - ...   earth, ground, world
um.hlakulo - imi...   spade, shovel
um.khonto - imi.khonto   spear
um.lambo - imi.lambo   river
um.lenze - imi.lenze   leg
um.lilo - imi.lilo   fire
um.nyaka - imi...   year (or Cl.1a: u)
um.pu - imi.pu   gun
um.sindo - imi.sindo‾   wrath
um.thandazo - imi.thandazo   prayer
um.thi - imi.thi   tree
um.thunzi - imi.thunzi   shade
um.vundla - imi.vundla   hare
um.zi - imi.zi   homestead, village

Cl 5: I(LI)   Cl. 6: AMA

<u>Monosyllable stems</u>
ili.fu - ama.fu   cloud
ili.shwa - ama.shwa   misfortune
ili.tye - ama.tye   stone
ili.wa - ama.wa   rock, cliff
ili.zwe - ama.zwe   land, country
ili.zwi - ama.zwi   voice, word

<u>Non-monosyllabic stems</u>
i.bhadi - ama.bhadi   springbuck
i.cephe - ama.cephe   spoon
i.culo - ama.culo   song, hymn
i.dada - ama.dada   duck, swimmer
i.dlelo - ama.dlelo   pasture
i.gaba - ama.gaba   hoe
i.gama - ama.gama   name
i.gazi - ama.gazi   blood
i.ghirha - ama.ghirha   witchdoctor
i.gumbi - ama.gumbi   room
i.gwala - ama.gwala   coward
i.hashe - ama.hashe   horse
i.hlobo - ama.hlobo   summer
i.hobe - ama.hobe   dove
i.khaya - ama.khaya   home
i.langa - ama.langa   sun

CLASS 5: I(LI)   CLASS 6: AMA (contd)

i.phepha - ama.phepha   paper
i.phepha.ndaba - ama...   newspaper
i.polisa - ama.polisa   policeman
i.qabane - ama...   comrade, mate
i.qanda - ama.qanda   egg
i.rhanuga - ama.rhanuga   tramp
i.sela - ama.sela   thief
i.takane - ama.takane   lamb
i.thuba - ama.thuba   occasion
i.vila - ama.vila   lazy person
i.vili - ama.vili   wheel
i.xesha - ama.xesha   time
i.xhego - ama.xhego   old man
i.yeza - ama.yeza   medicine
i.zinyo - ama.zinyo   tooth
i.zolo - ...   yesterday
i.zulu - ama...   sky, heaven, weather

CLASS 6: AMA (plural only)

am.andla   strength
ama.futha   fat, oil, grease
ama.nzi   water
ama.rhewu   maize drink, light beer

CLASS 7: ISI   CLASS 8: IZI

is.andla - iz.andla   hand
isi.bane - izi.bane   lamp, light
isi.bhedlele - izi...   hospital
isi.Bhulu - ...   Afrikaans language
isi.denge - izi.denge   fool
isi.fo - izi.fo   sickness, disease
isi.fundo - izi.fundo   lesson
isi.hlangu - izi.hlangu   shoe
isi.kolo - izi.kolo   school
isi.lo - izi.lo   animal
isi.Ngesi - ...   English language
is.onka - iz.onka   bread
isi.pho - izi.pho   gift
isi.tena - izi.tena   brick
isi.trato - izi.trato   street
isi.tulo - izi.tulo   chair
isi.tya - izi.tya   dish
isi.tyalo - izi.tyalo   plant
isi.xhobo - izi.xhobo   weapon
isi.Xhosa - ...   Xhosa language
isi.zwe - izi.zwe   tribe, nation

CLASS 9: IN   Plural CLASS 6: AMA

in.doda - ama.doda   man
in.kosazana - ama.khosazana   miss
in.kosi.kazi - ama.khosikazi   lady
in.kwenkwe - ama.khwenkwe   boy
in.tombazana - aman.t...   little girl
int.simi - ama.simi   cultivated land
     n+kh > nk; n+s > nts (S.51.1)

CLASS 9: IN   CLASS 10: I(Z)IN

in / izin   before non-labial
          monosyllable stems
in.dlu - izin.dlu   house, dwelling
in.dwe - izin.dwe   blue crane
inja - izinja (stem nja, n+n>n)   dog
in.to - izin.to   thing, object

im / izim   before labial (p,b,f,v)
          monosyllable stems
im.pi - izim.pi   army, regiment
im.vu - izim.vu   fat-tailed sheep

in / iin   before non-labial stems
          of more than one syllable
in.dawo - iin.dawo   place
in.dlela - iin.dlela   road
in.dlovu - iin.dlovu   elephant
in.galo - iin.galo   arm
in.gonyama - iin.gonyama   lion
in.gubo - iin.gubo   blanket
in.kathazo - iin...   trouble, worry
in.kokeli - iin.kokeli   leader
in.komo - iin.komo   head of cattle
in.kosi - iin.kosi   chief
in.kuku - iin.kuku   domestic fowl
in.kunzi - iin.kunzi   male animal
in.taka - iin.taka   bird
in.tlakohlaza - iin...   spring
in.tlanzi - iin.tlanzi   fish
in.tliziyo - iin.tliziyo   heart
in.tloko - iin.tloko   head
in.tombi - iin.tombi   girl, daughter
in.tyatyambo - iin...   flower

im / iim   before labial (p,b,f,v) stems
          of over one syllable
im.fene - iim.fene   baboon
im.pahla - iim.pahla   goods, stock
im.pela-veki - iim...   week-end
im.puku - iim.puku   mouse
im.vula - iim.vula   rain

ing / iing   before c, q, x
ing.cinga - iing.cinga   thought
ing.qondo - ...   mind, understanding
ing.xelo - iing.xelo   report
ing.xoxo - iing.xoxo   discussion

i / ii
          a) before nasal stems
i.mazi - ii.mazi   female animal, cow
i.mela - ii.mela   knife
i.mini - ii.mini   day
i.ncoko - ii.ncoko   conversation
i.ncwadi - ii.ncwadi   book, letter
i.ngca - ii.ngca   grass
i.nyama - ii.nyama   meat
i.nyanga - ii.nyanga   moon, month
i.nyaniso - ii.nyaniso   truth
i.nyoka - ii.nyoka   snake

CLASS 9: IN   CLASS 10: I(Z)IN (contd)

i / ii
  b) before borrowed stems
i.bhasi - ii.bhasi   bus
i.bhatyi - ii.bhatyi   jacket
i.bhokwe - ii.bhokwe   goat
i.bhola - ii.bhola   ball
i.bhulukhwe - ii...   pair of trousers
i.dolophu - ii.dolophu   town
i.fani - ii.fani   surname
i.festile - ii.festile   window
i.folokhwe - ii.folokhwe   fork
i.foni - ii.foni   telephone
i.gadi - ii.gadi   garden
i.garaji - ii.garaji   garage
i.gusha - ii.gusha   sheep
i.hagu - ii.hagu   pig
i.hempe - ii.hempe   shirt
i.holide - ii.holide   holiday
i.kati - ii.kati   cat
i.kawusi - ii...   sock, stocking
i.ketile - ii.ketile   kettle
i.keyiki - ii.keyiki   cake
i.kofu - ii.kofu   coffee
i.komityi - ii.komityi   cup
i.lekese - ii.lekese   sweet
i.lokhwe - ii.lokhwe   dress
i.mali - ...   money
i.moto - ii.moto   motor car
i.pensile - ii.pensile   pencil
i.petroli - ...   petrol
i.pleyiti - ii.pleyiti   plate
i.rayisi - ...   rice
i.sepha - ii.sepha   soap
i.sosala - ii.sosala   saucer
i.swekile - ...   sugar
i.tafile - ii.tafile   table
i.tapile - ii.tapile   potato
i.teksi - ii.teksi   taxi
i.ti - ii.ti   tea
i.tipoti - ii.tipoti   teapot
i.titshala - ii.titshala   teacher
i.titshala.kazi - ii...   lady teacher
i.tyuwa - ...   salt
i.veki - ii.veki   week
i.venkile - ii.venkile   shop
i.wayini - ii.wayini   wine

CLASS 11: U(LU)   CLASS 10: I(Z)IN

ulu / izin* before non-labial
  monosyllable stems
ulu.hlu - izin.tlu   row, line
ulu.ntu - ...   humanity, humankind
ulu.thi - izin.ti   stick; pl.weapons
*) n+hl>ntl, n+th>nt (S.51.1)

ulu / izim before labial (p,b,f,v)
  monosyllable stems
ulu.vo - izim.vo   opinion

u / iin* before non-labial stems
  of more than one syllable
u.bisi - ...   milk
u.cango - iing.cango   door
u.daka - ...   mud
u.donga - iin.donga   wall
u.dongwe - iin.dongwe   clay
u.kwindla - ...   autumn
u.ncedo - ...   help
u.nyawo - iinyawo   foot
u.sana - iint.sana   baby
u.sapho - iint.sapho   family
u.siba - iint.siba   feather, pen
u.suku - iint...   day, day and night
u.thando - ...   love
u.vuyo - ...   joy
u.xolo - ...   peace, pardon
*) n+c>ngc, n+n>n, n+s>nts (S.51.1)

u / iim before labial (p,b,f,v) stems
  of over one syllable
u.fele - iim...   skin, hide, leather
u.fudo   iim.fudo   tortoise

u / ii before stems in l,m,n
  of more than one syllable
u.lwandle - ii.lwandle   sea
u.nyawo - ii.nyawo   foot

CLASS 14: UBU

ubu.bele   kindness
ubu.bi   evil
ubu.denge   foolishness
ubu.hle   beauty
ubu.lumko   caution, wisdom
ub.oya   wool
ubu.si   honey
ubu.sika   winter
ubu.suku   night
ubu.thongo   sleep

CLASS 15: UKU

uku.cula   singing
uku.dada   floating, swimming
uku.hleka   laughing, laughter
uku.lima   ploughing, cultivation
uku.thanda   loving, liking
uku.thetha   speaking, speech
uku.tya   eating, food
ukw.akhe   building, construction

LOCATIVES in e- (see S.25.3)

Final	a > eni	is.onka	> es.onkeni
"	e > eni	i.hashe	> e.hasheni
"	i > ini	ama.nzi	> ema.nzini
"	o > weni	i.moto	> e.motweni
"	u > wini	in.dlu	> en.dlwini

OTHER USEFUL WORDS ETC

apha   here
apho   there
e-   in, at, to, from, etc. (S.25.3)
e.busuku   by night, at night
e.mini   by day, in the day
emva kwe.mini   in the afternoon
ewe   yes
hayi   no
ka.khulu   much, a lot
ka.kuhle   well, fine
ka.mnandi   sweetly, nicely
ka.msinyane   soon, early, quickly
kodwa   but
ku   to, at, in, from, among;
      in comparison with, than
kuba   because
ku.hle   well, nicely
ku.kho   there is, there are
ku.lungile   it is good
ku.qala   first
ku.sasa   early
ku.the.ni?   why?
kwa   of; at the place of; even, just
kwa   (verbal infix) see S.46
m.hla.wumbi   perhaps
molo   hullo (to one person)
molweni   hullo (to more than one)
na   with; and, also; has/have
na = an interrogative particle
namhlanje   today
nga   by means of, through, with, by
      on; about; at, in (of time)
ngoko   then
ngoku   now
ngomso   tomorrow
nye   (after noun) one; (before noun)
      other, another; pl. some, other
okanye   or
phaya   over there
-sa-   (formative) see S.47
se, sel'   (auxiliary) see S.45
ukuba   that, so that; if
xa   when
yonke imi.hla   every day
zi   him/her/itself, themselves

IDEOPHONES
These are only a few of many used
after uku.thi (to do/become thus)

bhaxa - fall on, squelch in mud
cwaka - be silent, calm, still
dlabhu - tear, pierce, wound
dungu - scatter, disperse, fly off
dyumpu - plop, plunge into water
hlasi - snatch, snap up, grab
manga - marvel, be startled
ngqo - go straight on, keep on
zole - become tranquil; subside

VERB STEMS

akha   build, construct
azi   know, understand, know how to
baleka   run, flee, flee from
bamba   grasp, catch, retain, arrest
banda   be cold (not of persons)
betha   hit, beat, strike
bhala   write
bhatala*   pay
bila   boil (intr.), be boiling
bilisa   boil (tr.), make boil
biza   call, summon
bona   see, perceive; DV when, while
bulala*   kill, destroy, hurt
bulela*   give thanks to or for
bulisa   greet
buya   come/go back, return; DV (S.48)
buza   ask, enquire, investigate
cela   ask for, request
cinga   think, suppose, intend
cula   sing
dada   float, swim
dinwa   be tired, become tired
dlala   play, joke
enza   do, make, perform
fa   be ill, dying
fika   arrive, reach
fona   telephone
fumana*   get, find, reach; DV (S.48)
funa   want, desire, search for
funda   learn, study
fundisa   (cause to learn) teach
funeka   be wanted, be necessary
galela*   pour in, out; throw at
godola   feel cold (of persons)
goduka   come home, go home
gqiba   finish, complete; resolve
gula   groan, be ill
hamba   go, travel; proceed
(i)hla   descend (S.51.4)
hlala*   sit, stay, reside; DV (S.48)
hlakula   hoe, weed
hlamba   wash, bathe; reprove
hleka   laugh, laugh at
jika   turn round, change
jonga   look, look at
khaba   kick; sprout
khala   wail, scream, bleat, etc.
khathaza   trouble, annoy; distress
khawuleza   be quick, hurry
khetha   select, choose; prefer
khula   grow, become big, increase
khumbula*   keep in mind, remember
khupha   take out, bring out
lala*   lie down, rest, sleep
lamba   become hungry
lesa   read
libala*   loiter, delay; forget
lila   cry, weep, mourn; ring out
lima   farm, plough, sow, cultivate
linga   try, examine, taste

VERB STEMS (contd)

luma   bite
lumka   be careful, take care
lunga   be right, good, fitting
lungisa   make right, good, fitting
(i)ma   stop, stand, dwell (S.51.4)
(i)mka   go away, depart (S.51.4)
musa   do not (S.39)
na   rain
nceda   help, assist (on one's own)
ncedisa   help (together with...)
nga   seem; may, can, shall
ngena   go in, come in, enter
nika   give, deliver, supply with
nqena   be lazy
onwaba   be at ease, be happy
oyika   be afraid, fear
pha   give as a gift, present to
phatha*   touch, handle, manage, rule
pheka   boil (tr.), cook
phela   come to an end, cease
phendula   answer
phila   live, be well
phinda   fold over; repeat; DV (S.48)
phulaphula*   listen
phuma   come out, go out
phumla   rest
phunga   sip (something hot)
qala   begin; DV (S.48)
qhuba   drive, proceed; push on with
qonda   understand; be intelligent
sala*   stay, remain
sebenza   work
sebenzisa   make work, use
sela*   drink (something cold)

sikelela*   favour, bless
sinda   escape, be saved
suka   get up, go away; DV (S.48)
sula*   wipe clean
thanda   like, love
thandaza   pray, pray to
thatha, thabatha   take
themba   hope, trust
thembisa   cause to hope, promise
thenga   buy
thengisa   cause to buy, sell
thetha   speak, talk; talk of
thi*   say, mean, think; do/become thus
thula*   be quiet
tsha   burn, be on fire; dry up
tshayela*   sweep
tsho*   say, declare; do thus
tshona   disappear; set (of sun)
tya   eat
tyala   plant (by hand)
tyelela*   visit
(i)va   hear, taste, feel (S.51.4)
vala   close
vela   appear, come from; DV (S.48)
vula   open; commence
vuma   agree; admit; sing
wa   fall, fall down; break down
xela   tell, mention; command
xelela*   tell to, inform
ya   go (to a place); DV (S.48)
yeka   stop, yield, leave alone
(i)za   come (S.51.4); DV (S.48)
zama   struggle, strive, persevere
zisa   make come, bring

*) See Section 40, page 44, for the perfect stem of these verbs.

SHORT LIST OF USEFUL XHOSA BOOKS STILL IN PRINT

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