MAZOEZI YA ROSA MISTIKA

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Mazoezi ya Rosa Mistika

Magdalena Hauner

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1: SURA YA KWANZA [1]

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1.10: About the authors

Magdalena Hauner (Professor Emirita, Department of African Languages and Literature, UW-Madison) originally wrote this workbook to accompany the novel *RosaMistika*.

More than ten years later, it has now been revised and updated by a team in the UW-Madison Department of African Cultural Studies, including:

Professor Katrina Daly Thompson, Director of the Program in African Languages
Amy Clay, Assistant to the Director, 2015-17
Rebecca Mandich, Assistant to the Director, 2017-18
Pamela Kimario, Swahili instructor, 2016-17
Serah Kivuti, Swahili instructor, 2016-17
David Lukhachi, Swahili instructor, 2016-18
Mwita Muniko, Swahili instructor, Fall 2017
Vincent Ogoti, Swahili instructor, Fall 2017

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1.1: Muhtasari na mazoezi – Sura ya kwanza

Muhtasari – Sura ya kwanza

Huko kisiwa cha Ukerewe kulikuwa na mwanamke mmoja aliyeitwa Regina. Regina na jamaa yake waliishi pamoja katika kijiji cha Namagondo. Regina alikuwa mzuri sana lakini alikuwa na mume aliyemtesa. Regina alikuwa na binti watano; Rosa Mistika, Flora, Honorata, Stella, na Sperantia. Mume wa Regina aliitwa Zakaria na alitaka sana kupata mtoto wa kiume. Regina alikuwa na mimba sasa na alimwomba Mungu ampe mtoto wa kiume.

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Usiku mmoja, Regina alikuwa akila chakula cha jioni pamoja na watoto wake. Alizungumza nao juu ya mambo ya malezi. Baadaye walikwenda kulala. Wakati huo huo, Zakaria alikuwa akirudi kutoka mahali pa kunywa pombe. Alilewa sana na alimwambia Regina kwamba alitaka kuwaona watoto wake. Watoto waliitwa isipokuwa Rosa kwa sababu Rosa alikuwa ameanza kuwa mtu mzima. Zakaria aliwaambia waimbe na kufanya mazoezi ya kijeshi. Mara Stella alimwambia baba yake kwamba Rosa alipokea barua pamoja na pesa. Zakaria alikasirika. Hakutaka binti zake watembee na mvulana ye yote. Rosa aliitwa na Zakaria na aliulizwa juu ya barua hiyo.

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Rosa hakumtaka babake asome barua yake. Alijaribu kuila, lakini Zakaria alimshika Rosa shingo. Zakaria aliipata barua, akaisoma. Barua ilizungumzia mapenzi na Zakaria alikasirika zaidi. Alikwenda pamoja na Rosa nyumbani kwa mvulana aliyemwandikia Rosa barua. Mvulana huyo, aliitwa Charles. Zakaria alimtupia Charles shilingi, akamwambia kwamba hakutaka kumwona tena pamoja na binti yake.

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Answer the following true/false questions about the first chapter of *Rosa Mistika*.

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Zoezi la 2: Maswali

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1.2: Video 1: Zaituni

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1.3: Video 2: Kuamkiana

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1660902?iframeembed=true&playerId=kaltura_player&entry_id=0_r2rgm2d4&flashvars[localizationCode]=en&flashvars[leadWith

Maswali

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1.4: Video 3: Chakula

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Exercises

1.Familia ya Bwana na Bibi Mwisongo wanafanya nini kwenye Video?

2. Tazama Video tena na utaje vyakula wanavyokula.

3. Katika aya moja, taja tofauti kati ya familia ya Mwisongo ya ile ya Zakaria kwenye Rosa Mistika.

4. Eleza ni nini kinachofanyika kuanzia chakula kifikapo mezani hadi mwisho wa kula.

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1.5: Jiografia: Kisiwa cha Ukerewe (picha)

Ziwa Victoria na kisiwa cha Ukerewe.

Shamba la mpunga, Ukerewe.

Jengo la Wajerumani/wakati wa ukoloni, Ukerewe.

Jaza mapengo kwenye zoezi

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1.6: Jamii (picha)

Watoto wa Tanzania.

Wanawake wakilima.

Boti ikiingia Nansio, Ukerewe. Nyumba ya Wakerewe.

Maswali

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1.7: Mimea (picha)

Mpunga umewekwa nyumbani.

Mwembe.

Mwembe umetoa maua.

Exercises

Eleza aina ya ukulima unaofanywa Ukerewe. Ukirejelea riwaya ya *Rosa Mistika,* ni nani wanahusika? Ni mimea gani?

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1.8: Matumizi ya Lugha

Zoezi la kwanza: Marudio ya Ngeli

Regina na mama mmoja Mtanzania.
Tumia maneno yafuatayo badala ya *kitu*. Tunga sentensi kama unavyoonyeshwa katika mfano.
[Regina is a Tanzanian lady. Use the following words instead of *kitu*. Form sentences as shown in the pattern. You may use pictures from the internet instead of the words below.]

MFANO A **Kitu ki**moja **ki**limsaidia Regina.
B **Kitu** gani?
A Ng'ombe. [Mwanafunzi abuni jibu lake.]

1 kijiji
2 mwanamke
3 kijana
4 ng'ombe
5 barua
6 shamba
7 Tumia maneno yako.

[PATTERN: A: One thing helped Regina. B: What thing? A: Cattle/cows.
[The student makes up his/her own answer.]

Zoezi la pili: Marudio ya Tensi- Kanusha Wakati Uliopo
Badilisha sentensi kama unavyoonyeshwa hapa chini.
[Review of the tenses. Negate the present tense. Change the sentences as shown below.]

MFANO A Je, Regina a**na**ka**a** Dar es Salaam?
B Hapana, (Regina) **ha**ka**i** Dar es Salaam.

[PATTERN: A: Does Regina live in Dar es Salaam? B: No, (Regina) she doesn't live in DSM.]

jibu.

1 Je, tunasema Kichina hapa?	
2 Je, unafahamu kila kitu?	
3 Je, mnafanya kazi kwa bidii?	
4 Je, wanafunzi wanajibu?	
5 Je, Ukerewe unajulikana?	
6 Je, miaka inapita?	
7 Je, upepo unavuma?	
8 Je, kazi inatosha?	
9 Je, majirani wanasema?	

Zoezi la tatu: Kanusha Wakati Uliopita, na Wakati Ujao
Tumia sentensi zilizopo katika Zoezi la pili.
[Negate the past tense, and the future tense. Use the sentences in Exercise 2.]

Zoezi la nne:Vimilikishi (Binadamu na vimilikishi vyake.)
Jaza nafasi.
[Possessives. (Human beings and their possessives.) Fill the gaps.]

1 baba __ake	**jibu.**
2 mama __angu	
3 mume __ake	
4 dada __ako	
5 mgeni __enu	
6 binti __ao	
7 mwanafunzi __etu	
8 kiongozi __etu	
9 Tumia neno lako.	

Zoezi la tano: Virejeshi
Tunga sentensi kama unavyoonyeshwa katika mfano.
[The Relatives. Form sentences as (you are) shown in the pattern.]

MFANO * nyama
A Sitaki nyama **iLIyo**oza.
B Bila shaka. Tuna nyama **n**zuri **iSIyo**oza.

1 chakula
2 mkate
3 maziwa
4 nyanya
5 embe
6 yai
7 samak
8 Tumia neno lako.

[PATTERN. * Meat A. I don’t want rotten meat/meat that is rotten.
B. Of course. We have good meat which isn’t rotten/bad.]

Zoezi la sita: Virejeshi
Tafsiri. [The Relatives. Translate.]

1 The girl who was known as Rosa Mistika was fifteen.
2 The author who wrote *Rosa Mistika* comes from Nansio.
3 Kikerewe is a language which is spoken in Ukerewe.
4 The father wasn’t someone known as a good teacher. [...wasn’t a person who was known as...]
5 Andika sentensi yako.

Zoezi la saba: Mazumgumzo
Mwanzo wa muhula: mazungumzo baada ya likizo.
Ongea na wanafunzi wenzako kwa dakika 5 – 10, kisha mweleze mwalimu habari hizo.

1. Ulikaa wapi wakati wa likizo?
2. Ulifanya nini?
3. Ulikuwa na afya nzuri? Uliumwa?
4. Ulifurahi zaidi kufanya nini?
5. Uko tayari kusoma tena?
6. Umesahau Kiswahili sana?
7 Umeshanunua vitabu vyote?
8. Je, utahudhuria Meza ya Kiswahili?
9. Je, unaweza kumsaidia mwanafunzi wa mwaka wa kwanza?
10. Karibu uulize maswali yako wewe.

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1.9: Msamiati

ukungu 11	fog
salia	remain over
nyongea	hang on
julikana	be known
toboa	bore a hole
kanyaga	tread on, set foot on
kiumbe 7/8	creature
lamba	lick (with tongue)
debe 5/6	tin or can
mawele 6 (sg. uwele 11)	millet grain
sumbua	trouble, harass, annoy, worry
tesa	annoy, torment, afflict, cause trouble
-onea	envy, look down on
huruma 9/10	pithy, compassion
tumaini 5/6	hope
mimba 9/10	pregnancy
haja 9/10	need
kifudifudi	face down
-zoea	get used to
-himiza	urge, haste, hasten
-tawanya	disperse
unyenyekevu 14	humility
-guna	grumble, grunt
mnyamavu 1/2	quiet person
kisima 7/8	well
mapovu 6	suds
-papasa	touch gently
-kauka	(get) dry
-tukana	curse
-tambua	recognize
mgongo 3/4	back
tako 5/6	thigh
kifua 7/8	chest
-kauka	dry
-vaa	put on, get dressed
-tukana	curse
mvivu 1/2	lazy person
ubavu 11/10	rib, side of the body
-cheka	laugh
-tega mgongo	turn one’s back
mavi 6	shit
-bembeleza	quieten, soothe
-pasuka	tear, get split
nge 9/10 & 1/2	scorpion
-jua	know
-julisha	introduce, let know, inform
-jalia	grant (of God)
-jaliwa	be granted by God
-tunza	look after
-bichi	unripe
-fika	reach, arrive
-fikisha	cause or enable to reach
kati yao	between them
ujasiri 14	audacity, daring, bravery
-tambua	recognize, realize
-kata kamba	run out (of time)

-vuma	blow, rumble, spread (wind, rumors)
kuelekea	towards, to (direction)
kwani	since, as
-weka	put, place
-jiwekea	put something away for oneself
kijumba 7/8	small hut
kisicho	without (which doesn’t have)
mkuki 3/4	spear
-ng’aa	shine
-ng’alia	shine at
-mulika.	shine, gleam
-shuhudia	witness
ukatili 14	cruelty
-tenda	do, act, commit
-tendeka	be committed, be done, be happening
-tusio na (mikono)	we who don’t have (hands)

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2: SURA YA PILI [2]

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2.1: Muhtasari – Sura ya pili na Maswali

Rosa alikoma kutembea na mvulana yeyote. Alikaa peke yake. Hakuzungumza sana. Zakaria alifurahi. Hakujua Rosa alihitaji kujua wavulana kwa ajili ya maisha yake ya mbeleni.

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Charles aliondoka Namagondo. Alikwenda shule ya Mkwawa. Rosa alichaguliwa kwenda shule ya sekondari ya wasichana katika mji mwingine. Sasa alihitaji pesa kununua shuka mbili, sanduku, na viatu, na pia barua ilimtaka aje shuleni na shilingi themanini. Lo! Zakaria hana pesa. Kwa hiyo, yeye na Regina wakakubaliana kwamba watauza ng'ombe mmoja.

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Siku moja usiku Zakaria aliondoka. Alikwenda kunywa pombe. Regina pamoja na binti zake walikula chakula cha jioni pamoja. Regina aliongea na Rosa na watoto wengine akiwaonya wawe waadilifu. Alimwambia Rosa kwamba wasichana wengi wa shule hupata mimba. Wengi wao hutoa mimba hizo, yaani huua watoto, kwa vile hawataki kufukuzwa shule. Alisema pia kama Rosa akipata mimba asiitoe. Regina alisema kwamba atamsaidia kumtunza mtoto.Kwenye mwisho wa sura, Zakaria alirudi nyumbani, akawatisha watoto wote na Regina pia na mzaha wake wa "nyoka".

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maswali

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2.2: Video 1: Kisimani

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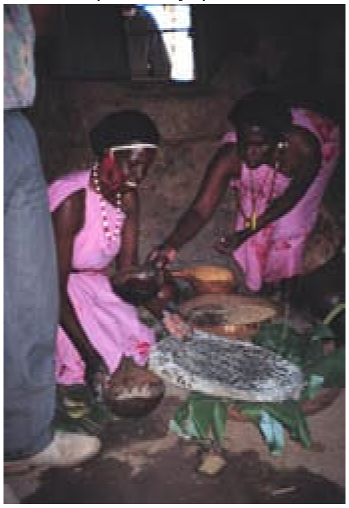
2.3: Jamii (picha)

Wanawake wakitayarisha chakula (Wakikuyu).



Wanawake wakitayarisha chakula (Wakikuyu).

Mgahawa Ukerewe: “Si ruhusa wateja kuchungulia jikoni.”

Mgahawa Ukerewe: Msichana akibeba sufuria.

Mgahawa: Bei za chakula na vinywaji.

Maswali

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2.4: Elimu (picha)

Watoto wa shule, Kenya.

Watoto wa shule, Kenya.

Maswali

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2.5: Video 2: Kupika

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Maswali

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2.6: Matumizi ya Lugha

SARUFI: KUWA NA

Kitenzi **kuwa** kinatumika katika tensi mbalimbali zinazoitwa Tensi za Maneno Mawili, kama vile *nilikuwa nikisema*, 'I was saying', n.k. (=na kadhalika). Kitenzi **kuwa na**, 'to have' kinatumika zaidi.

Zoezi la kwanza. WAKATI ULIOPITA; WAKATI ULIOPO.
Badilisha sentensi kama unavyoonyeshwa katika mfano.

* Regina **alikuwa na** watoto watano.
-> A: Kumbe, Regina **ana** watoto watano?
B: Ndiyo, **anao**.

____

1 Chumba kilikuwa na watoto.
2 Wachawi walikuwa na nguvu.
3 Namagondo ilikuwa na nyumba chache.
4 Samaki alikuwa na miba.
5 Mzigo ulikuwa na kufuli.
6 Honorata alikuwa na shamba la pamba.

[Pattern translated: * Regina had five children. -> A: So Regina has five children? B: Yes, she does (have them).]

Zoezi la pili. KANUSHA WAKATI ULIOPITA.
Badilisha sentensi katika Zoezi la pili kama unavyoonyeshwa katika mfano.

* Regina **alikuwa na** watoto watano.
-> A: Kumbe nimesikia eti **hakuwa na** watano.
B: Kumbe!

____

[Pattern translated: * Regina had five children. -> A: Hm, I heard that she didn't have five. B: Hm!]

Zoezi la tatu. KANUSHA WAKATI UJAO.
Tunga sentensi zenye sarufi hii ukitumia picha za kutoka mtandaoni, kama AfricaFocus: http://africafocus.library.wisc.edu/

atakuwa na (s/he will have)
hatakuwa na (s/he won't have)

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2.7: Msamiati

-chungwa	be watched
-jidai	claim
rika 5/6	age group
ndoa 9/10	marriage
malezi 6	upbringing
-paswa	be proper
-andama na	go around with
-tosha	sufficient
-jitosheleza	be self-sufficient
-nyamavu	quiet, not speaking
fikara 9/10	thought
fununu 9/10	rumour
-wadia	arrive
ada 9/10	fee
alivyotegemea	as she expected
-jua	know
-julisha	inform
ushindi 14	success
marashi 6	perfume
nia 9/10	aim
-endelea	continue, progress
-endeleza	make someone progress
-pinga	oppose
-tangaza	announce
jike 5/6	female animal
-bisha	argue; knock
-nung'unika	grumble
-baki	remain
mnyang'anyi 1/2	thief
-vuta	pull
-gaagaa / -garagara	roll from side to side
-chimba	dig up
-kusanya	collect
kaniki 9/10	black or dark blue cloth
mzaha 3/4	joke, prank
-zidi kiasi	be too much
-pasua	tear up
kipande 7/8	piece
-sokota	twist
-jongea	approach
uzi 11/10	thread
katani 9/10	sisal
-vumbua	discover
ujanja 14	trickery
ebu!	come on!
-vuta	pull
kuelekea	towards
-tua	set
giza 9/10	darkness
-tanda	spread
ukuni 11/10	firewood
mapishi 6	cooking
zamu 9/10	turn
-songa ugali	prepare ugali
-sukuma	push
-zomea	make a face at someone (derisive)

-kunja	fold, turn in
-ruka	jump
-rukia	jump at
-kijifimbo 7/8	small stick
-tendeka	be done, be happening
-pakua	dish out
-pata bahati	be lucky
-wekewa	have something put aside
pembe 9/10	corner
-tenda	do
duara 9/10	circle
kurudi nyuma	to the back
bega 5/6	shoulder
-elekeza	put in a direction
-onya	warn
-acha	leave
-achia	leave off
uwongo 14	lie
ulimi 11/10	tongue
-nuna	sulk
goti 5/6	knee
-piga magoti	kneel
-patia	get something for someone
fulani	certain
-pokea	receive
uvivu 14	laziness
juzi	day before yesterday
juzi juzi.	recently
tuta 5/6	row
-pa	give
-pewa	be given
mtu mzima 1/2	adult
ng’ambo 9/10	opposite side
Usukumani 14	Sukuma. country
hasa	especially
-hadhari	warn
-hadharisha	warn, make someone careful of
-korofi	evil-minded
mapenzi 5/6	love
-pa mimba	make pregnant
-kata	cut
-katisha	end abruptly
daima	always
-kwepa	avoid
iwapo	if, in case
mpumbavu 1/2	naive, silly, stupid
-toa mimba	have an abortion
mwuaji 1/2	killer, assassin
kitambo 7	period of time (muda kitambo, a while)
majaaliwa ya Mungu	gift from God
-sumbua	trouble
-sumbuka	be troubled
-ogopa	be afraid
-tunza	look after
-sikitika	regret
-shangaa	be amazed, surprised

faida 9/10	profit, good
-tembea	walk
-tembelea fimbo	walking (with the support of) a stick
busara 9/10	common sense
ingawa	even though
-yumba	swing, sway
-nawa	wash hand or face
-osha	wash up
koroboi 9/10	kerosene lamp
anga 9/10	sky
Marekani	Americans (Mmarekani sg.)
-taraji	hope, expect
-tarajia	hope for
-ongezea	add to
-tega	set a trap
-tegua	solve
hatari 9/10	danger
-bana	squeeze
-banana	squeeze against one another

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3: SURA YA TATU [3]

3.1: Muhtasari – Sura ya tatu

3.2: Video 1: Mganga

3.3: Video 2: Katani

3.4: Katani (picha)

3.5: Chakula (picha)

3.6: Matumizi ya Lugha

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3.1: Muhtasari – Sura ya tatu

Rosa aliangalia kalenda kila siku. Hakuweza kungoja mpaka aende shule. Siku moja alikwenda mjini Nansio kununua viatu vipya. Flora alikwenda pamoja naye.

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Mjini Nansio, waliingia duka moja la Mhindi. Jirani yao Ndalo alifanya kazi humo na walifikiri kwamba angeawasaidia kununua viatu kwa bei nzuri. Lakini Mhindi hakutaka kupunguza bei, akimtukana Ndalo kwamba anaharibu biashara yake. Wasichana wakaingia duka lingine, wakapata viatu kwa bei nzuri.

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Siku moja Zakaria aliondoka kwenda kunywa kama kawaida yake. Siku hiyo alilewa zaidi, hata akaletwa nyumbani akibebwa na Ndalo na mtu mwingine. Walimlaza kitandani, wakamwacha alale. Regina alifahamu kwamba Zakaria alikuwa amechukua pesa zote za Rosa, akanunua chupa nyingi za pombe. Safari ya Rosa ilivunjika. Hayo yote Regina alipata kujua alipowatembelea Ndalo na Bigeyo.

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Ndalo na Bigeyo walisumbuliwa sana na taabu ya uzazi. Bigeyo alishindwa kupata mimba. Walitembea mpaka mbali kwa waganga wengi wapate mashauri, lakini – wapi! Walishindwa. Mganga mmoja aliwashauri wale nyama ya kuku wakikimbia kuzunguka nyumba.

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Regina alitaka sana kumsaidia Rosa aende shule. Mwishowe, akapata wazo zuri. Alianza kupika pombe ya kienyeji inayoitwa mapuya. Ni pombe ya muhogo. Zakaria hakusema kitu. Wasichana walikuwa wakimsaidia mama yao kutayarisha kila kitu. Pombe ikawa tayari. Watu wengi walikuja katika mji wa Zakaria. Walinunua pombe nyingi wakanywa, wakicheza, na hatimaye wakifanya mambo yao ya kilevi. Watoto waliona walevi kwa mara ya kwanza katika maisha yao. Honorata alikodoa macho alipoona mtu mmoja anakojoa karibu nao.

Regina na Rosa walihesabu pesa, wakakuta. Walifurahi sana.

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Sura ya 3: Kweli au Uwongo

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3.2: Video 1: Mganga

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Maswali

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3.3: Video 2: Katani

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Maswali

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3.4: Katani (picha)

Mikonge, Morogoro.

Kusafirisha mikonge kiwandani.

Nyuzi zimetolewa.

Katani ikikauka.

Katani iko tayari kuuzwa.

kofia ya katani

kikapu cha katani

Mikeka ya katani

maswali

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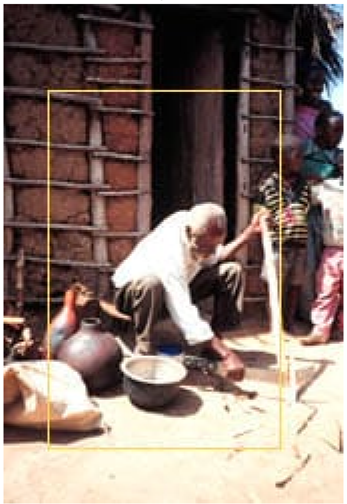
3.5: Chakula (picha)

Soko la samaki, Nansio, Ukerewe.

Sokoni Nansio, Ukerewe.



Kupika pombe ya kienyeji, Ukikuyuni.

Exercises

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3.6: Matumizi ya Lugha

SARUFI: KIONYESHI NDI-

Sarufi hii inaonyesha kwa nguvu kuliko vionyeshi vya **h**-, yaani *huyu, hawa, huu, hii*, n.k.

huyu ni msichana	this is a girl
hawa ni wasichana	these are girls
ndiye msichana	***this is*** the girl
ndio wasichana	***these are*** the girls

Tafsiri nyingine ni '*these are indeed (the) girls*'.

* Vionyeshi hivi vinatumika pamoja pia, k.m. ***huyu ndiye msichana***, 'this (indeed) is the/a girl'.

Mifano ya **kukanusha**:

siye msichana	***this isn't*** the girl
siyo mti	***these aren't*** the trees

Zoezi la kwanza. WAKATI ULIOPO: NGELI ZOTE.
Tunga sentensi kama unavyoona katika mfano.

* mama yangu
-> huyu ndiye mama yangu

1 binti yetu
2 walevi wa Namagondo
3 mji wa Zakaria
4 miji ya Ukerewe
5 wazo lake
6 maduka ya Mhindi
7 kitanda cha Zakaria
8 viatu vyake
9 mimba ya Regina
10 shida zangu
11 uzi wa katani
12 katoto ka Regina
13 tutoto twa Nansio
14 uzazi wa Bigeyo
15 kushinda kwake
16 mahali petu
17 Usukumani
18 chumbani mwake

[Example translated: * my mother -> THIS (indeed) is my mother.]

Zoezi la pili. KIONYESHI NDI-, VIREJESHI.
Tafsiri. Tumia Kionyeshi NDI- kwa kila neno lililopigiwa mstari.

1 This is the writer of Rosa Mistika — don't forget he's called E.Kezilahabi.
2 Is this the man who beats his wife?
3 This is Rosa's life.
4 These are the cows that were sold.
5 This is the cassava that will be sold tomorrow.
6 These are the girls who will help me.
7 This is the money for (=of) the beer.

Zoezi la tatu. KIONYESHI NDI-; WAKATI ULIOPITA, WAKATI UJAO.

Badili sentensi za zoezi la pili katika wakati uliopita na wakati ujao.
1 Huyu **ndiye aliyekuwa** mwandishi wa Rosa Mistika ...
THIS was the writer of Rosa Mistika....
1 Huyu **ndiye atakayekuwa** mwandishi wa Rosa Mistika....
THIS will be the writer of Rosa Mistika.....

<u>Zoezi la nne</u>. TAFSIRI MIFANO KUTOKA RIWAYA. (ZOEZI GUMU.)
1 Huyu ndiye alikuwa Stella; kipenzi cha baba yake. (Uk. 10)
2 [..] Charles alijulishwa kwa Rosa na Rosa alijulishwa kwake. Ndipo walipofahamu kwamba watakuwa wakisoma shule moja na darasa moja. (Uk. 12.)
3 Hivyo ndivyo Rosa alivyolelewa; hivyo ndivyo alivyotunzwa; hivyo ndivyo alivyochungwa na babake. (Uk. 14)
4 Mwishowe Charles alitambua kwamba siku zake za kukaa pale zilikuwa zikikata kamba, ndipo alipopata ujasiri wa kuweza kuandika barua hiyo. (Uk. 13).
5 Hapo ndipo Regina humwambia: “Wasichana wa siku hizi wanatoa mimba [..].” (Uk. 25)
6 Hivyo ndivyo wasichana wa siku hizi wanavyojitahidi kuua watoto. (Uk. 25)

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4: SURA YA NNE [4]

4.1: Muhtasari – Sura ya nne an Mchezo
4.2: Video 1: Msichana
4.3: Video 2: Darasani
4.4: Mazingira (picha)
4.5: Dini (picha)
4.6: Matumizi ya Lugha

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4.1: Muhtasari – Sura ya nne an Mchezo

Muhtasari

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Rosa alikwenda shule ya wasichana ya Rosary, karibu na mji wa Mwanza. Shule hii ilikuwa karibu na shule nyingine za wavulana, kwa hiyo kila msichana alikuwa na rafiki wa kiume.

Shule hii ilikuwa ikiendeshwa na mabikira. Wasichana waliwaita masista. Mkuu wa shule aliitwa Sista John.

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Rosa alikuwa bado hataki kuzungumza na mvulana ye yote. Wavulana wengi walimletea barua, lakini yeye alijibu tu, “Samahani kaka, jaribu mahali pengine.” Masista walimwita Rosa msichana mwema na mwenye bidii. Sista John alimchagua kuwa mkubwa wa darasa lake. Wasichana wote pia walimpenda.

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Baada ya kipindi cha kwanza Rosa alirudi nyumbani Ukerewe. Alinenepa na watu walikuwa wakimwambia kwamba alikuwa mzuri zaidi. Siku moja Rosa aliitwa na mama yake. Aliambiwa aende kumwita Bigeyo. Rosa alimweleza Bigeyo ugonjwa wa mama yake. Bigeyo alifahamu, akakimbia kumsaidia Regina. Regina alijifungua mtoto wa kiume. Bigeyo alipiga vigelegele kwa furaha. Zakaria pia alifurahi, akampa pongezi mke wake, “Regina! Sasa mji huu umekuwa wako.” Kwa vile alifurahi sana, alikwenda mjini kununua vitu vyote walivyotaka Regina na Rosa. Lakini Zakaria hakuacha ulevi.

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Siku za Rosa zilipokwisha, mtoto alikuwa ameshabatizwa kwa jina la Emmanuel. Alikuwa mtoto mwenye afya nzuri na nyumbani dada zake walimpenda.

Maswali

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4.2: Video 1: Msichana

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4.3: Video 2: Darasani

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4.4: Mazingira (picha)

Uwanja wa michezo, Mwanza.

Mtaa wa Bantu, Mwanza.

Samaki wakikauka, Mwanza.

Maswali

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4.5: Dini (picha)

Kanisa la Kikatoliki, Dar es Salaam.

Kanisa la Kikatoliki, Ukerewe.

Kanisani Morogoro.

Maswali

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4.6: Matumizi ya Lugha

Sarufi: Tensi za Maneno Mawili

Two-word tenses, also known as Complex or Compound Tenses, offer a finer distinction of time and aspect (completion of action, continuation, etc.), than one-word tenses can. E.g.

nitasoma I'll read/ I'll be reading	*nitakuwa nikisoma* I'll be reading
mvua ilinyesha it rained/ it was raining	*mvua ilikuwa ikinyesha* it was raining

There are many combinations of tense markers used in the first and second verb. The following exemplify the most frequently used ones.

Affirmative

TENSE + KI/NA (continuous action)

nitakuwa nikila *nimekuwa nikila* *nilikuwa nikila* *(mimi) huwa nikila*	I'll be eating I have been eating I was eating I usually eat

TENSE + ME (completed action)

nitakuwa nimekula *nilikuwa nimekula* *(mimi) huwa nimekula*	I'll have eaten I had eaten I usually (will/would) have eaten

Negative

TENSE + KI/NA (continuous action)

nitakuwa sili *nimekuwa sili* *nilikuwa sili* *(mimi) huwa sili*	I won't be eating I haven't been eating I wasn't eating I don't usually eat

TENSE + ME (completed action)

nitakuwa sija(ku)la *nilikuwa sija(ku)la* *(mimi) huwa sija(ku)la*	I won't have eaten I hadn't eaten I usually (won't/wouldn't) have eaten

Another way to negate, *sitakuwa nikila*, I WON'T be eating, etc., which negates the first verb, stresses the negation more than the first way does. It would be used in contexts like the following:

Mariamu:	Saa sita *utakuwa umemaliza*? ‘Will you be done/finished at twelve?’
Rosa:	Hapana. Saa hizo *sitakuwa (nimemaliza)*. ‘No. At that time I won’t.’
Hakimu:	Saa sita *ulikuwa ukila*? ‘At twelve o’clock – were you eating?’
Mshtakiwa:	*Sikuwa (nikila)*. Mheshimiwa. ‘I wasn’t, Your Honor.’

Zoezi la kwanza. Tafsiri sentensi zifuatazo.
1 Sperantia alikuwa analia.
2 Walikuwa wakimaliza.
3 Maembe yalikuwa yakioza.
4 Zakaria alikuwa amekonda.
5 Alikuwa bado akikumbuka maneno ya mama yake.
6 Thereza alikuwa bado hajaelewa.

Zoezi la pili. a) Sikiliza sentensi. b) Andika sentensi. c) Tafsiri.

Zoezi la tatu. Tafsiri kwa Kiswahili.
1 the man walked/the man was walking
2 they will eat/they will be eating
3 we said/we were saying
4 when it rained/when it was raining
5 people told her/people were telling her
6 the child was baptized/the child had been baptized

Zoezi la nne. Soma, andika, tafsiri mifano.
Andika na tafsiri mifano 5 ya tensi za maneno mawili uliyosoma katika maandishi yo yote ya Kiswahili. (Mifano mingi inapatikana katika Rosa Mistika.)

Zoezi la tano. Kanusha.
Angalia picha zinazopatikana katika ukurasa wetu wa ukurasa wetu wa stempu. Andika sentensi 6-8 juu ya stempu mbalimbali ukitumia tensi mbalimbali za maneno mawili (kanusha).
K.m. stempu moja ya NDEGE inamwonyesha tumbusi (tai mzoga). Unaweza kuandika:

Tumbusi *hakuwa akila*. The vulture wasn’t eating.

Zoezi la sita. Eleza kwa Kiswahili maana za maneno yafuatayo.
1 batiza
2 lewa
3 mganga
4 mwenye bidii
5 pombe ya kienyeji
6 pongezi
7 punguza bei
8 rafiki wa kiume
9 tukana
10 vigelegele

Zoezi la saba. INSHA
Andika insha juu ya
A. Mada moja inayotoka sura hii, au
B. Mada kutoka sura hii, lakini inayohusika na maisha yako. TUMIA TENSI MBALIMBALI ZA MANENO MAWILI.

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5: SURA YA TANO [5]

5.1: Muhtasari na Mchezo- Sura ya tano

5.2: Video: Shule

5.3: Elimu (picha)

5.4: Kustarehe (picha)

5.5: Matumizi ya Lugha

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5.1: Muhtasari na Mchezo- Sura ya tano

Muhtasari

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Rosa alirudi shuleni, lakini kipindi hiki hakikuwa kizuri sana, hasa kwa Rosa. Wanafunzi walianza kuzoea maisha ya shuleni. Walianza fujo ya kuzungumza darasani, walipiga kelele, na walichelewa kumaliza kazi yao. Rosa aliitwa na Sista John ofisini. Sista John alimtaka amwambie majina ya wanafunzi wanaofanya fujo. Rosa alikataa. Darasa lote likapewa adhabu ya kufyeka majani yote yaliyokuwa karibu na shule.

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Mwezi uliofuata Sista John alimwita Rosa tena. Alisikia kwamba wasichana wengine walilala mjini, wakarudishwa asubuhi kwa motokaa, bado wamelewa. Rosa alikataa tena kumwambia majina, lakini Sista John alimwonya kwamba atafukuzwa shule kama hatamwambia. Rosa alitaja majina matatu.

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Wale wasichana waliitwa. Walipewa adhabu ya kusonga magari mia ya mchanga. Kazi hii ilikuwa ngumu sana. Vidole vyao vilivimba. Siku moja Rosa alipofungua deski lake, aliona madaftari yake yote yalitatuliwa na shuka zake zilichomwa moto. Alilia kwa sauti, akamwambia Sista John. Wasichana wale watatu walifukuzwa shule. Walisafirishwa makwao.

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Rosa alimaliza darasa hili la tisa kwa shida, lakini bado alikuwa wa nne katika mtihani wa mwisho.

Mara chache Rosa alikwenda kutembea mjini Mwanza. Siku moja alisikia wavulana wawili wakimzungumzia. Walisema kwamba Rosa hapendi kutembea na wavulana kwa sababu labda yeye ni kilema. Maneno hayo yalimsumbua sana moyoni. Alikata shauri kwenda kucheza dansi.

Exercises

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5.2: Video: Shule

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Exercises

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5.3: Elimu (picha)

Shule ya Lugha, ELTC Morogoro: bweni.

Exercises

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5.4: Kustarehe (picha)

Watu wakistarehe, Dar es Salaam.

Bendi ya Taarab: ‘kumtuza’ mwimbaji.

Bendi ya Taarab, Unguja.

Exercises

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5.5: Matumizi ya Lugha

Sarufi: Tensi za Maneno Mawili

Two-word tenses, also known as Complex or Compound Tenses, offer a finer distinction of time and aspect (completion of action, continuation, etc.), than one-word tenses can. E.g.

nitasoma I'll read/ I'll be reading	*nitakuwa nikisoma* I'll be reading
mvua ilinyesha it rained/ it was raining	*mvua ilikuwa ikinyesha* it was raining

There are many combinations of tense markers used in the first and second verb. The following exemplify the most frequently used ones.

Affirmative

TENSE + KI/NA (continuous action)

nitakuwa nikila *nimekuwa nikila* *nilikuwa nikila* *(mimi) huwa nikila*	I'll be eating I have been eating I was eating I usually eat

TENSE + ME (completed action)

nitakuwa nimekula *nilikuwa nimekula* *(mimi) huwa nimekula*	I'll have eaten I had eaten I usually (will/would) have eaten

Negative

TENSE + KI/NA (continuous action)

nitakuwa sili *nimekuwa sili* *nilikuwa sili* *(mimi) huwa sili*	I won't be eating I haven't been eating I wasn't eating I don't usually eat

TENSE + ME (completed action)

nitakuwa sija(ku)la *nilikuwa sija(ku)la* *(mimi) huwa sija(ku)la*	I won't have eaten I hadn't eaten I usually (won't/wouldn't) have eaten

Another way to negate, *sitakuwa nikila*, I WON'T be eating, etc., which negates the first verb, stresses the negation more than the first way does. It would be used in contexts like the following:

Mariamu:	Saa sita *utakuwa umemaliza*? 'Will you be done/finished at twelve?'
Rosa:	Hapana. Saa hizo *sitakuwa (nimemaliza*). 'No. At that time I won't.'
Hakimu:	Saa sita *ulikuwa ukila*? 'At twelve o'clock – were you eating?'
Mshtakiwa:	*Sikuwa (nikila)*. Mheshimiwa. 'I wasn't, Your Honor.'

Zoezi la kwanza. Tafsiri sentensi zifuatazo.
1 Sperantia alikuwa analia.
2 Walikuwa wakimaliza.
3 Maembe yalikuwa yakioza.
4 Zakaria alikuwa amekonda.
5 Alikuwa bado akikumbuka maneno ya mama yake.
6 Thereza alikuwa bado hajaelewa.

Zoezi la pili. a) Sikiliza sentensi. b) Andika sentensi. c) Tafsiri.

Zoezi la tatu. Tafsiri kwa Kiswahili.
1 the man walked/the man was walking
2 they will eat/they will be eating
3 we said/we were saying
4 when it rained/when it was raining
5 people told her/people were telling her
6 the child was baptized/the child had been baptized

Zoezi la nne. Soma, andika, tafsiri mifano.
Andika na tafsiri mifano 5 ya tensi za maneno mawili uliyosoma katika maandishi yo yote ya Kiswahili. (Mifano mingi inapatikana katika Rosa Mistika.)

Zoezi la tano. Kanusha.
Angalia picha zinazopatikana katika ukurasa wetu wa ukurasa wetu wa stempu. Andika sentensi 6-8 juu ya stempu mbalimbali ukitumia tensi mbalimbali za maneno mawili (kanusha).
K.m. stempu moja ya NDEGE inamwonyesha tumbusi (tai mzoga). Unaweza kuandika:

Tumbusi *hakuwa akila*. The vulture wasn't eating.

Zoezi la sita. Eleza kwa Kiswahili maana za maneno yafuatayo.
1 batiza
2 lewa
3 mganga
4 mwenye bidii
5 pombe ya kienyeji
6 pongezi
7 punguza bei
8 rafiki wa kiume
9 tukana
10 vigelegele

Zoezi la saba. INSHA
Andika insha juu ya
A. Mada moja inayotoka sura hii, au
B. Mada kutoka sura hii, lakini inayohusika na maisha yako. TUMIA TENSI MBALIMBALI ZA MANENO MAWILI.

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6: SURA YA SITA [6]

6.1: Muhtasari na mchezo- Sura ya sita

6.2: Video 1: Mwere

6.3: Video 2: Pati

6.4: Elimu (picha)

6.5: Usafirishaji (picha)

6.6: Matumizi ya Lugha

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6.1: Muhtasari na mchezo- Sura ya sita

Muhtasari

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Rosa pamoja na wasichana wenzake walikwenda kwa basi mjini Mwanza. Walikwenda kucheza dansi na wavulana kutoka shule nyingine. Lakini kulikuwa na watu wengine humo ndani ambao walikuwa si watoto wa shule. Wao pia walicheza. Rosa alikuwa anacheza na mtu mmoja aliyeonekana kuwa mzee kidogo. Rosa alitetemeka. Moyo wake ulikuwa unamdunda. Dansi ilipokaribia mwisho, bwana huyo aliyeitwa Deogratias alimbusu Rosa.

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Rosa aliporudi chumbani kwake alishindwa kupata usingizi. Alikwenda katika chumba cha rafiki yake Thereza, akaanza kumbusu kwa tamaa isiyopungua. Mwishowe Rosa aliona kwamba anachohitaji ni rafiki wa kiume.

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Asubuhi Rosa alianza kutafuta barua alizoandikiwa na wavulana zamani. Mvulana mmoja hakumtosha. Rosa alianza mapenzi, lakini aliwachezea tu wavulana. Hakuwapenda. Alimpenda Deogratias tu, akifikiri kwamba Deogratias ndiye atamwoa.

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Sista John alivumbua kwamba Rosa alianza kulala mjini. Siku moja alimwita ofisini na kumwambia kwamba atapelekwa nyumbani. “Utarudi tu kufanya mtihani wako wa ‘Cambridge’”, Sista John alisema.

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Rosa alikwenda nyumbani. Aliwaambia wazazi wake kwamba akili zilimzidi kichwani, lakini wazazi walivumbua ukweli. Walisikitika. Zakaria aliendelea kuwachunga binti zake zaidi. Emmanuel alitunzwa vizuri sana.

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Alipokuwa akikaa nyumbani Ukerewe, Rosa alipata barua ndefu sana kutoka kwa Deogratias. Alipoisoma alifurahi sana: Deogratias alisema atamwoa wakati wo wote. Rosa aliibusu barua hiyo. Chumba chake kilikuwa kimejaa picha za Deogratias.

Mtihani ulipofika, Rosa alishinda masomo matatu tu, lakini hata hivyo alichaguliwa kwenda Morogoro T.T.C. Alifurahi.

Mchezo

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Exercises

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6.2: Video 1: Mwere

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6.3: Video 2: Pati

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Maswali

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6.4: Elimu (picha)

Kibao mbele ya maktaba

Wanafunzi wakijiandaa kwa mtihani.

Exercise

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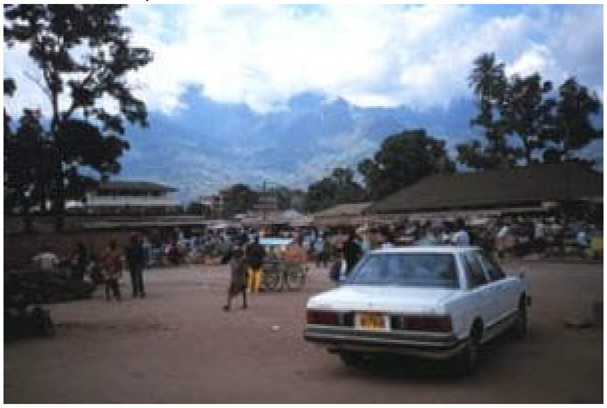
6.5: Usafirishaji (picha)

Basi likipita, Dar es Salaam.

Daladala imepambwa.



Sokoni Morogoro.

Daladala ikiondoka, Nansio, Ukerewe.

Exercises

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6.6: Matumizi ya Lugha

SARUFI: MNYAMBULIKO WA KUFANYIZA

The Causative verbal extension adds the meaning of causation to the simple root.
E.g.

weza, be able to — *wezesha*, enable
pita, pass, go by — *pisha*, let someone pass
anguka, fall — *angusha*, push down, throw down
potea, get lost — *poteza*, lose

There are two ways of forming the Causative;
* Simple addition to the root: *wez-a* -> *wez+e**sh**-a*.
Roots ending in a vowel, e.g. *–pote-*, add a '**z**'; *pote-a* -> *pote+**z**-a*.
* Sound change: *pi**t**-a* -> *pi**sh**-a*.

Monosyllabic verbs:
nywa –> *nywesha*, give drink
la –> *lisha*, feed

Causative verbs can also be formed from nouns, adjectives, or adverbs.
elimu, n., education — *elimisha*, educate
fupi, adj., short — *fupisha*, shorten, abbreviate
karibu, adv., near — *karibisha*, welcome, invite

MAZOEZI.
Zoezi la kwanza. TAFSIRI. Toa vitenzi sahili.
1 Rosa alianzisha "mapenzi" ya namna hiyo.
2 Ni jambo la kushangaza.
3 Nilitaka kujifurahisha kidogo.
4 Kuna njia za kumkaribisha mgeni.
5 Zakaria alimweleza Deogratias shida zake.
6 Akina nani walisafirishwa makwao?
7 Mwalimu alinichelewesha.
8 Shule ya Rosary iliendeshwa na nani?
9 Soma, uwafurahishe wazazi wako.
10 Alipandisha sauti ili waliosikiliza wasikose kusikia.

Zoezi la pili. MAZUNGUMZO. Kila sentensi katika Zoezi la kwanza iwe mwanzo wa mazungumzo mafupi.

Zoezi la tatu. MIFANO YA VITENZI VYA KUFANYIZA. Andika sentensi kumi ya mifano ya mnyambuliko wa kufanyiza kutoka katika Rosa Mistika au maandishi yaliyopo kwenye mtandao. Tafsiri sentensi kwa Kiingereza.

* http://www.arushatimes.co.tz/
* http://www.africaonline.com/site/tz/
* http://www.ippmedia.com
* http://www.bbc.co.uk/swahili

Zoezi la nne. MAELEZO YA MAANA. Tafsiri sentensi. Eleza kwa maneno mengine maana ya sentensi hiyo, ukitumia vitenzi-sahili (simple form of the verb).
K.m. * Nitam**pisha** kijana huyu.
–> I'll let this boy pass.
–> Nitasimama kando kidogo ili kijana **apite**. AU:
Nitamwachia nafasi kijana huyu a**pite**.

1 Regina alimfurahisha mumewe alipojifungua mtoto wa kiume.

2 Umepoteza wapi zoezi lako?
3 Habari zao zilitusikitisha.
4 Afisa mmoja aliwarudisha asubuhi kwa motokaa.
5 Ninawajulisha kwamba mitihani hautakuwa rahisi.
6 Dada alimlisha mdogo wake ugali.
7 Itabidi nifupishe insha yangu.
8 Maelezo yake hayajarahisisha sarufi hii.
9 Tuwastareheshe wageni na nyimbo za kufurahisha.
10 Virudishe vitabu vyote maktabani.

Zoezi la tano. MAJINA YA KUFANYIZA NA VITENZI VYAKE (Causative nouns and their verbs.) Andika vitenzi-sahili (simple verbs) ya majina yafuatayo.

K.m. wazazi <– zaa.
1 malezi, upbringing
2 matumizi, use
3 mapinduzi, revolution
4 mageuzi, transition
5 mapenzi, love
6 mwendeshaji, driver
7 maongezi, conversation
8 kiongozi, leader
9 matapishi, vomit
10 kitenzi, verb
11 mapishi, cooking

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7: SURA YA SABA [7]

7.1: Muhtasari na Mchezo- Sura ya saba
7.2: Video 1: Baa
7.3: Video 2: Shangazi
7.4: Arusi (picha)
7.5: Sheria (picha)
7.6: Kazi ya Nyumbani (picha)
7.7: Matumizi ya Lugha

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7.1: Muhtasari na Mchezo- Sura ya saba

Muhtasari

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Kina Zakaria walimngoja sana mgeni wao. Walifurahi sana waliposikia kwamba mchumba wa Rosa, Deogratias, atawatembelea. Alipofika, alikaribishwa vizuri sana. Kila siku kuku mmoja alichinjwa, na Deogratias alipewa muda mrefu wa kuzungumza na mchumba wake. Zakaria alimweleza mahitaji yake katika swala la mahari. Alitaka Deogratias atoe ng'ombe wanne, mbuzi wawili, kinu, viti vitatu, na shilingi elfu moja. Pia, Zakaria alimwambia Deogratias kwamba atamtuma kwa jamaa wote na kwa jamaa wa Regina pia, "maana mtoto si wangu peke yangu." Deogratias alikubali hayo yote.

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Siku moja Zakaria alimpeleka Deogratias kunywa pombe ya moshi. Walikunywa mpaka usiku. Mara, watu walianza kukimbia ovyo: mahali penyewe palizungukwa na polisi. Zakaria alikimbia, lakini mgeni wake alishikwa, akatembea kwa miguu mpaka gerezani. Deogratias alihukumiwa kufungwa miaka miwili kwa kunywa pombe ya moshi.

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Rosa alifunga safari kwenda Morogoro. Njiani alisikia wanawake wawili wakizungumza juu ya Deogratias. Alisikia kwamba alikuwa ameoa wake wawili, na kwamba anawachezea watoto wa shule. Alishangaa kweli aliposikia habari za mchumba wake – Bwana Maendeleo mjini Mwanza. Alichoma barua na picha zake zote.

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Rosa alitaka kujifurahisha kidogo, ili amsahau Deogratias. Aliingia katika baa moja mjini Mwanza, akaanza kunywa na kusikiliza mazungumzo ya wanaume na wanawake. Kweli ameyasikia mengi, hasa juu ya wanawake kuwanyonya wanaume. Alisikia wanawake wawili wakiwaambia wanaume wawili, "Njooni kesho mtuchukue. Sisi ni mali yenu tu!" Kwa kweli wanawake hao walidanganya tu, wakitaka kula pesa za watu.

Hata Rosa naye alianzisha "mapenzi" ya namna hiyo.

mchezo

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Exercises

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7.2: Video 1: Baa

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Exercises

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7.3: Video 2: Shangazi

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7.4: Arusi (picha)

Kumpaka Bi arusi hina.

Kumpamba Bi arusi

Arusi ya Kikristo.

Image result for Harusi za kitamaduni: picha

Arusi ya Kitamaduni: Maasai

Arusi ya Kiislamu

Exercises

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7.5: Sheria (picha)

Image result for jengo la mahakama ya rufaa

Jengo la Korti ya wilaya

Exercises

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7.6: Kazi ya Nyumbani (picha)

Mama :Kupika jikoni

Wanaume wakijenga nyumba

Exercises

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7.7: Matumizi ya Lugha

SARUFI: MNYAMBULIKO WA KUFANYIKA

The Stative form of the verb adds the meaning of possibility / potentiality, or passivity. Context determines which meaning applies.

fanya, do *fanyika*, be done; be doable, possible to do
soma, read *someka*, be read; be readable, possible to read
nywa, drink *nyweka*, be drunk; be drinkable, possible to drink
nunua, buy *nunulika*, be bought; be possible to buy

NOTE that an *-l-* is often inserted between the two final vowels. However: *toa*, put out -> *toka*, get out, come out, *ondoa*, take away -> *ondoka*, go away.
sahau, forget *sahaulika*, be forgotten; be forgettable, possible to forget

Some verbs are most frequently used with the possibility/potentiality meaning:
pita, pass *pitika*, be passable, possible to pass
hesabu, count *hesabika*, be countable, possible to count

Other verbs tend to be used frequently with the passive meaning:
hitaji, to need *hitajika*, be needed
taka, want *takika*, be wanted
haribu, destroy, ruin *haribika*, be destroyed; ruined

EXAMPLES:

Kazi nyingi inafanyika hapa ofisini. A lot of work gets done in this office.
Kazi hii itafanyika kwa urahisi. This work/job can be done easily.
Kazi hii haifanyiki ! This work/job is impossible (to do)!

Je, njia hii inapitika? Is this road passable?
Nyota hazihesabiki. Stars can't be counted/are uncountable.

Watu wanne watahitajika . Four people will be needed.
Insha tano zinatakika katika darasa hii. Five essays are required in this class.

Stative: *Kikombe kilivunjika.* The cup broke/got broken/was broken.
Maisha yangu yameharibika . My life is ruined.
No agent is being implied in this type of passive, called the Stative.

The following is a Passive. An agent is usually implied:
Passive: *Kikombe kilivunjwa na Issa.* The cup was broken by Issa.
Maisha yangu yameharibiwa na Maria. My life was ruined by Maria.

The following verbs exist with the Reciprocal extension following the Causative one:
jua, know *julikana*, be known
ona, see *onekana*, appear, seem
pata, get *patikana*, be available
weza, be able to *wezekana*, be possible

MAZOEZI
<u>Zoezi la kwanza</u>. TAFSIRI. ANDIKA MIZIZI YA VITENZI.
1 Kweli bwana, *inawezekana*. (Uk. 29, toleo la 1988)
2 Rosa alikwenda kununua vitu vilivyokuwa *vikihitajika*. (14)
3 Nywele nyeupe – ingawa hazikuwa nyingi – ziliweza *kuonekana*. (40)
4 Deogratias *alijulikana*. (40)
5 Kesho yake *aliondoka*. (42)

6 *Walionekana* kama malaika waliotumwa kushuhudia ukatili uliokuwa *ukitendeka*. (8)

<u>Zoezi la pili</u>. KUSEMA. Fuata mfano. Tafsiri sentensi zako.
* kitabu
–> hakisahauliki
[* book —> it's unforgettable]

1. kisiwa
2. mapenzi
3. wanafunzi
4. mahali
5. wikendi ile
6. busu
7. mtihani

<u>Zoezi la tatu</u>. Chagua majina kutoka katika picha hizi.

1. Arusi ya Kiislamu, Unguja.	2. Korti Kuu, Unguja.	3. Kutwanga na kinu.

Tunga sentensi kama katika Zoezi la pili.

<u>Zoezi la nne</u>. TAFSIRI KWA KISWAHILI. Kila sentensi ina kitenzi cha Kufanyika.
1 *#@*!! This door won't shut! (funga)
2 This paragraph was easy to do. (fanya kwa urahsi)
3 These shoes are too small, they can't be worn. (vaa)
4 New medicines will be needed. (hitaji)
5 This chapter reads really well. (soma vizuri)
6 It's impossible to breathe! (pumua)

<u>Zoezi la tano</u>. KUSEMA. Mazungumzo baina ya mfanyakazi na bosi mbaya.
Baada ya zoezi hili fupi, zoezi linaweza kufanyika mazungumzo marefu kidogo.
* Naomba nimalize barua.
–> Barua hii haimaliziki.

1 Nimeambiwa nisafishe madirisha.
2 Umeniita nihesabu mafaili.
3 Nimetumwa nifue nguo.
4 Afadhali nirudishe vitabu maktabani.
5 Ulitaka nieleze maana ya kitabu hiki.
6 Je, nichome vitu hivi?
7 Nikate mikate?
8 Sikujibu swali lako.
9 Karibu unywe chai.
10 Tafadhali, nisamehe kosa langu.
11 Nilitaka tu kukupendeza.

*** Wanafunzi wacheze michezo hii mifupimifupi.

<u>Zoezi la sita</u>. ANDIKA.
Andika mifano yote ya sarufi hii utakayopata katika ukurasa mmoja wa mtandao

http://www.ippmedia.com (Gazeti la Kiingereza na Kiswahili la Tanzania)
http://www.bbc.co.uk/swahili/ (Redio)
http://www.dwelle.de/kiswahili/welcome.html

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8: SURA YA NANE [8]

8.1: Muhtasari na Mchezo: Sura ya nane

8.2: Video 1: Mimba 1

8.3: Video 2: Mimba 2

8.4: Video 3: Kipaimara

8.5: Dini (picha)

8.6: Mazingira (picha)

8.7: Elimu ya Afya (picha)

8.8: Matumizi ya Lugha

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8.1: Muhtasari na Mchezo: Sura ya nane

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Morogoro T.T.C. ilikuwa shule yenye majengo mazuri sana wakati Rosa alipoingia. Wanafunzi walikuwa wachache. Wasichana walikuwa wachache zaidi. Rosa alipofika hakuwa na nia tena ya kutafutamchumba. Sasa alipenda kupendeza kila mvulana. Alijulikana kwa kila mvulana. Rosa alipopata mimba, alijaribu kuitoa. Alilazwa hospitali. Alipotoka aliendelea na 'mchezo' wake tena. Wavulana walimwita "Lab".

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Mama yake alipopata habari kwamba Rosa alijifungua mtoto wa kiume, alimwandikia Rosa kwa furaha. Kumbe, haikuwa kweli. Rosa alipata barua nyingine kutoka Flora. Flora naye alikuwa amekwisha toa mimba.

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Rosa sasa alikuwa amejulikanaMorogoro nzima. Mwishowe sifa yake iliwafikiamapadri wa pale. Padri mmoja alitumwa aende kumwonyesha mwanga wa wokovu. Alipokuja aliona kitabu cha Rosa kilichoeleza habari za mapenzi, vidonge vya kuzuia mimba, furaha ya mwili, na kadhalika. Padri akaanza kuhubiri akisema, "Nimekuletea habari njema, Rosa." Alianza kumsomea Rosa sehemu ya Bibliainayozungumziamwanamke asherati. Alimwambia, "Rosa, wokovu uko bado machoni mwako!" Lo! Rosa alikasirika sana. Alisema kwamba maisha yake yalikuwa yamekwisha haribika, akamfukuzaPadri.

Rosa hakujali kabisa. Aliendelea tu na maisha yake ya umalaya.

Exercises

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8.2: Video 1: Mimba 1

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Maswali

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8.3: Video 2: Mimba 2

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Maswali

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8.4: Video 3: Kipaimara

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Maswali

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8.5: Dini (picha)

Padri mkuu wa kanisa Katoliki

Image result for Kanisa Katoliki Mwanza: Picha

Kanisa la Kikatoliki, Mwanza

Sunday Worship Services
8:00 a.m. French
9:30 a.m. Swahili
11:15 a.m. English
3:00 p.m. Rwandese
5:00 p.m. Seminars in English

Exercises

1. Nani alienda kumtembelea Rosa?
2. Ibada katika Kiswahili ni saa ngapi?
3. Shule ya Rosa ilikuwa ya kanisa gani?

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8.6: Mazingira (picha)

Msitu wa Karura: Nairobi

Shule na mchungwa, mpapayu, na maua ya bougainvillea.

Shamba la Mihogo ya Regina

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8.7: Elimu ya Afya (picha)

Image result for Uzazi wa Mpango: Picha

Serikali inataka uzazi wa mpango

Image result for Jengo la Zahanati

Zahanati ya Wilaya

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8.8: Matumizi ya Lugha

SARUFI: MNYAMBULIKO WA KUFANYANA
MNYAMBULIKO WA KUFANYUA

The Reciprocal form (Mnyambuliko wa Kufanyana) expresses interaction, and is marked by **– an –**.
E.g.

penda, love	*pendana*, love each other/one another
busu, kiss	*busiana*, kiss (each other)
samehe, forgive	*sameheana*, forgive each other
kubali, agree	*kubaliana*, agree (with each other)
pa, give	*peana*, give each other

Examples:
Walipomaliza kusalimiana Zakaria alitikisa kichwa.
When they had greeted each other Zakaria shook his head.
–> *salimu*, greet
Walitazamana machoni.
They looked into each other's eyes.
–> *tazama*, look

Kumbuka:
Tulionana naye. 1. We saw each other/met with him/her. (2 people involved)
2. We saw/met with him/her.(3 or more people involved)

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9: SURA YA TISA [9]

9.1: Muhtasari na Mchezo: Sura ya tisa
9.2: Video 1: Usukaji
9.3: Video 2: Mwalimu
9.4: Mazingira (picha)
9.5: Jamii (picha)
9.6: Matumizi ya Lugha

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9.1: Muhtasari na Mchezo: Sura ya tisa

Muhtasari

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Siku moja Rosa alikaribishwa na mwalimu mkuu wa chuo cha Morogoro. Alichukua muda mrefu kujitayarisha. Alipoingia chumba cha Mwalimu Thomas, aliulizwa, "Unatumia nini, Martin au VAT 69?" Rosa na Mwalimu Thomas walianza kunywa mvinyo. Baada ya kunywa kidogo, mwalimu alisema kwamba walimu wengine wanataka kumfukuza Rosa shule, lakini yeye atamhakikishia kwamba hatafukuzwa. Baadaye waliendelea kunywa. Walikunywa, wakaanza kucheza dansi, mpaka mwalimu akamwomba Rosa avue nguo wakalale, kwani saa zilikuwa zimekwenda. Kila mmoja moyo ulikuwa ukimdunda. Walibusiana tena na tena.

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Mwalimu alipotaka kumshika Rosa, Rosa alimshika mkono, akasema, "Si kawaida yangu." Yaani, alisema hataki kulala naye siku ya kwanza. Mwishowe, Thomas akaamka akitaka kulala kitanda kingine. Ghafla Rosa alimshika, akamkumbatia. Thomas sasa alikuwa hafahamu yuko wapi. Alisema maneno mengi. Aliapa kwamba Rosa hatafukuzwa shule. Rosa aliona kwamba ameshinda. Lakini, siku za mwizi ni arobaini. Walisikia mlango ukigongwa, ukapasuliwa. Mke wa mwalimu aliingia na shoka lake mkononi. Alimshika Rosa, akamwangusha chini, akamwuma sikio na kulitoa kabisa! Rosa alikimbia huyooo! Alipopona, Rosa alivaa kitambaa kichwani siku zote.

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Rosa sasa alijulikana kama mke wa mwalimu mkuu. Ilikuwa vigumu kumfukuza shule. Wanafunzi walianza kumchukia kiasi cha kumtemea mate. Rosa alianza kuona kwamba baba yake ndiye aliyefanya makosa katika malezi ya binti zake. Akakata shauri kutomsikiliza baba yake.

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Siku moja Mkuu wa Wilaya, kaka yake Thereza, alikuja kumchukua Rosa "beach". Motokaa yake ilipofika, Zakaria alimfokea sana Mkuu wa Wilaya. Alimwambia Rosa, "Usitoe pua yako nje!" Lakini Rosa pia alikasirika, akasema maneno makali: "Kila wakati unatuchunga. Unafikiri utatuoa wewe?!" Zakaria, akajibu, "Rosa, tangu leo wewe si mtoto wangu." Rosa akijibu, "Tangu leo wewe si baba yangu." Aliingia ndani ya motokaa na kwenda zake "beach". Alirudi nyumbani baada ya siku mbili.

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Zakaria na rafiki yake Ndalo waliongea kwa muda mrefu juu ya vijana na tabia zao "mbaya". Walifikiri ingalikuwa bora kama wasingaliwapeleka watoto wao shuleni. Walisikitika kwamba ulimwengu uligeuka.

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Rosa naye aliporudi nyumbani alionywa na Regina afunge mizigo aondoke upesi kabla ya Zakaria kurudi nyumbani. Rosa hakukataa. Alifunga mizigo na kwenda kukaa kwa mama yake wa ubatizo.

Exercises

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9.2: Video 1: Usukaji

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9.3: Video 2: Mwalimu

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Tazama video kisha jibu maswali:

Wewe ni mwalimu. Mwanafunzi wako anasema ana mimba yako. Sema naye nini mtafanya. Rekodi hotuba yako kwa ukurasa wa Week 7 Discussion wa Canvas.

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9.4: Mazingira (picha)

Ufukwe wa Bugorola, Ukerewe

Motokaa ya Mkuu wa Wilaya, Ukerewe

Exercises

Tazama picha hizi kisha jibu swali.

1. Kama wewe ni Rosa. Mkuu wa wilaya anataka kukupeleka “Beach.” Baba yako hataki. Andika majibizano yako na baba yako, leta kwa mwalimu darasani.

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9.5: Jamii (picha)

Nyumba ya mwalimu Morogoro.

Ndani ya nyumba: Kitanda na chandarua.

Chandarua: wakati wa kulala.

Sebule, yaani chumba cha kuzungumzia.

Exercise

Andika insha ya aya mbili. Eleza mazingira ya ndani ya nyumba ya Mwalimu Thomas wakati Rosa alitembea kwake. Leta kwa mwalimu darasani.

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9.6: Matumizi ya Lugha

SARUFI: (1) -NGE-/-NGALI-;
(2) -KI-

-NGE-/-NGALI–

The **-nge-** marker is said to express a 'realizable' condition, the **-ngali-** a 'non-realizable' one. In reality, the two markers are used interchangeably. The **-nge-** is more often used with a present time meaning, the **-ngali-** with the past. In the famous song 'Malaika', the singer expresses – in slightly different words -the following;

*Ni**nge**pata pesa ni**nge**kuoa*. If I'd get money, I would marry you.
(Perhaps I will ...)

Using the other marker, the sentence would read:
*Ni**ngali**pata pesa ni**ngali**kuoa*. If I would've got the money, I would've married you.
(But I didn't ...)

* Monosyllabic verbs keep the *-ku-* with these markers, both in the affirmative and the negative.

ningekuwa	I'd be	*nisingekuwa*	I wouldn't be
wangekula	they'd eat	*wasingekula*	they wouldn't eat
ingepita	it would pass	*isingepita*	it wouldn't pass

There is an alternative negative, which is much less frequently used than the -si- type.

singekuwa	I wouldn't be	*hatungekuwa*	we wouldn't be
hungekuwa	you wouldn't be	*hamngekuwa*	you wouldn't be
hangekuwa	s/he wouldn't be	*hawangekuwa*	they wouldn't be

Examples from the novel:
*Nisi**nge**zaliwa hapa labda ni**nge**kuwa mtu mwingine*. (57)
If I wouldn't have been born here maybe I would've been a different person.

*Labda i**nge**faa kama tusi**ngali**wapeleka watoto wetu shuleni*. (59)
Perhaps it would be best if we wouldn't have sent our children to school.
NOTE: **'kama'** is often used with these markers.

*Stella alimwelezea jinsi Zakaria alivyonoa panga kumkata vipandevipande kama a**ngali**rudi nyumbani siku ile*. (59)
Stella told her how Zakaria was sharpening the machete to chop her up if she would have returned home that day.
NOTE: **'kama'** is often used with these markers.

Zoezi la kwanza. TAFSIRI.

1 Hata kama mtu angalitembea juu ya paa Thomas asingesikia. (54)
2 Kama Padri angalizungumza juu ya mambo haya labda angaliweza kumsaidia. (48)
3 Labda mambo yote yangalikwenda sawasawa kama Stella asingaliropoka. (6)
4 Kama upepo usingalikuwa unavuma [..] wangaliweza kusikia kelele. (7)
5 Mwezi uliofuata darasa lilikuwa tulivu. Rosa asingepata taabu tena kama habari fulani zisingemfikia Sista John. (27)
6 Thereza alimsaidia na kama isingalikuwa yeye, Rosa asingalimaliza. (29)

Zoezi la pili. MAZUNGUMZO.
Wanafunzi wanaongea kwenye vikundi vidogovidogo. Kila mwanafunzi achague mhusika mmoja kutoka katika video zinazofuata. Mazungumzo yatakuwa kama hivi.

(A amechagua kuwa papa, yaani ‘pope’ kwa Kiingereza.)
B Ungekuwa papa ungefanya nini?
A Ningewaruhusu mapadri waoe.
B Kwa nini?
A Kwa sababu wangeweza kuishi maisha ya kawaida na kupenda kazi yao zaidi.
B Je, ungewaruhusu wanawake wawe mapadri?
A Sijui kama ningewaruhusu.
B Ungekaa wapi?
A Ningekaa katika jumba langu kubwa huko Vatican.

1 [1]	2 [2]	3 [3]	4 [4]

Zoezi la tatu. HOTUBA FUPI.
Wanafunzi watoe hotuba fupi waliyoandaa nyumbani. Watacheza mhusika mmoja kama katika Zoezi la pili. Walete picha, n.k.

-KI-

It expresses an action going on at a specified time, as another action is going on, e.g.
*Alimwona baba yake a***ki***tembea barabarani na mbwa*. (32)
She saw her father walking down the road with a dog.

*Deogratias [..] alikuwa hatoi kofia yake kichwani hata wakati a***ki***wasalimu wazee*. (38)
Deogratias [...] didn’t take off his cap even while/when greeting old people.
NOTE: **‘wakati**’ is used quite often together with **-ki-**.

Zoezi la kwanza. TAFSIRI.
1 Wote wawili walishangaa waliposikia mlango ukigongwa. (54)
2 Rosa alikuwa amekwishapata barua tatu kutoka kwa mama yake zikimjulisha ugonjwa wake. (56)
3 Rosa hakujali kusikia hayo maneno yakisemwa na watu wengine. Lakini kusemwa na baba yake!
4 Hapo alikaa akinywa chupa yake ya Kilimanjaro. (42)
5 Siku hazikupita alipokuta vijana wakiangalia gazetini. (45)

Zoezi la pili. ANDIKA MAELEZO YA PICHA.
Magazeti ya Kiswahili yanatumia sarufi hii sana wanapoeleza picha. K.m. chini ya picha ya rais na uwanja wa ndege utasoma, ‘Rais akiondoka kwenda Mwanza’, ‘The president leaving for Mwanza’. Lete picha kama sita, pamoja na maelezo yake. Tumia picha zinazopatikana kwenye mtandao, kwa mfano:
http://www.ippmedia.com Gazeti la Tanzania
http://www.africaonline.co.ke/carnivore/index.html Hoteli ya Nairobi
http://africafocus.library.wisc.edu

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10: SURA YA KUMI [10]

10.1: Muhtasari na Mchezo: Sura ya kumi

10.2: Video: Tatizo

10.3: Usafirishaji (picha)

10.4: Ualimu (picha)

10.5: Matumizi ya Lugha

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10.1: Muhtasari na Mchezo: Sura ya kumi

Muhtasari

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Kameya, Rosa hakukaa zaidi ya majuma mawili kabla ya kurudi Morogoro. Alikwenda kumaliza kipindi cha mwisho. Rosa alijiona mwalimu.

Boti ilichukua saa tatu kutoka Nansio mpaka Mwanza. Botini Rosa aliona mtoto mdogo. Mtoto alimpenda sana Rosa, hata akalala mikononi mwake. Rosa alitamani sana kupata mtoto.

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Mjini Mwanza Rosa alimtembelea dada yake Flora katika shule ya 'Jela'. Flora alinung'unika sana, eti wote wanalindwa kama watoto wadogo, lakini hata hivyo hupata mimba. Dada hao walikumbuka jinsi Zakaria alivyowalinda. Rosa alipoondoka shule ya 'Jela', alikwenda kwa basi mpaka Mwanza. Humo basini alisikia kijana mmoja akizungumza na rafiki yake; "Wasichana wa shule hii wanalindwa! Wanapoteza uwezo wao wa kuchagua!"

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Rosa alisafiri mpaka Morogoro. Alikwenda moja kwa moja kumwona mkuu wa chuo, lakini kumbe alikuwa hayupo. Badala yake alimkuta Mwalimu Albert. Mwalimu Albert, kwa vile alisikia sifa mbaya ya Rosa, alimfukuza. Rosa aliporudi chumbani mwake, alijaribu kujiua kwa kisu. Hata hivyo, alipopona, alipelekwa nyumbani. Baada ya siku moja tu lakini Rosa alirudi, akamwomba Mwalimu Albert ampe nafasi ya mwisho ajirekebishe.

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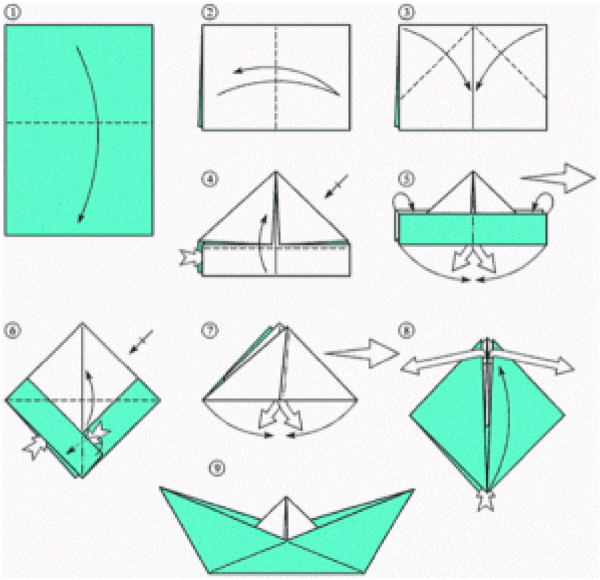
Rosa karibu alishindwa na mitihani ya mwisho, lakini mwishowe alishinda. Pendekezo lake lilikuwa kufundisha katika mkoa wa Mwanza, karibu na Ukerewe. Alipata kazi katika shule ya msingi Nyakabungo huko huko Mwanza. Huko, Rosa alitaka kuanza kuishi maisha.

Mchezo:

Tengeneza boti ya karatasi kwa kufuata utaratibu wa michoro ifuatayo. Eleza mwanafunzi mwenzako jinsi ya kutengeneza boti.



Exercises

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10.2: Video: Tatizo

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Baada ya kutazama picha ya video andika insha inayojumuisha mawazo yafuatayo:

1. Ualimu 2. Usafirishaji 3. Elimu 4. Nyumba ya mwalimu Mgogoro

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10.3: Usafirishaji (picha)

Boti ikikaribia Nansio.

Boti ikiingia bandarini, Nansio.

Boti “Butiama” imeingia bandarini.

Nansio Port.

Mwandishi Kezilahabi akitoka botini.

Mchezo wa Kuigiza

Wewe ni Rosa. Baba yako amekuja kukupokea katika bandari ya Nansio. Andika mazungumzo kati yenu kwa muda huo.

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10.4: Ualimu (picha)

Chuo cha Kilimo cha Sokoine, Morogoro.

Profesa Hinnebusch(mwandishi wa Kiswahili: Msingi) ufukoni, Unguja.

Taasisi ya Kiswahili, Unguja.

Zoezi:

Fikiria kuhusu taaluma ya ualimu na uandike insha ya ukurasa moja kuhusu changamoto za kufundisha lugha ya kigeni.

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10.5: Matumizi ya Lugha

Sarufi: Kirejeshi Kisicho Tensi

The tenseless relative construction refers to actions taking place in the general or 'universal' present, i.e. the present expressed by the tenses -a- and hu-. It is often used in proverbs.

kisiwa kijulikanacho

known island/island that's known (3)

mtu awezaye kuendesha shule vizuri (80)

someone able to (who can) run a school well

kazi wafanyazo

activities (which) they do (57)

mwezi ujao

month which is coming/next month

swali lifuatalo

the following question

kisiwa kisichojulikana

unknown island/island which isn't known

mtu asiyeweza ...

someone unable/who can't...

kazi wasizofanya

activities (which) they don't do

mwezi usiokuja

month which isn't coming

swali lisilofuata
the question which doesn't follow

Methali:

Ajuaye ni Mungu.
The one who knows is God. (Only God has true knowledge.)

Mtoto umleavyo ndiyo akuavyo.
How you raise a child, that's how s/he'll grow.

<u>Zoezi la kwanza</u>. BADILISHA TENSI.

Tafsiri sentensi zifuatazo. Badilisha tensi na kutumia sarufi mpya, yaani Virejeshi Visivyo Tensi.

1 Mtu anayesoma madarasa mengi ni msomi.
2 Simba anayejulikana si mkali.

3 Lugha zinazofundishwa kwa kawaida ni Kixhosa na Kikikuyu.
4 Watu wanaoandika riwaya ni waandishi.
5 Dini inayotawala Unguja ni Islam.
6 Juma linalokuja litakuwa refu.
7 Wiki inayokuja haitakuwa rahisi.

Zoezi la pili. TAFSIRI METHALI.

1 Kila apigaye (hodi) mlango hupata majibu.
2 Yote yang'aayo usidhani ni dhahabu. (ng'aa=shine, glitter)
3 Kikulacho ki nguoni mwako. (ki=kimo)
4 Asiyeuliza hanalo ajifunzalo.
5 Amnyimaye punda adesi, kampunguzia mashuzi. (nyima=deny, adesi 9/10=lentil, shuzi 5/6=fart)
6 Aisifuye mvua, imemnyea. (sifu = praise, nya = excrete; rain)

Zoezi la tatu. MAELEZO YA METHALI.

Andika insha inayoeleza maana ya methali moja. Utapata methali nyingi kwenye mtandao:
http://www.glcom.com/hassan/kanga.html.
http://web.ionsys.com/~mourad/methali.htm
Kanga Gallery
http://www.swahilionline.com/language/proverbs/provrbs.htm

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11: SURA YA KUMI NA MOJA [11]

11.1: Sura ya kumi na moja

11.2: Video 1: Kanisani

11.3: Uchumi (picha)

11.4: Mazao (picha)

11.5: Jamii (picha)

11.6: Video 2: Keki

11.7: Matumizi ya Lugha

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11.1: Sura ya kumi na moja

Muhtasari

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Rosa, akiwa na matumaini ya kugeuza maisha yake, alikwenda kufundisha katika shule ya msingi Nyakabungo. Alijipatia chumba cha kupanga. Alijitunza sana. Alifanya kazi yake ya ualimu vizuri. Hakumkaribisha mwanamume ye yote ndani ya chumba chake.

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Sifa yake ilivuma sana mjini. Mwishowe ilimfikia mvulana aliyekuwa akifundisha shule ya msingi ya Kirumba, humo humo mjini. Mwalimu huyo alikuwa mgeni pia huko Mwanza. Kwa muda mrefu mwalimu huyu alikuwa ametafuta mwanamke msichana wa kuoa. Wasichana wote aliokuwa nao zamani aliwakataa kwa sababu walitembeatembea na vijana wengine. Aliposikia sifa ya Rosa aliulizauliza nambari ya chumba chake na barabara, hata mwishowe akakifahamu.

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Siku moja mwalimu huyu alikuja mpaka chumbani kwa Rosa, akampa barua, akaondoka. Rosa mara tu alipomwona alianza kumpenda. Aliifungua barua, akaangalia jina la mwandishi. Aliona ni Charles Lusato. Barua yenyewe ilikuwa ya mapenzi Rosa alifikiri, "Kijana huyu lazima anioe, nikimkataa huyu, basi maisha yangu yamekwisha, sina tumaini tena."

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Rosa alianza tena maisha ya mahaba. Charles pia alimpenda sana Rosa. Walikwenda kwenye dansi pamoja, au sinema. Rosa alimtembelea Charles mara nyingi. Nyumbani walizoea kubusiana. Siku moja walipokuwa wakibusiana, Charles alimwangusha Rosa juu ya kitanda. Mara Rosa alimwomba asimharibu kabla ya muda, angoje mpaka siku watakayooana. Alimwambia, "Charles, mimi ni bikira." Charles akampa heshima yake yote aliposikia maneno hayo.

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Kwa bahati mbaya rafiki wawili wa Charles walishangaa sana walipoambiwa naye kwamba mchumba wake ni bikira. Wakamweleza hadithi yote ya Rosa. Lakini Charles aliendelea kumheshimu Rosa. Alivumilia maneno ya watu. Alikuwa amekwisha kata shauri kumwoa Rosa – bikira. Charles katika maisha yake aliwaomba uchumba wasichana siku ya kwanza kuonana nao.

Wachumba hawa walianza kufanya mpango wa arusi. Walianza kupanga safari ya kwenda nyumbani kwa wazee wao.

Maswali

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11.2: Video 1: Kanisani

https://cdnapisec.kaltura.com/p/1660902/sp/166090200/embedIframeJs/uiconf_id/25717641/partner_id/1660902?iframeembed=true&playerId=kaltura_player&entry_id=0_9e8awvmn&flashvars[localizationCode]=en&flashvars[leadWit

Activity:

Tazama picha ya video kuhusu sherehe ya arusi kanisani halafu utazame video hii ya Sherehe za bibi Arusi: Waisilamu. Andika insha kuhusu tofauti ya taratibu za sherehe hizo.

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11.3: Uchumi (picha)

Maisha ya mashambani yakisawiriwa na sanaa.

Wanawake wakilima.

Shamba la mimea

Activity:

Picha hizi zinaonyesha mandhari ya Tanzania na shughuli za wakulima. Mwandikie rafiki yako barua na umweleze kuhusu mandhari hayo.

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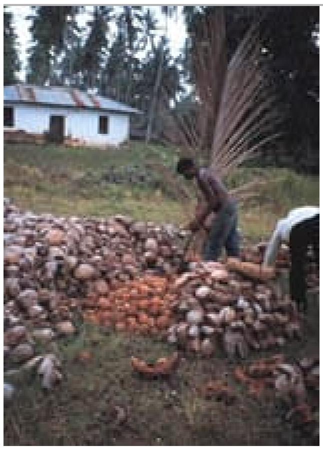
11.4: Mazao (picha)



Mbata, Unguja.

Kahawa, Taita, Kenya.

Pamba, Ukerewe.

Mnanasi, Unguja.

Michungwa, Morogoro.

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11.5: Jamii (picha)

Kutoa mwari, Morogoro.

Kutoa mwari: majirani na marafiki.

Familia ya ‘mwari’ na wageni.

Maswali:

Andika insha kuhusu matukio katika picha.

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11.6: Video 2: Keki

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Activity: Insha

Fanya utafiti kuhusu sherehe ya kutaka keki ya arusi katika utamaduni wa Marekani. Je, sherehe hii ya video inatofautiana na utafiti wako? Fafanua.

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11.7: Matumizi ya Lugha

SARUFI:

(1) VIUNGO

(2) TANAKALI SAUTI

VIUNGO

hali	while, as, -ing
huku	while, as, -ing
ili	so that, in order that
ingawa	although
isipokuwa	except, ... that, ...for
kama kwamba	as if, as though
ndiyo maana	that's why
ndiyo sababu	that's why
wakati	when, while
yaani	that is, that's to say, i.e.

Zoezi la kwanza

TAFSIRI. JAZA.

1. Regina alikuwa mwanamke mwenye busara hakuwa na kisomo cho chote (12).
2. Nyoka alionekana alikuwa amebanwa na mlango (13).
3. "Kumbe uko mnyamavu namna hii! Ulifikiri tutafukuzwa!" (28)
4. Nywele nyeupe – hazikuwa nyingi – ziliweza kuonekana (40).
5. Rosa alikwenda chumbani mwake akilia (65).
6. Albert alikuwa akifanya kazi akipika chakula cha jioni (67).
7. Mtu wa shamba huangalia nyota apate kulima zao fulani (71).
8. "Sura yako naikumbuka jina nimesahau." (74)
9. Aliona ni yule Charles wa zamani, ndevu (76).

TANAKALI SAUTI

aa!	oh no, hold on there (disagreement)
a! a! a!	oh no! oh my god!
hebu	c'mon, let's .....
kumbe	lo and behold, bingo! surprise!
lo; loo	wow, surprise!
ooo!	oh; I see
ooo?	is that so?

Zoezi la pili

TAFSIRI NA JAZA.

1 Alikwenda kuzima koroboi. ....! Aliona nyoka mkubwa mweusi [....]. (12)

2 "Mimi fikiri wewe iko fanya kaji majuri (= unafanya kazi vizuri), ... danganya." Baniani alifoka. (15)

3 Ilikuwa mara ya kwanza kwa Stella kuona walevi – [...] "Angalia! Angalia! ....!" (19)

4 "Mnataka nini watoto wangu?"
"Mzee sisi tunatafuta mayai ya kununua."

" ....! .... mnatafuta mayai tu." Ninayo machache. [....] (23)

5 "Zakaria, inafaa uache ulevi."

" .... mke wangu, unafikiri ulevi ni ugonjwa?" (24)

6 "Flora, ... tuone picha za boys wako!" (63)

Zoezi la tatu. MCHEZO MFUPI.
Wanafunzi waandae michezo mifupi kwenye vikundi, wakitumia mifano mingi ya tanakali sauti.

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12: SURA YA KUMI NA MBILI [12]

12.1: Muhtasari na Mchezo: Sura ya kumi na mbili

12.2: Video 1: Mbakaji

12.3: Jamii (picha)

12.4: Video 2: Ugomvi

12.5: Matumizi ya Lugha

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12.1: Muhtasari na Mchezo: Sura ya kumi na mbili

Muhtasari

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Siku moja Rosa alipofika shule, aliiona kalamu yake juu ya meza yake. Kulikuwa na barua pia. Aliisoma, akashangaa kwa sababu ilisema kwamba asipohama mtaa wa Uhuru, atakufa. Alikwenda kituo cha polisi kuonyesha barua. Rosa aliwaambia polisi jina la mtu ambaye ni adui yake. Mwanamke huyu aliitwa, akalazimishwa kuandika karatasi ili polisi waweze kujua kama ameandika barua hii. Mwandiko wake ulikuwa tofauti. Polisi walimwambia Rosa ahame. Alihamia chumba cha mchumba wake.

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Charles na Rosa walikuwa wakipanga safari ya kwenda Ukerewe kuwatembelea wazazi wao. Siku moja, Flora alikuja nyumbani kwa Charles na Rosa. Walizungumza na walikula chakula pamoja. Walipomaliza kula, Charles alileta chupa ya mvinyo. Charles na Flora walikunywa kiasi, lakini Rosa alikunywa sana. Baadaye, Charles alimsindikiza Flora hadi kituo cha basi.

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Charles aliporudi nyumbani, alimwona Rosa katika hali mbaya kidogo. Alikuwa amelala kitandani mguu mmoja ametupa huku na mwingine huko. Charles alimlaza vizuri na kumfunika. Alianza kusoma. Baada ya muda alipata tamaa mbaya. Alianza kufikiri juu ya maneno ya kijana aliyezungumza juu ya Rosa. “Lazima uwe macho. Wanawake wengine wanatembeatembea ovyo; siku ya kuolewa bwana zao wanasema walikuwa mabikira. Wanawake kama hao hutumia dawa……” Charles alifikiri kwamba Rosa alikuwa amelala fofofo. Hakudhani kwamba Rosa ataweza kujitambua kesho. Alijaribu kumwamsha. Alimshika Rosa na kusema “Rosa! Amka! Amka!” Rosa hakuamka. Charles alimshika tena. Aliona kwamba Rosa alipoteza fahamu yake yote.

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Charles alifanya jambo baya mno. Baada ya kuvua nguo za Rosa na nguo zake, Charles alilala naye. Alifanya hivi ili aweze kujua kama alikuwa kweli bikira. Baadaye, alimsafisha Rosa vizuri sana ili asije akatambua yaliyotokea usiku ule.

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Asubuhi, Rosa alikuwa wa kwanza kuamka. Alimwamsha Charles na kumwambia kwamba hakuweza kukumbuka mambo yaliyotokea usiku. Charles alimwambia walikuwa wakinywa pamoja. Baadaye, wakaanza kutayarisha vitu vya kwenda navyo nyumbani.

Mchezo

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Maswali

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12.2: Video 1: Mbakaji

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Activity:

Tazama picha ya video na utafakari kuhusu mada hii: Ni haki kuchukulia sheria mkononi kwa kuwaadhibu wabakaji. Andika maoni yako kuhusu mada hiyo.

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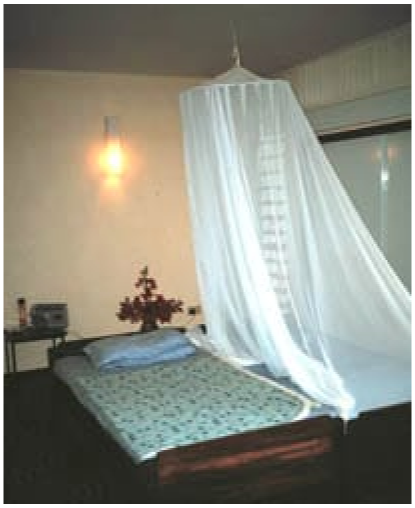
12.3: Jamii (picha)

Karibu mgeni.

Sebule.



Kitanda.

Mijusi wakitembea chumbani.

Activity:

Picha hizi zinaonyesha makazi ya kawaida ya baadhi ya watanzania. Andika insha kuhusu makazi yako na jinsi yanavyo fanana au kutofautiana na makazi katika picha.

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12.4: Video 2: Ugomvi

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Activity:

Tazama mazungumzo katika picha ya video na uandike mswada wa kuendeleza mazungumzo hayo. Kumbuka kujumuisha maswala ya uaminifu katika ndoa.

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12.5: Matumizi ya Lugha

Sarufi: Kudogowesha na Kukubwisha

KUDOGOWESHA

Nouns may take on a diminutive meaning by adding the prefixes *ki-/vi-* and *ka-/tu-* to the noun stem. The second pair suggests a greater degree of diminution. The *tu-* plural is rarely used. The rules for forming the diminutives follow the division of noun stems into:

consonant stems (polysyllabic)	m-toto
vowel stems (polysyllabic)	ny-umba
monosyllabic stems	m-bwa
ki-stems	ki-tabu
ch-stems	ch-umba
Class 14	u-baridi

Examples:

1 m-toto	ki-toto	ka-toto
2 ny-umba	ki-j-umba	ka-j-umba
3 m-bwa	ki-ji-bwa	ka-ji-bwa
4 ki-tabu	ki-ji-tabu	ka-ji-tabu
5 ch-umba	ki-ch-umba	ka-ch-umba
6 u-baridi	ki-u-baridi	ka-u-baridi

Usages exist outside these categories, e.g. ki-m-radi, 'little/negligible/silly little project'.

Translation depends on context, as the diminutive may express a small size or endearment, or both, or may be used to belittle.

Zoezi la kwanza. TAFSIRI

1 kijia
2 vijiji
3 kijito
4 kijiko
5 kilima
6 vijoka
7 kabarua
8 kasichana
9 kadege
10 kawimbo
11 kipenzi

KUKUBWISHA

Augmentatives convey the meaning of large size or derogation and disrespect. They are formed by adding the prefix *ji-/ma-* to the noun stem. Similar rules apply as for diminutives. Note the nouns that originally belong to Classes 5/6, i.e. those whose secondary use is augmentation.

Examples:

1 m-toto	ji-toto/ma-toto
2 ny-umba	j-umba/ma-j-umba
3 m-bwa	ji-bwa/ma-ji-bwa
4 n-goma	goma/ma-goma
5 ki-tabu	tabu/ma-tabu OR ji-tabu/ma-ji-tabu
6 jambazi	ji-jambazi/ma-ji-jambazi

Zoezi la kwanza. TAFSIRI

1 jiji
2 jitu
3 jike: ng'ombe jike
4 majoka
5 buzi
6 a huge bird
7 big cats
8 (Thereza na Rosa wanazungumza)

"Sijui mavulana mengine yakoje! Kuna mvulana mmoja nimekwishamjibu vikali kwamba simtaki. [...] Lakini yeye anajibu: 'Aksante sana kwa barua yako: hiyo ni alama ya mapenzi.' (34)

9 (Thereza na Rosa wanaendelea)

"Wanasema sijui ni jitu la wapi – lina miguu mirefu kama mbuni!" (34).

Zoezi la pili. MCHEZO

Tunga mchezo mfupi pamoja na mwanafunzi mwenzako mkitumia sarufi hii.

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13: SURA YA KUMI NA TATU [13]

13.1: Muhtasari na mchezo: Sura ya kumi na tatu
13.2: Jiografia: Ukerewe (picha)
13.3: Video 1: Kilio
13.4: Afya (picha)
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13.6: Jamii (picha)
13.7: Video 3: Makaburi

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13.1: Muhtasari na mchezo: Sura ya kumi na tatu

Muhtasari

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Wakati Charles na Rosa walipokwenda nyumbani kuwaona wazazi wao ulikuwa wakati mbaya sana katika sehemu ya kaskazini Tanzania. Maafa yalitokea kila mahali. Ugonjwa mpya ulizuka. Wakerewe waliuita 'Ugonjwa wa miguu', lakini kwa kweli ilikuwa ni aina ya malaria. Watu wengi walikufa kwa sababu ya ugonjwa huu. Hata mjomba wa Charles, Ndalo, alikufa.

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Rosa na Charles walipokuwa wakikaribia mji wa Ndalo, Charles alimpa Rosa barua "juu ya mpango wote kuhusu uchumba wetu na siku ya kufunga ndoa," alisema. Alimwomba asiisome mpaka usiku. Wote wawili wakaenda mazikoni. Ndalo alizikwa. Mji wote ulikuwa na huzuni. Wakati huo huo mtu fulani alisikika akiimba wimbo. Alikuwa Zakaria. Alianza kupiga kelele za kilevi, akapanda juu ya kaburi, akaanza kusema, "Uhuru wananchi! Mimi nikiwa mwenyekiti wa walevi hapa…", lakini hakumaliza. Alipigwa kwa mkuki kifuani, akafa. Regina alipomwona Zakaria ameuawa, naye alikufa palepale.

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Wakati huu Rosa hakuwapo. Alikwenda nyumbani kusoma barua ya Charles. Alipoifungua, hakuamini alichosoma. "Ha! Rosa, kweli wewe ulikuwa bikira. Unafikiri baada ya kufahamu kwamba ulichezewa sana huko Morogoro, mimi ninaweza kukuoa! Ha! Dada yangu, sahau! Haiwezekani hata kwa mizinga! Hata kama ukiwa wa bure!" Rosa machozi yalimtelemka mpaka kifuani. Kuishi aliona hawezi. Alichukua chupa na kuisagasaga juu ya jiwe. Akaweka ule ungaunga wa vipande vya chupa ndani ya glasi. Aliweka maji, akayanywa. Alianza kuona nyota, nyota machoni. Alifikiri juu ya malezi mabaya ya baba yake na jinsi alivyochungwa kiasi cha kushindwa kuutumia uhuru alipoupata.

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Honorata alipoingia, Rosa alikuwa hapumui tena. Honorata alianguka chini na kuzimia. Watu waliposikia juu ya vifo hivi, walikuja nyumbani kwa Zakaria. Hata wale ambao hawakuwa na ujamaa na Zakaria walisikitika. Regina alilazwa kati ya Rosa na Zakaria. Ye yote aliyeangalia uso wa Rosa alisema, "Sijaona msichana aliyesumbuka maishani kama huyu!" Maiti hawa walioshwa na kuzikwa.

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Charles alipewa barua ya Rosa iliyookotwa na waosha maiti. Iliandikwa na Rosa, ikisema, "Ninajiua kwa ajili yako. Kuoa bikira ni bahati tu, wala si kitu cha kutafuta." Charles alisumbuliwa na dhamiri yake. Aliona ukweli ndani ya maneno yale, lakini hata hivyo alihitaji bikira. Baada ya siku chache alikwenda mjini Kisubi kusomea ubruda. Flora pamoja na mchumba wake John walikata shauri kwamba watawatunza wadogo wa Flora.

Mchezo wa Kuigiza

Chukulia kwamba wewe na mwanafunzi mwenzako ni wanaharakati wa kutetea haki za mapenzi. Mnashiriki katika majadiliano kwenye radio ya taifa kuhusu mswada wa mapenzi na mna maoni tofauti kuhusu mapenzi. Andika insha ya ukurusa moja ya kutoa hoja zako huku ukimshawishi mwenzako akuunge mkono.

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13.2: Jiografia: Ukerewe (picha)

Mawingu meusi.

Mwandishi na ngoma ya Kikerewe.

Activity: Insha

Jiografia ya Tanzania ni tofauti na ile ya Marekani. Andika insha kuhusu majira ya Tanzania.

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13.3: Video 1: Kilio

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Activity:
Tazama picha ya video na uandike insha kuhusu sherehe ya maombolezi nchini Tanzania.

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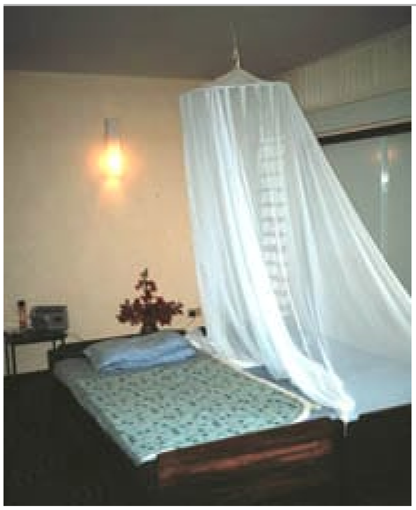
13.4: Afya (picha)



'Ugonjwa wa miguu' ni aina ya malaria: chandalua huzuia ugonjwa huo.

Swali:

Andika aya moja kuhusu jinsi ya kuzuia ugonjwa wa miguu.

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13.5: Video 2: Mnara

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Activity:

Fanya utafiti na uandike insha kuhusu minara au ngome za kikoloni katika Afrika Mashariki.

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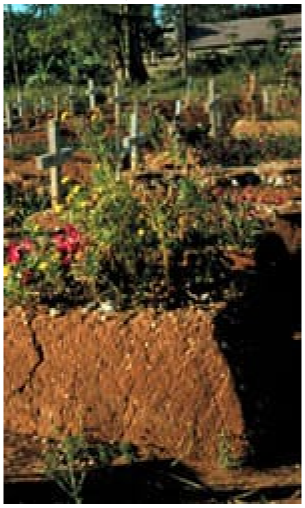
13.6: Jamii (picha)

Makaburini, Dar es Salaam.



Makaburi.

Swali:

Andika insha ya aya mbili kuhusu sherehe za mazishi Tanzania.

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13.7: Video 3: Makaburi

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Activity: Insha

Je, unafikiria ni haki nchi za kigeni hasa za Kimagharibi kuwa na makaburi Tanzania? Andika insha kuhusu maoni yako.

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GLOSSARY

S

Sample Word 1 | Sample Definition 1

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