



PEACE CORPS ETHIOPIA

Amharic Language Training Manual

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Introduction

Acknowledgments

The first edition of this Amharic Language Training Manual was developed by Eseyesh Fantahun and Ato Mekonnen Lemma in 2009 with editing of Group1 PCVs. Then the manual was edited by Group 1 PCVs And revised in 2010, in 2013 and then in 2014 with the great input from the Language and Cultural Facilitators, and PCTs and PCVs comments and suggestions.

We thank all who have given their input for the improvement of this manual, which is a valuable contribution to the overall efforts of improving Peace Corps training resources.

This is a work in progress, and we welcome advice and comments from all sides: trainers, trainees, volunteers, PC staff and others.

Language and Cross Culture Training Unit

Peace Corps Ethiopia

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“If you talk to a man in a language he understands, that goes to his head: If you talk to him in his language that goes to his heart”. Nelson Mandela

Unit 1: Guide to Pronunciation

Two Legged Letters

1 st order		2 nd order		3 rd order		4 th order		5 th order		6 th order		7 th order	
ለ	lä	ሉ	lu	ሊ	li	ላ	La	ሌ	le	ል	lī	ሎ	lo
ሰ	sä	ሱ	su	ሲ	si	ሳ	sa	ሴ	se	ስ	sī	ሶ	so
ሸ	šä	ሹ	šu	ሺ	ši	ሻ	ša	ሼ	še	ሽ	šī	ሾ	šo
ቦ	bä	ቦ	bu	ቢ	bi	ባ	ba	ቤ	be	ብ	bī	ቦ	bo
አ	a	ሁ	u	ኢ	i	ኣ	a	ኤ	e	አ	ī	ኦ	o
ከ	kä	ከ	ku	ኪ	ki	ካ	ka	ኬ	ke	ክ	kī	ኮ	Ko
ኸ	hā	ኹ	hu	ኺ	hi	ኻ	ha	ኼ	he	ኽ	hī	ኾ	Ho
ዘ	zä	ዘ	zu	ዢ	zi	ዣ	za	ዤ	ze	ዘ	zī	ዖ	zo
ዠ	žä	ዡ	žu	ዢ	ži	ዣ	ža	ዤ	že	ዠ	žī	ዡ	žo
ደ	dä	ደ	du	ዲ	di	ዳ	da	ዴ	de	ደ	dī	ዶ	do
ጀ	jä	ጅ	ju	ጂ	ji	ጃ	ja	ጄ	je	ጀ	jī	ጆ	jo
አ	p’ä	ሁ	p’u	ኢ	p’i	ኣ	p’a	ኤ	p’e	አ	p’ī	ኦ	po’
አ	s’ä	ሁ	s’u	ኢ	s’i	ኣ	s’a	ኤ	s’e	አ	s’ī	ኦ	s’o

Key to Amharic vowel sounds

a	Father, like the exclamation	ah!
ä	Again’ bigger, like the hesitation	uh
e	Gate, way	
u	Moon, soon	
ī	Like player	
I	Feet, meet, seat	
O	Shore	

the ሸ/ ሸ is pronounced as the ‘sh’ sound in ‘shoe’

the ሸ/ ሸ in this sound is an exploding bilabial ‘p’

the ሸ/ ሸ is pronounced as the ‘s’ sound in ‘leisure’

the ሸ/ ሸ in this sounds are exploding glottalized ‘s’

The three-legged characters:

ሐ	hā	ሐ	hu	ሐ	hi	ሐ	ha	ሐ	he	ሐ	hī	ሐ	ho
ጠ	T’ä	ጠ	t’u	ጠ	t’i	ጠ	t’a	ጠ	t’e	ጠ	t’i	ጠ	t’o
ጨ	č’ä	ጨ	č’u	ጨ	č’i	ጨ	č’a	ጨ	č’e	ጨ	č’i	ጨ	č’o

the ጠ/ ጠ in this sound is an exploding glottalized ‘t’

the ጨ/ ጨ in this sound is an exploding glottalized ‘ch’

The legless group:

ሀ	hā	ሀ	hu	ሀ	hi	ሀ	ha	ሀ	he	ሀ	hī	ሀ	ho
ረ	rā	ረ	ru	ረ	ri	ረ	ra	ረ	re	ረ	rī	ረ	ro
መ	mā	መ	mu	መ	mi	መ	ma	መ	me	መ	īm	መ	mo
ሠ	sā	ሠ	su	ሠ	si	ሠ	sa	ሠ	se	ሠ	sī	ሠ	so
ወ	wā	ወ	wu	ወ	wi	ወ	wa	ወ	we	ወ	wī	ወ	wo
ዐ	a	ዐ	u	ዐ	i	ዐ	a	ዐ	e	ዐ	ī	ዐ	o
ፀ	s’ä	ፀ	s’u	ፀ	s’i	ፀ	s’a	ፀ	s’e	ፀ	s’i	ፀ	s’o
ፈ	fā	ፈ	fu	ፈ	fī	ፈ	fa	ፈ	fe	ፈ	fī	ፈ	fo

the ፀ/ ፀ in this sounds are exploding glottalized ‘s’

The Uni-legged characters:

ቀ	k'ä	ቁ	k'u	ቂ	k'i	ቃ	k'a	ቄ	k'e	ቅ	k'ī	ቆ	k'o
ተ	tä	ቱ	tu	ቲ	ti	ታ	ta	ቲ	te	ት	tī	ቶ	to
ቸ	čä	ቹ	ču	ቺ	či	ቻ	ča	ቼ	če	ች	čī	ች	čo
ኀ	ha	ኁ	hu	ኂ	hi	ኃ	ha	ኄ	he	ኅ	hī	ኆ	ho
ነ	nä	ኑ	nu	ኒ	ni	ና	na	ኔ	ne	ኝ	nī	ኞ	no
ኘ	ñä	ኙ	ñu	ኚ	ñi	ኛ	ña	ኜ	ñe	ኝ	ñī	ኞ	ño
የ	yä	ዐ	yu	ዑ	yi	ያ	ya	ዒ	ye	ይ	yī	ዖ	yo
ገ	gä	ገ	gu	ጊ	gi	ጋ	ga	ጌ	ge	ግ	gī	ጎ	go
ፐ	pä	ፑ	pu	ፒ	pi	ፓ	pa	ፔ	pe	ፕ	pī	ፖ	po

Guide to Pronunciation:

-wa sounds: ሷ-lwa ሸ-mwa ሹ-swa ሺ-swa ሻ-swa ቀ-k'wa ታ-hwa ኗ-nwa ኘ-ñwa ኀ-kwa

ዘ-zwa ዝ-žwa ዬ-dwa ዿ-jwa ገ-gwa ግ-t'wa ጫ-č'wa ደ-s'wa ሰ - fwa

Example in Amharic Words:

ቀ	k'	k'ä n; k'olo; k'es
ኘ	ñ / ñ	(Cognac)säñño, bañño
ዠ	ž	(Leisure) gäži, yaži, räžim
ጠ	t'	mät'ät'at, t'ät'a, t'ot'a
ጫ	č'	č'aka, č'äw, č'at
ጸ	P'	lap'is, ityop'ya, p'ap'as
ጸ	s'	s'alot, mänäs'ir, s'ägur

Vowel Sounds:

äagain, bigger, like the hesitation **uh**; very susceptible to surrounding letters

umoon, soon, tune

I feet, meet, seat

afather, like the exclamation **ah**!

e gate, way, but slightly less elongated

ï susceptible to letters around it, but typically short like player

o shore, war; but often pronounced as if “wo”

Symbols:

♂ He or it (for masculine i.e. ‘male’ gender objects)

♀ She or it (for feminine i.e. ‘female’ gender objects)

Definitions:

Affix: a generic term used for both prefixes and suffixes (syllables having a meaning)

Direct Object: the noun (pronoun) that receives the action expressed by the verb. “She bounced the ball (*ball* is the object)

Explosives: the popping/clicking sound made in the mouth/throat when pronouncing word such as ቁፋፋ k’olo

Gerund: the form of the verb used as a noun; “Swimming is good exercise”

‘Swimming’ is a gerund because it is a verb used as a noun

Imperative: ordering someone to do something; ‘*Open* the door’ ‘*Cook* the potatoes’ ‘*Sit* down’.

Interrogative: the form used for questioning

Infinitive: the form of the verb used as a noun – often used as a gerund. **Infix:** used after the root and before the suffix

Passive form: the form in which object becomes subject

Active: He cooked the chicken

Passive: The chicken was cooked (passive)

Prefix: a syllable attached at the beginning of a root word to change its meaning

Root: a basic form of a word to which affixes are added

Subject: the performer (doer) of an action ‘She went home’ (the subject is *she*)

Suffix: a syllable attached to the end of a root word to change its meaning

Grammar Terms (English/Amharic):

Noun: ስም **sīm**

Paragraph: አንቀፅ **ank'äs'**

Sentence: አረፍተ ነገር **aräftä nägär**

Verb: ግስ **gīs**

Word: ቃል **k'al**

Punctuation Terms (English/Amharic):

(Functional equivalence)

Period/Full stop: አራት ነጥብ **arat nä't'ib (::)**

Question mark: ጥያቄ ምልክት **t'iyak'e mīlikīt (?)**

Exclamation mark: የቃል አጋኖ ምልክት **yäk'al agano mīlikīt (!)**

Comma: ነጠላ ሰረዝ **nät'äla säräz**

A Note on Verbs:

In this manual, we will present all verbs using both the *infinitive* and the *third person masculine simple past form*. Note that in Amharic dictionaries, verbs are generally listed according to the third person masculine simple past form.

Palatalization:

In the second-person feminine, the final consonant of the verb root “palatalizes,” following a pattern:

- ጠ t' → ጤ č'
- ደ d → ጆ j
- ተ t → ቸ č
- ሰ s → ሸ š
- ዘ z → ጸ ž
- ነ n → ኸ ñ
- ለ l → ሻ y

Unit 2: Greetings and Leave Taking

Learning Objectives

At the end of this unit you will be able to,

- ✓ Use greetings and leave takings appropriate to age, gender, and time of day
- ✓ Demonstrate an understanding of the cultural aspects of greetings and leave-takings, including body language

-ጤና ይስጥልኝ
t'enayist'ilñh!

-ጤና ይስጥልኝ
t'enayist'ilñh!



Dialog 1

Greeting a Community Member.

Lindsay, a female PCV, greets Ato^{*} Kebede, her host family father, in the morning.

Amharic

Lindsay: እንደምን አደሩ indämīn addäru?

Ato Kebede: ደህና እግዚአብሔር ይመስገን dāhna, ጎጂያቸው ነጠማል። ደህና አዳርሽ? dāhna adārš?

Lindsay: ደህና እግዚአብሔር ይመስገን dähna, ጎgziabiher yimmäsgän.

English

Lindsay: Good morning. (Lit. How you spend the night?)

Ato Kebede: Fine, God be thanked. Good morning. (*Lit. Did you spend the night well?*)

Lindsay: Fine, God be thanked.

* (አቶ) *Ato* is an Amharic title meaning “Mister”.

Cultural Note

Greetings

Greeting plays a critical role in speeding up your assimilation to the community. Even though the way Ethiopians greet each other might differ slightly from region to region or place to place, it is always an important part of social interaction. Sometimes the greeting may extend to asking after families, cattle, sheep, crop yield, weather conditions, etc. It is also common, particularly in the countryside, to greet someone who you don't know.

While greeting and taking leave, bowing, shaking hands and removing hats are common. Kissing one another's cheeks is also practiced, especially upon meeting after an extended period of time. Using both hands when shaking hands with elders and officials indicates respect (the left hand to support the right forearm OR put both hands on the elder's hand). Young people in Ethiopia will typically greet each other by shaking hands and bumping shoulders.

Raising the eyebrows is sometimes used to greet someone in a situation in which someone doesn't want or is unable to talk, or in a situation in which the two people are very familiar with one another.

Upon the entry or arrival of elders or officials, it is customary to stand and say, nor (signifying welcome and respect). The person arriving would respond, *ᠨᠠᠭᠤᠨᠠᠨᠠᠭᠤᠨ* *bägzer* (lit. “by God”). Not leaving a seat for respected or elder people shows disrespect. Also, putting hands in your pockets while talking with elders shows disrespect.

Greetings can be replied to by saying አግዚአብሔር ይመስለኝ **igziabher yimmäsgän**. A person will be happy if you call her or him by name while greeting.

Useful Phrases for Greeting

General greetings make use of the present-tense verb, “to be” (መሆን **mähon**):

Person	Amharic Pronoun	Verb “to be”	Example (...fine.)
I	እኔ ine	ነኝ nāñ	(እኔ ine) ደህና ነኝ? dāhna nāñ.
You (♂)	አንተ antä	ነህ nāh	(አንተ antä) ደህና ከህ? dāhna nāh?
You (♀)	አንቺ anči	ነሽ nāš	(አንቺ anči) ደህና ነሽ? dāhna nāš?
You (polite)	እርስዎ irswō	ነዎት nāwot	(እርስዎ irswō) ደህና ነዎት? dāhna nāwot?
He	እሱ issu	ነው nāw	(እሱ issu) ደህና ነው? dāhna nāw?
She	እሷ isswa	ናት/ነች nat/ nāč	(እሷ isswa) ደህና ናት/ነች? dāhna nat/nāč?
He/She (polite)	እሳቸው issaččāw	ናቸው naččāw	(እሳቸው issaččāw) ደህና ናቸው? dāhna naččāw?
We	እኛ iñña	ነን nān	(እኛ iñña) ደህና ነን? dāhna nān.
You all (plural)	እናንተ innantä	ናቸሁ naččihu	(እናንተ innantä) dāhna ደህና ናቸሁ? naččihu?
They	እነሱ innässu	ናቸው naččāw	(እነሱ innässu) ደህና ናቸው? dāhna naččāw?

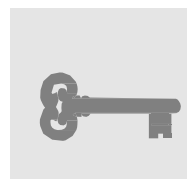
Person	How are you? / Are you fine?	Fine / I am fine / We are fine
You (♂)	አንደምን ከህ? indāmīn nāh? / ደህና ከህ? dāhna nāh?	ደህና dāhna. / ደህና ነኝ dāhna nāñ
You (♀)	አንደምን ነሽ? indāmīn nāš? / ደህና ነሽ? dāhna nāš?	ደህና dāhna / ደህና ነሽ dāhna nāñ.
You (polite)	አንደምን ነዎት? indāmīn nāwot? / ደህና ነዎት? dāhna nāwot?	ደህና dāhna / ደህና ነኝ dāhna nāñ.
You all (plural)	አንደምን ናቸሁ? indāmīn naččihu? / ደህና ናቸሁ? dāhna naččihu?	ደህና dāhna / ደህና ነን dāhna nān.

General Greetings (Sälamtawoč)

ጤና ይስጥልኝ **t’enayist’iliñ!** . [formal, for all persons & all times] May God give you health.

ሰላም ነው? **sälam näw?** [informal, all persons & times] Is everything okay? (*Lit. Is it peace?*)

አማን ነው? **aman näw?** [informal, all persons & times] Is everything okay? (*Lit. Is it peace?*)



Grammar Point

As you read through the following charts, pay attention to how the suffix changes for each personal pronoun (in bold).

Time-Specific Greetings

Generally, morning is from awakening until noon, afternoon is from lunch until approximately the end of the work day/sunset, and evening is after work is over until bedtime.

Person	ጠዋት t'āwat /morning (ማደር/ madär)	ከሰዓት በኋላ käsä'at bāhwala /afternoon (መዋል/ māwal)	ምሽት / mīššit /evening (ማምሽት/ mamšät)
You (♂)	እንደምን / ደህና/ አደርክ? īndāmīn / dāhna addär k ?	እንደምን / ደህና/ ዋልክ? īndāmīn / dāhna wal k ?	እንደምን / ደህና/ አመሽህ? īndāmīn / dāhna amššā h ?
You (♀)	እንደምን / ደህና/ አደርሽ? īndāmīn / dāhna addär š ?	እንደምን / ደህና/ ዋልሽ? īndāmīn / dāhna wal š ?	እንደምን / ደህና/ አመሽሽ? īndāmīn / dāhna amāššā š ?
You (polite)	እንደምን / ደህና/ አደሩ? īndāmīn / dāhna addä ru ?	እንደምን / ደህና/ ዋሉ? īndāmīn / dāhna wal u ?	እንደምን / ደህና/ አመሹ? īndāmīn / dāhna amāšš u ?
You all (plural)	እንደምን / ደህና/ አደራችሁ? īndāmīn / dāhna	እንደምን / ደህና/ ዋላችሁ? īndāmīn / dāhna wal aččīhu ?	እንደምን / ደህና/ አመሻችሁ? īndāmīn / dāhna

Responses

እግዚአብሔር ይመስገን **igziabiher yimmäsgän**. Praise to God.

ደህና **dāhna**. Fine.

ደህና ነን **dāhna nän**. We are fine.

ደህና ነው **dāhna näw**. He is fine.

ደህና ናት/ነች **dāhna nat/näč**. She is fine.

ደህና እግዚአብሔር ይመስገን፡፡ ደህና አደርክ/አደርሽ/አደሩ/አደራችሁ? **dāhna, igziabiher yimmäsgän. dāhna addärk/addärš/addäru/addäraččīhu?**

General Leave-Taking: Leaving for an Extended Period

Person	Take care (<i>Lit. Be well.</i>)
You (♂) አንተ antä	ደህና ሁን dāhna hun.
You (♀) አንቺ anči	ደህና ሁኝ dāhna huñi.
You (polite) አርስዎ irswo	ደህና ይሁኑ/ ሁኑ dāhna yīhunu.(hunu).
You all (plural) እናንተ innantä	ደህና ሁኑ dāhna hunu.

Practice

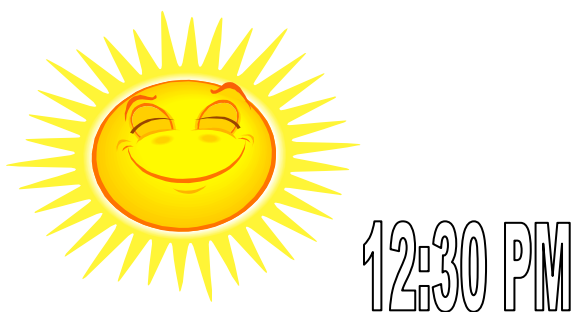
Using the pictures below, fill in the blank to complete the time specific greetings.



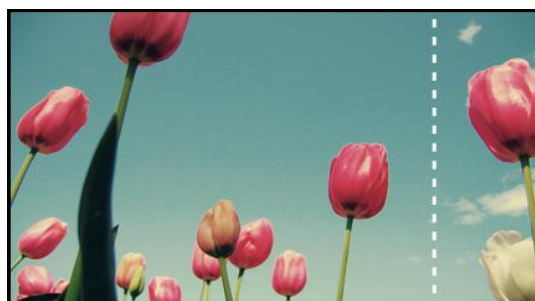
አንተ antä _____
አንቺ anči _____



እርስዎ irswo _____
እናንተ innantä _____



አንተ antä _____
አንቺ anči _____



እርስዎ irswo _____
እናንተ innantä _____



6:30 PM

አንተ antä _____
አንቺ anči _____



እርስዎ irswo _____
እናንተ innantä _____

Time-Specific Leave-Taking

Person	ጠዋት t'äwat morning (መዋል mäwal)	ከሰዓት በኋላ käsä'at bähwala afternoon (ማምሽት/ mamšät)	ምሽት mīššit evening (ማደር/ madär)
አንተ antä	ደህና ዋል dähna wal	ደህና አምሽ dähna amš	ደህና እደር dähna idär
አንቺ Anči	ደህና ዋይ dähna way(i)	ደህና አምሽ dähna amši	ደህና እደሪ dähna idäri
እርስዎ İrswō	ደህና ዋል/ ይዋሉ dähna walu/yīwalu	ደህና አምሹ / ያምሹ dähna amšu/ yamšu	ደህና እደር / ይደሩ dähna idäru/yidäru
እናንተ innantä	ደህና ዋል dähna walu	ደህና አምሹ dähna amšu	ደህና እደር dähna idäru

Practice

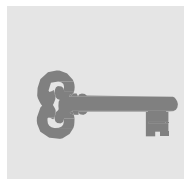
Responding to Greetings and Leave-Taking. How would you respond to the following greetings or leave-takings?

1. እንደምን እደርክ/እደርሽ? **indāmīn addärk? / addärš?**
2. ደህና ናችሁ? **dähna naččiḥu?**
3. ደህና እደር / እደሪ **dähna idär / idäri.**
4. ደህና ሁን / ሁኝ **dähna hun / huñi.**

Practice

Greetings and Leave-Taking Role-Plays. What would you say in each of the following situations?

1. You are meeting an elderly person of the community for the first time.
2. At a morning meeting, you are asked to come to the front of the room, and greet the entire audience.
3. You are speaking to a young, male shopkeeper in the afternoon.
4. You are saying goodbye to your LCF at the end of the day.
5. You are greeting a female counterpart who has come to visit your house in the afternoon.
6. You are going to bed and saying goodnight to your host family.
7. You take leave of a group of neighborhood children during the morning.



Grammar Point

Greetings and leave-takings in Amharic make use of three verbs:

Amharic	English
ማደር madär [addärä]	To spend the night
መዋል mäwal [walä]	To spend the day
ማምሽት mamšät [amäššä]	To spend the evening

Greetings

Greetings are formed with the past-tense of these verbs (see Unit 10 for further details on past tense):

እንደምን አደርክ
indämīn **addärk?**

how did you (♂) spend the night?
 ደህና **dähna** ዋልሽ? **walš?**

well did you (♀) spend the day?
 እንደምን **indämīn** አመሻሻሁ? **amäššäččihu?**
how did you (plural) spend the evening?

The past-tense conjugations of these verbs have been utilized in the greeting charts given above. Refer to these charts and notice the pattern of changing suffixes for each personal pronoun.

Leave-takings

Leave-takings are formed with the imperative form of these verbs.

ደህና **dähna** አደሩ, **idäru**.
well spend the night (plural or polite)

ደህና **dähna** ዋይ **way(i)**.
well spend the day (♀)

ደህና **dähna** አምሽ **amš**.
well spend the evening (♂)

The imperative forms of these verbs have been utilized in the leave-taking charts given above. Refer to these charts and notice the pattern of changing suffixes for each personal pronoun.

Note: In Amharic sentences, the **verb** almost always comes **last**.

subject	+ (object/modifier/descriptor)	+ verb
እኔ ine	ደህና dähna	ነኝ näñ .
<i>I</i>	<i>fine</i>	<i>am</i>
(subject)	(modifier)	(verb)

Note: Since the verb indicates the subject, and is therefore redundant, the initial pronoun can often be dropped, unless we want to add emphasis or intend to indicate contrast with another person. (ደህና ነኝ **dähna näñ** or እኔ ደህና ነኝ **ine dähna näñ** →).

Practice

The Verb “to be”

Given the Amharic pronoun, provide the correct form of the verb “to be”.

1. እኔ ደህና ፣sswa dähna_____?
2. እኛ ደህና ፣ñña dähna_____.
3. እነሱ ደህና ፣nnässu dähna_____?
4. እንቺ ደህና anči dähna_____?
5. እርሶ ደህና ፣rswo dähna_____?
6. እኔ ደህና ፣ne dähna_____.
7. እንተ ደህና antä dähna_____?
8. እናንተ ደህና ፣nnantä dähna _____?

Dialog 2

Meeting Friends on the Street

Mark, a male PCV, sees his friends, Mekonen and Tigist, on the street, in the late afternoon.

Amharic

- Mark:** ደህና ዋላችሁ? dähna walaččihu?
- Friends:** እግዚአብሔር ይመስለኝ ደህና ዋልክ? dähna, ፣gziabiher yimmäsgän. dähna walk?
- Mark:** እንደምን ናችሁ?ደህና ናችሁ dähna ፣ndämīn naččihu? dähna naččihu?
- Friends:** ደህና ነን dähna nän.
- Mark:** እሺ ቻው ደህና አምሹ ፣šši. čaw, dähna amīšu.
- Friends:** አሜን ደህና አምሹ amen, dähna amš.

English

- Mark:** Good afternoon (to you both).
- Friends:** Fine, praise God. Good afternoon.
- Mark:** Fine. How are you (both)? Are you (both) fine?
- Friends:** We are fine.
- Mark:** Okay. Bye, good evening.
- Friends:** Amen, good evening.

Practice

Complete the following blank spaces with the appropriate greeting expressions.

Pronouns	ጠዋት t'āwat	ከሰዓት በኋላ kāśā'at bāhwala	ምሽት mīššīt	General greeting
antā				
anči				
īrswo				
īnantā				

Application

Greet the different members of your host family, both individually and as a group. Take leave of them, as appropriate, throughout the day. During the next class, discuss the specific greetings and leave-takings that you used. How did they respond?

Glossary:

dāhna	ደህና	fine
īgziabhār yīmāsgān	እግዚአብሔር፣ ይመስገን	God be thanked (praise to God)
t'ena yīstīlīñ	ጤና ይስጥልኝ	may God give you health
dāhna nat	ደህና ናት	she is fine
dāhna nān	ደህና ነን	we are fine
t'āwat	ጠዋት	morning
kāsāat	ከሰዓት	afternoon
mīššīt	ምሽት	evening
sālam nāw?	ሰላም ነው?	is everything okay?
madār	ማደር	to spend the night
māwal	መዋል	to spend the day
mamsāt	ማምሸት	to spend the evening

Practice Reading and Pronouncing Script:

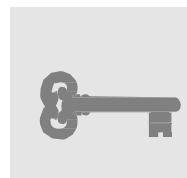
አዲስ አበባ	አሰላ	ዱላ	ዳቦ ቤት
ደብዳቤ	ኮካ ኮላ	ጅብ	ካኪ

Unit 3: Introducing Oneself

Learning objectives

By the end of this unit, you will be able to,

- ✓ Introduce yourself stating your nationality, occupation, and marital status
- ✓ Ask others for personal information: about place of origin, occupation, and marital status
- ✓ Use the verbs ‘to be called’ as in, what’s your name? (*Lit. What do they call you?*)
- ✓ Use possessives
- ✓ Pluralize nouns



Grammar Point

Conjugation of verb “to be called” መባል **mäbba** [ተባለ **täbälä**]

Conjugation of verb “to be called” መባል **mäbal** [ተባለ **täbbälä**] (present tense)

(**Note:** We will look at the present tense conjugation in more detail in Unit 9.)

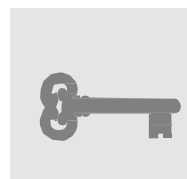
Pronoun	Nät’äla/Singular	Bizu/Plural	
እኔ <i>ine</i>	እባላሁ ibbalallähu	እኛ <i>innä</i>	እንባላን inibbalallän
አንተ <i>antä</i>	ትባላህ tibbalalläh	እኛ <i>innantä</i>	ትባላችሁ tibbalallačhu
አንቺ <i>anči</i>	ትባላለሽ tibbayalläš		
እርስዎ <i>irswo</i>	ይባላሉ yibbalallu		
እሱ <i>issu</i>	ይባል yibbalal	እነሱ <i>innässu</i>	ይባሉ yibbalallu
እሷ <i>isswa</i>	ትባላለች tibbalalläč		
እሳቸው <i>issačäw</i>	ይባላሉ yibbalallu		

Vocabulary

Words Denoting Nationality (ጤግነት *zeginät*)

To form nationality adjectives we add - ዊ **wi** (male) or - ዊት **wit** (female). The plural form is - ወያን **wiyan**. Look at the following examples:

Country	Male-Singular	Female-Singular	Plural
ኢትዮጵያ <i>ityop’ya</i>	ኢትዮጵያዊ <i>ityop’yawi</i>	ኢትዮጵያዊት <i>ityop’yawit</i>	ኢትዮጵያውያን <i>ityop’yaw^{wiyan}</i>
አሜሪካ <i>Amerika</i>	አሜሪካዊ <i>amerikawi</i>	አሜሪካዊት <i>amerikawit</i>	አሜሪካውያን <i>amerikaw^{wiyan}</i>
ኬንያ <i>Kenya</i>	ኬንያዊ <i>kenyaw^{wi}</i>	ኬንያዊት <i>kenyaw^{wit}</i>	ኬንያውያን <i>kenyaw^{wiyan}</i>



Grammar Point

Conjugation of ማግባት **magbat** [አገባ **agäba**] to marry

Affirmative

Pronoun	Nät'äla/Singular	Bizu/Plural
እኔ <i>ine</i>	አግብቻለሁ <i>agibičalähu</i>	እኛ <i>iñña</i>
አንተ <i>antä</i>	አግብተሃል <i>agibitähal</i>	እናንተ <i>innantä</i>
አንቺ <i>anči</i>	አግብተሻል <i>agibitäšal</i>	
እርስዎ <i>irswō</i>	አግብተዋል <i>agibitäwal</i>	
እሱ <i>issu</i>	አግብቷል <i>agibitwal</i>	እነሱ <i>innäsu</i>
እሷ <i>issua</i>	አግብታለች <i>agibitalač</i>	
እሳቸው <i>issačäw</i>	አግብተዋል <i>agibitäwal</i>	

Negative

Pronoun	Nät'äla/Singular	Bizu/Plural
እኔ <i>ine</i>	አላገባሁም <i>alagābahum</i>	እኛ <i>iñña</i>
አንተ <i>antä</i>	አላገባህም <i>alagābahm</i>	እናንተ <i>innantä</i>
አንቺ <i>anči</i>	አላገባሽም <i>alagābašm</i>	
እርስዎ <i>irswō</i>	አላገቡም <i>alagābum</i>	
እሱ <i>issu</i>	አላገባም <i>alagābam</i>	እነሱ <i>innäsu</i>
እሷ <i>issua</i>	አላገባችም <i>alagābačim</i>	
እሳቸው <i>issačäw</i>	አላገቡም <i>alagābum</i>	

Note: ፍቺ *fiči*/divorce (+ፋትቻለሁ *täfatičalähu*. I am divorced)

The affirmative forms make use of what is called the “compound gerunditive” tense, which is literally translated like, “I have married,” “You have married,” “They have married,” etc. You can see this tense outlined in more detail in the Grammar Appendix, and also in the Grammar point in Unit 17.

The negative forms make use of the negative past tense form, which is translated literally, “I did not marry,” “You did not marry,” “They did not marry,” etc. This form is discussed in detail in Unit 10. In brief, the negative form of the past is marked by the prefix **አል-al-** and the suffix **-ም-m** attached to the positive form of the past tense verb. Notice in the chart above how the verb stem “አገባ *agäba*” changes within the **al-** and **-m** affixes. In the underlined bits, you should recognize the patterns that you have seen in greetings in the previous unit.

Note: Prefixes are syllables with meaning added at the beginning of a word, and suffixes at the end. The word “affix” is used for both prefixes and suffixes.

Introducing Yourself

Look at the photos of the following celebrities (some of them are Ethiopians). Assume that they are introducing themselves to you in Amharic. Read their self-introductions given below:

1 Haile Gebreselassie (Ethiopian Long Distance Runner/ Rwač')

ሃይሌ ገ/ስላሴ አባላለሁ፡ ኢትዮጵያዊ ነኝ፤

Haile Gebreselassie ፕባለላሁ. Ityop'yawi nāñ.

ጽጌ ነኝ፡ rwač nāñ.

አግብቻለሁ፡ agībīčallāhu.

ባለቤቴ ወ/ሮ አለም ትባባላችኋለሁ፡ balābete Wāyžāro Alem ፕባለላሁ.



2 Jennifer Lopez

ጆኒፈር ሎፔዝ አባላለሁ

Jennifer Lopez ፕባለላሁ.

አሜሪካዊት ነኝ፡ amerikawit nāñ.

ዘፋኝ ነኝ፡ zāfañ nāñ.

አግብቻለሁ፡ agībīčallāhu.

ልጆች አሉኝ lijoč aluñ



3 Mary Smith

ማሪ ስሚዝ አባላለሁ፡ Mary Smith ፕባለላሁ.

አሜሪካዊት ነኝ፡ amerikawit nāñ.

ሐኪም ነኝ hakim nāñ.

አላገባሁም፡ alagābahum.



Practice

Reread the self-introductions and complete the information in the tables below. Some of the information has been filled in for you.

Haile Gebreselassie

ስም sīm/name	ዜግነት zegināt/ nationality	ስራ sīra/occupation	የጋብቻ ሁኔታ yāgabīčča huneta /marital status
_____	ኢትዮጵያዊ ityop'yawi	_____	_____

Jennifer Lopez

ስም sīm	ዜግነት zegināt	ስራ sīra	የጋብቻ ሁኔታ yāgabīčča huneta
Jennifer Lopez	_____	ዘፋኝ zāfañ	_____

Mary Smith

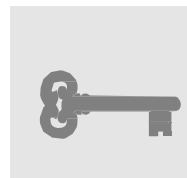
ስም sīm	ዜግነት zegīnāt	ስራ sīra	የጋብቻ ሁኔታ yāgabičča huneta

Cultural Note**Titles** (ማዕረግ Ma'iräg)

The ordinary title for adult men in Amharic is አቶ **ato** (equivalent to the English 'Mr.'). The ordinary title for married women is ወይዘሮ **wäyzäro** and for unmarried women ወይዘሪት **wäyzärit**. There is no equivalent for Ms in Amharic. When in doubt, it is generally acceptable to ask the addressee which of the two titles ወይዘሮ **wäyzäro** or ወይዘሪት **wäyzärit** they prefer.

Inquiring About Marital Status

Ethiopians will commonly ask you about your marital status. This however, is not very common amongst Ethiopians themselves. If someone of the opposite sex asks your marital status, it may or may not mean that they are interested in having a relationship with you. Sometimes people are simply curious!

**Grammar Point****The Possessive Adjective “My” (first method)**

To form the possessive for first person (my), add “-e” to the noun if it ends in a consonant or “-ye” if it ends in a vowel. Look at the following

ስም sīm name → ስሜ sīme my name አገር agär country → አገሩ agäre my country ቤት bet house → ቤቴ bete my house ስራ sīra job/work → ስራዬ sīraye my job/work
ዜግነት zegīnāt nationality → ዜግነቴ zegīnāte my nationality
እድሜ idme age → እድሜዬ idmeye my age

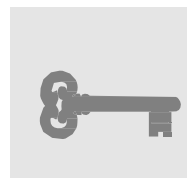
Pluralizing

To pluralize, you add አች/ **oč** if the noun ends in a consonant, and /ዎች **woč** if it ends in a vowel. The possessive marker goes on the end of the pluralized word.

Singular	Plural	Plural Possessive
ልጅ lij <i>child</i>	ልጆች lij ^{oč} <i>children</i>	ልጆቼ lij ^{oče} <i>my children</i>
ወሻ wiša <i>dog</i>	ወሻዎች Wiša ^{woč} <i>dogs</i>	ወሻዎቼ wiša ^{woče} <i>my dogs</i>
ድመት dīmmāt <i>cat</i>	ድመቶች dīmātoč <i>cats</i>	ድመቶቼ dīmātoče <i>my cats</i>

Note: ወሻዎቼ wiša^{woče} may become ወሻቼ wišo^{če} for short. This is especially common for nouns ending in -a (4th order).

Examples:- leba -- leboč t'äbäk'a -- t'äbäk'oč aläk'a -- aläk'oč



Grammar Point

The Possessive Adjectives (first method)

Now that you have learned the suffix to indicate “my”, study the following chart of suffixes to indicate possession by each personal pronoun.

Pronoun	Nät'äla/Singular	Bīzu/Plural	
እኔ ine	አገሬ agäre	እኛ innä	አገራችን agäraččīn
አንተ anta	አገርህ agärīh	እናንተ innantä	አገራችሁ agäraččīhu
አንቺ anči	አገርሽ agärīš		
እርስዎ irswō	አገርዎ agärwot/wo		
እሱ issu	አገሩ agäru	እነሱ innäsu	አገራቸው agäraččäw
እሷ isswa	አገሯ agärwa		
እሳቸው issačäw	አገራቸው agäraččäw		

To form the possessive for “your” ♂ and ♀, add ‘ih’ for male and ‘iš’ for female. Look at the following examples

ስም sīm	→	ስምህ sīmīh (male) / ስምሽ sīmīš (female)
አገር agär	→	አገርህ agärīh (male) / አገርሽ agärīš (female)
ቤት bet	→	ቤትህ betīh (male) / ቤትሽ betīš (female)
ዜግነት zeginät	→	ዜግነትህ zeginätīh (male) / ዜግነትሽ zeginätīš (female)
ስራ sira	→	ስራህ sīrah (male) / ስራሽ sīraš (female)

In general, the pattern of possessive suffixes is as follows:

Pronoun	ነጠላ nät'äla/ Singular	ብዙ Bizu/Plural	
እኔ ine	ኤ- e or ዩ- ye	እኛ iñña	እችሁ- aččihu
አንተ antä	ህ - ih/h	እናንተ innantä	እችሁ- aččihu
አንቺ anči	ሽ - iš/š		
እርስዎ irswō	ዎት/ዎ - wot/wo		
እሱ issu	ኡ- u OR ው- w	እነሱ innäsu	እቸው- aččäw
እሷ isswa	ዋ - wa		
እሳቸው issačäw	እቸው- aččäw		

Examples (mäsalewoč)

1. አገርህ የት ነው? **agäriḥ yät näw?** What is the name of your country? (*Lit. Where is your country?*)
2. ስምሽ ማን ነው? **simiš man näw?** What is your name? (to a female person)
3. ስራህ ምንድን ነው? **sirah mündin näw?** What is your job/occupation/profession? (to a male person)

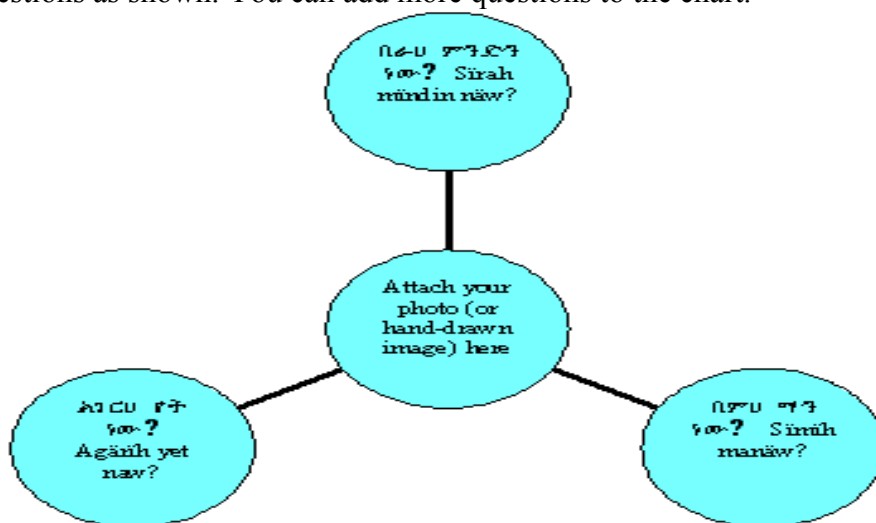
Practice

Pluralize nouns or words you have learned so far.

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____

Practice

You would like to elicit personal information from someone. Put your photo in the middle and write your questions as shown. You can add more questions to the chart.



Dialog 1

Read the dialog below. In the following situation, Hailu and Jeff have just met. What do they say to each other?

- Hailu:** እኔ ሃይሉ እባላለሁ፣ አንተስ? ine Hailu ibaalallähu. antäs?
Jeff: እኔ ጆፍ እባላለሁ፣ ine Jeff ibbalallähu.
Hailu: አገርህ የት ነው? agarih yät naw?
Jeff: አገሪ አሜሪካ ነው። agäre amerika naw.
Hailu: እኔ አስተማሪ ነኝ ine astämari näñ. አንተስ ስራህ ምንድን ነው? antäs, sirah mindin naw?
Jeff: እኔ መሃንዲስ ነኝ ine mähandis näñ.

Note: The suffix –s added to the end of a subject pronoun indicates “how about”, as in, “አንተስ antäs?” (“How about you (m.)?”).

Practice

Study the previous dialog and connect the sentences with **gün** (but). Look at the example: ምሳሌ. **isale**/example: ሃይሉ አስተማሪ ነው :: ጆፍ ግን መሃንዲስ ነው:: Hailu astämari naw, Jeff **gün** mähandis naw.

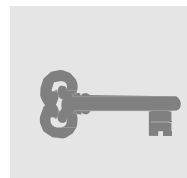
1. ሊያ ተማሪ ናት ሜሮን ግን Liya tämari nat Meron **gün** _____.
2. ያሬድ ዘፋኝ ነው አቤል ግን Yared zäfañ naw Abel **gün** _____.
3. ሄለን ጸጋፊ ናት ሰናይት ግን Helen s’ähafi nat senayt **gün** _____.
4. አባተ ሃኪም ነው እናኒ ግን abate hakim naw inani **gün** _____.
5. እሱ ፖሊስ ነው እሷ ግን issu polis naw isswa **gün** _____.

Practice

Use the appropriate possessive form to indicate that the following items belong to you.

1. ቤት bet _____
2. አስተማሪ astämari _____
3. ሃኪም hakim _____

4. ድመት dīmmät _____
 5. ቦርሳ borsa _____



Grammar Point

The Possessive Adjectives (first method)

Now that you have learned the suffix to indicate “my”, study the following chart of suffixes to indicate possession by each personal pronoun.

Sometimes you will need to tell people, for example, that you are NOT a doctor, that you are NOT from England, etc. You have previously seen the negative form of the verb ማግባት **magibat** [ማግባት **agäbba**]. Now study the negative form of “to be”, which is slightly irregular.

Conjugation of verb to be ‘ነረ näbärä’ (present tense negative)

ነጠላ nāt’äla/Singular			ብዙ bīzu/Plural		
	Affirmative	Negative		Affirmative	Negative
እኔ ine	ነኝ nāñ	አይደለሁም aydälāhum	እኛ iñña	ነን nän	አይደለንም aydälānīm
አንተ antä	ነህ nāh	አይደለህም aydälāhīm	እናንተ innantä	ናችሁ naččihu	አይደሉችሁም aydälāčihum
እንቺ anči	ነሽ nāš	አይደለሽም aydälāšim			
እርስዎ irswō	ነዎት nāwot	አይደሉም aydälum			
እሱ issu	ነው nāw	አይደለም aydälām	እነሱ innässu	ናቸው naččāw	አይደሉም aydälum
እሷ isswa	ናት/ነችnät(näč)	አይደለችም aydälāčim			
እሳቸው issačāw	ናቸው nāččāw	አይደሉም aydälum			

Although the past tense negative of “to be” is irregular, you can still see the changing pattern of person markers that you have observed in the past tense previously.

Practice

Answer the following questions in the negative.

1. ካህን ነህ/ነሽ? hakim nāh? / nāš?
2. እንግሊዝኛ/ዊት ነህ/ነሽ? ingilizawi /wit nāh? / nāš?
3. ተማሪዎችናችሁ? tāmariwoč naččihu?
4. ተሪስት ናችሁ? turist naččihu?
5. አባትህ/ሽ ናቸው? abbatih/š naččāw?

Practice

Now make a list of your other belongings. Then convert them into a possessive phrase by adding the appropriate affix.

In case you were unable to find an Amharic equivalent for the items you listed, you can still add the possessive affix to them. Like ‘host father + e = host father! *Make your list in the spaces given below: The first one has been done for you.*

- | | |
|-----------------|---------------|
| A. መጽሃፍ mäs’haf | መጽሃፌ mäs’hafa |
| B. _____ | _____ |
| C. _____ | _____ |
| D. _____ | _____ |
| E. _____ | _____ |

Practice

Use appropriate possessive forms to indicate that the items listed belong to a person you are talking to (you). In some of your answers, use the polite form for variety.

1. ቤት bet (♀) _____
2. አስተማሪ astāmari (♂) _____
3. ሃኪም hakim (♀) _____
4. ሻይ šay (♂) _____
5. ውሻ wīša (♀) _____

Practice

Underline the term(s) that describe you.

ዜግነት **zeginät**: amerikawī/amerikawit/ityop’yawi / ityop’yawit /

ስራ **sīra**: tāmari/astāmari/hakim/yäsālam gwad

ማዕረግ ma’iräg: ato/wäyzäro/wäyzärit

Practice

Complete the following questionnaire (about yourself).

- ስም sīm _____
- እድሜ idme _____
- አገር agär _____
- ስራ sīra _____
- ዜግነት zeginät _____
- የጋብቻ ሁኔታ yägabičča huneta _____

Practice

Introduce yourself to the class. Use the models given at the beginning of the unit.

Vocabulary

Identifying Oneself

- | | |
|--------------|-------------|
| ስም sīm | name |
| ዜግነት zeginät | nationality |
| ማዕረግ ma’iräg | title |
| አድራሻ adraša | address |

ከተማ	kätäma	town/city
መንደር	mändär	village
አገር	agär	country

ጥያቄዎች t'iyak'ewoč / Questions

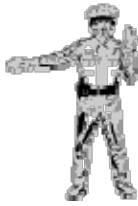
የት ነው?	yät näw?	Where is it?
ማን ነው?	man näw?	Who is it?
ምንድን ነው?	mindin näw?	What is it?

Sira / Occupations

ሃኪም	hakim	physician
ጸሃፊ	s'ähafi	secretary
መሃንዲስ	mähandis	engineer
የህግ ባለሙያ	yähig balämuya	lawyer
የቤት እመቤት	yäbet imäbet	housewife
አስተማሪ	astämari	teacher
ዘፋኝ	zäfañ	singer
ገበሬ	gäbäre	farmer
አስተናጋጅ	astänagaj	waiter or waitress
ጡረተኛ	t'urätäña	retired
ነጋዴ	nägade	merchant/business person
የሒሳብ ሰራተኛ	yähisab säratäña	accountant
የጽዳት ሰራተኛ	yäs'dat säratäña	janitor
አማካሪ	amakari	consultant
ረዳት	rädat	driver assistant
አናጺ	anas'i	carpenter
ወታደር	wätadär	soldier
ሞግዚት	mogzit	nunny
ቧንቧ ሰራተኛ	bwanbwa säratäña	plumber
ፖሊስ	polis	policeman
ነርስ	närs	nurse
ጋዜጠኛ	gazet'äña	journalist
ሾፌር	šofer	driver

Practice

Complete the blank spaces (write in phonetics and script) with the profession/job of the person represented in each picture

















Application

Rehearse the self-introduction that you wrote above for a talk in class and then:

1. Introduce yourself to someone in your training community whom you have not met before.
2. Tell him or her three different things about yourself.
3. Find out three different things about him or her by asking questions.

Practice Reading and Pronouncing Script

ፔፕሲ

ፍቅር

ምግብ ቤት

ሱቅ

ሰላም

ሸሚዝ

ጸጉር

አፍሪካ

Unit 4: Introducing Others

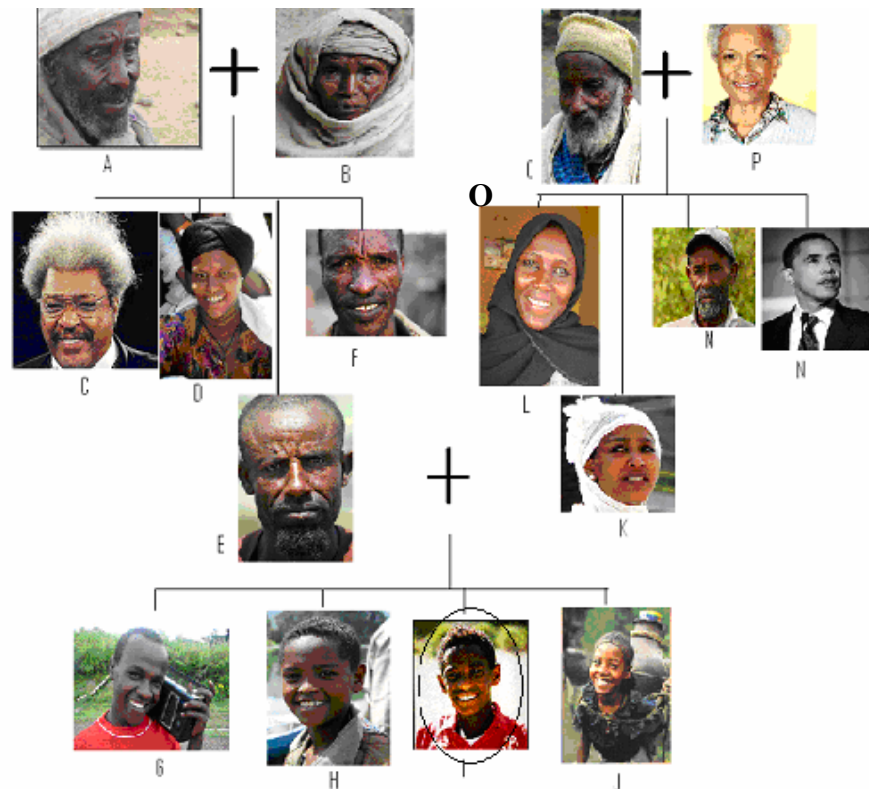
Learning Objectives:

By the end of this unit you will be able to,

- ✓ Introduce your own family
- ✓ Formulate questions about family members: where they live, who they are called, and what their professions are
- ✓ Use the verb “to live”
- ✓ Use the verb “to have” (positive and negative forms)
- ✓ Use negative, singular and plural markers, and demonstrative adjectives
- ✓ Use demonstrative pronouns

Introducing One’s Family

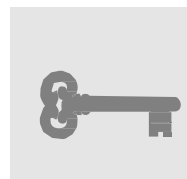
Desta’s Family Tree / የደስታ የዘር ሃረግ **yäDesta yäzär haräg**



A. Ato Meshesha	F. Ato Gashaw	L. Woizäro Tsehay
B. Wäyzäro Tiruayehu	G. Fantahun	M. Ato Abebe
C. Ato Belete	H. Mesfin	N. Ato Getahun
D. Wäyzäro Mulu	J. Gete	O. Ato Mebratu
E. Ato Nega	K. Wäyzäro Taytu	P. Wäyzäro Alem
I. Desta		

የደስታ ቤተሰብ **YäDesta betäsäb:**

Desta → ልጅ **Iij**, Ato Gashaw → አባት **abbat**, Woyzäro Taytu → እናት **innat**, Mesfin → ወንድም **wändim**



Grammar Point

The Possessive Forms (second method)

The following tables review how to form the possessive forms for *abbat* and *wīšša*. You have learned these suffixes in the previous unit.

አባት **abbat** ‘father’

Pronoun	Nät’äla/Singular	Bīzu/Plural	
እኔ <i>īne</i>	አባቴ <i>abbate</i>	እኛ <i>īñña</i>	አባታችን <i>abbataččīn</i>
አንተ <i>antä</i>	አባትህ <i>abbatīh</i>	እናንተ <i>innantä</i>	አባታችሁ <i>abbataččīhu</i>
አንቺ <i>anči</i>	አባትሽ <i>abbatīš</i>		
እርስዎ <i>īrswō</i>	አባትዎ <i>abbatwot/wo</i>		
እሱ <i>issu</i>	አባቱ <i>abbatu</i>	እነሱ <i>innäsu</i>	አባታቸው <i>abbataččäw</i>
እሷ <i>isswa</i>	አባቷ <i>abbatwa</i>		
እሳቸው <i>issaččäw</i>	አባታቸው <i>abbataččäw</i>		

ወሻ **wīšša** ‘dog’

Pronoun	Nät’äla/Singular	Bīzu/Plural	
እኔ <i>īne</i>	ወሻዬ <i>wīššaye</i>	እኛ <i>īñña</i>	ወሻችን <i>wīššaččīn</i>
አንተ <i>antä</i>	ወሻህ <i>wīššah</i>	እናንተ <i>innantä</i>	ወሻችሁ <i>wīššaččīhu</i>
አንቺ <i>anči</i>	ወሻሽ <i>wīššaš</i>		
እርስዎ <i>īrswō</i>	ወሻዎት/ዎ <i>wīššawot/wo</i>		
እሱ <i>issu</i>	ወሻው <i>wīššaw</i>	እነሱ <i>innäsu</i>	ወሻቸው <i>wīššaččäw</i>
እሷ <i>isswa</i>	ወሻዋ <i>wīššawa</i>		
እሳቸው <i>issaččäw</i>	ወሻቸው <i>wīššaččäw</i>		

Note the differences in both the first person singular and third person male, between when the noun ends in a consonant (-e, -u) and when it ends in a vowel (-ye, -w).

ምሳሌ / Example 1. nouns end in consonant

bet – bete/my house

bet – betu/his house

2. nouns end with vowel

borsa – borsaye/my bag

borsa - borsaw/his bag

The above table shows one way of forming the possessive adjective. Now let’s look at another way of forming the possessive:

First method

አባት abbat → አባቴ abbate

Second method:

አባት abbat → የእኔ አባት yäine abbat

አባቴ abbate = የእኔ አባት yäine abbat

እናቴ innate = የእኔ እናት yäine innat

ልጅ lije = የእኔ ልጅ yäine lij

Now look at the possessive forms of ‘አባት abbat’ for “I” and “we”.

“my”

የእኔ አባት yä ine abbat (=የእኔ አባት yäine abbat)
(የኛ አባት yänña abbat)

“we”

የእኛ አባት yä inña abbat

Generalization: To form the possessive in the second method
የ yä + noun (pronoun) = possessive phraseExamples: ቤተሰብ betäsäb → የመስፍን ቤተሰብ yämäsfin betäsäb
(የሱ ቤተሰብ yässu betäsäb)**Practice**

Translate the following phrases into Amharic using the second method for indicating possession.

1. their family _____
2. his family _____
3. her family _____
4. your (female) family _____
5. your (male) family _____
6. your (plural) family _____

Note: Sometimes we use the yä + noun (pronoun) form to show contrast.

Example: የእ ቦርሳ ትልቅ ነው yäine borsa tilik’ (big) näw. የአንቺ ቦርሳ ግን ትንሽ ነው yäanči borsa gīn tīniš (small) näw.

Phonology**Vowel Change**

When y yä is added to a noun (pronoun) that begins with a vowel, the sound may change. Look at this change in the following examples:

1. የ yä + እኔ ine = የእ yäine
2. የ yä + አንተ antä = የንተ yantä
3. የ yä + እሱ issu = የሱ yässu
4. የ yä + እሷ issua = የሷ yässua
5. የ yä + እሳቸው issačäw = የሳቸው yässačäw
6. የ yä + አሜሪካ amerika = የአሜሪካ yamerika

Vowels are dropped according to the “hierarchy” of vowels, listed from “strongest” (always replaces) to “weakest” (is always replaced):

አ a, ኤ e, ኢ i, ኦ o,

ኡ u
አ ä
እ ĭ

So for example, the “ä” sound in “የ yä” may replace the beginning “ĭ” sound of pronouns like ĭssu, ĭsswa, ĭnnantä, etc. Similarly, if the noun or pronoun begins with an “a”, as in antä or anči, the a may replace the ä.

The assimilation of vowels indicated above occurs in fluent speech. In slow speech or reading the vowels can be pronounced separately, i.e as in the written form.

Vocabulary

Kinship Terms

አባት	abbat	father
እናት	ĭnnat	mother
ባል	bal	husband
ሚስት	mist	wife
እንጅራ አባት	injära abbat	stepfather
እንጅራ እናት	injära ĭnnat	stepmother
እህት	ihit	sister
ወንድም	wändim	brother
ሴት አያት	set ayat	grandmother
ወንድ አያት	wänd ayat	grandfather
ወላጅ	wälaj	parent
እክስት	akist	aunt (the sister of your mother or father)
አ ጎ ጥ	aggot	uncle (the brother of your mother or father)
የአጎት /የእክስት ልጅ	yag’got or yakist lij	cousin
የሴት ቅድመ አያት	yäset k’idimä ayat	great grand mother
የወንድ ቅድመ አያት	Yäwänd k’idimä ayat	great grand father
የልጅ ልጅ	yäljij lij	grand daughter/son

Practice

Fill in the blank spaces about Mesfin using the family tree.

ምሳሌ **mīsale**: አቶ ጋሻው የደስታ አባት ናቸው Ato Gashaw yäDesta **abbat** načäw.

- ወይዘሮ ጣይቱ የደስታ Wäyzäro Taytu yäDesta _____ ናቸው načäw.
- ወይዘሮ ሙሉ የደስታ Wäyzäro Mulu yäDesta _____ ናት nat.
- ፋንታሁን የደስታ Fantahun yäDesta _____ ነው näw.

Practice



Study the family tree and answer the following questions.

- የደስታ ሴት አያት ማን ይባላሉ? yäDesta set ayat man yĭbbalalu?
- የደስታ አያት ወንድ ማን ይባላሉ? yäDesta wänd ayat man yĭbbalalu?
- የደስታ አጎት ማን ይባላሉ? yäDesta aggot man yĭbbalal?
- የደስታ አጎት ማን ይባላሉ? yäDesta akist man tĭbbalaläč?

5. የአቶ ነጋ ልጆች እነማን ናቸው? yäato Nega lijoč ināman načāw?

Practice

Label the following pictures. The people shown in the pictures are all Mesfin's family members. Look at the family tree

 <p>Ato Abebe</p>	<p>የደስታ Yādsta _____</p>
 <p>wäyzäro Alem</p>	<p>የደስታ Yādsta _____</p>

Cultural Note

Patterns of Meeting People

You may notice that introductions in Ethiopia are different than in America. It's not uncommon to talk about a third party while they are present (example: "Does she speak Amharic? Is he an American?"), without introducing the third person or addressing him or her directly. The practice of introducing people to each other ("John, meet Mary. Mary, meet John") is not often used. Generally, people will offer their own names to an unknown person, sometimes saying "እነዎቹ **inntäwäwäk'**" (let's introduce ourselves), rather than waiting for an introduction from someone else.

Ethiopians are generally fairly private about disclosing information about themselves, especially because it can be interpreted as prideful to boast about oneself. You may find that Ethiopians are more direct than you are used to, however, in asking questions of foreigners. Questions that might seem personal (such as those about salary, marital status, price of your house rent, where you are going or even your weight) are not uncommon.

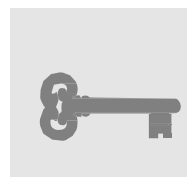
Practice

Change the following into the first method of possessive formation. Look at the example given.

የዴቪድ እህት yäDavid ihīt → እህቱ ihītu

1. የዴቪድ አጎት yäDavid ag'got _____
2. የሜሪ እህት yäMary ihīt _____
3. የዴቪድ እና የሜሪ አገር yäDavid inna yäMary agär _____

4. የእነሱ አገር yäinässu agar _____
5. የዴቪድ እና የሜሪ መኪና yäDavid inna yäMary mäkina _____
6. የእነሱ መኪና yäinässu mäkina _____



Grammar Point

Conjugation of the verb መኖር **mānor** [ኖረ **norä**] “to live” (present tense)

Pronoun	Nät’äla/Singular	Bizu/Plural	
ኔ ine	እኛራለሁ īnorallāhu	እኛ īñña	እንኖራለን īnnīnorallān
አንተ antä	ትኖራለህ tīnorallāh	እናንተ īnnantä	ትኖራላችሁ tīnorallačīhu
አንቺ anči	ትኖሪያለሽ tīnoriyallāš		
እርሷ irswō	ይኖራሉ yīnorallu		
እሱ issu	ይኖራል yīnorāl	እነሱ īnnäsu	ይኖራሉ Yīnorallu
እሷ issua	ትኖራለች tīnoralläč		
እሳቸው issačäw	ይኖራሉ Yīnorallu		

Practice

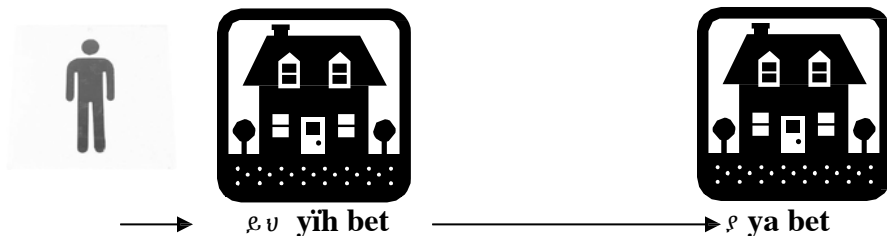
Match the following expressions with appropriate completions from column B.

A	B
1. አባቴ አዲስ አበባ abate Addis Ababa ____	A. ይኖራሉ yīnoralu
2. የሎራ እህት አዳማ yäLaura ihit Adama ____	B. እንኖራለን īnnīnorallān
3. አስተማሪያችን ትግስት astāmariačin Tigist ____	C. ይኖራል yīnorāl
4. እናቴ እና አባቴ ካሊፎርኒያ innate inna abbate California ____	D. ትባላለች tībballalläč
5. አኛ ኢትዮጵያ ውስጥ inña ityop’ya wist’ ____	E. ትኖራለች tīnoralläč

Note: You can use formal or informal terms when referring to one father or mother (or elder family member – depending on the family). When referring to someone father or mother, however, you should always use formal terms.

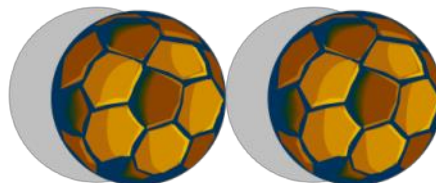
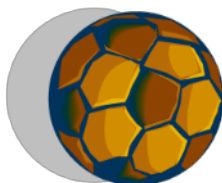
Vocabulary

	Singular	Plural
Near	ይህ yih this (male or masculine objects) ይህች yihč * this (feminine)	እነዚህ īnnāzih these (both male & female)
Far	ያ ya that (male) ያች yač * that (feminine)	እነዚያ īnnāziya those (both male & female)
* ይህች yihč and ያች yač can also show smallness or endearment, or they can be diminutives that mark disrespect.		



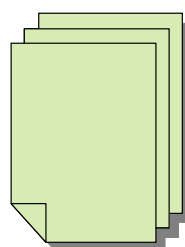
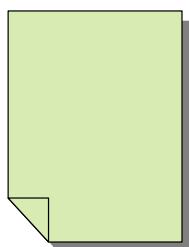
Practice

Pluralize this item to these items and that item to those items:

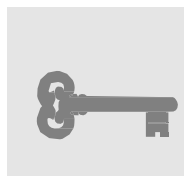


this ball [፪፻ **kwäs**] _____

these balls _____



that paper [፻፳፱፻ **wäräk'ät**] _____ those papers _____



Grammar Point

Expressing “to be” and “to have”

The verb “አለ **allä**”, means “to be” in regard to presence. For example:

ዳንኤል አለ? **Daniel allä?**

Is Daniel here?

ራቄል አለች? **Rachel alläč?**

Is Rachel here?

ተማሪዎች ከፍል ውስጥ አሉ **tämariwoč kifil wist' allu**. Students are in the class.

አባቴ ቤት ውስጥ አለ **abbate bet wist' allu**. My father is at home (polite).

Conjugation of the Verb **allä** (to be, to not be – in regard to presence)

Affirmative and Negative Present Tense

nät'äla/Singular			bīzu/Plural		
	Affirmative	Negative		Affirmative	Negative
እኔ ine	አለሁ allahu	የለሁም yāllahum	እኛ iñña	አለን allān	የለንም yāllānīm
አንተ antä	አለህ alläh	የለህም yāllähīm	እናንተ innantä	አላችሁ allačīhu	የላችሁም yāllačīhum
አንቺ ančī	አለሽ alläš	የለሽም yālläšīm			
እርስዎ ĩrswo	አሉ allu	የሉም yāllum			
እሱ ĩssu	አለ allä	የለም yāllām	እነሱ innäsu	አሉ allu	የሉም yāllum
እሷ ĩssua	አላች alläč	የላችም yālläčīm			
እነሱ ĩssačäw	አሉ allu	የሉም yāllum			

Notice that the verb **አለ allä** is irregular in the negative form, since it does not use the usual “al-” prefix. This verb has a different form of negative because the negative marker prefix “al-” and the verb **aallä** itself happen to be identical. So, we add “**የ yä-**” at the beginning (and the usual “**-ም-m**” at the end). (This is not the possessive “**yä-**” marker!)

Expressing “to have” makes use of the verb **አለ allä**. To say, “I have it”, in Amharic, you must literally say, “It is to me.” To say, “I do not have it,” you must literally say, “It is not to me.”

Look at the following examples:

1. አባት አለኝ Abbat **allāñ**. I have a father. (Lit: *A father is to me.*)
2. ወንድም የለኝም Wändim **yāllāñīm**. I have no brother. (Lit: *A brother is not to me.*)

As you can see, to express the phrase “to me”, “to you”, etc., a set of affixes called the object pronouns are employed. These will be studied in detail in Units 10 and 12; however they are identical to the endings for the verb “to be” (ነኝ **näñ**, ነህ **näh**, etc.) that you met in Unit 2.

Conjugation of the Verb *alläw* (to have, to not have)**Affirmative and Negative Present Tense**

Nät'äla/Singular			Bizu/Plural		
	Affirmative	Negative		Affirmative	Negative
እኔ <i>ine</i>	አለኝ <i>allāñ</i>	የለኝም <i>yälläñim</i>	እኛ <i>innä</i>	አለን <i>allän</i>	የለንም <i>yällänim</i>
አንተ <i>anta</i>	አለህ <i>alläh</i>	የለህም <i>yällähim</i>	እናንተ <i>innantä</i>	አላችሁ <i>allačihu</i>	የላችሁም <i>yällačihum</i>
እንቺ <i>anči</i>	አለሽ <i>alläš</i>	የለሽም <i>yälläšim</i>			
እርስዎ <i>irswō</i>	አለዎት <i>alläwot</i>	የለዎትም <i>yälläwotim</i>			
እሱ/ሷ <i>issu</i>	አለው <i>alläw</i>	የለውም <i>yälläwim</i>	እነሱ <i>innäsu</i>	አላቸው <i>allačäw</i>	የላቸውም <i>yällačäwim</i>
እሷ/ሱ <i>isswa</i>	አላት <i>allat</i>	የላትም <i>yällatim</i>			
እነሱ/ሷ <i>issačäw</i>	አላቸው <i>allačäw</i>	የላቸውም <i>yällačäwim</i>			

Examples:

እህት አለኝ **ihit allāñ.**

I have a sister.

ጓደኛ አለህ? **gwadäña alläh?**

Do you (m.) have a friend?

When the thing that you own is *plural*, you must use the *innäsu* forms *allu* and *yällum*, since you are literally saying, “*They* are to me,” and “*They* are not to me.”

ሁለት ድመቶች አሉኝ **hulät dīmmätoč alluñ.**

I have two cats.

ብዙ ጓደኞች አሉኝ **bīzu gwadäñoč alluš!**

You (f.) have many friends!

ሶስት ልጆች አሏቸው **sost lijjoč alluačäw.**

They have three children.

ልጆች የሉኝም **lijjoč yällunim.**

We don't have children.

Practice

Indicate whether you have (አለኝ *allāñ*) or you don't have (የለኝም *yälläñim*) the following relations and items by adding the appropriate phrase.

- ወንድም *wändim* _____
- መኪና *mākina* _____
- እህት *ihit* _____
- ብር/ *bīrr*/money _____
- አባት *abbat* _____
- BR/ *bīrr*/money _____

Now ask your LCF if he or she has the following relations or things, and fill in the blanks below about your LCF. Ask your LCF using the second person, i.e. ‘you’, but write about your LCF in third person, i.e. as ‘he’ or ‘she’.

- ወንድም *wändim* _____

- | | |
|--------------------|-------|
| 8. እህት ihīt | _____ |
| 9. አባት abbat | _____ |
| 10. ቦርሳ borsa | _____ |
| 11. መኪና mākina | _____ |
| 12. ብር/ bīrr/money | _____ |

Make a new list of relations and/or items and ask your LCF. Use the blanks below as above.

1. _____
2. _____
3. _____

Practice

Compare and contrast your town, (e.g. Butejira), and Addis Ababa. First, study the examples:

- አዲስ አበባ ብዙ ታክሲ አላት Addis Ababa bīzu taxi allat. ቡታጅራ ግን ብዙ ታክሲ የላትም Butajira gīn bīzu taxi yāllatīm.
- አዲስ አበባ ፖስታ ቤት አላት Addis Ababa posta bet allat. ቡታጅራም ፖስታ ቤት አላት Butajiram posta bet allat.

(Note: The suffix “-ም-m” added to the noun Butjira means “too, also”. Note also that towns and countries are normally considered feminine nouns.)

Write your comparison and contrast bellow. Attempt to include as many points as possible. Have your LCF help!

Practice

In the space provided below make your own family tree and complete the exercise that follows:

Now write about your relatives (family members and ancestors). Include relevant personal information such as what they are called, where they live, what their occupations are, and when appropriate their marital status. Use this description to prepare for a class talk in which you will use photos (if you have them) to introduce your family members to the class. Write your description in the spaces given below

Vocabulary

የወንድ ጓደኛ	yäwänd gwadäñña	boyfriend
የሴት ጓደኛ	yäset gwadäñña	girlfriend
ፍቅረኛ	fik' räñña	lover
እጮኛ	ič' oñña	fiance(é)
ባል	bal	husband
ሚስት	mist	wife
ባለቤት	baläbet*	spouse
ጓደኛ	gwadäñña	friend
ጎረቤት	goräbet	neighbor
ሸጋ	šägga (old fashioned)	beautiful
ወብ/ ወቢት	wīb / wībit (feminine)	beautiful
ቆንጆ	k'onjo	beautiful
ልብስ	libs	clothing (clothes)

Note: The word ባለቤት **baläbet** is not as formal as its English equivalent 'spouse' is. ባለቤት **baläbet** is just a fairly formal way of referring to someone's husband or wife.

ሚስትmist and ባል bal can sometimes be impolite (used in informal situations). It is safer to use ባለቤት baläbet all the time.

Application

Talk to a member of your host family. Include the following information:

- a) his/her name
- b) his/her occupation
- c) who his /her parents are called and their occupations and
- d) his/her other relations

Then talk about this person in class.

Practice Reading and Pronouncing Script

ሚሪንዳ

ወሃ

ሻይ/ቡና

ጫማ

ኮምፒውተር

ኤች አይ ቪ ኤድስ

አንበሳ

ፍርፍር

እድር

Unit 5: Amharic Verbs

Learning Objectives

- ✓ Be familiar with Amharic root verb characteristics,
- ✓ Describe the different forms that common verbs take with the different personal pronouns,
- ✓ Distinguish between active and passive as well as transitive and intransitive verbs,
- ✓ Make use of common verb forms to express ideas and actions in Amharic.

Characteristics of Active Verbs

Verb / gīs

- Expresses action
- Takes the final position in a sentence
- Includes subject, number, gender, object, tense
- A single verb can be a complete sentence depending on the context

Root verbs

- Below are common patterns of consonants found in Amharic root verbs.
- Root verbs become meaningful only when they take vowels.
- Verbs whose infinitives begin with ‘mä’ change the initial syllable of the stem from first order to the sixth.
- This is also true with ‘ma’ verbs which will be later discussed in this unit. Both ‘mä’ and ‘ma’ verbs account for the majority of Amharic verbs.

Notice that ‘tä’ verb stems do not follow this pattern and ‘tä’ the initial syllable is dropped in the infinitive. Other exceptions are verb stems with the initial syllables of ‘k’o’ and ‘č’ä’.

Examples:	Root	Stem	Infinitives
	b—l	bāla	mābīlat
	g _ z	gāza	māgīzat
	h _ d	head	māhed
	n _ r	norä	mānor
	t – k’ - t’	tāk’ot’a	māk’ot’at
	w-s- d	wāsādä	māwīsād
	s-b-r	sābārä	māsībä
	t-č’ - w-t	tāč’awätä	māč’awät
	t-n-g-r	tānagärä	mānagär
	t-w-d-d-r	tāwädadärä	māwädadär
	t-m-l-k-t	tāmäläkätä	māmälkät
	t-n-k’ -t’ -k’ -t’	tānīk’āt’āk’āt’ä	mānīk’āt’ik’āt’
	t-š-k-r-k-r	tāšīkäräkärä	māšīkärīkär

Stem verbs

All Amharic stem verbs are in the form of third person masculine simple past form. Note that in Amharic dictionaries, verbs are generally listed according to the third person masculine simple past form

Examples	Infinitive	3rd person masculine form
	mäbīlat	bāla (He ate)
	mägīzat	gāza (He bought)
	mäsīrat	sāra (He worked)
	mayät	ayä (He saw)
	märot'	rot'ä (He ran)
	mähed	hedä (He went)

The verb stem is the basic form of the verb on which affixes are added. The affix can be a pronoun marker, a tense marker, a numerical marker, etc.

ነጠላ singular/n ät'la				ብዙ plural/bīzu			
pronoun	prefix	stem	suffix	pronoun	prefix	stem	suffix
እኔ īne	እ i-	ፎጠ rot'ä	-አለሁ -allāhu	እኛ īñña	እን in-	ፎጠ rot'ä	-አለን -allān
አንተ antä	ት ti-	ፎጠ rot'ä	አለህ -allāh	እንደህ īnnantä	ት ti-	ፎጠ rot'ä	አለችሁ -allačhu
አንቺ anči	ት ti-	ፎጠ rot'ä	አለሽ -allāš				
እርሶ īrswo	ይ yi-	ፎጠ rot'ä	አሉ -allu				
እሱ īssu	ይ yi-	ፎጠ rot'ä	አል -al	እነሱ īnnäsu	ይ yi-	ፎጠ rot'ä	- አሉ -allu
እሷ īsswa	ት ti-	ፎጠ rot'ä	አለች -allāč				
እሳቸው īsačäw	ይ yi-	ፎጠ rot'ä	አሉ -allu				

Conjugation of the verb märot' (to run) - rot'ä in past tense

ነጠላ Singular/n ät'la				ብዙ Plural/bizu			
pronoun	prefix	stem	suffix	pronoun	prefix	stem	suffix
እኔ ïne	----	ሮጥ- rot'	ኩ ku	እኛ iñña	----	rot'	ን n
አንተ antä	----	ሮጥ- rot'	ከ ki	እናንተ innantä	----	rot'	አችሁ ačihu
አንቺ anči	----	ሮጥ- rot'	ሽ š				
እርሶ irswo	----	ሮጥ- rot'	ኡ u				
እሱ issu	----	ሮጥ- rot'	□ ä	እነሱ innäsu	----	rot'	ኡ u
እሷ isswa	----	ሮጥ- rot'	□ች äč				
እሳቸው isačäw	----	ሮጥ- rot'	ኡ u				

Types of Verbs

The verb to be 'mähon' [näw]

Pronoun	nät'äla/Singular Affirmative	Negative	Pronoun	bizu/Plural Affirmative	Negative
እኔ ine	ነኝ nän	አይደለሁም aydälähum	እኛ iñña	ነን nän	አይደለንም aydälänim
አንተ antä	ነህ näh	አይደለህም aydälähm	እናንተ innantä	ናችሁ načihu	አይደላችሁም aydälähum
አንቺ anči	ነሽ nāš	አይደለሽም aydäläšim			
እርሶ irswo	ነዎት nāwot	አይደለም aydälum			
እሱ issu	ነው nāw	አይደለም aydälām	እነሱ innäsu	ናቸው načäw	አይደሉም aydälum
እሷ isswa	ነች/ናት nāč/nat	አይደለችም aydäläčm			
እሳቸው isačäw	ናቸው načäw	አይደሉም aydälum			

Examples

- እኔ ተማሪ ነኝ:: ine tämari nän. (I am a student.)
- ሔኖክ ሃኪም ነው:: Henok hakim näw. (Henok is a doctor.)
- ሄለን ቆንጆ ናት:: Helen k'onjo nat. (Helen is beautiful.)
- እኛ አሜሪካውያን ነን:: iñña amerikawīyan nän. (We are Americans.)

Practice

As in the example below, use six pronouns to conjugate the verb to be.

Example:- **īne** **tāmari** **nāñ.**

_____ tāmari _____
 _____ tāmari _____
 _____ tāmari _____
 _____ tāmari _____
 _____ tāmari _____
 _____ tāmari _____

Make your own sentences using the pronouns and the verb ‘to be’.

1. _____
2. _____
3. _____
4. _____
5. _____

The verb ‘to become’ mähon [honä]

Singular/n ät’la			Plural/bīzu		
	present	past		present	past
እኔ īne	እሆናለሁ ihonallähu	ሆንኩ honku	እኛ iñña	እንሆናለን inīhonallän	ሆንን honin
አንተ antä	ትሆናለህ tīhonalläh	ሆንክ honk	እናንተ innantä	ትሆናላችሁ tīhonallačīhu	ሆናችሁ honačīhu
አንቺ anči	ትሆኗለሽ tīhoñiyalläš	ሆንሽ honš			
እርስዎ irswo	ይሆናሉ yīhonallu	ሆኑ honu			
እሱ issu	ይሆናል yīhonal	ሆነ honä	እነሱ innäsu	ይሆናሉ yīhonallu	ሆኑ honu
እሷ isswa	ትሆናለች tīhonalläč	ሆነች honäč			
እሳቸው isačaw	ይሆናሉ yīhonallu	ሆኑ honu			

Examples

- a) ክሪስ በጎ ፈቃደኛ ሆነ። **Chris bägo fäk’adäña honä.** (Chris became a volunteer.)
- b) አለም ፕሬዝዳንት ሆነች። **Alem Prezidant honäč.** (Alem became the president.)

- c) ዮናስ እና ዘና ሸፌሮች ሆኑ። **Yonas ina Hanna šoferoč honu.** (Yonas and Hanna became drivers.)
- d) ከሁለት አመት በኋላ ነርስ እሆናለሁ። **kähulät amät bähwala närs ihonalähu.** (I will become a nurse after two years.)

Practice

Construct five sentences of your own using the verb 'to become' *mähon*.

1. _____
2. _____
3. _____
4. _____
5. _____

The verb 'to have' –to possess *mānor*[allāw]

Pronoun	ነገረSingular/nät'äla		Pronoun	ብዙPlural/bīzu	
	Affirmative	Negative		Affirmative	Negative
እኔ ine	አለኝ allāñ	የለኝም yällāñim	እኛ innä	አለን allān	የለንም yällānm
አንተ antä	አለህ alläh	የለህም yällähm			
አንቺ anči	አለሽ allāš	የለሽም yällāšm	እናንተ innantä	አላችሁ- allačihu	የላችሁም yällačihum
እርሶ irswa	አለዎት allāwot	የለዎትም yällāwotim			
እሱ issu	አለው allāw	የለውም yällāwm			
እሷ isswa	አላት allat	የላትም yällatim	እነሱ innäsu	አላቸው- allačāw	የላቸውም yällačāwm
እሳቸው isačāw	አላቸው- allačāw	የላቸውም yällačāwm			

Examples

- a. እኔ ሶስት ወንድሞች አሉኝ። **ine sost wändmoč alluñ.** (I have three brothers.)
- b. ራሄል ቆንጆ ጫማ አላት። **Rahel k'onjo čamma allat.** (Rahel has a beautiful pair of shoes.)
- c. አቶ ጌታቸው መኪና አለው። **Ato Getachew mäkina allāw.** (Ato Getachew has a car.)
- d. ዮናታን እህት የለውም። **Yonatan ihit yälāwm.** (Yonatan has no sister.)

Practice

Complete the following sentences supplying the correct form of verb 'to have'.

1. ĭne mäs'haf _____.
2. ĭñña zare tīmihirt _____.
3. Almaz tīñš bāg _____.
4. Abel sīnt ĭrsas _____.
5. antā hulāt mākinoč _____.
6. w/ro Meaza arat lĭjoč _____.
7. anči bĭzu gānzāb _____ ? awo, bĭzu gānzāb _____.

The past form of 'to have' – Had

Pronoun	ነጠላ nāt'āla/Singular	Pronoun	ብዙ bĭzu/Plural
ኔ ĭne	ነበረኝ nābārāñ	እኛ ĭñña	ነበረን nābārān
አንተ antā	ነበረህ nābārāh	እናንተ innantā	ነበረችሁ nābāračĭhu
አንቺ anči	ነበረሽ nābārāš		
እርሶ ĭrswo	ነበረዎት nābārāwot		
እሱ ĭssu	ነበረው nābārāw	እነሱ innāsu	ነበረቸው nābāračāw
እሷ ĭsswa	ነበረች nābārat		
እሳቸው ĭsačāw	ነበረቸው nābāračāw		

Examples

- a. እንደኛ ደረጃ ትምህርት ቤት ውስጥ አንድ ጓደኛ ነበረኝ፡፡ **andāña dārāja tīmihirt bet wīst' and gwadāña nābārāñ.** (I had one friend at elementary school.)
- b. እሱ ባለፈው አመት ሁለት ድመት ነበረው፡፡ **issu balāfāw amāt hulāt dīmāt nābārāw.** (He had two cats last year.)
- c. በልጅነቷ ብዙ አሻንጉሊት ነበረች፡፡ **bālĭjĭnātwa bĭzu ašangulit nābārat.** (When she was a child, she had a lot of toys.)

Practice

Construct your own sentences using the past tense form of the verb to have (had).

1. _____
2. _____
3. _____

4. _____
5. _____

The verb to be present/ available mänor[allä]

Pronoun	nät'äla/Singular	Pronoun	bizu/Plural
እኔ ïne	አለሁ allähu	እኛ innä	አለን allän
አንተ antä	አለህ alläh	እናንተ innantä	አላችሁ allačihu
እንቺ anči	አለሽ alläš		
እርሶ irswō	አሉ allu		
እሱ issu	አለ allä	እነሱ innäsu	አሉ allu
እሷ isswa	አለች alläč		
እሳቸው isačäw	አሉ allu		

Examples

- a. ሳሚ ቤቱ ውስጥ አለ። **Sami betu wist' allä.** (Sami is in the house.)
- b. ተማሪዎቹ ግቢ ውስጥ አሉ። **tämariwoču gibi wist' allu.** (The students are in the compound.)
- c. ሜሮን መኪና ውስጥ አለች። **Meron mäkina wist' alläč.** (Meron is in the car.)

Practice

Match the pronoun under “U” with the verb to be available under “A”.

U

A

- | | |
|--------------------|-------------|
| 1. Henok | a. alläš |
| 2. Ato Belay(pol.) | b. alläh |
| 3. Helen ina Hanna | c. allä |
| 4. Suzan | d. alläč |
| 5. anči | e. allu |
| 6. anči ina Janet | f. allähu |
| 7. ine | g. allän |
| 8. antä | h. allu |
| 9. Nati ina ine | i. allačihu |

Main Verbs

To derive the stem of different verbs we need to follow certain rules. These are:

- In Amharic infinitives are formed by adding “mä.... t” and “mä...”. These two formations can be applied only when the stem verb starts with consonants like j, n, h, d etc. But if the stem verb starts with the vowel sound “a” the “mä” is changed into “ma” because [a] is stronger vowel than [ä]. Therefore we call these types of verbs “ma” verbs.
- If the infinitive starts with “mä/ma” and ends with “t”, we drop both the prefix “mä/ma” and the suffix “t” to get the stem of the verb.

Examples : mä t’ät’a t t’ät’a
 mä täña t täña

- If the infinitive has the prefix “mä/ma” but does not have “t”. We only drop the prefix and add the “ä” vowel at the end. In some verbs like “mäč’awät” the last t is part of the verb. These verbs are also included in this group.

Examples : **mä** hed hedä
 mä rot’ rot’ä
 m awäk’ awäk’ä
 mä č’awät täč’awätä
 mäsänabät täsänabätä

- If the infinitive has the sixth order vowel “i” in between two consonants, we change it into the “ä” vowel.

Examples : mäsīlat bāla
 mäsīrat sāra
 mat’īnat at’āna
 magībat agāba

- **Note** that there are few verbs that have more than two syllables which do not follow the above rule.

Examples: masītāmar asītāmarä
 masīfāk’äd asīfāk’ädä

‘mä’ verbs

<u>Infinitive</u>	<u>3rd Person Masculine</u>	<u>Meaning</u>
mäbīlat(መብላት)	bāla	to eat
mät’ät’at(መጠጥት)	t’ät’a	to drink
māhed(መሄድ)	hedä	to go
mätāñat(መተኛት)	tāña	to sleep
mārīdat(መርዳት)	rāda	to help/assist
mäsīrat(መስራት)	sāra	to work/do /make
mānīkat(መነካት)	nāka	to touch

mägizät(መገዛት)	gäza	to buy
mäsit'ät(መስጠት)	sät'ä	to give
mät'ilat(መጥላት)	t'äla	to hate
mäzīgät(መዝጋት)	zäga	to close
mäkifät(መክፈት)	käfätä	to open
märīsat(መርሳት)	räsa	to forget
māwañät(መዋናት)	wañä	to swim
māk'irät(መቅረት)	k'ärä	to be absent
mākīdat(መከዳት)	käda	to betray
māk'inat(መቅናት)	k'äna	to be jealous
mäfäläg(መፈለግ)	fälägä	to want/ search for
mät'äyäk'(መጠየቅ)	t'äyäk'ä	to ask
mädäbäk'(መደበቅ)	däbäk'ä	to hide something
mädīräs(መድረስ)	däräsä	to arrive
mälak(መለክ)	lakä	to send
mäs'af(መጻፍ)	s'afä	to write
mämīt'ta(መምጣት)	mät'a	to come
māk'oyät(መቆየት)	k'oyä	to wait/stay
mäsät'(መሸጥ)	šät'ä	to sell
mārot'(መሮጥ)	rot'ä	to run
mädänäs(መድነስ)	dänäsä	to dance (modern dance)
mäč'äfar(መጨፈር)	č'äfarä	to dance (cultural dance)
mānor(መኖር)	norä	to live
māk'om(መቆም)	k'omä	to stand
mäsibär(መስበር)	säbärä	to break
mägabäz(መጋበዝ)	gabäzä	to invite
mākifäl(መክፈል)	käfälä	to pay
mäboräš(መበረሽ)	boräšä	to brush
mäsiräk'(መስረቅ)	säräk'ä	to steal
mäfik'äd(መፍቀድ)	fäk'ädä	to permit
mätakäm(መታከም)	takämä	to be treated
mätamäm(መታመም)	tamämä	to get sick
māk'änäs(መቀነስ)	k'änäsä	to deduct
mäč'ämär(መጨመር)	č'ämärä	to add
māk'äyär(መቀየር)	k'äyärä	to change
mäjämär(መጀመር)	jämärä	to start
māmokär(መጥከር)	mokärä	to try
mälībäs(መለበስ)	läbäsä	to wear
māwisäd(መውሰድ)	wäsädä	to take
mäzifän(መዝፈን)	zäfänä	to sing (not spiritual)
mäwädäd(መውደድ)	wädädä	to like
mäziräf(መዝረፍ)	zäräfä	to rob
mätat'äb(መታጠብ)	tat'äbä	to take shower
mäsam(መሳም)	samä	to kiss
mäsak'(መሳቅ)	sak'ä	to laugh
mäzor(መዞር)	zorä	to turn

‘ma’ Verbs

The stem of this verb start with “a”, which is a stronger vowel. Therefore it barely changes form in the infinitive. When we drop the prefix “m” and we can easily identify the stem verb.

Infinitive	3rd Person Masculine	Meaning
mavä (ማየት)	ayä	to see
mawirat (ማውራት)	awära	to talk
mafilat (ማፍለት)	afäla	to boil
mat’inat(ማጥናት)	at’äna	to study
mamit’at(ማምጣት)	amät’a	to bring
mas’idat(ማጽዳት)	as’äda	to clean
mamišät(ማምሽት)	amäšä	to stay late at night
magibat(ማግባት)	agäba	to marry
manisat(ማንሳት)	anäsa	to pick up
masayät(ማሳየት)	asayä	to show
masirädat(ማስረዳት)	asräda	to explain
mat’ifat(ማጥፋት)	at’äfa	to turn off/to make a mistake
mabirat(ማብራት)	abära	to turn on (a light)
mabilat(ማብላት)	abäla	to feed
mat’at(ማጣት)	at’a	to lose
maginäät(ማግኘት)	agäñä	to find
madamät’(ማዳመጥ)	adamät’ä	to listen
manibäb(ማንበብ)	anäbäbä	to read
masäb(ማሰብ)	asäbä	to think
mawäk’(ማወቅ)	awäk’ä	to know
madän(ማድን)	adänä	to hunt
masitämar(ማስተማር)	astämarä	to teach
mat’äf(ማጠፍ)	at’äfä	to bend
mak’äf(ማቀፍ)	ak’äfä	to hug
magäz(ማገዝ)	agäzä	to help
maläf(ማለፍ)	aläfä	to pass
mak’äd(ማቀድ)	ak’ädä	to plan
makäm(ማከም)	akämä	to treat
maläm(ማለም)	alämä	to dream
madiräg(ማድረግ)	adärägä	to do
masawäk’(ማሳወቅ)	asawäk’ä	to inform
marifäd(ማርፈድ)	aräfädä	to be late
mak’om(ማቆም)	ak’omä	to stop (something)
masamär(ማሳመር)	asamärä	to decorate
mabadär(ማበደር)	abadärä	to lend (as in money)
mawas(ማዋስ)	awasä	to lend (as in book)
mamasäl(ማማሰል)	amasälä	to stir
mak’iräb (ማቅረብ)	ak’äräbä	to present (a presentation)
mač’äs(ማጨስ)	ač’äsä	to smoke
masimälas(ማስመለስ)	asmäläsä	to vomit

makībār(ማክበር)	akābārā	to respect
mafār(ማፈር)	afārā	to be shy
marās(ማረሰ)	arāsā	to plough

‘tä’ Verbs

The stem of this type of verb start with “tä” but when we use them in the infinitive they drop the “t”. These verbs keeps the “t” when we conjugate them in the past tense form and drops in present /future tense, and some other cases as with expressions like “when....”.

Infinitive	3rd Person Masculine	Meaning
māmäläs(መመለስ)	tāmäläsä	to come back
māč’awät(መጫወት)	tāč’awätä	to play
mäsānabät(መሰናበት)	täsānabätä	to say good bye
mānäsät(መነሳት)	tānäsä	to wake up/get up
māmar(መማር)	tāmarä	to learn
mārrab(መራብ)	tārabä	to be starved
māk’ämät’(መቀመጥ)	tāk’ämät’ä	to be sit
māgwaz(መጓዝ)	tāgwazä	to take a journey
mānadād(መናደድ)	tānadādä	to be angry
māk’äbäl(መቀበል)	tāk’äbälä	to receive
mākätäl(መከተል)	tākätälä	to follow
māwas(መዋስ)	tāwasä	to borrow (things)
mābädär(መበደር)	tābädärä	to borrow (money)
māmägäb(መመገብ)	tāmägäbä	to eat

k’u → k’o Verbs

This type of verb is very rare in number and is similar in characteristics to the rules of ‘mä’ verbs. They differ when driving the stem verb the “k’u” changes into “k’o”.

Infinitive	3rd Person Masculine	Meaning
māk’urät’(መቅረጥ)	k’orät’ä	to cut
māk’ut’är(መቁጠር)	k’ot’ärä	to count
māk’usäl(መቁሰል)	k’osälä	to be wounded
māk’uräs(መቅረስ)	k’oräsä	to split (bread)
māk’ulat(መቁላት)	k’ola	to roast (for coffee & grains)

Unit 6: Basic Shopping

Learning Objectives

At the end of this unit you will be able to,

- ✓ Name items in the market and in shops
- ✓ Ask for, bargain, and buy items from the market or shops
- ✓ Count up to 100 and use cardinals, ordinals, and basic fractions
- ✓ Use basic question words, conjunctions, and definite articles

Dialog 1

In the following dialog a customer is buying a pencil. How does he/she ask for the price?

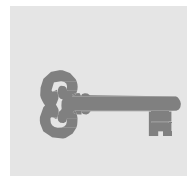
ደምበኛ dämbäña :	እርሳስ አለ ስሩሳስ?
ባለሰብ baläsuk' :	አዎ awo.
ደምበኛ dämbäña :	ዋጋው ስንት ነው wagaw sint näw?
ባለሰብ baläsuk' :	ሃምሳ ሳንቲም hamsa santim.
ደምበኛ dämbäña :	ይኸው ነፃ ነው yihäw.

Note: ደምበኛ *dämbäña* means customer and ባለሰብ *baläsuk* means storekeeper. The opposite of አለ *allä* (there is) is የለም *yälläm* (there is not...).

Based on the dialog, what does ስንት ነው **sint näw** mean? _____

Look at the following examples to help you.

1. ዕድሜህ ፣idimeh (your age) ስንት ነው **sint näw**?
2. ሰዓት ስንት ነው? **sä'at** (the time) **sint näw**?/ ሰዓት ሰዓት ነው? **sint sä'at näw**?
3. ሂሳብ ስንት ነው? **hisab sint näw**?



Grammar Point

The Definite Article

Take a look at the **-w** in the word ዋጋው *wagaw* in dialog above. **Note:** the word ዋጋ *waga* is understood as shared knowledge to both speakers in its association with እርሳስ *irsas*.

Consider the **-w** in the following dialog as well:

Host mother:	ቡና ልስጥሽ bunna list'iš?
Elizabeth:	አሺ ፣išši.
Host mother:	ቡናው እንዴት ነው? bunnaw indet näw?
Elizabeth:	ቡናው በጣም ቆንጆ ነው bunnaw bät'am k'onjo näw.

The drink is first mentioned as *bunna* and subsequently becomes *bunnaw*. The suffix shows definiteness. It shows that now the item has become shared knowledge, in other words, it has become known to both speaker and listener.

Look at the following examples:

<p>ሙዝ muz - ሙዙ muz<u>u</u> ብርቱካን birtukan - ብርቱካኑ birtukan<u>u</u> አናናስ ananas - አናናሱ ananas<u>u</u> ወይን woyin - ወይኑ woyin<u>u</u> ፖም pom - ፖሙ pom<u>u</u> ሎሚ lomi - ሎሚው lomi<u>w</u> ፓፓያ papaya - ፓፓያው papaya<u>w</u> ማንጎ mango - ማንጎው mangow</p>	<p>the tall male doctor - ረጅሙ ሃኪም räžim<u>u</u> hakim ♂ the tall female doctor - ረጅሟ ሃኪም räžim<u>wa</u> hakim ♀</p>
---	--

You must have noticed that while some of the nouns (names) took the suffix **–u**, the others took **–w**. We can generalize this as follows:

For masculine nouns (or plurals or noun modifiers), if the noun ends in a consonant, we add **–u** and if it ends in a vowel, we add **–w**. For feminine nouns we add **-wa**

Also notice that if the definite noun is modified by an adjective, it is the *adjective* rather than the noun itself that takes the definite suffix **–u** or **–w**.

Practice

Reading (ምግብ minibab)

ይህ ሳሙና ነው yih samuna näw.

ሳሙናው የተሰራው ኢትዮጵያ ውስጥ ነው samunaw yätäsäraw ityop'iya wist' näw.

የተገዛው ከአዲስ አበባ ነው yätägäzaw kä Addis Ababa näw.

በጣም ቆንጆ ሳሙና ነው bät'am k'onjo samuna näw.

ይህ ሳሙና ነው yih irsas näw.

ሳሙናው የተሰራው አሜሪካ ነው irsasü yätäsäraw Amerika näw.

በጣም ቆንጆ አርሳስ ነው bät'am k'onjo irsas näw.

ይህ ክብሪት ነው yih kibrit näw.

ሳሙናው የተሰራው ኬንያ ነው kibritu yätäsäraw Kenya näw.

የተገዛው ከጎረቤት ሱቅ ነው yätyägäzaw kägoräbet suuk' näw.

በጣም ቆንጆ ክብሪት ነው bät'am k'onjo kibrit näw.

Some words you may need to understand the reading text given above:

- የተሰራው **yätäsäraw** “is made”; other forms - ሙስራት **mäsrat** (to work), ስራ **sira** (work), ሰራተኛ **säratäña** (worker), ይሰራል **yässäral** (is made (passive form))
- ውስጥ **wist'** - in; e.g. ityop'iya wist' - **in** Ethiopia
- የተገዛው **yätyägäzaw** “is bought”; other forms – መግዛት **mägzat** (to buy), እገዛለሁ **igäzallähu** (

I buy or I will buy), አገዛህ **gīza** (you ♂buy – imperative)

Read the text again and identify the definite article markers. Underline them.

Note: The **-w** in final position of the phrases የተሰራው **yätäsäraw** and የተገዛው **yätyägäzaw** is not a definite article marker. The **-w** here shows “he” or it (see Grammar Appendix on Relative Clauses). Definite article markers are added to nouns, not to verbs.

Vocabulary

Question Words

ማን man?	who?
ምን mīn (ምንድን mīndīn)?	what?
ለምን lāmīn?	why?
እንዴት īndet?	how?
የማን yāman?	whose?
የት yät?	where?
መቼ māčē	when?
የትኛው/የቱ yätīñaw/yātu	which?
ስንት sīnt	how much/how many?

Examples (mīsalewoč)

- | | |
|--|--------------------------------|
| 1. መዝ ከየት ገዛሽ? muzun kāyät gāzaš? (♀) | Where did you buy the bananas? |
| 2. ገበያው የት ነው? gābāyaw yät näw? | Where is the market? |
| 3. ማን ነው? man näw? | Who is it? |
| 4. ስምሽ ማን ነው? sīmīš man näw? | What’s your (♀) name? |
| 5. ስራህ ምንድን ነው? sīrah mīndīn näw? | What’s your (♂) job? |
| 6. ይህ ምንድን ነው? yih mīndīn näw? | What’s this? |
| 7. ይህች ምንድን ነች? yihč mīndīn nāč? | What’s this (♀)? |
| 8. ለምን አትበላም? lāmīn atbālam? | Why don’t you (♂) eat? |
| 9. ለምን አትጫወትም? lāmīn atč’awätīm? | Why don’t you (♂) talk? |
| 10. እንጀራ እንዴት ይገጥራል? injära īndet yīgagāral? | How is injära made? |
| 11. ይህ የማን እርሳስ ነው? yih yāman īrsas näw? | Whose pencil is this? |
| 12. ይህ የማን ቤት ነው? yih yāman bet näw? | Whose house is this? |

Practice

Construct an appropriate question for the situations given below:

- When you ask a child what his name is he may say “መስፍን Mesfin”. Let’s say you would also like to know his father’s name. How do you say, “What’s your father’s name?”
- Ask your host mother where you can buy a match.
- Ask your friend why she or he came to Ethiopia.
- Ask your LCF how širo is made.
- You see that someone has left a book on the desk. Ask the LCF whose book it is.

6. In the market you see a kind of cereal but you don't know what it is called. Ask the merchant/business person what the cereal is called

Vocabulary

Other shop items

ሻማ	šama	candle
ሶፍት	soft	tissue/toilet paper
ሻይ ቅጠል	šay kīt'äl	tea leaves
ስኳር	sikwar	sugar
ጨው	č'äw	salt
ቲማቲም ሳልሳ	timatim salsa	tomato sauce
መጥረጊያ	mät'rägiya	broom
መወልወያ	mäwäliwäya	mop
መቀስ	mäk'äs	scissors
ሳሙና	samuna	soap
የልብስ ሳሙና	yälib's samuna	laundry soap
የገላ ሳሙና	yägäla samuna	body/face soap
የጥርስ ሳሙና	yät'irs samuna	toothpaste
የእቃ ሳሙና	yä ik'a mat'äbiya samuna	kitchen soap
ዘይት	zäyt	cooking oil
ፓስታ	pasta	pasta

Items in the market

ቲማቲም	timatim	tomatoes
ቆሎ	k'olo	roasted grains
ዳቦ ቆሎ	dabo k'olo	dry fried bread bits
ድንች	dinič	potatoes
ጤፍ	t'eff	teff
ገብስ	gäbs	barley
ስንዴ	sinde	wheat
በቆሎ	bäk'olo	maize
ሽንብራ	šinbira	chick pea
ባቄላ	bak'ela	beans
አተር	atär	peas
ምስር	misir	lentils
ኦቾሎኒ	oçoloni (ለውዝ läwz)	peanuts
ማስታጠቢያ	mastat'äbiya	washing basin

Dialog 2

Bargaining (Waaga mäkarakär)

ዝፒ	gäzi:	ባለሱቅ ሳሙና አለ? baläsuk samuna allä?
ባለሱቅ	baläsuk:	አዎአዎ. ምን ዓይነት? min aynät?
ዝፒ	gäzi:	የልብስ ሳሙና yälib's samuna.
ባለሱቅ	baläsuk:	ስንት ልስጥህ? sint list'ih?

ገዢጃሂ: አንዱ ስንት ነው? andu sint näw?
ባለሰቅbaläsuk: አምስት ብር amist bïrr
ገዢጃሂ: ውድ ነው አይቀንስም? widd näw. ayk’änism?
ባለሰቅbaläsuk: እሺ ሶስት ብር ከሃምሳ ውሲድ iſši sost bïrr kähamsa wïsäd.
ገዢጃሂ: እሺ አራት ስጠኝ iſši arrat sīt’äñ.
ባለሰቅbaläsuk: ይኸው-yihäw. ጠቅላላ አስራ አራት ብር ነው t’äk’lala asra arat bïrr näw.

Vocabulary for Dialog 2:

- መቀነስ **mākānās** [ቀንስ **kʼānāsä**] to lower the price *other forms*: ቅናሽ **kʼīnaš** (discount), ይቀንሱልኝ **yīkʼānīsulīñ** (lower the price, politely), ቀንስልኝ **kʼānsīlīñ** (lower the price to ♂), ቀንሽልኝ **kʼānšīlīñ** (lower the price to a ♀) For example: **8- 6 = 2** **sīmīnt** ሲቀነስ **sikʼānäs** **sīdīst** yīhonal hulāt
- አይቀንስም **aykʼānīsīm?** Is this your best price? (*Lit. doesn't it lower its price?*).
- ምን አይነት **mīn aynāt?** Which type?
- ወድ **wīdd** expensive
- ጠቅላላ **tʼākʼlala** total

Another phrase used in bargaining is መጠረጃው ስንት ነው? **măčäräšaw sīnt nāw?** When you say this you are asking the shopkeeper to tell you his/her best/lowest price.

Cultural Note

Most of the prices in markets are flexible: you can bargain. Some merchants may try to charge higher prices if they know you are from another country. But commercial centers such as supermarkets and restaurants have fixed prices.

Vocabulary

እስር	asīr	10	ሰላሣ	sālasa	30	መቶ	māto	100
እስራ አንድ	asīra and	11	አርባ	arba	40	ሁለት መቶ	hulāt māto	200
እስራ ሁለት	asīra hulāt	12	ሃምሣ	hamsa	50	...		
...			ስልሣ	silsa	60	አንድ ሺህ	and ši	1000
እስራ ዘጠኝ	asīra zāt'ān	19	ሰባ	sāba	70			
ሃያ	haya	20	ሰማንያ	sāmanya	80			
ሃያ አንድ	haya and	21	ዘጠና	zāt'āna	90			
...								
ሃያ ዘጠኝ	haya zāt'ān	29						

Ordinal Numbers

Look at the following examples and observe how cardinals are converted into their corresponding ordinal forms (1st, 2nd, 3rd, etc.).

አንድ and → አንድኛ andännä
ሁለት hulät → ሁለተኛ hulätäñña
ሶስት sost → ሶስተኛ sosttäñña
ዘጠኝ zät'āñ → ዘጠነኛ zät'änännä
ሃምሳ hamsa → ሃምሳኛ hamsañña

መቶ mätö → መቶኛ mätoña

Can you derive a rule for the formation of ordinals?

Observation of the examples given above leads us to the following conclusions:

- If the cardinal form ends in a vowel, add –ኛ–**ña**
- If the cardinal form ends in a consonant other than ኝ ሽ, add –ኛ **äña**
- If the cardinal ends in –ኝ–**ñ** you change the –ኝ–**ñ** into an –**n** and add –ኛ–**äña**

Note: the suffix at the end of the ordinal numbers is stressed. To help you pronounce it with a stress, we will, from now on, double the **ñ**. Thus, አንደኛ anddä**ñña**, ሁለተኛ huulättä**ñña**, etc.

Fractions

ፋርቅ rub = 1/4

ሲሶ siso = 1/3

ግማሽ gūmaš = 1/2

Practice

Add the appropriate suffix to the following cardinal numbers to convert them into their ordinal forms:

1. ስምንት simint _____
2. አርባ አምስት arba amist _____
3. አስራ ዘጠኝ asira zät'āñ _____
4. አስራ ሁለት asira hulät _____
5. ሃያ haya _____

Practice

የአሰላ ማራቶን አሸናፊዎች ስም ዝርዝር

YäAssela Maraton Ašānafiwoč (winners) sīm zīrzīr (list)

ተራ ቁጥር tāra k'ut'r	የአትሌቱ ስም yāatletu sīm	የገባበት ሰዓት yägābabāt sā'at (finishing times)	ሽልማት šilīmat (prizes)
1	አበበ ሞላ Abābā Mola	2:06:07	ወርቅ work'
2	ማሩ መልካ Maru Mālka	2:06:08	ብር bīrr
3	ቢቂላ ሞቲ Bikila Moti	2:06:10	ነሃስ nāhas

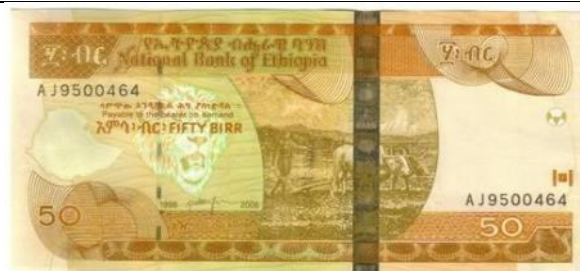
Answer the following questions about the information in the table above.

1. አንደኛ ማን ነው? andāñña man nāw?
2. ሁለተኛ ማን ነው? hulättāñña man nāw?
3. ማሩ መልካ ስንተኛ ሆነ? Maru mālka sīntāñña honā?
4. ቢቂላ ሞቲ ምን ተሸለመ? Bikila moti mīn tāšälāmā?

Vocabulary



ባለ መቶ ብር ኖት **balä mäto** birr not



ባለ ሃምሳ ብር ኖት **balä hamsa** birr not



ባለ አስር ብር ኖት **balä asir** birr not



ባለ አምስት ብር ኖት **balä amist** birr not



ባለ አስር ብር ኖት **balä and** birr not



ሃምሳ ሳንቲም
(ሽልንግ) ሳንቲም
hamsa santim



ሃያ አምስት ሳንቲም (ስመኒ)
haya amist santim
(sīmuni)



አስር ሳንቲም
asir santim



አምስት
amist santim

Note: ባለ balä here means 'of' as in 'a note of 5 birr' (አርባ ባለ አስር arba balä asir = 40 ten birr notes).

Practice

Now study the following table and answer the questions below.

ተራ ቁጥር tära k'ut'r	አትክልት atikilt	የአንዱ ኪሎ ዋጋ በብር yäandu kilo waga (bäbir)	
		Addis Ababa---Assella	
1	ቲማቲም timatim	6	4
2	ድንች d'inič	5	3
3	ካሮት karot	10	8
4	ሽንኩርት šinkurt	6	8
ጠቅላላ t'äk'lala		27	23

1. አትክልት ከየት መጣው ይሻላል? **atikilt** **käyät** **mägzat** **yīšalal**?
 2. አዲስ አበባ አትክልት ውድ ነው ወይስ ርካሽ? **Addis Ababa atikilt widd näw wäys rikaš**?
 3. አሰላ ግማሽ ኪሎ ሽንኩርት ስንት ነው? **Assela gīmaš kilo šinkurt sint näw**?
 4. አዲስ አበባ ሩብ ኪሎ ድንች ስንት ነው? **Addis Ababa rub kilo d'inič sint näw**?
 5. አሰላ ሁለት ኪሎ ሽንኩርት እና ሶስት ኪሎ ካሮት ስንት ነው? **Assella hulät kilo šinkurt inna sost kilo karot sint näw**?
- Supplementary Vocabulary:** ግን - **gīn** - but እና - **inna** - and ከ... በስተቀር - **kä...bäst'äk'är** - except for

Practice

1. ከሽንኩርት በስተቀር ሁሉም አትክልት ውድ ነው :: **kä** **šinkurt** **bäst'äk'är** **hulum** **atikilt** **widd näw**.
2. ዋልያ አይቤክስ ከ ኢትዮጵያ በስተቀር ሌላ አገር የለም:: **Walia I bex kä** **Ityop'ya** **bäst'äk'är** **lela** **agär yälām**.
3. ድንች አዲስ አበባ ይሻላል ሽንኩርት ግን አሰላ ይሻላል **dinič** **Addis Ababa** **yīšalal**, **šinkurt** **gīn** **Assela** **yīšalal**.
4. ርቦኛል ግን አልበላም **Rīboñal** **gīn** **alibālam**.

Supplementary Vocabulary: ሌላ **lela** other ርካሽ **rikaš** cheap ሁሉም **hulum** all

Note: When two words are connected by እና **inna** in fluent speech, and the first word ends in a vowel, the **inna** is shortened to just -ና **-na**. Example: ማርሲ እና ዴቪድ **Marcy inna David** becomes ማርሲና ዴቪድ **Marcyna David**.

Dialog 3

Elizabeth: ሽንኩርት የት ይሻላል **šinkurt yät yīšalal**? አዲስ አበባ ወይስ አሰላ **Addis Ababa wäys Assela**?

Abebe: አዲስ አበባ ይሻላል **Addis Ababa yīšalal**. ምክንያቱም አዲስ አበባ ርካሽ ነው **mikinyatum** **Addis Ababa** **Rikaš näw**.

Can you guess what ምክንያቱም **mikinyatum** means?

The following examples may help you guess what ምክንያቱም **mikinyatum** means:

1. መተኛት አፈልጋለሁ **mätäñat ifälīgälāhu** ምክንያቱም **mikinyatum** ደመኝ **dākāmāñ**.
2. ውሃ አፈልጋለሁ **wīha ifälīgälāhu** ምክንያቱም **mikinyatum** ጠማኝት **āmañ**.
3. ምግብ አፈልጋለሁ **mīgīb ifälīgälāhu** ምክንያቱም **mikinyatum** ረብኝ **rabāñ**.

*Can you now make your own sentences with ምክንያትም **mikinyatum**? Use the spaces provided.*

1. _____
2. _____
3. _____

Application

Visit the local market and ask the prices of three different vegetables, bargain and buy them.

Glossary:

dämbäña	ደምበኛ	customer
baläsuk'	ባለሱቅ	shopkeeper
yätägāzaw	የተገዛው	is bought /magzat-to buy)
yätäsāraw	የተሰራው	is made /masrat-to work
īrisas	እርሳስ	Pencil
samuna	ሳሙና	Soap
gorābet	ጎረቤት	neighbour
kibrit	ክብሪት	match

Practice Reading and Pronouncing Script

ባህር ዳር	እግዚአብሔር ይመስገን	ወፍ
ኢትዮጵያ	አውቶቡስ ተራ	ቴኒስ
እግር ኳስ	መናኸሪያ	

Unit 7: Food and Drink



Learning Objectives

At the end of this unit you will be able to,

- ✓ Name common food items and ingredients
- ✓ Express tastes, and likes and dislikes for food and drink
- ✓ Express needs and wants for food and drink
- ✓ Order food in a restaurant and pay
- ✓ Ask for, and offer food and drink
- ✓ Pass items at a table

Vocabulary

Naming foods and drinks and expressing likes and dislikes

Make a list of Ethiopian foods and drinks you already know:

I. Foods

1. _____
2. _____
3. _____
4. _____

II. Drinks

1. _____
2. _____
3. _____
4. _____

Vocabulary

Look at the following menu of a restaurant. Which one of the dishes listed do you know?



Yämigib zürzür	Waaga (bäbir)	
1. ቀይ ወጥ k'äy wät'	25.00	ሃያ አምስት ብር
2. አልጫ ወጥ alliča wät'	25.00	ሃያ አምስት ብር
3. ዶሮ ወጥ dorō wät'	45.00	አርባ አምስት ብር
4. ምስር ወጥ misir wät'	15.00	አስራ አምስት ብር
5. ዶሮ ፋንታ dorō fanta	25.00	ሃያ አምስት ብር
6. በየ አይነት bāyāyinat	25.00	ሃያ አምስት ብር
7. ክትፎ kitfo	45.00	አርባ አምስት ብር
8. ጥብስ t'ibs	40.00	አርባ ብር
9. ምንቸት አብሽ minčāt abiš	30.00	ሰላሳ ብር
10. ተጋቢኖ tāgabino	20.00	ሃያ ብር
11. ዱሊት dulāt	20.00	ሃያ ብር
12. ፍርፍር firfir	20.00	ሃያ ብር
13. አንቁላል ጥብስ ink'ulal t'bs	18.00	አስራ ስምንት ብር
የመጠጥ አይነቶች Yämät'at' aynätoč		
1. አምቦ ውሃ ambo wīha	7.00	ሰባት ብር
2. የማር ጠጅ yamar t'āj	25.00	ሃያ አምስት ብር
3. የወይን ጠጅ yāwoyn t'āj	48.00	አርባ ስምንት ብር
4. ቢራ birra	12.00	አስራ ሁለት ብር
5. ለስላሳ laslasa	7.00	ሰባት ብር
ትኩስ ነገር Tikus nägär		
1. ወተት wätät	5.00	አምስት ብር
2. ቡና bunna	4.00	አራት ብር
3. ሻይ šay	2.00	ሁለት ብር

Yämīgīb zürzür**Main Ingredients (wana wana gībī'at)**

- | | |
|------------------------------|---|
| 1. ቀይ ወጥ k'äy wät' | sīga (meat), bārbäre (red pepper), k'äy šīnkurt (onion), |
| k'īmām(spices) | |
| 2. አልጫ ወጥ allīča wät' | sīga, k'äy šīnkurt, k'īmām, k'ariya (green pepper) |
| näč' šīnkurt(garlic) | |
| 3. ዶሮ ወጥ doro wät' | yädoro sīga (chicken), k'äy šīnkurt, k'īmām, k'ībe (butter) |
| 4. ምስር ወጥ mīsīr wät' | mīsīr (lentils), k'äy šīnkurt, with or without bārbäre |
| 5. ዶሮ ፋንታ doro fanta | sīga, bārbäre, k'äy šīnkurt, k'īmām, k'ībe |
| 6. በየ አይነት bāyāyīnāt | yätälāyayä atikilt (various vegetables), mīsīr wät', šīro, k'ariya, etc |
| 7. ከትፎ kitfo | yä kitfo sīga (finely chopped lean meat), k'ībe, k'īmām |
| 8. ጥብስ t'ībs | sīga, k'ariya, Rosemary, k'äy šīnkurt |
| 9. ምንቸት አብሽ mīnčāt abiš | sīga, k'äy šīnkurt, k'īmām |
| 10. ዱልት dulät | gubāt (liver), č'āguara (rumen), k'ībe, mit' mit'a (red chili), k'ariya |
| 11. ፍፍር firfir | īnjāra, timatim (tomatoes), k'ariya |
| 12. እንቁላል ጥብስ īnk'ulal t'ībs | īnk'ulal (eggs), k'ariya, k'äy šīnkurt |

k'īmāmak'īmām spices

ቀረፋ	k'äräfa	cinnamon
ቁንዶ በርበሬ	k'undo bārbäre	black pepper
ኮረሪማ	korärima	cardamom
ዝንጅብል	zīnjībīl	ginger
ቁርንፉድ	k'urīnfud	clove
ከሙን	kāmūn	cumin
ጦስኝ	t'osīñ	wild thyme
ነጭ አዝሙድ	näč' azmud	bishop's weed
ድምብላል	dīmbīlal	coriander
ጥቁር አዝሙድ	t'ik'ur azmud	black cumin
ሄል	hel	citrus seed

If you don't know any of these spices ask your host mother to show you.



የባህል ምግብ እና መጠጥ yābahil mīgīb ina māt'āt'

መጠጥ māt'āt'

ምግብ mīgīb

ጠላ t'āla
ጠጅ t'āj
አረቄ
arāk'e
ቡና buna

ወጥ
wāt

እንጆራ
injāra

Vocabulary

Expressing Needs and Wants

To Say You Want or Need Food or a Drink

እፈልጋለሁ	īfālīgallāhu.	I want.
እበላለሁ	ībālallāhu.	I eat.
ይኖራል	yīnoral?	Have you got...?/Is there....?
ራብኝ (ርቦኛል)	rabāñ. (rīboñal.)	I am hungry.
ጠማኝ (ጠምቶኛል)	t'āmañ. (t'āmtoñal.)	I feel thirsty.
ምሣ ደርሷል?	mīsa dārsal?	Is lunch ready?

To Say That You Don't Want or Need Something

አልፈልግም	alfālīgīm.	I don't want.
አልበላም	albālam.	I don't eat.
አልጠጣም	alt'āt'am	I don't drink.
በቃኝ	bāk'añ	I have had enough.
	አልወድም	alwādīm. I don't like.
	ጠግብኩ	t'ägābku. I'm full.

Offering Food

ትፈልጋለህ	tīfālīgāläh?	Do you want? ♂
ትፈልጊያለሽ	tīfālīgīyaläš?	Do you want? ♀
ይፈልጋሉ	yīfālīgalu?	Polite/akībīrot

ልጩምርልህ	lič'ämürilih?	Can I give you more? ♂
ልጩምርልሽ	lič'ämüriliš?	♀
ልጩምርልዎ	lič'ämüriliwo?	Polite/akībīrot
ልስጥህ	lisit'ih?	♂ Do you want (me) to give you?
ልስጥሽ	lisit'iš?	♀
ልስጥዎ	lisit'iwo?	Polite/akībīrot
ላምጣልህ	lamit'alih?	♂ Can I get it for you?
ላምጣልሽ	lamit'ališ?	♀
ላምጣልዎ	lamit'aliwo?	Polite/akībīrot

Practice

Answer the following questions

1. You are a vegetarian but someone invites you to have ከትፎ **kīṭifo**. What do you say to refuse politely?
2. Your host mother tells you to have more እንጆራ **injāra**. What do you say to tell her you've had enough?
3. It is lunchtime and you are hungry. How do you ask if lunch is ready?
4. Your host sister asks you to have ገንፎ **gänfo** but you don't like ገንፎ **gänfo**. What do you say?
5. You would like to share your chocolates with someone. How do you say, "Do you want to have some chocolates?"

Vocabulary

Firafire Fruits



ብርቱካን	bīrtukan	oranges
ሃብሃብ	habhab	water melon
ሎሚ	lomi	lemon or lime
ዘይቱን	zäyītun	guava
ፓፓያ	papaya	papaya
ሮማን	roman	pomogranate
ሙዝ	muz	banana
አቦካዶ	abokado	avocado
አናናስ	ananas	pineapple
ማንጎ	mango	mango
ፖም	pom	apple
ወይን	woyīn	grapes
ኮክ	kok	peach/apricot
እንጆራ	injori	berries



አትክልት	atikilt	Vegetables
የሃበሻ ጎመን	yāhabäša gommän	kale-like leafy greens
ጥቅል ጎመን	t'ikil gommän	
የፈረንጅ ጎመን	yäfaränj gommän	cabbage
ቆስጣ	k'ost'a	kale/spinach
ቀይ ስር	k'äy sir	beet
ድንች	dinnič	potatoes
ስኳር ድንች	sikwar dinnič	sweet potato
ቃርያ	k'ariya	green pepper
ተማተም	timatim	tomato
ካሮት	karot	carrot
ሰላጣ	sälat'a	salad
ዝኩኒ	zikuni	zucchini
ፎሶሊያ	fosoliya	green beans
ዱባ	duba	pumpkin

Dairy Products



ወተት	wätät	milk
እርጎ	irgo	yogurt
አይብ	ayb	cheese
እንቁላል	ink'ulal	eggs
ቅቤ	k'ibe	butter
ሰጋ	siga	meat

የወጥ ቤት እቃዎች - Yäwät' bet ik'awoč – Utensils

ማንኪያ	mankiya	spoon
ሹካ	šukka	fork
ብርጭቆ	birč'ik'o	glass
ጎድጓዳ ሳህን	godgwada sahīn	bowl
ዝርግ ሳህን	zīrg sahīn	plate
ቢላዋ	bilawa	knife
ኩባያ	kubbayya	mug

Passing Items at the Table

When you pass an item you say “ይኸው **yihäw**” to mean “**here you are**” and ማቀበል **mak'äbäl** to mean “**to pass**”.

Imperative forms of **mak'äbäl** አቀብላኝ **ak'äbilāñ** ♂ pass to me

አቀብይኝ	ak'äbiyīñ ♀	“	“
አቀብሉኝ	ak'äbiluñ (plural)	“	“
ያቀብሉኝ	yak'äbiluñ (polite/akibīrot)	“	“

A less formal way to say “here you are” is also:

እንካ	ĩnka ♂
እንቺ/እንኪ	ĩnči / ĩnki ♀
እንኩ/እንካቹ	ĩnk/ĩnkačhu (plural)

Practice

Fill the following blank spaces with appropriate words.

- እባክህ ĩbakĩh _____ አቀብሉኝ ak’ābīlāñ.
- እባክሽ ĩbakīš sahīn _____.
- _____ ሹካ አቀብሉኝ šuka yak’ābīluñ

Vocabulary

Tastes are expressed in Amharic using the verb: “it is sweet,” “it is spicy,” etc.

ይጣፍጣል yīt’afit’al	sweet	adjective: ጥፋጭ t’afač
ያቃጥላል yak’a t’īlal	hot/spicy	adjective: የሚያቃጥል yāmiyak’atīl
ይመራል yīmāral	bitter	adjective: መራራ mārara
ይኮመጥጣል yīkomä t’īt’al	sour	adjective: ኮመጥጣ komīt’at’a
ጨው በዝቶበታል čäw bāzītobätal	too much salt	

A

- ሎሚ lomi _____
- ቃሪያ k’ariya _____
- ከረመኔል kārāmella _____
- ስኳር sīkwar _____
- ማር mar _____
- በርበሬ bārbäre _____
- ቢራ bira _____

B

- ይጣፍጣል yīt’afit’al
- ያቃጥላል yak’a t’īlal
- ይመራል yīmāral
- ይኮመጥጣል yīkomāt’īt’al

Practice

Name the following objects in Amharic



























Practice**Expressing Likes and Dislikes**

Make a list of American foods and drinks you like most. Write your preferences in the spaces provided below.

1. _____ በጣም አወዳለሁ፡ bät'am iwädallähu.
2. _____ በጣም አወዳለሁ፡ bät'am iwädallähu.
3. _____ በጣም አወዳለሁ፡ bät'am iwädallähu.

Guess what በጣም አወዳለሁ፡ bät'am iwädallähu means. It means _____.

Fill in the blank spaces with foods or drinks (Ethiopian or American) that you don't like.

1. _____ አልወድም alwädim.
2. _____ አልወድም alwädim.
3. _____ አልወድም alwädim.

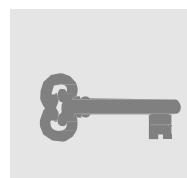
What does አልወድም alwädim mean? It means _____.

Practice

Make a list of things you like and say (in Amharic) that you like them. Use the spaces provided. Write your answers in complete sentences.

Things that I like/ የምወዳቸው ነገሮች yämīwäddaččäw nägäroč.

_____	_____
_____	_____



Grammar Point

Conjugation of **mäwdäd** [wädädä] present tense affirmative

ገለጽ nät'äla/Singular			ገለጽ bīzu/Plural		
	Affirmative	Negative		Affirmative	Negative
እኔ ine	እወዳለሁ iwäddalähu	አልወድም alwäddim	እኛ iñña	እንወዳለን inwäddalän	አንወድም anwäddim
አንተ antä	ትወዳለህ tiwäddaläh	አትወድም atwäddim	እናንተ innantä	ትወዳለህ tiwädal läcīhu	አትወድም atiwäddum
እንቺ anči	ትወጃለሽ tiwäjaläš	አትወጅም atwäjim			
እርሷ irswō	ይወዳሉ yiwäddalu	አይወድም aywäddum			
እሱ issu	ይወዳል yiwäddal	አይወድም aywäddim	እነሱ innässu	ይወዳሉ yiwäddalu	አይወድም ayiwäddum
እሷ isswa	ትወዳለህ tiwäddaläč	አትወድም atwäddim			
እሳቸው issačäw	ይወዳሉ yiwäddalu	አይወድም aywäddum			

Note: You can use the above forms to ask if someone likes something or someone (or not) by just changing the intonation to a (rising intonation/question form).

አትወድም **atwäddim**? “Don’t you like?” (♂)

አትወጅም **atwäjim**? “Don’t you like?” (♀)

or

ትወዳለህ **tiwädaläh**? “Do you like?” (♂)

ትወጃለሽ **tiwäjaläš**? “Do you like?” (♀)

How do you say “I love you” in Amharic?

A. እወድሃለሁ **iwädihalähu**. to ♂

B. እወድሻለሁ **iwädışalähu**. to ♀

C. እወዳችኋለሁ **iwädačihualähu**. (to plural)

Conjugation of “I like (love) (third person)

እወደዋለሁ **iwädäwalähu**. I like (love) him.

እወዳታለሁ **iwädatalähu**. I like (love) her.

እወዳቸዋለሁ **iwädačäwalähu**. I like (love) them.

Practice

Complete the following sentences with a form of ‘māwdād’. Your answer can of course be in the negative or positive.

1. እግዚአብሔር ይመስለኝ ስግዳቸው Itiyop'yan _____
2. እናንተን innantän _____.
3. ሲጋራ sigara (cigarette) _____.
4. ብርቱካን birtukan _____ ? (to a ♀)

Note: The –n suffix (Itiyop'yan, innanten) is used to indicate that the noun is the direct object of the verb. See Unit 10

Vocabulary

Other Verbs of Preference

Study the following dialogs.

Dialog 2

Host mother: ሻይ ወይስ ቡና šay wäyīs bunna?

You: ሻይ ይሻለኛል šay yīšalāñal.

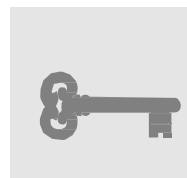
Host mother: እሺ ፣šši.

Dialog 3

Host mother: ቀይ ወጥም አልጫም ጥሩ ነው K'äy wät'im alličam t'ru näw.

You: ቀይ ወጥ ያቃጥለኛል K'äy wät' yak'ät'ilāñal. አልጫ ይሻለኛል alliča yīšalāñal.

Note: In the dialogs above, we used ወይስ wäyīs to ask someone's preference but ወይም wäyīm is used when we state something. For example, ሻይ ወይስ ቡና ልስጥህ šay wäyīs bunna līsītih means “or”? (in a question) and ወይም wäyīm means ‘or’ (in an affirmative or negative statement).



Grammar Point

Different forms of (መሻል māšal) “to be better”

Note: ይሻል ‘yīšalal’ means “it is better” and ይሻለኛል yīšalāñal’ means “it is better for me” (you will see this construction in Unit 12).

In the following table the negative forms have been left blank.

Fill in the blank spaces with appropriate negative forms.

ነጠላ nät'äla/Singular			ብዙ bīzu/Plural		
	Affirmative	Negative		Affirmative	Negative
እኔ ine	ይሻለኛል yišalāñal		እኛ İñña	ይሻላናል yišalānal	
አንተ-antä	ይሻልህል yišalīhal		እናንተ İnnantä	ይሻላችኋል yišaläčihual	
አንቺ anči	ይሻልሻል yišalīšal				
እርስዎ ĩrswo	ይሻልዎታል yišalīwotal				
እሱ ĩssu	ይሻለዋል yišalāwal		እነሱ inässu	ይሻላቸዋል yišaläčāwal	
እሷ ĩsswa	ይሻላታል yišalatal				
እሳቸው ĩssačāw	ይሻላቸዋል yišaläčāwal				

Dialog 4

At a Restaurant

- You:** Clap your hand lightly/softly to attract the waiter's attention.
Waiter: ምን ልታዘዝ mīn lītazäz?
You: ምግብ ምን አላችሁ- mīgīb mīn mīn allačihu?
Waiter: አልጫ allīča, ዶሮ ወጥ doro wät', ዶሮ ፋንታ doro fanta, በየአይነቱ
 bäyāyīnātu, ከትፎት kitfo, ጥብስ t'ibs, ምንቸት አብሽ mīnčät abiš...
You: ምንቸት አብሽ አምጣልኝ mīnčät abiš amīt'alīñ.
Waiter: የሚጠጣህ yāmit'ät'as?
You: አምቦ ውሃ ambo wīha
 ...
You: ሂሳብ ስንት ነው ቢል አምጣልኝ hisab sīnt näw? /bill amt'alīñ
Waiter: ሰላሳ ብር sālasa (30) birr
You: (You give the waiter a 50 birr note and ask for your change.) ሙልስ
 ስጠኝ māls sīt'āñ.

Useful Vocabulary from this Dialog

- ምን ልታዘዝ mīn lītazäz? What can I get for you?
- አምጣልኝ amīt'alīñ (♂)/አምጪልኝ amīčilīñ (♀) Bring for me
- ሙልስ māls change
- ስጠኝ sīt'āñ (♂)/ስጪኝ sīč'iñ (♀) give me

Practice

Role Play

In the class: set up a restaurant situation and take turns role playing different parts.

Cultural Note

- When you eat food from the same plate with somebody, eat from your side of the plate. It may be considered impolite to eat from the other person's side.
- When you eat with elders, wait for the elders to start before eating yourself.
- You don't have to eat all the food served. You can eat as much as you can and return what remains. There is usually someone else who will eat it.
- Smelling food served to you can offend your host (You can explain to your host that in America it is a compliment to smell the food).
- When somebody serves you water for your hands, it is polite behavior to stand up to wash, but your host usually asks you to sit down. You can then insist and wash standing up, or choose to wash sitting down depending on the age of the person who helps you to wash (relative to you). If the person seems to be younger than you, you may choose to sit down. But generally since standing up is a sign of respect for your hosts, it is the safer thing to do.
- While eating food on the same plate with somebody else, you may be offered 'gursha' (feeding with hands). If you don't want the gursha, you can politely refuse to have it.
- It is not acceptable to lick your fingers at meals.
- Leaving a seat before the meal is over and while others are eating is considered inappropriate.
- If your food arrives before that of the other diners, you may begin eating without waiting.
- Usually the drinks arrive after the food (and are ordered after the food).
- Double-check every bill before you pay (compare against the menu price and check the addition of the bill).
- Tipping is not necessary, and usually is just a birr or two, depending on the cost of the meal and the number of guests.
- You can get change for a large bill by asking for 'zīrzīr' (for example, a 100 birr note can be changed to one 50 and five 10s).
- When handing over the money, eye contact is important, and use your left hand to support your right forearm.

Application

Go to a restaurant with your LCF, order food and drinks, and ask for your change.

Practice Reading and Pronouncing Script

ገንደር

ሃይቅ

መርከቶ

ደመት

ጅብ

መጽሀፍ

ዛፍ

ገበያ

ማር

Unit 8: Telling Time



Learning Objectives

At the end of this unit you will be able to,

- ✓ Correctly ask and tell time
- ✓ Name days of the week
- ✓ Describe your daily routine
- ✓ Use prepositions and adverbs to describe when actions happened
- ✓ Correctly use the compound imperfect (present/future) tense

Dialog 1 – Telling Time

አበበች: ሰንት ሰዓት ነው?
 Abebech: sīnt sā'at nāw?
 ማይክ: 2 ሰዓት ከ ሩብ
 Mike: 2 sā'at kā rub(nāw).
 አበበች: በሰንት ሰዓት ወደ ትምህርት ቤት ትሄዳለህ?
 Abebech: bā sīnt sā'at wādā tīmīhūrt bet tihedallāh?
 ማይክ: በ 3 ሰዓት::አንቺስ ትሄጃለሽ?
 Mike: bā 3 sā'at. Ančis tihejallāsh?
 አበበች: አይ በ3 ሰዓት ስራ አለብኝ
 Abebech: ay, bā 3 sā'at sīra allābīñ ('I have to').
 ማይክ: እሺ ደገና ዋይ
 Mike: iṣṣi, dāhna way.

Times: Between 5 after and 25 minutes after the hour, use the preposition **“kā”**. From 35 to 55 minutes after the hour, time is expressed from the next hour, as in 10 until 8 pm. The preposition **“ለ lä ... ጉዳይ gudday”** is used.

2:05	ሁለት ሰዓት ከ አምስት hulät (sä'at) kā amīst	2:35	ለ ሶስት ሃያ አምስት ጉዳይ lä sost sä'at haya amīst gudday.
2:10	ሁለት ከ አስር hulät kā asīr	2:40	ለ ሶስት ሃያ ጉዳይ lä sost haya gudday.
2:15 (“quarter past”)	ሁለት ከ ሩብ hulät kā rub	2:45 (“quarter til”)	ለ ሶስት ሩብ ጉዳይ lä sost rub gudday.
2:20	ሁለት ከ ሃያ hulät kā haya	2:50	ለ ሶስት አስር ጉዳይ lä sost asīr gudday.
2:25	ሁለት ከ ሃያ አምስት hulät kā haya amīst	2:55	ለ ሶስት አምስት ጉዳይ lä sost amīst gudday.
2:30 (“half past”)	ሁለት ተኩል hulät tākul	3:00	ሶስት ሰዓት sost sä'at.

Cultural Note

Time is expressed uniquely in Ethiopia. To distinguish “am” and “pm, Ethiopians add qualifiers such as “ጠዋት **t’awat**” (**morning**), “ከሰላት በኋላ **käsä’at bāhwala**” (**afternoon**), “ምሽት **miššit**” (**evening**), and “ሌላት **lälit**” (**at night**). Furthermore, the Ethiopian day starts at “ከጠዋት 1 ሰዓት **kät’awatu 1 sä’at**” (**7 am.**). Therefore, “ከጠዋት 2 ሰዓት **kät’awatu 2 sä’at**” is **8 am**, noon is “ከቀኑ 6 ሰዓት **kä k’änu 6 sä’at**”, 2 pm is “ከቀኑ 8 ሰዓት **kä k’änu 8 sä’at**”, **9 pm** is “ከምሽት 3 ሰዓት **kä miššitu 3 sä’at**”, and 4 am is “ከሌላት 10 ሰዓት **kä lelitu 10 sä’at**”.

When talking to colleagues or arranging an appointment, it is useful to establish whether the meeting is set for “ሀገራዊ ሰዓት **habäša sä’at**” (Ethiopian time) or “ፈረንጅ ሰዓት **färänj sä’at**” (European time). If you are approaching a stranger to ask the time, it is polite to first say “ይቅርታ **yik’irta**”. “ይቅርታ ሰዓት ስሎት? **yik’irta, sīnt sä’at näw?**”

Ethiopians may conceptualize time differently than Americans. Keeping schedules, starting meetings at the appointed time, or adhering to deadlines are generally not as rigid as in America. Rather, prioritizing people’s needs and adjusting time to suit people is valued.

Practice

Convert the following into Ethiopian times

Example: 6 am - ጠዋት አስራ ሁለት ሰዓት - t’awat asra hulät sä’at

1. noon _____
2. 10pm _____
3. 2 pm _____
4. 11 pm _____
5. mid-night _____
6. 3 am _____
7. 11 am _____
8. 5 pm _____
9. 4 am _____
10. 7 am _____

Vocabulary – Routines

Nouns			Verb		
የግድግዳ ሰዓት	yägīdgīda sä’at	clock	ማጥናት	mat’inat[at’anna]	to study
የአጅ ሰዓት	(yāj) sä’at	watch	መስራት	mäsirat [sära]	to work
ጊዜ	gize	time	መሄድ	mähed [hedä]	to go
ሰዓት	sä’at	hour	መጫወት	mäč’awät [täč’awätä]	to play
ደቂቃ	däk’ik’a	minute	ማንበብ	manibäb [anäbäbä]	to read
ሰከንድ	säkänd	second	መብላት	mäbilat [bälla]	to eat
እግር ኳስ	igir kwas	football	መማር	mämar [tämarä]	to learn
መኝታ	maññita	sleep	መመለስ	mämäläs [tämalläsä]	to come back

ገላ	gāla	body	መተኛት	mätāñat [täña]	to go to sleep
ፊት	fit	face	መታጠብ	mätat'āb [tat'ābä]	to wash
ጸጉር	s'ägur	hair	መበረሽ	māboräš [boräšä]	to brush
ጥርስ	t'irs	teeth	መሮጥ	märot' [rot'ä]	to run
ገበያ	gäbäya-	market	መዋኘት	māwañät [wañä]	to swim
ስራ	sira	work	ማየት	mayät [ayyä]	to see
ትምህርት	timihirt bet	school	ማውራት	mawirat [awära]	to chat
ስልጠና	silt'āna	training	መነሳት	mänäsat [täñässa]	to wake up
ፖስታ ቤት	posta bet	post office	ማፍላት	maflat [afäla]	to boil
ደብዳቤ	däbdabe	letter			
ቁርስ	k'urs	breakfast			
ምሳ	misa	lunch			
እራት	irat	dinner			
Sequence markers			ከ... በፊት	kä... bāfit	before
መጀመርያ	mājāmariya	first	ከ ... በኋላ	kä... bāhwala	after
ቀጥሎ	k'ät'ilo	next	ከዚያ	käziya	next, then
በመጨረሻ	bāmāč'äräša	finally			

Dialog 2

ቦብ ጠዋት ጠዋት ምን ትሰራለህ?

Bob: t'awat t'awat min tisäralläh?

ማሩ: ጠዋት ጠዋት ሱቅ ውስጥ እሰራለሁ።

Maru: t'awat t'awat suk' wist' isäralähu.

ቦብ: ከሰዓት በኋላስ?

Bob: käsä'at bāhwalas?

ማሩ: ከሰዓት በኋላ መጽሀፍ አነባለሁ።

Maru: kä saat bāhwala mäsa' haf anäbbalähu.

ቦብ: ከዚያስ?

Bob: käziyas?

ማሩ: ማታ ቴሌቪዥን አያለሁ።

Maru: mata televižin ayallähu.

ቦብ: በቃ?

Bob: bāk'a?

ማሩ: በቃ ከዚያ አተኛለሁ።

Maru: bāk'a. käziya itāñallähu.

Example

Sequential Expressions of Time

A Letter: Bob writes a letter to Girma about his daily activities as a PCT.

Dear Girma,

Everyday I wake up at 7 am. First, I wash my face and brush my teeth. Then I eat breakfast. From Monday to Friday, I go to school in the morning. After school I go home and eat lunch. In the afternoon, I study or play football. In the evening I watch T.V. and talk with my host family. Finally, I eat dinner and go to bed at 10 pm.

Your friend, Bob

ወድ ግርማ

Wid Girma,

ሁልጊዜ ጠዋት ጠዋት በአንድ ሰዓት እነሳለሁ። hulgize t'iwat t'iwat bā and sā'at ināsallāhu. መጀመርያ ፊቴን እታጠብና ጥርሴን እቦርሻለሁ። mājāmāriya, fiten itat'ābīna t'irsēn iborīšallāhu. ከዚያ ቁርሴን እበላለሁ። kāziya k'ursen ibālallāhu. ከሰኞ እስከ አርብ ጠዋት ጠዋት ትምህርት ቤት እሄዳለሁ። kāsāño iskā arb t'āwat t'āwat tīmīhīrt bet ihedallāhu. ከትምህርት ቤት በኋላ ወይ አጠናለሁ ወይ እግር ኳስ እጫወታለሁ። kātīmīhīrt bet bāhwala, wāy at'ānallāhu wāy igīr kuas ič'awātallāhu. ማታ ማታ ቴሌቪዥንን አያለሁ።mata mata televižīn ayallāhu. ከቤተሰቦቼ ጋርም አወራለሁ። kābetāsāboče garm awārallāhu. በመጨረሻም እራቴን እበላና ከምሽቱ በኋላ ሰዓት ወደ መኝታዬ እሄዳለሁ። bāmāč'ārāšam, iraten ibālana kā mišītu bāarat sā'at wādā māñītaye ihedallāhu.

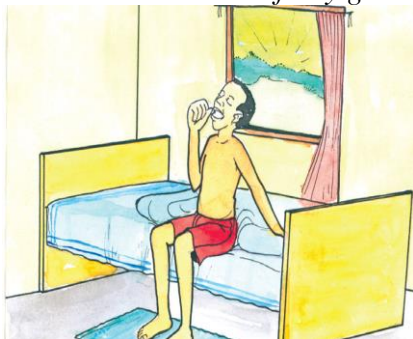
ያንተው

Yantaw

Bob

Practice

Look at the pictures below. In the space provided below, narrate how Dawit spent his day. Pay attention to the various times of day given.



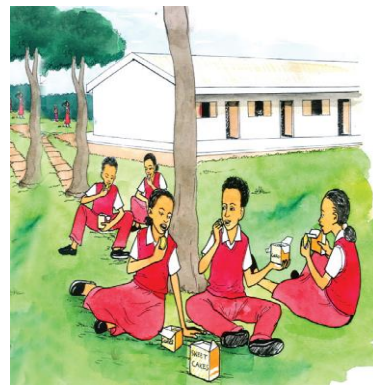
7:00 AM



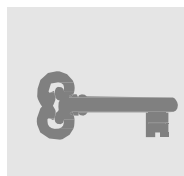
7:30 AM



10:00 AM



2:00 PM



Grammar Point

To express two sequential actions in the present, the first verb is shortened:

እታጠብና ጥርሴን እቦርሻለሁ ‘**ītat’ābīna** t’īrsen īborīšallāhu,’ rather than እታጠባለሁ እና ጥርሴን እቦርሻለሁ ‘ītat’ābalāhu īnna īborīšallāhu.’

እራቴን እበላና እሄዳለሁ ‘īraten **ībālana**īhedallāhu’ rather than እራቴን እበላለሁ እና እሄዳለሁ ‘ībālallāhu īnna... īhedallāhu’

To shorten the first verb, simply remove the ending (based on allä) and add ‘ina.’

Examples

እሄድ እና እመጣለሁ

īhed īnna amāt’alāhu

I go and I bring.

እንመጣ እና እንጫወታለን

īnīmāt’a īna īnīč’awātalān.

We come and play.

ይበላ እና ይጫወታል

yībāla īna yimāt’al.

He eats and comes.

ትጨርስ እና ትመጣለች

tīč’ārīs īna tīmāt’alāč

She finishes and comes.

እርስዎ ይጠጡ እና ይሄዳሉ

īrswo yīt’āt’u īna yīhedalu.

You (pol.) drink and leave.

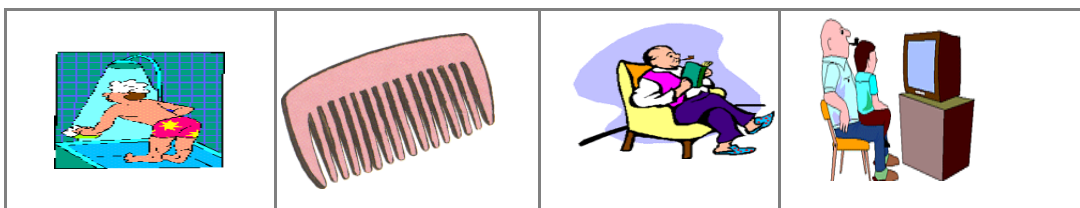
ትሄጁ እና ትመጫለሽ

tīheji īna tamāč’alāš.

You (fem.) go and bring.

Practice

Describe the action in each photo to your classmates.





Days of the Week

<i>Fidel</i>	<i>Phonetic</i>	<i>English</i>
_____	sañño	Monday
_____	maksañño	Tuesday
_____	ïrob	Wednesday
_____	hamus	Thursday
_____	arb	Friday
_____	k'ïdame	Saturday
_____	ihud	Sunday

Vocabulary – Time Words

ጠዋት	t'äwat	morning
ቀን	k'än	day
ከሰአት በኋላ	käsä'atbähwala	afternoon
ምሽት	mīšit	evening
ላሊት	lälit	night
እኩለ ላሊት	ikulä lälit	midnight
እኩለቀን	ikulä k'än	mid-day
ግማሽ	gūmaš	half
ተኩል	täkul	half past
ሩብ	rub	quarter
በፊት	bäfit	before
በኋላ	bähwala	after
በ	bä	at
እስከ	iskä	until

በየ	bä yä	every
በየቀኑ	bäyä k'änu	everyday
በመጀመርያ	bämäjämärīya	first
ቀጥሎ	k'ät'ilo	next
ባብዛኛው	babzañaw	usually
አንዳንዴ	andande	sometimes
ዛሬ	zare	today
ነገ	nägä	tomorrow
ከነገ ወዲያ	känägä	wädiya day after
ትናንት	tinant	yesterday
ከትናንት ወዲያ	kätinant wädiya	day before yesterday
በሚቀጥለው ሳምንት	bämik'ät'iläw samint	next week
ባለፈው ሳምንት	baläfäw samint	last week
ሳምንት	samint	week
ሰአት	sä'at	hour
ደቂቃ	dä k'ik'a	minute
የስራ ቀኖች	yäsira k'änoč	working days
ቅዳሜ እና እሁድ	k'idame inna ihud	weekend
ቅዳሜ ዕለት...	k'idame ilät	(On Saturday)

Phrases

ስንት ሰዓት ነው	sint sä'at näw?	What time is it?
በስንት ሰዓት	bä sint sä'at?	At what time?
_____ ሰዓት ነው::	_____ sä'at näw	It is _____ o'clock
ከ _____ ሰዓት እስከ _____ ሰዓት	ke _____ sä'at iska _____ sä'at.	from _____ o'clock until _____ o'clock

Practice

In the text below, Aster tells us what she did on the dates indicated.

- A) *Match the pictures with the activities she recounts.*
 B) *She hasn't told us everything. Use your own creativity and the remaining three pictures as prompts to complete the story for her.*

ዛሬ ሀሙስ ነው ነገ አርብ ነው :: zare hamus näw. ትናንትና ሮብ ነበር tinantina rob näbär. ነገ አርብ ነው nägä arb näw. ከትናንት ወዲያ ማከሰኞ ነበር::kätinant wädiya maksäño näbär. ከነገ ወዲያ ቅዳሜ ነው känägäwädia k'idame näw. ዛሬ መረብ ኳስ እጫወታለሁ:: zare märäb kwas ič'awätallähu. በሚቀጥለው ሳምንት ወደ ፓሪስ እሄዳለሁ::bämik'ät'iläw samint


wädä Paris ihedallähu. ባለፈው ሳምንት ቡና ጠጣሁ::balä fäw samint bunna t'ät'ahu."

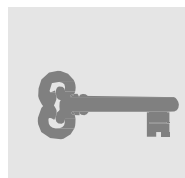
Examples

1. Aster maksäño ilät bunna t'ät'ač.
2. zare märäb kwas täč'awätäč.

3. _____
4. _____
5. _____
6. _____

Calendar

ሰኞ säñño	ማክሰኞ maksäñño	ሮብ rob	ሀምሳ hamus	አርብ arb	ቅዳሜ k'idame	እሁድ ihud
1	2 	3	4 	5	6	7
8	9 	10	11 	12	13	14
15	16	17	18 	19	20	21



Grammar Point

The Present-Future (or Compound Imperfect) Tense

In Amharic, unlike in English, there is no specific future tense (“I will...,” “You shall,” etc.). Only context and the use of adverbs can make it clear whether a sentence is in the present or the future tense.

Example

ዛሬ ቡና እጠጣለሁ

ነገ ቡና እጠጣለሁ

በየቀኑ ቡና እጠጣለሁ

zare bunna it'ät'allähu.

nägä bunna it'ät'allähu.

bäyäk'änu bunna it'ät'allähu.

Today I drink coffee.

I will drink coffee tomorrow.

I drink coffee everyday.

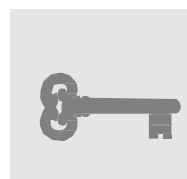
The present-future tense is also called the “Compound Imperfect” tense, even though it is expressed with one verb, it is actually composed of several parts: a root/stem verb, with a personal pronoun marker, and the conjugated suffixes of māhon, the verb “to be.” The personal pronouns of the compound imperfect are shown by the combination of a prefix and a suffix.

Person	Prefix	Suffix	Example memt'at [met'a], to come
እኔ ine	ለ- ī	-ለሁ -allāhu	እመጣለሁ imāt'allāhu
አንተ antä	ት- tī -	-ለህ -allāh	ትመጣለህ timāt'allāh
አንቺ anči	ት- tī-	-ለሽ -allāš*	ትመጣለሽ timāč'allāsh
እርስዎ ĩrswō	ይ- yī-	-ለሉ -allu	ይመጣሉ yimāt'alu
እሱ ĩssu	ይ- yī-	-ለል -al	ይመጣል yimāt'al
እሷ ĩsswa	ት- tī-	-ለች -alläč	ትመጣለች timāt'aläč
እሳቸው issaččäw	ይ- yī-	-ለሉ -allu	ይመጣሉ yimāt'alu
እኛ iñña	እን- in-	-ለን -allän	እንመጣለን inmāt'allän
እናንተ innantä	ት- tī-	-ለችሁ -allačihu	ትመጣለችሁ timāt'alačihu
እነሱ innäsu	ይ- yī-	-ለሉ -alu	ይመጣሉ yimāt'alu

* In the second-person feminine, the final consonant of the verb root “palatalizes,” following a pattern. **ጠ t** becomes **ጠ ሽ**, **ደ d** become **ደ ጅ**, **ተ t** becomes **ተ ሽ**, **ሰ s** becomes **ሰ ሽ**, **ዘ z** becomes **ዘ ሽ**, **ጸ s** becomes **ጸ ሽ**, **ነ n** become **ነ ሽ**, and **ለ l** becomes **ለ ሃ**. See table in grammar appendix.

Note: For ‘ማ- ma’ verbs whose stem begins with “a” (eg. ማንብብ manbāb [አንብብ anābābā], ማወቅ mawāk [አወቅ awokä], ማየት mayät [አየ ayä]; *read, know, see*) the “a” vowel supercedes the “i” sound.

Singular		Plural	
እኔ ine	አውቃለሁ awik'allāhu	እኛ iñña	እናውቃለን inawk'alän
አንተ antä	ታውቃለህ tawik'allāh	እናንተ innantä	ታውቃለችሁ tawik'alačihu
አንቺ anči	ታውቁለሽ tawik'iallāš		
እርስዎ ĩrswō	ያውቃሉ yawik'allu		
እሱ ĩssu	ያውቃል yawik'al	እነሱ innäsu	ያውቃሉ yawik'alu
እሷ ĩsswa	ታውቃለች tawik'alläč		
እሳቸው issaččäw	ያውቃሉ yawik'allu		



Grammar Point

Common Verbs

Infinitive	Third Person Masculine	Meaning
መሄድ mähed	[ሄደ hedä]	to go
መግዛት mägizat	[ገዛ gäza]	to buy
መኖር mänor	[ኖረ norä]	to live
መምጣት mämīt'at	[መጣ māt'a]	to come
መፈለግ mäfälag	[ፈለገ fällägä]	to want
መውደድ mäwädäd	[ወደደ wäddädä]	to like
መውሰድ mäwisäd	[ወሰደ wässädä]	to take

መባል mǎbbal

[ተባለ tābälä]

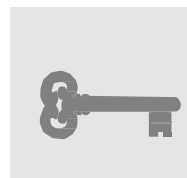
to be called

Practice

Fill in the blanks with affirmative forms of compound imperfect verbs below.

እኔ ዛሬ ወደ ፖስታ ቤት ine zare wädä posta bet መሄድ mähed [ሄደ hedä].

- ጠዋት እኛ ቁርስ t'äwat iñña k'urs _____ መብላት mǎbīlat [በለ bāla]
- ማክሰኞ ማክሰኞ እሷ maksäño maksäño isswa _____ መሮጥ märot' [ሮጠ rot'ä]
- ማታ ማታ እነሱ ሻይ mata mata innäsu šay _____ መጠጣት mät'ät'at [ጠጣ t'ät'a]
- ከሰኞ እስከ አርብ እሱ kā sāño iskä arb issu _____ መሰራት mäsīrat [ሰራ sāra]
- እሳቸው በሰንት ሰዓት issačäw bā sint sä'at _____? መተኛት mätāñat [ተኛ tāñña]
- አንቺ ከገቢያ ምን anči kā gäbäya mīn _____? መግዛት mägīzat [ገዛ gāza]

**Grammar Point**

Negative Present-Future Tense

To form the **negative** of compound imperfect verbs, again a combination of prefixes and suffixes attached to the verb root/stem.

Person	Prefix	Suffix	Example mǎmīt'at (mät'a), <i>not come</i>
እኔ ine	አል - al-	-ም-m	አል መ ጣ ም alīmät'am
አንተ antä	አት-at-	-ም-m	አት መ ጣ ም atīmät'am
አንቺ anči	አት-at-	-ም-im*	አት መ ጣ ም atīmāč'im
እርስዎ irswō	አይ-ay-	-ም-um	አይ መ ጠ ም ayīmät'um
እሱ issu	አት-ay-	-ም-m	አይ መ ጠ ም ayīmät'am
እሷ isswa	አት-at-	-ም-m	አት መ ጣ ም atīmät'am
እሳቸው issačäw	አይ-ay-	-ም-um	አይ መ ጠ ም ayīmät'um
እኛ iñña	አን-an-	-ም-m	አን መ ጣ ም anīmät'am
እናንተ innantä	አት-at-	-ም-um	አት መ ጠ ም atīmät'um
እነሱ innäsu	አን-ay-	-ም-um	አይ መ ጠ ም ayīmät'um

* The final consonant of the second person feminine follows the same pattern as in the positive construction, with a palatalized consonant (that is, ጭም -č'im, ጽም -jim, ቸም -čim, ሸም -šim, ዝም -žim, ኝም -ñim, or ጾም -yim).

Practice

Translate the following sentences into Amharic.

1. Every morning, I drink two cups of coffee. _____
2. From Monday to Saturday I learn a language. _____
3. Next week, I will go to Sodere. _____
4. Except for Sunday I don't go to Assela. _____
5. On weekends, I usually do laundry and read books. _____

Write your daily routine in Amharic using verbs, expressions, and vocab. that you have learned.

Application

An Interview: Interview a member of your host family. Ask what he or she does everyday and at what time. Are there activities that only happen on a certain day? For the next class, be prepared to tell about what you discovered using sequential references of time.

Glossary:

mäs'haf suk'	መጽሐፍ ሱፋ	bookshop
k'urs	ቁርስ	breakfast
tīmihirtbet	ትምህርት ቤት	school
īrat (rat)	እራት	dinner
īgīr kuas	እግር ኳስ	football

Practice Reading and Pronouncing Script

Practice reading Amharic script with your host family.

ሰንት ሰዓት ነው? sint saat näw?
 ሰኞ ሰኞ ትምህርት ቤት እሄዳለሁ s äñño säñño tīmihirt bet ihedallähu.
 ሶስት ኪሎ ብርትኳን እገዛለሁ sost kilo birtukan igäzallähu.
 ደብዳቤ ለእናቴ እጽፋለሁ däbdabe lä inate is'ifallähu.
 ቋንቋ እማራለሁ k'wank'wa imarallähu.

ማርታ
 አስናቀ
 መኮንን

ጫወታ
 አለምጸሀይ
 ካሳሁን

ትእግስት
 ሰናይት
 ጥሩነሽ ዲባባ

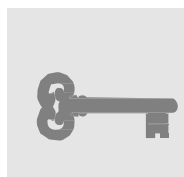
Unit 9: Telling a Story



Learning objectives

At the end of this unit you will be able to,

- ✓ Tell a simple story
- ✓ Use the simple past, and the past and present continuous tenses including negative forms
- ✓ Use time adverbs and time clauses
- ✓ Use definite and direct objects appropriately in the simple past and the compound imperfect tenses



Grammar Point

The Simple Past

The following tables describe how to conjugate verbs for the simple past tense.

I. መሆን māhon [ሆነ honä] “to be” (irregular)

Affirmative

Singular			Plural		
Pronoun	Present	Past	Pronoun	Present	Past
ኔ ine	ነኝ nāñ	ነበኩ nābbärku	እኛ iñña	ነኝ nān	ነበን nābbärn
አንተ antä	ነህ nāh	ነበርከ nābbärk	እናንተ innantä	ናችሁ načihu	ነበራችሁ nābbäračihu
እንቺ anči	ነሽ nāš	ነበርሽ nābbärš			
እርስዎ irswo	ነዎት nāwot	ነበሩ nābbäru	እነሱ innäsu	ናቸው načāw	ነበሩ nābbäru
እሱ issu	ነው nāw	ነበረ nābbärä			
እሷ isswa	ናት nat/ ነች näč	ነበረች nābbäräč			
እሳቸው issačāw	ናቸው načāw	ነበሩ nābbäru			

Negative

Singular			Plural		
Pronoun	Present	Past	Pronoun	Present	Past
እኔ ine	አይደለሁም aydälähum	አልነበርኩም alnäbärkum	እኛ iñña	አይደሉንም aydälänim	አልነበርንም alnäbärnīm
አንተ antä	አይደለህም aydälähīm	አልነበርክም alnäbärkīm	እናንተ innantä	አይደላችሁም aydälačihum	አልነበራችሁም alnäbäračihum
እንቺ anči	አይደሉሽም aydäläšim	አልነበርሽም alnäbäršim			
እርስዎ irswo	አይደሉም aydälum	አልነበሩም alnäbärum			
እሱ issu	አይደለም aydälām	አልነበረም alnäbärām	እነሱ innäsu	አይደሉም aydälum	አልነበሩም alnäbärum
እሷ isswa	አይደላችሁም aydäläčim	አልነበረችሁም Alnäbäräčim			
እሳቸው issačäw	አይደሉም aydälum	አልነበሩም alnäbärum			


II. መሆን mähon [ሆነhonä] “to become” simple past tense (irregular)**Practice**

Underline the roots in the following verb forms.

Singular			Plural		
Pronoun	Present	Past	Pronoun	Present	Past
እኔ ine	ነኝ nāñ	ሆንኩ honku	እኛ iñña	ነን nän	ሆንን honin
አንተ antä	ነህ nāh	ሆንክ honk	እናንተ innantä	ናችሁ näčihu	ሆናችሁ-honačihu
እንቺ anči	ነሽ nāš	ሆንሽ honš			
እርስዎ irswo	ነዎት nāwot	ሆኑ honu			
እሱ issu	ነው nāw	ሆነ honä	እነሱ innäsu	ናቸው načäw	ሆኑ honu
እሷ isswa	ናት nat/ነች nāč	ሆነች honäč			
እሳቸው issačäw	ናቸው načäw	ሆኑ honu			

Note: the negative of the verb ‘to become’ is not common, but follows a regular pattern (አልሆንኩም alhonkum, etc.)

Reading About Famous People

Michael Jackson	
ማይክል ጃክሰን ታላቅ ዘፋኝ እና ተወዛዋኝነት ነበረ። በመላው ዓለም የታወቀ ነበረ። Michael Jackson talak' zäfañ inna täwazawaž näbärä. bämälaw aläm yätawäk'ä näbbärä.	

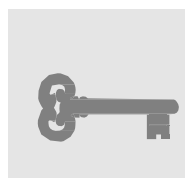
Supplementary Vocabulary

በመላው ዓለም	bämälaw aläm	in the whole world
ተወዛዋኝነት	täwazawaž	dancer
የታወቀ	yätawäk'ä	famous lit. known

Pele	
ፔሌ ብራዚላዊ ነው። በልጅነቱ ሊስትሮ ነበረ። ሲያድግ ታላቅ እግር ኳስ ተጫዋች ሆነ። አሁን Pele brazilawi näw. bälījīnātu listro näbbärä. Siadīg talak' igir kwas täč'awač honä የብራዚል የስፖርት ሚኒስትር ነው። ahun yäBrazil yäsport ministir näw.	

Supplementary Vocabulary

ሊስትሮ	listro	a shoeshine boy
እግር ኳስ	igir kwas	football
ተጫዋች	täč'awač	player
የስፖርት ሚኒስትር	yäsport	ministir Minister of Sports



Grammar Point

Time Clauses

The formation of the clause ሲያድግ siadīg = ሲ si + አድግ adīg in example II above, ሲ Si- is a prefix and means “when”. አድግ adīg is a root of ማድግ madäg [አደገ adägä] and means to grows up. So ሲያድግ siadīg means “when he grows up”. Combining ሲያድግ siadīg with the past tense verb ሆነ honä makes the meaning past, as in, “when he grew up.”

ሲያድግ ታላቅ እግር ኳስ ተጫዋች ሆነ siadīg talak’ igir kwas täč’awač honä.
When he grew up, he became a great football player.

There are two verbs in this sentence and only the second one shows the tense. The first one is part of the time clause. The verb honä determines the tense; he became (past tense).

Time clauses can be used to express the present or future:

ከትምህርት ቤት ስመለስ ሳሙና እገዛለሁ kā tīmihirt bet sīmäläs, samuna igäzallähu.
When I come back from school, I will buy soap.

ከትምህርት ቤት ስመለስ ሳሙና ገዛሁ kā tīmihirt bet sīmäläs, samuna gäzahu.
When I came back from school, I bought soap.

ስመለስ sīmäläs = ስ sī + መለስ mäläs.

The full conjugation is given in the table below.

መመለስ mämäläs [ተመለሰ tämäläsä] “to return”

Singular/ ነጠላ nāt’äla		Plural/ ብዙ bīzu	
እኔ ine	ስመለስ sīmäläs	እኛ iñña	ስንመለስ sīnnimäläs
አንተ antä	ስትመለስ sītīmäläs	እናንተ innantä	ስትመለሱ sītīmäläsu
እንቺ anči	ስትመለሽ sītīmäläš		
እርስዎ irswo	ስትመለሱ simäläsu		
እሱ issu	ሲመለስ simäläs	እነሱ innäsu	ሲመለሱ simäläsu
እሷ isswa	ስትመለስ sītīmäläs		
እሳቸው issačäw	ሲመለሱ simäläsu		

Notice that in addition to the changing prefixes, some forms add a gender or number marker at the end. In the “anči” form, an “-i” is added to the end, OR the consonant doubles, as above. In the “እናንተ innantä” and “innäsu/ እርስዎ irswo/እሳቸው issačäw” forms, a “-u” is added.

Practice

Complete the table of time clauses below with the verb ማደግ madäg [አደገ adägä] “to grow up”.

Singular/ ነገሩ nāt’äla		Plural/ ብዙ Bīzu	
እኔ ine	ሳድግ sadīg	እኛ iñña	
አንተ antä		እናንተ iñnantä	
አንቺ ančī			
እርስዎ iṛswo			
እሱ iṣṣu	ሲያድግ siadīg	እነሱ iñnäsü	
እሷ iṣṣwa			
እሳቸው iṣṣačäw			

Translate the following into English:

እሱ ሲሄድ iṣṣu sihed _____

እሷ ስትሄድ iṣṣwa sihed _____

እኔ ስመጣጣ ine siṁāt’a _____

አንተ ስትመጣጣ antä siṁimāt’a _____

ዝናቡ ሲዘንብ zīnabu sizānb _____

እኔ ሲርበኝ ine sirībāñ _____

እናንተ ስትጨርሱ iñnantä sitič’ärīsu _____

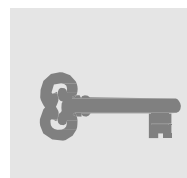
እኔ ስፈልግ እኔ ስፈልግ _____

ጆን ሲፅፍ John sis’if _____

ማርታ ስትስቅ Martha sitisik’ _____

Practice

Write what the boy in the picture is thinking about using time clause with the first and third person pronouns. Rehearse it for a while and then report out to the class



Grammar Point

Time Phrases

In the phrase በልጅነቱ bālījīnātu (in Example II above) በ bā means when as in “when he was a child” or “in his childhood”. (ልጅነት lījīnāt means childhood). More examples of this use are:

በወጣትነቱ bāwāt’atīnātu in his youth

በድሮ ጊዜ bādīro gize once upon a time lit. in ancient or past times

Practice

I. Choose a few famous people from American history. Tell your LCF about these people. Use the past form of the verb ‘to be’. Ask your LCF to tell you about a few famous people from Ethiopian history.

II. Answer the following questions using a form of verb to be.

1. በ1960 እ.አ.አ. የአሜሪካ ፕሬዝዳንት ማን ነበሩ?
bä 1960 G.C yäAmerica president man näbäru? _____
2. የመጀመርያ ደረጃ ትምህርት ቤት ጓደኛህ/ሽ ማን ነበረ/ነበረች?
yä mājāmāriya dārāja tūmihūrt bet gwadāñah/š man näbbärä/näbbäräč? _____

Describing a Process: Look at the following sequence of pictures depicting the process of making coffee in the Ethiopian way. Then read the description beneath each picture and underline the sequence markers.



በመጀመርያ ቡና አጠበች
bāmājāmāriya bunna at’ābāč
ከዚያ ቡናውን ቆላች
kāziya bunnawn k’olač.
ከዚያ ወቀጠች
kāziya wāk’āt’āč.
ቀጥሎ አፈላች
k’āt’ilo afālač.
በመጨረሻም አቀረበች
bāmāč’ārāšam ak’ārābāč.

First, she washed the coffee beans.

Then, she roasted the coffee

Then she ground it.

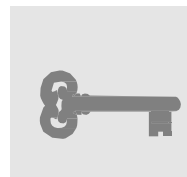
Next she boiled it.

Finally, she served it

Practice

Describe the process of preparing home made cake using the words **first**, **next**, **then**, and **finally** in the table below.

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**Grammar Point**

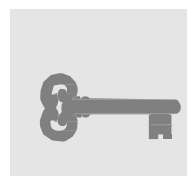
To Buy

A. መግዛት mägizat [ገዛ gäza] “to buy”

Singular			Plural		
	Present/Future	Past		Present/Future	Past
እኔ ine	እገዛለሁ īgāzallāhu	ገዛሁ gāzahu	እኛ iñña	እንገዛለን ingāzallān	ገዛን gāzan
አንተ antä	ትገዛለህ tīgāzallāh	ገዛህ gāzah	እናንተ innantä	ትገዛላችሁ tīgāzallačihu	ገዛችሁ gāzačihu
እንቺ anči	ትገዛለሽ tīgāziyallāš	ገዛሽ gāzaš			
እርስዎ irswo	ይገዛሉ yīgāzallu	ገዙ gāzu			
እሱ issu	ይገዛል yīgāzal	ገዛ gāza	እነሱ innäsu	ይገዛሉ yīgāzallalu	ገዙ gāzu
እሷ isswa	ትገዛለች tīgāzallāč	ገዛች gāzač			
እሳቸው issačaw	ይገዛሉ yīgāzallu	ገዙ gāzu			

B) ማየት mayät [አየ ayyä] “to see”

Singular			Plural		
	Present/Future	Past		Present/Future	Past
እኔ ine	አያለሁ ayällāhu	አየሁ ayyāhu	እኛ iñña	እናያለን inayallān	አየን ayyän
አንተ antä	ታያለህ täyaläh	አየህ ayyäh	እናንተ innantä	ታያላችሁ tayallačihu	አያችሁ ayyačihu
እንቺ anči	ታያለሽ tayialläš	አየሽ ayyäš			
እርስዎ irswo	ያያሉ yayallu	አዩ ayyu			
እሱ issu	ያያል yayal	አየ ayyä	እነሱ innäsu	አያችሁ yayallu	አዩ ayyu
እሷ isswa	ታያለች tayalläč	አየች ayyäč			
እሳቸው issačaw	ያያሉ yayallu	አዩ ayyu			

**Grammar Point**

Simple Past Tense Forms of Other Verbs (Negative)

Note: To form the negative simple past, simply add the prefix al- and the suffix –m to the affirmative simple past tense.

ሄድኩ hedku → ሄድኩ አል- al- hedku –m → አልሄድኩም alhedkum
 አየሁ ayyāhu → አል- al - አየሁ ayyāhu –m → አላየሁም alayyāhum

Note: if the first letter of the verb starts with a vowel, the next consonant changes to the fourth order.

Examples

መ- mā verbs: መሄድ mähed [ሄደ hedä] “to go” – Negative Conjugation

Singular			Plural		
	Present/Future	Past		Present/Future	Past
እኔ ine	አልሄድም alhedim	አልሄድኩም alhedkum	እኛ innä	አንሄድም anihedim	አልሄድንም alhedinim
አንተ antä	አትሄድም atihedim	አልሄድክም alhedkim	እናንተ innantä	አትሄድም atihedum	አልሄዳችሁም alhedačihum
አንቺ ančī	አትሄጃም atihejim	አልሄድሽም alhedšim			
እርስዎ irswō	አይሄዱም ayihedum	አልሄዱም alhedum			
እሱ issu	አይሄድም ayihedim	አልሄደም alhedäm	እነሱ innäsu	አይሄድም ayihedim	አልሄዱም alhedum
እሷ isswa	አትሄድም atihedim	አልሄደችም alhedäčim			
እሳቸው issačāw	አይሄዱም ayihedum	አልሄዱም alhedum			

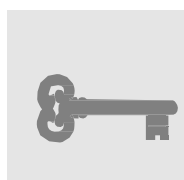
ማ- ma verbs: ማየት mayät [አየ ayyä] “to see” – Negative Conjugation

Singular			Plural		
	Present/Future	Past		Present/Future	Past
እኔ ine	አላየም alayim	አላየሁም alayyāhum	እኛ innä	አናይም anayyim	አላየንም alayyāniim
አንተ antä	አታይም atayim	አላየህም alayyāhim	እናንተ innantä	አታይም atayyum	አላያችሁም alayyačihum
አንቺ ančī	አታይም atayim	አላየሽም alayyāšim			
እርስዎ irswō	አያይም ayayum	አላየም alayyum			
እሱ issu	አያይም ayayim	አላየም alayyäm	እነሱ innäsu	አያይም ayayyum	አላየም alayyum
እሷ isswa	አታይም atayim	አላየችም alayyāčim			
እሳቸው issačāw	አያይም ayayum	አላየም alayyum			

Practice

Fill in the blank spaces with the correct forms of the verbs in parentheses.

1. ትናንት ሳሙና tinant samuna(መግዛት mägizat) _____ ዛሬም zarem (መግዛት mägizat) _____.
2. ትናንት ካሜራ tinant camera (መግዛት mägizat) _____ ነገ ፊልም nägä film (መግዛት mägizat) _____.
3. ባለፈው ዓመት ለእናቷ መኪና balläfäw amät läinnatwa mäkina (መግዛት mägizat) _____.
4. አባቴ ወደ ስራ ሄደ ፤ እናቱ ወደ ገበያ abbate wädä sira hedä ፤ innate wädä gäbäya _____ (መሄድ mähed) _____.



Grammar Point Simple Gerundive

Consecutive actions in the past

In English, we express consecutive actions in the past with the conjunction and. “I went to school and took a test.” “She arrived at the restaurant and drank coffee.” In Amharic, however, it is more common to see these sequences addressed using a verb form called the gerundive, which has no exact equivalent in English.

Look at the following examples of how two consecutive actions in the past can be combined:

1. ሱቅ ሄደ suk’ hedä.
2. እስከሪፕቶ ገዛ iskripto gäza.
3. ሱቅ ሄደ እስከሪፕቶ ገዛ suk’ hedo iskripto gäza. “He went to the store and bought a pen.” (He going to the store, he bought a pen.)

The first action in all of these examples precedes and is somehow subordinate to the “main” action of the sentence: I had to go to school before I could take the test; she had to arrive at the restaurant before she could take some coffee; he had to go to the store before he could buy the pen. Look at the table below.

This pattern also applies to consecutive actions in the future:

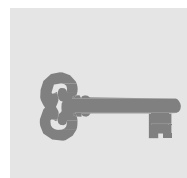
(e.g. ትምህርቴን እጨርሳለሁ timihirten ič’ärsalähu
ባንክ ውስጥ እሰራለሁ bank wist’ isäralähu
ትምህርቴን ጨርሼ ባንክ ውስጥ እሰራለሁ timihirten č’ärše bank wist’ isäralähu
(finishing my studies, I will work at a bank)

This tense can also be used in the present tense to indicate precedence of actions. It can also be used with the approximate meaning of verbs in English ending in “-ing” (e.g. ሮጣ መጣች rota mätač = she came running).

Look at the following example of a verb in the simple gerundive.

Singular/ nāt’äla		Plural/ Bīzu	
እኔ ine	ሄጄ heje	እኛ iñña	ሄደን hedän
አንተ antä	ሄደህ hedäh	እናንተ innantä	ሄዳችሁ hedaččihu
እንቺ anči	ሄደኝ hedäš		
እርስዎ ĩrswo	ሄደው hedäw		
እሱ issu	ሄዶ hedo		
እሷ isswa	ሄዳ heda		
እሳቸው	ሄደው hedäw		

The construction of this tense will be left for the Grammar Appendix. However, listen for this tense when you hear native speakers talking to one another.



Grammar Point

The Past and Present Continuous Tenses

Observe the following sentences.

Present continuous:

- a. ጸጉሬን እየታጠብኩ ነው S’guren iyätat’äbku näw. I am washing my hair.
 b. ቁርሴን እየበላሁ ነው k’ursen iyäbälahu näw. I am eating my breakfast.

Past continuous:

- i. እኔ ወደ ቤቴ ሰሄድ ልጆች እየተጫወቱ ነበር ine wädä bete sihed lijoč iyätäč’awätu näbär.
 When I went home, kids were playing.
 ii. አባቴ ሲመጣ እኔ የቤጉ ስራዬን እየሰራሁ ነበር abbate simät’a ine yäbet sirayen iyäsärahu näbär.
 When my father came, I was finishing my work.

The generalized formula for these forms is:

Present continuous (affirmative) = እየ - iyä + simple past tense verb + ነው näw
Past continuous (affirmative) = እየ - iyä + simple past tense verb + ነበር näbär

Practice

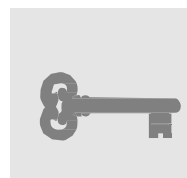
Use the correct present continuous form to complete the following sentences.

- የት እየሄድሽ ነው? ወደ ትምህርት ቤት yät iyähediš näw? wädä timihürt bet _____ (መሄድ māhed) ነው näw.
- ምን እየሰራህ ነው? መጽሀፍ min iyäsārah näw? mäs'āhaf _____ (ማንበብ manbāb) ነው näw.
- አልማዝ ኳስ Almaz kwas _____ (መጫወት mäch'awät) ነው näw.

Use the correct past continuous form to complete the following sentences.

- ማይክል ጃክሰን ሲሞት እኔ ኮሌጅ _____ ነበር (መማር). Michael Jackson simot ine college (māmar) _____ nābār.
- ዝናብ ሲዘገብ እኛ ፊልም zīnab sizānb iñña film (ማየት mayät) _____ ነበር nābār.
- ቅዳሜ አለት ብዙ ሰው ወደ ገበያ k'īdame ilät bizu säw [wädä] gäbäya _____ (መሄድ māhed) ነበር nābār.

Note: To form the negative of the continuous tenses, replace ነው näw with አይደለም aydälām in the present continuous, and ነበር nābār with አልነበረም alnābārām in the past continuous.



Grammar Point

Definite Direct Objects in the Simple Past

The direct object is a word or phrase which identifies the one(s) affected by the action of the verb.

For example: He broke the window. The action is 'broke'; the thing affected by the action is 'the window'. Thus, 'the window' is called the direct object.

Look at the following examples:

- ልጁ መስታወቱን ሰበረው lijū mästawätun u säbäräw. The boy broke the mirror. (Lit. The boy the mirror he broke it.)

Note: The suffix –ን –n is the **object marker** and the –ኑ –u is the definite article 'the.' The suffix –ው –w on the verb marks that the breaking was done to the mirror: ሰበረ säbärä he broke ሰበረው säbäräw he broke it

- ወንድሜ በሩን ዘጋው wändime bārun u zägäw. My brother closed the door. (Lit. My brother the door he closed it.)

3. እኔ መስኮቱን ከፈትኩት ine mäskotun kāfätkut. I opened the window. (Lit. I the window I opened it.)

Note: The suffix –t rather than –w is added on the verb to indicate “it” in this case, because the v

4. እኔ መጽሀፍ ገዛሁ ine mäs’haf gāzahu. I bought a book.

እኔ መጽሀፉን ገዛሁት ine mäs’afun gāzahut. I bought the book.

The suffixes –un and –t on the object and verb indicate definiteness of the object and the action.

5. ሰብለ ቤት አጸዳች Seble bet as’ādač. Seble cleaned a house.

ሰብለ ቤቱን አጸዳችው Seble betun as’ādačiw. Seble cleaned the house.

To summarize, in the simple past, as in the examples above, the definite direct object is indicated in the verb by adding the suffix –w, –iw, or –t; for verb forms ending in –o or –u. For example: ሰበረው sābärāw, አጸዳችው as’ādačiw, ዘጋው zāgaw, ገዛሁት gāzahut

Practice

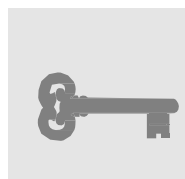
Translate the following sentences into Amharic.

I broke the glass _____.

I bought the notebook. _____.

I sold the house. _____.

Note: መሸጥ māšät’ [šät’ä] “to sell”



Grammar Point

Definite direct objects in the present/future tense

In the present/future (compound imperfect) tense, direct object markers are somewhat more complicated. We will present here a basic introduction.

Consider the following examples:

1. ልጁ መስታወቱን ይሰብረዋል līju māstawotun yīsābīrāwal. The boy breaks (or will break) the mirror. (Lit. The boy the mirror he breaks /(will break) it.)

The infix –w between the root ሰበረ sābār and the ending based አለ allā (‘-አለ-al’)

He breaks ይሰብራል yīsābīral = ይ yī + ሰበረ sābār + -አለ al

He breaks it ይሰብረዋል yīsābīrāwal = ይ yī + ሰበረ sābār + ልው āw + -አለ al

2. አልማዝ በሩን ትዘጋዋለች Almaz bārun tizāgawalāč. Almaz closes (or will close) the door. (Lit. Almaz the door she closes /(will close) it.)

She closes ትዘጋለች tizāgallāč = ት tī + ዘጋ zāg + አለች allāč

She closes it ትዘጋዋለች tizāgawallāč = ት tī + ዘጋ zāga + ው w + አለች allāč

The infix –w is used between the root of the verb and the ending based on allā to indicate the direct object and to make it more definite. –w is used for singular male or neuter (inanimate) direct objects. As with the simple past, the infix –t is substituted for –w following an o– or a u– (as in the forms for እርስዎ ስረወ, እሳቸው ስረወ, እናንተ ስረወ and እነሱ ስረወ). See the following table of the verb mägizat (gäza) with the direct object infix –w/–t. Meaning ‘buy it’

Singular/nät’āla ነጠላ	Plural/ ብዙ bīzu
እዝዋለሁ ስገሳወለሁ	እንዝዋለን ስገሳወለን
ትገዛለህ ስገሳወለህ	ትገዛለችህ ስገሳወለችህ
ትገዛለሽ ስገሳወለሽ*	ትገዛለችሁ ስገሳወለችሁ**
ይገዛልህ ስገሳወለህ	ይገዛልሁ ስገሳወለሁ
ይገዛልህ ስገሳወለህ	ይገዛልሁ ስገሳወለሁ
ትገዛለች ስገሳወለች	ትገዛለችሁ ስገሳወለችሁ**
ይገዛልህ ስገሳወለህ	ይገዛልሁ ስገሳወለሁ

* The final consonant in the root of the second person feminine form palatalizes following the previously discussed pattern.

** Note: An additional –u falls before the object marker in the second and third person plural forms. The final –u disappears from the third person plural (yīgāzuta, rather than ይገዛልሁ yīgāzuta). The –አለችሁ –allačihu ending in the second person plural remains unchanged.

Practice

Complete the sentence with the correct direct objects in the present/future tense

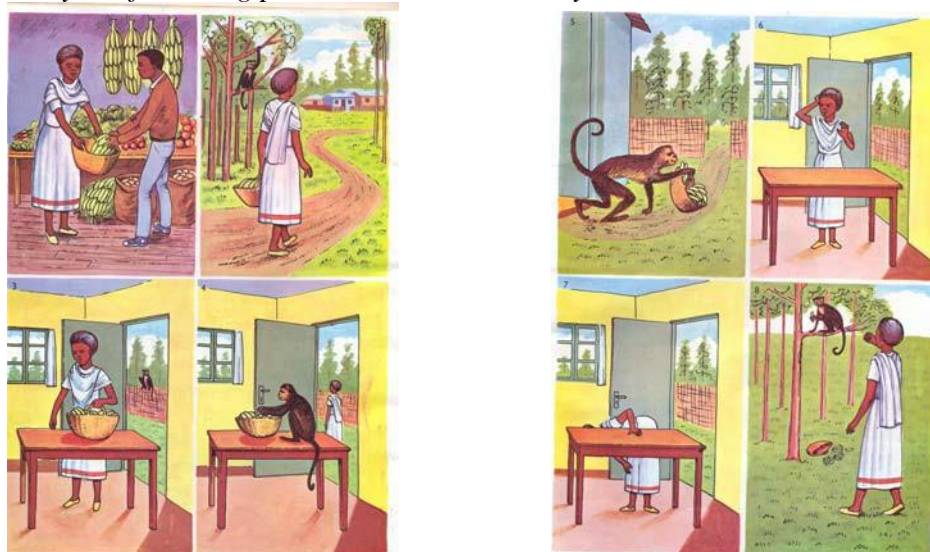
1. I break (will break) the glass. _____
2. I buy (will buy) the notebook. _____
3. I sell (will sell) the house. _____

Complete the table below with the correct pronouns. (Do not follow the pronoun listing pattern from above).

Singular/ ነገሥት nāt'āla	
	ሄደህ hedāh
	ሄዳ heda
	ሄደሽ hedāš
	ሄደው hedāw
	ሄደን hedān
	ሄጄ heje
	ሄደው hedāw
	ሄደችሁ hedaččihu
	ሄደህ hedo
	ሄደው hedāw

Application

Study the following pictures and tell the story.

**Practice**

Telling a story

Tell your classmates the story of what you did in the last two days, using the tenses you have just learned. You will have to take time to write the story and rehearse it before you narrate it in class.

Practice Reading and Pronouncing Script

ስፖርተኛ

ስራተኛ

ተረኛ

ትምህርት ቤት

ጓደኛ

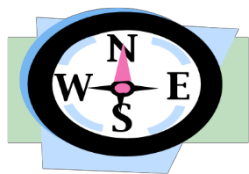
ዘበኛ

ላዛኛ

ማህበራዊ ህይወት

ማህበራዊ ኑሮ

Unit 10: Finding Your Way Around

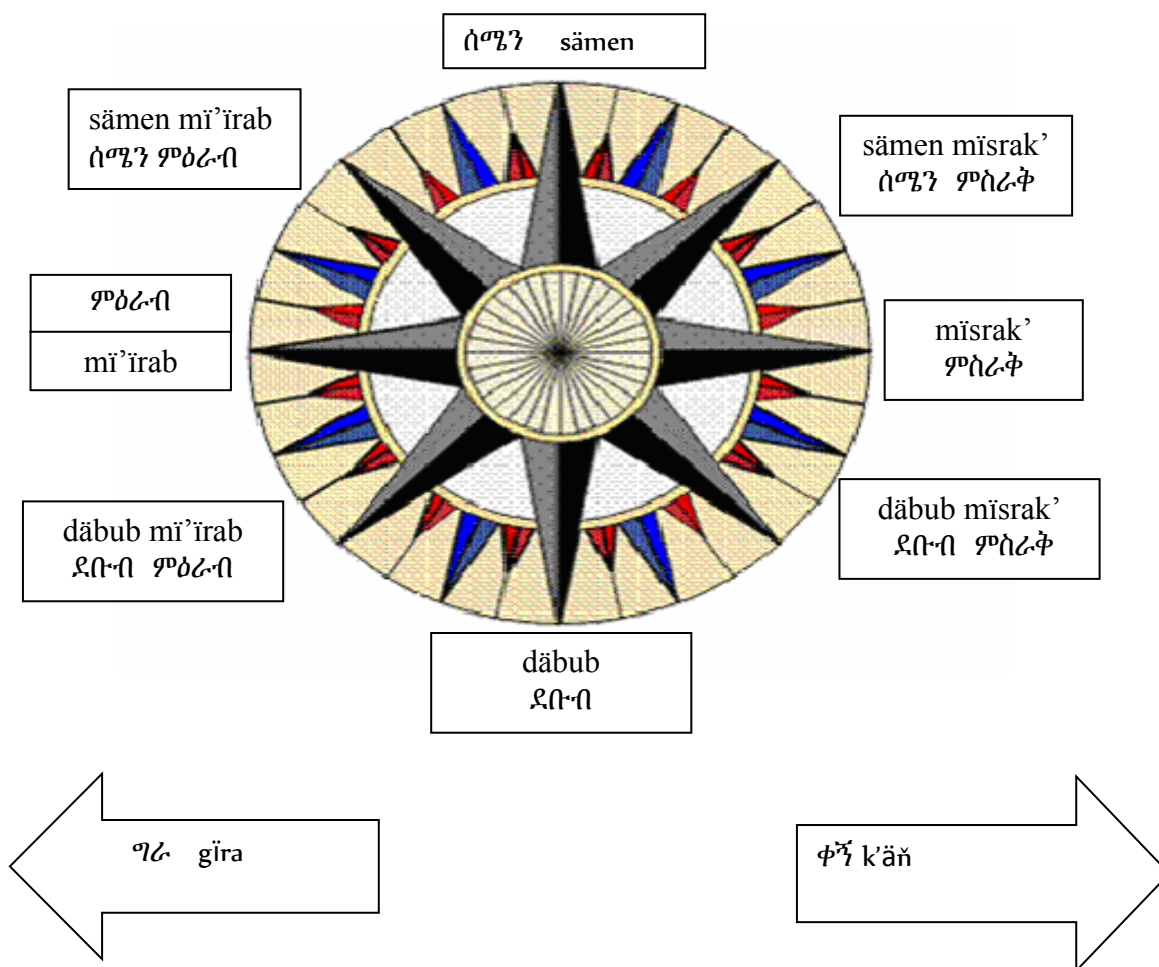


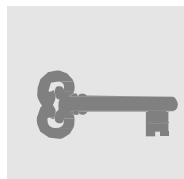
Learning Objectives

At the end of this unit you will be able to,

- ✓ Ask for directions and tell locations of notable landmarks
- ✓ Locate places in relation to other places using prepositions
- ✓ Name different modes of transportation
- ✓ Ask questions about modes of transportation
- ✓ Ask arrival or departure times
- ✓ Ask a driver to stop, slow down, or drive carefully
- ✓ Use direct and indirect objects in the imperative, simple past, and compound imperfect tenses

አቅጣጫ ak't'ač'a Direction





Grammar Point

bästā- is a prefix attached to compass points or any object used to indicate relative location and means ‘of’ or ‘towards’.

Observe the following examples:

ከንያ ከኢትዮጵያ በስተደቡብ ትገኛለች Kenya kāltyop’ya bästäädäbub tīgāñalläč. (Kenya is located south of Ethiopia. tīgāñalläč = is located)

በስተ bästä can also be added to ‘ግራ gīra’ = left and ‘ቀኝ k’āñ’ = right. Thus we can say: ከትምህርት ቤቱ በስተ ቀኝ ከሊኒክ አለ kätīmihīrt betu በስተቀኝ bästäk’āñ’ clinic allä. “There is a clinic to the right of the school.” Note: here በስተ bästä means ‘to the’ as in ‘to the left’

Note: It is common to give the direction of a place in relation to other places/notable landmarks. Some of the common landmarks you may use are:

1. ትምህርት ቤት	tīmhiirt bet	school
2. ቤተክርስቲያን	betäkīristian	church
3. መስጊድ	mäsgid	mosque
4. ዋና መንገድ	wanna mängäd	main road
5. ድልድይ	dildiy	bridge
6. ፖሊስ ጣቢያ	polis t’abiya	police station
7. ፖስታ ቤት	posta bet	post office
8. ገበያ	gäbäya	market
9. ባንክ ቤት	bank bet	bank
10. ህንጻ/ ፎቅ	hins’a /fok’	building/ storey
11. መድኃኒት ቤት	mädhanit bet	pharmacy
12. ሆስፒታል	hospital	hospital

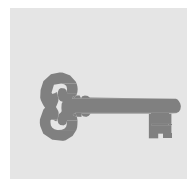
Look at the following example:

Passerby	ጤና ይስጥልኝ	t’ena yist’iliñ
Tigist	ጤና ይስጥልኝ	t’ena yist’iliñ
Passerby	ትምህርት ቤቱ የት ነው?	tīmhiirt betu yät näw?
Tigist	ከፖሊስ ጣቢያው በስተቀኝ ነው	käpolis ta’biyaw bästäk’āñ näw.
Passerby	አመሰግናለሁ	amäsägīnalähu
Tigist	ምንም አይደል	mīnīm aydälām

Vocabulary

Asking for Directions

የት ነው? የት ጋር ነው?	yät näw? yät garnäw?	Where is it?
በየት በኩል ነው?	bäyät bākul näw?	In which direction is it?
የት ይገኛል?	yät yīgāñal?	Where is it located?
በዚህ ያስኬዳል?	bäzih yaskedal?	Does this way take to ...?



Grammar Point

Reviewing the Imperative

Infinitive	Imperative
መሄድ māhed [ሄደ hedä] to go	ሂድ hid ♂ ሂጂ hiji* ♀ ይሂዱ yihidu (አክብሮት akībrot) ሂዱ hidu (ብዙ bīzu/አክብሮት akībrot)
መታጠፍ mātat'āf [ታጠፈ tat'āf ä] to turn	ታጠፍ tat'āf ♂ ታጠፊ tat'āfi ♀ ይታጠፉ yītat'āfu (አክብሮት akībrot) ታጠፉ tat'āfu (ብዙ bīzu/አክብሮት akībrot)
* Note the second person feminine imperative palatalizes following the pattern previously discussed.	

Practice

Conjugate the verb መመለስ **māmäläs** [ተመለሰ tāmäläs] (return) as in the table above.

♂ ተመለስ tāmäläs _____ ♀ _____
አክብሮት akībrot _____ ብዙ bīzu _____

Vocabulary

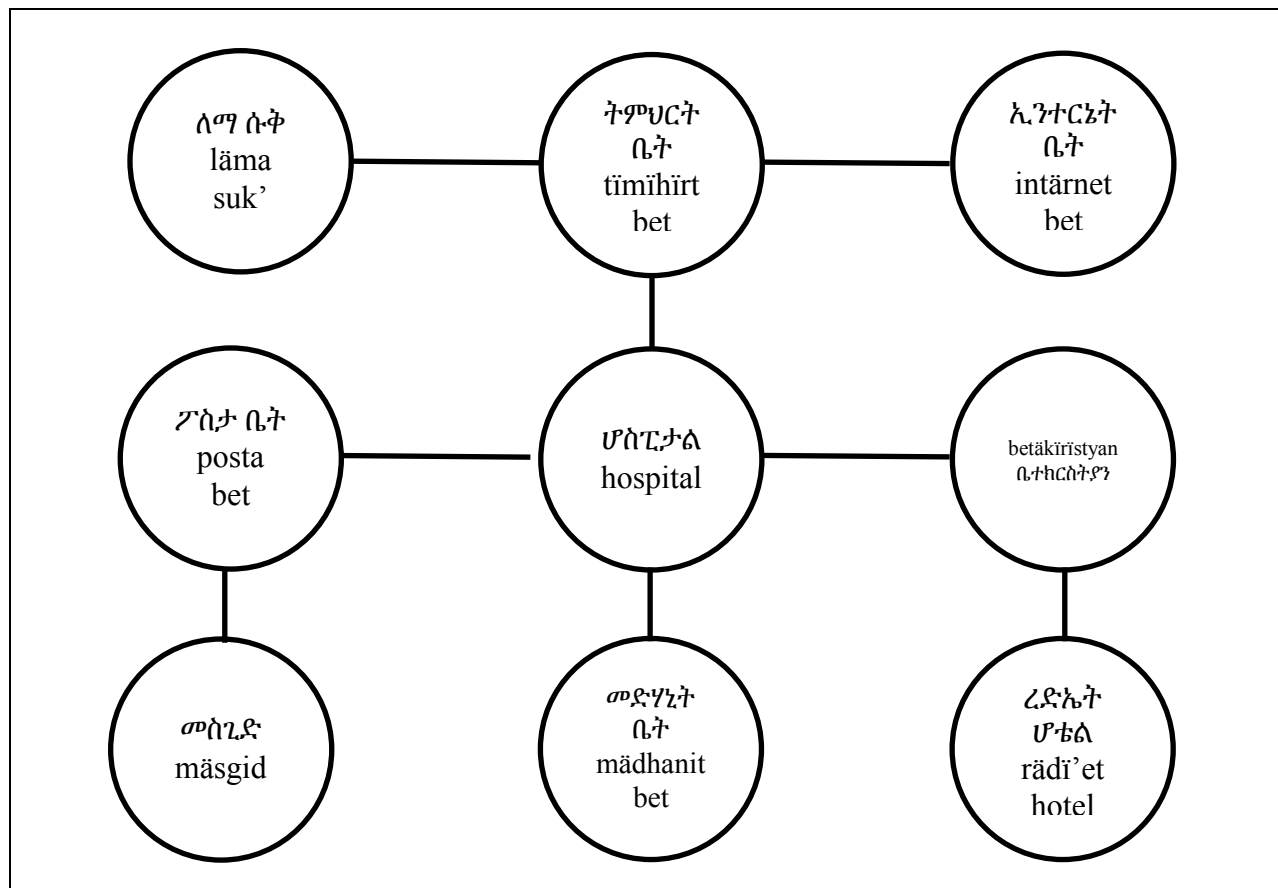
A. Expressions for giving directions

ቀጥ ብለህ ሂድ/ ሂጂ **k'ät' bīläh hid/hiji** go straight forward
ወደ ግራ ታጠፍ/ታጠፊ **wädä gīra tat'āf/i** turn left
በዚህ ወደ ላይ ሂድ/ሂጂ **bāzih wädä lay hid/hiji** go up this way
በዚህ ወደ ላይ ውጣ/ውጪ **bāzih wädä lay wīt'a/wu č'i** go up this way
በዚህ ወደ ላይ ሂድ/ሂጂ **bāzih wädä tač hid/hiji** go down this way
በዚህ ወደ ታች ውረድ/ ውረጂ **bāzih wädä tač wiräd/ji** go down this way
በዚህ/ በዚያ በኩል ነው **bāzih/bāziya bākul nāw** this/that way
ያው **yaw** there it is
ድልድዩን ተሻገር/ ተሻገሪ **dīldiyun tāšagär/i** cross the bridge
እዚያ አካባቢ ስትደርስ/ሺ ጠይቅ/ ቂ **īziya akababi sītdärs/ši t'äyik'/k'i** ask someone else when you reach there

B. Prepositions for giving directions

አጠገብ **at'ägāb** beside
ሩቅ **ruk'** far
ቅርብ **k'irb** not far away/ near
ጀርባ **järba** behind, at the back
ፊት ለፊት **fit lä fit** in front of

ጎን	gon	at the side of / beside
ቀጥሎ	k'ätilo	next to / next
ውስጥ	wīst'	in, inside of
አካባቢ	akababi	around
ማግኘት	magñät (አገኘ agāñä)	to find



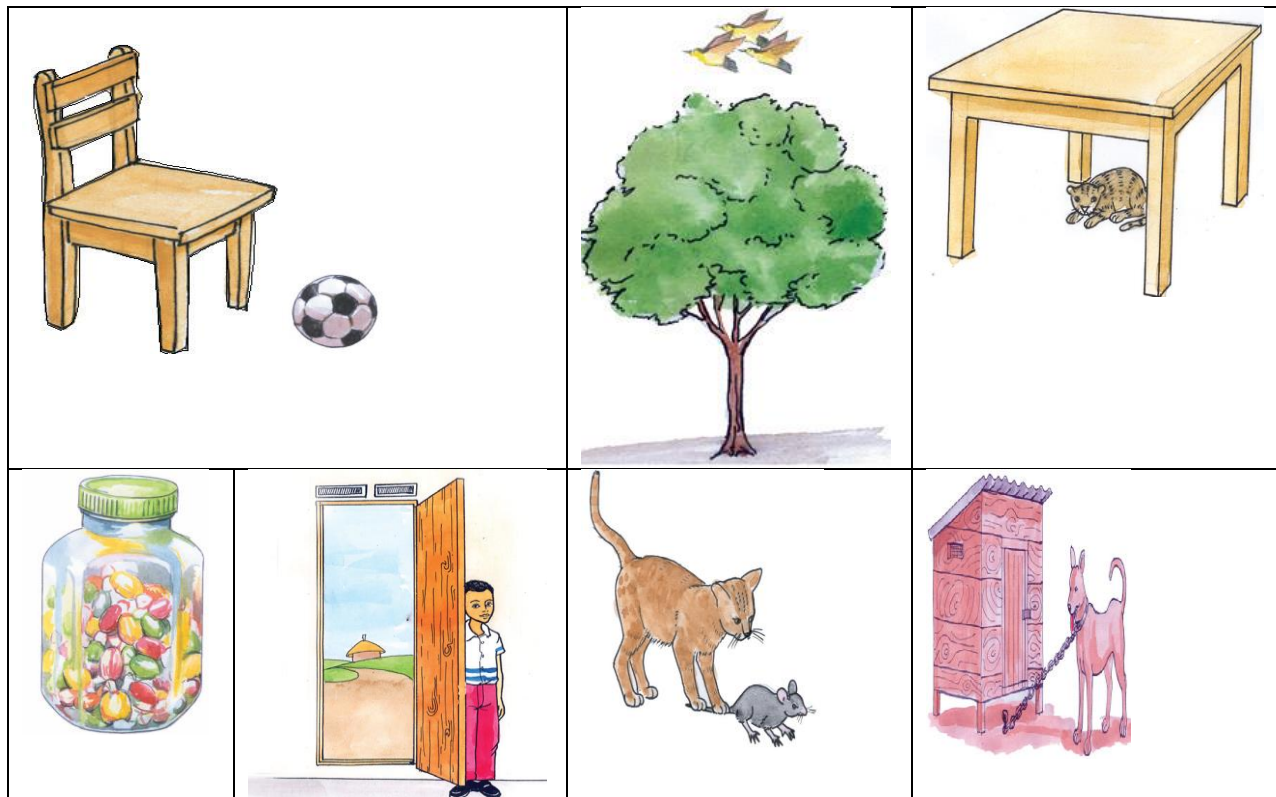
Practice

Answer the following questions based on the above picture.

1. ፖስታ ቤት የት ነው? Posta betu yät näw? _____
2. የለማ ሱቅ የት ይገኛል? yälāma suk' yät yīgāñal? _____
3. ረድኤት ሆቴል የቱ ጋ/ጋር ነው? rādi'et hotel yātu ga/gar näw? _____
4. በትምህርት ቤቱ እና በለማ ሱቅ መሃል ምን ይገኛል? bätimihirt betu ina bälāma suk' māhal mīn yīgāñal _____
5. ከፖስታ ቤቱ በስተ ደቡብ ምን አለ? kāposta betu bästā däbub mīn alä _____
6. ከረድኤት ሆቴል በስተሰሜን ምን አለ? kārādi'et hotel bästā sāmen mīn alä? _____
7. ከፖስታ ቤቱ በስተ ምዕራብ ምን አለ? kāposta betu bästā mī'irab mīn alä? _____
8. ከሆስፒታሉ በላይ ምን ይገኛል? kāhospitalu bālay mīn yīgāñal? _____

Practice

Using the correct prepositions, describe the proximity of the two items in each of the pictures below.



Dialog 1

Susan is trying to find her way to the police station. Read the following dialog and see how Kebede is trying to help her.

- Susan ይቅርታ ፖሊስ ጣቢያው የት ነው? yik'irta polis t'abiyaw yät näw?
 Kebede: በዚህ በኩል ቀጥብላለሽ ስትሄጁ ፖስታ ቤት ታገኛለሽ። bāzih bākul k'ät' bīlāš sītheji
 posta bet tagāñiyalāš. ፖሊስ ጣቢያው ከፖስታ ቤቱ በስተጀርባ ነው። Polis
 t'abiyaw kāposta betu bāstājārba näw.
 Susan ሩቅ ነው? ruk' näw?
 Kebede ኧረ ቅርብ ነው! ärä k'irb näw!
 Susan አመሰግናለሁ amäsägīnallāhu

Note: እንዴ inde! and • ረ ärä! are multipurpose terms used to express surprise, disbelief, disagreement. Listen for it in conversations.

Practice

A student from another village has asked you where a high school in your town is. Create a dialog in which you tell her the directions. Use the expressions provided above.

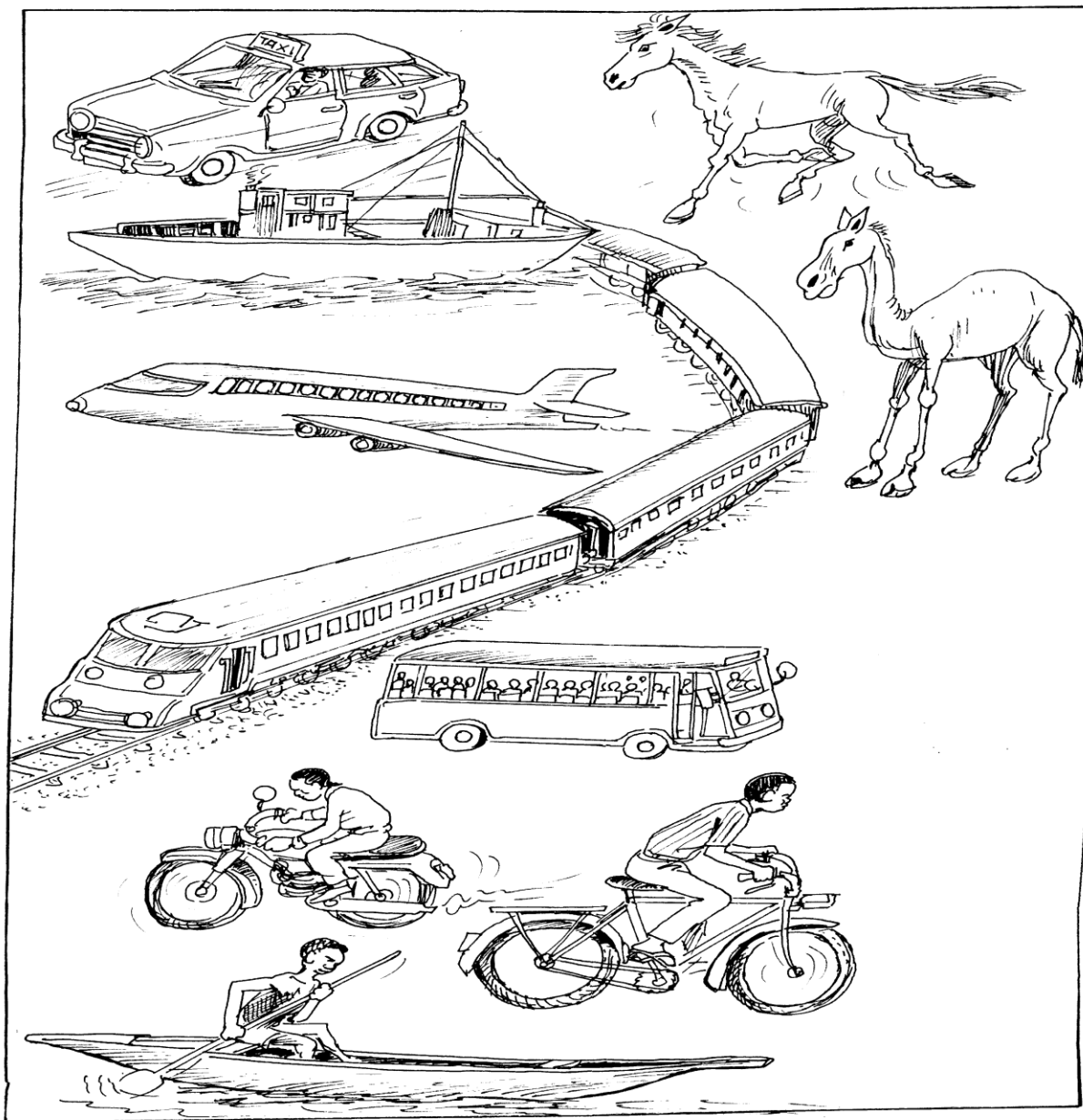
Vocabulary

መጓጓዣ mägwaḡwaḡa Transport

ባህላዊ መጓጓዣ	bahīlawi māguaguaḡa	traditional transportation'
ፈረስ	färäs	horse
በቅሎ	bäk'lo	mule
አህያ	ahīya	donkey
ጋሪ	gari	horse cart
ግመል	gīmāl	camel
ታንኳ	tankwa	canoe
ዘመናዊ መጓጓዣ	zāmānawī mägawḡawḡa	modern transportation
ጀልባ	jälba	boat
መርከብ	märkäb	ship
ባቡር	babur	train
አውሮፕላን	awīroplan	airplane
መኪና	mäkina	vehicle
የተሽከርካሪ ዓይነቶች	yätäšikärkari aynätoč:	types of vehicles
አውቶብስ	awītobus	bus
የጭነት መኪና	yäč'inät mäkina	truck/lorry
ታክሲ	taksi	taxi
ባጃጅ	bajaj	motorcycle taxi
ሞተር ሳይክል	motärsayikil	motorcycle

Practice

Name the various means of transportation shown in the pictures below.

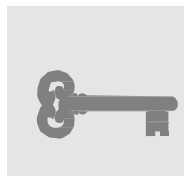




Practice

Write sentence below describing the locations of countries bordering or near Ethiopia.

1. _____
2. _____
3. _____
4. _____
5. _____



Grammar Point

Review of Imperatives

Infinitive	Imperative
መግባት mägibat [ገባ gäbba] to get on a vehicle	ግባ gība ♂ ግብ gībi ♀ ይግቡ yīgbu (አክብሮት akībīrot) ግቡ gību (ብዙ bīzu/(አክብሮት akībīrot))
መውረድ mäwīräd [ወረደ wärädä] to get off/ descend a vehicle, a stair, a ladder or a higher place	ውረድ wīräd ♂ ውረድ wīrāj ♀ ይውረዱ yīwīrādu (አክብሮት akībīrot) ውረዱ wīrādu (ብዙ bīzu/(አክብሮት akībīrot))

Vocabulary

ወራጅ	wäraj	Use this word when you want to get off a vehicle. The word is a noun form of መውረድ mawiräd.
ቦታ አለ?	bota allä?	Have you got a spare seat? (Lit. Is there space?)
የት ነህ yät näh?/ ነሽ nāš/ ነው nāw?		Where does this vehicle go?
ትሄዳለህ?	tihedalläh?	Do you go to...?
በስንት ሰዓት ይነሳል?	bäsint sä'at yinäsal?	What time does it depart?
በስንት ሰዓት ይደርሳል?	bäsint sä'at yidärsal?	What time does it arrive?
እባክህ ቀስ ብለህ ንዳ	ibakih k'äs biläh nida.	Please drive slowly.
በምን ሄድክ/ሽ?	bāmīn hedk/š?	How did you go? (Lit. by what did you go?)

Practice

Translate the following into Amharic.

1. Is there a bus in the afternoon? _____
2. What time does the bus leave? _____
3. How much is the fare? (use 'hisab') _____
4. What is the arrival time? _____
4. Do you go to {name of your permanent site}? _____

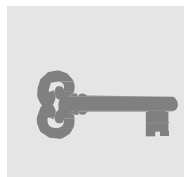
Practice

Conjugate the following verbs into their correct imperative forms.

	antä	anči	irswō	īnantä
mābīlat				
manbāb				
māt'ät'at				
mäsīrat				
māgīzat				

Safety and Security Notes

- You will find that many drivers drive too fast. If you feel uncomfortable, you can politely ask the driver to slow down (እባክህ ቀስ ብለህ ንዳ ibakih k'äs biläh nida) or to stop so you can get off.
- Ask for the fare before boarding a public transport vehicle (እስክ ስኬ - ስንት ነው)
- After paying the fare, the conductor may not give you your change immediately. This is normal; however, ask for change before your arrival if it isn't given to you after some time has passed.
- Once you are at your site ask your counterparts/colleagues which modes of transport are the safest.



Grammar Point

The Direct and Indirect Object Affixes

In previous units, you encountered the concept of the direct object affix.

ልጁ መስታወቱን ሰበረው	liju māstawotun sābārāw.	The boy broke the mirror.
እኔ መስኮቱን ከፈትኩት	īne māskotun kāfātkut.	I opened the window.
ሰብላ ቤቱን አጸዳችው	Seble betun as'ādač'iw.	Seble cleaned the house.
አልማዝ በሩን ትዘጋዋለች	Almaz bārūn tizāgawalāč.	Almaz closes the door.

An indirect object is the person or thing to or for whom an action is done. For example, in the sentence “Give it to me,” “me” is the indirect object, while “it” is the direct object. In Amharic, direct and indirect objects are generally treated similarly, and context is used to determine which type of object is expressed. Also note that in the Amharic sentence, two objects cannot be indicated explicitly in the same verb; instead one is explicit and the other is implicit (from context).

You saw in Unit 10 that the affixes –w and –t were used for singular male or neuter objects. Now we will present the direct and indirect object affixes for feminine, plural, and personal direct objects.

Person	Affix
እኔ īne	-ñ, iñ, or -āñ
እኛ iñña	-n or -ān
አንተ antä	-h or -ih አንቺ anči -š or -i
እርሶ ἵrswō	-wo or -wot
እናንተ innantä	-aččih, -yaččih, or -waččih
እሱ ἵssu	-w, - äw, - iw, or -t
እሷ ἵsswa	-at, -yat, or -wat
እሳቸው ἵssačäw	-aččäw, -yaččäw, -waččäw
እነሱ innäsu	-aččäw, -yaččäw, -waččäw

The placement of these affixes in the verb form depends on the tense of the verb used.

Imperative

Examples

ኳሊን ስጠኝ kwasun sīt'āñ. Give the ball to me. (Lit. The ball, you (♂) give to me.)

ስጥ sīt'+ -ኧኝ-āñ= sīt'āñ
you (♂) give + to me = give (it) to me

አሷን ውሰዳት ἵsswan wīsādat. You (♂) take her.

ውሰድ wīsād + -አት -at = ውሰዳት wīsādat
you (♂) take + her = you (♂) take her

Note: Notice again the suffix –un or -n on the direct object. The –u marks definiteness (“the”) and the –n marks that the noun is the direct object. Sometimes the direct object is omitted, as in simply “ውሰዳት wīsādat” taken to mean you (♂) take her.

አሷን ውሰዳት ፣sswan wīsājat. You (♀) take her.
 ውሰዳ wīsāj + -አት-at = ውሰዳት wīsājat
 you (♀) take + her = you (♀) take her

የቤት ስራችሁን አሳዩን yābet sīračihun asayun. You (plural) show us your homework. (Lit. Your (pl) homework, show (it) to us.) Note: Here, the –n suffix on the direct object is attached after the possessive suffix: ስራ sīra + ችሁ čihu + ን n.

አሳዩ asayu + -ን-n = አሳዩን asayun
 you (pl) show + to us = you (pl) show to us

Generalization: In the imperative tense, the object affixes are attached to the end of the verb form.

Simple Past

Examples

ትናንትና አበበ ውሃ ሰጠኝ tīnantīna Abebe wīha sāt’āñ

Yesterday, Abebe gave me water.

ሰጠ sāt’ā + ኝ ñ = ሰጠኝ sāt’āñ
 he gave + to me = he gave (to) me

Note: the noun ውሃ wīha is general, and does not take the –n direct object suffix

ባለፈው ሳምንት ዳዊት ልጅቷን ትምህርት ቤት ወሰዳት

balāfāw samīnt Dawit lījītwan wādā tīmīhīrt bet wāsādat

Last week, Dawit took the girl to school.

ወሰደ wāsādā + አት-at = ወሰዳት wāsādat
 he took + her = he took her

Note: the –a vowel in the suffix –at supercedes the ā vowel at the end of the verb

ባለፈው ሳምንት ሃና ልጅቷን ወደ ትምህርት ቤት ወሰደች

balāfāw samīnt Hana lijītwan wādā tīmīhīrt bet wāsādāččāt.

Last week, Hanna took the girl to school.

ወሰደች wāsādāč + -አት-at = ወሰደች wāsādāččāt
 she took + her = she took her

ታሪኩን ነገራችሁን tarikun nāggāračihun

You (pl) told us the story.

ነገራችሁ nāggāračihu + -ን-n = ነገራችሁን nāggāračihun
 you (pl) told + (to) us = you told us

Generalization: In the simple past tense, the object affixes are attached to the end of the verb form.

Compound Imperfect

Examples

ከረጫላ እስጥሻለሁ kārāmela ṡsāt'īšallāhu. I will give you (♀) a candy.

እከ + ሰጥ sāt' + እሽ ስረጫላ allāhu = እስጥሻለሁ ṡsāt'īšallāhu
give to you (♀)

ታሪኩን እንግርሻለሁ tarikun inägīrīšalāhu. I will tell you (♀) the story.

እከ + ግር nāgīr + እሽ ስረጫላ allāhu = እንግርሻለሁ inägīrīšalāhu
tell to you (♀)

Remember the formation of the compound imperfect tense: prefix + root verb + ending based on allā. The prefix and the verb ending indicate the subject of the verb. The object affix falls between the root verb and the ending.

Now observe how this works with other pronouns.

ትሰሚኛለሽ tīsāmiñalāš Do you hear me?

ት tī + ሰም sām + እኝ in + አለሽ allāš = ትሰሚኛለሽ tīsāmiñalāš
hear me

ወደ ሆስፒታል ትወስዳታለህ wādā hospital tiwāsīdatallāh. You (♂) take her to the hospital.

You (♂) take her to the

ት tī + ወስድ wāsīd + እት at + አለህ allāh = ትወስዳታለህ tiwāsīdatallāh
take her

እኛ ገንዘቡን እንሰጣችኋለን iñña gānzābun ṡnsāt'ačihwallān. We give you (plural) the money.

We give you (plural) the

እን in + ሰጥ sāt' + እችሁ ačihu + አለን allān = እንሰጣችኋለን ṡnsāt'ačihwalān
give (to) you (pl)

Note: The second and third person plurals are irregular.

እምስት ብር ትከፍሏቸዋላችሁ amīst bīrr tikāfilwačawalačihu. You (plural) will pay them five birr.

You (plural) will pay them

ት tī + ከፍል kāfil + ኩ u + አቸው ačaw + አላችሁ alačihu = ትከፍሏቸዋላችሁ tikāfilwačawalačihu

ተማሪዎቹ መምህሩን ይጠብቁታል tāmariwoču māmīhīrun yīt'ābik'utal. The students wait for the teacher.

ይ yī + ጠብቅ t'ābik' + ኩ u + ት t + አል al = ይጠብቁታል yīt'ābik'utal
wait (for) him

An additional –u falls before the object marker in these persons. The final –x#–u disappears from the third person plural (ይ ጠ ብ ቁ ታ ል yīt’ābīk’utal, rather than ይ ጠ ብ ቁ ታ ሉ yīt’ābīk’utalu). The –አላቸው–alačihu ending in the second person plural remains unchanged.

Look at the example of መገናኘት mänīgär (ነገር nāgärä) to tell, in the third person plural with and without indirect object affixes, below:

ይነገራሉ yinägīralu. They tell (no object).
ይ yī + ነገር nāgīr + ሉ alu

ይነገሩኛል yinägīruñal. They tell me.
ይ yī + ነገር nāgīr + ኦ u + ኝ ñ + አል al

ነገሩሃል yinägīruhal. They tell you (♂).
ይ yī + ነገር nāgīr + ኦ u + ህ h + አል al

ይነገሩኛል yinägīrušal. They tell you (♀).
ይ yī + ነገር nāgīr + ኦ u + ሽ š + አል al

ይነገሩናል yinägīrunal. They tell us.
ይ yī + ነገር nāgīr + ኦ u + ን n + አል al

Generalization: In the compound imperfect (present/future) tense, in general the object affix falls between the verb root and the ending based on allä. Remember that in the second and third person plural forms, an additional –u is added before the object affix.

Practice

Fill in the appropriate forms for the verb መወደድ mäwīdäd (ወደደ wāddädä), to like/love. And also try the script version of the forms you are adding.

I love you (♀): እወድኻለሁ iwādišalāhu
I love you (♂): _____
I love you (pl): _____
I love you (pol): _____
I love him: _____
I love her: _____
I love them: _____
You(♀)loveme: _____
You(♀)loveus: _____
You(♀)loveher: _____
You(♀)lovehim: _____
You(♀)lovethem: _____
You(♂)love me: _____

You(♂)love us: _____
 You(♂)love her: _____
 You(♂)love him: _____
 You (♂) love them: _____

Challenge Yourself!
 We love you(plural): _____
 They love you (plural): _____
 You (plural) love them: _____

Application

Asking directions. Ask people on the road to show you the way to a bus station (if you already know where it is, pretend that you don't). Once you get to the bus station, find out from the driver or his assistant:

- a. Which bus goes to a town of your choice,
- b. The bus fare and,
- c. Arrival and departure times.

Report what you did (what was said and done) to your class.

Practice Reading and Pronouncing Script

ጠቅላይ ሚኒስትር	ፖሊስ ጣቢያ	ወፍራም
መንግስት	ቀጭን	አስተዋይ
ምክር ቤት	ፓርላማ	አመለካከት

Unit 11: Shopping II

Learning Objectives

At the end of this unit you will be able to,



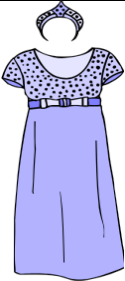
- ✓ Describe, compare, and contrast items
- ✓ Complain about faulty items purchased
- ✓ Use indirect object pronouns









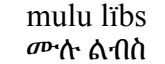


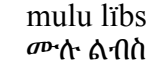
Dialog 1

Julie goes to the boutique to buy new clothes.

ጁሊ : ጤና ይስጥልኝ
 Julie: t'ena yist'liñ.
 ባለ ሱቅ: ጤና ይስጥልኝ ምን ልስጥሽ?
 baläsuk': t'ena yist'liñ. mīn list'iš?
 ጁሊ: ሸሚዝአለ?
 Julie: šämiz allä?
 ባለ ሱቅ: ምን አይነት?
 baläsuk': mīn ayīnät?
 ጁሊ: ቀይ
 Julie: K'äy.
 ባለ ሱቅ: አዎ አለ ሌላስ?
 baläsuk': awo, allä. lelas?
 ጁሊ: ጥቁር ሱሪ አፈልጋለሁ
 Julie: t'ik'ur suri ifälīgälähu.
 ባለ ሱቅ: ይኸው
 baläsuk': yihāw.

Vocabulary

Common Clothing					
ልብሶች	libsoč	clothes			
ሸሚዝ	šämiz	shirt			
ሱሪ	surri	pants/trousers			
ሙሉ ቀሚስ	mulu k'ämis	dress			
ጉርድ ቀሚስ	gurd k'ämis	skirt	ሱሪ Surri	ሸሚዝ Šämiz	ሙሉ ቀሚስ mulu k'ämis
ቁምጣ	k'umt'a	shorts			
ካልሲ	kalsi	socks			
ጫማ	č'amma	shoes			
ቀበቶ	k'äbäto	belt			
ኮት	kot / jaket	jacket			
ሸራብ	šurab	sweater			

ከረባት	käräbat	tie			
ሰደርያ	sädäriya	vest			
ሻርፕ	šarp	scarf			
ሙታንታ	mutanta	underpants			
ውስጥ ልብስ	wist' libs	underskirt/slip			
ፒጃማ	pijama	pajamas			
ሙሉ ልብስ	mulu libs	suit			
ኮፍያ	kofiya	hat			
ባርኔጣ	barnet'a	wide-brimmed or sun hat			
Other Accessories					
ሃብል	habil	necklace			
የጆሮ ጌጥ	yäjoro get'	earrings			
መነጽር	mänäs'ir	eyeglasses			
አንባር	anbar	bracelet			
ቀለበት	k'äläbät	ring			
አልቦ	albo	anklet			
ጃንጥላ	jant'ila	umbrella			
					
			ጉርድ ቀሚስ	ሰደርያ	mulu libs
			gurd k'ämis	sädäriya	ሙሉ ልብስ
			ቁምጣ	ጫማ	ካልሲ
			k'umt'a	č'ama	kalsi

Practice

Name for the class the different items of clothing you are wearing today. Now name the items of clothing that your classmates are wearing today.

Dialog 2

How does the buyer describe the jacket in the following dialog?

- ገዢ: ባለሰቅ!
- ገላጅ: baläsuk'!
- ባለሰቅ: አቤት
- baläsuk': abet!
- ገዢ: እስኪ ጃኬት አሳየኝ
- ገላጅ: iski jaket asayäñ.
- ባለሰቅ: ምን አይነት?
- baläsuk': mīn ayīnät?
- ገዢ: ሰማያዊ
- ገላጅ: sāmawayi.
- ባለሰቅ: ትልቅ ወይስ ትንሽ?
- baläsuk': tīlik' wāys tīnīš?
- ገዢ: መሃከለኛ
- ገላጅ: mähakäläñä.
- ባለሰቅ: ሰማያዊው ትልቅ ነው ግን መሃከለኛ አረንጓዴ አለ
- baläsuk': sāmawayiw tīlik' nāw. gīn mähakäläñä arāngwade allä.
- ገዢ: ይሁን
- ገላጅ: yihun.

Vocabulary**Colors(ቀለሞች k'älämoč)**

አረንጓዴ arāngwade (green)	ሰማያዊ sāmayawi (blue)	ብርቱካንማ birtukanama (orange)
ወይን ጠጅ wäyīn t'āj (purple)	ነጭ näč' (white)	ጥቁር t'ik'ur (black)
ቢጫ bič'a (yellow)	ሮዝ roz (pink)	ግራጫ gīrač'a (gray)
ቀይ k'äy (red)	ቡናማ bunnama (brown)	

Practice

የኢትዮጵያ ባንዲራ ምን ምን ቀለሞች አሉት?
yäityop'iya bandira mīn mīn k'älämoč allut?

1. _____
2. _____
3. _____

የአሜሪካስ yäAmericas?

1. _____
2. _____
3. _____

Vocabulary**Describing Items**

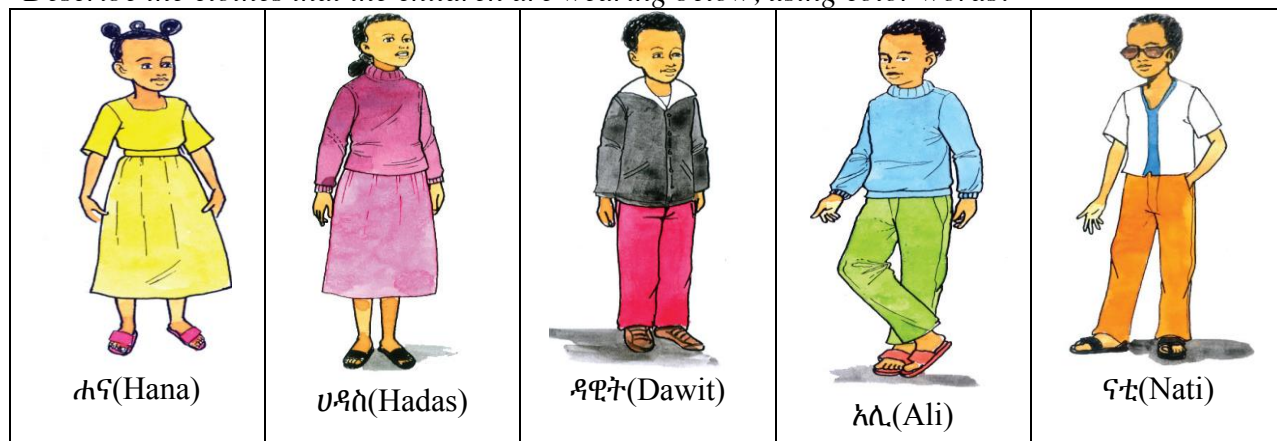
ትልቅ	tīlik'	big, large
ትንሽ	tīniš	small
መካከለኛ	māhakälāña	medium sized
ረዥም/ረጅም	rāžim/rājūm	long
አጭር	ač'ir	short
ሰፊ	sāfi	wide
ትክክለኛ	tīkīkīlāña	genuine
ደማቅ	dāmak'	dark/ deep
ትክክለኛ ያልሆነ	tīkīkīlāña yalhonä	fake
ፈዛዛ	fāzaza	light
ጠባብ	t'ābab	narrow, tight
የአገር ውስጥ	yāagär wist'	domestic, local
የውጭ	yāwīč'	foreign
የፕላስቲክ	yäplastic	plastic
የቆዳ	yāk'oda	leather
ልኬ ነው	like näw.	It's my size.
ልኬ አይደለም	like aydäläm.	It's not my size.
ያምራል	yamīral.	It's beautiful/nice.
አያምርም	ayamīrīm.	It's not nice, not beautiful.

Practice

Using the new descriptive words you have learned, including colors, talk to the class about the different items of clothing you are wearing today.

Now describe the clothes that your classmates are wearing today.

Describe the clothes that the children are wearing below, using color words.



Example:

1. ሃና ቢጫ ሙሉ ቀሚስ እና ቀይ ጫማ ለብሳለች።
Hana bič'a mulu k'mis ina k'äy č'amma läbsaläč.

2. _____
3. _____
4. _____
5. _____

Dialog 3

ጌቱ: የቆዳ ጃኬት የአገር ውስጥ ይሻላል ወይስ የውጭ?

Getu: yäk'oda jaket yäagär wist' yışalal wäys yäwīč'?

ሞላ: የአገር ውስጥ ይሻላል

Molla: yäagär wist' yışalal.

ጌቱ: ለምን?

Getu: lämīn?

ሞላ: ምክንያቱም የአገር ውስጥ ያምራል

Molla: mīkīniyatum yäagär wist' yamral.

Practice

What reason does Molla give as to why he prefers local leather jackets?

Other reasons can be given in the following ways:

1. ምክንያቱም የአገር ውስጥ ትክክለኛ ቆዳ ነው mīkīniyatum yāagār wist' tīkīkīlāña (genuine) k'oda nāw.
2. ምክንያቱም የአገር ውስጥ ዋጋው ይቀንሳል mīkīniyatum yāagār wist' wagaw yīk'ānīsal.

Complete the following sentences:

1. ረጅም ነው ግን rājīm nāw gīn _____.
2. ሳይዙ ልክ ነው ግን sayzu (the size) līk nāw gīn _____.

Now translate the following into English.

1. ያምራል ግን ውድ ነው yamral gīn wīd nāw. _____
2. ርካሽ ነው ግን አያምርም rīkaš nāw gīn ayamrīm. _____

Cultural Note

Dāmbāña System in Ethiopia

It is common in Ethiopia to have a **ደምበኛ dāmbāña**, or a shopkeeper to whom you go every time you need a certain item. You trust your ደምበኛ dāmbāña to always treat you well and give you a fair price. Often, because you are a regular customer, this price will be reduced for you. Bargaining is not necessary with your ደምበኛ dāmbāña, and he or she will also advise you honestly about the quality of his or her items. Sometimes, your ደምበኛ dāmbāña will also give you credit at his or her store.

Practice

Name the following objects.







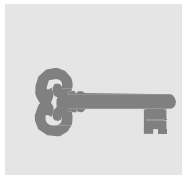










**Grammar Point**

Comparing and Contrasting

Here are some adjectives, and their verb forms, which are commonly used in Amharic to compare and contrast items:

ትልቅ tīlik'	=	ይተልቃል yītālik'al
ጠባብ t'ābab	=	ይጠባል yī t'ābal
ረጅም rāžim/ rājim	=	ይረዝማል yirāzimal
ትንሽ tīnīš	=	ያንሳል yansal
አጭር ač'ir	=	ያጥራል yat'iral

Examples:

ይህ ሸሚዝ ይተልቃል yih šāmiz yītālik'al. ይህ ግን ያንሳል yih gīn yansal.
 ከዚህ ጉርድ ቀሚስ ያኛው ይረዝማል kāzih gurd k'āmis yaññaw yirāzimal.

Adding the adjective በጣም *bät'am* shows a greater degree, equivalent to the English በጣም “very”:

- ይህ ሽሚዝ በጣም ይተልቃል *yih šämiz bät'am yitälik'al*. This shirt is very large.
- ይህ ጉርድ ቀሚስ በጣም ያጥራል *yih gurd k'ämis bät'am yat'iral*. This skirt is very short.

በጣም *bät'am* is used with descriptive adjectives as well as verbs. The words *bät'am* and እጅግ በጣም *ijjig bät'am* show greater degrees, according to the following:

	<u>“very”</u>	<u>“so very”</u>
ትልቅ ጃኬት	በጣም ትልቅ ጃኬት	እጅግ በጣም ትልቅ ጃኬት
tīlik' jaket	bät'am tīlik' jaket	ijjig bät'am tīlik' jaket
ረዥም ሱሪ	በጣም ረዥም ሱሪ	እጅግ በጣም ረዥም ሱሪ
rāžim surri	bät'am rāžim surri	ijjig bät'am rāžim surri
ጠባብ ጫማ	በጣም ጠባብ ጫማ	እጅግ በጣም ጠባብ ጫማ
t'äbab č'amma	bät'am t'äbab č'amma	ijjig bät'am t'äbab č'amma

Examples:

ይህ ጃኬት ትልቅ ነው <i>yih jaket tīlik' näw.</i> This jacket is big.	ይህ ጃኬት በጣም ትልቅ ነው <i>yih jaket bät'am tīlik' näw.</i> This jacket is very big.	ይህ ጃኬት እጅግ በጣም ትልቅ ነው <i>yih jaket ijjig bät'am tīlik' näw.</i> This jacket is so very big!
--	--	---

Compare the above examples to:

ይህ ጃኬት ይተልቃል *Yih jaket yitälik'al*. This jacket is big (compared to another).

Practice

Make sentences to compare the following things between yourself and your classmates.

- The houses of your respective host families
- The respective heights of your host fathers (or mothers)
- The “beauty” of your respective sites
- The size of the bag you each carried to class today
- Your feelings about injera

Vocabulary

Making Complaints or Expressing Displeasure

Expressing fault

Asking for a replacement

የተበላሸ ነው

አይሰራም

ይጠበኛል

ይሰፋኛል

yätäbälašä näw.

ayisäram.

yit'äbāñal. / ጠበኛል **t'äboñal.**

yisäfañal. / ሰፋኛል **säftoñal.**

It has gone bad

It doesn't work.

It is too tight.

It is too big.

ቀይረልኝ *k'äyiriliñ* to a (♂)

ቀይረልኝ *k'äyiriliñ* to a (♀)

ይቀይሩልኝ *yik'äyirulilñ* (polite)

ቀይሩልኝ *k'äyirulilñ* (plural)

Practice

You have bought a faulty iron [ካውያ ኦውያ]. Create a dialog in which you complain about the product and request a replacement.

Express displeasure with the following items: ቲማቲም *timatim*, ሸሚዝ *šämiz*, and ሞባይል ስልክ *a mobile phone*.

Dialog 4

Laura visits her clothing ደምበኛ *dämbäña* to buy a new pair of trousers.

- ሎራ :** እንደምን ዋልሽ?
Laura: indāmīn walš?
ደምበኛ : ደህና እግዚአብሔር ይመስገን?
Dämbäña: dähna, igziabiher yimmäsgän.
ሎራ: ሱሪ አለሽ?
Laura: Surri alläš?
ደምበኛ: አዎ አለኝ ምን አይነት ትፈልጋለሽ?
Dämbäña: awo, alläñ. mīn ayīnät tīfālīgīyaläš?
ሎራ: ቡናማ ልለካው?
Laura: bunama. līlākāw
ደምበኛ: ይኸው ለኪው?
Dämbäña: yīhāw, läkiw.
 -- Laura tries on the pair of trousers. --
ሎራ: ይጠበኛል ሌላ ሰፊ አለ?
Laura: yīt’äbāñal. Lela sāfi allä?
ደምበኛ: አዎ አለ ግን ጥቁር ነው Dämbäña: awo, allä, gīn t’īk’ur nāw.
ሎራ: ይሁን ልለካው?
Laura: yīhun, līlākāw.
 -- Laura tries on the black pair of trousers. --
ሎራ: ይህ ልኬ ነው?
Laura: yīh like nāw.

Note: ልለካው *līlākāw*, ‘let me try it on’ is from the verb መለካት *mälakat* [ለካ *läka*], to try. This verb is expressed in the jussive verb tense, which will be explained more fully in Unit 17.

Cultural Note - Cultural Clothing

የሃበሻቀሚስ	yähabäša k’ämis	traditional dress
የአንገት ልብስ	yä angät libs	traditional scarf
ነጠላ	nät’äla	traditional single sheet wrapper or shawl
ሻሽ	šaš	hair cover
መቀነት	māk’änät	traditional women’s belt cloth
ጋቢ	gabi	traditional double sheet wrapper
ጭራ	č’ira	traditional horsehair flyswatter carried by men

ከዘራ
ዱላ**käzära**
dullahooked stick; cane, carried by men
walking stick, carried by men

The people of Ethiopia wear many different types of traditional clothes. The traditional costume of the Christian highland peasantry includes a wrap or scarf made of woven cotton. Ethiopian men and women wear this traditional costume called **ጎሊ gabi** (thick white cotton wrap worn when it is cold) or **ነጠላ nāt'älla** (thinner white wrap with embroidered borders). Women often wear traditional dresses called **ቀሚስ k'ämis** and **ነጠላ nāt'älla**

mostly in rural areas.

Other ethnic groups and tribes in the south and west of the country wear different costumes that reflect their own traditions. Some tribes partially cover their body with leather but others do not wear any clothes at all, merely decorating their faces and bodies with distinctive images. In many of the northeastern Muslim areas, traditional Arab dress is still worn, including the hijab, headscarf, and burka.

The Muslim of Harar wear very colorful dress, the men in shorts and a colorful wrap and the women in fine dresses of red, purple and black. The lowland Somali and Afar people wear long, brightly colored cotton wraps, and the Oromo and Bale people are often to be seen in the decorated leather garment that reflect their economy, which is based on livestock. Costume to some extent reflects the climate where the different groups live- highlanders, for instance, use heavy cloth capes and a wraparound blanket to combat the night chill. In the heat of the lowland plains, light cotton clothes are all that is required by men and women alike.

Traditional dress, though often now supplanted by Western attire, may still be seen throughout much of the countryside. National dress is usually worn for festivals, when streets and meeting places are transformed into a sea of white as finely woven cotton dresses, wraps decorated with colored woven borders, and suits are donned. A distinctive style of dress is found among the Oromo horsemen of the central highlands, who, on ceremonial days such as **መስቀል mäsk'al**, attire themselves in lions' mane or baboon-skin headdresses and, carrying hippo-hide shields and spears, ride down to the main city square to participate in the parades.

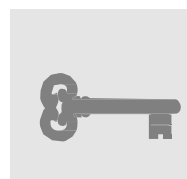
Ethiopians are justifiably proud of the range of their traditional costumes. The most obvious identification of the different groups is in the jewelry, the hairstyles and the embroidery of the dresses. The women of Amhara and Tigray wear dozens of plaits (**ሹሩባ šuruba**) tightly braided to the head and billowing out at the shoulders. The women of Harar part their hair in the middle and make a bun behind each ear. Hamar, Geleb, Bume and Karo men form a ridge of plaited hair and clay to hold their feathered headwear in place. Arsi women have fringes and short, bobbed hair. Bale girls have the same, but cover it with a black head cloth, while young children often have their head shaved.

Jewelry in silver and gold is worn by Muslim women and by Christians, with amber or glass beads incorporated. Heavy brass, copper and ivory bracelets and anklets are also worn.

Dialog 5

Jessica talks to her host sister on a market day.

- ጄሲካ:** እንደምን አደርሽ ሙሉ ወዴት እየሄድሽ ነው?
Jessica: ïndāmīn addārš, Mulu? wädet ïyähediš näw?
ሙሉ: ወደ ገበያ
Mulu: wädä gäbäyā.
ጄሲካ: እባክሽ አንዳንድ ነገር ትገዛለሽ?
Jessica: ïbakīš, and and nāgār tīgäžiliñalāš?
ሙሉ: እሺ ምን ምን ልግዛለሽ?
Mulu: ïši! mīn mīn ligizalīš?
ጄሲካ: አንድ ኪሎ ስኳር ግማሽ ኪሎ ቲማቲም እና አንድ ሻይ ቅጠል ግዛለሽ?
Jessica: and kilo sīkwar, gīmmaš kilo timatim, ïnna and šay k’it’äl gīžiliñ.
ሙሉ: እሺ እግዛልሻለሁ
Mulu: Īšši, ïgäzališalähu

**Grammar Point****Indirect Object Pronouns**

You can see in the dialog many uses of the indirect object pronoun:

- | | | |
|-------|-----------------------|----------------------|
| ትገዛለሽ | tīgäžiliñalāš? | Will you buy for me? |
| ልግዛለሽ | ligizalīš? | Shall I buy for you? |
| ግዛለሽ | gīžiliñ. | Buy for me. (to ♀) |

[Note: ልግዛለሽ ligizalīš represents what is called the “jussive” form of the verb, which we will cover in detail in the next unit.]

Indirect object pronouns indicate “for whom” or “to whom” an action is done. Therefore, indirect objects include a form of the Amharic pronoun “lā”, which becomes shortened to “lī” when combined with the pronoun marker.

ል lī + pronoun marker

(Note that when the pronoun marker starts with an “a”, as in “- አችሁ -aččihu”, “-አት -at”, and “- አቸው-aččāw”, the “a” replaces the “i” in “lī”.)

In the simple past, imperative, and jussive forms, the indirect object is attached at the end of the verb:

- ትናንት እናቷ ስልክ ደወለችላት tīnant ïnnatua sīlk dāwālāčīlat. Yesterday her mother called (to) her.
- ሂሳብ አምጣልን hisab amt’ **alīn.** Bring (to) us the bill.
- ምሳ ላምጣልህ mīsa lamt’ **alīh?** Shall I bring (to) you lunch?

In the compound imperfect (present-future) tense, the indirect object marker (lī + pronoun marker) is inserted within the verb as follows:

- | | | | | | |
|---------|------------|-----|------------|------------|------------------------------|
| • እ ፤- | ገዛ gāza | ል ለ | እሽ iṣ | -አለሁ alāhu | እገዛልሻለሁ igāzaliṣalāhu |
| • ይ y፤- | ሰራ sāra | ል ለ | አችሁ aččihu | -አል al | ይሰራላችኋል yīsārālāččihwal |
| • ት t፤- | ደውል dāwīlī | ል ለ | -አቸው aččāw | -አለች alāč | ትደውልላቸዋለች tīdāwīlilāččāwalāč |

እንቁላል እገዛልሻለሁ **īnk’ulal igāzaliṣalāhu.** I will buy (for) you (f.) eggs.
 አራት ይሰራላችኋል **īrat yīsārālāččihwal.** He will make (for) you all dinner.
 ላስተማሪዋ ትደውልላቸዋለች **lastāmariwa tīdāwīlilāččāwalāč.** She will call (to) her teacher (formal).

Remember from Unit 12, that the second and third person plural forms require the insertion of a “ኡ -u-” before the object marker, and that the ending of the third person plural form reduces to simply “አል -al”.

ቡና ያፈሉልናል buna yafālulinal. They will boil coffee for us.
 ምሳ ትሰሩልናላችሁ mīsa tīsārulīñalāččihu? Will you all make me lunch?

Practice

Change the following sentences to incorporate the given indirect object.

- | | | |
|----------------|--------------------|----------------|
| 1. ሽንኩርት እገዛለሁ | šinkurt igāzalāhu. | [for you (f.)] |
| 2. ቁርስ ትሰራለች | k’urs tīsāralāč. | [for him] |
| 3. ትናንት ኢሜል ላክ | tīnant email lakä. | [to me] |
| 4. ስልክ ትደውያለሽ? | silk tīdāwiyalāš? | [to her] |

Practice translating the following sentences into Amharic.

- I will buy an umbrella for you (f.) at the market.
- I will call you tomorrow (m.).
- They boiled coffee for us.
- Bring me the money tomorrow. (to a male)

Application

Take an item of clothing or a household item to class (choose a nice multi-colored one). Display it in class and:

- Describe it to your classmates: colors, material, origin, price, and function.
- Assume you are going to sell it to one of your classmates. Let your buyer ask you questions about the item, bargain, and buy it from you. (It is just a roleplay!)
- Bargain and buy an item from one of your classmates. Make a complaint about the item and ask for a replacement.

Practice Reading and Pronouncing Script

በተደጋጋሚ ያንቺ ቤተሰቦች እንዴት ናቸው?

ሰላም በይልኝ ስንት ዓመትህ ነው? የኔ ሙዞች ናቸው

Unit 12: Months Seasons and the Weather



Learning objectives

At the end of this unit you will be able to,

- ✓ Name Ethiopian seasons, months, days, and holidays
- ✓ Say the full date
- ✓ Describe the weather
- ✓ Use time adverbs
- ✓ Review compound imperfect
- ✓ Learn more prepositions
- ✓ Tell the date using full sentence



Cultural Note

Ethiopians follow the Julian Calendar, which consists of 12 months of 30 days each and a 13th month of five days (six days in a leap year)*. The calendar is seven years and eight months behind the Western (Gregorian) calendar.

Vocabulary

Ethiopian Months	European equivalent	Date range in the European months
መስከረም mäsikäräm	September	11 September – 10 October
ጥቅምት t'ik'imt	October	11 October – 9 November
ህዳር hīdar	November	10 November – 9 December
ታህሳስ tahīsas	December	10 December – 8 January
ጥር t'ir	January	9 January – 7 February
የካቲት yākatit	February	8 February – 9 March
መጋቢት māgabit	March	10 March – 8 April
ሚያዝያ miyaziya	April	9 April – 8 May
ግንቦት gīnbot	May	9 May – 7 June
ሴ sāne	June	8 June – 7 July
ሀምሌ hamle	July	8 July – 6 August
ነሃሴ nāhase	August	7 August – 6 September
ጳጉሜ p'agume	The 13 th month	6 September – 10 September

*Once every four years (leap year) all dates of the calendar will move one day ahead eg. In the year 2007 the Ethiopian New Year began on September 12.

yähizb bä'alat Public Holidays

አዲስ አመት	addis amät (እንቁጣጣሽ ink'ut'at'aš): Ethiopian New Year (11 September)
መስቀል	mäsk'al: Finding of the True Cross (27 September)
ረመዳን	rämādan: Eid Al Fater (13 October* Lunar)
አረፋ	aräfa Eid Al Aldaha (9 December* Lunar):)
ገና	gänna Ethiopian Christmas (7 January)
ጥምቀት	t'imkät Ethiopian Epiphany (19 January:)
መውሊድ	māwliḍ Birthday of Prophet Mohammed (20 March*Lunar):)
ስቅለት	sik'ilät Ethiopian Good Friday (25 April*)
ፋሲካ/ ትንሳኤ	fasika (Tinsae) Ethiopian Easter (27 April*)
ሜይ ደዜ	May day International Labor Day (1 May:)
የልደት በአል	yādīl bā'al Ethiopian Patriots' Victory Day (5 May)
ግንቦት ሃያ	gīnbot haya Downfall of the Dergue (28 May)

*- Date varies annually








The Seasons

ጸደይ s'ädäy መስከረም mäskäräm ጥቅምት t'ik'imt ህዳር hīdar	በልግ bālg መጋቢት megabit ሚያዝያ miyaziya ግንቦት gīnbot
በጋ bāga ታህሳስ tahīsas ጥር t'ir የካቲት yākatit	ክረምት kīrämt ሰኔ sāne ሀምሌ hamle ነሃሴ nāhase ጳጉሜ P'agume

Practice

Give American equivalents for the following Ethiopian seasons.

1. ጸደይ s'ädäy _____
2. በጋ bāga _____
3. በልግ bālg _____
4. ክረምት kīrämt _____

የአየር ጸባይ yāayār s'ābay The Weather				
				
ጸሀይ s'āhayama	ዝናባማ zīnabama	ነፋሻ nāfaša	ደመናማ dāmānama	ጭጋጋማ č'īgagama

Forming adjectives describing the weather

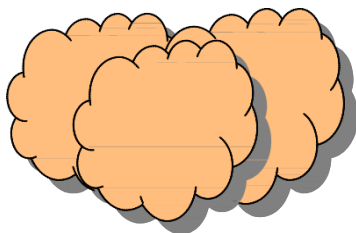
- | | | | |
|----|------------|---|--|
| 1. | ዝናብ zīnab | → | ዝናባማ zīnabama |
| | rain | | rainy |
| 2. | ጸሀይ s'āhay | → | ጸሀይማ s'āhayama |
| | sun | | sunny |
| 3. | ነፋስ nāfas | → | ነፋሻ nāfaša |
| | wind | | windy |
| 4. | ደመና dāmāna | → | ደመናማ dāmānama |
| | cloud | | cloudy |
| 5. | ጭጋጋ č'īgag | → | ጭጋጋማ č'īgagama (ጉም gum (alternate word)) |
| | fog | | foggy |

Verbs for Describing the Weather

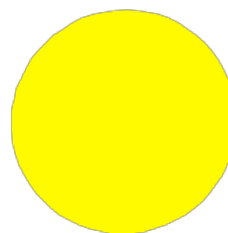
- ይሞቃል **yīmokal** (from መሞቅ māmok' [ሞቀ mok'ä]) to be hot
- ይበርዳል **yībärdal** (from መበረድ mäsiräd [በረደ bärädä]) to be cold
- ይቀዝቅዛል **y'ik'äzäk'izal** (from መቀዝቀዝ mäk'äzi k'äz [ቀዝቀዝ k'äzäk'äzä]) to be very cold
- ይዘንባል **yizänbal** (from መዘንብ mäsänb [ዘነበ zänäbä]) to rain/to be rainy
- ይነፍሳል **yinäfsal** (from መነፍስ mänfäs [ነፈሰ näfäsä]) to be windy

Practice

Describe the kind of weather indicated by each picture. Write your descriptions in complete sentences beneath each picture. Example: ዛሬ ደመናማ ነው zare dämänama näw.







Dialog - Saying the Full Date

አስቴር	ዛሬ ቀኑ ስንት ነው?
Aster	zare k'änu sīnt näw?
ሙሉ	በሀበሻ ወይስ በፈረንጅ?
Mulu	bāhabäša wäys bāfäränj?
አስቴር	በሀበሻ Aster bāhabäša ሙሉ 12
Mulu	12
አስቴር	ምን 12? Aster mīn 12?
ሙሉ	ጥቅምት 12
Mulu	t'ik'mīt 12
አስቴር	እሺ አመሰግናለሁ
Aster	īši amäsägīnallāhu.
ሙሉ	አስቱ?
Mulu	astu?
አስቴር	አቤት?
Aster	abet?
ሙሉ	መቼ ተወለድሽ?
Mulu	mäče täwälädīš?
አስቴር	ህዳር 21 1978.
Aster	hīdar 21, 1978.
ሙሉ	አመሰግናለሁ
Mulu	amäsägīnalāhu
አስቴር	ምንም አይደል
Aster	mīnim ayidāl



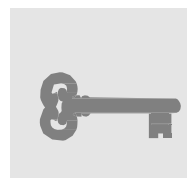
Vocabulary**Other Date Words**

ልደት	līdāt	birthday
መውለድ	māwālād	(ተወለደ tāwālādā) to be born

Practice**Matching**

Match the questions under column A with their appropriate answers under column B

A	B
1. ዛሬ ቀኑ ስንት ነው? zare k'ānu sīnt nāw?	A. መስከረም 12 mäsikārām 12
2. መቼ ተወለድሽ māče tāwālādīš?	B. ሚያዝያ 3 ቀን 1987 ተወለድኩ miaziya 3 1987
3. ልደትሽ መቼ ነው līdātīš māče nāw?	C. ዛሬ ህዳር 15 ነው zare hīdar 15 nāw

**Grammar Point****Time Adverbs**

Note: በየ bāyā- (as a prefix attached to words denoting periods of time) means ‘every’

በየሰዓቱ	bāyäsä'atu	every hour
በየጊዜው	bāyägizew	every time
በየቀኑ	bāyäk'ānu	everyday
በየሳምንቱ	bāyäsamīntu	every week
በየአመቱ	bāyāamātu	every year

Note: በ bā- or ባ ba- (as a prefix attached to words denoting periods of time) means ‘in’ or during

Examples

በከረምት	bākīrāmt	in summer
በቢጋ	bābāga	in winter
በዚህ አመት	bāzih samīnt	during this week
ባለፈው ወር	balāfāw wār	last month

Vocabulary**Denoting Periods of Time**

ቀን	k'ān	day
ሳምንት	samīnt	week
ወር	wār	month
አመት	amāt	year

የቀን መቁጠሪያ	yäk'än mäk'ut'äriya	calendar
አምና	amna	last year
ካችአምና	kač amna	the year before last
ዘንድሮ	zändiro	this year
መጨው አመት	mäčiw amät	next year

Practice

Translation

Translate the following sentences into English.

- ባለፈው ወር ዝዋይ ሀይቅ ሄድኩ፡ baläfäw wär Ziway hayik' hedku.
- በከረምት ትምህርት ቤቶች ይዘጋሉ፡ bäkirämt timihirt betoč yizägallu.
- በዚህ ሳምንት ደብዳቤ የለኝም bāzih samint däbdabe yälänim.
- ባለፈው አመት የኮሌጅ ተማሪ ነበርኩ፡ baläfäw amät yäkolej tämari näbärku.

Practice

Sentence Completion

- እኔ በየጊዜው ine bāyägizew _____ (መምጣት māmīt'at).
- በከረምት አየሩ bäkirämt ayäru _____ (መቀዝቀዝ mäk'äzi k'äz).
- በ bā _____ ወር ገና ይከበራል wär gänna yikäbäral (is celebrated).

Application

Compare and contrast the American and the Ethiopian calendars. Write your response, rehearse it and present it in class. You have to talk about: a.) months b.) years c.) seasons and weather and d.) major holidays

Practice Reading and Pronouncing Script

ቋንቋ

ላይብረሪ

ቴምብር

ፍልስፍና

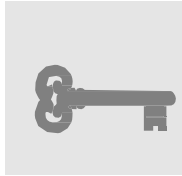
አስተማሪ

ክትባት

Unit 13: Sentence Structure

Learning Objectives

- ✓ At the end of this unit you will be able to,
- ✓ Recognize the different sentence types in Amharic language,
- ✓ Tell how Amharic sentences differ from English sentences,
- ✓ Recognize some of the common Amharic sentence and phrase connectors,
- ✓ Be familiar with most common Amharic prepositions, and
- ✓ Make grammatical sentences



Grammar Point

Types of Sentences

The main Amharic sentence types are simple, compound and complex. (nätäla ነጠላ ስርዓት ብልፅጎና ደብዳቤ' ደብዳቤን ለመጻፍ አስፈሪ የሆኑት).

Simple Sentence / nātāla arāftā nāgāroč ነጠላ አረፍተ ነገሮች/

A simple sentence has a single subject and a single verb; but it can have other parts of speech. The pattern is:

Subject + Predicate

Example: Ayele rot'ä ኣየለ ሮጦ።

S + V

Ayele bäfit'inät rot'ä
አየለ በፍጥነት ሮጦ

S + adv + V

rājīmu Ayele bāfīt'ināt rot'ā
 ረጅሙ አየለ በፍጥነት ሮጥ።
 Adjective+Noun+Adverb+Verb

Practice

I. *Select words from the box and make a sentence*

bāla በላ	tāñäč ተኝች	īssu እሱ	astāmariw አስተማሪው
bālahu በላሁ	sārač ሰራች	t'ät'u ጠጡ	inate እናቴ
īne ነፍሱ	hedä ሄደ	hijoču ልጆቹ	innäsu እነሱ

Example: wändime mīsa bāla ወንድሜ ምሳ በላ።

II. *Make sentences in Amharic and talk about yourself, your friends, family, and LCF.*

III. *Expand the following sentences using the word ዝች.*

Example: John bāla ጆን በላ።

- John mīsawn bāla ጆን ምሳውን በላ።
- John mīsawn injära bāla ጆን ምሳውን እንጀራ በላ።
- John mīsawn kəgwadāñoču gar bāla ጆን ምሳውን ከጓደኞቹ ጋር በላ።
- John mīsawn hilton hotel wīst' kəgwadāñoču gar bāla ጆን ምሳውን ሂልተን ሆቴል ውስጥ ከጓደኞቹ ጋር በላ።
- John tīnant mīsawn hilton hotel wīst' kəgwadāñoču gar bāla ጆን ትናንት ምሳውን ሂልተን ሆቴል ውስጥ ከጓደኞቹ ጋር በላ።

I. īsswa gāzač

እሷ ዝች።

īsswa ----- gāzač.

እሷ ----- ዝች።

īsswa ----- gāzač.

እሷ ----- ዝች።

īsswa ----- gāzač.

እሷ ----- ዝች።

īsswa ----- gāzač.

እሷ ----- ዝች።

īsswa ----- gāzač

እሷ ----- ዝች።

II. Try the rest of the following verbs as in the examples above.

amät'ač አመጣች፣ **täč'awätu** ተጫወቱ፣ **at'äbäč** አጠበች፣ **afäla** አፈላ

Compound sentence (dirīb aräftä nägär ድርብ አረፍተ ነገር)

A compound sentence is a combination of two simple sentences joined by a conjunction.

Example

- mīsa bālahu ምሳ በላሁ። wīha t'ät'hu ውሃ ጠጣሁ።

- mīsa bālahu īna wīha t'ät'hu ምሳ በላሁ እና ውሃ ጠጣሁ።
- līju suk' hedā. ልጁ ሱቅ ሄደ። šama gāza ሻማ ገዛ።
- līju suk' hedā īna šama gāza. ልጁ ሱቅ ሄደ እና ሻማ ገዛ።
- anābalāhu አነባለሁ። itāñalāhu እተኛለሁ።
- anābalāhu wāyim itāñalāhu አነባለሁ ወይም እተኛለሁ።

Practice

I. Connect the following simple sentences and make a compound sentence using conjunctions. First try to understand the meaning of each sentence. Then find the appropriate conjunction. Ask your LCF if you do not know the Amharic word for the conjunction you want to use.

1. gālačāwīn tat'ābu ገላቸውን ታጠቡ። libīsačāwīn k'āyāru ለብላቸውን ቀየሩ።
2. fitun tat'ābā ፊቱን ታጠብ። k'ursun bālla ቁርሱን በላ።
3. lījoču yat'ānallu ልጆቹ ይተኛሉ። lījoču yīč'awātalū. ልጆቹ ይጫወታሉ።
4. Sara amāmat ሳራ አመማት። hakim bet alhedāčīm ሃኪም ቤት አልሄደችም።
5. fātāna dārsoal ፈተና ደርሷል። atat'ānam አታጠናም።

II. Here are some more simple sentences. Make them longer and more meaningful compound sentences using connectors like gīn, woyīm, and īna (meaning 'but', 'or', and, 'and' respectively).

1. sāwīyāw māt'a gīn _____. ሰውየው መጣ ግን _____።
2. ayāru yīk'zāk'īzal gīn _____. አየሩ ይቀዘቅዛል ግን _____።
3. libse k'ošīšwal gīn _____. ልብሴ ቆሽሻል ግን _____።
4. īne imāt'alāhu wāyim _____. እኔ እመጣለሁ ወይም _____።
5. lījītwā ananas gāzač īna _____. ልጅቷ አናናስ ገዛች እና _____።

III. Match: Try to make compound sentences by matching sentences in column 'A' to the best option in column 'B'.

A	B
1. gībiw yamīral gīn ግቢው ያምራል ግን	bālu በሉ።
2. sāwīyāw nāč' šāmiz lābswal ሰውየው ነጭ ሽሚዝ ለብሷል ግን	t'ābab nāw ጠባብ ነው።
3. nāgā kwas ič'awātalāhu wāyim ነገ ኳስ እጫወታለሁ ወይም	k'ošīšwal ቆሽሻል።
4. tīgīst gābāya hedāč īna ትግስት ገበያ ሄደች እና	īwañalāhu እዋኛለሁ።
5. imama ananas gāzu īna እማማ አናናስ ገዙ እና	mango gāzač ማንጎ ገዛች።

Complex Sentence (dibilik' aräftä nägäroč ድብልቅ አረፍተ ነገሮች)

A Complex sentence is a sentence, which is formed from a dependant clause and a simple sentence. A dependant clause is formed using a preposition and a gerundive affix. Here are examples of these prepositions:

- lä(to), kä(from/since)
- ändä- (as/ as soon), silä- (because/for that reason)

These prepositions, act like transitional phrases, but also provide a reason/rationale, for the dependent clause.

Example:

He came; issu mät'a እሱ መጣ
because he came; issu silä mät'a እሱ ስለመጣ
the meeting started. sibsäba täjämärä ስብሰባው ተጀመረ::

ስለ silä and the other prepositions above are typically only found in complex sentences. Each clause alone, of a complex sentence, can express meaning; but using these prepositions provides more relevance and context when used. The first clause starts the idea, and by using the preposition to connect the clauses, the thought of the speaker is completed.

Here is another example using እንደ ändä

- I finished my work. sirayen č'äräsku ስራዬን ጨረስኩ::
- As soon as I finish my work; sirayen ändä č'äräsku ስራዬን እንደጨረስኩ
- As soon as I finish my work I will come. sirayen ändä č'äräsku imät'alähu ስራዬን እንደጨረስኩ እመጣለሁ::

Gerundive Affix

Please go back to Unit 12 and look at rules about simple gerundives stated in the grammar section, of the “ The Story Telling “ Unit. You will see how two consecutive actions are put in the same sentence using the gerundive verbs.

Examine these examples:

gäbäya hedku ገበያ ሄድኩ::
gäbäya heje ገበያ ሄጀ
gäbäya heje doro gäzahu ገበያ ሄጀ ዶሮ ገዛሁ::

misa bala ምሳ በላ::
misa bälto ምሳ በልቶ
misa bälto sira hedä ምሳ በልቶ ስራ ሄደ::

liju hagär gobäñä ልጁ ሀገር ጎበኘ::

līju hagār gobñīto ልጁ ሃገር ኅብኝቶ
līju hagār gobñīto tāmālisā. ልጁ ሃገር ኅብኝቶ ተመለሰ።

Practice:

I. Complete the following Sentences

- 1) bet īndādārāsku _____. ቤት እንደደረሰኩ _____ ::
- 2) sara sīlātamāmāč _____. ሳራ ስለመጣች _____ ::
- 3) buna kāt'āt'ahu _____. ቡና ከጠጣሁ _____ ::
- 4) itīyop'īya sīlāmāt'an _____. ኢትዮጵያ ስለመጣን _____ ::
- 5) silt'āna īndāč'ārāsīn _____. ስልጠና እንደጨረስን _____ ::

II. Insert the right prepositional connectors to connect the two sentences.

1. halafiyačīn k'ārrā ሀላፊያችን ቀረ። sībīsāba yālānīm ስብሰባ የለንም።
2. māhed fālāgā መሄድ ፈለገ ። fāk'ad t'äyāk'ä ፈቃድ ጠየቀ።
3. sīra agāñāhu ስራ አገኘሁ። bet tākārāyāhu ቤት ተከራየሁ።
4. wīša nākāsāt. ውሻ ነካሳት። hakim bet hedāč ሃኪም ቤት ሄደች።
5. betačāw tāzārāfā ቤታቸው ተዘረፈ። läpolis amālākātu ለፖሊስ አመለከቱ።
6. zīnab zānābā ዝናብ ዘነበ tāñahu ተኛሁ።
7. bank zārāfā ባንክ ዘረፈ tasārā ታሰረ።

III. By using a gerundive affix change the following simple sentence to complex sentences. To do so you may have to think first to determine which action comes first sequentially and then decide which way the verb changes to form the respective gerundive affix. Look at the example first.

Example:

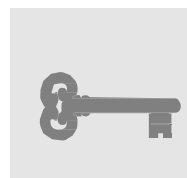
- libīs at'ābāč ፤ tākosāč ልብስ አጠበች፤ ተኮሰች ።
- libīs at'ība tākosāč ልብስ አጥባ ተኮሰች።

Of the two consecutive actions, which is washing the clothes and then ironing, washing comes first and the gerundive form of the verb 'at'ābāč' has been taken to be 'at'ba'. As you do these exercises, remember that the gerundive changes according to gender, i.e. he or she. With feminine it always takes the '-a' ending while it takes the '-o' one for masculine.

1. tīmihīrt bet hedä ትምህርት ቤት ሄደ፤ tāfātānā ተፈተነ።
2. andāña wāt'ač አንደኛ ወጣች፤ tāšälāmāč ተሸለመች።
3. buna afālu ቡና አፈሉ። t'āt'u ጠጡ።
4. dāmoz tāk'ābälāč ደምዝ ተቀበለች። libīs gāzač ልብስ ገዛች።
5. sinima bet hedku ሲኒማ ቤት ሄድኩ። film ayāhu ፊልም አየሁ።

IV. Make three complex sentences using a gerundive affix based on the actions you did last week.

V. Report what your friends said on (II) using a gerundive affix and changing the pronoun.



Grammar Point

Amharic sentence Types

Amharic sentences are divided into four types.

1. hatätawi aräftä nägär ሃተታዊ አረፍተ ነገር / Declarative sentence.

A declarative sentence is a statement that can be either affirmative or negative.

Example:

Affirmative	Negative
nägä tīmihīrt allä ነገ ትምህርት አለ።	nägä tīmihīrt yällām ነገ ትምህርት የለም
gwadāñōče māt'itāwal ጓደኞቼ መጥተዋል።	gwadāñōče almāt'um ጓደኞቼ አልመጡም።

2. t'iyak'eyawi aräftä nägär ጥያቄያዊ አረፍተ ነገር/ Interrogative Sentence

It is a form used for questioning.

Example:

māče māt'ah መቼ መጣህ?
yāt hedāč የት ሄደች?
īndet yīsāral እንዴት ይሰራል?
mīn allīš? ምን አልሸ?

3. tī'izazawi arāftä nägär ትዕዛዛዊ አረፍተ ነገር / Imperative Sentence

A statement used for ordering someone to do something.

Here, the subject is you (i.e. second person) and it is command. See the examples below:

Subject (being addressed- 2nd person)	With the verb māk'ämät' (to sit)	With the verb mähed' (to go)
antä አንተ	täk'ämät' ተቀመጥ	hid ሂድ
anči አንቺ	täk'ämäč'i ተቀመጪ	hiji ሂጂ
innantä እናንተ	täk'ämät'u ተቀመጡ	hidu ሂዱ
irswo እርስዎ	yik'ämät'u ይቀመጡ	yihidu ይሂዱ

4. aganañ arāftä nägär አገናኝ አረፍተ ነገር / Exclamation

These sentences are used to exclaim ideas.

Examples:

- **inde! እንዴ!** Expressing your emotions at something you didn't expect to happen or general surprise. Ask your LCFs to show you how to say it and how people use it in context.
- **mīn alš; ምን አልሽ?**; What! What did you say?
- **yīgārmal! līju bāt'am gobāz nāw ይገርማል !ልጁ በጣም ጎበዝ ነው** Wow. The child is smart.
- **abet gībiw siyamir አቤት ግቢው ሲያምር!** What a beautiful compound.
- **bäiwināt alawāk'ikūm nābār በእውነት አላወኩም ነበር::** Really, I didn't know.

Some Amharic Conjunctions:

አለበለዚያ	otherwise
በመሆኑም	because of
ቢሆንም	even though
ይሁን እንጂ	however
ስለዚህ	so
ምክንያቱም	because
ለማንኛም	anyways
ግን/ነገር ግን	but

Look at the examples below and notice how they are placed and form a meaningful combination of the two parts of sentences.

1. agobär tät'äk'äm **aläbäläzia** yāwāba tīnīn yīnādfīhal
አጎበር ተጠቀም አለበለዚያ የወባ ትንኝ ይነድፍሃል::
2. birtukanu albäsälām **bihonīm** igāzawalāhu
ብርቱካኑ አልበሰለም ቢሆንም እገዛዋለሁ::
3. fātāna alābīn **silāzih** at'ānalāhu
ፈተና አለብኝ ስለዚህ አጠናለሁ::
4. māngādu asčägari nāw **bāmāhonum** arāfādku
መንገዱ አስቸጋሪ ነው በመሆኑም አረፈድኩ::

5. lāmāmīt'at asībe nābār **yihun inji** altāmāčāñīm
ለመምጣት አስቤ ነበር ይሁን እንጂ አልተመቸኝም፡፡

Practice

I. Connect the following sentences using the right conjunction from the above list.

1. t'iru wīt'et amāt'ahu ጥሩ ውጤት አመጣሁ _____ dās alāñ ደስ አለኝ፡፡
2. gānfo yīwādal ገንፎ ይወዳል _____ aysmamawīm አይስማማውም፡፡
3. tolo näy ቶሎ ነይ _____ ihedalāhu እሄዳለሁ፡፡
4. wīt'et alamāt'ahum ውጤት አላመጣሁም _____ alat'anahum አላጠናሁም፡፡

II. Make the sentences complete.

1. šayu sīkwar yālāwum sīlāzih _____. ሻዩ ሰኳር የለውም ስለዚህ _____ ፡፡
2. Addis Abeba tilik' kätāma nat yihun inji _____.
አዲስ አበባ ትልቅ ከተማ ናት ይሁን እንጂ _____ ፡፡
3. rīboñal mikīniyatū _____ . ርቦኛል ምክንያቱም _____ ፡፡
4. betun išāt'āwalāhu bihonīm _____. ቤቱን እሸጠዋለሁ ቢሆንም _____ ፡፡
5. bäsā'atu na alābālāziya _____. በሰዓቱ ና አለበለዚያ _____ ፡፡

III. Now make your own sentences using conjunctions like those above.

Prepositions

Here are some of them the most frequently used prepositions in Amharic.

በ	bä	in, at
ውስጥ	wīst'	inside
ከ	kä	from,
አጠገብ	at'ägäb	by (indicating adjacency) with
ውጭ	wī č'	outside
ለ	lä	to, for
ላይ	lay	on top
ወደ	wädä	to, towards, into
ታች	tač	beneath,
እስከ	iskä	as far as, upto, until
ከ...ጋር/ (ጋ)	kä...gar	with (accompaniment)
እንደ	indä	like, as
በፊት	bäfit	before, in front of
ስለ	silä	about, because of, according to

በኋላ	bāhwala	behind, after
ያለ	yalä	without

Note: The prepositions in the left column, above, come before nouns and verbs while those on the right (wist', wī č', lay, tač, etc) are usually placed after nouns and verbs.

Example

tīmihirt bet wist' bīzu tämariwoč allu. ትምህርት ቤት ውስጥ ብዙ ተማሪዎች አሉ።
 wāfwa zaf lay aräfäč. ወፏ ዛፍ ላይ አረፈች።
 bāmākina wädä sira hedä. በመኪና ወደ ስራ ሄደ።
 ĩskä Addis Ababa ĩhedalähu. እስከ አዲስ አበባ እሄዳለሁ።
 läihitu mäs'ähf sät'at. ለእህቴ መጽሀፍ ሰጣት።
 ĩndä abatu manbāb yiwādal. እንደ አባቴ ማንበብ ይወዳል።

Practice:

Complete the following sentences using the appropriate preposition.

1. käihitu ከእህቴ _____ mät'a መጣ። He came with his sister
2. tigist ትግስት _____ Hana ሃና _____ tat'ānaläč ታጠናለች። Tigist studies with Hana.
3. šay ሻይ _____ sīkwar ĩwādalähu ስኳር እወዳለሁ። I like tea with sugar
4. wāfwa ወፏ _____ ĩyābārärč hedäč እየበረረች ሄደች። The bird flew up.

Unit 14: Appointments and Invitations

Learning Objectives

By the end of this unit you will be able to,

- ✓ Extend invitations
- ✓ Set, accept, or decline appointments
- ✓ Follow the general outline of a telephone conversation in Amharic
- ✓ Describe different cultural celebrations
- ✓ Review major verb tenses

Dialog 1

Karen, a PCV, invites an Ethiopian friend to lunch.

ኬረን: ሰላም ነሽ ትግስት?

Karen: sālam nāš Tīgīst?

ትግስት: ሰላም ነሽ ኬረን?

Tigist: sālam nāš karen?

ኬረን: ትግስት ዛሬ ምሳ ልጋብዝሽ?

Karen: Tīgīst, zare mīsa ligabīzīš?

ትግስት: አይ ይቅርታ ዛሬ አይመቸኝም፡፡ ሌላ ጊዜ ይሁን?

Tigist: ay, yīk'irṭa, zare aymāčāñīm. lela gize yīhun?

ኬረን: ይቻላል መቼ ይሁን?

Karen: yīčalal, māče yīhun?

ትግስት: ማከሰኞ?

Tigist: maksāño?

ኬረን: እሺ የት እንገናኝ?

Karen: Īšši. yāt innīgānañ?

ትግስት: ራስ ሆቴል?

Tigist: Ras Hotel?

ኬረን: ይቻላል በስንት ሰዓት ይመቸሻል?

Karen: yīčalal, bāsīnt sā'at yīmāčīšal?

ትግስት: በሰዓት ሰዓት

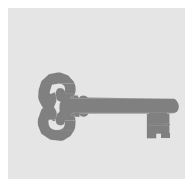
Tigist: bā sābat sā'at.

ኬረን: እሺ ቻው

Karen: Īšši čaw

ትግስት: ቻው

Tigist: čaw.



Grammar Point

Making Suggestions Using “Let”

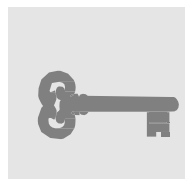
Making suggestions involves use of the jussive form of the verb. The jussive is formed by adding an appropriate prefix to the male form of the imperative verb. A common use of the jussive expresses “let’s” do something:

እን ስንኩ + imperative verb form for male person = let’s

The dialog makes use of the jussive form of መገናኘት *mägänaḥät* [ተገናኘ *tägänaḥä*], as in: መቼ እንገናኝ *mäče ስንገናኝ*? When shall we meet?

Look at the following examples:

Infinitive	Command (male form)	Let’s -----!
መብላት <i>mäbīlat</i>	ብላ <i>bīla</i>	እንብላ ስንብላ <i>Let’s eat!</i>
መጠጣት <i>mät’ät’at</i>	ጠጣ <i>t’ät’a</i>	እንጠጣ ስንጠጣ <i>Let’s drink!</i>
መሄድ <i>māhed</i>	ሂድ <i>hid</i>	እንሂድ ስንሂድ <i>Let’s go!</i>
መጫወት <i>māč’awät</i>	ተጫወት <i>täč’awät</i>	እንጫወት ስንጫወት <i>Let’s play/chat!</i>
መግባት <i>mägībat</i>	ግባ <i>gība</i>	እንግባ ስንግባ <i>Let’s go in!</i> መጠንቀቅ
ማስጠንቀቅ <i>mät’änk’äk’</i>	ተጠንቀቅ <i>tät’änk’äk’</i>	እንጠንቀቅ ስንጠንቀቅ <i>Let’s take care.</i>
Notice that if the command form starts with the prefix “tä-“, this prefix is dropped in forming the jussive.		



Grammar Point

Expressing “Let me” or “May I?”/“Shall I?”

Extending an invitation or offering something involves another form of the jussive. This form is represented in the dialog by:

ልጋብዝኝ *līgabīzīš?* May I invite you?

You also saw some verbs of this type in the previous unit:

ልለካው *līlākaw?* Can I try it?
 ልግዛልኝ *līgīzalīš?* Shall I buy for you (♀)?
 ለምጣልህ *lamt’alih.* Let me bring for you (♂)

When phrased as a question, this form of the jussive indicates either, “Shall I?” or “May I?” As a statement, the sense is, “Let me” (i.e. allow me to). These sorts of phrases are formed as follows:

ል ሊ + imperative verb form for male person

Examples:

ልቆይ ሊክ'oy	Let me wait. / Shall I wait?
ልሂድ ሊከid	Let me go. / Shall I go?
ላንብብ ሊከbīb	Let me read. / Shall I read?
ላምጣ ሊከmīt'a	Let me bring. / Shall I read?

Common uses:

ልጋብዝህ ሊገብገብ? (♂)/ልጋብዝሽ ሊገብገብሽ? (♀) / ልጋብዝኹ ሊገብገብኹ (pl)? **May I invite you?**
 ልርዳህ ሊርዳክ? (♂)/ልርዳሽ ሊርዳሽ? (♀)/ልርዳኹ ሊርዳኹ (pl)? **Shall I help you?**

Notice that these verbs attach the indirect object suffix –ህ-ih (♂)/-ሽ-iš? (♀) / -ኹ- aččihu (pl) to express to whom the action refers. Object suffixes are always attached to the end of the jussive verb.

Practice

Take the following commands, and turn them into a “Let’s!” suggestion:

- | | |
|-----------------------|---------------------------|
| 1. ምሳ ብዬ. mīsa bīyi. | 4. እዚህ ቆይ. izzih k'oy. |
| 2. ፊልም ግባ. film gība. | 5. ጠላ ጠፍፈ. t'älla t'äč'i. |
| 3. ቤት ሂጂ. bet hīji. | 6. ተጫውቱ. täč'awātu. |

Translate the following into Amharic.

- Shall I come to your (m.) office?
- Let me invite you (f.) to lunch.
- May I call you (m.) at night?
- Shall I wait for you (plural) at Meta Café?
- Shall I buy you (f. child) a candy from the shop?

Dialog 2

ገብሬ: ደህና ዋልክ ራያን እሁድ ሰርግ አለ ልጋብዝህ?
 Gebre: dähna walk, Ryan. ihud särg allä, ligabizih?
 ራያን: የማን ሰርግ ነው?
 Ryan: yäman särg näw?
 ገብሬ: የወንድሜ
 Gebre: yäwändime.
 ራያን: ስንት ሰዓት ላይ ነው?
 Ryan: sint sä'at lay näw?
 ገብሬ: ስድስት ሰዓት
 Gebre: sidisit sä'at.
 ራያን: እሺ ደስ ይለኛል አመሰግናለሁ

Ryan: iṣṣi. däs yilāñal! amäsägīnalāhu.

Vocabulary

Important Occasions			Common Meeting Places		
ልደት	līdät	birthday	ሆቴል	hotel	hotel
ክርስትና	kīrstīna	christening	ካፌ	kafe	café
ሰርግ	särg	wedding	መናፈሻ ቦታ	mānafäša bota	park
ምርቃት	mīrīk’at	graduation, blessing	ቲያትር ቤት	tiyatir bet	theater
ቀብር	k’äbīr	funeral	ሲኒማ ቤት	sinima bet	cinema
ግብዣ	gībza	party/get-together	ጠላ ቤት	t’älla bet	t’älla’ house
ስብሰባ	sībsäba	meeting	ስቴድየም	stediyām	stadium
ጸበል	s’äbäl	a feast held in the name of a Christian holy figure			

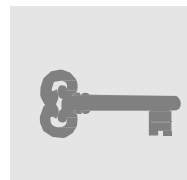
Practice

Practice vocabulary by inviting a classmate to the following places or event. If possible, try this without looking at your vocabulary list above!

1. birthday
2. juice house
3. park
4. christening
5. party or get-together
6. Graduation

Dialog 3

ሰለሞን: ቅዳሜ ከሰዓት ምን ትሰራለህ?
 Solomon: k’idame kāsä’at mīn tīsāralāh?
 ማርክ: ምን ነው?
 Mark: mīn näw?
 ሰለሞን: ቲያትር ልጋብዝህ?
 Solomon: tiyatir ligabizih?
 ማርክ: አይ ይቅርታ ቅዳሜ ቤቴ እንግዳ ይመጣል አይመቸኝም?
 Mark: ay, yik’irta, k’idame bete ingida yimät’al. ayimächāñim.



Grammar Point

Asking If and Saying Whether It Is “Suitable” or Not

The verb መመቸት māmāčät [ተመቸ tämāčä] “to be suitable” is used in extending, accepting, or declining invitations.

Examples from the dialogs:

አይመቸኝም ayimächāñim. It doesn’t work for me. (Lit: “It doesn’t suit me.)
 ይመቸሻል yimächīšal? Does that work for you (f.)? (Lit: “Does that suit you (f.) ?)

Various forms of māmāčät [tāmāčä] “to be suitable” (passive verb form)

	Singular			Plural	
	Affirmative	Negative		Affirmative	Negative
አኔ	ይመቸኛል Yīmāčānal	አይመቸኝም ayīmāčāñīm	እኛ	ይመቸናል Yīmāčānal	አይመቸንም ayīmāčāñīm
አንተ	ይመቸሃል Yīmāčīhal	አይመቸህም ayīmāčīhīm	እናንተ	ይመቸችኋል Yīmāčāčīhwal	አይመቸችሁም ayīmāčāčīhum
አንቺ	ይመቸሻል Yīmāčīšal	አይመቸሽም ayīmāčīšīm			
እርስዎ	ይመቸዎታል Yīmāčīwotal	አይመቸዎትም ayīmāčīwotīm			
እሱ	ይመቸዋል Yīmāčāwal	አይመቸውም ayīmāčāwīm	እነሱ	ይመቸቸዋል Yīmāčāčāwal	አይመቸቸውም ayīmāčāčāwīm
እሷ	ይመቸታል Yīmāčatal	አይመቸትም ayīmāčatīm			
እሳቸው	ይመቸቸዋል Yīmāčāčāwal	አይመቸቸውም ayīmāčāčāwīm			

Cultural Note

Invitations in Ethiopia

It is quite common in Ethiopian culture to invite friends out for lunch, dinner, **ሻይ/ ቡና šay/buna**, and other more formal events. Be aware that if you are the one inviting, it is expected that you will pay for the one you have invited. Similarly, if you are invited, you can typically expect that the person who has invited you will pay for you.

When coming to a special event, such as a **ልደት lidät**, **ክርስትና kirsitina**, or any other, it is common to bring a gift. For a **ልደት lidät**, it is common to bring food or drinks for the gathering. For a **ክርስትና kirsitina**, a gift of clothing for the infant may be brought, but it is not required. When attending a **särg**, a good gift for a close friend is some sort of **የቤት እቃ yäbet ik'a**, as in **ብርጭቆ birč'ik'o**. For a recent graduate, photo frames, neckties, and shirts are common, but choose your gift according to what your friend will like.

People may be very insistent when extending an invitation. To be polite in refusing an invitation, you should offer a reason that you will not be able to attend.

Practice

1. Your boss has just invited you to a lunch at a restaurant tomorrow. Construct a dialog in which you decline the invitations politely.
2. You would like to go to Sodere (a recreation park) with an office mate next weekend. Create a dialog in which you propose the appointment and it gets accepted.

Cultural Note

Dating and Romantic Relationships

Dating (the way it is done in the western culture now) among boys and girls was introduced to Ethiopian life recently. However, in the rural societies boys and girls practice romantic friendship called የክንፈር ወዳጅነት *yäkänfär wädajünät*, literally means “lip friendship” similar to boy-and-girl-friendship. This usually doesn’t go beyond kissing (not in the open) and exchange of love lyrics in public ceremonies and weddings. For some, this relationship may lead to marriage.

Traditionally, marriages were arranged by the parents with the help of elder intermediaries called ሸማግሌ *šimagile*. Today dating is becoming common among young people in bigger towns. Preparatory and college students in particular widely practice this modern kind of relationship.

Ethiopians are not direct in love affairs. Girls are particularly indirect in this regard. Girls are not expected to express their interest to the guys they are attracted to. Most of the time the male takes the initiative and the female’s role is just to accept or to refuse. Women are not expected to accept the invitation immediately, either. Rather, they can show their interest not verbally but by using body language such as smiling. Whatever the response may be, the male for his part is not expected to give up his attempt till he gets her acceptance. This may cause some issues for volunteers, as the refusal of a relationship is not always accepted by a pursuing man. Therefore, one must be very strong and clear about his or her disinterest in starting a relationship.

Homosexuality and Bisexuality

Homosexuality and bisexuality are considered to be very taboo and inappropriate in Ethiopian culture. You may find that your friends and colleagues are reluctant to even talk about homosexuality. It is illegal in Ethiopia, and someone who is known to be homosexual will be outcast from his family, and may face legal consequences such as imprisonment. There are small pockets of homosexuals in Addis Ababa, but you will probably never meet an openly gay person.



Vocabulary

Telephone Conversation

ማን ልበል?

ማን ነህ/ ማን ነሽ?

_____ን ፈልጌ ነበር

_____ን ያገናኙኝ

መልእክት አለዎት?

ትንሽ ይጠብቁ

ተሳስተዋል

man libäl?

man näh/näš?

_____ **n fälige näbär.**

_____ **n yagänaññ**

mälī'ikt alāwot?

tīniš yīt'äbik'u.

täsasitäwal

Who is speaking? (Lit: “Whom shall I say?”)

Who is this speaking?(less polite)

I would like _____

Can you put me through to _____?

Can I take a message?

Just a moment, please.

You have a wrong number.

መልሼ እደውላለሁ	mäliṣe idäwīlälähu.	I'll call back.
ስልኩ ተይዟል	sīlku täyīzoal.	The phone is busy.
አይሰራም	aysäram.	It is not functional.
አንድ ጊዜ	and gize.	One moment

Dialog 4

An Informal Phone Conversation

ማሩ:	ሄሎ ማን ልበል?
Maru:	hello man libäl?
ሳሮን:	ሄሎ ማሩ ሳሮን ነኝ
Saron:	hello Maru. Saron näñ.
ማሩ:	ታዲያስ ሳሮን እንዴት ነሽ? ደህና ነሽ?
Maru:	tadiyas Saron. indet näš? dähna näš?
ሳሮን:	እግዚአብሔር ይመስገን ደህና እየውልህ.... ነገ ወደ ማታ ጸበል ቅመስ
Saron:	igziabher yimäsgän dähna. iyäwlih...nägä wädä mata s'äbäl k'imäs.
ማሩ:	እሺ
Maru:	išši.
ሳሮን:	በል እሺ ነገ እንገናኝ
Saron:	bäl išši nägä innigänañ.
ማሩ:	እሺ በይ ቻው
Maru:	išši bäy, čaw.

Dialog 5

Formal Phone Conversation

አበበ:	ጤና ይስጥልኝ ፒስ ኮር
Abebe:	t'ena yist'ilīñ, Peace Corps.
ተስፋዬ:	እባክዎ ወይዘሮ አልማዝን ፈልጌ ነበር
Tesfaye:	ibakwo Wäyzäro Almazin manägagär fälige näbär.
አበበ:	ይጠብቁ
Abebe:	yit'äbik'u.
ተስፋዬ:	እሺ
Tesfaye:	išši.
...	
አልማዝ:	ሄሎ ማን ልበል
Almaz:	hello man libäl?
ተስፋዬ:	ተስፋዬ ነኝ እንደምን ዋልሽ አልማዝ?
Tesfaye:	Tesfaye näñ. indämīn walš Almaz?
አልማዝ:	እንደምን ዋልክ ተስፋዬ?
Almaz:	indämīn walk Tesfaye.

Practice

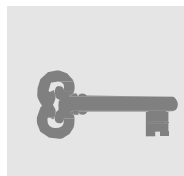
Create a telephone conversation for the following situations:

1. You would like to invite your counterpart next Saturday for lunch in a restaurant.

Call her/him and make the invitation. Assume it will be declined.

2. You are calling the head office to speak to the doctor. Unfortunately, she is out on a field trip. Leave a message and say that you will call back.

Present and Past Perfect Verb Tenses



Grammar Point

Present and Past Perfect Verb Tenses

A. The Present Perfect Tense

The present perfect tense usually indicates something that has happened in the past (often in the near past), something that has been ‘perfected’, as it were, but also some effect on the present. This tense is usually expressed in English by, “have” or “has” done something, as in, “I have arrived”.

Look at the following question and answer exchanges:

A: ቡናው አልደረሰም እንዴ? bunnaw aldäräsäm inde?

B: ደርሷል dārsoal.

ደርሰ dārs + አ o + አል al It is ready. (Lit It has arrived.) [ይደርሳል yidärsal (future)]

A: ታክሲው አልመጣም? taxiw alimät’am?

B: መጥቷል mät’itoal.

መጥተ mät’it + አ o + አል al It has come. [ይመጣል yimät’al (future)]

A: አስቴር አልሄደችም? Aster alhedäčim?

B: ሄዳለች hedäläč.

ሄድ hed + አ a + ለች aläč She has gone. [ትሄዳለች tihedaläč (future)]

Note that the whole sentence ‘ደርሷልdārsoal’ = root(stem) + አ o + አል al, has two suffixes. The first suffix, i.e. ‘o’, marks the subject ‘he’; the second indicates present perfect.

Present Perfect Forms of መሄድ mähed [ሄደ hedä] (to go)

Person	Gerundive Affix	Perfect Marker Suffix	Sentence Form (Present Perfect)
እኔ ine	-e-	-አለሁ -alähu	ሄጃለሁ hejealähu. I have gone.
አንተ antä	-äh-	-አል-all	ሄደሃል hedähall. You have gone.
እንቺ ančī	-äš-	-አል-all	ሄደኛል hedäšall. You have gone.
እርስዎ ĩrswo	-äw-	-አል-all	ሄደዋል hedäwall. You (polite) have gone.
እሱ ĩssu	-o-	-አል-all	ሄደአል hedoall. He has gone.
እሷ ĩsswa	-a-	-አለች -alläč	ሄደለች hedaalläč. She has gone.
እሳቸው ĩssačäw	-äw-	-አል-all	ሄደዋል hedäwall. He/She (polite) has gone.
እኛ ĩñña	-än-	-አል-all	ሄደናል hedänall. We have gone.
እናንተ ĩnnantä	-aččīhu-	-አል-all	ሄዳችኋል hedaččīhwall. You all have gone.
እነሱ ĩnnäsu	-äw-	-አል-all	ሄደዋል hedäwall. They have gone.

Points to Note:

- You can see from the table below that the present perfect marker is -አል-all, except for in the ‘I’ and ‘she’ forms.
- If the verb stem ends in a consonant that palatizes, such as in –hed- above, this consonant will palatize in the first person “I” form: hejeaalähu.
- Notice in the question-response examples given above that the verb mämt’at [mät’a] “to come”, adds a “t” after its verb stem to form “mät’it.” There are complicated rules as to when this is done, but as a rule of thumb, if the infinitive adds a “t” to the end, the gerundive will also add a “t”.

መስማት mäsīmat → ሰምቶአል sāmtoal He has heard.
 መግባት mägībat → ገብተናል gäbtänaal We have entered.
 መስጠት mäsīt’ät → ሰጥተኛል sät’itäšal You (f.) have given.

In the first person “I” form, the combination of “t” + “e” becomes palatallized to “ičč”:

መግባት mägībat → ገብቻለሁ gäbiččalähu
 መስማት mäsīmat → ሰምቻለሁ sāmīččalähu
 መጠጣት mät’ät’at → ጠጥቻለሁ t’ät’iččalähu

B. The Past Perfect Tense

The past perfect tense is expressed in English by, “had” (had done something), as in, “I had gone.”

To express past perfect, we add ነበር *nābār* to the verb root + gerundive affix indicated above (i.e. the present perfect without the “-አል *al*”, “-አሁ *alāhu*”, “-አለች *alläč*” marker). The *nābār* is not affixed; it is written as a separate word. Look at the following examples:

- a. በ 1965 የሰላም ጓድ ሆኜ ወደ ኢትዮጵያ መጣሁ *bä 1965 yäsālam guad hoñe wädä ityop’ya māt’ahu. ከዚያ በፊት kăziya bāfit:*
- ሎንዶን ሄጄ ነበር *London heje nābār.* I had gone to London.
 - የመጀመርያ ዲግሪዬን ሰርቼ ነበር *yāmājāmāriya degriyen sārīče nābār.* I had done my first degree.
- b. በ 1965 የሰላም ጓድ ሆና ወደ ኢትዮጵያ መጣችኋል *bä 1965 yäsālam guad hona wädä ityop’ya mātāč. kăziya bāfit:*
- ሎንዶን ሄዳ ነበር *London heda nābār.* She had gone to London.
 - የመጀመርያ ዲግሪዋን ሰርታ ነበር *yāmājāmāriya digriwan sārta nābār.* She had done her first degree.

Practice

*Conjugate the verb መብላት *mābīlat* [ብላ *bāla*] in the present perfect tense. Have your LCF help you. Then, try to conjugate it in the past perfect tense, on your own.*

Translate the following sentences into Amharic. Use the table above for help.

1. The office manager has left.
2. We have waited here all day.
3. The bread has run out [አለቀ *alāk’ä*]! (As in, “We are out of bread.”)
4. Almaz has made a good lunch
5. I have sent a letter to my brother.
6. They have spoken.

Now translate the following into Amharic using the past perfect tense.

1. They had wanted to go to the park, but the rain came.
2. By the time I left Ethiopia [ኢትዮጵያን ስለቅ *ityop’īyan sīlāk’*], I had learned Amharic perfectly!
3. She had told me this.
4. When they arrived, we had already gone.

Application

Ask your training manager for details about the Host Family Celebration that will occur at the end of your PST. Then, extend an invitation to your host family members.

Practice accepting and declining invitations that you might receive from community or host family members. Remember to be polite and give an appropriate excuse.

You are organizing a workshop on measures to be taken to protect the environment. Create a telephone conversation dialog in which you are trying to invite the following people to the workshop:

- Ministry of Agriculture district officer. (He is out on a business trip. Leave a message with his secretary.)
- Director of the local health center. (You are lucky this time. Tell her about the meeting.)
- A friend in the Ministry of the Environment. (Tell her about the meeting and invite her for a lunch in the local branch of the Ras Hotel.)

Practice Reading and Pronouncing Script

መግባባት

መጨዋወት

ማጠናቀቅ

መነጋገር

ንግግር

ማስፈጸም

መወያየት

ጓደኛ

ማካሄድ

መጠያየቅ

ፍቅረኛ

ጥንቃቄ

Unit 15: Dealing with Harassment

Learning Objectives

By the end of this unit you will be able to,

- ✓ Respond to both verbal and non-verbal forms of harassment
- ✓ Use appropriate language to reject sexual advances

Dialog 1

ኤምሊ : ታዲያስ ኤልያስ ሰላም ነው?
 Emily: tadiyas Elias.sālam nāw?
 ኤልያስ: ኤምሊ ! ደህና ነሽ? የት እየሄድሽ ነው?
 Elias: Emily! dāhna nāš? yāt iyāhedš nāw?
 ኤምሊ: ወደ ቤት እየሄድኩ ነው
 Emily: wādä bete iyāhedku nāw.
 ኤልያስ: ልሽኝሽ?
 Elias: lišāñiṣ?
 ኤምሊ: ይቻላል
 Emily: yičalal.
 ኤልያስ: ለምን ሻይ ቡና አንልም?
 Elias: lāmīn šay bunna anīlim.
 ኤምሊ : ደስ ይለኛል
 Emily: däs yilāñal.

 ኤልያስ: አሁን በጣም መሽቷል፤ ለምን አብረን አናድርም?
 Elias: ahun bāt'am māšitwal lāmīn abrān anadīrm
 ኤምሊ : እ... እሺ ደስ ይለኛል
 Emily: h...mmm. iṣi däs yilāñal

Vocabulary

Words and Expressions that Might Indicate Sexual Advances (to a female)

አብረን እንሂድ	abrān 'inhid?	Shall I accompany you?
ቤቴን ላሳይሽ	beten lasayiš?	Can I show you my house?
ስልክ አለሽ? ስልክሽን ስጪኝ	silk allāš? silkīšin sič'iñ.	Do you have a phone? Give me your (phone) number.
አምሮብሻል	amrobišal.	You look beautiful.
ልሽኝሽ?	lišāñiṣ?	May I accompany you?
ነፍስ ነሽ	nāfis nāš.	You are beautiful/sexy.
ልሳምሽ	lisamiš.	Can I kiss you?
አብረን እንደር	abirān inidār?	Shall we spend the night together?
ሻይ ቡና እንበል	šay buna inibāl.	Let's have tea/coffee.
ለምን ሻይ ቡና አንልም?	lāmīn šay bunna anīlim?	Why don't we have tea/coffee?

Dialog 2

Read the dialog below and find out how Sarah rejects the sexual advance.

ዳዊት: ነፍሴ ታምሪያለሽ!

Dawit: näfise tamriyaläš!

ሳራ: አመሰግናለሁ

Sarah: amäsägīnalāhu.

ዳዊት: እወድሻለሁ!

Dawit: iwädšalāhu!

ሳራ: አዝናለሁ ዓደኛ አለኝ

Sarah: azīnalāhu gwadāña allāñ.

ዳዊት: ቢኖርሽስ?

Dawit: binorišis?

Sarah: (keeps silent)

Vocabulary**Phrases to Reject Sexual Advance**

አልፈልግም!	alfāligīm.	No, I don't want.
አይቻልም	ayīččalīm.	That is not possible.
አይ እቸኩላለሁ	ay, iččakulalāhu.	No, I am in a hurry.
ዓደኛ አለኝ	gwadāña allāñ.	I have a boy/girl friend.
እጮኛ አለኝ	ič'oña allāñ.	I have a fiancée (fiancé).
አግብቻለሁ	agībīččalāhu.	I am married.
ባለትዳር ነኝ	balätidar näñ.	I am married. (stronger and formal)
ደስ አትልም	däs atilīm.	You don't look good.
አስቀያሚ	asik'äyami.	Ugly.
አታፍርም	atafirim?	Don't you feel ashamed?
ዞር በል/በይ	zor bäl! / bāy!	Go away! (to a ♂/♀)
ብቻዬን መሆን አፈልጋለሁ	bīčayen māhon ifālīgalāhu.	I would like to be by myself.
ባለጌ	baläge!	rude!

Rejecting Sexual Advances

እወድሻለሁ	→	አዝናለሁ ዓደኛ/እጮኛ / ባል አለኝ
iwädšalāhu	→	azīnalāhu gwadāña / ič'oña / bal alāñ.
ልሽሽሽ	→	አልፈልግም / አይቻልም / ብቻዬን መሆን አፈልጋለሁ
līšāñiṣ?	→	alfāligīm. / ayīččalīm. / bīčayen māhon ifālīgalāhu.
ቤቴን ላሳይሽ	→	አልፈልግም/ አይ ሌላ ጊዜ
beten lasayiš?	→	alfāligīm. / ay lela gize.
ታምሪያለሽ	→	አመሰግናለሁ
tamriyaläš.	→	amäsägīnalāhu. (Or pretend you heard nothing.)
ልሳምሽ	→	አልፈልግም/ አይቻልም
līsamiṣ.	→	alfāligīm. / ayīččalīm.
አብረን እንደር	→	አልፈልግም / አስቀያሚ / ዞር በል
abīrān inīdār?	→	atafirim? / asik'äyami. / zor bäl!

Accepting Sexual Advances:

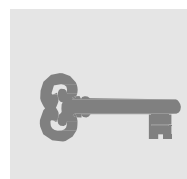
እወድኻለሁ īwādišalāhu	→	እኔም īnem. (me too.)
ልሽኝሽ līšāñiṣ?	→	አሺ. / ይቻላል īšši. / yīčalal.
ቤቴን ላሳይሽ beten lasayīṣ?	→	አሺ. / ይቻላል īšši. / yīčalal.
ታምሪያለሽ tamriyalāš.	→	አመሰግናለሁ / አንተም ታምራለህ amäsägīnālāhu. antām tamralāh.
ልሳምሽ līsamiṣ.	→	አሺ. / ይቻላል / አፍራለሁ īšši. / yīčalal. / afralāhu. (I'm shy.)
አብረን እንደር abirān inīdār?	→	አሺ. / ይቻላል īšši. / yīčalal.

Cultural Note**Sexual Harassment in Ethiopia**

Even though sexual harassment is illegal in many countries, the perception each community has towards unwelcome sexual advance, request for sexual favors, or any other verbal or physical behavior of a sexual nature may differ slightly.

Among Ethiopian communities most of the time it is males who harass females. Harassing behaviors may include, but are not limited to, written or spoken epithets; derogatory or sexually suggestive comments or slurs about an individual's body or dress; sexual jokes and innuendo; whistling or suggestive sounds; stalking, impeding or blocking movement; and touching, fondling, or intentional brushing against an individual's body.

Relatively speaking, verbal sexual harassment is common in Ethiopia. Ethiopian women tend to ignore or “turn a deaf ear” to these overtures. Verbal harassment is often not considered to be outright harassment by people of either gender. However, other (especially physical) types of harassment are taken seriously and will generally result in consequences being taken against the harasser.

**Grammar Point**
Negative Imperatives

You have already worked with the imperative, or command, form of the verb. To form the negative imperative form (“don’t go”, “don’t say”, “don’t eat”), simply add the prefix *atī-* to the imperative form.

	Positive Command	Negative Command	
	Touch!	Don't touch!	Don't touch me!
To a male	ንካ nika	አትንካ atinka	አትንካኝ atinkañ!
To a female	ንኪ niki	አትንኪ atinki	አትንኪኝ atinkiñ!
Plural/	ንኩ niku	አትንኩ atinku	አትንኩኝ atinkuñ!
Polite	ንኩ niku ይንኩ yinku	አትንኩ atinku / አይንኩ ayinku	አትንኩኝ atinkuñ! / አይንኩኝ ayinkuñ!
Note that the first “i” sound of the positive command often is not pronounced in the negative command (i.e. ንካ nika, but አትንካ atī-nka).			

Practice

Change the following commands into the negative form:

- | | |
|---------------|-----------------------------|
| 1. ንካ nika | 6. ጸፍ s'af |
| 2. ውሰጂ wīsāji | 7. ይታጠቡ yītat'ābu |
| 3. ብዩ bīyi | 8. ጠፊ t'āč'i |
| 4. ሂዱ hidu | 9. ግዛ gīza |
| 5. ሩጡ rut'u | 10. ዩ ዩ በሉ “You! You! bālu. |

Cultural Note

Threatening, Harassing, or Disrespectful Body Language

- Wagging the fingers to and from you with the palm down and with (usually) the arms stretched means ‘come.’
- Pointing the index finger towards an individual and then moving the hand forward and backward (“don’t you dare”) indicates warning.
- Waving the index finger left and right means no.
- Biting one’s own lower lip, especially if it is accompanied by nodding forward and backward, means threatening someone.
- Putting hands in the pocket while talking with elders shows disrespect.
- As in America, raising a middle finger with the palm up while the remaining fingers are folded is an obscene and offensive gesture.

Cultural Note

Safety Tips for Female Volunteers

- You will commonly be asked about your marital status, so don’t say you are single unless you want to be with someone.
- Dressing in a culturally inappropriate way (short skirts, revealing tops, see-through clothing) will attract attention and harassment.
- Sitting with open legs, showing upper part of knees, or laughing loudly in the presence of older persons, especially for girls, is considered culturally inappropriate.

- It is not usually appreciated if Ethiopian women drink alcohol in a bar and get drunk. Therefore, it may not be appropriate – or safe! – for you.

Vocabulary

መሳም	mäsam [ሳመ samä]	to kiss
መፍራት	mäfrat [ፈራ fära]	to be afraid
መንካት	mänkat [ነካ näka]	to touch
ማፈር	mafär [አፈረ afärä]	to be shy
ማፍቀር	mafik'är [አፈቀረ afäk'ärä]	to love
ሸርመጣ	šärmüt'a	prostitute, bitch, slut (an insult)
ሴተኛ አዳሪ	setäña adari	prostitute

Application

1. Use the vocabulary and negative imperative forms that you have learned to respond appropriately to harassment you might receive within your training community. Report out the phrases you used, during the next class.
2. Create a skit for the following situations and perform it in class:
 - a. A child is following you down the street, calling, “ፈረንጅ Färenj! ፈረንጅ Färenj! money money money!” React to the behavior appropriately.
 - b. Someone has expressed to you what might be considered to be a sexual advance. React appropriately, giving reasons.

Practice Reading and Pronouncing Script

እንዴት ነው?

ጤና ይስጥልኝ

ቻው

ሰላም ነው?

እናመሰግናለን

ደህና ዋሉ

Unit 16: Personal Health and Wellbeing

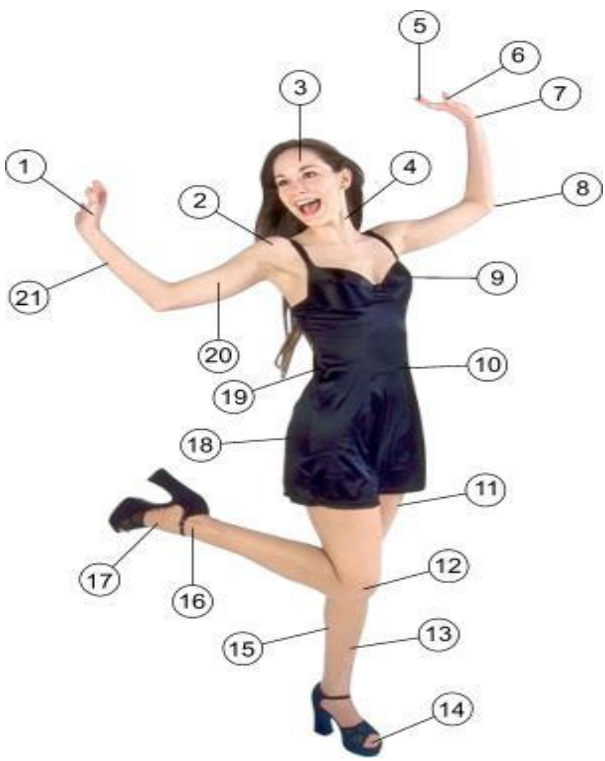
Learning Objectives

At the end of this unit you will be able to,

- ✓ Name body parts, common diseases, symptoms, and objects in a clinic
- ✓ Describe feelings and emotions
- ✓ Express good wishes to a sick person
- ✓ Use personal pronouns, suffixes, and object markers

Vocabulary

Parts of the Body

	<ol style="list-style-type: none"> 1. እጅ ij (hand and/or arms) 2. ትከሻ tikäša 3. ግንባር gīnbar 4. አንገት angät(neck) 5. የእጅ ጣት yäij t'at 6. አውራጣት awra t'at 7. - 8. ክርን Kīrn 9. ጡት t'ut 10. ሆድ hod 11. ጭን ሮ'īn 12. ጉልበት gulībāt 13. እግር igīr (foot and/or leg) 14. የእግር ጣት yäigīr t'at 15. ባት bat 16. ቁርጭንምጭን ሚት k'urīč'imič'imit 17. - 18. ቂጥ k'it' (impolite) መቀመጫ māk'āmāč'a (euphemism) 19. ወገብ wägāb 20. - 21. ተረከዝ tārākāz
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Expressing Aches and Pains

የመኛል yamāñal “I am not feeling well” (ማመም mamäm)

ነጠላ nāt'āla/Singular			ብዙ Bīzu/Plural		
	Affirmative	Negative		Affirmative	Negative
ከ ስኔ	የመኛል yamāñal	አያመኝም ayamāñīm	እኛ ስንሕ	የመኛል yamāñal	አያመኝም ayamāñīm
አንተ anta	የምሃል yamīhal	አያምህም ayamīhīm	እናንተ innantä	የማችሁል yamačihwal	አያማችሁም ayamačhum
አንቺ anči	የምሻል yamīšal	አያምሽም ayamīšīm			
እርሷ ስረወ	የምታል yamīwotal	አያምትም ayamotīm			
እሱ ስሙ	የመዋል yamāwal	አያመውም ayamāwīm	እነሱ innäsu	የማቸዋል yamačāwal	አያማቸውም ayamačāwīm
እሷ ስሙ	የማታል yamačāwal	አያማትም ayamačāwīm			
እሳቸው ፡፡፡ ስረወ	የማቸዋል yamačāwal	አያማቸውም ayamačāwīm			

ይወጋኛል **yiwāgañal.** I have a sharp pain.
 ያቃጥለኛል **yak'at'lāñal.** I have a burn.
 ያዞረኛል **yazorāñal.** I feel dizzy.

Object Markers

ራሴን **rasen**
 ሆዴን **hoden**
 አይኔን **aynen**

Stating the Body Parts Using Object Markers

ራሴን የመኛል **rasen yamāñal.**
 ሆዴን ያቃጥለኛል **hoden yak'at'lāñal.**
 ያዞረኛል **yazorāñal.**
 ጥርሴን **t'irsen.**

Doctor's Questions

ምን ሆነሃል? **mīn honāhal?** What's your problem? ♂ (Lit. What's happened to you?)
 ምን ሆነሻል? **mīn yīsāmahal?** How do you feel? ♂
 መቼ ጀመረሽ? **māče jāmārāš?** When did it start? ♀

Practice

Create a dialog between a doctor and a patient (takami) employing the expressions above.
 Note: በሽታኛ *bäšitāña* is sometimes used for 'patient', but is impolite and/or has a negative connotation.

ሃኪም hakim: _____

ታካሚ takami: _____

ሃኪም hakim: _____

ታካሚ takami: _____

ሃኪም hakim: _____

ታካሚ takami: _____

ሃኪም hakim: _____

ታካሚ takami: _____

Vocabulary

በሽታዎች	bäšitawoč	Diseases
ወባ	wäba	malaria
ተስቦ	täsibo	typhoid
ሳንባ ነቀርሳ	sanba näk'ärsa	tuberculosis
ደም ግፊት	däm gifit	blood pressure
ጨጓራ	č'ägwara	gastritis
የኩላሊት በሽታ	yäkulalit bäšita	kidney problem
ልብ ድካም	lib dikam	heart problem
ኤች አይ ቪ/ ኤድስ	HIV/AIDS	
አሜባ	ameba	amoeba
ቁርጥማት	k'urit'imat	arthritis /rheumatism

ምልክቶች *milikitoč* Symptoms

ትኩሳት	tikusat	fever
ራስ ምታት	ras mītat	headache
ማቅለሽለሽ	mak'iläšlāš	nausea
ተቅማጥ	täk'imat'	diarrhea
ትውከት	tiwikät	vomit (noun)
ማስመለስ	masmäläs/ mastawäk	vomit (verb)
ማንቀጥቀጥ	mank'ät'k'ät'	shivering
ቁርጠት	k'urit'ät	stomach cramp

Clinic Vocabulary

ህክምና	hikimīna	treatment
ታካሚ	takami	patient
የሰውነት ፈሳሽ	yäsawīnät fäsaš	body fluids
ማረፊያ	maräfiya	waiting room
ካርድ	kard	registration card
ጤና ጣቢያ	t'ena t'abiya	health center
ተራ /ወረዳ first served)	tära/wäräfa	turn (order in which the patients see the doctor, first come first served)
መርፌ	märfe	injection, shot, syringe
መድኃኒት	mädhanit	medicine
ክኒን	kinin	tablets
ፋሻ	faša	bandage
ደም	däm	blood
ሰገራ	sägära	stool
ሽንት	šint	urine
ምርመራ	mirmära	medical examination
ጤና	t'ena	health
ቁስል	k'usil	wound
ክትባት	kütibat	vaccination

Saying You Are Sick

አሞኛል **amōñal.** I am not feeling well.

Saying You Are Injured

እግሬን **igren** my feet or leg
 እጅን **ijen** my hand or arm
 ቆረጠኝ **k'orät'āñ** I have a cut./I have cut myself.
 ወጋኝ **wägañ.** Something has stabbed me/pierced me/someone has stabbed me.

Asking for Help:

እርዱኝ **irduñ.** Help me.
 ሃኪም ቤት ውሰዱኝ **hakim bet wīsāduñ.** Take me to a clinic/hospital.

Asking Someone Who is Sick or Injured What is Wrong:

ምን ሆኑክ ? **mīn honk?** What's happened to you? ♂
 ምን ሆኑሽ ? **mīn honš?** What's happened to you? ♀
 ምንህን ነው? **mīnihiin näw?** What hurts? ♂
 ምንሽን ነው? **mīnišīn näw?** What hurts? ♀

Role Play

Create a role play. In the role play someone who is injured or sick asks for help, and another person talks to the victim and attempts to help him/her. First develop the dialog and ask your LCF to edit it for you. Then rehearse the role play and perform it before the class.

Dialog 1

Visiting and Expressing Good Wishes to a Sick Person

The following dialog takes place between a trainee and his LCF in a hospital ward. The LCF has taken ill and hospitalized. The trainee has come to visit him.

Tom: ምን ሆኑክ? mīn honk?

LCF: ትንሽ አሞኛል tīnīš amoñal.

Tom: ምንህን ነው? mīnīhīn nāw?

LCF: ጨጓራዬን ር'ägwarayen.

Tom: እንዴት ነው አሁን እየተሻለህ ነው? īndet nāw ahun īyätäšalāh nāw?

LCF: አዎ እግዚአብሔር ይመስገን እየተሻለኝ ነው awo īgziabher yīmāsgān īyätäšalāñ nāw.

Tom: አይዞህ እግዚአብሔር ይማርህ ayzoh īgziabher yīmarīh.

LCF: አሜን amen.

Practice

Match the expressions under column A with their correct responses from Column B.

A	B
1. እግዚአብሔር ይማርህ īgziabher yīmarīh.	A. አዎ ተሽሎኛል awo tāšīloñal
2. ምን ሆኑክ? mīn honk?	B. ሆዴን hoden
3. ምንህን ነው? mīnīhīn nāw?	C. አሜን amen
4. ተሻለሽ tāšalāš?	D. ወጋኝ wāgañ

Emotions

Vocabulary for emotion

Infinitive	Ve	No	Adj
ማዘን mazān(to be sad)	አዘኑ azānā	ሀዘን hazān	አዛኝ azañ
መናደድ mānadād(to be angry)	ተናደደ tānadādā	ንዴት nīdet	ተናዳጅ tānadaj
መደሰት mādāsāt(to be happy)	ተደሰተ tādāsātā	ደስታ dāsta	ደስተኛ dāstāña
መደንገጥ mādāngāt'(to be scared)	ደገጠ dānāgāt'ā	ድንጋጤ	ድንገጥ dīnīgut'
መሰለጥት mäsälčät(to be bored)	ሰለጥ sālāčā		ስለጥ sīlīču
ማፈር mafār(to be shy)	አፈረ afārā	እፍረት ifirāt	አይን አፋር ayīn afar
መጨነቅ mā č'ānāk'(to worry)	ተጨነቀ tāč'ānāk'	ጭንቅ ሐ'īnk'	ጭንቀታም č'īnk'ātam
መፍራት māfrat(to fear)	ፈራ fāra	ፍርህት firīhat	ፈሪ fāri
መናፈቅ mānafāk'(to miss)	ናፈቀ nafāk'ā	ናፍቆት nafk'ot	ናፋቂ nafak'i

Example

ሀዘን ለጤንነት ጥሩ አይደለም።	hazān lāt'enīnāt t'iru ayīdālām.
ዳዊት መናደድ ይወዳል።	Dawit mānadād yīwādal.
እሷ ደስተኛ ናት።	īswa dāstāña nat.
ገብሬ በስህተቱ አፈረ።	Gebre bāsīhītātu afārä.

Pratice:

Select a word from the list and complete the sentences given below.

fīrīhat ፍርሀት, sīlīču ስልቅ, tānadādku ተናደድኩ, ayīn afar አይን አፋር, dāstāña ደስተኛ

1. ጅቡን ሳየው _____ ተሰማኝ ።
jībun sayāw _____ tāsāmañ. .

2. ስልኬ ስለጠፋብኝ _____ ።
sīlke sīlāt'āfabīñ _____ .

3. ኢትዮጵያ በመምጣቴ _____ ነኝ።
itīyop'īya bāmāmīt'ate _____ nāñ.

4. _____ ሰው ብዙ ሰዓት መስራት አይወድም ።
_____ sāw bīzu sā'at māsīrat ayīwādīm.

5. ሃና _____ ልጅ ናት ።
Hana _____ lij nat.

Application**A Report**

Interview a senior physician of your local clinic or hospital and report your findings to the class. If possible play a recording of the interview in class. Try to include more information about and from the clinic than what you are asked to do here. Be adventurous with the language. You need to first prepare the questions and get them edited. The interview should cover the following:

1. A profile of the clinic: its personnel, its major problems, its plans
2. The most prevalent diseases and symptoms
3. Medical equipment present there

Practice Reading and Pronouncing Script

አመታዊ ሪፖርት	የጸሀይ መነጽር	የሞባይል ካርድ
የዋና ልብስ	የአባይ ሸለቆ	ፒስ ኮር
የአሜሪካ የሰላም ጓድ	ሰሜን ተራሮች	ማሲንቆ

Unit 17: Personal Safety



Learning Objectives

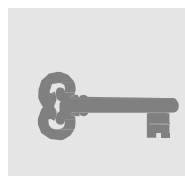
At the end of this unit you will be able to,

- ✓ List several important threats to your safety and security in Ethiopia
- ✓ Utter appropriate, recognizable distress calls in order to alert people that you are in trouble
- ✓ Ask for help in an emergency
- ✓ Use the verbs of obligation
- ✓ Demonstrate different uses of the relative past

Dialog 1

Study the following dialog and try to find out what kind of problem Martha is expressing.

ማርታ:	ወይኔ! ወይኔ! ወይኔ! እርዱኝ
Martha:	wäyne! wäyne! irduñ! irduñ!
አስቴር	ምን ሆነሽ ነው?
Aster:	mīn honäš näw?
ማርታ:	ሌባ ሰረቀኝ
Martha:	leba säräk'āñ.
አስቴር	ምን?
Aster:	mīn?
ማርታ:	ሞባይሌን ወሰድብኝ
Martha:	mobayilen wäsädäbīñ.
አስቴር	ምን ልርዳሽ?
Aster:	mīn līrdaš?



Grammar Point

Requesting and Offering Help

The imperative (command) forms of መርዳት mārīdat [ረዳ rädda], 'to help', are as follows:

“Help me!”

(እባክህ ibakīh) እርዳኝ **īrdañ!** to a ♂

(አባከሽ ስባከሽ) እርጁኝ **irjiñ!** to a ♀
 (አባከዎት ስባከወት) ይርዱኝ **yirduñ!** (Polite)
 (አባካችሁ ስባክሯሁ) እርዱኝ **irduñ!** (Plural)

In the dialog above Aster says, “ምን ልርዳሽ mīn lirdaš?” The various forms of the verb መርዳት mārdat [ረዳ rādda] as used in offering help are the following:

ልርዳህ lirdah?	“May I help you?”	to a ♂
ልርዳሽ lirdaš?	“	to a ♀
ልርዳዎት lirdawot?	“	politely
ልርዳችሁ lirdačihu?	“	to plural

Vocabulary

Threats to Safety

ሌባ	leba	thief
ማጅራት መቺ	majirat mäči	mugger
ዘራፊ	zārafi	robber
የእሳት አደጋ	yä’isat adäga	fire accident
አውሬ	awre	wild animal
የመኪና አደጋ	yämäkina adäga	car accident
ወሻ	wiša	dog
የምግብ መመረዝ	yämigib	mämärāz food poisoning
ጅብ	jīb	hyena
ጎርፍ	gorf	flood
አባብ	ibab	snake

Distress Calls

ኡ ! ኡ ! ኡ ! ኡ ! **U!U!U!U!** a distress call indicating, “I am in trouble! Help!”
 ወይኔ ! ወይኔ ! **wäyne! wäyne!** lit. “Woe, is me!”
 ድረሱልኝ ! ድረሱልኝ ! **diräsuliñ! diräsuliñ!** lit. “Get to me!”
 ሌባ ! ሌባ ! **leba! leba!** Thief!
 ፖሊስ ! ፖሊስ ! **polis! polis!** Police!
 ያዙት ! ያዙት ! **yazut! yazut!** Catch him!

Practice

With a partner, use the pattern of Dialog 1 to act out different threats to safety and security. Start with one of the distress calls you have learned, state the threat to safety that is affecting you, and make sure that you receive help!

Cultural Note

Threats to Safety and Security in Ethiopia

Please look at your cross culture manual on the security section. Also get as much info as you can from the safety and security sessions.

Dialog 2

Please look at your x-culture manual on the security section; also get as much info as you could from the Safety and Security sessions.

ፒተር:	ወይኔ ! ወይኔ ! እርዱኝ ! እርዱኝ!
Peter:	wäyne! wäyne! irduñ! irduñ!
ክበደ:	ምን ሆኑክ?
Kebede:	mīn honk?
ፒተር:	ውሻ ነከሰኝ
Peter:	wīša nākāsāñ.
ክበደ:	አይዞህ ምን ልርዳህ?
Kebede:	ayzoh! mīn līrdah?
ፒተር:	እባክህ ሃኪም ቤት ውሰድኝ
Peter:	ībakīh, hakim bet wīsādāñ.
ክበደ:	ሌላስ ?
Kebede:	lelas?
ፒተር:	ስልክ ደውልልኝ
Peter:	sīlk dāwīlīlīñ.
ክበደ:	ለማን?
Kebede:	lāman?
ፒተር:	ለ አቶ ፍቅሬ
Peter:	lā Ato Fikre.
ክበደ:	ስልክ ቁጥሩ ስንት ነው?
Kebede:	sīlk k’ut’ru sint nāw?
ፒተር:	0911222358
Peter:	0911222358
ክበደ:	እሺ እደውላለሁ
Kebede:	īšši. idāwīlalāhu.

Vocabulary

Verbs Related to Safety and Security Threats

መስረቅ	māsrāk’ [ሰረቀ sārāk’ä]	to steal
መዝረፍ	māzrāf [ዘረፈ zārāfä]	to rob
መውሰድ	māwsād [ወሰደ wāsādä]	to take
መርዳት	mārdāt [ረዳ rādä]	to help
መንደፍ	mändāf [ነደፈ nādāfä]	to bite (as in snake)
መንከስ	mānkäs [ነከሰ nākāsä]	to bite (as in a dog)
መምታት	māmītat [መታ māta]	to hit
ማጋጠም	magat’ām [አጋጠመው agat’āmāw]	to get in an accident; to encounter something unexpected
መደወል	mädāwāl [ደወለ dāwālā]	to ring

Expressing the Problem

አንድ/የሆነ ሰው and/ yāhonä säw/ ሰካራም säkaram/አብድ አስቸገረኝ ibd asčägäräñ.

Someone/A drunkard/crazy person is bothering me.

የሆነ / አንድ ልጅ yāhonä /and lij/የሆነ ልጅ ሰደበኝ yāhonä lij sädäbäñ. A child insulted me.

ሌባ ሰረቀኝ leba säräk’äñ. A thief has stolen something from me.

ሌባ ዘረፈኝ leba zäräfäñ. A thief has robbed me (i.e. robbed my house).

ነጠቀኝ nāt’äk’äñ. He has snatched something away from me

(suddenly).

እባብ ነደፈኝ ibab nädäfäñ. A snake has bitten me.

ወሻ ነከሰኝ wiša näkäsäñ. A dog has bitten me.

የበላሁት ምግብ አልተስማማኝም yäbälahun mīgib altäsmamamñim. The food I’ve eaten is making me ill. (Lit. “The food I’ve eaten hasn’t agreed with me.”)

የመኪና አደጋ አጋጠመኝ yämäkina adäga agat’ämäñ. I have been in a car accident.

Grammar Point

Expressions Using the Relative Past

There are many useful expressions involving the past tense form of the verb, which describe an action’s relation to another (“after,” “before,” “when,” “since”) or express frequency of an action (“whenever,” “every time”). Consider the following examples:

ሞባይሌን ከነጠቀኝ በኋላ ሮጠ። mobayilen känät’äk’äñ bāhwala rot’ä. After he snatched my mobile, he ran.

ከበላሁ በኋላ ወደ ስራ እሄዳለሁ። kābälāhu bāhwala wädä sira ihedalāhu. After I eat, I go to work.

አዲስ አበባ በመጣ ቁጥር ሲነማ ይገባል። Addis Abäba bāmät’a k’ut’ir sinima yigäbal.

Every time he comes to Addis Ababa, he goes to the cinema.

ከታመሙ ወዲህ ስጋ አይበሉም። kätamämu wädih siga aybälum. Since he (polite) got sick, he (polite) has not eaten meat.

በሮ ከገባች ጀምሮ ጊዜ አላገኘችም። biro kägäbačč jāmīro gize alagāñäččim. Since she entered the office, she hasn’t had time.

Notice the following prefixes and suffixes that are used with the past tense verb form in the examples given above. Here are the meanings for some commonly used expressions of this type:

h-	kä-	if, since, as
h- በኋላ	kä- bāhwala	after
h- በፊት	kä- bāfit	before
በ- ጊዜ	bä- gize	when
በ- ቁጥር	bä- k’utir	whenever, every time that
h- ወዲህ	kä- wädih	ever since
h- ጀምሮ	kä- jāmīro	since, ever since

Even though these expressions use the past tense form of the verb, they can be used to relate past actions (“After he snatched my mobile, he ran.”) or habitual actions (After I eat/ I go to work.).

One of these expressions, ከ- በፊት *kä- bāfit*, is also commonly used with the infinitive form:

- ከመሄድ በፊት ሻይ ጠጣሁ። *kämähede bāfit šay t'ät'ahu*. Before I went, I drank tea.
- ከመተኛቷ በፊት ገላዋን ትታጠባለች። *kämätäñatwa bāfit gälawan tītat'ābalāč*. Before she sleeps, she takes a shower.

Notice that expressions of this sort that use the infinitive form, rather than the past tense, require the possessive pronoun suffix (-e, -ih, -iš, -u, etc.) attached to the end of the infinitive. (Lit: “Before my going, I drank tea.”) “Before her sleeping, she took a shower.”)

Practice

With a classmate, describe what you do before the following events:

1. Before I go to sleep...
2. Before I eat dinner...
3. Before I come to class...

Now describe what you do after the following:

1. After I finish class...
2. After I enter my house at night...
3. After I prepare food...

Finally, describe the things you do every time you go home after training.

Grammar Point

Expressing Obligation or Necessity

Obligation (“has to”, “must”) can be expressed using አለ *allä* + person marker:

መሄድ አለብኝ	mähed alläbbiñ.	I have to go./ I must go.
መማር አለብሽ	mämar alläbbiš.	You (♀) have to learn./ You (♀) must learn.
መታከም አለብህ	mätakäm alläbbih.	You (♂) have to get medical treatment.

Forms of አለ allä + person marker

Singular			Plural		
	Present/future ("have to/ should")	Past ("had to/ should have")		Present/future ("have to/ should")	Past ("had to/ should have")
እኔ ine	አለብኝ alläbīñ	ነበረብኝ nābārābīñ	እኛ ïñña	አለብን alläbīn	ነበረብን nābārābīn
አንተ anta	አለብህ alläbīh	ነበረብህ nābārābīh	እናንተ ïnnantä	አለባችሁ alläbaččīhu	ነበረባችሁ nābārābaččīhu
እንቺ anči	አለብሽ alläbīš	ነበረብሽ nābārābīš			
እርስዎ ĭrswo	አለብዎት alläbīwot	ነበረብዎት nābārābīwot			
እሱ ĭssu	አለበት alläbät	ነበረበት nābārābät	እነሱ ïnnäsu	አለባቸው alläbaččāw	ነበረባቸው nābārābaččāw
እሷ ĭsswa	አለባት alläbat	ነበረባት nābārābat			
እሳቸው ĭssačāw	አለባቸው alläbaččāw	ነበረባቸው nābārābaččāw			

Another way to express obligation or necessity makes use of the verb ማስፈለግ **masfäläg** [አስፈለገ asfälägä], meaning literally “to cause to want or need”. This verb is derived from one you already know well, መፈለግ **mäfäläg** [ፈለገ fälägä] “to want or need”. (See grammar appendix for more information on passive verbs.)

- መታከም ያስፈልገኛል። **mätakäm yasfäligäñal.** I need to be examined (by a doctor).
- ማረፍ ያስፈልጋችኋል። **maräf yasfäligäččīhual.** You all need rest.

Literally, these sentences are saying something to the effect of: To be examined by a doctor is necessary for me. Rest is necessary to you all.

For this reason, the third person singular form (ያስፈልጋል **yasfäligal**) is used, along with the object pronoun inserted. When the thing needed is plural, the third person plural form is used:

- እነዚህ መጽሀፎች ያስፈልገኛል። **ïnnäzih mäs’ihafoc yasfäliguñal.** I need these books.
- እነዚህ ብርጭቆዎች ያስፈልጉናል። **ïnnäzih bīrč’ik’owoč yasfäligunal.** We need these drinking glasses.

Practice

1. Use the verb ማስፈለግ **masfäläg** [አስፈለገ asfälägä] to describe some of the things you need when you go to a site or village visit.
2. Use the verb ማስፈለግ **masfäläg** [አስፈለገ asfälägä] to describe some of the things you, as a group, will need to do to prepare for your village visit.
3. Use the አለ allä + **person marker** form to tell one of your classmates what he or she must do in order to stay safe and secure during PST.

Now translate the following sentences into Amharic.

1. She has to do her homework.
2. I have to write a letter to my parents.
3. I had to go on foot.

Write three different things that you have to do in the next two weeks (in Amharic).

1. _____
2. _____
3. _____

Application

1. Study the following situation, create a dialog appropriate to the situation, and perform it in the next class. Don't forget to exchange roles.

A man has been hurt and is lying on the side of a path crying አርዱኝ ስርድኝ! 'A woman comes along and asks him what's wrong and offers to help. He gives her his friend's name and telephone number and begs her to take him to the hospital.

2. Ask your host family for advice on staying safe and integrating into Ethiopian life. You might ask questions such as:
 - አማርኛ ለመማር ምን ምን ያስፈልገኛል? amarīña lāmāmar mīn mīn yasfālīgāñal?
 - የኢትዮጵያን ባህል ለማወቅ ምን ምን ማድረግ ያስፈልገኛል? yāltiyop'yan bahīl lāmawāk' mīn mīn madīrāg allābīñ?
 - ላለመታመም lalāmātamām (in order to not be sick) ምን ማድረግ አለብኝ? mīn madrāg allābīñ?

Report your host family's answers in the next class.

Practice Reading and Pronouncing Script

ህክምና	ህፃናት	አገልግሎት	መታመም	ልማት
እድገት	ትምህርት	ጤና አጠባበቅ	ህይወት	ማህበራዊ
አስተዳደር	ጠንቅ	ሥነ ሥርዓት	ስነ ምግባር	መልካም

Unit 18: Describing the Household

Learning Objectives

At the end of this unit, you will be able to,

- ✓ Describe parts and types of a house
- ✓ Name household items and use expressions employed to borrow things
- ✓ Use adjectives and prepositions to describe household items
- ✓ Use infinitives to express purpose

The following picture shows the floor plan of Ato Mekonnen's house. Read the description of the house and answer the questions that follow.

ይህ የአቶ መኮንን ቤት ነው። የአቶ መኮንን ቤት አምስት ክፍሎች አሉት።

yih yä Ato Mekonnen bet näw. yä Ato Mekonnen bet amist kifiloč allut.

Note: (ክፍል kifil + ኦች oč = room +s). እነዚህም innäzihim:

1. ሳሎን salon
2. ምግብ ቤት mīgib bet
3. መኝታ ቤት mǎññita bet (ትልቅ tilik')
4. መኝታ ቤት mǎññita bet (ትንሽ tinīš)
5. መታጠሪያ ቤት mätat'äbiya bet (bath room)

Practice

Supply English equivalents for the following words:

1. ሳሎን salon _____
2. መኝታ ቤት mǎññita bet _____
3. ትልቅ tilik' _____
4. ትንሽ tinīš _____

Vocabulary

Types of Houses (የቤት አይነቶች yäbet aynätoč)

የሳር ቤት	yäsar bet	(ሳር ቤት sar bet) / ጎጆ ቤት	gojo bet	thatched house
ቆርቆሮ ቤት	k'ork'oro bet	corrugated iron roofed houses		
ፎቅ	fok'	multi-storied house or (one storey house)		
ቪላ	villa	villa		
የጭቃ ቤት	yäč'ik'a bet	mud-walled house		

More Parts of the House (ክፍሎች kīfiloč)

ማዕድ ቤት	ma'id bet	kitchen
ወጥ ቤት	wät' bet	kitchen
እቃ ቤት	ik'a bet	storeroom
ሽንት ቤት	šint bet	toilet
መታጠቢያ ቤት	mätat'äbiya bet	toilet
በረንዳ	bärända	verandah

Adjectives used with bet

ሰፊ	säfi	spacious
ጠባብ	t'äbab	small
ኪራይ ቤት	kiray bet	house for rent
ቆንጆ	k'onjo	beautiful
አዲስ	addis	new
አሮጌ	aroge	old
ዘመናዊ	zämänawi	modern

Practice

Fill in the following blank spaces with the appropriate adjective.

1. አዲስ አበባ ብዙ Addis Ababa bīzu _____ ቤቶች አሉ betoč allu.
2. ቤቴ አሮጌ ነው፤ bete aroge näw. ስለዚህ sīlāzih _____ ifälīgalähu.
3. ቤቴ ጠባብ ነው፤ bete t'äbab näw. ስለዚህ sīlāzih _____ ifälīgalläh u.

Expressing Purpose

ምሳ ለመብላት ወደ ምግብ ቤት እሄዳለሁ፡፡	mīsa lāmābīlat wädä mīgīb bet ihedallähu.
ለመተኛት ወደ መኝታ ቤት እሄዳለሁ፡፡	lāmätäñat wädä mǎññita bet ihedallähu.
ለመታጠብ ወደ መታጠቢያ ቤት እሄዳለሁ፡፡	lāmätat'äb wädä mätat'äbiya bet ihedallähu.

Note: the prefix ለ lä indicates purpose (equivalent to “in order to”).

Practice

Now convert the words in parentheses to indicate purposes.

Example: ስልክ (መደወል) ወደ ስልክ ቤት እሄዳለሁ፡፡ sīlk (mädawäl) wädä sīlk bet ihedallähu. → ስልክ ለመደወል ወደ ስልክ ቤት እሄዳለሁ sīlk lāmädawäl wädä sīlk bet ihedallähu.

1. (መማር) ወደ ትምህርት ቤት እሄዳለሁ፡፡ (māmar) wädä tīmihirt bet ihedallähu.

2. ኳስ (መጫወት) ወደ ስታዲየም እሄዳለሁ፡፡ kwas (mäč'awät) wädä stadium ihedallähu.

3. ሻማ (መግዛት) ወደ ሱቅ እሄዳለሁ። šama (māgzat) wädä suk' ihedallāhu.

Grammar Point

Adjective placement

The adjectives generally come immediately before the noun/object in the Amharic sentence. Multiple adjectives are used the same as in English. (i.e. I saw a big, fat cat.)

Practice

Translate the following into Amharic.

1. Woizero Almaz is my neighbor. _____
2. Woizero Almaz lives in Addis. _____
3. Woizero Almaz has a big, old house. _____
4. Woizero Almaz's house has five rooms. _____
5. This is Woizero Almaz's house. _____

Vocabulary

መስኮት	mäskot	window
በር	bär	door
ጣሪያ	t'ariya	roof
ግድግዳ	gīdgīda	wall
ወለል	wäläl	floor
ግቢ	gībi	compound
አጥር	at'ir	fence
ጓሮ	gwaro	garden or compound

Practice

Label the parts of the house that are indicated by the arrows

Vocabulary

Household furniture and utensils (የቤት እቃዎች yäbet ik'awoč)

የመጃታ ቤት እቃዎች	yämännīta bet ik'awoč	
አልጋ	alga	bed
የራስጌ ኮመዲኖ	yärasge komädino	bed side cabinet
የልብስ ቁምሳጥን	yälibs k'umsat'in	wardrobe
ትራስ	tīras	pillow
መስታወት	mästawät	mirror
አንሶላ	ansola	sheets
ብርድ ልብስ	bīrd libs	blanket

አጎበር **agobär** mosquito net

የሳሎን እቃዎች yäsalon ik'awoč

ሶፋ **sofa** sofa
 የቡና ጠረጴዛ **yäbunna t'äräp'eza** coffee table
 ቢፌ **bife** buffet
 የወለል ምንጣፍ **yäwäläl mīnt'af** floor carpet
 ቲቪ **tivi** TV

የማዕድ ቤት እቃዎች yäma'id betik'awoč

መቀጫ **muk'äč'a** mortar
 ዘነዘና **zänäzäna** pestle
 ሲኒ **sini** coffee cup
 ረከቦት **räkäbot** plastic or wood shelf for putting coffee cups
 አጣን **it'an** incense
 የአጣን ማጨሻ **yäit'an mač'äša** incense burner
 ጭልፋ **č'ilfa** ladle
 መከተፊያ **mäktäfyä** cutting board
 መጥበሻ **mät'bäša** frying pan
 ትሪ **tri** tray/large platter
 ሳፋ **safa** large dishpan
 ሸክላ ድስት **šäkla dīst** clay pot for cooking and serving tibs/shiro, etc.
 ክዳን **kīdan** lid
 መክፈቻ **mäkfäča** bottle/wine opener
 መሶብ **mäsob** traditional utensil used to store injära
 ምጣድ **mīt'ad** disc made of clay on which injära is baked
 አክንባሎ **akīnbalo** cone shaped lid for the mīt'ad
 ብረት ምጣድ **bīrät mīt'ad** metal pan or disc
 ሰፊድ **säfed** traditional large disc like utensil made of grass and
 used to winnow grain
 ወንፊት **wänfit** sieve
 ክሰል **käsäl** charcoal
 የክሰል ማንደጃ **yäkäsäl mandäja** charcoal stove
 ሲሊንደር **silindär** propane tank
 የጋዝ ምድጃ **yägaz mīdīja** gas stove
 ብረት ድስት **bīrät dīst** pot
 የሻይ ጀብና **yäšay jäbäna** tea kettle

Practice

Name as many of the objects as possible

Words/Expressions Used to Borrow Goods

What do you say in Amharic,
to borrow a chair from your neighbor?
to borrow consumables (ie. sugar, money) ?use መበደር mabādār.
to borrow nonconsumable objects (ie. blanket, chair) ?use māwsād.

You may say:

- እባክህ/ሽ ብር አበድረኝ/አበድረኝ?
• ībakīh/š bīrr abādīrāñ/ abādīriñ? Please lend me money.
- እባክህ/ሽ ትርፍ እስከሪፕቶ ይኖርሃል/ይኖርሻል?
• ībakīh/š tīrif īskripto yīnorīhal/ yīnorīshal? Please, do you have extra pen?
- እባክህ/ሽ ወንበር አውሰኝ/አውሺኝ
• ībakīh/š wānbār awīsāñ/awīšiñ Please lend me a chair.
- እባክህ/ሽ ትርፍ ወንበር ይኖርሃል/ይኖርሻል?
• ībakīh/š wānbār yīnorīhal/ yīnorīshal? Please, do you have extra chair?

Dialog 5

ሜሪ	እባክሽ የከሰል ማንደጃ አውሺ?
Mary	ībakīš yākāsāl mandāja awīšiñ
ጎረቤት	ይኸው ውሰጅ
Gorābet	yihāw wīsāj
ሜሪ	አመሰግናለሁ
Mary	amāsāginallāhu
ጎረቤት	ምንም አይደል
Gorābet	mīnīm aydāl

Question	Positive Answer	Negative Answer
እባክህ/ሽ ማስመሪያ ልዋስ? ībakīh/š masmāriya līwas?	አሺ፣ ውሰድ/ውሰጂ īši, wīsād/wīsāji.	አይ፣ እየሰራሁበት ነው Ay, iyyāsārahubāt nāw. (‘No, I’m using it’)*
እባክህ/ሽ ማስመሪያ አውሰኝ/አውሺኝ ībakīh/š masmāriya awīsāñ/awīšiñ	አሺ፣ ውሰድ/ውሰጂ īši, wīsād/wīsāji.	አይ፣ የለኝም Ay, yālāñim.
እባክህ/ሽ ማስመሪያ ይኖርሃል/ይኖርሻል? ībakīh/š masmāriya yīnorīhal/ yīnorīshal?	አዎ፣ ውሰድ/ውሰጂ awo, wīsād/wīsāji.	አይ፣ የለኝም Ay, yālāñim.

*Refer to Unit 12 for the present continuous tense.

Practice

Ask your classmates if you can borrow the following items: pen, pencil, paper, book. Practice answering both in the positive and the negative.

Cultural Note

It is common to borrow household items from friends and neighbors. Note that it is expected to return items quickly. Saying ‘እግዚር ይስጥልኝ’ *igzer yist’illiñ* or ‘አመሰግናለሁ’ *amäsäginalähu* is polite. To show respect when taking and giving,

take/give the item with right hand while supporting your right forearm with the left hand, or use both hands to give/receive the item.

Vocabulary

Prepositions

ወደ	wädä	to
ከ	kä	from
አጠገብ	at’ägäb	beside
በ... ውስጥ	bä ... wüst’	through
በ ... ላይ	bä....lay	over

ላይ lay on, over, above

ስር/ ታች sir/ tač under,below

ውስጥ wüst’ in, inside

ውጭ wič out, outside

Description of the Pictures

Match the following descriptions with the pictures shown above.

- ኳሳ ጠረጴዛው ላይ ናት:: kwaswa t’äräp’ezaw lay nat.
- ኳሳ ጠረጴዛው ስር ናት:: kwaswa t’äräp’ezaw sir nat.
- ኳሳ ባልዲው ውስጥ ናት:: kwaswa baldiw wüst’ nat.

Application

Write a description of your host family’s house and talk about it in class. Make use of prepositions and descriptive adjectives. Include:

- the house, the rooms*
- the compound*
- the furniture*
- and utensils*

Practice Reading and Pronouncing Script

ኢንተርኔት

የሃበሻ ልብስ

ቆንጆ

ያምራል

ሆቴል

ጋዜጣ

ጋቢ

ጃንጥላ

ቀለበት

መጽሐት

ነጠላ

Unit 19: Job Specific Vocabulary

HIV/AIDS Related Terms

የምክር አገልግሎት	yämikir agäligilot	counseling
በኤድስ ወላጆቻቸውን ያጡ	bäAIDS wälajoiačäwīn yat'u	AIDS orphans
ጸረ ኤድስ ክለብ	s'ärä AIDS klāb	anti-AIDS club
አንድ ለአንድ መወሰን	and läand mawäsān	being faithful to a partner (Lit. 'one to one')
መመርመር	mämärmär	being tested
መተላለፍ	mätäläläf	being transmitted
ጡት ማጥባት	t'ut mat'ibat	breastfeeding
መንስኤ	mänsi'e	cause
የቤት ልጅ ግርዛት	yäset lij gürzat	female circumcision
አልማዝ ባለጭራ	almaz balä č'ira	herpes zoster
ለቫይረሱ የሚያጋልጥ ድርጊት	lävayräsu bät'am yämiyagalit' dūrgit	high risk activity
የቤት ለቤት ድጋፍ	yäbet läbet digaf	home-based support
ህመም	hümām	illness, pain
ታማኝ አለመሆን	tammañ alämāhon	infidelity
እድሜ ማራዘሚያ	idme marazämiya	life prolonging
የወንድ ልጅ ግርዛት	yäwänd lij gürzat	male circumcision
መተላለፊያ መንገዶች	mätäläläfiya mängädoč	modes of transmission
ከእናት ወደ ልጅ	käinnat wädä lij	mother to child
ከአንድ በላይ የወሲብ ጓደኛ	käand bälay yäwäsib	guadāña multiple partner
የወንድ ብልት	yäwänd bilīt	penis
የሳንባ ምች	yäsānba mič	pneumonia
ከቫይረሱ ጋር የሚኖሩ ሰዎች	kävayiräsu gar yäminoru säwoč	PLWHA
መከላከል	mäkälakäl	prevention
አስገድዶ መድፈር	asigädido mädifär	rape
መታቀብ	mätak'äb	sexual abstinence
ወሲብ/ ወሲባዊ ግንኙነት	wäsib / wäsibawi giniñunāt	sexual intercourse
የጎንዮሽ ጉዳት	yägoniyoš gudad	side effects
ማህበራዊ ድጋፍ	mahiḅarawi digaf	social support
የወንድ ብልት ፈሳሽ	yäwänd bilīt fäsaš	sperm
የአባላዘር በሽታዎች	yäabaläzär bäštawoč	STDs
ምልክቶች	milikitoč	symptoms
ንቅሳት	nik'isat	tattoo
መታቀብ	mätak'äb	to abstain
ሴተኛ አዳሪነት	setäña adarināt	transactional sex, prostitution,
ህክምና	hikimīna	treatment
ጥንቃቄ የጎደለው	t'iniḅ'ake yägodäläw	unprotected
ኮንዶም መጠቀም	kondom mät'äk'äm	using condoms
የቤት ብልት	yäset bilīt	vagina
ጤና ጣቢያ-	t'ena t'abiya	Health center
ጤና ጣቢያ-	t'ena biro	Health office
የእናቶች እና የህፃናት ጤና-	yä inatoč ina yä his'anat t'ena	Maternal child health

ስነ ምግብ	sīnā mīgīb	Nutrition
ከትባት	kītībat	Immunization
የቤተሰብ ምጣኔ-	yābetāsāb mīt'ane	Family planning
ቅድመ ወሊድ ከትትል	k'idīmā wālid kītītīl	Prenatal care
የእርግዝና ከትትል	yā یرgizīna kītītīl	Ante natal care
ድህረ ወሊድ ከትትል	dīhīrā wālid kītītīl	Post natal care
ነፍሰ ጡር ሴት	nāfisā t'ur set	Pregnant woman
የወሊድ አገልግሎት	yāwīd aglīgīlot	Delivery service
ኤች አይ ቪ ከእናት ወደ ልጅ እንዳይተላለፍ መከላከል አገልግሎት	HIV kā inat wādā līj īndayītālālāf mākālākāl agālgīlot	PMTCT
የጸረ ኤች አይ ቪ መድሀኒት	Yā s'ārā HIV mādhanit	ART
የክልል ጤና ቢሮ	yākīlīl t'ena biro	Regional health bureau
የዞን ጤና ቢሮ	yāzon t'ena biro	Zonal health department
ኤች አይ ቪ መከላከያ እና መቆጣጠሪያ ማስተባበሪያ ጽህፈት ቤት	HIV mākālākāya īna māk'ot'atāriya s'ihīfāt bet - HAPCO	
ሽንት ቤት	šīnt bet	toilet
ደረቅ ቆሻሻ	dārāk' k'ošaša	Solid waste
ፈሳሽ ቆሻሻ	fāsaš k'ošaša	Liquid waste
ስነ ተዋልዶ ጤና	sīnā tāwaldo t'ena	SRH
ወጣቶች	wāt'atoč	Youth
ሴቶች	setoč	Women
ጸረ ኤድስ ክለብ	s'ārā AIDS kilāb	Anti AIDS club
የአባላዘር በሽታ	yā abalazār bāšta	STI/D
ያልተፈለገ እርግዝና	yaltāfālāgā یرgizīna	Unwanted pregnancy
ጎጂ ልማዳዊ ድርጊቶች	goji limadawi dīrgitoč	Harmful Traditional Practices
ወባ	wāba	Malaria
አጎበር	agobār	Bed net
የወባ መከላከያ እና መቆጣጠሪያ ክፍል	yāwāba mākālākāya īna māk'ot'at'ārya kīfl	Malaria prevention and control department
የወባ ትንሿ	yāwāba tīnīñ	Mosquito
የወባ መራቢያ አካባቢ	yāwāba mārabya akababi	Mosquito breeding site
የእናቶች ለእናቶች ድጋፍ ቡድን	yā inatoč lā inatoč dīgaf budn	Mothers support group (MSG)
የተመላላሽ ህክምና ክፍል	yātāmālalaš hīkīmna kīfl	OPD
ድንገተኛ	dīngātāña	Emergency
ምጥ	mīt'	Labour
ድንገተኛ ክፍል	dīngātāña kīfl	Emergency room
የወሊድ መቆጣጠሪያ	yāwīd māk'ot'at'ārya	Contraceptive
መርፌ	mārfe	Injection/shot
የልምድ አዋላጅ	yālīmd awalaj	Traditional midwife
ስለታማ ነገሮች	sīlātama nāgāroč	Sharp tools
ደም ልገሳ	dām ligāsa	Blood donation

Basic Development Related Terms

ልማት	līmat	development
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እድገት	īdigāt	development, growth
ግብርና	gībīrīna	agriculture
የሰው ኃይል	yāsāw hayīl	human power
በማህበር መደራጀት	bāmahiḅār mādārajāt	forming associations
ብድር እና ቁጠባ	bīdir īnna k’ut’āba	loans and savings
ራስ አገዝ	ras agāz	self-help
የአካባቢ ተፈጥሮ እንክብካቤ	yāakababi tāfāt’ro īnkībikabe	environmental protection
የውሃ ልማት	yāwīha limat	water development
ጥቃቅን እና አነስተኛ ኢንዱስትሪዎች	t’ik’ak’in īnna anāstāña industriwoč	micro and small scale enterprises
የሴቶች ተሳትፎ	yāsetoč tāsatifo	women’s participation
ማህበረሰብ	mahiḅārāsāb	community

Common Words for Meetings

ስብሰባ	sībsāba	meeting
የስብሰባው ተሳታፊዎች	yāsībsābaw tāsatāfiwoč	meeting participants
አላማ	alama	objective, purpose
የስብሰባ ሊቀመንበር	yāsībsāba lik’āmānbār	chair
ፀሀፊ	s’āhafi	secretary
ቃለ ጉባኤ	k’alā guba’e	agenda
የስብሰባ ጥሪ	yāsībsāba t’iri	call for a meeting
ተጨማሪ	tāč’āmari	supplement
ተቃውሞ	tāk’awīmo	objection

Government and non Government Structures

መንግስት	māngīst	government
መንግስታዊ	māngīstawi	governmental
መንግስታዊ ያልሆነ ድርጅት	māngīstawi yalihonā dirījit	NGO
የመንግስት መስሪያ ቤት	yāmāngīst māsriya bet	government office, institution
ማእከላዊ መንግስት	maikālawi māngīst	central government (federal)
የክልል መንግስት	yākīlīl māngīst	regional government
ክልላዊ	kīlīlawi	regional
ክልል	kīlīl 1, 2, 3	Regions 1, 2, 3...
ዞን	zon	zone
ወረዳ	wārāda	district
የሚኒስትር መስሪያ ቤት	yāminister māsriya bet	ministerial office
የጤና ጥበቃ ሚኒስትር	yāt’ena t’ībāk’a minister	Ministry of Health
የበላይ መስሪያ ቤት	yābālay māsriya bet	higher office
የ yä _____ ቅርንጫፍ መስሪያ ቤት	k’irīnč’af māsriya bet	branch office(e.g. Assella branch)
ቀይ መስቀል	k’āymāsk’al	Red Cross
የሙያ ማህበራት	yāmuya mahiḅarat	professional associations

Peace Corps Role Key Phrases

የሰላም ጓድ	yāsālam guad	Peace Corps
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በጎ ፈቃደኛ	bägoḥäk'adāña	volunteer
ሰላም	sälam	peace
ወዳጅነት	wädajinät	friendship
የዓለም ሰላም	yääläm sälam	world peace
ታዳጊ አገሮች	tadagi agäroč	developing countries
ባህል	bahil	culture
እርዳታ	irdata	aid
ሙያዊ ድጋፍ	muyawi dīgaf	professional support
ለማሳወቅ	lämasawäk'	to make someone know
ለማወቅ	lämawäk'	to know
ግብ	gīb	goal

HIV Phrases and knowledge terms ኤች አይ ቪ ኤድስ

- the key principles for preventing sexual transmission of HIV are:
ኤች አይ ቪን ለመከላከል ዋና ዋና መንገዶች
HIVn lämakälakäl wana wana mängädoč
መታቀብ mätač'äb abstinence
ታማኝ መሆን tamañ māhon being faithful
ኮንዶም መጠቀም kondom mät'äk'äm use condom
- HIV maybe transmitted through one of four bodily fluids.
ኤች አይ ቪ ከአራቱ በአንዱ የሰውነት ፈሳሾች ይተላለፋል
HIV käaratu bäandu yä säwīnät fäsašoč yītäläläfal
የወንድ የዘር ፍሬ yä wand zär fire
የሴት ብልት ፈሳሽ yäset bilīt fäsaš
ደም dām
እና የእናት ጡት ወተት inna yäinat t'ut wätät
- HIV cannot be transmitted through casual contact.
ኤች አይ ቪ በመጨባበጥ አይተላለፍም
HIV bäilät täilät nikiki lämisale bāmāč'babät' ayītäläläfim
- the immune system protects the body from disease.
የሰውነት የተፈጥሮ መከላከያ ሰውነትን ከበሽታ ይከላከላል
Yä säwīnät yätäfät'ro mākälakäya säwnätñ kábäšita yikälakälal
- HIV attacks the body's immune system. HIV destroys the while blood cells.
ኤች አይ ቪ ሰውነት የተፈጥሮ መከላከያን ያጠቃል፤ በተለይም ነጭ የደም ሴሎችን ያጠፋል
HIV Yä säwīnät yätäfät'ro mākälakäyan yat'äk'al. bätäläyīm nāč' yädām seločin
yat'äfal.
- you cannot tell whether or not someone is carrying HIV just by looking at them.
በማየት ብቻ አንድ ሰው ኤች አይ ቪ እንዳለበት ወይም እንደሌለበት መናገር አይቻልም
Bāmāyāt biča and säw HIV indäläbät wäyīm indäläläbät mānager ayičalm.
- condoms, when used properly, are very effective at preventing HIV transmission.

በአግባቡ ከተጠቀሙት ኮንዶም የኤች አይቪ መተላለፍን በጣም ይከላከላል
Bä agbabu kätät'äk'ämut kondom yä HIV mät äläläfn bät'am yikälakälal.

8. women are disproportionately affected by HIV/AIDS because of physical characteristics and social disadvantages.

በተፈጥሮ አካላዊ ባህሪያት እና ማህበራዊ ጫና ምክንያት ሴቶች በኤች ኤች አይ ቪ የበለጠ ይጠቃሉ
Bätäfat'ro akalawi bahriyat ina bämahibärawi č'ana mikiñiyat setoč bä HIV/AIDS yä bälät'ä yit'k'alu.

9. the first step in preventing mother-to-child transmission of HIV is seeing good prenatal care.

ኤች አይ ቪ ከእናት ወደ ልጅ እንዳይተላለፍ መጀመርያ እርምጃ የቅድመ ወሊድ እንክብካቤ ማግኘት ነው
HIV kä inat wädä lij indaytälaläf yämajmäriya irmija yä k'idimä wälid inkibikabe magñät näw.

10. there is no cure for HIV.

ኤች አይ ቪ ህክምና የለውም
HIV hikimäna yäläwm.

11. ARTs help people live longer and healthier lives with HIV.

ጸረ ኤች አይ ቪ መድሀኒት መውሰድ ታማሚዎችን ከቫይረሱ ጋር ጤናማ ሆነው እንዲቆዩ ይረዳቸዋል
S'ärä HIV mädihanit mäwsäd tamamiwočin kävayräsu gar t'ename honäw indik'oyu yi rädačäwal.

IGA Related terms/phrases የገቢ ማስገኛ ተግባራት yägäbi masgäña tägbarat

12. HIV positive people are capable of supporting themselves and contributing to society.

የኤች አይ ቪ/ ኤድስ ታማሚዎች ራሳቸውን መርዳት እና ለማህበረሰቡ አስተዋፅኦ ማድረግ ይችላሉ
yä HIV/AIDS tamamiwoč rasačäwän märdat inna lämahbäräsäbu astäwas'io madiräg yičilalu.

13. A successful business starts with a good plan

ስኬታማ ንግድ በጥሩ እቅድ ይጀመራል
siketama nigid bät'iru ik'ik'id yijämiral.

Orphan and Vulnerable Children (OVC)

በኤች አይ ቪ ወላጆቻቸውን ያጡ ህጻናት bä HIV/AIDS wälajočäčäwän yat'u his'anat

14. Comprehensive care for OVCs involve food, shelter, health care, education, and psychological support.

ወላጆቻቸውን በኤች አይ ቪ/ ኤድስ ላጡና ለአደጋ የተጋለጡ ህጻናት የሚደረግ አጠቃላይ እንክብካቤ ምግብን፣ መጠለያን፣ መሰረተ ጤናን፣ ትምህርትን እና የስነ ልቦና ድጋፍን ያካትታል
wolajočäčäwän bä HIV/AIDS lat'una ladäga yätägalät'u # his'anat yämidäräg at'äk'alay inkibikabe migibin ,mät'läyan, mäsrätä-t'enan, timhirtin inna yäsina libunna digafn yakatital

15. Playing is necessary for healthy, happy children!

ጨዋታ ህጻናትን ጤናማና ደስተኛ ያደርጋል

č'āwata hīs'anatīn t'enamana dāstäña yadārgal.

General Health አጠቃላይ ጤና at'āk'alay t'ena

16. Breastfeeding is important for the good of your body.
ለልጅች ጤና የእናት ጡት ማጥባት አስፈላጊ ነው
lālījioč t'enināt yā īnat t'ut mat'bat asfālagi nāw
17. Wash your hands often to prevent the spread of disease.
የበሽታን ስርጭት ለመከላከል እጅዎን በሳሙና ይታጠቡ
yābāšītan sīrīč' t' lāmākālākāl ijīwon bāsamuna yītat'ābu.
18. Boiling or purifying water is necessary in Ethiopia to kill dangerous germs.
በኢትዮጵያ ውስጥ አደገኛ ህዋሶችን ለመግደል ውሃን ማፍላት ወይም ማጣራት አስፈላጊ ነው
bā ityop'īya wīst' adāgāña hīwasočīn lāmāgdāl wīhan maflat wāyīm mat'arat
asīfālagi nāw

Environment Related Vocabularies አካባቢ ነክ ቃሎች/ሀረጎች

akababi nāk k'aloc/harāgoč

akababi t'ibāk'a	አካባቢ ጥበቃ	environmental protection
k'ufaro	ቁፋሮ	the act of digging
mač'ī d	ማጭድ	sickle
mākotkot	መኮትኮት	till
marām	ማረም	to weed
doma	ዶማ	hoe
akafa	አካፋ	shovel
č'ik'a	ጭቃ	mud
č'aka / dān	ጫካ/ ደን	forest/dun-jungle/
čīgīñ	ችግኝ	seedling
(čīgīñ) maflat	ችግኝ ማፍላት	grow seedlings in plenty
mat'āt'at	ማጠጣት	watering
k'it'āl	ቅጠል	leaf
k'it'āla- k'it'āl	ቅጠላ ቅጠል	leaves
k'irīč'af	ቅርንጫፍ	branch
gīnd	ግንድ	stem
sar	ሳር	grass
īrt'īb	እርጥብ	wet
dīrk'oš	ድርቆሽ	dried gross
madabāriya	ማዳበሪያ	fertilizer
tīraktār	ትራክተር	tractor
māwk'at	መውቃት	tresh
mākāmār	መከመር	pile
fig	ፍግ	compost
afār	አፈር	soil
lānīfas māst'āt	ለንፋስ መስጠት	

(mabārayät)	(ማበራየት)	
mīrīt	ምርት	yield
t'irat'ire	ጥራጥሬ	grain
yāk'ibat ihiloč	የቅባት እህሎች	oil seeds
mīrīt' zār	ምርጥ ዘር	selected seeds
gorf	ጎርፍ	flood
wānz	ወንዝ	river
zīnab	ዝናብ	rain
dāmāna	ደመና	cloud
dāga	ደጋ	high land
wāyna dāga	ወይና ደጋ	temperate
k'ola	ቆላ	low land
īrt'ibāt	እርጥበት	humidity
dārāk'	ደረቅ	dry
dīrk'	ድርቅ	draught
gum	ጉም	fog
yāmāret mānk'āt'k'āt'	የመሬት መንቀጥቀጥ	earth quake
yāmāret mānšaratāt	የመሬት መንሸራተት	land slide
yāakababi bikilāt	የአካባቢ ብክለት	environmental pollution
yāwīha bikilāt	የውሃ ብክለት	water pollution
yādān č'ifīč'āfa	የደን ጭፍጨፋ	deforestation
yādān tākāla	የደን ተከላ	afforestation
yāayār lāwt'	የአየር ለውጥ	weather change
yāmāret mārak'ot	የመሬት መራቆት	land degradation
yāmāret it'rāt	የመሬት እጥረት	depletion
yātāfāt'ro adāga	የተፈጥሮ አደጋ	natural calamity
yāgwāro atikīlt	የጓሮ አትክልት	vegetable
yāirša māret	የእርሻ መሬት	farm land
yābet īnsīsa	የቤት እንስሳ	domestic animal
yākābt mānga	የከብት መንጋ	cattle
yāč'ināt īnīsīsat	የጭነት እንስሳት	pack animals
yādūr īnsīsat	የዱር እንስሳት	wild animals
sābl at'fi īnsīsat	ሰብለ አጥፊ እንስሳት	pests/rodents
tābay mat'fiya	ተባይ መጥፊያ	pesticide
marās	ማረስ	plough
yā līmat sārātāña	የልማት ሰራተኛ	development agent

Education-related vocabularies ትምህርት ነክ ቃሎች/ሀረጎች

ümihrt-nāk k'aloč/haragoč

tik'ur-sāleda	ጥቁር ሰሌዳ	black board
nāc-sāleda	ነጭ ሰሌዳ	white board
t'āmāne	ጠመኔ	chalk
mās'haf	መጽሀፍ	book
rī'isā-māmīr	ርዕሰ መምህር	school principal/director

astāmari	አስተማሪ	teacher
māmīhr	መምህር	teacher (formal)
māmīhran	መምህራን	Teachers
tāmari	ተማሪ	student
yāmastāmarya ik'id	የማስተማሪያ እቅድ	lesson plan
yāilāt ikid	የዕለት እቅድ	daily lesson plan
mārja-mässarya	መርጃ መሳሪያ	teaching aid
māwdāk	መውደቅ	to fail
malāf	ማለፍ	to pass
mākakālāña	መካከለኛ	average
māmarya kifil	መማሪያ ክፍል	class room
yāmāmīhīr māmīriya	የመምህር መምሪያ	teachers guide
kīfilā gize	ክፍለ ጊዜ	time of lesson (period)
sīrī'atā-tīmihīrt	ስርአተ ትምህርት	curriculum
sānāf-tāmari	ሰነፍ ተማሪ	lazy student
gobāz-tāmari	ጎበዝ ተማሪ	active student
sāleda - matifiya	ሰሌዳ ማጥፊያ	duster
dābītār	ደብተር	exercise book
yābet sīra	የቤት ስራ	home work
yākīfil sīra	የክፍል ስራ	class work
mālmāja	መልመጃ	exercise
wīt'et masfārya	ውጤት ማስፈሪያ	roster
yāwīt'et kard	የውጤት ካርድ	certificate biro ቢሮ office
tīmihīrt kīfil	ትምህርት ክፍል	department
sībīsāba	ስብሰባ	meeting
yā māmīran wīyīyīt	የመምህራን ውይይት	teachers' discussion/meeting
sīlīt'na	ስልጠና	training
yā sīra lay sīlīt'na	የስራ ላይ ስልጠና	on job training
ak'im gīnbata	አቅም ግንባታ	capacity building
yā ak'im gīnbata sīlīt'na	የአቅም ግንባታ ስልጠና	capacity building training
yā mastāmar līmīmd	የማስተማር ልምምድ	teaching practice
yā mastāmar līmd	የማስተማር ልምድ	teaching experience
abalat	አባላት	members
kībāb	ክቡብ	club
masasābiya	ማሳሰቢያ	notice(NB)
mastawāk'iya	ማስታወቂያ	announcement
gāzet'a	ጋዜጣ	news paper
māzmur	መዝሙር	song
zena	ዜና	news
lik'ā mānbār	ሊቀ መንበር	chair person
č'iwīwīt	ጭውውት	role play
gīt'im	ግጥም	poem
zīgījīt	ዝግጅት	program
- halafi	ኃላፊ	head (boss)
k'wank'wa	ቋንቋ	language
wīdīdir	ውድድር	competition

sīnā s'ihuf	ስነ ጽሁፍ	literature
muzik'a	ሙዚቃ	music
betä mäs'ahift	ቤተ መጻህፍት	library
yätimihirt ma'ikäl	የትምህርት ማዕከል	pedagogical center
mabaža kifl	ማባዣ ክፍል	printing room
mäs'ädaja bet	መጻዳጃ ቤት	toilet
mäzīgäb bet	መዝገብ ቤት	record office
nībirt kifl	ንብረት ክፍል	stock room
sändäk' alama/ bandira	ሰንደቅ አላማ/ባንዲራ	flag
s'ärä AIDS kibäb	ጸረ ኤድስ ክብብ	anti AIDS club
k'äy mäsk'al kibäb	ቀይ መስቀል ክብብ	red cross club
hagärihn iwäk' kibäb	ሀገሪህን እወቅ ክብብ	discover ethiopia club
yätäfat'iro sayins kibäb	የተፈጥሮ ሳይንስ ክብብ	natural science club
mät'irat	መጥራት	to call
mämäsirät	መመስረት	to establish
mämirat	መምራት	to lead
yäbudn märi	የቡድን መሪ	team leader
märīdat	መርዳት	to assist, to help
māzīnanat	መዝናናት	to entertain oneself
mazīnanat	ማዝናናት	to entertain someone
māmīrät'	መምረጥ	to elect, select
māmāzīgäb	መመዝገብ	to register
mälāmamäd	መለማመድ	to practice
mäsirat	መስራት	to work, to do, to perform
māzāmār	መዘመር	to sing(song)
māzīfān	መዝፈን	to sing(music)
māzāgajät	መዘጋጀት	to be prepared
mastābabār	ማስተባበር	to coordinate
mädīgām	መድገም	to repeat/ to be detained
māmokär	መሞከር	to try
marīfäd	ማርፈድ	to be late
māwašät	መዋሸት	to lie
mädābadāb	መደባደብ	to fight(physical)
māk'irät	መቅረት	to be absent
māmīkär	መምከር	to give advice
māgālībät'	መገልበጥ	to copy
mäsälit'an	መሰልጠን	to be trained
masälit'an	ማሰልጠን	to give training
mak'äd	ማቀድ	to plan
astābabari	አስተባባሪ	coordinator
yākīfl halafi	የክፍል ሃላፊ	homeroom teacher
rī'isä māmīhr	ርዕሠ መምህር	director/ principal

Unit 20: Guide to Ongoing Learning

Learning Objectives

At the end of this unit you will be able to,

- ✓ Identify strategies for learning language after PST ends
- ✓ Use former PCVs' suggestions to tailor an individual plan for learning
- ✓ Identify topics to target for ongoing learning
- ✓ Understand the language proficiency scale

Introduction

The following is a collection of techniques useful to the independent language learner. It was compiled by former PCVs and from trusted sources on language learning.

Learning a language doesn't end after PST! A language class is good for teaching you the basics of a language in a short period of time. During PST, you received a crash course in the fundamentals of one or more languages. But you will soon be at your site and on your own. Your LCF will no longer be around to help you out. Quite possibly you will be the only one at your site who is learning the new language. Now what?

In theory this is the perfect environment for learning a foreign language. Once you are at your site, your survival depends on learning and using the language on a daily basis. You are forced by circumstances to learn.

But this is all easier said than done. How exactly does one go about learning a language on his or her own? It helps to have a collection of techniques at your disposal.

Take Charge of Your Learning – Self-Directed Learning

The most successful language learners are the ones who take charge of their own learning. As adult language learners, we like the information that we learn to be directly applicable and useful to our lives. We like to learn things that help us accomplish our daily tasks and goals. We like to know why we are learning something and what it will do for us. If we don't see a direct benefit, we tend to lose interest and move on to other things.

The best language learning methods are self-directed approaches. You are in charge of your learning. You decide what you will learn, when you will learn it, and how to best go about learning it. By focusing on your own individual needs, this helps keep the material interesting and relevant.

You can adapt these techniques for working alone, with a tutor, or casually with your friends and community.

Set Realistic Expectations

It is natural to feel uncomfortable when learning a language. You're used to being in classes where the mode of communication -- the language of instruction -- is a given.

In language learning, however, it is the mode of communication itself that is the focus of instruction. Not understanding and making mistakes -- things that are negative learning indicators in other settings -- are a very natural part of the language learning process. Accept the fact that you will not understand everything. In fact, at the very beginning, you will not understand much at all.

Remember that during the initial period of adaptation your ear and your mind are adjusting to the sounds and the rhythm of the language. Though you will not understand all of what is being said, you will be amazed at your increasing ability to make sense of the language. Remember that the only way to learn the language is through practice, practice, and more practice; in the course of practicing you will make many errors ... and you will learn from them.

Break Study Time into Smaller Chunks

Research shows that language students learn more effectively and retain more when they study frequently and for shorter periods of time than if they study infrequently for extended periods of time. Try to study each day, and whenever possible, several times a day.

In addition, there are many otherwise mentally "idle" moments during the day when you can work in some studying. For example, you can review vocabulary while eating breakfast, recite the alphabet while showering, count your steps as you walk, name as many object as you can in the target language on your to work, take your vocabulary flash cards with you on a bus trip.

There are many moments during the day when you can squeeze in a few minutes of practice time. Through the repetition of material, it will be come increasingly familiar, until it eventually becomes an automatic part of your language repertoire.

Establish Yourself as a Language Learner

With whatever strategy you decide to use for learning a language, your most important task at the beginning is to establish yourself as a language learner in your community.

Your initial efforts should be to introduce yourself to everyone you meet and tell them that you are learning their language. Talk to your neighbors, local kids, shopkeepers, co-workers, and people on the street, waiters, people on the bus, in cafes, and anyone else you come across.

A good first dialog is the following:

Hello. My name is _____

I am from America. I want to learn _____
and become a fluent speaker.
That is all I can say right now. Thank you. Good bye for now.

This accomplishes three very important things.

1. It gives you a role in the community. Everyone will be watching and talking about you anyway. Now they know who you are and what you are doing here. You are the crazy foreigner who is trying to learn their language.

2. It gives the community a role. By introducing yourself to the community as someone who wants to learn their language, you are also asking the community to help you learn. They will want to be a part of your success. They will cheer you on and celebrate your progress. They will enjoy telling their friends and family how they helped you practice. They will also enjoy telling funny stories about you during dinner about your language learning attempts.

3. This process also a powerful way to integrate yourself into the community. It won't take long before people are calling out your name, waving to you, and wanting to talk to you. You are no longer the strange new foreigner. Your language learning efforts help to break the ice. You are now THEIR strange new foreigner who is working hard to learn their language.

Use "The Daily Learning Cycle"

The Daily Learning Cycle is a daily strategy for learning a foreign languages originally developed by Peace Corps volunteers serving in the South Pacific. It is a flexible process that can be used anywhere regardless of whether there are any dictionaries or language textbooks available. It focuses on developing conversational fluency in small daily steps.

The Daily Learning Cycle consists of five steps.

1. Choose a topic

Pick something that will be immediately useful to you, such as negotiating for the best price at the market, buying a new shirt, asking for directions, or paying your electric bill.

One useful technique is to brainstorm a list of 100 different topics in as short a time as possible. For this brainstorming technique to work, it is important to do it as fast as possible and to complete the full list of 100 topics. The speed forces

you to stop self-editing. The quantity forces you to get creative as you quickly exhaust the easy and obvious topics. You can then use this list as a plan or inspiration for future practice sessions.

2. Develop a short dialog

Using a mentor or other native speaker, develop a short 3-4 line dialog on your chosen topic. Explain to your helper that you want to learn common everyday language as it is really spoken, not formal academic language.

3. Practice with your mentor

Practice the dialog over and over again with your mentor until you can deliver it like a trained stage actor. Pay careful attention to your mentor's pronunciation and speaking rhythm. Try to duplicate him/her exactly.

4. Practice with the community

When you are ready, the next step is to take the show on the road. Walk around your community and practice saying your dialog to as many people as possible. Try to speak with 10-20 different people. Don't worry about making mistakes or making a fool of yourself. This is part of the process.

The community will begin to expect and look forward to your regular visits as you make your practice rounds about the town. You will get a lot of practice and they will get a lot of funny stories to tell their families over dinner. The pressure of these "real life" practice sessions will really help accelerate your learning and make it stick.

While you are walking around practicing, avoid the main roads as much as possible. Take the smaller, less congested paths. You'll notice a big difference in how you are received by people. The people on the main roads are generally there to sell you something or get something from you. But the people on the side roads, in the smaller, quieter neighborhoods will not be so used to foreigners. They will be excited and charmed by your presence. They will also be much more welcoming and eager to talk to you.

As always, pay attention to your safety. It is not uncommon to receive random invitations into people's houses. Be careful about where you go and who you are seen with. If you are invited in for coffee, you might take them up on their offer, but you might consider sitting with them out in their courtyard and staying visible.

5. Evaluation

Finally, at the end of your practice, evaluate how the session went. You can do this mentally or in a journal. Think about what went well and what you need

more practice on. Think about who you'd like to speak with again and who you'd like to avoid. Also, think about what you wanted to be able to say but couldn't. Use this information to plan future practice sessions.

Speak, Speak, Speak!

The Daily Learning Cycle and other language learning techniques emphasize speaking. After all, the purpose of learning a language is to communicate. The best way to learn a foreign language is to speak it. Reading and studying grammar only improves your ability to read and understand grammar. If you want to learn to speak a language, you have to practice speaking it.

The ability to speak a language is an entirely separate muscle from what you use for studying and memorization. It needs to be exercised regularly along with everything else if you want to become fluent. Just as no one ever learned how to swim by reading a book, no one ever learned to speak a language without speaking it. At some point you have to jump in and start swimming in the language.

Whenever possible, speak the language aloud rather than reciting it silently to yourself. Say vocabulary words out loud, read passages in the text aloud, do pronunciation activities orally and not just mentally. Write out the answers to activities rather than gliding through them in your mind. Read aloud entire sentences in an activity rather than just reading a fill-in response. Transferring language from your mind to your mouth is a skill that requires a great deal of practice.

Even if you have learned your dialogs, memorized tons of vocabulary, and studied grammar, if you can't pronounce it correctly nobody will be able to understand you. All you'll get is a lot of confused looks.

One method for learning correct pronunciation is called language shadowing. In the language shadowing technique, you practice repeating sentences over and over again after a native speaker. Pay attention to their pronunciation, tone, pitch, speed, and rhythm and try to duplicate it exactly.

Train Your Ears - Immerse Yourself in The Sounds of the Language

Besides speaking, it is also important to train your ears to the sounds of the language. If you are living in a small community with few English speakers, this will be easy. If you have an English-speaking roommate or lots of English speaking friends, this will take more work. Try to spend as much time during the day listening to the language around you. Immerse yourself as completely as possible in the sounds of the language.

At first everything will sound unintelligible. But after a while you will begin to discern reoccurring patterns and sounds. Later, these patterns will resolve into recognizable words and phrases. Finally, you will begin to sense the meaning. Just like speaking, you have to devote regular practice to developing your abilities in this area.

If you are sitting in a café or are riding on a bus, you can listen to the conversations going on around you. Focus on picking out words and phrases that you recognize. The more you do this, the more you'll be able to recognize.

Another way to develop an ear for the language is to immerse yourself in audio and video recordings of the local language. Listen to a lot of music in the local language. Watch a lot of TV. Again, don't worry about understanding everything. Just try to listen for words and phrases that you recognize. You will get better and better over time.

A fun technique is to find a copy of your favorite movie dubbed in the local language. English subtitles can be helpful but are not necessary. If you can find one of your favorite movies, then you will already know what the dialog is about. Watch the movie over and over again and try to learn the dialog. Learn to recite some of your favorite lines along with the actors. Have fun acting out and saying these lines as dramatically as possible. If you pick a movie that you enjoy, you will already have a built-in emotional connection to the movie and to the language. This will help improve your learning and retention.

Use Reading to Maximize Your Learning

Reading (along with speaking, listening, and memorizing) is the fourth major language skill that you need to develop. Many people discount the value of learning to read the language. After all, speaking the language is the priority for most volunteers.

However, reading is an important and effective way of learning about a language. Just like listening practice, it is another way to immerse yourself in the language.

Choose a popular magazine, newspaper, or sports magazine. Select an article that looks interesting. It helps if you already know something about the article's subject. It also helps if there are pictures attached. Choose something that looks interesting.

Then, with a dictionary close at hand, try to work through the first few paragraphs. Try to figure out the meaning first without looking things up. Highlight the words that seem important and that you'd like to learn.

Look up the words in your dictionary, then go back and re-read the passage again. See if you can understand more of the meaning this time.

Find a Way to Remember Vocabulary

In your mind, make a crazy scene based on the sound of the word and its meaning. Try to combine multiple senses into your association. Make sure that when you think of it, you should see a picture, hear a sound, and feel a feeling. Make it crazy, ridiculous, offensive, unusual, violent, extraordinary, cartoonish, nonsensical – after all, these are the things that get remembered, are they not? Make the scene so unique that it could never happen in real life. The only rule is: if it's boring, it's wrong.

Many volunteers create stacks of flash cards and lists of vocabulary words. This is a great idea for learning and reviewing new material. Purchase a set of 3 x 5 index cards and cut them in half (or use recycled pieces of paper cut into small cards). Write a vocabulary word on the front and

its English definition on the back. As you learn more information about each word (e.g. plural forms of nouns, principle parts of verbs), you can add these to the cards.

There are many ways you can use flash cards as a learning tool. When studying, organize words in meaningful groups (e.g., by part of speech, in thematic categories, regular verbs vs. irregular verbs). Shuffle the cards or groups, so that you use the stack(s) in a different order each time. Use the cards in both directions: first look at the foreign language words and try to recall the English definition. Then shuffle and look at the English definitions and attempt to remember the foreign language words

Hire a Tutor

The following are ideas from former volunteers, concerning who and how to hire a tutor, and how often to meet.

- “I have a two to three hour language class once a week with an older man who is a schoolteacher. Two shorter classes in a week would be better but my teacher only has Saturdays free right now. But, if you're working like you should be during the week, there isn't a lot of time for a bunch of classes. I chose my teacher because he is a teacher and works at a private school so has more of a salary and less stressful workload than the public teachers. He is the father of a good friend of mine, which allows me to communicate through my friend if it's necessary (for example changing times or canceling classes) but also the ability to have some distance. Some PCVs picked people that they work with or see every single day, which they later see as a problem. It will always be possible to ask your friends about language (without payment) and they will even enjoy the conversations as they can ask about English too. So personally, I think making a good friend your tutor is not a good decision.”
- “I spent the first three months at sight scoping out someone who I might want to employ as my tutor rather than asking around for someone who already does it. I felt like if I had someone who had never tutored before they would learn a few skills and class would be more flexible. I found a girl who had graduated in English from a local foreign language school, she is a student and could definitely use the extra money tutoring me would bring in. I asked if she was interested and then we decided when to begin and how many days per week. We settled on 3 days per week for an hour each time. I find that if we cover too much material I don't have the time or brainpower to study all of it before the next lesson.”
- “It doesn't matter too much who your tutor is. Find someone you like and get along with. Even if he/she isn't the very best teacher, having a tutor means devoting time each day or week to studying Amharic. Having a responsibility to meet someone will make sure that you actually sit down and study something.”
- “For finding a tutor, it seems the compound that I live on is the best place to start. You are living with the group and interacting every day anyway. I tried going through my counterpart, but he knew little of the community himself. I have switched tutors as well

when they don't work out (found by someone else in the office).”

- “After PST, many volunteers quickly recruit a professional language teacher at their site. They also start off paying that maximum allowed tuition rate, which is an hourly rate far in excess of the typical community standards. As I see it, there are several reasons why you should not do this. First, you will perpetuate the stereotype of a rich foreigner who can throw around money at a time when you want to be integrating into the community and teaching everyone that you came to transfer your skills not your money. Also most of your community will not make anywhere the Peace Corps allowed hourly rate even on a daily basis. I would suggest that you find out what the average local minimum wage is and start around there. Hire a student or perhaps a beneficiary of one of the community organizations that you work with to help you out. You can also ask your landlord or co-workers for recommendations for someone with a good reputation in the community. Starting low will let you afford more hours of assistance. You can always raise the rates later on if you are satisfied with their performance or would like to give them extra incentive to improve.”
- “Give some attention to who you hire and where you hold your sessions. This is especially true if you hire a tutor of the opposite sex. Intentions can be misconstrued which can lead to awkward situations. Also, people will talk. Even if the gossip doesn’t affect you, it may be damaging to your tutor’s standing in the community.”

Figure Out What You Need to Learn

There is a list of potential topics for language learning at the end of this Unit. Here is what former PCVs had to say about the topics they studied when they first arrived at site:

- “In terms of lessons, much of the beginning was reading the Amharic script and then a little writing. While learning to read, you learn more vocabulary. Practicing everyday situations, especially in the context of your town's culture was very helpful, such as bargaining. You can ask what people say for new births, weddings, and deaths as well that people will respect you for. Phrases that people in your area say a lot are very good to learn because the community will take you more serious, such as 'god willing, ' 'with truth,' etc. Conjugating verbs is also a topic that I'm working on now because I want to be able to form complex and meaningful sentences on the spot while talking to someone.”
- “Waiting 3 months allowed me to pick up the basics and the 'common' way of saying things and provided me with plenty of questions for my new tutor. In our lessons, I basically ask my tutor any questions I have and then we decide on a rough subject like clothing, travel, health etc. I usually learn a verb or two in the present tense and some vocab. I make flashcards after the lesson and my tutor uses these to quiz me at the beginning of the next lesson. I haven't started learning the alphabet yet, but had I started from the beginning, it would have been helpful, although it would have made my progress much slower.”
- “For daily practice, I listen to tapes/MP3s I got off the web from www.fsi-language-courses.com/Amharic.aspx which includes textbooks. A copy of these is on the PCV

computer (Center) in the volunteer resource center. I also got from the States an Amharic-English dictionary and a learning-Amharic book. All this took till about IST to get.”

- “The Wolf Leslau Amharic Textbook has been tremendously helpful for me. It's dense and grammar-intensive, but really good. There are photocopies floating around Peace Corps.”

Use Other Tips from Former Volunteers

“Practice at every opportunity. If your colleagues and friends speak good English or want to practice English with you, set aside some devoted time for practicing Amharic: ‘at tea-break, we will speak only Amharic.’ “

“One way that my experience has been different than the other volunteers’ is that I did all the information collection for my Community Needs Assessment. My counterpart received a regional promotion just after I got to site. I think this was very good to helping me assimilate. There was no one I could count on except myself. I conducted all of my interviews, PACA tools and other meetings by myself. For that I can vouch for how important the things taught in our PST would prove to be at site.”

“Don't be afraid to make a fool of yourself. People are going to laugh at you when you attempt to speak Amharic. But they're also going to appreciate your efforts.”

“Keep a vocabulary notebook. Carry a small notebook with you at all times. If you hear a new word, ask for a definition, and write it down.”

“Kids are great teachers: they won't pity you with simplified language--they'll just go for it. Play with your neighbors. Teach kids English and you'll learn Amharic at the same time.”

“Find someone you like (a woman at the market, someone from work, or on your compound) who doesn't speak any English at all, and make an effort to befriend them. It will be awkward at first, but it pays off, both in terms of the friendship, and in terms of language learning.”

Sources

Special thanks to David Aldacushion, and Group 1 & 2 Volunteers for contributing to this section. Additional materials were adapted from

- Language Acquisition Made Easy, by E. Thomas Brewster and Elizabeth S. Brewster,
- The Whole World Guide to Language Learning, by Terry Marshall and the American Council on the Testing of Foreign Languages (ACTFL).

Topics for Language Learning

The following suggested topics were taken from “Language Acquisition Made Easy”, E. Thomas Brewster and Elizabeth S. Brewster

Set 1: Topics for the Beginning Learner	Set 2: Topics for Further Exploration	Set 3: Topics for Exploring Cultural Themes		Set 4: Drawing on the Local Knowledge Bank
Finding a place to live/hotel Using public transportation. Developing a route of listeners. Greetings, Leave Taking, Appreciation Your role as a learner Personal Questions Polite Phrases Responding to a Welcome Classification; Affirmation; Denial Exploring Objects Descriptions Restaurants Shopping Arithmetic Questions about people; introductions Exploring space and time: directions Exploring space and time: transportation Exploring activities Exploring activities in space and time Exploring circumstances of activities Descriptions and Expansions Telephones	Get and give instructions. Requests Comprehension Instructions Vocabulary Building Objects and Animals People Events and Activities Descriptions and Qualities Small Talk Appointments Asking/Giving Directions Personal Interchanges Your Host Country Your home Advice Sharing Interesting Experiences Telling stories about others Telling about your plans and goals Your neighborhood Talking about a picture Expressing your emotions	Family Life Homes Meals Sex related roles Qualities Friends Courtship and Marriage Appearance and Dress School Health Safety Birthplace Important People Personal Possessions Machines Repair Work and Occupations Public Servants Your Trade Country-wide Transportation Variations of life-style Special Places Special Days Free Time Activities Sports Hobbies and Crafts Entertainment Music Art	Color Perceptions Geography Natural Resources Plants Insects Animals Idioms and Figurative Language Equating People with Animals Body Parts Extremes of Common Adjectives Examples Colors Euphemisms Exclamations Words Resembling Sounds Stories Folktales The Past Key People Community Aspirations Sharing Important Experiences Reading Matter Letter Writing Categories	The Physical World Disease Life Style Economics Private Property Motivation Visible Achievement Change and Progress Action! Work and Play Reasoning Patterns Decision Making Authority Social Interaction Direct vs Indirect Relationships Friendship Kinship Gift-giving Individuality vs Uniformity Competition Being Sick Crises Emotions Religion and the Supernatural God Guidance Spirits Soul Daily Life Teaching Leaders Special Days Special Places Ceremonies Sin Spiritual Need Worship Activities Theory of Culture Completion Projection Statements: <i>The most important thing in life is...</i>

The following suggested topics were taken from “The Whole World Guide to Language Learning”, Terry Marshall

Everyday Situations	Language Structures	Categories and Word Clusters	Language Nuance and Clarity	Cultural Appropriateness
Informal socializing Formal socializing Interacting with “family” Working Interacting with sales and service people Bathing, washing, toilet Attending public events Using public transportation Communicating with public officials Using public communications Greeting and departing Dating and courting Performing Personal information	Questions Requests Orders Statements (positive and negative) Positive/negative responses Agreement Voice – passive/active Polite phrases Time Ownership Description	Concrete objects Action words Attributes Possession Prepositions Family and kinship Pronouns Emotions and feeling Direction and position Frequency Measurement Time Seasons Vulgarities and slang	Classification Differentiation Expansion Fluidity Pronunciation Cultural comparison Reading	Nonverbal cues – sending and receiving Common taboos Situational differences Culturally related humor allusions

Assiduously seek to interact with host country people in their language.

Take positive, active steps to expand your language ability.

Use a host of tools, ideas, and events to practice, practice, practice your target language.

Appendix

Language Learner's Proficiency Scale

Developed by: American Council on the Testing of Foreign Languages (ACTFL) Educational Testing Service. (ETS)

Adapted from the Foreign Service Institute's (FSI) proficiency scale

Novice – Low

Able to respond to or speak a few isolated words, those borrowed from English or commonly used. Ciao. Gracias.

Has identified him/herself as a language learner.

- I can say “hello” and “good bye”.
- I can count to ten.
- I can use courtesy words such as “thank you” and “excuse me”.
- I know a handful of words.
- I am eager to begin learning my target language.
- I have set some goals for my language learning.

Novice – Mid

Can express very simple needs in polite language. Uses mostly memorized words and phrases. Can say short phrases if given time to think about what he/she wants to say.

Speaks in a heavy accent with many errors and confuses sounds that are similar.

Speech is difficult to understand even to teachers used to working with language students.

- I can respond to simple commands such as “stand up” and “come here”.
- I can greet people and take my leave correctly.
- I can ask basic questions using who, what, when, and where.
- I can make simple statements and commands such as “it’s hot” and “turn on the light”.
- I can thank people and make simple requests.
- I can use at least 50 words in appropriate contexts.
- I can sing one verse of a folk song or popular sing-a-long tune.
- I can perform at least one task at the Novice-High level.

Novice – High

Can ask questions and make simple statements based on memorized sentences. Understands conversation fragments and simple commands. Can deal with simple topics of daily need. Speaks

mostly in short, direct sentences, but can say some longer phrases and sentences if given time to think about them first.

Still makes frequent errors in pronunciation and word use. Frequently asks speakers to slow down or repeat. Communicates with coworkers but has difficulty with others.

Behaves considerably in dealing with host country nationals. Understands some nonverbal cues.

- I understand and can make simple statements about family, age, address, weather, time, and daily activities.
- I understand some words when the context helps explain them, e.g. in a café, the marketplace.
- My vocabulary includes names of basic concepts; days, months, numbers 1-100, articles of clothing, body parts, family relationships.
- I can use at least one hundred nouns and verbs in appropriate contexts.
- I am beginning to know what's expected of me in simple social situations.
- I can perform at least two tasks from the intermediate-low level.

Intermediate – Low

Can speak on familiar topics, ask and answer simple questions, initiate and respond to simple statements, and carry on face-to-face discussions. Can pick out the main idea in a friendly informal conversation.

Often speaks incorrectly but by repeating, generally can be understood by native speakers who regularly deal with foreigners.

Frequently can understand native speakers if he/she repeats or speaks more slowly.

- I can initiate and close conversations appropriately.
- I can introduce myself or someone else.
- I can buy a ticket, catch a bus or train, and get off at the right place.
- I can respond to simple directions from customs officials, policemen, or other officials.
- I can discuss simple topics with friends.

Intermediate – Mid

Can participate in simple conversations about some survival needs and social traditions. Can discuss topics beyond basic survival, such as personal history and leisure time activities.

Beginning to use correct basic grammar constructions such as subject-verb and noun-adjective agreement.

- I can handle questions about my marital status, nationality, occupation, age, and place of birth.
- I can order a simple meal from a restaurant menu.
- I can ask for or tell the time, date, and day of the week.
- I can handle simple business at the post office, a bank, and the drugstore.
- I'm beginning to speak more correctly; my subjects and verbs generally agree.
- I can perform at least on task at the intermediate-high level.

Intermediate – High

Can participate in short conversations about most survival needs, limited social conventions, and other topics. Gets the gist of conversations on familiar topics, though finds it hard to tune in on long conversations or in unfamiliar situations.

Speaks mostly in short, discrete sentences, but shows occasional bursts of spontaneity. Can use most question forms, basic tenses, basic tenses, pronouns, and verb inflections, though still speaks with many errors.

Can be understood by native speakers used to speaking with foreigners. By repeating things, can frequently be understood by the general public.

In dealing with host country citizens, can get along in familiar survival situations and with native speakers accustomed to foreigners.

- I can buy my basic foodstuffs, rent a hotel room, and bargain when appropriate.
- I can talk about my favorite pastimes or sports.
- I can describe how to get from here to places like the post-office, a restaurant, or a local tourist attraction.
- I can talk about things that happened in the past or might happen in the future.
- I can carry on simple conversations with native speakers who are used to dealing with foreigners.
- I can perform at least two of the tasks at the advanced level.

Advanced

Can participate in most casual and some work conversations. Can give simple directions or explanations at work. Can talk about past and future events. With a minimum of repetition and rewording, can get the gist of normal conversation by native speakers.

Vocabulary is good enough to speak simply with only a few circumlocutions and can speak extemporaneously on many topics. Accent clearly that of a learner, but can generally be understood.

- I can describe my work in some detail and discuss with my coworkers most work-related tasks.
- I can talk comfortably about topics of general interest, such as the weather and current events.
- I can deal with and explore unexpected problems, such as losing my traveler's checks.
- I can take and give messages by telephone.
- I can be understood by most native speakers and I can follow normal conversations involving native speakers.
- I can perform at least one task at the advanced plus level.

Advanced Plus

Can handle most work requirements and conversations on topics of particular interest. Can express facts, give instructions, describe, report, and talk about current, past, and future activities.

Often speaks fluently and easily, though occasionally pauses to think of a word. Continues to make some grammatical errors.

In dealing with native speakers, understands common rules of etiquette, taboo, and sensitivities, and handles routine social situations when dealing with people accustomed to foreigners.

- I can hire an employee, discuss qualifications, duties, hours, and pay in my new language.
- I can instruct a coworker on how to perform a common task.
- I can give opinions, facts, and explain points of view.
- I can talk with ease about my past, my current activities, and what I hope to do in the future.
- I generally speak easily and fluently with only minor pauses.
- I can make culturally acceptable requests, accept or refuse invitations, apologize, and offer and receive gifts.
- I can perform at least two of the tasks at the superior level.

Superior

Can converse on most practical, social, and professional topics. Can deal with unfamiliar topics, provide explanations, resolve problems, describe in detail, offer supported opinions, and hypothesize. Beginning to talk about abstract ideas.

Rarely has to grope for a word. Control of grammar is good and errors almost never bother the native speaker.

Can participate appropriately in most social and work situations. Understands most nonverbal responses; beginning to understand culture-related humor.

- I can carry out most work assignments in the target language.
- I can handle routine social situations with ease.
- I can participate effectively in most general discussions involving native speakers.
- I can handle normal telephone conversations.
- I can listen to a radio program, oral report, or speech and take accurate notes.
- I can deal with an unexpected problem or social blunder.
- I can support my opinions in a discussion or argument.
- I am beginning to understand jokes and word play.
- I seldom have to ask speakers to repeat or explain.
- I can speak at a normal rate of speed, without groping for words or trying to avoid complex grammatical structures.

Distinguished

Can use the language fluently and accurately on all levels of professional need. Can tailor language to fit the audience; counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries.

Speaks with only rare pronunciation or grammar errors.

Picks up most nonverbal cues; understands humor and most allusions. Behaves in a culturally appropriate manner in a range of social and professional settings.

- I can carry out any job responsibility in my second language.
- I can speak appropriately to a professional group, my staff, a government official, a friend, the elderly and children.
- I can act as an interpreter at a professional meeting or function.
- I rarely make pronunciation or grammar errors.
- I always understand native speakers, even when they are talking to each other.
- I can participate in joking, including puns and word play.
- I can read cultural gestures, body language and facial expressions accurately.

Native Competence

Functions as would an educated native speaker.

- I am equally as fluent in my second language as in English.
- I have command of idioms, colloquialisms, and historical and literary allusions.
- I am well-versed on the history, beliefs, customs, politics, and geography of the host country.
- I am completely at ease culturally in any social or professional setting.

Proverbs and Expressions

The fidel script part is left for you to do as you progress in your mastery of the script.

Proverbs in phonetics their English equivalents

mayāk mamān nāw	seeing is believing,
kāfārāsū bāfit gariw	the cart before the horse,
lijin Siwādu kānā minaminu	love me, love my dog,
kāmayawkut melak Yamiawkut sayt'an	better the devil you know,
yafāsāsā wuha aytafāsima	spilt salt can't be gathered,
yčākolāč afisisa lāk'āmāch	haste makes waste,
Yānātolo-tolo bet gīdgīdaw sānbālet'	a house built in haste has its walls made of straw
Yājīb čīkul k'ānd yīnākīsal	a hurried hyena bites the horn,
lalāfā kīrāmt bet ayīsāram	let bygones be by gone,
gābs lāgābs abro yināfs	birds of a feather flock together,
gīm lāgīm abrah azgīm-	“ “ “ “
yāmiyabrā k'ārik hulu work ayidālām	all that glitters is not gold,
kāsāw sīhtāt kābīrāt zīgāt ayt'āfam	to err is human,
gīze wārk' nāw	time is gold,
lij inatuan mīt astāmarāč	a young teaching her mom
how to go on labour for childbirth,	
yāmičoh wis'a aynakāsīm	A barking dog never bites,

ayn aynun yayut jābāna tolo ayfālam	A watched pot never boils,
kāand būrtu hulāt mādhanitu	Two minds are better than one
zār kālgwam yīsībal	blood is thicker than water,
awāk'uš nakuš	Familiarity breeds contempt,
tamo kāmāmak'āk' ask'ādimo māt'ānk'āk'	Prevention is better than cure,
bīrātīn māk'āt'k'āt' aggīlo nāw	hit the iron while its hot,
yāsīt'ota fārās t'īrsu aytaym	Never look a gift horse in the mouth,
k'ās bāk'as ink'ulal bāīgru yīhedal	an oak grow out of little acorns/ slow by slow an egg goes walk
bagorāsku ijjen tənākāsku	got my hand bitten for feeding them,
likākīlīh ikākīlī	scratch my back, I will scratch yours,
lāsāyt'an mīsūn attīnsaw	give the Devil his due,
Wubāt īndā tāmālkāḥu nāw	beauty is in the eye of the beholder,
allāĒ bāsāmay wātātwan yāmasay	I have a castle built in the air,
k'ādmo yāgāba īngīda īratu firida	First come, first served /In early bird catch the worm,
at'bīk'o t'āyak'i yānatun mot yīrādal	curiosity killed the rat,
bado k'or k'oro yīpohal	an empty barrel shouts the most
lījīyāw honā abatyāw	a child is a father to the man,
īsāt bālelēbāt ḥ'is aytayīm	no smoke without fire,
yāwārāwārkut ankase tāmāliso bārāse	a curse come home to roost,
Sāw yāzārawīn yaḥ'dal	as you sow, so shall you reap,
amād bā duk'et yisīk'al	the pot calls kettle black,
YālāmaĒ k'īnītu yīlal wāt amt'u	beggars can't be choosers (lit. a picky beggar asks for milk),
Wiha k'ās bāk'ās alātīn yībāsal	still water runs deep,
dīst gīt'amun ayat'am	water finds its level (lit. a pot never misses its lid),

Sayikāka tāboka	counting ones chickens before they are hatched,
gīze taxi aydālām	time and tide wait for no man,
sīra kāmīfāta lījen lafata	in idle brain is a workshop of a devil,
Zīmīta wārk' nāw	silence is golden,
Yāp'ik'a wīst' īšoh	a snake in the grass,
Set sibāza gomān t'ānāza	many cooks spoil the broth,
tībit wīdk'ātīn tikādmalāp	pride goes before a fall,
hulāt wāfoṗīn bāand dīngay	to kill two bird with a (one) stone,
lāmānor bīla	eat to live,
gud and sāmon nāw	wonder lasts nine days,
Kāmānagārih bāfit assīb	think before you speak,
Jīb īndā agāru yīṗohal	when you are in Rome, do as the Romans do,
karāju aybāju	old men are twice children,
kāayn yārak'ā ka lib yirīk'al	out of sight, out of mind,

Expressions

The fidel script part is left for you to do as you progress in your mastery of the script.

yäayīne bīlen	the apple of my eye,
kāij wādā af	hand to mouth,
yāaf wālāmta	A slip of the tongue,
ij kāfinj	red handed,
bāwīdim bāgidim	by book or crook,
kābalābet andābāt	from the horses mouth,
imnāt yāmit' alībāt	the salt of the earth,
bāisat māphawāt	play with fire,
ayīn māgīlāt'	to come out of shell,
t'īlik' biye/ yāirgo Zīnb	gate crusher,
yāmās'ihaf k'ābāna	book worm,
Yāk'ābāro bahtawi	sly, shrewd,
mirtun kāgirdu lāy	separate the wheat from the chaff,
Yāayin fik'ir	sight love,
kibrīhīn t'ābīk'	keep your dignity,
irmījahīn astāwil	mind your steps,
kābahīr yāwāt'a a'assa	a fish out of water,
īrbana bis	good-for –nothing,
gīze yalāfābet	outdated,
yāsāmay sībbari	huge,