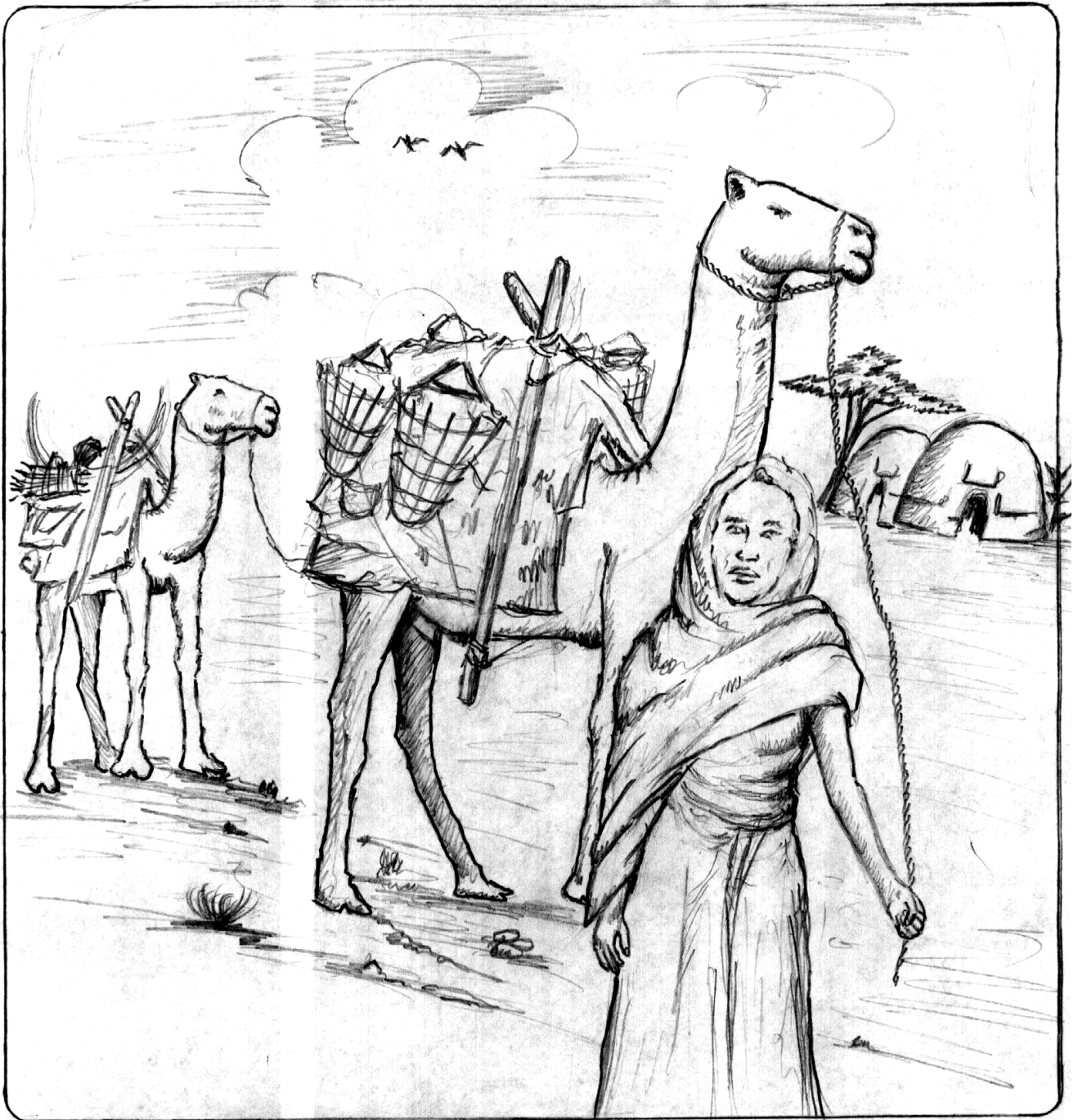


LA SOCO AF SOOMAAALIGA



STUDENT'S BOOK I



LA SOCO

AF SOOMAALIGA

(Make Progress in the Somali Language)

STUDENT'S BOOK I

Written by Joy Carter, L.T.C.L

Cover Illustrations by Geelle Nagaye Cali

Original illustrations by Keith Miller

(adapted for this edition by Doug Person)

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Box 14894
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Kenya

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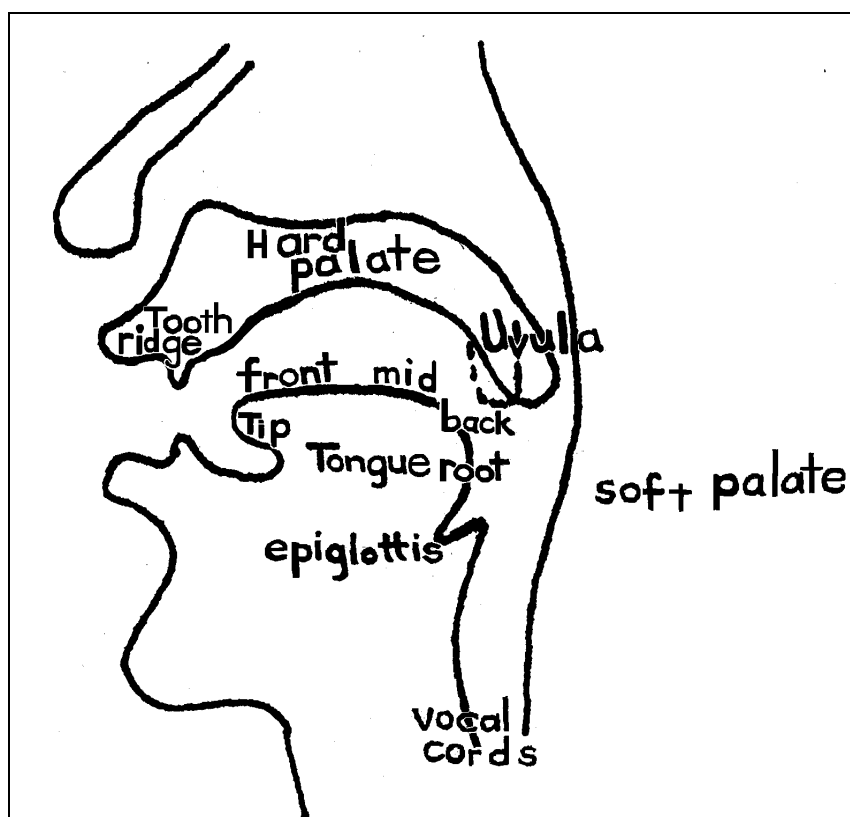
PRONUNCIATION*

Introduction

These drills and dialogues are written in the standard Somali orthography. This orthography closely follows the phonemic structure of Somali; although it under-represents the vowel system. However, these additional vowels carry a small functional load and therefore few problems will arise from this under representation.

It needs to be stressed that the learner must rely on the pronunciation of his Somali teacher. The spellings provide a good indication of pronunciation but your Somali teacher or informant will provide the best guide. This can especially be seen with regard to vowel alternations in the verbal morphology. For example, depending on the individual speaker and/or the particular verb, many of the verbal endings are sometimes pronounced with an a and sometimes with an e. Regardless, the point to be stressed is the need for careful imitation of the Somali teacher.

The World of Speech - Its Geography



*Adapted with permission from the "Introduction" by Douglas Biber to ISKA WAX U QABSO: A Somali Language Learning Manual originally written by J.Gleeson, O.Awad, & D.Rorick; revised by A.J.Farax & N.Smoker. 1981: Mennonite Board in East Africa, Nairobi, Kenya.

ACKNOWLEDGMENTS

The following people, or organizations, in one way or another have played a part in the production of the first edition of this book:

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- ◆ Miss Josephine Lewkowicz of Siriba Teacher's College, Maseno, Kenya; and Mr. Pat McKay of English Language Unit, British Council, Nairobi, who made helpful comments and suggestions on the Introduction, Syllabus Outline and first four units.
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- ◆ Dr. Maxamed Ismaaciil Fahiye who has read and corrected each unit as it was written, and has also helped with the proof reading of the Student's Book, along with his friends. His interest and encouragement have been greatly appreciated.
- ◆ John Warner of SIM Nairobi, who has checked and corrected the sections of Somali Grammar.
- ◆ Keith Miller, whose clear and simple illustrations have made the worksheets functional, interesting and appropriate.
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To each one of you:

MAHADSANID (Thank you)

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INTRODUCTION

This Somali language course is an intensive course for beginners, and can be taught by a Somali speaker (where possible) or by a non-Somali speaking teacher with a Somali speaker alongside. It has been set up using second language learning methods and techniques, and the aim of the course is to make language learning as functional, as practical and as interesting as possible.

AURAL-ORAL EMPHASIS

The main emphasis of this course is on aural and oral skills, i.e. listening and speaking, and on trying to develop these skills in the learners. Learning to read and write the Somali script will follow soon after. The first step is to listen, then to try to understand what was said, then to try to reproduce it. This doesn't necessarily mean understanding every word. The emphasis is on training the ear to work, rather than relying on the eye and written word. That will come later after adequate aural and oral preparation. At first this may be frustrating for some learners. But they should be aware that as their aural powers increase, they will come to understand more and more.

The learners will be encouraged from the beginning to use what they have learned, even if they do make mistakes. Communication is important. One of the aims is to help the learners feel confident in using the language, and to enjoy learning it.

IMPORTANCE OF CORRECT INTONATION

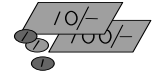
In the classroom, the learners should be encouraged to participate and interact as much as possible. They will listen to the Somali language helper and then repeat the words, phrases or sentences paying attention to pronunciation, stress and rhythm as well as intonation. This is a very important part of learning to speak Somali correctly and understandably. Ten minutes daily practice with a Somali speaker would also be very helpful.

GENERAL APPROACH

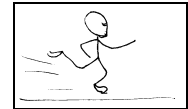
The emphasis of the course is not on grammar. That is, it does not follow the traditional grammatical method of teaching. Grammar will be taught, though, through the activities in the classroom and through the Worksheets in the Student's Book. Memorizing conjugations of verbs will take place after the words and concepts have been heard, understood and reproduced. The teacher should try to avoid translating into English what is being said in Somali or what is being pictured or demonstrated before the learners. The learners should be encouraged to use their imaginations even if they sometimes make mistakes. Imagination plays a large part in language learning. The teacher should encourage the learners to look for and recognize recurring sounds, patterns and signs in the language. This will help them to learn it more quickly. Summary sheets of grammatical points are found on the pages listed on the "Contents" page iv.

USE OF TEACHING AIDS

To make learning the Somali language as easy as possible, the teacher should use pictures and real objects in the classroom. For example, if the lesson is about ‘shopping’, the teacher could bring a picture of a shop, and some real money, a handbag, basket, shopping bag, or plastic bag. When referring to each item, the teacher would use only the Somali word. This direct method of teaching avoids the use of the mother tongue and encourages the learners to think in Somali language as soon as possible without using a back translation. When they see they should think “Waa lacag”, not “It’s money, money is lacag in Somali.”



Verbs are also taught through demonstration or through pictures. This picture should immediately elicit the response “Wuu ordayaa.”



The 75 Worksheets in this Student’s Book have also been prepared as Teaching Aids. They contain pictures relevant to the material being taught, Substitution Tables for oral practice, and sometimes written exercises.

UNIT DIVISION

The course is divided into 20 Units, each covering about 6 hours of instruction. The total would be about 120 hours of language learning. The course is meant to be intensive, and the pace fairly fast, with numerous changes of activity to maintain the learner’s interest. A cumulative method of teaching is used. This means that material introduced in one Unit is often repeated in the following units with new material added.

PERSONAL STUDY / HOMEWORK

Because of the intensive and cumulative nature of the course it is important for the learner to spend time each day in personal study to learn vocabulary and to absorb the material given in class. A Tape Recorder can be used in the classroom to record drills and reading exercises, and these can then be listened to at home. At least one hour each day should be spent with a Somali language helper practicing the oral exercises and conversing with him or her.

CONTENT OF THE COURSE

This course covers 120 hours of class work. By the end of that time, the learners should not only know something about the pronunciation of the new and different sounds in Somali, some grammar rules, and some basic sentence structure, but they should also have an elementary grasp of the following ideas and concepts. They should be able to:

- ◆ greet people in several ways;
- ◆ understand and give basic commands, instructions and requests;
- ◆ talk about themselves;
- ◆ ask others for information about themselves;
- ◆ say where they are going and what they are doing;
- ◆ go shopping; order food in a restaurant;
- ◆ tell the time and ask the time;
- ◆ understand the counting system and money system of their area;
- ◆ speak about actions which they do regularly;
- ◆ use time words and days of the week;
- ◆ adapt the dialogues to different situations;
- ◆ ask questions for information;
- ◆ talk about events that happened in the past;
- ◆ explain needs and advise others what they need;
- ◆ express feelings and needs;
- ◆ give reasons for feelings and needs;
- ◆ describe things and people;
- ◆ follow simple directions and ask for directions;
- ◆ explain how an accident happened and speak about aches and pains;
- ◆ describe position or location of people and things;
- ◆ talk about things which belong to people; and
- ◆ understand and retell simple stories.

AFTER COMPLETING THE COURSE

The learners need to realize that completing this course is only the first step in learning Somali. From there on, it is up to them to build on this foundation by using what they have learned and by adding to it. If they show an interest in speaking Somali, they will receive encouragement and help from the Somali people. Every interchange received and understood is a brick on which to build further and an encouragement to giver and receiver.

LANGUAGE AND CULTURE

Throughout the course the teacher will add any cultural information the learners should know regarding the lessons they are learning. Language and culture cannot be separated. The teacher and learners should also try to visit places where they can observe language and culture in action, e.g. local markets, weddings, religious and cultural festivals, community ceremonies, Somali theatre, etc.

OTHER LANGUAGE LEARNING BOOKS**1. ISKA WAX U QABSO (SELF HELP): A Somali Language Learning Manual**

Originally written for U.S. Peace Corps by J.Gleeson, O.Awad, & D.Rorick.

Revised and adapted by A.J. Farax & N. Smoker and published by MBEA in 1981.

- The first 8 pages on pronunciation, phonological rules and Somali dialects by Douglas Biber are very helpful.

2. SOMALI GRAMMAR Volumes 1, 2, and 3.

Written by John Warner and published by MBEA in 1988 & 1984.

- A comprehensive grammar containing noun and verb lists, verb conjugations, grammar rules, and sentences for translation from Somali to English and English to Somali.

3. LA SOCO AF SOOMAALIGA STUDENT'S BOOK II

Written by Joy Carter and published by MBEA in 1988.

- A sequel to this book but not specifically a classroom text, it contains stories, picture comparisons, letters, logic problems, proverbs, newspaper selections, etc. designed to promote oral and written progress in the Somali language.

All the books listed above are available from:

Mennonite Board in East Africa

P.O.Box 16406

Nairobi, KENYA

4. LANGUAGE ACQUISITION MADE PRACTICAL (LAMP)

Written by E. Thomas Brewster, Ph.D. & Elizabeth S. Brewster, Ph.D.

Published by Lingua House, 135N Oakland #114, Pasadena, CA 91100, U.S.A.

- A comprehensive "how-to" book for learning any language.

Order from: Academic Publications

Summer Institute of Linguistics

7500 Camp Wisdom Road

Dallas, TX 75236, U.S.A.

5. SOMALI TEXTBOOK

Written by R.D. Zorc & A.A. Issa. Published by Dunwoody Press in 1990.

- Includes grammar lessons, vocabulary lists and stories for translation; can be ordered from: Dunwoody Press

P.O. Box 400

Kensington, MD 20895, U.S.A.

6. COLLOQUIAL SOMALI: A Complete Language Course.

Written by Martin Orwin. Published by Routledge, London & New York in 1995.

- Includes book and two accompanying tapes with fourteen lessons based on dialogues.

GUIDELINES FOR STUDENTS

1. Decide that you are really going to learn Somali.
2. Be positive about it, even when you think you are making no progress.
3. Use your ears and eyes. Listen and look.
4. Try to reproduce the sounds and intonation patterns you hear.
5. Gradually try to understand what is being said; then try to respond.
6. Listen well before you write any thing.
7. Try to get the “idea” of what is said. It is not necessary to understand every word.
8. Do not try to analyze everything. Some things cannot be analyzed.
9. Use your cassette machine. Bring it to the class and record the Somali teacher or your language. Then listen to it at home.
10. Make time to study and to absorb the vocabulary and grammatical structures you learn in class.
11. Make vocabulary and verb lists, or a Dictionary, and keep adding new words as you learn them. Flash Cards are useful learning aids too.
12. Use the Dialogues, Worksheets and Substitutions Tables in this book to practice asking and answering questions.
13. When you learn a new word or phrase, try to use it as soon as possible.
14. Make friends with Somali people and learn from them.
15. Don't be afraid to ask questions or to ask someone to repeat what he or she said.
16. Don't be afraid to make mistakes. We learn from our mistakes.
17. Set small, achievable goals for yourself and try to meet them. Test yourself from time to time.
18. Don't try to compete with others too much. Remember that every person learns at a different rate.
19. Learn from your fellow students as well as from the Somalis.
20. Encourage and help each other.

EXPLANATIONS

BIBLIOGRAPHY: A complete list of books consulted in the preparation of this course is given in the Teacher's Book.

REFERENCES: The following were used to check Somali spelling:

- Somali Dictionary by R.David Zorc & Madina M. Osman
- Qaamuuska Af-Soomaaliga by Yaasiin C. Keenadiid
- Somali Grammar Vols. I, II & III by John Warner

VARIATIONS: As there are a number of variations in Somali spelling, vocabulary and pronunciation due to location or to personal preferences, it is impossible to include them all or to please everyone. It is suggested that you adapt the material in this book to your own situation or location making changes in spelling, vocabulary and pronunciation as needed. Remember that the book is intended to encourage oral skills, so we ask you to overlook any other imperfections you may find.

FEED-BACK: Any comments, suggestions, or further ideas are welcome.

UNIT ONE - Lesson Plan Components: (Approx. time)

- 1.1 **Introductions:** Getting to know each other. 50 min.
 Notices about the Class procedure.
 Read the Introduction and Guidelines for Students, pages 1-6 in the Student's Book.
- 1.2 **The Somali Sounds.** Use Worksheet 1, (pages 8, 9). 30 min.
- 1.3 **Contrasts in Sounds.** Use Worksheet 2, (page 10). 30 min.
- 1.4 **“Meeting and Greeting.”** Use Dialogue 1, (this page 7, below). 30 min.
Cultural Note: Talk about introductions, meeting people and the importance of greetings in Somali. We use “Barasho wanaagsan” only when meeting people for the first time. “Barasho” comes from the verb “baro” - to learn.
- 1.5 **Counting 1-10.** Use Worksheet 3A, (page 11). 15 min.
- 1.6 **“What's this?”** Oral Introduction to Masculine Nouns. 30 min.
Teaching Aids - For teaching the Masculine Nouns you will need: keys, pens, stones, books, matches, a table, a chair.
Grammar Notes: Read Summary Sheet 1 on pages 15 and 16 to make sure you understand about the suffix endings of masculine nouns: -ka, -ga, -ha, & -a. Introduce “Kan” and “Kaas” (this and that) in this lesson.
- 1.7 **“Where's the book? Give me the book.”** Oral questions and answers using Masculine Nouns. 30 min.
Grammar Note: See Worksheet 5 on page 14 for the types of questions and answers to use when teaching this lesson. Include “Aaway?”, “Mee?”, “I sii”, “Keen”, “I tus”, & “Ii dhiib.” (Where? Where? Give me. Bring. Show me. & Hand me.)
- 1.8 **Some Requests, Instructions and Commands.** Use Worksheet 4, (page 12). 15 min.
Cultural Note: Somalis usually ask for things in this way but it is not considered rude. There is no real word for “please” in Somali, though some may use Arabic “minfadlak” or “fadlan.”

ABOUT THE DIALOGUES

- Greetings and other expressions used in these dialogues can be replaced by the greetings and expressions used in your area. - In some cases, an alternative expression or word has been given in brackets on the right hand side.
- The words underlined can be replaced by other words of the same part of speech. e.g. Macallimad baan ahay. - Dhakhtarad baan ahay.
- Try to learn the Dialogues by heart, then “mix and match” them.

DIALOGUE 1 MEETING AND GREETING (KULAN IYO SALAAN) WITH UNIT 1.4

Waxaa hadlaya Cali iyo Caasha.

B: Nabad miyaa?

(Ma nabad baa?)

T: Nabad weeye.

(Haa, waa nabad.)

B: Magacaygu waa Cali. Adigu magacaa?

T: Magacaygu waa Caasha.

B: Barasho wanaagsan Caasha.

T: Barasho wanaagsan Cali.

B: Waa yahay. Nabad gelyo.

T: Nabad gelyo.

(Nabaaddiino / Nabadaay.)

UNIT 1:2,3WORKSHEET 1ABOUT THE SOMALI LANGUAGE

The Somali language is a Cushitic language, but it contains some sounds especially associated with the Arabic language. It also contains some Arabic words.

There are six unfamiliar consonants in Somali of which five are not found in English. They are all represented by alphabetical signs familiar to the English alphabet, but having different pronunciation from English values.

You will need to accustom your ears to hearing these new sounds, and your tongue to saying them. This is not as difficult as you might think.

Listen carefully. Try to hear the new sounds. Then try to repeat them slowly. Don't give up. Keep trying.

THE SIX UNFAMILIAR CONSONANT SOUNDS

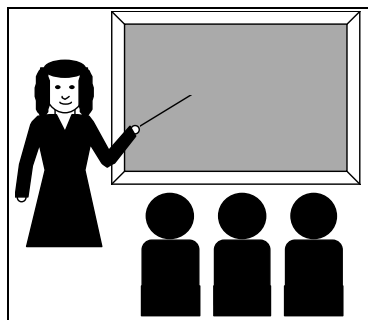
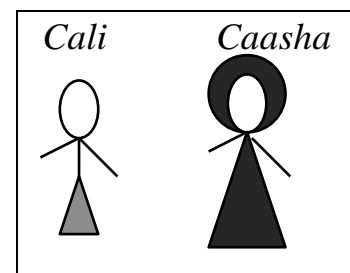
1. Khadija Khamiista khudrad bay keenaysaa.
Kh is an aspirated sound made in the throat.
It is an unvoiced velar fricative.

Most words containing the 'Kh' sound are borrowed from the Arabic language.

This letter is called 'ayn' in the Arabic Alphabet.

2. Cali iyo Caasha macallimaddii bay raaceen.
C is a harsh sound made in the pharynx.
It is a voiced pharyngeal fricative.

3. Xalayto xafiiska lama xirin (xidhin).
X is an aspirated sound made in the pharynx.
It is an unvoiced pharyngeal fricative.



4. Boqol qof baa shanqar maqlay.
Boqol qof baa shanqadh maqlay.
Q is a stop made at the back of the throat.
It is a light voiced uvular stop.

continued...

continued...

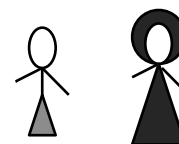
WORKSHEET 1

5. Gabartu dharkii oo dhan bay dhaqday.
Garbadhu dharkii oo dhan bay maydhay(mayray).
Dh is made by curling the tongue up and backward.
 It is a post-alveolar voiced stop; often implosive.

In some areas the ‘dh’ becomes a rolled ‘r’ when in word final or central position.
 e.g. gabadh = gabar;
 maydhay = mayray.

This letter is called “Hamsa” in Arabic and it does exist in English speech eg. when we exclaim *o’ow* meaning “oh no” or *a’aa* meaning “no”.

6. Lo’ la’aan waa luqmad la’aan.
 .’ is made by quickly closing and opening the glottis. It is a glottal stop.

THE SOMALI ALPHABETCONSONANTS (SHIBAANE):

B T J X KH D R S SH C G F Q K L M N W H Y ’

VOWELS (SHAQAL):SHORT VOWELS (Shaqal Gaaban)

a e i o u

LONG VOWELS (Shaqal Dheer)

aa ee ii oo uu

-- For an explanation of the vowel system in Somali read pages ii and iii in the introduction to “Iska Wax U Qabso”, Somali language learning manual.

-- In Somali words, long vowels are usually stressed

e.g., xafiiska wanaagsan la’aan etc.

-tone: Somali is said to be a semi-tonal language and the tonal system is related to the grammar. Some words, though spelt in the same way, are distinguished by tone alone, but usually the context removes any ambiguities. A good example of the connection between tone and grammar are the different between masculine and feminine nouns in the singular. In the following pairs of words, the high even tone is represented by the acute accent ´, and the high falling tone by the grave accent `:

<i>ge`es</i> (m)	horn		<i>g´ees</i> (f)	side, direction
<i>g´acan</i> (m)	elephant's trunk		<i>gac´an</i> (f)	hand
<i>ina`n</i> (m)	boy		<i>in´an</i> (f)	girl
<i>dame`er</i> (m)	male donkey		<i>dam´eer</i> (f)	female donkey

Note that when the accent is placed over the first vowel letter, it applies to the whole vowel, and not just to its first part.

UNIT 1:2,3WORKSHEET 2

-- There are pairs of words in Somali which differ from each other only by one consonantal sound. Try to distinguish carefully these contrasting sounds in the following pairs of words.

-- First, repeat all the words after the teacher. Begin with group “B”. Read the word in Column 1, then the word in Column 2, e.g., *qal khal*.

-- Then the teacher will say a word. He or she will tell you which group it is from. You must then decide if the teacher is saying a word from Column 1 or Column 2.

-- Then you try. You say a word from one of the groups. The teacher will try to guess which word you are saying.

-- Also practice in pairs, with the person sitting next to you.

-- Use the pre-recorded cassette for homework practice.

<u>Group B:</u>	<u>1</u> qal kalaas caqli	<u>2</u> khal khalaas akhri	<u>Group T:</u>	<u>1</u> cag tacsi nimco	<u>2</u> ag tagsi -nimo
<u>Group J:</u>	dal dan had xir	dhal dhan hadh xidh	<u>Group X:</u>	xal lix subax waxan	hal leh subag wacan
<u>Group Kh:</u>	gal lug tagaan	qal luuq taqaan	<u>Group D:</u>	lo' ba'ay la'	loox bay la

Note: Although these are true Somali words, it is not necessary to know their meanings for the purpose of this lesson. The aim of this lesson is to hear differences between similar words, and also to give practice in saying them.

UNIT 1:5

WORKSHEET 3A

<u>TIRO</u>	1	2	3	4	5	6	7	8	9	10
	1	kow							6	lix
	2	laba							7	toddoba
	3	saddex							8	siddeed
	4	afar							9	sagaal
	5	shan							10	toban

UNIT 2:1

WORKSHEET 3B

11	kow iyo toban (kooby toban)	30	soddon
12	laba iyo toban (labyo toban)	40	afartan
13	saddex iyo toban (etc.)	50	konton
14	afar iyo toban	60	lixdan
15	shan iyo toban	70	toddobaatan
16	lix iyo toban	80	siddeedan
17	toddoba iyo toban	90	sagaashan
18	siddeed iyo toban	100	boqol
19	sagaal iyo toban	1000	kun
20	labaatan	1,000,000	malyuun

also: 11 toban iyo kow
 12 toban iyo labo
 13 toban iyo saddex etc.,

Use this table for counting across and down and recognizing and saying the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

UNIT 1:8

WORKSHEET 4

SOME SIMPLE INSTRUCTIONS, REQUESTS OR COMMANDS

SINGULAR IMPERATIVE

PLURAL IMPERATIVE

<p>1b</p>	<p>1t</p>
<p>2b</p>	<p>2t</p>
<p>3b</p>	<p>3t</p>
<p>4b</p>	<p>4t</p>
<p>5b</p>	<p>5t</p>
<p>6b</p>	<p>6t</p>

What do you notice about:

1. the Singular and Plural Imperative endings?
2. the responses to them?
3. commands given by a male to one person, and to more than one person?
4. commands given by a female to one person, and to more than one person?

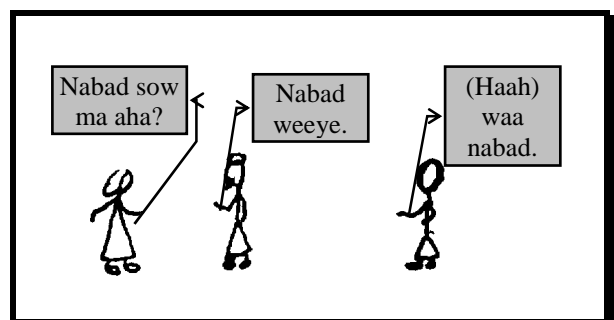
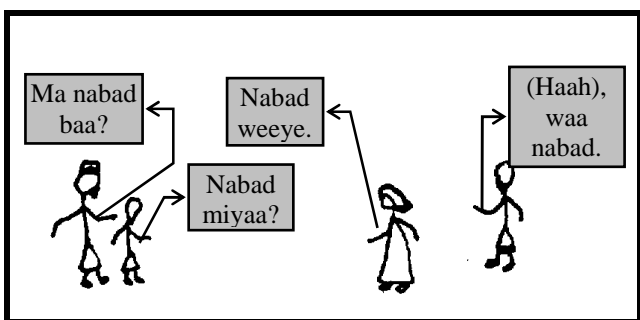
What “rules” can you form about Singular and Plural Imperatives?

UNIT TWO - Lesson Plan Components: (Approx. time)

- 2.0 **Review Dialogue 1**, (page 20). Use **Greetings 1**, (this page 13, below). 10 min.
- 2.1 **Counting to 20**; recognizing the numbers. **Review Worksheet 3A**, (page 11). 20 min.
Use **Worksheet 3B**, (page 11).
Grammar Note: "iyo" (and) is used to join two nouns but we do not use it to join verbs or two phrases. eg., Nin iyo naag; Kallaay oo fadhiiso.
- 2.2 **"What's this?"** Review of Masculine Nouns. Oral teaching of Feminine Nouns. 30 min.
Teaching Aids: For teaching the Feminine Nouns you will need: some soap, a watch or clock, a bottle, some money (notes & coins), a piece of paper, an envelope and a stick.
Grammar Note: Introduce "Tan" and "Taas" here.
- 2.3 **"Where is it? Give me the _____."** Use **Worksheet 5**, (page 14). 30 min.
- 2.4 **About Nouns. Summary Sheet 1**, (pages 15, 16). 20 min.
- 2.5 **"Is this? Is it?"** Using people's names. Yes and No answers. 30 min.
Worksheet 6, (page 17).
Cultural Note: Talk about Somali names - their meanings, pronunciation, the importance of nicknames, changing children's names. What we say when calling males (ow) and calling females (oy) or (ay) e.g., Caashay! Xallimoy! Axmedow! Aadanow!
Grammar Note: Negatives - Maya, ma aha. "Ma" is a particle that shows "not" (negation). It has short quick pronunciation, different from the "ma" question particle.
- 2.6 **More Instructions: Verbs. Worksheet 7**, (page 18). 15 min.
- 2.7 **"Who is it?"** "Waa kuma? Waa tuma? Waa ayo?" **Worksheet 8**, (page 19). 30 min.
- 2.8 **"Visiting"** **Dialogue 2**, (page 20). 30 min.
Cultural Note: Talk about what to do when visiting: entering the house, greetings, sitting down, removing shoes, small talk, etc.
- 2.9 **Anigu, Adigu, Isagu, Iyedu.** Oral introduction to Emphatic Pronouns. 10 min.
Teaching Aid: see **Summary Sheet 2**, (page 21).

UNIT 2

GREETINGS 1












UNIT 2:3

WORKSHEET 5

MASCULINE AND FEMININE NOUNS

B: SU'AALO

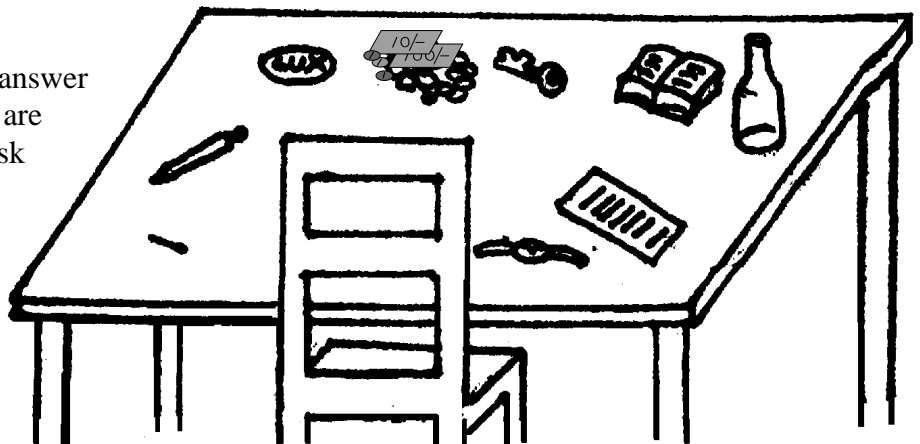
1. Waxani waa maxay? 
2. Waxani waa maxay?  →
3. Waa maxay waxani? 
4. Waxani waa maxay?  → 
5. Waxani waa maxay? 
6. Waa maxay waxani?  →
7. Kani waa maxay? 
8. Tani waa maxay?  →

JAWAABO

- Kani waa buug.
 Tani waa xaashi. (warqad)
 Kani waa fure. (muftaax)
 Tani waa lacag.
 Waa dhalo. (quraarad)
 Waa tarraq. (kabriid)
 Waa qalin.
 Waa saabbuun.

INSTRUCTIONS:

1. Practice the questions and answer in pairs. (Notice that there are several different ways to ask and answer the questions.)
2. Cover the answer.
 Answer from memory.
 Point to the correct object on the table.
3. Draw a line to it.



T: SU'AALO

1. Xaashida i tus.
2. Tarraqa i tus.
3. Miiska i tus.
4. Lacagta i sii.
5. Dhalada ii dhiib.
6. I tus kursiga.
7. I sii buugga.
8. Ii dhiib saabbuunta.
9. Ii dhiib furaha.
10. I tus qalinka.

JAWAABO

- Waa tan xaashidii. (warqaddii)
 Waa kan tarraqii. (kabriidkii)
 Waa kan miiskii.
 Waa tan lacagtii.
 Waa tan dhaladii. (quraaradii)
 Kursigii waa kan.
 Buuggii waa kan.
 Saabbuuntii waa tan.
 Furahii waa kan. (furihii)
 Qalinkii waa kan.

UNIT 2:4**SUMMARY SHEET 1****SOMETHING ABOUT NOUNS****A: ORAL QUESTIONS TO CHECK STUDENTS' UNDERSTANDING**

1. How many genders are there in Somali nouns?
2. How can we recognize if a noun is masculine or feminine?
3. What are the masculine suffixes?
4. What are the feminine suffixes?
5. What other meaning do these suffixes have?
6. What is the answer to the question – “Waxani waa maxay?”
7. What is the response to “I tus buugga.”
8. What is the difference in meaning between these two answers:
 - a. Kani waa buug. b. Waa kan buuggii.

The answers are at the end of the Summary Sheet, on the next page.

B: SUMMARY BY THE TEACHER

1. A noun is the name of something – person, place or thing; e.g., Cali, London, book, pen.
2. Somali nouns are divided into two genders, masculine and feminine. This is a grammatical division, and it does not necessarily mean that the particular masculine and feminine nouns have masculine or feminine characteristics.
3. “Kani waa buug” means “This is book”. It is not possible to say “This is a book” in Somali, because there is no indefinite article meaning “a”. “Buug” means “book” or “any book” which is not defined.
4. “I tus buugga”, refers to a definite book, which has been mentioned previously and is known to speaker and listener.
It is now defined, so the meaning is “Show me the book”. In Somali the definite article “the” is a suffix and is added to the end of the nouns. E.g., buug-ga, qalin-ka
5. You will often see “Buugga”, “Buuggii” or “Buuggu”, in different kinds of questions and answers. The general meaning of all these is “the book” but the “ga”, “gii” or “gu” endings convey additional meanings which you will learn as the course proceeds. “Waa kan buuggii”, (Unit 2:2) is actually an unfinished sentence: “Here is the book (which you asked me to show you)”. It is a response to “I tus buugga”.
6. The Masculine Nouns have 4 suffix endings: -ga, -ka, -ha, -a. The suffix “-a” is used after nouns which end in a guttural sound like x, q, kh, e.g., “Ubaxa ii dhiib”. (The answer: “Waa kan ubaxii”.)

The Feminine Nouns have 2 suffix endings, -da, and -ta. When a Feminine noun ends in “I”, it combines with the -ta ending to become “sh”, e.g., ul + -ta becomes “usha”.



Continued

SS.1 continued

7. From the beginning you should try to learn each noun with its suffix. This is for two reasons:
 - a. In a Somali sentence all other parts of speech (verbs, adjectives, pronouns) agree with the subject, so you need to know if your subject is Male or Female. This is called “Agreement”.
 - b. Other suffixes are added to the noun suffix to show; e.g., possession, (my book = buuggayga) and and demonstration, (this book = buuggani). You cannot add these without adding the noun suffix first.
8. There are some patterns in noun suffix endings:
 1. Masculine nouns ending in “i” usually take a “ga” suffix.
e.g., kursi - kursiga, guri - guriga, webi - webiga.
 2. Feminine nouns ending in “ad” usually take a “da” suffix.
e.g., warqad - warqadda, saacad - saacadda, subuurad - subuuradda.
(note – these are often loanwords from Arabic)
9. When a noun ends in “o” or “e”, the vowel usually changes to “a” before adding the suffix ending, e.g., fure – furaha – furahii, dhalo – dhalada – dhaladii.
10. *Kani* can be written *Kan* or *Kanu*, and *Tani* can be *Tan* or *Tanu*. The meaning is the same = (this – male and female respectively).
11. The two sentences: “Kani waa buug.” and “Waa kan buuggii.” Can be confusing. They are answers to two different questions:
 - a. Q. - Waxani waa maxay? A. - Kani waa buug. (This is (a) book.)
 - b. Q. – Ii dhiib buugga. A. – Waa kan buuggii. (Here is the book.)

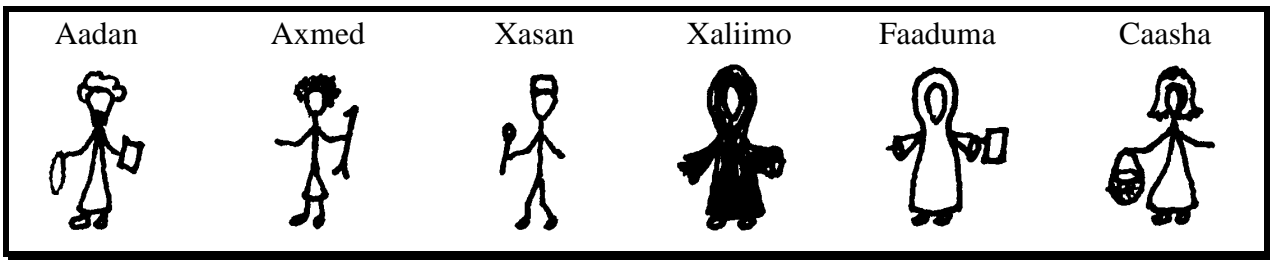
Answers to A:

1. There are 2 genders: M – masculine, and F – feminine.
2. We can recognize it by the suffix (endings).
3. The M suffixes are: -ka, -ga, -ha, and -a.
4. The F suffixes are: -ta and –da.
5. They show that the object is defined; e.g., buugga = the book (definite article)
6. “Kani waa _____.” or “Tani waa _____.”
7. “Waa kan buuggii.”
8. a. This is (a) book. b. Here’s the book (which you asked me to show you).

UNIT 2:5

WORKSHEET 6

IS IT? _____ YES... _____ NO... _____



Vocative: used when we call someone:

Male: (add "-ow") Aadanow! Axmedow! Xasanow!
 Female: (add "-oy" or "-ay") Xaliimoy! Faadumay! Caashay!

SU'AALO

Section B:

JAWAABO

1. Kani ma Axmed baa?



Haah, kani waa Axmed.

2. (Kani) ma Xasan baa?



Haah, waa Xasan.

3. *Tani ma Caasha baa?

Haah, waa _____.

4. (Tani) ma Xaliimo baa?



_____, _____.

or 1. Kani Axmed miyaa?



Section T:

1. Kani ma Xasan baa?



Maya, (Xasan) ma aha.

2. (Kani) ma Axmed baa?



Maya, (Axmed) ma aha.

3. Ma Aadan baa?



Maya, ma aha.

4. Tani ma Xaliimo baa?



Maya, (Xaliimo) ____.

5. *Tani ma Caasha baa?



Maya, (_____) ____.

6. Ma Faaduma baa?



_____, ____.

INSTRUCTIONS:

1. Practice these questions and answers orally in pairs.
2. Cover the answers. Now try again. Use the pictures at the top of the page.
3. Now make questions and answers about people in the class.
4. Add a second part to the answers in Section T:

e.g., Ma Faaduma baa? Maya, Faaduma ma aha. Waa Caasha.

* You may sometimes hear a question like this, "Tani ma Caashaa?" which is a contraction of "Caasha" and "baa".

UNIT 2:6

WORKSHEET 7

MORE INSTRUCTIONS

SINGULAR IMPERATIVE

PLURAL IMPERATIVE

Group 1

<p>7b</p> <p>Albaabka xir! Haye. Xidh!</p>	<p>7t</p> <p>Albaabka xira! Haye. Xidha!</p>
<p>8b</p> <p>Magacaaga ii sheeg! Magacaygu waa Cali.</p>	<p>8t</p> <p>Magacyadiinna ii sheega! Magacaygu waa Cali. Magacaygu waa Xaawa.</p>

Group 2

<p>9b</p> <p>Fadhiiso! Mahadsanid. Fariiso!</p>	<p>9t</p> <p>Fadhiista! Mahadsanid. Fariista!</p>
<p>10b</p> <p>Dhegayso! Waa yahay.</p>	<p>10t</p> <p>Dhegaysta! Waa yahay.</p>

Group 3

<p>11b</p> <p>Fiiri! Haye. Eeg!</p>	<p>11t</p> <p>Fiiriya! Haye. Eega!</p>
<p>12b</p> <p>Shaqee! Haye.</p>	<p>12t</p> <p>Shaqeeya! Haye.</p>

QUESTION: These instructions are divided into 3 groups. Can you see why?

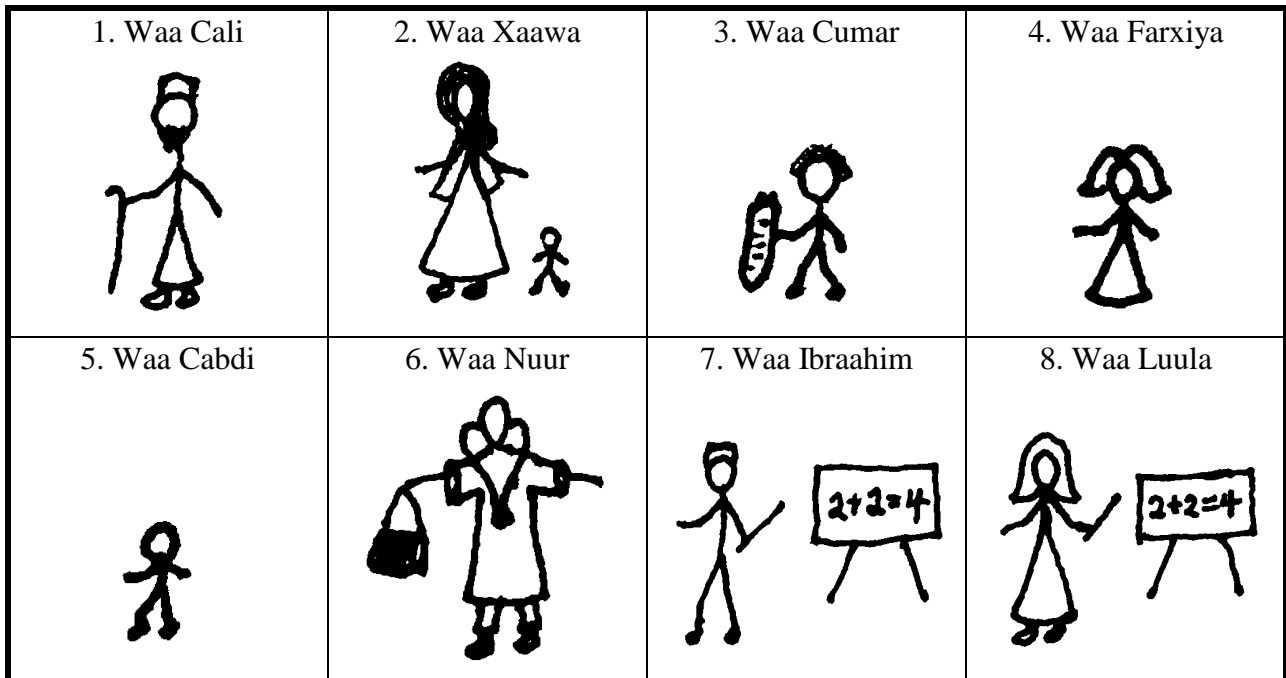
ANSWER: Group 1 words end with a consonant.
Group 2 words end in 'o'.
Group 3 words end in 'i', 'ii', 'ee' (and rarely 'aa').

QUESTIONS: 1. How does each group form the plural imperative?
2. What do you notice about the responses to the instructions from one person? from more than one person?

UNIT 2:7

WORKSHEET 8

WAA KUMA? WAA TUMA? WAA AYO?



ABOUT THE PICTURES:

- | | | |
|-----------------------|------------------------------|-------------------|
| 1. Kani waa Cali. | Cali waa nin. | (ninka) |
| 2. Tani waa Xaawa. | Xaawa waa xaas. (naag) | (xaaska/naagta) |
| 3. Kani waa Cumar. | Cumar waa wiil. | (wiilka) |
| 4. Tani waa Farxiya. | Farxiya waa gabar. (gabadh) | (gabarta/gabadha) |
| 5. Kani waa Cabdi. | Cabdi waa ilmo. (cunug) | (ilmaha/cunugga) |
| 6. Kani waa Nuur. | Nuur waa takhtar. (dhakhtar) | (takhtarka) |
| 7. Kani waa Ibraahim. | Ibraahim waa macallin. | (macallinka) |
| 8. Tani waa Luula. | Luula waa macallimad. | (macallimadda) |

FOR ORAL PRACTICE. USE THE PICTURES TO ASK AND ANSWER QUESTIONS.

- | | |
|-----------------------|-------------------------|
| 1. Waa kuma? (No.1) | Waa Cali. |
| Waa tuma? (No.2) etc. | Waa Xaawa. |
| 2. Ninka i tus. | Waa kan ninkii. (No.1) |
| Wiilkii i tus. | Waa kan wiilkii. (No.3) |
| 3. Aaway ninka? | Waa kan ninkii. |

Ma	nin	baa?
Haah, waa	wiil	/
	naag	
	ilmo	
	takhtar	
Maya	macallin	ma aha.
	Cali	
	.	

INSTRUCTIONS:

- Make questions and answers using this Substitution Table.
- You can add other nouns or names to the middle column.
- Talk about people you know using these questions and answers.

ABOUT THE DIALOGUES

- Greetings and other expressions used in these dialogues can be replaced by the greetings and expressions used in your area.
- In some cases, an alternative expression or word has been given in brackets on the right hand side.
- The words underlined can be replaced by other words of the same part of speech. e.g. Macallimad baan ahay. - Dhakhtarad baan ahay.
- Try to learn the Dialogues by heart, then “mix and match” them.

UNIT 1:4

DIALOGUE 1 MEETING AND GREETING (KULAN IYO SALAAN) WITH UNIT 1.4

Waxaa hadlaya Cali iyo Caasha.

B: Nabad miyaa? (Ma nabad baa?)
T: Nabad weeye. (Haa, waa nabad.)

B: Magacaygu waa Cali.
Adiguna magacaa?
T: Anna magacaygu waa Caasha.

B: Barasho wanaagsan Caasha.
T: Barasho wanaagsan Cali.

B: Waa yahay. Nabad gelyo.
T: Nabad gelyo. (Nabaaddiino / Nabadaay.)

UNIT 2:8

DIALOGUE 2 VISITING (BOOQASHO) WITH UNIT 2.8

Waxaa hadlaya Cali iyo Caasha.

B: Hooddi! Hooddi! (Hoodayn!)
T: Waa ayo? (Waa kuma?) (Waa tuma?) (Yaa waaye?)

B: Waa aniga. Waa Cali.
T: Soo dhowow.
Soo gal walaal. (Soo dhaaf walaal.)

B: Nabad miyaa? Iska warran?
T: Waa nabad, alxamdullilah!
Fariiso. (Fadhiiso.)

B: Mahadsanid.
T: Adaa mudan.

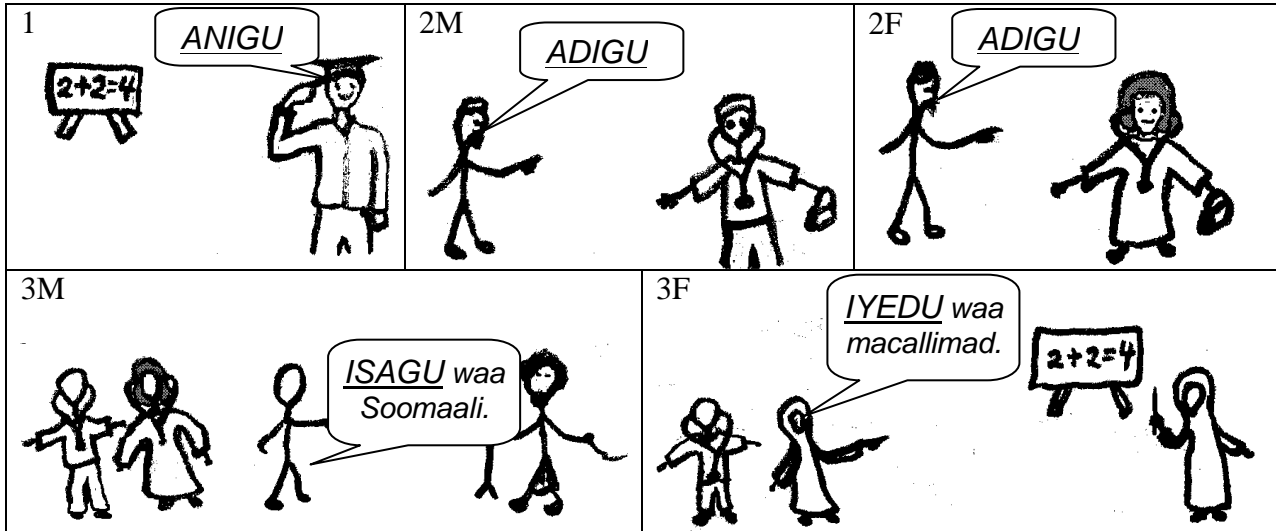
UNIT 2:9

SUMMARY SHEET 2

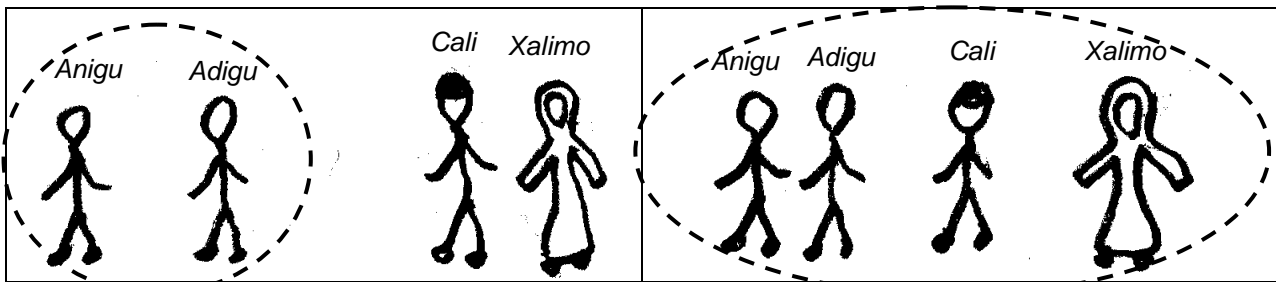
EMPHATIC PRONOUNS

In Somali these words are actually nouns, but they lend emphasis to a pronoun, e.g., in English we would say: “He’s a Somali.”, “I’m a teacher.”

THE SINGULAR EMPHATICS



SUMMARY SHEET 2b - THE PLURAL EMPHATICS

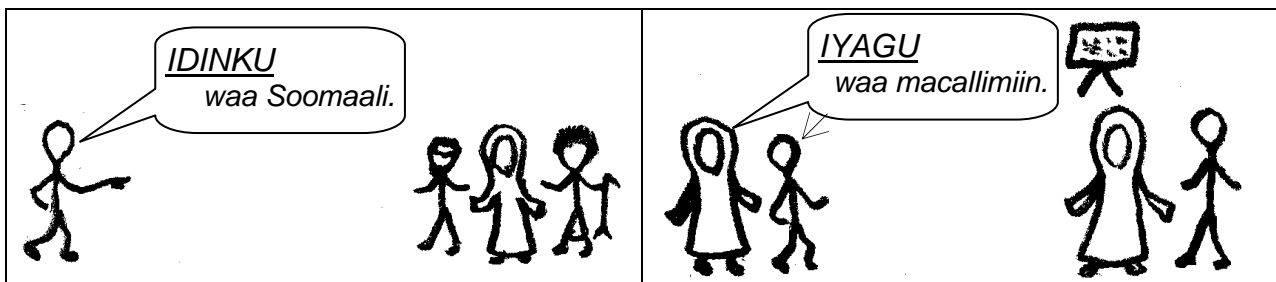


ANNAGU

The exclusive “We”.
We (but not you) are going.

INAGU

The inclusive “We”.
We (all of us) are going.



IDINKU

IYAGU

NOTES: 1. You will sometimes hear Aniga, Adiga and sometimes Anigu, Adigu, etc.

2. You may also hear these short forms of the Emphatics:

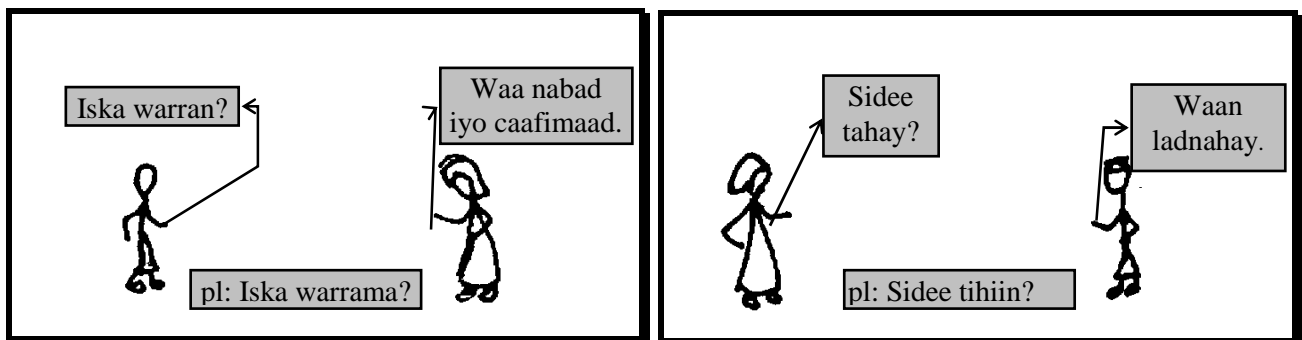
ani or anaa
adi or adaa
isa or isaa
iye or iyaa

Anna or annaa
ina or inaa

UNIT THREE - Lesson Plan Components:		(Approx. time)
3.0	<u>Greetings 2</u> , (this page 22, below).	10 min.
3.1	“Don't do it.” Negative Imperative. Use <u>Worksheet 9</u> , (page 23).	20 min.
3.2	“Who are they?” Identifying people and their occupations. Use <u>Worksheet 10</u> , (page 24).	30 min.
3.3	<u>More counting: Numbers to 50.</u> Use <u>Worksheet 3</u> , (page 11).	15 min.
3.4	“What's the time?” The way of telling time in Somali. Use <u>Worksheet 11</u> , (page 25). <i>Teaching Aid:</i> A real clock, or a cardboard clock with moveable hands. <i>Cultural Note:</i> Explain: 1) The ways of telling time in Somali: by names of the prayer times, by events and seasons. 2) The need to be careful because of possible confusion between Somali and European time, and areas where each is used.	20 min.
3.5	<u>About ourselves. The Verb “To Be” singular.</u> Oral, then use <u>Worksheet 12</u> , (page 26). <i>Grammar Note:</i> The verb “To Be”. Read <u>Summary Sheet 3A</u> on page 28 for understanding about the form and use of the Verb to Be. Talk about Agreement and how all words in a sentence must agree with the subject in gender (M/F) and number (s/pl).	30 min.
3.6	“Meeting and Greeting” and “Visiting” . Review <u>Dialogues 1 and 2</u> , (page 20).	20 min.
3.7	<u>Introducing some colours.</u> Oral, using real objects. <i>Teaching Aids:</i> Books, pens, and other objects of different colours.	20 min.
3.8	“Who is it?” Asking and answering questions using the Verb “To Be”. A game: Use <u>Worksheet 13</u> , (page 27).	30 min.
3.9	<u>The Verb “To Be” singular.</u> <u>Summary Sheet 3A</u> , (page 28).	15 min.

UNIT 3

GREETINGS 2



(Note: These are only a few of the many greetings there are in Somali. Get to know the ones which are used in your area).

UNIT 3:1

WORKSHEET 9

DON'T DO IT!

SINGULAR NEGATIVE IMPERATIVE

PLURAL NEGATIVE IMPERATIVE

Group 1

<p>1b</p> <p>Ha tegin!</p> <p>Waa yahay.</p>	<p>1t</p> <p>Ha tegina!</p> <p>Waa yahay.</p>
<p>2b</p> <p>Albaabka ha furin!</p> <p>Haye.</p>	<p>2t</p> <p>Albaabka ha furina!</p> <p>Haye.</p>
<p>3b</p> <p>Halkan ha ku sugin!</p> <p>Waa yahay.</p> <p>Meeshan</p>	<p>3t</p> <p>Halkan ha ku sugina!</p> <p>Waa yahay.</p> <p>Meeshan</p>

Group 2

<p>4b</p> <p>Halkan ha iman!</p> <p>Haye.</p>	<p>4t</p> <p>Halkan ha imanina!</p> <p>Haye.</p>
<p>5b</p> <p>Ha fadhiisan!</p> <p>Haye.</p>	<p>5t</p> <p>Ha fadhiisanina!</p> <p>Haye.</p>

Group 3

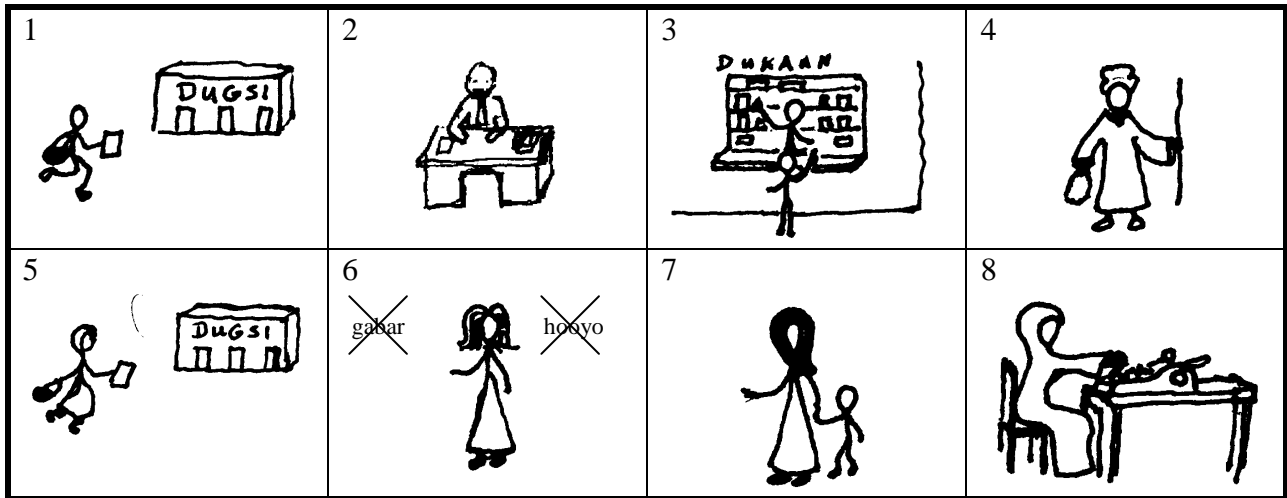
<p>6b</p> <p>Ha fiirin!</p> <p>Waa yahay.</p> <p>Ha eegin!</p>	<p>6t</p> <p>Ha fiirinina!</p> <p>Waa yahay.</p> <p>Ha eeginina!</p>
<p>7b</p> <p>Halkan ha ka shaqayn!</p> <p>Haye.</p>	<p>7t</p> <p>Halkan ha ka shaqaynina!</p> <p>Haye.</p>

UNIT 3:2

WORKSHEET 10

WHO ARE THEY?

IDENTIFYING MORE PEOPLE



First, use the pictures to review the questions "Waa ayo?" and "Kani wiil miyaa?" (Kani ma wiil baa?)

ABOUT THE PICTURES:

- | | | | |
|----|----------------------|-----------------|-------------------|
| 1. | Isagu waa arday. | Kaasi waa kuma? | Waa ardaygii. |
| 2. | Isagu waa maamule. | Kaasi waa kuma? | Waa maamulihii. |
| 3. | Isagu waa dukaanleh. | Kaasi waa kuma? | Waa dukaanlihii. |
| 4. | Isagu waa sheekh. | Kaasi waa kuma? | Waa sheekhii. |
| 5. | Iyadu waa ardayad. | Taasi waa tuma? | Waa ardayaddii. |
| 6. | Iyadu waa gashaanti. | Taasi waa tuma? | Waa gashaantidii. |
| 7. | Iyadu waa hooyo. | Taasi waa tuma? | Waa hooyadii. |
| 8. | Iyadu waa xoghaye. | Taasi waa tuma? | Waa xoghayadii. |

FOR ORAL PRACTICE. Use the pictures to ask and answer questions.

- | | | |
|----|------------------------------|--------------------------|
| B: | (1) Isagu ma arday baa? | Haah, waa arday. |
| | (7) Iyadu ma hooyo baa? etc. | Haah, ____ ____. |
| T: | (2) Isagu ma arday baa? | Maya, arday ma aha. |
| | (6) Iyadu ma hooyo baa? | Maya, ____ ____. |
| J: | (1) Kaasi ma arday baa? | Haah, kaasi waa arday. |
| | (6) Taasi ma gashaanti baa? | Haah, (____) ____ ____. |
| | (5) Taasi ma hooyo baa? etc. | Maya, (____) ____ ____. |
| X: | Sheekha aaway? | (4) Waa kaas sheekhii. |
| | Aaway ardayadda? etc. | (5) Waa taas ardayaddii. |

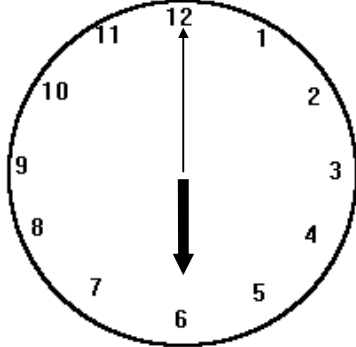
Now use these questions & answers and others you have learned to talk about people you know:
- kani, tani, taasi, kaasi, isaga, iyeda, Waa ayo?, Waa tuma? Aaway? etc.

UNIT 3:4

WORKSHEET 11

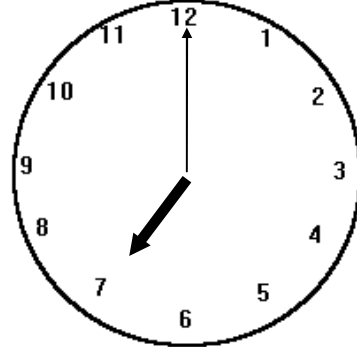
WAA MEEQA SAAC? SAACADDU WAA IMMISADII?

(1) In many places of Somalia the 24hr. day begins at 6p.m. European time.*



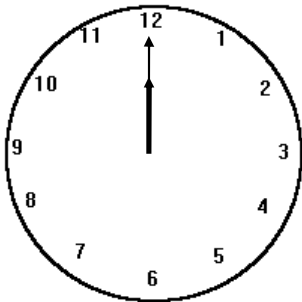
This is "laba iyo toban saac" (12) in Somali.*

(2) In these areas of Somalia the first hour of the day is 7p.m. European time.*



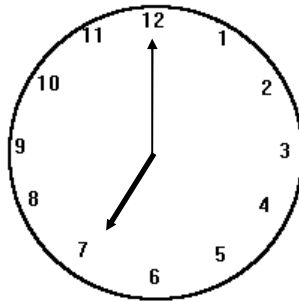
This is "hal saac" (1) in Somali.*

(3) It is midnight European time.



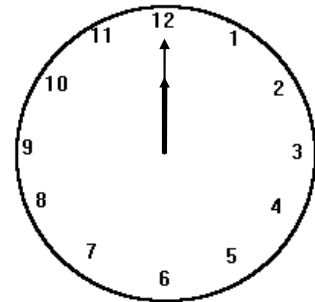
This is "lix saac" (6) in Somali.*

(4) It is 7 a.m. European time.



This is "hal saac" (1) in Somali.*

(5) It is noon (midday) European time.



This is "lix saac" (6) in Somali.*

*this is true for most Somali areas except in the North (former British Protectorate) where often a European style of telling time is used (see times in parenthesis below).

Waa shan saac. (Waa kow iyo tobankii.)

Waa afar saac. (Waa tobankii.)

Waa saddex saac. (Waa sagaalkii.)

Waa laba saac. (Waa siddeedii.)

Waa hal saac. (Waa toddobadii.)

Waa laba iyo toban saac. (Waa lixdii.)

Waa lix saac. (Waa laba iyo tobankii.)

Waa toddoba saac. (Waa kowdii.)

Waa siddeed saac. (Waa labadii.)


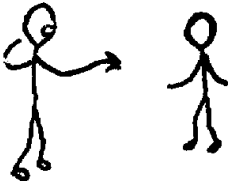
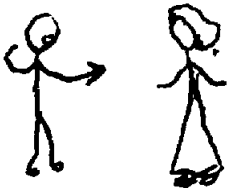


Waa sagaal saac. (Waa saddexdii.)

Waa toban saac. (Waa afartii.)

Waa kow iyo toban saac. (Waa shantii.)

UNIT 3:5

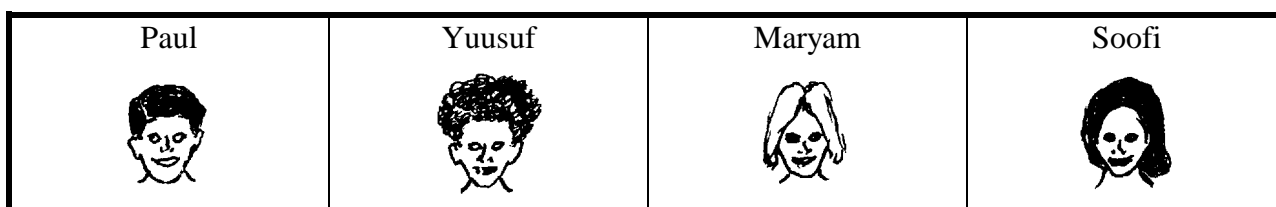
WORKSHEET 12ABOUT OURSELVES AND OTHERS

<p>1. Anigu</p> 	<p>Anigu macallin baan ahay. nin baan ahay. Somali baan ahay. Anigu takhtar ma ihi. Maraykan ma ihi. (mi ihi).</p>
<p>2A. Adigu (M)</p> 	<p>Adigu arday baad tahay. nin baad tahay. Maraykan baad tahay. Adigu takhtar ma ihid. Soomaali ma ihid. (mi ihid, ma tihid).</p>
<p>2B. Adigu (F)</p> 	<p>Adigu gashaanti baad tahay. Takhtarad baad tahay. (dhakhtarad) Maraykanad baad tahay. Adigu Soomaaliyad ma ihid. Xaas ma ihid. (mi ihid, ma tihid)</p>
<p>3M Xasan</p>  <p>Isagu</p>	<p>Xasan maamule buu yahay. Isagu takhtar buu yahay. Carab buu yahay. Isagu Maraykan ma aha. Macallin ma aha.</p>
<p>3F Faaduma</p>  <p>Iyedu</p>	<p>Faaduma xaas bay tahay. Iyadu hooyo bay tahay. Soomaaliyad bay tahay. Iyadu gashaanti ma aha. Ingriisad ma aha.</p>

What do you notice about:

- verb endings?
- agreements?
- personal pronoun endings? (baan, baad, buu, etc.,)

UNIT 3:8

WORKSHEET 13PAUL YUU YAHAY?MARYAN YAY TAHAY?USING THE VERB TO BEFor oral practice in pairsInstructions: S1 = Student 1 S2 = Student 2.USE THESE PICTURES TO ASK AND TO ANSWER QUESTIONS

- S1 and S2 both write 3 sentences about each person.
e.g., "Paul takhtar buu yahay. Ingiriis buu yahay."
Do not let your partner see what you wrote.
- S1 - now try to find out the information S2 has written.
To do this, you must ask S2 questions. e.g., "Paul, macallin muu yahay?", etc.
(or: "Paul, ma macallin buu yahay?")
- S2 - must answer fully and correctly, e.g., "Maya, macallin ma aha."; or "Haah, takhtar buu yahay." or, "Haah, wuu yahay."
- Now change. S2 can ask the questions and S1 can answer.
- You can make more pictures, or ask & answer questions about people you know.

MAKING QUESTIONS/ INTERROGATIVES

- You have already learned that we can ask a simple question in 2 ways:
1. Nabad miyaa? 2. Ma nabad baa?
- When we combine the interrogative word "ma", in Q2, with the personal pronoun indicators (-aan, -aad, -uu, -ay) we make the question words:

<u>Short Forms</u>		
--miyaan?	- Tahktar miyaan ahay?	maan?
--miyaad?	- Takhtar/takhtarad miyaad tahay?	maad?
--miyuu?	- Takhtar miyuu yahay?	muu?
--miyay?	- Takhtarad miyay tahay?	may?

- In this book we will be using the short forms (maan?, maad? muu?, may?) etc.
But you need to recognize the longer forms, if someone asks you a question using it.

UNIT 3:9SUMMARY SHEET 3ATHE VERB TO BE – SINGULARQUESTION FORM: INTERROGATIVE

- | | |
|---|--|
| 1. Anigu takhtar maan ahay?
Anigu takhtarad maan ahay? | A male is asking about himself.
A female is asking about herself. |
| 2. Adigu takhtar maad tahay?
Adigu takhtarad maad tahay? | The person being asked is a male.
The person being asked is a female. |
| 3. Isagu takhtar muu yahay?
Iyedu takhtarad may tahay? | Asking about a male.
Asking about a female. |

AFFIRMATIVE ANSWER

- Haah, macallin baan ahay. (M)
Haah, macallimad baan ahay. (F)
- Haah, macallin baad tahay. (to M)
Haah, macallimad baad tahay. (to F)
- Haah, macallin buu yahay. (M)
Haah, macallimad bay tahay. (F)

NEGATIVE ANSWER

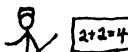
- Maya, ma ahi. (mi ahi)
- Maya, ma ahid. (mi ihid)
(ma tahid)
- Maya, ma aha.
Maya, ma aha.


NOTES: 1. The root of this verb is “ahow”.

- The Verb to Be is an Irregular Verb. This means it does not form its tenses in the same way as a Regular Verb like tag, sug, etc. Regular verbs add endings to the root e.g., sug + ayaa = sugayaa. Waan sugayaa. I’m waiting.
- You can recognize an Irregular Verb because of the -, t, y, t, n, y, patterns at the beginning of the verb e.g., ahay, tahay, yahay, tahay, etc. This pattern is usually consistent in Irregular Verbs like imo (come), dheh (say), in the Past Tense.
- The form of the verb does not change in the 2nd person (you) whether you speak to a male or a female. Both use: “_____ baad tahay.”
- BUT: some Somali nouns indicate gender differences by a slight change in the form of the noun. Some feminine nouns add “ad” to the masculine form.

e.g., macallin (M) macallimad (F)
 arday (M) ardayad (F)

- Remember to use the noun of the appropriate gender to agree with the gender of the person being spoken to or about.

e.g.,  Adigu macallin baad tahay. (M)

 Adigu macallimad baad tahay. (F)

We call this “agreement”.

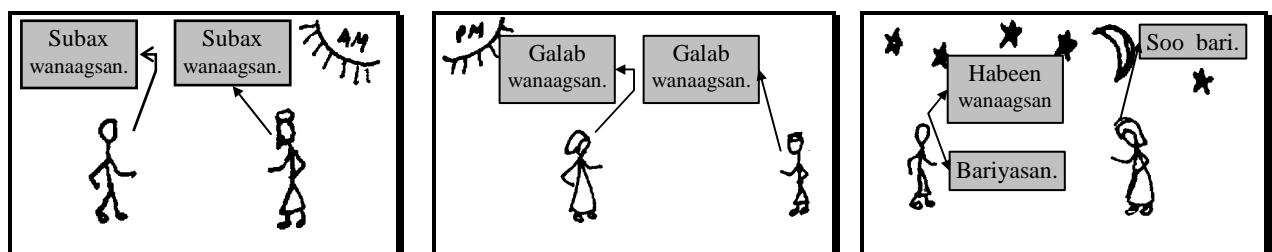
UNIT FOUR - Lesson Plan Components:

(Approx. time)

- 4.0 Greetings 3, (this page 29, below) 10 min.
- 4.1 **Getting and giving information about people.** Oral revision with Worksheet 12, (page 26). 30 min
- 4.2 **Annagu and Inagu, “We”.** Oral, then use Worksheet 14, (page 30). 35 min.
Cultural Notes: Explain about the two uses of “We” with inclusive & exclusive meaning. See Worksheet 14, (page 30) and Summary Sheets 2 and 3B, (pages 21 & 38).
- 4.3 **“What’s the time?”** Oral, then use Worksheet 15, (page 31). 30 min.
Teaching Aids: You will need a real clock, or cardboard clock, with moveable hands.
- 4.4 **Days of the week and time words.** Oral, then use Worksheet 16, (page 32). 30 min.
Teaching Aids: Use a calendar of the current month, with names of the days written in Somali. Also a list of the months, both European names, eg. Janaayo etc., and traditional ones, eg. Seko, Safar, etc.
Cultural Notes: Time words like Berrito, Berri dambe, are used in conversation as much as the names of the days of the week.
- 4.5 **“At what time?”** Dialogue 3, (page 33). 20 min.
Cultural Note: Talk about the Somali attitude to being on time, keeping appointments.
- 4.6 **Colors.** Oral using real objects in the classroom. 20 min.
Teaching Aid: Objects of different colours, e.g., books, pens, bags.
Grammar Note: When using colours, we say: “Waa buug buluug ah.” We use “ah” after all colour words except “madow,” “cad” and “cas.” See Worksheet 25, (page 47).
- 4.7 **More Instructions: Verbs and negatives.** Use Worksheet 17, (page 34). 20 min.
- 4.8 **Places: In the village.** Oral, using Worksheet 18, (page 36). 25 min.

UNIT 4

GREETINGS 3



(Note: These are only a few of the many greetings there are in Somali. Get to know the ones which are used in your area).

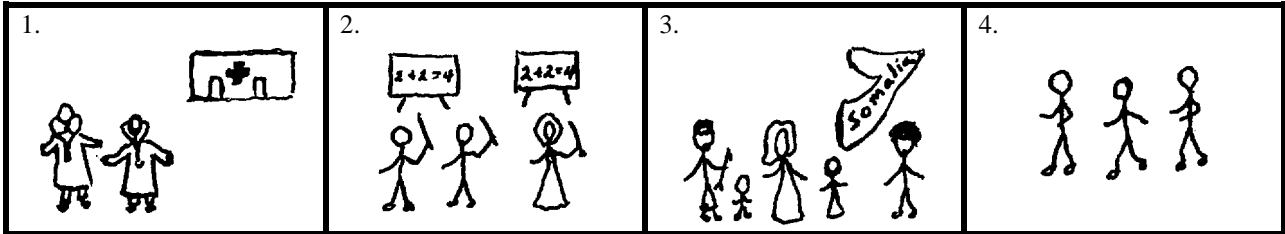
UNIT 4:2

WORKSHEET 14

ANNAGA AND INAGA

INSTRUCTIONS: Look at the pictures.

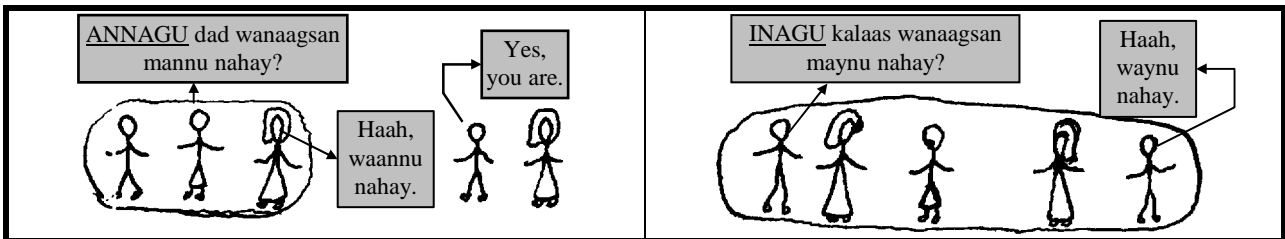
Listen to the Teacher.



KUWANI WAA:

1. takhaatiir (takhtaro).
2. macallimiin.
3. dad Soomaali ah.
4. niman.

1. Annagu macallimiin baannu nahay.
Dad wanaagsan baannu nahay.
Niman baannu nahay.
Annagu takhaatiir ma ahin. (mi ihin)
2. Inagu kalaas wanaagsan baynu nahay.
Dad wanaagsan baynu nahay.
Soomaali iyo Maraykan baynu nahay.
Inagu takhaatiir ma ahin. (mi ihin)



ANNAGU (Exclusive)

INAGU (Inclusive)

Notes:

1. Although there are two forms and meanings for 'We' in Somali (exclusive and inclusive) in this book we will use only 'Annagu'.

FOR ORAL PRACTICE IN

Annagu	macallimiin Soomaali takhaatiir (takhtaro) dad wanaagsan Maraykan niman	maannu (maan)	nahay	?
	.	baannu (baan)		.
	.	ma	ahim	.

PAIRS

2. "Baannu" and "Maannu" will also be shortened to "baan" and "maan" which is the same as 1st person singular 'I'.
3. The answer to a 'WE' (Annagu) question is sometimes 'Yes, we...' and sometimes 'Yes, you...'

4. 'Waan' is used in the short form affirmative answer, e.g. "Haah, waan nahay."

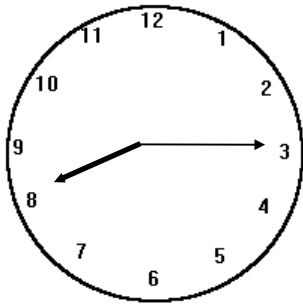
UNIT 4:3

WORKSHEET 15

WAA MEEQA SAAC? WAA IMMISADII?

AKHRI:

1.

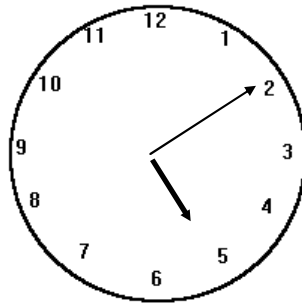


A: Laba saac iyo rubi, kaalay.*

B: Subaxdii mise galabtii?

A: Subaxdii.

2.

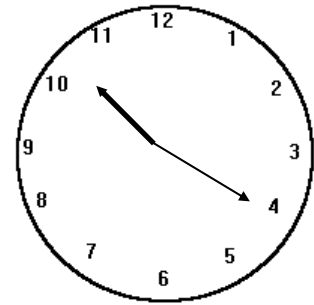


A: Kow iyo toban saac iyo toban, tag.*

B: Subaxdii mise galabtii?

A: Galabtii..

3.



A: Sug ilaa afar saac iyo labaatan.*

B: Subaxdii mise galabtii?

A: Subaxdii

*An alternate way of saying the time:

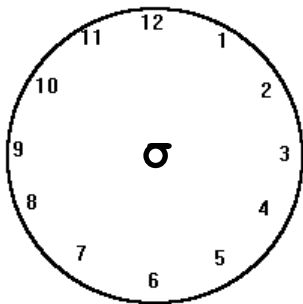
1. Siddeeda iyo rubac, kaalay.
2. Shanta iyo toban, tag.
3. Sug ilaa tobanka iyo labaatan.

4.

Hal saac iyo rubi keen.
(Toddobada iyo rubuc keen).

ADIGU AKHRI OO BUUXI: 4, 5, 6 iyo 7:

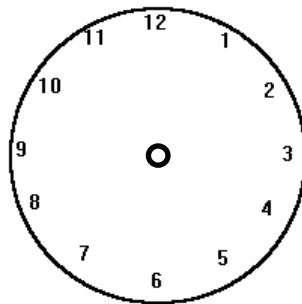
5.



Lix saac iyo shan, kaalay.

(Laba iyo tobanka iyo shan, kaalay.)

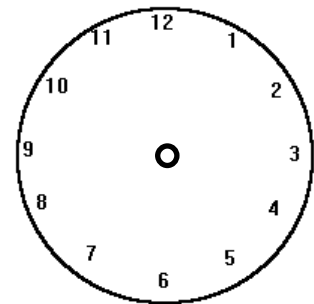
6.



Albaabka xir saddex saac iyo nus.

(Sagaalka iyo nus, albaabka xidh.)

7.



Laba iyo toban saac iyo shan iyo labaatan, xafiiska fur.

(Lixda iyo shan iyo labaatan, xafiiska fur.)

UNIT 4:4**WORKSHEET 16**WAA TAARIIKHEXAMPLE: the month of July 1996.

LUULYO 1996						
AXAD	ISNIIN	TALAADA (Salaasa)	ARBACO	KHAMIIS	JIMCE	SABTI
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1. Tani waa taariikh.
2. Sannadka waa 1996. (Sannadda/sanada)
Waa kun iyo sagaal boqol iyo lix iyo sagaashan.
3. Bisha waa Luulyo.

SU'AALO IYO JAWAABO.

Maanta Berrito (Berri) Berri dambe (saa dambe) Saa kuun	Waa	maalintee? (ayaan ma?) Axad (Axadda). Isniin (Isniinta). Talaada/Salaasa (Talaadada/Salaasada). Arbaco (Arbacada). Khamiis (Khamiista). Jimce (Jimcada/Jimcaha). Sabti (Sabtida).
---	-----	--

NOTES:

1. All the days are feminine, but Jimce is sometimes masculine.
2. The suffix is often added - e.g., Axad - Axadda – Axaddii.
Isniin - Isniinta - Isniintii.

UNIT 4:5

DIALOGUE 3 AT WHAT TIME? (WAKHTIYADDA BALANTA) WITH UNIT 4:5

Waxaa hadlaya Cali iyo Caasha.

- B: Nabad sow ma aha? (Maxad sheegtay?)
 T: Nabad weeye. (Nabad.)
- B: Maxamed baan rabaa. (Maxamed baan doonayaa.)
 T: Maxamed ma joogo.
 Berri u kaalay. (Berrito u kaalay.)
- B: Meeqa saac? (Immisada?)
 T: Saddex saac iyo bar kaalay. (Sagaalka iyo badhka kaalay.)
- B: Subaxdii mise galabtii? (Ma gelinka hore mise gelinka dambe?)
 T: Subaxdii.
- B: Waa yahay.
 Berri subax, saddexda saac iyo nus. (sagaalka iyo badhka, aroortii.)
 T: Haa, waa sidaas.
 Nabad gelyo. (Waa tahay ee mahad sanid.)

UNIT 5:4

DIALOGUE 4 SHARING INFORMATION (WAR LALA WADAAGAA) WITH UNIT 5:4

Waxaa hadalya Cali iyo Susan.

- B: Subax wanaagsan. (Maxaad ku bariday?)
 T: Subax wanaagsan. (Nabad.)
- B: Magacaygu waa Cali. (Cali baa lay yidhaahdaa.)
 Adiguna magacaa? (Adna magacaa?)
 T: Magacaygu waa Susan.
- B: Shaqadaadu waa maxay? (Maxay tahay shaqadaadu?)
 T: Anigu macallimad baan ahay.
- B: Xaggee baad ka shaqaysaa? (Xaggeed ka shaqaysaa?)*
 T: Dugsi baan ka shaqeeyaa. (Iskuulka baan wax ka baraa.)
- B: Dalkaagu waa xaggee? Waddankeed baad ka timid?
 T: Dalkaygu waa Maraykan. (Maraykanad baan ahay.)
- B: Way fiican tahay. (Fiican weeye.)
 Nabad gelyo.
 T: Nabad gelyo.

*Note: Contractions such as “Xaggeed ka shaqaysaa?” instead of the more formal “Xaggee baad ka shaqaysaa?” found in Dialogue 4 are commonly used in spoken Somali.

UNIT 4:7

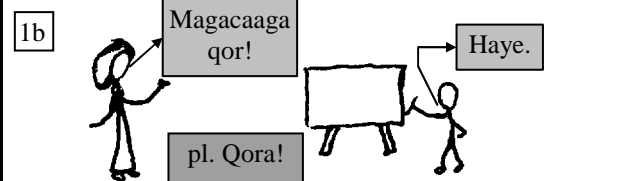
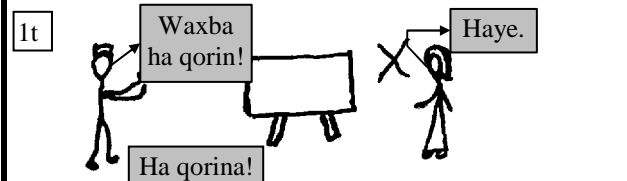
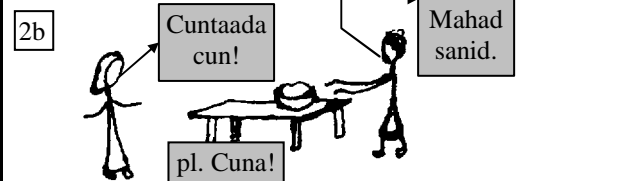
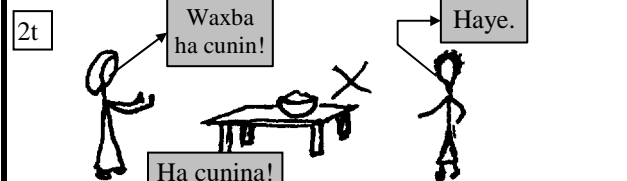
WORKSHEET 17

MORE INSTRUCTIONS

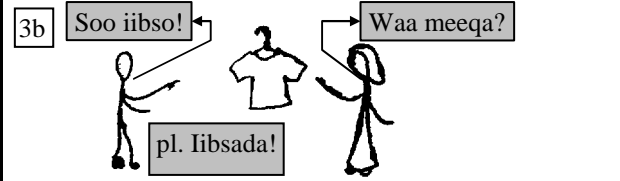
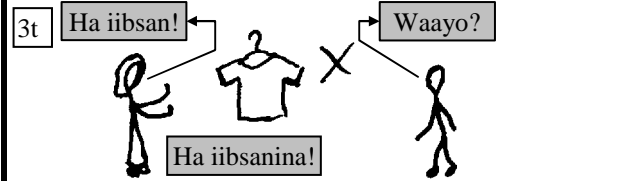
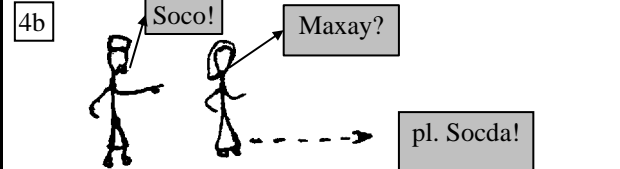
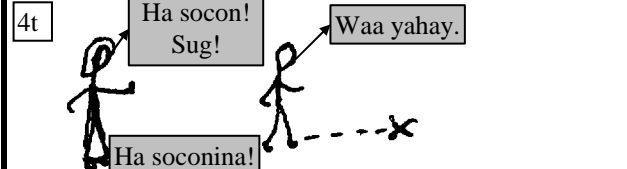
DO IT!

DON'T DO IT!

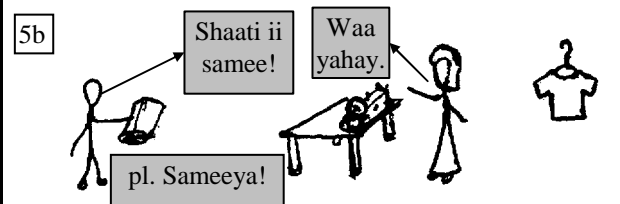

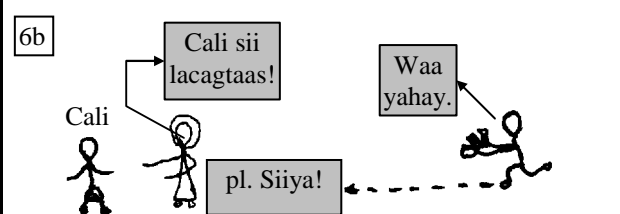
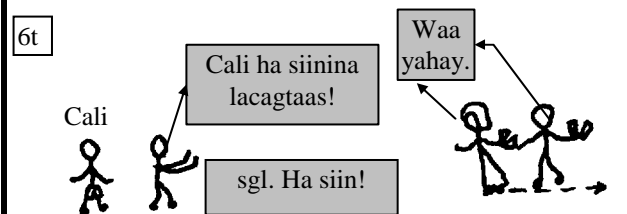
Group 1

<p>1b</p> 	<p>1t</p> 
<p>2b</p> 	<p>2t</p> 

Group 2

<p>3b</p> 	<p>3t</p> 
<p>4b</p> 	<p>4t</p> 

Group 3

<p>5b</p> 	<p>5t</p> 
<p>6b</p> 	<p>6t</p> 

NOTES:

3B: Soo iibso! - An alternate word is “Soo gado!”
 Soo gado! (Soo gata!) Ha gadan! (Ha gadanina!).

5B: Samee! - An alternate word is “Suubbi!”
 Suubbi! (Suubbiya!) Ha suubbin! (Ha suubbinina!).

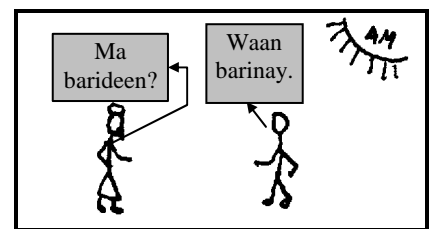
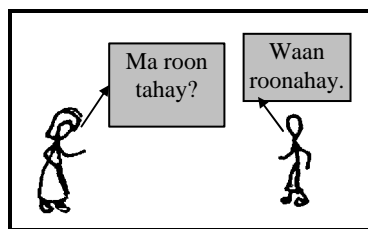
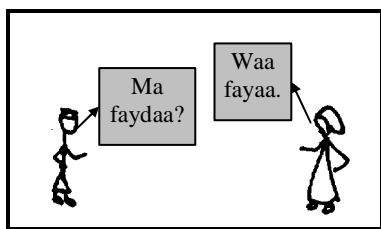
UNIT FIVE - Lesson Plan Components:

(Approx. time)

- 5.0 Greetings 4, (this page 35, below). 10 min.
- 5.1 **In the Village: Present Continuous Tense and the near future.** 30 min.
Use Worksheet 18, (page 36).
- 5.2 **People we know. We, you, they, the Verb "To Be" Plural.** 30 min.
Oral, then use Worksheet 19, (page 37).
Teaching Aids: Worksheet 19 Answers: 1 d, 2 a, 3 f, 4 b, 5 c, 6 e.
Grammar Note: On the blackboard write out the complete Verb "To Be" in sentences and go over it well, orally. See Summary Sheet 3A, 3B, (pages 28, 38).
- 5.3 **Emphatic Pronouns, the Verb "To Be" plural.** 15 min.
Summary Sheets 2 & 3B, (pp.21, 38)
- 5.4 **"Sharing Information"**. Dialogue 4, (page 33). 20 min.
Cultural Note: Explain the interest Somalis have in learning about others. This is not rudeness.
- 5.5 **Counting to 1000, Counting money.** Use Worksheet 20A, (page 39). 20 min.
Teaching Aids: Use real money, coins and notes of different values.
Cultural Note: Money: Every area has its own names for coins and notes and its own money-counting system. Explain the system of counting money and giving change, in the areas where the students live.
- 5.6 **Parts of the body: The Head.** Oral, then use Worksheet 20B, (page 39). 20 min.
Cultural Note: Parts of the body: In Somali these are usually used without the possessive endings e.g., madaxa, isha, (not madaxayga, ishayda, etc.).
- 5.7 **Test Yourself.** Use Worksheet 21, (page 40). 20-30 min.
Teaching Aid: Worksheet 21 Answers: 1 c, 2 r, 3 dh, 4 b, 5 j, 6 s, 7 d, 8 t, 9 x, 10 g.
- 5.8 **Telling time: to half past the hour.** Oral teaching using a cardboard clock. 20 min.
- 5.9 **Using Baa and Waxaa.** Oral, then use Worksheet 22, (page 41). 20 min.
Grammar Note: Do more oral examples of changing sentences from "Baa" to "Waxaa" and from "Waxaa" to "Baa." Explain that these 2 sentences generally mean the same thing but the word order is different. "Waxaa" is often used in telling stories or relating happenings. "Baa" is used to emphasize the word which precedes it.

UNIT 5.0

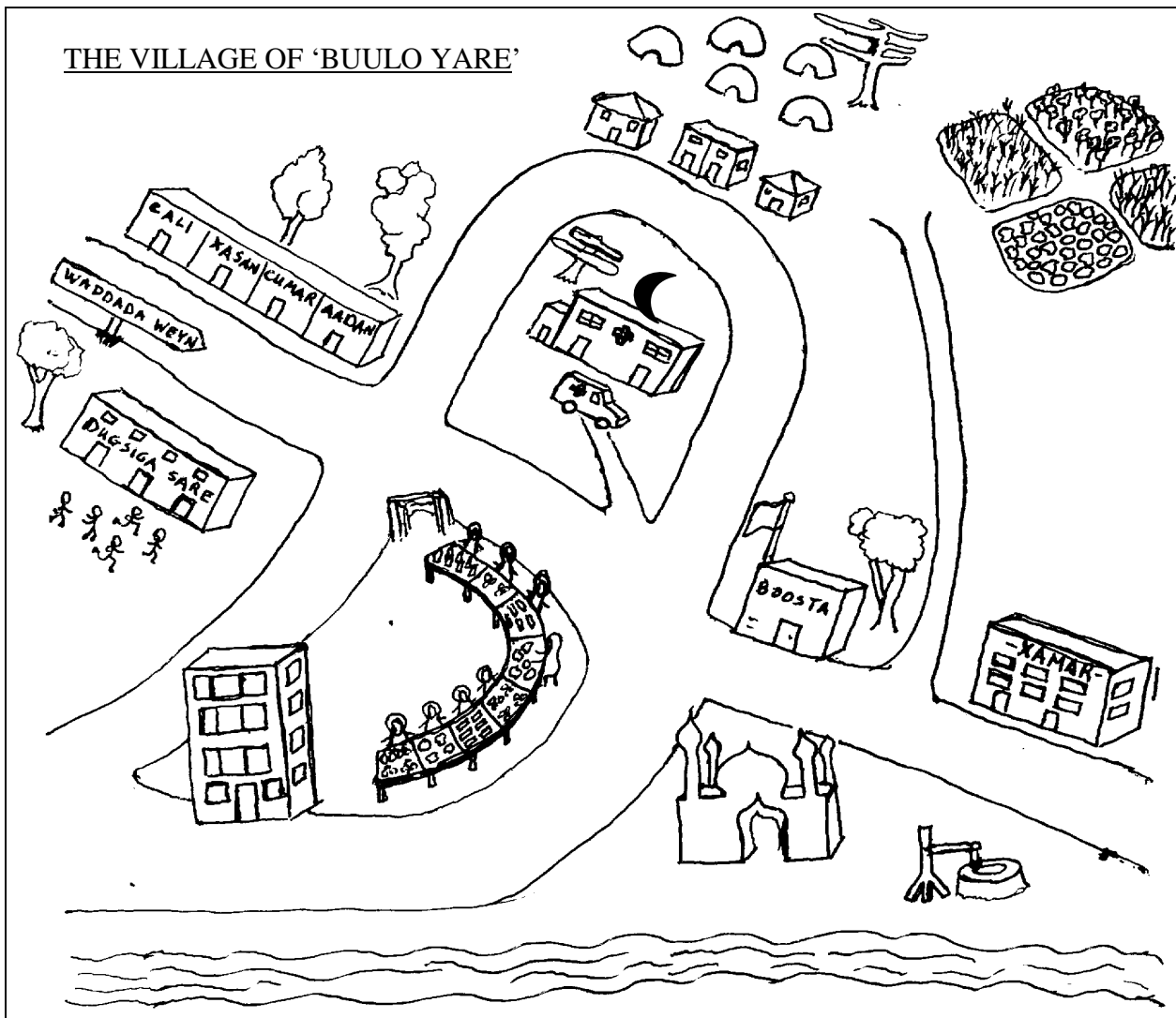
GREETINGS 4



(Note: These are only a few of the many greetings there are in Somali. Get to know the ones which are used in your area).

UNIT 5:1

WORKSHEET 18



INSTRUCTIONS: Learn the vocabulary. Make questions and answers in pairs using these forms.

Q1: Xaggeed* tegaysaa?

B: Suuqa Ceelka Dugsiga Cisbitaalka Makhaayadda Hudheelka (Hoteelka) Boostada Masaajidka Waddada weyn Webiga Beerta Ceelka	baan tegayaa.
--	---------------

Q2: Goormaad tegaysaa?

B: Maanta Berrito (Berri) Berri dambe (Saa dambe) Saa kuun Galabta Habeenka Axadda Isniinta Laba saac . .	baan tegayaa.
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* "Xaggeed" is also pronounced "Xaggaad".

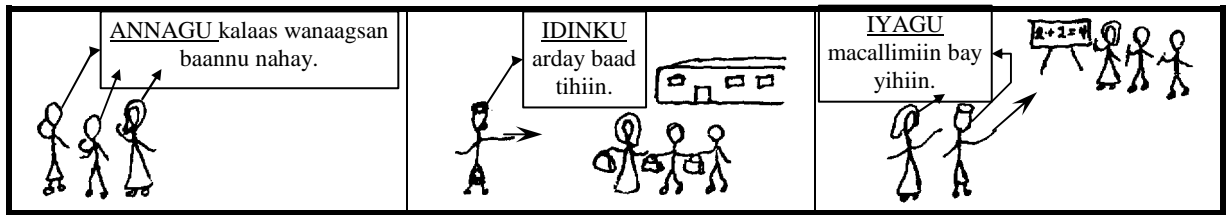
Other question forms with the same meaning are "Inteed aadaysaa?", "Inteed u soctaa?", "Inteed u jeedaa?"

UNIT 5:2

WORKSHEET 19

USING THE VERB ‘TO BE’ – PLURAL FORMS

B:



T: Make questions and answers using these Substitution Tables

INTERROGATIVE/AFFIRMATIVE

NEGATIVE

Annagu	macallimii n arday	maannu	nahay	?
		baannu		.
Idinku	dad Soomaali takhaatiir	maad	tihiin	?
		baad		.
Iyagu	Maraykan niman	may	yihiin	?
		bay		.

Annagu	macallimiin arday	ma	ahin.
Idinku	kalaas wanaagsan dad wanaagsan		ahidin.
Iyagu	walaalo		aha.

J: Choose the correct answer to each question, from the answers at the bottom of the page.

Remember: The answer to a ‘We’ question is sometimes ‘We...’ and sometimes ‘You...’
The answer to a ‘You’ question is ‘We...’

1. 2. 3.

4. 5. 6.

b. t. j. x. kh. d.

SUMMARY SHEET 3B**THE VERB TO BE – PLURAL****QUESTION FORM: INTERROGATIVE**

1. Annagu macallimiin maannu nahay?
Inagu macallimiin maynu nahay?.
2. Idinku macallimiin maydin tihiin?
3. Iyagu macallimiin may yihiin?

The speaker is excluding some.

The speaker is including everyone.

Males and females are both included in the questions 2 and 3.

AFFIRMATIVE

1. Haah, macallimiin baannu nahay.
Haah, macallimiin baynu nahay
2. Haah, macallimiin baydin tihiin.
3. Haah, macallimiin bay yihiin.

NEGATIVE

1. Maya, ma ahin. (mi ihin)
2. Maya ma ahidin. (mi ihidin)
3. Maya, ma aha.

SHORT FORMS USED IN THIS BOOK*

1. Annagu macallimiin baan nahay.
2. Idinku macallimiin baad tihiin.
3. Iyagu macallimiin bay yihiin.

* This refers to the short forms of the Personal Pronoun Indicators, which are used in this book.

e.g., We	-	waan / baan
You	-	waad / baad
They	-	way / bay

- NOTES:**
1. Remember that the answer to a “We” question is sometimes “We ... ” and sometimes “You ... ”
 2. Remember “Agreement”. When you use a plural verb, the nouns should be plural also: e.g., macallimiin, takhaatiir, niman, gabdho, dad.
 3. The 3rd person plural negative “ma aha” is the same as the 3rd person singular negative.
 4. The 1st person plural “baan nahay” is sometimes difficult to say because of the two “ns”, and may sound like the singular “baan ahay”. So “baannu nahay” can be used.

SHORT ANSWER: These are often used to answer a question: Example:

Questions:

- Macallin maad tahay?

Takhtar muu yahay?
Takhtarad may tahay?

Takhaatiir maad tihiin?
Macallimiin may yihiin?

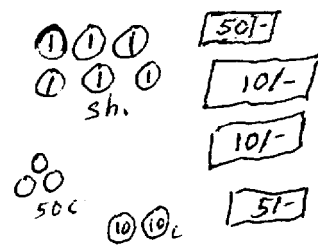
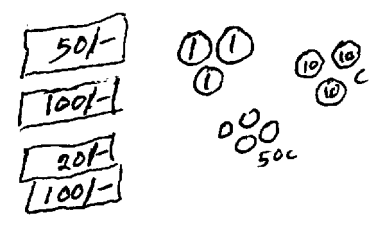
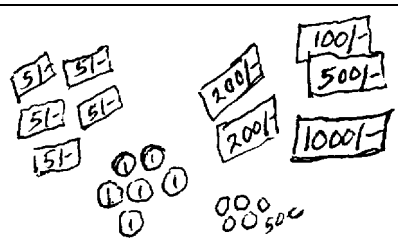
Answers:

- Haah, waan ahay.
Haah, waad tahay.
Haah, wuu yahay.
Haah, way tahay.
Haah, waan nahay.
Haah, waad tihiin.
Haah, way yihiin.

UNIT 5:4

WORKSHEET 20A

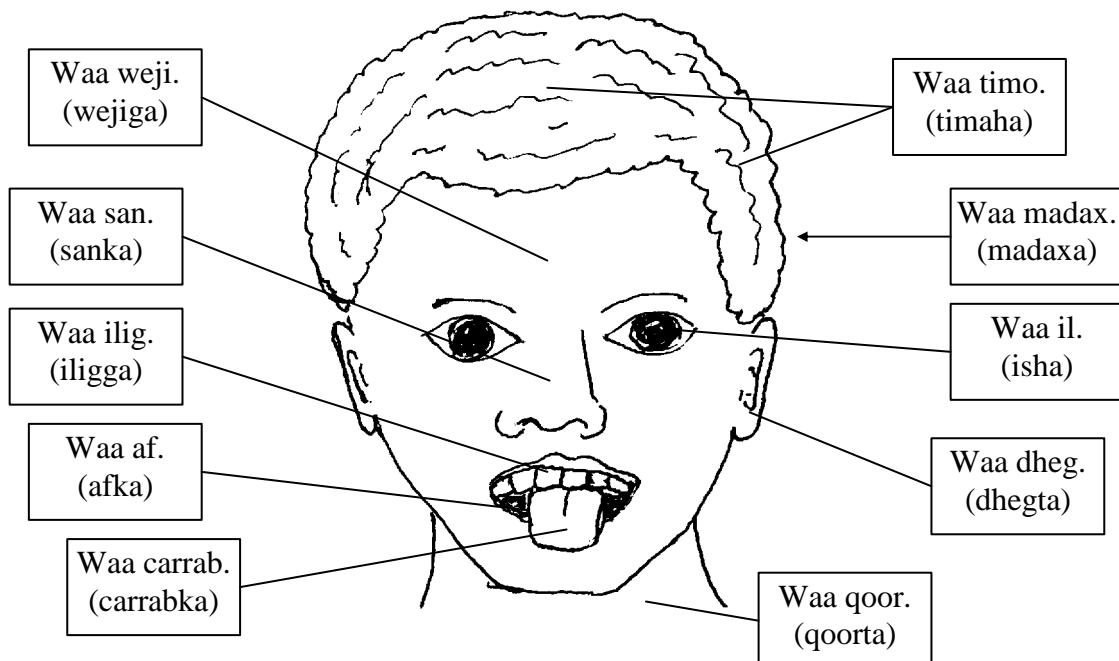
COUNTING MONEY IN SOMALI

 <p>Lacagta Cali waa meeqa/immisa? Waa _____.</p>	 <p>Lacagta Xaawo waa meeqa/immisa? Waa _____.</p>
 <p>Lacagta Xalimo waa meeqa/immisa? Waa _____.</p>	<p><u>Write here the names of the coins and notes used in your area:</u> e.g., 5c is called - 10c is called - 50c is called -</p>

UNIT 5:5

WORKSHEET 20B

MADAXA - THE HEAD



UNIT 5:7

WORSHEET 21

TEST YOUR SELF

(Approx. 20 min.)

A: Join the two parts of these sentences together to make a correct statement and response.

- | | |
|-------------------------------|------------------------------|
| 1. Hooddi! | b. Haah, macallin baan ahay. |
| 2. Cisbitaalka i tus. | t. Galab wanaagsan. |
| 3. Waxaasi waa maxay? | j. Waa lix saac iyo rubi. |
| 4. Macallin maad tahay? | x. Waa yahay. |
| 5. Waa meeqa saac? | kh. Boostada baan tegeyaa. |
| 6. Magacaa? | d. Mahad sanid. |
| 7. Fadhiiso walaal. | r. Waa kan cisbitaalka. |
| 8. Galab wanaagsan. | s. Magacayga waa Maxamed. |
| 9. Berrito suuqa ha tegin. | sh. Maya, iyeda ma aha. |
| 10. Laba saac iyo nus kaalay. | dh. Waa buug iyo qalin. |
| 11. Xaggeed tegaysaa? | c. Waa kuma? |
| 12. Ma Faaduma baa? | g. Subaxdii mise galabtii? |

B: Make 7 correct sentences from these mixed-up words (Remember agreement).

- | | | | |
|--------|-------------|---------|-------------------------|
| tahay | Maraykan | bay | 1. <u>Anigu takhtar</u> |
| Iyagu | Iyedu | tahay | 2. <u>Adigu</u> |
| nin | takhtar | maamule | 3. _____ |
| nahay | macallimad | Annagu | 4. _____ |
| baad | yihiin | Soomali | 5. _____ |
| buu | Anigu | ahay | 6. _____ |
| Isagu | bay | xaas | 7. _____ |
| baannu | macallimiin | Adigu | |
| yahay | baan | Idinku | |

UNIT 5:9

WORKSHEET 22

BAA AND WAXAA

Look at these two groups of sentences: “B” and “T”.
They both have the same meaning.

- What is the same about the sentences?
- What is different?

B	T
(Anigu) takhtar baan ahay. (Adigu) macallin baad tahay. (Isagu) nin buu yahay. (Iyedu) xaas bay tahay. (Annagu) macallimiin baannu nahay. (Idinku) Soomaali baad tihiin. (Iyagu) Maraykan bay yihiin.	Waxaan ahay takhtar. Waxaad tahay macallin. Wuxuu yahay nin. Waxay tahay xaas. Waxaannu nahay macallimiin. Waxaad tihiin Soomaali. Waxay yihiin Maraykan.
Berrito suuqa baan tegayaa. Laba saac baan imanayaa.	Berrito waxaan tegayaa suuqa. Waxaan imanayaa laba saac.

NOTE: B: When we put the noun first, e.g., takhtar, macallin, it must be followed by the ‘baa’ particle, plus the P.P.I.

T: When we begin with the ‘waxaa’ word, the object, time or information word must come at the end.

SAY/WRITE THESE SENTENCES ANOTHER WAY

- | | |
|-------------------------------------|--------------------------|
| 1. Cali Soomali buu yahay. | Wuxuu _____ . |
| 2. (Iyagu) macallimiin bay yihiin. | _____ macallimiin. |
| 3. (Adigu) maamule baad tahay. | _____ tahay _____. |
| 4. Waxaannu nahay dad wanaagsan. | (_____) dad _____ nahay. |
| 5. (Iyedu) waxay tahay gashaanti. | _____ bay _____. |
| 6. (Idinku) waxaad tihiin Maraykan. | Maraykan _____ . |

UNIT SIX - Lesson Plan Components:

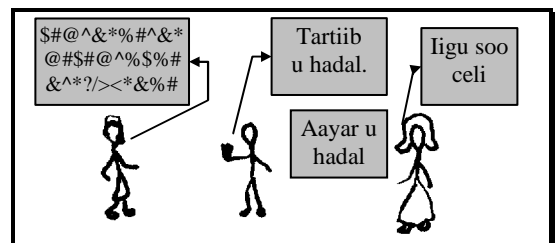
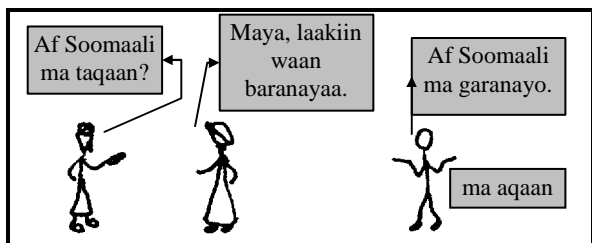
(Approx. time)

- 6.0 **“Somali Language.”** Useful Expressions 1, (this page 42, below) 10 min.
- 6.1 **Doing Something in the near future: Where? When?** 30 min.
Review “baa” and “waxaa”. Use Worksheet 18, (page 36).
- 6.2 **Vegetables and fruit: Vocabulary.** Oral, using real vegetables and fruits. 20 min.
Teaching Aids: Use real fruit and vegetables: potatoes, onions, tomato, garlic, carrot, papaya, banana. See Worksheet 26, (page 45) for ideas.
Cultural Note: Dialogue: Where are you going? Explain that Somalis often ask questions like this, waiting to know where others are going and what they are doing. It is not rudeness - just interest.
- 6.3 **“When is he coming?” Present Continuous Tense.** Use Worksheet 23, (p.43) 40 min.
Grammar Note: It is useful to teach “I” and “He” together because the verb endings are the same e.g., Waan/Wuu imanayaa. and to teach “You” and “She” together, as the verb endings are the same: Waad/Way imanaysaa.
- 6.4 **The Personal Pronoun Indicators.** Summary Sheet 4, (page 44) 10 min.
Grammar Note: On the Blackboard show how to use “Xaggee?” (Where?) and “Goormaa?” (When?) with the Personal Pronoun Indicator, as well as “Maxaa?” (What?) e.g., Xaggaan, Xaggaad, Xaggu/Goormaan, Goormuu etc.
- 6.5 **Doing Something now: Present Continuous Tense.** Use Worksheet 24, (p.45). 40 min.
Grammar Note: Explain to the students that this Tense can be used to show what someone is doing now and also what someone is going to do in the near future.
- 6.6 **“Going Somewhere.”** Dialogue 5, (page 46) 20 min.
- 6.7 **Parts of the body: Trunk and limbs.** Oral, then use prepared drawing. 10 min.
- 6.8 **About colours and clothes.** Oral, then use Worksheet 25, (page 47) 30 min.
Teaching Aids: Talk about the colours of clothes students are wearing. Say: “Waxaad gashan/xidhan tahay

UNIT 6.0

USEFUL EXPRESSIONS 1

SOMALI LANGUAGE



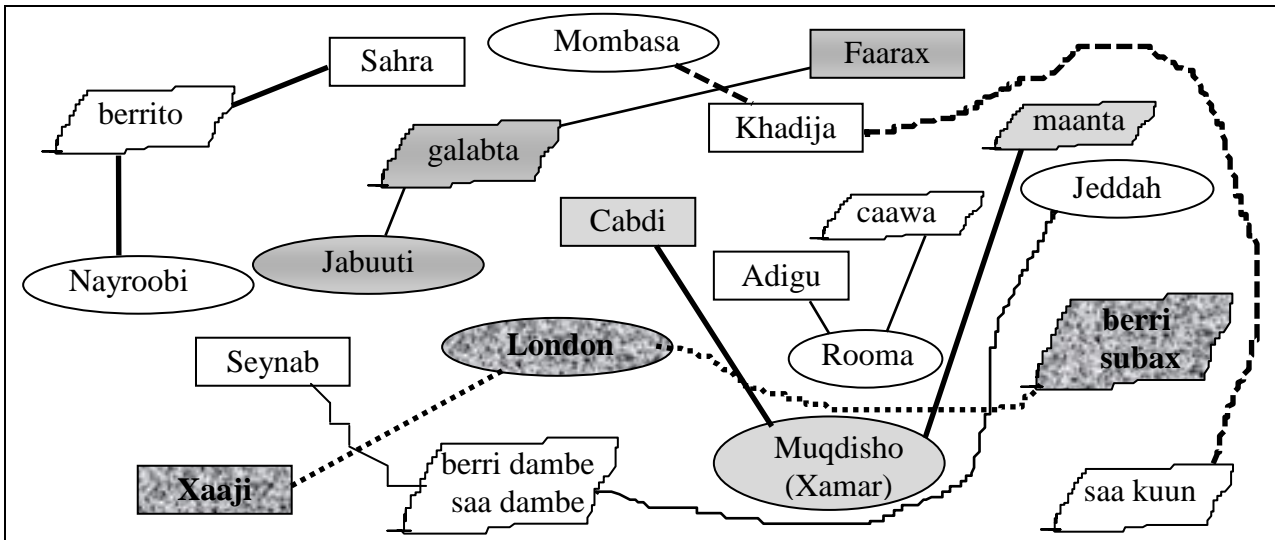
UNIT 6:3

WORKSHEET 23

WHEN IS HE COMING? WHERE FROM?

Goormaad imanaysaa?
 Goormuu imanayaa?
 Goormay imanaysaa?

Xaggeed ka imanaysaa?
 Xagguu ka imanayaa?
 Xaggee ka imanaysaa?



INSTRUCTION FOR ORAL PRACTICE IN PAIRS – FOLLOW THE LINES

Find the person, the time he or she is coming, and the place he or she is coming from.
 The names of the people are in Start with the name of the person.

e.g.,

S1 asks: (Faarax) goormuu imanayaa?

S2 answers: Galabta buu imanayaa. (Wuxuu imanayaa galabta.)

S1 asks: Xagguu ka imanayaa?

S2 answers: Wuxuu ka imanayaa, Jabuuti. (Jabuuti buu ka imanayaa.)

S1 asks: Faarax, galabta Djibouti muu ka imanayaa?

S2 answers: Haah, galabta Djibouti buu ka imanayaa.

Write some of the sentences here!

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

UNIT 6:4

SUMMARY SHEET 4

THE PERSONAL PRONOUN INDICATORS (P.P.I.)

- USE: 1. These indicate the person being spoken about in the sentence. i.e., I, you, he, she, me, you, they. These words are called “pronouns.”
2. In Somali they are usually added to other words or particles in the sentence to help make a statement, a question or an answer to a question.

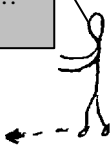




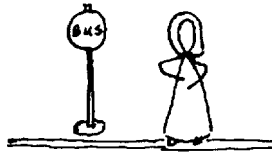






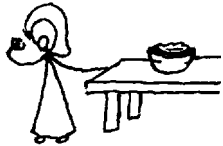
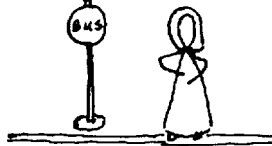


Ayaa + -uu = Ayu Ayu rabaa? (Who...?)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Emphatics</th> <th style="padding: 5px;">P.P.I.</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Anigu</td> <td style="padding: 5px;">-aan</td> </tr> <tr> <td style="padding: 5px;">Adigu</td> <td style="padding: 5px;">-aad</td> </tr> <tr> <td style="padding: 5px;">Isagu</td> <td style="padding: 5px;">-uu</td> </tr> <tr> <td style="padding: 5px;">Iyadu</td> <td style="padding: 5px;">-ay</td> </tr> <tr> <td style="padding: 5px;">Annagu</td> <td style="padding: 5px;">-aannu</td> </tr> <tr> <td style="padding: 5px;">Inagu</td> <td style="padding: 5px;">-aynu</td> </tr> <tr> <td style="padding: 5px;">Idinku</td> <td style="padding: 5px;">-aydin</td> </tr> <tr> <td style="padding: 5px;">Iyagu</td> <td style="padding: 5px;">-ay</td> </tr> </tbody> </table>	Emphatics	P.P.I.	Anigu	-aan	Adigu	-aad	Isagu	-uu	Iyadu	-ay	Annagu	-aannu	Inagu	-aynu	Idinku	-aydin	Iyagu	-ay	Waa + -aan = waan Waan tegayaa.
Emphatics		P.P.I.																		
Anigu		-aan																		
Adigu		-aad																		
Isagu		-uu																		
Iyadu		-ay																		
Annagu		-aannu																		
Inagu		-aynu																		
Idinku	-aydin																			
Iyagu	-ay																			
Xaggee + -uu = Xagguu Xagguu tegayaa? (Where...?)	Baa + -aan = baan Macallin baan ahay.																			
Goorma + -aad = Goormaad Goormaad tegaysaa? (When...?)	Waxaa + -aan = Waxaan Waxaan ahay macallin.																			
Sidee u + -uu = Siduu u Siduu u tegayaa? (How...?)	Ma + -aad = miyaad (maad) Macallin miyaad tahay?																			
Maxaa u + -uu = Muxuu u Muxuu u rabaa? (Why...?)	Maxaa + -aad = maxaad Maxaad rabtaa? (What...?)																			

- NOTES: 1. Some of the words or verbal particles like “waa” and “baa” have no real meaning. But all simple sentences contain one of these words and the P.P.I. is often added to it. e.g. waa + -aan = waan; baa + -aad = baad.
2. The P.P.I. is often added to the end of the defined noun which precedes it. e.g., Guriga + -aan tegayaa. = Gurigaaan tegayaa. (I’m going to the house.) Guriga + aad tegaysaa. = Gurigaad tegaysaa. (You’re going to the house.)
3. A “baa” can never be the first word in a sentence. There must be other words before it. One cannot say: “~~Baan~~ guriga tegayaa.” but can say: “Guriga baan tegayaa.”
4. We use the Emphatic words with the P.P.I. when we want to emphasise someone or something. The Emphatics are often shortened and combined with “baa” to become: Annaa, Adaa, Isaa, Iyaa, Annaa, Inaa.
5. Remember the P.P.I. you use must agree with the gender (M or F) and person (I, you, he, she) of the subject e.g., Gurigu wuu fiican yahay. (M subject)
6. There are 2 pronouns (P.P.I.) to indicate “We”; -aannu which has an exclusive meaning, and -aynu which has an inclusive meaning. In this Book we will use the short form “-aan” to cover both meanings. This is the same form as the 1st person singular (I).
7. The 2nd person plural pronoun -aydin meaning “you” is also shortened to “-aad”, the same as the 2nd person singular.

UNIT 6:5

WORKSHEET 24

MAXAAD SAMAYNAYSAA? (MAXAAD SUUBBINAYSAA?)

Maxaad samaynaysaa? 1B Anigu Waan ... 	1T 	1J 	1X 
Maxaan samaynayaa? 2B Adigu 	2T 	2J 	2X 
Muxuu samaynayaa? 3B Cali 	3T Axmed 	3J Faarax 	3X Cumar 
Maxay samaynaysaa? 4B Xabiiba 	4T Liin 	4J Dahabo 	4X Cambaro 

Maxaad samaynaysaa?

Maxaan samaynayaa?

Muxuu samaynayaa?

Maxay samaynaysaa?

1.	Waan	imanayaa. tegayaa. shaqaynayaa. akhriyayaa.(akhrinayaa)	2.	Waad	imanaysaa. sugaysaa. hadlaysaa. seexanaysaa.
3.	Wuu	cunayaa. tegayaa. shaqaynayaa. seexanayaa.	4.	Way	cunaysaa. sugaysaa. hadlaysaa. akhriyaysaa.(akhrinaysaa)

UNIT 6:6

DIALOGUE 5 GOING SOMEWHERE (MEEL TEGID) WITH UNIT 6:6

Waxaa hadlaya Cali iyo Caasha.

B: Sidee tahay? Ma fiican tahay?

(See weeye?)

T: Waan iska fiican ahay.

(Fiican weeye.)

B: Xaggeed tegaysaa?

(Inteed aadaysaa? Inteed u socotaa?)

T: Suuqa baan tegayaa.

(Suuqaan tegayaa.)*

B: Maxaad ka doonaysaa?

(Maxaad ka rabtaa?)

T: Muus baan ka doonayaa.

(Muusaan ka rabbaa.)*

Adigu xaggeed tegaysaa?

(Adigu inteed u socotaa?)

B: Dukaanka baan tegayaa.

(Dukaankaan u socdaa.)*

Saabbuun baan ka doonayaa.

(Saabbuun baan ka rabaa.)

T: Waa yahay.

Maalin wanaagsan.

B: Maalin wanaagsan.

*Note: Contractions such as these found in Dialogue 5 -- "Suuqaan tegayaa" -- are commonly used in spoken Somali.

UNIT 7:6

DIALOGUE 6 SHOPPING (WAX SOO IIBSASHO) WITH UNIT 7:6

Waxaa hadlaya dukaanlaha iyo Caasha.

B: Maxaad rabtaa?

(Maxaan kaa iibiyaa?)

T: Sonkor baan rabaa.

(Sonkor baan doonayaa.)

B: Waa tan sonkor wanaagsan.

Meeqaad rabtaa?

(Immisaad doonaysaa?)

T: Kiilo waa meeqa?

(Kiilo waa immisa?)

B: Halkii kiilo waa konton shilin.*

(Konton shilin waaye kiiladii.)

T: Waa yare qaali!

(Kistoo qaali waaye!)

B: Haye, afartan iyo shan shilin keen.*

(Afartaan iyo shan iska dhiib.)

T: Waa yahay. Waa hagaag.

B: Keen lacagta.

T: Hoo lacagta.

(Haye qabso hee lacagtaada.)

*Note: You will need to adjust these price amounts to fit the current situation in your area.

UIN 6:8

WORKSHEET 25

ABOUT COLOURS

When we ask the question:

"Waa midabkee?" (or "Waa rinjigee?")

we answer like this:

Wuu	cad	yahay.
Way	madow cas*	tahay. (dahay.)
Waa	buluug	.
	cagaar	(doog/akhdar)
	jaalle	(huruud)
	kafay	(bunni/cawl)
	guduud*	.
	basali	.

NOTE: The names used for colours differ in different areas, so you should learn and use the words known in your area.

*cas and guduud are both used for the colour red.

When we ask the question:

"Waa midabkee buuggu?"

we answer like this:

Waa	buug	cas.*	
	shaati	cad.	
	xaashi	madow.	ah.
	qalin	buluug	ah.
	.	cagaar	ah.
	.	jaalle	ah.
	.	kafay	ah.
.	guduud*	ah.	
.	basali	ah.	

B: Use these Substitution Table to make Questions and Answers about things in the classroom.

T: Tasaawiirta fiiri, weeraha 1aad iyo 2aad akhri oo buuxi lambarka saddexaad:

cagaar	guduud	jaalle	cagaar	buluug	kafay
buluug	cad	madow	kafay	cas	basaali

Maryan, Khadiija iyo Aadan waxay tegayaan dukaamada.

1. Maryan waxay rabtaa kursi kafay ah, iyo shaati buluug ah, iyo qalin madow, iyo babbaay cagaar ah.
2. Khadiija waxay rabtaa dembiil buluug ah, iyo xaashi basaali ah, iyo ubax guduud ah, iyo basal cad.
3. Aadan wuxuu rabaa _____ iyo _____ iyo _____ iyo _____.

UNIT SEVEN - Lesson Plan Components:

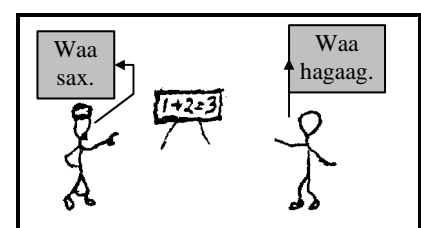
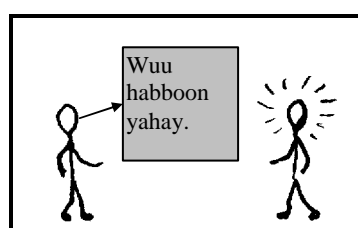
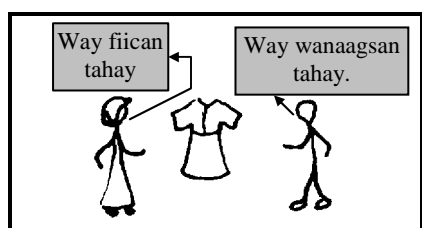
(Approx. time)

- 7.0 **“Approvals.”** Useful Expressions 2, (this page 48, below) 10 min.
- 7.1 ***In the market: Fruit and vegetables.*** Oral revision, then use 30 min.
Worksheet 26, (page 49)
Teaching Aids: Use real fruit and vegetables.
Cultural Note: Explain about how to speak to shopkeepers, how to bargain, asking for last price, the prices of local goods, paying, getting changed.
- 7.2 ***Yesterday: “Shalayto” and “Dorraad.”*** Oral, then use Worksheet 16, (page 32) 15 min.
- 7.3 ***Faadumo in the market: Present Continuous Tense.*** Use Worksheet 27, (p.50) 45 min.
Grammar Note: Remind the students about changing the verb endings from feminine to masculine when they talk about Cali e.g., Wuxuu tegayaa
- 7.4 ***Telling time: from half past, to the full hour.*** Oral, using a clock. 20 min.
Teaching Aid: Use a real clock, or cardboard clock with moveable hands.
- 7.5 ***Which colour?*** Use Worksheet 28, (page 51) 20 min.
Teaching Aids: You will need crayons or coloured pens or pencils for this part of the lesson.
Grammar Note: Explain how to form a question using “which” with the “ee” on the end of the word: Waa midabkee? Kee? Tee? Note the intonation.
- 7.6 **“Shopping”** Dialogue 6, (page 46) 20 min.
Cultural Note: Explain about how to speak to shopkeepers, how to bargain, asking for last price, the prices of local goods, paying, getting changed.
- 7.7 ***Axmed's Day: Present Continuous Tense Negatives.*** Use Worksheet 29, (p.52) 30 min.
Teaching Aids: See Summary Sheets 5 and 6 on Pages 101, 102, 103 for information about the formation and use of the Present Continuous Tense.
Grammar Notes:
- Use the Negative endings with “o” e.g., Ma tegayo, Ma tegaysid/so.
 - “Yaa?” (Who) is always followed by the verb in the third person singular masculine, e.g., Yaa tegayaa? Yaa imanayaa?
 - There are three negatives for “nobody”: “Qofna, Ninna, Cidna.” They are always used with a negative verb: Ninna ma tegayo.
- 7.8 ***Present Continuous Tense.*** Use Summary Sheet 5, (page 53 & 54) 10 min.
- 7.9 ***Twenty Questions: An oral game.*** Use Worksheet 30, (page 55) 30 min.

UNIT 7:0

USEFUL EXPRESSIONS 2

APPROVALS



UNIT 7:1

WORKSHEET 26

HAL KIILO WAA IMMISA/MEEQA? XABBADDII WAA IMMISA/MEEQA?

Waa muus.



Xabbaddii waa Shs ____.

Waa babbaay.



Xabbaddii waa Shs ____.

Waa cambe.



Xabbaddii waa Shs ____.

Waa bataato.
(baradho)



Hal kiilo waa Shs ____.

Waa yaanyo.
(tamaandho)



Kiilo waa Shs ____.

Waa karoot. (dabacase)



(Hal) kiilo waa Shs ____.

Waa basal.



(Hal) kiilo waa Shs ____.

Waa toon.



Hal kiilo waa Shs ____.

Waa bocor. (dubbo)



Hal kiilo waa Shs ____.

Waa ukun.



Xabbaddii waa Shs ____.

Waa liin macaan.



Hal kiilo waa Shs ____.
(Xabbaddii waa Shs ____.)

Waa hilib adhi(ari).



Hal kiilo waa Shs ____.

Substitution Tables: (Fill in the local cost).

Faaduma's shopping list:

		<u>Iibka</u>			
Hal	kiilo oo	bataato	ah	waa	shillin.
Laba		yaanyo	ah		
Shan		karoot	ah		
		basal	ah		
		bocor	ah		
		hiblib	ah		
Xabbad		muus	ah	waa	shillin.
		babbaay	ah		
		liin macaan	ah		
		cambe	ah		
		ukun	ah		

(Beeyac)

Faaduma suuqa bay tegaysaa.

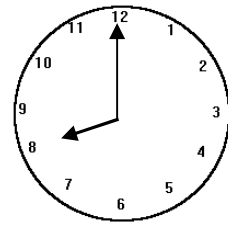
Waxay rabtaa/doonaysaa:

1. 2 kiilo oo bataata ah _____
 2. 6 xabbadood oo ukun ah _____
 3. 10 xabbadood oo muus ah _____
 4. 2 kiilo oo hilib adhi ah _____
 5. nus kiilo basal ah _____
 6. 1 babbaay oo wanaagsan _____
 7. kiilo iyo nus yaanyo ah _____
- Total Shs.: _____

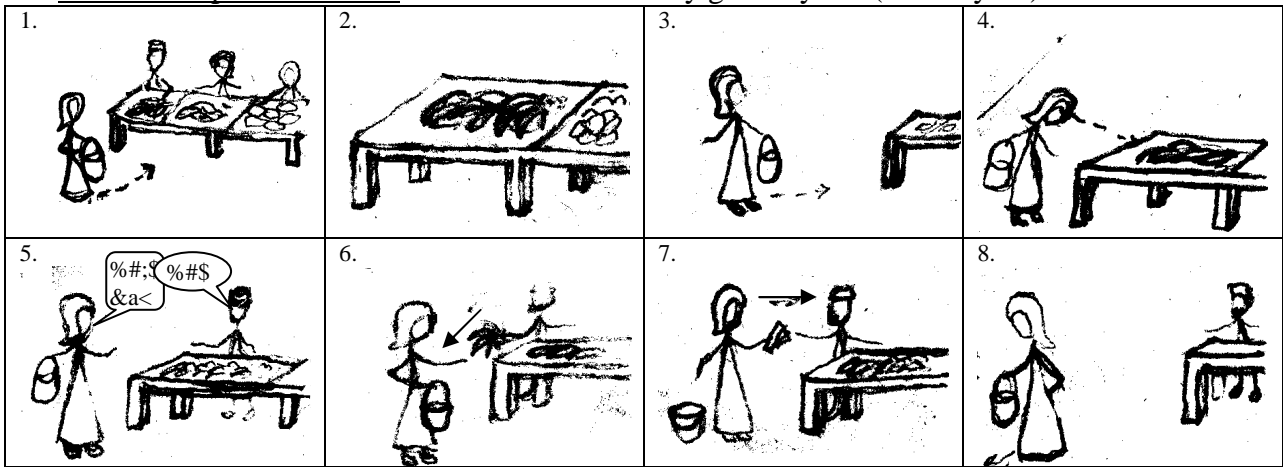
UNIT 7:3

WORKSHEET 27

FAADUMA IN THE MARKET



B: Look at the pictures below: Faaduma khudrad bay gadanaysaa. (iibsanaysaa)



Waa laba saac oo subaxnimo.

Waa tuma?

1. Xaggay tegaysaa?
2. Maxay rabtaa? (doonaysaa?)
3. Maxay qaadanaysaa?
4. Maxay fiirinaysaa?
5. Ayay la hadlaysaa?
6. Maxay gadanaysaa? (iibsanaysaa?)
7. Maxay dukaanlaha siinaysaa?
8. Hadeer xaggay tegaysaa?

Waa Faaduma.

1. Waxay tegaysaa suuqa.
2. Waxay rabtaa khudrad.
3. Waxay qaadanaysaa danbiil. (dembiiil)
4. Waxay fiirinaysaa khudraddii.
5. Waxay la hadlaysaa dukaanlaha.
6. Waxay gadanaysaa khudrad.
7. Waxay siinaysaa isaga, lacag.
8. Waxay tegaysaa gurigeedii.

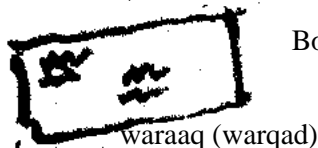
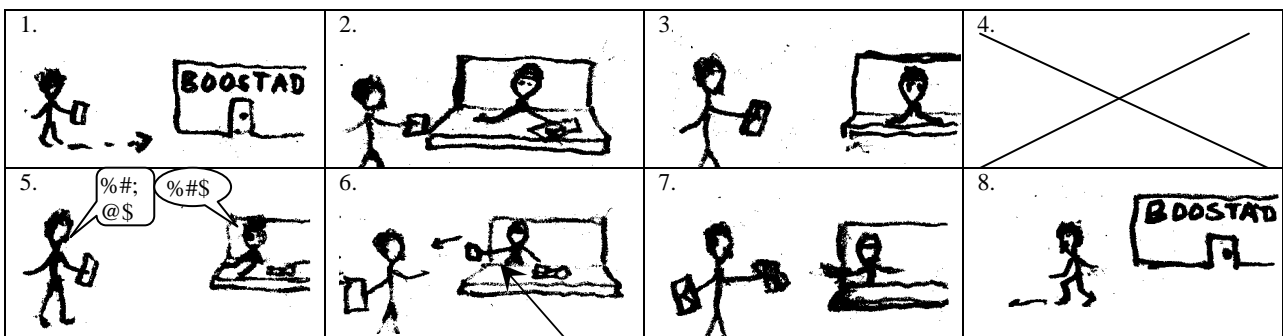
T: Now look at the pictures below and make sentences about Cali following the same pattern:

1. Xagguu tegayaa?

1. Wuxuu tegayaa _____

2. Muxuu rabaa? (doonayaa?)

2. Wuxuu rabaa _____



Boostaalaha

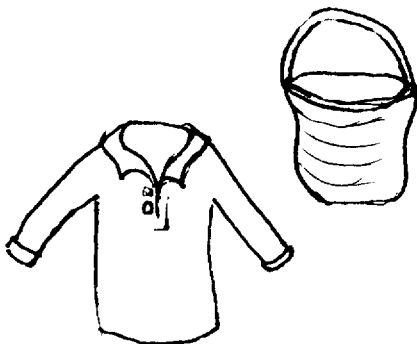
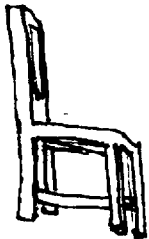
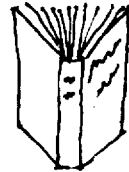
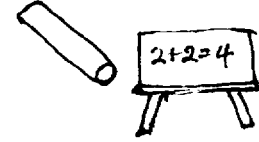


UNIT 7:5**WORKSHEET 28**WAA MIDABKEE? WAA RINJIGEE?

INSTRUCTIONS:

1. Weerahan hoos ku qoran akhri.
2. Taswiiraha saxa ah raadi.
3. Midabka saxa ah ku midabee.
 - b. Buug guduudan ii keen.
 - t. Kursiga kafayga (buniga) ah ku fadhiiso.
 - j. Waxaan fiirinayaa ubax buluug ah.
 - x. Shaati cagaar ah buu soo gadanayaa.
 - kh. Tabaashiirtu (jeesadu) waa cad dahay.
 - d. Aaway danbiisha jaallada ah?
 - r. Cali surwaal guduud ah buu rabaa.
 - s. Labada buug oo cagaarka ah halkan dhig.
 - sh. Qalinkaas wuu madow yahay.
- c. Koob buluug ah bay rabtaa.

Note: The students will need coloured pencils or crayons for this lesson.



When you finish:

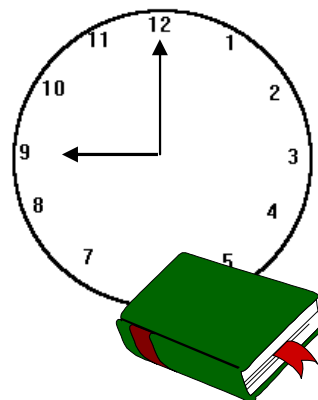
- Check your answers with another student.
- Practice reading the sentences.
- Ask each other questions about them.
- Make sentences like this about things in the classroom.

UNIT 7:7

WORKSHEET 29

MAALINTII AXMED

Kani waa xusuusqorkii Axmed. Axmed waa maamule.
Xusuusqorka ku qor qofka imanayaa iyo saacadduu imanayo.



MAANTA

9:00am		2:00pm	
10:00am		3:00pm	
11:00am		4:00pm	
12:00			

Akhri:

Q: Saddex saac yaa imanayaa? etc.,

(alternate times):

(Q: Sagaalkii yaa imanayaa? etc.,)

- | | |
|--|------------------------------------|
| 1. Anigu (macallinku) <u>saddex saac</u> ma imanayo.
Waxaan imanayaa <u>shan saac</u> oo subaxnimo. | (sagaalkii)
(kow iyo tobankii) |
| 2. Adigu (ardaygu) <u>lix saac</u> ma imanaysid.
Waxaad imanaysaa <u>sagaal saac</u> oo galabnimo. | (laba iyo tobankii)
(saddexdii) |
| 3. Dr Xasan <u>hal saac</u> ma imanayo.
Wuxuu imanayaa <u>afar saac</u> oo subaxnimo. | (toddobadii)
(tobankii) |
| 4. Sheekh Nuur <u>siddeed saac</u> ma imanayo.
Wuxuu imanayaa <u>lix saac</u> oo duhurnimo. | (labadii)
(laba iyo tobankii) |
| 5. Luula <u>laba saac</u> ma imanayso.
Waxay imanaysaa <u>toban saac</u> oo galabnimo. | (siddeedii)
(afartii) |
| 6. Maryan <u>shan saac</u> ma imanayso.
Waxay imanaysaa <u>saddex saac</u> . | (kow iyo tobankii)
(sagaalkii) |

Negative endings:

- | | | |
|-----------------------|----|--------------------|
| * Anigu ma imanayo. | or | Anigu iman maayo. |
| * Adigu ma imanaysid. | | Adigu iman maysid. |
| * Isagu ma imanayo. | | Isagu iman maayo. |
| * Iyedu ma imanayso. | | Iyadu iman mayso. |

UNIT 7:8SUMMARY SHEET 5USES OF THE PRESENT CONTINUOUS TENSE

B: There are two kinds of verbs:

1. Verbs of “State” or “Being” i.e., The verb to Be. They say that somebody “is” or “was” something e.g., I am a teacher. Anigu macallin baan ahay.
2. Action Verbs: They say that somebody is “doing” something, and this usually involves action or movement. e.g., come (kaalay), I am coming. (Waan imanayaa.)

T: The Present Continuous Tense:

‘Tense’ refers to ‘time’. It indicates the general time during which an action happens, happened, or will happen, as the case may be.

Thus the meaning of ‘present tense’ is that an action is going on continuously in the present time, e.g.: I am writing. (I started to write 15 minutes ago. I am writing now, and I will continue for the next 15 minutes). You are reading. He is sleeping. She is working. etc.

In Somali this tense is mainly used in these ways:

1. We use it when we speak about actions which somebody is doing NOW at this present moment, e.g.,
 - Waad akhriyaysaa. You are reading this summary sheet now.
 - Wuu cunayaa. He is eating now, while you are reading.
2. We use it for actions which someone plans, or intends to do in the near future. e.g., I am going to visit my sister next week.
 - Wiigga dambe shaati cusub buu gadanayaa. He is going to buy a new shirt. (He has already decided to do it.)
 - Bisha dambe Rooma baan tegayaa. Next month I am going to Rome. (I have already bought the ticket.)
3. We use it for actions not yet begun, but which we are going to do very soon! e.g.,
 - Buugga keen.
 - Haya, waan keenayaa. (But actually, he has not yet picked it up.)

continued

S.S.5 continued

J: 1. Some verbs of sense, emotion and thinking, which are not used in the Present Continuous Tense in English (I see, I understand, I think so) are used in the Continuous Tense in Somali.

e.g., Waan maqlayaa. - I hear. (lit. I am hearing.)

Waan garanayaa. - I understand (lit. I am understanding.) etc.

2. However, in Somali, some of the verbs in this group are not used in the continuous tense, but with the Verb to Be:

e.g., jecel (like, love) Waan jeclahay.

neceb (hate, dislike) Waan necebahay.

deggan (live) Waxaan degganahay Xamar.

leh (own) Guri baan leeyahay.

og (be aware of) Waan ogahay.

3. A few verbs are nearly always used in the Present Habitual/Indicative Tense. (See Units 11 - 15). These are:

Waan joogaa. I'm here. I'm present.

Wuu jiraa. He exists (speaking about God). It is. (M subject).

Guriga buu ku jiraa. He is in the house.

These verbs “joog” and “jir” are sometimes more like verbs of state, being or existence than “action” verbs.

4. In Somali there are two verbs meaning “to want”.

i. “doon” - is used in the Continuous Tense: Buug baan doonayaa.

ii. “rab” - is used in the Habitual Tense: Buug baan rabaa. (“rab” is almost never used in a continuous tense.)

- “Soco” - is often used in the Habitual tense with the meaning of going “now”.

e.g., Xaggeed ku socataa? Where do you go? (Where are you going?)

5. “Waan fadhiisanayaa” means in Somali, “I’m in the act of sitting down.” When the person is actually seated he would say: “Waan fadhiistay” (I sat). In English we would say, “I’m sitting down”, but the action has already been completed, so the past tense is used.

So:

LISTEN AND LEARN

LANGUAGES WORK IN DIFFERENT WAYS!

UNIT 7:9**WORKSHEET 30**“20 QUESTIONS”GAMES FOR ORAL PRACTICEINSTRUCTIONS:GAME 1: “What am I buying?” “Maxan gadanayaa?” (iibsanyaa?)

1. One student is chosen, volunteers, or draws a straw to become the leader for the first game. (S1 = student 1)
2. S1 thinks of something he/she is going to buy/is buying; e.g. koob
3. S1 says: “Waxaan tegayaa dukaamada. Maxaan gadanayaa?”
4. Other students try to guess what S1 is buying by asking questions:
e.g., S2: “Buug maad gadanaysaa?” S1: “Maya, buug ma gadanayo.”
S3: “Qalin maad gadanaysaa?” S1: “Maya, qalin ma gadanayo.”
The question and the answer must be given in full.
5. The teacher keeps score. Students are allowed. 20 questions to get the answer.
6. Any student who gets the answer correct can be “S1” for the next turn. If nobody gets the answer, S1 can choose another to replace him/her.
7. All students should take part in asking questions.
8. This game can also be played in pairs or groups of three.

OTHER SUGESTIONS FOR “20 QUESTIONS”

<u>GAME 2:</u>	What is Cali eating? “Cali wax buu cunayaa. Muxuu cunayaa?”	<i>Muus?</i> <i>Baasto?</i>
<u>GAME 3:</u>	Where is Faaduma going? “Faaduma meel bay tegaysaa. Xaggay tegaysaa?”	<i>Suuqa?</i> <i>Xafiiska?</i>
<u>GAME 4:</u>	When are you coming? “Adigu waad imanaysaa. Goormaad imanaysaa?”	<i>Caawa?</i> <i>Axadda?</i>
<u>GAME 5:</u>	What is Ismaaciil bringing? “Ismaaciil wax buu keenayaa. Muxuu keenayaa?”	<i>Lacag?</i> <i>Buug?</i>
<u>GAME 6:</u>	What is Sahra looking at? “Sahra wax bay fiirinaysaa. Maxay fiirinaysaa? ”	<i>Cuntada?</i>
	<i>Ubaxa?</i>	<i>Xaashida?</i>
		<i>Guriga?</i>

UNIT EIGHT - Lesson Plan Components:

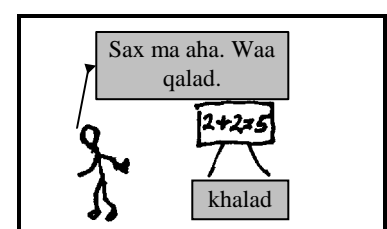
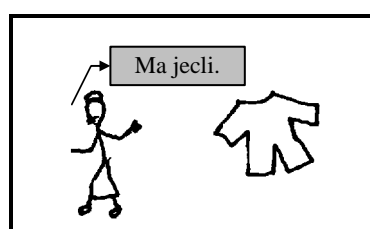
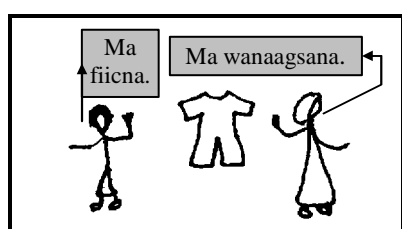
(Approx. time)

- 8.0 **“Disapprovals.”** Useful Expressions 3, (this page 56, below) 10 min.
- 8.1 ***Faaduma’s Party: Food*** (dry rations). Oral, then use Worksheet 31, (page 57) 10 min.
Teaching Aids: Bring dry rations such as flour, rice, pasta, sugar, tea leaves, salt, bread, oil, spices.
Cultural Note: Talk about the food Somali women prepare for a party and how to eat from a communal plate, sitting on the floor. Explain anything else students ask about.
- 8.2 **Review Dialogues 4, 5 and 6;** (pages 33 and 46). 20 min.
Grammar Note: Remind students that a “We” question is sometimes answered with “we” and sometimes with “you.” But “you” questions have “we” answers.
- 8.3 ***Qado wanaagsan: Present Continuous Tense, Plural.*** Oral, then use Worksheet 32, (page 58). 40 min.
Teaching Aids: Bring dry rations such as flour, rice, pasta, sugar, tea leaves, salt, bread, oil, spices.
- 8.4 ***Maxay gashan yihiin? Somali Clothes.*** Use a prepared picture. 10 min.
Teaching Aid: Prepare a picture of a Somali man and woman wearing traditional clothes.
- 8.5 ***Telling time: From half past the hour.*** Use Worksheet 33A, (page 59). 10 min.
- 8.6 ***Parts of the Body: The trunk and limbs.*** Oral, then use Worksheet 33B, (p.59) 15 min.
- 8.7 ***Present Continuous Tense: Form.*** Summary Sheet 6, (page 60). 15 min.
Teaching Aid: Read Summary Sheet 6, on page 60. Write the Verb endings on the Blackboard. Then add verb roots to the verb ending. Read through the whole conjugation: Waan qorayaa, Waad qoraysaa, Wuu qorayaa, etc.
- 8.8 ***What are they going to do?: Plurals.*** Use Worksheet 34A, (page 61). 40 min.
Teaching Aid: Read over Worksheet 34A on page 61 with students before they begin to work in pairs. Do the sentences before making the questions. Start asking questions with “they” first, because the verb endings do not change, e.g., Maxay samaynaayan? Kubaad bay cayaarayaan.
- 8.9 ***Making statements, questions and answers.*** Use Worksheet 34B, (page 62) 40 min.
Teaching Aids: You will need pairs of scissors or razor blades, for the students to cut out the words and signs on this page.

UNIT 8:0

USEFUL EXPRESSIONS 3

DISAPPROVALS



UNIT 8:1

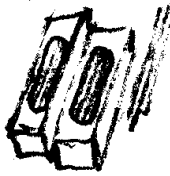
WORKSHEET 31

FAADUMA'S PARTY (XAFLADDA FAADUMA)

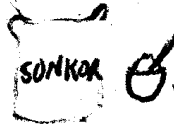
B: Akhri oo baro (adigoo baranayaa erayadda la isticmaalo halkii aad joogtid).*



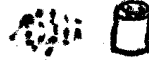
Waa bariis.
Waa bariid.



Waa baasto.



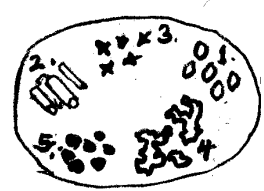
Waa sonkor.



Waa cusbo.
Waa milix.



Waa bur.
Waa daqiiq.



Waa Xawaash.
Waa xawaaj/geed adari.



Waa rooti.
Waa furun/kibis.



Waa canjeelo.
Waa laxoox.



Waa caano
geel.



Waa caleen
shaah.



Waa saliid.

1. Waa heyl.
2. Waa qarfe/qaranfuul.
3. Waa dhegayare / qarfe dhegooleh.
4. Waa sinjibiil.
5. Waa filfil.

*Note: As you can see there are often two or more words for these items; you should learn the vocabulary which is used in the area where you are staying.

T: Maanta waa xaflad.

Dad badan baa guriga Faaduma imanaya.

Faaduma suuqa iyo dukaamada bay tegaysaa.

Waxay gadanaysaa khudrad (khudaar) iyo raashinka xafladda.

Maanta qado wanaagsan bay samaynaysaa.

Waxay karinaysaa:

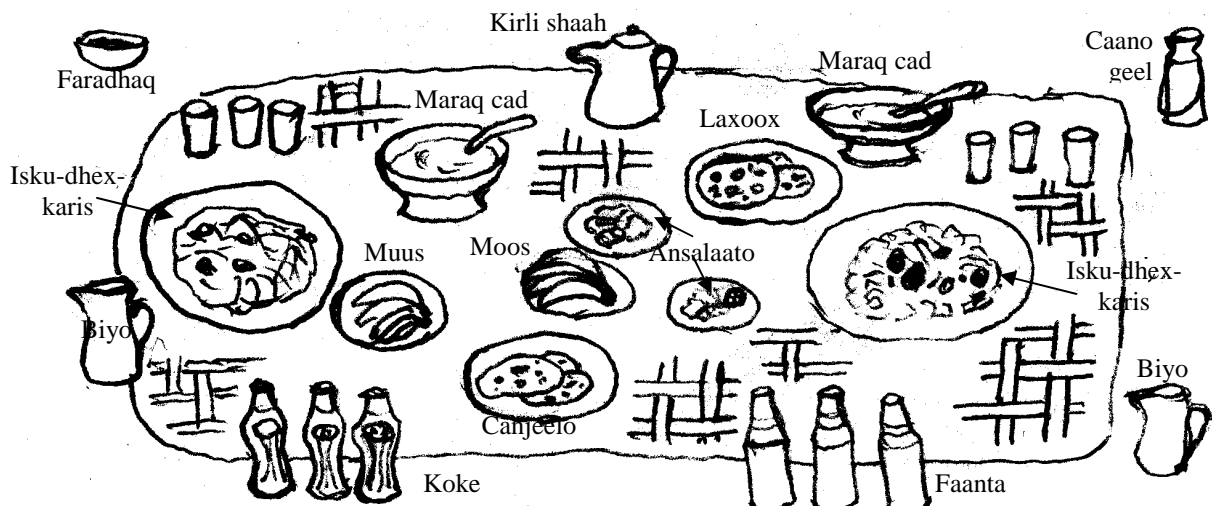
- Isku-dhex-karis. Waa bariis iyo hilib adhi (ari) iyo baradho (bataato) iyo xawaash.
- Maraq cad. Waa khudrad (khudaar) iyo hilib iyo biyo badan.
- Canjeelo ama Laxoox. Waa rooti ama kibis Soomaali.
- Shaah. Waa biyo iyo caleen shaah iyo heyl iyo qarfe iyo dhegayare iyo caano iyo sonkor.

Waxay samaynasaa:

- Ansalaato. Waa ansalaato, yaanyo/tamaandho, basal, cusbo/milix iyo saliid.

Cali wuxuu keenayaa caano geel iyo Faanta iyo Koke.

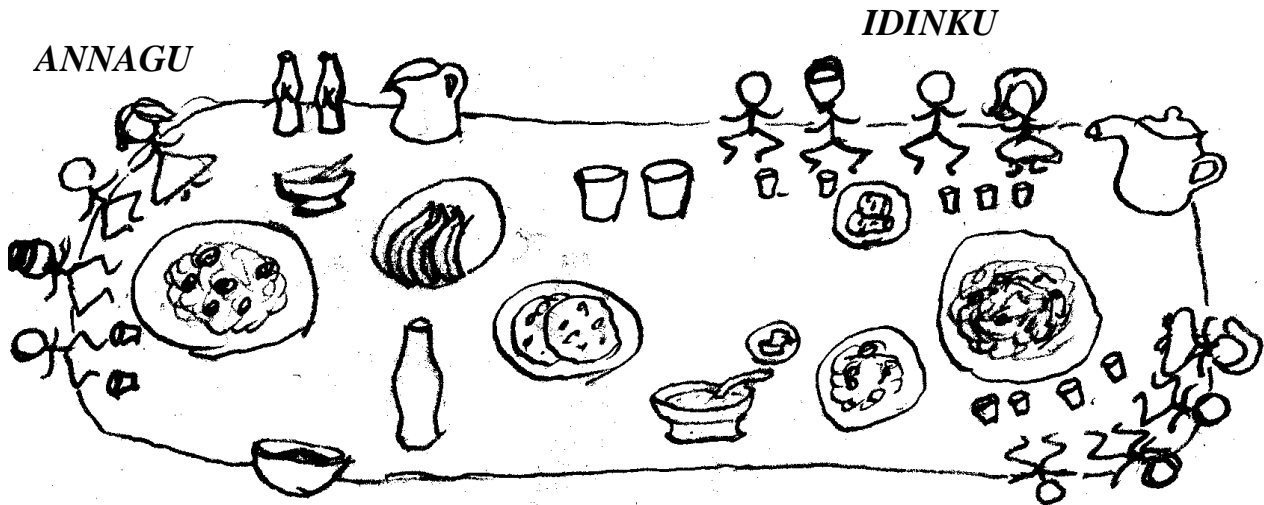
C: Waa xafladdii Faaduma: Ka hadal.



UNIT 8:3

WORKSHEET 32

QADO WANAAGASAN



Maxaan cunayaa?

1. Annagu waxaan cunaynaa isku-dhex-karis.
Waxaan cabbaynaa biyo iyo Koke.



Annagu shaah ma cabbayno.

2. Idinku waxaad cunaysaan maraq iyo canjeelo.
Waxaad cabbaysaan biyo iyo shaah.



Idinku ma cabbaysaan Faanta iyo Koke.

3. Iyagu waxay cunayaan isku-dhex-karis iyo ansalaato.
Waxay cabbayaan maraq.



Iyagu biyo ma cabbayaan.

Su'aalo isuweyddiya oo Jawaabo sax ah ka celiya idiinkoo adeegsanayaan erayada taxnaan ee hoos ku qoran (Make Questions and Answers using these Substitution Tables below):

Su'aalo (Questions/Interrogatives)

Hilib	maan	cunaynaa?
Bariis	maad	cunaysaan?
Ansalaato	may	cunayaan?
Canjeelo	Jawaabo (Negative answers)	
Rooti	ma	cunayno.
Baasta		cunaysaan.
Muufo		cunayaan.
Ukun		

Jawaabo (Affirmative Answers)

Waxaan	cabbaynaa	sigaar.
Waxaad	cabbaysaan	shaah.
Waxay	cabbayaan	Faanta.
		Koke.
		biyo.
		kafay (bun).
		isbermuuto.

Note: We say about milk:

Waxaan dhamaynaa caano.
Caano ma dhamayno.

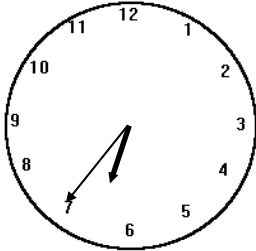
UNIT 8:5

WORKSHEET 33A

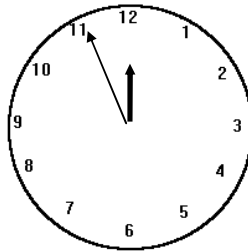
TELLING TIME

Match the clock and the time.

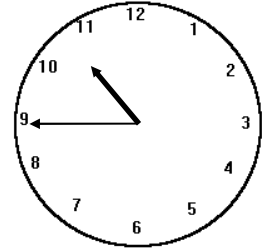
1.



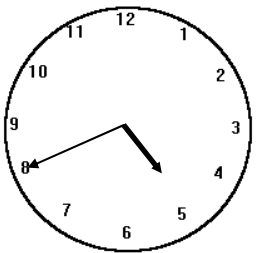
2.



3.

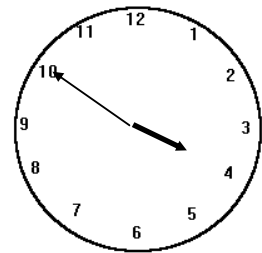


4.



- b. Waa toban saac oo toban la' (dhiman).
- t. Waa shan saac oo rubi la' (dhiman).
- j. Waa hal saac oo shan iyo labaatan la'.
(oo shan iyo labaatan dhiman).
- kh. Waa lix saac oo shan la' (dhiman.)
- x. Waa kow iyo toban sac oo labaatan la'.

5.

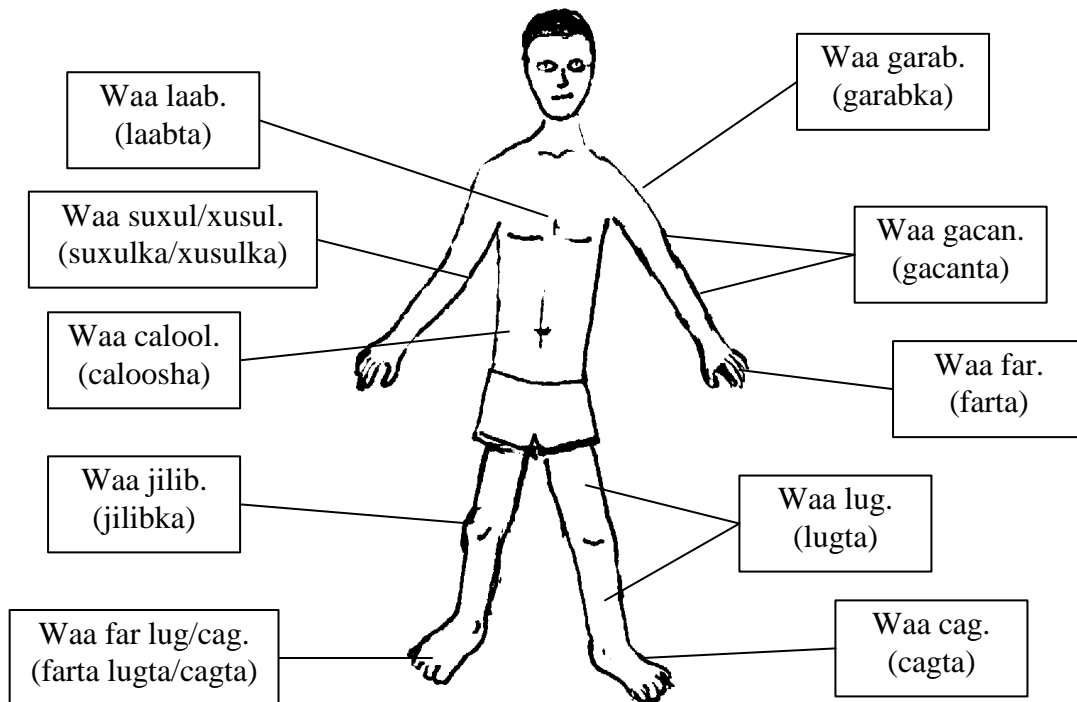


(oo labaatan dhiman.)

UNIT 8:6

WORKSHEET 33B

WAA QAYBAHA JIRKA (JIDHKA)



UNIT 8:7SUMMARY SHEET 6PRESENT CONTINUOUS TENSE

<u>INTERROGATIVE</u>	<u>AFFIRMATIVE</u>	<u>NEGATIVE</u>	
Maan tegayaa?	Waan tegayaa.	Ma tegayo.	(Tegi maayo.)
Maad tegaysaa?	Waad tegaysaa.	Ma tegaysid.	(Tegi maysid.)
Muu tegayaa?	Wuu tegayaa.	Ma tegayo.	(Tegi maayo.)
May tegaysaa?	Way tegaysaa	Ma tegayso.	(Tegi mayso.)
Maan tegaynaa?	Waan tegaynaa.	Ma tegayno.	(Tegi mayno.)
Maad tegaysaan?	Waad tegaysaan.	Ma tegaysaan.	(Tegi maysaan.)
May tegayaan?	Way tegayaan.	Ma tegayaan.	(Tegi maayaan.)

PRESENT CONTINUOUS TENSE ENDINGS

These verb endings are suffixes the verb. The “root” of the verb Tag! (Go!) Sug! (Wait!) etc. vowel, e.g., dhegayso, sii, samee; adding verb endings beginning

- ayaa
- aysaa
- ayaa
- aysaa
- aynaa
- aysaan
- ayaan

because they are added to the “root” or “stem” of in Somali is the singular imperative or command: However, in Somali many verb “roots” end in a so see the explanations below for the method of with a vowel, to verb roots ending with a vowel.

- Group 1 Verbs: These end with a consonant. e.g., tag, sug, fur, etc.
The verb ending (- ayaa) is added directly to the imperative. e.g., tag + -ayaa = Waan tegayaa. (Sometimes the “a” changes to “e” because it sounds better, e.g. tag becomes teg before adding - ayaa. This is called euphony).
Sug + -ayaa = Waan sugayaa.
- Group 2 Verbs: These end in “o” or “ow”. e.g., imo / imow, fadhiiso, seexo, etc.
The “o” usually changes to “a” and “n” is added before the (-ayaa) ending, e.g., imo - ima + n + -ayaa = Waan imanayaa.
fadhiiso – fadhiisa + n + ayaa = Waan fadhisanayaa.
- some words retain the “o”,
e.g., noqo + n + ayaa = Waan noqonayaa.
soco + n + ayaa = Waan soconayaa.
– notice where the stress falls in these sentences: Waan fadhisánayaa. Waan noqónayaa.
- Group 3 Verbs: These end in “i”, “ee”, “ii”, “aa” e.g., celi, samee, sii, etc.
These usually add “n” or “y” before the “-ayaa” ending, e.g., Celi – celi + n + -ayaa = Waan celinayaa.
- sometimes a “y” is added instead of an “n” e.g., akhri – akhri + y + ayaa = Waan akhriyayaa. (But akhrinayaa is also used).
- Words which end in “ee” change the “ee” to “ay” before the “n”
e.g., samee – samay + n + ayaa = Waan samaynayaa.
shaqee – shaqay + n + ayaa = Waan shaqaynayaa.
– notice where the stress falls in these sentences: Waan samáynayaa. Waan akhríyayaa.

UNIT 8:8

WORKSHEET 34a









USING PRESENT CONTINUOUS TENSE PLURALS

1. Make a sentence for each picture. (Some words to help you are written under the pictures.)

e.g., Axadda Kiniisadda baan tegaynaa. (or ... Waxaan tegaynaa ...)

A. **Axadda Isniinta Talaadada Arbacada Khamiista Jimcada Sabtida**

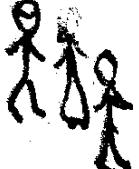







Annagu

							
	Kiniisadda (n)		daawo (v)	suuqa (n)			seexo (v)

e.g., Axadda kubbad baad cayaaraysaan. (or ... Waxaad cayaaraysaan ...)

B. **Axadda Isniinta Talaadada Arbacada Khamiista Jimcada Sabtida**


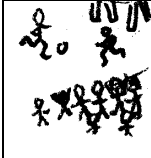




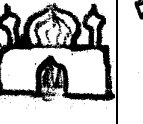

Idinku

							
	kubbad (n) cayaar (v)		kari (v)		xafiis (n)		

e.g., Axadda kubbad bay daawanayaan. (or ... Waxay daawanayaan ...)

C. **Axadda Isniinta Talaadada Arbacada Khamiista Jimcada Sabtida**

Iyagu

							
	kubbad (n) daawo (v)		la hadal (v)				tol (v)

Remember:
We .. ? – You ...
You .. ? – We ...

2. Now try to make questions and answers about the pictures above

e.g.,

- A. Q: Annagu Axadda Kiniisadda maan tegaynaa? (We)
- A: Haah, waad tegaysaan. (You)
- B. Q: Idinku Axadda kubbad maad cayaaraysaan? (You) (ciyaaraysaan)
- A: Haah, waan cayaaraynaa. (We)
- C. Q: Iyagu Axadda kubbad may cayaarayaan? (They)
- A: Maya, ma cayaarayaan. (They)
- (Kubbad) way daawanayaan.

UNIT 8:9**WORKSHEET 34b**WORD ORDER PRACTICE

Instructions: Cut out all the words and signs on this page. Then rearrange them into correct sentences, questions and answers. Many combinations can be made.

Anigu waxaan tegayaa suuqa maya, ma tegayo
 Adigu waxaad tegaysaa ceelka maya, ma tegaysid
 Isagu wuxuu tegayaa webiga maya, ma tegayo
 Iyedu waxay tegaysaa xafiiska maya, ma tegayso
 Annagu waxaan tegaynaa guriga ma tegaysaan
 Idinku waxaad tegaysaan dugsigu ma tegayno
 Iyagu waxay tegayaan cisbitaalka ma tegayaan
 Anigu masaajidka baan ka imanayaa Haah, maan ?
 Adigu Boostada baad ka imanaysaa Haah, maad ?
 Cali makhaayadda buu ka imanayaa Haah, muu ?
 Hooyaday dukaanka bay ka imanaysaa Haah, may ?
 Anigu iyo adigu Bangiga baan ka imanaynaa maan ?
 Adigu iyo Caasha beerta baad ka imanaysaan maad ?
 Macallimiinta hudheelka bay ka imanayaan may ?
 ka ma imanayo waan Xaggaan ? maan ?
 ka ma imanaysid waad Xaggeed ? maad ?
 ka ma imanayo wuu Xagguu ? muu ?
 ka ma imanayso way Xaggay ? may ?
 ka ma imanayno waan Xaggaan ? maan ?
 ka ma imanaysaan waad Xaggeed ? maad ?
 ka ma imanayaan way Xaggay ? may ?

UNIT NINE - Lesson Plan Components:

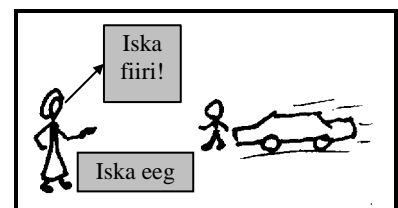
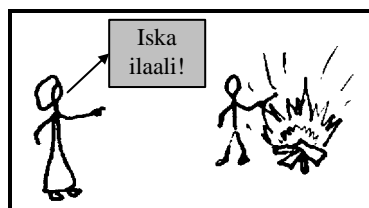
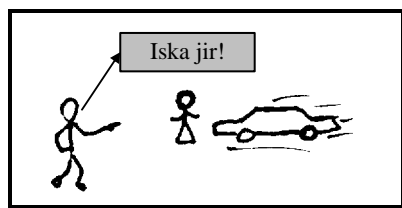
(Approx. time)

- 9.0 **“Warnings.”** Useful Expressions 4, (this page 63, below) 10 min.
- 9.1 **Describing things: Adjectives.** Oral, using Worksheet 35, (page 64). 30 min.
Cultural Note: Talk about the special uses of some of the adjectives, e.g., “kulul”, “fudud”, and their meanings when used to talk about people.
- 9.2 **What are you going to do? Interviews.** Use Worksheet 36, (page 65). 30 min.
Grammar Note: You will need to go through Worksheet 36, on page 65 carefully with the students. Explain that they will ask somebody the question and the person will answer “I am ...” But when they write the answer in the worksheet they will write “He / she is...” “Wuxuu yahay / Waxay tahay ...”
- 9.3 **“Traveling.”** Dialogue 7, (page 66) 30 min.
- 9.4 **Telling time: The T.V. programme schedule.** Oral lesson. 15 min.
Teaching Aid: Use a T.V. programme schedule found in “Xiddigta Oktoober.” Write it on the blackboard or on a large piece of paper.
- 9.5 **Categories: A Test.** Use Worksheet 37, (page 67). 20 min.
- 9.6 **My leg is hurting: Pains.** Oral, using the names of parts of the body. 10 min.
- 9.7 **Faaduma and Maxamed are wearing.....** Oral, clothes and colours. 15 min.
Teaching Aid: Use the prepared picture of a Somali man and woman wearing traditional clothes. Talk about what they are wearing.
- 9.8 **In Xuseen Sheekh Cali's compound: Present Continuous Tense.** 40 min.
Oral, using Worksheet 38, (Page 68).
Cultural Note: Talk about life in a Somali compound and some of the things the students will see and hear. First ask students to make sentences about what they are in the picture. Then the teacher reads the sentences, while the students listen and try to understand.
Grammar Notes: The students may ask about the different types of sentences used in Worksheet 38. We use “baa” after the subject of the sentence, especially when two nouns are not defined, e.g., Eey baa hilib cunaya. A “baa” is usually used when answering a question beginning with “Yaa.”

UNIT 9:0

USEFUL EXPRESSIONS 4

WARNINGS



UNIT 9:1

WORKSHEET 35**DESCRIBING THINGS**

Instructions: Look, listen and learn. Tilmaamo: Eega (fiiriya), dhegaysta oo barta.



1. Sanduuqu wuu weyn yahay.
3. Geedkani wuu dheer yahay.
5. Qorraxdu way kulushahay.
7. Gurigani wuu dhow yahay.
9. Shaatigani wuu cusub yahay.
11. Jawaankani wuu culus yahay.
13. Bariisku wuu badan yahay.
15. Xaaskiisu way dhuuban tahay.
17. Boorsadani way madow dahay.
19. Shaqadani way fiican tahay.

2. Lacagtani way yar yahay.
4. Ninkani wuu gaaban yahay.
6. Faantadu way qabow dahay.
8. London way fog tahay.
10. Nacnacu wuu macaan yahay.
12. Xaashidani way fuduud dahay.
14. Ninkani wuu buuran yahay.
16. Buuggani wuu xun yahay.
18. kurdaddani way cad dahay.
20. Ubuxu wuu udgoon yahay.

UNIT 9:2

WORKSHEET 36 INTERVIEWS

Maxaad samaynaysaa galabta/caawa? (Finding out what others are going to do.)

Instructions:

1. Look at the prompt words (Meel? Goorma?) and prepare the question for each one. The first two questions have been inserted for you.
2. Look at the example answers in No. 1 (Cali).
3. Fill in lines 2 and 3 in the same way, by asking 2 people the questions.
4. Before you ask number 3 what he/she is going to do, you must tell him or her what number 2 is going to do.
5. Don't forget! You will also have to give answers to someone else's questions.

Magac Q. Magacaa?	Meel? Xaggeed tegaysaa?	Goorma?	Maxaa ku? Sidee ku?	Samee?	Cun?	Cab?
1. Cali	Hudheelka buu tegayaa.	Toban saac buu tegayaa.	Lug buu ku tegayaa.	Saaxiibkii buu arkayaa.	Bariis iyo hilib buu cunayaa.	Faanto buu cabbayaa.
2.						
3.						

Some useful questions and answers:

Q1: Sidaad/ ku tegaysaa?

B: Lug baan ku tegayaa.

T: Taksi baan ku tegayaa.

Q2: Maxaad samaynaysaa?

B: Waxba ma samaynayo.

T: Ma garanayo. / Ma ogi.

UNIT 9:3

DIALOGUE 7 TRAVELLING (SAFAR / SOCDAAL) WITH UNIT 9:3

Waxaa hadlaya Caasha iyo Cali.

B: Haye, nabad sow ma aha?

(See waaye? Ma fiican tahay?)

T: Nabad weeye.

(Fiican.)

B: Xaggeed u socotaa?

(Inteed u socotaa?)

T: Xafiiska Kenya Airwayska.

B: Maxaad ka rabtaa?

(Maxaad ka doonaysaa?)

T: Tigidh baan ka gadanayaa.

(Tigidh baan ka soo goosanayaa.)

B: Yaa dhoofaya?

T: Aniga* baa dhoofaya.

(Anigaa dhoofaya.)

B: Xaggee?

(Meelma?)

T: Ilaa Muqdisho.

(Ilaa Xamar.)

B: Goormaad dhoofaysaa?

T: Axadda ayaan dhoofayaa.

(Axaddaan isku soo qoray.)

B: Haye, safar wanaagsan.

*Note: If you change "Anigaa" you will have to change the following verb endings to agree, e.g., "Caashaa dhoofaysa." = "Caasha baa dhoofaysa."

UNIT 10:2

DIALOGUE 8 WHAT WOULD YOU LIKE? WITH UNIT 10:2

Waxaa hadlaya Cali iyo Caasha.

B: Hooddi! Maad joogtaa?

(Hooddi! Ma la joogaa?)

T: Waan joogaa. Soo dhowow.

B: Sidee tahay?

T: Waa nabad iyo caafimaad.

Fadhiiso.

(Fariiso)

B: Waa yahay.

T: Maxaan kuu keenaa, wax qabow mise wax kulayl?*

B: Wax kulayl baan jeclahay.

(Wax kulaylaan rabaa?)

T: Shaah ka waran?

B: Haah, shaaha rinji ah ii keen.

(shaah bigays ah.....)

T: Haye, waan kuu keenayaa.

Wax yar sug.

(In yar / kistoo yar sug)

*Note: Often in Somali culture this type of question is not even asked of a guest. Rather the host simply brings out something to drink, e.g. tea or soda for the guest.

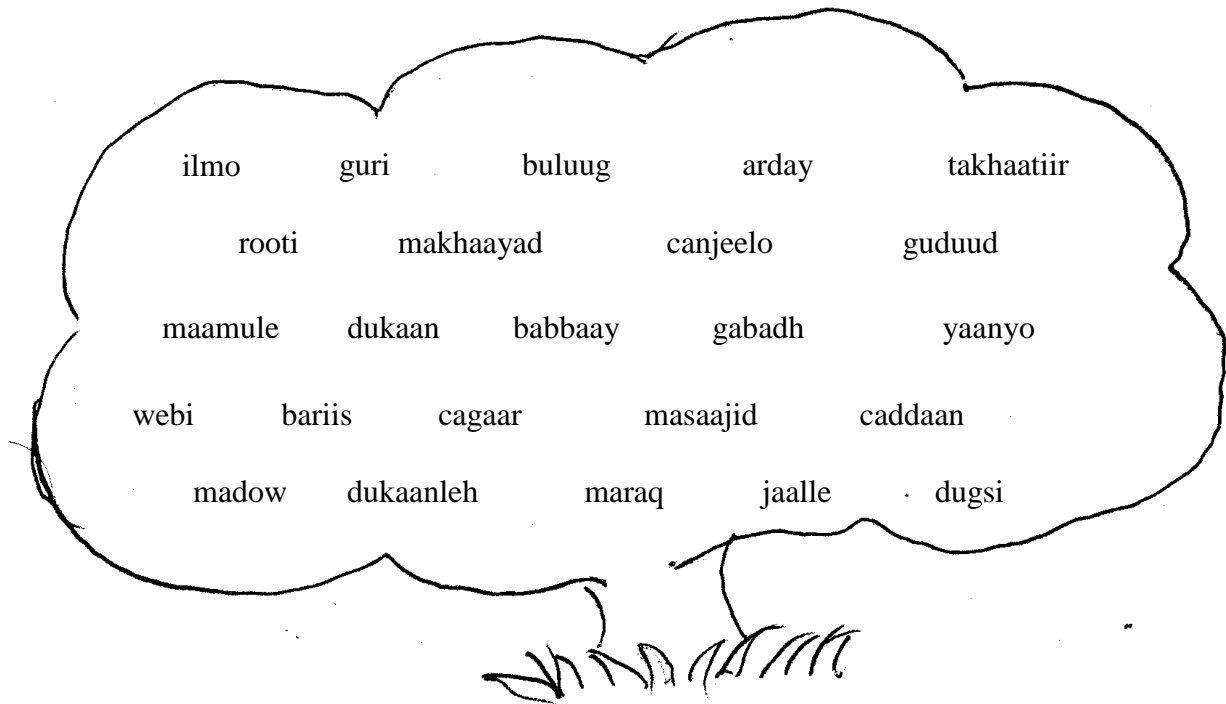
UNIT 9:5

WORKSHEET 37

CATEGORIES – A TEST (INTIXAAN)

Erayada hoosta ku qoran, afarta meelood u qaybi. - Put the words below in the correct column.

	Dad	Midabo	Cuntooyin	Meelo
1.				
2.				
3.				
4.				
5.				
6.				

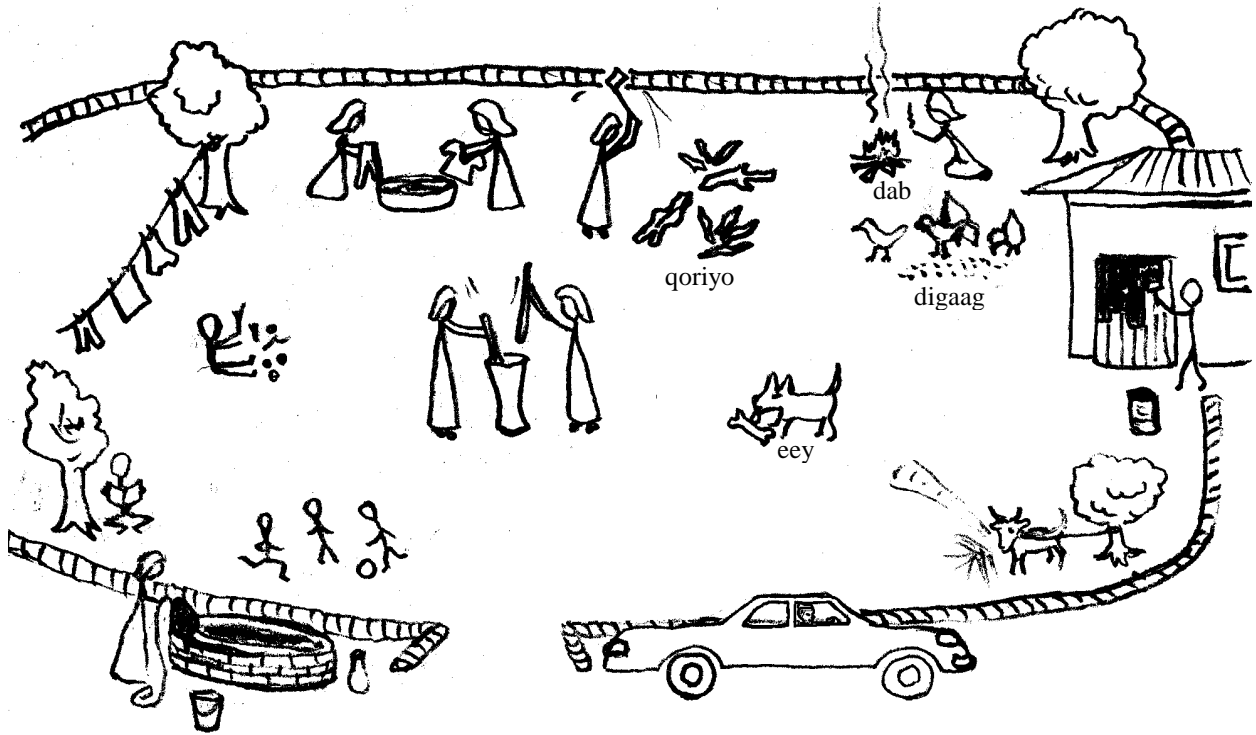


Now make four correct sentences using one word from each category:

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

Now check your answers with another student who has finished.

UNIT 9:8

WORKSHEET 38HADDEER (IMMINKA) MAXAY SAMAYNAYAAN?

Waa xaafaddii Xuseen Sheekh Cali

Su'aalo

1. Saddex wiil kubbad (banooni) bay ku cayaarayaan.
2. Laba gabdhood (hablood) dhar bay dhaqayaan.
3. Naagi dab bay shidaysaa.
4. Wiil baa cashar akhrisanaya.
5. Afar digaag ihi wax bay cunayaan.
6. Nin baa gaadhiga wadaya.
7. Eey baa hilib cunaya.
8. Nin albaab buu rinjiyaynayaa.
9. Laba naagood waxay tumayaan meseggo.
10. Gabadh (gabar) baa biyo dhaansanaysa.
11. Ilmo (cunnug) yar ul iyo dhagxaan buu ku cayaarayaa.
12. Adhi (ari) baa ciyaya.
13. Naag baa qoriyo jaraysa.

Meeqa? Immisa?

Muxuu? / Maxay?

Ayaa? Yaa? Kumaa? / Tumaa?

Aaway? Mee? / Meeday?

Xaggee? Intee?

Xagguu? / Xaggay? Intuu? / Intay?

* The “baa” after the subject in some of these sentences, identifies the subject. Notice the verb which agrees with the subject ends with only one “a” e.g., Adhi (ari) baa ciyaya.

UNIT TEN - Lesson Plan Components:

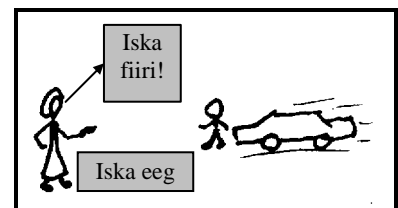
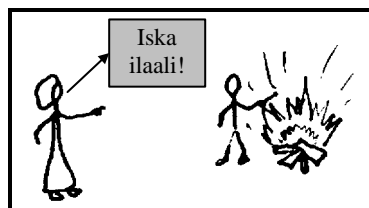
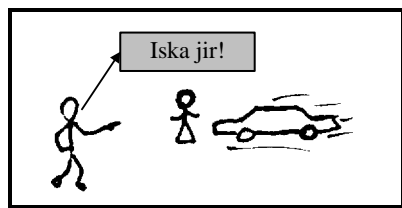
(Approx. time)

- 10.0 **“Apologies.”** Useful Expressions 5, (this page 69, below). 10 min.
- 10.1 **Describing things: Adjectives.** Questions, answers and negatives. 20 min.
Use Worksheet 35 and Worksheet 39 on pages 64 and 70.
- 10.2 **“What would you like?”** Dialogue 8, (page 66). 20 min.
Cultural Note: Talk about Somali ways of showing hospitality with food or drink, and how students should accept, or refuse, politely.
- 10.3 **Find the differences: Using Present Continuous Tense.** 40 min.
Use Worksheet 40, (page 71).
Grammar Note: First teach the names of the rooms in the house. Then teach: “ku jiraa, ku jirtaa”, talking about the people in the rooms, e.g., Saddex qof baa jikada ku jira.
- 10.4 **Test Yourself.** Use Worksheet 41, (page 72). 30 min.
Teaching Aids: Worksheet 41 Answers: A. 4 j, 6 t, 5 d, 3 b, 2 x, 1 kh.
B. Any sensible answers are acceptable.
- 10.5 **Reading a digital watch.** Use Worksheet 42, (page 73). 20 min.
- 10.6 **Dhar Cusub: Clothes and Colours.** Oral, then use Worksheet 43, (page 74). 30 min.
Teaching Aids: You will need crayon, or coloured pens or pencils for Worksheet 43.
- 10.7 **Where's it hurting?** Oral, using the names of parts of the body. 20 min.
Cultural Note: Explain how Somalis understand pain and how they expect others to sympathize. What to say: “Allah ha ku caafiyo.”
- 10.8 **Where is it?** Location of objects. Oral, using objects in the classroom. 20 min.
Teaching Aids:
A: Use a pen and paper. Keep moving the pen to different positions. Say, “Qalinku xaashida ayuu dul yaal, hor yaal, etc....”
B: Use a watch and paper. Move the watch to different positions. Say, “Sacaaddii xaashida ayaa dul taal, etc....” Ask students about what they see and hear.
Grammar Note: The words which show position are dul, kor, hor, daba, dhinac, dhex ag, hoos. We do not use yaal and taal when we talk about people. With people we use: joog, ku jir, jir. With things: jir, ku jir, yaal, taal. See Worksheet 55 (page 99) for ideas about this.

UNIT 10:0

USEFUL EXPRESSIONS 5

APOLOGIES




UNIT 10:1

WORKSHEET 39


DESCRIBING PEOPLE

*In the first
Anigu


	Waan dheerahay. * Waan buuranahay. Ma gaabni. Ma yari.
---	--

person,
the adjective is
joined to “ahay.”


Adigu

	Waad gaban tahay. Waad dhuuban tahay. Ma dheerid. Ma buurnid.
---	---

Isagu

	Wuu gaaban yahay. Wuu buuran yahay. Ma dheera. Ma dhuubna.
--	--

Iyedu

	Way fiican tahay. Way yar tahay. Ma xuma. Ma buurna.
---	--

Make sentences using these Substitution Tables (Weedho samey adoo adagsanayaa erayada taxnaan ee hoosta ku qoran:

Questions & Affirmative Answers
(Su’aalo iyo Jawaabo Oggol ah)

Maan	yar weyn wanaagsan dheer gaaban fiican buuran dhuuban dhow cad . .	ahay *	?
Waan			.
Maad		tahay (dahay)	?
May			.
Waad		yahay	?
Way			.
Muu			?
Wuu			.

Negative Answers (Jawaabo Diiddoley)

Anigu	ma	dheeri. buurni.
Adigu		dheerid. buurnid.
Isagu		dheera. buurna.
Iyedu		weyna. fiicna. . .

UNIT 10:3

WORKSHEET 40

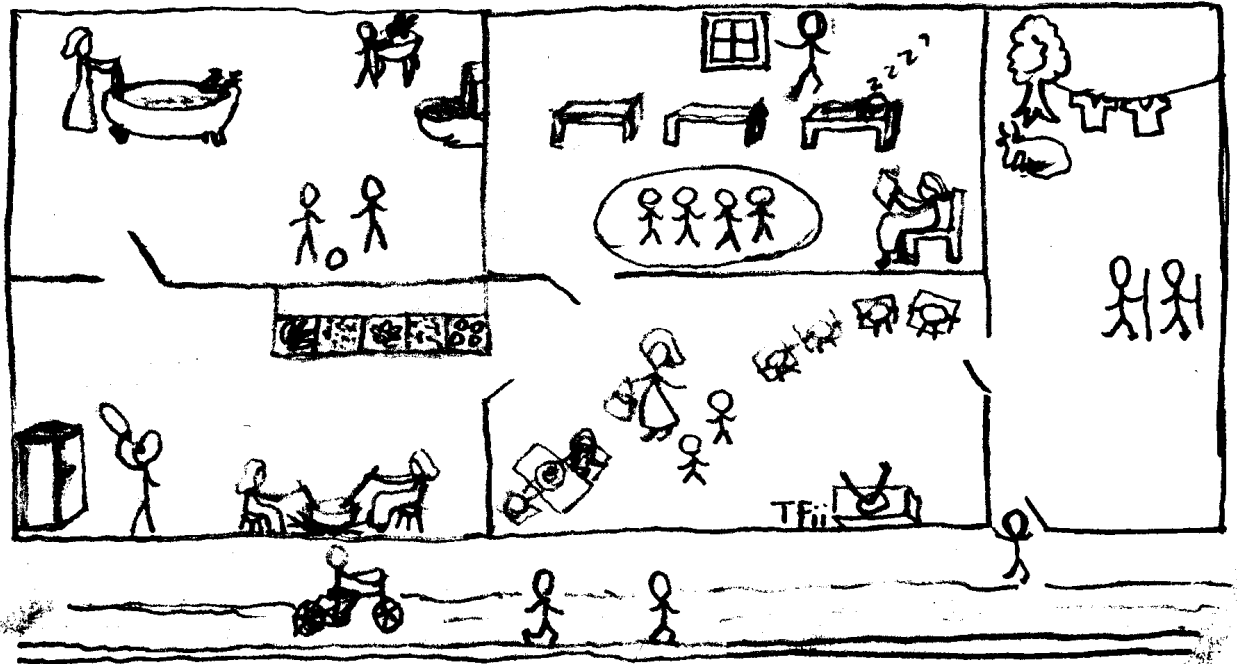
FIND THE DIFFERENCES

(The rooms of the house.)

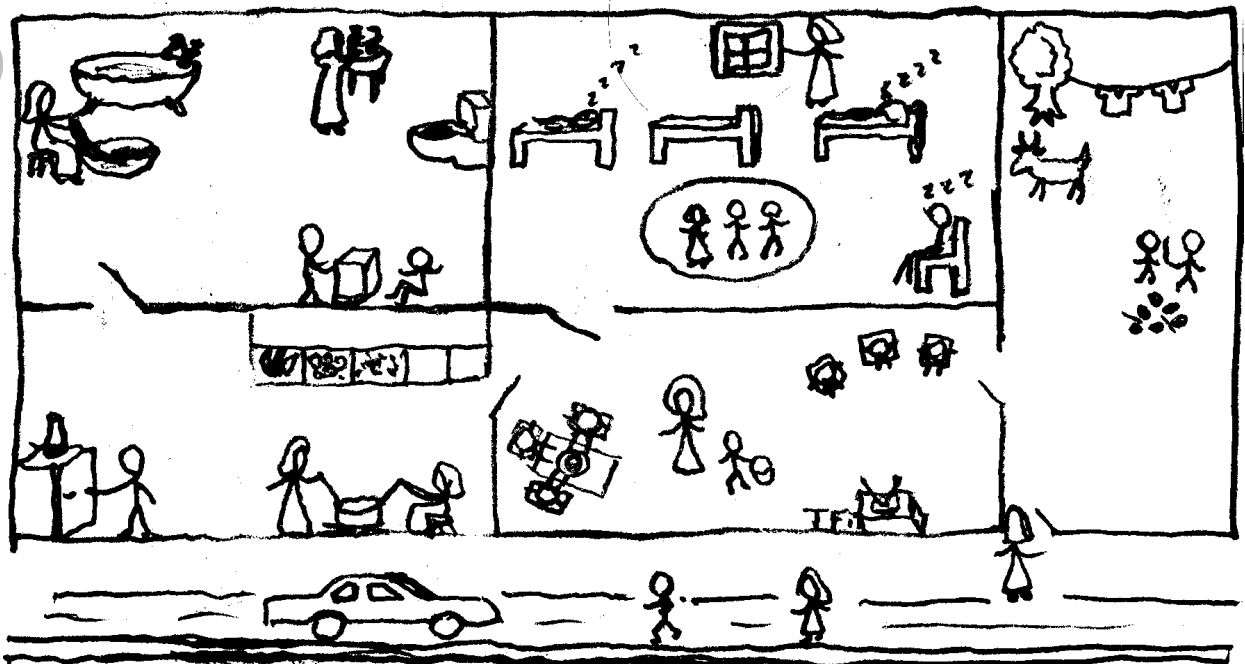
INSTRUCTIONS: Work in pairs. Student 1 – look at Picture A. Cover Picture B. Student 2 – look at Picture B. Cover Picture A. Do not look at your partner’s picture. Now make sentences and ask questions to find the differences between your pictures.

Musqusha (Suuliga)	Qolka Hurdada	Ardaga
Jikada	Qolka Fadhiga	

A



B



Now write 4 sentences, two from each picture. (Imminka qor afar weedh, adoo laba ku saleeysanayo sawiir kasta.)

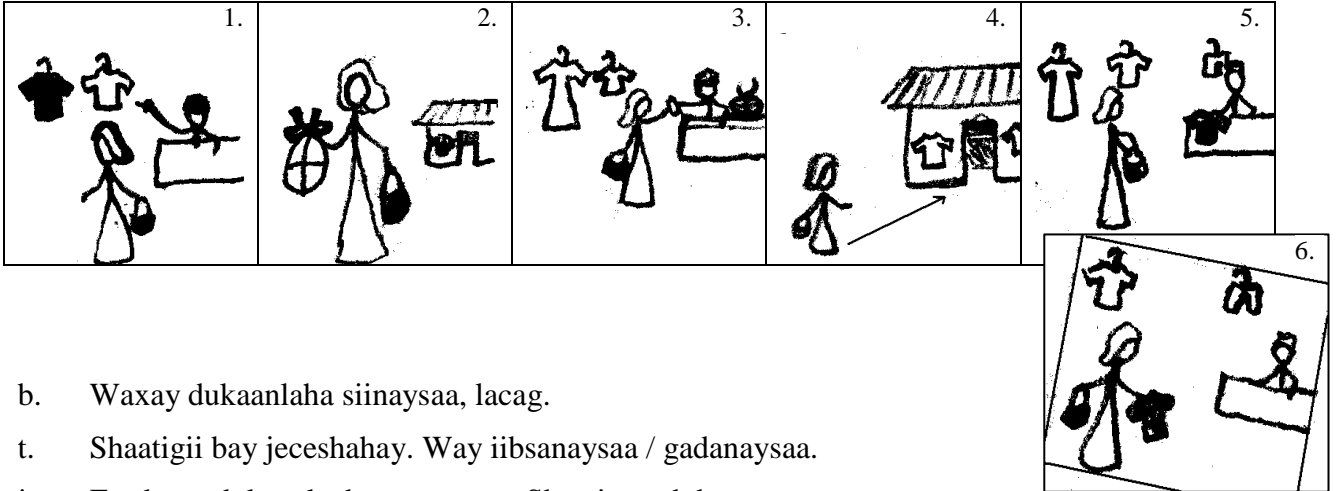
UNIT 10:4

WORKSHEET 41

IMTIXAAN

A. Instructions:

1. Match the sentences and the pictures.
2. Then put the sentences in the correct order to make a story.



- b. Waxay dukaanlaha siinaysaa, lacag.
- t. Shaatigii bay jeceshahay. Way iibsanaysaa / gadanaysaa.
- j. Faaduma dukaanka bay tegaysaa. Shaati cusub bay doonaysaa / rabtaa.
- x. Shaatigii bay qaadanaysaa oo gurigeeda bay tegaysaa.
- kh. Dukaanluhu wuxuu tusayaa iyeda shaati buluug ah.
- d. Waxay furaysaa boorsadeeda.

JAWAABO

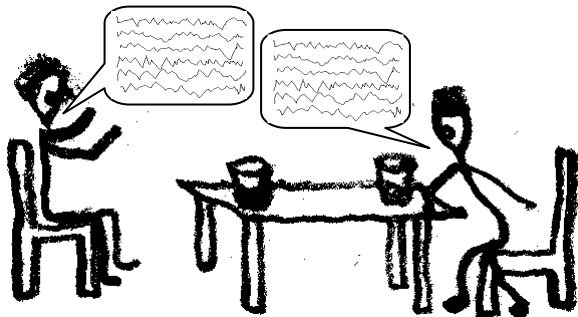
	Taswiir	Weer
1.	4.	
2.		
3.		
4.		
5.		
6.		

B: Instructions (Af Soomaali)

Waa habeen.

Cali iyo Axmed makhaayad bay joogaan.

Way isla hadlayaan.



Dialogue samee.

Waxa qoran jawaabtii Axmed.

Adigu ku qor su'aashii Cali.

Su'aalo iyo Jawaabo:

Q. _____ ?

A. Nabad weeye.

Q. _____ ?

A. Haah, Maxamed baan sugayaa.

Q. _____ ?

A. Hal saac buu imanayaa.

Q. _____ ?

A. Waxaan tegaynaa shineemada.

Q. _____ ?

A. Waxaan soo daawanaynaa filin Hindi ah.

Q. _____ ?

A. Haah, waan jeclahay.

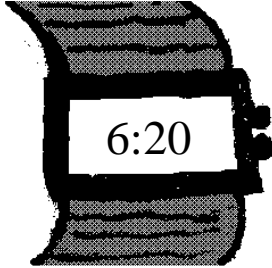
UNIT 10:5

WORKSHEET 42

READING A DIGITAL WATCH

Meelaha babannaan buuxbuuxi:

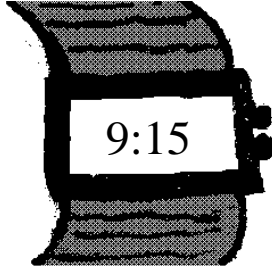
1.



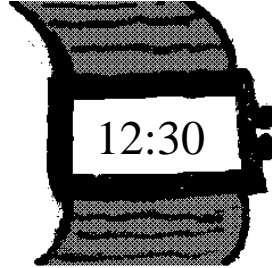
Waa meeqa / immisa saac?

Waa laba iyo toban saac iyo labaatan.

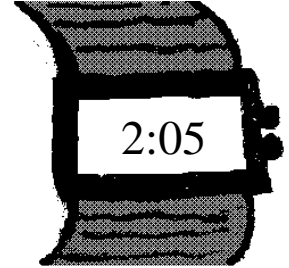
2.



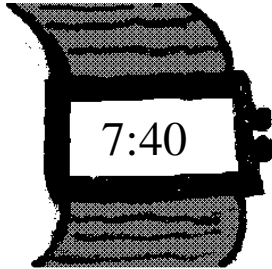
3.



4.



5.



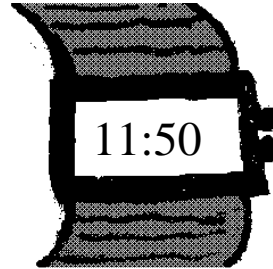
Cali wuu daahay.

Xafiiska waxaa la furayaa hal saac iyo nus.

Haddeer / imminka waa _____ saac

Cali _____ daqiiqadood (minidh) buu daahay.

6.



Faaduma way soo degdegtay.

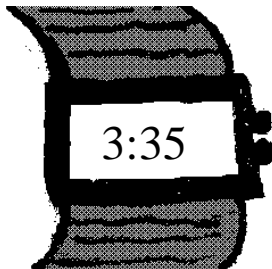
Waxay sugaysaa, Caasha.

Caasha lix saac bay imanaysaa.

Hadeer / imminka waa _____ saac

Faaduma _____ daqiiqadood (minidh) way soo degdegtay.

7.



Axmed wuu ordayaa.

Baskii buu raacayaa.

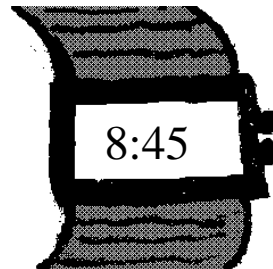
Baskii wuxuu tegayaa sagaal saac iyo nus.

Haddeer / imminka waa _____ saac

Laakiin maanta baskii wuu daahayaa.

Axmed baskii wuu helayaa.

8.



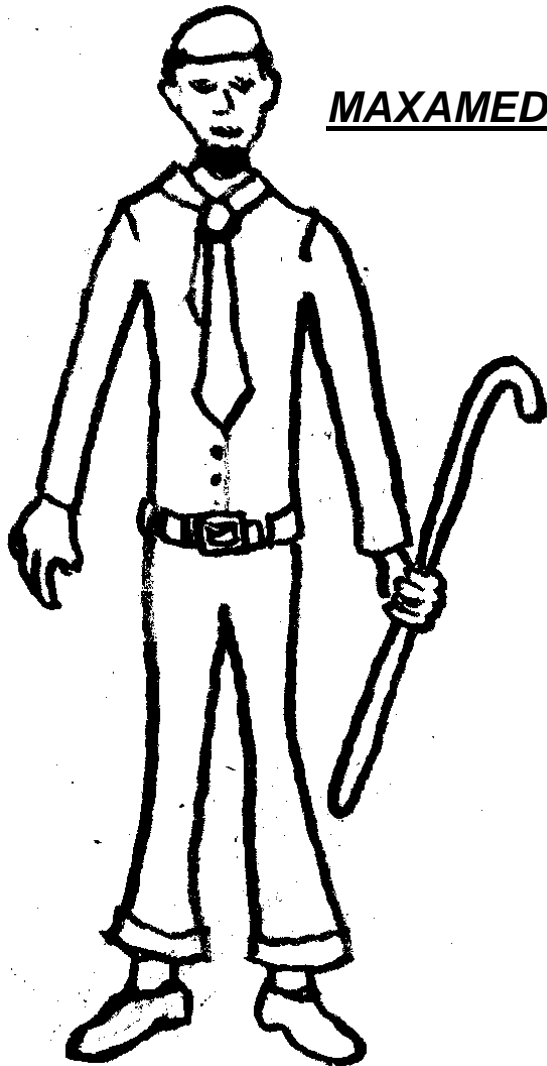
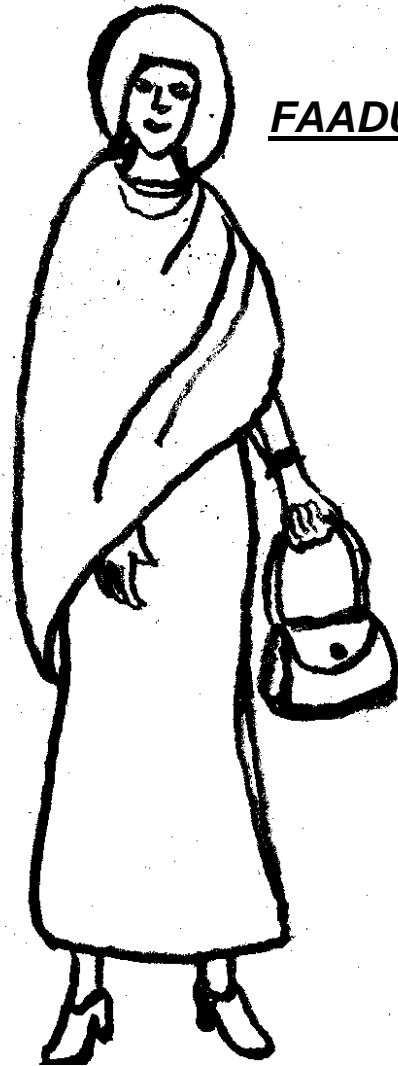
Waa habeen.

Carruurtu way seexanayaan.

Waxay seexdeen laba saac iyo nus.

Haddeer / imminka waa _____ saac

Waxay hurdeen _____ daqiiqadood (minidh).

UNIT 10:6WORKSHEET 43DHAR CUSUBMAXAMEDFAADUMA

Berrito waa Sabti.

Maxamed iyo Faaduma dhar cusub bay gateen / iibsadeen.

Waxay tegayaan tiyaatarka.

Maxamed wuxuu gashan yahay shaati buluug ah, iyo surwaal guduud ah (casaan).

Niigtaygiisa iyo sharabaaddiisu waa cagaar / akhdaar.

Kabahiisu waa madow, oo koofiyaddiisu waa caddaan.

Wuxuu xidhan yahay suun.

Ul cusub buu sitaa.

Faaduma way quruxsan tahay.

Waxay xidhan tahay guntiino cagaar iyo jaalle / hudhud ah.

Masarkeedu waa caddaan. Waxay xidhan tahay garbasaar guduud ah (casaan).

Boorsaddeeda iyo kabaheedu waa buluug.

Waxay xidhan tahay hilqado dahab ah iyo saacad dahab ah.

Maanta way xarragoonaysaa.

UNIT ELEVEN - Lesson Plan Components:

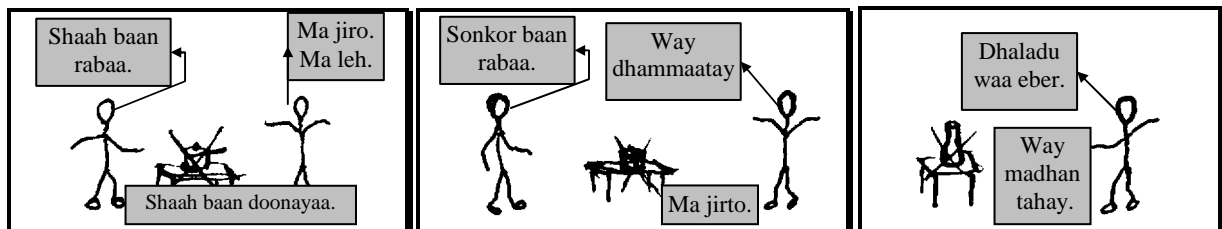
(Approx. time)

- 11.0 **“There isn’t any.”** Useful Expressions 6, (this page 75, below). 10 min.
- 11.1 **More adjectives.** Revising Worksheets 35 and 39, (pages 64 and 70). 40 min.
 Oral, then use Worksheet 44, (page 76).
Grammar Note: The students begin to learn more about the use of the Verb “To Be”, with words which describe people or things.
- 11.2 **“Traveling” and “What would you like?”** Revising Dialogues 7 and 8, (p.66) 20 min.
- 11.3 **I have, I don’t have;** i.e., Waxaan haystaa..... Oral, using selected objects. 40 min.
 (See STEP I in SAMPLE LESSON PLAN on pages ?30-?32).
Teaching Aids: You will need these objects for teaching have/don't have.
 Group A: a cigarette, a candle, a pen, an addressed envelope, a full bottle of Faanta or Koke.
 Group B: a box of matches, a stamp, paper, a bottle opener.
Cultural Note: Explain some of the different meanings and uses of the different words for possessing, using, holding, sharing, e.g., hay, hayso, qab, qabo, laho. The verb (hayso) gives the meaning of “to have,” but not necessarily to possess, or to own.
Grammar Note: Begin teaching the Present Habitual Tense. See Summary Sheet 9 on pages ?107 and ?108 for notes about this tense and its use.
- 11.4 **Reading large numbers.** Oral, and using blackboard. 20 min.
- 11.5 **Where is it hurting?** Oral, then use Worksheet 45, (page 77). 30 min.
- 11.6 **Clothes and colours.** Revision of Worksheet 43, (page 74). 30 min.
- 11.7 **Where is it?** Oral, using words that show position. 30 min.
 Then use Worksheet 46, (page 78)
Teaching Aids: See Unit 10:8. You will need: a pen and a book; a watch and a book; any other objects which the students know, placed all over the table. Make sentences using “yaal” and “taal” e.g., “The book is beside the pen.” “Buug qalinka ayuu / buu ag yaal.”, etc.

UNIT 11:0

USEFUL EXPRESSIONS 6

THERE ISN'T ANY!



UNIT 11:1

WORKSHEET 44

DESCRIBING MORE THINGS



- | | |
|---|---|
| 1. Gabartani way quruxsan tahay. | 2. Gaadhigani wuu sifaysan yahay. |
| 3. Ninkani wuu caajisan yahay. | 4. Gabartani way aammusan tahay. |
| 5. Ninkani wuu dheregsan yahay. | 6. Buuggani wuu wanaagsan yahay. |
| 7. Wiilkani wuu degdegsan yahay. | 8. Wiilkani wuu gaajaysan yahay. |
| 9. Fargashigan wuu lacag badan yahay. | 10. Surwaalkani wuu uskag badan yahay.
(Surwaalkani waa wasakh.) |
| 11. Ninkani wuu hadal badan yahay. | 12. Mindidani way af badan tahay. |
| 13. Ninkani waa miskiin.
(Waa nin miskiin ah.) | 14. Ninkani wuu gaboobay.
Naagtani way gabooday. |
| 15. Dharkani waa baali.
(Waa dhar baali ah.) | 16. Baaldigani waa buuxaa.
(Waa baaldi buuxaa.) |

Su'aalo iyo jawaabo ku saabsan tasaawirta samee.

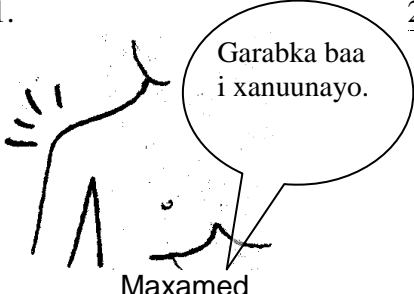
UNIT 11:5

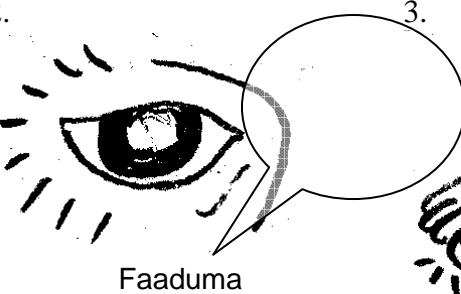
WORKSHEET 45

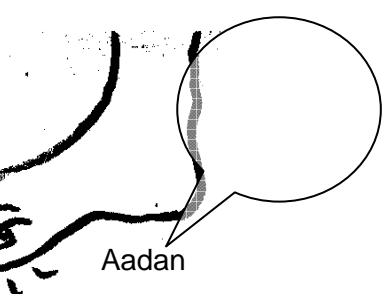
**HALKEE BAA KU XANUUNAYSAA?
XAGGEE LAGU HAYAA?**

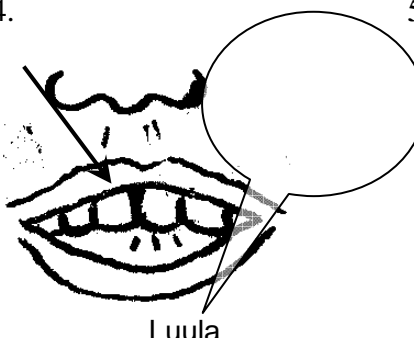
INSTRUCTIONS:

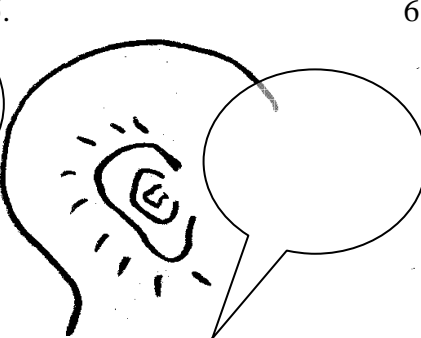
1. Fiiri / eeg tasawirta.
2. Markaas weer /weedh samee. Hoosta fiiri / eeg.
3. Hadalka dadka ku buuxi.

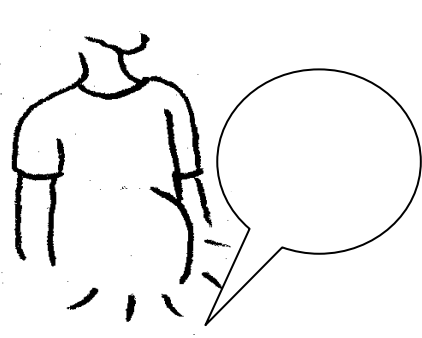
1.  Maxamed

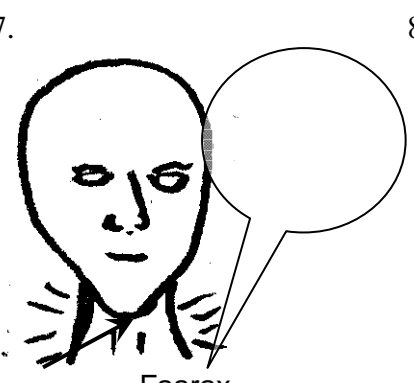
2.  Faaduma

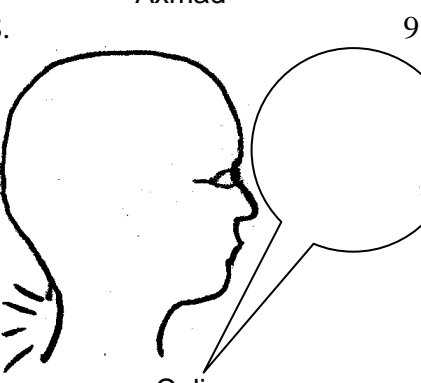
3.  Aadan

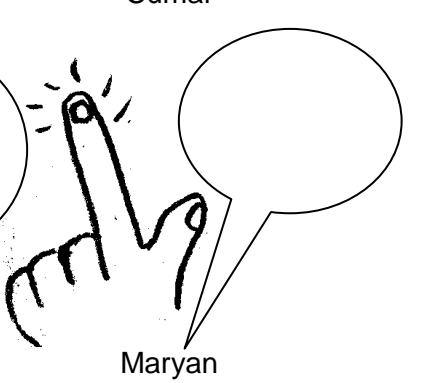
4.  Luula

5.  Axmad

6.  Cumar

7.  Faarax

8.  Cali

9.  Maryan

Sanka Jilibka Afka Hunguriga Garabka Madaxa Carrabka Wejiga Iligga Dhabarka	baa i xanuunaya.
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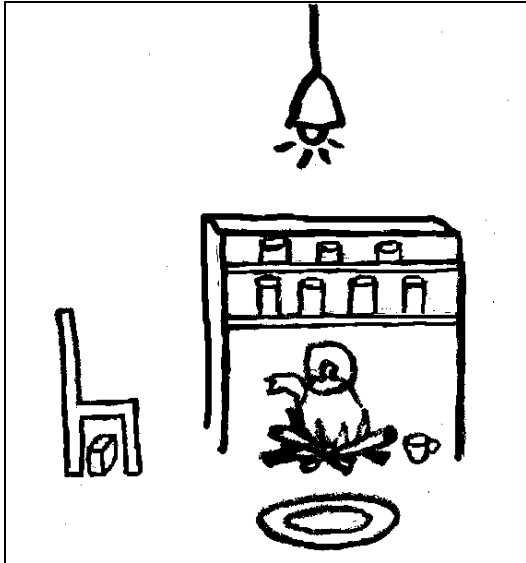
Dhegta Laabta Farta Cagta Farta lugta Caloosha Lugta Isha Gacanta Qoorta	baa i xanuunaysa.
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UNIT 11:7

WORKSHEET 46

JIKADA FAADUMA IYO JIKADA MARYAN

A. Waa Jikada Faaduma



Aaway kidhligii / ibriiqii? (kirligii)

Kidhligu / Ibriiqu dabka buu dul yaal. (Kirligii)

Koobku dabka buu dhinac yaal.

Saxanku dabka buu hor yaal.

Kabadhku / Armaajadu dabka buu daba yaal.

Laydhku / Nalku dabka buu kor yaal.

Kursigu dabka buu ag yaal.

Kartoonka baa kursiga hoos yaal.

Waxaa kidhliga / ibriiqa ku jira, shaah. (kirliga)

B. Waa Jikada Maryan



Aaway cuntadii?

Cuntadu dabka bay dul taal.

Mindidu dabka bay dhinac taal.

Qaaddadu / Macalgaddu dabka bay hor taal.

Dhuxushu dabka bay daba taal. *(gadaal)

Marawaxaddu dabka bay kor taal.

Daasadda / Qasacadda baa dabka ag taal.

Dermada baa daasadda / qasaca hoos taal.

Waxaa daasadda / qasaca ku jira, sonkor.

C. For Oral Practice in pairs: Use the pictures.

1. Learn the names of the things in the kitchen.

2. Ask and answer questions, using “Aaway”.
e.g., Aaway kidhligii? (Aaway ibriiqii?)
(Xagguu yaal?) Dabku buu dul yaal.

(*gadaal is also used,
but not with yaal and taal.)

3. Make questions and answers
e.g. Kidhligu / Ibriiqu dabka muu dul yaal?
Haah, wuu dul yaal.

We can also say:

4. Negative: Maya, ma dul yaallo. (M)
Maya, ma dul taallo. (F)

Kidhliga baa dabka dul yaal.
Koobka baa dabka dhinac yaal. ama
Waxaa koobka dhinac yaallaa, dabka.

UNIT TWELVE - Lesson Plan Components:

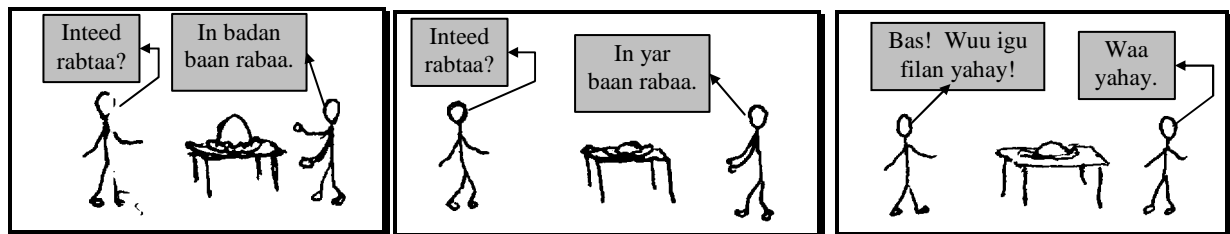
(Approx. time)

- 12.0 **“A lot, little, enough.”** Useful Expressions 7, (this page 79, below). 10 min.
- 12.1 **I have, I don't have, I need.** Oral, using real objects. Summary Sheet 7, (p.80) 45 min.
(See STEP II in SAMPLE LESSON PLAN pages ?30-?32).
Teaching Aids: Use the same objects as used in Unit 11.3 plus others e.g., cup / saucer, aspirin / water, to teach “have / don't have, and need.”
- 12.2 **Differences and opposites: Adjectives.** Use Worksheet 47, (page 81). 30 min.
Grammar Note: Revise the negatives of adjectives, e.g., Ma weyna, Ma cusba.
- 12.3 **Ordinal Numbers: First, second, third.** Oral, using the calendar. 30 min.
Teaching Aid: A calendar of the current month for teaching “The first day”, etc.
- 12.4 **“In the Restaurant.”** Dialogue 9, (page 82). 20 min.
Cultural Note: Talk about how to behave in a restaurant: washing hands, seating, ordering food, eating, making payment, tipping, etc.
- 12.5 **Where's it hurting?** An oral game: Questions and answers. 20 min.
Teaching Aids: This game is the same as that on Worksheet 30 (p.55) Twenty questions.
- 12.6 **“Jikada Faaduma iyo Jikada Maryan.”** Positions. Use Worksheet 46, (p.83) 40 min.
Grammar Note: First teach the new words in the pictures, e.g., saxan, kidhli, etc.
- 12.7 **Adjectives.** Summary Sheet 8, (pages 84 and 85). 20 min.
- 12.8 **Whose is it? “Yaa leh?”** Oral introduction of possessive endings using 30 min.
Teaching Aids: Collect objects from students and teachers e.g., watches, rings, pens. Ask the question “Yaa leh?” answer: “Anigaa leh”, etc.
Grammar Notes: Possessives: “Yaa leh?” Answers: “Anigaa leh.” See Summary Sheet 10, (page ?109) for information about this lesson. Then put the possessive endings on the noun e.g., Waa sacaadayda, sacaadaada, etc.

UNIT 12:0

USEFUL EXPRESSIONS 7

A LOT, A LITTLE, ENOUGH



UNIT 12:1

SUMMARY SHEET 7

NOTES ABOUT THE VERBS ‘TO HAVE’ AND ‘TO NEED’

NOTES ABOUT THE VERB ‘TO HAVE’

There are several verbs in Somali which convey the meaning of having or possessing, e.g., hay, hayso, qab, qabo, laho.

The verb “hayso” (a Group 2 verb) conveys the idea of having something in your hand / possession at the time of speaking, although it may not be something which you actually own; e.g., as with a shopkeeper.

This verb is usually used in the Present Habitual Tense. Notice the pattern the conjugation follows, with the final ‘o’ dropping out in the 1st and 3rd M person (I, He; We, They)

INTERROGATIVE

Fure	maan	haystaa	?
Tarraq	maad	haysataa	
Qalin	muu	haystaa	
Buug	may	haysataa	
Baqshad	maan	haysanaa	
.	maad	haysataan	
.	may	haystaan	

AFFIRMATIVE

Haah,	waan	haystaa
	waad	haysataa
	wuu	haystaa
	way	haysataa
	waan	haysanaa
	waad	haysataan
	way	haystaan

If a noun is used in the affirmative answer, the pronouns will be: baan, baad, buu, bay, etc.
Haah, fure baan haystaa.
etc.,

NEGATIVES:

Buug	ma	haysto.	Buug	ma	haysano.
		haysatid.			haysataan.
		haysto.			haystaan.
		haysato.			

NOTES ABOUT THE VERB ‘TO NEED’:

1. The particle ‘u’ is used before the ‘baahan’, conveying the meaning ‘in need of’.
2. “U baahan” is always used with the Verb to Be.

AFFIRMATIVE

Buug Qalin Fure Lacag . . .	baan	u baahan	ahay.*
	baad		tahay.
	buu		yahay.
	bay		tahay.
	baan		nahay.
	baad		tihiiin.
	bay		yihiiin.

NEGATIVE

Buug Qalin Fure Lacag . . .	u ma	baahni.
		baahnid.
		baahna.
		baahna.
		baahnin.
		baahnidin.
		baahna.

The negative endings follow the pattern for adjectives used with the verb ‘to Be’, e.g.,
Ma jecli.
Ma dheerid.
Ma weyna.

etc.

* This becomes “Buug baan u baahnahay” (drop the short ‘a’ in ‘baahan’ and add the ‘ahay’)

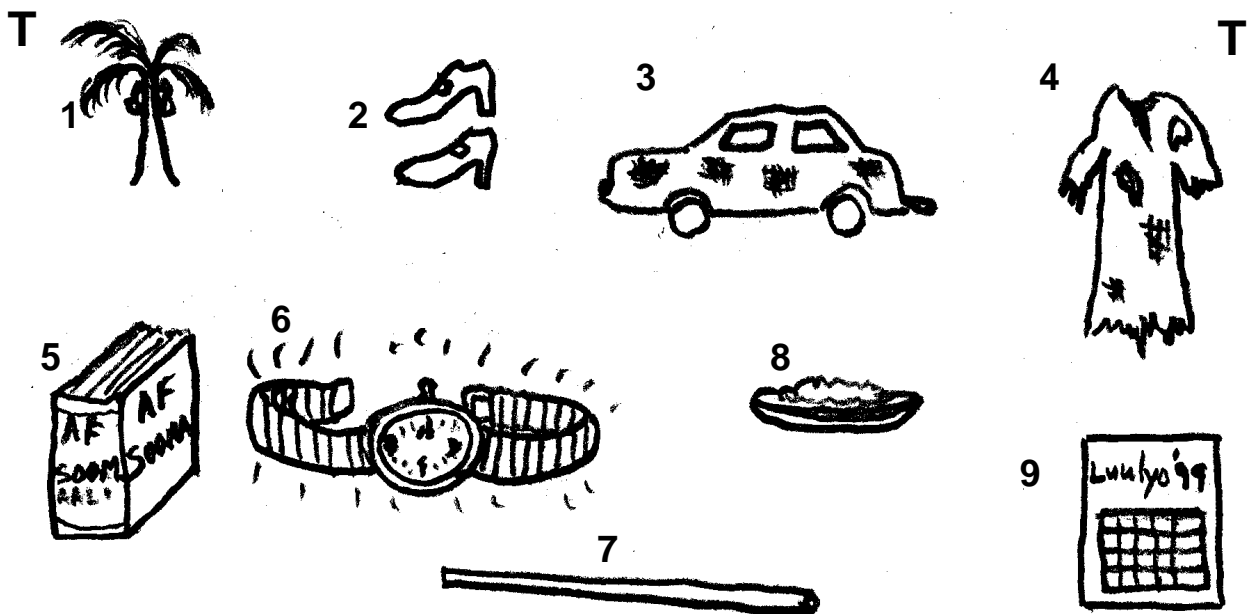
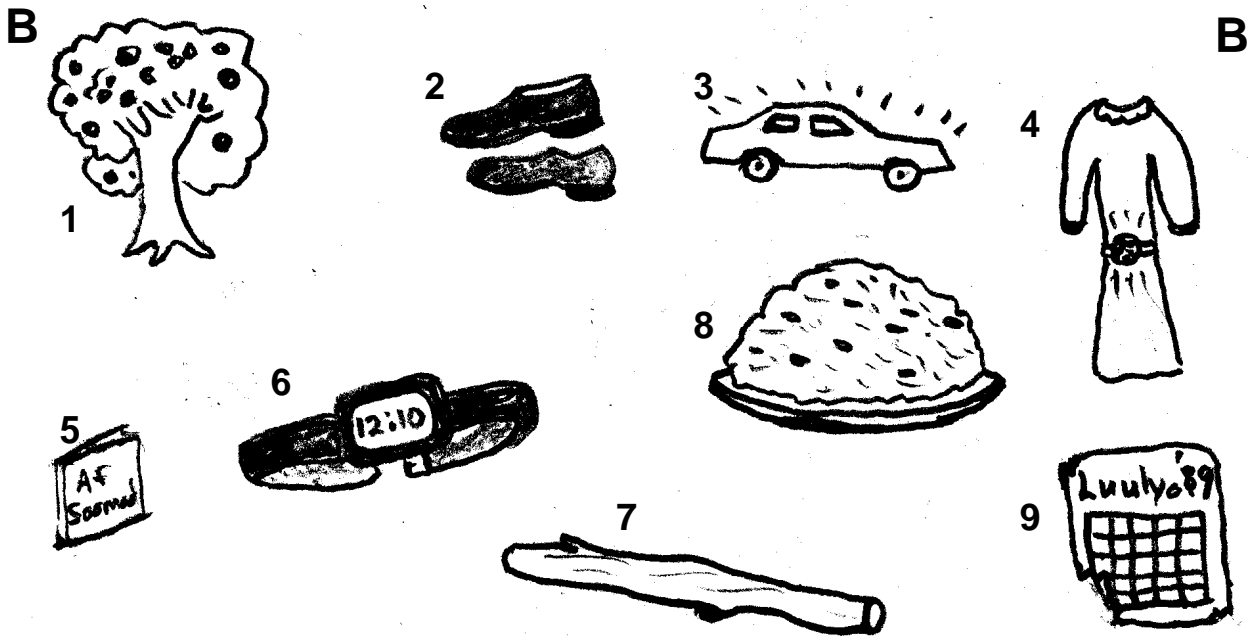
UNIT 12:2

WORKSHEET 47

DIFFERENCE AND OPPOSITES

INSTRUCTIONS: Work in pairs. Student 1 – look at Section B. Cover Section T. Student 2 – look at Section T. Cover Section B. Do not look at your partner’s pictures. Make sentences and ask questions to find the differences in your pictures. Make about 3 sentences for each picture.

Example: B1 – S. “Geedkani wuu weyn yahay.” Q. “Geedkaasi waa sidee?” / “Geedkaasi muu weyn yahay?”



UNIT 12.4

DIALOGUE 9 IN THE RESTAURANT (MUKHAAYAD) WITH UNIT 12.4

Waxaa hadlaya Caasha iyo Shaqaalaha.

B: Ma barideen?

(Ma hargesheen?/ Ma oosheen?)

T: Waan barinay.

(Waan hargelnay/ Waan oolnay.)

Soo gal. Fadhiiso.

Maxaan kuu keenaa?

B: Koke maad haysaa?

T: Maya, Koke ma hayno, laakiin Faanto waan haynaa.

B: Haye, hal Faanto ii keen.

(Haye, hal Faanto keen.)

T: Wax la cuno maan kuu keenaa?

B: Maxaad haysataan?

(Maxaad haysaan?)

T: Baasta iyo bariis.

B: Nus baasta ii keen.

(Hal baasta keen.)

T: Waa yahay.

B: Lacag, meeqaan ku siiyaa?

(Lacag immisaan ku siiyaa?)

T: Sodon shilin weeye.

B: Hoo lacagta.

UNIT 13.2

DIALOGUE 10 HOW ARE YOU FEELING? (SIDEED TAHAY?) WITH UNIT 13.2

Waxaa hadlaya Caasha iyo Cali.

B: Ii warran.

(Iska warran.)

Maad jirran tahay maanta?

(Miyaad buktaa maanta?)

T: Maya, waan daallanahay.

B: Maxaa dhacay?

(Waayo?)

T: Xalay aroods baan tegay.

Ilaa siddeed saac baan soo jeeday.

(Ilaa labadii baan soo jeeday)

B: Maanta shaqada miyaad tegaysaa?

T: Maya, waan caajisanahay maanta.

Waan iska nasanyaa.

B: Maad qayilaysaa?

T: Maya, ma qayilayo.

Maamulaha u sheeg, maanta ma imanayo.

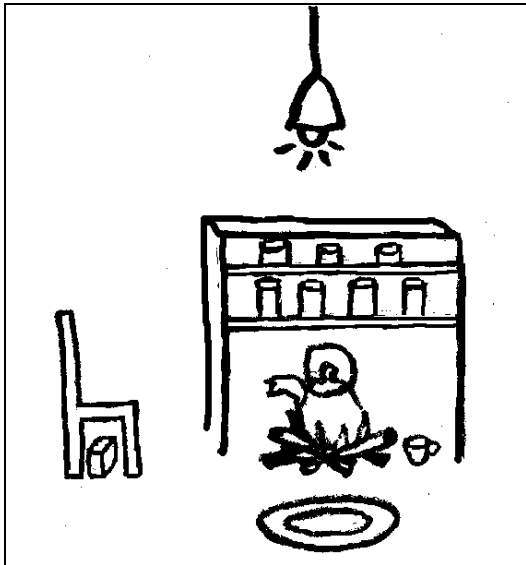
B: Waa yahay.

UNIT 12:6

WORKSHEET 46

JIKADA FAADUMA IYO JIKADA MARYAN

A. Waa Jikada Faaduma



Aaway kidhligii / ibriiqii? (kirligii)

Kidhligu / Ibriiqu dabka buu dul yaal. (Kirligii)

Koobku dabka buu dhinac yaal.

Saxanku dabka buu hor yaal.

Kabadhku / Armaajadu dabka buu daba yaal.

Laydhku / Nalku dabka buu kor yaal.

Kursigu dabka buu ag yaal.

Kartoonka baa kursiga hoos yaal.

Waxaa kidhliga / ibriiqa ku jira, shaah. (kirliga)

B. Waa Jikada Maryan



Aaway cuntadii?

Cuntadu dabka bay dul taal.

Mindidu dabka bay dhinac taal.

Qaaddadu / Macalgaddu dabka bay hor taal.

Dhuxushu dabka bay daba taal. *(gadaal)

Marawaxaddu dabka bay kor taal.

Daasadda / Qasacadda baa dabka ag taal.

Dermada baa daasadda / qasaca hoos taal.

Waxaa daasadda / qasaca ku jira, sonkor.

C. For Oral Practice in pairs: Use the pictures.

1. Learn the names of the things in the kitchen.

2. Ask and answer questions, using “Aaway”.
e.g., Aaway kidhligii? (Aaway ibriiqii?)
(Xagguu yaal?) Dabku buu dul yaal.

(*gadaal is also used,
but not with yaal and taal.)

3. Make questions and answers
e.g. Kidhligu / Ibriiqu dabka muu dul yaal?
Haah, wuu dul yaal.

We can also say:

4. Negative: Maya, ma dul yaallo. (M)
Maya, ma dul taallo. (F)

Kidhliga baa dabka dul yaal.
Koobka baa dabka dhinac yaal. ama
Waxaa koobka dhinac yaallaa, dabka.

UNIT 12:7SUMMARY SHEET 8ABOUT ADJECTIVES

1. MEANING: An adjective is a word which tells us something more about a noun.
e.g., A tall man. A new car.
2. POSITION:
 - a. In Somali, the adjective comes after the noun it describes,
e.g., Nin dheer. (A tall man.) Waa gaadhi cusub. (It's a new car.)
 - b. If several adjectives are used to describe the same noun, they are joined by “oo” if the noun is not defined,
e.g., Nin dheer oo dhuuban. (A tall, thin man.)
If the noun is defined, the adjectives are connected by “ee”.
Ninka dheer ee dhuuban. (The tall, thin man.)
3. USE:
 - a. The simplest way to use them is with the “waa” particle and the noun.
e.g., Iyadu waa gabar quruxsan. (She is a beautiful girl.)
 - b. They are also very often used with the waa + the Personal Pronoun Indicator, and the correct part of the Verb to Be.
e.g., Anigu waan dheerahay. (I am tall.)
Iyadu way quruxsan tahay. (She is beautiful.)

NOTICE that the meanings of a. and b. are slightly different.

4. AGREEMENT:
 - a. If the subject is singular (I, You, He, She), the adjective does not change its form.
e.g., Waan dheerahay. (I)
Way dheer tahay. (she)
Wuu dheer yahay. (he)
 - b. With plural subjects (We, You, They), some adjectives change their form and repeat the first syllable:
e.g., Way dhaadheer yihiin. (They are tall.)
Way waaweyn yihiin. (They are large.)
Way yaryar yihiin. (They are small.)

However, not all adjectives behave in this way. The common ones are dheer (dhaadheer), weyn (waaweyn), yar (yaryar), cad (cadcad), madow (madow), wanaagsan (wanaagsan). These are true or radical adjectives. You would be understood if you used the singular adjective with the plural of the Verb to Be, but try to hear and use them correctly.

5. NEGATIVES: The Negatives follow the pattern of the endings of the negative of the Verb to Be.

Continued

Ma dheer <u>i</u> .	(ma ihi / mi ihi)	Ma dhaadheer <u>in</u> .	(ma ihin)
Ma dheer <u>id</u> .	(ma ihid / ma ahid)	Ma dhaadheer <u>idin</u> .	(ma ahidin)
Ma dheer <u>a</u> .	(ma aha) (he/she)	Ma dhaadheer <u>a</u> .	(ma aha)

6. **MEANINGS:** Somali adjectives can have several meanings according to how and when they are used.

-- dheer can mean tall, high, deep, long, and/or loud.

e.g., Ceelku wuu dheer yahay. (The well is deep.)

Usha way dheer tahay. (The stick is long.)

Cod dheer buu ku qayliyey. (He cried out in a loud voice.)

-- weyn can mean big in size, large in area or numbers, and/or important in position; also great in age, stature, position or power.

e.g., Sanduuqu wuu weyn yahay. (The box is big.)

Dhulku wuu weyn yahay. (The country or ground is large.)

Nin weyn buu yahay. (He is an important or full-grown man.)

-- yar can mean small in size or amount, few in number, unimportant in position and/or young in years.

e.g., Gabadhu way yar tahay. (The girl is small in size or young.)

In yar i sii. (Give me a small portion or amount.)

Dadku way yar yihiin. (The people are few / small in number.)

There are also some idiomatic and special uses of some of the adjectives.

Try to hear and use them.

e.g., Way kulushahay. She is nervous or excited.

Wuu qabow yahay. He is calm, relaxed, or well off.

NOTE: a. Do not use “xun” when referring to people. It is better to use a negative and say “Isagu ma wanaagsana.”

b. With 1st person singular (I) the adjective and the Verb to Be are written together, e.g., Waan dheerahay. Waan fiicanahay.

7. **SUMMARY**

We can say:

or

Nin	dheer	baan ahay.
		baad tahay.
		buu yahay.
Gabar		bay tahay.
Niman	dhaadheer	baan nahay.
		baad tihiin.
		bay yihiin.

I am a tall man. etc.

Waan	dheer	ahay.
Waad		tahay.
Wuu		yahay.
Way		tahay.
Waan	dhaadheer	nahay.
Waad		tihiin.
Way		yihiin.

I am tall. etc.

UNIT THIRTEEN - Lesson Plan Components:

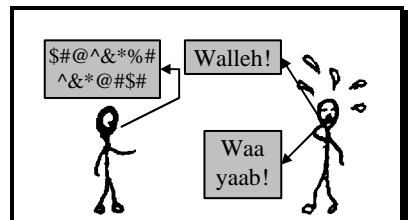
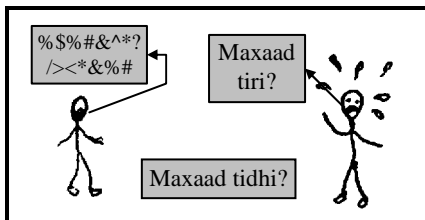
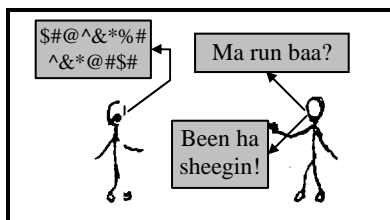
(Approx. time)

- 13.0 **“Surprise.”** Useful Expressions 8, (this page 86, below). 10 min.
- 13.1 **“Siday yihiin?”** *Expressing feelings.* Use Worksheet 48, (page 87). 40 min.
Cultural Note: Talk about how and when Somalis express their feelings; and how students should react to them, e.g., “Maanta waan werwersan ahay...”
Grammar Note: These expressions are used with the verb “To Be”, e.g., Waan faraxsan ahay.
- 13.2 **“How are you feeling?”** Dialogue 10, (page 82). 20 min.
Cultural Note: Talk about how and when Somalis express their feelings; and how students should react to them, e.g., “Maanta waan werwersan ahay...”
- 13.3 **They usually do it: Habitual Tense.** Oral, then use Worksheet 49, (page 88). 40 min.
- 13.4 **The Present Habitual Tense.** Summary Sheet 9, (pages 89-90). 30 min.
- 13.5 **“What I do every day.”** Teachers tell orally what they do. 20 min.
 Introducing new verbs in the Habitual Tense.
Grammar Note: Talk about the things you do every day. Use Present Habitual Tense, e.g., “Waan toosaa, kacaa, maydhaa, cunaa, tagaa” etc.
- 13.6 **Explaining needs and offering help.** “I have, I don’t have, I need.” 60 min.
 Use Worksheet 50, (page 91). (See STEP III SAMPLE LESSON PLAN pages 30-32).
Teaching Aids: Other suggestions for subjects for Dialogues the students will make are:
 1) Filim baad haysataa laakiin kamera ma haysatid.
 2) Shaah baad samaynaysaa laakiin dukaanka wuu xidhan yahay.
 3) Aroos baad tegaysaa laakiin dhar wanaagsan ma haysatid.
Cultural Notes: Explain how to offer assistance or help to someone in need, or to ask for help from others. Discuss with the students how they could assess a situation and know when and how to assist, especially related to loaning money.
- 13.7 **Describing and claiming ownership.** Oral revision of possessives. 20 min.
Teaching Aids: Talk about students’ and teachers’ clothing, and other subjects.

UNIT 13:0

USEFUL EXPRESSIONS 8

SURPRISE!



UNIT 13:1

WORKSHEET 48

MAANTA SIDAY YIHIN?

SIDUU YAHAY?

SIDAY TAHAY?

B: Tasaawiirta fiiri (eeg).

1.



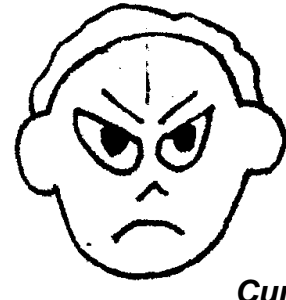
Ismaaciil

2.



Faarax

3.



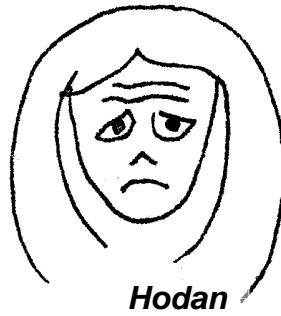
Cumar

4.



Maryan

5.



Hodan

6.



Shukri

1. Ismaaciil wuu yaaban yahay.

Muu yaaban yahay? Haah ...

2. Faarax wuu faraxsan yahay.

Muu faraxsan yahay? etc.

3. Cumar wuu cadhaysan yahay. (caraysan/xanaaqsan)

4. Maryan way murugaysan tahay.

5. Hodan way werwersan tahay. (welwelsan)

6. Shukri way daallan tahay.

T: Su'aalo iyo Jawaabo samee:

Sidee tahay?

NOTE *

We write sentences in the first person (I) like this:

Waan yaabanahay.

Waan faraxsanahay.

etc.

Waan	yaaban faraxsan cadhaysan murugaysan werwersan daallan	ahay.
------	---	-------

Ma	yaabni. faraxsani. cadhaysni. (caraysni) murugaysni. werwersani. (welwelsani) daallani.
----	--

J: 1. Yaa faraxsan?

Faarax baa faraxsan.

2. Yaa werwersan? (welwelsan)

Hodan baa werwersan. (welwelsan)

3. Yaa daallan?

Shukri baa daallan. etc.

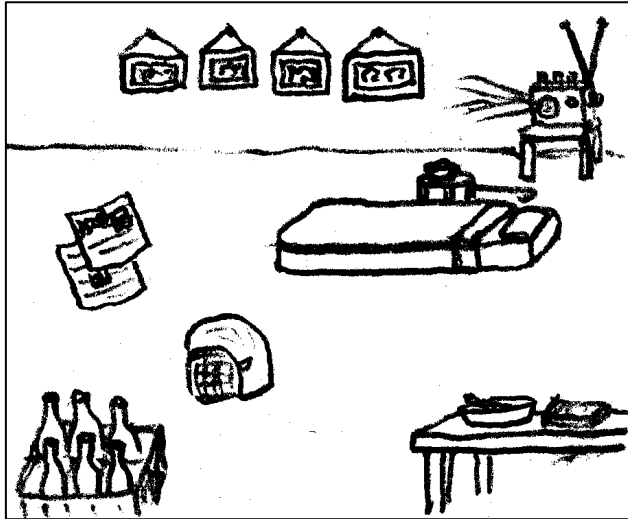
UNIT 13:3

WORKSHEET 49

THEY USUALLY DO IT

One of the uses of the “Present Habitual Tense” is to show actions that people do regularly or habitually. Look at the two pictures below and see what you can “learn” about Cali and Maryan!

QOLKA CALI



Qolka Cali

1. Wuxuu cabbaa sigaarka Embassy.
2. Goor walba dhulka buu seexdaa.
3. Maalin walba wargeyska buu akhristaa.
4. Wuxuu wadaa mooto / dhugdhugley.
5. In badan oo Koke ah buu cabbaa.
6. Wuxuu dhegaystaa raadiyoga.
7. Kaamaro buu haystaa, oo tasaawiir badan buu sawiraa.
8. Kolkol / Marmar kubbad buu daawadaa.

What do these words mean?

-- Mar walba, goor walba, kol kasta, wakhti

kasta.....

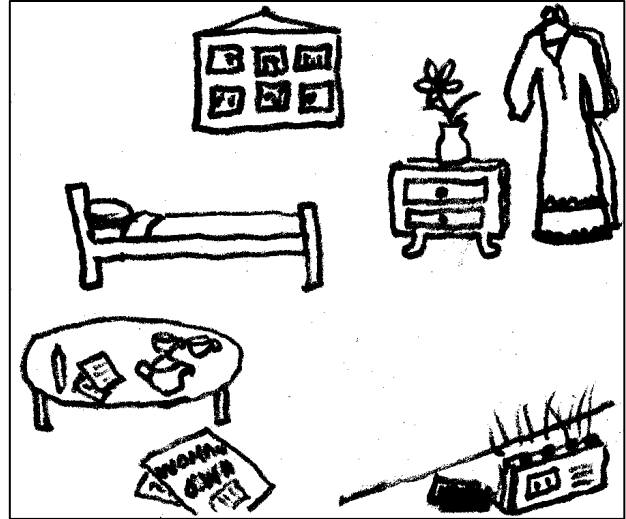
-- marar badan.....

-- marmar, kolkol.....

-- bisha mar, bisha kol, .. wiigga mar

-- maalin dhaaf

QOLKA MARYAN



Qolka Maryan

1. Goor walba waxay gashataa kurdado dhaadheer.
2. Waxay akhrisataa jiriradaha dumarka.
3. Marar badan shaah bay cabtaa.
4. Waxay ururisaa Boos Kardhada.
5. Kolkol ubax bay gadataa / iibsataa.
6. Mar walba waxay dhegaysataa rikoodh / tayb
7. Kolkol shineemada bay tagtaa.
8. Wiigii / toddobaadkii mar waraaq dadkeeda bay u qortaa.

UNIT 13:4SUMMARY SHEET 9THE PRESENT HABITUAL TENSE

USE: 1. We use the Present Habitual or Present Indicative Tense to speak about actions which are done regularly, habitually or at certain regular intervals in time.

e.g., He drives his car to work every morning.

She usually goes to Rome every year.

2. We use the Present Habitual Tense when we want to make a polite request or offer, to make a suggestion or to ask permission.

e.g., Shall I go? What am I to do?

See Unit 14:7 (Worksheet 51) for more about this.

3. In Somali, some verbs are almost always used in this Tense, rather than the Present Continuous Tense.

e.g., rab, hayso, jir, joog. See Unit 15:1 (Worksheet 55) for more about this.

ACCOMPANYING ADVERBS: Some of the adverbs used with this tense are: maalin walba (every day), toddobaad walba (every week), bil walba (every month), marar badan (often), kol kasta (always), mar kasta, wakhti kasta, kolkol (sometimes), marmar, had iyo goor (always), etc. The adverb usually comes near the beginning of the sentence.

FORM: The endings of this Tense do not appear to be as consistent in formation as those of the Present Continuous Tense. However, there are reasons why each verb conjugates in a particular way, although you do not need to know these reasons. Contractions, combinations of certain consonants and euphony (sounds which go together), are the main reasons for these differences.

CONJUGATION “PATTERN” As with the Present Continuous Tense, the A, B, A, B, C, B + n, A + n pattern (see Summary Sheet 6) remains consistent except with Irregular Verbs like “aho” (Verb to Be), “imo” (come), “dheh” (say). However, like the Present Continuous Tense, this “pattern” is only true when the double “aa” is used at the end of the verb.

NEGATIVE: The Negatives end in “o” except for the 2nd and 3rd plurals which do not change, and the 2nd person singular (you) which ends in “id”.

I don't wait ... (sug)

Anigu ma sugo.

Adigu ma sugtid.

Isagu ma sugo.

Iyedu ma sugto.

Annagu ma sugno.

Idinku ma sugtaan.

Iyagu ma sugaan.

I don't buy ... (iibso)

Ma iibsado.

Ma iibsatid.

Ma iibsado.

Ma iibsato.

Ma iibsanno.

Ma iibsataan.

Ma iibsadaan.

Continued

S.S.9 continued

A: Here are some examples of regular Present Habitual Tense Conjugations.

<u>Group 1 (Sug)</u>		<u>Group 2 (Iibso)</u>		<u>Group 3 (Sii)</u>	
Waan sugaa.	A	Waan iibsadaa.	A	Waan siiyaa.	A
Waad sugtaa.	B	Waad iibsataa.	B	Waad siisaa.	B
Wuu sugaa.	A	Wuu iibsadaa.	A	Wuu siiyaa.	A
Way sugtaa.	B	Way iibsataa.	B	Way siisaa.	B
Waan sugnaa.	C	Waan iibsanaa.	C	Waan siinnaa.	C
Waad sugtaan	B + n	Waad iibsataan.	B + n	Waad siisaan.	B + n
Way sugaan.	A + n	Way iibsadaan.	A + n	Way siiyaan.	A + n

B: These verbs are more irregular in their conjugation.

<u>Group 1 (Hadal)</u>		<u>Group 2 (Dhegayso)</u>		<u>Group 3 (Akhri)</u>	
Waan hadlaa.	A	Waan dhegaystaa.	A	Waan akhriyaa.	A
Waad hadashaa.	B	Waad dhegaysataa.	B	Waad akhridaa.	B
Wuu hadlaa.	A	Wuu dhegaystaa.	A	Wuu akhriyaa.	A
Way hadashaa.	B	Way dhegaysataa.	B	Way akhridaa.	B
Waan hadalnaa.	C	Waan dhegaysanaa.	C	Waan akhrinaa.	C
Waad hadashaan	B + n	Waad dhegaysataan.	B + n	Waad akhridaan.	B + n
Way hadlaan.	A + n	Way dhegaystaan.	A + n	Way akhriyaan.	A + n

C: Try to complete these conjugations following the A, B “pattern”.

<u>Group 1 (Tag)</u>		<u>Group 2 (Seexo)</u>		<u>Group 3 (Samee)</u>	
Waan tegaa.	A	Waan seexdaa.	A	Waan sameeyaa.	A
Waad tagtaa.	B	Waad seexataa.	B	Waad samaysaa.	B
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	

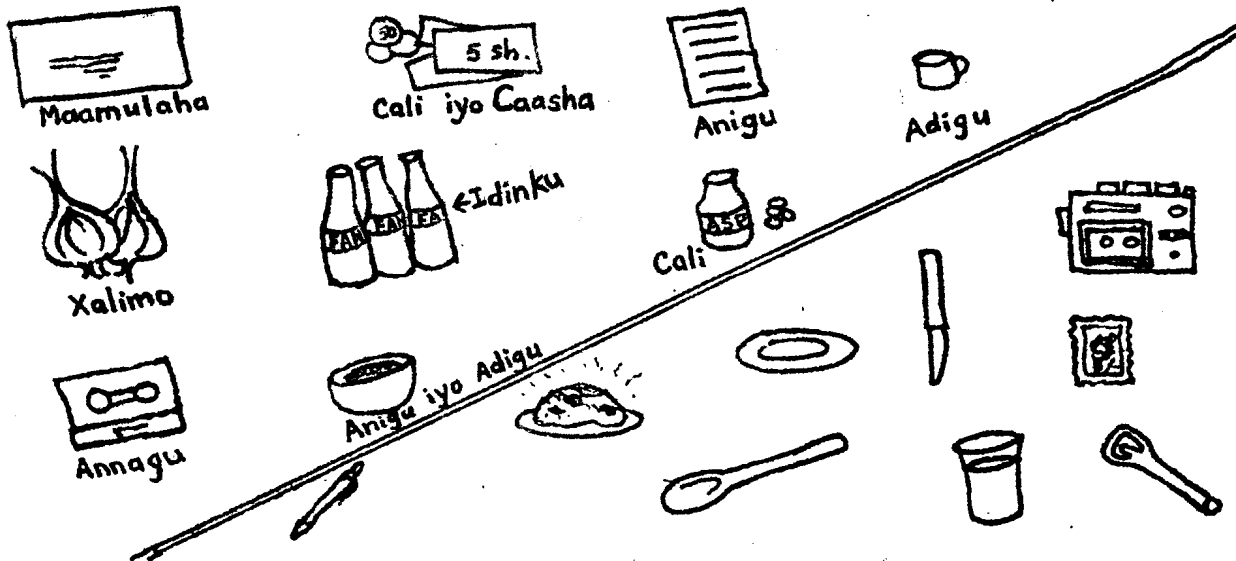
UNIT 13:6

WORKSHEET 50

EXPLAINING NEEDS AND OFFERING HELP

- INSTRUCTIONS:**
1. Work in pairs. Laba, laba u shaqaya.
 2. Look at the pictures to find what each person has and what he/she needs. Sawiiraha fiiriya / eega, si aad u ogaataan qof kasta waxa uu haystaa oo waxa uu u baahan yahay.
 3. Make a "Dialogue" about each one, like the example in the boxes below. Mid kasta ka sheekaya, sida tusaalaha hoos ku qoran.

MAXAY HAYSTAAN OO MAXAY U BAAHAN YIHIIN?



1. Anigu waxaan haystaa xaashi, laakiin ma haysto qalin.
Waxaan u baahnahay qalin. (baahnahay = baahan + ahay)
2. Adigu _____ haysataa _____ laakiin _____ soosar.
Waxaad _____ tahay _____.

B/T: Greetings Introductions	←	B/T: Nabad Magacaygu
B: Explain what you want to do, what you have, and what you don't have.	←	B: Waraaq baan hooyaday u dirayaa. Waxaan haystaa xaashi, laakiin <u>qalin</u> ma haysto
T: Ask if A needs a _____.	←	T: <u>Qalin</u> maad u baahan tahay?
B: Agree. Ask if B has one.	←	B: Haah, maad haysataa?
T: Agree or disagree.	←	T: Haah, waa kan. Warqada qor oo berrito ii soo celi.
B: Ask where to get one. T: Tell A. etc. etc.		
B: Conclude. Thanks.	←	B: Waa yahay. Xaggeed joogtaa? etc. Mahad sanid etc.

UNIT FOURTEEN - Lesson Plan Components:

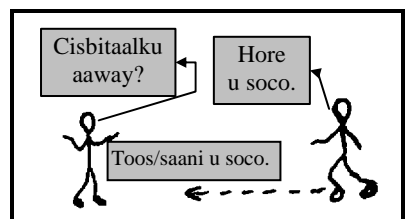
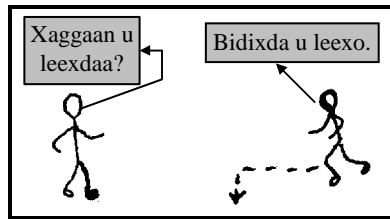
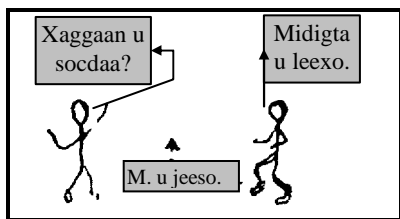
(Approx. time)

- 14.0 **“Directions”** Useful Expressions 9, (this page 92, below). 10 min.
- 14.1 **Making polite offers, requests and asking permission.** 30 min.
 Use Worksheet 51, (page 93).
Cultural Notes: Making polite offers, requests and asking permission. Explain when and to who these kind of expressions are used.
- 14.2 **Expressing feelings and giving reasons.** Use Worksheet 48 and Worksheet 52 (pages 87 and 94). 40 min
Cultural Notes: Explain when and to whom the students should or should not give reasons for how they feel. Remember the way it is said is important. Explain how they should answer or respond.
Grammar Note: Introduce the question “Why?” “Waayo?” or “Maxaa + u...?” which is used with a verb, e.g., “Maxaad u tegaysaa?”
- 14.3 **“I’m Hungry.”** Dialogue 11, (page 95). 30 min.
- 14.4 **Interviews.** Finding out what other people usually do. Worksheet 53, (p.96) 45 min.
- 14.5 **What do they do every day?** Oral, talk about people of other professions. 25 min.
 Prepare cards with pictures or names of people in different “professions”: e.g., “Takhtar buu yahay.” “Xoghaye bay tahay.” “Hooyo bay tahay.” Students, in pairs, prepare a story about the daily work of these people. The other students guess the profession from the description of what the person does.
- 14.6 **“Dhar Cusub”, It’s his. It’s hers.** Oral, possessive endings with nouns. 20 min.
 Use Worksheet 43, (page 74).
Grammar Notes: It’s his... Waa shatigiisa, sirwaalkiisa
 It’s her... Waa masarkeeda, kabaheeda
 It’s my... Waa kabahayga,
 It’s your... Waa kabahaaga
 Use Summary Sheet 10, (page ?109) as a reference for this lesson.
- 14.7 **Faaduma’s work: Present Habitual Tense.** Use Worksheet 54, (page 97). 40 min.
Teaching Aid: Worksheet 54: The correct order of the sentences is: 5, 9, 7, 1, 8, 2, 10, 3, 4, 6.

UNIT 14:0

USEFUL EXPRESSIONS 9

DIRECTIONS!



UNIT 14:1

WORKSHEET 51

MAKING POLITE OFFERS, REQUESTS

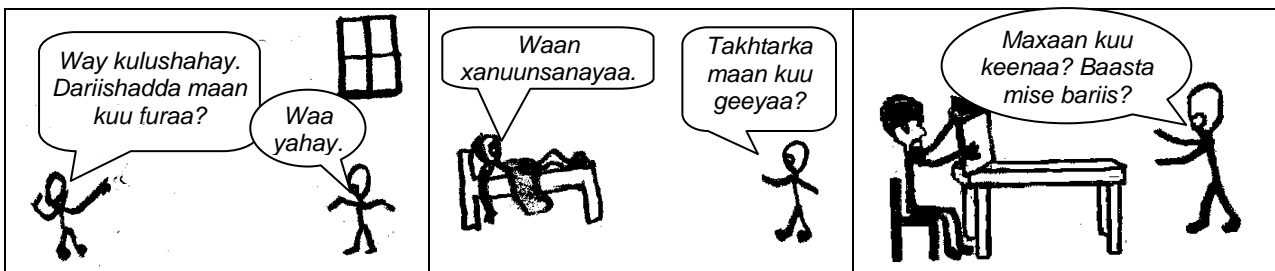
AND ASKING PERMISSION

The Present Habitual Tense fulfills another very useful function. We can use it to ask permission to do something, to make polite offers or to ask someone what they would like us to do. It is usually used in the 1st person singular (I), but not always.

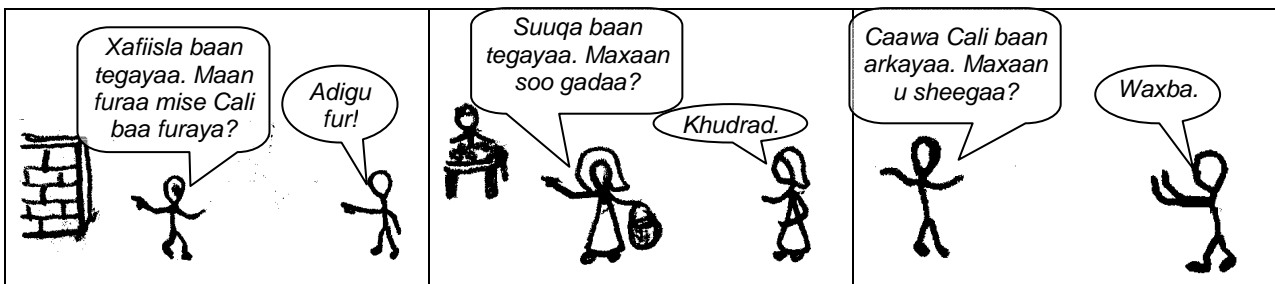
B: Asking permission to do something. May I?*



T: Offering to do something for someone else. Shall I?*



J: Asking what someone else wants you to do. Am I to? What am I to?

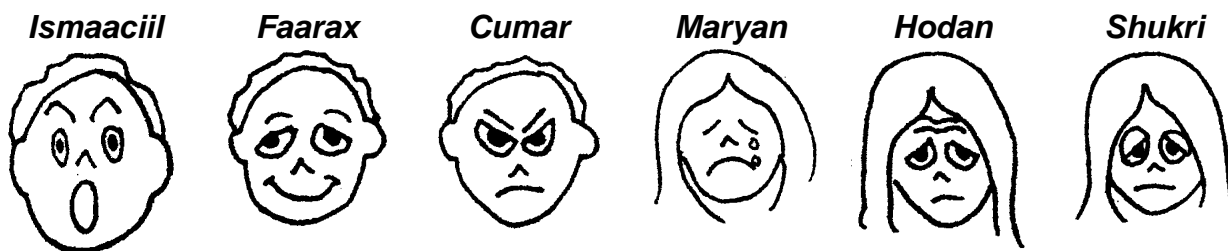


Into which category would you put these?

1. "Cali wuu yimid. Halkan muu (ku) fadhiistaa?" _____.
2. "Qadadu waa diyaar. Dadka maan u yeedhaa?" _____.
3. "Dukaankii Cali Xuseen aaway?" "Hore weeye, ee maan ku tusaa?" _____.
4. "Xaggaan u socdaa, bidixda mise midigta?" _____.

*note: Notice that with B and T the meaning depends on what the speaker has in mind when he or she says the words.

UNIT 14:2

WORKSHEET 52WAAYO? MAXAA YEELAYA: VOCABULARY: Understand the meanings of these words:

- | | |
|---------------------|--|
| 1. warka (n) | - : waxa raadiyoga laga maqlo ama jariiradaha / wargeyska laga akhristo. |
| 2. saaxiibka (M. n) | - : qofka aad jeceshahay. |
| 3. aabbaha (n) | - : qoys waa aabbo iyo hooyo iyo ilmaha / carruurta. |
| 4. carruurta (n) | - : waa ilmo badan. |
| 5. cayda (n) | - : hadal xun. e.g. “Wuu ii caayayaa.” = “Hadal xun buu igu leeyahay.” |
| 6. aad u (adv) | - : wax badan. |

B. Now try to put the two parts of these sentences together, giving reasons why these people feel the way they do.

- | | |
|--|-------------------------------|
| 1. Ismaaciil wuu <u>yaaban</u> yahay ... | Waayo? (Sababtu maxay tahay?) |
| 2. Faarax wuu <u>faraxsan</u> yahay ... | Waayo? |
| 3. Cumar wuu <u>cadhaysan</u> yahay (caraysan / xanaaqsan) ... | Waayo? |
| 4. Maryan way <u>murugaysan</u> tahay ... | Waayo? |
| 5. Hodan way <u>werwersan</u> tahay (welwelsan) ... | Waayo? |
| 6. Shukri way <u>daallan</u> tahay ... | Waayo? |

.... maxaa yeelay, aabbaheed aad buu u jirran yahay. (Wuu bukaa).

.... maxaa yeelay, carruurta baa caayaysa isaga.

.... maxaa yeelay, imtixaanka wuu dhow yahay.

.... maxaa yeelay, saaxiibkii baa imanaya.

.... maxaa yeelay, aad bay u shaqaysaa.

.... maxaa yeelay, wuxuu dhegaysanayaa war la-yaab-leh.

(maxaa yeelay = sababta oo ah ...)

UNIT 14:3

DIALOGUE 11 I'M HUNGRY! (WAAN GAAJAYSAN AHAY) WITH UNIT 14:3

Waxaa hadlaya Cali iyo Xaaskiisa.

B: Reerku ma ladan yahay?

T: Haah, wuu ladan yahay.

B: Qado ma diyaar baa?

Waan gaajoonayaa.

T: Maxaad u gaajoonaysaa?

Qadadii waa weli.

Toddoba saac ma gaadhin.

(Toddobadii ma gaadhin.)

B: Saaka aad baan u shaqeeyey.

Dukaanka baan joogay.

(Dukaankaan joogay.)

T: Maanta maxaad u shaqaynaysaa?

Waa Sabti.

B: Maanta dukaanka baan joogay.

(Maanta dukaankaan joogay.)

Berrito shaqo kale baan qabanayaa.

(Berrito shaqo kalaan qabanayaa)

T: Haye, fadhiiso.

Wax baan kuu keenayaaye.

UNIT15:5

DIALOGUE 12 I'VE LOST IT! (WAA IGA LUNTAY) WITH UNIT 15:5

Waxaa hadlaya Caasha iyo Cali.

B: Maxaa dhacay?

Waad werwersan tahay, maanta.

T: Haah, lacag baa iga halowday.*

(Lacag baa iga luntay.)*

Shalayto miiska baan dul dhigay.

(Shalay miiskaan dul dhigay.)

Haddeer ma taallo.

(Imminka ma taallo.)

B: Meeqa shilin bay ahayd?

(Ilaa immisay ahayd?)

T: Shan boqol oo shilin.

B: Haye, ha werwerin

Waan helaynaa.

T: Waxaan ka raadiyey miiska dushiisa,

(Waxaan ka doondoonaay.....)

dhinacyadiisa, iyo hoostiisa.

B: Gaadaashiisana?

(Dabadiisana?)

T: Maya, haddeer waan ka fiirinayaa.

(Imminka waan ka eegayaa.)

Alxamdullilah, waan helay!

*Note: In Somali language you are not literally saying "I've lost it!" but rather "it has been lost from me!"

UNIT 14:4

WORKSHEET 53

MAXAAD SAMAYSAA MAALIN WALBA?

(Finding out what others do regularly or often)

Instructions:

1. Look at the prompt words (e.g. Shaqo? Meel?) and prepare the question for each one. (Questions for Shaqo & Meel have been given).
2. Look at the example answers in No. 1 (Cali).
3. Fill in lines 2 and 3 in the same way, by asking 2 people the questions.
4. Before you ask number 3 what he/she does, you must tell him or her what number 2 does.
5. Don't forget! You will also have to give answers to someone else's questions.

<u>Magac</u>	<u>Shaqo?</u> Shaqadaadu waa maxay?	<u>Meel?</u> Xaggeed ka shaqaysaa?	<u>Samee?</u>	<u>Meeqa</u> <u>saacadood?</u>	<u>Habeenka/tag?</u>	<u>Akhri?</u>	<u>Meel/cun?</u>
1. Cali	Takhtar buu yahay.	Cisbitaal buu ka shaqeeyaa.	Dadka buu daweeyaa.	Toban saacadood buu shaqeeyaa.	Guriga buu tagaa.	Joornaalo buu adhriyaa.	Hudheel buu wax ka cunaa.
2.							
3.							

Remember: Xaggeed tagtaa? Maxaad ka shaqaysaa?etc.
Waxaan tagaa Waxaan ka shaqayaa Waxaan cunaa Waxaan sameeyaaetc.

UNIT 14:7

WORKSHEET 54

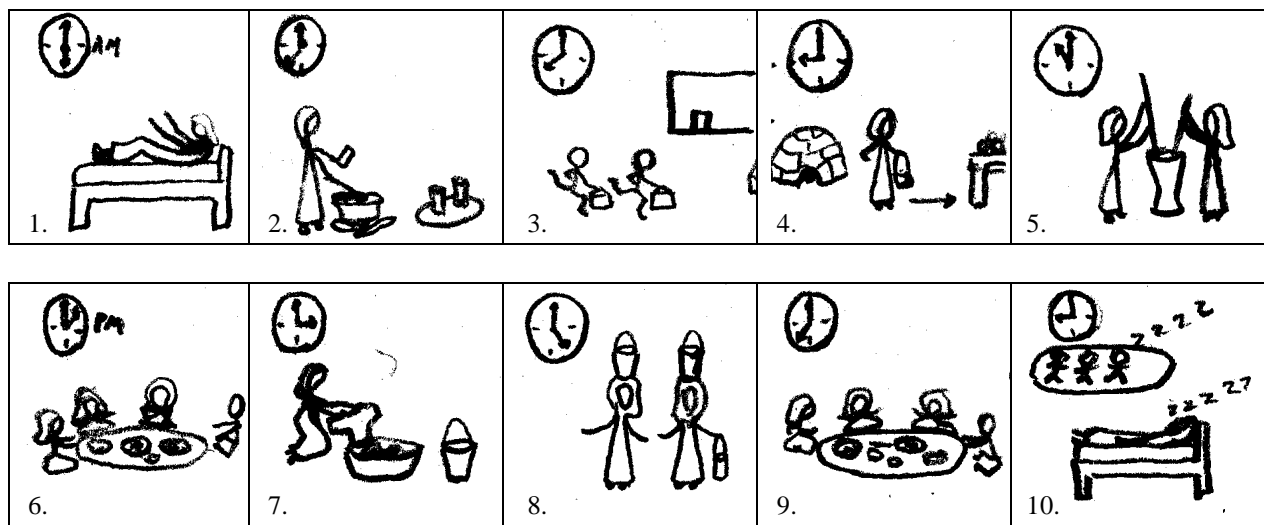
SHAQADA FAADUMA

B: Akhri:

Faaduma waa xaas. Waxay leedahay afar carruur ah. Aabbahood wuu dhintay. Faaduma iyo carruurteeda waxay ku nool yihiin guri yar. Faaduma aad bay u shaqaysaa, subaxdii ilaa habeenkii.

T: Taaswiirta fiiri oo weeraha, hoos ku qoran, akhri.

J: Markaas ku buuxi meelaha babanaan waqtiga. Jawaabtii kowaad waa lagu qoray. (Lambar 5)



- b. _____ suuqa bay tagtaa.
- t. _____ qado bay cunaan.
- j. _____ iyada iyo Maryan biyo bay dhansadaan.
- x. _____ waxay cunaan cashada.
- kh. Laba iyo toban saac oo subaxnimo Faaduma way toostaa oo way kacdaa.
- r. _____ iyeda iyo carruurteedu way seexdaan.
- s. _____ carruurtu dugsiga / iskuulka bay tagaan.
- sh. _____ iyeda iyo Maryan meseggo / hadhuudh bay tumaan.
- dh. _____ quraacda bay samaysaa.
- c. _____ dharka bay dhaqdaa / maydhaa.

UNIT FIFTEEN - Lesson Plan Components:

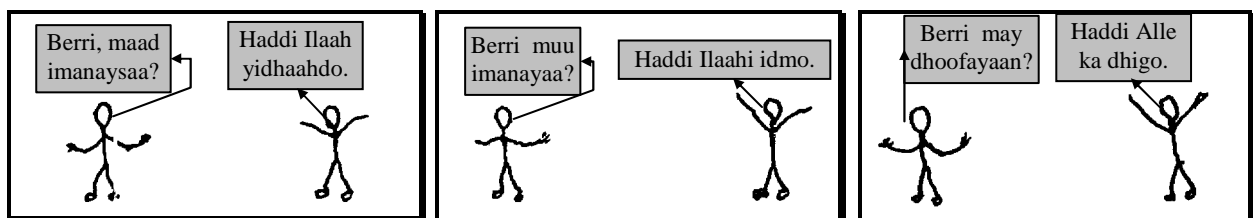
(Approx. time)

- 15.0 **“If God Wills.”** Useful Expressions 10, (this page 98, below). 10 min.
Cultural Note: Explain where and when Somalis use these words and expressions how they are appreciated.
- 15.1 **“Joog” and “Jir”:** *How to use these two verbs.* Use Worksheet 55, (page 99). 20 min.
Cultural Note: In some areas, the question “Ma lagu jooga?” relates to guests or to a housemaid.
- 15.2 **The thief: Possessives.** Oral, then use Worksheet 43, (page 74). 40 min.
 Oral then use Worksheet 56, (page 100).
- 15.3 **It’s in the bag: A Game.** Oral, questions and answers. 30 min.
Teaching Aid: “It’s in the bag.” Collect objects known to students; put them in separate bags or envelopes. One student opens the bag. The other students ask questions to try and find out what the object is. Use adjectives, with Verb “To Be”, and other question forms which they know.
- 15.4 **A Test, complete the sentences.** Use Worksheet 57, (page 101). 30 min.
Teaching Aid: Answers: 1 kh, 2 c, 3 d, 4 t, 5 sh, 6 j, 7 g, 8 x, 9 b, 10 s, 11 r, 12 dh.
- 15.5 “I’ve lost it!” Dialogue 12, (page 95). 20 min.
- 15.6 **Looking at photos: Possessive endings.** Use Worksheet 58, (page 102). 30 min.
Teaching Aid: Use photos of your family, before using the Worksheet.
Grammar Notes: This lesson needs to be taught step by step. See Summary Sheet 10, (page ?109).
 1. Review: dul, hor, kow, hoos, etc.
 2. Add the endings: dusha, horta, korka, etc. (They are now nouns).
 3. Review the possessive endings: -iisa, -eeda, etc.
 4. Add the possessive endings to the position words e.g., dushiisa, hortiisa.
 5. Be sure to keep the correct words together, e.g., Guriga(M) hortissa.
 Shineemada(F) horteeda, and explain why. The reason is that the ending on the “position” word has to agree with the gender (M or F) of the noun. See Summary Sheet 11, (page ?110).

UNIT 15:0

USEFUL EXPRESSIONS 10

IF GOD WILLS!

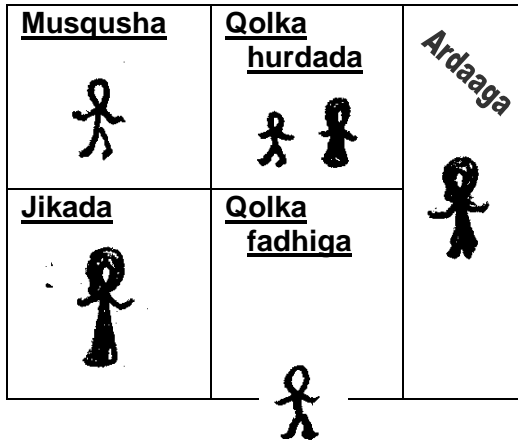


UNIT 15:1

WORKSHEET 55

JOOG AND JIR

B: Here are some of the ways in which these two verbs are used:



Faaduma iyo Cali iyo carruurtooda guriga bay ku jiraan.

Cali musqusha buu ku jiraa. Wuu maydhanayaa / qubaysanayaa.

Faaduma jikada bay ku jirtaa.

Maryam iyo Aadan qolka hurdada bay ku jiraan.

Luula ardaaga bay joogtaa.

Ismaaciil guriga hortiisa buu joogaa.

T: Uses:

-- We use "joog" when we want to say that someone is "present" or to give a general location. This could be at the place where he/she works or where he/she is usually found. We use "joog" only when we talk about people.

-- We use "ku jir" when we want to be more specific about the place where the person is, e.g., the particular room in the house. When we use "ku" with "jir" it means "in" or "inside".

-- We can also use "jir" without "ku" to give the same meaning as "joog" to be present. "Jir" can be used for things and animals as well as for people.

Axmed comes to Cali's house to visit.

<p>A: Cali muu joogaa? B: Haah, wuu joogaa. A: Xagguu ku jiraa? B: Qolka fadhiga buu ku jiraa. Wuu qadaynayaa.</p>
--

Cali's wife talks to him.

J: Isticmaal "joog" ama "jir" ama "ku jir". Buuxi meesha banaan:

- Nuur xagguu _____? London buu _____.
- Ardaydii (pl.) aaway? Dugsiga bay _____.
- Maamulaha baan rabaa; Xafiiska muu _____?
- Haddeer Xalimo laba maalmood halkan bay _____.

Special use: Meeqa sannadood baad jirtaa? (Meeqaad jirtaa?) ama (Immisa jir baad tahay?)

In some of these sentences either "joog" or "ku jir" could be used.

UNIT 15:2WORKSHEET 56TUUGGII ...

B: Anigu waxaan haystaa buug wanaagsan.

Adigu waxaad haysataa baaskiil cusub.

Xasan wuxuu haystaa shaati cad.

Maryan waxay haysataa dhar quruxsan.

Annagu waxaan haysanaa gaadhi sifaysan.

Inagu waxaan haysanaa rikoodh cusub.

Idinku waxaad haysataan lacag badan.

Iyagu waxay haystaan adhi shilis ah.



T: Habeen hore tuug baa yimid.

Wuxuu xaday buuggaygii.

Wuxuu xaday baaskiilkaagii.

Wuxuu xaday Xasan shaatigiisii.

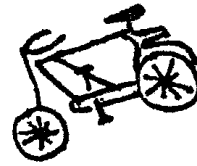
Wuxuu xaday Maryan dharkeedii.

Wuxuu xaday gaadhigayagii.

Wuxuu xaday rikoodhkeennii.

Wuxuu xaday lacagtiinnii.

Wuxuu xaday adhigoodii.



J: Booliskii baan u yeedhnay.

Waxay heleen alaabteennii.

Waxaa la weydiiyey:

Yaa leh buuggan?

Yaa leh baaskiilkan?

Yaa leh shaatigan?

Yaa leh dharkan?

Yaa leh gaadhigan?

Yaa leh rikoodhkan?

Yaa leh lacagtan?

Yaa leh adhigan?

Waxaan ku jawaabay:

Anigaa leh.

Adigaa leh.

Xasan baa leh. Isagaa leh.

Maryan baa leh. Iyedaa leh.

Annagaa leh.

Inagaa leh.

Idinkaa leh.

Iyagaa leh.

UNIT 15:4

WORKSHEET 57

IMTIXAAN

INSTRUCTIONS: - Labada qaybood isku gee oo hadal hagaag ah ka samee.

1. Buuggani wuu fiican yahay
 2. Xalimo goor walba waxay gashataa
 3. Goormaan imaadaa,
 4. Way murugaysan yihiin
 5. Maryan iyo Aadan qolka hurdada
 6. Waxaa miiska dul yaal
 7. Cali wuxuu u baahan yahay dhar caddaan ah
 8. Waan gaajoonayaa
 9. Lacagtani iyo lacagtaas
 10. Cali maalin walba wuu joogaa
 11. Dabkaasi wuu kulul yahay
 12. Maanta Caasha takhtarka bay tegaysaa
- b. idinkaa leh.
- t. maxaa yeelay, lacag ma haystaan.
- j. saxan weyn oo cusub.
- x. in badan i sii!
- kh. adigu waad akhrisataa.
- d. berri mise saa dambe?
- r. iska jir!
- s. laakiin maanta ma joogo.
- sh. bay ku jiraan.
- dh. maxaa yeelay, lugta aad bay u xanuunaysaa.
- c. dhar dhaadheer oo quruxsan.
- g. maxaa yeelay, cisbitaalka buu ka shaqeeyaa.

UNIT 15:6

WORKSHEET 58

LABA TASWIIROOD

Akhri oo soo tilmaam:

A:

Cali iyo saaxiibaddiisa

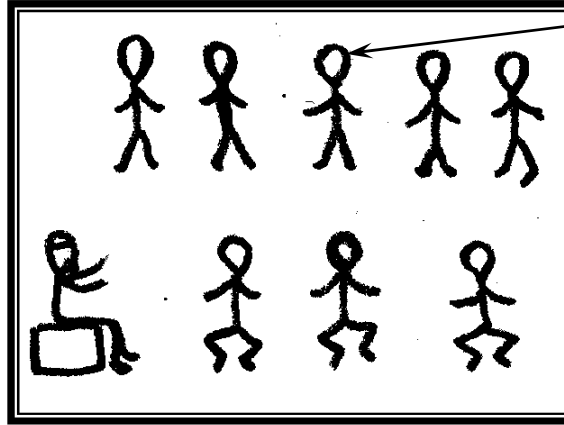
Ismaaciil

Cabdi

Ibraahim

Salaad

Axmed



Cali

Faarax

Jaamac

Cumar

Cali dhexda buu taagan yahay.

Faarax wuxuu taagan yahay dhinaciiss midigta ah.

Axmed wuxuu fadhiyaa Faarax hortiisa.

Axmed agtiisa, Ismaaciil baa fadhiya.

Iscmaaciil wuxuu ku dul fadhiyaa sanduuq dushiisa.

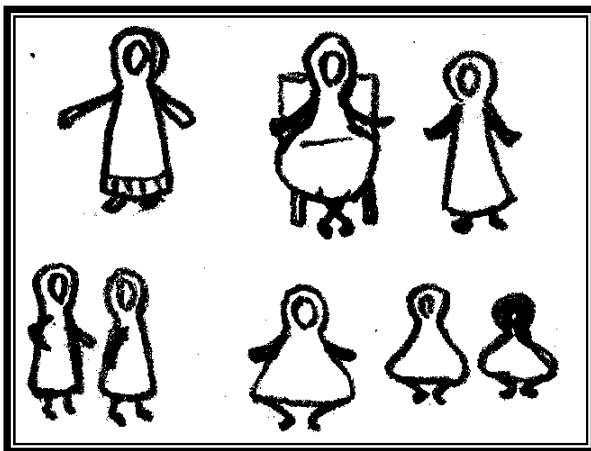
Cumar wuxuu taagan yahay Ismaaciil gadaashiisa.

Jaamac wuxuu fadhiyaa Cali hortiisa.

Salaad iyo Cabdi waxay taagan yihiin Cali dhinaciisa bidixda ah.

Hortooda waxaa fadhiya Ibraahim.

B:



Maryan iyo Walaalaheed

Maryan kursi bay ku fadhidaa.

Dhinaceeda midigta waxaa taagan Luula.

Luula horteeda waxaa taagan Saynab iyo Hodan.

Waxaa fadhiya Maryan horteeda, Shukri.

Shukri agteeda waxaa fadhiya Deeqa iyo Caasha-Ruun.

Gadaashooda waxaa taagan Xabiiba.

Maryan

Luula

Xabiiba

Seynab

Shukri

Deeqa

Caasha-Ruun

Hodan

UNIT SIXTEEN - Lesson Plan Components:

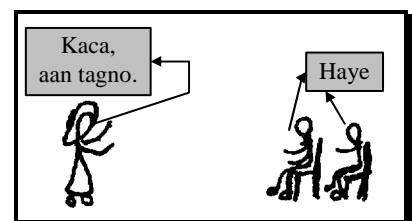
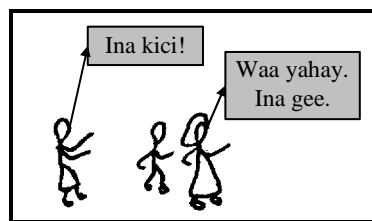
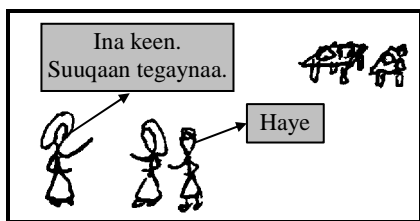
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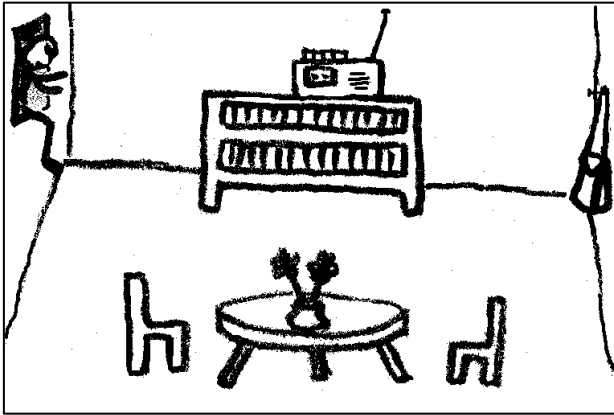
- 16.0 **“Let’s go.”** Useful Expressions 11, (this page 103, below). 10 min.
- 16.1 ***The Thief: Possessives***. Oral Revision using Worksheet 56, (page 100) and Worksheet 58, (page 102). 40 min.
Teaching Aid: See Summary Sheet 10, (page 107).
Grammar Note: These last 5 units concentrate on the Past Tense and the verb endings.
- 16.2 **“Habeenkii Tuuggu soo dhacay.” Past Tense.** Use Worksheet 59, (page 104). 40 min.
Grammar Note: Write on the Blackboard conjugations of “imid” and “idhi (iri)”.
 Also write the past tense negative of verbs in the 3 groups.
 Group 1 Verb negatives end in “in” - Ma furin / tegin / sugin.
 Group 2 Verb negatives end in “an” - Ma baran / garan / seexan.
 Group 3 Verb negatives end in “in” or “yn” - Ma siin / samayn / ku celin.
- 16.3 **“Where is it?”** Dialogue 13, (page 105). 20 min.
Cultural Note: Explain ways the students should approach people to ask for directions, how they should ask, and how they can give directions to others.
- 16.4 **“Weydiin iyo tilmaan bixin.” Asking and giving Directions.** 40 min.
 Use Worksheet 60, (page 106).
Teaching Aid: Use or prepare a large map of the local area, or the main streets of the city.
- 16.5 **“Possessives”** Summary Sheet 10, (page 107). 20 min.
- 16.6 **“Xaggay yihiin?” Positions.** Use Worksheet 61, (page 108). 20 min.
Teaching Aid: Worksheet 61 - answers: 1 x, 2 j, 3 kh, 4 b, 5 sh, 6 r, 7 d, 8 dh, 9 s, 10 t.
- 16.7 **Just a minute: A Game for oral practice.** Talk about a subject for one minute. 20 min.
Teaching Aid: A Game: Write some subjects on small cards, e.g., lacag, dadkayga, af Soomaali, Muqdishu, etc. Divide the class into 2 equal teams. Team A chooses a subject and a speaker, who says as much as he can about the subject. When he hesitates, another team member continues. Team B can “time” them for 60 seconds. Then Team B chooses a subject and speaker, and so on. This game is called “Just a minute.”

UNIT 16:0

USEFUL EXPRESSIONS 11

LET’S GO!



UNIT 16:2WORKSHEET 59HABEENKII TUUGII SOO DHACAY

Habeen bay ahayd, oo annagu waan wada hurudney.

Tuug baa yimid.

Guriga buu fiirfiiriyey.

Cidna ma arkin oo waxba ma maqlin.

Wuxuu furay dariishad yar, oo guriga buu galay.

Wuxuu galay qolka fadhiga.

Wuxuu la tegay Cali rikoodhkiisii iyo Maryan boorsaddeedii.

Waxaa boorsadda ku jiray shan boqol oo shilin.

Subaxdii Maryan hore bay u toostay, oo qolka fadhiga bay tagtay.

Waxay aragtay dariishadda oo furan, laakiin ma arkin rikoodhkii iyo boorsaddii.

Cali bay toosisay oo waxay ku tidhi, “Xalayto tuug baa noo soo dhacay.”

Cali Booliiska buu u yeedhay.

(Qaybta kowaad)

Instructions:

B: Sheekada akhri oo garo.

T: Laba laba su'aasha iyo jawaabaha isweydiiya.

J: Jawaabaha qor.

SU'AALOJAWAABO

1. Tuuggu goormuu yimid? _____
2. Yaa hurday aqalka? _____
3. Tuuggu muxuu fiirfiiriyey? _____
4. Wax muu arkay? _____
5. Siduu guriga u galay? _____
6. Tuuggu muxuu xaday? _____
7. Boorsadda ayaa laha? _____
8. Yaa hore u toosay? _____
9. Maryan ayay u sheegtay? _____
10. Cali muxuu sameeyey? _____

LA SOCO AF SOOMAALIGA – Unit 16

UNIT 16:3

DIALOGUE 13

WHERE IS IT? (WAA XAGGEE?)

WITH UNIT 16:3

Waxaa hadlaya Caasha iyo Cali.

B: Raalli iga ahow.

Waxaan doonayaa dukaanka Cali Xuseen.

(Waxaan rabaa dukaanka Cali Xuseen.)

Waa xaggee?

(Xaggee waaye? / Intee waaye?)

T: Xafiiska weyn maad aragtaa?

B: Haah, waan arkaa.

T: Hore u soco ilaa xafiiskaas.

Markaas ka dib midigta u leexo.

Dukaanka waad arkaysaa.

B: Muu fog yahay?

T: Maya, ma foga.

Waa ilaa iyo shan daqiiqadood

(Waa ilaa shan minidh.)

B: Waa yahay, ilaa xafiiska weyn,

ka bacdi midigta.

(ka dibna midigta / dabadeed midigta.)

T: Waa sax.

B: Mahadsanid walaal.

UNIT 17:3

DIALOGUE 14

WHAT'S THE MATTER? (MAXAA KU HELAY?)

WITH UNIT 17:3

Waxaa hadlaya Caasha iyo Cali.

B: Waa maxay?

Maxaa ku helay?

Maad xanuunsanaysaa?

(Maad jirran tahay?/ Maad buktaa?)

T: Haah, waan xanuunsanayaa.

B: Halkee baa ku xanuunaysa?

T: Calooshaa i socota, oo aad ii xanuunaysa.

B: Meeqa maalmood?

(Immisa cisho?)

T: Ilaa shalayto.

B: Maxaad cuntay?

T: Waxba, laakiin shalayto caano geel baan dhamay.

B: Caanaha geelu way fiican yihiin, laakiin iska jir.

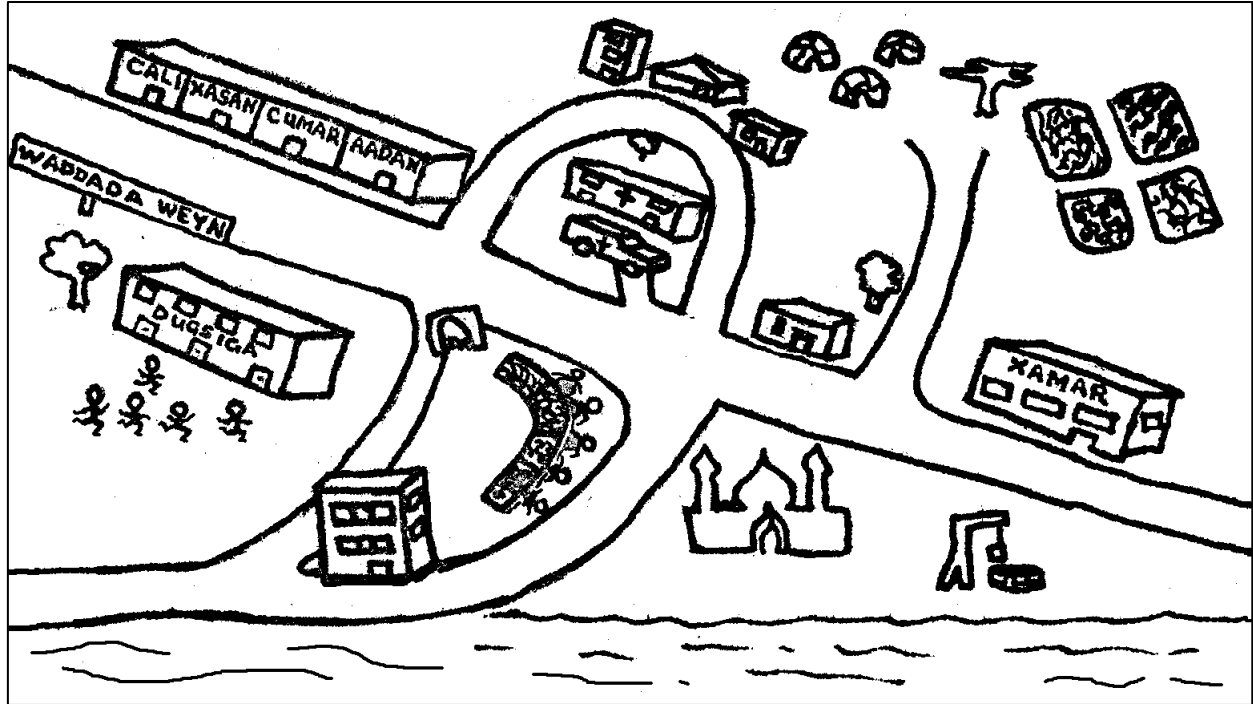
Shuban bay keenaan.

T: Haah, waan ogahay!

UNIT 16:4

WORKSHEET 60

WEYDIIN IYO TILMAAN BIXIN
ASKING FOR AND GIVING DIRECTIONS



1. Dib u naq meelaha ay ku kooban tahay Beled Yare
2. Waxaad u isticmaashaa Dialogue 13 matalan ahaan sida aad u tegi kartid, meel ilaa meel.

Example: Hudheelka ilaa xafiiska:

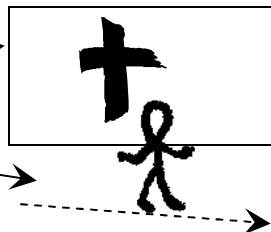
Ka tag:

B: Iga ralli ahow.
Waxaan rabaa xafiiska.
Waa xaggee?
T: Suuqa maad arkaysaa?
B: Haah, waan arkaa.
T: Hore u soco ilaa suuqa.
Markaas bidix u leexo.
Xafiiska waad arkaysaa.
Waa daar dheer. (dhismo)
etc.

1. xafiiska ilaa dukaanka Cali.
2. dugsigu ilaa guryaha.
3. guryaha ilaa ceelka.
4. xafiiska ilaa cisbitaalka.
5. Boostada ilaa dugsigu.
6. Dukaanka Cali ilaa masaajidka.

Other useful words and phrases:

- Ma dhinaca badixda mise midigta?.
- Waxaad dhaaftaa cisbitaalka.
- Waxaad hor martaa cisbitaalka.
- Masaajidku Boostada buu ka hor jeedaa.
- Guryahu cisbitaalka bay ka dambeeyaan.
- Cisbitaalku guriyaha wuu ka horeeya.



UNIT 16:1,5

SUMMARY SHEET 10

POSSESSIVES
(Possessive Adjectives)

MEANING: These words / parts of speech show that somebody possesses or owns something, or that something belongs to somebody e.g., ‘Ali’s books, his wife, my house, their goat, etc.

FORM: In the Somali language, there are several ways to show possession.

- We can say: Buuggan anigaa leh. (This book is mine.) Anaa leh. (It’s mine.)
Kaas isagaa leh. (That is his.) Isagaa leh. (It’s his.)

Sometimes ‘iska’ is inserted between the Emphatic and ‘leh’ which gives emphasis to the person possessing, e.g., Anaa iska leh. (It’s mine.) Iyedaa iska leh. (It’s hers.)
- Notice the change in the stress pattern.

- We can say: Kani waa buuggii Cali. (This is ‘Ali’s book.)
Tani waa lacagtii Axmed. (This is Ahmed’s money.)

But this is used most often if the possessor is 3rd person singular, (he or she).

- We can also: add a possessive adjective to the end of the noun which stands for the thing which is possessed. It is added to the definite article suffix: -ka, -ga, -ta, etc.

Waa ninka buuggiisii ← - It is the man’s book.

Waa Maryan buuggeedii ← - It is Maryan’s book.

NOTE: The ending on the suffix may vary (iisii, iisa, iisu) according to preference or to position or to time.

AGREEMENT: The Possessive suffix must agree with the possessor in number and gender.

e.g., Waa ninka buuggiisii. The possessor is M. singular (the man).

Waa iyaga buuggoodii. The possessor is 3rd person plural (they).

NOTE: 3rd person plural “they” has the same ending for M and F.

SPELLING DIFFERENCES: Note the slight difference in spelling according to whether the suffix refers to a M. or F. noun. This is only in 1st person singular and plural and 2nd person singular. The M. suffix contains “g” (-aygii) and the F. suffix contains “d” (-aydii).

Buuggan yaa leh?		Short Form		Yaa leh lacagtan?		Short Form	
Waa	buuggaygii *		kaygii *		lacagtaydii *		taydii *
	buuggaagii *		kaagii *		lacagtaadii *		taadii *
	buuggiisii		kiisii		lacagtiisii		tiisii
	buuggeedii	Waa	keedii	Waa	lacagteedii	Waa	teedii
	buuggayagii*		kayagii*		lacagtayadii*		tayadii*
	buuggeennii		keennii		lacagteennii		teennii
	buuggiinnii		kiinnii		lacagtiinnii		tiinnii
	buuggoodii		koodii		lacagtoodii		toodii

It is useful to know the Inclusive and Exclusive use of “Our”.

UNIT 16:6

WORKSHEET 61

XAGGAY YIHIIN?

Akhri oo tasaawirta fiiri, oo meelaha babanaan buuxbuuxi:
Jawaabaha hoosta bay ku qoran yihiin.

1. Shimbirtu waxay ka duushay geedka _____.
2. Ninku wuxuu ku jiraa gaadhiga _____.
3. Lacagtu waxay ku jirtaa boorsadda _____.
4. Carruurta waxay ku cayaareen geedka _____.
5. Ardaydu waxay socdeen waddada _____.
6. Ninku wuxuu ka shaqeyey ceelka _____.
7. Ilmuhu wuxuu seexday sariirta _____.
8. Cali wuxuu fadhiyey dariishadda _____.
9. Lacagtu waxay ku dhacday kursiga _____.
10. Waxaan kugu sugay shineemada _____.

b.



t.



j.



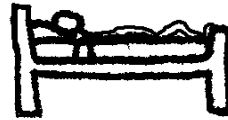
x.



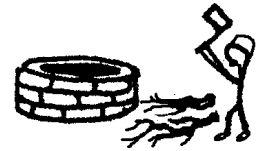
kh.



d.



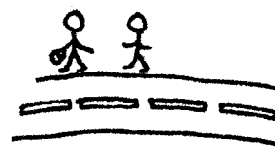
r.



s.



sh.



dh.



Jawaabo:

- | | | |
|-----------------------|-----------------------|--------------------------|
| -- agtiisa/dhinciisa | -- agteeda/dhinaceeda | dusheeda/korkeeda |
| -- korkiisa/dushiisa | -- horteeda | -- dhexdiisa |
| -- dhinaceeda/agteeda | -- dhexdeeda | -- hoostiisa |
| | | -- dabadiisa/gadaashiisa |

Imminka Adigu laba weer halkan ku qor:



1. _____



2. _____

UNIT SEVENTEEN - Lesson Plan Components: (Approx. time)

- 17.0 **“Hurry Up”** Useful Expressions 12, (this page 109, below). 10 min.
Cultural Note: Explain when and to whom these words can be said: “Soo degdeg.”
- 17.1 **“Waxa tuuggii ku saabsan.” Past Tense.** Use Worksheet 62, (page 110). 60 min.
Make Dialogues in pairs about the thief.
- 17.2 **“Xaggeed tagtay?” Directions.** Repeat Dialogue 13, (page 105). 40 min.
Use Worksheet 63, (page 111).
- 17.3 **“What’s The Matter.”** Dialogue 14, (page 105). 30 min.
Cultural Note: Explain Somali attitudes to sickness, how students should sympathize, and advice they should give, saying: “Allah ha ku caafiyo.”
- 17.4 **“Maad joogtay?”** An oral game. 20 min.
Teaching Aid: Draw this chart on the blackboard.

MAAD JOOGTAY?

July 2005	August 2005	Sept.2005
London	New York	Rome
Park Hotel	Grand Hotel	New Hotel

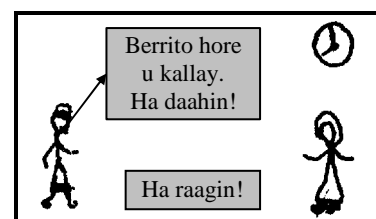
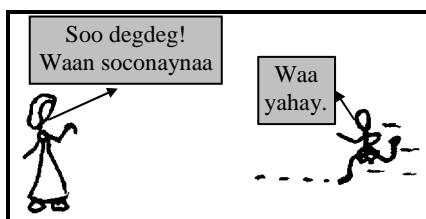
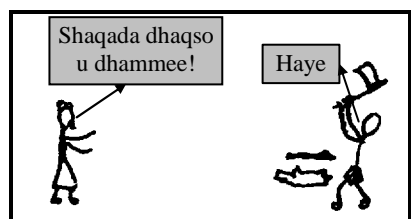
From all the possibilities, each student decides when and where he went and where he stayed. He then moves around the classroom asking questions to find someone who was at the same place at the same time he was. Questions: Xaggeed tagtay? Goormaad tagtay? Xaggeed ku degtay? London maad tagtay? etc.

- 17.5 **Words that Indicate Position.** Summary Sheet 11, (page 112). 15 min.
- 17.6 **“Afarta Nin.” The Verb “Laho.”** Use Worksheet 64, (page 113). 30 min.
Cultural Note: Explain how this verb “Laho” is used to talk about family members; also virtues, characteristics, etc. Give some of the idiomatic uses: “Uur bay leedahay”, “Shir buu leeyahay”, “Lacag baad igu lahayd.”
Grammar Notes:
 - 1) The negative of laho is “Ma leh” (ma laha) which conjugates “Ma lahi / lihi”, “Ma lahid / lihid”, in the same way as the negatives of adjectives.
 - 2) Talk about how these four people in the pictures feel, and why; using some of the expressions the students have already learned, e.g., “Wuu murugaysan yahay, maxaa yeelay gabadhiisa way jirran tahay.”

UNIT 17:0

USEFUL EXPRESSIONS 12

HURRY UP!



UNIT 17:1

WORKSHEET 62

WAX TUUGII KU SAABSAN (Qaybta labaad)



B. Horta sawiirka fiiri. Markaas su'aashan ka jawaab.

1. Meeqa nin oo Booliis ah baad aragtaa?.
2. Midkood muxuu fiirinayaa?
3. Kii kale muxuu samaynayaa?
4. Maryan xaggay taagan tahay?
5. Cali xagguu taagan yahay?
6. Maxaa dhulka yaal?

T. Haddeer dhegayso intuu macallinku akhriyayo. Ha fiirin.

Waxaa yimid Booliskii. Laba nin bay ahaayeen.

Horta waxay fiiriyeen guriga iyo hareerahiisa.

Waxay arkeen dariishadda oo furan.

Waxay yidhaahdeen, “Tuuggii halkan buu ka soo galay.”

Waxay weydiiyeen, “Tuuggii muxuu xaday?”

Maryan iyo Cali way u sheegeen Booliiskii.

Booliiskii waxay yidhaahdeen, “Tuuggii, ku yar oo dhuuban oo gaaban buu ahaa, maxaa yeelay, dariishadu way yar tahay.

Wuxuu la yimid shamac iyo tarraq, maxaa yeelay tarraq guuguuban baan arkaynaa. Idinku ha werwerina. (shimic/shumac, kabriid)

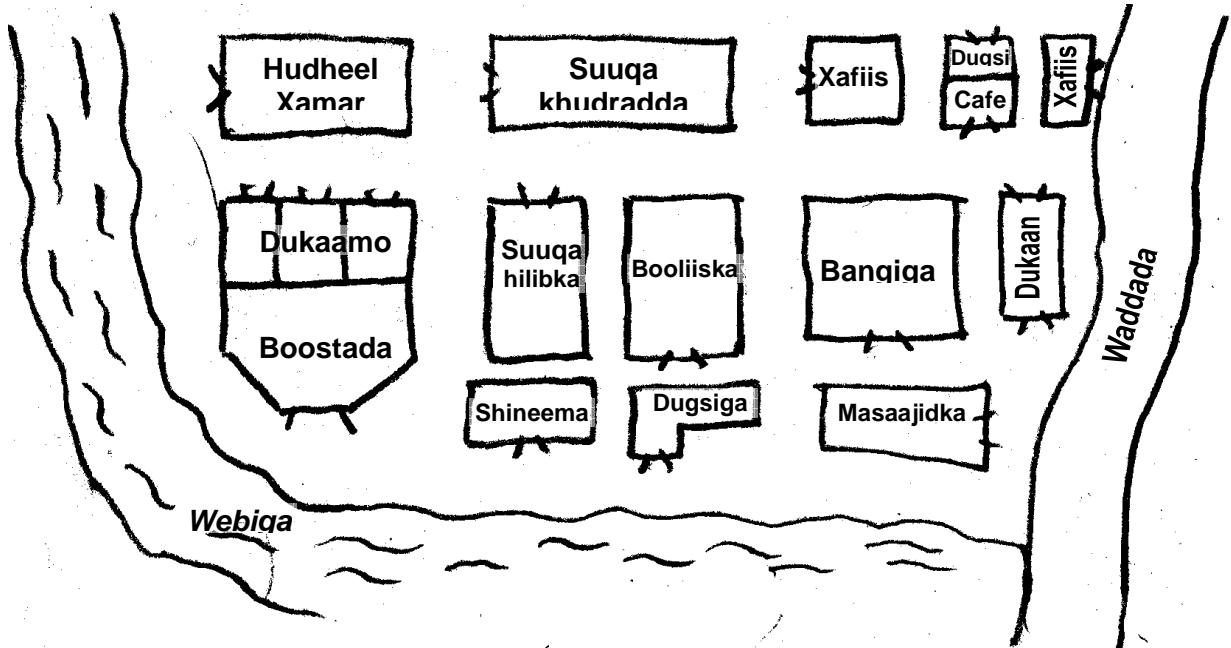
Tuuggii waan helaynaa. Wuxuu ka tegay xaashi yar oo magac baa ku qoran. Haddeer waan raadinaynaa.” (warqad/qardaas)

J. Laba laba su'aalo sheekada ku saabsan is-weydiiya.

X. Laba laba u jila oo Dialogue samee:

1. Maryan iyo nin Booliis ah.
2. Cali iyo nin Booliis ah.
3. Maryan iyo Cali.
4. Laba nin oo Boolis ah.
5. Maryan iyo walaasheed.
6. Cali iyo saaxiibkiis.

(etc.)

UNIT 17:2WORKSHEET 63XAGGEED TAGTAYAKHRI OO BUUXI:

1. Waxaad joogtay Boostada.

Waad soo baxday oo bidix baad u leexatay.

Waddada kowaad ee midigta baad u leexatay.

Dhinaca bidixda waxaad dhaaftay laba waddo oo yaryar.

Waxaad soo gaadhay _____.

2. Waxaad joogtay Hudheel Xamar.

Waad baxday oo waddada kowaad ee midigta baad u leexatay.

Hore baad u socotay. Dhinaca midigta waxaad dhaaftay laba waddo oo yaryar.

Waxaad soo gaadhay _____.

3. Waxaad joogtay suuqa hilibka.

Waad baxday oo bidix baad u leexatay.

Waddada kowaad iyo dukaamada baad dhaaftay. Midigta baad u leexatay.

Waxaad soo gaadhay _____.

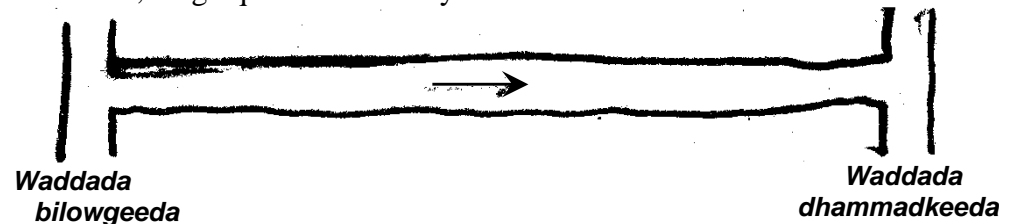
Erayo cusub:

Rukunka

Ka hor jeeda



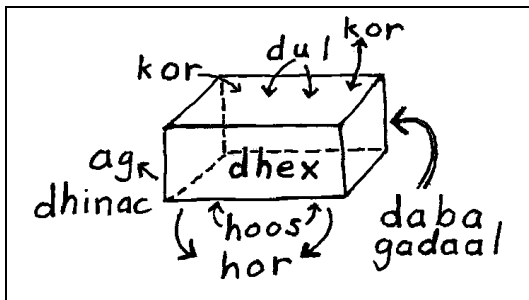
4. Hadeer, adigu qor tilmaamo caynkan oo kale ah.



UNIT 17:5

SUMMARY SHEET 11

WORDS THAT INDICATE POSITION



The function of these words is equivalent to that of an adverb of place. e.g., on the table, near the door, under the tree.

In the Somali language they can also be different parts of speech as given below:

1. AS VERBAL PREFIXES: They give the location or position of a person or object, and they stand before the verb.

e.g., Ninku guriga buu hor joogaa.
Buuggu miiska buu dul yaal.
Iyedu albaabka bay ag fadhida.

Negatives: The verbal prefixes remain in position in front of the verb and the “ma” negative comes before it.

e.g., Ma hor joogo. Ma dul yaallo. Ma ag fadhido.

2. AS NOUNS they take a M. or F. definite article suffix, and perform the function of adverbs of place.

e.g., hortaa, dusha, dhaxda, agta, hoosta, dabada, gadaasha, korka, dhinaca.
Xaggu fadiyaa? Dhaxda buu fadiyaa. (He’s sitting in the middle.)
Magacaaga dusha / korka ku qor. (Write your name on the top.)

- 3a. We can also add a POSSESSIVE ADJECTIVE to the defined noun to give the meaning of “of” as in an adverb of place.

Ninku guriga hortiiisa buu joogaa. - The man is in front of the house.
Buuggu miiska dushiisa buu yaal. - The book is on top of the table.

- 3b. When we add the Possessive Adjective (iisa, eeda, ooda, etc.) to the noun suffix, the singular suffix has to agree with the gender of the person or thing which is the possessor; and all of them have to agree in number.

e.g., Guriga hortiiisa buu joogaa. - He is in front of the house (M).
Shineemada horteeda buu joogaa. - He is in front of the cinema (F).

4. VERBS: are also formed from some of these nouns.

e.g., Sagaal baa toban ka horeeya. (Nine comes before ten.)
Garissa baa u dhexaysa Nayroobi iyo Waajir. (Garissa is between Nairobi and Wajir)

5. Learn to look for meanings in the many related words and phrases, as you see and hear them:

e.g., Markii hore	- formerly	Bishii hore	- last month
Horaynta	- the beginning	Horumarka	- the progress
Anigaa ugu soo horeeyey.			- I came first.
Xamar hore buu u yimid.			- He has been to Mogadishu before.
Ka hor jeeda	- opposite	Hore u soco	- go straight ahead

UNIT 17:6

WORKSHEET 64AFARTA NIN

Ninkani waa taajir.

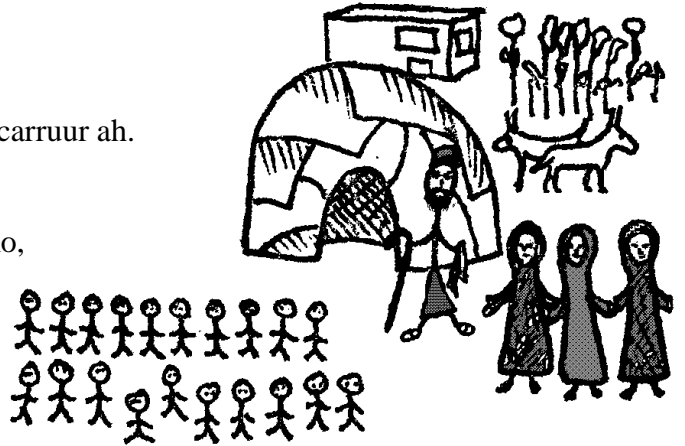
Wuxuu leeyahay saddex naagood iyo labaatan carruur ah.

Xoolo badan iyo beero badan buu leeyahay.

Wuxuu leeyahay shaqo wanaagsan iyo dukaamo,

laakiin caafimaad ma qabo.

Marar badan wuu jirran yahay. (wuu bukaa)



Ninkani waa qaxooti.

Isagu lacag iyo xoolo ma leh.

Aqal yar buu leeyahay.

Xaas (Afo) iyo laba carruur ah buu leeyahay.

Gabartu (inantu) way jirran tahay.

Shuban baa ku dhacay, laakiin dawo ma leh.

Ninkani waa miskiin. Waa faqiir.

Isagu waxba ma leh.

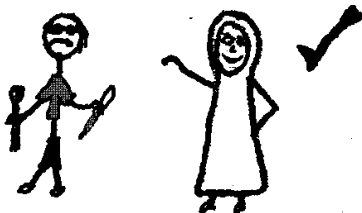
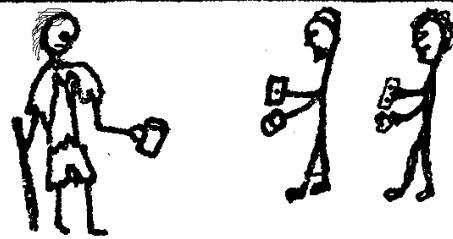
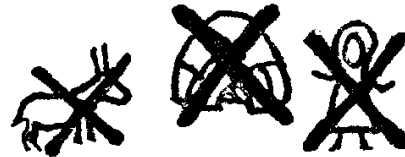
Wuxuu leeyahay dhar baali ah, koob iyo ul.

Wuxuu u baahan yahay cunto, lacag iyo aqal.

Dad wax leh, baa wax siiyaan.

Wuxuu leeyahay saaxiibo badan,

Laakiin xaas iyo carruur ma leh.



Ninkani waa tuug.

Aqal iyo shaqo buu leeyahay,

Laakiin wax kale buu rabaa. (doonayaa)

Xaas wanaagsan buu leeyahay.

Iyadu caqli bay leedahay.

Waxay leeyihiin baa ku fillan iyada.

Iyadu wax kale u ma baahna.

UNIT EIGHTEEN - Lesson Plan Components:

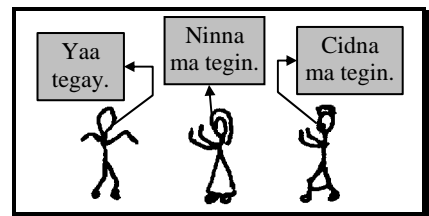
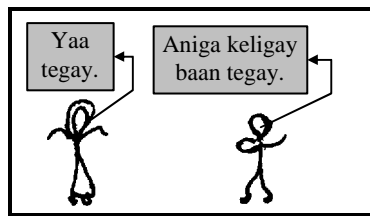
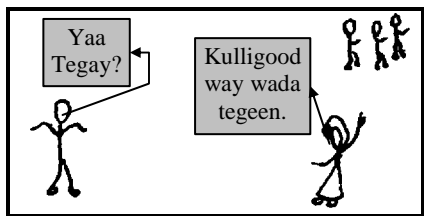
(Approx. time)

- 18.0 **“All alone, nobody.”** Useful Expressions 13, (this page 114, below). 10 min.
- 18.1 Revise *Dialogues 13 & 14*, (page 105). 20 min.
- 18.2 **Maxaa dhacay? Sidee? Accidents.** Use *Worksheet 65*, (page 115). 40 min.
Teaching Aid: First teach new vocabulary words from the pictures; e.g., jaranjaro, birdaawe, etc.
Cultural Notes: Explain the way in which Somalis speak of accidents to themselves and why they think this way. “Gacanta baa iga jabtay. Lacagta baa iga hallowday.” (“iga”, from me).
Grammar Note: Remind the students that the verb after a “Yaa?” (Who?) is always in third person singular masculine e.g., Yaa far is jaray? Yaa gacan is gubay?
- 18.3 **Maxaa ku helay? Causes and Reasons.** Make dialogues in pairs. 60 min.
 Use *Worksheet 66*, (page 116).
Teaching Aids: First read through *Worksheet 66* with the students. Divide students into pairs. Each pair prepares a Dialogue to act in front of the class, giving reasons for an accident.
Cultural Note: After doing the Dialogues, point out anything the students did wrong i.e., in Somali culture, or in Grammar.
- 18.4 **Sida Tuugii loo helay: Past Tense.** Revise parts 1, and 2, 30 min.
Worksheet 59 (p.104) and *Worksheet 62* (p.110). Then use *Worksheet 67*, (page 117).
Teaching Aid: Retell all the story about the thief, orally, first, from the beginning using *Worksheets 59 and 62*. Then use *Worksheet 67*. Answers: 1 kh, 2 j, 3 s, 4 t, 5 d, 6 b, 7 c, 8 r, 9 g, 10 sh, 11 x. Refer to *Summary Sheet 12*, (pages 118-119).
- 18.5 **Verbal Particles.** *Summary Sheet 13*, (pages 120 and 121). 30 min.
- 18.6 **Muxuu leeyahay? Questions and answers.** Use *Worksheet 64*, (page 113). 30 min.
Grammar Note: Revise use of “kee?” and “tee?” using the pictures of the four men. Ask questions like: Ninkee baa taajirsan? Kee baa lacag doonayaa?

UNIT 18:0

USEFUL EXPRESSIONS 13

ALL, ALONE, NOBODY



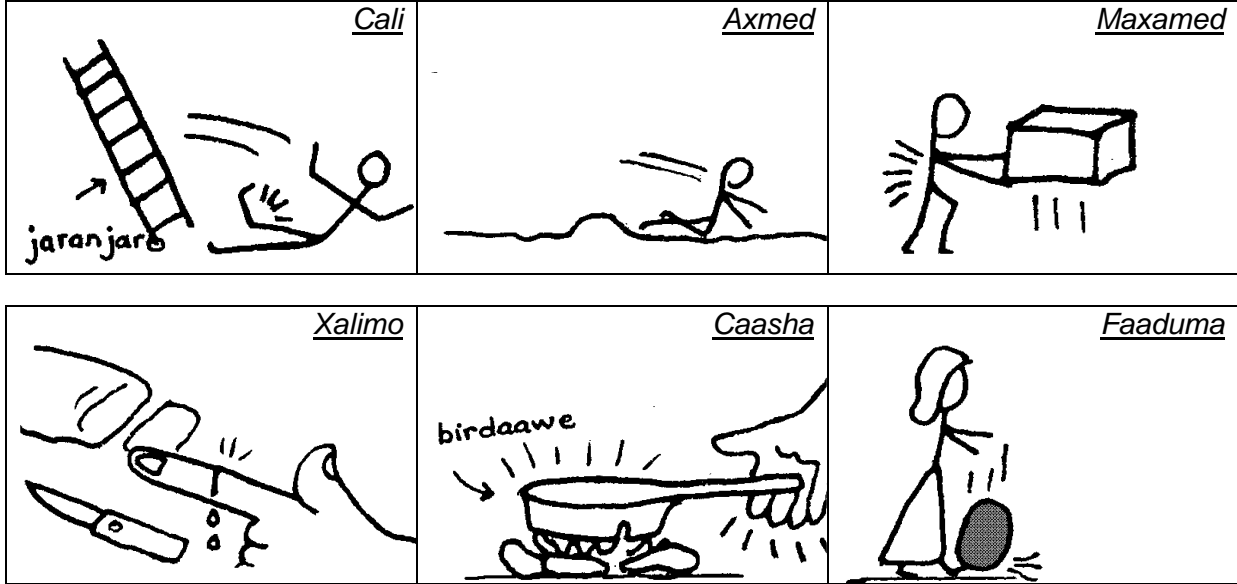
UNIT 18:2

WORKSHEET 65

MAXAA DHACAY?

SIDAY KU DHACDAY?

B: Tasaawiirta fiiri.



1. Cali wuxuu ka dhacay jaranjaro oo wuxuu ka jabay, lug.
2. Axmed wuu kufay oo jilibka buu ka dhiigay.
3. Maxamed wax culus buu qaaday, oo dhabarka ayaa xanuunay.
4. Xalimo hilib bay jarjaraysay oo far bay is jartay.
5. Caasha waxay qabatay birdaawe oo gacanta bay ka gubatay.
6. Faaduma dhagax bay cagta ku dhufatay oo faraha lugta (suulasha lugta) bay ka jabtay.

T: Tasaawiirta kor yaallaan iyo tusaalaha hoos qoran adeegso si aad su'aalo iyo jawaabo u samaysid.

Q: Maxaa dhacay?

Q: Maxaa dhacay?

Q: Maxaa Axmed ku dhacay?

Q: Maxaa Xaliimo ku dhacay?

Q: Yaa lug ka jabay?

Q: _____?

Yaa lug ka jabay?

Axmed Cali Maxamed	baa	lug ka jabay. gacan ka gubtay. far is jaray. jilib ka dhiigay. suul ka jabay. dhabarku xanuunay.	Faaduma Xaliimo Caasha	baa	lug ka jabtay. gacan ka gubatay. far is jartay. jilib ka dhiigtay. suul ka jabtay. dhabarku xanuunay.
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J: Q: Cali siduu lugta uga jabay?

Q: Xaliimo siday far isu jartay?

A: Jaranjaro buu ka dhacay.

A: Hilib bay jarjaraysay.

UNIT 18:3

WORKSHEET 66

GUIDED DIALOGUES / ROLE PLAY

MAXAA DHACAY?

MAXAA KU HELAY?

MAXAA _____ ?

B:

<p><u>Situation:</u> You see a boy who has fallen off his bicycle</p>
<p>B: Ask if he is alright. T: Answer B: Ask what happened. How? T: Answer – give your reason. B: Ask if hurt. T: Answer – a little. B: Ask where. T: Answer. B: Ask to see it. T: Agree – reluctantly. B: Suggest going to Dr. T: Make excuses</p>
<p>B: Ask about bicycle</p> <p style="text-align: right;">etc.</p>

T:

<p><u>Situation:</u> You are telling a friend about the money stolen from your purse</p>
<p>B: Look worried. Greet friend. T: Greetings. Ask what happened. B: Tell him. T: Ask how it happened. B: Tell him what you think. T: Ask when. B: Answer. T: Ask how much. B: Answer. T: Suggest going to the police. B: Disagree – no time. B: Explain – really no money for bus. Ask for 5 sh. or appropriate bus fare.</p>
<p style="text-align: right;">etc.</p>

J:

<p><u>Situation:</u> Waxaad iibsaday boorso cusub, laakiin way xumaatay. Waxaad rabtaa inaad maamulaha dukaanka la hadashid</p>
<p>B: Maamulaha u weydii. T: Tilmaan xafiiska. B/T: Salaan / soo dhowee B: Tus oo u sheeg T: Weydii iibka B: U sheeg. T: _____ B: _____ T: _____</p> <p style="text-align: right;">etc.</p>

Other situations:

1. Waxaad tahay hooyo, oo inankaagu wuu jirran yahay. Takhtar baad rabtaa (doonaysaa)

2. Xaaskaagu / ninkaagu wuu jirran yahay (bukaa). Saaxiibkaaga waxaad u sheegaysaa “Ma imanayo

3. Walaalkaa lacag buu ka rabaa (doonayaa) adiga. Wuu u baahan yahay laakiin adigu ma haysatid

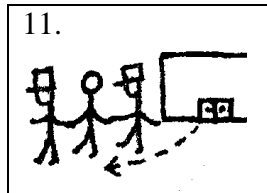
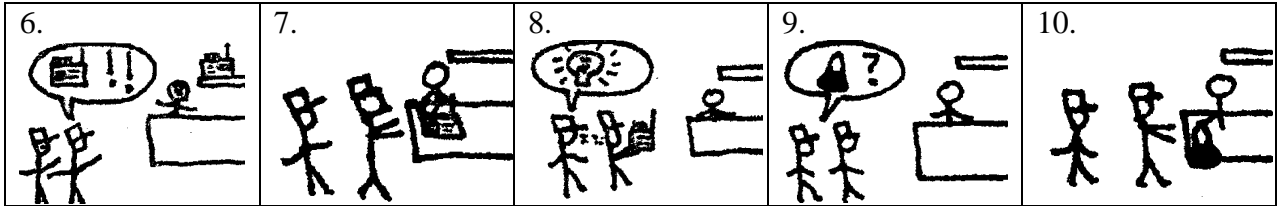
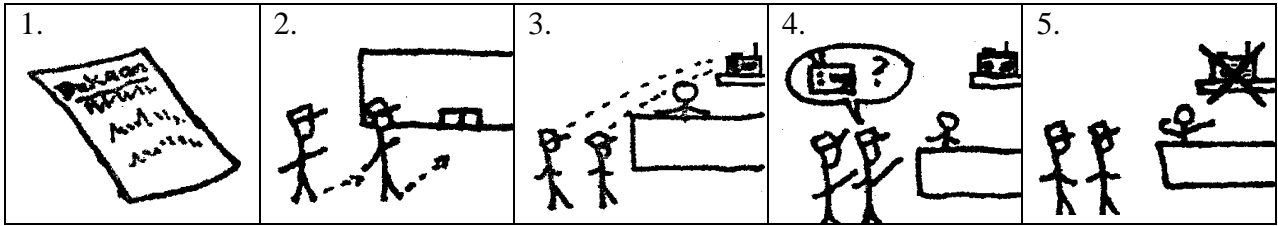
4. Adiga iyo saaxiibkaa shineemada baad tegaysaan. Adigu waxaad rabtaa inaad filim aragto, isna wuu arkay

UNIT 18:4

WORKSHEET 67

SIDA TUUGGII LOO HELAY

(Qaybta saddexaad)



1. Tasaawiirta fiiri.
2. Weer aha akhri oo ku hagaaji tasaawiirta.
3. Kan ugu horeeya waa lagu qoray.

-- Tuuggii wuxuu ka tegay xaashi yar oo magac ku qoran yahay. (Unit 17:2)

	b.	Mar kale “Na tus” bay dukaanlihii ku yidhahdeen.
	t.	Waxay dukaanlaha ku yidhaahdeen “Rikoodh baan rabnaa. Kaas na tus.”
	j.	Booliskii dukaanka bay tegeen.
	x.	Dukaanlihii booliiska buu u raacay ilaa xafiiska.
1.	kh.	Magaca xaashida ku qornaa waxa lahaa nin dukaanle ah.
	d.	Ninku wuxuu ku yidhi, “Kaas anigaa leh. Dad baa i siiyey.”
	r.	Way fiirfiiriyeen. Wuxuu ahaa rikoodhkii Cali.
	s.	Rikoodh bay arkeen. Wuxuu yaallay dukaanlaha dabadiisa. (gadaashiis)
	sh.	Dukaanlaha boorsaddii Maryan buu u dhiibay iyaga.
	c.	Rikoodhkii buu u dhiibay iyaga.
	g.	Kolkaasaa waxay weydiiyeen, “Boorsaddii aaway?”

4. Sheekadan Dialogue ka sameeya.

- e.g. – Maryan iyo Booliiska
 - Cali iyo Booliiska.
 - Dukaanlaha iyo Booliiska
 - Labada Booliiska ah.

UNIT 18:4SUMMARY SHEET 12THE PAST TENSE

USE: We use the Past Tense to speak about events that happened and have been completed in past time.

ACCOMPANYING ADVERBS: Some of the adverbs used with this tense are: Shalayto / shalay, xalayto / xalay, dorraato / dorraat, habeen hore, bishii hore, sannadkii hore, etc. Position depends on the type of sentence used. e.g., Shalayto waan imid. Waxaan imid shalayto.

FORM: The Past Tense is formed in the same way as the Present Habitual (Indicative) Tense, except for an “ay” or “ey” ending instead of “aa” in the singular and “een” instead of “aan” in 2nd and 3rd plural. Compare Summary Sheet 9 on Pages 89 & 90 in the Student’s Book.

A: Here are some examples of regular Past Tense Conjugations.

<u>Group 1 (sug)</u>		<u>Group 2 (iibso)</u>		<u>Group 3 (sii)</u>	
Waan sugay.	A	Waan iibsaday.	A	Waan siiyey.*	A
Waad sugtay.	B	Waad iibsatay.	B	Waad siisay.*	B
Wuu sugay.	A	Wuu iibsaday.	A	Wuu siiyey.	A
Way sugtay.	B	Way iibsatay.	B	Way siisay.	B
Waan sugnay.	C	Waan iibsaday.	C	Waan siinnay.	C
Waad sugteen	B + n	Waad iibsateen.	B + n	Waad siisaan.	B + n
Way sugéen.	A + n	Way iibsadeen.	A + n	Way siiyaan.	A + n

B: These verbs are more irregular in their conjugation.

<u>Group 1 (hadal)</u>		<u>Group 2 (dhegayso)</u>		<u>Group 3 (akhri)</u>	
Waan hadlay.	A	Waan dhegaystay.	A	Waan akhriyey.*	A
Waad hadashay.	B	Waad dhegaysatay.	B	Waad akhriday.*	B
Wuu hadlay.	A	Wuu dhegaystay.	A	Wuu akhriyey.	A
Way hadashay.	B	Way dhegaysatay.	B	Way akhriday.	B
Waan hadalnay.	C	Waan dhegaysanay.	C	Waan akhrinay.	C
Waad hadasheen	B + n	Waad dhegaysateen.	B + n	Waad akhrideen.	B + n
Way hadleen.	A + n	Way dhegaysteen.	A + n	Way akhriyeen.	A + n

* Notice how these Group 3 verb endings change from “ey” (1st person singular and 3rd person M) to “ay” (2nd person singular and plural and 3rd person F)

continued

S.S.12 continued

C: Try to complete these conjugations following the A, B “pattern”.

<u>Group 1 (tag)</u>		<u>Group 2 (seexo)</u>		<u>Group 3 (samee)</u>	
Waan tegay.	A	Waan seexday.	A	Waan sameeyey.	A
Waad tagtay (taktay).	B	Waad seexatay.	B	Waad samaysay.	B
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	
_____		_____		_____	

D: Irregular Verbs* There are a number of irregular verbs which conjugate a different way from those above.

<u>Verb to Be (aho)</u>	<u>imo (come)</u>	<u>dheh (say)</u>
-- baan ahaa.	Waan imid.	Waan idhi (iri).
-- baad ahayd.	Waad timid.	Waad tidhi (tiri).
-- buu ahaa.	Wuu yimid.	Wuu yidhi (yiri).
-- bay ahayd.	Way timid.	Way tidhi (tiri).
-- baan ahayn.	Waan nimid.	Waan nidhi (niri).
-- baad ahaydeen.	Waad timaadeen.	Waad tidhaahdeen (tiraahdeen).
-- bay ahayeen.	Way yimaadeen.	Way yidhaahdeen (yiraahdeen).

Negative:

Ma ahayn.	Ma iman.	Ma odhan.
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NEGATIVE: Past Tense Verb Negatives do not conjugate. They remain the same for each person. Group 1 Verbs end in “in” e.g., Ma sugin. Group 2 Verbs end in “an” e.g., Ma iibsan. Group 3 Verbs end in “n” or “yn”. Sometimes the P.P.I. is placed between the negative particle “ma” and the negative of the verb.

<u>sug (neg.)</u>	<u>iibso (neg.)</u>	<u>sii (neg.)</u>
Anigu ma sugin.	Ma aan iibsan.	Ma siin.
Adigu ma sugin.	Ma aad iibsan.	Ma siin.
Isagu ma sugin.	Ma uu iibsan.	Ma siin.
Iyedu ma sugin.	Ma ay iibsan.	Ma siin.
Annagu ma sugin.	Ma aan iibsan.	Ma siin.
Idinku ma sugin.	Ma aad iibsan.	Ma siin.
Iyagu ma sugin.	Ma ay iibsan.	Ma siin.

UNIT 18:5SUMMARY SHEET 13ABOUT VERBAL PARTICLES

These are: ku, ka, u, and la.

USE: 1. They are used with different verbs to give a variety of meanings.

Here are some examples:

- | | |
|--|--|
| ku – Waxaan <u>ku</u> dhashay, Muqdisho. | (in) I was born <u>in</u> Mogadishu. |
| Wuxuu gabarta <u>ku</u> yidhi, “Kaalay.” | (to) He said <u>to</u> the girl, “Come.” |
| Wuxuu <u>ku</u> tegay lug. | (by means of) He went <u>on</u> / <u>by</u> foot. |
| ka – Waxaan <u>ka</u> imid suuqa. | (from) I came <u>from</u> the market. |
| Waxaan <u>ka</u> shaqeeyaa xafiis. | (in / at) I work <u>in</u> / <u>at</u> an office. |
| Wuxuu <u>ka</u> warramay jidka. | (about) He gave news <u>about</u> the road. |
| u -- Cali u sheeg. | (to) Tell (<u>to</u>) Cali. |
| Cali u samee. | (for) Do it <u>for</u> Cali. |
| la – Axmed, Cali wuu la tegay. | (with) Axmed went with Cali. |
| Wuxuu la hadlay xaaskiisii. | (to / with) He spoke <u>to</u> / <u>with</u> his wife. |

2. Sometimes 2 or more verbal particles combine and then take another form: e.g.,

- Isagu hooyadiis buu uga sheekeeyay. (u + ka = uga)
 (He told (to) his mother about it.) (to about)

3. They also combine with the object pronouns and again change their form:

The object pronouns:

i – me;	inna, na – us;
ku – you;	idin – you (pl);

- | | | |
|------------------------------|----------------------|---|
| -- Wuu <u>ii</u> sheegay. | (i + u = ii) | - He told (<u>to</u>) <u>me</u> . |
| -- Wuu <u>iga</u> tegay. | (i + ka = iga) | - He left / (went <u>from</u>) <u>me</u> . |
| -- Wuu <u>kuu</u> sheegay. | (ku + u = kuu) | - He told (<u>to</u>) <u>you</u> . |
| -- Wuu <u>kugu</u> yidhi. | (ku + ku = kugu) | - He said <u>to</u> <u>you</u> . |
| -- Wuu <u>noo</u> sheegay. | (na + u = noo) | - He told (<u>to</u>) <u>us</u> . |
| -- Wuu <u>naga</u> tegay. | (na + ka = naga) | - He left / (went <u>from</u>) <u>us</u> (pl). |
| -- Wuu <u>idiin</u> sheegay. | (idin + u = idiin) | - He told (<u>to</u>) <u>you</u> (pl). |
| -- Wuu <u>idinla</u> tegay. | (idin + la = idinla) | - He went <u>with</u> <u>you</u> (pl). |

NOTICE that the object pronoun comes before the Verbal Particle.

4. Sometimes there can be more than one verbal particle to combine with the object pronoun.

- Af Soomaali igula hadal. igula = i + ku + la
 (Speak to/with me in the Somali language.) (me in with)

continued

S.S. 13 continued

5. They also combine with the impersonal “la”: e.g.,

Cali waa loo sheegay. loo = la + u
(Cali was told. / Someone told Cali) (someone to)

Cali xafiiska baa lagu arkay. lagu = la + ku
(Cali was seen in the office. / Someone saw Cali in the office) (someone in)

NOTES: 1. Some verbs are almost always associated with certain particles. It is useful to learn them together.

e.g., - u sheeg (tell...to) - u dhiib (hand...to) - u yeedh / u yeer (call...to)
- u malayn (think...about) - ku jir (be...in) - ku yidhi / yiri (say...to)
- ka warran (give news...about) - ku saabsan (concerning / about)

Note that we say: Guriga tag. - Go to the house.

But: Cali u tag. - Go to Cali.

2. They are often used with the adverb particles “sii” and “soo”.

“Soo” has the meaning of “in this direction - toward the speaker”, “go and return”.

“Sii” has the meaning of “in that direction – away from the speaker”, “continuing”.

-- Guriga wuu ka soo baxay. He came out of the house.

-- Qalinka wuu ii soo celiyey. He returned the pen to me.

-- Wuu ka sii hadlay. He continued to talk about (it).

NEGATIVE: The verbal particle, and combinations of it, go before the “ma” negative particle, and they are written together, as one word.

-- Isagu ilama hadlin. (ilama = i + la + ma) He did not speak to me.

-- Isagu Cali uma sheegin. (uma = u + ma) He did not tell (to) Cali.

-- Cali guriga kuma jiro. (kuma = ku + ma) Cali is not in the house.

-- Maryan nooma iman. (nooma = na + u + ma) Maryan did not come to us.

But the adverb particles “sii” and “soo” come directly before the verb:

Weli qalinka iguma soo celin. Waxaas kama sii hadlin.

NOW TRY TO FIND THE MEANINGS OF THESE SENTENCES:

1. “Albaabka naga fur! Guriga baan soo galaynaa.”

2. “Cuntada may kugu filan tahay, mise in kale baan kuu keenaa?”

3. “Cumar muxuu idiin sheegay?” “Wuxuu noo sheegay warkii.”

4. “Wuu naga cadhoonayaa, oo maanta nalama hadlin.”

5. “Halkan igu sug. Ninkaas baa ii yeedhayaa. Waan kuu soo noqonayaa.”

DHAMMAAD - THE END

UNIT NINETEEN - Lesson Plan Components:

(Approx. time)

19.0 **“What’s your opinion?”** Useful Expressions 14, (this page 122, below). 10 min.

19.1 **“Maxay kula tahay?”** *Expressing opinions.* Oral, use Worksheet 65 (p.115). 45 min.
Then use Worksheet 68, (page 123).

Teaching Aids: Read through Worksheet 68 with the students, and do some of the Substitution Tables first, to show how they “work.” Divide students into groups of three and let them express their opinions about some of the problems on the Worksheet. One person from each group will present the "opinions" to the rest of the class.

Cultural Note: Explain Somali ways of giving opinions about matters, and how and when foreigners should give and accept complaints.

Grammar Note: “I want to go to Rome.” In Somali the subjunctive is used in this kind of sentence. The Verb endings are the same as the negatives of the Present Habitual Tense giving the idea of “Present Time”, e.g., Waxaan rabaa inaan Rooma tago.

19.2 **“It doesn’t work.”** Dialogue 15, (page 124). 20 min.

19.3 **“Ila qosol”** *A short story.* Use Worksheet 69, (page 125). 45 min.

19.4 **“Tuuggtii maad aragtay?”** *An oral Game.* 20 min.

Teaching Aid: See Unit 17.4 (page 109) for instructions. Use this pattern

TUUGGII MAAD ARAGTAY?		
Hotelka dabadiisa	Hotelka hortiisa	Hotelka dhexdiisa
Nin iyo naag	Laba naagood	Laba nin
Iacag	boorsad	gaadhi

and ask each other questions to find out if anyone else saw the same thieves, stealing the same thing from the same place.

19.5 **Making Somali Tea: The impersonal “la”.** Use Worksheet 70, (page 126). 45 min.

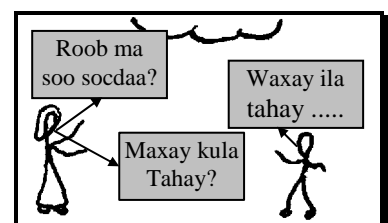
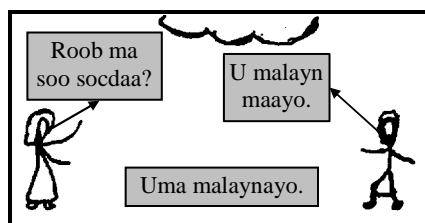
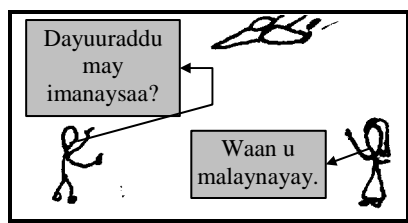
Teaching Aid: Bring the things used for making tea: tea leaves, spices, kettle, sugar, a tray, glasses, mortar and pestle. Teach any new words first. Then read and demonstrate.

Grammar Note: “La” is like the passive voice in English “Waa la keenay.” (It was brought.)

UNIT 19

USEFUL EXPRESSIONS 14

I THINK SO!



UNIT 19:1

WORKSHEET 68

MAXAY KULA TAHAY?

B: Weerahan fiiri oo akhri:

- Waxaan rabaa inan Rooma tago. Waxaan rabnaa inaan _____ tagno.
 Waxaad rabtaa inaad London tagtid. Waxaad rabtaan inaad _____ tagtaan.
 Wuxuu rabaa inuu Jeddah tago. Waxay rabaan inay _____ tagaan.
 Waxay rabtaa inay Xamar tagto.

T: Laba laba, ama saddex saddex arrimahan uga hadla.

1. Xalimo waa xoghaye, laakiin shaqadeeda ma jecela. Waxay rabtaa inay shaqo kale hesho. Maxay samaysaa? Maxay kula tahay?

“Waxay ila tahay inay ”

“Waxaan u malaynayaa inay ”

2. Nuur wuxuu rabaa inuu guri cusub oo weyn dhisto, laakiin haddeer lacag ma haysto. Muxuu sameeyaa? Maxay kula tahay?
 3. Cali iyo Caasha waxay rabaan inay Rooma tagaan, laakiin bisha Ramadanka ah way dhow dahay. Maxay sameeyaan? Maxay kula tahay?
 4. Anigu waxaan rabaa inaan Af Fransiis barto, laakiin dugsi Af Fransiis ah ma dhowa. Maxaan sameeyaa? Maxay kula tahay?

J: Weero ka samee:

(Waxaa wanaagsan) U malayn maayo Waxaan u malaynayaa (Waxaan u malayaa) Waxay ila tahay Waxaan filayaa Ma filayo	inuu	dhibaato la kulmayo yar yahay waxaas samaynayo dad lacag ka helayo dhacayo	maxaa yeelay
	inay	shaqo fiican helayso waqti yar sugto joogto dhibaato helayso	

Erayo kale:

- Waa laga yaabaa - perhaps
 Malahaa - maybe
 Way suuroowdaa It’s possible
 Ma suuroowdo It’s impossible
 Waan hubaa I’m sure.
 Lama hubo - one can’t be sure.

UNIT 19:2

DIALOGUE 15 IT DOESN'T WORK (MA SOCOTO) WITH UNIT 19:2

Waxaa hadlaya Dukaanlaha iyo Caasha.

B: Subax wanaagsan.

Maxaan kuu sameeyaa?

(Maxaan kuu subiyaa?)

T: Subax wanaagsan.

Saacaddaydu way joogsatay.

Haddeer ma socoto.

(Imminka ma socoto.)

B: Ii dhiib, waan fiirinayaa.

(Ii dhiib, waan kuu eegayaa.)

T: Horaantii way degdegaysay;

ka bacdina way gaabinaysay.

(Marna way horaysaa;

marna way dib dhacaysaa.)

B: Miyay kaa dhacday?

T: Maya, way cusub tahay.

Adigaan kaa gatay saddex bilood ka hor.

(Adigaan kaa iibshay.....)

B: Haah, waan xasuustaa.

T: Maad ii hagaajinaysaa?

B: Haah, berrito u soo noqo.

T: Waa yahay.

UNIT 20:2

DIALOGUE 16 MY FAMILY (REERKAYGII) WITH UNIT 20:2

Waxaa hadlaya Cali iyo Caasha.

B: Nabad miyaa? Magacaa?

T: Magacaygu waa Cali/Caasha.

B: Xaas / aqal maad leedahay?

(Maad guursatay, mise waa weli?)

T: Maya, ma lihi. Doob / gashaanti baan ahay.

(Haah, waan leeyahay)

B: Hooyadaa iyo aabbahaa may nool yihiin?

T: Haah, way nool yihiin.

(Maya, ma noola.)

B: Walaalo maad leedahay?

T: Haah, waan leeyahay.

(Maya, ma lihi.)

B: Meeqaad leedahay?

(Immisa baad leedahay?)

T: Waxaan leeyahay lix walaalo ah.

B: Meeqa wiil baad walaalo tihiin?

(Immisa wiil baad walaalo tihiin?)

T: Hal wiil baan walaalo nahay.

(Midna.)

B: Meeqa gabdhood baad walaalo tihiin?

(Immisa gabdhood baad walaalo tihiin?)

T: Shan baan walaalo nahay.

B: Mashaa Allah! Allah ha kuu daayo!

T: Aamiin.

UNIT 19:3

WORKSHEET 69

ILA QOSOL
(Sheeko gaaban)

B: Akhri oo garo:

Waxaa jiray nin iyo naag isqabay. Maalin maalmaha ka mid ah bay isdirireen, way isu cadhoodeen, oo ka bacdi islama hadlin.

Markii waqtigii hurdada la gaadhay ninkii baa xaashi (waraaq) dusheeda ku qoray: “I toosi laba iyo toban saac oo subaxnimo.” Wuxuu xaashidii dhigay xaaskiisa dhinaceeda.

Ninkii kolkuu soo toosay, wuxuu fiiriyey saacaddiisa. Waxay sheegaysay afartii subaxnimo. Aad buu u cadhooday, laakiin (haseyeeshe) dhiniciisa ayuu ku arkay xaashi ay ku qoran tahay: “Toos, saacaddu waa laba iyo tobankii subaxnimo.”

(Sheekadan waxaa laga akhriyey “Xiddigta Oktoobar”)

T: Weerahan ma Run baa mise waa Been?

		R/B
1.	Ninka iyo naagtiisu way isjeclayeen.	
2.	Isku meel bay jooheen.	
3.	Habeenkii laba iyo toban saac bay seexdeen.	
4.	Ninkii baa xaaskiisa xaashi u qoray.	
5.	Iyedu xaashida way akhriday.	
6.	Way samaysay wixii ninkeedu rabay.	
7.	Xaaskiisii baa tidhi: “Waa afar saac.”	
		/

J: Shantan weerood isku hagaaji:

1. xaaskiisa qoray Ninkii u baa xaashi
2. laba iyo toban Wuxuu inay saac rabay toosiso
3. ninkeeda ma Laakiin toosin naagtii
4. hurday saac ilaa Wuxuu afarta
5. arkay qortay xaaskiisii Kolkuu xaashida toosay wuxuu

X: Ka hadla: Maxay kula tahay ninkii iyo xaaskiisu inay ka bacdi sameeyeen?

UNIT 19:5

WORKSHEET 70

SIDA SHAAH RINJI AH LOO SUUBBIYO ama SIDA SHAA BIGEYS AH LOO SAMEEYO

B: Fiiri weerahan. “La” maxay ka dhigan tahay?

- b. Waa la yimid.*
- j. Cali ma la arkay?
- kh. Cuntadii weli lama karin.
- t. Shaqada waa la dhameeyey.
- x. Alaabtii ma la keenay?
- d. Tuugii weli lama qaban.

T: Waxaa hoosta ku qoran akhri oo garo:



Sida shaah rinji ah loo suubbiyo ama Sida shaah bigeys ah loo sameeyo.

1. Horta waxaa la shidaa dabka.
2. Waxaa la keenaa kirliga / ibriiqa, biyaha, sonkorta, caleenta shaaha, xawaashka iyo bikeeriyada.
(xawaashka shaaha waa qorfe / qarafuul geed, dhegayare / qaraanfuul dhegoole, heyl iyo sinjibiil)
3. Markaas biyaha baa kirliga / ibriiqa lagu shubaa.
4. Waxaa biyaha lagu daraa, sonkorta iyo xawaashka.
5. Biyuhu kolkay karaan, caleenta shaaha, inta la rabo, baa lagu shubaa.
6. Biyaha iyo caleenta saddex daqiiqadood baa la kariyaa.
7. Markay biyuhu casaan / gaduudan noqdaan, kirliga / ibriiqa baa laga qaadaa dabka.
8. Bakeeriyada baa lagu shubaa oo dadka baa la siiyaa.

J: Combinations of “la” with Verbal Particles and Object Pronouns:

la + ku = lagu	la + u = loo	la + ka = laga	la + i = lay	la + la = lala
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- X: Noo sheeg sidii loo sameeyo*:
1. Shaah cadays ah
 2. Canjeelo ama laxoox ama jabaati.
 3. Wax kale

*notice that the verb following the “la” or “la” combination is always used in the masculine form.

UNIT TWENTY - Lesson Plan Components:

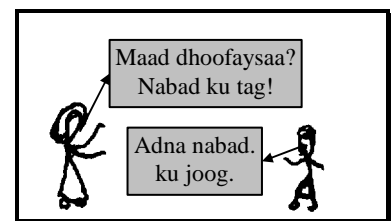
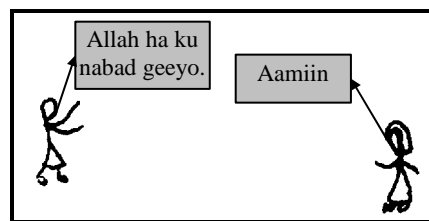
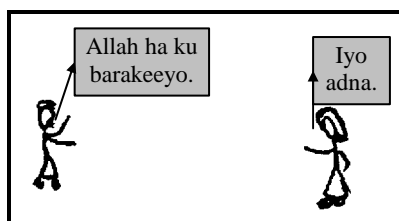
(Approx. time)

- 20.0 **“Blessings.”** Useful Expressions 15, (this page 127, below). 10 min.
Cultural Note: Explain when these greetings are used and to whom, and why they are appreciated.
- 20.1 **“Sida loo sameeyo.”** *Explaining how to do something.* Use Worksheet 70 and Worksheet 71, (pages 126 and 128). 45 min.
Teaching Aid: For making Somali tea, use the same objects as in Unit 19.5, (page122).
- 20.2 **“My Family.”** Dialogue 16, (page 124). 30 min.
- 20.3 **“Ali’s Family.”** *Family relationships.* Use Worksheet 72, (page 129). 45 min.
Cultural Notes: Explain something about family relationships and how cousins are often called brothers. Somalis use “Adeer” and “Eeddo” as respectful titles to older people. There are no words in Somali for “niece” or “nephew.” “Yarkaas, abti baan u ahay.”
Grammar Note: The short possessive endings are usually used when referring to people, e.g., hooyaday, hooyadaa, hooyadiis; (But not xaaskayga.)
- 20.4 **Test: Ciid-al-Fidri.** Use Worksheet 73, (page 130). 20 min.
- 20.5 **“Saaxiibaday”** *Describing and arranging.* Use Worksheet 74, (page 131). 30 min.
Teaching Aid: The students will need pairs of scissors or razor blades, to cut out the pictures on Worksheet 74.
- 20.6 **A crossword puzzle.** Worksheet 75, (page 132). 30 min.
Final word: How To Continue Learning Somali
- 1) Bring other Somali books e.g., “Iska Wax U Qabso.” and the three Somali Grammar Books by John Warner, to show what can be used for follow-up and further study. Also bring Dictionaries and simple reading books, which can be found in Somalia.
 - 2) Encourage the students to:
 - a. listen to Somali speakers
 - b. practice “chit-chatting” Somali whenever they can.
- Wish the students good luck in their continued studies.

UNIT 20:0

USEFUL EXPRESSIONS 15

BLESSINGS!



UNIT 20:1

WORKSHEET 71

SIDA LOO SAMEEYO

A:

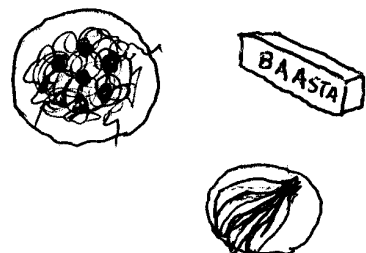
Sida shaah renji ah ama bigeys ah loo subiyo / sameeyo
<ol style="list-style-type: none"> Alaabta soo ururi. Dabka shid. Biyaha kirliga ku shub. Sonkor iyo xawaash ku dar. Biyuhu ha karaan shan minidh (daqiiqa). Caleenta kirliga ku shub. Biyaha ha karaan saddex minidh (daqiiqa). Kirliga ka qaad dabka. Markaas shaaha ku shub bakeeriyada oo dadka sii.

<p><u>Instructions:</u></p> <p>Laba laba uga hadla sida shaah renji ah ama bigeys ah loo subiyo / sameeyo.</p>
<p>S1: Ii sheeg sida</p> <p>S2: Horta alaabta waa la ururiyaa.</p> <p>S1: Maxaa la rabaa?</p> <p>S2: Waxaa la rabaa</p> <p>S1: Markaas, maxaa la sameeyaa?</p> <p>S2: iwm. ...</p>

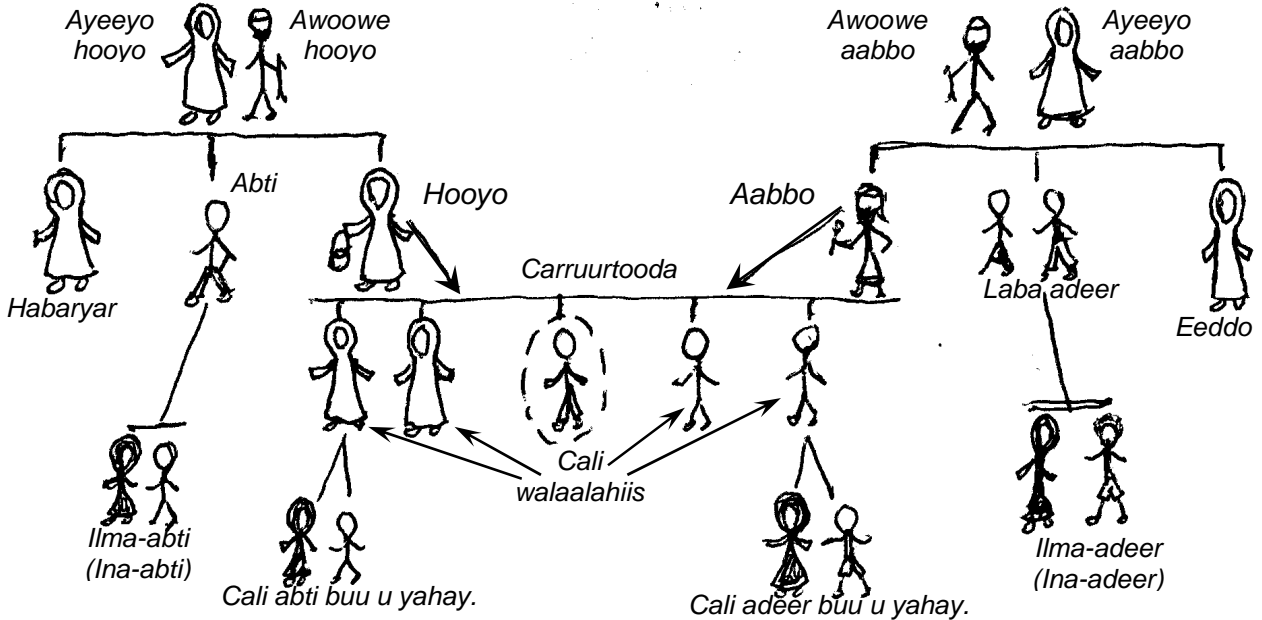
B:

Sida baasta loo sameeyo / kariyo
<ol style="list-style-type: none"> Alaabta soo ururi ... dab, laba digsi, baasta, saliid, yaanyo (tamaandho), basal, toon, xaawash, cusbo (milix), barbarooni ... Dabka shid. Basasha jarjar. Saliid digsigu ku shub oo dabka saar. Basasha shiil. Yaanyada iyo barbarooniga jarjar. Digsiga ku dar oo shiil. Toonta xawaashka tun oo ku dar. Ha shiilanto. Biyo iyo cusbo (milix) ku dar. Ha bislaato sodon minidh (daqiiqo). Digsiga ka qaad dabka. Digsiga kale baastada ku kari. Saxani weyn baastada ku rid oo maraqa ku dul shub. Dadka sii.

<p><u>Instructions:</u></p> <p>Laba laba uga hadla sida baastada loo sameeyo / kariyo.</p>
<p>S1: Maanta baasta baan samaynayaa.</p> <p>S2: Ii sheeg sida loo sameeyo.</p> <p>S1: Horta alaabta waa la ururiyaa.</p> <p>S2: Maxaa la rabaa?</p> <p>S1: Waxaa la rabaa</p> <p>S2: iwm.</p>



UNIT 20:3

WORKSHEET 72**CALI REERKIISA IYO XIGTADIISA**
(Qoyskiisa iyo Qaraabadiisa/Eheladiisa)B: Fiiiri (Eeg):T: Akhri:

Cali wuxuu leeyahay laba wiil oo walaalo ah iyo laba gabdhood oo walaalo ah.

Hooyadii iyo aabbihii waxay leeyahiin shan caruur.

Labadii ayeeyo iyo labadii awoowe weli way nool yihiin.

Hooyadii walaasheed waa Cali habaryartiis.

Hooyadii walaalkeed waa Cali abtigiis.

Xagga aabbihii laba adeer iyo eeddo buu leeyahay.

Cali iyo carruurta adeerkii, ilma-adeer bay yihiin.

Carruurta abtigiis, ina-abti bay yihiin.

Cali abti buu u yahay walaashii carruurteeda, laakiin adeer buu u yahay walaalkii carruurtiisa.

C: Ka hadal: 1. Cali iyo dadkiisii (reerkiisii).

2. Adigu naftaada iyo dadkaaga (reerkaaga).

3. Su'aalo weyddii qof kale.

Note: We use the short possessive endings, e.g., hooyaday, walaalkaa, aabbihii, only when we are referring to people.

UNIT 20:4

WORKSHEET 73

IMTIXAAN

Approx. 30 min.

B: Akhri oo erayo fiicfiican ku buuxbuuxi meelaha banaan:

(12 marks)

CIID-AL-FIDRI

Erayada: lacag, waa, siiyey, wanaagsan, Waxay, ninna, cunay, dadka, aad, horaysay, dhar, tegeen.

Kolkii bisha Ramadanka dhammaatay _____ Muslinku way ciideen. _____ ciideen saddex maalmood oo _____ bay u farxeen. Dukaamada _____ la wada xidhay oo _____ ma shaqaynin. Maalinta ugu _____ nimankii masaajidka bay _____ oo way ku tukadeen. Carruurta _____ cusub bay gashadeen oo _____ iyo nacnac baa la _____. Cunto fiican baa la _____ , oo qof walba sii _____ buu u dhergay.

T: Weerkan akhri oo toddoba su'aalo iyo jawaabo ka samee. Waxaad isticmaashaa erayada sida “Goorma?” “Xaggee?” iwm.

Shalayto Maryan hooyadeed iyo aabbaheed waxay dayuurad uga yimaadeen Hargeysa, maxaa yeelay Maryan awoowgeed baa dhintay. (28 marks)

- Q: _____ A: _____
- Q: _____ A: _____
- Q: _____ A: _____
- Q: _____ A: _____
- Q: _____ A: _____
- Q: _____ A: _____
- Q: _____ A: _____

J: Halkan ku qor waxaa ku saabsan adiga naftaada iyo nolashaada

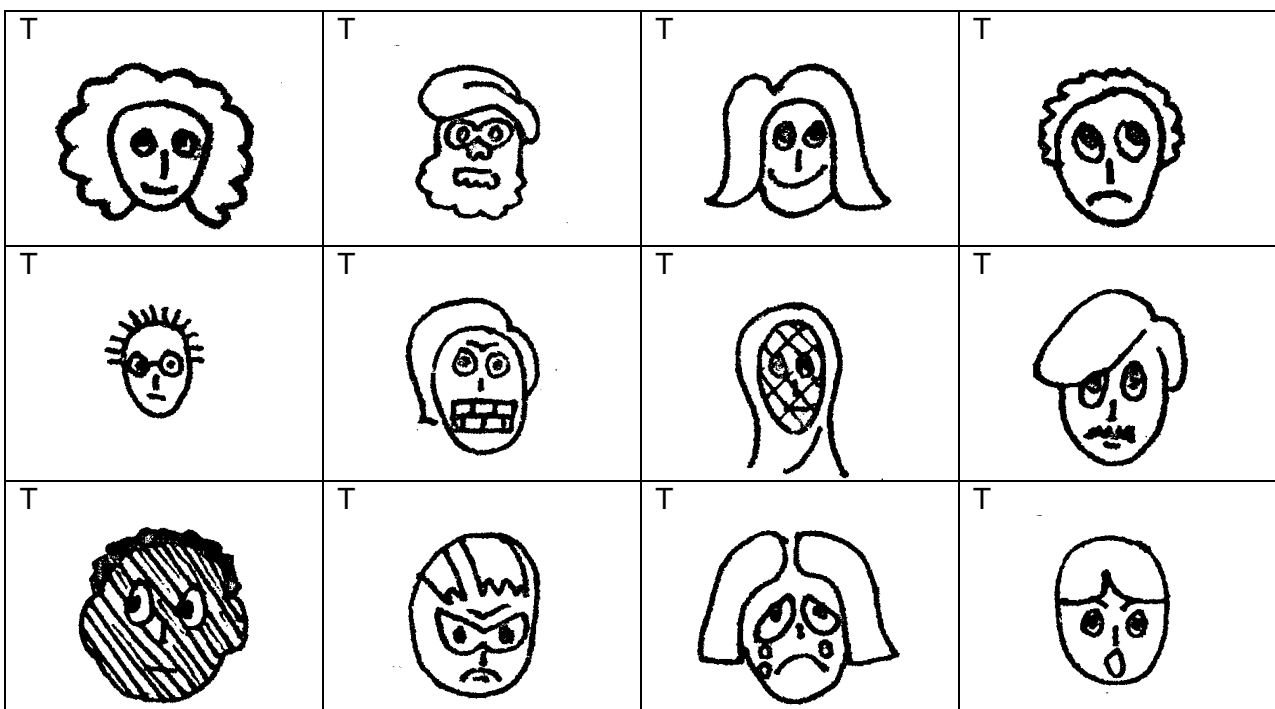
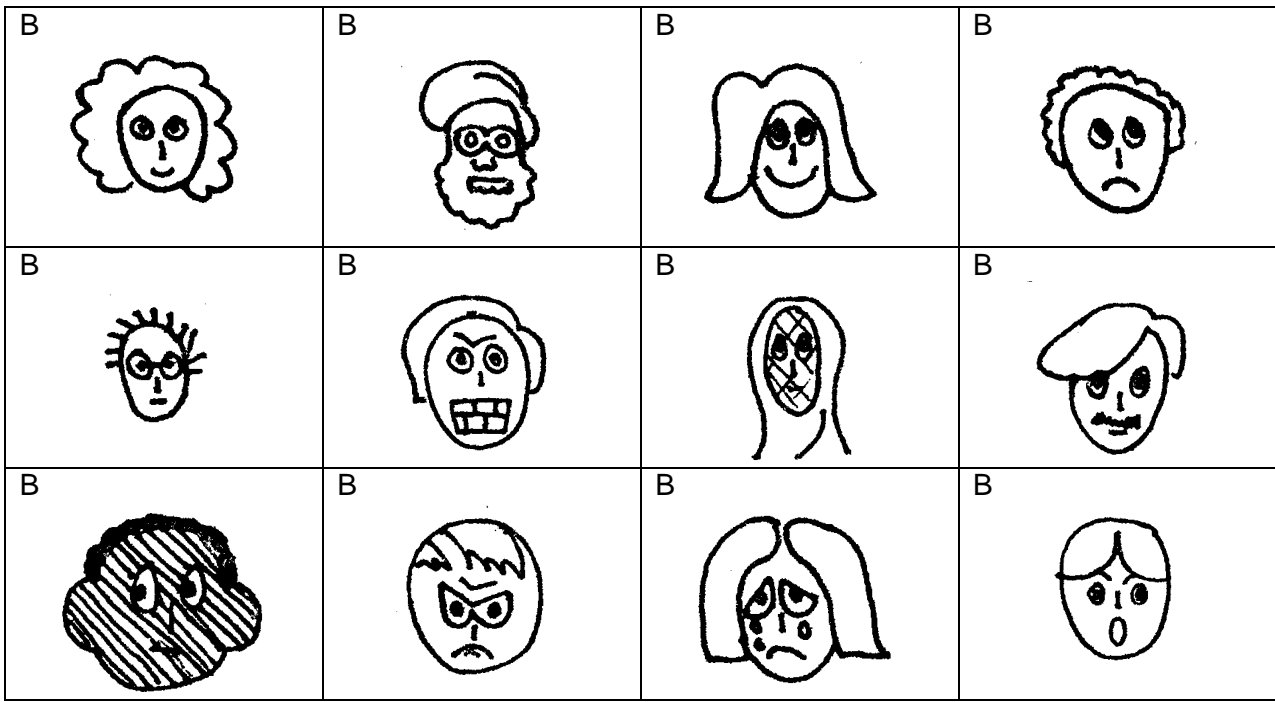
(10 marks)

UNIT 20:5

WORKSHEET 74

XASA SAAXIIBADIIS

- Tilmaamo:
1. Laba laba u shaqeeya.
 2. Googgoya tasaawiirta. S1 (arday kowaad) wuxuu qaataa Tasaawiirta B.
Ha isku darina B iyo T. S2 (arday labaad) wuxuu qaataa Tawaawiirta T.
 3. S1: Waxaad u hagaajisaa tasaawiirta “B” sidaad doontid.
Ha tusin S2 waxaad samaynaysid.
 4. S2: Waxaad doonaysaa in isla sida S1 aad u hagaajisaa tasaawiirta “T”; Markii hore S1 baa kuu tilmaamayaa (describes) tasaawiirta isagoo ku bilaabayaa dhinaaca bidixda oo u sii soconayaa ilaa midigta; S2 su’aalo baad weydiinaysaa S1 inaad u fahmi kartid siduu u hagaajiyay tasaawiirta “B”.



UNIT 20:6

WORKSHEET 75

A CROSSWORD PUZZLE

1.	2.		3.
4.		5.	
6.			

Saani:

- 1. Geed baa laga hela.
Macallin baa isticmaala.
- 4. Waa la cabbaa.
Ceelka baa laga dhaansada.
- 6. Waa maalin.

Hoose:

- 1. Wuu udgoon yahay.
Midab badan buu leeyahay.
- 2. Waa lambar.
- 3. Waa waxaa dhulka laga qodo.
Waa ceel oo kale.
- 5. Ma weyna.

(Jawaabaha hoosta bay ku qoran yihiin)

SUGGESTIONS ON HOW TO CONTINUE

- 1. Decide to do at least 3 hours Somali each week.
- 2. Find a suitable Somali language helper / speaker.
- 3. Go through these Worksheets again doing the oral exercises.
- 4. Use either of the following books with the help of a Somali language helper / speaker:
 - a. “Iska Wax u Qabso.” Self Help book.
 - b. “Somali Grammar” Vols. 1, 2 and 3 by John Warner.
Concentrate on the Vocabulary and Grammar points which have not been covered in this course.
- 5. Try to use Somali as much as possible when talking with your language helper.
- 6. Keep a notebook and pen in your pocket and jot down new words and phrases you hear, and what you think the meaning is. Check it out later. Then use those words and phrases as soon as possible.
- 7. Try to use Somali wherever and whenever you can!

Sidaa iyo nabad gelyo
Eebbe ha ku gargaaro.

Jawaabaha
 Saani: 1. ul, 4. biyo, 6. Axad,
 Hoose: 1. ubax, 2. lix, 3. god, 5. yar.