



## Preface

**Student Book** is suitable for students who are just starting to learn Somali, as well as those learners who already have a little Somali knowledge. **Student Book** covers key skills: vocabulary, pronunciation, listening, speaking, reading, writing, and grammar.

This book and related materials, such as readers and audiovisual materials, will be updated weekly or at least monthly with new content/units.

Comments, corrections, and suggestions are welcome and will get serious attention. Please share Liibaan Ruush FB page with your family and friends who are interested in Somali language. Thank you!

If you need any further information, please contact me by the email address below:

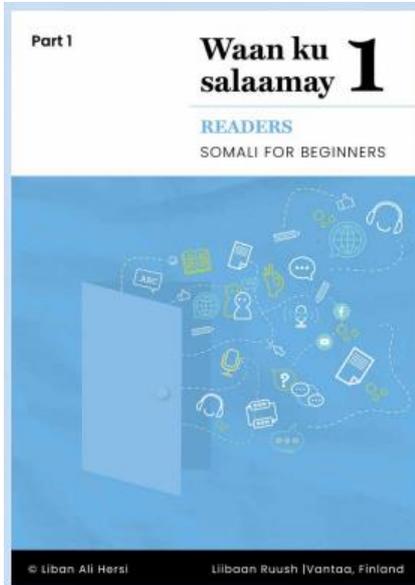
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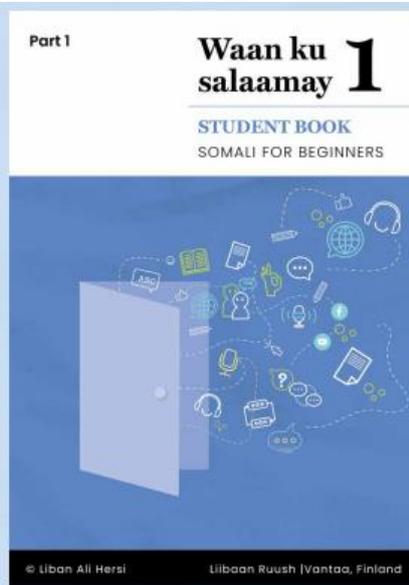


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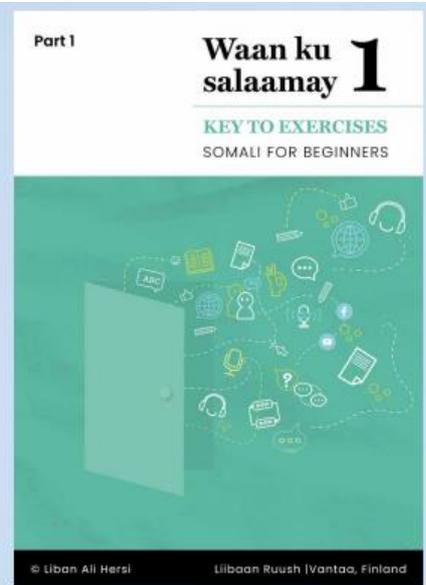
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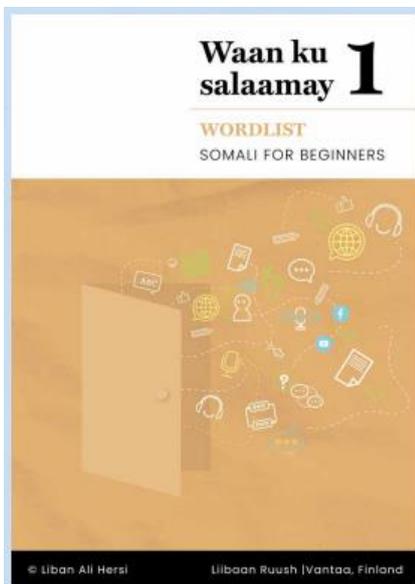
Units 1-6



Units 1-15



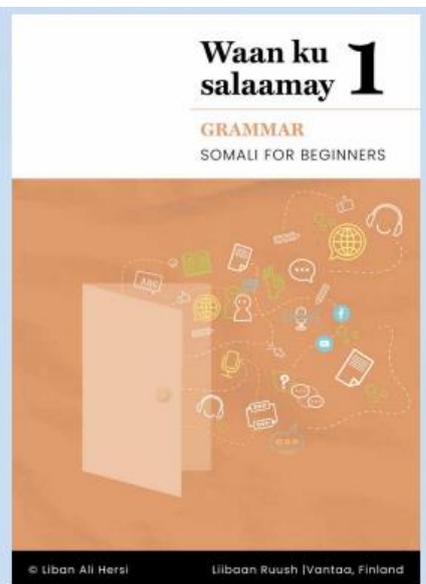
Units 1-10



Units 1-12



Coming soon ...



Coming soon ...

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**01****Nice to meet you!****1.1 KEY LANGUAGE GREETING SOMEONE**

You can greet people by saying **Ma nabad baa?**, literally *Is it peace?* This type of construction may be used to ask any question of the form **Ma ... baa?** *Is it ...?*

1. **Ma nabad baa?** *Is it peace?*
2. **Ma buug baa?** *Is it a book?*
3. **Ma guri baa?** *Is it a house?*

To answer a question of this sort we use the word **waa**. This translates the phrase *It is ...*

1. **Waa nabad** *It is peace.*
2. **Waa buug.** *It is a book.*
3. **Waa guri.** *It is a house.*

**1.2   FURTHER EXAMPLES MA ... BAA? & WAA ...**

1. **Ma suuq baa?** *Is it a market?*  
**Waa suuq.** *It is a market.*
2. **Ma shimbir baa?** *Is it a bird?*  
**Waa shimbir.** *It is a bird.*
3. **Ma dukaan baa?** *Is it a shop?*  
**Waa dukaan.** *It is a shop.*
4. **Ma koob baa?** *Is it a cup?*  
**Waa koob.** *It is a cup.*
5. **Ma bisad baa?** *Is it a cat?*  
**Waa bisad.** *It is a cat.*

### 1.3 FILL IN THE GAPS IN THE FOLLOWING SENTENCES

1. Ma nabad \_\_\_\_? *Is it peace?*
2. \_\_\_\_ nabad. *It is peace.*
3. \_\_\_\_ koob \_\_\_\_? *Is it a cup?*
4. Waa \_\_\_\_\_. *It is a cup.*
5. Ma \_\_\_\_\_ baa? *Is it a shop?*
6. \_\_\_\_ dukaan. *It is a shop.*

### 1.4 MAKE QUESTIONS AND ANSWERS USING THIS SUBSTITUTION TABLE

1. – *Ma gabar baa?*  
– *Waa gabar.*

Ma	gabar	baa?
Waa	Canab	/
	wiil	
	Cali	
	naag	
	nin	

<b>gabar</b>	<i>girl</i>
<b>Canab</b>	<i>Anab</i>
<b>wiil</b>	<i>boy</i>
<b>Cali</b>	<i>Ali</i>
<b>naag</b>	<i>woman</i>
<b>nin</b>	<i>man</i>

Note that you can add other personal names or nouns in basic forms to the middle column.

- a) The question particle **ma** used to form a question that can be answered by *yes* or *no*.
- b) The focus particle **baa** emphasizes the word, phrase or clause which precedes it. **Baa** can never stand first in a sentence as it has nothing to emphasize in that position.
- c) The declarative classifier **waa** has a meaning somewhat like *to be* or *it is*. **Waa** emphasize what follows it and does not mean *is!*

## 1.5 OTHER WAYS TO GREET SOMEONE

Let's look at some of the other ways to greet someone in Somali.

**Iska warran?** *How are you?* (lit. *Tell about yourself.*)

**Waan fiicanahay.** *I'm fine.*

**Maxaad sheegtay?** *How are you?* (lit. *What did you tell?*)

**Waa nabad.** *I'm fine.* (lit. *It is peace.*)

**Adiguna?** *And you?*

**Waan fiicanahay.** *I'm fine.*

## 1.6 KEY LANGUAGE SAYING YOUR NAME

**Magacaa?** *[What's] your name?*

**Magacaygu waa Yuusuf.** *My name is Yusuf.*

**Magacaa?** *[What's] your name?*

**Magacaygu waa Cabdi.** *My name is Abdi.*

**Cabdi ayo?** *Abdi who?*

**Cabdi Faarax.** *Abdi Farah.*

**Cabdi, barasho wanaagsan.** *Abdi, good to know you.*

## 1.7 HOW TO FORM SAYING YOUR NAME

**Magacaa?** *What is your name?*

**Magacaygu waa ...** *My name is ...* OR JUST

**Waa ...** *It is ...*

**1.8** LISTEN TO THE AUDIO, THEN NUMBER THE PEOPLE IN THE ORDER IN WHICH THEY SPEAK

A



Shukri

B



Xuseen

C



Maryan

D



Cumar

E



Canab

F



Maxamuud

**1.9** ✎ USE THE CHART TO CREATE 8 CORRECT SENTENCES AND SAY THEM OUT LOUD

– *Ma nabad baa? Magacaygu waa Shamso.*

Ma nabad baa?		Shamso.
Maxaad sheegtay?	Magacaygu waa	Maxamuud.
Iska warran?		Muxubbo.

## 1.10 FURTHER EXAMPLES SAYING YOUR NAME

- Canab: Ma nabad baa?  
Cali: Waa nabad.  
Canab: Magacaygu waa Canab. Magacaa?  
Cali: Magacaygu waa Cali.  
Canab: Barasho wanaagsan Cali!  
Cali: Barasho wanaagsan Canab!
- Xuseen: Subax wanaagsan!  
Xaawa: Subax wanaagsan!  
Xuseen: Iska warran?  
Xaawa: Waan fiicanahay.  
Xuseen: Magacaygu waa Xuseen. Adiguna magacaa?  
Xaawa: Magacaygu waa Xaawa. Barasho wanaagsan Xuseen!  
Xuseen: Barasho wanaagsan Xaawa!

<b>Subax wanaagsan! adiguna</b>	<i>Good morning! and you</i>
-------------------------------------	----------------------------------
- Xabiiba: Maalin wanaagsan!  
Maxamed: Maalin wanaagsan!  
Xabiiba: Maxaad sheegtay?  
Maxamed: Waan fiicanahay.  
Xabiiba: Magacaygu waa Xabiiba. Adiguna magacaa?  
Maxamed: Magacaygu waa Maxamed. Barasho wanaagsan Xabiiba!  
Xabiiba: Barasho wanaagsan Maxamed!

<b>Maalin wanaagsan!</b>	<i>Good day!</i>
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More information about the grammar of this topic, e.g., **magacaa?** [*what's your name?*], **maxaad ... what are you ...** etc., will be given in later lessons.

**1.11**   **FILL IN THE MISSING WORDS TO COMPLETE EACH SENTENCE**

1. – Ma nabad \_\_\_\_\_?

– \_\_\_\_\_ nabad.

– \_\_\_\_\_ Cabdi. Magacaa?

– Magacaygu \_\_\_\_\_ Canab.

– Barasho \_\_\_\_\_ Canab!

– \_\_\_\_\_ wanaagsan Cabdi!

2. – Subax \_\_\_\_\_!

– \_\_\_\_\_ wanaagsan!

– \_\_\_\_\_ sheegtay?

– Waan \_\_\_\_\_.

– \_\_\_\_\_ waa Cabdi. \_\_\_\_\_ magacaa?

– Magacaygu \_\_\_\_\_ Caasha. \_\_\_\_\_ wanaagsan Cabdi!

– Barasho \_\_\_\_\_ Caasha!

3. Create a dialog

– \_\_\_\_\_

– Magacaygu waa Saynab. \_\_\_\_\_

– \_\_\_\_\_

– \_\_\_\_\_ Liibaan!

– Barasho wanaagsan Saynab!

## 1.12 KEY LANGUAGE LONG PERSONAL PRONOUNS

Somali has a set of pronouns that many linguists refer to as independent or long personal pronouns. These pronouns in many ways behave like other nouns and may stand on their own in a sentence.

Since Somali independent pronouns behave like any other noun, they also take the subject ending **-u** when they are used as the subject of a clause.

Long personal pronouns (without subject ending)		Subject mark <b>-u</b>	Long personal pronouns (with subject ending)	
<b>aniga</b>	+	<b>-u</b>	anigu	<i>I</i>
<b>adiga</b>	+	<b>-u</b>	adigu	<i>you (singular)</i>
<b>isaga</b>	+	<b>-u</b>	isagu	<i>he</i>
<b>iyada</b>	+	<b>-u</b>	iyadu	<i>she</i>
<b>annaga</b>	+	<b>-u</b>	annagu	<i>we</i>
<b>idinka</b>	+	<b>-u</b>	idinku	<i>you (plural)</i>
<b>iyaga</b>	+	<b>-u</b>	iyagu	<i>they</i>

## 1.13 READ THE SENTENCES, THEN SAY THEM OUT LOUD

**Isagu waa macallin.** *He is a teacher.*

**dhakhtar.** *doctor.*

**karraani.** *clerk.*

**cuntakariye.** *cook.*

**askari.** *soldier*

**Iyadu waa macallimad.** *She is a teacher.*

**dhakhtarad.** *doctor.*

**karraaniyad.** *clerk.*

**cuntakariso.** *cook.*

**askariyad.** *soldier*

**1.14**  FILL IN THE GAPS WITH NOUNS YOU ARE ALREADY FAMILIAR WITH

Isagu ma \_\_\_\_\_ baa?

Isagu waa \_\_\_\_\_.

Iyadu ma \_\_\_\_\_ baa?

Iyadu waa \_\_\_\_\_.

**1.15**   FURTHER EXAMPLES EXPANDED QUESTIONS AND ANSWERS

**Maanta ma talaada baa?**

*Is today Tuesday?*

**Haa, waa talaada.**

*Yes, it is Tuesday.*

**Iyadu ma maraykan baa?**

*Is she American?*

**Haa, waa maraykan.**

*Yes, she is American.*

**Iyadu ma macallimad baa?**

*Is she a teacher?*

**Haa, waa macallimad.**

*Yes, she is a teacher.*

**Isagu ma dhakhtar baa?**

*Is he a doctor?*

**Haa, waa dhakhtar.**

*Yes, he is a doctor.*

**Isagu ma macallin baa?**

*Is he a teacher?*

**Haa, waa macallin.**

*Yes, he is a teacher.*

**Isagu ma askari baa?**

*Is he a soldier?*

**Haa, waa askari.**

*Yes, he is a soldier.*

**Isagu ma injineer baa?**

*Is he an engineer?*

**Haa, waa injineer.**

*Yes, he is an engineer.*

**Ma qabow baa?**

*Is it cold?*

**Haa, waa qabow.**

*Yes, it is cold.*

**Ma kulayl baa?**

*Is it hot?*

**Haa, waa kulayl.**

*Yes, it is hot.*

### 1.16 KEY LANGUAGE USING MIYAA

You have learnt to use the interrogative **ma** with a noun followed by the focus particle **baa**, e.g., **Ma nabad baa?** An equivalent way to form **ma ... baa** is **miyaa**, as in the following examples:

<b>Ma suuq baa?</b>	<b>Suuq miyaa?</b>	<i>Is it a market?</i>
<b>Maanta ma talaada baa?</b>	<b>Maanta talaada miyaa?</b>	<i>Is today Tuesday?</i>
<b>Ma qabow baa?</b>	<b>Qabow miyaa?</b>	<i>Is it cold?</i>

### 1.17 FILL IN THE BLANKS IN THE FOLLOWING SENTENCES

1. Bisad *miyaa*? *Is it a cat?*
2. Haa, *waa bisad*. *Yes, it is a cat.*
3. Suuq \_\_\_\_\_? *Is it a market?*
4. \_\_\_\_\_, \_\_\_\_\_ . *Yes, it is a market.*
5. Dukaan \_\_\_\_\_? *Is it a shop?*
6. \_\_\_\_\_, \_\_\_\_\_ . *Yes, it is a shop.*
7. Shimbir \_\_\_\_\_? *It is a bird.*
8. \_\_\_\_\_, \_\_\_\_\_ . *Yes, it is a bird.*

### 1.18 ARRANGE THE FOLLOWING GROUPS OF WORDS TO FORM QUESTIONS IN SOMALI, THEN WRITE ANSWERS TO THE QUESTIONS

1. ma Isagu askari baa?

*Isagu ma askari baa?*

*Haa, isagu waa askari.*

2. miyaa? Iyadu macallimad

\_\_\_\_\_ .

3. miyaa? Kulayl

\_\_\_\_\_

4. dhakhtarad Iyadu miyaa?

\_\_\_\_\_

5. askari baa? Isagu ma

\_\_\_\_\_

6. Koob miyaa?

\_\_\_\_\_

8. miyaa? Qabow

\_\_\_\_\_

### 1.19 PRONUNCIATION THE ALPHABET

1. Listen to how the letters of the alphabet are pronounced in Somali.

<b>Bb</b> ba'	<b>Tt</b> ta'	<b>Jj</b> ja'	<b>Xx</b> xa'	<b>Khkh</b> kha'	<b>Dd</b> da'
<b>Rr</b> ra'	<b>Ss</b> sa'	<b>SHsh</b> sha'	<b>DHdh</b> dha'	<b>Cc</b> ca'	<b>Gg</b> ga'
<b>Ff</b> fa'	<b>Qq</b> qa'	<b>Kk</b> ka'	<b>Ll</b> la'	<b>Mm</b> ma'	<b>Nn</b> na'
<b>Ww</b> wa'	<b>Hh</b> ha'	<b>Yy</b> ya'	' hamsa (glottal stop)		
<b>Aa</b> a'	<b>Ee</b> e'	<b>Ii</b> i'	<b>Oo</b> o'	<b>Uu</b> u'	
<b>AAaa</b>	<b>EEee</b>	<b>IIii</b>	<b>OOoo</b>	<b>UUuu</b>	

2. An alternative representation of the Somali alphabet.

<b>Aa</b>	<b>Bb</b>	<b>Cc</b>	<b>Dd</b>	<b>DHdh</b>	<b>Ee</b>	<b>Ff</b>	<b>Gg</b>
<b>Hh</b>	<b>Ii</b>	<b>Jj</b>	<b>Kk</b>	<b>Khkh</b>	<b>Ll</b>	<b>Mm</b>	<b>Nn</b>
<b>Oo</b>	<b>Qq</b>	<b>Rr</b>	<b>Ss</b>	<b>SHsh</b>	<b>Tt</b>	<b>Uu</b>	<b>Ww</b>
<b>Xx</b>	<b>Yy</b>	' hamsa (glottal stop)					

**1.20** LISTEN TO THE AUDIO AS PEOPLE SPELL THEIR NAMES,  
AND WRITE OUT EACH SPELLING

1. C-A-B-D-I-Q-A-N-I

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**1.21** SPELL OUT EACH PERSON'S NAME, THEN SAY THE  
SENTENCES OUT LOUD

1. Magacaygu waa Caasho,

C-A-A-SH-O

4. Magacaygu waa Xaliimo,

\_\_\_\_\_

2. Magacaygu waa Cabdinaasir,

\_\_\_\_\_

5. Magacaygu waa Abshir,

\_\_\_\_\_

3. Magacaygu waa Luul,

\_\_\_\_\_

6. Magacaygu waa Xuseen,

\_\_\_\_\_

## 1.22 🗣️ KEY LANGUAGE DOUBLE CONSONANTS

There are a several of consonants in Somali which may be pronounced as doubled consonants. These are called geminate consonants:

**b d g l m n r**

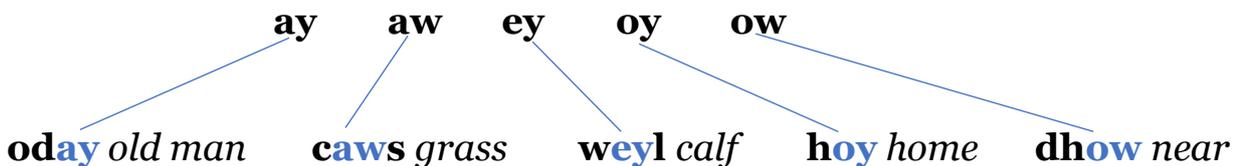
It is very important to pronounce and write geminate consonants, as they indicate a difference in meaning. For example:

<b>waran</b>	<i>spear</i>	<b>warran</b>	<i>tell news</i>
<b>xabad</b>	<i>chest</i>	<b>xabbad</b>	<i>bullet</i>
<b>wuu qaaday</b>	<i>he took it</i>	<b>way qaadday</b>	<i>she took it</i>

**Kh, dh** and **sh** are regarded as single consonants.

## 1.23 🗣️ KEY LANGUAGE DIPHTHONGS

Diphthongs are series of non-identical vowels that co-occur within a single syllable such as *oy* sound in the English word *oil*. Somali has the following diphthongs:



The two suffixes containing the diphthongs **-ay** and **-ey** are generally interchangeable. For example:

**shalay** = **shaley** *yesterday*

At present, it seems that **-ay** variant has become quite widespread. For the purpose of consistency, we use the **-ay** variant in examples provided in this course material.

## 1.24 KEY LANGUAGE TONE IN SOMALI

Some words, though spelt in the same way, are distinguished by high tone or stress alone. The classical example of higher tone is the word **inan** *boy/girl*.

**ínan** *boy*                      **inán** *girl*

in Somali, the penultimate or last vowel of a word can be stressed, giving the following results:

**mádax** *chief*                      **madáx** *chiefs*  
**béer** *liver*                          **beér** *garden*

It is important to note that tone marking is not indicated in written Somali, yet it plays an important role in the language. However, even if placing the high tone in the right place is a slightly wrong, the context makes it clear what was meant to be said.

## 1.25 KEY LANGUAGE THE VOCATIVE

The vocative is used to address someone directly. The vocative in Somali is formed by the addition of:

- ay** on female names and nouns ending in **-a**
- oy** on female names and nouns ending in **-o**
- ey** for all other female names and nouns
- ow** on male names and nouns.

Feminine			Masculine		
Aamina	<b>Aaminay</b>	<i>Amina!</i>	Axmad	<b>Axmadow</b>	<i>Ahmed!</i>
Caasho	<b>Caashoy</b>	<i>Asha!</i>	Faarax	<b>Faaraxow</b>	<i>Farah!</i>
Asli	<b>Asliyey</b>	<i>Asli</i>	Cabdi	<b>Cabdiyow</b>	<i>Abdi!</i>
Canab	<b>Canabey</b>	<i>Anab!</i>	Cumar	<b>Cumarow</b>	<i>Omar!</i>

## 1.26 KEY LANGUAGE WORD ORDER IN SOMALI

The neutral word order of the sentence in Somali is Subject-Object-Verb (SOV).

**Wiil baa biyo cabbay.**

subject focus object verb

boy focus water drunk

*A boy drank water.*

However, in Somali, all simple sentences contain a sentence type particle, e.g., declarative classifier **waa** or one of the focus particles, such as **baa**. In other words, a positive statement without **waa** or a focus particle is incorrect. The function of these particles will become more clear in coming units.

# 02

## Vocabulary

### 2.1 COUNTRIES



Maraykan



Kanada



Ingiriis



Finland



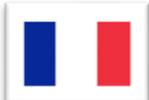
Noorweey



Talyaani



Raashiya



Faransiis



Jarmal



Iswiidhan



Estooniya



Lituweeniya



Laatfiya



Deenmaarag



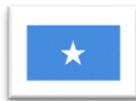
Baraasiil



Arjantiin



Itoobiya



Soomaaliya



Kiiniya



Masar



Ciraaq



Boortaqiis



Isbeyn



Yugaandha



Jabbuuti



Sudaan



Ruwaanda



Awstaraaliya

## 2.2 COUNTRIES AND NATIONALITIES

<b>Waddan</b>	<i>Country</i>	<b>Jinsiyad</b>	<i>Nationality</i>
<b>Awstaraaliya</b>	<i>Australia</i>	<b>awstaraaliyaan</b>	<i>Australian</i>
<b>Baraasiil</b>	<i>Brazil</i>	<b>baraasiiliyaan</b>	<i>Brazilian</i>
<b>Ciraaq</b>	<i>Iraq</i>	<b>ciraaqiyaan</b>	<i>Iraqi</i>
<b>Eriteriya</b>	<i>Eritrea</i>	<b>ereteriyaan</b>	<i>Eritrean</i>
<b>Jabbuuti</b>	<i>Djibouti</i>	<b>jabbuutiyaan</b>	<i>Djiboutian</i>
<b>Kiiniya</b>	<i>Kenya</i>	<b>kiiniyaan</b>	<i>Kenyan</i>
<b>Noorweey</b>	<i>Norway</i>	<b>noorweejiyaan</b>	<i>Norwegian</i>
<b>Raashiya</b>	<i>Russia</i>	<b>raashiyaan</b>	<i>Russian</i>
<b>Booland</b>	<i>Poland</i>	<b>boolish</b>	<i>Polish</i>
<b>Deenmaarki</b>	<i>Denmark</i>	<b>daanish</b>	<i>Danish</i>
<b>Finland</b>	<i>Finland</i>	<b>finish</b>	<i>Finnish</i>
<b>Isbeyn</b>	<i>Spain</i>	<b>isbaanish</b>	<i>Spanish</i>
<b>Iswiidhan</b>	<i>Sweden</i>	<b>iswiidhish</b>	<i>Swedish</i>
<b>Afgaanistaan</b>	<i>Afghanistan</i>	<b>afgaani</b>	<i>Afghan</i>
<b>Bakistaan</b>	<i>Pakistan</i>	<b>bakistaani</b>	<i>Pakistani</i>
<b>Faransiis</b>	<i>France</i>	<b>faransiis</b>	<i>French</i>
<b>Ingiriis</b>	<i>England</i>	<b>ingiriis</b>	<i>English</i>
<b>Jarmal</b>	<i>Germany</i>	<b>jarmal</b>	<i>German</i>
<b>Soomaaliya</b>	<i>Somalia</i>	<b>soomaali</b>	<i>Somali</i>
<b>Talyaani</b>	<i>Italy</i>	<b>talyaani</b>	<i>Italian</i>
<b>Shiine</b>	<i>China</i>	<b>shiinays</b>	<i>Chinese</i>
<b>Suudaan</b>	<i>Sudan</i>	<b>suudaanays</b>	<i>Sudanese</i>

## 2.3 TICK THE CORRECT ANSWERS

<p><b>a</b> Paulo Freire waa</p> <ol style="list-style-type: none"> <li>1. baraasiiliyaan.</li> <li>2. ingiriis.</li> <li>3. isbaanish.</li> </ol>	<p><b>d</b> Zlatan Ibrahimovich waa</p> <ol style="list-style-type: none"> <li>1. daanish.</li> <li>2. jabbuutiyaan.</li> <li>3. iswiidhish.</li> </ol>
<p><b>b</b> Matti Nykänen waa</p> <ol style="list-style-type: none"> <li>1. talyaani.</li> <li>2. finish.</li> <li>3. boolish.</li> </ol>	<p><b>e</b> Oprah Winfrey waa</p> <ol style="list-style-type: none"> <li>1. ameerikaan.</li> <li>2. awstaraaliyaan.</li> <li>3. itoobiyaan.</li> </ol>
<p><b>c</b> Angela Merkel waa</p> <ol style="list-style-type: none"> <li>1. jarmal.</li> <li>2. raashiyaan.</li> <li>3. afgaani.</li> </ol>	<p><b>f</b> Mo Farah waa</p> <ol style="list-style-type: none"> <li>1. soomaali.</li> <li>2. ingiriis.</li> <li>3. ciraaqiyaan.</li> </ol>

## 2.4 CHECK YOUR ANSWERS WITH ANOTHER STUDENT OR GROUP

1. – Paulo Freire *ma baraasiiliyaan baa?*  
– *Haa, Paulo Freire waa baraasiiliyaan.*
2. – Matti Nykänen \_\_\_\_\_?  
– \_\_\_\_\_.
3. – Angela Merkel \_\_\_\_\_?  
– \_\_\_\_\_.
4. – Zlatan Ibrahimovich \_\_\_\_\_?  
– \_\_\_\_\_.
5. – Oprah Winfrey \_\_\_\_\_?  
– \_\_\_\_\_.

6. – Mo Farah \_\_\_\_\_?  
– \_\_\_\_\_.

**2.5**  MATCH EACH COUNTRY WITH THE CORRECT PERSON

Soomaaliya Kiiniya Itoobiya ~~Suudaan~~



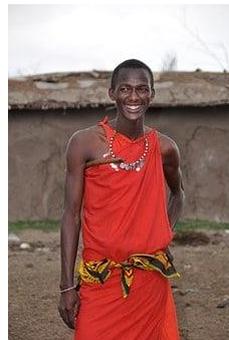
Bashiir

*Suudaan*



Canab

\_\_\_\_\_



Gatimu

\_\_\_\_\_



Eshe

\_\_\_\_\_

**2.6** PREPARE A QUIZ LIKE THE ONE IN 2.3

1. Write your questions.
2. Choose some photos for your quiz.
3. Swap your quiz with another student or group.

## 2.7 KEY LANGUAGE NOUNS

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. For example, the words **xaas** *wife* and **sac** *cow* are grammatically masculine. On the other hand, for some words the gender is clear, e.g., **naag** *woman*, is feminine, while **nin** *man*, is masculine.

### Noun declensions

There have been several declension systems proposed for Somali nouns. In other words, Somali nouns are classified into groups, called declensions. There are seven major declensions. Let's look at the first three declensions because they share certain characteristics, for example they form the plural in roughly the same way.

## 2.8 KEY LANGUAGE FIRST DECLENSION NOUNS

- Mostly feminine in singular, masculine in plural.
- Plural is formed by adding **-o** or **-yo** after **i**.
- Singular does not end in **-o**.

Singular		Plural	
<b>kab</b>	<i>shoe</i>	<b>kabo</b>	<i>shoes</i>
<b>mind</b>	<i>knife</i>	<b>mindyo</b>	<i>knives</i>
<b>naag</b>	<i>woman</i>	<b>naago</b>	<i>women</i>
<b>saacad</b>	<i>clock, watch</i>	<b>saacado</b>	<i>clocks, watches</i>
<b>shimbir</b>	<i>bird</i>	<b>shimbiro</b>	<i>birds</i>
<b>warqad</b>	<i>paper</i>	<b>warqado</b>	<i>papers</i>

**2.9 CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM FIRST DECLENSION**

Singular		Plural	
<b>ahmiyad</b>	<i>objective, aim</i>		<i>objectives, aims</i>
<b>buur</b>	<i>mountain</i>		<i>mountains</i>
<b>cabsi</b>	<i>fear</i>		<i>fears</i>
<b>cag</b>	<i>foot</i>		<i>feet</i>
<b>hay'ad</b>	<i>agency, organi- zation</i>		<i>agencies, organi- zations</i>
<b>xeeb</b>	<i>shore</i>		<i>shores</i>

**2.10 CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM FIRST DECLENSION**

Singular		Plural	
	<i>cat</i>	<b>bisado</b>	<i>cats</i>
	<i>umbrella</i>	<b>dallado</b>	<i>umbrellas</i>
	<i>window</i>	<b>dariishado</b>	<i>windows</i>
	<i>needle</i>	<b>irbado</b>	<i>needles</i>
	<i>church</i>	<b>kaniisado</b>	<i>churches</i>
	<i>rug</i>	<b>katiifado</b>	<i>rugs</i>

## 2.11 KEY LANGUAGE SECOND DECLENSION NOUNS

- Mostly masculine in singular, feminine in plural.
- Plural is formed by adding **-o** and doubling last consonant if **b, l, r, n, m**, or by adding **-yo** after **i, j, x, c, q**, and sometimes after **s** or **g**.
- Singular is mostly more than one syllable and does not end in **e**.

Singular		Plural	
<b>abti</b>	<i>maternal uncle</i>	<b>abtiyo</b>	<i>maternal uncles</i>
<b>albaab</b>	<i>door</i>	<b>albaabbo</b>	<i>doors</i>
<b>baabuur</b>	<i>car</i>	<b>baabuuro</b>	<i>cars</i>
<b>durbaan</b>	<i>drum</i>	<b>durbaanno</b>	<i>drums</i>
<b>dabaq</b>	<i>floor, storey of a building</i>	<b>dabaqyo</b>	<i>floors, storeys of a building</i>
<b>nacas</b>	<i>fool</i>	<b>nacasyo</b>	<i>fools</i>

## 2.12 CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM SECOND DECLENSION

Singular		Plural	
<b>bangi</b>	<i>bank</i>		<i>banks</i>
<b>barnaamij</b>	<i>programme</i>		<i>programmes</i>
<b>dhakhtar</b>	<i>doctor</i>		<i>doctors</i>
<b>digsi</b>	<i>cooking pot</i>		<i>cooking pots</i>
<b>subax</b>	<i>morning</i>		<i>mornings</i>
<b>waddan</b>	<i>country</i>		<i>countries</i>

### 2.13 CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM SECOND DECLENSION

Singular		Plural	
	<i>child of maternal uncle</i>	<b>ina-abtiyo</b>	<i>children of maternal uncle</i>
	<i>lesson</i>	<b>casharro</b>	<i>lessons</i>
	<i>shop</i>	<b>dukaanno</b>	<i>shops</i>
	<i>side</i>	<b>dhinacyo</b>	<i>sides</i>
	<i>engineer</i>	<b>injineerro</b>	<i>engineers</i>
	<i>school</i>	<b>iskuullo</b>	<i>schools</i>

### 2.14 KEY LANGUAGE THIRD DECLENSION NOUNS

- Masculine or feminine in singular, masculine in plural.
- Plural is formed by adding **-o** and deleting the final vowel of the singular.
- If the singular ends in **i**, the suffix is **-yo**, after deleting the final vowel.

There are some sound changes in this declension. The voiceless **k** does not occur in syllable final position, it becomes voiced **g**. Also, when **m** comes to be in syllable final position, it will change to **n**, as shown in the following examples:

<b>ilig</b>	<i>tooth</i>	ilig + <b>o</b>	<b>ilko</b>	<i>teeth</i>
<b>maalin</b>	<i>day</i>	maalin + <b>o</b>	<b>maalmo</b>	<i>days</i>
<b>xarig</b>	<i>rope</i>	xarig + <b>o</b>	<b>xarko</b>	<i>ropes</i>

Further examples:

Singular		Plural	
<b>garab</b>	<i>shoulder</i>	<b>garbo</b>	<i>shoulders</i>
<b>jilib</b>	<i>knee</i>	<b>jilbo</b>	<i>knees</i>
<b>xaraf</b>	<i>letter</i>	<b>xarfo</b>	<i>letters</i>

**2.15** CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM THIRD DECLENSION

Singular		Plural	
<b>cirib</b>	<i>heel</i>		<i>heels</i>
<b>dibin</b>	<i>lip</i>		<i>lips</i>
<b>dheri</b>	<i>clay pot</i>		<i>clay pots</i>
<b>gabadh</b> (gabar)	<i>girl</i>		<i>girls</i>
<b>waran</b>	<i>spear</i>		<i>spears</i>
<b>xubin</b>	<i>body part</i>		<i>body parts</i>

**2.16** CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM THIRD DECLENSION

Singular		Plural	
	<i>dot, drop</i>	<b>dhibco</b>	<i>dots, drops</i>
	<i>hand</i>	<b>gacmo</b>	<i>hands</i>
	<i>shoulder</i>	<b>garbo</b>	<i>shoulders</i>
	<i>old woman</i>	<b>habro</b>	<i>old women</i>
	<i>hip (upper part)</i>	<b>misko</b>	<i>hips (upper part)</i>
	<i>thorn</i>	<b>qodxo</b>	<i>thorns</i>

## 03

## Things you have

## 3.1 KEY LANGUAGE DEFINITE ARTICLE

The Somali definite articles cannot stand alone, they must follow a noun. The basic Somali definite articles are **-ka** for masculine nouns and **-ta** for feminine nouns. If you wish to define a noun and say *the boy* then the article is suffixed to the undefined noun, **wiilka**.

Indefinite form			Definite form	
<b>wiil</b>	<i>boy, a boy</i>		<b>wiilka</b>	<i>the boy</i>
<b>gabar</b>	<i>girl, a girl</i>		<b>gabarta</b>	<i>the girl</i>

A bare Somali word like **wiil** or **gabar** can be translated either as *boy, girl* or *a boy, a girl*, whichever is more suitable in the English context, because Somali doesn't have any indefinite article.

3.2  KEY LANGUAGE DEMONSTRATIVE PRONOUNS

Somali demonstrative pronouns are independent grammatical words, and they have two different gender forms in the singular.

Masculine	Feminine		Plural	
<b>kan</b>	<b>tan</b>	<i>this</i>	<b>kuwan</b>	<i>these</i>
<b>kaas</b>	<b>taas</b>	<i>that</i>	<b>kuwaas</b>	<i>those</i>

A singular demonstrative pronoun can occur in final position in a noun phrase.

Masculine			Feminine	
<b>dalkan</b>	<i>this country</i>		<b>kabtan</b>	<i>this shoe</i>
<b>dalkaas</b>	<i>that country</i>		<b>kabtaas</b>	<i>that shoe</i>

It can be subject marked, where relevant.

Masculine			Feminine	
<b>dalkani</b>	<i>this country</i>		<b>kabtani</b>	<i>this shoe</i>
<b>dalkaasi</b>	<i>that country</i>		<b>kabtaasi</b>	<i>that shoe</i>

Note that the subject ending is **-i** for demonstrative pronouns and some feminine nouns that end in a consonant.

### 3.3 FURTHER EXAMPLES DEMONSTRATIVE PRONOUNS

Masculine	
<b>Kani waa dal.</b>	<i>This is a country.</i>
<b>Dalkani waa Finland.</b>	<i>This country is Finland.</i>
<b>Kaasi waa dal.</b>	<i>That is a country.</i>
<b>Dalkaasi waa Soomaaliya.</b>	<i>That country is Somalia.</i>
Feminine	
<b>Tani waa kab.</b>	<i>This is a shoe.</i>
<b>Kabtani waa buluug.</b>	<i>This shoe is blue.</i>
<b>Taasi waa kab.</b>	<i>That is a shoe.</i>
<b>Kabtaasi waa buluug.</b>	<i>That shoe is blue.</i>
Feminine nouns that end in a consonant e.g., <b>run</b> <i>truth</i> , <b>naag</b> <i>woman</i> etc.	
<b>Runi waa nabad.</b>	<i>Truth is peace.</i>

### 3.4 FILL IN THE GAPS WITH KANI/TANI THIS OR KAASI/TAASI THAT

1.   *Kani* waa koob.
2.  *Kaasi* waa koob. 
3.   \_\_\_\_\_ waa bisad.
4.  \_\_\_\_\_ waa shimbir. 
5.   \_\_\_\_\_ waa gabar.
6.  \_\_\_\_\_ waa wiil. 

### 3.5 LISTEN TO THE AUDIO, THEN NUMBER THE IMAGES IN THE ORDER THEY ARE DESCRIBED

A <input style="width: 30px; height: 30px;" type="text"/>	B <input style="width: 30px; height: 30px; border: 1px solid blue;" type="text" value="1"/>	C <input style="width: 30px; height: 30px;" type="text"/>	D <input style="width: 30px; height: 30px;" type="text"/>
			
E <input style="width: 30px; height: 30px;" type="text"/>	F <input style="width: 30px; height: 30px;" type="text"/>	G <input style="width: 30px; height: 30px;" type="text"/>	H <input style="width: 30px; height: 30px;" type="text"/>
			

**3.6 USE THE CHART TO CREATE 7 CORRECT SENTENCES AND SAY THEM OUT LOUD**

1. <i>Kani waa mas.</i>			
2.	Kani	waa	mas. ( <i>masculine noun</i> )
3.	Kaasi		shimbir. ( <i>feminine noun</i> )
4.	Tani		eey. ( <i>masculine noun</i> )
5.	Taasi		bisad. ( <i>feminine noun</i> )
6.			
7.			
8.			

**3.7 KEY LANGUAGE ASKING WHAT IS IT?**

The way to ask *What is it?* in Somali is **Waa maxay?** To answer this question, we use the familiar **Waa ...**

Please note that when you ask something unfamiliar to you, use the masculine form of demonstrative pronoun **kani** *this* or **kaasi** *that*.

<b>Waa maxay?</b>	<i>What is it?</i>
<b>Kani waa maxay?</b>	<i>What is this?</i>
<b>Kaasi waa maxay?</b>	<i>What is that?</i>

### 3.8 FURTHER EXAMPLES *WHAT IS THIS?*

1.   – Waa maxay? – *What is it?*  
– Waa buug. – *It is a book.*  
– Kani waa maxay? – *What is this?*  
– Kani waa buug. – *This is a book.*  
– Kani ma buug baa? – *Is this a book?*  
– Haa, kani waa buug. – *Yes, this is a book.*

2.   – Waa maxay?  
– Waa saacad.  
– Tani waa maxay?  
– Tani waa saacad.  
– Tani saacad miyaa?  
– Haa, tani waa saacad.

3.   – Waa maxay?  
– Waa qalin.  
– Kani waa maxay?  
– Kani waa qalin.  
– Kani ma qalin baa?  
– Haa, kani waa qalin.

4.   – Waa maxay?  
– Waa dallad.  
– Tani waa maxay?  
– Tani waa dallad.  
– Tani dallad miyaa?  
– Haa, tani waa dallad.

5. 



- Waa maxay?
- Waa guri.
- Kani waa maxay?
- Kani waa guri.
- Kani ma guri baa?
- Haa, kani waa guri.

6. 



- Waa maxay?
- Waa xeeb.
- Tani waa maxay?
- Tani waa xeeb.
- Tani xeeb miyaa?
- Haa, tani waa xeeb.

### 3.9 **FURTHER EXAMPLES *WHAT IS THAT?***

1. 

- Waa maxay?
- Waa albaab.
- Kaasi waa maxay?
- Kaasi waa albaab.
- Kaasi albaab miyaa?
- Haa, kaasi waa albaab.



2. 

- Waa maxay?
- Waa kab.
- Taasi waa maxay?
- Taasi waa kab.
- Taasi ma kab baa?
- Haa, taasi waa kab.



3. 

- Waa maxay?
- Waa baabuur.
- Kaasi waa maxay?
- Kaasi waa baabuur.
- Kaasi baabuur miyaa?
- Haa, kaasi waa baabuur.



4. 

- Waa maxay?
- Waa buur.
- Taasi waa maxay?
- Taasi waa buur.
- Taasi ma buur baa?
- Haa, taasi waa buur.



5. 

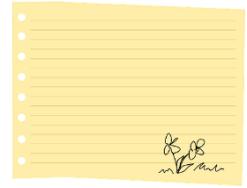
- Waa maxay?
- Waa durbaan.
- Kaasi waa maxay?
- Kaasi waa durbaan.
- Kaasi durbaan miyaa?
- Haa, kaasi waa durbaan.



6



- Waa maxay?
- Waa warqad.
- Taasi waa maxay?
- Taasi waa warqad.
- Taasi ma warqad baa?
- Haa, taasi waa warqad.



### 3.10 LOOK AND ANSWER THE QUESTIONS

telefoon      bangi      shaneemo      cananaas  
 iskuul      kombiyuutar      jallaato

1.



Kani waa maxay?

*Kani waa kombiyuutar.*

2.



Kani waa maxay?

\_\_\_\_\_.

3.



Tani waa maxay?

\_\_\_\_\_.

4.

Kaasi waa maxay?



\_\_\_\_\_.

5. 🖱️ Kaasi waa maxay?



\_\_\_\_\_.

6. 🖱️ Taasi waa maxay?



\_\_\_\_\_.

7. 🖱️ Kaasi waa maxay?



\_\_\_\_\_.

### 3.11 🗣️ YOU KNOW MORE SOMALI THAN YOU THINK 😊

TRY TO MATCH THE PICTURES TO THE WORDS

bas	
boorash	
buug	9
furuut	
haambeegar	
joornaal	
kafee	
reedhiyow	
telefishan	

2



3



4



5



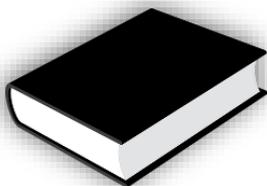
6



8



9



10



11



### 3.12 KEY LANGUAGE POSSESSIVE PRONOUNS

The possessive pronouns show that somebody possesses or owns something, or that something belongs to somebody e.g., Abdi's clothes, her house, my book, their car, etc.

The possessive pronouns in Somali agree with the gender endings of the noun that they modify.

Masculine	Feminine		Plural	
<b>kayga</b>	<b>tayda</b>	<i>my</i>	<b>kuwayga</b>	<i>mine</i>
<b>kaaga</b>	<b>taada</b>	<i>your</i>	<b>kuwaaga</b>	<i>yours</i>
<b>kiisa</b>	<b>tiisa</b>	<i>his</i>	<b>kuwiisa</b>	<i>his</i>
<b>keeda</b>	<b>teeda</b>	<i>her</i>	<b>kuweeda</b>	<i>hers</i>
<b>keenna</b>	<b>teenna</b>	<i>our</i>	<b>kuweenna</b>	<i>ours</i>
<b>kiinna</b>	<b>tiinna</b>	<i>your</i>	<b>kuwiinna</b>	<i>yours</i>
<b>kooda</b>	<b>tooda</b>	<i>their</i>	<b>kuwooda</b>	<i>theirs</i>

### 3.13 HOW TO FORM NOUNS WITH POSSESSIVE PRONOUNS

1. A possessive pronoun can occur in final position in a noun phrase.

Masculine			Feminine	
<b>dalkayga</b>	<i>my country</i>		<b>kabtayda</b>	<i>my shoe</i>
<b>dalkaaga</b>	<i>your country</i>		<b>kabtaada</b>	<i>your shoe</i>
<b>dalkiisa</b>	<i>his country</i>		<b>kabtiisa</b>	<i>his shoe</i>
<b>dalkeeda</b>	<i>her country</i>		<b>kabteeda</b>	<i>her shoe</i>
<b>dalkeenna</b>	<i>our country</i>		<b>kabteenna</b>	<i>our shoe</i>
<b>dalkiinna</b>	<i>your country</i>		<b>kabtiinna</b>	<i>your shoe</i>
<b>dalkooda</b>	<i>their country</i>		<b>kabtooda</b>	<i>their shoe</i>

<b>dal</b>	<i>a country</i>		<b>kab</b>	<i>a shoe</i>
<b>dalka</b>	<i>the country</i>		<b>kabta</b>	<i>the shoe</i>
<b>dalkayga</b>	<i>my country</i>		<b>kabtayda</b>	<i>my shoe</i>

2. It can be subject marked, where relevant.

Masculine			Feminine	
<b>dalkaygu</b>	<i>my country</i>		<b>kabtaydu</b>	<i>my shoe</i>
<b>dalkaagu</b>	<i>your country</i>		<b>kabtaadu</b>	<i>your shoe</i>
<b>dalkiisu</b>	<i>his country</i>		<b>kabtiisu</b>	<i>his shoe</i>
<b>dalkeedu</b>	<i>her country</i>		<b>kabteedu</b>	<i>her shoe</i>
<b>dalkeennu</b>	<i>our country</i>		<b>kabteennu</b>	<i>our shoe</i>
<b>dalkiinnu</b>	<i>your country</i>		<b>kabtiinnu</b>	<i>your shoe</i>
<b>dalkoodu</b>	<i>their country</i>		<b>kabtoodu</b>	<i>their shoe</i>

### 3.14 FURTHER EXAMPLES USING POSSESSIVE PRO- NOUNS

Masculine noun <b>buug</b> <i>book</i>	Feminine noun <b>bisad</b> <i>cat</i>
<b>Kani waa buuggayga.</b>	<b>Tani waa bisaddayda.</b>
<b>Kani waa buuggaaga.</b>	<b>Tani waa bisaddaada.</b>
<b>Kani waa Cali buuggiisa.</b>	<b>Tani waa Cali bisaddiisa.</b>
<b>Kani waa Canab buuggeeda.</b>	<b>Tani waa Canab bisaddeeda.</b>
<b>Kani waa buuggeenna.</b>	<b>Tani waa bisaddeenna.</b>
<b>Kani waa buuggiinna.</b>	<b>Tani waa bisaddiinna.</b>
<b>Kani waa buuggooda.</b>	<b>Tani waa bisaddooda.</b>

**3.15** ADD THE DEMONSTRATIVE ENDING MEANING *THIS* AND THE POSSESSIVE ENDINGS MEANING *MY* AND *YOUR* TO THE FOLLOWING NOUNS

	<b>this</b>	<b>my</b>	<b>your</b>	
kab (-ta)	<i>kabtan</i>	<i>kabtayda</i>	<i>kabtaada</i>	<i>shoe</i>
irbad (/da)				<i>needle</i>
mindī (/da)				<i>knife</i>
saacad (/da)				<i>clock</i>
gacan (-ta)				<i>hand</i>
galab (-ta)				<i>afternoon</i>
baabuur (-ka)				<i>car</i>
dariiq (-a)				<i>road</i>
dhinac (-a)				<i>side</i>
nacas (-ka)				<i>fool</i>
sannad (-ka)				<i>year</i>
waddan (-ka)				<i>country</i>
abti (/ga)				<i>maternal uncle</i>
durbaan (-ka)				<i>drum</i>
gorgor (-ka)				<i>vulture</i>
markhaati (/ga)				<i>witness</i>
sambab (-ka)				<i>lung</i>
suldaan (-ka)				<i>sultan</i>

**3.16** ADD THE DEMONSTRATIVE ENDING MEANING *THAT* AND THE POSSESSIVE ENDINGS MEANING *HIS* AND *HER* TO THE FOLLOWING NOUNS

	<b>that</b>	<b>his</b>	<b>her</b>	
kab (-ta)	<i>kabtaas</i>	<i>kabtiisa</i>	<i>kabteeda</i>	<i>shoe</i>
irbad (/da)				<i>needle</i>
mindī (/da)				<i>knife</i>
saacad (/da)				<i>clock</i>
gacan (-ta)				<i>hand</i>
galab (-ta)				<i>afternoon</i>
baabuur (-ka)				<i>car</i>
dariiq (-a)				<i>road</i>
dhinac (-a)				<i>side</i>
nacas (-ka)				<i>fool</i>
sannad (-ka)				<i>year</i>
waddan (-ka)				<i>country</i>
abti (/ga)				<i>maternal un- cle</i>
durbaan (- ka)				<i>drum</i>
gorgor (-ka)				<i>vulture</i>
markhaati (/ga)				<i>witness</i>
sambab (-ka)				<i>lung</i>
suldaan (-ka)				<i>sultan</i>

### 3.17 KEY LANGUAGE FOURTH DECLENSION NOUNS

- Masculine in both singular and plural.
- Plural is formed by adding **-a-** and reduplicating the final consonant.
- Singular is always monosyllabic and ends in a consonant.

Singular		Plural	
<b>af</b>	<i>mouth, language</i>	<b>afaf</b>	<i>mouths, languages</i>
<b>buug</b>	<i>book</i>	<b>buugag</b>	<i>books</i>
<b>dab</b>	<i>fire</i>	<b>dabab</b>	<i>fires</i>
<b>miis</b>	<i>table</i>	<b>miisas</b>	<i>tables</i>
<b>nin</b>	<i>man</i>	<b>niman</b>	<i>men</i>
<b>san</b>	<i>nose</i>	<b>sanan</b>	<i>noses</i>

Almost all of the plural forms of this declension are masculine except for **wiil** *boy, son*, which becomes feminine in the plural.

Singular		Plural	
<b>wiil</b>	<i>boy</i>	<b>wiilal</b>	<i>boys</i>
<b>wiilka</b>	<i>the boy</i>	<b>wiilasha</b>	<i>the boys</i>

Moreover, in this declension, when a word ends in **-n**, there may be a change to **-m-** in some plural formations.

Singular		Plural	
<b>nin</b>	<i>man</i>	<b>niman</b>	<i>men</i>
<b>ninka</b>	<i>the man</i>	<b>nimanka</b>	<i>the men</i>

**3.18** CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM FOURTH DECLENSION

Singular		Plural	
<b>bas</b>	<i>bus</i>		<i>buses</i>
<b>dal</b>	<i>country</i>		<i>countries</i>
<b>koob</b>	<i>cup</i>		<i>cups</i>
<b>qoys</b>	<i>family</i>		<i>families</i>
<b>war</b>	<i>news</i>		<i>news</i>
<b>wiil</b>	<i>boy</i>		<i>boys</i>

**3.19** CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM FOURTH DECLENSION

Singular		Plural	
	<i>voice</i>	<b>codad</b>	<i>voices</i>
	<i>road, path</i>	<b>jidad</b>	<i>roads, paths</i>
	<i>snake</i>	<b>masas</b>	<i>snakes</i>
	<i>half</i>	<b>nusas</b>	<i>halves</i>
	<i>shape, form</i>	<b>qaabab</b>	<i>shapes, forms</i>
	<i>rain</i>	<b>roobab</b>	<i>rains</i>

### 3.20 KEY LANGUAGE FIFTH DECLENSION NOUNS

- The fifth declension contains a relatively small number of nouns.
- Singular masculine, plural feminine.
- Plural is formed by moving the accent from the penultimate vowel to the last vowel.

Singular		Plural	
<b>árday</b>	<i>student</i>	<b>ardáy</b>	<i>students</i>
<b>eéy</b>	<i>dog</i>	<b>eeý</b> (= eeyo)	<i>dogs</i>
<b>cárab</b>	<i>an Arab</i>	<b>caráb</b>	<i>Arabs</i>
<b>díbi</b>	<i>bull</i>	<b>dibí</b> (= dibiyo)	<i>bulls</i>
<b>mádax</b>	<i>head</i>	<b>madáx</b> (= madaxyo)	<i>heads</i>
<b>soomaáli</b>	<i>a Somali</i>	<b>soomaalí</b>	<i>Somalis</i>

### 3.21 CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM FIFTH DECLENSION

Singular		Plural	
<b>akhyaar</b>	<i>distinguished person</i>		<i>distinguished people</i>
<b>awr</b>	<i>burden camel</i>		<i>burden camels</i>
<b>qaxooti</b>	<i>refugee</i>		<i>refugees</i>
<b>tuug</b>	<i>thief</i>	(= tuugo)	<i>thieves</i>
<b>xabashi</b>	<i>Abyssinian person</i>		<i>Abyssinian people</i>
<b>yeey</b>	<i>wild dog</i>		<i>wild dogs</i>

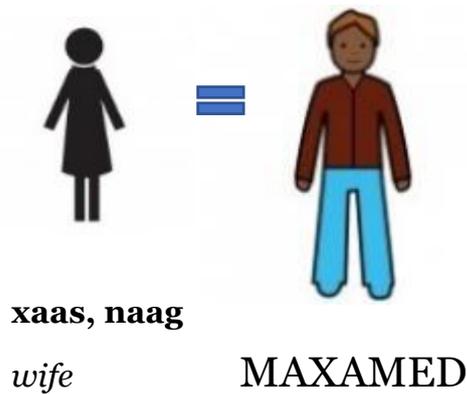
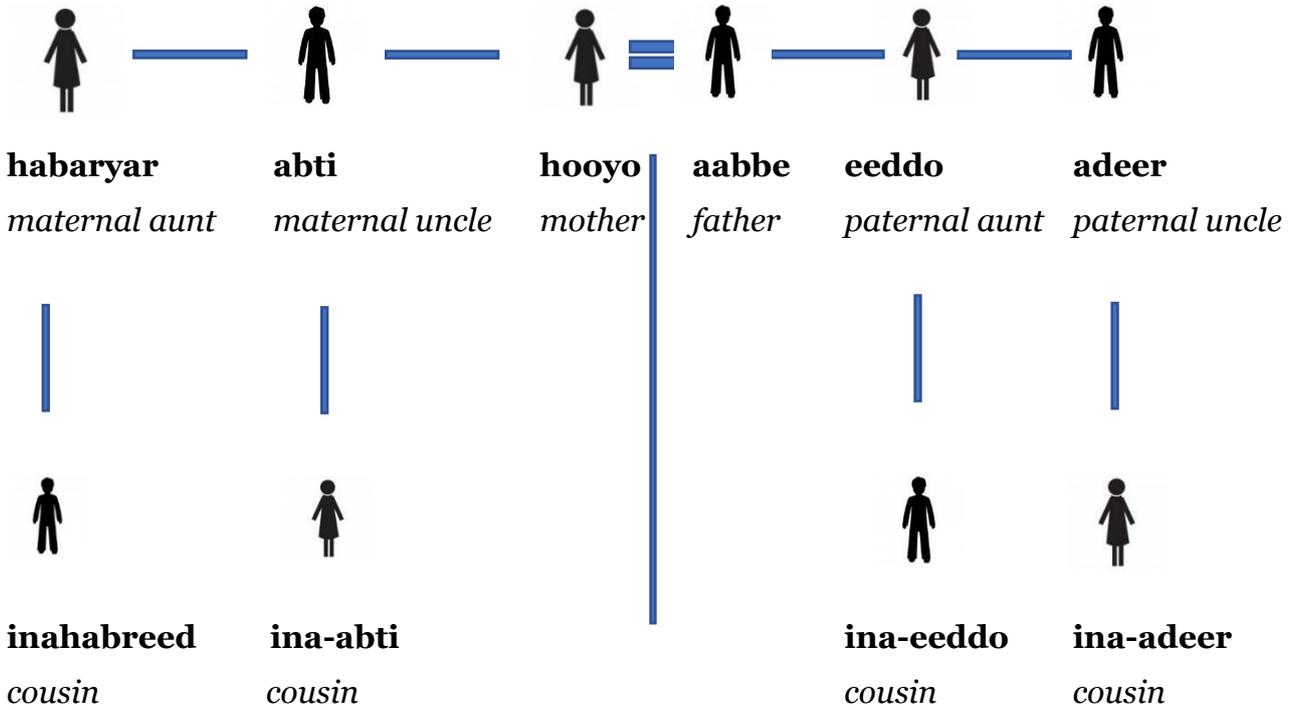
**3.22** CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM FIFTH DECLENSION

Singular		Plural	
	<i>car</i>	<b>baabuur</b> (= baabuurro)	<i>cars</i>
	<i>young person</i>	<b>barbaar</b>	<i>young people</i>
	<i>tooth-brushing stick</i>	<b>caday</b> (= cadayo)	<i>tooth-brushing stick</i>
	<i>donkey</i>	<b>dameer</b> (= dameerro)	<i>donkeys</i>
	<i>large bird</i>	<b>haad</b>	<i>large birds</i>
	<i>book</i>	<b>kutub</b> (= kutubbo)	<i>books</i>

04

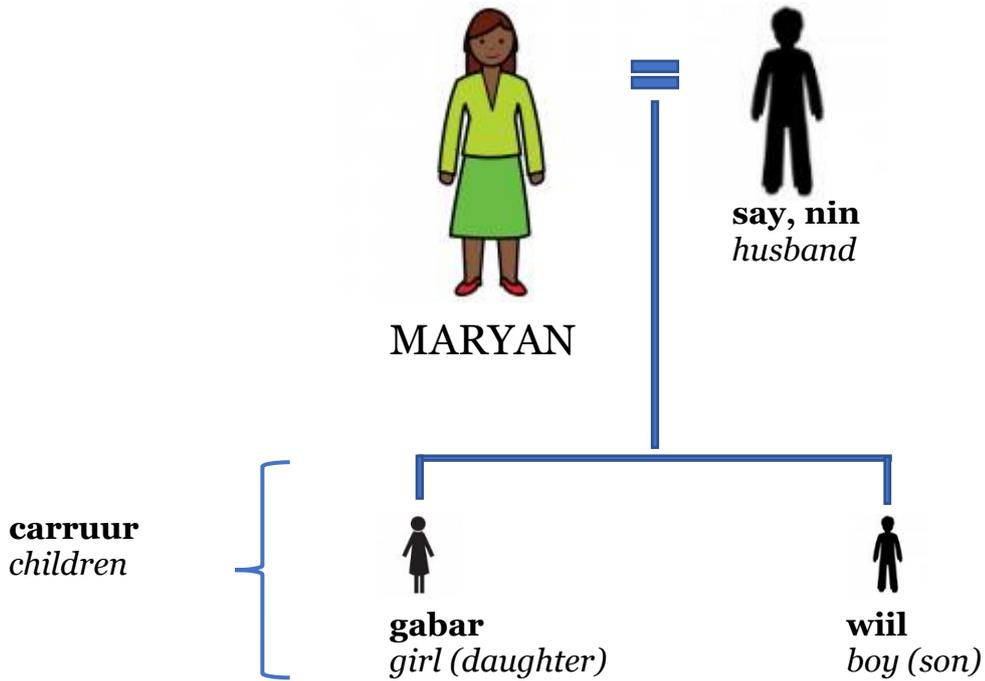
Vocabulary Family and pets

4.1  MAXAMED QOYSKIISA MOHAMMED'S FAMILY



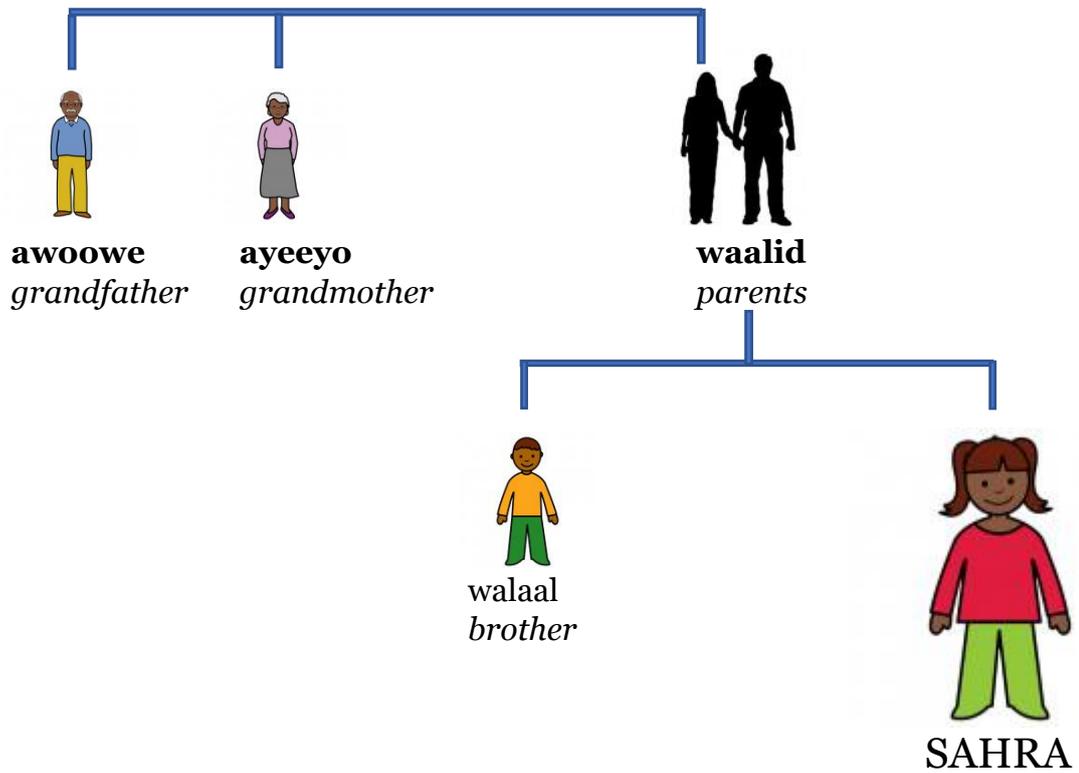
4.2  MARYAN QOYSKEEDA

MARYAN'S FAMILY

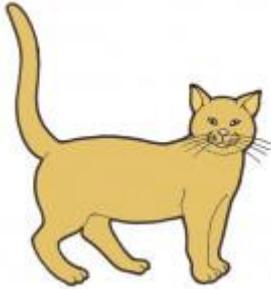
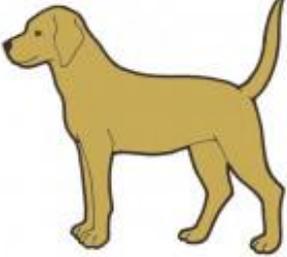
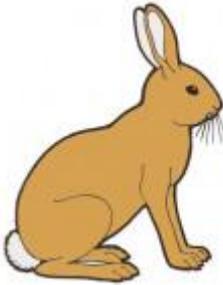
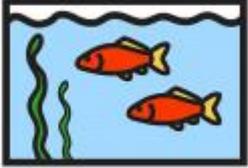
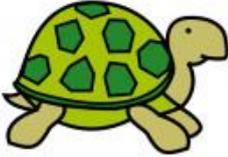
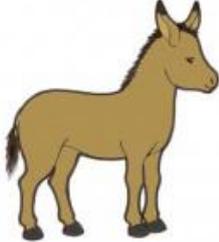
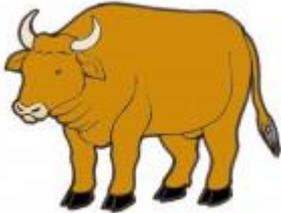
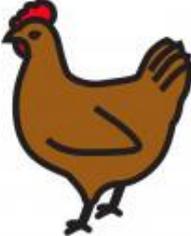
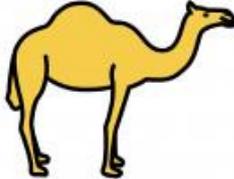
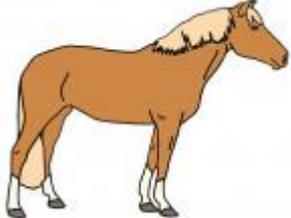
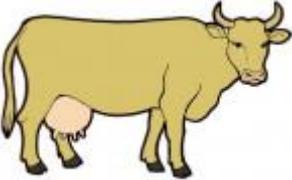
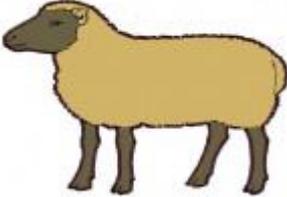
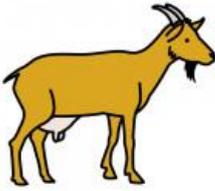


4.3  SAHRA QOYSKEEDA

SAHRA'S FAMILY



## 4.4 🎧 PETS AND DOMESTIC ANIMALS

			
bisad	eey	bakayle	kalluun
			
shimbir	diindiin	mas	dameer
			
dibi	digaagad	hal	faras
			
sac	lax	ri'	

Illustrations: Papunetin kuvapankki, papunet.net, Elina Vanninen, Sergio Palao / ARA-SAAC ja Sclera.

## 4.5

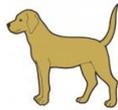
**Misti waa bisaddayda.**

*Misty is my cat.*



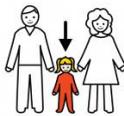
**Layka waa eeygeeda.**

*Laika is her dog.*



**Sahra waa gabarteenna.**

*Sahra is our daughter.*



**Koko waa bakaylahaaga.**

*Coco is your rabbit.*



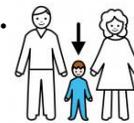
**Tiwiiti waa shimbirtiisa.**

*Tweety is his bird.*



**Salaad waa wiilkooda.**

*Salaad is their son.*



## 4.6 TRANSLATE INTO SOMALI

1. Dingo is your dog.

*Dingo waa eeygaaga.*

2. This is her book.

\_\_\_\_\_.

3. Shukri is their daughter.

\_\_\_\_\_.

4. Abshir is our son.

\_\_\_\_\_.

5. Those are our children.

\_\_\_\_\_.

6. Xiin Faniin is his horse.

\_\_\_\_\_.

## Tips

<b>eey</b>	<i>a dog</i>	<b>gabar</b>	<i>a girl</i>	<b>carruur</b>	<i>children</i>
<b>eeyga</b>	<i>the dog</i>	<b>gabarta</b>	<i>the girl</i>	<b>carruurta</b>	<i>the children</i>
<b>eeygayga</b>	<i>my dog</i>	<b>gabartayda</b>	<i>my girl</i>	<b>carruur-tayda</b>	<i>my children</i>
<b>buug</b>	<i>a book</i>	<b>wiil</b>	<i>a boy</i>	<b>faras</b>	<i>a horse</i>
<b>buugga</b>	<i>the book</i>	<b>wiilka</b>	<i>the boy</i>	<b>faraska</b>	<i>the horse</i>
<b>buuggayga</b>	<i>my book</i>	<b>wiilkayga</b>	<i>my boy</i>	<b>faraskayga</b>	<i>my horse</i>

4.7 ✎ 🗨️ WHO ARE IMPORTANT PEOPLE IN YOUR NETWORK OF FRIENDS AND FAMILY?

**a** Make a list of six people. Write their names and relationship to you.

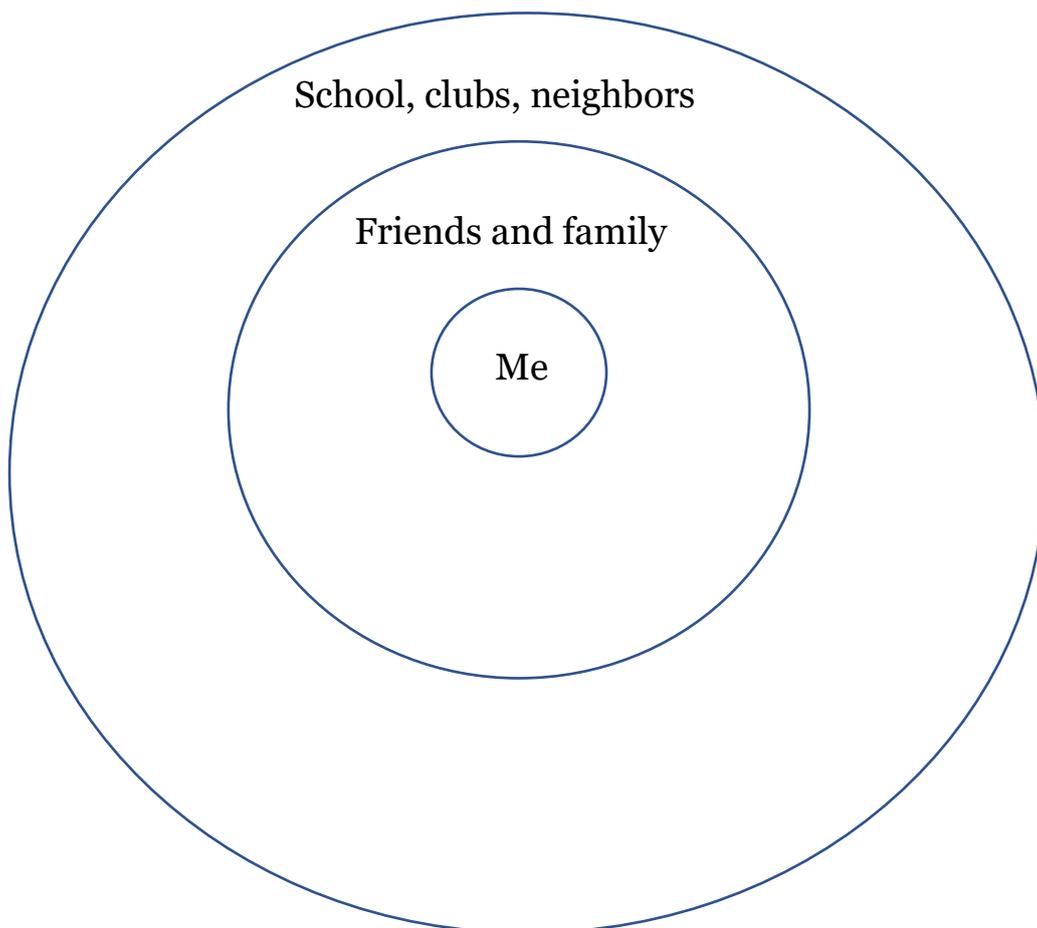
**Examples** Hibo            habaryar  
                  Haashim        macallin

**b** Write their names in the correct part of the diagram.

**c** In pairs. Share information about the people in your diagram.

**Examples** *Hibo waa habaryartay.*

*Haashim waa macallinkayga.*





3. 



- Waa kuma?
- Waa Sacdiya.
- Tani waa tuma?
- Tani waa Sacdiya.
- Tani ma Sacdiya baa?
- Haa, tani waa Sacdiya.

4. 



- Waa kuma?
- Waa Matti.
- Kani waa kuma?
- Kani waa Matti.
- Kani Matti miyaa?
- Haa, kani waa Matti.

5. 



- Waa kuma?
- Waa Leyla.
- Tani waa tuma?
- Tani waa Leyla.
- Tani ma Leyla baa?
- Haa, tani waa Leyla.

6. 



- Waa kuma?
- Waa Shukri.
- Tani waa tuma?
- Tani waa Shukri.
- Tani Shukri miyaa?
- Haa, tani waa Shukri.

In addition, there is a polite and neutral way to ask *Who is this person?* which is **Qofkan waa kuma?** Therefore, instead of **Kani waa kuma?** *Who is this?*, you can use **Qofkan waa kuma?** *Who is this person?*

## Tips

<b>qof</b>	<i>a person</i>
<b>qofka</b>	<i>the person</i>
<b>qofkan</b>	<i>this person</i>
<b>qofkaas</b>	<i>that person</i>

## 4.10 KEY LANGUAGE SHORT POSSESSIVE PRONOUNS

The short possessive pronouns are usually used when they qualify the names of close people, the most important of which are: **hooyo** *mother*, **aabbe** *father*, **waalid** *parents*, **walaal** *sibling*, **habaryar** *maternal aunt*, **abti** *maternal uncle*, **eeddo** *paternal aunt*, **adeer** *paternal uncle*, **ayeeyo** *grandmother*, **awoowe** *grandfather*, **saaxiib** *friend*, **saaxiibad** *female friend*.

Masculine	Feminine	
<b>kay</b>	<b>tay</b>	<i>my</i>
<b>kaa</b>	<b>taa</b>	<i>your</i>
<b>kiis</b>	<b>tiis</b>	<i>his</i>
<b>keed</b>	<b>teed</b>	<i>her</i>
<b>keen</b>	<b>teen</b>	<i>our</i>
<b>kiin</b>	<b>tiin</b>	<i>your</i>
<b>kood</b>	<b>tood</b>	<i>their</i>

#### 4.11 FURTHER EXAMPLES SHORT POSSESSIVE PRONOUN

Masculine			Feminine	
<b>aabbahay</b>	<i>my father</i>		<b>hooyaday</b>	<i>my mother</i>
<b>aabbahaa</b>	<i>your father</i>		<b>hooyadaa</b>	<i>your mother</i>
<b>aabbahiis</b>	<i>his father</i>		<b>hooyadiis</b>	<i>his mother</i>
<b>aabbaheed</b>	<i>her father</i>		<b>hooyadeed</b>	<i>her mother</i>
<b>aabbaheen</b>	<i>our father</i>		<b>hooyadeen</b>	<i>our mother</i>
<b>aabbihiiin</b>	<i>your father</i>		<b>hooyadiin</b>	<i>your mother</i>
<b>aabbahood</b>	<i>their father</i>		<b>hooyadood</b>	<i>their mother</i>

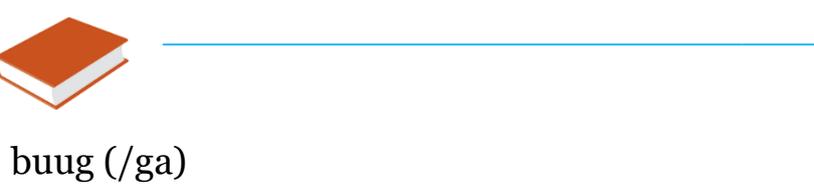
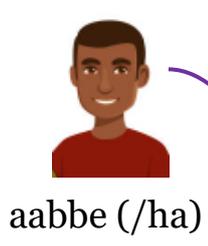
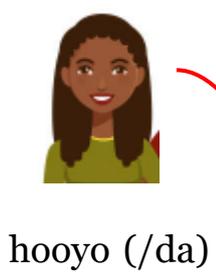
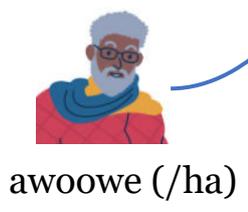
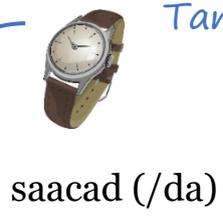
#### Tips

<b>aabbe</b>	<i>a father</i>		<b>hooyo</b>	<i>a mother</i>
<b>aabbaha</b>	<i>the father</i>		<b>hooyada</b>	<i>the mother</i>
<b>aabbahay</b>	<i>my father</i>		<b>hooyaday</b>	<i>my mother</i>

Note that the last syllable, the definite article, is dropped, e.g., **hooyadayda** → **hooyaday** *my mother*.

## 4.12 FOLLOW AND WRITE

*Tani waa awoowahay saacaddiisa.*



#### 4.13 KEY LANGUAGE ASKING *WHAT IS YOUR NAME?*

When you ask a person's name, you use the masculine noun **magac** *name* with short possessive pronoun **kaa** *your*.

magac + kaa	<b>magacaa?</b>	<i>[what is] your name?</i>
-------------	-----------------	-----------------------------

**Magacaa?**

*[What is] your name?*

your.name

To answer this question, you use **magac** *name* with full possessive pronoun **kayga** *my*. Then you add the subject ending **-u** which tells that **Magacaygu** *My name* is the subject of the clause.

magac + kayga + u	<b>magacaygu</b>	<i>my name</i>
-------------------	------------------	----------------

**Magacaygu ...**

*My name ...*

my.name

#### 4.14 FURTHER EXAMPLES ASKING *WHAT IS YOUR NAME?*

<b>magacay?</b>	<i>[what is] my name?</i>	<b>magacaygu waa</b>	<i>my name is</i>
<b>magacaa?</b>	<i>[what is] your name?</i>	<b>magacaagu waa</b>	<i>your name is</i>
<b>magaciis?</b>	<i>[what is] his name?</i>	<b>magaciisu waa</b>	<i>his name is</i>
<b>magaceed?</b>	<i>[what is] her name?</i>	<b>magaceedu waa</b>	<i>her name is</i>
<b>magaceen?</b>	<i>[what is] our name?</i>	<b>magaceennu waa</b>	<i>our name is</i>
<b>magaciin?</b>	<i>[what is] your name?</i>	<b>magaciinnu waa</b>	<i>your name is</i>
<b>magacood?</b>	<i>[what is] their name?</i>	<b>magacoodu waa</b>	<i>their name is</i>

Note that if a masculine noun ends in **q, kh, c, x, h,** or ' (hamsa), **k** disappears leaving only the vowel **a**:

magac	<b>magac</b>	<i>a name</i>
magac + ka	<b>magaca</b>	<i>the name</i>
magac + kaa	<b>magacaa?</b>	<i>[what is] your name?</i>

#### 4.15 CAASHA QOYSKEEDA ASHA'S FAMILY

– Maalin wanaagsan. Magacaygu waa Caasha.



– Kani waa qoyskayga sawirkiisa.



– Tani waa hooyaday. Hooyaday magaceedu waa Xaliima.



– Kani waa aabbahay. Aabbahay magaciisu waa Cali.



– Kani waa walaalkay. Walaalkay magaciisu waa Axmed.



#### Tips

<b>qoys</b>	<i>a family</i>	<b>sawir</b>	<i>a picture</i>
<b>qoyska</b>	<i>the family</i>	<b>sawirka</b>	<i>the picture</i>
<b>qoyskan</b>	<i>this family</i>	<b>sawirkan</b>	<i>this picture</i>
<b>qoyskaas</b>	<i>that family</i>	<b>sawirkaas</b>	<i>that picture</i>
<b>qoyskayga</b>	<i>my family</i>	<b>sawirkayga</b>	<i>my picture</i>

**4.16** LOOK AT THE FAMILY TREES (4.1, 4.2 & 4.3) AND COMPLETE THE RIDDLES WITH THE WORDS FROM THE BOX

xaas	inahabreedkay	<del>gabarteeda</del>	ina-adeertay
wiil	ina-adeerkay	inahabreedday	nin

1. Sahra waa hooyaday *gabarteeda*.
2. Aabbahay waa hooyaday \_\_\_\_\_.
3. Hooyaday waa aabbahay \_\_\_\_\_.
4. Aabbahay waa ayeeyday \_\_\_\_\_.
5. Habaryartay wiilkeedu waa \_\_\_\_\_.
6. Habaryartay gabarteedu waa \_\_\_\_\_.
7. Adeerkay gabartiisu waa \_\_\_\_\_.
8. Adeerkay wiilkiisu waa \_\_\_\_\_.

**4.17** ANSWER THE QUESTIONS

- |   |   |
|---|---|
| 1. Saaxiibkaa magaciis?                 | <i>What's your friend's name?</i>       |
| <i>Saaxiibkay magaciisu waa Xuseen.</i> | <i>My friend's name is Hussein.</i>     |
| 2. Magacaa?                             | <i>What's your name?</i>                |
| _____.                                  |   |
| 3. Saaxiibtaa magaceed?                 | <i>What's your (girl)friend's name?</i> |
| _____.                                  |   |
| 4. Macallinkaaga magaciis?              | <i>What's your teacher's name?</i>      |
| _____.                                  |   |
| 5. Hooyadiis magaceed?                  | <i>What's his mother's name?</i>        |
| _____.                                  |   |
| 6. Abbaheed magaciis?                   | <i>What's her father's name?</i>        |
| _____.                                  |   |

#### 4.18 TRANSLATE THESE CONVERSATIONS INTO ENGLISH OR FINNISH

##### Conversation 1

Luul: Kani waa qoyskayga sawirkiisa. Kani waa aabbahay. Magaciisu waa Aadan. Tani waa hooyaday. Magaceedu waa Xaawa.

Leyla: Wiilkan ma walaalkaa baa?

Luul: Haa, waa walaalkay. Magaciisu waa Cumar.

##### Conversation 2

Ladan: Tani waa ayeeyday. Kani waa awoowgay. Kaasi waa gurigooda.

Barre: Taasi bisaddooda miyaa?

Ladan: Haa, waa bisaddooda.

Barre: Magaceed?

Ladan: Bisaddooda magaceedu waa Miyaw.

#### 4.19 ADD THE DEMONSTRATIVE ENDING MEANING *THIS* AND THE POSSESSIVE ENDINGS MEANING *MY* AND *YOUR* TO THE FOLLOWING NOUNS

	<b>this</b>	<b>my</b>	<b>your</b>	
af (-ka)	<i>afkan</i>	<i>afkayga</i>	<i>afkaaga</i>	<i>mouth, language</i>
buug (/ga)				<i>book</i>
dab (-ka)				<i>fire</i>
miis (-ka)				<i>table</i>
nin (-ka)				<i>man</i>
san (-ka)				<i>nose</i>

arday (/da)				<i>car</i>
eey (/ga)				<i>road</i>
carab (-ka)				<i>an Arab</i>
dibi (/ga)				<i>fool</i>
madax (-a)				<i>year</i>
soomaali (/ga)				<i>country</i>

**4.20** ADD THE DEMONSTRATIVE ENDING MEANING *THAT* AND THE POSSESSIVE ENDINGS MEANING *HIS* AND *HER* TO THE FOLLOWING NOUNS

	<b>that</b>	<b>his</b>	<b>her</b>	
af (-ka)	<i>afkaas</i>	<i>afkiisa</i>	<i>afkeeda</i>	<i>mouth, language</i>
buug (/ga)				<i>book</i>
dab (-ka)				<i>fire</i>
miis (-ka)				<i>table</i>
nin (-ka)				<i>man</i>
san (-ka)				<i>nose</i>
arday (/da)				<i>student</i>
eey (/ga)				<i>dog</i>
carab (-ka)				<i>an Arab</i>
dibi (/ga)				<i>bull</i>
madax (-a)				<i>head</i>
soomaali (/ga)				<i>a Somali</i>

#### 4.21 KEY LANGUAGE SIXTH DECLENSION NOUNS

- Singular feminine, plural masculine.
- Singular always ends in **-o**.
- Plural is formed by adding **-oyin**.

Singular		Plural	
<b>hooyo</b>	<i>mother</i>	<b>hooyooyin</b>	<i>mothers</i>
<b>magaalo</b>	<i>town</i>	<b>magaalooyin</b>	<i>towns</i>
<b>shaneemo</b>	<i>movie theater</i>	<b>shaneemooyin</b>	<i>movie theaters</i>
<b>shaqo</b>	<i>work</i>	<b>shaqooyin</b>	<i>works</i>
<b>sheeko</b>	<i>story</i>	<b>sheekooyin</b>	<i>stories</i>
<b>waddo</b>	<i>road</i>	<b>waddooyin</b>	<i>roads</i>

#### 4.22 CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM SIXTH DECLENSION

Singular		Plural	
<b>ayeeyo</b>	<i>grandmother</i>		<i>grandmothers</i>
<b>casho</b>	<i>dinner</i>		<i>dinners</i>
<b>cunto</b>	<i>food</i>		<i>foods</i>
<b>daawo</b>	<i>medicine</i>		<i>medicines</i>
<b>dacwo</b>	<i>lawsuit</i>		<i>lawsuits</i>
<b>kiilo</b>	<i>kilogram</i>		<i>kilograms</i>

**4.23 CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM SIXTH DECLENSION**

Singular		Plural	
	<i>ball-bearing</i>	<b>kushineetooyin</b>	<i>ball-bearings</i>
	<i>loss (in war - business)</i>	<b>khasaarooyin</b>	<i>losses (in war - business)</i>
	<i>poem</i>	<b>maansooyin</b>	<i>poems</i>
	<i>motorcycle</i>	<b>mootooyin</b>	<i>motorcycles</i>
	<i>period (time)</i>	<b>muddooyin</b>	<i>time periods</i>
	<i>advice</i>	<b>talooyin</b>	<i>advice</i>

**4.24 KEY LANGUAGE SEVENTH DECLENSION NOUNS**

- Singular masculine, plural feminine.
- Singular almost always ends in **-e**.
- Plural is formed by adding **-yaal**, which changes the final **e** to **a**.

Singular		Plural	
<b>aabbe</b>	<i>father</i>	<b>aabbayaal</b>	<i>fathers</i>
<b>bare</b>	<i>teacher</i>	<b>barayaal</b>	<i>teachers</i>
<b>danjire</b>	<i>ambassador</i>	<b>danjirayaal</b>	<i>ambassadors</i>
<b>fure</b>	<i>key</i>	<b>furayaal</b>	<i>keys</i>
<b>oday</b>	<i>old man</i>	<b>odayaal</b>	<i>old men</i>
<b>tuke</b>	<i>crow</i>	<b>tukayaal</b>	<i>crows</i>

**4.25** CHANGE THE SINGULAR NOUNS TO PLURALS; ALL NOUNS ARE FROM SEVENTH DECLENSION

Singular		Plural	
<b>naakhuude</b>	<i>captain of a ship</i>		<i>captains of a ship</i>
<b>naxwe</b>	<i>grammar</i>		<i>grammars</i>
<b>ookiyaale</b>	<i>eyeglasses</i>		<i>eyeglasses</i>
<b>qaboojiye</b>	<i>refrigerator, cooler</i>		<i>refrigerators, coolers</i>
<b>qabqable</b>	<i>person who makes a show of being important and influential</i>		<i>people who make a show of being important and influential</i>
<b>qare</b>	<i>watermelon</i>		<i>watermelons</i>

**4.26 CHANGE THE PLURAL NOUNS TO SINGULAR; ALL NOUNS ARE FROM SEVENTH DECLENSION**

Singular		Plural	
	<i>divisor (mathematics), distributor</i>	<b>qaybiyaal</b>	<i>divisors (mathematics), distributors</i>
	<i>divisible number (mathematics)</i>	<b>qaybsamayaal</b>	<i>divisible numbers (mathematics)</i>
	<i>country folk, rural person</i>	<b>reerbaaddiyaal</b>	<i>country folk, rural people</i>
	<i>painter</i>	<b>rinjiilayaal</b>	<i>painters</i>
	<i>barber</i>	<b>timajarayaal</b>	<i>barbers</i>
	<i>plumber</i>	<b>tubbiistayaal</b>	<i>plumbers</i>

## Using “of” for possessive forms

### 5.1 KEY LANGUAGE USING “OF” FOR POSSESSIVE FORMS

In the units 3.12-3.14 you learned the possessive pronoun. For example:

#### 1. Macallinka qalinkiisa.

the.teacher      his.pen

*The teacher’s pen.*

#### 2. Caasha gurigeeda.

Asha      her.house

*Asha’s house.*

In English we could substitute *a boy’s shoe* for *a shoe of a boy* or *the girl’s book* for *the book of the girl*. In Somali, possession may also be expressed through another construction, where the possessed object is mentioned first, followed by the owner. In most cases both nouns are generally in the definite form.

#### 1. Macallinka qalinkiisa. → Qalinka macallinka.

the.teacher      his.pen

*The teacher’s pen.*

the.pen      (of) the.teacher

*The teacher’s pen.*

#### 2. Caasha gurigeeda. → Guriga Caasha.

Asha      her.house

*Asha’s house.*

the.house      (of) Asha

*Asha’s house.*

Note that proper nouns like Asha or Ali do not require a definite article.

**5.2** TRANSFORM THE FIRST PATTERN INTO THE SECOND, NOTING THAT WHEN THE POSSESSIVE PRONOUN IS NOT USED, THE WORD ORDER IS SWITCHED

1. Wiilka buuggiisa. *Buugga wiilka.*
2. Gabarta qalinkeeda. \_\_\_\_\_.
3. Macallinka kabtiisa. \_\_\_\_\_.
4. Naagta eeygeeda. \_\_\_\_\_.
5. Ninka bisaddiisa. \_\_\_\_\_.
6. Gabarta maskeeda. \_\_\_\_\_.
7. Wiilka shimbirtiisa. \_\_\_\_\_.
8. Cali iyo Caasha bakaylahooda. \_\_\_\_\_.
9. Ninka magaciisa. \_\_\_\_\_.

**5.3**    **QOYSKA AXMED** *AHMED'S FAMILY*

– Maalin wanaagsan. Magacaygu waa Axmed.



– Kani waa sawirka qoyskayga.



– Tani waa hooyaday. Magaca hooyaday waa Xaliima.



– Kani waa aabbahay. Magaca aabbahay waa Cali.



– Tani waa walaashay. Magaca walaashay waa Caasha



## Tips

<b>walaal</b>	<i>a sibling</i>	<b>walaal</b>	<i>a sibling</i>
<b>walaalka</b>	<i>the brother</i>	<b>walaasha</b>	<i>the sister</i>
<b>walaalkan</b>	<i>this brother</i>	<b>walaashan</b>	<i>this sister</i>
<b>walaalkaas</b>	<i>that brother</i>	<b>wa- laashaas</b>	<i>that sister</i>
<b>walaalkay</b>	<i>my brother</i>	<b>walaashay</b>	<i>my sister</i>

Remember that when a feminine noun ends in **l**, the **lt (l+t)** sequence becomes **sh**, as shown in the examples below:

walaal + ta	<b>walaasha</b>	<i>the sister</i>
meel +ta	<b>meesha</b>	<i>the place</i>
bil + ta	<b>bisha</b>	<i>the month</i>

## 5.4 TRANSLATE THE FOLLOWING PAIRS OF NOUNS AND MAKE THEM INTO POSSESSIVE CONSTRUCTIONS:

1. the door                      the house

*albaabka*                      *guriga*                      → *Albaabka guriga.*

2. the book                      Anab

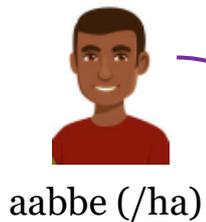
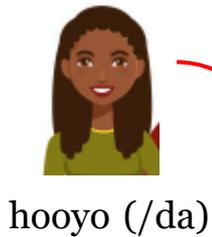
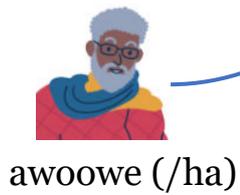
3. the day                      the week

4. the pen                      Omar

5. the picture                      the family

6. the coast                      the Horn of Africa

## 5.5 FOLLOW AND WRITE



*Awoowahay saacaddiisa.*

*Saacadda awoowahay.*

---

---

---

---

---

---

---

---

---

---

## Tips

<b>awoowe</b>	<i>a grandfather</i>	<b>aabbe</b>	<i>a father</i>
<b>awoowaha</b>	<i>the grandfather</i>	<b>aabbaha</b>	<i>the father</i>
<b>awoowahan</b>	<i>this grandfather</i>	<b>aabbahan</b>	<i>this father</i>
<b>awoowahaas</b>	<i>that grandfather</i>	<b>aabbahaas</b>	<i>that father</i>
<b>awoowahay</b>	<i>my grandfather</i>	<b>aabbahay</b>	<i>my father</i>

## 5.6 TRANSLATE THE FOLLOWING INTO ENGLISH OR FINNISH

- 

Kani ma buuggaaga baa?

Haa, waa buuggayga.
- 

Kaasi gurigiinna miyaa?

Haa, waa gurigeenna.
- 

Taasi xeebta Liido miyaa?

Haa, waa xeebta Liido.
- 

Kani baabuurka hooyo miyaa?

Haa, waa baabuurka hooyo.
- 

Kaasi ma qalinka walaashaa baa?

Haa, waa qalinka walaashay.

## 5.7 KEY LANGUAGE USING ADJECTIVES WITH NOUNS IN POSSESSIVE CONSTRUCTIONS

When you use the adjective to describe the possessor, then the phrase is straightforward:

**Buugga ardayga cusub.**

*The book of the new student.*

the.book (of)the.student new

## 5.8 KEY LANGUAGE NOUNS AND ADJECTIVES

Adjectives are words which tells us something more about nouns. In Somali, the adjective comes after the noun it describes as shown in the following examples:

Noun	Adjective		
<b>guri</b> <i>house</i>	<b>cusub</b> <i>new</i>	<b>guri cusub</b>	<i>a new house</i>
<b>naag</b> <i>woman</i>	<b>dheer</b> <i>tall</i>	<b>naag dheer</b>	<i>a tall woman</i>

The definite article is attached only to the noun:

Noun	Adjective		
<b>guriga</b> <i>the house</i>	<b>cusub</b> <i>new</i>	<b>guriga cusub</b>	<i>the new house</i>
<b>naagta</b> <i>the woman</i>	<b>dheer</b> <i>tall</i>	<b>naagta dheer</b>	<i>the tall woman</i>

## 5.9 FURTHER EXAMPLES ADJECTIVES AND NOUNS

<b>Iyadu waa macallimad wanaagsan.</b>	<i>She is a good teacher.</i>
<b>Iyadu waa macallimad<b>da</b> wanaagsan.</b>	<i>She is <b>the</b> good teacher.</i>
<b>Maxamed waa arday wanaagsan.</b>	<i>Mohamed is a good student.</i>
<b>Maxamed waa arday<b>ga</b> wanaagsan.</b>	<i>Mohamed is <b>the</b> good student.</i>
<b>Galab wanaagsan.</b>	<i>Good afternoon.</i>
<b>Galab<b>ta</b> wanaagsan.</b>	<i><b>The</b> good afternoon.</i>
<b>Cabdi waa wiil gaaban.</b>	<i>Abdi is a short boy.</i>
<b>Cabdi waa wiil<b>ka</b> gaaban.</b>	<i>Abdi is <b>the</b> short boy.</i>
<b>Taasi waa fikrad fiican.</b>	<i>That is a good idea.</i>
<b>Taasi waa fikrad<b>da</b> fiican.</b>	<i>That is <b>the</b> good idea.</i>

**5.10** TRANSLATE THE FOLLOWING INTO SOMALI

1. A new car. *Baabuur cusub.*
2. Asha is a good soldier. \_\_\_\_\_.
3. Good morning. \_\_\_\_\_.
4. Ali is a tall man. \_\_\_\_\_.
5. Amina is a new teacher. \_\_\_\_\_.
6. This is a good idea. \_\_\_\_\_.

**5.11** TRANSLATE THE FOLLOWING INTO ENGLISH OR FINNISH; IDENTIFY BOTH THE ROOT WORD AND THE SUFFIX(ES)

<p><b>magacan</b></p> <p><i>this name</i></p> <p><i>magac + kan</i></p>	<p><b>magacaas</b></p> <p><i>that name</i></p> <p><i>magac + kaas</i></p>	<p><b>magaciisu</b></p> <p><i>his name</i></p> <p><i>magac + kiisa + u</i></p>
<p><b>gurigiinna cusub</b></p> <p>_____</p> <p>_____</p>	<p><b>guryahaas</b></p> <p>_____</p> <p>_____</p>	<p><b>guri</b></p> <p>_____</p> <p>_____</p>
<p><b>buurta</b></p> <p>_____</p> <p>_____</p>	<p><b>buurtaas</b></p> <p>_____</p> <p>_____</p>	<p><b>buuro</b></p> <p>_____</p> <p>_____</p>
<p><b>xeebteenu</b></p> <p>_____</p> <p>_____</p>	<p><b>xeebtan</b></p> <p>_____</p> <p>_____</p>	<p><b>xeebtaas</b></p> <p>_____</p> <p>_____</p>
<p><b>magaceedu</b></p> <p>_____</p> <p>_____</p>	<p><b>magacan</b></p> <p>_____</p> <p>_____</p>	<p><b>magaca</b></p> <p>_____</p> <p>_____</p>

## 5.12 KEY LANGUAGE BASIC ADJECTIVES

The basic or non-derived adjectives are not formed from any other word, and they are root words themselves. According to linguists, Somali language has less than 50 basic adjectives. Some of the most used non-derived adjectives are the following:

<b>adag</b>	<i>hard</i>	<b>cad</b>	<i>white, clear</i>	<b>culus</b>	<i>heavy</i>
<b>cusub</b>	<i>new</i>	<b>dheer</b>	<i>long, tall</i>	<b>dhow</b>	<i>close</i>
<b>fog</b>	<i>distant</i>	<b>fudud</b>	<i>light, easy</i>	<b>jecel</b>	<i>fond (of)</i>
<b>madow</b>	<i>black, dark</i>	<b>nool</b>	<i>living, alive</i>	<b>weyn</b>	<i>big</i>
<b>xun</b>	<i>bad</i>	<b>yar</b>	<i>little, small</i>		

Derived adjectives are formed by adding different endings to nouns and verbs, e.g., **wanaag** *goodness* + **-san** = **wanaagsan** *good, nice*. We will discuss about them later in detail.

5.13   TRANSLATE THE FOLLOWING INTO ENGLISH OR FINNISH

1. 



Kani ma Cali surwaalkiisa madow baa?

Haa, kani waa Cali surwaalkiisa madow.

2. 

Taasi buur dheer miyaa?



Haa, taasi waa buur dheer.

3. 

Kaasi guri fog miyaa?



Haa, kaasi waa guri fog.

4. 



Tani ma shandad culus baa?

Haa, tani waa shandad culus.

5. 

Taasi jaakad fudud miyaa?



Haa, taasi waa jaakad fudud.

6. 



Tani ma Canab shimbirteeda yar baa?

Haa, tani waa Canab shimbirteeda yar.

7. 

Kaasi eeygaaga weyn miyaa?



Haa, kaasi waa eeygayga weyn.

## 5.14 🔊 KEY LANGUAGE SOUND CHANGES

A useful way to find out about the structure of Somali words is to learn how sound changes occur in certain situations. The important point to remember is that the sounds **t** and **k** do not occur in syllable final position.

### CHANGES AFFECTING MASCULINE NOUNS

1. If a masculine noun ends in **q, kh, c, x, h,** or ' (hamsa), **k** disappears leaving only the vowel **a**:

suuq	+ka	<b>suuqa</b>	<i>the market</i>
sheekh	+ka	<b>sheekha</b>	<i>the sheik</i>
magac	+ka	<b>magaca</b>	<i>the name</i>
madax	+ka	<b>madaxa</b>	<i>the head</i>
shaah	+ka	<b>shaaha</b>	<i>the tea</i>
ba'	+ka	<b>ba'a</b>	<i>the disaster</i>

2. With masculine nouns that end in any vowel except **i**, the **k** changes to **h**, and the last vowel will match that of the definite article:

bare	+ka	<b>baraha</b>	<i>the teacher</i>
fure	+ka	<b>furaha</b>	<i>the key</i>
biyo	+ka	<b>biyaha</b>	<i>the water</i>
ilmo	+ka	<b>ilmaha</b>	<i>the child</i>

3. If a masculine noun ends in **g, i, w** or **y**, the **k** will change to a **g**:

buug	+ka	<b>buugga</b>	<i>the book</i>
guri	+ka	<b>guriga</b>	<i>the house</i>
cadow	+ka	<b>cadowga</b>	<i>the enemy</i>
oday	+ka	<b>odayga</b>	<i>the old man</i>

## CHANGES AFFECTING FEMININE NOUNS

1. If a feminine noun ends in **d, q, kh, c, x, h, ' (hamsa), w, y** or any vowel **t** changes to **d**:

nabad	+ta	<b>nabadda</b>	<i>the peace</i>
jiq	+ta	<b>jiqda</b>	<i>the thick forest</i>
taariikh	+ta	<b>taariikhda</b>	<i>the history</i>
bac	+ta	<b>bacda</b>	<i>the plastic</i>
subax	+ta	<b>subaxda</b>	<i>the morning</i>
bah	+ta	<b>bahda</b>	<i>the children born of the same mother</i>
da'	+ta	<b>da'da</b>	<i>the age</i>
neecaw	+ta	<b>neecawda</b>	<i>the fresh air</i>
dacay	+ta	<b>dacayda</b>	<i>the lower lip of an animal</i>
magaalo	+ta	<b>magaalada</b>	<i>the city</i>

2. When a feminine noun ends in **l**, the **lt (l+t)** sequence becomes **sh**, as shown in the examples below:

basal	+ta	<b>basasha</b>	<i>the onion</i>
bil	+ta	<b>bisha</b>	<i>the moon, the month</i>
meel	+ta	<b>meesha</b>	<i>the place</i>
walaal	+ta	<b>walaasha</b>	<i>the sister</i>

Please note that when a Somali noun ends in **o** or **e**, the vowel usually changes to **a** before adding the suffix ending, e.g., definite article. For example:

a) Masculine nouns

bare	+ka	<b>baraha</b>	<i>the teacher</i>
fure	+ka	<b>furaha</b>	<i>the key</i>

b) Feminine nouns

cunto	+ta	<b>cuntada</b>	<i>the food</i>
magaalo	+ta	<b>magaalada</b>	<i>the city</i>

To assist you to learn what articles go with the nouns in their singular and plural forms you will notice in the word list that the nouns are listed with their respective articles, for example:

Somali	English	Finnish
<b>wiil</b> (d4) wiilka wiilal, wiilasha	<i>boy</i>	<i>poika</i>

## 5.15 COMBINE THE NOUNS AND ARTICLES

### 1. First Declension Nouns

Mostly feminine in singular.

Singular		
ahmiyad + <b>ta</b>	<i>ahmiyadda</i>	<i>the objective, the aim</i>
buur + <b>ta</b>		<i>the mountain</i>
cabsi + <b>ta</b>		<i>the fear</i>
cag + <b>ta</b>		<i>the foot</i>

Masculine in plural.

Plural		
ahmiyado + <b>ka</b>	<i>ahmiyadaha</i>	<i>the objectives, the aims</i>
buuro + <b>ka</b>		<i>the mountains</i>
cabsiyo + <b>ka</b>		<i>the fears</i>
cago + <b>ka</b>		<i>the foot</i>

## 2. Second Declension Nouns

Mostly masculine in singular.

Singular		
abti + <b>ka</b>	<i>abtiga</i>	<i>the maternal uncle</i>
albaab + <b>ka</b>		<i>the door</i>
baabuur + <b>ka</b>		<i>the car</i>
durbaan + <b>ka</b>		<i>the drum</i>

Feminine in plural.

Plural		
abtiyo + <b>ta</b>	<i>abtiyada</i>	<i>the maternal uncles</i>
albaabbo + <b>ta</b>		<i>the door</i>
baabuurro + <b>ta</b>		<i>the car</i>
durbaanno + <b>ta</b>		<i>the drum</i>

### 3. Third Declension Nouns

Masculine or feminine in singular.

Singular		
ilig + <b>ka</b>	<i>iligga</i>	<i>the tooth</i>
maalin + <b>ka / ta</b>		<i>the day</i>
xaraf + <b>ka</b>		<i>the letter</i>
garab + <b>ka</b>		<i>the shoulder</i>

Masculine in plural.

Plural		
ilko + <b>ka</b>	<i>ilkaha</i>	<i>the teeth</i>
maalmo + <b>ka</b>		<i>the days</i>
xarfo + <b>ka</b>		<i>the letters</i>
garbo + <b>ka</b>		<i>the shoulders</i>

### 4. Fourth Declension Nouns

Masculine in both singular and plural.

Singular		
af + <b>ka</b>	<i>afka</i>	<i>the mouth, the language</i>
buug + <b>ka</b>		<i>the book</i>
dab + <b>ka</b>		<i>the fire</i>
miis + <b>ka</b>		<i>the table</i>

Masculine in both singular and plural.

Plural		
afaf + <b>ka</b>	<i>afafka</i>	<i>the mouths, the languages</i>
buugag + <b>ka</b>		<i>the books</i>
dabab + <b>ka</b>		<i>the fires</i>
miisas + <b>ka</b>		<i>the tables</i>

## 5. Fifth Declension Nouns

Masculine in singular.

Singular		
árday + <b>ka</b>	<i>árdayga</i>	<i>the student</i>
eéy + <b>ka</b>		<i>the dog</i>
cárab + <b>ka</b>		<i>the Arab</i>
díbi + <b>ka</b>		<i>the bull</i>

Feminine in plural.

Plural		
ardáy + <b>ta</b>	<i>ardáyda</i>	<i>the students</i>
eeý + <b>ta</b>		<i>the dogs</i>
caráb + <b>ta</b>		<i>the Arabs</i>
díbí + <b>ta</b>		<i>the bulls</i>

## 6. Sixth Declension Nouns

Feminine in singular.

Singular		
hooyo + <b>ta</b>	<i>hooyada</i>	<i>the mother</i>
magaalo + <b>ta</b>		<i>the town</i>
shaneemo + <b>ta</b>		<i>the movie theater</i>
shaqo + <b>ta</b>		<i>the work</i>

Masculine in plural.

Plural		
hooyooyin + <b>ka</b>	<i>hooyooyinka</i>	<i>the mothers</i>
magaalooyin + <b>ka</b>		<i>the towns</i>
shaneemooyin + <b>ka</b>		<i>the movie theaters</i>
shaqooyin + <b>ka</b>		<i>the works</i>

## 7. Seventh Declension Nouns

Masculine in singular.

Singular		
aabbe + <b>ka</b>	<i>aabbaha</i>	<i>the father</i>
bare + <b>ka</b>		<i>the teacher</i>
danjire + <b>ka</b>		<i>the ambassador</i>
fure + <b>ka</b>		<i>the key</i>

Feminine in plural.

Plural		
aabbayaal + <b>ta</b>	<i>aabbayaasha</i>	<i>the fathers</i>
barayaal + <b>ta</b>		<i>the teachers</i>
danjirayaal + <b>ta</b>		<i>the ambassadors</i>
furayaal + <b>ta</b>		<i>the keys</i>

### 6.1 KEY LANGUAGE SOMALI VERBS

The basic form of a verb in Somali is a singular imperative (or order form) except in a very few irregular cases. The imperative singular form has no ending. It therefore equals the stem of the verb. This means that it is the form found in dictionary entries. For example:

**Jir!**        *Exist!*  
**Keen!**     *Bring it!*  
**Sug!**       *Wait!*

Somali verbs have been classified and are described in their classes in their basic form:

Verb type 1	Verb type 2a	Verb type 2b	Verb type 3a	Verb type 3b
<b>jir</b> <i>exist</i>	<b>tiri</b> <i>count</i>	<b>samee</b> <i>do, make</i>	<b>tirso</b> <i>count for oneself</i>	<b>akhriso</b> <i>read by oneself</i>
<b>keen</b> <i>bring (it)</i>	<b>toosi</b> <i>straighten, wake someone up</i>	<b>shaqee</b> <i>work</i>	<b>buuxso</b> <i>fill for oneself</i>	<b>shaqayso</b> <i>work for oneself</i>

Having identified the stem of a verb you are then able to add the endings to form the tenses, number, and gender of the verb.

### 6.2 KEY LANGUAGE THE GENERAL PRESENT TENSE OF THE VERB TYPE 1

The general present tense is used for actions that happen generally, habitually, or repeatedly. Type 1 verbs have stems that end in a consonant. Usually, the verb **jir** is translated into English as the verb *to be*.

The general present forms for **jir**, meaning *I am, you are* etc., are given below:

		Verb stem	Present tense ending	Verb form	
1 sg.	<i>I</i>	jir	-aa	<b>jiraa</b>	<i>I am</i>
2 sg.	<i>you</i>	jir	-taa	<b>jirtaa</b>	<i>you are</i>
3 sg.m.	<i>he, it</i>	jir	-aa	<b>jiraa</b>	<i>he is</i>
3 sg.f.	<i>she, it</i>	jir	-taa	<b>jirtaa</b>	<i>she is</i>
1 pl.	<i>we</i>	jir	-naa	<b>jirnaa</b>	<i>we are</i>
2 pl.	<i>you</i>	jir	-taan	<b>jirtaan</b>	<i>you are</i>
3 pl.	<i>they</i>	jir	-aan	<b>jiraan</b>	<i>they are</i>

Another example of verb type 1 is **keen** *bring*:

		Verb stem	Present tense ending	Verb form	
1 sg.	<i>I</i>	keen	-aa	<b>keena</b>	<i>I bring</i>
2 sg.	<i>you</i>	keen	-taa	<b>keentaa</b>	<i>you bring</i>
3 sg.m.	<i>he, it</i>	keen	-aa	<b>keena</b>	<i>he brings</i>
3 sg.f.	<i>she, it</i>	keen	-taa	<b>keentaa</b>	<i>she brings</i>
1 pl.	<i>we</i>	keen	-naa	<b>keenna</b>	<i>we bring</i>
2 pl.	<i>you</i>	keen	-taan	<b>keentaan</b>	<i>you bring</i>
3 pl.	<i>they</i>	keen	-aan	<b>keenaan</b>	<i>they bring</i>

### 6.3 WRITE THE GENERAL PRESENT FORMS OF THE FOLLOWING VERBS

1. **tag**      *go*

*tagaa, tagtaa, tagaa, tagtaa, tagnaa, tagtaan, tagaan*

2. **toos**      *wake up*

---

3. **sug**      *wait*

---

#### 4. qor write

---

### 6.4 KEY LANGUAGE SAYING YOUR AGE

It's useful to know how to say your age and where you come from. You can use the verb **jir** exist when you want to tell how old you are. Remember that the verb **jir** is translated into English as the verb *to be*.

#### **Immisa sano ayaad jirtaa?**

*How old are you?*

(lit. *How many years do you exist?*)

#### **Labaatan iyo afar sano ayaan jiraa.**

*I am 24 years old.*

(lit. *I exist 24 years.*)

### 6.5 HOW TO FORM SAYING YOUR AGE

#### **Immisa sano ayaad jirtaa?**

**Immisa sano ayaa+aad jir+taa?**

How many year FOC you [short subject pronoun] exist [general present]

*How old are you?*

#### **Labaatan iyo afar sano ayaan jiraa.**

**Labaatan iyo afar sano ayaa+aan**

Twenty and four year FOC I [short subject pronoun]

**jir+aa**

exist [general present]

*I am 24 years old.*

## 6.6 FURTHER EXAMPLES SAYING YOUR AGE

Anigu labaaatan iyo afar sano ayaan jiraa.	<i>I am 24 years old.</i>
Adigu labaaatan iyo afar sano ayaad jirtaa.	<i>You are 24 years old.</i>
Isagu labaaatan iyo afar sano ayuu jiraa.	<i>He is 24 years old.</i>
Iyadu labaaatan iyo afar sano ayay jirtaa.	<i>She is 24 years old.</i>
Annagu labaaatan iyo afar sano ayaan jirnaa.	<i>We are 24 years old.</i>
Idinku labaaatan iyo afar sano ayaad jirtaan.	<i>You are 24 years old</i>
Iyagu labaaatan iyo afar sano ayay jiraan.	<i>They are 24 years old.</i>

## 6.7 KEY LANGUAGE ASKING THE QUESTION *HOW MANY?*

In Somali to ask the question *how many?* or *how much?* you can use **immisa?** question word.

### a) **Immisa sano ayaad jirtaa?**

**Immisa sano ayaa+aad jir+taa?**

How many year FOC you [short subject pronoun] exist [general present]

*How old are you?*

### b) **Immisa tigid ayaad haysataa?**

**Immisa tigid ayaa+aad haysa+taa?**

How many ticket FOC you [short subject pronoun] have [general present]

*How many tickets you have?*



Alternatively, you can express the same thing without the long subject pronoun:

**Labaatan iyo afar sano ayaan jiraa.**

**Labaatan iyo afar sano ayaa + aan**

twenty and four year FOC I [short subject pronoun]

**jir + aa**

exist [general present tense]

*I am 24 years old.*

Short subject pronouns do not stand on their own in main clauses (a main clause is a clause that may stand on its own as a sentence). You must use them, as shown above, in conjunction with a focus particles **baa** or **ayaa**.

In summary, it can be stated that in Somali you can have two different pronouns as subjects in one and same sentence. Therefore, on the one hand, you have a long pronoun that functions just like a noun, and it is optional, and on the other you have a mandatory short subject pronoun.

**Anigu 24 sano ayaa aan jiraa.**

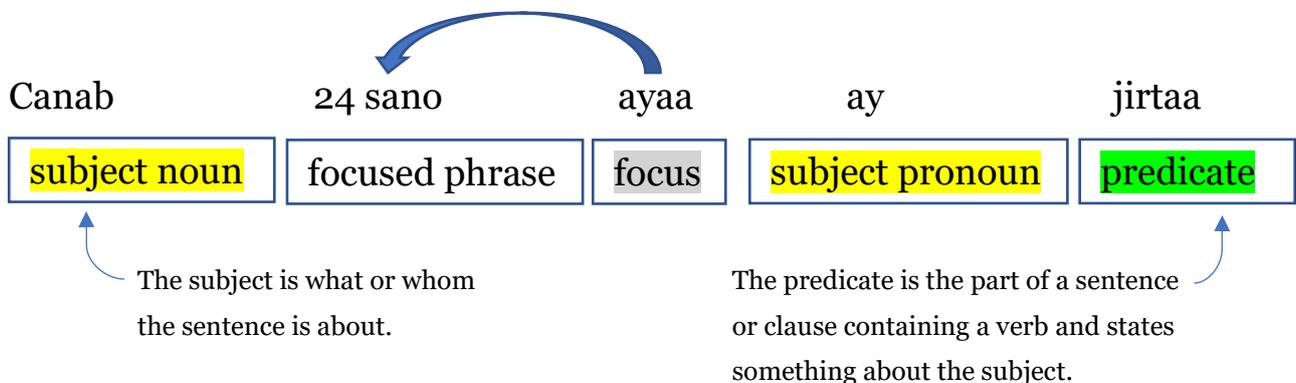
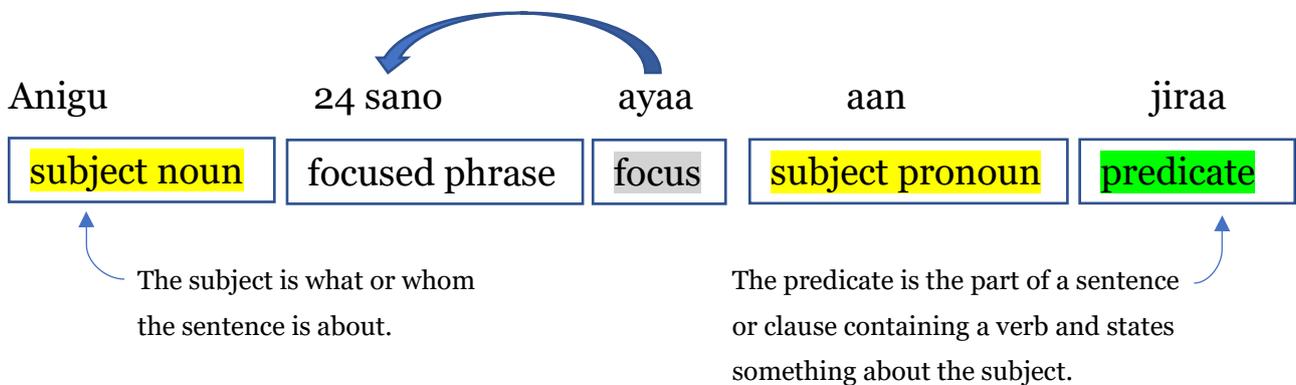
**Canab 24 sano ayaa ay jirtaa.**

## Ayaa + short subject pronoun

Focus particle		Short subject pronoun		
ayaa	+	aan	<b>ayaan</b>	<i>I</i> + FOCUS
ayaa	+	aad	<b>ayaad</b>	<i>you</i> + FOCUS
ayaa	+	uu	<b>ayuu</b>	<i>he</i> + FOCUS
ayaa	+	ay	<b>ayay / ayey</b>	<i>she</i> + FOCUS
ayaa	+	aan	<b>ayaan</b>	<i>we</i> + FOCUS
ayaa	+	aad	<b>ayaad</b>	<i>you</i> (plural) + FOCUS
ayaa	+	ay	<b>ayay / ayey</b>	<i>they</i> + FOCUS

**Anigu** 24 sano **ayaa** **aan** **jiraa**. = **Anigu** 24 sano **ayaan** **jiraa**.

**Canab** 24 sano **ayaa** **ay** **jirtaa**. = **Canab** 24 sano **ayay** **jirtaa**.



## 6.10 KEY LANGUAGE CONJUNCTION AND

The word **iyō** *and* is used for joining nouns and noun phrases.

<b>Maryan iyo Xaawo</b>	<i>Marian and Hawo</i>
<b>Cali iyo Maxamed</b>	<i>Ali and Mohamed</i>
<b>wiil iyo gabar</b>	<i>a boy and a girl</i>
<b>wiilka iyo gabarta</b>	<i>the boy and the girl</i>

When there are more than two nouns, the word **iyō** *and* is generally used only between the last two of them, as in English or Finnish.

<b>Maryan, Xaawo iyo Cali</b>	<i>Marian, Hawo, and Ali</i>
<b>wiil, gabar iyo bisad</b>	<i>a boy, a girl, and a cat</i>
<b>wiilka, gabarta iyo bisadda</b>	<i>the boy, the girl, and the cat</i>

## 6.11 REWRITE THE FOLLOWING WORDS OR SENTENCES IN THE CORRECT MANNER USING **IYO AND**

1. qalin warqad

*Qalin iyo warqad.*

2. Muqdisho Baraawe Jigjiga Hargeysa Boosaaso (all names of towns and cities in the Horn of Africa)

\_\_\_\_\_.

3. Buugga hooyo saacadda awoowe

\_\_\_\_\_.

4. Sucaad bisaddeeda Siciid bakaylihiisa

\_\_\_\_\_.

5. Dalladda ayeeyo qalinka aabbe buuggayga

\_\_\_\_\_.

## 6.12 MAKE QUESTIONS FOR THE GIRL TO ANSWER

a) Rewrite the questions.

1. Magacaa?

\_\_\_\_\_?

2. ayaad Immisa jirtaa sano jirtaa?

\_\_\_\_\_?

3. Macallinkaaga magaciis?

\_\_\_\_\_?

4. iyo Saaxiibkaa magacood saaxiibtaa?

\_\_\_\_\_?

5. immisa sano Saaxiibkaa ayuu jiraa?

\_\_\_\_\_?

6. immisa sano Saaxiibaddaa ayay jirtaa?



b)  Listen and write the girl's answers.

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.

6. \_\_\_\_\_.

### 6.13 VOCABULARY NAMBARRO *NUMBERS*

1 kow	2 laba	3 saddex	4 afar	5 shan
6 lix	7 toddoba	8 siddeed	9 sagaal	10 toban
11 kow iyo toban / toban iyo kow	12 laba iyo toban / toban iyo laba	13 saddex iyo to- ban / toban iyo saddex	14 afar iyo toban / toban iyo afar	15 shan iyo to- ban / toban iyo shan
16 lix iyo toban / toban iyo lix	17 toddoba iyo toban / toban iyo toddoba	18 siddeed iyo toban / toban iyo siddeed	19 sagaal iyo to- ban / toban iyo sagaal	20 labaatan
21 kow iyo la- baatan / la- baatan iyo kow	22 laba iyo la- baatan / la- baatan iyo laba	23 saddex iyo la- baatan / la- baatan iyo saddex	24 afar iyo labaatan / labaatan iyo afar	25 shan iyo la- baatan / la- baatan iyo shan <i>etc.</i>

30 soddon	70 toddobaatan
40 afartan	80 siddeetan
50 konton	90 sagaashan
60 lixdan	100 boqol

101 boqol iyo kow	102 boqol iyo laba
103 boqol iyo saddex	104 boqol iyo afar
105 boqol iyo shan	106 boqol iyo lix <i>etc.</i>

200 laba boqol	600 lix boqol
300 saddex boqol	700 toddoba boqol
400 afar boqol	800 siddeed boqol
500 shan boqol	900 sagaal boqol

1000 kun	100 000 boqol kun
2000 laba kun	1 000 000 malyan, malyuun

712 toddoba boqol iyo laba iyo toban / toddoba boqol laba iyo toban

1890 kun iyo siddeed boqol iyo sagaashan / kun siddeed boqol iyo sagaashan

2451 laba kun iyo afar boqol iyo kow iyo konton / laba kun afar boqol kow iyo konton

### 6.14 WRITE THE NUMBERS AS WORDS

1. 3 = *saddex*
2. 9 = \_\_\_\_\_
3. 18 = \_\_\_\_\_
4. 37 = \_\_\_\_\_
5. 44 = \_\_\_\_\_
6. 65 = \_\_\_\_\_
7. 102 = \_\_\_\_\_
8. 365 = \_\_\_\_\_
9. 1917 = \_\_\_\_\_
10. 1960 = \_\_\_\_\_

## 6.15 FILL IN THE GAPS WITH THE CORRECT FORMS OF FOCUS AYAA AND SHORT SUBJECT PRONOUNS

1. Maxamuud 31 sano *ayuu* jiraa.
2. Saynab 42 sano \_\_\_\_\_ jirtaa.
3. Cali iyo Canab 91 sano \_\_\_\_\_ jiraan.
4. Annagu 28 sano \_\_\_\_\_ jirnaa.
5. Anigu 63 sano \_\_\_\_\_ jiraa.
6. Aamina 17 sano \_\_\_\_\_ jirtaa.

## 6.16 FILL IN THE GAPS WITH THE CORRECT FORMS OF VERB *JIR*

1. Anigu 63 sano ayaan *jiraa*.
2. Ayaan 21 sano ayay \_\_\_\_\_.
3. Adigu 39 sano ayaad \_\_\_\_\_.
4. Idinku 37 sano ayaad \_\_\_\_\_.
5. Cabdi 8 sano ayuu \_\_\_\_\_.
6. Annagu 81 sano ayaan \_\_\_\_\_.

## 6.17 INTRODUCE A FRIEND

Tani waa saaxiibadday.  
Magaceedu waa Sahra.  
Iyadu waa itoobiyaan.  
26 sano ayay jirtaa.



Kani waa saaxibkay.  
... waa ....  
... waa ....  
... sano ayuu ....



Tani waa saaxibadday.

... waa ....  
 ... waa ....  
 ... sano ayay ....



Kani waa saaxibkay.

... waa ....  
 ... waa ....  
 ... sano ayuu ....



## Tips

<b>saaxiib</b>	<i>a friend</i>	<b>saaxiibad</b>	<i>a (girl)friend</i>
<b>saaxiibka</b>	<i>the friend</i>	<b>saaxiibadda</b>	<i>the (girl)friend</i>
<b>saaxiibkan</b>	<i>this friend</i>	<b>saaxiibaddan</b>	<i>this (girl)friend</i>
<b>saaxiibkaas</b>	<i>that friend</i>	<b>saaxiibaddaas</b>	<i>that (girl)friend</i>
<b>saaxiibkay</b>	<i>my friend</i>	<b>saaxiibadday</b>	<i>my (girl)friend</i>

## 6.18 KEY LANGUAGE THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 1

The general present ending **-aa** changes to **-o**, except for the second- and third-person plural forms.

		Verb stem	Ending	Verb form
1 sg.	<i>I</i>	jir	-o	<b>jiro</b>
2 sg.	<i>you</i>	jir	-tid / -to	<b>jirtid / jirto</b>
3 sg.m.	<i>he, it</i>	jir	-o	<b>jiro</b>
3 sg.f.	<i>she, it</i>	jir	-to	<b>jirto</b>
1 pl.	<i>we</i>	jir	-no	<b>jirno</b>
2 pl.	<i>you</i>	jir	-taan	<b>jirtaan</b>
3 pl	<i>they</i>	jir	-aan	<b>jiraan</b>

Note that the second person singular normally prefers to end with **-tid** rather than **-to**.

## 6.19 HOW TO FORM THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 1

The negation particle **ma**, alternatively with the short subject pronoun is placed before the verb. The negative general present forms for **ma jiro**, **ma jirtid** meaning *I am not, you are not* etc., are given below:

1 sg.	<i>I</i>	<b>ma aan jiro</b>	<i>I am not</i>
2 sg.	<i>you</i>	<b>ma aad jirtid / ma aad jirto</b>	<i>you are not</i>
3 sg.m.	<i>he, it</i>	<b>ma uu jiro</b>	<i>he is not</i>
3 sg.f.	<i>she, it</i>	<b>ma ay jirto</b>	<i>she is not</i>
1 pl.	<i>we</i>	<b>ma aan jirno</b>	<i>we are not</i>
2 pl.	<i>you</i>	<b>ma aad jirtaan</b>	<i>you are not</i>
3 pl	<i>they</i>	<b>ma ay jiraan</b>	<i>they are not</i>

## 6.20 FURTHER EXAMPLES THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 1

Anigu labaaan iyo afar sano ma aan jiro.	<i>I am not 24 years old.</i>
Adigu labaaan iyo afar sano ma aad jirtid.	<i>You are not 24 years old.</i>
Isagu labaaan iyo afar sano ma uu jiro.	<i>He is not 24 years old.</i>
Iyadu labaaan iyo afar sano ma ay jirto.	<i>She is not 24 years old.</i>
Annagu labaaan iyo afar sano ma aan jirno.	<i>We are not 24 years old.</i>
Idinku labaaan iyo afar sano ma aad jirtaan.	<i>You are not 24 years old.</i>
Iyagu labaaan iyo afar sano ma ay jiraan.	<i>They are not 24 years old.</i>

**6.21** FILL IN THE GAPS WITH THE CORRECT NEGATIVE FORMS OF VERB *JIR*

1. Anigu 63 sano ma aan *jiro*.
2. Ayaan 21 sano ma ay \_\_\_\_\_.
3. Adigu 39 sano ma aad \_\_\_\_\_.
4. Idinku 37 sano ma aad \_\_\_\_\_.
5. Cabdi 8 sano ma uu \_\_\_\_\_.
6. Annagu 81 sano ma aan \_\_\_\_\_.

**6.22** CHANGE THE FOLLOWING SENTENCES FROM THE POSITIVE INTO THE NEGATIVE GENERAL PRESENT

1. Annagu 14 ayaan jirnaa. *Annagu 14 sano ma aan jirno.*
2. Iyagu shaneemo way tagaan. \_\_\_\_\_.
3. Isagu walaashiis wuu sugaa. \_\_\_\_\_.
4. Iyadu hilib way cuntaa. \_\_\_\_\_.
5. Adigu sheekooyin baad qortaa. \_\_\_\_\_.
6. Anigu iskuul waan tagaa. \_\_\_\_\_.

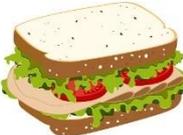
**6.23** TRANSLATE THE FOLLOWING SENTENCES INTO SOMALI

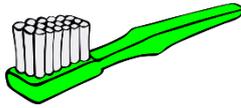
1. I don't go to the movies. \_\_\_\_\_.
2. You (sg.) don't write books. \_\_\_\_\_.
3. He doesn't eat hamburgers. \_\_\_\_\_.
4. She doesn't write letters. \_\_\_\_\_.
5. We don't bring food. \_\_\_\_\_.
6. They don't drink coffee. \_\_\_\_\_.

## 07

## Vocabulary Everyday things

## 7.1 EVERYDAY THINGS

			
boorso jeeb	boorso gacan	qaddaaddiic	furayaal
			
dhalo biyo	tufaax	ismaris	saanduwij
			
telefoon gacan	kamarad	sameecad dhego	taablet
			
laabtob	qalinqori	qalin, qalin biire	xusuusqor
			
warqad	wargeys, joornaal	noofal	qaamuus

			
maab	muraayad	burush ilko	dallad
			
burush timo	shanlo	ookiyaale	ookiyaale qorrax
			
kuul, qoorgashi	saacad	baasaboor	kaar aqoonsi
	suggestions	suggestions	suggestions
leysin, batante			

## 7.2 KEY LANGUAGE VERB TYPE 2

Type 2 verbs consist of verbs with causative affixes, for example **jooji** *cause to stop, stop*. These verbs normally end in **-i** and **-ee**. For example:

Verb 2A		Verb 2B	
<b>tiri</b>	<i>count</i>	<b>samee</b>	<i>do, make</i>
<b>toosi</b>	<i>straighten</i>	<b>shaqee</b>	<i>work</i>

## 7.3 KEY LANGUAGE THE GENERAL PRESENT OF THE VERB TYPE 2A

When the ending begins with a vowel, the consonant **y** is inserted as a buffer between the vowel of the stem and that in the suffix. A **t** in the ending changes to **s** after the vowel **i**. Also, between two vowels the ending in the 1st person plural becomes **-nnaa**:

	Verb stem	Present tense ending		Verb form	
<i>I</i>	tiri	-aa	<b>tiriyaa</b>	<b>tiriyaa</b>	<i>I count</i>
<i>you</i>	tiri	-taa	<b>tiri-saa</b>	<b>tirisaa</b>	<i>you count</i>
<i>he, it</i>	tiri	-aa	<b>tiriyaa</b>	<b>tiriyaa</b>	<i>he counts</i>
<i>she, it</i>	tiri	-taa	<b>tiri-saa</b>	<b>tirisaa</b>	<i>she counts</i>
<i>we</i>	tiri	-naa	<b>tirinnaa</b>	<b>tirinnaa</b>	<i>we count</i>
<i>you</i>	tiri	-taan	<b>tiri-saan</b>	<b>tirisaan</b>	<i>you count</i>
<i>they</i>	tiri	-aan	<b>tiriyaan</b>	<b>tiriyaan</b>	<i>they count</i>

## 7.4 WRITE THE GENERAL PRESENT FORMS OF THE FOLLOWING VERBS

1. **nadiifi** *clean*

*nadiifiyaa, nadiifisaa, nadiifiyaa, nadiifisaa, nadiifinnaa, nadiifisaan, nadiifiyaan*

2. **qurxi** *beautify, decorate*

---

3. **raadi** *search for, look for, seek*

---

4. **toosi** *straighten, wake someone up*

---

## 7.5 KEY LANGUAGE FOCUS PARTICLE WAXA(A)

In unit 6.8, you have already learned the use of the focus particles **baa** and **ayaa**. There is another way of focusing a noun phrase in a sentence. This is done by using the focus particle **waxa(a)**. Unlike **baa** and **ayaa**, **waxa(a)** focus particle emphasizes a noun or a noun phrase which is placed after the predicate. For example:

1a **Ninku waxaa uu nadiifiyaa jidadka xaafaddiisa.**  
the.man.SUBJ FOC he cleans the.streets (of) his.neighborhood  
*The man cleans the streets of his neighborhood.*

2a **Gabartu** waxaa **ay** nadiifisaa dariishadaha qolkeeda.  
 the.girl.SUBJ FOC she cleans the.windows (of) her.room  
*The girl cleans the windows of her room.*

Ninku waxaa uu nadiifiyaa jidadka xaafaddiisa  
 subject noun focus subject pronoun predicate focused phrase

Gabartu waxaa ay nadiifisaa dariishaha qolkeeda  
 subject noun focus subject pronoun predicate focused phrase

As you can see from these examples the focus particle **waxa(a)** precedes the predicate and focused phrase follows the predicate. Notice that the subject pronoun's place in the sentence is right after the focus particle.

In the following examples we can see that the function of **waxa(a)** in the sentence is the same as **ayaa** and **baa** although the word order has changed:

1a **Ninku** waxaa **uu** nadiifiyaa jidadka xaafaddiisa.  
*The man cleans the streets of his neighborhood.*

1b **Ninku** jidadka xaafaddiisa ayaa **uu** nadiifiyaa.  
*The man cleans the streets of his neighborhood.*

2a **Gabartu** waxa **ay** nadiifisaa dariishadaha qolkeeda  
*The girl cleans the windows of her room.*

2b **Gabartu** dariishadaha qolkeeda ayaa **ay** nadiifisaa.  
*The girl cleans the windows of her room.*

The **waxa(a)** focus particle tends to be used to place long phrases, like subordinate clauses, quotations etc. into focus, but it can also be used with shorter phrases as well.

Subject pronouns can be suffixed to **waxa(a)** in the same way as with the **baa** and **ayaa**:

### Waxa(a) + short subject pronoun

Focus particle		Short subject pronoun		
waxaa	+	aan	<b>waxaan</b>	<i>I</i> + FOCUS
waxaa	+	aad	<b>waxaad</b>	<i>you</i> + FOCUS
waxaa	+	uu	<b>wuxuu</b>	<i>he</i> + FOCUS
waxaa	+	ay	<b>waxay/waxey</b>	<i>she</i> + FOCUS
waxaa	+	aan	<b>waxaan</b>	<i>we</i> + FOCUS
waxaa	+	aad	<b>waxaad</b>	<i>you</i> (plural) + FOCUS
waxaa	+	ay	<b>waxay/waxey</b>	<i>they</i> + FOCUS

Note that **waxaa** + **uu** becomes **wuxuu** because the subject pronoun's **uu** affects the first vowel **a** and changes it to **u**.

1c **Ninku wuxuu nadiifiyaa jidadka xaafaddiisa.**

*The man cleans the streets of his neighborhood*

2c **Gabartu waxay nadiifisaa dariishadaha qolkeeda**

*The girl cleans the windows of her room.*

**7.6 THE FOLLOWING SENTENCES USE THE BAA/AYAA STRUCTURE. CHANGE THEM TO WAXA(A) STRUCTURE AND THEN TRANSLATE THEM INTO ENGLISH OR FINNISH**

1. Cali iyo Caasha iskuul bay tagaan.

*Cali iyo Caasha waxay tagaan iskuul.*

*Ali and Asha go to school. / Ali ja Asha käyvät koulua.*

2. Anigu biyo ayaan cabbaa.

\_\_\_\_\_  
\_\_\_\_\_

3. Adigu buug baad qortaa.

\_\_\_\_\_  
\_\_\_\_\_

4. Isagu qolkiisa ayuu qurxiyaa.

\_\_\_\_\_  
\_\_\_\_\_

5. Iyadu baabuurkeeda ayay nadiifisaa.

---

---

6. Iyagu shaqo bay raadiyaan.

---

---

**7.7 THE FOLLOWING SENTENCES USE THE WAXA(A) STRUCTURE. CHANGE THEM TO BAA/AYAA STRUCTURE AND THEN TRANSLATE THEM INTO ENGLISH OR FINNISH**

1. Canab iyo Cawaale waxay nadiifiyaan miisaska.

*Canab iyo Cawaale miisaska bay nadiifiyaan.*

*Anab and Awale clean the tables. / Anab ja Awale siivoavat pöytiä.*

2. Anigu waxaan tiriyaa bakaylayaasha.

---

---

3. Adigu waxaad raadisaa furayaasha.

---

---

4. Deeqa waxay cuntaa saanduwij.

---

---

5. Dalmar wuxuu cunaa ismaris.

---

---

6. Iyagu waxay raadiyaan lacag.

---

---

## 7.8 KEY LANGUAGE THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 2A

The general present ending **-aa** changes to **-o**, except for the second- and third-person plural forms.

		Verb stem	Ending	Verb form
1 sg.	<i>I</i>	tiri	-o	<b>tiriyo</b>
2 sg.	<i>you</i>	tiri	-tid / -to	<b>tirisid / tiriso</b>
3 sg.m.	<i>he, it</i>	tiri	-o	<b>tiriyo</b>
3 sg.f.	<i>she, it</i>	tiri	-to	<b>tiriso</b>
1 pl.	<i>we</i>	tiri	-no	<b>tirinno</b>
2 pl.	<i>you</i>	tiri	-taan	<b>tirisaan</b>
3 pl	<i>they</i>	tiri	-aan	<b>tiriyaan</b>

## 7.9 HOW TO FORM THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 2A

The negation particle **ma**, alternatively with the short subject pronoun is placed before the verb.

1 sg.	<i>I</i>	<b>ma aan tiriyo</b>	<i>I do not count</i>
2 sg.	<i>you</i>	<b>ma aad tirisid / ma aad tiriso</b>	<i>you do not count</i>
3 sg.m.	<i>he, it</i>	<b>ma uu tiriyo</b>	<i>he does not count</i>
3 sg.f.	<i>she, it</i>	<b>ma ay tiriso</b>	<i>she does not count</i>
1 pl.	<i>we</i>	<b>ma aan tirinno</b>	<i>we do not count</i>
2 pl.	<i>you</i>	<b>ma aad tirisaan</b>	<i>you do not count</i>
3 pl	<i>they</i>	<b>ma ay tiriyaan</b>	<i>they do not count</i>

## 7.10 KEY LANGUAGE THE GENERAL PRESENT OF THE VERB TYPE 2B

A final long **ee** in the stem changes to the diphthong **ay** when the ending begins with a consonant. Also, **t** in the ending changes to **s** after the consonant **y**:

	Verb stem	Pre-sent tense ending		Verb form	
<i>I</i>	samee	-aa	<b>sameeyaa</b>	<b>sameeyaa</b>	<i>I do, I make</i>
<i>you</i>	samee	-taa	<b>samay-saa</b>	<b>samaysaa</b>	<i>you do, you make</i>
<i>he, it</i>	samee	-aa	<b>sameeyaa</b>	<b>sameeyaa</b>	<i>he does, he makes</i>
<i>she, it</i>	samee	-taa	<b>samay-saa</b>	<b>samaysaa</b>	<i>she does, she makes</i>
<i>we</i>	samee	-naa	<b>samaynaa</b>	<b>samaynaa</b>	<i>we do, we make</i>
<i>you</i>	samee	-taan	<b>samay-saan</b>	<b>samaysaan</b>	<i>you do, you make</i>
<i>they</i>	samee	-aan	<b>sameeyaan</b>	<b>sameeyaan</b>	<i>they do, they make</i>

## 7.11 WRITE THE GENERAL PRESENT FORMS OF THE FOLLOWING VERBS

1. **calaamee** *mark, put a mark on*

*calaameeyaa, calaamaysaa, calaameeyaa, calaamaysaa, calaamaynaa, calaamaysaan, calaameeyaan*

2. **caddee** *explain, clarify*

3. **qadee** *eat lunch*

4. **qorshee** *plan out*

## 7.12 KEY LANGUAGE THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 2B

The general present ending **-aa** changes to **-o**, except for the second- and third-person plural forms.

		Verb stem	Ending	Verb form
1 sg.	<i>I</i>	samee	-o	<b>sameeyo</b>
2 sg.	<i>you</i>	samee	-tid / -to	<b>samaysid / samayso</b>
3 sg.m.	<i>he, it</i>	samee	-o	<b>sameeyo</b>
3 sg.f.	<i>she, it</i>	samee	-to	<b>samayso</b>
1. pl.	<i>we</i>	samee	-no	<b>samayno</b>
2 pl.	<i>you</i>	samee	-taan	<b>samaysaan</b>
3. pl	<i>they</i>	samee	-aan	<b>sameeyaan</b>

## 7.13 HOW TO FORM THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 2B

The negation particle **ma**, alternatively with the short subject pronoun is placed before the verb.

1 sg.	<i>I</i>	<b>ma aan sameeyo</b>	<i>I do not do</i>
2 sg.	<i>you</i>	<b>ma aad samaysid / ma aad samayso</b>	<i>you do not do</i>
3 sg.m.	<i>he, it</i>	<b>ma uu sameeyo</b>	<i>he does not do</i>
3 sg.f.	<i>she, it</i>	<b>ma ay samayso</b>	<i>she does not do</i>
1. pl.	<i>we</i>	<b>ma aan samayno</b>	<i>we do not do</i>
2 pl.	<i>you</i>	<b>ma aad samaysaan</b>	<i>you do not do</i>
3. pl	<i>they</i>	<b>ma ay sameeyaan</b>	<i>they do not do</i>

## 7.14 KEY LANGUAGE THE ENDING **-NA AND**

When one clause is joined to another, **-na** is attached to the first word or phrase of the second clause. To make the text reader-friendly, it is good to separate sentences with a comma, as shown in the examples below:

<b>Kani waa Cali, kanina waa Cumar.</b>	<i>This is Ali, <b>and</b> this is Omar.</i>
<b>Tani waa Caasha, tanina waa Canab.</b>	<i>This is Asha, <b>and</b> this is Anab.</i>
<b>Tani waa gabar, kanina waa wiil.</b>	<i>This is a girl, <b>and</b> this is a boy.</i>
<b>Waan fiicanahay, adiguna?</b>	<i>I am fine, <b>and</b> you?</i>

## 7.15 REWRITE THE FOLLOWING WORDS OR SENTENCES IN THE CORRECT MANNER USING **-NA AND**. TRANSLATE INTO ENGLISH OR FINNISH

1. Tani waa boorso jeeb. Tani waa boorso gacan.

*Tani waa boorso jeeb, tanina waa boorso gacan.*

2. Kani waa burush timo. Kani waa burush ilko.

\_\_\_\_\_.

3. Kani waa ookiyaale qorrax. Kani waa ookiyaale.

\_\_\_\_\_.

4. Tani waa kamarad. Kani waa telefoon gacan.

\_\_\_\_\_.

5. Kani waa maab. Tani waa dallad.

\_\_\_\_\_.

**7.16** FILL IN THE GAPS WITH THE CORRECT NEGATIVE FORMS OF VERB 2A

1. Annagu miisaska ma aan *nadiifinno*. (nadiifi)
2. Faadumo baabuurta ma ay \_\_\_\_\_. (tiri)
3. Adigu walaalkaa ma aad \_\_\_\_\_. (raadi)
4. Idinku gurugiinna ma aad \_\_\_\_\_. (qurxi)
5. Cabdi walaashiis ma uu \_\_\_\_\_. (toosi)
6. Annagu furayaasheenna ma aan \_\_\_\_\_. (raadi)

**7.17** CHANGE THE FOLLOWING SENTENCES FROM THE POSITIVE INTO THE NEGATIVE GENERAL PRESENT

1. Annagu cunto ayaan samaynaa. *Annagu cunto ma aan samayno.*
2. Iyagu way qadeeyaan. \_\_\_\_\_.
3. Isagu wuu caddeeyaa. \_\_\_\_\_.
4. Iyadu way qorshaysaa. \_\_\_\_\_.
5. Adigu waad calaamaysaa. \_\_\_\_\_.
6. Anigu waan sameeyaa. \_\_\_\_\_.

**7.18** TRANSLATE THE FOLLOWING SENTENCES INTO SOMALI

1. You (pl.) don't clean the cars. \_\_\_\_\_.
2. We don't count the days. \_\_\_\_\_.
3. He doesn't plan out. \_\_\_\_\_.
4. She doesn't look for. \_\_\_\_\_.
5. We don't decorate the room. \_\_\_\_\_.
6. They don't mark. \_\_\_\_\_.

## 08

## Talking about your things

## 8.1 🎧 KEY LANGUAGE USING “THESE” AND “THOSE”

You use **kuwan** *these* and **kuwaas** *those* when you are referring to more than one thing.

A)

1.   – **Kani** waa furahayga.  
– *This is my key.*

2.  – **Kaasi** waa furahayga.   
– *That is my key.*

3.   – **Kuwani** waa furayaashayda.  
– *These are my keys.*

4.  – **Kuwaasi** waa furayaashayda.   
– *Those are my keys.*

To show who owns a thing, you can use possessive pronouns or definite articles for possessive forms.

B)

1.   – **Kani** waa Cali furihiisa      OR  
– **Kani** waa furaha Cali.  
– *This is Ali's key.*

2.  – **Kaasi** waa Cali furihiisa OR   
 – **Kaasi** waa furaha Cali.  
 – *That is Ali's key.*
3.   – **Kuwani** waa Cali furayaashiisa OR  
 – **Kuwani** waa furayaasha Cali.  
 – *These are Ali's keys.*
4.  – **Kuwaasi** waa Cali furayaashiisa OR   
 – **Kuwaasi** waa furayaasha Cali.  
 – *Those are Ali's keys.*

## 8.2 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

1. Tani / ~~Kuwani~~ waa boorsadayda.
2. Taasi / Kuwaasi waa boorsooyinkooda.
3. Kani / Kuwani waa telefoonkeeda.
4. Kaasi / Kuwaasi waa baasaboorradeenna.
5. Tani / Kuwani waa saacaddiisa.
6. Taasi / Kuwaasi waa muraayadahooda.

## 8.3 WRITE EACH SENTENCE IN ITS OTHER FORM

1. Kani waa furahayga. *Kuwani waa furayaashayda.*
2. \_\_\_\_\_ . Kuwani waa buugagteeda.
3. Taasi waa walaashiis. \_\_\_\_\_ .
4. \_\_\_\_\_ . Kuwani waa laabtoobyadeenna.
5. Tani waa warqaddeenna. \_\_\_\_\_ .
6. \_\_\_\_\_ . Kuwaasi waa kamaradihinna.

**8.4 FIND EIGHT PLURALS IN THE GRID AND WRITE THEM IN GROUPS**

d	a	l	l	a	d	o	w	dh	e	k	g	w
b	a	a	b	u	u	r	r	o	j	u	u	a
x	l	s	a	a	c	a	d	o	f	s	l	r
u	g	a	r	b	o	c	d	i	c	s	w	q
w	a	d	d	a	n	n	o	l	s	a	d	a
e	e	e	a	u	r	d	n	g	x	r	s	d
i	l	k	o	r	c	kh	n	y	sh	j	m	o
n	g	a	c	m	o	r	o	o	k	n	n	c
n	j	l	e	o	d	u	k	a	a	n	n	o

**D1 PLURALS**

1. *warqado*

2. \_\_\_\_\_

3. \_\_\_\_\_

**D2 PLURALS**

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**D3 PLURALS**

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**8.5 WRITE A PLURAL TO DESCRIBE EACH PICTURE**

1.  *shimbiro*

2.  \_\_\_\_\_

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5.  \_\_\_\_\_

6.  \_\_\_\_\_

7.  \_\_\_\_\_

8.  \_\_\_\_\_

9.  \_\_\_\_\_

## 8.6 COMBINE THE GIVEN WORDS INTO SENTENCES AS SHOWN IN EXAMPLES BELOW

1. Kuwani + Axmed + furayaal

a) *Kuwani waa Axmed furayaashiisa.*

b) *Kuwani waa furayaasha Axmed.*



2. Kani + Leyla + baasaboor.

a) \_\_\_\_\_.

b) \_\_\_\_\_.



3. Kuwaasi + Axmed iyo Leyla + buugag

a) \_\_\_\_\_.

b) \_\_\_\_\_.



4. Tani + Abshir + saacad

a) \_\_\_\_\_.

b) \_\_\_\_\_.



5. Kuwani + Sacdiya + shanlooyin

a) \_\_\_\_\_.

b) \_\_\_\_\_.



## 8.7 KEY LANGUAGE VERB TYPE 3

Type 3 verbs express actions for subject's own benefit and for this reason they are often called as *autobenefactive verbs*. The basic form of type 3 verbs can be recognized by their **-o** ending. For example:

Verb 3A

**joogso** *stop oneself, come to a stop*

Verb 3B

**qaado** *to take for oneself*

## 8.8 KEY LANGUAGE THE GENERAL PRESENT OF THE VERB TYPE 3A

	Verb stem	Present tense ending		Verb form	
<i>I</i>	joogso	-aa	<b>joogsad- aa</b>	<b>joogsadaa</b>	<i>I stop</i>
<i>you</i>	joogso	-taa	<b>joogsa- taa</b>	<b>joogsataa</b>	<i>you stop</i>
<i>he, it</i>	joogso	-aa	<b>joogsad- aa</b>	<b>joogsadaa</b>	<i>he stops</i>
<i>she, it</i>	joogso	-taa	<b>joogsa- taa</b>	<b>joogsataa</b>	<i>she stops</i>
<i>we</i>	joogso	-nnaa	<b>joogsa- nnaa</b>	<b>joogsannaa</b>	<i>we stop</i>
<i>you</i>	joogso	-taan	<b>joogsa- taan</b>	<b>joogsataan</b>	<i>you stop</i>
<i>they</i>	joogso	-aan	<b>joogsad- aan</b>	<b>joogsadaan</b>	<i>they stop</i>

Note that the final **-o** of the stem changes to **-a-** where followed by a consonant.

## 8.9 WRITE THE GENERAL PRESENT FORMS OF THE FOLLOWING VERBS

1. **baxso** *escape, flee*

*baxsadaa, baxsataa, baxsadaa, baxsataa, baxsannaa, baxsataan,  
baxsadaan*

2. **buuxso** *fill (for oneself)*

---

3. **iibso** *buy (for oneself)*

---

4. **raadso** *look for s.o. / s.t. for oneself*

---

## 8.10 KEY LANGUAGE FOCUSING THE SUBJECT

When the subject is focused, a few important changes occur:

- no subject ending, for example **-u** and **-i**, is used,
- the subject pronoun is not used with the focus particle,
- the general present verb forms end in a short **-a** (reduced verb form).

Focused subject

1a **Ninka** ayaa (□) jidadka **nadiifiya**.

*The man cleans the streets. = It's the man who cleans the streets.*

1b **Gabarta** ayaa (□) dariishadaha **nadiifisa**.

*The girl cleans the windows. = It's the girl who cleans the windows.*

Non-focused subject

2a **Ninku** jidadka ayaa **uu** **nadiifiyaa**.

*The man cleans the streets.*

2b **Gabartu** dariishadaha ayaa **ay** **nadiifisaa**.

*The girl cleans the windows.*

### **SUBJECT**

The subject is what or whom the sentence is about.

### **PREDICATE**

The predicate is the part of a sentence or clause containing a verb and states something about the subject.

## 8.11 FURTHER EXAMPLES FOCUSED AND NON-FOCUSED SUBJECT

Focused subject	Non-focused subject
<b>Iyaga</b> baa tiyaatarka nadiifiya. <i>It is them who clean the theater.</i>	<b>Iyagu</b> tiyaatarka bay nadiifiyaan. <i>They clean the theater.</i>
Tiyaatarka waxaa nadiifiya <b>iyaga</b> . <i>It is them who clean the theater.</i>	<b>Iyagu</b> waxay nadiifiyaan tiyaatarka. <i>They clean the theater.</i>

## 8.12 HIGHLIGHT / UNDERLINE THE FOCUSED NOUNS IN EACH SENTENCE AND TRANSLATE INTO ENGLISH OR FINNISH.

1. Annagu **cuntada** ayaan karinnaa.

*We cook the meal.*

2. **Annaga** baa cuntada karinna.

*It is us who cook the meal.*

3. Isagu wiilka ayuu toosiyaa.

\_\_\_\_\_.

4. Isaga baa wiilka toosiya.

\_\_\_\_\_.

5. Iyadu gabarta bay seexisaa.

\_\_\_\_\_.

6. Iyada baa gabarta seexisa.

\_\_\_\_\_.

7. Anigu shaah baan cabbaa.

\_\_\_\_\_.

8. Aniga baa shaah cabba.

\_\_\_\_\_.

### 8.13 KEY LANGUAGE THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 3A

The general present ending **-aa** changes to **-o**, except for the second- and third-person plural forms.

		Verb stem	Ending	Verb form
1 sg.	<i>I</i>	joogso	-o	<b>joogsado</b>
2 sg.	<i>you</i>	joogso	-tid / -to	<b>joogsatid / joogsato</b>
3 sg.m.	<i>he, it</i>	joogso	-o	<b>joogsado</b>
3 sg.f.	<i>she, it</i>	joogso	-to	<b>joogsato</b>
1. pl.	<i>we</i>	joogso	-no	<b>joogsanno</b>
2 pl.	<i>you</i>	joogso	-taan	<b>joogsataan</b>
3. pl	<i>they</i>	joogso	-aan	<b>joogsadaan</b>

### 8.14 HOW TO FORM THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 3A

The negation particle **ma**, alternatively with the short subject pronoun is placed before the verb.

1 sg.	<i>I</i>	<b>ma aan joogsado</b>	<i>I do not stop</i>
2 sg.	<i>you</i>	<b>ma aad joogsatid / ma aad joogsato</b>	<i>you do not stop</i>
3 sg.m.	<i>he, it</i>	<b>ma uu joogsado</b>	<i>he does not stop</i>
3 sg.f.	<i>she, it</i>	<b>ma ay joogsato</b>	<i>she does not stop</i>
1. pl.	<i>we</i>	<b>ma aan joogsanno</b>	<i>we do not stop</i>
2 pl.	<i>you</i>	<b>ma aad joogsataan</b>	<i>you do not stop</i>
3. pl	<i>they</i>	<b>ma ay joogsadaan</b>	<i>they do not stop</i>

**8.15** 🎧 **KEY LANGUAGE** THE GENERAL PRESENT OF THE VERB TYPE 3B

	Verb stem	Present tense ending		Verb form	
<i>I</i>	dhigo	-aa	<b>dhigt-aa</b>	<b>dhigtaa</b>	<i>I study</i>
<i>you</i>	dhigo	-taa	<b>dhiga-taa</b>	<b>dhigataa</b>	<i>you study</i>
<i>he, it</i>	dhigo	-aa	<b>dhigt-aa</b>	<b>dhigtaa</b>	<i>he studies</i>
<i>she, it</i>	dhigo	-taa	<b>dhiga-taa</b>	<b>dhigataa</b>	<i>she studies</i>
<i>we</i>	dhigo	-nnaa	<b>dhiga-nnaa</b>	<b>dhi-gannaa</b>	<i>we study</i>
<i>you</i>	dhigo	-taan	<b>dhiga-taan</b>	<b>dhi-gataan</b>	<i>you study</i>
<i>they</i>	dhigo	-aan	<b>dhigt-aan</b>	<b>dhigtaan</b>	<i>they study</i>

**8.16** WRITE THE GENERAL PRESENT FORMS OF THE FOLLOWING VERBS

1. **baro**      *learn, study*

*bartaa, barataa, bartaa, barataa, barannaa, barataan, bartaan*

2. **booqo**      *visit, pay a visit*

---

3. **furo**      *open (for oneself)*

---

4. **qaado**      *take (for oneself)*

---

## 8.17 KEY LANGUAGE THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 3B

The negative general present of 3B is formed in an analogous way to 3A.

		Verb stem	Ending	Verb form
1 sg.	<i>I</i>	dhigo	-o	<b>dhigto</b>
2 sg.	<i>you</i>	dhigo	-tid / -to	<b>dhigatid / dhigato</b>
3 sg.m.	<i>he, it</i>	dhigo	-o	<b>dhigto</b>
3 sg.f.	<i>she, it</i>	dhigo	-to	<b>dhigato</b>
1. pl.	<i>we</i>	dhigo	-no	<b>dhiganno</b>
2 pl.	<i>you</i>	dhigo	-taan	<b>dhigataan</b>
3. pl	<i>they</i>	dhigo	-aan	<b>dhigtaan</b>

## 8.18 HOW TO FORM THE NEGATIVE GENERAL PRESENT OF THE VERB TYPE 3B

The negation particle **ma**, alternatively with the short subject pronoun is placed before the verb.

1 sg.	<i>I</i>	<b>ma aan dhigto</b>	<i>I don't study</i>
2 sg.	<i>you</i>	<b>ma aad dhigatid / ma aad dhigato</b>	<i>you don't study</i>
3 sg.m.	<i>he, it</i>	<b>ma uu dhigto</b>	<i>he doesn't study</i>
3 sg.f.	<i>she, it</i>	<b>ma ay dhigato</b>	<i>she doesn't study</i>
1. pl.	<i>we</i>	<b>ma aan dhiganno</b>	<i>we don't study</i>
2 pl.	<i>you</i>	<b>ma aad dhigataan</b>	<i>you don't study</i>
3. pl	<i>they</i>	<b>ma ay dhigtaan</b>	<i>they don't study</i>



## 8.21 KEY LANGUAGE ASKING WHICH?

The word *which* is expressed in Somali with the suffixes **-kee** for masculine nouns and **-tee** for feminine nouns.

Masculine		Feminine	
<b>waddan</b>	<i>country</i>	<b>kab</b>	<i>shoe</i>
<b>waddanke?</b>	<i>which country?</i>	<b>kabtee?</b>	<i>which shoe?</i>

The interrogative pronouns **-kee** and **-tee** may stand on their own. In that case, their meaning will be *which one*.

<b>kee</b>	<i>which one (m.)?</i>
<b>tee</b>	<i>which one (f.)?</i>

The interrogative pronouns **-kee/-tee** endings are used in contexts in which new information is being sought.

## 8.22 🗣️ KEY LANGUAGE THE PREVERBAL PREPOSITION U

The preverbal preposition **u** *for* come before the verb and not before the noun.

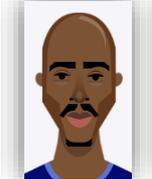
**Shirkaddee baad u shaqaysaa?**     *For which company do you work?*

**Nokia baan u shaqeeyaa.**     *I work for Nokia.*

## 8.23 🗣️ FURTHER EXAMPLES SAYING WHERE YOU'RE FROM

<b>Soomaaliya baan u dhashay.</b>	<i>I am from Somalia.</i>
<b>Finland baad u dhalatay.</b>	<i>You are from Finland.</i>
<b>Iswiidhan buu u dhashay.</b>	<i>He is from Sweden.</i>
<b>Itoobiya bay u dhalatay.</b>	<i>She is from Ethiopia.</i>
<b>Afgaanistaan baan u dhalannay.</b>	<i>We are from Afghanistan.</i>
<b>Ingiriis baad u dhalateen.</b>	<i>You are from England.</i>
<b>Ciraaq bay u dhasheen.</b>	<i>They are from Iraq.</i>

## 8.24 ASK AND ANSWER

							
							
Amene 31	Elias 26	Leila 29	Bashiir 40	Muniira 33	Cali 41	Xaliima 27	Adam 36

Ma naag baa?

Waddankeer bay u dhalatay?

Immisa sano ayay jirtaa?

Waa Leila!

Haa, waa naag.

Finland bay u dhalatay.

29 bay jirtaa.

## 8.25 WRITE ABOUT THREE PEOPLE

1. *Leila 29 sano ayay jirtaa. Finland ayay u dhalatay.*

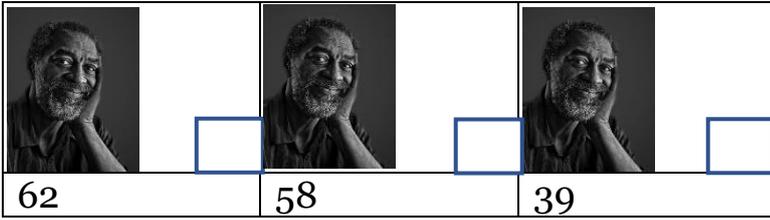
2. \_\_\_\_\_.

3. \_\_\_\_\_.

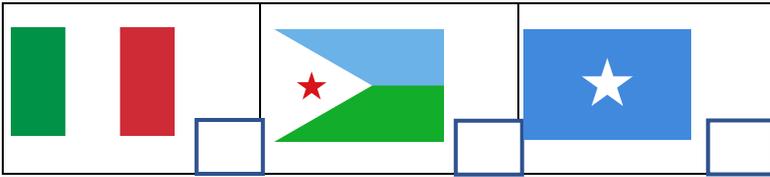
4. \_\_\_\_\_.

**8.26**  LISTEN AND TICK (✓)

1. Mubaarak immisa sano ayuu jiraa?



2. Mubaarak waddankeer buu u dhashay?



**8.27**  WRITE THE NUMBERS OF THE PEOPLE ON THE PICTURE

Magacaygu waa <sup>1</sup>Aili. 7 sano ayaan jiraa. Anigu Itoobiya ayaan u dhashay. Sawirkan waa qoyskayga. <sup>2</sup>Aabbahay magaciisu waa Atso, <sup>3</sup>hooyadayna magaceedu waa Aive. Hooyaday waxay jirtaa 32 sano, aabbahayna 34 sano. Hooyaday waxay u dhalatay Suudaan. <sup>4</sup>Walaalkay magaciisu waa Alari. 8 sano ayuu jiraa. <sup>5</sup>Bisaddeenna magaceedu waa Zinzi. 9 sano ayay jirtaa.



## 8.28 FILL IN THE GAPS WITH THE CORRECT NEGATIVE FORMS OF VERB 3A

1. Annagu jeebabka ma aan *buuxsanno*. (buuxso)
2. Faadumo dhib ma ay \_\_\_\_\_. (raadso)
3. Adigu jallaato ma aad \_\_\_\_\_. (iibso)
4. Idinku ma aad \_\_\_\_\_. (baxso)
5. Cabdi jidka ma uu \_\_\_\_\_. (joogso)
6. Annagu furayaasheenna ma aan \_\_\_\_\_. (raadso)

## 8.29 CHANGE THE FOLLOWING SENTENCES FROM THE POSITIVE INTO THE NEGATIVE GENERAL PRESENT

1. Annagu cunto ayaan karsannaa. *Annagu cunto ma aan karsanno.*
2. Iyagu waxay raadsadaan shaqo. \_\_\_\_\_.
3. Isagu wuxuu iibsadaa ismaris. \_\_\_\_\_.
4. Iyadu albaabka way furataa. \_\_\_\_\_.
5. Adigu waxaad dhigataa iskuul. \_\_\_\_\_.
6. Anigu waan booqdaa hooyaday. \_\_\_\_\_.

## 8.30 TRANSLATE THE FOLLOWING SENTENCES INTO SOMALI

1. You (pl.) don't visit your cousin. \_\_\_\_\_.
2. We don't take bribe. \_\_\_\_\_.
3. He doesn't open the windows. \_\_\_\_\_.
4. She doesn't study physics. \_\_\_\_\_.
5. We don't open the door. \_\_\_\_\_.
6. They don't learn languages. \_\_\_\_\_.

## 9.1 JOBS

			
shaqaale na-daafad	darawal	wakiil iibiye	koofeer
			
cuntakariye	xirfadle beerguri	dhakhtar xayawaan	jilaa
			
dhakhtar	kalkaaliso caa-fimaad	dhakhtar ilko	boolis
			
shaqaale dabdamis	beeraley	shaqaale dhismo	farshaxaniiste

			
shaqaale soo dhoweyn	makaanig	injineer	aqoonyahan
			
bare, macallimad	bare, macallin	ganacsato	ganacsade
			
adeege mak-haayad	adeegto mak-haayad	duuliye	garsoore
	suggestions	suggestions	suggestions
korontayaqaan			

## 9.2 CHOOSE TWO JOBS FOR EACH GROUP

Dangerous jobs

Interesting jobs

Jobs with good salaries

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## 9.3 ADD OTHER JOBS YOU KNOW TO THE LISTS IN 9.1 AND SHARE WITH OTHER STUDENTS

## 9.4 🎧 KEY LANGUAGE PREVERBAL PREPOSITIONS

There are four preverbal prepositions in Somali and their main meanings are given below:

- u**        *to, for, in (a manner)*
- ku**        *in, into, on, at, with (a tool)*
- ka**        *from, away from, about (a topic), out of, than*
- la**        *with (in company with)*

As we can see from the English part, the preverbal prepositions in Somali are comparable to the English prepositions, because they serve very similar functions. However, unlike their English counterparts, Somali prepositions are usually placed in front of the verb or adjective and not before the noun.

Please note that there is always a stress-tone on these preverbal prepositions:

**ú   kú   ká   lá**

<b>Canab baabuurka u keen.</b>	<i>Bring the car <b>for</b> Anab.</i>
<b>Canab baabuurka ku keen.</b>	<i>Bring Anab <b>in/with</b> the car.</i>
<b>Canab baaskiilka ka keen.</b>	<i>Bring the bicycle <b>from</b> Anab.</i>
<b>Canab baabuurka la keen.</b>	<i>Bring the car <b>with</b> Anab.</i>

## 9.5 🎧 FURTHER EXAMPLES PREVERBAL PREPOSITIONS

1. Using **u** *to, for, in (a manner)*

<b>Iyada shaah u keen.</b>	<i>Bring tea <b>to</b> her.</i>
<b>Isaga runta u sheeg.</b>	<i>Tell (to) him the truth.</i>
<b>Iyaga cunto u samee.</b>	<i>Make food <b>for</b> them.</i>
<b>Sidaas ayuu u shaqeyaa.</b>	<i>He works <b>in</b> that way.</i>
<b>Iyada u jeeso.</b>	<i>Turn toward her.</i>

## 2. Using **ku** *in, into, on, at, with (a tool)*

<b>Waxaan ku dhashay Boorama.</b>	<i>I was born <b>in</b> Borama.</i>
<b>Wuxuu ku hadlaa af soomaali.</b>	<i>He speaks <b>in</b> Somali.</i>
<b>Kursiga ku fariiso.</b>	<i>Sit <b>on</b> the chair.</i>
<b>Iyada jaamacadda ayaan ku arkay.</b>	<i>I saw her <b>at</b> the university.</i>
<b>Faas buu geedaha ku gooyaa.</b>	<i>He cuts the trees <b>with</b> an axe.</i>
<b>Isaga ku jeeso.</b>	<i>Turn <b>to/on</b> him.</i>

## 3. Using **ka** *from, away from, about (a topic), out of, than*

<b>Isagu wuxuu ka yimid suuqa.</b>	<i>He came <b>from</b> the market.</i>
<b>Isaga ka jeeso.</b>	<i>Turn <b>away from</b> him.</i>
<b>Safarkaaga ka sheekee.</b>	<i>Tell <b>about</b> your trip.</i>
<b>Lacagta jeebka ka saar.</b>	<i>Take the money <b>out of</b> the pocket.</i>
<b>Saddex waa ay ka badantahay laba.</b>	<i>Three is more <b>than</b> two.</i>

## 4. Using **la** *with (in company with)*

<b>Isagu wuxuu la hadlaa walaashiis.</b>	<i>He speaks <b>with</b> his sister.</i>
<b>Iyadu waxay la socotaa bisaddeeda.</b>	<i>She walks <b>with</b> her cat.</i>
<b>Isagu wuxuu la ciyaaraa daanyeerka.</b>	<i>He plays <b>with</b> the monkey.</i>
<b>Carruurta la joog.</b>	<i>Stay <b>with</b> the children.</i>

According to the above examples, English has significantly more prepositions than Somali. When it comes to prepositions, this is the most obvious difference between English and Somali, besides word order. In some cases, the English translation of the preposition varies according to the verb with which it is used. Also, some verbs in English require a preposition but do not require one in Somali. For example:

<b>joog</b>	<i>stay in, remain at</i>	<b>Dukaanka joog.</b>	<i>Stay in the shop.</i>
<b>sug</b>	<i>wait for</i>	<b>Dhakhtarka sug.</b>	<i>Wait for the doctor.</i>
<b>tag</b>	<i>go to (a place)</i>	<b>Suuqa tag.</b>	<i>Go to the market.</i>

With the following task you can compare how prepositions work in different languages.

### 9.6 TRANSLATE THE SENTENCES BELOW INTO FINNISH AND/OR ANOTHER LANGUAGE YOU KNOW

1. Canab baabuurka u keen. \_\_\_\_\_  
*Bring the car for Anab.* \_\_\_\_\_
2. Canab baaskiilka ka keen. \_\_\_\_\_  
*Bring the car from Anab.* \_\_\_\_\_
3. Iyada shaah u keen. \_\_\_\_\_  
*Bring tea to her.* \_\_\_\_\_
4. Iyada u jeeso. \_\_\_\_\_  
*Turn toward her.* \_\_\_\_\_
5. Waxaan ku dhashay Boorama. \_\_\_\_\_  
*I was born in Borama.* \_\_\_\_\_
6. Isaga ku jeeso. \_\_\_\_\_  
*Turn to/on him.* \_\_\_\_\_
7. Isagu wuxuu ka yimid suuqa. \_\_\_\_\_  
*He came from the market.* \_\_\_\_\_
8. Isaga ka jeeso. \_\_\_\_\_  
*Turn away from him.* \_\_\_\_\_
9. Isagu wuxuu la hadlaa walaashiis. \_\_\_\_\_  
*He speaks with his sister.* \_\_\_\_\_
10. Iyadu waxay la socotaa bisaddeeda. \_\_\_\_\_  
*She walks with her cat.* \_\_\_\_\_

9.7   ORAL SKILLS EXERCISES 1

**A**

Magacaa?

Magacaygu waa Bashiir.

Bashiir ayo?

Bashiir Cawaale.  
Adigana magacaa?

Deeqa.

Deeqa ayo?

Deeqa Guuleed.

Deeqay, barasho wanaagsan.

Bashirow, barasho wanaagsan.

**B**

Maalin wanaagsan!  
Magacaygu waa Isabella.

Maalin wanaagsan! Ma-  
gacaygu waa Cali.

Caliyow, waddanke  
baad u dhalatay?

Waxaan u dhashay Soomaaliya.  
Adiguna? Ma Kuuba ayaad ka timid?

Maya, waxaan ka imid Baraasiil.

Waan gartay. Luqadde  
baad ku hadashaa?

Afkayga hooyo waa  
boortaqiis. Finish yar iyo ingi-  
riis baan ku hadlaa. Adigu  
afkaaga hooyo waa maxay?

Waan gartay. Luqadde  
baad ku hadashaa?

Waa hagaag, waan gartay.

Afkayga hooyo waa soomaali.

**C**

Maalin wanaagsan! Magacaygu waa Nimco. Adigu magacaa?

Elias. Waddanke baad u dhalatay?

Waxaan u dhashay Soomaaliya. Adiguna?

Waxaan u dhashay waddanka Talyaaniga, waxaan ka imid magaalada Genova.

Genova? Xaggee ku taal?

Waxay ku taal woqooyiga Talyaaniga.

Waan gartay. Anigu waxaan ku hadlaa xoogaa talyaani ah.

Waa arrin wanaagsan!

**D**

Maalin wanaagsan. Magacaygu waa Tiina.

Maalin wanaagsan. Anigana magacaygu waa Leena.

Waddanke baad u dhalatay?

Waxaan ahay ruush. Adiguna waddanke baad u dhalatay?

Anigu finish baan ahay. Af finishka si fiican baad ugu hadlaysaa.

Mahadsanid. Af finish baan bartaa. Adigu af ruush ma ku hadashaa?

Haa, waan ku hadlaa, laakiin wax aad u yar.

Note that new words can be checked in the word list.

## 9.8 ASK AND ANSWER

Magacaa?

Magacaygu waa ... Adigana?

Waddanke baad u dhalatay?

Waxaan u dhashay ... Adiguna?

Luqaddee ku hadashaa?

Waxaan ku hadlaa ...

## 9.9 📞 KEY LANGUAGE ASKING *WHERE DO YOU LIVE?*

**Xaggee baad ku nooshahay?**

*Where do you live?*

**Waxaan ku noolahay Jabbuuti.**

*I live in Djibouti.*

## 9.10 HOW TO FORM ASKING *WHERE DO YOU LIVE?*

**Xaggee baad ku nooshahay?**

**Xag + kee      baa+aad ku nool + tahay**

side/direction    which      FOC + you    in      alive/living you are

*Where do you live?*

**Waxaan ku noolahay Jabbuuti.**

**Waxa + aan    ku nool + ahay Jabbuuti.**

FOC      I      in      alive/living I am      Djibouti

*I live in Djibouti.*

As we have stated in **Unit 9.4**, the Somali preposition is placed before the verb, while the English preposition is found just before the noun. Nevertheless, most often the function of prepositions in these languages is to show the relationship between a noun and a verb.

Waxaan **ku** noolahay Baraawe.

*I live **in** Brava.*

  
**Canab baabuurka u keen.**

  
*Bring the car for Anab.*

  
**Safarkaaga ka sheeke.**

  
*Tell about your trip.*

  
**Carruurta la joog.**

  
*Stay with the children.*

To confirm the previous examples, we can say that Somali prepositions are part of a verb phrase, but English has a group of words (at least a noun and a preposition) called prepositional phrases.

**Waxaan ku noolahay Baraawe.**  
VERB PHRASE      NOUN PHRASE

*I live in Brava.*  
VERB PHRASE      PREPOSITION PHRASE

## 9.11 FURTHER EXAMPLES SAYING WHERE YOU'RE FROM

<b>Waxaan ku noolahay Soomaaliya.</b>	<i>I live in Somalia.</i>
<b>Waxaad ku nooshahay Finland.</b>	<i>You live in Finland.</i>
<b>Wuxuu ku noolyahay Iswiidhan.</b>	<i>He lives in Sweden.</i>
<b>Waxay ku nooshahay Itoobiya.</b>	<i>She lives in Ethiopia.</i>
<b>Waxaan ku noolnahay Afgaanistaan.</b>	<i>We live in Afghanistan.</i>
<b>Waxaad ku nooshihiin Suudaan.</b>	<i>You live in Sudan.</i>
<b>Waxay ku noolyihiin Ciraaq.</b>	<i>They live in Iraq.</i>

**9.12** FILL IN THE GAPS WITH THE CORRECT FORMS OF VERB  
*KU NOOL*

1. Anigu Muqdisho ayaan *ku noolahay*.
2. Ayaan Hargeysa ayay \_\_\_\_\_.
3. Adigu Baydhaba ayaad \_\_\_\_\_.
4. Idinku Boosaaso ayaad \_\_\_\_\_.
5. Cabdi Afgooye ayuu \_\_\_\_\_.
6. Anigu Itoobiya ayaan \_\_\_\_\_.

**9.13**  INTRODUCE A PERSON / PEOPLE

1.

*Tani waa Leyla.*

*Leyla waa shaqaale dabdamis.*

*Waxay u dhalatay waddanka Maraykanka.*

*Waxay ku nooshahay Chicago*



2.

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3.

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4.

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5.

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6.

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## 9.14 KEY LANGUAGE NEGATIVE AND PREVERBAL PREPOSITIONS

In the negative, the preverbal prepositions go before the negation particle **ma** *not*, and they are written together, as one word.

POSITIVE FORM	NEGATIVE FORM
<b>Canab baabuurka u keen.</b> <i>Bring the car for Anab.</i>	<b>Adigu Canab baabuurka uma keenin.</b> <i>You didn't bring the car for Anab.</i>
<b>Canab baaskiilka ka keen.</b> <i>Bring the bicycle from Anab.</i>	<b>Adigu Canab baaskiilka kama keenin.</b> <i>You didn't bring the bicycle from Anab.</i>
<b>Canab baabuurka ku keen.</b> <i>Bring Anab in/with the car.</i>	<b>Adigu Canab baabuurka kuma keenin.</b> <i>You didn't bring Anab in/with the car.</i>
<b>Canab baabuurka la keen.</b> <i>Bring the car with Anab.</i>	<b>Adigu Canab baabuurka lama keenin.</b> <i>You didn't bring the car with Anab.</i>

Note that the verb form **keenin** (keen + in) *did not bring* is in the negative general past tense, whereas **keeno**, **jiro** etc. (see unit 6.18) are in the negative general present tense.

The negative form of the general past tense does not change with either person (first, second or third) or number (singular or plural).

1 sg.	<i>I</i>	<b>ma aan keenin</b>	<i>I did not bring</i>
2 sg.	<i>you</i>	<b>ma aad keenin</b>	<i>you did not bring</i>
3 sg.m.	<i>he, it</i>	<b>ma uu keenin</b>	<i>he did not bring</i>
3 sg.f.	<i>she, it</i>	<b>ma ay keenin</b>	<i>she did not bring</i>
1. pl.	<i>we</i>	<b>ma aan keenin</b>	<i>we did not bring</i>
2 pl.	<i>you</i>	<b>ma aad keenin</b>	<i>you did not bring</i>
3. pl	<i>they</i>	<b>ma ay keenin</b>	<i>they did not bring</i>

More about this will be discussed in the next unit.

**9.15** CHANGE THE FOLLOWING SENTENCES INTO THE NEGATIVE AND TRANSLATE INTO ENGLISH OR FINNISH

1. Iyada shaah u keen.

Iyada shaah *uma keenin*.

*Bring tea for her.*

*I didn't bring tea for her.*

2. Isaga warqad u qor.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

3. Magacaaga qalinqori ku qor.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

4. Shaqada bas ku tag.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

5. Suuqa ka tag.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

6. Koofiyadda madaxa ka saar.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

7. Saaxiibadaa la hees.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

8. Hooyadaa la joog.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**9.16 FIND EIGHT PLURALS IN THE GRID AND WRITE THEM IN GROUPS**

a	f	a	f	a	d	o	w	dh	e	k	g	w
b	b	a	s	a	s	r	r	o	j	u	u	a
x	l	a	r	d	a	y	d	o	f	s	l	r
u	g	a	c	a	r	a	b	i	c	s	w	a
w	a	d	d	m	a	d	a	x	s	a	d	r
e	e	e	a	y	e	e	y	o	o	y	i	n
i	l	k	c	u	n	t	o	o	y	i	n	o
n	g	d	a	a	w	o	o	y	i	n	n	c
n	j	l	e	o	d	u	k	a	a	n	n	o

**D4 PLURALS**

1. *warar*

2. \_\_\_\_\_

3. \_\_\_\_\_

**D5 PLURALS**

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**D6 PLURALS**

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**9.17 WRITE A PLURAL TO DESCRIBE EACH PICTURE**

1.  *buugag*

4.  \_\_\_\_\_

7.  \_\_\_\_\_

2.  \_\_\_\_\_

5.  \_\_\_\_\_

8.  \_\_\_\_\_

3.  \_\_\_\_\_

6.  \_\_\_\_\_

9.  \_\_\_\_\_

## 9.18 🗣️ KEY LANGUAGE OBJECT PRONOUNS

The object pronouns act in some ways like preverbal prepositions, and they only exist in the first and second persons. The forms of the object pronouns are given below:

<b>i</b>	<i>me</i>
<b>ku</b>	<i>you</i>
-	<i>him, it</i>
-	<i>her, it</i>
<b>na</b>	<i>us</i>
<b>idin</b>	<i>you</i>
-	<i>them</i>

The position of the object pronouns is just before the verb in a sentence but before any preverbal prepositions:

<b>Yaa i arkay?</b>	<i>Who saw me?</i>
<b>Yaa ku arkay?</b>	<i>Who saw you [singular]?</i>
<b>Yaa arkay?</b>	<i>Who saw (him,it)?</i>
<b>Yaa arkay?</b>	<i>Who saw (her, it)?</i>
<b>Yaa na arkay?</b>	<i>Who saw us?</i>
<b>Yaa idin arkay?</b>	<i>Who saw you [plural]?</i>
<b>Yaa arkay?</b>	<i>Who saw (them)?</i>

## 9.19 🗣️ FURTHER EXAMPLES OBJECT PRONOUNS

<b>Canab baa i bartay.</b>	<i>Anab taught me.</i>
<b>Canab baa ku bartay.</b>	<i>Anab taught you [singular].</i>
<b>Canab baa na bartay.</b>	<i>Anab taught us.</i>
<b>Canab baa idin bartay.</b>	<i>Anab taught you [plural].</i>

In Somali the third person singular and plural object pronouns *it, him, her, them* have no corresponding spoken or written form. This means that the persons involved are understood through context or you must put either a noun or a long (independent) personal pronoun in place of the object:

<b>Yaa arkay?</b>	<i>Who saw?</i>
<b>Yaa wiilka arkay?</b>	<i>Who saw the boy?</i>
<b>Yaa isaga arkay?</b>	<i>Who saw him?</i>
<b>Yaa gabarta arkay?</b>	<i>Who saw the girl?</i>
<b>Yaa iyada arkay?</b>	<i>Who saw her?</i>
<b>Yaa Cali iyo Canab arkay?</b>	<i>Who saw Ali and Anab?</i>
<b>Yaa iyaga arkay?</b>	<i>Who saw them?</i>

From the table below you can see what we have learned so far about Somali pronouns:

Independent personal pronouns	Subject pronouns	Object pronouns	
<b>aniga</b>	<b>aan</b>	<b>i</b>	<i>I, me</i>
<b>adiga</b>	<b>aad</b>	<b>ku</b>	<i>you (sg.)</i>
<b>isaga</b>	<b>uu</b>	-	<i>he, him</i>
<b>iyada</b>	<b>ay</b>	-	<i>she, her</i>
<b>annaga</b>	<b>aan</b>	<b>na</b>	<i>we, us</i>
<b>idinka</b>	<b>aad</b>	<b>idin</b>	<i>you (pl.)</i>
<b>iyaga</b>	<b>ay</b>	-	<i>they</i>

## 9.20 FILL IN THE BLANKS WITH CORRECT OBJECT PRONOUNS

- Ma aad *i* aragtaa? *Do you see me?*  
Haa, waan *ku* arkaa. *Yes, I see you.*
- Ma aad \_\_\_ maqashaa? *Do you hear me?*  
Haa, waan \_\_\_ maqlaa. *Yes, I hear you.*
- Ma aad \_\_\_ aragtaa? *Do you see us?*  
Haa, waan \_\_\_ arkaa? *Yes, I see you [plural].*
- Ma aad \_\_\_ maqashaa? *Do you hear us?*  
Haa, waan \_\_\_ maqlaa. *Yes, I hear you [plural].*
- Iyadu ma ay \_\_\_ aragtaa? *Does she see me?*  
Haa, way \_\_\_ aragtaa. *Yes, she sees you.*
- Iyadu ma ay \_\_\_ aragtaa. *Does she see you [plural]?*  
Haa, way \_\_\_ aragtaa. *Yes, she sees us.*

## 9.21 FILL IN THE BLANKS WITH CORRECT NEGATIVE FORM

- Waad *i* aragtaa. *Ima* aad aragtid.  
*You see me.* *You don't see me.*
- Waan *ku* arkaa. \_\_\_\_\_ aan arko.  
*I see you.* *I don't see you.*
- Waad na maqashaa. \_\_\_\_\_ aad maqashid.  
*You hear us.* *You don't hear us.*
- Waan idin maqlaa. \_\_\_\_\_ aan maqlo.  
*I hear you [plural].* *I don't hear you [plural].*
- Isagu wuu *i* arkaa. Isagu \_\_\_\_\_ arko.  
*He sees me.* *He doesn't see me.*
- Isagu wuu na arkaa. Isagu \_\_\_\_\_ arko.  
*He sees us.* *He doesn't see us.*

## 10

## Talking about people's jobs

10.1  KEY LANGUAGE TALKING ABOUT PEOPLE'S JOBS

You can use the verb **yahay** *to be* to describe your job.

**Shaqadaadu waa maxay?** *What is your job?*

**Anigu bare ayaan ahay.** *I am a teacher.*

## 10.2 HOW TO FORM TALKING ABOUT YOUR JOB

**Shaqadaadu waa maxay?**

**Shaqo+taada+u**                      **waa**                      **maxay**

Work            your            subject mark            DECL                      what

*What is your job?*

**Anigu bare ayaan ahay.**

**Aniga+u**                      **bare**                      **ayaa+aan**                      **ahay**

I                      subject mark            teacher            FOC            I                      I am

*I am a teacher.*

10.3  FURTHER EXAMPLES TALKING ABOUT YOUR JOB

<b>Anigu bare ayaan ahay.</b>	<i>I am a teacher.</i>
<b>Adigu bare ayaad tahay.</b>	<i>You are a teacher.</i>
<b>Isagu waa bare.</b>	<i>He is a teacher.</i>
<b>Iyadu waa bare.</b>	<i>She is a teacher.</i>
<b>Annagu barayaal ayaan nahay.</b>	<i>We are teachers.</i>
<b>Idinku barayaal ayaad tihiin.</b>	<i>You are teachers.</i>
<b>Iyagu waa barayaal.</b>	<i>They are teachers.</i>

Note that in the examples above **yahay** verb is not used for the third person, instead it has been replaced by **waa**. The following third person examples are all grammatically correct, but this is not a common expression in this context:

<b>Isagu bare buu yahay.</b>	<i>He is a teacher.</i>
<b>Iyadu bare bay tahay.</b>	<i>She is a teacher.</i>
<b>Iyagu bare bay yihiin.</b>	<i>They are teachers.</i>

Therefore, the proper way to say in Somali is:

<b>Isagu waa bare.</b>	<i>He is a teacher.</i>
<b>Iyadu waa bare.</b>	<i>She is a teacher.</i>
<b>Iyagu waa barayaal.</b>	<i>They are teachers.</i>

On the other hand, the following first and second person examples in section A are incorrect:

A Incorrect	B Correct
<b>*Anigu waa bare.</b>	<b>Anigu bare ayaan ahay.</b>
<b>*Adigu waa bare.</b>	<b>Adigu bare ayaad tahay.</b>
<b>*Annagu waa barayaal.</b>	<b>Annagu barayaal ayaan nahay.</b>
<b>*Idinku waa barayaal.</b>	<b>Idinku barayaal ayaad tihiin.</b>

#### 10.4 ANOTHER WAY OF SAYING WHERE YOU'RE FROM

<b>Anigu soomaali baan ahay.</b>	<i>I am Somali.</i>
<b>Adigu soomaali baad tahay.</b>	<i>You are Somali.</i>
<b>Isagu waa soomaali.</b>	<i>He is Somali.</i>
<b>Iyadu waa soomaali.</b>	<i>She is Somali.</i>
<b>Annagu soomaali baan nahay.</b>	<i>We are Somalis.</i>
<b>Idinku soomaali baad tihiin.</b>	<i>You are Somalis.</i>
<b>Iyagu waa soomaali.</b>	<i>They are Somalis.</i>

## 10.5 📌 KEY LANGUAGE VERB “TO BE”

The verb **yahay** *to be* is one of the irregular verbs in Somali. This means it does not form its tenses in the same way as a regular verb like **keen** *bring*, **sug** *wait*, etc. Regular verbs add endings to the stem, for example:

		Verb stem	Present tense ending	Verb form	
1 sg.	<i>I</i>	keen	-aa	<b>keena</b>	<i>I bring</i>
1 sg.	<i>I</i>	sug	-aa	<b>suga</b>	<i>I wait</i>

The verb **yahay** is used to translate the verb *to be* when something has certain quality or explanatory sense. For example:

**Shaqaale cusub baan ahay.** *I'm a new employee.*

**Waan fiicanahay.** *I'm fine.*

## 10.6 📌 KEY LANGUAGE THE GENERAL PRESENT TENSE OF THE VERB “TO BE”

The general present forms for **yahay**, meaning *I am, you are* etc., are given below:

1 sg.	<i>I</i>	-	<b>ahay</b>	<i>I am</i>
2 sg.	<i>you</i>	t	<b>tahay</b>	<i>you are</i>
3 sg.m.	<i>he, it</i>	y	<b>yahay</b>	<i>he is</i>
3 sg.f.	<i>she, it</i>	t	<b>tahay</b>	<i>she is</i>
1. pl.	<i>we</i>	n	<b>nahay</b>	<i>we are</i>
2 pl.	<i>you</i>	t	<b>tihii</b>	<i>you are</i>
3. pl	<i>they</i>	y	<b>yihii</b>	<i>they are</i>

Please note that in the verb **yahay** here it is a present tense ending. 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.

Pay attention to homonyms as well or forms spelled the same but with different meanings:

2 sg.	<i>you</i>	t	<b>tahay</b>	<i>you are</i>
3 sg.f.	<i>she, it</i>	t	<b>tahay</b>	<i>she is</i>

### 10.7 KEY LANGUAGE IMPERATIVE OF VERB “TO BE”

The root of Somali verb *to be* is **ahow**, which is its basic (or order) form.

<b>ahow</b> (ahaw)	<i>Be!</i>
<b>Wiil wanaagsan ahow!</b>	<i>Be a good boy!</i>
<b>Gabar wanaagsan ahow!</b>	<i>Be a good girl!</i>

<b>ahaada</b>	<i>You (all) be!</i>
<b>Shaqaale wanaagsan ahaada!</b>	<i>Be good workers!</i>
<b>Arday wanaagsan ahaada!</b>	<i>Be good students!</i>

<b>Buur ahow ama buur ku tiirsanow.</b>	<i>Be a mountain or lean on one. (Somali proverb)</i>
---	---

## 10.8 FILL IN THE GAPS WITH THE CORRECT FORMS

1.  Anigu kalkaaliso caafimaad *baan ahay*.

2.  Adigu jilaa \_\_\_\_\_.

3.  Isagu *waa* macallin.

4.  Iyadu \_\_\_\_\_ macallimad.

5.  Annagu injineerro \_\_\_\_\_.

6.  Idinku ganacsadayaal \_\_\_\_\_.

7.  Iyagu \_\_\_\_\_ korontoyaqaanno.

## 10.9 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

1. Iyagu *waa* / ~~bay~~ darawallo
2. Adigu beeraley *baad* / *buu* tahay.
3. Anigu dhakhtarka xoolaha *baan* / ~~bay~~ ahay.
4. Isagu *waa* / *baan* makaanig.
5. Iyagu *waa* / *baan* adeegayaal makhaayad.
6. Idinku duuliyeyaal *baan* / *baad* tihiiin.
7. Iyadu *buu* / *waa* dhakhtarad.
8. Annagu barayaal *baad* / *baan* nahay.
9. Anigu jilaa *baan* / ~~bay~~ ahay.

## 10.10 VOCABULARY WORKPLACES

			
xafiis	beer	iskuul	warshad
			
tiyaatar	isbitaal	shaybaar	makhaayad

## 10.11 MATCH THE JOBS TO THE WORKPLACES

1. *jilaa* → *tiyaatar*

1. <i>jilaa</i>	makhaayad
2. beeraley	xafiis
3. adeege makhaayad	iskuul
4. shaqaale warshad	tiyaatar
5. cuntakariye	isbitaal
6. ganacsade	makhaayad
7. bare	beer
8. macallimad	iskuul
9. kalkaaliso caafimaad	warshad
10. dhakhtar	isbitaal

## 10.12 KEY LANGUAGE TALKING ABOUT YOUR WORKPLACE

**Xaggee baad ka shaqaysaa?**      *Where do you work?*

**Iskuul baan ka shaqeeyaa.**      *I work at school.*

## 10.13 HOW TO FORM TALKING ABOUT YOUR JOB

**Xaggee baad ka shaqaysaa?**

**Xag+kee    baa+aad ka shaqaysaa**

Side    which    FOC    you    from work

*Where do you work?*

**Iskuul baan ka shaqeeyaa.**

**Iskuul baa+aan ka shaqeeyaa.**

School    FOC    I    from work

*I work at school.*

## 10.14 FURTHER EXAMPLES TALKING ABOUT YOUR WORKPLACE

<b>Iskuul baan ka shaqeeyaa.</b>	<i>I work in a school.</i>
<b>Iskuul baad ka shaqaysaa.</b>	<i>You work in a school.</i>
<b>Iskuul buu ka shaqeeyaa.</b>	<i>He works in a school.</i>
<b>Iskuul bay ka shaqaysaa.</b>	<i>She works in a school.</i>
<b>Iskuul baan ka shaqaynaa.</b>	<i>We work in a school.</i>
<b>Iskuul baad ka shaqaysaan.</b>	<i>You work in a school.</i>
<b>Iskuul bay ka shaqeeyaan.</b>	<i>They work in a school.</i>

If you want to tell who you work for, the following expression is used:

<b>Iskuul baan u shaqeeyaa.</b>	<i>I work for a school.</i>
<b>Dowladda baan u shaqeeyaa.</b>	<i>I work for the government.</i>
<b>Shirkad baan u shaqeeyaa.</b>	<i>I work for a company.</i>

When you want to tell with whom you work, the following expression is used:

<b>Iskuullada ayaan la shaqeeyaa.</b>	<i>I work with the schools.</i>
<b>Arday baan la shaqeeyaa.</b>	<i>I work with students.</i>
<b>Dad wanaagsan baan la shaqeeyaa.</b>	<i>I work with good people.</i>

**10.15** TRANSLATE THE FOLLOWING INTO SOMALI, USING THE APPROPRIATE PREVERBAL PREPOSITION IN THE SENTENCE

1. I work on a farm. \_\_\_\_\_.
2. They work for the city of Turku. \_\_\_\_\_.
3. He works with animals. \_\_\_\_\_.
4. We work at the factory. \_\_\_\_\_.
5. You (pl.) work for the city of Jigjiga. \_\_\_\_\_.
6. She works with patients. \_\_\_\_\_.
7. Our mother works in a theater. \_\_\_\_\_.
8. Their brother works for the police. \_\_\_\_\_.
9. We work with children. \_\_\_\_\_.

### 10.16 KEY LANGUAGE *WHERE?*

The way of forming *where* in Somali is to use words that mean place or direction with the **-kee/-tee** interrogative pronoun.

<b>xag</b> <i>side, direction</i>	+	<b>kee</b> <i>which?</i>	<b>xaggee</b> <i>which direction?, where?</i>
<b>hal</b> <i>place</i>	+	<b>kee</b> <i>which?</i>	<b>halkee</b> <i>which place?, where?</i>
<b>meel</b> <i>place</i>	+	<b>tee</b> <i>which?</i>	<b>meeshee</b> <i>which place?, where?</i>

Notice that **xaggee** and **halkee** are used more commonly than **meeshee** in this context.

### 10.17 LISTEN TO THE AUDIO AND NUMBER THE IMAGES IN THE ORDER THEY ARE DESCRIBED

A



B



C



D



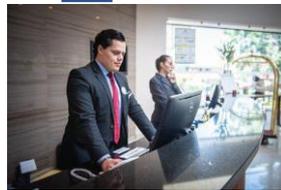
E



F



G



H



10.18   WRITE TWO SENTENCES TO DESCRIBE EACH PICTURE

<p>1. Cali <i>waa shaqaale warshad.</i> <i>Isagu warshad buu ka shaqeeyaa.</i></p>	
<p>2. Aamina _____.</p> <p>_____.</p>	
<p>3. Annagu _____.</p> <p>_____.</p>	
<p>4. Anigu _____.</p> <p>_____.</p>	
<p>5. Adigu _____.</p> <p>_____.</p>	
<p>6. Iyagu _____.</p> <p>_____.</p>	

**10.19**  LISTEN TO THE AUDIO AND MATCH THE PEOPLE TO THEIR JOBS

1.



Muumina adeerkeed

2.



Muumina eeddadeed

3.



Muumina ina-adeerkeed

4.



Muumina walaalkeed

5.



Muumina habaryarteed

**10.20** SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

1. Liibaan *waa* cuntakariye. *Isagu* cunto *ayuu kariyaa*.

2. Saynab \_\_\_\_ dhakhtar xayawaan. \_\_\_\_ xayawaan \_\_\_\_.

3. Maxamed \_\_\_\_ kalkaaliye caafimaad. \_\_\_\_ bukaanka \_\_\_\_.

4. Maryan \_\_\_\_ makaanig. \_\_\_\_ baabuur \_\_\_\_.

5. Amran \_\_\_\_ shaqaale soo dhoweyn. \_\_\_\_ macaamiil \_\_\_\_.

## 10.21 KEY LANGUAGE ADJECTIVES AND THE VERB *TO BE*

If the word which completes the meaning of the sentence (predicative complement) is a noun, in Somali the verb **yahay** *to be* is not usually used. Here the sentence particle **waa** does not mean *is!* It tells that the clause is a statement.

**Cabdi waa wiil.**

*Abdi is a boy.*

On the other hand, if the predicative complement is an adjective the verb **yahay** *to be* is used.

**Cabdi waa (uu) gaabanyahay.**

*Abdi is short.*

Note that the short subject pronoun **uu** is optional.

## 10.22 FURTHER EXAMPLES ADJECTIVES AND THE VERB *TO BE*

<u>ADJECTIVE</u> AS PREDICATIVE COMPLIMENT	<u>NOUN</u> AS PREDICATIVE COMPLIMENT
<b>Gabartu waa (ay) dheertahay.</b> <i>The girl is tall.</i>	<b>Gabartu waa ardayad.</b> <i>The girl is a student.</i>
<b>Wiilku waa (uu) dheeryahay.</b> <i>The boy is tall.</i>	<b>Wiilku waa arday.</b> <i>The boy is a student.</i>
<b>Iyagu waa (ay) fiicanyihiin.</b> <i>They are well.</i>	<b>Iyagu waa shaqaale.</b> <i>They are employees/workers.</i>

# 11

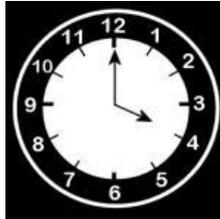
## Telling the time

### 11.1 KEY LANGUAGE TELLING THE TIME

Use **waa** when giving or asking the time in Somali.

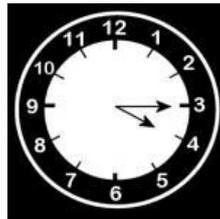
Saacaddu waa immisa / immisadii?

Waa afartii.



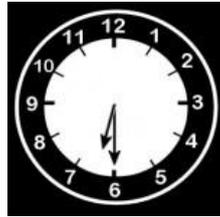
Saacaddu waa afartii.

Waa afartii iyo rubuc.



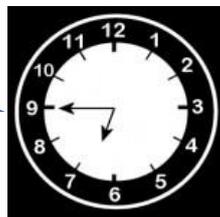
Saacaddu waa afartii iyo shan iyo toban.

Waa lixdii iyo barkii.



Saacaddu waa lixdii iyo barkii.

Waa toddobadii oo rubuc la'.



Saacaddu waa lixdii iyo shan iyo afartan.

## 11.2 VOCABULARY

			
hal seken, hal ilbiriqsi	hal daqiiqo	hal saac	nus saac
			
rubuc saac	saacad lagu tooso	Wakhtigu wuu duulayaa!	

## 11.3 MATCH THE CLOCKS TO THE TIME PHRASES

1. 

Waa labadii oo rubuc la'.
2. 

Waa saddexdii iyo rubuc.
3. 

Waa siddeeddii iyo barkii.
4. 

Waa laba iyo tobankii iyo rubuc.
5. 

Waa tobankii oo rubuc la'.

**11.4**  LISTEN TO THE AUDIO AND MARK THE TIMES YOU HEAR

1.	6:45 <input checked="" type="checkbox"/>	7:15 <input type="checkbox"/>	4.	04:45 <input type="checkbox"/>	05:15 <input type="checkbox"/>
2.	11:30 <input type="checkbox"/>	12:30 <input type="checkbox"/>	5.	10:30 <input type="checkbox"/>	10:45 <input type="checkbox"/>
3.	08:00 <input type="checkbox"/>	08:15 <input type="checkbox"/>	6.	02:45 <input type="checkbox"/>	03:15 <input type="checkbox"/>

**11.5**  WRITE THE TIMES IN FIGURES

1. Waa lixdii oo rubuc la'. = 5:45
2. Waa laba iyo tobankii iyo rubuc. = \_\_\_\_\_
3. Waa siddeedii. = \_\_\_\_\_
4. Waa labadii iyo labaatan. = \_\_\_\_\_
5. Waa saddexdii oo toban la'. = \_\_\_\_\_
6. Waa sagaalkii iyo barkii. = \_\_\_\_\_

**11.6**   WRITE DOWN THE TIMES, THEN SAY THEM OUT LOUD

1. 08:15 *Waa siddeeddii iyo rubuc.*

2. 6:30 \_\_\_\_\_.

3. 6:45 \_\_\_\_\_.

4. 12:35 \_\_\_\_\_.

5. 11:22 \_\_\_\_\_.

6. 09:15 \_\_\_\_\_.

**11.7**  FURTHER EXAMPLES TELLING THE TIME

1. – Iga raalli noqo, saacaddu waa immisa?  
– Waa labadii iyo shan iyo labaan.  
– Mahadsanid.

14:25

2. – Iga raalli noqo, saacaddu waa immisa?

– Waa afartii oo shan la’.

– Mahadsanid.

15:55

3. – Iga raalli noqo, saacaddu waa immisa?

– Waa labadii iyo shan iyo labaatan.

– Okey, mahadsanid.

14:25

4. – Iga raalli noqo, saacaddu waa immisa?

– Waa lixdii oo labaatan la’.

– Mahadsanid.

– Adigaa mudan.

17:40

5. – Iga raalli noqo, saacaddu waa immisa?

– Waa tobankii iyo toban.

– Mahadsanid.

– Adigaa mudan.

10:10

6. – Iga raalli noqo, saacaddu waa immisa?

– Waa toddobadii.

– Mahadsanid.

– Adigaa mudan.

– Mahadsanid.

07:00

<b>Iga raalli noqo!</b>	<i>Excuse me!</i>
<b>Mahadsanid!</b>	<i>Thank you!</i>
<b>Adigaa mudan!</b>	<i>You're welcome!</i>

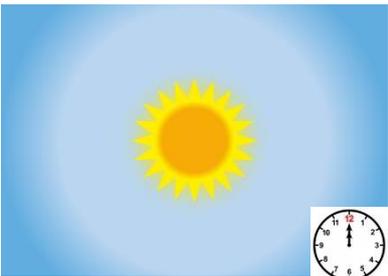
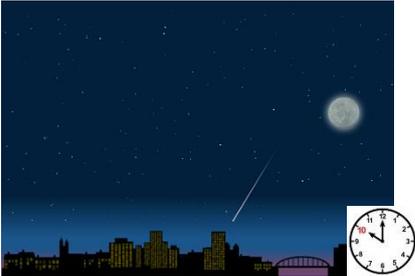
# 12

# Vocabulary

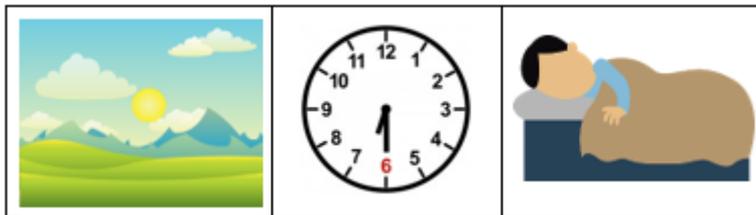
## 12.1 DAILY ROUTINES

			
toos	qubeyso	cadayso	fooldhaqo
			
quraaco	labbiso	shaqo aad	iskuul aad
			
qadee	adeeg iibso	guriga aad	cunto karso
			
cashee	weelka xal	dharka kaawiyadee	seexo

## 12.2 TIMES OF THE DAY

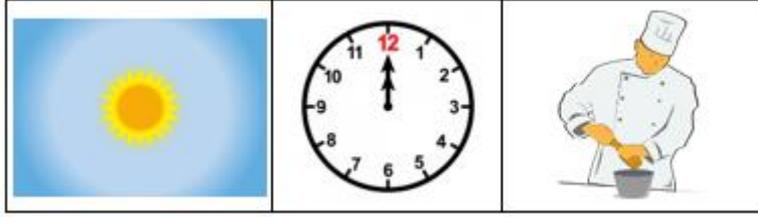
		
habeenbar, saq dhexe	waaberi	aroor, subax
		
maalin, duhur	galab, casar	gabbaldhac, casarliiq
		
makhrib	fiid	habeen

1.



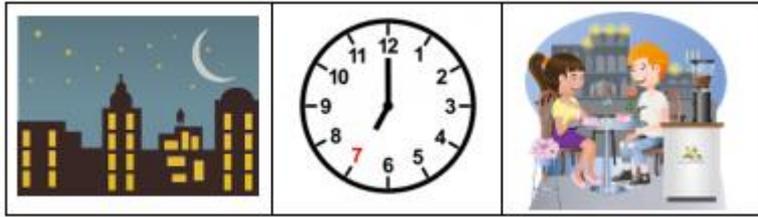
Waa aroor. Subax wanaagsan. Saacaddu waa lixdii iyo barkii. Guriga ayaan joogaa oo waan hurdaa. Hal daqiiqo ka dib saacadda ayaa yeeraysa.

2.



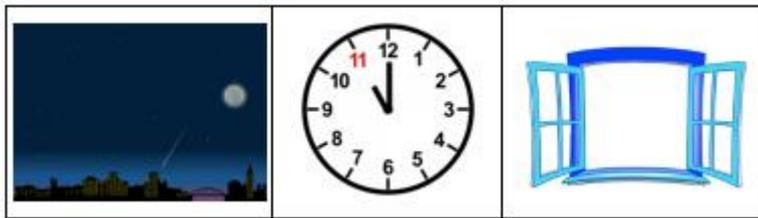
Waa maalin. Maalin wanaagsan. Saacaddu waa laba iyo tobankii. Maalintii waan shaqeeyaa. Makhaayad baan ka shaqeeyaa. Waxaan ahay cuntakariye. Cunto ayaan sameeyaa.

3.



Waa fiid. Fiid wanaagsan. Saacaddu waa toddobadii. Saaxiibtay baan kafeteeriyaha la joogaa. Kafeteeriyadu way fiicantahay. Waan sheekaysanaynaa, kafee baan cabbaynaa oo keeg/doolshe baan cunaynaa.

4.



Waa habeen. Habeen wanaagsan. Saacaddu waa laba iyo tobankii. Waa mugdi. Dariishaddu way furantahay oo waxaan maqlayaa baabuurta bannaanka maraysa.

Use the general present tense to talk about the things you do regularly: for example, when you normally go to work or eat lunch.

### 13.1

1. Toddobada ayaad **toostaa**.
2. Sagaalka ayaan shaqada **bilownaa**.
3. Shanta galabnimo ayay shaqada **ka baxaan**.
4. Shanta iyo barka subaxnimo ayay **toostaa**.
5. Kow iyo tobanka maalinnimo ayuu shaqada **bilaabaa**.
6. Maxamuud toddabada fiidnimo ayuu shaqada **ka baxaa**.

### 13.2 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

1. Shamsa 8.15 ayay ~~quraacataa~~ / quraacataa.
2. Sharmaarke 10.15 ayuu ~~seexataa~~ / seexataa.
3. Adigu 7.15 ayaad guriga ka ~~baxdaa~~ / baxdaa.
4. Anigu 9.00-ka ayaan shaqada ~~bilownaa~~ / bilaabaa.
5. Canab 12.30-ka ayay ~~qadeeyaan~~ / qadeeyaan.
6. Ninkaygu fiidkii ayuu ~~qubaystaa~~ / qubaystaa.
7. Iyadu subixii ayay ~~qubaystaan~~ / qubaysataa.
8. Carruurtoodu 8.00-da ayay ~~cashaynaa~~ / cashaynaa.
9. Idinku 4.15 ayaad shaqada ~~ka baxdaan~~ / ka baxdaan.
10. Eeddaday warshad bay ka ~~shaqaysaa~~ / shaqaysaa.

### 13.3 FILL IN THE GAPS USING THE WORDS IN THE PANEL

1. Maryan 6.20 aroornimo ayay **toostaa**.
2. Annagu 7.30-ka ayaan \_\_\_\_\_.
3. Gabartiisu 5.00-ta ayay shaqada \_\_\_\_\_.
4. Idinku 8.00-da ayaad \_\_\_\_\_.
5. Xaawo 12.20 ayay \_\_\_\_\_.
6. Annagu 4.00-ta ayaan shaqada \_\_\_\_\_.
7. Hooyadiis 9.00-ka ayay \_\_\_\_\_.
8. Iyagu 10.00-ka ayay \_\_\_\_\_.

toostaa	quraacannaa	ka baxdaa	qadaysaa
bilowdaa	toostaan	toosaan	ka baxnaa

### 13.4 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

1. Annagu 6.00-da ayaan **toosnaa (toos)**.
2. Xaaskaygu 4.30-ka ayay shaqada \_\_\_\_\_ **(ka bax)**.
3. Isagu 13.00-da ayuu \_\_\_\_\_ **(qadee)**.
4. Shamsa jaamacadda ayay \_\_\_\_\_ **(ka shaqee)**.
5. Annagu 7.00-da ayaan \_\_\_\_\_ **(cashee)**.
6. Anigu 9.00-ka ayaan shaqada \_\_\_\_\_ **(bilow)**.
7. Gabartaydu 7.00-da ayay \_\_\_\_\_ **(toos)**.
8. Idinku 8.30-ka ayaad \_\_\_\_\_ **(quraaco)**.

### 13.5 REWRITE THE SENTENCES, CORRECTING THE ERRORS

1. Ardaydu 14.00-da ayay iskuulka **ka baxaa**.

*Ardaydu 14.00-da ayay iskuulka ka baxaan.*

2. Xaaskaygu 10.30-ka ayay **seexannaa**.

\_\_\_\_\_.

3. Idinku subixii ayaad **toosnaa**.

\_\_\_\_\_.

4. Ninkaygu 16.45 ayuu shaqada **bilownaa**.

\_\_\_\_\_.

5. Wiilkaygu subixii ayuu **qubaysataa**.

\_\_\_\_\_.

6. Gabartaydu galabtii ayay telefishanka **fiirsadaa**.

\_\_\_\_\_.

7. Annagu 16.00-ta ayaan shaqada **ka baxdaan**.

\_\_\_\_\_.

### 13.6 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Anab talks about her daily routine and work schedule.

1. Iyadu 9.30-ka ayay toostaa.

Run  Been

True False



2. Canab 16.00-ka ayay shaqada ka baxdaa.

Run  Been

3. Iyadu 12.15 ayay qadaysaa.

Run  Been

4. Iyadu 7.00-da ayay quraacataa.

Run  Been

5. Iyadu 9.00-ka ayay shaqada bilowdaa.

Run  Been

6. Canab fiidkii ayay telefshan fiirsataa.

Run  Been

7. Canab subixii bay jimicsataa.

Run  Been

**13.7** USE THE PICTURES TO CREATE 9 CORRECT SENTENCES  
AND SAY THEM OUT LOUD



## 14

## Describing your week

## 14.1 VOCABULARY DAYS OF THE WEEK

You can talk about your usual weekly activities using the general present tense with time phrases.

**wiikendhi** *weekend*

<b>isniin</b>	<b>talaado</b>	<b>arbaco</b>	<b>khamiis</b>	<b>jimce</b>	<b>sabti</b>	<b>axad</b>
<i>MON</i>	<i>TUE</i>	<i>WED</i>	<i>THU</i>	<i>FRI</i>	<i>SAT</i>	<i>SUN</i>

**toddobaad, wiig** *week*

## 14.2 KEY LANGUAGE THE DAY(S) YOU DO SOMETHING

Use definite article with the day of the week to say the day you do something.

**Isniinta 10.00-ka ayaan seexanayaa.** [PRESENT PROGRESSIVE]

*On Monday I go to bed at 10 o'clock.*

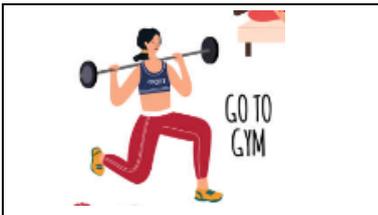
You can say the plural form of the day of the week with the correct definite article to show that the thing happens regularly on that day.

**Isniinaha 10.00-ka ayaan seexdaa.**

*On Mondays I go to bed at 10 o'clock.*

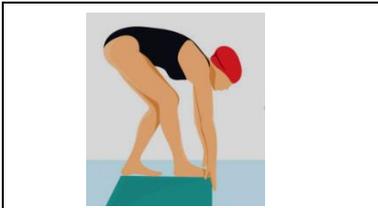
<b>isniin</b>	<i>Monday</i>	<b>talaado</b>	<i>Tuesday</i>
<b>isniinta</b>	<i>on Monday</i>	<b>talaadada</b>	<i>on Tuesday</i>
<b>isniino</b>	<i>Mondays</i>	<b>talaadooyin</b>	<i>Tuesdays</i>
<b>isniinaha</b>	<i>on Mondays</i>	<b>talaadooyinka</b>	<i>Tuesdays</i>

### 14.3 VOCABULARY ACTIVITIES



**jirdhis** *gym*

- Isniinaha jirdhis **baan tagaa**.
- *I go to the gym on Mondays.*



**dabaal** *swimming*

- Talaadooyinka dabaal **bay tagtaa**.
- *She goes swimming on Tuesdays.*



**teenis** *tennis*

- Arbacooyinka teenis **bay ciyaartaa**.
- *She plays tennis on Fridays.*



**akhris** *reading*

- Sabtiyada buug bay **akhrisaa**.
- *She reads a book on Saturdays.*

### 14.4 FILL IN THE GAPS TO COMPLETE THE SENTENCES

1.  Talaadooyinka iyagu *kubbadda kolayga bay ciyaaraan*.

2.  Isniinaha isagu \_\_\_\_\_.

3.  Arbacooyinka iyadu \_\_\_\_\_.

4.  Axadaha annagu \_\_\_\_\_.

5.  Sabtiyada carruurta \_\_\_\_\_.

6.  Jimcayaasha anigu \_\_\_\_\_.

### 14.5 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

1. **Jimcayaasha** annagu teenis baan ciyaarnaa.
2. \_\_\_\_\_ (**sabti**) adigu jirdhis baad tagtaa.
3. \_\_\_\_\_ (**axad**) isagu dabaal buu tagaa.
4. \_\_\_\_\_ (**isniin**) iyadu teenis bay ciyaartaa.
5. \_\_\_\_\_ (**talaado**) annagu dabaal baan tagnaa.
6. \_\_\_\_\_ (**arbaco**) idinku jirdhis baad tagtaan.
7. \_\_\_\_\_ (**khamiis**) anigu kubbadda kolayga baan ciyaaraa.

### 14.6 VOCABULARY FREQUENCY PHRASES

Use frequency phrases to say how often something normally happens.

<b>toddobaadkii hal mar</b>	<i>once a week</i>
<b>toddobaadkii laba mar</b>	<i>twice a week</i>
<b>toddobaadkii saddex mar</b>	<i>three times a week</i>
<b>maalin walba</b>	<i>every day</i>
<b>maalin dhaaf</b>	<i>every other day</i>

## 14.7 FURTHER EXAMPLES FREQUENCY PHRASES

1. Toddobaadkii hal mar baan dabaal tagaa.
2. Toddobaadkii laba mar baad jirdhis tagtaa.
3. Toddobaadkii afar mar bay tennis ciyaartaa.
4. Maalin walba 12.00-ka ayaan qadaynaa.
6. Maalin dhaaf ayay goolof ciyaaraan.

## 14.8 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

1. Maalin walba Cali 6.30-ka ayuu toosaa.

Run  Been

*True* *False*

2. Caasha maalin walba 7.15 ayay quraacataa.

Run  Been

3. Axmed toddobaadkii hal mar ayuu goolof ciyaaraa.

Run  Been

4. Carruurtu maalin walba ayay qubaystaan.

Run  Been

5. Idinku toddobaadkii laba mar ayaad tennis ciyaartaan.

Run  Been

6. Anigu wiikendhi walba telefishan ayaan fiirsadaa.

Run  Been

**14.9** PUT THE WORDS IN ORDER TO FORM A CORRECT SENTENCE

1. quraacataa. walba maalin Caasha ayay 7.15.

*Caasha maalin walba 7.15 ayay quraacataa.*

2. Idinku qadaysaan. maalin walba ayaad 12-30-ka

\_\_\_\_\_.

3. 10-ka carruurta ayay Wiikendhiyadii seexdaan.

\_\_\_\_\_.

4. dhaqdaa. dharkiisa ayuu Toddobaadkii mar saddex

\_\_\_\_\_.

5. toddobaadkii Sacdiya laba mar tagtaa. jirdhis ayay

\_\_\_\_\_.

**14.10** READ THESE SENTENCES ABOUT HABITS IN OTHER CULTURES. ARE THEY SIMILAR TO HABITS IN THE COUNTRY YOU LIVE IN NOW?

1. Bariga Dhexe dadku waxay badanaa qadeeyaan 2-da duhurnimo ka dib.

*In the Middle East, people usually eat lunch after 2:00 PM.*

*Maya, Finland dadku waxay qadeeyaan 11.00-ka barqannimo ka dib.*

*No, in Finland, people eat lunch after 11:00 AM.*

2. Jabbaan carruurta waxay iskuulka ka baxaan 3.15 galabnimo.

*In Japan, children finish school at 3:15 PM.*

3. Isbeyn dad badan ayaa casheeya qiyaastii 11.00-ka habeennimo.

*In Spain, many people eat dinner around 11:00 PM.*

4. Maraykanka qoysas badan ayaa wiikendhiga toosa 7.00-da aroornimo ka hor.

*In the United States, many families get up before 7:00 AM at the weekend.*

**14.11** LISTEN AND CHOOSE THE CORRECT OPTION A, B, OR C

	<b>A</b>	<b>B</b>	<b>C</b>
<b>1.</b> ... waxaan tagaa jirdhis.	Isniinaha	Talaadooyinka	Jimcayaasha
<b>2.</b> ... saaxiibbadood ayay booqdaan.	Sabtiyada	Arbacooyinka	Axadaha
<b>3.</b> ... guriga waalidkeen ayaan aadnaa.	Khamiisaha	Axadaha	Talaadooyinka
<b>4.</b> ... walaalahay xilli dambe ayay toosaan.	Sabtiyada	Jimcayaasha	Isniinaha
<b>5.</b> ... xisadda Cilmiga bulshada ayaan tagaa.	Talaadooyinka	Jimcayaasha	Arbacooyinka

**15.1 KEY LANGUAGE NEGATIVES WITH THE VERB “TO BE”**

The negation particle **ma** *not* is used with the negative general present forms for **yahay** *to be*, meaning *I am not, you are not* etc., which are given below:

	The negation particle <b>ma</b> <i>not</i>	The negative general present forms for <b>yahay</b> <i>to be</i>		
<i>I</i>	ma	ihi (ahi)	<b>ma ihi</b>	<i>I am not</i>
<i>you</i>	ma	tihid	<b>ma tihid</b>	<i>you are not</i>
<i>he, it</i>	ma	aha	<b>ma aha</b>	<i>(he) is not</i>
<i>she, it</i>	ma	aha	<b>ma aha</b>	<i>(she) is not</i>
<i>we</i>	ma	ihin	<b>ma ihin</b>	<i>we are not</i>
<i>you</i>	ma	tihin	<b>ma tihin</b>	<i>you are not</i>
<i>they</i>	ma	aha	<b>ma aha</b>	<i>(they) are not</i>

**15.2 FURTHER EXAMPLES NEGATIVES WITH THE VERB “TO BE”**

<b>Macallin baan ahay.</b>	<i>I am a teacher.</i>	<b>Macallin ma ihi.</b>	<i>I am not a teacher.</i>
<b>Macallin baad tahay.</b>	<i>You are a teacher.</i>	<b>Macallin ma tihid.</b>	<i>You are not a teacher.</i>
<b>Isagu waa macallin.</b>	<i>He is a teacher.</i>	<b>Isagu macallin ma aha.</b>	<i>He is not a teacher.</i>
<b>Iyadu waa macallimad.</b>	<i>She is a teacher.</i>	<b>Iyadu macallimad ma aha</b>	<i>She is not a teacher.</i>

<b>Macallimiin baan nahay.</b>	<i>We are teachers.</i>	<b>Macallimiin ma nihin.</b>	<i>We are not teachers.</i>
<b>Macallimiin baad tihiin.</b>	<i>You are teachers.</i>	<b>Macallimiin ma tihin.</b>	<i>You are not teachers.</i>
<b>Iyagu waa macallimiin</b>	<i>They are teachers.</i>	<b>Macallimiin ma aha.</b>	<i>They are not teachers.</i>

### 15.3 TRANSLATE INTO ENGLISH OR FINNISH

1. Soomaaliya ma waddan weyn baa?

*Is Somalia a big country?*

Maya, ma aha. Soomaaliya waa waddan yar.

*No, it is not. Somalia is a small country.*

2. Iyadu raashiyaan miyaa?

\_\_\_\_\_.

Maya, ma aha. Iyadu waa finish.

\_\_\_\_\_.

3. Cibaado ma walaashaa baa?

\_\_\_\_\_.

Maya, ma aha. Cibaado waa habaryartay.

\_\_\_\_\_.

4. Cali ma beeralay baa?

\_\_\_\_\_.

Maya, ma aha. Cali waa makaanig.

\_\_\_\_\_.

5. Kaasi ma qof baa?

\_\_\_\_\_.

Maya, ma aha. Kaasi waa geed.

\_\_\_\_\_.

**15.4** REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER AND TRANSLATE THEM INTO ENGLISH OR FINNISH

1. aha. ma walaalkay Cali

*Cali walaalkay ma aha.*

2. iswiidhish Anigu ma ihi.

---

3. baabuurka Kaasi walaashay aha. ma

---

4. ma nihin. Annagu barayaal

---

5. Idinku ma tihin. macallimiintooda

---

6. dhakhtar xayawaan Walaashay ninkeeda ma aha.

---

7. adeerkiis Axmed ma korontayaqaan aha.

---

**15.5** FILL IN THE GAPS TO MAKE NEGATIVE SENTENCES AND TRANSLATE THEM INTO ENGLISH OR FINNISH

1. Dhismahaas xafiis *ma aha.*

2. Bisadda magaceedu Miyaaw \_\_\_\_\_.

3. Annagu arday xun \_\_\_\_\_.

4. Idinku farshaxaniistayaal cusub \_\_\_\_\_.

5. Anigu injineer \_\_\_\_\_.

6. Adigu duuliye \_\_\_\_\_.

7. Taasi dariishad weyn \_\_\_\_\_.

8. Kuwani boorsooyinkeenna \_\_\_\_\_.

### 15.6 REWRITE THE SENTENCES, CORRECTING THE ERRORS AND TRANSLATE THEM INTO ENGLISH OR FINNISH

1. Adigu makaanig **ma aha**.

**Adigu makaanig ma tihid.**

*You are not a mechanic.*

2. Saacaddu 9-kii subaxnimo **ma nihin**.

\_\_\_\_\_

3. Anigu noorweejiyaan **ma aha**.

\_\_\_\_\_

4. Walaalkay xirfadle beerguri **ma ihi**.

\_\_\_\_\_

5. Walaashay iyo habaryartay arday ma **nihin**.

\_\_\_\_\_

6. Walaalahay raashiyaan **ma tihid**.

\_\_\_\_\_

### 15.7 ORAL SKILLS EXERCISES



Anigu waxaan ahay Tarzan. Adigu yaad tahay?

Anigu waxaan ahay Tarzan, Adigu waxaad tahay Jane.

Anigu waxaan ahay Jane.



Anigu waxaan ahay Jane, adigu waxaad tahay Tarzan.

\*\*\*

Taasi waa Alma. Alma  
waa daanyeerad.



Anigu daanyeer ma ihi.  
Anigu waxaan ahay qof.

Laakiin anigu nin baan  
ahay! Adigu nin ma tihid.

Anigu nin baan ahay, adigu naag  
baad tahay.

Haa, Alma waa  
daanyeerad.

Anigu xitaa qof  
baan ahay.

Ma ihi, anigu nin ma ihi.  
Anigu naag baan ahay.

\*\*\*

Alma way qurxoontahay.

Adigu xitaa waad qurxoontahay!  
Af soomaaligana si fiican baad  
ugu hadashaa.

Maya, af soomaaliga si  
fiican uguma hadlo.  
Waxaan ahay finish.

Haa, Finland waxaad ku  
hadashaan af finish. Sidoo  
kale iswiidhishkuna waxay ku  
hadlaan af finish.

Kuma hadlaan.

Laakiin anigu af finish kuma hadlo.  
Af soomaali kaliya ayaan ku hadlaa.



## 15.8 READ THE SENTENCES



<b>Waan idin salaamay!</b>	<i>Hi everyone!</i>
<b>Magacaygu waa Riko.</b>	<i>My name is Riko.</i>
<b>Anigu shiinays ma ihi, Jabbaan baan u dhashay.</b>	<i>I'm not Chinese, I'm from Japan.</i>
<b>Midabka buluugga ayaan ugu jeclahay.</b>	<i>My favourite colour is blue.</i>
<b>Saaxiibbo ayaan waddannada (oo) dhan ka rajaynayaa.</b>	<i>I want to have friends from all the countries.</i>
<b>Igala soo xiriir ...</b>	<i>Contact me at ...</i>



<b>Waan idin salaamay!</b>	<i>Hello everyone!</i>
<b>Magacaygu waa Timo.</b>	<i>My name is Timo.</i>
<b>Waxaan u dhashay waddanka Finland. Finish baan ahay.</b>	<i>I am from Finland. I am Finnish.</i>
<b>Midabka cagaarka ayaan ugu jeclahay.</b>	<i>My favourite colour is green.</i>
<b>Anigu arday ma ihi. Waxaan ahay macallin.</b>	<i>I'm not a student. I am a teacher.</i>
<b>Emailkaygu waa ...</b>	<i>My email is ...</i>



<b>Waan idin salaamay!</b>	<i>Hi everyone!</i>
<b>Magacaygu waa Jude.</b>	<i>I'm Jude.</i>
<b>Kameruuniyaan baan ahay.</b>	<i>I'm Cameroonian.</i>
<b>Midabka casaanka ayaan ugu jeclahay.</b>	<i>My favourite colour is red.</i>
<b>Anigu koox muusig kuma jiro, laakiin waxaan ku jiraa koox is-boorti.</b>	<i>I am not in the music group, but I am in the sports team.</i>
<b>Igala soo xiriir ...</b>	<i>Contact me at ...</i>



<b>Waan idin salaamay!</b>	<i>Hello everyone!</i>
<b>Magacaygu waa Sara.</b>	<i>I'm Sara.</i>
<b>Anigu kolombiyaan ma ihi, waxaan ahay meeksikaan.</b>	<i>I'm not Colombian, I'm Mexican.</i>
<b>Midabka basaliga ayaan ugu jeclahay.</b>	<i>My favourite colour is pink.</i>
<b>Jaamacad ayaan dhigtaa.</b>	<i>I go to university.</i>
<b>Emailkaygu waa ...</b>	<i>My email is ...</i>

### 15.9 ARE THE SENTENCES TRUE OR FALSE?

1. Riko waa shiinays.

Run       Been

*True*              *False*

2. Timo waa arday.

Run       Been

3. Jude wuxuu ku jiraa koox muusig.

Run       Been

4. Sara jaamacad ma dhigato.

Run       Been

### 15.10 READ THE TEXTS AGAIN AND COMPLETE THE TABLE IN SOMALI

Name	Country	Favourite colour

### 15.11 KEY LANGUAGE TAG QUESTIONS WITH **SOW MA AHA** IS IT NOT, ISN'T IT?

A tag question is one where part of the question is repeated, or “tagged”, to the end of a sentence. Usually, we use tag questions to ask for confirmation. In Somali a single phrase is used for this purpose, **sow ma aha?** *isn't it?* It may also appear without the space between the last two words, **sow maaha?** *isn't it?* Such constructions are complex in English as you can see in the examples below:

<b>Maanta waa isniin, sow ma aha?</b>	<i>Today is Monday, isn't it?</i>
<b>Maanta waa maalin fasax, sow ma aha?</b>	<i>It's a day off today, isn't it?</i>
<b>Aabbahaa waayeel ma aha, sow ma aha?</b>	<i>Your father is not old, is he?</i>
<b>Kani waa walaalkaa, sow ma aha?</b>	<i>This is your brother, isn't he?</i>
<b>Tani waa walaashaa, sow ma aha?</b>	<i>This is your sister, isn't she?</i>

**15.12 FURTHER EXAMPLES TAG QUESTIONS WITH SOW MA AHA IS IT NOT, ISN'T IT?**

<b>Magaceedu waa Ismahaan, sow ma aha?</b>	<i>Her name is Ismahaan, isn't it?</i>
<b>Aabbihiis wuu dhintay, sow ma aha?</b>	<i>His father is died, didn't he?</i>
<b>Kaas baan doonaynaa, sow ma aha?</b>	<i>We want that one, don't we?</i>
<b>Way ku siin doonaan, sow ma aha?</b>	<i>They will give (it) to you, won't they?</i>
<b>Walaasheed waa midda qurxoon, sow ma aha?</b>	<i>Her sister is the pretty one, isn't she?</i>
<b>Iyagu waa soomaali, sow ma aha?</b>	<i>They are Somalis, aren't they?</i>

# 16

## More negatives

### 16.1

