

CHAPTER 6 - CHANGES AFFECTING FEMININE NOUNS

PATTERN: DEFINITE AND INDEFINITE EXPRESSIONS.

Note the changes to the root word when suffixes are added:

Q: Tani waa maxay?	What is it?
A1: Tani waa mind i.	This is a knife. [indefinite]
A2: Waa mind ida cusub.	It is the new knife. [new information / some topic being introduced]

or the answer could be:

A3: Waa mind idii.	It is the knife. [previously known or dis- cussed / given information]
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Repeat the following examples, noting the changes that are going to be discussed in this chapter:

Tani waa _____. Waa _____ cusub.			
dayuurad	an airplane	dayuuradda	the new airplane
lo'	cattle	lo'da	the new cattle
daawo	medicine	daawada	the new medicine
waddo	a street	waddada	the new street
gabadh	a girl	gabadhdha	the new girl

Waa maxay?	Waa ____.	Waa ____.	
dayuurad	an airplane	dayuuraddii	the airplane
lo'	cattle	lo'dii	the cattle
daawo	medicine	daawadii	the medicine
waddo	a street	waddadii	the street
gabadh	a girl	gabadhdhii	the girl

Note that the distinction between DEFINITE (with an article) and INDEFINITE (without an article) follows the pattern discussed for masculine nouns in the last chapter: **new** (being introduced in a conversation) is marked by **-a**; and **given** (known by the speakers or already discussed) is marked by **-ii**.

Remember that the **feminine marker** is **t-** on the ARTICLES **-ta** and **-tii** and on the DEMONSTRATIVES **tan, taa, taas, or teer**. The changes to **t** that are described in this chapter apply to *all* of these suffixes. For further discussion see SRG: 150-154.

Exercise 1: CHANGE OF -O TO -A AND OF -TA TO -DA.

With feminine nouns that end in the **vowel -o**, the **t**-ending changes to **-d**, and the vowel will match that of the suffix. Note that this change is *parallel* to that described for masculine nouns ending in **-o** (on page 41):

cunto	food	cuntada
daawo	medicine	daawada
hooyo	mother	hooyada
magaalo	city	magaalada
shaqo	work	shaqada
sheeko	story	sheekada
waddo	road	waddada

Exercise 2: CHANGE OF -O TO -A BUT OF -TA TO -DII.

When the given information or subject suffix is added to the above words, the **vowel o** also changes to **a**. Note that this is *not parallel* to the change to **-i** described for masculine nouns ending in **-o** in the previous chapter.

cunto	food	cuntadii
daawo	medicine	daawadii
hooyo	mother	hooyadii
magaalo	city	magaaladii
shaqo	work	shaqadii
sheeko	story	sheekadii
waddo	road	waddadii

Exercise 3: CHANGE OF -TA TO -DHA (OR -A IN SPELLING)

In dialects that have feminine nouns ending in **-dh**, the **-ta** suffix changes to **-dha**. In other dialects these words end in **r**, so the ending is **-ta** and this change does *not* take place. Note, however, that even in those dialects where forms do end in **dh**, *the Somali spelling system does not generally write it double*, i.e., as **-dhdh-**; see SRG: 16.

gabadh		girl	gabaddha
Alt:	gabar	(ta)	gabarta
feedh		rib	feedhdha
Alt:	feer	(ta)	feerta
laydh		air	laydhda
Alt:	layr	(ta)	layrta
qoodh		stud animals	qoodhdha
Alt:	qoor	(ta)	qoorta
qudh		self	qudhda
Alt:	qur	(ta)	qurta
xaydh		lard	xaydhda
Alt:	xayr	(ta)	xayrta

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GRAMMATICAL NOTE.

Contrast two of the above examples with homonyms that occur in those dialects that do not have words ending in -dh:

feer	(ka)	punch, blow	[masculine]
feer	(ta)	rib	[feminine]
qoor	(ta)	stud animals	[fem-plural]
qoor	(ta)	neck	[feminine]

Exercise 4: CHANGE OF -TA TO -DA.

If a feminine noun ends in a **vowel** (other than -o) or with a **d, h, kh, x, w, y**, or **'** (glottal stop) the **t** changes to **d**.

Talaada	Tuesday	Talaadada
duni	world	dunida
mind i	knife	mindida
si	way, method	sida
Soomaali	Somali people	Soomaalida
bad	sea, ocean	badda
dawlad	government	dawladda
dayuurad	airplane	dayuuradda
jariidad	newspaper	jariidadda
nab ad	peace	nabadda
shand ad	suitcase	shandadda
warq ad	letter; paper	warqadda
bah	of same mother	bahda
taari ikh	date; history	taariikhda
was akh	garbage	wasakhda
dh ex	middle, center	dhexda
sub ax	morning	subaxda
neecaw	fresh air	neecawda
ee y	female dog	eeeyda
da'	age	da'da
lo'	cattle	lo'da

This change also applies to the FEMININE OCCUPATION forms that have the suffix **-ad**; these words were introduced in Chapter 2:

askari ad	soldier	askariyadda
dhabbaak had	cook	dhabbaakhadda
dhakhtar ad	doctor	dhakhtaradda
karraani ad	clerk	karraaniyadda
macallim ad	teacher	macallimadda

Exercise 5: CHANGE OF -L + -TA TO -SHA.

A common change involves words that end in an -l, whereby the combination of this final -l plus a suffix beginning with -t changes both sounds to **sh**:

basal + -ta	onion	basasha
bil + -ta	moon, month	bisha
dabeyl + -ta	wind	dabeyssha
dul + -ta	surface, top	dusha
dhal + -ta	offspring	dhasha
hal + -ta	female camel	hassha
il + -ta	eye; spring	isha
meel + -ta	place	meesha
ul + -ta	stick	usha
walaal + -ta	sister	walaasha

This also involves PLURAL FORMS OF DECLENSION 7, which we won't otherwise be discussing until Chapter 29:

aabbayaal	fathers	aabbayaasha
barayaal	teachers	barayaasha
furayaal	keys	furayaasha
ilmayaal	babies	ilmayaasha

Exercise 6: PATTERN PRACTICE.

Repeat after your teacher, following the pattern below:

Cuntadii meedey?
Cuntadii waa tan.

Where is the food?
Here's the food.

magaalo	city	magaaladii
waddo	road	waddadii
daawo	medicine	daawadii
mind	knife	mindidii
lo'	cattle	lo'dii
shandad	suitcase	shandaddii
dayuurad	airplane	dayuuraddii
gabadh	girl	gabadhii

Exercise 7: ANSWERS WITH DEFINITE INFORMATION.

Repeat after your teacher:

Waa ayo?

Who is it?

Waa dhakhtaraddii.

It is the (female) doctor.

Your teacher will read the first (indefinite) form; without looking at the right hand column, substitute the definite form according to the above pattern.

macallimad

macallimaddii

the teacher

gabadh

gabaddhii

the girl

dhabbaakhad

dhabbaakhaddii

the cook

askariyad

askariyaddii

the soldier

hooyo

hooyadii

the mother

walaal

walaashii

the sister

aabbayaal

aabbayaashii

the fathers

barayaal

barayaashii

the teachers

Exercise 8: EXPANDED QUESTIONS AND ANSWERS.

Waa maxay?

What is it?

Waa basal.

It is an onion.

Waa basasha.

It is the onion.

Use the following in the above pattern:

hal

cow camel

hasa

the cow camel

meel

place

meesha

the place

ul

stick

usha

the stick

dul

top

dusha

the top

dabeyl

wind

dabeysa

the wind

Exercise 9: TRANSLATION.

Translate the following into English:

Daauid iyo Cali waa walaalo.

Daauid waa bah Xaliimo.

Calise waa bahdii Faadumo.

-se [conj] but

Exercise 10: TRANSCRIPTION PRACTICE.

Repeat the following after your teacher, then write it down with-out looking at the text. New words have been used in order to test your ability to hear and transcribe Somali.

Jaalle Yuusuf aabbihiis iyo gabadha baa dukaanlaha furaha siiyey. Iyagu furaha oo dariiqa yaalla bey heleen markey magaalada tageen. Dukaanlaha magaciisa baa furaha ku qornaa, markaas buu dukaanluhu, cunto iyo shaah siiyey.

TRANSLATION: Comrade Joseph's father and the girl gave the key to the shopkeeper. They found the key lying on the ground in the street when they went to the city. The shopkeeper's name was written on the key, so the shopkeeper gave them food and tea.

Exercise 11: IDENTIFYING FEMININE SUFFIXES.

Translate the following into English; indicate if the suffix is an ARTICLE or a DEMONSTRATIVE:

carruurtii

cuntadan

bishan

naagtii

gabaddhan

gabartaas

ushan

lo'daas

magaaladan

dawladdaas

hashii

xaydhdhii

carruurtan

cuntadaas

bishaas

naagtan

gabaddhii

gabartan

ushii

lo'dii

magaaladii

dawladdii

hashan

xaydhdhaas

carruurtaas

cuntadii

bishii

naagtaas

gabaddhaas

gabartii

ushaas

lo'dan

magaaladaas

dawladdan

hashaas

xaydhdhan

Exercise 12: VOCABULARY AND GRAMMAR REVIEW.

Give the root word and the English meaning of:

basasha	_____	_____
cuntadii	_____	_____
daawadan	_____	_____
dawladdaas	_____	_____
dayuuraddii	_____	_____
gabaddhan	_____	_____
hashii	_____	_____
hooyo	_____	_____
lo'dii	_____	_____
macallimaddaas	_____	_____
magaaladan	_____	_____
meesha	_____	_____
neecawdii	_____	_____
shandaddan	_____	_____
shaqadaas	_____	_____
subaxdan	_____	_____
ushii	_____	_____
waddada	_____	_____
warqaddaas	_____	_____

CHAPTER 7 - IMPERATIVE VERB FORMS

DIALOG: TEACHER AND STUDENTS HAVE A CLASS.

Repeat these and take note of the highlighted forms.

- | | | |
|--|--|------------|
| S1: Subax wanaagsan,
macallin. | Good morning,
teacher. | |
| T: Subax wanaagsan.
Ma nabad baa? | Good morning.
How are you? | |
| S1: Waa nabad. Fine. | | |
| T: Fasalka gal . Enter the classroom. | | |
| S1: Waa yahay, macallin. | OK, teacher. | |
| T: Magacaaga ii sheeg . | Tell me your name. | [ii to me] |
| S1: Magacaygu waa
Maxamed. | My name is
Mahammed. | |
| Ardeyga cusub baan ahay. | I'm the new student. | |
| T: Adigase, magacaagu
waa maxay? your name? | And you, what is | |
| S2: Waa Maryan. | It's Mary. | |
| T: Buugga casharka
labaad fura . chapter two. | Open the book to | |
| T: Akhriya erayadan.
Waa wanaag.
Buugagga xira . | Read these words.
Good.
Close the books. | |

GRAMMATICAL NOTE

Although the imperative is not common, the singular imperative is the main **citation form** for each verb; you need to know it to find a verb in a Somali dictionary. It is also the form upon which most other tenses are built. See SRG: 76, 77, 202-203.

Verbs represent the most complicated area of Somali grammar. The IMPERATIVE is the simplest of *seven systems* for each Somali verb. The others taken up in later chapters include:

Declarative forms that are used in statements and questions (will be discussed in Chapters 8-10 and 15-17)

Subject or Focus Agreement forms (in Chapter 23)

Relative forms (in Chapters 21, 27, 32)

Negative forms (in Chapters 24, 26, 44)

Optative forms that express wishes (in Chapter 34)

Potential forms (in Chapter 45)

PATTERN: FORMING THE PLURAL IMPERATIVE.

Add **-a** to the singular imperative forms below:

gal	enter, go in	gala
bax	exit, go out	baxa
bar	teach	bara
sheeg	tell	sheega
fur	open	fura
xir	close	xira
keen	bring	keena
cun	eat	cuna
jar	cut (up)	jara
dir	send	dira
tag	go (to)	taga
qor	write	qora
qaad	take, pick up	qaada
dhig	put (down)	dhiga
shid	light, ignite	shida
hay	hold, keep	haya
hel	find, obtain	hela

If a verb ends in an **-i** or **-e**, add **-ya** to form the plural:

sii	give	siiya
akhri	read	akhriya
kari	boil, cook	kariya
bislee	cook	bisleeya
safee	clean	safeeya
samee	make	sameeya

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GRAMMATICAL NOTE.

The PLURAL IMPERATIVE is generally formed by adding **-a** to the SINGULAR IMPERATIVE or the VERB ROOT. See SRG: 78.

Exercise 1: PATTERN DRILL - SINGULAR IMPERATIVE.

Repeat after your teacher and substitute the word in the frame, forming a new sentence:

Cuntada	keen	Bring the food.
	bislee	Cook the food.
	cun	Eat the food.
	jar	Cut up the food.
	dir	Send the food.
Guriga	gal	Enter the house.
	safee	Clean the house.
	tag	Go to the house.
	fur	Open (up) the house.
	xir	Close (up) the house.
Dabka Sigaarka Siraadka Nalka Qoriga	shid	Light the fire.
		Light the cigarette.
		Turn on the lamp.
		Turn on the light.
		Light up the wood.
Buugga	akhri	Read the book.
	qor	Write the book.
	qaad	Pick up the book.
	dhig	Put down the book.
	sii	Give the book.

Exercise 2: PATTERN DRILL - PLURAL IMPERATIVE.

Repeat after your teacher and substitute the word in the frame:

Cuntada	keena bisleeya cuna jara dira	Bring the food. Cook the food. Eat the food. Cut up the food. Send the food.
Guriga	gala safeeya taga fura xira	Enter the house. Clean the house. Go to the house. Open (up) the house. Close (up) the house.
Dabka Sigaarka Siraadka Nalka Qoriga	shida	Light the fire. Light the cigarette. Turn on the lamp. Turn on the light. Light up the wood.
Buugga	akhriya qora qaada dhiga siiya	Read the book. Write the book. Pick up the book. Put down the book. Give the book.

Exercise 3: QUESTION FOLLOWED BY A COMMAND.

Maxaan sameeyaa?	What shall I do?
Dabka shid.	Light the fire.

Substitute the commands given in Exercise 1.

Cuntada	keen	Bring the food.
	bislee	Cook the food.
	cun	Eat the food.
	jar	Cut up the food.
	dir	Send the food.
Guriga	gal	Enter the house.
	safee	Clean the house.
	tag	Go to the house.
	fur	Open (up) the house.
	xir	Close (up) the house.
Dabka	shid	Light the fire.
Sigaarka		Light the cigarette.
Siraadka		Turn on the lamp.
Nalka		Turn on the light.
Qoriga		Light up the wood.

Exercise 4: FREE CONVERSATION.

Greet your teacher or classmates (as in Chapter 2), ask their names (Chapter 3), and command them using the material you have just studied. For example:

Galab wanaagsan, macallin.	Good afternoon, teacher.
Galab wanaagsan.	Good afternoon.
Maxaad sheegtey?	What news have you got?
Nabad. Ma nabad baa?	Good. How are you?
Waa nabad.	Fine.
Magacaa?	What's your name.
Magacaygu waa Ibraahim.	My name is Abraham.
Maxaan sameeyaa?	What shall I do?
Warqad qor.	Write a letter.

Exercise 5: TRANSLATION PRACTICE.

Translate the following commands:

Cuntada cun.	Eat the food.
Guriga safee.	Clean the house.
Buugga akhri.	Read the book.
Warqadda qor. Write the letter.	Send the letter.
Warqadda dir.	Tell me your name.
Magacaaga ii sheeg.	

Exercise 6: COMMANDS INVOLVING INDEFINITE OBJECTS.

Read a book.	Buug akhri.
Write a letter. Warqad qor.	
Eat some food. Cunto cun.	
Clean a house. Guri safee.	
Light a fire.	Dab shid.

Exercise 7: COMMANDS INVOLVING DEFINITE OBJECTS.

Revise the above, using the definite marker appropriate to the noun:

Read the book. Buugga akhri.	
Write the letter. Warqadda qor.	
Eat the food.	Cuntada cun.
Clean the house. Guriga safee.	
Light the fire.	Dabka shid.

Exercise 8: PLURAL COMMANDS.

Revise the above using the appropriate imperative plural form:

Read the book. Buugga akhriya.	
Write the letter. Warqadda qora.	
Eat the food.	Cuntada cuna.
Clean the house. Guriga safeeya.	
Light the fire.	Dabka shida.

Exercise 9: DICTATION PRACTICE.

Repeat this selection after your teacher and then write it down on a separate piece of paper:

Ibraahim, magaalada tag	Abraham, go to the city
oo cunto soo gad.	and buy some food.
Cuntada kari	Cook the food
oo dugsigaa keen. and bring (it) to the school!	

Exercise 10: REVIEW OF IMPERATIVE SENTENCES.

Fill in the blanks.

_____	Light the fire!
_____	Cook the food!
Hilibka cun!	_____!
Qora magaceeda!	_____!
_____	Tell me!
Buugagga keena! _____!	
_____	Find the book!
_____	Get into the classroom!

Exercise 11: VOCABULARY REVIEW.

Cover up the right-hand column and translate the following words into an appropriate form of the Somali IMPERATIVE:

tell	_____	sheeg
cook	_____	kari, bislee
clean	_____	safee
go in, enter	_____	gal
go out, exit	_____	bax
bring	_____	keen
eat	_____	cun
read	_____	akhri
write	_____	qor
light (up)	_____	shid

Translate the following into English:

fur	_____	open
xir	_____	close
jar	_____	cut (up)
dir	_____	send
qaad	_____	pick up
dhig	_____	put down
hel	_____	find
samee	_____	make

CHAPTER 8 ~ PAST TENSE VERBS AND THE VERBAL PRONOUNS

PATTERN 1: PAST TENSE VERB ENDINGS.

Warqadda	ma	qoray?	Did I write the letter?
"	"	qortay?	Did you ... ?
"	"	qoray?	Did he ... ?
"	"	qortay?	Did she ... ?
"	"	qornay?	Did we ... ?
"	"	qorteen?	Did you [pl] ...?
"	"	qoreen?	Did they ... ?

Although **ma** here appears after the first word in the sentence, it still functions as the QUESTION MARKER learned in Chapter 2.

Each Somali VERB has the following characteristics:

PERSON	First (I = the speaker) Second (you = the person spoken to) Third (he / she / they = someone else)
GENDER	<i>only on third person singular forms</i> Masculine as opposed to Feminine
NUMBER	Singular as opposed to Plural
TENSE	indicating the relative time of an action Past Present Habitual (etc.)
CONJUGATION	based on the Imperative Singular ending Consonant final (Conjugation 1) Vowel final (Conjugations 2-3) Irregular formations (Conjugations 4-5)

For the PAST TENSE there are basically five endings:

- ay	Alt: - ey	I / he VERBED
- tay	Alt: - tey	you [sg] / she VERBED
- nay	Alt: - ney	we VERBED
- teen		you [pl] VERBED
- een		they VERBED

These endings are built up or compounded: -**t**- signals **second person singular** and **plural you** and **third person feminine singular she**, -**n** signals first person plural **we**, while -**ay** (or its alternate -**ey**) signals the **past tense** except for -**een** in the second and third person plural. See SRG: 58-60.

The **CITATION** or **reference form** for each verb consists of the **Imperative singular** (which you learned in Chapter 7) and the **Third person masculine singular past form** (studied here). See SRG: 76 and the *Somali-English Dictionary*.

bax	baxay	exit, go out
cun	cunay	eat
dir	diray	send
hel	helay	obtain, find
keen	keenay	bring
qor	qoray	write
tag	tagay	go (to)

PATTERN 2: VERBAL PRONOUNS.

Haa,	waan	qorey.	Yes, I wrote (it).
"	waad	qortey.	Yes, you ...
"	wuu	qorey.	Yes, he ...
"	wey	qortey.	Yes, she ...
"	waannu	qorney.	Yes, we [excl] ...
"	weynu	qorney.	Yes, we [incl] ...
"	weydin	qorteen.	Yes, you [pl] ...
"	wey	qoreen.	Yes, they ...

GRAMMATICAL NOTE

Somali **PRONOUNS** have the following characteristics:

PERSON **First** (I = the speaker)

Second (you = the person spoken to)

Third (he / she / they = someone else)

GENDER *only* on **third person singular** forms

Masculine as opposed to **Feminine**

NUMBER **Singular** as opposed to **Plural**

REFERENCE only with **first person plural** forms

Inclusive (including you / addressee)

Exclusive (excluding you / addressee)

FUSION **binding** of a PRONOUN with a CLASSIFIER

(**waa, baa, ma**) or a CONJUNCTION (**in that, marka when**, etc.).

These *seven* VERBAL PRONOUN *forms* must be memorized; note that **ay** / **ey** has *two meanings*.

aan		I
aad		you (singular)
uu		he
ey	Alt: -ay	she ALSO they
aannu	Alt: -aan	we [exclusive, not you]
aynu	Alt: -eynu	we [inclusive, includes you]
aydin	Alt: -aad	you [plural]

When added to the DECLARATIVE CLASSIFIER **waa**, only **w-** is left. As we shall see (in Patterns 3 and 4 below), these also fuse with the FOCUS CLASSIFIER **baa** (leaving only **b-** + PRONOUN) and with the INTERROGATIVE **ma** (leaving only **m-** + PRONOUN).

See SRG: 163.

PATTERN 3: PRONOUN FUSION WITH **MA** INTERROGATIVE

Muqdisho	maan	tagey?	Did I go to Mogadishu?
"	maad	tagtey?	Did you ... ?
"	muu	tagey?	Did he ... ?
"	mey	tagtey?	Did she ... ?
"	maannu	tagney?	Did we [excl] ... ?
"	meynu	tagney?	Did we [incl] ... ?
"	meydin	tagteen?	Did you [plural] ... ?
"	mey	tageen?	Did they ... ?

Exercise 3: DECLARATIVE ANSWERS TO **MA** QUESTIONS.

Haa, Muqdisho ...	waan	tagey.	Yes, I went to Mogadishu.
	waad	tagtey.	Yes, you went ...
	wuu	tagey.	Yes, he went ...
	wey	tagtey.	Yes, she went ...
	waannu	tagney.	Yes, we [excl] ...
	weynu	tagney.	Yes, we [incl] ...
	weydin	tagteen.	Yes, you [pl] ...
	wey	tageen.	Yes, they went ...

PATTERN 4: FUSION WITH THE **BAA** FOCUS MARKER.

These are simple statements and *not* answers to **ma** questions.

Muqdisho	baan	tagey.	I went to Mogadisho.
"	baad	tagtey.	You went ...
"	buu	tagey.	He went ...
"	bey	tagtey.	She went ...
"	baannu	tagney.	We [excl] ...
"	beynu	tagney.	We [incl] ...
"	beydin	tagteen.	You [plural] ...
"	bey	tageen.	They went ...

Exercise 2: *WHERE* QUESTIONS WITH **BAA** ANSWERS.

Xaggee	baad	tagtey?	Where did you go?
Muqdisho	baan	tagey.	I went to Mogadishu.
Mareykan			America.
Soomaaliya			Somalia.
Keenya			Kenya.
Ruush			Russia.
Shiina			China.

Exercise 3: USING THE FIRST PERSON SINGULAR PAST.

I wrote	the book.	Buugga	waan	qorey.
I ate	the food.	Cuntada	waan	cuney.
I lit	the fire.	Dabka	waan	shidey.
I read	the letter.	Warqadda	waan	akhriyey.
I cleaned	the house.	Guriga	waan	safeeyey.

Exercise 4: USING THE SECOND PERSON SINGULAR.

Did you write the book?	Buugga	maad	qortey.
Did you eat the food?	Cuntada	maad	cuntey?
Did you open the house?	Guriga	maad	furtey?
Did you send the letter?	Warqadda	maad	dirtey?
Did you bring the wood?	Qoriga	maad	keentey?

Exercise 5: USING THIRD PERSON MASCULINE SINGULAR.

He wrote	the book.	Buugga	buu	qorey.
He ate	the food.	Cuntada	buu	cuney.
He lit	the fire.	Dabka	buu	shidey.
He read	the letter.	Warqadda	buu	akhriyey.
He cleaned	the house.	Guriga	buu	safeeyey.

Exercise 6: USING THIRD PERSON FEMININE SINGULAR.

Did she write the book?	Buugga	mey	qortey?
Did she eat the food?	Cuntada	mey	cuntey?
Did she open the house?	Guriga	mey	furtey?
Did she send the letter?	Warqadda	mey	dirtey?
Did she bring the wood?	Qoriga	mey	keentey?

Exercise 7: USING THE FIRST PERSON PLURAL INCLUSIVE.

We wrote	the book.	Buugga	weynu	qorney.
We ate	the food.	Cuntada	weynu	cunney.
We lit	the fire.	Dabka	weynu	shidney.
We sent	the letter.	Warqadda	weynu	dirney.
We opened	the house.	Guriga	weynu	furney.

Exercise 8: USING THE SECOND PERSON PLURAL.

Did you write the book?	Buugga	meydin	qorteen?
Did you eat the food?	Cuntada	meydin	cunteen?
Did you bring the wood?	Qoriga	meydin	keenteen?
Did you send the letter?	Warqadda	meydin	dirteen?
Did you open the house?	Guriga	meydin	furteen?

Exercise 9: THIRD PERSON PLURAL QUESTION & ANSWER.

Note that both the pronoun and the verb from the question are echoed in the answer.

Xaggee bey tageen?
Ruush bey tageen.

Where did they go?
They went to Russia.

Xaggee bey tageen?
Mareykan bey tageen.
Soomaaliya
Awstiraaliya
Saaybeeriya

Where did they go?
They went to
America.
Somalia.
Australia.
Siberia.

Exercise 10: YOU AND I / WE QUESTION & ANSWER.

These are more difficult because both the pronoun and the verb forms change between a question and its corresponding answer.

Xaggee beydin tagteen?
Xaggee baad tagteen?
Shiina baannu tagney.
Mareykan
Ruush
(etc.)

Where did you [pl] go? OR
[alternate short form]
We went to
China.
America.
Russia.

Xaggee baad tagtey?
Keenya baan tagey.
Braasiil
Soomaaliya
(etc.)

Where did you [sg] go?
I went to
Kenya.
Brazil.
Somalia.

GRAMMATICAL NOTE.

PRONOUN-**eydin** or **-aad** + VERB-**teen** is answered by

PRONOUN-**aannu** + VERB-**ney**, while

PRONOUN-**aad** + VERB-**tey** is answered by:

PRONOUN-**aan** + VERB-**ey**.

Exercise 11: TRANSFORMATION DRILLS.

Repeat the first sentence after your teacher. Then when he says the next word, substitute that form in the previous sentence after making any appropriate grammatical changes that become necessary. Cover up the correct responses in the right column; use it to double-check your answers.

Xaggee bey tageen?	Xaggee bey tageen?
Soomaaliya	Soomaaliya bey tageen.
Mareykan	Mareykan bey tageen.
baan	Mareykan baan tagey.
Ruush	Ruush baan tagey.
gal	Ruush baan galey.
-eynu	Ruush beynu galney.
Shiina	Shiina beynu galney.
-aannu	Shiina baannu galney.
Keenya	Keenya baannu galney.
Sigaarka waan shiday.	Sigaarka waan shidey.
dab	Dabka waan shidey.
qori	Qoriga waan shidey.
keen	Qoriga waan keeney.
dhig	Qoriga waan dhigey.
buug	Buugga waan dhigey.
-ey <i>she</i>	Buugga wey dhigtey.
qor	Buugga wey qortey.
-ey <i>they</i>	Buugga wey qoreen.
fur	Buugga wey fureen.

Exercise 12. TRANSLATION.

Translate these sentences derived from Exercise 11.

Xaggee	bey	tageen?
Soomaaliya	bey	tageen.
Mareykan	baan	tagey.
Ruush	baan	galey.
Ruush	beynu	galney.
Shiina	beynu	galney.
Shiina	baannu	galney.
Keenya	baannu	galney.

Sigaarka	waan	shidey.
Qoriga	waan	keeney.
Qoriga	waan	dhigey.
Qoriga	waan	shidey.
Buugga	waan	dhigey.
Buugga	wey	dhigtey
Buugga	wey	qortey.
Buugga	wey	qoreen.
Buugga	wey	fureen.

Exercise 13: DICTATION PRACTICE.

Maanta guriga Ibraahim baan tagey.	Today I went to Abraham's house.
Ibraahim cunto buu kariyey.	Abraham cooked some food.
Cuntadii baannu cunney.	We ate the food.
Dugsiga baannu tagney.	We went to the school.
Macallinkii baannu aragney.	We saw the teacher.
Macallinku magacayga buu i weyddiiyey.	The teacher asked me my name.
Magacayga baan u sheegey.	I told him my name.
Markaas buu na yiri, "Fasalka gala."	Then he said to us, "Go into the class."

CHAPTER 9 - OBJECT PRONOUNS AND VERB CHANGES

PATTERN 1: OBJECT PRONOUN FORMS.

Yaa	i	arkey?	Who	saw	me?
	ku				you [sg]?
	~				him?
	~				her?
	na				us [exclusive]?
	ina				us [inclusive]?
	idin				you [plural]?
	~				them?

Note that THIRD PERSON FORMS are not expressed; the persons involved are understood through context.

Exercise 1a: USING OBJECT PRONOUN FORMS.

Daauid	baa	i	arkey.	David	saw	me.
		ku				you [singular].
		na				us [exclusive].
		ina				us [inclusive].
		idin				you [plural].
		~				him/her/them.

Exercise 1b: INTERCHANGE OF OBJECT PRONOUN FORMS.

Answer these questions noting the interchange:

Ma ku maqley? Did he hear you?

Wuu i maqley. He heard me.

Ma i maqley?

Did he hear me?

Wuu ku maqley.

He heard you.

Ma ina maqley? Did he hear us all?

Wuu ina maqley.

He heard us.

Ma na maqley? Did he hear us [excl]?

Wuu idin maqley.

He heard you [plural].

Ma idin maqley? Did he hear you [pl]?

Wuu ina maqley.

He heard us [inclusive].

Ma maqley?

Did he hear him/her/them?

Wuu maqley.

He heard him/her/them.

PATTERN 2: VERBS WITH SOUND CHANGES.

Listen carefully to the inflection of **maqal** *hear*.

Waan	maq_ley	I heard (it).
Waad	maqashey	You ...
Wuu	maq_ley	He ...
Wey	maqashey	She ...
Waannu	maqalley maqalney	We [excl] ...
Weynu	maqalley maqalney	We [incl] ...
Weydin	maqasheen	You [pl] ...
Wey	maq_leen	They ...

This verb has a series of changes throughout (such as VOWEL LOSS and CONSONANT CHANGE). This exemplifies one of the most difficult areas of Somali grammar that is drilled extensively in this chapter.

Exercise 2: CHANGE OF FINAL -L + -TEY TO -SHEY.

Listen carefully to the inflection of these verbs.

dil	Wey dishey.	She killed.
fal	Wey fashey.	She did.
hadal	Wey hadashey.	She spoke.
maqal	Wey maqashey.	She heard.
qosol	Wey qososhey.	She laughed.

Gabar wey dhashey.	She had a girl.
Guriga wey gashey.	She entered the house.
Buugga wey heshey.	She found the book.

The SECOND PERSON SINGULAR or THIRD PERSON FEMININE has the same kind of change that was discussed for FEMININE NOUNS ending in -I which receive a t-determiner (see Exercise 5, page 51 and SRG: 24, 61, 151).

Exercise 3: CHANGE OF FINAL **-L** + **-TEEN** TO **-SHEEN**.

The **SECOND PERSON PLURAL** ending also undergoes the same kind of change as drilled above.

fal	Weydin fasheen.	You did.
hadal	Weydin hadasheen.	You spoke.
hel	Weydin hesheen.	You found.
maqal	Weydin maqasheen.	You heard.
qosol	Weydin qososheen.	You laughed.

Nin weydin disheen.	You killed a man.
Wiil weydin dhasheen.	You had a son.
Fasalka weydin gasheen.	You entered the class.

Exercise 4: OPTIONAL CHANGE OF **-L** + **-NEY** to **-LLEY** IN THE FIRST PERSON PLURAL. Change the first form that your teacher says by replacing the **-ln-** with **-ll-**:

dil	Weynu dilney.	dilley	We killed.
dhal	Weynu dhalney.	dhalley	We gave birth.
fal	Weynu falney.	falley	We did (it).
gal	Weynu galney.	galley	We entered.
hadal	Weynu hadalney.	hadalley	We spoke.
hel	Weynu helney.	helley	We found (it).
maqal	Weynu maqalney.	maqalley	We heard (it).
qosol	Weynu qosolney.	qosolley	We laughed.

Exercise 5: OPTIONAL CHANGE OF **-R** + **-NEY** to **-RREY** IN THE FIRST PERSON PLURAL. Change the first form that your teacher says by replacing the **-rn-** with **-rr-**:

bar	Waannu barney.	barrey	We taught.
dir	Waannu dirney.	dirrey	We sent (it).
fur	Waannu furney.	furrey	We opened it.
jar	Waannu jarney.	jarrey	We cut it up.
qor	Waannu qorney.	qorrey	We wrote.
xir	Waannu xirney.	xirrey	We closed it.

Exercise 6: LOSS OF A SHORT VOWEL FROM THE FINAL SYLLABLE (FIRST PERSON SINGULAR OR THIRD PERSON MASCULINE AND PLURAL).

orod	Waan ordey.	I ran.
hadal	Waan hadley.	I spoke.
hurud	Waan hurdey.	I was sleeping.
maqal	Waan maqley.	I heard (it).
orod	Wuu ordey.	He ran.
hadal	Wuu hadley.	He spoke.
hurud	Wuu hurdey.	He was sleeping.
arag	Wey arkeen.	They saw.
orod	Wey ordeen.	They ran.
hadal	Wey hadleen.	They spoke.
hurud	Wey hurdeen.	They were sleeping.
Waan idin	arkey.	I saw you [plural].
Wuu ku	arkey.	He saw you [sg].
Wuu ina	maqley.	He heard us all [incl].
Wey na	maqleen.	They heard us [exclusive].

Exercise 7: CHANGE OF -T- TO -D- WHEN VERB ENDS IN C, D, H, KH, Q, W, X, Y, OR ' (HAMZAH) IN THE SECOND PERSON SINGULAR OR THIRD PERSON FEMININE.

This rule closely parallels that drilled for feminine nouns (see Exercise 4, page 50 and SRG: 61).

dhac	Waad dhacdey.	You [sg] fell down.
nac	Waad nacdey.	You hated (it).
qaad	Waad qaaddey.	You took (it).
bax	Waad baxdey.	You left.
shid	Waad shiddey.	You lit (it).
ba'	Wey ba'dey.	It [fem] got ruined.
go'	Wey go'dey.	It [fem] got cut.

Exercise 8: CHANGE OF -T- TO -D- WHEN VERB ENDS IN C, D, H, KH, Q, W, X, Y, OR ' (HAMZAH) IN THE SECOND PERSON PLURAL.

bax	Weydin baxdeen.	You [pl] left.
dhac	Weydin dhacdeen.	You fell down.
qaad	Weydin qaaddeen.	You took (it).
shid	Weydin shiddeen.	You lit (it).
nac	Weydin nacdeen.	You hated (it).

Exercise 9: CHANGE OF -T- TO -DH- WHEN VERB STEM ENDS IN DH IN THE SECOND PERSON SINGULAR AND PLURAL AND THE THIRD PERSON FEMININE.

This rule parallels that discussed for feminine nouns [see Exercise 3 on page 49 and SRG: 44, 61, 151].

xidh	Wey xidhdhey.	She tied (it) up.
jiidh	Wey jiidhdhey.	She ran over (it).
jadh	Wey jadhhey.	She chopped (it).
xidh	Waad xidhdhey.	You tied (it) up.
jiidh	Waad jiidhdhey.	You ran over (it).
jadh	Waad jadhhey.	You chopped (it).
xidh	Weydin xidhdheen.	You tied (it) up.
jiidh	Weydin jiidhdheen.	You ran over (it).
jadh	Weydin jadhdeen.	You chopped (it).

Exercise 10: REVIEW OF VOWEL LOSS VERB.

Inflect **arag** without looking at the paradigm on the next page.

Exercise 11: REVIEW OF L + T TO SH VERB.

Inflect **gal** / **galey**.

Exercise 12: REVIEW OF COMPLEX CHANGES.

Inflect **hadal**.

KEY TO EXERCISES 10 - 12.

Waan	arkey.	Waan	galey.	Waan	hadley.
Waad	aragtey.	Waad	gashey.	Waad	hadashey.
Wuu	arkey.	Wuu	galey.	Wuu	hadley.
Wey	aragtey.	Wey	gashey.	Wey	hadashey.
Waannu	aragney.	Waannu	galley.	Waannu	hadalley.
Weynu	aragney.	Weynu	galley.	Weynu	hadalley.
Weydin	aragteen.	Weydin	gasheen.	Weydin	hadasheen.
Wey	arkeen.	Wey	galeen.	Wey	hadleen.

Exercise 13: DICTATION PRACTICE. Write these down:

Waxaan maqley Xaliimo baa dhashey.	I heard that Halima gave birth.
Daauid baa ii sheegey.	David told me.
Aniga iyo Daauid baa shaley israacney.	David and I went together yesterday.
Isbitaalka baannu tagney.	We went to the hospital.
Xaliimo iyo ilmaheeda baannu soo aragney.	We saw Halima and her child.
Xaliimo gabar bey dhashey.	Halima had a girl.
Gabadhdha magaceedu waa Luula.	The girl's name is Lula.

Exercise 14: VOCABULARY REVIEW. Translate these:

bar	maqal	waad
bax	orod	waan
dhac	qor	waannu
dhal	qosol	wey
dil	shid	weynu
fal	tag	weydin
fur	i	wuu
gal	idin	
hadal	ina	
hurud	na	