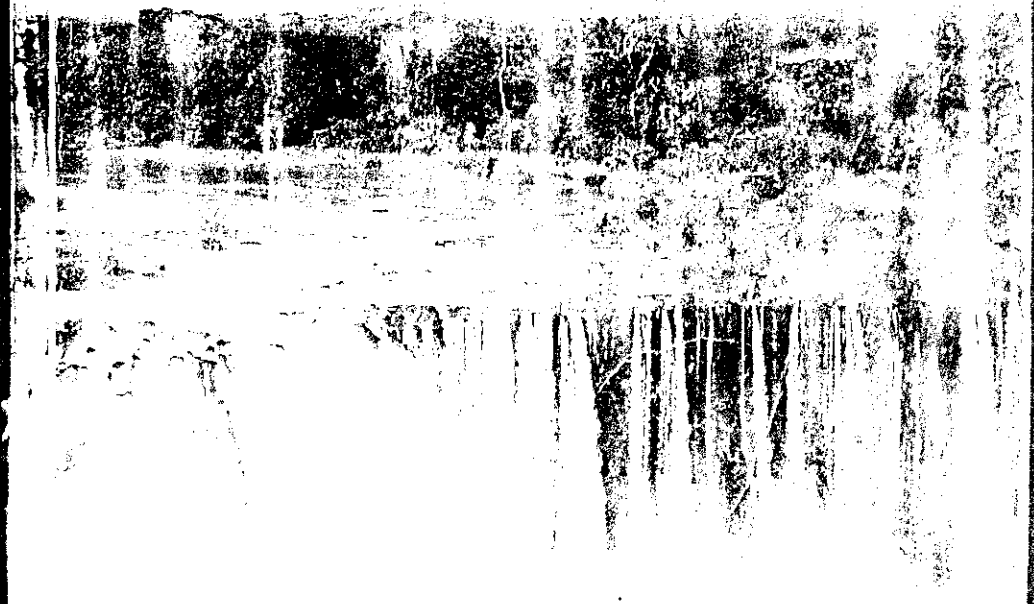


ROUTLEDGE

COLLOQUIAL
AMHARIC

David Appleyard



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spoken in Ethiopia for more than two thousand years and during that time have been much influenced by the other languages of the region with which they have come into contact.

The sounds of Amharic

The pronunciation of a language cannot really be satisfactorily described for the non-specialist learner in an introduction of this kind, other than to give the briefest of indications. In order to learn how Amharic is pronounced you need to hear it and practice speaking it as much as possible. For the student working on his or her own this can usually be best attained through the use of the accompanying cassettes. Listen to the language as much as possible, and do not be afraid of speaking it out aloud to yourself.

The following descriptions of the sounds of Amharic are only guidelines and should be read in accompaniment with the cassettes.

The vowels

Amharic has seven vowels. In the transcription used in this book these are represented as follows: *ä, a, e, i, o, u*. (To see how these are indicated in the Ethiopian script, see 'Script' below.)

ä is like the sound of the first 'a' in English 'again', or 'er' in 'bigger', or the sound of hesitation often written 'uh'. The sound of *ä* is very susceptible to the surrounding consonants. If it either follows or is followed by a *w* it has a slightly rounder sound, something like the sound of 'a' in English 'what'. Similarly, if it either follows or is followed by a *y* or follows any other of the so-called palatal consonants – *š, č, č', ž, j, ñ* – it sounds something like the 'e' in English 'yet'. If you have the cassettes listen to hear precisely how *ä* sounds in these different positions:

<i>däm</i>	blood	<i>t'äjj</i>	honey wine
<i>nägä</i>	tomorrow	<i>šässä</i>	he ran away
<i>wänd</i>	male, man	<i>täwä</i>	he left
<i>näw</i>	he is	<i>yät</i>	where?

a is quite a different sound, like the English exclamation 'ah!', or the 'a' in 'father':

<i>abbat</i>	father	<i>laba</i>	feather
--------------	--------	-------------	---------

e is like the vowel in English 'gate' or 'way', but without the final 'y' sound. In fact, it often has a slight 'y' sound in front of it. Listen to the sound of the Amharic word **bet**, if you can. Some people pronounce this as if it were **byet**:

bet	house	resa	dead body
-----	-------	------	-----------

i is a difficult sound to master at first as it has no exact English equivalent. It is sometimes like the 'y' in English 'pretty', or the second vowel in 'horses', but most of the time it is rather in between this and the sound of **ä**, described above.

Like **ä**, it is very susceptible to the consonants around it. When following or followed by a **w** it sounds more like 'u' in English 'put', or 'oo' in 'good'. Similarly, when following or followed by **y**, or following a palatal consonant it sounds more like the vowel 'i' in English 'pin'.

Again, if you have the cassettes listen to hear how **i** sounds in different positions:

sim	name	bīrd	cold
lijj	child	šifta	bandit
č'is	smoke	wič'č'	outside
wiha	water	yīlal	he says

i is like the vowel 'ee' in English 'feet':

bič'č'a	yellow	riz	beard
---------	--------	-----	-------

o is rather like the vowel in English 'shore' or 'war', but often has a slight 'w' sound in front of it. Listen to the sound of the Amharic word **bota**, which some people pronounce as if it were **bwota**:

bota	place	tolo	quickly
------	-------	------	---------

u is like the vowel 'oo' in English 'moon':

ruz	rice	hullu	all
-----	------	-------	-----

The consonants

Amharic has twenty-eight consonants, or rather twenty-seven full consonants plus one 'non-consonant'. In the transcription used in this book the following consonants have much the same sound as in English: **b, p, d, j, t, m, n, f, w, s** (as in 'sing'), **z, y** (as in 'yes'), **g** (as in 'go'), **k, h, l** (as in 'light'), **r** and **v** (this last sound occurs only in words borrowed from English, like **yuniwärsiti**).

b is like English 'b' at the beginning of a word, or when following **m, n, r** or **l**, or when doubled, but elsewhere it has a softer sound that may sound a little like English 'v':

bal	husband	abba	daddy
arba	forty	zimb	fly
rob	Wednesday	abäba	flower

h is like English 'h' except at the end of a word where some people pronounce it more strongly, like 'ch' in Scots 'loch':


hod	belly	wiha	water
yih	this	alläh	you have

r is always sounded, as a flap or when doubled as a trill as in Scots English:

ruz	rice	zär	seed
bärr	door	karra	knife

A number of special letters are used in the transcription, but the sounds they represent are similar to English:

č	is like 'ch' in English 'church'	čälä	he could	mäče	when?
š	is like 'sh' in English 'shoe'	šum	chief	wišša	dog
ž	is like 's' in English 'leisure'	žirat	tail	gäži	governor
ñ	is like 'n' in English 'news', or 'gn' in 'cognac'	nän	I am	iñña	we

There is a set of sounds in Amharic which have no correspondents in English. These are the so-called 'glottalized', 'ejective' or 'explosive' consonants, each of which has a non-glottalized counterpart from amongst the consonants we have already looked at. These glottalized consonants cannot be easily or usefully described within the scope of this book, but suffice it to say they have a sharper, more 'explosive' sound than their non-glottalized pairs. You really need, however, to hear them spoken by a native speaker to be able to reproduce them accurately. It is important to distinguish between glottalized and non-glottalized sounds as there are many pairs of words that are differentiated in this way: 

t - t'	tära	turn, queue	t'arra	he called
	mätta	he hit	mät't'a	he came
č - č'	näčč	she is	näč'č'	white
k - k'	käbbärä	he got rich	k'äbbärä	he buried
	näkka	he touched	näk'k'a	he woke up

In the transcription used in this book the glottalized sounds are all written with an apostrophe:

t' a glottalized t	t'iru	good	t'ot'a	monkey
k' a glottalized k	k'an	day	k'wank'wa	language
p' a glottalized p	p'ap'p'as	bishop	ityop'p'iya	Ethiopia
č' a glottalized č	č'aw	salt	bič'č'a	yellow
s' a glottalized s	s'afä	he wrote	gäs'	page

The remaining member of the inventory of consonants in Amharic is not really a consonant at all, but marks a syllable which begins with a vowel without a preceding consonant. We need to regard this as a sort of consonant because it is indicated in the script as such, where it actually has two different symbols. Some speakers may pronounce a full break or 'glottal stop' between two vowels separated in this way, though others slide from one vowel to the other without a noticeable pause.

säat	hour, watch	bīir	pen
igziabiher	God	t'aot	idol
aimiro	intelligence, conscience	lik'ä mälaikt	archangel

Double consonants

Double or long consonants (also called 'geminate' consonants) are clearly pronounced: the ll in allä 'there is' is distinctly longer than the l in alä 'he said'. It is vitally important to distinguish single from double consonants in pronunciation as the length of a consonant may often affect the meaning of a word, as in the above example. Compare also the following pairs of words:

wana	swimming	wanna	main, principal
gäna	yet	gänna	Christmas
bälu!	say!	bällu	they ate
abay	liar	abbay	Blue Nile

Script

Amharic is written in a script of its own which is used only in Ethiopia. The same script is also used for writing both Classical Ethiopic (also called Ge'ez), the language of Ancient Ethiopia, still used today in the liturgy of the Ethiopian Orthodox Church, and

Tigrinya, a language closely related to Amharic, spoken in Eritrea and northern Ethiopia. Under the previous regime, there was an initiative to write other Ethiopian languages, too, in the same script. At present, however, there is a move to develop orthographies based on the Roman alphabet for some of the other major Ethiopian languages, such as Oromo.

The Ethiopian script is called in Amharic *fidäl*, which is also the word for 'letter'. It may look at first sight a very complex system, but with practice you will soon get used to it. If you want to read anything in Amharic, as well as write the language yourself, you will need to know it. Read through the following pages first but do not try and learn everything about the script before you start the first lesson. All dialogues are transcribed in the first five lessons, as are all new vocabulary and grammatical forms throughout the book. You should practise writing and reading in Amharic right from the start, but it should become fun trying to recognize familiar words written in *fidäl*. Amharas and Tigreans are very proud of their script as an expression of the historical and cultural independence of Ethiopian civilization.

The Ethiopian script is not strictly speaking an alphabet, but what is called a syllabary. This means that each letter or symbol usually represents a whole syllable like *da* or *du*, *ki* or *no*. So, if you want to write the Amharic word *hota*, which means 'place', you will need only two letters *bo* + *ta* and not four as in the English transcription: so ቦታ. In current use there are 276 such letters. But don't let this put you off. There are regular patterns in the system and you won't have to learn 276 completely different shapes.

There are thirty-three basic shapes. These generally represent the consonants followed by the vowel *ä*; so taking the word *hota* ቦታ again, in its basic shape the first letter becomes *h* with the sound *hä*, and the second letter becomes *t* with the sound *tä*. These basic shapes are altered in various ways, for example, by the addition of small lines or circles, or by the shortening or lengthening of a stroke, to indicate a different vowel following the base consonant. To make *bo* the right-hand vertical is shortened: *o*; but to make *ba*, the left-hand vertical is shortened: *a*; and to make *bi* a short line is added to the foot of the right-hand vertical: *i*, and so on. Similarly, to turn *t* into *ta*, a leftward curve is added to the base of the letter: *ṭ*; but to make *to* a small circle is added at the top: *ṭ*, and so on. As there are seven vowels in Amharic, so there are six modifications of the basic shape making what are called the seven 'orders', of the Ethiopian syllabary which are in the traditional sequence, *bä*, *bu*, *bi*, *ba*, *be*, *bi* and *bo*.

Not all Amharic words, however, are made of open syllables like **bota**. There are words with closed syllables, ending in a consonant or sometimes two, like **bet**, **k'än**, **hod**, **arb** and **mändär**. How do we write these? The sixth order, the one which indicates the vowel **i**, also indicates a consonant without a vowel: so **ጥ**, for example, is both **bi** and **b**, as in **bīrr ጥር** 'Birr (Ethiopian dollar)' and **arb ከርጥ** 'Friday'. We shall look in more detail at the sixth order in the first lesson.

You will remember that we have already said that there are twenty-seven consonants in Amharic, but thirty-three consonant baseshapes in the syllabary. This is because some consonants can be represented by more than one letter: so, **s** has two representations, as do **s'** and the non-consonant base, whilst **h** has as many as four possibilities. The reasons for this are historical and whilst some people, for instance, may write **s** in one word with one letter and **s** in another word with a different letter, it cannot be said that there are exact spelling rules as in English, there are merely preferences. When you meet a new word see how it is spelled and you won't go wrong if you keep to that spelling.

The first order

Let's have a look now at the first order, the basic shapes of the letters which indicate a consonant followed by the vowel **ä**. We can divide the first order letters into five groups according to shape.

(a) letters with one vertical or 'leg':

k'ä	tä	čä	pä	gä	nä
ቀ	ተ	ቸ	ጥ	ገ	ን
ጎ	yä	ha			
ኀ	የ	ኀ			

(b) letters with two verticals or 'legs':

bä	vä	sä	šä	kä	hä	zä	žä
በ	ቨ	ሰ	ሸ	ከ	ኸ	ዘ	ገፎ
s'ä	p'ä	dä	jä	lä	a		
ጸ	ጸ	ደ	ጃ	ለ	አ		

(c) letters with three verticals or 'legs':

t'ä	č'ä	ha
-----	-----	----

(d) letters with a rounded bottom:

s'ä	mä	sä	wä	ha	a
ፀ	ፈ	ፈ	ፈ	ሀ	ሀ

(e) letters with a level bottom:

rä	fä
ረ	ፈ

There are a couple of things you may notice here. First, you can see that both **ሀ** and **ፈ** are pronounced the same, i.e. **s'ä**, and both **ጸ** and **ሀ** are pronounced as **s'ä**. Similarly, both **ከ** and **ሀ** have the sound **a**, the 'non-consonant' plus the vowel **a**, whilst **ሀ**, **ከ** and **ኀ** are all three pronounced as **ha**; **ኸ**, on the other hand, is pronounced **hä**. Second, these last six letters also illustrate another point that you may have noticed. The first-order letters **ከ**, **ሀ**, **ሀ**, **ከ** and **ኀ** are all read as if they had fourth **a**, not first **ä** order vowels, whilst **ኸ** is the only way of writing the sound **hä**. If you want to write the sound **ä** alone there is a special letter **አ**, but this occurs in only one word in Amharic: **ärä አረ**, which means 'Oh dear!'.
 There are a couple of things you may notice here. First, you can see that both **ሀ** and **ፈ** are pronounced the same, i.e. **s'ä**, and both **ጸ** and **ሀ** are pronounced as **s'ä**. Similarly, both **ከ** and **ሀ** have the sound **a**, the 'non-consonant' plus the vowel **a**, whilst **ሀ**, **ከ** and **ኀ** are all three pronounced as **ha**; **ኸ**, on the other hand, is pronounced **hä**. Second, these last six letters also illustrate another point that you may have noticed. The first-order letters **ከ**, **ሀ**, **ሀ**, **ከ** and **ኀ** are all read as if they had fourth **a**, not first **ä** order vowels, whilst **ኸ** is the only way of writing the sound **hä**. If you want to write the sound **ä** alone there is a special letter **አ**, but this occurs in only one word in Amharic: **ärä አረ**, which means 'Oh dear!'.

The second order

The formation of the second order, which indicates the base consonant followed by the vowel **u**, is very simple. You simply add a short horizontal line to the middle of the right-hand side of the basic letter shape, except for **ru** and **fu** which add a short vertical line beneath the base line:

k'u	tu	ču	pu	gu	nu	ñu	yu	hu	
ቀ	ተ	ቸ	ጥ	ገ	ን	ኀ	የ	ኀ	
bu	vu	su	šu	ku	zu	žu	s'u	p'u	du
ቡ	ቨ	ሀ	ሸ	ከ	ኸ	ገፎ	ጸ	ጸ	ቀ
ju	lu	u	hu						
ጵ	ሉ	ሀ	ኸ						
t'u	č'u	hu							
ፀ	ፈ	ከ							
s'u	mu	su	wu	hu	u				
ፀ	ፈ	ሀ	ፈ	ሀ	ሀ				
ru	fu								

The third order

The third order, which indicates the base consonant followed by the vowel *i* is mostly formed by adding a short horizontal line to the bottom of the right-hand side of the letter. If the basic first order shape is one of those with one, two or three 'legs' then the sign for the third order is added directly. If, however, the basic shape has a rounded bottom then an extra 'leg' is added to the letter to carry the sign of the third order. Notice that *ri* and *fi* are formed differently, as is *yi* which doesn't follow the expected pattern!

k'i	ti	či	pi	gi	ni	ni	hi			
Ⓚ	Ⓣ	Ⓢ	Ⓟ	Ⓠ	Ⓡ	Ⓢ	Ⓣ			
hi	vi	si	ši	ki	zi	ži	s'i	p'i	di	
Ⓡ	Ⓥ	Ⓢ	Ⓢ̣	Ⓚ	Ⓩ	Ⓩ̣	Ⓢ̣	Ⓟ	Ⓣ	Ⓣ̣
ji	li	i	hi							
Ⓝ	Ⓛ	Ⓛ	Ⓡ							
t'i	č'i	hi								
Ⓣ	Ⓢ̣	Ⓣ								
s'i	mi	si	wi	hi	j					
Ⓢ̣	Ⓞ	Ⓢ̣	Ⓞ	Ⓡ	Ⓝ					
ri	fi									
Ⓡ	Ⓢ̣									
yi										
Ⓝ										

The fourth order

The fourth order, which indicates the base consonant followed by the vowel *a*, is formed in a number of ways depending on the shape of the basic first order letter.

Most of the letters with one 'leg' make the fourth order by adding a leftwards curving line to the bottom of the single 'leg'. Notice, though, that *na* and *ña* are different.

k'a	ta	ča	pa	ga	ya	ha			
Ⓚ	Ⓣ	Ⓢ̣	Ⓟ	Ⓠ	Ⓡ	Ⓣ			
na	ña								
Ⓡ	Ⓡ̣								

The letters with two and three 'legs' shorten the left-hand 'leg' or 'legs':

ba	va	sa	ša	ka	za	ža	s'a	p'a	da
Ⓚ	Ⓥ	Ⓢ	Ⓢ̣	Ⓚ	Ⓩ	Ⓩ̣	Ⓢ̣	Ⓟ	Ⓣ
ja	la	a	ha						
Ⓝ	Ⓛ	Ⓛ	Ⓡ						
t'a	č'a	ha							
Ⓣ	Ⓢ̣	Ⓣ							

The letters with rounded bottoms add an extra 'leg', as they do to form the third order, but without adding the short horizontal line, and *ra* and *fa* are different as usual:

s'a	ma	sa	wa	ha	a
Ⓢ̣	Ⓞ	Ⓢ̣	Ⓞ	Ⓡ	Ⓡ
ra	fa				
Ⓡ	Ⓢ̣				

The fifth order

The fifth order, which indicates the base consonant followed by the vowel *e*, is also easily formed. It is marked by a small loop or semicircle attached to the bottom of the base shape in the same way as the short horizontal line is added to form the third order. This means that letters with rounded bottoms will need to add an extra 'leg' to carry the sign. Be careful, though, to note that *č'e* and *ye*, though indicated by a small loop, differ in how the loop is attached!

k'e	te	če	pe	ge	ne	ñe	he		
Ⓚ	Ⓣ	Ⓢ̣	Ⓟ	Ⓠ	Ⓡ	Ⓢ̣	Ⓣ		
be	ve	se	še	ke	ze	že	s'e	p'e	de
Ⓡ	Ⓥ	Ⓢ̣	Ⓢ̣̣	Ⓚ	Ⓩ	Ⓩ̣	Ⓢ̣	Ⓟ	Ⓣ
je	le	e	he						
Ⓝ	Ⓛ	Ⓛ	Ⓡ						
t'e	he								
Ⓣ	Ⓣ								
s'e	me	se	we	he	e				
Ⓢ̣	Ⓞ	Ⓢ̣	Ⓞ	Ⓡ	Ⓡ				

All but the wä and wī forms are not really used in Amharic.

Numerical signs

Amharic also has its own symbols for numbers. You will meet these again in the book when we look at counting in Amharic. Nowadays European numerical signs, the so-called 'Arabic' numerals such as we use in English, are also used, but you will still need to learn the indigenous Ethiopian system as well.

There are separate symbols for each of the units, each of the tens, '100' and '10,000':

1 ፩ 2 ፪ 3 ፫ 4 ፬ 5 ፭ 6 ፮ 7 ፯ 8 ፰ 9 ፱ 10 ፲ 20 ፳ 30 ፴
 40 ፵ 50 ፶ 60 ፷ 70 ፸ 80 ፹ 90 ፺ 100 ፺፫ 10,000 ፻፱፻፹፻

Fidäl ልደል

The Amharic syllabary is usually presented as a grid with the vowel orders as the horizontal and the consonants as the vertical axis. There are two traditional sequences, one called **ha-hu** ሀሁ, and the other **abugida** አቡጊዳ, following the sounds of the first letters reading along the horizontal axis. Both of these are used in dictionaries published in Ethiopia, though the first one, the ሀሁ, is the most common. It is also the sequence that is used, with some adaptation, in dictionaries published abroad.

1st order	2nd order	3rd order	4th order	5th order	6th order	7th order
ሀ ha	ሁ hu	ሂ hi	ሃ ha	ሄ he	ህ hi	ሆ ho
ለ lä	ሉ lu	ሊ li	ላ la	ሌ le	ሎ li	ሎ lo
ሐ ha	ሑ hu	ሐ hi	ሐ ha	ሐ he	ሐ hi	ሐ ho
መ mā	ሙ mu	ሚ mi	ማ ma	ሜ me	ሞ mi	ሞ mo
ሠ sä	ሡ su	ሢ si	ሣ sa	ሤ se	ሥ si	ሦ so
ረ rā	ሩ ru	ሪ ri	ራ ra	ራ re	ራ ri	ራ ro
ሰ sä	ሱ su	ሲ si	ሳ sa	ሴ se	ስ si	ሶ so
ሸ šä	ሹ šu	ሺ šī	ሻ ša	ሼ šē	ሽ šī	ሾ šo
ቀ k'ä	ቁ k'u	ቂ k'i	ቃ k'a	ቄ k'e	ቅ k'i	ቆ k'o
ቦ hä	ቦ hu	ቦ hi	ቦ ha	ቦ be	ቦ bi	ቦ bo
ተ tā	ተ tu	ተ ti	ተ ta	ተ te	ተ ti	ተ to
ቸ čä	ቹ ču	ቺ čī	ቻ ča	ቼ čē	ች čī	ቾ čo
ህ ha	ህ hu	ህ hi	ህ ha	ህ he	ህ hi	ህ ho

1st order	2nd order	3rd order	4th order	5th order	6th order	7th order
ነ nä	ኑ nu	ኒ ni	ና na	ኔ ne	ነ nī	ኖ no
ሃ hä	ኑ ku	ኒ ki	ና ka	ኔ ke	ነ kī	ኖ kō
ከ hä	ከ hu	ከ hi	ከ ha	ከ he	ከ hī	ከ hō
ወ wä	ወ wu	ወ wi	ወ wa	ወ we	ወ wī	ወ wō
ሀ a	ሀ u	ሀ i	ሀ a	ሀ e	ሀ ī	ሀ o
ዘ zä	ዘ zu	ዘ zi	ዘ za	ዘ ze	ዘ zī	ዘ zō
ዠ zä	ዠ zu	ዠ zi	ዠ za	ዠ ze	ዠ zī	ዠ zō
የ yä	የ yu	የ yi	የ ya	የ ye	የ yī	የ yō
ደ dä	ደ du	ደ di	ደ da	ደ de	ደ dī	ደ dō
ጅ jä	ጅ ju	ጅ ji	ጅ ja	ጅ je	ጅ jī	ጅ jō
ገ gä	ገ gu	ገ gi	ገ ga	ገ ge	ገ gī	ገ gō
ጠ t'ä	ጠ t'u	ጠ t'i	ጠ t'a	ጠ t'e	ጠ t'ī	ጠ t'o
ጫ č'ä	ጫ č'u	ጫ č'i	ጫ č'a	ጫ č'e	ጫ č'ī	ጫ č'o
አ p'ä	አ p'u	አ p'i	አ p'a	አ p'e	አ p'ī	አ p'o
አ s'ä	አ s'u	አ s'i	አ s'a	አ s'e	አ s'ī	አ s'o
ሀ s'ä	ሀ s'u	ሀ s'i	ሀ s'a	ሀ s'e	ሀ s'ī	ሀ s'o
ፈ fä	ፈ fu	ፈ fi	ፈ fa	ፈ fe	ፈ fī	ፈ fō
ፒ pä	ፒ pu	ፒ pi	ፒ pa	ፒ pe	ፒ pī	ፒ pō

The wa letters

k'wa twa čwa gwa nwa n̄wa hwa bwa swa šwa kwa
 ቁ ተ ቸ ገ ገ/ገ ገ/ገ ገ ገ ገ ገ
 zwa žwa s'wa dwa jwa lwa t'wa č'wa mwa rwa fwa
 ገ ገ ገ ገ ገ ገ ገ ገ ገ ገ ገ ገ

The other w letters or 'labiovelars'

1st order	3rd order	5th order	6th order
ቀ k'wä	ቀ k'wi	ቀ k'we	ቀ k'wī
ቀ kwä	ቀ kwi	ቀ kwe	ቀ kwī
ቀ gwä	ቀ gwi	ቀ gwe	ቀ gwī
ቀ hwä	ቀ hwi	ቀ hwe	ቀ hwī

1 ሰላምታ sälamta

Greetings

By the end of this lesson you should be able to:

- use some personal pronouns (I, you, etc.)
- form the present tense of the verb 'be' (I am, you are, etc.)
- form some simple possessive phrases (my, your, etc.)
- use some simple formal and informal greetings

An informal meeting

Hirut and Kebede are old friends who meet by chance in the street

በወደ ጤና ደስጥልኝ ጎሩት። አንደኛን ነሽ? ደጎና ነሽ?
 ጎሩት ጤና ደስጥልኝ በወደ። አዎ ደጎና ነኝ። አንተስ
 አንደኛን ነህ?
 በወደ እኔም ደጎና ነኝ አገዢ ይመስገን።
 ጎሩት ጋደሉ ደጎና ነው?
 በወደ አዎ አሉም ደጎና ነው።
 ጎሩት አባትና እናትህ ደጎና ናቸው?
 በወደ አዎ ደጎና ናቸው።
 ጎሩት በል አሁን ማረፊያ አለብኝ። ደጎና ሁን?
 በወደ ደጎና ሁኝ ጎሩት።

KABBÄDÄ: t'ena yist'illiñ Hirut. indämîn näs? dähna näs?
 HIRUT: t'ena yist'illiñ-Käbbädä. awo, dähna näñ. antäss, indämîn näh?
 KABBÄDÄ: inem dähna näñ, igzer yimmäsgän.
 HIRUT: Haylu dähna näw?
 KABBÄDÄ: awo, issum dähna näw.
 HIRUT: abbatinna innatih dähna naččäw?
 KABBÄDÄ: awo, dähna naččäw.
 HIRUT: bäl ahun mähed alläbbiñ. dähna hun.
 KABBÄDÄ: dähna huñi, Hirut.

KEBBEDE: Hello, Hirut. How are you? Are you well?
 HIRUT: Hello, Käbbädä. Yes, I'm well. And you, are you well?
 KEBBEDE: I'm fine, too, thanks.
 HIRUT: Is Haylu well?
 KEBBEDE: Yes, he's fine, too.
 HIRUT: Are your father and mother well?
 KEBBEDE: Yes, they're well.
 HIRUT: Well, I've got to go. Goodbye.
 KEBBEDE: Goodbye, Hirut.

Vocabulary

ጤና ደስጥልኝ	t'ena yist'illiñ	hello! (lit. 'may he [God] give [you] good health for my sake!')
አንደኛን	indämîn	how
ደጎና	dähna	well, fine
አዎ	awo	yes
-ስ	-(i)ss	how about . . . (added to the end of the word)
-ም	-(i)mm	also, too (added to the end of the word)
አገዢ ይመስገን	igzer yimmäsgän	thank you (lit. 'may God be praised!')
አባት	abbat	father
እናት	innat	mother
-ና	-(i)naa	and . . . (added to the end of the first word: አባትና እናት abbatinna innat father and mother)
አባትና እናትህ	abbatinna innatih	your father and mother
በል አሁን	bäl ahun	well then, well now
ማረፊያ አለብኝ	mähed alläbbiñ	I have to go (lit. 'it is on me to go')

Some personal pronouns

እኔ	ine	I
አንተ	antä	you (masculine and informal)
እሱ	issu	he

The verb 'to be'

The present tense

ነኝ	nān	I am
ነህ	nāh	you are (masculine and informal)
ነሽ	nāš	you are (feminine and informal)
ነው	nāw	he is
ናቸው	naččāw	they are

The imperative

ሁን	hun	be! (masculine and informal)
ሁኝ/ሁኚ	huñ/huñi	be! (feminine and informal)

A formal meeting 

Mr Mulugeta and Mrs Hiywet meet. They do not know one another very well.

- ወይዘሮ ሕይወት: ጤና ይስጥልኝ አቶ ሙሉጊታ። አንደምን አደሩ? ደኅና ነዎት?
- አቶ ሙሉጊታ: ደኅና ነኝ። ወይዘሮ ሕይወት። አግዚር ይመስገን። አርስዎስ አንደምን ነዎት? ደኅና ነዎት?
- ወይዘሮ ሕይወት: አዎ ደኅና ነኝ። የርስዎ ሚስት አንደምን ናቸው?
- አቶ ሙሉጊታ: የኔ ሚስት ደኅና ነች። አግዚር ይመስገን። አኛ ሁለታችንም ደኅና ነን።
- ወይዘሮ ሕይወት: አሼ። ደኅና ይዋሉ።
- አቶ ሙሉጊታ: ደኅና ይዋሉ።

- WAYZARO HIYWÄT: t'ena yist'illiiñ Ato Mulugeta. indämin addäru? dähna näwot?
- ATO MULUGETA: dähna näñ, Wäyzäro Hiywät. igzer yimmäsgän. irswoss, indämin näwot? dähna näwot?
- WAYZARO HIYWÄT: awo dähna näñ. yärswo mist indämin naččāw?
- ATO MULUGETA: yäne mist dähna näčč. igzer yimmäsgän. iñña hulättaččiniñ dähna nän.
- WAYZARO HIYWÄT: išši, dähna yiwalu.
- ATO MULUGETA: dähna yiwalu.

- MRS HIYWET: Hello, Mr Mulugeta! How are you?
- MR MULUGETA: I am well, thank you. And you, Mrs Hiywet, how are you? Are you well?
- MRS HIYWET: Yes, I am well. How is your wife?
- MR MULUGETA: My wife is well, thank you. We are both well.
- MRS HIYWET: Goodbye.
- MR MULUGETA: Goodbye.

Vocabulary

አቶ	ato	Mr
ወይዘሮ	wäyzäro	Mrs
አንደምን አደሩ	indämin addäru	good morning (<i>lit.</i> how did you spend the night?)
ሚስት	mist	wife
ሁለታችንም	hulättaččiniñ	both of us (<i>lit.</i> our two)
አሼ	išši	OK, alright
ደኅና ይዋሉ	dähna yiwalu	goodbye (<i>lit.</i> spend the day well!)

More parts of the verb 'to be'

ነዎት	näwot	you are (formal or polite)
ናቸው	naččāw	he/she is, they are (formal or polite)
ነች	näčč	she is
ነን	nän	we are

More personal pronouns

አርስዎ	irswo	you (formal or polite)
የርስዎ	yärswo	your (formal and polite)
የኔ	yäne	my
አኛ	iñña	we

Grammar

'You', 'he', 'she' and 'they': informal v. formal

From the dialogues you can see that there are various ways of expressing 'you' and 'he' or 'she', and the accompanying verb

according to whether you are being informal or formal. This is what is known as the register of the language used.

In the informal register, which you use when talking to someone whom you either know well and are close to, or with someone of lower status than yourself such as a child or a servant, you also have to distinguish whether the person(s) you are talking to is (are) a man, ነህ *nāh* 'you are' (masculine and informal), a woman, ነሽ *nāš* 'you are' (feminine and informal), or several people, men or women, ናችሁ *naččuh* 'you are' (plural and informal).

Note that ናችሁ, though written as 'naččihu' is pronounced as *naččuh*. This goes for the ending -aččihu at the ends of other words too. See if you can find any more in this lesson.

In the formal or polite register, which you use when talking to someone you are not familiar with or who is of higher status than yourself, you do not need to make any further distinction, ነዎት *nāwot* 'you are' (formal or polite). In Amharic, you also need to distinguish informal from formal when you are talking about someone, ነው *nāw* 'he is' (general or informal), ነች *nāčč* 'she is' (general or informal), ናቸው *naččāw* 'they are' (general or informal), but note ናችሁ *naččāw* which is also 'he is, she is, they are' (formal or polite).

Greetings

In the first two dialogues you have encountered various kinds of greetings: ጤና ይሰጥልኝ *t'ena yist'illīn* 'hello!', and also አንደምን ነህ/ነሽ/ነዎት *indāmin nāh/nāš/nāwot*, as well as አንደምን አደሩ *indāmin addāru*.

The first and second set can be used on all occasions. The second kind of expression relates to the time of day when the greeting is expressed: አንደምን አደሩ *indāmin addāru* implies meeting in the daytime after at least one night's absence.

If you meet someone in the evening you would say አንደምን ዋሉ *indāmin walu*, lit. 'How have you spent the day?' The phrase ደኅና ይዋሉ *dāhna yīwalu*, which you met in the second dialogue, contains a different part of the same verb.

Both of the expressions አንደምን አደሩ *indāmin addāru* and አንደምን ዋሉ *indāmin walu* are in the formal or polite register; for the equivalent informal versions you would have to substitute the

following: አደርክ *addārk* (masculine), አደርሽ *addārš* (feminine), አደራችሁ *addāraččuh* (plural), or ዋልክ *walk* (masculine), ዋልሽ *walš* (feminine), ዋላችሁ *walaččuh* (plural). Note the pronunciation of አደራችሁ and ዋላችሁ!, if you have the cassettes.

	Daytime greeting		Evening greeting	
አንደምን... <i>indāmin</i> ...				
masc. familiar	አደርክ	... <i>addārk</i>	ዋልክ	... <i>walk</i>
fem. familiar	አደርሽ	... <i>addārš</i>	ዋልሽ	... <i>walš</i>
pl. familiar	አደራችሁ	... <i>addāraččuh</i>	ዋላችሁ	... <i>walaččuh</i>
pol.	አደሩ	... <i>addāru</i>	ዋሉ	... <i>walu</i>

We will look at the forms of these verbs in more detail in the third lesson.

Personal pronouns and 'to be'

In the dialogues, then, you have met the following forms of the verb 'to be': ነኝ *nān* 'I am', ነህ *nāh* 'you are (masculine and informal)', ነሽ *nāš* 'you are (feminine and informal)', ነው *nāw* 'he is', ነች *nāčč* 'she is', ነን *nān* 'we are', ነዎት *nāwot* 'you are (formal or polite) and ናችሁ *naččāw* 'they are'.

In Amharic, verbs are traditionally cited in the 'he... ' (third person masculine) form. The full set of forms of ነው 'to be', which occurs only in the present tense, is therefore as follows:

ነኝ	<i>nān</i>	I am
ነህ	<i>nāh</i>	you are (masc. and informal)
ነሽ	<i>nāš</i>	you are (fem. and informal)
ነው	<i>nāw</i>	he is
ነች or ናት	<i>nāčč</i> or <i>nat</i>	she is
ነን	<i>nān</i>	we are
ናችሁ	<i>naččuh</i>	you are (pl. and inf.)
ናቸው	<i>naččāw</i>	they are
ነዎ or ነዎት	<i>nāwo</i> or <i>nāwot</i>	you are (for. or pol.)
ናችሁ	<i>naččāw</i>	he/she is, they are (for. or pol.)

The base is **ነ-** *nä-* to which are added the following endings marking the person of the subject. Remember these endings because you will encounter them later, though used in a different way, for instance, recall the phrases **ጤና ይስጥልኝ** *t'ena yist'illiiñ* 'hello!' (lit. 'may God give you health for me') and **መሃድ አለብኝ** *māhed allābbiñ* 'I have to go' (lit. 'it is on me to go') from the first dialogue where **-ኝ** *-ñ* is equivalent to 'me'.

singular		plural	
-ñ	I	-n	we
-h	you (masc. and inf.)	-aččuh	you (pl. and inf.)
-š	you (fem. and inf.)		
-w	he	-aččāw	they
-āččē or -at	she		
<i>formal</i>			
-wo or -wot	you (for. or pol.)		
-aččāw	he, she (for. or pol.)		

Remember that the ending **-aččāw** is both general plural 'they' and polite 'he, she or they'. Also, don't forget that the ending that is spelled **-aččihu** (as for example on **ጥንቅቅ**) for 'you' (plural) is pronounced as **-aččuh**.

The corresponding personal pronouns, some of which you have already met in the dialogues, are as follows. These are called the 'independent pronouns' because they are whole words, unlike the suffixes just described. Normally, the independent pronouns are only used for emphasis, but you will need to know them, for instance, if someone asks 'Who is it?' and you want to say 'It's me', **አኔ ነኝ** *ine nāñ* (lit. 'I am').

<i>singular</i>		
አኔ	ine	I
አንተ	antä	you (masc. and inf.)
አንቺ	anči	you (fem. and inf.)
አሱ or አርሱ	issu or irsu	he
አሱዋ or አርሱዋ	isswa or irswa	she
(this can also be written using the wa- letter: አቧ or አርቧ)		

<i>plural</i>		
እኛ	iñña	we
እናንተ	innantä	you (pl. and inf.)
እነሱ or እነርሱ	innässu or innärsu	they
<i>formal</i>		
እስዎ or እርስዎ	isswo or irswö	you (pol. or for.)
እሳቸው or እርሳቸው	issaçčāw or irsaçčāw	he, she (pol. or for.)

'My', 'your', 'his', etc. and possessive phrases

In the second dialogue you met the forms **የርስዎ ማለት** *yärswo mist* 'your wife' and **የኔ ማለት** *yäne mist* 'my wife'. You may recognize the pronouns **እርስዎ** and **አኔ** inside the words meaning 'your' and 'my', and from this you can see that possessives may be formed by prefixing **የ-** *yä-*. This may be added to nouns as well as pronouns.

Consider the phrases **የጋይሉ ማለት** *yäHaylu mist* 'Haylu's wife', or **የተማሪ መጽሐፍ** *yätämari mäshaf* 'a student's book' (**ተማሪ**, student, **መጽሐፍ** – book). Note the order of words; the possessor always precedes the person or thing possessed, just as in the English pattern 'a student's book'.

Spoken Amharic does not normally like two vowels to stand next to one another in the same word. So, when the word to which **የ-** *yä-* is added begins in a vowel, like **እርስዎ** *irswö* or **አኔ** *ine* or **አንተ** *antä*, then either of two things happens: one of the vowels is dropped, or a supporting sound or 'glide' is inserted between the vowels.

In order to discover which vowel is dropped we can represent the 'hierarchy' of vowels as follows (the 'weakest' and most susceptible to being dropped are at the bottom):

a, e, i, o, u
ä
ī

So, **ī** gives way to all other vowels: **yä- + ine** > **የኔ** *yäne*; **ä** gives way to the vowels of the top row only: **yä- + abbat** > **ያላት** *yahbat*.

When two vowels of the top row come into contact usually a supporting sound or 'glide' (w or y) is inserted between them: *tāmari + -očč > ተማሪዎች tāmariwočč, gwaddāñña + -e > ጓደኞቹ gwaddāññaye*. You'll find these last two words in the dialogue in the next lesson. Note, however, that when two *a*s come together they merge into a single *a*: *gwaddāñña + -aččāw > ጓደኞቻው gwaddāññaččāw*. Look out for some more possessive phrases also in the next lesson.

There is another way of indicating possession in Amharic when the possessor is a pronoun. Again, you will encounter an example in the next lesson, but full discussion of the grammar will be left until a later lesson.

Exercises

1 Look at the following sentences and mark whether they are in the informal (I) or formal and polite (P) mode

- 1 አንደምን ነህ? ደኅና ነህ?
- 2 ጎራት ደኅና ነኝ።
- 3 ያንተ አባት ደኅና ናቸው?
- 4 አርሶዎ አንደምን ነዎት?
- 5 አባትና አናትህ አንደምን ናቸው?
- 6 ደኅና ናቸው?
- 7 ደኅና ሁን፡ ከበደ።

2 Complete the following sentences with the correct form of the verb ነው

- 1 ያንተ አባት አንደምን _____ ?
- 2 ጎራት፡ ደኅና _____ ?
- 3 አኔ በጣም ጥሩ _____ ።
- 4 አርሳቸው የኔ አባት _____ ።
- 5 ወይዘሮ ሕይወት የርሳቸው ሚስት _____ ።
- 6 አንተስ፡ ደኅና _____ ? አዎ፡ ደኅና _____ ።

3 Fill in the correct personal pronoun(s) in the following sentences

- 1 _____ አንደምን ነኝ?
- 2 አግዜር ደስጥልኝ _____ ደኅና ነን።

- 3 አባትና አናት ደኅና ናቸው? አዎ፡ _____ ደኅና ናቸው።
- 4 ሕይወት፡ _____ አንደምን ነሽ?
- 5 አኔ ደኅና ነኝ። _____ ፡ አንደምን ናችሁ?

4 Combine pairs of the following words to make possessive phrases. If there are some words you don't know, look them up in the glossary at the end of the book

አኔ መጽሐፍ ቦርሳ አባት ኃይሉ አናት ገንዘብ ጎራት ሰንት ምሳ ልጃገረድ ልብስ ሚስት ሁለታችን

Script

The sixth order: form and value

Look through the dialogues in this lesson and see how many sixth-order letters you can find. The word ትምሕርት *tūmhirt* 'lesson' is itself made up entirely of sixth-order letters, as is ደስጥልኝ *yist'illiñ* in the expressions ጤና ደስጥልኝ *t'ena yist'illiñ* and አግዜር ደስጥልኝ *igzer yist'illiñ*. From these and other words that you can find, you can see that there is no single way of forming the sixth-order from the basic first-order letter. There are in fact as many as twelve different devices involved, which means you will probably find it easier to learn the sixth-order of each letter separately rather than trying to guess it.

(a) central hook at the top:

hī k'ī ū čī ī
ሕ ቅ ጉ ቸ ካ

(b) vertical line on top:

ī s'ī
ፅ ፅ

(c) horizontal line mid right:

dī jī s'ī p'ī wī
ድ ጅ ጸ ጹ ው

(d) horizontal line mid left:

bī
ብ

(e) curve right at top:

rī fī
ር ፍ

(f) hook left at top:

nī nī zī žī
ን ን ዝ ጅ

(g) slanting line at top:

sī šī
ሰ ሸ

(h) curve left midway:

hī
ካ

(i) curve left at bottom:

nū sī
ኖ ሥ

(j) central kink:

pī hī kī hī tī čī
ፕ ዕ ከ ከ ጥ ጭ

(k) circle left:

lī gī
ለ ግ

(l) irregular:

yī
ይ

The sixth-order also needs special attention because, unlike the other orders, it has two values: consonant + vowel *i* and consonant without a vowel. You can see this from the word ትምህርት *tīmhirt* where only the first ት and ህ are pronounced with *i*. There are rules which tell you whether a sixth-order is to be read with or without a vowel, but they are complicated and it would not be helpful to list them here in detail.

One point that is useful to remember, though, is that at the end of a word the sixth-order is practically always without a vowel. Only if a word which ends in two consonants is closely followed by another which begins in a consonant in a phrase is a short *i* vowel pronounced at the end of the first word: አንድ ተማሪ *andi tāmari* 'a student' but አንድ አስተማሪ *and astāmari* 'a teacher'.

Conversely, at the beginning of a word the sixth-order is almost always pronounced with the vowel – so, from words you have met in this lesson ጥሩ *t'iru* 'good', ስም *sim* 'name', አናት *innat* 'mother', ምግ *misa* 'lunch', and so on. Look at the transcriptions of words containing sixth-order letters in this and the following lessons to see how this operates.

Exercises

5 Here are some words and names that may be familiar to you which are written in the Ethiopian script. See how far you can identify them

አዲስ አበባ ሊትዮጵያ ጋይሉ ሥላሴ ፕሮፖራም ሜዶ
ዶዶ ሎጂክ ፖስታ ቲያትር ፖስታ ረፕብሊክ
ኢኮኖሚክስ ቢሲኔሌት

6 Practise writing out the dialogues you have met in this lesson

2 በትምህርት ቤት bätimhirt bet

At school

By the end of this lesson you should be able to:

- ask simple questions
- form the plural of nouns – *house, houses*. etc.
- use the demonstratives – *this, that, these, those*
- say where things are

Asking questions

Melaku meets Hiywet and Almaz who are new arrivals at school. Hiywet asks a lot of questions

መላኩ: ጤና ይስጥልኝ። ስሜ መላኩ ነው። የናንተስ?
 ሕይወት: የኔ ስም ሕይወት ነው። የሷ የጓደኛዬ ስም አልማዝ ነው። እኔ ተማሪ ነኝ። አንተስ: ተማሪ ነህ?
 መላኩ: አዎ: እኔም ተማሪ ነኝ። አናንተ አዲስ ተማሪዎች ናችሁ?
 ሕይወት: አዎ: አዲስ ተማሪዎች ነን። ያ ሰው ማን ነው? ተማሪ ነው?
 መላኩ: ጸጌ - አባቶ ወይን ስም ነው። የኛ አስተማሪ ናቸው።
 ሕይወት: ጥሩ አስተማሪ ናቸው?
 መላኩ: አዎ: በጣም ጥሩ አስተማሪ ናቸው።
 ሕይወት: አባቶ ምን ያስተምራሉ?
 መላኩ: የንግልዝኛ ቋንቋ አስተማሪ ናቸው። የንግልዝኛ ቋንቋ በጣም አስቸጋሪ ነው።
 ሕይወት: ያችሁ ሌላ ማን ናት? አስጥም አስተማሪ ናት?
 መላኩ: አደደለም አንዴ! ወይዘሮ ፀሐይ ናቸው። የትምህርት ቤቱ ጸሐፊ ናቸው።
 ሕይወት: አሁን የክፍል ጊዜ ነው?
 መላኩ: አደደለም: የምግ ሰዓት ነው!

MĀLAKU: t'ena yist'illiñ. sìme Mālaku nāw. yānnantäss?
 HIYWĀT: yāne sīm Hīywāt nāw, yāsswa yāgwaddāññaye sīm Almaz nāw. ìne tāmari nāñ. antäss, tāmari nāh?
 MĀLAKU: awo, ìnem tāmari nāñ. ìnnantä addis tāmariwočč naččuh?
 HIYWĀT: awo, addis tāmariwoč nān. ya säw man nāw? tāmari nāw?
 MĀLAKU: ä-ä - issaččāw ato Kābbädä naččāw. yāñña astāmari naččāw.
 HIYWĀT: t'iru astāmari naččāw?
 MĀLAKU: awo, bāt'am t'iru astāmari naččāw.
 HIYWĀT: issaččāw mìn yastāmīrallu?
 MĀLAKU: yāngilizīñña k'wank'wa astāmari naččāw. yāngilizīñña k'wank'wa bāt'am asčāggari nāw.
 HIYWĀT: yaččiss set? man nat? isswamm astāmari nat?
 MĀLAKU: aydāllum ìnde! Wäyzäro S'āhay naččāw. yätimhirt betu s'āhafi naččāw.
 HIYWĀT: ahun yäkifil gize nāw?
 MĀLAKU: aydāllām, yāmisa säat nāw!

MELAKU: Hello! My name is Melaku. What are yours?
 HIYWET: My name is Hiywet and my friend's name is Almaz. I'm a student. And you, are you a student?
 MELAKU: Yes, I'm a student, too. Are you new students?
 HIYWET: Yes, we're new students. Who is that man? Is he a student?
 MELAKU: Ha-ha, he's Mr. Kebede. He's our teacher.
 HIYWET: Is he a good teacher?
 MELAKU: Yes, he's a very good teacher.
 HIYWET: What subject does he teach?
 MELAKU: He's an English language teacher. English language is very difficult!
 HIYWET: And what about that woman? Who is she? Is she a teacher, too?
 MELAKU: No, she's Mrs. Tsehay. She's a school secretary.
 HIYWET: Is it class time now?
 MELAKU: No, it's lunch time!

Vocabulary

- ስሜ sìme my name (ስም sīm name) : another way of saying የኔ ስም.
- ጓደኛ gwaddāñña friend, companion (ጓደኛዬ gwaddāññaye my companion)

ተማሪ	tāmari student (ተማሪዎች tāmariwočč students)	
አስተማሪ	astāmari	teacher
ትምህርት ቤት	tīmħirti bet school (lit. 'study house'). ትምህርት study, lesson, class; also sometimes pronounced as timūrt, dropping the 'h'. ትምህርት ቤቱ tīmħirti betu 'the school'	
አዳ.ስ	addis	new
ጥሩ	t'iru	good
አስቸጋሪ	asčaggari	difficult
በጣም	bāt'am	very
ሰው	sāw	man
ሴት	set	woman
ያስተምራሉ	yastāmīrallu he teaches (for.)	
እንግሊዝኛ	ingiliziñña English (language). እንግሊዝ ingiliz English, እንግሊዝጥ ingilizawi Englishman, እንግሊዝጥት ingilizawit Englishwoman. እንግሊዝ አገር ingiliz agār England	
ቋንቋ	k'wank'wa	language
አንዴ	inde (expression of surprised contradiction) አይደለም አንዴ, aydällum inde she certainly is not (for.)	
ጸሐፊ	s'ähafi	secretary
ሰዓት	säat	hour, time, noon, watch, clock
ምሳ	misa	lunch
አሁን	ahun	now
ክፍል	kifil	class
ጊዜ	gize	time

Some more pronouns

ያ	ya	that (masc.)
ያች or ያች	yačč or yačči	that (fem.)
ማን	man	who?
ምን	min	what?

Some more parts of the verb 'to be'

አይደለም	aydälläm	he is not, it is not
አይደለም	aydällum	she is not (for.)

Grammar

Word order

From a simple Amharic sentence, such as አቶ ከበደ ሃኛ አስተማሪ ናቸው ato Käbbädä yāñña astāmari naččāw 'Mr. Kebede is our teacher', you can see that the order of words in Amharic is different from the English equivalent. The most important feature in the Amharic is that the verb (here ናቸው) comes last. You will find that this rule is usually strictly applied in Amharic, even when the sentence is very long. Look at the other sentences in the dialogue and see where the verbs come: you will see that almost every sentence ends with a verb.

Forming questions

Questions can be of two types: the first anticipates the answer 'yes' or 'no'. In Amharic this kind of question is usually formed simply by using the question intonation, raising the pitch of your voice at the end of the sentence. This is in contrast to the simple statement intonation where the pitch drops towards the end of the sentence: ተማሪ ነው? - ተማሪ ነው። 'Is he a student?' - 'He is a student'. Note that the order of words is not altered in Amharic. Another way of forming this kind of question is to add ወይ wäy after the verb at the end and to use the usual question intonation: ጥሩ ነው ወይ? t'iru näw wäy 'Is it good?'. A third method is to add the suffix -ን -nī (note the final vowel is pronounced) to the end of the verb; this is however more common in written than spoken Amharic.

The second kind of question asks for specific information and uses a question word like 'who', 'what', 'when'. In the dialogue you met two such question words in Amharic: ማን 'who' and ምን 'what'. From the dialogue you can see that in Amharic these words usually come before the verb: ያ ሰው ማን ነው? ya säw man näw? 'who is that man?' (lit. 'that man is who?'). In combination with the verb ነው 'to be' these are often written as a single word: ማንው mannāw 'who is it?' and ምንው minnāw 'what is it?' (the latter also means 'what's the matter?' and sometimes 'why is it?'). Another way of saying 'what is it?' is ምንድን ነው, ምንድንው or ምንድር ነው mindinnāw or mindirnäw.

Note that when you write these as a single word you do not need to repeat the 'n': ን alone reads as -nnä-.

Other question words

Some other useful question words include: ዩት yet or የት yät 'where?'; ከዩት käyet 'from where?'; ወዴት wädet 'to where?'; መቼ mäče 'when?'; ለምን lämin or ስለምን silämin 'why?'; እንደምን indämin or እንዴት indet 'how?'; ስንት sint 'how much?' or 'how many?'. Look at the following examples:

ትምህርት ቤቱ ዩት ነው? tīmḥirtī betu yet näw?	where is the school?
መቼ መጣህ? mäče mä't'ah?	when did you come?
እንደምን አደርክ? indämin addärk?	how did you pass the night?
ከዘይ ስለምን አልመጣም? Käbbädä silämin almät't'am?	why didn't Kebede come?
ወዴት ትሏ ያለህ? wädet tibedalläh?	where are you going (to)?
ጥጋው ስንት ነው? wagaw sinti näw?	how much is the price?

Plurals of nouns

Forming the plural of nouns in Amharic is very simple: in the dialogue you met the form ተማሪዎች tāmariwočč 'students' alongside ተማሪ tāmari 'student'. From this you can see that the plural here is formed by adding the suffix -wočč to the singular form. Other examples from the vocabulary might include: አስተማሪዎች astāmariwočč 'teachers'; ጸሐፊዎች s'ähafiwočč 'secretaries'; ቋንቋዎች k'wank'wawočč 'languages'; ጓደኞች gwaddännawočč 'companions'. All of these nouns end in a vowel in the singular. If, however, the noun ends in a consonant, like ቤት bet 'house', ሰው säw 'man', ሴት set 'woman', ማሰት mist 'wife', አባት abbat 'father', etc., then the form of the plural suffix is -očč: ቤቶች betočč, ሰዎች säwočč, ሴቶች setočč, ማሰቶች mistočč, አባቶች abbatočč.

You can also add -očč to nouns ending in a vowel by dropping the final vowel of the singular form: ተማሮች tamaročč, ጓደኞች gwaddännočč.

Note, however, that nouns ending in -awi forming the names of nationals, like አንገሊዛዊ ingilizawi 'Englishman' or ኢትዮጵያዊ ityop'p'iyawi 'Ethiopian', form their plurals by changing the ending -awi to -awiyān. So:

የኛ አስተማሪዎች ኢትዮጵያውያን ናቸው
yāñña astāmariwočč ityop'p'iyawiyān naččaw
our teachers are Ethiopians

እኛ አንገሊዛውያን ነን።
iñña ingilizawiyān nān
we are English

More will be said about some irregular plural forms and the use of the plural in later lessons.

Gender agreement: masculine and feminine

As you can see from the personal pronouns, for example, Amharic has two genders in the singular, አሱ 'he', አሱሃ 'she' and only one in the plural አንርሱ 'they'. Most nouns follow natural gender: those denoting females are feminine, ያቺ ሴት yačči set 'that woman', and those denoting males as well as inanimate objects are generally masculine, ያ ሰው ya säw 'that man', ያ መጽሐፍ ya mäs'haf 'that book'. Some nouns that denote inanimates, such as ፀሐይ s'ähay 'sun', አገር agär 'country', ከተማ kätäma 'town', መኪና mäkina 'car' are often formulated as feminines, but not always. So ይቺ መኪና የኔ ናት yičči mäkina yäne nat 'this car is mine', ይቺ አገር ቆንጆ ነች yičč agär k'onjo näčč 'this country is beautiful'.

Expressing 'this' and 'that'

In the dialogue you met two demonstratives ያ 'that' (masc.) and ያች 'that' (fem.). Unlike adjectives, which do not change for gender, demonstratives have separate masculine and feminine as well as plural forms.

ያ	ya	that (masc.)
ያች or ያቺ	yačč or yačči	that (fem.)
እነዚያ	innäzziya	those
ይህ	yih	this (masc.)
ይች or ይቺ	yičč or yičči	this (fem.)
እነዚህ	innäzzih	these

So, using words that you know already, you can say: ይህ ቤት yih bet 'this house', ይቺ አስተማሪ yičči astāmari 'this (woman) teacher', እነዚህ ተማሪዎች innäzzih tāmariwočč 'these students'; ይህ ጥሩ ሰው yih t'iru säw 'this good man'; ይቺ ጥሩ ሴት yičči t'iru set 'this good woman'; እነዚህ ጥሩዎች ሰዎች innäzzih t'iruwočč säwočč 'these good people'; እነዚህ ቆንጆዎች ሴቶች innäzzih k'onjowočč setočč 'these beautiful women'.

When a preposition, like **በ**, **ከ** 'in, at', or **ከ** **ከ** 'from', or **ወደ** **wādā** 'to, towards' etc., comes before a demonstrative, the demonstratives are changed as follows:

ይህ	becomes	ዚህ	zzih
ይቺ/ይች	become	ዚቺ/ዚች	zzičči/zzič
ያ	becomes	ዚያ	zziya
ያቺ/ያች	become	ዚያቺ/ዚያች	zziyačči/zziyač
እነዚህ and እነዚያ remain unchanged.			

Therefore: **በዚህ ቤት** **bāzzih bet** 'in this house'; **ከዚያች ቆንጆ ቤት** **kāzziyaččē k'onjo set** 'from that beautiful woman'; **በ(እ)ነዚህ ትምህርት ቤቶች** **bānnāzzih timbirti betoččē** 'in these schools'.

Agreement of plural adjectives

The phrase **እነዚህ ጥሩዎች ሰዎች** 'these good people' shows that when an adjective describes a noun in the plural it, too, may appear as a plural with the suffix **-(w)oččē**. So **አስቸጋሪዎች ቋንቋዎች** **asčāggariwoččē k'wank'wawoččē** 'difficult languages', **ቆንጆች ሴቶች** **k'onjoččē setoččē** 'beautiful women', **ብርቱዎች ተማሪዎች** **birtuwoččē tāmariwoččē** 'hard-working students'. The adjective, though, does not have to agree; you can also say **ብርቱ ተማሪዎች** **birtu tāmariwoččē**, and so on. Similarly, you can say either **እነዚህ ተማሪዎች ብርቱ ናቸው** **innāzzih tāmariwoččē birtu naččāw** or **እነዚህ ተማሪዎች ብርቱዎች ናቸው** **innāzzih tāmariwoččē birtuwoččē naččāw** 'these students are hard-working'.

Expression of 'no'

In the first lesson you learned the word **አዎ** **awo** 'yes'. Unfortunately, the expression of 'no' in Amharic is not quite so simple. To say 'no' in Amharic you, in effect, have to say '... is not', which means that you must form the verb in accordance with its logical subject. This is why Melaku's answer to Hiywet's question about Mrs. Tsehay begins **አይደለም** **... aydällum lit.** 'she is not', but equivalent to the English 'no', and yet later he says **አይደለም** **aydällām lit.** 'he/it is not', i.e. 'it is not (study time, but) it is lunch time'. The verb **አይደለም** is the negative form of **ነው** **nāw**. All verbs in Amharic have a special negative form, but fortunately they are not all as irregular as this. You will meet the full set of forms of **ይደለም** later in this lesson.

Exercises

1 Rewrite the following sentences using plural forms

Example **ይህ ቤት ትልቅ ነው** → **እነዚህ ቤቶች ትልቅ ናቸው**.

- ይህ ቤት የኔ አገት ናት።
- እኔ ተማሪ ነኝ።
- አቡ አስተማሪ ነው።
- እርስዎ አስተማሪ ነኝ።
- አንቺ ቆንጆ ልጅገሪድ ነሽ።
- የኔ አስተማሪ አትዮጵያዊ ናቸው።

2 Answer the following questions about the dialogue in Amharic

- መላኩ ተማሪ ነው?
- የንግሊዝኛ ቋንቋ ቀላል ነው ወይስ አስቸጋሪ?
- ወይዘሮ ፀሐይ አስተማሪ ናት?
- አሁን የምገባ ሰዓት ነው?
- ሕይወት የአልማዝ ጓደኛ ናት?
- አቶ ከበደ ጸሐፊ ናቸው?

3 Fill in the correct form of the demonstrative in the blanks

- አቶ ከበደ በ _____ ትምህርት ቤት አስተማሪ ናቸው።
- _____ ቤት የኔ ማሰት ነኝ።
- ይት ነው? አ _____ ነው።
- _____ ሰዎች ጥሩዎች ናቸው።
- በ _____ ብርቱ ተማሪ ጋር ይገዱ!

Going to a restaurant ☐☐

Almaz and Hiywet decide to go for lunch by themselves, but don't know the way

- ሕይወት: እኔ ራሰኝ። እኔ መግኝ። ወደ ምግብ ቤት እንሂድ!
 አልማዝ: ምግብ ቤት እዚህ አለ? ወይስ ወደ ዘተማ እንሂድ?
 ሕይወት: በዚች ዘተማ ላይ ምግብ ቤቶች አሉ።

አልማዝ: አሺ: ወደ ከተማ አንሂድ - ጊዜ አለን? ከምን
 በኋላ ትምሕርት በሰንጠረዥ ሰዓት ነው?
 ሕይወት: ትምሕርት የለም። ስለዚህ ብዙ ጊዜ አለን!
 አልማዝ: ጥሩ ነው - ከተማውስ ወዴት በኩል ነው? እኔ
 አላውቅም።
 ሕይወት: እዚያ ላይ አንድ ልጅ አለ። እንጠይቀው! ወንድም።
 ከተማው በዩት በኩል ነው? ሩት ነው? ጥሩ ምግብ
 ቤት ዩት አለ?
 ልጅ: እዚያ ታች ፖስታ ቤት አጠገብ ጥሩ ምግብ ቤት
 አለ። ሩት አይደለም። በጣም ቅርብ ነው። መጀመሪያ
 በስተቀኝ ከዚያም ወደ ገራ ይሂዱ።
 ሕይወት: እግዚር ይስጥልኝ።

.....

አልማዝ: ይኸው! ምግብ ቤቱ አዚህ ነው... ኸረ! እምግብ
 ቤቱ ውስጥ ብዙ ሰው አለ። ቦታ የለም። ወደ ሌላ
 ምግብ ቤት አንሂድ!
 ሕይወት: አሺ: ይኸው: አባላራ እዚህ አለ። እንጠይቀው።
 ጋሼ ሌላ ምግብ ቤት በዚህ አካባቢ አለ?
 አባላራ: አለ። አዲስ ዓለም ምግብ ቤት ከሲኒማ ቤት
 በስተጀርባ ማዘጋጃ ቤት ፊት ለፊት አለ።
 አልማዝ: አሁንስ እኔንም ራብኝ: ጠማኝም አንጻሁም ይከጠኝ።
 ቶሎ ቶሎ አንሂድ!

HIYWÄT: ine rabäñ. ine t'ammañ. wädä mügib bet innihid!
 ALMAZ: mügib bet äzzih allä? wäy'iss wädä kätäma innihid?
 HIYWÄT: bäzzičč kätäma bizu mügib betočč allu.
 ALMAZ: išši, wädä kätäma innihid - gize allän? kämisa
 bähwalass ümhürt bäsintü säat näw?
 HIYWÄT: ümhürt yälläm. s'iläzzih bizu gize allän!
 ALMAZ: t'iru näw - kätämaw'iss wädet bäkkul näw? ine alawk'im.
 HIYWÄT: äzziya lay andi l'ijj allä. innit'äyyik'aw! wändimm, kätämaw
 bäyet bäkkul näw? ruk' näw? t'iru mügib bet yet allä?
 LIJ: äzziya tač posta bet at'ägäb t'iru mügib bet allä. ruk'
 aydälläm, bät'am k'irbi näw. mäjämmäriya bästäk'añ,
 käzziyamm wädä gra yihidu.
 HIYWÄT: igzer yist'illün.

.....

ALMAZ: yihäw! mügib betu äzzih näw... ärä, imügib betu wist' bizu
 säw allä. bota yälläm. wädä lela mügib bet innihid!
 HIYWÄT: išši. yihäw. asallafi äzzih allä. innit'äyyik'aw! gašše, lela

ASALLAFI: allä. "Addis Aläm" mügib bet käsinima bet bästäjärba
 mazzägaja bet fit läfit allä.
 ALMAZ: aluniss inenim rabäñ, t'ammañimm indihum däkkämäñ.
 tolo tolo innihid!
 HIYWET: I'm hungry. I'm thirsty. Let's go to the restaurant!
 ALMAZ: Is there a restaurant here? Or, should we go into town?
 HIYWET: There are lots of restaurants in this town.
 ALMAZ: OK, let's go into town. Do we have time? When are there
 classes after lunch?
 HIYWET: There aren't any classes. So we have lots of time!
 ALMAZ: Good - but which way is the town. I don't know.
 HIYWET: There's a boy over there. Let's ask him! . . . Hey, which
 way is the town? Is it far? Whereabouts is there a good
 restaurant?
 BOY: There's a good restaurant down there, near the post office.
 It's not far, it's very near. First go right and then to the left.
 HIYWET: Thanks.

.....

ALMAZ: Here's the restaurant . . . Oh, there are a lot of people
 in the restaurant; there's no room. Let's go to another
 restaurant.
 HIYWET: OK. Here's a waiter. Let's ask him. Waiter, is there
 another restaurant in this area?
 WAITER: Yes. The 'New World' restaurant is behind the cinema,
 opposite the town hall.
 ALMAZ: I'm hungry and I'm thirsty and tired now, too. Let's
 hurry up!

Vocabulary

ምግብ ቤት	mügib bet	restaurant, canteen
ምግብ ቤቱ	mügib betu	the restaurant
ፖስታ ቤት	posta bet	post office
ማዘጋጃ ቤት	mazzägaja bet	town hall
ሲኒማ ቤት	sinima bet	cinema
ወይስ	wäy'iss	or (marking an alternative or additional question)
ብዙ	bizu	much, many
አሺ	išši	OK, alright!

ከተማ	kätäma	town, city
ከተማው	kätämaw	the town
ልጅ	hijj	child, boy, girl, son, daughter
ሩቅ	ruk'	far, distant
ቅርብ	k'irb	near, close
መጀመሪያ	mäjämmäriya	first
ቀኝ	k'āñ	right
ገራ	gira/gra	left
ይኸው	yihaw	here it is!
ሌላ	lela	other
ኧረ	ärä	why! oh! (an exclamation of surprise or dismay said when something unexpected happens. Also occurs as ኧረ irä or ኧረ erä. Note the special letter ኧ for the sound ä at the beginning of the word)
አላላፊ	asallafi	waiter
ገሽ	gašše	(familiar term of address to a man older than oneself; lit. 'my shield')
ወንድም	wändimm	(familiar term of address to a man the same age as or a little younger than oneself; lit. 'brother')
አካባቢ	akkababi	vicinity, nearby area
የለም	aläm	world
አንዲሁም	ändihum	and likewise, and also
ቶሎ ቶሎ	tolo tolo	(very) quickly
ከዚህ	izzih	here
ከዚያ	izziya	there

Some verb forms

ራብኝ	rabāñ	I'm hungry (lit. 'it hungers me')
ጠማኝ	t'ammañ	I'm thirsty (lit. 'it thirsts me')
ይከጠማኝ	däkkämäñ	I'm tired (lit. 'it tires me')
አንሂድ	innihid	let's go!
አንጠይቀው	innit'äyyik'aw	let's ask him!
አላውቅም	alawk'im	I don't know
ይሂዱ	yihidu	go (pol.)

Some prepositions

በ	bä-	in, at, by
ከ	kä-	from

ወደ	wädä	towards
ስለ	silä	about, because of
ስለዚህ	siläzzih	so, therefore (lit. 'because of this')
በስተ	bästä	in the direction of. Occurring in the following:

በስተጀርባ	bästajärba	to the rear
በስተቀኝ	bästak'āñ	to the right
በስተገራ	bästagra	to the left

Some postpositions

በኩል	bäkkul	in respect of, in the direction of
በኋላ	bähwala	after
ታች	tač	down
ላይ	lay	up
አጠገብ	at'ägäb	next to
ውስጥ	wist'	inside
ፊት ለፊት	fit läfit	opposite (lit. 'face to face')

More verbs which express 'to be'

አለ	allä	there is
አሉ	allu	there are
የለም	yälläm	there isn't
የሉም	yällum	there aren't

Note also

አለን	allän	we have
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Grammar

Prepositions and postpositions

You can see from the dialogue that in Amharic the equivalents of English prepositions, such as 'in, behind, opposite, from', etc., are of two kinds: like the English prepositions they either come in front of the noun, or conversely they follow it. The latter kind are called 'postpositions'. Often you will find postpositions combined with prepositions, as in the phrase አጠገብ ላይ ውስጥ imigib betu

though, the prepositional element may be dropped, as in **ፖስታ ቤት አጠገብ** *posta bet at'ägāb* 'near the post office'.

With place names, like **አዲስ አበባ** or **ሎንዶን**, you do not need to add any preposition to say 'to . . .' or 'in . . .': **ሎንዶን አኖራለሁ** *London inorallāhu* 'I live in London'; **አዲስ አበባ እንሂድ** *Addis Abāba innihid* 'Let's go to Addis Ababa'.

Prepositions in Amharic are also of two kinds: a small number consist of one syllable only and these are always written joined on to the front of the word they go with: **ከትምህርት ቤት** *kätimhürti bet* 'from school', **አቤት** *ibet* 'at home'; other prepositions contain more than one syllable and these may be written either joined on to or separate from the following word: **ወደ ሲኒማ ቤት/ወደሲኒማ ቤት** *wädä sinima bet* 'to the cinema'.

The single-syllable prepositions in Amharic are very few in number, but some of them have a very wide range of meanings. Rather than give exhaustive lists of meanings here, it is better if you learn how to use these by observing them as they are used in the dialogues. You can also see that there is some degree of overlap in meaning between some of the prepositions. The following meanings can therefore only be a general indication:

በ	bä	in, at (<i>place or time</i>); with, by (<i>instrument</i>)
ከ	kä	from; to (<i>direction</i>); with, by (<i>instrument</i>); than
ለ	lä	to, for (<i>recipient or beneficiary</i>)
ከ	i	to (<i>direction</i>), at (<i>place</i>)

Here are some more useful two-syllable prepositions:

ወደ	wädä	to, towards (<i>direction</i>)
እስከ	iskä	as far as, up to, until (<i>place or time</i>)
እንደ	indä	like, as (<i>comparison</i>)
ስለ	silä	about, because of, according to (<i>subject or cause</i>)
ያለ	yalä	without

The preposition **በስተ** *bästä* is used in some useful words denoting direction:

በስተቀኝ	bästäk'ān	to the right
በስተገራ	bästägra	to the left
በስተኋላ	bästähwala	to the rear
በስተጀርባ	bästäjarba	to the back of
በስተዘመን	bästäzzih	this way, in this direction
በስተዘያ	bästäzziya	that way, in that direction

Remember that either the final vowel of the preposition or the first vowel of a following noun which begins with a vowel may be dropped in accordance with the 'hierarchy' of vowels: **ከእ** *käne* 'from me' (**ከ** + **እ**), **ወደ አዲስ አበባ/ወደአዲስ አበባ** *wädä Addis Abāba / wäd Addis Abāba* 'to Addis Ababa'; **ለአልማዝ/ለልማዝ** *lä Almaz / lAlmaz* 'for Almaz'.

The postpositions combine most frequently with the prepositions **በ** -, **ከ** - or **ከ** -, and sometimes with **ወደ**. Remember that the preposition can sometimes be left out.

በቤት ውስጥ	bäbet wist'	inside the house, in the house
በጠረጴዛ ላይ	bät'äräp'eza lay	on the table
ከቤት ውስጥ	käbet wist'	from inside the house
ከጠረጴዛ ላይ	kät'äräp'eza lay	from on the table
አቤት ውስጥ	ibet wist'	inside, into the house
ከተማሮች ጋር	kätämaročč gar	with the students
አልማዝ ጋር	Almaz gar	with Almaz

Here, then, are some useful postpositions:

ውስጥ	wist'	inside
ውጭ	wič'č'	outside
ላይ	lay	on top
ታች	tač	beneath
ጋር	gar	with (<i>accompaniment</i>); combines with ከ -
ዘንድ	zänd	at the house of
በኋላ	bähwala	behind, after
በፊት	bäfit	in front of, before

The verb 'to be' in relation to place

In the first lesson you learned the verb **ነው** 'is', but in the last dialogue you met another verb, **አለ**, which also translates as 'is' or 'there is'. The verb **አለ** is used to point out the existence of something, as in **በቤት ውስጥ ብዙ ሰው አለ** *bäbet wist' bīzu säw allä* 'there are a lot of people in the house', i.e. equivalent to the English 'there is' and 'there are'. It is also used in the sense of 'to be (in a place)', as in **አልማዝ አቤት አለኝ** *Almaz ibet alläčč* 'Almaz is at home', **ተማሮች አሲኒማ ቤት አሉ** *tämaročču isinima bet allu* 'the students are at the cinema'.

The verb **ነው** can also be used in the sense of 'to be in a place'

when the place is overtly mentioned. So the last two sentences could also be expressed by አልማዝ አቤት ነቸ ለማለት Almaz ibet näc and ተማርቼ አሲኒማ ቤት ናቸው tāmaročéu isinima bet naččäw.

The inflected form of the verb አለ is given below. You should make a special note of the endings. You will meet them again in the negative forms of both አለ and ነው, and also in the simple past tense of all other verbs.

አለሁ	allähw (but written as allähu)	I am
አለህ	alläh	you are (masc. & inf.)
አለሽ	alläš	you are (fem. & inf.)
አለ	allä	he is; there is (masc.)
አለች	alläčč	she is; there is (fem.)
አለን	allän	we are
አላችሁ	allaččüh (but written as allaččihu)	you are (pl. & inf.)
አሉ	allu	they are; there are; he/she is (pol.); there is (pol.); you are (pol.)

The base is አለ - allä- and the endings are:

singular		plural	
1st person	-hw I	-n	we
2nd person	-h you (masc. & inf.)	-aččüh	you (inf.)
	-š you (fem. & inf.)		
3rd person	-ä he	-u	they;
	-äčč she		
		formal	
		-u	he, she, they, you

There are a number of things to note about this inflexion:

- (a) the endings of the first person singular ('I') and the second person plural ('you' plural and inf.) are pronounced slightly differently from how they are written. However this is true only when the endings come at the very end of the word and there is no further suffix added;
- (b) the endings in the verb አለ are added to the base allä- which itself ends in a vowel; so when the endings -ä and -äčč of the third person masculine ('he') and third person feminine ('she') are added,

- one of the äs is dropped; also the ending -u of the third person plural ('they', etc.) replaces the final ä of the verb stem;
- (c) unlike the verb ነው, there is no special second person ('you') polite form to go with the pronoun አርሰም; instead the third person plural is used. You will find that this is true of all verbs except ነው.

In the last dialogue you saw that the negative of አለ is የለም 'there is not', and earlier you met the negative of ነው, which is አይደለም 'he is not'. Both of these inflect with the same endings as አለ preceding the final -ም. So:

base የለ + ending + ም base አይደለ + ending + ም

የለሁም	yällähum	አይደለሁም	aydällähum
	I am not, etc.		I am not, etc.
የለህም	yällähim	አይደለህም	aydällähim
የለሽም	yälläšim	አይደለሽም	aydälläšim
የለም	yälläm	አይደለም	aydälläm
የለችም	yälläččim	አይደለችም	aydälläččim
የለንም	yällänim	አይደለንም	aydällänim
የላችሁም	yällaččihum	አይደላችሁም	aydällaččihum
የሉም	yällum	አይደሉም	aydällum

Exercises

4 Turn the following sentences into negatives

Example አልማዝ አቤት አለች። → አልማዝ አቤት የለችም።

- 1 ያች ሴት ወይዘሮ ለይወት ናት?
- 2 አንዚህ ተማሪዎች አንግሊዛውያን ናቸው።
- 3 ወንድሜ አትምህርት ቤት አለ።
- 4 አሱ የተረፈ አባት ነው?
- 5 አሁን ጊዜ አለ።
- 6 አሲኒማ ቤት አለን።

5 Rewrite the following sentences so that the verb in brackets agrees with the noun or pronoun subject

- 1 እንዚህ መጽሐፎች (አይደለም)።
- 2 ብዙዎች ሰዎች አዚህ (አለ)።
- 3 አናንተ ጥሩዎች ልጆች (ነው)።
- 4 አልማዝና ሕይወት ተማሪዎች (አይደለም)።
- 5 አቶ መላኩ፡ እንደምን (አለ)?
- 6 ከሲኒማ ቤት በስተኋላ ብዙዎች ቤቶች (አለ)።
- 7 አንቺ ደህና (ነው)? አዎ፡ እግዚር ደመወድን ደህና (ነው)።
- 8 እኔና ወንድሜ ተማሮች (አይደለም)።
- 9 ልጆች አዚህ (የለም)።
- 10 አንተ ጥሩ ልጅ (አይደለም)።

6 In the left-hand column are some adjectives from the dialogues in this lesson. Pair them up correctly with their opposites in the righthand column

ጥሩ	ቀላል
ትልቅ	መጥፎ
አዳስ	ሩቅ
አስቸጋሪ	አርጌ
ቅርብ	ትንሽ

7 Answer the following questions using the words and phrases relating to place, set out below

- አቤት፡ ከከተማ ሩቅ፡ ከማዘጋጃ ቤት በስተቀኝ፡ አዚህ ቃቶ፡ በጠረጴዛ ላይ፡ አትምህርት ቤት፡ ከቱያትር ራት ለራት፡ አቤት ውስጥ፡

Example ተማሮች ዩት ናቸው? → አትምህርት ቤት ናቸው።

- 1 የኔ መጽሐፍ ዩት ነው?
- 2 አንድ ጥሩ ምግብ ቤት ዩት አለ?
- 3 ያንቺ ቤት ቅርብ ነው? አይደለም፡ _____
- 4 ፖስታ ቤት በስተገራ ነው? አይደለም፡ _____
- 5 በዚህ ከተማ ግንዛ አለ?
- 6 አልማዝና መላኩ ዩት ናቸው?
- 7 ጠረጴዛ ዩት ነው?
- 8 አልማዝና ከበደ ዩት ናቸው?

Script

Writing double or 'geminate' consonants

Have a look at the transcribed versions of the dialogues you have met so far and you will see many instances of Amharic words which contain double consonants: **innäzzih**; **innantä**; **mazzägaja**; **aydälläm**; **yist'illiiñ**; **abbat**; **yimmäsgän**, and so on. These double consonants, which are also sometimes called 'geminate', are not, however, represented in the script: **እንዚህ innäzzih** is written with only one **ን** and only one **ዚ**, **isswa አስጥ** with only one **ስ**, **abbat አባት** with only one **ባ**, and so on. Both **nä** and **nnä** are represented by the single letter **ን**, both **si** (and **s**) and **ssi** (and **ss**) by **ሰ**, both **ba** and **bbä** by **ባ**. In a word where two identical consonants are written next to one another, the first in the sixth order, such as **ትልልቅ tällik** or **አባረረ abbarirre** there has to be the vowel **i** to separate them.

Double consonants are very important in Amharic and must always be carefully pronounced. They often make all the difference in meaning:

		<i>Both written</i>
alä he said	allä there is	አለ
gäna yet	gänna Christmas	ገና
wana swimming	wanna important	ጥና
yigäbal he enters	yiggäbbal it's right	ይገባል
mäfalläg to want	mäffäläg to be wanted	መረለግ
bälu say!	bällu they ate	በለ
abay liar	abbay Blue Nile	አባይ

When learning a new item of vocabulary, or a new grammatical form (where double consonants are usually predictable) you will need to pay special attention.

Exercises

8 Rewrite the following transcribed Amharic words in Ethiopian script, and then check your answers in the key

wäddo	sännö	hizb	azzo	assab	mälliso	k'ät'ülo	k'ut'ä
bärr	zär	günmaš	wanna	agännä	isat	gazet'a	mäto

gänna	gäna	duda	rädä	s'ät'äta	üüim	ayyale	finniš
č'unt	č'urf	tärräfa	gabičča	t'äk'lalla	lela	higgu	č'igu

9 Practise writing out the dialogues in this lesson

3 ድንገተኛ ግንኙነት

dīngätäñña

gīniññunnät

A chance meeting

By the end of this lesson you should be able to:

- express possession using the verb 'to have'
- form the simple past tense (I came, he gave, etc.)
- use the definite article (the)

Asking questions

Almaz and Hiywet meet Mr Mulugeta

- አልግዝ፡ አንገዲህ አሁን ምግብ ቤቱ ደረሰን።
 ሕይወት፡ አዎ፣ መልካም ነው። አዚህ ቦታ አለ።
- አልግዝ፡ ኸረ! አቶ መሉጌታ አሉ። አባቸው ካባቱ ጓደኞች
 አንዱ ናቸው። አንደምን ጥሉ አቶ መሉጌታ?
 ደህና ነዎት?
- አቶ መሉጌታ፡ ጤና ይስጥልኝ አልግዝ። ደህና ነኝ። አገዢር
 ይመስገን። አንደምን ጥልሽ? አንቺ ዛሬ ትምሕርት
 የለሽም አንዴ?
- አልግዝ፡ ደህና ነኝ አገዢር ይመስገን። አይ፣ ዛሬ ከሰዓት
 በኋላ ዘፍል የለንም። ሕይወት ጓደኛዬ ናት።
 አባም አንደኔ ተግሪ ናት። አኔና ሕይወት ወደ
 አንድ ሌላ ምግብ ቤት ሂደን ነገር ገን ቦታ
 አላገኘንም። ምሳ መሰለት ፈለገን።
- አቶ መሉጌታ፡ አባካቸው፡ ኖር! አኔም ከናንተ ትምህርት ቤት
 ከተዘጋጁት በፊት ነበርኩ። አኔና ያልግዝ አባት
 አብረን ተግርን። አገርሽ ዩት ነው ሕይወት?
 አዲስ አበባ?
- ሕይወት፡ አይደለም። አገሪ ጃማ ነው። የዛሬ ዑለት ግምንት
 አዲስ አበባ ገባሁ። አባቱ በጃማ የመንግሥት
 ሠራተኛ ናቸው። ነገር ገን አዚህ አይደለም

ተወለዱ። ወደዚህ ከተማ መምጣት አልፈለግሁም።
አሁን ግን ዛሬማዝ ጋር ተዋወትንና የከተማውን
ነገር በጣም ለመድከት። ትምህርቴንም ስጧርሶ
እዚህ ለመኖር አፈልጋለሁ።

- ALMAZ: ingīdih, ahun mīgib betu dārrāsīn.
HIYWÄT: awo, mälkam näw. izzih bota allä.
ALMAZ: ärä! ato Mulugeta allu. issaçčäw kabbate gwaddäññočč
 andu naččäw . . . indäm'in walu ato Mulugeta? dähna
 näwot?
- ATO MULUGETA: t'ena yist'illif Almaz. dähna näñ, igzer yimmäsgän.
 indänün walš? anči zare tihürt yälläšim inde?
ALMAZ: dähna näñ, igzer yimmäsgän. ay, zare käsäat bähwala
 kifil yällänim. Hiywät gwaddäññaye nat. isswamm
 indäne tämari nat. inenna Hiywät wäd andi lela mīgib
 bet hedīn, nägär gin bota alagäññänimm. mäsa mäblat
 fällägin.
ATO MULUGETA: ibakkaččuh, nor! . . . inemm kännantä tihürti bet
 käbizu amät bäfit näbbärkw. inenna y Almaz abbat
 abrän tämarn. agäriš yet näw Hiywät? Addis Abäba?
HIYWÄT: aydälläm. agäre Jimma näw. yäzare hulätt sammint
 Addis Abäba gäbbahw. abhate bäJimma yämängist sär-
 ratäñña naččäw, nägär gin izzih Addis Abäba täwällädu.
 wädäzzih kätäma mämt'at alfalläghum. ahun gin
 k Almaz gar täwawwäk'ininna yäkätämawn nuro
 bät'am lämmädkut.. tihürtenim sič'arris izzih lämänor
 ifälligallähw.
- ALMAZ: Well, we're here now.
HIYWÄT: Yes, that's fine. There's room here.
ALMAZ: Oh, Mr Mulugeta's here. He's one of my father's
 friends . . . How are you, Mr Mulugeta?
MR MULUGETA: Hello Almaz. I'm well, thank you. How are you?
 Don't you have school today, eh?
ALMAZ: I'm fine, thanks. No, this afternoon we don't
 have any classes. Hiywet is my friend. We're both
 students. Hiywet and I went to another restaurant,
 but we couldn't find any room. We wanted to eat
 lunch.
MR MULUGETA: Please, join me! . . . I went to the same school many
 years ago. Almaz's father and I studied together.
 Where do you come from, Hiywet, from Addis

- HIYWET: No, I come from Jimma. I arrived in Addis Ababa
 two weeks ago. My father is a government official in
 Jimma, but he was born here in Addis Ababa. At
 first I didn't want to come to the city. But now I've got
 to know Almaz and I've got quite used to city life.
 When I've finished my studies I want to live here.

Vocabulary

አንገዳህ	ingīdih	well then, well now
መልካም	mälkam	excellent, fine
አንዱ	andu	one of (used with the preposition li ; here meaning 'from, out of')
አንዴ	inde	what! (a particle indicating surprise; አንዴ may be used alone, or may be put at the end of a statement or question, as in አይደለም አንዴ aydällum inde! in the first dialogue in lesson two)
ዛሬ	zare	today
ከፍል	kifil	class, section, room
ነገር ግን	nägär gin	but, however
ግን	gin	but, however (usually placed after the first word or phrase in the sentence)
አባካኛሁ	ibakkaččuh	please (pl. & inf.)
አባከህ	ibakkih	(masc. & inf.)
አባከሽ	ibakkış	(fem. & inf.)
አባከዎ	ibakkīwo	(for.)
ያው	yaw	the same; demonstrative ያ + -w , so ወደዚያው is ወደ + ያው .
አገር	agär	country, land
ግምገት	sammint	week
የዛሬ ሁለት ግምገት	yäzare hulätt sammint	two weeks ago (lit. 'today two weeks')
መንግሥት	mängist	government, state
ሠራተኛ	särratäñña	worker
ነገር	nuro	life, lifestyle

Some verb forms

ደረሰን	därrāsīn	we arrived
ደረሰኩ	därräskw	I arrived (note that the pro-

– the ending **-it** is sounded as **-kw** as long as no further suffix is added to the word)

ገባው	gäbbahw	I entered, I arrived
ሄድን	hedin	we went
ሄድኩ	hedkw	I went
ነበርኩ	näbbärkw	I was
ፈለግን	fällägin	we wanted
መብላት ፈለግን	mäblat fällägin	we wanted to eat
አልፈለግውም	alfälläghum	I didn't want
መምጣት	mämt'at	I didn't want to come
አልፈለግውም	alfälläghum	
አላገኝንም	alagännänim	we didn't find
ተማርን	tämarn	we studied
አብረን ተማርን	abrän tämarn	we studied together (<i>lit.</i> 'we being together, we studied')
ተወለዱ	täwällädu	he was born (<i>for.</i>)
ተዋወቅን	täwawwäk'in	we got to know one another
ለመድኩ	lämmädkw	I got used to, became familiar with
ለመድኩት	länimädkut	I got used to it
ስጋርስ	sič'arris	when I finish
መቀመጥ	mäk'k'amät'	to live, settle
የለሽም	yälläšim	you don't have (<i>fem. & inf.</i>)
የለንም	yällänim	we don't have
ኖር	nor	welcome! (<i>a fixed greeting said to welcome a new arrival</i>)

Notes on the dialogue

- 1 ካባቱ ጓደኞች አንዱ kabbate gwaddännöčč andu 'one of my father's friends', *lit.* 'the one out of my father's friends'. Whenever another preposition, such as **in**- here, is added to the front of a possessive phrase beginning with **የ**- 'of', the **የ**- is dropped: **ያባቱ ጓደኞች** yabbate gwaddännöčč 'my father's friends' but **ካባቱ ጓደኞች** kabbate gwaddännöčč 'out of my father's friends'.
- 2 The greeting ኖር nor 'welcome!' is said when one or more guests or newcomers arrive to join a group or party. Anyone seated normally rises when saying this. In some areas people say ነሩ **nuru** or ይነሩ **yinuru** (*for.*) instead. These are all connected with the verb ኖረ **norä** 'stay'. The response may be simply በግዜር **hägzer** or በግዜር **አይገባም** hägzer ayiggäbbam *lit.* 'by God, it's

not right!'. To say 'welcome!' in more general terms, and somewhat more formally, you can say አንኑን ደኅኖ መጡ inkwan dähna mät't'u, *lit.* 'how nice you've come safely'. The verb, in this case, መጡ, has to have the appropriate form for the status etc., of the person addressed: መጣህ mät't'ah (*male and inf.*), መጣሽ mät't'aš (*female and inf.*), መጣችሁ mät't'aččuh (*plural*), መጡ mät't'u (*for.*).

- 3 ከአልማዝ ጋር ተዋወቅን kā'Almaz gar täwawwäk'in 'I got to know Almaz' *lit.* 'we knew one another with Almaz'. Although Hiywet is speaking only about herself, because 'getting to know one another' (ተዋወቀ) involves both her and Almaz the verb is put into the first person plural, the 'we' form. Some other verbs which denote an action done by more than one person to one another (i.e. what is traditionally called the 'reciprocal') operate in the same way, as for example ተገናኝ tagänañña 'meet' *lit.* 'find one another'; ካንተ ጋር ተገናኝን kantä gar tagänaññän 'we met with you', i.e. 'I met you'.

Grammar

Expressing 'to have'

In the dialogue you met two different verb forms denoting possession, 'to have': የለሽም 'you don't have' and የለንም 'we don't have'. You may recognize that these are expansions of the verb የለም 'there isn't', and indeed they literally mean 'there isn't to you' and 'there isn't to us', respectively. In other words, Amharic does not have a separate verb meaning 'to have', but uses the verb of existence አለ (and as here its negative የለም) combined with a pronoun suffix which indicates the possessor, the person who 'has' something. This also means to say that the thing which is possessed, the thing which someone 'has', becomes in Amharic the subject and the verb አለ, etc., has therefore to agree with this. Accordingly, there are different forms of the verb according to whether the object or thing possessed is masculine, feminine or plural.

Consider how you might say 'I have one son' and 'I have two sons' in Amharic. Literally, this would be 'one son he is to me' and 'two sons they are to me': አንድ ልጅ አለኝ andi lijj allän but ዕለት ልጆች አለኝ hulätt lijjočč alluñ; or 'I have one daughter' – *lit.* 'one daughter she is to me': አንዲት ልጅ አለኝ andit lijj alläččün.

You can see from these last examples that the marker of 'to me' (i.e. 'I' as possessor) is the consonant ኝ added to the end of the verb. In the examples in the dialogue, however, the marker of the possessor, ሽ 'to you' and ኀ 'to us' occurred before the final ም of የለ-ም; compare መጽሐፍ አለኝ *mäs'haf allān* 'I have a book' and መጽሐፍ የለኝም *mäs'haf yällānim* 'I don't have a book'. As you will see, many negative verbs end in ም and whenever a further pronoun suffix is added, it is placed before this final ም. For instance, the past tense of አለ is ነበረ *nābbārā* 'there was', and the past of የለም is አልነበረም *alnābbārām* 'there wasn't'. So, 'I had a son' is ልጅ ነበረኝ *lijj nābbārān* (*lit.* 'a son he was to me'), but 'I didn't have a son' is ልጅ አልነበረኝም *lijj alnābbārānim* (*lit.* 'a son he was not to me').

The endings of the persons 'to me', 'to you', 'to him' ... etc., are as follows. You will find that they are almost identical to the endings of the verb ነው 'to be'.

Singular		
1st per.	to me	-n, -in
2nd per. masc.	to you	-h, -ih
2nd per. fem.	to you	-š, -iš
3rd per. masc.	to him	-w (on አለ, የለ-, ነበረ, አልነበረ-) -iw (on አለኛ, የለኛ-, ነበረኛ, አልነበረኛ-) -t (on አለ, የለ-, ነበረ, አልነበረ-)
3rd per. fem.	to her	-at

Plural		
1st per.	to us	-n, -in
2nd per.	to you	-aččuh
3rd per.	to them	-aččaw

Formal		
2nd per.	to you	-wo/-wot
3rd per.	to him, her	-aččaw

Note that the endings -h, -š and -n are pronounced as -ih, -iš and -in, respectively when added to the feminine forms አለኛ and የለኛ-, ነበረኛ and አልነበረኛ-.

The verb 'to have' forms the following patterns:

	With masc. object	with fem. object	with pl. object
I have	አለኝ allān	አለኛኝ allāččīn	አለኝ allūn
you have	አለህ allāh	አለኛህ allāččih	አለህ alluh
you have	አለሽ allāš	አለኛሽ allāččiš	አለሽ alluš
he has	አለው allāw	አለኛው allāččiw	አለው allut
she has	አለት allat	አለኛት allāččeat	አለት alluwat
we have	አለን allān	አለኛን allāččīn	አለን allun
you have	አለኛህ allāččuh	አለኛኛህ allāččāččuh	አለኛኛህ alluwaččuh
they have	አለኛው allāččaw	አለኛኛው allāččāččaw	አለኛኛው alluwaččaw
you have	አለዎ allāwo	አለኛዎ allāččwo	አለዎ alluwo

You may notice that four of the above words are ambiguous: አለህ can mean 'you are' or 'you have'; similarly አለሽ, አለኛህ and አለን 'we are' or 'we have'.

The verb 'to not have' forms the following pattern:

	With masc. object	with fem. object	with pl. object
I don't have	የለኝም yällānim	የለኛኝም yällāččīnim	የለኝም yällūnim
you ...	የለህም yällāhūm	የለኛህም yällāččihūm	የለህም yälluhūm
you ...	የለሽም yällāšim	የለኛሽም yällāččišim	የለሽም yällušim
he ...	የለውም yällāwim	የለኛውም yällāččiwim	የለውም yällutim
she ...	የለትም yällatim	የለኛትም yällāččeatim	የለትም yälluwatim
we ...	የለንም yällānim	የለኛንም yällāččīnim	የለንም yällunim
you ...	የለኛህም yällāččihum	የለኛኛህም yällāččāččihum	የለኛኛህም yälluwaččihum
they ...	የለኛውም yällāččawim	የለኛኛውም yällāččāččawim	የለኛኛውም yälluwaččawim
you ...	የለዎትም yällāwotim	የለኛዎትም yällāččwotim	የለዎትም yälluwotim

Similarly, possession in the past is expressed by replacing አለ, አለኝ, አለህ by ነበረ, ነበረኝ, ነበሩ, näbbärä, näbbäräcč, näbbäru respectively, and in the negative by substituting አልነበረ-, አልነበረኝ-, አልነበሩ- alnäbbärä-, alnäbbäräcč-, alnäbbäru- for የለ-, የለኝ-, የለህ-, with the final -ም added after the pronoun suffixes.

Exercises

1 Complete the following sentences, supplying the correct form of 'have'

- 1 አኒ ወንድም _____.
- 2 አኛ ዛሬ ትምህርት _____.
- 3 አልማዝ ትንሽ አጎት _____.
- 4 ተረፈ ስንት መጽሐፍ _____?
- 5 አንተ ሁለት መዜኖዎች _____?
- 6 ወይዘሮ ፀሐይ ሁለት ልጆች _____.
- 7 አንቺ ብዙ ገንዘብ _____? አዎ፣ ብዙ ገንዘብ _____.

2 Turn the above sentences (a) into negatives, and (b) into the past tense

3 How would you say the following in Amharic

- 1 Asäffa and Hirut have four children.
- 2 We don't have a lot of money.
- 3 Mr Mulugeta's wife has a red car.
- 4 I had a lot of classes yesterday.
- 5 Mrs Tschay had a beautiful restaurant.
- 6 The teacher didn't have any books.
- 7 Do you have many brothers? No, I don't have a brother.

4 How would you say in Amharic (a) that you have the following items, and (b) that you don't have them?

- አጻስ መዜና
- ፖስት ማስቶች
- ሁለት ወንድሞችና አንጻት አህት
- ጥሩ መንግሥት
- ብዙ ኢትዮጵያውያን አስተማሪዎች

Grammar

The simple past tense

In the dialogue you met a number of verbs in the past tense: ደረሰኩ, ደረሰን, ፈለግን, ሄድኩ, ሄድን, and so on. Like ነበረ, which forms the past of አለ 'to be', these are all in the simple past, sometimes also called the simple perfect form. As its name suggests, this is the simplest of the main verb tenses in Amharic and as such we shall begin our examination of the verb with this tense. The third person masculine of the simple past, the 'he-form', is also the shape in which verbs are cited in Amharic dictionaries. So, in order to find the meaning of ሄድኩ, for example, you would have to look the word up under its third person masculine form ሄደ, where you will find the meaning 'go'. This is also the practice followed in the glossary at the end of this book. The same form, the third person masculine of the simple past, also provides the clues to identifying the class to which a verb is assigned, which you will need to know in order to form correctly the other tenses and parts of the verb.

Verbs in Amharic are in the first instance classified according to the number of consonant letters in the basic stem of the simple past. So, ደረሰ, ፈለገ, ለመደ, አደረ all have three consonant-letters and as such are called 'triconsonantal' or 'triliteral'. On the other hand, ሄደ, ጻፈ, መጣ, ሰጠ, ሆነ, etc., have only two consonant letters and are therefore called 'biconsonantal' or 'biliteral'.

The triconsonantal verbs all have the same shape in the simple past: three first-order letters. The biconsonantal verbs, however, have different shapes and this distinction becomes especially important in the formation of other tenses. It will therefore be as well to learn the classification of a verb right from the start. For the moment, here are the six commonest classes of verbs:

Class	Sample	Simple past stem
Triliteral	[3-lit] ደረሰ, ፈለገ, etc.	därräs-, fälläg- etc.
Biliteral	Type 1 [2-lit'] መጣ (1st + 4th order)	mät't'a-
	Type 2 [2-lit'] ሰጠ (1st + 1st order)	sät't'ä-
	Type 3 [2-lit'] ጻፈ (4th + 1st order)	s'af-
	Type 4 [2-lit'] ሄደ (5th + 1st order)	hed-
	Type 5 [2-lit'] ሆነ (7th + 1st order)	hon-

There are some verbs in the dialogues that you have already met which look as if they are trilateral such as ከገሃ (ከላገሃገም), ተማረ (ተማርገ), or which seem to have more than three consonants, such as ተዋወቀ (ተዋወቅገ) or ተወለደ (ተወለዱ). These, however, are not simple or basic stem-types as in the above classification, but are what are called derived stems. Their simple stems, on the basis by which their classification is made, are in fact biliteral of type 2-lit² *ገሃ, biliteral of type 2-lit¹ *ማረ, or trilateral ከወቀ and ወለደ, respectively. Do not worry about this for the moment! There are some very useful and important verbs, however, which are in fact derived stems of this sort and these will therefore be introduced into the vocabulary before full discussion of their grammatical patterns.

You have already met the endings of the simple past in the verb አለ; it is one of the irregularities of Amharic that this verb looks like a simple past but in fact has a present meaning. The stem of አለ, that is the form to which the endings are added is, you will recall, allä-, which ends in a vowel and belongs to the 2-lit¹ type like ሰጠ 'give', or አየ 'see' (stems sät't'ä-, ayyä-).

Biliteral stems of the 2-lit¹ type also end in a vowel, such as መጣ 'come', or ሰማ 'hear' (stems mät't'a-, sämma-). The other biliteral and trilateral stems end in a consonant: ደረሰ 'arrive' (stem darräs-), ጻፈ 'write' (stem s'af-), ሄደ 'go' (stem hed-), ሆነ 'become' (stem hon-). This distinction is important because it affects the choice of some of the personal endings in the simple past. The personal endings of the simple past are set out below.

Singular

1st per.	I ...	-hw, -kw	(-kw after a consonant only)
2nd per. masc.	you ...	-h, -k	(-k after a consonant only)
2nd per. fem.	you ...	-š	
3rd per. masc.	he ...	-ä	
3rd per. fem.	she ...	-äčč	

Plural

1st per.	we ...	-n, -in	
2nd per.	you ...	-aččuh	
3rd per.	they ...	-u	(replacing the final vowel of the stem)

Formal

2nd per.	you ...	-u	(i.e. the 3rd plural form)
3rd per.	he, she ...	-u	"

Notes

- Remember the effects of the hierarchy of vowels. The ending of the first person plural is pronounced with the sixth-order vowel *i* only on consonant stems to avoid an awkward resulting cluster of two consonants: so, ገገርገ naggärn 'we spoke' but ደረሰገ darräsän 'we arrived'.
- Remember that only the verb ነው has a special second-person formal form; all other verbs use the third person plural for the second and third persons of the formal.

Here are samples of all six different verb classes:

3-lit

ደረሰኩ/ደረሰሁ	därräskw, darräshw	I arrived
ደረሰክ/ደረሰህ	därräsk, darräsh	you arrived [masc. and inf.]
ደረሰሽ	därräsš	you arrived [fem. and inf.]
ደረሰ	därräsä	he arrived
ደረሰች	därräsäčč	she arrived
ደረሰን	därräsän	we arrived
ደረሳችሁ	därräsäččuh	you arrived [pl.]
ደረሱ	därräsu	they arrived
		you arrived, he/she arrived [for.]

2-lit¹

መጣሁ	mät't'ahw	I came	ሰጠሁ	sät't'ähw	I gave
መጣህ	mät't'ah	you came	ሰጠህ	sät't'äh	you gave
መጣሽ	mät't'aš	you came	ሰጠሽ	sät't'aš	you gave
መጣ	mät't'a	he came	ሰጠ	sät't'ä	he gave
መጣች	mät't'ačč	she came	ሰጠች	sät't'äčč	she gave

2-lit'		2-lit'			
መጠን	mät't'an	we came	ሰጠን	sät't'an	we gave
መጠኙህ	mät't'aččuh	you came	ሰጠኙህ	sät't'aččuh	you gave
መጡ	mät't'u	they came, etc.	ሰጡ	sät't'u	they gave, etc.

2-lit-1		2-lit-4			
ጻፍኩ/ጻፍሁ	s'afkw, s'afhw	I wrote	ሄድኩ/ሄድሁ	hedkw, hedhw	I went
ጻፍክ/ጻፍህ	s'afk, s'afh	you wrote	ሄድክ/ሄድህ	hedk, hedh	you went
ጻፍሽ	s'afs	you wrote	ሄድሽ	hedš	you went
ጻፈ	s'afä	he wrote	ሄደ	hedä	he went
ጻፈች	s'afačč	she wrote	ሄደች	hedäčč	she went
ጻፍን	s'afin	we wrote	ሄድን	hedin	we went
ጻፋችሁ	s'afaččuh	you wrote	ሄዳችሁ	hedäččuh	you went
ጻፉ	s'afu	they wrote, etc.	ሄዱ	hedu	they went, etc.

2-lit'		
ሆንኩ/ሆንሁ	honkw, honhw	I became
ሆንክ/ሆንህ	honk, honh	you became
ሆንሽ	honš	you became
ሆነ	honä	he became
ሆነች	honäčč	she became
ሆንን/ሆን	honin, honn	we became
ሆናችሁ	honaččuh	you became
ሆኑ	honu	they became, etc.

Here are some more useful verbs to add to your vocabulary. From now onwards all new verbs in the vocabulary will be cited in the third person masculine of the simple past. Please be careful to note to which class they belong.

ነገረ	näggärä	speak, talk	አወቀ	awwäk'ä	know
ወሰደ	wässädä	take, take away	ወጣ	wät't'a	go up, go out
በላ	bälla	eat	ጠጣ	tät't'a	drink
ገዛ	gäzza	buy	ሸጠ	šet'ä	sell
ጀመረ	jämmärä	begin	ጨረሰ	č'ärräsä	finish
ሰማ	sämma	hear	አየ	ayyä	see
ከፈተ	käffätä	open	ዘጋ	zägga	close
ሠራ	särra	make, work	ቆየ	k'oyyä	wait, stay put
ጻፈ	s'afä	write	ላከ	lakä	send

The negative of the simple past is formed by prefixing አል - and suffixing -ም, as with አልነበረም *alnäbbäräm* 'he was not', the negative of ነበረ *näbbärä* 'he was'. If the verb begins in *l*, like ለመደ *lämmädä* 'he got used to' or ላከ *lakä* 'he sent', the አል - is prefixed as normal but the resulting double *l* may be written either in full or as any other double consonant: *allämmädäm* 'he did not get used to' አልለመደም *or* አለመደም; *allakäm* 'he did not send' - አልላከም *or* አላከም.

Be careful to note how the negative of a verb beginning in *a* is written, such as, for example, አወቀ *awwäk'ä* 'he knew': አላወቀም *alawwäk'äm* 'he did not know'. An example is set out for you below in the box.

Singular

1st per.	አልፈለገሁም	alfälläghum	I did not want
2nd per. masc.	አልፈለገህም	alfälläghim	you did not want
2nd per. fem.	አልፈለገሽም	alfälläghšim	you did not want
3rd per. masc.	አልፈለገም	alfällägäm	he did not want
3rd per. fem.	አልፈለገችም	alfällägäččim	she did not want

Plural

1st per.	አልፈለገንም	alfällägnim	we did not want
2nd per.	አልፈለግችሁም	alfällägäččihum	you did not want
3rd per.	አልፈለጉም	alfällägum	they did not want; he, she, you did not want (for.)

other words, the article suffix travels backwards on to the adjective. Thus: ቤቱ *betu* 'the house' but ትልቱ ቤት *tillik'u bet* 'the big house'; ልጅቱ *lijjitu* 'the girl' but ትንሹዋ ልጅ *finnišwa lij* 'the little girl'.

Possessive pronoun suffixes

In lesson one you learned how to express 'my, your, his', etc., by using the possessive preposition የ- followed by the independent pronoun, as in የኔ ስም *yāne sim* 'my name', *lit.* 'name of me'. In lesson two, however, you saw that the same could be expressed by one word, adding a suffix to the noun, as ስሜ *sime* 'my name'. This second method is in fact the more usual way of expressing a pronoun possessor in Amharic. Have another look at the dialogue where you will find some other nouns with possessive pronoun suffixes: አባቱ 'my father'; አገሪ 'my home region', አገርሽ 'your home region', ወለታችን 'the two of us' (*lit.* 'our two').

The possessive pronoun suffixes are as follows. Note that some of the suffixes have different forms according to whether the noun to which they are added ends in a consonant or a vowel: 'my' is -e after a consonant, ቤቱ *bete* 'my house', but -ye after a vowel ግደኛዬ *gwaddāññaye* 'my friend'; 'his' is -u after a consonant - ቤቱ *betu* 'his house', but -w after a vowel ግደኛው *gwaddāññaw* 'his friend'. Also, the three suffixes 'our' -aččīn, 'your' -aččuḥ, and 'their' -aččāw follow the rules of vowel hierarchy when added to a noun ending in a vowel, inserting a 'glide' w if the noun ends in -o or -u, a 'glide' y if it ends in -i or -e, and dropping the a vowel if it ends in -a.

noun ends in:	cons.	vowel	examples
my	-e	-ye	ቤቱ, ተማሪዬ <i>bete, tāmariye</i>
your (masc.)	-ih	-h	ቤትህ, ተማሪህ <i>betih, tāmarih</i>
your (fem.)	-iš	-š	ቤትሽ, ተማሪሽ <i>betiš, tāmariš</i>
his	-u	-w	ቤቱ, ተማሪው <i>betu, tāmariw</i>
her	-wa	-wa	ቤትዋ, ተማሪዋ <i>betwa, tāmariwa</i>
his, her (form.)	-aččāw	-aččāw,	ቤታቸው,
		-yaččāw,	ተማሪያቸው,
		-waččāw	ዳቦዋቸው
our	-aččīn	-aččīn,	ቤታችን,
	-yaččīn,	-waččīn	ተማሪያችን,
			ዳቦቻችን

noun ends in:	cons.	vowel	examples
your (plural)	-aččuḥ	-aččuḥ,	ቤታችሁ, <i>betaččuḥ</i>
		-yaččuḥ,	ተማሪያችሁ,
		-waččuḥ	ዳቦዎችሁ
their	-aččāw	-aččāw,	ቤታቸው,
		-yaččāw,	ተማሪያቸው,
		-waččāw	ዳቦዎቸው
your (for.)	-wo	-wo	ቤትዎ, ተማሪዎ <i>betwo, tāmariwo</i>

The possessive suffixes of the third person masculine, 'his . . .' and the third person feminine, 'her . . .', have the same shape as the masculine/plural and feminine definite articles. This means that a word such as ተማሪው *tāmariw* is ambiguous, and can mean both 'the student' and 'his student'; similarly መኪናዋ *mākinawa* is both 'the car' (cars are usually thought of as feminine) and 'her car', and ልጆቹ *lijjočču* is both 'the children' and 'his children'.

A noun with a possessive suffix added to it is counted as a definite noun, which means that an accompanying adjective has to have the definite article added to it. You will see later that there are other ways in which nouns with possessive suffixes behave like definite nouns. Examples are set out below:

ቤቱ <i>bete</i>	ትልቱ ቤት <i>tillik'u bet</i>	the big house
my house	ትልቱ ቤቱ <i>tillik'u bete</i>	my big house
አጎትህ <i>ihitih</i>	ትንሹዋ አጎት <i>finnišwa ihit</i>	the little sister
your sister	ትንሹዋ አጎትህ <i>finnišwa ihitih</i>	your little sister
ተማሪያችን <i>tāmariwoččāččīn</i>	ትጉዎቹ ተማሪያችን <i>tiguwočču</i>	our students
	ተማሪያችን <i>tāmariwočč</i>	the hard-working students
	ትጉዎቹ ተማሪያችን <i>tiguwočču</i>	our hard-working students
	ተማሪያችን <i>tāmariwoččāččīn</i>	

Exercises

7 Convert the pronoun possessives in የ- in the following sentences into possessive suffixes, and then translate them into English

- 1 የእ አባት አስተማሪ ናቸው።
- 2 ደቺ ያንቺ መኪና ነች?
- 3 የሱ ትልቅ ወንድም ዘአዲስ አበባ ደረሰ።
- 4 የርስዎ ተማሪዎች ትተ ናቸው? አዎ፣ የእ ተማሪዎች በጣም ትተ ናቸው።
- 5 የኛ አናት ወዴት ሄደች? ወደርስዋ አጎት ቤት ሄደች።
- 6 የነርሱ ጓደኛ ለዙ ገንዘብ አለው።
- 7 ያንተ ስም ማን ነው? የእ ስም ዳዊት ነው።
- 8 መላኩ ዘርሱ ወንድም ጋር ወደ ሲኒማ ቤት ሒደ።

8 Here are some adjectives and some nouns with possessive suffixes. Combine the nouns with the adjectives to form meaningful phrases and then translate the whole phrase into English

Example _____ ልጅዋ። → ትንሹ ልጅዋ her little daughter

አዲስ addis 'new', አርጌ aroge 'old', ዐብታም habtam 'rich', ድሃ diha 'poor', ተደ k'äyy 'red', ጥቁር t'ik'ur 'black', ጥሩ t'iru 'good', መጥፎ mä'fo 'bad', ትልቅ t'illik' 'big', ትንሽ tinnis 'little'.

- | | |
|-----------------|----------------|
| 1 _____ መኪናዬ። | 6 _____ ጓደኛችን። |
| 2 _____ ጃዜትህ። | 7 _____ ከተማው። |
| 3 _____ ወንድማችን። | 8 _____ አገሩ። |
| 4 _____ ልብስዋ። | 9 _____ ክፍላቸው። |
| 5 _____ ቤታችሁ። | 10 _____ አጎቱ። |

Script

The homophonous letters

You will have noticed that in this lesson the word **timhirt** was

different **hs**. In the introduction it was mentioned that there are several sounds that have more than one representation in the script; these may be called 'homophonous letters', letters that have the same sound.

The reason for these homophonous letters is historical, originally they represented different sounds that have merged together in Amharic. In Tigrinya, for example, some of them still have different sounds. Some people may use one letter in preference to another in certain words, reflecting the original 'correct' usage in Ge'ez, for example. For example, the Ge'ez word related to Amharic sost 'three' was written with **ሠ** for the first **s** and **ሰ** for the second one, and so the 'correct' spelling should be **ሠ'ሰት**, but many people also write **ሶሰት**. It would not be true to say that there are spelling rules in Amharic in the sense that there are, for example, in English. Rather, some spellings may be preferred to others by some people.

In order to distinguish these letters special names are sometimes given to them as follows:

ሰ	:	ሰ አባት	sä isat	ጸ	:	ጸ ጸሎት	s'ä s'älot
ሠ	:	ሠ ንጥሥ	sä nigus	ፀ	:	ፀ ፀሐይ	s'ä s'ähay
አ	:	አ አሌፍ	a alef	ሀ	:	ሀ ሀሊታ	ha halleta
ሀ	:	ሀ ሃይን	a ayn	ሐ	:	ሐ ሐመር	ha hamär
				ኀ	:	ኀ ሐዘን	ha bizuhan

The fourth **h** letter, **ኀ**, is pronounced **hä** in the first order, which is also the name by which it is called.

Exercise

9 Rewrite the following Amharic words using alternative letters where applicable. (Look up the words that you do not know)

- | | | |
|---------|---------|--------------|
| 1 ሠራተኛ። | 6 ኃይለኛ። | 11 ሥነ ፅሁፍ። |
| 2 ሃለም። | 7 ሲሶ። | 12 ሰንደቅ አላማ። |
| 3 ጸጌረዳ። | 8 ፀሐፊ። | 13 መስሪያ ቤት። |
| 4 ውሐ። | 9 ገለጸ። | 14 ሀንገ። |

Reading passage

የተረፈ አባት የመንግሥት ሠራተኛ ነበረ። እናቱም ባንድ ትልቅ ቢሮ ሀሐፊ ነበረች። ሁለታቸው በከተማ ውስጥ ሠሩ። አባትና እናቱ በጣም ደግ ሰዎች ነበሩ። አንድ ቀን አባትዬው ከሥራው ገባና አንድ ትልቅ መጽሐፍ ለልጁ ሰጠው። ይህም መጽሐፍ ገና ዛሬ አለው። በዚህም መጽሐፍ ብዙዎች ቆንጆዎች ሥዕሎች አሉ። ስለዚህም ተረፈ መጽሐፉን በጣም ወደደ። የመጀመሪያው መጽሐፍ ነበረው።

Supplementary vocabulary

ተመለሰ	tämälläsä	he returned, came back
ሰጠው	sät'äw	he gave to him

4 ወደ ገበያ ጠ

wädä gäbäyā mähed

Going shopping

By the end of this lesson you should be able to:

- form sentences with a direct object (I saw the man)
- count up to 1,000
- use expressions of quantity
- understand and use properly the Ethiopian system of personal names

Shopping

Mr Mulugeta's wife goes shopping

ከሰዓት በኋላ ወይዘሮ አጣረች ያቶ ሙሉጌታ ሚስት ወደ መርካቶ ሂደች። ልዩ ልዩ ነገር ለመገዛት ፈለገች። በመጀመሪያ ወደ ምግብ መደብር ገባች። ያቶ መሐመድ ሰቅ መርካቶ ውስጥ ካውቶቡስ ጣቢያ አጠገብ ነው።

ወ/አጣረች: አንደኛን አደርዘ አቶ መሐመድ? ዛሬ አንደኛን ነህ? ደገና ነህ?

አ/መሐመድ: ሰላም አጣቱ። ባለዎ አቶ ሙሉጌታ እዚህ ነበሩ።

ወ/አጣረች: ሸረ: አባቸውን ያየሃቸው መቼ ነው?

አ/መሐመድ: ባለዎን አቶ ሙሉጌታን ትናንትና ወይም ከትናንትና ጠጃያ ነው ያየሁቸው። ታዲያስ አንዴት ለርዳዎ? ዛሬ ምን ይፈልጋሉ? አዲስ የመጣ ቡና አለ። ገና አሁን ከጅማ የደረሰ ነው።

ወ/አጣረች: አይደለም። ዛሬ ቡና አልፈልገም። ባለፈው ባምንት አገቱ ሁለት ቢሎ ከሐረር አደረሰችልኝ። ሱካርና ሩዝ አፈልጋለሁ። ደግሞም ምን ምን ዓይነት ጃይ አለ?

አ/መሐመድ: ሦስት ዓይነት አለ። ይኸኛው በጣም ጥሩ ነው።

ወ/አጣረች: ሞገው ስንት ነው? ወጭ ነው?

አ/መሐመድ: አደደለም። በውንት በጣም እርካሽ ነው። ሁለት ብር ብቻ ነው።

ወ/አማረች: አሸ። ሁለት ፓኬት ገይ። አራት ዚሎ ሩዝና አንድ ዚሎ ሱኒር ስጠኝ። ሁሉም ጥሩ ነው። ተስፋ አደርጋለሁ!

አ/መሐመድ: አንድታ! እዚህ ሁሉም ነገር ጥሩ ነው!

ወ/አማረች: አሸ። ሂሳብ ስንት ነው?

አ/መሐመድ: በጠቅላላው አሥራ ስድስት ዘሃያ አምስት ነው።

ወ/አማረች: ሃያ ብር ይኸውና!

አ/መሐመድ: ዘሃያ ብር አሥራ ስድስት ዘሃያ አምስት ... ጦልሱ ምስት ብር ከሰባ አምስት ነው። በጣም አግዘር ይስጥልኝ።

ወ/አማረች: አብር ይስጥልኝ።

käsäat bähwala wäyzäro Amaraäcê yato Mulugeta mist wädä märkato hedäcê. liyyu liyyu nägär lämägzat fällägäcê. bämäjämmäriya wädä mīgēb mädäbbīr gäbbaçc. yato Mähammäd suk' märkato wist' kawtobus t'abiya at'ägäb näw.

W. AMARÄCÊ: indämin addärk, ato Mähammäd. zare indämin näh? däbna näh?

A. MÄHAMMÄD: sälam, immete. balwo, ato Mulugeta izzih näbbäru.

W. AMARÄCÊ: ärä, issaçcäwn yayyähwaçcäw mäcê näw?

A. MÄHAMMÄD: balwon ato Mulugetan ünantinna . . . wäyīm kätünantinna wädiya näw yayyähwaçcäw . . . tadiyah, indet lirdawo? zare min yifälligallu? t'iru addis yämät t'a bunna allä. gäna ahun käJimma yädärräsä näw.

W. AMARÄCÊ: aydälläm, zare bunna alfälligim. balläfaw sammit it'ite hulätti kilo käHarär adärräsäcçälliñ. sukkwarinna ruz ifälligallähw; dägmom min min aynät šay allä?

A. MÄHAMMÄD: sost aynät allä. yihäññaw bät'am t'iru näw.

W. AMARÄCÊ: wagaw sinti näw? widdi näw?

A. MÄHAMMÄD: aydälläm, bawnät bät'am irkaš näw; hulätti birr biçcä näw.

W. AMARÄCÊ: išši, hulätti paket šay, arattī kilo ruzinna andī kilo sukkwar sīt'āñ. hullum t'iru näw, täsfa adärgallähw!

A. MÄHAMMÄD: indeta! izzih hullum nägär t'iru näw!

W. AMARÄCÊ: išši, hisabu sinti näw?

A. MÄHAMMÄD: bät'äk'lallaw asra siddist kähaya ammisti näw.

A. MÄHAMMÄD: kähaya birr asra siddist kähaya ammisti . . . mäfsu sostī birr käsäba ammisti näw. bät'am igzer yist'illiñ.

W. AMARÄCÊ: abro yist'illiñ.

In the afternoon Mrs Amarech, Mr Mulugeta's wife, went to the market. She wanted to buy various items. First, she went to a grocery store. Mr Mohammed's shop is inside the market close to the bus station.

MRS AMARECH: Good afternoon, Mr Mohammed. How are you today? Are you well?

MR MOHAMMED: Salam, Madam . . . Your husband was here.

MRS AMARECH: Oh, when did you see him?

MR MOHAMMED: I saw your husband, Mr Mulugeta, yesterday . . . or the day before yesterday. Now, how may I help you? What are you looking for today? I have some good fresh coffee; it's only just arrived from Jimma.

MRS AMARECH: No, I don't want coffee today. Last week my sister brought me two kilos from Harar. I want some sugar and some rice; also what brands of tea do you have?

MR MOHAMMED: There are three brands. This one's very good.

MRS AMARECH: How much is it? Is it dear?

MR MOHAMMED: No, it's really very cheap; it's only 2 birr.

MRS AMARECH: OK, give me two packets of tea, four kilos of rice and one kilo of sugar. Everything's good, I hope!

MR MOHAMMED: Of course! Everything's good here!

MRS AMARECH: OK. How much is the bill?

MR MOHAMMED: Altogether, that's birr 16.25.

MRS AMARECH: Here's 20 birr.

MR MOHAMMED: 16.25 from 20 . . . the change is 3.75. Thank you very much.

MRS AMARECH: You're welcome!

Vocabulary

ገበያ

gäbäya

market

ጦርካቶ

märkato the market in Addis Ababa, said to be the largest market area in Sub-Saharan Africa

ባቡር ጣቢያ	babur t'abiya	railway station
ዕለም	sālam	peace (<i>used as a greeting amongst Muslims and by young people</i>)
አጫቱ	immete	Madam (<i>lit. 'my lady' from አጫት, variant አጫቢት immäbet</i>)
ጌታዩ	getaye	Sir (<i>lit. 'my lord' from ጌታ</i>)
ልዩ	liyyu	different, special
ልዩ ልዩ	liyyu liyyu	various, several, miscellaneous
ነገር	nägär	thing, word
ሱቅ	suk'	shop, store
መደብር	mädäbbir	store, bazaar
የምግብ መደብር	yämigib mädäbbir	food shop, grocery store
ባል	bal	husband
ትናንት	finantinna	yesterday
ከትናንትና ወዲያ	kätinantinna wädiya	the day before yesterday
ቡና	bunna	coffee
ሻይ	šay	tea
ስኬር or ስኬር	sikkwar, sukkwar	sugar
ራዝ	ruz	rice
ደግሞ	dägmo	also; (<i>ደግሞም lit. 'and also'</i>)
ባለፈው ሳምንት	balläfaw sammint	last week (<i>lit. 'in the week that has passed'</i>)
ዓይነት	aynät	sort, kind, brand (<i>of merchandise</i>)
ምን ምን ዓይነት	min min aynät	what kinds of . . . (<i>repeating the word ምን indicates that several kinds are expected</i>)
ይከኛው	yihäññaw	this one
ያኛው	yaññaw	that one
ዋጋ	waga	price, value
ውድ	widd	dear, expensive
አርካሽ	irkaš	cheap
በውነት	häwnät	really, truly (<i>lit. 'in truth', from አውነት iwnät 'truth'</i>)
ፓኬት	paket	packet
ብቻ	bičča	only
ብር	birr	birr (<i>Ethiopian unit of currency</i>), silver
ሁሉም	hullum	everything, everyone
ሁሉም ነገር	hullum nägär	everything
አንደኛ	indeta	of course!
ኪሎ	kilo	kilo

ጠቅላላ	t'äk'lalla	total, overall, general
በጠቅላላው	bät'äk'lallaw	altogether, all in all, in sum (<i>lit. 'in the total'</i>)
ይኸውና	yihäwinna	here it is! (<i>compare ይኸው in lesson 3</i>)
መልስ	mäls	change (<i>i.e. from a bill</i>), answer

Numbers

አንድ	and	one
ሁለት	hulätt	two
ሦስት	sost	three
አራት	aratt	four
አምስት	ammist	five
አሥራ ስድስት	asra siddist	sixteen
ሃያ	haya	twenty
ሰባ	säba	seventy

Verbs

ለርዳዎ	lirdawo	let me help you, may I help you? (<i>for.</i>)
ረዳ	rädda	help (<i>2-lit'</i>)
ይፈልጋሉ	yifälligallu	you want (<i>for.</i>) – from ፈለገ
አፈልጋለሁ	ifälligallähw	I want
አደረሰችልኝ	adärräsäcčillin	she brought me (<i>lit. 'she made (it) come for me'</i>); from ደረሰ
ስጠኝ	sit'än	give me; from ሰጠ
አብር ደስጥልኝ	abro yist'illin	you're welcome! (<i>the response to አገዛአብሐር or አገዛር ደስጥልኝ</i>); <i>lit. 'may he give (you health) for my sake as well'</i>
ተስፋ አደርጋለሁ	täsfa adärgallähw	I hope – <i>lit. 'I do hope'</i> ; (<i>አደርጋለሁ is from አደረገ</i>)

Notes on the dialogue

1 The Ethiopian (Amhara and Tigrean) system of personal names is quite different from ours. A wife does not take her husband's name but keeps her own. Also, there are no surnames or family names as we know them; everyone has their own given name, of course, which is followed by their father's given name: so Mulugeta Kebede (ሙሉጌታ ከበደ) that is, Mulugeta (the son of) Kebede, or Amarech Haile Selassie (አማራች ኃይለ ሥላሴ) that is, Amarech (the daughter of) Haile Selassie. Mulugeta and Amarech's children will have Mulugeta as their second name: their son is Terefe Mulugeta (ተረፈ ሙሉጌታ), and their daughter is Tschay Mulugeta (ፀሐይ ሙሉጌታ). Some names contain two elements, like Haile Selassie (ኃይለ ሥላሴ), or Gebre Mikael (ገብረ ሚካኤል), or Welette Semayat (ወለተ ሰማያት). These double-barelled names mostly have a religious origin; these last three literally mean (in Ge'ez) 'Might of the Trinity', 'Slave of Michael' and 'Daughter of Heaven', and often in ordinary usage are shortened, as for example to Hailie (ኃይሌ) or Gebrie (ገብረ). Most Christian Amhara names mean something either in Amharic, or in Ge'ez, or are names drawn from the Bible and Christian tradition or, amongst Muslims, from Islamic tradition. Amarech, for example, means 'she is beautiful' in Amharic and Mulugeta means 'complete master'. You may find this difficult at first because there are no capital letters in the Ethiopian script and so nothing to make proper names stand out from the surrounding text.

When Ethiopians write their names in Roman letters, unfortunately they do not follow one single system, and they certainly do not use the type of transcription you find in this and other textbooks and grammars, with all the appropriate accents and diacritics. You have probably noticed that in the English translations of the dialogues so far a simpler system has been used: this will give you some idea of what you will find in practice.

Here are some names of biblical, Christian or Islamic origin. See how many you can identify:

ዮሐንስ ዳዊት ዓለ አይቫ ኢልሳቤት ሰሎሞን ሙሐመድ
አዘራ ጲጥርስ ሐና አስቱር ፋሙማ ዮዲት ዮሴፍ ዮሱፍ
ማርቆስ አዘዝ ቱዎድሮስ ኦሊጌ ይስሐቅ ጳውሎስ

2 መቼ ነው ያየሃቸው? literally means 'when is it that you saw him?'; ተናገሩ ነው ያየሁቸው, *lit.* 'it is yesterday that I saw

him'; አዲስ የመጣ ነው, *lit.* 'it is what came recently'; ከጳጳሚ የደረሰ ነው, *lit.* 'it is what arrived from Jimma'. Rather than use a simple sentence pattern like መቼ አየሃቸው 'when did you see him?', ተናገሩ አየሁቸው 'I saw him yesterday', or አዲስ መጣ 'it came recently'. Amharic likes to use this type of construction, particularly when emphasizing something within a sentence. It is especially common with question words like ማን, ምንድን, መቼ, and so on. The construction involves the verb 'to be' and the relative form of the verb, here indicated by prefixed የ-. We shall deal with this more fully in a later lesson.

Note the use of the pronoun suffix -aččāw on the verbs ያየሃቸው and ያየሁቸው to denote the pronoun object 'him' (*formal*).

3 The Ethiopian unit of currency is the birr (ብር) which also used to be referred to as the Ethiopian dollar. One birr is divided into a hundred cents or santim (ሳንቲም). Normally, when you quote a price, for example birr 4.25, you just say አራት ከሃያ አምስት or አራት ብር ከሀያ አምስት aratt kāhaya ammist or aratti birr kāhaya ammist, *lit.* 'four with twenty five' or 'four birr with twenty five'. Until 1991 the birr was linked to the US Dollar at \$2.05, but is now free-floating and at the time of writing there are about nine birr to the pound sterling. Denominations from 1 birr upwards are all banknotes; of the coins the 25-santim piece is popularly referred to as a ስሙጌ. simuni.

Grammar

The direct object suffix

In the sentences ባለዎን አየሁቸው balwon ayyāhuwaččāw 'I saw your husband' and አላቸውን ያየሃቸው መቼ ነው issaččāwn jayyāhaččāw māče nāw 'when did you see him?', the suffix -ን on ባለዎን and አላቸውን indicates that 'your husband' and 'him' are in each sentence the direct object of the verb 'to see'. The verb 'to see' is a transitive verb, which means to make a complete sentence you must 'see somebody or something', or in other words a transitive verb expects a direct object. In these sentences the direct object is the person or thing that you 'see'. In English the direct object usually comes after the verb, but this is of course not the case with Amharic since the verb is usually the last word in the sentence.

Here are some more sentences with marked direct objects:

ገንዘቡን አገኘሁ	gänzäbun agännähw	I found the money
ዳቦውን በላህ	dabbown bällah	You ate the bread
መኪናዎን ገዙ	mäkinawan gäzzu	They bought the car
ሂሳባችንን ከፈለች	hisabaččünin käffäläčč	She paid our bill
ይህን አልፈላገሁም	yihin allälläghum	I did not want this
ይቺን ሴት ገመ	yiečün set samä	He kissed this woman
እሱን አላወቀም	issun alawwäk'am	He did not know that
ከበደን አየን	Käbbädän ayyän	We saw Kebede

In Amharic the direct object is marked by adding the suffix *-ን*, i.e. *-n* after a vowel and *-in* after a consonant, to the end of the word. If the direct object is 'definite' it must be marked with *-ን*; if it is 'indefinite' the object marker is usually left off and is only added for clarity. With this in mind, contrast መጽሐፍ ገዛሁ *mäs'haf gäzzahw* 'I bought a book' and መጽሐፉን ገዛሁ *mäs'hafun gäzzahw* 'I bought the book'.

A 'definite' noun belongs to one of the following five categories:

1 noun & definite article	ገንዘቡን አገኘሁ	I found <i>the money</i>
2 noun & possessive pronoun	ሂሳባችንን ከፈለች	she paid <i>our bill</i>
3 demonstrative	ይህን አልፈላገሁም	I did not want <i>this</i>
demonstrative + noun	ይቺን ሴት ገመ	he kissed <i>this woman</i>
4 independent pronoun	እሱን አላወቀም	he did not know <i>it</i>
5 proper name	ከበደን አየን	we saw <i>Kebede</i>

As you can see from the example ይቺን ሴት ገመ, the suffix *-ን* is not always added to the end of the noun phrase. In a complex noun phrase, the object marker (*-ን*) is normally placed on the first constituent only. Study the examples in the box below.

demonstrative & ን & noun	ይቺን መኪና ገዛሁ yiečün mäkinä gäzzahw	I bought this car
definite adjective & ን & noun	ቀይጥን መኪና ገዛሁ k'äyyiwan mäkinä gäzzahw	I bought the red car
possessive noun & ን & noun	የከበደን መኪና ገዛሁ yäKäbbädän mäkinä gäzzahw	I bought Kebede's car

Similarly, in a complex noun phrase that contains more than two constituents, normally only the first will have the object marker added. If the noun phrase is extremely long, the object marker may be repeated. Consider the following examples:

የከበደን ቀይ መኪና ገዛሁ yäKäbbädän k'äyy mäkinä gäzzahw	I bought Kebede's red car
ያቺን የከበደን ቀይ መኪና ገዛሁ yaččün yäKäbbädän k'äyy mäkinä gäzzahw	I bought that red car of Kebede's

Exercises

1 Study the following sentences and if necessary add the object marker *-ን* in the correct place

Example ይህ አልፈላገም → ይህን አልፈላገም

- ሁለት ዚሎ በፍ ገዛች።
- አስተማሪው መጽሐፎቹ ወሰደ።
- አባቱ ይህ ገንዘብ ሁሉ ለልጁ ሰጠ።
- አልግዝ ተዩ መጽሐፈ አገኘኝ።
- ወይዘሮ ፀሐይ አንዚህ ደብዳቤዎች ጻፈ።
- አቶ ተረፈ አፖስታ ቤት ውስጥ አየሁ።
- ባለፈው ግምንት ጥሩ ራሱም አሰነግ ቤት አየን።

2 Construct as many sentences with direct objects as you can out of the following nouns, noun phrases and verbs. Be sure to add the object marker where necessary and try to make sure the verbs are in the correct person. (You may need to look some words up in the glossary)

ሦስት ዚሎ በኋር, አንድ ጥሩ መጽሐፍ, ተማሮቹ, አውቶቡስ, በፍው, ብዙ ገንዘብ ያቶ መሉኔታ ጋዜጣ, አኔ, ብርጭቶው, ልጁ, ቀይዋ መኪና, ወይዘሮ ጊሩት, ይህ ሰው, ሊባው, ፈለገ, ገዛ, ወሰደ, አየ, ሠረዘ, አገኘ, ወደደ, ጻፈ, ሰበረ.

Numbers 

The numbers 1-1,000 in Amharic are as follows. Remember that only the number 1 has a special form for use with feminine nouns: አንዷት *andit*.

In Ethiopia both the European and indigenous numeral signs are used. There is an increasing tendency to use the European signs, but you will still need to know the Ethiopian signs as well. The Ethiopian system is different from the European system in that it has separate signs for the tens and for a hundred, so that a number is generally written as it is spoken:

- ሰባ አምስት *säba ammist* 75 - ፳፮, i.e. '70-5'
- አራት መቶ ሠላሳ ሁለት *arattü mäto sälasa hulätt* 432 - ፬፻፴፪, i.e. '4-100-30-2'
- አስራ ዘጠኝ መቶ ስልሳ ስድስት *asra zät'änn mäto silsa siddist* 1966 - ፲፱፻፷፮, i.e. '10-9-100-60-6'.

The word for 1,000 ሺህ, ሺ *shih*, *shi* has no special numeral sign, neither does ሚሊዮን *miliyon* 'million': ስምንት ሺ አምስት ቶ ዘጠና ሦስት *simmintü shi ammistü mäto zät'äna sost* '8,593' - ፳፻፳፻፲፫, i.e. '8-thousand 5-100-90-3'. The signs for numbers are given more fully below.

		sign			sign	
1	አንድ	and	ሸ	11 አስራ አንድ, አስራንድ	asra and, asrand	፲፩
2	ሁለት	hulätt	፪	12 አስራ ሁለት	asra hulätt	፲፪
3	ሦስት	sost	፫	13 አስራ ሦስት	asra sost	፲፫
4	አራት	aratt	፬	14 አስራ አራት	asra aratt, asraratt	፲፬
5	አምስት	ammüst	፭	15 አስራ አምስት	asra ammist, asrammist	፲፭
6	ስድስት	siddist	፮	16 አስራ ስድስት	asra siddist	፲፮
7	ሰባት	säbatt	፯	17 አስራ ሰባት	asra säbatt	፲፯
8	ስምንት	simmint	፰	18 አስራ ስምንት	asra simmint	፲፰
9	ዘጠኝ	zät'änn	፱	19 አስራ ዘጠኝ	asra zät'änn	፲፱
10	አስር	assir	፲			

		sign			sign	
20	ሃያ	haya	፳	40 አርባ	arba	፴
21	ሃያ አንድ	haya and	፳፩	50 አምሳ, ኃምሳ	amsa, hamsa	፵
22	ሃያ ሁለት	haya hulätt	፳፪	60 ስልሳ, ስድሳ	sälsa, sälsa	፶
23	ሃያ ሦስት	haya sost	፳፫, etc.	70 ሰባ	säba	፷
30	ሠላሳ	sälasa	፳፬	80 ሰማንያ	sämanya	፸
31	ሠላሳ አንድ	sälasa and	፳፭	90 ዘጠኝ	zät'äna	፹
32	ሠላሳ ሁለት	sälasa hulätt	፳፮	100 መቶ	mäto	፺

When using a numeral higher than 'one' with a noun you do not normally need to use the plural. So, for example: ሁለት ኪሎ ቡና *hulätti kilo bunna* 'two kilos of coffee', አምስት መቶ ሰው *ammisti mäto säw* 'five hundred people', ኃምሳ ስድስት ብር *hamsa siddisti birr* 'fifty-six birr', አስራ ዘጠኝ ተማሪ *asra zät'änn tämari* 'nineteen students'. The plural is used, however, when you wish to stress the separateness of each member that goes to make up a group: አስራ ዘጠኝ ተማሪዎች *asra zät'änn tämariwočč* 'nineteen (separate) students', that is, each regarded as individuals rather than a collective group. The same principle applies to other quantifying words like ብዙ *bizu* 'many' and ሁሉ *hullu* 'all'.

Here are a few other useful words denoting quantity and measurements:

ገማሽ	gimmaš	half
ሣሪ	siso	a third
ሩብ	rub	a quarter
ጥቂት	t'ik'it	few, a little (<i>in the plural ጥቂቶች t'ik'itočč means a few as in ጥቂቶች ሰዎች a few people</i>)
አንዳንድ	andand	some (<i>i.e. an unspecified number</i>); also used in the plural, for example, አንዳንዶች ሰዎች some people as well as አንዳንድ ሰዎች
ልዩ ልዩ	liyyu liyyu	several

The word ሁሉ *hullu* 'all' is exceptional in that it can be placed either in front of or, more usually, after the noun it goes with:

ተማሪዎች ሁሉ ትጉ ናቸው	tämariwočč hullu tigu naččaw	all students are hard-working
ገንዘቡን ሁሉ ወሰደ	gänzäbun hullu wässädä	he took all the money

Here are some special expressions that contain the word ሁሉ:

ሰው ሁሉ or ሁሉ ሰው	säw hullu / hullu säw	everyone, everybody
ነገር ሁሉ or ሁሉ ነገር	nägär hullu / hullu nägär	everything
ሁልጊዜ	hulgize	always
ሁሉ ቀን	hullu k'än	every day
ሁሉም	hullum	everything, everyone
ሁሉም ቦታ	hullum bota	everywhere

ሁሉም	hullahullu	everything together, all sorts of things
ሁላችን	hullaččīn	all of us
ሁላችሁ	hullaččūh	all of you
ሁላቸው	hullaččāw	all of them

Expressions of quantity

In the dialogue Mrs Amarech asks the shopkeeper, ሁለት ፓኬት ሻይ፣ አራት ኪሎ ሩዝና አንድ ኪሎ ሱኔር ስጠኝ 'give me two packets of tea, four kilos of rice and one kilo of sugar'. From this you can see that in expressions of quantity like 'two packets of tea' or 'four kilos of rice' you do not use the possessive particle የ- or the possessive construction. Instead, the quantity expression is followed directly by the name of the substance that is being measured.

Here are some more examples of useful quantity expressions:

ሁለት ብርጭቶ ሻይ አምጣልኝ	hulätti birč'ik'o šay amt'alliñ	bring me two glasses of tea
አንድ ዕ.ነ. ዙና አምጣልኝ	andī sini bunna amt'alliñ	bring me a cup of coffee
ሦስት ጠርመስ ዕ.ራ ጠጣ	sosti t'ärmus bira t'ät't'a	he drank three bottles of beer
አምስት መቶ ገራም ትቤ ገዛች	ammisti māto gram k'ibe gāzzač	she bought five hundred grammes of butter
አንድ ፓኬት ዕ.ጃራ ስጠኝ	aandi paket sijara sit'añ	give me a packet of cigarettes

The ordinal numbers

The ordinal numbers, ('first', 'second', 'third', etc.), are formed by adding the suffix -āñña, or -ñña after a vowel. Consider the following examples:

1st	አንደኛ	andāñña	፩ኛ
2nd	ሁለተኛ	hulättāñña	፪ኛ ፪ተኛ
3rd	ሦስተኛ	sostāñña	፫ኛ ፫ተኛ
4th	አራተኛ	arattāñña	፬ኛ ፬ተኛ

6th	ስድስተኛ	siddistāñña	፮ኛ ፮ተኛ
7th	ሰባተኛ	sābattāñña	፯ኛ ፯ተኛ
8th	ስምንተኛ	simmintāñña	፰ኛ ፰ተኛ
9th	ዘጠነኛ	zāt'anāñña	፱ኛ
10th	አስረኛ	assirāñña	፲ኛ
11th	አስራ አንደኛ	asra andāñña, etc.	፲፩ኛ etc.

Note that 'first' may also be translated by የመጀመሪያ yāmājām-māriya and ፊተኛ fitāñña. Also note that 'ninth' is built on the base zāt'an- and not zāt'añ.

Exercises

3 Write out the following phrases in full and then say them aloud

- | | | |
|---------------|------------------|----------|
| 1 23 ብር | 6 40 ብር ከ50 ግንቲም | 11 ፳፻፲፮ |
| 2 5 ኪሎ | 7 4 ሺህ 500 ግመት | 12 ፺፱ |
| 3 18 ሰዓት | 8 33 ደቂቃ | 13 ፲፱፭ |
| 4 160 ተን | 9 ፲፱፻፶፮ | 14 ፲፱፻፸፩ |
| 5 237 ኪሎ-ግ.ትር | 10 ፲፰፻፹፱ | 15 ፲፯፻፶፫ |

4 Do the following sums in Amharic following the examples

- (a) 5 + 3 = 8 አምስት ሦስት ዕ.ደመር ስምንት ነው።
 (b) 5 - 2 = 3 አምስት ሁለት ዕ.ቀንስ ሦስት ነው።
 (ዕ.ደመር siddämmär 'plus', ዕ.ቀንስ sik'k'ännäs 'minus')

- | | |
|--------------|---------------|
| 1 21 + 9 = | 6 15 + 4 = |
| 2 25 - 5 = | 7 17 - 7 = |
| 3 12 + 12 = | 8 60 + 16 = |
| 4 120 + 30 = | 9 500 + 500 = |
| 5 40 + 50 = | 10 88 - 11 = |

5 Imagine you are going shopping. Based on what you have learned so far, how would you ask the shopkeeper for the following items?

Example a can of oil → አባዜህ አንድ ቆርቆር ዘይት ስጠኝ።

- | | |
|-----------------------------|---------------------------|
| 1 3 kilos of sugar | 6 ½ kilo of good flour |
| 2 4 packets of tea | 7 5 bottles of Metta beer |
| 3 200 grammes of butter | 8 2 packets of cigarettes |
| 4 6 bottles of 'Ambo Water' | 9 a can of meat |
| 5 10 boxes of matches | 10 a good brand of tea |

Script

Writing the combination consonant + wa

In the introduction you were introduced to the wa letters: ጸ, ጹ, ቷ, ኃ, etc. Some people avoid using these and instead write the 6th order of the consonant followed by the letter wa ጥ, or even the 2nd order followed by ጥ: so the word t'wat 'early morning' may be written ጻጥ, ጥጥጥ or ጥጥጥ.

The third method can be explained because the combination of consonant + wa often arises from the addition of a suffix beginning in a to a base ending in u, such as አየሁጥጥው ayyāhuwaččāw (ayyāhu + aččāw) 'I saw him' in the dialogue. In rapid speech this is contracted to ayyāhwaččāw and can therefore also be written as አየኋጥው, or as አየሁጥጥው. Other words, too, where the sequence of consonant + wa does not derive from a contraction may be written in the same way, such as ጻጥ, ጥጥጥ, etc., 'morning' or በኋላ, በሁጥላ, etc. 'afterwards'; or ኃደኛ, ጥጥደኛ, etc. 'friend', and so on.

The remaining w letters

Of the other letters indicating a combination, a consonant-followed w and another vowel, only those representing combinations in wā and wī are current in modern Amharic, though you may find the others in words of Ge'ez origin that are used in certain styles of Amharic.

To remind you, the wā letters are ጉ, ኩ, ጊ and ጋ, gwā, kwā, hwā and k'wā. In pronunciation these are almost identical to the 7th orders go, ko, ho and k'o, and in writing, too, may be substituted by these. So, a word like gobāz 'clever, strong' may be written both as ገበዝ and as ጉበዝ. Here are some more words of the same kind:

- ቆየ, ቀየ k'oyyā 'he waited'; ቆጠረ, ቀጠረ k'ot't'ārā 'he counted';
- መኮንን, መኩንን mäkonñin 'officer' (also a man's name)

Similarly, the wī letters, ጉ, ኩ, ጊ and ጋ are pronounced much like

the 2nd orders gu, ku, hu and k'u, and may be substituted by these:

- ቁጥር, ቀጥር k'ut'ir 'number'; ኩራተኛ, ኑራተኛ kuratāñña 'proud, vain'; ጉድ, ጉድ gud 'extraordinary'

Exercises

6 Here are some words and phrases containing wa, wā or wī letters. Read them out aloud and then rewrite them using alternative spellings. See how many you can translate into English, and don't hesitate to use the glossary for some

- | | | |
|-----------|------------|--------------|
| 1 ከዚህ በኋላ | 6 ያማርኛ ቋንቋ | 11 ቀረጥኩ |
| 2 ጉረቤት | 7 ቀንጆ | 12 አባራ |
| 3 ልጆቼ | 8 ጉደለ | 13 የጉንደር ከተማ |
| 4 መጥረጥ | 9 ፈለጋቸው | 14 የአገር ኃስ |
| 5 ስኳር | 10 ጊምጊ | 15 ሄዷል |

Reading passage

ዛሬ ወይዘሮ ድንቅነሽ ወደ ገበያ ሄደች። ከርሷም ጋር ከበደና ጣይቱ ሂዶ። ከበደ ትንሽ ልጅ ነው። አስር ዓመቱ ነው። ጣይቱም የወይዘሮ ድንቅነሽ ገረድ ናት። ወይዘሮ ድንቅነሽ ከሱቅ ብዙ ልዩ ልዩ ነገር ለመገዛት ፈለገች - ሩዝና ዱቁት፣ ሻይና ቅቤ፣ ከዚህም በላይ ብርቱካን፣ ፓፓያ፣ ቲማቲም፣ ሽንኩርትና ድንች። ስለዚህም ዛሬ ጣይቱ አብራ መጣች። በመጀመሪያ ወደ ምግብ መደብር ገባ። አዚያም ዱቁት፣ ሩዝ፣ ሻይና ቅቤ ገዘ። አትክልትና ፍራ ግን አልነበረም። ያትክልት ሱቅ ከመደብሩ አጠገብ አይደለም። በጣም ሩቅ ነው። ስለዚህ በአገር ለመሄድ አልቻለም። በአውቶቡስ ሂዶ። ወይዘሮ ድንቅነሽ ስለገበያው በጣም ተደስተችና ለከበደ ከረግላ ገዛች።

Supplementary vocabulary

ገረድ	gäräd	maid	ሽንኩርት	šinkurt	onion
ብርቱካን	birtukan	orange	ድንች	dinnič	potato
ፓፓያ	papaya	papaya	አትክልት	atkill	vegetables
ቲማቲም	timatim	tomato	ፍራ	fire	fruit
ተደሰተ	tädässätä	be pleased	ከረግላ	kärämella	sweets, candy

ያትከልት መሸጫ ቤት	yatkilt mäsäc'a suk'	the green grocer's (<i>lit.</i> 'vegetable selling shop')
በገበያችው ገበያ	bägäbäyycēw gabäya	with the shopping she has done
ገዛችሉት	gäzzaçcillät	she bought for him

ድንቅ ገሽ Dink'mäs and ጫቱ T'aytu are women's names

5 የሩቅ ጥሪ yäruk' t'irri

A long-distance call

By the end of this lesson you should be able to:

- form the present-future tenses ('I go', 'am going', 'shall go', etc.)
- tell the time

A long-distance telephone call ☎☎

Kebede receives a long-distance telephone call

ምሽት ነው። ከበደና ጌሩት አቤት ናቸው። ከበደ ጋዜጣ
ያንጻል። ስልክ ይደውላል። ጌሩት ለስልኩ መልስ ትሰጣለች።

ጌሩት፡ ሀሎ! 71 56 22፣ ያቶ ሙሉጌታ መኖሪያ ቤት። ማን
ነህ የምትናገር?

ዮሐንስ፡ አኔ ነኝ። ዮሐንስ ነኝ። ከበደ አለ? ከሱ ጋር
ለመናገር እችላለሁ?

ጌሩት፡ አዎ። አለ። አንዴ ጠብቅ። ... ከበደ፣ ዮሐንስ ነው።
ካንተ ጋር ለመናገር ይፈልጋል። ና፣ ቶሎ በል
አንገዱህ! ይጠብቃል። የሩቅ ጥሪ ይመስለኛል።

ከበደ፡ አንዴ? አንዴት ይሆናል? አሉ አሜሪካ ያለው
አይደለም? ... ሀሎ ዮሐንስ፡ አንተ ነህ? ዘዬት አገር
ትደውላለህ?

ዮሐንስ፡ ከሎንዶን አደውላለሁ። የዛሬ ሁለት ቀን ስዚህ
ደረስኩ። በቅርብ ጊዜ ግን ተመልሼ እሄዳለሁ። አሁን
ብዙ ለመነጋገር ጊዜ ፈጽሞ የለኝም። እቸኩላለሁ።
ለመጠየቅ የምፈልገው አንተና ጌሩት ካደርግህ
ማረፊያ እኔንና እናቱን ለመቀበል ትችላላችሁ?

ከበደ፡ አንዴታ! ብቻ መቼ ትደርግላችሁ?

ዮሐንስ፡ ማከሰኞ ከጥዋቱ በሁለት ሰዓት እንደርግለን። በል አሁን
እዘጋለሁ። መቸኩል አለብኝ። ደንኖ ሆን!

የሐገሱ፡ ኦስብ ማከሰኞ ድረስ! (ከዐደ ስልኩን
ይዘጋል) ታዲያ የሐገሱና ከፍቱ ማከሰኞ ይደርሳሉ።
ዛሬ ጥን ትጻጫ ነው። አንገዱህ ዘሚስት ቀን ስንላ
መሆን ነው። ... አደ! የበረራ ተጥፋን
አልመየትህም። በሆንም ዘሉንደን የሚመጣ በረራ
በሁለት ሰንት ያርፋል። አንደስ ዘኔ ጋር ወደ
አድርጥን ማረራያ ትሄጃለሽ?

ኂሩት፡ በምን አንሄዳለን?

ከዐደ፡ ያባቱን መኪና አዋባለሁ።

ኂሩት፡ አውነተህን ነው!? ... አሺ አናዳለን!

näṣät näw. Käbbädänna Hirut ibet naččäw. Käbbädä gazet'a yanäbbal.
silk yiddläwwälal; Hirut läsilku mäls tisät'alläčč.

HIRUT: hallo! säba and, bamsa siddist, haya hulätt, yato Mulugeta
mänoriya bet. man näh yämmütfinnaggär?

YOHANNIS: ime näñ; Yohannis näñ. Käbbädä allä? kässu lämännagär
ič'ilallähw?

HIRUT: awo, allä. ande t'äbbik' . . . Käbbädä, Yohannis näw. kantä
gar lämännagär yifälligal. na, tolo bäl ingidih! yit'äbbik'al.
yärük' t'irri yimäsläññal.

KÄBBÄDÄ: inde? indet yihonal? issu Amerika yällaw aydälläm? . . .
hallo Yohannis, antä näh? käyet agär tidäwwilalläh?

YOHANNIS: käLondon tidäwwilallähw. yäzare hulätti k'an äzzih dār-
räskw; bāk'irbi gize gūn tāmällišše ihedallähw. ahun bīzu
lämännägagär gize fäs's'imo yälläññim, ičäkkulallähw.
lämät'äyyäk' yämmifälligaw. antänna Hirut kayroplan
maräfiya ineninna innaten lämäk'k'äbäl ič'ilallaččuh?

KÄBBÄDÄ: indeta! bičča mäče tidärsallaččuh?

YOHANNIS: maksäñño kät'watu bähulätti säat innidärsallän. bäl ahun
izägallähw; mäčäkkwäl alläbbiñ. dähna hun!

KÄBBÄDÄ: ičši, ayroplan maräfiya innidärsallän. dähna hun, Yohannis,
iskä maksäñño diräs! [Käbbädä silkun yizägal.] tadiya,
Yohannisünna innatu maksäñño yidärsallu. zare gūn k'idame
näw. ingidih käsosfi k'an bähwala mähonu näw. ay!
yäbärära k'ut'run alt'äyyäk'hum. bihonim käLondon
yämmimät'a bärära bähulätti säat yarfa. ančiss käne gar
wädä ayroplan maräfiya ithejalläs?

HIRUT: bäm'in innihedallän?

KÄBBÄDÄ: yabbaten mäkina iwwasallähw.

HIRUT: iwnatihün näw?! ičši innayallän!

It is evening. Kebede and Hirut are at home. Kebede is reading the

HIRUT: Hello! 71 56 22. Mr Mulugeta's residence. Who's that?

YOHANNES: It's me, it's Yohannes. Is Kebede there? Can I speak to
him?

HIRUT: Yes, he's here. Hold on a moment, please . . . Kebede,
it's Yohannes. He wants to speak to you. Come on,
hurry up! He's waiting. I think it's a long-distance call.

KEBEDE: Oh, but how can that be? He's in America, isn't he? . . .
Hello, Yohannes, is it you? Where are you calling
from?

YOHANNES: I am calling from London. I arrived here two days ago,
but I shall be arriving in Addis Ababa soon. I don't
have much time at all to talk now, I'm in a hurry. I want
to ask, can you and Hirut pick me and my mother up
from the airport?

KEBEDE: Of course! But when are you arriving?

YOHANNES: We're arriving on Tuesday, at eight o'clock in the morn-
ing. I'm hanging up now. I've got to hurry.

KEBEDE: Alright, we'll come to the airport. Goodbye, Yohannes,
until Tuesday! [Kebede hangs up.] Well, Yohannes and
his mother are arriving on Tuesday. Today's Saturday,
so that must be in three days' time. Oh, I didn't ask the
number of his flight. Anyway, the flight from London
lands at eight o'clock. Are you coming with me to the
airport?

HIRUT: How will we get there?

KEBEDE: I'll borrow my father's car.

HIRUT: Is that so? Well, we'll see!

Vocabulary

ምሽት	mīsät	evening
ጥጥት	t'wat	early morning
ገዜጣ	gazet'a	newspaper
ስልክ	silk	telephone
መኖሪያ ቤት	mänoriya bet	residence (lit. 'dwelling house')
አንደ	ande	once, at once, for a moment
የሩቅ ጥሪ	yärük' t'irri	long distance call (lit. 'call of fār')
ፈጽሞ	fäs's'imo	not at all (used with a negative verb)
አድርጥን	ayroplan	aircraft; (also አውርጥን awroplan)
አድርጥን ማረራያ	ayroplan maräfiya	airport

ጥዳጫ	k'idame	Saturday
በረራ	bārāra	flight
ጥጥር/ጥጥር	k'ut'ir	number

Verbs

አንበቦ	anābbābā	read [3-lit, derived stem in a-]
ያንጻል	yanābbal	he reads, he is reading
ደወለ	dāwwälä	ring (a bell), call (on the telephone) [3-lit]
ይደወላል	yiddāwwälal	it is ringing (e.g. the telephone)
ይደውላል	yidāwwälal	he is calling (e.g. on the telephone)
ማን ነህ	man nāh	who is speaking? (lit. 'who are you who are speaking?')
የምትናገር	yämmittinnaggär	are you who are speaking?') to speak
ለመናገር	lämmännagär	he wants to speak
ለመናገር	lämmännagär	
ይረዳል	yifälligal	be able [2-lit']
ቻለ	čalä	I am able, I can
አየላለሁ	ičilallähw	wait for someone or something [3-lit]
ጠበቀ	t'abbäk'ä	he's waiting
ይጠብቃል	yit'abbik'al	I shall arrive back (lit. 'I shall go returning')
ተመልሷል	tämälliſše	seem, resemble [3-lit]
አሂ ያለሁ	iħedallähw	it seems to me, I think (that it is)
መሰለ	mässälä	converse, talk (together)
ይመስለኛል	yimäslänñal	I don't have time to talk
ተነጋገረ	tänäggärä	
ለመነጋገር	lämännägagär	
ጊዜ የለኝም	gize yällänñim	to be in a hurry [3-lit]
ቸኩለ	čäkkwälä	I'm in a hurry
አቸኩላለሁ	ičäkkulallähw	I have to hurry
መቸኩለ	mäčäkkwäl alläbbin	
አለብኝ	ä'äyyäk'ä	ask [3-lit]
ጠየቀ	lämät'äyyäk'	what I want to ask
ለመጠየቅ	yämmifälligäw	
የምረዳገው	täk'äbbälä	welcome, receive [3-lit]
ተተበለ		derived stem in tä-]

ዘጋ	zägga	close, shut, hang up (on the telephone) [2-lit']
ተዋሰ	tāwasä	borrow (an object, not money) [2-lit' derived stem]
አዋሳለሁ	iwwasallähw	I borrow

Phrases

ሀሎ/አሎ	hallo, allo	hello! (when on the telephone)
አንዴታ	indeta	of course! naturally!
በል አሁን	bäl ahun	well now
በሆንም	bihonim	anyway, however, nonetheless
ማለት ነው	malät näw	it means - (lit. 'it is to say')
መሆኑ ነው	mähonu näw	it must be - (lit. 'it is its being')
ጠብቅ	t'abbik'	wait! (masc. & inf. command)
ጠብቂ	t'abbik'i	(fem.)
ጠብቁ	t'abbik'u	(pl.)
ይጠብቁ	yit'abbik'u	(for.)
ና	na	come! (masc. & inf. command)
ቶሎ በል	tolo bäl	be quick, hurry up!

Notes on the dialogue

- 1 ማን ነህ የምትናገር, lit. 'who are you who are speaking?'. You met a couple of constructions of this type in the fourth lesson. Another answer you can use on the telephone in this context is ማን ለበል? man libäl? which is literally 'whom should I say?'. Note that the word ሀሎ or አሎ is only used when answering the telephone and is not the usual expression for 'hello' in Amharic.
- 2 ይመስለኛል, lit. 'it seems to me (that it is)'. To express the idea of 'to think' in the sense of 'to have an opinion', Amharic uses the verb መሰለ 'seem' or 'seem to be' with an appropriate pronoun object; we shall look at these in lesson six.
- 3 አሎ አሜሪካ ያለው አይደለም?, lit. 'is it not that he is (in) America?'. The verb ያለው yalläw is a relative-verb form. 'that/which he is' built on the verb አለ that you already know. We shall look at relative verbs in a later lesson.
- 4 ዘጥቶ በሁለት ሰዓት, lit. 'at two o'clock in the morning'. This is because Ethiopians calculate the time each day from dawn, nominally at

6.00 a.m., and not from midnight. To translate from a Western to an Ethiopian time reckoning, you have to subtract six hours. However, as in speech people use a twelve-hour clock, so this means that 5 o'clock will be 11 o'clock (አስራ አንድ ሰዓት) according to the Ethiopian system. Some educated Ethiopians may also use the Western system, particularly when talking to foreigners, so be sure to confirm which system is being used when you make an appointment: አንድ አትናይ ደብዳቤ indä ityop'p'iya ak'k'ot'at'är 'according to Ethiopian calculation' or አንድ አውሮጳ ደብዳቤ indä awrop'a ak'k'ot'at'är 'according to European calculation'.

Grammar

The present-future, or compound imperfect tense

So far you have met a number of verb forms like ደፈልጋለሁ, አፈልጋለሁ, አደውላለሁ, ትችላላችሁ, አንደርሳለን with present- or future-tense meaning. You will notice that Amharic has no specific future tense like the English tenses in 'will ...' or 'shall ...'. The context alone makes it clear whether a present or a future tense is meant. So:

ሳራ ወደ ቢሮ አሃጻለሁ	zare wädä biro ihedallähw
	I'm going to the office today
ነገ ወደ ቢሮ አሃጻለሁ	nägä wädä biro ihedallähw
	I'll go to the office tomorrow
በየቀኑ ወደ ቢሮ አሃጻለሁ	bäyyäk'änu wädä biro ihedallähw
	I go to the office every day

The present-future tense is usually called the compound imperfect because, though always written as one word, it is made up of two parts: the second part, the ending, you may recognize as derived from the verb አለ 'be'; the first part, አሃድ: ihed in the above examples, is the simple imperfect, some uses of which you will meet in later lessons.

The persons of the compound imperfect are indicated by a combination of prefixes and suffixes. The suffixes are in most persons identical to the corresponding part of the verb አለ, but note the third person masculine.

The personal markers of the compound imperfect

Singular	Prefix	Suffix
1st pers.	I...	i- -allähw
2nd pers. masc.	you...	tī- -alläh
2nd pers. fem.	you...	tī- -iyalläs/-yalläs*
3rd pers. masc.	he...	yī- -al
3rd pers. fem.	she...	tī- -alläčč

Plural	Prefix	Suffix
1st pers.	we...	inni- -allän
2nd pers.	you...	tī- -allaččuh
3rd pers.	they...	yī- -allu

Formal	Prefix	Suffix
2nd pers.	you...	yī- -allu (i.e. the 3rd pers. pl. form)
3rd pers.	he, she...	yī- -allu "

*The ending of the second person feminine -iyalläs is often shortened to -yalläs in speech, as in ትፈልገሃለሽ or ትፈልግሃለሽ tifälligiyalläs or tifälligyalläs 'you want'. (See also below under 'palatalization'.)

When forming the compound imperfect tense, there are several points that you have to pay attention to over and above the different personal markers. First, by comparing forms like አፈልጋለሁ ifälligallähw 'I want', ደመጣል yimät'al 'he'll come', አጽፋለሁ is'ifallähw 'I'll write' with the corresponding simple past forms ፈልግኩ fälläghw 'I wanted', መጣ mät't'a 'he came' and ጻፍኩ s'afkw 'I wrote', you can also see that the stem to which the personal markers of the compound imperfect are added is different to that of the simple past. Each of the different classes of verbs, trilateral and the five biliteral types, that you have met so far has different imperfect tense stem shapes. So, for example:

prefix	stem	suffix		
i-	fällig	-allähw	አረፈጋለሁ	I want, shall want, etc.
ti-	fällig	-alläh	ትረፈጋለህ	you want, will want, etc.
ti-	fällig	-iyalläš	ትረፈጋለህ	you want, will want, etc.
yī-	fällig	-al	ይረፈጋል	he wants, will want, etc.
ti-	fällig	-alläčč	ትረፈጋለች	she wants, will want, etc.
innī-	fällig	-allän	እንረፈጋለን	we want, shall want, etc.
ti-	fällig	-allaččüh	ትረፈጋለችሁ	you want, will want, etc.
yī-	fällig	-allu	ይረፈጋሉ	they want, will want, etc. he, she wants,

ረፈገ is a 3-lit verb; you should note, as you go along, other examples of how other verb classes form the compound imperfect tense.

Second, the difference in the stem between two trilateral verbs like አረፈጋለሁ ifälligallähw 'I want' and አወሰዳለሁ iwäsdallähw 'I take' arises because there is a further refinement to the classification of verbs that was given in Lesson 3:

'Type A' and 'Type B' verbs

All trilateral verbs and biliteral verbs of groups 2-lit¹ and 2-lit² are further assigned either to 'Type A'- or 'Type B'-categories: therefore, 3-lit A; 3-lit B; 2-lit¹ A; 2-lit¹ B; 2-lit² A; 2-lit² B. The other classes of biliteral verbs do not have this distinction of Type A and Type B.

This distinction between Type A and Type B is not significant in the formation of the simple past tense, but is important in other tenses including the compound imperfect. Unfortunately, you cannot tell either from the meaning of a verb, or in most cases from its dictionary form (the third person masculine of the simple past), whether a verb is Type A or Type B. It is something that you have to learn whenever you meet a new verb. For example, ወሰደ 'take' is a 3-lit A verb, but ረፈገ 'want' is a 3-lit B verb.

In the imperfect, the difference in shape between Type A and Type B mostly concerns the presence or absence of a double or geminate consonant in the stem. The examples in the box below should make this clearer.

Class		Sample	Compound Imperfect	Imperfect stem	
Trilateral	A [3-lit A]	ወሰደ	ይወሰዳል	yiwäsdal	-wäsd-
	B [3-lit B]	ረፈገ	ይረፈጋል	yifälligal	-fällig-
Biliteral	Class 1 A [2-lit ¹ A]	መጣ	ይመጣል	yimät'al	-mät'a-
	B [2-lit ¹ B]	ጠጣ	ይጠጣል	yit'ät't'al	-t'ät't'a-
	Class 2 A [2-lit ² A]	ሰጠ	ይሰጠል	yisät'al	-sät'-
	B [2-lit ² B]	ቁየ	ይቁያል	yik'wäyyal	-k'wäyy-
	Class 3 [2-lit ¹]	ጻፈ	ይጽፋል	yis'ifal	-s'if-
Class 4 [2-lit ¹]	ሂደ	ይሂዳል	yihedal	-hed-	
Class 5 [2-lit ¹]	ሆነ	ይሆናል	yihonal	-hon-	

Remember that according to the rules of the 'hierarchy' of vowels, when two as come together they merge into a single a. So, from መጣ 'come' (imperfect stem -mät'a-) we have አመጣለሁ imät'allähw 'I come', ትመጣለህ timät'alläh 'you come', ይመጣል yimät'al 'he comes', ትመጣለች timät'alläčč 'she comes', and so on.

Contrary to the rules given in lesson one, however, with the ending of the second person feminine -iyalläš, the initial vowel i of the ending replaces the final a of 2-lit¹ stems; so from ሰጣ sämma 'hear' (Type A) we have ትሰጣለህ/ትሰጣለህ tisämiyalläš/ tisämyalläš 'you hear', or from ሠራ särra 'work' (Type A) ትሠራለህ / ትሠርያለህ tisäriyalläš/tisäryalläš 'you work'. Further examples are set out in the box below.

2-lit ¹ A			
አሰማለሁ	isämallähw	i + säma + allähw	I hear, shall hear, etc.
ትሰማለህ	tisämalläh	ti + säma + alläh	you hear, will hear, etc.
ትሰማለህ	tisämiyalläš	ti + säma + iyalläš	you hear, will hear, etc.
ይሰማል	yisämał	yī + säma + al	he hears, will hear, etc.
ትሰማለች	tisämalläčč	ti + säma + alläčč	she hears, will hear, etc.
እንሰማለን	innisämallän	innī + säma + allän	we hear, shall hear, etc.
ትሰማለችሁ	tisämallaččüh	ti + säma + allaččüh	you hear, will hear, etc.
ይሰማሉ	yisämallu	yī + säma + allu	they hear, will hear, etc.

Palatalization

There is another important feature of the ending of the second person feminine -iyallās. Look at the form ተመግለሽ timäc'allās 'you'll come' in the dialogue and compare it with ይመጣል yimät'al 'he'll come'. The ending has caused a change in the final consonant of the verb stem, which is here č' instead of t', and the ending itself is further shortened to just -allās. Other consonants are affected in a similar way. This is called palatalization and is a process which occurs in a number of other places in the inflexion of the verb. Here are the consonants that are subject to palatalization and the changes that occur:

palatalization	Sample verb	Stem	2nd pers. fem.
t → č	ከፈተ open	3-lit A -käft-	ተከፍታለሽ tikäfc'allās
d → j	ወረደ go down	3-lit A -wärd-	ትወርጃለሽ tiwärc'allās
t' → č'	መረጠ choose	3-lit A -märt'-	ትመርጻለሽ timärc'allās
s → š	ጨረሰ finish	3-lit B -č'ärris-	ትጨርሻለሽ tič'ärris'allās
z → ž	ገዛ buy	2-lit' A -gäza-	ትገሯለሽ tigäž'allās
s' → č'	ገለጸ explain	3-lit A -gäls'-	ትገልጻለሽ tigälč'allās
u → ũ	ሆነ become	2-lit' -hon-	ትሆኛለሽ tihon'allās
l → y	ከፈለ pay	3-lit A -käfl-	ትከፍታለሽ tikäfy'allās

Verbs whose stems already end in one of the 'palatal' consonants (č, j, č', š, ž, ũ, y) just add -allās in the second person feminine like palatalizing stems. So, for example, from ተኛ tāñña 'go to bed, sleep' (2-lit' B), ትተኛለሽ titāññ'allās 'you're going to bed', or from ቁየ / ቁየ k'wäyyä / k'oyyä 'wait' (2-lit' B), ትቁየለሽ tik'oyy'allās 'you'll wait', and so on.

Verbs beginning in a-

The rule of the hierarchy of vowels operates on verbs whose stems begin in a-, like አወጥ awwäk'ä 'know', አለበ assäbä 'think', አየ ayyä 'see', etc., so that the vowel i of the personal prefixes is dropped. For example:

Prefix	Stem	Suffix		
-	awk'	-allähw	አውቃለሁ	I know, shall know, etc.
t-	awk'	-alläh	ትውቃለህ	you know, will know, etc.
t-	awk'	-iyalläs	ትውቲያለሽ	you know, will know, etc.
y-	awk'	-ai	ያውቃል	he knows, will know, etc.
t-	awk'	-alläčč	ትውቃለች	she knows, will know, etc.
inn-	awk'	-allän	እናውቃለን	we know, shall know, etc.
t-	awk'	-allačču	ትውቃላችሁ	you know, will know, etc.
y-	awk'	-allu	ያውቃሉ	they know, will know, etc. he, she knows

Exercises

1 Convert the following simple past tense verbs into the corresponding compound-imperfect forms

- | | | | |
|--------|---------|----------|---------|
| 1 ሐድን | 6 ጨረሰሽ | 11 ቁየች | 16 አየሁ |
| 2 ወሰድኩ | 7 አወቅን | 12 ጻፍኩ | 17 ሰሙ |
| 3 መጣችሁ | 8 ደወለን | 13 ሹጠ | 18 ጀመርከ |
| 4 ሰማ | 9 ኖሩ | 14 ገዛች | 19 አለፈች |
| 5 ተኛ | 10 ከፈለሽ | 15 መረጣችሁ | 20 አሰብሽ |

2 Rewrite the following sentences so that the tense of the verb is in agreement with the time expression in brackets

Example: ገበያ አሄዳለሁ (ትናንትና) → ትናንትና ገበያ ሄድኩ።

- ተማሪዎቹ መጽሐፋቸውን ይገዛሉ (ባለፈው ባምንት)።
- ከበደ አዲሱን መኪናውን ሹጠ (ነገ)።
- ሥራህን መቼ ትጨርቃለህ? ጨረሰኩ (ቶሎ)።
- አዲስ ጃኪት ትመርጻለሽ (ትናንትና)?
- መብላት ፈለገን (አሁን)።

3 How would you say the following in Amharic?

- Almaz, do you want to eat lunch now?
- When will you finish your studies, Hiywet?
- We'll arrive in Jimma in three hours' time.
- The teacher is starting the class now.
- Who'll pay the bill? Will you pay, Hirut?

4 Here are some sentences with verbs in the compound imperfect tense. Try to work out under which form you would find them in a dictionary. Then try to translate the sentences into English

Example ተማሮቹ ስሎሳ ይሰላሉ → ይሰላሉ - ማለት ('paint')
the students are painting a picture

- 1 ልጅ ይሰላሉ።
- 2 ወይን ትርጉሟትሁ?
- 3 ከወ ገሩትን ይሰማል።
- 4 ይህን ተረት እንተርታለን።
- 5 ስለምን ትፈጥሩለህ?

Days of the week

In the dialogue you met ማክሰኞ Tuesday and ቅዳሜ Saturday. Here are the remaining names of the days of the week:

አሁድ	ihud	Sunday	አሙስ	amus	Thursday
ሰኞ	sännö	Monday	ጎሙስ	hamus	
ማክሰኞ	maksännö	Tuesday	አርብ	arb	Friday
ሮብ	rob	Wednesday	ቅዳሜ	k'idame	Saturday

An alternative for Wednesday is ረቡዕ, ረቡ räbu. Amongst Christian Ethiopians Sunday is also sometimes called ሰንበት sänbät, lit. 'Sabbath', or ሰንበት ክርስቲያን sänbätä kristiyan 'the Sabbath of the Christians'. The phrase ቅዳሜ ሰንበት k'idame sänbät is the longer name for Saturday, lit. 'Saturday Sabbath'.

Telling the time

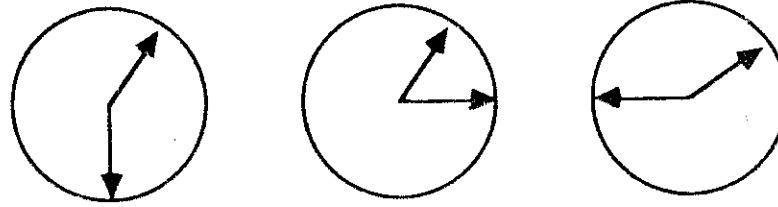
To ask the time in Amharic you say, ሰንት ሰንት ንው sinti säat näw, lit. 'how many hours is it?' The word ሰንት is then included in the answer, equivalent to the English 'o'clock'. Remember that the Ethiopians start reckoning the time of day from 6.00 a.m. and not from midnight. So:

አንድ ሰንት ንው	andī säat näw	it's one o'clock	i.e. 7.00
አራት ሰንት ንው	aratti säat näw	it's four o'clock	i.e. 10.00
ስድስት ሰንት ንው	siddisti säat näw	it's six o'clock	i.e. 12.00

ሰንት ሰንት ንው	säbatti säat näw	it's seven o'clock	i.e. 1.00
ዘጠኝ ሰንት ንው	zät'ān säat näw	it's nine o'clock	i.e. 3.00

In order to express the divisions of the hour the following expressions are used:

ተኩል	täkkul	half past
ከሩብ	kärub	a quarter past (lit. 'with a quarter')
ሩብ ጉዳይ	rub gudday	a quarter to (lit. 'lacking a quarter')



አንድ ሰንት ተኩል	ሁለት ሰንት ከሩብ	ሦስት ሰንት ሩብ ጉዳይ
andī säat täkkul	hulätti säat kärub	sosti säat rub gudday
half past one	a quarter past two	a quarter to three

Note that in the expression of 'a quarter to' you can also say ለሦስት ሰንት ሩብ ጉዳይ or ከሦስት ሰንት ሩብ ጉዳይ. Similarly with smaller divisions of the hour:

አራት ሰንት ከአምስት ደቂቃ	aratti säat kammisti däk'ik'a	five past four
ስድስት ሰንት ከሃያ	siddisti säat kähaya	twenty past six
ከሰንት ሰንት አስር ጉዳይ	käsäbatti säat assir gudday	ten to seven
ዘጠኝ ሰንት ስምንት ደቂቃ ጉዳይ	läzät'ān säat simminti däk'ik'a gudday	eight minutes to nine
ለከ አራት ሰንት ከአምስት ደቂቃ	likk aratti säat käammisti däk'ik'a	exactly five minutes past four
ወደ ሁለት ሰንት ከሃያ	wädä hulätti säat kähaya	about twenty past two

Here are some other useful expressions for the time of day:

ጥዋት	t'wat	early morning (from 6.00 a.m. to around 8.00 a.m.)
-----	-------	--

ዛሬ ጥዋት	zare t'wat	this morning (<i>lit.</i> 'today morning')
ረፋድ	räffad	midmorning (<i>from 8.00 a.m. to around noon</i>)
ቀን	k'an	day, daytime
ንጋት	nigat	dawn, daybreak
ሌሊት	lelit	night, nighttime (<i>from around midnight to dawn</i>)
ምሽት, ምሽት	misät, miššit	evening (<i>from 5.00 p.m. to around 11.00 p.m.</i>)
ማታ	mata	evening
ዛሬ ማታ	zare mata	this evening (<i>lit.</i> 'today evening')
ሰዓት or ቀትር	säat or k'ätir	noon, lunchtime
አኩላ ቀን	ikkulä k'an	midday
አኩላ ሌሊት	ikkulä lelit	midnight (<i>also መንፈተ ሌሊት mänfäk'ä lelit</i>)
ከሰዓት በኋላ	käsäat bähwala	afternoon
ደቂቃ	däk'ik'a	minute
ሰዓት	säat	hour
ዓምንት	sammint	week
ወር	wär	month, season
ዓመት	amät	year
ዛሬ	zare	today
ትናንትና	tinantinna	yesterday
ከትናንትና ወዲያ	kätinantinna wädiya	the day before yesterday
ነገ	nägä	tomorrow
ከነገ ወዲያ	känägä wädiya	the day after tomorrow
ዓምና	amna	last year
ዘንድር	zändiro	this year
ማግሥት	magist	the next day
ሰሞንን	sämonun	this week, recently

You will recall from lesson one that Amharic greetings often involve verbs that have a specific time reference, such as አደረ 'spend the night' and ቀለ 'spend the day'. Here are some more:

አመሽ	amäššä	spend the evening
አረፈደ	aräffädä	spend the morning
ሰንበተ	sänäbbätä	spend some days, spend a week
ከረመ	kärrämä	spend the rainy season (<i>July, August, September</i>), spend a long while

ደህና አመሻችሁ?	dähna amäššacčuh?	did you have a good evening?
አንደምን ሰንበትዘ?	indämin sänäbbätk?	how have you been keeping?

Exercises

5 Try to give the following times as far as you can. Remember to convert to the Ethiopian system

- | | |
|-------------------|------------------------------|
| 1 10.30 a.m. | 6 6.25 a.m. |
| 2 6.15 p.m. | 7 almost five past five |
| 3 about 3 o'clock | 8 exactly midday |
| 4 2.10 precisely | 9 4.20 |
| 5 5.45 p.m. | 10 sorry, I haven't a watch! |

6 Imagine this is a schedule of things you plan to do tomorrow. Describe your plan for the day in Amharic, giving a time to each activity where appropriate and making use of words relating to time and sequential phrases like ከዚያም በኋላ, በጣት, and so on. Feel free to add anything else you think you'd like to do! (the verbs are all given in their dictionary form)

ቁርስ በላ	k'urs bälla	eat breakfast
ወደ ባንክ ሂደ	wädä bank hedä	go to the bank
ወረቀትና ቲምበር ገዛ	wäräk'ätinna tembir gäzza	buy paper and stamps
በቤተ መጻሕፍት ሠራ	bäbetä mä'sahift särra	work in the library
ደብዳቤ ጻፈ	däbdabbe s'afä	write a letter
ወደ ምግብ ቤት ሂደ	wädä migib bet hedä	go to a restaurant
ምግ በላ	misa bälla	eat lunch
አረፍት አደረገ	iräft adärrägä	have a rest
መናፈሻ ውስጥ ዞረ	männafäša wist' zorä	walk round the park
ወደ ገበያ ሂደ	wädä gäbäya hedä	go to the market
ምናምን ገዛ	minamin gäzza	buy some odds and ends
አቤት ገዛ	ibet gäbba	return home

ለጉበራ ደወለ	lāGābre dāwwāla	ring up Gebrie
አራት ባላ	īrat bālla	eat supper
ወደ ባር ሄደ	wādā bar hedā	go to a bar
አንድ ዑለት ቤራ ጠጧ	and hulātti bira t'āt't'a	drink one or two beers

Script

Punctuation

You will have noticed from the various dialogues and passages that you have read so far that written Amharic uses few familiar punctuation marks. The Ethiopian script has its own punctuation marks, to which in recent years have been added some signs of Western origin. Below is a list of punctuation marks in current use:

∴ አራት ጎጥብ	aratti nāt'ib	the end of a sentence, like a full stop
∴ ድርብ ሰረዝ	dirrib sārāz	a marked pause, rather like a semicolon
∴ ጎጠላ ሰረዝ	nāt'āla sārāz	a weak pause, rather like a comma
∴ ጎጥብ	nāt'ib	a word divider, often omitted as in this book

Some signs of Western origin that are used nowadays are:

() ቅንፍ	k'inf	brackets
- ጭረት	č'irāt	hyphen
/ ደዘት	yizāt	slash (also the sign of an abbreviation like ወ/አማረች for ወደዘር አማረች)
« » ትእምርተ ጥቅስ	ti'imirtā t'ik's	quotation marks (these are often omitted when reporting quoted words so that there is no overt sign of a quotation in written Amharic)
? ጥያቄ ምልክት	t'iyyak'e milikkīt	question mark
! ቃለ አጋኖ	k'alā aganno	exclamation mark

Reading passage

Some vocabulary which you might find useful is given below. Note that not all new words are included as you should be able to work out some for yourself

እኔና ማሰቱ ዛሬ ጥዋት አዲስ አበባ ደረሰን። በአትሮጵያ አየር መንገድ መጣን። አድርገናችን ልክ አሥራ ዑለት ሰዓት ተኩል ላይ ቦል አድርገን ማረፊያ አረፈ። ዘሊሎች መንገደኞች ጋር ወደ መገቢያ ክፍል ገባንና የፓስፖርቶችንና የሲባችን ዑሉንም ረጸምን። ከዚያም በኋላ ወደ ጉምሩክ ክፍል ሄድን። አሁንም ብዙ ሰዎች መጨዎቹን ይጠብቃሉ። ጓደኞቻችንም እኛን ይጠብቃሉ። ልጃችንና ማሰቱ አብረው አሉ። «አንኳን ደንና መጣችሁ!» አሉን። ከዚያም ሰዎችንን መኪናው ውስጥ በጫን በኋላ አብረን ወደ ከተማ ሄድን። መኖሪያ ቤታቸው ከመሀል ከተማ የራቀ አደደለም። ስለዚህም ከጥቂት ደቂቃዎች በኋላ ወደ ዑለት ሰዓት ከሩብ ቤት እንደርሳለን።

Supplementary vocabulary

መንገድ	māngād	road, way
የአትሮጵያ አየር መንገድ	Yāityop'p'iya Ayār Māngād	Ethiopian Airlines
መንገደኛ	māngādāñña	traveller, passenger
መገቢያ ክፍል	māgbiya kifil	arrivals hall (lit. 'entrance room')
ጉምሩክ	gumruk	customs
መጭ	māč'	arrival, newcomer
አለ	alā	say (this is an irregular verb in Amharic; look it up in the glossary under አለ. Be careful not to confuse it with አለ allā 'to be')
ሰዎ	ik'a	thing(s), baggage, stuff, object, furniture
ጫን	č'anā	load
ካጫን በኋላ	kāč'anni bāhwala	after we've loaded
መሀል	māhal	centre: መሀል ከተማ city centre

6 ሸርሸር ማቀድ

širīššir mak'k'äd

Planning a trip

By the end of this lesson you should be able to:

- form the negative of the imperfect tense ('I don't come', 'shan't come', etc.)
- form and use the infinitive ('to come', 'to go', etc.)
- construct nouns denoting occupations

Planning a trip to the country

Yohannes brings an English friend to see Hirut and Kebede, and they plan a trip

የዛሬው ተን ቅዳሜ ነው። ዘቀኑ ስምንት ሰዓት ነው። ዛርባ ደቂቃ በራት የሐገስ ለጊራትና ለዘዐደ ደወለላቸው። አሁንም ይጠብቁታል።

ጊራት: ታዲያ ይህ የሐገስ ጓደኛ ማን ነው? የዛሬ ሁለት ሳምንት አሁንና እናቱን ዛይርጥላን ማረፊያ አቤት ሳይረስናቸው ጊዜ ስለሉ ምንም አልነገረንም።

ዘዐደ: እኔ አላውቅም። የሐገስ ወረ ፈጽሞ አይነገረኝም።

[የሐገስና ጓደኛው ይደርሳሉ]

የሐገስ: ጤና ይስጥልኝ! ሰው አለ? እኛ ነን። ደረሰን።

ጊራት: ቤት ለንገዳ! ገብ!

የሐገስ: ይህ ጓደኛዬ ፒተር ነው። አንገላዛዊ ነው። የተገናኘው አይርጥላን ውስጥ ነው። አግርኛ ትንሽ ይቻላል። ሳግርኛ ማነጋገር አልባቸው።

ጊራት: ጤና ይስጥልኝ! እንደምን አደርዘን? አትዮጵያ አንኳን ደገና ጠጣህ!

ፒተር: አገዛዜ ይመስገን። ደገና ነኝ። እናንተስ እንደምን ናችሁ?

ዘዐደ: አግርኛ ዘዩት ተግርዘን? ብዙዎቻ ፈረንጆች ቋንቋችንን አይችሉም። በጣም አስቸጋሪ ቋንቋ ነው ይላሉ።

ፒተር: አውነት ነው። ቀላል አይደለም። ብዙ ገና አልችልም። ነገር ግን አሞክራለሁ። ቋንቋችሁን በደምብ ለመናገር አፈልጋለሁ። ስለዚህ ነው ወደ አትዮጵያ የመጣሁት።

ዘዐደ: ጉዞዝ ነህ! በጣም ጥሩ ትናገራለህ።

ጊራት: አዎ! ዘዐደ አውነቱን ነው። እኛ ሁላችን እንረዳለን። በርግጥ እንደሚመስለኝ ሳጭር ጊዜ ውስጥ እንደኛ አግርኛ ትናገራለህ።

የሐገስ: ስሙኝ: አባብ አለኝ። እንደሚባለው ቋንቋ ለማወቅ ሳገር መጥብኝትና ከተራ ሰው ጋር መናገር ያስፈልጋል። ነገ አሁን ነው - ሸርሸር መሄድ እንችላለን። ጊራት: ዛርታ አለሽ? ... መልካም። ስጧኝ። አይት: ደብረ ሊባኖስ ከዚህ ሩቅ አይደለም - በግምት መቶ ዚሉ ሜትር ያህል ይሆናል። የወንድሜን መዜና አዋባለሁ።

ፒተር: ደብረ ሊባኖስ ምን አለ? ስሙንም ዛሁን በራት ሰማሁት። ስፍራው ስመ ጥሩ ነው?

ዘዐደ: አዎ! ልዩ ነው። በካርታው ላይ አሳይሃለሁ ... ይዘው! ዛዲስ አበባ በሰሜን በኩል ነው። እዚያ ስመ ጥሩ ጥንታዊ ገዳም አለ። ቅዱስ ተዘለ ሃይማኖት የሚባሉ በአትዮጵያ ታላላቅ ቅዱሳን አንዱ ከብዙ ዘፍል ዘመን በራት ቆረቆሩት። ዛሬም ብዙዎቻ መናከሳቸው እዚያ ይኖራሉ። ደግሞም አዲስ ተልት ቤተ ክርስቲያን አለ።

ጊራት: አዎ! ለሸርሸር ስፍራው ጥሩ ይመስላል። ፒተርም ስለ አትዮጵያ ታሪክና ባህል ይማራል። ከዚህም በላይ አግርኛ ይለማመዳል። የሆነው ሆኖ ስለ ሸርሸሩ ብዙ ነገሮች ማዘጋጀት አለብን። ታዲያ ምን ምን ያስፈልገናል? እኔ ምግብ አዘጋጃለሁ። እናንተም መዜናዎን ተዋባላችሁ። ነገ ጥዋት እንንግለን። ከመሸ በኋላ ለመድረስ እንረልገም!

Today is Saturday, and the time is about 2 o'clock in the afternoon. Forty minutes ago Yohannes rang Hirut and Kebede. Now they are waiting for him

HIRUT: Well, who is this friend of Yohannes's? When we brought him and his mother home from the airport two weeks ago he didn't tell us anything about him.

KEBEDE: I don't know. Yohannes never tells me news.

[Yohannes and his friend arrive]

- YOHANNES: *Hello! Is there anyone at home? It's us, we've arrived.*
 HIRUT: *Welcome! Come in!*
 YOHANNES: *This is my friend Peter, he's English. We met on the plane. He speaks a little Amharic, so you must both speak in Amharic.*
- HIRUT: *Hello, how are you? Welcome to Ethiopia!*
 PETER: *I'm fine, thanks. How are you?*
 KEBEDE: *Where did you learn Amharic? Not many foreigners speak our language. They say it is a very difficult language!*
- PETER: *That's right, it's not easy. I can't speak much yet, but I try. I want to speak your language properly. So I've come to Ethiopia.*
- KEBEDE: *You're very good, you speak very well.*
 HIRUT: *Yes, Kebede is right. We'll all help you. Certainly, within a short time I think you'll be speaking Amharic like us!*
- YOHANNES: *Listen everyone, I have an idea. They say, to know a language you must visit the countryside and speak with the ordinary people. Tomorrow is Sunday – we can go on a trip. Hirut, have you got a map? . . . Good, give me it. Look, Debre Libanos is not far away – the journey looks about a hundred kilometres. I'll borrow my brother's car.*
- PETER: *What is there at Debre Libanos? I have heard the name before. Is it a famous place?*
 KEBEDE: *Yes, that's correct. I'll show you it on the map . . . here it is! It's north of Addis Ababa. There's a famous and ancient monastery there. One of the greatest of Ethiopian saints, called St. Tekle Haymanot, founded it many centuries ago. Today many monks and nuns live there, and there's also a large new church.*
- HIRUT: *Yes, it'll be a good place for a trip. Peter will learn about Ethiopian history and tradition, and he can practise Amharic as well. However, we'll have to make preparations for the trip? So, what things do we need? I'll prepare the food, and you two will borrow the car. We'll set off early tomorrow; we don't want to arrive after nightfall!*

Vocabulary

ጠረ	wäre	news, story, gossip
እንግዳ	ingida	guest, visitor, stranger
ፈረንጅ	färänj	foreigner, white Westerner
ደምብ	dämb	rule, principle
በደምብ	bädämb	properly, perfectly, thoroughly
ጉበዝ	gobäz	clever, smart, strong, brave; (<i>also means a strong young man</i>)
አጭር	ač'č'ir	short
አሳብ	assab	thought, idea, plan
ባላገር	balagar	countryside; <i>also means</i> peasant
ተራ ሰው	tära säw	ordinary person
ሸርሸር	širiššir	trip, outing, picnic
ካርታ	karta	map; <i>also means</i> playing card
ኪሎ ሜትር	kilo mefir	kilometre
ስፍራ	sifra	place
ሰሜን	sämen	north
ስሙ ጥሩ	simä t'iru	famous
ጥንታዊ	t'intawi	ancient
ጥንት, ጥንት ገዘ	t'int (gize)	ancient times, olden times
ገዳም	gädam	monastery, convent
ቅዱስ	k'iddus	saint; plural ቅዱሳን k'iddusan (<i>the form is Ge'ez</i>)
ታላቅ	tallak'	great, important, elder; ታላላቅ talallak' <i>can mean the same as ታላቅ, and is also used as its plural</i>
ክፍለ ዘመን	kiflä zämän	century
መኖክሰ	mänokse	monk
መኖክሲት	mänoksit	nun
መኖክሳት, መኖክሳቶች	mänoksat, mänoksatočč	monks, nuns
ቤተ ክርስቲያን	betä kristiyan	church
Particles		
ምንም	mīnim(m)	nothing (<i>with a negative verb</i>) *
በግምት	bägimūt	at a guess, approximately
ያህል	yahil	approximately, about, as much as

Verbs

ጠበቀ	t'äbbäk'ä	wait for, expect, look after, protect [3-lit B]
ነገረ	näggärä	speak, talk, tell [3-lit A]
አንጋገረ	annäggärä	talk together, engage in conversation [derived stem type] ግንጋገር mannägagär (infinitive)
ተናገረ	tänaggärä	speak, converse [derived stem type] ደናገራል yinnäggäral (compound imperfect), ጠናገር männagär (infinitive)
ተገናኘ	tägänaññä	meet [derived stem type] ደገናኝል yiggänaññäl (compound imperfect)
ቻለ	čalä	be able, be able to speak (a language)
ተማረ	tämarä	learn, study [derived stem type] ደማራል yimmaral (compound imperfect)
ጥበረ	mokkärä	try [3-lit B]
ረዳ	rädda	help [2-lit' A]
ጉበኘ	gobäññä	visit: belongs to a class of verb not yet looked at; although it has three consonants note where the gemination is. ደጉበኝል yigobäññäl (compound imperfect)
አስፈለገ	asfällägä	be necessary [derived stem type] ያስፈልጋል yasfälligal (compound imperfect)
ጠበለ	mässälä	seem, look like [3-lit A]
አሳየ	asayyä	show [derived stem type] ያሳያል yasayyal (compound imperfect)
ቀረቀረ	k'oräk'k'orä	found [4-lit] (see lesson seven)
ተለማመደ	tälämammädä	practise, start learning [derived stem type] – compare ለመደ 'get used to' ደለማመዳል yillämammädal (compound imperfect)
አዘጋጀ	azzägajjä	prepare, organize [derived stem type] ያዘጋጃል yazzägajjal (compound imperfect)
ተነሣ	tänässa	get up, set off [derived stem type] ደነሣል yinnässal (compound imperfect)

ገቡ	gibu	come in! (pl. command from ገባ)
ሰሙ	simu	listen! (pl. command from ሰማ)
ሰጩ	sič'i	give! (fem. command from ሰጠ)
አዩ	iyu	see! (pl. command from አየ)

Phrases

አንደግባለው	indämmibbaläw	as it is said (from አለ ₂)
የግባል	yämmibbal	who is called (from ተባለ [derived stem from አለ ₂])
የህንው ሆኖ	yähonäw hono	be that as it may, however (lit. 'being what is')

Notes on the dialogue

1 ደወለላቸው däwwälallaččäw 'he rang them' is literally 'he rang to them', i.e. ደወለ + -ላቸው. There are also a number of verbs in the dialogue that involve pronoun direct objects, like ደጠብቁታል yit'äbbik'utal 'they are waiting for him'. These will be discussed in the next lesson. For the moment, however, here are the verbs with pronoun objects that occur in the dialogue. Look at these closely and see if you can identify what element expresses the object and then compare them with what the verb would be without the object:

With object

Without object

ደጠብቁታል	yit'äbbik'utal	they're waiting for him	ደጠብቃል
አደረስናቸው	adärräsnaččäw	we brought them	አደረስን
አልነገረንም	alnäggäränim	he didn't tell us	አልነገረም
አይነገረንም	aynägränñim	he doesn't tell me	አይነገርም
አንረዳሃለን	innirädahallän	we'll help you	አንረዳለን
ሰጩኝ	sič'iñ	give me	ሰጩ
አየት	iyut	look at it	አየ
አንደግጠስለኝ	indämmimäslän	as it seems to me	አንደግጠስል
አሳይሃለሁ	asayyihallähw	I'll show you	አሳይሃለሁ
ቀረቆሩት	k'oräk'k'orut	he founded it	ቀረቆሩ
ያስፈልገናል	yasfälligänal	it'll be necessary for us	ያስፈልጋል

2. ቤት ለንግዳ! *bet längida*, *lit.* 'the house for the guest!' is a greeting you can say to welcome guests to your house.
3. አማርኛ ይችላል *amarīñña yīčilal* 'he can speak Amharic': note that you do not need to use the verb 'speak' in this idiom. Amharic ቻለ means 'to be able to speak (a language)'; 'to be able to do (something)' or 'to endure (something)'; as well as just 'to be able' or 'can', etc., as in, for example, መሄድ ትችላለህ *māhed fičilalläh* 'you can go'.
4. ባጣርኛ መነጋገር አለባችሁና *bamarīñña männägagär alläbbačē-hunna* 'so you must speak in Amharic': you have already met the suffix -ና meaning 'and'; when it is added to a verb it often has more of the sense of 'and so', 'and therefore', as it does here.

Grammar

The negative imperfect tense

You will remember that to form the negative of the simple past tense አል- is prefixed and -ም suffixed to the affirmative form: ጠጣች ሰጠች 'she drank': አልጠጣችም *alt'ät't'aččim* 'she didn't drink'. The formation of the negative imperfect (present-future) tense is not quite so simple. In the dialogue there are several examples of a negative imperfect: አላውቅም *alawk'im* 'I don't know'; አንፈልገም *annifälligim* 'we don't want'; አይነገርኝም *aynägränñim* 'he doesn't tell me'; አልችልም *alčilim* 'I can't (speak)'. When you compare these with the corresponding affirmatives you can see that the transformation is not as direct. Consider the following:

Negative

አላውቅም	<i>alawk'im</i>	I don't know
አንፈልገም	<i>annifälligim</i>	we don't want
አይነገርኝም	<i>aynägrim</i>	he doesn't tell
አልችልም	<i>alčilim</i>	I can't

Affirmative

አውቃለሁ	<i>awk'allähw</i>	I know
አንፈልጋለሁ	<i>innifälligallän</i>	we want
ይነገራል	<i>yinägral</i>	he tells
እችላለሁ	<i>ičilallähw</i>	I can

Look at these closely and you can see that the stem of the imperfect (in bold) remains intact throughout, but is accompanied by different sets of prefixes and suffixes.

The negative prefix and the personal prefix merge to form a new set of prefixes, and instead of the suffix containing the verb አለ 'to be' the negative suffix -ም is added directly to the stem of the imperfect with the addition of the vowel *i* in the second person feminine, and *u* in the second and third persons plural.

Singular	Prefix	Ending	Sample
1st pers.	al-	-[i]m	al fälligim አልፈልገም I don't want
2nd pers. masc.	atti-	-[i]m	attif älligim አትፈልገም you don't want
2nd pers. fem.	atti-	-im	attif älligim አትፈልገም you don't want
3rd pers. masc.	ay-	-[i]m	ayf älligim አይፈልገም he doesn't want
3rd pers. fem.	atti-	-[i]m	attif älligim አትፈልገም she doesn't want
<i>Plural</i>			
1st pers.	anni-	-[i]m	annif älligim አንፈልገም we don't want
2nd pers.	atti-	-um	attif älligum አትፈልጉም you don't want
3rd pers.	ay-	-um	ayf älligum አይፈልጉም they don't want; he, she doesn't want; you don't want

Some points to note:

- When the stem ends in a consonant the vowel *i* is always pronounced before the suffix -ም. አልሄድም *al-hed-im* 'I don't go', but አልሰማም *al-säma-m* 'I don't hear'.
- The vowel *i* of the second person feminine and the vowel *u* of the second and third plural replace a stem final vowel: አይሰማም *aysämam* 'he doesn't hear', but አይሰሙም *aysämum* 'they don't hear'.
- The vowel *i* of the second person feminine causes the palatalization of the previous consonant in exactly the same way as the ending -iyalläs of the compound imperfect: አትመጣም *attimät'am* 'you [masculine] don't come', but አትመጩም/አትመጩም *attimäč'im/attimäč'im* 'you [feminine] don't come'. From the last example you can see that after the palatalized consonant the vowel *i* may either remain or be reduced to *i* before the final -ም.

Here is the full set of forms of the negative imperfect of three familiar verbs, ሰማ 'hear'; መጣ 'come' and ሄደ 'go', illustrating all of the above points.

2-lit' A (non-palatalizing)	2-lit' A (palatalizing)	2-lit' (palatalizing)
አልሰማም alsāmam	አልመጣም almät'am	አልሄድም alhedim
አትሰማም attisāmam	አትመጣም attimät'am	አትሄድም attihedim
አትሰማም attisāmim	አትመጣም attimäc'im	አትሄዳም attihejim
አይሰማም aysāmam	አይመጣም aymät'am	አይሄድም ayhedim
አትሰማም attisāmam	አትመጣም attimät'am	አትሄድም attihedim
አንሰማም annisāmam	አንመጣም annimät'am	አንሄድም annihedim
አትሰሙም attisāmum	አትመጡም attimät'um	አትሄዱም attihedum
አይሰሙም aysāmum	አይመጡም aymät'um	አይሄዱም ayhedum

As with the compound imperfect, if the stem begins in the vowel a- the i vowel of the personal prefixes is dropped. So here is the full set of forms of the verb አወቀ 'to know':

Singular		Plural	
አላውቅም	alawk'im	አናውቅም	annawk'im
አታውቅም	attawk'im	አታውቁም	attawk'um
አታውቁም	attawk'im		
አያውቅም	ayawk'im	አያውቁም	ayawk'um
አታውቅም	attawk'im		

Exercises

1 Turn the following sentences into negatives and then translate them into English

- 1 ፒተር ነገ አሥመራ ይሄዳል።
- 2 እንገሊዝኛ አማርኛ ነው።
- 3 ወይዘሮ አያልገሽ ቅብሮ ወተት ለናቷ ትገዛለች።
- 4 አቶ ጸ.ፕሮስ ደብዳቤ ይጽፋል።
- 5 አሁን ለመብላት እንፈልጋለን።
- 6 ዛሬ መራተኞቹ ሥራቸውን ይጨርሳሉ።
- 7 ፕንዘቡን ሁሉ ለመራተኞቹ ለምን ትሰጣለችሁ?

2 Rewrite the following sentences (a) in the negative past and (b) in the negative imperfect

Example: ከበደ ደብዳቤ ላክ → (a) ከበደ ደብዳቤ አልላክም
(b) ከበደ ደብዳቤ አይልክም

- 1 አስተማሪዎችን መጽሐፍ ጻፈች።
- 2 ላባቱ በስልክ ደወለኩ።
- 3 በመንገድ ላይ ብዙዎች መንገደኞች አየን።
- 4 ሲነማ በሦስት ሰዓት ተኩል ጀመረ።
- 5 በየቀኑ ልክ ባሠራ አንድ ሰዓት ጸሐፊዎች ሥራ ጨረሱ።
- 6 ከኛ ጋር ለምን መጣችሁ?

3 Answer the following questions in the negative

Example: ወይዘሮ አልጣዝ ዛሬ ገበያ ትሄዳለች? → አይደለም፤ ዛሬ ገበያ አትሄድም።

- 1 አንተ ቡና ትጠጣለህ?
- 2 ነገ ከበደ ለአሜሪካ ይደውላል?
- 3 አሁን ምን መብላት እንፈልጋለን?
- 4 አቶ መሐመድ ፕሩ ልብስ ይሸጣል?
- 5 ጸሐፊዎ ደብዳቤዎቹን ትልካለች?
- 6 መንገደኞቹ ተኪት ይገዛሉ?

Grammar

The infinitive

You have already met quite a number of infinitives, the form that usually translates into English as 'to ...' as in መሄድ mähed 'to go'; መብላት mäblat 'to eat' ማወቅ mawäk 'to know', and so on. You will see that the one thing in common is the prefix መ- mä-, or m- if the verb stem begins with the vowel a. The prefix mä- is added to a special infinitive stem which is often different from either the simple past or the imperfect stems. Consider the pattern in the examples in the box below.

Verb class	Sample	Prefix	Stem	Example
3-lit ¹ A	ነገረ	mä-	-ngär	መንገር mängär to speak
3-lit ¹ B	ጠየቀ	mä-	-t'äyyäk'	መጠየቅ mä't'äyyäk' to ask
2-lit ¹ A	በላ	mä-	-blat	መበላት mäblat to eat
2-lit ¹ B	ጠጣ	mä-	-t'ät't'at	መጠጣት mä't'ät't'at to drink
2-lit ¹ A	ሰጠ	mä-	-st'ät	መሰጠት mäst'ät to give
2-lit ² B	ቁየ	mä-	-k'wäyyät	መቁየት mäk'wäyyät to wait
2-lit ²	ጻፈ	mä-	-s'af	መጻፍ mä'saf to write
2-lit ⁴	ሄደ	mä-	-hed	መሄድ mähed to go
2-lit ⁵	ሆነ	mä-	-hon	መሆነ mähon to be, become

Some points to note

- Types A and B are always clearly distinguished.
- Verbs of classes 2-lit¹ and 2-lit² add a final -t to their infinitive stem. Make a note of this because you will see that the same classes of verbs add an 'extra' t in another tense which we shall meet later.
- Verbs of the classes 2-lit³, 2-lit⁴ and 2-lit⁵ have the same stem in the infinitive as in the simple perfect.
- Verbs whose stems begin in a- regularly form the infinitive with the prefix m- but otherwise follow the same patterns as above:

ማወቅ	mawäk'	to know	from አወቀ [3-lit ¹ A]
ማለፍ	maläf	to pass	from አለፈ [3-lit ¹ A]
ማሰብ	massäb	to think	from አሰበ [3-lit ¹ B]
ማለት	malät	to say	from አለ (this is an irregular verb)
ማየት	mayät	to see	from አየ [2-lit ² A]

- A number of the verbs listed in the introduction to this section belong to different classes from those in the table. Discussion of these, as well as the infinitives of the various derived stem types, will be left until later lessons.

In some places you have met the infinitive used alone, and in other places preceded by the preposition ለ- 'to':

ቋንቋችሁን በደምብ ለመናገር አረፈሁ	I want to speak your language properly
በተራ ሰው ጋር መናገር ያስፈልጋል	it's necessary to speak with ordinary people

There are three basic uses of the infinitive in Amharic

- When the infinitive is used to indicate a purpose the preposition ለ- is required, where for example in English you can use the phrase 'in order to'.
- Where the infinitive is used to extend another verb, as for instance 'want', 'begin', 'be able' or 'be necessary', as in the example above, the use of the preposition ለ- is optional.
- The infinitive can be used as a noun meaning 'the act of . . .' or 'the condition of . . .', sometimes corresponding to the English verbal noun ending in -ing. In this last instance the preposition ለ- is not used.

The following examples illustrate each of the three uses:

- ጥያቄ ለመጠየቅ መጣሁ ነጻ ገደብ ለመግዛት ሄዱ
I've come (in order) to ask a question
ጋዜጣ ለመግዛት ሄዱ gazet'a lämägzat hedu they've gone to buy a newspaper
- ጋዜጣ (ለ) መግዛት ትፈልጋለች gazet'a (lä)mägzat tiffälligalläcč she wants to buy a newspaper
ጋዜጣ (ለ) ማንበብ ጀመርኩ gazet'a (lä)manbäb jämmärkw I began to read the newspaper
- መሥራት ጥሩ ነው mäsrät t'iru näw working is good; it's good to work
ስለ መምጣቱ ጠየቅሁ silä mämt'atu t'äyyäk'hw I asked about his coming; I asked whether he had come
መሄዳቸውን አወቀች mähedacčäwn awwäk'äcč she knew of their going; she knew that they had gone

Exercises

4 Into which of the above categories (a), (b) or (c) do the infinitives in the following sentences fall?

- ቲኩት ለመግዛት ወደ ባቡር ጣቢያ መሄድ ያስፈልጋል።
- ጋዜጣ ለማንበብ አልቻልም። መነጻጽ መግዛት አለብኝ።
- ብዙ መብላት ያወፍራል። ብዙ መጠጣት ያሰዘራል።
- ቢረማ ቤት ለመሄድ አንፈልጋለን። አናንተስ ምን ለመሥራት ትፈልጋለህ?

5 How would you say in Amharic that you want to do the following things?

- 1 buy a newspaper and cigarettes.
- 2 ring your husband/wife at 5 o'clock.
- 3 ask a question.
- 4 speak with Mr Aklilu.
- 5 choose a new jacket.
- 6 listen to the radio (ረዲዮ).
- 7 sell your car and buy a new one.
- 8 write some letters to your friends.
- 9 visit Almaz and Terefe.

Word building

Compound nouns in ባለ-

In the dialogue you met the word ባላገር *balagär* meaning 'country-side'. In the vocabulary list it was also glossed as 'peasant'. You may recognize the word አገር *agär* 'country' in ባላገር, which is made up of the prefixed element ባለ- *balä-* followed by አገር. The element ባለ- is connected with the noun ባል *bal* 'husband', which can also mean 'master'. There are many nouns that can be formed in this way, by prefixing ባለ- to another noun. Remember that the final vowel -ä will be dropped before another vowel higher in the 'hierarchy' system.

The usual meaning of the resultant compound is to denote a person who is in some way connected with or, in broad terms, is in possession of something. ባላገር is thus literally 'a person of the country(side)' and its second meaning 'countryside' is a little aberrant.

Here are some more useful compounds with ባለ-. Note that sometimes the two halves of the compound can be written as separate words.

ባለመራት	<i>balämäret</i>	landowner	from መራት land
ባላባት	<i>balabbat</i>	feudal landlord, nobleman	from አባት father
ባለቤት	<i>baläbet</i>	houseowner, spouse, host	from ቤት house
ባለ ኦጅ	<i>balä äjj, baläj</i>	craftsman,	from ኦጅ hand

ባለሱቅ	<i>baläsuk'</i>	shopkeeper	from ሱቅ shop
ባለሙያ	<i>balämuya</i>	skilled person, expert	from ሙያ skill
ባለቅኔ	<i>baläk'ine</i>	poet	from ቅኔ poem, poetry
ባለፖለቲካ	<i>baläsilt'an</i>	official	from ፖለቲካ authority
ባለ ሰጻ	<i>balä ida</i>	debtor	from ሰጻ debt
ባለ ብድር	<i>balä biddir</i>	creditor	from ብድር loan
ባለ ንብረት	<i>balä nibrät</i>	proprietor	from ንብረት property

Here are two other useful ባለ- compounds where the relationship of meaning between the base noun and the derivative might be a little less obvious:

ባለንጅራ	<i>balinjära</i>	companion	from ኦንጅራ bread
ባለጸጋ	<i>baläs'ägga</i>	rich man, rich	from ጸጋ (divine) grace, beneficence

Occupation nouns and agent nouns

There are various other ways of forming new nouns which denote occupations or human roles and activities. Think how many other such words you have met already and decide to which of the following patterns they belong.

- 1 Suffix -*ännä* (or -*tännä*): ንደኛ 'friend' was the first instance of this pattern that you met. The base ንደ *gwadd* means 'comrade' and was much used during the government of ንደ ሊቀ መንበር ሙንግሥቱ ኃይለ ማርያም *Gwadd Lik'ä Mänbär Mängistu Haylä Maryam*, Comrade Chairman Mengistu Haile Mariam. Some other examples are given below:

መንገደኛ	<i>mängädännä</i>	passenger	from መንገድ road, journey
አገረኛ	<i>igirännä, igrännä</i>	pedestrian	from አገር foot, leg
በሽተኛ	<i>bäššitännä</i>	patient, invalid	from በሽታ illness
ዘበኛ	<i>zabännä</i>	guard, watchman	from ዘብ sentry, guard in ዘብ ጥቅም stand guard
ፈረሰኛ	<i>färasännä</i>	horseman, rider	from ፈረስ horse
ምልክተኛ	<i>militännä</i>	messenger	from ምልክት

ጋዜ.ጠኛ	gazet'āñña	journalist	from ጋዜ.ጠ news-paper
ጫብተኛ	muzik'āñña	musician	from ጫብቃ muzik'a music

A similar suffix with the same role is **-tāñña**. You met this in the word **ሠራተኛ** 'worker' which comes from the verb **ሠራ** 'to work'. Another example of this pattern is the word **ቀናተኛ** **k'ānnatāñña** 'jealous person, jealous' from **ቀና** 'to be jealous'. The same endings **-āñña** (sometimes **-iñña**) and **-tāñña** are also used to form a number of adjectives. You have seen how **-āñña** is used to form the ordinal numbers, **አንደኛ** 'first'; **ፀለተኛ** 'second'; etc. Here are some ordinary adjectives constructed with these suffixes:

ፊተኛ	fitāñña	foremost, front, first	from ፊት face, front
ኋለኛ	hwalāñña	rear, latter, last	from ኋላ behind, back
ኃይለኛ	haylāñña	powerful, mighty	from ኃይል power, might
ጤንኛ	t'enāñña	healthy	from ጤና (good) health
አደገኛ	adägāñña	dangerous	from አደጋ danger
ቀልደኛ	k'aldāñña	funny, witty	from ቀልድ joke
ዕድልኛ	iddilāñña	fortunate	from ዕድል (good) fortune
አውነተኛ	iwnāfāñña	true	from አውነት truth
ታችኛ	tačiñña	lower	from ታች below
ላይኛ	layiñña	upper	from ላይ on top

- 2 The suffix **-i**, usually with the vowel **a** in the preceding syllable: **አስተማሪ** and **ተማሪ** were amongst the first examples you met. This is a very productive pattern which can be formed from any verb, typically to denote the person who carries out the activity described by the verb. So, **ተማሪ** 'student' is a person who 'studies' or 'learns' – **ተማሪ**, and **አስተማሪ** 'teacher' is a person who 'teaches' – **አስተማሪ**. Sometimes, however, this pattern is used to provide a noun or adjective denoting a thing rather than a person. The examples of this type that you have encountered so far are **አስረላጊ** 'necessary' from **አስረላገ** 'to be necessary'; **አስቸጋሪ** 'difficult' from **አስቸገረ** 'to cause difficulties'; and **አካባቢ** 'area, surroundings' from the verb **አካበበ** 'walk round, surround'.

Note that the suffix **-i** causes the palatalization of the preceding consonant where appropriate, in exactly the same way as you have

already seen in the imperfect tenses. So, other examples that have occurred already which belong here are **አገደ** 'liar' from **አበለ** 'to break a promise'; **አዲስ ጫቃ** 'newcomer' from **ጫቃ** 'come'; and **ገዢ** 'governor' from **ገዛ** in the sense of 'rule, govern'.

This pattern is sometimes called the agent noun, because it typically denotes the agent or actor, or the person who performs the action of the verb. The patterns for the trilateral and biliteral verb classes are as illustrated in the following box.

Class	Sample		Agent noun		
3-lit A	ነገረ	speak	ነገረ	nāgari	speaker, talker
	ወደደ	love	ወዳጅ	wādaj	lover, friend*
3-lit B	ጨመረ	add	ጨማሪ	č'āmmari	someone who adds
	ለመጎ	beg	ለማኝ	lämmañ	beggar
2-lit ¹ A	መራ	lead	መሪ	māri	leader
	ነጻ	drive	ነጻ, ነጽ	nāji, nāj	driver
2-lit ¹ B	ለከ	measure	ለከ	läkki	someone who measures
	ጠጣ	drink	ጠጧ, ጠጭ	t'äč'č'i, t'äč'č'e	drinker
2-lit ² A	ቀረ	remain	ቀሪ	k'āri	survivor, remainder
	ሸኘ	escort	ሸኘ	šāññi	escort
2-lit ³	ሳመ	kiss	ሳጣ	sami	kisser*
2-lit ⁴	ሸጠ	sell	ሸያጭ	šāyač'	seller, vendor
2-lit ⁵	ቆመ	stand	ቆጣ	k'wami	alive, standing*

Some points to note

- 1 All classes except 2-lit¹ A and B, and 2-lit² A and B have an a vowel in the syllable before the **-i** suffix.
- 2 The agent noun patterns of verbs of type 2-lit¹ and 2-lit³ involve the insertion of a **y** and a **w**, respectively, before the **a** vowel. There is only a small number of verbs in the language that belong to these two classes, and few of them actively form agent nouns. Those that do show a number of variant forms, such as **ሃያጅ** **hayaj**, **ሂያጅ** **hiyaj** and even **ሃጅ** **haj** 'someone who leaves', 'someone who walks quickly', from **ሂደ**; or **ሻጭ** **šač'** besides **ሸያጭ** **šāyač'** 'salesperson, vendor'.
- 3 Sometimes the agent noun has a specialized meaning. This is the

case with the words marked with an asterisk in the box: ወዳጅ wādaj is the ordinary word for 'friend', though in recent usage it is often superseded by ዳደኛ, and in Addis Ababa by ዘመድ zāmād which properly means 'relative, family'. ሳሚ, also means someone who goes on a pilgrimage, that is who *lit.* 'kisses churches'. Lastly, ቋሚ, is most often used as an adjective as in ቋሚ ሕግ k'wami higg 'standing rule, policy'; or ቋሚ ነገር k'wami nāgār 'something permanent'; or ቋሚ ሰላም k'wami sālam 'lasting peace'.

Here are some more occupation names which follow the agent noun pattern:

አስታሚ	astamami	nurse	from አስታመመ to nurse
ጸጉር አስተካካይ	s'āgur astākakay	hairdresser	from ጸጉር hair and አስተካከለ to arrange, put in order
(ልብስ) ሰራ	(lībs) sāfi	tailor	from ልብስ clothes and ሰራ to sew
ዘፋኝ	zāfañ	singer, dancer	from ዘፈነ to sing, dance
ፎቶግራፍ አንሽ	fotograf anši	photographer	from ፎቶግራፍ አንሣ to take a photograph
አስተዳዳሪ	astādadari	manager, administrator	from አስተዳደረ to administer
ሥራ አስኪያጅ	sira askäyyaj	manager	from ሥራ to work and አስኪያጅ to direct
ተቀጣሪ	tāk'at'ari	employee*	from ተቀጠረ to be employed
ቀጣሪ	k'at'ari	employer	from ቀጠረ employ, hire

*Another word for employee is ቀጥረኛ k'it'rāñña with the -āñña suffix.

Not all nouns describing occupations and human activities fit into one of these patterns. Many such nouns are not derived in a regular way, or indeed are themselves basic, non-derived forms. Here are a

few more occupations the names of which are not regularly derived nouns.

ሐኪም	hakim	doctor	ነርስ	nārs	nurse
ፖሊስ	polis	policeman	ወታደር	wättaddär	soldier
መካኒክ	mākanik	mechanic	ገበራ	gābare	farmer
መሐንዳስ	māhandis	engineer	ደራሲ	dāraši	author, writer
ተዋናይ	tāwanay	actor	ጌስ	k'es	priest
ዳኛ	dañña	judge	ጠበቃ	t'ābāk'a	lawyer, attorney
ሾፊር	šofer	driver, chauffeur			
አለቃ	alāk'a	boss*			

*This is also the title of the principal priest of a church or the superior of a monastery.

Exercises

6 Match up the following lists of occupations and places of work and then construct a full sentence to describe where each one works. A few of the names for places of work will be new; some you'll be able to guess; some you may have to look up

Example: ተማሪዎች : ትምህርት ቤት → ተማሪዎች በትምህርት ቤት ይሠራሉ።

ሠራተኞች:	ጸሐፊ	ጠበቃ	ባለስጥ	ፖሊስ	ገበራ
	መካኒክ	ጌስ	አስተማሪ	ተዋናይ	
	የታከሰ ሾፊር	ሐኪም	አትክልት ሸያጭ	ሎግኝ	
የሥራ ቦታዎች:	ሆስፒታል	ጋራዥ	ሰጥ ተያትር	ቤተ ክርስቲያን	
	መደብር	ቢሮ	ማሳ	የከተማ መንገድ	
		ትምህርት ቤት			

7 Here are some statements about where people work and what they do. Using a full sentence say whether these statements are true or false

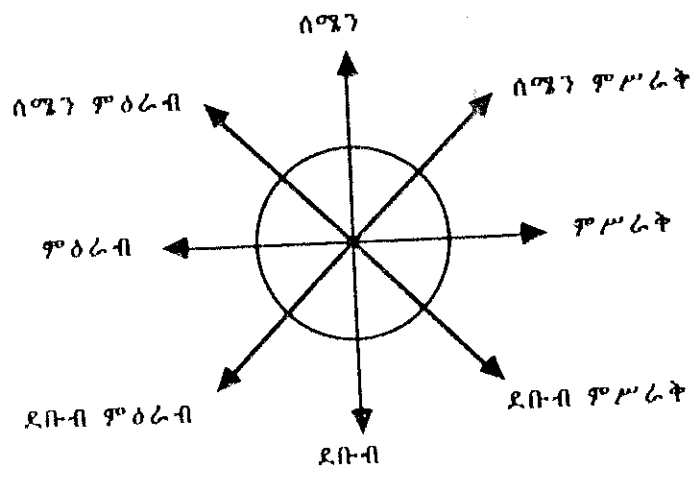
Example: ሐኪም በጋራዥ ይሠራሉ። → አውነት አይደለም።
ሐኪም በጋራዥ አይሠራም። በሆስፒታል ይሠራሉ።

- 1 ጋዜጠኛ በትምህርት ቤት ይሠራል።
- 2 ጻፍ በመደብር ይሠራል።
- 3 ተማርቶ በፖለቲካ ጣቢያ ይሠራል።
- 4 ያትከልት ሸያጭ በቤር ይሠራል።
- 5 ጸሐፊ በመገንድ ላይ ትሠራለች።
- 6 ፖለቲካ በጸጉር ማስተካከያ ይሠራል።

Reading passage

ኢትዮጵያ በአፍሪካ አህጉር ውስጥ ሰሜን ምሥራቅ ዘፍል ትገኛለች። ይህም አካባቢ የአፍሪካ ቀንድ ይባላል። የኢትዮጵያ አዋጎች አገርን በሰሜን በኩል ኤርትራ፣ በመዕራብ ሱዳን፣ በደቡብ ኬንያ፣ በደቡብ ምሥራቅና በምሥራቅ ሰሜል ናቸው። ከዚህም ሌላ በምሥራቅ በኩል ኤርትራና ሰሜል ምክኒያል ከምትገኘው ከጂቡቲ ጋር ትዋሰናለች። በ፲፱፻፷፮ ዓ፡ም ኤርትራ ነፃ ወጣች። የኤርትራ ዋና ከተማ አዎመራ ናት። ከሠላሳ ኅመት በላይ የኤርትራ ሕዝብ ስለ ነፃነቱ ታገሎታል። በፊት ግን ኤርትራ ከኢትዮጵያ ጠቅላይ ግዛቶች አንዷ ነበረች።

የአቅጣጫ አመልካች



Supplementary vocabulary

አህጉር	ahgur	continent
ነፃ	näs'a	free (ነፃ ወጣ näs'a wät't'a gain one's freedom, lit. 'come out free')
ነፃነት	näs'annät	freedom
ተዋሰነ	täwassänä	adjoin, share a border
አዋጎች	awwasän	bordering
ወሰን	wäsän	border
ታገለ	taggälä	struggle, wrestle: ታገሎታል፣ ታገሏል taglowal, taglwal it has struggled
ትግል	tigil	struggle, conflict
ጠቅላይ ግዛት	t'äk'lay gizat	province
የአቅጣጫ አመልካች	yäak't'ac'a amälkäc	points of the compass (lit. 'direction indicator')

7 ደብዳቤ መጻፍ däbdabbe mäs'af

Writing a letter

By the end of this lesson you should be able to:

- use pronoun objects ('I saw him', 'he gave me', etc.)
- use prepositional pronouns ('I did it for him, I hit him with it, etc.)
- work with the Ethiopian calendar

Peter writes a letter ☐☐

[የፖስታ ማጥን ቁጥር 3267]
[አዲስ አበባ]

[ገዳር 13 ቀን 1986]

[ለወዳጅ ለሐዳስ]

ከተለያዩን ጊዜ ጀምሮ አስካሁን ድረስ እንደምን ሰነበተዘ? እኔ ደኅና ነኝ። ለመጀመሪያ ጊዜ ባማርኛ ደብዳቤ ጻፍኩለሁ። ስለዚህም አንዳንድ ስህተት ይኖርበታል። ይሁን እንጂ ይህን የመጀመሪያ ደብዳቤዬን ያለምንም ድጋፍ ለመጻፍ ጥክርኩ። የሐገስ ግን ከመላኪ በፊት አነበበው። እሱ ምንም ስህተት የለበትም አለ። እኔ ግን አርገጠኝ አይደለሁም - መቸም ተስፋ አደርጋለሁ!

ዛሬ ኢትዮጵያ ከደረሰኩ አሥር ቀን ነው። በጉዞዬ ላይ የሐገስ ከሚባል ልጅ ጋር በደምብ ተዋወቅኩ። እሱ በጣም አዋቂ በመሆኑ ስለኢትዮጵያ ብዙ ነገር አስረዳኝ። በርግጥ አገሩን በጣም አጥብቆ ይወዳል!

ከዚያም አውርጥላናችን ካረፈ በኋላ ጊራትና ከበደ አውርጥላን ማረራያ በደስታ አድርገው ተዋወቁ። እነሱም የየሐገስ የቅርብ ወዳጆቹ ናቸው። ሁላቸውም በጣም ደግ ናቸው። ለምሳሌ

አማርኛ ለመማር በጣም ይጠቅሙኛል - ፈረንጆችን አማርኛ ማስተማር ቀላል አይደለም!

ትናንትና ሁለቸንም ወደ ደብረ ለባኖስ ለሸርሽር ሄድን። ቦታውን ታውቃለህ? መኖከባቶቹ የቅዱስ ተክለ ሃይማኖትን ሞሻ አሳዩን። ከዚያም በኋላ ተሻግረን ወደ ገዳም ሄድን። ከዚያም በኋላ አፈሉልንና የቅዱስ ተክለ ሃይማኖትን ታሪክ አወሩን። የማርኛ ቋንቋ ከመማሪ በላይ የኢትዮጵያንም ታሪክ ጭምር አማራለሁ!

[ከመልካም ምኞት ጋር]
[ፒተር]

Post box number 3267
Addis Ababa

Hidar 13th 1986 (November 22nd 1993)

Dear Haddis,

How have you been since we parted? I am fine. I am writing you a letter in Amharic for the first time. So, there may be some mistakes in it. Anyway, I have tried to write this, my first letter, without any assistance. But Yohannes has read it before I sent it. He says, there aren't any mistakes in it at all. I am not sure, though - anyway I hope so!

It's been ten days now since I arrived in Ethiopia. During my journey I met an Ethiopian boy called Yohannes. He is very knowledgeable and described to me lots of things about Ethiopia. He certainly loves his country very much indeed!

Then after our plane had landed, Hirut and Kebede welcomed us warmly at the airport. They are close friends of Yohannes. They are all very kind. For instance, they are a great help to me in learning Amharic - it isn't easy to teach foreigners Amharic!

Yesterday we all went on an outing to Debre Libanos. Do you know the place? The monks showed us St. Tekle Haymanot's cave and afterwards we went across to the monastery. There they made coffee for us and told us the history of St. Tekle Haymanot. As well as learning the Amharic language I am now also learning Ethiopian history!

[With best wishes,]
[Peter]

Vocabulary

ሳጥን	sat'in	box
የፖስታ ሳጥን ቁጥር	yāposta sat'in k'ut'ir	post box number
ኅዳር	hidar	the third month of the Ethiopian year, beginning on November 10th (11th in a leap year)
ስዕተት, ስተት	sihtät, sität	mistake, error
ድጋፍ	digaf	support, assistance
ያለምንም ድጋፍ	yalāmīnīm digaf	without any assistance
አርገጠኛ	irgīt'āñña	certain, sure
ሰረራ	bārāra	flight
ጉዞ	guzo	journey
አዋቂ	awak'i	knowledgeable, expert (agent noun from አወጥ)
ደስታ	dässifa	happiness, joy; በደስታ bädässifa happily, warmly
ዋሻ	wašša	cave
ምንጎት	mīññot	wish, desire; መልካም ምንጎት mälikam mīññot best wishes

Verbs

ሰንበተ	sänabbätä	spend some time [4-lit] (<i>see note 3</i>)
አንበበ	anäbbäbä	read (derived stem. Compound imperfect ያንባል yanäbbal)
አስረዳ	asrädda	describe, persuade (derived stem. Compound imperfect ያስረዳል yasräddal)
አረፈ	arräfä	rest, land (<i>of birds, aeroplanes</i>) [3-lit A]
ተቀበለ	täk'äbbälä	welcome, receive, accept (derived stem. Compound imperfect ይቀበላል yik'äbbälal)
ጠቀመ	t'äk'k'ämä	be useful, benefit [3-lit A]
አስተማረ	astämarä	teach (derived stem; compare ተማረ 'learn, study'. Compound imperfect ያስተምር; infinitive ማስተማር)
አፈላ	afälla	boil something, make (coffee) (derived stem. Compound imperfect ያፈላል)
አወራ	awärra	tell, relate (derived stem. Compound

Phrases

አጥብቁ	at'bi'k'k'e	very much, greatly, emphatically
አጥብቆ	at'bi'k'o	" (<i>See note 2</i>)
ጠቸም	mäcäm	anyway, after all (<i>at the beginning of a sentence</i>)
ተሻግረን	aššagrän	across (<i>see note 2</i>)
ይሁን አንጃ	yihun inji	anyway, nevertheless (<i>lit. 'so be it, but ...'</i>)
ጭምር	č'immir	as well, in addition
ከተለያየን	kätäläyayyan	ever since we parted (<i>lit. 'beginning since the time we separated from one another'</i>)
ገዜ ጆምር	gize jämmiro	

Notes on the letter

1 Ethiopia has its own calendar which differs from the Gregorian calendar that is used in most of the rest of the world, in three fundamental respects:

- there are 13 months, 12 of 30 days each plus a short month of 5 or 6 days according to whether the year is a leap year or not;
- the year begins in what to most of the rest of the world is September, and not in January;
- the years are calculated from a point 7 years later than the Western Christian (AD) or Common Era used elsewhere.

The Ethiopian calendar is in regular use, in correspondence, in newspapers and magazines and in diaries.

The names of the 13 months are as follows. As well as the exact date equivalents, a rough equivalent is given for each month's name since many Ethiopians will, for example, translate መስከረም, the first month, as 'September', and so on.

Ethiopian month names	Dates (non-leap year)	Rough equivalent	
መስከረም	mäskäräm	11 September-10 October	Sêptember
ጥቅምት	t'ik'imt	11 October-9 November	October
ኅዳር	hidar	10 November-9 December	November
ታሕሣሥ	tahsas	10 December-8 January	December

Ethiopian month names	Dates (non-leap year)	Rough equivalent
ጥር	ጥር	9 January–7 February
የካቲት	yäkkatit	8 February–9 March
መጋቢት	mäggabit	10 March–8 April
ጧጥሥ	miyazya	9 April–8 May
ግንቦት	ginbot	9 May–7 June
ሰኔ	säne	8 June–7 July
ሐምሌ	hamle	8 July–6 August
ነሐሴ	nähase	7 August–5 September
ጳጉሜ	p'agumen	6 September–10 September

Because the Ethiopian year starts in September, this means that the Ethiopian year 1986 [፲፱፻፹፮ ዓ.ም.] runs from 11 September 1993 to 10 September 1994, and so if you do not know which month of the year is being talked about a date such as 1986 would be equivalent to 1993–4 in the Gregorian calendar.

The abbreviation ዓ.ም. which often follows the number of the year in written Amharic stands for የመተ ምሕረት *amätä mibrät*, *lit.* 'year of mercy' in Ge'ez.

Here are some important dates from the last century and a half of Ethiopian history. The dates are given according to the Ethiopian calendar; see if you can match them up with the Gregorian dates given below:

February 1974, 10 March 1889, 13 April 1868, 1 March 1896, November 1886, 25 May 1993, 2 April 1930, 6 April 1941, 3 October 1935, May 1991

[፲፰፻፶፮ ጧጥሥ ፳ ቀን] suicide of Emperor Tewodros II (1855–68) at his fortress capital at Mäqdäla following the attack of the British expeditionary force led by General Napier who had come to rescue the 'Abyssinian captives'. Tewodros is still regarded as an heroic figure in Ethiopia today.

[፲፰፻፸፱ ዓ.ም.] the foundation of Addis Ababa as the new permanent capital of the kingdom of Shoa and shortly after of Ethiopia as a whole.

[፲፰፻፹፩ መጋቢት ፳ ቀን] the accession of Menilek of Shoa as Emperor Menilek II of Ethiopia (1889–1913), following the death of Emperor Yohannes IV fighting the Dervishes at Mätämma.

[፲፰፻፹፮ የካቲት ፳፫ ቀን] the Battle of Adwa at which Menilek's army defeated the Italians invading from their colony of Eritrea. This defeat was widely seen as a significant check to European colonial expansion in the area and provided the pretext for the Italian invasion of Ethiopia in 1935.

[፲፱፻፳፪ መጋቢት ፳፬ ቀን] the accession of Ras Tafari as Emperor Haile Sellassie I (1930–74) following fourteen years as regent under Menilek's daughter, the Empress Zawditu.

[፲፱፻፳፮ መስከረም ፳፪ ቀን] the Italians invade Ethiopia crossing the Märäb river from Eritrea. Seven months later and after finally routing the Ethiopian forces at the Battle of Mayč'aw, the Italians entered Addis Ababa and seized Ethiopia. Haile Sellassie addressed the League of Nations in Geneva asking in vain for help, and then went into exile in Britain.

[፲፱፻፴፫ መጋቢት ፳፮ ቀን] the liberation of Addis Ababa during the Second World War by the British under Generals Wingate and Sandford.

[፲፱፻፷፯ የካቲት] the start of the Ethiopian revolution, called at first a 'creeping *coup*'. By the end of the year this led to the deposition of Haile Sellassie and the establishment of what was called 'Ethiopian Socialism' under the leadership of the Committee (or ደርግ *därg* in Amharic, adopted into English journalese as 'the Derg') headed by Colonel Mengistu Haile Mariam.

[፲፱፻፹፫ ግንቦት] the flight of Mengistu Haile Mariam and the capture of Addis Ababa by the combined forces of the EPRDF (the Ethiopian Popular Revolutionary Democratic Front) under the leadership of Meles Zenawi.

[፲፱፻፹፮ ግንቦት ፲፯] the formal recognition of Eritrean independence from Ethiopia.

2 አጥብቁ *at'biḳ'k'e* and አጥብቆ *at'biḳ'o* are both translated by the English adverbial phrase 'very much'. They are however in fact verbs and are in agreement with the subject of the sentence: አጥብቁ is first person singular because it goes with the verb አወደዋለሁ *iwäddäwallähw* 'I like him', and አጥብቆ is third person masculine because it goes with the verb ይወዳታል *yiwäddatal* 'he likes it (her)'. The verb from which these two forms come is አጠበቀ *at'äbbäk'a* which means amongst other things 'to do something with all one's might'.

Similarly ተሻግረን *täsagrän* is translated as 'across', though it too is a verb form from ተሻገረ *täsaggärä* which means 'to go

across, to cross'. አድርገው *adrīgāw* in the phrase በደስታ አድርገው is a similar form from the verb አደረገ *adārrägä* 'do'; also, ጆምሮ *jämmiro* in the phrase ከተለያዩን ጊዜ ጆምሮ, from the verb ጆመረ *jämmärä* 'begin'.

All four are in a form of the verb that we have not yet discussed: the gerundive. You should note the forms of the gerundive as you work your way through the book. In the lessons that follow you'll see that the gerundive plays an important part in building up Amharic sentences and that it can sometimes be translated by an adverb and sometimes by a proper verb form in English.

In the phrase በደስታ አድርገው the gerundive isn't translated at all! Its function is simply to "support" the adverbial በደስታ, though the whole phrase literally means 'doing [it] with happiness', i.e. 'warmly'!

- 3 Some Amharic verb stems consist not of two or three consonants like those you have met so far, but of four consonants like *ሰንበተ* *sänäbbätä* [i.e. *s-n-b-t*], for which the shorthand label [4-lit] will be used here. Here are a few more of this type that you may find useful to add to your vocabulary:

መረመረ	<i>märämmärä</i>	examine
ሰበሰበ	<i>säbässäbä</i>	gather, collect (something)
ደንገጠ	<i>dänäggät'ä</i>	be alarmed, scared, shocked
ከለከለ	<i>käläkkälä</i>	forbid, prevent
ጠረጠረ	<i>t'ärät't'ärä</i>	doubt, suspect
ጠቀለለ	<i>t'äk'allälä</i>	wrap up, fold (<i>you may remember the phrase በጠቀላላው</i> , which comes from the same root)

The compound imperfect of this type of verbs follows the pattern ይሰንበታል *yisänäbital*, and the infinitive መሰንበት *masänbät*. There is no separate distinction in this class between A and B types.

- 4 Note the idiomatic expression ከደረሰኩ አምሮ ቀን ነው *kädär-räskw assir k'äne näw*, literally 'it is my ten days since I arrived' for 'it's been ten days since I arrived'.

Grammar

Pronoun objects

In verbs like ይጠብቁታል *yit'abbik'utal* 'they're waiting for him'; አደረሰናቸው *asdärräsnaččäw* 'we fetched them'; አይነገረኝም *aynägrännim* 'he doesn't tell me'; እንረዳሃለን *innirädahallän* 'we'll help you'; ይጠቅሙናል *yit'äk'muññal* 'they're assisting me' the direct object pronouns 'him', 'them', 'me' and 'you' are all incorporated into the verb forming a single word. This is in fact the more usual way of expressing direct objects that are pronouns, rather than using the independent pronoun with the direct object marker -ን, such as you would use if the object were a noun. So:

ከበደን ይጠብቁታል	<i>Käbbädän</i>	they're waiting for Kebede
	<i>yit'abbik'allu</i>	
ይጠብቁታል	<i>yit'abbik'utal</i>	they're waiting for him

The independent pronoun with -ን is normally only used for an emphasized object. The following pairs of sentences illustrates this:

እርሳቸውን አየን	<i>irsäččäwn ayyän</i>	we saw <i>them</i> ; <i>them</i> we saw (but not you)
አየናቸው	<i>ayyänäččäw</i>	we saw them, (neutral, non-emphatic)
አንተን እረዳለሁ	<i>antän irädallähw</i>	I'll help <i>you</i> ; <i>you</i> I'll help (but not him)
እረዳሃለሁ	<i>irädahallähw</i>	I'll help you, (neutral, non-emphatic)

From these examples and others in this and the previous lesson you can see that the object pronoun appears sometimes at the end of the verb form, and sometimes in it:

ይጠብቁታል	<i>yit'abbik'utal</i>	they're waiting for <i>him</i>
አደረሰናቸው	<i>asdärräsnaččäw</i>	we fetched <i>them</i>
አይነገረኝም	<i>aynägrännim</i>	he doesn't tell <i>me</i>
እንረዳሃለን	<i>innirädahallän</i>	we'll help <i>you</i>
አልነገረኝም	<i>alnäggäränim</i>	he didn't tell <i>us</i>
ያስፈልጋናል	<i>yasfälligänal</i>	it'll be necessary for <i>us</i> (= we'll need)
ይጠቅሙናል	<i>yit'äk'muññal</i>	they're assisting <i>me</i>
ስጠኝ	<i>sič'inñ</i>	give <i>me</i>

From these you can draw the following rules about the position of the object pronoun. It occurs in the following instances:

- 1 on the end of the simple past tense after the personal ending: አደረሰናቸው; also on the end of the imperative: ሰጧኝ;
- 2 before the negative -ም both in the past and the imperfect: አልነገረንም, አይነገረንም;
- 3 inside the compound imperfect before the አለ ending: ያስፈልገናል. There are however some more complex changes involved here as you can see if you compare ይጠብቁታል 'they're waiting for him' with ከሰደገ ይጠብቁሉ 'they're waiting for Kebede'.

The affixes of the object pronoun are identical to those added to the verb አለ 'to be' to form the verb 'to have'. There the base to which the pronoun affixes are added ends in -ā, -u or -äčč. The verb bases to which the object pronoun can be added can however end in other vowels and consonants which may affect the shape of the pronoun affix.

Verb ends in:	ā, a	i, e	u, o	a consonant	-š, -äčč
<i>singular</i>					
1st pers. me	-ñ	-ñ	-ñ	-āñ	-īñ
2nd masc. you	-h	-h	-h	-ih	-ih
2nd fem. you	-š	-š	-š	-iš	-iš
3rd masc. him	-w	-w	-t	-āw	-iw
3rd fem. her	-at	-yat	-wat	-at	-at
<i>plural</i>					
1st pers. us	-n	-n	-n	-ān	-īn
2nd pers. you	-äččuh	-yaččuh	-waččuh	-äččuh	-äččuh
3rd pers. them	-äččāw	-yaččāw	-waččāw	-äččāw	-äččāw
<i>formal</i>					
2nd pers. you	-wo(t)	-wo(t)	-wo(t)	-wo(t)	-wo(t)
3rd pers. him, her	-äččāw	-yaččāw	-waččāw	-äččāw	-äččāw

Some points to note

First person singular:

the ending is just -ñ throughout, but note the exception: when added to a verb ending in a consonant it is -īñ.

First person plural:

the ending is just -n throughout, but note the exception: when added to a verb ending in a consonant it is -ān.

Third person masculine:

the ending has three shapes: -t after the vowels u and o; -āw after a consonant; -w elsewhere.

Third person feminine:

the ending is -at of which the vowel a is never dropped; so be careful not to confuse it with the third person masculine variant -t. When added to verbs ending in i, e, o or u, the ending -at needs a 'glide': -y- after i and e, -w- after o and u.

Second and third persons plural:

like the third person feminine suffix, -äččuh and -äččāw need a -y- or -w- 'glide' when added to verbs ending in i and e, and o and u, respectively.

Second person formal:

the ending is either -wo or -wot; only the variant -wot is possible when the object pronoun occurs inside a compound tense like the compound imperfect, as in አጠብቁታለሁ it'äbbik wotallähw 'I shall wait for you'.

Verbs ending in -š or -äčč:

when added to the second and third persons feminine ending in -š and -äčč, respectively (i.e. of the tenses you know so far, only in the simple past), the object pronoun endings for the first person singular and plural, 'me' and 'us', and the third person masculine, 'him', have the forms -īñ, -īn and -iw, that is with the sixth-order and not the first-order vowel as is the case after verbs ending in other consonants. This last point should be noted carefully. As an example, contrast ጠብቁንዎ t'äbbäk'nāw 'we waited for him' and ጠብቁንዎ ጠብቅንዎ t'äbbäk'äččün'täbe waited for him'.

Here then are some examples of pronoun object suffixes added to verbs ending in different vowels or in a consonant:

[ወደደ (he loved)]		[ወደዱ (they loved)]	
me	ወደደኝ	wāddādāñ	ወደዱኝ
you	ወደደህ	wāddādāh	ወደዱህ
you	ወደደሽ	wāddādāš	ወደዱሽ
him	ወደደው	wāddādāw	ወደዱት
her	ወደደት	wāddādāt	ወደዱዋት
[ወደደች (she loved)]			
me	ወደደችኝ	wāddādācčīñ	
you	ወደደችህ	wāddādācčīh	
you	ወደደችሽ	wāddādācčīš	
him	ወደደችው	wāddādācčīw	
her	ወደደችት	wāddādācčīt	
us	ወደደን	wāddādān	ወደዱን
you	ወደዳችሁ	wāddādācčūh	ወደዱዋችሁ
them	ወደዳችው	wāddādācčāw	ወደዱዋችው
you	ወደደዎ	wāddādāwo	ወደዱዎ
him/her	ወደዳችው	wāddādācčāw	ወደዱዋችው
us	ወደደችን	wāddādācčīñ	
you	ወደደችሁ	wāddādācčīh	
them	ወደደችው	wāddādācčīw	
you	ወደደችዎ	wāddādācčīwo	
him/her	ወደደችው	wāddādācčīw	

ሰማ (he heard)	ሰማን (we heard)	ሰማ (hear!) [2nd fem.]
me	ሰማኝ	sāmmañ
you	ሰማህ	sāmmah
you	ሰማሽ	sāmmaš
him	ሰማው	sāmmaw
her	ሰማት	sāmmāt
us	ሰማን	sāmmañ
you	ሰማችሁ	sāmmacčūh
them	ሰማችው	sāmmacčāw
you	ሰማዎ	sāmmawo
him/	ሰማችው	sāmmacčūh
her	ሰማችው	sāmmacčāw

You may have noticed that a few of the verb forms in the above tables are ambiguous: ሰማህ sāmmaḥ, for instance, can mean both 'he heard you' (ሰማ + object pronoun -ህ) and 'you heard' (ሰማህ with no object pronoun suffix). These ambiguities are not really very frequent, and, in any case, it will always be clear from the context which is meant.

Object pronouns on verbs of 'saying' and 'giving'

When added to verbs like አለ alā 'he said', ነገር nāgärä 'tell, speak', and ሰጠ sät't'ä 'give', the object pronoun suffixes usually express not the direct object, the thing said or given, but the indirect object, the person to whom something is said or given. So, for example, አለኩት alkut 'I said to him, I told him', ነገሩን nāggärün 'they spoke to us, told us', ሰጠችት sät't'at 'he gave [it] to her, he gave her (as recipient)', and so on.

Remember, though, that if the indirect object is a noun then you have to use the preposition ለ- lä-: ለከበደ ሰጠሁት lä-Käbbädä sät't'ähut 'I gave it to Kebede', ወረውን ለኛን ነገሩን wärewn läñña nāggärün 'they told us the news'.

You will notice from these examples that you can still keep the suffix on the verb, 'in agreement' with the indirect object noun. It's quite usual in Amharic to do this with direct object nouns, too: ሊቦቹ ነገስቱን ዕሉ ሠረዙት lebočču gänzäbun hullu särräk'ut 'the thieves stole all the money', lit. '... stole it, all the money'.

Exercises

1 Substitute a verb plus an object pronoun suffix ('I saw him') for the independent pronoun object or noun object plus verb ('I saw the man') in the following sentences

Example: ደህን ታሪክ መቼ ሰማሽ? → መቼ ሰማሽው?

- 1 ከበደንና ጎሩትን በሲኒማ ቤት አገኘሁ።
- 2 ጎሩት አስተማሪውን ስለ ትምህርቷ ጠየቀች።
- 3 አኒን ወደደሽ?
- 4 አዩ ሙሉጌታ ጸሐፊዎቿን ፈለጉ።
- 5 ተማሪዎቹ ዕሉ መጽሐፋቸውን አሁን ገዙ?

- 6 ይህን ነገር አላወቅንም።
- 7 ጥንቃቄን ዘፍት አገኘህ?
- 8 ወንድምሽን በትምህርቱ አልረዳሽም አንዴ?
- 9 እኛን አልሰሙም?

2 Rewrite the following sentences using noun or independent pronoun objects. Select your answers from amongst the nouns and phrases listed below

ራዲዮን, መኪናዬን, መልሱን, ተማሪውን, ለእ, ወይዘሮ አልግዘን, እኔን, ተማሪዎቹን

- 1 ባለፈው ዓመት አንድ ሊባ ሠረዋው።
- 2 እቶ መሉጌታ አምስት ብር ሰጠኝ።
- 3 በክፍላቸው ውስጥ አገኘናቸው።
- 4 ትናንትና ማታ አልሰማሁትም።
- 5 ባለፈው ዓምንት ሲኒማ ቤት አየሁዋት።
- 6 ስለምን መረጥኻችን?
- 7 በትምህርቱ ረዳሁት።
- 8 ስለምን ጠየቅኻችን? አላወቅሁትም።

3 Here are some things you might want to do and some dates when you might want to do them. Construct Amharic sentences to express your intentions, translating the dates into the Ethiopian calendar. You may need to do a little arithmetic!

Activities:

- | | | |
|------------------|-------------------------------|-------------------------------|
| sell your car | buy a new house | fly to America |
| go into hospital | write a book | visit your friends |
| learn Amharic | lose some weight ¹ | paint your house ² |

¹ Use ከብደት ተንሰ [3-lit B] kibdāt k'ännäsä, lit. 'lessen weight'
² Use ቀባ [2-lit¹ B] k'äbba, 'smear, spread (butter); paint (a house)'

Dates:

- | | | |
|----------------------|---------------------------|----------------------------|
| in the month of July | at the beginning of April | before the end of May |
| August 10th | Monday, January 1st | December 15th |
| before May 20th | in the month of March | by (lit. 'until') November |

Grammar

Object pronouns and the compound imperfect tense

When an object pronoun suffix is added to a compound imperfect tense verb it has to come in front of the **አለ** element, that is, the ending of the verb that closely resembles, and indeed is derived from the verb **አለ** 'to be'. This means that the compound tense is split into two halves and the object pronoun is inserted between them. Study the pattern as set out in the box below.

Comp. imperfect:	yiwāddal	ይወዳል	he loves
→	yiwādd	-al	
	verb base	+ አለ	
Add pronoun object:	yiwāddatal	ይወዳታል	he loves her
→	yiwādd	-at -al	
	verb base	+ object pronoun + አለ	

This is quite straightforward, but note in the second and third persons plural where the **አለ** element (-allaččuh and -allu, respectively) is reduced to **-al** when an object pronoun is inserted and the 'verb

	Without object	With object	
1st pers. sing.	አወዳለሁ	አወዳታለሁ	I love her
	iwādd-allāhw	iwādd-at-allāhw	
2nd pers. masc.	ትወዳለህ	ትወዳታለህ	you love her
	tiwādd-allāh	tiwādd-at-allāh	
2nd pers. fem.	ትወጃለሽ	ትወጃታለሽ	you love her
	tiwājj-allāš	tiwājj-at-allāš	
3rd pers. masc.	ይወዳል	ይወዳታል	he loves her
	yiwādd-al	yiwādd-at-al	
3rd pers. fem.	ትወዳለች	ትወዳታለች	she loves her
	tiwādd-allāčč	tiwādd-at-allāčč	
1st pers. pl.	እንወዳለን	እንወዳታለን	we love her
	inniwādd-allān	inniwādd-at-allān	
2nd pers. pl.	ትወዳላችሁ	ትወዳታላችሁ	you love her
	tiwādd-allaččuh	tiwāddu-wat-al	
3rd pers. pl.	ይወዳሉ	ይወዳታሉ	they love her
	yiwādd-allu	yiwāddu-wat-al	

base' has a vowel -u added in compensation. Examine the following box and compare in particular the second and third plural forms with and without an object pronoun.

Exercises

4 Convert the sentences with pronoun objects in exercise one into the compound imperfect tense

Examples መቼ ሰማሽው? → መቼ ትሰማለሽ?
 በሲ.ጊ.ማ በ.ት አገኘህዋቸው → በሲ.ጊ.ማ በ.ት አገኛቸዋለሁ.

5 The following sentences all contain verbs with object pronoun suffixes. Rewrite them substituting a suitable noun, independent pronoun or name for the object pronoun suffix, and then translate your answer into English.

Example: መቼ አያኾሁት? → ወንድሜን መቼ አያኾሁት?
 When did you see my brother?

- 1 የታከሰ ሾራር ፖስታ በት አጠገብ ደጠብቃታል።
- 2 ነገ የፈተናውን መልስ አሳያኾሁዋለሁ።
- 3 በበደና ጎራት ያማርኛ ቋንቋ ያስተምራታል።
- 4 አማማ፡ ወደ ገበያ መቼ ትወስጃለሽ?
- 5 አናቱ በጣም ብዙ ትወደዋለች።
- 6 በጣምንቱ መጨረሻ በፊት ለናንተ አልዘጠለሁ።

Grammar

Prepositional pronoun suffixes

In his letter, Peter used the following verbs አጽፍልሃለሁ is'ifillihal-lähw 'I am writing to you'; አረሉልን afällullin 'they made [coffee] for us'; ደሆንበታል yihonibbätal 'there will be in it'; and አይገኝበትም ayiggännibbätim 'there is not found in it'. These verbs all have in

common a pronoun suffix very similar to the object pronoun suffix, but following an additional element with 'f' or 'b'. Compare the pairs of words set out below.

አጽፋለሁ	is'ifallähw	I am writing
አጽፍልሃለሁ	is'ifi ll ahälähw	I am writing <i>to you</i>
አረሉ	afällu	they boiled/made [coffee]
አረሉልን	afällu ll in	they boiled/made . . . <i>for us</i>
ደሆናል	yihonal	there will be
ደሆንበታል	yihoni bb ätal	there will be <i>in it</i>
ደወለ	däwwälä	he rang
ደወለላቸው	däwwälä ll aččäw	he rang <i>to them</i> (= he rang them)
አምጣ	amt'a	bring!
አምጣልኝ	amt' ll in	bring <i>to me!</i> or bring <i>for me!</i>
አደረገ	adärrägu	they did
አደረገላት	adärrägu ll at	they did [it] <i>for her</i>
ደቀመጣሉ	yik'k'ämmät'alu	they are sitting
ደቀመጠበታል	yik'k'ämmät' ub bätal	they are sitting <i>in it</i>

You can see that these suffixes occupy the same place as the object pronoun suffixes:

- on the end of simple past and imperative forms;
- before the ም of the negative;
- inside the compound imperfect in front of the አለ element; note the same changes in the second and third persons plural.

Notice that the prepositional element is always either a geminate ll or a geminate bb, and that if the verb base to which this is added ends in a consonant (i.e. sixth order) then a sixth-order vowel i has to be pronounced between the base and the suffix: አጽፍልሃለሁ is'ifillihallähw.

The two sets of prepositional pronoun suffixes are built on the elements -ll- and -bb-, which basically correspond in their meanings to the prepositions ለ- lä- and በ- bä- that you have already met. So, the -ll- set can be translated into English with 'to' or 'for', the -bb- set with 'at', 'in', or 'with' in the sense of an instrument 'he hit him with it': መታበት mätabbät. In practice, you will find many other

ways in which these suffixes are rendered in English, but for the present you should think of them as having the same meanings as the corresponding prepositions.

You should be careful to note, however, that the use of the Amharic prepositional pronoun suffixes and English pronoun phrases like 'for him', 'to me' and so on do not always correspond one to one. For example, the verb **ጠብቶ ጥ'ābbāk'ā** is itself translatable by English 'wait for', so 'him' in 'I waited for him' is expressed as a direct object: **ጠብቶት ጥ'ābbāk'hut**.

A verb cannot have both an object pronoun and a prepositional pronoun suffix added to it, only the one or the other. This is why a verb like **ጠቀሰት mättabbät** in the preceding paragraph can be translated as 'he hit him with it' though it literally means 'he hit with it': the object pronoun is 'understood'. Similarly, **አምጣልኝ amt'alliñ** may render English 'bring it to me' or 'fetch it for me'; or **አደረገላት adärrägullat** 'they did it for her', and so on.

A special and quite common use of the prepositional pronoun suffixes is to denote whether an event is to someone's favour or otherwise. Contrast, for example, **ነገረኛ naggärälliñ** 'he spoke for me' and **ነገረብኝ naggäräbbiñ** 'he spoke against me'. A special use of the **-bb-** suffixes is with the verb **ጠፋ ጥ'affa** [2lit' A] 'disappear, get lost' to form the idiom **ጠፋብኝ ጥ'affabbiiñ** 'I've lost it', lit. 'it has disappeared against me', and so on.

The endings that mark the various persons are practically identical to the object pronoun suffixes, but take note of the third person masculine form which ends in **-ät** (**-lät**, **-bbät**).

	[-ll- + pronoun]		[-bb- + pronoun]	
me	ነገረኛ	naggärälliñ	ነገረብኝ	naggäräbbiñ
you	ነገረህ	naggärällih	ነገረህ	naggäräbbih
you	ነገረህሽ	naggärälliṣ	ነገረህሽ	naggäräbbiṣ
him	ነገረሱ	naggärällät	ነገረሱት	naggäräbbät
her	ነገረላት	naggärällat	ነገረላት	naggäräbbat
us	ነገረን	naggärällin	ነገረብን	naggäräbbin
you	ነገረላችሁ	naggärällacčuh	ነገረላችሁ	naggäräbbacčuh
them	ነገረላቸው	naggärällacčaw	ነገረላቸው	naggäräbbacčaw
you	ነገረኛም	naggärälliwo	ነገረብኛም	naggäräbbiwo
him/her	ነገረላቸው	naggärällacčaw	ነገረላቸው	naggäräbbacčaw

Exercises

6(a) In the Amharic versions of the following English sentences say whether you would use a **-bb-** or an **-ll-** prepositional pronoun suffix

- | | |
|-------------------------------|--------------------------------------|
| 1 I lost all my money. | 5 The judge condemned the prisoner. |
| 2 He hit the boy with it. | 6 Peter's sitting on it. |
| 3 My father mended it for me. | 7 I'll tell you about them tomorrow. |
| 4 What bad luck we've had! | 8 Where did you lose it? |

6(b) Using the following new vocabulary, now translate the sentences in exercise six into Amharic

አገደሰ	asaddäsä	repair, mend [derived stem]
ክፋ ዕድል	kifir idil	bad luck
ደረሰ	därräsä	in the sense of happen
ፈረደ	färrädä	judge (used for both condemn and acquit according to which prepositional pronoun suffix is used) [3-lit A]
አስረኛ	isräñña	prisoner

7 Replace the underlined phrases in the following sentences with the appropriate prepositional pronoun suffix

- በዚህ ደብዳቤ ብዙ ስተት ይገኛል።
- ደብዳቤውን ላንቱ አመረምራለሁ።
- ለኔ አልግዝ ሁለት ዚሉ ብርቱካን ገዛኝ።
- በቤቱ ውስጥ ምን ያደርጋል? በቤቱ ውስጥ ዝም ብለው ይቀመጣሉ።
- የኔ ብዕር ዩት ነው? ሐዲስ በብዕርህ ይጽፋል።
- ነገ ከሰዓት በኋላ ላባቱና አናታችን አንደውላለን።

Reading passage

ይህ የኛ መንደር ነው። አጠገባችን አንድ ሰራ ሸለቆ ይገኛል። አመንደራችን አሥር ቤቶች አሉ። አመንደራም መሀል ሜዳ አለ። ወንዶች ልጆች አሜዳው ላይ የከገር ኳስ

ለመጣጣት ደወዳለ። ልጃገረዶቹ ግን በየጊዜው ውሃ ከምንጭ ለናቶቻቸው ያመጡላቸዋል። ምንጩ ከመንደሩ ሩቅ አይደለም። ስለዚህም አያስቸግራቸውም። ከጥጥቱ ሁለት ሰዓት ተኩል ጀምሮ በየጥንቱ የመንደሩ ልጆች ሁሉ ወደ ትምሕርት ቤት ይሄዱና ይጫራሉ። ትምሕርት ቤቱ በትርብ ነው። ልጆቹም አስተማሪያቸውን በጣም ደወዳለ። ደግ ሰው ናቸው ደላሉ። አመንደራችን ትልቅ ሰቅ አለ። ከሱቱ በኋላ፡ ጨው፡ ስዔር አንገዳለን። ከዚህም በላይ ፖለቲካ ጣቢያና ትንሽ የጤና ጣቢያ አለን። የኤሌክትሪክ መብራት ግን ለጊዜው የለንም። ከጥቂት ሳምንት በኋላ ግን መብራት ያስገቡልናል ብለን ተስፋ አናደርጋለን።

Supplementary vocabulary

መንደር	mändär	village
ምንጭ	mīnc'	spring, fountain, source
የእግር ኳስ	yāgīr kwas, yāgīr kwas	football
አስቸገሪ	asčaggärä	cause (someone) trouble [derived stem]
አስገባ	asgäbba	bring in, introduce [derived stem]

Note that ደሁዳና ደጫራሉ is said instead of ደሁዳሉና ደጫራሉ።

8 ቱሪዝም በኢትዮጵያ

turizm

bäityop'p'ïya

Tourism in Ethiopia

By the end of this lesson you should be able to:

- form simple relative clauses ('the man *who came*', 'the book *that I read*')
- use expressions of obligation ('must', 'have to', 'got to', etc.)
- display a basic knowledge of the geography of Ethiopia

Tourism in Ethiopia

Peter, who's just returned from a trip to Harar, is discussing tourism in Ethiopia with Hirut and her father, Mr Mulugeta

ፒተር: አቶ ሙሉጌታ አርስዎ አንደነገርዎቻችን ትናንትና ሐረር ለተሰኘት ሐጄ ተመለስዋል። ያስገረመኝ ነገር አንዳንድ ፈረንጆች አገኘሁ - አንደኔ ከአንገልዝ አገር፡ ከጀርመን አገርና ከአሜሪካ የመጡ ጉብኝቶች የሚሆኑ ናቸው። ፈረንጆች በብዛት ወደ ኢትዮጵያ ይመጣሉ ማለት ነው?

አ/ሙሉጌታ: አዎ፡ በያመቱ ከውጭ አገር የሚመጡ አንገሮች በብዙ ሺ የሚቆጠሩ ናቸው። ለፊንላንድ፡ ለተሰኘት ወይም ለስብሰባ ነው የሚመጡ። በተለይም ባሁን ጊዜ ኢትዮጵያን የሚጉሰኙ የውጭ አገር ዜጎች ብዛት አያደገ ሐዲል።

ጊናት: ኢትዮጵያ ለቱሪዝም በጣም የምታመች አገር ናት። ከተፈጥሮ ሀብትዋ ሌላ በታሪክዋና በሕዝቦቿዋ ባህል በጣም ተደናቂ አገር ናት።

ፒተር: እውነትሽን ነው። ያገኘሁቸው ፈረንጆች አብዛኞቻቸው አንዳንቸው አሉኝ።

አ/ሙሉጌታ: አዎ፡ ልዘ ነው። መጀመሪያ ነገር አንደ አክሱም፡ አንደ ላሊበላና አንደ ጉንደር የሆኑ በታሪክ

ምክንያት የታወቁ ሥፍራዎች አሉ። ከዚያም ሌላ በስተደቡብ በኩል ትልልቅ ሐይቆችና በስምጥ ሸለቆ አካባቢም ለአደን፣ ለዓሣ ማጥመድና ለሸርሸር የሚያመቹ ጠብ ሥፍራዎች አሉ።

ጊራቱ: አሳባ፡ ስለ አደን መናገር አይጠቅምም! በዛሬ ጊዜ ሰው የዱር አራዊትን ፎቶግራፍ ያነሣል አንጂ አያድንም።

አ/ሙሉጊታ: የህንድ ሆኖ፡ ለአደንም ደሀን ፎቶግራፍ ለማንሣት ኢትዮጵያ በአገር ቤትዋ ውስጠና በአየርዋ ጉብረት ምክንያት የበዙ ተራሰቶች መግረዝ ትችላለች።

ፒተር: አውነት ነው። ብቻ አንደሚመስለኝ ለመዘዋወር አስቸጋሪ ደመሰላል። ለምሳሌ ሐረር በሄድን ጊዜ መንገድ ላይ አውቶቡሳችን ተበላሽ። አስዚጠግንት ድረስ ሁለት ሰዓት ነው መጠበቅ የነበረብን!

አ/ሙሉጊታ: አይ አሰማ ኢትዮጵያ አንዳውርጥ አይደለችም! ደሀን መዋበል አለብህ።

ፒተር: አሰስ ልክ ነው። ይገባኛል!

Note

From here on, the translations of the dialogues adopt a less literal, more colloquial English style. Compare the translation with the Amharic and see if you can identify where the idiomatic expressions differ. You may need to study the notes first.

PETER: As you know, Mr Mulugeta, yesterday I returned from a visit to Harar. What surprised me, was I came across several foreigners – they were visitors like me coming from England, or Germany and America. Does this mean very many foreigners come to Ethiopia?

MR MULUGETA: Yes, each year visitors coming from abroad can be numbered in the thousands. They come for work, and visits or conferences, too. Nowadays, the number of foreign nationals who visit Ethiopia has especially gone on increasing.

HIRUT: Ethiopia is a very suitable country for tourism. As well as its natural resources, it's an impressive country because of its history and folk customs.

PETER: You're right. Most of the foreigners I came across told me just that.

MR MULUGETA: Yes, that's correct. In the first place, there are places like Axum, Lalibala and Gondar which are famous because of their history. In addition,

towards the south of the country in the area of the big lakes and the Rift Valley there are many places suitable for hunting, fishing and picnics.

HIRUT: Daddy, it's no use talking about hunting! People take photos of animals these days, they don't hunt them.

MR MULUGETA: All the same, whether it's hunting or photography, because of the beauty of its countryside and the quality of its climate Ethiopia attracts lots of tourists.

PETER: That's true. But it seems to be difficult to get around, I think. For instance, when we were going to Harar on the way our bus broke down. We had to wait two hours before it was repaired.

MR MULUGETA: No but then, Ethiopia is not like Europe; you've got to accept that.

PETER: That's correct; I understand!

Vocabulary

ጉብኝት	gubīññit	visit, trip (cf. the verb ጉብኝ gwäbāññā visit in the verb section of this vocabulary)
ጉብኝ	gwäbiñ	visitor
ተራሰት	turist	tourist
ተራዝም	turizm	tourism
ብዛት	bizat	large number, quantity (cf. ብዙ many)
ብብዛት	bäbizat	in large numbers
አንገዳ	ingida	visitor, guest, stranger
ዘጌ	zäge	citizen, subject
ሰብሰባ	sibsäba	meeting, gathering, conference
ተፈጥሮ	täfat'ro	nature
ሀብት	habt	wealth, riches
የተፈጥሮ ሀብት	yätäfat'ro habt	natural resources
ሕዝብ	hizb	people, nation
ግህል	bahil	custom
አብዛኛ	abzañña	majority
አብዛኞቻቸው	abzaññoččaččaw	most of them
ምክንያት	mikinyat	reason, cause
በ... ምክንያት	bä-... mikinyat	by reason of, because of

ሐይት	hayk'	lake
ሸለቆ	šälak'o	valley
ሰምጥ ሸለቆ	simt' šälak'o	the Rift Valley
አባባ	abbabba	daddy, papa
አደን	adän	hunting
ግሣ	asa	fish
አረጭት	arawit	(wild) animals, beasts
አገር ዑት	agär bet	countryside
ዱር	dur	forest
ፎቶግራፍ	fotograf	photograph
ፎቶግራፍ አንሣ	fotograf anässa	take a photo
ውብነት	wibbimmät	beauty (cf. ውብ wibb beautiful)
አየር	ayyär	climate (also means air as in የኢትዮጵያ አየር መገናደ <i>Ethiopian Airlines</i>)
ንብረት	nibrät	belongings, possessions
የአየር ንብረት	yäayyär nibrät	climatic features, climate

Adverbs, particles

በደመቱ	bäyyamätu	every year (cf. ግመት year; see note 5)
በተለይ	bätäläyy	especially, in particular
ግዕዝ ጊዜ	bahunu gize	at the present time, nowadays (cf. አሁን now and ጊዜ time)
ከ... ሌላ	kä-... lela	other than, aside from
አንዲሁም	indihum	likewise, similarly
ማለትም	maläfimm	that is, that's to say (<i>lit.</i> 'and to say')
የሆነው ይሁን	yähonäw yihun	nonetheless, all the same (<i>lit.</i> 'be it what it is')
ብቻ	bicča	only, but (<i>at the beginning of a sentence</i>)

Verbs

ተመለሰ	tämälläsä	return, come back, go back [derived stem] (cf. መለሰ [3-lit B] return, give back)
አስገረመ	asgärrämä	surprise, amaze [derived stem] (cf. ገረመ [3-lit A] be wonderful, surprising)

ተቁጠረ	täk'wät'tärä	be counted [derived stem] (compound imperfect ይቁጠራል yik'k'wät'täräl; cf. ቁጠረ [3-lit A] count)
ጉብኝ	gwäbännä	visit (see note 2)
አደገ	addägä	grow, increase [3-lit A]
አያደገ ደሐዳል	äyyaddägä	yihedal it is increasing, it goes on increasing (<i>lit.</i> 'it goes while it increases')
አመቺ	amäccä	be suitable, comfortable [derived stem] (<i>another derived stem of this verb has the same meaning: ተመቺ tämäccä</i> be suitable, convenient)
ተደነገጥ	tädänäk'ä	be admired, impressive; (<i>also means</i> be impressed, astonished [derived stem]; compound imperfect ይደነገጥ yiddän-näk'al. Agent noun ተደናቂ tädänak'i impressive)
ታወቀ	tawwäk'ä	be known, be famous [derived stem] (cf. አወቀ know)
አጠመደ	at'ämmädä	trap, catch (fish) [derived stem]
ሆነ	honä	be, become [2-lit ^s] (see note 4)
ማረከ	marrakä	capture, captivate, attract [3-lit C] (see note 3)
ተቻለ	täcalä	be possible [derived stem] (compound imperfect ይቻላል yicčalal; and so ይቻላታል yicčalatal is literally 'it is possible for her'; cf. ቻለ be able)
ተበላሸ	täbäläššä	be spoiled, go wrong, break down [derived stem]
ጠገን	t'aggänä	mend, repair, fix [3-lit B]
ገባኝ	gäbbañ	I have understood (<i>lit.</i> 'it has entered me')

Phrases

ሐጺ ተመለስኩ	hejje tämalläskw	I went and came back (see note 1)
አንዳንቺው	indančiw	the same as you (<i>lit.</i> 'like yours')
አንደነገርኩዎት	indänäggärkuwot	as I told you (<i>lit.</i> 'like what I told you')
አያደገ ሐዳል	äyyaddägä hedwal	it has gone on increasing (<i>lit.</i>

አንደግ መስለኝ	indämmimäslän	in my opinion, as I think (<i>lit.</i> 'like what it seems to me')
አሰግ	issumma	for all that, but then (<i>lit.</i> 'but that'; -ግ -mma is a more emphatic form of -ም -mm.)

Notes on the dialogue

- 1 To express 'I went and came back' it is better Amharic to say **ሐጁ ተመለሰኩ** *hejje tāmälläskw* rather than the literal **ሐጁኩ ተመለሰኩ** *hedkunna tāmälläskw*. The form **ሐጁ** is another gerundive like those we met in the last lesson. We shall look at gerundives in greater detail in a later lesson.
- 2 The verb **ጉሰኝ** *gwābāññä* 'to visit' belongs to a type you have not yet met; you can tell this from the fact that though it has three root consonants, **gw-b-ñ**, the gemination does not fall on the middle one as in 'genuine' trilateral verbs, such as you met in lesson three, but on the third and final consonant. Can you find another verb of this type in the dialogue? (**ተበላሽ** *tābālaššä* 'to break down' is of the same class though it is a derived stem – its three root consonants are **b-l-š**.) This class of verb may be called 3-lit Y. There are not very many verbs of this type, but here are a few that you may find useful:

ሰለቸ *säläččä* be boring **ገሰሃ** *gābāyyä* go to market, go shopping

ዘገሃ *zägāyyä* be late, delayed

and like **ተሰላሽ**:

ተሰላሌ *tābäsäčč'ä* be annoyed, in a bad mood
ተዘጋጀ *tāzägajjā* be prepared, ready (*cf.* **አዘጋጀ** *azzägajjā* prepare, make ready)

Their compound imperfect is formed following the patterns (i) **ይሰለቻል** *yisäläččäl* and (ii) **ይሰላሻል** *yibbālaššäl*, and the infinitives follow the patterns (i) **መሰለቻት** *mäsälčät* and (ii) **መሰላሽት** *mābālašät*, adding an extra -t just like the 2-lit¹ and 2-lit² classes. Similarly, **ያዘጋጃል** *yazzägajjal* 'he prepares' and **ማዘጋጀት** *mazzägajät* 'to prepare'.

A related class of verbs, which we can call 3-lit X, end in -a rather than -ä.

ዘንጋ <i>zänägga</i>	forget	ፈነጸ <i>fänädä</i>	burst, split
ዘረጋ <i>zärägga</i>	spread something out, unroll	በረታ <i>bärätta</i>	be strong, try hard

The compound imperfect and infinitive of this class follow the patterns **ይዘንጋል** *yizänäggal* and **መዘንጋት** *māzängat*.

- 3 Yet another verb type is represented by the word **ማረከ** *marräkä* 'attract' in the dialogue. This also has three consonants, **m-r-k**, but this time has gemination on the middle one just like 'genuine' trilaterals. It differs from these, however, in that the first consonant is followed by the vowel **a**, i.e. it is in the fourth order.

Here are a few verbs of this class to add to your vocabulary:

ጣፈጠ <i>t'affat'ä</i>	taste sweet, taste good
ጋበዘ <i>gabbäzä</i>	invite someone to a meal, treat, entertain someone
ጣለደ <i>mallädä</i>	be (too) early
ባረከ <i>barräkä</i>	bless

In the simple stem the compound imperfect and the infinitive follow the patterns **ይጣፍጣል** *yit'affit'al* and **መጣፈጥ** *mät'affät'*, respectively. This class of verb is called the C type, parallel to the A and B types you have already learned; so, **ማረከ** is a 3-lit C-type verb.

- 4 The verb **ሆነ** *honä* has a wider range of meanings than the simple translation 'become' suggests. Firstly, it 'supplies' many parts of the verb 'to be', such as the infinitive **መሆን** *mähon* 'to be' and the imperative or command form **ሆን** *hun* 'be!'. It is also used in a large number of idiomatic phrases such as, **የሆነው ደሆን** *yāhonāw yihun* and **ደሆን አንጁ** *yihun inji*, that you have already met. The compound imperfect tense **ይሆናል** *yihonal* also has the meaning 'it may be, it will be'. Second, **ሆነ** also sometimes has the implied sense of 'be right or proper' particularly in the negative imperfect **አይሆንም** *ayhonim* 'it won't do, it isn't right'.
- 5 The expression **በየመቶ** *bäyyamātu* 'every year' is formed in the same way as **በየቀን** *bäyyäk'ānu* 'every day' which occurred in lesson five. Both words are made up of the following parts:

preposition **በ-** *bä-* + prefix **አየ-** *äyyä-* + noun (**ዓመት** 'year', **ቀን** 'day') + article **-u**

English 'each' or 'every' and usually requires the article -u or an appropriate possessive pronoun suffix added at the end. Here are some other useful expressions which include አየ- *iyä-*:

አያንዳንዱ	iyyandandu	each one
በየጊዜው	bäyyägizew	on each occasion, regularly
በየጥዋቱ	bäyyät'watu	each morning
በየዓምኑቱ	bäyyäsammintu	each week, weekly
በየወሩ	bäyyäwäru	each month, monthly
በየይገቱ	bäyyaynätu	of all sorts, of every kind

Look at the following examples to see how አየ- *iyä-* may be used in a sentence. It often has no direct equivalent in English.

እያሥራሽን እንሔዳለን	iyyäsiraččēn innihedallän	we're (each) going to our work
ሁሉም አየገንዘቡ ወሰደ	hullum iyyägänzäbu wässädä	everyone (each) took their money
ወደየቤታቸው ተመለሱ	wädäyyäbetaččēw tämälläsu	they (each) went back home
እየወምበራሽሁ ተቀመጡ	iyyāwämbäraččuh täk'ämät'u	(each) sit down on your chairs!

Grammar

Relative verbs

There are a large number of verb forms in this dialogue which begin in የ- or የም- or የሚ- such as: የሆነ, የሚመጡ and የምታመኙ. See if you can find the rest – there's one which begins in ያ- where የ- is added to a verb with initial a-. Have a look back across other dialogues you've read so far and you should find others, too. For example, from lesson four መቼ ነው ያየሃቸው 'when did you see him?', ተናገሩ ነው ያየሁቸው 'I saw him yesterday', አዲስ የመጣ ነው 'it came recently', ከጁሚ የደረሰ ነው 'it arrived from Jimma', and from lesson five ማን ነህ የምትናገር 'who is speaking?'

These are all relative verb forms, though in the translation they do not always correspond to English relative clauses which often begin with 'who', 'what', 'which', 'that', and so on. Amharic makes great use of relative verbs and in order to adopt a truly colloquial style you will need to know how to form and use them.

the relative imperfect. As their names suggest, they are built on the simple past and the imperfect tenses that you have already learned.

The relative past is simply formed by prefixing የ- *vä-* to the simple past tense. So, in the example above, የመጣ *yämät't'a* 'that came' is formed from መጣ *mät't'a* 'it came'; and ያየሃቸው *yayyahaččēw* 'that you saw him' is from አየሃቸው *ayyahaččēw* 'you saw him', and so on. Remember that if the verb begins in a- like አየሃቸው the ä vowel of the prefix is dropped before the a. The same applies to the negative past, which of course always begins in a because of the negative prefix አል- *al-*. What you must watch here, however, is that the suffix -ም -*m* of the negative tenses is always dropped in the relative verb, and in other subordinate verb forms as well. So, from አልመጣም *almät't'am* 'it didn't come' the corresponding relative is ያልመጣ *yalmät't'a* 'which didn't come' without the final -ም -*m*. Here then are the relative forms of the verb መጣ 'come':

Relative past

person	affirmative		negative	
	'I who came, which I came'		'I who did not come . . .', etc.	
1st sing.	የመጣሁ	yämät't'ahw	ያልመጣሁ	yalmät't'ahw
2nd masc.	የመጣህ	yämät't'ah	ያልመጣህ	yalmät't'ah
2nd fem.	የመጣሽ	yämät't'aš	ያልመጣሽ	yalmät't'aš
3rd masc.	የመጣ	yämät't'a	ያልመጣ	yalmät't'a
3rd fem.	የመጣች	yämät't'aččē	ያልመጣች	yalmät't'aččē
1st pl.	የመጣን	yämät't'an	ያልመጣን	yalmät't'an
2nd pl.	የመጣችሁ	yämät't'aččuh	ያልመጣችሁ	yalmät't'aččuh
3rd pl.	የመጡ	yämät't'u	ያልመጡ	yalmät't'u

The relative imperfect is a little more complicated. In the first place, it is not built on the compound imperfect tense but on the simple imperfect. The simple imperfect is the tense that forms the basis of the compound imperfect – the 'verb base' in the grammar in lesson seven – and on which the negative imperfect is built.

Second, the relative prefix added to make the relative imperfect is የም- *yämmi-* which combines with the person markers in the following way:

የም- <i>yämmi-</i>	+ አ- <i>i-</i>	→ የም- <i>yämmi-</i>	[1st pers. sing.]
	ት- <i>ti-</i>	→ የምት- <i>yämmitti-</i>	[2nd pers. sing./pl.; 3rd pers. fem.]
	ይ- <i>yi-</i>	→ የሚ- <i>yämmi-</i>	[3rd pers. masc./pl.]

Points to note

- 1 In the second persons singular and plural, and in the third person feminine, the **t** of the person marker is usually geminated, but it may also be pronounced as a single consonant: የምትሰማ *yämmīt-tisāma* or *yämmitsāma* 'you who hear . . . , which you hear . . .', etc.
- 2 In the third person masculine the relative prefix የም- *yämmi-* and the person marker ይ- *yī-* combine to form የሚ- *yämmi-*.

The relative prefix የም- *yämmi-* combines with the negative imperfect in the way that you would expect, but remember that as with the relative past the final -ም -*m* is dropped: አይመጣም *aymāt'am* 'he doesn't come, isn't coming'; የሚይመጣ *yämmaymāt'a* 'he who doesn't come, which doesn't come . . .' etc.

Relative imperfect

<i>affirmative</i>	<i>negative</i>
'I who come, am coming . . .' etc.	'I who do not come, am not coming . . .' etc.

የምመጣ	yämmimāt'a	የማልመጣ	yämmalmāt'a
የምትመጣ	yämmittimāt'a	የማትመጣ	yämmattimāt'a
የምትመጩ	yämmittimäč'i	የማትመጩ	yämmattimäč'i
የሚመጣ	yämmimāt'a	የማይመጣ	yämmaymāt'a
የምትመጣ	yämmittimāt'a	የማትመጣ	yämmattimāt'a
የምንመጣ	yämminnimāt'a	የማንመጣ	yämmannimāt'a
የምትመጡ	yämmittimāt'u	የማትመጡ	yämmattimāt'u
የሚመጡ	yämmimāt'u	የማይመጡ	yämmaymāt'u

Note

In most persons the affirmative and the negative are distinguished only by the presence of the vowel **a** in the latter following the **mm** of the relative prefix: የምንሰማ *yämminnisāma* 'which we hear' and የማንሰማ *yämmannisāma* 'which we don't hear'. The exceptions are the first person singular, and the third persons masculine and plural.

Uses of the relative verb: simple relative clauses

The most obvious use of the Amharic relative tenses is in relative clauses, corresponding to English relative clauses which often begin with 'who, what, which' and other 'wh- words', or with 'that', all describing or qualifying a noun: 'the man who came'; 'the book that I bought'; 'the house where I live' and so on.

There are, however, some fundamental differences between Amharic and English relative clauses. The principal differences are set as below:

- 1 Amharic relative clauses precede the noun that they describe:

የመጣው ሰውዬ	yämät't'awsäwiyye	the man <i>who came</i>
የመታችው ልጅ	yämättaččiwlijj	the boy <i>whom she hit</i>
የገዛውት መጽሐፍ	yägäzzahutmäs'haf	the book <i>that I bought</i>
የሰጠውን ሴትዬ	yäsät't'ähuwatsetiyyo	the woman <i>to whom I gave it</i>
የደረገለት ሰውዬ	yadärrägullät säwiyye	the person <i>for whom they did it</i>
የምኖርበት ቤት	yämmīnoribbät bet	the house <i>where I live</i>
የመረጡበት ምክንያት	yämärrät'ubbät mikinyat	the reason <i>why they chose him</i>

- 2 In English the relative pronoun tells you what the grammatical relationship is between itself and the noun that is being described by the relative clause. That is, whether it is the subject – 'the man *who* came'; the direct object – 'the boy *whom* she hit'; the indirect object or beneficiary – 'the woman *to whom* I gave it'; or in any other adverbial relationship – 'the house *in which/where* I live'.

In Amharic, on the other hand, the relative prefixes የ- and የም- remain 'fixed' and cannot show this kind of relationship. Instead, an appropriate pronoun 'link' is added to the relative verb in the shape of an object pronoun suffix or a prepositional pronoun suffix:

የመታቸው ልጅ	yämättaččiw lijǰ	lit. 'the boy which she hit <i>him</i> '
የገዛው መጽሐፍ	yägäzzahut mäś'haf	lit. 'the book which I bought <i>it</i> '
የሰጣው የት ሴት	yäsät't'ahu wat setiyyo	lit. 'the woman which I gave (it) <i>her</i> '
ያደረጉለት ሰው	yadärrägullät säwiyye	lit. 'the man which they did (it) <i>for him</i> '
የምኖርበት ቤት	yämmīnoribbät bet	lit. 'the house which I live <i>in it</i> '
የመረጡበት ምክንያት	yämärrät'ubbät mikinyat	lit. 'the reason which they chose (him) <i>by it</i> '

If the relationship between the relative clause and the described noun is a possessive one, such as is expressed in English by 'whose' – 'the boy *whose* book they stole' – then the pronoun 'link' in Amharic takes the form of the appropriate possessive pronoun suffix added to the possessed noun inside the relative clause. In other words, the Amharic construction says literally 'the boy which they stole *his* book': መጽሐፉን የወረቁት ልጅ mäś'hafum yäsär-räk'ut lijǰ -- in this example the -ት -t 'it' is added to the relative verb because 'his book' is the direct object of 'which they stole'.

When the connection between the noun described and the relative clause is simply that of subject, and the noun is definite, as in the example 'the man who came', then as long as no other pronoun suffix is added to the relative verb a definite article suffix is added. The shape of this definite article suffix, however, is rather different from that added to nouns.

The form of the definite article added to relative verbs resembles the third person masculine object pronoun suffix which you met in lesson seven. As with the object suffix, the shape of the article depends on what the verb ends in: -t after the vowel u; -äw after a consonant, but -iw after the endings -š and -čč; -w elsewhere (i.e. the vowels ä, a and i). You will notice that there is no special feminine form of the article added to relative verbs. Consider the following examples:

የመጣው ሰው	yämät't'aw säw	the man who came
የመጣችው ሴት	yämät't'äččiw set	the woman who came

Remember that if there is already a pronoun suffix added to the verb you do not add the article, as well. So:

ገንዘብን የሰጠኝ ሰው	gänzäbun yäsät't'āñ säw	the man who gave me the money
ቤቱን የምትጠርገልኝ ገረጽ	beten yämmittit'ärgillīñ gärad	the maid who sweeps my house for me

A relative verb can also be used on its own without a following noun in the sense of English 'the person who . . . , he who . . . , I who . . . , and so on. In this case it is usual to add the definite article suffix to the verb:

አንደዚህ የሚነገረው ወጃጅ አደደለም	ändäzzih yämmīnāgräw wädaje aydälläm	he who speaks like this is not my friend
መኪና የሚወርቁት ደታሰራሉ	mākina yämmisärk'ut yittassärallu	people who steal cars will be arrested

Relative clauses in Amharic are treated rather like adjectives. This is why the definite article in a phrase like የመጣው ሰው yämät't'aw säwiyye 'the man who came' appears on the relative verb and not on the noun, just as in the phrase ትልቁ ሰው ብዙ አደጋ ላይ ይገኛል 'the big (i.e. important) man'.

For the same reason, if the noun that is being described by a relative clause is a direct object in the overall sentence, then the object marker -ን -n is added not to the noun, but to the relative verb. Compare the following pairs of sentences:

ከዘደ ቀደምት መኪና ሸጠ :: Käbbädä k'äyyiwan mākina šet'ä
Kebbede sold the red car

ከዘደ ትናንትና የገዛትን መኪና ሸጠ ::
Käbbädä tinantinna yägäzzat'in mākina šet'ä
Kebbede sold the car that he bought yesterday

አሮጌውን ቤት ገዛው :: arogew'n bet gäzzahw
I bought the old house

የተወለድኩበትን ቤት ገዛው :: yätawällädkubbät'in bet gäzzahw
I bought the house in which I was born

The relative verb and ነው

The majority of the occurrences of relative verbs that you have

relative clauses. If you look back at them you will see that they are mostly combined with the verb ነው 'is'. Here are some examples from earlier lessons together with their translations:

ማን ነው የሚናገር	who is speaking?
መቼ ነው ያየሃቸው	when did you see him?
ተናገትና ነው ያየውላቸው	I saw him yesterday
የተገናኘን ባይርጥላን ነው	we met on the plane
ስለዚህ ነው ወደ ኢትዮጵያ የመጣሁት	this is why I came to Ethiopia

All the examples contain a short phrase ending in ነው which is either preceded or followed by a relative clause which contains the main verbal idea of the sentence. In addition, the word or phrase preceding ነው is in some sense highlighted or emphasized; it is what the speaker wishes to stress. Consider the following:

ማን ነው የሚናገር	lit. 'who is it that is speaking?'
መቼ ነው ያየሃቸው	lit. 'when is it that you saw him?'
ተናገትና ነው ያየውላቸው	lit. 'it is yesterday that I saw him'
የተገናኘን ባይርጥላን ነው	lit. 'it is on the plane that we met'
ስለዚህ ነው ወደ ኢትዮጵያ የመጣሁት	lit. 'it is because of this that I came to Ethiopia'

This is why this sentence pattern is especially prevalent with question words, like ማን 'who?'; መቼ 'when?'; የት 'where?', and so on, because question words are naturally stressed or highlighted. To ask 'who is speaking?' it's not incorrect Amharic to say literally ማን ይናገራል?, but it is more natural to say ማን ነው የሚናገር?

Here are some more examples with other kinds of question words:

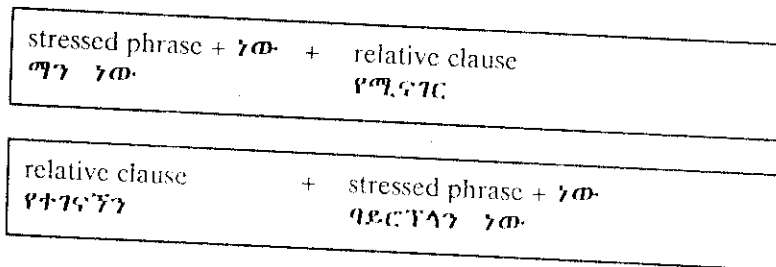
የትኛውን ዓይነት ነው የምትፈልገው?	yätññawn aynät näw yämmittifälligäw?
	lit. 'what kind is it that you want?'
ምንድን ነው የሚያስፈልገን?	mündin näw yämmiyasfälligän?
	lit. 'what is it that is necessary to us = that we need?'
ከዩት ነው የደረሰኸው?	käyet näw yädräshähw?
	lit. 'from where is it that you arrived?'
አንዴት ነው የሚያደርገው?	indet näw yämmiyadärgäw?
	lit. 'how is it that he does it?'

To see how the relative + ነው sentence pattern is used to emphasize one part of a statement compare the following pairs of statements:

ከበደ ጥያቄ ይጠይቃል	Käbbädä t'iyyak'e yit'äyyik'al
	Kebede's asking a question
ጥያቄ የሚጠይቀው ከበደ ነው	t'iyyak'e yämmit'äyyik'äw
	Käbbädä näw
	it's Kebede who's asking a question; Kebede's asking a question (i.e. and not someone else)

ብርጭቆ ሰበረኩ	birč'ik'k'o säbbärkw
	I broke a glass
ብርጭቆ ነው የሰበረኩ	birč'ik'k'o näw yäsäbbärkw
	it was a glass that I broke, I broke a glass (i.e. and not something else)

You will notice that you have a choice as to the sequence of the parts of the sentence:



When the highlighted word is a feminine or a plural noun then ናት/ነች and ናቸው are used instead of ነው. Similarly, if the highlighted word is a first or second person pronoun then the appropriate person of the copula ነው is used:

ጥያቄ የምትጠይቀው ዘንበኛ ናት	t'iyyak'e yämmittit'äyyik'äw
	Zännäbäcč nat
	it's Zennebech who's asking questions
ገንዘቡን ያገኘሁት ስኬት ነኝ	gänzäbun yagännähut ine näñ
	it was me who found the money
ቦርሳዬን የወረቀኸው አንተ ነህ	borsayen yäsärräk'häw antä näh
	it was you who stole my briefcase

Exercises

1 Convert the relative past verbs in the following phrases into the relative imperfect, and then translate the whole phrase into English

- 1 የሰማነው ወረ 6 መንገድ ላይ የቆመው መኪና
- 2 የጠየቁትን ጥያቄ 7 የገዙት ዳዖ
- 3 የጻፈችን ደብዳቤ 8 የጀመራችሁት ሥራ
- 4 የደጠልኩለት ጓደኛዬ 9 ያደረገህልኝ ጥሪ
- 5 ግዛ የወደደው ሰው 10 የጠጡ ሰና

2 Rewrite the following sentences using the correct relative verb form of the verb in brackets

- 1 አልግዝ (ለበሰ) ልብስ ቀይ ነው ቡናማ?
- 2 ሠራተኞቹ ትናንትና (ጀመረ) ሥራ መቼ ይጨርሳሉ?
- 3 ሚስትህ (ገዛ) ቀሚስ ቀለሙ ምን ዓይነት ነው?
- 4 ከአሥመራ (ደረሰ) አይርጥላን መቼ ያርፋል?
- 5 እናንተ (ቀጠረ) ሰውዬ አሁን መጣ?
- 6 ከበደ ስቃውን (ወሰደ) መኪና የማን ነው?
- 7 አሁን እንተ ከመንገዱ ወደ ገራ (አየ) ቤት ፖለስ ጣቢያ ነው።

3 Combine the following pairs of short sentences using a relative verb construction

Example: ልጅ መጣ - ከበደ ነው → የመጣው ልጅ ከበደ ነው።

- 1 ባለራው ዓመት የገዢዎቹ ገባቸው - አማረች ናት።
- 2 ሲገባ ቤት በየቀኑ አላላይላላው - እኔ ነኝ።
- 3 እስተማሪ ለመሆን ይረዳል - አየላ ነው።
- 4 ፎቶግራፍ አንሺ ለመሆን ይረዳል - ማሞና ከበደ ናቸው።
- 5 ሰውዬው ሞተ - የመላኪታ አባት ነው።
- 6 ሻይ ሰጠተት ጠጣን - እኛ ነን።
- 7 ሙሉ ቀን እገባል ሞላች - ወይዘሮ አበባች ናት።

4 Rewrite the following simple sentences so as to the underlined word or phrase

Example: ጊሩት ራዲዮን መስማት ትረጋልጋለች - የምትረጋልገው ራዲዮን መስማት ነው።

- 1 ያማርኛ ቋንቋ እንማራለን።
- 2 ሁሉም መጽሐፍ ማንበብ ይወዳል።
- 3 ከበደ ለመኪናው ስንት ከረገገ?
- 4 ፒተር ለማን ይጽፋል?
- 5 ትናንትና ማን መጠ?
- 6 ስለዚህ ያት መላኪታን አባብ አልወደም።
- 7 በሩን መቼ ዘጋህ?
- 8 ይህን ወረ ስለምን አወራሽን?
- 9 ስኞት ተማርቼ ሥራቸውን ይጀምራሉ።
- 10 አልግዝ ሰና አረጋች።

Grammar

'Must', 'have to'

Mr Mulugeta tells Peter, ይህን መረዳት አለብህ yihin mǎrradat allābbih 'you must realize this'. Also, do you remember the expression መሂድ አለብኝ māhed allābbiñ 'I've got to go' from lesson one? Both expressions of obligation are made in the same way, using the infinitive followed by the verb አለ allā 'be' with the appropriate person of the prepositional pronoun suffix in -bb-. So, መሂድ አለብኝ māhed allābbiñ is literally 'it is upon me to go'.

The negative is formed of course, by substituting የለም yällām for አለ allā - but remember that the suffix -ም -m comes right at the end of the verb after any other suffix:

	'I must ...; have to ...'		'I mustn't ...; don't have to ...'
1st pers. sing.	አለብኝ	allābbiñ	የለብኝም yällābbiñm
2nd pers. masc.	አለብህ	allābbih	የለብህም yällābbihm
2nd pers. fem.	አለብሽ	allābbiš	የለብሽም yällābbišm
3rd pers. masc.	አለበት	allābbät	የለበትም yällābbätim
3rd pers. fem.	አለባት	allābbat	የለባትም yällābbatim

1st pers. pl.	አለብን	alläbbin	የለብንም	yälläbbinim
2nd pers. pl.	አለባችሁ	alläbbaččuh	የለባችሁም	yälläbbaččihum
3rd pers. pl.	አለባቸው	alläbbaččaw	የለባቸውም	yälläbbaččawm
2nd pers. for.	አለብዎ	alläbbiwo	የለብዎም	yälläbbiwom
3rd pers. for.	አለባቸው	alläbbaččaw	የለባቸውም	yälläbbaččawm

Expression of obligation in the past is formed by substituting **ነበረ** *näbbärä* for **አለ** *allä*, and **አልነበረም** *alnäbbärä-m* for **የለም** *yällä-m*:

የሐንስ መኪናውን መሸጥ ነበረበት
 Yohannis mäkinawn mäset' näbbäräbbät
 Yohannes had to sell his car
 አኛም ለተኪት መክፈል አልነበረብንም
 iññam lätiket mäkfäl alnäbbäräbbinim
 we didn't have to pay for the tickets either

Another way of saying 'have to' or 'must' is to use the verb **አስፈላጊ** *asfällägä* 'be necessary' with the infinitive. The person who 'has to do something' is indicated by the object suffix pronoun. A general obligation is expressed either by using the verb without an object pronoun, or by using the agent noun from **አስፈላጊ** with the verb **ነው**: **አስፈላጊ ነው** *asfällagi näw* 'it is necessary, one must . . .'. Consider the following examples:

መሄድ ያስፈልገኛል	mähed yasfälligäññal
አዲስ መኪና መገዛት ያስፈልገዋል	addis mäkina mägzat yasfälligäwal
አልማዝ ሥራ ማግኘት ያስፈልጋታል	almaz sira magñät yasfälligatal
አንደዚህ ማድረግ ያስፈልጋል	indäzzih madräg yasfälligal, or
አንደዚህ ማድረግ አስፈላጊ ነው	indäzzih madräg asfällagi näw

Impersonal verbs

You have already met a number of expressions like **ያስፈልገኛል** *yasfälligäññal* in the sense of 'I need', where the subject 'I' in English is indicated in Amharic by an object suffix pronoun added to a verb in the third person masculine. You can think of

ያስፈልገኛል as being literally 'it is necessary to me'. This kind of verb is called an impersonal verb. Here are some more, some of which you've already met, together with others that you will find useful to add to your vocabulary.

ራብኝ	rabāñ	I am hungry	[ራብ 2-lit']
ጠማኝ	t'ammañ	I am thirsty	[ጠማ 2-lit' A]
ደከመኝ	däkkämäñ	I am tired	[ደከመ 3-lit A]
አመመኝ	ammämäñ	I am ill	[አመመ 3-lit A]
መሰለኝ	mässäläñ	I thought	[መሰለ 3-lit A]
ገባኝ	gäbbañ	I understand	[ገባ 2-lit' A]
ገረመኝ	gärrämäñ	I am surprised	[ገረመ 3-lit A]
በቃኝ	bäk'k'añ	I have enough	[በቃ 2-lit' A]
ሰለቸኝ	säläččäñ	I am bored	[ሰለቸ - see note 2 to the dialogue in this lesson]
ተቻለኝ	täcaläñ	I am able	[ተቻለ derived stem: ደቻለኛል yičcaläññal]
ተሰማኝ	täsammañ	I feel, sense	[ተሰማ derived stem: ደሰማኛል yissämmaññal]
ተረዳኝ	täräddañ	I realize	[ተረዳ derived stem: ደረዳኛል yirräddaññal]
ተገባኝ	tägäbbañ	I ought	[ተገባ derived stem: ደገባኛል yiggäbbaññal]
ደስ አለኝ	däss aläñ	I am happy	[ደስ አለ - አለ here is the verb say alä, not be allä; the word ደስ which precedes it remains unchanged: ደስ ደለኛል däss yiläññal]
ትዝ አለኝ	fizz aläñ	I recall, remember	[ትዝ አለ is like ደስ አለ]

Notice that most of these expressions are translated as English present tenses though in Amharic they are expressed in the simple past tense. If you use the compound imperfect tense instead it gives a future meaning: **ይበቃኛል** *yibäk'aññal* 'I'll have enough'; **ይቻላታል** *yičcalatal* 'she'll be able'; **ይርበናል** *yiribäna* 'we'll be hungry'; **ደስ ደለዋል** *däss yiläwal* 'he'll be pleased'; and so on.

Exercises

5 Match up the following part sentences so as to make a coherent and sensible whole

- | | |
|----------------------------|---------------|
| 1 መሉ ተን ምንም ያልበላው ሰው... | 1 ደስ ይለዋል። |
| 2 ብዙ ሥራ የሠራው ሰው... | 2 ጥሩ ሥራ ይቻላል። |
| 3 መቶ ብር በድንገት የሚያገኘው ሰው... | 3 አሁን ጠግው። |
| 4 ማንበብ ያወቀ ሰው... | 4 ራሱን አመመው። |
| 5 ኑሮንትና ከህስጢታል የገዛው ልጅ... | 5 አጥብቆ ደከመው። |
| 6 ከጥዋት ጀምሮ ልጁ ስላልጠጠ... | 6 በጣም ራብው። |

6 Complete the following sentences using a relative clause of the form 'the person who' or 'the place where'

Example: _____ ደራሲ ይባላል። → መጽሐፍ የሚጽፈው ሰው ደራሲ ይባላል።
The person who writes books is called an author

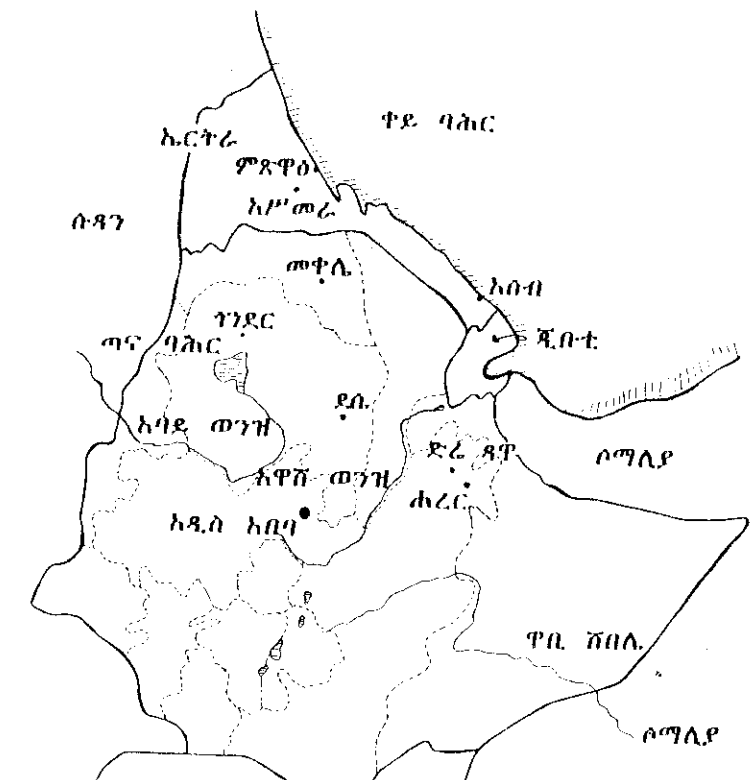
- | | |
|----------------------|----------------------------|
| 1 _____ አስተማሪ ይባላል። | 7 _____ ተከት ቆራጭ ይባላል። |
| 2 _____ መካኒክ ይባላል። | 8 _____ አባራ ይባላል። |
| 3 _____ ሐኪም ይባላል። | 9 _____ የታክሲ ሾሬር ይባላል። |
| 4 _____ ሊባ ይባላል። | 10 _____ ትምህርት ቤት ይባላል። |
| 5 _____ አዋቂ ይባላል። | 11 _____ አስር ቤት ይባላል። |
| 6 _____ ፎቶ አንሻ ይባላል። | 12 _____ አይሮፕላን ማረፊያ ይባላል። |

7 Complete the following sentences in Amharic using (a) አለ + ቡ, and (b) አስፈለገ

- 1 ነገ ገቢያ I have to go.
- 2 ከቦይ፡ ለቤሮይ you have to phone.
- 3 ተጨማሪ ተከት we had to buy.
- 4 ሕይወት ሃሰት ሥዕል ለትርኢት had to choose.
- 5 ተከቱን ለተከት ቆራጭ they have to show.
- 6 አልማዝ አምስት መቶ ብር had to pay.
- 7 እናንተ ልጆች ነጻነትን ላስተማራው didn't you have to give?

After the fall of the Marxist government of Mengistu Haile Mariam and the coming to power of the EPRDF in May 1991, the internal political map of Ethiopia was completely redrawn. Eritrea gained her independence and the old provinces of Ethiopia, the precise boundaries of which were finally drawn around the end of the last century, but the names of many of which had existed for many more centuries, were swept away. The map of Ethiopia was recast along ethnic lines and the country was divided into fourteen regions or zones. Below are the fourteen zones and the names by which they are also known:

ሆን 1 ትግራይ	Tigray	ሆን 8 ሲዳማ	Sidama
ሆን 2 ዐፋር	Afar	ሆን 9 ወላይታ	Wäläyitta
ሆን 3 አማራ	Amara	ሆን 10 ኦሞ	Omo
ሆን 4 ኦሮሞ	Oromo	ሆን 11 ከፋ	Käffa
ሆን 5 ሶማሊ	Somale	ሆን 12 ጋምቤላ	Gambela
ሆን 6 በኒሻንጉል	Bänišangul	ሆን 13 ሐረር	Harär
ሆን 7 ጉራጌ/ዛዲያ	Gurage/Hadiyya	ሆን 14 አዲስ አበባ	Addis Abäba



8 Imagine that you are describing to an Ethiopian friend what you enjoy – or don't enjoy – about the countryside in the area where you live. Write down some of the views that you might develop using the vocabulary below to help you

አገር ቤት	agār bet	countryside, rural area
መንደር	mändär	village
ወንዝ	wänz	river, stream
ሸለቆ	šäläk'o	valley, gorge
ገደል	gädäl	cliff, precipice, canyon
ሃይቅ	hayk'	lake
ባሕር	bahir	sea, (large) lake
አርሻ	irša	farm, field, cultivated land
በረሃ	bäräha	desert, wilderness
መረት	märet	earth, ground, soil
ጭቃ	č'ik'a	mud
አሸዋ	ašäwa	sand
የባሕር ዳር	yābahir dar	sea or lake shore
ደሴት	däset	island
ተራራ	tärara	mountain
የረብታ	koräbta	hill
ጣዳ	meda	plain
ጫካ	č'akka	forest, wood, bush
ደንገያ	dängiya	rock, stone
ዛፍ	zaf	tree
አበባ	abäba	flower
ለምለም	lämläm	fertile, green (of landscape)

Reading passage

አትዮጵያ በአፍሪካ አህጉር በሰሜን ምሥራቅ በኩል ተገኛለች። አትዮጵያን አዋገኝ አገርች በሰሜን ኢርትራ፣ በምዕራብ ዑዳን፣ በደቡብ ኪንያ፣ በደቡብ ምሥራቅና በምሥራቅ ሰሜን ጃቡቲ ናቸው።

አትዮጵያ በጣም ውብ የሆነች አገር ናት። በአገሪቱ ውስጥ የተፈጥሮ ሀብቶች በያይነቱ ይገኙባታል። ለምሳሌ አትዮጵያ በአብዛኛው ተራራማ አገር ናት። የአትዮጵያ ዘፍተኛ ተራራ ራስዳሽን ይባላል። አሁንም የሚገኘው በሰሜን በኩል ነው። ጎዚያም ጣለትም ስዕተሰሜንና በአገሪቱ መሃል ጥልቀት ያላቸው ሸለቆችና ገደሎች አሉ። በደቡብ ስምሥራቅም በኩል

አገሪቱ በታላቁ ስምጥ ሸለቆ የተገመሰች ቢሆን ብዙ ሃይቆች አሉባት። ከአትዮጵያ ሃይቆች መካከል ሰፊ የሆነውና የታወቀው ገን ጣና ነው። አሁንም በሰሜን በኩል ነው የሚገኘው። ከአትዮጵያ ወንዞች መካከል አባይ፣ አዋሽ፣ ዋቢ ሸበሌና ኦሞ የታወቁ ናቸው።

Supplementary vocabulary

ሀብት	habt	wealth, resource
የተፈጥሮ ሀብቶች	yätäfat'ro habtoč	natural resources
አዋገኝ	awwasän	neighbouring, bordering
ጥልቀት	t'ik'ät	depth
የተገመሰች ቢሆን	yätägämmäsäčč sihon	whilst it (she) is divided

9 ብሔራዊ ምግብ ቤት

biherawi mīgīb bet

An Ethiopian restaurant

By the end of this lesson you should be able to:

- form and use the gerundive ('having eaten'; 'after eating' ... etc.)
- form and use the compound gerundive tense ('I have eaten' ... etc.)
- use some constructions equivalent to English 'when' ... 'because' ... 'as' ... etc.

A visit to an Ethiopian restaurant

ከወይና ጎሩት ፎቅርን በብሔራዊ ምግብ ቤት ይጋብዙታል።

ከወይ: ዛሬ ማታ እኔና ጎሩት አንድ ጥሩ ብሔራዊ ምግብ ቤት ለናጻይህ አንፈልጋለን። የምንወስድህ ምግብ ቤት ስም «ዛሬ ማታ ምግብ ቤት» ይባላል። ነገር ግን የሣር ቤት ስለ መሰለ ሁሉም የሚለው «ጎጆ» ነው።

ፎቅር: ዛሬን ቀደም አንድም ብሔራዊ ምግብ ቤት ሂጄ አላውቅም።

ታህሳስ: መርተው ተሳፍረው ከጥቂት ጊዜ በኋላ ምግብ ቤቱ ይደርሳል። አድርገህ ማረፊያ በሚወስደው መንገድ ላይ ነው የሚገኘው።

ከወይ: ቆይ አንድ ጊዜ። ቦታ አንጻለ መጠየቅ አለብኝ...

አሳላፊ: ቦታ አለ። ለስንት ሰው ነው?

ከወይ: ለሦስት ነው። ዛሬ ማታ ምን ምን አላችሁ? አንገዳ አምጥተናል ያገር ባህል ምግብ ምን እንደሆነ ለናጻዩው አንፈልጋለን።

አሳላፊ: ሁሉም አለን። የዶር ወጥ: የሰገ ወጥ: የሰገ አልጫ:

ጥብስ: ከትር በአይብ። ምንድን ነው የምትመርጡት?

ከወይ: የዶር ወጥ አንዴት ነው?

አሳላፊ: ዛሬ በጣም ለስላሳ ነው።

ከወይ: እሸ: ለንገዳችን ዶር ወጥ: አልጫና ትንሽ ከትር በአይብ። ለኛ ደገሞ ዶር ወጥና ታሪያ አምጣልን።

አሳላፊ: በጸቦ ይሁን ወይስ በንጄራ?

ፎቅር: እኔ የምፈልገው እንጄራ ነው።

ከወይ: ምን ለመጠየቅ ትፈልጋለህ? ... ምን የሚጠጣ ነገር አላችሁ? ጠጅ አለ ዛሬ?

አሳላፊ: አልጽል። ጠላና ሚታ ቢራ እንጸይሁም ለስላሳ መጠጥ አለ።

ከወይ: ሸጊ! ያሳዘናል። ጥሩ ዓይነት የሣር ጠጅ የኢትዮጵያ ብሔራዊ መጠጥ ነው። በአውሮጳ የሚገኝ አይመስለኝም።

ፎቅር: ከሣር የተወራ ጠጅ አለን። ግን አብዛኛውን ጊዜ ከወይን ነው ጠጃችንን የምንጠፋው። የሆነ ሆኖ እኔ አምቦ ውሃ ልጠጣ።

ከወይ: አንዴ? ሌላ መጠጥ ለምን አትጠጣም?

ፎቅር: መጠጥ አልጠጣም።

ከወይ: አንገዳያውስ አስቲ ለአንገዳችን አንድ ጠርመስ አምቦ ውሃ አምጣለት። እኔና ጎሩት ሚታ ቢራ ነው የምንጠጣ ...

ጎሩት: ሰል! ወጥ አንዴት ነው? ይፋጃል?

ከወይ: አይ: በውነት በጣም ጥሩ ነው። ምንም አይፋጅም። ብቻ ምናልባት ለፎቅር ስርዓራው ትንሽ የሰዛሰት ይመስላል?

ፎቅር: አዎ! ትንሽ ይፋጅብኛል። ግን ይጠፍጣል ... ለመሆኑ ባገራችሁ ከምግብ በኋላ ሰፍ ይጠጣል?

ጎሩት: አንዴታ! እኔና ከወይ ምን ከሰላን በኋላ ነው ሰፍ የምንጠጣው። ሰፍ በወተት ይሻልሃል ወይስ ያለ ወተት? አብዛኛውን ጊዜ ባገራችን ሰፍ ያለ ወተት በሰጫ ነው የሚጠጣው።

ሰፍ ጠጥተው ሲጨርሱ ከወይ ሂሳብ ይጠይቃል።

ከወይ: ጋሼ: እስቲ የምግብ ሂሳብ ስንት ነው?

አሳላፊ: ሃያ ዘጠኝ ብር ከሃምሳ ስንቲም ነው።

ከወይ: ጥጋው በጣም ጥሩ ነው።

አሳላፊ: መልሱ ይሸውፍ።

ከወይ: እሸ: እንህ! ሁለት ብር ትርሻ ልጨምርህ።

አሳላፊ: እገዛር ይስጥልኝ። አመሰግናለሁ።

ኦንጆራ	injāra	flat pancake-like bread (<i>see note 1</i>)
ጠጅ	t'ājj	mead, honey wine
ጠላ	t'älla	Ethiopian beer
ቢራ	birā	European (lager) beer
ጣር	mar	honey
ወያን	wāyn	grape
ወያን ጠጅ	wāyn t'ājj	(grape) wine
ጠጠጥ	māt'āt't'	drink (<i>the word on its own usually refers to alcoholic drinks</i>)

ለስላሳ (ጠጠጥ)	läslassa (māt'āt't')	soft drinks
ሂሳብ	hisab	bill, check, account
ጉርሻ	gurša	tip (<i>see also note 1</i>)
ጠልዕ	māls	(<i>here</i>) change

Adverbs, particles

በ- ተደም	kä- k'ädām	before (<i>in time</i>)
ምን ምን	mīn mīn	what? (<i>expecting that the answer will include several items</i>)
ደገም	dägmo	then, also
ይሁን	yihun	(<i>here</i>) or (<i>lit.</i> 'let it be'; 'be it')
አብዛኛውን ጊዜ	abzaññawn gize	most of the time
እንገዳያውስ	ingidiyawiss	in that case
ለመሆን	lāmāhonu	by the way
እስቲ	isti	please (<i>see note 4</i>)
በል	bäl	well, come on, go on . . . (<i>lit.</i> 'say!'; <i>see note 5</i>)
ምንም	minimm	(<i>with a negative verb</i>) nothing, not at all
እንካ	inka	here you are! (<i>see note 5</i>)

Verbs

ጋበዘ	gabbazā	invite to a meal, treat [3-lit C]
ተላላረ	tāsaffarā	get into, on to (<i>a vehicle</i>) [derived stem]
አጠጣ	amāt't'a	bring [derived stem]
አምጣ	amt'a	bring! (command form or imperative, masc. sing.)
ተወራ	täsarra	be made (derived stem from ጠራ sarra make)

ተፋጅ	tāfajjā	be too spicy, hot (<i>lit.</i> 'destroy'; 'exterminate!') [derived stem], compound imperfect ይፋጅል yiffajjal)
ተሻለ	tāšalā	be better, preferable; (<i>as an impersonal verb</i> ተሻለኝ tāšalāñ I preferred; compound imperfect ይሻለኛል yīššalāññal; I prefer)
አጠላገገ	amäsäggänā	thank, praise [derived stem], compound imperfect ያጠላገራል yamäsäginal

Phrases

ልናሳይህ	linnasayyih	so that we show you
ሂጄ አላውቅም	hejje alawk'im	I have never gone (<i>see note 2</i>)
የሚገኘው	yämmiggännāw	which is located (<i>lit.</i> 'found'); from ተገኘ tāgännā be found [derived stem] (<i>see note 3</i>)
እንደሆነ	ändäbonā	(<i>here</i>) how it is
እንዳለ	ändallā	(<i>here</i>) whether there is
አልቋል	alk'wal	it's finished (<i>from</i> አለቀ allāk'ā be finished)
ያላዘናል	yasazzīnal	it's a pity; (<i>አላዘነ asazzänā</i> make sad derived stem from አዘነ azzänā be sad)
ለጠጣ	lit'āt't'a	let me drink
ይጠጣል	yit't'āt't'al	it is drunk, (<i>i.e. people drink, one drinks</i>)
ለጨምርህ	lic'ämmirih	let me add for you

Notes on the dialogue

1 Ethiopian cooking is one of the most distinctive and interesting cuisines in Sub-Saharan Africa. Food is almost always served with ኦንጆራ injāra, a large round pancake-like bread preferably made of ጠፍ t'ef flour. The various stews or sauces – such as ወጥ wät' – are served in small bowls which are tipped out on to a pile of two or three injāra. Sometimes rolled up strips of injāra are also served. The food is eaten by tearing off pieces of injāra with the right hand, which are then used to scoop up mouthfuls of meat and sauce. As a special sign of honour your host may do

this for you and feed you directly with often oversized portions! This is called ቸርሻ *gurša* – the same word is now used for ‘tip’!

Everyday Ethiopian (Amhara-Tigrean) food consists chiefly of meat dishes, except on fast days – which are called ጾም *s’om* – of which there are around 180 a year obligatory for observant lay Christians, including every Wednesday and Friday, and as many as 250 for monks and the clergy. On these days no animal products are consumed. At other times Ethiopia can be a difficult place for vegetarians, especially away from the big towns!

Ambo Water (አምቦ ውሃ) is the principal Ethiopian mineral water which comes from the springs at Ambo to the west of Addis Ababa. Metta Beer (ግ.ታ.ቤ.ራ) is one of the brands of Ethiopian lager-type beer. The indigenous Ethiopian alcoholic drinks are መጅ *t’äjj*, a sort of mead or honey wine, which is usually not very sweet; ማላ *t’älla*, a light beer made from barley or sorghum, and አራቁ *arak’e*, a very potent spirit, which also appears in a home-made version as ባተካላ *katikala*!

2. The phrase ሂጅ አላውቅም *hejje alawk’im* ‘I never went; I have never gone’ illustrates an idiomatic use of the verb አወቀ ‘know’. The construction consists of the gerundive (see the grammar section in this lesson) followed by the negative imperfective tense of አወቀ. The corresponding positive phrase – gerundive followed by the compound imperfective of አወቀ – expresses ‘ever’:

ወረውን ሰምቶ አያውቅም *wärewn sänto ayawk’im*
he never heard the news

ወረውን ሰምቶ ያውቃል? *wärewn sänto yawk’al?*
did he ever hear the news?

3. The verb ተገኘ *tägäññä* ‘be found’ is often used in the sense of ‘be situated, located’ or just ‘be (in a place)’, as in the sentence in the dialogue አስከ አደርግህ ማረፊያ በሚያስከደው መንገድ ነው የሚገኘው *iskä ayroplan maräfiya hämmiyaskedäw mängäd näw yämmiggäññäw*, which is literally ‘it’s on the road which leads up to the airport that it is found’. ተገኘ *tägäññä* is a derived stem type:

ይገኛል	yiggäññal	compound imperfective
መገኘት	mäggäññät	infinitive
ተገኘቶ	tägäñto	gerundive (<i>see below</i>)

4. You have already learned in lesson three that one way to say ‘please’ in Amharic is to use the base አባኩ followed by the appropriate second person ending: አባኩህ *ibakkih*, አባኩሽ *ibakkis*,

አባኩሽህ *ibakkaččuh*, አባኩሽህ *ibakkīwo*. This is the usual and more polite way of saying ‘please’. አስተ *isti* is less formal, more casual and is commonly used to soften the force of a direct command and give it a less abrupt feeling: አንጅራ አምጣልኝ *injära amt’alliñ* ‘bring me some injera!’, አስተ አንጅራ አምጣልኝ *isti injära amt’alliñ* ‘bring me some injera, please’.

5. The little word በል *bäl* is often used as an informal introduction to a request or a suggestion, or as a way of getting someone to volunteer information. It is literally the command form or imperative of the verb አለ *alä* ‘say’, and therefore has three forms according to who is being addressed:

በል	bäl	masculine singular
በይ, በይ	bäy, bäyi	feminine singular
በሉ	bälu	plural

Another similar little word which can introduce a sentence is አንካ *inka*. It is said when offering something to someone and is equivalent to the English ‘here!’ or ‘here you are!’. Like በል *bäl* it was originally a command form or imperative and so ‘agrees’ with the person who is being addressed:

አንካ	inka	masculine singular
አንኪ, አንቺ	inkī, inči	feminine singular
አንኩ	inku	plural

Yet another useful command or imperative form which can be used to introduce a sentence is ተወ *täw* ‘wait’: ‘just a minute’: ‘hang on’:

ተወ	täw	masculine singular
ተይ, ተይ	täy, täyi	feminine singular
ተወ	täwu	plural

Grammar

The gerundive

The gerundive is a form or ‘tense’ of the Amharic verb that has no direct correspondent in English. There are several gerundives in the dialogue in this lesson: ጠርተው *t’ärtäw*; ገብተው *gäbtäw*; አምጥተን *amt’itän*. You have already encountered a few others in earlier lessons: አጥብቆ *at’bik’o*; አጥብቆ *at’bik’be*; ሂጅ *hejje*; ተገኘህ *tägäññih*.

tāmälliſſe: ሆኖ hono; አሻገረን aſſagrān; ጆምሮ jāmmiſro; and so on. If you look back and see how these were translated into English you will see that there are quite a number of possibilities:

ሂጅ ተመለሰኩ	hejje tāmälläskw	I have (gone and) returned
አብረን	abrān innimāt'allān	we'll come together
አንመጣለን		
ታክሲ ተላፍረው	taksi tāsafrāw	they get into a taxi and ...
... ደደርሳል	... yidārsallu	arrive
አጥብቆ ያሳዘን	at'biḳ'o yasazzānā	it was a very great pity
ተመልሼ ደረሰኩ	tāmälliſſe dārräskw	I arrived back

The gerundive is formed by adding a special set of endings (which are similar but not everywhere identical to others that you know) to a special gerundive stem. The gerundive stems of each of the verb classes (excluding derived stems) you have met so far are as follows: each verb class is given with a sample gerundive, in the third person masculine form: the accompanying English translation is only a guideline. You have already seen how it is difficult to give the gerundive a genuine one-to-one English translation.

verb class	gerundive stem	sample
3-lit A	[ንገረ]	nāgr- ንገሮ nāgro lit. 'he speaking'
	[አውቀ]	awk'- አውቆ awk'o lit. 'he knowing'
3-lit B	[ፈለገ]	fällig- ፈለገ fälligo lit. 'he wanting'
3-lit C	[ግረከ]	mark- ግረኮ marko lit. 'he capturing'
2-lit ¹ A	[ሰማ]	sämt- ሰምቶ sāmto lit. 'he hearing'
2-lit ¹ B	[ጠጣ]	t'ät't'it- ጠጥቶ t'ät't'ito lit. 'he drinking'
2-lit ² A	[ሰጠ]	sät't- ሰጥቶ sät'to lit. 'he giving'
2-lit ² B	[ቆየ]	k'ooyit- ቆይቶ k'ooyito lit. 'he waiting'
2-lit ³	[ጻፈ]	s'if- ጻፎ s'ifo lit. 'he writing'
2-lit ⁴	[ሄደ]	hed- ሄዶ hedo lit. 'he going'
2-lit ⁵	[ሆነ]	hono- ሆኖ hono lit. 'he being'
4-lit	[መረመረ]	märmir- መርምሮ märmiro lit. 'he examining'
3-lit Y	[ጉበኘ]	gwäbñit- ጉበኝቶ gwäbñito lit. 'he visiting'
3-lit X	[ዘገጋ]	zängit- ዘገገቶ zängito lit. 'he forgetting'
irregular	አለ'say'	bil- ብሎ bilo lit. 'he saying'

Points to note

- Verbs which add -t in their infinitives also add -t in the formation of the gerundive stem: 2-lit¹, 2-lit², 3-lit Y and 3-lit X.
- The gerundive stem is modified in the first person singular: e.g. ንገሮ nāgro 'he speaking' but ንገረ nāgirre 'I speaking'; ሰምቶ sāmto 'he hearing' but ሰምቼ sāmīčče 'I hearing'; ደርሶ dārsō 'he arriving' but ደርሼ dāriſſe 'I arriving'. To derive the first singular stem from the basic stem two steps are involved:
 - geminate the last consonant: ንገሮ nāgr-o → ንገረ nāgirr-e
 - if that consonant is one that palatalizes (t, d, ረ, s, z, n, l) then palatalize it: ሰምቶ sām-t-o → ሰምቼ sāmīčče-e, ደርሶ dārs-o → ደርሼ dāriſſe-e; መርጠኞ mārt'o → መርጠኝ mārīčče'e, ከፍሎ kāfl-o → ከፍቼ kāfiyy-e; and so on. (See lesson five to remind yourself of the palatalization process.)
 Remember Amharic doesn't like three consonants in a row, so you have to pronounce the preceding sixth order vowel: ንገረ nāgirre; ሰምቼ sāmīčče; and so on.
- In the case of those verb types that add a t in the formation of their gerundive stems, when the verb base itself ends in t, d, or ረ some people pronounce a short sixth order vowel i to separate the two; others don't: ጠጥቶ māt'ito or māt'to.

The personal endings of the gerundive are as follows:

	ending	sample stem	
		gäbt- [2-lit ¹ A]	
1st pers. sing.	-e	ገብቼ	gäbüčče lit. 'I entering'
2nd pers. masc.	-äh	ገብታህ	gäbtäh lit. 'you entering'
2nd pers. fem.	-äſ	ገብታሽ	gäbtäſ lit. 'you entering'
3rd pers. masc.	-o	ገብቶ	gäbto lit. 'he entering'
3rd pers. fem.	-a	ገብታ	gäbta lit. 'she entering'
1st pers. pl.	-än	ገብታን	gäbtän lit. 'we entering'
2nd pers. pl.	-aččuh	ገብታችሁ	gäbtaččuh lit. 'you entering'
3rd pers. pl.	-äw	ገብታው	gäbtäw lit. 'they entering. etc.'

Points to note

- Remember that the ending of the first person singular modifies the gerundive stem: አይቶ ayto 'he seeing' but አይቼ ayičče 'I seeing'.

- 2 As in the simple past tense, the ending of the second person plural is pronounced -aččuh only when no further suffix is added; otherwise it is pronounced as written -aččihu-: አይታችሁ aytaččuh 'you seeing' but አይታችሁኝ aytaččihuñ 'you seeing me'.
- 3 Be careful in your pronunciation to distinguish the third person masculine from the third person plural: ገብቶ gäbto: ገብተው gäbtaw.

Use of the gerundive

In English you can say things like 'he came in and sat down', 'I went to the shop and bought some coffee', where two consecutive actions are joined by 'and'. In Amharic, however, the first action in each of the examples would normally be expressed by a gerundive, because it precedes and is somehow subordinate to the second or 'main' action. In other words, he has to come in *before* he sits down, and I have to go to the shop *before* I buy the coffee. In these examples only the main verb in Amharic will be expressed by the simple past tense:

ገብቶ ተቀመጠ	gäbto täk'ämmät'ä
	he came in and sat down
ሱቁ ሂደኝ ሱና ገዛሁ	suk'u hejje bunna gäzzahw
	I went to the shop and bought coffee
ተረፈ ገብቶ ተግረፆቹ ወጡ	Tärräfä gäbto tämariwočču wät't'u
	'Terrefe came in and the students left

The gerundive corresponds to other English sentence types besides simple phrases linked by 'and'. For example, ገብቶ ተቀመጠ gäbto täk'ämmät'ä would also be equivalent to the English 'coming in, he sat down', or 'after coming in he sat down', or 'when he came in he sat down', and so on.

It is not wrong to say literally ገባና ተቀመጠ gäbbanna täk'ämmät'ä 'he came in *and* sat down' or ሱቁ ሂደኝ ሱና ገዛሁ suk'u hedkunna bunna gäzzahw 'I went to the shop *and* bought coffee'. But if you do this though, the implication given here by the -ና -*na* is usually more like 'and so . . .', and as a result . . .', and therefore . . .', or even 'because . . .'. For cases where you can join verbs with -ና -*na* see also the section below on simultaneous actions.

The main verb can however be in any tense, but the action expressed in the gerundive still remains antecedent and subordinate to the main action:

በሩን ዘፍታ ትገባለች	bärrun käfta tigäballäčč
	she opens the door and goes in
ሆራዬን ጨርሼ አተኛለሁ	sirayen č'ärrišše itännällähw
	I'll finish my work and go to bed
ቀጣሱ መርጠሽ ገዢላት	k'amis märt'äs gižillat
	choose a dress and buy it for her!
ንገደውዬ ልንገርህ	nägä däwwiyye lingärih
	let me call and tell you tomorrow

Sometimes the action expressed in the gerundive is so closely linked with that of the main verb that you cannot really say that it occurs 'before' it. Consider the following sentences:

ልጁ ሮጦ ገባ	lijju rot'o gäbba
	the boy came in running
ቤት ተመልሰን ደረሰን	bet tämallisän darräsän
	we arrived back home
ቢሂጣ ቤት አብረን አንሂድ	sinima bet abrän innihid
	let's go to the cinema together
አንደዚህ አድርገው ገደሉት	ändäzzih adrigäw gäddälut
	they killed him like this

These are literally:

the boy entered (<i>he</i>) running	[ሮጦ rot'o from ሮጠ rot'ä]
we arrived (<i>we</i>) returning home	[ተመልሰን tämallisän from ተመልሰ tämalläsä]
let's go to the cinema (<i>we</i>) being together	[አብረን abrän from አብረ abhärä]
they killed him (<i>he</i>) doing like this	[አድርገው adrigäw from አደረገ adärrägä]

Sometimes an Amharic gerundive corresponds to a simple adverb in English, like 'together' for አብረን abrän or 'back' for ተመልሰን tämallisän in the sentences above. Below are some further examples of this kind.

ፈጽሞ አጠፋው	fäs's'imo at'affaw	he completely destroyed it
አጥብቆ ከለከለኝ	at'bik'o kaläkkälän	he strictly forbade me
ደስ ብሎት አደረገው	däss bilot adärrägäw	he did it willingly
ዝም ብሎ ተቀመጠ	zimm bilo täk'ämmät'ä	he sat quietly
ከቶ አልፈለገውም	kätto alfällägäwm	he didn't want it at all, he never wanted it

ፈጽመ fäs's'amä [3-lit B] 'complete'; አጠባቀ at'abbäk'ä [derived stem] 'tighten'; ደስ አለው däss aläw [impersonal irregular] 'be happy'; ዝም አለ zimm alä [irregular] 'be silent'; ዘተተ [3-lit A] kättätä 'gather'.

The gerundive of the verb ያዘ yazä 'hold, take' is sometimes used in a similar adverbial sense often corresponding to English 'with':

- ወረቀቱን ይዞ መጣ wäräk'ätun yizo mäf't'a
he brought the papers
lit. 'he came taking the paper'
- እንገደች ደገሮ መጣው ingidočč yizze mäf't'ahw
I brought some guests
lit. 'I came taking guests'
- ቦርሳዬን ይዘው አመለሱ borsayen yizäw amällät'u
they ran away with my bag
lit. 'they ran away taking my bag'
- እታህን ይገድሉህ እሂዳለሁ ik'ahin yizžellih ihedallähw
I'll take your things away for you
lit. 'I'll go taking your things for you'

Simultaneous actions and events

You can join two verbs by -ና -nna when the actions are simultaneous or co-temporaneous (i.e. occurring at the same time). Consider the following:

በለና መጡ bällunna t'ät't'u they ate and drank

Note: they hadn't finished eating before they began drinking, but the two events are carried on together.

Note also that you cannot join two compound imperfect verbs directly with -ና -nna. Instead, the first verb is put into the simple imperfect, the 'verb base' form described in the previous lesson:

ይበሉና ይጠጡ yibälunna yit'ät't'allu they're eating and drinking

You can, however, join two compound imperfect verbs directly with -ም -m(m), the other Amharic suffix meaning 'and'. Remember that -ም is added to the second word and not the first.

ይበሉሉ ይጠጡም yibälallu yit'ät't'allum they're eating and drinking

Exercises

1 Say whether the following English sentences would be more likely to use (a) a gerundive + a main verb tense, or (b) two main verb tenses joined by -ና when translated into Amharic

- 1 Peter sat down and wrote a letter.
- 2 The children were singing and dancing.
- 3 Why aren't the students reading and writing today?
- 4 I'll ring and book a taxi this afternoon.
- 5 Go and sit in the corner quietly!
- 6 Aisha bought the cloth and made this dress herself.

2 Substitute the correct form of the gerundive for the verb in brackets in the following sentences

- 1 ገረዲቱ በሦስት ሰዓት በራት ሥራዋን (ጨረሰ) ሂደች።
- 2 ከበደ ከየኒዘርሲቲ (ገባ) ሂሳብ ለመግር ወሰነ።
- 3 ነገ ገንዘቡን (ያዘ) ወደ ቤትህ አመጣለሁ።
- 4 አንደኔ (አደረገ) መጻፍ ይገባሃል።
- 5 ትምሕርቱን (ጨረሰ) አባንዝ ይሆናል የምሠራ።
- 6 ተያትር (አየ) አታውቁም አንዴ?
- 7 ታዘሲ (ጠራ) ሰ.ኒ.ግ ቤት አንሂድ!
- 8 ምሳዬን (ጨረሰ በላ) ሥራ አመለጣለሁ።

3 Fill in the blanks in the following sentences using one of the gerundive phrases listed below so as to make a sensible sentence in Amharic

- 1 አይኛ ገበያ _____ የጣያስራገጋትን ትገዛለች።
- 2 አቶ ሙሉጌታ _____ ተቀመጠ።
- 3 ከነገ ወዲያ ገንዘቡን _____ አመጣለሁ።
- 4 አስተማሪው _____ ከለከላቸው።
- 5 እናንተ ልጆች ሦርሳውን _____ ወዴት ነው የምትሂዱ?
- 6 ትናንትና ጸሐፊዋ ዘጠኝ ደብዳቤ _____ ላከች።
- 7 ትንሽ ቁደ፣ አፖስታ ቤት _____ ተምበር አገዛለሁ።
- 8 ምሳ _____ ከበደን ለመጠየቅ አንሂድ!

[ይገደ, ዝም -በለው, በልተን, ጸፋ, አጥብቆ, ሂዳ, ይዛችሁ, ገብቼ.]

4 Imagine you are describing to an Ethiopian friend a picnic that you have recently been on. Tell him or her what you did, what you ate and drank, using gerundives where appropriate rather than sequences of verbs joined by -ና. Below are some new words and phrases that you might find useful

ባለሌሎ ስቃይ	balläfaw ihud	last Sunday
ሸርሸር ልዩ	širiššir hedä	go on a picnic
ምግብ ሠራ	migib särra	prepare food
የመድኃኒት ሐዳ	yämädhanit ik'a	first aid things
ዝናብ ዘንቦ	zinab zännäbä	it rained (<i>lit.</i> 'it rained rain'; ዘንቦ [3-lit A])
ባሕን	sahin	plate
ቦላዋ	billawa	knife
ኩባያ	kubbayya	cup
ፔርሙዝ	permuz	Thermos flask
ማንኪያ	mankiya	spoon
ሸክ	šukka	fork
ሰንድዊች	sändwič	sandwich

The compound gerundive tense

Another important use of the gerundive is to provide the base for the compound gerundive tense. An example of this tense is አልዳል alk'wal 'it's finished', which you met in the dialogue in this lesson. Quite often the compound gerundive tense has the same meaning as the simple past tense: አለቀ alläk'a 'it's finished'.

	stem	ending	sample	
1st pers. sing.	gäbičč-	-eyallähw, -[y]allähw	ገብኛለሁ, ገብኛለሁ	gäbiččallähw
2nd pers. masc.	gäbt-	-ähal	ገብተሃል	gäbtähal
2nd pers. fem.	"	-äšal	ገብተሻል	gäbtäšal
3rd pers. masc.	"	-owal, -wal	ገብተዋል, ገብቷል	gäbtwal
3rd pers. fem.	"	-alläčč	ገብተላች	gäbtalläčč
1st pers. pl.	"	-äna	ገብተናል	gäbtäna
2nd pers. pl.	"	-aččihwal	ገብተኛኛል	gäbtäččihwal
3rd pers. pl.	"	-äwal	ገብተዋል	gäbtäwal

Points to note

- 1 To make the compound gerundive the suffix **-al** is added to the gerundive in all persons except the first person singular, which has **-allähw**, and the third person feminine, which has **-alläčč**. Be careful that these 'አል' endings are **not** quite the same as those of the compound imperfect.
- 2 The first person singular is formed by adding **-allähw** to the gerundive which ends in the vowel **-e**. This means that according to the rules of 'vowel hierarchy' something has to happen when the **e** meets the **a**: either a 'glide' consonant **y** is placed between the two vowels, as in **ገብኛለሁ** *gäbiččeyallähw*, or more usually in spoken Amharic a contraction takes place and the ending **-eyallähw** becomes **-yallähw**, or in certain circumstances simply **-allähw**. The contraction to **-allähw** occurs only when the consonant before the ending is a palatal one: **š, ž, č, č', j, ñ, y**. Otherwise, the contraction is simply to **-yallähw**.

-eyallähw → (a) **-yallähw** (following a non-palatal consonant)
(b) **-allähw** (following a palatal consonant: **š, ž, č, č', j, ñ, y**)

In practice you will find that there are various ways of writing the first person singular form which reflect the 'history' of these different contractions: **ገብኛለሁ, ገብኛለሁ** [both pronounced *gäbiččeyallähw*]; **ገብኛለሁ, ገብኛለሁ, ገብኛለሁ** [all pronounced as *gäbiččallähw* in normal spoken Amharic]. You will not go far wrong, however, if you keep to the basic principal that Amharic is mostly written as it sounds. Below are some examples of contracted forms:

ነገርያለሁ	nägirryallähw	I have spoken	from ነገረ ነገረ	näggärä
አልፎያለሁ	aliffyallähw	I have passed	"	አለረ alläfä
ጀምርያለሁ	jämmirryallähw	I have begun	"	ጀመረ jämmärä
አስብያለሁ	assibbyallähw	I have thought	"	አሰበ assäbä
አዘገጥሁ	azizžallähw	I have ordered	"	አዘዘ azzäzä
ወስኛለሁ	wäsijjallähw	I have taken	"	ወሰደ wässädä
ከፍያለሁ	käfiyyallähw	I have paid	"	ከፈለ käffälä
ደርሻለሁ	däriššallähw	I have arrived	"	ደረሰ därräsä
ገልጼለሁ	gälič'č'allähw	I have explained	"	ገለጸ gälläs'ä
ለምኛለሁ	lämmiññallähw	I have begged	"	ለመነ lämmänä
ደውያለሁ	däwuiyyallähw	I have rung	"	ደወለ däwwälä
ተርኛለሁ	tärriččallähw	I have told a story	"	ተረተ tärrätä

ሰግጥሎ	sāmīccallāhw	I have heard	"	ሰግ	sāmma
ጠጥጥሎ	t'at't'icēallāhw	I have drunk	"	ጠጠ	t'āt't'a
ብዮሎ	biyyallāhw	I have said	"	ከሌ	alā

- 3 The third person masculine also has an uncontracted and a contracted form. As the gerundive base here ends in -o, this time a 'glide' w has to be inserted before the ending -al of the compound gerundive. The resultant compound ending -owal may be contracted to -wal, which can either be written as -ጥል, or using one of the "wa" letters.

As with the first person singular, then, there are various ways of writing the third person masculine form, though the usual spoken form is the one in -wal. Here are some examples:

ነገርኦል, ነገርጥል, ነገርጥል, ነገሩል	nāgrowal, nāgrwal
ጠስጋኦል, ጠስጋጥል, ጠስጋጥል, ጠስጋል	wāsdowal, wāsdwal
ደርዖኦል, ደርዖጥል, ደርዖጥል, ደርዖል	dārsowal, dārswal
አዞኦል, አዞጥል, አዞጥል, አዞል	azzowal, azzwal
ፈልቶኦል, ፈልቶጥል, ፈልቶጥል, ፈልቷል	fältowal, fältwal
ብሎኦል, ብሎጥል, ብሎጥል, ብሎል	bilowal, bilwal
	he has spoken
	he has taken
	he has arrived
	he has ordered
	it has boiled
	he has said

- 4 As with the simple gerundive, be careful to distinguish the third person masculine from the third person plural: ነገርጥል, ነገሩል nāgrowal or nāgrwal 'he has spoken' and ነገረጥል nāgrāwal 'they have spoken'.
- 5 As with the compound imperfective, object pronoun and prepositional pronoun suffixes are placed between the base and the 'ኦል' element. Unlike and simpler than the compound imperfective, the 'ኦል' element (-allāhw, -allāčč or -al) in the compound gerundive is not changed in any way when a pronoun suffix is inserted. Remember to pay attention to the ending of the gerundive base in selecting the correct form of the object pronoun suffix.

gerundive + object pronoun + -allāhw / -allāčč / -al

Here are some examples:

ነገርኛል	nāgroññal	he has told me
ነገርታል	nāgrotal	he has told him
ነገርጥታል	nāgrowatal	he has told her
ነገርጥቸጥል	nāgrowaččāwal	he has told them
አይቼጥሎ	ayiččewallāhw	I have seen him
አይቼጥኛሎ	ayiččeyāččihwallāhw	I have seen you
ሰጥተኝኛል	sāt'itāhāññal	you have given me (it)
ሰጥተኝጥል	sāt'itāhāwal	you have given him (it)
ሰጥታናልኛ	sāt'itamallāčč	she has given us (it)
ሰጥታቸጥልኛ	sāt'itāččāwallāčč	she has given them (it)

The meaning of the compound gerundive tense

As the English translations of the examples of this tense suggest, the compound gerundive tense is generally used to indicate the continuing result of a past event, or in other words to suggest the present relevance of a past action in contrast to the simple past tense which simply describes an action in the past. In some ways, this is rather like the difference in English between a simple past 'he went' and a present perfect 'he has gone': ሂደ hedā as against ሂዷል hedwal. The comparison is not, however, exact – Amharic does not always use a compound gerundive (ሂዷል hedwal) where English uses a present perfect (he has gone), and vice versa. In many instances you can use either tense in Amharic without altering the meaning. For example, imagine you have been waiting for someone and when you see them arriving you can say either:

ደረሰ dārräsä he's arrived

or

ደርዖል dārswal "

The second phrase, however, implies '... and here he is at last'. Or again, imagine you are talking in Amharic with an Ethiopian friend and find your Amharic is not as good as it should be! You can make an excuse and say either:

ብዙ ረሳሁ bizu rässahw I've forgotten a lot

or

ብዙ ረስቻለሁ bizu räsiččallāhw "

Here the second phrase stresses the fact that your bad memory has the present result of your not being able to speak so well.

However, if the event you are talking about happened some time ago, and especially if that time is mentioned, you can only use the simple past:

ከሦስት ሳምንት በፊት ደረሰ *kāsost sammint bäfit dārräsä*
he arrived three weeks ago

It is, of course, easier to learn the compound gerundive tense by observing how it is used in the dialogues, rather than by giving complicated rules here.

One point that it is important to note about the compound gerundive tense is that it has no corresponding negative form of its own. Instead, the negative simple past is used as the negative counterpart of both the simple past and the compound gerundive tenses. So, if in the previous scenario you have not in fact forgotten much Amharic, you need only say:

ብዙ አልረሳሁም *bīzu alrässahum* I haven't forgotten a lot

Exercises

5 Rewrite the following sentences using the compound gerundive tense

- 1 ሙሉ ቀን አዘህ ቁየን።
- 2 ወደ አሥመራ ልዩ።
- 3 ተግሪዎቹ በጊዜ ደረሱ?
- 4 አናቷን ለመጠየቅ ሄደች።
- 5 ባቡሩ ተነግ።
- 6 ወረውን ሰማችሁ?
- 7 ኸረ፣ ወተት አለብ!
- 8 አግሪች ረጅም ደብዳቤ ጻፈች።

6 Rewrite the following sentences to include the time expression given in brackets. Be careful to change the compound gerundive into the correct tense

Example: አስከ አደርጥላን ማረራያ ደርሰናል (ትናንትና)
→ ትናንትና አስከ አደርጥላን ማረራያ ደረሰን።

- 1 አናታችን ጥሩ ምሳ ወርታልናለች። (ከትናንትና ወዲያ)
- 2 ጸሐፊዋ አምስት ደብዳቤዎች ጽፋለች። (ዛሬ ከሰዓት በፊት)
- 3 ጥላሽን አግኝተውልሻለን? (ባለፈው ሳምንት)
- 4 ከበደ መኪናውን ሼጧል? (ነገ)
- 5 ልጆቹ ተኝተዋል። (ካንድ ሰዓት በፊት)
- 6 ስልጣ ብር ሰጥቼያታለሁ (ተነገ ወዲያ)
- 7 ሐኪሙ ወረውን ነገረውኛል። (ዛሬ ማታ)
- 8 በሽተኞቹ አዲስ ሆስፒታል ሄደዋል። (ከጥቂት ቀን በኋላ)

Grammar

Relative clauses with prepositions

In the last lesson you learned how to construct and use relative clauses in Amharic such as የምኖርበት ቤት *yāmmīnorībāt bet* 'the house in which/where I live'. How, though, do you now go on to form phrases such as 'in the house where I live'? You have had an example of this type of phrase in the dialogue in this lesson:

አስከ አደርጥላን ማረራያ በሚያስኪደው መንገድ
iskä ayroplan marāfiya bāmmiyaskedāw māngād
on the road which leads (leading) to the airport

It was suggested in the last lesson that in Amharic relative clauses work rather like adjectives. You saw, for instance, how a relative verb can occupy the same place as an adjective, and it may have a definite article and an object marker added to it. So, compare the following two phrases:

በረጅሙ መንገድ	<i>bārājǰūmu māngād</i>	on the long road
በሚያስኪደው መንገድ	<i>bāmmiyaskedāw māngād</i>	on the road which takes (you)

Both phrases can be described schematically as:

Preposition	+ Adjective	+ Article	+ Noun
	<i>Relative Clause</i>		
በ-	ረጅም	-u	መንገድ
በ-	(የ)ሚያስኪደው	-āw	መንገድ

This is why in the phrase በሚያስኪደው መንገድ, the preposition በ- *bä-* 'in, on, by' is added to the front of the relative verb and the

- 3 በ(የጊ.መጣው) አሁን አባትና እናቱን ለመጠየቅ አሁን ይህ።
- 4 ለወንድምሽ በ(የምትልከው) ደብዳቤ ውስጥ ምንድን ነው የተጻፈ?
- 5 እስቲ ስለ(የምንማረው) መጽሐፍ ልንገርም!
- 6 አሁን ስለ(ደረሰንበት) ቦታ ምንም አላውቅም።

8 Fill in the blanks in the following sentences using the appropriate form of the verb in brackets

- 1 ትናንትና ዝናብ ስለ_____ ከሴት ውጭ አልወጣሁም። (ዘነበ)
- 2 ምሳሪን እየ_____ መንገር አይገባም! (በላ)
- 3 ትምህርትህን ደህና አድርገህ ዘ_____ በቀር የሂሸርሲቲ አትገባም። (ተማረ)
- 4 ጥዋት ዘ_____ በራት ራዲዮ አከፍታለሁ። (ተነሣ)
- 5 ጊሩት ገበያ ዘ_____ ቁጥር በግን ትገዛለች። (ሄደ)
- 6 ነገ ከበደ አብርኮቸው ስለ_____ እኔ አልሄድም። (መጣ)
- 7 አሁን አንደ_____ ይህ ያንተ አሳብ ጥሩ አይደለም። (መሰለ)
- 8 ደብዳቤ በ_____ ጊዜ ሰላምታዬን አልከለታለሁ። (ጻፈ)

Reading passage

የአቶ ንጉሠ ቤተሰብ ማታ ማታ ቱሊቪየን ከበው አስከ ፕሮግራሙ መጨረሻ ድረስ ማየት በጣም ይወዳሉ። አቶ ንጉሠ ግን ቱሊቪየን ለማየት ወይም ራዲዮ ለመስማት ፍላጎት የላቸውም። ስለዚህም ዛሬ ማታ አንደልማዳቸው ልጆቻቸው ቱሊቪየን በክፈቱበት ጊዜ አሳቸው ቶሎ ብለው ወደ ማንበቢያ ክፍላቸው ገብተው መጽሐፍ ወይም መጽሐት ማንበብ ጀመሩ።

አቶ ንጉሠ ሀብታም ነጋዴ ናቸው። አንድ ትልቅ ሆቴል አላቸው። አሳታቸውም ነጋዴ። አሳቸውም ነጋዴ ሆነው በመቅረታቸው አዝነው ነበር። ነገር ግን ልጆቻቸው የሕግ ትምህርት ተምር የከፍተኛ ፍርድ ቤት ዳኛ ለመሆን ስለምያሰቡ በጣም ደስ ብሏቸዋል። አሳቸው ራሳቸውም አንደሚሉት፡ «ያለኝ ሀብት ሁሉ ቀርቶብኝ ተራ ሰው ሆኜ ብኖር አወዳለሁ! አውነት ነው። ከዓለም ሀብት ከገንዘብም ትምህርት ይሻላል።»

Supplementary vocabulary

ቱሊቪየን, ፕሮግራም and ሆቴል you can easily work out for yourself!

ማታ ማታ	mata mata	every evening
ቤተሰብ	betäsäb	household, family
ፍላጎት	fillagot	need, want, desire
ልማድ	limad	habit, custom
ማንበቢያ ክፍል	manhäbiya kifil	reading room, study
መጽሐት	mäs'het	magazine, journal
ቀረ	k'arrä	remain, be left behind [2-lit' A]
አዘነ	azzänä	be sad [3-lit A]; አዝነው ነበር <i>azzänw näbbär</i> he was sad
ተራ ሰው	tära säw	ordinary, common person
አሳቸው ራሳቸው	issaččäw rasaččäw	he himself (<i>the noun ራስ ras</i> literally means 'head', but with the possessive pronoun suffixes corresponds to the English emphatic use of 'self': እኔ ራሴ <i>ine rase</i> I myself; እንተ ራስህ <i>antä rasih</i> you yourself; እሱ ራሱ <i>issu rasu</i> he himself; and so on.)
ብኖር	binor	here means if I was

10 ወደ ሆስፒታል መሔድ wädä hospital mähed

Going to the hospital

By the end of this lesson you should be able to:

- form the simple imperfect tense and use it in complex sentences equivalent to English 'when', 'if', 'so that', etc
- form and use the instrument noun denoting 'the thing with which', or 'the place where you do something'

A visit to the doctor's

Hirut is ill. Kebede is going to take her to hospital. Peter also needs to go to the hospital to get an injection. So he decides to go with them

ጊሩት ታግለች። ከዐደ ወደ ሆስፒታል ሊያደርግት ነው። ፒተር ደገጥ መርፌ ለመወጋት ወደ ሆስፒታል መሔድ ያስፈልገዋል። ስለዚህም አብርጥቸው ለሂድ ይወስናል።

ጊሩት፡ ራሴን አጥኛል። ባለፈው ሳምንት ጥገኔን ይዞኝ ነበር። ራስ ምታቱ ገን እስካሁን አለጥቸኝም። በጤንነት አይሰግኝም። እባክህ ሆስፒታል ውሰድኝ።

ከዐደ፡ አሁን ሆስፒታል ልወስድሽ አልቻልክም። ዮሌጅ ልሂድ ነኝ።

ፒተር፡ እኔም ሆስፒታል ሂጄ መርፌ ለመወጋት አፈልገ ነበር። ጊሩትንም እኔ ልወስዳት አችላለሁ።

ከዐደ፡ አይ! ገድ የለም። እወስዳታለሁ።

ፒተር፡ አብረያችሁ ልመጣ አችላለሁ?

ከዐደ፡ እንዴታ! ብቻ አስቱ ንገረኝ። ለምንድን ነው መርፌ መወጋት የምትፈልገው? ሰው «መርፌ» ብሎ ሲለኝ ዝም ብዬ መሸሽ ነው!

እያስፒታል ሰደርሱ ጊሩትን ይዘዋት ወደ መመዝገቢያ ክፍል ሂዱ።

ከዐደ፡ ጤና ይሰጥልኝ። አሁን ታግብኛለችና ይክተር እንዲያዩዋት አፈልጋለሁ።

አስታግጧል፡ አሺ። ሰግቸውን ግን ልበል?

ከዐደ፡ ጎሩት መሔታ።

አስታግጧል፡ እድግያቸውስ?

ከዐደ፡ ወላግ ሦስት ዓመት። አባዘም፡ በጤናዎ አይደለችም። አባዘም መመብቁ ምን ያህል ጊዜ ይፈጃል?

አስታግጧል፡ ይክተር እስኪጠፋም እማረፊያው ክፍል ውስጥ ትንሽ ይጠብቁ። ብዙ ጊዜ አይፈጅም። ምናልባት ቢበዛ ከአሥር ደቂቃ በላይ አይሆንም።

ከአንድ ሰዓት በኋላ አስተማሪዋ መጥታ ለጊሩት ይክተር አሁን ያዩዋታል ትላታለች።

ፒተር፡ አስተማሪዋ ያለችን ካሥር ደቂቃ በላይ አይፈጅም ነው። ቢያንስ አንድ ሰዓት ነው እዚህ የምንቆይ!

ከዐደ፡ በኛ አገር ብቻ ባይሆን በሌላው አገር እንደዚህ ነው አይደለም?

ይክተር፡ ጤና ይሰጥልኝ። ምን ይሰግዎታል? ትኩሳት አለብዎ? ፍትህ ላይ ነው የሚሰግዎት?

ጊሩት፡ ራሴን በኃይል ያመኛል። ደገጥም ሣል አለብኝ። በምሥል ጊዜ ጉርርዬን ያመኛል።

ይክተር፡ ትኩሳትዎን አሳይተዋል? ... አባዘም አሁን ምርመራ እንዳደርግልክም እዚህ ላይ ጋደም ይበሉ። ልብስ ማውልት አያስፈልገክም። ... አሺ ሕመምዎ ከባድ አይደለም - መድኃኒት አስጥዎታለሁ። አንድ ዚኒን ጥጥት ሲነሡ አንድ ደገጥ ሊለት ሲተኝ ይሆናል።

ጊሩት፡ እንደገና ለመመለስ ያስፈልገኛል?

ይክተር፡ የለም። ካልዳኑ በተር ለመመለስ አያስፈልገክም።

HIRUT: My head hurts. Last week I caught a cold, but the headache hasn't disappeared so far! I don't feel well. Please take me to hospital.

KEBEBEDE: I can't take you to hospital now. I'm on my way to college.

PETER: I have to go to hospital, too. I'd like to get an injection. I can take Hirut if she wants.

KEBEBEDE: No, don't worry, I'll take her.

PETER: In that case, can I come too?

KEBEBEDE: Of course! But tell me, why do you want an injection? When someone says 'injection' to me I've just got to run away!

When they arrive at the hospital, they take Hirut to the registration

KEBBEDE: *Hello, can you help us please? My sister has fallen ill on me and I'd like the doctor to see her.*

NURSE: *Alright. What's her name?*

KEBBEDE: *Hirut Mulugeta.*

NURSE: *And her age?*

KEBBEDE: *Thirty-three years. Please, she isn't well. About how long will we have to wait?*

NURSE: *Wait a little in the waiting room until the doctor calls you. It won't take long, perhaps at most it'll be ten minutes.*

After an hour the nurse comes and tells Hirut that the doctor will see her now

PETER: *The nurse told us that it wouldn't take more than ten minutes. We've been waiting at least an hour!*

KEBBEDE: *It's like this in other countries, isn't it, not only in our country?*

DOCTOR: *Hello. How are you feeling? Do you have a temperature? And are you in pain?*

HIRUT: *My head hurts a great deal. I've got a cough as well, so that when I cough my throat hurts me.*

DOCTOR: *I'll take your temperature for you . . . Now please lie down for me so that I can give you an examination. There's no need to undress . . . Alright, your sickness is not serious – I'll give you some medicine. Take one pill in the morning when you get up, one pill at night when you go to bed.*

HIRUT: *Do I need to come back another time?*

DOCTOR: *No, there's no need to come back unless you're no better.*

Vocabulary

መርሌ	märfe	needle, injection
መርሌ ወጋ	märfe wägga	give an injection (ወጋ wägga lit. 'stab, prick' [2-lit' A])
መርሌ ተወጋ	märfe täwägga	be given, receive an injection (ተወጋ [derived stem from ወጋ]: infinitive መወጋት mäwwägat)
ጥገላጎ	gunfan	cold, flu
ጥገላጎ ያዘኝ	gunfan yazāñ	I caught a cold (lit. 'a cold caught me')
ራስ ምታት	ras mitat	headache
እድሜ	idme	age

መመዝገቢያ ክፍል	mämäzgbäbiya kifil	registration (room)
ግረራያ ክፍል	marāfiya kifil	waiting room
ትኩሳት, ትኩሳት	tikkusat	fever
ሙቀት	muk'ät	heat, temperature
ሙቀት ለካ	muk'ät läkka	measure, take (someone's) temperature; you can also say: ትኩሳት ለካ tikkusat läkka
ሙቀት/ትኩሳት	muk'ät / tikkusat	thermometer
መለኪያ	mäläkkiya	
ምርመራ	mirmära	check up, examination (cf. the verb መረመረ märämmärä examine [4-lit])
(የሕክምና)	[yähikminna]	mirmära adärrägä – give someone a
ምርመራ አደረገ	(medical) check up	
ሕክምና	hikminna	medicine (the science), medical treatment
መድኃኒት, መዳኒት	mädhanit, mädanit	medicine, drug, remedy
ጉርር	guroorro	throat
ከባድ	käbbad	difficult, serious, heavy
ኪኒን	kinin	pill
ሕመም	himäm	illness

Particles

ደግሞ, ደሞ	dägmo, dämmo	also, besides, moreover, too
ያህል	yahil	about, approximately (see note 3)
በጋዶል	bähayl	extremely, strongly, vehemently (lit. 'with strength')

Verbs

አመመ	ammämä	hurt, ache, be sore [3-lit A]; remember the use of አመመ as an impersonal verb አመመኝ ammämän I am ill and ራሱን አመመኝ rasen ammämän my head hurts (lit. 'I am ill in the head' (see note 1))
ታመመ	tammämä	fall ill, become ill [derived stem from አመመ] gerundive ታሞ tammo
ወሰነ	wässänä	decide, delimit [3-lit A]
ለቀቀ	läk'k'äk'ä	leave, abandon [3-lit A]
ተሰማ	täsämma	feel [impersonal verb, derived stem] compound imperfect ይሰማኝል yissämmaññal I feel

በጠንንት አድሰግኝ	bāt'eninnāt	I don't feel well – 'I do not feel in (good) health'
	ayissammañ	
ሸሸ	šäšša	run away, flee [2-lit' B] – NB infinitive መሸሸ mäšäš
ረጅ	fäjjä	use up, take (time) [2-lit' A]
ለካ	läkka	measure [2-lit' B]
ሣለ	salä	cough [2-lit ³] – compare the noun ሣለ sal 'a cough' (see note 4)
አወለቀ	awälläk'ä	undress, take something off – ልብስ አወለቀ libs awälläk'ä 'take one's clothes off'. አወለቀ is a derived stem – infinitive ግወለቅ mawläk'
ዋጠ	wat'ä	swallow, take medicine [2-lit ³]
ተነሣ	tänässa	get up, set out [derived stem] – compound imperfect ይነሣል yinnässal; ሲነሡ sinnässu 'when you (formal) get up (see grammar section)
ዳን	danä	get well, be saved [2-lit ³]

Phrases

ገድ የለም	gidd yälläm	never mind, don't worry (<i>lit.</i> 'there's no compulsion')
ስማቸውን ግን ልባል	simacčäwn man libäl	what's her name (<i>lit.</i> 'whom should I say her name is?'). ልባል libäl is from the irregular verb አለ alä say.
በባዛ	bibäza	at most (<i>lit.</i> 'if it is a lot' – see grammar section – from ባዛ bāzza [2-lit' A])
በያንስ	biyans	at least – <i>lit.</i> 'if it is a little' from አንስ annäsä [3-lit' A]
በቻ ሳይሆን	bičča sayhon	not only (<i>lit.</i> 'without it being only' – see grammar section)
ጋደም ይበሉ	gadämm yibälu	lie down (<i>formal request form</i>) from ጋደም አለ gadämm alä [composite

Notes on the dialogue

- 1 The expression ራሱን አሞኝል rasen ammoññal 'my head hurts, I have a pain in my head' means literally 'it has hurt me in my head'. The direct object suffix -ን -n is used here in an adverbial or specifying sense. Below are some other idioms that use -ን -n in a similar way.

አጅዋን ታጠሰች	ijwan tat'c'äbäčč	she washed her hands (<i>lit.</i> 'she washed herself on her hand')
ልቤን ታመምኩ	libben tammämkw	I fell ill in my heart
አግሩን ተጉዳ	igrun tägwädda	he injured his leg (<i>lit.</i> 'he injured himself in his leg')
ልጅዋን ልብሱን አለበሰች	lijwan libsun aläbbäsäčč	she dressed her child in his clothes
ብርጭቆውን ሻይ ሞላች	birč'ik'k'own šay mollačč	she filled his glass with tea
በቻዬን ተመለስኩ	biččayen tämälläskw	I returned on my own

- 2 Remember that doubled or geminate consonants are not written separately in the Ethiopian script, even when they arise where a prefix or suffix is added. So, for example, the word አለቀተኝም in the dialogue represents alläk'k'äk'ännim, the negative of ለቀተኝ läk'k'äk'än, in which the l of the negative prefix አል- al- comes into direct contact with the l of the verb base.
- 3 Note that the word ያህል yahil, which means 'about, approximately', always follows the word or words which indicate the quantity approximated:

ሦስት ያህል ቀን ጎተ-ያለች	sost yahil k'an tik'wäyalläčč	she'll be staying for about three days
መቶ ያህል ብር አወጡ	mäto yahil birr awät'üu	they spent about a hundred birr
ሠላሳ ሺ ያህል ሰው አልዳል	sälasa ši yahil säw alk'wal	about thirty thousand people have perished

ያህል is also used in the expression ይህን ያህል yihin yahil 'this much, so much':

ይህን ያህል ገንዘብ አወጣች yihūn yahil gānzāb awāt'ū'acē
she spent this much money
(lit. 'she spent about this money')

And in the phrase ምን ያህል mīn yahil, as in the question
Kebbede asks:

ምን ያህል ጊዜ ይፈጃል? mīn yahil gize yifājal?
how long will it take?
(lit. 'about what time will it take?')

- 4 There are two verbs salā – (i) ሣለ salā 'cough', and (ii) ገለ salā 'paint'. In order to make it quite clear in speech which one you mean, it is usual to add the corresponding noun associated with each verb as a direct object: ሣለ ሣለ sal salā – lit. 'he coughed a cough'; but ስሰለ (ስለ) ገለ sūl (sīl) salā – lit. 'he painted a picture'.

Grammar

The simple imperfect tense

So far you have encountered various uses of the simple imperfect tense:

- as the base of the compound imperfect (ይበላል yibālal he eats)
- as the base of the negative imperfect (አይበላም aybālam he doesn't eat)
- as the base of the relative imperfect (የሚበላ yāmmihāla who eats)
- joined by -ና to a compound imperfect (ይበላና ይጠጣል yibālanna yit'āt't'al he eats and drinks)

Another important use of the simple imperfect is to combine with prefixes that are equivalent to English conjunctions such as 'when', 'if', 'so that', and the like. You will see that this is quite different from English, where 'if', 'when', and so on, are separate words. Below are some examples of this use of the simple imperfect that you have met so far:

ልናሳይህ አንፈልጋለን *linnasayyih* we want to show you
innifälligallān
የተገመሰች ሲሆን *yätägāmmäsācē* whilst it is divided
sihon

ሊያደርግት ነው *liyadārsat nāw* he is going to take her
አንዲሄድ ይተርጣል *indihed yik'wärt'al* he decides to go
ልወስድኝ አይቻልም *liwāsdiš ayiččalim* it isn't possible for me
to take you
ሰው «መርፌ» ሲለኝ *sāw 'märfe' silān* when someone says
'injection' to me
አንዲያየዋት ይቻላል *indiyayuwat yiččatal* is it possible for him to
see her

See if you can find some more similar to these in the dialogue in this lesson.

This use of the simple imperfect and the first three uses in the list above are the commonest ones, which means that more often than not you will not come across a simple imperfect tense in its 'bare' form without some additional prefixed or suffixed element. However, to remind you, here is the simple imperfect of ደረሰ *där-räsä* 'to arrive' [3-lit A]:

			person marker	stem
1st pers. sing.	አደርስ	idärs	ī-	-därs-
2nd pers. masc.	ትደርስ	tidärs	tī-	"
2nd pers. fem.	ትደርሽ	tidärši	tī- . . . -i	"
3rd pers. masc.	ይደርስ	yidärs	yī-	"
3rd pers. fem.	ትደርስ	tidärs	tī-	"
1st pers. pl.	አንደርስ	innidärs	innī-	"
2nd pers. pl.	ትደርሱ	tidärsu	tī- . . . -u	"
3rd pers. pl.	ይደርሱ	yidärsu	yī- . . . -u	"

Points to note

- The second person masculine and third person feminine forms are always identical: ትደርስ *tidärs* 'you (አንተ) arrive' or 'she arrives'.
- If the stem ends in one of the palatalizable consonants (t, d, t', s', s, z, n, l) then this consonant is palatalized in the second person feminine form: ትደርሽ *tidärši* 'you (አንቺ) arrive'; ትወስጃ *tiwāsji* 'you take'; ትከፍጹ *tikāfyi* 'you pay'; ትመርጩ *timärē'i* 'you choose'; and so on.
- Remember to add the -u suffix in the second and third persons plural.

There are five of these prefixes in Amharic that combine directly with the simple imperfect tense and which are equivalent to English conjunctions:

ብ-	bī-	if	ብንመጣ	bīnnimāt'a	if we come, came ...
ሰ-	sī-	when,	ሰንመጣ	sīnnimāt'a	when we come,
		while			came ...
ል-	lī-	so that	ልንመጣ	līnnimāt'a	so that we come
ኦንድ-	indī-	so that	ኦንድንመጣ	īndīnnimāt'a	so that we come
እስከ-	iskī-	until	እስክንመጣ	īskīnnimāt'a	until we come

ል- lī- and ኦንድ- indī- basically have the same meaning and are sometimes interchangeable. Generally speaking, however, ል- lī- is used when its subject and that of the main verb are the same, whilst ኦንድ- indī- is preferred when the two subjects are different. To see what this means compare the following pair of sentences:

ገበያ ልሔድ አፈልጋለሁ	gābāya lihed ifälligallāhw	I want to go to market (<i>lit.</i> 'I want that I go ...')
ገበያ ኦንድትሔድ አፈልጋለሁ	gābāya indīttihed ifälligallāhw	I want her to go to market (<i>lit.</i> 'I want that she goes ...')

These prefixes combine with the simple imperfect in exactly the same way as the relative prefix የም- yāmmi-, which you met in lesson eight. So, if you substitute b- for yāmm- in the table in lesson eight you arrive at the following set of forms from the verb መጣ māt't'a 'come'.

ብመጣ	bimāt'a	if I come ...
ብትመጣ	bīttimāt'a, bitmāt'a	if you come ...
ብትመጩ	bīttimāč'i, bitmāč'i	if you come ...
ቢመጣ	bimāt'a	if he comes ...
ብትመጣ	bīttimāt'a, bitmāt'a	if she comes ...
ብንመጣ	bīnnimāt'a	if we come ...
ብትመጡ	bīttimāt'u, bitmāt'u	if you come ...
ቢመጡ	bimāt'u	if they come ...

ባልመጣ	balmāt'a	if I don't come ...
ባትመጣ	battimāt'a	if you don't come ...

ባትመጩ	battimāč'i	if you don't come ...
ባይመጣ	baymāt'a	if he doesn't come ...
ባትመጣ	battimāt'a	if she doesn't come ...
ባንመጣ	bānnimāt'a	if we don't come ...
ባትመጡ	battimāt'u	if you don't come ...
ባይመጡ	baymāt'u	if they don't come ...

Please note that negative tenses after prefix conjunctions do not have the final -ም -m: አይመጣም aymāt'am 'he isn't coming' but ባይመጣ baymāt'a 'if he isn't coming', etc.

Remember that with verbs beginning in a- the rules of vowel hierarchy will apply, just as they do in combination with the relative prefix የም-. Here, too, you need to pay special attention to the third person masculine and third person plural forms! To remind you what this involves have a look at the affirmative simple imperfect of አወቀ 'know' with ብ-:

ባወቅ	bawk'	if I know	ብናውቅ	bīnnawk'	if we know
ብታውቅ	bīttawk'	if you know	ብታውቁ	bīttawk'u	if you know
ብታውቁ	bīttawk'i	if you know			
ቢያውቅ	biyawk'	if he knows	ቢያውቁ	biyawk'u	if they know
ብታውቅ	bīttawk'	if she knows			

Similarly:

with ብ-	→	ሰመጣ	simāt'a	when I come, when I came
with ል-	→	ልመጣ	limāt'a	so that I come, in order for me to come, (for me) to come
with ኦንድ-	→	ኦንድመጣ	indimāt'a	so that I come, in order for me to come, (for me) to come
with እስከ-	→	እስከመጣ	iskimāt'a	until I come

These prefixes are always attached to the simple imperfect tense. Whether you are talking about present, future or past events, in Amharic the verb remains in the simple imperfect tense. Look at the following examples, notice how the equivalent of the Amharic verb with ብ-, ሰ-, ል-, etc., can appear in the English in various tenses.

አዲስ ቢመጣ ወዲያው ንገረኝ Haddis bimāt'a wādiyaw nigarañ
if Haddis comes tell me at once

የራዋን በደንብ ብትሠራ ነገ አከፍላታለሁ	sirawan bādānb <i>bittisāra</i> nāgā ikāflatallāhw <i>if she's done</i> her work properly I'll pay her tomorrow
ገንዘቡን ባገኝ አሰጣጥ ነበር	gānzābun <i>bagān</i> isāt'at nābbār <i>if I had found</i> the money I would give it to her
አታውን ሲያመጣ አከፍላለሁ	ik'awn <i>siyamāt'a</i> ikāflāwallāhw I'll pay him <i>when he brings</i> the things
ስ/ሁ (ገዘ.) ጉርር ያመኛል	sisil (gize) gurorro yammāññal <i>when I cough</i> my throat hurts (me)
ጋዜጣ ሳንብ አልግዝ መጣኝ	gazet'a <i>sanābb</i> Almaz māt't'ačč Almaz came <i>when I was reading</i> the paper
ከቦደ ከተማ ሲሄድ ከረጫላ ይዞ መጣ	Kābbādā kātāma <i>sihed</i> kārāmella yīzo māt't'a <i>when Kebede went</i> to town he brought some sweets back
አስኪደክመው ሙሉ ቀን ሠራ	iskidākmāw mulu k'ān sārra he worked the whole day <i>until he</i> was tired
አስኪመጡ አዘህ አቁያለሁ	iskimāt'u izzih ik'wāyyallāhw I'll wait here <i>until they come</i>
ልቦላ አሠራለሁ	libāla isārallāhw I work <i>in order to eat</i>
ወረቀት ልንገባ ከተማ ሄድን	wārāk'at <i>linnigāza</i> kātāma hedīn we went to town <i>to buy</i> some paper
ጉንፋን አንዳይዘው ከኒን ሞጠ	gunfan <i>indayyizāw</i> kinin wat'ā he took pills <i>so as not to catch</i> a cold

It is worth recalling here that we now have three different ways of expressing '(in order) to':

ለ- + simple imperfect

አባቱን ሊረዳ ይፈልጋል

abbatun lirāda yifälligal
he wants to help his father

አንድ- + simple imperfect

አናትዋን አንድረዳ ትፈልጋለች innatwan indirāda tifälligalläčč
she wants me to help her mother

ለ- + infinitive

ልጆቻችንን ለመርዳት አንፈልጋለን lijjoččäččinin lämārdat
innifälligallān
we want to help our children

Translating 'before', 'without'

You will need to pay particular attention to the meaning of the combination of *ā-* *sī-* and the negative simple imperfect, as for example **ሳይበላ** *saybāla*. This does not mean 'when he doesn't/didn't eat', but 'before he eats/ate' or 'without (him) eating'. Consider the following:

አራቱን ሳይበላ ተኘ	iratun saybāla tāñña he went to bed without eating his supper
መሰገድ ሳንገባ (በራት) ጫማ አናወልቃለን	māsgid sannigāba (bāfit) č'amma innawālk'allān we take our shoes off before going into a mosque

Some further uses of the simple imperfect

One place where the simple imperfect is used without any additions is in combination with a small number of what are called 'auxiliary' verbs. You have already met one example in the dialogue where Peter says መርፌ ለመወጋት አፈልግ ነበር *mārfe lämāwwāgat ifällig nābbār* 'I would like to get an injection'. The combination of the simple imperfect tense (here **አፈልግ**) and **ነበር** usually implies a continuous or habitual event in the past, such as is expressed in English by phrases like 'he was going' or 'he used to go' - in Amharic, **ይሄድ ነበር** *yihed nābbār*. Below are some examples of this usage:

በየሳምንቱ አስተማሪያችን ፈተና ይሰጠን ነበር	bāyyāsammintu astāmariyaččīn fātāna yisāt'ān nābbār our teacher used to give us a test every week
ገበሬው አርኻውን ይቆፍር ነበር	gābārew iršawn yik'offir nābbār the farmer was digging his field

The particular example in the dialogue, አረገ ጎበር, illustrates another use of this combination, corresponding to English 'would'. In other words, አረገ ጎበር is also a more polite way of saying አረጋለሁ, rather like English 'I would like' as against 'I want'.

አረገ ጎበር	ifällig näbbär	I was wanting, I would like
ትረገ ጎበር	tifällig näbbär	you were wanting, you would like
ትረገ ጎበር	tifälligi näbbär	you were wanting, you would like
ይረገ ጎበር	yifällig näbbär	he was wanting, he would like
ትረገ ጎበር	tifällig näbbär	she was wanting, she would like
እንረገ ጎበር	innifällig näbbär	we were wanting, we would like
ትረገ ጎበር	tifälligu näbbär	you were wanting, you would like
ይረገ ጎበር	yifälligu näbbär	they were wanting, they would like

You can see that the word ጎበር näbbär remains unchanged throughout and only the simple imperfect changes according to which person is the subject.

The simple imperfect in the expression of 'began to ...'

Another similar use of the simple imperfect is in combination with ጅመር jämmär, which also remains unchanged, in the meaning 'began to'.

አልግዝ ቡና ታረጎ ጅመር	Almaz bunna tafala jämmär	Almaz started to make coffee
ልጆቹ ደርገው ጅመር	lijjočču yīrot'u jämmär	the children began to run

In order to say 'begin to', however, you are not restricted to this construction; you can also use the infinitive + ጅመረ, or ል- + simple imperfect + ጅመረ. Be careful, though, to remember that in these patterns the verb ጅመረ is fully inflected:

አልግዝ ቡና ግፍላት ጅመረኛ	Almaz bunna maflat jämmäräčč	Almaz started to make coffee
ጌዳቱ ቤቱን ማጥረገ ትጀምራለች	gäräditu betun mät'räg tijämmiralläčč	the maid is starting to sweep the house

The expression of 'may, might ...'

A third combination of the simple imperfect and a fixed auxiliary verb is with ይሆናል yihonal or ይሆን yihon, expressing doubt about whether something will happen or not - 'probably will' or 'may possibly'. Consider these examples:

ነገ እመለስ ይሆናል	nägä immälläs yihonal	I'll probably come back tomorrow
ዛሬ ጣታ አግረኛ አትወጣም ይሆናል	zare mata Amaräčč attiwät'am yihonal	Amarech may not go out this evening
እዚያ ጥሩ ሙዚቃ አንሰግ ይሆናል	izziya t'iru muzik'a innisäma yihonal	we'll maybe hear some good music there
ነገ ይዘንብ ይሆን?	nägä yizänb yihon?	Is it likely to rain tomorrow?

The expression 'be about to'

Kebede tells Hirut ቡልጅ ልሂድ ነኝ kolej lihed näñ 'I'm about to go to college', illustrating yet another construction involving the simple imperfect. This time the pattern is:

ል-	+	simple imperfect	+	ነው, etc.
ልሂድ				ነኝ

The verb ነው can either remain as a fixed form, or can be in the same person as the ል- + simple imperfect, as in the example. When talking about the past, ጎበር näbbär is substituted for ነው:

በቅርቡ አግረንን	bäk'irbu amerikan	we're shortly to be going
አገር ልንሂድ ነው	agär linnihed näw	to America
ልጠራኛሁ ጎበር	lit'äräčču näbbär	I was about to call you

The same idea of an event that is about to happen, or one that has to be done, can be expressed by using the infinitive and ነው. In this case you can add the appropriate possessive pronoun suffix to the infinitive to indicate the subject. Look at the following examples:

አዲስ መኪና መግዛት ነው addis mākina māgzat nāw
 you (I, we . . .) must buy a new car
 ምሳ መብላታችን ነው misa māblatacčīn nāw
 we're about to have lunch
 ይኸው መሄዶ ነው yihāw māhede nāw
 look, I'm just about to go

Exercises

1 Substitute the verb in brackets for a 'when' clause with *ሰ* to complete the sentences

Example: አልግዝ ከተማ (ሔደ) አዲስ ጫማ ትገዛለች።
 → አልግዝ ከተማ ስትሔድ አዲስ ጫማ ትገዛለች።

- 1 አንተ ደብዳቤ (ጣራ) ብዙ ጊዜ ይረጃል።
- 2 ተረራ ወደ ጂማ (ሔደ) በርበሪ ይዞ መጣ።
- 3 ገረጺቱ ቤቱን (ጠረገ) ከወምበር በታች ሃያ ብር አገኘች።
- 4 አኛ ባሜሪካን ስገር (ሔደ) ጊዜ ገራንድ ካንዮን ለማየት ፈለገን።
- 5 አንዚህ ተማሪዎች ጥያቄ (ጠየቀ) ሊሉቹ ይስቃሉ።
- 6 ድንቅንሽ መዘቃ (ሰማ) ልትዘፍን ትረድታለህ።
- 7 አውቶሱስ (መጣ) ሁሉም ባንድ ላይ ለመውጣት ሞከረ።

2 Use one of the constructions meaning 'in order to' to complete the following sentences. Be sure to vary the construction you use

- 1 አርሰዎ አዲስ መኪና _____ ይረድታሉ?
- 2 ቲያትር _____ ነው የመጣው።
- 3 መዘቃ _____ ትወጃለሽ?
- 4 ወደ ትምህርት ቤት _____ አልረዳገም።
- 5 ልጁን _____ የግታስቡ ስለምን ነው?
- 6 ለባው አንጀራ _____ ገንዘቡን ሠረቀ።

3 Turn the underlined verbs in the following sentences into the negative form and then translate them into English. (You might need to look some vocabulary up in the glossary)

- 1 ዛሬ በዘንብ ካባትና ስፍቱ ጋር ወደ መኖሪያ ሦታ አብረን አንሄዳለን።
- 2 ይህን ለማድረግ ብትረዱልኝ ፈቃድ ያስረድታል።
- 3 ይህን የመሰለ ነገር አንጻደርሱብህ ተስፋ አደርጋለሁ።
- 4 ጋዜጣ ሲያነብ አንቅልፍ ወሰደው።
- 5 ወደ ውጭ አገር አንድጓዝ ተፈቅደልኛል።

4 Rewrite the following statements and questions following the pattern of the examples, and then translate them into English

Example: ነገ ይደውልልሻል → ነገ ይደውልልሽ ይሆናል
 he might ring you tomorrow

- 1 ዛሬ ከሰዓት በኋላ እቶ ለማ ፋብሪካ ይታወቃል።
- 2 የተማሪዎች ቁጥር አየተጨመረ ይሄዳል።
- 3 አዚህ ሆቲል ውስጥ በጣም ጥሩ መዘቃ አንሰማለን?
- 4 ጥንፋን ስለያዘው ቤቱ ውስጥ አቁያለሁ።

Example: ምሳዋን በልታለች → ምሳዋን ትዘላ ጀመር
 she began to eat her lunch

- 1 ገረጺቱ አጅዋን ታጠበች።
- 2 አባላሬው ባሕንን በጨርቅ ጠረገ።
- 3 ትናንትና ቤቱን ቀባሁት።
- 4 ልጆቹ የገዛ አልጋቸውን ዘረጉ።

Example: አዲስ ቀሚስ አረድታለሁ → አዲስ ቀሚስ አረልገ ነበር
 I would like a new dress

- 1 ለዮሐንስ ደብዳቤ አጽፋለሁ።
- 2 እቶ አብዱልመጃድ የቤቱን ኪራይ ይከፍላሉ።
- 3 አልግዝ መኪና ቶሎ ቶሎ ትንጻለች።
- 4 ተረራ ሲገባ እኛ ራዲዮን አንሰማለን።

5 Here are a few Amharic proverbs, each of which contains a simple imperfect verb with **ብ-**, **ሱ-** or **ሉ-**. Identify the verb(s) in each case, give the dictionary form, and then try and translate the proverb into English. (Note: the language of Amharic proverbs is often highly condensed. Also, the normal patterns of word order are frequently disrupted)

- 1 በራ ሆይ ማሩን አያህ ገደሉን ላታይ።
- 2 ሃብታም ሲወድቅ ከሰገነት፣ ደሃ ሲወድቅ ከመራት።
- 3 ለሰው ብትል ትጠፋለህ፣ ለገዢ ብትል ትለማለህ።
- 4 ላይማራ ማንበብ፣ ላይበሉ መጥጥብ።
- 5 ዝምብ ሲሰበሰብ መግላለት አይከፍት።
- 6 መንደ፣ ለሰላ ሲት ሊሳ።
- 7 ንሣ ብለምነው ዘንድ፣ ዝናም ብለምነው በረዶ።

Here is some vocabulary to help you

ሆይ	hoy	a vocative particle: በራ ሆይ bäre hoy oh ox!
ሰገነት	säggännät	balcony
መራት	märet	ground, earth
ለማ	lämma	prosper, flourish [2-lit' A]
መዝ	t'äggäbä	be satisfied, full (of food and drink) [3-lit A]
ዝምብ	zimb	fly (insect)
መግላለት	mäglalit	lid
ዘንድ	zändö	python
በረዶ	bärädo	hail

Grammar

The instrument noun

In the dialogue you met the word መመዝገቢያ in the phrase መመዝገቢያ ክፍል mämäzgabäyia kifil 'registration room'. This is a regular derivation from the verb መዘገበ mäzäggäbä [4-lit] 'register' and is called the instrument noun, because it designates the means or instrument with which, or sometimes, as here, the place where you do something.

So, for example, መጀመሪያ mäjämmäriya is literally 'the means by which you begin something', in other words 'the beginning'. You have already met a few other examples of instrument nouns: ማረራያ

maräfiya in አድርገላን ማረራያ 'airport', or ማረራያ ክፍል 'waiting room' from አረራ arräfä 'rest'; መለቢያ mäläkkiya in ተኩሳት መለቢያ 'thermometer' from ለካ läkka 'measure'; ማዘጋጃ mazzägajja in ማዘጋጃቤት 'town hall' from አዘጋጃ azzägajja 'arrange'; መናፈሻ män-nafäša in መናፈሻ ቦታ 'park' from ተናፈሰ tänaffäsä 'go for a stroll, take the air' (ንፋስ näfas is 'wind').

Here are some more examples that you will find useful:

መገቢያ	mägbiya	entrance	from ገባ gäbba come in
መውጫ	mäwč'a	exit	from ወጣ wät't'a go out
መጨረሻ	mäč'ärräša	end	from ጨረሰ č'ärräsä finish
መጀመሪያ	mäjämmäriya	beginning	from ጀመረ jämmärä begin
መክፈቻ	mäkfäča	(can/bottle) opener	from ክፈተ käftätä open
መክደኛ	mäkdäña	lid, cover	from ክደን kädänä cover
መጥረጊያ	mät'rägiya	broom	from ጠረገተ'ärrägä sweep
መስተያ	mäsk'äya	(coat) hanger	from ሰተ säk'k'älä hang
መላጫ	mäläč'a	razor	from ላጠጠ lač'a shave
ማቆማያ	mak'omiya	stop, stopping place	from አቆመ ak'omä stop
መገቢያ	mäsak'iya	laughing stock	from ገቢ sak'ä laugh
መቀመጫ	mäk'k'ämäč'a	seat, stool	from ተቀመጠ täk'ämmät'ä sit
ማስታወቂያ	mastawäk'iya	information, notice	from አስታወቀ astawwäk'ä inform
መሥሪያ (ቤት)	mäsriya (bet)	office	from ሠራ särra work
መሣሪያ	mässariya	tool, equipment	also from ሠራ särra work, but slightly irregular in formation

Sometimes the instrumental noun is joined to another noun with the possessive preposition *የ-* or is used as an adjective with another noun to form a compound:

የሚጠራ ወይን	yāmat'ābiya mākina	washing machine
የውሃ-ቀሰ መቆሚያ	yawtobus māk'omiya	bus stop
የመገንቢያ መሳሪያ	yāmāgānbiya māssariya	building materials
መኖሪያ ቤት	mānoriya bet	dwelling, residence

The instrumental noun is formed on the same stem as the infinitive by means of the prefix *mā-* together with the suffix *-iya / -ya*. If the verb stem ends in one of the palatalizable consonants (t, t', d, s, s', z, n, l) then it is palatalized and the suffix *-ya* is shortened to *-a*. Also, if the verb stem already ends in a palatal consonant (č, č', j, š, ž, ñ, y) the suffix *-ya* is shortened to *-a*.

On stems which do not palatalize, it is optional whether you use *-iya* or simply *-ya*: መጥረጊያ *māt'rāgiya*, or መጥረጊያ *māt'rāgya*. For convenience, only *-iya* forms are given in the table.

Example	Prefix stem	Suffix	Infinitive
3-lit A መጥረጊያ	māt'rāgiya	mā- -t'rāg-	-(i)ya መጥረገ
3-lit B መጀመሪያ	mājāmmāriya	mā- -jāmmār-	-(i)ya መጀመር
2-lit ¹ A መሥሪያ	māsriya	mā- -sr-	-iya መሥራት
2-lit ¹ B መለኪያ	mālākkiya	mā- -lākk-	-iya መለካት
2-lit ² A መስጫ	māsc'a	mā- -st'-	-ya መስጠት
2-lit ² B መለያ	mālāyya	mā- -lāyy-	-(y)a መለየት
2-lit ³ መሳቀያ	māsak'iya	mā- -sak'-	-(i)ya መሳቅ
2-lit ⁴ መሄጃ	māheja	mā- -hed-	-ya መሄድ
2-lit ⁵ መኖሪያ	mānoriya	mā- -nor-	-(i)ya መኖር
4-lit መመዝገቢያ	māmāzgābiya	mā- māzɡāb-	-(i)iya መመዝገብ
3-lit X መገንቢያ	māgānbiya	mā- gānb-	-iya መገንባት
3-lit Y መጉብኝ	māgwābña	mā- gwābñ-	-(y)a መጉብኝት

Exercises

6 Match up the list of instrument nouns with the common nouns that follow and then form sentences following the pattern of the example to describe what each is used for (you will need to look some words up in the glossary at the end of the book)

Example: መገቢያ : ሰው በመገቢያ ይገባል : ለምሳሌ በር መገቢያ ነው።

- | | | |
|---------|-----------|----------------|
| 1 መቀመጫ | 5 መተኛ | 9 የሰንጠረዥ መቀጠሪያ |
| 2 መሃጃ | 6 መጻፊያ | 10 መዘፈቻ |
| 3 መጠጫ | 7 መስፈያ | 11 መኖሪያ |
| 4 ማንበቢያ | 8 የዕቃ መገዣ | 12 መለኪያ |

ሰንጠረዥ : አልጋ : ወንበር : ቁልፍ : ቤት : ብርጭቆ : መርፌ : ሚኒር : ስርዓት : ገንዘብ : መንገድ : መጽሐፍ :

7 Translate the short passage below into English and then answer the following questions about it in Amharic


አብዛኛውን ጊዜ አንድ ሰው ጉንፋን ሲይዘው ብዙ ያንጥሳል። ጉርርውን ያጥታል። ከዚህም በላይ ምናልባት ትኩሳት ይሰማዋል። አንዳንዶቹም ጉንፋን አንደያዛቸው ከሥራ ቀርተው አልጋ ላይ ወጥተው ይተኛሉ። ጉንፋን የያዘው ሰው ደግሞ ሲሰልፍ ሲያንጥስ አፍንጫውን በመከረብ መሸፈን አለበት። ያለዚያም በሽታው ወደ ሌላ ሰው ይተላለፍ ይሆናል።

Here is some vocabulary to help you

አንጠሶ	anāt'āsā	sneeze [derived stem]
አፍ	af	mouth
አፍንጫ	afinc'a	nose
መሐረብ	māharrāb	handkerchief
ሸፈን	šāffānā	cover [3-lit B]
በሽታ	bāššita	sickness, disease
ተላለፈ	tālalāfā	be passed on [derived stem]

- 1 ሰው ጉንፋን ሲይዘው ምን ያደርጋል?
- 2 የጉንፋን በሽታ ተላለፈ ነው?
- 3 በሽተኛው አፍንጫውን የሚሸፍን ስለምን ነው?
- 4 ጉንፋን ለያዘ ሰው ምን ማድረግ አስፈላጊ ነው?

Reading passage

ይህም
 አላ!

የሰው አካል የግዕድናት ጉድጓድ ነው?

በሰው ልጅ አካል 60% ውኃ፣ 39% አካላዊ ተረጉር፣ 1% ግዕድናዊ ሠው ዕሆን 70 ዚሎ ጉራም በግግር ሰው አካል ውስጥ ደገሞ የሚከተሉት ግዕድናት እንደሚገኙ ተረጋግጧል

45.5 ዚ.ግ ይዘሰጃን
 12.6 ዚ.ግ ካርቦን
 7 ዚ.ግ ሐይድሮጅን
 2.1 ዚ.ግ አዞተ
 1 ዚ.ግ ካልሲየም
 0.7 ዚ.ግ ፎስፎረስ
 0.214 ዚ.ግ ፖታሲየም
 3 ጉራም ብረት
 3 ጉራም ማገንዘቢያም

2 ጉራም ዜንዘና ሌሎች ግዕድናት እናገኛለን።
 እንደ ጆርመናዊ ሊቅ አንዳስተመሙት ዘሆን በሰው አካል ውስጥ በግገኙ ግዕድናት ልዩ ልዩ ነገሮችን መውራት እንደሚቻል ታውቋል።

ለምሳሌ 5 ዚሎ ጉራም ሻማ
 65 ደርዘን ደረቅ እርግስ
 7 ሚስማር
 820 ሺ ዘብረት እንጨት
 20 የጎይ ማንዚያ ሠው
 50 ቁርጥራጭ ስኳር
 42 ሊተር ውኃ!!!

Supplementary vocabulary

ግዕድን	maidin	mineral (ግዕድናት maīdinat minerals)
ጉድጓድ	gudgwad	pit, well, mine
የሰው ልጅ	yāsaw hījj	human being
አካል	akal	body
አካላዊ	akalawi	physical (አካላዊ ተረጉር akalawi tāfat'ro physical matter)
መዘን	māzzānā	weigh [3-lit B]
ተከተለ	tākāttāla	follow [derived stem] (imperfect ደከተል yikkāttāl)
ተረጋገጠ	tārāgaggāt'ā	be verified, ascertained (cf. እርገጥ irgīt' certain)
አዞት	azot	azote (an old word for nitrogen)
ብረት	bīrāt	iron
ሊቅ	lik'	expert, scholar, scientist
አስተመጠ	ask'āmmāt'ā	set down, establish [derived stem] (cf. ተቀመጠ tāk'ammāt'ā sit)
ነገር	nägār	thing
ታወቀ	tawwāk'ā	be known [derived stem] (ታውቋል tawk'wal it is known, recognized)
ሻማ	šama	candle
(ደረቅ) እርግስ	(dārāk') irsas	pencil (እርግስ alone can mean both pencil and lead; ደረቅ እርግስ lit. 'dry pencil')
ደርዘን	dārzān	dozen
ሚስማር	mīsmar	nail
ቁርጥራጭ	k'urūt'rač'	piece, bit, lump
% = በመቶ	hāmāto	percent
ዚ.ግ = ዚሎ ጉራም		
አሦራ ዮሳፍ	asra hulātt	= 12.6
ነጥብ ስድስት	nāt'ib siddist	
ነጥብ	nāt'ib	point, dot
ዜር	zero	zero (= 0)

11 ብሔራዊ በዓል biherawi baa1

A national holiday

By the end of this lesson you should be able to:

- form and use command forms ('go', 'let's go', etc.)
- use the verb አለ 'say' in various ways
- greet your Ethiopian friends on national holidays

A national holiday ☐☐

Peter and his girlfriend, Tsehay, meet Kebede by chance as they are walking along Adwa Avenue in the direction of Piasa

ፒተርና ፀሐይ የተባለችው ወጻጁ አድዋ ጉዳና ላይ በፒያላ በኩል ሲሔዱ ባጋጣሚ ከበደን ያገኛሉ።

ከበደ: አናንተ አንደምን አላችሁ? ወዴትስ ነው የምትሔዱ?

ፒተር: እኔ ደኅና ነኝ። አግዜር ይመስገን። አንተስ አንዴት ነህ? ጊሩትስ አንዴት ናት? ተሻላት? ሣሉ ለቀቃት?

ከበደ: አዎ። እኔ ደኅና ነኝ። ጊሩትም አግዜር ይመስገን ድናለች።

ፒተር: መሃል ከተማ ውስጥ በየቦታው ተሰቅሎ ስለሚታየው ሰንደቅ ዓላማ አስቷ ነገረኝ። ምክንያቱ ምንድን ነው? ዛሬ በዓል ነው አንዴ!

ከበደ: አንዴት አታውቅም? ነገ የመስቀል በዓል አሁ ነው! በዓሉ የሚከበረው በመላ ኢትዮጵያ ነው። በያመቱ ከሚከበሩት ትልልቅ በዓሎች መካከል አንዱ ስለሆነ ሕዝቡ አንድ ሙሉ ቀን አረፍት ነው። አስቷ! እዚህ ፀና ቤት አንገባ! ዛሬ የመስቀል ዋዜማ ስለሆነ እኔ ልጋብላችሁ።

ከበደ: በሉ አንገዳህ ምን መጠጣት ትፈልጋለህ?

ፒተር: በጣም አመሰግናለሁ። እኔ ቀዝቃዛ ቢራ ልጠጣ።

ፀሐይ: እኔ ፀና በወተት ብጠጣ ይሻለኛል።

ፒተር: አስቷ አባዘህ ነገ በዓሉ አንዴት አንደሚከበር ነገረኝ።

ከበደ: ቀን ከመድረሱ በፊት ብዙ ነገሮች ቀደም ብለው መዘጋጀት አለባቸው። ለምሳሌ ያህል በየቤቱ ሴቶች እንጀራ ይጋገራሉ፣ ወጥ ይሠራሉ፣ ጠጅ ይጥላሉ እንዲሁም ጠላ ይጠምቃሉ። ከዚያም በኋላ ማንኛውም ሰው ዘመዶቹንና ወጻጆቹን ለገብገፍ ጠርቶ በዓሉን አብር ለማክበር ከዋዜማው ጀምሮ ድንኳን በመትከል በደስታ ይጠብቃል።

ፀሐይ: እር አባዘህ! እኔ የሚገርመኝ አኛ ሴቶች ሁልጊዜ ሁሉን ነገር መሥራት ለምን አንዳለብን ነው። አናንተ ወንዶች ግን ምንም ባትሠሩ ዝም ብላችሁ መቀመጥ ብቻ!

ከበደ: ለምን አንደዚህ ትያለሽ ፀሐይ?

ፒተር: አስቷ አባዛችሁ አትጨቃጨቁ አናንተ! እኔ የምረልገው በዓሉ አንዴት አንደሚከበር ማወቅ ነው። ሌላ ጭቅጭት አልፈልገም።

ከበደ: ጎሕ ሲቀድ ሰው ሁሉ ይሰበሰብና ወደ ደመራው ቦታ ይሔዳል።

ፒተር: ደመራ ምንድን ነው?

ፀሐይ: በመጀመሪያ ሰዎች አንድ ረጅም አንጨት ይተከላሉ። ከዚያም በኋላ በዙሪያው ብዙ አንጨቶች አብረው ይደረድራሉ። ያም ደመራ ይባላል።

ፒተር: ረጅም አንጨት ለምን ከመካከል ላይ ይተከላሉ?

ከበደ: መካከል ላይ ያለው ረጅም አንጨት የመስቀል ምልክት አለበት። ይህም ንግሥት አሌኒ ያገኘችው መስቀል ምሳሌ ነው።

ፒተር: ሰው ሁሉ ወደ ደመራ ቦታ ለምን ይሔዳል?

ፀሐይ: ደመራ ለማቃጠል ነዋ!

ከበደ: አዎ! አውነትዋን ነው። በናንተ አገር የደመራ በዓል የለም አንዴ?

ፒተር: አይ! አለ እንጂ። ነገር ግን በዚህ አይነት አይከበርም።

ፀሐይ: ታዲያ አንዴት አድርጋችሁ ነው የምታከብሩት?

ፒተር: አኛ የምናከብረው ከሃይማኖት ጋር በማያያዝ አይደለም።

ከበደ: ለማንኛውም በዓሉን አንዴት አንደምናከብረው ነገ ከጥቁቱ ጀምረህ ታያለህ። ስለዚህ ካሜራህን ይዘህ ና!

ፒተር: አንዴ በደስታ ነው አንጂ! ለማየት ቸኩያለሁ!

KEBEBEDE: How are you? And where are you going?

PETER: I'm fine, thanks. How are you? And how is Hirut? Is she better? Has her cough gone?

KEBEBEDE: Yes, I'm fine. Hirut, too, is better, thanks.

- everywhere in the city centre. Is today a holiday, then? What's the reason for it?
- KEBBEDE: How come you don't know? Tomorrow is of course the Feast of Meskel! The holiday's celebrated throughout the whole of Ethiopia. Since it's one of the biggest festivals celebrated every year the people have a day's holiday. Look! Let's go into this café! As it's a holiday let me treat you.
- KEBBEDE: Well now, what do you want to drink?
- PETER: Thank you very much. Let me have a cold beer.
- KEBBEDE: And what will you have, Tsehay?
- TSEHAY: I'd prefer a milky coffee.
- PETER: So then, please tell me how the festival will be celebrated tomorrow.
- KEBBEDE: Before the day arrives a lot of preparations have to be made in advance. By way of example, in every house the women bake injera, make wot, brew tejj and brew tella. After that, everyone invites their friends and relatives to a party; and then eagerly waits for them, setting up a marquee on the eve so as to celebrate the holiday with them.
- TSEHAY: Oh please! What amazes me is why we women always have to do everything. You men, though, merely sit around without doing anything!
- KEBBEDE: Why do you talk like this, Tsehay?
- PETER: Please don't argue! What I want to know is how the day of the holiday is celebrated. I don't want any more argument!
- KEBBEDE: Well, at daybreak everyone gathers and goes to the Meskel bonfire site.
- PETER: What's a Meskel bonfire?
- TSEHAY: First people plant a long piece of wood. Then they stack lots of pieces of wood together around it. That is called the Meskel bonfire.
- PETER: Why do they plant a long piece of wood in the middle?
- KEBBEDE: The long piece of wood in the middle has the symbol of the cross on it. This is a representation of the cross which Queen Helena found.
- PETER: Why does everyone go to the bonfire site?
- TSEHAY: To light the bonfire of course!
- KEBBEDE: Yes, she's right. Isn't there a bonfire festival in your country, then?

- PETER: Yes, there is indeed! But it's not celebrated in this manner.
- TSEHAY: Well then, how do you celebrate it?
- PETER: The celebration that we have has no connection with religion.
- KEBBEDE: In any case, you'll see how we celebrate the festival from tomorrow. So bring your camera with you.
- PETER: Well yes, but gladly! I'm eager to see it!

Vocabulary

ወዳጅ	wādaj	(girl/boy) friend, lover
ጉዳፍ	gwādana	road, avenue
አድዋ ጉዳፍ	Adwa Gwādana	one of the main shopping streets in Addis Ababa leading to the area called ፒያሳ Piyassa, from the Italian piazza
ሰንደቅ ግላጫ	sändäk' alama	flag
መስቀል	mäsk'äl	cross (የመስቀል በዓል yämäsk'äl bäal The Feast of Meskel or The Feast of the Invention of the Cross (see note 1))
በዓል	bäal	festival
አረፍት	iräft	rest, holiday
ዋዜጫ	wazema	eve (of a holiday)
ሙሉ	mulu	whole, full, entire
ዘመድ	zämäd	relative, relation
ገብጥ	gibza	party, reception, invitation (cf. the verb ጋበዘ gabbazā invite)
ድንኳን	dinkwan	tent, marquee
ወንድ	wänd	male, man
ጭጥጭጥ	č'ik'ic'č'ik'	argument, quarrel (cf. the verb ተጠራጠራ ተጠራጠራ ተጠራጠራ tāč'äk'ač'č'äk'ä below)
ገሳ	goh	daybreak, dawn (in the idiom ገሳ ሰታድ (see ቀደደ in the verbs below). You can also say ገጋት ሰታድ nigat sik'add)
ደመራ	dämära	(Meskel) bonfire
አንጨት	inč'ät	(piece of) wood
ዙሪያ	zuriya	surrounding area, environs
በዙሪያው	bäzuriyaw	around him/it (lit. 'in his/its surroundings')
ምልክት	milikkit	symbol, sign
ንግሥት	nigist	queen (ንግሥት አሊ.ጌ. Nigist Ileni Queen Helena - see note 1)

ንጉሥ	nigus	king (<i>cf.</i> ንጉሥ ንገሥት nigusä nägäst emper- or <i>lit.</i> 'king of kings' - in Ge'ez)
ሃይማኖት	haymanot	faith, religion
ካሜራ	kamera	camera

Verbs

ተሻለ	täšalä	be better [derived stem]; (<i>as an impersonal verb with an object suffix pronoun, e.g. ተሻለው</i> <i>täšalaw, it can mean</i> feel better, get well; <i>but remember</i> ይሻለኛል <i>yiššalāññäl means</i> I prefer <i>lit.</i> it will be better for me)
ተሰቀለ	täsäk'k'alä	hang, be hung [derived stem]; gerundive ተሰቀሎ <i>täsäk'lo</i>
ታየ	tayyä	be seen [derived stem]; (<i>cf.</i> አየ 'see', simple imperfect ይታይ <i>yüttayy</i>)
ተከበረ	täkäbbärä	be celebrated (<i>festivals</i>) [derived stem]; (simple imperfect ይከበር <i>yikkäbbär</i>)
አከበረ	akäbbärä	celebrate (<i>a festival</i>) [derived stem]; (simple imperfect ያከበር <i>yakäbir</i>)
ቀደም አለ	k'ädämm alä	be early, precede [አለ verb] (<i>see grammar section</i>)
ቀደም ብሎ ጋገረ	k'ädämm bilo gaggärä	earlier, ahead of time, in advance make injera [3-lit C]
ጣለ	t'alä	besides meaning 'throw down', here means make tejj [2-lit']
ጠመቀ	t'ämmäk'ä	brew tella [3-lit A]
ተከለ	täkkälä	plant, pitch (<i>a tent</i>) [3-lit A]
ዝም አለ	zimm alä	be quiet, keep still [አለ verb] (<i>see grammar section</i>)
ዝም ብሎ	zimm bilo	quietly, merely, just (<i>without purpose</i>)
ተጨቃጨቀ	täč'äk'ac'č'äk'ä	argue, quarrel [derived stem]; (simple imperfect ይጨቃጨቅ <i>yič'č'äk'ac'č'äk'</i>)
ተደድ	k'äddädä	cut, make a hole (<i>but note the idiom</i> ኅሕ ሲቀድ <i>goh sik'ädd</i> when day breaks; at day break - <i>lit.</i> 'when

ተሰበሰበ	täsäbässabä	gather, assemble [derived stem]; (simple imperfect ይሰበሰብ <i>yissäbässäb - cf.</i> ሰበሰበ <i>säbässabä</i> gather (<i>something or somebody</i>) together [4-lit])
ደረደረ	däräddärä	put in a row, stack [4-lit]
አቃጠለ	ak'k'at't'alä	burn, set fire to [derived stem]; (infinitive ማቃጠል <i>mak'k'at'al</i>)

Particles

ባጋጣጧ	baggat'ami	by chance
አኮ	ikko	in fact, actually (<i>see note 2</i>)
መካከል	mäkakkäl	amongst (<i>postposition</i>); middle (<i>noun</i>)
ማንኛውም	manniññawm	each, every, all
[-a] e.g. ነዎ	näwa	it is indeed, it certainly is (<i>see note 2</i>)
ከ- — ጋር በማያያዝ	kä- — gar	in connection with
	bämayyayaz	
ለማንኛውም	lämanniññawm	in any case

Notes on the dialogue

1 The Feast of the Cross (የመስቀል በዓል *yämäsk'al bäal*) is one of several Ethiopian national holidays. Some of these are Christian festivals, some are Muslim, and others celebrate important days in the history of Ethiopia. You may find the following details of Ethiopian national holidays of interest.

- የዘመን መለወጫ በዓል *yäzämän mälawwäč'a bäal* (also called አውደ ዓመት *awdä amät*, or simply አዲስ ዓመት *addis amät*) New Year (መስከረም 1)
- የመስቀል በዓል *yämäsk'al bäal* the Feast of the Invention of the Cross, celebrating the finding of the True Cross by Queen Helena, mother of the Roman Emperor Constantine (መስከረም 17)
- የገና በዓል *yägänna bäal* the Feast of Christmas (ታህሣሥ 29): Ethiopian Christmas falls on 7 January
- የጥምቀት በዓል *yät'imk'ät bäal* the Feast of Epiphany, celebrating the baptism of Christ in the River Jordan (መስከረም 19)

- (c) የአድዋ ድል በዓል *yāAdwa dīl bāal* Adwa Victory Day, celebrating Menilek II's victory over the Italians in 1896 (የካቲት 23)
- (f) የኢትዮጵያ ንገንት በዓል *yāItyop'p'īya nās'annāt bāal* Ethiopian Independence Day, also called የድል በዓል *yādīl bāal* Victory Day, celebrating the defeat of the Italian occupying forces in 1941 (መጋቢት 24)
- (g) የፋሲካ በዓል *yāfasika bāal* Easter (a moveable feast occurring between የካቲት 25 and ግያዝያ 30). The name ፋሲካ applies to the whole week

There are three Muslim festivals which are celebrated as national holidays in Ethiopia. The dates of these are calculated according to the Muslim calendar and so do not always occur on the same day of the year in the Ethiopian calendar.

- (a) መውለድ: *māwliḍ*, or የመሐመድ ልደት *yāMāhammād līdāt*, the birthday of the Prophet Mohammed
- (b) ያረፋ በዓል *yarāfa bāal*, also called by its Arabic name ኢድ አል ክድሐ *id al adha*, the Feast of Immolation
- (c) ኢድ አል ፍጥር *id al fit'ir*, the Feast of the Breaking of the Ramadan Fast

There are quite a number of set expressions in Amharic for greeting people on national holidays. These usually follow the pattern:

አንኳን ለበዓሉ በደጎና አደረሰም* *inkwan lābāalu bādāhna adārrāsāwo**

lit. 'congratulations that He (*God*) has brought you safely to the feast!'

Here are some other examples and variants:

አንኳን ከዘመን ወደ ዘመን አሸጋገረም *inkwan kāzāmān wādā zāmān aššāgaggārāwo*

'Happy New Year!' (*lit.* 'congratulations He has brought you across from year to year!')

አንኳን ለአዲሱ ዓመት በሰላምና በደስታ አደረሰም *inkwan lāaddisu amāt bāsālamīnna bādāssīta adārrāsāwo*

'Happy New Year!' (*lit.* 'congratulations He has brought you to the new year in peace and happiness!')

አንኳን ለልደቱ በዓል በደጎና አደረሰም *inkwan lālidātu bāal bādāhna adārrāsāwo*

'Happy Christmas!' (*lit.* 'congratulations He has brought you safely to the Feast of His Birth!')

አንኳን ለብርሃን ትንግሥት ያደረሰም *inkwan lābirhanā tinsaw yadārrāsāwo*

'Happy Easter!' (*lit.* 'congratulations He has brought you to the Light of His Resurrection!')

አንኳን ለልደት በዓል በደጎና ያደረሰም *inkwan lālidāt bāal bādāhna yadārrāsāwo*

'Happy birthday!' (*lit.* 'congratulations He has brought you safely to the feast of (your) birth!')

* Of course, you can change this to አደረሰህ, አደረሰሽ or አደረሰህሁ according to the person you are greeting. More simply, you can also say መልካም በዓል *mālkam bāal* 'happy holiday!'. Below are some further, more formal expressions of good wishes, that you will find useful.

መልካም ጤንነትን፣ ዕድገትንና ብልጽግን እመኝልዎታለሁ *mālkam t'eninnātin, idgātininna bils'iginnan immāññilliwotallāhw*

I wish you good health, prosperity and wealth!

አዲሱ ዓመት የዕድገት፣ የብልጽግናና የሰላም እንዲያገኛል *addis amāt yāidgāt, yābils'iginnanna yāsālam indihonillīwo immāññallāhw*

I wish that the New Year will be one of prosperity, wealth and peace for you!

- 2 In the dialogue, several discourse particles occur: አዎ *ikko*, አንጂ *inji* and -a on ነዋ *nāwa*. It is important to know how to use these correctly if you want to develop a good use of spoken Amharic, as it is these which will give your Amharic a lively and expressive character. You have already met አንጂ *inji* 'in the phrase ደውን አንጂ *yihun inji* 'nevertheless', *lit.* 'so be it, but . . .'. You can see from how it is used in the dialogue in this lesson that አንጂ is used to mark a contrast or protestation of some kind:

(a) when Peter confirms that there is a bonfire festival in his country in response to Kebede's doubtful question: አለ አንጂ *allā inji* 'but (*of course*) there is!'

(b) when Peter affirms that he will of course bring his camera, dispelling any doubt that he might forget it: በደስታ ነው አንጂ *bādāssīta nāw inji* 'but gladly (*I shall bring it*)!'

You can also use አንጁ after an imperative or jussive (command forms of a verb) to stress or emphasize the command, or as a protestation:

ብላ አንጁ	bīla inji	eat, why don't you!; do eat!
ሂድ አንጁ	hid inji	do get a move on!; go, for goodness' sake!

አንሂድ አንጁ innihid inji let's go then! (i.e. why are we waiting?)

When used inside a sentence, አንጁ usually contrasts two ideas and corresponds to English 'but'; 'on the other hand'; 'on the contrary':

ዶራብኝ አንጁ ደህን አልበላም yirabān inji yihin albālam
I may starve, but I shan't eat this (*lit.* 'let me go hungry, but . . .')

ጠጉሩ ነጭ ነው አንጁ ገና ወጣት ገሩ ጠጣት ገሩ
wāf'at nāw
his hair is white, but he's still young

ንገ አንጁ ባረ አንጨርስም nāgā inji zare annič'arrisim
we shan't finish today, but rather tomorrow

The little particle ከዞ ikko is rather like አንጁ in that it also indicates a kind of protestation, but rather that something is indeed true, and not so much in contrast to another idea that is expressed or understood. It corresponds to English expressions like 'exactly'; 'quite, indeed'; 'in fact'; 'actually' and so on. Unlike አንጁ it can also be used on its own as a response.

አንዲህ ላድርገው? አዎ!	indih ladrigāw? ikko!	should I do it like this? - Of course!
ባል አዎ ስጠኝ!	bāl ikko sit'āñ!	come on then, give it to me! (<i>to assure someone who's reluctant</i>)
ይገርግል አዎ!	yigārmal ikko!	it's truly amazing!
አንተ አዋቂ ነህ አዎ!	antā awak'i nāh ikko!	you are really intelligent!

The little suffix particle -a, which is always written joined on to the preceding word has a similar function to ከዞ. It is very commonly found added to ነው as in the dialogue: ነዎ nāwa, meaning 'of course it is!'

Grammar

The command forms (imperative and jussive)

In the dialogues so far you have met quite a few jussive and imperative forms of the verb. Here are some examples:

አንሂድ innihid	let's go	ልጠይቀው lit'äyyik'āw	let me ask him
ጠብቅ t'ābbik'	wait	ልጋብዛኛው ligabzaččuh	let me invite you
ገቡ gību	come in	ልጠጣ lit'āt't'a	let me drink
አምጣ amt'a	bring	ይሁን yihun	so be it

ይሁን yihunu may you be in the phrase ደኅና ደሁን dāhna yihunu goodbye

The imperative expresses a direct command to the person you are talking to. It therefore can only be in the second person, masculine, feminine or plural, corresponding to the three pronouns አንተ, አንቺ, and አናንተ. For a less abrupt request, and to be more polite, the jussive is used in the third person plural, corresponding to the pronoun አርስዎ, as in the phrase ደኅና ደሁን above.

The jussive expresses a request or a wish and is used only in the first and third persons. This can be equivalent to the English use of 'let me . . .'; 'let us . . .'; 'let him . . .'; and so on, or sometimes is equivalent to 'may . . .' or 'should . . .'. For example:

ልሀድ lihid	let me go!	ልደውል lidāwwil	should I ring?
አንብላ innibla	let's eat!	ልገባ ligba	may I come in?

In the negative, the situation is a little different. The negative of the imperative, i.e. a direct prohibition such as 'don't go!', is expressed by what is formally the second person forms of the negative jussive. For example:

ብላ bīla	eat!	but	አትብላ attibla	don't eat!
ሂጁ hiji	go!	but	አትሂጁ attihiji	don't go!
ስሙ simu	listen!	but	አትስሙ attismu	don't listen!

The jussive and the imperative are both formed on the same stem, which in many but not all classes of verb is different from the imperfect stem. The three persons of the imperative are marked by suffixes, whilst the jussive has a set of combined prefixes and suffixes almost identical to those of the simple imperfect tense.

Here are the full sets of forms of the imperative and the jussive, affirmative and negative, from the verb **ሂደ** *hedä* 'go', built on the stem **-hid-**:

Imperative (affirmative only)

	affix	example
2nd pers. masc.	—	ሂደ hid
2nd pers. fem.	-i	ሂኧ, ሂኧ hiji, hij
2nd pers. plur.	-u	ሂዱ hidu

Jussive (affirmative)

	affix	example	(Negative)	affix	example
1st pers. sing.	li-	ለሂደ lihid	al-	ለልሂደ alhid	
2nd pers. masc.			atti-	ለትሂደ attihid	
2nd pers. fem.			atti- -i	ለትሂኧ attihij	
3rd pers. masc.	yī-	ይሂደ yihid	ay-	ይይሂደ ayhid	
3rd pers. fem.	tī-	ትሂደ tihid	atti-	ለትሂደ attihid	
1st pers. plur.	inni-	ለንሂደ innihid	anni-	ለንሂደ annihid	
2nd pers. plur.			atti- -u	ለትሂዱ attihidu	
3rd pers. plur.	yī- -u	ይሂዱ yihidu	ay- -u	ይይሂዱ ayhidu	

Points to note

1 The ending of the second person feminine in the imperative and the negative jussive, **-i**, causes palatalization in exactly the same way as in the simple imperfect tense. So:

ጨርሽ *č'arris* finish from **ጠረሰ** *mīrāč'* choose from **መረጠ** *ገዢ* *gīzi* buy from **ገዛ** *ገለጭ* *gīlāč'* explain from **ገለጸ** *ከፈኝ* *kifāč* open from **ከፈተ** *ከፈይ* *kifāy* pay from **ከፈለ** *ውሰጅ* *wisāj* take from **ውሰደ** *አመኝ* *imān* believe from **አመነ**

2 The first person singular affix in the affirmative jussive is **li-**, otherwise the personal affixes in the jussive are the same as in the simple imperfect tense. So:

አሂደ *ጎበር* *ihed nābbār* I was going

but

ለሂደ *lihid* let me go

3 Unlike in the negative imperfect tense, in the negative jussive there is no **-ም** *-m* suffix. So:

አትሂደም	attihedim	you don't go
<i>but</i>		
አትሂደ	attihid	don't go!
አንበላም	annibālam	we don't eat
<i>but</i>		
አንበላ	annibla	let's not eat
አይጀምርም	ayjāmmirim	he won't start
<i>but</i>		
አይጀምር	ayjāmmir	don't let him start

The jussive and imperative stem

Verb class	Imperative stem	sample
3-lit A	[ወሰደ]	-wsād- ውሰደ <i>wisād</i> take! ይውሰደ <i>yiwsād</i> let him take [አወጥ] -iwāk'- አወጥ <i>iwāk'</i> know! ይወጥ <i>yiwāk'</i> let him know
3-lit B	[ጠረሰ]	-č'arris- ጨርሰ <i>č'arris</i> finish! ይጨርሰ <i>yič'arris</i> let him finish
3-lit C	[ጋበዘ]	-gab(i)z- ጋበዘ <i>gabiz</i> invite! ይጋበዘ <i>yigabiz</i> let him invite
2-lit ¹ A	[ሰማ]	-sma- ሰማ <i>sima</i> listen! ይሰማ <i>yisma</i> let him listen
2-lit ¹ B	[ጠጣ]	-t'at't'a- ጠጣ <i>t'at't'a</i> drink! ይጠጣ <i>yit'at't'a</i> let him drink
2-lit ² A	[ሰጠ]	-s(i)t'- ሰጥ <i>sīt'</i> give! ይሰጥ <i>yisīt'</i> let him give
2-lit ² B	[ቄየ]	-k'wāyy- ቄይ <i>k'wāyy</i> wait! ይቄይ <i>yik'wāyy</i> let him wait
2-lit ³	[ጻፈ]	-s'af- ጻፍ <i>s'af</i> write! ይጻፍ <i>yīs'af</i> let him write
2-lit ⁴	[ሂደ]	-hid- ሂደ <i>hid</i> go! ይሂደ <i>yihid</i> let him go
2-lit ⁵	[ኖረ]	-nur- ኖር <i>nur</i> stay! ይኖር <i>yinur</i> let him stay
4-lit	[መረመረ]	-mārmir- መርምር <i>mārmir</i> examine! ይመርምር <i>yimārmir</i> let him examine
3-lit Y	[ጉበኝ]	-gwāb(i)n- ጉበኝ <i>gwābiñ</i> visit! ይጉበኝ <i>yigwābiñ</i> let him visit

Verb class	Imperative stem	sample			
3-lit X	[ዘጎጎ]	-zānga-	ዘጎጎ ደዘጎጎ	zānga yizānga	forget! let him forget
irregular	አለ say	-bäl-	በለ ደበለ	bäl yibäl	say! let him say

Points to note

- 1 In all B-type verbs the imperfect stem and imperative-jussive stem are identical.
- 2 In all A-type verbs the imperative-jussive stem begins with a sixth-order letter, such as ውሰድ, ስጣ, ስጥ. Whether that sixth-order letter is pronounced with the vowel i, or not, basically depends on the shape of the word.

(a) when there is no prefix it is always pronounced, i.e. in the imperative:

ስጣ	sīma	listen!
ስጠኝ	sič'īñ	give me it! (አንቺ)
ገገረው	nigärāw	tell him!
ውሰዱት	wisädut	take it!

(b) where there is a prefix it is usually not pronounced, i.e. in the jussive:

ደስጣ	yisma	let him hear
አትስጠኝ	attisč'īñ	don't give me it! (አንቺ)
ልገገረው	lingärāw	let me tell him
አደውሰዱት	aywsädut	don't let them take it

Remember, however, that Amharic does not normally like more than two consonants in a row, so an example like the last one above (አደውሰዱት) can also be pronounced as *ayiwisädut* in careful speech. Similarly አልገገረው 'don't let me tell him' is pronounced *alingärāw*, and not as *alngärāw*, which would be very difficult to say anyway!

- 3 In verbs beginning in a- the initial vowel of the stem is absorbed after a prefix, following the normal rules of vowel hierarchy. This will mean of course that as in the imperfect tense so in the jussive there will be no separate letter:

from አወቀው *awwäk'ä* know [3-lit A]:

አወቀው	iwäk'äw	know it!
but		
ደወቀው	yiwäk'äw	may he know it

from አከመው *akkämä* treat medically [3-lit B]:

አከመው	akkimäw	treat him!
but		
ያከመው	yakkimäw	let him treat him

- 4 The verb መጣ *mät't'a* 'come' has an irregular imperative. The jussive of መጣ, however, is formed perfectly regularly.

Imperative

masc.	ና	na	come!
fem.	ንዩ	näy	
pl.	ን	nu	

Jussive

e.g. 3rd pers. masc.	ደምጣ	yimt'a	let him come
2nd pers. masc. neg.	አትምጣ	attimt'a	don't come!

Exercises

1 Complete the following sentences using an imperative or jussive form as appropriate. (You may find the verbs listed beneath the exercise useful)

- 1 አንቺ በሩን _____ ::
- 2 አናንተ ልጆቹ መጽሐፍቶቻቸውን ይዛቸው _____ ::
- 3 አኔ ዛሬ ማታ ስልክ _____ ::
- 4 አሁን ለጠናችን _____ ::
- 5 ነገ ገረዳቱ አንጀራ በወጥ _____ ::
- 6 አቶ ኅሎግየሁ አባዘም ዘፍል ውስጥ _____ ::
- 7 ገንዘቡን _____ ብዬ አዘዝኩት ::
- 8 አንዴ _____ ብሎ ተናገራት ::

መበቀ, ከራተ, ገባ, ደወለ, መጣ, ጠጣ, ሠራ, ሰጠ, ዘጋ, ከራሊ, አዘጋጀ

2 Convert the following commands into the negative

- 1 ነገ ስልክ ደውዩልኝ ::

- 2 መስቀን ዝጋ።
- 3 እስቲ ሰዓቱን ንዝረኝ።
- 4 አባባ ዜራዩን ይክፈለልኝ።
- 5 በቶኝ በኩል ውጡ።
- 6 የዜት ሠራቸውን ጨርሱ።
- 7 የዕን ስልክ ቁጥር ስጠኝ።
- 8 እንጨቱን እዚህ ይትከሉ።

3 (a) How would you ask a little boy to do the following things in Amharic

- 1 wash the car.
- 2 answer the phone.
- 3 finish eating his supper.
- 4 close the door.
- 5 go to the shop and buy a bottle of Ambo Water.
- 6 wait a bit.
- 7 wipe the table.
- 8 be quiet.

3 (b) Now how would you ask a little girl to do the same things?

Reading passage (1)

ስለ ሙዚቃ መሣሪያዎች

በሙዚቃ መሣሪያዎች መጫወት ትወዳለህ? በኢትዮጵያ ውስጥ ብዙውን ጊዜ የምትሰማቸው ያገር መሣሪያዎች ሶስት ዓይነት ናቸው። ማስንቆ፣ ዘራርፍ ከበር ናቸው። ዘራር የተባለው ከሶስቱ መሣሪያዎች ትልቅ የሆነው ስድስት የጅማት ገመድ ያለው ነው። ማስንቆ የተባለውም አንድ የራረስ ጭራ ገመድ ያለው ሆኖ በማስንቆ መምቻ የሚጫወቱት ነው። ብዙ ሰዎች እንዚህን በገመድ የተሠሩ መሣሪያዎች እየተጫወቱባቸው ይዘፍናሉ። አንድ ሌላ ዋሽንት የተባለ መሣሪያ አለ። ዋሽንት ደግሞ በትንፋሽ የሚጫወቱት ሲሆን ለመጫወት ተላል አይደለም። ለጫወቱበት ከሞከሩ በፊት ብዙ ማጥናት አስፈላጊ ነው። ያለዚያ ጥሩ ድምፅ አይሰጥም። ከበር የተባለው ግን ያው እንደሌሎቹ ከበርዎች ዓይነት ነው።

Here is some vocabulary to help you

ተጫወተ tāc'awwāta play (a game or a musical instrument), as well as chat [derived stem]; infinitive መጫወት

ገመድ	gāmād	māc'c'awāt: simple imperfect, መጫወት
ጅማት	jimmat	yič'c'awwāt
ራረስ	fārās	string
ጭራ	č'ira	sinew
		horse
		hair (from an animal's tail); also means fly
ማስንቆ መምቻ	masink'o	whisk: የራረስ ጭራ horsehair
	māmēca	masinqo bow (cf. መታ hit, strike)
ትንፋሽ	tinfaš	breath
አውሮ	at'anna	study [derived stem]. Infinitive ማጥናት
		mat'nat
ያለዚያ	yalāzziya	otherwise (lit. 'without that')
ያው	yaw	the same
ከበር	kābāro	(large) drum

ዘራር kirar, ማስንቆ masink'o, ከበር kābāro and ዋሽንት wašint are the names of the four musical instruments described in this passage.

4 Now answer the following questions in Amharic about the passage you have just read

- 1 ማስንቆ ስንት ገመድ አለው?
- 2 ዋሽንት መጫወት ተላል ነው ወይስ አስቸጋሪ?
- 3 በኢትዮጵያ የሚጫወቱት ከበር አንድ ሌላ አገርች ከበር ነው?
- 4 ኢትዮጵያ በዩትኛው መሣሪያ ሲጫወቱ ይዘፍናሉ?
- 5 ዘራር የተባለውን መሣሪያ በጣት ነው የሚጫወቱት ወይስ በመምቻ?

Grammar

The verb አለ alä

Aside from the verb 'be', አለ is the major irregular verb in Amharic. Whilst the prefixes and suffixes that it takes in the various tenses are the same as those used with regular verbs, it is irregular inasmuch as the stems for each of those tenses are not formed following one of the regular patterns. You have now met all of the tenses of አለ, but here they are again in table format to remind you. You can see from the table that this irregularity mainly consists in the presence of a **h** in some tenses, which is missing in others.

Be careful not to confuse አለ *alā* 'he said' with አለ *allā* 'he is', which forms part of the truly irregular verb 'be', which we shall be reviewing in the next lesson.

<i>Tense</i>		<i>Stem</i>	<i>Gloss</i>
simple past	አለ	alā	al- he said
simple imperfect	ይል	yil	-il- (he says, will say)
compound imperfect	ይላል	yilal	" he says, will say
jussive	ይበል	yibāl	-bāl- let him say
imperative	በል	bāl	" say
gerundive	-በለ	bilo	bil- he saying . . .
compound gerundive	-በላል	bilwal	" he has said
infinitive	ማለት	malät	-alät to say
agent noun	ላይ	bay	someone who says

You have also met in recent lessons some parts of the passive derivative ተባለ *täbalä* 'be said, be called', such as the compound imperfect ይባላል *yibhalal* 'it is called'. Although we have not yet described this derived stem (it will be covered in lesson thirteen), you can see that the same *b* appears as occurs in some parts of the simple stem. The verb አለ 'say' is especially important in Amharic as it is used in a variety of ways that go far beyond its English equivalent.

First, of course, it is used like English 'say', as for instance in the dialogue when Kebede asks Tsehay, ለምን አንደዚህ ትያለህ *lämin indäzzih tūyalläs* 'why do you say this? (*lit.* 'like this')). Similarly, ምን አለህ? ምንም አላልኩም *mīn alk – mīnimm alalkum* 'what did you say? – I didn't say anything'. አለ does not necessarily imply 'saying' something, it can also mean 'thinking' or 'intending'. Have a look at the following examples:

አዲስ ተሞላሽ አገዛለሁ ብላ ገበያ ሄደች *addis k'āmis igāzallāhw bila gābāya hedäčč*

'she went to market intending to buy a new dress' (*lit.* '... saying, "I'll buy a new dress"')

ዛሬ ትምህርት የለም ብዬ ቀርቻለሁ *zare tūmhürt yällām biyye k'ärīččallāhw*

I stayed away thinking that there was no class today

In Amharic, it is normal practice to quote directly words that are spoken or thought, rather than put them into what is called 'indirect speech' as we often do in English. If the verb of 'saying' is itself አለ then you can simply quote the words directly:

ነገ ቢር አልሄድም አለ *nägā biro alhedim alā*
he said, 'I am not going to the office
'tomorrow'
he said he wasn't going to the office
tomorrow

Otherwise, it is usual to 'finish off' the quoted words with an appropriate part of አለ, most frequently the gerundive. In this case the verb of 'saying' is something like ነገረ 'speak'; ጠየቀ 'ask'; መለሰ 'reply'; አሰበ 'think'; ጻፈ 'write'; ጮኸ 'shout'; and so on. Look at the examples below.

ነገ ቢር ትሄዳለህ ብላ ጠየቀችኝ *nägā biro fibedallāh bila t'äyyäk'äččīn*
she asked me, 'Are you going to
the office tomorrow?'
she asked me whether I was going
to the office tomorrow
ደምዘኝ አዲምርለታለሁ *dämozun ic'ämmirillätallāhw*
ብዬ አለብኩ *biyye assäbkw*
I thought, 'I will increase his
salary for him'
I thought that I would increase
his salary for him

Second, the infinitive ማለት *malät* and the imperative በል *bäl* we have also met with special uses: ማለት in the phrase ምን ማለት ነው *mīn malät näw* 'what does it mean?' (*lit.* 'it is to say what?'); and በል as the introductory particle equivalent to English 'well'; 'come on'; and so on. Here are some more examples:

(ማለት)

ይህ ምን ማለት ነው? *yih mīn malät näw?*
what does this mean?

ባማርኛ ትግር ማለት በንግሊዝኛ *bamarīñña čiggir malät*
ምን ማለት ነው? *bängilizīñña mīn malät näw?*

what is the English for the
Amharic ትግር? (*lit.* 'to say ትግር
in Amharic is to say what in
English?')

(በል)

በዩ ከበደን ሰላም አትዩም አንዴ? häyi, Käbbädän sälam
attiyim inde?
well, won't you say hello to
Kebbede, uh?

በል አንሂድ!

bäl innihid!
come on, let's go!

Third, as in the examples ዝም ብላኸው zimm bilaččuh '(you) being quiet' and ቀደም ብሎ k'ädämm bilo '(it) being earlier', which occur in the dialogue, and as in ደስ አለኝ däss alän 'I am happy' and ትዝ አለኝ tizz alän 'I recall' which you have met before, the verb አለ forms compounds in which it no longer appears to have any meaning of 'saying'. The word immediately in front of the verb አለ remains unchanged, while person, tense, and so on, are indicated in the verb አለ. We can call these compound or composite verbs 'አለ verbs'. There are very many of these 'አለ verbs' and they are particularly common in spoken Amharic. Below are some more examples which you will find useful to add to your vocabulary.

አምቢ አለ	imbi alä	refuse, say no
አሻ አለ	išši alä	agree, say yes
ደቅር አለ	yik'ir alä	forgive
አደራ አለ	adära alä	implore, entreat, entrust
ከፍ አለ	käff alä	be high, important
ዝቅ አለ	zik'k' alä	be low
ቁጭ አለ	k'uč'č' alä	sit down
ቀስ አለ	k'äss alä	be careful
ቶሎ አለ	tolo alä	be quick
ጸጥ አለ	s'ät't' alä	be quiet, still, peaceful

There are others like ቀደም አለ which are derived from existing verb stems. There are set patterns which these derived 'አለ verbs' follow, but rather than list these here it will be simpler if you make a note of these new items when you meet them.

Exercises

5 How would you say the following in Amharic? You will find it easier if you try to recover first the original words that were spoken or thought

Example: he told me he was hungry → he told me, saying 'I'm hungry'

ራሰኝ ብሎ ነገረኝ።

- 1 Almaz told me she would come with the gifts tomorrow.
- 2 I replied to her that I didn't know at all.
- 3 He asked me what the time was.
- 4 Let me ask him what time we'll arrive at Langanu.
- 5 We thought we'd go to Awasa next week.
- 6 He told me he'd ring (this evening at 7 o'clock).

6 Answer the following questions in Amharic

- 1 ባጣርኝ ስልክ ግለት በንግሊዝኛ ምን ግለት ነው?
- 2 ደመራ የተባለው ምንድን ነው? በንግሊዝኛ እንዴት ይባላል?
- 3 በንግሊዝኛ wood ግለት ባጣርኝ ምን ግለት ነው?
- 4 ስምዎ ማን ይባላል?
- 5 ሰው ራሰኝ ቢል ለመብላት አረጋጋለሁ ግለቱ ነው ወይስ ለመጠጣት አረጋጋለሁ?
- 6 የኢትዮጵያ ዋና ከተማ ስምዎ ምን ይባላል?

Reading passage (2)

የዕጩ ግርቆስ

ሁለት ጓደኞች ነበሩ። ግርቆስና የዕጩ ይባላሉ። በጣም ይዋደዱ ነበር። ትንሽም ሆነ ትልቅ አውራ ለማደን ወደ ጫካ አብረው ይሄዱ ነበር። አንድ ቀን አደን ሄደው ምንም ነገር ባያገኙ ቆዩ። ተስፋ በመቀረጥ ወደቤታቸው ሊመለሱ ስለ ስለነድ ዛፍ ሥር ግርቆስ አንድ ግብር አየ። የዕጩ ደገጥ ግብርውን ከፍቶ ሲያይ በወርቅ የተሞላ ሆኖ አገኘው። ሁለቱም እኩል በመሳሪያ ረገጥ አብር ጓደኝነታቸውን ረስተው የኔ ነው። የኔ ነው በሚል ትንቅንቅ ጀመሩ። ግርቆስ ግብርውን መጀመሪያ ያየሁት እኔ ስለሆነኩ ወርቁ የኔ ነው አለኖ በቦክስ ሊጣታ ተዘጋጀ። የዕጩም ከግርቆስ አልተሻለም። ግብርውን መጀመሪያ የነሳሁትና ከፍቶ ያየሁት እኔ ነኝና ለኔ ይገባል አለ። ለዚህ ተጨታጫቱ ግርቆስ አንድ ዘዴ ባይረገጥ ኖሮ በድንገተኛው ጠብ እርስ በርሳቸው በቦክስ ሊናረቁ ነበር።

(ይተላል)

Here is some vocabulary to help you

ጻደኞቹ	gwadāññamoč	good friends (cf. ጻደኛ gwadāñña friend)
ጻደኝነት	gwadāññinnät	friendship
ተዋደደ	tāwaddädä	love one another [derived stem]; (cf. ወደደ wäddädä love); simple imperfect ይዋደዱ yīwwaddädu
ጣሰር	masäro	small pot
ወርት	wärk'	gold
ተሞላ	tämolla	be full [derived stem]
እኩል	ikkul	equal
ተካፈለ	täkaffälä	share [derived stem] (cf. ከፈለ käffälä 'divide, pay'; infinitive መካፈል mäkkafäl.)
ጉጉትጉት	finik'nik'	struggle, contest
ቦክስ	boks	boxing; (በቦክስ ተጣታ bāboks tāmatta box one another; ተጣታ 'fight, hit one another' [derived stem]; cf., መታ mäta 'hit'. Simple imperfect ይጣታ yimmatta)
ተሻለ	täšalä	be better (than)
ነገ	näkka	touch [2-lit' A]
ተገባ	tägäbba	deserve [impersonal, derived stem]; simple imperfect ይገባ yiggäbba - ለኔ ይገባል läne yiggäbbal 'I deserve. . .'
ተፈላጊነት	täč'ak'ac'č'äk'ä	argue, quarrel [derived stem]
ዘዴ	zäde	plan, scheme
ኖር	noro	in ግደፈጥር ኖር bayfät'ir noro 'if he had not invented . . .' - cf. ፈጠረ fät'ärä 'create, invent' [3-lit A]
ድንገተኛ	dingätännä	sudden, unexpected - cf. ድንገት dingät 'sudden(ly)'
ጠብ	t'äb	quarrel, fight
ተናረተ	tänarrätä	thrash one another [derived stem] - cf. ነረተ närrätä 'thrash' [3-lit B], simple imperfect ይናረት yinnarrät

12 ጉብኝት በአዲስ

አበባ

gubiññit bäAddis Abäba

A tour of Addis Ababa

By the end of this lesson you should be able to:

- conjugate and use derived stem verbs in a- and as-
- form comparative constructions (e.g. 'bigger than this')

A tour of Addis Ababa

Tsehay takes Peter to show him some of the sights of Addis Ababa

ፀሐይ ፒተርን አዲስ አበባ ውስጥ ያሉ አንዳንድ ቦታዎችን ለታላይ ትወስደዋለች።

ፀሐይ: ፒተር ዛሬ ትርፍ ጊዜ ስላለኝ አንዳንድ ቦታዎችን ወስኜ ላላይህ መጥቻለሁ።

ፒተር: አስቨሽ በመምጣትሽ በጣም አመሰግናለሁ። አንዳንድ ቦታዎችን እኔም ራሴ አይቻለሁ።

ፀሐይ: ዩት ሂድክ? ምንስ አየህ?

ፒተር: መርካቶ ሄኜ ገበያውን አየሁ። ከዚያም ስመለስ ያዲስ አበባን ማዘጋጃቤት ዙሪ አየሁት። በጣም ደስ ይላል።

ፀሐይ: በጣም ጥሩ ነው። ዛሬ ደገሞ የቅድስት ሥላሴ ካቲድራልን፣ ብሔራዊ መዘዬምን፣ ስድስት ዜሎ አካባቢ ያሉትን ሌሎች ቦታዎች ለምሳሌም ስድስት ዜሎ ዩኒቨርሲቲን አሳይህለሁ።

ፒተር: አንዴ ጠብቂኝና አንወጣለን።

ፀሐይ: ይኸ በጣም የታወቀው ካቲድራላችን ነው። አዲስ አበባ ውስጥ ያሉት ቦታዎች ለምሳሌም ስድስት ዜሎ ዩኒቨርሲቲን አሳይህለሁ።

ነው። በናንተ አገርስ አንደዚህ አይነት አለ አንዴ?
መቼም አንደግጥም አርገጠኝ ነኝ።

Tተር: ሁሉም ቤተ ክርስቲያኖች አንደዚህ አይነት ናቸው አንዴ?
ፀሐይ: አይ! ይኸኛው የተለየ ነው። ነገር ግን ሌሎች ቤተ

ክርስቲያኖች አሠራራቸው ተመሳሳይ ነው። ስለዚህ በሌላ ቀን ደግሞ አንሱን ላላይህ አሞክራለሁ። ምናልባትም የተመቸኝ አንደሆን በግብጥላው አሁኑ አንጦራ ዜጃን ምሕረት ቤተ ክርስቲያን አወሰድሃለሁ። ምክንያቱም የግብጥላው ሰንበት ያመቱ ዜጃን ምሕረት በዓለ ነው። በዘፍተኛ ደረጃ በደግሞ ሁኔታ እናከብራለን።

Tተር: ሰኞም አገር ያሉት ቤተ ክርስቲያኖች ይህንን ይመስላሉ። ብዙ ካቱድራሎች በዚህ መልክ የተሠሩ ናቸው። የንጦራ ዜጃን ምሕረት ቤተ ክርስቲያን ያልሸውስ አሠራሩ አንደዚህ አይነት አይደለም አንዴ?

ፀሐይ: ያኛው አሠራሩ የተለየ ነው። በመጀመሪያ ደረጃ ቤተ ክርስቲያን የምትገኘው አንጦራ ተራራ ላይ ሲሆን አካባቢውም በደን የተሸፈነ ከመሆኑም በላይ ከከተማ መሃል የራቀ በመሆኑ ፀጥታ የሰፈነበት ነው። አሠራሩ ደግሞ ክብ ሆኖ ጣራው ቆርቆር የለበሰ በመሆኑ ሲያዩት በጣም ያምራል።

Tተር: ይህ ደግሞ ምንድን ነው? መዘዬው መሆኑ ነው?
በጣም ደስ ያላል አይደለም አንዴ?

ፀሐይ: አዎ ልክ ነህ። ይህ ደግሞ በሐራጭ መዘዬም ሲሆን በውስጡ እጅግ ብዙ ታሪካዊ ቅርሶችን የያዘ በመሆኑ ክፍተኛ አንክብካቢ ያደርገልታል። በውስጡ የተለያዩ የታሪክ መረጃዎች ለምሳሌ ያህል ቅርጻቅርጾች፣ ጥንታዊ የብራና ጽሑፎች፣ ረጅም ዕድሜ ያላቸው የሰው እጥንቶች አንዲሁም ደግሞ ሌሎች ተመሳሳይ የሆኑ ለታሪክ፣ ለግንበረባብ፣ ለጽንጻና ለዓህል ጥናት የግረጹ ወይም የግረጹ ነገሮች ይገኙበታል።

Tተር: ወይ ገደ! በጣም የግገርም ነው። አሁን ግን እኔን በጣም ስለደዘመኝ ሁሉን ለግየት ስለግዘብደኝ ነገ እኔው ራሴ ተመልሼ ጊዜ ወስጄ አመለከተሁ።

ፀሐይ: እኔም ያሰብኩት አንደሱ ሲሆን ዛሬ ያመጣሁህ ቦታውን አንድታይ ብቻ ነው። ስለዚህ አሁን ና አንሂድኖ የድርጅቱን ኅላሌ ላስተዋውቅህ ምክንያቱም ነገ ስትመጣ በግገባ ገለጻ እንዲያደርግልህ።

Tተር: እዚህ አካባቢ መጽሐፍ የያዙ ብዙ ወጣቶች አሉ። መናፈሻ መሆኑ ነው አንዴ?

ፀሐይ: አይ! አይደለም። ስድስት ዚሎ የኒዘርሲቲ ነው። በፊት ቤተ መንግሥት የነበረ ሲሆን በኋላ ግን የኒዘርሲቲ

ሆነ። በውስጡ ብዙ መናፈሻዎች ከመናፈቸውም በላይ የመግሪያ ዘፍሎችና የተግራዎች መናፈያ ቤትም እዚሁ ግቢ ውስጥ ይገኛል። አንዲሁም ደግሞ ተግራዎች የግብረብት ምግብ ቤት፣ የግዝናን-ባቸው መጠጥ መሸጫ ቤቶችና ልዩ ልዩ የስፖርት አንቅስቃሴ የግያደርገባቸው መጫወቻ ቦታዎች አሉ። በተጨማሪም ድንገተኛ ሕመምና አደጋ በደረሰ ጊዜ የሕክምና አርጻታ የግሰጥ ዘለኒዘ ይገኛል።

Tተር: ምግብ ቤት ስትዩ ራሰኝ። ስለዚህ አንሂድኖ አንብላ። በዚያውም ካንጻንድ ተግራዎች ጋር ለመገናኘት ያመቻል።

TSEHAY: Peter, since I've some free time today I've come to take you and show you some of the sights.

PETER: Thanks very much for coming and thinking of me. I have already seen several places by myself.

TSEHAY: Where did you go, and what did you see?

PETER: I went to the Merkato and saw the market. Then on my way back I looked round the City Hall. It was very nice.

TSEHAY: That's very good. Today, though, I'll show you Holy Trinity Cathedral, the National Museum and other sights in the Siddist Kilo area, the Siddist Kilo campus for example.

PETER: Wait for me a moment and then we'll go out.

TSEHAY: This is our well-known cathedral. This is the biggest of the churches in Addis Ababa. Are there any of this kind in your country, then? I'm sure there must be.

PETER: Are all the churches of this kind, then?

TSEHAY: No, this one's different. The other churches are all alike in construction. So I'll try to show you those another day. Maybe if I can manage it, I'll take you to Entotto Kidane Mihret church next Sunday, because next Sunday is the annual feast of Kidane Mihret. We celebrate it fully and in a most lively way.

PETER: The churches in our country do look like this. Many churches are built in this style. And the style of the church of Entotto Kidane Mihret which you mentioned to me is of this kind, too, isn't it?

TSEHAY: The style of that one is different. In the first place, whereas the church is situated on Entotto mountain, it's a place where peace prevails because it's far from the city centre, and also because the location is covered in forest, as well. It's also very beautiful to look at because the style of

building is circular and the roofs covered in corrugated iron.

PETER: What's this, then? It must be the museum? It's very nice, isn't it?

TSEHAY: Yes, you're right. As this is the National Museum, they take very great care of it since inside it holds very many historical remains. There are various historical items inside, for example, sculptures, ancient vellum manuscripts, very old human bones, and likewise other similar objects that aid historical, social, linguistic and folkloric studies.

PETER: Wow! That's amazing. But because I'm very tired now, and because it's too much for me to see everything at once, I'll come back tomorrow by myself and take time and have a look.

TSEHAY: I thought that too and only brought you today to see the place. So, come now, let's go so I can introduce you to the curator of the organization, and then when you come tomorrow he can give you a proper tour.

PETER: There are lots of young people around here carrying books. It must be a park, then?

TSEHAY: No, it's not. It's Siddist Kilo campus. It was previously a royal palace, but has since become the university. Inside, as well as having many gardens, there are classrooms and student residences within the compound. Likewise, there are canteens where the students eat; snack bars where they relax; and several games locations where they can practice sports activities. In addition, there's a clinic which provides medical aid when sudden illness or accidents happen.

PETER: When you mention a canteen, I feel hungry. So let's go and eat. In that way it'll be an opportunity to meet some students.

Vocabulary

ቸርፍ	tirf	spare, free (time)
ቸድስት ሥላሴ	k'iddist sillase	Holy Trinity
ካቲድራል	katedral	cathedral
ጠቢቅም	muziyem	museum
ሰድስት ኪሎ	Siddist Kilo	the name of the square and surrounding area where the Social Science Faculty of Addis Ababa University is to be found. (See note 2)

አሠራር	assārar	manner of construction
ተመሳሳይ	tāmāsasay	similar, alike (cf. the verb ጠለጠለ mässälä be like)
አንጦጦ	īnt'ot't'o	the name of the mountain to the north of Addis Ababa.
ኪዳን ምስረት	Kidānā Mīhrät	a common title given to the Virgin Mary, lit. Covenant of Mercy. Here it is the name of one of the churches on Entotto. (See note 3)
ሰንበት	sānbät	another name for አሁኑ Sunday. (See lesson five)
ዘፍተኛ	kāffitāñña	high, important, topmost, extreme (cf. the verb ዘፍ አለ kāff alä be high)
ደረጃ	däräja	step, stairs, level, grade
በዘፍተኛ ደረጃ	bākāffitāñña	at the topmost level
በጠጀጠራ ደረጃ	bāmājāmmāriya	in the first place
ደግሞ	dämmak'	bright, animated, lively
ዙጎታ	huneta	situation, attitude, manner, way
ጠልክ	mälk	appearance, style, look
ደን	dän	forest, woodland
ፀጥታ	s'ät't'ita	quiet, calm, peace (cf. the verb ፀጥ አለ s'ät't' alä be quiet, still)
ክብ	kibh	round, circular
ጣራ	t'ara	roof
ቆርቆር	k'ork'orro	corrugated iron, zinc roofing (also means tin can)
ልክ	likk	correct, right
ታሪካዊ	tarikawi	historical (cf. ታሪክ tarik history)
ቅርስ	k'irs	remains, legacy, heritage
አንክብካቤ	inkibikkabe	care, special treatment
ጠረጃ	mārräja	proof, evidence, fact, (piece of) information (cf. the verb ተረጎጃ tärädda realize, understand, be persuaded)
ቅርጽ	k'irs'	image, model, sculpture, carving
ቅርጻት-ርጽ	k'irs'ak'irs'	sculptures
ጥንታዊ	t'intawi	ancient (cf. ጥንት t'int ancient times)
ብራና	bīranna, branna	parchment
የብራና ጠጽሐፍ	yābranna mäs'haf	vellum book, vellum manuscript
ዕድሜ	idme	age
አጥንት	at'int	bone
ግንባራ-ቤ	māhbāräsāb	society
ጥናት	t'inet	study

የግንባራና ጥናት	yāmāhbārāsāb	social studies, sociology
	ግንባራ	U'inat
ድርጅት	dirijjīt	organization, firm, institution
ክሊኒክ	halafi	curator, keeper, someone in charge
ገለጻ	gālās'a	description, briefing (<i>cf. the verb</i> ገለጸ gällās'ä reveal, describe, explain)
ገለጻ አደረገ	gālās'a adärrägä	give a briefing, show someone round
ቤተ መንግሥት	betä mängist	royal palace
መግሪያ ክፍል	māmariya kifil	classroom, study room (<i>cf. the verb</i> ተግረ tāmarä learn, study)
ግቢ	gibbi	compound (<i>i.e. a collection of build- ings surrounded by a wall or fence.</i>) (<i>See note 2</i>)
አንቅስቃሴ	ink'isik'k'ase	movement, activity
የስፖርት	yāsport	sports activities, sports
አንቅስቃሴ	ink'isik'k'ase	
አደጋ	adāga	accident, danger
ክሊኒክ	klinik	clinic (<i>the same as</i> የሌክሚና ጣቢያ yāhikmünna t'abiya, <i>lit.</i> 'medical station')

Verbs

አሳየ	asayyā	show [derived stem in as-]. (<i>See grammar section</i>)
አመሰግን	amäsäggänä	thank [derived stem in a-]. (<i>See grammar section</i>)
ዞረ	zorä	go round [2-lit ³]
ተለየ	täläyyä	be different, distinguished from [derived stem]
ተለያየ	täläyayyā	be different from one another, be various [derived stem]
ተመቸ	tämäččä	be convenient [derived stem]
ተወረ	täsarra	be built, made [derived stem]
ተገኘ	tägāññä	be found, located [derived stem]. Simple imperfect, ይገኘ yiggāññ
ተሸረገ	täsäffänä	be covered [derived stem]
ራቀ	rak'ä	be far away [2-lit ³] (<i>cf. the adjective</i> ራቅ ruk' far)
ሰረገ	säffänä	be dominant, prevail, reign [3-lit B]
አግረ	amarä	be beautiful [derived stem in a-]
አደረገ	adärrägä	do, make [derived stem in a-]

አገዘ	aggäzä	help, aid, assist [3-lit B]
ከባድ	käbbädä	be heavy, serious, severe, respected [3-lit A]. (<i>As an impersonal verb</i> ከባድኝ käbbädän I am overawed; it's too much for me)
ተመለከተ	tämäläkkätä	look at [derived stem]. Simple imper- fect, ይመለከት yimmäläkkät
አመጣ	amät'ṭ'a	bring [derived stem in a-]
አስተዋወቀ	astāwawwäk'ä	introduce someone to somebody [derived stem in astä-]
ተዝናና	täznanna	relax [derived stem]. Simple imper- fect, ይዝናና yiznanna
አመቸ	amäččä	be suitable, comfortable, opportune [derived stem in a-] (<i>cf. ተመቸ</i> tämäččä in this vocabulary)

Particles, phrases, etc.

አንደሆን	indāhon	if (<i>following a relative verb</i>)
የተመቸኝ	yätämäččän	if it is convenient for me
አንደሆን	indāhon	
አጅግ	ijjig	means the same as በጣም bät'am very
ወይ ጉድ	wäy gud	how amazing! how strange! wow! (an exclamation of astonishment, surprise or dismay)
በግጥ	bämmiggäbba	properly, duly, appropriately (<i>cf. the verb</i> ተገባ tägäbba be right, fitting)
በተጨማሪ	bätäč'ämmari	in addition, what's more, moreover (<i>cf. the verb</i> ጨመረ č'ämmärä add)

Notes on the dialogue

1 The dialogues in this and the next lesson are framed in an ordinary Amharic conversational style. You will see that this can be quite complicated and can have many turns of phrase that are rather different from what we might say in English.

Although these dialogues may at first seem difficult to you, if you follow the Amharic using the vocabulary and the grammar rather than at first trying an English translation, you will get a better feel for the language. They should also provide you with a model for your own Amharic conversation!

2. Only the largest thoroughfares (ጉዳፍ *gwädana*) and the squares (አደባባይ *addäbabay*) in Addis Ababa have names, and even then people often don't use these official names at all. Instead there are popular terms for areas and districts, some of which date back to the early days of the city (Addis Ababa was founded by Menilek II as a new, fixed capital in 1889). For instance, ስድስት ኪሎ *Siddist Kilo* and አራት ኪሎ *Aratt Kilo* are the popular names for the two large squares which are officially called የካቲት 12 አደባባይ and መጋቢት 28 አደባባይ, respectively. No one knows for sure why they are commonly called 'Six Kilos' and 'Four Kilos'!

The university campus is split between these two areas which are connected by a wide thoroughfare – the Social Science Faculty and the Institute of Ethiopian Studies are located at Siddist Kilo, whilst the Science Faculty is at Aratt Kilo. The area of the Graduate School, which lies between the two, is jokingly called አምስት ኪሎ *Ammist Kilo* – 'Five Kilos'! The Siddist Kilo campus is within the old palace grounds, which Haile Sellassie gave to the university after 1960 when he built a newer palace downtown. This was called ኢዮቤልዩ ቤተ መንግሥት *Iyobelyu Betä Mängist* 'The Jubilee Palace', and is still used for official receptions and state occasions. The oldest palace in Addis Ababa is the one built by Menilek II, which is popularly known by the simple name ገቢ ገበቤ *Gibbi* 'The Ghebbi', from the Amharic word for a compound. The Ghebbi covers a wide area and from the outside, like the Siddist Kilo campus, looks like a park surrounded by high railings with various buildings dotted amongst the trees.

3. Ethiopian churches are commonly called simply after the saint in whose name they are consecrated, usually without the accompanying title of ቅዱስ *k'iddus* '(male) saint' or ቅድስት *k'iddist* '(female) saint'. The name of the district or village where the church stands may also be prefixed. So, ከነሐሴ ኪዳን ምስራቅ ኪርሶስቲያን *Int'ot't'o Kidanä Mihret* (The Virgin Mary) on top of Entotto Mountain. Similarly, አራዳ ገዮርጊስ *Arada Giyorgis* is the Cathedral of St. George in the district of Arada, one of the largest and oldest churches in Addis Ababa.

Whilst St. George's Cathedral is built in a traditional Ethiopian style, Trinity Cathedral (ቅድስት ሥላሴ) is constructed in an ornate Baroque style imitating a Southern European cathedral.

Grammar

Derived stems

Amongst the vocabulary of the more recent lessons you have encountered quite a number of verbs that have been described simply as 'derived stems'. This means that in forming the various tenses they do not follow the basic patterns that you have learned so far (3-lit, 2-lit¹, 2-lit², 4-lit, and so on). Instead, they are 'derived' from one or another of these patterns by some additional element that is added to the basic root. This additional element may be a prefix, like *a-*, *as-*, or *tä-*, if you look back over the vocabularies you will see that most of the derived stems there begin with one of these. The additional element may also involve some internal change, as in አስተዋወቀ *astäwawwäk'ä* 'introduce' from simple አወቀ *awwäk'ä* 'know' in the new vocabulary in this lesson; or ተገናኘ *tägänaññä* 'meet' from አገኘ *agäññä* 'find'; or the set ተናገረ *tänaggärä* 'talk': ተነጋገረ *tänaggärä* 'converse, talk together'; and አነጋገረ *annä-gaggärä* 'engage in conversation', all from the simple stem ነገረ *nä-gärä* 'speak', all of which you have encountered in previous lessons.

It has to be said there is a very large number of these derived stems in Amharic. They give the verbal system of the language a high degree of complexity, but at the same time allow for a great deal of subtlety and richness of expression. In the remaining lessons of this book we shall look at only the simplest derived stems, essentially those formed by prefixes. As you go on to expand your knowledge of Amharic, the more you get to speak it and read it, you will soon discover how to form and use the remaining derived stems by practice.

Derived stems in a- and as-

In this lesson we shall look at derived stems formed by the prefixes *a-* and *as-*. Here is a list of some such derived stems that you have met already. See how many others you can find by going over the vocabularies of past lessons. Remember, though, that not all verbs that begin with the vowel *a* are necessarily derived stems!

አገኘ	agäññä	find	አጥየ	asayyä	show
አነበበ	anäbbäbä	read	አስገረመ	asgärrämä	surprise
አደረሰ	adärräsä	take	አስፈለገ	asfallägä	be necessary

አወረ	awarra	tell news	አመጣ	amät't'a	bring
አመቸ	amäččä	suit	አደረገ	adärrägä	do

1 a- stems

Most a- stems are derived from simple stems, like አደረሰ 'take' from ደረሰ 'arrive' in the list above. The meaning of the derived stem in these cases is usually 'to make happen', 'to cause to happen', and therefore the a- stem is sometimes called the 'causative'. Typically, the simple stem is an 'intransitive' verb, that is one that cannot logically have a direct object, and the derived a- stem produces a 'transitive' verb, that is one that can and normally does have a direct object. You have to be careful here, however, because in English we sometimes use the same word in both instances where Amharic makes a clear distinction. The pairs of sentences below should make this clearer:

ቡና ፈለ	bunna fälla	the coffee boiled	[intrans.]
ቡናውን አረላች	bunnawn afällačč	she boiled the coffee	[trans.]
ቁስሉ ዳነ	k'uslu danä	his wound healed	[intrans.]
ቁስሉን አዳነ	k'uslun adanä	he healed his wound	[trans.]
ወተት ፈሰሰ	wätät fässäsä	the milk spilled	[intrans.]
ወተቱን አፈሰሰ	wätätun afässäsä	he spilled the milk	[trans.]
አባት ጧሰ	isat č'äsä	the fire smoked	[intrans.]
ሰጃራ አጧሰ	sijara ač'äsä	he smoked a cigarette	[trans.]

In a few instances English uses a related word to express the transitive or 'causative' notion just as Amharic uses an a- stem derivative of a simple stem. You can see this clearly from the examples below:

ማሰሪያው መበቀ	masäriyaw t'äbbäk'ä	the fastening is tight	[intrans.]
ማሰሪያውን አመበቀ	masäriyaw at'äbbäk'ä	he tightened the fastening	[caus.]
ጌቶች ወፍረዋል	getočč wäffirawal	the boss has grown fat	[intrans.]
ሰኔር ያወፍራል	sikkwar yawäffiral	sugar is fattening	[caus.]
ደክሞኝል	däkmoñnal	I am tired	[intrans.]
ሥራ አድክሞኝል	sira adkimoñnal	work has tired me out	[caus.]

As you can see from these examples this is especially common with what we may call 'adjective verbs', that is verbs like መበቀ [3-lit A] 'be tight'* and ወፍረ [3-lit B] 'be fat' which in their English translations are often rendered by 'be' and an adjective.

* This is a different verb from መበቀ [3-lit B] 'wait (for)' which you know already.

At other times, English uses a quite different word to express the transitive or 'causative' idea that is expressed in Amharic by the a- stem derivative. Again, consider the pairs of sentences below:

ልጁ በለ	lijju bälla	the child ate	[intrans.]
ልጅዋን አበላች	lijjwan abällačč	she fed her child	[trans.]
አልማዝ መጣች	Almaz mä't't'acč	Almaz came	[intrans.]
ምግቡን አመጣች	migibun amät't'acč	she brought the food	[trans.]
ደሴ ደረሰኩ	Däse darräskw	I arrived in Dessie	[intrans.]
ደሴ አደረሱኝ	Däse adärräsuñ	they took me to Dessie	[trans.]
ምግብ ቀረበ	misa k'arräbä	lunch arrived/was served	[intrans.]
ምግብ አቀረበች	misa ak'arräbäčč	she served lunch	[trans.]
ሊቦቹ በረሩ	lebočču bärräru	the thieves fled	[intrans.]
ሊቦቹን አበረሩ	leboččun abärräru	they chased the thieves off	[trans.]

Yet again, we sometimes have to use in English a whole phrase where Amharic expresses a 'causative' idea by the a- stem derivative. So:

መቼ መሻ	mäče mäššä	when did it become evening?	[intrans.]
ሰጠጣ አመሸ	sit'ät't'a amäššä	he spent the evening drinking	[caus.]
አዘነ ቆመ	izzih k'omä	it stood here	[intrans.]
አዘነ አቆመው	izzih ak'omäw	he set it up here	[caus.]

Lastly, the basic or simple meaning of a verbal idea may be expressed in Amharic by an a- stem derivative, and the corresponding simple stem either has no apparent connection in meaning with the derivative, or in a few instances is not used at all. There are some very important and basic pieces of vocabulary amongst the

latter category, some of which you have already learned. Consider the examples below.

ገባ	gäbba	'enter'	but	አገባ	agäbba	'marry' as well as 'put in'
መለሰ	mällät'ä	'peel'	but	አመለሰ	amällät'ä	'escape'
ረዳ	rädda	'help'	but	አረዳ	arädda	'announce a death'
አደረገ	adärrägä	'do'	but no	*ደረገ		
አገኘ	agännä	'find'	but no	*ገኘ		
አበደረ	abäddärä	'lend'	but no	*በደረ		
አለቀሰ	aläk'k'äsä	'weep, cry'	but no	*ለቀሰ		

As with all derived stems, you cannot form a- stems at random. In other words, even though you know a simple stem, like መለሰ mälläsä 'answer, give back' or ቀረ k'ärrä 'remain behind', you cannot predict for certain whether it will have an a- stem derivative, even when the meaning would suggest one. In fact, both of the verbs just mentioned form their 'causatives' by means of the as- stem and not the a- stem: አስመለሰ asmälläsä 'make someone give back, recover something'; and አስቀረ ask'ärrä 'exclude, abolish, keep out'. You will need to use a dictionary to see not only what derived stems mean, but also whether a particular one is in fact used.

The inflexion of a- stem derivatives

Each of the derived stems has its own patterns of inflexion. This means that you will need to learn new stem shapes for each class of verb in each tense. This is not such an enormous task as it may sound, as often the patterns are similar to those you learned for the simple stems.

The personal markers for each of the various tenses and the prefixes and suffixes that form the non-finite parts of the verb (i.e. infinitive, instrument and agent nouns) are the same as you have already learned. In the tables that follow, therefore, only the third person masculine singular form of each tense will be given. You can easily form the other persons from this.

As an example, the various tenses, etc., of the a- stem of trilateral verbs, illustrated by አደከመ adäkkämä 'tire' [A-type] and አበደረ abäddärä 'lend' [B-type] are set out below.

	3-lit A		3-lit B	
s. past	አደከመ	adäkkämä	አበደረ	abäddärä
s. impf.	ያደከም	yadäk(i)m	ያበድር	yabäddir
c. impf.	ያደከማል	yadäkmal	ያበድራል	yabäddiral
juss.	ያድከም	yadkim	ያበድር	yabäddir
imp.	አድከም	adkim	አበድር	abäddir
ger.	አድከሞ	adkimo	አበድር	abäddiro
c. ger.	አድከማል	adkimwal	አበድራል	abäddirwal
inf.	ማድከም	mädäm	ማበድር	mabäddär
inst.	ማድከማያ	mädkämiya	ማበድሪያ	mabäddäriya
ag.	አድከማ	adkami	አበዳሪ	abäddari

Points to note

- 1 The vowel a of the 'causative' prefix is present in all tenses.
- 2 In B-type verbs the shape of the stem following the a- prefix is the same as in simple stems, which you have learned already.
- 3 However, in A-type verbs the shape of the stem following the a- prefix differs in several places from that of the corresponding simple stem: in the jussive and imperative; in the gerundive; in the infinitive and instrument noun; in the agent noun.
- 4 All the usual rules (a) of vowel hierarchy between stems and suffixes, and (b) of palatalization apply.

Similarly with other stem types (biliterals, quadrilaterals, etc.):

	2-lit' A		2-lit' B	
s. past	አበላ	abälla	አጠጣ	at'ät't'a
s. impf.	ያበላ	yabäla	ያጠጣ	yat'ät't'a
c. impf.	ያበላል	yabälal	ያጠጣል	yat'ät't'al
juss.	ያብላ	yabla	ያጠጣ	yat'ät't'a
imp.	አብላ	abla	አጠጣ	at'ät't'a
ger.	አብልቶ	ablito	አጠጥቶ	at'ät't'ito
c. ger.	አብልቷል	ablitwal	አጠጥቷል	at'ät't'itwal
inf.	ማብላት	mablat	ማጠጣት	mat'ät't'at
inst.	ማብያ	mabya	ማጠጫ	mat'äc'c'a
ag.	አብዩ	abyi	አጠጫ	at'äc'c'i

	2-lit ^a A		2-lit ^b B	
s. past	አገኘ	agāññā	አቁየ	ak'wäyyä
s. impf.	ያገኝ	yagāñ	ያቁይ	yak'wäyy
c. impf.	ያገኛል	yagāñal	ያቁያል	yak'wäyyal
juss.	ያገኝ	yagiñ	ያቁይ	yak'wäyy
imp.	አገኝ	agiñ	አቁይ	ak'wäyy
ger.	አገኝቶ	agiñto	አቁይቶ	ak'wäyyito
c. ger.	አገኝቷል	agiñtwal	አቁይቷል	ak'wäyyitwal
inf.	ማገኘት	magñät	ማቁየት	mak'wäyyät
inst.	ማገኘ	magña	ማቁያ	mak'wäyya
ag.	አገኘ	agñi	አቁዩ	ak'wäyyi

	2-lit ^c		2-lit ^d	
s. past	አዳነ	adanä	አጨሰ	ač'esä
s. impf.	ያዳን	yadan	ያጨሰ	yač'es
c. impf.	ያዳናል	yadanal	ያጠባል	yač'esal
juss.	ያድን	yadiñ	ያጨሰ	yač'is
imp.	አድን	adiñ	አጨሰ	ač'is
ger.	አድኖ	adiño	አጨሰ	ač'iso
c. ger.	አድኗል	adiñwal	አጨሰ	ač'iswal
inf.	ማዳን	madan	ማጨሰ	mač'es
inst.	ማዳኘ	madaña	ማጨሻ	mač'eša
ag.	አዳኝ	adañ	አጭያሽ	ač'yaš

	2-lit ^e	
s. past	አቆመ	ak'omä
s. impf.	ያቆም	yak'om
c. impf.	ያቆማል	yak'omal
juss.	ያቆም	yak'um
imp.	አቆም	ak'um
ger.	አቆሞ	ak'umo
c. ger.	አቆማል	ak'umwal
inf.	ማቆም	mak'om
inst.	ማቆማያ	mak'omiya
ag.	አቆማ	ak'wami

አበላ 'feed', አጠጠ 'give to drink'; አገኘ 'find'; አቁየ 'keep, detain'; አዳን 'cure'; አጨሰ/አጨሰ 'smoke'; አቆመ 'stop, erect'.

	4-lit	
s. past	አሠለጠን	asälät'ü'änä
s. impf.	ያሠለጥን	yasälät'ü'in
c. impf.	ያሠለጥናል	yasälät'ü'inal
juss.	ያሠለጥን	yasält'in
imp.	አሠለጥን	asält'in
ger.	አሠለጥኖ	asält'ino
c. ger.	አሠለጥኗል	asält'inwal
inf.	ማሠለጠን	masält'an
inst.	ማሠለጠኘ	masält'äña
ag.	አሠለጠኝ	asält'añ

	3-lit X		3-lit Y	
s. past	አመነታ	amänätfa	አዘገየ	azägäyyä
s. impf.	ያመነታ	yamänätfa	ያዘገይ	yazägäyy
c. impf.	ያመነታል	yamänättal	ያዘገያል	yazägäyyal
juss.	ያመነታ	yamänfta	ያዘገይ	yazäg(i)y
imp.	አመነታ	amänta	አዘገይ	azäg(i)y
ger.	አመነትቶ	amäntito	አዘገይቶ	azägyito
c. ger.	አመነትቷል	amäntitwal	አዘገይቷል	azägyitwal
inf.	ማመነታት	mamäntat	ማዘገየት	mazägyät
inst.	ማመነታኛ	mamänča	ማዘገየ	mazägya
ag.	አመነቲ	amänči	አዘገዩ	azägyi

አሠለጠን 'train'; አመነታ 'hesitate'; አዘገየ 'detain, postpone'.

2 as- stems

The derived stem in as- has a similar meaning to that in a-. It is also a kind of 'causative', but frequently implies that you cause, make or get someone else to do the action of the base verb.

ሶራውን አስጨረስኩት sirawn asē'arräskut I got him to finish his work

ጩኸቱ አላስተኛም č'uhātu alastännam the noise didn't let one sleep

ቆሎ አስዘላኝቶ k'olo asbälläččiw she made him eat the qolo

If the person whom you get to do the action is mentioned, then he/she is expressed as a direct object, and as the object of the action

itself may also be expressed, this means that *as-* stem verbs can have two direct objects. The examples below should make this clear.

ቤተን ጠረገኙ	betun t'ärrägäcč	she cleaned the house
ቤተን አስጠረገኙ	betun ast'ärrägäcč	she had the house cleaned
ገረድዋን ቤተን አስጠረገኙ	gärädwan betun ast'ärrägäcč	she had her maid clean the house

Intransitive verbs that form a transitive derivation by means of the prefix *a-* can, in turn, build a 'causative' of this by means of the *as-* prefix. In these instances, therefore, a simple stem can have both an *a-* and an *as-* derived stem. So:

ከበደ ጦጣ	Käbbädä mat't'a	Kebbede came
ከበደ ገንዘቡን አመጣ	Käbbädä gänzäbun amät't'a	Kebbede brought the money
ከበደ ገንዘቡን አስመጣ	Käbbädä gänzäbun asmät't'a	Kebbede had the money brought

You will note that you cannot normally have more than one derivational prefix on the same verb base: *as-* replaces *a-* in the pair አስመጣ and አመጣ. The same thing happens when you want to make a 'causative' of a verb whose basic meaning is expressed by a derived stem, like አገኘ agännä 'find, obtain, get' and አደረገ adärrägä 'do'. The 'causatives' of these are, respectively:

አስገኘ asgännä	produce, provide (i.e. cause someone to obtain)
አስደረገ asdärrägä	have something done

Verbs whose simple stems begin in *a* cannot of course form 'causatives' by means of the *a-* prefix as this would break the rule about having two vowels together. Instead, verbs of this shape use the *as-* derivative.

አደሰ addäsä	be new	አሳደሰ asaddäsä	renew, repair
አረፈ arräfä	rest, land	አሳረፈ asarräfä	bring to rest, land [trans.]
አወጥ awwäk'ä	know	አሳወጥ asawwäk'ä	inform, acquaint
አሰሰ assäbä	think	አሳሰሰ asassäbä	remind, recommend
አጠሰ at't'äbä	wash	አሳጠሰ asat't'äbä	have something washed
አየ ayyä	see	አሳየ asayyä	show

አጣ at't'a	be without	አሳጣ asat't'a	deprive, cause to be without
አደረ addärä	spend the night	አሳደረ asaddärä	put someone up for the night

In verbs whose simple stems begin in *s*, *z*, *š* or *s'* the *s* of the *as-* prefix merges with this initial consonant to form a double or geminate *ss*, *zz*, *šš* or *s's'*. This means that from the written dictionary form (the third person masculine simple past) you cannot tell whether such a verb is an *a-* or an *as-* stem derivative:

ጻፈ s'afä	write	አጻፈ as's'afä	have something written
ሠራ särra	build, make	አሠራ assärra	have something built, made
ሳመ samä	kiss	አሳመ assamä	offer (e.g. one's hand) to be kissed
ሸጠ šät'ä	sell	አሸጠ aššät'ä	offer for sale
ዘረፈ zärräfä	rob	አዘረፈ azzärräfä	have someone robbed

Sometimes both *a-* and *as-* stem derivatives occur. Of course, in context there is not likely to be any real confusion:

ሠለጠን sälat't'änä	be skilled, efficient, trained
አሠለጠን asälät't'änä	train
አሠለጠን assälät't'änä	have someone trained

The inflexion of *as-* stems

There is no distinction between A- and B-type verbs in the *as-* stem.

	3-lit		3-lit in 'a'	
s. past	አሰረሰገ	asfällägä	አሳደሰ	asaddäsä
s. impf.	ያሰረሰገ	yasfällig	ያሳደሰ	yasaddis
c. impf.	ያሰረሰጋል	yasfälligal	ያሳደሰል	yasaddisäl
juss.	ያሰረሰግ	yasfällig	ያሳደሰ	yasaddis
imp.	አሰረሰግ	asfällig	አሳደሰ	asaddis
ger.	አሰረሰግ	asfälligo	አሳደሰ	asaddiso
c. ger.	አሰረሰግል	asfälligwal	አሳደሰል	asaddiswal
inf.	ማሰረሰግ	masfälläg	ማሳደሰ	masaddäs
nst.	ማሰረሰጊያ	masfällägiya	ማሳደሰ	masaddäša
sg.	አሰረሰጊ	asfällagi	አሳደሰ	asaddäši

አሰረሰግ 'be necessary'; አሳደሰ 'transitive, etc.'

Points to note

1. The syllable *-as-* is present throughout.
2. The pattern of stem shapes following the *as-* prefix is identical to the B-type pattern of simple stems.

	2-lit'		2-lit'	
s. past	አስበላ	asbälla	አስቀረ	ask'arrä
s. impf.	ያስበላ	yasbälla	ያስቀር	yask'ärr
c. impf.	ያስበላል	yasbällal	ያስቀራል	yask'ärral
juss.	ያስበላ	yasbälla	ያስቀር	yask'ärr
imp.	አስበላ	asbälla	አስቀር	ask'ärr
ger.	አስበልቶ	asbällito	አስቀርቶ	ask'ärrito
c. ger.	አስበልቷል	asbällitwal	አስቀርቷል	ask'ärritwal
inf.	ማስበላት	masbällat	ማስቀረት	mask'ärrät
inst.	ማስበያ	masbäyya	ማስቀሪያ	mask'ärriya
ag.	አስበዩ	asbäyyi	አስቀሪ	ask'ärrä

	2-lit'		2-lit'	
s. past	አስዳነ	asdanä	አስቆመ	ask'omä
s. impf.	ያስድን	yasdin	ያስቆም	yask'om
c. impf.	ያስድናል	yasdinal	ያስቆማል	yask'omal
juss.	ያስድን	yasdin	ያስቆም	yask'um
imp.	አስድን	asdin	አስቆም	ask'um
ger.	አስድኖ	asdino	አስቆሞ	ask'umo
c. ger.	አስድናል	asdinwal	አስቆሞል	ask'umwal
inf.	ማስዳን	masdan	ማስቆም	mask'om
inst.	ማስዳኛ	masdañña	ማስቆማ	mask'omiya
ag.	አስዳኝ	asdañ	አስቆሞ	ask'wami

	2-lit'		2-lit'	
s. past	አስከደ	askedä	አስቆመ	ask'omä
s. impf.	ያስከድ	yasked	ያስቆም	yask'om
c. impf.	ያስከዳል	yaskedal	ያስቆማል	yask'omal
juss.	ያስከድ	yaskid	ያስቆም	yask'um
imp.	አስከድ	askid	አስቆም	ask'um
ger.	አስከደ	askido	አስቆሞ	ask'umo
c. ger.	አስከዳል	askidwal	አስቆሞል	ask'umwal
inf.	ማስከድ	masked	ማስቆም	mask'om
inst.	ማስከዳ	maskejjä	ማስቆማ	mask'omiya
ag.	አስከደኛ	askidwaj	አስቆሞ	ask'wami

4-lit

s. past	አስመረመረ	asmärämmärä
s. impf.	ያስመረምር	yasmärämmir
c. impf.	ያስመረምራል	yasmärämmiral
juss.	ያስመረምር	yasmärmir
imp.	አስመረምር	asmärmir
ger.	አስመረምር	asmärmiro
c. ger.	አስመረምሩል	asmärmirwal
inf.	ማስመረመር	masmärmär
inst.	ማስመረመሪያ	masmärmäriya
ag.	አስመረማሪ	asmärmari

3-lit X

3-lit Y

s. past	አዘረጋ	azzärägga	አሰጉሰኝ	asgwäbänña
s. impf.	ያዘረጋ	yazzärägga	ያሰጉሰኝ	yasgwäbänñ
c. impf.	ያዘረጋል	yazzäräggal	ያሰጉሰኛል	yasgwäbänñal
juss.	ያዘረጋ	yazzärga	ያሰጉሰኝ	yasgwäbiñ
imp.	አዘረጋ	azzärga	አሰጉሰኝ	asgwäbiñ
ger.	አዘረግቶ	azzärgito	አሰጉሰኝቶ	asgwäbiñto
c. ger.	አዘረግቷል	azzärgitwal	አሰጉሰኝቷል	asgwäbiñtwal
inf.	ማዘረጋት	mazzärgat	ማሰጉሰኝት	masgwäbñät
inst.	ማዘረገያ	mazzärgiya	ማሰጉሰኝኛ	masgwäbñä
ag.	አዘረገ	azzärgi	አሰጉሰኝ	asgwäbñi

አስበላ 'have something eaten, get someone to eat'; አስቀረ 'leave out'; አስዳነ 'have someone cured'; አስከደ 'let go, lead'; አስቆመ 'stop something'; አስመረመረ 'have someone or something examined'; አዘረጋ 'have something laid out'; አሰጉሰኝ 'let someone visit'.

The 'causative' of 'አለ verbs'

'አለ verbs', that is, those composed of a fixed element and አለ alä 'to say' (which we met in the previous lesson) form their 'causatives' by replacing አለ with አደረገ adärrägä 'do' (or sometimes አሰኝ assäññä [2-lit' as- stem]) in the case of a direct transitivity, and with አስደረገ asdärrägä 'have someone do' if a third party is involved. The following example should make this clear:

ምርት ከፍ ብልጥል	mirt käff bilwal	production is high
ምርት ከፍ አደረገል	mirt käff adrigwal	he has raised production

ምርት ከፍ አስደርጓል mirt kāff asdärrigwal he has had production raised

'አል verbs' that denote a sensation or emotion usually form their 'causatives' with the verb አሰኘ assänñä, which is chiefly only used in this context. On its own አሰኘ means 'call, name', or as an impersonal verb 'feel like doing'.

ደስ አለኝ	däss alāñ	I am happy, pleased
ደስ ያሰኛል	däss yassänñal	it will be pleasing, nice
አማርኛሽ በጣም ደስ የሚያሰኝ ነው	amarīññaš bät'am däss yämmiyassänñ näw	your Amharic is very nice

Exercises

1 Here are some short statements. Using the word in brackets as a subject, turn them into transitive statements, first in the simple past, and then in the compound imperfect

Example: ቡና ፈላ። (አልማዝ) → አልማዝ ቡናውን አፈላኝ አልማዝ ቡናውን ታፈላለኝ

- 1 ሻይ ቀረበ (አባላሬው)
- 2 ሰዎች ወረደ (ኩሊ)
- 3 ወራተኞቹ ወለጠኑ (የድርጅቱ ጎላሬ)
- 4 መኪና በቀይ መብራት ቆመ። (አኔ)
- 5 ፈረስ ጣጣ። (አሸከሮቹ)
- 6 ክፍሉ ጨለመ። (አንተ)
- 7 ቀስሉ ዳንሉት። (ሐዚም)
- 8 የሊባው ቤት ፈረሰ። (ባላገሮች)

2 In the same way as in exercise one rewrite the following sentences so that the person denoted by the word in brackets becomes the initiator of the action. This time use the same tense in your answer as in the original sentence

Example: ገረጺቱ ቤቱን ጠረገኝ (ወይዘሮ ድንቅነሽ) → ወይዘሮ ድንቅነሽ ገረጺቱን ቤቱን አስጠረገኝ

- 1 ተማሪዎቹ ፈተናውን አለፉ። (አስተማሪው)
- 2 ከበደ በሩን ደከፍታል። (አኔ)
- 3 አልማዝ የቤት ቢራይ ከፍላለኝ። (አቶ ጡሉጌታ)
- 4 ዘበኛው ድንኳንን ደተከላል። (አኛ)
- 5 ተረፈ ጠርመዙን ከፍቷል። (አልማዝ)
- 6 ሶስት ሰዓት ላይ ሥራ ጨረሰኩ። (ጌቶች)
- 7 አስታማሚዋ ልጅዋን መርምራለች። (አናቱ)
- 8 ብሔራዊ ጡዚዬምን አየህ? (ፀሐይ)

3 How would you say the following in Amharic? Each one will require either an a- or an as- stem derivative.

- 1 Ali showed me the photos he took last week.
- 2 They gave us a lot to eat and drink at the party.
- 3 The director of the factory raised production last year.
- 4 It's very nice to listen to music in the evening.
- 5 Can you put these guests up for the night?

4 Imagine you're showing an Ethiopian visitor round your town. How would you answer the following questions that your visitor asks about the town?

- የከተማውን ጡዚዬም መጉብኘት ይቻላል?
 - በጡዚዬምስ ውስጥ ምን ምን አይነት ቅርስ አለ?
 - ከተማው በዩኑኛው ክፍለ ዘመን ነው የተቆረቆረ?
 - ባንተ ከተማ ውስጥ የስፖርት ሜዳ አለ?
 - የከተማስ ነዋሪ ቁጥር ስንት ነው?
 - ፕሩ ቡና ቤት ታውቃለህ/ታውቁታለሽ?
- በል አንገዲህ ቡና አንጣጣ!

Grammar

Expressions of comparison

In the dialogue Tschay told Peter, አዲስ አበባ ውስጥ ያለት ቤተ ክርስቲያኖች መካከል ትልቁ ይህ ነው Addis Abäba wist' kallut betä kristijanoč mäkkäl tillik'u yih näw 'this is the biggest of the churches in Addis Ababa'. Literally translated this is, 'from amongst the churches which are in Addis Ababa this is the big one'. Below are some more sentences which illustrate how Amharic expresses comparison.

ባለፈው ሳምንት ታላቅ ወንድሜ አኛን ለመጠየቅ መጣ።
 በትልቅ ፋብሪካ ነው የሚሠራው። ፋብሪካው የጫማ ፋብሪካ
 ሲሆን ከተማው ውስጥ ከሚገኙት ድርጅቶች መካከል ትልቁ
 ነው። ወንድሜ ሶስት ትንንሽ ልጆች አሉት። ጥሩነሽ
 የምታባለው ታናሺቱ ከወንድሞችዎ በዕድሜ ብታንሰም በችሎታ
 ደግሞ ትበልጣቸዋለች። ከልጆቹም ሁሉ አስዋ ብልህዋ ናት።
 ለምሳሌ ማታ ማታ ከትምህርት ቤት ስትመለስ መጽሐፍ
 ታነባለች ወይም ድርሰት ትጽፋለች። ወንድሞችዎ ግን የቤት
 ሥራቸውን ሳይሠሩ ቱሊቪዥን ብቻ ያያሉ።

- 1 ጥሩነሽ ቱሊቪዥን ለማየት ትወጻለች?
- 2 ከወንድሜ ልጆች መካከል ታናሹ ማን ነው?
- 3 ወንድሜ የሚሠራበት ፋብሪካ ትንሽ ነው?
- 4 ወንድቹ ማታ ማታ የቤት ሥራቸውን ይሠራሉ?
- 5 ወንድቹስ ከጥሩነሽ ብልህ ናቸው?

6 Here's an advertisement from a magazine. Using the vocabulary supplied read the advert and then answer the questions below about the 'Tsedey Auto and Real Estate Company'

ፀደይ የመኪናና የቤት አሻሻሎ ድርጅት

ሁሉንም ይመለከታል!

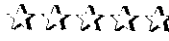
ፀደይን ይወቁት

ጳፀደይ ዘመናዊ የመኪናና የቤት አሻሻሎ ድርጅት በአይነቱም ሆነ በይዘቱ ልዩና የመጀመሪያ ነው።

ጳፀደይን በአግባቡ ተጠቅመው ውጣ ውረድ ሳይገጥምም ያገለገሉና ጥሩ ይዞታ ያላቸው የቤት፣ የጭንቅና የሕዝብ ማመላለሻ መኪናዎች

- ለመኖሪያ፣ ለድርጅትና ለቤር አገልግሎት የሚውሉ ቤቶችን ለመግዛት፣ ለመሸጥ፣ ለማክራየት ቢረዱ

ፀደይን ይጠይቁ



አድራሻ:-

ደብረዘይት መንገድ ከግብርና ሚኒስቴር ወረድ ብሎ ወደ ቂርቆስ በሚወስደው መንገድ ላይ ነው ፀደይን የሚያገኙት።
 ስልክ 75 63 23
 ፋክስ 251-1-626556
 ፖ.ሣ.ቁ. 22608

Supplementary vocabulary

አሻሻሎ	aššašač'	selling, dealing (agent noun from አሻሻሎ aššašač' help to sell, sell off, deal in [derived stem from ሸ.ጠ. ሸጠ 'sell']; also means sales clerk, broker)
አሻሻሎ ድርጅት	tämäläkkätä	dealer, broker (company)
ተመለከተ	tämäläkkätä	watch, look at, notice, pay attention to [derived stem in tä- 4-lit]; compound imperfect ይመለከታል yimmäläkkätäl
ዘመናዊ	zämänawi	modern, contemporary (ዘመን zämän time, era, period)
ይዘት	yizät	content, activity
በአይነቱም ሆነ በይዘቱ		ešber in kind or in content
አግባብ	agbab	procedure, proper conduct
በአግባቡ	bäagbabu	properly, duly, suitably
ተጠቀመ	tät'äk'k'ämä	use
ውጣ ውረድ	wit'a wiräd	fuss, bother, 'ups and downs'

አውጣ አወረደ	awāt't'a awärrädä	ponder, weigh something up in one's mind (<i>lit.</i> 'take it up and down' [derived stems in a-])
አገልገል	agaläggälä	serve [derived stem in a-]
አገልገሉት	agalgilot	service
ይዞታ	yizola	condition, attitude, control
ጭነት	č'inät	load, cargo, freight
አከራየ	akkärayyā	rent out, lease [derived stem in a-] (<i>cf.</i> <i>the noun</i> ኪራይ kiray rent)
አድራሻ	adrašša	address
ደብረዘይት	Däbrä-Zäyt	a town south of Addis Ababa, also called ቢሾፍቱ Bišoftu
የገበርና ሚኒስቴር	yägibrinna minister	Ministry of Agriculture
ቁርቆስ	K'irk'os	= የቀዳስ ቁርቆስ ቤተ ክርስቲያን
ወረድ አለ	wärädd alä	go down a little
ወረድ ብሎ	wärädd bilo	a little way down

ጥያቄዎች

- 1 ዐደይ የሚባለው ድርጅት ምን ዓይነት ነገር ይሸጣል?
- 2 አንድ መኪና ከዚህ ድርጅት መግዛት ቀላል ነው አንዴ?
- 3 ደግሞስ መኪና ለመከራየት ይቻላል?
- 4 ቢሮውስ ከፒያሳ አጠገብ ነው?
- 5 ድርጅቱ አዲስ ነው ወይስ ከብዙ ዘመን ነው የተቋቋመው?

Reading passage (2)

የሴፍኛ ማርቆስ

(... ካሞራ አንደኛ ትምህርት የሚቀጥል ነው)

ማርቆስ ያቀረበው ሀሳብ አንዲህ የሚል ነው። «ኋደኛዬ መተባበስ አለብን። ወርቁን ለመውሰድ ስንል መጣላቱ ጥቅም የለውም። ወደ ቤታችን ወስደን እንካፈለው። መውሰጃ ደግሞ ይህና ከረጢት ያስፈልገናል። ከተማ ሂድና ከረጢት ገዛ፣ ምግብም አምጣ። ይህን ከዛድ ነገር ለመሸከም መብላት ያስፈልገናል» አለ። የሴፍኛ አመነታ። ማርቆስን ከወርቁ ጋር ጥሉት ሲሄድ ይዞበት ይጠፋ ይሆናል። ግን ካወጣ ካወረደ በኋላ በሀሳቡ ተስማማ። የሴፍኛ ወደ ከተማ ሄደ። ማርቆስ ሌላ ሀሳብም ነበረው። የሴፍኛ ከረጢቱንና ምግቡን ይዞ ሲመለስ አድፍጦ ለገድለው ፈልጓል! ወርቁም የሱ ብቻ

ይሆናል። ስለዚህ ጩቤውን አዘጋጀ። የሴፍኛም በበኩሉ ማርቆስን በምን መልክ እንደሚገድለው ያስብ ነበር! «አም! ከረጢቱንና ምግቡን ይገዢ አመለጠሁ። ምግቡን ግን መርዝ አጨምርበትና ማርቆስ ምግቡን በልቶ ይሞታል። አኔ ወርቁን ለብቻዬ አወስዳለሁ» አለ ለራሱ።

ማርቆስ የሴፍኛን ጫካ ውስጥ ተደብቶ ጠበቀው። የሴፍኛ ስለዘገየበት የቀረ መስሎት ተቁጥቶ ነበር። የሴፍኛ ጥንድ እጅ ከረጢት፣ በሌላው እጅ ምግብ ይዞ መጣ። የሴፍኛ ማርቆስን እየፈለገ ነበር። ማርቆስ ግን ከተደበቀበት ቦታ ዘሎ ከኋላው ተከመረበትና ገደለው። ማርቆስ ወርቁን ከንግብርው በከረጢቱ ከተተ። ስለረባው ግን የሴፍኛ ያመጣውን ምግብ ሊለገግ ወደቤቱ ሊሄድ ተዘጋጀ። ምግቡን ተምሶ በጣም ይጣፍጣል አለ። በልቶ ሲጨርስ ሆዱን ውጋት ያዘው። በጥቂት ደቂቃ ውስጥ ከየሴፍኛ ራሳ ገን ዝርግት አለና ሞተ። የግብርው ወርቅ በከረጢቱ ውስጥ ቀረ። አንዳቸውም ወረቁን አላገኙትም።

Here is some additional vocabulary to help you

ተባባስ	täsässabä	consider one another [derived stem from አባባ]; infinitive መተባባስ mättäsasäb
ተጣላ	fät'alla	quarrel [derived stem from ጠላ 'hate']; infinitive መጣላት mä't'atalat
ጥቅም	t'ik'ım	use, benefit
ከረጢት	käral'it	bag
ተስማማ	täsmamma	agree [derived stem from ሰማ]
አደረጠ	adäffät'ä	lie in wait for, ambush [a- stem 3-lit A]
ጩቤ	č'ube	small dagger
መርዝ	märz	poison
ተደበቀ	tädäbbäk'ä	be concealed, be hidden, hide (oneself) [derived stem]
ተቁጣ	täk'wät't'a	get angry [derived stem]
ዘለለ	zällälä	jump, leap [3-lit A]
ተከመረ	täkämmärä	pounce, jump on top of [derived stem]
ከኒ	kännä-	together with, along with
ከተተ	kättätä	put something inside a receptacle [3-lit A]
ውጋት	wigat	sharp pain (<i>cf.</i> ወጋ wägga prick, stab [2-lit' A])
ራሳ	resa	(dead) body, corpse
ዝርግት አለ	ziriggitt alä	stretch (oneself) out ['አለ' verb from ዘረጋ]
አንዳቸውም	andacčäwım	(here with a negative verb) nobody

13 መጽሐፍትና ጋዜጣ mäs'hetinna gazet'a Magazines and newspapers

By the end of this lesson you should be able to:

- conjugate and use derived stems in tä-
- form adverbs ('happily', 'eagerly', 'quickly', etc.)
- use all parts of the verb 'to be' correctly

Amharic magazines and newspapers

Abbebe is one of the people Peter has made friends with. In the passage, he comes to Peter's house to pay him a visit

ፎቶ የሚወጡ አሉ። አንሱንም ይገድላህ መጥቻለህ።
ሰለሌህ አንብቦህ ስትጨርስ ትመልሰልኝለህ።
ፎቶ፡ በጣም አመግናለሁ። አንደሰማሁት ከሆነ ሳሁኑ ጊዜ በመገናኛ ብዙኃን ስለ አገር ጉዳይ በሰራው ይጻፋል። ቀደም ሲል ይህ አይነት የጽሑፍ ገገነት አይደለም።
አበበ፡ አዎ። እውነትህን ነው። በጣም ብዙ ችግር ነበር። እኛ ደግሞ እነዚህ ሆነን በናንተ አገር የመጻፍም ሆነ የመናገር ገገነት ያለ ገደብ የሚሰጥ መሆኑን አንሰማለን።
ፎቶ፡ ሁሉም መጽሐፍት በገለሰብ ብቻ የሚወጡ ናቸው ወይስ የመንገድን መጽሐፍትም አሉበት?
አበበ፡ በግልጽ ሆነ በመንግሥት እየታተሙ የሚወጡ ናቸው። ነገር ግን አብዛኛዎቹ ከማህበራዊ የዕለት ተዕለት ጉዳይ ላይ ከማተኩር ይልቅ ስለ ፖለቲካ ነው የሚያወሩት። በሆነም ሕዝቡ የማንበብ አይደለም ስለሆነ ሲያንስ ሲያንስ የንግብ ችሎታውን አንጻያዳብር ከፍተኛ አስተዋጽኦ ያበረክታል።
ፎቶ፡ አንዳንዶቹ መጽሐፍት የሚጠቀሙበት የቋንቋ ደረጃ ከወደ ያለ በመሆኑ በቀላሉ ለመረዳት አይቻልም። ከመጽሐፍት ይልቅ ለእኛ የሚቀላኝ ጋዜጦችን ማንበብ አንደሆነ ተረድቻለሁ።
አበበ፡ አይ! አሁን የማንበብም ሆነ የመረዳት ችሎታህ ስላይገ የምትቸገረው ለጥቂት ጊዜ ብቻ ነው። በቅርቡ ሁሉንም አይነት ጽሑፍ በቀላሉ ለማንበብና ለመረዳት ትችላለህ።
ፎቶ፡ እኔም ተስፋ አደርጋለሁ። ግን ያንተንና የጓደኞቼን አርዳታ ከምን ጊዜውም በበለጠ አረፈጋለሁ። አንጻያውም ሰጥኑን ካንበብኩት መጣጥፍ ውስጥ አንዱን ወሰጄ ምን ያህል ተረድቼው አንደሆነ ለማወቅ ብዬ ወደ አንገሊዝኛ ቋንቋ ለመተርጉም ሞክረያለሁ።
አበበ፡ አንድ! በጣም ገሩም ነው! በጣም ጉባዝ ነህ! በዚህ አይነት ማ የኛንም አርዳታ የምትረፈልግ አይመስለኝም። ያለ ምንም ስሕተት በቀጥታ ነው የተረጉምክው።
ፎቶ፡ አንደውነቱ ከሆነ ከናንተ ከጓደኞቹ ሌላ በአብዛኛው የረዳኝ በየቀኑ የማጻምጠው የረድዮ ፕሮግራም ነው። ቱሌቪዥንም በተከፈተ ቁጥር በጥጥና ተከታትያለሁ። ነገር ግን የቱሌቪዥን ፕሮግራም ከዚያውና ከሰፈረኩት ዝግጅት በስተቀር ሌላው ፕሮግራም ለእኛ ብዙ ጠቃሚ ሆኖ አላገኘሁትም።
አበበ፡ ከኛ ቤት አንዱን ቱሌቪዥን ሲኖርም አይከፈትም። ምክንያቱም አባቱ በቱሌቪዥን የሚተላለፍ ፕሮግራም ማየት ራጽሞ አይፈልጉም። እኔም ስፖርትም ሆነ ዜና ከቱሌቪዥን የማየው ወደ ጉረቤቶቹ ቤት ሂጄ ብቻ ነው።

PETER: *Abbebe, how are you? Since I met a friend of yours yesterday in Piyassa and he told me you were coming today, I've been waiting for you eagerly ever since midday.*

ABBEBE: *Oh, who was it that told you? Was it Kebbete, eh? I met him last week and we discussed whether I should come to your place today.*

PETER: *Yes, it was him who told me. By the way, what's this pile of magazines you're carrying? Please, give me them and let me have a look.*

ABBEBE: *Here you are! This one's a very popular magazine. It's called Muday. It broadly deals with many social matters. But as it's written in Amharic it may perhaps be too difficult for you. Anyway, take it and have a look.*

PETER: *Aren't there any magazines written and published in English, then? Last time I read one published under the name of Abyssinia.*

ABBEBE: *Oh well, there are various other magazines covering both Amharic and English. I'll bring you them. You can give them back to me when you've finished reading.*

PETER: *Thanks very much. If it's true what I heard, at the present time a lot's being written in the mass media about national affairs. Previously, I heard when I was abroad that there wasn't this kind of freedom of writing.*

ABBEBE: *Yes, you're right. There were very many difficulties. Over here, though, we hear that in your country freedom of both writing and speech is granted without restriction.*

PETER: *Are all magazines published only by individuals or are there government magazines too amongst them?*

ABBEBE: *They're printed and published both privately and by the government. But most of those report on politics rather than focusing on day-to-day social matters. However, as the people have largely got the opportunity to read, it at least makes a great contribution towards them developing their reading skills.*

PETER: *As the level of language that some of the magazines use is a little difficult, it isn't possible to understand them easily. I've come to realize that reading newspapers is easier for me than magazines.*

ABBEBE: *Oh well, now as your ability both to read and to understand has grown, it'll only be for a little while that you have any trouble. You'll soon be able to read and understand all kinds of writing.*

PETER: *I hope so, too. But I need your and your friends' help more than ever. In any case, I've taken one of the articles I read this week and have tried to translate it into English so as to find out how much I have understood it.*

ABBEBE: *What! That's really wonderful! You're very clever! In this case I don't think you'll need our help. You've translated it straight off without any mistakes.*

PETER: *As a matter of fact, what's helped me most aside from you, my friends, is the radio programmes that I listen to every day. And whenever the television's turned on I follow it carefully. But aside from the news and sports programmes I haven't found the other TV programmes very useful.*

ABBEBE: *Though there is a television at our house it's not turned on. This is because my father doesn't want to see the programmes that are transmitted on the TV at all. It's only by going to the neighbours' house that I see both the sport and the news on TV.*

Vocabulary

ገገጉ	guggut	desire, longing
በገገጉ	bäuggut	eagerly
ከምር	kimmör	pile, heap
ገዳይ	gudday	affair, business, matter
ስፋት	sifat	width, breadth, extent
ሰፊ	säffi	wide, broad
በስፋት	bäsifat	widely, extensively
በሰፊው	bäsäffiw	
መገናኛ	mäggänaña	junction, connection, means of communication [instrument noun from ገገገገ ገገገገ ገገገገ ገገገገ meet] mass media (<i>lit.</i> 'communication of the many')
መገናኛ	mäggänaña	
ብዙሃን	bizuban	
ጽሑፍ	s'ihuf	(piece of) writing, anything written (<i>cf.</i> ጸፈ s'afä write; ጸሐፊ s'ähafi secretary)
ክፍል	iddil	luck, fortune, chance
ፍገር	čiggir	trouble, difficulty, hardship (ፍገር čäggärä be in difficulties (<i>impersonal</i>); ፋፍገር ፋčäggärä be hard pressed, bother, trouble oneself, ለፍገር ለčäggärä be troubled)

ገደብ	gädäb	barrier, obstacle, drawback; <i>also means</i> dam
ገለልብ	gilläsäb	individual (<i>person</i>)
ገል	gill	private, solitary
ዕለት	ilät	day
የዕለት ተዕለት	yälät täülat	daily
ፖለቲካ	polätika	politics
ንግብ	nibab	reading, literacy (<i>cf. አንበባ anäbbäbä</i> read)
አስተዋጽኦ	astäwas'io	contribution
ተላል	k'allal	easy, light (<i>cf. ተላል k'allälä</i> be easy <i>amongst the verbs listed in this vocabulary</i>)
በተላሉ	bäk'allalu	easily
አርዳታ	irdata	help, assistance (<i>cf. ረ. rädda</i> help)
መጠጥፍ	mät'at'if	article (<i>in a newspaper or magazine</i>)
ተጥታ	k'ät't'ita	straightness, straightforwardness (<i>cf. ተጥ ክል k'ät't'alä</i> be straight, upright, steep [<i>'ክል</i> verb])
በተጥታ	bäk'ät't'ita	directly, straightaway
ጥጥና	t'immona	calm, care, quiet
በጥጥና	bät'immona	quietly, carefully, attentively
ዜና	zena	news, report
ዝግጅት	zīgijit	preparation, arrangement (<i>also means</i> programme (radio, TV); <i>cf. አዘጋጅ azzägajjä</i> prepare)
ገረቤት	goräbet	neighbour

Verbs

ተዋወተ	täwawwäk'ä	be acquainted, friendly with (<i>several people</i>) [derived stem from አወዋ]
ተነጋገረ	tänäggagärä	talk together (<i>implies more than one person</i>) [derived stem from ነገረ.]
ተመለከተ	tämäläkkätä	look at, notice [4-lit derived stem in tä-] (<i>see grammar section for details of tä- stems</i>)
ተወደደ	täwäddädä	be liked, loved [3-lit A derived stem in tä-]
ተወዳጀ	täwädaj	liked, loved, popular
አነሳ	anäsä	raise, take up [2-lit' A derived stem in a-]
ተጻፈ	täs'afä	be written [2-lit' derived stem in tä-]
ተሰጠ	täsät't'ä	be given [2-lit' A derived stem in tä-]
ወጣ	wät't'a	be published (<i>in addition to come out, go out, go up</i>) [2-lit' A] (<i>cf. አወጣ awät't'a</i> [2-lit' A derived stem in a-] publish)

አቀፈ	ak'k'äfä	embrace, envelop, include [3-lit A]
ታተመ	tattämä	be printed [3-lit B derived stem in tä-]; (<i>cf. አተመ ättämä</i> print, stamp)
አተኩረ	atäkkwärä	focus on, stare at [3-lit A derived stem in a-]; (<i>cf. ተኩረ täkkwärä</i> which <i>also means</i> stare at)
አወራ	awärra	tell, relate, give news [2-lit' A derived stem in a-]
አዳበረ	adabbärä	develop, enrich [3-lit C derived stem in a-]
አበረከተ	abäräkkätä	provide, present [4-lit derived stem in a-]
ተጠቀመ	tät'äk'k'amä	use, make use of, take advantage of [all with the preposition በ- bā-] [3-lit A derived stem in tä-]
ከበደ አለ	käbädd alä	be a little hard, rather difficult [<i>'አለ</i> verb' derivative of ከበደ käbbädä be heavy, hard]
ተረዳ	tärädda	understand, realize, be persuaded [2-lit' A derived stem in tä-]
ተቻለ	täčalä	be possible [2-lit' derived stem in tä-]; (<i>cf. ቻለ čalä</i> be able)
ተላለ	k'allälä	be easy, light [3-lit A]
አደገ	addägä	grow, increase [3-lit A]
ተቸገረ	täčäggärä	be hard pressed, have trouble; <i>also means</i> bother, trouble oneself [3-lit B derived stem in tä-]
ተረጎመ	täräggwämä	translate [4-lit]
አዳመጠ	addammät'ä	listen to something [derived stem]; simple imperfect ያዳምጥ yaddammit'
ተከፈተ	täkäffätä	be opened, turned on (<i>a radio, TV, etc.</i>) [3-lit A derived stem in tä-]
ተከታተለ	täkätattälä	follow after, keep up with [derived stem from ተከተለ täkättälä 'follow' which is itself a derived stem: 3-lit A tä- stem]; gerundive ተከታተሎ täkätatto
ተላለፈ	tälalläfä	be transmitted, broadcast [derived stem from አለፈ alläfä 'pass']; simple imperfect ይተላለፍ yittälalläf

Particles, phrases, etc.

አንድ-	indä-	that . . . (see note 1)
አንድሆን	indähonä	(here) that it is
በግል ስም	bämmil sum	under the name of (<i>lit.</i> 'in a name which says . . .')
ባሁን ጊዜ	babunu gize	at the present time (<i>lit.</i> 'at the now time')
በ--ይልቅ	kä- - yilik'	rather than, more than
በሆንም	bihonim	however (<i>lit.</i> 'even though it is (so)')
ምን ጊዜውም	min gizewm	at any time, ever
አንደውንቱ ዘሆን	indäwnätu	as a matter of fact. (<i>lit.</i> 'if it is like the truth')
አንኳን	inkwan	even (<i>follows the word or phrase it goes with</i>)
ብ--ም	bi- - m(m)	although (<i>with the simple imperfect tense</i>)
በኖርም	binorim	although there is

Notes on the dialogue

- 1 The conversation between Peter and Abbebe contains a number of uses of the prefix 'conjunction' አንድ- indä- which correspond to English 'that . . .'. You already know this word in the sense of 'like' added either to nouns or to relative verbs: for example, አንደግሉት indämmilut 'as they say', *lit.* 'like what they say it'.

It is also used to correspond to English 'that' in such situations as 'I heard that', 'I see that', 'I know that', and so on. Go through the dialogue and collect the instances of አንድ- used in this way. Note that sometimes it is combined with ሆን honä to make አንደሆን indähonä.

- 2 In the last couple of years a very large number of new magazines have appeared in Ethiopia, mostly in Amharic, though there are some in English like *Abyssinia* which Peter mentions in the dialogue, as well as some with articles in both English and Amharic. At present there are as many as fifty such publications. This is very different from the situation under the previous regime which controlled the press very tightly.

Many of the new magazines cover social and topical questions,

storing personal items'), which Abbebe mentions. Others have a more political flavour, such as the independent የአፍሪካ ተንድ 'YäAfrika K'änd' *The Horn of Africa*; or the government magazine ንጋት 'Nigat' (*Dawn*). Others are business orientated, or focus on literary and cultural topics, like አልፍ *Alef*.

The Amharic daily newspaper, which has been published for over fifty years, is called አዲስ ዘመን 'Addis Zämän', *New Times*. There's also a weekly paper of long standing called የዛሬዎቹ አንዮአዮ 'Yäzareyitu Ityop'p'iya' *Today's Ethiopia*.

Ethiopian television broadcasts for only six hours a day and is not received everywhere in the country. The radio is a much more significant force in the broadcast media in Ethiopia.

Grammar

Derived stems in tä-

Like the derived stems in a-, those formed by means of the prefix tä- are very common and very important in Amharic. You have already encountered a large number of tä- stems, even from as early on as the first lesson. There, you learned the expression አገዢ ደመሰገን igzer yimmäsgän, which literally means 'may God be praised'. The verb ደመሰገን 'may he be praised' is the third person masculine form of the jussive of ተመሰገን tämäsäggänä 'be praised'; the tä- stem derivative corresponding to አመሰገን amäsäggänä 'praise, thank', itself an a- stem 4-lit verb. All of this illustrates a number of important points about tä- stem derived verbs, which are listed below.

- 1 The meaning of the tä- stem is often to express a 'passive' notion, that is that something 'is done' rather than someone 'does' something. For instance, compare the following pairs of verbs which occur in the dialogue:

ክፈተ	käffätä	open:	ተክፈተ	täkäffätä	be opened
ወደደ	wäddädä	love:	ተወደደ	täwäddädä	be loved
ጻፈ	s'afä	write:	ተጻፈ	täs'afä	be written
ሰጠ	sät't'ä	give:	ተሰጠ	täsät't'ä	be given

- 2 Unlike the prefixes a- and as-, which we looked at in the previous lesson, the prefix tä- is not 'visible' as such in all tenses. Instead, there is a different affixation pattern in the past and future tenses.

'gemination' of the first consonant of the stem. Compare the following pairs of forms, also from the dialogue:

ተከፈተ	tākāffātā	it was opened, switched on
አይከፈተም	ayikkāffātim	it isn't opened, switched on
ተጻፈ	tās'afā	it was written
ይጻፋል	yis's'afal	it is being written

- 3 To form the 'passive' of a verb whose basic, transitive meaning is expressed by an *a*-stem derivative, the prefix *tä-* replaces the prefix *a-* and is *not* added to it. So, for example:

አመሰገን	amäsäggänä	thank:	ተመሰገን	tämäsäggänä	be thanked
አገኘ	agännä	find:	ተገኘ	tägännä	be found
አደረገ	adärrägä	do:	ተደረገ	tädärrägä	be done

Of course, if the verb root begins in the vowel *a-* (in other words if the verb is a basic stem type and not a derived stem) then *tä-* is added to this producing *ta-*, as in the following examples:

አወቀ	awwāk'ä	know	→	ታወቀ	tawwāk'ä	be known
አየ	ayyā	see	→	ታየ	tayyā	be seen
አሰበ	assäbä	think	→	ታሰበ	tassäbä	be thought, remembered

As you can see from the examples you have looked at so far, the usual meaning of the *tä-* stem is to express a passive event, that is, to turn a transitive verb into an intransitive: to say that something 'is done' rather than someone 'does' something. For this reason the *tä-* stem is often called the 'passive', but as with *a-* and *as-* stems there are exceptions to this. Not all *tä-* stem derivatives are passives. Sometimes the *tä-* stem expresses the basic idea and the simple, underived stem is not used. Below are some examples of this kind, many of which have occurred in the lessons so far.

ተቀመጠ	tāk'ämmät'ä	sit	[3-lit B derived stem in <i>tä-</i>]
ተሸከመ	täsäkkämä	carry	[3-lit B " <i>tä-</i>]
ተቀበለ	tāk'abbälä	receive	[3-lit B " <i>tä-</i>]
ተከተለ	täkättälä	follow	[3-lit B " <i>tä-</i>]
ታገለ	taggälä	struggle	[3-lit A " <i>tä-</i>]
ተቆጣ	täk'wät't'a	get angry	[2-lit ¹ A " <i>tä-</i>]
ተመኘ	tämäññä	wish	[2-lit ² A " <i>tä-</i>]
ተመቸ	tämäccä	be convenient	[2-lit ² B " <i>tä-</i>]
ተሻለ	täšalä	be better	[2-lit ² " <i>tä-</i>]
ተማረ	tämarä	learn	[2-lit ¹ " <i>tä-</i>]

ተጓዘ	tägwazä	travel	[2-lit ¹ " <i>tä-</i>]
ተገነዘበ	tägänäzzäbä	realize	[4-lit " <i>tä-</i>]

In other instances, the *tä-* stem does not have an obvious 'passive' connection with the simple stem, but has quite a different meaning. For example:

ገባ	gäbba	enter	→	ተገባ	tägäbba	be right, proper
ረዳ	rädä	help	→	ተረዳ	tärädä	understand, be persuaded
ሰማ	sämma	hear	→	ተሰማ	täsämma	feel (as an impersonal verb), as well as be heard

Below are some examples of *tä-* stems, some pairing with simple stems, others with *a-* stems, where the meaning is not strictly speaking 'passive':

አመለከተ	amäläkkätä	notify, point out	→	ተመለከተ	tämäläkkätä	look at
አበደረ	abäddärä	lend (money)	→	ተበደረ	täbäddärä	borrow
አጥሰ	awasä	lend (things)	→	ተጥሰ	täwasä	borrow
መለሰ	mälläsä	give back, reply	→	ተመለሰ	tämälläsä	return, go back*
አጠበ	at't'äbä	wash something	→	ታጠበ	tät't'äbä	wash oneself

*as well as 'be given back'

Lastly, remember that not all verbs that begin in *tä* are *tä-* stem derivatives; the *t* may be the first consonant of the basic root, as in the words below:

ተኘ	tännä	lie down, sleep	[2-lit ¹ B]
ተከለ	täkkälä	plant	[3-lit A]
ተረተ	tärrätä	tell a story	[3 lit B]
ተኩሰ	täkkwäsä	iron (clothes); fire, shoot (a gun)	[3-lit B]
ተረገመ	täräggwämä	translate	[4-lit]

The inflexion of *tä-* stem derivatives

	3-lit A		3-lit B	
s. past	ተሰበረ	täsäbbärä	ተፈለገ	täfallägä
s. impf.	ይሰበር	yissäbbär	ይፈለግ	yiffälläg
c. impf.	ይሰበረል	yissäbbäral	ይፈለጋል	yiffällägal
juss.	ይሰበር	yissäbär	ይፈለግ	yiffälläg
imp.	ተሰበር	täsäbär	ተፈለግ	täfalläg

	3-lit A		3-lit B	
ger.	ተሰብር	täsäbro	ተፈለገ	täfälligo
c. ger.	ተሰብሩል	täsäbrwal	ተፈለግል	täfälligwal
inf.	መስበር	mässäbär	መፈለግ	mäffäläg
inst.	መስበሪያ	mässäbäriya	መፈለገያ	mäffälägiya
ag.	ተሰባሪ	täsäbäri	ተፈለገ	täfällagi

ተሰበረ. täsäbbärä 'be broken'; ተፈለገ täfällägä 'be wanted'.

Points to note

- 1 The *tä-* prefix *only* appears in tenses and forms that are formed without a prefix; in those parts that are formed with a prefix [simple and compound imperfect, jussive, infinitive and instrument noun] the *tä-* prefix is 'absorbed' and replaced by the doubling, or 'gemination', of the first consonant of the root. So, in the case of ተሰበረ this is *s*, and in ተፈለገ it is *f*. Note that this is different with the *tä-* stem of verbs whose roots begin with *a* (see below).
- 2 A and B types have different patterns only in the gerundive (and hence the compound gerundive) and the agent noun. Otherwise they are inflected identically.
- 3 In terms of the written form, those parts where the *tä-* prefix is 'absorbed' differ from the corresponding simple stem forms only in one letter. In pronunciation, of course, there is the additional difference of 'gemination'. So:

ይሰበራል	he breaks	→	ይሰበራል	it will be broken
yisäbral			yissäbbäral	
መስበር	to break	→	መስበር	to be broken
mäsbar			mässäbär	
ይጨምር	let him add	→	ይጨምር	let it be added
yič'ammir			yič'e'amär	

The inflexion of the *tä-* stem of verbs in *a*

	3-lit A		3-lit B	
s. past	ታገለ	taggälä	ታደሰ	taddäsä
s. impf.	ይታገል	yittaggäl	ይታደስ	yittaddäs
c. impf.	ይታገልል	yittaggälal	ይታደስል	yittaddäsal
jussive	ይታገል	yittaggäl	ይታደስ	yittaddäs

	3-lit A		3-lit B	
imp.	ታገል	tagäl	ታደስ	tadäs
ger.	ታገሎ	taglo	ታደሶ	taddiso
c. ger.	ታገሏል	taglwal	ታደሷል	taddiswal
inf.	መታገል	mättaggäl	መታደስ	mättaddäs
inst.	መታገያ	mättaggäya	መታደሻ	mättaddäša
ag.	ታገይ	tagay	ታደሽ	taddäš

ታገለ taggälä 'struggle'; ታደሰ taddäsä 'be renewed'

Point to note

- 1 The *t* of the prefix remains throughout and 'geminated' in the tenses and other parts that are formed by means of a prefix and operates like the initial consonant of the root.

Other stem types

	2-lit' A		2-lit' B	
s. past	ተሰለ	täbälla	ተጠጠ	tät'ät't'a
s. impf.	ይሰለ	yäbbälla	ይጠጠ	yit't'ät't'a
c. impf.	ይሰለል	yäbbällal	ይጠጠል	yit't'ät't'al
juss.	ይሰለ	yäbbäla	ይጠጠ	yit't'ät't'a
imp.	ተሰለ	täbäla	ተጠጠ	tät'ät't'a
ger.	ተሰለቶ	täbälto	ተጠጥቶ	tät'ät't'ito
c. ger.	ተሰለቷል	täbältwal	ተጠጥቷል	tät'ät't'itwal
inf.	መሰለት	mäbbälat	መጠጠት	mät't'ät'tat
inst.	መሰለ	mäbbäya	መጠጠ	mät't'äc'ä
ag.	ተሰይ	täbäy	ተጠጠ	tät'äc'ä'i

	2-lit' A		2-lit' B	
s. past	ተሰጠ	täsät't'a	ተለየ	täläyyä
s. impf.	ይሰጥ	yissät't'	ይለይ	yilläyy
c. impf.	ይሰጠል	yissät't'al	ይለያል	yilläyyal
juss.	ይሰጥ	yissät'	ይለይ	yilläy
imp.	ተሰጥ	täsät'	ተለይ	täläy
ger.	ተሰጥቶ	täsät'to	ተለይቶ	täläyyito
c. ger.	ተሰጥቷል	täsät'twal	ተለይቷል	täläyyitwal
inf.	መሰጠት	mässät'ät	መለያት	mälläyät

	2-lit' A		2-lit' B	
inst.	መሰጭ	mässäc'a	መለዎ	mälläya
ag.	ተሰጧ	täsäc'i	ተለዩ	täläyyi

ተሰጧ 'be eaten', ተጠጧ 'be drunk', ተሰጠ 'be given', ተለዎ 'be separated, different'

Point to note

1 The imperfect (simple and compound) of the tā- stems of these classes of verbs is identical in its written form to the imperfect of the corresponding simple stems. In pronunciation only the position of 'gemination' differentiates the two stems:

ይሰጣል he gives → ይሰጣል he is being given
yisät'al yissät't'al

The same applies to the infinitive of B-type verbs:

መለዮት to separate → መለዮት to be separated, etc.
mäläyyät mälläyät

This is a good illustration of how important consonant doubling or 'gemination' is in Amharic!

	2-lit'		2-lit'		2-lit'	
s. past	ተማረ	tämarä	ተሸጠ	täšet'a	ተሾመ	täšomä
s. impf.	ይማር	yimmar	ይሸጥ	yisšet'	ይሾም	yisšom
c. impf.	ይማራል	yimmaral	ይሸጣል	yisšet'al	ይሾማል	yisšomal
juss.	ይማር	yimmar	ይሸጥ	yisšet'	ይሾም	yisšom
imp.	ተማር	tämar	ተሸጥ	täšet'	ተሾም	täšom
ger.	ተምር	tämiro	ተሸጦ	täšet'o	ተሾሞ	täšomo
c. ger.	ተምሩል	tämīrwal	ተሸጧል	täšet'wal	ተሾሞል	täšomwal
inf.	መማር	mämmar	መሸጥ	mäšset'	መሾም	mäššom
inst.	መማሪያ	mämmariya	መሸጫ	mäššec'a	መሾሚያ	mäššomiya
ag.	ተማሪ	tämari	ተሸጧ	täšac'i	ተሾሚ	täšwami

ተማረ 'learn'; ተሸጠ, ተሸጠ * 'be sold'; ተሾመ 'be appointed'

*Remember that ሸ. še can and usually does become ሾ. ša in the verb ሸጠ, ተሸጠ.

	4-lit		3-lit X	
s. past	ተሰበሰበ	täsäbässäbä	ተዘረጋ	täzärägga
s. impf.	ይሰበሰብ	yissäbässäb	ይዘረጋ	yizzärägga
c. impf.	ይሰበሰባል	yissäbässäbal	ይዘረጋል	yizzäräggal
juss.	ይሰበሰብ	yissäbsäb	ይዘረጋ	yizzärga
imp.	ተሰበሰብ	täsäbsäb	ተዘረጋ	täzärga
ger.	ተሰበሰቦ	täsäbsäbo	ተዘረገቶ	täzärgäto
c. ger.	ተሰበሰቧል	täsäbsäbwal	ተዘረገቷል	täzärgätwal
inf.	መሰበሰብ	mässäbsäb	መዘረጋት	mäzzärgat
inst.	መሰበሰቡያ	mässäbsäbiya	መዘረገያ	mäzzärgiya
ag.	ተሰበሰቡ	täsäbsäbi	ተዘረገ	täzärgi

3-lit Y

s. past	ተጉበኘ	tägwäbännä
s. impf.	ይጉበኘ	yiggwäbänn
c. impf.	ይጉበኛል	yiggwäbännal
juss.	ይጉበኘ	yiggwäbänn
imp.	ተጉበኘ	tägwäbä
ger.	ተጉበኘቶ	tägwäbännito
c. ger.	ተጉበኘቷል	tägwäbännitwal
inf.	መጉበኘት	mäggwäbännät
inst.	መጉበኘት	mäggwäbännä
ag.	ተጉበኘ	tägwäbänni

ተሰበሰበ 'be assembled, gathered'; ተዘረጋ 'be stretched out'; ተጉበኘ 'be visited'.

The irregular verb አለ alä 'say' has the 'passive' form ተባለ tabalä 'be said, called', which inflects as a regular 2-lit 3 derived stem in tā-.

s. past	ተባለ	täbalä	ger.	ተባሉ	täbilo, täblo
s. impf.	ይባል	yibbal	c. ger.	ተባሏል	täbilwal, täblwal
c. impf.	ይባላል	yibbalal	inf.	መባል	mäbbal
juss.	ይባል	yibbal	inst.	መባያ	mäbbaya
imp.	ተባለ	täbal	ag.	ተባይ	täbay

Exercises

1 Rewrite the following sentences as passives. Be sure to keep the same tense as in the original

Example: ሌባውን ይዟል → ሌባው ተይዟል

- 1 ደብዳቤውን ዳፊኙ።
- 2 ሲኒውን ትሰብራለህ።
- 3 ስብሰባውን ይጀምሩ።
- 4 ጋዜጣውን አነበብኩ።
- 5 ዘፍን ዘጋ።
- 6 ገንዘቡን አግኝታለች።
- 7 ዳቦውን ይብላ።
- 8 ቱሊቪዥንን ልክራት።
- 9 መጽሐትህን መልሻለሁ።
- 10 ልጅህን ትወዳለች።

2 Convert the following passive sentences into active ones using the word in brackets as subject

Example: መጽሐፉ ተገኘ። (አልማዝ _____) → አልማዝ መጽሐፉን አገኘች።

- 1 ከበደ አውነቱን አንደተናገረ ይታወቃል። (አኔ _____)
- 2 አንግሮቹ አስከ 4 ሰዓት ይጠበቃሉ። (አኛ _____)
- 3 ትምህርቱ ተጀምሯል (አስተማሪው _____)
- 4 ቤቱ ታድሏል። (አባቱ _____)
- 5 ያሞስኝ መጽሐፍ ነገ ይመለሳል። (አኔ _____)
- 6 መስቀቱ ተከፍቷል አንዴ? (ተማሪዎቹ _____)
- 7 መኪናዬ መቼ ይሸጣል? (አሻሻጩ _____)

3 Complete the answers to the following questions

- 1 ይህ ቦታ ተይዝዋል? የለም። _____
- 2 በታከሲ በንሂድ ይሻላል? የለም። _____
- 3 እቶ ዘውዴ ከኢትዮጵያ ተመልሰዋል? አይ። ገና ነው። ነገ _____
- 4 በዩት አገር ነው የተወለዱበት? አኔ _____
- 5 በባቡር ትጓዛለህ ወይስ በመኪና? አንጃ። ምናልባት በባቡር _____
- 6 ተማሪዎቹ ጠንክረው ይማራሉ? አይ። ያሳዝነኛል። ጠንክረው _____

4 Read and translate the following weather report taken from a newspaper. Then, following the report as a model and using the vocabulary supplied below, write a report on the weather wherever you are

የሰሞኑ አየር ሁኔታ

በሚቀጥሉት አምስት ቀናት ውስጥ በምዕራብና በደቡብ ምዕራብ ከፍታማ ቦታዎች ደመናማ የሚሆን ሲሆን ባንዳንድ ቦታዎች ላይ ነጥድጓዳማ ዝናብ ይዘንባል። በሰሜን በሚገኙ ደጋማ ቦታዎች ላይ ደገም በክራል ደመናማ ሆኖ መጠነኛ ዝናብ ይዘንባል። በሌሎች ቁላማ ቦታዎች ላይ ግን ኃይለኛ ፀሐይ ይሆናል በማለት በብሔራዊ ሜትሮሎጂ አገልግሎት ድርጅት የአየር ሁኔታ ትንበያ ከፍል ትናንትና አስታውቋል።

Here is some vocabulary to help you

ቀናት	k'ānat	= ቀናት
ከፍታማ	kāffitamma	= ከፍተኛ
ደመናማ	dāmmānamma	cloudy (cf. ደመና dāmmāna cloud)
ነጥድጓዳማ	nāgwādgwadamma	thundery (cf. ነጥድጓድ nāgwādgwad thunder)
ደጋማ	dāgamma	highland (from ደጋ dāga highlands)
ቁላማ	k'wāllamma	lowland (from ቁላ k'wālla lowlands)
ክራል	kāfil	part, portion
መጠነኛ	māt'ānānña	normal, moderate
ትንበያ	tinbāya	forecasting

Weather vocabulary

ካራያ	kaffiyya	drizzle
ጉም	gum	mist, fog
በረዶ	bārādo	hail, ice
በረዶ ሆነ	bārādo honā	be icy, freeze
በረዶ ጣለ	bārādo t'alā	hail (lit. 'throw hail')
በረጥ	bārrāk'ā	thunder, lighten [3-lit A]

ጠብረት	mābrāk'	lightning
ድርት	dīrk'	drought
ጠቃ	muk'	hot
ጠሐይ	s'āhay	sun
ወጅብ	wājab	storm, gale
ንፋስ	nāfas	wind
ደረት	dārāk'	dry
አርጥብ	irt'ib	wet, damp
ጉርፍ	gwārf	flood
ብርድ	bird	cold
ቀዝታዛ	k'āzk'azza	cool
ጠሐያማ	s'āhayamma	sunny

The seasons in Ethiopia

ክርምት	kirāmt, krāmt	the rainy season (end of June to early September)
ቦጋ	bāga	the dry season (mid September to end of April)
ጠደይ	s'ādāy	the sowing season (early May to end of June)

The period of April and May may also contain the 'little rains' which are known in Amharic as **በልግ ከላግ**.

The Amharic terms **ደጋ** and **ቁላ** (or **ቀላ**) refer to different climatic and ecological zones: **ደጋ** is the land above about 8,000' (the altitude of Addis Ababa) which has a temperate climate. Land below 6,000' is called **ቁላ** and has a hot dry or tropical climate. According to Amhara custom the best zone for traditional agriculture is called **ወይና ደጋ** wāyna dāga, which falls between the two other zones at 6,000' to 8,000'.

Grammar

Adverbial expressions

In Amharic there is no one particular way of forming adverbs such as we can do in English by adding '-ly' to an adjective. In the dialogue in this lesson a number of adverbial expressions do occur, however, that are formed by means of the preposition **ቡ**- bā-

በጥጥ	bāuggut	eagerly	በግል	bāgill	privately
በስፋት	bāsifat	widely	በቀላሉ	bāk'allalu	easily
በሰፊው	bāsāfiw	widely	በቅርቡ	bāk'irbu	shortly
በቀጥታ	bāk'at'ūta	directly	በአብዛኛው	bāabzaññaw	mostly
በጥጥኛ	bāt'immona	carefully			

You can see that these fall into two groups:

- (a) **ቡ**- + abstract noun (**በጥጥ**, **በስፋት**, **በቀጥታ**, **በጥጥኛ**, etc.)
- (b) **ቡ**- + adjective + definite article (**በሰፊው**, **በቅርቡ**, **በቀላሉ**, etc.)

Here are some more that you might find useful to add to your vocabulary

በትክክል	bātikikkil	equally	በድንገት	bādingāt	suddenly
በከገብ	bākāntu	in vain	በደስታ	bādässita	happily
በፍጥነት	bāfit'nāt	hurriedly	በጋደል	bāhayl	greatly
በደንብ	bādānb	properly	በሙሉ ልብ	bāmulu libb	wholeheartedly

Note also: **ከልብ** kālibb 'sincerely, willingly' with the preposition **ቡ**-.

There are other ways in which Amharic can express the equivalent of English adverbs. One of the commonest is to use the gerundive of an appropriate verb. Sometimes gerundives used as adverbs remain 'fixed' in the third person masculine singular form, at other times they agree with the person of the verb they accompany. Below are a few examples that have occurred in the dialogues to date.

ቀደም ብሎ	k'ādāmm bilo	previously	ቀሎ ብሎ	tolo bilo	quickly
ቀስ ብሎ	k'äss bilo	slowly	ቀጥሎ	k'at'ūho	subsequently
አጥብቆ	at'biq'o	strictly, keenly	ጨርሶ	ē'ārriso	completely
ዘም ብሎ	zimm bilo	silently, simply	አብር	abro	together

Often the gerundive of **አደረገ** 'do' is used to 'support' an adverb as in **ደጎና አድርጎ ሠርቶታል** dāhna adrigo särtotal 'he's done it well'.

Gerundive 'adverbs' that remain 'fixed'

These include the following:

ደገሞ	dāgmo	also, then (lit. 'repeating')
ቀድሞ	k'ādmo	firstly, formerly, previously

ፈጽሞ fäs's'imo totally, not at all (with a negative verb)
 አውቆ awk'o knowingly, wittingly, on purpose

Exercises

5 Fill in the gaps in the following sentences with the appropriate adverb from the list given below

- 1 _____ ያለ ምንም ስህተት ለማንበብ ትችያለሽ።
- 2 ገረጹቱ በርጭቆውን _____ ሰበረች አንዴ?
- 3 ያንተ አባብ _____ ያስደንቃል።
- 4 አማኝ ኑርቶሮክሳዊ በጾም ሆኖ _____ አይበላም።
- 5 _____ ከበደንና ዘውዴን ባቡር ጣቢያ ላይ አገኘኋቸው።
- 6 መኪና ባቆምኩ ጊዜ አንድ ልጅ _____ ደርሶ ልውበቅልኦ አለኝ።
- 7 ቡና ትፈልጋለህ? አዎ፣ _____ ቡና አጠግለሁ።

ባጋጣጧ, አውቆ, በአውነት, በፍጥነት, በትርፎ, በደስታ, ከቶ

Grammar

The verb 'to be'

In the first lesson we met two parts of the verb 'to be': ንው nāw and ሁን hun. From this, and from what you have subsequently learned in the ensuing lessons, it is apparent that 'to be' in Amharic is a particularly irregular verb. It will be useful to summarize all these irregularities at this juncture.

present affirmative	ንው	nāw	አለ	allā
present negative	አይደለም	aydallām	የለም	yällām

- 1 ንው has its own pattern of inflexion
- 2 አለ, አይደለም and የለም inflect like simple past tense verbs
- 3 of these only አለ can be used in subordinate clauses:

with the relative prefix የ-: ያለ yallā which there is
 with ስ-: ገለ sallā when there is
 with ከ-: ካለ kallā since there is

with አንድ-: አንዳለ indallā as there is
 with አየ-: አያለ iyyallā while there is

The negative of አለ in subordinate positions is ሌለ lellā, which also inflects like a simple past verb: የሌለ yälellā 'which there is not'; ከሌለ kälellā 'since there is not'; አንደሌለ indälellā 'as there is not'; አየሌለ iyyälellā 'whilst there is not'.

past affirmative	ነበረ	näbbärä
past negative	አልነበረም	alnäbbäräm

Note: ነበረ has regular inflexion. Other parts are usually drawn from the verb ሆነ:

future/'subjunctive'	ይሆናል	yihonal	it will be, may be
	አይሆንም	ayhonim	it cannot be
simple imperfect	ይሆን	yihon	(ሲሆን sihon when it is; ሲሆን bihon if it is, etc.)
jussive	ይሁን	yihun	let it be, may it be
imperative	ሁን	hun	be!
gerundive	ሆኖ	hono	it being
infinitive	መሆን	mähon	to be

Below are some more noun derivatives of ሆነ that are commonly used. (Some of these you may recognize.)

መሆኛ	mähoña	means of being useful
ኋኝ, ሁሞኝ	hwañ, huwañ	someone who is useful, supporter
አኳኋን, አኳኋን	akkwahwan, ahwahwan	condition, state of affairs, fashion, style
ሁኔታ	huneta	status, circumstance, manner, condition
ሁንኛ	hunäñña	reliable, dependable; also representative, principal, chief

Sometimes the verb ኖረ norä is also used to supplement the verb 'to be'.

Reading passage

ብሔራዊ ቡድኖችን ዛሬ ግታ ከአምባሳደር ጋር ይጫወታል

ብሔራዊ የቅርጫት ኳስ ቡድኖችን ዛሬ ግታ ከምሽቱ ፩ ሰዓት ጀምሮ ከአሜሪካው አምባሳደር ቡድን ጋር ይጋጠማል። የታውቀው ስቀድም አይርፕላን ማረፊያ አካባቢ ባለው የአሜሪካ ዮሐንስ ት/ቤት ገቢ ውስጥ መሆኑን ረደረሽን ገልጿል።

የአሜሪካ አምባሳደር ስፖርት ክሉብ የተመሠረተው በ፲፱፻፳፪ ዓ.ም፣ ሲሆን፣ በዚህ መጠሪያ ስም አንድ ሌላ ቡድን በመሰረብኛ በመካከለኛ ለፍሪካ ሲሟሟ ለዚህ የመጣው ቡድን ደግሞ ተደግሞ የደረሰው ከጉያ ነው። በዚያም ፫ ሳምንት ቀደቶ ፲፮ ግጥሚያዎች አድርጎ በሙሉ ያሸነፈ መሆኑን አሠልጣኝ ሚስተር ሐንዘ ቦወን ጠቅሰው ከዚህ በኋላ ወደ ጉብዕ ከዚያም ወደ ሀገሩ ነው መመለሱን ገልጸዋል።

የአሜሪካ አምባሳደር ቅርጫት ኳስ ቡድን ሀገራችን ከገባ ወዲህ ከመኮሪያ ቡድን ጋር ግጥም ፩፻፯ ለ፳፫ ረትቷል። ከዚያ በኋላ ወወከማን ፩፻፳ ለ፸፭ አሸንፏል። በመሐል ደግሞ ወደ ደብረ ዘይት ሑዶ ከአየር ኃይል ጋር ባደረገው ጨዋታ ፸፬ ለ፴፯ ረትቷል። ናዘራት ላይ ለተግራዎች የጨዋታውን ጉብብ አሳይቷል።

የአምባሳደር ቡድን ተጫዋቾች በሙሉ የዩኒቨርሲቲ ተግራዎች ሲሆኑ፣ ትልቁ ፳፬፣ ወጣቱ ፲፮ ዕድሜ ያላቸው ናቸው። በቁመቱ በኩል አጭሩ ፩ ሜትር ፹ ሲሆን፣ ረጅሙ ፪ ሜትር ከስምንት ሳንቲ ሜትር ከፍታ ያለው ነው። በዙዎቹ ገብ ሲያስቆጥሩ ከቁመታቸው መርዘም የተነሣ ስጭቸውን ቅርጫቱ ውስጥ እያገቡ ነው። ከመሐላቸው ረጅሙ ዳሪል ቦይድ ለአሜሪካ ብሔራዊ ኮለምፒዥ ቡድን ለመሠለፍ ተሰፋ ስንዳለው አሠልጣኝ ገልጸዋል።

(Abridged from አዲስ ዘመን ሐምሌ ፳ ቀን ፲፱፻፳፯ ዓ.ም።)

Supplementary vocabulary

ቡድን	budin	team
ቅርጫት	k'irē'at	kind of basket
የቅርጫት ኳስ	yāk'irē'at kwas	basketball
ገጠመ	gät't'amä	join, deal with, engage (an enemy) [3-lit A]
ተጋጠመ	tägal't'amä	confront, meet (armies, teams)

ግጥሚያ	gīt'miya	match, bout, conflict
ት/ቤት	= ትምህርት ቤት	
መሠረተ	mäsärrätä	found, establish [4-lit]
መጠሪያ ስም	mät't'äriya sim	title, appellation, nomenclature (cf. ተጠራ be called)
ሟሟ	zwazwarä	wander, roam, tour [derived stem from የረ go round]
አሸንፈ	aššännäfa	win (a battle or a game); defeat someone [3-lit as- stem]
ጠቀሰ	t'äk'k'äsä	mention, quote, refer to something [3-lit A]
ሀገር	hagär = አገር	
ኩራ	kwärra	be proud [2-lit' A]
መኮሪያ	mäkuriya	prestigious
ረታ	rätfa	win, beat [2-lit' A]
ወወከማ	Wäwäkima	name of a basketball team
የአየር ኃይል	yäayyär hayl	Air Force
ጉብብ	t'ibäb	skill, technique, wisdom
ቁመት	k'umät	height (cf. ቆመ stand)
ገብ	gīb	goal (cf. ገባ go in)
ቁጠረ	k'wät't'ärä	count [3-lit A]
ተነሣ	tänässa	get up, set off, arise [2-lit' A tä- stem]
ከ - የተነሣ	kä- - yätänässa	as a result of (lit. 'which arose from')
ሠለፈ	säläffa	be in line, parade [3-lit B]

14 አንጻንድ የመጽሐት መጣጥፎች

andand yämäs'het mät'at'ifoc

Some magazine articles

By the end of this lesson you should:

- be aware of some other derived stem types of verbs
- be aware of some abstract noun patterns

Newspaper and magazine articles

In this lesson you will read a couple of short articles and some adverts taken from recent Amharic magazines or newspapers. At first you may find them difficult, but with the help of the vocabulary, you should try to read and understand them. You will find an English translation in the key to exercises at the end of the book, but only look at this after you have attempted to understand the passages.

Passage 1

ትምሕርት በፖስታ

ሥራዎን እየወሩ በትርፍ ገዜዎ በጥቂት ገንዘብ ክፍተኛ ሰውነት ይገባዎታል።
 በ12ኛ ዘመናዊ ፈተና (ጂ.ሲ.ኤ.) እናበጋጃዎታሉ።
 እጅግ ተላል በሆነ ዘፍያ በቁ የትምህርት

መሣሪያዎች በመሰጠት ራስዎን በራስዎ እንጻግሩ የሚያደርግ ዘዴዎ አለን።
 የጀመሩትን ትምህርት አቋርጠው ከሆነዎ ትምህርትዎን የሚቀጥሉበት መንገድ አዘጋጅተናል።
 የመምሪያችን መጽሐፍ በገን ለማግኘት ስምዎ አድራሻዎን ይላኩልን።

የፋና ቱቶሪያል ቦሌጅ
 ፖ.ሣ.ቁ 10602 ስልክ 245669
 አዲስ አበባ

Vocabulary

ፈተና	fätäna	test, examination
ክፍያ	kifiyya	payment, share (cf. ከፈለ kāffälä pay, divide)
ፋና	fana	torch (not electric, which is ባትሪ batri)

Verbs

ገበየ	gäbäyyä	go shopping, purchase [3-lit Y]
አቋረጠ	ak'k'warrät'ä	interrupt [3-lit at- + C-type stem]. (See grammar section); cf. ቱረጠ k'warrät'ä cut
መራ	märra	lead, guide [2-lit' A]
መምሪያ	mämriya	guide (book)
ላከ	lakä	send [2-lit']

Particles, phrases

ራስዎ	raswo	yourself [ራስ + possessive pronoun suffix]
በገን	bänäs'a	for free, gratis

Passage 2

የማያርፈው ሞተር

ያንድ ሰው የልብ ትርታ በደቂቃ ከ60 እስከ 80 ደርሷል። በዓመት 40 ሚሊዮን ያህል ጊዜ ይመታል ማለት ነው። በያንዳንዱ ትርታ ወቅት 1/4 ሊትር ደም ወደ ልብ ይገባል ማለት ነው። ልብ በአንድ ቀን ውስጥ 2200 ጋሎን ያህል ደም ይረጫል። በሌላ አነጋገር 56 ሚሊዮን ጋሎን ያህል ደም በአማካኝ የሕይወት ዘመን ውስጥ ይረጫል ማለት ነው። ምንም እድገት ሳያስፈልገው የልብን ያህል ስራ የሚያከናውን ሰው ወራሽ መሆኑን ይኖር ይሆን? ልብን እንደ ማምረቻ መሆኑን እንጠቀምበት ብንል ሁለት ዜሎ የሚመዘን ሰቃ ሁለት ጫማ ርዝማኔ ድረስ ለማጠልጠል ለአንዳት ትርታ በማያደርገው የአንቅስቃሴ ፍጆታ ይበቃዋል። አንድ ስፖርተኛ አጅግ አስቸጋሪ ስፖርታዊ አንቅስቃሴዎች በማያደርገበት ጊዜ 20 ሊትር የሚገመት ደም ይገፋል። ወደ አንጎል የሚጓዘው ደም አንጎል ደርሶ ወደ ልብ ለመመለስ 8 ሴንቲሜትር ይፈጅበታል። ወደ አገር ጣቶች የወረደው ደም ወደ አንጎል ለመመለስ የሚፈጅበት ጊዜ 18 ሴንቲሜትር መሆኑ ተረጋግጧል።

Vocabulary

ትርታ	firrīta	beating, pounding (cf. ትር አለ firr alā beat (of heart))
የልብ ትርታ	yālibb firrīta	heartbeat, pulse
ወቅት	wāk't	time
ደም	dām	blood
ውሉ	wilo	full day, a day's rest, a day's duration (cf. ሞል walā spend the day)
አነጋገር	annāgagār	way of speaking (cf. ነገር nāggārā speak)
አማካኝ	ammakāñ	average
አድገት	iddīsat	repair, restoration (cf. አደስ addāsā be new)
ሰው ወራሽ	sāw sārraš	man made
ጫማ	č'amma	shoe, foot (measurement)
ርዝማኔ	rīzmane	length, height (cf. ረዘመ rāzāmā be long)
ፍጆታ	fījota	expenditure, destruction (cf. ፈጅ fājja use up, destroy)
አንጎል	angol	brain

ጣት	t'at	finger
የአገር ጣት	yāigir t'at	toe (lit. 'finger of the foot')

Verbs

ረጨ	rāč'č'ā	spray, splash, pump [2-lit' A]
አከናወነ	akkānawwānā	accomplish, complete, carry something out [4-lit at- + C-type stem]. (See grammar section)
አመረተ	amārrātā	produce [3-lit A a- stem]
ማምረቻ	mamrāča	means of production [instrument noun]
አንጠለጠለ	ant'ālāt't'ālā	hang up, suspend, hold up, carry something in one's hand [4-lit an- stem]. (See grammar section)
በቃ	bāk'k'a	be enough, sufficient [2-lit' A]
በዚህ ይበቃዋል ተገመተ	bāzzih yibāk'awal tågāmmātā	he/it will have enough of this be estimated, calculated [3-lit A tā- stem]
ተገፋ	tāgāffa	be pushed [2-lit' A tā- stem]
ተረጋገጠ	tārāgaggāt'ā	be confirmed [3-lit reduplicating stem in tā-]. (See grammar section)

Passage 3



በአዲስ አበባ ዩኒቨርሲቲ የአዋግ ስርዓት ስልጅ ዘመናዊነቱን 10/83 ጀምሮ ለአንድ ዓመት ልዩ ልዩ የምግብ ሽያጭ ሽያጫውን በጨረታ ለመገዛት ይፈልጋል። በጨረታው ለመገዛት የሚፈልገው ማንኛውም ተጨረቻ ይህ ማስታወቂያ ዘመናዊነት ዕለት ጀምሮ ዘመናዊ በሆኑ ሰዎች

በቦሌጅ አስተዳደር ቤር የመጫረቻ ሰነዶችን ብር 10 በመግዛት፣ ጨረታቸውን የሚያቀርቡበትን ጥጋ በታሸገ ኢንቪሎፕ አስከ መስከረም 7/83 10 ሰዓት ድረስ በፖስታው ላይ በመጻፍ ለጨረታ በተዘጋጀው ሣጥን ውስጥ መከተት ይቻላል። ጨረታውም መስከረም 8/83 ልክ በሦስት ሰዓት ተጫራቾች ወይም ሕጋዊ ወኪሎቻቸው በሚገኙበት በቦሌጅ ዲን የሚከፈሉት መሆኑን አንገልጻለን።

ተጫራቾች ለሚያቀርቧቸው ሁሉ ሕጋዊ የንግድ ፈቃድ አንዲኖራቸውና የሚገባቸውን የገብር ግዴታ ያሟሉ መሆን ይኖርባቸዋል።

ተጫራቾች የጨረታ ማስከበሪያ ዋስትና ብር 3,000 በጥሪ ገንዘብ ማስያዝ ይኖርባቸዋል።

ቦሌጅ ለሥራው አረጋጭም የተሻለ ዘዴ ካገኘ በጨረታው አይገደድም።

የአዋግ አርቫ ቦሌጅ

Vocabulary

ጨረታ	č'arata	bid, tender (cf. ተጫራቻ täč'arrätä in the verb list below)
ሸጥጥ	šak'ät'	goods, merchandise
ሸጥጥ ሸጥጥ	šak'ät'a šak'ät'	merchandise, goods of various kinds
ማስታወቂያ	mastawäk'iya	notice, announcement (cf. አስታወቀ astawwäk'ä inform)
አስተዳደር	astädadär	administration
ሰነድ	sänäd	document, draft, bill, form
ሕግ	higg	law
ሕጋዊ	higgawi	legal
ወኪል	wäkkil	agent, representative
ዲን	din	dean
ንግድ	niḡd	trade, commerce
ፈቃድ	fak'ad	permission, permit, license
ገብር	gibir	tax
ግዴታ	giddeta	requirement, obligation, condition (cf. ገደደ gäddädä in the verb list below)
ዋስትና	wastinna	guarantee, insurance
ጥሪ	č'ire	raw
ጥሪ ገንዘብ	č'ire gänzäh	cash (lit. 'raw money' - i.e. not a cheque)
አረጋጭ	affäs'as'am	manner of fulfilling (cf. ፈጸመ fäs's'amä)

Verbs

ተጎተፈ	täsattäfä	participate, take part in something [3-lit tä- + C-type stem]
ተጫረተ	täč'arrätä	bid [3-lit tä- + C-type stem]
አሸገ	aššägä	scal [3-lit B]
አሟላ	ammwalla	fulfill, meet (requirements), make complete [2-lit' A at- + C-type stem] (cf. ጥላ molla be full)
አስያዘ	asyazä	leave something in someone's care, deposit, impound, mortgage, also have someone arrested [2-lit' as- stem] from ሥዘ yazä hold
ገደደ	gäddädä	oblige, force, compel [3-lit A]

Particles, phrases

በወትር	zäwätir	usually, regularly, as a rule, normally
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Passage 4

የፀሐይ ብርሃን ውሃን ለማጥራት

በማደግ ላይ ባለም ሆነ እድገታቸው በጫጫ ወይም በተገታ አንደ አትዮጵያ ባሉ አገሮች ዘፍተኛው የሕዝቦች ጤና ችግር የተቆራኘው ከንጹሕ የመጠጥ ውሃ አመትና ዘውሀ ወለድ በሽታዎች ጋር ነው። በየዕለቱ ከሚመዘገቡት በርካታ ሙታን በተለይም ሕጻናቶች አብዛኛዎቹ የንጹሕ መጠጥ ውሃ አመት ስለባዎች ናቸው። የሕክምና ባለሙያዎች ችግሩን ለቀርፍ የሚችል አዲስ ዘዴ አግኝተዋል። ከጥቂት ወራት በፊት ባንበብን «ላንሴት» የአንገሊዛውያን የሕክምና መጽሐት ላይ አንደወጣው ውሃን በቀላሉ በፀሐይ ብርሃን ለማጥራት የተቻለ በመሆኑ ይህ አዲስ ግኝት ለአገራችን የገጠር ነዋሪ ለሰጥ የሚችለው ጥቅም ዘፍተኛ ይሆናል።

Vocabulary

ብርሃን	birhan	light
እድገት	idgät	growth, progress, development (cf. አደገ addägä grow [3-lit A])

ተገታ	täggita	pause, halt (cf. ተገ አለ tägg alä stop suddenly, halt, pause [አለ verb])
አጭት	it'ot	lack, need, shortage (cf. አጭ at'ü'a lack, not have [2-lit' A])
ወለድ	wälläd	something which arises or originates from something else - hence interest (financial); offspring, issue (cf. ወለድ wällädä have a child, bear, beget [3-lit A])
ውሀ ወለድ	wiha wälläd	water-borne (cf. አየር ወለድ ayyär wälläd air-borne)
በርካታ	bärkatta	numerous, plentiful (cf. ተበራከተ tåbarakkätä be abundant [4-lit tä- + C-type stem])
ሙት	mut	dead, deceased (pl. ሙታን, ሙታኖች mutan, mutanoč (cf. ሞተ motä die [2-lit ⁵])
አጻጎ	his'an	small child, baby (pl. አጻኖች, አጻኖት, አጻኖቶች his'anoč, his'anat, his'anatoč)
ሰለባ	säläba	victim; also means trophy, booty
ባለሙያ	balämuya	expert, skilled person
ገኘት	gīnñit	finding, achievement (cf. አገኘ agāññä find)
ገጠር	gät'är	countryside, open country, rural area
ንዋሪ	nāwari	inhabitant, dweller [agent noun of ኖረ]

Verbs

አጠራ	at'arra	purify [2-lit' A a- stem]
ጭጨ	č'ac'č'ä	be stunted [2-lit ³]
ተቀራራኝ	täk'waraññä	be tied, related, connected [3-lit X tä- + C-type stem]
ተመዘገበ	tämäzaggäbä	be recorded, registered [4-lit (tä- stem)]
ቀረፈ	k'arräfä	shake off, remove, peel [3-lit A]

Particles, phrases

በተለይ	bätäläyy	in particular, especially (cf. ተለየ täläyyä be separate, different)
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Passage 5

ማስታወቂያ

ሙሉመድ ታሰም

ምርጥ የሰፍ ጨርቅ ዘውድ ሆኖ ገዝተው ሰራ ሳይመርጡ ያሰፋሉ። ነገር ግን አንደተመኙት፣ አንዳሰቡት ሳይሆን ያልረገጡት ሆኖ፣ ዘሰውነትም ጋር ሳይስማማ ቢቀር ምን ያህል አንደሚያዘኑ የታወቀ ነው!! ችግሩ ዘሰውነትም አቋም ያለመስተካከል ሳይሆን ዘስራቱ ላይ ነው።

በዘመናዊ ሞድ ማሰፋት ሰራጊዎች ቀጠር በማዘበር ሰራት በማሳመር ዘተመሰከረሉት ሙሉመድ ታሰምን ይጠይቁ። ልብስዎን የሚያሳምረው ሰራው አቡ ነው!

አድራሻችን፡ አሜሪካን ግቢ መሀል

ስልክ ቁጥር 65 47 21

ፖስታ ሣ. ቁ. 25029

Vocabulary

ምርጥ	mirt'	choice, select, superior (cf. መረጠ märrät'ä choose [3-lit A])
ሱፍ	suf	wool
ጨረቅ	č'ärk'	cloth
ሰራ	säfi	tailor [agent noun from ሰፋ säffa 2-lit' A sew]. Note: do not confuse this with ሰራ säffi wide
ስራት	sifet	sewing, tailoring
ሰውነት	säwīnnät	body, build, figure
አቋም	ak'wam	structure, shape (cf. ቀመ k'omä stand)
ሞድ	mod	fashion, style (mode)
ቀጠር	k'ät'äro	appointment
ቀጠር አከበረ	k'ät'äro akäbbärä	keep an appointment (አከበረ [3-lit A a- stem])

Verbs

ሰፋ	säffa	sew [2-lit' A]
አሰፋ	asäffa	

ተስማማ	tāsmamma	agree, correspond, match [2-lit] reduplicating stem in tā-] from ሰማ sāmma hear
ተስተካከለ	tāstäkakkälä	be even, regular; be adjusted to something [3-lit reduplicating stem in tästä-] from ከከለ akkälä be equal
አሳመረ	asammärä	make beautiful, embellish, improve [3-lit as- stem], the 'causative' of አማረ amarä be beautiful, look good [irregular]*
መሰከረ	mäsäkkärä	testify [4-lit]
ከተመሰከረለት	kätämäsäkkärällät	since he is renowned (lit. 'since it is testified in his favour')

Particles, phrases

ሳይሆን	sayhon	not only, to say nothing of (lit. 'without it being')
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*

s. past	አማረ	amarä	ger.	አምሮ	amro
s. impf.	ያምር	yamir	c. ger.	አምሩል	amrwal
c. impf.	ያምራል	yamiral	inf.	ማማር	mamar
juss.	ይመር	yimär	inst.	ማማሪያ	mamariya
imp.	አመር	imär	ag.	አማሪ	amari

Grammar

More derived stems

The passages in this lesson contain a variety of derived stem types which have not been discussed in the preceding lessons. As you will now realize, there are a large number of different derived stem patterns in Amharic, more in fact that can be properly covered in an introductory textbook of this kind.

You will need to be able to recognize the different derived stem patterns, because in most dictionaries all derived stems are listed under the root, or basic stem shape.

You should note how the various patterns inflect as you make your way through the book.

The new patterns, then, that you have encountered in this lesson are the following:

1 at- + C-type stems

The examples of this stem you met in this lesson are:

አቋረጠ	ak'k'warrät'ä	interrupt from ቁረጠ k'warrät'ä cut
አከናወነ	akkänawwänä	accomplish from root *ከነወነ (not used)
አሟላ	ammwalla	fulfill from ሞላ molla be full

The at- + C-type stems are often the 'transitive' or 'causative' counterparts of tä- + C-type stems. Consider the pairs of verbs below:

ተናገረ	tanaggärä	talk	→	አናገረ	annaggärä	engage in conversation
ተሻገረ	täšaggärä	cross	→	አሻገረ	aššaggärä	take across
ተቃረበ	täk'arräbä	approach	→	አቃረበ	ak'k'arräbä	bring something close
ተጫወተ	täč'awwätä	play, chat	→	አጫወተ	ač'č'awwätä	entertain
ተዳመጠ	tädammät'ä	agree	→	አዳመጠ	addammät'ä	listen to something
ተቃጠለ	täk'at't'älä	be on fire	→	አቃጠለ	ak'k'at't'älä	set fire to something

Therefore also:

ተከናወነ	täkänawwänä	be accomplished	→	አከናወነ	akkänawwänä	accomplish
ተቋረጠ	täk'warrät'ä	be interrupted, cease	→	አቋረጠ	ak'k'warrät'ä	interrupt

You can see that the distinctive features of the shape of this derived stem are:

- 1 prefix a-
- 2 gemination of the first consonant of the root
- 3 vowel a inside the stem

2 astä- and tästä- stems

There are not a great number of these derived stem patterns, but there are a few useful and important ones which you should

patterns. Below are a few examples, some of which you have already met.

አስተማረ	astamarä	teach
አስታወቀ	astawwäk'ä	inform
አስታመመ	astammämä	nurse
አስተዋለ	astäwalä	observe, pay attention
አስታወሰ	astawwäsä	recall, remember

The prefix *astä-* forms transitive verbs, whilst *tästä-* forms the intransitive equivalent. The *tästä-* prefix is found on reduplicating stems (see below). In one of the passages above you met the following example of this type:

ተስተካከለ	tästakakkätä	be even, adjusted to which the corresponding transitive is:
አስተካከለ	astäkakkälä	make even, adjust, arrange. Do you remember the Amharic for 'hair-dresser'? ፀጉር አስተካካይ s'ägur astäkakay, – lit. 'hair arranger'!

3 an- and tän- stems

Again, verbs with these prefixes are not very common. Most verbs with these prefixes describe noises or particular ways of movement. Like *astä-* and *tästä-*, the *an-* prefix is found on transitive verbs, whilst *tän-* forms the corresponding intransitive verb. Below are a few examples by way of illustration.

አንቀሳቀሰ	ank'äsak'k'äsä	move something	[trans.]
ተንቀሳቀሰ	tänk'äsak'k'äsä	be moved, move	[intrans.]
አንጠለጠለ	ant'älät't'älä	hang something up	[trans.]
ተንጠለጠለ	tänt'älät't'älä	be hung up	[intrans.]

4 Reduplicating stems

Another common pattern of stem derivation involves the repetition or 'reduplication' of one of the consonants of the basic stem or root followed by the vowel *a*. In addition, the reduplicating pattern is often combined with one or other of the derivative prefixes that you have met so far. One of the commonest patterns is *tä-* + reduplicating stem. Below are some examples that have occurred in the dialogues to date.

ተዋወቀ	täwawwäk'ä	know one another	from አዋቀ awwäk'ä know
ተስማማ	täsmamma	agree	from ሰማ sämma hear
ተረጋገጠ	tärägaggät'ä	be confirmed	from *ረገጠ, cf. አርገገ ገገit' sure
ተነጋገረ	tänägaggärä	talk together	from ገገረ näggärä speak
ተከተለ	täkätattälä	follow after	from *ከተለ, cf. ተከተለ täkättälä follow
ተለያየ	täläyayyä	be different from one another	from ለየ läyyä be different
ተገናኘ	tägänaññä	meet	from *ገኘ, cf. አገኘ agäññä find

Corresponding to the first of the above, you have also met:

አስተዋወቀ astäwawwäk'ä introduce (lit. 'cause to know another')

Abstract nouns

The passages in this lesson and several of the more recent dialogues have contained quite a number of abstract nouns. Like English, Amharic has a large number of ways of forming abstract nouns from other nouns, as well as from verbs.

Below are some of the commoner abstract noun patterns illustrated by examples, many of which you have encountered in the lessons so far.

1 Suffixes in 't': -ta, -ot, -ota, -et, -eta, -it, -ät, -at

ተርታ	tirrita	beat, pulse	from ተር አለ turr alä beat
ደስታ	dässita	happiness	from ደስ አለ däss alä be happy
ከፍታ	käffita	height	from ከፍ አለ käff alä be high
ዝምታ	zimmäta	silence	from ዝም አለ zimm alä be quiet
ሁኔታ	huneta	condition	from ሁን honä be, become
አርዳታ	irdata	help	from ረዳ rädda help
ይቅርታ	yik'irta	forgiveness	from ይቅር yik'ir let it be omitted (ቀረ)
ይሉኝታ	yiluñta	propriety	from ይሉኝ yiluñ they say of me (አለ)
ገደታ	giddeta	obligation	from ገደደ gäddädä be forced
ጠቀሜታ	t'äk'ämeta	usefulness	from ጠቀመ t'äk'ämä be useful
ፍጆታ	fijota	destruction	from ፈጅ fäjjä destroy

ስጦታ	sit'ota	gift	from ሰጠ sāt't'a give
ቸሎታ	čilota	skill, ability	from ቸለ čalä be able
ዝገጅት	zigüjjet	preparation	from ዘገገረ azzägajjä prepare
ድርጅት	dürüjjet	organization	from ድረጀ därajjä be organized, developed
ትምህርት	fimhirt	study	from ተማረ tämarä study, learn
ጉጉት	guggut	longing	from ጎጎ gwaggwa long for
አድገት	idgät	growth	from አደገ addägä grow
ልደት	lidät	birth	from ወለደ wällädä bear, have children
ቁመት	k'umät	height, stature	from ቆመ k'omä stand
ወብት	wibät	beauty	from ተዋበ täwabä be beautiful
ሂደት	hidät	progress	from ሂደ hedä go
አድግት	iddisat	repair	from አደሰ addäsä be new
ምክንያት	mikinyat	reason	from አመካኝ amäkaññä make an excuse
ስፋት	sifat	width	from ሰፋ säffa be wide
ብዛት	bizat	quantity	from ብዛ bäzza be many
ፍራት	firot	fear	from ፈረ färä be afraid
ውጤት	wit't'et	result	from ወጣ wät't'a emerge
ስፈት	sifet	sewing	from ሰፋ säffa sew
ምጥት	miñnot	wish, desire	from ተመኘ tämännä desire
አጭት	it'ot	lack	from አጣ at't'a be lacking
አገልግሎት	agälgilot	service	from አገለገለ agälaggälä serve
ፍላጎት	fillagot	need, want	from ፈለገ fallägä want

2 -nna

ሐክምና	hikminna	medicine	from ሐኪም hakim doctor
ቀንጅና	k'winjinna	prettiness	from ቆንጆ k'onjo pretty
ንጹህና	nis'ihinna	purity	from ንጹህ nis'uh pure
ትሕትና	tihitinna	humility	from ትሕት tihud humble
ግብርና	gibirinna	agriculture	from ገበረ gäbare farmer

3 -nnät – *this is an especially common suffix that can be added to almost any noun or adjective, rather like the English suffixes '-ness'; '-hood'; or '-ship'.*

ሰውነት	säwinnät	person, body	from ሰው säw man
ጓደኛነት	gwaddännannät	companionship	from ጓደኛ gwaddännä companion

ልጅነት	lijjinnät	childhood	from ልጅ lijji child
ልዩነት	liyyunnät	difference	from ልዩ liyyu different
ክፋነት	kifunnät	wickedness	from ክፋ kifu bad, wicked
ጌትነት	getinnät	lordship	from ጌታ geta lord, master
አብድነት	ibdinnät	madness	from አብድ ibd mad
አንድነት	andinnät	unity	from አንድ and one
ከንቱነት	käntunnät	uselessness	from ከንቱ käntu vain, useless
አስፈላጊነት	asfallaginnät	necessity	from አስፈላጊ asfallagi necessary
ኃላፊነት	halafinnät	responsibility	from ኃላፊ halafi responsible, in charge

The suffix -nnät can also be added to any agent noun or other occupation noun to form a noun describing occupation, or in more general terms, 'the job of a', or 'being a'.

አባላራነት	asallafinnät	the job of waiter
ተማሪነት	tämarinnät	being a student
ጋዜጠኛነት	gazet'ännannät	journalism, being a journalist
ሐኪምነት	hakiminnät	the job of a doctor, medical profession
አስተማሪነት	astämarinnät	the job of a teacher, teaching profession
ጫባትነት	mistinnät	being a wife

4 *Abstract nouns may also be formed by a variety of prefixes. You will need to be able to identify when a prefix is involved because such words will be listed in most dictionaries under the first letter of the root, and not under the prefix*

ተገባር	tägbar	action, task, deed	from a root *ገበረ (not used)
ትእዛዝ	tüzaz	command, order	from አዘዘ azzazä order
ምላሽ	milač'	razor	from ላረ lač'č'ä shave
ምገባር	migbar	behaviour, conduct	from *ገበረ (not used)

Lastly, here's an Amharic proverb you should remember when things don't seem to be going too well:

ቀስ በቀስ አንቁላል በአገሩ ይሄዳል
Little by little the egg walks on its own feet

Key to exercises

This key does not provide answers to those exercises which require the learner to reuse material or to open exercises.

Introduction

1

gomma, gamo, mamo, mido, meda, muya, märra, maru, rarra, saro, särra, siso, sara, säwa, wawe, č'äwa, gari, gara, garo, furo, färä, gätta, geta, galä, nägä, nägga, t'ena, wäne, wašša, get'ä, täñña, tära, tuta, wazema, alama, asama, mukära, billawa, gumare, sälasa, hisabu, hudade, abäjju, gudayyu

Lesson 1

1

1 (I), 2 (I), 3 (P), 4 (P), 5 (I or P), 6 (I), 7 (I).

2

1 ነው 2 ናት 3 ነኝ 4 ናቸው 5 ናቸው 6 ነህ - ነኝ

3

1 እርሶዎ 2 እኔ 3 እርሳቸው/እነርሱ 4 አንቺ 5 አናንተስ

5

Addis Abäba, Ityop'p'itya, Haylä Siffase, program, Mey Dey, lojik, posta, tiyatir, pasta, ikonomiks, bisiklet

Lesson 2

1

1 እነዚህ ሰቶች የእኔ እናቶች ናቸው። 2 እኛ ተማሪዎች ነን።
3 እነርሱ አስተማሪዎች ናቸው። 4 እነርሱ አስተማሪዎች ናቸው።
5 አናንተ ቆንጆ ልጃገሪያች ናችሁ። 6 የእኔ አስተማሪዎች እትዋጽዎታህ ናቸው።

2

1 አዎ። መላኩ ተማሪ ነው። 2 የእንግሊዝኛ ቋንቋ በጣም አስቸጋሪ ነው። 3 አይደለችም። የትምህርት ቤቱ ጸሐፊ ናት። 4 አዎ። የምሳ ሰዓት ነው። 5 አዎ። የአልማዝ ጓደኛ ናት። 6 አይደለም። አስተማሪ ናቸው።

3

1 በዚህ/በዚያ 2 ይች/ያች 3 እዚህ/እዚያ 4 እነዚህ/እነዚያ 5 በነዚህ/በነዚያ

4

1 ያች ሴት ወይዘሮ ሕይወት አይደለችም? 2 እነዚህ ተማሪዎች እንግሊዝኛውን አይደሉም። 3 ወንድሜ እትምህርት ቤት የለም። 4 አሉ የተረፈ አባት አይደለም? 5 አሁን ጊዜ የለም። 6 አሉ። ለጊዜው የለም።

5

1 አይደለም 2 አሉ 3 ናችሁ 4 አይደለም 5 አሉ 6 አሉ 7 ነሽ - ነኝ 8 አይደለም 9 የለም 10 አይደለም

6

ጥሩ - መጥፎ
ትልቅ - ትንሽ
አጻብ - አርጌ
አስቸጋሪ - ቀላል
ቅርብ - ሩቅ

7

1 በጠረጴዛ ላይ ነው። 2 እዚህ ታች ጥሩ ምግብ ቤት አለ።
3 አይደለም። ከከተማ ሩቅ ነው። 4 አይደለም። ከግዛጋጃ ቤት
በስተቀኝ ነው። 5 አዎ። ከቱያትር ፊት ለፊት ባንክ አለ።
6 አትምህርት ቤት ናቸው። 7 አቤት ውስጥ ነው። 8 አቤት ናቸው።

8

ወይ - ሰኞ - ሕዝብ - አዙ - አባብ - መልሶ - ቀጥሎ - ቁጣ - በር - ዘር -
ግግሽ - ዋና - አገኘ - አባት - ጋዜጣ - መቶ - ገና - ገና -
ጸ-ጸ - ረ-ጸ - ሰጥታ - አትም - አያሌ - ትንሽ - ጥንት - ትርፍ - ተረፈ -
ጋብቻ - ጠቅላላ - ሌላ - ሕገ - ትገ

Lesson 3

1

1 አለኝ 2 አለን 3 አለቻት 4 አለው 5 አሉህ 6 አሉዋቸው 7 አለሽ -
አለኝ

2

- | | |
|-----------------------------|----------------------------|
| (a) 1 ... የለኝም። | (b) ... ነበረኝ። |
| 2 ... የለንም። | ... ነበረንም። |
| 3 ... የለቻትም። | ... ነበረቻት። |
| 4 ... የለውም? | ... ነበረው። |
| 5 ... የሉህም? | ... ነበሩህ። |
| 6 ... የሉዋቸውም። | ... ነበሩዋቸው። |
| 7 ... የለሽም? አይደለም ... የለኝም። | ... ነበረሽ? አዎ።
... ነበረኝ። |

3

1 አባቴ ጎረቤት አራት ልጆች አሉዋቸው። 2 ብዙ ገንዘብ የለንም።
3 ያቶ ሙሉጌታ ሚስት ቀይ መዜና አላቸው/አላት። 4 ትናንትና
ብዙ ትምሕርት (ክፍሎች) ነበሩኝ። 5 ወይዘሮ ፀሐይ ቆንጆ ምግብ
ቤት ነበራት/ነበራቸው። 6 አስተማሪው መጽሐፍ አልነበራቸውም/
አልነበረውም። 7 ብዙ ውንድሞች አሉህ/አሉሽ/አሉዋ? አይ። ወንድም
የለኝም።

4

- | | | |
|---------------------|---------|-----------|
| አድስ መዜና | (a) አለኝ | (b) የለኝም። |
| ሦስት ሚስቶች | (a) አሉኝ | (b) የሉኝም። |
| ሁለት ወንድሞችና አንዲት አህት | (a) አሉኝ | (b) የሉኝም። |
| ጥሩ መንግሥት | (a) አሉኝ | (b) የለኝም። |
| ብዙ ኢትዮጵያውያን አስተማሪዎች | (a) አሉኝ | (b) የለኝም። |

5

1 አልፈለገኝም 2 ሂድን 3 አላቸው - የላቸውም 4 በላህ - በላሁ 5 በሉ -
ጠጠ 6 ገዛች 7 ደረሳችሁ - ደረስን 8 ሸ.ጠ

6

1 ምሳ ለመብላት አልፈለገሁም። 2 አልማዝና ከበደ አዲስ መዜና
ዝቱ። 3 ወይዘሮ ፀሐይ ወደ ፖስታ ቤት ሒደች። 4 ቡና ጠጣህ/
ጠጣሽ/ጠጠ? 5 ተማሪዎቼ ወዴት ሒዱ? 6 አቶ መሐመድ ሒሳቡን
አልከፈሉም። 7 አልማዝ፣ ፊልሙን መቼ አየሽ? 8 አናቱ በሩን
ከፈተች።

7

1 አባቴ አስተማሪ ናቸው። My father is a teacher. 2 ይቺ መዜናሽ
ነች? Is this your car? 3 ትልቁ ወንድሙ ከአዲስ አበባ ደረሰ። His
big brother arrived in Addis Ababa. 4 ተማሪዎቻችሁ ትጉ ናቸው?
Are your students hard working? አዎ። ተማሪዎቹ በጣም ትጉ
ናቸው። Yes, my students are very hard working. 5 አናቱ ወዴት
ሄደች? Where did my mother go? ወደአጎትዋ ቤት ሄደች። She went
to her sister's house. 6 ንደኛቸው ብዙ ገንዘብ አለው። Their friend
has a lot of money. 7 ስምህ ማን ነው? ስሜ ዳዊት ነው። What
is your name? My name is Dawit. 8 መላኩ ከወንድሙ ጋር ወደ
ቢኒማ ቤት ሒደ። Melaku went with his brother to the cinema.

8

(Note: other answers may be possible.)

- | | | | |
|------------|-----------------|--------------|-----------------|
| 1 ቀይ መዜናዬ | my red car | 6 ሀብታሙ ንደኛችን | our rich friend |
| 2 አዲሱ ጃኪትህ | your new jacket | 7 ትንሹ ከተማው | his little town |

- 3 ትልቁ ወንድማችን our big brother
- 8 ድሃው አገረ my poor country
- 4 ጥቁሩ ልብስዋ her black dress
- 9 ትልቁ ዘፍላቸው their big room/class
- 5 አርጌው ቤታችሁ your old house
- 10 ትንሽዋ እናቱ his little sister

9

(Note: other answers may be possible.)

- 1 ሰራተኛ 2 አለም 3 ዕጊረጻ 4 ውሃ/ውሀ 5 መሐንዲስ 6 ሐደለኛ/ሃደለኛ 7 ሚሃ 8 ጸሃፊ 9 ገለፀ 10 ሥራ 11 ስን ጸሀፍ 12 ሠንደቅ 13 ማህ 14 ለገንጻ/ገንጻ 15 ህዝብ

Translation of reading passage

Terrefe's father was a government worker. His mother was a secretary in a large office. They both worked in town. His mother and father were very kind people. One day his father came in from work and gave his son a large book. He still has this book today. In this book there are many beautiful pictures. Terrefe is therefore very fond of the book. It was his first book.

Lesson 4

1

- 1 ሁለት ዜሎች ሰና ገዛቸው = 2 አስተማሪው መጽሐፎቹን ወሰደ = 3 አባቱ ደህን ገንዘብ ሁሉ ለልጁ ሰጠ = 4 አልማዝ ቀዳን መጽሐፈ አገኘች = 5 ወይዘሮ ፀሐይ እንዲህን ደብዳቤዎች ጻፉ = 6 አቶ ተረፈን አፖስታ ቤት ውስጥ አየሁ = 7 ባለፈው ባምንት ጥሩ ፊልም አሰገማ ቤት አየን =

3

- 1 ሃያ ሦስት ብር 2 አምስት ዜሎች 3 አሥራ ስምንት ሰዓት 4 መቶ ስልጣን 5 ሁለት መቶ ሠላሳ ሰዓት ዜሎች 6 አርባ ብር ዘመናዊ ሰዓት 7 አራት ሺህ አምስት መቶ ዓመት 8 ሠላሳ ሰዓት ደቂቃ 9 አሠራ ዘመን መቶ ኃምሳ ስድስት 10 አሠራ ስምንት መቶ ሰማንያ ዘመን 11 ስድስት መቶ አሥራ ሰዓት 12 ዘመናዊ ዘመን 13 አርባ አምስት መቶ ስምንት 14 አሥራ ስምንት 15 አሥራ ስምንት መቶ ዘመናዊ ሰዓት

4

- 1 ሃያ አንድ ዘመን ሲደመር ሠላሳ ነው = 2 ሃያ አምስት አምስት ሲቀንስ ሃያ ነው = 3 አሠራ ሁለት አሠራ ሁለት ሲደመር ሃያ አራት ነው = 4 መቶ ሃያ ሠላሳ ሲደመር መቶ አምሳ ነው = 5 አርባ አምሳ ሲደመር ዘመናዊ ነው = 6 አሥራ አምስት አራት ሲደመር አሥራ ዘመን ነው = 7 አሥራ ሰዓት ሰዓት ሲቀንስ አሥራ ነው = 8 ስልጣን አስራ ስድስት ሲደመር ሰዓት ስድስት ነው = 9 አምስት መቶ አምስት መቶ ሲደመር አንድ ሺ ነው = 10 ሰማንያ ስምንት አሥራ አንድ ሲቀንስ ሰዓት ሰዓት ነው =

5

- 1 አባዜህ ሦስት ዜሎች ስኬት ስጠኝ = 2 አባዜህ አራት ፓኬት ሻይ ስጠኝ = 3 አባዜህ ሁለት መቶ ገራም ቅቤ ስጠኝ = 4 አባዜህ ስድስት ጠርጫዝ አምሮ ውሀ ስጠኝ = 5 አባዜህ አስር ፓኬት ዘብረት ስጠኝ = 6 አባዜህ ግማሽ ዜሎች ጥሩ ቆይታ ስጠኝ = 7 አባዜህ አምስት ጠርጫዝ ሜታ ቢራ ስጠኝ = 8 አባዜህ ሁለት ፓኬት ሲጃራ ስጠኝ = 9 አባዜህ አንድ ቆርቆሮ ሥጋ ስጠኝ = 10 አባዜህ ጥሩ ጻይንት ሻይ ስጠኝ =

6

- 1 ከዚህ በሀጥላ after this
- 9 ፈለጉት they wanted them
- 2 ጎረቤት neighbour
- 10 ብጥምብጥ tap
- 3 ልጆቻቸው her children
- 11 ቆረጥኩ I cut
- 4 መቁረጥ to cut
- 12 አብዋራ the town
- 5 ስኬት sugar
- 13 የጎንደር ከተማ the town of Gondar
- 6 ያማርኛ ቅዋንትዋ Amharic language
- 14 የእግር ክዋስ football
- 7 ቆንጆ beautiful
- 15 ሄደዋል he has gone
- 8 ጎደለ it is missing

Translation of reading passage

Today Mrs Dinqinesh went to the market. Kebede and Taytu went with her. Kebede is a little boy. He is ten years old. Taytu is Mrs Dinqinesh's maid. Mrs Dinqinesh wanted to buy many different things from the shop - rice and flour, tea and butter, and in addition, oranges, papayas, tomatoes, onions and potatoes. So today Taytu has come as well. First they went into a grocer's shop. There they bought

flour, rice, tea and butter. But there were no fruit and vegetables. The green grocer's is not near the store, it's very far away. So they could not go on foot, and so they went by bus. Mrs Dinginesh was very pleased with the shopping she had done and so she bought Kebbede some sweets.

Lesson 5

1

1 አንሐዳላን	6 ትጨርሻለሽ	11 ትተ-ያለች	16 አያለሁ
2 አወሰዳለሁ	7 አናውቃለን	12 አጽፋለሁ	17 ይሰማሉ
3 ትመጣላችሁ	8 አንደውላለን	13 ይሸጣል	18 ትጀምራለህ
4 ይሰማል	9 ይርራሉ	14 ትገዛለች	19 ታልፋለች
5 ይተኛሉ	10 ትከፍያለሽ	15 ትመርጣላችሁ	20 ታስቢያለሽ

2

1 ባለፈው ሳምንት ተማሪዎቹ መጽሐፋቸውን ገዙ። 2 ነገ ከበደ አዲሱን መኪናውን ይሸጣል። 3 ሥራህን መቼ ትጨርቃለህ? ቶሎ አጨርቃለሁ። 4 ትናንትና አዲስ ጃኬት መረጥሽ። 5 አሁን ሙብላት አንገራልጋለን።

3

1 አልማዝ፡ አሁን ምሳ ሙብላት ትራልገያለሽ? 2 ሕይወት፡ ትምሕርታችን መቼ ትጨርሻለሽ? 3 ከሦስት ሰዓት በኋላ ጂማ አንደርባለን። 4 አስተማሪው ትምሕርቱን አሁን ይጀምራል። 5 ሐ.ባቡን ማን ይከፍላል? ጊሩት፡ አንቺ ትከፍያለሽ?

4

1 ሮኅ ('shout') The children are shouting. 2 ሮጠ ('run') Where are you running to? 3 ሳመ ('kiss') Kebbede is kissing Hirut. 4 ተረተ ('tell') We're telling this story. 5 ፈጠነ ('hurry') Why are you hurrying?

5

1 ከቀኑ አራት ሰዓት ተኩል 2 ከምሽቱ አሥራ ሁለት ሰዓት ከሩብ

አሥራ ሁለት ሰዓት ሩብ ጉዳይ 6 ከጥቁቱ ባሥራ ሁለት ሰዓት ከሃያ አምስት ደቂቃ 7 ወደ አሥራ አንድ ሰዓት ካምስት 8 ልክ እኩል ቀን 9 አሥር ሰዓት ከሃያ 10 ይቀርታ፡ ሰዓት የለንም!

Translation of reading passage

My wife and I arrived in Addis Ababa this morning. We came by Ethiopian Airlines. Our plane landed at Bole Airport at precisely half-past six. We went into the arrivals hall together with the other passengers and completed everything concerning our passports and visas. Then we went to the customs hall. Now many people are waiting for the arrivals, and our friends are waiting for us, too. Our son and his wife are there together. They say welcome to us. Then after we've loaded our baggage into the car, we go into town. Their home is not far from the centre of town. So after a few minutes, at about a quarter-past eight we arrive home.

Lesson 6

1

1 ፒተር ነገ አሥመራ አይሄድም። Peter isn't going to Asmara tomorrow. 2 አንገላዝኛ አልችልም። I can't speak English. 3 ወይዘሮ አያልንሽ ቅቤና ወተት ለናቷ አትገዛም። Mrs Ayyalnesh is not buying butter and milk for her mother. 4 አቶ ዴጥርስ ደብዳቤ አይጽፍም። Mr Petros is not writing a letter. 5 አሁን ለሙብላት አንገራልገም። We don't want to eat now. 6 ዛሬ ሠራተኞቹ ሥራቸውን አይጨርሱም። The workers won't finish their work today. 7 ገንዘቡን ሁሉ ለሠራተኞቹ ለምን አትሰጡም? Why don't you give all the money to the workers?

2

1 (a) አስተማሪዎችን መጽሐፍ አልጻፈችም። (b) አስተማሪዎችን መጽሐፍ አትጽፍም። 2 (a) ላባቱ በስልክ አልደወልዙም። (b) ላባቱ በስልክ አልደውልም። 3 (a) በመንገድ ላይ ብዙዎች መንገደኞች አላየንም። (b) በመንገድ ላይ ብዙዎች መንገደኞች አናይም። 4 (a) ሲኒማ በሦስት ሰዓት ተኩል አልጀመረም። (b) ሲኒማ በሦስት ሰዓት ተኩል አይጀምርም። 5 (a) በየቀኑ ልክ ባሥራ አንድ ሰዓት ጸሐፊዎች ሥራ አልጨረሱም። (b) በየቀኑ ልክ ባሥራ አንድ ሰዓት ጸሐፊዎች ሥራ አይጨረሱም። 6 (a) ዘኛ ጋር ለምን አልመጣችሁም? (b) ዘኛ

Key to exercises

This key does not provide answers to those exercises which require the learner to reuse material or to open exercises.

Introduction

1

gomma, gamo, mamo, mido, meda, muya, märra, maru, rarra, saro, särra, siso, sara, säwa, wawe, č'äwa, gari, gara, garo, furo, färä, gätta, geta, gatä, nägä, nägga, l'ena, wäne, wasša, get'ä, täñña, tära, tuta, wazema, alama, asama, mukära, billawa, gumare, sälasa, hisabu, hudade, abäjju, gudayyu

Lesson 1

1

1 (I), 2 (I), 3 (P), 4 (P), 5 (I or P), 6 (I), 7 (I).

2

1 ነው 2 ናት 3 ነኝ 4 ናቸው 5 ናቸው 6 ነህ - ነኝ

3

1 አርሶ 2 አኔ 3 አርሳቸው/አነርሱ 4 አንቺ 5 እናንተስ

5

Addis Abäba, Ityop'p'riya, Haylä Sillase, program, Mey Dey, lojik, posta, tiyatir, pasta, ikonomiks, bisiklet

Lesson 2

1

1 እነዚህ ሴቶች የእኔ አንቶች ናቸው። 2 እኛ ተማሪዎች ነን።
3 አነርሱ አስተማሪዎች ናቸው። 4 አነርሱ አስተማሪዎች ናቸው።
5 እናንተ ቆንጆ ልጃገሪዎች ናችሁ። 6 የእኔ አስተማሪዎች ኢትዮጵያውያን ናቸው።

2

1 አዎ፡ መላኩ ተማሪ ነው። 2 የአንግሊዝኛ ቋንቋ በጣም አስቸጋሪ ነው። 3 አይደለችም፡ የትምህርት ቤቱ ጸሐፊ ናት። 4 አዎ፡ የምሳ ሰዓት ነው። 5 አዎ፡ የአልማዝ ጓደኛ ናት። 6 አይደለም፡ አስተማሪ ናቸው።

3

1 በዚህ/በዚያ 2 ይች/ያች 3 እዚህ/እዚያ 4 እነዚህ/እነዚያ 5 ከነዚህ/ከነዚያ

4

1 ያች ሴት ወይዘር ሕይወት አይደለችም? 2 እነዚህ ተማሪዎች አንግሊዛውያን አይደሉም። 3 ወንድሜ አትምህርት ቤት የለም። 4 አሉ የተረፈ አባት አይደለም? 5 አሁን ገዜ የለም። 6 አሲኒሜ ቤት የለንም።

5

1 አይደለም 2 አሉ 3 ናችሁ 4 አይደለም 5 አሉ 6 አሉ 7 ነሽ - ነኝ 8 አይደለንም 9 የሉም 10 አይደለህም

6

ጥሩ - መጥሮ
ትልቅ - ትንሽ
አዲስ - አርጌ
አስቸጋሪ - ጥላል
ቅርብ - ሩቅ

7

1 በመረጃዛ ላይ ነው። 2 ለዚህ ታች ጥሩ ምግብ ቤት አለ።
3 አይደለም። በከተማ ሩቅ ነው። 4 አይደለም። በማዘጋጃ ቤት
በስተቀኝ ነው። 5 አዎ። በቴያትር ፊት ለፊት ባንድ አለ።
6 እትምህርት ቤት ናቸው። 7 አቤት ውስጥ ነው። 8 አቤት ናቸው።

8

ወይ - ሰኞ - ሕዝብ - አዞ - አባብ - መልሶ - ተጥሎ - ቁጣ - ዐር - ዘር -
ግግሽ - ዋና - አገኘ - አባት - ጋዜጣ - መቶ - ገና - ገና -
ጹጹ - ረጹ - ሰጥታ - አትም - አያለ - ትንሽ - ጥንት - ትርፍ - ተረፈ -
ጋብቻ - መትላላ - ሌላ - ሕት - ትጥ

Lesson 3

1

1 አለኝ 2 አለን 3 አለቻት 4 አለው 5 አሉህ 6 አሉዋቸው 7 አለሽ -
አለኝ

2

- | | |
|-----------------------------|----------------------------|
| (a) 1 ... የለኝም። | (b) ... ነበረኝ። |
| 2 ... የለንም። | ... ነበረንም። |
| 3 ... የለቻትም። | ... ነበረቻት። |
| 4 ... የለውም? | ... ነበረው። |
| 5 ... የሉህም? | ... ነበሩህ። |
| 6 ... የሉዋቸውም። | ... ነበሩዋቸው። |
| 7 ... የለሽም? አይደለም ... የለኝም። | ... ነበረሽ? አዎ።
... ነበረኝ። |

3

1 አባቴ ገሩት አራት ልጆች አሉዋቸው። 2 ብዙ ገንዘብ የለንም።
3 ያቶ መሉታ ሚስት ቀይ መኪና አላቸው/አላት። 4 ትናንትና
ብዙ ትምህርት (ባፍሎች) ነበሩኝ። 5 ወይዘሮ ፀሐይ ቆንጆ ምግብ
ቤት ነበራት/ነበራቸው። 6 አስተማሪው መጽሐፍ አልነበራቸውም/
አልነበረውም። 7 ብዙ ውጎድሞች አሉህ/አሉሽ/አሉም? አይ። ወጎድም
የለኝም።

4

- | | | |
|---------------------|---------|-----------|
| አድስ መኪና | (a) አለኝ | (b) የለኝም። |
| ሦስት ሚስቶች | (a) አሉኝ | (b) የሉኝም። |
| ሁለት ወጎድሞችና አንዲት አህት | (a) አሉኝ | (b) የሉኝም። |
| ጥሩ መንግሥት | (a) አሉኝ | (b) የለኝም። |
| ብዙ ኢትዮጵያውያን አስተማሪዎች | (a) አሉኝ | (b) የሉኝም። |

5

1 አልፈለግኝም 2 ሂድን 3 አላቸው - የላቸውም 4 በላህ - በላሁ 5 በሉ -
በሉህ 6 ገዛች 7 ደረሰችሁ - ደረሰን 8 ሺጦ

6

1 ምሳ ለመብላት አልፈለግሁም። 2 አልማዝና ከበደ አዲስ መኪና
ገዙ። 3 ወይዘሮ ፀሐይ ወደ ፖስታ ቤት ሔደች። 4 ቡና ጠጣህ/
ጠጣሽ/ጠጡ? 5 ተማሪዎቼ ወዴት ሔዱ? 6 አቶ መሐመድ ሐ.ባቡን
አልከፈሉም። 7 አልማዝ፣ ራልሙን መቼ አየሽ? 8 አናቱ በሩን
ከፈተች።

7

1 አባቴ አስተማሪ ናቸው። My father is a teacher. 2 ይቺ መኪናሽ
ነች? Is this your car? 3 ትልቁ ወጎድሙ ከአዲስ አበባ ደረሰ። His
big brother arrived in Addis Ababa. 4 ተማሪዎችዎ ትጥ ናቸው?
Are your students hard working? አዎ። ተማሪዎቹ በጣም ትጥ
ናቸው። Yes, my students are very hard working. 5 አናቱ ወዴት
ሄደች? Where did my mother go? ወደአጎትዋ ቤት ሄደች። She went
to her sister's house. 6 ኋደኛቸው ብዙ ገንዘብ አለው። Their friend
has a lot of money. 7 ስምህ ማን ነው? ስሜ ዳዊት ነው። What
is your name? My name is Dawit. 8 መላኩ ከወጎድሙ ጋር ወደ
ሲኒማ ቤት ሔደ። Melaku went with his brother to the cinema.

8

(Note: other answers may be possible.)

- | | | | |
|------------|-----------------|--------------|-----------------|
| 1 ቀይ መኪናዬ | my red car | 6 ሀብታሙ ኋደኛችን | our rich friend |
| 2 አዲሱ ጃኬትህ | your new jacket | 7 ትንሹ ከተማው | his little town |

- 3 ትልቁ ወንድማችን our big brother
- 8 ድሃው አገረ my poor country
- 4 ጥቁሩ ልብስዋ her black dress
- 9 ትልቁ ክፍላቸው their big room/class
- 5 አርጌው ቤታችሁ your old house
- 10 ትንሽዋ እናቱ his little sister

9

(Note: other answers may be possible.)

- 1 ሰራተኛ 2 አለም 3 ሰጊረዳ 4 ውሃ/ውሀ 5 መሐንዲስ 6 ሐይለኛ/ሃይለኛ 7 ሣሃ 8 ጸሃፊ 9 ገለፀ 10 ሥራ 11 ስን ጸሁፍ 12 ሠንደቅ ዓላማ 13 መሥሪያ ቤት 14 ሕንጻ/ኅንጻ 15 ህዝብ

Translation of reading passage

Terrefe's father was a government worker. His mother was a secretary in a large office. They both worked in town. His mother and father were very kind people. One day his father came in from work and gave his son a large book. He still has this book today. In this book there are many beautiful pictures. Terrefe is therefore very fond of the book. It was his first book.

Lesson 4

1

- 1 ሁለት ኪሎ በና ገዛች። 2 አስተማሪው መጽሐፍቱን ወሰደ።
- 3 አባቱ ደህን ገንዘብ ሁሉ ለልጁ ሰጠ። 4 አልማዝ ቀዩን መጽሐፈ አገኘች።
- 5 ወይዘሮ ፀሐይ እንዲህን ደብዳቤዎች ጻፉ። 6 አቶ ተረፈን አፖስታ ቤት ውስጥ አየሁ።
- 7 ባለፈው ባምንት ጥሩ ፊልም አሰገጣ ቤት አየን።

3

- 1 ሃያ ሦስት ብር 2 አምስት ኪሎ 3 አሥራ ስምንት ሰዓት 4 መቶ ስልባ ቀን 5 ሁለት መቶ ሠላሳ ሰዓት ኪሎሜትር 6 አርባ ብር ከሐምሳ ሳንቲም 7 አራት ሺህ አምስት መቶ ዓመት 8 ሠላሳ ሶስት ደቂቃ 9 አሠራ ዘጠኝ መቶ ኃምሳ ስድስት 10 አሠራ ስምንት መቶ ሰማንያ ዘጠኝ 11 ስድስት መቶ አሥራ ሰዓት 12 ዘጠና ዘጠኝ 13 አርባ አምስት 14 አስራ ዘጠኝ መቶ ሰዓት 15 አስራ ሰዓት መቶ ዘጠና ሶስት

4

- 1 ሃያ አንድ ዘጠኝ ሲደመር ሠላሳ ነው። 2 ሃያ አምስት አምስት ሲቀንስ ሃያ ነው። 3 አሠራ ሁለት አሠራ ሁለት ሲደመር ሃያ አራት ነው። 4 መቶ ሃያ ሠላሳ ሲደመር መቶ አምሳ ነው። 5 አርባ አምሳ ሲደመር ዘጠና ነው። 6 አሥራ አምስት አራት ሲደመር አሥራ ዘጠኝ ነው። 7 አሥራ ሰዓት ሰዓት ሲቀንስ አሥር ነው። 8 ስልባ አስራ ስድስት ሲደመር ሰዓት ስድስት ነው። 9 አምስት መቶ አምስት መቶ ሲደመር አንድ ሺ ነው። 10 ሰማንያ ስምንት አሥራ አንድ ሲቀንስ ሰዓት ሰዓት ነው።

5

- 1 አባዜህ ሦስት ኪሎ ስኳር ስጠኝ። 2 አባዜህ አራት ፓኬት ሻዶ ስጠኝ። 3 አባዜህ ሁለት መቶ ገራም ቅቤ ስጠኝ። 4 አባዜህ ስድስት ጠርመዝ አምሶ ውሀ ስጠኝ። 5 አባዜህ አስር ፓኬት ከብረት ስጠኝ። 6 አባዜህ ግማሽ ኪሎ ጥሩ ጻቤት ስጠኝ። 7 አባዜህ አምስት ጠርመዝ ሜታ ቤራ ስጠኝ። 8 አባዜህ ሁለት ፓኬት ሲፕራ ስጠኝ። 9 አባዜህ አንድ ቆርቆር ሥጋ ስጠኝ። 10 አባዜህ ጥሩ ካዶንት ሻዶ ስጠኝ።

6

- 1 ከዚህ በሀጥላ after this
- 2 ጎረቤት neighbour
- 3 ልጆቻዋ her children
- 4 መቁረጥ to cut
- 5 ስክዋር sugar
- 9 ፈለጉዋቸው they wanted them
- 10 ብዋምብዋ tap
- 11 ቆረጥኩ I cut
- 12 አብዋራ dust
- 13 የጎንደር ከተማ the town of Gondar
- 6 ያማርኛ ቅዋንቅዋ Amharic language
- 7 ቆንጆ beautiful
- 8 ጎደለ it is missing
- 14 የእግር ከዋስ football
- 15 ሂዶዋል he has gone

Translation of reading passage

Today Mrs Dinqinesh went to the market. Kebbede and Taytu went with her. Kebbede is a little boy. He is ten years old. Taytu is Mrs Dinqinesh's maid. Mrs Dinqinesh wanted to buy many different things from the shop - rice and flour, tea and butter, and in addition, oranges, papayas, tomatoes, onions and potatoes. So today Taytu has come as well. First they went into a grocer's shop. There they bought

flour, rice, tea and butter. But there were no fruit and vegetables. The green grocer's is not near the store, it's very far away. So they could not go on foot, and so they went by bus. Mrs Dinqinesh was very pleased with the shopping she had done and so she bought Kebede some sweets.

Lesson 5

1

- 1 አንሐዳለን 6 ትጨርሻለሽ 11 ትቀያለች 16 አያለሁ
- 2 አወስዳለሁ 7 አናውቃለን 12 አጽፋለሁ 17 ይሰማሉ
- 3 ትመጣላችሁ 8 አንደውላለን 13 ይሹጣል 18 ትጀምራለህ
- 4 ይሰማል 9 ይርራሉ 14 ትገዛለች 19 ታልፋለች
- 5 ይተኛሉ 10 ትከፍያለሽ 15 ትመርጣላችሁ 20 ታስቦያለሽ

2

1 ባለፈው ጥምንት ተማሪዎቹ መጽሐፋቸውን ገዙ። 2 ነገ ከበደ አዲሱን መኪናውን ይሸጣል። 3 ሥራህን መቼ ትጨርቃለህ? ቶሎ አጨርቃለሁ። 4 ትናንትና አዲስ ጃኬት መረጥሽ። 5 አሁን መብላት አንፈልጋለን።

3

1 አልማዝ፡ አሁን ምሳ መብላት ትፈልገያለሽ? 2 ሕይወት፡ ትምሕርትሽን መቼ ትጨርቃለሽ? 3 ከሦስት ሰዓት በኋላ ጂማ አንደርባለን። 4 አስተማሪው ትምሕርቱን አሁን ይጀምራል። 5 ሐ.ባቡን ማን ይከፍላል? ጎሩት፡ አንቺ ትከፍያለሽ?

4

1 ጮኸ ('shout') The children are shouting. 2 ርጠ ('run') Where are you running to? 3 ገመ ('kiss') Kebede is kissing Hirut. 4 ተረተ ('tell') We're telling this story. 5 ፈጠነ ('hurry') Why are you hurrying?

5

1 ከዋኑ አራት ሰዓት ተኩል 2 ከምሽቱ አሥራ ሁለት ሰዓት ከፍብ 3 ወደ ዘጠኝ ሰዓት 4 ልክ ስምንት ሰዓት ከአሥር ደቂቃ 5 ከምሽቱ

አሥራ ሁለት ሰዓት ፋብ ጉዳይ 6 ከጥቁቁ ባሥራ ሁለት ሰዓት ከሃያ አምስት ደቂቃ 7 ወደ አሥራ አንድ ሰዓት ካምስት 8 ልክ ከኩል ተን 9 አሥር ሰዓት ከሃያ 10 ደቅርታ፡ ሰዓት የለንም!

Translation of reading passage

My wife and I arrived in Addis Ababa this morning. We came by Ethiopian Airlines. Our plane landed at Bole Airport at precisely half-past six. We went into the arrivals hall together with the other passengers and completed everything concerning our passports and visas. Then we went to the customs hall. Now many people are waiting for the arrivals, and our friends are waiting for us, too. Our son and his wife are there together. They say welcome to us. Then after we've loaded our baggage into the car, we go into town. Their home is not far from the centre of town. So after a few minutes, at about a quarter-past eight we arrive home.

Lesson 6

1

1 ፒተር ነገ አሥመራ አይሂድም። Peter isn't going to Asmara tomorrow. 2 አንገለዝኛ አልችልም። I can't speak English. 3 ወይዘሮ አያልነሽ ቅቤና ወተት ለናቷ አትገዛም። Mrs Ayyalnesh is not buying butter and milk for her mother. 4 አቶ ጴጥሮስ ደብዳቤ አይጻፍም። Mr Petros is not writing a letter. 5 አሁን ለመብላት አንፈልገም። We don't want to eat now. 6 ዛሬ ሠራተኞቹ ሥራቸውን አይጨርሱም። The workers won't finish their work today. 7 ገንዘቡን ሁሉ ለሠራተኞቹ ለምን አትሰጡም? Why don't you give all the money to the workers?

2

1 (a) አስተማሪዎችን መጽሐፍ አልጻፈችም። (b) አስተማሪዎችን መጽሐፍ አትጻፍም። 2 (a) ላባቱ በስልክ አልደወልዱም። (b) ላባቱ በስልክ አልደውልም። 3 (a) በመንገድ ላይ ብዙዎች መንገደኞች አላዮንም። (b) በመንገድ ላይ ብዙዎች መንገደኞች አናደም። 4 (a) ሲኒማ በሦስት ሰዓት ተኩል አልጀመረም። (b) ሲኒማ በሦስት ሰዓት ተኩል አይጀምርም። 5 (a) በየቀኑ ልክ ባሥራ አንድ ስዓት ጸሐፊዎች ሥራ አልጨረሱም። (b) በየቀኑ ልክ ባሥራ አንድ ሰዓት ጸሐፊዎች ሥራ አይጨረሱም። 6 (a) ዘኛ ጋር ለምን አልመጣችሁም? (b) ዘኛ ጋር ለምን አትመጡም?

3

1 ቡና አልጠጣም። 2 ነገ አይደውልም። 3 አሁን አንፈልገም። 4 ጥሩ ልብስ አይሹጥም። 5 ደብዳቤዎቼን አትልከም። 6 ቲኬት አይዝቡም።

4

1 ለመገዛት (a), መሐድ (b) 2 ለማንበብ (b), መገዛት (b) 3 መብላት (c), መጠጣት (c) 4 ለመሄድ (b), ለመሠራት (b)

5

1 ጋዜጣ መገዛት/ለመገዛት አፈልጋለሁ። 2 ባሰራ አንድ ሰንት ለባሌ/ ለሚስቱ መደወል/ለመደወል አፈልጋለሁ። 3 ጥያቄ መጠየቅ/ለመጠየቅ አፈልጋለሁ። 4 ከአቶ አዘለሉ ጋር መነጋገር/ለመነጋገር አፈልጋለሁ። 5 አዲስ ጃኬት መምረጥ/ለመምረጥ አፈልጋለሁ። 6 ራዲዮን መስማት/ለመስማት አፈልጋለሁ። 7 መዜናዬን መሸጥ/ለመሸጥ አዲስ መዜና መገዛት/ለመገዛት አፈልጋለሁ። 8 ለጓደኞቼ አንጻንድ ደብዳቤዎች መጻፍ/ለመጻፍ አፈልጋለሁ። 9 አልማዝንና ተረፈን መጠየቅ/ለመጠየቅ አፈልጋለሁ።

6

ጸሐፊ በቢር ትሠራለች። መካኒክ በጋራሽ ይሠራል። የታክሲ ሾፊር በከተማ መንገድ ላይ ይሠራል። ጠበቃ በፍርድ ቤት የሠራል። ቁስ በቤተ ክርስቲያን ይሠራል። ሐዘም በሆስፒታል ይሠራል። ባለቤት በሱቁ ውስጥ ይሠራል። አስተማሪ በትምህርት ቤት ይሠራል። አትክልት ሸያጭ በገበያ ይሠራል። ፖሊስ በፖሊስ ጣቢያ ይሠራል። ተዋናይ በቲያትር ይሠራል። ለማን በከተማ መንገድ ላይ ይሠራል። ገበሬ በማዓ ይሠራል።

7

1 አውነት አይደለም። ጋዜጠኛ በትምህርት ቤት አይሠራም። በጋዜጣ መሥሪያ ቤት ይሠራል። 2 አውነት አይደለም። ጻኝ በመደብር አይሠራም። በፍርድ ቤት ውስጥ ይሠራል። 3 አውነት አይደለም። ተማሪዎች በፖሊስ ጣቢያ አይሠሩም። በትምህርት ቤት ይሠራሉ። 4 አውነት አይደለም። ያትክልት ሸያጭ በቢር አይሠራም። በመደብር ወይም በገበያ ይሠራል። 5 አውነት አይደለም። ጸሐፊ በመንገድ ላይ አትሠራም። በቢር ትሠራለች። 6 አውነት አይደለም። ፖሊስ በጸጉር ንስተካካይ አይሠራም። በፖሊስ ጣቢያ ይሠራል።

Translation of reading passage

Ethiopia is located in the northeastern part of the continent of Africa. This region is called the Horn of Africa. The neighbouring countries of Ethiopia are Eritrea to the north, Sudan to the west, Kenya in the south, and Somalia in the southeast and east. In addition, to the east, she has a border with Jibuti which is located between Eritrea and Somalia.

In 1993 Eritrea gained her freedom. The capital city of Eritrea is Asmara. For over thirty years the people of Eritrea fought for their freedom. Before, though, Eritrea was one of the provinces of Ethiopia.

Lesson 7

1

1 በሲኒማ ቤት አገኘሁቸው። 2 ጊሩት ስለ ትምሕርቷ ጠየቀችው። 3 ወደድሸኝ? 4 አቶ ሙሉጌታ ፈለጉዋት። 5 ተማሪዎቹ ሁሉ አሁን ዝቡት? 6 አላወቅንውም። 7 ከዩት አገኘከው? 8 በትምሕርቱ አልረዳሽውም እንዴ? 9 አልሰሙንም?

2

1 ባለፈው ዓመት አንድ ሌላ መዜናዬን ሠረተ። 2 አቶ ሙሉጌታ አምስት ብር ለኔ ሰጡ። 3 ተማሪዎቹን በክፍላቸው ውስጥ አገኘን። 4 ትናንትና ማታ ራዲዮን አልሰማሁም። 5 ባለፈው ዓምንት ወይዘር አልማዝን ሲኒማ ቤት አየሁ። 6 እኔን ስለምን መረጥህ? 7 ተማሪውን በትምህርቱ ረዳሁ። 8 እኔን ስለምን ጠየቅኸኝ? መልሱን አላወቅሁ።

4

1 በሲኒማ ቤት አገኛቸዋለሁ። 2 ጊሩት ስለ ትምሕርቷ ትጠይቀዋለች። 3 ትወጃኝለሽ? 4 አቶ ሙሉጌታ ይፈልጉዋታል። 5 ተማሪዎቹ ሁሉ አሁን ይዝታል? 6 አናውቀውም። 7 ከዩት ታገኘዋለህ? 8 በትምሕርቱ አትረጃውም እንዴ? 9 አይሰሙንም?

5

(Note: other answers may be possible.)

1 የታዘበ ሾፈር ወይዘሮ አልግዝን ፖስታ ቤት አጠገብ ይጠብቃል።
 The taxi driver is waiting for Mrs Almaz next to the post office.
 2 ነገ የፈተናውን መልስ አናንተን አሳያለሁ። I'll show you the
 examination answers tomorrow. 3 ከበደና ጊሩት ፒተርን ያማርኛ
 ቋንቋ ያስተምራሉ። Kebbede and Hirut are teaching Peter the
 Amharic language. 4 አማማ፡ አኛን ወደ ገበያ መቼ ትወስጃለሽ?
 Mummy, when are you taking us to the market? 5 አናቱ አህቷን
 በጣም ብዙ ትወዳለች። My mother loves her sister very much.
 6 ከሳምንቱ መጨረሻ በፊት ገንዘብን ለናንተ አልካለሁ። I'll send
 the money to you before the end of the week.

6 (a)

1 -bb- 3 -ll- 5 -bb- 7 -bb- 2 -bb- 4 -bb- 6 -bb- 8 -bb-

6 (b)

1 ገንዘብ ሁሉ ጠፋብኝ። 2 ልጁን መታበት። 3 አባቱ አሳደበልኝ።
 4 ምን ዘፋ ዕድል ደረሰብናል! 5 ዳኛው አስረኛውን ፈረደበት።
 6 ፒተር ይቀመጥበታል። 7 ነገ ላንተ አንግርባቸዋለሁ። 8 ዬት
 ጠፋብህ?

7

1 ብዙ ስተት ይገኝበታል። 2 ደብዳቤውን አመረምርልሃለሁ።
 3 አልግዝ ሁለት ዚሎ ብርቱካን ገዛቸዋል። 4 በቤቱ ውስጥ ምን
 ያደርጋሉ? ዝም ብለው ይቀመጡበታል። 5 የኒ ብሶር ዬት ነው?
 ሐዳስ ይጽፍበታል። 6 ነገ ከሰዓት በኋላ አንደውልላቸዋለን።

Translation of reading passage

*This is our village. Nearby there's a wide valley. There are ten houses
 in our village. In the middle of the village there's a field. The boys like
 to play football in the field. The girls, however, fetch water every
 morning for their mothers from the spring. The spring isn't far from
 the village, so it isn't any trouble to them. Every day from eight
 o'clock in the morning all the children of the village go to school and
 study. The school is close by. The children like their teacher very*

*much; they say he's a kind man. There's a large shop in our village.
 From the shop we buy coffee, salt and sugar. In addition, we have a
 police station and a little clinic. At present, however, we don't have
 electric light. In a few weeks' time, though, we hope that they'll be
 bringing us [electric] light.*

Lesson 8

1

1 የምንሰማው ወራ the news that we hear/are hearing/shall hear
 2 የምትጠይቀኝ ጠያቂ the question that you're asking me
 3 የምትጽፈው ደብዳቤ the letter that she's writing 4 የምደውልለት
 ዳደኛዬ my friend whom I'm phoning 5 ንህ የሚወደው ሰውዬ the
 man who likes fish 6 መንገድ ላይ የሚቆመው መኪና the car that'll
 be standing on the road 7 የሚዘዙት ዳቦ the bread that they're buy-
 ing 8 የምትጀምሩት ስራ the job that you're starting 9 የምታደርግልኝ
 ጥሪ the call that you're making to me 10 የሚጠጡ ቡና the coffee
 that they're drinking

2

1 አልግዝ የለበሰችው ልብስ ቀይ ነው ቡናማ? (... የምትለብሰው)
 2 ሠራተኞቹ ትናንትና የጀመሩት ሠራ መቼ ይጨርሳሉ? 3 ሚስትህ
 የገዛችው ቀሚስ ቀለሙ ምን ዓይነት ነው? (... የምትገዛው)
 4 ከአሥመራ የሚደርሰው አይርፕላን መቼ ያርፋል? 5 አናንተ
 የቀጠራችሁት ሰውዬ አሁን መጣ? 6 ከበደ ዕቃውን የወሰደበት መኪና
 የማን ነው? (... የሚወስድበት) 7 አሁን አንተ ከመንገዱ ወደ ገራ
 የምታየው ቤት ፖለስ ጣቢያ ነው።

3

1 ባለፈው ዓመት የጊዜ ለጊዜ የገባችው አማራጭ ናት። 2 ሲገባ ቤት
 በየቀኑ የምሔደው እኔ ነኝ። 3 አስተማሪ ለመሆን የሚፈልገው
 አየለ ነው። 4 ፎቶግራፍ አንሺ ለመሆን የሚፈልጉት ማሞና ከበደ
 ናችው። 5 የሞተው ሰውዬ የሙሉጊታ አባት ነው። 6 ሻይ በወተት
 የምንጠጣ አኛ ነን። 7 ሙሉ ቀን አገበያ የሞላችው ወይዘሮ አበበች
 ናት።

4

1 ያማርኛ ቋንቋ ነው የምንግረው/የምንግረው ያማርኛ ቋንቋ ነው። 2 ሁሉም የሚወደው መጽሐፍ ማንበብ ነው። 3 ስንት ነው ከበደ ለመኪናው የክረለው? 4 ስለምን ነው ፒተር የሚጽፈው? 5 ትናንትና የመጡት ማን ናቸው? 6 ስለዚህ ነው ያቶ ሙሉጌታን አባብ የማልወደው። 7 መቼ ነበር በሩን የዘጋኸው? 8 ስለምን ነው ይህን ወረ ያላወረሽን? 9 ተማርቼ ሥራቸውን የሚጀምሩት ሰዓት ነው። 10 አልማዝ ናት ቡና ያረጋቸው።

5

1 ሙሉ ቀን ምንም ያልበላው ሰው በጣም ራብው። 2 ብዙ ሥራ የሠራው ሰው አጥብቆ ደከመው። 3 መቶ ብር በድንገት የሚያገኘው ሰው ደስ ይለዋል። 4 ማንበብ ያወቀ ሰው ጥሩ ሥራ ለመሥራት ይቻላል። 5 ትናንትና ከሆስፒታል የገባው ልጅ ራሱን አመመው። 6 ከጥዋት ጀምሮ ልጁ ስላልጠጣ አሁን ጠማው።

6

(Other answers are possible.)

1 ተማሪዎች የሚያስተምረው ሰው አስተማሪ ይባላል። 2 ጠቢቅ የሚያሳድሰው ሰው መካኒክ ይባላል። 3 በሆስፒታል የሚሠራው ሰው ሐኪም ይባላል። 4 ሶቃ የሚሠርቀው ሰው ሊባ ይባላል። 5 ብዙ የሚያውቀው ሰው አጥቂ ይባላል። 6 ፎቶግራፍ የሚያነሣው ሰው ፎቶ አንሺ ይባላል። 7 ተኪት የሚቆርጠው ሰው ተኪት ቁራጭ ይባላል። 8 በምግብ ቤት የሚሠራው ሰው አባላራ ይባላል። 9 ታክሲ የሚነጻጸው ሰው የታክሲ ሾሬር ይባላል። 10 ተማሪዎች የሚሠሩበት ቦታ ትምሕርት ቤት ይባላል። 11 አስረኛ የሚታሰርበት ቦታ አስር ቤት ይባላል። 12 አይርጥላን የሚያርፍበት ቦታ አይርጥላን ማረፊያ ይባላል።

7

1 (a) ... መሐድ አለብኝ። (b) ... መሐድ ያስፈልገኛል። 2 (a) ... መደወል አለብህ። (b) ... መደወል ያስፈልገሃል። 3 (a) ... መግዛት ነበረብን። (b) ... መግዛት አስፈለገን። 4 (a) ... መምረጥ ነበረባት። (b) ... መምረጥ አስፈለጋት። 5 (a) ... ማሳየት አለባቸው። (b) ... ማሳየት ያስፈልጋቸዋል። 6 (a) ... መክራል ነበረባት። (b) ... መክራል አስፈለጋት። 7 (a) ... መስጠት አልነበረባቸው? (b) ... መስጠት አላስፈለጋቸው?

Translation of reading passage

Ethiopia is located in the north-eastern part of the African continent. Ethiopia's neighbouring countries are Eritrea to the north, Sudan to the west, Kenya to the south, and Somalia and Jibuti to the southeast and east.

Ethiopia is a very beautiful country. Natural resources of all kinds can be found in the country. For instance, Ethiopia is mostly a mountainous country. Ethiopia's highest mountain is called Ras Dashen. It is to be found in the north. There, that is to say, towards the north and in the centre of the country, there are deep valleys and gorges. The region towards the south and east, however, is a sandy plain that is desert.

Whilst the country is divided by the great Rift Valley, there are many lakes there. The largest and most well-known amongst Ethiopia's lakes, however, is T'ana. It is to be found in the north. Amongst Ethiopia's rivers, the Blue Nile (Abbay), the Awash, the Wabi Shebele and the Omo, are well known.

Lesson 9

1

1 gerundive 2 -ና 3 -ና 4 gerundive 5 gerundive 6 gerundive

2

1 ጨርባ 2 ገብቶ 3 ይዘ 4 አድርገህ 5 ጨርሽ 6 አይታቸው 7 ጠርተን 8 ጨርሽ በልቼ

3

1 አይሻ ገበያ ሂዳ የሚያስፈልጋትን ትገባለች። 2 አቶ ሙሉጌታ ዝም ብለው ተቀመጡ። 3 ከነገ ወዲያ ገንዘቡን ይዘው አመጣለሁ። 4 አስተማሪው አጥብቆ ከለከላቸው። 5 እናንተ ልጆች! ቦርባውን ይዛችሁ ወዴት ነው የምትሄዱ? 6 ትናንትና ጸሐፊዋ ዘጠኝ ደብዳቤ ጽፏ ላከች። 7 ትንሽ ቆይ። እሯስታ ቤት ገብቼ ተምቦር አገዛለሁ። 8 ምሳ በልተን ከበደን ለመጠየቅ አንሂድ!

5

1 ሙሉ ቀን እዚህ ቁይተናል። 2 ወደ አሥመራ ልደዋል። 3 ተማሪዎቹ በጊዜ ደርሰዋል? 4 እናቷን ለመጠየቅ ሄዳለች። 5 ባቡሩ ተነሥቷል። 6 ወረውን ሰምታችኋል? 7 ኸረ፣ ወተት አልቋል! 8 አማራች ረጅም ደብዳቤ ጽፋለች።

6

1 ከትናንትና ወዲያ እናታችን ጥሩ ምግብ ማረቻልን። 2 ዛሬ ከሰዓት በፊት ጸሐፊዎ አምስት ደብዳቤዎች ትጽፋለች። 3 ባለፈው ባምንት ጥላሽን አገኘልሽ? 4 ነገ ከባድ መኪናውን ይሸጣል። 5 ካንድ ሰዓት በፊት ልጆቹ ተኝ።/... ይተኛሉ። 6 ተነገ ወዲያ ስልጣን ሰጠ አሰጣጥሁ። 7 ዛሬ ማታ ሐኪሙ ወረውን ይነግረኛል። 8 ከጥቂት ቀን በኋላ በሽተኞቹ አዲስ ሆስፒታል ይሄዳሉ።

7

1 ... ለሚመውት 2 ... ከደረሰው 3 ... በሚመጣው 4 ... በምትልከው 5 ... ስለምንግረው 6 ... ስለደረሰንበት

8

1 ትናንትና ዝናብ ስለዘነበ ከቤት ውጭ አልወጣሁም። 2 ምግብን እየበላህ መንገር አይገባም! 3 ትምህርትህን ይህና አድርገህ ከተማርክ በቀር ዩኒቨርሲቲ አትገባም። 4 ጥዋት ከተነሣሁ በፊት ራዲዮ እከፍታለሁ። 5 ጊሩት ገበያ ከሄደች ቁጥር በፍ ትገዛለች። 6 ነገ ከባድ አብርጥኸሁ ስለሚመጣ እኔ አልሄድም። 7 አሁን እንደሚመስለኝ ይህ ያንተ አባብ ጥሩ አይደለም። 8 ደብዳቤ በጻፍኩ ጊዜ ሰላምታዬን አልከለታለሁ።

Translation of reading passage

Mr Nigusu's family very much like to gather round the television every evening and watch until the end of the programmes. Mr Nigusu, however, has no desire either to watch the television or listen to the radio. So, this evening when his children turned the television on as usual, he quickly went to his study and started to read a book or a magazine.

Mr Nigusu is a wealthy businessman. He has a large hotel. He is sad that both his father and he have remained businessmen. He is, however, very pleased that his son has had a legal education and is

intending to become a High-Court judge. As he himself says, "I'd like it if I could give up all the wealth I have and become an ordinary person! It's true, an education is better than worldly wealth and money."

Lesson 10

1

1 አንተ ደብዳቤ ስትጽፍ ብዙ ጊዜ ይፈጽል። 2 ተረፈ ወደ ጂማ ሲሔድ በርበሬ ይዞ መጣ። 3 ገረዳቱ ቤቱን ስትጠርግ ከመምባር በታች ሃያ ብር አገኘች። 4 እኛ ባሜሪካን አገር ስንሔድ ጊዜ ገራንድ ካንዮን ለማየት ፈለገን። 5 እነዚህ ተማሪዎች ጥያቄ ሲጠይቁ ሌሎች ይሰቃሉ። 6 ድንቅነሽ መብቃት ስትሰማ ልትዘፍን ትፈልጋለች። 7 አውቶቡስ ሲመጣ ሁሉም ባንድ ላይ ለመውጣት ሞክረ።

2

1 እርስዎ አዲስ መኪና ለመግዛት/ለገዙ ይፈልጋሉ? 2 ተያትር ለማየት/ለናዶ ነው የመጣነው። 3 መብቃት ለመስማት/ለትሰማ ትወጃለሽ? 4 ወደ ትምህርት ቤት ለመሄድ/ለሄድ አልፈልገም። 5 ልጁን ለመርዳት/ለትረዱት የማታስቡ ስለምን ነው? 6 ሊባው አንጀራ ለመግዛት/ለገዝ ገንዘቡን ሠረቀ።

3

1 ዛሬ ባይዘንብ ካባትና አናቱ ጋር ወደ መፍራሻ ቦታ አብረን እንሄዳለን። If it doesn't rain today we'll go to the park with my mother and father. 2 ይህን ለማድረግ ባትፈልግ ፈቃድ ያስፈልጋል። You'll need permission if you don't want to do this. 3 ይህን የመሰለ ነገር እንዳይደርስብህ ተስፋ አደርጋለሁ። I hope that a thing like this doesn't happen to you. 4 ጋዜጣ ባያንብ እንትልፍ ወሰደው። He fell asleep without reading/before he read the newspaper. 5 ወደ ውጭ አገር እንዳልጓዝ ተፈትዶልኛል። I've been given permission not to go abroad.

4

1 ነገ ከሰዓት በኋላ አቶ ለማ 4-ብሪካ ይጉብኙ ይሆናል። Mr Lemma might visit the factory tomorrow afternoon.

ቁጥር እየተጨመረ ይሄድ ይሆናል። The student numbers may go on increasing. 3 እዚህ ሆቱል ውስጥ በጣም ጥሩ ሙዚቃ አንሰማ ይሆናል። We might hear some very good music in this hotel. 4 ጥንፋን ስለያዘው ቤቱ ውስጥ አቱይ ይሆናል። As I've caught a cold I might stay in the house.

1 ገረጺቱ እጅዋን ትታጠብ ጀመር። The maid started to wash her hands. 2 አሳላፊው ግሕንን በጨረቻ ይጠርግ ጀመር። The waiter started to wipe the plate with a cloth. 3 ትናንትና ቤቱን አቀባ ጀመር። Yesterday I started to paint the house. 4 ልጆቹ የገዛ አልጋቸውን ይዘረጉ ጀመር። The children started to make their own beds.

1 ለዮሐንስ ደብዳቤ እጽፍ ነበር። I was writing a letter to Yohannis. 2 አቶ አብዱልመጂድ የቤቱን ዜራይ ይከፍሉ ነበር። Mr Abdulmejid used to pay the (house) rent. 3 አልማዝ ሙኪና ቶሎ ቶሎ ትንጻ ነበር። Almaz used to drive the car very fast. 4 ተረፈ ሲገባ እኛ ረጺያንን አንሰማ ነበር። When Terrefe came in we were listening to the radio.

5

1 ግታይ -- አየ: Oh ox, you saw the grass without seeing the cliff. 2 ሲወድቅ - ወደቀ: Whilst a rich man falls from a balcony, a poor man falls on the ground. 3 ብትል - አለ: If you act [lit. say] for another man you'll be lost, if you act for God you'll prosper. 4 ገደማሩ - ተማረ: ገደቡሉ - በላ: Reading without learning (is like) being satisfied without eating. 5 ሲሰበሰቡ - ተሰበሰቡ: When the flies gather don't open the lid. 6 ሊበላ - በላ: A woman (becomes) a thief so that a man may eat. 7 ብለምነው - ለመን: If I ask (God) for a fish (I get) a python; if I ask for rain (I get) hail.

6

1 ሰው በመተመጫ ይቀመጣል: ለምሳሌ ውንበር መቀመጫ ነው። 2 ሰው በመሄጃ ይሄ ያል: ለምሳሌ መንገድ መሄጃ ነው። 3 ሰው በመጠጫ ይጠጣል: ለምሳሌ ብርጭቆ መጠጫ ነው። 4 ሰው በማንበቢያ ያንባል: ለምሳሌ መጽሐፍ ማንበቢያ ነው። 5 ሰው በመተኛ ይተኛል: ለምሳሌ አልጋ መተኛ ነው። 6 ሰው በመጻፊያ ይጽፋል: ለምሳሌ አርባስ መጻፊያ ነው። 7 ሰው በመስፊያ ይሰፋል: ለምሳሌ መርፌ መስፊያ ነው። 8 ሰው በስቃይ ይገዛል: ለምሳሌ ገንዘብ የስቃይ መገንገ ነው። 9 ሰው በሰንት መቁጠሪያ ሰንት ይቁጥራል: ለምሳሌ የእጅ ሰንት የሰንት

መቁጠሪያ ነው። 10 ሰው በመከፈቻ አንድ ነገር ይከፍታል: ለምሳሌ ቁልፍ መከፈቻ ነው። 11 ሰው በመኖሪያ ይኖራል: ለምሳሌ ቤት መኖሪያ ነው። 12 ሰው በመለኪያ አንድ ነገር ይለካል: ለምሳሌ ሚትር መለኪያ ነው።

7

Often when someone catches a cold they sneeze a lot and their throat hurts. In addition, they may have a temperature. When some people catch a cold they stay off work and go to bed and sleep. Also, someone who's caught a cold must cover their mouth and nose with a handkerchief when they cough and sneeze. Otherwise, their sickness may be passed on to another person.

1 ብዙ ያንጥስና ጉርርውን ያመጥል። 2 አዎ: በጣም ተላላፊ ነው። 3 በሽታው ወደ ሌላ ሰው አንጻይተላለፍ ነው። 4 ሲሰልፍ ሲያንጥስ አፋንና አፍንጫውን በመሐረብ መሸራን ያስፈልገዋል።

Translation of reading passage

Is the human body a mineral mine?

It has been ascertained that whereas the human body is 60% water, 39% physical matter and 1% mineral salts, there is also to be found in the body of a person weighing 70 kilogrammes the following minerals:

- 45.5 kg oxygen
12.6 kg carbon
7 kg hydrogen
2.1 kg nitrogen (azote)
1 kg calcium
0.7 kg phosphorus
0.214 kg potassium
3 g iron
3 g magnesium
2 g zinc and other minerals (we find).

If it is (the case) as a German expert has established, it has been recognized that it would be possible to make various things out of the minerals that are found in the human body.

- For example 5 kilogrammes of candles
65 dozen pencils
7 nails

820,000 matchsticks
20 tea or salt spoons
50 lumps of sugar
42 litres of water

Lesson 11

1

1 አንቺ በሩን ዘረቻ/ዝጊ 2 አናንተ ልጆች መጽሐፎቻችሁን ይዛችሁ ኑ! 3 አኔ ዛሬ ማታ ስልዝ ልደውል (ልህ/ልሽ)። 4 አሁን ለጤናችን እንጠጣ! 5 ነገ ገረጸቱ እንጂራ በወጥ ትሥራ/ታዘጋጅ! 6 አቶ ንሎማየሁ አባዘዎ ዘፍል ውስጥ ይገቡ! 7 ገንዘቡን ዘረላኝ/ስጠኝ ብዬ አዘዘኩት። 8 አንዴ ጥበቂኝ ብሎ ተናገራት።

2

1 ነገ ስልዝ አትደውዩልኝ! 2 መስኮቱን አትዘጋ! 3 አስቲ ሰዓቱን አትገረግ! 4 አባባ ዜራዩን አይዘረሉልኝ! 5 በቀኝ በኩል አትውጡ! 6 የቤት ሥራችሁን አትጨርሱ! 7 የሱን ስልዝ ቁጥር አትሰጩኝ! 8 አንጨቱን አዘህ አይትበሉ!

3 (a)

1 መኪናውን አጠብ/አጠቡው! 2 ስልኩን መልስ/መልሱው! 3 አራትህን በልተህ ጨርስ/ጨርሱው! 4 በሩን ዝጋ/ዝጋው! 5 ሱቁ ሂደህ አንድ ጠርመዝ አምሶ ውህ ገዛ! 6 አንዴ ጠብቅ! 7 ጠረጴዛውን ጥረግ/ጥረገው! 8 ዝም በል!

3 (b)

1 መኪናውን አጠብ/አጠቡው! 2 ስልኩን መልሱ/መልሱው! 3 አራትሽን በልተሽ ጨርሱ/ጨርሱው! 4 በሩን ዝጊ/ዝጊው! 5 ሱቁ ሂደሽ አንድ ጠርመዝ አምሶ ውህ ገዘ! 6 አንዴ ጠብቂ! 7 ጠረጴዛውን ጥረገ/ጥረገው! 8 ዝም በዩ/በዩ!

Translation of reading passage (1)

Concerning musical instruments
Do you like to play musical instruments? The indigenous instruments

that you will most often hear in Ethiopia are of three kinds: masinko, krar and drum. The one called a krar is the largest of the three instruments and has six strings made of sinew. The one called a masinko has one horse-hair string and one plays it with a bow. Many people sing whilst they are playing these stringed instruments. There is another instrument called a washint (or flute). As one plays the washint, though, by means of the breath, it is not easy to play. A lot of studying is needed before one should try to play it. Otherwise it does not produce a nice sound. The one called a kebero (or drum), however, is of the same kind as other drums.

4

1 ማስንቆ ስድስት ገመድ አለው። 2 ዋሽንት መጫወት አስቸጋሪ ነው ይላሉ። 3 አዎ፣ አንድ ሌሎቹ ከዘርቾ ነው። 4 በዘራርና በማስንቆ ሲጫወቱ ነው የሚዘፍኑ። 5 በጣት ነው የሚጫወቱት።

5

1 ነገ ስጦታ ይገዢ አመጣለሁ ብላ አልማዝ ነገረኛኝ። 2 በፍጹም አላውቅም ብዬ መለስኩላት። 3 ሰዓቱ ስንት ነው ብሎ ጠየቀኝ። 4 በስንት ሰዓት ነው ላንጋኖ የምንደርሰው ብዬ ልጠይቀው። 5 በሚመጣው ሳምንት አዋግ አንሂድ ብለን አስበናል። 6 ዛሬ ማታ ባንድ ሰዓት አደውላለሁ ብሎ ነገረኛ።

6

1 ባማርኛ ስልዝ ማለት በንግሊዝኛ telephone ማለት ነው። 2 ደመራ የተባለው ከንጩት የተሠራ፣ በመስተል በዓል የሚያቃጥሉት ነው። በንግሊዝኛ bonfire ይባላል። 3 በንግሊዝኛ wood ማለት ባማርኛ እንጨት ማለት ነው። 4 ስሜ ... ይባላል።/... አባላለሁ። 5 ሰው ሰራበው ለመብላት ነው የሚፈልገው። 6 የኢትዮጵያ ዋና ከተማ ስም አጻሰ አበባ ነው።

Translation of reading passage (2)

Yusef and Markos

There were two friends. They were called Markos and Yusef. They were very fond of one another. They used to go into the forest to hunt both small and large animals. One day they went hunting and failed to find anything [lit. 'stayed without finding anything']. Giving up

hope, when they were on the point of returning home, Markos found a small pot at the foot of a tree. When Yusef opened the pot and had a look he found that it was filled with gold. Instead of sharing it out they both forgot their friendship and started a tussle saying, 'It's mine, it's mine.' Markos said, 'Because it was me who found the pot first the gold's mine,' and then he made ready to box. Yusef was no better than Markos. "It was me who first touched the pot and opened it and had a look, so I deserve it," he said. They argued a lot. If Markos hadn't invented a plan they'd have been on the point of thrashing one another with their fists [lit. 'by boxing'] in a sudden quarrel.

[To be continued.]

Lesson 12

1

1 አባላፊው ሻይ አቀረበ። አባላፊው ሻይ ያቀርባል። 2 ኩላ ሰቃውን አወረደ። ዩሊ ሰቃውን ያወርዳል። 3 የድርጅቱ ገላፊ ሠራተኞቹን አሠለጠነ። የድርጅቱ ገላፊ ሠራተኞቹን ያሠለጠናል። 4 ሙዚና በቀይ ሙብራት አቆምኩ። ሙዚና በቀይ ሙብራት አቆማለሁ። 5 አሸከርቼ ፈረስ አጠጠ። አሸከርቼ ፈረስ ያጠጣል። 6 ዘፍሉን አጨለምክ። ዘፍሉን ታጨልማለህ። 7 ሐዚሙ ቁሶሉን አዳነለት። ሐዚሙ ቁሶሉን ያድንለታል። 8 ባላገርቼ የሊባውን ቤት አፈረሱ። ባላገርቼ የሊባውን ቤት ያፈርሳል።

2

1 አስተማሪው ተማሪዎቹን ፈተናውን አባለፋቸው። 2 ዘበደን በሩን አስከፍተዋለሁ። 3 አቶ ሙሉጌታ አልማዝን የቤት ዚራይ አስከፍለዋታለች። 4 ዘበኛውን ድንኳንን አናስተዘለዋለን። 5 አልማዝ ተረፈን ጠርመዙን አስከፍታለች። 6 ጌቶች ሶስት ሰዓት ላይ ሥራ አስጨረሱኝ። 7 አናቱ አስታማሚዎን ለጅዋን አስመርምራታለች። 8 ፀሐይ ብሔራዊ ሙዚዬምን አባዮችህ?

3

1 ያሊ ባለፈው ሳምንት ያንሣቸውን ፎቶዎች አባዮኝ። 2 በግብዣው ብዙ አበሉንና አጠጠን። 3 አምና የፋብሪካው ገላፊ ምርት ዘፍ አደረገ። 4 ማታ ሙዚቃ መስማት በጣም ደስ ያደርጋል/ያሰኛል። 5 አንዚህን እንግዶች ለማባደር ትችላለህ?

5

Last week my elder brother came to pay us a visit. He works in a large factory. The factory is a shoe factory [lit. 'whilst the factory is a shoe factory'] and the biggest of the organizations in the town. My brother has three small children. Though the smallest, who is called Tiruinesh, is younger (in age) than her brothers, she is more able than them [lit. 'she is greater in ability']. She is the cleverest of the three children. For instance, every evening when she returns home from school she reads a book or writes an essay. Her brothers, though, only watch television without doing their homework.

1 አይ: ቱሊቪዥን ለማየት አትወድም። 2 ጥሩን ሃይማኖት ታናሹቱ ናት። 3 አይ: የሚሠራበት ፋብሪካ በከተማው ውስጥ ከሚገኙት ፋብሪካዎች ትልቁ ነው። 4 አይደለም: የቤት ሥራቸውን አይሠሩም። 5 ከርጋ ብልህ አይደሉም።

6

Translation of the advert

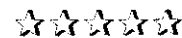
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1 መኪናዎችና ቤቶች በያይነቱ ነው የሚሸጡ። 2 በርግጥ፡ በጣም ተላል ነው ይላሉ። 3 አዎ፡ መኪና ለመከራየት ይቻላል። 4 አይደለም፡ በደብረ ዘይት መንገድ ከጉብርና ሚኒስቴር አጠገብ ነው የሚገኘው። 5 አዲስ የሆነ ይመስላል።

Translation of reading passage (2)

Yusef and Markos
(Continued from lesson eleven)

The idea that Markos suggested is this: 'My friend, we must consider one another. If we mean to take the gold away there's no use in fighting. Let's take it home and share it out. A good bag will be needed, though, for something to take it in. Go to the town and buy a bag, and bring some food. We'll need to eat something in order to carry this heavy thing,' he said. Yusef hesitated. If he goes and leaves Markos with the gold he might disappear with it; but after he had weighed it up he agreed to his idea. Yusef went into town. Markos had another idea. When Yusef returned with the bag and the food he would attack him and kill him! And the gold would be his alone. So he got his dagger ready. Yusef, in turn, was thinking in what way he might kill Markos! 'Yes! I'll go back with the bag and the food. But I'll add poison to the food and Markos will eat the food and die. I shall take the gold for myself alone,' he said to himself.

Markos waited for Yusef hiding in the forest. Because Yusef was late, he was angry thinking that he wasn't coming [lit. 'he had stayed away']. Yusef came along with a bag in one hand and some food in the other. Yusef was looking for Markos. But Markos leapt out from the place where he was hiding and pounced on him from behind and killed him. Markos put the gold, along with the pot, into the bag. But because he was hungry he got ready to eat the food that Yusef had brought and before going home. He tasted the food and thought [lit. 'said'] that it was very tasty. When he had finished eating, his stomach was gripped with a sharp pain. Within a few minutes he stretched out by the side of Yusef's body and died. The gold in the pot remained inside the bag. Neither of them got the gold.

Lesson 13

1

1 ደብዳቤው ተጻፈ። 2 ሲነው ይሰበራል። 3 ስብሰባው ይጀመር። 4 ጋዜጣው ተነበበ። 5 በሩ ተዘጋ። 6 ገንዘቡ ተገኝቷል። 7 ዳቦው ይበላ። 8 ቱሊቪዥን ይከፈት። 9 መጽሐፉን ተመልሷል። 10 ልጅዋ ደወደዳል።

2

1 ከበደ አውነቱን እንደተናገረ (አኒ) አውቃለሁ። 2 አንገጆቹን እስከ 4 ሰዓት አንጠብቃለን። 3 አስተማሪው ትምሕርቱን ጀምሯል/ጀምረዋል። 4 አባቱ ቤቱን አሳድሶታል/አሳድሶውታል። 5 ያዋስኩትን መጽሐፍ ነገ አመልሳለሁ። 6 ተማሪዎቹ መስኮቱን ከፍተዋል አንዴ? 7 አሻሻሏ። መኪናዬን ጠቼ ይሸጣል?

3

1 የለም፡ አልተያዘም። 2 የለም፡ አይቻልም። 3 አይ፡ ገና ነው። ነገ ይመለሳሉ። 4 አኒ በ..... አገር ተወለድኩ። 5 አንቺ፡ ምናልባት በባቡር እንሳለሁ። 6 አይ፡ ያሳዝነኛል። ጠንካራው አይሚሩም።

4

This week's weather
Whilst during the next five days it will be cloudy in highland areas in the west and southwest, in some places there will be thundery rain. In highland areas situated in the north it will be partly cloudy and there will be light rain. In other lowland areas, however, there will be bright [lit. 'strong'] sun, the Weather Forecasting Department of the National Meteorological Organization announced yesterday.

5

1 በትርቡ ያለ ምንም ስህተት ለማንበብ ትቸያለሽ። 2 ገረጹ ብርጭቆውን አውቆ ለበረቻ አንዴ? 3 ያንተ አባብ በአውነት ያስደንቃል። 4 አማኝ ትርቶደክሳጭ በጾም ሥጋ ከቶ አይበላም። 5 ሳጋጣሚ ከዘይንና ዘውዴን ሳቡር ጣቢያ ላይ አገኝኋቸው። 6 መኪና ሳቶምኩ ጊዜ አንድ ልጅ በፍጥነት ደርሶ ለጠብቅልሁ አለኝ። 7 በሩ ትሩልጋለህ? አዎ፡ በደስታ ዙፍ አጠጣለሁ።

Translation of reading passage

*Our national team plays against the Ambassadors
this evening*

Our national basketball team meets the American Ambassadors team this evening from 7 p.m. onwards. The location will be in the American Community School compound in the vicinity of the Old Airport, the Federation has announced.

Whereas the American Ambassadors Sports Club was founded in 1962 [or 1969/70], and another team is touring in West and Central Africa under the same title, the team that has come here was previously in Kenya. Their coach, Mr Hank Bowen, mentioned that during those 3 weeks they had had 18 matches and had won throughout, and then disclosed that after this they would be going on to Egypt and then returning home [to their country].

Upon coming to our country, the American Ambassadors basketball team met the Mekuriya team and won 107 to 63. Then they beat WWKM 108 to 75. In the meantime they went to Debre Zeit and in the game they played with the Air Force, won 74 to 38. In Nazret they showed their game skills to students.

Whilst the players of the Ambassadors team are all university students, the eldest is 24 and the youngest 18. As to their height, whilst the shortest is 1 metre 80, the tallest is 2 metres 8 centimetres tall. When many of them score a goal because of their height [lit. 'as a result of the tallness of their height'] they place their hand into the basket. The tallest of them, Daryl Boyd, hopes to be placed with the American National Olympic Team, their coach disclosed.

(Abridged from Addis Zemen, Hamle 8th 1967)

Lesson 14

Translation of passage 1

*Study
By Post*

*Acquire advanced knowledge while you work,
in your spare time and for a little money.
We prepare you for 12th grade examinations (GCE).
We also have a scheme which lets you teach yourself
with sufficient study aids at very easy payments.*

And if you have interrupted the studies you began we have prepared a way in which you can continue your studies. To obtain our free guidebook send us your name and address.

*The 'Torch' Tutorial College
POB 10602 Telephone 245669
Addis Ababa*

Translation of passage 2

The motor that doesn't rest

The human heartbeat reaches from 60 to 80 a minute. That means, it beats about 40 million times a year, which means, at the time of each beat $\frac{1}{4}$ litre of blood enters the heart. The heart pumps about 2,200 gallons of blood in the duration of one day. In another manner of speaking, that means it pumps about 56 million gallons of blood in an average life time.

Can there possibly be a man-made machine which accomplishes as much work as the heart without needing any repairs?! If we say, let's apply the heart like a working machine, in order to hold up an object weighing two kilos to the height of two feet the expenditure of energy will be equivalent to that used for one heartbeat [lit. 'it will have enough of what it does for one beat']. When an athlete does any very difficult sporting activities approximately 20 litres of blood are pushed round.

Once the blood travelling to the brain has reached the brain it takes 8 seconds to return to the heart. It has been confirmed that blood that has descended to the toes takes 18 seconds to return to the heart.

Translation of passage 3

Tender

At Addis Ababa University, Awasa Agricultural College wishes to purchase by tender various items of foodstuffs for one year as of 10th Meskerem 1983 [20th September 1990].

Any bidder wishing to participate in the tender can do so by purchasing the tender forms for 10 birr from the College Administration Office, normally during working hours from the date of the publication of this notice, or by writing (by post) the price at which they are offering their bid in a sealed envelope before 10 o'clock on 7th Meskerem 1983 [4.00 p.m. 17th September 1990], or may place his

bid in the box that has been prepared for the tender. We declare that the bids will be opened in the College Dean's Office on 8th Meskerem 1983 [18th September 1990] at exactly three o'clock [9.00] in the presence of the bidders or their legal representatives.

Bidders will have to have a legal trade licence for everything that they offer and will have to meet the tax obligations which are due against them.

Bidders will have to deposit 3,000 birr in cash as a guarantee securing the bid.

If the College obtains a better means of fulfilling the job it will not be bound by the tender.

Awasa Agricultural College

Translation of passage 4

Purifying water by sunlight

In countries which are in the process of developing, or in countries whose development is arrested or halted, like Ethiopia, the biggest public health problem is linked with the lack of pure drinking water and with water-borne diseases. Of the numerous deaths that are recorded daily, and in particular [those of] children, the majority are victims of the lack of pure drinking water. Medical experts have found a new method which can remove the problem. According to what was published [lit. 'came out'] in the English medical journal Lancet which we read a few months ago, in so far as it is possible to purify water easily by sunlight, the benefit which this new finding will be able to give to the rural inhabitants of our country will be great.

Translation of passage 5

Advertisement

Muhammad Kasim

You have bought some superior woollen cloth at great expense and are going to have it made up, but haven't chosen a tailor [lit. 'without choosing a tailor']. But it's not what you wanted, to say nothing of as you wished it or intended it, and aside from the fact that it doesn't fit your figure, it's obvious how much you're upset! The problem is with the tailoring, and not just that it isn't adjusted to the shape of your body.

If you want to have it made up in a modern style visit Muhammad Kasim as he is renowned for keeping appointments and improving tailoring. He is the tailor who will improve your clothes!

Our Address: at the Centre of the American Compound

Telephone number 65 47 21

Post Box No. 25029

Amharic-English glossary

Words are entered in the glossary following the order of letters in the Ethiopian script, or ሉደል, with the exception that the homophonous letters ሰ and ሠ, አ and ዐ, ጸ and ቀ, and ሀ, ሐ, ኀ and ከ are grouped together. Similarly, the letters ዠ and ጸ are also grouped together as they are interchangeable at the beginning of a word. This follows the practice of the better European-language dictionaries of Amharic.

The order of letters is therefore:

ሀ/ሐ/ኀ/ከ ለ መ ረ ሰ/ሠ ሸ ቀ በ ተ ቸ ነ ኘ አ/ዐ ከ ዐ
 ዘ ዮ ደ ጸ/ዠ ገ ጠ ጪ ጸ ጸ/ፀ ል ፒ

Within each letter-section words are then entered 'alphabetically' according to the sequence of consonants, and not regarding the vowels. Where entries occur that have the same consonant pattern, however, then they are listed following the sequence of the seven vowel orders: so ቤት before ቦታ; አባት before አቤት; ሰማ before ሳም; and so on.

Finally, entries are mostly made under roots, where these occur in this book. So, you will find ሦራ listed under the root (which is usually a verb) ሠራ. The exceptions are as follows:

- 1 where the root does not occur in this book, or in the case of verbs where the root or simple stem is not used, you will find the entry under the simplest or most basic form. So, አገኘ is listed under አ and not ገ from the underlying root *ገኘ, and similarly ተቀመጠ is listed under ተ and not ቀ.
- 2 derivatives formed by a prefix (usually መ- but also occasionally ት-) whose relationship to the underlying root might not be immediately obvious are listed in the first place under the initial letter as well as under the root.

Verbs are given in the third person masculine of the simple past, and are identified by their class.

ሀ/ሐ/ኀ/ከ -- ዘ		ለመሆን	(at the beginning of a phrase) by the way
ሀሉ	hello (when speaking on the telephone)	በሆን	(following a noun) even, as for
ሀሉ	all, every	በሆንም	(at the beginning of a phrase) however, still
ሀሉም	everybody, everything		
ሀልገዘ.	always	ከንደሆን	(following a simple impf. or gerundive) if
ኋላ	behind, back, later, afterwards		
በኋላ	later, afterwards, then; behind, at the back	የሆነ ሆኖ	nevertheless
		ደሆነ አንጃ	nevertheless
ከ- በኋላ	behind, after (place or time)	ሁኔታ	condition, situation, attitude, position
ሐለመ	dream [3-lit A]: see also አለመ	ሁንኛ	reliable
ሕልም	dream	ሕንጻ	building
ሁለት	two	ሐኪም	doctor
ሁለቱም	both	ሐኪምና	medicine, medical treatment
ሁለተኛ	second	ሕዝብ	people
ገላፊ	boss, curator, head, (person) responsible	ሕዝባዊ	public, civic
		ሃያ	twenty
ሐምሌ	Hamle (eleventh month of the year: 8 July-6 August)	ኃይል	power, might, force
		በኃይል	by force; strongly, very much
ሕመም	sickness, disease	ኃይልኛ	strong, powerful
ገመስ	Thursday (see also አመስ)	ሃይማኖት	faith, religion
ገምገ	fifty (also አምገ)	ሐይት	lake
ሐሳብ	bill, check, account	ሕይወት	life
		ሃይ	go [2-lit']
ሆስፒታል	hospital	አስኪደ	lead (road), make or let s.o. go
ገብረት	union, harmony		
ገብረተ ሰብ	society	ሃይት	progress
ሀብት	wealth	መሃ, ጃ	means or place of going; sidewalk
ሀብታም	rich		
ሆቱል	hotel	ሆጅ	stomach
ሆን	become, be	ሕጻር	Hidar (third month of
ሆን	(between nouns) or, as well as		the year:

	10 November– 9 December)	ለበሰ	wear (clothes), get dressed [3-lit A]
ሕግ	law	አለበሰ	dress s.o. [a- stem]
ሕጋዊ	legal, lawful	ልብስ	clothes, dress
ሕገጌ	infant, small child	ሊትር. ሊተር	litre
		ሳካ	measure, gauge [2-lit' B]
ለ - ለ	to, for	ልዘ	measurement; exact, correct; precisely, exactly
ለ-ለ	is not (<i>in subor- dinate clauses</i>)	ላዘ	send [2-lit']
ሌላ	other, another	ለወጠ	change, alter sth. [3-lit B]
ሌሌ	servant	ለየ	distinguish, separate [2-lit' B]
ሌሊት	night	ለየ	different, separate
ለማ	prosper, thrive [2-lit' A]	ለየ ለየ	various
ላም	cow	ላይ	on, upon, on top
ለ-ሚ	lime (<i>fruit</i>)	ሀ- ላይ	on top of, above, in addition to
ለምለም	fertile, green	ላይኛ	upper
ለመኝ	beg [3-lit B]	ልደት	birth, Christmas
ለማኝ	beggar	የልደት በዓል	birthday
ለምን	why? (ለ- & ምን)	ልጅ	child (<i>boy, girl, son, daughter</i>)
ለመደ	get used to sth. [3-lit A]	ሴት ልጅ	girl
ልማድ	habit, custom, convention	ወንድ ልጅ	boy
ለሰላሳ	soft, smooth, mild	የልጅ ልጅ	grandchild
ሊቅ	expert, scholar (pl. ሊቃውንት)	ልጅንት	childhood
ለተመ	pick up, gather, collect [3-lit A]	ልጃ ገረድ	girl
ለተተ	abandon, give up [3-lit A]	ላጧ	shave s.o. [2-lit']
ሊሳ	thief	ተላጧ	shave oneself [tä- stem]
ልብ	heart	ምላሻ	razor
ልብ አለ	pay attention, take note of [አለ verb]	መ - ለ	
ልብ አደረገ	encourage, draw s.o.'s attention	-ማ	but, as for
ልብ ወለድ	fiction	-ም	and, even, also, too
ዘልብ	heartily, sincerely, warmly	መካል	middle, centre
		መካል ከተማ	city centre
		መሐረብ	handkerchief

ምሕረት	mercy	መሪ	guide, leader
ዓመተ ምሕረት	Year of Mercy (<i>year of the Christian era according to the Ethiopian calendar</i>)	ማር	honey
		መረመረ	examine, investigate [4-lit]
		ምርመራ	investigation, analysis, inquiry
ማኅበር	association, society	መረት	earth, ground
		ምርት	product, produc- tion, produce (<i>see also አመረተ</i>)
መሐንጻ.ስ	engineer	ማረዘ	capture; attract, appeal [3-lit C]
መላ	all, whole, the whole of (<i>see also ሞላ</i>)	ምርኮኝኛ	prisoner, captive
		ማርካ	trademark
መሉ	whole, full (<i>see also ሞላ</i>)	መርከብ	ship, boat
ሞላ	fill, be full [2-lit' A]	መርካቶ	the Mercato (<i>central market of Addis Ababa</i>)
ተሟላ	be complete [tä- & C-type stem]	መረዘ	poison, pollute [3-lit B]
መሉ	whole, complete	መርዝ	poison
በመሉ	wholly, completely	መርዘኛ	poisonous, toxic, pestilent
መለሰ	give back, return sth., reply [3-lit B]	ተመለሰ	proof, evidence (<i>see also ረዳ</i>)
		መልስ	choose, select [3-lit A]
ተመለሰ	return, go or come back [tä- stem]		select, best, superior
መልስ	answer, reply; change (<i>in money</i>)	ምላሽ	vote [<i>lit.</i> 'voice of election']
ምላሽ	tongue	መርፈ	needle, syringe; injection
ማለት	that is to say, it means (<i>see አለኝ</i>)	ማሰ	dig, work the soil [2-lit']
መልክ	form, looks, appearance	ማሳ	farm, field
መልካም	beautiful, nice	ምሳ	lunch
መልክት	message	መሰለ	be like, resemble, 'seem [3-lit A]
ማለደ	get up early in the morning [3-lit C]	መሰለው	he thought, supposed [impers.]
ማለጻ	early (<i>in the morning</i>)		
ማለፊያ	excellent, fine (<i>see also አለፈ</i>)		
መራ	lead, guide [2-lit' A]		

መሳይ similar, alike
 ምሳሌ. example; proverb, saying
 መሰለጋ fashion, portray, sketch [3-lit B]
 ምስል likeness, image, model
 መሰላል ladder
 መስሊም Muslim
 መሥመር line
 ማሥመሪያ ruler (for drawing lines)
 ምስማር. nail, spike
 ማስማር axe
 ምስር lentils
 ምስርጌ Egypt
 ምሥራኅ east
 መሣሪያ tool, instrument, weapon
 መስቀያ hanger, hook (see ሰቀለ)
 መሶብ small round basketware table with lid on which injera and sauces are served
 ማስት wife
 ማስታወቂያ notice, announcement, advert (see also አውቀ)
 መስታወት mirror
 ማስጎቆ one-stringed violin
 መሰከረ testify, give evidence [4-lit]
 ምስክር witness
 መስከረም Meskerem (first month of the year: 11 September - 10 October)
 መስኮብ Russia, Moscow
 መስኮት window

መስጊድ mosque
 ምስጢር secret, mystery
 በምስጢር confidentially
 ምስጢራዊ confidential, secret
 መሸ become evening [2-lit' A]
 አመሸ spend the evening; be late in the evening, be too late for sth. [a- stem]
 ምሸት evening
 ሞቀ be hot, warm [2-lit']
 ሙቅ hot, warm
 ሙቀት heat, warmth, temperature
 መቆሚያ stop, stopping place (see ቆመ)
 መቀመጫ seat (see ተቀመጠ)
 መቀሰ scissors
 ምቀኛ jealous, envious (see also ተመቃኘ)
 ምቀኛነት jealousy, envy
 መብል food (see also በላ)
 መብረት lightning
 መብራት lamp, light, electricity
 መታ hit, beat, strike [2-lit' A]
 ተማታ come to blows, fight [tä- & C type]
 ምታት blow, kick
 የራስ ምታት headache
 መምቻ mallet, stick; bow for playing the masinko
 መቶ hundred
 ማታ evening
 ሞተ die [2-lit']
 ሙት dead

ሞት death
 ማቸ moribund, deceased, late (dead)
 ማትር metre (measurement)
 ሞተር motor, engine
 መታሰቢያ memento, memorial, souvenir (see also አሰባ)
 መቸ, መቺ when
 መቸም, መቺም (at beginning of phrase) after all, at any rate, anyway; (with a neg. verb) never
 መቸስ well! after all
 መቺውንም in any event
 ለመቺውም for ever, always
 ከመቺውም more than ever
 ምቺ suitable, appropriate; convenient (see also ተመቸ)
 ማን who?
 ማንም anyone, anybody (also ማንም ሰው) (with a neg. verb)
 ማናቸውም everyone; someone; anybody, anything; whoever, whatever
 ማንኛውም each, every; any, anyone
 ማንነት identity, individuality
 ምን what?
 ምን ማድረግ what's to be done?

ምን ነው, ምንው why? what's the matter?
 ምን አለ why not? why shouldn't I?
 ምን አለበት what does it matter! I don't care!
 ምን ያህል how much? how big!
 ምን ጊዜ at what time? when?
 ምን ጊዜም always, all along, at any time
 ለምን why? (lit. 'for what?')
 ስለምን why? (lit. 'because of what?')
 አንደምን how? (lit. 'like what?')
 ምንም anything, something; (with a neg. verb) nothing, none
 ምንም ቢሆን in any case, no matter what
 ምናምን something, anything at all
 ምንድን what?
 ምናልባት perhaps, maybe
 ማ.ኒ.ሰ.ቱ.ር ministry
 ማ.ኒ.ሰ.ት.ር minister
 መንኲሰ. monk [var. መናኳሌ]
 ማንኪያ spoon
 መንዘረ change money, cash (a cheque); scatter, disperse [4-lit]
 ምንዛሪ change, exchange (also የጥንዘብ ምንዛሪ)
 መንደር village

ምንድን	what? (<i>see also</i> ምን)	ጠ-ከራ	test, experiment, attempt
መንግሥት	government, state, kingdom	ማክሰኞ	Tuesday
መንገድ	road, way; means, manner (<i>way</i>)	ጠኪና	car, automobile, truck; machine
አሁራ መንገድ	main road, highway	የቤት ጠኪና	private car
የአየር መንገድ	airlines	የጽሕፈት ጠኪና	typewriter
የአገር መንገድ	footpath, pavement, sidewalk	የጭነት ጠኪና	truck, lorry
መንገደኛ	traveller, passenger	ጠካሂክ	mechanic
ምንገደኛ	carefree, happy-go-lucky (<i>see</i> ገደደ)	ምክንያት	reason, cause
ጠንጥር, ጠንጽር	spectacles; field glasses, telescope	ጠካክል	middle, centre (<i>see also</i> ጠሃል)
ምንጣፍ	carpet, rug	ጠክራቻ	opener, key (<i>see also</i> ከፈተ)
ጠናረሻ	park (<i>also</i> ጠናረሻ ቦታ)	ጠውጫ	exit (<i>see also</i> ወጣ)
ጠኚታ	bedroom (<i>also</i> ጠኚታ ቤት; <i>see also</i> ተኛ)	ጠዝ	banana
ምኞት	desire, wish (<i>see also</i> ተጠኝ)	ጠ-ዚታ	music
ምዕራብ	west	ጠ-ዚታኛ	musician
ጣእዘን	corner	ጠዘን	weigh something; estimate, calculate [3-lit B]
ጣእዘን ዓለም	the four cardinal directions	ጣዛን	balance, scales; ratio
ጠክረ	advise, exhort [3-lit A]	ጠ-ዚያም	museum
ተጣክረ	consult one another [tä- & C type] + ተጠክረ [tä- & redupl.]	ጠዘዘ	keep a record, enrol, catalogue [4-lit]
ምክር	advice	ጠዘገብ	roster, ledger
ምክር ቤት	parliament, Congress	ጠዘገብ ቃላት	dictionary
ጥክረ	try, try on, try out [3-lit B]	ጠዘገብኛ	bookkeeper, accountant
		ጠመዘገብያ ክፍል	registration
		ጠዘገብያ	room/office
		ጠ-ያ	door (<i>see also</i> ዘጋ)
		ጣያዝያ	skill, craft, profession
		ጣያዝያ	Miyazya (the eighth month of the year: 9 April-8 May)
		ጣያ	the other side

ቡ- ጣያ	on the other side of, across from	ከመጠን በላይ	too much, excessively, unusually
ጣያ	field, plain, level ground	ጠጠንኛ	moderate, normal, reasonable
ጠድጎነት	medicine	ምጣድ	griddle (<i>metal plate on which injera is cooked</i>)
ምድር	earth, ground; the Earth	ጠጠጥ	drink, liquor, strong drink (<i>see</i> ጠጣ)
ምድረ በጻ	desert	ጠጥር	bad, ugly, wicked, evil (<i>see</i> ጠፋ)
ጠደብ	stall (<i>market</i>); brick or stone bench; category, rank, class	ጠጽሐት	magazine, journal
ጠደቦኛ	basic, standard, fundamental, principal	ጠጽሐፍ	book
ጠደብር	store, bazaar	ጠጽጻጽ	lavatory
ጣድቤት	kitchen (<i>also</i> ጣድ ቤት)	ጠፍቻ	key, solution (<i>see</i> ፈታ)
ጠጋረጃ	curtain	ረ - R	
ጣገሥት	the next day	ረገ	forget [2-lit' A]
ጠገብ	nourish, feed, nurture [3-lit B]	ረስ	head
ምገብ	food, meal	ረሱ	myself, etc. (ረስ & possessive pronoun; ረስህ, ረሱ, etc.)
ምገብ ቤት	restaurant		my own, etc. (የረስህ, የረሱ, etc.)
ምገባር	practice, conduct, behaviour	የረሱ	
ጠጋቤት	Meggabit (the seventh month of the year: 10 March-8 April)	ረገ	dead body, corpse
		ረቀ	be far [2-lit']
		አራቀ	remove, take sth. far away, set sth. apart [a- stem]
ጠጣ	come [2-lit' A]	ሩት	far, distant
አጠጣ	bring [a- stem]	ራቁት	naked, bare (<i>also</i> አራቁት)
አስጠጣ	have sth. brought [as- stem]	ሩብ	quarter
ጠጥረቢያ	axe, hatchet	ከሩብ	a quarter past
ጠጠን	amount, measure, proportion	ሩብ ጉዳይ	a quarter to
ቡ- ጠጠን	according to, to the extent that	ራብ	be hungry [2-lit']
በጠጠኑ	moderately, to a certain extent		be hungry, etc.

ተራብ	be starving, hungry [tä- stem]	ርጎ	soft cheese, curds (also አርጎ)
ራብ, ረጎብ	famine, hunger	ርጠ	run [2-lit ¹]
ርብ	Wednesday	ተፈፈጠ	run around, run all over the place [tä- & redupl.]
ረታ	win (an argument, bet or game) [2-lit ¹ A]	ሩጫ	race
ተረታ	lose (an argument, bet or game) [tä- stem]	ረጠብ	be wet, damp [3-lit A]
ርካሽ	cheap (also አርካሽ)	አረጠብ	dampen, moisten [a- stem]
ረዝ	beard, whiskers	ርጥብ	wet, damp (also አርጥብ)
ረዘጠ	be long, tall [3-lit A]	ረፈጸ	be late morning [3-lit A]
አረዘጠ	lengthen, prolong [a- stem]	አረፈጸ	be late for sth. [a- stem]
አረዘጠ	prolong, extend [at- & C type]	ሰ, ሠ - S	
ረጅም	long, tall	-ሰ	what about? (also indicates contrast or mild surprise; also -ሳ)
ርዝመት	length, height	ሳሕን	plate, dish
ረዳ	help, assist [2-lit ¹ A]	ሰሕተት	mistake, error (see also ሳተ)
ተረዳ	be helped; be persuaded, convinced [tä- stem]; also as an impers. verb (ተረዳ ጡ) realize, under- stand	ሣለ	paint [2-lit ¹]
አረዳ	announce a death, offer one's condolences [a- stem]	ሠዓለ	painter
አስረዳ	convince, explain, demonstrate [as- stem]	ሥዕል, ሥል	painting, picture
ርዳታ	help, aid (also አርዳታ)	ሳሊ	cough [2-lit ¹]
ጠረጃ	proof, evidence	ሳል	cough, pneumonia
ራዲዮ, ራዲዮን	radio (also ራዲዮ)	ሰለ	because of, for the sake of (with relative verb) because, since, as
		ሰለዎንም	therefore
		ሰለምን	why?
		ሰለዚህ	therefore
		ሰላም	peace (also used as a greeting)
		ሰላምታ	greetings, respects; salute

ሠላሳ	thirty	ሠራ	do, make, work, build [2-lit ¹ A]
ሥልሳ	sixty	ሥራ	work, job; deed, action
ሰልጥ	method, manner, style	ሠራተኛ	worker, employee
ሰለፕ	be boring, tiring [3-lit Y]	ጠሣሪያ	tool, instrument, weapon
ሰለፕው	he is bored, tired [impers. verb]	ጠሥሪያ	work place (also ጠሥሪያ ቤት office)
አሰለፕ	bore, tire [a- stem]	ሱሪ	trousers
ሰልዘ	telephone	ሣር	grass
ሰላጣ	salad, lettuce	ሥር	vein, artery, nerve; root
ሠለጠን	be skilled, trained; be sophisticated [4-lit]	ዩደም ሥር	blood vessel, pulse
አሠለጠን	train, coach [a- stem]	ከ- ሥር	at the foot of, at the bottom of
ሥልጣኔ	civilization, urban life	ሠረቀ	steal, rob [3-lit A]
ሥልጣን	power, authority	ሣሶ	third (fraction)
ሰማ	hear, listen to [2-lit ¹ A]	ሦስት	three
ተሰማ	be heard [tä- stem]	ሦስተኛ	third
ተሰማው	feel, sense [tä- stem impers.]	ሱቅ	shop, store
ተሰማማ	agree, consent [tä- & redupl.]	ሳቀ	laugh [2-lit ¹]
ሰማት	feeling, emotion	ሰባ	seventy
ሰም	wax, candle	ሳበ	pull, draw; attract, appeal [2-lit ¹]
ሳጠ	kiss [2-lit ¹]	ሰበረ	break [3-lit A]
ሰም	name	ሰበሰበ	assemble, collect, gather (trans.) [4-lit]
ሰጠ ጥሩ	famous, renowned	ተሰበሰበ	be assembled; assemble (intrans.) [tä- stem]
ሰማን	north	ሰበሰባ	gathering, meeting
ሳጡር	soap	ሰባት	seven
ሳምንት	week	ሰባተኛ	seventh
ሰምንት	eight	ሳተ	be mistaken; miss [2-lit ¹]
ሰምንተኛ	eighth	ተሳተ	be wrong, mistaken [tä- stem]
ሰማንያ	eighty		
ሰማይ	sky, heaven		
ሰማያዊ	blue [lit. 'heavenly]		
ሰምጥ ሸለቆ	the Rift Valley		

ስተት, ስልተት	mistake, error	ሥዎር	hidden, secret
ሴት	woman; female	በሥዎር	secretly,
ሴት ልጅ	girl, daughter		surreptitiously
ሰኔ	Senie (the tenth month of the year: 8 June-7 July)	ስድስት	six
		ስድስተኛ	sixth
		ሰደቦ	insult, abuse, call s.o. names
ሰ.ሂ.	small china cup		[3-lit A]
ሰ.ሂ.ግ	cinema, movies		
ሰንበተ	spend a while, several days [4-lit]	ስድብ	insult
		ሰደደ	send, send away, banish [3-lit A]
ተሰናበተ	be dismissed, say goodbye [tä- & C type]	ስደት	emigration, exile
		ስደተኛ	refugee
አሰናበተ	dismiss, fire [at- & C type]	ሥጋ	meat, flesh
		ሥጋ ሻጭ/ሸያጭ	butcher
ሰንበት	Sabbath, Sunday	ሰጠ	give [2-lit ² A]
ሰንት	how much? how many?	ሰጦታ	gift
ሳንቲም	cent	ግጥን	box, chest
ሳንቲ ሜትር	centimetre	ቁም ግጥን	cupboard
ሰንደቅ ኅላግ	flag	ሰፋ	be wide, broad, extend (intrans.) [2-lit ¹ A]
ሰንፍ	lazy	አሰፋ	widen, expand, extend (trans.); [a- stem]
ሰኞ	Monday		
ሥዕል	painting, picture (see ግለ)	ሰፊ	wide, broad, large
ሰዓት	hour, time, o'clock; watch, clock	በሰፊው	broadly, extensively
ስኳር	sugar (also ሰብር)	ሰፋ ₂	sew [2-lit ¹ A]
ሰው	man, person	ሰፊ	tailor
የሰው ልጅ	mankind, humanity, human being	ሰፍ	wool
ሁሉ ሰው	everybody	ሰፈር	neighbourhood, section of town
ሰውነት	(human) body	ስፍራ	place, position, site
ሰውዬ	(individual) man, person	ስፖርት	sport (also አስፖርት)
ሠወረ	hide, conceal (trans.); [3-lit B]	ሸ - ስ	
ተሠወረ	be hidden; hide (intrans.); [tä- stem]	ሺ	thousand (also ሺህ)
		ሸለቆ	valley, gorge

ሸግ	shamma (toga-like traditional dress of the Ethiopian Highlands)	ተልደኛ	joker, jokester
		ቱለፈ	lock [3-lit B]
		ቱልፍ	key; button (also ተጎልፍ)
ሸምብራ	chickpea	ቆጠ	stand, be upright; come to a stop, stand still [2-lit ¹]
ሸግዝ	shirt, blouse		
ሸግገሌ	old man, elder		
ሹራብ	sweater	ተቃወመ	oppose, object to sth. [tä- & C type]
ሸርባ	soup, broth		
ሸሸ	run away, flee [2-lit ² A]; (irreg. inf. መሸሸ)	አቆመ	erect, set up; stop sth. [a- stem]
ሸሸት	flight, escape	ተቋቋመ	struggle against, defy; be established [tä- & redupl.]
ሸሸገ	hide sth. (trans.); [3-lit B]		
ሸንኩርት	onion		
ጎጭ ሸንኩርት	garlic	አቋቋመ	establish, found, organize [a- & redupl.]
ሻጎጣ	suitcase		
ሹካ	fork		
ሻይ	tea	ቁም	sincere, important
ሺ.ጠ. ሸጠ	sell [2-lit ⁴]	ቁም ነገር	something important, essentials or basics
ሻጭ	vendor, clerk (in a store); (also ሸያጭ)		
አጥሻጭ	salesclerk, salesman, dealer	ቁመት	size, height, length, stature
ሻፈር	driver	መቆጣያ	stopping place, stop, parking place
ተ - ገ			
ታል	word	ቅመም	spice(s)
ቱላ	lowlands (usually below 2,000')	ተመሰ	taste, take a taste of sth. [3-lit A]
ተላል	light (weight), easy, low (price)	ተሚስ	(woman's) dress
በተላሉ	easily	ቁመት	height (see ቁመ)
ተለም	ink, paint; colour	ተረ	remain (behind), stay (away); be absent, missing; cease to be [2 ² -lit ¹ A]
ተላተለ	mix, blend, combine [4-lit C type]		
ተለደ	joke, tease [3-lit B]	ገደባን ተረ	it failed to happen (ሉ- & neg. impf. & ተረ)
ተለደ	joke, wit, humour		

ቢታር	let alone	አቋረጦ	interrupt; cut
ገዳታር	including, not forgetting		across [at- & C type]
ደቅር	forget it! never mind!	ቸርጥ	fixed, decided, firm
ደቅር አለ	forgive, pardon	ቱራጭ	<i>in ቲ.ኪ.ጎ ቱራጭ</i>
ደቅርታ	forgiveness, apology; sorry!	ቸስ	ticket collector
ቸርቶ	not only, not even	ቸስ በቸስ	slowly! carefully!
ከ- በቸር	except for, other than, aside from		little by little, slowly, gradually
ከ- በስተቸር	besides, except, apart from	ቸስ አለ	speak slowly, do sth. slowly
አስቸረ	leave, leave out, keep out, keep back; deprive, prevent [as- stem]	ቸስ	[አለ verb]
		ቸሳ	priest
ቸርስ	breakfast	ቸሻሻ	rubbish, trash, filth, litter
ቸርስ	remains: assets	ቸቤ	butter
ቸረቸረ	found (<i>a town</i> , etc.) [4-lit]	ቸበሌ	locality, district, precinct; residents' association
ቸርቸር	tin, tin can; corrugated iron	ቸበረ	bury [3-lit A]
ቸረበ	approach, come close; be near [3-lit A]	መታብር	grave, tomb
ተታረበ	draw near [tä- & C type]	ቸበር	jackal
አቸረበ	offer, supply, propose; serve (<i>food</i>) [a- stem]	ቸበቶ	belt
አታረበ	bring near [at- & C type]	ቸትር	noon, midday
ቸርብ	near, close	ቸፍ	be straight, straightforward [2-lit' A]
በቸርቡ	soon; recently	ተታፍ	succeed, be successful, turn out well [tä- & C type]
አጎረቢያ	neighbourhood, vicinity	አቸፍ	straighten [a- stem]
ቸረጠ	cut; decide [3-lit A]	ቸፍ	straight, upright, honest
ተቋረጠ	be interrupted, discontinued	ቸጎ	straightforward, sincere
	[tä- & C type]	ቸጎ	day, daytime
		በየቀኑ	every day, daily

ቸጎብ	decrease, reduce, diminish (trans.) [3-lit B]	ቸጠረ	hire, employ (<i>a worker</i>); make an appointment [3-lit A]
ቋጎቋ	language	ቸጠር	appointment
ቸጎድ	horn	ቸጠረ	count; reckon, consider as [3-lit A]
የአፍሪካ ቸጎድ	the Horn of Africa	ቸጥር, ቸጥር	number
ቸጎጆ	beautiful, pretty	በ- ቸጥር	(<i>with a verb</i>) as often as, whenever
ቸጎኝ	right (hand)		whenever
ቸዘቸዘ	be cold, cool; cool off [4-lit]	አቱጣጠር	computing, reckoning, calculation
ቸዘታዘ	cold, cool		
ቸዘታዘ	cold, coolness, chill	አጎደ አውርጋ	(<i>date</i>) according to the European calendar
ቸደ	red	አቱጣጠር	(<i>abbreviated to ኢ.ኢ.ኢ.</i>)
ቸየ	wait, remain, stay (put) [2-lit' B]		
አቸየ	keep s.o. waiting [a- stem]	አጎደ ኢትዮጵያ	(<i>date</i>) according to the Ethiopian calendar
ቸዳ	skin, hide, leather	አቱጣጠር	(<i>abbreviated to ኢ.ኢ.ኢ.</i>)
ቸደመ	be in front, be first [3-lit A]		
አስቸደመ	put sth. in front, do sth. first [as- stem]	ቸጥታ	straight, direct
ቸደም	before, first(ly)	በቸጥታ	directly, straight
በቸደም	previously	ቸጭ አለ	sit down [አለ verb]
ከዚህ ቀደም	before this, earlier		
ቸደም ብሎ	earlier, previously	ቸጭጎ	thin, narrow, lean (<i>sound</i>)
ቸድሞ	beforehand, earlier, first of all	በ- B	
ቸዳጫ	Saturday	በ-	in, on, at, with, by, through
ቸጣ, ቸጣጣ	anger (<i>see ተቸጣ</i>)		
ቸጠለ	continue, follow [3-lit B]	ግህል	culture, tradition, custom
ቸጥሎ	next, afterwards, then	ግሕር	sea, lake
ተቸጣጠለ	be attached to one another, be linked [tä- & redupl.]	ግሕር ዛፍ	eucalyptus
		በሌር	nation
		በሌረሰብ	nationality
		በሌራጥ	national

በላ	cat, consume [2-lit' A]	ደበልጥ	more than (በ- ደበልጥ)
አበላ	feed, give to eat [a- stem]	በለጠገ	be rich [4-lit] (<i>see</i> <i>also</i> በለጸገ)
በል	say! [imperative of አል.]	በለጫ	shine, glitter, flash [3-lit Y]
ባለ-	<i>forms compound</i> <i>nouns denoting</i> <i>the person</i> <i>associated with</i> <i>the second</i> <i>element in the</i> <i>compound. (See</i> <i>lesson six)</i>	በለጸገ	be rich, grow rich [4-lit]
ባለሙያ	skilled person, expert	ባለጸጋ	rich (<i>also</i> ባለጠጋ)
ባለቤት	owner, proprietor; husband, wife	ብልጽግና	wealth
ባልንጅራ	companion	ባምቧ	tap, water pipe, faucet
ባለጌ	rude, uncouth	በራ	shine, be lit; become light [2-lit' A]
ባላገር	countryside; peasant	አበራ	turn on the light, light up [a- stem]
ባለጸጋ	rich, rich person	አባራ	clear up (weather) [a- & C type]
ባል	husband	ብርሃን	light
ብልሀ	clever, smart	ሙብራት	lamp, light
ብላሽ	damaged, spoiled, worthless (<i>see</i> <i>also ተብላሽ</i>)	በራ	ox, bull
ባለቤት	owner, proprietor; husband, wife	በር	gate, door(way)
በላዋ	knife	በራ	(<i>European</i>) beer
በልገ	small rainy season (April-May)	በር	office, bureau
ባለጌ	rude, uncouth, ill- mannered	ብር	silver, money, Ethiopian Dollar
ባላገር	countryside; countryman, peasant	በረሃ	desert, wilderness, bush
በለጠ	be more, excel, be better [3-lit A]	ብርሃን	light (<i>see also</i> በራ)
የበለጠ	more than; best; increasingly	በረረ	fly [3-lit A]

አበረታ	strengthen [a- stem]	ብጥ አለ	come into view, appear, pop in [አለ verb]
አበረታታ	encourage [at- & redupl.]	በጥሱ	mule
ብርቱ	strong, powerful, strict	በቆሱ	corn, maize
ብርታት	strength, severity	በቀር	except (<i>see</i> ትረ)
ብረት	iron, metal	ባቡር	train, locomotive
ብርቱካን	orange	የባቡር ጣቢያ	railway station
ባረኪ	bless [3-lit C]	ቤት	house, home; room
በረከተ	be abundant, plentiful [4-lit]	ቤት ለንግዶ	welcome!
አበረከተ	increase; offer as a gift [a- stem]	ቤተ መጻሕፍት	library
በረከት	blessing, gift, plenty	ቤተ ሰብ	family, household (<i>also</i> ቤተሰብ)
በርካታ	numerous, copious, plentiful	ቤተ ክርስቲያን	church
በረዶ	cool down, grow cold [3-lit A]	ቦታ	place
በረዶ	hail, ice	በየቦታው	everywhere
ብርዶ	cold	ባትሪ	flashlight, torch
ብርዶ ልብስ	blanket	ብቻ	only, merely; but
ብርጭቆ	(<i>drinking</i>) glass	ብቻውን	he alone, by himself [ብቻ & possessive pronoun & ን]
በራፍ	doorway (<i>see also</i> በር)	ለብቻ	in private
በስተ-	towards, in the direction of	ለብቻው	he alone, on his own, by himself [ለ- & ብቻ & possessive pronoun]
በሽታ	sickness, illness	ብቸኛ	alone, solitary, lonely
በሽተኛ	sick person, invalid, patient	ብቸኛነት	loneliness
በቃ	be enough, suffice; be capable, competent [2-lit' A]	ቡና	coffee
በቃኝ	I've had enough	ቡናጫ	brown
አበቃ	make capable; bring to an end [a- stem]	ባንክ	bank
በቁ	sufficient, ample, enough	ቤንዚን	petrol, gasoline
		ባኞ	bath, bathtub
		ባኞ ቤት	bathroom
		በዓል	holiday, festival (<i>also</i> <i>pronounced</i> ባል)
		ብዕር	pen

በኩል	(not used alone) direction; respect	በግ	sheep
ቡ- በኩል	with regard to, as for; in the direction of	በግም	very, very much, a lot
በበኩሉ	on his part, as for him [በበኩል & possessive pronoun]	ቢጫ	yellow
በውነት	really, truly (see አውነት)	ተ - ገ	
በዛ	be (too) much, many; be numerous [2-lit ¹ A]	ታሕሣስ	Tahsas (fourth month of the year: 10 December– 8 January)
በጣ	at the most	ቶሎ	quickly, soon
አጣ	increase, multiply (trans.); [a- stem]	ቶሎ ቶሎ	fast, (very) quickly
ጠቁ	much, many	ትልት	big, great, large, grown up, senior
ጠቁውን ጊዜ	most of the time, commonly	ታላት	big, older, elder
ጠቁ	a lot, greatly, a great deal	ትምሕርት	education, study, lesson (see also ተማሪ)
ጠዋት	quantity, amount, large number	ተመለከተ	look, look at; consider, notice [4-lit tā- stem]
አጠዋኛ	bigger part, majority	አመለከተ	show, indicate, observe [a- stem]
አጠዋኛው	especially, mostly	ምልክት	indication, sign
አጠዋኛውን ጊዜ	most of the time	ተማሪ	study, learn [2-lit ¹ tā- stem]
ባይ	empty, bare, vacant, blank	አስተማሪ	teach [astā- stem]
ባይ ቡና	black coffee	ተማሪ	student, pupil
ብድር	loan (see also ተበደረ)	ትምሕርት	education, study, lesson
ቡድን	team, group	ትምሕርት ቤት	school
ብድሻ አለ	stand up (suddenly); rise [አለ verb]	አስተማሪ	teacher
በጆ	alright! OK!	ትምባሆ	tobacco
በጋ	dry season (late September to early April)	ቱምብር	postage stamp
		ተማቱም	tomato
		ተመቸ	be convenient, suitable [2-lit ² B tā- stem]
		አመቸ	be comfortable, handy, opportune [a- stem]

አስመቸ	arrange, adjust; make sth. ready [as- stem]	አሰናዳ	prepare, make ready [af- & C type]
ተመኘ	desire, wish, long for [2-lit ¹ A tā- stem]	ተስፋ	hope
ምኞት	wish, desire	ተስፋ አለው	hope [lit. 'have hope']
ተራ	turn, order, queue	ተስፋ አይረገገ	hope, promise [lit. 'make hope']
ተራ ሰው	ordinary, common man	ተሻለ	get better, improve; be better, preferable [2-lit3 tā- stem]
ተራ ነገር	routine matter	ተሻለው	get better; prefer [impers.]
በተራ	in turn, in order	ተሻሻለ	be improved, improve (intrans.); [tā- & redupl.]
ተራራ	mountain	አሻሻለ	improve, make better [af- & redupl.]
ትራስ	pillow, cushion	ተሸከመ	carry [3-lit B tā- stem]
ቱራስት	tourist	ሸከም	load, burden
ተረተ	tell a story [3-lit B]	ተሻገረ	cross, cross over [3-lit C tā- stem]
ተረት	story, fable	አሻገረ	take across [as- stem]
ታሪክ	history	ባሻገር	beyond, across, on (the other side of (ከ- ባሻገር)
ታሪካዊ	historical	ተቀመጠ	sit, sit down; settle, stay for a while [3-lit B tā- stem]
ተረጉመ	translate, interpret [4-lit]	አስተመጠ	have s.o. sit down; put down, put away [as- stem]
ተርጓሚ	translator, interpreter	መቀመጫ	seat
ትርጓሚ	translation	ተቀበለ	receive, accept, welcome [3-lit B tā- stem]
ተረፈ	be left over, be extra, in excess [3-lit A]		
በተረፈ	moreover		
ከ- በተረፈ	besides, apart from, except for		
አተረፈ	make a profit; preserve, save [a- stem]		
ትርፍ	profit, gain, surplus		
ትርፍ ጊዜ	spare time, leisure		
ትራፊክ	traffic, traffic police		
ተሰናዳ	be prepared, ready [3-lit X tā- & C type]		

አቀበለ	hand over, pass on [a- stem]	አስተኛ	put to bed, send to sleep [as- stem]
አስተበለ	give back [as- stem]	መኝታ, መኝታ	bed, sleeping place
መቀበያ	reception (<i>place</i>)	መኝታ ቤት	bedroom
የሰልክ መቀበያ	telephone receiver	ጥእዛዝ	order, command (<i>see also</i> አዘዘ)
ተቁጣ	be angry [2-lit' A tä- stem]	ተከለ	plant; pitch (<i>a tent</i>), fix in the ground [3-lit A]
አስቁጣ	make angry [as- stem]	አታከለት	garden, garden produce, vegetables
ጥጥ, ቁጣ	anger	አትክልት	vegetables
ተቃጠለ	burn, be on fire [3-lit C tä- stem]	ተኩል	and a half (<i>in expressions of time or sums of money</i>)
አቃጠለ	burn (trans.), set fire to [at- & C type]	ተከራዮ	rent (<i>take on hire</i>), lease, hire (3-lit Y tä- & C type)
ተባለ	be said, called (<i>see</i> አለ.)	አከራዮ	rent out, let (at- & C type)
ተበላሸ	spoil, go bad, go wrong [3-lit Y tä- & C type]	ኪራይ	rent, lease
አበላሸ	spoil, ruin, damage [at- & C type]	ተኩሶ	iron, press clothes; fire a gun; scorch [3-lit B]
ተበደረ	borrow (<i>money</i>); [3-lit B tä- stem]	ጥኩሶ, ጥኩሶ	hot, fresh (food, news)
አበደረ	lend (<i>money</i>); [a- stem]	ጥኩሳት	temperature, fever
ብድር	loan, credit	የጥኩሳት ለመኪያ	thermometer
ታች	below, lower part	ጥኩሻ	shoulder
ከ- ታች	below, under	ቲኪት	ticket
ከ- በታች	below, under	ተከተለ	follow [3-lit B tä- stem]
ታችኛ	lower	ተከታተለ	pursue, follow in succession [tä- & redupl.]
ጥንሽ	little, small	አስከተለ	give rise to, result in [as- stem]
ታናሽ	younger	ጥከከለ	straight, equal, accurate, correct
ጥንቢያ	forecasting		
ጥናገጥና	yesterday		
ተናጸሰ	go for a walk, take the air [3-lit C tä- stem]		
ጥንጥሽ	breath		
ተኙ	sleep, go to sleep; go to bed, lie down [2-lit' B]		

ተወ	leave, leave off, give up, stop [irreg. verb]	አስደሳች	pleasing, pleasant, enjoyable
ተጥሰ	borrow (<i>an object, not money</i>) [2-lit' tä- stem]	ታዲያ	so then! well now!
አጥሰ	lend (<i>an object, not money</i>) [a- stem]	ታገለ	struggle, fight, wrestle [3-lit C]
ተጥሰ	be beautiful [2-lit' tä- stem]	ጥገለ	struggle, effort, conflict
ወብ	beautiful, scenic	ተሳዘ	travel, go on a journey [2-lit' tä- stem]
ወብት	beauty, splendour	ጉዞ	journey, trip, voyage
ጥዝ አለው	remember, recall [አለ impers. verb]	ተጫወተ	play; chat, converse [3-lit tä- & C type]
ጥዝታ	remembrance memory, memoirs	አጫወተ	converse, keep s.o. company, amuse s.o. [at- & C type]
ተዝናኖ	relax, be carefree [2-lit' tä- & redupl.]	ጫዋታ	game, conversation
ተዘጋጀ	be ready, prepared [3-lit Y tä- & C type]	ተጫዋች	player, performer
አዘጋጀ	make ready, put in order [at- & C type]	አጫዋች	entertainer; referee
ዝግጁ	ready, prepared	ተፈጥሮ	natural state, nature (<i>see</i> ፈጠረ.)
ዝግጅት	preparation, arrangement	ቸ - ር	
ግዝጋጃ ቤት	municipality, city hall	ታለ	be able, can; be able to speak a language [2-lit']
ቲያትር	theatre, play, drama	ተቻለ	be possible [tä- stem]
ተደሰተ	enjoy o.s.; be glad [3-lit B tä- stem]	አስቻለ	enable, make possible [as- stem]
አስደሰተ	make happy, please, amuse [as- stem]	ቸሉታ	ability, skill
ደስታ	happiness, joy (<i>see also</i> ደስ አለው)	ቸር	good, generous, magnanimous
		ቸርታ	charity, generosity

ቸቡል	hurry, be in a hurry, rush [3-lit B]	ኑር	life, livelihood (<i>see also ኖረ</i>)
አስቸቡል	hurry (trans.) [as- stem]	ገዋራ, ኗሪ	inhabitant, resident
ቸቡል	hurry, haste	ገርስ	nurse
በቸቡል	in a hurry, hastily	ገሣ	take away, take [2-lit' A]
አስቸኳይ	urgent	አጅ ገሣ	greet, pay one's respects
ቸገረ	be in difficulty, in need [3-lit B]	ተገሣ	get up, rise; leave, set out, set off [tä- stem]
ቸገረው	be in trouble [impers.]	ከ- የተገሣ	as a result of
ተቸገረ	be in trouble, be bothered [tä- stem]	አገሣ	raise, lift up; remove, take away [a- stem]
አስቸገረ	cause trouble [as- stem]	ፎቶ አገሣ	take a photo
ቸገር	difficulty, problem, need, trouble	መገሻ	departure (<i>place or time</i>) :
ቸገረኛ	needy, poor, afflicted	ገቃ	wake up, be awake [2-lit' A]
አስቸጋሪ	difficult	አገቃ	wake up (trans.) [a- stem]
ጎ - N		ገቱ	awake, alert
ኖ	come! (irreg. imperative of መጣ)	ገቃት	vigilance, alertness
		ገበረ	was [simple past of አለ and of ገወ]
ና	and (<i>also as an independent word አና, especially at the beginning of a sentence</i>)	ገብረት	possessions, belongings
		ገካ	touch; harm [2-lit' A]
		ገከሰ	bite (<i>a person or a thing, but not food</i>), sting [3-lit A]
ገሐሴ	Nehasic (the twelfth month of the year: 6 August - 5 September)	ገው	is [irreg. verb]
		ገጸ	drive [2-lit' A]
		ገጸ, ገጽ	driver
ኖረ	live, exist, dwell, be [2-lit']	ገደደ	burn, catch fire [3-lit A]
አኖረ	put, place, put aside [a- stem]	ተኖደደ	get angry, mad [tä- & C type]

አኖደደ	anger, irritate [at- & C type]	ገፋስ, ገፋስ	wind
ገደገ	anger, fury	መገረስ	spirit
ገገ	tomorrow	መኖሪያ	park, place for taking the air
ገጋ	dawn, become day [2-lit' A]	ኖኖታ	diesel fuel
ገጋት	dawn, daybreak	አ, ፀ - [vowel]	
ገገረ	tell, speak [3-lit A]	ከ	in, on, at, to
ተኖገረ	speak, talk, converse [tä- & C type]	አሀ	eh?
		አሀል	grain, cereal(s)
		አገት	sister
ተገጋገረ	speak to one another, discuss [tä- & redupl.]	አሀና	now
		አሁኛ	Sunday
		አሀገር	continent
አኖገረ	address, talk to s.o. [at- & C type]	አለ	is, there is [irreg. verb]
		አለው	he has [አለ & object pronoun]
ገገር	word, thing, matter	አለ,	say, tell [irreg. verb] (<i>see also lesson eleven</i>)
ገገር ገገ	but		
ለገገሩ	by the way		
ገገገር	speech, lecture	ተባለ	be said, called [2-lit' tä- stem]
ገገደ	trade, do business [3-lit B]	ማለት	that is to say, namely, it means
ገጋደ	merchant, businessman	አለ,	without
ገገደ	business, commerce	አለዚያም	otherwise
ገጉድጓድ	thunder	አለመ	dream [3-lit A]
ገፄ	white	አልም, ልልም	dream
ገጸ	be clean, pure [2-lit' A]	ገላማ	aim, objective, intent; flag
ገጸ	clean, pure, tidy	ለገደጉ ገላማ	flag
ገገ	free, independent	ገለም	world
ገገ ወጣ	be free, freed, liberated	አለቀ	end, finish, be finished [3-lit A]
ገገነት	freedom, liberation	አለቃ	boss, superior
ገረሰ	blow (<i>wind</i>) [3-lit A]	አለቀሰ	weep, cry [3-lit A a- stem]
ተኖረሰ	take the air (<i>see under ተ</i>)	ዕለት	day
		አለዚያም	otherwise (<i>see also አለ</i>)

አልጋ	bed, couch (<i>the traditional Ethiopian type of bed</i>)	አማረው	feel like (doing sth.) [impers.]
አልጫ	a stew made without <i>barbare</i> spice	አምሮ	well, good
አለፈ	pass, pass by [3-lit A]	አባመረ	make beautiful, adorn [3-lit as- stem]
ተላለፈ	be transmitted, passed on [tä- & redupl.]	አምስት	five
አባለፈ	let through; serve food [as- stem]	አምስተኛ	fifth
አስተላለፈ	transmit, transfer, communicate [astä- & redupl.]	አመሰገነ	thank, praise [4-lit a- stem]
አላፈ	transient; someone in charge (<i>see also ጎላፈ</i>)	ተመሰገነ	be praised, thanked [tä- stem]
አባላፈ	waiter	ምስጋና	praise, thanks, gratitude
ማለፈያ	good, fine	አምቦ, አለ	refuse, say no [አለ verb]
አልፍ	ten thousand	ዓመት	year
አምላክ	God	አጫቱ	Madam!
አመለጠ	escape [3-lit A a- stem]	አመኘ	believe, trust [3-lit A]
አመመ	hurt, be sore, ache [3-lit A]	ታመኘ	be faithful, trustworthy [tä- stem]
አመመው	be ill, feel pain [impers.]	አሳመኘ	persuade, convince [as- stem]
ታመመ	fall ill, feel ill, be sick [tä- stem]	አምነት	faith, belief, trust
አሳመመ	make ill, cause pain [as- stem]	ታማኝ	faithful, loyal, trustworthy
አስታመመ	nurse, take care of a sick person [astä- stem]	አምና	last year
አመም, ሕመም	sickness	አመነታ	hesitate, [3-lit X a- stem]
አማማ	Mum! Mummy!	አምፎል	light bulb
አማረ	look beautiful; be pleasant [irreg.]	ኧረ	oh! really! why!
		አረሰ	plough, till the soil [3-lit A]
		አርሻ	farm, farmland, farming
		አርሱ	he (<i>also አሱ</i>)
		አርሷ	she (<i>also አሷ</i>)

አርሳቸው	he, she (<i>respectful</i>) (<i>also አሳቸው</i>)	አስላም	Muslim (<i>also ሙሰሊም</i>)
አርስዎ	you (<i>respectful</i>) (<i>also አስዎ</i>)	አስላምና	Islam
አርባ	forty	አሰረ	tie, bind, imprison [3-lit A]
ዓርብ	Friday	አስር ቤት	prison, jail
አራት	four	አስረኛ	prisoner
አራተኛ	fourth	አሥር	ten
አራት	supper, evening meal	አሥረኛ	tenth (<i>forms numbers 11 to 19: አሥራ አንድ 11, etc.</i>)
ኤርትራ	Eritrea	አሥራ	
አረንጓዴ	green		
አራጭት	wild animal(s)	አሰበ	think, think of, reckon, plan, imagine [3-lit B]
አረጃ	grow old, wear out [3-lit Y]	አሳበበ	remind, suggest [as- stem]
አርጅና	old age	አሳብ	thought, idea, plan
አርጌ	old; old man	መታሰቢያ	souvenir, memorial
አርጊት	old woman	አሰተ	lie, falsehood
አርጎ	yogurt (<i>see also ረጎ</i>)	አሰተኛ	liar
አርገጥ	certain, sure, definite	አሳተ	fire
በርገጥ	for certain, for sure, certainly	አሰቲ	please!
አርገመኛ	certain, sure, reliable	አስተርጓሚ	translator (<i>see ተረጎሙ</i>)
አርጥብ	damp, wet (<i>see also ረመበ</i>)	አስተዋለ	pay attention, observe [2-lit astä- stem]
አረፈ	rest, settle, land; die [3-lit A]	አስተዋይ	observant, attentive, prudent
አሳረፈ	bring to rest, land (trans.) [as- stem]	አስታወቀ	recall, remind [3-lit astä- stem]
ዕረፍት	rest, repose, vacation	ማስታወሻ	memorandum, note
ማረፊያ	place or time for resting	አስታወቀ	inform, announce (<i>see also አውቀ</i>)
ማረፊያ ቤት	waiting room	አስተያየት	opinion, view (<i>see also አዋ</i>)
የአደርጥላን ማረፊያ	airport	አስተዳደር	administration
ዓማ	fish		
አሱ, አሷ	(<i>see አርሱ, አርሷ</i>)		

አስቸኳይ	urgent (<i>see also</i> ቸቡል)	አገደ ₂	Blue Nile
አስቸጋሪ	difficult (<i>see also</i> ቸገረ)	አብዮት	revolution
አስኘ	name, designate; <i>also forms the</i> <i>causative of</i> አለ verbs [2-lit? as- stem]	አብይ	mad, crazy
አስከ	until, up to, as far as	አቶ	Mister
አሺ	OK!	አታዘልት	garden (<i>see also</i> ተዘል)
አሸጥ	sand	አትዮጵያ	Ethiopia
ሐቃ	thing(s), goods, baggage, furniture	አትዮጵያዊ	Ethiopian
ሐቃ ቤት	storehouse, warehouse	አኔ	I
አበረ	join up, ally with [3-lit B]	አነሰ	be less, diminish; be too short [3-lit A]
አብር	together with	አገነሰ	reduce (trans.) [as- stem]
ተገበረ	be joined together, be united [tä- & redupl.]	አነስተኛ	little, unimportant, minimum
አስተገበረ	unite, combine [astä- & redupl.]	አገሶላ	bed sheet
አበግ	flower	አገሰግ	animal (<i>usually</i> <i>domestic</i>)
አግግ	Dad! Daddy!	አገቁላል	egg
አግት	father	አገቅልፍ	sleep
አቤት	<i>response when one</i> <i>is called; also</i> <i>used when one</i> <i>asks for sth. to be</i> <i>repeated, rather</i> <i>like 'pardon?'</i>	አገግ	tear(s)
		አገበግ	lion
		አገበበ	read, recite [3-lit A a- stem]
		ተገበበ	be read, recited [tä- stem]
		አገተ	you (masc. sg.)
		አናት	mother
		አገቺ	you (fem. sg.)
		አናገተ	you (plur.)
		አገካ	take it! here!
		አገኝ, አገኝኝ	even, not only ... but also
		አገዘህ	these
አግዘህ	please (masc.) (<i>also</i> አግዘህ, አግዘህህ, አግዘዎ [አግዘ- & 2nd pers. object pronoun])	አገዘያ	those
		አገድ	one
		አገድ ላይ	together
		አገድ ግንድ	one by one, singly, one at a time
		አገዱ	one of them, somebody

አገደ	once	አገገዳ	guest, stranger,
አገዳት	one (fem.)		visitor; strange
አገድጎት	unity, unison	አገገዳቤት	living room
አገዳገድ	some, several	አገገዳህ	well then, in any case
አገዳገደ	sometimes	አገገግ	wood, timber; piece of wood
አገደኛ	first (one), one of	አኘ	we
አገደ	as, like, according to, as, while, when; just as (<i>on</i> <i>a verb</i>)	አኮ	indeed, in fact, actually
አገደ	what! (<i>exclamation</i> <i>of surprise</i>)	አኣኣገ	condition, state, style (<i>see also</i> <i>ሆነ</i>)
አገዳህ	such, thus, so, like this	አዘለ	be equal, be worth, amount to [3-lit A]
አገዳህም	likewise	ተካዘለ	be equal, equivalent, uniform, even [tä- & redupl.]
አገደሆን, አገደሆን	as for; if (<i>following</i>) – if <i>not literally</i> አገደ & ሆን	አስተካዘለ	equalize, make uniform, straighten; cut hair [astä- & redupl.]
አገደምን	how?	አዘል	equal, even, uniform; half
አገደምንም	somehow, anyhow	አዘል ቀን	noon
አገደበት	tongue	አዘል ሌሊት	midnight
አገደታ	of course!	በዘል	(<i>see under</i> ዘ)
አገደት	how?	ተዘል	(<i>see under</i> ተ)
አገዳያው	for no reason, for nothing, just, merely	አዘልታ	half, equal part
አገዳያውም	as a matter of fact, for that matter	ትዘዘል	straight, even, accurate
አገደገና	again	አካል	body
አገጃ	but, on the contrary, rather; (<i>emphasizes a</i> <i>preceding</i> <i>command</i>)	አዘመ	treat (<i>medically</i>) [3-lit B]
አገጃ	I don't know!	አካባቢ	surrounding area, environs, outskirts (<i>see</i> <i>also</i> ዘበ)
አገጃራ	Ethiopian flat bread		
አገገሊዝ	English (<i>person</i>)		
አገገሊዝኛ	English (<i>language</i>)		
አገገሊዛዊ	Englishman		
አገገት	neck		

አዎ	yes	አባዘን	sadden, depress [as- stem]
አወራ	tell, report; gossip [2-lit 1 A a- stem]	አዘን	sadness, sorrow
ወራ	news, rumour, talk, gossip	አዘዘ	order, command [3-lit A]
አውራ	male (<i>of animals</i>); main, chief	ታዛዥ	obedient, dutiful
አውራ መንገድ	main road, highway	ትዛዝ, ትእዛዝ	order, command there
አውራ	wild animal	አዚያ	see. look at
አውሮፓ,	Europe	አየ	see. look at [2-lit' A]
አውሮጳ		ታየ	be seen, be visible; appear, seem
አወጥ	know, realize [3-lit A]	አሳየ	show [as- stem]
ተዋወጥ	be acquainted with one another, be friends [tä- & redupl.]	አስተያየት	view, opinion
አስታወጥ	inform, announce [astä- stem]	አይ	oh! (<i>exclamation of surprise, sadness</i>); no! (<i>exclamation of contradiction - also in this sense</i>)
አስተዋወጥ	introduce (<i>people</i>) [astä- & redupl.]	አየ-	whilst (<i>on verbs</i>) each, every (<i>on nouns</i>)
አዋቂ	intelligent, knowledgeable; adult	አየር	air, climate, weather
አውዋት	knowledge	የአየር ሁኔታ	weather conditions
ግልታወቂያ	notice, advertisement, information	የአየር መልክት	airmail, air letter
አውቶቡስ	bus	የአየር መንገድ	airlines
አውንት	truth	አይሮፕላን	aircraft, aeroplane
አውንቱን ነው	he's right [አውንት & possessive pronoun & -ን & ነው]	አይብ	a kind of soft cheese, curd
በአውንት,	truly, really	ዓይን	eye
በውንት		ዓይነት	kind, sort, type
አውንተኛ	genuine, true	በያይነት	of various kinds, all-sorts
አዚህ	here	ዓይነተኛ	typical; important, special
አዘን	be sad, grieve [3-lit A]	አይደለም	is not [irreg. verb; neg. of ነው]

ዕዳ	debt	አሳደገ	raise, rear, bring up [as- stem]
ዕድል	luck, fortune	አድገት	growth, develop- ment, progress
ዕድለኛ	lucky, fortunate	አደጋ	accident, danger
ዕድሜ	age, life, lifetime	አደገኛ	dangerous, unsafe
አዳመጠ	listen to [3-lit at- & C type]	አጅ	hand, arm
አደረ	spend the night, stay overnight; stay [3-lit A]	አጅ ነግ	greet, pay one's respects
አሳደረ	put up for the night [as- stem]	የአጅ ሰዓት	wrist watch
አስተዳደረ	administer, manage [astä- & redupl.]	የአጅ ቮራብ	glove
አያደር	gradually, bit by bit	የአጅ ቦርሳ	handbag
አዳራሽ	hall, auditorium (<i>see also ደረሰ</i>)	አጅጌ	sleeve
አድራሻ	address	አጅግ	very, much
አደረገ	do, make, act: put on (<i>shoes, glasses, hat, etc.</i>) [3-lit A a- stem]; forms the causative of አለ verbs	አገለገለ	serve, be in use, support [4-lit a- stem]
ተደረገ	be done, made; happen [tä- stem]	አገልግሎት	service, benefit
አድርጎ	often used to carry an adverbial expression; can also mean as, like [gerundive]	አገልጋይ	servant, attendant
ድርጊት	action, event, happening,	አገር	country, district, land, region
አደሰ	renew, renovate, repair [3-lit B]	አገር ቤት	countryside
አዳስ	new	አገር	foot, leg
አደባባይ	public place, square	አገር ኳስ	football, soccer (<i>also የአገር ኳስ</i>)
አደን	hunting, hunt	የአገር ጣት	toe
አደገ	(intrans.) [3-lit A]	አገረኛ	pedestrian
		አገኘ	find, acquire, get; meet [2-lit 2 A a- stem]
		ተገኘ	be found; be located; be present [tä- stem]
		ተገናኘ	meet one another [tä- & redupl.]
		አገናኘ	introduce people [at- & redupl.]
		አስገኘ	produce, result in [as- stem]
		መገናኛ	junction; rendevvous, meeting place

አገዢ	God (<i>see also</i> አገዢአብሔር)	ኅገ ጸ ፍታ	in no time, instantly, at a stroke [i.e. ኅገጽ አፍታ]
አገዢአብሔር	God		
አጋጣሚ	chance, coincidence, opportunity	አፍገጫ	nose
ላጋጣሚ	by chance	ከ - K	
ለጣ	lack; miss; not have [2-lit' A]	ከ-	from, out of; at, to (<i>with verbs of</i> <i>going</i>); than, rather than
አሳጣ	deprive [as- stem]		if, since (<i>with</i> <i>simple past verb</i>)
አጦኑ	lack, want, need, shortage		unless (<i>with neg.</i> <i>simple past verb</i>)
አጠረ	be short, too short [3-lit A]	ኪሎ	kilo(gram)
አጠረው	be short of sth. [impers.]	ኪሎ ሜትር	kilometre
አሳጠረ	shorten, cut short [as- stem]	ክሊኒክ	clinic
አጭር	short	ክለክለ	prevent, prohibit, forbid [4-lit]
አጠባ	wash, bathe (trans.) [3-lit A]	ክልክል	forbidden, prohibited
ታጠባ	be washed, get washed, wash o.s. [tä- stem]	ኮሌጅ	college
ሙታጠባያ	sink, bathtub	ካሜራ	camera
ሙታጠባያ ቤት	bathroom	ክምር	heap, pile
አጠገብ	near, beside	ኩራ	be proud, haughty; show off [2-lit' A]
ቡ- አጠገብ	near, beside, next to	ኩራ, ኩሩ	proud, vain, haughty
አጭር	short (<i>see also</i> አጠረ)	ኩራት, ኩራት	pride, vanity
ኅጭሩ	in short, briefly, to sum up	ኩራተኛ	proud, vain, conceited
አፍ	mouth; opening, edge	ከረጫላ	sweets, candy
አረር	earth, dirt, soil	ከረምት	rainy season (<i>late</i> <i>June-early</i> <i>September</i>)
አፋር	shy, bashful, timid	ክረር	krar (<i>Ethiopian</i> <i>six-stringed lyre</i> <i>or harp</i>)
አፍረት	shame, disgrace, shyness	ክርስትና	Christianity; baptism
አፍታ	moment		

ክርስቲያን	Christian	ከብደት	weight, seriousness
ቤተ ክርስቲያን	church	ከቶ	fully, completely, absolutely
ካርታ	map; playing card(s)	ከተውገም	never, not at all (<i>with neg. verb</i>)
ክርክር	argument, quarrel	ከተማ	on the contrary
ኪራይ	rent, rental, lease (<i>see also ተከራየ</i>)	ከተፎ	town, city <i>finely chopped raw</i> <i>meat with butter</i> <i>and spices</i>
ካርድ	postcard, (identity) card	ከኑ-	including, along with, together with
ኪል	pocket	ከጎቱ	vain, futile, useless
ኣል	ball	በከጎቱ	in vain, to no avail, uselessly
ከበረ	be well-to-do; be honoured [3-lit A]	ኪኒጎ	pill
ተከበረ	be respected; be celebrated (<i>holiday</i>) [tä- stem]	ከጎጅ	arm, forearm
አከበረ	respect; celebrate (<i>holiday</i>) [a- stem]	ከጎረር	lip
ክቡር	respected; Your Honour; dear (<i>in</i> <i>formal letter</i> <i>style</i>)	ቶከብ	star
ክቡራትና ክቡራጎ	ladies and gentlemen	ከፋ	be bad, wicked [2-lit' A]
ክቡር	drum	ተከፋ	be sad, unhappy, discontent [tä- stem]
ካቦርት	coat, overcoat	አከፋ	defame; worsen [a- stem]
ክብሪት	matches	አስከፋ	displease, offend [as- stem]
ክበብ	surround, crowd round [3-lit A]	ከፋ	bad, evil, wicked, mean
አካባቢ	surrounding area, environs	ከፋተኛ	troublemaker
ከባያ	enamel mug	ከፍ አለ	be high, lofty; be important [አለ verb]
ከበደ	be heavy; be respected; be serious [3-lit A]	ከፍ አደረገ	raise, elevate, lift
ከበደው	it's hard for him [impers.]	ከፍታ	height, elevation
ከባድ	difficult, heavy, serious	ከፍተኛ	high, elevated, maximum

ከረላ	divide, part; pay, pay out, repay [3-lit A]	ውሀ ወለድ ወላጅ ልደት	waterborne parent birth, birthday (<i>see also under ለ</i>)
ተካረላ	share, participate [tä- & C type]	ልጅ	(<i>see also under ለ</i>)
አካረላ	distribute, share sth. out [at- & C type]	ወምዘር ወራ	chair, seat (<i>also</i> ወንበር) news, talk (<i>see also አወራ</i>)
ከረላ (በከረላ)	portion, share in part, partially)	ወር	month
ከፍል	part, room, class(room), division, section	ወራት ወራተኛ ወርቅ	season seasonal gold
ከፍለ ሀገር	region	ወርታማ	golden, gilded
ከፍለ ዘመን	century	ወረቀት	paper, document
ከፍያ	payment	ወረወረ	throw, hurl, fling [4-lit]
ከረተ	open, turn on (<i>light, radio, TV, etc.</i>) [3-lit A]	ወረደ	go down, come down, get off [3-lit A]
ከፍት	open	ተዋረደ	be humiliated [tä- & C type]
መከረቻ	key, opener	አወረደ	put down, take down, set down [a- stem]
ከፍታ	height, elevation (<i>see also ከፍ አለ</i>)	አዋረደ	humiliate [at- & C type]
ው - ህ		ውርደት	humiliation
ውሀ	water	ውርጭ	frost
ዋለ	spend the day [2-lit ¹]	ወሰን	delimit, define; decide [3-lit B]
አስተዋለ	pay attention (<i>astä- stem</i>) (<i>see also under አ</i>)	ወሰን	border, boundary, limit
ወለተ	be taken off, removed (<i>clothes</i>) [3-lit A]	ውሳኔ	decision
አወለቀ	take off, remove (<i>clothes</i>) [a- stem]	ወሰደ	take, take away [3-lit A]
ወለደ	have children [3-lit A]	ውስጥ	inside, interior
ተወለደ	be born [tä- stem]	ቡ ውስጥ	inside, within (<i>also አ- ውስጥ, ውስጥ</i>)
ወለድ	offspring, issue	ዋሽ	tell a lie, lie [2-lit ² C]
ብር ወለድ	interest (<i>money</i>)		

ውሸት	lie	ውድ	dear, expensive (<i>see also ወደደ</i>)
ውሸተኛ	liar	ወዲህ	hither, (to) here
ውሻ	dog	ከ- ወዲህ	ever since
ውቅት	time, occasion	ወደቀ	fall, fall down, fall off [3-lit A]
ውብ	beautiful (<i>see also</i> ተዋብ)	ወደት	where? where to? (<i>see also ዩት</i>)
ውበት	beauty	ወዲያ	there, shoo! scam!
ውተት	milk	ወዲያና ወዲህ	hither and thither
ወታደር	soldier	ወዲያው	suddenly, right away
ዋና	chief, main, principal	ወደደ	love, like [3-lit A]
ዋና መንገድ	main road, highway	ወደ	willingly, deliberately [gerundive]
ዋና ከተማ	capital city	ውድ	expensive, dear
ዋና	swimming (<i>see</i> ዋኘ)	ወዲጅ	(close) friend, lover
ዋንዝ	river, stream	ወዲጅነት	friendship
ዋንድ	male, man, boy	ተወዲጅ	beloved, popular, likeable
ዋንድ ልጅ	boy, son	ወጅብ	storm, rainstorm, gale
ዋንድም	brother	ወጋ	stab, pierce, prick [2-lit ¹ A]
ዋንጂል	crime	ዋዜማ	fight [tä- & C type]
ዋንጂልኛ	criminal	ወደ	(sharp) pain
ዋኘ	swim [2-lit ² C]	ወጊያ	battle, attack
ዋና	swimming	ዋጋ	price, cost, value
ዋናተኛ	swimmer	ወገን	side, team, family, race
ወኪል	agent, representative	ወገደ	quit, go away [3-lit B]
ውክልና	agency	ተወገደ	avoid, refrain from [tä- stem]
ዋዛ	joke (<i>see also</i> ተዋዛ)	አስወገደ	eliminate, get rid of [as- stem]
ዋዜማ	eve of a holiday		
ወደ	oh dear! (<i>exclamation of sorrow</i>)		
ወደም	or (<i>also</i> ወደንም)		
ወደስ	or (<i>in a question</i>) (<i>also</i> ወደንስ)		
ወደን	grape, raisin		
ወደን ጠጅ	wine		
ወደዘር	Mrs		
ወደዘሪት	Miss		
ወደ	towards, to, into; approximately		

ጠጣ go out, come out, leave; go up; be published [2-lit' A]
 ተጠጣ overcome (difficulties) [tä- stem]
 አጠጣ take out, bring out; spend (money); publish [a- stem]
 ጠጭ costs, expense; output
 ጠጣ ጠረጅ haggling, bargain; fuss, bother
 ጠጣት youth, young person
 ጠጡት result, outcome
 ጠጭ outside, exterior (see also under ጠጭ)
 ጠጠጫ exit, way out
 ጠጥ stew or sauce made with *barbare* spice
 ጠጥ ቤት kitchen, cook
 ጥጠ swallow [2-lit']
 ጠጣት youth, young person (see also ጠጣ)
 ጠጡት result, outcome (see also ጠጣ)
 ጠፍ bird
 ጠፍራም fat, thick
 ዘ - Z
 ዘለል jump, leap, skip [3-lit A]
 ዘላለም forever (also ዘላለም)
 ለዘላለም, በዘላለም forever, always

ዝም አለ be quiet, keep quiet, be silent [አለ verb]
 ዝም ብሎ quietly; just so, simply, for no reason
 ዝምታ silence
 ዘመረ sing [3-lit B]
 አዝማሪ minstrel, singer
 ዝምብ fly (insect)
 ዘመን time, period, date, era
 ዘመናዊ contemporary, modern
 ዘመድ relative; family; friend (*Addis Ababa slang*)
 ዛረ today
 ዘረ zero
 ዞረ go round, turn round [2-lit'] (see also ዘወረ)
 ተዞረ be surrounded [tä- stem]
 አዞረ turn (trans.) [a- stem]
 ዙሪያ surrounding area, environs
 ዙ- ዙሪያ around
 ዘረዘረ list, itemize, explain [4-lit]
 ዝርዝር list; small change
 በዝርዝር one by one, in detail, thoroughly
 ዘረጋ spread, spread out, stretch out [3-lit X]
 ዝቅ አለ be low, inferior; decline [አለ verb]
 ዝቅታ lowering, decline
 ዘብ guard, sentry

ዘበኛ guard, watchman, custodian
 ዜና news, fame
 ዘነበ rain [3-lit A]
 ዝናብ rain
 ዘንድ near, beside (following a noun)
 ዘጠና so that (following a simple impf. verb)
 ዘንድር this year
 ዘንጋ forget [3-lit X]
 ዘወረ twist, turn, wind up (trans.) [3-lit B]
 ተዘዋወረ move around; travel [tä- & redupl.]
 ዘወር አለ move away, keep out of the way [አለ verb]
 ዘወትር normally, usually
 ዘይት oil
 ዘዴ plan, method, scheme, trick
 ዘጋ shut, close [2-lit' A]
 ዝግ closed, shut
 መዝገያ door
 ዘጋ national, subject, citizen
 ዘጋንት nationality, citizenship (also ዘጋንት)
 ዝግ አለ be slow, slow down [አለ verb]
 ዝግታ slowness
 በዝግታ slowly
 ዘገዩ be late, delayed [3-lit Y]

አዘገዩ delay, detain, postpone [a- stem]
 ዝገጹ ready (see also ተዘጋጀ)
 ዝግጅት preparation, arrangement
 ዘጠና ninety
 ዘጠኝ nine
 ዘጠነኛ ninth
 ዛፍ tree
 ዘፋን sing, dance and sing [3-lit A]
 ዘፋኝ song, dance singer, dancer
 ያ - Y
 ያ- of (possessive); who, what, which (relative prefix with past tense verbs)
 ያ that (-ዘያ after prepositions)
 ያንን = ያን (that & direct object suffix)
 ያኛው that one, that
 ያው there
 ያው the same
 ያህ this (-ዘያ after prepositions)
 ያህንን = ያህን (this & direct object suffix)
 ያኸኛው this one, this here
 ያኸው here you are!
 ያኸውም namely, and so then
 ያኸውና here it is!
 ያለ without
 ያለም there is not [irreg.]
 ያልፋ more (see ላቀ)

የት, ዩት	where?	ደለደለ	level, even out,
የትም	anywhere, any place, somewhere, wherever	ደልዳላ	flatten, smooth [4-lit]
የትኅው	which one?	ደልዳላ	smooth, level, flat;
ወደት	where? where to? (= ወደ & ዩት)	ድልድይ	well-off
የካቲት	Yekkatit (the sixth month of the year: 8 February- 9 March)	ደም	bridge
ያዘ	hold, seize, catch, take; contain; arrest, capture; possess [2-lit ³]	የደም ሆር	blood
ደዞ	with, including, along with [gerundive]	ደመረ	vein, artery, blood vessel
ተያዘ	be taken, caught, occupied [tä- stem]	ደመረ	add up (trans.); make a <i>demera</i>
ተያያዘ	be linked, attached [tä- & redupl.]	ተዳመረ	bonfire [3-lit B] be piled, added together [tä- & C type]
አያያዘ	join together, attach, connect [at- & redupl.]	ደመረ	Meskel bonfire
አሰያዘ	have s.o. caught, arrested [as- stem]	ደመቀ	liven up; be crowded; be bright, attractive [3-lit A]
ደዘት	content (<i>of a</i> <i>book, etc.</i>)	ደማኅ	bright, lively
ደዞታ	content(s); control, dealings, business, occupation	ደምብ	rule, principle, procedure (<i>also</i> <i>ደንብ</i>)
ደ - D	poor, poor person	በደምብ	properly, thoroughly, perfectly
ደ-ሃ	poverty	ደምበኛ	regular, correct; customer
ደ-ህንት	well, good, safe, fine, alright	ደምበር	border, frontier, boundary
		ደመት	cat
		ደመና	cloud
		ደመናማ	cloudy
		ደሞዝ	salary, wages
		ደሞዘኛ	salaried worker, wage earner
		ደምፅ	voice, sound
		ዳር	forest, wood
		ዳር	formerly, previously, long ago

በዳር ዘመን	in olden times	ተደረቀ	be dried, dried out [tä- stem]
ዳርውንም	all along, already	አደረቀ	dry (trans.) [a- stem]
ዳረ	give in marriage, marry (trans.) [2-lit ³]	ደረቅ	dry, stiff; plain, simple
ተዳረ	be married off [tä- stem]	ድርቅ	drought
ተዳር	marriage, married life	ድርቀት	drought, dryness
ተዳር ያዘ	get married	ደረቅ	chest, bosom
ዳር	edge, shore, (river) bank	ዳርቻ	end, limit, edge
ዳር ዳሩን	all along the edge, on all sides	ደርዘን	dozen
በ-ዳር	on the edge of	ደረጃ	be organized; be well-off [3-lit Y]
ደር	chicken, hen	ተደረጃ	be ready, organized
ደረሰ	arrive, reach; happen to, befall [3-lit A]	አደረጃ	build up, amass [a- stem]
አደረሰ	deliver, bring; result in [a- stem]	አደራጀ	arrange, put in order; make ready, equip [at- & C type]
አዳረሰ	spread (<i>news</i>); distribute, provide [at- & C type]	ድርጅ	ready, equipped; solid, firm
ደርሶ	unexpectedly, suddenly [gerundive]	ድርጅት	organization, firm, institute
ደርሶ መጣ	he arrived (<i>somewhere</i>) and came back, he's back (<i>from where</i> <i>he went to</i>)	ደረጃ	stairs, step(s)
		በ- ደረጃ	on the level of
		የኑር ደረጃ	standard of living
		ደርግ	committee, council; the central governing committee of the Marxist regime - 'the Dergue'
ድረስ	until, as far as [usually with <i>prep. አስከ</i> : አስከ - ድረስ]	ደስ አለው	be happy, pleased [አለ verb, impers.] (<i>see also</i> <i>ተደስተ</i>)
ደረሰኝ	receipt	ደስ አሰኝ	please, gladden
አዳራሽ	hall, auditorium, reception room	ደስታ	happiness, joy
ደረቀ	dry (intrans.), be dry [3-lit A]		

በይዕታ	happily, gladly, willingly	ደጎታ	be wonderful; astonish,
ደቡጉ	island		surprise
ፋቱጎ	flour, powder		[3-lit A]
ዳቦ	raised bread, <i>European-style bread</i>	ተደጎታ	be impressed, surprised
			[tä- stem]
ደባለቀ	mix (trans.); confuse [4-lit C type]	አደጎታ	admire [a- stem]
		አስደጎታ	astonish, amaze
			[as- stem]
ተደባለቀ	mix (intrans.) [tä- stem]	ድጎቅ	something amazing; marvel,
ተደበላለቀ	be intermingled, confused [tä- & redupl.]	አስደናቂ	wonder amazing, wonderful
አደባለቀ	mix (trans.) [af- & C type]	ደጎቆር	deaf, ignorant, stupid
ድብልቅ	mixture, compound	ድጎቾ	potato
ድብልቅልቅ	confusion, muddle, chaos	ድጎኳጎ	tent, marquee
		ድጎገት	sudden; unforeseen, unexpected
ደብር	large church, main church	ለድጎገት	accidentally
ደቡብ	south	በድጎገት	suddenly, unexpectedly
ደብዳቤ	letter	ድጎገተኛ	sudden, abrupt, unexpected
ዳጎ	be saved, cured; heal (intrans.) [2-lit']	ድጎጋይ	rock, stone; battery
አዳጎ	save, rescue; cure, heal (trans.) [a- stem]	ደጎገጠ	be startled, alarmed,
መድጎ	immunity, recovery (<i>also</i> <i>መድጎጎ</i>)	ተደናገጠ	be surprised; be scared [tä- & C type]
መዳኒት	medicine, drug (<i>also መድጋኒት</i>)	አደናገጠ	surprise, startle [af- & C type]
መድጎጎት ቤት	pharmacy, drugstore	አስደጎገጠ	scare, frighten [as- stem]
ደጎስ	dance (<i>European style</i>) [3-lit B]	ድጎጋጠ	fright, alarm, shock

ደከመ	be tired, weak, feeble; endeavour [3-lit A]	ድጋጫ	again, a second time
ደከመው	he is tired, exhausted [impers.]	ደፈረ	be bold; be disrespectful [3-lit A]
ተደከመ	be tired, exhausted [tä- stem]	ተደፈረ	be humiliated, insulted [tä- stem]
አደከመ	tire, exhaust, weaken [a- stem]	ደፋር	bold, daring, fearless; insolent, rude
ደካማ	tired, weary, exhausted; weak, frail	ድፍረት	boldness; impudence
ድካም	weakness, tiredness; toil, effort	ጁ ዠ - ጁ ጊ	
		ጁመረ	begin, start (trans. & intrans.) [3-lit B]
ዶክተር	doctor	ተጀመረ	begin (intrans.), be begun [tä- stem]
ደጣለ	ring, strike (clock); ring s.o. up, call [3-lit B]	ከ- ጀምሮ	ever since, starting from
ደጣለለት	he rang him [& -II- pronoun suffix]	መጀመሪያ	beginning, start; first
ደጣል	bell	ጆር	car
ደጅ	(front) door, doorway; out of doors	ጆርባ	back (<i>of the body</i>)
		ጆራት	tail
		ጅብ	hyena
ደጃፍ	doorway	ጆቦና	coffee pot, kettle
ደጋ	highlands (land above 8000')	ጅጎጃር	baboon
		ጃጎጥላ	umbrella, parasol (<i>also as ጃጎጥላ</i>)
ደጋማ	highland	ጃኪት	jacket
ደገ	good, kind	ጅገና	brave, courageous
ደገጎት	goodness, kindness		
ደገመ	repeat, do again [3-lit A]	ገ - ገ	
ደጋገመ	do over again [redupl.]	ጎስ	dawn, daybreak
		ጎስ ቀደደ	dawn, become day
ደገሞ	furthermore, again, besides, moreover, too	ጉላ	be visible, plain, clear [2-lit' A]
		ጉልህ, ጉልህ	visible, evident,

በጥልህ	clearly, plainly, obviously	በጋራ	jointly, in common
ገል	private, solitary	የጋራ	common, joint, mutual
በገል	alone, in private	ገራ	left, lefthand
በየገል	individually	ገራጫ	be wonderful, amazing, extraordinary
የገል	one's own; personal, private		[3-lit A]
ገለሰብ	individual (<i>person</i>)	ገራጫው	he is surprised
ገልበት	knee; strength, power		[impers.]
ገልበተኛ	strong, powerful	ተገራጫ	be surprised, astonished
ገለጸ	reveal, explain [3-lit A] (<i>also</i> ገለጠ)		[tä- stem]
ገለጸ	visible, evident, clear	አስገራጫ	surprise, astonish, amaze [as- stem]
በገልጸ	openly, clearly	ገሩም	amazing, marvellous, wonderful
ገም	mist, fog		throat
ገማ	tyre; anything made of rubber	ገርር	tip, bonus; morsel
ገምሩብ	customs, customs office	ገርሻ	neighbour, neighbourhood
ገመሰ	divide into two, cut in half [3-lit B]	ገራሱት, ገራሱት	maid, female servant
ገማሽ	half	ገራድ	maid, female servant
አጋማሽ	halfway, middle	ገርፍ, ገርፍ	flood, torrent, torrential rain
በ-አጋማሽ	in mid (something)	ጋሻ	shield
ገመተ	estimate, guess, assess [3-lit B]	ጋሻዬ, ጋሻ	term of address to an older man
ገምት	estimate, guess, approximation	ጎሻ	bravo! well done!
በገምት	roughly, approximately, at a guess	ገሳ	enter, go in, come in, arrive (<i>at a</i> <i>place</i>) [2-lit' A]
ገመኝ	cabbage, greens	ገሳው	he understands [impers.]
ገመድ	rope	ተገሳ	be proper, appropriate;
ጋር, ጋራ	with		ought to
በ-ጋር	with, together with, in the company of (<i>also</i> በ-ጋራ kâ-gara)	በግገሳ	[tä- stem]

ተጋባ	get married, marry one another; transfer [tä- & C type]	ገባኤ	assembly, conference, council
ተገባባ	reach an agreement, understand one another [tä- & redupl.]	ጋበዘ	invite, offer hospitality [3-lit C]
አገባ	bring in, put in; marry (trans.) [a- stem]	ገብሃ	reception, party, invitation
አገባባ	influence, talk s.o. into sth., persuade [a- & redupl.]	ገብዝ, ገበዝ	young man; smart, clever, brilliant; brave, strong
አስገባ	admit, let in; insert, introduce [as- stem]	ገበሃ	go shopping, go to market [3-lit Y]
ገቢ	income, import(s), receipts	ገበያ	market
ገብ	objective, aim, goal	ገበያተኛ	market goer, shopper
ጋብቻ	marriage	ጌታ	lord, master
ተገቢ	proper, appropriate, pertinent	ጌቶች	the boss [<i>lit.</i> 'masters']
መገቢያ	entrance	ጌቶዬ	Sir!
አገባብ, አገባብ	propriety, proper behaviour; meaning	ገና	still, yet
ገበራ	farmer, peasant	ገና ነው	not yet, it's too soon
ገብርና	farming, agriculture	ገና አሁን	just now
ገብር	tax	ገና	Christmas
ገበታ	kind of table	ገን	but
ጋብቻ	marriage (<i>see also</i> <i>under ገባ</i>)	ነገር ገን	but, however
ገብሃ	visit, tour [3-lit Y]	ጉን, ጎን	side
ገብኝ	visitor, tourist	ጉን ለጉን	side by side
		ከ-ጉን	beside, alongside
		ገንቦት	Ginbot (the ninth month of the year: 9 May- 7 June)
		ገንዘብ	money, currency, coin
		ገንድ	log, tree trunk
		ገንፋን	cold, cough, influenza
		ገዛ	buy; own, possess; rule, govern

ተገዛ	be bought; be ruled, be obedient, obey [tā- stem]	ገደለ	kill, murder [3-lit A]
ገዢ, ገዥ	buyer, purchaser; ruler, governor	ተጋደለ	fight, kill one another [tā- & C type]
ገዛት	territory, domain	ተጋዳይ	champion, campaigner
ተገዢ, ተገዥ	obedient, subject	ተጋድሎ	campaign, crusade
ጊዜ	time, occasion	ገደለ	cliff, precipice, ravine, canyon
ለጊዜው	at the moment, for the time being	ጉደለ	be missing, lacking; be short of, deficient in sth. [3-lit A]
በጊዜ	on time; early	አጉደለ	diminish, lessen, decrease (trans.) [a- stem]
በህጊዜው	occasionally; regularly, constantly	ጉድለት	lack, deficiency; defect, flaw
በ- ጊዜ	when	ገዳም	monastery
ያን ጊዜ	at that time	ጉዳና, ገዳና	road, avenue
ጊዜያዊ	temporary, provisional, interim	ዓደኛ	friend, companion (see ዓድ)
ገዞ	journey, trip, voyage (see also ተጓዘ)	ጉዳይ	affair, matter, business; less (in time expressions: ሶስት ሰዓት ሩብ ጉዳይ 'a quarter to three')
ጋዜጣ	newspaper	ገደደ	force, compel, oblige [3-lit A]
ጋዜጠኛ	journalist	ገድ	obligation, necessity
ጉድ	strange, extraordinary, unusual	ገድ የለም	never mind! it doesn't matter! don't worry!
ገድ አደረገ	deceive, cheat, swindle	በገድ	necessarily; without fail; hardly
ወይ ገድ	how strange! oh my goodness!	ገድታ	obligation, duty
ገድ	necessity, obligation (see ገደደ)	ገድግ	wall
ጉዳ	harm, injure, hurt [2-lit' A]	ገድ	small hut, shack
ጉዳት	harm, injury, damage		
ዓድ	comrade; gang, team, corps		
ዓደኛ	friend, companion, associate		

ዓን	desire, be eager for, yearn for [2-lit' C]	ጠላት	enemy
ገገት	desire, longing	ጠላ, ጣለ	Ethiopian beer
ጋገረ	bake bread [3-lit C]		throw, throw away, throw down; drop; abandon [2-lit']
ገጠመ	fit, join together (intrans.); meet up with [3-lit A]	ጥላ	shadow, shade; umbrella, parasol (see also ጃንጥላ)
ተጋጠመ	meet, come together [tā- & C type]	ጥለቀት	depth
አጋጠመ	fit, join together (trans.); connect, combine [at- & C type]	ጠላት ጠማ	enemy (see ጠላ) be thirsty [2-lit' A, impers.]; ጠማው he is thirsty
አጋጠመው	encounter, experience, run across [impers.]	ጢም ጣመ	beard taste pleasant, be tasty (trans.) [2-lit']
ገጥሟል	conflict, clash; game, bout	ጣመው	have a liking for sth. [impers.]
አጋጣሚ	coincidence, chance; experience, incident	ጣሚ ጥምቀት	tasty, savoury Epiphany [lit. baptism]; the feast celebrating the baptism of Christ in the Jordan, held on 11th Tir
ገጸ	surface; page		calm, quiet, tranquillity
ገሩ	push, shove; push aside, push out of the way; oppress, do wrong [2-lit' A]	ጥሞና	call, call out, summon, invite [2-lit' A]
ገፍ	violence, atrocity, injustice, wrong	ጠራ	call, summons
ገፈኛ	heartless, cruel, unjust	ጥሪ ጠራ	be pure, clean; clear up (weather) [2-lit' A]
ጠ - ጥ			good, fine, pure, clear, perfect
ጠላ	hate, detest, dislike [2-lit' A]		
ተጠላ	hate one another, quarrel, dispute [tā- & C type]		

ጥረ	raw (<i>food</i>), unripe, uncooked	ጠኅላይ	chief, supreme, paramount
ጣረ	try hard; toil, strive [2-lit ⁴]	ጠኅላላ	overall; general
ተጣረ	strive, endeavour [tä- & redupl.]	በጠኅላላው	in general, generally, all in all
ጥረኑ	labour, effort	ጠቀመ	be beneficial, be of use [3-lit A]
ጣራ	roof		
ጥር	T'ir (the fifth month of the year: 9 January–7 February)	ተጠቀመ	use: benefit from [tä- stem]
ጠርጫዝ	bottle	ጠቃሚ	useful, profitable
ጥርስ	tooth	ጥቅም	benefit, profit, use
ጠረገ	sweep, wipe, clean [3-lit A]	ጥቅምት	T'iqimt (the second month of the year: 11 October–9 November)
ጫጥረጊያ	broom, sweeper, vacuum cleaner	ጥቁር	black
ጠረጠረ	suspect, doubt [4-lit]	ጥቂት	few, some, a little
ተጠራጠረ	distrust, have one's doubts about sth. [tä- & C type]	ለጥቂት ጊዜ	for a little while, for a moment
አጠራጠረ	be in doubt; hesitate, be uncertain [at- & C type]	በጥቂቱ	at least
ጠርጣሪ	suspicious, sceptical	ጠበቀ	roast, fry, toast [3-lit A]
ጠረጴዛ	table	ጥብቅ	roasted or fried meat; toast
ጠሰ	smoke (intrans.) [2-lit4] (<i>see also</i> ጫራሰ)	ጠበቀ	be tight, firm, secure [3-lit A]
አጠሰ	smoke (trans.) [a- stem]	አጠበቀ	fasten, tighten; do sth. with all one's might [a- stem]
ጠሰ	smoke	አጣበቀ	very much, greatly [gerundive]
ጠቀለለ	wrap, wrap up; sum up [4-lit]	ጥብቅ	stick, glue (trans.) [at- & C type]
አጠቃለለ	complete a job, conclude; sum up [at- & C type]	ጥብቅ	tight, strict, harsh, austere, stern, firm
		ጫጣብቅ	glue, paste
		ጠበቀ	look after; wait for; preserve, protect [3-lit B]

ጠባቂ	guardian, keeper, attendant	ተጠናክረ	take heart [tä- & C type]
ጥበቃ	protection, conservation	አጠነከረ	strengthen, harden, consolidate [a- stem]
ጠበቃ	lawyer, attorney	አጠናክረ	encourage [at- & C type]
ጠበብ	be narrow [3-lit A]	ጠንካራ	strong, tough, solid, hard
ጠበብ	wise or clever person, artisan, craftsman	ጥዋት, ጧት	morning
ጠባብ	narrow, tight	ጣይ	sun (<i>see</i> ፀሐይ)
ጥበብ	wisdom, craft, skill	ጠየቀ	ask, request; pay a visit [3-lit B]
ጠባይ	nature, character, conduct, manners, personality	ጥያቄ	question, request
ጣቢያ	station	ጠዳ	be clean, neat [2-lit ¹ A] (<i>see also</i> ጸ ዳ ስ'adda)
ጠት	breast	አጠዳ	clean, launder [a- stem]
ጣት	finger	ጠጅ	honey-wine, (<i>tejj</i>)
የአገር ጣት	toe	ጠጉር	hair
ጤና	health	ጠጉር አስተካካይ	hairdresser
ጤናማ	healthy	ጠጣ	drink [2-lit ¹ B]
ጠንቀቅ	be careful, take care [4-lit]	አጠጣ	give to drink, buy s.o. a drink [a- stem]
ተጠንቀቅ	be careful, cautious; watch out, beware [tä- stem]	ጫጠጥ	drink; strong drink, liquor
አስጠንቀቅ	warn, admonish [as- stem]	ጥጥ	cotton
ጠንቃቃ	cautious, careful, precise, meticulous	ጫጣ	monkey (<i>vervet monkey</i>)
ጥንቃቄ	caution, care, carefulness	ጠጠተ	regret, be sorry for [3-lit B, impers.]
ጥናት	study, survey	ጠጠት	regret, sorrow, repentance
ጥንት	ancient times, origin; long ago	ጠጫ	fist, blow with the fist, punch
ጥንቱንም	originally, in the beginning	ጠፋ	be lost, go missing, disappear: be extinguished; be destroyed [2-lit ¹ A]
ጥንታዊ	ancient, archaic		
ጠንክረ	be strong, tough, hard [4-lit]		

ጠፋቡት	he lost it [ጠፋ- & -bb- pronoun suffix]	ጥምር	added, addition, including, included
ጠፍቶ ሄደ	he's run away, he's missing	በጥምር ተጨማሪ	in addition additional, extra, more
አጠፋ	destroy, ruin, spoil; deprive s.o. of sth.; put out, turn off (a light, a motor, a radio, etc.) [a- stem]	ጥማቅ ጥራ	juice, residue fly whisk (made from horsehair)
ጥፋት	offence, wrong, fault, disaster	ጨረቦ	finish, complete; use up, wear out [3-lit B]
ጥፋተኛ	guilty person, offender	ጥራሽ	completely, entirely; not at all (with a neg. verb)
አጥራ	wicked, bad, destructive	በጥራሽ	not at all (with a neg. verb)
መጥሮ	bad, ugly, wicked, evil	መጨረሻ	end, finish, conclusion
ጠፈ	write [2-lit ¹]	ጨረቃ	moon
ጨፍ	a fine grain used for making the best injera; ('teff')	ጨርቅ	cloth, fabric, material, rag
ጥፍር	finger nail	ጨርቃ ጨርቅ	fabrics, textiles
ጠፈጠ	taste sweet, taste good [3-lit C]	ጨረቃ	bid, tender
ጠፋጭ	tasty, sweet, delicious	ጨብ	smoke (intrans.) [2-lit ¹] (also written and pronounced as ጨቦ)
ጨ - ር ጭሽ	shout, cry out [2-lit ¹]	አጨቦ, አጨቦ	smoke (trans.) [a- stem]
ጨሽት	shout, cry; noise	ጨቦ, ጭቦ	smoke
ጨለመ	get dark, grow dark [3-lit B]	ጭቃ	mud
ጨለማ	darkness, shadow	ጭቃ ቤት	traditional-style house plastered with mud and then whitewashed
ጨማ	shoe	ጭቃማ	muddy
ጨመረ	add, increase; put sth. into sth. (salt, sugar, etc.) [3-lit B]	ጨጥጨጥ	argue, pester [4-lit]

ጨቅጨቃ	quarrelsome, argumentative	ጸጸ	be clean [2-lit ¹ A] (also ጠጸ)
ጭቅጭቅ	argument, dispute	ፀደደ	spring (end of March - end of June)
ጨበጠ	grasp, grip, lay hold of sth. [3-lit B]	ጸገረጸ	rose (also ጸገረ ጸጸ)
ተጫበጠ	shake hands [tä- & C type]	ጸጥ አለ	be calm, still, quiet [አለ verb]
መጨበጫ ጫጎ	handle load; put sth. on top of sth. [2-lit ¹]	ጸጥታ	calm, quiet, tranquillity, security
ጭጎት	load, burden, freight	ጸጸተ	regret [3-lit B] (see ጠጠተ)
የጭጎት መኪና	lorry, truck	ጸፈ	write [2-lit ¹] (also ጠፈ)
ጫጎ	forest, jungle		
ጨው	salt		
ጨዋታ	game; conversation (see also ተጫወተ)	ፈ - F ፈላ	boil (intrans.) [2-lit ¹ A]
ጭጋግ	fog, haze, mist	አፈላ	boil (trans.) [a- stem]
ጸ - P'		ፈለም	film, movie
ጸጉጫጎ, ጸጉጫጎ	P'agumen (the thirteenth month of the year: 5-10 September) (also ጸጉጫ)	ፈለገ	want, look for, seek [3-lit B]
		አስፈለገ	be necessary [as- stem]; need [impers.]
ጸጸስ	bishop	ፍለጋ	search, quest; track, trace
ጸ, ፀ - S'		ፍላጎት	need, demand, will, wish
ፀሐይ	sun	አስፈላጊ	necessary
ፀሐያማ	sunny	ፈራ	fear, be afraid, be scared [2-lit ¹ A]
ጸሐፊ	secretary, clerk	አስፈራ	frighten, scare [as- stem]
ጸሐፍ	written document; newspaper article	ፈራ	fearful, timid, cowardly
ጸሕፈት ቤት	office	ፍራት	fear
የጸሕፈት መኪና	typewriter	ፍራ	fruit; product, result
መጽሐፍ	book	ፍራፍራ	(all kinds of) fruit
ጸመ	fast [3-lit ¹] (also ጠመ)		
ጸም	fast, fasting (also ጠም)		

ለረመ sign (a document) ሊታ
 [3-lit B]
 ለርግ signature
 ለረሰ be ruined,
 destroyed ተረታ
 [3-lit A]
 አረረሰ destroy, demolish;
 cancel [a- stem]
 ፍረሽ ruins, remains
 ለረሰ horse መፍቻ
 ለረሰኛ horseman, rider ሌቶ
 ለረገጅ European,
 Westerner. ሌቶ ለሌቶ
 (white) foreigner
 ለረጃ judge, pass በሌቶ
 judgment ከ- በሌቶ
 [3-lit A] መጸሌቶ
 ፍርድ judgment, justice
 ፍርድ ቤቱ law court, ሌተነ
 courthouse,
 courtroom
 ለሰሰ spill, be spilled; ሌተኖ
 flow, run
 (liquids) [3-lit A] ፍቶገራፍ
 አረሰሰ spill (trans.), pour, ሌገታ
 pour out
 [a- stem] በ- ሌገታ
 ጉሰካ Easter
 ፍቶ story, floor (of a ፍገ ጃ ል
 building);
 multistoried ፍፃል
 building; upstairs ሌጸል
 ፍቶሮ love
 ሌቶጸ allow, permit, ሌጅ
 authorize; want,
 intend [3-lit A]
 ሌቶጸ permission,
 consent; licence,
 permit
 ሌቶጸኛ willing, obliging; ተረጅ
 volunteer
 ጉብረካ factory

undo, untie;
 release, free;
 divorce; guess
 [2-lit' A]
 be undone, untied;
 break up.
 adjourn; be
 released, freed
 [tä- stem]
 key (solution)
 face, front,
 surface
 face to face,
 facing, opposite
 before, in front
 in front of, before
 in the future, later
 on (also መጸ
 ሌቶ)
 test, experiment,
 examine [3-lit B]
 test, exam,
 experiment
 photograph
 share, portion,
 turn
 in place of,
 instead of
 porcelain tea or
 coffee cup
 goat
 letter, character
 (of the Ethiopian
 syllabary)
 burn, sting;
 destroy, wipe
 out; take, spend
 (time); use up,
 eat up [2-lit' A]
 end, come to an
 end; be wiped
 out [tä- stem]

ተፋጀ burn, be hot (spicy
 food) [tä- & C
 type] ሌጽጥ
 ፍጆታ disaster,
 destruction;
 consumption (of
 food, resources,
 etc.) ፍጹም
 ፎጣ towel
 ሌጠረ create, make,
 invent, devise በፍጹም
 [3-lit A]
 ፍጥረት creation, creature
 ተረጥሮ natural state, T - P
 nature ፖሊስ
 ሌጠነ hasten, hurry, go ፖሊቲካ
 fast [3-lit A] ፔሮሙዝ
 ሌጥኖ quickly, promptly ፕሮግራም
 [gerundive] ፖስታ
 ተፋጠነ be in a hurry; ፖስታ ቤት
 accelerate ፖስታ ሣጥን
 [tä- & C type] ፖስተኛ
 ፍጥነት hurry, speed, haste ፓስፖርት
 በፍጥነት ፓኪት
 ሌጸመ finish, conclude, ፓፓያ
 complete; fulfill,

accomplish
 [3-lit B]
 completely, utterly,
 absolutely; not at
 all (with a neg.
 verb)
 finished,
 completed;
 perfect, complete
 certainly,
 absolutely,
 completely
 police, policeman
 politics
 thermos flask
 programme
 mail, post
 post office
 post office box
 postman, mailman
 passport
 pack, box
 (cigarettes,
 matches, etc.)
 papaya

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