

INTERNATIONAL GCSE

Swahili (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in Swahili (4SW1)

First teaching September 2017

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Issue 2



Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

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Summary of International GCSE Swahili specification Issue 2 changes

| Summary of changes made between previous issue and this current issue | Page number |
|---|-----------------------|
| Two aims and objectives have been added | 3 |
| Vocabulary list has been updated | Throughout appendix 7 |

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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About this specification

The Pearson Edexcel International GCSE in Swahili is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

Key features

This specification includes the following key features.

Structure

This qualification is a linear qualification, and is assessed through two external assessments which must be taken at the end of the course of study. There is also an optional spoken language endorsement, which will not contribute to the overall grade of the qualification.

Content

The content is relevant and engaging. It covers five themes:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and Health.

Assessment

Two external assessments, set and marked by Pearson. The optional spoken language assessment will be marked by the centre and monitored by Pearson.

Approach

The qualification focuses on reading, writing and translation skills. It is a suitable foundation for language speakers of Swahili who wish to progress to further study of other comparable subjects at schools and colleges.

Specification updates

This specification is Issue 1 and is valid for first teaching from September 2017, with first assessment in June 2019 and first certification in August 2019.

If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.

Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Content: the specification lists the compulsory skills and themes/topics that will be assessed. The course has been designed to allow flexibility for centres.

Assessments: the assessment uses a range of materials. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should be familiar with the full range of content and all the assessment objectives given in the subject content section. Grammar and vocabulary lists are provided in *Appendix 6* and *7*, to facilitate the delivery of the qualification and assessment.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- their ability to read, understand and respond to material from a variety of sources
- their ability to communicate accurately in writing, matching style to audience and purpose
- their understanding of the structure and variety of language
- their ability to listen to different speakers and respond in writing to spoken language
- their ability to translate from English into the target language
- an understanding of themselves and the world around them
- an appreciation of the richness, beauty and diversity of the Swahili language.

Why choose Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

To find out more about our Edexcel heritage please visit our website: qualifications.pearson.com/en/about-us/about-pearson/our-history

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles please go to *Appendix 2* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose the Pearson Edexcel International GCSE in Swahili?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international learners and give them skills that will support progression to further study of Swahili and a wide range of other subjects.

Themes and topics – the themes and topics used in this qualification are engaging and suitable for all students. They are based on contexts that students are likely to encounter and are diverse in their content.

Source material – we have ensured that the reading materials in the reading paper consist of source materials, which are culturally relevant, engaging and suitable for international students, and will encourage students to develop skills of analysis and synoptic thinking.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges. The papers test a distinct set of skills: reading, writing, translations and listening skills, plus an optional spoken language endorsement. Our mark schemes are straightforward, so that the assessment requirements are clear.

Broad and deep development of learners' skills – we designed the International GCSE to extend learners' knowledge by broadening and deepening skills, for example learners will:

- read and respond to material from a variety of sources
- respond to materials culturally relevant to where Swahili is spoken
- construct and convey meaning in written language, matching style to audience and purpose.

Development of spoken language skills – students are able to develop their understanding of the spoken language through an optional spoken language endorsement.

Progression – International GCSE qualifications enable successful progression from lower secondary and onto Level 3 and beyond. Through our world-class qualification development process, we have consulted with a range of stakeholders to validate the appropriateness of this qualification, including content, skills and assessment structure.

More information about the qualifications can be found on our website (qualifications.pearson.com) on the Edexcel International GCSE pages.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Swahili to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will provide you with an editable course planner and scheme of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.
- A range of teaching and learning resources which promote any time, any place learning to improve student motivation and encourage new ways of learning.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- specimen papers to support formative assessments and mock exams
- examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Training events

In addition to online training, for teachers to deepen their understanding of our qualifications, we host a series of training events each year.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.

Qualification at a glance

Qualification overview

The Pearson Edexcel International GCSE in Swahili consists of two externally-examined papers. There is also an optional spoken language endorsement, which will **not** contribute to the overall grade of the qualification.

The papers must be taken at the end of the course of study.

The use of dictionaries is not permitted.

Content and assessment overview

| | |
|--|---------------------------------|
| Paper 1: Reading, Writing and Translation | *Paper code: 4SW1/01 |
| Externally assessed Written examination: 2 hours and 15 minutes Availability: June 80 marks | <i>66% of the qualification</i> |
| Content overview This paper assesses reading, writing and translation skills across the following five themes: <ul style="list-style-type: none">• Home and abroad• Education and employment• Personal life and relationships• The world around us• Social activities, fitness and health | |
| Assessment overview This paper consists of three sections. Section A: Reading Multiple-choice questions (MCQ), short-response questions and open-response questions set on any of the five themes. Section B: Writing Two extended writing tasks, set on any of the five themes. Section C: Translation Translation of short sentences in English into Swahili, linked to any of the five themes. | |

| | |
|---|---------------------------------|
| Paper 2: Listening | *Paper code: 4SW1/02 |
| Externally assessed Written examination: 30 minutes plus 5 minutes reading time Availability: June 40 marks | <i>33⅓ of the qualification</i> |
| <p>Content overview</p> <p>This paper assesses listening skills across the following five themes:</p> <ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health | |
| <p>Assessment overview</p> <p>Listening</p> <p>Multiple choice questions (MCQs) and short-response questions set on any of the five themes.</p> | |

| | |
|--|---|
| Spoken language endorsement (optional) | *Paper code: 4SW1/E |
| Internally assessed and externally monitored by Pearson. Non-examined assessment: 10 minutes All students work should be marked in time for Pearson to monitor the marking. This will need to be completed in the year of certification. | <i>Endorsed separately (optional)</i> |
| <p>Content overview</p> <p>The spoken language endorsement assesses the use of spoken standard Swahili effectively in a presentation.</p> | |
| <p>Summary</p> <p>The spoken language presentation may take a variety of forms, including:</p> <ol style="list-style-type: none"> a speech or talk by the student, followed by questions from the audience. a formal debate or dialogue, followed by questions from the audience. <p>In all cases, the presentation should be prepared by the student and last no longer than 10 minutes.</p> <p>The topic of the presentation should be discussed and decided in advance with the teacher. Please see <i>page 16</i> for more details about the spoken language endorsement.</p> <p>There are no marks for the spoken language endorsement. Students are awarded a grade (Pass, Merit, Distinction or Not Classified).</p> | |

*See *Appendix 1: Codes* for a description of this code.

Themes and topics

This qualification covers the following themes. Each theme is broken down into topics. The examination papers will be based on these themes and topics.

Theme 1: Home and abroad

- Life in the town and rural life
- Holidays, tourist information and directions
- Services (e.g. bank, post office)
- Customs
- Everyday life, traditions and communities

Theme 2: Education and employment

- School life and routine
- School rules and pressures
- School trips, events and exchanges
- Work, careers and volunteering
- Future plans

Theme 3: Personal life and relationships

- House and home
- Daily routines and helping at home
- Role models
- Relationships with family and friends
- Childhood

Theme 4: The world around us

- Environmental issues
- Weather and climate
- Travel and transport
- The media
- Information and communication technology

Theme 5: Social activities, fitness and health

- Special occasions
- Hobbies, interests, sports and exercise
- Shopping and money matters
- Accidents, injuries, common ailments and health issues
- Food and drink

All themes and topics must be studied in the context of countries and communities where Swahili is spoken.

The majority of contexts in the papers will be based on the culture of the countries where the assessed language is spoken. It is, therefore, important that students are exposed to materials relating to Swahili throughout the course.

Grammar and vocabulary list

Appendix 6 and *Appendix 7* list the grammar and vocabulary that students will need to know for this qualification.

Swahili content

| | |
|---|----|
| Paper 1: Reading, Writing and Translation | 12 |
| Paper 2: Listening | 15 |
| Spoken language endorsement (optional) | 16 |

Paper 1: Reading, Writing and Translation

Externally assessed

1.1 Content description

1. Reading

Students will develop the skills of reading comprehension across a range of different types of texts.

Students must be able to:

- read and respond to material from a variety of sources
- demonstrate their ability to summarise a short text by writing the main points clearly
- interpret and infer implicit meaning, including writers' thoughts, feelings and ideas.

Students are required to convey their understanding of written Swahili through a series of reading tasks.

Texts used in the tasks are:

- adapted or abridged from authentic sources to be appropriate for the level
- presented using a range of styles, registers and contexts
- appropriate to the age and level of understanding of the students
- set in the culture of the country where Swahili is spoken, allowing students to develop appropriate cultural awareness and understanding
- designed using language which ranges from high frequency to more complex
- variable in length
- varied in content to include emails, letters, reviews, articles as well as literary texts, such as selections from novels, autobiographies and travel writing. This list is not exhaustive

2. Writing

Students are required to convey their understanding of written Swahili through two writing tasks.

Students must be able to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
- write using a wide range of grammatical forms and structures
- write using a wide range of relevant and appropriate vocabulary
- use accurate spelling
- structure their work effectively.

3. Translation

Students are required to convey their understanding of written English and translate it into Swahili to demonstrate an ability to transfer meaning accurately into Swahili.

Students must be able to apply the conventions of grammar in order to produce meaningful and accurate content.

4. Vocabulary

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed in *Appendix 7*. This paper draws on vocabulary and structures across all five themes (*page 9*).

1.2 Assessment information

- This paper assesses reading, writing and translation skills.
- There are **three** sections in the paper. Students must answer:
 - Section A Questions 1–4
 - Section B Question 5 and **either** Question 6(a) **or** 6(b) **or** 6(c)
 - Section C Question 7.
- Questions are set on any of the five themes.
- The paper may include multiple-choice, short-response, open-response and extended writing questions.
- Dictionaries are not permitted.
- The assessment is 2 hours and 15 minutes.
- The paper is worth 80 marks.
- The first assessment is in June 2019.

1. Reading (Section A)

- This section is worth 38 marks.
- Students will answer questions on four different texts/extracts.
- There will be multiple-choice, short-response, open-response questions.
- Questions will test the following assessment objective:
AO1
 - Understand and respond, in writing, to written language.

2. Writing (Section B)

- This section is worth 32 marks.
- In this section, students are required to convey their understanding of Swahili through two extended writing tasks:
 - Task 1 - students are required to write a short essay, based on four short prompts in the present and future
 - Task 2 - students are required to write a longer essay. Students choose one task from a choice of three.
- Questions will test the following assessment objective:
AO2
 - Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

3. Translation (Section C)

- This section is worth 10 marks.
 - Students are required to translate short sentences in English into Swahili.
 - Questions will test the following assessment objective:
AO3
 - Understand written sentences in English and translate them into Swahili.
-

Paper 2: Listening

Externally assessed

1.1 Content description

- 1. Listening** Students are required to convey their understanding of spoken Swahili through a series of listening tasks.
- Students must be able to:
- identify and note main points
 - deduce the meaning of words from context
 - extract specific details
 - identify points of view
 - show some understanding of unfamiliar language
 - recognise attitudes, emotions and opinions.
-

1.2 Assessment information

- 1. Listening** This paper assesses listening skills.
- Students must answer all questions.
 - Questions are set on any of the five themes.
 - The paper will include multiple-choice and short-response questions.
 - The assessment is 30 minutes (plus 5 minutes' reading time)
 - The paper is worth 40 marks.
 - The first assessment is in June 2019.
 - Questions will test the following assessment objective:
AO4
 - Understand and respond, in writing, to spoken language.
-

Spoken language endorsement (optional)

Internally set and assessed

1.1 Overview

The spoken languages endorsement is an optional endorsement available alongside the Pearson Edexcel International GCSE in Swahili qualification.

If a student completes this endorsement, the endorsement will appear on their certificate as a separate reported grade (pass, merit, distinction or not classified) alongside the overall grade issued for the Pearson Edexcel International GCSE in Swahili qualification (based on papers 1 and 2).

1.2 Content description

1. Spoken language endorsement (optional and endorsed separately)

Students are required to demonstrate their use of spoken Swahili through a presentation based on a topic of their choice. The chosen topic does not have to be selected from the *Themes and Topics* section on *page 9*.

Students must be able to:

- convey information in speech on a range of topics, using context-specific vocabulary
 - express their opinions about a topic, developing their ideas through speech
 - respond spontaneously to both predictable and unpredictable questions on a range of topics
 - speak fluently and coherently, using a range of grammatical structures without undue hesitation or obvious searching for vocabulary.
-

1.3 Assessment information

1. Spoken language endorsement (optional and endorsed separately)

- There will be a presentation by the student, which will be marked by the centre and monitored by Pearson.
- The presentation should last no longer than 10 minutes.
- All students work should be marked in time for Pearson to monitor the marking. This will need to be completed in the year of certification.
- Tasks will test the following assessment objective:
AO5
 - Demonstrate presentation skills in a formal setting
 - Listen and respond appropriately to spoken language, including to questions and feedback to presentations
 - use spoken Swahili effectively in speeches and presentations.

1.4 Presentation setting, taking and marking

1. Setting

- The student must complete a presentation based on a topic chosen by them. The chosen topic can be selected from the *Themes and Topics* section on page 9 or on a topic of their own choice.
- Students should share the topic title with their teacher before they start preparing for the presentation.
- The topic must provide sufficient scope for the student to access all the assessment criteria.
- Teachers **must** confirm that the student's provisional topic title has the potential to meet the assessment criteria and offer general guidance on any necessary amendments.
- Teachers **must not** provide students with a choice of topic titles from which students then choose.

2. Taking

The spoken language presentation may take a variety of forms, including:

- a speech or talk by a student, followed by questions from the audience/teacher
- a formal debate or dialogue, such as an interview, where the student should answer questions from the teacher

Students should prepare their presentation in advance.

The student must give their presentation to an audience, which must always include the teacher.

The size and composition of the audience should be determined by the teacher, in discussion with the student. However, where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (for example it replicates a television interview).

3. Marking

The student's presentation will be marked by the centre and monitored by Pearson.

Students should be assessed either live or from recordings. They should be awarded a grade (Pass, Merit or Distinction) using the assessment criteria on the following page. Please note, there are no marks for the spoken language endorsement.

In order to achieve a particular grade (Pass, Merit or Distinction), a student must meet all of the criteria for that grade.

Where a student's work does not fulfil the pass criteria, they will be awarded 'not classified' on their certificate.

External monitoring

All students must be recorded however, only a sample might be requested for monitoring. In exceptional circumstances, we might request all recordings to be submitted.

Assessment record sheet

Centres must assess **each** students' presentation using the assessment criteria given on the next page and complete the assessment record sheet in *Appendix 5*.

4. General information about conducting this assessment

For further information please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk. The assessment of this qualification must comply with these instructions.

Assessment criteria

The student's presentation work must be marked using the following assessment criteria grid.

In order to achieve a particular grade (Pass, Merit or Distinction), a student must meet all of the criteria for that grade.

| General criteria | | |
|--|--|--|
| <p>To be awarded a Pass, Merit or Distinction a student must:</p> <ul style="list-style-type: none"> • be audible • use spoken Swahili. <p>For the purposes of the spoken language assessment a student must:</p> <ul style="list-style-type: none"> • be intelligible, and • generally use language appropriate to the formal setting of the presentation. | | |
| Pass (P) | Merit (M) | Distinction (D) |
| <p>In addition to the general criteria, to be awarded a Pass a student's performance in their spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> • expresses straightforward ideas/information/feelings • makes an attempt to organise and structure their presentation • makes an attempt to meet the needs of the audience • listens to questions/feedback and provides an appropriate response in a straightforward manner. | <p>In addition to the general criteria, to be awarded a Merit a student's performance in their spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> • expresses challenging ideas/information/feelings using a range of vocabulary • organises and structures their presentation clearly and appropriately to meet the needs of the audience • achieves the purpose of their presentation • listens to questions/feedback, responding formally and in some detail. | <p>In addition to the general criteria, to be awarded a Distinction a student's performance in their spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> • expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary • organises and structures their presentation using an effective range of strategies to engage the audience • achieves the purpose of their presentation, and listens to questions/feedback responds perceptively and, if appropriate, elaborates with further ideas and information. |

1.5 Guidance on making and submitting the recordings¹

1 Recording of the presentations

The recording of the presentations must be made under controlled conditions.

Each recording must be saved individually and not as one long recording of multiple students.

It must be a complete, unedited recording of each presentation.

The presentations can be undertaken by students and recorded by the centre at any time during the course. Recordings should then be securely stored until it is time to submit the work to Pearson's monitor, whose responsibility it will be to ensure that the centre's assessment is in line with the international standard.

When recording, the camera must be positioned to ensure the best possible sound and visual quality. The centre must ensure that the camera is not obscured, for example by the back of people's heads. In joint performances, students should wear name badges in order to indicate which student is which. At the start of each performance the student must state their full name.

There is a requirement for an audience of at least one person, which can be the teacher, to be present during the recording. The audience must include the teacher.

The recording must be readable through one of the following programmes: Windows® Movie Maker, Real Player®, VLC or QuickTime®. We advise that you save the recordings in one of the following file types: MPEG, FLV, MOV, WMV or RM.

2 Transferring the recordings onto DVDs or USBs

You must submit the recording of the presentation(s) on DVDs or USBs. More than one presentation can be submitted on each DVD/USB.

We advise that you create data file DVDs/USBs organised in the following way.

Create a file for each student. Each file should be named according to the following naming convention: [4SW1/E]_[centre #]_[candidate number #]_[surname]_[first letter of first name]_[grade] Example: Joshua Smith with candidate number 7890 at centre 12345 would have work in a folder titled, '4SW1_12345_7890_Smith_J_Merit'.

Each folder must contain the recording of the presentation.

The DVDs/USBs should be clearly labelled with – centre number and name – '4SW1 Swahili – Spoken Language endorsement – June 2019' – DVD/USB number (if more than one is being provided, for example 1 of 2).

Centres are reminded that DVDs/USBs are not returned, therefore you must make a copy for your own records and in case they are damaged or lost in the postal system. The DVDs/USBs must be new and unused.

1.6 Submission of work

1. Monitoring

For each student, the centre should:

- record the students' presentation
- mark and complete an assessment record sheet (see *Appendix 5*).

Pearson will monitor the centres marking by requesting a sample. The centres must submit the recordings of the presentations and the record sheets for all the students in that sample to the monitor. Centres must only submit work for the students that Pearson have requested.

It is the centre's responsibility to check all student work on a computer before sending the sample requested to the monitor. You must ensure the quality of the sound and picture of the recordings is sufficient to enable performances to be marked. Before the DVDs/USBs are sent to the monitor, the teacher should check that:

- the files submitted play on all computers/operating systems. For instance, if the DVDs/USBs were created on a Mac®, you must check that the DVDs/USBs files can be opened on a Microsoft Windows® computer
- an audio signal has been successfully recorded on the DVDs/USBs. You should ensure that the camera being used has appropriate facilities for adjusting recorded sound levels
- centres must use the assessment record sheet in *Appendix 5* for use in assessing students' performances. These forms should not be submitted to monitors unless requested as part of the sample by Pearson.
- we recommend you keep a copy of the assessment record sheets and the presentation in case of postal problems for those students who are part of the sample.

Submission checklist:

- files saved to the DVDs/USBs as described above
- files checked on both a Mac® and a Microsoft Windows® computer for audio-visual quality
- DVDs/USBs submitted with centre number and name
- backup copy made and stored securely
- assessment record sheet completed.

2. Sample size

Provisionally, the sample requested are expected to be as follows.

| Number of students at centre | Number of students whose presentations must be recorded | Minimum number of students at each grade (D, M, P) * |
|------------------------------|---|--|
| 30 or fewer | All students | 10** |
| Over 30 | 30 | 10*** |

*All students at a grade if the centre has fewer than the stated minimum. Students assessed as Not Classified should not be included.

**For example, if a centre has 15 D students, 11 M students and 3 P students, all of these students will be in the sample.

***For example:

- a) If a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.
 - b) If a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.
-

Assessment information

Assessment requirements

The Pearson Edexcel International GCSE in Swahili consists of two externally-examined papers. There is also an optional spoken language endorsement, which will **not** contribute to the overall grade of the qualification.

The papers must be taken at the end of the course of study.

The papers will be available for assessment from June 2019.

The use of dictionaries is not permitted.

| Paper | Assessment information | Number of raw marks allocated in the paper |
|---|--|--|
| Paper 1: Reading, Writing and translation | <p>Set and externally assessed by Pearson. Assesses reading, writing and translation in three sections:</p> <p>Section A: Reading (38 marks) Multiple choice questions (MCQ) and short response questions set on any of the five themes.</p> <p>Section B: Writing (32 marks) Two writing tasks, set on any of the five themes.</p> <p>Section C: Translation (10 marks) Translation of short sentences, linked to any of the five themes.</p> <p>Written examination: 2 hours and 15 minutes. Availability: June</p> | 80 marks |
| Paper 2: Listening | <p>Set and externally assessed by Pearson. Assesses Listening skills through seven questions:</p> <p>Listening (40 marks) Multiple-choice and short-response questions set on any of the five themes.</p> <p>Written examination: 30 minutes, plus 5 minutes' reading time. Availability: June</p> | 40 marks |

| Paper | Assessment information | Number of raw marks allocated in the paper |
|--|--|--|
| Spoken language endorsement (optional and endorsed separately) | <p>Internally assessed by the centre and externally monitored by Pearson.</p> <p>Assesses spoken language through a presentation on any chosen topic by the student.</p> <p>Spoken examination: 10 minutes.</p> <p>There are no marks for the spoken language endorsement. Students are awarded a grade (Pass, Merit, Distinction or Not Classified), when taken.</p> <p>All students work should be marked in time for Pearson to monitor the marking. This will need to be completed in the year of certification.</p> | N/A |

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in Swahili Sample Assessment Materials (SAMs)* document.

Assessment objectives and weightings

| | | % in International GCSE |
|------------------------|--|-------------------------|
| AO1 | Understand and respond, in writing, to written language. | 31⅓ |
| AO2 | Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately. | 26⅔ |
| AO3 | Understand written sentences in English and translate them into Swahili. | 8⅓ |
| AO4 | Understand and respond, in writing, to spoken language | 33⅓ |
| AO5* (optional) | Speaking and listening skills: <ul style="list-style-type: none"> • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Swahili effectively in speeches and presentations. | N/A |

* This AO is for the spoken language endorsement, which will be reported as a separate grade on the awarding body certificate.

Relationship of assessment objectives to papers

| Paper | Assessment objective (%) | | | | |
|--|--------------------------|-----|-----|-----|-------|
| | AO1 | AO2 | AO3 | AO4 | Total |
| Paper 1 | 31⅓ | 26⅔ | 8⅓ | 0 | 66⅔ |
| Paper 2 | 0 | 0 | 0 | 33⅓ | 33⅓ |
| Total for the International GCSE in Swahili | 31⅓ | 26⅔ | 8⅓ | 33⅓ | 100 |

AO5 will be assessed through the spoken language endorsement.

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE /International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in Swahili only. All student work must be in Swahili.

We recommend that students are able to read in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers will not be graded. For the spoken language endorsement, students are awarded a grade (Pass, Merit, Distinction or Not Classified). The spoken language endorsement will appear on students' certificates as a separate reported grade, alongside the overall 9-1 grade issued.

The first certification opportunity for the Pearson Edexcel International GCSE in Swahili will be in August 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate, will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to International A Levels in comparable subjects.

Appendices

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Appendix 1: Codes

| Type of code | Use of code | Code |
|---------------|--|--|
| Subject codes | The subject code is used by centres to cash-in the entry for a qualification. | International GCSE – 4SW1 |
| Paper codes | These codes are provided for information. Students may need to be entered for individual papers. | Paper 1: 4SW1/01 Paper 2: 4SW1/02 Spoken language endorsement (optional): 4SW1/E |

Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

“I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.” Sir Michael Barber.

Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International GCSE development process

December 2015

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Dr Peter Hill
Former Chief Executive ACARA
Professor Jonathan Osborne
Stanford University

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Janice Kay
Provost, University of Exeter

Jason Holt
CEO, Holts Group

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Bob Schwartz
Harvard Graduate School of Education

Jane Beine
Head of Partner Development, John Lewis Partnership

All titles correct as at December 2015

Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in International GCSE in Swahili and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

| | | | |
|-----------------------------|------------------------------------|---|---|
| Cognitive skills | Cognitive processes and strategies | <ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function | Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims. |
| | Creativity | <ul style="list-style-type: none"> • Creativity • Innovation | |
| Intrapersonal skills | Intellectual openness | <ul style="list-style-type: none"> • Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity | Writing continuously and fluently and to a high standard. |
| | Work ethic/conscientiousness | <ul style="list-style-type: none"> • Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity | |
| | Positive core self-evaluation | <ul style="list-style-type: none"> • Self-monitoring/self-evaluation/self-reinforcement | |
| Interpersonal skills | Teamwork and collaboration | <ul style="list-style-type: none"> • Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation | Undertaking a speaking task involving presentation or undertaking a writing task, or when the student responds to prompts from another. |
| | Leadership | <ul style="list-style-type: none"> • Responsibility • Assertive communication • Self-presentation | |

Appendix 4: Glossary

| Term | Definition |
|-----------------------|--|
| Assessment objectives | The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination. |
| External assessment | An examination that is held at the same time and place in a global region. |
| Linear | Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study. |

Appendix 5: Spoken language endorsement assessment record sheet

| Pearson Edexcel International GCSE in Swahili - spoken language endorsement | |
|---|-------------------|
| Centre name: | Centre number: |
| Candidate name: | Candidate number: |
| Year of certification: | |
| Details of the presentation: | |

Pass criteria



| | |
|--|---|
| Is audible | P |
| Uses spoken Swahili* | P |
| Expresses straightforward ideas/information/feelings | P |
| Makes an attempt to organise and structure their presentation | P |
| Makes an attempt to meet the needs of the audience | P |
| Listens to questions/feedback and provides an appropriate response in a straightforward manner | P |

Merit criteria



| | |
|---|---|
| Is audible | M |
| Uses spoken Swahili* | M |
| Expresses challenging ideas/information/feelings, using a range of vocabulary | M |
| Organises and structures their presentation clearly and appropriately to meet the needs of the audience | M |
| Achieves the purpose of their presentation | M |
| Listens to questions/feedback, responding formally and in some detail | M |

Distinction criteria

| | |
|---|---|
| Is audible | D |
| Uses spoken Swahili* | D |
| Expresses sophisticated ideas/information/feelings, using a sophisticated repertoire of vocabulary | D |
| Organises and structures their presentation using an effective range of strategies to engage the audience | D |
| Achieves the purpose of their presentation | D |
| Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information | D |

*For the purposes of the spoken language assessment, use of spoken Swahili means that a student must:

- be intelligible
- generally use language appropriate to the formal setting of the presentation.

Students must fulfil ALL the criteria for a grade (Pass, Merit or Distinction) in order to achieve that overall grade.

Candidate declaration: I declare that the work submitted is my own. I understand that false declaration is a form of malpractice. I agree to my work being used to support Professional Development, Online Support and Training of both teacher/examiners.

Candidate signature:Date:

Teacher declaration: I declare that this work is solely that of the candidate and that it has been carried out in line with Pearson and JCQ documentation for the conduct of the examinations. I agree to this work being used to support teachers and examiners.

Teacher signature:Date:

If you need any advice on completing the form, please email:
languagesassessment@pearson.com

Appendix 6: Grammar list

Students are expected to have acquired knowledge and understanding of Swahili grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

| | |
|--------------------------------------|--|
| Nouns | all the noun classes singular and plural forms |
| Adjectives | agreement in the noun class comparative and superlative: use of <i>zaidi</i> and <i>kuliko</i> demonstrative (in all the classes): <i>huyu, hawa, huyo, hiki, kile, hicho</i> etc.) possessive: <i>-angu, -ako, -ake</i> etc. more adjectives: <i>-ote, -enye</i> compound adjectives: <i>-a baridi, -a kupimia</i> etc. |
| Adverbs | use of <i>kwa</i> , e.g. <i>kwa haraka</i> adverbs from the Ki/Vi class (example <i>Anakula vizuri</i>) adverbs of time and place (example <i>leo, kesho</i>) common adverbial phrases: <i>baadaye, bado, halafu</i> |
| Quantifiers/ intensifiers | example: <i>sana, mno</i> |
| Pronouns | personal: all subjects, including <i>on</i> reflexive <i>ji</i> object marking: <i>alininunulia</i> position and order of object pronouns demonstrative (e.g. <i>huyu, yule</i>) possessive (e.g. <i>wetu</i>) relative: <i>amba, infixes, -o relative</i> (-pi) – which interrogative (e.g. <i>gani, nani</i>) |

Verbs

the infinitive
imperatives
stem verbs
object infixes
all persons of verbs, singular and plural
negative forms
interrogative forms
verbs followed by infinitive tenses:
present 'na' and negative
habitual 'hu'
past 'li' and negative 'ku'
future 'ta'
past perfect 'me' and negative 'ja'
narrative 'ka'
conditional 'ki', 'nge', 'ngali'
compound tenses:
passive
stative
causative
prepositional
reciprocal
subjunctive
locatives (POKOMO)

Conjunctions

kwa sababu, basi, lakini, kabla ya, baada ya etc.

Numbers, quantity, dates and time

including agreements

Appendix 7: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for this qualification.

However, students are required to understand and respond to words and/or forms of words that are not on the vocabulary list.

Theme 1: Home and abroad

1 Life in town and rural life

bango – *poster*

kupenda – *to love*

ugenini – *in a foreign country, abroad*

kufurahisha, kuchekesha – *amusing*

mti – *tree*

lifti – *lift*

hoteli – *hotel, inn*

nje ya mji – *suburb*

jengo – *a building*

-zuri – *handsome, beautiful good*

maktaba – *library*

kilima – *hill*

njia panda – *crossroads*

mjini – *town centre*

bata – *duck*

paka – *cat*

jumba – *castle*

farasi – *horse*

msongamano wa magari – *traffic*

nguruwe – *pig*

kituo cha polisi – *police station*

kituo cha michezo – *sports centre*

jogoo – *cockerel*

mashambani – *in the countryside as opposed to in cities*

mahali – *place*

ghorofa – *floor as in 1st floor etc, storey*

shamba – *farm*

mkulima – *farmer*

moto – *fire*

taa za trafiki – *traffic lights*

(ma) ua – *flower*

mto – *river*

wilaya – *administrative district*

galeri – *gallery*

halmashauri ya mji – *town council*

duka la (ma) gazeti – *news stand*

ziwa – *lake*

polepole – *slow*

mbali – *far*

duka – *shop*

meya – *mayor*

treni ya chini ya ardhi – *underground*

mlima – *mountain*

mbu – *mosquito*

kondoo – *sheep*

maktaba – *museum*

jumba la mfalme – *palace*

bustani – *park*

eneo la kuegesha magari – *car park*

mandhari – *landscape*

kuvua – *(to go) fishing*

mguu – *foot*

kwa mguu – *on foot*

mtembeaji – *pedestrian*

inayovutia – *picturesque, pretty*

katikati ya mji – *town square, center*

sokoni – *market square*

sehemu ya kihistoria – *sight, place of interest*

kuku – *hen*

kuku – *chicken meal*

eneo – *district, region*

wilaya – *region*

mto – *river (tributary)*

barabara – *road*

mtaa – *street*

kujikuta – *to find oneself situated*

chemchem – *fountain*

uwanja – *stadium*

mkazi – *inhabitant*
kuishi – *to live*
majani – *grass*
wakati wa msongamano – *rush hour*
-a kihistoria – *historic*
-a viwanda – *industrial*
bustani ya umma – *public garden*
daraja – *bridge*

mnara – *tower*
kimya – *quiet, calm*
ng'ombe – *cow*
kijiji – *village*
mji – *town*
kuishi – *to live*
eneo la watembeaji – *pedestrian area*
bandari – *harbour, port*

2 Holidays, tourist information and directions

karibu – *welcome*
kukaribisha – *to welcome*
kulia – *(to, on the) right*
kushoto – *(to, on the) left*
hosteli ya vijana – *youth hostel*
ufukweni mwa bahari – *(by) the seaside*
kusahau – *to forget*
roshani – *balcony*
brosha – *brochure*
sehemu ya kupiga hema – *camp site*
kadi ya posta – *postcard*
kubadili – *to ex/change*
nyumba ya mchanga – *sandcastle*
kiyoyozi – *air conditioning*
kujaa – *to be full*
ikijumlisha – *included*
kuendelea – *to go, continue*
kuelezea – *describe*
kufungua masanduku – *to unpack*
chumba na chai tu – *half board only*
inatazama – *to overlook*
kupanga, kupangisha – *to book (hotel etc)*
kukaa – *to stay*

kodisha – *rental*
kukodi – *to rent, to hire*
kodi ya nyumba – *rent*
miwani ya jua – *sunglasses*
nitafikaje X? – *how do I get to X?*
bahari – *sea*
si ya kunywa – *not for drinking*
ofisi ya utalii – *tourist office*
kuondoka – *to leave*
pasipoti – *passport*
kutumia – *to spend*
nyumba ya wageni – *guest house*
imejaa – *full board*
mtu – *person*
ufukwe, pwani – *beach*
ramani ya mitaa – *street map*
inanywewa – *drinkable*
karibu ya – *near, welcome*
mradi – *plan*
siku kumi na nne – *a fortnight*
mapokezi – *reception*
kukutana – *to meet*
kiplefti – *roundabout*

krimu ya jua – *suncream, sunblock, sunscreen*
 nje – *outdoors*
 kutuma – *to send*
 mgeni wa kiangazi – *summer visitor*
 kuzurura – *roaming, outing, loitering*
 kufahamiana na – *to make the acquaintance of, to meet*
 kufunga virago – *to pack*
 fomu – *form (to fill in)*
 kitanda kikubwa – *double bed*
 nchi – *country*
 kiongozi wa watalii – *tourist guide*
 malazi – *accommodation*
 inajumlisha – *included*
 tochi – *pocket torch, lamp*
 huru – *free*
 kuangalia – *to view (of)*

ofisi ya taarifa kwa watalii – *tourist information office*
 kuenda kuweka hema – *go camping*
 mchanga – *sand*
 mfuko wa kulalia – *sleeping bag*
 chumba cha michezo – *games room*
 chumba chenye vitanda viwili – *twin-bedded room*
 njia moja – *one way (system)*
 ski majini – *water-skiing*
 nafasi – *spaciousness, space, gap*
 kujilaza juani – *to sunbathe*
 kugeuka – *to turn*
 moja kwa moja – *straight ahead*
 kuvuka – *to cross, go over*
 kuelekea – *towards*
 kutembelea – *to visit (a place)*
 kuona – *to see*

3 Services (for example bank, post office)

kupiga simu – *to ring up*
 jina langu ni, ninaitwa – *my name is, I am called*
 simu ya dharura – *emergency call*
 pesa, fedha – *money*
 maktaba – *library*
 bureau de change, ofisi ya kubadili pesa - *money-changing office*
 ofisi ya posta – *post office*
 posta – *postal service*
 polisi – *police officer*
 kibanda cha simu – *telephone box*
 kituo cha simu – *call centre*
 msusi – *hairdresser*
 kituo cha polisi – *police station*
 piga namba – *to dial a number*
 kata – *cut (hair cloth etc)*

sanduku la barua – *letterbox*
 kusahau – *to forget, to accidentally leave behind*
 asante – *thank you*
 usikate – *please hold (the line)*
 jina la familia – *family name*
 ofisi ya vitu vinavyookotwa – *lost-property office*
 poteza – *loss*
 fundi bomba – *plumber*
 kupoteza – *to lose*
 zima moto – *firefighter*
 jina la kwanza – *first name*
 kupokea – *to receive*
 kushukuru – *to thank*
 afisa wa posta – *postman, postwoman*
 taarifa – *information*

kukata – *to cut*

kutuma – *to send*

kosa – *mistake, fault, crime*

samahani – *I'm sorry*

kufanya kazi – *to work*

fomu – *printed form*

kupata – *to find*

kukarabati – *to repair*

kutaka – *to want, to wish*

kukutana – *to meet up*

mfuko – *bag*

stempu – *(postage) stamp*

mwizi – *thief*

kujaza – *to fill in (a form, top up a glass etc)*

4 Customs

nuru – *light*

kiberiti – *match*

kila la heri – *best wishes*

mshumaa – *candle*

kuwasha – *to burn*

zawadi – *present, gift*

fiesta – *carnival*

kadi – *card eg greetings card*

matayarisho – *preparations*

shampeni – *champagne (wine)*

kuzaa – *to give birth*

kubadilishana – *to exchange*

Sikukuu ya akina Mama, Baba (f) –
Mother's, Father's Day

likizo – *day or days off work*

mwaka mpya – *New Year's day*

kifo – *death*

kufa – *to die*

kuzaliwa – *to be born*

kufungua – *to open*

mwaka mpya – *new year*

siku ya wapenzi – *St Valentine's Day*

fataki – *fireworks*

jadi – *folk*

kusheherekea – *to celebrate*

kujifurahisha – *to have fun*

sikukuu – *celebration, festivity*

5 Everyday life, traditions, and communities

ujirani mwema – *neighbourhood association*

maandamano – *procession, demonstration*

jirani – *neighbour*

jumuiya – *community*

kula chakula cha mchana – *to take lunch*

kunywa cha jioni – *to have afternoon tea*

chakula cha mchana – *lunch*

Theme 2: Education and employment

1 School life and routine

| | |
|--|--|
| kidato cha kwanza – <i>first year of secondary school</i> | mwalimu wa shule ya msingi – <i>primary school teacher</i> |
| kueleza – <i>to explain</i> | Kijerumani – <i>German</i> |
| Kiingereza – <i>English</i> | hesabu, hisabu, hisabati – <i>maths</i> |
| kufunza – <i>to teach</i> | somo – <i>subject</i> |
| sanaa – <i>art (subject)</i> | kisasa – <i>modern</i> |
| mwalimu msaidizi – <i>assistant teacher</i> | mkuu – <i>instructor, coach, supervisor</i> |
| jumba – <i>a large building</i> | neni – <i>word</i> |
| -ema – <i>well</i> | muziki – <i>music</i> |
| biolojia – <i>biology</i> | maksi – <i>mark</i> |
| meza, dawati kubwa – <i>table, large desk</i> | -a kuzungumza – <i>oral</i> |
| chemia – <i>chemistry</i> | Tarakilishi, kompyuta, kompiuta – <i>computer</i> |
| folda – <i>folder, file</i> | karatasi – <i>paper</i> |
| kuanza – <i>to start</i> | fizikia – <i>physics</i> |
| rula – <i>ruler</i> | kuuliza swali – <i>to ask a question</i> |
| somo – <i>lesson</i> | kufanya mazoezi – <i>to practise</i> |
| uwanja wa tenisi – <i>tennis court</i> | mwalimu – <i>teacher</i> |
| chakula cha mchana – <i>lunch, midday meal</i> | mpango – <i>a plan</i> |
| uchoraji – <i>drawing</i> | lafudhi – <i>pronunciation</i> |
| kuchora – <i>to draw</i> | saikolojia – <i>psychology</i> |
| kamusi – <i>dictionary</i> | kufuzu – <i>to qualify</i> |
| mwalimu mkuu – <i>head teacher, principal</i> | amefuzu – <i>sh/e has qualified</i> |
| malumbano – <i>to discuss, to debate</i> | kujibu – <i>to reply</i> |
| kudumu – <i>to last</i> | ufupi – <i>summary</i> |
| shule ya awali – <i>infants' school</i> | fupisha – <i>summarise</i> |
| shule ya msingi – <i>primary school</i> | projekta – <i>overhead projector</i> |
| shule ya sekondari – <i>secondary school</i> | darasa – <i>classroom</i> |
| kwa maandishi – <i>written, in writing</i> | darasa la muziki – <i>music room</i> |
| uraia – <i>citizenship</i> | somo la michezo – <i>physical education</i> |
| mwanafunzi – <i>pupil, student</i> | elimu – <i>education</i> |
| ratiba – <i>timetable</i> | ofisi ya walimu – <i>staffroom</i> |
| kugonga mlango – <i>to knock on the door, ring the door bell</i> | mwanzo wa muhula – <i>start of new term, year</i> |
| kubadili – <i>to exchange</i> | shule – <i>school</i> |

kusoma – *to study*
 masomo – *studies*
 kwa mfano – *for example*
 lugha – *language*
 kuchukua majina – *to take the register*
 kalamu – *pen*
 Kifaransa – *French*
 kifutio – *rubber*
 jiografia – *geography*
 chumba cha mazoezi – *gymnasium*
 kipindi – *hour, lesson period*
 historia – *history*
 sayansi ya kompyuta – *computer (science)*
 mwalimu wa shule ya msingi – *primary school teacher*
 kitabu – *book*
 siku ya shule – *(school) day*
 chumba cha kubadili nguo – *cloakroom, changing room*

ukumbi wa shule – *assembly hall*
 sayansi – *science*
 sahihi – *right, correct*
 sosiolojia – *sociology*
 mazoezi – *sport*
 mazoezi ya kazi – *work experience*
 picha – *picture*
 kufaa – *useful*
 uwanja wa michezo – *sports field*
 ubao mweusi – *chalkboard*
 choo – *toilet(s)*
 muhula – *term*
 Kihispania – *Spanish*
 ubao mweupe (unaoshirikisha) – *(interactive) whiteboard*
 Kitaliani – *Italian*
 kichonge – *pencil sharpener*
 kumaliza – *end, finish*
 maabara – *laboratory*

2 School rules and pressures

kuboresha – *improve*
 kuketi – *sit down*
 ripoti ya mwisho wa muhula – *end-of-term report*
 daftari – *exercise book*
 mfuko wa shule – *school bag*
 visikilizio – *headphones*
 maktaba ya shule – *school library*
 -a kufurahisha – *interesting*
 lazima – *compulsory*
 stokingi – *(pair of) tights*
 shule – *11–15 school*
 mshauri wa kazi – *careers adviser*
 nakili – *to copy*
 penseli – *pencil*
 zoezi la nyumbani – *homework*
 ngumu – *difficult*

dhaifu – *weak*
 kosa – *mistake*
 kidato cha kwanza – *first year of secondary school*
 sahihi – *right, correct*
 w/acha – *to drop, give up (a subject)*
 kitabu – *textbook*
 adhabu – *detention*
 kushindwa – *to lose*
 kupendelea – *favourite*
 kufanya mtihani – *to take an exam*
 -kali – *strict*
 maksi – *marks as in an exam*
 kushindwa mtihani – *to fail an exam*
 mistari – *stripes*
 sharia, masharti – *rule, regulation*
 gauni – *dress*

jaribio – *test (in class)*
insha – *essay*
kuwa na wezo zaidi – *to be good at*
mtihani wa mazungumzo – *oral (exam)*
rahisi – *easy*

kupasi mtihani – *to pass an exam*
mkali – *strict*
chaguo – *option*
mkebe wa penseli – *pencil case*
kalamu – *pen*

3 School trips, events and exchanges

kukaribisha – *to welcome*
kiongozi – *activity leader*
kusaidia – *to attend to*
hosteli ya vijana – *youth hostel*
mashindano – *competition*
rafiki wa barua – *penpal*
likizo za kiangazi – *summer holidays*
safari – *excursion, day trip*
wenyeji – *host family, locals*
mahafali ya kuhitimu – *graduation*
mwongozaji wa watalii – *tourist guide*
badilishana – *Exchange something with someone*

mgeni – *guest*
kukaa – *to stay*
malazi – *accommodation*
maonyesho ya maigizo – *theatre show*
mwalimu wa ski – *ski instructor*
kushiriki – *to take part in*
tuzo – *prize*
kupokea wageni – *to host*
kukaa – *stay*
mahafali ya washindi – *award ceremony*
safari ya kujifunza lugha – *language learning trip*
matembezi ya kitamaduni – *cultural visit, tour*

4 Work, careers and volunteering

afisa wa polisi – *police officer*
mwigizaji – *actor, actress*
mtangazaji – *presenter*
tangazo – *advertisement*
mwanafunzi wa ufundi – *apprentice*
uanagenzi – *apprenticeship*
mfanyakazi aliyejitolea – *volunteer worker*
inalipa vizuri – *it is well paid*
mwoka mikate – *baker*
kazi – *job (colloquial), trade, profession*
ofisi – *office*
dawati la malipo – *till, cash desk*
keshia – *cashier*
dereva wa tekisi – *taxi driver*
kufaili – *to file, to sort*
mpishi – *chef*

kupiga chapa – *to print*
mtaalamu wa kompyuta – *IT expert*
mhandisi – *engineer*
kazi ya likizo – *summer job*
mwandishi wa habari – *journalist*
shahada – *degree (academic)*
mjenzi – *builder, bricklayer, mason*
inalipa vibaya – *it is badly paid*
mwana mitindo – *(fashion) model*
fundi – *mechanic*
daktari – *doctor*
ujumbe – *message*
kazi – *job*
shirika la msaada – *charitable organisation*
kibarua – *manual worker*
mkuu – *boss*

kuchagua – *to choose*
 ukosefu wa kazi – *unemployment*
 mteja – *customer*
 msusi – *hairdresser*
 kampuni – *company*
 mhasibu – *accountant*
 ushauri – *a piece of advice*
 kushauri – *to advise*
 mshauri wa kazi – *careers adviser*
 kupiga simu – *telephone call*
 mawasiliano – *correspondence, mail*
 barua pepe – *email*
 daktari wa meno – *dentist*
 shule za awali – *nursery (for children)*
 fundi umeme – *electrician*
 ajira – *job*
 bila ajira – *unemployed*
 biashara – *business*
 kutuma – *to send*
 mwuzaji – *shop assistant*
 mtu wa posta – *postman, woman*
 kujitolea – *to do unpaid charity work*
 mfanyabiashara – *business man, woman*
 fomu – *form (to fill in)*
 mafunzo – *training*
 kupata – *to earn*
 kuweka – *to keep*
 kwenda mafunzoni – *go on a (training) course, do a work placement*

-lipwa – *paid*
 kulipa – *to pay*
 mwendesha ndege – *(airline) pilot*
 fundi bomba – *plumber*
 kutuma maombi – *to apply*
 mwalimu – *teacher*
 programu – *programme*
 maendeleo – *progress*
 mradi – *project*
 kufuzu – *qualified*
 miadi – *appointment*
 bila kazi – *unemployed*
 mkutano – *meeting*
 kutuma maombi – *to apply to*
 mshahara – *salary*
 Kinyozi - *barber*
 mhudumu – *waiter, waitress*
 askari – *soldier*
 mkufunzi – *trainee*
 mwanamichezo – *sportsman, woman*
 kupiga chapa – *to type*
 fundi wa IT – *IT engineer*
 kupiga simu – *to (tele)phone*
 kazi – *work*
 kufanya kazi – *to work*
 kiwanda – *factory*
 mhudumu wa ndege – *cabin crew, flight attendant*
 mashine ya kujibu simu – *answering machine*

5 Future plans

wakati ujao – *future*
 kuhitaji – *to need*
 kutaka – *to want to*
 kuwa na nia – *to intend to, to aim*
 kazi – *career*
 kutafuta – *to look for*

kuruhusu – *to allow*
 kusomea (mtihani) – *to study for (an exam)*
 umri (zaidi) – *old(er)*
 -nayofuata – *next*
 mpango – *plan (for future)*
 kuacha – *to leave*

kuanza – *to begin, start*

mahojiano – *interview*

diploma, cheti – *diploma, certificate*

amefuzu – *qualified*

sheria – *law (subject)*

kusoma masomo ya sanaa – *to study arts (subjects)*

kukutana – *to meet*

kujua – *to know*

chuo kikuu – *university*

kutegemea – *to hope*

mwanafunzi – *student*

Theme 3: Personal life and relationships

1 House and home

| | |
|--|---|
| -furahisha – <i>pleasant</i> | mashine ya kufulia – <i>washing machine</i> |
| ghorofa – <i>flat, apartment</i> | mashine ya kuoshea vyombo – <i>dishwasher</i> |
| ghorofa ya kwanza – <i>on the first floor</i> | nyumba – <i>(family) house, home</i> |
| ghorofa ya chini – <i>on the ground floor</i> | fanicha – <i>item of furniture</i> |
| -a kisasa – <i>modern, up to date</i> | zulia – <i>fitted carpet</i> |
| ofisi – <i>office</i> | ukuta – <i>wall</i> |
| kiti cha kujilaza – <i>sofa, settee</i> | kifungua kopo – <i>tin opener</i> |
| ghala ya chini – <i>basement</i> | kifungua chupa – <i>bottle opener</i> |
| redio ya hi-fi – <i>hi-fi, stereo system</i> | ua – <i>lawn</i> |
| kiti – <i>chair</i> | chumba – <i>room</i> |
| chumba – <i>bedroom</i> | kabati – <i>fitted cupboard</i> |
| ufunguo – <i>key</i> | dari – <i>ceiling</i> |
| kabati ya droo – <i>chest of drawers</i> | sakafu – <i>floor</i> |
| starehe – <i>comfortable</i> | mmea – <i>plant</i> |
| friza – <i>freezer</i> | kikaangio – <i>frying pan</i> |
| kisu – <i>knife</i> | jiko – <i>(wood burning) stove</i> |
| blanketi – <i>blanket</i> | mlango – <i>door</i> |
| jiko – <i>kitchen</i> | debe la taka – <i>rubbish bin</i> |
| jiko – <i>stove, cooker</i> | rejeta, redieta – <i>radiator</i> |
| shawa – <i>shower</i> | friji, jokofu – <i>refrigerator</i> |
| ngazi – <i>stairs</i> | pazia – <i>curtain(s)</i> |
| ghorofa – <i>storey, floor</i> | bomba – <i>tap</i> |
| kiti – <i>armchair, easy chair</i> | chumba cha kulia – <i>dining room</i> |
| dirisha – <i>window</i> | choo – <i>toilet, lavatory</i> |
| mikrowevu – <i>microwave</i> | zulia – <i>mat, unfitted carpet</i> |
| chumba cha studio – <i>studio flat</i> | kikombe – <i>cup</i> |
| gesi – <i>gas</i> | roshani – <i>patio</i> |
| chumba cha darini – <i>attic, loft</i> | kuishi – <i>to live</i> |
| bustani ya mboga – <i>vegetable garden</i> | bustani – <i>garden</i> |
| taa (ya mezani) – <i>(table) light, lamp</i> | dari – <i>roof</i> |
| sinki – <i>wash basin, bathroom sink</i> | kioo – <i>glass</i> |
| kitanda – <i>bed</i> | Korido – <i>hall(way)</i> |
| mashine ya kuoshea vyombo – <i>dishwasher</i> | kitanda cha ghorofa – <i>bunk bed</i> |
| bustani ya mbele, nyuma – <i>front, back garden</i> | |

2 Daily routines and helping at home

| | |
|---|---|
| vitu – <i>things, belongings</i> | kupanda chumbani – <i>to go up to a bedroom</i> |
| kusaidia – <i>to help</i> | kitambaa cha meza – <i>tablecloth</i> |
| nyumbani – <i>at home</i> | kusafisha – <i>to clean</i> |
| kuwasha – <i>to switch on</i> | taka – <i>rubbish</i> |
| kabati – <i>cupboard, wardrobe</i> | mto – <i>pillow</i> |
| kuosha vyombo – <i>to do the washing-up, to do the dishes</i> | kivuta vumbi, vakyumu – <i>vacuum cleaner</i> |
| Kushevu, kunyoa – <i>to have a shave</i> | kifungua kopo – <i>can opener</i> |
| sahani – <i>plate</i> | kifungua chupa – <i>bottle opener</i> |
| kusubiri – <i>to wait for</i> | jozi ya – <i>pair of</i> |
| kuwa na joto – <i>to be hot, warm</i> | kusafisha kwa kivuta vumbi – <i>to vacuum</i> |
| kuwa na njaa – <i>to be hungry</i> | kabati – <i>cupboard</i> |
| kuwa na baridi – <i>to be cold</i> | sinia – <i>(serving) dish</i> |
| kuwa na kiu – <i>to be thirsty</i> | pete ya ufunguo – <i>key ring</i> |
| pete – <i>ring (jewellery)</i> | debe la taka – <i>dustbin</i> |
| raba – <i>trainers</i> | kupata kifungua kinywa – <i>to have breakfast</i> |
| sanduku, kasha – <i>box</i> | kuoga – <i>to (take a) shower</i> |
| bakuli – <i>bowl</i> | kumtembeza mbwa – <i>to walk the dog</i> |
| hereni – <i>earrings</i> | sweta – <i>sweater, pullover</i> |
| brashi ya nywele – <i>hairbrush</i> | pajama – <i>pair of pyjamas</i> |
| mswaki – <i>toothbrush</i> | wakati mwingine – <i>sometimes</i> |
| mashine ya kahawa – <i>coffee maker</i> | kusafisha – <i>to tidy up, to put away</i> |
| kofia – <i>cap</i> | mara chache – <i>rarely, not often</i> |
| kikaangio – <i>saucepan</i> | kuingiza – <i>to bring in (the washing)</i> |
| mkanda – <i>belt</i> | saa ya kuamsha – <i>alarm clock</i> |
| duveti – <i>continental quilt, duvet</i> | rangi ya mdomo – <i>lipstick</i> |
| kukata – <i>to cut</i> | mkoba – <i>handbag</i> |
| sabuni – <i>soap</i> | blanketi – <i>blanket</i> |
| kisu – <i>knife</i> | kijiko – <i>spoon</i> |
| takataka – <i>rubbish</i> | kuamka – <i>to get up</i> |
| kuhudumia – <i>to serve</i> | kuamka – <i>to wake up</i> |
| -a katani – <i>(made of) cotton</i> | kufurahia – <i>to have fun</i> |
| -a pamba – <i>(made of) wool</i> | mara kwa mara – <i>often</i> |
| -a hariri – <i>(made of) silk</i> | sweta – <i>a sweatshirt</i> |
| shuka – <i>(bed)sheet</i> | kupiga mswaki – <i>to brush teeth</i> |
| rafu – <i>shelf</i> | kuchana nywele – <i>to comb hair</i> |
| sinki la jikoni – <i>kitchen sink</i> | kuvaa – <i>to get dressed</i> |

| | |
|--|--|
| kupika – <i>to do the cooking, to cook</i> | kuamka – <i>to get up</i> |
| kulima bustani – <i>to do the gardening</i> | kujitayarisha – <i>to get ready (for)</i> |
| kuosha vyombo – <i>to do the dishes</i> | kupiga pasi – <i>to do the ironing</i> |
| kufua – <i>to do the laundry</i> | kuamka – <i>to wake up</i> |
| kutandika kitanda – <i>to make the bed</i> | taulo – <i>(bath) towel</i> |
| kusafisha nyumba – <i>to do the housework</i> | kukoga – <i>to wash</i> |
| nguo – <i>garment</i> | shampoo – <i>shampoo</i> |
| kununua – <i>to do the shopping</i> | kutoka – <i>to go out</i> |
| kuzima – <i>to turn off, to switch off</i> | glasi – <i>glass</i> |
| kufunga – <i>to close, to turn off, to switch off</i> | jaketi – <i>jacket</i> |
| ua – <i>flower</i> | kuchelewa – <i>to be late</i> |
| uma – <i>fork</i> | kikombe – <i>cup</i> |
| glavu – <i>glove</i> | t-shati – <i>t-shirt</i> |
| saa – <i>time (of day)</i> | droo – <i>drawer</i> |
| jinzi – <i>(pair of) jeans</i> | kufanya kazi – <i>to work</i> |
| kutoa debe la taka nje – <i>to take out (the rubbish bin)</i> | sweta, sweta la sufi – <i>sweater, jersey, woollen garment</i> |
| -a asubuhi, mchana – <i>in the morning(s), in the afternoon(s)</i> | kushuka – <i>to descend go down, eg tree stairs etc</i> |
| kuvaa – <i>to put on (clothes)</i> | kumwaga – <i>to pour</i> |
| miwani – <i>spectacles, glasses</i> | kutoa – <i>to empty</i> |
| rangi za uso – <i>make-up</i> | uso – <i>face</i> |
| kurudi (nyumbani) – <i>(v) – to get, to go (home)</i> | nguo ya kulalia – <i>nightdress</i> |

3 Role models

| | |
|---|-------------------------------------|
| mwigizaji – <i>actor</i> | wa kuigwa – <i>idol</i> |
| matangazo – <i>adverts</i> | kuiga – <i>to imitate</i> |
| mfano mzuri, mbaya – <i>good, bad example</i> | athiri – <i>influence</i> |
| tabia za mtu – <i>personality, character</i> | maneno ya nyimbo – <i>lyrics</i> |
| sifa – <i>characteristic</i> | modeli – <i>model</i> |
| nyimbo – <i>song</i> | mfano wa kuigwa – <i>role model</i> |
| shujaa – <i>brave</i> | gazeti – <i>newspaper</i> |
| tabia – <i>behaviour</i> | ubora – <i>quality</i> |
| kunukuu – <i>to copy</i> | magazeti – <i>magazine</i> |
| mashuhuri – <i>famous</i> | -a kusaidia – <i>helpful</i> |
| mchezaji – <i>footballer</i> | nyota – <i>a star</i> |
| Kufautu – <i>to follow</i> | watu mashuhuri – <i>celebrities</i> |

kuwa na tabia nzuri, mbaya – *to behave well, badly*

4 Relationships with family and friends

-refu – *tall*

mzee – *elderly*

umri wa miaka X – *X years old*

anwani – *address*

-cheshi – *pleasant, nice, kind*

mkubwa – *older*

rafiki – *friend*

urafiki – *friendship*

kupenda – *to love*

mnyama wa kufuga nyumbani – *pet*

-pendo – *love*

uzee – *old age*

kuwa na miaka X – *to be X (years old)*

ndevu – *beard*

msemaji – *chatty, talkative*

mtoto – *baby*

mpuuzi – *stupid*

mdomo – *mouth*

-enye mawimbi – *curly*

mziwanda – *younger*

mwovu – *nasty, unpleasant, naughty (of person or animal)*

rafiki (wa shule) – *(school) friend*

kapera – *single, unmarried*

paka – *cat*

nywele kahawia – *brown (hair)*

upara, kipara – *bald*

nywele, nyele – *hair*

mbwa – *dog*

pimbi – *guinea pig*

mama – mkubwa, mdogo – *maternal aunt older, younger than own mother*

-enye kujiamini – *self-confident*

furaha – *happy, pleased, glad*

kufahamu – *to know (eg a person)*

-enye roho nzuri – *generous*

mwema – *kind, nice*

bibi – *grandmother*

babu – *grandfather*

-enye furaha – *happy*

mtu – *man*

-aminifu – *honest, decent*

jeurimpoli(e) (adj) – *rude, impolite*

-zuri – *pretty*

mapacha – *twin(s)*

-bovu – *ugly*

-refu – *long*

miwani – *spectacles, glasses*

mwembamba – *thin of person or animal*

mama – *mummy, mum, mother*

mme – *husband*

-oa marry *male to female*

olewa – *marry female by male*

mama – *mother*

kahawia (macho) – *brown (of eyes)*

kulea mtoto asiyezaliwa na wanaomlea – *to adopt a child*

-enye bashashi, a- kuvutia – *sweet, cute*

-embamba – *slim*

kufariki – *to die*

utaifa – *nationality*

mpwa – *nephew*

mpwa – *niece*

jina la familia – *family name*

ndugu, jamaa – *relatives*

baba mkubwa, mdogo – *paternal uncle older, younger than mother*

baba – *daddy, dad, father*

wazazi – *parents*

-vivu – *lazy*

rafiki – *friend, boyfriend, girlfriend*
kuwa na nywele nyeusi – *to have (dark, black) hair*
seserumbe – *goldfish*
-fupi – *short*
binamu – *male cousin*
binamu wa kike – *female cousin*
kaka wa kufikia – *half, step-brother*
kaka wa kufikia – *half, step-sister*
mtalaka – *divorced*
kucheka – *to laugh*
kuoa – *to marry (male to female)*
kuolewa – *to marry (female by male)*
kupendana na – *to be in love with*
kuzaliwa – *to be born*
familia – *family*
-chosha – *tiring*
uchovu – *tiredness*
kuchoka – *tired*
mke – *woman, wife*
binti – *girl, daughter*
mtoto wa kike - *daughter*
kiza/giza – *dark*
wazimu – *mad, crazy*
kaka – *brother*
-enye mawimbi – *curly*
mvulana – *boy*

kugawana – *to share*
nywele nyekundu – *red-headed, auburn, ginger*
kupoteza – *to lose*
baba – *father*
-dogo – *small*
-enye heshima – *polite*
jina la kwanza – *first, given name*
kukutana – *to meet*
mchumba – *fiancé, fiancée*
kujua – *to know (a fact)*
pacha wa kike – *female twin(s)*
dada – *sister*
kuoana – *to marry each other in any gender*
panya – *(pet) mouse*
mazoezi – *sporty, sport-loving, athletic*
-changamfu – *friendly, kindly, nice*
shangazi – *paternal aunt*
haya – *shy*
mateso – *persecution*
-sikitiko – *sad*
-zee – *old, elderly*
jirani – *neighbour*
sauti – *voice*
-dekezwa – *spoilt*
mtoto wa kiume – *son*

5 Childhood

kupenda – *to love, to adore*
kupenda – *to like, to love*
mtoto – *baby*
kitabu cha komiki – *comic book*
kununa – *to sulk*
kukimbia – *to run*
kuchukia – *to hate*
kulala – *to sleep*
utoto – *childhood*

kupanda – *to climb*
kugombeza – *to tell off, to scold*
mchezo – *game*
kijana – *young, young person*
mchezo – *toy*
mwanasesere – *doll*
kulia – *to cry*
kupendelea – *to prefer*
kuhadithia – *to tell (a story)*

mtoto – *child*

kinyago – *action figure*

mtu mzima – *grown-up*

kukua – *to grow up*

kurudia – *to repeat*

kufurahia – *to enjoy oneself*

kuruka – *to jump*

Theme 4: The modern world

1 Environmental issues

balbu – *lightbulb*

kuogopa – *to fear, to be afraid*

organiki – *organic*

balaa – *catastrophe*

mabadiliko – *change*

makaa – *char/coal*

trafiki – *traffic*

uchafuzi – *contamination*

tabaka la ozoni – *ozone layer*

kuchangia gari – *car sharing*

uchafu wa majumbani – *household waste*

kuharibu – *to destroy*

-a ekolojia – *ecological*

madhara ya hewa taka – *greenhouse effect*

mwathirika – *victim (men and women)*

nishati (nyuklia) – *(nuclear) energy*

nishati mbadala – *renewable energy*

mazingira – *environment*

hatarini – *endangered, disappearing*

viumbe – *species*

petroli – *petrol*

msitu wa mvua – *rainforest*

ufahamu wa kiekolojia – *to be 'green', ecologically aware*

moto (wa kichaka) – *(forest) fire*

mafuriko – *flood*

bila afya – *unhealthy*

kutishia – *to threaten*

kupanda – *to go up (temperature)*

paneli za jua – *solar panels*

kupungua kwa – *shortage*

petroli – *crude oil, petroleum*

mvua ya asidi – *acid rain*

kuchafua – *polluting*

kuchafuliwa – *polluted*

safi – *clean*

ongezeko la joto duniani – *global warming*

wimbi (bahari) – *wave (sea)*

chafu – *dirty*

-a kuteleza kwa mafuta – *oil slick*

ukame – *drought*

salama – *safety*

dunia – *earth, world*

tornado – *tornado*

kuua – *to kill*

kukwama kwenye trafiki – *traffic jam, holdup*

2 Weather and climate

manyunyu – *showers*

-zuri – *fine*

ukungu – *fog*

ukungu – *mist*

joto – *heat*

kubadili – *to change*

moto – *hot*

anga – *sky*

hali ya hewa – *climate*

ni baridi – *it is cold*

hali ya hewa ni mbaya – *it is bad weather*

ni barafu – *it is icy*

kuna theluji – *it is snowing*

kuna radi – *it is thundering*

koti la mvua – *raincoat*

koti – *coat*

-baya – *bad*

hali ya hewa – *weather forecast*

mawingu – *cloudy, overcast*
digrii – *degree*
jimbo – *county*
skafu – *scarf, muffler*
-enye mawingu – *cloudy*
Mashariki – *East*
nyota – *star*
mtandio– *(head) scarf*
nguvu – *strong*
baridi – *cold*
barafu – *ice*
kuna digri X – *it is X degrees*
pazuri – *it is fine*
ni joto – *it is warm*
ni ukungu – *it is foggy*
kuna upepo – *it is windy*
kuna jua – *it is sunny*

theluji – *snow*
kuna theluji – *to snow*
kuna theluji – *snowy*
kaskazini – *north*
mawingu – *cloud*
dhoruba, tufani – *storm*
magharibi – *west*
mwamvuli – *umbrella*
kunyesha mvua – *to rain*
mvua – *rain*
Msimu, majira – *season*
jua – *sun*
kusini – *south*
temprega, joto, nyuzi joto – *temperature*
hali ya hewa – *weather*
radi – *thunder*
upepo – *wind*

3 Travel and transport

ughaibuni – *abroad*
ajali – *accident*
ndege ya kwenye maji – *hovercraft*
uwanja wa ndege – *airport*
tiketi ya kuenda na kurudi – *return (ticket)*
tiketi ya kuenda – *single (ticket)*
kituo cha basi – *bus stop*
wasili – *arrival*
kuwasili – *to arrive*
kushuka – *to land*
basi – *bus*
dereva – *driver*
barabara kuu – *motorway*
eroplani, ndege – *aeroplane*
mizigo – *luggage*
boti, meli – *boat, ship*
tiketi – *ticket*
kaa salama – *have a nice stay*
safari njema – *have a good journey*

stesheni – *station*
dizeli – *diesel*
stesheni ya basi – *bus station*
stesheni ya reli – *railway station*
njia ya reli – *railway*
kusimama, kugesha – *to park*
ofisi ya tiketi – *ticket office*
kilomita – *kilometre*
kitembea – *to walk*
mita – *metre*
treni ya chini ya ardhi – *underground*
Batafuzi, kibatafuzi – *moped*
injini – *engine*
pikipiki – *motorbike*
kuharibika – *puncture, breakdown*
leseni ya kuendesha – *driving licence*
kitambulisho – *(form of) identification*
watembeaji wa miguu – *pedestrian*
tairi – *tyre, wheel*

baisikeli – *bicycle*
 tiketi – *ticket*
 kivuko (boti) – *ferry*
 lori – *lorry, truck*
 basi – *(long distance) coach*
 njia panda – *crossroads*
 helmeti – *(crash) helmet*
 kubadili – *change*
 dereva – *driver (of bus, taxi etc)*
 trafiki – *traffic (jam)*
 sanduku, buti (la gari) – *boot (of car)*
 pembe – *corner*
 kuendesha – *to drive*
 ofisi ya mizigo – *left-luggage office*
 inspekta wa polisi – *ticket inspector*
 kupaa – *take off (aeroplane)*
 hakuna ruhusa (+verb) – *do not*
 kuondoka – *departure*
 kushuka – *get out, get off, ascend*
 forodha – *customs*
 kupita – *to overtake, to pass*
 sahihi – *right (to do something)*
 kuharibika – *broken down, not working*
 petroli – *petrol*
 kuomba lifti – *to hitchhike*
 kuweka mafuta (garini) – *to fill the tank*

 ofisi ya vitu vilivyopotea – *lost-property office*

4 The media

habari – *the news*
 mtu mzima – *adult*
 -enye kuchekesha – *amusing*
 kusikiliza – *to listen*
 riwaya ya picha, katuni – *cartoon strip, graphic novel*
 mwigizaji – *actor, actress*
 tiketi – *ticket*

mlango – *door (of vehicle)*
 muhimu – *priority*
 -ingine – *next*
 jukwaa – *platform*
 kupunguza spidi – *to reduce speed*
 kukosa – *to miss (e.g. train)*
 chelewa – *delay*
 njia kuu – *main road*
 chumba cha kusubiri – *waiting room*
 simama – *to stop*
 usalama – *safety*
 kutoka (dharura) – *(emergency) exit*
 stesheni ya huduma – *service station*
 teksi – *taxi*
 treni – *train*
 safari – *journey, trip*
 tram – *tram*
 usafiri wa umma – *public transport*
 kuhakikisha – *to check*
 haraka – *quickly, fast*
 mbio – *speed*
 gari – *car*
 kupaa – *to fly*
 kusafiri – *to travel*
 mpaka – *border*
 kupanda – *get into, climb into, get on eg a car*

-a wiki (gazeti) – *a weekly (newspaper)*
 mchezo wa televisheni – *game show*
 habari ta televisheni – *news*
 kusoma – *to read*
 gazeti la habari, matangazo ya habari – *newspaper, news broadcast*
 mtindo – *fashion*
 kuonyesha – *to show*

| | |
|--|--|
| chaneli ya (runinga) – <i>(television) channel</i> | matangazo madogo – <i>small ads</i> |
| nyimbo – <i>song</i> | mashuhuri – <i>famous</i> |
| kuimba – <i>to sing</i> | tamthiliya – <i>play</i> |
| mwimbaji – <i>singer</i> | bei – <i>price</i> |
| kushitua – <i>to shock</i> | runinga, redio – <i>television, radio set</i> |
| ngapi – <i>how much/how many</i> | mtangazaji – <i>newsreader, presenter</i> |
| kuingia/kiingilio – <i>way in, entrance, entrance fee</i> | kutangaza, tangazo – <i>advertising, advertisement</i> |
| vichekesho – <i>sitcom</i> | vipindi vya mchezo – <i>series</i> |
| kuanza – <i>to start</i> | kila siku – <i>daily (newspaper)</i> |
| kugarimu – <i>to cost</i> | -punguzwa – <i>reduced</i> |
| kuelezea – <i>to describe</i> | kutazama – <i>to watch, to look at</i> |
| filamu ya katuni – <i>cartoon film</i> | matangazo (michezo) – <i>(sports) report</i> |
| -enye kuchekesha – <i>funny</i> | kupanga (tangu awali) – <i>to book (ahead)</i> |
| kumsikiliza – <i>to listen to</i> | riwaya (ya matukio) – <i>(adventure) novel</i> |
| shamra shamra – <i>special effects</i> | riwaya ya kipolisi – <i>detective novel</i> |
| programu – <i>programme, broadcast</i> | kufurahisha – <i>to be entertained</i> |
| -a huzuni – <i>moving, sad</i> | -enye maneno – <i>subtitled</i> |
| mwanafunzi – <i>student</i> | matangazo – <i>commercial</i> |
| shabiki – <i>fan</i> | redio – <i>radio station</i> |
| shabiki wa – <i>fan of</i> | orodha ya bei – <i>list of prices</i> |
| mchezo – <i>serial, soap opera</i> | rimoti – <i>remote control</i> |
| filamu ya kuchekesha – <i>comedy</i> | televisheni ya ukweli – <i>reality television</i> |
| filamu ya mapenzi – <i>romantic film</i> | sikitika – <i>be sad</i> |
| filamu ya kutisha – <i>horror film</i> | mashuhuri, nyota – <i>star (men and women)</i> |
| filamu ya kipolisi – <i>crime film</i> | mwisho – <i>end</i> |
| onyesho, kuonyeshwa filamu, kipindi – <i>show, performance, showing (of film), session</i> | kumalizika – <i>to end, to finish</i> |
| watu mashuhuri – <i>celebrity (men and women)</i> | |

5 Information and communication technology

| | |
|--|---|
| misaada – <i>help</i> | nywila – <i>password</i> |
| app – <i>app</i> | muziki – <i>music</i> |
| detabesi – <i>database</i> | kisakuzi – <i>browser</i> |
| kuzungumza – <i>to chat (online)</i> | kuvinjari – <i>to browse</i> |
| chombo cha vibonyezo, kibodi – <i>keyboard</i> | dijitali – <i>digital</i> |
| USB – <i>USB</i> | tarakilishi, kompyuta, kompiuta – <i>computer</i> |

kubofya – *to click*
kubandika – *to paste*
konsoli ya michezo – *games console*
kunukuu – *to copy*
kukata – *to cut*
barua pepe – *email*
mshale – *cursor*
kompyuta – *hard disk, hard drive*
folda – *folder*
skrini – *screen*
kufuta – *to erase*
moja kwa moja – *live (unrecorded)*
kurekodi – *to record*
jukwaa la mazungumzo – *chat room*
brodibendi – *broadband*
kuchapisha – *printer*
sashine ya DVD – *DVD player*
programu – *software*
barua pepe – *email*
wizi, kupakua kiwizi – *hacking, illegal downloading*

kompyuta ya kupakata – *laptop*
ukurasa wa mwanzo – *home page*
wizi – *hacker*
rununu – *mobile phone*
mtandao wa kijamii – *social network*
kuwekeza – *to back up*
kuingia – *to log in, on*
tovuti – *website*
ujumbe, SMS – *text message*
panya (wa kompyuta) – *(computer) mouse*
kufuta – *to delete*
tableti – *tablet*
kupakua, kupakia – *to download/to upload*
satelaiti ya televisheni – *satellite TV*
ujumbe – *text message*
kibonyezo – *key on keyboard etc*
virusi – *virus*
wi-fi – *wi-fi*
skrini, monita – *screen, monitor*
barua pepe – *electronic mail*

Theme 5: Social activities, fitness and health

1 Special occasions

| | |
|--|---|
| mwana akrobati – <i>acrobat</i> | nuru – <i>light</i> |
| mnyama – <i>animal</i> | uwanja wa michezo – <i>theme park</i> |
| likizo – <i>day off, holiday</i> | riboni – <i>ribbon</i> |
| kusalimiana kwa kubusiana – <i>to greet with a kiss</i> | uwanja wa michezo ya maji – <i>waterpark, aquapark</i> |
| kusubiri – <i>to wait</i> | harusi – <i>wedding</i> |
| pete yenye kito – <i>ring with stone</i> | bwana harusi – <i>groom</i> |
| karibu – <i>welcome</i> | bibi harusi – <i>bride</i> |
| vito – <i>jewel(s), jewellery</i> | saa – <i>watch</i> |
| ajabu – <i>odd, curious, strange</i> | makumbusho – <i>museum</i> |
| furahia mlo – <i>enjoy your meal</i> | kitambaa cha meza – <i>table cloth</i> |
| habari – <i>hello</i> | sherehe za harusi – <i>wedding (festivities)</i> |
| sherehe – <i>party</i> | marashi – <i>perfume</i> |
| chupa – <i>bottle</i> | -enye shauku – <i>exciting, gripping</i> |
| zawadi – <i>present(s)</i> | pikniki – <i>picnic</i> |
| sherehe – <i>ceremony</i> | kufahamisha – <i>to introduce</i> |
| (mgahawa) mzuri – <i>smart, stylish, 'posh'</i> | kufurahia – <i>delighted</i> |
| kukumbatia, kubusu – <i>to hug, to kiss</i> | kukutana – <i>to meet</i> |
| kwa familia – <i>with the family, as a family</i> | kuwatembelea – <i>to visit (people)</i> |
| mtoko – <i>outing</i> | gauni – <i>dress</i> |
| keki ya sherehe – <i>celebration cake</i> | kukaribisha – <i>to welcome</i> |
| hongera – <i>congratulations</i> | kutoka (kishule) – <i>(school) outing</i> |
| uchumba – <i>engagement</i> | kutoka – <i>exit, way out</i> |
| mchumba – <i>fiancé, betrothed</i> | kitambaa cha meza – <i>table napkin</i> |
| mlinzi (wa bustani ya wanyama) – <i>warden, (zoo) keeper</i> | chakula maalum cha leo – <i>speciality of the house</i> |
| umma – <i>general public</i> | maonyesho – <i>show, performance</i> |
| -enye kushangaza – <i>impressive</i> | mgeni – <i>visitor</i> |
| mgahawa wa chakula cha haraka haraka – <i>fast-food restaurant</i> | bustani ya wanyama – <i>zoo</i> |

Hobbies, interests, sport and exercise

| | |
|--|--|
| kuenda kuvua – <i>to go fishing</i> | |
| kuenda kufuata – <i>to fetch</i> | kulima bustani – <i>to garden</i> |
| riadha – <i>athletics</i> | mchezo wa ubao – <i>board game</i> |
| mpira (wa tenisi) – <i>(tennis) ball</i> | mchezo wa kielektroniki – <i>electronic game</i> |

mpira wa mpira wa miguu – *(foot)ball*
 ngoma – *drums*
 disko – *discotheque, nightclub*
 kituo cha michezo – *sports centre*
 kwangu – *at (my) home*
 rafiki wa kalamu – *penfriend*
 kukimbia – *to run*
 kudensi – *to dance*
 kuchora – *to draw*
 chesi – *chess*
 kusikiliza – *to listen*
 timu – *team*
 kunyanyua chuma – *to do weight training*
 kuchora – *to paint*
 kinasa – *(descant) recorder*
 kupanda farasi – *to go horse-riding*
 kuenda bowling – *to go (tenpin) bowling*
 kuenda kwa farasi – *to go horse-riding*
 kuenda kwa matanga – *to sail*
 kufanya ski (majini) – *to (water) ski*
 kufanya riadha, kukimbia – *to do olympics, go jogging*
 kufanya mazoezi – *to do sports*
 kuendesha baisikeli – *to go cycling*
 kumilikiwa na – *to belong to*
 kutembea tembea – *to go for a walk*
 uwanja wa michezo, stedium – *stadium*
 filimbi – *flute, whistle*

mchezo wa video (m) – *video game*
 kucheza – *to play (musical instrument)*
 kucheza – *to play (games, sports)*
 kurusha – *to throw*
 kusoma – *reading*
 kusoma – *to read*
 nyumba ya michezo ya vijana – *youth club*
 mechi ya – *match of, game of*
 viatu vya kuteleza juu ya barafu – *ice skates*
 viatu vya matairi – *rollerskates*
 kinanda – *piano*
 -piga mbizi – *to dive*
 raketi – *racket*
 riwaya – *novel*
 kuruka – *to jump*
 kujivinjari – *to enjoy oneself*
 kupumzika – *to relax*
 kutembea – *to go for a walk*
 kupumzika – *to rest*
 kutoka – *to go out*
 kutembea kwa viatu vya matairi – *to go rollerblading*
 -a mazoezi – *sporty*
 uwanja wa mazoezi – *sports ground*
 tarumbeta – *trumpet*
 fidla` – *violin*
 mazoezi ya viungo – *gymnastics*
 kucheza kwa ubao wa matairi – *to skateboard*

3 Shopping and money matters

manunuzi – *purchases*
 kuenda madukani kununua – *(to go) shopping*
 kununua – *to buy*
 pesa – *pocket money*
 benki – *bank*
 duka la vito – *jewellery shop*
 bei rahisi – *cheap*
 kwa ucha – *butcher's*

bili – *bill, charge*
 kuangalia madirisha ya maduka – *to window shop*
 kufunga – *to close*
 fungua – *closing*
 duka kubwa – *supermarket, hypermarket*
 duka kubwa – *department store*
 duka la vitabu – *bookshop*
 duka – *shop, store*

duka la mikate – *baker's shop*
duka dogo – *small shop*
duka la kubadili pesa, bureau de change – *foreign exchange office*
dula la kuuza sigara – *small shop selling cigarettes etc*
kwa keshia – *till, cash desk*
kadi ya malipo ya mkopo – *credit card*
kadi ya malipo – *debit card*
kofia – *hat*
viatu – *shoes*
bei – *price*
chaguo – *choice*
mteja – *customer, client*
kuweka oda – *to order*
muuza duka – *shopkeeper*
mashindano – competition
duka la peremende – *sweet shop*
kutumia – *consumer*
kugharimu – *to cost*
cheki ya safari – *(traveller's) cheque*
duka la nyama za kukausha – *cooked meat shop*
ngozi – *leather*
kidole – *finger*
kununua (mahitaji) – *(to go) shopping (for essentials)*

duka la zawadi – *gift shop*
muuza duka – *seller, shopkeeper*
kituo cha biashara – *shopping centre, shopping mall*
duka la kujihudumia mwenyewe – *self-service shop*
duka la madawa – *chemist's shop*
soko – *market*
kufanya – *make*
chenji – *(small) change, coins, currency*
kufungua – *to open*
saizi ya kiatu – *shoe size*
mkoba – *wallet*
pochi – *purse*
idara – *department*
mfuko wa plastiki – *(plastic) bag*
seli – *(end of season) sale*
saizi – *size*
kuuza – *to sell*
nguo – *clothes*
ngapi – *how much, how many*
duka la makaratasi – *stationery, stationery shop*
dirisha la (duka) – *(shop) window*
mazoezi – *exercise*
kuwekeza – *to save, to make savings, to reserve something*

4 Accidents, injuries, common ailments and health issues

pombe – *alcohol*
kuchanja – *to vaccinate*
pumu – *asthma*
kuwa na homa – *to have a temperature, fever*
afya – *health*
kuumwa tumbo – *to have stomach ache*
kuumwa sikio – *to have earache*
kuumwa koo – *to have a sore throat*

ulimi – *tongue*
kukonda – *to lose weight*
mkono – *hand*
kuwa mzima – *to be in (good) shape, to be (very) well*
kuumwa – *ill, sick*
ugonjwa – *illness*
daktari – *doctor*
dawa – *medicine, drugs*

kuumwa kichwa – *to have a headache*
kuumwa – *to feel sick*
kuumwa shingo – *to have a stiff neck*
kuumwa mgongo – *to have backache*
kuumwa tumbo – *to have stomach ache*
kuumwa jino – *to have toothache*
kuumia – *to be injured*
mdomo – *mouth*
mkono – *arm*
moyo – *heart*
kidonge – *pill, tablet*
mwili – *body*
jino – *tooth*
kuharisha – *diarrhoea*
kulala – *to sleep*
kuumwa mafua – *to have a cold*
kuvuta sigara – *to smoke*
mvutaji – *a smoker*
kubaki kitandani – *to stay in bed*
goti – *knee*
koo – *throat*
kurefuka – *to get taller*
bila mzaha – *serious*
homa ya mafua – *flu, influenza*
kunenepa – *to put on weight*
kugonga – *to hit, to knock*
hospitali – *hospital*
uuguzi – *nurse*
mguu – *leg*

5 Food and drink

kondoo – *lamb*
nanasi – *pineapple*
mkate mrefu wa Kifaransa – *French stick (bread)*
ladha – *flavour*
ndizi – *banana*
siagi – *butter*

leso, anchifu – *(paper) handkerchief*
pua – *nose*
jicho, macho – *eye(s)*
cheti cha daktari – *prescription*
sikio – *ear*
mguu – *foot*
kidonge – *pill*
kung'ata – *to inject, to sting (e.g. bee)*
kupiga sindano – *to inject, to bite, to sting*
kifua – *chest*
kuchukua – *to take*
miadi – *appointment*
kupumua – *to breathe*
-enye afya – *healthy*
ambalensi – *ambulance service*
damu – *blood*
kupumzika – *to rest*
dawa ya kunywa – *mixture, syrup*
kuteseka – *to suffer*
hogo – *sticking plaster*
tumbaku – *tobacco*
kichwa – *head*
kudondoka – *to fall, drip*
kuumwa – *to become ill, to fall sick*
kukohoa – *to cough*
tumbo – *stomach*
kutapika – *to vomit*
macho – *eyes*

juisi, sharubati – *juice*
maziwa – *milk*
kahawa nyeusi, espresso – *black coffee, espresso coffee*
boflo – *Zanzibar loaf*
sungura – *rabbit*
aprikoti – *apricot*

imepikwa vizuri – *well done (cooked)*
bia – *beer*
mnofu (ng'ombe) – *steak (beef)*
nyama ya ng'ombe – *beef*
kunywa – *to drink*
kinywaji – *a drink*
kikopo – *a tin*
-zuri – *good*
furahia chakula – *enjoy your meal*
peremende – *sweet*
duka la bucha – *butcher's shop*
duka la mkate – *bread shop*
kahawa – *coffee*
kahawa ya maziwa – *white coffee*
bata – *duck*
kikopo cha (kinywaji) – *can of (drink)*
karoti – *carrot*
kitafunio – *snack*
nafaka za asubuhi – *(breakfast) cereals*
cheri – *cherry*
uyoga – *mushroom*
chocoleti ya kunywa – *(hot) chocolate*
kabeji – *cabbage*
koliflawa – *cauliflower*
limao, limau – *lemon*
Coca Cola– *Coca Cola drink*
tango – *cucumber*
peremende – *sweets*
duka la peremende – *sweet shop*
jamu – *jam, fruit preserves*
kipande – *chop, cutlet*
krimu – *cream*
kahawa ya maziwa – *white coffee*
chapati za maji – *pancake*
duka la chapati za maji – *pancake stall*
kamba – *shrimp, prawn*
mboga mbichi – *raw vegetables*

mboga – *vegetable*
juisi ya limao, limau – *lemonade*
kula – *to eat*
bora – *better*
kipande (kidogo) cha – *(small) piece of*
haradali, mastadi – *mustard*
kondoo – *mutton*
chakula – *food*
yai – *egg*
kitunguu – *onion*
yai la kukaanga – *omelette*
chungwa – *orange*
mkate – *bread*
tosti – *toast*
pasta – *pasta*
keki (tamu) – *(sweet) pastry, cake*
duka la keki – *cake shop*
pichi – *peach*
chamsha kinywa – *breakfast*
mkate – *bread roll*
njegere – *(green) peas*
chipsi – *crisps*
mkate wa mayai – *Victoria sponge cake*
chakula kikuu – *main meal*
samaki – *fish*
duka la samaki – *fishmonger's shop*
pillipili manga – *pepper*
supu – *soup*
kuku– *chicken*
kula – *to have a meal*
bia – *draft beer*
plamu – *plum*
radishi– *radish*
mchuzi – *casserole*
zabibu – *grape*
mapishi – *recipe*
chakula – *meal*

tufaha – *apple*
viazi, mbatata – *potato*
nguruwe – *pork*
-tamu – *delicious*
chakula kitamu – *dessert, pudding, sweet course*
bata mzinga – *turkey*
chakula cha usiku – *dinner*
maji safi – *mineral water*
chakula cha mwanzo – *starter*
unga – *flour*
mnofu – *fillet*
Freshi, poa – *fresh, cool*
stroberi – *strawberry*
raspberi – *raspberry*
chipsi (mbatata) – *(potato) chips*
jibini – *cheese*
chakula cha baharini – *seafood*
-enye moshi – *smoked*
keki – *cake*
chila – *rice pancake*
aiskrimu – *ice cream*
kuonja – *to taste, to sample*
kuonja ladha ya – *(to) taste of*
kitafunio – *afternoon snack*
maharagwe ya kijani – *green beans*
vitumbua – *rice bun*
pea – *pear*
chakula cha mchana – *lunch*

wali – *rice*
rosti – *roast*
saladi (ya kijani) – *(green) salad*
sosi ya saladi – *oil and vinegar dressing*
chakula cha siku – *today's special, dish of the day*
soseji – *cooked meat sausage*
mchuzi – *sauce*
-enye ladha nzuri – *tasty, full of flavour*
chumvi – *salt*
soda – *fizzy drink*
chakula cha usiku – *supper*
chipsi na nyama choma – *steak and chips*
sukari – *sugar*
chapati – *chapatti*
katlesi – *fish cake*
chai – *tea*
nguru – *tuna*
nyanya, tungule – *tomato*
nyama – *meat*
mvinyo – *wine*
mafuta – *oil*
kipande cha – *a slice of*
maandazi – *sweet breads*
mla mboga – *a vegetarian*
siki – *vinegar*
mtindi – *yog(h)urt*
sandwichi, sanguwichi (ya jibini) – *(cheese) sandwich*

Non-topic-specific vocabulary

Abbreviations/acronyms

Bw: Bwana – *Mr*

Bi: Bibi – *Mrs, Ms*

VAT – VAT

Umoja wa Mataifa – *UN (United Nations)*

Social conventions

tutaonana – *see you (soon)*

tutaonana kesho – *see you tomorrow*

tutaonana baadaye – *see you later*

wako – *yours*

kwa heri – *goodbye*

nisaidie! – *help me!*

shikamoo – *respectful greeting (from young to older person)*

habari za asubuhi – *good morning*

marahaba – *respectful response to shikamoo above*

usiku mwema – *good night*

habari za jioni – *good evening*

usijali, karibu – *don't mention it*

samahani – *I'm sorry*

hongera! – *Congratulations*

asante – *thank you*

siku njema – *Have a nice day*

mambo – *hello (by young peer group greeting)*

habari gani – *how are you?*

hellowo – *great (response to hallo and as above)*

nimefurahi kukufahamu – *Pleased to meet you!*

Prepositions

kwa – *to, toward*

kwa sababu – *because of*

usuli – *background*

nje – *outside*

baada ya – *after*

kabla ya – *before*

pamoja na – *with*

kwa – *at the home of*

dhidi ya – *against*

ndani ya – *in*

-a – *of, from*

tangu – *since, from*

nyuma – *behind*

mbele – *in front of*

kwa – *in*

ikiwa – *in case of*

juu – *at the top of, upstairs*

kati ya – *between (two objects)*

takriban – *about*

hadi – *until, up to*

kwa – *through, by*

kati ya – *between (several objects)*

wakati wa – *during, time for*

kwa – *for*

karibu ya – *near to*

bila – *without*

isipokuwa – *except for*

kutokana na – *according to*

chini – *under(neath), beneath*

kuhusu – *on, about (a subject)*

Adjectives

| | |
|---|--|
| sasa – now, <i>present-day</i> | -epesi – <i>light (weight)</i> |
| tisha – <i>dreadful, awful, dreadful</i> | -zito – <i>heavy</i> |
| zamani – <i>old, former</i> | -adhimu – <i>magnificent</i> |
| -ingine – <i>other</i> | chekesha – <i>funny</i> |
| -puuzi – <i>stupid, silly</i> | -baya – <i>bad</i> |
| -rembo – <i>handsome, beautiful, fine</i> | bora – <i>better</i> |
| -zuri – <i>good</i> | -a ajabu – <i>marvellous</i> |
| -fupi – <i>short, brief</i> | sawa – <i>same</i> |
| kelele – <i>noisy</i> | -bovu – <i>ugly, rotten, not pleasant</i> |
| vunjika – <i>broken</i> | kuiva, kukomaa – <i>to mature, ripen</i> |
| bashasha – <i>charming</i> | lazima – <i>necessary</i> |
| safi, poa – <i>great, terrific, nice</i> | -pya – <i>new</i> |
| starehe – <i>comfortable</i> | -ingi – <i>numerous</i> |
| furaha – <i>happy</i> | -pya – <i>new</i> |
| -fupi – <i>short</i> | fanana – <i>similar</i> |
| hatari – <i>danger, ous</i> | timilifu, kamili – <i>perfect</i> |
| -changamfu – <i>in a good mood</i> | -baya zaidi – <i>worse</i> |
| simama – <i>standing</i> | jaa – <i>full</i> |
| kera – <i>disgusting</i> | haraka – <i>in a hurry</i> |
| mwisho – <i>last</i> | fuata – <i>next</i> |
| samahani sana – <i>very sorry</i> | karibu – <i>near</i> |
| -a thamani kubwa – <i>very valuable</i> | safi – <i>(one's) own, clean</i> |
| ngumu – <i>hard, harsh</i> | -enye shukrani – <i>grateful</i> |
| -enye uwezo – <i>dynamic</i> | kweli – <i>real, true, genuine</i> |
| kufaa – <i>effective</i> | chafu – <i>dirty</i> |
| hasira – <i>angry</i> | -a chumvi – <i>savoury, salty</i> |
| wazi – <i>in the open air</i> | tosheka – <i>satisfied</i> |
| kuchoka – <i>exhausted</i> | -enye shani – <i>terrific, sensational</i> |
| dhaifu – <i>weak</i> | siyecheka, dhati – <i>serious</i> |
| chosha – <i>tiring</i> | -a mfano mmoja – <i>typical</i> |
| choka – <i>tired</i> | kimya – <i>silent</i> |
| si kweli – <i>false, not true</i> | hakika – <i>sure</i> |
| -penda zaidi – <i>favourite</i> | chelewa – <i>late</i> |
| funga – <i>locked</i> | salama – <i>peaceful</i> |
| -ogofya – <i>formidable, shockingly bad, good</i> | -nguvu – <i>strong</i> |
| -nene – <i>big, fat ie of people or animals</i> | kufaa – <i>useful</i> |

juu – *high*
ajabu – *unbelievable*
kijana – *young*

thamani – *value*
kweli – *true*

Verbs

kukubali – *to accept*
kukaribisha – *to welcome*
kusindikiza – *to accompany*
kununua – *to buy*
kusaidia – *to help*
kupenda – *to love*
kuenda – *to go*
kuwasha – *to light, to switch on*
kuboresha – *to improve*
kupiga simu – *to ring up, to call*
kujifunza – *to learn*
kuacha – *to stop*
kufika – *to arrive*
kusubiri – *to wait, expect*
kutua – *to land*
kushika – *to catch*
kuwa na – *to have*
kuhitaji – *to need*
kutaka – *to want*
kulia – *to cry*
kutokea – *to take place*
kunywa – *to drink*
kununa – *to sulk*
kuungua – *to burn*
kuficha – *to hide*
kuficha – *to hide*
kubadili – *to change, to alter*
kuimba – *to sing*
kutafuta – *to look for*
kuchagua – *to choose*
kubofya – *to click*
kuamuru – *to order*
kuanza – *to begin, start*

kupanda – *to go up*
kuonyesha – *to show*
kufa – *to die*
kuweza – *to be able to*
kuzaliwa – *to be born*
kudurusu – *to browse (web)*
kusafisha – *to clean*
kusahau – *to forget*
kufungua – *to open*
kusamehe – *to excuse*
kusema – *to speak*
kuondoka – *to leave*
kutumia – *to spend*
kulipa – *to pay*
kufikiri – *to think*
kupoteza – *to lose*
kuruhusu – *to allow*
kung'ata – *to sting, bite (bee, etc.)*
kufurahisha – *to please*
kunyyesha – *to rain*
kuzungumza – *to talk, converse*
kupiga mbizi – *to dive*
kuweka – *to put, to place*
kuuliza swali – *to ask a question*
kusukuma – *to push*
kufanya mazoezi – *to practise*
kula – *to eat*
kupendelea – *to prefer*
kutayarisha – *to prepare for (an exam)*
kushitua – *to shock*
kufahamisha – *to introduce*
kuazima – *to lend*
kuacha – *to leave*

| | |
|--|---|
| kuelewa – <i>to understand</i> | kuhadithia – <i>to tell</i> |
| kuhesabu – <i>to count</i> | kupunguza mwendo – <i>to slow down</i> |
| kuendesha – <i>to drive</i> | kukosa – <i>to miss (train, etc.)</i> |
| kujua (mtu) – <i>to know (a person)</i> | kupokea – <i>to receive</i> |
| kushauri – <i>to advise</i> | kutazama – <i>to watch</i> |
| kuendelea – <i>to continue</i> | kusikitika – <i>to regret, to be sorry</i> |
| kuangalia – <i>to check</i> | kushukuru – <i>to thank</i> |
| kunakili – <i>to copy</i> | kujaza – <i>to fill in (a form, etc.)</i> |
| kukata – <i>to cut</i> | kukutana – <i>to meet</i> |
| kugharimu – <i>to cost</i> | kuingia – <i>to go in, go home</i> |
| kuamini – <i>to believe, think</i> | kurudia – <i>to repeat</i> |
| kudensi, kucheza densi – <i>to dance</i> | kujibu – <i>to reply</i> |
| kukimbia – <i>to run</i> | kuwekeza – <i>to book (hotel, etc.)</i> |
| kutoka – <i>to take off (aeroplane)</i> | kupumua – <i>to breathe</i> |
| kuelezea – <i>to describe</i> | kukaa – <i>to stay</i> |
| kula chakula cha mchana – <i>to have lunch</i> | kufaulu – <i>to succeed, to be successful, to pass (exam)</i> |
| kushuka – <i>to go down, get off</i> | kufupisha – <i>to summarise</i> |
| kuulizia – <i>to ask for</i> | kurudi – <i>to turn round</i> |
| kutaka – <i>to want, to desire</i> | kurudi – <i>to return</i> |
| kuchora – <i>to draw</i> | kucheka – <i>to laugh</i> |
| kuchukia – <i>to hate, detest</i> | kufurahia – <i>to have fun</i> |
| kuharibu – <i>to destroy</i> | kusimama – <i>to stop</i> |
| kubidi – <i>to have to do something</i> | kukaa – <i>to sit down</i> |
| kusema – <i>to say</i> | kuruka – <i>to jump</i> |
| kubisha – <i>to argue</i> | kuhifadhi – <i>to back up</i> |
| kupa – <i>to give</i> | kujua – <i>to know</i> |
| kuachilia – <i>to overlook</i> | kutoroka – <i>to escape</i> |
| kulala – <i>to sleep</i> | kuharakisha – <i>to hurry up</i> |
| kupita – <i>to overtake</i> | kuvutiwa na – <i>to be interested in</i> |
| kuboeka, kusinyika – <i>to be bored, to become bored</i> | kijisajilisha – <i>to register, enter oneself (e.g. in a competition)</i> |
| kudumu– <i>to last</i> | kufunga – <i>to close, shut</i> |
| kubadili – <i>to exchange</i> | kutenda – <i>to behave</i> |
| kumsikiliza – <i>to listen to someone</i> | kuingia – <i>to log in, on</i> |
| kuandika – <i>to write</i> | kuharakisha – <i>to hurry</i> |
| kufuta – <i>to erase</i> | kupumzika – <i>to relax</i> |
| kukumbatia, kubusu – <i>to hug, to kiss</i> | kukasirika – <i>to get angry</i> |

kuazima – *to borrow*
kusajili – *to record*
kusikia – *to hear*
kuingia – *to enter, to go in*
kutuma – *to send*
kutegemea – *to hope*
kujaribu – *to try*
kuwa – *to be*
kusoma – *to study*
kuepuka – *to avoid*
kuelezea – *to explain*
kufanya – *to make, do*
kuwa muhimu – *to be necessary*
kutabasamu – *to smile*
kusheherekea – *to celebrate*
kumaliza – *to finish*
kufanya kazi – *to work, to function*
kugonga – *to hit, to knock*
kuvuta (sigara) – *to smoke (cigarette)*
kushinda – *to win, earn*
kuweka – *to keep*
kuegesha – *to park*
kukua – *to grow up*
kupanda – *to climb*
kugombeza – *to tell off, to scold*
kunenepa – *to put on weight*
kuishi – *to live*
kugonga – *to hit, knock*
kuiga – *to imitate*
kupiga chapa – *to print*
kutupa – *to throw*
kucheza – *to play*
kuacha – *to leave*
kudondosha – *to drop*
kutupa – *to throw*
kusoma – *to read*
kukodi – *to rent, hire*

kuamka – *to get up*
kutokea – *to happen*
kunyoa – *to shave*
kupumzika – *to rest*
kukutana – *to meet up*
kuamka – *to wake up*
kuhisi – *to feel*
kutumia – *to use*
kujikuta – *to be (situated)*
kuonekana, kutokeza – *to seem, to appear*
kunusa – *to smell*
kuhudumia – *to serve*
kupiga – *to ring*
kutoka – *to go out*
kuteseka – *to suffer*
kufuata – *to follow*
kufuta – *to delete*
kupiga chapa – *to type*
kupakua, kupakia – *to download, upload*
kushika – *to hold*
kuvuta – *to pull*
kuanguka – *to fall*
kushika – *to touch*
kuzunguka – *to turn*
kukohoa – *to cough*
kufanya kazi – *to work*
kuvuka – *to cross*
kupata – *to find*
kuua – *to kill*
kutumia – *to use*
kuuza – *to sell*
kuja – *to come*
kuthibitisha – *to check*
kutiririsha – *to pour, to drip*
kumwaga, tupu – *to empty*
kutembelea – *to visit*
kutapika – *to vomit*

kukonda – *to lose weight*
kula – *to eat*
kuishi – *to live*
kunyamaza – *to be quiet, to stop making a noise*

kudanganya – *to lie, to tell untruths*
kustahili – *to deserve*
kuweka – *to put*

Colours

-eupe – *white*
buluu – *blue*
kahawia – *brown, tanned, dark*
kijivu – *grey*
manjano – *yellow*
kijani – *green*

hudhurungi – *chestnut*
-eusi – *black*
chungwa – *orange*
-ekundu – *red*
zambarau – *violet, purple*

Adverbs

hivi sasa – *currently*
awali, zamani – *in the past*
-zuri – *well*
hata hivyo – *however*
tayari – *already*
nje – *outside*
tena – *still (continuation), again*
pamoja – *together*
hapa – *here*
kule – *(over) there*
huko – *down there*
huko juu – *up there*
-baya – *badly*
bora – *better*
kwa kawaida – *always, usually, still (continuation)*

labda – *perhaps*
zaidi – *more*
hata hivyo – *(and) yet*
karibu – *nearly*
wakati mwingine – *sometimes*
papo hapo – *immediately*
sana – *very*
pia – *too*
pata – *to find*
hivi karibuni – *recently*
mara kwa mara – *often*
hasa – *above all, especially*
kutaka – *to want, to wish*
kote – *everywhere*

Quantities

-a kutosha – *enough*
mia moja – *one hundred*
-ingi – *a great deal of, a lot of*
-ingi – *several*
robo – *one quarter of*
nusu – *half*
kiasi – *some*

kipande cha – *a piece of*
mfuko wa – *a packet, parcel of*
sufuria ya – *a pot of*
thalatha ya – *a third of*
mkebe wa – *a tin of*
chupa ya – *a bottle of*
takriban kumi – *about ten of*

elfu moja – *one thousand*
takriban elfu moja – *about a thousand*
kidogo – *a little*
bilioni moja – *one billion, one thousand million*

kumi na mbili – *a dozen of*
silesi ya, kipande cha – *a slice of*
takriban mia moja – *about one hundred*

Conjunctions

pia – *also, too*
halafu – *then*
na – *and*
kwanza – *first (of all)*

kwa hivyo – *therefore, so*
lakini – *but*
au – *or*
halafu – *then*

Time expressions

kesho – *see you tomorrow*
jioni – *evening*
mwaka – *year*
miaka – *years*
mchana – *afternoon*
mwanzoni – *at the beginning*
wakati wa machipuo – *in (the) spring*
kesho kutwa – *the day after tomorrow*
mchana – *afternoon*
leo – *today*
karibu – *soon*
kesho – *tomorrow*
mara kwa mara – *from time to time*
kipupwe – *in (the) autumn*
kiangazi – *in (the) summer*
wakati wa baridi – *in (the) winter*
mara – *times in sequence, occasion*
kuwahi – *to be on time, to be able to do something*

jana – *yesterday*
siku – *day*
siku – *days*
siku iliyofuata – *the following day past tense*
sasa – *now*
asubuhi – *morning*
saa sita mchana – *midday*
saa sita usiku – *midnight*
mwezi – *month*
usiku – *night*
wiki mbili – *a fortnight*
siku kumi na nne – *a fortnight*
wiki, juma – *week*
usiku – *night*
kila mara – *always, still*
kila siku – *every day*
baadaye – *shortly, soon*
katika miaka mitano – *in five years from now*

Other general expressions

-angu – *mine*

kwa mawazo yangu – *in my opinion*

loo! – *(expression of indifference, and wonder)*

kuwa sahihi – *to be right*

kukosea – *to be wrong*

sijali – *I don't mind, I don't care*

kwa kawaida – *usually*

kila la heri – *good luck, all the best*

karibu – *you're welcome*

inategemea – *it depends*

inasikitisha – *what a pity*

bora – *so much the better*

sawa – *ok, all right*

bila shaka – *without a doubt, of course*

usiwe na shaka – *never mind, it doesn't matter, don't mention it*

mara moja zaidi – *once more, once again*

karibia – *to be about to*

nipo tafash – *I've had enough, I'm fed up*

puuzia – *so much the worse*

hii hapa – *here is*

kuna – *there is*

mzima? – *how are you?*

kwa furaha – *with pleasure, gladly*

Other words

-le (ile, kile, yule) – *that*

kitu – *thing*

Bwana – *Mr, Sir*

kama – *as, like*

wazo – *idea*

njia ya (kufanya) – *way (of doing)*

mwisho – *end*

mara – *time, occasion*

aina – *type, sort*

Bi – *Mrs, Ms, Madam*

Binti – *Miss*

nambari, namba – *number*

hapana – *no*

ndiyo – *yes*

kwa sababu – *because*

kwa mfano – *for example*

yeyote – *anyone*

-o ote – *anything*

sababu – *reason*

zaidi (conj) – *so, therefore*

zaidi (adv) – *so (intensifier)*

wote – *everyone, everybody*

Countries and continents

Afrika – *Africa*

Ujerumani – *Germany*

Marekani ya Kaskazini – *North America*

Uingereza – *England*

Asia – *Asia*

Austria – *Austria*

Bangladeshi – *Bangladesh*

Ubelgiji – *Belgium*

Kanada – *Canada*

China – *China, Uchina*

Ufaransa – *France*

Uingereza – *Great Britain*

India – *India*

Ireland – *Ireland*

Italia – *Italy*

Japani – *Japan*

Pakistani – *Pakistan*

Uholanzi – *Netherlands*

Uwelsi – *Wales*

Ureno – *Portugal*

Korsika – *Corsica*
Danemark – *Denmark*
Uskochi – *Scotland*
Hispania – *Spain*
Kenya – *Kenya*
Tanzania – *Tanzania*
Nigeria – *Nigeria*
Msumbiji – *Mozambique*
Moroko - *Morocco*
Marekani, Amerika ya Kusini – *South America, Latin America*

Uingereza – *England, Britain*
Urusi - *Russia*
Swiden – *Sweden*
Mswisi – *Swiss*
Ngazija- Komoro – *Comoro*
Habeshi – *Ethiopia*
Somali – *Somalia*
Uganda – *Uganda*
Ugiriki – *Greece*
Misri – *Egypt*

Nationalities

Mwafrika – *African*
Mjerumani – *German*
Mmarekani – *American*
Mwingereza – *English*
Mwasia – *Asian*
Mwaustria – *Austrian*
Mbangladeshi – *Bangladeshi*
Mbelgiji – *Belgian*
Mkanada – *Canadian*
Mchina – *Chinese*
Mkorsika – *Corsican*
Mdenishi – *Danish*
Mskoti – *Scottish*
Mkenya – *Kenyan*
Mtanzania – *Tanzanian*
Mnaijeria – *Nigerian*
Mmsumbiji – *Mozambican*
Mmoroko – *Moroccan*

Mhispania – *Spanish*
Mfaransa – *French*
Mwelshi – *Welsh*
Mgiriki – *Greek*
Mhindi – *Indian*
Mwairishi, Mwayalandi – *Irish*
Mtaliana, Mtaliani – *Italian*
Mjapani – *Japanese*
Mholanzi – *Dutch*
Mreno – *Portuguese*
Mswidi – *Swedish*
Mswisi – *Swiss*
Mngazija – *Comorian*
Mhabeshi, Mwithiopia – *Ethiopian*
Msomali – *Somalian*
Mganda – *Ugandan*
Mmisri – *Egyptian*

Areas and mountains

milima ya Alps – *the Alps*
mlima Kilimanjaro – *Kilimanjaro*
Nairobi – *Nairobi*

Dar es Salaam – *Dar es Salaam*
visiwa – *islands*
maziwa – *lakes*
mito – *rivers*

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