INTERNATIONAL GCSE
Swahili (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in Swahili (4SW1)

First teaching September 2017
First examination June 2019
First certification August 2019
Issue 2
Edexcel, BTEC and LCCI qualifications

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About Pearson

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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.

ISBN 978 1 446 95151 4
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**Summary of International GCSE Swahili specification**  
**Issue 2 changes**

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<thead>
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<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two aims and objectives have been added</td>
<td>3</td>
</tr>
<tr>
<td>Vocabulary list has been updated</td>
<td>Throughout appendix 7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper 1: Reading, Writing and Translation</th>
<th>*Paper code: 4SW1/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
<td>66% of the qualification</td>
</tr>
<tr>
<td>Written examination: 2 hours and 15 minutes</td>
<td></td>
</tr>
<tr>
<td>Availability: June</td>
<td></td>
</tr>
<tr>
<td>80 marks</td>
<td></td>
</tr>
</tbody>
</table>

Content overview
This paper assesses reading, writing and translation skills across the following five themes:
- 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.
<table>
<thead>
<tr>
<th>Paper 2: Listening</th>
<th>*Paper code: 4SW1/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
<td>Written examination: 30 minutes plus 5 minutes reading time</td>
</tr>
<tr>
<td></td>
<td>Availability: June</td>
</tr>
<tr>
<td></td>
<td>40 marks</td>
</tr>
</tbody>
</table>

**Content overview**

This paper assesses listening skills across the following five themes:
- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

**Assessment overview**

**Listening**

Multiple choice questions (MCQs) and short-response questions set on any of the five themes.

---

<table>
<thead>
<tr>
<th>Spoken language endorsement (optional)</th>
<th>*Paper code: 4SW1/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally assessed and externally monitored by Pearson.</td>
<td>Endorsed separately (optional)</td>
</tr>
<tr>
<td>Non-examined assessment: 10 minutes</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Content overview**

The spoken language endorsement assesses the use of spoken standard Swahili effectively in a presentation.

**Summary**

The spoken language presentation may take a variety of forms, including:
- a) a speech or talk by the student, followed by questions from the audience.
- b) a formal debate or dialogue, followed by questions from the audience.

In all cases, the presentation should be prepared by the student and last no longer than 10 minutes.

The topic of the presentation should be discussed and decided in advance with the teacher. Please see page 16 for more details about the spoken language endorsement.

There are no marks for the spoken language endorsement. Students are awarded a grade (Pass, Merit, Distinction or Not Classified).

*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
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 students’ 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.**

<table>
<thead>
<tr>
<th>General criteria</th>
<th>Pass (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded a Pass, Merit or Distinction a student must:</td>
<td>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:</td>
</tr>
<tr>
<td>• be audible</td>
<td>• expresses straight-forward ideas/information/feelings</td>
</tr>
<tr>
<td>• use spoken Swahili.</td>
<td>• makes an attempt to organise and structure their presentation</td>
</tr>
<tr>
<td></td>
<td>• makes an attempt to meet the needs of the audience</td>
</tr>
<tr>
<td></td>
<td>• listens to questions/feedback and provides an appropriate response in a straightforward manner.</td>
</tr>
</tbody>
</table>

For the purposes of the spoken language assessment a student must:

<table>
<thead>
<tr>
<th>Merit (M)</th>
<th>Distinction (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td>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:</td>
</tr>
<tr>
<td>• expresses challenging ideas/information/feelings using a range of vocabulary</td>
<td>• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary</td>
</tr>
<tr>
<td>• organises and structures their presentation clearly and appropriately to meet the needs of the audience</td>
<td>• organises and structures their presentation using an effective range of strategies to engage the audience</td>
</tr>
<tr>
<td>• achieves the purpose of their presentation</td>
<td>• achieves the purpose of their presentation, and listens to questions/feedback responds perceptively and, if appropriate, elaborates with further ideas and information.</td>
</tr>
</tbody>
</table>
1.5 Guidance on making and submitting the recordings

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.

<table>
<thead>
<tr>
<th>Number of students at centre</th>
<th>Number of students whose presentations must be recorded</th>
<th>Minimum number of students at each grade (D, M, P)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 or fewer</td>
<td>All students</td>
<td>10**</td>
</tr>
<tr>
<td>Over 30</td>
<td>30</td>
<td>10***</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the paper</th>
</tr>
</thead>
</table>
| Paper 1: Reading, Writing and translation | Set and externally assessed by Pearson. Assesses reading, writing and translation in three sections:  
  **Section A: Reading (38 marks)**  
  Multiple choice questions (MCQ) and short response questions set on any of the five themes.  
  **Section B: Writing (32 marks)**  
  Two writing tasks, set on any of the five themes.  
  **Section C: Translation (10 marks)**  
  Translation of short sentences, linked to any of the five themes.  
  Written examination: 2 hours and 15 minutes. Availability: June | 80 marks |
| Paper 2: Listening                  | Set and externally assessed by Pearson. Assesses Listening skills through seven questions:  
  **Listening (40 marks)**  
  Multiple-choice and short-response questions set on any of the five themes.  
  Written examination: 30 minutes, plus 5 minutes’ reading time.  
  Availability: June | 40 marks |
<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken language endorsement (optional and endorsed separately)</td>
<td>Internally assessed by the centre and externally monitored by Pearson.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Assesses spoken language through a presentation on any chosen topic by the student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spoken examination: 10 minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are no marks for the spoken language endorsement. Students are awarded a grade (Pass, Merit, Distinction or Not Classified), when taken.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**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

| AO1 | Understand and respond, in writing, to written language. | 31% |
| 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. | 26% |
| AO3 | Understand written sentences in English and translate them into Swahili. | 8% |
| AO4 | Understand and respond, in writing, to spoken language | 33% |
| AO5* (optional) | Speaking and listening skills:  
- 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

<table>
<thead>
<tr>
<th>Paper</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>31%</td>
<td>26%</td>
<td>8%</td>
<td>0</td>
<td>66%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total for the International GCSE in Swahili</strong></td>
<td>31%</td>
<td>26%</td>
<td>8%</td>
<td>33%</td>
<td>100</td>
</tr>
</tbody>
</table>

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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<th>Page</th>
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</thead>
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<td>Appendix 2: Pearson World Class Qualification design principles</td>
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<td>Appendix 3: Transferable skills</td>
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<td>41</td>
</tr>
</tbody>
</table>
## Appendix 1: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to cash-in the entry for a qualification.</td>
<td>International GCSE – 4SW1</td>
</tr>
</tbody>
</table>
| 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**.

![Diagram showing the design principles: Demanding, Rigorous, Inclusive, 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

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

Professor Janice Kay
Provost, University of Exeter

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

---

<table>
<thead>
<tr>
<th>Cognitive skills</th>
<th>Critical thinking</th>
<th>Problem solving</th>
<th>Analysis</th>
<th>Reasoning/argumentation</th>
<th>Interpretation</th>
<th>Decision making</th>
<th>Adaptive learning</th>
<th>Executive function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Creativity</td>
<td>Innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual openness</td>
<td>Adaptability</td>
<td>Personal and social responsibility</td>
<td>Continuous learning</td>
<td>Intellectual interest and curiosity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work ethic/conscientiousness</td>
<td>Initiative</td>
<td>Self-direction</td>
<td>Responsibility</td>
<td>Perseverance</td>
<td>Productivity</td>
<td>Self-regulation (metacognition, forethought, reflection)</td>
<td>Ethics</td>
<td>Integrity</td>
</tr>
<tr>
<td>Positive core self-evaluation</td>
<td>Self-monitoring/self-evaluation/self-reinforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork and collaboration</td>
<td>Communication</td>
<td>Collaboration</td>
<td>Teamwork</td>
<td>Cooperation</td>
<td>Empathy/perspective taking</td>
<td>Negotiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Responsibility</td>
<td>Assertive communication</td>
<td>Self-presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.

Writing continuously and fluently and to a high standard.

Undertaking a speaking task involving presentation or undertaking a writing task, or when the student responds to prompts from another.
## Appendix 4: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>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.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
<tr>
<td>Linear</td>
<td>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.</td>
</tr>
</tbody>
</table>
# 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is audible</td>
<td>P</td>
</tr>
<tr>
<td>Uses spoken Swahili*</td>
<td>P</td>
</tr>
<tr>
<td>Expresses straightforward ideas/information/feelings</td>
<td>P</td>
</tr>
<tr>
<td>Makes an attempt to organise and structure their presentation</td>
<td>P</td>
</tr>
<tr>
<td>Makes an attempt to meet the needs of the audience</td>
<td>P</td>
</tr>
<tr>
<td>Listens to questions/feedback and provides an appropriate response in a straightforward manner</td>
<td>P</td>
</tr>
</tbody>
</table>

## Merit criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is audible</td>
<td>M</td>
</tr>
<tr>
<td>Uses spoken Swahili*</td>
<td>M</td>
</tr>
<tr>
<td>Expresses challenging ideas/information/feelings, using a range of vocabulary</td>
<td>M</td>
</tr>
<tr>
<td>Organises and structures their presentation clearly and appropriately to meet the needs of the audience</td>
<td>M</td>
</tr>
<tr>
<td>Achieves the purpose of their presentation</td>
<td>M</td>
</tr>
<tr>
<td>Listens to questions/feedback, responding formally and in some detail</td>
<td>M</td>
</tr>
</tbody>
</table>
Distinction criteria

<table>
<thead>
<tr>
<th>Distinction criteria</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is audible</td>
<td>D</td>
</tr>
<tr>
<td>Uses spoken Swahili*</td>
<td>D</td>
</tr>
<tr>
<td>Expresses sophisticated ideas/information/feelings, using a sophisticated repertoire of vocabulary</td>
<td>D</td>
</tr>
<tr>
<td>Organises and structures their presentation using an effective range of strategies to engage the audience</td>
<td>D</td>
</tr>
<tr>
<td>Achieves the purpose of their presentation</td>
<td>D</td>
</tr>
<tr>
<td>Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information</td>
<td>D</td>
</tr>
</tbody>
</table>

*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 zaidi and kuliko
- demonstrative (in all the classes): huyu, hawa, huyo, hiki, kile, hicho etc.
- possessive: –angu, -ako, -ake etc.
- more adjectives: -ote, -enye
- compound adjectives: -a baridi, -a kupimia etc.

**Adverbs**
- use of kwa, e.g kwa haraka
- adverbs from the Ki/Vi class (example Anakula vizuri)
- adverbs of time and place (example leo, kesho)
- common adverbiaal phrases: baadaye, bado, halafu

**Quantifiers/ intensifiers**
- example: sana, mno

**Pronouns**
- personal: all subjects, including on
- reflexive ji
- object marking: alininunulia
- position and order of object pronouns
- demonstrative (e.g. huyu, yule)
- possessive (e.g. wetu)
- relative: amba, infixes, -o relative (-pi) – which
- interrogative (e.g. gani, nani)
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

<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>bango – <em>poster</em></td>
<td>halmashauri ya mji – <em>town council</em></td>
</tr>
<tr>
<td>kupenda – <em>to love</em></td>
<td>duka la (ma) gazeti – <em>news stand</em></td>
</tr>
<tr>
<td>ugenini – <em>in a foreign country, abroad</em></td>
<td>ziwa – <em>lake</em></td>
</tr>
<tr>
<td>kufurahisha, kuchekesha – <em>amusing</em></td>
<td>polepole – <em>slow</em></td>
</tr>
<tr>
<td>mti – <em>tree</em></td>
<td>mbali – <em>far</em></td>
</tr>
<tr>
<td>lifti – <em>lift</em></td>
<td>duka – <em>shop</em></td>
</tr>
<tr>
<td>hoteli – <em>hotel, inn</em></td>
<td>meya – <em>mayor</em></td>
</tr>
<tr>
<td>nje ya mji – <em>suburb</em></td>
<td>treni ya chini ya ardhi – <em>underground</em></td>
</tr>
<tr>
<td>jengo – <em>a building</em></td>
<td>mlima – <em>mountain</em></td>
</tr>
<tr>
<td>-zuri – <em>handsome, beautiful good</em></td>
<td>mbu – <em>mosquito</em></td>
</tr>
<tr>
<td>maktaba – <em>library</em></td>
<td>kondoo – <em>sheep</em></td>
</tr>
<tr>
<td>kilima – <em>hill</em></td>
<td>maktaba – <em>museum</em></td>
</tr>
<tr>
<td>njia panda – <em>crossroads</em></td>
<td>jumba la mfalme – <em>palace</em></td>
</tr>
<tr>
<td>mjini – <em>town centre</em></td>
<td>bustani – <em>park</em></td>
</tr>
<tr>
<td>bata – <em>duck</em></td>
<td>eneo la kuegesha magari – <em>car park</em></td>
</tr>
<tr>
<td>paka – <em>cat</em></td>
<td>mandhari – <em>landscape</em></td>
</tr>
<tr>
<td>jumba – <em>castle</em></td>
<td>kuvua – (to go) <em>fishing</em></td>
</tr>
<tr>
<td>farasi – <em>horse</em></td>
<td>mguu – <em>foot</em></td>
</tr>
<tr>
<td>msongamano wa magari – <em>traffic</em></td>
<td>kwa mguu – <em>on foot</em></td>
</tr>
<tr>
<td>nguruwe – <em>pig</em></td>
<td>mtembeaji – <em>pedestrian</em></td>
</tr>
<tr>
<td>kituo cha polisi – <em>police station</em></td>
<td>inayovutia – <em>picturesque, pretty</em></td>
</tr>
<tr>
<td>kituo cha michezo – <em>sports centre</em></td>
<td>katikati ya mji – <em>town square, center</em></td>
</tr>
<tr>
<td>jogoo – <em>cockerel</em></td>
<td>sokoni – <em>market square</em></td>
</tr>
<tr>
<td>mashambani – <em>in the countryside as opposed to in cities</em></td>
<td>sehemu ya kihistoria – <em>sight, place of interest</em></td>
</tr>
<tr>
<td>mahali – <em>place</em></td>
<td>kuku – <em>hen</em></td>
</tr>
<tr>
<td>ghorofa – <em>floor as in 1st floor etc, storey</em></td>
<td>kuku – <em>chicken meal</em></td>
</tr>
<tr>
<td>shamba – <em>farm</em></td>
<td>eneo – <em>district, region</em></td>
</tr>
<tr>
<td>mkulima – <em>farmer</em></td>
<td>wilaya – <em>region</em></td>
</tr>
<tr>
<td>moto – <em>fire</em></td>
<td>mto – <em>river (tributary)</em></td>
</tr>
<tr>
<td>taa za trafiki – <em>traffic lights</em></td>
<td>barabara – <em>road</em></td>
</tr>
<tr>
<td>(ma) ua – <em>flower</em></td>
<td>mtaa – <em>street</em></td>
</tr>
<tr>
<td>mto – <em>river</em></td>
<td>kujikuta – to find oneself situated</td>
</tr>
<tr>
<td>wilaya – <em>administrative district</em></td>
<td>chemchem – <em>fountain</em></td>
</tr>
<tr>
<td>galeri – <em>gallery</em></td>
<td>uwanja – <em>stadium</em></td>
</tr>
</tbody>
</table>
2 Holidays, tourist information and directions

<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>karibu</td>
<td>karibusha</td>
</tr>
<tr>
<td>kukodi</td>
<td>kusahau</td>
</tr>
<tr>
<td>kodi ya nyumba</td>
<td>kushoto</td>
</tr>
<tr>
<td>miwani ya jua</td>
<td>inatazama, mradi</td>
</tr>
<tr>
<td>nitafikaje X?</td>
<td>kadi ya posta, kubadili</td>
</tr>
<tr>
<td>bahari</td>
<td>sehemu ya kupiga hema</td>
</tr>
<tr>
<td>ofisi ya utalii</td>
<td>kubadili, nyumba ya mchanga</td>
</tr>
<tr>
<td>kuondoka</td>
<td>imejaa</td>
</tr>
<tr>
<td>si ya kunywa</td>
<td>kuendelea</td>
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<tr>
<td>kuendelea</td>
<td>kuendelea</td>
</tr>
<tr>
<td>inanywewa</td>
<td>jiyoyozzi, kiyoyozi</td>
</tr>
<tr>
<td>kadi ya posta</td>
<td>kiyoyozi</td>
</tr>
<tr>
<td>kutumia, kadi ya posta</td>
<td>kiyoyozi, mtu</td>
</tr>
<tr>
<td>nyumba ya wageni</td>
<td>kupanga</td>
</tr>
<tr>
<td>pasipoti, passport</td>
<td>kunywa, kunywa</td>
</tr>
<tr>
<td>nyumba ya mchanga</td>
<td>kupanga, kupangisha</td>
</tr>
<tr>
<td>imejaa</td>
<td>kusahau</td>
</tr>
<tr>
<td>ufuwe, pwani</td>
<td>kusahau, kufungua masanduku</td>
</tr>
<tr>
<td>inatazama</td>
<td>kupanga</td>
</tr>
<tr>
<td>mapokezi, reception</td>
<td>kupanga</td>
</tr>
</tbody>
</table>
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)

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)
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)
kuzaliwa – to be born

likizo – day or days off work
mwaka mpya – New Year’s day
kifo – death
kufa – to die

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

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 – first year of secondary school
kueleza – to explain
Kiingereza – English
kufunza – to teach
sanaa – art (subject)
mwalimu msaidizi – assistant teacher
jumba – a large building
-ema – well
biolojia – biology
meza, dawati kubwa – table, large desk
chemia – chemistry
folda – folder, file
kuanza – to start
rula – ruler
somo – lesson
uwanja wa tenisi – tennis court
chakula cha mchana – lunch, midday meal
uchoraji cha mchana – drawing
kuchora – to draw
kamusi – dictionary
mwalimu mkuu – head teacher, principal
malumbano – to discuss, to debate
kudumu – to last
shule ya awali – infants’ school
shule ya msingi – primary school
shule ya sekondari – secondary school
kwa maandishi – written, in writing
uraia – citizenship
mwanafunzi – pupil, student
ratiba – timetable
kugonga mlango – to knock on the door, ring the door bell
kubadili – to exchange

mwalimu wa shule ya msingi – primary school teacher
Kijerumani – German
hesabu, hisabu, hisabati – maths
somo – subject
kisasa – modern
mkuu – instructor, coach, supervisor
neno – word
muziki – music
maksi – mark
-a kuzungumza – oral
Tarakilishi, kompyuta, kompiuta – computer
karatasi – paper
fizikia – physics
kuuliza swali – to ask a question
kufanya mazoezi – to practise
mwalimu – teacher
mpango – a plan
lafudhi – pronunciation
saikolojia – psychology
kufuzu – to qualify
amefuzu – sh/e has qualified
kujibu – to reply
ufupi – summary
fupisha – summarise
projekta – overhead projector
darasa – classroom
darasa la muziki – music room
somo la michezo – physical education
elimu – education
ofisi ya walimu – staffroom
mwanzo wa muhula – start of new term, year
shule – school
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

2 School rules and pressures
kuboresha – improve
dhaifu – weak
kuketi – sit down
kosa – mistake
ripoti ya mwisho wa muhula – end-of-term report
sahihi – right, correct
daftari – exercise book
w/acha – to drop, give up (a subject)
mfuko wa shule – school bag
kitabu – textbook
visikilizio – headphones
maktaba ya shule – school library
adhabu – detention
-kufurahisha – interesting
kushindwa – to lose
-lazima – compulsory
kupendelea – favourite
stokingi – (pair of) tights
kufanya mtihani – to take an exam
shule – 11–15 school
-kali – strict
mshauri wa kazi – careers adviser
maksi – marks as in an exam
nakili – to copy
kushindwa mtihani – to fail an exam
takili – pencil
mistari – stripes
zoezi la nyumbani – homework
sharia, masharti – rule, regulation
ngumu – difficult
gauri – 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  
mtalicimu 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  
inilipa 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 teksi – taxi driver  
kufali – to file, to sort  
mpishi – chef  
kupiga chapa – to print  
mtaalumu wa kompyuta – IT expert  
mhandisi – engineer  
kazi ya likizo – summer job  
mwandishi wa habari – journalist  
shahada – degree (academic)  
mjenzi – builder, bricklayer, mason  
inilipa 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 -lipwa – paid
ukosefu wa kazi – unemployment kulipa – to pay
mteja – customer mwendesha ndege – (airline) pilot
msusi – hairdresser fundi bomba – plumber
kampuni – company kutuma maombi – to apply
mhasibu – accountant mwalimu – teacher
ushauri – a piece of advice programu – programme
kushauri – to advise maendeleo – progress
mshauri wa kazi – careers adviser mradi – project
kupiga simu – telephone call kufuzu – qualified
mawasiliano – correspondence, mail miadi – appointment
barua pepe – email bila kazi – unemployed
daktari wa meno – dentist mkutano – meeting
shule za awali – nursery (for children) kutuma maombi – to apply to
fundi umeme – electrician mshahara – salary
ajira – job Kinyozi - barber
bila ajira – unemployed mhudumu – waiter, waitress
biashara – business askari – soldier
kutuma – to send mkufunzi – trainee
mwuzaji – shop assistant mwanamichezo – sportsman, woman
mtu wa posta – postman, woman kupiga chapa – to type
kujitolea – to do unpaid charity work fundi wa IT – IT engineer
mfanyabiasihara – business man, woman kupiga simu – to (tele)phone
fomu – form (to fill in) kazi – work
mafunzo – training kufanya kazi – to work
kupata – to earn kwenda mafunzoni – go on a (training)
mwuzaji – shop assistant course, do a work placement
kupiga simu – to (tele)phone
kuzzyolea – to do unpaid charity work
mfanyabiasihara – business man, woman
fomu – form (to fill in)
mwuzaji – shop assistant
kupata – to earn
kuweka – to keep
kwenda mafunzoni – go on a (training)
course, do a work placement

5 Future plans

wakati ujao – future kuruhusu – to allow
kuhitaji – to need kusomea (mtihani) – to study for (an exam)
kutaka – to want to umri (zaidi) – old(er)
kuwa na nia – to intend to, to aim -nayofuata – next
kazi – career mpango – plan (for future)
kutafuta – to look for kuacha – to leave
mashine ya kujibu simu – answering machine

kazi – career
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
mwafunzi – student
Theme 3: Personal life and relationships

1 House and home
- furahisha – pleasant
ghoroa – flat, apartment
ghoroa ya kwanza – on the first floor
ghoroa ya chini – on the ground floor
-a kisasa – modern, up to date
ofisi – office
kiti cha kujilaza – sofa, settee
ghala ya chini – basement
redio ya hi-fi – hi-fi, stereo system
kiti – chair
chumba – bedroom
ufunguo – key
kabati ya droo – chest of drawers
starehe – comfortable
friza – freezer
kisu – knife
blanketi – blanket
jiko – kitchen
jiko – stove, cooker
shawa – shower
ngazi – stairs
ghoroa – storey, floor
kiti – armchair, easy chair
dirisha – window
mikrowevu – microwave
chumba cha studio – studio flat
gesi – gas
chumba cha darini – attic, loft
bustani ya mboga – vegetable garden
taa (ya mezani) – (table) light, lamp
sinki – wash basin, bathroom sink
kitanda – bed
mashine ya kuoshea vyombo – dishwasher
bustani ya mbele, nyuma –
front, back garden

mashine ya kufulia – washing machine
mashine ya kuoshea vyombo – dishwasher
nyumba – (family) house, home
fanica – item of furniture
zulia – fitted carpet
ukuta – wall
kifungua kopo – tin opener
kifungua chupa – bottle opener
ua – lawn
chumba – room
kabati – fitted cupboard
dari – ceiling
sakafu – floor
mmea – plant
kikaangio – frying pan
jiko – (wood burning) stove
mlango – door
debe la taka – rubbish bin
rejeta, redieta – radiator
friji, jokofu – refrigerator
pazia – curtain(s)
bomba – tap
chumba cha kulia – dining room
choo – toilet, lavatory
zulia – mat, unfitted carpet
kikombe – cup
roshani – patio
kuishi – to live
bustani – garden
dari – roof
kioo – glass
Korido – hall(way)
kitanda cha ghoroa – bunk bed
2 Daily routines and helping at home

<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>vitu – things, belongings</td>
<td>kupanda chumbani – to go up to a bedroom</td>
</tr>
<tr>
<td>kusaidia – to help</td>
<td>kitambaa cha meza – tablecloth</td>
</tr>
<tr>
<td>nyumbani – at home</td>
<td>kusafisha – to clean</td>
</tr>
<tr>
<td>kuwasha – to switch on</td>
<td>taka – rubbish</td>
</tr>
<tr>
<td>kabati – cupboard, wardrobe</td>
<td>mto – pillow</td>
</tr>
<tr>
<td>kuosha vyombo – to do the washing-up, to do the dishes</td>
<td>kivuta vumbi, vakyumu – vacuum cleaner</td>
</tr>
<tr>
<td>Kushevu, kunyoa – to have a shave</td>
<td>kifungua kopo – can opener</td>
</tr>
<tr>
<td>sahani – plate</td>
<td>kifungua chupa – bottle opener</td>
</tr>
<tr>
<td>kusubiri – to wait for</td>
<td>jozi ya – pair of</td>
</tr>
<tr>
<td>kuwa na joto – to be hot, warm</td>
<td>kusafisha kwa kivuta vumbi – to vacuum</td>
</tr>
<tr>
<td>kuwa na njaa – to be hungry</td>
<td>kabati – cupboard</td>
</tr>
<tr>
<td>kuwa na baridi – to be cold</td>
<td>sinia – (serving) dish</td>
</tr>
<tr>
<td>kuwa na kiu – to be thirsty</td>
<td>pete ya ufunguo – key ring</td>
</tr>
<tr>
<td>pete – ring (jewellery)</td>
<td>debe la taka – dustbin</td>
</tr>
<tr>
<td>raba – trainers</td>
<td>kupata kifungua kinywa – to have breakfast</td>
</tr>
<tr>
<td>sanduku, kasha – box</td>
<td>kuoga – to (take a) shower</td>
</tr>
<tr>
<td>bakuli – bowl</td>
<td>kumtembeza mbwa – to walk the dog</td>
</tr>
<tr>
<td>hereni – earrings</td>
<td>sweta – sweater, pullover</td>
</tr>
<tr>
<td>brashi ya nywele – hairbrush</td>
<td>pajama – pair of pyjamas</td>
</tr>
<tr>
<td>mswaki – toothbrush</td>
<td>wakati mwingine – sometimes</td>
</tr>
<tr>
<td>mashine ya kahawa – coffee maker</td>
<td>kusafisha – to tidy up, to put away</td>
</tr>
<tr>
<td>kofia – cap</td>
<td>mara chache – rarely, not often</td>
</tr>
<tr>
<td>kikaangio – saucepan</td>
<td>kuingiza – to bring in (the washing)</td>
</tr>
<tr>
<td>mkanda – belt</td>
<td>saa ya kuamsha – alarm clock</td>
</tr>
<tr>
<td>duveti – continental quilt, duvet</td>
<td>rangi ya mdomo – lipstick</td>
</tr>
<tr>
<td>kukata – to cut</td>
<td>mkoba – handbag</td>
</tr>
<tr>
<td>sabuni – soap</td>
<td>blanketi – blanket</td>
</tr>
<tr>
<td>kisu – knife</td>
<td>kijiko – spoon</td>
</tr>
<tr>
<td>takataka – rubbish</td>
<td>kuamka – to get up</td>
</tr>
<tr>
<td>kuhudumia – to serve</td>
<td>kuamka – to wake up</td>
</tr>
<tr>
<td>-a katani – (made of) cotton</td>
<td>kufurahia – to have fun</td>
</tr>
<tr>
<td>-a pamba – (made of) wool</td>
<td>mara kwa mara – often</td>
</tr>
<tr>
<td>-a hariri – (made of) silk</td>
<td>sweta – a sweatshirt</td>
</tr>
<tr>
<td>shuka – (bed)sheet</td>
<td>kupiga mswaki – to brush teeth</td>
</tr>
<tr>
<td>rafu – shelf</td>
<td>kuchana nywele – to comb hair</td>
</tr>
<tr>
<td>sinki la jikoni – kitchen sink</td>
<td>kuvaav – to get dressed</td>
</tr>
</tbody>
</table>
kupika – to do the cooking, to cook  
kulima bustani – to do the gardening  
kuosha vyombo – to do the dishes  
kufua – to do the laundry  
kutandika kitanda – to make the bed  
kusafisha nyumba – to do the housework  
nguo – garment  
kununua – to do the shopping  
kuzima – to turn off, to switch off  
kufunga – to close, to turn off, to switch off  
ua – flower  
uma – fork  
glavu – glove  
saa – time (of day)  
jinzi – (pair of) jeans  
kutoa debe la taka nje – to take out (the rubbish bin)  
-a asubuhi, mchna – in the morning(s), in the afternoon(s)  
kuvaa – to put on (clothes)  
miwani – spectacles, glasses  
rangi za uso – make-up  
kurudi (nyumbani) – (v) – to get, to go (home)  

3 Role models

mwigizaji – actor  
matangazo – adverts  
mfano mzuri, mbaya – good, bad example  
tabia za mtu – personality, character  
sifa – characteristic  
nyimbo – song  
shujaa – brave  
tabia – behaviour  
kunukuu – to copy  
mashuhuri – famous  
mchezaji – footballer  
Kufauta – to follow

kuamka – to get up  
kujitayarisha – to get ready (for)  
kupiga pasi – to do the ironing  
kamka – to wake up  
taulo – (bath) towel  
kukoga – to wash  
shampuu – shampoo  
kutoka – to go out  
glasi – glass  
jketi – jacket  
kuchelewa – to be late  
kikombe – cup  
t-shati – t-shirt  
kufanya kazi – to work  
sweta, sweta la sufi – sweater, jersey, woollen garment  
kushuka – to descend go down, eg tree stairs etc  
kumwaga – to pour  
nguo ya kulalia – nightdress

wa kuigwa – idol  
kuiga – to imitate  
avthiri – influence  
maneno ya nyimbo – lyrics

sifa – characteristic  
nyimbo – song  
shujaa – brave  
tabia – behaviour  
kunukuu – to copy  
mashuhuri – famous  
mchezaji – footballer  
Kufauta – to follow

modeli – model  
mfano wa kuigwa – role model  
gazeti – newspaper  
ubora – quality  
magazeti – magazine  
-ma kusaidia – helpful

nyota – a star

watu mashuhuri – celebrities
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
-kenya 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
mpuuizi – stupid
-mdomo – mouth
-kenye 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
-kenye kujihamini – 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
-olewa – marry female by male
mama – mother
kahawia (macho) – brown (of eyes)
kulea mtoto asiyezaliwa na wanaomlea – to adopt a child
-kenye bashashi, a- kuvutia – sweet, cute
-embamba – slim
kufari – to die
utaifa – nationality
mpwa – nephew
mpwa – niece
mbwa – dog
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
<table>
<thead>
<tr>
<th>English</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend, boyfriend, girlfriend</td>
<td>rafiki</td>
</tr>
<tr>
<td>to have (dark, black) hair</td>
<td>kuwa na nywele njeusi</td>
</tr>
<tr>
<td>goldfish</td>
<td>seserumbe</td>
</tr>
<tr>
<td>short</td>
<td>-fupi</td>
</tr>
<tr>
<td>male cousin</td>
<td>binamu</td>
</tr>
<tr>
<td>female cousin</td>
<td>binamu wa kike</td>
</tr>
<tr>
<td>half, step-brother</td>
<td>kaka wa kufikia</td>
</tr>
<tr>
<td>half, step-sister</td>
<td>kaka wa kufikia</td>
</tr>
<tr>
<td>divorced</td>
<td>mtalaka</td>
</tr>
<tr>
<td>to laugh</td>
<td>kucheka</td>
</tr>
<tr>
<td>to marry (male to female)</td>
<td>kuOA</td>
</tr>
<tr>
<td>to marry (female by male)</td>
<td>kuolewa</td>
</tr>
<tr>
<td>to be in love with</td>
<td>kupendana na</td>
</tr>
<tr>
<td>to be born</td>
<td>kuzaliwa</td>
</tr>
<tr>
<td>family</td>
<td>familia</td>
</tr>
<tr>
<td>tiring</td>
<td>-chosha</td>
</tr>
<tr>
<td>tiredness</td>
<td>uchovu</td>
</tr>
<tr>
<td>woman, wife</td>
<td>mke</td>
</tr>
<tr>
<td>girl, daughter</td>
<td>binti</td>
</tr>
<tr>
<td>daughter</td>
<td>mtoto wa kike</td>
</tr>
<tr>
<td>daughter</td>
<td>kiza/giza</td>
</tr>
<tr>
<td>mad, crazy</td>
<td>wazimu</td>
</tr>
<tr>
<td>brother</td>
<td>kaka</td>
</tr>
<tr>
<td>curly</td>
<td>-enye mawimbi</td>
</tr>
<tr>
<td>son</td>
<td>mvulana</td>
</tr>
<tr>
<td>tired</td>
<td>kuchoka</td>
</tr>
<tr>
<td>to laugh</td>
<td>kucheka</td>
</tr>
<tr>
<td>to marry each other in any gender</td>
<td>kuOA na</td>
</tr>
<tr>
<td>to be born</td>
<td>familia</td>
</tr>
<tr>
<td>sporty, sport-loving, athletic</td>
<td>mazoezi</td>
</tr>
<tr>
<td>friendly, kindly, nice</td>
<td>-changamfu</td>
</tr>
<tr>
<td>tiredness</td>
<td>uchovu</td>
</tr>
<tr>
<td>shy</td>
<td>haya</td>
</tr>
<tr>
<td>persecution</td>
<td>mateso</td>
</tr>
<tr>
<td>sad</td>
<td>-sikitiko</td>
</tr>
<tr>
<td>old, elderly</td>
<td>-zee</td>
</tr>
<tr>
<td>neighbour</td>
<td>jirani</td>
</tr>
<tr>
<td>voice</td>
<td>sauti</td>
</tr>
<tr>
<td>spoilt</td>
<td>-dekezwa</td>
</tr>
<tr>
<td>son</td>
<td>mtoto wa kiume</td>
</tr>
<tr>
<td>childhood</td>
<td>5 Childhood</td>
</tr>
<tr>
<td>to love, to adore</td>
<td>kupenda</td>
</tr>
<tr>
<td>to like, to love</td>
<td>kupenda</td>
</tr>
<tr>
<td>baby</td>
<td>mtoto</td>
</tr>
<tr>
<td>comic book</td>
<td>kitabu cha komiki</td>
</tr>
<tr>
<td>to sulk</td>
<td>kununa</td>
</tr>
<tr>
<td>to run</td>
<td>kukimbia</td>
</tr>
<tr>
<td>to hate</td>
<td>kuchukia</td>
</tr>
<tr>
<td>to sleep</td>
<td>kulala</td>
</tr>
<tr>
<td>childhood</td>
<td>utoto</td>
</tr>
<tr>
<td>to climb</td>
<td>kupanda</td>
</tr>
<tr>
<td>to tell off, to scold</td>
<td>kugombeza</td>
</tr>
<tr>
<td>game</td>
<td>mchezo</td>
</tr>
<tr>
<td>young, young person</td>
<td>kijana</td>
</tr>
<tr>
<td>toy</td>
<td>mchezo</td>
</tr>
<tr>
<td>doll</td>
<td>mwanasesere</td>
</tr>
<tr>
<td>to cry</td>
<td>kulia</td>
</tr>
<tr>
<td>to prefer</td>
<td>kupendelea</td>
</tr>
<tr>
<td>to tell (a story)</td>
<td>kuhadithia</td>
</tr>
</tbody>
</table>

**5 Childhood**

<table>
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<td>to sleep</td>
<td>kulala</td>
</tr>
<tr>
<td>childhood</td>
<td>utoto</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>balbu – lightbulb</td>
<td>moto (wa kichaka) – (forest) fire</td>
</tr>
<tr>
<td>kuogopa – to fear, to be afraid</td>
<td>mafuriko – flood</td>
</tr>
<tr>
<td>organiki – organic</td>
<td>bila afya – unhealthy</td>
</tr>
<tr>
<td>balaa – catastrophe</td>
<td>kutishia – to threaten</td>
</tr>
<tr>
<td>mabadiliko – change</td>
<td>kupanda – to go up (temperature)</td>
</tr>
<tr>
<td>makaa – char/coal</td>
<td>paneli za jua – solar panels</td>
</tr>
<tr>
<td>trafiki – traffic</td>
<td>kupungua kwa – shortage</td>
</tr>
<tr>
<td>uchafuzi – contamination</td>
<td>petroli – crude oil, petroleum</td>
</tr>
<tr>
<td>tabaka la ozoni – ozone layer</td>
<td>mvua ya asidi – acid rain</td>
</tr>
<tr>
<td>kuchangia gari – car sharing</td>
<td>kuchafua – polluting</td>
</tr>
<tr>
<td>uchafu wa majumbani – household waste</td>
<td>kuchafuliwa – polluted</td>
</tr>
<tr>
<td>kuharibu – to destroy</td>
<td>safi – clean</td>
</tr>
<tr>
<td>-a ekolojia – ecological</td>
<td>ongezeko la joto duniani – global warming</td>
</tr>
<tr>
<td>madhara ya hewa taka – greenhouse effect</td>
<td>wimi (bahari) – wave (sea)</td>
</tr>
<tr>
<td>mwathirika – victim (men and women)</td>
<td>chafu – dirty</td>
</tr>
<tr>
<td>nishati (nyuklia) – (nuclear) energy</td>
<td>-a kuteleza kwa mafuta – oil slick</td>
</tr>
<tr>
<td>nishati mbadala – renewable energy</td>
<td>ukame – drought</td>
</tr>
<tr>
<td>mazingira – environment</td>
<td>salama – safety</td>
</tr>
<tr>
<td>hatarini – endangered, disappearing</td>
<td>dunia – earth, world</td>
</tr>
<tr>
<td>viumbe – species</td>
<td>tornado – tornado</td>
</tr>
<tr>
<td>petroli – petrol</td>
<td>kuua – to kill</td>
</tr>
<tr>
<td>msitu wa mvua – rainforest</td>
<td>kukwama kwenye trafiki – traffic jam, holdup</td>
</tr>
<tr>
<td>ufahamu wa kiekojia – to be ‘green’, ecologically aware</td>
<td></td>
</tr>
</tbody>
</table>

## 2 Weather and climate

<table>
<thead>
<tr>
<th>Swahili</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>manyunyu – showers</td>
<td>ni baridi – it is cold</td>
</tr>
<tr>
<td>-zuri – fine</td>
<td>hali ya hewa ni mbaya – it is bad weather</td>
</tr>
<tr>
<td>ukungu – fog</td>
<td>ni barafu – it is icy</td>
</tr>
<tr>
<td>ukungu – mist</td>
<td>kuna theluji – it is snowing</td>
</tr>
<tr>
<td>joto – heat</td>
<td>kuna radi – it is thundering</td>
</tr>
<tr>
<td>kubadili – to change</td>
<td>koti la mvua – raincoat</td>
</tr>
<tr>
<td>moto – hot</td>
<td>koti – coat</td>
</tr>
<tr>
<td>anga – sky</td>
<td>-baya – bad</td>
</tr>
<tr>
<td>hali ya hewa – climate</td>
<td>hali ya hewa – weather forecast</td>
</tr>
</tbody>
</table>
mawingu – cloudy, overcast
digrii – degree
jimbo – county
skafu – scarf, muffler
-enyе mawingu – cloudy
Mashariki – East
nyota – star
mtandio – (head) scarf
nguуu – 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

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

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

kupaa – *to fly*

kusafiri – *to travel*

mpaka – *border*

kupanda – *get into, climb into, get on eg a car*

kupaa – *to fly*

kusafiri – *to travel*

mpaka – *border*

kupanda – *get into, climb into, get on eg a car*
chaneli ya (runinga) – (television) channel
nyimbo – song
kuimba – to sing
mwimbaji – singer
kushitua – to shock
ngapi – how much/how many
kuingia/kiingilio – way in, entrance, entrance fee
vichekesho – sitcom
kuanza – to start
kugharimu – to cost
kuelezea – to describe
filamu ya katuni – cartoon film
-enyekuchekesha – funny
kumsikiliza – to listen to
shamra shamra – special effects
programu – programme, broadcast
-a huzuni – moving, sad
mwanafunzi – student
shabiki – fan
shabiki wa – fan of
mchezo – serial, soap opera
-filamu ya kuchekesha – comedy
filamu ya mapenzi – romantic film
filamu ya kutisha – horror film
filamu ya kipolisi – crime film
oneyesho, kuonyeshwa filamu, kipindi – show, performance, showing (of film), session
watu mashuhuri – celebrity (men and women)

5 Information and communication technology
msaada – help
app – app
detabesi – database
kuzungumza – to chat (online)
chombo cha vibonyezo, kibodi – keyboard
USB – USB
nywila – password
muziki – music
dijitali – digital
kuvunjari – to browse
tarakilishi, kompyuta, kompiuta – computer
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
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
baru a pepe – electronic mail
Theme 5: Social activities, fitness and health

1 Special occasions

mwana akrobati – acrobat
mnyama – animal
likizo – day off, holiday
kusalimiana kwa kubusiana – to greet with a kiss
kusubiri – to wait
pete yenye kito – ring with stone
karibu – welcome
vito – jewel(s), jewellery
habari – hello
sherehe – party
chupa – bottle
zawadi – present(s)
sherehe – ceremony
(mgahawa) mzuri – smart, stylish, ’posh’
kukumbatia, kubusu – to hug, to kiss
kwa familia – with the family, as a family
mtoko – outing
keki ya sherehe – celebration cake
hongera – congratulations
uchumba – engagement
mcumbha – fiancé, betrothed
mlinzi (wa bustani ya wanyama) – warden, (zoo) keeper
umma – general public
-menyekushangaza – impressive
mgahawa wa chakula cha haraka haraka – fast-food restaurant

Hobbies, interests, sport and exercise

kuenda kuvua – to go fishing
kuenda kufuata – to fetch
riadha – athletics
mpira (wa tenisi) – (tennis) ball

nuru – light
uwanja wa michezo – theme park
riboni – ribbon
uwanja wa michezo ya maji – waterpark, aquapark
harusi – wedding
bwana harusi – groom
bibi harusi – bride
saa – watch
makumbusho – museum
kitambaa cha meza – table cloth
sherehe za harusi – wedding (festivities)
marashi – perfume
-kitambaa cha meza – exciting, gripping
pikniki – picnic
kufahamisha – to introduce
kufahamisha – to introduce
kutoka (kishule) – (school) outing
chakula maalum cha leo – speciality of the house
mgeni – visitor

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
kopanda 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, stediam – stadium
filimbi – flute, whistle
mchezo wa video (m) – video game
kuchea – to play (musical instrument)
kuchea – 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
rikaya – novel
kuruka – to jump
kujivinjari – to enjoy oneself
kumzika – to relax
kutembea – to go for a walk
kumzika – to rest
kutoka – to go out
kuenda kwa viatu vya matairi – to go rollerblading
-a mazoezi – sporty
uwanja wa mazoezi – sports ground
tarumbeta – trumpet
fidla` – violin
mazoezi ya viungo – gymnastics
kuchea kwa ubao wa matairi – to skateboard

3 Shopping and money matters
manunuzi – purchases
kuenda madukani kununua – (to go) shopping
kuenda madukani 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
kuangalia madirisha ya maduka – to close
funga – closing
duka kubwa – supermarket, hypermarket
duka kubwa – department store
duka la vitabu – bookshop
duka – shop, store
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 | leso, anchifu – (paper) handkerchief
kuumwa – to feel sick | pua – nose
kuumwa shingo – to have a stiff neck | jicho, macho – eye(s)
kuumwa mgongo – to have backache | cheti cha daktari – prescription
kuumwa tumbo – to have stomach ache | sikio – ear
kuumwa jino – to have toothache | mguu – foot
kuumia – to be injured | kidonge – pill
mdomo – mouth | kung’ata – to inject, to sting (e.g. bee)
mkono – arm | kupiga sindano – to inject, to bite, to sting
moyo – heart | kifua – chest
kidonge – pill, tablet | kuchukua – to take
mwili – body | miadi – appointment
jino – tooth | kupumua – to breathe
kuharisha – diarrhoea | enye afya – healthy
kulala – to sleep | ambalensi – ambulance service
kuumwa mafua – to have a cold | damu – blood
kuvuta sigara – to smoke | kupumzika – to rest
mvutaji – a smoker | dawa ya kunywa – mixture, syrup
kubaki kitandani – to stay in bed | kuteseke – to suffer
goti – knee | hogo – sticking plaster
koo – throat | tumbaku – tobacco
kurefuka – to get taller | kichwa – head
bila mzaha – serious | kudondoka – to fall, drip
homa ya mafua – flu, influenza | kuumwa – to become ill, to fall sick
kunenepa – to put on weight | kukohoa – to cough
kugonga – to hit, to knock | tumbo – stomach
hospitali – hospital | kutapika – to vomit
uuguzi – nurse | macho – eyes
mguu – foot

5 Food and drink

kondoo – lamb | juisi, sharubati – juice
nanasi – pineapple | maziwa – milk
mkate mrefu wa Kifaransa – French stick (bread) | kahawa nyeusi, espresso – black coffee, espresso coffee
ladha – flavour | boflo – Zanzibar loaf
ndizi – banana | sungura – rabbit
siagi – butter | 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
pasti – 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
pilipili 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
mchuzu– 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)
habari za jioni – good evening

tutaonana kesho – see you tomorrow
usijali, karibu – don’t mention it

wako – yours
samahani – I’m sorry

kwa heri – goodbye
asante – thank you

nisaidie! – help me!
siku njema – Have a nice day

shikamoo – respectful greeting (from young to older person)
mambo – hello (by young peer group greeting)

habari za asubuhi – good morning
habari gani – how are you?

marahaba – respectful response to shikamoo
hlolopoa – great (response to hallo and as above)

above

usiku mwema – good night
nimefurahi kukufahamu – Pleased to meet you!

Prepositions

kwa – to, toward
ikiwa – in case of

kwa sababu – because of
juu – at the top of, upstairs

usuli – background
kati ya – between (two objects)

nje – outside
takriban – about

baada ya – after
hadi – until, up to

kabla ya – before
kwa – through, by

pamoja na – with
kati ya – between (several objects)

kwa – at the home of
wakati wa – during, time for

dhidi ya – against
kwa – for

ndani ya – in
karibu ya – near to

-a – of, from
bila – without

tangu – since, from
isipokuwa – except for

nyuma – behind
kutokana na – according to

mbele – in front of
chini – underneath, beneath

kwa – in
kuhusu – on, about (a subject)
**Adjectives**

- **sasa** – now, present-day
- **tisha** – dreadful, awful, dreadful
- **zamani** – old, former
- **-ingine** – other
- **-puuzi** – stupid, silly
- **-rembo** – handsome, beautiful, fine
- **-zuri** – good
- **-fupi** – short, brief
- **kelele** – noisy
- **vunjika** – broken
- **bashasha** – charming
- **furaha** – happy
- **-fupi** – short
- **hatari** – danger, ous
- **-changamfu** – in a good mood
- **simama** – standing
- **kerja** – disgusting
- **mwisho** – last
- **samahani sana** – very sorry
- **-a thamani kubwa** – very valuable
- **ngumu** – hard, harsh
- **-enye uwezo** – dynamic
- **kufaa** – effective
- **hasira** – angry
- **wazi** – in the open air
- **kuchoka** – exhausted
- **dhaifu** – weak
- **chosha** – tiring
- **choka** – tired
- **si kweli** – false, not true
- **-penda zaidi** – favourite
- **funga** – locked
- **-ogofya** – formidable, shockingly bad, good
- **-nene** – big, fat ie of people or animals

- **-epesi** – light (weight)
- **-zito** – heavy
- **-adhimu** – magnificent
- **chekesha** – funny
- **-baya** – bad
- **bora** – better
- **-a ajabu** – marvellous
- **sawa** – same
- **-bovu** – ugly, rotten, not pleasant
- **kuiva, kukomaa** – to mature, ripen
- **lazima** – necessary
- **-pya** – new
- **-ingi** – numerous
- **-pya** – new
- **fanana** – similar
- **timilifu, kamili** – perfect
- **-baya zaidi** – worse
- **jaa** – full
- **haraka** – in a hurry
- **fuata** – next
- **karibu** – near
- **safi – (one’s) own, clean**
- **-enye shukrani** – grateful
- **kweli – real, true, genuine**
- **chafu** – dirty
- **-a chumvi** – savoury, salty
- **tosheka** – satisfied
- **-enye shani** – terrific, sensational
- **siyecheka, dhati** – serious
- **-a mfano mmoja** – typical
- **kimya** – silent
- **hakika** – sure
- **chelewa** – late
- **salama** – peaceful
- **-nguvu** – strong
- **kufaa** – useful
juu – high
ajabu – unbelievable
kijana – young

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
kutumia – to spend
kusubiri – to wait, expect
kuhita – to need
kuata – to want
kulipa – to pay
kufikiri – to think
kupiga simu – to ring up, to call
kusafisha – to clean
kusahau – to forget
kusamehe – to excuse
kusema – to speak
kuondoka – to leave
kulipa – to pay
kutumia – to spend
kuwa na – to have
kuhita – to need
kuata – to want
kubadili – to change, to alter
kuchagua – to choose
kushitua – to shock
kupendelea – to prefer
kufahamisha – to introduce
kuita – to look for
kuwaka – to arrive
kumbuka – to think
kuwaka – to arrive
kung’ata – to sting, bite (bee, etc.)
kutfanya mazoezi – to practise
kuamuru – to order
kuwaka – to arrive
kufikiria – to think
kuina – to begin
kuwaka – to arrive

thamani – value
kweli – true
kuuliza – to ask for  
kurujiwa – to stay 
kula chakula cha mchana – to have lunch  
kubadili – to exchange 
kumbatia, kubusu – to hug, to kiss  
kupita – to overtake 
kupumza mwendo – to slow down 
kupumua – to breathe 
kupumziwa na – to be interested in  
kupwa – to give 
kupwepo – to overtake 
kupuka – to give 
kupwa – to give 
kupukumbuka, kusinyika – to be bored, to become bored 
kupuka – to give 
kupunguza mwendo – to slow down 
kupunguza mwendo – to slow down 
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kupunguza mwendo – to slow down 
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kupunguza mwendo – to slow down
<table>
<thead>
<tr>
<th>Swahili Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuazima</td>
<td>to borrow</td>
</tr>
<tr>
<td>kusajili</td>
<td>to record</td>
</tr>
<tr>
<td>kusikia</td>
<td>to hear</td>
</tr>
<tr>
<td>kuingia</td>
<td>to enter, to go in</td>
</tr>
<tr>
<td>kutuma</td>
<td>to send</td>
</tr>
<tr>
<td>kutegemea</td>
<td>to hope</td>
</tr>
<tr>
<td>kujaribu</td>
<td>to try</td>
</tr>
<tr>
<td>kuwa</td>
<td>to be</td>
</tr>
<tr>
<td>kusoma</td>
<td>to study</td>
</tr>
<tr>
<td>kuepuka</td>
<td>to avoid</td>
</tr>
<tr>
<td>kuelezea</td>
<td>to explain</td>
</tr>
<tr>
<td>kufanya</td>
<td>to make, do</td>
</tr>
<tr>
<td>kuwa muhimu</td>
<td>to be necessary</td>
</tr>
<tr>
<td>kutabasamu</td>
<td>to smile</td>
</tr>
<tr>
<td>kusheherekea</td>
<td>to celebrate</td>
</tr>
<tr>
<td>kumaliza</td>
<td>to finish</td>
</tr>
<tr>
<td>kufanya kazi</td>
<td>to work, to function</td>
</tr>
<tr>
<td>kugonga</td>
<td>to hit, to knock</td>
</tr>
<tr>
<td>kuvuta (sigara)</td>
<td>to smoke (cigarette)</td>
</tr>
<tr>
<td>kushinda</td>
<td>to win, earn</td>
</tr>
<tr>
<td>kuweka</td>
<td>to keep</td>
</tr>
<tr>
<td>kuegesha</td>
<td>to park</td>
</tr>
<tr>
<td>kukua</td>
<td>to grow up</td>
</tr>
<tr>
<td>kupanda</td>
<td>to climb</td>
</tr>
<tr>
<td>kugombeza</td>
<td>to tell off, to scold</td>
</tr>
<tr>
<td>kunenepa</td>
<td>to put on weight</td>
</tr>
<tr>
<td>kuishi</td>
<td>to live</td>
</tr>
<tr>
<td>kugonga</td>
<td>to hit, knock</td>
</tr>
<tr>
<td>kuiga</td>
<td>to imitate</td>
</tr>
<tr>
<td>kupiga chapa</td>
<td>to print</td>
</tr>
<tr>
<td>kutupa</td>
<td>to throw</td>
</tr>
<tr>
<td>kucheza</td>
<td>to play</td>
</tr>
<tr>
<td>kuacha</td>
<td>to leave</td>
</tr>
<tr>
<td>kudondosha</td>
<td>to drop</td>
</tr>
<tr>
<td>kutupa</td>
<td>to throw</td>
</tr>
<tr>
<td>kusoma</td>
<td>to throw</td>
</tr>
<tr>
<td>kukodi</td>
<td>to rent, hire</td>
</tr>
</tbody>
</table>
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
-chungwa – orange
-ekundu – red
zambarau – violet, purple

Adverbs
hivi sasa – currently
awali, zamani – in the past
-labda – perhaps
-zuri – well
hata hivyos – (and) yet
ayali hivyos – however
karibu – nearly
tayari – already
wakati mwingine – sometimes
nje – outside
papo hapo – immediately
tena – still (continuation), again
-pamoja – together
sana – very
pia – too
hapa – here
-pata – to find
kule – (over) there
hivi karibuni – recently
huko – down there
mara kwa mara – often
huko juu – up there
hasa – above all, especially
-baya – badly
kutaka – to want, to wish
bora – better
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

kumi na mbili – a dozen of

silesi ya, kipande cha – a slice of

takriban mia moja – about one hundred

Conjunctions

pia – also, too

kwa hivyo – therefore, so

halafu – then

lakini – but

na – and

au – or

kwanza – first (of all)

halafu – then

Time expressions

kesho – see you tomorrow

jana – yesterday

jioni – evening

siku – day

mwaka – year

siku – days

miaka – years

siku iliyoafuata – the following day past tense

mchana – afternoon

sasa – now

mwanzoni – at the beginning

asubuhi – morning

wakati wa machipuo – in (the) spring

saa sita mchana – midday

kesho kutwa – the day after tomorrow

saa sita usiku – midnight

mchana – afternoon

mwezi – month

leo – today

usiku – night

karibu – soon

wiki mbili – a fortnight

kesho – tomorrow

siku kumi na nne – a fortnight

mara kwa mara – from time to time

wiki, juma – week

kipupwe – in (the) autumn

usiku – night

kiangazi – in (the) summer

kila mara – always, still

wakati wa baridi – in (the) winter

kila siku – every day

mara – times in sequence, occasion

baadaye – shortly, soon

kuwahi – to be on time, to be able to do something

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
Bangladeshhi – Bangladesh
Ubelieji – 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
Mwelsh – Welsh
Mgiriki – Greek
Mhindi – Indian
Mwairishi, Mwayalandi – Irish
Mtaliana, Mtaliani – Italian
Mjapandi – Japanese
Mhulanzi – 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
milima Kilimanjaro – Kilimanjaro
Nairobi – Nairobi

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