Five College Mentored Swahili Study Guide 22

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# MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch
  + Lesson 20, pp. 137-144

* + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
  + Chapter 31, -KA- Tense and Negation, pp. 325-327

# ASSIGNMENTS FOR INDEPENDENT STUDY

## The -*ka*- Tense Marker

* Step 1: Read Hinnebusch, Lesson 20, *Habari za Sarufi*, Note 1, pp. 140-141. Study the descriptions and examples provided in this section and make sure you understand how to use the -*ka*- tense marker in order to describe consecutive actions.
* Step 2: Read Hinnebusch, Lesson 20, *Mazungumzo*, Sections 1 and 2, pg. 137. Look at how the -*ka*- tense/aspect marker is used to recount a series of events in these conversations and make sure you understand in what sequence the events occurred.
* Step 3: Read Hinnebusch, Lesson 20, *Mazoezi*, Sections 1-4 and 7-8, pp. 137-139. Contrast the difference in meaning and sequence of actions in Sections 1 and 2 (which use the conjunction *na* to connect verbs) to Sections 3-4 and 7-8 (which use the tense/aspect marker -*ka*- to indicate the sequence in which the events took place). Notice that when the conjunction *na* is used, the actions or events have occurred simultaneously. On the other hand, when -*ka*- is used, the actions or events have occurred sequentially (one after another). For example, “*Tulicheza ngoma na kuimba*” translates as “We danced and sang (**simultaneously**)”, while “*Tulicheza ngoma na tu****ka****imba*” translates as “We danced and **then** we sang.”
* Step 4: Read Hinnebusch, Lesson 20, Zoezi la Kusoma, pg. 140. As you read through this passage carefully, take notice of the use of the -*ka*- tense/aspect marker to indicate the sequence of events in the story.
  + **HAND IN:** Hinnebusch, Lesson 20, *Zoezi La Kusoma*, pg. 140. Read the passage and then complete the *Maswali* section that follows the reading.

## The Subjunctive

* Step 1: Read Hinnebusch, Lesson 20, *Habari za Sarufi*, Note 2, pg. 141. Study this section until you understand how to formulate and use the subjunctive. Notice that it is only verb stems whose final vowel is -*a* that are transformed when conjugating into the subjunctive. Verbs ending in -*i*, -*e*, and -*u* do not change (i.e., ***u****kabil****i***, ***ni****sameh****e***, and ***a****jarib****u***). When expressing obligation with ‘*lazima’* (‘it is necessary’), the *ni* that precedes this term is optional: ***(Ni) lazima*** *uende nje.;****Lazima*** *uende nje*. Furthermore, when using the subjunctive with monosyllabic verbs, the subjunctive verb is formed without the *ku*- of the infinitive (e.g., *tule*, not *tu****ku****le*).
* Step 2: Read Hinnebusch, Lesson 20, *Mazoezi*, Sections 6 and 7, pg. 139. Make sure you understand how and why the subjunctive is being used in these exercises.
* Step 3: Read Almasi, Chapter 37, Subjunctives, pp. 379-387. Study the descriptions and examples given in this section and make sure that you understand how to conjugate different types of verbs into the subjunctive.

## Using ‘*Pole*’ to Express Sympathy

* Step 1: Read Hinnebusch, Lesson 20, *Habari za Sarufi*, Note 3, pg. 141. Notice that although ‘Pole’ is often translated into English as ‘Sorry’ it is not usually used in the same way because it cannot be used to beg pardon, ask forgiveness, or make an excuse like ‘Sorry’ in English. For these cases, the term ‘*samahani’* (‘pardon/forgive me’) is more appropriate. However, it is used to express sympathy for someone who is ill or having a difficult time with something. Usually, the addressee responds by saying ‘*Nimeshapoa*’ (‘I am alright’).
  + **HAND IN:** Hinnebusch, Lesson 20, *Zoezi la Nyumbani*, pg. 142

## Practical Knowledge

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 20, pp. 137-44. Be sure to review and practice all of the vocabulary provided in Lesson 20, as well as vocabulary from previous lessons.
* Step 2: Listen to the audio selections provided for this section on the [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291). Make sure that as you listen to the selections you repeat each phrase to yourself until you can say it fluently and with proper pronunciation.
* Step 3: Practice explaining different sicknesses and pains that you have in different parts in your body. It is important to have a firm knowledge of medical terms if you will be traveling in East Africa because even though most medical professionals at major hospitals have very good knowledge of English, you will not always have access to these hospitals or English-speaking medical professionals when you are in rural and less technologically developed areas.
* Step 4: Practice writing and saying commands and suggestive sentences using the subjunctive in the ways that it has been explained in Hinnebusch Lesson 20 and Mohamed/Mazrui Lesson 10.
* Step 5: Practice using the term ‘*Pole*’ to express sympathy and respond to these expressions of sympathy using ‘*Nimeshapoa*’.
  + **HAND IN:** Write a story about traveling in East Africa. While traveling, you become very ill and you have to go to the hospital to see a doctor. While writing your story make sure to use the -*ka*- tense/aspect marker and to include as much vocabulary as possible that has been introduced in Lesson 20. Write at least 15 sentences.
  + **HAND IN:** Almasi, Chapter 36, Practice Exercise A, pg. 375

# CONVERSATION SESSION PREPARATION

* Be prepared to …. **Utilize the vocabulary** from this section in conversation with your conversation partner and classmates. Make sure that you can use this vocabulary in a variety of contexts and with different grammatical constructions, especially with those discussed this week.
* Be prepared to… **Recount a series of events** or some activities that you have done using the -*ka*- tense/aspect marker. Make sure you understand when to use -*ka*- versus the conjunction *na* in order to indicate simultaneous and sequential events/actions.
* Be able to …. **Use the subjunctive** to give commands and suggestions. Make sure that you are able to construct questions and dialogues that use the subjunctive so that you will be able to use it appropriately during your conversation session.
* Be prepared to… **Roleplay** scenarios in which people narrate events in the past and ask others about such events.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Hinnebusch, Lesson 20, *Zoezi La Kusoma*, pg. 140. Read the passage and then complete the *Maswali* section that follows the reading.
* **HAND IN:** Hinnebusch, Lesson 20, *Zoezi la Nyumbani*, pg. 142
* **HAND IN:** Write a story about traveling in East Africa. While traveling, you become very ill and you have to go to the hospital to see a doctor. While writing your story make sure to use the -*ka*- tense/aspect marker and to include as much vocabulary as possible that has been introduced in Lesson 20. Write at least 15 sentences.
* **HAND IN:** Almasi, Chapter 36, Practice Exercise A, pg. 375