Five College Mentored Swahili Study Guide 23

Available online at [**http://langmedia.fivecolleges.edu/swahili**](http://langmedia.fivecolleges.edu/swahili) New Version: July 2023

# MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch
	+ Lesson 21, pp. 145-152

* + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Chapter 37, pp. 379-387

# ASSIGNMENTS FOR INDEPENDENT STUDY

## The Subjunctive Continued

* Step 1: Read Hinnebusch Lesson 21, *Habri za Sarufi*, Note 1, pg. 149. Study the examples and descriptions given in this section and make sure you understand how to use ‘*afadhali’* and ‘*ili’* with the subjunctive. For example, ‘*afadhali’* translates as ‘it would be better’ and like ‘*lazima’* it can be used with or without *ni*: *(Ni)* ***afadhali*** *uend****e***./‘You better go.’ *Ili* translates as ‘in order that/so that’ and is often used with the subjunctive: *Ninahitaji kusoma* ***ili*** *nifany****e*** *vizuri*./‘I need to study in order to do well.’ Furthermore, it is important to remember to use the subjunctive when the subject of the first verb in a sentence is different from the subject of the second verb in the same sentence. For example, if the subject is the same in both verbs (i.e., *Ninataka kurudi*. ‘I want to return.’) you do not need to use the subjunctive. However, in the following statement there are two different subjects and therefore the subjunctive must be used: ***Ni****na****wa****taka* ***wa****rudi*. /‘**I** want **them** to return.’
* Step 2: Read Hinnebusch Lesson 21, *Mazoezi*, Sections 1-2 and 7-8, pp. 145-6. As you read these sections notice the ways in which the subjunctive is used in accordance with the rules that have been presented in this lesson. Also, as you look at sections 7 and 8 make sure you recognize why the subjunctive is used in exercise 7 but not in exercise 8.
* Step 3: Read Almasi, Chapter 31, sections C and D, pp. 328-330. Since you were also told to read this lesson for Study Guide 22 it is not necessary that you reread this section. However, it may be helpful to look over some of the examples again while you study the subjunctive more in Hinnebusch Lesson 21.

## *Nami, nawe*, etc.

* Step 1: Read Hinnebusch Lesson 21, *Habri za Sarufi*, Note 2, pg. 149. Study the examples and descriptions provided in this section. Although you have already learned how to use *na* in conjunction with the pronouns *mimi, wewe, yeye*, etc., this section introduces contracted forms of the statements ‘with, by, etc.’ The contracted forms are very simple and usually combine *na* with a single syllable from the original pronoun: *na* *+ mimi* = *nami;, na + yeye = naye; na + wewe = nawe; na + sisi = nasi; na + wao = nao; na + ninyi = nanyi*.
* Step 2: Read Hinnebusch Lesson 21, *Mazungumzo*, Section 2, pg. 145. As you read this conversation pay attention to the use of the contracted forms of *na mimi, na wewe, na yeye*, etc. which are discussed in this lesson.
* Step 3: Read Hinnebusch Lesson 21, *Mazoezi*, Section 3, pg. 146. Look over the examples used in this exercise and make sure you understand how the different contracted forms are being used and make sure you what they mean.
	+ **HAND IN:** Hinnebusch, Lesson 21, *Zoezi La Kusoma*, pp. 146-8. Read the passage and then complete the *Maswali* section that follows the reading, pg. 149.

## The Form -*enye* ‘having, possessing’

* Step 1: Read Hinnebusch Lesson 21, *Habri za Sarufi*, Note 3, pp. 149-150. Study the examples and descriptions provided in this section. Using -*enye* is an effective way of forming adjectives or other modifiers and knowing how to use -*enye* descriptively will allow you to develop more expressive abilities. Notice that -*enye* always agrees with the noun it modifies, and the prefixes used for -*enye* for each noun class are variations of the verbal prefixes. There are many ways to use -enye but some examples are as follows: *Yeye ni mtu* ***mwenye*** *pesa*./‘S/he is a wealthy person.’ (lit. ‘S/he is a person with money.’); *Wao ni watu* ***wenye*** *mapato madogo*./‘They are poor people.’ (lit. ‘They are people with small resources.’); *Chuo kikuu cha Harvard* ***chenye*** *sifa*./‘Harvard University has a good reputation.’ (lit. ‘Harvard University has a reputation.’). You can see that the literal translations of these examples into English is usually not the intended meaning of the sentence in *Kiswahili* so it is important to become acquainted with how -*enye* is used to form a variety of descriptions.
* Step 2: Read Hinnebusch Lesson 21, *Mazoezi*, Sections 4-6, pg. 146. As you read through these exercises make sure you understand the meaning of the sentences and take note of the different prefixes used in agreement with various nouns.
* Step 3: Read Hinnebusch Lesson 21, *Zoezi la Kusoma,* pp. 146-148. This passage contains a few uses of different -*enye* forms, so as you go through the reading take note of when -*enye* is being used make sure you understand the meaning of the sentence within which it is being implemented.
	+ **HAND IN:** Hinnebusch, Lesson 21, *Zoezi la Nyumbani*, pg. 150
	+ **HAND IN:** Write a fictional story that has some sort of life-lesson or moral incorporated within it like the story presented in Lesson 21. Be sure to use the different grammatical structures discussed in this section, such as the subjunctive, -*enye*, and *na*(*ye*, *we*, *si*, etc.). This can be a story you have heard before, or one that you make up yourself. Write at least 15 sentences.

## PRACTICAL KNOWLEDGE

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 21, pp. 145-52. Be sure to review and practice all of the vocabulary provided in Lesson 21, as well as vocabulary from previous lessons.
* Step 2: Listen to the audio selections provided for this section on [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: Make a list of different ways of using -*enye* to describe possession or talk about a certain kind of person (*mtu mwenye mapato madogo, mtu mwenye pesa*, etc.).

# 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…**Use the -*enye* form** with different nouns that have been shown in examples in Hinnebusch Lesson 21 and Mohamed/Mazrui Lesson 12, 12F: Grammar Topic 3.
* Be able to …. **Implement different forms of *nami*, *naye***, etc. in conversation.
* Be prepared to… **Roleplay scenarios** in which you use subjunctives and the *-enye* form to talk about wishes and possibilities and to describe people and things by unique characteristics.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Hinnebusch, Lesson 21, *Zoezi La Kusoma*, pp. 146-148. Read the passage and then complete the *Maswali* section that follows the reading, pg. 149.
* **HAND IN:** Hinnebusch, Lesson 21, *Zoezi la Nyumbani*, pg. 150
* **HAND IN:** Write a fictional story that has some sort of life-lesson or moral incorporated within it like the story presented in Lesson 21. Be sure to use the different grammatical structures discussed in this section, such as the subjunctive, -*enye*, and *na*(*ye*, *we*, *si*, etc.). This can be a story you have heard before, or one that you make up yourself. Write at least 15 sentences.