Five College Mentored Swahili Study Guide 25

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# MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch
  + Lesson 23, pp. 159-166

* + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
  + Chapter 37, pg. 381

# ASSIGNMENTS FOR INDEPENDENT STUDY

## The Negative Subjunctive

* Step 1: Read Hinnebusch, Lesson 23, *Habari za Sarufi*, Note 1, pg. 162. The negative subjunctive is formed by implementing the prefix -*si*- as an aspect marker. This -*si*- is placed before the verb stem and after the subject prefix. For example, in formulating the affirmative subjunctive in the 2nd person singular (*wewe*) with the verb *kusoma*, it becomes *usom****e***. When formulating the same verb in the 2nd person singular of the negative subjunctive, it becomes *u****si****som****e***. Notice that in both the negative and affirmative forms of the subjunctive, the vowel transformation at the end of the verb stem is the same. In the case of -*soma*, the vowel transformation is from -*a* to -*e*.
* Step 2: Read Hinnebusch, Lesson 23, *Mazungumzo*, Sections 1, pg. 159. As you read this dialogue, take note of the use of both positive and negative commands in plural forms. Notice that when addressing a non-specific group, such as a class, it is not necessary to use a subject prefix when stating an affirmative command because the suffix -*ni* can be applied to the end of the verb stem to designate a plural sense to the command (i.e., “*Fungue****ni***”: the address is toward the students in the class.). However, when formulating a command with the negative subjunctive - even if addressing the same non-specific group - it is necessary to use the appropriate subject prefix for the addressee (i.e., it is not possible to say ‘*sisahau****ni***’ to give a negative command; instead, one must say “***m****sisahau*”. The plural sense of the command is allocated to the subject prefix (in this case *m*-) since the suffix -*ni* cannot be used to denote plurality with the negative subjunctive.
* Step 3: Read Hinnebusch, Lesson 23, *Mazoezi*, Sections 1-2, pg. 159. Compare and contrast the formation and use of the positive subjunctive in the command statements in exercise 1 with the formation and use of the negative subjunctive in the command statements in exercise 2. Notice the -*si*- which is used as a prefix in the command statements in exercise 2 in order to formulate the verbs using the negative subjunctive.
* Step 4: Read Almasi, Chapter 37, pg. 381. Although the formations of the positive subjunctive have already been introduced in earlier lessons, it will be helpful to review the examples provided in this section before moving on to the negative subjunctive. As you go over the examples of the negative subjunctive, make sure you feel fully comfortable with how to form this tense with a variety of verbs (both poly and monosyllabic, as well as verbs with different vowel endings on their stem).

## -*ote* ‘whole, all’

* Step 1: Read Hinnebusch, Lesson 23, *Habari za Sarufi*, Note 2, pg. 162. Depending on the noun -*ote* is being used with it can either mean ‘whole’ or ‘all’. When used with singular nouns -*ote* expresses ‘whole’. When used with plural nouns, -*ote* expresses ‘all’. For example, *mtu w****ote*** means ‘the **whole** person’ while *watu w****ote*** means ‘**all** the people.’
* Step 2: Read Hinnebusch, Lesson 23, *Mazoezi*, Section 3, pp. 159-160. While performing this exercise pay attention to the use of -*ote* with different nouns. In each sentence, make sure you can discern whether -*ote* is being used to express ‘whole’ or ‘all.’ With some nouns this can be hard to distinguish, but in most cases you will be able to tell what it means by the context of the sentence and what the speaker is referring to.

## The -*o* of Reference

* Step 1: Read Hinnebusch, Lesson 23, *Habari za Sarufi*, Note 3, pp. 162-163. Though the -*o*- form has a number of different functions in Swahili, it can be generally understood as being noun referent. When used in combination with -*ote* it can express ‘any, any at all, or any whatsoever.’ For all noun classes besides Class 1, -*o*- takes the same prefix as the possessives. With Class 1 -*ye*- is used instead of -*o*-. Depending on the context of the sentence, the -*o*- -*ote* form can have a variety of meanings which were mentioned above. For example, ‘*Hakuna mtu* ***ye yote*** *hapa*.’ means ‘There isn’t **any one (at all)** here.’and ‘*Hana rafiki* ***zo zote***.’ means ‘He doesn’t have **any** friends.’ As you can see, depending on the context, this form can have a variety of meanings. However, the -*o*- of reference is also used with other forms. When used as a suffix with the verb - *na* ‘have, with’, its function is as a referential object pronoun. For example, if someone asks, “*Una gari*?” you may respond, “*Sina****lo.***”, (which means, ‘I don’t have **one/it**’). Furthermore, when the -o- of reference is used along with a noun object, it makes it a definite object (i.e., *Nina****yo*** *matunda*. ‘I have **the** fruit.’).
* Step 2: Read Hinnebusch, Lesson 23, *Mazoezi*, Sections 4-6, pg. 160. While performing these exercises, make sure you understand the different uses and meanings of the -*o*- of reference as it appears in the context of each sentence.
* Step 3: The descriptions and examples in this section will be helpful in clarifying any confusion about the use of the -*o* -*ote* form of the -*o*- of reference.

## The -*o*- and -*ote* Shapes

* Step 1: Read Hinnebusch, Lesson 23, *Habari za Sarufi*, Note 4, pg. 163. This section provides a chart of the noun classes and the shapes of -*o*-, -*ote*, and -*o* -*ote* forms that have been discussed in Lesson 23. Study this chart carefully. It may be helpful to mark this chart so that you can return to it as a reference later on.
* Step 2: Read Hinnebusch, Lesson 23, *Mazungumzo*, Section 2, pg. 159. As you read this conversation, take note of the different -*o*- and -*ote*- forms used within it and make sure how and why they are being used in that context.
* Step 3: Read Hinnebusch, Lesson 23, *Zoezi la Kusoma*, pp. 160-162. Throughout the reading, you will notice different implementations of -*o*- and -*ote* forms. When you see these, make sure you know what they mean and what they are referring to within the reading.
  + **HAND IN:** Hinnebusch, Lesson 23, *Zoezi La Kusoma*, pp. 160-162. Read the passage and then complete the *Maswali* section that follows the reading on pg. 162.
  + **HAND IN:** Hinnebusch, Lesson 23, *Zoezi la Nyumbani*, pg. 163.

## PRACTICAL KNOWLEDGE

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 23, pp. 159-166. Be sure to review and practice all of the vocabulary provided in Lesson 23, 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: Practice writing and saying different commands or suggestions using the negative subjunctive as it was explained in this lesson. Make sure you practice forming the negative subjunctive with different subject prefixes in a variety of contexts. Try to use the vocabulary introduced in Hinnebusch, Lesson 23.
* Step 4: Practice writing and saying different questions and responses using the -*o*-, -*ote*, and -*o* -*ote* forms you have learned in this lesson. If you need examples of how to do this, refer back to the *Mazoezi* section of Hinnebusch Lesson 23, pp. 159-160.
  + **HAND IN:** Write a long dialogue between a teacher and a student that takes place in the beginning of a class. The teacher is asking the students to open their books and read, but one of the students has forgotten his/her book at home. Make sure to use grammatical forms and vocabulary introduced in this lesson. Write at least 20 sentences.

# 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…. **Produce and respond to suggestions or commands** using both the positive and negative subjunctive.
* Be able to …. **Utilize the -*o*-, -*ote*, and -*o* -*ote* forms** in all the ways they have been explained in Hinnebusch, Lesson 23.
* Be prepared to …. **Roleplay** scenarios where you give instructions and commands to various kinds of people such as schoolchildren or employees in your work place and use *­-o­-* etc. to generalize about “all” of certain things or individuals.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Hinnebusch, Lesson 23, *Zoezi La Kusoma*, pp. 160-162. Read the passage and then complete the *Maswali* section that follows the reading on pg. 162.
* **HAND IN:** Hinnebusch, Lesson 23, *Zoezi la Nyumbani*, pg. 163.
* **HAND IN:** Write a long dialogue between a teacher and a student that takes place in the beginning of a class. The teacher is asking the students to open their books and read, but one of the students has forgotten his/her book at home. Make sure to use grammatical forms and vocabulary introduced in this lesson. Write at least 20 sentences.