Five College Mentored Swahili Study Guide 26

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

# MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch
  + Lesson 24, pp. 167-174

* + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
  + Chapter 30, pp. 315-323

# ASSIGNMENTS FOR INDEPENDENT STUDY

## More on Commands

* Step 1: Read Hinnebusch, Lesson 24, *Habari za Sarufi*, Note 1, pp. 169-170. In constructing positive singular commands, the verb stem alone can be used (i.e., ‘*Soma kitabu*!’, ‘Read the book!’). Instead of using a subject prefix to indicate the addressee of the command, the subject is implied through context and the directionality of the command. Similarly, plural commands do not use a subject prefix to indicate the addressee of the statement; however, the suffix -*ni* is applied to the end of the verb stem in order to make it plural (as is seen in other grammatical instances such as with *Kwaheri* and *Kwaheri****ni***). Furthermore, when the final vowel of the verb stem is -*a* it is changed to -*e*. Thus, an example of a plural command would be ‘*Fungu****eni*** *vitabu vyenu*!’/ ‘Open your (you, plural) books.’ Among the imperative (command) forms, there are three irregular constructions: *nenda/nend****eni*** (-*enda* ‘go’), *njoo/njoo****ni*** (-*ja* ‘come’), and *lete/let****eni*** (-*leta* ‘bring’). Negative commands are formed using the negative subjunctive, which was explained in Hinnebusch, Lesson 23 [i.e., ‘***Usi****ondoke*!’/ ‘Don’t leave (you)!’; ‘***Msi****ondoke*!’/ ‘Don’t leave (you, plural)!’]. Note that with the negative command forms subject prefixes *are* included.
* Step 2: Read Hinnebusch, Lesson 23, *Mazoezi*, Sections 2-3, pp. 167-168. Various imperative verb forms are used in these exercises. As you practice these exercises, make sure you understand the meaning of each command and how it is being formed.
* Step 3: Almasi, Chapter 30, pp. 315-323. In section A, learn more about singular and plural commands,

## Further Uses of the Subjunctive

* Step 1: Read Hinnebusch, Lesson 24, *Habari za Sarufi*, Note 2, pg. 170. Using the subjunctive is a polite and effective way of asking permission (‘*Niende sasa*?’, ‘May I go now?’), expressing obligations (‘*Uje darasani*.’/ ‘You must come to class.’), and making requests (‘Je, *tafadhali nilete chapati*?’/ ‘Could you please bring me chapatti?’). The subjunctive is also commonly used in result clauses - clauses that use the conjunction *mpaka* ‘until’. One example of a result clause could be: ‘*Atakula* ***mpaka*** *ashibe kabisa*.’/ ‘S/he will eat **until** s/he is completely full (satisfied).’
* Step 2: Read Hinnebusch, Lesson 24, *Mazungumzo*, Section 1, pg. 167. Within this conversation the subjunctive is used in some of the ways it has been discussed in this lesson. As you read the dialogue, pay attention to the use of the subjunctive and make sure you understand how it is being used in the context of the sentence.
* Step 3: Read Hinnebusch, Lesson 23, *Mazoezi*, Section 1, pg. 167. While performing this exercise, take note of the different constructions of the subjunctive that have been discussed in this lesson.

## The -*o* of Reference Used as a Demonstrative

* Step 1: Read Hinnebusch Lesson 24, *Habari za Sarufi*, Note 1, pp. 170-171. This third type of demonstrative does not have a similar counterpart in English like the other demonstratives that have been introduced in previous lessons (i.e., 19 and 22). The -*o* of reference functions in two ways: 1) to refer to nouns **previously mentioned** in the context/sentence; 2) to point out something **closer to the listener** than the speaker. An example of the first case would be: ‘*Ndege* ***hizo*** *haziendi Uhabeshi*’/ ‘**Those** planes (previously mentioned) do not go to Ethiopia’. An example of the second case would be: ‘*Unataka chungwa lipi? Ninataka chungwa* ***hilo***.’/ ‘Which orange do you want? I want **that one** (close to listener)’. Look at the chart provided in this section and take note of the difference of the three types of demonstratives. Make sure you understand the difference between the two demonstratives that mean ‘that’: the -*o* (of reference) and -*le*. Furthermore, it is especially important to look at the locative demonstratives (Classes 16-18) and to understand both their temporal and spatial meanings (see pg. 171 below the chart for a detailed explanation of the locative demonstratives).
* Step 2: Read Hinnebusch, Lesson 24, *Mazungumzo*, Section 2, pg. 167. Throughout this dialogue, all three types of demonstratives (‘this’, ‘that1’, ‘that2’), including the -*o* of reference introduced in this lesson, are implemented in various ways. While you read this conversation, make sure you understand the usage of these demonstratives and what sort of meaning they have in the specific context in which they are presented.
* Step 3: Read Hinnebusch, Lesson 24, *Mazoezi*, Section 5, pg. 168. As you perform the exercises in this section, pay attention to the different types of demonstratives used and how they designate certain spatiality (in terms of proximity to speaker or listener) to the nominal topic of the sentence.
* Step 4: Read Almasi, Chapter 10, pp. 91-99. This section provides a detailed explanation of the *mahali* noun classes which are the class of the locative demonstratives. Reading the description and examples provided in this section will help you to better understand how to use the locative demonstratives effectively, as well as introduce you to some other uses of the locative noun classes that you have not been introduced to yet. The locatives are really important aspect of Swahili because they can be used in so many different ways to express yourself more effectively, so it is good to try and learn as much as you can about how to use them.
  + **HAND IN:** Hinnebusch, Lesson 24, *Zoezi La Kusoma*, pp. 168-169. Read the passage and then complete the *Maswali* section that follows the reading on pg. 169.
  + **HAND IN:** Hinnebusch, Lesson 24, *Zoezi la Nyumbani*, pg. 171.
  + **HAND IN:** Almasi, Practice exercise B, pg. 318
  + **HAND IN:** Almasi, Practice Exercise A, pg. 92

## PRACTICAL KNOWLEDGE

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 24, pp. 167-174. Be sure to review and practice all of the vocabulary provided in Lesson 24, 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 various forms of commands (positive, negative, singular, and plural) until you feel as though you can comfortably form a variety commands for different contexts. Make sure that you know when you do and do not need to use the subjunctive in order to formulate a command.
* Step 4: Practice writing and saying different sentences with the uses of the subjunctive introduced in this lesson (for asking permission, and within result clauses) until you are able to do this with a variety of verbs comfortably.
* Step 5: Practice writing and saying different interrogative sentences and responses using all three demonstratives. Furthermore, try to express the location of different objects using the demonstratives. Be sure to focus on practicing the usage of the -*o* of reference since it was just introduced in this lesson.
  + **HAND IN:** Write a dialogue between two people, one a person from Tanzania and the other a foreigner. The two of them are walking through Dar-es Salaam, and the foreigner asks for help in asking about unfamiliar means of transport or cultural items/practices. They discuss them using the appropriate demonstratives. Write at least 15 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…. **Formulate a variety of commands** in the ways that they have been discussed in this lesson.
* Be prepared to …. **Perform roleplays** in which you make appropriate requests of a variety of different people in various situations, perform scenarios like shopping or talking about nearby objects using the *-o* of reference, and talk about the purpose of various imagined things you are doing (I’m doing x until/so that…).
* Be able to …. **Construct result clauses** and sentences requesting permission using the subjunctive.
* Be able to …. **Utilize all three types of demonstratives** that you have learned so far appropriately.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Hinnebusch, Lesson 24, *Zoezi La Kusoma*, pp. 168-169. Read the passage and then complete the *Maswali* section that follows the reading on pg. 169.
* **HAND IN:** Hinnebusch, Lesson 24, *Zoezi la Nyumbani*, pg. 171.
* **HAND IN:** Almasi, Practice exercise B, pg. 318
* **HAND IN:** Almasi, Practice Exercise A, pg. 92
* **HAND IN:** Write a dialogue between two people, one a person from Tanzania and the other a foreigner. The two of them are walking through Dar-es Salaam, and the foreigner asks for help in asking about unfamiliar means of transport or cultural items/practices. They discuss them using the appropriate demonstratives. Write at least 15 sentences.