Five College Mentored Swahili Study Guide 11

**Available online at** [**http://langmedia.fivecolleges.edu/swahili**](http://langmedia.fivecolleges.edu/swahili)New Version: July 2022

# MATERIALS FOR THIS STUDY GUIDE

## Textbooks

* Hinnebusch:
  + Lesson 9, pp. 53-58
  + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
  + Chapter 17, pp. 173-182

## Online Resources

* [Vyombo vya Usafiri – Materials for Swahili Learners](https://wisc.pb.unizin.org/swahili/chapter/vyombo-vya-usafiri/)

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Using the Verb “to have” in Questions

The following steps will help you to understand the verb “to have” with the use of questions in both its affirmative and negative forms.

* Step 1: Read Hinnebusch: Lesson 9, *Zoezi la* *Kusoma, Habari za Sarufi* and *Msamiati,* pp. 55-58. (Example: *Una kitabu?* *La/hapana, sina kitabu.* – Do you have a book? No, I don’t have a book.) Can you use the 2nd and 3rd persons in both the singular and plural?
* Step 2: Go to Almasi Fallon and Wared: Chapter 17,  Section A and B, pp. 173-176. Study the examples given for the present, past and future tenses of “to have” and “to have not” in both the singular and plural. (Examples: *ana kalamu* – he/she has a pen, *hana kalamu* – he/she does not have a pen, vs. *wana kalamu* – they have pens, vs. *hawana kalamu* – they don’t have pens.) Practice using the past and future tenses in both the singular and plural.
* Step 3: Read Hinnebusch: Lesson 9, *Habari za Sarufi,* Section 3, pg. 56. Look at how the monosyllabic verbs are used with “to have'' and “to have not” in both affirmative and negative forms. (Example: in the affirmative, *ninakula chakula* – I’m eating food; in the negative, *sili chakula* – I’m not eating food.) Note that when negating, the infinitive *ku-* is not retained. Practice writing out sentences that use monosyllabic verbs in the affirmative and negative.

## Naming Various Means of Transportation

Different modes of transportation are used in East Africa. Look at some of the examples given below.

* Step 1: Read Hinnebusch: Lesson 9, *Zoezi la Kusoma,* pg. 55. Can you ascertain the primary modes of transportation from the description?
* Step 2: Go to [Vyombo vya Usafiri – Materials for Swahili Learners](https://wisc.pb.unizin.org/swahili/chapter/vyombo-vya-usafiri/). Note the ways people travel on land, in the air, and at sea. What mode of transportation interests you the most? Why?

## Other Ways of Expressing Location

Another way to express location in Swahili is with the suffixes *-ko*, *-po* and *-mo*. The use of these suffixes is explained in the steps below.

* Step 1 Read Hinnebusch: Lesson 14, pg. 95. Try to understand the different types of locations the three suffixes represent. For example, the suffix *-ko* expresses a general location, *-po* shows a specific location, and *-mo* expresses a location inside of something. Study the examples given.
* Step 2: Read Hinnebusch: Lesson 9, *Habari za Sarufi,* Section 2, p. 56. Look at how the suffix *-ni* is used to express English prepositional phrases. Practice writing out sentences using this suffix. (Example: *Ninaenda shuleni sasa.* – I’m going to school now.)

## More on *Kwa* and the Verb “to have”

* Step 1: Read Hinnebusch: Lesson 9, *Habari Za Sarufi,* Section 4, p. 56. Note the various uses of the preposition *kwa.* One of its uses is to specify the means of transport a person is using. (Example: *Fatma alienda nyumbani kwa basi.* – Fatma went home by bus.)
* Step 2: Go to Almasi, Chapter 17, pp. 173-182. Review Sections A and B and study Section C on the verb phrase *kuwa na*, an equivalent of the English “to have.” Study the examples given in the present, past and future tenses in both singular and plural forms. For example:
  + Present:  *nina* – I have (affirmative), *sina* – I don’t have (negative)
  + Past: *nilikuwa na* – I had (affirmative) *[negative example? I didn’t have]*
  + Future: *nitakuwa na* – I’ll have (affirmative), *sitakuwa na* – I won’t have (negative)

Also look at the variations of “there is”: *pana*, *kuna*, and *mna*; “there isn’t”: *hapana*, *hakuna*, and *hamna*.

* Step 3: Practice writing sentences using the verb *kuwa na* and the preposition *kwa*. (Examples: *siji nyumbani kwa basi leo* – I’m not coming home by bus today, *hatakuwa na nafasi ya kusoma leo* – he/she will not have an opportunity to study/read today.)
* **HAND IN:** Answers to the Hinnebusch, Lesson 9, *Zoezi la Nyumbani*, pg. 57; and Almasi, Chapter 17, Practice Exercises A and B, pp. 174 and 176.
* **HAND IN:** Create a dialogue between you and a friend. You have just come back to school from vacation. Discuss the different modes of transportation both of you used to travel.

## Practical Knowledge

* Step 1: Review Hinnebusch: Lesson 9 Step 2: Imagine you are in East Africa. Describe the various ways of transport that you would use to travel around. Which ones do you think you will enjoy most and which will you not like?

# CONVERSATION SESSION PREPARATION

* Be prepared to talk about the modes of transportation used in your country and how you travel to school daily.
* Be prepared to ask your colleagues about the ways people travel in their countries and how they travel to school daily.
* Be able to role-play a conversation with a friend in East Africa. Explain how you traveled there from home.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Answers to the Hinnebusch, Lesson 9, *Zoezi la Nyumbani*, pg. 57; and Almasi, Chapter 17, Practice Exercises A and B, pp. 174 and 176.
* **HAND IN:** Create a dialogue between you and a friend. You have just come back to school from vacation. Discuss the different modes of transportation both of you used to travel. Write at least 12 sentences.