Five College Mentored Swahili Study Guide 16

**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 14, pp. 87-97
	+ [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Chapter 8-10, pp. 69-100

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Understanding the Swahili Noun Class System

* Step 1: Read Hinnebusch, Lesson 14, *Habari za Sarufi*, Section 1, pp. 91-93. Carefully study the characteristics of each noun class and try to remember the types of prefixes that usually indicate which class a noun is in (i.e., *M-/WA*-, *JI-/MA*-, *N-/N*-, and etc.). It will be helpful to pay attention to the types of nouns that usually appear in the different classes so that it will be easier to recognize which noun belongs in which class without simply relying on the prefixes associated with each class.
	+ This is because these are not always present in the nouns to indicate which class they belong in. For example, remember that the *M-/WA*- class is the *animate* class, the *M-/Mi*- class is the *inanimate* class, and that the *N-/N*- class is mostly *borrowed* or *foreign* words. The more ways you have to categorize the nouns and the noun classes, the easier it will be to remember where they belong and what kind of agreement they incur.
* Step 2: Read Almasi, Chapters 8-10, pp. 69-100. Although there is a lot of material to cover in these sections because of the detailed account of each noun class that is presented here, it will be helpful to look at these more thorough descriptions of each noun class and the various examples that are given in order to get a more complete understanding of the noun classes. It will be helpful to mark these sections for reference, as the noun classes will continue to become more complicated as more grammatical concepts get introduced.
	+ For now, you should make sure that you remember the prefixes that are generally associated with each class, as well as the type of nouns that tend to be placed in each class. Make sure to look at the examples given in these sections in order to become familiar with the type of words that appear in each noun class.

## Agreement with Noun Classes

* Step 1: Read Hinnebusch, Lesson 14, *Habari za Sarufi*, Sections 2 and 3, pp. 93-94. Study the way in which noun classes are not only important categorically, but also grammatically in terms of determining agreement and concord. Be sure to look at the examples of noun class agreement given here, and pay attention to how the noun determines the grammatical structure of a sentence (i.e., ***ma-****somo* ***y-****a Kiswahili;* ***m-****singi* ***w-****a kusema*). Furthermore, refer to the chart in Section 3 and try to memorize the positive and negative subject prefixes associated with each class [i.e., *M-/WA-* class: (+) *a- / yu*- and (-) *ha- / hayu*-]. Saying or writing sentences or short phrases imitating examples from the chapter is also a helpful technique to gain mastery.
* Step 2: Read Hinnebusch, Lesson 14, *Zoezi la Kusoma*, pp. 89-90. Carefully read the narrative in this lesson and pay close attention to noun class agreement and concord with verbs throughout the passage. It is important to recognize agreement in order that you understand what noun or subject the verb is referring to in the sentence (i.e., ***Vy****akula* ***vy****a aina mbalimbali* ***vi****napatikana katika masoko*…). Noun class agreement is a central part of the grammatical structure of Kiswahili, and as you do the reading you should try to be aware of why each subject prefix is being used and what noun the subject prefix is referring to in the sentence. Also note the difference between plural and singular forms of nouns and their subject prefixes throughout the passage.

## Expressing Statements about Place: -*po*, -*mo*, and -*ko*

* Step 1: Read Hinnebusch, Lesson 14, *Habari za Sarufi*, Section 4, pg. 95. Study this section thoroughly and carefully, making sure that you understand the meaning and usage of the locative forms -*mo, -po*, and -*ko* from noun classes 16, 17, and 18. Discerning the difference between -*po* and -*ko* is usually the most difficult aspect of both understanding and implementing the locatives because there is no English equivalent for these. However, as is stated in this section, it is usually best to understand -*mo* as referring to an internal location, -*po* to a specific location, and -*ko* to a general location. The locative -ko is often used to refer to a larger and more broad location (*i.e., nchi ya Kenya iko Afrika ya Mashariki*) while -po is used for a more specific reference (i.e., *Juma yupo hapa Mombasa*). However, it is critical to understand that specificity and generality in regards to the locatives are contextual; therefore, it really depends on how you are referring to the location of the object. For example, in some cases, referring to the country of Kenya may use the locative -*po* because it may be more specific in that context while referring to the city of Mombasa may use -*ko* because it may be a more general location in that context.
* Step 2: Read Hinnebusch, Lesson 14, *Mazoezi*, pp. 87-88. Read through this section and make sure you understand the usage of the three different locatives in the examples provided here. Pay attention to the differences in their usage, and the context in which they are being used so that you have a firm grasp on how each locative is used depending on the context and how you are referring to the location of an object.

## The -*me*- Tense Marker (Present Perfect Tense)

* Step 1: Read Hinnebusch, Lesson 14, *Habari za Sarufi*, Section 5, pp. 95-96. Study this section thoroughly until you have a firm understanding of the present perfect tense. Notice the difference of its meaning and usage compared to the other tenses you have learned so far. It is important to recognize that the translation of verbs in the present perfect tense using *-me-* do not always have a similar meaning, because it depends on the meaning and the type of verb. For example, verbs that indicate states will often be translated into English with the verb “be” plus a participle. On the other hand, verbs that indicate actions will often be translated with “have” and a participle. Make sure you understand the difference in meaning when the present perfect tense is used with active and stative verbs.
* Step 2: Read Hinnebusch, Lesson 14, *Mazungumzo*, pg. 87. Read through the different conversations in this section and pay attention to the different usages of the present perfect tense. Make sure that you understand why it is being used in that context as well as the meaning of the verb.
* **HAND IN:** Answer to Hinnebusch, Lesson 14, *Zoezi la Nyumbani*, p.97
* **HAND IN:** Write a 1-page essay about an imaginary trip to the market in America or wherever else you would like to write about. Try to use a variety of nouns (especially from the vocabulary in this lesson), and make sure that you have a proper agreement between nouns and verbs. Furthermore, try to implement the three types of locatives (both positive and negative forms) as well as the present perfect tense. Write at least 200 words, and type it if you find writing by hand too slow.

## Practical Knowledge

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 14, pp. 87-97. Be sure to review and practice all of the vocabulary provided in Lesson 14, as well as vocabulary from previous lessons.
* Step 2: Listen to the audio selections provided for this section on the Hinnebusch audio website. 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 sentences using the three different locatives, making sure to include subject prefixes within the verbs when necessary. Pose questions about the location of an object or person, and then respond either positively or negatively using a locative and subject prefix within the verb.
* Step 4: Practice writing and saying different sentences using the present perfect tense in a variety of contexts.

# CONVERSATION SESSION PREPARATION

* Be prepared to form and express a variety of sentences using all of the noun classes. Make sure that you are able to form sentences with proper noun class agreement and subject prefixes when necessary.
* Be prepared to form and express various sentences about location using -*mo*, -*po*, and -*ko*. Make sure that you can pose questions and respond to them both negatively and positively using all three locatives.
* Be ready to utilize the present perfect tense with different verbs in a variety of sentences. Also, be able to pose and ask questions using this tense. If you want, you could be practicing responding to the questions posed in the present perfect tense with *-ja*, however, this is not required.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Answer to Hinnebusch, Lesson 14, *Zoezi la Nyumbani*, p.97
* **HAND IN:** Write a short essay about an imaginary trip to the market in America or wherever else you would like to write about. Try to use a variety of nouns (especially from the vocabulary in this lesson), and make sure that you have a proper agreement between nouns and verbs. Furthermore, try to implement the three types of locatives (both positive and negative forms) as well as the present perfect tense. Write at least 200 words, and type it if you find writing by hand too slow.