Five College Mentored Swahili Study Guide 18

**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 16, pp. 105-114
  + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
  + Chapter 12, pp. 112-124
  + Chapter 23, pp. 242-253

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Possessive Concords

* Step 1: Read Hinnebusch, Lesson 16, *Habari za Sarufi,* Section 1, pg. 109. Study the descriptions and look at the examples in this section. You have already seen most of these possessive forms used, but in this lesson it is necessary for you to understand the way in which these possessives change in order to fit the concordial agreement of a sentence (i.e., *kitabu* *changu*, *gari* *lake*, *nguo* *zako*).
* Step 2: Read Almasi, Chapter 12, pp. 112-124 Study, in detail, the descriptions and examples given here in discussions of possessive concords for different noun classes. Make your own sentences based on the examples, and enter them into your memory system.

## Adjectives

* Step 1: Read Hinnebusch, Lesson 16, *Habari za Sarufi,* Section 2, pg. 109. Study the examples and descriptions in this section thoroughly. Be sure to notice that the noun class prefix is slightly different in the adjectives it modifies, depending on whether or not the adjectival stem begins with a vowel or a consonant (i.e., *kitabu kizuri*; *kitabu cheusi*). Also, it is important to recognize that Class 11 and Class 14 nouns do not take the *u*- prefix on the adjective; instead, they behave like Class 3 nouns (i.e., **u**-ji **m**-zuri).

## Adjectival and Possessive Concords

* Step 1: Read Hinnebusch, Lesson 16, *Habari za Sarufi,* Section 3, pg. 110. This section puts the information from the first two grammatical sections into a chart form. This is a very helpful way of reviewing and memorizing the prefixes for each noun class in regards to both adjective and possessive concords. It would be good to mark this chart in your book so you can return to it later on.
* Step 2: Read Hinnebusch, Lesson 16, *Mazungumzo*, Section 3, pg. 105. Study this conversation carefully and make sure that you understand how the prefixes on the possessives and adjectives are used in agreement with the different noun classes.
* Step 3: Read Hinnebusch, Lesson 16, *Mazoezi*, Sections 1-6, pp. 105-106. Study each question and response carefully until you are sure that you could pose similar questions and respond in a similar way while using a variety of nouns, possessives, and adjectives.
* Step 4: Read Hinnebusch, Lesson 16, *Zoezi La Kusoma*, pg. 107. Make sure that you go through this reading more than once in order to understand how the grammatical concepts introduced in this lesson are being used within this passage. Pay special attention to agreement between adjectives, possessives, and nouns in this passage.

## Animate Nouns and Agreement

* Step 1: Read Hinnebusch, Lesson 16, *Habari za Sarufi,* Section 4, pp. 110-111. Although you have already learned about Class 1 and 2 noun agreement, this section presents important information about exceptions to the animates noun category. For example, animates that are in noun Class 7 and 8 (i.e., *kiongozi*, *viongozi*) take the prefixes from Class 1 and 2 (*m*-, *wa*-). However animate nouns that are in Class 9 and 10 (*baba, mama, rafiki*) use the prefixes from class 9 and 10 (*y*-, *z*-; though *rafiki* can take either Class 6 or Class 10 plural).
* Step 2: Read Hinnebusch, Lesson 16, *Mazungumzo*, Sections 1-2, pg. 105. Study these sections and try to pay attention to the usage of animate nouns that are not from Class 1 and 2 in order to become familiar with how agreement for these nouns is formed.

## Passive Sentences

* Step 1: Read Hinnebusch, Lesson 16, *Habari za Sarufi,* Section 5, pg. 111. Study this section and make sure you understand how to use the suffixes -*wa*, -*liwa*, and -*lewa* in order to form passive sentences with different types of verbs. The suffix -*wa* is always used when forming the passive voice with verbs that have a last syllable beginning with a consonant (-*tengenez****wa***, -*chemsh****wa***), while the suffixes -*liwa* and -*lewa* are used when forming the passive voice with verbs that have a last syllable beginning with a vowel (-*nunu****liwa***, -*ondo****lewa***); however, discerning which suffix to use when the last syllable begins with a vowel is dependent on the rules of Swahili vowel harmony. Refer to Lesson 11, Note 3, pp.71-72, for more information on this.
* Step 2: Read Almasi, Chapter 23, pp. 242-253. Look over the descriptions and the examples given in this section. Pay special attention to reading over the examples that use the suffixes -*liwa* and -*lewa* in order to get a better idea of when to use these.
* Step 3*:* Read Hinnebusch, Lesson 16, *Mazoezi*, Section 6, pg. 106. Study this exercise and pay attention to how the passive voice is being used here and how it changes the meaning and structure of the sentence, insofar as the object of the active sentence becomes the subject of the passive sentence (i.e., **active**: *Mama yangu alitengeneza shati langu*./ **passive**: *Shati langu lilitengenezwa na mama yangu*.).
* **HAND IN:** Answers to Hinnebusch, Lesson 16, *Zoezi la Nyumbani*, pp. 111-112.
* **HAND IN**: Answers to Hinnebusch, Lesson 16, *Zoezi La Kusoma*, pg. 107-108. Read the passage and then complete the *Maswali* section that follows the reading.
* **HAND IN:** Write an essay about food in any part of the world (besides East Africa because that was done in this Lesson). Discuss the types of food people eat, why they eat that particular food, and how the culture developed around this type of food. Refer to the *Zoezi La Kusoma*, pg. 107, if you are unsure as to how to structure your essay. Make sure that you implement the various grammatical elements introduced in this section such as adjective and possessive concords, as well as the passive voice if possible. Write at least 250-300 words. Feel free to type if it takes too long to write by hand.

## Practical Knowledge

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 16, pp. 105-114. Be sure to review and practice all of the vocabulary provided in Lesson 16, 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 asking and responding to different questions about the possession of different objects as you saw in the *Mazoezi* section.
* Step 4: Practice changing sentences in the active voice into the passive voice and vice versa until you feel comfortable with the changes in the construction of these two forms.

# CONVERSATION SESSION PREPARATION

* Be prepared to use the vocabulary from this section in conversation with your 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 in this section.
* Be prepared to ask and respond to different questions regarding the possession of objects using a variety of nouns, possessives, and adjectives. Make sure you understand how to apply appropriate Noun Class agreement to these questions and responses.
* Be able to make sentences in the passive voice, and understand how to change passive sentences into active sentences as well.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Hinnebusch Lesson 16, *Zoezi la Nyumbani*, pp. 111-112.
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* **HAND IN:** Write an essay about food in any part of the world (besides East Africa because that was done in this Lesson). Discuss the types of food people eat, why they eat that particular food, and how the culture developed around this type of food. Refer to *Zoezi La Kusoma*, pg. 107, if you are unsure as to how to structure your essay. Make sure that you implement the various grammatical elements introduced in this section such as adjective and possessive concords, as well as the passive voice if possible. Write at least 250-300 words. Feel free to type if it takes too long to write by hand.