Five College Mentored Swahili Study Guide 20

**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 18, pp. 123-128
	+ [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Chapter 13, pp. 125-137

# ASSIGNMENTS FOR INDEPENDENT STUDY

## More on Adjectives

* Step 1: Read Hinnebusch, Lesson 18, *Habari za Sarufi*, Note 1, pp. 125-126. Study the grammatical notes in this section carefully, as much of the information provided here will be very useful. Notice that adjectival roots which begin with voiceless consonants (*p, t, k, f*, and *ch*) have no prefix when being used with N-Class nouns (i.e., *ndizi* ***tatu****, ndizi* ***kubwa***). Also, it will be helpful to remember that adjectival roots which begin with voiced consonants (*b, d, g*, and *z*) have a nasal prefix: *m-* before *b*, and *n-* before the rest. Furthermore, the adjective -*refu* is a special case in so far as it takes the form *ndefu* for N-Class nouns but follows the normal patterns of formation otherwise. Make sure to read the section on adjectives and numbers very carefully, as there are some irregular formations here as well.
* Step 2: Read Hinnebusch, Lesson 18, *Mazungumzo*, Section 1-2, pg. 123. While reading through this section, pay attention to the agreement between nouns and adjectives.
* Step 3: Read Hinnebusch, Lesson 18, *Mazoezi*, Section 1-5, pp. 123-124. Pay attention to adjective formation in these exercises. Take notice of the irregularities of the agreement between nouns and adjectives with the N-Class.
* Step 4: Almasi, Chapter 13, pp. 125-137. Section B, C, and D. Study the examples and descriptions in this lesson and notice any irregular adjective formations.

## *Majina ya Nchi* ‘Names of Countries’

* Step 1: Read Hinnebusch, Lesson 18, *Habari za Sarufi*, Note 2, pp. 126-127. Although you will notice that many names of countries take the u- prefix, this is not true of all of them and because of this it is best to learn the names of countries individually. Some country names are traditional (i.e., *Msumbiji* (Mozambique); *Unguja* (Zanzibar, island off the coast of Tanzania), while other names have a historicity which is somewhat tenuous in regards to the connotation it upholds. For example, *Ureno* (Portugal) is a name with a connotation that stems from the colonial relationship between East Africa - especially Kenya - and Portugal because “*reno*” is etymologically related to “reign” or “kingdom”.
* Step 2: Read Hinnebusch, Lesson 18, *Zoezi la Kusoma*, pp. 124-125. As you study this passage carefully, notice the names of countries and other important geographical terms that are used.

## Saying ‘two or three’

* Step 1: Read Hinnebusch, Lesson 18, *Habari za Sarufi*, Note 3, pg. 127. While an English speaker would say “two or three”, a Swahili speaker would omit the “or” conjunction and just say “two three”. For example, in Swahili this statement would be “mbili tatu”.
* Step 2: Read Hinnebusch, Lesson 18, *Mazoezi*, Section 6, pg. 124. Notice the statements about “two or three” in this section and pay attention to the prefixes used for agreement between the noun and the number.
* **HAND IN:** Hinnebusch, Lesson 18, *Zoezi la Nyumbani*, pg. 127.
* **HAND IN:** Hinnebusch, Lesson 18, *Zoezi La Kusoma*, pp. 124-125. Read the passage and then complete the *Maswali* section that follows the reading, pg. 125.
* **HAND IN:** Write a 2-page essay about an imaginary trip to east Africa. Make sure to include the mode of travel, where you travel to, and the major geological features you encounter (i.e., Mt. Kenya, Mt. Kilimanjaro, Lake Victoria, the Serengeti, etc.). Be careful about the agreement and irregular formulations of adjectives. Write at least 500 words. Feel free to type if writing by hand is too slow.

## Practical Knowledge

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 18, pp. 123-128. Be sure to review and practice all of the vocabulary provided in Lesson 18, 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 saying and writing the names of different countries you have been to and countries that you would like to visit in order to get familiar with the country names you will probably use most often.

# 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 speak about African countries, the country you are from, countries that you have traveled to, and countries that you would like to go to in the future. Make sure to remember that although many countries do take the *u*- prefix, this is not true for all of them.
* Be able to use proper noun/adjective agreement with a variety of nouns and adjectives.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Hinnebusch, Lesson 18, *Zoezi la Nyumbani*, pg. 127.
* **HAND IN:** Hinnebusch, Lesson 18, *Zoezi La Kusoma*, pp. 124-125. Read the passage and then complete the *Maswali* section that follows the reading, pg. 125.
* **HAND IN:** Write an essay about an imaginary trip to east Africa. Make sure to include the mode of travel, where you travel to, and the major geological features you encounter (i.e., Mt. Kenya, Mt. Kilimanjaro, Lake Victoria, the Serengeti, etc.). Be careful about the agreement and irregular formulations of adjectives. Write at least 500 words. Feel free to type if writing by hand is too slow.