Five College Mentored Swahili Study Guide 4

Available online at <http://langmedia.fivecolleges.edu/swahili>      New Version: July 2022

# MATERIALS FOR THIS STUDY GUIDE

## Textbooks:

* Hinnebusch
	+ Lesson 4, pp. 19-23
	+ [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Dialogue under Section C, *Habari Greetings*, pg. 29

## Online Materials:

* LangMedia

* + [Swahili in Tanzania: Basic Communications,](https://langmedia.fivecolleges.edu/lbc-subtopic/124200) *[Greetings and Partings](https://langmedia.fivecolleges.edu/lbc-subtopic/124200)*
	+ [Swahili in Kenya: Basic Communications,](https://langmedia.fivecolleges.edu/lbc-subtopic/124175) *[Greetings and Etiquette](https://langmedia.fivecolleges.edu/lbc-subtopic/124175)*
* Handouts
	+ [Names of Human Body Parts in Swahili](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_body_diagram.html)
	+ [Common Health Problems](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_bodyparts.html)

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Forming Words in the Plural

To make a verb plural, the suffix *-ni* is attached to the end of it. The following steps will help to explain how this is done.

* Step 1: Listen to and practice the *Mazungumzo* and *Mazoezi* in Hinnebusch, Lesson 4. Listen to the audio and practice repeating after the speakers. Refer to the *Msamiati* at the end of the lesson for help with the meaning of the dialogue and exercises.
* Step 2: Notice how the verbs are pluralized by adding the suffix *-ni* to the verb. Look at the examples given: *asanteni*, *kwaherini*, *karibuni*. As we saw in Hinnebusch, Lesson 2, the imperatives are formed in this manner. Other examples are: *rudi* / *rudi****ni****!*– return,
*nenda / nende****ni****!* – go, *kimbia / kimbie****ni****!* – run.
* **HAND IN:** Answers to the *Zoezi la Nyumbani* in Hinnebusch, Lesson 4, p. 22.

## More on Greetings and Goodbyes

* Step 1: Study the *Habari za Sarufi* in Hinnebusch, Lesson 4, on the concepts of *hodi*, *shikamoo*, and *marahaba*. Practice using them until you are quite comfortable.
* Step 2: Understand how to use *ni* and *si* to express English *is*/*are* and *is not*/*are not*, respectively. Look at Section 5, p. 22 of the *Habari za Sarufi* in Hinnebusch, Lesson 4. Practice writing sentences using *ni* and *si* in the singular and plural with the first, second, and third person. Enter these important words into your memory system.
* Step 3: Look at Section 4, p. 21 of the *Habari za Sarufi* in Hinnebusch, Lesson 4. Try to understand the use of the phrase *baada ya* after doing something. Can you list various verbs and practice using *baada ya* with them?
* Step 4: Look at Section 6, p. 22 of the *Habari za Sarufi* in Hinnebusch, Lesson 4*.* Notice how reciprocal verbs are formed. Make a list of several verbs and change them into the reciprocal form. Try to use *baada ya* with the verbs and be sure to use the correct pronouns.
* Step 5: Watch the videos under [Swahili in Tanzania: Basic Communications, *Greetings and Partings*](https://langmedia.fivecolleges.edu/lbc-subtopic/124200) and [Swahili in Kenya: Basic Communications, *Greetings and Etiquette*](https://langmedia.fivecolleges.edu/lbc-subtopic/124175). Be sure to listen until you understand the gist, referring to the transcriptions as needed. Record and note phrases and body language that you could use in your conversation session.

## Human Body Parts

* Step 1: Study the drawings for the [Names of Human Body Parts in Swahili](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_body_diagram.html). Learn the phrases used to talk about [Common Health Problems](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_bodyparts.html).
* Step 2: Go to Hinnebusch, Maneno Maalum (Juu ya Magonjwa), pp. 143-144. Familiarize yourself with the vocabulary on diseases, *magonjwa*. Learn these terms with your memory system and by using them in practice sentences and dialogues that you come up with.
* Step 3: Read the dialogue from Almasi, pg. 29, showing various ways people can greet and describe how they are doing. Try to say your own sentences out loud based on this model.
* Step 4: Combine these various threads. Practice greetings and inquiring after someone’s well-being, using the different body parts and diseases to explain your or another person’s illness when asked. (Examples: *Mimi sijambo lakini kichwa kinaniuma*. – I’m fine, but I have a headache. *Watoto ni wagonjwa kidogo*. *Wanakohoa*. – The children are a little sick. They are coughing.)
* **HAND IN:** A dialogue between a teacher and three students. In the dialogue, let the teacher inquire about the well-being of the students; use a few commands and appropriate goodbyes. Write at least 10 sentences.

## Practical Knowledge

* Step 1: Review the *Habari za Sarufi* and *Msamiati* in Hinnebusch, Lesson 4.
* Step 2: Study the drawings on body parts. How many parts can you name without looking at the drawings? Study the names of diseases. Can you name more than ten that are quite common? Try to make your own drawing or label one that you find online.
* Step 3: Practice reading East African newspapers such as *The Daily Nation* in Kenya, Tanzanian newspapers, Radio BBC and Radio German, to familiarize yourself with more vocabulary and cultural concepts. You might find it difficult, but focus on catching what you can and getting the gist of what you see.

Step 4: Make sure that your memory system is up to date with all the new material.

# CONVERSATION SESSION PREPARATION

* Be prepared to engage role-plays that involve greetings integrating the proper use of *shikamoo* and *marahaba*. Also you will be expected to make use of reciprocal forms of verbs in your conversation.
* Be prepared to use vocabulary for illness and body parts and talk about the well-being of another person as well as your own.
* Be prepared to identify different body parts in the singular and plural.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Answers to the *Zoezi la Nyumbani* in Hinnebusch, Lesson 4, p. 22.
* **HAND IN:** A dialogue between a teacher and three students. In the dialogue, let the teacher inquire about the well-being of the students; use a few commands and appropriate goodbyes. Write at least 10 sentences.