Five College Mentored Swahili Study Guide 5

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

# MATERIALS FOR THIS STUDY GUIDE

Textbooks:

* Hinnebusch
  + Lesson 1, Sections 7 and 8, pg. 4
  + Lesson 5, pp. 25-29
  + Lesson 8, *Mazoezi*, pg. 45
  + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)

## Online Resources

* + [Classroom Imperatives Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_class_imperatives_ex.html) (if necessary, see [Classroom Imperatives List](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_class_imperatives_li.html))
  + [Greetings Vocabulary Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_greetings_ex.html) (if necessary, see [Greetings Vocabulary List](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_greetings_li.html))
  + [Singular Nouns Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_singular_nouns1_ex.html) (consult your textbooks or a dictionary for help)
  + [Personal Pronoun Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_pers_pronouns_ex.html) (if necessary, see [Personal Pronoun List](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_pers_pronouns_li.html))
  + [Frequently Used Words and Phrases Exercise 1](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_common_words1_ex.html) (consult your textbooks or a dictionary  
    for help)
  + [Days of the Week Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_days_ex.html) (if necessary, see [Days of the Week List](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_days_li.html))
  + [Numbers 1 - 10 Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_num10_digits_ex.html) and [Numbers 1 - 10 Counting Exercise](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_num10_next_ex.html) (if necessary, see [Numbers  
    1 - 10 List](http://langmedia.fivecolleges.edu/legacy/swahili/elementary/exercises/swv1_num10_list.html))

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Introducing Yourself and Saying Your Name

* Step 1: Listen to and practice the *Mazungumzo* and *Mazoezi* in Hinnebusch, Lesson 5. Listen to the audio and practice repeating after the speakers. Look at the *Msamiati* at the end of the lesson for help with the meaning of the dialogue and exercises.
* Step 2: Study the *Habari za Sarufi* on asking someone’s name in Hinnebusch, Lesson 5. Notice that *ni* (is/are) is optional in asking for one’s name. Also note the position of the possessive in the sentence. (Examples: *jina langu ni*… – my name is…, or *jina langu*… – my name is…).
* **HAND IN:** Answers to the *Zoezi la Nyumbani* in Hinnebusch, Lesson 5, pg. 27.

## Asking People Their Names

Questions containing pronouns are used to ask people their names. The most effective approach is suggested below.

* Read Hinnebusch Lesson 5, *Habari za Sarufi*, pg. 27. Study the different polite forms of address. Add these to the vocabulary that you have already learned: *bwana* – Mr./Sir,  *bibi* – Mrs. and *biti* – Miss/Ms.

## Asking People about Their Activities

When asking people about their activities, there are special prefixes attached to the verb. For example, *wewe unafanya nini?* is the English version of “what are you doing?” The attached subject prefix here is *u-* you, attached to *fanya*, do or doing. Look at the following steps on how to form these kinds of questions.

* Step 1: Read Hinnebusch Lesson 5, *Mazungumzo*, pg. 25. Practice by formulating sentences.
* Step 2: Read Hinnebusch Lesson 8, *Mazoezi*, pg. 45. Look at the end letter of the verb. Most verbs in Swahili end with the letter *a* in the affirmative but with the letter *i* in the negative. (Example: *ninasom****a*** – I am reading, *sisom****i*** – I am not reading.) There are certain verbs, however, that do not have this pattern. Study the examples given. These verbs have the same letter both in the affirmative and in the negative. (Example: *unafaham****u*** – you understand, *hufaham****u*** – you don’t understand.) Can you come up with more examples?
* **HAND IN:** Two descriptive writings on two different individuals, whether real or imaginary. Use proper titles in talking about their names and their activities.  For each description write at least 5 sentences.

## Discussing Different Tasks

Try talking about activities you do daily, where you come from, etc. This will help you to understand how verbs are conjugated. The following steps will give you more insight into the conjugation of verbs.

* Step 1: Read Hinnebusch, Lesson 1, Section 7: Complex Verb Forms and 8: Imperative Commands, pg. 4. Did you notice that the verb is made up of several parts? Name the parts in this sentence: *Ninakula.* Try to formulate sentences and name the parts in them.
* Step 2: Make a list of ten verbs. Make sentences with these verbs using the 1st, 2nd and 3rd persons in both the singular and plural.

## Practical Knowledge

* Step 1: Go through the entire Hinnebusch, Lesson 5 and review especially *Maneno Maalum* under *Msamiati*, pg. 29. Maintain your system for tracking and reviewing vocabulary. Try to review what you have learned so far from Lesson 1 to Lesson 5. Test yourself using the various randomized vocabulary and grammar exercises included in this module:
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* Step 2: Read *Zoezi la Kusoma* in Hinnebusch, pg. 26. Look at how verbs are conjugated in the singular and plural forms. Also note the use of pronouns with proper names. Can you practice writing similar simple dialogues about people in your class? Look at your dictionary and the glossaries in both books to improve your vocabulary and writing skills.

# CONVERSATION SESSION PREPARATION

* Be prepared to introduce yourself and talk about the different activities you, your family members, and your friends do daily.
* Be prepared to ask others in the class to introduce themselves and say what their family members and friends do.
* Be able to play the role of a teacher asking students their names and of their friends, inquiring about their well-being as well as that of their families, and give simple commands.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Answers to the *Zoezi la Nyumbani* in Hinnebusch, Lesson 5, p. 27.
* **HAND IN:** Two descriptive writings on two different individuals, whether real or imaginary. Use proper titles in talking about their names and their activities. For each description write at least 5 sentences.