

MATERIALS FOR THIS STUDY GUIDE

- Hinnebusch
 - Lesson 22, pp. 153-158
 - [Online audio for Hinnebusch](#)
- Online Materials:
 - [Lilly Weds Willy](#)
 - [University of Kansas Kiswahili Lesson 25 - Clothes](#)
 - [University of Kansas Kiswahili Lesson 26a - Colors](#)
 - [University of Wisconsin Materials for Swahili Learners: Chapter 1 – Mavazi Ya Afrika Mashariki](#)

ASSIGNMENTS FOR INDEPENDENT STUDY

The -le Demonstrative

1. Read Hinnebusch, Lesson 22, Habari za Sarufi, Note 1, pg. 156. Study the descriptions and examples provided in this section. Note that the demonstrative -le is used to indicate an object or person which are at a distance from both speaker and listener [i.e., Mtu yule./‘That person over there (far from both speaker and listener).’]. Also, notice that the demonstrative always agrees with the noun it modifies. Although the demonstrative -le usually follows the noun it modifies to indicate ‘that over there’ it can also precede the noun; however, in this case it is a definite article and therefore means ‘the’ (e.g., Yule mtu. ‘The person.’).
2. Read Hinnebusch, Lesson 22, Mazungumzo, Sections 1-2, pg. 153. Read these dialogues and pay attention to the usage of le- demonstratives so that you can see how they are used within a conversational setting.
3. Read Hinnebusch, Lesson 22, Mazoezi, Section 1-2 and 5, pp. 153-154. Practice using the le- demonstrative by performing these exercises until you feel comfortable posing and asking questions similar to the ones shown in these sections.

4. Read Hinnebusch, Lesson 22, Zoezi la Kusoma, pp. 154-155. As you read through this passage, take note of sentences or phrases that contain -le demonstratives. Make sure you understand what these demonstratives are referring to vis-à-vis the prefixes being used. Also, pay attention to why the -le demonstrative is being used in that specific context.
5. **HAND IN:** Hinnebusch, Lesson 22, Zoezi La Kusoma, pp. 154-155. Read the passage and then complete the Maswali section that follows the reading on pg. 155.

Mbele y- and Nyuma y-

1. Read Hinnebusch, Lesson 22, Habri za Sarufi, Note 2, pg. 157. Study the descriptions and examples provided in this section. In order to describe the location or position of an object in relation to an object (i.e., 'in front of me' and 'behind me'), mbele y- ('in front of someone'), nyuma y- ('behind someone'), juu y- ('above someone'), and chini y- ('behind someone') are used along with the corresponding possessive forms. For example, 'in front of you' would be mbele yako while 'behind us' would be nyuma yetu.
2. Read Hinnebusch, Lesson 22, Mazoezi, Section 3-4 and 6-7, pg. 154. Go over these exercises and pay attention to the implementation of mbele y-, nyuma y-, etc. until you fully understand how they are functioning within these sections. Furthermore, make sure that you are able to construct similar sentences using these positional phrases and that you can use them in conjunction with different demonstratives, such as -le, as is shown in exercises 3, 4, and 7.
3. **HAND IN:** Hinnebusch, Lesson 22, Zoezi la Nyumbani, pg. 157.
4. **HAND IN:** Describe, in detail, the picture on pg. 156. Use whatever vocabulary you can from this lesson when it seems appropriate. Make sure to describe the content of the picture in terms of the location of objects/people as well as what events could be/are taking place within the depiction. Write at least 10 sentences.

PRACTICAL KNOWLEDGE

1. Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 22, pp. 153-158. Be sure to review and practice all of the vocabulary provided in Lesson 22, as well as vocabulary from previous lessons.
2. Listen to the audio selections provided for this section on [Online audio for Hinnebusch](#). 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.
3. Practice describing various settings (in terms of where things are within a specific location) using -le, nyuma, and mbele as they were discussed in this lesson.
4. Watch [Lilly Weds Willy](#), which depicts a Swahili wedding ceremony. It will help you to better understand what this ceremony looks like and how it is performed.
5. Go to [Mavazi Ya Afrika Mashariki](#) and read about East African clothes and colors.
6. To learn more on East African clothing and colors, go to: [Lesson 25 - Clothes](#) and [Lesson 26a - Colors](#).
7. **HAND IN:** A story about a wedding that you have been to. Describe from what tradition the style of wedding emerged from (if it was a traditional wedding, otherwise describe how it was different or similar to the traditions discussed in Hinnebusch, Lesson 22) and what kind of things were done at the wedding: what kind of music was played, what kind of food was eaten, what dances were performed, etc. If you have never been to a wedding, write about a wedding from a religious or cultural tradition you are familiar with. Write at least 15 sentences.

CONVERSATION SESSION PREPARATION

- Be prepared to Utilize the vocabulary from this section in conversation with your conversation 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.... Describe where things are using the -le demonstrative as well as nyuma and mbele. Make sure that if you are sitting in a room you would be able to use these to describe the setting.

- Be able to Talk about Muslim and Christian weddings and the kinds of things that happen at these events. Also, if you are familiar with another kind of traditional or nontraditional wedding you could discuss this as well.

HOMEWORK FOR TUTORIAL

- **HAND IN:** Hinnebusch, Lesson 22, Zoezi La Kusoma, pp. 154-155. Read the passage and then complete the Maswali section that follows the reading on pg. 155.
- **HAND IN:** Hinnebusch, Lesson 22, Zoezi la Nyumbani, pg. 157.
- **HAND IN:** Describe, in detail, the picture on pg. 156. Use whatever vocabulary you can from this lesson when it seems appropriate. Make sure to describe the content of the picture in terms of the location of objects/people as well as what events could be/are taking place within the depiction. Write at least 10 sentences.
- **HAND IN:** A story about a wedding that you have been to. Describe from what tradition the style of wedding emerged from (if it was a traditional wedding, otherwise describe how it was different or similar to the traditions discussed in Hinnebusch, Lesson 22) and what kind of things were done at the wedding: what kind of music was played, what kind of food was eaten, what dances were performed, etc. If you have never been to a wedding, write about a wedding from a religious or cultural tradition you are familiar with. Write at least 15 sentences.