**Five College Mentored Swahili Study Guide 19/20**

**Available online at** [**http://langmedia.fivecolleges.edu/swahili**](http://langmedia.fivecolleges.edu/swahili) Version: Fall 2020

## MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch, Lesson 17 (pp.115-122) and Lesson 18 (pp. 123-128)
* Mohamed/Mazrui, Lesson 10, 10F: Grammar Topic 1 (pp.143-144) and Lesson 11, 11F: Grammar Topic 4 (pp.164-166)
* [Online audio for *Kiswahili* by Hinnebusch and Mirza](https://langmedia.fivecolleges.edu/node/190291)
* [KiSwahili at the University of Kansas](http://www2.ku.edu/~kiswahili/): Lesson 7 and Lesson 31

## ASSIGNMENTS FOR INDEPENDENT STUDY

## The -*mesha*- Tense

* Step 1: Read Hinnebusch Lesson 17, *Habari za Sarufi*, Note 1 (pp.117-118). Read through the descriptions and examples here carefully. Notice that the difference between the use of -*me*- and -*mesha*- is a differentiation of the temporal proximity from when the event or action occurred and when the speaker is making the state (i.e., *A****me****enda*. ‘She is gone.’ versus *A****mesha****enda*. ‘She has already gone.’). Furthermore, in order to understand the difference in connotation between -*me*- and -*mesha*- it is important to know that -*mesha*- is actually a contracted form of the -*me*- tense and the verb *kwisha*. Hence, it is also possible to say something like, ‘*A****mekwisha*** *kwenda*.’ (literally, ‘She has just finished going.’). This form is generally considered to be more formal than the contracted form; however, it is usually acceptable to use the contracted form in the majority of contexts, formal or casual. Be sure to look at the other examples of the contracted forms in order to understand all the possible ways to formulate verbs using the -*mesha*- tense. Also, remember that with monosyllabic verbs in the -*mesha*- tense, the *ku*- of the infinitive is retained.
* Step 2: Read Hinnebusch Lesson 17, *Mazoezi*, Section 3 (p.116). Look at the questions and answers provided in this section and take careful notice of the usage of the -*mesha*- tense. Furthermore, look at the placement of the object marker within the verb when using this tense (i.e., *amesha****li****fanya*).
* Step 3: Read Hinnebusch Lesson 17, *Zoezi la Kusoma* (pp.116-117). As you read through this passage, notice the usage of *kwisha* and -*mesha*- and make sure that you understand how they are being used.
* Step 4: Read Mohamed/Mazrui, Lesson 10, 10F: Grammar Topic 1 (pp.143-144); examples and descriptions provided in this section. Also look at way in which a negative form of the -*mesha*- tense can be constructed using the -*ja*- (‘not yet’) aspect marker (i.e., positive: *Mwalimu a****mesha****ondoka*. / negative: *Mwalimu ha****ja****ondoka*.). Additionally, look at Lesson 11, 11F: Grammar Topic 4 (pp.164-166). Study the examples and descriptions in this lesson and notice any irregular adjective formations.

## More on Object Prefixes

* Step 1: Read Hinnebusch Lesson 17, *Habari za Sarufi*, Note 2 (p.118). Study this section carefully and review the different object prefixes. Make sure to read through the descriptions and examples carefully in order to fully understand the use of the object and object pronoun in Swahili grammar. Notice that in cases where English grammar would express both animate and inanimate objects, only the animate object is marked in the Swahili verb [i.e., *Sija****m****pa*. ‘I haven’t given (it) to him yet.’].
* Step 2: Read Hinnebusch Lesson 17, *Mazoezi*, Sections 2 and 4 (pp.115-116). While going through these exercises, pay close attention to the place and usage of the object markers in the sentences.
* Step 3: Go to [KiSwahili at the University of Kansas](http://www2.ku.edu/~kiswahili/): Lesson 31. The chart provided here may be useful as a reference while going through the different examples, descriptions, and more on Adjectives.
* Step 4: 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 pattern of formation otherwise. Make sure to read the section on adjectives and numbers very carefully, as there some irregular formations here as well.

## The Adverb *bado*

* Step 1: Read Hinnebusch Lesson 17, *Habari za Sarufi*, Note 3 (p.119). Study the examples and descriptions in this section and make sure that you understand the positive and negative meanings of the adverb *bado* (‘still’ and ‘not yet’). Whether *bado* is has a positive or negative meaning is totally dependent on the context: if it is being used in a positive context it will mean ‘still’ (i.e., *Mwalimu ni mgonjwa* ***bado****?*) while if it is being used in a negative context - which is often denoted with the use of the -*ja*- tense - it will mean ‘not yet’ (i.e., *Je, ha****ja****enda dukani?* ***Bado****!*)

## More on Adjectives

## Step 1: Read Hinnebusch Lesson 17, *Mazoezi*, Section 5 (p.116). Look at the usage of *bado* in the section on adjectives and numbers very carefully.

* Step 2: Read Hinnebusch, Lesson 18, *Mazungumzo*, Section 1-2 (p.123). While reading through this section, pay attention to the agreement between nouns and adjectives.
* Step 3: Read Hinnebusch, Lesson 18, *Mazoezi*, Section 3-5 (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.

## *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 otice (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”. (i.e., *Msumbiji* (Mozambique); *Unguja* (Zanzibar, island off the coast of Tanzania), while other names have a historicity which is somewhat tenuous in regard 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.
* Step 3: [KiSwahili at the University of Kansas](http://www2.ku.edu/~kiswahili/): Lesson 7. Look over the lists of countries, nationalities, and languages provided in this lesson.

## Saying ‘two or three’

* Step 1: Read Hinnebusch, Lesson 18, *Habari za Sarufi*, Note 3 (p.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 (p.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.

**Practical Knowledge**

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 17 (pp.115-122). Be sure to review and practice all of the vocabulary provided in Lesson 17, 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 writing and saying different questions and responses using -*mesha*- and *bado*. Try to incorporate the use of the -*ja*- tense when formulating a sentence with the *bado* in the negative sense of ‘not yet’. Furthermore, make sure to try to incorporate objects and subjects from different noun classes into your sentences to practice using the different subject prefixes and object markers.

## CONVERSATION SESSION PREPARATION

* Be prepared to … Utilize 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.
* Be prepared to… Create and respond to questions using the -*mesha*- tense.

## HOMEWORK FOR TUTORIAL

* **HAND IN:** Lesson 17, *Zoezi la Nyumbani* (p.119).
* **HAND IN:** Hinnebusch, Lesson 17, *Zoezi La Kusoma* (pp.116-117). Read the passage and then complete the *Maswali* section that follows the reading (p.117).
* **HAND IN:** Mohamed/Mazrui, Lesson 11, 11H: Exercise 2 (p.169).
* **HAND IN:** Write a dialogue between a mother and a son or daughter that has not done their homework for school yet. Make sure that the son or daughter responds to the mother by saying that they have already completed the work. Incorporate the -*ja*- and -*mesha*- tenses, as well as *bado* and any vocabulary from Hinnebusch Lesson 17 that seems fitting to your dialogue. Don’t forget to use appropriate subject/ object prefixes and object infixes whenever necessary.
* **HAND IN:** Write one and a half pages essay on an imaginary trip in 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 agreement and irregular formulations of adjectives.