Five College Mentored Swahili Study Guide 15

**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 13, pp. 81-86
	+ [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Chapter 6, Sections A and B, pp. 47-50

# ASSIGNMENTS FOR INDEPENDENT STUDY

## The Past Tense

* Step 1: Read Hinnebusch, Lesson 13, *Habari Za Sarufi*, Sections 1-3, pp. 84-85. Study the usage of the past tense marker *-li-* and the way it is used in the examples given in Section 1. Next, study how to form the negative past tense with the marker *-ku-* and make sure that you understand how it is being used in the examples in Section 2. Then look at Section 3, and be sure to study the formation of the both the positive and negative past tense when it is being used with monosyllabic verbs (i.e., *alikuja* “he came”, and *hakuja* “he didn’t come”). Notice that the verbal prefix *ku-* is retained in both the positive and negative past tense; however, in the formation of the negative past tense it is important to recognize that the *-ku-* negative past tense marker is not added because the original *ku-* prefix  is retained in the formation of the negative past tense with monosyllabic verbs such *as kuja, kula*, and *kwenda*.
* Step 2: After you understand the usage of the positive and negative variations of the past tense, look at the *Mazungumzo*, *Mazoezi,* Sections 1-2, pp. 81-82, and *Zoezi la Kusoma*, pp. 82-84. Make sure that you fully understand the way that the different forms of the past tense are implemented in these sections, paying special attention to how you can pose questions and respond to these questions using both the negative and positive variations of the past tense (i.e., *Ulichelewa kuamka leo asubuhi? La, sikuchelewa*. “Did you get up late this morning? No, I did not wake up late.”).
* Step 3: Read Almasi, Chapter 6, Sections A and B, pp. 47-50. Also, be sure to understand how this tense is different in its usage from the present and future tenses. Closely study Section B, and make sure that you understand all of the examples given of the negative past tense.

## The Past and Future Forms of ‘To Be’ and ‘To Have’

* Step 1: Read Hinnebusch  Lesson 13, *Habari Za Sarufi*, Section 4, pg. 84. Study the difference between the formation of the positive and negative aspects of the verb “to be” in the present (i.e., all forms: *ni/si)*, past (i.e., 1st person singular: *nilikuwa/sikuwa*), and future (i.e., 1st person singular: *nitakuwa/sitakuwa*). Notice that in the past and future tenses, whereas *kuwa* is used as the verb “to be”, the verbal formations follow the same pattern as all other monosyllabic verbs such as *kuja, kula,* etc. Be sure to look at all of the examples provided in this section, paying special attention to the formation of the verb “to be” in all three aspects and noting the key differences between these different aspects of the verb.
* Step 2: Read Hinnebusch, Lesson 13, *Habari Za Sarufi*, Section 5, pg. 85. Study the usages and differences between the positive and negative forms of the verb “to have” in the present (i.e., 1st person singular: *nina/sina*), past (i.e., 1st person singular: *nilikuwa na/sikuwa na*), and future (1st person singular: *nitakuwa na/sitakuwa na*). Once again, notice that because the verb *kuwa* (*na*) is used in the formation of the past and future aspects of the verb “to have”, these verbal forms will follow the same pattern as other monosyllabic verbs. Also, pay special attention to the difference between the formations of each tense of the verb demonstrated in the examples given in this section. Notice the addition of *na* to the verb *kuwa* in the formation of the past and future aspects as this is the only superficial difference between the verbs “to be” and “to have” in these two tenses. After studying this section thoroughly, look at *Mazoezi*, Sections 3 and 4, pp. 81-82 and make sure that you understand the function of the verb “to have” as it is used in these exercises.

## The Past and Future Forms of ‘There Is/ There Are’

* Step 1: Read Hinnebusch Lesson 13, *Habari Za Sarufi*, Section 5, pg. 85. Study the formation of the past and future forms of “there is/there are”; paying close attention to the difference between the present form (i.e., *kuna*). Be sure to note that the past and future forms use the basic structure of *kuwa na* in both the positive and negative aspects (i.e., future positive: ***ku****takuwa* ***na***; future negative: *ha****ku****takuwa* ***na***; past positive: ***ku****likuwa* ***na***; past negative: *ha****ku****kukuwa* ***na***).
* **HAND IN:** Answer to the questions in Hinnebusch, Lesson 13: *Zoezi la Nyumbani*, pg. 85 and *Maswali* for *Zoezi la Kusoma*,pg. 84.
* **HAND IN**: Create a dialogue between two friends that are on their way to school and they are discussing waking up for class, as well as the reading and the homework they did the night before. Be sure to have them ask one another when they woke up, whether or not they did the work for class, and if they know when the next exam will be. Try to use both the past and future tense of “to be”, “to have”, and “there is/there are”; making sure to use both positive and negative responses to questions. Write at least 12 sentences.

## Practical Knowledge

* Step 1: Review all of the materials for this study guide as shown above; especially Hinnebusch, Lesson 13, pp. 81-86. Be sure to review and practice all of the vocabulary provided in Lesson 13, as well as vocabulary from previous lessons.
* Step 2: Practice writing and saying different questions and responses using both the positive and negative forms of the past tense. Be sure to vary positive and negative responses to the questions that you pose in the past tense.
* Step 3: Practice writing and saying the different tenses of the verbs “to be” and “to have” in different contexts. Also try using the past and future forms of the verbs “there is/there are” in different contexts. Make sure to refer back to examples in the texts to make sure you are expressing these verbs correctly.
* Step 4: Listen to the audio selections provided for this section on 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.

# CONVERSATION SESSION PREPARATION

* Be prepared to utilize all the vocabulary from Hinnebusch Lesson 13, pg. 86 within conversation and discussion and be able to implement this vocabulary in a variety of settings; especially focus on relating this vocabulary to the different grammatical structures presented in this Study Guide.
* Be prepared to use the past tense with a variety of verbs (mono/polysyllabic) in both the positive and negative aspects. Make sure that you are able to both express questions in the past tense, and that you are able to respond to the questions both positively and negatively.
* Be able to implement the past and future forms of “to be”, “to have”, and “there is/there are” in a variety of contexts for different purposes such as expressing possession (i.e., *nitakuwa na/nilikuwa na*), where you or somebody will be or has been (i.e., *nitakuwa*/*nilikuwa*), and the location of an object or event in the past or future (i.e., *kulikuwa na mtihani jana*/*kutakuwa na mtihani kesho*). Also, make sure that you will be able to express all of these things in the negative aspect as well.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Answer to the questions in Hinnebusch, Lesson 13, *Zoezi la Nyumbani*, pg. 85 and *Maswali* for *Zoezi la Kusoma*,pg. 84.
* **HAND IN**: Create a dialogue between two friends that are on their way to school and they are discussing waking up for class, as well as the reading and the homework they did the night before. Be sure to have them ask one another when they woke up, whether or not they did the work for class, and if they know when the next exam will be. Try to use both the past and future tense of “to be”, “to have”, and “there is/there are”; making sure to use both positive and negative responses to questions. Write at least 12 sentences.