Five College Mentored Swahili Study Guide 17

**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 15, pp. 99-104
	+ [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Chapter 6, Sections C and D, pp. 50-54

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Review of Present Perfect (-*me*-) Tense and ‘Not Yet’ Tense (-*ja*-)

* Step 1: Read Hinnebusch Lesson 15, *Habari za Sarufi*, Section 1, pg. 102. Although the -me- tense was discussed in the last Study Guide, it is important that you fully understand the differences in meaning that occur when this tense is applied to different types of verbs. For example, *kimepotea* translates to English as ‘It **is** lost.’ while *amerudi* translates as ‘He **has** returned’. Read the explanation of this difference in this section, and make sure you understand the temporal implications of the present perfect tense.
* Step 2: Read Hinnebusch Lesson 15, *Habari za Sarufi*, Section 2, pg. 102. This tense was also briefly discussed in the last Study Guide in responses to questions posed in the present perfect (-*me*-) tense; however, it was only vaguely mentioned and was not thoroughly explained. Study the descriptions and examples in this section and be sure to recognize that this tense is only used in the negative aspect of the verb and never with the positive aspect. Notice that although the tense marker -*ja*- indicates something has not yet occurred or that a result has not yet been achieved, it is not uncommon for the word *bado* (literally, ‘yet’ or ‘still’)to be placed on the ends of sentences that are constructed with this tense. Although the use of this word in addition to -*ja*- is not necessary, it does offer emphasis to the statement while also being slightly more formal. Here, it is also important to note that monosyllabic verbs generally do not retain the *ku*- of the infinitive (i.e., *sijala*).
* Step 3: Read Hinnebusch Lesson 15, *Mazungumzo*, Section 1 and 2, pg. 99. Study this section thoroughly and pay attention to the usage of both -me- and -ja- as it appears within these conversations. It is important to understand the way in which -ja- is commonly used as a response to questions posed in the present perfect tense (i.e., **Q**: *Je, umefika mapema leo asubuhi?* **R**: *La, sijafika mapema. Nimechelewa leo asubuhi*.).
* Step 4: Read Hinnebusch Lesson 15, *Mazoezi*, Section 1, pg. 99. Study the formation of the various verbs in this section as they are constructed with the -me- and -ja- tense markers. As mentioned before, these tenses often appear together in the context of a question and a response.
* Step 5: Read Almasi, Chapter 6, Sections C and D, pp. 50-54. Study the descriptions and examples, using the exercises to practice as necessary. Note anything that seems to be new or different from how Hinnebusch discusses the topic.

## Past and Future Tense Forms with -*mo*, -*po*, and -*ko*

* Step 1: Read Hinnebusch Lesson 15, *Habari za Sarufi*, Section 3, pp. 102-103. Study the formation of the past and future tenses of the three locatives. Notice the difference between the present formation (which omits *kuwa*) and the past and future formations (which include *kuwa*). Furthermore, with the past and future tenses the inclusion of the locative is optional and is added to the end of *kuwa*. Even though the addition of the locative to the verb in the past and future tenses is optional, it does make the statement more specific in terms of the location and places more emphasis on that specific location within the statement. Also, it is critically important to include the locative marker when it is necessary to state some aspect of the place which is not otherwise specified within the statement (i.e., *Kitabu kilikuwako nyumbani? Ndiyo, kilikuwako*.).
* Step 2: Read Hinnebusch Lesson 15, *Mazungumzo*, Section 3, pg. 99. While reading this conversation, pay attention to the usage of locatives in reference to the location of an object being discussed. Make sure you understand why that specific locative is being used in reference to that location and whether or not it is optional to include the locative within the verb in that context.
* Step 3: Read Hinnebusch Lesson 15, *Mazoezi*, Section 3-6, pg. 100. Look at the variations of locatives used throughout these exercises in various contexts. Also, notice the formation of past and present locative constructions in the positive and negative aspect. Make sure you understand the proper way to respond to a question in reference to the location of a person or object in the past, present, and future tenses.

## The Object Pronoun -*mw*- (Noun Class 1)

* Step 1: Read Hinnebusch Lesson 15, *Habari za Sarufi*, Section 4, pg. 103. Although the usage of this object prefix was previously discussed in Hinnebusch Lesson 11, this section serves to elaborate on when to use -*m*- versus -*mw*-. As stated in this section, -*m*- is used before verb roots beginning with a consonant (i.e., *nina****m****penda*) while -*mw*- is used before verb roots beginning with a vowel (i.e., *nin****mw****ambia*).
* Step 2: Read Hinnebusch Lesson 15, *Mazoezi*, Section 2, pg. 99. Look at this section and pay attention to the usage of the object prefix -*mw*- with the verb *kuona*.
* **HAND IN:** Answers to Hinnebusch Lesson 15, *Zoezi la Nyumbani*, pg. 103.
* **HAND IN:** Answers to Hinnebusch Lesson 14, *Zoezi La Kusoma* and *Maswali*, pp. 100-101. Complete the reading and answer the questions that follow the reading.
* **HAND IN:** Write a dialogue between a teacher and student that has just arrived to class late and has forgotten his book at home. Make sure to include the -*me*- tense, the -*ja*- tense, and the past, present, and future forms of the locatives -*mo*, -*po*, and -*ko*. If you are having trouble structuring the conversation, refer to Hinnebusch Lesson 15, *Mazungumzo*, pg. 99. Write at least 14 sentences in your dialogue.

## Practical Knowledge

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 15, pp. 99-104. Be sure to review and practice all of the vocabulary provided in Lesson 15, 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 questions and responses using the -*me*- and -*ja*- tenses. Make sure that you practice responding both affirmatively and negatively.
* Step 4: Practice writing and saying the location of people and objects from different noun classes until you feel comfortable using different subject prefixes with the past, present, and future tenses of the locatives -*mo*, -*po*, and -*ko*. It will be really helpful for you to master (or at least be very comfortable with) the usage of the locatives in a variety of contexts as these are used quite often by native speakers.

# CONVERSATION SESSION PREPARATION

* Be ready to use 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. Also be sure to recognize when and when not to use the object prefix -*m*- instead of -*mw*- and vice versa.
* Be prepared to pose questions using the -*me*- tense and respond to them using the -*ja*- tense when appropriate in the conversation.
* Be ready to form and express various sentences about location using -*mo*, -*po*, and -*ko*. Make sure that you can pose questions and respond to them both negatively and positively using all three locatives. Furthermore, be able to use these locatives in past, present, and future tenses.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Answers to Hinnebusch Lesson 15, *Zoezi la Nyumbani*, pg. 103.
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* **HAND IN:** Write a dialogue between a teacher and student that has just arrived to class late and has forgotten his book at home. Make sure to include the -*me*- tense, the -*ja*- tense, and the past, present, and future forms of the locatives -*mo*, -*po*, and -*ko*. If you are having trouble structuring the conversation, refer to Hinnebusch Lesson 15, *Mazungumzo*, pg. 99. Write at least 14 sentences in your dialogue.