Five College Mentored Swahili Study Guide 19

**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 17, pp. 115-122
  + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)

# 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.

## 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.

## The Adverb *bado*

* Step 1: Read Hinnebusch Lesson 17, *Habari za Sarufi*, Note 3, pg. 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****!*)
* Step 2: Read Hinnebusch Lesson 17, *Mazoezi*, Section 5, pg. 116. Look at the usage of *bado* in the question and response sentences of these exercises.
* **HAND IN:** Lesson 17, *Zoezi la Nyumbani*, pg. 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, pg. 117.
* **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. Write at least 14 sentences.

## 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 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.
* Be prepared to create and respond to questions using the -*mesha*- tense.
* Be able to make use of the positive and negative meanings of the adverb *bado* in a variety of sentence structures. Make sure that you can use the -*ja*- tense in conjunction with *bado*.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Lesson 17, *Zoezi la Nyumbani*, pg. 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, pg. 117.
* **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. Write at least 14 sentences.