Five College Mentored Swahili Study Guide 29

Available online at <http://langmedia.fivecolleges.edu/swahili> New Version: July 2023

# MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch
	+ Lesson 27, pp. 189-94
	+ [[Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)](https://langmedia.fivecolleges.edu/node/190291)
* Online Materials
	+ [University of Kansas Kiswahili Lesson 51 - The Connective -A of Association](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_51.pdf)
	+ [[University of Kansas Kiswahili Lesson 59 - Relative Amba- and -O- of Reference](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_59.pdf)](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_59.pdf): Sections A and B.

# ASSIGNMENTS FOR INDEPENDENT STUDY

## The amba- Relative

* Step 1: Read Hinnebusch Lesson 27, *Habri za Sarufi*, Note 1, pp. 192-193. Although we have already briefly introduced the use of *amba*- in constructing relative clauses in the previous lesson, this section will go into further detail about when it is appropriate and necessary to use *amba*- instead of the relative infixes (*nina****cho****taka*, *ana****ye****fundisha*, etc…) we learned in Study Guide 28. The amba- relative can always be used instead of the relative infixes (i.e., *Watu* ***ambao*** *wanajifunza Kiswahili*… or *Watu wana****o****jifunza Kiswahili*… are semantically equal and can be rendered as, ‘People **who** study Swahili…’); however, these relative infixes cannot be used with tenses other than -*na*-, -*li*-, and -*ta(ka)*-. Thus, when constructing a clause that uses a tense other than -*na*-, -*li*-, and -*ta(ka)*-, it is necessary to use the *amba*- relative form instead. One example of an instance where it is necessary to use the *amba*- form is when you are constructing a relative clause with a negative predicate: *Wanafunzi* ***ambao******hawaja****anza kusoma kitabu hiki watakuwa na matatizo mengi wakati wa darasa la Kiingereza kesho*. / ‘Students **who** **have not yet** started to read this book will have many problems during English class tomorrow.’ Another instance where the use of the *amba*- form is necessary is with the habitual (*hu*-) tense: *Wanafunzi* ***ambao******hu****soma kitabu hiki kila siku watashinda darasa hilo*. / ‘Students **who** read **(habitual)** this book everyday will pass this class.’ Also, in instances where the sentence or clause does not use a tense at all, as is the case with locative predicates, the *amba*- form must be used as well: *Ninahitaji kitabu* ***ambacho kiko*** *nyumbani.* / ‘I need the book **that** is at home.’ Of course, there are other instances where the use of the *amba*- form will be necessary, but for now it is enough to know that is always used with tenses other than -*na*-, -*li*-, and -*ta(ka)*-.
* Step 2: Go to [[Lesson 59 - Relative Amba- and -O- of Reference](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_59.pdf)](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_59.pdf). There is no need to refer to this chart if you feel comfortable enough with the relative infixes and *amba*- forms for each noun class; however, it will be helpful to keep this resource in mind when doing the exercises as a quick online reference.
* Step 3: Read Hinnebusch, Lesson 27, *Mazoezi*, Sections 1-5, pp. 189-190. As you perform these exercises, make sure that you fully understand how and why the *amba*- form is being used instead of the relative infixes.
* Step 4: Read Hinnebusch, Lesson 27, *Mazungumzo*, Sections 1 and 2, pg. 189. In each of these conversations, the relative *amba*- form is used. Take note of how and for what reason this form is used in these sentences.

## Agreement with Proper Names

* Step 1: Read Hinnebusch, Lesson 27, *Habri za Sarufi*, Note 2, pg. 193. As you will see when doing the *Zoezi la Kusoma* (pp. 190-192) for this lesson, proper nouns, in this case names of specific geographic locations (cities, landmarks, towns, provinces, districts, countries, etc…) always fall under the N-/N- Noun Classes (9/10): ***Mombasa i****na sehemu mbili: sehemu ya kisiwa, inayoitwa “Mji wa Kale,” na sehemu ya bara - sehemu ya kisasa zaidi kuliko sehemu ya kisiwa.* / ‘**Mombasa** has two sections: the section on the island, which is called “Old Town,” and the section on the mainland - the section which is more modern than island.’ However, it is important to note that these proper nouns only fall under the N-/N- Noun Classes when it is the subject of the sentence. For clarification, compare this example to the sentence provided above: ***Mji*** *wa Mombasa* ***u****na miskiti mingi.* / ‘**The town** (referring to “Old Town”) **of** Mombasa has many mosques.’ In this example, the subject of the sentence is not Mombasa as a proper noun, but **the city of** Mombasa which falls under Noun Class 3.
* Step 2: Read Hinnebusch, Lesson 27, *Mazungumzo*, Section 3, pg. 189. As you read this conversation, you will notice the use of a proper noun. Take note of how the predicate is formed in relation to this proper noun.
* Step 3: Read Hinnebusch, Lesson 27, *Zoezi la Kusoma*, pp. 190-192. Throughout this passage, there are many cases where proper nouns are being used. When you see these proper nouns, pay attention to the grammatical structure of that sentence and make sure you understand why the verb is constructed the way it is. Furthermore, as you see references to places that are not proper nouns, take note of how these sentences are constructed as well so that you understand when and when not to use the prefixes associated with Noun Classes 9 and 10 for different place references/names.
* Step 4: Go to: [Lesson 51 - The Connective -A of Association](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_51.pdf), Section B. Study the examples with various noun classes.

## Infinitives as Nouns

* Step 1: Read Hinnebusch, Lesson 27, *Habri za Sarufi*, Note 3, pg. 193. The infinitive forms of verbs, that is verb stems that have the prefix *ku*-, are verbal nouns and can thus be treated - grammatically speaking - in the same way as other nouns. This means that infinitives govern certain agreements within a sentence or clause, and moreover, they belong to a specific Noun Class (15) - the *ku*- class. Look at the use of the infinitive in the following example: ***Ku****la miboga mingi ni* ***ku****zuri* ***kw****a afya.* / ‘Eating many vegetables is good for the health.’
* Step 2: Read Almasi, Chapter 10, pp. 93-94. This section provides a much more detailed explanation of the *Ku*- Noun Class as well as many different types of examples. Read the description and look over the examples carefully in order to familiarize yourself with how to use infinitives as verbal nouns in a variety of contexts.
	+ **HAND IN**: Hinnebusch, Lesson 27, *Zoezi La Kusoma*, pp. 190-192. Read the passage and then complete the *Maswali* section that follows the reading on pg. 192.
	+ **HAND IN:** Hinnebusch, Lesson 27, *Zoezi la Nyumbani*, pg. 193.

## PRACTICAL KNOWLEDGE

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 27, pp. 189-194. Be sure to review and practice all of the vocabulary provided in Lesson 27, as well as vocabulary from previous lessons.
* Step 2: Listen to the audio selections provided for this chapter on [[Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)](https://langmedia.fivecolleges.edu/node/190291). 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 using both the infix and *amba*- relative forms with different nouns, verbs, and tenses until you become very comfortable constructing relative clauses. Relative clauses are very important to conveying more complex ideas, so it is vital that you can use these forms effectively.
	+ **HAND IN**: Based on the description given in Hinnebusch, Lesson 27, *Zoezi La Kusoma*, pp. 190-192, write a short story about a trip to Kenya wherein you describe the differences between Mombasa and Nairobi. Make sure you talk about the people that live there and the different sites you would see. Try to use all of the new grammatical forms discussed in the lesson at least twice. Write at least 15 sentences.

# CONVERSATION SESSION PREPARATION

* Be prepared to …. **Utilize the vocabulary** from this chapter 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 this week.
* Be prepared to…. **Utilize the *amba*- form** with different tenses, nouns, and verbs.
* Be able to …. **Use the appropriate agreement** with proper nouns and for the *ku*- Noun Class (Class 15).
* Be prepared to …. **Roleplay scenarios** in which you travel to other places and compare with places you are more familiar with as well as ask others about the differences to learn about the local culture.

# HOMEWORK FOR TUTORIAL

* **HAND IN**: Hinnebusch, Lesson 27, *Zoezi La Kusoma*, pp. 190-192. Read the passage and then complete the *Maswali* section that follows the reading on pg. 192.
* **HAND IN:** Hinnebusch, Lesson 27, *Zoezi la Nyumbani*, pg. 193.
* **HAND IN**: Based on the description given in Hinnebusch, Lesson 27, *Zoezi La Kusoma*, pp. 190-192, write a short story about a trip to Kenya wherein you describe the differences between Mombasa and Nairobi. Make sure you talk about the people that live there and the different sites you would see. Try to use all of the new grammatical forms discussed in the lesson at least twice. Write at least 15 sentences.