

# MATERIALS FOR THIS STUDY GUIDE

- Hinnebusch
  - Lesson 28, pp. 195-200
  - [Online audio for Hinnebusch](#)
- Almasi
  - Chapter 32, Section E, pp. 338-340

## ASSIGNMENTS FOR INDEPENDENT STUDY

### The -ki- Tense/Aspect Marker

1. Read Hinnebusch Lesson 28, Habari za Sarufi, Note 1, pp. 198-199. The -ki- tense/aspect marker has a few different uses in Swahili. One function that the -ki- marker has is quite similar to the function of the '-ing' of present participles in English (e.g. 'swimming'). In other words, this function is that of indicating an action that occurs simultaneously - or coincides with - a specific time indicated in the context of the sentence. Thus, although verbs that take the -ki- tense/aspect marker are usually represented in English translations as present participles, the -ki- tense/aspect marker can also be understood as meaning 'while', 'when', 'as', etc... For example, look at the various ways in which the following example can be translated: Nilikuona ukienda shuleni. [(Literally) 'I saw you you-while-going to school.'] 'I you going to school.' / 'I saw you as you were going to school.' / 'I saw you when you were going to school'.
  - a. Another function of the -ki- aspect/tense marker is to express simple conditional statements. These statements are often, but not necessarily, introduced by kama ('if'). Unlike the previous function, when forming simple conditional statements with -ki-, the verb with -ki- comes first, while the second verb is usually in either the future tense or the subjunctive depending on the context. Look at the following examples: Using the -ki- tense + subjunctive, (Kama) akipotea niambie. [(Literally) 'If you-while-lost tell me.'] 'If/Whenever you get lost tell me'. Or, using the -ki- tense + future, (Kama) Wanafunzi wakisoma kila siku watashinda mtihani. [(Literally) 'If the students they-while-studying every day they will pass the exam.'] 'If the students study every day they will pass the exam'. Note that with monosyllabic verbs, the ku- of the

infinitive is not used (i.e. akila 's/he is eating; if s/he eats' is used - not akikula).

2. Read Almasi, Chapter 32, Section E, pp. 338-341. This section goes into further detail about the use of the -ki- tense/aspect marker and discusses how to create negative conditional statements. Carefully study the part about forming negative conditional statements because this was not discussed in Hinnebusch Lesson 28. It is important to note that you cannot form negative conditional statements using the -ki- tense/aspect marker, rather you must formulate negative conditional statements using one of the two following constructions. The first way of forming a negative conditional sentence is to use a verb with the negative future tense in place of the verb that would have the -ki- marker in positive statements: Kama hutakuja nitaondoka. / 'If you don't come, I will leave'.
  - a. Notice that in this construction the word kama is necessary to indicate that it is a conditional statement. The second way to formulate a negative conditional statement involves replacing the -ki- infix with -sipo-: Usipokuja sitafurahi. / 'If you don't come, I will not be happy'. Notice that when using the latter construction, the use of kama is not necessary because it is already implied in the infix -sipo-. Study the examples provided in this section and make sure you fully understand how to construct both positive and negative conditional statements.
3. Read Hinnebusch Lesson 28, Mazoezi, Sections 1-3, pp. 195-196. As you practice these exercises pay attention to the use of the -ki- tense/aspect marker.
4. Read Hinnebusch Lesson 28, Mazungumzo, Section 1, pg. 195. Take note of the way in which the -ki- infix is used in this conversation.
5. Read Hinnebusch Lesson 28, Zoezi la Kusoma, pp. 196-198. As you read this passage, make sure you understand how and why the -ki- tense is being used in the context in which it is presented.

## The -vyo- of Manner/Way

1. Read Hinnebusch Lesson 28, Habari za Sarufi, Note 2, pg. 199. The -vyo- infix, which is often used along with adverbs like kama ('like', 'as', 'if', etc.) and namna ('how', 'sort', 'kind', 'type', etc.), is used to express the manner in which something is/has been done - that is, it expresses how or the way in which something is done: Fanya kazi (kama) nilivyosema; usifanye kama unavyotaka. / 'Do the work as I said; don't do it the way you want to'.

2. Read Hinnebusch Lesson 28, Mazoezi, Sections 4-7, pg. 196. As you practice these exercises, take note of how the -vyo- infix is being used and make sure you understand the meaning of the sentence.
3. Read Hinnebusch Lesson 28, Mazungumzo, Section 2, pg. 195. While reading this conversation, pay attention to the use of the -vyo- infix.

## Relatives with Negative -si-

1. Read Hinnebusch Lesson 28, Habari za Sarufi, Note 3, pg. 199. When used as infixes within the same verb, the negative particle -si- and the relative pronoun -o- are used to express negative relative clauses. In the previous lesson, we learned that to refer to a specific time in negative relative clauses (that is, past, present, and future), the amba- relative must be used rather than a relative pronoun infixed within the verb. However, negative relative clauses that are formed with -si- and the relative pronoun -o- are tenseless, and can be used to refer to past, present, or future time depending on the context: Kwa wale wanafunzi asiotaka kusoma kila siku darasa hili ni ligumu sana. / 'For those who do not (present or habitual) study/did not study (past)/will not study (future), this class is very difficult'. As you can see in the example provided above, the specific time to which the negative relative clause refers to is ambiguous and must be derived from the context of the sentence. If you want to use a specific tense with the negative relative, as was mentioned before, the amba- form must be used [see Hinnebusch Lesson 27, pp. 189-94].
2. Read Hinnebusch Lesson 28, Mazoezi, Section 8, pg. 196. As you practice these exercises, pay attention to the use of the negative relative form with -si- and -o-.
3. **HAND IN:** Hinnebusch Lesson 28, Zoezi La Kusoma, pp. 196-198. Read the passage and then complete the Maswali section that follows the reading, pg. 198.
4. **HAND IN:** Hinnebusch, Lesson 28, Zoezi la Nyumbani, pg. 199.

## Practical Knowledge

1. Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 28, pp. 195-200. Be sure to review and practice all of the vocabulary provided in Lesson 28, as well as vocabulary from previous lessons.

2. Listen to the audio selections provided for this chapter 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.
3. Practice giving someone directions using the -ki- tense. This is an effective way of telling someone where to go (i.e., Ukienda barabara ya Makadara... / 'If you go down Makadara street...').
4. Practice giving general instructions to someone using the -vyo- infix as we have learned in this lesson.
5. **HAND IN:** In this lesson, we have discussed and learned two ways of using the -ki- tense and aspect marker (for positive conditional statements and to indicate an action that occurs at a specific time) and two ways of forming negative conditional statements (with the future tense and with -sipo-). Write a story about a recent time when you had to make an important decision. Feel free to make something up. Make use of the conditional constructions and -ki- in your narration. Write at least 20 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 -ki- tense/aspect marker in the two ways we have learned in this lesson. Also, make sure you know how to construct negative conditional statements in the two ways discussed in Almasi, Chapter 32, Section E, pp. 338-341.
- Be able to ... Form sentences and commands using the -vyo- infix.
- Be able to... Form negative relative clauses using the negative particle -si- and the relative pronoun -o-.
- Be prepared to ... Roleplay scenarios in which you ask and answer questions about how you do certain things in: professional contexts, daily life, going to the market in East Africa, and so on, as well as ask and answer questions framed conditionally: If this, then what? If not this, then what?

# HOMEWORK FOR TUTORIAL

- **HAND IN:** Hinnebusch Lesson 28, Zoezi La Kusoma, pp. 196-198. Read the passage and then complete the Maswali section that follows the reading, pg. 198.
- **HAND IN:** Hinnebusch, Lesson 28, Zoezi la Nyumbani, pg. 199.
- **HAND IN:** In this lesson, we have discussed and learned two ways of using the -ki- tense and aspect marker (for positive conditional statements and to indicate an action that occurs at a specific time) and two ways of forming negative conditional statements (with the future tense and with -sipo-). Write a story about a recent time when you had to make an important decision. Feel free to make something up. Make use of the conditional constructions and -ki- in your narration. Write at least 20 sentences.