Five College Mentored Swahili Study Guide 28

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# MATERIALS FOR THIS STUDY GUIDE

* Hinnebusch
	+ Lesson 26, pp. 183-188

* + [Online audio for Hinnebusch](https://langmedia.fivecolleges.edu/node/190291)
* Almasi
	+ Chapter 28, pp. 295-303
* Online Materials
	+ [East African Federation: A New African Superpower?](https://www.youtube.com/watch?v=LzvMHu-_FjE)
	+ [University of Kansas Kiswahili Lesson 60 - Quantifiers -Ote and -O-ote](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_60.pdf)

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Relative Pronouns and Relative Clauses

* Step 1: Read Hinnebusch, Lesson 26, *Habri za Sarufi*, Note 1, pg. 186. As we have seen in previous chapters, the relative pronoun -*o*- has multiple uses. However, in this section, the relative -*o-* will be used to construct relative clauses. In English, there are a variety of ways in which relative clauses can be introduced. Usually, these clauses are introduced by ‘who’, ‘which’, ‘what’, and ‘that’. In Swahili, relative clauses require the use of the -*o-* relative forms, which agree with the nouns they refer to. The relative -*o-* forms can be implemented as part of the verb (falling between the tense marker and object pronoun) or as part of a word which, along with the subject of the sentence, constructs the relative clause. For now, however, we will look at how to formulate relative clauses by using the relative -*o-* within the verb. Here is an example of how to formulate a relative clause with a noun from noun class 1: *Hamisi ni rafiki ana****ye****kaa hapa*. / ‘Hamisi is the friend **who** lives here’. In this sentence, the -o- relative which refers to Hamisi (animate/person) is -ye-, and it is placed within the verb itself. Here is another example with noun class 7: *Chakula kili****cho****pikwa na Bi. Maryamu ni kizuri sana*. / ‘The food which was cooked by Ms. Maryamu is very good’. In this case the -*o-* relative is -*cho*-, which refers to *chakula*. As you can see in the examples I have provided here, as well as in the examples provided in Hinnebusch, each noun class has a specific relative marker that can be implemented within the verb itself. When using an -*o*- relative with the future tense it is necessary to use the -*taka*- tense marker rather than just -*ta*-, as was done with -*po*- in the previous lesson: *Alizikula* *ndizi ni****takazo****taka kula kesho asubuhi.* / ‘He ate the bananas **which** I **will** want to eat tomorrow morning.’
* Step 2: Read Hinnebusch, Lesson 26, *Mazoezi*, Sections 1-6, pp. 183-184. As you perform the exercises in this section, make sure you understand how to use relative pronouns in the formation of relative clauses in past, present, and future tenses.
* Step 3: Read Almasi, Chapter 28, pp. 295-297. Although you have already seen how to use relative -o- pronouns as infixes within the verbs themselves, there is also another way of forming relative clauses without using infixes. This lesson demonstrates the construction of relative clauses using the *amba*- form, which does not require (and should not be used along with) the relative pronoun infixes you have learned about in Hinnebusch Lesson 26. When using the *amba*- form, the relative -*o*- form is attached as a suffix to the pronoun *amba*-. The pronoun *amba*- will always come after the noun or object it refers to and before the verb: *Gari* ***ambalo*** *nilinunua ni ghali sana*. / ‘The car **that** I bought is very expensive.’ There is no real difference in meaning between the *amba*- and intra-verbal (relative infix) forms; however, as a matter of developing fluency and stylistic nuance it is important to be comfortable using both forms.
* Step 4: Go to: [Lesson 60 - Quantifiers -Ote and -O-ote](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_60.pdf) *.* Though there is no new information provided in this lesson, the charts provided here will be a helpful reference to bear in mind. Also, it might be useful to look over some of the other examples here so that you become familiar with many different ways in which the relative -*o*- pronouns and relative clauses can be formed.
* Step 5: Read Hinnebusch, Lesson 26, *Zoezi la Kusoma*, pp. 184-185. As you read through this passage pay close attention to the use of relative clauses and relative pronouns. It is important that you are able to understand how these clauses are being used, and to what they are referring to in order to understand the passage completely.
	+ **HAND IN**: Hinnebusch Lesson 26, *Zoezi La Kusoma*, pp. 184-185. Read the passage and then complete the *Maswali* section that follows the reading on pg. 186.
	+ **HAND IN:** Hinnebusch, Lesson 26, *Zoezi la Nyumbani*, pg. 186.
	+ **HAND IN:** Almasi, Practical Exercise B, pg. 299 and Practice Exercise C, pp. 300-301

## PRACTICAL KNOWLEDGE

* Step 1: Review all of the materials for this Study Guide as shown above; especially Hinnebusch, Lesson 26, pp. 183-188. Be sure to review and practice all of the vocabulary provided in Lesson 26, 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). 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: Try to write a sentence with a relative clause for each noun class so that you familiarize yourself with the different pronouns. For each sentence, make sure you try to use both the *amba*- and intra-verbal forms that you have learned in this lesson.
	+ **HAND IN**: Write a description of where you live or a place that you have visited. Make sure to use as many relative clauses as seem necessary in order to practice using these in a written context. It would be best to try and use both the *amba*- and relative infix forms. If you are confused as to how you might use them best in your description, refer back to the *Zoezi La Kusoma* (pp. 184-185) in order to see how relative clauses were used in this context. 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…. **Use both the *amba*- and intra-verbal (relative -o- infix) forms** in conversation with all of the noun classes. Also, make sure that you are able to construct relative clauses in past, present, and future tenses.
* Be prepared to …. **Perform roleplays** in which you ask about and describe people (imagined family, coworkers, community members, etc.) and describe them by what they do, making use of the two relative constructions.

# HOMEWORK FOR TUTORIAL

* **HAND IN**: Hinnebusch Lesson 26, *Zoezi La Kusoma*, pp. 184-185. Read the passage and then complete the *Maswali* section that follows the reading on pg. 186.
* **HAND IN:** Hinnebusch, Lesson 26, *Zoezi la Nyumbani*, pg. 186.
* **HAND IN:** Almasi, Practical Exercise B, pg. 299 and Practice Exercise C, pp. 300-301
* **HAND IN**: Write a description of where you live or a place that you have visited. Make sure to use as many relative clauses as seem necessary in order to practice using these in a written context. It would be best to try and use both the *amba*- and relative infix forms. If you are confused as to how you might use them best in your description, refer back to the *Zoezi La Kusoma* (pp. 184-185) in order to see how relative clauses were used in this context. Write at least 15 sentences.