



INDIGENOUS LANGUAGE: XHOSA

DETAILED PLAN XHOSA ADVANCED LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- Elevate your ability to speak in the “Xhosa” language to its very highest level.
- Gain an acute understanding of the grammatical rules of communication in this language and be empowered to construct complex answers and questions in all tenses and tones
- Designed to finish a complete learning curve in attaining the ability to speak this Bantu dialect and enable you to initiate and contribute to complex discussions and meetings

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	Xhosa Future Tenses + when <ul style="list-style-type: none"> • To familiarize learners with the usage of future tenses to talk about actions or events that will happen in the future. • To enable learners to use the future tense in combination with "when" to express future plans and intentions 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> • apply their understanding of future tenses to discuss realistic future plans and predictions. • understand the different contexts and nuances of each tense. 	STEP 1: <ul style="list-style-type: none"> • Teacher briefly reviews the Xhosa present tense and introduce the concept of future tenses. Explains time expressions in Xhosa (e.g., "ngezintsoke ezizayo" - in the coming days, "kwisikhathi esijongene" - in the near future). STEP 2: <ul style="list-style-type: none"> • Introduce the basic future tense markers in Xhosa and their conjugations, emphasizing the differences from present tense forms. STEP 3: <ul style="list-style-type: none"> • Present a conjugation chart for future tense verbs in Xhosa, highlighting the different forms for different subjects (e.g., "ndiya-" for "I will" and "uye-" for "he/she will"). CONCLUSION: <ul style="list-style-type: none"> • Review the conjugation chart and time expressions covered in the lesson. • Provide additional scaffolding for students struggling with verb conjugations by offering conjugation charts or sentence stems. 	<ul style="list-style-type: none"> • Discussion • Role play • Writing • Reading 	<ul style="list-style-type: none"> • Flashcards • Picture cards depicting future-oriented situations • Handouts with Xhosa Future Tenses rules and examples. 	
	Xhosa Past Tenses + when <ul style="list-style-type: none"> • To teach students how to express past actions and events using the appropriate past tense 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> • familiarize with the usage of past tenses to talk about actions or events that have happened in the past 	STEP 1: <ul style="list-style-type: none"> • Teacher briefly review the Xhosa present tense and introduce the concept of past tenses. Explain that Xhosa has three main past tenses, each with its own usage and function. STEP 2: <ul style="list-style-type: none"> • Class learns the importance of the past tenses 	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Pictures • Worksheets 	

	<p>markers.</p> <ul style="list-style-type: none"> To enable learners to use the past tenses in combination with "when" 		<p>and the use of "when" in expressing past actions and events in Xhosa.</p> <ul style="list-style-type: none"> Discuss the specific rules and structures of forming past tenses in Xhosa. Engage learners in a group activity where they create their own sentences using the past tenses and "when" to express past actions and events. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Provide students with sentence stems like "Ndandiza..." or "Ndayenza..." and ask them to complete them with personal memories or historical facts. Encourage them to share their responses with the class. 			
<p>2</p>	<p>Xhosa Demonstrative Pronouns ("This," "That," "These," "Those")</p> <ul style="list-style-type: none"> Students will identify and use the four main Xhosa demonstrative pronouns: lo/olu, le/eli, la/ama, and loo/abo. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> identify and use the four main Xhosa demonstrative pronouns: lo/olu, le/eli, la/ama, and loo/abo will differentiate between singular and plural, near and far demonstratives. will confidently point out and refer to objects in their surroundings using Xhosa demonstratives. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher greet students and introduce the concept of demonstratives ("This," "That"). Use body language like pointing to demonstrate the idea. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce lo/olu (near, singular) and le/eli (far, singular) with flashcards or pictures. Use examples like "Eli tyala likude (That mountain is far)." Practice forming sentences with different singular objects and both near and far demonstratives. Introduce la/ama (near, plural) and loo/abo (far, plural) with flashcards or pictures. Use examples like "Laba bantu bayakhuluma (Those people are talking)" and "Amahashe la amakhulu (These horses are big)." <p>STEP 3:</p> <ul style="list-style-type: none"> Show flashcards or pictures and ask students to identify the object using the appropriate demonstrative <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the different Xhosa demonstratives and their usage. Answer any remaining questions and address any confusion. Ask students to draw a picture or write a short story where they use demonstratives to describe objects and their locations. 	<ul style="list-style-type: none"> Brainstorming Reading Writing 	<ul style="list-style-type: none"> Flashcards with pictures Handouts Drawings 	

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2	<p>Learning to Tell Time in Xhosa and the Use of "-nga"</p> <ul style="list-style-type: none"> To introduce students to telling time in Xhosa, including the use of specific vocabulary and expressions. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> telling time in spoken and written contexts. how to use the suffix "-nga" in Xhosa. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher briefly review Xhosa numbers 1-12 and introduce the concept of time. <p>STEP 2:</p> <ul style="list-style-type: none"> Explain that Xhosa uses a 24-hour clock system. Introduce the word "ixesha" for "time" and the basic formula for expressing hours: [number] + "Yintsimbi" (e.g., "Yintsimbi Yokuqala - 1 o'clock"). Practice saying and writing different times for hours using flashcards or a clock. Introduce the word "imizuzu" for "minutes" and explain the different phrases used depending on the number of minutes past the hour Introduce common time-related expressions in Xhosa such as "Kusasa" (tomorrow), "Namhlanje" (today), and use of "ng" in time telling like "Ngokuhlwa" <p>CONCLUSION:</p> <ul style="list-style-type: none"> Conduct a short quiz where students read or listen to descriptions of different times and write them in Xhosa, incorporating both hours and minutes. 	<ul style="list-style-type: none"> Counting Reading Discussion 	<ul style="list-style-type: none"> Clock or visual aid Xhosa-English time vocabulary list 	
3	<p>Introduction to Locatives and Position Words</p> <ul style="list-style-type: none"> To introduce students to locatives and position words in Xhosa. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> use locatives to indicate location and position in Xhosa practice using locatives in conversation and written exercises. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher greet the students in Xhosa and introduce the topic of locatives and position words, explaining their importance in describing location and position. <p>STEP 2:</p> <ul style="list-style-type: none"> Present the basic vocabulary for locatives and position words in Xhosa, including words for "inside," "outside," "near," "far," "above," "below," etc. Display visual aids showing different locations and positions, and engage students in a discussion about how to describe them in Xhosa using locatives and position words. <p>STEP 3:</p> <ul style="list-style-type: none"> Explain the difference between spatial locatives (describing physical location) and abstract locatives (describing metaphorical or non-physical location). Show examples like "ndinaye (with me)" or "ngaphambi kwexesha (before time)." <p>CONCLUSION:</p>	<ul style="list-style-type: none"> Interactive Discussion Reading 	<ul style="list-style-type: none"> Visual aids Textbook Worksheets 	

			<ul style="list-style-type: none"> Briefly summarize the key points about Xhosa locatives and position words. Answer any remaining questions and ensure understanding. 			
	<p>The Xhosa Locative – expressing place</p> <p>Mastering Xhosa Locatives for Expressing Place</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> confidently use common Xhosa locatives to describe the position and location of objects and people. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher revises last lesson and introduce the topic of the locative, explaining its significance in expressing place and location in the language. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the concept of using the locative with different types of nouns and pronouns to indicate specific places. <p>Display visual aids showing different locations and places, and engage students in a discussion about how to describe them in Xhosa using the locative.</p> <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the key points about Xhosa locatives and their usage. Answer any remaining questions and ensure understanding. 	<ul style="list-style-type: none"> Reading Writing Discussion 	<ul style="list-style-type: none"> Audio Visual aids Pictures 	
4	<p>Questions and answers using "which".</p> <ul style="list-style-type: none"> Introduce learners to forming questions and answers using "which" in Xhosa. 	<p>At the end of the lesson studentsshould be able to:</p> <ul style="list-style-type: none"> construct and respond to questions using "which" in Xhosa. use "which" to inquire about choices, preferences, and specific items in Xhosa. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher greets the students in Xhosa and introduce the topic of forming questions and answers using "which," explaining its importance in inquiring about choices and preferences. Present the basic vocabulary for "which" and related question words in Xhosa, including words for "which one," "which ones," "which one of them," etc.. <p>STEP 2:</p> <p>Play audio recordings of Xhosa conversations using "which" to form questions and responses for pronunciation practice and comprehension. Introduce the concept of using "which" in both singular and plural forms to inquire about specific choices and items.</p> <p>CONCLUSION:</p> <p>Challenge advanced students to create complex questions with multiple clauses</p>	<p>Reading Writing Role play</p>	<ul style="list-style-type: none"> Worksheets Words Audio 	
	<p>What People "Were Doing" (Also Known As the Past Participle)</p> <ul style="list-style-type: none"> To introduce students to the concept of the past participle in Xhosa and its usage in describing past actions or states. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> form and use the past participle in different contexts and sentences. practice in using the past participle to describe what people "were doing" in Xhosa. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher review the Xhosa present and past tenses. Introduce the concept of the past participle as a way to describe completed actions in the past. <ul style="list-style-type: none"> Explain the general rule for forming the past participle by adding "-ile" to the verb stem for regular verbs and following specific patterns for irregular verbs. Show examples and practice forming past participles for various verbs with students. 	<ul style="list-style-type: none"> Reading Discussion Writing 	<ul style="list-style-type: none"> Textbook Worksheets Audio recordings 	

			<p>STEP 2:</p> <ul style="list-style-type: none"> • Explain how the past participle can be used as an adjective to modify nouns ("umntu ofundileyo - the educated person") or as a complement in certain verb constructions. • Display the verb conjugation chart including the past participle forms, and explain how it is used to describe what people "were doing" in the past. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Engage students in a group practice session where they take turns using the past participle to describe what people "were doing" in different scenarios. 			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	Pronouns / There is / isn't <ul style="list-style-type: none"> To teach students how to express the concept of "there is" and "there isn't" in Xhosa. 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> learn and use "kukho" and "akukho" to describe presence and absence. understand the subject-verb agreement rules with pronouns. participate in interactive activities to practice using pronouns and "kukho/akukho" in context. 	STEP 1: <ul style="list-style-type: none"> introduce the topic of pronouns and expressing existence, explaining their importance in everyday communication and sentence construction. Present the basic Xhosa pronouns and their usage in different contexts, emphasizing their role in replacing nouns. STEP 2: <ul style="list-style-type: none"> Show a chart with Xhosa pronouns for different persons and numbers (e.g., "mna" - I, "wethu" - we, "yena" - he/she/it, "bona" - they). Practice pronouncing and repeating the pronouns as a class. <p>Explain the subject-verb agreement rules with pronouns, showing how verbs change depending on the pronoun subject. Use simple verb examples with different pronouns.</p> STEP 3: <ul style="list-style-type: none"> Introduce "kukho" ("there is") and "akukho" ("there isn't") as ways to describe presence and absence. Play audio recordings of Xhosa conversations using pronouns and expressions of existence in context for pronunciation practice and comprehension. CONCLUSION: <ul style="list-style-type: none"> Briefly summarize the key points about Xhosa pronouns and "kukho/akukho". Answer any remaining questions and solidify understanding. 	<ul style="list-style-type: none"> Break down the words Conduct repetition exercises for pronunciation worksheets for sentence construction 	<ul style="list-style-type: none"> Handouts with charts of Xhosa pronouns Picture cards Sentence strips 	
	The Body <ul style="list-style-type: none"> The Human Body The parts of the body 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> identify and learn common Xhosa words for various body parts. understand the pronunciation and usage of body part vocabulary in context.. 	STEP 1: <ul style="list-style-type: none"> Teacher start with a quick review of greetings and basic vocabulary. Introduce the theme of the lesson - learning body parts in Xhosa. Ask students to point to and name some body parts in their own language. STEP 2: <ul style="list-style-type: none"> Show illustrations of the human body highlighting various parts. Point to each part and clearly pronounce the corresponding Xhosa name. Practice repeating the words as a class. Show flashcards with both Xhosa and English names for additional reinforcement. Encourage students to ask questions and clarify pronunciation doubts.. STEP 3:	<ul style="list-style-type: none"> Discussion Role play Writing Practice exercises related to body parts. 	<ul style="list-style-type: none"> Flashcards with body part names in Xhosa Video Body bingo cards 	

			<ul style="list-style-type: none"> • Create bingo cards with Xhosa body part names. Students listen to descriptions or clues and mark off the corresponding body part on their cards. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Briefly summarize the key body part vocabulary learned. Answer any remaining questions and ensure understanding. • Challenge advanced students to learn descriptive adjectives related to body parts or create short dialogues using body part vocabulary in context 			
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