



INDIGENOUS LANGUAGE: XHOSA

DETAILED PLAN XHOSA BEGINNERS LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- Building language and culture appreciation in non- Xhosa speakers.
- Students to have an understanding of the language and hold basic conversation.
- Be able to use the Xhosa Clicking sounds and words.

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	Pronunciation and Greeting <ul style="list-style-type: none"> • Saying Hello • Rhythm and Tempo 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> • Learn and practice basic Xhosa pronunciation. • To instill an appreciation for the Xhosa culture and language heritage • saying hello to one person • Understand the Importance of learning a language rhythm. 	Assumed knowledge: Students can confidently pronounce basic Xhosa sounds and greetings: STEP 1: <ul style="list-style-type: none"> • Teacher introduces the students to the origin of the language and culture. STEP 2: <ul style="list-style-type: none"> • Class discussion on Xhosa culture STEP 3: <ul style="list-style-type: none"> • Teacher instructs students on saying hello (Molo) and greeting more than one (Molweni) • Students learn that In Xhosa the accent falls on the second last syllable. CONCLUSION: <ul style="list-style-type: none"> • Questions and answers 	<ul style="list-style-type: none"> • discussion • Role play (greeting each other) 	<ul style="list-style-type: none"> • Video and audio 	
	Pronunciation <ul style="list-style-type: none"> • To provide a foundation for basic conversation and communication in Xhosa. 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> • understand that Xhosa is a phonetic language. • Learn the Xhosa alphabet and vowel sounds • Construct simple words using vowels. 	STEP 1: <ul style="list-style-type: none"> • Teacher recaps last lesson and quizzes students on last lesson. • Introduce new vocabulary, sounds, or grammar points. STEP 2: Overview of the Xhosa alphabet. Pronunciation practice through interactive activities.	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • vocabulary flash cards 	

			<ul style="list-style-type: none"> Practice pronouncing common words. Assign homework or independent practice activities to reinforce the lesson content. 			
2	The Clicks <ul style="list-style-type: none"> Writing the Clicks X 'Sideways' click C Click Q Click 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> Practice the isolated clicks with the five vowels Make all the Click sounds 	STEP 1: <ul style="list-style-type: none"> Teacher introduces the students to the topic using a funb excerpt from Black Panther. STEP 2: <ul style="list-style-type: none"> Class learns how to write the Clicks to get better understanding of the structures. (dental), (palatal) click and (lateral) click. STEP 3: <ul style="list-style-type: none"> Teacher instructs students on X 'Sideways' click, C Click and Q Click. CONCLUSION: <ul style="list-style-type: none"> Students practice by using their tongue to make the three different Clicks 	<ul style="list-style-type: none"> Listening Creating sounds 	<ul style="list-style-type: none"> Video Xhosa textbook 	

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	Agglutination <ul style="list-style-type: none"> Xhosa sentences are “laced” or “glued” together To familiarize learners with the process of forming words by joining morphemes 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> Understand the agglutinating found in the language identify and use words formed by agglutination in Xhosa sentences 	STEP 1: Teacher recaps last lesson and introduces the topic of the lesson and its relevance to understanding Xhosa grammar STEP 2: <ul style="list-style-type: none"> Explain the concept of agglutination and its importance in Xhosa language structure Discuss the types of morphemes and their roles in forming words Students practice breaking down some Xhosa words that are agglutinated and learns how to write the structures. CONCLUSION: <ul style="list-style-type: none"> Assign homework, such as writing short sentences in Xhosa that demonstrate the use of agglutination. 	<ul style="list-style-type: none"> Reading Writing Listening 	<ul style="list-style-type: none"> (flashcards) Worksheets Audio recordings 	
3	Greetings <ul style="list-style-type: none"> Vocab for Greetings Good byes Vocab recap CULTURE Insight - Handshakes 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> Do basic greetings and goodbyes in Xhosa Understand the vocabulary for greetings 	STEP 1: <ul style="list-style-type: none"> Teacher introduces the students to the topic using what the students learnt in Week 1. STEP 2: <ul style="list-style-type: none"> Teacher teaches vowels that are part of the full nouns, but are dropped when speaking to someone directly Teach about the Xhosa cultural way of greeting, handshakes and eye contact. Student practice greetings and saying goodbye CONCLUSION: <ul style="list-style-type: none"> Summarize the lesson and review learning objectives Provide opportunities for reflection and self-assessment Assign homework and provide resources for further study 	<ul style="list-style-type: none"> Interactive Role play Listening 	<ul style="list-style-type: none"> Pictures Textbook 	
	Introduction to verbs and prefixes <ul style="list-style-type: none"> Introduction to the verbs and the prefixes. 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> learn some basic vocab 	STEP 1: <ul style="list-style-type: none"> Teacher introduces the students to the topic and explains that in Xhosa there are basic verbs or doing words. STEP 2: <ul style="list-style-type: none"> Class learns that the verbs are actions, and appropriately, they always end with an ‘a’ in their basic present tense, positive form. Examples: Learn – funda, Talk – thetha, Listen - mamela Try – zama Teacher shows the three exceptions (that don't end in-a) 	<ul style="list-style-type: none"> Talking Differentiation Listening 	<ul style="list-style-type: none"> Sentences and words on the textbook Flashcards Pictures 	

			<p>CONCLUSION:</p> <ul style="list-style-type: none"> Assign a homework task where students have to create sentences using the prefixes learned. 			
4	<p>The Six Subject Prefixes</p> <ul style="list-style-type: none"> allow us to say I learn, you learn, he or she learns, we learn, etc 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand and Use the six subject prefixes 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the students to the topic and inform them that prefixes always attach themselves onto the front of a verb, forming a new word. <p>STEP 2:</p> <ul style="list-style-type: none"> Class learns about the singular prefixes (I – ndi- You – u- He/she –u-) then the plural prefixes (We –si- You – ni- They – ba-) <p>STEP 3:</p> <ul style="list-style-type: none"> Teacher instructs students on combination of prefix and verbs. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Teacher ends lesson with the 'ya' rule. The -ya is only ever used when the action word is in the present and positive. 	<ul style="list-style-type: none"> Pre-reading Vocabulary Sentence strip 	<ul style="list-style-type: none"> Flashcards Textbook Pictures 	
	<p>Extended Greetings with the Prefixes</p> <ul style="list-style-type: none"> use prefixes learnt to expand greeting capability 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Use these prefixes learnt to expand their greeting capability by adding prefixes to what they have already learnt 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher revises last lesson and review verbs and prefixes. <p>STEP 2:</p> <ul style="list-style-type: none"> Class practice forming sentences using verbs and prefixes Role-play exercises to reinforce learning. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Assign exercises to reinforce learning. 	<ul style="list-style-type: none"> Writing Discussion Role play Listening 	<ul style="list-style-type: none"> Textbook Words 	

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	Sentence Building Blocks <ul style="list-style-type: none"> To introduce two more important building blocks – 'uku' and 'sa'. 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> construct basic sentences using sentence building blocks. Understand the importance of 'uku' and 'sa' in sentence construction. 	STEP 1: <ul style="list-style-type: none"> Teacher explanation of the importance of building blocks and importance of 'uku' and 'sa' as building blocks in Xhosa sentences. STEP 2: <ul style="list-style-type: none"> Display examples of sentences using 'uku' and 'sa' in different contexts to illustrate their usage and meaning. Class Utilize 'uku' and 'sa' in sentence construction STEP 3: <ul style="list-style-type: none"> Convey the nuances of using 'uku' and 'sa' through interactive activities, where students create sentences with the guidance of the instructor and in pairs to practice their application. CONCLUSION: <ul style="list-style-type: none"> Students practice by using their tongue to make the three different Clicks 	<ul style="list-style-type: none"> Sentence strip Phonics frieze: /uku/ sa/ 	<ul style="list-style-type: none"> Picture cards Textbook 	
	First Important Sentences <ul style="list-style-type: none"> These sentences are crucial for the time talking to a Xhosa person 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> Use Vocab for their first important sentences Say the first important sentences off by heart 	STEP 1: <ul style="list-style-type: none"> Teacher introduces the students to the topic and their usage. STEP 2: <ul style="list-style-type: none"> Class learns how to write the Vocab for their first important sentences. STEP 3: <ul style="list-style-type: none"> Teacher practices with the class different sentences CONCLUSION: <ul style="list-style-type: none"> Give homework for students to practice after class 	<ul style="list-style-type: none"> Listening Discussion Reading 	<ul style="list-style-type: none"> Textbook Worksheet Vocabulary flashcards 	