



INDIGENOUS LANGUAGE: SWAHILI

DETAILED PLAN SWAHILI ADVANCED LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- Develop the ability to engage in complex and nuanced conversations on a wide range of topics, including abstract concepts, current events, and professional subjects, demonstrating a high level of fluency and comprehension.
- Attain mastery of advanced grammar structures, idiomatic expressions, and complex sentence constructions to communicate with precision and depth.
- Acquire proficiency in using Swahili in professional and academic settings, including the ability to comprehend and produce specialized vocabulary and technical terminology.

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	Introduction to Swahili Words for Common Animals and Insects <ul style="list-style-type: none"> • Swahili animal and insect names and their importance in language proficiency. 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> • introduce students to the vocabulary related to animals and insects in Swahili. • To enable students to understand and use the Swahili terms for various animals and insects. 	STEP 1: <ul style="list-style-type: none"> • Teacher revises basic Swahili greetings and vocabulary related to nature (e.g., jua - sun, mvua - rain, mti - tree). Introduce the theme of the lesson - exploring the "Wanyama na wadudu kwa Kiswahili" (animals and insects: learning names of animals and insects in Swahili). STEP 2: <ul style="list-style-type: none"> • Show the pictures or flashcards one at a time and pronounce the Swahili names clearly, encouraging students to repeat after you. Focus on common animals like simba (lion), tembo (elephant), nyoka (snake), and nyuki (bee), incorporating animal sounds as much as possible. STEP 3: <ul style="list-style-type: none"> • Read a picture book or show a website with images of African animals and their Swahili names. Students point to the animals and practice saying their names, discussing interesting facts about their habitat and behavior in Swahili. CONCLUSION: <ul style="list-style-type: none"> • Write scrambled Swahili animal and insect names on the worksheets. Students work together to unscramble the names and correctly identify the creatures.conjugation charts or 	<ul style="list-style-type: none"> • Discussion • Role play • Writing • Reading 	<ul style="list-style-type: none"> • Flashcards • Swahili grammar resources • Handouts. • Pictures • Vocabulary cards • Worksheets 	

			sentence stems.			
	<p>Swahili Words for Clothes and Adornment</p> <ul style="list-style-type: none"> Students will participate in interactive activities to practice using clothes and adornment vocabulary in various contexts. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> identify and name common Swahili words for clothes and accessories. describe outfits and personal adornment using Swahili vocabulary. To practice using the vocabulary in context through interactive activities. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher recaps basic Swahili vocabulary related to appearance (e.g., mrefu - tall, mzuri - beautiful, mweupe - white). Introduce the theme of the lesson - exploring the "Mavazi na mapambo: Kujifunza kuhusu mavazi na mapambo kwa Kiswahili" (clothes and adornment: learning about clothes and accessories in Swahili). <p>STEP 2:</p> <ul style="list-style-type: none"> Class discuss the cultural significance of clothing and adornment in different societies. Show pictures of people wearing different types of clothes and accessories, focusing on traditional African styles like kanga, dashiki, and kitenge. Point to different items and pronounce the Swahili words clearly, encouraging students to repeat after you. Engage students in a discussion about the vocabulary related to clothes and adornment, using the visual aids to reinforce the terms in Swahili. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the key points of the lesson, emphasizing the importance of mastering clothing and adornment vocabulary for effective communication in Swahili. 	<ul style="list-style-type: none"> Discussion Reading Writing 	<ul style="list-style-type: none"> Pictures Visual aids Video Worksheets 	
2	<p>Swahili Auxiliary Verbs</p> <ul style="list-style-type: none"> In Swahili two verbs are used as auxiliary verbs, namely, <i>kuwa</i>, "to be- and <i>kuisha</i> "to be completed ". This last verb is used as an auxiliary verb meaning "already." 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> introduce students to the concept of auxiliary verbs in Swahili. To enable students to understand the role and usage of auxiliary verbs in Swahili sentence construction. To practice using auxiliary 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher revises basic Swahili verb conjugation and how verbs express actions. Introduce the theme of the lesson - exploring the "Vitenzi vinavyosaidia: Vitenzi vya Kiswahili vinavyoboresha maana" (helping verbs: Swahili verbs that enhance meaning). <p>STEP 2:</p> <ul style="list-style-type: none"> Discuss the importance of adding detail and nuance to verb phrases beyond simply stating an action. Write examples of sentences with and without auxiliary verbs, highlighting how auxiliary verbs provide additional information about the nature of the action. 	<ul style="list-style-type: none"> Brainstormin Reading Writing 	<ul style="list-style-type: none"> Handouts with charts of common Swahili auxiliary verbs Flashcards with different auxiliary verbs 	

		<p>verbs in different contexts to demonstrate understanding.</p>	<ul style="list-style-type: none"> • Show charts with common Swahili auxiliary verbs categorized by their function (e.g., modal: weza - can, lazima - must, paswa - should; aspect: -kuwa - ongoing, -isha - completed, -zoea - habitual; tense: -kuwa - future, -kuwahi - past perfect). Practice pronouncing and repeating the verbs as a class. • Explain the different types of auxiliary verbs and their specific effects on the meaning and interpretation of the verb phrase. <p>STEP 3:</p> <ul style="list-style-type: none"> • Students take turns modifying a simple sentence by adding different auxiliary verbs to the main verb, changing the meaning and nuance ("Nafanya kazi. - I work." to "Naweza kufanya kazi. - I can work." or "Nimekuwa nikifanya kazi. - I have been working."). <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Briefly summarize the key points about different types of Swahili auxiliary verbs, their meanings, and their functions. Answer any remaining questions and address any confusion through examples. 			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	<p>The -EKA and LKA Tenses</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"> To introduce students to the -EKA and LKA tenses in Swahili. To enable students to understand the formation and usage of the -EKA and LKA tenses in Swahili. To practice constructing sentences using the -EKA and LKA tenses to demonstrate understanding. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher explains the significance of the -EKA and LKA tenses in Swahili, emphasizing their role in expressing different aspects of time and action. Display examples of sentences using the -EKA and LKA tenses to illustrate their structure and usage in Swahili.. <p>STEP 2:</p> <ul style="list-style-type: none"> Engage students in a discussion about the formation and usage of the -EKA and LKA tenses, using the whiteboard to demonstrate the structure of sentences in each tense. Show charts with -EKA and -LKA conjugation patterns for different verb classes (e.g., m-, wa-, ki-) and examples of verbs conjugated in both tenses. Practice pronouncing and repeating the conjugated verbs as a class. Explain the formation patterns for each tense and the concept of completed versus ongoing actions. Compare similarities and differences between the two tenses. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Students take turns modifying a simple sentence by changing the verb tense from present to past (-EKA to -LKA) and vice versa, maintaining grammatical accuracy ("Ninaandika barua. - I am writing a letter." to "Niliandika barua jana. - I wrote a letter yesterday."). 	<ul style="list-style-type: none"> Sentence strips Reading Writing Discussion 	<ul style="list-style-type: none"> Audio Worksheet Textbook 	
3	<p>Understanding and Utilizing Swahili Demonstratives: "Hili" (this) and "Lile" (that)</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"> identify and use the Swahili demonstratives "hili" (this) and "lile" (that) accurately in pointing to and describing objects near and far. understand the difference in meaning and usage between "hili" and "lile" based on distance from the speaker. construct grammatically correct sentences using 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher review basic Swahili vocabulary for objects and spatial concepts like "karibu" (near) and "mbali" (far). Introduce the theme of the lesson - exploring the "Vionyesha vya Kiswahili: Hili na Lile" (Swahili pointers: this and that). <p>STEP 2:</p> <ul style="list-style-type: none"> Provide examples of sentences using demonstratives in different contexts, encouraging students to analyze the structure and meaning of each sentence. Convey the nuances of using demonstratives through interactive activities, where students construct sentences and scenarios using "this" and "that" with the guidance of the instructor and in pairs to practice their application.. 	<ul style="list-style-type: none"> Interactive Discussion Reading 	<ul style="list-style-type: none"> Visual aids Textbook Handouts with illustrations Flashcards with different objects and demonstrative words 	

		<p>demonstratives in different sentence structures.</p>	<p>STEP 3:</p> <ul style="list-style-type: none"> Show illustrations of objects near and far, clearly labelled with "hili" for objects near the speaker and "lile" for objects far away. Practice pronouncing and repeating the demonstratives as a class, emphasizing the difference in tone and length. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Ask students to write a short paragraph or poem about a familiar place, describing objects and events happening near and far using "hili" and "lile" to add clarity and detail to their narrative. 			
	<p>Swahili Interrogative Pronouns: Who, Whose, Which, What</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"> o introduce students to the interrogative pronouns 'Who,' 'Whose,' 'Which,' and 'What' in Swahili. To enable students to understand the usage and application of these interrogative pronouns in forming questions in Swahili. To practice constructing questions using 'Who,' 'Whose,' 'Which,' and 'What' in different contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the theme of the lesson - exploring the "Maswali ya Kiswahili: Nani, ya nani, ipi, nini?" (Swahili questions: Who, whose, which, what?). Discuss the importance of asking questions to learn new things, clarify information, and engage in conversations. Write examples of different types of questions and highlight the role of specific interrogative words in shaping their purpose and meaning. <p>STEP 2:</p> <ul style="list-style-type: none"> Show charts with Swahili interrogative words "nani?" (who?), "ya nani?" (whose?), "ipi?" (which?), and "nini?" (what?) with examples of questions for each word in different sentence structures. Practice pronouncing and repeating the words and examples as a class. <p>Explain the differences between the interrogative words in terms of their reference (people, things, choices) and how they affect the structure of the questions.</p> <p>CONCLUSION:</p> <ul style="list-style-type: none"> Show pictures depicting people, objects, or scenes with diverse descriptions. Students ask questions using the different interrogative words to gather information about the picture and its details. 	<ul style="list-style-type: none"> Reading Writing Discussion Assessment 	<ul style="list-style-type: none"> Audio Visual aids Pictures 	
<p>4</p>	<p>Swahili Words for Human Body Parts</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"> identify and name common human body parts in Swahili. pronounce Swahili words for body parts accurately. match Swahili words for body parts to their corresponding English equivalents. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the theme of the lesson - exploring the "Sehemu za mwili: Kujifunza sehemu za mwili kwa Kiswahili" (parts of the body: learning body parts in Swahili). Write different body parts on the worksheets in English and ask students to guess their Swahili equivalents. Discuss the importance of knowing body part names for basic communication and self-description. <p>STEP 2:</p> <p>Show the large chart or illustration of a human</p>	<p>Reading Writing Role play</p>	<ul style="list-style-type: none"> Worksheets Words Audio Video Textbook 	

			<p>body with labels for various body parts in Swahili and English. Point to different parts and pronounce the Swahili words clearly, encouraging students to repeat after you.</p> <p>CONCLUSION: Play a memory game with the flashcards. Show the cards one at a time, and students try to remember the Swahili word for each body part. The student who remembers the most words wins.</p>			
	<p>Tatu na Watoto Wake Nyumbani</p> <ul style="list-style-type: none"> Tatu ni mama. Ana watoto waTatu Mashaka, Chausiku na Sijali. Tatu anakaa shamba pamoja na watoto wake. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> introduce students to the story "Tatu na Watoto Wake Nyumbani" in Swahili. identify and name common Swahili words for family members and relationships. recognize and use vocabulary related to household objects and activities. Introduce learners to the Swahili phrase "Tatu na Watoto Wake Nyumbani" and its meaning. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher greets the students in Swahili and introduce the story "Tatu na Watoto Wake Nyumbani." Display visual aids with images related to the story to provide context and generate interest. Discuss the significance of learning and understanding stories in Swahili for language development and cultural appreciation. <p>STEP 2:</p> <ul style="list-style-type: none"> Read the story "Tatu na Watoto Wake Nyumbani" aloud in Swahili or play an audio recording of the story. Engage students in a discussion about the plot, characters, and themes of the story, encouraging them to express their understanding and interpretations in Swahili. Conduct interactive activities such as comprehension questions, vocabulary exercises, and role-playing based on the story to reinforce understanding and language skills. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the key points of the story, emphasizing the importance of comprehending and discussing stories in Swahili for language development and cultural understanding. 	<ul style="list-style-type: none"> Reading Discussion Writing 	<ul style="list-style-type: none"> Textbook Swahili grammar resources Audio recordings 	

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	<p>"Dukani" (At the Store)</p> <ul style="list-style-type: none"> Tatu aliwaambia watoto wake waende dukani kununua vitu. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Introduce students to the vocabulary related to shopping and items found in a store in Swahili. To enable students to understand and use the Swahili terms for various items and activities related to shopping. To practice using the vocabulary in context through interactive activities related to shopping in Swahili. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students in Swahili and introduce the topic of the lesson, "Dukani" (At the Store). Display visual aids with labeled images of items found in a store in Swahili to familiarize students with the vocabulary. Discuss the significance of learning shopping-related vocabulary in Swahili for effective communication and daily activities. <p>STEP 2:</p> <ul style="list-style-type: none"> Show the pictures or flashcards one at a time and pronounce the Swahili names clearly, encouraging students to repeat after you. Focus on common everyday items like sukari (sugar), sabuni (soap), chapati (flatbread), kalamu (pen), karatasi (paper), etc. Practice pronunciation of the Swahili terms for various items and activities related to shopping, encouraging students to repeat after the instructor and focus on correct pronunciation. <p>STEP 3:</p> <ul style="list-style-type: none"> Practice basic shop greetings like "Habari yako, mama!" (Hello, mama!) and responses like "Nzuri, asante!" (Good, thank you!). Introduce simple buying phrases like "Naomba ... tafadhali" (Please, I want ...) and "Ni shilingi ngapi?" (How much is it?). <p>CONCLUSION:</p> <ul style="list-style-type: none"> Encourage students to act out shopping scenes with their creations, practicing greetings, buying/selling dialogue, and basic number recognition. 	<ul style="list-style-type: none"> Story-telling Break down the words Conduct repetition exercises for pronunciation worksheets for sentence construction 	<ul style="list-style-type: none"> Audio recordings Handouts Pictures Flashcards 	
	<p>Swahili Words for Street Vendors, Transportation, Greetings, and Daily Activities (Barabarani)</p> <ul style="list-style-type: none"> Amina, dada yake Tatu, anafahamu kuendesha gari. Mumewe ana gari jipya aina ya VW. Amina ni dereva hodari, haendeshi mbio, anajua kuwa kukimbiza gari ni hatari. Ukienda kwa gari 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> identify and name common Swahili words for street vendors, food items, transportation options, and informal greetings form descriptive sentences about street life and daily 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher review basic Swahili greetings (e.g., habari yako? - how are you?) and vocabulary related to movement and location (e.g., kutembea - to walk, kuendesha - to drive). Introduce the theme of the lesson - exploring the "Barabarani: Kujifunza maneno ya mitaani na shughuli za kila siku kwa Kiswahili" (On the street: learning street words and daily activities in Swahili). <p>STEP 2:</p> <ul style="list-style-type: none"> Show the pictures or flashcards one at a time and pronounce the Swahili names clearly, encouraging students to repeat after you. Focus on common street vendor names like mama 	<ul style="list-style-type: none"> Story-telling Break down the words Conduct repetition exercises for pronunciation worksheets for sentence construction 	<ul style="list-style-type: none"> Pictures or flashcards Worksheets Texts Vocabulary cards Audio 	

	lake utafurahi, hutaogopa.	<p>activities in Swahili.</p> <ul style="list-style-type: none"> gain confidence in expressing themselves and navigating basic interactions in a bustling Swahili street setting. 	<p>lishe (food vendor), mpango wa maziwa (milk seller), machinga (street hawker), etc. Include food items like maandazi (fried dough), viazi vitamu (sweet potatoes), mahindi choma (roasted corn), and transportation options like bajaji (rickshaw), matatu (minibus), pikipiki (motorcycle).</p> <ul style="list-style-type: none"> Practice informal greetings and street language like "Jambo!" (Hi!), "Pole!" (Sorry!), "Shikamoo!" (Respectful greeting), "Nisaidie, tafadhali!" (Help me, please!). <p>STEP 3:</p> <ul style="list-style-type: none"> Conduct interactive activities such as creating travel scenarios where students use the vocabulary in discussing different transportation methods and road-related situations. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Recap the key Swahili words for street vendors, activities, transportation, and communication. 			
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