



INDIGENOUS LANGUAGE: SWAHILI

DETAILED PLAN SWAHILI BEGINNERS LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- Acquire a foundational understanding of basic Swahili vocabulary and common phrases for greetings, introductions, and everyday communication.
- Students develop the ability to introduce oneself, greet others, and engage in simple conversations in Swahili.
- Be able to learn to count and express numbers in Swahili, including cardinal and ordinal numbers.
- Swahili beginners level course should equip students with the basic skills and knowledge needed to start communicating in simple Swahili in everyday situations.

| WEEK | TOPIC | GOALS | LESSON STRUCTURE | ACTIVITY | MATERIALS | OUTCOMES |
|------|--|---|---|--|---|----------|
| 1 | The Swahili Pronunciation <ul style="list-style-type: none"> • The Swahili alphabet • Two basic rules of Swahili pronunciation • Swahili contains 5 vowels | At the end of the lesson students should be able to: <ul style="list-style-type: none"> • learn how syllables are constructed in Swahili and how to pronounce them • Understand the two basic rules of Swahili pronunciation • Know and understand the Swahili 5 vowels | <p>Assumed knowledge: Students can confidently pronounce basic Swahili sounds and vowels:</p> <p>STEP 1:</p> <ul style="list-style-type: none"> • Teacher introduces to the students about the the Swahili alphabet : 23 single letters : a, b, d, e, f, g, h, i, j, k, l, m, n, o, p, r, s, t, u, v, w, y, z. • The letters q and x are not used. The letter c, although present, is never used alone. • It also has 9 digraphs : ch, dh, gh, kh, ng', ny, sh, th, ts. <p>STEP 2:</p> <ul style="list-style-type: none"> • Class discussion on Swahili 5 vowels. These are pronounced openly, without diphtongs, like in Spanish or in Italian. They must always be kept short <p>STEP 3:</p> <ul style="list-style-type: none"> • Syllables in Swahili are made of vowels alone, or combinations of consonants and vowels. The exception is with letters “m” and “n” which form syllables just by themselves in some words e.g. “mtu” (person), “nchi” (country). • The stress of a word almost always falls on the next-to-last syllable e.g (Baba, mtóto, amēpata, aliyēkuja). • Questions and answers | <ul style="list-style-type: none"> • discussion • Role play (pronouncing simple words to each other) | <ul style="list-style-type: none"> • Video and audio • Flashcards • Worksheets | |

| | | | | | | |
|--|--|---|---|---|--|--|
| | <p>Consonants</p> <ul style="list-style-type: none"> • Simple consonants • Combinations of consonants • The syllabic consonant "M" • "Hard" consonants: b, d, g, j. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Identify and accurately pronounce common Swahili consonant sounds. • Understand the differences between Swahili and English consonant pronunciation. • Confidently read and speak simple Swahili words with correct pronunciation. | <p>STEP 1:</p> <ul style="list-style-type: none"> • Teacher starts with a quick review of familiar sounds (e.g., vowels in English). Then Introduce the theme of the lesson - exploring the "Sauti za Kiswahili" (Swahili sounds). Ask students if they notice any differences between Swahili and English pronunciation. <p>STEP 2:</p> <ul style="list-style-type: none"> • Show a chart with common Swahili consonants (e.g., b, v, ch, ng) and corresponding pronunciations written in both romanization and IPA symbols (optional). Use clear audio recordings or pronunciation demos to introduce each sound accurately. • The M syllabic can be accentuated (stressed syllable) in short words such as : mtu (= a person), mti (= a tree), mji (= a town, a city), etc.. • Most of the real difficulties of Swahili are concentrated in combination consonants. • dh and th are both written "th" in English. dh is voiced as in "the", "this", "that", "with" • ... While th is unvoiced as in "think", "thin", "both" ...stakabadhi (= a receipt), hadithi (= a story).. • gh and kh are pronounced at the back of the throat. gh is voiced and close to the French "r" in "rare" :ghali (= expensive), shughuli (= affair, activity). • kh is unvoiced and corresponds to a scraping of the throat :subalkheri (= good morning). • ng' although similar in sound to the English "ng" in "singing" poses a difficulty, for it usually occurs at the initial of words. It is luckily quite rare :ng'ambo (= foreign), ng'ombe (= a cow). <p>STEP 3:</p> <ul style="list-style-type: none"> • "Hard" consonants: b, d, g, j. These sounds come at the beginning of a word or between vowels. They have a slightly 'hollow' sound. This is because they are produced with a downward movement of the voice-box and an intake of breath. The j sound, except when it follows n, needs the tongue-tip to be behind the lower teeth and the main part of the tongue to be touching the roof of the mouth, behind the hard ridge at the back of the upper teeth. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Show flashcards with simple Swahili words containing practiced consonant sounds. Students take turns reading the words aloud, focusing on accurate pronunciation. | <ul style="list-style-type: none"> • Reading • Writing • Discussion • Vocabulary Building • Assessment | <ul style="list-style-type: none"> • consonants flash cards • Audio • Video | |
|--|--|---|---|---|--|--|

2

Swahili greetings and manners

- Jambo is the commonest form of greeting used.
- Swahili-speaking people, like all other Africans, have a long litany of greetings
- Hodi may be compared to the European custom of knocking at the door.

At the end of the lesson students should be able to:

- Exchange greetings
- Say where they come from
- Demonstrate cultural awareness and respect through appropriate use of greetings and manners.

STEP 1:

- Teacher engages students with a brief discussion about the importance of greetings and manners in different cultures.

STEP 2:

- Introduce common Swahili greetings and manners, such as "**Jambo**" (Hello), "**Karibu**" (Welcome), "**Asante**" (Thank you), and "**Pole**" (I'm sorry).
- Class learns **Shikamoo** is yet another form of greeting which is widely used to greet those higher in social status or older in age. The answer is **marahaba**.
- **Hodi** is another form of greeting. It is used by visitors (before they enter the house) to announce their arrival to their

When greeting a person who is afflicted by some disaster, such as death of a near relative, disease or loss of property, say **pole** "sorry,"

(STEP 3:

- Teacher provide scenarios for students to practice greetings and manners in different contexts, such as meeting someone for the first time, entering a home, or expressing gratitude.

CONCLUSION:

- Assess the students' learning through their participation in role-playing activities, their ability to pronounce greetings and manners accurately

- Listening
- Discussion
- Role play
- Writing

- Video
- Visual aids
- Handouts with key phrases
-

| WEEK | TOPIC | GOALS | LESSON STRUCTURE | ACTIVITY | MATERIALS | OUTCOMES |
|------|--|---|---|--|--|----------|
| 2 | <p>The Classification of Swahili Nouns</p> <ul style="list-style-type: none"> The noun classes are distinguished by their nominal prefixes. Swahili nouns, therefore, consist of a root of the word and a prefix The M-/WA- gender | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Identify and distinguish between the eight Swahili noun classes based on prefixes and suffixes. understand the agreement rules for adjectives, verbs, and pronouns with different noun classes. Use the appropriate noun prefixes and concords in Swahili sentences. | <p>STEP 1:</p> <p>Teacher recaps last lesson and informs learners that Swahili is one of the African languages known as Bantu. One of the characteristics of these languages is the division of nouns into classes, and not into masculine, feminine and neuter genders.</p> <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the theme of the lesson - exploring the "Maumbo ya Majina" (forms of nouns) in Swahili. Ask students if they notice any patterns or differences in how Swahili nouns are formed. Show a chart with the eight Swahili noun classes, each with its prefix and/or suffix markings and example words (e.g., Class 1 "m-" for "mtoto" - child, Class 2 "wa-" for "watu" - people). Clearly explain the concept of noun class agreement for adjectives, verbs, and pronouns. Although the M-/WA- gender exclusively contains nouns of people, it is not all inclusive. Thus, a certain number of nouns referring to people can be found in other genders : mainly in the N-gender (CI 9 / CI 10), the KI-/VI- gender (CI 7 / 8) and the JI-/MA- gender (CI 5 / 6). Yet, the verbs, adjectives, etc. that agree with them must take Class 1/2 prefix agreements. Use pictures or real-life objects to demonstrate different noun classes and encourage students to identify the class based on the object's characteristics. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Provide students with sentence starters containing nouns from different classes. They complete the sentences using appropriate adjectives, verbs, and pronouns that agree with the noun class. | <ul style="list-style-type: none"> Brainstorming Writing Listening Building Sentences | <ul style="list-style-type: none"> Handouts with charts of Swahili noun classes Flashcards with individual nouns Pictures | |
| 3 | <p>The Nominal Classes</p> <ul style="list-style-type: none"> substantives are not divided into genders of the sculine / feminine / neutral types, but in nominal classes Swahili includes 13 nominal classes, plus three extra classes | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of nominal classes in Swahili. Recognize the different nominal classes and their associated prefixes. Apply the knowledge of | <p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the students that there are 13 nominal classes in Swahili, grouped into 7 genders, and the 3 locative classes. <p>STEP 2:</p> <ul style="list-style-type: none"> Teach about how nominal classes can be grouped into 7 "genders" (or categories) that each include 2 classes: one class for the singular and another class for the plural. Teacher teaches that M-/WA- CI 1 Singular, CI 2 | <ul style="list-style-type: none"> Interactive Role play Understanding Nominal Classes Categorization Exercise Grammar Practice | <ul style="list-style-type: none"> Audio Textbook Visual aids with images Exercises and worksheets for practice | |

| | | | | | | |
|--|---|---|---|---|---|--|
| | <p>called the locative classes.</p> | <p>nominal classes in constructing Swahili sentences.</p> | <p>Plural. These are names of human beings exclusively, + 2 names of animals. No object.</p> <ul style="list-style-type: none"> M-/MI- CI 3 Singular/ CI 4 Plural. These are names of trees, plants, nature, parts of the human body, human activities. JI-/MA-CI 5 Singular and CI 6 Plural. These are names of fruits, uncountable, everyday life objects, persons, augmentatives, nouns of Arabic origin, etc. the KI-/VI- gender (CI 7 / 8). <p>STEP 3:</p> <ul style="list-style-type: none"> Teach that the different nominal classes are recognized and definable by their prefixes, that is to say the first syllable of the noun, which will cause in turn a series of agreements through prefixes (and infixes) on the adjectives, pronouns, demonstratives, possessives, verbs, etc... in the sentence. Swahili doesn't differentiate between definite or indefinite nouns, and neither does it distinguish between masculine or feminine for names of people <p>CONCLUSION:</p> <ul style="list-style-type: none"> Summarize the lesson and review learning objectives Assign homework and provide resources for further study | | | |
| | <p>The Subject Pronouns</p> <ul style="list-style-type: none"> In Swahili, the subject pronouns have the particularity of being always affixed to the verb as prefixes In the 3rd person singular and plural, there is no substitution between the subject noun and the subject prefix, but complementarity. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of pronouns in Swahili. Identify and use Swahili pronouns in different contexts. Apply the knowledge of Swahili pronouns in constructing sentences and engaging in basic conversations. | <p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the students to the topic and explains that only the M-/WA- gender (Classes 1 / 2) comprises subject prefixes for the 1st and 2nd persons singular and the 1st and 2nd persons plural. <p>STEP 2:</p> <ul style="list-style-type: none"> Class learns that in the 3rd person singular (he / she / it) and the 3rd person plural (they), the choice of the subject prefix depends on the nominal class to which the corresponding subject noun belongs. when the subject noun represents a person, whatever the class it belongs to, we will use a subject prefix of Class 1 in the singular and Class 2 in the plural, as for the nouns of the M-/WA- gender. e.g anafika He / she arrives (Class 1) Teacher shows with ordinary verbs, the autonomous personal pronoun reinforces the subject prefix, without replacing it. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Assign a homework task where students have to create sentences using the subject pronouns learned. | <ul style="list-style-type: none"> Role-playing Dialogue Practice Differentiation Listening Review and Consolidation | <ul style="list-style-type: none"> Sentences and words on the textbook Flashcards Pictures Handouts | |

| | | | | | | |
|---|--|---|--|--|--|--|
| 4 | <p>THE SWAHILI ADJECTIVE</p> <ul style="list-style-type: none"> In Swahili the adjectives agree with the nouns they qualify both in number and in nominal prefixes. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the role of adjectives in Swahili language. Identify and use Swahili adjectives to describe nouns. Apply the knowledge of Swahili adjectives in constructing descriptive sentences. Understand and Use the six subject prefixes | <p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the concept of Swahili adjectives and explain their role in modifying nouns. Provide examples of Swahili adjectives and their usage in various contexts.. <p>STEP 2:</p> <ul style="list-style-type: none"> Class learns that with the exception of kila “each”, “every”, all adjectives follow their nouns. e.g. kila mtoto, “every child”, but mtoto mdogo, “a small child”. Show charts with common Swahili adjectives). Practice pronouncing and repeating the adjectives as a class. Explain the agreement rules for adjectives with nouns of different classes, using clear examples and visual aids. <p>STEP 3:</p> <ul style="list-style-type: none"> Engage students in descriptive practice, where they use adjectives to describe various objects and situations. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the key points about Swahili adjectives and their agreement rules. Answer any remaining questions and address any confusion through examples. | <ul style="list-style-type: none"> Pre-reading Understanding Swahili Adjectives Vocabulary Building Descriptive Practice Grammar Practice | <ul style="list-style-type: none"> Flashcards Textbook Pictures Handouts | |
| | <p>Possessive Adjective</p> <ul style="list-style-type: none"> In Swahili the possessive pronouns are treated like adjectives. They take nominal prefixes, as shown below: -angu, (my, mine)-etu, (our, ours)-ako, (your, yours) -enu, (your, yours) -ake, (his, her, hers) -ao (their, theirs). | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of possessive adjectives in Swahili. Identify and use Swahili possessive adjectives to indicate ownership or relationship. Apply the knowledge of Swahili possessive adjectives in constructing possessive expressions. | <p>STEP 1:</p> <ul style="list-style-type: none"> Teacher engage students in a brief discussion about the importance of possessive adjectives in language and their role in indicating ownership or relationship Present examples of Swahili possessive adjectives in sentences to illustrate their usage. <p>STEP 2:</p> <ul style="list-style-type: none"> Class practice forming sentences using verbs Present the Swahili possessive adjectives for each noun class, such as "wa" for class 1, "wa" for class 2, "ma" for class 3, and "ki" for class 7 The same prefixes are used to express “of ” – a: For the m/wa class, “of ” is denoted by wa for both singular and plural. Engage learners in a group activity where they practice pronouncing and identifying the possessive adjectives in Swahili. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Assign exercises to reinforce learning. | <ul style="list-style-type: none"> Vocabulary Building and Practice Discussion Grammar Practice Application and Usage | <ul style="list-style-type: none"> Textbook Words Handouts with charts of Swahili possessive adjectives Flashcards with individual possessive adjectives | |

| WEEK | TOPIC | GOALS | LESSON STRUCTURE | ACTIVITY | MATERIALS | OUTCOMES |
|------|---|--|--|---|--|----------|
| 5 | SWAHILI NUMBERS <ul style="list-style-type: none"> Numbers one to five take nominal prefixes the rest do not. One characteristic of the numbers is that some of them are invariable while others are concordant.. | At the end of the lesson students should be able to: <ul style="list-style-type: none"> Understand the Swahili number system. Identify and use Swahili numbers in various contexts. Apply the knowledge of Swahili numbers in counting, telling time, and expressing quantities. | STEP 1: <ul style="list-style-type: none"> Teacher explanation of the importance of Numbers in Swahili behaving like adjectives, and like all adjectives, they are placed after the noun, but before the demonstrative. STEP 2: <ul style="list-style-type: none"> Show large flashcards with Swahili numbers 1-10 written in both numerals and romanization (e.g., moja = 1, mbili = 2). Practice pronouncing and repeating the numbers as a class, focusing on proper intonation. Numbers 6, 7, 9, 10, 20 are invariable and do not take class prefixes. Numbers 1, 2, 3, 4, 5, 8 agree with the noun and take a class prefix. By their nature, number 1 (-moja) takes only class agreements in the singular, whereas numbers 2 (-wili), 3 (-tatu), 4 (-nne), 5 (-tano) and 8 (-nane) take only plural agreements. In the case of a composite number (11, 12, 13, 14, 15, 18, etc.) only the concordant part of the number takes a prefix of class. When a ten is followed by a unit, the unit is introduced by the word NA = and. EXAMPLES :Watoto ishirini na mmoja (Twenty-one children). STEP 3: <ul style="list-style-type: none"> Convey that when a hundred is followed by tens and units, we use the word NA (= and), but only once, between the last two numbers In numbers containing thousands, the word NA introduces the tens or the units, but it is never used between the thousands and the hundreds. CONCLUSION: <ul style="list-style-type: none"> Give homework for students to practice after class counting. | <ul style="list-style-type: none"> Learning Swahili Numbers Counting and Quantity Practice Interactive Exercises | <ul style="list-style-type: none"> Picture cards Swahili grammar resources or textbooks Number cards Audio | |
| | HOW TO TELL TIME IN SWAHILI <ul style="list-style-type: none"> The Swahili day begins at 7 a.m. and ends at 6 p.m. It is called siku "day". The night is also 12 hours beginning at 7 p.m. and ending at 6 a.m. From 6 a.m. to about 10 a.m. it is | At the end of the lesson students should be able to: <ul style="list-style-type: none"> learn Swahili vocabulary related to time concepts (e.g., morning, afternoon, evening, hour, | STEP 1: <ul style="list-style-type: none"> Teacher introduces the students to the topic and informs that while time is read and even written according to the Swahili system, the clocks are always set Western fashion. So one always has to add or subtract mentally 6 hours, to read time correctly. STEP 2: <ul style="list-style-type: none"> In Swahili, the word SAA (= hour) precedes the figure. Example, SAA MOJA -one o'clock, SAA | <ul style="list-style-type: none"> Listening Writing Decoding Time Vocabulary Flashcard Relay Review and Consolidation | <ul style="list-style-type: none"> Textbook Watches Vocabulary flashcards Video Audio | |

| | | | | | | |
|--|---|---|---|--|--|--|
| | <p>asubuhi, "morning"; from 11 a.m. to about 4 p.m. it is mchana, during the day; from 5 p.m. to about 8 p.m. it is jioni, "evening ". The night is usiku. which means also "at night".</p> | <p>minute).</p> <ul style="list-style-type: none"> • understand the structure of telling time in Swahili using both analog and digital clocks. • ask and answer questions about time in Swahili accurately. | <p>MBILI -two o'clock.</p> <ul style="list-style-type: none"> • Reading the time over a 24 hour period is not common in Swahili. Therefore, to distinguish between the hours of the night and the hours of the day, we must use different expressions marking the moment of the day • Class learns how the expressions kutwa, "the whole day", and kucha, "the whole night", are common. e.g. Tulifanya kazi kutwa, "We worked the whole day". So too, "Hatukulala usiku kucha, "We did not sleep the whole night" <p>STEP 3:</p> <ul style="list-style-type: none"> • Teacher teaches that the word "minute" is : DAKIKA. One will mention the additional minutes while counting and the word "half" is : NUSU. • Past the half, Swahili count the missing minutes to reach the following hour. They use the expressions :KASORO DAKIKA ... = minutes to ; and KASOROBO = quarter to. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Play a quick time quiz using pictures or online clock tools to assess understanding. | | | |
|--|---|---|---|--|--|--|