



INDIGENOUS LANGUAGE: SWAHILI

DETAILED PLAN SWAHILI INTERMEDIATE LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- Build fluency and confidence in spoken and written Swahili through diverse activities and communicative approaches.
- Enriching thematic vocabulary for daily life, cultural exploration, and expressing opinions.
- Provide opportunities for personalized learning and differentiation to cater to individual needs.
- Familiarize learners with the usage of possessive adjectives, adverbs, and more advanced verb tenses.

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	The Swahili Verbs <ul style="list-style-type: none"> • The main characteristic of the Swahili verb is its agglutinative aspect. In order to be functional, to be conjugated and be part of the sentence, we must attach to it a certain number of affixes :refixes, infixes and suffixes, according to the situation • The Infinitive • Negative Infinitive • The monosyllabic verbs 	At the end of the lesson students should be able to: <ul style="list-style-type: none"> • Understand the concept of infinitive and negative infinitive forms of Swahili verbs. • Identify and use Swahili monosyllabic verbs in various contexts. • Apply the knowledge of Swahili verbs in constructing sentences and expressing actions. 	STEP 1: <ul style="list-style-type: none"> • Teacher introduces and explains that in the infinitive, all Swahili verbs, as we have already said, begin with Ku (i.e. they add the prefix ku to the stem) which correspond, to the English word " to in "to go, to come, etc..." STEP 2: <ul style="list-style-type: none"> • Class learn that In English, the infinitive is shown by the word TO placed before the verb. In Swahili, the infinitive is marked by the prefix KU- attached to the verb radical (KU-FIKA: to arrive KU-PATA: to have, to find, to get). • the radical of the Swahili verbs of Bantu origin ends in -A in the infinitive. There are however a few exceptions, especially with verbs of Arabic origin, which end in -E, -I or -U (Ku-badili: to exchange Ku-jaribu: to try Ku-baki: to stay) • Show charts with the Swahili infinitive ("kufanya" - to do) and negative infinitive ("kutofanya" - not to do). Practice pronouncing and repeating the infinitives as a class. STEP 3: <ul style="list-style-type: none"> • Explain the formation and usage of monosyllabic verbs, focusing on common examples like "kula" (eat), "lala" (sleep), and "kaa" (sit). CONCLUSION: <ul style="list-style-type: none"> • Show pictures depicting scenarios involving activities or intentions. Students describe the 	<ul style="list-style-type: none"> • Discussion • Vocabulary Building • Practice • Grammar Practice • Application and Usage 	<ul style="list-style-type: none"> • Handouts with charts of Swahili infinitives • Flashcards with different verb stems • Pictures depicting scenarios 	

			<p>pictures using sentences with infinitives or monosyllabic verbs to express purpose, desire, or negation</p>			
	<p>The Direct Imperative</p> <ul style="list-style-type: none"> The Direct Imperative is used to give an "abrupt" order, as would a boss to an employee, or a parent to a child. It is the simplest verbal form, since it is simply made of the verb radical. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of direct imperative verbs in Swahili. Identify and use Swahili direct imperative verbs in various contexts. participate in interactive activities to practice using imperatives in context. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher recaps basic Swahili verbs and conjugation. Introduces the theme of the lesson - exploring the "Mamboo ya Kiswahili: Maagizo na Masharti" (Swahili commands: instructions and conditions). <p>STEP 2:</p> <ul style="list-style-type: none"> Class learns the formation and usage rules for imperative verbs, emphasizing common situations like giving instructions, requests, and advice. If we take the verb KUFANYA for example, we simply remove the infinitive prefix KU-, which gives : FANYA! = do! Divide students into teams and give each team a set of flashcards with verb stems and pronouns. They race to form and say a correct imperative sentence using the flashcards in sequence. <p>STEP 3:</p> <ul style="list-style-type: none"> Class learns the direct Imperative possesses only 2 persons : the second person singular (= "you" singular) and the second person plural (= "you" plural). The plural is formed by replacing the ending -A of the radical by the suffix -ENI. <p>(Fanya: do) (Fanyeni:do)</p> <p>CONCLUSION:</p> <ul style="list-style-type: none"> Assess the students' learning through their ability to use Swahili direct imperative verbs to give commands and instructions in various contexts 	<ul style="list-style-type: none"> Discussion Interactive Exercises Vocabulary Building Practise 	<ul style="list-style-type: none"> Pictures Worksheets Visual aids Handouts Textbooks 	
2	<p>The Present Definite Tense</p> <ul style="list-style-type: none"> The present definite tense in Swahili is primarily used to describe actions which take place at the time when one 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of the present definite tense in Swahili. Identify and use Swahili verbs in the present definite tense in various contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the students to the basic Swahili verbs and present tense conjugation. Introduce the theme of the lesson - exploring the "Sasa ya Hakika ya Kiswahili: Matukio yanayojiri sasa" (Swahili present definite tense: things happening now). <p>STEP 2:</p> <ul style="list-style-type: none"> Class discuss the importance of expressing present reality with accuracy. Write examples of 	<ul style="list-style-type: none"> Brainstorming Vocabulary Building and Practice Interactive Exercises 	<ul style="list-style-type: none"> Flashcard Textbooks Visual aids Worksheets 	

	<p>speaks. It is anchored in the present moment and has the same value as the present continuous in English.</p>	<ul style="list-style-type: none"> able to describe ongoing actions, habitual activities, and current states of being in Swahili with clarity. 	<p>sentences with and without present definite verbs, highlighting their role in describing what is happening at the moment.</p> <ul style="list-style-type: none"> Show charts with positive and negative present definite tense forms for different pronouns and verb tones. Practice pronouncing and repeating the verbs as a class. <p>STEP 3:</p> <ul style="list-style-type: none"> Teacher instructs the class that the tense marker of the present definite is the infix -NA- which is placed between the affirmative subject prefix and the verb radical. The termination of the verb does not change. There is not tense marker on the negative present definite. A negative subject prefix is directly followed by the verb radical. In case of a Bantu verb, its termination -A changes into -I. On the other hand, verbs of Arabic origin keep their final vowel without taking -I. As for monosyllabic verbs, they lose the infinitive prefix KU- but take the termination -I. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Provide additional support for students struggling with conjugation by offering color-coded charts or mnemonic handouts. 			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	<p>The Present Indefinite Tense</p> <ul style="list-style-type: none"> This tense is used to describe usual or permanent actions, or to state "scientific" truths, that are not necessarily connected to the present time. This tense is equivalent to the SIMPLE PRESENT in English. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of the present indefinite tense in Swahili. Identify and use Swahili verbs in the present indefinite tense in various contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces that the adjectives are usually introduced without any prefix in the lists of vocabulary. It is therefore advisable to be able to recognize them from their roots. The agreement prefixes of the adjectives are identical to the class prefixes of the nouns with which they agree. <p>STEP 2:</p> <ul style="list-style-type: none"> Class learns that a few modifications of a phonetic nature can be observed, especially with the adjectives whose root starts with a vowel. The teacher divides the concordant adjectives into two sub-categories : the adjectives whose root starts with a consonant and those whose root starts with a vowel. The adjectives whose roots start with other consonants do not take any prefix, except for - REFU which makes : NDEFU (= long, high). The presence of a vowel at the beginning of the adjectival root leads to modifications of a phonetic nature. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Assess students' listening, speaking, and counting abilities. Provide additional practice and resources for further improvement. 	<ul style="list-style-type: none"> Counting Reading Discussion 	<ul style="list-style-type: none"> flashcards Pictures 	
3	<p>Concordant Adjectives</p> <ul style="list-style-type: none"> "True" adjectives are relatively few in Swahili. In Swahili, unlike in English, the adjective is always placed AFTER the noun it qualifies. <p>There are two main categories of adjectives</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> understand the concept of concordant adjectives and their agreement with nouns in gender and number. identify different types of adjectives (descriptive, possessive, demonstrative) and their corresponding forms. form grammatically correct sentences using concordant adjectives to describe nouns. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the basic Swahili sentence structure and vocabulary related to describing things (e.g., mkubwa - big, mdogo - small, mrefu - tall). <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the concept of concordant adjectives and how they change their endings to match the singular/plural and gender (masculine/feminine) of the noun they modify. Demonstrate with clear examples and pronunciation practice. Focus on different types of adjectives: descriptive (e.g., mweupe - white, nyekundu - red), possessive (e.g., kitabu changu - my book, mkate wake - their bread), and demonstrative (e.g., mti huu - this tree, nyumba ile - that house). <p>STEP 3:</p> <ul style="list-style-type: none"> Practice pronunciation of concordant adjectives, encouraging students to repeat after the 	<ul style="list-style-type: none"> Interactive Discussion Reading 	<ul style="list-style-type: none"> Words/Names Textbook Video Pictures or flashcards Sentence strips 	

			<p>instructor and focus on correct pronunciation.</p> <p>CONCLUSION:</p> <ul style="list-style-type: none"> Summarize the key rules of concordant adjective agreement and the different types of adjectives. Play a quick quiz game where students need to identify the correct form of an adjective to fit a specific noun and context. 			
	<p>Invariable Adjectives</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of invariable adjectives in Swahili. Identify and use Swahili invariable adjectives in various contexts. Apply the knowledge of invariable adjectives in describing nouns and expressing attributes. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces that most of the invariable adjectives are borrowed from the Arabic. Like the concordant adjectives, they are always placed AFTER the noun. A few of them can be both noun and adjective. For example : maskini = poor, a poor person, and tajiri (ma-) = rich, a rich person. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the concept of invariable adjectives in Swahili and explain their usage in describing nouns and expressing attributes. Provide examples of Swahili invariable adjectives and their pronunciation. To translate "more than" we use in Swahili the expression KULIKO (= where there is), or alternatively KUZIDI (= to increase), KUPITA (= to overtake), or KUSHINDA (= to defeat). All these different expressions are equivalent and interchangeable. Explain the characteristics of invariable adjectives, such as their lack of agreement with noun genders and numbers. Compare them to variable adjectives to solidify understanding <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the different invariable adjectives and their usage learned in the lesson. 	<ul style="list-style-type: none"> Reading Writing Creating sentences Grammar Practice 	<ul style="list-style-type: none"> Word cards Handouts Visual aids Worksheets 	
<p>4</p>	<p>Days, Months, Dates</p> <ul style="list-style-type: none"> The names of the days of the week in Swahili are a curious mixture of two languages, Arabic and Bantu. Thus, the five first days of the week have got Bantu names, Swahili borrowed its two last names from the Arabic . There are two ways for naming the months in Swahili 	<p>At the end of the lesson studentsshould be able to:</p> <ul style="list-style-type: none"> Understand the names of the days of the week and months in Swahili. Identify and use Swahili days, months, and dates in various contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces the names of the days of the week in Swahili and their pronunciation. Engage students in exercises to practice identifying and pronouncing the days of the week in Swahili. <p>STEP 2:</p> <ul style="list-style-type: none"> There are two ways for naming the months in Swahili : either by giving them an ordinal number: first month, second month, etc... or by giving them their English names, with an adapted spelling. We use the word Tarehe (= date) followed by the ordinal number of the day in the month. EXAMPLES : (Tarehe mosi- the first) (Tarehe pili -the second) We can use the word Tarehe followed by the number of the day and the number of 	<p>Discussion Assessment Reading Writing Date Dictation</p>	<ul style="list-style-type: none"> Textbook Pictures Handouts with charts of Swahili days, months Calendar in Swahili 	

			<ul style="list-style-type: none"> the month, or simply use the English name of the month followed by the ordinal number of the day. Although the Gregorian calendar is used by a majority, yet the Muslim calendar is still in use for all that relates to religious life and the Muslim festivals. In Swahili, the year is based on Ramadan, the month of fasting, and the following months are counted Mfunguo mosi, Mfunguo pili, Mfunguo tatu <p>CONCLUSION: Assign a short homework task to practice constructing sentences and expressing dates using Swahili days and months in different scenarios.</p>			
	<p>Swahili Verbs "Kuwa," "Kuwa Na," "Kuwako"</p> <ul style="list-style-type: none"> After completing, students will be able to identify and describe various garments. To introduce students to traditional Xhosa clothing and its cultural significance. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> identify and describe various garments. understand and appreciate the role of clothing in Xhosa culture. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher explains the different meanings and contexts in which "Kuwa," "Kuwa Na," and "Kuwako" are used in Swahili, providing examples and clarifying any questions from students.. The verb "Kuwa" is irregular in the present tense. It has only one form, ni, for "am, is, and are". Nouns and independent personal pronouns are used with ni and its negative si, "am not, is not, and are not." Kuwa is regular in the perfect, past and future tenses <p>STEP 2:</p> <ul style="list-style-type: none"> The verb kuwa na, like kuwa, is also irregular in the present tense. It is regular in all other tenses. Kuwako is also irregular in the present tense. In other tenses it is regular and identical with the verb kuwa treated above. Kuwako means "to be in a place". It is used to indicate that a thing or person is in a certain place, as contrasted to being in a certain state. Conduct interactive activities such as creating sentences using these verbs, role-playing scenarios, and engaging in conversations to apply the verbs in context. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the key points of the lesson, emphasizing the importance of mastering the usage of "Kuwa," "Kuwa Na," and "Kuwako" for effective communication in Swahili and understanding sentence construction. 	<ul style="list-style-type: none"> Reading Discussion Assessment 	<ul style="list-style-type: none"> Textbook Audio Visual aids Sentence strips 	

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	<p>Exploring Swahili - Adverbs</p> <ul style="list-style-type: none"> students will learn how to describe the weather using all three tenses Adverbs of time Adverbs of place Adverbs of manner 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> To introduce students to the concept of adverbs in Swahili. To enable students to understand the usage and placement of adverbs (time, place, manner) 	<p>STEP 1:</p> <ul style="list-style-type: none"> Introduce that an adverb is an invariable word that says how an action proceeds (quickly, slowly, etc...), with which frequency (often, sometimes, never, etc...). It expresses possibility or certainty (maybe, certainly, etc...), or qualifies an adjective (very large, quite small, etc...). In Swahili, the adverb is placed after the verb, except in some particular cases. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce different types of adverbs (e.g., manner - vizuri - well, polepole - slowly, frequency - mara nyingi - often, degree - sana - very, time - jana - yesterday, sasa - now) with vivid examples and pronunciation practice. There are 9 adverbs of place, which are used according to the degree of proximity and the nature of the place. These are derived from the locative prefixes PA, KU, MU. Show pictures or flashcards depicting actions and ask students to describe them using different adverbs <p>STEP 3:</p> <ul style="list-style-type: none"> Adverbs can also be formed by prefixing ki to nouns, thus: kiungwana, "like a gentleman" in the manner of a gentleman". <p>CONCLUSION:</p> <ul style="list-style-type: none"> Write sentences on the worksheets with missing adverbs. Students work to identify the missing word and choose the most appropriate option based on the context. 	<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"> Worksheets Flashcards Audio Textbook handouts 	
	<p>Prepositions</p> <p>Some adverbs become prepositions when ya is added to them, e.g. baada ya- from baada; ndani ya- from ndani etc..., without changing the sense.</p> <p>The prepositions of place The prepositions of time.</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> practice using prepositions to indicate location, direction, and relationships between nouns. understand the function of prepositions in modifying verbs and nouns, 	<p>STEP 1:</p> <ul style="list-style-type: none"> Teacher introduces that a preposition is a word that enables to locate something in space or time. Introduce common prepositions (e.g., location - juu ya - on top of, ndani ya - inside, direction - kwa - to, towards, relationship - na - with, ya - of) with clear explanations and picture cues. <p>STEP 2:</p> <ul style="list-style-type: none"> Show pictures or flashcards depicting objects and locations and ask students to use prepositions to describe their relationships (e.g., paka yupo juu ya kiti - the cat is on the chair, ndege zinaruka kuelekea jua - the birds fly towards the sun). 	<ul style="list-style-type: none"> Brainstorming Preposition building Review and Consolidation 	<ul style="list-style-type: none"> Handouts Audio Pictures or flashcards worksheets 	

		respectively.	<p>STEP 3:</p> <ul style="list-style-type: none"> Briefly summarize the key differences and examples of prepositions. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Recap the key points of the lesson, emphasizing the importance of mastering the usage of prepositions for effective communication in Swahili and understanding sentence construction. 			
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