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Let’s Read African Language Series

The *Let’s Read an African Language* series of textbooks includes intermediate level texts designed to accompany the elementary level *Let’s Speak an African Language* series is the first series of communicatively oriented African language textbooks developed in the United States. The series is based on the model of *Je K’A So Yoruba* (Let’s Speak Yoruba) written by Antonia Folarin Schleicher in 1993. The need for the series arose to fill the gap of providing African language learners with not only up to date materials, but also materials that will prepare them to truly communicate in their respective African languages.

Both series is based on the communicative approach to language learning in the sense that learners are provided with activities that will help them to perform functions that native speakers of these languages perform in their appropriate cultural contexts. The grammars and the vocabulary in the textbooks are those that will help the learners to perform appropriate functions. The monologues and the dialogues are authentic in the sense that they present real life situations. The activities in the texts are also tailored to assist learners in acquiring the necessary skills such as listening, speaking, reading, and writing. The Let’s Read series, as an intermediate level series, addresses these content areas with greater complexity and sophistication than the elementary series – allowing students to understand, speak, read, and write the language with increased fluency and confidence.

*Tusome Kiswahili* is the first in this series to be modeled after *Je K’A Ka Yoruba*. If you are interested in using this model to develop materials for the language that you teach, please contact the staff of the National African Language Resource Center (NALRC). Manuscripts are subject to external review and need to follow the theoretical framework established for the series.

A series such as this depends on the vision, goodwill and labor of many. Special appreciation is extended to the National Security Education Program that provided the original grant that supported the author in developing this textbook. We are also indebted to the U.S. Department of Education’s IEGPS (International and Education and Graduate Programs Service), the NALRC staff, the three anonymous reviewers, the NALRC Advisory Board, as well as various individuals who support the efforts of the NALRC in promoting African language pedagogy nationally and internationally. Without the support, advice, and assistance of all, the Let’s Speak and Let’s Read African Language Series would not have become a reality.

Antonia Folárin Schleicher  
Series General Editor
TUSOME KISWAHILI

Let’s Read Swahili

A Multidimensional Approach to the Teaching and Learning of

Swahili

As a Foreign Language

By

Leonard Muaka and Angaluki Muaka

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Indiana University - Bloomington
Bloomington, Indiana
USA
DEDICATION

We dedicate this book to those who love Kiswahili, to our parents, family members and lastly but not least, to our father who though not with us in the present world, put our educational needs before anything else in his life.
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INSTRUCTOR’S GUIDE

I. INTRODUCTION

*Tusome Kiswahili* is the second year series book, which assumes that a student enrolling in the course has had two semesters or three quarters of Swahili learning as a foreign language. It also assumes that during their elementary stages, the students have been exposed to the *Tuseme Kiswahili* textbook. Based on this understanding, the book comes with a rich reservoir of authentic texts that specifically deal with the East African setting and to some extent the Great Lakes region where Swahili is spoken. An attempt is also made to reach the Great Lakes region by way of reference, but the main focus is to use the standard form of Swahili, which is based on the Kiunguja dialect and taught in all schools where Swahili is spoken as a language of wider communication.

*Tusome Kiswahili* is designed to give the intermediate course a clear focus on the Swahili speaking world. The book offers the learner a theme based communicative oriented approach that involves students both emotionally and academically.

The book encompasses short monologues, dialogues, vocabulary and stimulating reading texts that revolve around the same theme. Together with the cultural notes included, all the components of the book help to reinforce the student’s cultural understanding of the region where Swahili is spoken and the opportunity for the students to appreciate the culture of the Swahili speakers.

Goals of the Course

*Tusome Kiswahili* provides a wide range of authentic materials to guide and refine the student’s learning and acquisition of the language. Exposure to different styles of spoken and written expressions helps the students to learn and actively apply them. The activities in *Tusome Kiswahili* guide individuals and groups in understanding of the text and its context to a creative application of the language in their own contexts, for their own purpose.

The instructor plays an important role, serving both as the primary authentic model of the language and as a guide to other authentic materials such as written and printed texts from a variety of sources, CD recordings or original conversations, materials for activities, visuals (photos, drawings and realia), native speakers in the community, contemporary and popular music, video materials etc.

By the end of the course, students using *Tusome Kiswahili* are expected to have done the following.

1. Learned to read Swahili short stories, prose found in newspapers, letters, and magazines.
2. Become sensitive to some of the issues and problems of contemporary life in Swahili speaking regions.
3. Increased their active as well as their passive vocabulary.
4. Improved their ability to understand conversational Swahili.
5. Strengthened their knowledge of Swahili grammar and increased their ability to use standard, acceptable language in everyday situations.
6. Developed a deeper interest in the Swahili language and the culture of the Swahili speaking people.

Main Features
The principal focus of *Tusome Kiswahili* is to enable the student to have true communication and reading. In addition to all the features of *Tuseme Kiswahili*, used at the Swahili elementary level, the following features are also unique to *Tusome Kiswahili*:

1. An integrated, holistic, theme-based approach which promotes student acquisition of authentic language.
2. Wide range of topics and text types gives instructors flexibility in arranging their course syllabus.
3. Communicative activities engage students on many levels and use the texts as a point of departure for spoken and written language applications.
4. Activities are written largely in Swahili to give maximum exposure to the language.
5. Topics challenge the individual student and are sufficiently broad in scope to facilitate discussions and debates with other individuals and groups.
6. Illustrations include up-to-date photographs that serve as additional sources of authentic materials to be integrated into the learning process and improve visual literacy.

Organization and Content of Each Lesson
*Tusome Kiswahili* consists of a preliminary lesson and sixteen regular lessons. The organization of the lesson reflects its emphasis on the culture of the people who speak Swahili language. The preliminary lesson takes the student back to different kinds of greetings found among Swahili speakers and by so doing prepares the student for the regular lessons. The cultural notes which serve as emphasis and a window to a people's culture help to clarify things read. The remaining lessons in the book adopt the following format.

Objectives: Each lesson begins with a list of the lesson’s thematic, functional, grammatical, and cultural goals. The theme of the lesson is presented in the objectives.

Monologues: The main aim of the section is to help students increase their ability to talk about themselves or about other people and events. The topics used include topics that deal with day to day activities among the Swahili people. A speaker of Swahili is presented talking about personal experiences or making a comment about someone else or expressing an opinion about the topic of the lesson. In the end this kind of
presentation helps the student to understand how Swahili speakers relate their experiences to others.

The monologues and opening texts are followed by a variety of comprehension activities to enhance the understanding of the content and vocabulary. There are also activities which require students to express their own opinion on the topic under discussion.

**Reading Selection:** All the reading selections reinforce the theme of each lesson. The reading selections, referred to as **UFAHAMU**, include topical issues, as well as personal accounts of personal lives but slightly longer than the monologues that begin each lesson.

**Sarufi:** Each lesson contains a grammar section that reviews grammar topics that are usually expected to have been covered at the elementary level. The book endeavors to focus on a grammar element that appears to be prevalent in a given lesson. It is possible to have more than one element reappearing in a given lesson. For such cases the student will be better advised to see another lesson that might have the grammar topic explained.

Each grammar topic is followed by an exercise. These exercises are meant to help the students to use form to express meaning. There are also situations where students are expected to role play their own opinions, and what this does is to help the students attain the kind of language proficiency that is necessary if they are to use the language outside the classroom. The grammar notes are explained in a simple straightforward manner so that students with little or no background in linguistics can learn how to use a particular form without engaging the student into a lengthy discussion. With each exercise accompanied by a model, the students immediately get an idea of how a given form can be used in communication. Since the grammar forms explained in the grammar notes are used in the culturally based dialogues and monologues, the students get a chance to see the usefulness of these grammar forms in real life situations.

**The Appendices:** A few appendices have been added to the book to help the student find quick reference notes.

**Appendix A:** This provides a summary of the Swahili agreement chart including the noun classes.

**Appendix B:** A summary of the -pi question word and its agreement is offered.

**Appendix C:** A list of some useful linguistic terminology in Swahili-English and English-Swahili formats.

**Appendix D:** Demonstratives in Swahili

**Appendix E:** The bilingual Swahili-English and English-Swahili vocabulary.

**Appendix F:** This has the grammatical index used in the book.
**Recordings:** The recordings that go with *Tusome Kiswahili* will be available in a CD format. The CD will contain all the monologues and the dialogues that appear in the book. Where a lesson incorporates a poem or a song, the CD will also have the words.

**II. SUGGESTIONS FOR USING TUSOME KISWAHILI**

**Orientation**

It is advisable that instructors go through the book first to see how the book is structured. On the first day of class it is advisable for the teacher to outline for the students the objectives of the course for them to have a clear idea of what their goals are and how they can achieve them using *Tusome Kiswahili*. Such an orientation to the students will give them a better understanding of what the book contains and how it can be used productively. It will be a good idea if instructors can encourage their students to look at the appendices and make reference to them whenever in doubt of a given form or word as used in a given lesson.

**Four Skills Development**

*Tusome Kiswahili* helps the students to develop the four skills of reading, speaking, listening, and writing. These skills reinforce one another in the combination of recordings and exercises provided in the test in different ways.

1. Students read selections for different purposes, such as gathering information, making generalizations, getting the general idea of something, and sequencing events.
2. Students participate in a number of oral activities, including running through drills, answering questions, role playing, and responding creatively in personalized exercises.
3. Students hear Swahili spoken regularly by their instructors and their fellow students through role play and group work and also by a variety of speakers who have been used to record the materials used on the CD.
4. From the large selection of exercises, the students write as many exercises as the instructor deems desirable. Some exercises can be done both orally and in writing. However, there are other exercises that are suited for either oral only or writing only.

**Opening Pages**

The first two pages of each lesson usually set the visual mood of the lesson.

**Teaching Suggestions:**

- Ask students what comes to their mind when they think of the topic. Bring in additional visuals.
- Write items on the board and sort them according to categories suggested by the students.
- Have students scan the chapters at home to discover interesting ideas and topics.
Have students bring in diverse reading materials in Swahili as additional resource material throughout the lesson.

At a convenient point in a particular lesson and where feasible, invite a native speaker to be interviewed by students about the topics covered.

Objectives
This section introduces the topic of the entire lesson. It presents the functions that students should be able to perform after going through the lesson. It also presents the grammatical information needed for that lesson. In addition, it lists the cultural notes available and if there is a song or a poem in the lesson, they will also be listed under objectives. This simply helps the student to have an overview of the lesson.

Monologue
This section presents a short text in the form of a monologue or narration. Based on the topic of the lesson, the short text briefly presents an aspect of the topic based on the native speaker’s point of view or experience. On the other hand, the short text could be a narration of a particular event related to the theme of the lesson.

Teaching Suggestions: This text is usually short and therefore you can use it in several ways: (1) as a listening comprehension text, or (2) as a reading text. If you choose to use it as a listening comprehension text, you might find the following helpful:

- Ask students what they already know or think about the topic.
- During such a brainstorming session, let the students suggest all the words they can think of related to the topic and write them on the board.
- Write on the board the words that you think your students will need in order to fully listen to the text.
- Use pictures and realia as much as possible to give the students a clear picture of what is going on in the text.
- After they have listened to the conversation, read the text at an average speed to help the students catch what they did not get on the recording.
- Allow your students to ask you questions to make them feel comfortable with the conversation.
- Now is the time to give your students the task you want them to do. You should also give the students a chance to ask you questions about the task.
- Read the text again.
- Have them do the assignment orally or in writing.
- Check their understanding as they do the task before you grade them.
**Reading Selection:** If you want to use the monologues as a reading exercise, consider doing the following as with all the reading selections:

- Prepare your students for the reading by discussing the topic on the basis of what the students already know or think about it. Bring in additional visuals as the listening exercise.
- Provide a brief oral introduction to the text, giving a short summary, putting the key words and phrases on the board and sorting them according to the categories suggested by the students.
- Use pictures and realia (advertisements, short newspaper articles, anecdotes, songs, poems) that are similar to the selection at hand.
- Ask some general questions as a warm up for the reading selection and guide students into the text by activating their prior knowledge of the topic and vocabulary.
- Ask some pre-reading questions to focus student attention on the specific details of the text, providing them with a goal for the reading.
- Have them first skim or scan the text rather than trying to read each word. Encourage them to guess the meaning of unfamiliar words rather than look them up immediately.
- Have them read the second time so that they can perform the necessary task for the section.
- Since most of the reading selections increase in length, you can split the text into two so you can continue with it in the next class meeting.

You can have the students do the reading at home as well or have part of it done in class and the rest at home followed by detailed questions to ensure they understand the text. One way to check this is asking them to summarize the passage they have read.

**Questions After The Selection:** The activities here are designed to guide the students through comprehension of the text by asking them to identify the main points, notice parallels and contrasts both in situations and in vocabulary, find in the text the exact wording of ideas or statements, answer factual and interpretive questions, summarize expository prose sections or retell events.

**Teaching Suggestions:**

- Have students prepare these activities at home and be ready to discuss with full class or in small groups.
- Because of the variety of exercises offered, not every exercise needs to be done for each reading selection. Choose those activities most useful for a particular class or group of students. Another strategy is to give one version of an activity to some of the students and another version to the rest of the class provided they engage the students in a similar manner.
Role Playing
Role playing is a very productive technique to give everyone an opportunity to use Swahili in contextualized simulations of reality. These need to be prepared in small groups before they can be acted out in front of the whole group. This also keeps it fun without intimidating anyone. Because of learner differences, some of your students may want to map it out on paper first whereas others may want to try it out orally. Help them achieve this goal of using the spoken language as much as possible.

Mjadala
In sections where you find a discussion (mjadala) exercise it is meant to be a forum where students can engage in a lively debate expressing their views about a given topic.

Teaching Suggestions:

- Preparation at home: students should collect arguments for each of the views represented to help in the debate. The arguments for either side can be collected in two parallel columns under headings on the board or on overhead transparencies.
- Write each of the viewpoints on the board, side by side. Have students focus their attention on the board.
- Divide the class into two groups. Each group represents one of the viewpoints given, argues in favor and tries to convince the representatives of the other group. Before the debate begins, each group has 5-10 minutes to collect support for their argument. One student or the instructor monitors the talk show.

Lesson Vocabularies
Each lesson has a vocabulary list that draws relatively new words and forms based on the readings. In the left margins of each monologue, dialogue and the main reading text, there is some translation of Swahili words into English to help the flow of the student’s reading. The student is encouraged to learn the new words by association and not by memorization. This is very useful because it is the only useful way that can enable the student to formulate new structures in real life situations using similar forms or words.

Sarufi
Students will be familiar with most of grammar topics that are introduced in each lesson. They should however review each grammar section as a way of refreshing their memory. Students should also pay attention to the examples given and the exercises that test them on how to use similar forms in real life situations requiring such language forms. Learn the forms to understand and use them but not only as a way of getting the exercise right.
TO THE STUDENT

Welcome to *Tusome Kiswahili*, an interactive intermediate course designed for students who have completed two semesters of college level instruction or the equivalent. You will find this book very useful if you have used *Tuseme Kiswahili*. This course consists of a textbook and a set of audio CDs.

Many of the materials you first encountered in your first course will still be applicable at this level and should therefore be looked at as a bridge to your full understanding of the Swahili culture and language. The primary aim of *Tusome Kiswahili* is to continue the development of reading, writing, speaking, and listening skills. You will read various types of texts, and in some cases songs and poems. A number of oral and written exercises will require you to read the texts closely and intensely, thus aiding you in vocabulary acquisition and encouraging you to express personal opinions and attitudes. The readings and exercises in the textbook are supplemented by the recordings on an audio CD that further develop and refine your skills of listening, speaking, and writing.

The second aim of the textbook has been to review basic grammar commonly covered in the beginning level courses, expand and redefine the basics, and offer you additional practice in speaking and writing everyday Swahili. As you will notice, the grammar explanations are presented in an outline form and many examples are given to reinforce your understanding of how to use the form under discussion.

*Tusome Kiswahili* offers a systematic presentation of vocabulary. Some of the items you have already encountered in your beginning course but they are presented here to make your reading a rewarding adventure into the Swahili land fun.

The readings and exercises require you at different points to cooperate with both your instructor and your fellow students. However, it is equally important that for a fuller understanding of the materials and improvement of your acquisition of the language, you bring in your own background and your own opinions because they are valuable ingredients in the whole process. You will also find it rewarding if you incorporate the structures introduced and the vocabulary presented in your speech and writings. The following is the summary of what you can expect in the book.

ORGANIZATION

The course consists of a preliminary lesson and sixteen regular lessons with each lesson consisting of the following elements.

**Opening Pages**
The first few pages of each lesson set the visual mood.
Objectives
This is a section which introduces you to the topics of the entire lesson.

Monologues
The aim of this section is to help you increase your ability to talk and express opinions about yourself, your experiences, about other people and different events that you encounter. The topics in this section deal with day to day activities as told by Swahili speakers. Each monologue is then followed by exercises that test your understanding of the text and give you a chance to express your own opinion on a similar topic in the monologue.

Dialogues
The dialogues in the textbook help you to learn how conversations take place among the Swahili people right from introductions to topical issues of the day. Just like the monologues, there are exercises that follow the dialogues to enhance your understanding.

Sarufi
This section reviews most of the grammar features that have already been covered in the beginning courses and introduces some new elements. The grammar notes are explained in English only for the sake of clarity and followed by exercises which in some cases may be presented in both English and Swahili. If you read the grammar points carefully and observe the example given in every question, you will have no problem even where English is not used in the instructions.

Appendices
There is a quick reference guide for you at the end of the book to help you understand the agreement chart in Swahili, some useful grammar terms, the alternate question word of -ipi, the expressing of other/another and a fairly extensive list of vocabulary in both English and Swahili as used in the textbook.

The CD
The CD contains all the dialogues, stories, and where applicable, poems and songs. You should make an effort to listen to the CD. Its presentation offers you the best way to learn how to pronounce the different sounds and words used and a feel of the beauty of the language both in regular speech and poetry.
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