

## **KIU SWAHILI LANGUAGE AND CULTURE COURSES SYLLABUS**

### **SWAHILI FOR BEGINNERS SYLLABUS**

The objective of this syllabus is to enable students to communicate using Swahili language.

At the end of the course the student will be able to use a set of communication tools to comprehend and speak about a set of social situations.

The student will be able to communicate and discuss basic personal history, leisure time activities, basic work situations and use Swahili for day to day activities such as visiting the market. Essential skills such as asking and answering simple questions will be mastered.

The syllabus has a total of 15 lessons and each lesson takes about 4 - 6 hours to be covered. This including social activities which will be done outside the class.

Each lesson is divided into communication, grammar(optional), participatory exercises, cultural knowledge and social activities/assignments

The syllabus which has been built up over many years of teaching is flexible. The needs of each group of students and each student are assessed and the lessons are chosen to best fulfil those needs. The sequence and emphasis of lessons can be adapted to each group.

### **Language Teaching Methodology**

KIU uses a modern participatory interactive approach to teaching. The lessons allow the students to use the language from the first session. The emphasis is on learning through experience of real situations.

The focus is on a rapid development of the ability and confidence to communicate using Kiswahili.

### **Class Materials:**

As a basic course book KIU uses Swahili Book for Beginners, authored and published by KIU. The book has 79 lesson components which build skills in speaking, listening, writing and reading.

Each lesson component is supported by exercises, drills and appropriate vocabulary.

The book is complimented by an optional audio course which can be used for additional home learning.

The text book is supported by a range of contemporary classroom scenarios which use role play to practice the real situations the students will encounter.

There is a follow on intermediate level book for more advanced students

**The model syllabus is:**

**Lesson 1**

- A - COMMUNICATION - Greetings and introducing oneself
- B - GRAMMAR - Personal pronouns (singular) mimi, wewe, yeye  
- Possessive pronouns roots, -angu, -ako, -ake.
- C - EXERCISES - Concentration game  
- Commands.
- D) - SOCIAL CULTURE - Importance of greetings  
- SOCIAL ACTIVITIES - Greetings assignments (outside the class)

**Lesson 2**

- A - COMMUNICATION - To describe what someone is doing in Tanzania.
- B - GRAMMAR - Tenses -na-, -ta-, -li-  
- Numbers
- C - EXERCISES - Mix up sentences (game)

**Lesson 3**

- A - COMMUNICATION - Meeting friends
- B - GRAMMAR - Use of the tense "me"  
- Days of the week, months in a year and dates.  
- Telling time.
- C - EXERCISES - Time machine game.
- D - SOCIAL ASSIGNMENT - TAFUTA

**Lesson 4**

- A - COMMUNICATION - Describing past events
- B - GRAMMAR - The use of time infix -ka-  
- The uses of "kwa"
- C - EXERCISES - Bingo game

**Lesson 5**

- A - COMMUNICATION - To ask and answer simple questions / Daily activities
- B - GRAMMAR - Question words
- C - EXERCISES - Question and answer session on daily activities.  
- Go-fish (Game)
- D - SOCIAL CULTURE - Timing and Appointment  
- SOCIAL ACTIVITIES - Meeting people at difference places

**Lesson 6**

- A - COMMUNICATION - Nyumbani kwangu (At my house)
- B - GRAMMAR - Introduction to noun classes.
- C - EXERCISES - Picking up - cards of nouns
- D - SOCIAL CULTURE - Tanzanian family  
- SOCIAL ACTIVITIES - Visiting Tanzanian family

**Lesson 7**

- A - COMMUNICATION - At the Bank
- B - GRAMMAR - Negatives past  
- Direction e.g. Kushoto, Mbele, Nyuma, Juu
- C - EXERCISES - Students mini-drama
- D - SOCIAL ACTIVITIES - Bank visit assignment

**Lesson 8**

- A - COMMUNICATION - Shopping
- B - GRAMMAR - Ki-/Vi and Ji-/MA
- C - EXERCISES - Students mini drama
- D - SOCIAL ACTIVITIES - Shopping assignment

**Lesson 9**

- A - COMMUNICATION - At the Market
- B - GRAMMAR - Requests
- C - EXERCISES - Students mini drama (Market)  
- Describe the picture (sokoni)
- D - SOCIAL ACTIVITIES - Market visit assignment

**Lesson 10**

- A - COMMUNICATION - At the Hospital
- B - GRAMMAR - Adjectives - zuri, -baya, -dogo, -kubwa.  
- The verb "to be" & The verb "to have"
- C - EXERCISES - A song about parts of the body / - Role play (Hospital)
- D - SOCIAL ACTIVITIES - Hospital visit

**Lesson 11**

- A-COMMUNICATION - At the National Park / Entertainment
- B - GRAMMAR - Idioms with 'piga'
- C - EXERCISES - Questions and answers  
- Students narratives.
- D.- SOCIAL CULTURE - Tanzanians and National Parks

**Lesson 12**

- A - COMMUNICATION - People at work
- B - EXERCISES -Vocabulary games
- C - SOCIAL CULTURE - Attitude at work  
- SOCIAL ACTIVITIES - Town tour assignment

**Lesson 13**

- A - COMMUNICATION - Festival and Holidays
- B - GRAMMAR - Reciprocal suffix -NA e.g. -pigana, -onana
- C - EXERCISES -Putting together pieces of sentence construction.
- D - SOCIAL CULTURE - Jando na Unyago  
- SOCIAL ACTIVITIES - Traditional dance(learn to play and to dance)

**Lesson 14**

- A - COMMUNICATION - Weather.
- B - GRAMMAR -po- as when
- C - EXERCISES - Students' narrative about weather  
- Simulation

**Lesson 15**

- A -CONVERSATION: - Transportation in TZ
- B -GRAMMAR: - "kuwa" as "to be" and "kuwa na" as "to have"
- C -EXERCISE - Pair up the meaning  
- Twenty questions

## CROSS CULTURE SYLLABUS

The cross culture sessions are taught in three sections

There are cultural presentations combined with the language lessons. Examples are the importance of greetings, attitudes to time and the etiquette of appointments.

Secondly, there is a range of outside assignments and outings. Examples are observance of transactions and excursions to contemporary entertainment venues

Thirdly there are guest speakers who make a presentations on specific subjects Examples are a sessions on surviving in Tanzania and tradition and religion in Tanzania.

The following is a list of current topics covered.

2. (a) *Family introduction*: About the family set up and the role of each member in the family.  
(b) *Living with Tanzanian family*: The purpose of the home stay is to enable the students to use Swahili and to learn about life in a Tanzanian family
3. *Transaction*: The aim is to help students to know different places in the town such as the post office and the bank. A subsidiary aim is to practice transaction activities such as bargaining, purchasing. There is an assignment which includes using the local transport and a list of goods to purchase.
4. *Dos and Don'ts*: The aim is to enable students to understand what is considered acceptable and unacceptable behaviour according to the culture norms of Tanzania.
5. *Body language/gestures*: This session aims to assist students recognize and comprehend body language, facial expression and hand gestures. They practice the language
6. *Personal safety*: To enable the student to be aware of circumstances whilst travelling in Tanzania. There is a role play and a discussion.
7. *Survival in Tanzania*: This session introduces the student to common economic survival strategies adopted in Tanzania. There is a guest speaker who illustrates many popular ways to earn that bi extra
8. *Cooking Tanzanian food*: This session gives the students the opportunity to prepare and cook local dishes using local foodstuff (for example ugali, wali, pilau, makande, kisamvu, mchicha)  
The session follows the process from purchasing through preparation, cooking, eating and cleaning up.
9. *Traditional beliefs in Africa*: The students are introduced to the diversity of traditional beliefs within Tanzanian cultural practices. The session looks at perceptions of witchcraft and other related beliefs in the context of a modern world.
10. *African medicine*: The students are shown some the medicines that are used by traditional healers to cure a variety of ailments. Examples are the use of donkey urine, "lions oil" and the plant called "muarobaini"

11. *Traditional religions*: This session looks at religious belief that predates the Christian and Islamic traditions

12. *Taboos*: The students are introduced to popular taboos common to particular ethnic groups.. An example is why it is forbidden to jump over someone who is lying down.

13. *Dressing/Clothing*: The students are introduced to the variety of dress styles popular in Tanzania. There are discussions on what is considered to be an appropriate dress for various occasions. The many ways to wear khangas and the appropriate time to wear a “kanzu” are examples.

14. *Ngoma (Traditional dance)*: The aim is to introduce students to the traditional dance culture. The particular meaning and significance of each dance is illustrated and discussed.

15. *Tanzanian Perceptions of European and American cultures*: This session examines some common perceptions that are found in Tanzanian society regarding other cultures. The session includes a discussion on the role and perception of aid funded organisations.

16. *Attend special function*: This session provides suggestions as to expectations when attending special functions. Examples are a wedding, a funeral, a family party.

15. *Communication*: The aim is to identify different communication styles encountered in Tanzanian culture. There are role playing scenarios to practice and understand the way people communicate. A particular emphasis is in comprehending the meaning of indirectness.

16. *Concept of Time*: This session examines concepts of time encountered in Tanzanian culture and how this affects the way people interact with each other.

17. *Attitude Towards Work In Tanzania*: Work and family life are interconnected in all cultures- but priorities are culturally defined. This session examines common Tanzanian perceptions of what takes precedence in life and work. The session looks at traditional and changing practice.

18. *General information about Tanzania*: This session offers a series of optional talks

(a) *Women in Tanzania*: The objective of this session is to give an impression of the lives of women in Tanzania, their position and rights in the society, with a focus on the life circumstance women living in the rural environment.

(b) *Economics talk*: The objective of this session is to introduce students to the economy of Tanzania. There is an introduction to the macro economic policies and a look at the micro economy.

(d) *Law in Tanzania*: This session will enable participants to be aware of Tanzania's laws.

(e) *History of the country*: The goal of this session is to provide Tanzania view on the history of Tanzania.