

Ihlelo lezifundo zesiZulu zabaqalayo

(Summer 1 & 2 Zulu Syllabus)

Lihlanganiswe (Compiled By) NGU: Dr. Zoliswa O. Mali
AFLI June 5th to July 28th 2023: University of Florida



Figure 1

King Zwelithini Reigned 1968-2021



Figure 2

**Queen Mantfombi Shiyiwe Dlamini Zulu
Consort 1977-2021 & Regent 03-04/2021**



Figure 3

King Misuzulu Zulu since May 2021



Figure 4

University of KwaZulu-Natal (Durban)

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Office hours: By appointment and also use email or WhatsApp-text to ask questions

Class times: 8:45-10:45AM & 11AM-1PM M-F **Venue:** Classroom: TBA



**‘IFULEGI YENINGIZIMU AFRIKA
(The South African Flag): SIZOKHULUMA ISIZULU
KAHLE!!!’**

(‘We will speak isiZulu well!’)



IZILIMI ZASENINGIZIMU AFRIKA (SOUTH AFRICAN LANGUAGES)

South Africa consists of a population of about 38 million comprising many ethnic groups, each with their own distinctive languages. In all there are 11 official languages and several dialectical variants. Among these official languages is a group of Nguni languages (IsiZulu, IsiXhosa, Siswati, IsiNdebele), which are spoken by more than 20 million people. Of all the Nguni languages, isiZulu is the most widely spoken, followed by isiXhosa. Approximately 8 million South Africans can speak, read, and write IsiZulu. The majority of South Africans who cannot speak IsiZulu fluently are at least able to understand it. One of the advantages of learning IsiZulu is that it forms the basis for understanding other Nguni languages. If you can speak IsiZulu, you invariably can speak IsiSwati, IsiXhosa, and IsiNdebele with ease.

UMLANDO WESIZWE SAMAZULU (HISTORY OF THE ZULU NATION)

The history of the Zulus can be traced back to the 18th century hero, Shaka Zulu, who, after the death of his father, Senzangakhona, conquered many nations and amalgamated them under his reign, thus creating a huge Zulu nation. Even after Shaka's death, the Zulu nation continued to grow considerably under the leadership of Cetshwayo. The Zulu nation is well known for conquering the British at the Battle of Isandlwana in 1879. Zulus are particularly known for continually fighting the powers that threatened their kingdom. To date, the Zulu people remain the largest of all South African ethnic groups. Recently both the long-serving King (Ingonyama) Zwelithini Zulu and Queen (INDlokukazi) Mantfombi Dlamini-Zulu died (bakhothamile) (March and April 2021) and the new King of AmaZulu is their heir Misuzulu Zulu as of May 2021. Historical moment! New Kingdom!

UKUBALULEKA KOKUFUNDWA KWESIZULU

(RATIONALE FOR TEACHING AND LEARNING ISIZULU)

There are many reasons why learning IsiZulu and acquiring a global understanding of South Africa is of utmost importance. First, the peaceful transformation of South Africa from the racist, apartheid society has global implications in terms of international peace and stability and also in terms of global economic trade. During the apartheid era many North American companies severed their ties with South Africa as a form of economic sanctions to pressurize SA to change its undesirable policies of the time. The independence of South Africa in 1994 brought about the lifting of the sanctions, resulting in a growing interest in the country by business people, including North Americans who today invest millions of dollars in South Africa. An example of this growing interest can be seen in coalitions such as South Africa- U.S Business Forum, which is meant to increase business between these two countries. That this coalition, and many others like it, flourishes manifests itself in the millions of North American businessmen who fly to and back from South Africa everyday. Undoubtedly, many of these business people do their business with non-whites, the majority of whom converse in IsiZulu. It is with this idea in mind that learning IsiZulu by American people who have interest in South Africa becomes crucial.

Another important factor is that prior to the independence of South Africa, Peace Corps opportunities were not available in the country. It is only very recent that individuals who would like to go to South Africa on Peace Corps were able to do so. There is a high probability that knowing IsiZulu would put these Peace Corps volunteers at an advantage of communicating with South Africans, whether they are in KwaZulu-Natal, Gauteng, Northern Cape, or in any province in South Africa. Some missionaries who have done work in South Africa attest to the significance of knowing IsiZulu in a South African context.

Included in the category of people who have found the knowledge of IsiZulu in South Africa to be profound and of utmost importance are students who have been to different regions of this country to conduct research and do other academic exercises like practicum. These students attest to the fact that even a mere greeting in IsiZulu made a difference to how they were viewed and received in South Africa. Many of those students who have taken the GPA (Group Projects Abroad) to SA have found their knowledge of isiZulu to have paid dividends and they have gone back on their own and have amazing stories to tell.

AFLI ZULU: PART ONE

A. TEXTS:

- (i) Muller, B. and Mthethwa, B. (1993) ***Sanibona I A Beginner's Course in Zulu.**
Noel Glass Press, Durban
- (ii) Muller, B. and Mthethwa, B.(1983) **Sanibona II A Beginner's Course in Zulu.**
Noel Glass Press, Durban
- (iii) Mkhize, D. & Nxumalo, T. (2005) **Masikhulume isiZulu.** Mkhize, D. & Nxumalo,
T. (Let's speak series) NALRC Press, Madison
- Dent, G. R. and Nyembezi, C.L.S 1995 ***Scholar's Zulu Dictionary.**
Shuter & Shooter, Pietermaritzburg

Additional materials will be issued periodically in class and in handout form to supplement the text from sources such as:

B. Audio for Sanibona 1 Dialogues (Online but can be used only in class) & other sources

C. FEATURE FILMS, SITCOMS & DOCUMENTARIES:

Yesterday; Mapantsula; Emzini wezinsizwa; Sgudi Snayisi (uSdumo), White Wedding, and students' suggestions from online search assignment.

D. Zulu Websites to use for extra activities & language practice:

1. An online dictionary website: www.isizulu.net
2. Vocabulary Page: <http://www.bu.edu/200word/zulu/bg.html>
3. Proverb Skits: <http://www.bu.edu/africa/alp/index1/african-proverbs-project/isizulu-proverbs/>
4. Online Zulu radio by Ukhozi FM, <http://www.ukhozifm.co.za/sabc/home/ukhozifm;> and
5. Iphephandaba: <http://www.iol.co.za/isolezwe> OR [News24.com](http://www.news24.com) isiZulu
6. Audio stories: <https://www.nalibali.org/story-library/audio-stories/isizulu>
7. Fairytales in isiZulu: https://www.youtube.com/channel/UCYGE9E_7L-yq4P-tQRuLKg
8. African Story Book online: <https://www.africanstorybook.org/>
9. SABC NEWS in ISIZULU: <https://www.youtube.com/@SABCizindaba/videos>

COURSE.

Introduction

This class will familiarize students with basic structures of the IsiZulu language. Students will learn to communicate using the structures they have learned in class. The emphasis of learning will be on reading, speaking, listening, and writing with culture integrated. Various instructional media will be utilized, including CD-ROMS, Web-based materials, textbooks, and video and audiotapes, most of which will be furnished by the instructor. Students are advised to come prepared for speaking in front of other students in order to reinforce communication skills. Shyness will be greatly discouraged in the isiZulu class. Students are also advised to read their textbook after each learning session in order to grasp the

language and grammar associated with what they had been learning in class. Note taking, and then typing the notes as daily homework to send to the teacher to ensure accuracy is mandatory. This helps the learner internalize accurate material and interact with the language by handling it in and outside the classroom.

A. Objectives:

- (i) To acquaint the students with a language foreign to them yet widely spoken in South Africa, as well as some aspects of its culture and in the process develop a communicative competence in it.
- (ii) To equip them with some basic issues and some fundamental structural and phonological idiosyncrasies of Zulu as compared to English. Ability to pronounce Zulu sounds such as clicks, laterals and others.
- (iii) To assist them towards speaking, reading and writing Zulu.
- (iv) Ability to listen to a Zulu speaker with understanding
- (v) Ability to interact with a Zulu speaker albeit with mistakes will be honed.
- (vi) Ability to use Zulu grammar in context: speaking and writing
- (vii) Ability to translate simple English sentences into Zulu and vice versa.

B. Teaching Methodology:

The Communicative approach to learning will be adopted, in as informal and conversational a manner, as possible. Also, the Strategies Based and Performance-based Instruction will be gradually introduced and integrated into the language learning experience. Students will be expected to participate actively during classes. The class will engage in a lot of oral and written exercises and as such context-based situational learning will be used. Singing Fun too! We will listen to audio clips of isiZulu and some songs to have the language operating in context, work on the Zulu CD-ROM and visit websites, both on scheduled class time and students' own time. Some of the assignments will involve independent work on audios, the websites. Think about creating a playlist and share with us! **We will use the 5 C's of the World Readiness Standards of Language Learning of ACTFL and their Can Do statements.** Think about Fun-filled intensive language learning! 😊

1. REQUIREMENTS AND GRADING POLICY:

- Participation, home works assignments, weekly tests & one final oral and written exam.
- **Submission dates** for tasks given should be observed and all homework should be completed before coming to class and submitted at the beginning of a class and some electronically, preferably by 9pm daily or as will be stipulated. Using Google Docs to keep your work in one place progressively helps.
- **Regular attendance** is encouraged and poor attendance will affect the final grade. Each student will be granted one unexcused absence; all beyond this will cost a point each – except for prior reported cases of sickness.
- Much of the class will consist of student **discussions**; each serves as a conversational partner for the other, therefore your attendance is essential. If you have to miss a class please speak to me, and note also that your absence (or late coming) affects both your own learning and that of your fellow students. This means that attendance in this class is mandatory.
- Please contact me immediately if you have any difficulty with concepts discussed in class and make an appointment for after class individual time if you so need.
- Not all home works will be graded, but all will be marked and discussed in class. Of those graded, the lowest two will be dropped. If you have not tried homework assignments

beforehand, you will not benefit from the class discussion as much as you would, had you tried. **NB.** If you have any difficulty with an assignment, consult the course instructor by email or in person or by phone or WhatsApp before it is due. I am available to assist you.

- We will have **tests/quizzes** that will be done every **Friday from 8:45-10:45 not necessarily for the whole period but in this morning window of time.** These will differ in length depending on material to be tested; they can be an hour long or more. I will not pressurize you with finishing time as I want to lower the affective filter or stress.

WEEKLY ASSIGNMENTS/ACTIVITIES:

1. Writing Activities
2. Reading Activities
3. Listening Activities
4. Speaking Activities

NOTE: Culture will be discussed as it relates to the use of the language and as context dictates. It is a very important aspect of language learning.

EXAMS:

Conversational/Oral Questions [**All elicited via an interview and a presentation**]
Listening Questions; Written Questions & Reading Questions

ACADEMIC INTEGRITY:

Plagiarism, that is unacknowledged use of someone else’s ideas, words or sentences, is illegal and unacceptable. A student who commits this ‘academic dishonesty’ or cheats in any other way faces a penalty which may include an **F** in the assignment or an **F** in the course.

GRADING:

Attendance and class participation:	20%
Written Assignments:	20%
Quizzes/Tests:	25%
Final Exam 1: Oral:	10%
Written:	25%
TOTAL:	100%

Important Dates

June 5 9Aam-12pm	AFLi Orientation
June 6 8:45 AM	Classes start
June 30 th	End of 1 st Semester Exam
July 3-4	The 4 th of July Weekend – No classes on Monday July 4
July 5	Second Semester classes begin
July 20 2-5pm	OPI (Oral Proficiency Interviews)
July 28	End of 2 nd Semester Exam (May be final project presentation & Paper in lieu of in-class exam) & Classes end!
July 28 6-9pm	Closing Event at Ustler Hall

Culture Showcase Presentations OR Africa Eats: 6-9 PM @ PUGH HALL (Ocora)

6/21: Language Group(s) TBA

7/19: Language Group(s) TBA

SCHEDULE: [May be modified as deemed necessary]

1. IVIKI LOKUQALA (WEEK 1): June 5th - 8th

Textbook Abbreviations: SN = *Sanibona 1* & KZ = *Masikhulume isiZulu*

Welcoming remarks and orientation; general introduction to Zulu, its geographical setting and simple language family tree. The sound system of the language is also introduced mostly in context.

KZ: pp1-40

SN: Ch. 1

Day 1 Before Class Read about naming in isiZulu on pages 6-8 of *Masikhulume (KZ)* and see if there is a name you like there. It will be your isiZulu name. We will talk more about this cultural topic in class. You can search even on Google for isiZulu names. #Fun

Greetings, and enquiring after someone's health:

- Greetings (“Hi” and gestures associated with greetings) “Sawubona/ Sanibona”
- Hi. How are you doing?
- Bidding farewell
- What’s your name and surname? [Read
- Introductions (one on one, introducing two/three people to one person and to two people)
- I am/We are, /She is/They are, etc.
- I am not/We are not/She is not/They are not, etc.
- More about the sound system of the language
- Reading & Listening: “*Sawubona*”p1-3 from prescribed text: ‘*Sanibona 1*’& *Masikhulume IsiZulu. P1-4* & Role play to practice the forms of introducing self.
- Kinship names & Other titles

- Introduction to Noun classes
- Reading & Writing: “*Uyaphi?*”p4 -5 from prescribed text: ‘*Sanibona 1*’
- Conjunctions: Noma (e.g. Uthanda itiyi **noma** ikhofi.); Ngoba (because).
- *IsiZulu sanamuhla*: More about some sounds of isiZulu: e.g. b, l, hl, dl, and clicks.
- More on greetings and introduction: online notes and handout.
- Ngiyabonga (I thank you) Appreciating
- More exercises from *Sanibona 1* p5
- Noun classes
- Movie viewing : Sgudi Snayisi
Singing/ Listening to audio music
- More on greetings; Locatives: **Readings** – *Sanibona 1* p4 *Esitolo* p7-15 & 20
- Writing activities from p. 16-20
- Speaking activities on p18
- **Test 1 [May have a dictation; book based & questions based on all done thus far.]**
- Places and Cities in South Africa
- -s- in Zulu locatives
- Ku- and Kwa- in locatives [see Umsebenzi 2 p5 *Sanibona 1*]

2. IVIKI LESIBILI: June 12th - 16th

By the end of last week learners should be able to:

Greet each other, ask after each other’s health and bid farewell; describe themselves and their immediate families; use some possessives; use some numbers; sing songs that were used to drill aspects such as locatives, possessives, verbal derivatives, negatives and expand their vocabulary [E.g. *Thanda...love – thandwa be loved;; Asimbonanga; Usilethela uxolo, Kumnandi ukufunda isiZulu etc.*]. They should be able to use some vocabulary for shopping, and list items using conjunctions such as: and (*na/ne/no*) ; but (*kodwa*) & because (*ngoba*). More may come up even though not listed in last week’s schedule as need arises, e.g. South African currency; some colors; question words (*ni; phi, na*, etc), some days of the week, and times of the day: *ekuseni, emini, ntambama*, etc.. They should be able also to introduce each other using their isiZulu names. They will be required to record themselves online describing themselves and their families (hoping a language media lab is available).

By the end of this week the following tentative schedule will be fulfilled. This is contingent on class dynamics and learners’ needs. [I pay much attention to learner’s needs and their learning styles.]

‘*Uhlalaphi uMandla?*’P32-42 SN (Question words revisited: *ni-* (what?), *ubani* (who?) and *ngani* (by means of what?); the preposition *nga* (meaning: can, by means of) & Food stuffs. (Noun classes in context, a continuation from last week.)

- Prefix ; subject and object concords in context.
- Where (Kuphi/-Phi)? Discuss also handout pp012-013 from *IsiZulu sanamuhla* manual
- Noun classes (continued in context)
- Reading, speaking and writing activities on pp. 21-25 & 31-37 & 42-43 **KZ**
- Role play
- **Singing**
- **Read cultural notes on p45-48 KZ**
- Introduction to some verbs; pp 69-71 **KZ**
- **Reading: *Ekhishini*.** p21-25 **SN (Imperatives < giving orders>:** Positive & Negative, singular and plural; **Written exercises:** p26-29
- Ngicela isikhathi (What time is it?)
- Izikhathi zosuku (Times of the day revisited)
- Ekuseni (in the morning), Emini (during the day); ebusuku (at night), Ntambama (in the afternoon)
- Pp 61-67 **KZ** [People and their languages]
- Role play
- **Revision**
- Imperative Negatives (Continued)
- **-nga-**
e.g. A: Ngiyahamba. (I'm leaving) (Hamba – leave)
B: Ungahambi/ Musa ukuhamba. (Don't leave)
- Pp117-120 **KZ.**
- Role play
- Future tense 'zo' and object concords addressed contextually.
- Negative future tense: e.g. Angizuya
- **Ch. 4 ' Umndeni' (omncane nomkhulu)**
- **More shopping online activities and a handout to add related vocabulary.**
- **Singing/ Listening to music [Find songs in isiZulu on YouTube]**
- Present & Future Tense Negatives ANGIFUNI UKU... (I don't want to...) e.g. Angifuni ukukhuluma isiNgisi, ngifuna ukukhuluma isiZulu. (I don't want to speak English, I want to speak Zulu.) Angizukhuluma isiZulu.
- Pp147-161 **KZ & p.61 'Nini' in SN.**
- Role play; and written exercises.

- Reading: *'Ungubani?'* p43-49 SN (*More* self introductions- to cover more question forms, as well as family members *'umama', udadewethu, umfowethu.*) < Ngingu-/ Ungu->
- Role plays on p47 & 48 SN
- Written exercises: p47-49 SN
- **TEST 2**

3. IVIKI LESITHATHU: June 19th - 23rd

Masikhulume isiZulu for various aspects as needed: family introductions; subject & object concords & personal pronouns drilled also. (Use *Learner's Reference Grammar* on your own)

Reading: *Banani?* p66 (What do they have?) *'na'* (have) (Pos. & Neg) and vowel verb *'esaba' & Speak Zulu With Us* for various aspects as needed: family introductions; subject & object concords drilled also via CD Rom use.

- Only (-dwa/kuphela)/Alone/All/Whole/Together
- Counting *'ukubala'*
- SIYACHAZA (We're offering descriptions)
- IMIBALA (Colors) in context -mhlophe (white), -buhlaza (green/blue), -mnyama (black), -nsundu (brown), -bomvu (red)
- Adjectives in context
-de (tall), -fishane (short), -ningi (many), -ncane (small/little), -khulu (big), -bili (two)
-nye (other/another), -thathu (three), -ne (four),
-hlanu (five)
- UZinhle: Uzothengani? (What are you going to buy?)
UThando: Ngifuna ukuthenga **isikhwama esikhulu** (I want to buy a big bag)

A role play to practice the forms will be done.

- How old are you? I am – years old? : Than *'kuna-'*
- How much? How many? *'ngakanani; ngaki'*
- What language do you speak? *'IsiZulu, isiNgisi, isiJalimani, etc.'*
- Listening for comprehension: **Online** (Izindaba & TV Series)

Reading: Uyagula namuhla. p78-80(You're sick today): Expressing feeling, possessive of noun class one only.

Written exercises on pp81-83

Role play from p84-86

- **'ukuba'** and the subjunctive- **'kufanele ukuba...** (it is necessary that); **'kwazi'** (be able to) Pos. & Neg. And the passive used in connection with health
- Making suggestions e.g. Asiye esitolo. (Let's go to the store.)
- UYAGULA (He/she is sick): ESIBHEDLELA (At the hospital)
- Kanye/kabili/kathathu ngelanga) (once/twice a day...)
- Body Parts

- Traditional and modern healing [Izangoma nezinyanga]

- Congratulating e.g. SIYAKUBONGELA! ; HALALA! (Congratulations!)

- Role play [Creativity: birthday/ wedding/ passing nd exam, etc.]

- **Reading: 'Sikhuluma ocingweni'** p88-92& p97 comprehension activity. (Telephone Conversations) <**ubani** (who),
- **Akekho** (he/she's absent); polite commands **'ngicela'** **'Ake'** (please); **'angazi ukuthi'** (I don't know...)
- **Written Exercises:** pp. 93-94
- **Guessing activity p. 98 [Reading/ Speaking]**

- **TEST 3**

4. IVIKI LESINE: June 26th – June 29th

Ukudla and related structures: KZ pp239-259

Online search activities on Zulu food

Ch. 6 & 7 SN *'Linjani Izulu & Banani & CD Rom for dialogues and possessives & absolute pronouns. Iculo/Ingoma : 'Ngekhe laphela amandla' [Teaching 'Never' forms: Ngeke; Soze]*

Negatives: It is not

Akuyona intombi, ngumfana.

It's not a girl, it's a boy.

Akuyena umfana, yintombi.

It's not a boy, it's a girl.

Akuwona amanzi, yikhofi.

It's not water, it's coffee.

Iculo

Ukuhlabelela kuyamthokozisa odabukileyo hlabelela x2

(Se)sithi bonga X4

Njengenyoni enhle, hlabelela

[Reviewing language forms via this song: Object concords; imperatives; and introducing the **relative** form a/e/o-.... -yo & do Chapter 9 SN *'Sikhuluma ocingweni'* ...**okhulumayo**...

Time & Seasons

Review the **Be-** tense

Kanjani & Ngani...Adverbs Drill with **SN Ch. 4 'Uhlala phi uMandla.'** and activities.

Adjectives and Relatives (including colors and numbers) Online 200 Words Project
<http://www.bu.edu/200word/>

Verbal Derivatives (suffixes) via a song:

Iculo: Thanda

Thanda	Love
Thandela	Love for
Thandisa	Cause to love
Thandana	Love one another
Thandeka	Be loveable
Thandwa	Be loved

Sanibona p. 78 'Uyagula namuhla' and the various health related expressions therein.

Movie viewing: **'Yesterday' Part 1**

Possessives Revisited (Pronominal and nominal)

Holidays: Masixoxe ngeJuly 4th [& Future Tense drill]

General revision and **End of First Semester Exam**

& Mid-program break July 3-4

Homework

Sanibona: p. 93 Umsebenzi III, IV, p. 100 1 or 2

AFLI ZULU: PART TWO

OBJECTIVES :

- (i) To develop communicative competence and confidence in the use of Zulu. This will build up on the work done on the first level where learners got acquainted to Zulu, as well as some more aspects of its culture.
- (ii) To further equip them with some basic issues and some fundamental structural idiosyncrasies of Zulu as compared to English – in all four language skills.

METHOD : The Communicative approach to learning will be adopted in a very informal and conversational manner, as much as possible. The **performance based** method will also be the

focus of this course, calling upon learners to perform most of the work **in and outside the class** and grading will reflect this. **Note that the PROJECT that is part of the final grade should be progressively developed.**

More grammatical exposition will be given on a broader scale than the first level and this will be the learners' responsibility to read both online and the Textbooks. Students will be expected to participate actively during classes. The class will engage in a lot of oral and written exercises.

Attendance and class participation:	10%
Written Assignments:	10%
Quizzes/Tests:	20%
Final Exam: Oral:	20%
Written	20%
Project Paper & Presentation	20%

REQUIRED TEXTS: Same as Semester 1 with one new one

Muller, B. and Mthethwa, B.(1983) Sanibona II A Beginner's Course in Zulu.
Noel Glass Press, Durban, South Africa.

- **Multimedia materials are the same as in Part One of the course**
- **Additional materials may be issued periodically in class in handout form or online to supplement the text when necessary.**

5. IVIKI LESIHLANU: July 5th to 7th

- General Introduction of the second session & discussion of Exam 1
- **Revision** of some aspects already dealt with as dictated to by the performance in the exam under discussion, and identification pictures to help see what vocabulary is remembered and add a few items: e.g. shopping; household items. This revises also structures like possessives – in context. [Handout]
- Finish the last lesson that was left out in Sanibona 1 as it carries culturally important information.

Reading: *'USipho uvakashela emaphandleni.'* p.101- 112 - To cover the infinitive verb structure: e.g. *'Kulula ukusenga inkomo'* (It is easy to milk a cow. *'Kuhle ukugibela ihashi'* (It's nice to ride a horse.)

Written exercises: p.113-114

Role play p.114

Listening: To audio for the reading lesson.

Video viewing: Yesterday Part 2

Sizofunda ukupheka!!! ☺ [**Cooking** ‘ipapa’/ ‘uphuthu’; ‘amagwinya’, amaveji; futhi sizokosa inyama “Braai”!] A class away from the usual classroom Zoom Corner!

Remember: We will have class in our homes/apartments so have cooking utensils ready. ☺

Reading: Recipes for ipapa & amagwinya [In textbook **KZ & Online**]

We will also listen to South African music as we cook & chat in isiZulu.

Practice ‘Nkosi sikelel’iAfrika” & Dance

Weekly Test 4 [Based on Sanibona 1 Chapters 5; 8-10 to complete Level One book tests.]

6. IVIKILESITHUPHA: July 10th to 14th

Final Project Proposal Presentations

Ukupheka isitambu, amagwinya noJeqe nenyama & Lesson 9 ‘Usibulala ngokudla’

Reading: Sanibona 2- Isifundo 1 ‘Ngempelasonto’ pp. 1-6 & p. 9. & pp. 11-12 **um/imi**

Writing: Imisebenzi 1-3 & Imibuzo after ‘Indaba’ (pp. 7-9)

Listening/ viewing: Audio for Isifundo 1 & Isahluko 8 & 11 of isiZulu sanamuhla – On-line “Ukudla” & “Iziphuzo” **Slide show “Iningizimu Afrika”.**

Speaking: Communication exercise 2 on p.10 & Telephone conversation on p.14.

Homework: Umsebenzi IV p. 10; V & VI p. 13. [Revisiting Noun Class prefixes ☺]

Practice ‘Nkosi sikelel’iAfrika” & Shosholoza

Reading: Sanibona 2- Isifundo 1 ‘Esikoleni pp. 17-24 & 27-28

Writing: Imisebenzi 1-3 pp. 25-26; V P. 27 & **Imibuzo** emuva kwendaba (pp. 27-29)

Listening: Audio for Isifundo 2

Speaking: Communication exercise 2 on p.10 & Telephone conversation on p.14.

Practice ‘Nkosi sikelel’iAfrika” & Shosholoza + Dance

a) Isifundo 3 ‘Alambile amagundane’ p35 & Stative verbs : 38-39; **i/ama** p.40-41

Reading: ‘Funda indaba’ – *Izitha zikamama* p.44 & (Adverbs & locatives) p. 53-55

Writing: Imibuzo 6-10 p.45; any 5 in Umsebenzi V on p. 46; 6-10 Ums.C & D p.47

Homework (a) Imisebenzi I-IV pp. 56-57

Weekly Test 5

7. IVIKI LESIKHOMBISA: July 17th to July 21st

Reading: a) ‘Liphi ikati?’ pp. 59- 60 ; Role play example pp. 61-63

b) ‘UMkhize” Part 8-10

Listening: Video viewing ‘Ubambo’ [Pre-Listening activity to be given]

Writing: Imisebenzi VII & IX p. 67 [Reviewing Question words ‘nini, phi, kanjani, etc. & adverbs derived from adjectives – e.g. kahle, kamnandi, kabuhlungu, etc.]

Speaking: Role plays on p. 68

Reading: Isifundo 4b 'Angazi' pp. 64- 66

Reading:

a) 'Ziphi izibuko zikagogo' pp. 89- 90 & Funda indaba p. 102

b) Comprehension 'UManyosi' [a folktale] p. 16 *IsiZulu sanamuhla* book.

Listening/ Speaking: Video 'Mapantsula/ Izulu lam'

Writing: Do the exercise at the end of indaba on p. 102 [But, let the person you write about be not necessarily an aunt but whoever you choose. You can do more than the book requires☺]

Speaking: Role Play

Homework: Book exercises after the Reading lesson and writing final paper

Reading: *Ngiyaxolisa & Esiqiwini* SN2 CH 7& 8

Writing: Exercises in the reading chapter

Homework: Work on final paper

Listening/ Reading:: '*Ngiyaxolisa*' p. 107 (*Sanib. II*)& USizwe uyisikhohlwa p.111.

Writing: Do 5 from each of the exercises on pp. 110

Reading: '*Directions: Chapter 11 SN 2*

Listening: Audio for the reading online

REVIEW FOOD THEME in prep for AFRICA EATS DAY: WE MAY BE COOKING WITH OTHER GROUPS!

8. IVIKI LESISHIYAGALOMBILI: July 24th to July 28th

Last Chapter of SN 2 "Phambili!!!"

Review = 27th & 28TH Last Day of Classes

Oral exams: Part A = OPIs & Final paper presentation & Final exam on July 28th

CLOSING EVENT, JULY 28th. At Pugh Hall 6-9pm.

HAMBANI KAHLE BAFUNDI!! NGINIFISELA INHLANHLA ☺