

LA SOCO AF SOOMALIGA



TEACHER'S BOOK

L A S O C O

A F S O O M A A L I G A

• (Go Along with the Somali Language)

TEACHER'S BOOK

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Kenya.

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- Marian Mohamed who again, has done the typing and duplicating of the Book.
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I hope this Teacher's Book will be helpful to any teachers who may wish to consider a different method of helping foreign students learn Somali

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INTRODUCTION

LA SOCO AF SOOMAALIGA has been prepared as an intensive language course for beginners which can be taught by a Somali teacher. It has been prepared using methods for learning a second or foreign language, and the aim of the course is to make learning Somali as useful, practical and enjoyable as possible.

EMPHASIS ON LISTENING AND SPEAKING

Since most learners of Somali in the beginning want to speak the language rather than to read or write it, the main aim of this Course is to encourage listening and speaking skills. The teacher should usually introduce the lessons orally, using the appropriate teaching aids, pictures or actions. This should help the learners to understand what is being said. The students then repeat the phrases after the teacher as a group, and then one by one. Since many adults find it difficult if they cannot see the written words, this follows very soon after the oral repetition, when the teacher and the learners will read the written words together. However, "communication" is the main emphasis of this course, and this is encouraged at all times, and in as many ways as possible.

IMPORTANCE OF CORRECT PRONUNCIATION

In the classroom, the students will listen to the Somali teacher, and then repeat the words he or she says, paying attention to pronunciation, stress, rhythm and phrasing as well as intonation. This is a very important part of trying to speak Somali correctly and understandably, because Somali, like all other languages has its own particular intonation pattern. This means that as well as understanding the meaning of the words or phrases they are saying, the students should also be saying them using the correct "speech flow".

For example:

(1) Goor^{ma}ad guri teg
 sa ay saa?

(2) Kaa oo xafiis fur.
 lay ka

GENERAL APPROACH

Although the main emphasis of this course is on leading the student to understand and communicate in Somali on a variety of useful and practical matters, some grammar teaching is also

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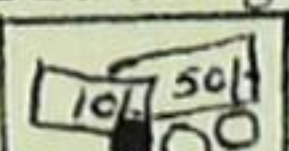
Intro... •Contd...

need to know, are usually introduced during the teacher's oral introduction to the lesson. The learners are asked to try by themselves to recognize the grammatical signs, patterns and use. After checking the learners' understanding of the activity, oral drills follow, with usually a blackboard summary of the grammar point. Oral practice with substitution tables then takes place in the classroom, and the memorizing of any rules or verb conjugations follow in the learners' own time.

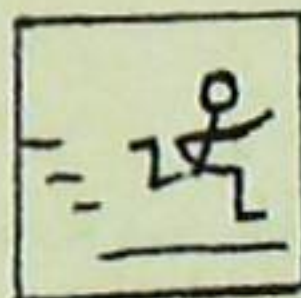
Summary Sheets of the grammar points covered during the Course, are found on Pages 95-113 in the Student's Book, and are there for learner and teacher to refer to.

But the teacher must remember that the greatest amount of class time should be given to the learners, for oral practice of the new material taught, and in as many ways as possible. Working in pairs is a very useful way of doing this.

USE OF TEACHING AIDS:

One of the key aids in learning will be the use of real things and pictures. If the lesson is about shopping, objects such as money, a purse, or a basket will be brought to the classroom. Each object will be taught by its Somali name so that as soon as possible the learners can begin to "think" in Somali, rather than translating from English. For example when the learner see this:  (coins and notes) they should think "Waa lacag" not "It's money, and Money = lacag".

Verbs can also be taught through pictures. This picture should think "Wuu ordayaa", and to the action of running.



demonstration or through cause the learners to associate the words with

However, if the teacher finds that the students are having, difficulty in understanding the meaning of a certain object, picture, grammar point, or phrase in a dialogue, a quick oral translation is usually helpful.

The 75 Worksheets in the Student's Book have also been prepared as teaching aids. They contain pictures to go with the lesson being taught, substitution table for oral practice, and sometimes written exercises.

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Intro.. Contd...

The 16 Dialogues in the Student's Book can also be used as teaching aids.

For some of the lessons, the teacher will need to collect in advance the objects which will be used in the lesson for the teaching of vocabulary, or for use in demonstrating a grammar point.

UNIT DIVISION

The Course Book is divided into 20 Units, each covering about 4 hours of instruction. The total would be about 80 hours of language learning. The Course is meant to be intensive and the pace fairly fast with numerous changes of activity to maintain the learners' interest. A cumulative method of teaching is used. This means that material introduced in one Unit is repeated in following Units with new material added.

A suggested outline for the teaching of each Unit is found under "The Stages of the Lesson" on Pages 27 to 52 in the Teacher's Book. It also includes a list of the Teaching Aids needed, any Cultural Information the teacher can add, and something about the Grammar points covered in the Unit.

HOMEWORK

The daily homework assignment for the students is to try to absorb the material given in class. Each Unit's work is built on the work of the previous Unit, so it is important for the students to put time into learning this outside of class. A tape recorder can be used in, or after class to record drills and exercises for pronunciation practice, and these can be listened to at home.

At least one hour each day should be spent with a Somali language helper practising the oral exercises, dialogues and substitution drills used in class, and outside of this "formal learning" time, the learners should be encouraged to use what they know with Somalis, in real situations.

Intro... Contd...

CONTENT OF THE COURSE

This Course covers 80 hours of class work. By the end of that time, the students should not only know something about the pronunciation of the new and different sounds in Somali; some grammar rules, and some basic sentence structure, but they should also have an elementary grasp of the following ideas and concepts.

They should be able to:

1. greet people in several ways;
2. understand and give basic commands, instructions and requests;
3. talk about themselves;
4. ask others for information about themselves;
5. tell where they are going and what they are doing;
6. go shopping; order food in a restaurant;
7. tell the time and ask the time;
8. understand the counting system;
9. speak about actions which are done regularly;
10. use time words, and days of the week;
11. describe things by their colour;
12. ask questions for information;
13. talk about events that happened in the past;
14. explain needs and advise others what they need;
15. express feelings and needs;
16. give reasons for feelings and needs;
17. describe things and people;
18. follow simple directions and ask for directions;
19. name parts of the body and speak about aches and pains;
20. explain location or position of people and things;

Contd... P.5

Intro... Contd...

21. talk about things which belong to people;
22. understand simple stories, and
23. talk about family relationships.

LANGUAGE AND CULTURE

Language and culture cannot be separated, and because there are many things about Somali culture which are new to the learners, the teacher will need to pass this information on to them. When teaching any lesson, particular language, idioms, gestures, facial expressions, taboos, customs, proverbs, etc., related to that situation should be explained. It is also helpful if the teacher or language helpers can go with the students to visit places of interest such as the market, tea shops, restaurants and homes. Taking part in traditional ceremonies also helps the learners to see how language and culture are related.

On Pages 33 to 52 in the Teacher's Book you will find under the heading "The Stages of the Lesson", some suggestions about where various cultural information could be introduced.

COMPLETION OF COURSE

The teacher needs to emphasize to the learners that completing this course is only the first step in learning Somali. From there on it is up to the learners to build on this foundation by using what they have learned and by adding to it. If they show an interest in speaking Somali, they will receive encouragement and help from the Somali people, and this will lead them to go on even further. Learning to use the language they know, is important from the beginning.

OTHER CURRENT LANGUAGE LEARNING BOOKS

1. "ISKA WAX U QABSO" (SELF HELP)

A Somali language learning manual
Original version written by U.S. Peace Corps.
Revised and adapted in 1982

- The first 8 pages on pronunciation, phonological rules and Somali dialects, are very helpful.

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Intro.... Contd....

2. "SOMALI GRAMMAR" Volumes 1, 2 and 3

by John Warner

- A comprehensive grammar containing noun and verb lists, verb conjugations. Grammar rules, and sentences for translation from Somali to English and English to Somali.

Both books are available from:

P O Box 14894
NAIROBI, Kenya

3. "LANGUAGE AQUISITION MADE PRACTICAL" (LAMP)

- A Comprehensive "how-to" book for learning any language. By E. Thomas Brewster Ph.D
Elizabeth S Brewster Ph.D

Published by Lingua House, 135 N Oakland, Box 114.
PASADENA, CA 91101, U.S.A

Order from: Academic Publications
Summer Institute of Linguistics
7500 Camp Wisdom Road
DALLAS, TX 75236, U.S.A

4. LANGUAGE EXPLORATION AND AQUISITION RESOURCE NOTE BOOK
(LEARN)

- With 14 cassettes. Written by the same authors and available from the same address.

EXPLANATIONS

BIBLIOGRAPHY: A complete list of books consulted in the preparation of this Course is found at the back of the Teacher's Book.

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Intro.... Contd...

REFERENCES: The following were used to check Somali spelling in the Student's Book:

- "Qaamuuska Af-Soomaaliga" by Yaasiin C Keenadiid
- "Somali Grammar" by John Warner

VARIATIONS: As there are a number of variations in spelling, vocabulary and pronunciation due to location or to personal preference, it is impossible to include them all, or to please everyone. It is suggested that each person adapt the material in the Student's Book to his or her own situation or location, making changes in spelling, vocabulary and pronunciation as needed. Remember that the Student's Book is intended to encourage oral skills, so we ask you to overlook any other imperfections you may find.

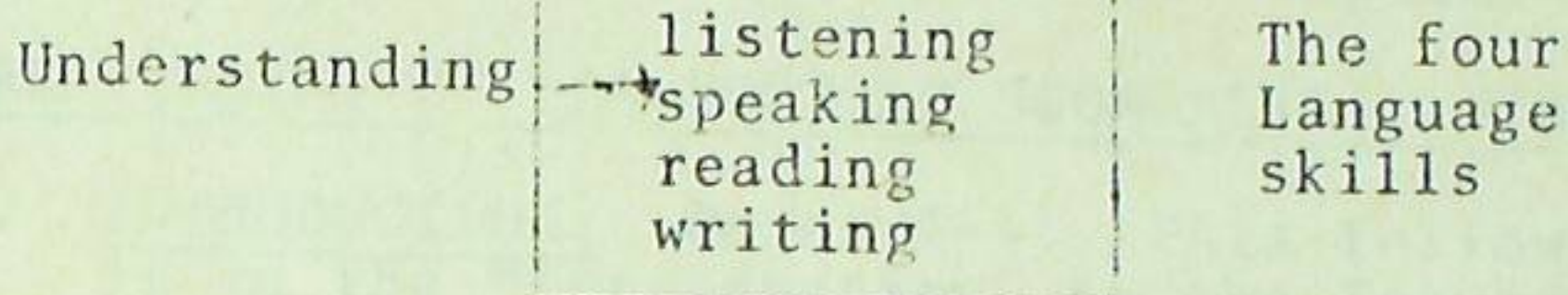
FEED BACK: Any comments, suggestions, or further ideas are welcome. Please write to: Joy C Carter
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TEACHER REFERENCE MATERIALS

It will be useful for the Teacher to have these books:

1. "Naxwaha Af Soomaaliga"
by Shire Jaamac Axmed
2. "Qaamuuska Af Soomaaliga"
by Yaasiin C Keenadiid
3. "Buugga Kowaad/Labaad" etc..
Afka
"Dugsiyadda Hoose"
4. "Somali Grammar," Volumes 1, 2, 3
by John Warner
5. Any books about the Teaching of Languages to Adults. See the Bibliography at the back of the Teacher's Book.

BACKGROUND AND ARRANGEMENT OF "LA SOCO AF SOOMAALIGA
STUDENT'S BOOK



I. GENERAL METHOD

LA SOCO AF SOOMAALIGA uses a combination of several different language learning methods.

1. Because one of the main aims of this Course is to encourage the students to use the Somali language, a communicative method is used. This is done through giving the students alot of oral practice in pairs, such as using Dialogue, playing question and answer games, and acting role plays. These activities are often centered around functional topics, such as shopping, explaining needs, asking for directions, advising others, expressing opinions and asking for information. The students need to be able to communicate in order to express any of these basic needs.
2. It is deductive in its approach to grammar, because it encourages the students to find out rules, patterns and reasons for themselves, by comparing new patterns they hear, with what they already know.
3. It generally follows the direct method because as much as possible it uses the Somali language to convey ideas and meanings, and students are encouraged from the beginning, to try and think in Somali without "back-translating" into English.

Teachers need to remember that students do not all learn in the same way, and they need to be given as many ways as possible to help them to learn as easily as possible.

II. THE 20 UNITS

These have been prepared for 20 days of teaching in an Intensive 4 week Course. Each Unit covers 4 hours of work and is divided into sections. See "The Stages of the Lesson" on pages 27 to 52 in the Teacher's Book for suggested ways of dividing up the unit into shorter teaching sections.

III. ARRANGEMENT OF "LA SOCO AF SOOMAALIGA" STUDENT'S BOOK

1. INTRODUCTION: Pages 1-4: This follows the same headings as in the "Introduction" in the Teacher's Book, but it is written in more difficult English. This is to help the students understand the purpose of the Book, and the way in which it was prepared. The teacher should read this through with the students at the beginning of the Course
2. GUIDELINES FOR STUDENTS; Page 5: This page contains 20 points to help the students to get the most from the Course.
3. THE DIALOGUES; Pages 6-13: There is one Dialogue for each Unit, except Units 3, 8, 11 and 18. The students will need to look at the appropriate page in the student's Book when they use the Dialogues. See the notes on Pages 21 to 26 in the Teacher's Book about how to teach and use the Dialogues in the classroom.
4. GREETINGS; Page 14: to be taught with Units 2, 3, 4 and 5 and USEFUL EXPRESSIONS; Pages 16, 17 and 18 to be taught with Units 6-20. One of these is used with each Unit in the Book. This is to help build up a list of greetings and expressions gradually.
5. WORKSHEETS; 1-75; Pages 18-94: These are/can be used for:
 - a. introducing and teaching the new lesson;
 - b. consolidating the new grammar and vocabulary after oral teaching;
 - c. practising questions and answers in pairs using the substitution tables or the pictures;

- d. reviewing vocabulary or grammar points;
- e. giving instructions for games, communication activities and for preparing dialogues or role plays.

There is not one Worksheet to cover each section or division of a Unit. See Pages to in the Teacher's Book under "The Stages of the Lesson" for suggestions on how each Unit can be broken down into smaller teaching sections.

6. TESTS: There are only 4 tests in the Student's Book:
- Worksheet 21 page 39 - with Unit 5
 - Worksheet 41 page 60 - with Unit 10
 - Worksheet 57 page 76 - with Unit 15
 - Worksheet 73 page 92 - with Unit 20

The purpose of these Tests is to help both students and teachers see if the work taught in the 5 previous Units has been understood. No grades are given, but the students can record their own grades on "Student's Personal Progress Record". See the example at the back of the Teacher's Book.

7. SUMMARY SHEETS; 1-13; Pages 95-114: These summarize **the main** grammar points which are taught in the book. They can be read through quickly in class by teacher and students after the students have become familiar with the contents in other ways. The Summary Sheets are there for the students to refer to when they need to.

IV. GENERAL GRAMMATICAL DIVISIONS

- (a) Units 1 to 5:
 - Verb imperatives and negatives
 - The Verb to Be
 - Nouns: people, places, things
 - Basic sentence structure
 - Questions answers and negatives
- (b) Units 6 to 10:
 - Pronouns
 - Present Continuous Tense
 - the idea of "now".
 - Present Continuous Tense with
 - the idea of "near future".
 - Nouns: food, parts of the body, colour

- (c) Units 11 to 15:
- Adjectives
 - Present Habitual Tense
 - More uses of the Verb to Be
 - Words that show position or location.
- (d) Units 16 to 20:
- Possessives
 - Simple Past Tense
 - Verbal particles
 - Subjunctives

* * * * *

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SOME USEFUL SOMALI PROVERBS TO TEACH

Using names of parts of the body:

1. Far keliya fool ma dhaqdo
2. Af macaan, gacan macaan baa dhaanta.
3. Fal waa faro ku hayn.
4. Luqun dheeraatay, madax ma dhaafto.
5. Calool adayg waa Alla wehelkii
6. Dheg haddii la gooyo, daloolkaa hadha.
7. Nin farsama-xumi, gacmahiiisuu canaanta
8. Afka hooyo waa lagama maarmaan.
9. Cagtaada iyo calooshaada lama caasiyo.
10. Dhegi meel dheer bay ku dhacdaa, dhagaxna meel dhow.

GUIDELINES FOR TEACHERS OF "LA SOCO AF SOOMAALIGA"

- I. THE CLASS
- II. THE CLASSROOM
- III. THE TEACHER
- IV. PREPARATION
- V. GIVING INSTRUCTIONS IN SOMALI
- VI. PRACTISING SOMALI IN THE CLASSROOM
- VII. HELPING STUDENTS LEARN

I. THE CLASS

1. For the most efficient use of practice time, the ideal class should number not more than 8 students. With a larger number of students two Somali teachers would be needed.
2. The Course could also be taught with only one student, but some adaptations would be necessary.

II. THE CLASSROOM

The Basic Needs are:

1. a Student's Book "LA SOCO AF SOOMAALIGA" for each student and teacher;
2. pens and notebooks for the students;
3. blackboard and chalk;
4. pre-prepared teaching aids on the classroom walls;
e.g., -- labels for the door, window, tables, etc.,
e.g Waa albaabka
-- a calender of the current month
-- a chart of numbers 1-100
-- a clock, real or made of cardboard with ~~the~~ moveable hands,
-- some pictures of Somali people or of Somalia
-- some Somali proverbs
-- a large drawing of a person with the parts of the body labelled;
-- a large drawing of a man and a woman wearing traditional Somali clothes.
-- Maps of Africa and of Somalia.

5. a box containing small useful objects e.g., keys, pens matches, papers, leaves, soap, envelope, stamps, bottle, opener, knife, etc....
6. flash cards of: verbs, nouns, adjectives, for testing recognition and for review;
7. coloured pencils or pens and scissors
8. a cassette machine, if possible, for using the pre-recorded cassette of the Dialogues.

III. THE TEACHER

1. The teacher should be a Somali, with a good understanding of both English and Somali.
2. He or she should be interested in teaching Somali using the method set out in this Book, and be willing to put time and preparation into doing it well.
3. He or she should also be interested in learning new and different ways of helping students to understand what they are learning.

In the full-time teaching of this Course, the teacher's daily time may be taken up in the following way:

- | | |
|--|---------|
| a. Classroom teaching | 4 hours |
| b. Supervising individual language practice. | 1 hour |
| c. Preparation for the next day | 1 hour |
| d. Counselling and advising the learners | 1 hour |
4. Voice: The teacher should have a good clear voice, and learn to use it well. It is a valuable teaching aid.

IV. PREPARATION

The teacher will not teach well, and the class will not go well, if good preparation by the teacher has not been done.

This includes:

1. Before the Course:

- a. All information concerning the dates, place, and cost of the Course, as well as the schedule, should be sent to the learners in good time so they can be adequately prepared. See the example of the Information Sheet at the back of the Teachers Book.
- b. The teaching / learning room should be prepared in advance, with chairs, tables, blackboard and appropriate wall hangings. Adults often prefer a more relaxed atmosphere when they are learning, so the seating arrangement can be a little more informal than rows of desks and chairs. A semi-circle is often a good arrangement.
- c. The teacher should have read through both the Teacher's and Student's copies of LA SOCO AF SOOMAALIGA and understand the step-by-step structure of the Book and how it has been prepared.
- d. He or she should also know something about the "communicative" language learning method used in LA SOCO AF SOOMAALIGA, and how to encourage the students to do as much oral practice as possible in the classroom.
- e. The teacher should also know something about Somali grammar, so that he can answer students questions correctly when they ask.

2. During the Course:

Daily:

- a. At the end of each day's class, the Teacher will need to check that the students understood the material well, and that they did enough oral practice on each section of the Unit. If they did not, the next day the teacher may need to repeat some parts of the lesson with oral practice, before beginning the new day's lesson.

(b) The teacher will need to:

- (i) read and understand the details of the relevant Unit for the following day or class session. This is found under "The Stage of the Lesson" on Pages 33 to 52 in the Teacher's Book.
- (ii) understand how to use the Worksheets for the following class session;
- (iii) collect any teaching aids that will be needed and
- (iv) prepare any cultural or additional material.

3. Towards the end of the Course

- a. The teacher will need to be able to help and direct learners who want to go further in using Somali. Some students may wish to prepare stories to tell the class, or talk about things that happened to them. The teacher should encourage the students at any time they wish to do this.
- b. As well as the further study books mentioned on Pages 3 and 4 in both the Teacher's and Students Books, the teacher should introduce other easy "follow-up" materials. The primers prepared for primary schools in Somalia: "Buugga Kowaad, Labaad, Dugsiga Hoose" contain same easy-to-read stories, and other interesting stories can be found in "Murti iyo Sheekooyin".

IV. GIVING INSTRUCTIONS IN SOMALI

- 1. From the beginning the teachers should speak in Somali when giving instructions to the class. These can be used with hand actions, to help the class to understand the meaning of the words.

2. Examples of some of the oral instructions which can be used in the classroom:

Instructions to the whole class:

Kaalaya	Fadhiista/fariista	Ha hadlina
Dhegaysta	Buugagta xidha/laaba	Waxba ha qorina
Fiiriya/eega	Buugagta fura	Qofna ha u sheegina
I siiya	Su'aal weydiiya	Buugagta ha furina
Ii dhiiba	Ka jawaaba	Baalka ha firinina/ eegina
Akhriya	Iga daba dhaha	Ha ka jawaabina ²
Qora	Iga daba akhriiya	Ha imanina
Hadla	Ka shaqeeya/	Ha ka shaqeeynina
Wada	Soo sameeya	Ha joogsan
Aamuusa	Dusha ka barta	Weli, Iminka/hadda
Ii sheega	Halkaas taga	Horta, kabacdi
Istaaga	Hafiida	Aaway? Mee?
Tusa	La hadal (s)	Waa wanaag, Waa hagaag
Soo celiya	Mar kale dheh (s)	Waa sax
Maad garateen?	Maad fahanteen?	

3. As the class learn new words, these should be used in the classroom by both the teacher and the learners.

PRACTISING SOMALI IN THE CLASSROOM

Using the Worksheets in the Student's Book.

1. Because one of the main aims of LA SOCO AF SOOMAALIGA is to get the students to use the language through practice in the classroom, many of the Worksheets in the Student's Book have been prepared to make this as easy as possible.
2. The purpose of the Worksheets is to give fairly controlled practice in asking and answering questions IN PAIRS using the vocabulary and grammar points taught during the lesson. After a few minutes of practice in pairs using the Worksheet, the learners should try to use the same sentence patterns to talk about real things, people and happenings.

by step ●

3. Here is a step example of a possible lesson using one of the Worksheets.
 - learn the new vocabulary
 - look at the pictures on the Worksheet
 - listen to the sentence/story
 - understand them/it
 - answer oral questions about them/it
 - read the sentences/story after the teacher
 - understand the new grammar point
 - read the sentences/story again
 - practise questions and answers with the teacher
 - divide into PAIRS for questions and answer practice using the Worksheets
 - more PAIR PRACTICE talking about real people, things and happenings.
4. Here are some examples of how some of the Worksheets can be used in giving students maximum oral practice in pairs.
 - Worksheet 13 - page 31: "Yuu yahay?" Who/What is he? Asking questions using the verb to be to find information about a person. The instructions are given on the Worksheet.
 - Worksheet 24 - page 42: "When is he coming and from where?" Asking and answering questions using the Present Continuous Tense with future idea. Instructions are given on the Worksheet.
 - Worksheet 30 Page 48: "Twenty Questions" An oral Game Asking and answering questions using the Present Continuous Tense to find out what someone else is doing or going to do. The instructions are given on the worksheet.
 - Worksheet 35 Page 54: "Describing Things" After these adjectives have been learned, this Worksheet can be used as a basis for talking about things and people in the classroom and outside.

- Worksheet 38 - Page 57: "Maxay Samaynayaan?" What are they doing? Using the Present Continuous Tense to talk about what people are doing now.
- Worksheet 40 - Page 59: "Find the Differences". Asking and answering questions using the Present Continuous Tense to find the differences in these 2 pictures.
- Worksheet 41 - Page 60: "A Sequence Story" Using the Present Continuous Tense, put the pictures and sentences in order. Use the pictures for asking and answering questions.
- Worksheet 43 - Page 62: "Dhar Cusub" New clothes. Read and colour, then ask and answer questions about what Maxamed and Faduma are wearing. This can be used as a Role Play with each pair of students taking the parts of Maxamed and Faduma.
- Worksheet 47 - Page 66: "Differences and Opposites" Using adjectives in affirmative and negative, to find out how these pictures are different from each other.
- Worksheet 49 - Pages 68: "They Usually Do It" Cali and Maryan's Rooms. Asking and answering questions in the Present Habitual Tense about what Cali and Maryan do every day.
- Worksheet 50 - Page 69: "Explaining Needs and Offering Help" Using the verb "To Have". See SAMPLE LESSON PLAN on pages 30 to 32 in the Teacher's Book about how to use this Worksheet.
- Worksheet 52 - Page 71: "Siduu Yahay? Waayo?" How does he feel? Why? Asking and answering questions about how people feel and giving reasons.
- Worksheet 53 - Page 72: "Interviews" Asking others about what they do every day. Writing the information down and then retelling it to others.

Most of the other Worksheets in the Book
can be used in the same way.

5. By the time the students reach Units 11 and 12, they can begin to prepare Dialogues in pairs, using the ideas in the Worksheets. These can be written, and then acted in front of the class. Role plays are similar to Dialogues, but can be done by a group of 3 or 4 with each person taking the "Role" of a different person in a situation e.g., in a car accident.... There could be the victim, a friend, the other driver and a doctor. Here are few examples of using the Worksheets as a basis for preparing a Dialogue in pairs:

- Worksheet 54 - Page 73: "Shaqada Faduma"
Dialogues: a. A tourist and local person
b. Two friends meeting on the street
c. A local person and a policeman
- Worksheet 62 - Page 81: "Wax Tuugii ku saabsan"
Dialogues: a. Maryan and a policeman
b. Cali and a policeman
c. Maryan and a neighbour
d. Maryan and Cali

VII. HELPING STUDENTS LEARN

1. Goals: Each learner who comes to the Course may have different "goal" he or she hopes to reach by the end of the Course. Although in class the students should "keep together" as a learning unit, each student may reach the place of "real understanding" of a lesson, at a different time.

At the back of the Teacher's Book is a sample of "Students Personal Progress Record" which could be used by each student to record his or her progress.

2. Means: The teacher also needs to remember that the students who are learning Somali have had different experiences in learning a foreign language or in their exposure to Somali before coming to the class.

Some of them may speak several other languages, while others may have never learned even one. Therefore the teacher will need to give each student opportunities to learn in ways that suit him or her best.

Some learners may enjoy, for example:

- making informal contacts with Somali speakers
- preparing a dictionary
- writing stories about personal experiences
- keeping lists in translation form
- listening to cassettes of stories or poems
- reading aloud for pronunciation practice
- building up specialized vocabularies
- seeing how words are related
- memorizing proverbs, poems songs or stories
- retelling stories or events

These methods of learning should be encouraged and the teacher should be ready to help each learner reach his or her own goals, and extend the goals of some who would like to go further.

3. Resources: Student-centered learning involves having access to learning resources. In Somali these are rather limited, but a collection of tapes, communication games, short stories, dictionaries, supplementary readers and word lists is being prepared. These resources should be available for students to use after class hours.

REMEMBER

The main aim of the teacher is to help students learn

USING THE DIALOGUES
IN LA SOCO AF SOOMAALIGA

I. AIMS:

The aims of including Dialogues in this Course are:

1. To present language as much as possible in situations which are related to Somali culture.
2. To introduce or reinforce grammar points and vocabulary taught in the Units.
3. To help develop fluency in handling difficult sound combinations and intonation patterns in Somali
4. To encourage the students to practice what they are learning in a useful way. This includes some dialogues which are particularly functional. e.g.,

Dialogue 3: At what time?
Dialogue 9: In the Restaurant.
Dialogue 14: What's the matter?

5. To prepare the students for coping with similar situations outside the classroom.
6. To provide a basis on which to build and expand the dialogues so they can meet wider conversational needs.

I. NOTES:

1. There are 16 Dialogues which have been prepared to go with 16 of the 20 Units in this Book. They are found on Pages 6-13 in the Student's Book. There are no Dialogues to go with Units 3, 8, 11 and 18. This allows time for review.

2. Each Dialogue centres around a situation or a grammar point being learned in the Unit. In most of the Dialogues idiomatic language is used and the situations are related to real life.
3. The words in the Dialogues which are underlined can be replaced by other words of the same part of speech. For example: in this sentence: "Suuqa baan tegayaa". Suuqa could be replaced by Xafiiska, because they are both nouns and both places a person can go to. The new sentence would become:
Xafiiska baan tegayaa .
4. Where it is possible, students should use the vocabulary and expressions known and used in the areas where they work. But they should also understand the words used in other areas. In these Dialogues the words used in the northern area are put in brackets on the right hand side of the Dialogue e.g., Meeqa? (Immisa?)
5. There is a cassette recording of all the Dialogues in LA SOCO AF SOOMAALIGA. The master copy is available from MBEA/EFC Office, Box 14894, Nairobi.

I.

A LIST OF THE DIALOGUES

Found in the Student's Book on Pages 6-13

<u>Dialogue No</u>	<u>Page No</u>	<u>Title</u>	<u>Use/Grammar Teaching</u>	<u>Use with Unit</u>
1.	P.6	MEETING & GREETING	Greetings	1
2.	P.6	VISITING	Greetings Verb Imperatives	2
3	P.7	AT WHAT TIME?	Making Appointments Using time words	4
4	P.7	SHARING INFORMATION	Giving and Getting Information Verb to Be	5

5	P.8	GOING SOMEWHERE	Asking for Information Present Continuous Tense	6
6.	P.8	SHOPPING	Buying something Mixed Tenses	7
7	P.9	TRAVELLING	Getting Information Present Continuous Tense	
8	P.9	WHAT WOULD YOU LIKE?	Polite Offers The Verb 'like' with the Verb to Be	10
9	P.10	IN THE RESTAURANT	Making Enquiries Present Habitual Tense	12
10	P.10	HOW ARE YOU FEELING?	Giving reasons Mixed Tenses	13
11	P.11	I'M HUNGRY	Explaining needs ² Present Continuous Tense	14
12	P.11	I'VE LOST IT	Offering Help Positions	15
13	P.12	WHERE IS IT?	Asking for directions Mixed Tenses	16
14	P.12	WHAT'S THE MATTER?	Offering advice Mixed Tenses	17
15	P.13	IT DOESN'T WORK	Making complaints Mixed Tenses	19
16	P.13	MY FAMILY	Getting and giving Information The Verb 'to Have' or 'own'	20

IV. SUGGESTIONS ON HOW TO USE THE DIALOGUES

1. Some reasons for using dialogues in the Classroom

- a. To introduce a new grammar point or other teaching item.
- b. To reinforce a grammar point or teaching item already taught.

- c. To encourage fluency in speech.
- d. To make a change of activity or pace.

2. A suggested method of teaching the Dialogues

Step 1: Introducing the Dialogue

Use two Somali teachers. Introduce the two teachers as the two people in the Dialogue: e.g., "Anigu Cali baan ahay . Tani waa Caasha". Each Dialogue uses 2 "actors", a man and a woman. The first person whose name appears is the first speaker. e.g., "Waxaa hadlaya Cali iyo Caasha". The man speaks first.

Step 2: Understanding the Dialogue

Students should keep their books closed, and listen and look. However, if some students wish to look at the words, do not prevent them from doing this.

1. Read the dialogue through once, not too fast.
2. Dramatize (act) it while speaking, to help the students understand it.
3. Check the students' understanding of it Ask: "What did Cali say? What did he do?"
4. Act the dialogue again, until all students understand it.

Step 3: Repeating the Dialogue

1. Students repeat after the teachers phrase by phrase, in a group.
2. Check pronunciation and intonation.
3. Repeat again any difficult groups of words e.g., Shaqadaadu waa maxay? In Dialogue 4 a and get Students to repeat it individually to check pronunciation

Shaqaa daa du waa ma_xay?

Step 4: Practising the Dialogue

1. Tell the students the Dialogue and page number in the book.
2. The students look at it. Explain any words or phrases which are new to them.
3. The students repeat all parts of the dialogue after the teacher as a group, and sometimes one by one to check pronunciation.
4. The teacher takes part A, the students take part B.
5. Divide the class into two parts, A and B, and repeat the two parts as in the Dialogue.
6. Repeat again any difficult groups of words.

Step 5: Acting the Dialogue

1. Divide the class into pairs for further practice
2. Change partners four or five times.
3. Some students may like to change the words which are underlined.
4. Choose one or two pairs to act in front of the class, using the words to help them.
- 5.

Step 6: Memorizing the Dialogue (If students wish to)

1. The students can learn one or some of the Dialogues for Homework.
2. They can use the cassette for a pronunciation check
3. The following day they can act the Dialogues out in front of the class.

Step 7: Reviewing the Dialogue

1. The teacher can get the students to "revise" or "review" the dialogue at any time during class, as a break in the activity.
2. On the days when there is no new Dialogue to learn i.e., with Units 3, 8, 11 and 18 the previous Dialogues can be revised or reviewed.

p 8: Extending the Dialogue

1. Here are some examples of how the dialogues can be extended by using substitutions and additions.
 - a. Dialogue 9, line 3; "Wax la cuno maan kuu keenaa?"
These can be done together by the students and teacher on the blackboard.

Wax la cuno					iska socdaa?
Wax la cabbo		kuu keenaa			iska dayaa?
Wax kulul	maan	ku siiyaa	mise	maan	sugaa?
Koob shaah		kuu iibiyaa			tagaa?
Dhalo Faanta ah	Cali muu		ama	muu	sii shaqeeyaa?
Sigaar					:
Wargeyska					:

- b. Dialogue 10, line 12; "Maamulaha u sheeg, maanta ~~ma~~ imanayo."

Maamulaha		maanta	guriga		aadayo.
Takhtarka		berrito	xafiiska	ma-aan	imanayo.
Xaaskayga	u sheeg	galabta	dukaanka		tegayo.
Macallinka		caawa	cisbitaalka	Cali ma-uu	joogayo.
Caruurta		:	:		furayo.
		:	:		xidhayo.

p 9: Using the Dialogues

1. Encourage the students to use these phrases and expression expressions outside the classroom in contact with Somali speakers.

* * * * *

THE STAGES OF THE LESSON

(A suggested way of dividing up each Unit)

DIVIDING UP THE TIME

1. There are 20 Units in this Course Book and each Unit is intended to cover 4 hours of classroom work. They have been prepared to use in a 4 week Intensive Language Course of 20 consecutive days.
2. In an Intensive Course the 4 hours of teaching could be divided up like this:

a.

08:00	-	09:00
5 minute break		
09:05	-	10:05
20 minute break		
10:25	-	11:25
5 minute break		
11:30	-	12:30

Classwork consisting of various teaching, learning and practice items with changes of activity, position or pace about every half hour. There could be two short breaks where students are encouraged to get up and move about, and a longer break for tea or coffee

OR

b.

A 2 hour class
in the morning
and
A 2 hour class
in the afternoon

The 2 hours would be divided up into shorter times of sitting standing and moving around, with a short break at the end of each hour.

INTRODUCING SOME PARTS OF THE LESSON ORALLY

1. You will notice in the divisions of the Units, that quite a number of teaching items are introduced orally before the relevant Worksheet is used.

For example:

Colours: -- The names of the colours are taught orally beginning in Unit 3, using real objects in the classroom.

- In Units 4 and 5 there is more oral work using objects and names of colour
- In Unit 6, Worksheet 25 is introduced to consolidate the vocabulary and show how it is used in sentences.
- The colours can also be used with the names of the articles of clothing.
- In Unit 7, Worksheet 28 is a further revision of colour words in a different setting with some oral review before doing the Worksheet.

- Clothes:-- The names of the various articles of clothing can be introduced in Unit 6. The students have already learned the names of the colours so the teacher can talk about what he or she is wearing, and what the students are wearing.
- This can be continued in Units 7 and 8 repeating the former words and adding new ones.
 - In Unit 8, the picture of a man and a woman wearing traditional Somali clothes can be introduced, and the names of the articles of clothing could be labelled. The names of the articles of clothing can also be linked with "shopping" and some of the words in Dialogue 6, Unit 7, could be replaced with the names of clothing and colours. This could be reviewed in Unit 8.
 - By the time the students get to Worksheet 43 (Unit 10:6) they should be able to do it without too much difficulty. They can then use the picture for asking questions in pairs.

At other times the Worksheet is used to introduce a new teaching point through the use of pictures. e.g., Worksheet 3 Page 50: "Qado wanaagsan".

- The students look at the picture, but not at the words.
- They listen to the teacher using the new words and sentences
- They try to identify the new vocabulary or grammar point.

Worksheets 6, 7, 8, 9, 10, 11, 14, 17, 18, 19,.... are examples of this way of using the Worksheets.

SEQUENCING THE STAGES OF THE LESSON

1. These Unit divisions are only suggestions and they do not² always need to follow each other strictly in this order.
For example:

Unit 1:3 (Contrasting Sounds) and
Unit 1:5 (Counting to 10)
are both complete and separate lessons
in themselves and could be interchanged.

BUT

2.

Unit 1:7 (Where's the book?)
could not be taught before
Unit 1:6 (What's this?)
because the material in Unit
1:6 the names of pens, book, etc.,
would need to be known before
Unit 1:7 could be understood.
You will need to read the Unit
Stage for each Unit through
carefully when you prepare; to
get this sequencing correct.

3. The teacher should get to know the "feeling" and "flow"
of the lesson and what could follow in the best way.

USING OTHER HAPPENINGS

The teacher can also make use of the situations and happenings
that come up, and are related to the class, or to the students
in the class.

e.g.,

A wedding
A show or a fair
A party
Any other local event

These are all opportunities to introduce new vocabulary, tell
a story, or get the students to talk about what they saw or
experienced, using the words and phrases they know.

* * * * *

On the following pages you will find:

- A Sample Lesson Plan Pages 30 - 32
- How each of the 20 Units can be divided into smaller teaching
sections. Pages 33 - 52.

SAMPLE LESSON PLAN

STEP I: UNIT 11:3 "I HAVE, BUT I DON'T HAVE" TIME: 30 Minutes

Objectives: At the end of this lesson the students should be able to understand and use two contrasting statements telling about something they "have" in their possession at the moment, and something to ~~match~~ it, which they don't have.

Grammar Point: This lesson introduces the Habitual Tense Conjugation with "hayso" one of the verbs that shows "having".

Function: Step II follows in Unit 12, and Step III in Unit 13, leading to "explaining needs and offering help."

Model Sentence:
"I have a _____ but I don't have a _____"
"Waxaan haystaa _____ laakiin _____ ma haysto"

Assumption:

1. The names of the objects used in the lesson are already known.
2. Negative of verbs with endings in "o" have already been learned.
3. I"/He" verb endings and "You/She" verb endings are the same. Waan/Wuu haystaa. Waad/Way haysataa.

Possible Problems:

1. The difficult conjugation: haystaa, haysataa.
2. The intonation pattern of the sentence.
3. The "id" negative ending for "you": Ma haysatid.

Teaching Aids:

Two groups of objects:

Group A: (I have): a candle, a full bottle of Koke, an addressed envelope, an onion.

Group B: (I don't have): a match, a bottle opener, a stamp, a knife.

References: Summary Sheet 7 on Page 104 in the Student's Book.
ith Step III: Worksheet 50, Page 69 in the Student's Book.

Cultural Points:

1. This verb "have" (hayso) is used to give the idea of "having" in your possession at the time of speaking but not necessarily owning.
2. Explain about Somali ideas of ownership.

METHOD:

1. Review the names of the objects by handing them out to the students. The student ask each other for the objects, and check who has the most objects at the end.
2. Divide the objects into 2 groups, A and B. See "Teaching Aids".
3. Use Group A: and present the model sentence:
"Waxaan haystaa (waraaq) laakiin ma haysto (tigidh).
Aaway tigidhkii?" Get a student to respond with "Waa kan tigidhkii".
4. Give 2 other examples candle/match; onion/knife.
5. Check the meaning with the students. Ask: What did I say/mean?
6. Say the final sentence using the remaining object, the bottle of Koke.
7. Elicit from the students the sentence you used, and write it on the Blackboard. See example below:
8. Give an object from Group A to a male student. Ask the question "Muxuu haystaa?" and help the students to respond. Do this with other male students. Write the full sentence on the Blackboard in a substitution pattern like this:

Waxaan Wuxuu	haystaa	shamac waraaq basal	laakiin	ma haysto	tarraq tigidh mind
-----------------	---------	---------------------------	---------	-----------	--------------------------

9. Read the sentences several times together. Check students' pronunciation.
10. Divide the students into pairs. Do oral practice using the objects, talking about "I" and "He".
11. Introduce "She". Give the candle to a female student. Ask: "Maxay haysataa?" Help students to respond using "Waxay haysataa shamac".
12. Introduce "you" in the same way. Make a sentence speaking directly to one of the students. The students make other sentences using the same pattern "Waxaad haysataa....."
13. Elicit the "pattern" from the students for "she" and "you" and write it on the Blackboard.

Waxaad Waxay	haysataa	shamac :	laakiin	haysatid ma haysato	tarraq :
-----------------	----------	-------------	---------	------------------------	-------------

14. Students and Teachers read together. Check pronunciation.
15. Review the Question Form by asking questions which the students answers: e.g. Adigu maxaad haysataa?
John muxuu haystaa? etc.

16. Remind students of the short answer to questions like:

Shamac maad haysataa? Haah, waan haystaa, or Maya, ma haysto.
 Shamac may haysataa? Haah, way haysataa, or Maya, ma haysato

17. Divide the students into pairs for oral practice using these objects (and any others) for questions and answers.

STEP II: UNIT 12:1 "I NEED"

Time: 45 minutes

1. Revise the lesson taught in Unit 11:3 using "have" and "don't have". Introduce some new objects: e.g., Cassette/record player; Nail/hammer; Asprin/water. Teach the new vocabulary and get students to practice in pairs.
2. Introduce the second part of the sentence, "I need":
 "Waxaan haystaa shamac laakiin tarraq ma haysto.
 Waxaan u baahnahay tarraq" Aaway?
3. Introduce it quickly for all persons, I, you, he, she.
4. Write it on the Blackboard:

Waxaan		ahay	
Waxaad	u baahan	tahay	tarraq

5. Introduce the question: Maxaad u baahan tahay? and the negatives: u ma baahni, u ma baahnid, u ma baahna.
6. Divide students into pairs for oral practice.

STEP III: UNIT 13:6 EXPLAINING NEEDS AND OFFERING HELP

Time 1hr

1. Revise "Have, don't and need". This can be used with the adjectives on Worksheets 35 and 44 which are being studied at the same time.

e.g., Worksheet 44, No 8: "Wuu gaajaysan yahay".
 Muxuu u baahan yahay? Wuxuu u baahan yahay cunto.

2. Use Worksheet 50, Page 69. Student's work in pairs. Do the exercise at the bottom of the Worksheet first i.e., completing the sentences, look at the pictures, make the sentences. Do this orally. (Worksheet 50 follows this Lesson Plan.
3. Then each PAIR of students prepares a Dialogue like the example at the top of the Worksheet. Each pair chooses their own subject, or problem. Give about 30 minutes to prepare the Dialogues, each student writing his "part" out on paper. Then each pair can act it in front of the class.

UNIT ONE

MAIN TEACHING (1) Somali Sounds (2) Masculine Nouns (3) Verb Imperatives

	<u>Suggested Time</u>
1:1 Introductions: Getting to know each other Notices about the Class procedure Read the Introduction , Page 1-4 in the Student's Book	50 minutes
1:2 The Somali Sounds Use Worksheet 1, Pages 18, 19	30 minutes
1:3 Contrasts in Sounds Use Worksheet 2, Page 20	30 minutes
1:4 Dialogue 1, Page 6 "Meeting and Greeting"	30 minutes
1:5 Counting 1-10 Use Worksheet 3A, Page 21	20 minutes
1:6 What's this? Oral Introduction to Masculine Nouns	30 minutes
1:7 Where's the book? Give me the book. Oral Questions and Answers Using Masculine Nouns	30 minutes
1:8 Some Requests, Instructions and Commands Use Worksheet 4, Page 22	20 minutes

Teaching Aids:

- 1:6 For teaching the masculine Nouns you will need:
keys, pens, stones, books, matches, a table.

Cultural Notes:

- 1:4 Dialogue 1: Talk about introductions and meeting people and the importance of greetings in Somali. We use "Baraasho wanaagsan" only when meeting people for the first time "Baraasho" comes from the verb (baro) "to learn".
- 1:8 Somalis usually ask for things in this way but it is not considered rude. There is no real word for "please" in Somali, though some may use "minfadlak" or "fadlan".

Grammar Notes:

- 1:6 Read Summary Sheet 1 on Page 95 to make sure you understand about the suffix endings of masculine nouns: -ka, -ga, -ha, and -a.
- 1:6 Introduce "Kan" and "Kaas" in this lesson (this and that).
- 1:7 See Worksheet 5 on Page 23 for the types of questions and answers to use when teaching this lesson. **Bring**
Include "Aaway?" "Mee, "I sii" and "Keen". (Where? Where? Give me.)

UNIT TWO

MAIN TEACHING: (1) Feminine Nouns (2) Yes and No answers (3) Pronouns

	<u>Suggested Time</u>
2:0 Revise Dialogue 1, Page 6 Greetings 1, Page 14	10 minutes
2:1 Counting to 20; recognizing the numbers Review Worksheet 3A, Page 21 Use Worksheet 3B, Page 21	20 minutes
2:2 What's this? Review of Masculine Nouns Oral teaching of Feminine Nouns	30 minutes
2:3 Where is it? Give me the _____. Use Worksheet 5, Page 23	30 minutes
2:4 Summary Sheet 1, Pages, 95, 96 About Nouns	20 minutes
2:5 Is this? Is it? Using people's names Yes and No answers	30 minutes
2:6 More Instructions: Verbs Worksheet 7, Page 25	15 minutes
2:7 Who is it? Waa kuma? Waa tuma? Waa ayo? Worksheet 8, Page 26	30 minutes
2:8 Dialogue 2, Page 6 "Visiting"	30 minutes
2:9 Arigu, Adigu, Isagu, Iyedu Oral introduction to Emphatic Pronouns	10 minutes

Teaching Aids:

- 2:2 For teaching the Feminine Nouns, you will need:
some soap, a watch or clock, a bottle, some money, (notes and coins)
a piece of paper, an envelope, and a stick.

Cultural Notes:

- 2:5 Talk about Somali names: their meanings, pronunciation, the importance of nicknames, changing children's names. What we say when calling males (ow) and calling females (oy) or (ay) e.g., Caashay! Hallimoy!
- 2:8 Talk about what to do when visiting: entering the house, greetings, sitting down, removing shoes, small talk etc.

Grammar Notes:

- 2:1 "iyo" (and) is used to join two nouns but we do not use it to join two verbs or two phrases. E.g., **Nir** iyo naag; Kaalay oo fadhiiso.
- 2:2 Introduce "Tan" and "Taas" here.
- 2:5 Negatives: Maya, ma aha.
"Ma" is a particle that shows "not" (negation). It has a short quick pronunciation, different from the "ma" questions particle.

UNIT THREE

<u>MAIN TEACHING:</u> (1) Negative Imperatives (2) Verb "To Be" Singular		<u>Suggested Time²</u>
3:0	Greeting 2, Page 14	10 minutes
3:1	"Don't do it" Negative Imperative Use Worksheet 9, Page 27	20 minutes
3:2	Who are they? Identifying people and their occupations. Use Worksheet 10, Page 28	30 minutes
3:3	More counting: Numbers to 50 Use Worksheet 3, Page 21	15 minutes
3:4	What's the time? The way of telling time in Somali Use Worksheet 11, Page 29	20 minutes
3:5	About ourselves The verb "To Be" singular Oral, then use Worksheet 12, Page 30	30 minutes
3:6	Review Dialogues 1 and 2, Page 6 "Meeting and Greeting", and "Visiting"	20 minutes
3:7	Introducing some colours Oral, Using real objects	20 minutes
3:8	Who is it? Asking and answering questions Using the Verb to be. A game: Use Worksheet 13, Page 31	30 minutes
3:9	Summary Sheet 3A, Pages 97, 98 The Verb "To BE" singular	15 minutes

Teaching Aids:

3:4 A real clock, or a cardboard clock with moveable hands

3:7 Books, pens, and other objects of different colours.

Cultural Points:

- 3:4 Explain: (1) The ways of telling time in Somali: by names of the the prayer times, by events and seasons.
(2) The need to be careful because of possible confusion between Somali and European time, and areas where each is used.

Grammar Notes:

- 3:5 The verb "To Be" Read Summary Sheet 3A on Page 99 for understanding about the form and use of the Verb to Be. Talk about Agreement and how all words in a sentence must agree with the subject in gender and number.

UNIT FOUR

MAIN TEACHING: (1) Verb "To Be: "We" (2) Days of the week (3) Nouns for places

	<u>Suggested Time</u>
4:0 Greetings 3, Page 14	10 minutes
4:1 Getting and giving information about people Oral revision with Worksheet 12, Page 30	30 minutes
4:2 Annagu and Inagu, "We" Oral, then use Worksheet 14, Page 32	35 minutes
4:3 What's the time? Oral, then use Worksheet 15, Page 33	30 minutes
4:4 Days of the week and time words Oral, then use Worksheet 16, Page 34	30 minutes
4:5 Dialogue 3, Page 7 "At what time?"	20 minutes
4:6 Colours Oral, using real objects in the classroom	20 minutes
4:7 More Instructions, verbs and negatives Use Worksheet 17, Page 35	20 minutes
4:8 Places: In the village Oral, using Worksheet 18, Page 36	25 minutes

Teaching Aids:

- 4:3 You will need a real clock, or cardboard clock, with moveable hands
- 4:4 Use a calendar of the current month, with names of the days written in Somali. Also a list of the months, both European names (January etc.,) and traditional ones; Seko, Safar etc..
- 4:6 Objects of different colours, e.g., books, pens, bags,,,

Cultural Notes

- 4:2 Explain about the two uses of "We" with inclusive and exclusive meaning. See Worksheet 14, and Summary Sheets 2, and 3B.
- 4:4 Time words like Berrito, Berri dambe are used in conversation as much as the names of the days of the week.
- 4:5 Talk about the Somali attitude to being on time, keeping appointments

Grammar Notes:

- 4:6 When using colours, we say: "Waa buug buluug ah" We use "ah" after all colour words except "madow" "cad" and "cas". See Worksheet 25.

MAIN TEACHING: (1) The Verb "To Be" (2) Introducing "Waxaa"

	<u>Suggested Time</u>
5:0 Greetings 4, Page 14	10 minutes
5:1 In the village: Present Continuous Tense, the near future. Use Worksheet 18, Page 36	30 minutes ²
5:2 People we know. We, you, they, the verb "To Be" Plura. Oral then use Worksheet 19, Page 37	30 minutes
5:3 Summary Sheets 2B, 3B, Pages 97 and 99 Emphatic Pronouns, the Verb To Be, Plural	15 minutes
5:4 Dialogue 4, Page 7 "Sharing Information"	20 minutes
5:5 Counting to 100, Counting money Use Worksheet 20A, Page 38	20 minutes
5:6 Parts of the body: The Head Oral, then use Worksheet 20B, Page 38	20 minutes
5:7 Test Yourself Use Worksheet 21, Page 39	20 - 30 minutes
5:8 Telling time: to half past the hour Oral teaching	20 minutes
5:9 Using Baa and Waxaa Oral, then use Worksheet 22, Page 40	20 minutes

Teaching Aids:

- 5:2 Worksheet 19: Answers: 1d, 2a, 3f, 4b, 5c, 6e
- 5:5 Use real money, coins and notes, of different values
- 5:7 Worksheet 21: Answers; 1c, 2r, 3dh, 4b, 5j, 6s, 7d, 8t, 0x, 10g, 11kh, 12sh.

Cultural Notes:

- 5:4 Dialogue 4: Explain the interest Somalis have in learning about others. This is not rudeness.
- 5:5 Money: Every area has its own names for coins and notes and its own money-counting system. Explain the system of counting money and giving change in the areas where the students live.
- 5:6 Parts of body: In Somali these are used without the possessive endings e.g., madaxa, isha, (not madaxayga, ishayda etc...)

Grammar Notes:

- 5:2 On the Blackboard write out the complete "Verb to Be" in sentences and go over it well, orally. See Summary Sheet 3A, 3B, Pages 98, 99.
- 5:9 Do more oral examples of changing sentences from "Baa" to "Waxaa" and from "Waxaa" to "Baa". Explain that these 2 sentences mean the same thing but the word order is different "Waxaa" is often used in telling stories or relating happenings. "Baa" is used to emphasize the noun subject which precedes it.

UNIT SIX

MAIN TEACHING: (1) Present Tense (2) Personal Pronoun Indicators

	<u>Suggested Time</u>
6:0 Useful Expressions 1, Page 15 "The Somali Language"	10 minutes
6:1 Doing Something in the near future: Where? When? Review "baa" and "waxaa" Use Worksheet 18, Page 26	30 minutes
6:2 Vegetables and fruit: Vocabulary Oral, using real vegetables and fruits	20 minutes
6:3 When is he coming? Present Continuous Tense Use Worksheet 24, Page 42	30 minutes
6:4 Summary Sheet 4, Page 100 The Personal Pronoun Indicators	10 minutes
6:5 Doing something now: Present Continuous Tense Use Worksheet 23, Page 41	40 minutes
6:6 Dialogue 5, Page 9 "Going somewhere"	20 minutes
6:7 Parts of the body: trunk and limbs Oral, then use prepared drawing	10 minutes
6:8 About colours and clothes Oral, then use Worksheet 25	30 minutes

Teaching Aids:

- 6:2 Use real fruit and vegetables: potatoes, onions, tomato, garlic, carrot, papaya, banana, See Worksheet 26, Page 44 for ideas.
- 6:8 Talk about the colours of clothes students are wearing. Say:
Waxaad gashan/xidhan tahay

Cultural Notes:

- 6:2 Dialogue: Where are you going? Explain that Somalis often ask questions like this, wanting to know where others are going and what they are doing. It is not rudeness - just interest.

Grammar Notes:

- 6:3 It is useful to teach "I" and "He" together because the verb endings are the same e.g., Waan/Wuu imanayaa, and to teach "You" and "She" together, as the verb endings are the same: Waad/Way imanaysaa.
- 6:4 On the Blackboard show how to use "Xaggee" (Where) and "Goormaa?" (When) with the Personal Pronoun Indicator as well as "Maxaa" (What) e.g., Xaggaan, Xaggaad, Xagguu/Goormaan, Goormaad, Goormuu
- 6:1 6:5 Explain to the students that this Tense can be used to show what someone is doing Now and also what someone is going to do in the near future.

UNIT SEVEN

MAIN TEACHING: (1) Present Continuous Tense Negatives (2) Which?

	<u>Suggested Time</u>
7:0 Useful Expressions 2, Page 15 "Approvals"	10 minutes
7:1 In the market: fruit and vegetables Oral revision, then use Worksheet 26, Page 44	30 minutes
7:2 Yesterday: Shalayto and Dorraad Oral, then use Worksheet 16, Page 34	15 minutes
7:4 Telling time: from half past, to the full hour Oral, using a clock	20 minutes
7:5 Which colour? Use Worksheet 28, Page 46	20 minutes
7:6 Dialogue 6, Page 8 "Shopping"	20 minutes
7:7 Axmed's Day: Present Continuous Tense Negatives Use Worksheet 29, Page 47	30 minutes
7:8 Summary Sheet 5, Page 101, 102 Present Continuous Tense	10 minutes
7:9 Twenty Questions: An oral game Use Worksheet 30 Page 48	

Teaching Aids:

- 7:1 Use real fruit and vegetables.....
- 7:4 Use a real clock, or cardboard clock, with moveable hands.
- 7:5 You will need crayons or coloured pens or pencils for this part of the lesson.

Cultural Notes:

- 7:1 Explain about how to speak to shopkeepers, how to bargain asking for
- 7:6 last price, the prices of local goods, paying, getting change.

Grammar Notes:

- 7:3 Remind the students about changing the verb endings from feminine to masculine when they talk about Cali e.g., Wuxuu tegayaa.....
- 7:5 Explain how to form a question using "Which?" with the "ee" on the end of the word: Waa midabkee? Kee? Tee? Note the intonation.
- 7:7 a. See Summary Sheets 5 & 6 on Pages 101, 102, 103 for information about the formation and use of the Present Continuous Tense.
b. Use the Negative endings with "o" e.g., Ma tegayo, Ma tegaysid.
c. "Yaa?" (Who) is always followed by the verb in the third person singular masculine. e.g., Yaa tegayaa? Yaa imanayaa?
d. There are three negatives for "nobody": Qofna, Ninna, Cidna. They are always used with a negative verb: Ninna ma tegayo.

UNIT EIGHT

MAIN TEACHING: (1) Present Continuous Tense, Plural (2) Vocabulary: Food & clothes
Suggested Time

8:0	Useful Expressions 3, Page 15 "Disapprovals"	10 minutes
8:1	Faduma's Party: Present Continuous Tense, Plural Oral, then use Worksheet 31, Page 49	10 minutes
8:2	Review Dialogues 4,5, and 6, Pages 7 and 8	20 minutes
8:3	Qado wanaagsan: We, you, they Oral, then use Worksheet 32, Page 50	40 minutes
8:4	Maxay gashan yihiin?: Somali clothes Use a prepared picture.	10 minutes
8:5	Telling time: From half past the hour Worksheet 33A, Page 51	10 minutes
8:6	Parts of the Body: The trunk and limbs Oral, then use Worksheet 33B, Page 51	15 minutes
8:7	Summary Sheet 6, Page 103 Present Continuous Tense; Form	15 minutes
8:8	What are they going to do?: Plurals Use Worksheet 34, Page 52	40 minutes
8:9	Making sentences, and questions Use Worksheet 34B, Page 53	40 minutes

Teaching Aids:

- 8:1 Bring dry rations such as flour, rice, past, sugar, tea leaves, salt,
- 8:3 bread, oil, xawaash.
- 8:4 Prepare a picture of a Somali man and woman wearing traditional Somali clothes.
- 8:9 You will need pairs of scissors or razor blades, for the students to cut out the words and signs on this page.

Cultural Notes:

- 8:1 Talk about the food Somalis women prepare for a party and how to eat from a communal plate, sitting on the floor?

Grammar Notes:

- 8:2 Remind students that a "We" question is sometimes answered with "We" and sometimes with "you". But "you" questions have "we" answer.
- 8:7 Read Summary Sheet 6. Write the Verb endings on the Blackboard. Then add verb roots to the verb ending. Read through the whole conjugation: Waan qorayaa, Waad qoraysaa, Wuu qorayaa.
- 8:8 Read over Worksheet 34 with the students before they begin to work in pairs. Do the sentences before making the questions. State asking questions with "they" first, because the verb endings do not change: Maxay samaynayaa? Kubaad bay cayaarayaan.

UNIT NINE

MAIN TEACHING: (1) Present Continuous Tense (2) Adjectives

	<u>Suggested Time</u>
9:0 Useful Expression 4, Page 15 "Warnings"	10 minutes
9:1 Describing things: Adjectives Oral, using Worksheet 35, Page 54	30 minutes
9:2 What are you going to do? Interviews Use Worksheet 36, Page 55	30 minutes
9:3 Dialogue 7, Page 9 "Travelling"	20 minutes
9:4 Telling time: The T.V. Programme	15 minutes
9:5 Categories: A Test Use Worksheet 37, Page 56	20 minutes
9:6 My leg is hurting: Pains Oral, using the names of parts of the body	10 minutes
9:7 Faduma and Maxamed are wearing Oral, clothes and colours	15 minutes
9:8 In Xussen Sheekh Cali's compound: Present Continuous Tense Oral, using Worksheet 38, Page 57	40 minutes

Teaching Aids:

- 9:4 Use a T.V. programme found in "Xiddigta Oktoober". Write it on the blackboard or on a large piece of paper.
- 9:7 Use the prepared picture of a Somali man and woman wearing traditional clothes. Talk about what they are wearing.

Cultural Notes:

- 9:1 Talk about the special uses of some of the adjectives e.g., kulul, fuduud, and their meanings when used to talk about people.
- 9:8 Talk about life in a Somali compound and some of the things the students will see and hear. First ask students to make sentences about what they see in the picture. Then the teacher reads the sentences, while the students listen and try to understand.

Grammar Notes:

- 9:2 You will need to go through Worksheet 36 carefully with the students. Explain that they will ask somebody the question and the person will answer "I am". But when they write the answer in the Worksheet they will write "He/she is.." "Wuxuu/Waxay..."
- 9:3 The students may ask about the different types of sentences used in Worksheet 38. We use "baa" after the subject of the sentence, especially when two nouns are not defined. e.g., Eey baa hilib cunaya.

UNIT TEN

MAIN TEACHING: (1) Present Continuous Tense (2) Adjectives

	<u>Suggested Time</u>
10:0 Useful Expressions 5, Page 15 "Apologies"	10 minutes
10:1 Describing things: Adjectives Questions, answers and negatives Use Worksheets 35, 39 on Pages 54 and 58	20 minutes
10:2 Dialogue 8, Page 9 "What would you like?"	40 minutes
10:3 Find the differences: Using Present Continuous Tense q Use Worksheet 40, Page 59	40 minutes
10:4 Test Yourself Use Worksheet 41, Page 60	30 minutes
10:5 Reading a digital watch Use Worksheet 52, Page 61	20 minutes
10:6 Dhar Cusub: Clothes and colours Oral, then use Worksheet 43, Page 62	30 minutes
10:7 Where's it hurting? Oral, using the names of parts of the body	20 minutes
10:8 Where is it? Location of objects Oral, using objects in the classroom	20 minutes

Teaching Aids:

- 10:4 Worksheet 41: A: Answers; 5j, 1kh, 6t, 5d, 3b, 2x.
B: Any sensible answers are acceptable.
- 10:6 You will need crayons, or coloured pens or pencils for Worksheet 42
- 10:8 A: Use a pen and paper. Keep moving the pen to different positions.
Say "Qalinku xaashida ayuu dul yaal, hor yaal etc....."
B: Use a watch and paper. Move the watch to different positions.
Say "Saacaddii xashida ayay dul taal" etc. Ask students about what they hear.

Cultural Notes:

- 10:2 Talk about Somali ways of showing hospitality with food or drink. and how students should accept, or refuse, politely.
- 10:7 Explain how Somalis understand pain and how they expect others to sympathize. What to say: "Allah ha ku caafiyo".

Grammar Notes:

- 10:3 First teach the names of the rooms in the house. Then teach: ku jiraa, ku jirtaa, talking about the people in the rooms. e.g, "Afar qof haa misqusha ku jira".
- 10:8 The words which show position are dul, kor, hor, daba, dhilac, dhex, ag, hoos. We do not use yaal and taal when we talk about people. With people we use: joog, ku jir, jir, With things: jir, ku jir, yaal taal. See Worksheet 55 for ideas about this.

UNIT ELEVEN

MAIN TEACHING: (1) Present Habitual Tense (2) Adjectives

	<u>Suggested Time</u>
11:0 Useful Expressions 6, Page 16 "There isn't any"	10 minutes
11:1 More adjectives Revising Worksheets 35 and 39, Pages 54 and 58 Oral, then use Worksheet 44, Page 63	40 minutes
11:2 Revising Dialogues 7 and 8, Page 9 "Travelling" and "What would you like?"	20 minutes
11:3 I have, I don't have Oral, then using selected objects	40 minutes
11:4 Reading large numbers	20 minutes
11:5 Where is it hurting? Oral, then use Worksheet 45, Page 64	30 minutes
11:6 Clothes and colours Revision of Worksheet 43, Page 62	30 minutes
11:7 Where is it? Oral, using words that show position	30 minutes

See STEP I in
SAMPLE LESSON
PLAN on Pages
30-32

Teaching Aids:

11:3 You will need these objects for teaching have/haven't
(Waxaan haystaa).

Group A: A cigarette, a candle, a pen, an addressed envelope
a full bottle of Faanta or Koke.

Group B: a box of matches, a stamp, paper, a bottle opener,

11:7 - See Unit 10:8. You will need: a pen and a book; a watch and a book.
- Any other objects which the student know, placed all over the table.
Make sentences using "Yaal" and "taal" e.g., "The book is beside
the pen". "Buuggu qalinka ayuu ag yaal".

Cultural Notes:

11:3 Explain some of different meanings and uses of the different words
for possessing, using, holding, sharing e.g., hay, hayso, qab, qabo,
laho. 'Hayso' means "to have", but not necessarily to possess, or
to own.

Grammar Notes:

11:1 This week you begin to teach more about the use of Verb to Be, with
words which describe people or things.

11:3 This week you begin teaching the Present Habitual Tense.
See Summary Sheet 9 on Page 107, for notes about this tense and
its use.

UNIT TWELVE

MAIN TEACHING: (1) Present Habitual Tense (2) Adjectives

	<u>Suggested Time</u>
12:0 Useful Expressions 7, Page 16 "A lot, little, enough"	10 minutes
12:1 I have, I haven't, I need Oral, using real objects Summary Sheet 7, Page 104	45 minutes
12:2 Differences and opposites: Adjectives Use Worksheet 47, Page 66	30 minutes
12:3 Ordinal Numbers: First, second, third Oral, using the calendar	30 minutes
12:4 Dialogue 9, Page 10 "In the Restaurant"	20 minutes
12:5 Where's it hurting?: An oral game Questions and answers	20 minutes
12:6 Jikada Faduma iyo Jikada Maryan: Positions Use Worksheet 46, Page 65	40 minutes
12:7 Summary Sheet 8, Page 105 Adjectives	20 minutes
12:8 Whose is it? Yaa leh? Oral introduction of possessive endings Using objects.	30 minutes

See STEP II in
SAMPLE LESSON
PLAN Pages
30-32

Teaching Aids:

- 12:3 A calendar of the current month for teaching "The first day etc..
- 12:1 Use the same objects as used in Unit 11:3 plus others e.g., cup/saucer, aspirin/water, to teach 'have/don't have' and 'need'.
- 12:5 12:5 This game is the same as that on Worksheet 30: Twenty questions.
- 12:8 Collect objects from student and teachers e.g., watches, rings, pens, Ask the question "Yaa leh?" answer: Anigaa leh etc.

Cultural Notes:

- 12:4 Talk about how to behave in a restaurant, washing, seating, ordering food, eating, making payment, tipping.

Grammar Notes:

- 12:2 Revise the negatives of adjectives, e.g., Ma weyna, Ma cusba.
- 12:6 First teach the new words in the pictures, e.g., saxan, kidhli.
- 12:8 Possessives: "Yaa leh?" Answers: "Anigaa leh". See Summary Sheet 10, Page 109 for information about this lesson. Then put the possessive endings on the noun e.g., Waa saacadayda, saacadaadu

UNIT THIRTEEN

MAIN TEACHING: (1) Present Habitual Tense (2) Have/Need (3) Possessives
Suggested Time

13:0	Useful Expressions 8, Page 16 "Surprise"	10 minutes
13:1	"Siday yihiin: Expressing feelings Use Worksheet 48, Page 67	40 minutes
13:2	Dialogue 10, Page 10 "How are you feeling?"	20 minutes
13:3	They usually do it: Habitual tense Oral, then use Worksheet 49, Page 68	40 minutes
13:4	Summary Sheet 9, Page 107, 108 The Present Habitual Tense	30 minutes
13:5	"What I do every day". Teachers tell orally what they do. Introducing new verbs in the Habitual Tense	20 minutes
13:6	Expalining needs and offering Help. "I have, I don't have, I need" Use Worksheet 50, Page 69	60 minutes
13:7	Describing and claiming ownership Oral revision of possessives	20 minutes

See STEP III
in SAMPLE
LESSON PLAN
Page 30-32

Teaching Aids:

- 13:6 Other suggestions for subjects for Dialogues the students will make are (1) filim baad haysataa laakiin kamera ma haysatid. .
(2) Shaah baad samaynaysaa laakiin dukaanka wuu xidhan yahay. .
(3) Aroos baad tegaysaa laakiin dhar wanaagsan ma haysatid...
- 13:7 Talk about students' and teachers' clothing, and other **objects**.

Cultural Notes:

- 13:1,2,3
Talk about how and when Somalis express their feelings; and how students should react to them. e.g. "Maanta waan werwersan ahay..."
- 13:6 **Explain** how to offer assistance or help to someone in need, or to ask for help from others. Talk about any situations when they shouldn't do this, e.g. Giving "loans".

Grammar Notes:

- 13:1 These expressions are used with the Verb to Be. e.g., Waan faraxsan ahay
- 13:5 Tell the things you do every day. Use Present Habitual Tense e.g., "Waan toosaa, kacaa, maydhaa, cunaa, tagaa"...

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UNIT FOURTEEN

MAIN TEACHING: (1) Present Habitual Tense (2) Reasons (3) Possessives

	<u>Suggested Time</u>
14:0 Useful Expressions 9, Page 16 "Directions"	10 minutes
14:1 Making polite offers, Requests and asking Permission Use Worksheet 51, Page 70	30 minutes
14:2 Expressing feelings and giving reasons Use Worksheets 48 and 52, page 67 and 71	40 minutes
14:3 Dialogue 11, Page 114 "I'm Hungry"	30 minutes
14:4 Faduma's work: Present Habitual Tense Use Worksheet 54, Page 73	40 minutes
14:5 What do they do every day? Oral, talk about people of other professions	25 minutes
14:6 It's his, It's hers Oral, possessive endings with nouns Use Worksheet 43, Page 62 "Dhar Cusub"	20 minutes
14:7 Finding out what other people usually do Use Worksheet 53, Page 72 Interviews.	45 minutes

Teaching Aids:

- 14:4 The correct order of the sentences is 5, 9, 7, 1, 8, 2, 10, 3, 4, 6.
- 14:5 Prepare cards with names of other professions e.g.,
Takhtar buu yahay. Xoghaye bay tahay. Hooyo bay tahay.
Students, in pairs, prepare a story about the daily work of these
people. The other students guess the profession from the
description of what the person does.

Cultural Notes:

- 14:1 Making polite offers, requests and asking permission. Explain
when and to whom these kind of expressions are used.
- 14:2 Explain when and to whom the students should or should not give
reasons for how they feel. Remember the way it is said is
important. Explain how they should answer or respond.

Grammar Notes:

- 14:2 Introduce the question "Why?" "Waayo? or "Maxaa + u....?" which
is used with a verb e.g., "Maxaad u tegaysaa?"
- 14:6 It's his... Waa shaatigiisa, surwaalkiisa
It's her... Waa masarkeeda, kabaheeda.....
It's my ... Waa kabahayga, Waa kabahaaga.....
Use - Summary Sheet 10 Page 109 as a reference for this lesson.

UNIT FIFTEEN

MAIN TEACHING: (1) Present Habitual Tense (2) Possessives

	<u>Suggested Time</u>
15:0 Useful Expressions 10, Page 16 "If God wills"	10 minutes
15:1 Joog and Jir: How to use them Use Worksheet 55, Page 74	20 minutes
15:2 The thief: Possessives Oral, then use Worksheet 43, Page 62 Oral, then use Worksheet 56, Page 75	40 minutes
15:3 It's in the bag: A Game Oral, Questions and answers	30 minutes
15:4 A Test, complete the sentences Use Worksheet 57, Page 76	30 minutes
15:5 Dialogue 12, Page 11 "I've lost it !"	20 minutes
15:6 Looking at photos: Possessive endings Use Worksheet 58, Page 77	30 minutes

Teaching Aids:

- 15:3 It's in the bag: Collect objects known to students: put them in separate bags or envelopes. One student opens the bag. The other students ask questions to try and find out what the object is. Use adjectives, with Verb to Be, and other questions they know.
- 15:4 Answers: 1kh, 2c, 3d, 4t, 5sh, 6j, 7g, 8x, 9b, 10s, 11t, 12dh.
- 15:6 Use photos of your family, before using the Worksheet.

Cultural Notes:

- 15:3 Explain where and when Somalis use these words and expressions and how they are appreciated.
- 15:1 In some areas, the question "Ma lagu jooga?" relates to guests or to a housemaid.

Grammar Notes:

- 15:6 This lesson needs to be taught step by step. See Summary Sheet 10 page 109.
1. Revise, dul hor, kor, hoos, etc.
 2. Add the endings - dusha, horta, korka, etc.
 3. Revise the possessive endings - iisa, eeda, etc.
 4. Add the possessive endings to the position words e.g.
dushiisa, hortiisa
 5. Be sure to keep the correct words together: e.g., Guriga hortiisa. Shineemada horteeda and explain why. The reason is that the ending on the "position word has to agree with the gender (M or F) of the noun. See Summary Sheet 11, Page 110.

UNIT SIXTEEN

MAIN TEACHING: (1) Past Tense (2) Directions (3) Position

	<u>Suggested Time</u>
16:0 Useful expressions 11, Page 17 "Let's go".	10 minutes
16:1 The Thief: Possessives Oral Revision using Worksheets 56 and 58 Summary Sheet 10, Page 109 Possessives	40 minutes
16:2 Habeenkii Tuuggu so dhacay: Past Tense Use Worksheet 59, Page 78	40 minutes
16:3 Dialogue 13, Page 12 "Where is it?"	20 minutes
16:4 Weydiin iyo tilmaam Bixin Asking and giving Directions Use Worksheet 60, Page 79	40 minutes
16:5 Summary Sheet 11, Page 110 Words that show position	20 minutes
16:6 Xaggay yihiin? Positions Use Worksheet 61, Page 30	20 minutes
16:7 Just a minute: A Game for oral practice Talk about a subject for one minute	20 minutes

Teaching Aids:

- 16:4 Use or prepare a large map of the local area, or the main streets of the city.
- 16:6 Answers: 1x, 2j, 3kh, 5sh, 6r, 7d, 8dh, 8s, 10t.
- 16:7 A Game: Write some subjects on small cards; e.g., lacag, dadkayga, af Soomaali, Muqdishu, etc. Divide class into 2 equal teams. Team A chooses a subject and a speaker, who says as much as he can about the subject. When he hesitates, another team member continues. Team B can "time" them for 60 seconds. Then Team B chooses a subject and speaker, and so on.

Cultural Notes:

- 16:3 Explain ways the students should approach people to ask for directions how they should ask, and how they can give directions to others.

Grammar Notes:

- 16:1 These last 5 units concentrate on the **Past Tense** and the verb endings
- 16:2 Write on the Blackboard conjugations of "imid" and "idhi" (iri)
Also write the past tense negative of verbs in the 3 groups
Group 1 Verbs negatives end in "in" - Ma furin/tegin/sugin/
Group 2 Verb negatives end in "an" - Ma baran/garan/seexan
Group 3 Verb negatives end in "in" or "yn" - Ma siin/samayn/ku celin.

UNIT SEVENTEEN

MAIN TEACHING: (1) Past Tense (2) Directions (3) Ownership

		Suggested Time
17:0	Useful Expressions 12, Page 17 "Hurry Up"	10 minutes
17:1	Waxa tuuggii ku saabsan: Past Tense Use Worksheet 62, Page 81 Make Dialogues in pairs about the thief	60 minutes 40 minutes
17:2	Xaggeed tagtay? Directions Repeat Dialogue 13 Use Worksheet 63, Page 82	40 minutes
17:3	Dialogue 14, Page 82 "What's the matter?"	30 minutes
17:4	Maad joogtay? An oral game	20 minutes
17:6	Afarta Nin: The Verb "Laho" Use Worksheet 64, Page 83	

Teaching Aids:

17:5 Draw this chart on the blackboard from all the possibilities each student decides when and where he went and where he stayed. He then moves around the classroom asking questions to find someone who was at the same place at same time he was. Questions: Xaggeed tagtay? Goormaad tagtay? Xaggeed ku degtay? London maad tagtay? etc.

MAAD JOOGTAY?		
July 83	Aug 83	Sept 83
London	N.Y	Rooma
Park Hotel	Grand Hotel	New Hotel

Cultural Notes:

- 17:0 Explain when and to whom these words can be said: "So degdeg".
- 17:3 Explain Somali attitudes to sickness, how students should sympathise, and advice they should give saying "Allah ha ku caafiyo".
- 17:6 17:6 Explain how this verb "Laho" is used to talk about family members; also virtues, characteristics, etc. Give some of the idiomatic uses: Uur bay leedahay, Shir buu leeyahay, Lacag baad igu lahayd.

Grammar Notes:

- 17:6 (1) The negative of laho is "Ma leh" (ma laha) which conjugates "Ma lahi" "Ma lahid".
- (2) Talk about how these four people in the pictures feel, and why; using some of the expressions the students have already learned. e.g., Wuu murugaysan yahay, Waxaa yeelay xabadhiisa way jirran tahay.

UNIT EIGHTEEN

MAIN TEACHING: (1) Past Tense (2) Verbal Particles (3) How? - Reasons			Suggested Time
18:0	Useful Expressions 13, Page 17 "All alone, nobody"		10 minutes
18:1	Revise Dialogues 13, 14, Page 12		20 minutes
18:2	Maxaa dhacay? Sidee? Accidents Use Worksheet 65, Page 84		40 minutes
18:3	Maxaa ku Helay? Causes and Reasons Make Dialouges in pairs Use Worksheet 66, Page 86		60 minutes
18:4	Sida Tuugii loo helay: Past Tense Revise parts 1, and 2, Worksheets 59, and 62 The use Worksheet 67, Page 86		30 minutes
18:5	Summary Sheet 13, Pages 112 and 113 Verbal Particles		30 minutes
18:6	Muxuu leeyahay? Questions and answers Use Worksheet 64, Page 83		30 minutes

Teaching Aids:

- 18:2 First teach new vocabulary words from the pictures; e.g., jaranjaro birdaawe.etc.
- 18:3 First read through Worksheet 66 with the students. Divide students into pairs.Each pair prepares a Dialogue to act in front of the class, giving reasons for an accident.
- 18:4 Retell all the story about the thief, orally, first, from the beginning using Worksheets 59, and 62. Then use Worksheet 67.
Answers: Worksheet 67:
1kh, 2j, 3s, 4t, 5d, 6b, 7c, 8r, 9g, 10sh, 11x.

Cultural Notes:

- 18:2 ~~Explain~~ the way in which Somalis speak of accidents to themselves, and why they think this way. "Gacanta baa iga jabtay".
"Lacagta baa iga hallowday." (iga, from me)
- 18:3 After doing the Dialogues, point out any thing the students did wrong i.e., in Somali culture, or in Grammar.

Grammar Notes:

- 18:2 Remind the students that the verb after a "Yaa? (Who?) is always in third person singular masculine e.g., Yaa far is jaray?
Yaa gacan is gubay?
- 18:6 Revise use of Kee? and Tee? using the pictures of the four men.
Ask questions like: Ninkee baa taajiirsan? Kee baa lacag doonayaa?

UNIT NINETEEN

MAIN TEACHING: (1) Past Tense (2) Impersonal "la" (3) Subjunctives

	<u>Suggested Time³</u>
19:0 Useful Expressions 14, Page 16 "What's your opinion?"	10 minutes
19:1 Maxay kula tahay? Expressing opinions Oral; use Worksheet 65, Page 84 Then use Worksheet 68, Page 87	45 minutes
19:2 Dialogue: 15, Page 13 "It doesn't work"	20 minutes
19:3 Ila qosol: A short story Use Worksheet 69, Page 88	45 minutes
19:4 Tuuggii maad aragtay? An oral Game	20 minutes
19:5 Making Somali Tea: The impersonal "la" Use Worksheet 70, Page 89	45 minutes

Teaching Aids:

- 19:1 Read through Worksheet 68 with the students, and do some of the substitution Tables first, to show how they "work". Divide students into groups of three and let them express their opinions about the four different problems on the Worksheet. One person from each group will present the "opinions" to the rest of the class.
- 19:4 See Unit 17:5 for instructions. Use this pattern Try to see how many other "witnesses" each person can find.
- 19:5 Bring the things used for making tea; tea leaves, kettle, spices, sugar, a tray, glasses, mortar and pestle. Teach any new words first.

TUUGGII MAAD ARAGTAY?			
Hotelka	Hotelka	Hotelka	Hotelka
dabadiisa	hottiiisa	dhaxdiisa	
Winiyo	laba	laba	
naag	naagood	nin	
lacaag	boorsad	gaadhi	

Cultural Notes:

- 19:1 Explain anything about giving opinions about problems and how it should be done. Also how to make complaints in an acceptable way.

Grammar Notes:

- 19:1 "I want to go to Rome". In Somali the subjunctive is used in this kind of sentence. The Verb endings are the same as the negative of the Present Habitual Tense giving the idea of "Present Time".
- 19:5 "La" is like the passive voice in English "Waa la keenay"
It was brought.

UNIT TWENTY

MAIN TEACHING: (1) Past Tense (2) Impersonal "la" (3) Relationships

	<u>Suggested Time</u>
20:0 Useful Expressions 15, Page 16 "Blessings"	10 minutes
20:1 Sidaa loo sameeyo: Explaining how to do something Use Worksheets 70 and 71, Pages 89, 90	45 minutes
20:2 Dialogue 16, Page 13 "My Family"	30 minutes
20:3 Ali's Family: Relationships Use Worksheet 72, Page 91	45 minutes
20:4 Test Use Worksheet 73, Page 92	20 minutes
20:5 Saaxiibaday: Describing and arranging Use Worksheet 74, Page 93	30 minutes
20:6 A crossword puzzle. How to continue learning Somali Use Worksheet 75, Page 94	30 minutes

Teaching Aids:

- 20:1 For making Somali tea, use the same objects as in Unit 19:5
- 20:5 The students will need pairs of scissor or razor blades, to cut out the pictures on Worksheet 74

Cultural Notes:

- 20:0 Explain when these greetings are used and to whom, and how they are appreciated.
- 20:3 Explain something about family relationships and how cousins are often called brothers. Somalis use "Adeer" and Eeddo" as respectful titles to older people. There are no words in Somali for "niece" or "nephew" "Abti baan u ahay yarkaas/yartaas".

Grammar Notes:

- 20:3 The short possessive endings are used when referring to people e.g., hooyaday, hooyadaa, hooyadiis, (but not xaaskayga).
- 20:6 Final word: How To Continue Learning Somali
- (1) Bring other Somali books e.g., Iska Wax U Qabso, and the three Somali Grammars by John Warner, to show what can be used for follow-up and further study. Also bring Dictionaries and simple reading books, which can be found in Somalia.
- (2) Encourage the students to:
- listen to Somali speakers
 - practise "chit-chatting" Somali whenever they can.

Wish the students good luck in their continued studies.

B I B L I O G R A P H Y

Reference Books used in preparing both Student's and Teacher's Book:

- = "Teaching Vocabulary"
Practical Language Teaching - No 10
By Michael Wallace
Heinman Educational Books - London
- = "Language Teaching and the Biligual Method"
By C J Dodson
Pitman Educational Library
Pitman Publishing
- = "Using Blackboard Drawing"
Practical Language Teaching No 5
By Peter Shaw and Thérèse De Vet
Allen & Unwin
- = "Play Games with English - Book 1"
Teachers' Book and Student's Book
By Colin Granger
Heinman Education Books Ltd - London
- = "Take 5-"
Games and Activiites for the Language Learner
Michael Carrier and the Centre for British Teachers
Harrap- London
- = "English Language Teaching Games for Adult Students"
Book I Elementary
L.A. Hill R D S Fielden
Evans Brothers Ltd
- = "Visual Aids for Classroom Interaction"
Edited by Susan Holden
Modern English Publications Ltd, 1978
- "Teaching Oral English"
By Don Byrne²
Longman Group Ltd, 1976
- "Teaching English through English"
By Jane Willis²
Longman Handbooks for Language Teachers.

Bibliography Contd....

- = "Teaching Languages to Adults"
Edited by Duncan Sidwell
C.I.L.T., London
- = "A Teacher Training Course"
Lecturer's Book and Trainees' Book
I.A Hill & Michael Dobbyn
Cassell, EFL
- = "Communication Activities"
For Adult ESL Classes
Marilyn Lewis
PEIRC, Auckland, New Zealand
- = "Teaching Languages"
Ideas and Guidance for Teachers
Working with Adults
Edited by Edith R Baer
British Broadcasting Corporation
- = "Materials for Learning"
How to Teach Adults at a Distance
By Janet Jenkins
Routledge and Kegan Paul, England
- = "Teaching Practice Handbook"
A Reference Book of EFL Teacher in Training
By Roger Gower and Steve Walters
- = "The Teaching of African Languages"
By Timothy Awoniye
Hodder and Stoughton

S A M P L E
P A G E 1"LA SOCO AF SOOMAALIGAINFORMATION SHEETSOMALI LANGUAGE CLASSTO: _____

Date _____

Copies _____
sent to _____

The Intensive Somali Language Class for Beginners will be held at _____
from _____ to _____ covering 20 class days.

PLEASE NOTE: The course is very intensive, so please be sure that you are aware of the following points:

1. The prospective students should be in good health.
2. They should be free from all other commitments.
3. If they are new workers they should arrive at least one week before the course begins in order to complete all formalities and be physically and emotionally prepared for the course.
4. The students should be serious about their reasons for learning Somali, and be willing to put eight hours per day, Monday to Friday into the Course.
This eight hours consists of:
 4 hours of classwork (____ a.m to ____ p.m. daily)
 1 hour of practice with a Somali speaker (____ p.m. to ____ p.m.)
 2-3 hours of private study, including additional time spent with Somalis.
5. There should be no absences from the morning classes, or from the one hour of oral language practice in the afternoons.
6. The students should be willing to go out and mix with Somali people whenever they can and be willing to listen, and to try to use what they know.
They should also be prepared to be laughed at.
7. If possible they should try to live in a Somali lodge, Hotel or home during the Course time. The teacher can suggest suitable places.
8. We hope you will come with a spirit of eagerness and willingness to participate!

Contd.... P.2

SAMPLE
PAGE 2

Contd...

WHAT TO BRING TO THE COURSE

- a small battery cassette machine and empty cassettes to record the Somali teacher in class, or during the afternoon session.
- a note book and pen
- a large index book for making a dictionary
- a packet of index cards for making small flash cards.

TEXT BOOK

The Text Book used by the class, is "LA SOCO AF SOOMAALIGA" which costs _____ and is available from the teacher.

DAILY PROGRAMME: (Example)

-- Classroom work	8:30 a.m.	-	10:30 a.m.
-- Tea break	10:30 a.m.	-	11:00 a.m.
-- Classroom work	11:00 a.m.	-	1:00 p.m.
-- Lunch break	1:00 p.m.	-	2:30 p.m.
-- One-to-one language practice	2:30 p.m.	-	3:30 p.m.
-- Private study and talking with Somali friends	4:00 p.m.	-	?????????

COST

The cost of the complete Course is _____ which should be paid by cheque made out to _____. Payment at the beginning of the Course would be helpful. This amount covers the following:

- rent of room
- morning tea or coffee
- payment of classroom teachers
- payment of afternoon language helpers
- Class party etc..

IF YOU WISH TO HAVE A PLACE IN THIS CLASS PLEASE LET THIS OFFICE KNOW IN WRITING AS SOON AS POSSIBLE. THANK YOU.

DIRECTOR OF LANGUAGE COURSE

END.

"LA SOCO AF SOOMALIGA"STUDENT'S PERSONAL PROGRESS RECORD

Try to make your own goals for each week. Put a ✓ when you have reached that goal.

Week 1: Goals _____ ☐

Week 2: Goals _____ ☐

Week 3: Goals _____ ☐

Week 4: Goals _____ ☐

When you feel that you are familiar with the work covered by these Units and Dialogues, put a check mark in the column.

Unit 1	Unit 11	Dialogue 1	Dialogue 9
Unit 2	Unit 12	Dialogue 2	Dialogue 10
Unit 3	Unit 13	Dialogue 3	Dialogue 11
Unit 4	Unit 14	Dialogue 4	Dialogue 12
Unit 5	Unit 15	Dialogue 5	Dialogue 13
Unit 6	Unit 16	Dialogue 6	Dialogue 14
Unit 7	Unit 17	Dialogue 7	Dialogue 15
Unit 8	Unit 18	Dialogue 8	Dialogue 16
Unit 9	Unit 19		
Unit 10	Unit 20		

IMTIXAAMO: (TESTS)

Worksheet 21 Worksheet 41 **Worksheet 57** **Worksheet 73**

Personal Assessment: Write here the things you have learned from this course _____

Write here your language learning goals for the future: _____

S A M P L E

"LA SOCO AF SOOMALIGA"TEACHER'S CHECK SHEET OF STUDENT'S PROGRESSCONFIDENTIAL

NAME OF STUDENT _____

DATE OF COURSE _____

ORGANIZATION _____

LENGTH OF COURSE _____

PLACE OF WORK _____

TYPE OF WORK _____

Time spent in Somali area before starting class _____

Previous knowledge/Somali courses _____

Attendance _____

Motivation _____

Listening/hearing skill _____

Pronunciation _____

Intonation _____

Understanding _____

Conversation _____

Attitude in Class _____

Attitude to Somalis _____

Private study _____

Mixing with Somalis
outside of class _____

Interest in Somali culture _____

Reading skills _____

Special interests _____

General comments _____

Future Goals _____

Date _____

Signed _____

Director of Course

END



SAMPLE

Mennonite Board In Eastern Africa

NEW WAUMINI HOUSE 5TH FLOOR P.O. BOX 14894 NAIROBI, KENYA.

S H A H A A D O

Shahaadadan waxaa la heli karaa
markii la dhammeeyo Koorsada Kowaad
ee barashada Af-Soomaaliga.

Tanu
waxay shahaado iyo caddayn u tahay
in ardayga hoos ku magacaaban

qaatay _____ cashar oo Af-Soomaali ah
laga bilaabo
_____ ilaa _____

Taariikh _____

Meesha _____

Madaxa waxbarashada iyo tababarka
