

D5575

# ZULU READING

( For use with Masihambisane First Year)

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## FIRST YEAR

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### METHODS OF TEACHING

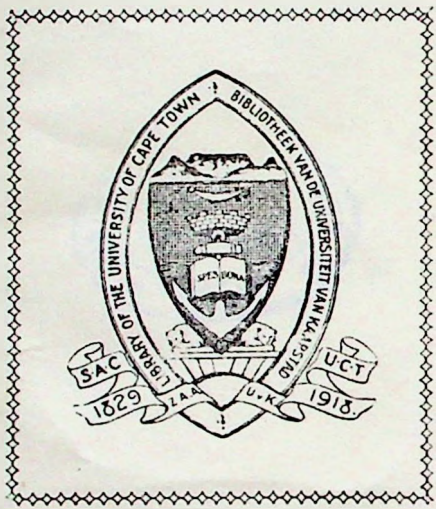
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# METHOD OF TEACHING

## LESSON 1

Introduce vowels : a e i in the following way or by means of a similar story :—

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ukhuluma uthi  
noma eyiphiwa  
it "a" on the  
it. Let children

nunye umuntu  
e" mnumzane.  
ifts up his hand  
print it several  
and let children

ephuma endlini  
"i" "i" . . .  
on. In the next

se an oral Zulu  
shuhlafa ezinye  
n" "m".  
say it, and then

g all the "m's"  
tters. The full  
l. ima mama.

with the words  
pin words to  
art of lesson 1.)

u.

O Uyaye athini umuntu uma umthama umthameza ekude na ?  
Uphendula athi : "o" "o" "o."

Whilst you say "o" print it several times on blackboard  
in coloured chalk and let children pronounce it.

# METHOD OF TEACHING

## LESSON 1

Introduce vowels : a e i in the following way or by means of a similar story :—

**a** Konje **umntwana** ongakakwazi kahle ukukhuluma uthi uma ebona into enhle phambi kwakhe noma cyiphiwa uthini na? Uthi "a" "a" "a." (Print "a" on the blackboard in coloured chalk whilst you say it. Let children pronounce it several times.)

**e** Konje **umuntu** uma efika emzini womunye umuntu **ukhuleka** athini na? Uthi "e" "e" "e" mnumzane. (Show children how he takes off his hat or lifts up his hand when he says "e.") When you say "e," print it several times on the blackboard in coloured chalk and let children pronounce it.

**i** Konje uma kushadwa, lapho umakoti esephuma endlini omame banemeza bathini? Bathi: "i" "i" "i" . . . These vowels will form the first reading lesson. In the next period revise them.

Then teach consonant m :

**m** Have a sketch on the blackboard and take an oral Zulu lesson on it.

Uma inkunzi yenkomo ikhala ifuna ukhuhlaŝa ezinye konje ikhala ithini na? Ithi: "m" "m" "m".

Print the "m" several times while you say it, and then let children pronounce it after you.

Now teach the following sentences, printing all the "m's" in coloured chalk. Do not use capital letters. The full stop is the only punctuation to be used. ima mama. mema mama.

Vary your methods. Use flash cards with the words and sentences and sometimes let children pin words to pictures. (Use sufficient periods for this part of lesson 1.)

Teach the remaining vowels : o and u.

**O** Uyaye athini umuntu uma umthuma ummemeza ekude na? Uthi: "o" "o" "o."

Whilst you say "o" print it several times on blackboard in coloured chalk and let children pronounce it.

Flash the "s" whilst you say it several times. Then teach the sentences of this lesson, printing all the "s's" in coloured chalk. Devote sufficient periods to this lesson.

**Words for spelling :**

isele susa safa isilo sona

*Method.*—Print the words on the blackboard in red, green, blue and yellow chalk and let the children read them several times. Then ask : " Which word is written in green chalk ? " etc.

## LESSON 6

Draw the sketch of this lesson on the blackboard and treat it as an oral Zulu lesson, preparatory to the reading lesson.

**Teach consonant "d" :**

Into esindayo uma iwa iwela phansi ithi : " d " " d " " d "

Print the "d" several times on the blackboard in coloured chalk, and let the children pronounce it. Then teach the sentences of Lesson 6, printing all the "d's" in coloured chalk. Devote sufficient periods to the lesson.

**Words for spelling :**

idada aduda idamu sibone musa

*Method.*—Draw a ladder on the blackboard and on the steps write the words. Then call upon individual children to go up and down the ladder reading the words, and sometimes tell them to jump a step.

*Revision.*—Revise lessons 4, 5 and 6. Mix the sentences of the different lessons when writing them on the blackboard. Flash cards with the sentences are very useful and they can always be used again for revision work.

## LESSON 7

Have the sketch of the lesson on the blackboard and teach an oral Zulu lesson on it, preparatory to the reading lesson.

**Teach consonant "f" :**

Ikati uma libona, futhi lesabainja lizwakala ngomsindo muni na ? lithi : " f " " f " " f "

Flash the "f" whilst you say it, and write it on the blackboard. Then let the children pronounce it several times. Teach the sentences of lesson 7, printing all the "f's" in coloured chalk. Devote sufficient periods to the lesson.

**Words for spelling :**

ufudu imifino ifu ifosi funa

*Method.*—Distribute cards with the words written on them, among a group of children who should stand in front of the class. Write word by word on the blackboard, and ask the children : " Who has the word I have just written on the blackboard ? " The child who has it shows the card to the class.

**LESSON 8**

Draw the sketch of this lesson on the blackboard and treat it as an oral Zulu lesson, preparatory to the reading lesson.

**Teach consonant " z " :**

Uma kuzona imvula, noma kuza isiqumbu sezinkumbi, kuzwakala msindo muni na ? Kuthi : " z " " z " " z "

Print the " z " several times on the blackboard whilst you say it and let the children pronounce it. Then print the sentences of this lesson under the sketch, and let the children read sentence by sentence as you go along. Print all the " z's " in coloured chalk. Devote several periods to the lesson.

**Words for spelling :**

izolo, isiziŭa duze aŭazali zula

*Method.*—Print the words on the blackboard and let the children read them several times. Then erase a letter in each word, e.g., i olo, and ask individual children to insert the letter omitted.

**LESSON 9**

Have the sketch on the blackboard and question the children about it.

**Then teach consonant " w " :**

Umainja ikhonkotha ithini na ? Ithi : " w " " w " " w "

Flash the " w " several times whilst you say it and also write it on the blackboard. Then let the children pronounce it.

Print the sentences of this lesson below the sketch, and let the children read sentence by sentence as you go along. Print all the " w "s in coloured chalk. Devote several periods to this lesson.

**Words for spelling :**

iwisa amaweŭe ilawu amawa wona

*Method.*—Print the words on the blackboard and let the children read them several times. Then show cards with the words

printed on them, and call upon children to pin the words to the picture in the correct places.

*Revision.*—Revise lessons 7, 8 and 9. In your blackboard summaries, mix the sentences from the different lessons. Flash cards with sentences from the various lessons are very useful.

## LESSON 10

Take an oral Zulu lesson on this sketch preparatory to this lesson.

**Teach consonant " b " :**

Sizwa msindo muni uma abantu becima umlilo omkhulu ngamahlahla noma ngamasaka na? Kuthi : " b " " b " " b "

Print " b " several times on the blackboard whilst you say it, and let children pronounce it.

Then print the sentences below the sketch of this lesson, using coloured chalk for all the " b's " Devote a few periods to this lesson.

**Words for spelling :**

ibola ibasi ibala ubaba abafana

*Method.*—Have little pictures of the above words, magazine cut-outs are very useful and cards with the words printed on them. Distribute the pictures and cards among a group of children standing in front of the class. Call out word by word—the children then match the word with the picture.

## LESSON 11

Teach an oral Zulu lesson on the sketch preparatory to the reading lesson.

**Introduce consonant " g " :**

Kuzwakala kanjani ukuthi kukhona umuntu kumbe isilwane esizayo emva kwendlu na? Kuthi : " g " " g " " g "

Print or flash the " g " whilst you say it, and let the children pronounce it. Then teach the sentences of Lesson 11, printing all the " g's " in coloured chalk. Devote several periods to the lesson.

**Words for spelling :**

igula ugogo igoli igaba ugugile igazi geza igama

*Method.*—Print these words on the blackboard and let the children read them several times. Then show cards with the words printed on them. Call out word by word and let individual children pick out the word you say.

## LESSON 12

Preparatory to this lesson take an oral Zulu lesson on the sketch.

**Then introduce consonant "j" :**

Uma umuntu elahla into kude le uyaye ayi : " j " " j " " j "  
—ayi jikijele kude le.

Flash the " j " whilst you say it, and print it on the blackboard several times whilst the children pronounce it. Then teach the sentences of Lesson 12, printing all the " j's " in coloured chalk. Devote sufficient periods to the lesson.

**Words for spelling :**

gijima ijuba jabula ijazi

*Method.*—Draw a house with a flight of steps, on the blackboard. On the steps write the words to be spelt. Let the children read the words several times. Then call upon individual children to get in and out of the house reading the words on the steps. As a reward for those that succeed draw a small stick figure inside the house and call it by the child's name.

*Revision.*—Of Lessons 10, 11 and 12. Print some of the sentences of the various lessons on the blackboard and let the children read them. Devote several periods to revision work.

## LESSON 13

Take an oral Zulu lesson on the sketch of this lesson preparatory to the reading lesson.

**Teach consonant "h" :**

Umainja ikade igijima libalele izwakala ithi : " h " " h " " h "

Flash the " h " as often as you say it. Then let the children pronounce it, and print it on the blackboard as often as they pronounce it. Teach the sentences of lesson 13, printing all the " h's " in coloured chalk. Devote several periods to the lesson.

**Words for spelling :**

ihoho uhele amahewu bahola hawu ihawu

*Method.*—Write the words on the blackboard and let the children read them several times. Then erase a syllable of each word and call out word by word. The children add the syllables to the words as they write them, *e.g.*, uhe - - , uhe/le, - - hola, ba/hola, amahe - - , amahe/wu, etc.



## LESSON 14

Teach an oral Zulu lesson on the sketch as an introduction to the reading lesson.

### Teach consonant "t" :

Uma inyoni, ititihoye, ikhala ithi : " t " " t " " t "

Print the " t " on the blackboard as often as you say it. Then let the children pronounce it, and flash it each time they pronounce it. Teach the sentences of Lesson 14, printing all the " t 's " in coloured chalk. Devote sufficient periods to the lesson.

### Words for spelling :

usawoti isitulu esitolo utamatisi

*Method.*—Print the words on the blackboard and let the children read them several times, always in a different order. Then erase the words and use flash cards, which you have prepared. Flash word by word and let the children write each word after you have flashed it.

## LESSON 15

Introduce this lesson with an oral Zulu lesson on the sketch.

### Then teach "th" :

Uma iwashi lilungile lihamba kahle lizwakala ngokuthi :  
" th " " th " " th "

Flash the " th " as often as you say it. When the children pronounce it after you, print it on the blackboard each time. Then teach the sentences of the lesson, printing all the " th 's " in coloured chalk. Devote several periods to the lesson.

### Words for spelling :

umuthi wethu izithelo thethisa thatha thina letha  
thenga

*Method.*—Write the words on pieces of cardboard or paper which you will pin on the blackboard. Let the children read the words and let them form sentences with them. Then take away the cards and tell the children to write down all the words they remember.

*Revision.*—Revise Lessons 13, 14 and 15. Write a few sentences of each lesson on the blackboard and let the children read them individually. Then write some sentences on strips of cardboard or paper and flash them. Devote sufficient periods to revision work.

## LESSON 16

Treat the picture of this lesson as an oral Zulu lesson preparatory to the reading lesson.

**Teach consonant "k" :**

Nonke niyakwazi ukukikiza kwamakhosikazi athi : "ki"  
"ki" "ki"

Write the "k" on the blackboard whilst you say it. Let the children pronounce it as often as you write it. Then teach the sentences of Lesson 16, printing all the "k's" in coloured chalk. Devote several periods to the lesson.

**Words for Spelling :**

isikole ikati isikela amakewu

*Method.*—Draw the pictures illustrating the words on the blackboard and also write the words, but in a different order from that of the pictures. Let the children read the words several times, each time in a different order. Lastly erase the words and tell the children to write the words in the order indicated by the pictures.

## LESSON 17

An oral Zulu lesson about "ukhulu" should be taken preparatory to the reading lesson.

**Introduce "kh" :**

Uma umntwana ebindiwe emphinjeni ukudla okulukhuni uthi : "kh" "kh" "kh"

Flash the "kh" as often as you say it. Then let the children pronounce it, and each time they do so, write it on the blackboard. Then teach the sentences in Lesson 17 and print all the "kh's" in coloured chalk. Devote several periods to the lesson.

**Words for spelling :**

ukhulu ikhuba ikhekhe khona kakhulu khetha ukhuni

*Method.*—Write the words on the blackboard and let the children read them several times. Then erase a syllable of each word and let the children copy the words adding the syllables which are missing.

## LESSON 18

Preparatory to the reading lesson an oral Zulu lesson on the sketch should be taken.

**Teach consonant "v" :**

Uma imoto ibajiwe odakeni oluningi, uma isisuswa kuBanzima iBanga umsindo ithi : "v" "v" "v"

Print the " v " on the blackboard each time you say it, and when the children pronounce it, show a flash card with a " v " on it. Then teach the sentences of Lesson 18, printing all the " v's " in coloured chalk. Devote sufficient periods to the lesson.

**Words for spelling :**

ivila ukuvova ukuvuba govuza ubovu vuvuka vula uvalo

*Method.*—Print the words on the blackboard and let the children use them in sentences of their own, then erase the words. Now write one syllable of a word on the blackboard and say the word; then let the children write the complete word on their slates.

*Revision.*—Revise Lessons 16, 17 and 18. In each period revise a few sentences of previous lessons by printing them on the blackboard and sometimes on flash cards. Devote several periods to revision work.

## LESSON 19

**Introduce " y " :**

Uma umuntu ethunywa kumbe ebizwa omunye uphendula athi : " y " yebo, " y " yebo

Flash the " y " as often as you say it, and then let the children pronounce it. Each time they do so, print it on the blackboard. Then teach the sentences of this lesson, printing all the " y's " in coloured chalk. Devote two or more periods to the lesson.

An oral Zulu lesson on the sketch should be taken preparatory to the reading lesson.

**Words for spelling :**

ekhaya isibaya uboya yini yakhe yona buya

*Method.*—Write the words on the blackboard. Read them to the class. Then make a sentence with each word, and also let the children form their own sentences. Finally, let the children transcribe the words from the blackboard. Then play a spelling game. Have two teams—boys and girls. When the teacher pronounces the word each team has to write it on the blackboard. The team that has most words written correctly has won.

## LESSON 20

A talk about " amaxoxo " in an oral Zulu lesson preparatory to the reading lesson.

**Teach " x " :**

Uma umuntu efuna ukuβα ihhashi lakhe lihambe, kumbe ligijime kakhulu uyaye athini? Uthi : " x " " x " " x "

Print the " x " on the blackboard as often as you say it, then

each time the children pronounce it, flash it. Then teach the sentences of the lesson, printing all the " x's " in coloured chalk. Devote sufficient periods to the lesson.

**Words for spelling :**

uxamu amaxoxo xoxa ixoxo

*Method.*—Apply any method mentioned in previous lessons.

**LESSON 21**

As an introduction to this lesson speak about " ihlobo " in an oral Zulu lesson.

**Teach " hl " :**

Uma kosiwa inyama enonile noma kushiswa amafutha eziko kuzwakala lomsindo : " hl " " hl " " hl "

Print " hl " on the blackboard as often as you say it, and flash it when the children pronounce it. Then teach the sentences of the lesson, printing all the " hl's " in coloured chalk. Devote two or more periods to the lesson.

**Words for spelling :**

kuhle ihlobo izihlahla uSuhlalu hlikiza

Write the words on the blackboard and read them to the class. Then let the children transcribe them and lastly dictate them. Let the children exchange slates to be corrected, but check the children's corrections.

*Revision.*—Revise Lessons 19, 20 and 21. Use flash cards with sentences from each lesson. Devote several periods to revision work.

**LESSON 22**

Speak about " ukudla " in an oral Zulu lesson preparatory to the reading lesson.

**Then teach " dl " :**

Msindo muni esiwuzwayo uma umshini uthunga na? Sizwa kuthi : " dl " " dl " " dl "

Flash the " dl " as often as you say it, and print it on the blackboard each time the children pronounce it. Continue as in previous lessons and teach the next new sound when you are satisfied with the children's reading.

**Words for spelling :**

ukudla isidleke dlala dlula

*Method.*—Let the children read the words from flash cards which you have prepared. Then exhibit the cards for transcription. Lastly dictate the words. Exhibit the cards again and let the children do their own corrections under the teacher's supervision.

## LESSON 23

As an introduction to this lesson, have an interesting conversation about a span of oxen.

**Then teach "p" :**

Uma umuntu ehlamba emfuleni angenwe amanzi emlonyeni usheshe athi : " p " " p ' " p " . . . efuna ukuwakhapha.  
Continue as in previous lessons.

**Words for spelling :**

upeni isipani ipipi upopo ipulazi

*Method.*—Choose any of the previous methods.

## LESSON 24

Preparatory to this lesson let the children express themselves freely on the picture of this lesson.

**Then teach "ph" :**

Uma kucishwa kumbe kucinywa isibani noma ubaqa umuntu uyaye athi : " ph " " ph " " ph "  
Continue as in previous lessons.

**Words for spelling :**

umpheki khuphula phumula phuma phuza phekha phaka

## LESSON 25

Preparatory to the reading lesson take an oral Zulu lesson on the sketch.

**Then teach "sh" :**

Lomsindo othi : " sh " " sh " " sh " uzwakala uma kusuka isitimela esiteshini lakade sime khona.  
Continue as in previous lessons.

**Words for spelling :**

ibeshu ihhashi ishofo ibulashi (indicate the difference in the " h " sound in " ihhashi " and " hamba ").

Use any of the previous methods.

## LESSON 26

Take a brief oral lesson on " intulo " as an introduction to this lesson.

Then teach the combination "nt." Say the words listed for spelling stressing the "nt" sound.

Continue as in previous lessons.

**Words for spelling :**

intulo intaka intaba ukunteza abantu

## LESSON 27

Introduce this lesson by means of a description of the picture of the lesson.

**Then teach "ntw" :**

Uma ingubo seyindala ibambeka ocingweni uyidonse wena ngenkani ithi : "ntw" "ntw" "ntw"

Continue as in previous lessons.

**Words for spelling :**

umntwana abantwana esontweni intwala intwana

*Method.*—Apply any of the methods explained previously.

## LESSON 28

A talk on the sketch of the lesson preparatory to the reading lesson.

**Teach "c" :**

Uma kukhona into embi enkulu esolekayo kuzwakala ngalomsindo : "c" "c" "c"

Continue as in previous lessons.

**Words for spelling :**

cula amaculo cela cosha icece isicathulo

*Method.*—Apply any of the methods outlined in previous lessons.

## LESSON 29

As an introduction to this lesson let the children express themselves freely on the sketch of the lesson.

**Teach "ch" :**

Uma iwashi elikhulu lisebenza kahle lizwakala ngalomsindo othi : "ch" "ch" "ch"

Continue as in previous lessons.

**Words for spelling :**

chelela chita chuma chiliza choſa

*Method.*—Apply any method explained in previous lessons.

*Revision.*—Revise Lessons 26, 27, 28 and 29. Devote sufficient periods to revision work. When you are satisfied with the children's knowledge of reading the various lessons, you may attempt reading the stories. The first year course does not extend beyond Lesson 29.

**LESSON 30**

In Lessons 1 to 29 no capital letters have been used. These should now be introduced for the first letter of the first word in each sentence, and for the first letter in proper names as in uLena.

Before Lesson 30 no punctuation marks except the full stop have been used. In the short stories which follow further punctuation marks have been introduced. These should be explained to the pupils when the stories are read.