

## Teach a Xhosa person to read - Chapter 1

This is a course designed to allow you to help a Xhosa person learn to read. There are many adults in our country who never had the opportunity of going to school, and there are also many school-going children who are struggling to learn to read. This material is designed as a basic introduction to isiXhosa phonics for illiterate adults or for children.

I am posting it online because there may be others like myself who have struggled to find this sort of material – I have ended up needing to originate my own.

My knowledge of isiXhosa is very rudimentary, so there are bound to be mistakes in these pages, as well as clumsy use of language. Please feel free to contact me with corrections and suggestions! I have been teaching some Xhosa women to read for many years, learning as I go.

Once all the basic phonics has been mastered, then students can read proper isiXhosa stories – for example those published online by Nal'ibali.

This first chapter introduces the sounds **m, t, s, k, n, d, h, g, b, l,** and **y**.

### How to start

The first thing to do when meeting a new student is to find out what they already know. Ask them to write their name. This is the most important thing to know, one's own name. If they can't, check in their ID book how to spell their name, and write it neatly and clearly for them, using lower case and capitals, like this: **Nonthuzelo Ningi**. Let them practise writing their name.

Then we begin with phonics. The phonics charts I use are based on the principle "People love to learn, but do not love to be tested." Sounds on cards are great, but not for testing people, because I find that this makes them tense and sometimes sad! They underperform when sad. So the early sound charts use the "quest" principle, rather than "test". Instead of presenting a sound, telling what it is, and then asking, "what is this?", we use a chart with many copies of a given letter on it. The student will be searching for the letter they are busy with from among several others. This "quest" idea, people enjoy.

Look at the first sound chart.

The person first identifies the pictures, and then the teacher teaches the first sound, saying **m ..... umama, m ..... umama,** or **m ... mama,** each time **finding** the letter in a different place, saying its sound, and pointing back to the picture. You then invite the student to do the same. To him or her this feels like a quest, it is fun finding all the **m**'s on a page.

You then, on a blank page, write a few **m**'s nice and big and clear, and invite the student to copy them, each time saying the sound as they write.

**Note that you never say the NAME of the sound, em, or mah, but rather always the SOUND it makes, mmmm.** Once they can easily find all the **m**'s, proceed to the next sound.

When you get to the chart containing the five vowels – one for each finger – and the syllables formed using them, eg.

**ma me mi mo mu**

read them at first downwards, then later across, upwards, and in any direction, making sure that the person can read them easily.

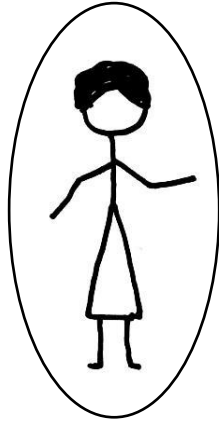
Syllables on cards, and sounds on cards, are very useful for designing learning games – for example, spread out the cards and ask the student to find the one that you hold up, or say. Make multiple copies of each sound or syllable, and let the student gather the copies together when you say the sound. This again is “quest”, rather than just “test”. Then later use the sound or syllable cards to build words.

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t

t



m

s

umama

m

s

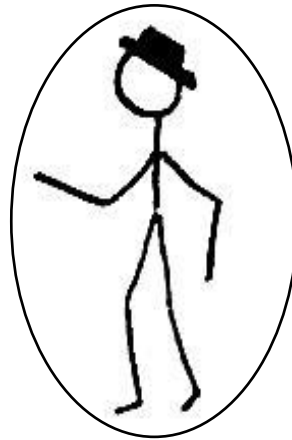
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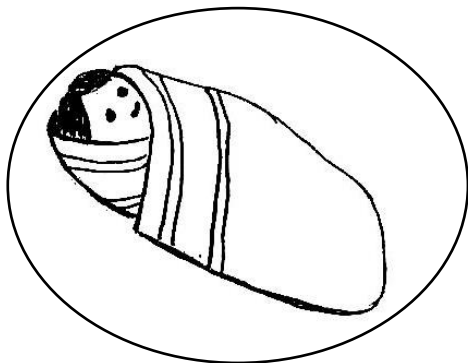
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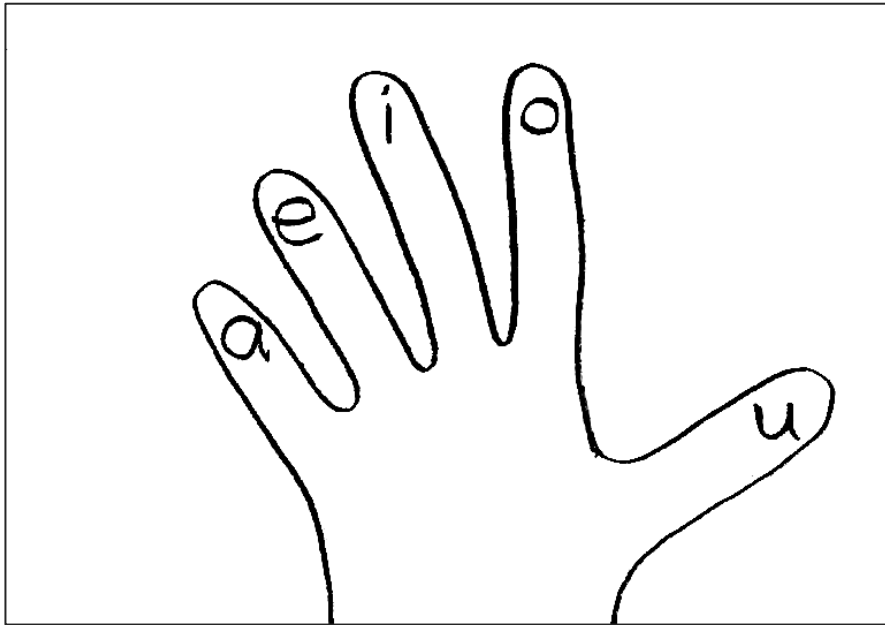


usana

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me	te	se
mi	ti	si
mo	to	so
mu	tu	su

k

m

s



s

k

m

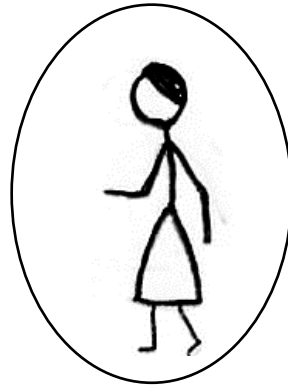
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m

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umama



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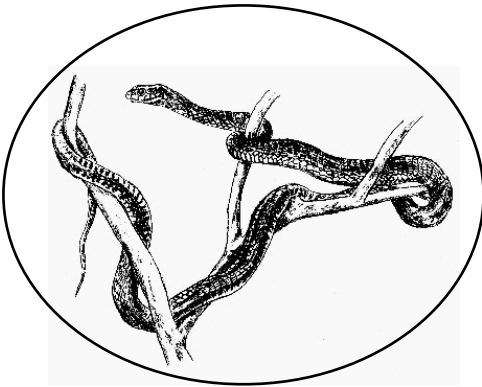
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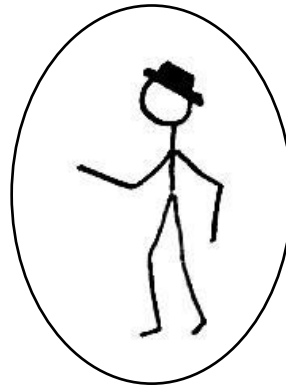
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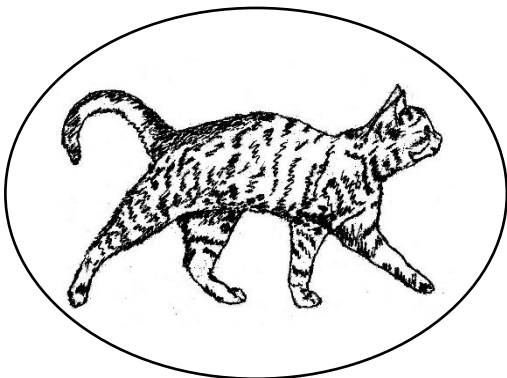
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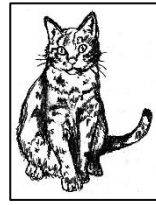
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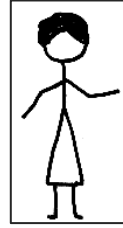
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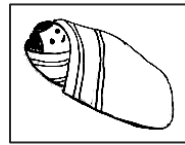
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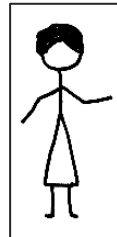
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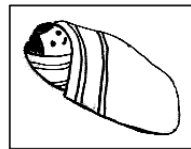
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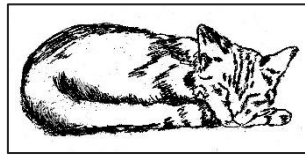
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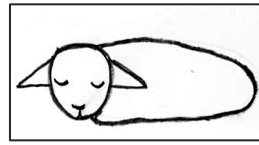


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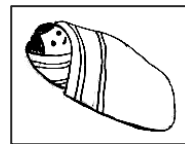
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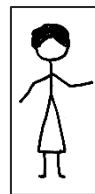
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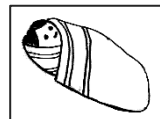
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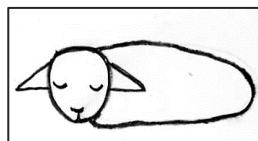
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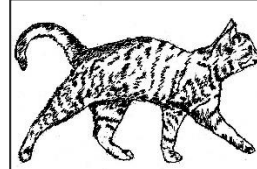
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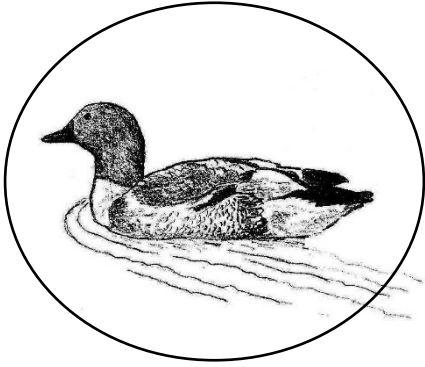
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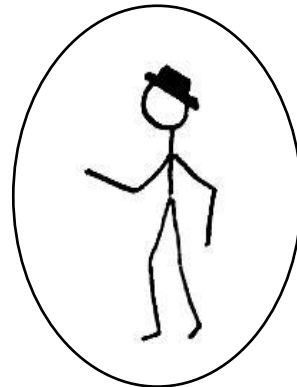
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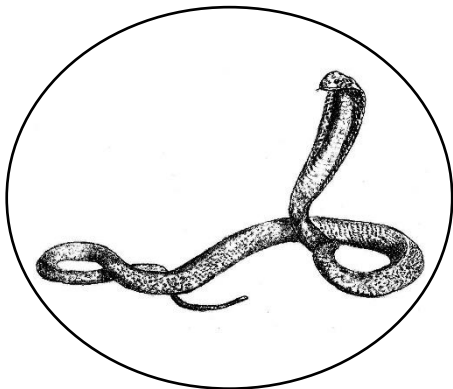
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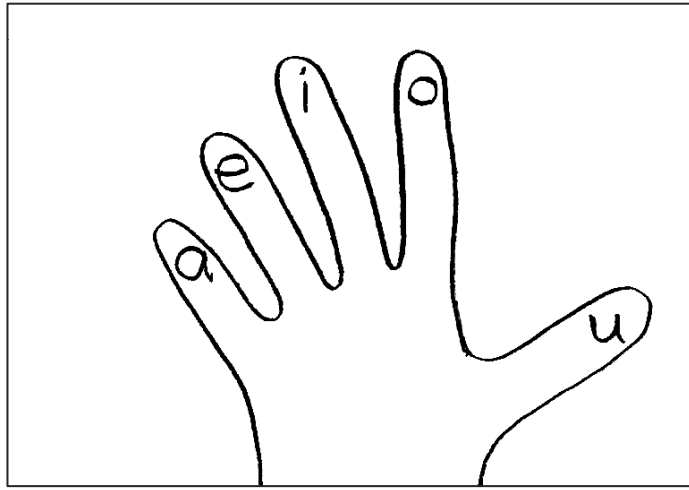
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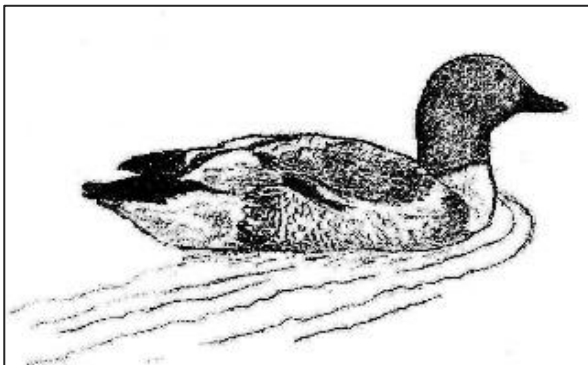
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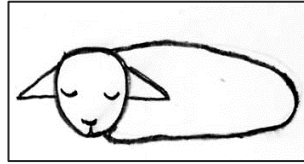
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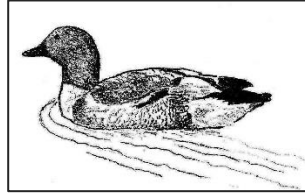
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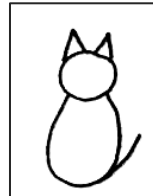
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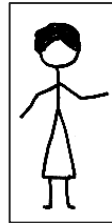
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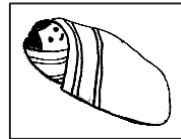
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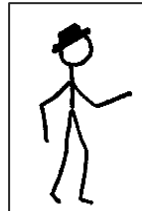
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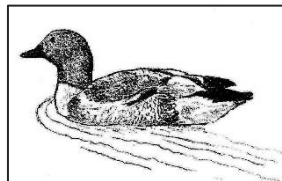
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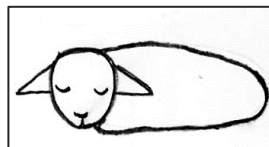
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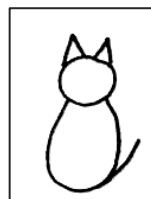
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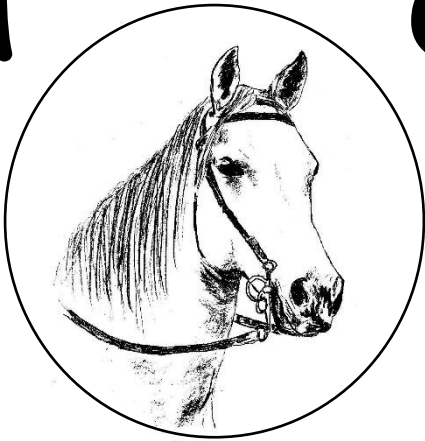


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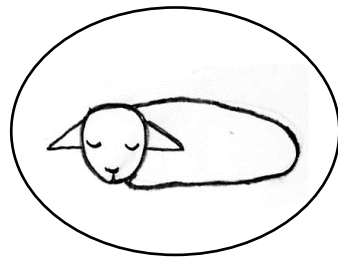
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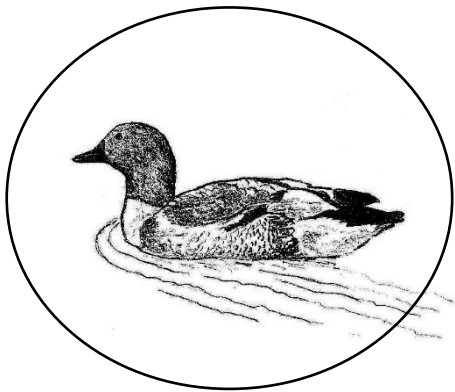
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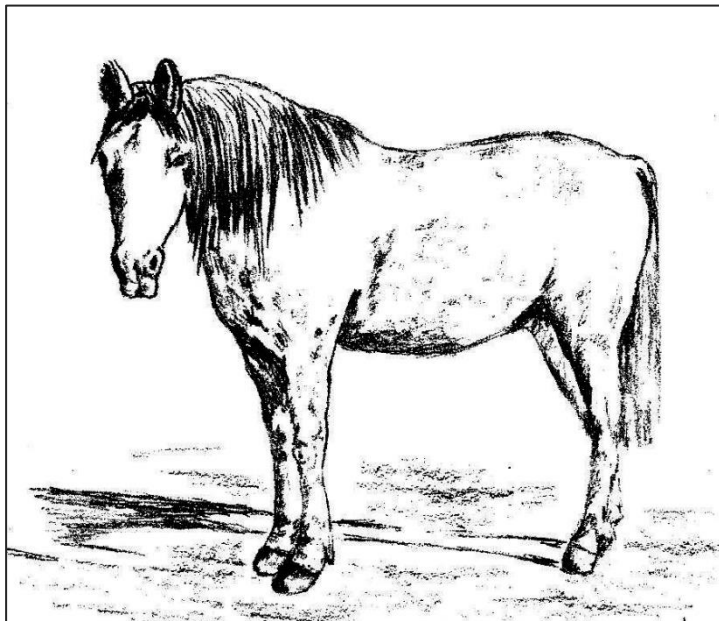
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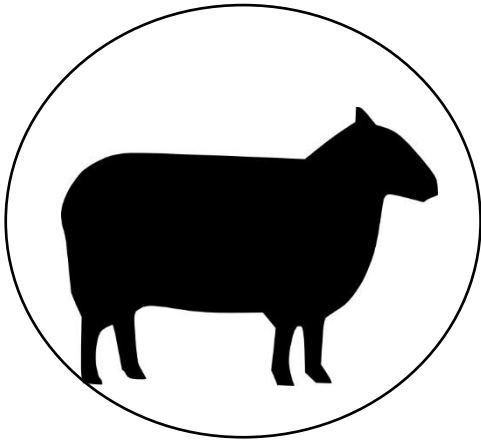


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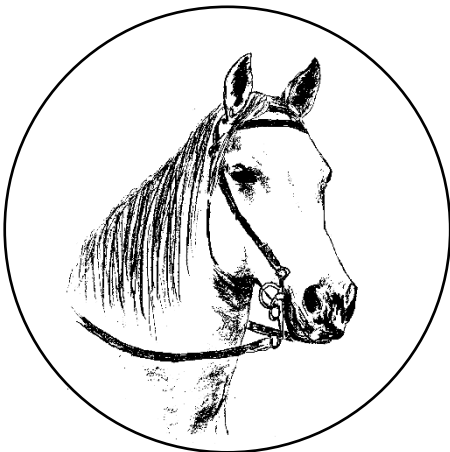
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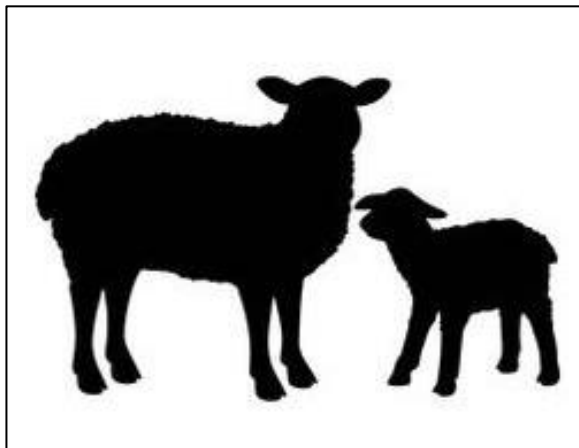
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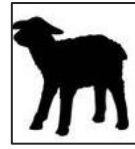
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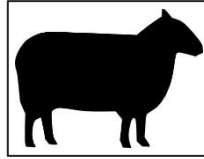


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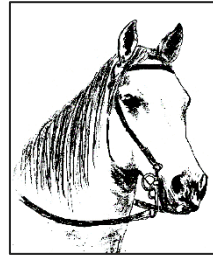
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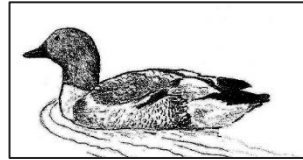
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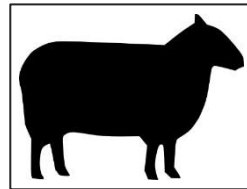
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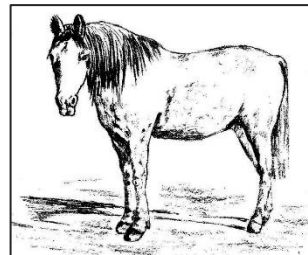
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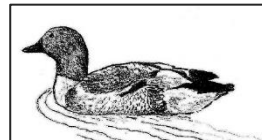
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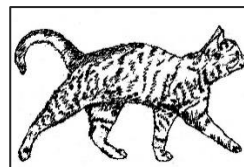
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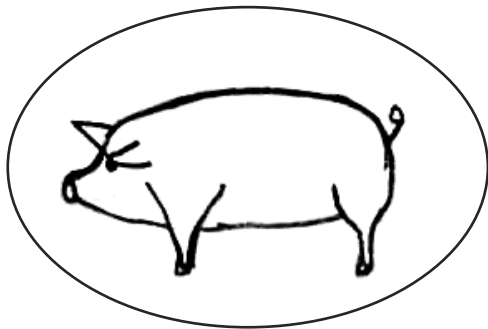
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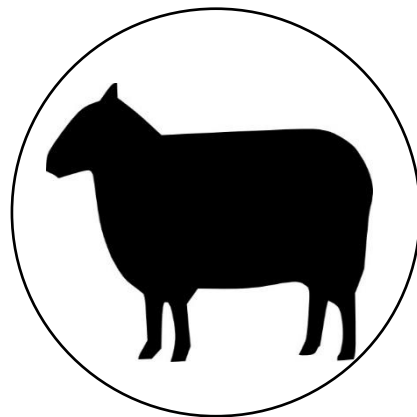
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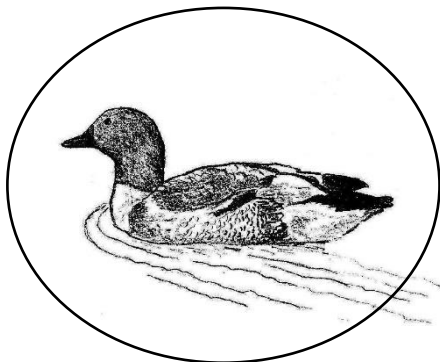
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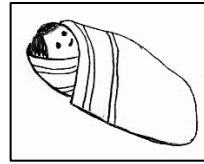
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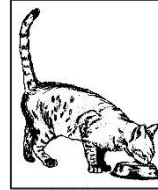
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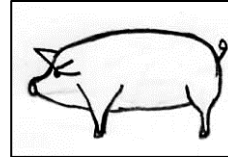
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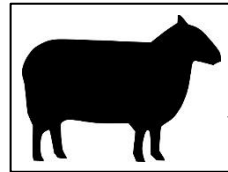
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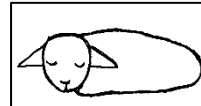
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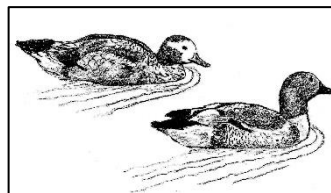
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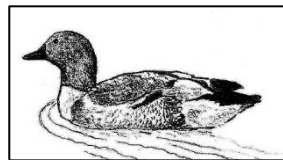
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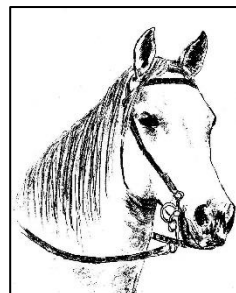
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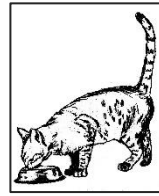
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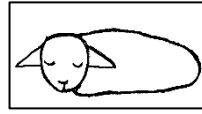
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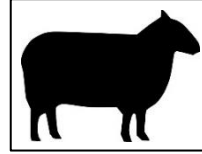
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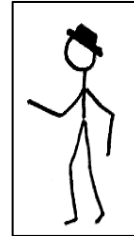
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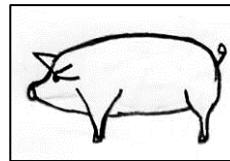
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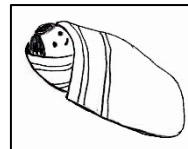
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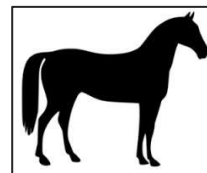
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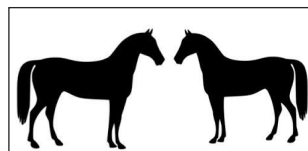
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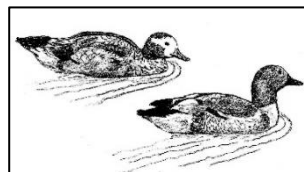
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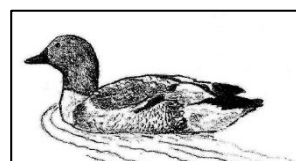
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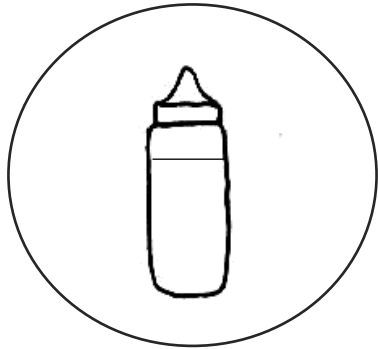
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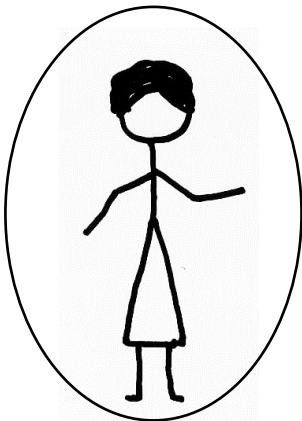


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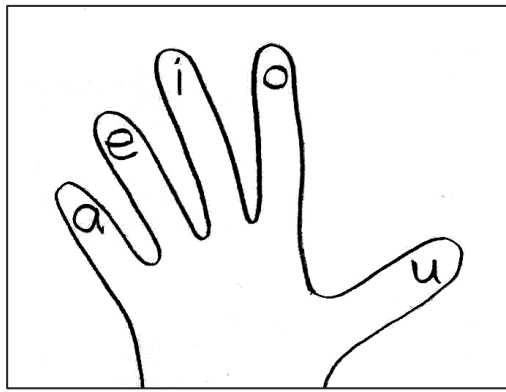
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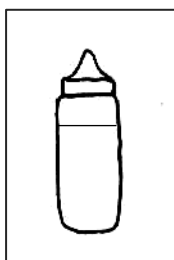
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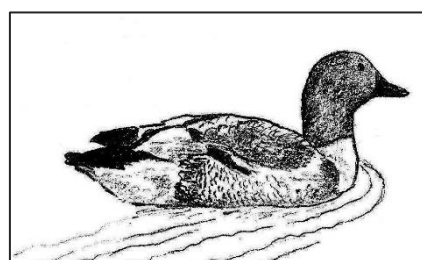
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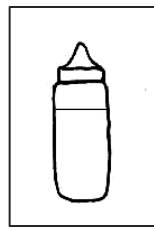


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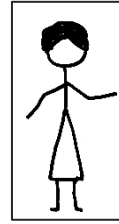
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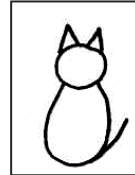
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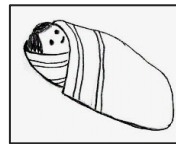
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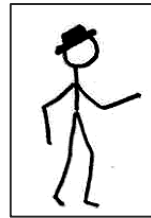
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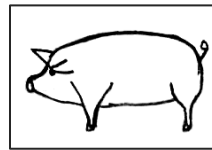
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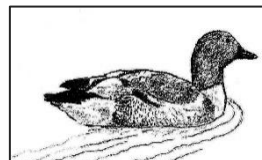
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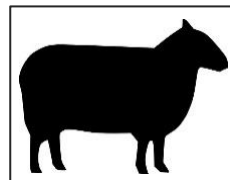
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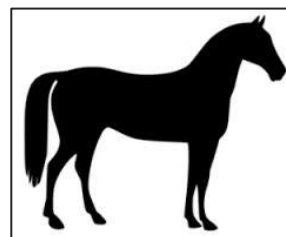
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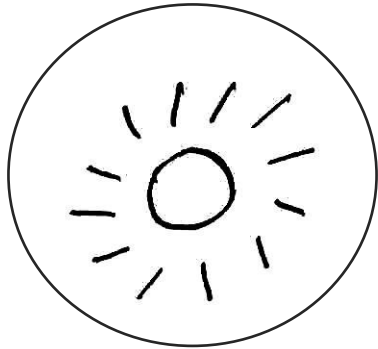
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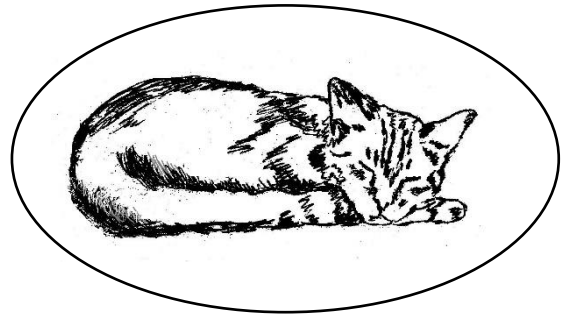
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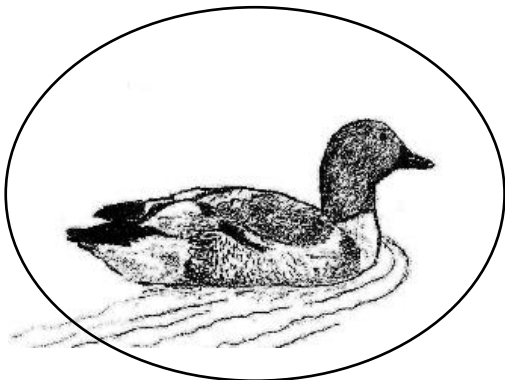
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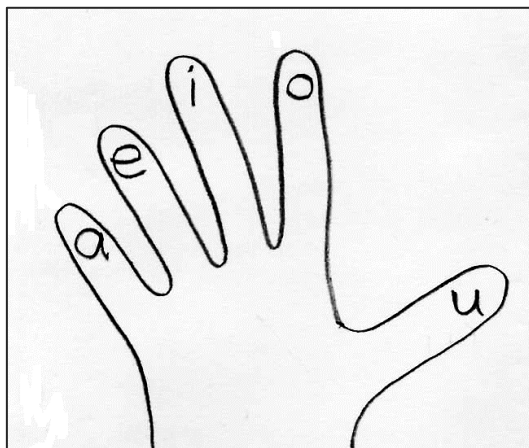
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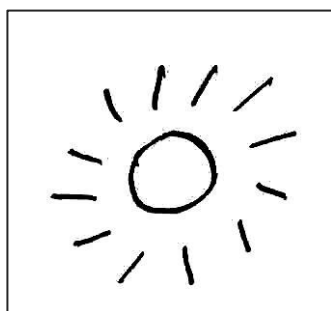
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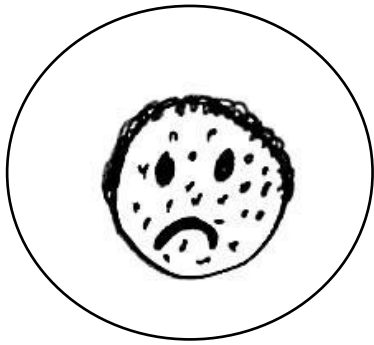
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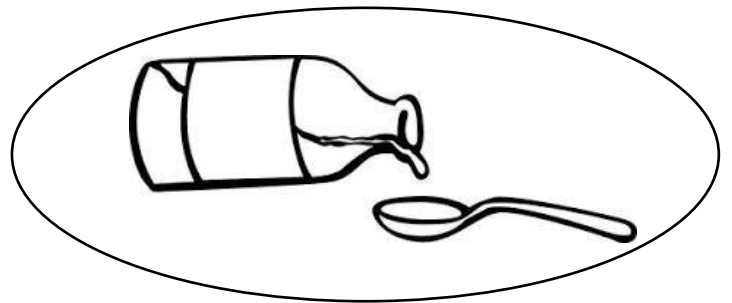
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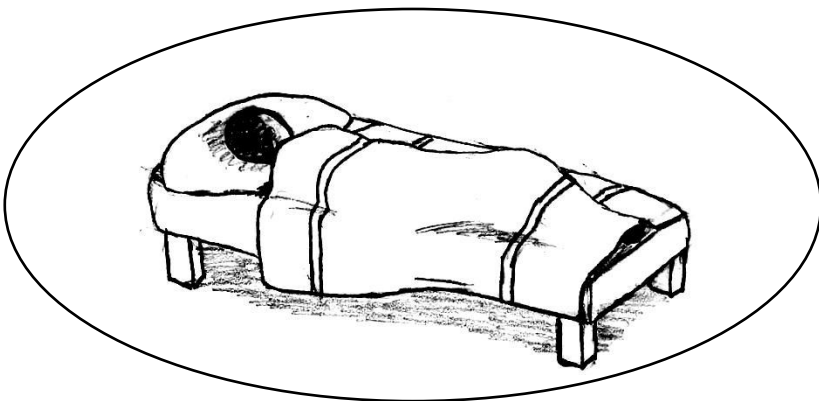
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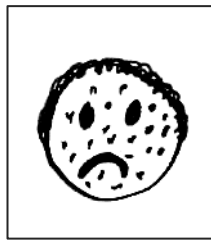
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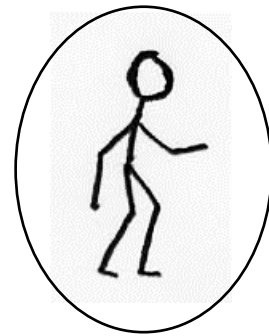
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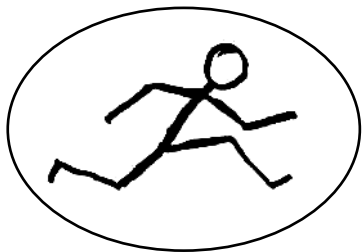
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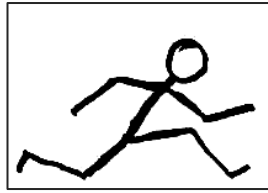


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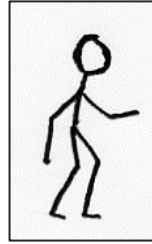
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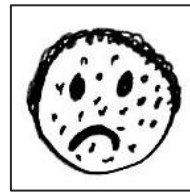
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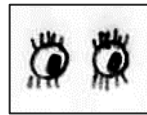
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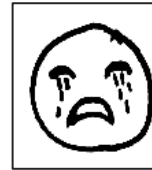
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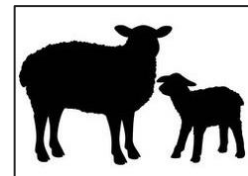
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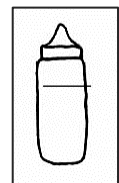
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