



INDIGENOUS LANGUAGE: IGBO

DETAILED PLAN IGBO ADVANCED LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- advanced proficiency in speaking, reading, and writing Igbo, including the ability to engage in complex conversations, comprehend advanced texts, and express themselves fluently and accurately in various contexts and registers.
- gain a deep understanding of the cultural, historical, and social contexts that influence the use of the Igbo language, enabling them to comprehend and appreciate Igbo literature, folklore, and traditional practices at an advanced level.
- acquire advanced knowledge of Igbo grammar, syntax, and vocabulary, enabling them to analyze and produce complex linguistic structures, understand idiomatic expressions, and demonstrate a high level of language accuracy and precision in their communication.

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	<p>Conjugation of the Verbs "Ibi" and "Idi"</p> <ul style="list-style-type: none"> • how to use the verbs "ibi" (to live) and "idi" (to be/stay) in the present tense 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Students will review and deepen their understanding of different forms of the verbs "ibi" and "idi" for all subject pronouns in the present tense. • Students will be able to conjugate "ibi" and "idi" correctly in various sentence contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Present several scenarios (e.g., a person standing at a bus stop, students sitting in class, a teacher writing on the board) and ask students whether "ibi" or "idi" should be used in each case. Encourage explanation and debate to activate prior knowledge and highlight context-dependent usage. <p>STEP 2:</p> <ul style="list-style-type: none"> • Teach the conjugation patterns of "ibi" and "idi" for different personal pronouns (I, you, he/she/it, we, you all, they) in the present tense and how they are used to express actions in the present. • Engage students in interactive activities such as sentence construction exercises, where they practice conjugating "ibi" and "idi" for different subjects in the present tense. <p>STEP 3:</p> <ul style="list-style-type: none"> • Encourage students to ask questions and participate in discussions about the nuances and usage of "ibi" and "idi" in the present tense.. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Review the conjugation of "ibi" and "idi" in the present tense with the students, ensuring that they can correctly conjugate these verbs for different subjects in spoken and written Igbo.. 	<ul style="list-style-type: none"> • Discussion • Sentence building • Conjugation Unveiling • wrap up 	<ul style="list-style-type: none"> • Pictures • Textbook • Chart with conjugation tables • Flashcards 	

	<p>Three Verbs Depicting "Eat" in Igbo: /iri/, /irá/, and /tá/</p> <ul style="list-style-type: none"> To form meaningful sentences using the words Read sentences fluently in Igbo language. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will distinguish between the different uses of the verbs "iri," "irá," and "tá" for eating in Igbo. Students will be able to correctly conjugate these verbs in various tenses and contexts. Students will practice using /iri/, /irá/, and /tá/ in spoken and written Igbo to effectively communicate eating actions. 	<p>STEP 1:</p> <ul style="list-style-type: none"> brainstorm a list of different types of food and eating actions (e.g., eating rice, swallowing soup, nibbling on snacks). Discuss with the class which verb they would use for each action, prompting reflection on the specificities of "iri," "irá," and "tá." <p>STEP 2:</p> <ul style="list-style-type: none"> Present the charts with conjugation tables for "iri," "irá," and "tá" in the present, past, and future tenses for all subject pronouns. Highlight the differences in usage and pronunciation nuances for each verb. The verb /iri/ is used with objects that refer to major items of regular meal diet. The verb /irá/ is used with objects that refer to soft or juicy foods that can be consumed without much chewing; in some contexts, 'lick' may be a legitimate translation. The verb /tá/ is used with objects that refer to foods generally eaten as snacks; "munch on" might be a good colloquial translation in many instances. Play audio recordings of native speakers saying various conjugations to reinforce natural flow and intonation. <p>STEP 3:</p> <ul style="list-style-type: none"> Teach the students the nuances of using each verb to describe specific eating actions and situations. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the usage of /iri/, /irá/, and /tá/ with the students, ensuring that they can correctly use these verbs to depict eating actions in spoken and written Igbo. 	<ul style="list-style-type: none"> Listening Writing Sentence building Conclusion 	<ul style="list-style-type: none"> Charts Flashcards textbooks 	
<p>2</p>	<p>"Here" and "There" in Igbo (Ébe Ahụ and Ébe À)</p> <p>composed of a noun plus a demonstrative</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will understand the difference between "ébe ahụ" (here) and "ébe à" (there) in various contexts. Students will be able to construct grammatically correct sentences using these locative expressions. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Welcome the students and introduce the topic of reading the clock and telling time in Igbo. Discuss the cultural importance of time-telling in Igbo society, emphasizing the relevance of punctuality and temporal awareness. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the expressions "ébe ahụ" and "ébe à" and explain their meanings and usage in expressing "here" and "there" in different contexts. Teach the students the nuances of using each expression to describe specific locations and spatial relations. Present that demonstratives are used after a noun meaning 'thing' to express 'this' and 'that'; the tonal difference in the noun represents a type of tonal alternation that will be treated later, but these phrases can be memorized by themselves: ke ahỳ 'that (thing)' ñké à 'this (thing)' The same demonstratives can also be used after other nouns; an example that does not involve a tonal alternation is: éwu ahỳ 'that goat' éwu à 'this goat' 	<ul style="list-style-type: none"> Listening Introduction reinforce natural flow and intonation context-dependent usage sentence construction 	<ul style="list-style-type: none"> Chart with a clock face labeled in Igbo (including hour numbers and minute markings) Flashcards with different times 	

			CONCLUSION: <ul style="list-style-type: none">riefly review the key points about using "ébe ahỳ" and "ébe à" to express location. Encourage students to actively practice using these expressions in their daily conversations			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	<p>Prepositions in Igbo</p> <ul style="list-style-type: none"> Igbo has eight vowels in two groups -these groups are the basis for the variations known as 'vowel harmony'. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will understand the different functions of common Igbo prepositions (na, n'ime, n'elu, n'ala, n'akụkụ, na-etiti, etc.). Students will be able to use these prepositions accurately in various sentence contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Welcome the students and introduce the topic of learning prepositions in Igbo. Discuss the importance of prepositions in Igbo language, emphasizing their role in expressing relationships between objects, people, and locations. <p>STEP 2:</p> <ul style="list-style-type: none"> Present the chart with illustrations and Igbo names for different body parts and household objects. Explain the different functions of common Igbo prepositions, including showing location (na, n'ime, n'elu, n'ala), direction (n'akụkụ, na-etiti), and relationships (ya, na-etiti). Play audio recordings of native speakers saying sentences using various prepositions to reinforce natural flow and intonation. Have students practice reciting the different prepositions with different objects and body parts, focusing on sound accuracy and grammatical understanding. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Summarize the lesson by highlighting the importance of using prepositions to express relationships and encourage continued practice for proficiency. 	<ul style="list-style-type: none"> Listening practice reciting context-dependent usage and sentence construction 	<ul style="list-style-type: none"> Chart Flashcards Textbooks 	
3	<p>Advanced Counting: 50-1000 in Igbo</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will be able to count from 50 to 1000 in Igbo language. Students will understand the cultural and linguistic significance of counting in Igbo. Students will practice using Igbo numerals in spoken and written contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Welcome the students and introduce the topic of learning to count from 50 to 1000 in Igbo. Present visual aids depicting Igbo numerals and their representations to provide context for the lesson. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce the Igbo numerals from 50 to 1000 and explain their pronunciation and usage in different contexts. Explain the structure of the Igbo number system, particularly the use of "iri" for multiples of 20 and the place value system for higher numbers. Teach the students the pronunciation and writing of each numeral, emphasizing the patterns and rules for constructing larger numbers in Igbo. Engage students in interactive activities such as repetition exercises, where they practice pronouncing and writing the Igbo numerals from 50 to 1000 <p>CONCLUSION:</p> <p>Review the Igbo numerals from 50 to 1000 with the students, ensuring that they can correctly</p>	<ul style="list-style-type: none"> Review the chart Counting reinforce natural flow and intonation. number combinations number formation 	<ul style="list-style-type: none"> Handouts with examples of Igbo numerals from 50 to 1000 Visual aids depicting Igbo numerals and their representations Audio recordings of Igbo numerals pronunciation 	

			<p>pronounce and write these numerals in spoken and written Igbo.</p>			
	<p>Igbo Words for Clothes and Adornment</p> <ul style="list-style-type: none"> • how to use either "ibu" or "iwu", depending on your dialect 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Students will expand their vocabulary related to Igbo clothing and adornments. • Students will be able to describe outfits and personal appearances in Igbo. • Students will practice and apply their skills through interactive activities 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Invite students to bring pictures or descriptions of traditional Igbo clothing or their favorite Igbo outfits. Have them share their choices and describe the clothing and adornments used, sparking vocabulary recall and generating interest. <p>STEP 2:</p> <ul style="list-style-type: none"> • Present the chart with illustrations of various Igbo clothing and adornment. Introduce and practice the Igbo names for each item, focusing on pronunciation and cultural context (e.g., significance of isiagu, symbolic colors in fabrics). • Have students practice reciting the vocabulary individually and as a class, focusing on sound accuracy and sentence construction. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Encourage students to ask questions and participate in discussions about the nuances and usage of Igbo words for clothes and adornment. 	<ul style="list-style-type: none"> • Vocabulary Unveiling • Pronunciation • sentence construction 	<ul style="list-style-type: none"> • Chart with illustrations of various Igbo clothing and adornments (e.g., isiagu, akwa ocha, nkolobia, beads, necklaces, bracelets) 	
<p>4</p>	<p>Nu as plural marker and intensifier in Igbo language.</p> <ul style="list-style-type: none"> • two main functions of "nu": as a plural marker added to nouns (e.g., akwụkwọ/akwụkwọ nu) and as an intensifier added to adjectives and adverbs (e.g., oma/oma nu, ngwa/ngwa ngwa nu). 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Students will understand the different functions of "nu" as a plural marker and intensifier. • Students will be able to accurately use "nu" to form plural nouns and intensify adjectives and adverbs. 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Welcome the students and introduce the topic of learning the use of "nu" as a plural marker and intensifier in Igbo language. Discuss the importance of understanding this aspect of Igbo grammar, emphasizing its role in expressing plurality and intensity in the language. <p>STEP 2:</p> <ul style="list-style-type: none"> • Introduce the use of "nu" as a plural marker and intensifier in Igbo language, explaining its pronunciation and usage in different contexts. • Teach the students the nuances of using "nu" to indicate plurality and intensify the meaning of words in Igbo. • Engage students in interactive activities such as identifying the correct usage of "nu" in different sentences and scenarios. • Provide handouts with examples of "nu" usage for students to study and practice using them in written Igbo. <p>CONCLUSION:</p> <p>Assign homework that involves practicing the use of "nu" in various contexts, both spoken and written..</p>	<ul style="list-style-type: none"> • Discussion • Sentence Building • Reflection Time • sentence construction 	<ul style="list-style-type: none"> • Chart with illustrations • Textbook • Flashcards • Audio • illustrations 	

	<p>Igbo idioms and proverbs</p> <ul style="list-style-type: none"> • how to combine the verb "icho", "ibu" and other parts of speech to tell what you want to become. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Students will understand the meaning and use of common Igbo idioms and proverbs. • Students will be able to identify and interpret idioms and proverbs in different contexts. • Students will practice and apply their skills through interactive activities 	<p>STEP 1:</p> <ul style="list-style-type: none"> • Show pictures or video clips depicting common situations or emotions. Students guess the appropriate Igbo idiom or proverb to describe the scene, sparking discussion about context and figurative language. <p>STEP 2:</p> <ul style="list-style-type: none"> • Present the chart with illustrations or keywords representing common Igbo idioms and proverbs. Explain the concept of idioms and proverbs, highlighting their figurative nature and cultural roots. • Engage students in interactive activities such as matching exercises, where they match the meaning of the idioms and proverbs to their corresponding English translations. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Briefly review the key points about Igbo idioms and proverbs. Encourage students to actively practice using and interpreting these rich expressions in their conversations 	<ul style="list-style-type: none"> • listening and speaking practice • Sentence Building 	<ul style="list-style-type: none"> • Textbook • Handouts • Visual aids • Chart 	
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	<p>Learn how to talk about emotions in Igbo.</p> <p>exploration of vocabulary, sentence construction, and cultural nuances</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will expand their vocabulary for expressing and describing emotions in Igbo. Students will be able to identify and understand emotions expressed by others in Igbo. Students will practice using Igbo vocabulary related to emotions in spoken and written contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Welcome the students and introduce the topic of learning how to talk about emotions in Igbo. Present visual aids depicting facial expressions corresponding to different emotions to provide context for the lesson. <p>STEP 2:</p> <ul style="list-style-type: none"> Present the chart with illustrations of facial expressions and body language representing different emotions, or use your whiteboard to write key vocabulary words (e.g., obi m na-afu uju - I'm sad, ọ́nụ na-eme m ọ́nụ - I'm happy, iwe na-agba m - I'm angry). Explain the concept of expressing emotions and introduce new vocabulary for a range of feelings. Have students practice reciting vocabulary individually and as a class, focusing on sound accuracy and conveying emotional tone. <p>CONCLUSION:</p> <ul style="list-style-type: none"> provide pictures or short stories depicting different scenarios and have students write sentences expressing how the characters might feel, using appropriate Igbo vocabulary. 	<ul style="list-style-type: none"> Introduce the emotional vocab reinforce natural flow and intonation. reciting vocabulary sentence construction 	<ul style="list-style-type: none"> Visual aid Chart with illustrations of facial expressions Textbook 	
	<p>Describing Appearance in Igbo</p> <ul style="list-style-type: none"> the art of describing physical and aesthetic qualities 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will expand their vocabulary for describing physical features and aesthetic qualities. Students will be able to construct and deliver descriptive sentences about people's appearances in Igbo. Students will practice using Igbo vocabulary related to emotions in spoken and written contexts. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Have students describe each other's appearances using basic Igbo vocabulary for features like eyes, nose, hair, and skin tone. This activates prior knowledge and breaks the ice for descriptive language practice. <p>STEP 2:</p> <ul style="list-style-type: none"> Present the chart with illustrations of various facial features, body types, and hairstyles, or use your whiteboard to write key vocabulary words (e.g., ọ́ma - beautiful, aja - tall, ọ́cha - light-skinned, ogologo - long, ntakịrị - small). Explain the different categories of descriptive vocabulary and introduce new words for specific features and aesthetics. Play audio recordings of native speakers describing appearances to reinforce natural flow and intonation. Have students practice reciting vocabulary individually and as a class, focusing on sound accuracy and pronunciation. <p>CONCLUSION:</p> <p>Provide handouts with examples of Igbo vocabulary related to emotions for students to study and practice using them in spoken and written Igbo.</p>	<ul style="list-style-type: none"> Discussion build sentences reciting vocabulary 	<ul style="list-style-type: none"> Visual aids Handouts Flashcards 	

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