



## INDIGENOUS LANGUAGE: YORUBA

# DETAILED PLAN YORUBA BEGINNERS LEVEL 5 WEEKS-10 SESSIONS

### OBJECTIVES

- Building a deep knowledge on how the tonal marks in Yoruba Language works
- Students to have an understanding of Yoruba Basic lessons such as: alphabets, vowels and consonants
- Students will have covered basic grammatical constructions and acquired an essential working vocabulary allowing them to communicate within a limited range of situations in which learners are likely to find themselves.

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	<b>Introduction to Yoruba Greetings</b> <ul style="list-style-type: none"> <li>• Greetings in Yoruba Language is a very important aspect of the Yoruba Culture and we put much emphasis to greetings.</li> </ul>	<b>At the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>• will be able to greet others in Yoruba using appropriate expressions and gestures.</li> <li>• Students will understand the cultural significance of greetings in Yoruba society.</li> <li>• will be able to engage in simple conversational exchanges using Yoruba greetings.</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• The lesson begins with a brief overview of the importance of greetings in Yoruba culture, emphasizing the significance of respectful and formal greetings in social interactions. The instructor introduces the topic of Yoruba greetings and explains the relevance of learning these expressions for effective communication and cultural understanding.</li> </ul> <b>Middle:</b> <ul style="list-style-type: none"> <li>• he instructor introduces basic Yoruba greetings such as "E kúsé," "Bawo ní?" and "E kú abọ." Students learn the pronunciation and meanings of these greetings through interactive practice and repetition.</li> </ul> <b>Class Activity:</b> <ul style="list-style-type: none"> <li>• Students listen to audio recordings of native Yoruba speakers exchanging greetings. They practice imitating the intonation and rhythm of the greetings to develop natural pronunciation and speaking fluency.</li> </ul> <b>CONCLUSION:</b> <ul style="list-style-type: none"> <li>• The lesson concludes with a role-playing activity where students apply their knowledge of Yoruba greetings in simulated conversational exchanges. The instructor provides feedback and reinforcement of correct usage. Students reflect on the importance of greetings in Yoruba culture and express their understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• Role play (greeting each other)</li> <li>• Listening</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Yoruba greetings vocabulary handouts</li> <li>• Video</li> <li>• Visual aids depicting common Yoruba greetings and gestures</li> </ul>	This lesson plan provides a structured approach to learning Yoruba greetings, incorporating vocabulary introduction, cultural context, and interactive practice to ensure a comprehensive understanding of the topic.

			<p>cultural nuances embedded in the language</p> <p><b>Assessment:</b> Observe students' participation in the activities and their ability to pronounce the greetings correctly.</p>			
	<p><b>Álífáběěti Yorùbá</b></p> <ul style="list-style-type: none"> <li>Yoruba alphabets and its pronunciation.</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Learn the Yoruba alphabet along with corresponding sounds.</li> <li>Understand the difference and similarities between Yoruba and English alphabets.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an overview of the Yoruba alphabet system, emphasizing the distinctive features of Yoruba consonants and vowels. The instructor explains the importance of accurate pronunciation in Yoruba and sets the stage for learning the alphabet sounds..</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>Discuss the similarities and differences between the Yoruba alphabet and the English alphabet. Highlight unique letters not found in English.</li> <li>The Yoruba alphabet has no C, Q, V, X, Z instead it has É, GB, Ó. Note that there are three letters, ẹ o ş, which must be written with a distinguishing dot or line beneath them. Failure to insert such a distinguishing mark is a common spelling mistake in Yoruba.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Show the large alphabet chart and point to each letter while saying its name and English pronunciation guide. Encourage students to repeat after you.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Encourage students to continue practicing their Yoruba alphabet and sound pronunciation outside of class. They can recite the alphabet, write simple words.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Yoruba alphabet charts and visual aids</li> <li>Audio recordings of Yoruba consonant and vowel sounds</li> <li></li> </ul>	
2	<p><b>Könsónánti Yorùbá</b></p> <ul style="list-style-type: none"> <li>Yoruba Consonant Alphabets &amp; Consonant Sounds</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Accurately pronounce Yoruba consonants in various contexts.</li> <li>understand the importance of proper pronunciation in Yoruba language learning.</li> <li></li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with the instructor introducing the Yoruba consonant alphabet, highlighting the unique sounds of each consonant..</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>Use pictures or flashcards of familiar objects to introduce some common Yoruba words containing different consonant sounds. For example, "ilé" (house) for "l" sound, "òbẹ" (soup) for "b" sound. Encourage students to repeat the words after you, focusing on the consonant pronunciation.</li> <li>unvoiced stop consonants (e.g. p, t, c/k) are in English pronounced with quite a strong puff of breath following them when at the beginning of a stressed syllable, but without this puff of breath elsewhere, e.g. in 'cocoa', 'total' the two 'c's and</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Consonant Alphabet Introduction</li> <li>Listening and Speaking Practice</li> <li>Interactive Practice and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Video</li> <li>Large alphabet chart with Yoruba letters and their corresponding English pronunciation guide</li> <li>Individual alphabet cards</li> </ul>	

			<p>'t's differ. But in Yoruba koko 'cocoa' and tete 'early' there is no distinction: in each syllable the consonant is pronounced with a very slight following puff of breath.</p> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"><li>• Have students reflect on what they learned in the lesson. Ask them to share their favorite Yoruba letter or sound and why.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Have students complete a short quiz on the Yoruba alphabet and sounds they learned.</li></ul>			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	<p><b>Yoruba Vowels</b></p> <ul style="list-style-type: none"> <li>A general difference between the vowel sounds of Yoruba and those of English is that the Yoruba vowels are unglided. That is to say, there is no perceptible change in vowel quality during the production of the sound.</li> <li>non nasalized vowels</li> <li>nasalized vowels</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>learn the Yoruba vowel alphabets along with their corresponding sounds.</li> <li>recognize and differentiate between similar sounds in Yoruba and English.</li> <li>Understand nasalized and non nasalized vowels.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an introduction to the Yoruba vowel system, emphasizing the distinction between nasalized and non-nasalized vowels. The instructor explains the cultural and linguistic significance of nasalization in Yoruba language and sets the stage for learning vowel sounds.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>Introduce familiar Yoruba words with different vowel sounds. For example, "ìgbé" (drum) vs. "òrò" (word), "ìwé" (book) vs. "òjò" (day). Have students repeat after you, focusing on the nasalization difference.</li> <li>A general difference between the vowel sounds of Yoruba and those of English is that the Yoruba vowels are unglided. That is to say, there is no perceptible change in vowel quality during the production of the sound.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Practice pronouncing individual vowels in isolation, emphasizing the nasal passage for nasalized sounds. Encourage students to mimic your pronunciation and feel the vibration in their noses.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of nasalized and non-nasalized vowel sounds in Yoruba. Students receive additional resources for independent practice, and the instructor reinforces the importance of understanding and mastering the nuances of Yoruba vowel pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Nasalization</li> <li>Nasalized and Non-nasalized Vowel Sounds</li> <li>Listening</li> <li>Speaking Practice</li> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Chart with Yoruba vowel sounds</li> <li>Worksheets</li> <li>Audio recordings</li> <li>Pictures or flashcards</li> </ul>	<p>This lesson plan provides a structured approach to learning Yoruba vowels, specifically focusing on nasalized and non-nasalized vowels, and incorporates interactive practice, listening exercises, and assessment to ensure students grasp the fundamental aspects of Yoruba phonetics.</p>
3	<p><b>Yorùbá Tones</b></p> <ul style="list-style-type: none"> <li>In transcribing the pitch phenomena of Yoruba for beginning foreign students of the language, it is expedient to write in terms of six tones: four level ones, and two glides.</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>learn the four distinct tones in Yorùbá language and their phonemic significance.</li> <li>Accurately pronounce Yorùbá words with the appropriate tone markings.</li> <li>Understand the linguistic and communicative importance of tones in Yorùbá language.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Begin by reviewing Yoruba consonants, vowels, and syllable structure. Briefly introduce the concept of tone as a crucial element of the language.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>The instructor introduces the four main basic Yorùbá tones (high, mid, low, and extra-low) and their respective tone markings. Students practice identifying and pronouncing words with different tones to distinguish their tonal patterns.</li> <li>Where tones are marked, an acute accent, e.g. fọ́ 'to break', indicates a high tone while a grave accent, e.g. fọ̀ 'to wash', indicates a low tone, mid tones being left unmarked.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Students listen to audio recordings of native Yorùbá speakers pronouncing words with</li> </ul>	<ul style="list-style-type: none"> <li>Tone Identification and Pronunciation</li> <li>Listening and Repetition</li> <li>Tone Drills and Application</li> </ul>	<ul style="list-style-type: none"> <li>Yorùbá tone charts and visual aids</li> <li>Audio recordings of Yorùbá words pronounced with different tones</li> </ul>	<p>This lesson plan provides a structured approach to learning Yorùbá tones, incorporating listening exercises, practical application, and assessment to ensure students grasp the fundamental aspects of Yorùbá phonology.</p>

			<p>different tones. They practice imitating the tone patterns and pronunciations, focusing on reproducing the correct tonal contours.</p> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of Yorùbá tones and their phonological significance. Students receive additional resources for independent practice, and the instructor reinforces the importance of mastering tonal patterns for effective communication in Yorùbá language.</li> </ul>			
	<p><b>Yoruba Phonological Drills</b></p> <ul style="list-style-type: none"> <li>Introduction to the verbs and the prefixes.</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>practice the correct pronunciation of Yoruba phonemes through intensive phonological drills.</li> <li>improve their fluency and accuracy in producing Yoruba sounds, including consonants, vowels, and tones.</li> <li>Develop a heightened awareness of Yoruba phonological patterns and improve their overall language proficiency.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with a brief review of Yoruba phonemes, including consonants, vowels, and tones. The instructor explains the purpose of phonological drills in language learning and emphasizes the importance of accurate pronunciation in Yoruba language acquisition.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>The instructor leads the class in intensive repetition drills of Yoruba phonemes, focusing on individual consonants, vowels, and tone patterns. Students practice producing each phoneme with precision and clarity.</li> <li>Students engage in exercises that target the modulation of Yoruba tones and vowels. They practice transitioning between different tonal patterns and vowel sounds to improve their fluency and tonal accuracy.</li> <li>Students participate in interactive activities, such as partner-based pronunciation challenges, rapid response drills, and tone recognition exercises. The instructor provides immediate feedback and correction to reinforce accurate phonological production.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a group review of the phonological drills and their impact on students' pronunciation skills. The instructor provides additional resources for independent practice, and students express their increased confidence in articulating Yoruba phonemes and tones.</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Repetition Drills</li> <li>Tone and Vowel Modulation Drills</li> <li>Consonant Articulation Drills</li> <li>Interactive Application</li> </ul>	<ul style="list-style-type: none"> <li>Yoruba phonological drill worksheets</li> <li>Audio recordings of Yoruba phonemes and tone patterns</li> <li>Textbooks</li> </ul>	
<p>4</p>	<p><b>Yoruba Numbers</b></p> <ul style="list-style-type: none"> <li>allow us to say I learn, you learn, he or she learns, we learn, etc</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the Yoruba number system.</li> <li>Recognize and correctly pronounce Yoruba numbers.</li> <li>Apply their knowledge by using Yoruba numbers in everyday contexts.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Begin with Yoruba greetings and a brief discussion on the importance of numbers in daily life</li> <li>greetings and explains the relevance of learning these expressions for effective communication and cultural understanding.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>Play a short and catchy Yoruba counting song, such as "Kààkiri" or "Ijo Olohun." Encourage students to sing along and clap their hands to the beat. This will help them get familiar with the rhythm and pronunciation of the numbers.</li> </ul> <p><b>Class Activity:</b></p>	<ul style="list-style-type: none"> <li>Learning Yoruba Numbers</li> <li>Expanding to Yoruba Numbers 11-20</li> <li>Listening and Speaking Practice</li> </ul>	<ul style="list-style-type: none"> <li>short story or song using Yoruba numbers</li> <li>flashcards with Yoruba numbers and pictures.</li> <li>number charts</li> </ul>	

			<ul style="list-style-type: none"> <li>Students listen to audio recordings of native Yoruba speakers exchanging greetings. They practice imitating the intonation and rhythm of the greetings to develop natural pronunciation and speaking fluency.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Briefly review the Yoruba numbers 1-10. Ask students to say them out loud individually and as a group.</li> </ul>			
	<p><b>Yorùbá Days of the week</b></p> <ul style="list-style-type: none"> <li>The Yoruba week consisted originally of four days</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>learn the Yorùbá names for the days of the week and understand their cultural and linguistic significance.</li> <li>use Yorùbá days of the week in everyday conversations and expressions.</li> <li>Understand the historical and cultural context of the Yorùbá days of the week and their ties to Yorùbá traditions.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an introduction to the cultural importance of the days of the week in Yorùbá tradition. The instructor explains the Yorùbá names for each day and provides context for their usage in everyday life.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>The instructor introduces the Yorùbá names for the days of the week, emphasizing pronunciation and cultural significance. Students practice repeating and writing the names of the days.</li> <li>More commonly used are names derived from English or Arabic (through Muslim influence). Sunday is Ojp/ij<sup>^</sup> dse or Ojo \$se onigbagbp 'day of Christian weekly festival' or Ojp isimi 'day of rest'.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of the Yorùbá days of the week and their practical applications. Students receive additional resources for independent practice, and the instructor reinforces the importance of incorporating Yorùbá cultural elements into language learning.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe students' participation in the activities and their ability to say the days of the week correctly..</li> </ul>	<ul style="list-style-type: none"> <li>Days Unveiled</li> <li>Days in Action</li> <li>Day Dialogue</li> <li>Song and Story</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Chart with the Yorùbá days of the week</li> </ul>	

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	<b>Nouns</b> <ul style="list-style-type: none"> <li>Nouns are always words of two or more syllables and they generally begin with a vowel, e.g. \$ja 'fish', ògèdè 'banana' though a certain number begin with a consonant, e.g. bata 'pair of shoes', kQk^rQ 'key'.</li> </ul>	<b>At the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>Understand the structure of Yoruba nouns.</li> <li>Identify and classify Yoruba nouns based on the number of syllables.</li> <li>Apply their knowledge by using nouns in Yoruba sentences.</li> </ul>	<b>STEP 1:</b> <ul style="list-style-type: none"> <li>Teacher begin by reviewing basic vocabulary related to language: òrò (word), àkólé (name), and ohun (thing). Briefly discuss the concept of nouns as words that name people, places, or things.</li> </ul> <b>STEP 2:</b> <ul style="list-style-type: none"> <li>Present the chart with the breakdown of a Yoruba syllable. Explain the concept of syllables and introduce the terms monosyllabic (one syllable), disyllabic (two syllables), and trisyllabic (three syllables) to describe noun structures.</li> <li>Many nouns of three syllables are found in two forms -a full form and a reduced form in which the middle syllable loses its consonant and has its vowel assimilated to that of the preceding syllable. This produces a long vowel which has the tones of the two syllables of the full form, e.g. òtító, òtótó 'truth'; agogo, aago 'clock, watch'; egungun, eegun 'bone'; egúngún, eegún 'masquerader'; Mirò, ààrd 'hearth'; àtítàn, ààtàn 'refuse heap'.</li> </ul> <b>STEP 3:</b> <ul style="list-style-type: none"> <li>Convey the nuances of Yoruba nouns which are like the English noun 'sheep' in having no separate forms to distinguish singular from plural. Where it is necessary to shew plurality the emphatic pronoun awon 'they' is placed in front of the noun, e.g. awon okunrin 'the men', but in many situations where English uses a plural Yoruba does not use awon, though in written Yoruba there is a tendency to follow English idioms.</li> </ul> <b>CONCLUSION:</b> <ul style="list-style-type: none"> <li>Share some interesting facts or information about Yorùbá nouns and their syllable patterns. For example, mention that many animal names are typically monosyllabic (e.g., àgbò - goat, efon - cow).</li> </ul>	<ul style="list-style-type: none"> <li>Sentence strip</li> <li>Phonics</li> <li>Syllable Showcase</li> </ul>	<ul style="list-style-type: none"> <li>Chart with the breakdown of Yoruba syllables</li> <li>Pictures or flashcards of familiar objects with Yoruba nouns</li> <li>Handout with a table for categorizing nouns</li> </ul>	<p>This lesson plan aims to build your students' understanding of Yoruba nouns, exploring different syllable structures and expanding their vocabulary in a fun and engaging way.</p>
	<b>Yorùbá Noun Combinations (Possessive Pronouns)</b> <ul style="list-style-type: none"> <li>Combinations of two or more nouns are widely used in Yoruba to express a great variety of</li> </ul>	<b>At the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>form and use possessive pronouns in Yorùbá noun combinations to</li> </ul>	<b>STEP 1:</b> <ul style="list-style-type: none"> <li>Begin by reviewing basic vocabulary related to possessions: ní (have), iní (ownership), and ẹni (owner). Discuss the concept of ownership and how it's expressed in different languages.</li> </ul> <b>STEP 2:</b> <ul style="list-style-type: none"> <li>Play a game of "Whose is it?" Show pictures of familiar objects and ask students to guess who owns them. Use phrases like "Ta ni ní iwé ná?"</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Grammatical Agreement</li> <li>Speaking Practice</li> <li>Interactive Application</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Worksheet</li> <li>Vocabulary flashcards</li> </ul>	<p>This lesson plan delves into the world of Yorùbá noun combinations, specifically focusing on how to express ownership using possessive pronouns. Get ready for an interactive and engaging exploration of the language's richness!</p>

	relationships	<p>indicate possession and relationships.</p> <ul style="list-style-type: none"> <li>construct and interpret possessive noun phrases in Yorùbá, demonstrating an understanding of gender and grammatical agreement.</li> <li>understand the cultural and communicative significance of possessive pronouns in Yorùbá language and conversation.</li> </ul>	<p>(Who has the book?) and "Èni tí ó ní ẹfọn ná ni...?" (The owner of the cow is...).</p> <p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>Present the chart with Yorùbá possessive pronouns for both singular and plural subjects. Include both short and long forms (e.g., mi/emi - I, àwọ̀n/wọ̀n - they).</li> <li>The unemphatic forms are: 1. Singular (mi, my) Plural ( wa, our), 2. Singular ( (-) r?, d, your) Plural ( (-) nyin, your) 3. Singular (( -) re, (-) e, his/her/its) Plural ((-) wpn, their).</li> <li>As with nouns, there is a ti form which can be used independently or after a noun to shew emphasis.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Distribute the handout with a table containing two columns: Possessive Pronouns and Nouns. Have students fill in the table by matching each pronoun with the appropriate noun to create correct possessive phrases.</li> </ul>			
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