



## INDIGENOUS LANGUAGE: YORUBA

# DETAILED PLAN YORUBA INTERMEDIATE LEVEL 5 WEEKS-10 SESSIONS

### OBJECTIVES

- Students are guided through reading and verbal activities built around conversations. Written dialogues and oral conversation form an integral part of the class with the aim to ground learners' knowledge by developing their vocabulary into creating meaning expressions for conversations. Building a deep knowledge on how the tonal marks in Yoruba Language works
- Develop a deeper understanding of Yoruba language structure, grammar, and vocabulary to communicate more effectively in various contexts
- Master the use of verbs with lengthened vowels in reported speech to accurately convey indirect quotations and reported statements.
- Build confidence in using intermediate-level Yoruba language skills for both spoken and written communication

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	<b>Yorùbá Exclamations (Commands and Prohibitions)</b> <ul style="list-style-type: none"> <li>• along with a general raising of the voice one of two devices which the language uses to produce an exclamatory effect with all sorts of utterances.</li> <li>• The second device is to lengthen the final syllable. This extra length has low tone when the final syllable is high or mid and mid tone when the final syllable is low.</li> </ul>	<b>At the end of the lesson students should be able to:</b> <ul style="list-style-type: none"> <li>• Express commands and prohibitions in Yorùbá using appropriate exclamations.</li> <li>• Students will be able to use Yorùbá exclamations to convey urgency, direct requests, and prohibitions in various contexts.</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• The lesson begins with an introduction to the use of exclamations in Yorùbá for expressing commands and prohibitions. The instructor explains the cultural and linguistic context of exclamations and their significance in Yorùbá communication.</li> </ul> <b>Middle:</b> <ul style="list-style-type: none"> <li>• The difference in meaning between the two types of exclamation is conveyed in English, as so often, by differences of stress and intonation. The main point to remember is that in Yoruba an exclamatory sentence gives an idea of the attitude of the speaker but does not so directly call the attention of the listener. For example, <i>6 ti de d!</i> 'he has come!' would be said in calling out to other people, a situation where in English we often cause the voice to rise at the end of the sentence, while corresponding to <i>6 ti de!</i> we might have 'he's come!' with a sharp fall on the word 'come'.</li> <li>• Exclamatory sentences of both types often contain a word <i>ma</i> between the subject and the verb. This adds an emphasis often associated with surprise (<i>6 ma tobi 6!</i> how big it is!, <i>kd ma le se e!</i> he can't do it!).</li> <li>• The simple stem of the verb is used in commands in which the completion of the action is envisaged. If no pronoun is put in front of the verb the command is addressed to a single person in a</li> </ul>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• Exclamation Unveiling</li> <li>• Scenario Sorting</li> <li>• Reflection Time</li> <li>• Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>• Yorùbá exclamations charts and visual aids</li> <li>• Video</li> <li>• Visual aids</li> </ul>	<p>This lesson plan will empower your students to express themselves through powerful Yoruba exclamations, including commands and prohibitions. Get ready for a dynamic and engaging journey filled with language and cultural insights!</p>

			<p>familiar way, as when speaking to a child or a servant.</p> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Challenge students to create short dialogues using either commands or prohibitions. Encourage them to vary the expressions and scenarios, showcasing their understanding.</li> </ul> <p><b>Assessment:</b></p> <p>Observe students' participation in the activities and their ability to correctly use and classify exclamations.</p>			
	<p><b>Grammar: Question-formation in Yoruba</b></p> <ul style="list-style-type: none"> <li>In tani and kini, the common forms of the Yoruba words for 'who?' and 'what?'</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and use the basic grammar rules for forming questions in Yoruba.</li> <li>understand the different question types and their corresponding structures.</li> <li>apply their knowledge to form various questions in different contexts.</li> <li>have fun and feel empowered to actively engage in Yoruba conversations through questioning.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Begin by reviewing basic vocabulary related to questioning: ibèèrè (question), níbèèrè (ask a question), and ãlà̀yè (explain). Discuss the importance of asking questions for gathering information and stimulating conversation.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Show a picture or flashcard and use non-verbal cues or riddles to prompt students to ask yes/no questions in Yoruba to figure out what it is. This reinforces the basic "ní" structure for yes/no questions.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>Present the chart with examples of different question types and their corresponding structures. Include common wh-questions like "Ta ni...?" (Who?), "Níbo ni...?" (Where?), and "Kí ni...?" (What?).</li> <li>Explain the function of each question type and how the sentence structure changes depending on the information being sought.</li> <li>Practice saying the example questions aloud as a class, paying attention to intonation and tone variations.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Briefly review the key points about Yoruba question formation and different question types. Emphasize the importance of practice and encourage students to actively ask questions in their daily conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Question Unveiling</li> <li>Scenario Sleuths</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Chart with examples of different question types and their structures in Yoruba</li> <li>Pictures or flashcards</li> <li>Handout with a table for practicing question formation based on different scenarios</li> </ul>	<p>This lesson plan will equip your students with the tools to craft compelling questions in Yoruba, unlocking the secrets of inquiry and engaging conversation. Prepare for an interactive journey through grammar that sparks curiosity and builds confidence in using Yoruba effectively!</p>
2	<p><b>Expressing Emotions in Yorùbá</b></p> <ul style="list-style-type: none"> <li>The Yoruba way of expressing emotions, sensations and ailments differs from English in that the person involved is usually the grammatical object, not the subject of the</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>Express various emotions in Yorùbá, including happiness, sadness, heartbroken, excitement, anger, and relief.</li> <li>Identify and articulate a range of emotions in Yorùbá, both verbally and in written form.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an introduction to the vocabulary of emotions in Yorùbá. The instructor explains the importance of emotions in communication and the cultural significance of expressing emotions in Yorùbá language.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>The instructor introduces basic emotions such as happiness, sadness, and excitement in Yorùbá, providing examples and explaining their usage. Students practice identifying and understanding these basic emotions.</li> <li>Students learn about more complex emotions such as heartbroken, anger, and relief in Yorùbá. The</li> </ul>	<ul style="list-style-type: none"> <li>Learning Basic Emotions</li> <li>Exploring Complex Emotions</li> <li>Listening and Speaking Practice</li> <li>Interactive Application</li> </ul>	<ul style="list-style-type: none"> <li>Yorùbá emotions vocabulary charts</li> <li>Audio recordings</li> <li>Worksheets</li> </ul>	<p>This lesson plan provides a comprehensive approach to learning emotions in Yorùbá, incorporating listening exercises, practical application, and cultural context to ensure students grasp the linguistic and communicative significance of emotions in Yorùbá language.</p>

	<ul style="list-style-type: none"> <li>verb of the sentence, e.g. the Yoruba for 'I feel cold' is <i>otutu'mi mi</i> <i>lit.</i> 'cold has caught me'.</li> </ul>		<p>instructor provides examples and discusses cultural contexts in which these emotions are expressed.</p> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of Yorùbá emotions and their practical applications. Students receive additional resources for independent practice, and the instructor reinforces the importance of understanding and expressing emotions for effective communication in Yorùbá language.</li> </ul>			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	<p><b>The Yoruba N-Form of the Verb</b></p> <ul style="list-style-type: none"> <li>We commonly find in statements and questions verb forms which have <i>n</i>-* prefixed to the stem of the verb. This has much the same force as the <i>maa</i> used in commands; it adds the idea of action in progress or of repeated, habitual action.</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 concept of the N-form of the verb in Yoruba and its usage in expressing ongoing or continuous actions.</li> <li>form and use the N-form of verbs in various contexts, demonstrating an understanding of verb conjugation in Yoruba.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an introduction to the N-form of the verb in Yoruba. The instructor explains the concept of ongoing or continuous actions expressed through the N-form and its significance in Yoruba grammar.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>The instructor introduces the N-form of the verb, explaining its usage in expressing ongoing actions. Students practice identifying verbs in the N-form and understanding their role in Yoruba sentence structure.</li> <li>Students learn to conjugate verbs in the N-form for different subjects and tenses. The instructor provides examples and guides students through the conjugation process.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Students listen to audio recordings of native Yoruba speakers using verbs in the N-form. They practice repeating the verbs, focusing on accurate pronunciation and understanding the context of ongoing actions.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of the N-form of the verb and its practical applications.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the N-Form</li> <li>Conjugating Verbs in the N-Form</li> <li>Listening and Speaking Practice</li> <li>Interactive Application</li> </ul>	<ul style="list-style-type: none"> <li>Yoruba N-form of the verb charts flashcards</li> <li>Yoruba verbs in the N-form</li> </ul>	<p>This lesson plan delves into the intricacies of the Yoruba N-form of the verb, empowering your students to unlock and use its versatility in building impactful language. Prepare for a journey through verb conjugations, exploring how the N-form adds depth and nuance to expression!</p>
3	<p><b>Verbs with Lengthened Vowels in Reported Speech</b></p> <ul style="list-style-type: none"> <li>There are some verbs in common use which are pronounced with a long vowel when they are followed by a second verb in the sort of situation where the corresponding English verb is followed by an infinitive, e.g. <i>mofé(é) rà á</i> 'I want to buy it'.</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and understand the function of verbs with lengthened vowels in Yoruba reported speech.</li> <li>correctly use these verbs to report what someone said or did in the past.</li> <li>differentiate between simple past tense and reported speech constructions.</li> <li>feel confident and expressive when conveying past events using reported speech.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Review basic vocabulary related to past events: <i>ṣe</i> (did), <i>jẹ</i> (ate), <i>sọ</i> (said). Discuss how we talk about things that happened in the past in different languages. Briefly mention the existence of special verb forms for reported speech without revealing their specific characteristics.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>Present the chart showcasing common verbs in the simple past tense alongside their corresponding forms with lengthened vowels for reported speech (e.g., <i>ṣe - ṣèè, jẹ - jẹẹ, sọ - sọọ</i>).</li> <li>Explain that these verbs with lengthened vowels indicate reported speech, signifying what someone else said or did in the past.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Practice saying the different verb forms aloud as a class, emphasizing the vowel elongation and subtle tone variations.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Challenge students to rewrite sentences they previously wrote in the simple past tense into reported speech using verbs with lengthened vowels. This reinforces the understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>Vowel Unfurling</li> <li>Picture Playback</li> <li>Sentence Swap</li> <li>Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Pictures or flashcards</li> <li>Handout with a table for practicing reported speech using verbs</li> </ul>	<p>This lesson plan delves into the world of Yoruba verbs with lengthened vowels in reported speech, empowering your students to relay past events vividly and accurately. Prepare for a journey through language that captures time and meaning with subtle vocal shifts!</p>

			<p>two forms and their distinct functions.</p>			
	<p><b>Dependent Verb Forms ('Ki')</b></p> <ul style="list-style-type: none"> <li>We are using the term 'dependent' here to cover forms of the verb which are preceded by the word <i>ki</i>. These forms have much in common with the forms used indirect commands and prohibitions because</li> <li>(a) the progressive and habitual sense is expressed by the addition of <i>maa</i>, and</li> <li>(b) the negative word used is <i>ma</i>.</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and understand the function of dependent verb forms with "ki" in Yoruba.</li> <li>correctly construct sentences using different types of dependent verbs with "ki".</li> <li>differentiate between dependent and independent verb constructions.</li> <li>feel confident and creative in expressing desires, suggestions, and possibilities using "ki" dependent verb forms.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Review basic vocabulary related to desires, suggestions, and possibilities: <i>fe</i> (want), <i>nílò</i> (need), <i>lè</i> (can), <i>ṣeé</i> (maybe). Discuss how we express these concepts in different languages. Introduce the concept of "ki" as a particle used with verbs to form dependent clauses.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Present the chart showcasing different types of dependent verb forms with "ki" and their corresponding English translations (e.g., <i>ki ó wá</i> - let him come, <i>ki o ránṣó</i> - please help, <i>lè ki mo lọ</i> - I can go).</li> <li>Explain that these verb forms rely on another verb for meaning and completion, often expressing commands, requests, wishes, or future possibilities.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>The unemphatic subject pronouns used after <i>ki</i> differ in two respects from those used with the independent forms so far described: (a) <i>mo</i> is replaced by <i>ng</i>, <i>n</i>, <i>m</i>, the actual pronunciation depending on the quality of the consonant which follows (regardless of how it may happen to be written); (b) <i>nwɔn</i> may be heard on either</li> <li>high or mid tone and, in line with this variation, nouns and emphatic pronouns may or may not have the final high tone.</li> <li>In written Yoruba which follows the tradition of the Bible translation we find that when <i>ki</i> is followed by a noun, emphatic pronoun or <i>nwQn</i> a second <i>ki</i> is added along with <i>o</i> 'he/she it'</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Briefly review the key points about "ki" dependent verb forms. Encourage students to actively practice using these forms in their everyday conversations to expand their expressive range and enhance their language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Picture Prompts</li> <li>Sentence Swap</li> <li>Reflection</li> <li>Wrap-up</li> </ul>	<ul style="list-style-type: none"> <li>Pictures or flashcards</li> <li>Textbooks</li> <li>Chart</li> </ul>	<p>This lesson plan dives into the world of Yoruba dependent verb forms introduced by the particle "ki," empowering your students to express desires, suggestions, and possibilities with nuance and precision. Get ready for an interactive journey exploring verb formations and unlocking the potential of "ki" as a versatile language tool!</p>
<p>4</p>	<p><b>Ti Forms of the Verb</b></p> <ul style="list-style-type: none"> <li>When <i>ti</i> occurs in front of the simple verb stem it can generally be translated by 'already*' or 'now'</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 concept of <i>Ti</i> forms of the verb in Yoruba and their significance in expressing completed or perfect actions.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an introduction to the <i>Ti</i> forms of the verb in Yoruba. The instructor explains the concept of completed or perfect actions expressed through the <i>Ti</i> form and its significance in Yoruba grammar.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>The addition of <i>ti</i> represents the state referred to as having come into being some time, however brief, before the actual time of reference, which as usual may be either in the present or the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding <i>Ti</i> Forms of the Verb</li> <li>Conjugating Verbs in the <i>Ti</i> Form</li> <li>Listening and Speaking Practice</li> <li>Interactive Application</li> </ul>	<ul style="list-style-type: none"> <li>Yoruba <i>Ti</i> forms of the verb charts</li> <li>Yoruba sentences using <i>Ti</i> forms of the verb</li> <li>Audio recordings</li> <li>Textbook</li> </ul>	<p>This lesson plan provides a comprehensive approach to learning the <i>Ti</i> form of the verb in Yoruba, incorporating listening exercises, practical application, and linguistic analysis to ensure students grasp the fundamental aspects of Yoruba verb conjugation.</p>

		<ul style="list-style-type: none"> <li>Identify and use Ti forms of verbs in various contexts, demonstrating an understanding of verb conjugation and sentence structure in Yoruba.</li> <li>understand the cultural and communicative significance of using Ti forms of the verb in Yoruba language and conversation.</li> </ul>	<ul style="list-style-type: none"> <li>The instructor introduces Ti forms of the verb, explaining their usage in expressing completed or perfect actions. Students practice identifying verbs in the Ti form and understanding their role in Yoruba sentence structure.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of the Ti form of the verb and its practical applications.</li> </ul>			
	<p><b>Common Yoruba Verbs with Emphasis on "fi", "fún", and "bá"</b></p> <ul style="list-style-type: none"> <li>Various commonly occurring verbs often have to be translated by such prepositions as 'to', 'for', 'with', 'from' in English.</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 meanings and usages of the Yoruba verbs "fi", "fún", and "bá" in various contexts.</li> <li>Students will be able to identify and use these common verbs to express actions, give commands, and indicate emphasis in Yoruba sentences.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The lesson begins with an introduction to the common Yoruba verbs "fi", "fún", and "bá". The instructor explains the meanings and primary usages of these verbs, emphasizing their importance in Yoruba communication.</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>The instructor introduces the meanings and various usages of "fi", "fún", and "bá" in Yoruba. Students practice identifying these verbs and understanding their roles in different contexts.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>As a main verb <b>fi</b> means 'to put, place', e.g. <i>fi... sile</i> 'to put down.'</li> <li><b>fún</b> as a main verb has the meaning 'to give, hand over to', the English second object being introduced by the preposition <i>ni</i>, and that, as <i>ni</i> cannot be followed by an unemphatic pronoun, 'give me it' is simply <b>fún mi</b>.</li> <li><b>bá</b> Used by itself has the meaning 'to meet, come upon, find (a person)'</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>The lesson concludes with a review of "fi", "fún", and "bá" and their practical applications.</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>Understanding the Meanings and Usages</li> <li>Practical Examples and Sentences</li> <li>Listening and Speaking Practice</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> </ul>	<p>This lesson plan provides a comprehensive approach to learning common Yoruba verbs with an emphasis on "fi", "fún", and "bá", incorporating listening exercises, practical application, and linguistic analysis to ensure students grasp the fundamental aspects of these important verbs in Yoruba language.</p>

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	<p><b>Demystifying Yoruba Animal Names and Fun Facts</b></p> <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>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and learn common Yoruba names for various animals.</li> <li>Students will be able to correctly pronounce and recognize the sounds associated with different animal names.</li> <li>Students will understand and appreciate some cultural beliefs and stories surrounding animals in Yoruba tradition.</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Present the chart with pictures and Yoruba names of various animals. Say each name aloud clearly, emphasizing pronunciation and syllable breaks.</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Play audio recordings of native speakers pronouncing the same names to reinforce proper pronunciation.</li> <li>Have students repeat the names individually and as a class, focusing on sound accuracy and intonation.</li> <li>use only the Yoruba names without pictures and have students draw the animals they imagine based on the names.</li> <li>This reinforces their association of sounds with meaning and encourages creative interpretation.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Encourage students to share any folktales or stories they know about animals in Yoruba culture. This showcases the cultural significance of animals and deepens their understanding of Yoruba traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Animal Soundscape</li> <li>Animal Unveiling</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Chart with pictures and Yoruba names of various animals</li> <li>Audio recordings</li> <li>Handout</li> </ul>	<p>This lesson plan invites your students to explore the captivating world of animals in Yoruba, combining language learning with cultural insights and playful activities. Get ready for a vibrant journey filled with animal vocabulary, pronunciation practice, and creative expression!</p>
	<p><b>Èyà Ara (Body Parts)</b></p> <ul style="list-style-type: none"> <li>Combinations of two or more nouns are widely used in Yoruba to express a great variety of relationships</li> </ul>	<p><b>At the end of the lesson students should be able to:</b></p> <ul style="list-style-type: none"> <li>identify and learn common Yoruba names for various body parts.</li> <li>correctly pronounce and recognize the sounds associated with different èyà ara words.</li> </ul>	<p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>Call out commands in Yoruba for different actions like touching your head (kọ ori), or wiggling your fingers (wá ọfù). This activates prior knowledge of body parts and sets the stage for vocabulary exploration.</li> </ul> <p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>Present the chart with pictures and Yoruba names of various body parts. Say each name aloud clearly, emphasizing pronunciation and syllable breaks.</li> <li>Play audio recordings of native speakers pronouncing the same names to reinforce proper pronunciation.</li> <li>Have students repeat the names individually and as a class, focusing on sound accuracy and intonation.</li> </ul> <p><b>CONCLUSION:</b></p> <ul style="list-style-type: none"> <li>Discuss the cultural significance of specific body parts in Yoruba traditions. For example, talk about the reverence for the head (ori) or the use of hands (ọfù) in greetings and blessings. This showcases the deeper meaning and context behind the vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Èyà Ara Unveiling</li> <li>Speaking Practice</li> <li>Reflection</li> <li>Cultural Connections</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Chart with pictures and Yoruba names of various body parts</li> <li>Props or flashcards</li> </ul>	<p>This lesson plan invites your students to embark on a captivating journey through the human body in Yoruba, unlocking the world of èyà ara (body parts) with playful activities and cultural insights. Get ready for a vibrant exploration of vocabulary, pronunciation, and self-expression!</p>

