

ÈKÓ YORÙBÁ ÀKÓBÈRÈ

YOR 1131: BEGINNING YORÙBÁ I I, section 066GD (Spring 2019)

Olùkó (Instructor): Ògbéni Kólé Òdútólá

Ófisi (Office Location): 351 Pugh Hall

Àkókò rírí Akékòó (Office Hours): by appointment

Èrò ibánisòrò (Phone): 352-273-2959.

Office Hours: 6th period on Tuesdays and Thursdays included or you can come any other time by appointment

Àkókò ipadé (4th Period: 10:40am- 11:30): M-F

Kílààsì (Class Venue): LIT 0233

Credit: 5

Ìmeèlì (E-mail): kodutola@ufl.edu

COURSE DESCRIPTION AND OBJECTIVES

This beginners' course is intended for anyone who wants to acquire some knowledge of Yorùbá language or wants to develop **speaking**, reading, and writing skills of Yorùbá. Therefore, the course focuses on basic aspects such as greetings and self-introduction and finishes up with lessons of self-expression at various everyday services such as the market, bank, post-office and how to make telephone calls, etc. At the end of the session, a good student should be able to:

- (1) **speak** a reasonable amount of basic conversational Yorùbá,
- (2) read and understand a reasonable amount of elementary Yorùbá,
- (3) understand a reasonable amount of elementary Yorùbá when it is spoken to her/him,
- (4) write/compose a reasonable lengthy essay in Yorùbá and
- (5) appreciate the cultures and histories of the Yorùbá people.

(Take note of the words *reasonable*, *basic*, and *elementary* in every instance. How far you go and how proficient you become by the end of the course will, largely, depend on you. At least an hour a day outside of class, looking over what was done, will contribute to good success. In addition, try attending one Yoruba event organized by native speakers)

REQUIRED TEXTS

Our main text for the course will be: Schleicher, A. Y. F. (1993) *Jé Ká Sọ Yorùbá* New Haven & London: Yale University Press. (ISBN Number 0-300-05590-0). If you already have a copy, no need to buy another. A Yorùbá-English Dictionary is also recommended.

COURSE REQUIREMENTS

To achieve our set objectives, regular class attendance, punctuality, and active participation in class discussions are required. In addition, we will be using the language laboratory once a week; lab day will be announced in class at the appropriate time. The coursework will comprise of a series of announced and unannounced quizzes, individual oral presentations, take-home assignments and weekly tests (on Fridays).

ATTENDANCE POLICY

Since language is learned over time, with persistence, consistency and great deal of patience, regular class attendance and individual/group studies are crucial to the learning process. For this reason, there shall be various penalties for the violation of class attendance policy. The following penalties shall apply for the violations listed below:

Lateness: A student is considered late if she or he arrives in class after attendance has been taken (i.e. about 5 minutes into the class period). Lateness shall be calculated on 2 lateness = 1 absence basis.

Absences: Any lateness beyond the first 15 minutes of class is considered an absence for that day (even if such student decides to remain in class!) **There are about 80 days for this semester**

Please keep your cell phones in your bags during the 50 minutes we are in class or keep it on silent.

Grade point Reduction: Starting with the third absence, your grade will be reduced by a half point (for instance, if your grade amounts to an ‘A’ and you were absent four times during the Semester, your grade will be reduced to a ‘B+’). However, genuine excuses for absence (if the need arises) should be made known to me at least 24 hours prior to such an absence, except in cases of emergencies. Except with authentically documents stating the cause of an absence (e.g. doctor’s report in cases of emergency) missed quizzes, tests and other assignments will not be re-administered on any other grounds. (N.B. Note that 80% minimum attendance is required to make a passing grade in this course! Anything less than this minimum requirement will earn an E in the course).

Make-up policy for weekly tests: Make-up tests will only be allowed under certain conditions:

- (1) An absence backed with a medical excuse
- (2) A university authorized trip outside of class. Apart from these two there will be on make- up exams or tests in this class. Please note that every test counts toward your final grade.

COURSE EVALUATION

Find below a breakdown of workload for this course:

| | |
|---|---|
| Class attendance [75] and participation:[20] | 100* Participation will be decided based on activities |
| Daily Journals | 80 |
| Conversational practice pieces | 25* (A total of 5 phone calls during the semester) |
| Weekly Tests mostly on Fridays | 350 (Including unannounced quizzes) |
| Written assignments/projects | 100 (You will be expected to submit <i>lṣẹ ṣiṣe</i> from the textbook*) |
| Oral Exams | 100* dates will be announced |
| Final Semester written examination: | 250* |
| <u>Total:</u> | <u>1000</u> |

Have a special book for all your written assignments. Choose any 5 questions per week (1.5 points each)

Grade Correspondence:

- 930-1000 = A.... [900.929 A-]
- 870-890= B+
- 830-860= B.. [800-869..B-]
- 770-790= C+
- 730-760= C.... [700-729-C-]
- 670-690 = D+
- 630-669 = D
- 600-629= E+
- 500- 599= E
- 0- 499 = F

PLEASE NOTE:

There is a new format for the Daily Journal this semester. I have provided templates to be used every day for the journals. You will complete it at home after class and bring to class every day. Practice writing a paragraph per week based on what we learned in class that week.

Please check for when homework assignments are due. The Yoruba expression for home work will be work done from home—*lṣẹ àtiléwá*

First Quiz:
 What does ÈKÓ YORÙBÁ ÀKÓBÈRÈ mean?
 (2) Can you use àkóbèrè in a complete sentence?

General

Feel free to ask questions in the class so that you will not be left behind. However, if there are issues that we cannot resolve in class, you are encouraged to use my office hours or just send me an email. I look forward to a rewarding semester with you all.

“This course will observe official policy on the H1N1 virus.”

YORÙBÁ PEOPLE and their LANGUAGE

Yorùbá is a tonal language spoken in Nigeria by about thirty million people and in the neighboring countries of the Republic of Benin and Togo. In Nigeria, Yorùbá speakers reside in the Southwest region in states such as Òyó, Ògùn, Osun, Ondo, Ekiti, Lagos, Kogi and Kwara states. **Yorùbá is a Kwa language**, which belongs to the **Yoruboid group**. Apart from about 30 million native speakers of the language found in south-western Nigeria and South-eastern Benin Republic, there are also descendants of Yorùbá people transported to the New World during the Transatlantic slavery of 18th to 19th centuries; most especially in Brazil, Cuba, Haiti, Trinidad, Puerto Rico, etc who speak variations of the language.

Yoruba is a tonal language and so it is important to pay attention to the tones in the language. Tones occur on the syllable in Yorùbá but in the orthography, tones are marked on vowels and syllabic nasals. There are three basic tones of different pitch levels in Yoruba: High, Mid and Low. In the writing system, the High and Low are marked with (´) and (`) respectively, over the vowel. The mid tone is generally unmarked except where there might be ambiguity or confusion.

General II:

Please note that this syllabus is subject to change depending on the rate at which you as learners cooperate with the teacher. There is no exemption to the writing of daily journals. The journals are to help you coordinate and systematize your learning. It gives you one more window to reflect on what you are learning. There are going to be new additions to what I expect from your journals. I will announce the changes in class.

This semester I expect you to set goals for yourself during the language lab periods. Do not waste the 40 minutes checking other sites that have nothing to do with Yorùbá.

The emphasis for this semester is your learning how to speak, write, and understand Yorùbá language and culture.

Venues See above for classes for 4rd period – All days except Thursday []
Thursdays [**Language Studio-**]

Thursdays we meet in Turlington 1317 (Language Studio)

Important Dates to Note: Spring Break: - March 2nd to 9th

Classes end April 24

Reading days April 25 – 26

Final exam: May/02/2019 @ 10:00 AM - 12:00 PM

January 21: Martin Luther King, Jr. Day

| | | |
|----------------|----------------------------|----------------|
| A = 90% - 100% | Outstanding Progress | 4 grade points |
| B = 80% - 89% | Above Average Progress | 3 grade points |
| C = 70% - 79% | Average Progress | 2 grade points |
| D = 60% - 69% | Lowest Acceptable Progress | 1 grade point |
| E = 0% - 59% | Failure | 0 grade points |

Second semester schedule

1st Week -òsè kíńí--- REVIEW OF FIRST SEMESTER YORUBA (January 7th to 11th)

Ojò ajé [Monday 7th January] REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo), introduction of the new daily journal method and the video on how to learn a new language.

Ojò ìṣégún [Tuesday-8th]. Continuation of the review sessions (Total 100 mins for two days)

Ojò rú [Wednesday 9th]- - - (Source: Schleicher Lesson 6)- The notion of “being fat”,

How to describe people using size, look and personality. The verbs to be tall, short, fat, slim. In some of these verbs there will be no need for the verb to be. Monologue on page 101 gives examples of how these verbs are used.

Ojò bọ [Thursday 10th]- class starts with a review of classroom expressions we worked on from Monday to Tuesday (10mins). Then continue with Schleicher Lesson 6, page 103. Take note of the new words like *ẹja ọbọkún* and how the culture relates to fat women. Take note also of Gerunds and their usage. In addition, more on the verb to be and its negation pages 104 to 105 (15mins) End class with use of *Náà ati Tun* (page 109)

Ojò Ẹti [Friday 11th]-: Look through the daily journal. Review of yesterday’s class (5-10 mins). Reading comprehension page 111 (10mins). Vocabulary/pronunciation of words on pg. 112 (20 mins). Questions on Pages 114 to 116.

Ojò ajé [Monday 14th]- Review (5mins). Words and expressions needed for recounting a trip and activities during a trip (Source- Schleicher, Lesson 7)..(20mins). **GRAMMAR** The relative clause marker *tí* on page 127 Expressing *Kí ni* and *Ohun tí*, Expressing *Nigbà ti* and *Nigbà ti --bá*

Ojò ìṣégún [Tuesday 15th]- Useful expressions in talking about future plans, talking about future plans, the future marker: *Máa [Mo máa rí yin ní ọla]* A *máa* jẹun ni irọlẹ. Expressing previous days fun *àpẹrẹ..àná, ijẹta, abbl ---*

Ojò rú [Wednesday 16th]- Expressing *Nígba Wo?* and *ígbà tí*, The consonant R; including things what we learned last semester.... Review the monologue & Dialogue (pages 119- 120 ati ojù iwé 132).

Reading comprehension-(Read *Àṣà òkè olúmọ* on page 130).

Ojò bọ [Thursday 17th]- First language lab day...: practice for Yoruba conversation (A trip I made)* other themes and dates to be announced.

Ojò ẹti [Friday 18th]- Idanwo kiini ti ọdun yii (First test for the year)

Òsè kẹta---Ojò ajé [Monday 21]- Kò ni si kilaasi ni ojò yii nitori Holiday [MLK Day]

Ojò ìṣégún [Tuesday 22nd]-: Lesson 8 Mode of transportation)--Awọn ohun irinna Pages 137 to 149, Monologue on page 137, learning different modes of transportation.

Ojò rú [Wednesday 23rd]- Gírámà: Present perfect ti as in has or have. Example in English you say, “I have eaten” In Yoruba you say *Mo ti jẹun*. Practice habitual tense marker *maa n* and its negation (p.142); -How to use *ilé, ibi, ọdò* (p. 144).

Ọjọ bọ [Thursday 24th]- Language Lab: practice for Yoruba conversation

Ọjọ ẹti [Friday 25th]- Second Quick test and Conclude lesson 8, **Gírámà**-present perfect markers (**ti, kò tí ì**), - Habitual marker (**máa n, kì í**);

ASSIGNMENT for the week due Friday 25th 2019. Make a Birthday card for a friend, all expressions must be in Yoruba

Ọsẹ kẹrin... **Ọjọ ajé [Monday 26th]-** Review of the past week (5 to 10mins), page 146..Expressing birthdays and dates of birth (10 mins). Learning about the culture of **living with parents** (gbígbé pẹlú àwọn òbí ẹni)...(page 147) (10mins). Words to learn, àgbàlagbà, ìgbéyàwó, titi di igba ti, ko aṣa

Ọjọ iṣẹgun [Tuesday 22nd]-: Review of words encountered during the eighth lesson (5 to 10 mins.), page 148. Tone practice *iṣé ṣiṣe ketadinlogun* (15mins). *Aṣọ Yoruba-Èkó Kẹsan-an-Clothing and associated verbs* pages 151 to 153.. **Isọrongbesi nipa aṣọ wiwò**

Ọjọ rú [Wednesday 23rd]: - **Isọrongbesi nipa aṣọ ríran** Dialogue on page 160 about sewing of clothes

Ọjọ bọ [Thursday 24th]- Language Lab:

Ọjọ ẹti [Friday 25th]: Quick summary of the week (5 to 10mins), review of the Birthday Cards made (10 mins). *Ìdánwò ọsẹ fun iṣẹjú marunundinlogbon*

As from now; practice -(Fill in the gaps in front of Ọsẹ.....for 5th week to 15th week below

January 28th to 31st- Practice talking about clothes and your birthday (p.146).

5th Week Ọsẹ..... January 28th to 31st February 1st (You need to know your numbers for this section)

Iṣé àtiléwá: *Work from Home*-Bring pictures of Yoruba clothes for males and females. Include the verbs for the different clothing. **Due on Thursday** during the language lab 1/31/19

Ọjọ ajé [Monday 28th]- Review of the past week (5 to 10mins) start on Clothing page 151- Expressing different ways of dressing and talking about the verbs that go with male and female clothes (15 mins) end with Question markers... *iruwo* (p. 154) and how to use *fi* and *lo*

Ọjọ iṣẹgun [Tuesday 29th]- *Àṣà aṣọ wíwò, báwo ni àwọn ọkùnrin gbódò wọ aṣọ lọ sí òde* Dialogue on page 160.

Ọjọ rú [Wednesday 30th]: **Review of new words page 161 & 163 (20 mins)**

Ọjọ bọ [Thursday 31st]: Language lab (Review of pages 164 to 166, what words/expressions do you find difficult?)

Ọjọ ẹti [Friday 1st]: *Ìdánwò ọsẹ fun iṣẹjú marunundinlogbon*

6th Week Ọ̀sẹ̀..... February **4th** to **8th** (You need to know your numbers for this section)

Ọjọ ajé [Monday 4th]- Review of the past week (5 to 10mins), Shopping in an open market system:

How to haggle...Bí a ẹ n nája; Numbers: 200-1000; Expressing Báwo ní? Bi a ẹ n..... Why questions: Ki l'o de?; Expressing **Eélòó ni** and **Oye tí**
Consonant y **Source: Schleicher, Lesson 10.**

Ọjọ ị̀sẹ̀gun [Tuesday 5th]- .Page 170 Aşa ojà nina, iyatọ laarin oja ibilẹ ati oja igbalode, review of numbers 200 to 1000 (page 171).

Ọjọ rú [Wednesday 6th]: Review of new words page 174 ị̀sẹ ị̀sẹ kẹsan (20 mins). Conversation in class about going to a Yoruba market.

Ọjọ bọ [Thursday 7th]: Language lab, read the dialogue on page 177 with a partner and be ready to answer questions on Friday during the test

Ọjọ ẹ̀tì [Friday 8th]: ̀Idánwò ọ̀sẹ fun ị̀sẹjú márùnúndínlọgbọ̀n, review page 177

7th Week Ọ̀sẹ̀.....February **11th** to **15th** (You need to know your numbers for this section). E je ki a ko nipa agogo (Let us learn about time)

Ọjọ ajé [Monday 11th]-: How to tell time...[Source: Schleicher, Lesson 11] , Questions to ask about time- ki ni aago wi? Tabi agogo melòó ni ó lù. Words you need to know about how to tell the time in Yoruba

Ọjọ ị̀sẹ̀gun [Tuesday 12th]- Monologue on page 181, the habitual tense marker. How to divide days in Yoruba land (page 183).

Ọjọ rú [Wednesday 6th]: Gírámà- lẹhin, lẹhin ti, lẹhin....ti ba (page 189) (15 mins), iyato laarin tan ati pari (10mins), Dialogue on page 192

Ọjọ bọ [Thursday 7th]: Language lab- Watch video on Akoye unit 11 [Kí ni aago wí?]

Review last lessons and words learned during the week

Ọjọ ẹ̀tì [Friday 8th]: ̀Idánwò ọ̀sẹ fun ị̀sẹjú marunundinlọgbọ̀n

8th Week Ọ̀sẹ̀.....February **25th** to **28th** (You need to know your numbers for this section). E je ki a ko

nipa ounje sise (Let us learn about cooking food). Ẹkọ kejila--- Talking about food--Expressing hunger and thirst, Cooking among Yoruba people; Prepositional phrases; Gerunds; Expressions that go with mealtime in Yoruba. Watch video on Akoye unit 9 [Oríṣií Oúnjẹ]

Ọjọ ajé [Monday 25th]- Review of the past week (5 to 10 mins)--Ki ni ounje ti o fẹràn jù? Bawo ni a ẹ n sè é? (10 mins). Page 197 gives a template for how to fry plantain. What are the verbs that go with cooking and preparing to cook? Page 198 (20 mins)

Learning names of foods and drinks (page 199) (10 mins)

Ojọ iṣẹgun [Tuesday 26th]- Review of yesterday's lessons (5 to 10 mins), Making a menu and an advert for a canteen in Yoruba in class (20 mins).

Ojọ rú [Wednesday 27th]: Review of Yoruba foods, drinks, and snacks (5 to 10mins), Girama-prepositional phrases (page 202) (20 mins), expressing hunger or thirst (page 205).

Ojọ bọ [Thursday 28th]: Language lab- Watch video on Akoye unit 11 [Oriṣii ounjẹ]

Review last lessons and words learned during the week

Ojọ ẹti [Friday 1st March]: Ìdánwò ọ̀sẹ̀ fun iṣẹ́jú marunundinlọgbọ̀n

Spring Break: - March 2nd to 9th

9th Week Ọ̀sẹ̀.....March 4th to 8th Akoko isinmi ranṣe

10th Week Ọ̀sẹ̀.....March 11th to 15th (You need to know your numbers for this section). E jẹ ki a tun kọ nipa àṣà ounjẹ sise ati jije

Ojọ ajẹ [Monday 11th]-: Review of last weeks (5 to 10 mins), What happens during mealtime? Akoko ounjẹ...[**Schleicher, Lesson 12**] 10 mins, Dialogue on requesting for something to eat (15 mins)

Ojọ iṣẹgun [Tuesday 12th]- Review of words and expressions on food and time (20 mins), tone practice page 210 (15 minutes).

Ojọ rú [Wednesday 13th]: Talking about different professions---Iṣe ibilẹ (Yoruba traditional professions); More on the question marker-- **Nibo?**; Comparative and Superlative form **jùlọ**; Question marker-**Ta ni** and sentence format **eni tí**; Using the words **sọ**, **sọṣo**, and **sọ fún**;

Class exercise: Interview a professional person to find out what he/she does in his profession. Write a simple report in Yorùbá due March 21.

Ojọ bọ [Thursday 14th]: Language lab- Watch video on Watch video on Akoye unit 15, Also unit 5--Akoye online . Review last lessons and words learned during the week

Ojọ ẹti [Friday 15th]: Ìdánwò ọ̀sẹ̀ fun iṣẹ́jú marunundinlọgbọ̀n, Difference between **Mo maa** and **Maa**.

11th Week Ọ̀sẹ̀.....March 18th to 22nd (You need to know your numbers for this section). E jẹ ki a tun kọ nipa oriṣiriṣi iṣe

Ojọ ajẹ [Monday 18th]-: Review of last weeks (5 to 10 mins), Monologue on working in America (page 215) 15 mins, learning the song iwe kikọ, lai si ọkọ (page 217) (20 mins),

Ojọ iṣẹgun [Tuesday 19th]- Review of words on different kinds of jobs and asking about people's professions (20 mins), tone practice page 229 (15 minutes).

Ojọ rú [Wednesday 20th]. Learning new words about meeting a professional. Dialogue *page* 227 (20 mins). Tone exercise page 229 (20 mins).

Ojò bọ [Thursday 14th]: Language lab- Watch video on Watch video on Akoye . Review last lessons and words learned during the week

Ojò ẹti [Friday 15th]: Ìdánwò ọ̀sẹ̀ fun ìṣẹ́jú marunundinlọgbọ̀n

12th Week Ọ̀sẹ̀.....March 25th to 29th (You need to know your numbers for this section). E jẹ ki a tun ko nipa oriṣiriṣi ayẹyẹ. Source: Schleicher, Lesson 13. Sisọrọ nipa oriṣiriṣi ayẹyẹ pataki (Talking about different ceremonies or important occasions)

Ojò ajé [Monday 25th] Yoruba ceremonies Source: Schleicher, Lesson 14...Ayẹyẹ, Asking about ceremonies, How to express reported speech, Use of **ki**, Additional greetings and useful expressions. Wedding ceremony (page 235). Look for video clips on child naming ceremonies (15 mins)

Ojò iṣẹgun [Tuesday 26th] Using text from [Akoye unit 18, lesson 3]. Gírámà questions about ceremonies (15 mins), How to express reported speech (page-238)

Class exercise: start writing a detailed essay about your best friend including information about his or her personality, nationality, the work he does or will like to do in future etc. due Thursday 28th

Ojò ru [Wednesday 27th] –Review of lesson on different ceremonies and how to use **ki** page 239. Read the dialogue on page 242 about child outing ceremony (15 mins). The expression from page 11 shows up again on page 243. It is about how to express do not be upset. Page 244 is on other forms of greetings.

Ojò bọ [Thursday 28th]: Language lab- Watch video on Watch video on Akoye . Review last lessons and words learned during the week. Tone practice page 245 (15 mins)

Ojò ẹti [Friday 29th]: Ìdánwò ọ̀sẹ̀ fun ìṣẹ́jú marunundinlọgbọ̀n

13th Week ọ̀sẹ̀..... [April 1st to 5th]

Ojò ajé [Monday 1st] Daily routine...Nnkan ti mo maa n ṣe, Describing your typical day or week to a partner in class, translate your conversation into Yoruba (20mins)

Girama: Reflexives **fúnraara**, The verb **tún –se**, More on numerals melòó?: kan, meji,meṭa etc. (15 mins)
Game: Bojúbojú, **Use the text from Akoye unit 7,**

Ojò iṣẹgun [Tuesday 2nd]. Read the monologue on page 249; take note of the new words and expressions

Ojò iṣẹgun [Tuesday 3rd]. What words do you need for things you use to get dressed in the morning? Review of words and expressions Page 250.

Class exercise: Iṣẹ ṣiṣe kẹta oju iwe ookanleniaadọtalenigba (20 mins). Using Reflexives in sentences **fúnraara mi** (page 252).

Ojò ru [Wednesday 4th] –How to interview a professional in Yoruba (page 257) , you will have to look for a professional to interview and write your dialogue in Yoruba. (20 mins).

Ojò bọ [Thursday 5th]: Language lab- Watch video on Watch video on Akoye. Review last lessons and words learned during the week. Tone practice page 259 (15 mins)

Ojò ẹti [Friday 6th]: Ìdánwò ọ̀sẹ̀ fun ìṣẹ́jú marunundinlọgbọ̀n

14th Week ọ̀sẹ̀..... April 8th to 12th

How to give directions..Bí a ẹ̀ n júwe ọ̀nà (see page 281 for a layout of a typical town)

How to express understanding or lack of understanding of some concept

Becoming a king in Yoruba. ọ̀ba jije ni ilẹ̀ Yoruba (page 283)

The particle ki Vowels o and e

Using text from Akoye (Source: Schleicher, Lessons 17)

15th Week ọ̀sẹ̀..... April 15th to 19th Dialogue on page 287

Then lesson 18 (University life in Nigeria) Expressions to learn pertain to how different institutions are named. The concept of Nursery schools as a place children go so that the home would be quiet. The Culture of schools among Yoruba people.

16th Week ọ̀sẹ̀.....April 10th to 14th Ayẹwo on page 307

Reading days April 25 – 26 REVIEW, REVIEW, REVIEW

Classes end April 24.....Reading days April 25 - 26

Final exams period **April 27 - May 3**

(Final Exam: May/02/2019 @ 10:00 AM - 12:00 PM)

Samples of possible assignments: Fill in the gaps with your own particular information-

(1). Orúkọ mi ni.....mo n gbé ni.....mo je ọmọ ọdún.....Mo ní (àwọ̀n) àbúrò.....[n ko ní àbúrò Kankan], orúkọ (àwọ̀n) àbúrò ni..... wọ̀n n gbé ni.....

(2). Ni oşù ti ó kojá, mo rin ìrìnàjò lọ sí.....

(3). Işé ti mo fẹ̀ràn ni.....mo fẹ̀ran işẹ̀ yii nitori pe.....

(4). Mo wọ̀ aşọ̀ Yoruba lọ si ibi ayẹyẹ̀ ti ẹ̀bi mi ẹ̀ lanaa, mo we gèlè (mo dé filà), mo wọ̀ búbá, mo ro ìró, mo si wọ̀ bata.....

(5) Ẹ̀bí mi fẹ̀ràn ounjẹ̀ sísẹ̀, èmi náà fẹ̀ràn ounjẹ̀ ti mo sẹ̀.....

Plan your own monologue and call me when you are ready, you all have my cell phone number. Remember that there are points for each call.

Lesson Notes: Ọ̀jọ̀ işẹ̀gun- Conclude lesson 8, Girama-present perfect markers (**ti, kò tí i**), -Habitual marker (**máa n, kì í**);irúwo (p. 154)* Lessons for Tuesday- How to express past tense using have/has/had **ti**; **the negation of ti as kò ì tí i**; grammatical construction with **rí** at the end; **QUESTION MARKERS** that have **wo** as part of them; **Tense markers**...**máa n** and its negation **kì í**; New words and expressions