

yesterday is added to any of the above questions, the past tense interpretation will be given.

- Sé Adé fẹ́ ilé lánàá? *Did Ade want a house yesterday?*
 Béè ni, Adé fẹ́ ilé lánàá. *Yes, Ade wanted a house yesterday.*

3. Use of intonation cannot change a statement into a question in Yoruba.

ISÉ SÍSE 9

Go back to the narration at the beginning of the lesson, ask your partner one question to be answered 'yes' and one question to be answered 'no'.

ÀPEERE: (Títí)

- Sé Títí ni omo Kúnlé?
Béè ni, Títí ni omo Kúnlé.
- Sé Títí ní omo?
Ó tì, Títí kò ní omo.

- | | | | | |
|-----------|---------|----------|----------|----------|
| 1. Mosún | 3. Dèjì | 5. Tolú | 7. Kúnlé | 9. Sànyà |
| 2. Fúnnké | 4. Tópé | 6. Túnjí | 8. Èbùn | 10. Délé |

ISÉ SÍSE 10

In pairs: Ask your partner two questions using *sé*. Your partner will respond with *yes* for one question and *no* for the other.

Mélòó tàbí Eélòó

1. The question marker **mélòó** is equivalent to *how many* while **eélòó** is equivalent to *how much* in English.
2. **Mélòó** is placed after the noun that it modifies. For example:

- Bàtà mélòó ni o ní? - *How many shoes do you have?*
 - Bàtà méta ni mo ní? } - *I have three shoes.*
 - Mo ní bàtà méta? }

- Ìwé mélòó ni Olú rà? - *How many books did Olú buy?*
 - Ìwé méwàá ni Olú rà. } - *Olú bought ten books.*
 - Olú rà ìwé méwàá. }

3. Eélòó is used only to ask how much something costs. For example:

Eélòó ni aso yíí. *How much is this garment?*
 - Náírà méwàá ni. *It costs ₦10/ it is ₦10.*

Eélòó ni o ra ìwé yíí? *How much did you pay for this book?*
 -Náírà mårùnún ni. *It is ₦5.*

4. If the object whose price you are asking for is assumed by both speakers, the word for the object can be dropped in the question. For example:

Eélòó ni? *How much is it?*
 -Kóbò méta ni. *It is 3 kobo.*

Plural Marker Àwọn

1. The plural is marked by using the word **àwọn** before the noun. But in most cases the plural interpretation is given without **àwọn** unless the numeral adjective **kan** is used. For example:

Mo ra iṣu. }
 Mo ra àwọn iṣu. } *I bought yams.*

Mo ra iṣu kan. *I bought one yam.*

2. When numeral adjectives beyond **kan** are used, a plural interpretation of the noun in question is assumed without the use of **àwọn**.

Mo fé ìwé méjì. *I want two books.*
 Olú yá ìwé méta ní ilé-ikàwé. *Olu borrowed three books at the library.*

ISÉ SÍSE 11

Mélòó? Using the example below, ask two questions using **mélòó**.

ÀPEERE: Adé, àbúrò (4)

- Àbúrò mélòó ni Adé ní?
- Àbúrò mérin ní Adé ní.
- Àbúrò mélòó ni Adé fé?
- Adé fé àbúrò mérin.

- | | | |
|------------------------|-------------------|-------------------|
| 1. Olú, ègbón, (5) | 4. Tópé, ìwé (7) | 7. Adé, àntí (4) |
| 2. Títí, màmá màmá (1) | 5. Délé, bàtà (6) | 8. Sèyí, òré (8) |
| 3. Túnjí, ìyàwó (10) | 6. Túndé, ilé (2) | 9. Èbùn, àpò, (9) |

ISÉ SÍSE 12

In pairs: Ask your partner how many of the following he/she has:

ÀPEERE: Òré

-Òré mélòó ni o ní

- | | | |
|-----------|------------|-----------------|
| 1. ìwé | 5. rúlà | 9. àbúrò |
| 2. péènì | 6. tábìlì | 10. náírà |
| 3. aga | 7. péñsùlù | 11. rédíò |
| 4. àwòrán | 8. ègbón | 12. telifísònnù |

Nónbà: 10-20

After 14, start subtracting from 20. For example, 15 is literally "five from twenty." The number 16 is "four from twenty," etc.

Counting Cardinal

éwàá	méwàá
oókànlá	mókànlá
eéjìlá	méjìlá
eétàlá	métàlá
eérìnlá	mérìnlá
aárùnúndínlógún	márùndínlógún
eérìndínlógún	mérìndínlógún
eétàdínlógún	métàdínlógún
eéjìdínlógún	méjìdínlógún
oókàndínlógún	mókàndínlógún
ogún	ogún

2. Notice that with the cardinal numbers the letter **m** that marks them is not used with 'twenty.' The object counted is usually placed after twenty, as opposed to before twenty.

ìwé méwàá	ogún ìwé
omo méta	ogún omo
dólà mårùndínlógún (\$15)	ogún dólà (\$20)
náírà méjìlá	ogún náírà

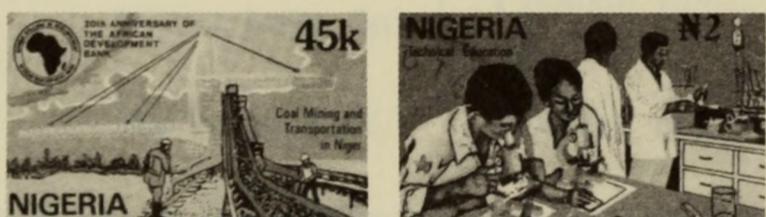
ISÉ SÍSE 13

Eélòó ni? You are at a bookstore in Ibadan where the prices of books are not marked. Ask for the price of the following. Your partner will be the salesman who will respond.

ÀPEERE: ìwé, ₦15

- Eélòó ni ìwé yíí?
- Náírà máründínlógún ni.

- | | | | |
|----------------|--------------|-----------------------|---------------|
| 1. péńsùlù, ₦5 | 4. aago, ₦20 | 7. kàléndà, ₦8 | 10. ínkì, ₦13 |
| 2. bírò, ₦6 | 5. filà, ₦18 | 8. péènì, ₦10 | 11. ife, ₦17 |
| 3. àpò, ₦19 | 6. bátà, ₦14 | 9. ìwé atúmò èdè, ₦20 | 12. yerí, ₦16 |



ISÉ SÍSE 14

In pairs: Solve the following addition problems.

ÀPEERE: $5 + 10 = ?$

Eélòó ni aárùnún àti eéwàá?

- Aárùnún àti eéwàá ni aárùnúndínlógún.

- | | | |
|-----------------|-----------------|------------------|
| 1. $10 + 3 = ?$ | 5. $16 + 4 = ?$ | 9. $1 + 7 = ?$ |
| 2. $15 + 2 = ?$ | 6. $12 + 3 = ?$ | 10. $8 + 6 = ?$ |
| 3. $4 + 2 = ?$ | 7. $19 + 0 = ?$ | 11. $0 + 1 = ?$ |
| 4. $11 + 6 = ?$ | 8. $9 + 5 = ?$ | 12. $13 + 7 = ?$ |

ISÉ SÍSE 15

In pairs: Ask your partner if he/she has any of the objects listed in ISÉ SÍSE 14. If he/she has the object, ask him/her how much he/she paid for it.

Negation **kò**

1. The particle that negates regular verbs is **kò**. For example:

Mo ní àbúrò kan.	<i>I have one younger sibling.</i>
N kò ní àbúrò kankan.	<i>I don't have any younger siblings.</i>

2. The first person singular subject pronoun **mo** changes to **n** before a negative marker. Similarly, the third person singular subject pronoun **ó** is dropped before a negative particle. All other subject pronouns remain the same. Compare the following paradigm.

Mo fé ilé.	- N kò fé ilé.
O fé ilé.	- O kò fé ilé.
Ó fé ilé.	- Kò fé ilé.
A fé ilé.	- A kò fé ilé.
E fé ilé.	- E kò fé ilé.
Wón fé ilé.	- Wón kò fé ilé.

Negation **kó**

1. The verb *to be* has different forms in Yoruba. The one you have learned so far is **ni**, as in:

Kúnlé ni bàbá Títí	<i>Kunle is Titi's father</i>
---------------------------	-------------------------------

The negation of **ni** is **kó ni**.

Kúnlé kó ni bàbá Títí	<i>Kunle is not Titi's father</i>
------------------------------	-----------------------------------

2. Other examples of the use of **ni** and **kó ni** are as follows:

Béè ni.	<i>Yes/it is so.</i>
Béè kó/Béè kó ni	<i>No/it is not so.</i>

Èmi ni àbúrò Dúpé.	<i>I am Dupe's younger sibling.</i>
Èmi kó ni àbúrò Dúpé.	<i>I am not Dupe's younger sibling.</i>

☞ 3. Do not use the regular subject pronoun with either **ni** or **kó ni**. You can use any noun or an emphatic subject pronoun as its subject.

ISÉ SÍSE 16

In pairs: Using the few verbs you have learned so far, e.g.,

fé	<i>to want/like</i>
je---	<i>to eat (something)</i>
ní	<i>to have</i>
ra ---	<i>to buy</i>
féràn	<i>to love</i>

Make a statement, and allow your partner to contradict that statement.

ISÉ SÍSE 17

Contradiction: Each time Dupe makes a statement, Túnjí disagrees with her. Play the role of Dupé while your partner plays that of Tunji.

ÀPEERE: Olú féràn kíláàsì Yorùbá.
-Olú kò féràn kíláàsì Yorùbá.

1. Èmi àti Olú rí Adé lánàá.
2. A féràn àwọn olùkó wa.
3. Ó ní ìyàwó kan.
4. Mo fé okò.
5. Topé ni ìyàwó Kúnlé.
6. Wón ra bátà lánàá.
7. Àwọn akékòó se isé wọn.
8. Adé àti Olú ní owó púpò.

ISÉ SÍSE 18

Èmi kó! (*Not me!*) Using vocabulary you know, tell what things you and the other people mentioned below did not do yesterday.

1. Àwọn akékòó...
2. Olùkó mi...
3. Àwọn omo Olú...
4. Àbúrò Kémi...
5. Ìyàwó Kúnlé...
6. Èmi...
7. Ìwo àti Olú...
8. Eyi...
9. Òjó...

ISÉ SÍSE 19

Kò ní ebí - The people below come from very small families. Answer the questions about them according to the model.

ÀPEERE: Sé àbúrò méji ni Adé ní?
 - Ó tì, àbúrò méji kó ni Adé ní.

- | | |
|--|---|
| 1. Sé ìyàwó méta ni Kúnlé ní? | 5. Sé àbúrò obinrin mókànlá ni Títí ní? |
| 2. Sé ègbón méwàá ni Bósè ní? | 6. Sé ogún omo omo ni Fúnnké ní? |
| 3. Sé omo måründínlógún ni Túnjí bí? | 7. Sé bùròdá mésànán ni Tolú ní? |
| 4. Sé ègbón ọkùnrin mårùnún ni Olú ní? | 8. Sé àntí méta ni Títí àti Tópé ní? |

ISÉ SÍSE 20

Ìwo nkó?: In pairs, ask your partner the following questions. Alternate with your partner in asking the questions.

ÀPEERE: Àbúrò mélòó ni o ní?
 - Mo ní àbúrò kan.
 - Mo ní àbúrò méji.
 - N kò ní àbúrò kankan rará.

1. Ègbón mélòó ni o ní?
2. Àbúrò ọkùnrin mélòó ni o ní?
3. Ègbón obinrin mélòó ni o ní?

4. Àbúrò mélòó ni màmá rẹ ní?
5. Ègbón mélòó ni bàbá rẹ ní?
6. Ìyàwó mélòó ni bàbá rẹ ní?
7. Omo mélòó ni o ní?
8. Omo mélòó ni òbí rẹ ní?
9. Omo omo mélòó ni màmá màmá rẹ ní?
10. Omo omo mélòó ni màmá bàbá rẹ ní?



ISÉ SÍSE 21

In pairs: You are visiting at your friends house and your friend's mother wants to know about your family. Tell her about your family. Your partner will play the role of your friend's mother.

DIALOGUE

bookstore *Délé pàdé òré rẹ Tólá ní ònà ilé-itàwé.*

- | | |
|----------------------------|---|
| Where are you coming from? | Délé: Báwo ni nñkan Tólá? |
| | Tólá: Dáadáa ni. |
| | Délé: Níbo ni o tí ní bọ? |
| | Tólá: Mo ní bọ láti ilé-itàwé. Mo lọ ra ìwé yíí fún kíláàsì Báólójì mi. |
| to be expensive | Délé: Eélòó ni? |
| | Tólá: Dólà mókàndínlógún ni. |
| | Délé: Kò wòn rará. |
| | Tólá: Ó tì, kò wón rará. |

ISÉ SÍSE 22

Sé lóòótó ni tàbí lóòótó kó?

- | | |
|---------|---|
| library | <ol style="list-style-type: none"> 1. Délé ra ìwé Bàólójì? 2. Náírà mókàndínlógún ni ìwé náà. 3. Tólá ní bọ láti ilé-ikàwé. 4. Ìwé Tólá kò wón. 5. Tólá kò mo Délé. |
|---------|---|

PRONUNCIATION AND TONES

Fáwéèlì Aránmúpè (Nasal Vowels)

Nasal vowels function in Yoruba as oral vowels. Nasal vowels are orthographically represented by adding the consonant **n** after the vowel. For example:

in	[i]	as in	irin	iron
en	[ɛ]	as in	iyen	that one
an	[ɔ̄]	as in	eran	meat
on	[ɔ̄]	as in	ogbón	wisdom

However, **n** is not added if the preceding consonant is an **n** or **m**, e.g., **imú**, *nose*; **inú**, *stomach*. Every Yoruba letter represents only one sound except for **an** and **on**, which are pronounced identically. The pronunciation of each letter and the nasal vowels does not change, no matter where they occur in a word or a sentence. This makes it easier to learn to speak Yoruba.

ISÉ SÍSE 23

Repeat the following words after your teacher to learn their pronunciation. Their tone pattern is the same, i.e. [re mi]. Concentrate on learning how to pronounce the words rather than on the meaning.

1. ọgbón	wisdom	6. ẹní	mat
2. imú	nose	7. ikán	termite
3. inú	stomach	8. ahón	tongue
4. ẹkún	cry (noun)	9. ọdún	year
5. agbón	wasp	10. oyún	pregnancy

VOCABULARY

NOUNS

aago	clock/watch/time
àbúrò Dúpé	Dupe's younger sibling
àbúrò ọkùnrin	younger brother
àntí	aunt
àpò	bag
àṣà	culture/custom
àwọn ọmọ Olú	Olu's children
bàbá bàbá	grandfather

Bàólójì	Biology
bàtà	shoes
bírò	pen
bùròdá	brother
dólà	dollar(s)
ilé	house
ilé-itàwé	bookstore
ilé-ikáwé	library
ilú	city/town
ìnki	ink

isé work
isé wọn their work
isu yam
ìwé book
ìwé atúmò èdè dictionary
ìwé yíí this book
káléndà calendar
kíláàsì class
kóbò kobo (Nigerian penny)
màmá màmá grandmother
náírà (basic unit of
Nigerian currency)
Olùkó teacher
owó money
omo child/children
òré friend
péñì pen
péñsùlù pencil

méta three
nípa about
púpò a lot
rárá not at all
sùgbón but
yíí this

VERBS

fé to want/to like
féràn to love
rà to buy
só fún to tell/to say to
só fún mi to tell me
se to do
wón to be expensive
yá to borrow

OTHERS

àwọn plural marker/they
béè kó no
béè ni yes
eélòó how much?
gbogbo all
gbódò must
kankan any
kò negative marker
kó ni it is not
méjì two
mélòó how many



Agbégilére

OBJECTIVES

Topic: Activities and Personal Information

Function: Expressing likes/dislikes and talking about different activities

Grammar: Progressive marker **ní**, the verb **féràn**, conjunctions **sì** and **àti**, question form **ta ni**

Cultural Information: Child training among the Yoruba

MONOLOGUE



Yunifásítì Obáfémi Awólówò

student/about herself

Tóyìn, akékòdó ní Yunifásítì ti Èkó ní sòrò nípa ara rè àti àwọn ọré rè méjì.

Orúkọ mi ni Tóyìn.

Mo ní kó èkó ni Yunifásítì ti Èkó.

English language

Mo gbó èdè Òyìnbo.

Portuguese

Mo sí tún gbó èdè Potokí.

is going

Mo féràn láti ka ìwé ìtàn.

Mo ní ọré méjì. Orúkọ wọn ni Ayò àti Rèmí.

sing/dance

Ayò ní lò sí Yunifásítì ti Ilorin.

apart from

Rèmí sì ní lò sí Yunifásítì ti Ibàdàn.

Ayò féràn láti korin, sùgbón Rèmí féràn láti jó.

Yàtò sí Yorùbá, Ayò àti Rèmí gbó èdè Faransé sùgbón wọn kò gbó èdè Potokí.

ISÉ SÍSE 1

Lóòótó ni tàbí lóòótó kó?: (*True or false?*): Say whether the statements below are true or false.

ÀPEERE: Tóyìn féràn láti ka ìwé ìtàn.

-Lóòótó ni.

- | | |
|-------------------------------------|---------------------------------------|
| 1. Tóyìn gbó èdè Òyìnbó. | 5. Rèmí féràn láti korin. |
| 2. Rèmí ní lo sí Yunifásítì ti Èkó. | 6. Ayò ní lo sí Yunifásítì ti Ilorin. |
| 3. Rèmí àti Ayò gbó èdè Potokí. | 7. Tóyìn ní ɔré méta. |
| 4. Tóyìn féràn láti jó. | 8. Rèmí féràn láti ka ìwé ìtàn. |

ISÉ SÍSE 2

Adé ni: Using the narrative above, tell who does which activity.

ÀPEERE: Ta ni ó féràn láti jó.

-Rèmí ni ó féràn láti jó.

1. Ta ni ó féràn láti korin?
2. Ta ni ó féràn láti ka ìwé ìtàn?
3. Ta ni ó ní lo sí Yunifásítì ti Ilorin?
4. Ta ni ó ní lo sí Yunifásítì ti Èkó?
5. Ta ni ó féràn láti jó?
6. Ta ni ó gbó èdè Faransé?
7. Ta ni ó gbó èdè Potokí?
8. Ta ni ó gbó èdè Òyìnbó?

ISÉ SÍSE 3

Ó kàn é. Now tell us about yourself, what languages you speak, and what you like to do.

ISÉ SÍSE 4

Here are the names of some people and their home towns. Say where they live, what language or languages you think they speak, and what they like to do.

ÀPEERE: Kúnlé: Ifè: wè

-Kúnlé ní gbé ni Ifè.

-Ó gbó èdè Yorùbá.

-Ó féràn láti wè.

- | | |
|-----------------------------|-------------------------------|
| 1. Jacques: Paris: kòwé | 2. Carlos: Mexico: jéun |
| 3. Yuko: Tokyo: fó asó | 4. Martin: Madison: rín |
| 5. Anne-Marie: Quebec: sòrò | 6. Ines: Rio de Janeiro: kàwé |

GÍRÁMÀ

The Progressive Marker n̄

1. The Yoruba progressive form corresponds to two English forms when used with verbs such as **gbé**, *to live* or **só**, *to speak*:

Mo n̄ gbé Èkó.	<i>I live in Lagos. I am living in Lagos.</i>
Olú n̄ só èdè Potokí.	<i>Olu speaks Portuguese. Olu is speaking Portuguese.</i>

Other verbs in this category are **kó**, *to study*, *to learn*, *to teach*.

2. In almost all other cases, it marks a continuous action.

Mo n̄ jéun.	<i>I am eating.</i>
Adé n̄ kàwé.	<i>Ade is reading.</i>
Òjó n̄ kun ilé.	<i>Òjó is painting the house.</i>

3. Since present or past tense is not overtly marked in Yoruba, the present or past interpretation of **n̄** will depend on the context.

Mo rí Adé lánàá nígbà tí mo n̄ jéun. *I saw Ade yesterday when I was eating.*

Mo n̄ jéun nísisiyí. *I am eating right now.*

4. To negate a sentence that states a continuous action, replace **n̄** with **kò**.

Olú n̄ seré. - Olú kò seré.
Adé n̄ foso. - Adé kò foso.

5. Either **gbó** or **só** can be used when talking about what language someone speaks. The only difference is that **só** has to be used with **n̄** whereas **gbó** should not.

Mo gbó èdè Yorùbá. **Mo n̄ só Yorùbá.** } *I speak Yoruba.*

ISÉ SÍSE 5

Yorùbá tábí Òyìnbó? The following people are going somewhere. Say where they are going and whether they speak Yoruba or English or French. Use subject pronouns.

ÀPEERE: Àdùké (Ilésà)

- Ó n̄ lo sí Ilésà, ó gbó èdè Yorùbá.

1. Dúpé àti Túnjí (Chicago)
2. Òjògbón Òjó (London)
3. Bíódún (Abéòkúta)
4. Ògbéni Sànyà (Paris)

5. Túndé (Quebec)
6. Sèyí àti Délé (Ìbàdàn)
7. Tópé (Ìwó)
8. Bósè (Texas)

ISÉ SÍSE 6

Sé e gbó Yorùbá? Ask the following people if they speak Yoruba.

ÀPEERE: Adé
Òjògbón Òsúndàre

- Sé o gbó Yorùbá?
- Sé e gbó Yorùbá?

1. Táyò
2. Arábìnrin Sànyà
3. Táyò àti Túnjí
4. Sèyí

5. Ògbéni Òjó
6. Omidan Fòlárìn
7. Òjògbón Kóláwolé

8. Tópé and Sèyí
9. Olóyè
10. Ayaba Tinúké

ISÉ SÍSE 7

In pairs: Choose any of the languages listed below and ask if your partner speaks that language.

1. Potokí
2. Faransé
3. èdè Òyìnbó
4. Yorùbá
5. Jámáànì

ISÉ SÍSE 8

Dúpé àti Délé: Délé is not doing what Dúpé is doing. Express this according to the model below.

ÀPEERE: Dúpé n̄ gbálè

- Sùgbón Délé kò kàwé

- | | |
|---------------------------|--------------------|
| 1. Dúpé n̄ foso | 6. Dúpé n̄ fo àwo |
| 2. Dúpé n̄ wo tēlifísōnnù | 7. Dúpé n̄ ko létà |
| 3. Dúpé n̄ f'etí sí rédío | 8. Dúpé n̄ wè |
| 4. Dúpé n̄ gba bóòlù | 9. Dúpé n̄ sùn |
| 5. Dúpé n̄ sere | 10. Dúpé n̄ jeun |

The Verb Féràn

1. A typical Yoruba verb is monosyllabic.

Mo fé omo *I like/want children.*
Ó je búrédì *He ate bread.*

2. But there are complex verbs that are made up of a verb plus an object. **Féràn** is an example of such verbs. There are others like **gbàgbé**, *forget*; **ranti**, *remember*.

Tópé féràn omo. *Tópé loves children.*

3. If you want to use another verb after a complex verb, it is required to use the word **láti** before the second verb.

Màmá mi féràn láti fo aso.	<i>My mom loves to wash clothes.</i>
Títí gbàgbé láti je oúnje rè.	<i>Titi forgot to eat his food.</i>
N kò rántí láti lo sí kíláàsì.	<i>I did not remember to go to class.</i>

4. The use of **láti** between monosyllabic verbs is optional.

Mo fé je búrédì. } *I want to eat bread.*
Mo fé láti je búrédì. }

Olú kò fé lọ sí Èkó. } *Olu does not want to go to Lagos.*
Olú kò fé láti lọ sí Èkó. }

ISÉ SÍSE 9

Béè ni àti béè kó. Say that the following people love to do one of the things suggested in parenthesis, but not the other.

ÀPEERE: Ògbéni Sàndà (lọ sí Chicago/Toronto)
 - Ògbéni Sàndà féràn láti lọ sí Chicago súgbòn won kò féràn láti lọ sí Toronto.

1. Títí ... (wo tēlifísōnnù/sinimá)
2. Olú àti Délé... (sùn/sisé)

3. Òjògbón Owólabí....(gbé ní Paris/N.Y.)
4. Mo ... (sø èdè Faransé/èdè Árabíkì)
5. Ìwo àti èmi ... (jeun/jó)
6. Ìwo àti Òun....(kó Báólójì/Jógíráfì)
7. Tópé àti Oníjó....(wè/rìn)
8. Àwọn akékòó... (sòrò/sisé)
9. Dúpé....(seré pèlú Túnjí/Délé)
10. Mo....(f'etí sí rédíò/rékóòdù)
11. Iwo....(jó/sáré)

ISÉ SÍSE 10

Béè ni àti béè kò - Say that the following people like or want to do one of the things suggested in parentheses but not the other.

ÀPEERE: Omidan Sàndà...(lo sí Portland/Tucson)
 - Omidan Sàndà fé lo sí Portland, sùgbón won kò fé lo sí Tucson.

1. Èmi àti Kémi... (gbá ilè/fo aso)
2. Tólá àti Moyò... (ka ìwé/wo telifísònnù)
3. Ògbéni Pèlú... (ka ìwé iròhìn/ka ìwé lítérésò)
4. Omo mi... (seré/sisé)
5. Èmi àti Ìwo... (sáré/sùn)
6. Ìwo... (fò/rìn)
7. Dúpé... (sø èdè Japaníisì/Potokí)
8. Mo....(sø èdè Haúsá/Ibó)
9. Omidan Òjó... (lo sí Lome/Abidjan)
10. Arábínrin Thomas.....(lo sí Ìwó/Ifè)

ISÉ SÍSE 11

You are advertising for a roommate (alábàágbé). List your do's and don'ts so that your prospective roommate will be aware of them. Other useful expressions are:

mu sìgá	<i>to smoke</i>
mu ọtí	<i>to drink (alcohol)</i>
se àsè aláriwo	<i>to have a loud party</i>

Conjunctions sì and àti

- Both **sì** and **àti** have the same meaning, "and", in English.
- The only difference is in usage. In Yoruba, **sì** is used to join sentences while **àti** joins phrases and nouns.

àti

Adé àti Olú je bùrédì. *Adé and Olu ate bread.*

Màmá mi àti bàbá mi ní gbé Èkó. *My mom and dad live in Lagos.*

sì

Adé jeun, ó sì sun. *Adé ate and slept.*

Mo fé lo sí Èkó, mo sì tún fé lo sí Ifè. *I want to go to Lagos and I want to go to Ifè.*

- Unlike in English, you must specify the subject of every verb in Yoruba. Compare the following sentences in both Yoruba and English.

Mo jeun, mo sun, mo sì seré. *I ate, slept, and played.*

Olú jòkòó, ó kàwé, o sì sun. *Olu sat, read, and slept.*

☞ Do not join verbs in Yoruba without specifying the subject.

- The negation particle **kò** is placed before **sì**.

N kò fé sun, n kò sì fé seré. *I don't want to sleep or play.
(lit. I don't want to sleep and I don't want to play.)*

ISÉ SÍSE 12

Kí ni o fé se? Talk about **three** things that you want to do. Remember to use the conjunction **sì** before the last thing.

ÀPEERE: Mo fé wo telifísònnù.
Mo fé f'etí sí rédiò.
Mo sì fé lo sí Lóndònù.

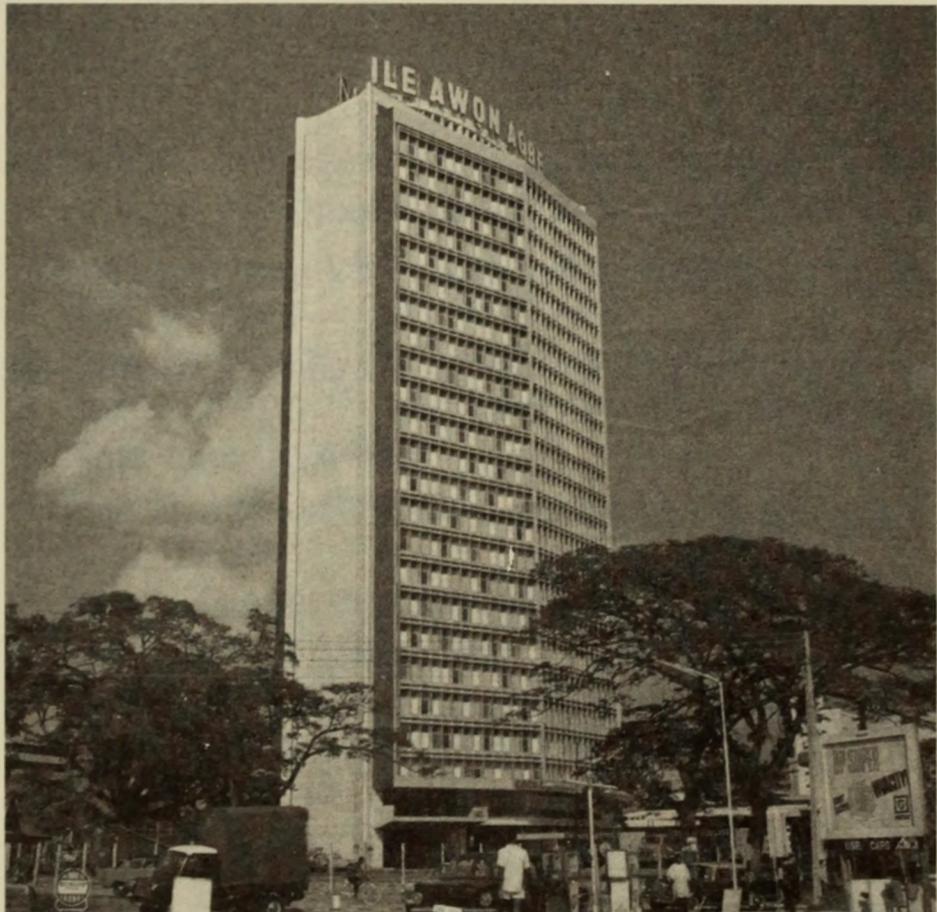
ISÉ SÍSE 13

Kí ni o kò fé se? Talk about **two** activities that you do not want to do.

ÀPEERE: N kò fé sùn.
N kò sì fé seré.

ISÉ SÍSE 14

Ní ìparí ọsè (On weekends): In pairs, tell your partner what you like to do and what you don't like to do on weekends. Your partner will do the same.



DIALOGUE

Dupe is going to Cocoa House.

meeting/a date

Arábinrin Pèlú:

Dúpé:

Níbo ni o ní lọ, Dúpé?

Mo ní lọ sí Cocoa House. Mo ní ipàdé pèlú Túnjí ní ọsán yíí.

	Arábìnrin Pèlú:	Ta ni Túnjí?
	Dúpé:	Òré mi ni. Ó n̄ l̄o sí Yunifásítì kan náà pèlú mi.
He is an American		Omo ilú Améríkà ni , sùgbón ó n̄ gbé ní Ìbàdàn nísisiyí.
Greet Túnjí for me/ don't be late	Arábìnrin Pèlú:	Bá mi kí Túnjí, sùgbón má pé!
Okay	Dúpé:	Mo gbó. E sé, Ó dàbò.
	Arábìnrin Pèlú:	Ó dàbò.

ÀSÀ: Nní Òré Okùnrin (*Dating*)

Traditionally, Yoruba boys and girls do not date. Marriages between a young man and a young woman were arranged by their parents with the help of an intermediary. Dating is, however, common among educated people because of the infiltration of Western culture. Nowadays, university students both male and female can interact freely on and off the university campus.

ISÉ SÍSE 15

Lóòótó ni tàbí lóòótó kó? Say whether the following statements are true or false. Correct the false statements.

ÀPEERE: Dúpé n̄ l̄o sí Ifé.
- Lóòótó kó. Dúpé n̄ l̄o sí Cocoa House.

1. Dúpé n̄ l̄o sí Èkó.
2. Túnjí ni omo Arábìnrin Pèlú.
3. Omo ilú Kánádà ni Túnjí.
4. Túnjí n̄ gbé ní Ìbàdàn.
5. Dúpé n̄ ipàdé pèlú Túnjí ní ìròlé.
6. Túnjí kò mó Dúpé rará.
7. Dúpé àti Túnjí n̄ l̄o sí ilé-ìwé kan náà.
8. Òré Dúpé ni Túnjí.

ISÉ SÍSE 16

Ta ni? Using the above dialogue, answer the following questions.

ÀPEERE: Sé òré Dúpé ni Túnjí?
- Béè ni, òré Dúpé ni Túnjí.

- | | |
|--------------------------|--|
| 1. Ta ni Dúpé? | 5. Níbo ni Túnjí n̄ gbé? |
| 2. Ta ni Túnjí? | 6. Ynifásítì wo ni Túnjí àti Dúpé n̄ lo? |
| 3. Ta ni Arábìnrin Pèlú. | 7. Sé Dúpé mo Túnjí? |
| 4. Níbo ni Dúpé n̄ lo? | 8. Sé omo ilú Améríkà ni Túnjí? |

PRONUNCIATION AND TONES

Fáwéèlì o and ɔ (/ɔ/)

1. In most cases it is difficult for American students to hear the difference between /o/ and /ɔ/ in Yoruba, especially when pronounced by native speakers. It is important to note that these two vowels have some near counterparts in English. For example:
 /o/ sounds like the vowel in **boat** except that it is not diphthongized.
 Similarly, /ɔ/ sounds like the vowel in **saw**.

- Another way to master the difference between /o/ and /ɔ/ is to lower your jaw markedly when pronouncing /ɔ/ as opposed to /o/.
- Here are some Yoruba words to help you master these vowels. Try to listen to the tape and see if you can hear the difference between /o/ and /ɔ/.

/o/

owó	<i>money</i>
òpò	<i>preparations</i>
ògò	<i>act of insisting on (getting one's money from a borrower)</i>
òjò	<i>rain</i>
oko	<i>farm/countryside</i>

/ɔ/

owó	<i>hand</i>
òpò	<i>plenty</i>
ògò	<i>cudgel</i>
òjòjò	<i>(a type of food)</i>
oko	<i>husband</i>

ogbó	<i>old age</i>
òfò	<i>waste</i>
orò	<i>a type of Ijèbú masquerade</i>
òwò	<i>business</i>

ogbó	<i>(a type of leaf)</i>
òfò	<i>mourning for the dead</i>
orò	<i>riches</i>
òwò	<i>respect</i>

ISÉ SÍSE 17

TONE PRACTICE

Repeat the following words after your instructor to learn the tone pattern [do mi].

1. ìwé	<i>book</i>	6. ìfẹ́	<i>love</i>
2. èfó	<i>leafy vegetables</i>	7. ègé	<i>cassava</i>
3. ìgbá	<i>a type of fruit</i>	8. òré	<i>friend</i>
4. gàrí	<i>cassava flour</i>	9. ìdí	<i>buttocks</i>
5. àdá	<i>machete</i>	10. òwú	<i>thread</i>

VOCABULARY

NOUNS

akékòó	<i>student</i>
arábìnrin	<i>Mrs.</i>
Bàólójì	<i>Biology</i>
búrédì	<i>bread</i>
ilé àwọn àgbè	<i>farmer's house</i> <i>or Cocoa House</i>
ìpàdé	<i>a meeting/an appointment</i>
ìwé ìtàn	<i>novel</i>
jógíráfi	<i>geography</i>
omo ìlú Améríkà	<i>an American citizen</i>
omo ìlú Kánádà	<i>a Canadian citizen</i>
rékóòdù	<i>records (music)</i>
sinimá	<i>cinema</i>
télfísònñù	<i>television</i>

VERBS

fé	<i>to like</i>
féràn	<i>to love</i>
fetísí rédiò	<i>to listen to a radio</i>
gbó èdè Potokí	<i>to speak Portuguese</i>
je	<i>to eat</i>
jeun	<i>to eat (food)</i>
jó	<i>to dance</i>
jókòó	<i>to sit down</i>
ka ìwé/kàwé	<i>to study/read books</i>
kó èkó	<i>to study</i>
kó létà	<i>to write a letter</i>
korin	<i>to sing</i>
kun ìlé	<i>to paint a house</i>
rántí	<i>to remember</i>
rí	<i>to see</i>
rìn	<i>to walk</i>
sáré	<i>to run</i>
sòrò	<i>to talk</i>
sùn	<i>to sleep</i>
seré	<i>to play</i>
sisé	<i>to work</i>
wè	<i>to swim</i>

VERBS

fọ àwo	<i>to do the dishes</i>
foso	<i>to wash clothes</i>
gbá bóòlù	<i>to play football</i>

LANGUAGES

èdè Faransé	<i>French language</i>
èdè Hausa	<i>Hausa language</i>
èdè Íbò	<i>Ibo language</i>
èdè Òyìnbó	<i>English language</i>
èdè Potokí	<i>Portuguese</i>
èdè Yorùbá	<i>Yoruba</i>

ÀSÀ: Kíkó Omódé (*Child Training*)

From childhood, a Yoruba child is taught by good examples and through proverbs, folktales, myths, direct instructions, and songs about the virtues of the society. His linguistic development is encouraged side by side with lessons on virtues. For example, a child's knowledge of numbering is reinforced through mnemonic devices such as shown in the poem below. This poem is designed to help children to learn numbers 1-10. Yoruba poems are usually sung, chanted, or recited in a kind of speech-song manner. The poem below can be sung or chanted.

EWÌ (*Poem*)

Ení Bí Ení

Ení bí ení
Èjì bí èjì
Èta ñ tagbá
Érin wòròkò
Àrún ñ gbódó

Èfà ti èlè
Àró n báro
Àró n bátá
Mo j'álákèsán
Gbangba lèwá.

ÀYÈWÒ (*Review*)

ISÉ SÍSE 1

Lójú tití (*On the street*) As Dupé walks down the street one afternoon, she meets the following people. Play the role of Dupé greeting them. Remember to use the honorific pronouns where appropriate.

ÀPEERE: Fúnnké (a classmate)

- Báwo ni Fúnnké.

1. Ògbéni Thomas (Dúpé's teacher)
2. Arabinrin Táiwò (a family friend)
3. Dókítà Òjó (a family doctor)
4. Tólú (a neighbor's daughter)
5. Dèjì (another classmate)
6. Ògbéni Matthews (a mailman)
7. Omidan Jímò (a neighbor)
8. Arábìnrin Ìṣòlá (another neighbor)
9. Rèmí (Dupé's mother)
10. Dàpò (Dupé's younger sibling)

ISÉ SÍSE 2

Kí ni nónbà telifóònù àwọn èniyàn yíí?

ÀPEERE: Michael (279-4982)

- Nónbà telifóònù Michael ni
eéjì, eèje, eésànán, eérin, eésànán,
eéjo, àti eéjì.

- | | |
|----------------------|---|
| 1. Ayò (265-8204) | Nónbà telifóònù Ayò ni eéjì, eéfà, aárùn-ún, eéjo, òdo, eérin |
| 2. Máríà (325-2486) | |
| 3. Jòhánù (894-5367) | |
| 4. Tópé (866-7932) | |
| 5. Wùnmí (498-6130) | |
| 6. Sèyí (701-8965) | |
| 7. Túndé (562-0438) | |
| 8. Kémi (263-6547) | |
| 9. Báyò (482-3159) | |
| 10. Rèmí (356-9528) | |

ISÉ SÍSE 3

Puzzle: Add the following numbers vertically or horizontally to get 10. Read out your answers in Yoruba.

ÀPEERE: 2 1 7 You say: $2 + 1 = 3$
 $3 + 7 = 10$

4 5 1
 2 1 7
 4 4 2

Now construct your own puzzle using numbers 0-20.

ISÉ SÍSE 4

Nóñbà Use logic to find out the next number in the series.

- | | |
|--------------------------------------|---------------|
| 1. eéjì, eérin, eéfà,... | eéjø |
| 2. eérin, eéjø, eéjìlá... | eérindínlógún |
| 3. eéta, eéfà, eésànán,... | eéjìlá |
| 4. aárùnún, eewàá, aáründínlógún,... | ogún |

ISÉ SÍSE 5

Ebí Títí. Look at the family tree in Lesson 2. How is each of these people related to Títí.

ÀPEERE: Mosun
 -Bàbá màmá Títí ni.

- | | | |
|-----------|----------|----------|
| 1. Kúnlé | 4. Túnjí | 7. Sànyà |
| 2. Fúnnké | 5. Ebun | 8. Délé |
| 3. Dèjì | 6. Tolú | 9. Tópé |

ISÉ SÍSE 6

Tell the class five things about your family.

ÀPEERE: Orúko màmá mi ni Àbéké. Orúko bàbá mi ni Òjó. Moní ègbón obìnrin kan, mosíní àbúrò okùnrin kan. N kòní ègbón okùnrin rará, a.b.b.l. (àti bée bée lo).

Another member of the class can draw your family tree on the blackboard.

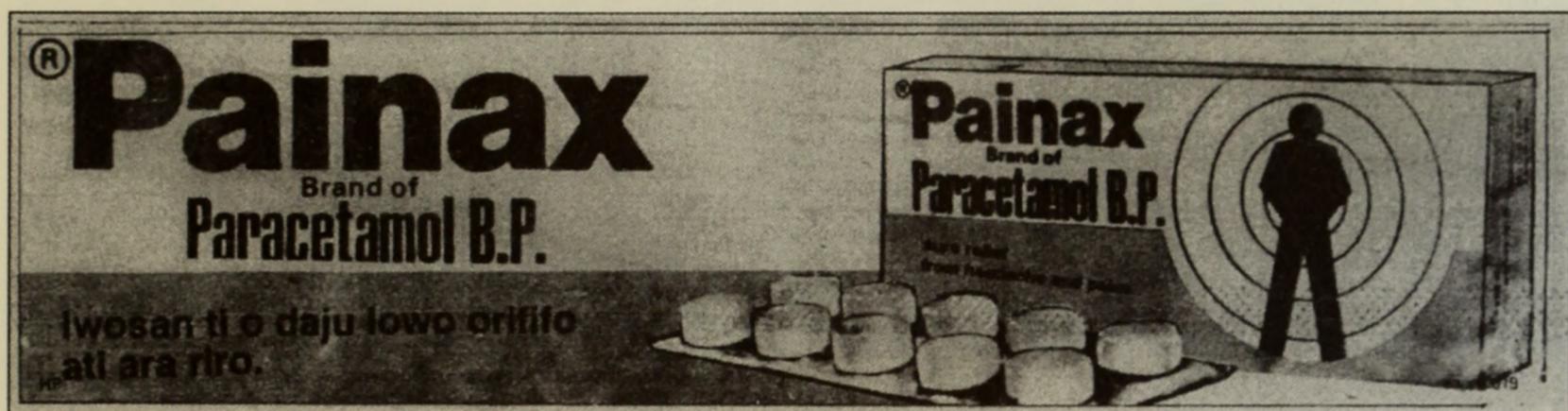
ISÉ SÍSE 7

In pairs: Provide the questions that generated the following answers.

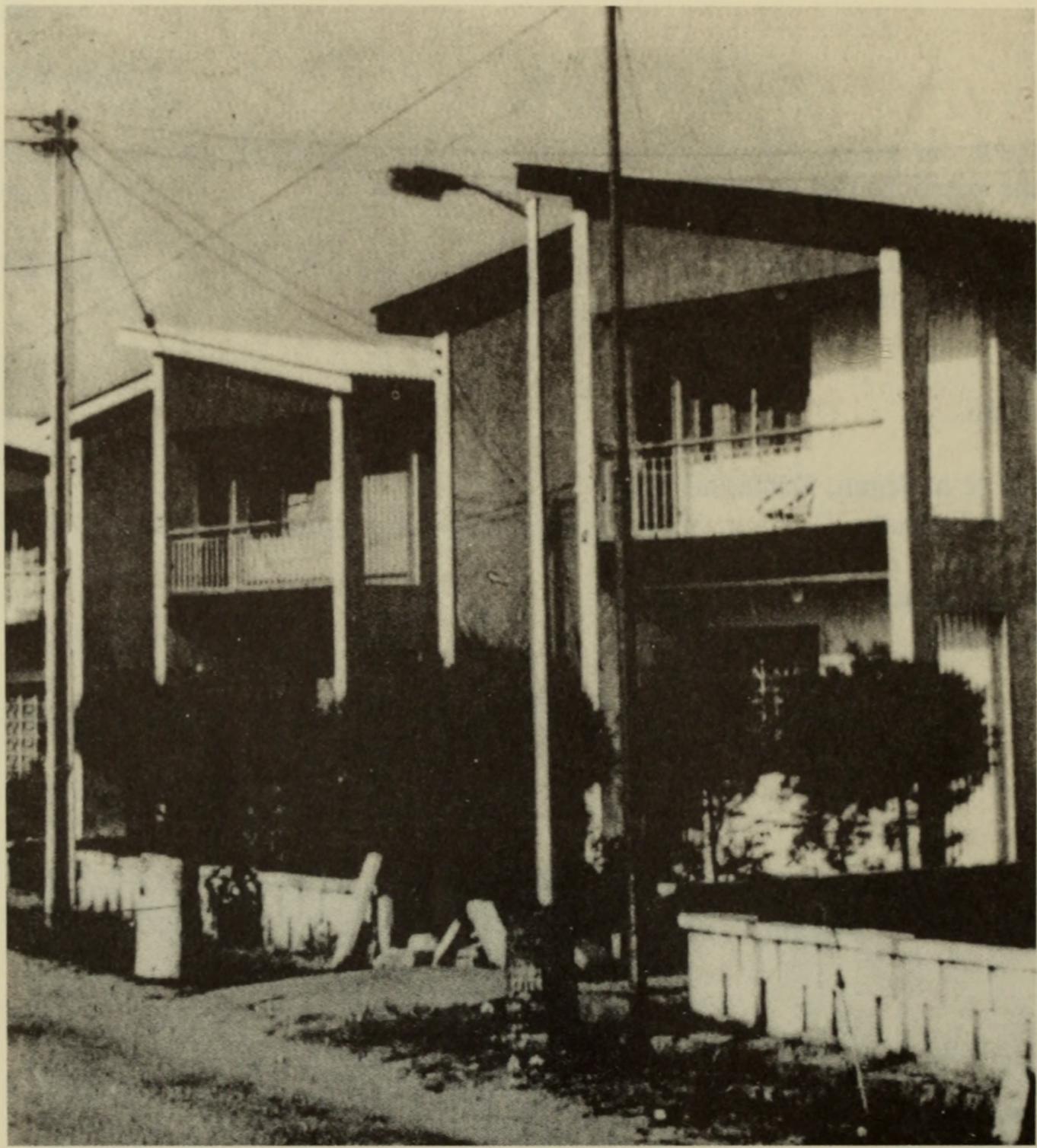
ÀPEERE: Ó féràn láti wo tēlifísōnnù.
 - Kíni ó féràn láti se?

1. Orúkọ rè ni Yòmí.
2. Wón ní gbé ní Ibàdàn.
3. Ó ní àbúrò méta.
4. Orúkọ àwọn àbúrò rè ni Ségun, Kúnlé, àti Yòmí.
5. Kò féràn láti ka ìwé Faransé.
6. Kò ní ègbón rará.
7. Ó féràn màmá rè gan an ni.
8. Wọn kò gbó èdè Faransé.

ISÉ SÍSE 8



1. What is advertised?
2. How many Yoruba words can you identify?



OBJECTIVES

Topic: Housing

Function: Describing a house and talking about household objects

Grammar: Ordinals, forms **níbo ni/ibi tí**, locative form of the verb *to be*, **wà**, commands, yes/no question marker **sé**

Cultural Information: Housing among the Yoruba



ilé-ilè

MONOLOGUE

Tópé n̄ so fún wa nípa ilé bábá rè.

2 storey building

room

first floor

bathroom/between

alone

Bábá mi ni ilé olókè méjì

Yàrá màmá mi àti yàrá bábá mi wà
ni òkè kiíní. Yàrá tèmi náà wà ní òkè kiíní.

Ibalùwè kan wà láàárín yàrá
mi àti yàrá àwọn òbí mi
Yàrá àbúrò mi níkan ni ó wà ni òkè kejì.
Pálò, ilé-ìdáná, ilé-oúnje àti

alone

Yàrá àbúrò mi **nìkan** ni ó wà ni òkè kejì.
 Pálò, ilé-ìdáná, ilé-oúnje àti
 ilé-ìkàwé wà ní ìsàlè.
 Àga, békèdì, tábìlì, kóbóòdù, rédíò,
 àti békè békè lò wà ní yàrá mi.
 Orísirísi àwòrán tún wà lára ògiri.
 Mo féràn yàrá mi gan an ni, nítorí
 pé mo lè se **nìnkankínìkan** tí mo fé.

anything that

ISÉ SÍSE 1

Dáhùn àwọn ibéèrè wònyí nípa ilé bàbá Tópé.

1. Ilé olókè mélòó ni ilé bàbá Tópé.
2. Níbo ni yàrá Tópé wà?
3. Níbo ni ilé ìdáná wà?
4. Níbo ni yàrá àbúrò Tópé wà?
5. Níbo ni yàrá bàbá Tópé wà?
6. Níbo ni ilé ìkàwé wà?
7. Níbo ni ilé oúnje wà?
8. Níbo ni ibalùwè wà?
9. Nìkan mélòó ni ó wà nínú yàrá Tópé?
10. Yàrá mélòó ni ó wà ní òkè-keji?
11. Níbo ni àwọn àwòrán wà?

ISÉ SÍSE 2

Békè ni tàbí Békè kó? Based on the statements below, say if the statements are true or false.

1. Tópé ní ilé olókè méjì.
2. Yàrá méta wà ní òkè-kejì.
3. Aga wà ní yàrá Tópé.
4. Tópé kò féràn yàrá rè rárá.
5. Yàrá bàbá àti màmá Tópé wà ní òkè-kejì.
6. Ilé-ìkàwé wà láàárín yàrá Tópé àti yàrá àwọn òbí rè.
7. Àbúrò Tópé kò ní yàrá kankan rárá.
8. Tábìlì àti kóbóòdù wà ní Yàrá Tópé.
9. Tópé kò ní rédíò nínú yàrá rè.
10. Ilé oúnje wà ní ìsàlè.
11. Àwòrán wà ní yàrá Tópé.

ISÉ SÍSE 3

Ó kàn é. In pairs, tell your partner what is in your room. Ask your partner what he/she has in his/her room.

ÀSÀ: Ilé Ibílè (*Traditional Houses*)

A traditional housing unit in Yorubaland is a compound. This is referred to as **agboolé** (literally, "a group of houses") in Yoruba. However, such units are a group of compartments, with no clear cut divisions, built in the form of a rectangle enclosing and facing an open courtyard. This type of compound is usually occupied by extended families.

Apart from these traditional housing units, there are modern bungalows and storey buildings of Brazilian architecture. There are also duplexes, quadruplexes, and houses with many single rooms for extended families or rental purposes.

Many family housing units in Nigeria do not have basements. A one-storey building in Nigeria will be referred to as a two-storey building in the U.S.

ISÉ SÍSE 4

Ní méjíméjì, se àpèjúwe (*to describe*) ilé rè fún ẹníkejì re (*your partner*).

ÀPEERE: ilé olókè méwàá ní ilé mi. Ó ní àpátíméntì mókàndínlógún, a.b.b.l.

GÍRÁMÀ

The verb "to be" - locative form wà and níbo ni?

1. Another form of the verb *to be* is the locative **wà**. It implies the existence or the presence of something.

Bàbá mi wà ni ilé. My father *is* in the house.

Mo wà níbí. I *am* here.

2. The negative counterpart of **wà** is **kò sí**.

Mo wà níbí.	-	N kò sí níbí.
Adé wà ní ilé.	-	Adé kò sí ní ilé.

☞ 3. Remember that the third person singular subject pronoun is dropped before the negative marker.

Ó wà ní Èkó.	-	<i>He is in Lagos.</i>
Kò sí ní Èkó.	-	<i>He is not in Lagos.</i>

4. When the verb **wà** is used in greetings it implies that the person we are talking about exists in good health.

- **Bàbá nkó?**
- **Wón** **wà**.

5. The negative form **kò sí** can be expressed in two ways.

Adé kò sí ní ilé.	} <i>Ade is not home.</i>
Kò sí Adé ní ilé.	

6. In order to ask for the location of something or someone, you must put **wà** at the end of the question.

Níbo ni Adé wà?	Where is Ade?
Níbo ni kíláàsì Yorùbá wà?	Where is the Yoruba class?

7. Remember that you do not need the verb **wà** when you are asking where someone lives. Compare the two sentences below:

Níbo ni Adé **wá?**

Níbo ni Adé **ń gbé?**

8. **Ibi tí** is the counterpart of **níbo ni** in a declarative sentence. **Níbo ni** is used in a question. **Ibi tí** is used in a statement. Both are translated *where?* in English.

Níbo ní Adé wà?	Where is Ade?
N kò mo ibi tí Adé wà.	I don't know where Ade is.
Olú mo ibi tí mo ń gbé.	Olu knows where I live.

ISÉ SÍSE 5

A. **Sé tábìlì wà ní yàrá rẹ?** Bi omo kíláási re léèrè bóyá wón ní àwọn nìkan wònyí ní yàrá won. Ìdáhùn lè jé "béè ni", tàbí "béè kó".

ÀPEERE: béèdì

A: Sé béèdì wà ní yàrá rẹ?

B: Béè ni, béèdì wà ní yàrá mi.

tàbí - Ó tì, kò sí béèdì ní yàrá mi.

- | | |
|----------------|------------------|
| 1. rédíò | 7. ìwé |
| 2. telifísònnù | 8. àwòrán |
| 3. tábìlì | 9. aso orísirísi |
| 4. kóbóòdù | 10. sítéríò |
| 5. potimáñtò | 11. kámérà |
| 6. àpò | 12. aago |

ISÉ SÍSE 6

Níbo ni? Ask your classmates for the location of the following objects. Your partner must tell you where the object is.

ÀPEERE: Ìwé

- A: Níbo ni ìwé wà?
- B: Ó wà ní yàrá mi.

- | | |
|-------------------------------|-----------------|
| 1. tábìlì | 6. aso |
| 2. ọkò mi | 7. bàtà àti àpò |
| 3. aga Adé | 8. kámérà |
| 4. rédíò àti telifísònnù Tópé | 9. béèdì |
| 5. aago | 10. àpótí |

ISÉ SÍSE 7

N kò mọ ibi tí... Tell your partner that you don't know where the object he is asking for is.

ÀPEERE: Ilé Adé

- A: Níbo ni ilé Adé wà?
- B: N kò mọ ibi tí ilé Adé wà.

- | | |
|---------------|---------------|
| 1. sòòkì | 6. ìwé |
| 2. okò | 7. àpótí |
| 3. rédío | 8. yeri Tópé |
| 4. aago olùkó | 9. aṣo Tóyìn |
| 5. filà | 10. báta Délé |

ISÉ SÍSE 8

In pairs: You are lost and you need to find out where the place is that you are going to. Your partner will represent the person to supply the information needed, but unfortunately he/she does not know where the place is. Ask him/her.

ÀPEERE: A: Níbo ni First National Bank wà?
 B: N kò mo ibi tí First National Bank wà.

Nónbà - *Ordinals*

1. Ordinals are marked with **k-**. Compare the following cardinal numbers and ordinal numbers.

Cardinals	Ordinals
omò kan	one child
omò méjì	two children
omò métà	three children
omò mérin	four children
omò márùnún	five children
omò méfa	six children
omò méje	seven children
etc.	etc.

2. Both cardinal and ordinal numbers are used frequently in Yoruba. You should therefore master the difference between them.

3. Questions that require the use of cardinal numbers as response are framed as _____ mélòó while those that imply the use of ordinal numbers would be _____ kelòó.

Ìwé mélòó ni o fé?
 - Ìwé métà ni mo fé.

How many books do you want?
 I want *three* books.

Ojú ewé kelòó ni a kà kékìn?
 - Ìwé këta ní a kà kékìn.

Which page did we read last?
 We read the *third* page last.

4. Ordinal and cardinal numbers are adjectives and they come after the nouns they modify.

ISÉ SÍSE 9

Èkó kelòó? Ask your partner which lesson the following people read yesterday. Your partner must use a subject pronoun in his response.

ÀPEERE: Àdùké (5)

- Èkó kelòó ni Àdùké kà lánàá?
- Èkó karùnún ni ó kà.

- | | |
|--------------|----------------------|
| 1. Tópé (19) | 6. Ògbéni Àjàyí (1) |
| 2. Dúpé (15) | 7. Omidan Àìná (9) |
| 3. Tóyìn (6) | 8. Adé àti Tolú (7) |
| 4. Olú (13) | 9. Lolú àti Ìwọ (3) |
| 5. Kémi (10) | 10. Èmi àti Òjó (17) |

ISÉ SÍSE 10

Omo kelòó? Àwọn obìnrin yíí sèsè bí omo. Bèrè pé omo kelòó ni wón bí.

ÀPEERE: Arábìnrin Ìdòwú (6)

- Omo kelòó ni Arábìnrin Ìdòwú bí?
- Omo kefà ni wón bí.

- | | |
|-------------------------|-------------------|
| 1. Mámá Dúpé (4) | 6. Táíwò (11) |
| 2. Arábìnrin Àjàyí (2) | 7. Mámá Rémí (14) |
| 3. Òjògbón Bánkólé (15) | 8. Àdùké (18) |
| 4. Mámá Tópé (3) | 9. Mámá Délé (7) |
| 5. Títí (8) | 10. Kéhìndé (12) |

ISÉ SÍSE 11

Ó kàn è - Omo kelòó ni é nínú ebí re?

ISÉ SÍSE 12

In pairs: You are at a Dental Associates building. This building is a twenty-storey building and there is no directory on the first floor to show you which floor a dentist is on. Ask the receptionist for the floor where your dentist is. Your partner will play the role of the receptionist.

ÀPEERE: - Òkè kelòó ni ófiísì Dókítà Robinson wà?
 - Ó wà ní òkè kewàá.

Commands

1. If a command is given to a younger person or to one's colleague, the simple form of the verb is used.

Dìde!	<i>Stand up!</i>
Jókòó!	<i>Sit down!</i>

2. If a command is given to several people or to an older person, one must use the honorific pronoun before the verb.

E dìde!	<i>Stand up!</i>
E jókòó!	<i>Sit down!</i>

3. Negative Imperative is formed by putting **má** in front of the verb.

Má dìde.	<i>Don't stand up. (informal)</i>
E má dìde.	<i>Don't stand up. (formal)</i>
Má pé.	<i>Don't be late. (informal)</i>
E má pé.	<i>Don't be late. (formal)</i>

ISÉ SÍSE 13

Pàṣe fún àwọn èniyàn wònyí.

ÀPEERE: Ka ìwé re (Ìgè)
 - Ìgè, jòwó ka ìwé re.

1. lo sùn (Olú)
2. ka oókan tití dé eéwàá (Délé àti Kúnlé)
3. wo olùkó (Táyò)
4. so pé "ó dàbò" fún Tópé (Títí àti Dúpé)
5. sí ìwé re (Yòmí)
6. pa ìwé re dé (Òjògbón Òjó)
7. sí oju-ewé karùnún (Arábìnrin Àìná)
8. fún mi ní péènì (Ògbéni Wálé)
9. kúrò níbí (Délé)
10. fi mí sílè (Àdùké)

ISÉ SÍSE 14

Má lo! (*Don't go!*) - Each time Títí gives a command Tópé contradicts her. Play the role of Tópé. Your partner will play the role of Títí.

ÀPEERE:

- Adé jòwó dìde!
- Má dìde, Adé!

1. fetí sílè (Olú)
2. sòrò sókè (Omidan Pèlú)
3. tún un so (Òjògbón Sànyà)
4. wá níbí (Tolú)
5. kúrò níbí (Tópé àti Délé)
6. gbà (Àdùké)
7. gbà (Ògbéni Ísòlá)
8. lo sí ófíísì olùkó (Túnjí)
9. wo pátákó (Òjó àti Àìná)
10. ti fèrèse (Bíódún)

More on Yes/No Questions: Sé

1. Apart from questions such as **Sé àlàáfià ni?**, **Sé Adé ni àbúrò Dúpé?**, one can use **Sé** to form other yes/no questions.

Sé mo lè lo?	<i>Can I go?</i>
Sé Délé máa jó?	<i>Will Dele dance?</i>

2. The preverbs such as **lè**, 'can,' **máa**, 'will,' determine how the yes/no question will be framed.

3. Other examples of the use of **sé** in yes/no questions are:

Sé wón gbódò wá?	<i>Must they come?</i>
Sé kí wón sùn?	<i>Should they sleep?</i>

4. The first person singular subject pronoun **mo** changes to **n** after **kí**.

Sé kí n jótòó?	<i>Should I sit?</i>
-----------------------	----------------------

5. If there is no preverb before the verb, the question will take the form of a *do/did* question.

Sé Olú jeun?	<i>Did Olu eat?</i>
Sé Òjó n gbé Èkó?	<i>Does Ojo live in Lagos?</i>

6. Note that present/past interpretation in Yoruba depends mostly on the context since present or past tense is not overtly marked.

ISÉ SÍSE 15

A. **Sé kí n...?** Ask your partner if you can do the following. Your partner should respond with a negative command.

ÀPEERE: Sí ilèkùn

A - Sé kí n sí ilèkùn

B - Ó tì, má sí ilèkùn

- | | | |
|--------------|--------------------|------------------|
| 1. kàwé | 6. lọ sí Chicago | 11. mu otí |
| 2. lọ sí ojà | 7. pe Délé | 12. wè |
| 3. gbá ilè | 8. sọ fún Títí | 13. pariwo |
| 4. ro oko | 9. mu sìgá | 14. fetísí rédíò |
| 5. sùn | 10. wo télifísònñù | 15. fo aso |

ISÉ SÍSE 16

Má mu otí! Play the role of a doctor by telling your partner three activities that he should do and three that he should not do.

ISÉ SÍSE 17

Sé o ní...? Bí omọ kíláàsì rẹ́ léèrè bóyá ó ní àwọn nñkan wònyí, Ìdáhùn lè jé "béè ni" tàbí "ó tì".

ÀPEERE: rédíò

- Sé o ní rédíò?
- Béè ni, mo ní rédíò

- | | |
|----------------------|--------------------|
| 1. atùpà | 6. kèké |
| 2. télifísònñù | 7. okò |
| 3. yeri | 8. alùpùpù |
| 4. tábìlì | 9. ìwé púpò |
| 5. àwòrán lára ògiri | 10. ilé-olókè méjì |

DIALOGUE

Délé n̄ lo sí ojà, ó pàdé Títí.

just rented before something like with you Let's go!	Títí: Báwo ni, Délé? Délé: Dáadáa ni. Títí: Níbo ni o n̄ lo? Délé: Mo n̄ lo sí ojà. Mo sèsè réntí yàrá kan, mo sì gbódò ra àwọn nñkan tí mo máa lò kí a tó bérè kíláàsì. Títí: Nñkan bí i kí ni? Délé: Nñkan bí i békèdì, rédíò, aga, tábìlì, àti békè békè lo. Títí: Húùn! O ní nñkan púpò látí rà. Sé mo lè lo sí ojà pélú e? Délé: Békè ni. O sé. Ó yá!
--	---

ISÉ SÍSE 18

Sé lóòótó ni tàbí lóòótó kó?

1. Títí fé lo sí ojà pélú Délé.
2. Délé kò ní ilé látí gbé.
3. Délé fé lo ra okò àti kéké ní ojà.
4. Délé n̄ wá ilé látí gbé.

ISÉ SÍSE 19

In pairs: You are going to the store to buy something. Call and ask if your friend can go with you. Your partner will play the role of your friend who will agree to go with you and inquire about what you will be buying and where.

PRONUNCIATION AND TONES

Consonants /kp/ and /gb/

1. /kp/ and /gb/ are the most difficult Yoruba sounds for most students.
2. /kp/ is represented orthographically as **p** because there is no regular **p** in standard Yoruba. It is, however, pronounced as [kp].
3. The best way to pronounce it is by attempting to pronounce [k] and [p] at the same time. Do not pronounce them one after the other!
4. Try to shape your tongue as if you want to pronounce a [k], at the same time, close your mouth. What you will hear will be different from [k] or [p].
5. /gb/ is also pronounced by shaping your tongue as if you want to pronounce a [g]. Close your

lips at the same time as if you want to pronounce a [b]. Then release the air in your mouth. What you pronounce will be neither [g] or [b], but [gb].

6. Here are some words with [kp] and [gb] to practice the sounds. Repeat them after your instructor.

/gb/ /kp/

àgbà	<i>elder</i>	àpà	<i>a stupid person</i>
igbá	<i>calabash</i>	ipá	<i>strength</i>
àgbòn	<i>chin</i>	àpón	<i>a type of food</i>
ègbè	<i>chorus</i>	èpè	<i>a curse</i>
ègbà	<i>bracelet</i>	èpà	<i>groundnut</i>
agbo	<i>ram</i>	àpò	<i>a bag</i>
ogbó	<i>old age</i>	opó	<i>widow</i>

ISÉ SÍSE 20

Write five words that you have mastered so far that contain either kp or gb.

TONE PRACTICE

Repeat the following words after your instructor to learn the tone pattern [re do].

1. okò	<i>vehicle</i>	6. iyò	<i>salt</i>
2. obì	<i>kolanut</i>	7. igbà	<i>rope used for climbing</i>
3. obè	<i>stew/soup</i>	8. ilè	<i>ground/floor</i>
4. etù	<i>guinea fowl</i>	9. Ifè	<i>a Yoruba town</i>
5. odò	<i>river</i>	10. ejò	<i>snake</i>

VOCABULARY

NOUNS

aago	<i>clock</i>
aga	<i>chair</i>
alùpùpù	<i>motorcycle</i>
àpò	<i>a bag</i>
àpótí	<i>box</i>
àtùpà	<i>lantern</i>
àwòrán	<i>pictures</i>

béèdì	<i>bed</i>
férèsé	<i>window</i>
ibaluwè	<i>bathroom</i>
ilé-ikàwé	<i>a study/library</i>
ilé-olókè méjì	<i>two-storey building</i>
ilé-oúnje	<i>dining room</i>
ìsàlè	<i>downstairs</i>
kámérà	<i>camera</i>
kèké	<i>bicycle</i>

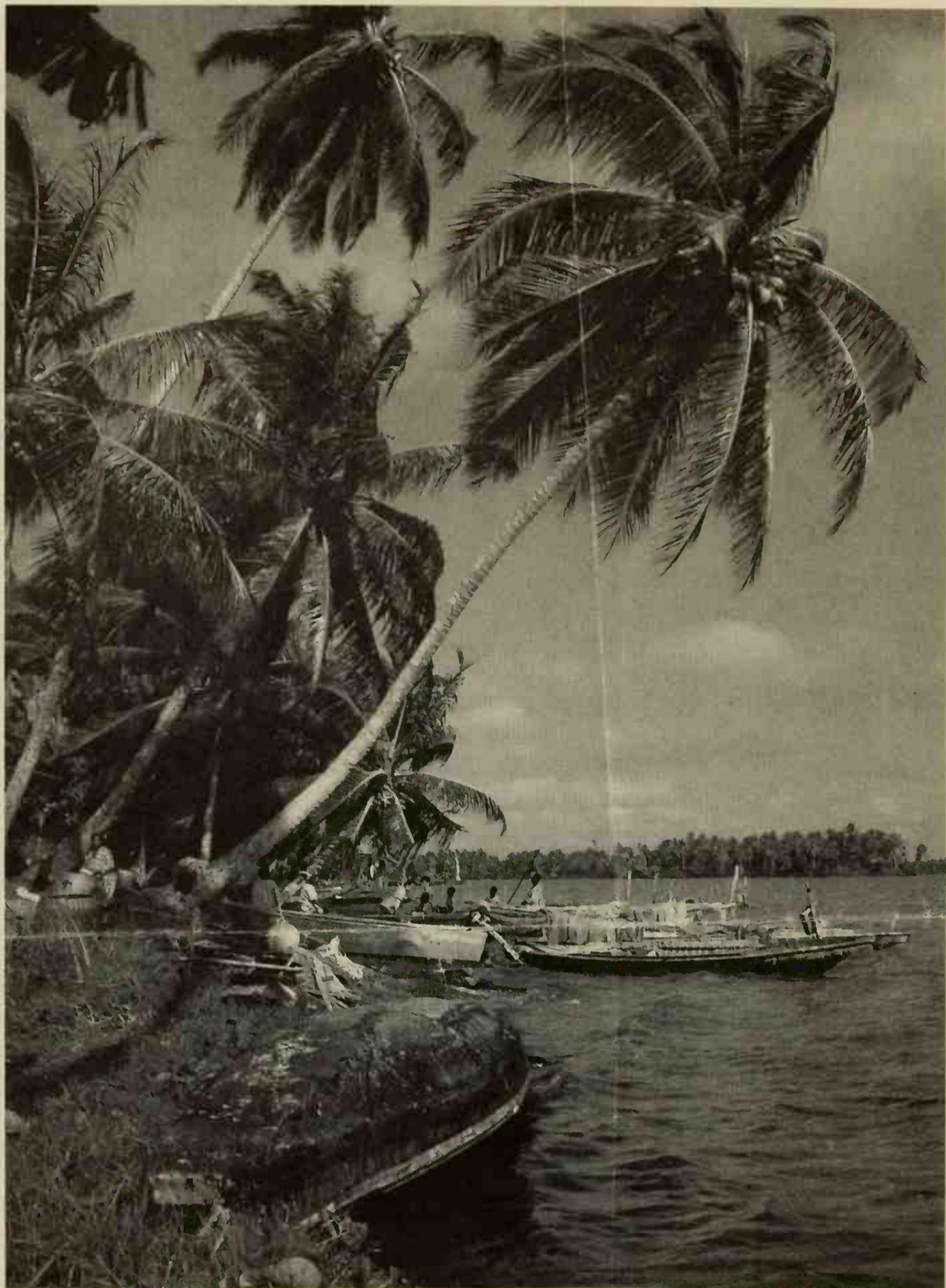
kóbódù cupboard
níbí here
nìnkankínìkan anything
ògiri wall
òkè kííni first floor
ojà market
okò vehicle
orísírísi àwòrán plenty of pictures
pálò living room
pátákó chalkboard
pòtimáñtò suitcase
rédiò radio
sítéríò stereo
sóòkì chalk
tábìlì table
yàrá room

OTHERS

lára ògiri on the wall
má mu ọtí don't drink wine
ní progressive marker

VERBS

dáhùn to answer/respond to
dìde to stand up
fetí sílè to listen
fi ____ sílè to leave s.o. alone
gbà to take
jókòó to sit down
kúrò to leave
lè to be able/can
lo sun to go sleep
mu sìgá to smoke cigarettes
pa ____ dé to close s.t.
pariwo to make noise
pe ____ to call s.o.
pé to be late
ro oko to mow the lawn
sí to open
sò fún to tell
sò pé to say that
sùn to sleep
se to do
ti ____ to close s.t.
tùn un sò to repeat
wà to be (in a place)
wá níbí come here
wè to swim/bathe



OBJECTIVES

Topic: Nationalities and Age

Function: Talking about people's nationalities and about people's age

Grammar: Object pronouns, numbers 20-200

Cultural Information: Question about age



Republic of Benin

MONOLOGUE

Túnjí n̄ so nípa ɔré r̄e Charles.

Orúkọ mi ni Túnjí. Mo ní ɔré kan.

Orúkọ r̄e ní Charles. Charles jé èniyàn dáradára.

Omo ìlú Améríkà ni. Sùgbón o n̄ gbé Benin nísisiyí.

Omo ɔdún måründínlógbòn ni Charles.

birthday

Ó máa se ɔjó-ìbí r̄e lóla.

Bí o bá fé fún Charles ní èbùn,

Má fún un ní nñkan pupa. Kò féràn nñkan pupa rárá.

Sùgbón ó féràn nñkan dûdú tàbí nñkan funfun.

ISÉ SÍSE 1

Lóòótó ni tàbí lóòótó kó?

1. Omo ìlú Kánádà ni Charles.
2. Charles n̄ gbé Benin.
3. Orúkọ ̀oré Charles ni Délé.
4. Orúkọ ̀oré Túnjí ni Charles.
5. Charles féràn nñkan pupa gan an ni.
6. Omo ogún odún ni Charles.
7. Omo odún måründínlógbòn ni Túnjí.
8. Charles kò féràn nñkan funfun.
9. Charles féràn nñkan dúdú.
10. Charles jé èniyàn dáradára.

ISÉ SÍSE 2

Ó kàn é - So fún wa nípa ̀oré re.

ISÉ SÍSE 3

In pairs: Your birthday is coming up soon and your friends would like to know what you would like for your birthday. Tell your partner all the things you would like. Your partner will write them down and tell the class what is on his/her list.

ISÉ SÍSE 4

In groups: Ask every member of your group what he or she would like for his/her birthday.

GÍRÁMÁ**Nóńbà 20-200**

20 ogún	40 ogójì	150 àádójo
21 oókànlélógún	50 àádóta	160 ogójo
22 eéjilélógún	60 ogóta	170 àádósànán
23 eétálélógún	70 ààdórín	180 ogósànán
24 eérinlélógún	80 ogórin	190 àádówàá
25 aárùndínlógbòn	90 àádórùnún	200 igba
26 eérindínlógbòn	100 ogórùnún	
27 eétadínlógbòn	110 àádófà	
28 eéjídínlógbòn	120 ogófà	
29 oókandínlógbòn	130 àádóje	
30 ogbòn	140 ogóje	

2. After 20, you continue to add 1-4. From 25, you start subtracting 5 from 30. Numbers 30 upwards follow the same pattern. Here are some examples:

31 oókànlélóbòn 51 oókànléláádóta
35 aárùndínlógoji 55 aárùndínlógóta

4. When you use the cardinal numbers, all numbers in 10s starting from 20 appear before the nouns they modify.

ogún èkó	<i>20 lessons</i>
ogbòn ọdún	<i>30 years</i>
ogójì ọmọ	<i>40 children</i>
àádóta ìyàwó	<i>50 wives</i>

But

èkó mókànlélógun	<i>21 lessons</i>
ọdún méjìlélóbòn	<i>32 years</i>
ọmọ mårùndínláádóta	<i>45 children</i>

ISÉ SÍSE 5

Eélòó? Add the following numbers.

ÀPEERE: $24 + 36 = ?$

Eélòó ni eérinlélógún àti eérindínlógójì?

- Ogóta.

- | | | |
|------------------|-------------------|--------------------|
| 1. $41 + 30 = ?$ | 6. $27 + 32 = ?$ | 11. $55 + 90 = ?$ |
| 2. $45 + 24 = ?$ | 7. $13 + 18 = ?$ | 12. $19 + 101 = ?$ |
| 3. $23 + 37 = ?$ | 8. $19 + 67 = ?$ | 13. $70 + 80 = ?$ |
| 4. $58 + 42 = ?$ | 9. $11 + 55 = ?$ | 14. $69 + 120 = ?$ |
| 5. $10 + 39 = ?$ | 10. $40 + 30 = ?$ | 15. $99 + 33 = ?$ |

ISÉ SÍSE 6

You are at an auction. Outbid the previous offer for a book by five naira.

ÀPEERE: Náírà méwàá!
- Náírà mårùndínlógún!

- | | |
|---------------------------|-----------------------------|
| 1. Náírà márùndínlóbòn! | 6. Náírà mérindínlógójì! |
| 2. Ogún Náírà! | 7. Ogóta Náírà! |
| 3. Náírà mókànlélógún! | 8. Náírà mérinlélögóta |
| 4. Náírà métàdínláàádóta! | 9. Náírà márùndínláàdórùnún |
| 5. Náírà méjilelögórin! | 10. Náírà mókàndínlögórùnún |

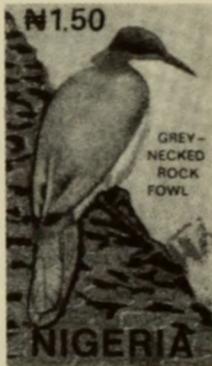
ISÉ SÍSE 7

Eélòó ni ó kù? Do the following subtractions.

ÀPEERE: $45 - 20 = ?$

Yo ogún kúrò nínú aárùndínláàádóta eélòó l'ó kù?
- Ó kù aárùndínlóbòn.

- | | |
|------------------|-------------------|
| 1. $45 - 40 = ?$ | 6. $59 - 50 = ?$ |
| 2. $39 - 36 = ?$ | 7. $45 - 28 = ?$ |
| 3. $66 - 55 = ?$ | 8. $100 - 14 = ?$ |
| 4. $22 - 16 = ?$ | 9. $79 - 4 = ?$ |
| 5. $35 - 10 = ?$ | 10. $90 - 0 = ?$ |



ISÉ SÍSE 8

Eélòó ni? Dele is buying the following things for her apartment. Here is her list of purchases. Tell how much each item costs.

ÀPEERE: tábílì (₦45)

Eélòó ni tábílì? How much is the table?

-Náírà márùndínláàádóta ni. It is forty-five naira.

- | | |
|-----------------|----------------------|
| 1. aga (₦25) | 6. ife (₦19) |
| 2. béèdì (₦100) | 7. tawéèlì (₦43) |
| 3. àwòrán (₦15) | 8. kóbóòdù (₦99) |
| 4. àwo (₦31) | 9. láñpù (₦56) |
| 5. sibì (₦21) | 10. buláñkéètì (₦73) |

Expressing Age

1. To ask how old someone is, use the following sentence:

Ọmọ ọdún mélòó ni Olú?	<i>How old is Olu?</i>
- Ọmọ ọdún méwàá ni Olú.	<i>Olu is ten years old.</i>

2. If you want to use a pronoun instead of the person's name, use object pronouns after the verb **ni**, 'to be.'

Ọmọ ọdún mélòó ni ègbón rẹ?	<i>How old is your older sibling?</i>
- Ọmọ ogún ọdún ni wón.	<i>She is twenty years old.</i>

3. You do not need an object pronoun for a third person singular.

Ọmọ ọdún mélòó ni Rèmí?	<i>How old is Remi?</i>
- Ọmọ ọdún márùnúndínlóbòn ni (Rèmí).	<i>She is twenty-five years old.</i>

ISÉ SÍSE 9

Ọmọ ọdún mélòó? Your classmate asks you how old the following people are. Tell him/her how old they are.

ÀPEERE: Adé (14)

Ọmọ ọdún mélòó ni Adé?
- Ọmọ ọdún mérìnlá ni.

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. Òjògbón Ìsòlá (45) | 5. Délé (27) | 9. bàbá màmá rẹ (86) |
| 2. màmá Olú (62) | 6. àbúrò Títí (21) | 10. Omidan Ìsòlá (54) |
| 3. Ìwo (25) | 7. ègbón Tolú (36) | |
| 4. Èmi (18) | 8. màmá màmá Òjó (78) | |

ISÉ SÍSE 10

Ọmọ ọdún mélòó ni e? Ask the student next to you how old he/she is. Then report to the class. (Students should feel free to choose any age they want if they don't want to reveal their real age.)

ÀPEERE: Adé (20)

Ọmọ ọdún mélòó ni e?
- Ọmọ ogún ọdún ni mí.
- Ọmọ ogún ọdún ni Adé.

ÀSÀ: Ìbéèrè Nípa Ojó Orí (*Asking About People's Age*)

It is not polite among the Yoruba for a younger person to ask how old an older person is. Even among colleagues the question of age is not a common issue. Before births were recorded many people did not know their age. With the advent of Western education, people now celebrate birthdays and people can find out how old their friends are. It is, however, still not very common for people to ask each other's age. Most Yorubas will ask a third person if they want to know someone's age. In most cases, the third person may not know. Two people can be very close without knowing each other's age. On rare occasions, an adult can ask a younger person about his age if their conversation leads to that topic.

Nationalities

1. If you want to find out where someone is from, you can use the following question.

Ọmọ irlú ibo ni Délé? *Where is Dele from?*
 - **Ọmọ irlú Améríkà ni (Délé).** *She is an American.*

2. As with the question of age, if you choose to use a pronoun instead of a person's name, you need to use an object pronoun.

Ọmọ irlú ibo ni Adé àti Tolú? *Where are Ade and Tolu from?*
 - **Ọmọ irlú Kánádà ni wón.** *They are Canadians.*

3. To say that someone is not from a particular country, use **kì í şe**. For example:

Fémi kì í şe ọmọ irlú Togo. *Femi is not from Togo.*
N kì í şe ọmọ irlú Améríkà. *I am not an American.*

ISÉ SÍSE 11

Ọmọ irlú ibo ni é. Bèrè pé ọmọ irlú ibo ni àwọn ènìyàn yií.

ÀPEERE: Bósè (Nàijírýà)
Ọmọ irlú ibo ni Bósè?
 - **Ọmọ irlú Nàijírýà ni.**

- | | |
|----------------------------|---------------------------|
| 1. Túnjí àti Túndé (Togo) | 8. Rèmí (Jàméisà) |
| 2. Póóvì (Benin) | 9. Bíódún (Puerto Rico) |
| 3. Anne-Marie (Kánádà) | 10. Alfonso (Cuba) |
| 4. Charles (Améríkà) | 11. Sèrí (Brazil) |
| 5. Johnson (Haiti) | 12. Ayò (Britain) |
| 6. Èmi (Sáínà) | 13. Ìwo (Jèpáànì) |
| 7. Èmi àti Túnjí (Jámáànì) | 14. Ìwo àti èmi (Faranse) |

ISÉ SÍSE 12

Ó tì. Find out from your classmate if your assumption about where these people are from is correct. Your classmate will answer using the suggested country.

ÀPEERE: Sé ọmọ ìlú Australia ni James? (New Zealand)
 Ó tì, kì í se ọmọ ìlú Australia, ọmọ ìlú New Zealand ni.

1. Sé ọmọ ìlú Russia ni Bożena? (Poland)
2. Sé ọmọ ìlú Togo ni Sheikh? (Sierra Leone)
3. Sé ọmọ ìlú Liberia ni Poovi àti Eli? (Togo)
4. Sé ọmọ ìlú Benin ni Yòmí? (Nàijírà)
5. Sé ọmọ ìlú Améríkà ni Tóyìn? (Haiti)
6. Sé ọmọ ìlú Venezuela ni é? (Panama)
7. Sé ọmọ ìlú Jamaika ni Ògbéni Lawal? (Sierra Leone)
8. Sé ọmọ ìlú Kenya ni ìwo àti Lioba? (Tanzania)
9. Sé ọmọ ìlú Botswana ni Hilda? (Uganda)
10. Sé ọmọ ìlú Zaire ni Ann? (Améríkà)

ISÉ SÍSE 13

In pairs: Find out where your partner is from and tell the class.

ISÉ SÍSE 14

Write a short essay about your friend that includes the following information:

- a. Name
- b. Nationality
- c. Where he/she lives
- d. Age
- e. Likes and dislikes

Present your essay orally in class the following day.

Object Pronouns

1. There are two categories of object pronouns. One category occurs after monosyllabic verbs, while the other follows complex verbs.
2. Examples of object pronouns after monosyllabic verbs are:

<u>Singular</u>	<u>Plural</u>
mi <i>me</i>	wa <i>us</i>
e <i>you</i>	yín <i>you</i>
— <i>it/him/her</i>	wòn <i>them</i>

3. After monosyllabic verbs, the third person singular object pronoun (it/him/her) is formed by repeating the vowel of the preceding verb. Here are some examples.

Yòmí rí i.	<i>Yomi saw it/him/her.</i>
Olú gé e.	<i>Olu cut it.</i>
Kúnlé sò ó ní Adú.	<i>Kunle named him Adu.</i>
Sèyí ro ó.	<i>Seyi mowed it.</i>
Mo pè é.	<i>I called him/her.</i>
Wón bè é.	<i>They begged him/her.</i>

4. Notice that if the tone of the monosyllabic verb is high, the tone of the object pronoun will be mid. On the other hand, if the tone of the verb is low or mid, the tone of the object pronoun will be high. A few examples are:

Ó rí mi.	<i>He/she saw me.</i>
Ó dà mí.	<i>He betrayed me.</i>
Mo kó e.	<i>I taught you.</i>
Mo dà é.	<i>I betrayed you.</i>
Wón bè wá.	<i>They begged us.</i>
Wòn kó wa.	<i>They taught us.</i>
Olú ṣe wón.	<i>Olu did them (i.e., all the work).</i>
Olú rí won.	<i>Olu saw them.</i>

5. The above tone change applies to all the object pronouns except the second person plural object pronoun **yín**.

Ó bè yín.	<i>He begged you (pl.).</i>
Mo kó yín.	<i>I taught you (pl.).</i>

6. If the verb is a complex verb (i.e., a verb that is more than one syllable), the object pronoun will be the same as the possessive pronouns listed below:

<u>Singular</u>		<u>Plural</u>
mi	me	wa us
(r)e	you	yín you
(r)è	him/her/it	wón them

7. Some examples are as follows:

Mo féràn (r)e.	<i>I love you.</i>
Olú pàdé (r)è.	<i>Olu met her/him/it.</i>
A réantí yín.	<i>We remembered you (pl.).</i>
Wón kò kòriúra wa.	<i>They do not hate us.</i>

8. The tones of the object pronouns that follow complex verbs do not change.

ISÉ SÍSE 15

Béè ni tàbí békó: Sọ bójá o mọ àwọn ènìyàn yíí tàbí o kò mò wón.

ÀPEERE: Ògbéni Òjó?
 - Ó tì, n kò mò wón.
tàbí: - Béè ni, mo mò wón.

- | | |
|--------------------|--------------------------|
| 1. Olú? | 6. Òjògbón Òsúndáre? |
| 2. Ajá mi? | 7. Arábìnrin Smith? |
| 3. Tóyìn àti Tópé? | 8. Omidan Folárìn? |
| 4. Èmi àti Délé? | 9. Olórí ìlú Améríkà? |
| 5. Èmi? | 10. Olórí ìlú Nàijírígà? |

ISÉ SÍSE 16

Ìwé mi da?: Olú ní ipade pèlú àwọn ènyìyàn yíí. So fún wa pé Olú wá won sùgbón kò rí won. Rántí láti lo "subject pronoun" tí ó ye.

ÀPEERE: Táíwò àti Kéhìndé
 - Ó wá won, sùgbón kò rí won.

- | | |
|--------------------|------------------|
| 1. Èmi | 6. Ìwo |
| 2. Olú | 7. Òjògbón Sàndà |
| 3. Arábìnrin Ìlòrí | 8. Ìwo àti èmi |
| 4. Èmi àti Túnjí | 9. Sèyí |
| 5. Ìwo àti Délé | 10. Dúpé |

ISÉ SÍSE 17

Ìwé Yorùbá: Fún ìdí orísirísi, àwọn ènyìyàn yíí kò ní ìwé won. So ìdí. Tèlé àpeere.

ÀPEERE: Olú (so __ nu)
 - Olú kò ní i nítorí pé ó so ó nù.

- | | |
|------------------------------------|---------------------------|
| 1. Èmi (gbàgbé) | 6. Èmi àti ìwo (bà __ jé) |
| 2. Àwa (jó: to burn) | 7. Dúpé (tà) |
| 3. Ìwo (mú __ wá) | 8. Omidan Òjó (kóriíra) |
| 4. Délé àti Dúpé (rà) | 9. Délé (fi __ pamó) |
| 5. Èmi àti Olú (wá: to search for) | 10. Èmi (rí) |

ISÉ SÍSE 18

ÌBÉÈRÈ: Bí òré re bójá o se nñkan wònyí l'áàárò yíí:

ÀPEERE: wo tēlifísōnnù

- Sé o wò tēlifísōnnù l'áàárò yíí?
- Ó tì, n kò wò ó.

- | | |
|--------------------------|------------------------|
| 1. rà aso | 9. fò àwo |
| 2. se isé-ilé | 10. fon férè |
| 3. kàwé | 11. bú Adé |
| 4. gbàgbé ìwé Yorúbá | 12. fetí sí rédíò |
| 5. rántí àwon ìwé Yorùbá | 13. pàdé Délé àti Tópé |
| 6. rí èmi àti Olú | 14. sè oúnje |
| 7. wo ìwé Yorùbá re | 15. mu kofí |
| 8. gbá bódlù | 16. rán aso |

Color Terms

1. There are three basic color terms in Yoruba:

pupa	<i>red</i>
dúdú	<i>black</i>
funfun	<i>white</i>

2. Some color terms are borrowed from English.

búlù	<i>blue</i>
yéłò	<i>yellow</i>

3. Some color terms are derived by comparisons: ó rí bí eérú *grey/ash color*
dúdú bí ewé *green* (lit. "black like leaves")

ISÉ SÍSE 19

Color the circles as indicated

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | |

ISÉ SÍSE 20

(In pairs) Bi enikejì rẹ́ lèrè pé, "Kí ni awò àwọn nàkan wònyí?"

- | | |
|----------|---------|
| 1. grass | 2. coal |
| 3. rose | 4. sun |
| 5. snow | |

DIALOGUE

roommate

Túnjí n̄ s̄o fún Délé nípa omo yàrá r̄e.

he is a real polyglot
an old person
a young person/just

- Délé: Ki ni orúkọ omo yàrá re.
 Túnjí: Orúkọ r̄e ni Douglas.
 Délé: Omo irlú ibo ni?
 Túnjí: Òyìnbó ni. Omo irlú Kánádà ni.
 Délé: Níbo ni irlú r̄e ní Kánádà.
 Túnjí: Quebec. Ó gbó èdè Òyìnbó àti èdè Faransé. Ó tún lè s̄o èdè Yorùbá àti èdè Haúsá.
 Délé: Hùnún! **Gbédègbéyò gbá à ni.** Kí ni ó n̄ kó ní Yunifásítì ti Ibàdàn.
 Túnjí: Ó n̄ kékòó nípa èdè Jámáànì àti lítírésò Jámáànì.
 Délé: Sé àgbàlagbà ni?
 Túnjí: Ó tì. **Omodé ni.** Omo odún méjìlélóngún péré ni.

ISÉ SÍSE 21**Lóòótó ni tàbí lóòótó kó?**

1. Omo odún måründínlóbòn ni Douglas.
2. Douglas n̄ kó Bàólójì ní Yunifásítì Benin.
3. Quebec ni irlú Douglas ní Kánádà.
4. Omodé ni Douglas.
5. Omo yàrá Túnjí ni Douglas.
6. Douglas gbó èdè mårùnún.
7. Douglas kò gbó èdè Jámáànì rárá.

PRONUNCIATION AND TONES

The Consonants g and j

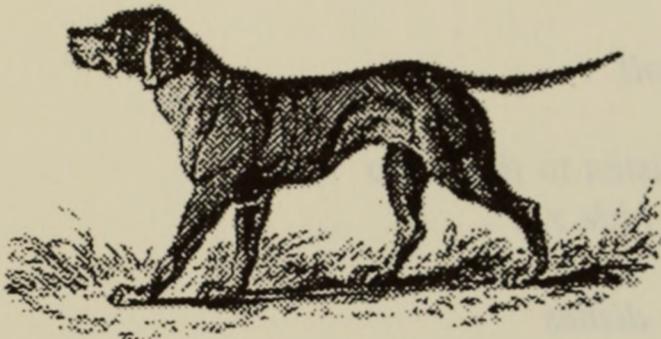
1. The consonant *g* in Yoruba is similar to the hard *g*, in English as in the word *go*.

2. It is always pronounced the same way irrespective of the preceding or following vowel. Here are some examples. Repeat them after your instructor.

igi	<i>tree/stick</i>
aga	<i>chair</i>
ègé	<i>a cut</i>
ègé	<i>cassava</i>
ogo	<i>glory</i>
agò	<i>a stupid person</i>

3. The consonant **j** is always pronounced like the **j** in the English word *judge*. Practice the pronunciation with these examples.

ajá	<i>dog</i>
Ojó	<i>(personal name)</i>
Ojó	<i>day</i>
ojú	<i>eyes</i>
èjè	<i>blood</i>
iji	<i>whirlwind</i>
ééje	<i>seven</i>



ajá

ISÉ SÍSE 22

Kọ ọrò márùnún tí o mò sílè tí ó ní **g à tí j** nínú.

TONE PRACTICE

Repeat the following words after your instructor to learn the tone pattern [re re].

1. isu <i>yams</i>	6. aṣo <i>clothes</i>
2. ose <i>soap</i>	7. omọ <i>children</i>
3. ata <i>pepper</i>	8. aya <i>wife</i>
4. igi <i>tree</i>	9. ojo <i>coward</i>
5. eyé <i>bird</i>	10. erin <i>elephant</i>

VOCABULARY

NOUNS

àgbàlagbà	<i>an adult</i>
àwò	<i>color</i>
èbùn	<i>gift</i>

èkó	<i>lessons</i>
èniyàn dáradára	<i>a good person</i>
Faransé	<i>France</i>
gbédègbéyò	<i>a polyglot</i>
Jàméíkà	<i>Jamaica</i>

Jèpáñì *Japan*
Kánádà *Canada*
lítírészò *literature*
nñkan *thing*
ojó ibí *birthday*
omó odún márùndínlóbòn *25 years old*
omó yàrá *roommate*
omodé *a young person*
Oyìnbo *a European*
Sáinà *China*

pupa *red*
yélo *yellow*

OTHERS

bóyá *perhaps/whether*
lóla *tomorrow*
péré *just*

VERBS

bà **jé** *to spoil*
bè *to beg*
fetísí rédiò *to listen to the radio*
fi **pamó** *to hide s.t.*
fò *to wash*
fò àwo *to wash dishes*
fon fèrè *to play a woodwind instrument*
gbá ilè *to sweep the floor*
jó *to burn*
kó *to teach/learn*
kóriírà *to hate*
mu kofí *to drink coffee*
pa *to kill*
pàdé *to meet*
rà *to buy*
rà aso *to buy clothes*
rán aso *to sew clothes*
rántí *remember*
so **nù** *to throw away/lose*
se isé ilé *to do your homework*
se ojó ibí *to celebrate a birthday*
tà *to sell*
wá *to search for*

COLORS

búlù *blue*
dúdú *black*
eérú *ash, grey*
funfun *white*

MONOLOGUE

MONOLOGUE



OBJECTIVES

Topic: Personalities

Function: Describing people's personalities

Grammar: Adjectives, adjectival verbs, the verb *to be*, **jé**, degree of likeness

Culture: Question of "being fat"



MONOLOGUE

to describe

Túnjí ní se àpèjúwe ebí rè

a gentle person

Èbí mi kò tóbi rárá
Àwa márùnún ni a wà nínú ẹbí mi
Bàbá mi ní jé Kúnlé, màmá mi sì
ní jé Àbíké, èniyàn jéjé ni bàbá mi
ṣùgbón màmá mi kì í se èniyàn jéjé rará.

Màmá mi ga díé, sùgbón bàbá mi
ga gan an ni. Màmá mi pupa, sùgbón
bàbá mi dúdú.

slim
to be fat
to be generous/
a stingy person

Mo ni àbúrò kan àti ègbón kan.
Orúkọ àbúrò mi ni Tópé, orúkọ ègbón
mi sì ni Tóyìn. Tóyìn **tínínrin**,
sùgbón Tópé **sanra** gan an ni. Tópé
lawó sùgbón **awun** ni Tóyìn.
Nínú gbogbo èbi mi, bàbá mi ni mo
féràn jù nítorí pé won jé ènìyàn rere.

ISÉ SÍSE 1

Dáhùn àwọn íbéèrè wònyí.

1. Ta ni Tóyìn?
2. Se Àbíké ni ègbón Túnjí?
3. Ta ni ó ga jù nínú Àbíké àti Kúnlé?
4. Ta ni Kúnlé?
5. Ta ni ó lawó nínú Tópé àti Tóyìn?

ISÉ SÍSE 2

Sé lóòótó ni tàbí lóòótó kó? **Tún** (*correct*) gbólóhùn tí kò jé òótó **ṣe**.

1. Kúnlé kò ga rárá.
2. Àbíké sanra jù Tóyìn lo.
3. Tópé lawó púpò.
4. Ènìyàn búburú ni bàbá Túnjí.
5. Túnjí kò féràn bàbá rè rárá.
6. Àbíké ni àbúrò Kúnlé.
7. Àbíké ga gan an ni.
8. Túnjí ni àbúrò méjì.
9. Tóyìn ni àbúrò Túnjí.
10. Oko Àbíké ni Kúnlé.

ISÉ SÍSE 3

Ó kàn é. Se àpèjúwe ebí rẹ fún wa. So nñkan bí i gbólóhùn mårùnún nípa won.