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# Colloquial Yoruba

The Complete Course  
for Beginners

Antonia Yétúndé Fọ̀làrín Schleicher

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This book is dedicated to Charles



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# About this book

Learners cite many reasons for studying Yoruba, including personal interest in West African cultures, research interests and fulfilment of foreign language requirements. Others study Yoruba out of interest in their own heritage, since many of the slaves brought to North America during the eighteenth and nineteenth centuries came from Yoruba-speaking areas.

## Why Yoruba?

Yoruba is the first language for approximately 30 million West Africans, and is spoken by populations in Southwestern Nigeria, Togo, Benin and Sierra Leone. It is also one of the prominent languages and cultures of the diaspora, and greatly impacts the social, cultural and religious lives of millions of people in countries outside Africa, such as Brazil, Venezuela, Cuba, Trinidad and Tobago, and Haiti. Yoruba culture, which centers around religion, is one of the surviving African elements in these countries, as one can clearly see in the *òriṣà* tradition “candomble” and the feature of syncretism in Brazil, as well as in other religious practices in the United States and elsewhere. While not all the Yoruba practice traditional Yoruba religion, it continues to play a major role in the lives of many Yoruba people. Traditional Yoruba religion is centered on a pantheon of deities called *òriṣà*. When a child is born, a diviner, or *babaláwo*, will be consulted to determine which *òriṣà* the child should follow. As adults, the Yoruba often honor several of these deities. According to oral tradition, the high god *Ọlórún* (*Olódùmarè*) asked *Òriṣàńlá* to descend from the sky to create the first Earth at *Ilé-Ifẹ̀*. *Òriṣàńlá* was delayed and his younger brother, *Odùduwà*, accomplished the task. Shortly afterwards, sixteen other *òriṣà* came down from heaven to create human beings and live on Earth with him. The descendants of each of these deities are said to

have spread Yoruba culture and religious principles throughout the rest of Yorubaland.

For students of comparative linguistics and sociolinguistics, a study of Yoruba can help yield extremely interesting results through an examination of the various changes and differences that occur between the language and culture of the home base and those of the diaspora. Students of African literatures would also benefit from studying Yoruba language, literature and culture, as many notable African writers (for example, Wole Soyinka) are Nigerians. Further, Yoruba is one of the most studied and researched African languages. There are already two volumes of Yoruba Metalanguage, and Yoruba is now being used for serious academic discourses such as Masters and Ph.D. degree theses in some parts of Africa. Its importance as an African language cannot be over-emphasized.

Yoruba belongs to the group of “Less Commonly Taught” languages and has been recognized as a first priority language by a national panel of African language teachers because of the number of people for whom Yoruba is the first language, the political, cultural and social importance of Yoruba within Africa, and because of the extent to which the United States’ national interests are tied to economic and diplomatic relations with Yoruba-speaking areas.

## **People and history**

The term Yoruba describes a number of semi-independent peoples loosely linked by geography, language, history and religion. The Yoruba live primarily in Nigeria. They have resided in cities for many hundreds of years and are among the most urbanized peoples in Africa. Ibadan, located in southern Nigeria, is one of the oldest and largest Black cities in Africa, with a population estimated at over 5 million. In the past, Yoruba cities formed the political centers of city-states governed by a king and supreme council. In pre-colonial times each city-state was autonomous and had its own distinct dialect, religious cults and army. These ancient states frequently fought with one another, and several centuries ago one of these kingdoms, Oyo, became dominant. “Old Oyo,” as this state is called, gave cohesiveness to Yoruba customs and contributed greatly to the collective identity of modern Yoruba-speaking people.

Today, however, a Yoruba will often call himself or herself “Ibadan” rather than Yoruba in order to emphasize their local identity. There are more than fifty traditional Yoruba city-states

recognized today. Though their domains have been absorbed into the government of the modern nation of Nigeria, traditional kings often have considerable local and national political power.

## Colloquial Yoruba

The purpose of this book is to give learners the opportunity to learn Yoruba with or without a teacher. Each of the fifteen units contains a systematic presentation of different basic functions performed by native speakers of Yoruba in a simple but realistic manner.

Each unit begins with a list of basic functions that you will be able to perform by the end of the unit. This is followed by an illustration that illustrates the theme of the unit. After the illustration there is a dialogue in Yoruba, with a short introduction in English to prepare the learner for the context of the dialogue. This dialogue is immediately followed by a translation. Once you have checked the translation, it is very important for you to go back to the dialogue in Yoruba to try to understand the dialogue without the translation. You can either use the dialogue as a reading activity or you could listen to the dialogue on the recording for a listening activity. Each time you read or listen to the dialogue, try to use the context to help you understand what you are reading or listening to. As well as its translation, each dialogue is also followed by a vocabulary list, which relates directly to the dialogue. This helps you to know what a word means in isolation, as opposed to the meaning you can understand from its context in the dialogue and translation.

The vocabulary is followed by “Language points” where you will find a simple explanation of the grammar points used in the dialogue. Do not expect every grammar point to be explained right away—some will be explained in later units. However, you will find the grammar explanation needed for you to understand each dialogue immediately following the dialogue. Examples are given to clarify each grammar point covered in the unit.

When appropriate, the language points are followed by “Culture notes.” This is usually a short section in English explaining different aspects of Yoruba life, for example: a young girl kneeling down to greet older people; or a young boy lying flat on the ground to greet older people. The culture notes usually explain the different aspects of Yoruba life and culture needed to understand what is going on in the dialogue.

The culture notes are followed by exercises that focus your attention to the information in the dialogue, and the items introduced in the language points. If you are not sure of how to do the exercise, go back to the dialogue or the language points. The second part of the unit follows the same pattern with the inclusion of a short pronunciation section. Since Yoruba is a tone language, each unit includes one exercise on tone practice to give you the opportunity to concentrate on the tonal patterns of many words encountered in the dialogue or the language points.

Each unit ends with a “Listening or reading comprehension” section, followed by some comprehension questions to help you understand the reading. You will encounter some words that you are not familiar with in the text or passage, so try to use the context to find the meaning of the word.

If you are very interested in learning Yoruba with this material, you should definitely use the recordings that accompany this book, because it is very important for you to be able to recognize correct tones in Yoruba. The more you listen to the recordings, the easier it will be for you to pronounce and understand the language. It is true that Yoruba is very phonetic in its orthography, but to help you understand Yoruba when you hear it you need to listen to the dialogues as many times as possible, because otherwise the tones in Yoruba can create quite a serious obstacle. The recordings will also help you with your pronunciation, so you should try to repeat out loud what you hear on the recordings.

This book also contains full translations of all the reading passages, a short summary of the grammar, an exercise key (to check if your answers to the exercises are correct), and a full glossary of all the vocabulary encountered in the dialogues and language points.

# The alphabet and sounds of Yoruba

## Pronunciation guide for the Yoruba alphabet (CD 1; 1)

<i>Letter</i>	<i>Name</i>	<i>Pronunciation</i>	<i>Yoruba example</i>	<i>Some English equivalents</i>
a	a	/a/	a	
b	bi	/b/	bàbá	
d	di	/d/	dídì	
e	e	/e/	edé	
ẹ	ẹ	/ɛ/	ẹbẹ	bet
f	fi	/f/	funfun	
g	gi	/g/	ga	
gb	gbi	/gb/	gbà	
h	hi	/h/	halẹ	
i	i	/i/	ilé	
j	ji	/dʒ/	jalẹ	judge
k	ki	/k/	kọ	
l	li	/l/	lálẹ	
m	mi	/m/	imú	
n	ni	/n/	inú	
o	o	/o/	òjò	hole
ọ	ọ	/ɔ/	ọjọ	hot
p	pi	/kp/	ipò	
r	ri	/r/	rárá	
s	si	/s/	sáré	
ş	şì	/ʃ/	àşà	shoe
t	ti	/t/	ata	
u	u	/u/	ilú	
w	wi	/w/	walẹ	
y	yi	/y/	ìyá	young

## Tones in Yoruba

Aside from the alphabet and sounds shown opposite, Yoruba is also a tone language. This means that every vowel in Yoruba has a meaningful tone. There are three tones in Yoruba:

low tone	as in /bì/	to throw up
mid tone	as in /bí/	to ask a question
high tone	as in /bí/	to deliver a baby

In the above examples, notice that a mid tone is not marked in Yoruba writing. This means that if there is no tone marked on a vowel, that vowel has a mid tone. If you change one tone for the other on a vowel in a word, you can change the meaning without changing the consonant in the same word (as shown above). It is important that you learn how tones are recognized and pronounced in Yoruba to be able to speak and understand the language.

Each unit in this book has a tone exercise to help you learn how these tones are pronounced in different words. You can use the musical notes “doh, reh, mi” to help you learn how to pronounce the tones.

low tone	is “doh”
mid tone	is “reh”
high tone	is “mi”

## Nasal vowels (CD 1; 2)

Nasal vowels are vowels that you pronounce through the nose and the mouth rather than through your mouth alone. In Yoruba, if you see a vowel and the consonant /n/, especially at the end of the word, the combination of the vowel and the consonant /n/ represents a nasal vowel. For example:

<b>rí</b>	to see
<b>rín</b>	to laugh (the vowel “in” is a nasal vowel—it is not a combination of /i/ and /n/)

Other examples of nasal vowels in Yoruba are:

<b>ẹn</b>	as in <b>ìyẹn</b>	that one
<b>an</b>	as in <b>iyán</b>	pounded yam
<b>un</b>	as in <b>irun</b>	hair





# 1 N'ílẹ̀ ọ̀rẹ̀

## At a friend's house

**In this unit, you will learn how to:**

- greet someone (older or younger)
- discover someone's whereabouts
- thank someone
- take leave of someone
- ask some "yes/no" questions

You will also learn how to respond in these situations

### Dialogue 1 (CD 1; 3)

*Kunle stops by Tunji's house to say hello to him, but Tunji is not home. Tunji's mother speaks with Kunle.*

KÚNLÉ: Ẹ kúùròlẹ̀ Mà.

MÀMÁ TÚNJÍ: Ọ̀o, kúùròlẹ̀. Báwo ni ǹnkan?

KÚNLÉ: Dáadáa ni. Ẹ jòọ̀ mà, Túnjì nkó? Ẹ́é ó wà ní'lé?

MÀMÁ TÚNJÍ: Rárá, kò sí ní'lé. Ó lọ sòdò ọ̀rẹ̀ ẹ̀ Délé.

KÚNLÉ: Kò burú, mo máa padà wá. Ẹ́é, ó dàbò Mà.

MÀMÁ TÚNJÍ: Kò tọ̀pẹ̀. Ó dàbò.

KUNLE: *Good evening, Ma'am.*

MAMA TUNJI: *Yes, good evening. How are things?*

KUNLE: *Fine. Please Ma'am, where is Tunji? Is he home?*

MAMA TUNJI: *No, he is not home. He went to his friend Dele's house.*

KUNLE: *No problem, I'll come back. Thank you [honorific], goodbye Ma'am.*

MAMA TUNJI: *Don't mention it. Goodbye.*



## Vocabulary

ẹ	you (pl.) <i>or</i> honorific pronoun “you” (sing.)	kò	negative marker
<b>kùùròlẹ̀</b>	good evening	<b>kò sí</b>	to not be (in a place)
<b>báwo ni</b>	how are	<b>lọ</b>	to go
<b>ǹnkan</b>	things	<b>sòdò</b>	at a place
<b>dáadáa ni</b>	it is fine (or “fine”)	<b>ọ̀rẹ̀</b>	friend
ẹ j̀j̀ọ̀	you (honorific) please	<b>ọ̀rẹ̀ ẹ̀</b>	his/her/its friend
<b>Mà</b>	Ma’am	<b>kò burú</b>	it is not bad/ it’s OK
<b>... níkọ̀?</b>	how is/where is ...?	<b>mo</b>	I
sé	“yes/no” question marker	<b>máa</b>	will
ó	he/she/it	<b>padà wá</b>	to return
<b>wà</b>	to be (in a place)	<b>ó dàbò</b>	goodbye
<b>n'ílé</b>	at home	ẹ sé	thank you (honorific)
<b>rára</b>	no	<b>kò tópẹ̀</b>	don’t mention it/ you’re welcome

## Language points

### “yes/no” questions

Below are some basic statements in Yoruba.

<b>Túnjì wà n'lé.</b>	Tunji is home.
<b>O lọ sọjà.</b>	You went to the market.
<b>Délé ni ọrẹ Túnjì.</b>	Dele is Tunji's friend.

In order to convert the above statements into “yes/no” questions, use the word **ṣé** as shown below. For example:

<b>Ṣé Túnjì wà n'lé?</b>	Is Tunji home?
<b>Ṣé o lọ sọjà?</b>	Did you go to the market?
<b>Ṣé Délé ni ọrẹ Túnjì?</b>	Is Dele Tunji's friend?

The response to the above questions could be the following:

<b>Bẹẹ ni, Túnjì wà n'lé.</b>	Yes, Tunji <i>is</i> home.
<b>Rárá, Túnjì kò sí n'lé.</b>	No, Tunji <i>is not</i> home.
<b>Bẹẹ ni, mo lọ sọjà.</b>	Yes, I <i>went</i> to the market.
<b>Rárá, N kò lọ sọjà.</b>	No, I <i>did not go</i> to the market.

Notice that in the last example, the first person singular subject pronoun **mo** changes to **N** before the negative marker **kò**.

<b>Bẹẹ ni, Délé ni ọrẹ Túnjì.</b>	Yes, Dele <i>is</i> Tunji's friend.
<b>Rárá, Délé kọ ni ọrẹ Túnjì.</b>	No, Dele <i>is not</i> Tunji's friend.

In the examples above, negative sentences are formed depending on the type of the following verb. We will learn more about negation in following units. Here is the rule for now:

<i>Verb type</i>	<i>Negative form</i>
regular verbs, e.g. <b>lọ</b> “to go”	<b>kò lọ</b>
<b>wà</b> “to be (in a place)”	<b>kò sí</b>
<b>ni</b> “to be (someone or something)”	<b>kọ ni</b>

## Tenses

The verbs used in the examples below are called action verbs. For example, the verbs “to go,” “to see,” or “to walk” are verbs of action.

If you use a verb like that by itself in a sentence in Yoruba, the English translation will imply a past action. See the examples below:

<b>Mo lọ sílẹ̀ Adé.</b>	I <i>went</i> to Ade's house.
<b>Kúnlé rí i.</b>	Kunle <i>saw</i> him.
<b>Mo rìn.</b>	I <i>walked</i> .

On the other hand, if the verb is not an action verb, the translation could be neutral, i.e., present or past depending on the context. For example:

<b>Olú ní bàtà.</b>	Olu <i>has/had</i> shoes.
<b>Ó dára.</b>	It <i>is/was</i> good.
<b>Mo wà nílẹ̀.</b>	I <i>am/was</i> home.

## **Subject pronouns**

<b>mo</b>	I	<b>a</b>	we
<b>o</b>	you (sing.)	<b>ẹ</b>	you (pl. and honorific)
<b>ó</b>	he/she/it	<b>wọn</b>	they

## **Honorific pronouns**

The subject pronoun **ẹ** is used to address more than one person, or an older person as a sign of respect. Similarly, the pronoun **wọn** is used both for more than one person and also when talking about an older person. For example:

<b>Ẹ jókòò</b>	“You (pl.) sit down” <i>or</i> “You (sing. honorific) sit down”
<b>Ẹ kùùrọ̀lẹ̀</b>	“You (pl.) good evening” <i>or</i> “You (sing. honorific) good evening”

It is extremely rude not to use the honorific pronoun **ẹ** when addressing an older person or someone of a higher authority. Notice the dialogue below to see how the honorific pronoun **wọn** is used:

A: <b>Bàbá ñkọ́?</b>	How is father?
B: <b>Wọn wà.</b>	He (honorific) is fine.
A: <b>Màmá ñkọ́?</b>	How is mother?
B: <b>Wọn kò sí n'ílé.</b>	She (honorific) is not home.

In the above dialogue, notice that **wọn** is used for an older person to show respect.

## Negative sentence marker **kò** (CD 1; 6)

The word **kò** is used in most cases to change affirmative sentences to negative sentences. For example:

<b>Túnjì wà n'lé.</b>	Tunji <i>is/was</i> home.
<b>Túnjì kò sí n'lé.</b>	Tunji <i>is/was not</i> home.
<b>Kúnlé máa padà wá.</b>	Kunle <i>will</i> come back.
<b>Kúnlé kò ní í padà wá.</b>	Kunle <i>will not</i> come back.

If subject pronouns are used with the negative marker **kò**, the pronoun for “she/he/it” is usually deleted before **kò**. Similarly, the pronoun **mo** “I,” changes to **N** before **kò**. For example:

<b>Mo lọ sọjà.</b>	I went to the market.
<b>N kò lọ sọjà.</b>	I did not go to the market.
<b>O lọ sọjà.</b>	You went to the market.
<b>O kò lọ sọjà.</b>	You did not go to the market.
<b>Ó lọ sọjà.</b>	He/she/it went to the market.
<b>– kò lọ sọjà.</b>	He/she/it did not go to the market.
<b>A lọ sọjà.</b>	We went to the market.
<b>A kò lọ sọjà.</b>	We did not go to the market.
<b>E lọ sọjà.</b>	You went to the market.
<b>E kò lọ sọjà.</b>	You did not go to the market.
<b>Wọn lọ sọjà.</b>	They went to the market.
<b>Wọn kò lọ sọjà.</b>	They did not go to the market.

Other examples are:

<b>Ó burú.</b>	It is/was bad.
<b>– Kò burú.</b>	It is/was not bad

## Commands

To command someone (a younger person or a colleague) to do something in Yoruba, simply drop the pronoun **O** before the verb. For example:

<i>Simple statement</i>	<i>Command</i>
<b>O jókòó</b> You sat down	<b>Jókòó!</b> Sit down!
<b>O dide</b> You stood up	<b>Dide!</b> Stand up!

On the other hand, the pronoun is not dropped for second person plural or when addressing someone older than you. For example:

<i>Simple statement</i>	<i>Command</i>
<b>Ẹ jókòó</b> “You (pl.) sat down”	<b>Ẹ jókòò!</b> “You (pl.) sit down!” <i>or</i> “You (honorific) sit down!”
<b>Ẹ òdè</b> “You stood up”	<b>Ẹ òdè!</b> “You (pl.) stand up!” <i>or</i> “You (honorific) stand up!”

## ***Pronunciation***

In rapid speech, Yoruba usually drops many sounds. Throughout this book, your attention will be drawn to cases of vowel or consonant deletion in rapid speech. From the first dialogue, here are some examples of vowel and consonant deletion.

<b>Ẹ jẹ̀wọ̀</b>	to	<b>Ẹ jẹ̀</b>	You (pl. or honorific) please
<b>nílé</b>	to	<b>n'lé</b>	at home
<b>sí ọ̀dò</b>	to	<b>sọ̀dò</b>	to a place
<b>ọ̀rẹ̀ rẹ̀</b>	to	<b>ọ̀rẹ̀ ẹ̀</b>	his friend

## **Language and culture notes**

### ***Greetings***

Greetings are a major aspect of Yoruba culture. It is extremely important that you know how to greet people in order to fit in with Yoruba society. People who do not know how to greet in Yorubaland are regarded as rude, lacking proper manners. Young men prostrate themselves (i.e. lie flat on the floor with face down) to greet older people, while young women usually kneel down to greet older people. Notice that, in the first dialogue, Kunle prostrated himself when greeting Tunji's mother because she is older than he is. It is also very important to use the honorific pronoun **ẹ̀** while greeting older people. The honorific pronoun is not usually used among peers or when older people greet younger people.

When greeting older people or people in authority, use the following greetings:

<b>Ẹ káàárò</b>	Good morning	(5:00 a.m. to 11:59 a.m.)
<b>Ẹ káàsán</b>	Good afternoon	(noon to 4:00 p.m.)
<b>Ẹ kùùròlẹ́</b>	Good evening	(4:00 p.m. to 7:00 p.m.)
<b>Ẹ káálẹ́</b>	Good [late] evening	(7:00 p.m. to 11:00 p.m.)

When greeting your peer or someone younger than yourself, use the following:

<b>Káàárò</b>	Good morning
<b>Káàsán</b>	Good afternoon
<b>Kùùròlẹ́</b>	Good evening
<b>Káálẹ́</b>	Good [late] evening

## ***Use of Báwo ni? "How are you?"***

Younger people usually do not initiate greetings with older people with **Báwo ni?** Younger people can initiate greetings by using the time of the day to greet an older person. The older person in return could use **Báwo ni?**

### **Exercise 1**

It is between 5:00 a.m. and 11:00 a.m. Greet the following people. The first one has been done for you.

*Example:*

- 1 Your peer  
**Káàárò**
- 2 Your boss
- 3 Your teacher
- 4 Your younger friend
- 5 Your older brother
- 6 Your older friend
- 7 Your office colleague (who is younger than you)
- 8 Your roommate (who is older than you)
- 9 Your neighbor (same age as you)
- 10 Your uncle



## Exercise 2

You go to look for the people in Exercise 1, and none of them is at home. Find out where each person in Exercise 1 is. Remember to use the appropriate pronoun. The first two have been done for you.

*Examples:*

- 1 **Níbo ni ó wà?**  
Where is he/she?
- 2 **Níbo ni wọ̀n wà?**  
Where is he/she (honorific)?

## Exercise 3

Say that each person in Exercise 1 is at home. Remember to use the appropriate pronoun. The first one has been done for you.

*Example:*

- 1 **Ó wà nílẹ̀.**  
He/she is at home.

## Exercise 4

Now say that each person in Exercise 1 is *not* at home. Use subject pronouns where applicable. The first one has been done for you.

*Example:*

- 1 **Kò sí nílẹ̀.**  
He/she is not at home.

## Exercise 5

Match the response on the right with the statement or question on the left.

- | <b>A</b>             | <b>B</b>    |
|----------------------|-------------|
| 1 B́áwo ni ǹnkan?   | Ó wà        |
| 2 M̀amá ǹkọ́?       | Kò sí nílẹ̀ |
| 3 Ẹ káàárọ̀.         | Wọ̀n wà     |
| 4 Túnjì ǹkọ́?       | Káàárọ̀     |
| 5 Sẹ̀ Délé wà nílẹ̀? | Dáad́áa ni  |

**Exercise 6**

Change the following basic statements into negative sentences.


- 1 Túnjì wà nílẹ̀.
- 2 Délé lọ sọjà.
- 3 Kúnlé padà wá.
- 4 Ó burú.
- 5 Ó dàbò.
- 6 Délé wà lódò ọ̀rẹ̀ rẹ̀.

**Exercise 7**

Convert the following basic statements into commands. The first one has been done for you.

*Example:*

<i>Basic statement</i>	<i>Command</i>
1 <b>O dáké</b> You kept quiet.	<b>Dáké!</b> Keep quiet!
2 <b>O sùn</b> You slept.	
3 <b>Ẹ jẹun</b> You (pl.) ate.	
4 <b>O jó</b> You danced.	
5 <b>Ẹ jó</b> You (pl.) danced.	
6 <b>O òdìde</b> You stood up.	
7 <b>Ẹ òdìde</b> You (pl.) stood up.	

**Dialogue 2**  (CD 1; 7)

*Two hours later, around 9:00 p.m., Kunle goes back to look for Tunji. He sees Tunji's younger brother, Sanya.*

KÚNLÉ:	Báwo ni Sànyà?
SÀNYÀ:	Dáadáa ni. Ẹ káalẹ̀.
KÚNLÉ:	Òo, káalẹ̀. Ẹgbọ̀n ẹ̀ dà?
SÀNYÀ:	Wọ̀n kò ì tí ì dé.
KÚNLÉ:	Kò burú, màá padà wá lọ́la.
SÀNYÀ:	Kò burú. Ẹ sẹ́, ó dàárò.
KÚNLÉ:	O sẹ́, ó dàárò.

KUNLE:	<i>How are you, Sanya?</i>
SANYA:	<i>Fine. Good [late] evening [honorific].</i>

KUNLE:	<i>Yes, good [late] evening. Where is your older sibling?</i>
SANYA:	<i>He [honorific] has not come back.</i>
KUNLE:	<i>Okay, I'll come back tomorrow.</i>
SANYA:	<i>Okay, thank you [honorific], good night.</i>
KUNLE:	<i>Thank you, good night.</i>

## Vocabulary

ẹ̀gbọ̀n	older sibling	ḍé	to come back/return
(r)ẹ	your	sọ fún ...	to tell (someone)
dà?	question marker “where”	màá	I will
kò ì tí ì	has not	lọla	tomorrow
		ó dààrò	good night

## Language points

### “wh”-questions—“where?”

In Yoruba, there are two ways to ask where someone is. You can use either the **dà** question marker or the word **níbo**. For example, simply add **dà** to the end of the noun or phrase that you are asking about:

Ègbọ̀n ẹ̀ dà?	Where is your older sibling?
Túnjì dà?	Where is Tunji?
Màmá ẹ̀ dà?	Where is your mother?

In order to ask the same questions using **níbo**, follow the examples below:

Níbo ní ẹ̀gbọ̀n ẹ̀ wà?	Where is your older sibling (located)?
Níbo ní Túnjì wà?	Where is Tunji (located)?
Níbo ní màmá ẹ̀ wà?	Where is your mother (located)?

Notice that you add the verb **wà** “to be at a place” at the end of the “where” question if you use the **níbo** form.

### The word **tí** (“have,” “has” or “had”)

In order to say “someone has/had done something,” use the word **tí**, as shown in the following examples:

**Wón tí dé.**

He (honorific) *has/had* come back.

**Mà má mi tí lọ sójà.**

My mother *has/had* gone to the market.

**Mo tí jẹun.**

I *have/had* eaten.

In order to convert the above sentences into their negative counterparts, use the word **kò ì tí ì** “have/has/had not.”

**Wón kò ì tí ì dé.**

He (honorific) *has/had not* come back.

**Mà má mi kò ì tí ì lọ sójà.**

My mother *has/had not* gone to the market.

**N kò ì tí ì jẹun.**

I *have/had not* eaten.

## Possessive pronouns

Possessive pronouns are pronouns used to mark possession. The following are the possessive pronouns in Yoruba.

<b>mi</b>	my	<b>wa</b>	our
<b>(r)ẹ</b>	your (sg.)	<b>yín</b>	your (pl.)
<b>(r)ẹ</b>	his/her/its	<b>wọn</b>	their

For example:

<b>Ègbón mi</b>	my older sibling
<b>Ègbón (r)ẹ</b>	your (sing.) older sibling
<b>Ègbón (r)ẹ</b>	his/her/its older sibling
<b>Ègbón wa</b>	our older sibling
<b>Ègbón yín</b>	your (pl.) older sibling
<b>Ègbón wọn</b>	their older sibling

## Pronunciation

**màá** is a contracted form of **mo máá** in rapid speech. Both mean “I will.”

## ***Prepositions sí and ní***

For the most part, the preposition **sí** is used to mean “to.” For example:

<b>Túnjì wá sí ọjà</b>	Tunji came <i>to</i> the market
<b>Kúnlé lọ sí ẹ̀ṣọ̀ṣì</b>	Kunle went <i>to</i> church
<b>Mo lọ sí ilé</b>	I went ( <i>to</i> ) home

On the other hand, the preposition **ní** is used to mean “in” or “at.” For example:

<b>Túnjì wà ní ọjà</b>	Tunji is <i>at</i> the market
<b>Kúnlé wà ní ẹ̀ṣọ̀ṣì</b>	Kunle is <i>in</i> church
<b>N kò sí ní ilé</b>	I was not <i>at</i> home

## **Language and culture notes**

### ***Honorific pronouns***

In the second dialogue, Sanya said **Ẹ káalẹ̀** to Kunle because Kunle is older than him. Similarly, Sanya used the honorific **won** in **won kò ì tí ì dé** to refer to his brother because his brother is also older than him.

Kunle said **O ẹ̀** to Sanya while Sanya used the honorific **Ẹ ẹ̀** for Kunle. The use of honorific pronouns is to show respect, especially to someone older, higher in authority, or anyone that one wishes to revere. Closeness or familiarity does not preclude the use of honorific pronouns.

### **Vocabulary**

<b>àbúrò</b>	younger sibling	<b>kílààsì</b>	class
<b>ọjà</b>	market	<b>ilé-ìkàwé</b>	library
<b>ilé</b>	home	<b>ilé-ọ̀kọ̀ ọ̀furufú</b>	airport
<b>ẹ̀ṣọ̀ṣì</b>	church	<b>ilé-ọ̀kọ̀ ọ̀jú-irin</b>	train depot
<b>mùsìòmù</b>	museum	<b>ilé àwọn ẹ̀ranko</b>	zoo
<b>ilé-ìwé</b>	school	<i>or</i> <b>ogbà àwọn ẹ̀ranko</b>	
<b>ọ̀fíńsì</b>	office		

## Exercise 8

Using the question marker **dà**, ask where the following people are.

*Example:*

**Ògá** (your boss)      **Ògá mi dà?**  
 “Where is my boss?”

- |                         |                            |
|-------------------------|----------------------------|
| 1 Doyin                 | 5 Tunji's younger sibling  |
| 2 Funmilayo             | 6 Kunle and Tunji's father |
| 3 Your older sibling    | 7 Your friend              |
| 4 Tunji's older sibling |                            |

## Exercise 9

Using the question form **níbo**, ask where the people in Exercise 8 are.

*Example:*

Your boss      **Níbo ni ògá mi wà?**  
 Where is my boss?

## Exercise 10

Say that the people in Exercise 8 are at the following places. The first one has been done for you.

*Example:*

- |             |                                            |
|-------------|--------------------------------------------|
| 1 Home      | <b>Doyin wà nílé.</b><br>Doyin is at home. |
| 2 Church    | 5 Office                                   |
| 3 School    | 6 Airport                                  |
| 4 Classroom | 7 Library                                  |

## Exercise 11

Now say that the people in Exercise 8 are *not* at the following places. The first one has been done for you.

*Example:*

- |       |                                                                |
|-------|----------------------------------------------------------------|
| 1 Zoo | <b>Doyin kò sí ní ogbà ẹranko.</b><br>Doyin is not at the zoo. |
|-------|----------------------------------------------------------------|

- |               |          |
|---------------|----------|
| 2 Train depot | 5 Market |
| 3 Class       | 6 Home   |
| 4 Church      | 7 Museum |

### Exercise 12

Say “thank you” to the following people. The first one has been done for you.

*Example:*

- |                |                        |
|----------------|------------------------|
| 1 Your mother  |                        |
| <b>Ẹ̀ṣé</b>    |                        |
| 2 Kunle        | 6 Your younger sibling |
| 3 Your friend  | 7 Your father          |
| 4 Your teacher | 8 Your peer            |
| 5 Your boss    | 9 Your older neighbor  |

### Exercise 13

Say “Good evening” and “Good [late] evening” to the people listed in Exercise 12.

### Tone practice (CD 1; 9)

Tones are very important in Yoruba. There are three tones: they are low [ ` ], mid [unmarked] and high [ ´ ]. They function in the same way as a consonant or a vowel in the sense that if you replace one tone for another tone, you can change the meaning of a word completely. For example:

<b>igbá</b>	calabash
<b>ìgbà</b>	time
<b>igba</b>	200
<b>ìgbà</b>	a type of rope
<b>ìgbá</b>	a type of vegetable

Changing the tones in the above words has changed the meanings of the words. It is comparable to changing the vowels in English words, for example:

bit  
bet  
bat



(CD 1; 10)

Changing the vowels in these English words, has changed the meanings of the words. You need to remember that *tones* in Yoruba function in the same way: if you change the tone on a vowel in a word, the meaning of the word may change.

Listen to the recording and practice saying the following words using the correct tones.

1	<b>mà</b> má	mother	6	ò	friend
2	<b>bà</b> bá	father	7	è	lessons
3	è <b>gb</b> ón	older sibling	8	ì	love
4	ì <b>wé</b>	books	9	<b>mà</b> á	I will
5	ò <b>sán</b>	afternoon	10	<b>kò ní</b>	(he/she/it) does not have

## Listening or reading comprehension



(CD 1; 11)

Listen to or read the following dialogue and then answer the questions that follow.

DÉLÉ:	Báwo ni ǹkan?
OLÚ:	Dáadáa ni. Şé àlàáfíà ni?
DÉLÉ:	Àlàáfíà ni.
OLÚ:	Níbo l'ò ní lọ?
DÉLÉ:	Mo ní lọ s'ójà.
OLÚ:	Şé o lè ra búřẹ̀dì fún mi?
DÉLÉ:	Rára.
OLÚ:	Kí l'ó dé?
DÉLÉ:	N ò lówó. Má bínú.
OLÚ:	Kò burú. Ó dàbò.
DÉLÉ:	Ó dàbò.

## Questions

- 1 Why did Dele say she could not buy bread for Olu?
- 2 Where was Dele going?
- 3 From the dialogue, what kind of relationship do you think Dele and Olu have?



# 2 Ìkíni àti ìpàdé

## Greetings and meetings

**In this unit, you will learn how to:**

- greet older people
- find out about a person's welfare
- take leave of someone
- ask more "yes/no" questions
- talk about what you did in the past
- talk about what you are doing currently

You will also learn how to respond in these situations

### Dialogue 1 (CD 1; 12)

*Dupe Makinde wakes up in the morning and greets her father, Mr. Makinde, before he leaves home for his office.*

DÚPÉ: (kneeling down) È káàárò Sà.  
BÀBÁ DÚPÉ: Káàárò, pèlẹ́. Şé dáadáa l'ò jí?  
DÚPÉ: A dúpẹ́ Sà.  
BÀBÁ DÚPÉ: Şé o ti jeun?  
DÚPÉ: Rárá Sà. Mo şẹşẹ́ jí ni.  
BÀBÁ DÚPÉ: Tètè lọ jeun. Èmi n lọ síbi işẹ́. Mi ò ní í pẹ́ dé.  
DÚPÉ: Kò burú Sà. Ó dàbò Sà.  
BÀBÁ DÚPÉ: Ó dàbò.

DUPE: (kneeling down) *Good morning Sir.*  
BABA DUPE: *Good morning, greetings. Did you wake up well?*  
DUPE: *We thank God Sir.*  
BABA DUPE: *Have you eaten?*  
DUPE: *No Sir. I just woke up.*

- BABA DUPE: *Quickly go and eat. I am going to work. I won't be late coming back (home).*
- DUPE: *It's okay Sir. Goodbye Sir.*
- BABA DUPE: *Goodbye.*



## Vocabulary

<b>káàárò</b>	good morning	<b>ni</b>	“to be”
<b>pèlẹ́</b>	greetings	<b>jẹun</b>	to eat
<b>o</b>	you (sing.)	<b>mi</b>	I (dialectal variant of <b>mo</b> )
<b>jí</b>	to wake up	<b>kò/ò</b>	negative marker
<b>a</b>	we	<b>ò níí</b>	will not
<b>dúpẹ́</b>	give thanks (to God)	<b>dé</b>	to return
<b>Sà</b>	Sir	<b>pẹ́</b>	to be late
<b>ti</b>	have/has	<b>ń lọ</b>	is going
<b>mo</b>	I	<b>síbi isẹ́</b>	to a place of work
<b>şẹşẹ́</b>	just/recently		
<b>Èmi</b>	emphatic pronoun “I”		

## Language points

### *Using pẹ̀lẹ̀*

**pẹ̀lẹ̀** is a word used to greet a younger person, to express condolence if something goes wrong with someone, or to apologize if one causes offence. The context determines its exact translation. A younger person will say “**Ẹ pẹ̀lẹ̀**” to an older person.

Here are some examples of how the word **pẹ̀lẹ̀** could be used:

**Pẹ̀lẹ̀ o Kúnlé.**                      Greetings Kunle.

This greeting will be from an older person or Kunle’s peer who initiates the greeting to Kunle.

**Pẹ̀lẹ̀ àbúrò**                      Sorry, (my) younger sibling.

This could be said to a younger person that is crying to console him or her.

**Pẹ̀lẹ̀!**                                  I’m sorry (that you hurt yourself).

This could be used for someone who hurts himself or herself.

### ***Vowel deletion***

Vowel deletion is a very common process in Yoruba. It usually occurs when a word ending in a vowel precedes another word beginning with a vowel. In many cases it is not very easy to predict which vowel will be deleted. Vowel deletion occurs in rapid or colloquial speeches. In the above dialogue, here are some examples of the vowel deletion process:

*Slow speech*

**Şé dáadáa ni o jí?**

*Rapid speech*

**Şé dáadáa l’o jí?**

Did you wake up well?

In this example, the vowel of **ni** is deleted. When the nasal consonant **n** precedes an oral vowel, such as **o**, the **n** changes to **l**. This is why we have **l’o** instead of **n’o**.

The word **dáadáa** “good” or “well” is also a shortened form of **dáradára**. As in:

**Ọmọ dáradára or Ọmọ dáadáa**      A good child  
**Śé o ti ẹjun? or Ś’o ti ẹjun?**      Have you eaten?

The vowel **é** of **śé** is deleted in rapid speech in the example above.

### ***More on the negative marker kò***

The negative marker **kò** usually occurs before the main verb or the helping verb. In rapid speech, the consonant **k** is usually deleted when the negative marker **kò** follows the pronoun **mi**, as in:

\***Mi kò fẹ** → **Mi ò fẹ**      I don’t want (it)

### ***Absence of the third person singular pronoun ó***

The third person singular pronoun **ó** “he/she/it” is usually dropped before the negative marker **kò**, as in:

<b>Ó burú</b>	It is bad	<b>Kò burú</b>	(It) is not bad
<b>Ó lọ</b>	She/he went	<b>Kò lọ</b>	(She/he) did not go
<b>Ó ẹjun</b>	She/he ate	<b>Kò ẹjun</b>	(She/he) did not eat

### ***The use of mi or mo***

**mo** is the regular pronoun that translates to “I” in English. It is most commonly used in standard Yoruba in affirmative statements. For example:

**Mo ní lọ síbì iṣẹ.**  
 I am going to work.

**Mo fẹràn bàtà mi.**  
 I like my shoes.

But in negative statements, **mo** changes to **mi** or **N**. For example:

**N kò lọ/N ò lọ/Mi ò lọ**  
 I did not go.

## **Subject pronouns**

<i>Affirmative forms</i>		<i>Negative forms</i>
<b>mo</b>	I	<b>N/mi</b>
<b>o</b>	you (sing.)	<b>o</b>
<b>ó</b>	he/she/it	–
<b>a</b>	we	<b>a</b>
<b>ẹ</b>	you (pl.)	<b>ẹ</b>
<b>wọ̀n</b>	they	<b>wọ̀n</b>

## **Verbs and tenses**

There are no verb endings to indicate past or present tense interpretation in Yoruba. As discussed in Unit 1, whether a verb is an action verb or not contributes to whether the verb will have a past tense interpretation or a neutral tense interpretation. The context can also help you to know whether the past or present tense interpretation is implied.

There are separate words used to mark events that have been completed or that will take place in the future. For example:

**Mo tí wẹ.**

I *have* taken a bath. (completed action)

**Mo wẹ lánàá.**

I took a bath *yesterday*. (past action)

**Mo máa wẹ lọ́la.**

I *will* take a bath *tomorrow*. (future action)

The negative counterparts of the above sentences are:

**N kò ì tí ì wẹ.**

I *have not* taken a bath.

**N kò wẹ lánàá.**

I *did not* take a bath yesterday.

**N kò ní í wẹ lọ́la.**

I *will not* take a bath tomorrow.

## The word **ń**

The word **ń** is used to mark actions that are in progress and it could be translated in the present or the past depending on the context. For example:

**Mo ń lo s'ibi-işé.**

I *am* going to work.

**Mo rí Dúpé nígbà tí mo ń lo s'ibi-işé lánàá.**

I saw Dupe *when* I *was* going to work yesterday.

**Mo ń jeun nísìsìyí.**

I am eating right now.

## Exercise 1

It is morning. Greet the following people. The first one has been done for you.

*Example:*

1 Your younger brother

**Káàárò**

2 Your dad

7 Your co-worker

3 Your mom

8 Your boss

4 Your younger sister

9 Your elderly neighbor

5 Your teacher

10 Your aunt

6 Your friends

## Exercise 2

Respond to the following greetings from an older person. The first one has been done for you.

*Example:*

1 **Káàárò**

**È káàárò**

2 Ó dàbò

5 Kùùròlẹ

3 Káàsán

6 Şé dáadáá l'ò jí?

4 Káalẹ

### Exercise 3

Greet the following people based on the time of day. The first one has been done for you.

*Example:*

- |   |                     |   |            |
|---|---------------------|---|------------|
| 1 | Your female boss    | – | 8:30 a.m.  |
|   | <b>Ẹ káàárò M̀</b>  |   |            |
| 2 | Your close friend   | – | 6:00 p.m.  |
| 3 | Your classmate      | – | 1:00 p.m.  |
| 4 | Your uncle          | – | 9:00 p.m.  |
| 5 | Your younger cousin | – | 10:00 a.m. |
| 6 | Your aunt           | – | 8:00 p.m.  |
| 7 | Your older cousin   | – | 12:00 p.m. |
| 8 | Your male boss      | – | 9:00 a.m.  |

### Exercise 4

How would you ask your younger sibling if he or she has done what is stated below? The first one has been done for you.

*Example:*

- 1 He has eaten?  
**Şé o ti jẹun?**
- 2 She has taken her bath/shower?
- 3 He slept well?
- 4 She is going to her office (place of work)?
- 5 He has just woken up?
- 6 She was late to her office?
- 7 He was late to school?

### Exercise 5

Change the following sentences to negative sentences. The first one has been done for you.

*Example:*

- |   |                      |   |                   |
|---|----------------------|---|-------------------|
| 1 | Mo fẹ jẹun.          |   |                   |
|   | <b>N kò fẹ jẹun.</b> |   |                   |
| 2 | Ó sùn lánàá.         | 5 | Mo lọ sí ibi-işẹ. |
| 3 | Mo pẹ lọ s'ílẹ.      | 6 | Ó dúpẹ.           |
| 4 | Ó şẹşẹ jí.           |   |                   |



## Dialogue 2 (CD 1; 15)

*Dupe Makinde meets her former teacher Mrs. Odunsi on her way home from school.*

- |                   |                            |
|-------------------|----------------------------|
| DÚPÈ:             | È kààsán M̀.               |
| ARÁBÌNRIN ỌDÚNSÌ: | Òo, kààsán. Báwo ni ǹkan? |
| DÚPÈ:             | Dáad́a ni.                 |
| ARÁBÌNRIN ỌDÚNSÌ: | Ó péjọ m̀ta.               |
| DÚPÈ:             | Ọjọ kan p̀lú M̀.           |
| ARÁBÌNRIN ỌDÚNSÌ: | Ş'álááf̀a ni?              |
| DÚPÈ:             | A dúp̀ M̀.                 |
| ARÁBÌNRIN ỌDÚNSÌ: | Ilé ǹkọ?                  |
| DÚPÈ:             | Ó ẁ.                      |
| ARÁBÌNRIN ỌDÚNSÌ: | Işé ǹkọ?                  |
| DÚPÈ:             | Ó ǹ lọ dáad́a.            |
| ARÁBÌNRIN ỌDÚNSÌ: | Bábá ǹkọ?                 |
| DÚPÈ:             | Ẁn ẁ.                    |
| ARÁBÌNRIN ỌDÚNSÌ: | Mámá ǹkọ?                 |
| DÚPÈ:             | Ẁn ẁ.                    |
| ARÁBÌNRIN ỌDÚNSÌ: | P̀lẹ́, ó dàb̀.             |
| DÚPÈ:             | Ó dàb̀ M̀.                 |



DÚPÉ:	<i>Good afternoon Ma'am.</i>
ARABINRIN ỌDUNSI:	<i>Good afternoon. How are things?</i>
DÚPÉ:	<i>Fine.</i>
ARABINRIN ỌDUNSI:	<i>Long time no see. (It has been a long time since I saw you.)</i>
DUPE:	<i>It truly has been a long time.</i>
ARABINRIN ỌDUNSI:	<i>How are you doing?</i>
DUPE:	<i>Thanks be to God Ma'am.</i>
ARABINRIN ỌDUNSI:	<i>How is your household?</i>
DUPE:	<i>Fine.</i>
ARABINRIN ỌDUNSI:	<i>How is your work?</i>
DUPE:	<i>It's going fine.</i>
ARABINRIN ỌDUNSI:	<i>How is your dad?</i>
DUPE:	<i>He [honorific] is fine.</i>
ARABINRIN ỌDUNSI:	<i>How is your mom?</i>
DUPE:	<i>She [honorific] is fine.</i>
ARABINRIN ỌDUNSI:	<i>Be well, goodbye.</i>
DUPE:	<i>Goodbye Ma'am.</i>

## Vocabulary

<b>báwo</b>	how	<b>kan</b>	one
<b>Mà</b>	Ma'am	<b>pẹ̀lú</b>	with (in addition)
<b>ǹnkan</b>	things	<b>àl̀aáfíà</b>	peace
<b>ni</b>	is/are (the verb "to be")	<b>ilé</b>	house/household
<b>dáad́aá ni</b>	(it) is fine/good	<b>ilé ǹkọ́?</b>	how is (your household?)
<b>ó pẹ̀jọ́ m̀eta</b>	quite a long time/ long time no see	<b>wà</b>	to exist
<b>ojó</b>	day	<b>ó wà</b>	it is fine ( <i>lit.</i> it exists fine)
		<b>işé</b>	work

## Language and culture points

### **Subject pronoun ẹ and wón**

Just as we use ẹ to mean “you” (pl.) or “you” (sing. honorific), we also use **wón** to mean “they” or “he/she” (honorific). For example:

A: **Bàbá ǹkọ́?**

How is your father?

B: **Wón wà.**

He (honorific) is fine.

- A: **Màmá nkó?** How is your mother?  
 B: **Wón wà.** *She* (honorific) is fine.
- A: **Àwọn àbúrò nkó?** How are your younger siblings?  
 B: **Wón wà.** *They* are fine.
- A: **Dúpé àti Déolá nkó?** How are Dupe and Deola?  
 B: **Wón wà.** *They* are fine.

## ***The use of àwọn***

Any time **àwọn** is used with a noun, it usually implies plural. **àwọn** always comes before the noun that it modifies. For example:

<b>ilé</b>	house	<b>àwọn ilé</b>	houses
<b>ọkò</b>	vehicle	<b>àwọn ọkò</b>	vehicles

## ***Using Ó péjọ méta/ọjọ kan pèlú***

**Ó péjọ méta** is used for someone you have not seen for a long time. It literally means “it is up to three days (that we have not met).” In traditional Yoruba life, three days is a long time for Yoruba people not to see one another. The response, **ọjọ kan pèlú**, literally means “one day more,” and so the response is saying “it is actually more than three days.” The implication here is that it truly has been a long time since you saw one another.

## **Exercise 6**

Greet your friend and find out about the following. The first one has been done for you.

*Example:*

- Health  
**Báwo ni? Şé àlàáfíà ni?)**
- Household
- Work
- Younger siblings
- Father
- Mother

**Exercise 7**

Match the following greetings and responses.

- |                   |                  |
|-------------------|------------------|
| 1 Báwo ni?        | A Ó wà.          |
| 2 Şẹ̀ àlàáfíà ni? | B Ojọ kan pèlú.  |
| 3 Ilé nkọ?        | C Dáadáa ni.     |
| 4 Bàbá nkọ?       | D Ó dàbò.        |
| 5 Işẹ̀ nkọ?       | E Wọ̀n wà.       |
| 6 Ó péjọ mẹ̀ta.   | F A dúpẹ̀.       |
| 7 Ó dàbò.         | G Ó n lọ dáadáa. |

**Exercise 8**

Tell your friend that Dupẹ̀ just did the following. The first one has been done for you.

*Example:*

- |                                       |                        |
|---------------------------------------|------------------------|
| 1 Woke up.<br><b>Dúpẹ̀ şẹ̀şẹ̀ jí.</b> |                        |
| 2 Ate.                                | 6 Went to the airport. |
| 3 Took a bath.                        | 7 Went to the zoo.     |
| 4 Went to the office.                 | 8 Went to the museum.  |
| 5 Went to school.                     |                        |

**Exercise 9**

Tell someone that you are going to the following places. The first one has been done for you.

*Example:*

- |                                                    |               |
|----------------------------------------------------|---------------|
| 1 Airport<br><b>Mo n lọ sí ilé ọ̀kọ̀ ọ̀furufú.</b> |               |
| 2 School                                           | 7 Market      |
| 3 Office                                           | 8 Train depot |
| 4 Museum                                           | 9 Zoo         |
| 5 Class                                            | 10 Home       |
| 6 Work                                             |               |

**Exercise 10**

How would you respond to the following questions? Use the clue in parenthesis. The first one has been done for you.

*Example:*

- 1 **Níbo ni o ní lọ?** (restaurant)  
**Mo ní lọ sí ilé ounjẹ.**
- 2 Báwo ni n̄kan? —
- 3 Níbo ni Dúpẹ wà? (office)
- 4 Şé o jí dáadáa? (yes)
- 5 Şé o ní lọ sí ilé-ìkàwé? (no)
- 6 Şé Túnjí lọ sí mùsìòmù? (yes)
- 7 Şé o ti jẹun? (no)
- 8 Şé mà má rẹ pẹ ní ibi-işẹ lánàá? (no)
- 9 Ègbón Túnjí dà? (market)
- 10 Şé àlàáfíà ní? —

**Exercise 11**

What questions would you use in the following situations? The first one has been done for you.

*Example:*

- 1 To find out if Kunle has gone to work.  
**Şé Kúnlé ti lọ síbi işẹ?**
- 2 To find out if Tunji will come back.
- 3 To find out if Dupe went to school yesterday.
- 4 To find out if Dupe's father was late coming back home.
- 5 To find out if Tunji is at home.

**Exercise 12**

You are just about to leave for work in the morning and your child comes to greet you before you leave. Ask her how she slept and whether she has eaten yet. Play the role of the mother only.

*Example:*

- MOTHER: Did you sleep well?  
CHILD: \_\_\_\_\_ .  
MOTHER: Have you eaten?  
CHILD: \_\_\_\_\_ .

## Exercise 13

Make a list of all the verbs and their meanings in Dialogue 1 in this unit.

## Tone practice (CD 1; 18)

Listen to the recording and practice saying the following words using the correct tones.

1	<b>àlàáfrà</b>	peace	6	<b>mùsìòmù</b>	museum
2	<b>àárọ̀</b>	morning	7	<b>ẹ̀ranko</b>	animal
3	<b>ìrọ̀lẹ̀</b>	evening	8	<b>ọ̀kọ̀</b>	vehicle
4	<b>ọ̀fíńsì</b>	office	9	<b>ọ̀fufú</b>	sky
5	<b>kílààsì</b>	class	10	<b>ọ̀jú-irin</b>	railway

## Listening or reading comprehension

### (CD 1; 19)

Listen to or read the following dialogue and then answer the questions that follow.

*Mr. Makinde met Kunle, his son's friend, on the way to work.*

KÚNLÉ:	Ẹ kàáárọ̀ Sà.
Ọ̀GBẸNI MÁKINDÉ:	Kàáárọ̀. Báwo ni?
KÚNLÉ:	Dáadáa ni Sà.
Ọ̀GBẸNI MÁKINDÉ:	Ílé ńkọ̀?
KÚNLÉ:	Ó wà.
Ọ̀GBẸNI MÁKINDÉ:	Màmá ńkọ̀?
KÚNLÉ:	Wọ̀n wà.
Ọ̀GBẸNI MÁKINDÉ:	Bàbá ńkọ̀?
KÚNLÉ:	Wọ̀n wà.
Ọ̀GBẸNI MÁKINDÉ:	Ẹ́ ẹ́ ẹ́ ẹ́ ń lọ dáadáa?
KÚNLÉ:	Ó ń lọ dáadáa Sà.
Ọ̀GBẸNI MÁKINDÉ:	Ó dàbọ̀. Mo tètè ń lọ síbí ẹ́. Kí mà má àti bàbá ẹ́.
KÚNLÉ:	Kò burú Sà. Ó dàbọ̀ Sà.

## Questions

- 1 Who did Mr. Makinde ask Kunle to greet?
- 2 What question did Kunle ask Mr. Makinde?
- 3 How is Kunle's work?

# 3 Sísọrò nípa ènìyàn

## Talking about people

**In this unit, you will learn how to:**

- talk about nationalities
- talk about the language a person speaks
- talk about your likes and dislikes
- count using the numbers 1 to 20
- talk about how old a person is

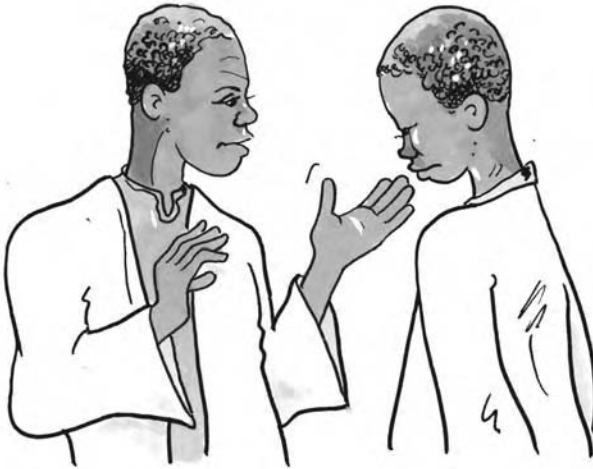
You will also learn how to respond to questions related to these topics

### Dialogue 1 (CD 1; 20)

*Kunle came back the next day and found Tunji.*

- KÚNLÉ: Túnjì, báwo ni ǹnkan?  
TÚNJÍ: Dáadáa ni. Jọwọ má bínú.  
KÚNLÉ: Níbo l’o lo lálẹ ànà? Mo wá sí ilẹ ẹ lẹẹmejì lálẹ ànà.  
TÚNJÍ: Mo gbọ bẹẹ. Mo lo rí ọmọ kíláàsì mi kan ni.  
KÚNLÉ: Kí l’orúko ẹ?  
TÚNJÍ: Kimberly.  
KÚNLÉ: Ọmọ ilú ibo ni?  
TÚNJÍ: Ọmọ ilú Amẹ́rìkà ni, ẹ̀gbọ̀n ó jẹ akẹ̀kọ̀ọ ní yunifásítì tí Ìbàdàn nísìsìyí. Àwọ̀n ẹbí ẹ ní gbé ní New York.  
KÚNLÉ: Sẹ a lè jìjọ lo kí i lọla?  
TÚNJÍ: Bóyá.
- KUNLE: *Tunji, how are things?*  
TUNJI: *Fine. Please don’t be upset.*

- KUNLE: *Where did you go last night? I came to your house twice last night.*
- TUNJI: *I heard so. I went to see one of my classmates.*
- KUNLE: *What is her/his name?*
- TUNJI: *Kimberly.*
- KUNLE: *Where is she from?*
- TUNJI: *She is from the United States, but she is a student now at the University of Ibadan. Her family lives in New York.*
- KUNLE: *Can we go together to greet her tomorrow?*
- TUNJI: *Maybe.*



## Vocabulary

<b>má bínú</b>	don't be upset	<b>omọ ilú ibo ni?</b>	what nationality is she/he?
<b>lálẹ̀ ànà</b>	yesterday evening	<b>omọ ilú Amẹ́ríkà</b>	American citizen
<b>lẹ̀ẹ̀mejì</b>	twice	<b>ni</b>	is
<b>gbọ̀</b>	to hear	<b>şúgbòn</b>	but
<b>bẹ̀ẹ̀</b>	so	<b>jẹ̀ akẹ̀kọ̀</b>	to be a student
<b>rí</b>	to see	<b>ní</b>	at
<b>omọ kiláàsì</b>	classmate	<b>yunifásitì</b>	university
<b>kan</b>	one	<b>tì Ìbàdàn</b>	of Ibadan
<b>kí l'orúkọ è?</b>	what is his/her name?	<b>nísisiyí</b>	now
<b>orúkọ</b>	name		

<b>àwọn ẹbí</b>	family members	<b>jùjọ</b>	together
<b>ń</b>	continuous action	<b>kí i</b>	to visit her
	marker	<b>lọla</b>	tomorrow
<b>gbé</b>	to live	<b>bóyá</b>	maybe
<b>lè</b>	can/be able to		

## Language points

### *Negative commands*

To give a command in Yoruba, use the verb alone without the subject pronoun if you are giving the command to one person who is younger than you. For example:

<b>Dìde!</b>	Stand up!
<b>Jókòó!</b>	Sit down!
<b>Wá ńbí!</b>	Come here!
<b>Kúrò ńbí!</b>	Leave!

If the command is for an older person or more than one person, however, you should use the second person singular subject pronoun, **È**, in addition to the verb. For example:

<b>È dìde!</b>	You (honorific or pl.) stand up!
<b>È jókòó!</b>	You (honorific or pl.) sit down!
<b>È wá ńbí!</b>	You (honorific or pl.) come here!

To negate the above commands, simply add **má** before the verb. For example:

<b>Má dìde!</b>	Don't stand up!
<b>Má jókòó!</b>	Don't sit down!
<b>Má bínú!</b>	Don't be upset!
<b>Má kúrò ńbí!</b>	Don't leave!

The same **má** is used for giving a command to an older person or to more than one person. For example:

<b>È má dìde!</b>	You (honorific or pl.) don't stand up!
<b>È má jókòó!</b>	You (honorific or pl.) don't sit down!
<b>È má bínú!</b>	You (honorific or pl.) don't be upset!



## Numbers—counting 1 to 20 (CD 1; 22)

1	<b>oókan</b>	11	<b>oókànlá</b>
2	<b>eéjì</b>	12	<b>eéjilá</b>
3	<b>eẹ̀ta</b>	13	<b>eẹ̀tálá</b>
4	<b>eẹ̀rin</b>	14	<b>eẹ̀rinlá</b>
5	<b>aárùnún</b>	15	<b>aárùnúndínlógún</b>
6	<b>eẹ̀fà</b>	16	<b>eẹ̀rindínlógún</b>
7	<b>eéje</b>	17	<b>eẹ̀tadínlógún</b>
8	<b>eẹ̀jọ</b>	18	<b>eéjidínlógún</b>
9	<b>eẹ̀sánán</b>	19	<b>oókàndínlógún</b>
10	<b>eẹ̀wàá</b>	20	<b>ogun</b>

### **Numbers that modify nouns**

If you want to use numbers to modify a noun, you will need to use a different form of Yoruba number words. For example:

<b>ìwé kan</b>	one book
<b>ilé méjì</b>	two houses
<b>ajá mēta</b>	three dogs
<b>omọ mērin</b>	four children
<b>pẹ̀nì mārùnún</b>	five pens

### **Using mēlòò?**

In order to find out how many things someone has, use the question marker **mēlòò?** For example:

**Ìwé mēlòò ni Kúnlé ní?**  
How many books does Kunle have?  
—**Kúnlé ní ìwé kan.**  
—Kunle has one book.

**Ajá mēlòò ni Túnjì ní?**  
How many dogs does Tunji have?  
—**Túnjì ní ajá méjọ.**  
—Tunji has eight dogs.

But if you want to find how old a person is, you use the following questions:

**Ọmọ ọdún mélòó ni ẹ?**

How old are you?

*(lit. How many child years are you?)***—Ọmọ ọdún mẹfà ni mí.**

—I am six years old.

**Ọmọ ọdún mélòó ni àbúrò rẹ?**

How old is your younger sibling?

**—Ọmọ ọdún méjìdínlógún ni àbúrò mi.**

—My younger sibling is eighteen years old.

To form words such as “once,” “twice,” “thrice,” etc., use the number words that modify nouns but add **ẹẹ-**. For example:

<b>ẹẹkan</b>	once
<b>ẹẹmẹjì</b>	twice
<b>ẹẹmẹta</b>	thrice
<b>ẹẹmẹrin</b>	four times
<b>ẹẹmárùnún</b>	five times

**Using ẹẹmélòó ni?**

To find out how many times something happened or someone did something, you should use the question form **ẹẹmélòó**, as in:

**Ẹẹmélòó ni Dúpẹ jẹun lánàá?***How many times did Dupe eat yesterday?***—Dúpẹ jẹun lẹẹmẹrin lánàá.**

—Dupe ate four times yesterday.

**Ẹẹmélòó ni Ọgbẹni Mákindé lọ sí ilú Lónḡdòḡnù?***How many times did Mr. Makinde go to London?***—N kò mọ oye igbà tí Ọgbẹni Mákindé lọ sí ilú Lónḡdòḡnù.**—I do not know *how many times* Mr. Makinde went to London.

Notice that while **Ẹẹmélòó** is used in a question, **oye igbà tí** is used in a statement, and both mean the same thing. You should never use **Ẹẹmélòó** in a statement. This phenomenon is very common in question forms in Yoruba.

Some other examples are:

**Ẹẹmélòó ni o sáré lánàá?***How many times did you run yesterday?*

—**Mọ sáré lẹ̀mẹ̀ta lánàá?**

—I ran three times yesterday.

—**N kò mọ oye ìgbà tí mo sáré lánàá.**

—I don't know *how many times* I ran yesterday.

## **Question form kí**

The “wh”-question “what” is formed by using the word **kí**, as in:

- |   |                         |                             |
|---|-------------------------|-----------------------------|
| a | <b>Kí l'orúkọ ẹ?</b>    | What is your name?          |
| b | <b>Kí l'o jẹ lánàá?</b> | What did you eat yesterday? |
| c | <b>Kí l'o fẹ?</b>       | What do you want?           |

To respond to the above questions, you can say:

- |   |                             |                        |
|---|-----------------------------|------------------------|
| a | <b>Orúkọ mi ni Kúnlé.</b>   | My name is Kunle.      |
| b | <b>Mo jẹ búrẹ̀di lánàá.</b> | I ate bread yesterday. |
| c | <b>Mo fẹ ọkọ tuntun.</b>    | I want a new car.      |

## **How to say “where are you from?”**

The way to ask about people's nationality is by using the following question forms:

- |                                      |                               |
|--------------------------------------|-------------------------------|
| <b>Ọmọ ilú ibo ni ẹ?</b>             | Where are you from?           |
| — <b>Ọmọ ilú Nàìjíríyà ni mi.</b>    | —I am from Nigeria.           |
| <b>Ọmọ ilú ibo ni Kim?</b>           | Where is Kim from?            |
| — <b>Ọmọ ilú Amérikà ni.</b>         | —She is from the U.S.A.       |
| <b>Ọmọ ilú ibo ni Tọpẹ àti Táyọ?</b> | Where are Tọpẹ and Táyọ from? |
| — <b>Ọmọ ilú Benin ni wọn.</b>       | —They are from Benin.         |

Note: It is also all right to use **orílẹ̀-èdè** instead of **ilú** for a country. Some people use **ilú** to mean both *country* or *city*.

Notice that the verb **ni** “to be” could be “is” or “are” depending on whether the subject noun is singular or plural. Similarly, the same verb could also be “is” or “was” or “are” or “were” depending on whether past tense interpretation is implied or not. For example:

- Orúkọ mi ni Kúnlé.**  
My name *is* Kunle.

**Orúko wa ni Túnjì àti Délé sùgbón tẹ̀lẹ̀, orúko wa ni Dẹ̀jì àti Sànyà.**

Our names *are* Tunji and Dele, but in the past our names *were* Deji and Sanya.

**Tẹ̀lẹ̀, orúko mi ni Tópẹ̀, sùgbón, nísìsìyí, orúko mi ni Tolú.**

In the past, my name *was* Tọpẹ̀, but now my name *is* Tolu.

## Other useful vocabulary

omọ ilú Faransé	French citizen
omọ ilú Jẹ̀páàni	Japanese citizen
omọ ilú Kánádà	Canadian citizen
omọ ilú Sàínà	Chinese citizen
omọ ilú Brazil	Brazilian citizen

## How to say “I’m not an American”

In order to say that you are not from one nationality or another, use the negative form **kì í ẹ̀** or **kọ ni** “is not.” For example:

**Şé omọ ilú Amẹ́ríkà ni ẹ̀?**

Are you an American?

—**Bẹ̀ẹ̀ ni, omọ ilú Amẹ́ríkà ni mí.**

—Yes, I am an American.

—**Rára, N kì í ẹ̀ omọ ilú Amẹ́ríkà.**

—No, I am not an American.

—**Rára, omọ ilú Amẹ́ríkà kọ ni mí.**

—No, I am not an American.

## Exercise 1

Tell the following people to sit down. The first one has been done for you.

*Example:*

1 Your friend

**Jókòó!**

2 Your younger siblings

7 Your classmate

3 Your boss

8 Your younger office colleague

- |                       |                         |
|-----------------------|-------------------------|
| 4 Your aunt           | 9 Your younger neighbor |
| 5 Your uncle          | 10 Your older brother   |
| 6 Your older neighbor |                         |

## Exercise 2

You offended the people in Exercise 1. Beg them one by one to please not be upset with you. The first one has been done for you.

*Example:*

- 1 **Má bínú!**  
Don't be upset!

## Exercise 3

Ask Kunle how many of the following objects he has.

*Example:* Dog  
**Ajá mélòó ni o ní?**

- |                   |                    |
|-------------------|--------------------|
| 1 Book            | 5 Older sibling    |
| 2 Friend          | 6 Classmate        |
| 3 Car             | 7 Office colleague |
| 4 Younger sibling |                    |

## Exercise 4

Here are some answers, what are the questions? The first one has been done for you.

*Example:*

- 1 Ọmọ ìlú Lọ́ndònù ní mí.  
**Ọmọ ìlú ibo ní ẹ?**
- 2 Dúpẹ fẹ iwé.
- 3 Ọgbẹni Mákindé ní iyàwó kan.
- 4 Dúpẹ wà ní kílààsì.
- 5 Kimberly ní gbé ní New York.
- 6 Ọmọ ìlú Jàpáànì ní Hiróṣì.
- 7 Túńjì ní ọrẹ mẹta.
- 8 Mo ẹjun lẹẹmeji lánàá.

- 9 Orúkọ òrẹ Túnjì ni Kúnlé.  
 10 Ọmọ ilú Amérikà ni Kẹmi àti Şínà.

### Exercise 5

Match the following numbers.

- |                 |        |
|-----------------|--------|
| 1 ẹ̀rínlá       | (a) 1  |
| 2 ogún          | (b) 18 |
| 3 ẹ̀wàá         | (c) 14 |
| 4 aárùnún       | (d) 9  |
| 5 oókan         | (e) 16 |
| 6 eéjídínlógún  | (f) 10 |
| 7 ẹ̀sàńán       | (g) 5  |
| 8 ẹ̀rindínlógún | (h) 20 |

### Exercise 6

You have been invited to a party attended by people from different parts of the world. Tell your friend the nationalities of the following people that you met at the party. Follow the model.

*Example:* Hiroshi/Japan  
**Ọmọ ilú Jèpààni ni Hìròşì.**

- Isabel / Puerto Rico
- Charles / U.S.A.
- Funmi / Nigeria
- Pulleyblank / Canada
- Ahmed / Egypt
- Eyamba / Congo
- Alwiya / Tanzania
- Kituku / Kenya
- Sophie / London
- Poovi / Togo

### Exercise 7

Ask Kunle if the people listed in Exercise 6 are really from the country listed for them. The first one has been done for you.

*Example:* 1 **Şé ọmọ ilú Puerto Rico ni Isabel?**  
 Is Isabel from Puerto Rico?

## Exercise 8

Answer the following questions about yourself.

- 1 Kí ni orúkọ rẹ?
- 2 Níbo ni o n gbé?
- 3 Ọmọ ilú ibo ni ẹ?
- 4 Şé o ní ọrẹ?
- 5 Kí ni orúkọ ọrẹ rẹ?
- 6 Ọmọ ilú ibo ni ọrẹ rẹ?
- 7 Ọrẹ méléó ni o ní?
- 8 Níbo ni ẹbí rẹ n gbé?

## Dialogue 2 (CD 1; 25)

*Túnjì and Kunle are visiting Kimberly at her house.*

- TÚNJÍ: Báwo ni?  
 KIM: Dáadáa ni.  
 TÚNJÍ: Kim, Ọrẹ mí ni yí. Orúkọ rẹ ni Kúnlé.  
 KIM: Báwo ni?  
 KÚNLÉ: Dáadáa ni.  
 KIM: Ẹ jókòdò.  
 KÚNLÉ: O gbọ Yorùbá gan an ni. Nígba wo ni o dé ilú Nàìjíríyà?  
 KIM: Rárá, mi ò gbọ Yorùbá púpọ. Mo dé sí ilú Ìbàdàn ní oşù tí ó kojá. Mo fẹran èdè Yorùbá gan an ni. Mo sì fẹran ilú Nàìjíríyà. Mo fẹ kọ Yorùbá sí i.  
 KÚNLÉ: Ó dáa.
- TUNJI: *How are you?*  
 KIM: *Fine.*  
 TUNJI: *Kim, this is my friend. His name is Kunle.*  
 KIM: *How are you?*  
 KUNLE: *Fine.*  
 KIM: *Sit down.*  
 KUNLE: *You understand Yoruba well. When did you arrive in Nigeria?*  
 KIM: *No, I don't speak Yoruba a lot. I arrived at Ibadan last month. I like to speak Yoruba language a lot and I like to live in Nigeria. I want to learn more Yoruba.*  
 KUNLE: *That's great.*

## Vocabulary

<b>òré mi</b>	my friend	<b>dé</b>	to arrive
<b>ni</b>	is	<b>sí</b>	at
<b>yíí</b>	this	<b>oṣù</b>	month
<b>gbọ</b>	to understand/ speak	<b>tí ó kojá</b>	last
<b>gan an ni</b>	a lot	<b>fẹ̀ràn</b>	to like/love
<b>nígbà wo?</b>	when?	<b>èdè</b>	language
<b>ìlú</b>	city/country	<b>fẹ</b>	to want
<b>púpọ̀</b>	a lot	<b>kọ</b>	to learn
		<b>sí i</b>	more

## Language points

### *Talking about the language you speak*

The verb **gbọ** literally means “to hear” but it is used when talking about a language that one speaks. For example,

**Mo gbọ èdè Yorùbá.**

I speak Yoruba.

**Sé o gbọ èdè Gẹ̀ẹ̀sì?**

Do you speak English?

**Rará, mi ò gbọ èdè Gẹ̀ẹ̀sì.**

No, I do not speak English.

**Èdè wo l’o gbọ?**

Which language do you speak?

**Mo gbọ èdè Hausá.**

I speak Hausa.

### *Talking about likes and dislikes*

The word **fẹ̀ràn** is used to mean “like” or “love” depending on the context.

**Mo fẹ̀ràn ajá.**

I like dogs.

**N kò fẹ̀ràn ológbò.**

I don’t like cats.

**Mo fẹ̀ràn ọ̀kọ̀.**

I like vehicles.

**N kò fẹ̀ràn edé.**

I don’t like shrimps.



Notice that, if you want to talk about what you like to do, you have to add the word **látí** after **fẹ̀ràn**. For example:

**Mo fẹ̀ràn látí jó.**

I like/love to dance.

**N kò fẹ̀ràn látí sùn.**

I don't like to sleep.

**Olú fẹ̀ràn látí mutí.**

Olu likes to drink (alcoholic beverage).

**Olú kó fẹ̀ràn látí sòrò púpò.**

Olu does not like to talk a lot.

But if you want to talk about what you want to do, you do not need to add **látí** after the verb **fẹ́**. For example:

**Mo fẹ́ sùn.**

I want to sleep.

**Mo fẹ́ jẹun.**

I want to eat.

**N kò fẹ́ pariwo.**

I don't want to make noise.

**Kúnlé kò fẹ́ lọ wo sinimá.**

Kunle does not want to go to see a film (go to the cinema).

Use the question form **kí** to find out what people want or like to do. For example:

**Kí ni o fẹ̀ràn látí ẹ̀?**

What do you like to do?

**Kí ni o fẹ́ ẹ̀?**

What do you want to do?

**Kí ni ọ̀rẹ́ rẹ́ fẹ̀ràn látí ẹ̀?**

What does your friend like to do?

**Ọ̀rẹ́ mi fẹ̀ràn látí kọ̀rín**

My friend likes to sing.

You can also use the question form **ẹ̀** to investigate someone's likes or dislikes. For example:

**Ẹ̀ Kúnlé fẹ̀ràn látí kọ̀rín?**

Does Kunle like to sing?

—**Rára, Kúnlé kò fẹ̀ràn láti kọ́rìn.**

—Kunle does not like to sing.

—**Şé Ọ̀gbéni Mákindé fẹ̀ràn işẹ̀ wọ̀n?**

—Does Mr. Makinde like his job?

—**Bẹ̀ẹ̀ ni, Ọ̀gbéni Mákindé fẹ̀ràn işẹ̀ wọ̀n?**

—Yes, Mr. Makinde loves his job.

## Conjunction “and”

There are two forms of the conjunction “and” in Yoruba. They are **àti** and **sì**. **àti** is used to conjoin nouns and phrases but **sì** is used to conjoin sentences. For example:

Using **àti**:

**Olú àti Kúnlé lọ sí ilé oúnjẹ.**

Olu *and* Kunle went to a restaurant.

**Mo fẹ̀ràn iyàwó àti àwọ̀n ọ̀mọ̀ mi gan an ni.**

I love my wife *and* my children a lot.

**Mo lọ sí Èko àti Ìbàdàn.**

I went to Lagos *and* Ibadan.

Using **sì**:

**Mo jẹun, mo sùn, mo sì şişẹ̀ mi.**

I ate, slept, *and* I did my work.

**Mo lọ sí Èko, mo sì lọ sí Ìbàdàn.**

I went to Lagos *and* I went to Ibadan.

## Different languages

Èdè Yorùbá	Yoruba language
Èdè Sípáníşì	Spanish language
Èdè Jámáàni	German language
Èdè Ọ̀yìnbó/Gẹ̀ẹ̀sì	English language
Èdè Potogí	Portuguese language
Èdè Faransé	French language
Èdè Japaníşì	Japanese language
Èdè Şainíşì	Chinese language
Èdè Héberù	Hebrew language

**Exercise 9**

You are at a party and you meet people from different nationalities. Find out where each person is from, and which language they speak.

*Example:* Frances / Venezuela / Spanish —  
**Ọmọ ìlú Venezuela ni Frances. Ó gbọ èdè Sípánîṣi.**

- 1 Maura / Paraguay / Guarani
- 2 Senkoro / Tanzania / Swahili
- 3 Mukoma / Kenya / Kikuyu
- 4 Sookyung / Korea / Korean
- 5 Vankatesh / India / Tamil
- 6 Andrew / U.S.A. / English
- 7 Doyin / Nigeria / Yoruba
- 8 Akua / Ghana / Twi
- 9 Lindiwe / Zimbabwe / Shona
- 10 Akan / Nigeria / Efik

**Exercise 10**

Find out if your friend speaks the following languages. The first one has been done for you.

*Example:*

- |                              |           |
|------------------------------|-----------|
| 1 French                     |           |
| <b>Şé o gbọ èdè Faransé?</b> |           |
| 2 Chinese                    | 6 Hebrew  |
| 3 Yoruba                     | 7 Russian |
| 4 English                    | 8 Igbo    |
| 5 German                     |           |

**Exercise 11**

Give a negative answer to the following questions.

- 1 Şé o gbọ èdè Potogí?
- 2 Şé ọmọ ìlú Faransé ni é?
- 3 Şé o fẹràn láti jó?
- 4 Şé o fẹ ọ sí ìlú Jàméíkà?
- 5 Şé Kúnlé fẹràn işé è?
- 6 Şé èdè Sípánîṣi le (“to be difficult”)?

## Exercise 12

Answer the following questions about yourself.

- 1 Èdè mélòó ni o gbọ?
- 2 Şé o fẹràn láti gbé (to live) ní ilú Nàìjíríyà?
- 3 Şé o fẹ ọ sí ilú Faransé?
- 4 Ilú wo ni o fẹràn láti gbé?
- 5 Şé o gbọ èdè Yorùbá dáadáa?
- 6 Níbo ni o ń gbé nísìsìyí (now)?
- 7 Kí ni o fẹràn láti şe?
- 8 Kí ni o kò fẹràn láti şe?

## Exercise 13

You are getting to know a new friend that you met at a party. Her name is Funnşo. Here are the things she said she likes or dislikes. Say what she likes or dislikes in Yoruba. The first one has been done for you.

*Example:*

- 1 Not to dance  
**Funnşo kò fẹràn láti jó.**

- 2 To sing
- 3 To read
- 4 Not to watch television
- 5 To listen to a radio
- 6 To cook
- 7 Not to talk
- 8 Not to do dishes
- 9 To iron clothes
- 10 Not to wash clothes



## Exercise 14

Tell us the telephone numbers of the following people. The first one has been done for you.

*Example:*

- |   |              |                                                                               |
|---|--------------|-------------------------------------------------------------------------------|
| 1 | <b>Tóyìn</b> | <b>274-3896</b>                                                               |
|   |              | <b>Nónbà telifóònù Tóyìn ni eéjì, eéje, eẹrin, eẹta, eẹjo, eẹsànan, eẹfà.</b> |
| 2 | Kunle        | 231-5730                                                                      |
| 3 | Charles      | 262-4139                                                                      |
| 4 | Mark         | 274-3852                                                                      |
| 5 | Lana         | 883-4097                                                                      |

## Pronunciation

In most cases, when a vowel is dropped, the tone on it will not drop. In other cases, the tone of a vowel may be dropped, although the vowel is not dropped. For example:

**ni`èyí** → **ni`yí** → **niyí**

Technically, one could say that the original mid tone on **ni** was deleted but the vowel **i**, which is now toneless, acquired the floating low tone (or the vowel-less tone) to arrive at **niyí**.

## Tone practice (CD 1; 27)

- |    |                 |                    |
|----|-----------------|--------------------|
| 1  | <b>orúkọ</b>    | name               |
| 2  | <b>fẹràn</b>    | to love or to like |
| 3  | <b>ilú</b>      | country or city    |
| 4  | <b>omọ ilú</b>  | a citizen          |
| 5  | <b>mélóó</b>    | how many           |
| 6  | <b>èdè</b>      | language           |
| 7  | <b>nísìsìyí</b> | now                |
| 8  | <b>ṣùgbón</b>   | but                |
| 9  | <b>ìyàwó</b>    | wife               |
| 10 | <b>ọdún</b>     | year               |

## Listening or reading comprehension



(CD 1; 28)

Listen to or read the following passage and then answer the questions that follow.

Orúkọ mi ni Kúnlé. Mo ní gbé ní ilú Lónḡdòḡnù nísìsìyí, ṣùgbòḡ ọḡọ ilú Nàìjíríyà ni mí. Mo ní iyàwó kan àti ọḡọ méjì. Orúkọ iyàwó mi ni Bòsè, orúkọ àwọḡ ọḡọ mi ni Tọpẹ àti Délé. Obìnrín ni Tọpẹ, ṣùgbòḡ ọkùnrin ni Délé. Ọḡọ ọdún mēwàá ni Tọpẹ, ṣùgbòḡ ọḡọ ọdún méjọ ni Délé. Mo fẹràn ẹbí mi gan an ni, mo sì fẹràn láti gbé ní ilú Lónḡdòḡnù. Àwọḡ ọḡọ mi náà fẹràn láti gbé ilú Lónḡdòḡnù ṣùgbòḡ iyàwó mi fẹràn ilú Nàìjíríyà ju ilú Lónḡdòḡnù lọ.

### Questions

- 1 How many children does Kunle have?
- 2 Where does he live with his family and why?
- 3 How old are his children?
- 4 Does his wife like to live in London?

# 4 Wíwá ilé láti rẹ̀ntì

## Looking for a place to rent

**In this unit, you will learn how to:**

- describe your house
- talk about household items
- bargain for products to buy
- learn numbers up to 10,000
- how to describe people

### Dialogue 1 (CD 1; 29)

*Kimberly is looking for a one-bedroom apartment and goes to Mr. Makinde's office for help. Mr. Makinde is a realtor.*

- KIMBERLY: Ẹ káàsán sà.  
ÒGBÈNI MÁKINDÉ: Ọ̀o, káàsán. Báwo ni ǹnkan?  
KIMBERLY: Dáadáa ni. Ẹ jòọ́, mo ní wá ilé tí mo lè rẹ̀ntì.  
ÒGBÈNI MÁKINDÉ: Irú ilé wo ni o fẹ́?  
KIMBERLY: Mo fẹ́ ilé tí ó ní yàrà kan, pàlò, ilé idáná tí ó dára, àti ibalùwẹ kan.  
ÒGBÈNI MÁKINDÉ: A ní fúláàtì kan tí ó dára gan an ni, tí ó ní gbogbo ǹnkan tí o dárúko.  
KIMBERLY: Eélóo ni?  
ÒGBÈNI MÁKINDÉ: Ẹgbẹ̀rún mẹ̀fà Náírà ni fún oşù kan.  
KIMBERLY: Ẹ jòọ́, şé ẹ lè gba ẹgbẹ̀rún márùnún l'óşù?  
ÒGBÈNI MÁKINDÉ: Kò burú. Şùgbọ̀n kò lè dín ní ẹgbẹ̀rún márùnún. O sì gbòdò san owó ođún méjì.  
KIMBERLY: Kò burú. Ẹ şeun púpọ́.

- KIMBERLY: *Good afternoon, sir.*  
 OGBENI MAKINDE: *Yes, good afternoon. How are things?*  
 KIMBERLY: *Fine. Please, I am looking for a house that I can rent.*  
 OGBENI MAKINDE: *What kind of a house do you want?*  
 KIMBERLY: *I want a house that has one bedroom, a living room, a very nice kitchen, and a bathroom.*  
 OGBENI MAKINDE: *We have one flat that is very nice and that has all the things you mentioned.*  
 KIMBERLY: *How much is it?*  
 OGBENI MAKINDE: *It is six thousand Naira per month.*  
 KIMBERLY: *Please, can you accept five thousand Naira per month?*  
 OGBENI MAKINDE: *Okay. But it cannot be less than five thousand. And you have to pay a two-year rent (in advance).*  
 KIMBERLY: *No problem. Thanks a lot.*



## Vocabulary

<b>wá</b>	to look for	<b>irú ilé wo?</b>	what kind of a house?
<b>tí</b>	relative clause marker “that”	<b>ní</b>	to have
<b>lè</b>	can or be able to	<b>yàrá</b>	bedroom
<b>rẹ̀n̄tí</b>	to rent	<b>páǎlò</b>	living room



<b>ilé idáná</b>	kitchen	<b>oṣù</b>	month
<b>ibalùwẹ̀</b>	bathroom	<b>gba</b>	to accept
<b>fúlààfì</b>	flat	<b>l'osù</b>	per month
<b>dára</b>	good/nice	<b>dín</b>	to be less
<b>gbogbo</b>	all	<b>gbòdò</b>	must/have to
<b>dárúko</b>	to name	<b>san</b>	to pay
<b>eélòó ni?</b>	how much is it?	<b>owó</b>	money
<b>ẹgbẹ̀rún</b>	a thousand	<b>òdún</b>	year
<b>Náirà</b>	Nigerian unit of currency	<b>ẹ̀ṣeun</b>	thank you
<b>fún</b>	for	<b>púpò</b>	a lot

## Language and culture points

### *A two-year rent!*

Why did Mr. Makinde insist on having Kim pay a two-year rent in advance? In Nigeria, because it is a common thing for tenants to refuse to pay their monthly rent after the expiration of their initial payment, landlords or realtors usually charge a one- to two-year rent in advance. The hope is that they will not have to worry about collecting rent for the next one or two years at least. After a year or two, if the tenant refuses to pay his or her rent, then the realtor or the landlord will begin the process of eviction which may take up to six months; also, during this time, the tenant may refuse to pay until he or she is eventually evicted. When the realtor rents out the now vacant space, he or she increases the rent to cover the court fees spent on evicting the former tenant. In short, it is a hard business to be a landlord in Nigeria.

## Language points

### *More question forms*

#### **Using irú . . . wo ni? “what kind of . . .?”**

If you want to find out the kind of things someone has, you use the question form **irú . . . wo ni?** For example:

**Irú ilé wo ni o fẹ́?**

What kind of a house do you want?

—**Mo fẹ ilé tí ó tóbi.**

—I want a house that is big.

**Irú ọmọ wo ni o fẹ?**

What kind of a child do you want?

—**Mo fẹ ọmọ rere.**

—I want a good child.

**Irú iyàwó wo ni Sanjò ní?**

What kind of a wife does Sanjò have?

—**Sanjò ní iyàwó onírèlẹ.**

—Sanjò has a very humble wife.

### “wh”-questions—“which?”

The “which” question is formed by using **wo ni**. For example:

**Ilé wo ni o rà?**

Which house did you buy?

—**Mo ra ilé títóbi.**

—I bought a big house.

**Ìwé wo ni Kẹmi n kà?**

Which book is Kẹmi reading?

—**Kẹmi n ka ìwé Wọlẹ Sọyínká.**

—Kẹmi is reading Wọlẹ Sọyinka’s book.

—**N kò mọ ìwé fì Kẹmi n kà.**

—I don’t know the book that Kẹmi is reading.

### Using *Eélóó ni?* “How much is?”

In order to find out how much something costs, use the question form **eélóó ni . . .?** For example:

**Eélóó ni bàtà rẹ?**

How much are your shoes?

—**Egbèrun Náírà ni.**

—They are ₦1,000.

**Eélóó ni Túnjì ra ọkọ rẹ?**

How much did Tunji buy his car for?

—**N kò mọ oye tí Túnjì ra ọkọ rẹ.**

—I don’t know how much Tunji bought his car for.

Notice that **eélòó** in a question is equivalent to **oye tí** in a statement. Some other examples are:

**Eélòó ni aṣọ yù?**

*How much is this cloth?*

—**N kò mọ oye tí aṣọ yù jé.**

—I don't know *how much* this cloth is.

**Eélòó ni Túnjì san fún àga yì?**

*How much did Tunji buy his chair for?*

—**N kò mọ oye tí Túnjì san fún àga yì.**

—I don't know *how much* Tunji paid for his chair.

## **More on numbers** (CD 1; 30)

21	<b>oókànlélogún</b>	40	<b>ogójì</b>
22	<b>eéjilélogún</b>	50	<b>àádóta</b>
23	<b>eétàlélogún</b>	60	<b>ogóta</b>
24	<b>eṣìnlélogún</b>	70	<b>àádòrin</b>
25	<b>aárùndínlogbòn</b>	80	<b>ogòrin</b>
26	<b>eṣìndínlogbòn</b>	90	<b>àádòrùnún</b>
27	<b>eṣètàdínlogbòn</b>	100	<b>ogòrùnún</b>
28	<b>eéjìdínlogbòn</b>	200	<b>igba</b>
29	<b>oókàndínlogbòn</b>	300	<b>òdúnrún</b>
30	<b>ogbòn</b>	400	<b>irinwó</b>

## **Adjectives**

Adjectives usually come after the nouns that they modify in Yoruba. For example:

<b>ìwé dúdú</b>	black book
<b>ìwé funfun</b>	white book
<b>àga títóbi</b>	big chair
<b>àga kékeré</b>	small chair

A whole clause can sometimes function as an adjective. For example:

**ilé tí ó tóbi** a house *that is big*

where **tí ó tóbi** is a clause that modifies **ilé**.

Some adjectives are formed from certain verbs. For example:

<b>tóbi</b>	to be big	<b>títóbi</b>	big
<b>kéré</b>	to be small	<b>kékeré</b>	small
<b>ga</b>	to be tall	<b>gíga</b>	tall
<b>sanra</b>	to be fat	<b>sísanra</b>	fat
<b>kúru</b>	to be short	<b>kúkúru</b>	short

**Kẹmi kéré.**

Kẹmi is small.

**Kẹmi jẹ ènìyàn kékeré.**

Kẹmi is a small person.

**Kúnlé ga.**

Kúnle is tall.

**Kúnlé jẹ ènìyàn gíga.**

Kúnle is a tall person.

## Exercise 1

Ask your friend how much the following objects cost.

*Example:* Table / ₦400  
**Eélòó ni tábilí?**

- |                |                |
|----------------|----------------|
| 1 Chair / ₦100 | 4 Bag / ₦600   |
| 2 Book / ₦300  | 5 Shoes / ₦800 |
| 3 Cloth / ₦500 | 6 Pen / ₦90    |

## Exercise 2

Use the amounts listed below to respond to the questions asked in Exercise 1 above. The first one has been done for you.

*Example:* Table / ₦400  
**Irinwó Náírà ni tábilí.**

- |                |                |
|----------------|----------------|
| 1 Chair / ₦100 | 4 Bag / ₦600   |
| 2 Book / ₦300  | 5 Shoes / ₦800 |
| 3 Cloth / ₦500 | 6 Pen / ₦90    |

**Exercise 3**

How would you tell someone these people's ages? The first one has been done for you.

*Example:*

- |                                          |    |
|------------------------------------------|----|
| 1 Mr. Makinde                            | 60 |
| <b>Ọmọ ọgọta ọdún ni Ọgbéni Mákindé.</b> |    |
| 2 Kunle                                  | 25 |
| 3 Kẹmi                                   | 16 |
| 4 Sanya                                  | 21 |
| 5 Professor Alabi                        | 70 |
| 6 Your younger sibling                   | 30 |

**Exercise 4**

Match the numbers on the left with the figures on the right.

<b>A</b>	<b>B</b>
1 àádótalénígba	1,200
2 ogójilélégbèta	301
3 ẹgbèrún mẹwàá	150
4 igbalélégbewàá	2,200
5 ọgotalélégbèrin	640
6 oókanlélọ̀dúnrún	120
7 ẹgbẹ̀fà	1,400
8 ẹgbẹ̀je	10,000
9 ọgọ̀fà	860
10 àádọ̀jọ	250

**Exercise 5**

You are looking for an apartment. Say how much each of these apartments costs per month. The first one has been done for you.

*Example:*

- |          |                                                  |           |
|----------|--------------------------------------------------|-----------|
| 1 ₦5,000 | <b>Ẹgbèrún márùnún Naira lóṣù ni fúláàti yì.</b> |           |
| 2 ₦6,000 | 4 ₦8,000                                         | 6 ₦10,000 |
| 3 ₦7,000 | 5 ₦9,000                                         |           |

## Exercise 6

Your friend has the following possessions and family members that you know about. Give a short description of each. The first one has been done for you.

*Example:*

- 1 Her house / big / nice  
**Ilé rẹ̀ tóbi, ó sì dára.**  
Her house is big and is nice.
- 2 Her children / good / gentle
- 3 Her kitchen / big / spacious
- 4 Her car / small / expensive
- 5 Her living room / has many windows / spacious
- 6 Her bathroom / small / good
- 7 Her bedroom / big / has many closets
- 8 Her husband / honest / caring

## Dialogue 2 (CD 1; 32)

*Kim told Tunji about her new apartment and Tunji is very curious and wants to know more about the apartment.*

- TÚNJÍ: Báwo ni fúláàti tuntun tí o rẹ̀ntì?
- KIMBERLY: Ó dára gan an ni. Mo fẹ̀ràn rẹ̀ púpọ̀. Ó ní yàrá kan, ibalùwẹ̀ kan, ilé-ìdáná títóbi, àti pàlọ̀ tí o tóbi gan an ni. Yàrá, ibalùwẹ̀, pàlọ̀, àti ilé-ìdáná ní fẹ̀rèsé dáadáa.
- TÚNJÍ: Šé o ti ra gbogbo ǹkan tí ó fẹ̀ fún fúláàti yíí?
- KIMBERLY: Nísisiyí, mo ní bẹ̀èdì, kòbòdù, àti àwọn àwòrán oríṣiríṣi nínú yàrá mi. Ní pàlọ̀, mo ní àga oríṣiríṣi, tábilí láti kòwé, rẹ́dídò, lánpù, àtùpà, àpótí iwé, àti àwòrán oríṣiríṣi lára ògiri.  
Ní ilé ìdáná, mo ní fírínjì, sítòdòfù, oríṣiríṣi kòbòdù oúnje, òbẹ, fòkòkò, šíbí, àwo, ife, ikòkò ìdáná, ošẹ̀ ifòwo àti bẹ̀è bẹ̀è lọ.
- TÚNJÍ: Ó dàbí ẹ̀ni pé o ti ní gbogbo ǹkan tí o fẹ̀ fún ilé rẹ̀.
- KIMBERLY: Ràrá, mo šì ní ǹkan púpọ̀ láti ra l'òjà. Šé o lè sìn mí lo sọjà lọla láti lọ ra àwọn ǹkan tí ó kù?
- TÚNJÍ: Níkan bí í kí ni?
- KIMBERLY: Mǎà sọ fún ẹ̀ lọla. Ó ti rẹ̀ mí nísisiyí. Mo fẹ̀ lọ simi.

TÚNJÍ: Kò burú. O dàbò. Mää rí ẹ lóla.

KIMBERLY: O sé. Ó dàbò

TUNJI: *How is the new flat that you rented?*

KIMBERLY: *It is very nice. I really like it. It has one bedroom, one bathroom, a big kitchen, and a living room that is very big. The bedroom, bathroom, living room and the kitchen have good windows.*

TUNJI: *Have you bought all the things you want for this flat?*

KIMBERLY: *Now I have a bed, cupboard, and different pictures in my room. I have different kinds of chairs, a table to write on, a radio, a lamp, a bookcase, and different pictures on the wall in the living room. In the kitchen, I have a refrigerator, stove, different cupboards for food, knives, forks, spoons, plates, cups, cooking pots, soap dish and so on.*

TUNJI: *It looks as if you now have everything you need for your house.*

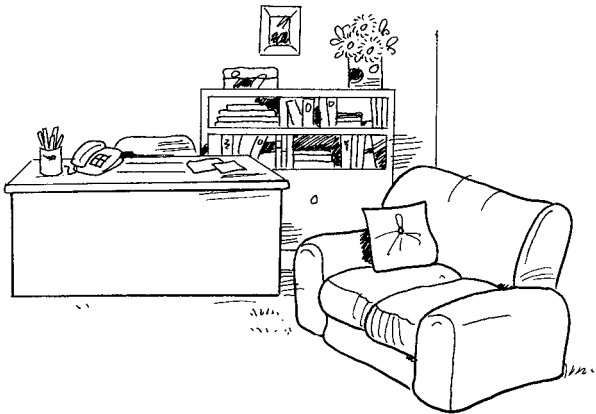
KIMBERLY: *No, I still need to buy many things at the market. Will you go to the market with me tomorrow to buy the remaining things?*

TUNJI: *Things like what?*

KIMBERLY: *I'll tell you tomorrow. I am tired now. I want to go and rest.*

TUNJI: *Okay. Goodbye. I'll see you tomorrow.*

KIMBERLY: *Thank you. Goodbye.*



## Vocabulary

<b>tuntun</b>	new	<b>oṣe ifowo</b>	soap dish
<b>fẹ̀ràn rẹ̀</b>	to like it	<b>àti bẹ̀ẹ̀ bẹ̀ẹ̀</b>	etc.
<b>tí ó tóbi</b>	that is big	<b>lọ</b>	
<b>fẹ̀rèsé</b>	windows	<b>ó dàbí ẹ̀ni pé</b>	it looks like
<b>ti</b>	perfective	<b>ṣì</b>	still
	unmarked tense	<b>I'ọ̀jà</b>	at the market
	("have"/"had")	<b>sìn mí lọ</b>	to escort me
<b>ra gbogbo</b>	to buy all	<b>s'ọ̀ja</b>	to the market
<b>fún</b>	for	<b>lọla</b>	tomorrow
<b>yí</b>	this	<b>tí ó kù</b>	that remains
<b>nísìsìyí</b>	now	<b>bí i</b>	like
<b>bẹ̀ẹ̀dì</b>	bed	<b>kí ni?</b>	what?
<b>kòbòṣù</b>	cupboard	<b>sọ fún</b>	to tell
<b>oúnjẹ</b>	food	<b>ẹ</b>	object pronoun
<b>òbẹ</b>	knife/knives		"you" (sing.)
<b>fọ̀ṣkì</b>	forks	<b>ó ti</b>	it has
<b>ṣíbí</b>	spoons	<b>rẹ̀ mí</b>	to tire me
<b>àwo</b>	plates		(to be tired)
<b>ife</b>	cups	<b>simi</b>	to rest
<b>ìkòkò ìdáná</b>	cooking pots	<b>rí ẹ</b>	to see you

## Language points

### *Object pronouns*

The following are the object pronouns in Yoruba:

<i>Singular</i>		<i>Plural</i>	
<b>mi</b>	me	<b>wa</b>	us
<b>ẹ</b>	you (sing.)	<b>yín</b>	you (pl.)
vowel of the verb (see below)	her/him/it	<b>won</b>	them

For the most part, if the preceding verb has only one syllable, the object pronoun's tone depends on the tone of that verb. So, if the tone of the preceding verb is a mid or a low tone, the tone of the object



pronoun will be a high tone. But if the tone of the verb is high, then the tone of the object pronoun will be a mid tone. For example:

<b>Kúnlé rí mi.</b>	Kunle saw me.
<b>Kúnlé gbà mí.</b>	Kunle accepted me.
<b>Kúnlé so mí (mọ̀lẹ̀).</b>	Kunle tied me up.

The word for the object pronoun meaning “him,” “her” or “it” is usually the same as the vowel of the preceding verb, if the verb has only one syllable. For example:

<b>Kúnlé rí i.</b>	Kunle saw him/her/it.
<b>Mo so ó.</b>	I tied it.
<b>Adé gbà á.</b>	Ade accepted him/her/it.
<b>Ó ẹ̀e é.</b>	He/she did it.

Notice that these rules do not apply to verbs with more than one syllable. For example:

<b>Olú fẹ̀ràn mi.</b>	Olu loves me.
<b>Olú gbàgbé ẹ̀.</b>	Olu forgot it/him/her.
<b>Wọ̀n rántí wa.</b>	They remembered us.
<b>A ẹ̀kíyèsí yín.</b>	We noticed you (pl.).
<b>Mo fẹ̀ràn wọ̀n.</b>	I love them.
<b>N kò ní í gbàgbé ẹ̀.</b>	I will not forget you (sing.).

## ***Plural***

If the word for a countable noun is used in a statement, except when you use the numeral qualifier for number one, the noun will be given a plural interpretation. For example:

<b>Mo fẹ̀ ra àga.</b>	I want to buy chairs.
<b>Mo fẹ̀ ra àga kan.</b>	I want to buy one chair.
<b>Olú ní ọ̀mọ.</b>	Olu has children.
<b>Olú ní ọ̀mọ kan.</b>	Olu has one child.

In some cases, you can use the word **àwọ̀n** in front of the countable noun to imply plural interpretation. For example:

<b>Mo fẹ̀ ra àwọ̀n àga.</b>	I want to buy many chairs.
<b>Olú ní àwọ̀n ọ̀mọ.</b>	Olu has children.

## Useful vocabulary

<b>bóngàlò</b>	bungalow	<b>ogbà</b>	fence
<b>ẹ̀lòmíràn</b>	another person	<b>bí bèyè kọ</b>	if not so
<b>olè</b>	thief	<b>adigunjalè</b>	armed robbers
<b>gèèti</b>	gate	<b>kí . . . tó</b>	before
<b>yí . . . ká</b>	to surround	<b>oníkálùkù</b>	everyone
<b>àtiwọ</b>	entrance	<b>gbòdò</b>	must

## Exercise 7

You are in the market and would like to buy the following items for your apartment. Ask the sellers how much each of the following items costs. The first one has been done for you.

*Example:*

- 1 Chair  
**Eélò ni àga?**

- |                |           |
|----------------|-----------|
| 2 Table        | 7 Radio   |
| 3 Bed          | 8 Lamp    |
| 4 Refrigerator | 9 Lantern |
| 5 Stove        | 10 Cups   |
| 6 Bookcase     |           |

## Exercise 8

The seller gave the price of each item as follows. Play the role of the seller and give the prices below. The first one has been done for you.

*Example:*

- |                                                   |                  |
|---------------------------------------------------|------------------|
| 1 Chair (₦500)<br><b>Ẹ̀dẹ̀gbẹ̀ta náírà ni àga</b> | 7 Radio (₦1,500) |
| 2 Table (₦1,000)                                  | 8 Lamp (₦900)    |
| 3 Bed (₦3,000)                                    | 9 Lantern (₦400) |
| 4 Refrigerator (₦10,000)                          | 10 Cups (₦250)   |
| 5 Stove (₦6,000)                                  |                  |
| 6 Bookcase (₦800)                                 |                  |



## Exercise 9

The price for each item given by the seller is too much for you. Negotiate with the seller by asking for a lower price for each item in Exercise 8. Choose the lower price below in your negotiation. The first one has been done for you.

*Example:*

1 Chair (₦300)

**E jòò, sẹ̀ mo lẹ̀ san òdúnrún náirà fún àga yìí?**

2 Table (₦800)

7 Radio (₦1,300)

3 Bed (₦2,000)

8 Lamp (₦700)

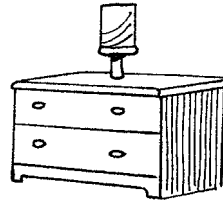
4 Refrigerator (₦8,000)

9 Lantern (₦200)

5 Stove (₦4,000)

10 Cups (₦150)

6 Bookcase (₦600)



## Exercise 10

Describe your apartment to your friend. Tell your friend that you have the following items in your apartment.

- Two bedrooms
- One kitchen
- Five windows
- A stove
- A washer and a dryer
- Different dishes
- Cupboards
- Clothes and shoes
- Ten chairs
- Two beds
- One bathroom
- One living room
- A refrigerator
- A dishwasher
- A radio
- Forks, knives, spoons
- Dressers
- Two tables
- One dining room

**Exercise 11**

Tell Kunle about ten things that Kim has in her apartment, based on the Dialogue 2 above.

**Exercise 12**

How would you ask if an apartment has all the items listed in Exercise 9? The first one has been done for you.

*Example:*

- 1 **Şé fúláàtì yíú ní àga?**

**Exercise 13**

Give short answers to each of the following questions.

- 1 Eélóó ni Kimberly rẹ̀ǹtì fúláàtì rẹ̀?
- 2 Yàrá mélòó ni ó wà nínú fúláàtì Kimberly?
- 3 Şé Kimberly fẹ̀rà̀n fúláàtì rẹ̀ tàbí kò fẹ̀rà̀n rẹ̀?
- 4 Kí ni àdírẹ̀sì ilé Kimberly?
- 5 Kí ni number ẹ̀lẹ́fóònù Túnjì?
- 6 Níbo ni fíríjì àtì sítóòfù wà ní ilé Kimberly?
- 7 Ibalùwẹ̀ mélòó ni ó wà ní ilé Kimberly?

**Exercise 14**

Say that you *did not* do the following or *are not* in the following state. The first one has been done for you.

*Example:*

- 1 see her  
**N kò rí i.**
- 2 accept her
- 3 love him
- 4 know them
- 5 want it
- 6 forget them
- 7 buy it
- 8 remember you (pl.)
- 9 wash it
- 10 escort her

## Pronunciation

When a verb that has one syllable and a low tone precedes a noun, the low tone becomes a mid tone. In this case, it is the *environment* that changes the tone, and the change is predictable. This is why the meaning of the word does not change. For example:

<b>Kí ni o rà?</b>	What did you buy?
<b>Mo ra bàtà.</b>	I bought shoes.
<b>Kí ni Olú gbín?</b>	What did Olu plant?
<b>Olú gbín iṣu.</b>	Olu planted yams.

Notice that in the above examples, when the verbs **rà** and **gbín** occur before a noun, they become **ra** and **gbin**.

## Tone practice (CD 1; 35)

Listen to the recording and practice saying the following words using the correct tones.

1 <b>fèrèsé</b>	window
2 <b>kóbòdù</b>	cupboard
3 <b>nísisiyí</b>	now
4 <b>ṣákíyèsí</b>	to notice
5 <b>ibalùwẹ̀</b>	bathroom
6 <b>fúláàti</b>	flat
7 <b>oríṣiríṣi</b>	different kinds
8 <b>oṣẹ̀ ifòwo</b>	soap dish
9 <b>fíríjì</b>	refrigerator
10 <b>gbàgbé</b>	to forget

## Listening or reading comprehension

 (CD 1; 36)

Listen to or read the following passage and then answer the questions that follow.

Arábinrin Adéolá Ọ̀ṣọ̀ ní ilé kan ní ilú Èkó. Ilé yìí ní yàrà mẹ̀rin, ibalùwẹ̀ mẹ̀ta, ilé idáná kan, pàlò mẹ̀jì, àti ilé-ìjẹun kan. Bọ̀ngáldò kan wà lẹ̀hin ilé yìí. Fúláàti kan tún wà láàárín ilé yìí àti bọ̀ngáldò. Arábinrin Ọ̀ṣọ̀ àti ebí rẹ̀ ní gbé nínú ilé yìí sùgbọ̀n wọ̀n fi fúláàti àti bọ̀ngáldò tí ó wà lẹ̀hin ilé wọ̀n rẹ̀ntì fún àwọ̀n èlòmíràn.

Ilé Arábinrin Ọṣọ ní ogbà tí ó yí ilé yìí ká nítorí àwọn olè. Gèètì nílá wà ní àtiwọ ogbà yìí. Wọn gbòdò ti gèètì yìí láláalẹ́ kí wọn tó lọ sùn. Bí bẹ̀ẹ̀ kọ, àwọn olè lè wọ ilé wọn. Àwọn adigunjalẹ̀ pọ̀ ní ilú Èkó bá yìí nítorí nàà oníkálùkù gbòdò ti gèètì ilé wọn dáadáa.

## Questions

- 1 **Why do people need to lock their gates properly in Lagos?**
- 2 **What kind of house does Mrs. Ọṣọ have?**
- 3 **Who lives in the flat and the bungalow behind Mrs. Ọṣọ's residence?**

# 5 Ǹnkan ọ̀j`a `ati aṣo

## Market products and clothing

**In this unit, you will learn to:**

- talk about things you like to have
- talk about Yoruba clothes
- bargain for costs of products
- talk about your schedule
- describe what you would like to do in the future

You will also be able to respond to questions about these things

### Dialogue 1 (CD 1; 37)

*Kimberly now tells Tunji the remaining things she needs for her house.*

**KIMBERLY:** Ṣe o m`aa l`e lo soj`a pelu mi lola?

**TUNJÍ:** O ò tí ì sọ ǹnkan tí o sọ pé o fẹ̀ lo rà l'ọ̀j`a fún mi.

**KIMBERLY:** Mo fẹ̀ ra ẹ̀ro tẹlifisọ̀nnù.

**TUNJÍ:** Kí l'ò fẹ̀ fi ẹ̀ro tẹlifisọ̀nnù ẹ̀ pelu gbogbo isẹ̀ rẹ̀ nì yunifásiti? Nígba wo ni o m`aa raye wo ẹ̀ro yi?

**KIMBERLY:** Mo mọ̀ pé N kò ní ààyè púpọ̀, sùgbọ̀n N kò lè ẹ̀ se aláiní ẹ̀ro tẹlifisọ̀nnù nílẹ̀ mi. Báwo ni mo ẹ̀ se m`aa mọ̀ ǹnkan tí o nì lo láyũk`a mi `ati ní `agbáyé?

**TUNJÍ:** Kí ni iwé iròyìn w`a fún? Kí ni rédìdò w`a fún? Ṣe o fẹ̀ lo àkókò rẹ̀ látí wo gbogbo òsì tí ó kún inú ẹ̀ro tẹlifisọ̀nnù lóde òní? Kò kàn mí. Bí o bá fẹ̀ lo ra tẹlifisọ̀nnù, ó yá, jẹ̀ k'`a lo.

**KIMBERLY:** Dúró, mo m`aa ra aṣo náà.

**TUNJÍ:** Kò burú, ó yá!

- KIMBERLY: *Will you be able to go to the market with me tomorrow?*
- TUNJI: *You have not told me what you said you want to go and buy at the market.*
- KIMBERLY: *I want to buy a television.*
- TUNJI: *What do you want to do with a television with all your work at the university? When will you have the opportunity to watch this machine?*
- KIMBERLY: *I know that I don't have a lot of time, but I can't do without a TV in my house. How will I know what is going on around me and in the world?*
- TUNJI: *What are newspapers for? What are radios for? Do you want to spend your time to watch all the useless things TV is filled with these days? It's none of my business. If you want to go and buy a TV. No problem, let's go.*
- KIMBERLY: *Wait, I want to buy clothes too.*
- TUNJI: *It's okay. Let's go!*





## Vocabulary

<b>p̀elú mi</b>	with me	<b>àgbáyé</b>	worldwide
<b>l̀ola</b>	tomorrow	<b>ìwé ìròyìn</b>	newspaper
<b>sọ . . . fún mi</b>	to tell me	<b>fún</b>	for
<b>pé</b>	that (always occurs after a verb)	<b>wà</b>	to exist
<b>tí</b>	that (always occurs after a noun)	<b>lo</b>	to spend
<b>nígbà wo?</b>	when?	<b>àkókò</b>	time
<b>ráyè</b>	to have the time/ opportunity	<b>òsì</b>	junk
<b>wò/wo</b>	to watch	<b>kún inú ẹ̀rọ</b>	to fill up the machine
<b>mò</b>	to know	<b>lódè òní</b>	nowadays
<b>ààyè</b>	opportunity	<b>Kò kàn mí</b>	it is none of my business
<b>ṣe aláìní</b>	do without	<b>bí . . . bá</b>	if
<b>ẹ̀rọ tẹlífis̄ònnù</b>	television	<b>ó yá</b>	okay
<b>láyìkà</b>	around	<b>jé k'á</b>	let us

## Language points

### *Use of tí and pé*

Both **tí** and **pé** translate in English to mean “that” but they are used differently: **tí** is used only after nouns and **pé** is used only after verbs.

Using **tí**:

<b>ǹnkan tí mo fẹ́</b>	things <i>that</i> I want
<b>omọ́ tí Olú fẹ́ràn</b>	the child <i>that</i> Olu loves
<b>bàtà tí Adé rà</b>	shoes that Ade bought

Using **pé**:

**Ó sọ pé Olú fẹ́ jẹun.**  
He said that Olu wants to eat.

**Mo gbà pé ó yẹ kí a lọ.**  
I agree that it is necessary for us to go.

**Kúnlé rántí pé óúnjẹ wà.**  
Kunle remembered that there is food.

## **Using nígbà wo? “when?”**

**nígbà wo** is used to mark the “wh”-question “when?” It is used to find out when something is going to happen. For example:

**Nígbà wo ni o máa jẹun?**

When will you eat?

—**Mo máa jẹun ní agogo méjì ọsán.**

—I will eat at 2:00 p.m.

**Nígbà wo ni Délé sùn lánàá?**

When did Dele sleep yesterday?

—**N kò mọ ẹgbà tí Délé sùn.**

—I don’t know when Dele slept.

Notice that we use **nígbà wo** if “when” is used in a question, but we use **ẹgbà tí** if “when” is used in a statement. Some examples are:

**Nígbà wo ni Tolú máa dé?**

When (or what time) will Tolu return?

**Mo mọ ẹgbà tí Tolú máa dé.**

I know when Tolu will return.

**Ìgbà tí** can also be used in a “yes/no” question such as:

**Şé o mọ ẹgbà tí a máa jàde?**

Do you know when we will go out?

## **Telling the time**

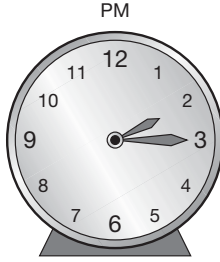
For you to tell the time in Yoruba, you need to know the numbers from 1 to 29. Yoruba people talk about time from the point of view of:

<b>àárò</b>	morning	around 5:00 a.m. to 11:59 a.m.
<b>ọsán</b>	afternoon	around 12:00 noon to 4:00 p.m.
<b>iròlẹ</b>	evening	around 4:00 p.m. to 7:00 p.m.
<b>alẹ</b>	late evening	around 7:00 p.m. to 11:00 p.m.
<b>òru</b>	middle of the night	around 11:00 p.m. to 4:00 a.m.

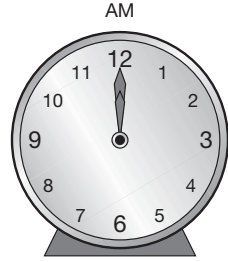
For example:



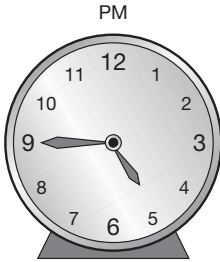
**aago méjò àárò**



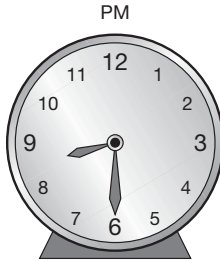
**aago méjì  
kojá ìṣẹ́jú  
márùndínlógún ọ̀sán**



**aago méjìlà òru**



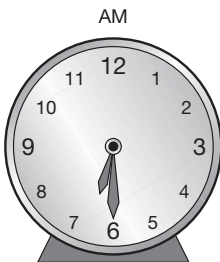
**aago márùnún  
ku ìṣẹ́jú  
márùndínlógún ìròlẹ̀**



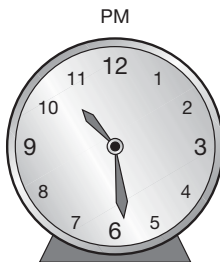
**aago méjò  
ààbò alẹ̀**



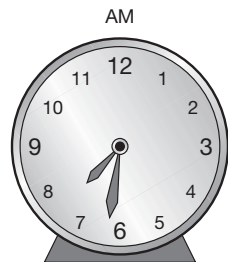
**aago mẹwàá  
ku ìṣẹ́jú  
mẹwàá àárò**



**aago mẹfà  
ààbò ìròlẹ̀**



**aago mẹwàá  
koja ìṣẹ́jú  
mókàndínlógbòn alẹ̀**



**aago méjò  
àárò ku ìṣẹ́jú  
mókàndínlógbòn**

## Exercise 1

**Kí ni agogo wí?** “What time is it?” The first one has been done for you.

*Example:*

- |                               |              |
|-------------------------------|--------------|
| 1 4:30 a.m.                   |              |
| <b>Agogo mérin ààbò àárò.</b> |              |
| 2 5:50 p.m.                   | 7 9:30 p.m.  |
| 3 10:46 a.m.                  | 8 1:00 a.m.  |
| 4 12:59 p.m.                  | 9 4:59 p.m.  |
| 5 6:48 a.m.                   | 10 1:15 p.m. |
| 6 2:10 a.m.                   |              |

## Exercise 2

Find out when your friend will do the following by using the **Nígbà wo** construction. The first one has been done for you.

*Example:*

- |                               |                     |
|-------------------------------|---------------------|
| 1 Sleep                       |                     |
| <b>Nígbà wo ni o máa sùn?</b> |                     |
| 2 Read his book               | 7 Rent an apartment |
| 3 Eat                         | 8 Buy a car         |
| 4 Listen to the radio         | 9 Do his work       |
| 5 Watch television            | 10 Write a letter   |
| 6 Rest                        |                     |

## Exercise 3

Play the role of the friend in Exercise 2 and respond to the questions asked. Use the following times in your responses. The first one has been done for you.

*Example:*

- |                                             |              |
|---------------------------------------------|--------------|
| 1 12:30 a.m.                                |              |
| <b>Mo máa sùn ní agogo méjilá ààbò òru.</b> |              |
| 2 3:50 p.m.                                 | 7 12:30 p.m. |
| 3 7:46 a.m.                                 | 8 10:00 a.m. |

4 11:59 p.m.

9 5:59 p.m.

5 9:48 p.m.

10 6:15 p.m.

6 4:10 p.m.

**Exercise 4**

Find out from your friend when he/she will go to the following places. The first one has been done for you.

*Example:*

1 Church

**Ǹgbà wo ni o máa lo sí ṣòṣì?**

2 Mosque

3 Market

4 Office

5 Home

6 Airport

7 Library

8 Museum

9 Zoo

10 School

**Exercise 5**

Respond to the questions in Exercise 4 by saying that you do not know when you will go to all the places listed. The first one has been done for you.

*Example:*

1 **Ǹkò mọ̀ ìgbà tí mo máa lo sí ṣòṣì.**

**Exercise 6**

Ask your friend if he/she knows when Kunle will go to all the places listed in Exercise 4. The first one has been done for you.

*Example:*

1 **Ṣé o mọ̀ ìgbà tí Kúnlé máa lo sí ṣòṣì?**

**Exercise 7**

Answer the following questions personally.

- 1 Nígba wo ni o máa sùn lónìí (today)?
- 2 Nígba wo ni o máa jẹun?
- 3 Nígba wo ni o máa lọ sí ilé-ìkàwé?
- 4 Nígba wo ni o máa lọ ra bàtà?
- 5 Nígba wo ni o máa fetí sí rédíò?
- 6 Nígba wo ni o máa ra ọkọ ayọkẹlẹ?

**Dialogue 2**  (CD 1; 40)

*Kim is at a tailor's shop. She just bought some materials that she would like to be custom sewn.*

KIMBERLY: E káásán o.

TÉLÒ: Ọo. Báwo ni?

KIMBERLY: Dàadáa ni. Mo sẹsẹ ra àwọn aṣo yíí. Mo sì fẹ kí ẹ bá mi rán wọn.

TÉLÒ: Irú aṣo wo ni o fẹ kí N rán fún ẹ?

KIMBERLY: Oríṣi aṣo méta ni mo rà, ànkàrá, léèsì, àti aṣo òkè. Mo fẹ rán síkẹ̀tì àti búlàòsì àti síkàáfù pẹ̀lú aṣo ànkàrá. Mo fẹ rán iró àti bùbá pẹ̀lú aṣo léèsì mo sì fẹ rán gèlè àti ìboorùn pẹ̀lú aṣo òkè.

TÉLÒ: Kò burú. Nígba wo ni o fẹ àwọn aṣo yíí?

KIMBERLY: Sẹ ẹ ẹ ti parí rírán tí tí ọjọ Ètì tí ó n bọ?

TÉLÒ: Rára. Aṣo tí o fẹ rán pọ gan an ni, mo sì ní iṣẹ púpọ̀ lówọ̀ nísisiyí. Sẹ o lè wá gba àwọn aṣo yíí ní ǹnkan bí ọ̀sẹ̀ méjì sòníí.

KIMBERLY: Kò burú. Eélòó ni owó rírán?

TÉLÒ: Egbèrún náírà.

KIMBERLY: Kí l'ó dé? Kí l'ó le tó yẹn?

TÉLÒ: Ìwọ alára mò pé gbogbo ǹnkan l'ó ti wón nísisiyí.

KIMBERLY: Mo mò, sùgbọ̀n síbèsífbẹ̀, egbèrun náírà ti pọ̀ jù. Mí ò lè san ju egbèta náírà lọ. Sẹ ẹ mò pé onfààrà yín ni mí?

TÉLÒ: Mo mò, sùgbọ̀n bí mo bá gba egbèta náírà, N kò ní jèrè kankan. Sẹ o lè san egbèrin náírà?

KIMBERLY: Kò burú. Máá padà wá ní ọ̀sẹ̀ méjì ọ̀nì. Ó dàbò.

TÉLÒ: Ó dàbò.

- KIMBERLY: *Good afternoon.*
- TAILOR: *Yes, how are you?*
- KIMBERLY: *Fine. I just bought these materials and I would like you to sew them for me.*
- TAILOR: *What kinds of clothes do you want me to sew for you?*
- KIMBERLY: *I bought three types of materials: ankara, lace and aṣo oke. I want you to make a skirt and a blouse and a scarf with the ankara material. I want you to make a wrapper and a loose blouse with the lace material, and I want you to make a head wrap and a shoulder or waist scarf with the aṣo oke.*
- TAILOR: *No problem. When do you want these clothes?*
- KIMBERLY: *Will you have finished making them by next Friday?*
- TAILOR: *No, the clothes that you want to have made are a lot, and I have a lot of work to do right now. Can you come to collect these clothes in about two weeks from today?*
- KIMBERLY: *No problem. How much is the cost of making them?*
- TAILOR: *₦1,000.00.*
- KIMBERLY: *Why? What's the big deal here?*
- TAILOR: *You yourself know that everything is very expensive now.*
- KIMBERLY: *I know, but still, ₦1,000.00 is too much. I cannot pay more than ₦600.00. You know that I am your customer?*
- TAILOR: *I know but if I accept ₦600.00, I will have no profit at all. Can you pay ₦800.00?*
- KIMBERLY: *No problem. I will come back in two weeks from today. Goodbye.*
- TAILOR: *Goodbye.*

## Vocabulary

ṣẹṣẹ	recently	búlàòsì	blouse
bá mi rán an	to sew it for me	síkààfù	scarf
fún ẹ	for you	ìró	wrapper
Oríṣi	different kinds	bùbá	long-sleeved, loose blouse
ànkàrá	a type of material	gèlè	head wrap
léèsì	lace material	ìboorùn	shoulder or waist scarf
aṣo òkè	cotton-based or silk-based woven material	ẹ ẹ	you will
síkèèti	skirt	parí	to finish

<b>rírán</b>	sewing	<b>kí l'ó dé?</b>	why?
<b>títí</b>	by	<b>le</b>	to be difficult
<b>ojó Èfì</b>	Friday	<b>tó yẹn</b>	up to that
<b>tí ó ń bọ</b>	next (that is coming)	<b>ìwọ</b>	you (emphatic)
<b>pọ</b>	to be plenty	<b>alára</b>	yourself
<b>lọwọ</b>	in hand	<b>wọn</b>	to be expensive
<b>nísisiyí</b>	right now	<b>síbẹsíbẹ</b>	still
<b>gba àwọn aṣọ</b>	to collect the clothes	<b>pọ jù</b>	to be too much
<b>ǹnkan bí</b>	around	<b>mi ò lè</b>	I can't
<b>ọ̀sẹ̀ méjì</b>	two weeks	<b>ju . . . lo</b>	more than
<b>sóní</b>	from today	<b>onibààrà</b>	customer
<b>owó rírán</b>	cost of sewing	<b>jèrè</b>	to profit
		<b>òní</b>	today
		<b>ọ̀sẹ̀</b>	week





## Language points

### *Independent pronouns*

Independent pronouns are pronouns that function like regular nouns. They resemble pronouns because they have a system of number and of person but they behave like nouns. The independent pronouns are:

<b>èmi</b>	I	<b>àwa</b>	we
<b>ìwọ</b>	you (sing.)	<b>ẹ̀yin</b>	you (pl.)
<b>òun</b>	he/she/it	<b>àwọ̀n</b>	they

They behave like nouns in many different ways:

- 1 They take modifiers while regular pronouns do not.

<b>Ìwọ ọ̀d`alẹ̀!</b>	You traitor!
<b>Èmi `akọni</b>	I, the brave
<b>ìwọ na`a</b>	you too
<b>òun al`ara</b>	he himself

- 2 They take question markers such as **d`a** and **n`kọ**.

<b>Ìwọ d`a?</b>	Where are you?
<b>Èyin n`kọ?</b>	How about you (pl.)?

- 3 They take the verb **ni** when regular pronouns cannot. For example:

<b>ìwọ ni</b>	it is you
<b>àwọ̀n ni</b>	it is they

- 4 They take conjunctions while regular pronouns do not. For example:

<b>èmi `a`ti `oun</b>	she and I
<b>èmi t`a`b`i `oun</b>	she or I

### *Days of the week*

The following are the Yoruba words for days of the week:

<b>Ọ̀jọ `Àikú</b>	Sunday
<b>Ọ̀jọ `Ajé</b>	Monday

<b>Ojọ Ìsẹgun</b>	Tuesday
<b>Ojọ Rú</b>	Wednesday
<b>Ojọ Bò</b>	Thursday
<b>Ojọ Ètì</b>	Friday
<b>Ojọ Àbáméta</b>	Saturday

## **Other days**

<b>òní</b>	today
<b>òla</b>	tomorrow
<b>òtúnla</b>	day after tomorrow
<b>ojọ méréìn òní</b>	three days from today
<b>ojọ márùnún òní</b>	four days from today
<b>ojọ mēfà òní</b>	five days from today
<b>ojọ mēje òní</b>	six days from today
<b>ojọ méjọ òní</b>	seven days from today
<b>àti bẹẹ bẹẹ lọ</b>	etc.
<b>ọsẹ tí ó n bọ</b>	next week
<b>ọsù tí ó n bọ</b>	next month
<b>ọdún tí ó n bọ</b>	next year

## **Exercise 8**

Tell your friend what you will do on each day of the week. An example is given below.

*Example:*

- 1 Sunday / Church / a friend's house / visit  
**Ní Ojọ Àìkú, mo máa lọ sí ọ̀ọ̀sì , mo sì máa lọ sí ilé ọ̀rẹ̀ mi láti lọ kí i.**  
 —On Sunday, I will go to church, and I will go to my friend's house to visit her.
- 2 Monday / office / museum / to see some works of art
- 3 Tuesday / classroom / airport / travel
- 4 Wednesday / market / library / borrow a book
- 5 Thursday / zoo / train depot / buy a ticket
- 6 Friday / mosque / theater / watch a movie
- 7 Saturday / sleep / party / dance

### Exercise 9

Take a look at Kimberly's calendar below and say how Kimberly spends her time every week (òsòòsè).

	<b>Kalénda Kimberly</b>	
Ojó Àìkú	àárò	Sòòsì
Ojó Ajé	àárò	Kílààsì matimátîkì
	alẹ	Ilé ìkàwé
Ojó Ìṣégún	àárò	Iṣẹ olùkọ èdè Gẹ̀ẹ̀sì
	alẹ	Ilé ìkàwé
Ojó Rú	àárò	Kílààsì sáyẹ̀nsì (Bàólòjì)
	alẹ	sinmi
Ojó Bọ	àárò	Kílààsì sáyẹ̀nsì (Kẹ̀mísìrì)
	alẹ	Ilé ọ̀rẹ
Ojó Ẹ̀tì	àárò	Ilé ìkàwé
	alẹ	Ilé sinimá
Ojó Àbáméta	àárò	Asọ fífọ
	alẹ	Ilé ijó

**Exercise 10**

Using the same calendar, say what Kimberly will *not* do each day.

**Exercise 11**

How good is your Yoruba cultural knowledge?

Go back to Dialogue 2 in this unit. Considering Kimberly and the tailor, who is older and how do you know this from their conversation?

**Exercise 12**

Kunle is at the store buying a radio. Complete the following dialogue by writing down what the sales person is saying.

- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ .
- KÚNLÉ: Òo, ẹ káàsán o.
- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ ?
- KÚNLÉ: Ó wà.
- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ ?
- KÚNLÉ: Mo fẹ ra rédíò. Eéldò ni rédíò yìí?
- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ .
- KÚNLÉ: Egbèrùnún mḕèdógún Náírà ti wọn jù.
- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ ?
- KÚNLÉ: Rárá, egbèrùnún mḕwáá Náírà ti wọn jù.
- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ ?
- KÚNLÉ: Kò burú, màá san egbèrùnún méjò Náírà. Ẹ sẹ́.
- BÀBÁ ONÍRÉDÍÒ: \_\_\_\_\_ .

**Tone practice**  (CD 1; 42)

Listen to the recording and practice saying the following words using the correct tones.

- |   |                 |           |
|---|-----------------|-----------|
| 1 | <b>oníbààrà</b> | customer  |
| 2 | <b>síbèsíbè</b> | still/yet |

3	<b>ìboorùn</b>	a scarf
4	<b>ànkàrá</b>	a type of cloth
5	<b>Náírà</b>	Nigerian unit of currency
6	<b>síkẹ̀tì</b>	skirt
7	<b>búlàòsì</b>	blouse
8	<b>ojò àbáméta</b>	Saturday

## Listening or reading comprehension



(CD 1; 43)

Listen to or read the following dialogue and then answer the questions that follow.

TÚNJÍ: Sẹ o fẹràn látí wọ aṣo Yorùbá?

KIMBERLY: Bẹẹ ni, mo fẹràn látí wọ síkẹ̀tì àti búlàòsì tí a rán pẹ̀lú aṣo ànkàrá. Mo sì tún fẹràn látí wọ kaba ànkàrá. Mo máa n (usually) wọ búbù ṣùgbọ́n n kò fẹràn látí wọ ọ ní gbogbo ìgbà. Iwọ n kọ, aṣo Yoruba wo ni o fẹràn jù?

TÚNJÍ: Àà! Fún ìpàdé pàtàkì, mo fẹràn látí wọ ṣòkòtò, búbá ọkùnrin, agbádá ti a fi léèsì rán, mo sì fẹràn látí dé filà tí a fí aṣo òkè rán. Fún aṣo ojoojúmọ́, ṣẹ̀tì ànkàrá àti ṣòkòtòkíṣòkòtò ti tó fún mi. Ṣùgbọ́n fún ibi iṣẹ́, mo fẹràn látí wọ aṣo òyìnbó bí i ṣòkòtò àti jákẹ̀tì, ṣẹ̀tì àti tái. Nígbà mìíràn mo máa n wọ aṣo Yorùbá bí i ṣòkòtò, búbá àti agbádá pẹ̀lú filà lọ síbì iṣẹ́.

KIMBERLY: Ìró àti búbá bà mí lẹ̀rù.

TÚNJÍ: Kí l'ó dé?

KIMBERLY: Nítorí pé ẹ̀rù máa n bà mí pé ìró lè jábọ́ lára mi. Kí ni mo máa ṣe bí ó bá jábọ́!

TÚNJÍ: Má bẹ̀rù. Kò lè jábọ́. So ó pẹ̀lú okùn.

## Questions

- 1 Why is Kimberly scared of wearing a Yoruba wrapper and a loose blouse?
- 2 What does Tunji like to wear:
  - casually
  - on a formal occasion
  - to work?
- 3 Which Yoruba clothes does Kimberly like to wear?

# 6 Síse ounjẹ

## Cooking

### In this unit, you will learn about:

- Yoruba foods
- how to prepare some of these foods
- cultural information about foods and eating
- how to talk about your favorite foods
- how to order foods at restaurants

You will also learn how to respond to questions about foods

### Dialogue 1 (CD 1; 44)

*Kimberly invites Tunji over for dinner at her apartment.*

KIMBERLY: Šé o šetan láti jeun?

TÚNJÍ: Bẹ̀ẹ̀ ni, ebi í pa mi gan an ni nísisiyí. Mi ò jeun ọ̀sán nítorí pé mo í dúró dé ounjẹ ẹ. Kí l'ò sè?

KIMBERLY: Ìrẹ̀sì jòlòfù àti adìẹ àti ẹ̀fọ̀ pẹ̀lú edé.

TÚNJÍ: O yá, mo fẹ̀ràn ìrẹ̀sì jòlòfù gan an ni. (*After they finish eating, Tunji asks Kimberly about the food*) Ìrẹ̀sì jòlòfù yí dún gan an ni. Kí l'ò fi sínú ẹ? Èlẹ̀mí méjẹ ni! Báwo l'ò ẹ̀ sè ẹ̀?

KIMBERLY: Mo gbé ikòkò sọ́rí sítófù gbígbóná. Mo da ata lílò oríṣíríṣi àti tòmati lílò sínú ikòkò. Mo gé àlùbòsà àti aáyù sínú ikòkò. Lẹ̀hìn nàà mo fí magí àti òróró sínú ikòkò ata. Mo dé ikòkò yí. Lẹ̀hìn tí ọ̀bẹ̀ yí hó dáadáa, mo da ìrẹ̀sì ti a kò ì tí ì sè sínú ọ̀bẹ̀ ata yí. Mo dín iná kù nídí ikòkò tí tí ìrẹ̀sì yí fi jíná pẹ̀lú ọ̀bẹ̀ ata. Nítorí pé N ò fẹ̀ràn iyò, mo máa ní lo magí dípò iyò. Mo fi edé

- gbígbe lílò sínú ọbẹ ìrẹ̀sì yí. Inú mi dùn pé o fẹ̀ràn ìrẹ̀sì yí. Inú mi dùn pé o fẹ̀ràn ìrẹ̀sì jòlòfù mi.
- TÚNJÍ: O ẹ gan an ni fún óúnjẹ yí.
- KIMBERLY: Kò tọpẹ.
- KIMBERLY: *Are you ready to eat?*
- TUNJI: *Yes, I am really hungry now. I did not eat lunch because I was waiting for your food. What did you cook?*
- KIMBERLY: *Jolof rice and chicken and green leafy vegetables with shrimp.*
- TUNJI: *Let's go, I really like jolof rice. (After they finish eating, Tunji asks Kimberly about the food.) This jolof rice is really good. What did you put in it? It's sheer ambrosia! How did you cook it?*
- KIMBERLY: *I put a pot on a hot stove. I poured blended pepper of all kinds and blended tomato inside the pot. I sliced some onions and garlic and put them inside the pot. After that, I put some maggi cubes and some vegetable oil inside the sauce pot. I covered this pot. After the sauce boils rapidly, I poured some uncooked rice into this sauce. I turned the heat down on the pot until the rice is fully cooked with the sauce. Because I do not like salt, I usually use maggi cubes instead of salt. I put some blended, dry shrimp inside this rice. I'm glad that you like my jolof rice.*
- TUNJI: *Thank you very much for this food.*
- KIMBERLY: *Don't mention it.*

## Vocabulary

<b>šetán</b>	to be ready	<b>ẹfọ</b>	green leafy vegetables
<b>ebi</b>	hunger		
<b>ebi ní pa mí</b>	I am hungry (lit. hunger is killing me)	<b>edé</b>	shrimp
		<b>dùn</b>	to be tasty
<b>jẹun ọsán</b>	to eat lunch	<b>fi sínú</b>	to put inside
<b>dúró de</b>	to wait for	<b>gbé . . . sọrí</b>	to put . . . on top of
<b>sẹ</b>	to cook	<b>gbígbóná</b>	hot
<b>ìrẹ̀sì</b>	rice	<b>da ata</b>	to pour pepper
<b>ìrẹ̀sì jòlòfù</b>	jolof rice	<b>lílò</b>	blended
<b>adiẹ</b>	chicken	<b>tòmátì</b>	tomatoes
		<b>sínú</b>	inside

<b>ìkòkò</b>	cooking pot	<b>dín ... kù</b>	to reduce ...
<b>gé</b>	to cut	<b>iná</b>	heat/fire
<b>àlùbòsà</b>	onions	<b>nídíí</b>	under
<b>aáyù</b>	garlic	<b>títí</b>	until
<b>lẹ̀hìn náà</b>	after that	<b>jiná</b>	to be well cooked
<b>magí</b>	maggi cubes	<b>iyò</b>	salt
<b>òróró</b>	vegetable oil	<b>dípò</b>	instead of
<b>dé</b>	to cover	<b>gbígbe</b>	dry
<b>hó</b>	to boil	<b>inú mí dùn</b>	I am happy
<b>òbẹ̀</b>	sauce	<b>fún</b>	for



## Language points (CD 1; 45)

### *Expressing feelings*

Yoruba uses object pronouns or nouns to express feelings, where English uses regular subject pronouns or nouns. For example:

<b>Ebi ní pa mí.</b>	<i>I am hungry.</i>
<b>Òùngbẹ̀ ní gbẹ̀ mí.</b>	<i>I am thirsty.</i>
<b>Inú ní bí Kúnlé.</b>	<i>Kunle is angry.</i>
<b>Inú ní bí i.</b>	<i>She is angry.</i>



<b>Ó rè wón.</b>	<i>They are tired.</i>
<b>Ó sú yín.</b>	<i>You (pl.) are bored.</i>
<b>Àánú Olú ní ẹ̀ mí.</b>	<i>I feel sorry for Olu.</i>

## **More on the word *ń***

As mentioned in Unit 2, the word **ń** can have either a present or past interpretation depending on the context. For example:

**Mo ń jeun nísisiyí.**

*I am eating now.*

**Mo ń jeun nígbà tí Olú wólé.**

*I was eating when Olu came in.*

**Adé ń gbálẹ̀ lẹ̀wólẹ̀wọ̀.**

*Ade is sweeping the floor right now.*

**Nígbà tí mo rí Adé, ó ń gbálẹ̀.**

*When I saw Ade, he was sweeping the floor.*

**Mo ń dúró de ounje ẹ̀.**

*I am waiting for your food.*

**Kimberly ń gbé ní Ìbàdàn.**

*Kimberly is living (lives) in Ibadan.*

The word **ń** is usually dropped after the negative marker **kò**. For example:

**Mo ń kọ̀rin.**

*I am singing.*

**N kò kọ̀rin.**

*I am not singing.*

**Olú ń jó.**

*Olu is dancing.*

**Olú kò jó.**

*Olu is not dancing.*

**Màmá mi ń fọ̀şọ̀.**

*My mother is washing clothes.*

**Màmá mi kò fọ̀şọ̀.**

*My mother is not washing clothes.*

In the list of expression of feelings above, notice that the word **ń** is used to indicate present feelings. Below are different ways the tenses can change when expressing feelings.

**Ebi ń pa mí nísisiyí.**

*I am hungry now.*

**Ebi kò pa mí nísisiyí.**

*I am not hungry now.*

**Ebi pa mí lánàá.**

*I was hungry yesterday.*

**Ebi kò pa mí lánàá.**

*I was not hungry yesterday.*

Notice that the negative forms in the Yoruba sentences above are the same, but the use of “now” or “yesterday” made the present and past interpretation clear. The use of action verbs usually indicate past tense interpretation. For example:

**Mo jẹun** I ate

The above sentence cannot have the meaning “I eat,” although a non-action verb can have either a present or past tense interpretation. For example:

**Mo mọ** I know/I knew  
**Mo gbà** I agree/I agreed

The only way an action verb can have a present tense interpretation is by using the marker **ń** or the negative maker **kò** with it. For example:

**Mo ń jẹun** I am/was eating  
**N kò jẹun** I am/was not eating *or*  
 I did not eat

**Mo ń se ounje** I am/was cooking  
**N kò se ounje** I am/was not cooking *or*  
 I did not cook

**Kúnlé ń fọṣọ** Kunle is/was washing clothes  
**Kúnlé kò fọṣọ** Kunle is/was not washing clothes *or*  
 Kunle did not wash clothes

## ***The phrase*** **máa ń**

In order to express a habitual action, use **máa ń**, as in:

**Kí ni o máa ń se lójoojúmọ?**  
 What do you normally do everyday?

**Mo máa ń jẹun lójoojúmọ.**  
 I usually eat everyday.

**Olú máa ń sọrọ púpọ.**  
 Olu usually talks a lot.

**Délé máa ń kàwé nígbà gbogbo.**  
 Dele usually reads all the time.

The negative counterpart of **máa ní** is **kì í**, as in:

**N kì í jẹun lójoojúmọ.**

I do not (usually) eat everyday.

**Olú kì í sọrò púpọ.**

Olu does not (usually) talk a lot.

**Délé kì í kàwé nígbà gbogbo.**

Dele does not (usually) read all the time.

## Language and culture notes

### *The phrase ẹlẹmìí méje ni*

Literally, **ẹlẹmìí méje ni** means “it has seven spirits.” Yoruba people use this expression with food that makes them, so to speak, feel heavenly. If someone prepares food that is really delicious, Yoruba people will say it has seven spirits, to show that it is beyond this present life. “It’s sheer ambrosia!”

### *Yoruba foods*

Jolof rice is one of the most common foods prepared by Yoruba people, especially for occasions such as weddings, funerals, naming ceremonies, birthdays, etc. Other common Yoruba foods are:

<b>ẹbà</b>	food made from cassava flour
<b>àmàlà</b>	food made from yam flour
<b>fùfú</b>	food made from cassava
<b>iyán</b>	pounded yam
<b>àṣáró</b>	yam porridge
<b>dòdò</b>	fried plantain
<b>mọínmọín</b>	bean pudding

### Exercise 1

Tell your friend what you usually do everyday, using the following list of action verbs. The first one has been done for you.

*Example:*

- |                                  |                    |
|----------------------------------|--------------------|
| 1 Read                           |                    |
| <b>Mo máa ní kàwé lójoojúmọ.</b> |                    |
| 2 Write                          | 7 Go to the office |
| 3 Sleep                          | 8 Go to class      |
| 4 Listen to the radio            | 9 Sweep the floor  |
| 5 Wash dishes                    | 10 Run             |
| 6 Wash clothes                   |                    |

## Exercise 2

Tell the same friend what you *don't* usually do everyday, using the following verbs in your answer. The first one has been done for you.

*Example:*

- |                            |                 |
|----------------------------|-----------------|
| 1 Dance                    |                 |
| <b>N kùí jó lójoojúmọ.</b> |                 |
| 2 Watch TV                 | 6 Cook          |
| 3 Swim                     | 7 Write letters |
| 4 Go to a party            | 8 Visit friends |
| 5 Travel                   |                 |

## Exercise 3

Find out from Kimberly if she usually does the following activities everyday. Remember to use the “yes/no” question form **şé**. The first one has been done for you.

*Example:*

- |                                    |                   |
|------------------------------------|-------------------|
| 1 Eat                              |                   |
| <b>Şé o máa ní jẹun lójoojúmọ?</b> |                   |
| 2 Sleep                            | 7 Sweep the floor |
| 3 Wash clothes                     | 8 Run             |
| 4 Watch TV                         | 9 Walk            |
| 5 Listen to the radio              | 10 Cook           |
| 6 Read                             |                   |

### Exercise 4

How would you say that your friend is experiencing the following?  
The first one has been done for you.

*Example:*

- |                      |                                        |
|----------------------|----------------------------------------|
| 1 Is angry           | <b>Inú n bí i.</b><br>He/she is angry. |
| 2 Is tired           |                                        |
| 3 Is thirsty         |                                        |
| 4 Is hungry          |                                        |
| 5 Is bored           |                                        |
| 6 Is sorry for Kunle |                                        |
| 7 Is happy           |                                        |

### Exercise 5

You have a friend that you met about two years ago. Tell a second friend everything you want her to know about your first friend. Remember to include information about his name, where he lives, what he likes or does not like to do, and what he usually does everyday.

### Exercise 6

Go back to the first dialogue in this unit, and make a list of all the ingredients needed to prepare jolof rice.

### Exercise 7

What are the following Yoruba foods made from?

- 1 ẹ̀bà
- 2 mọ́ínmọ́in
- 3 iyán
- 4 àmàlà
- 5 dọ̀dọ̀
- 6 ìrẹ̀sì jòlọ̀fọ̀fù
- 7 àşáró

## Exercise 8

This time take the part of the friend in Exercise 4. How would you say that what your friend said is not true—that you are *not* experiencing any of the things said about you in Exercise 4. The first one has been done for you.

*Example:*

1 **Inú kò bí mi.**

I am not angry.



## Dialogue 2 (CD 1; 46)

*Tunji takes Kimberly to a traditional Yoruba restaurant to give her a taste of other types of Yoruba food.*

TÚNJÍ: È káàsán o, mà má olúnjẹ.

OLÓUNJẸ: Oo, È káàsán o.

TÚNJÍ: A fẹ jẹun.

OLÓUNJẸ: È jókódó. Kí l'ẹ fẹ jẹ?

- TÚNJÍ: Ó yá, Kimberly, kí l'ó fẹ?
- KIMBERLY: Mo fẹ iyán pèlú ọbẹ ẹfọ àti ẹgúsí pèlú ẹja ọbòkún.
- OLÓUNJẸ: Kí l'ẹ máa mu.
- KIMBERLY: Fáńtà tútù.
- OLÓUNJẸ: Ọgá, kí l'ẹyin fẹ jẹ?
- TÚNJÍ: Mo fẹ àmàlà gbígbóná pèlú ọbẹ ewéédú àti ẹran màlùù àti ẹ̀sàkì.
- OLÓUNJẸ: Nńkan mímu ńkọ?
- TÚNJÍ: Ẹ́ ẹ ní bíà?
- OLÓUNJẸ: Irú bíà wo? Ẹ sítáòtù tàbí Áíníkẹn?
- TÚNJÍ: Sítáòtù ni mo fẹ. Ẹ ẹ́. (*The waitress leaves to get the food*) Kí l'ó dé t'ó ọ̀ fẹ bíà?
- KIMBERLY: Bíà (*shakes her head*), mo kóríra bíà tàbí ọ́tí lílẹ. Mi ọ̀ fẹ di ọ̀mùtí.
- TÚNJÍ: Kò burú. Fi àwa ọ̀mùtí sílẹ.
- TUNJI: *Good afternoon, [woman] food seller.*
- OLOUNJẸ: *Yes, good afternoon.*
- TUNJI: *We want to eat.*
- OLOUNJẸ: [You pl.] *Sit down. What would you like to eat?*
- TUNJI: *Okay, Kimberly, what do you want?*
- KIMBERLY: *I want pounded yam with green leafy stew with melon seeds, and fresh fish.*
- OLOUNJẸ: *What would you drink?*
- KIMBERLY: *Cold Fanta.*
- OLOUNJẸ: *Master, what would you like to eat?*
- TUNJI: *I want hot amala with eweedu stew and beef plus tripe.*
- OLOUNJẸ: *How about something to drink?*
- TUNJI: *Do you have beer?*
- OLOUNJẸ: *What kind of beer? Is it stout or Heineken?*
- TUNJI: *I want stout. Thank you. (The waitress leaves to get the food) Why did you not want beer?*
- KIMBERLY: *Beer (shakes head), I hate beer or any alcoholic beverage. I don't want to become a drunkard.*
- TUNJI: *No problem. Leave us drunkards alone.*

## Vocabulary

<b>màamá</b>	woman/mother	<b>ẹgúsí</b>	melon seed
<b>olóúnjẹ</b>	seller of food	<b>ẹja</b>	fish
<b>iyán</b>	pounded yam	<b>ẹja ọ̀bòkún</b>	fresh fish
<b>ọ̀bẹ ẹfọ</b>	green leafy stew	<b>mu</b>	to drink

<b>Fáńtà</b>	a brand of soda	<b>bíà</b>	beer
<b>tútù</b>	cold	<b>sítaòtù</b>	stout beer
<b>Ọgá</b>	master	<b>Áímíkèn</b>	Heineken, a brand of beer
<b>àmàlà</b>	type of food made from yam flour	<b>kí l'ó dé?</b>	why?
<b>ewéédú</b>	type of green leafy vegetable	<b>kórùra</b>	hate
<b>ẹran</b>	meat	<b>ọtí líle</b>	alcoholic drink
<b>ẹran màlúù</b>	beef	<b>dì</b>	to become
<b>şàki</b>	tripe	<b>ọmùtí</b>	a drunkard
<b>mímu</b>	something to drink	<b>fi . . . sílẹ̀</b>	leave . . . alone
		<b>àwa</b>	we (pronominal)

## Language and culture notes

### *Eating with fingers*

When you go to a traditional Yoruba restaurant, it is not unusual to see people eat with their fingers, especially the kinds of food that Tunji and Kimberly ordered at the “bukateria.” There is a popular joke that foods like that taste better when eaten with fingers as opposed to when eaten with knives and forks. You could be laughed at if you go to restaurants like this and ask for knives and forks.

### *Table manners*

When you eat with your fingers, make sure you don't have food all over your hands. It is a sign of sloppiness to have foods on your hands, as opposed to your fingers. Even with drawing stew, the Yoruba make sure that their right hands are not filled with the stew.

### *Right hand*

Yoruba is a “right-hand” culture. You eat with your right hand. Left hands are used for things such as cleaning yourself in the bathroom, so you are not supposed to eat with your left hand in Yoruba culture. Left-handed children are trained to use their right hands, especially when it comes to eating with fingers. Yoruba people also frown at



giving something to someone (especially an older person) with a left hand. Always use your right hand when you give something to someone. There is a Yoruba proverb that says: “It is an illegitimate child that points at his father’s house with the left hand.”

## **Use of ògá**

In Yoruba society, **ògá** is sometimes used for any man whom one wants to honor or respect, whether the person is older or younger. It is not unusual to hear people at different places refer to someone as “**ògá sà!**” to indicate that they honor that person. It could be used for a boss, or any person in charge, regardless of the person’s age. Sellers could use **ògá** for male buyers to try to get their attention to come to their stall. The food seller in the dialogue used **ògá** for Tunji, not literally because he was her master, but just to honor Tunji as a male customer.

## **Language points**

### **The “why” question**

To ask a question with “why,” use the expression **kí l’ó dé?** as in:

**Kí l’ó dé tí o kò fẹ̀ bíà?**

Why is it that you don’t want beer?

—**Nítórí pé n kò fẹ̀ràn bíà.**

—Because I don’t like beer.

**Kí l’ó dé tí Kúnlé n bínú?**

Why is it that Kunle is upset?

—**Nítórí pé ebi n pa Kúnlé.**

—Because Kunle is hungry.

As with other question forms in Yoruba, “why” as a question is **kí l’ó dé**, but in a statement or “yes/no” question, “why” is **ìdí tí**. For example:

**Kí l’ó dé tí o fi pé?**

**N kò mọ̀ ìdí tí mo fi pé.**

**Şé o mọ̀ ìdí tí o fi pé?**

Why are you late?

I don’t know *why* I am late.

Do you know *why* you are late?

## Exercise 9

You take your friends to a restaurant, order some Yoruba foods and some drinks for them. Use the clues below in ordering the food.

- 1 Charles / pounded yam, green leafy vegetables with melon seeds, plus fresh fish / Fanta
- 2 Jessica / jolof rice, beef, and bean pudding / stout beer
- 3 Wilson / eba, green leafy vegetables, pork, and tripe / Pepsi
- 4 Masline / rice, fried plantain, fresh fish / Fanta
- 5 Anthony / jolof rice, beef, fried plantain / Pepsi

## Exercise 10

At a restaurant, play the role of one of the waiting staff. Find out what the following people want to eat by using the appropriate questions. The first one has been done for you.

*Example:*

- 1 Prof. Alabi  
**Kí ni ẹ fẹ je, Ọjògbón Àlábí?**
- 2 Mr. Makinde
- 3 Mrs. Alabi
- 4 Kunle
- 5 Dele
- 6 Titi's mom

## Exercise 11

Answer the following questions.

- 1 *Şé o fẹràn oúnje Yorùbá?*
- 2 *Irú oúnje Yorùbá wo ni o fẹràn?*
- 3 *Şé o máa n mu ọtí?*
- 4 *Şé o máa n mu Fántà?*
- 5 *Şé o ti lọ sí búkà láti jẹun rí?*
- 6 *Şé o ti jẹun pèlú ọwọ rẹ rí?*
- 7 *Ọwọ wo ni o fẹràn láti fi jẹun? Şé ọwọ òsì (left hand) tàbí ọwọ ọtún (right hand)?*
- 8 *Kí l'ó dé ti àwọn Yorùbá kò fẹràn láti fi ọwọ òsì jẹun?*
- 9 *Irú oúnje wo ni o fẹràn jùlọ (most)?*
- 10 *Báwo ni a şe n se oúnje tí o fẹràn jùlọ?*

## Exercise 12

Your waiter gave you the wrong food. Explain to him and ask for what you did order. Use the clues below for your answer. The first one has been done for you.

*Example:*

- 1 Pounded yam / Jolof rice

**N kò fẹ́ iyán, ìrẹ̀sì jòlòfù ni mo sọ pé mo fẹ́.**

I don't want pounded yam. Jolof rice was what I said I wanted.

- 2 Fried plantain / Pounded yam  
3 Jolof rice / ẹba  
4 Bean pudding / Yam porridge  
5 Amala / Rice plus fresh fish

## Tone practice (CD 1; 48)

Listen to the recording and practice saying the following words using the correct tones.

- |    |                   |                                 |
|----|-------------------|---------------------------------|
| 1  | <b>òbòkún</b>     | fresh fish                      |
| 2  | <b>àmàlà</b>      | food made from yam flour        |
| 3  | <b>móinmóin</b>   | bean pudding                    |
| 4  | <b>ewéédú</b>     | a type of green leafy vegetable |
| 5  | <b>gbígbóná</b>   | hot                             |
| 6  | <b>olóúnjẹ</b>    | food seller or owner            |
| 7  | <b>sítáòtù</b>    | stout beer                      |
| 8  | <b>kóriira</b>    | to hate                         |
| 9  | <b>òmùtí</b>      | a drunkard                      |
| 10 | <b>nàkan mímu</b> | something to drink              |

## Listening or reading comprehension

 (CD 1; 49)

Listen to or read the following passage and then answer the questions that follow.

Dòdò dídín kò sòro rárá. Bí o bá fẹ́ dín dòdò, o gbòdò ní ògèdè àgbagbà, òróró tabí epo pupa, iyò àti ikòkò fún nàkan dídín. Bó èpo ògèdè kí o sì gé e sí wẹwẹ. Fí iyò diẹ sínú ògèdè tí ó gé sí wẹwẹ.

Gbé ikòkò òróró tàbí epo yí lé orí sítóòfù, bí ó bá ti gbóná, da ògèdè wéwé sínú òróró. Jẹ kí ògèdè jiná lápá kan kí o tó yí i padà. Lẹhìn tí apá kejì bá ti jiná tí gbogbo ògèdè dàbí búràùn, kó dòdò kúrò nínú òróró kí o sí jẹ kí òróró ara dòdò gbè díẹ kí o tó ko wọ́n sínú àwo fún jíjẹ. O lè jẹ dòdò pẹ̀lú ẹ̀wà sísẹ̀, pẹ̀lú ìrẹ̀sì, pẹ̀lú ọ̀bẹ̀ ẹ̀ran, o sì lè jẹ dòdò nìkan láìsì ǹnkan m̀íràn.

## Questions

- 1 What food is the passage talking about?
- 2 What do you need to prepare this food?
- 3 How can you eat this particular food?

# 7 Nípa ìlera ara ẹ

## About your health

**In this unit, you will learn how:**

- to talk about your health
- to describe how you are feeling
- to talk about different kinds of illnesses
- to find out how someone else feels
- to offer help to sick people

You will also be able to respond to questions about how you feel

### Dialogue 1 (CD 1; 50)

*After eating out, Kimberly falls sick. Tunji goes to see her at her house.*

TÚNJÍ: Pèlé Kimberly. Ẹ́ ará le?

KIMBERLY: Ó le díẹ̀, ẹ̀gbón inú ẹ̀ ní run mí.

TÚNJÍ: Kí l'ó dé?

KIMBERLY: Mi ò mọ. Mo kàn mọ pé inú bèrẹ̀ sí run mí lẹ́hìn tí mọ padà dé láti ilé mà má olóúnjẹ.

TÚNJÍ: Ó mà ẹ̀ o! Ẹ́ o rò pé iyán t'ò jẹ l'ó fa àìsàn yí?

KIMBERLY: Kò yé mi o. Gbogbo òru ojó yẹn ni mo fi bì.

TÚNJÍ: Ẹ́ o ti lo òògùn kankan?

KIMBERLY: Bẹ̀ẹ̀ ni. Bàbá onílẹ̀ mi fún mi ni òògùn ìbílẹ̀ tí ó dàbí àgbo. Ẹ́ o mọ pé mi ò fẹ̀ràn òògùn òyìnbó. Nígbà tí mo mu àgbo yí, inú rírun yẹn fi mi sílẹ̀ fún ojó kan. Ẹ̀gbón lánàá l'ó tún bèrẹ̀. Mi ò lè lọ sí kíláàsì kankan lánàá àti lóní. Ó ti sù mi. Mi ò mọ nìkan tí mo máa ẹ̀ mọ.

TÚNJÍ: Dúró. Bí inú rírun yí kò bá fi ẹ̀ sílẹ̀ tí tí ọ̀lẹ̀, mo rò pé mọ gbòdò gbẹ̀ ẹ̀ lọ sí ilé iwòsàn. Mo mọ dọkítà kan tí ó

gbóná gan an ní ilé iwòsàn yí. Jẹ k'á bẹ Ọlórún pé k'ínú yí lọ k'ó tó dọla. Bí bẹẹ kó, mo máa gbé ẹ lọ sọdọ dọkítà yí.

KIMBERLY: Kò burú, o ẹ́.

TUNJI: *I'm sorry Kimberly. Do you feel better?*

KIMBERLY: *A little bit, but my stomach still hurts.*

TUNJI: *What happened?*

KIMBERLY: *I don't know. I only know that my stomach started hurting right after I came back from that woman's restaurant.*

TUNJI: *What a pity! Do you think it was the pounded yam you ate that caused this sickness?*

KIMBERLY: *I have no idea. I threw up all night.*

TUNJI: *Have you used any medication?*

KIMBERLY: *Yes. My landlord gave me some traditional medicine that tastes like agbo. You know that I don't like Western medicine. When I drank the agbo, the upset stomach subsided for a day, but it started again yesterday. I could not attend any of my classes yesterday and today. I am fed up. I don't know what else to do.*

TUNJI: *Wait. If this stomach upset does not stop by tomorrow, I think that I will take you to the hospital. I know a very good doctor at this hospital. Let's pray to God that this stomach upset disappears by tomorrow. Otherwise, I will take you to the hospital.*

KIMBERLY: *It's okay, thank you.*

## Vocabulary

<b>ara</b>	body	<b>padà dé</b>	to return
<b>le</b>	strong	<b>látí</b>	from
<b>díẹ</b>	a little	<b>ó mà ẹ́e o!</b>	what a pity!
<b>ínú</b>	stomach	<b>rò pé</b>	to think that
<b>ẹ̀</b>	still/yet	<b>iyán</b>	pounded yam
<b>ínú ń run mí</b>	(my) stomach hurts me	<b>t'ò jẹ</b>	that you ate
<b>kí l'ó dé?</b>	why/what happened?	<b>l'ó fa</b>	that caused
<b>mo kàn mò</b>	I only know	<b>àisàn</b>	sickness
<b>bẹ̀rẹ̀ sí</b>	to start to	<b>yé</b>	to understand
<b>lẹ́hin tí</b>	after	<b>gbogbo</b>	all
		<b>òru</b>	night
		<b>yẹn</b>	that

<b>bì</b>	to throw up	<b>mọ́</b>	anymore
<b>lo</b>	to use	<b>dúró</b>	wait
<b>òògùn</b>	medicine	<b>bí . . . bá</b>	if
<b>kankan</b>	any	<b>títí ọ̀la</b>	by tomorrow
<b>bàbá onílé</b>	landlord	<b>rò</b>	to think
<b>fún . . . ní</b>	to give . . .	<b>gbódò</b>	must
<b>ìbílẹ̀</b>	traditional	<b>gbé . . . lọ</b>	to carry . . .
<b>dàbí</b>	to look like	<b>ilé iwòsàn</b>	hospital
<b>àgbo</b>	a herbal drink	<b>dọ́kítà</b>	doctor
<b>òyìnbó</b>	European	<b>gbóná</b>	hot
<b>mu</b>	to drink	<b>jẹ́ k'á</b>	let us
<b>inú rírùn</b>	upset stomach	<b>bẹ</b>	to pray
<b>ọ́jọ́ kan</b>	one day	<b>Ọ̀lọ̀run</b>	God
<b>tún</b>	again	<b>lọ</b>	to go away
<b>bẹ̀rẹ̀</b>	to start	<b>d'ọ̀la</b>	by tomorrow
<b>sú</b>	to be tired	<b>bí bẹ̀ẹ̀ kọ</b>	if not so

## Language points

### *Talking about sickness*

In order to ask someone about how they feel, you can use any of the following questions:

**Şe ará le?**

Are you okay?/Do you feel okay?

**Kí l'ó n şe é?**

What is bothering you?

**Ñjẹ ara ɣe yá báyii?**

Are you really feeling okay?

Responses to these could be:

**Rará, ara mi kò yá.**

No, I am not feeling well/my body is not feeling well.

**Èşẹ n dún mí.**

My leg hurts.

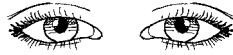
**Orí n fọ mí.**

I have a headache.



**Inú n run mí.**

My stomach hurts.

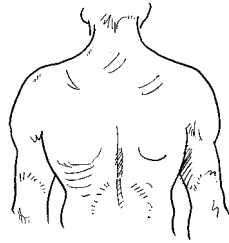


**Ojú n dùn mí.**

My eyes hurt.

**Èyìn n dùn mí.**

My back hurts.



## Language and culture notes

### *Use of àgbò*

**àgbò** is a traditional medicinal drink that contains many different kinds of medicinal leaves and roots. The leaves and roots for making **àgbò** are commonly sold at the open markets. There is hardly any sickness or illness that one type of **àgbò** or another cannot be prescribed for. In most cases, the **àgbò** can be very bitter, but those who believe in its medicinal power are willing to drink it anytime they are sick. It is used by both young and old.

### Exercise 1

You meet your friend on the way home from work. He does not look well. Ask him the following questions.

- 1 Are you okay?
- 2 What is wrong with your body?

### Exercise 2

You are the friend in Exercise 1: tell your friend that you have the following sickness. The first one has been done for you.

*Example:*

- 1 Your leg hurts.  
**Èṣẹ n dùn mí.**
- 2 Your eyes ache.
- 3 Your stomach aches.
- 4 Your shoulder hurts.



- 5 Your back hurts.
- 6 Your hand hurts.
- 7 Your teeth hurt.
- 8 Your neck hurts.
- 9 Your head aches.
- 10 Your chest hurts.

### Exercise 3

Tell your friend that as a result of your sickness, you could not do the following. The first one has been done for you.

*Example:*

- 1 Go to class     **Nítorí ara mi tí kó yá, N kò lè lọ sí kíláàsì.**  
—Because of my body that is not feeling well,  
I could not go to class.
- 2 Go to work
- 3 Cook for five days
- 4 Sleep well
- 5 Read any book for four days
- 6 Visit your friend
- 7 Do your laundry
- 8 Visit your parents
- 9 Eat any food
- 10 Go to the library

### Exercise 4

Tell your friend that you will take her to the hospital if she is not well by the following time. The first one has been done for you.

*Example:*

- 1 In two days time     **Bí ara ẹ kò bá yá tí tí dì òtúnla, mo máa gbé ẹ lọ sí ilé iwòsàn.**  
—If you are not well by the day after tomorrow, I will take you to the hospital.
- 2 Tomorrow
- 3 Next week

- 4 Four days from now
- 5 This afternoon
- 6 This evening
- 7 In three days time
- 8 Next month

## Exercise 5

Your neighbor is not feeling well. Offer to help him or her do the following chores. The first one has been done for you.

*Example:*

- 1 To cook for her      **Ṣé mo lè se óúnjẹ fún ẹ?**  
Could I cook for you?
- 2 To wash clothes for him
- 3 To sweep her floor
- 4 To buy what he needs at the market
- 5 To take her to the hospital
- 6 To do her dishes for her

## Dialogue 2 (CD 1; 52)

*Kimberly is still not feeling well, so Tunji takes her to the hospital.*

- DÓKÍTÀ: Pèlẹ o! Báwo l'ó ẹ ń ẹ ẹ?
- KIMBERLY: Orí ń fọ mi inú ń dùn mí, gbogbo ara sì ń ro mí.
- DÓKÍTÀ: Nígba wo ni gbogbo eléyí bẹrẹ?
- KIMBERLY: Inú rírùn ni ó kókọ bẹrẹ ní òsẹ t'ó kojá. Lẹhìn náà ni orí fifọ tẹle. Àná yí ni gbogbo ara bẹrẹ sí ro mí.
- DÓKÍTÀ: Ó mà ẹ o! Irú òògùn wo l'o ti lò láti ìgbà tí àisàn yí ti bẹrẹ?
- KIMBERLY: Mi ò lo òògùn òyìnbó kankan. Bàbá onílẹ mi l'ó fún mi ní àgbo fún inú rírùn. Inú rírùn lọ fún ojọ kan, sùgbón lẹhìn ojọ méjì ó padà wá pèlú orí fifọ àti ara ríro. Ọrẹ mi, Túnjì, l'ó sọ pé mo gbòdò wá rí yín. O sọ pé Dókítà t'ó gbóná ni yín.
- DÓKÍTÀ: Túnjì ẹ é púpọ. Pèlú gbogbo nńkan ti ó ń ẹ ẹ yí, a gbòdò dá ẹ dúró sí ilé iwòsàn yí láti lè mójú tó ẹ. Mo máa yẹ ẹ wò lósánàn yí. Ṣé o ń mu sigá?

- KIMBERLY: Rará.  
 DÓKÍTÀ: Ẹ́e o ní mu ọ́tí?  
 KIMBERLY: Rará.  
 DÓKÍTÀ: Ẹ́e o ti ní wàhàlá pẹ̀lú òdògùn òyìnbó rí?  
 KIMBERLY: Bẹ̀ẹ̀ ni.  
 DÓKÍTÀ: Èwo?  
 KIMBERLY: Pẹ̀nisilfìni.  
 DÓKÍTÀ: Kò burú. Jẹ́ k'á yẹ́ ẹ́ wò ná. Lẹ́hìn nàà màá mọ́ òdògùn tí a máa fún ẹ́ láti lò.  
 KIMBERLY: Ẹ́ ẹ́.
- DOCTOR: *I'm sorry. How do you feel?*  
 KIMBERLY: *I have a headache, my stomach hurts and my whole body aches.*  
 DOCTOR: *When did all this start?*  
 KIMBERLY: *The stomach-ache first started last week. After that, the headache followed. It was just yesterday that my whole body started to ache.*  
 DOCTOR: *What a pity! What kind of medication have you taken since the sickness started?*  
 KIMBERLY: *I did not use any Western medication. My landlord gave me the herbal medicinal drink for the stomach-ache. The stomach-ache disappeared for a day, but after two days, it came back with a headache and a body ache. My friend, Tunji, was the one that said I should come to see you. He said that you are a very good doctor.*  
 DOCTOR: *Many thanks to Tunji. With all the problems you are having, we have to admit you at this hospital to monitor your progress. I will examine you this afternoon. Do you smoke?*  
 KIMBERLY: *No.*  
 DOCTOR: *Do you drink?*  
 KIMBERLY: *No.*  
 DOCTOR: *Have you had any problems with any Western medications before?*  
 KIMBERLY: *Yes.*  
 DOCTOR: *Which one?*  
 KIMBERLY: *Penicillin.*  
 DOCTOR: *Okay. Let us examine you first of all. After that, I will know what medication to recommend for you to use.*  
 KIMBERLY: *Thank you.*



## Vocabulary

<b>ro</b>	to ache	<b>wá</b>	to come
<b>eléyíí</b>	this/these	<b>rí</b>	to see
<b>bèrè</b>	to start	<b>í ɛ é</b>	is happening to you
<b>kókó</b>	first	<b>dá ... dúró sí</b>	to keep ... at
<b>òsè t'ó kojá</b>	last week	<b>mójú tó ...</b>	to observe ...
<b>Lèhìn nàà</b>	after that	<b>yẹ ... wò</b>	to examine ...
<b>orí fífó</b>	headache	<b>lòsánán yìí</b>	this afternoon
<b>tẹ̀le</b>	to follow	<b>mu sigá</b>	to smoke
<b>àná</b>	yesterday	<b>mu ọ́tí</b>	to drink (alcohol)
<b>fún</b>	for	<b>wàhàlà</b>	problem
<b>ọjó kan</b>	one day	<b>penisilínì</b>	penicillin
<b>padà wá</b>	to come back	<b>ná</b>	first of all
<b>pẹ̀lú</b>	with		
<b>ara ríro</b>	body ache		

## Language points

### *Talking about the past*

There are some words you need to know in order to talk about the past:

<b>àná</b>	yesterday
<b>ìjẹta</b>	two days ago
<b>ìjẹrin</b>	three days ago
<b>ìjarùnún</b>	four days ago
<b>ìjẹfà</b>	five days ago
<b>ìjeje</b>	six days ago
<b>ìjejọ</b>	seven days ago
<b>òsẹ̀ t'ó kojá</b>	last week
<b>oşù t'ó kojá</b>	last month
<b>odún t'ó kojá</b>	last year
<b>odún méjì sẹhìn</b>	two years ago
<b>odún márùnún sẹhìn</b>	five years ago

### *Other ways of talking about sickness*

If someone is not feeling well and the person is asked the following question:

**Kí ló ní şe é?**

What is bothering you?

The response could simply be:

<b>Èşẹ̀ ríro ni.</b>	It's leg pain.
<b>Orí fífó ni.</b>	It's a headache.
<b>Inú rírún ni.</b>	It's a stomach-ache.
<b>Àyà dídùn ni.</b>	It's chest pain.

Notice that the adjectives **ríro**, **fífó**, **rírún**, and **dídùn** are all derived from their verb counterparts. For example:

*Verbs*

<b>ro</b>	to hurt
<b>fọ</b>	to break
<b>run</b>	to turn over
<b>dùn</b>	to ache

*Adjectives*

<b>ríro</b>	hurting
<b>fífọ</b>	breaking
<b>rírún</b>	turning over
<b>dídùn</b>	aching

For expressions such as:

<b>Èsẹ̀ ríro ni.</b>	It's leg pain.
<b>Orí fífọ̀ ni.</b>	It's a headache.

you do not need to use the pronoun **ó** ("it"). If you want to talk about someone else's sickness, you can use the following expressions:

**Èsẹ̀ ní ro Kúnlé.**  
Kunle has leg pain.

**Orí ní fọ̀ ọ.**  
He has a headache.

**Inú ní rún un.**  
She has a stomach-ache.

**Gbogbo ara ní dun màrà mi.**  
My mother's body hurts all over.

## Exercise 6

Tell your friend everything that you did last week. Use the following verbs in your response. The first one has been done for you.

*Example:*

- 1 Study for my exam      **Lósẹ̀ tó kojá, mo kàwẹ̀ fún idánwò mi.**  
—Last week, I studied for my exam.

- Go to the library
- Travel to Lagos
- Write letters to my family in the U.S.A.
- Go to a party with my friends
- Go to visit my friend's family
- Wash my clothes
- Go to the market to buy food
- Go to the hospital because of not feeling well
- Read a lot of books

## Exercise 7

You have to rush your friend to the hospital because she is so sick she cannot talk. Tell the doctor everything that you know is wrong with her. You know she has the following ailments. The first one has been done for you.

*Example:*

- |                |                     |              |
|----------------|---------------------|--------------|
| 1 Headache     | <b>Orí ní fọ ọ.</b> |              |
|                | Her head aches.     |              |
| 2 Stomach-ache |                     | 7 Backache   |
| 3 Eye ache     |                     | 8 Toothache  |
| 4 Chest pain   |                     | 9 Arm ache   |
| 5 Earache      |                     | 10 Body ache |
| 6 Leg ache     |                     |              |

## Exercise 8

You are a doctor and you are concerned about your patient's condition. Tell him your recommendations as follows. The first one has been done for you.

*Example:*

- 1 Don't drink.  
**Má mutí.**
- 2 Don't smoke.
- 3 Sleep for at least 8 hours a day.
- 4 Don't eat candy.
- 5 Don't eat ice cream.
- 6 Exercise for 30 minutes a day.
- 7 Eat good foods.
- 8 Don't eat junk food.
- 9 Don't eat salty food.
- 10 Take vitamins everyday.
- 11 Drink plenty of water.
- 12 Drink plenty of orange juice.

## Exercise 9

Answer the following questions, using the English clues in your responses. The first one has been done for you.

*Example:*

- 1 *Şé o máa ní mu sığá? / No*  
**Rárá, N kì í mu sığá.**
- 2 *Şé o máa ní mu ọtí? / No*
- 3 *Şé o máa ní ẹ idárayá lójoojúmọ? / Yes*
- 4 *Ẹ̀ẹ̀mèlò ní o máa ní ẹ̀un lójoojúmọ? / twice*
- 5 *Ẹ̀ẹ̀mèlò ní o máa ní sáré lójoojúmọ? / 4 times*
- 6 *Ifẹ̀ omi mèlòó ní o máa ní mu lójoojúmọ? / 8 glasses*
- 7 *Wákàtí mèlòó ní o máa ní sùn lójoojúmọ? / 6 hours*
- 8 *Irú ounjẹ wo ní o sáà máa ní ẹ? / Beans*
- 9 *Şé ó fẹ̀ràn iyò nínú ounjẹ rẹ? / No*
- 10 *Şé orí máa ní fọ ẹ? / Yes*

## Exercise 10

You've gotten some medicines that the doctor prescribed for your neighbor who does not speak English. Tell him the following directions in Yoruba from the labels for each medicine.

*Example:*

- 1 One pill, four times a day.  
**Lo òògùn kan lẹ̀mẹ̀rin lójó kan.**
- 2 Two tablets before each meal.
- 3 One teaspoon, two times a day.
- 4 Two pills after each meal.
- 5 Three teaspoons, once a day.
- 6 One tablet in between meals.
- 7 Six tablets a day, two with each meal.

## Exercise 11

Your friend is at a doctor's clinic for a check-up. Play the role of the doctor and tell your friend to do the following. The first one has been done for you.



*Example:*

- 1 Touch your toes.  
**Fi ọwọ kan ọmọsẹ re.**
- 2 Sit on the table.
- 3 Take off your shirt.
- 4 Hold your breath.
- 5 Look at the ceiling.
- 6 Move your leg.
- 7 Cough.
- 8 Say “a-a-h!”
- 9 Show your teeth.
- 10 Raise your hands.

## **Tone practice** (CD 1; 55)

Listen to the recording and practice saying the following words using the correct tones.

1	<b>òògùn</b>	medicine
2	<b>òyìnbó</b>	Western or European
3	<b>olóúnjẹ</b>	food seller or owner
4	<b>inú rírùn</b>	stomach-ache
5	<b>ìwòsàn</b>	healing
6	<b>dókítà</b>	doctor
7	<b>àgbo</b>	traditional herbal drink
8	<b>àìsàn</b>	sickness
9	<b>Ọlọrun</b>	God
10	<b>wàhálà</b>	problem

## **Listening or reading comprehension**

 (CD 1; 56)

Listen to or read the passage below and then answer the questions that follow.

- FÚNMI: Ara Ọre, ọmọ mi, ò yá.  
 MÀMÁ FÚNMI: Kí l’ó ní ẹ̀ ẹ́?  
 FÚNMI: Ifẹ̀n kàn bo gbogbo ara ẹ̀ ni. Ó dàbí ẹ̀ni pé ẹ̀elá l’ó ní yọ ọ̀ lẹ̀nu. Ẹ̀ ni gbogbo ara ní yún un. Ó ti ho

gbogbo ara rẹ bó. Bí ẹ bá rí gbogbo ojú ẹ, ẹrù máa bà yín nítorí pé gbogbo ojú ẹ lo ti bó, tí ó n yọ omi. Ẹ ni ó dàbí ẹni pé egbò kún ojú ẹ.

MÀMÁ FÚNMI: Kí l'ò lò fún un?

FÚNMI: Mo lo “Calamine Lotion,” sùgbón kò gbọ. Mo tún lo “Hydrochotizon,” òun náà kò gbọ. Gbogbo nńkan tí mo mò ni mo ti lò, sùgbón, kò sí ẹyí t'ó ẹ́ṣẹ́. Ó ti sù mi.

MÀMÁ FÚNMI: Má jẹ kó sù ẹ. Bí ẹ́lára ẹ máa n ẹ niyẹn.

FÚNMI: Kí ni kí n ẹ?

MÀMÁ FÚNMI: Lákòókò, mo fẹ kí o mò pé Ọlórún nikan l'ó n wonisàn. Àwa ẹ̀nìyàn kàn n gbìyànjú ni nípa ìtójú aláìsàn. Mo máa fi nńkan mímu kan ránṣẹ́ sí ẹ lóla. Omi ẹ̀so oríṣíríṣi ni. Bí o bá mu omi ẹ̀so yìí, ọmọ rẹ yòò mu ẹ̀so yìí láti inú omi ọyàn rẹ. Lágbara Ọlórún, bí omi ẹ̀so yìí bá ti wọ inú ara ọmọ rẹ ni ó máa ya gbogbo ẹ́lára yìí mó ìgbẹ́. Má bẹ̀rù, Ọlórún máa wò ó sà. Ẹ́lára kì í ẹ nńkan tí ẹ̀nìyàn n jáyà fún. Pè mí lẹ̀hìn ọ̀sẹ́ kan tí o bá ti bẹ̀rẹ́ sí í mu omi ọ̀sàn yìí, kí N lè mò bóyá ó ẹ́ṣẹ́ tàbí kò ẹ́ṣẹ́. Sùgbón, lágbara Ọlórún, á á ẹ́ṣẹ́.

FÚNMI: Ẹ ẹ́ gan an ni. Ẹmi náà máa gbàdúrà pé kí omi ọ̀sàn yìí lè ẹ́ṣẹ́.

MÀMÁ FÚNMI: Ó dàbò ná.

FÚNMI: Ẹ ẹ́, ó dàbò.

## Questions

- 1 What was the problem with Ọrẹ?
- 2 Why was Funmi telling her mom about this problem?
- 3 What did her mom recommend that she do with the problem?

# 8 Sísọ nípa èniyàn

## Talking about people

**In this unit, you will learn how to:**

- talk about your family members
- describe your family
- talk about professions
- respond to questions about your family

### Dialogue 1 (CD 1; 57)

*Kimberly is visiting Tunji and his family and Mr. Makinde, Tunji's dad, is interested in knowing about Kimberly's family.*

ÒGBÈNI MÁKINDÉ: Kimberly, inú mi dùn pé ara ẹ ti yá nísisiyí.

KIMBERLY: Inú èmi náà dùn.

ÒGBÈNI MÁKINDÉ: O yá, sọ fún mi nípa ẹbí rẹ.

KIMBERLY: Ẹbí mi kò tóbi rárá. Orúkọ màmá mi ni Yvonne, orúkọ bàbá mi sì ní Carl. Ọmọ ilú Cuba ni màmá mi, sùgbón ọmọ ilú Amẹ́ríkà ni bàbá mi.

ÒGBÈNI MÁKINDÉ: Níbo ni màmá àti bàbá rẹ ti pàdé?

KIMBERLY: Wọn pàdé ní Cuba nígbà tí bàbá mi lọ ọ̀sẹ̀ ní Cuba. Ọ̀jògbón ni bàbá mi, nọ̀sì sì ni màmá mi. Bàbá mi pàdé màmá mi ní ibi àsè kan tí ọ̀rẹ̀ bàbá mi pe bàbá mi sí ní Hàvànà ní Cuba. Màmá àti bàbá mi di ọ̀rẹ̀ ni ọ̀jọ̀ kan náà tí wọn pàdé. Wọn ẹ̀ ẹ̀gbéyàwó lẹ̀hìn ọ̀dún méjì tí wọn pàdé.

ÒGBÈNI MÁKINDÉ: Níbo ni àwọn ọ̀bí rẹ̀ ní gbé nísisiyí?

KIMBERLY: Màmá àti bàbá mi ní gbé ní Long Island ní New York nísisiyí nítorí pé bàbá mi ní ọ̀sẹ̀ olùkọ̀ ní yunifásítì tí Hofstra, ní Long Island.

ÒGBÈNI MÁKINDÉ: Nígbà wo ni wọn kúrò ní Cuba?

- KIMBERLY: Wọn kúrò ní Cuba ní ọdún 1983 lẹhìn tí wọn ẹ̀ igbéyàwó ní Cuba.
- ÒGBÈNI MÁKINDÉ: Ẹ́ bábá ẹ̀ gbọ̀ èdè Sípánîṣì?
- KIMBERLY: Bẹ̀ẹ̀ ni, bábá mi gbọ̀ èdè Sípánîṣì nítorí pé wọn gbé Cuba fún ọdún méjì. Èdè Sípánîṣì ni bábá àti mà má mi máa n sọ sí èmi àti àwọn àbúrò mi nígbà tí a jẹ́ ọmọ́dẹ́. Ídí nì yí tí mo fi lè sọ èdè Sípánîṣì dáadáa.
- ÒGBÈNI MÁKINDÉ: Mo fẹ́ mọ́ nípa àwọn àbúrò ẹ̀, sùgbọ́n jẹ́ k'á jẹun ná.
- KIMBERLY: Kò burú.
- ÒGBÈNI MAKINDE: *Kimberly, I am happy that you are feeling well now.*
- KIMBERLY: *I am happy as well.*
- ÒGBÈNI MAKINDE: *Okay, tell me about your family.*
- KIMBERLY: *My family is not big at all. My mother's name is Yvonne, and my father's name is Carl. My mom is from Cuba, but my dad is an American.*
- ÒGBÈNI MAKINDE: *Where did your mom and dad meet?*
- KIMBERLY: *They met in Cuba when my dad went to work in Cuba. My dad is a professor and my mom is a nurse. My dad met my mom at a party that my dad's friend invited my dad to in Havana, in Cuba. My mom and dad became friends the very day they met. They got married two years after they met.*
- ÒGBÈNI MAKINDE: *Where do your parents live now?*
- KIMBERLY: *My mom and dad live in Long Island, New York now because my dad teaches at the university of Hofstra in Long Island.*
- ÒGBÈNI MAKINDE: *When did they leave Cuba?*
- KIMBERLY: *They left Cuba in 1983 after they got married in Cuba.*
- ÒGBÈNI MAKINDE: *Does your dad speak Spanish?*
- KIMBERLY: *Yes, my dad speaks Spanish because he lived in Cuba for two years. My mom and dad spoke Spanish to me and my younger siblings when we were kids. This is why I can speak Spanish very well.*
- ÒGBÈNI MAKINDE: *I want to know about your younger siblings, but let us eat first.*
- KIMBERLY: *No problem.*



## Vocabulary

<b>ara ... yá</b>	... 's body is well	<b>ibi àsẹ̀</b>	party
<b>nípa</b>	about	<b>pe ... sí</b>	to invite ... to
<b>ẹbí</b>	family	<b>di</b>	to become
<b>tóbi</b>	to be big	<b>ṣe ìgbéyàwó</b>	to marry
<b>rárá</b>	at all	<b>ìgbéyàwó</b>	marriage
<b>pàdé</b>	to meet	<b>olùkọ̀</b>	teacher
<b>ṣiṣẹ̀</b>	to work	<b>kúrò ní ...</b>	to leave ...
<b>Ọ̀jọ̀gbón</b>	Professor	<b>jẹ̀</b>	to be
<b>nọ̀ṣì</b>	nurse	<b>ìdí</b>	reason

## Language points

### *Talking about someone's profession*

There are different ways of talking about one's profession. For example, one can say:

**Dọ́kítà ni bàbá mi.  
Bàbá mi jẹ̀ dọ́kítà.**

My father is a doctor.  
My father is a doctor.

<b>Ẹnjinìà ni mà má mi.</b>	My mother is an engineer.
<b>Mà má mi jẹ ẹnjinìà.</b>	My mother is an engineer.
<b>Bà bá mi kì í ẹ ẹdọkítà.</b>	My father is not a doctor.
<b>Mà má mi kì í ẹ ẹnjinìà.</b>	My mother is not an engineer.

If you want to use pronouns in talking about professions, here are two different ways of expressing the same notion:

### **Using the verb ni**

<b>dọkítà ni mí</b>	I am a doctor
<b>dọkítà ni ẹ</b>	you are a doctor
<b>dọkítà ni</b>	he/she/it is a doctor
<b>dọkítà ni wá</b>	we are doctors
<b>dọkítà ni yín</b>	you (pl.) are doctors
<b>dọkítà ni wọn</b>	they are doctors

Notice that in the examples above, Yoruba uses object pronouns in all cases where English uses subject pronouns in expressing the same notion. The only exception is with the third person singular pronoun, where English still uses a subject pronoun but Yoruba does not use any pronouns, because the third person singular pronoun is implied in Yoruba. Other examples with **ni** include:

<b>nọ̀ọ̀sì ni</b>	he/she/it is a nurse
<b>olùkọ̀ ni</b>	he/she/it is a teacher
<b>ọ̀lọ̀gbọ̀n ni</b>	he/she/it is wise
<b>ọ̀lẹ̀ ni</b>	he/she/it is lazy
<b>ọ̀rẹ̀ mi ni</b>	he/she/it is my friend

The negative counterparts of the examples using the verb **ni** are:

<b>N kì í ẹ ẹdọkítà</b>	I am not a doctor
<b>o kì í ẹ ẹdọkítà</b>	you are not a doctor
<b>kì í ẹ ẹdọkítà</b>	he/she/it is not a doctor
<b>a kì í ẹ ẹdọkítà</b>	we are not doctors
<b>ẹ kì í ẹ ẹdọkítà</b>	you (pl.) are not doctors
<b>wọn kì í ẹ ẹdọkítà</b>	they are not doctors

## ***Using the verb jẹ***

<b>Mo jẹ dọkítà</b>	I am a doctor
<b>o jẹ dọkítà</b>	you are a doctor
<b>ó jẹ dọkítà</b>	he/she/it is a doctor
<b>a jẹ dọkítà</b>	we are doctors
<b>ẹ jẹ dọkítà</b>	you (pl.) are doctors
<b>wọn jẹ dọkítà</b>	they are doctors

When using the verb **jẹ** to talk about professions, notice that you use the regular subject pronouns. For the negative counterpart for **jẹ**, you could use **kì í ṣe** as with the **ni** examples.

## ***Expressing notions such as “there is/was” or “it is/was”***

Whenever you want to express notions such as “there is/was ...” follow this model:

**Omi wà ní ilé mi.**

There is/was water in my house.

**Ọmọ wà nìbẹ.**

There is/was a child there.

**Aṣọ wà nínú kọbọ̀dù mi.**

There are/were clothes in my drawer.

Negative forms of these expressions are:

**Kò sí omi ní ilé mi.**

There is/was no water in my house.

**Kò sí ọmọ nìbẹ.**

There is/was no child there.

**Kò sí aṣọ nínú kọbọ̀dù mi.**

There are/were no clothes in my drawer.

## **Use of *lẹ̀hìn* and *lẹ̀hìn tí***

Both *lẹ̀hìn* and *lẹ̀hìn tí* mean “after” in English. For example:

**Lẹ̀hìn kílààsi, mo máa lọ ọ̀jẹun.**

After class, I will go and eat.

**Lẹ̀hìn iṣẹ̀ ni eré.**

After work is play.

**Lẹ̀hìn ọ̀dún kan, wọ̀n ṣe ìgbéyàwó.**

After one year, they married.

**Lẹ̀hìn tí Olú pádà d’élé, ó ọ̀jẹun.**

After Olu came back home, he ate.

**Lẹ̀hìn tí iṣẹ̀ bá parí, mo máa ṣeré.**

After work is over, I will play.

**Lẹ̀hìn tí mo sùn, ara mi balẹ̀.**

After I slept, my body relaxed.

The main difference between *lẹ̀hìn* and *lẹ̀hìn tí* is that *lẹ̀hìn* is usually used within a phrase, while *lẹ̀hìn tí* is usually used within a clause.

**Lẹ̀hìn kílààsi, mo máa lọ ọ̀jẹun**

phrase                      clause

**Lẹ̀hìn tí mo sùn, ara mi balẹ̀**

clause                      clause

## **Language and culture notes**

### ***Asking for people’s names***

Traditionally, Yoruba people do not walk up to someone and introduce themselves or ask for people’s names. The proper way is to find out someone’s name from an acquaintance. You cannot walk up to someone and ask for their name, even if you tell them your own. However, for certain reasons, for example to do with “officialdom,” this rule does not always apply. For example, a teacher who is collecting information from their students can ask for the students’ names, or an educated person helping an illiterate person fill out a form could ask that person for their name, even if they are older than the educated one. At a social level, though, Yoruba people can ask



information about someone else and not be considered rude, such as when Mr. Makinde was asking about Kimberly's family. The amount of information provided depends on what the required information is, or how much you'd like to give about the person in question.

### **Exercise 1**

You are meeting your friend's parents for the first time. Tell them everything you'd like them to know about you. Use the following as prompts.

- 1 Your name.
- 2 Your nationality.
- 3 What you do.
- 4 Where you live now and before.
- 5 Whether you have siblings or not.
- 6 Names of your siblings, if you have any.
- 7 Names of your parents, if you have any.
- 8 What your parents do.
- 9 How old your siblings are.
- 10 What you like to do.

### **Exercise 2**

You meet Dele at a party and you would like to know more about him. Ask him some questions that will help you to know him more. You can use the following to get the information you need from him.

- 1 What he does at Ibadan.
- 2 Where he is from originally.
- 3 What he likes to do.
- 4 What he does not like to do.
- 5 If he speaks other languages aside from English and Yoruba.
- 6 Where his family lives.
- 7 If he has siblings or not.

### **Exercise 3**

Answer the following questions about your friend.

- 1 Kí ni orúkọ ọ̀rẹ̀ rẹ̀?
- 2 Níbo ni ó ń gbé?

- 3 Sẹ̀ ọ̀sìsẹ̀ ní ọ̀rẹ̀ rẹ̀?
- 4 Sẹ̀ ọ̀rẹ̀ rẹ̀ gbọ̀ èdè Yorùbá?
- 5 Èdè mélòó ní ọ̀rẹ̀ rẹ̀ gbọ̀?
- 6 Irú isẹ̀ wo ní ọ̀rẹ̀ rẹ̀ ní ẹ̀?
- 7 Omọ ọdún mélòó ní ọ̀rẹ̀ rẹ̀?
- 8 Omọ orílẹ̀-èdè wo ní ọ̀rẹ̀ rẹ̀?
- 9 Nígbà wo ní ọ̀rẹ̀ rẹ̀ máa ní sáábà sùn?
- 10 Sẹ̀ ọ̀rẹ̀ rẹ̀ ní àbúrò tàbí ègbón?

### Exercise 4

Respond to these statements by giving the person's nationality. The first one has been done for you.

*Example:*

- 1 Wálé wá láti ilú London.  
**Omọ orílẹ̀-èdè Britain ni Wálé.**
- 2 Kimberly wá láti ilú New York.
- 3 Akin wá láti ilú Ìbàdàn.
- 4 Yvonne wá láti Havana.
- 5 Francois wá láti Paris.
- 6 Kyoko wá láti Tokyo.
- 7 Sookyung wá láti Seoul.
- 8 Jay wá láti Mumbai.
- 9 Andrew wá láti San Francisco.
- 10 Wangari wá láti Dar Es Salam.

### Exercise 5

Play the role of Kimberly in the dialogue and tell Mr. Makinde about your parents.

### Exercise 6

Say that each of the people in Exercise 4 did not come from the city given and choose a new city that you think they are from. The first one has been done for you.

*Example:*

- 1 Paris      **Wálé kì í ẹ̀ omọ orílẹ̀-èdè Britain, omọ orílẹ̀-èdè Faransé ni.**

- |                  |             |
|------------------|-------------|
| 2 Munich         | 7 Beijing   |
| 3 Accra          | 8 Cairo     |
| 4 Rio de Janeiro | 9 Amsterdam |
| 5 Lome           | 10 Nairobi  |
| 6 Honolulu       |             |

## Exercise 7

Kunle thinks that the people listed below do not belong to the professions listed beside their names. What is Kunle saying? The first one has been done for you.

*Example:*

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 Carl / nurse                   |                          |
| <b>Rára, Carl kì í şe nọ̀sì.</b> |                          |
| 2 Yvonne / doctor                | 7 Erica / teacher        |
| 3 Olu / engineer                 | 8 Kunle / policeman      |
| 4 Doyin / lawyer                 | 9 Tunji / soldier        |
| 5 Josie / professor              | 10 Dele / business woman |
| 6 Charles / dentist              |                          |

## Exercise 8

Tunji thinks that the people in Exercise 7 practice the profession listed for them, but that they are not from the country Kunle thinks they are from. If Kunle thinks these people are from the country listed below, then what is Tunji saying? The first one has been done for you.

*Example:*


- |                                                             |                    |
|-------------------------------------------------------------|--------------------|
| 1 Carl / Cuba                                               |                    |
| <b>Nọ̀sì ni Carl, ş̀gbọ̀n kì í şe ọ̀mọ orílẹ̀-èdè Cuba.</b> |                    |
| 2 Yvonne / United States                                    | 7 Erica / Zimbabwe |
| 3 Olu / Malaysia                                            | 8 Kunle / Tanzania |
| 4 Doyin / India                                             | 9 Tunji / Kenya    |
| 5 Josie / Japan                                             | 10 Dele / Nigeria  |
| 6 Charles / Paraguay                                        |                    |

**Exercise 9**

How would you ask someone if his/her profession is the following?  
The first one has been done for you.

*Example:*

- |                            |               |
|----------------------------|---------------|
| 1 Professor                |               |
| <b>Sé ọ̀jògbón ni yín?</b> |               |
| 2 Doctor                   | 6 Lawyer      |
| 3 Policeman                | 7 Food seller |
| 4 Teacher                  | 8 Taxi driver |
| 5 Businessman              |               |

**Dialogue 2**  (CD 1; 59)

*Mr. Makinde is still interested in knowing more about Kimberly's family. He continues his conversation with Kimberly after dinner.*

- Ọ̀GBÈNÌ MÁKINDÉ: Nísìsìyí, mo mò nípa mà má àti bàbá ẹ. O sọ pé o ní àbúrò méjì. Sọ fún mi nípa àwọn àbúrò ẹ.
- KIMBERLY: Mo ní àbúrò méjì. Orúkọ àbúrò mi kínní ni Carla. Orúkọ èkẹjì ni Carlos. Obìnrin ni Carla, ọ̀kùnrin sì ni Carlos. Nísìsìyí, Carla ń gbé ní Los Angeles, nítorí pé ó ń lọ sí yunifásítì tí California ní Los Angeles. Şùgbón Carlos ń gbé ní Madison nítorí pé ó ń lọ sí yunifásítì tí Wisconsin, ní Madison.
- Ọ̀GBÈNÌ MÁKINDÉ: Ọmọ ọ̀dún méldó ni Carla àti Carlos?
- KIMBERLY: Ọmọ ogún ọ̀dún ni Carla, şùgbón ọmọ ọ̀dún mọ̀kàndínlógún ni Carlos.
- Ọ̀GBÈNÌ MÁKINDÉ: Kí ni Carla àti Carlos fẹ̀ràn láti ẹ?
- KIMBERLY: Ìbèèrè ń lá nìyí. Carla fẹ̀ràn láti ẹ nńkan púpọ̀ púpọ̀. Ó fẹ̀ràn láti sáré, ó fẹ̀ràn láti gbá bọ̀lù alápèrè, ó fẹ̀ràn láti tẹ̀ dùrù, ó fẹ̀ràn láti fọ̀n fèrè kílarínẹ̀tì, ó sì fẹ̀ràn láti lo ohun èlò orin faolfini.
- Ọ̀GBÈNÌ MÁKINDÉ: Kí ni Carla kò fẹ̀ràn láti ẹ?
- KIMBERLY: Kò fẹ̀ràn láti se oúnje, kò sì fẹ̀ràn láti fọ̀ aşọ.
- Ọ̀GBÈNÌ MÁKINDÉ: Carlos ńkọ, ki l'ó fẹ̀ràn láti ẹ?
- KIMBERLY: Ó fẹ̀ràn láti gbá bọ̀lù èlẹ̀sẹ̀ àti bọ̀lù alápèrè, ó fẹ̀ràn láti fọ̀n fèrè tírónpẹ̀tì, ó fẹ̀ràn láti kàwé, ó fẹ̀ràn láti kọ̀rin, ó sì fẹ̀ràn láti tẹ̀ dùrù.

- ÒGBÈNI MÁKINDÉ: Àwọn àbúrò ẹ̀ méjèèjì fẹ̀ràn láti ẹ̀ nńkan púpò púpò.
- KIMBERLY: Lóòótọ̀ ní.
- ÒGBÈNI MÁKINDE: *Now, I know about your mom and dad. You said you have two younger siblings. Tell me about your younger siblings.*
- KIMBERLY: *I have two younger siblings. The name of my first younger sibling is Carla. The name of the second younger sibling is Carlos. Carla is a woman, and Carlos is a man. Currently, Carla lives in Los Angeles because she attends the University of California, in Los Angeles. But, Carlos lives in Madison because he attends the University of Wisconsin, in Madison.*
- ÒGBÈNI MÁKINDE: *How old are Carla and Carlos?*
- KIMBERLY: *Carla is 20 years old, while Carlos is 19 years old.*
- ÒGBÈNI MÁKINDE: *What do Carla and Carlos love to do?*
- KIMBERLY: *This is a big question. Carla loves to do a lot of things. She loves to run, she loves to play basketball, she loves to play piano, she loves to play clarinet, and she loves to play violin.*
- ÒGBÈNI MÁKINDE: *What does Carla not like to do?*
- KIMBERLY: *She doesn't like to cook and she does not like to do laundry.*
- ÒGBÈNI MÁKINDE: *How about Carlos, what does he like to do?*
- KIMBERLY: *He likes to play soccer and basketball, he likes to play trumpet, he likes to read, he likes to sing and he likes to play piano.*
- ÒGBÈNI MÁKINDE: *Your two younger siblings love to do so many things.*
- KIMBERLY: *It is true.*

## Vocabulary

<b>kíní</b>	first	<b>eja</b>	fish
<b>èkejì</b>	the second one	<b>fon fẹ̀rè</b>	to play a blowing instrument
<b>obìnrin</b>	woman	<b>kílárínẹ̀ẹ̀tì</b>	clarinet
<b>ọ̀kùnrin</b>	man	<b>lo ohun èlò</b>	to play a musical instrument
<b>sáré</b>	to run	<b>orin</b>	instrument
<b>wẹ̀</b>	to swim	<b>faolínì</b>	violin
<b>bí i</b>	like		

<b>gbá bọ̀lù</b>	to play soccer	<b>tírọ̀npẹ̀ẹ̀tì</b>	trumpet
<b>ẹ̀lẹ̀sẹ̀</b>		<b>kàwé</b>	to read
<b>bọ̀lù alápẹ̀rẹ̀</b>	basketball	<b>méjèèjì</b>	the two

## Language points

### **More on numerals—ordinals**

In order to talk about the numerical position of a person or object in comparison with another person or object, use words such as **kìní** or **kejì** to express the position. For example:

<b>omọ kìní</b>	the <i>first</i> child
<b>ìwé kejì</b>	the <i>second</i> book
<b>àbúrò mi kẹ̀tà</b>	my <i>third</i> younger sibling

If the object that the ordinal number is modifying is implied, then use words such as **èkíní** or **èkejì**. For example:

<b>Mo ní ọ̀rẹ̀ mètà.</b>	I have three friends.
<b>Orúko èkíní ni Tolú.</b>	The name of the first one is Tolu.
<b>Orúko èkejì ni Délé.</b>	The name of the second one is Dele.
<b>Orúko ẹ̀kẹ̀tà ni Túnjì.</b>	The name of the third one is Tunji.

### **The use of méjèèjì**

If you want to express notions such as “the two” or “the three,” use words such as **méjèèjì**. For example:

<b>Mo fẹ̀ ìwé méjèèjì.</b>	I want the two books.
<b>Mo fẹ̀ ra mètẹ̀tẹ̀ta.</b>	I want to buy the three.
<b>Mẹ̀rẹ̀ẹ̀rin kò dára.</b>	The four (of them) are not good.

### **The word “to play”**

From the above dialogue, you may have noticed that Yoruba uses several different words to denote the verb “to play” in English. In Yoruba, which word is used depends on what is being played. Here are some of the words used to denote “to play” in Yoruba.

<b>seré</b>	to play (in general)
<b>gbá bọ̀lù</b>	to play a ball game

<b>fón fèrè</b>	to play a wind instrument
<b>tẹ̀ dùrù</b>	to play the piano/organ
<b>ta gítá</b>	to play the guitar
<b>lu ilù</b>	to play a drum
<b>ta gòjé</b>	to play a stringed instrument

## Exercise 10

Tell your host family about your mom using the following prompts.

- 1 Name: Carla.
- 2 Age: 50 years.
- 3 Nationality: Togo.
- 4 Height: 5 ft 6 ins.
- 5 Profession: Professor of Medical History.
- 6 Languages: Yoruba, English, French, Ewe.
- 7 Complexion: fair.
- 8 Hobbies: singing, reading, swimming.
- 9 Dislikes: drinking, smoking, partying.
- 10 Nature: kind-hearted.

## Exercise 11

You overheard Kunle saying that someone you know very well likes to do the following things. Correct Kunle by telling him that the person he is talking about does not like to do what is listed below. The first one has been done for you.

*Example:*

- 1 Play violin  
**Rárá, kò fẹ̀ràn láti lo faolùni.**
- 2 Sing
- 3 Play clarinet
- 4 Play trumpet
- 5 Play soccer
- 6 Play basketball
- 7 Play piano
- 8 Swim
- 9 Read
- 10 Wash clothes



**Exercise 12**

You, however, have a friend who loves to do everything listed in Exercise 11. Tell Kunle that your friend loves to do those things. The first one has been done for you.

*Example:*

- 1 **Òrẹ́ mi fẹ̀ràn láti lo faolínì,**

**Exercise 13**

What do you like to do? Use the verbs below to talk about your likes.

- 1 To dance
- 2 To sleep
- 3 To cook
- 4 To run
- 5 To sing
- 6 To play Boggle
- 7 To listen to the radio
- 8 To talk with your husband
- 9 To swim
- 10 To play the clarinet

**Exercise 14**

Tell your friend that your sister does not like to do everything listed in Exercise 13 above.

**Exercise 15**

Tell your friend that you play the following games or instruments. The first one has been done for you.

*Example:*

- |                       |           |
|-----------------------|-----------|
| 1 Piano               |           |
| <b>Mo n tẹ̀ dùrù.</b> |           |
| 2 Guitar              | 6 Violin  |
| 3 Basketball          | 7 Drum    |
| 4 Soccer              | 8 Trumpet |
| 5 Clarinet            |           |



## Tone practice (CD 1; 61)

Listen to the recording and practice saying the following words using the correct tones.

1	<b>màrààrún</b>	all five
2	<b>gòjé</b>	stringed instrument
3	<b>alápèrè</b>	someone who owns a basket
4	<b>bọ̀lù èlèsè</b>	soccer
5	<b>bọ̀lù ọ̀lówọ̀</b>	hand ball
6	<b>èkíní</b>	the first one
7	<b>èkejì</b>	the second one
8	<b>ọ̀kùnrin</b>	man
9	<b>obìnrin</b>	woman
10	<b>faolífù</b>	violin

## Listening or reading comprehension

 (CD 1; 62)

Listen to or read the following passage and then answer the questions that follow.

Orúkọ àbúrò Túnjì ni Sànyà. Ọmọ ọdún márùndínlógún ni Sànyà, Nísisiyí, Sànyà ní ọ sí ilé-ẹ̀kọ̀ oníwèémẹ̀wàá ní Ìbàdàn. Orúkọ ilé-ẹ̀kọ̀ rẹ̀ ni Ibadan Boys High School. Ní ilé-ẹ̀kọ̀ yìí, Sànyà ní kọ̀ èdè Yorùbá, èdè Faransé, ẹ̀kọ̀ sáyẹ̀nsì oríṣíríṣi, bí í bààlọ̀jì, kẹ̀mísìrì, àti físìsì. Ó tún fẹ̀ràn láti kọ̀ matimátíkì.

Sànyà fẹ̀ràn láti gbá bọ̀lù èlèsè àti bọ̀lù alápèrè. Kò fẹ̀ràn láti lo ohun èlò orín kankan, bèẹ̀ ni kò sì fẹ̀ràn láti ẹ̀ ẹ̀ ilé kankan rárá.

Sànyà fẹ̀ di enjiníà lẹ̀hìn tí ó bá parí ẹ̀kọ̀ rẹ̀. Túnjì fẹ̀ràn Sànyà gan an ni nítorí pé Sànyà kì í ẹ̀ onjàngbọ̀n rárá. Onísúúrù èniyàn ni.

## Questions

- 1 Who is Sanya?
- 2 What does he like to do?
- 3 How old is he?
- 4 What are the things Sanya does not like to do?

# 9 Ṣíṣàpèjúwe èniyàn àti ilú

## Describing people and towns

In this unit, you will learn how to:

- describe people
- say what you like about people
- describe the town you live in
- answer questions about where you live

### Dialogue 1 (CD 2; 1)

*Mr. Makinde is still interested in knowing more about Kimberly's family, so he asks Kimberly more questions.*

ÒGBÈNÌ MÁKINDÉ: O ti sọ fún mi nípa màmá àti bàbá ẹ, sùgbón o kò ì tí ì ṣ'àpèjúwe wọn fún mi. Ẹ o lè ẹ àpèjúwe màmá àti bàbá ẹ fún mi?

KIMBERLY: Kí ni ìtumò s'apèjúwe? Ìbèèrè yín kò yé mi.

ÒGBÈNÌ MÁKINDÉ: Fún àpẹẹẹ, mo fẹ mọ bí wọn ẹ ga tó àti bẹẹ bẹẹ lọ.

KIMBERLY: Àà! Ó yé mi nísìsìyí. Bàbá mi jẹ èniyàn dárádára. Wọn dúdú. Wọn ga. Wọn ga tó ẹsẹ bàtà mẹfà àti ìnṣì méjì. Wọn ní irun dúdú. Ẹyin ojú wọn nàà dúdú. Wọn ní irùngbón. Wọn sí ñ lo jíjí. Wọn jẹ onírèlẹ èniyàn. Wọn kò fẹràn wàhálà rára. Wọn jẹ ọ̀sìṣẹ̀ sùgbón wọn fẹràn láti ẹ nńkan oríṣíríṣi pèlú ẹbí àti ọ̀rẹ̀ wọn. Fún àpẹẹẹ, nígbà tí a jẹ ọ̀mọ̀dẹ̀, wọn fẹràn láti gbá bọ̀lù ẹ̀lẹ̀sẹ̀ pèlú Carlos, àbúrò mi. Wọn fẹràn eré idárayá oríṣíríṣi. Wọn kò sanra, wọn kò sì tńńrń. Wọn mọ

níwòn. Wòn máa n rẹrínín púpò, wòn sì jẹ aláwàdà. Wòn fẹràn láti ka ìwé ìròhìn, ìwé ìtàn àròsò, àti ìwé nípa ìşèlú bí ó tilẹ̀ jẹ pé wòn kò fẹràn láti jẹ òşèlú. Wòn kàn fẹràn láti mò nípa nńkan tí ó n lọ láyìkà wòn. Mo fẹràn bàbá mi gan an ni, mo sì fẹràn láti lo àkókò púpò pẹ̀lú bàbá mi láti sọ̀rò ìşèlú.

ỌGBÈNI MÁKINDÉ: Hún ùn! Ó dàbí ẹni pé, bàbá rere ni bàbá ẹ. Màmá ẹ ńkọ? Ẹ àpèjúwe wòn fún mi.

KIMBERLY: Màmá mi náa jẹ èniyàn rere. Wòn púpà gan an. Bí ó tilẹ̀ jẹ pé wòn kì í ẹ òyìnbó, mo mò pé bí ẹ bá rí wòn, ẹ máa rò pé òyìnbó ni wòn. Wòn kò ga, wòn kò sì kúrú. Wòn ga tó ẹsẹ̀ bàtà márùnún àti ìńsì méré. Wòn ní irun tí ó gùn gan an ni. Irun wòn gùn tó ogún ìńsì. Irun wòn ní àwọ̀ búràùn sí àwọ̀ wúra. Mo fẹràn irun wòn gan an ni. Ẹyín ojú wòn ni búràùn. Ẹyín wòn funfun láúláú. Wòn sanra díẹ̀, wòn kò sanra púpò. Wòn fẹràn láti se oúnjẹ láti ilú oríşíríşì bí i oúnjẹ àwọn Şainíşì, Índià, Potogí, Méesíkkò, Ítálì, Amérikà, Nàìjíríà, àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ. Wòn kò fẹràn kí a jẹun níta nítorí náà, wòn máa n se oúnjẹ púpò fún ẹbí wa. Wòn tún fẹràn láti tún ilé ẹ púpò. Mo fẹràn màmá mi náa nítorí pé àwọn náa jẹ èniyàn rere.

ỌGBÈNI MÁKINDÉ: O ẹ oríre láti ní màmá àti bàbá báyí.

KIMBERLY: Mo dúpẹ̀ lẹwọ̀ Ọlọrun fún màmá àti bàbá tí mo ní.

ỌGBÈNI MAKINDE: *You have told me about your mom and dad but you have not described them for me. Can you describe your mom and dad for me?*

KIMBERLY: *What is the meaning of describe? Your question is not clear to me.*

ỌGBÈNI MAKINDE: *For example, I want to know how tall she is etc., etc.*

KIMBERLY: *Oh! I now understand. My dad is a very nice person. He is black. He is tall. He is six feet and two inches tall. He has black hair. His eyes are also black. He has a beard, and he wears glasses. He is a humble person. He does not like problems at all. He is hard-working but he likes to do a variety of things with his family and friends. For*

*example, when we were younger he liked to play soccer with Carlos, my younger sibling. He likes different recreational activities. He is not fat and he is not skinny. He is moderate in weight. He laughs a lot, and he is very funny. He loves to read the newspaper, novels, and books about politics even though he does not want to be a politician. He just likes to know about things going on around him. I really like my dad, and I love to spend a lot of time with my dad and talk politics.*

**OGBENI MAKINDE:** *Hm! It seems as if your dad is a good dad. How about your mom? Describe her for me.*

**KIMBERLY:** *My mom too is a nice person. She is very light in complexion. Even though she is not white, I know that if you see her, you will think that she is white. She is not tall, and she is not short. She is five feet and four inches tall. She has very long hair. Her hair is about twenty inches long. Her hair is between brown and gold color. I really love her hair. Her eyes are brown. Her teeth are really white. She is plump a little bit. She is not too plump. She loves to cook foods from different countries such as Chinese, Indian, Portuguese, Mexican, Italian, American, Nigerian, etc., etc. She does not like to eat out, therefore, she usually prepares a lot of food for our family. She also likes to take care of the house. I also like my mom a lot because she too is a nice person.*



## Vocabulary

<b>şàpèjúwe</b>	to describe	<b>mọ níwọ̀n</b>	to weigh moderately
<b>àpèjúwe</b>	description	<b>rẹ̀rìnín</b>	to laugh
<b>ítumọ̀</b>	meaning	<b>aláwàdà</b>	a funny person
<b>ibèèrè</b>	question	<b>ìwé iròhìn</b>	newspaper
<b>kò yé mi</b>	it is not clear to me	<b>ìwé itàn àròsọ̀</b>	novels
<b>àpẹ̀rẹ̀</b>	example	<b>ìwé nípa ìşèlú</b>	books on politics
<b>fún</b>	for	<b>bí ó tilẹ̀ jẹ̀ pé</b>	even though
<b>ó yé mi</b>	I understand	<b>òşèlú</b>	politician
<b>dúdú</b>	to be black/dark	<b>lo àkókò</b>	to spend time
<b>ga</b>	to be tall	<b>şọ̀rọ̀</b>	to talk
<b>tó</b>	up to	<b>ìşèlú</b>	politics
<b>ẹ̀şẹ̀ bàtà</b>	foot (unit of measurement)	<b>Hún un!</b>	Hm!
<b>ínşì</b>	inch	<b>rere</b>	good
<b>irun</b>	hair	<b>pupa</b>	to be fair/light in complexion
<b>ẹ̀yin ojú</b>	eyes	<b>rò pé</b>	to think that
<b>irùngbọ̀n</b>	beard	<b>gùn</b>	to be long
<b>lo jíjí</b>	to wear glasses	<b>búràùn</b>	brown
<b>onírẹ̀lẹ̀</b>	humble	<b>wúra</b>	gold
<b>wàhàlà</b>	problem	<b>funfun láúláú</b>	bright white
<b>òşìşẹ̀</b>	a worker	<b>bí i</b>	like
<b>jẹ̀ ọ̀mọ̀dẹ̀</b>	to be children	<b>Şainùsì</b>	Chinese
<b>eré idárayá</b>	recreational activities	<b>Índià</b>	India/Indian
<b>sanra</b>	to be plump/fat	<b>Potogí</b>	Portuguese
<b>tínínrín</b>	to be skinny/slim	<b>Méşsíko</b>	Mexico/Mexican
		<b>Amẹ̀ríkà</b>	America/American
		<b>níta</b>	outside

## Language points

### *The use of* **báwo ni / bí . . . şẹ**

When you want to ask “how” questions, you should use **Báwo ni?**  
For example:

**Báwo ni nńkan?**  
How are things?

**Báwo ni a ɣe n fọso?**

How do we wash clothes?

**Báwo ni a ɣe n se ireṣi?**

How do we cook rice?

When the word “how” occurs in a clause that is not a question, you will need to use **bí . . . ɣe**. For example:

**N kò mọ bí a ɣe n se ireṣi.**I don't know *how* we cook rice.**Mo rí bí Olú ɣe fọ àwo.**I saw *how* Olu washed the dishes.**Sé o rí bí Olú ɣe fọ àwo?**Did you see *how* Olu washed the dishes?**More on adjectives**

Yoruba either uses adjectives or descriptive verbs to describe people or things. Here are examples of some of the descriptive verbs and adjectives:

*Descriptive verbs*

<b>ga</b>	to be tall
<b>kúró</b>	to be short
<b>sanra</b>	to be plump/fat
<b>gùn</b>	to be long
<b>tínínrín</b>	to be skinny
<b>dára</b>	to be good
<b>burú</b>	to be bad
<b>kanra</b>	to be bad tempered

*Adjectives*

<b>gíga</b>	tall
<b>kúkúró</b>	short
<b>sísanra</b>	plump/fat
<b>gígùn</b>	long
<b>títínínrín</b>	skinny
<b>dáradára</b>	good
<b>búburú</b>	bad
<b>kíkanra</b>	bad tempered

**Color terms**

With color terms, there is no difference between the descriptive verb and their adjective counterparts. For example:

<b>funfun</b>	to be white <i>or</i> white
<b>dúdú</b>	to be black <i>or</i> black

<b>pupa</b>	to be red <i>or</i> red
<b>yélò</b>	to be yellow <i>or</i> yellow

Examples of how they are used in sentences are as follows:

**Yvonne kò funfun.**  
Yvonne is not white.

**Yvonne kì í şe ènìyàn funfun.**  
Yvonne is not a white person.

**Olú dúdú.**  
Olu is black.

**Olú jẹ ènìyàn dúdú.**  
Olu is a black person.

**Ìwé mi pupa.**  
My book is red.

**Mo ní iwé pupa.**  
I have a red book.

## Pronunciation

### *Tone changes*

In many cases the tone of a word can change when used with another word in a phrase or a sentence. For example:

**wọ̀n**  
they

**Wọ̀n kò fẹ̀ràn işu.**  
They don't like yams.

**Wọ̀n kò ní ilé.**  
They don't have a house.

**Wọ̀n kò lọ sí oko.**  
They didn't go to the farm.

**Wọ̀n kàn fẹ̀ràn oúnjẹ.**  
They just love food.

In the above example, **wọ̀n** changes its tone to **wọ̀n** whenever **wọ̀n** precedes the negative marker **kò**. It remains **wọ̀n** otherwise.

## Exercise 1

Give a short description of your closest friend using the following clues.

- 1 Name: Jessica
- 2 Age: 45 years
- 3 Nationality: Zimbabwe
- 4 Height: 5 ft 3 ins
- 5 Profession: Professor of Pharmacy
- 6 Languages: Shona, English
- 7 Complexion: fair
- 8 Hobbies: singing, reading, swimming, taking a walk
- 9 Dislikes: drinking, smoking, partying
- 10 Nature: hard-working, honest

## Exercise 2

Go over Dialogue 1 in this unit, and contradict everything Kimberly said about her dad by using negative markers where appropriate. For example, if Kimberly says “**Bàbá mi jẹ èniyàn dárádára**” you will say, “**Bàbá Kimberly kì í ṣe èniyàn dárádára.**”

## Exercise 3

Based on the same dialogue, contradict everything Kimberly said about her mother.

## Exercise 4

Please give the equivalent adjectives of the following descriptive verbs that have been provided for you. The first one has been done for you.

*Example:*

- |                                      |            |
|--------------------------------------|------------|
| 1 <b>sanra</b> “to be fat”           |            |
| <b>èniyàn sísanra</b> “a fat person” |            |
| 2 pupa                               | 5 dúdú     |
| 3 ga                                 | 6 tínínrín |
| 4 gùn                                | 7 funfun   |



### Exercise 5

Answer the following questions about yourself.

- 1 Şé o dúdú?
- 2 Şé o sanra?
- 3 Şé o ní irun gígùn?
- 4 Şé o ga?
- 5 Şé o jẹ onírèlẹ?
- 6 Şé o jẹ aláwàdá?
- 7 Báwo ni o şe ga tó?
- 8 Iru ìwé wo ni o fẹràn láti kà?
- 9 Irú işé wo ni o fẹràn jù?
- 10 Irú eré ìdàrayá wo ni o fẹràn jù?

### Exercise 6

You are trying to find out about someone from your friend. How would you ask if the person is the following. The first one has been done for you.

*Example:*

- |                 |          |
|-----------------|----------|
| 1 Tall          |          |
| <b>Şé ó ga?</b> |          |
| 2 Short         | 7 Funny  |
| 3 Gentle        | 8 Humble |
| 4 Quiet         | 9 Dark   |
| 5 Slim          | 10 Fair  |
| 6 Fat           |          |

### Exercise 7

Use the clues to give short answers to these questions.

- 1 Şé o fẹràn işé işèlú? (No)
- 2 Şé Táyo ní gbé ní ilú Lóndònù? (Yes)
- 3 Şé Túnjí mọ bàbá Kim? (No)
- 4 Şé Kimberly mọ bí a şe ní se ìrẹ̀si jòlòḡfù? (Yes)
- 5 Şé màamá Kimberly sanra gan an ni? (Yes)
- 6 Şé o ti jẹun nísìsìyí? (No)
- 7 Şé Délé máa ní kàwé lójoojúmọ? (No)

## Dialogue 2 (CD 2; 3)

*Mr. Makinde is still very much interested in knowing more about his son's friend, Kimberly. Now he wants to know about where she lived in the United States.*

ÒGBÈNÌ MÁKINDÉ: O sọ pé bàbá ẹ ní gbé ní Long Island nísìsìyí. Šé lóòótó ní?

KIMBERLY: Bẹẹ ni.

ÒGBÈNÌ MÁKINDÉ: Šé Long Island ni ẹ gbé nígbà tí ẹ jẹ ọmọdé?

KIMBERLY: Ó tì, a à gbé ní Long Island nígbà tí a jẹ ọmọdé. A gbé ní Brooklyn.

ÒGBÈNÌ MÁKINDÉ: Jòwọ sọ fún mi nípa Brooklyn. N kò dé Brooklyn rí. Báwo ni Brooklyn ẹ rí?

KIMBERLY: Brooklyn jẹ ilú títóbi. Mo ro pé Brooklyn ní èniyàn bí mílìfònù mọta. Oríšíríši èniyàn ni ó ní gbé Brooklyn.

ÒGBÈNÌ MÁKINDÉ: Irú àwọn èniyàn wo?

KIMBERLY: Àwọn èniyàn dúdú, funfun, àwọn ará erékùsù Kàribiàni, àwọn ọmọ ilẹ Áfríkà lóríšíríši, àti olówó àti akúšẹẹ. Kò sí irú èniyàn tí o ní wá tí kò sí ní Brooklyn.

ÒGBÈNÌ MÁKINDÉ: Šé Brooklyn ní oríšíríši ilé-ẹ̀kọ́?

KIMBERLY: Bẹẹ ni. Brooklyn ní ilé-ẹ̀kọ́ jéléósìmi lóríšíríši, ilé-ẹ̀kọ́ aláḱòḱbèrè, ilé-ẹ̀kọ́ oníwèémewàá àti ilé-ẹ̀kọ́ gíga jùlọ, tí a ní pè ní yunifásítì.

ÒGBÈNÌ MÁKINDÉ: Ilé ọúnjẹ ńkọ́?

KIMBERLY: Kò sí ilé ọúnjẹ tí o fẹ tí kò sí ní Brooklyn. Ìbàá ẹ ilé ọúnjẹ àwọn Šainfìsì, Índià, Japanfìsì, Áfríkà, Kòràà, Itàlìfànì, àti bẹẹ bẹẹ lọ. Ilé ọúnjẹ púpọ̀ wà ní Brooklyn.

ÒGBÈNÌ MÁKINDÉ: Kí ni àwọn èniyàn Brooklyn máa ní ẹ fún idárayá?

KIMBERLY: Wọ́n lè lọ sí ilé-sinimá oríšíríši, ilé-ẹranko, ilé-işẹ̀ ọ̀nà oríšíríši, ilé-ijó, àti bẹẹ bẹẹ lọ.

ÒGBÈNÌ MÁKINDÉ: Irú ilé wo ni ó wà ní Brooklyn?

KIMBERLY: Ilé oríšíríši wà ní Brooklyn. Ẹ lè rí ilé kékeré, ilé ńlá, ilé olókè kan, tàbí mèjì tàbí ogún tàbí jù bẹẹ lọ. Şòḱṣì, mọ̀şálááşì, gbòngàn àwọn Júù, àti ilé ijósìn oríšíríši ni ó wà ní Brooklyn. Ẹ gbòḱḱò lọ sí Brooklyn láti lọ rí gbogbo àwọn nńkan yí. Bí

Brooklyn *şé dára tó bẹ̀ẹ̀ nàà ló jẹ̀ ilú tí ó léwu púpò. Ẹ̀ gbòdò ọ̀ra gan an ni ní Brooklyn. Bí í Èkó ni Brooklyn.*

ỌGBÈNI MAKINDE: *You said your dad lives in Long Island now. Is that right?*

KIMBERLY: *Yes.*

ỌGBÈNI MAKINDE: *Is Long Island where you lived when you were young?*

KIMBERLY: *No, we did not live in Long Island when we were young, we lived in Brooklyn.*

ỌGBÈNI MAKINDE: *Please tell me about Brooklyn. I have never been to Brooklyn. What is Brooklyn like?*

KIMBERLY: *Brooklyn is a big city. I think that Brooklyn has about three million people. Different kinds of people live in Brooklyn.*

ỌGBÈNI MAKINDE: *What kinds of people?*

KIMBERLY: *Blacks, whites, Caribbeans, Africans, and rich and poor people. There is no kind of person that you want that is not in Brooklyn.*

ỌGBÈNI MAKINDE: *Does Brooklyn have different schools?*

KIMBERLY: *Yes, Brooklyn has various nursery schools, grade schools, high schools, and different universities.*

ỌGBÈNI MAKINDE: *How about restaurants?*

KIMBERLY: *There is no restaurant that you want that is not in Brooklyn. Whether Chinese, Indian, Japanese, African, Lebanese, Italian, etc., etc. There are many different restaurants in Brooklyn.*

ỌGBÈNI MAKINDE: *What do Brooklyn people do for recreation?*

KIMBERLY: *They can go to the various theaters, zoos, museums, dance halls, etc., etc.*

ỌGBÈNI MAKINDE: *What kind of houses are there in Brooklyn?*

KIMBERLY: *There are different kinds of houses in Brooklyn. You can find small houses, big houses, one-story buildings, two-story buildings, or twenty-story buildings, or more than that. Churches, mosques, Jewish temples, and various houses of worship are in Brooklyn. You have to go to Brooklyn to see all these things. As beautiful as Brooklyn is, in some ways it is a very dangerous town. You have to be careful in Brooklyn. Brooklyn is just like Lagos.*



## Vocabulary

<b>lòdótó ni</b>	it is true	<b>ilé-èkọ́ gígá</b>	university
<b>A à</b>	we did not	<b>jùlọ́</b>	
<b>dé</b>	to arrive/ to go to	<b>ibáà ẹ̀</b>	whether it be
<b>rí</b>	ever	<b>Kọ̀ráà</b>	Lebanese
<b>mílìfọ̀nù</b>	million	<b>Japaníìsì</b>	Japanese
<b>erékùsù</b>	island	<b>ilé-iṣẹ́ ọ̀nà</b>	museum
<b>Kàribiàni</b>	Caribbean	<b>ilé-sinimá</b>	movie theaters
<b>ilẹ̀ Áfríkà</b>	continent of Africa	<b>rílá</b>	big
<b>olówó</b>	rich	<b>ilé olókè kan</b>	one-story building
<b>akùṣẹ̀ẹ̀</b>	poor	<b>jù bẹ̀ẹ̀ lọ́</b>	more than that
<b>wá</b>	to look for	<b>ṣòṣòṣì</b>	church
<b>ilé-èkọ́</b>	schools	<b>mọ̀ṣáláásì</b>	mosque
<b>jeleósìmi</b>	nursery/ pre-school	<b>gbòngán àwọn</b>	Jewish temple
<b>alákòṣẹ̀bẹ̀ẹ̀</b>	grade school	<b>Júù</b>	
<b>oníwèémẹ̀wáà</b>	high school	<b>ilé ijòsìn</b>	house of worship
		<b>léwu</b>	to be dangerous
		<b>ṣọ̀ra</b>	to be careful

**Exercise 8**

Give a short description of a town with the following features.

- 1 Is big.
- 2 Has lots of buildings.
- 3 Has different movie theaters.
- 4 Has lots of schools.
- 5 Has churches.
- 6 Has mosques.
- 7 Has temples.
- 8 Does not have poor people.
- 9 Does not have an airport.
- 10 Does not have many restaurants.

**Exercise 9**

Rewrite the second dialogue to contradict everything Kimberly said about Brooklyn.

**Exercise 10**

Use these prompts to answer the following questions.

- 1 Şé Brooklyn ní şòòşì? (Yes)
- 2 Şé Brooklyn ní ilé oúnjẹ àwọn Haúsá? (No)
- 3 Şé Brooklyn léwu? (Yes)
- 4 Şé Brooklyn ní èniyàn púpò? (Yes)
- 5 Şé Brooklyn ní ilé títóbi? (No)
- 6 Şé Brooklyn jẹ ilú àwọn èniyàn dúdú? (No)
- 7 Şé Ògbèni Mákindé ti dé Brooklyn rí? (No)
- 8 Şé ẹbí Kimberly ní gbé Brooklyn tẹlẹ? (Yes)

**Exercise 11**

Answer these questions about your town.

- 1 Şé ilú rẹ ní ilé-sinimá púpò?
- 2 Èniyàn méléó ní ó wà ní ilú rẹ?
- 3 Irú ilé oúnjẹ wo ní ó wà ní ilú rẹ?

- 4 *Şé ilú rẹ ní ilé idárayá oríşiríşì?*
- 5 *Irú ilé wo ni ó wà ní ilú rẹ?*
- 6 *Irú ilé-èkọ wo ni ó wà ní ilú rẹ?*
- 7 *Irú ilé ìjòsìn wo ni ó wà ní ilú rẹ?*
- 8 *Irú àwọn ènìyàn wo ni ó wà ní ilú rẹ?*

## Exercise 12

Tell Kimberly that the following things exist in your town.

- 1 Water
- 2 Electricity
- 3 Good roads
- 4 Good schools
- 5 Restaurants
- 6 Houses
- 7 Churches
- 8 Mosques
- 9 Theaters
- 10 Zoos

## Exercise 13

Now tell Kimberly that all the things listed in Exercise 12 do *not* exist in your town.

## Tone practice (CD 2; 5)

Listen to the recording and practice saying the following words using the correct tones.

- |                              |                    |
|------------------------------|--------------------|
| 1 <b>ilé-èkọ jẹléósìmi</b>   | nursery school     |
| 2 <b>ilé-èkọ oníwéémẹwáá</b> | high school        |
| 3 <b>ilé-èkọ aláakòbẹrẹ</b>  | primary school     |
| 4 <b>gbògàn àwọn Júù</b>     | Jewish temple      |
| 5 <b>ilé olókè mẹwàá</b>     | ten-story building |
| 6 <b>erékùsù</b>             | island             |
| 7 <b>mòşáalááší</b>          | mosque             |
| 8 <b>yunifásití</b>          | university         |

## Listening or reading comprehension



(CD 2; 6)

Listen to or read the following dialogue and then answer the questions that follow.

KIMBERLY: Irú ilé-ẹ̀kọ́ oníwèéméwàá wo ni o lọ?

TÚNJÍ: Orúkọ ilé-ẹ̀kọ́ yí ni Ìbàdàn City Academy ní ilú Ìbàdàn. Àwọn akẹ̀kọ́ bí i irinwó péré ní ó wà ní ilé-ẹ̀kọ́ yí. Ìbàdàn City Academy kì í ẹ̀ ilé-ẹ̀kọ́ ọ̀fẹ́. Ọ̀gbéni Adékúnlé Adérẹ̀mì ni ẹ̀ni tí ó bèrẹ̀ ilé-ẹ̀kọ́ yí.

KIMBERLY: Irú ẹ̀kọ́ wo ni o kọ ní ilé-ẹ̀kọ́ yí?

TÚNJÍ: Mo kọ Lítírésù, Bàólójì, Kémisìrì, Matimátífikì, èdè Yorùbá, èdè Faransé, èdè Ọ̀yìnbó, àti ètò ọ̀rọ̀-ajé.

KIMBERLY: Ọ̀dún mélòó ni o lò ní ilé-ẹ̀kọ́ yí?

TÚNJÍ: Ọ̀dún méfà.

KIMBERLY: Ta ni olùkọ́ tí o fẹ̀ràn jù?

TÚNJÍ: Olùkọ́ Matimátífikì ni.

## Questions

- 1 Who was the founder of Tunji's school?
- 2 Who is Tunji's favorite teacher?
- 3 What was the population of Tunji's high school?
- 4 How many years did Tunji spend at that high school?

# 10 Wiwá ọ̀nà

## Finding one's way

**In this unit, you will learn how to:**

- ask for directions
- show an understanding of a given direction
- ask when past actions took place
- talk about conditional actions

### Dialogue 1 (CD 2; 7)

*Kimberly wants to go to the post office to mail a package to her mother, but cannot remember how to get there, so she asks her neighbor.*

**KIMBERLY:** E jòó, mo fẹ̀ lọ sí ilé ifiwéranṣẹ́, ṣùgbọ̀n mi ò rántí bí mo ẹ̀ lè débè.

**ALÁDÙÚGBÒ:** Ilé ifiwéranṣẹ́ wo ni o fẹ̀ lọ nítorí pé ilé ifiwéranṣẹ́ bí i m̀eta l'ó wà lágbègbè yìí?

**KIMBERLY:** Mo fẹ̀ lọ sí eyi t'ó jẹ́ olú tàbí olórí ọ̀fìsì wọ̀n.

**ALÁDÙÚGBÒ:** Ojà-Ọ̀ba ni olú-ọ̀fìsì wọ̀n wà.

**KIMBERLY:** E jòó, báwo ni mo ẹ̀ lè dé ọ̀fìsì yìí?

**ALÁDÙÚGBÒ:** Jáde sí títi Lodge. Yà sí apá ọ̀tún lórí títi Lodge. Ḿaa lọ lórí títi Lodge, títi tí o ḿaa kan títi Òkè-Àdó. Yà sí apá ọ̀tún lórí títi Òkè-Àdó. Ḿaa lọ lórí títi Òkè-Àdó, títi tí o ḿaa rí títi Ojà-Ọ̀ba. Yà sí apá ọ̀sì lórí títi Ojà-Ọ̀ba. Nígbà tí o bá ń lọ lórí títi Ojà-Ọ̀ba, bèrè sí wá ilé ifiwéranṣẹ́ yìí. Apá ọ̀tún ni ọ̀fìsì yìí wà. Ó kojú sí ojà tí a ń pè ní Ojà Ọ̀ba. Àdírẹ̀sì rẹ̀ ni nọ̀nbà kínní, ní títi Ojà-Ọ̀ba. Ẹ́ ó yé ẹ?



- KIMBERLY: Mo rò bẹ̀ẹ̀. Ẹ sọ pé bí mo bá jáde sí títi Lodge, kí N yà sí apá òtún sí títi Òkè-Àdó, apá òsì sí títi Ọjà-Ọba. Ilé ifiwéranṣẹ̀ yí wà ní apá òtún níwájú Ọjà Ọba.
- ALÁDÙÚGBÒ: Kí ni àdírẹ̀sì ọ́fíṣì yìí?
- KIMBERLY: Nónbà kìní, ní títi Ọjà-Ọba.
- ALÁDÙÚGBÒ: O káre! Ó dàbò. Má pé.
- KIMBERLY: Ẹ ṣé gan an ni. Ó dàbò.
- KIMBERLY: *Please, I want to go to the post office but I don't remember how I can get there.*
- ALADUUGBO: *Which post office do you want to go to because there are about three post offices in this area?*
- KIMBERLY: *I want to go to the one that is their headquarters.*
- ALADUUGBO: *Their headquarters is at Ọja-Ọba.*
- KIMBERLY: *Please, how can I get to this office?*
- ALADUUGBO: *Go to Lodge Street. Turn right on Lodge Street. Keep going on Lodge Street until you reach Oke-Ado Street. Turn right on Oke-Ado Street. Keep going on Oke-Ado Street until you see Ọja-Ọba Street. Turn left on Ọja-Ọba Street. When you are on Ọja-Ọba Street, start looking for this post office. This office is on the right side. It faces the market called Ọja-Ọba. Its address is number one, Ọja-Ọba Street. Do you understand?*
- KIMBERLY: *I think so. You said that when I get to Lodge Street, I should turn right, right turn on Ọja-Ọba Street, left turn to Ọja-Ọba Street. This post office is on the right-hand side across from Ọba's market.*
- ALADUUGBO: *What is the address of this office?*
- KIMBERLY: *Number one, Ọja-Ọba Street.*
- ALADUUGBO: *You got it! Goodbye. Don't be late.*
- KIMBERLY: *Thanks a lot. Goodbye.*

## Vocabulary

<b>ilé ifiwéranṣẹ̀</b>	post office	<b>ọ́fíṣì</b>	office
<b>rántí</b>	to remember	<b>jáde</b>	to come out
<b>débẹ̀</b>	to get there	<b>títí</b>	street
<b>agbègbè yíí</b>	this area	<b>Lodge</b>	name of a street
<b>èyí</b>	the one	<b>yà sí</b>	to turn to
<b>olú</b>	head/chief	<b>apá</b>	arm/side
<b>olóri</b>	head/leader	<b>òtún</b>	right

<b>máa lọ</b>	keep going	<b>Ọba</b>	king
<b>lóri</b>	on	<b>àdírẹ̀sì</b>	address
<b>títí tí</b>	until	<b>nọ̀nbà</b>	number
<b>kan</b>	to reach	<b>yé</b>	to be clear
<b>Òkè-Àdó</b>	name of a street	<b>rò</b>	to think
<b>Ọjà-Ọba</b>	name of a street	<b>bẹ̀ẹ̀</b>	so
<b>òsì</b>	left	<b>kí</b>	that
<b>bẹ̀rẹ̀ sí</b>	begin to	<b>níwájú</b>	in front of
<b>wá</b>	to look for	<b>káre</b>	to be right
<b>apá ọ̀tún</b>	right side	<b>má</b>	don't
<b>kojú sí</b>	to face	<b>pẹ̀</b>	to be late
<b>ọ̀jà</b>	market		



## Language points

### *The word kí “that”*

The word **kí** is used as a clause marker and it usually occurs after a verb or after an adjective that functions like a verb, and it usually precedes a noun or a pronoun. It marks the beginning of the second clause of a complex sentence, especially when the second clause begins with a noun or a pronoun. For example:

(a) **Ó dára kí a şeré.** It is good that we (should) play.

But

(b) **Ó dára láti şeré.** It is good to play.

Notice that the second half of the complex sentence in (a) begins with a pronoun, hence we have to use **kí** to introduce the clause **a şeré**. If the people who are playing are not mentioned, then the (b) sentence will be appropriate without the use of the clause marker **kí**. On the other hand, if whoever is performing the action in the second clause is mentioned after the first clause, **kí** will have to be used before the second clause. Other examples of the contexts where **kí** is used are below:

**Ó yẹ kí a lo sùn.**

It is important *that* we go and sleep.

**Mo fẹ́ kí o jẹun.**

I want (*that*) you to eat.

**Olú ní kí o sùn.**

Olu said *that* you sleep.

**Mo fẹ́ kí o má pariwo.**

I want (*that*) you do not make noise.

**kí** is used to mark the beginning of a subordinate clause. Not using the work **kí** in the above sentences will result in ungrammatical sentences.

In some cases, it can be used right after the relative clause marker **pé**. For example:

**È sọ pé kí n sùn.**

You said that I should sleep.

**È sọ pé kí Kúnlé jẹun.**

You said that Kunle should eat.

Other examples of how the word **kí** is used are:**Jẹ kí a sọ Yorùbá.**

Let us speak Yoruba.

**Jẹ kí ó kàwé rẹ.**

Let him read his book.

**Olú kò jẹ kí o sùn.**

Olu did not let you sleep.

**N kò jẹ kí wọn simi.**

I did not let them rest.

Notice that in all the examples, Yoruba uses subject pronouns after **kí** when the translation in English produces object pronouns.

<b>jẹ</b>	<b>kí</b>	<b>a</b>	let us
<i>let</i>	<i>that</i>	<i>we</i>	

<b>jẹ</b>	<b>kí</b>	<b>wọn</b>	let them
<i>let</i>	<i>that</i>	<i>they</i>	

<b>jẹ</b>	<b>kí</b>	<b>N</b>	let me
<i>let</i>	<i>that</i>	<i>I</i>	

If you want to tell an older person or more than one person to let you or someone do something, you should add **ẹ** to **jẹ kí**. For example:

<b>È jẹ kí a jẹun.</b>	You (pl.), let us eat.
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<b>È jẹ kí gbogbo wá jẹun.</b>	You (pl.), let all of us eat.
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<b>È jẹ kí wọn sùn.</b>	You (pl.), let them sleep.
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With regard to the pronoun **mo**, notice that it changes to **N** when it occurs after **kí**. For example:

<b>mo</b>	<b>fẹ</b>	<b>sùn</b>	I want to sleep
<i>I</i>	<i>want</i>	<i>sleep</i>	

<b>n</b>	<b>kò</b>	<b>fẹ</b>	<b>sùn</b>	I don't want to sleep
<i>I</i>	<i>neg.</i>	<i>want</i>	<i>sleep</i>	

<b>jẹ́</b>	<b>kí</b>	<b>N</b>	<b>sùn</b>	Let me sleep
<i>let</i>	<i>that</i>	<i>I</i>	<i>sleep</i>	

**Ọmọ mi kò jẹ́ kí N gbádùn.**

My child did not let me have peace.

### Exercise 1

How would you ask Kunle to let you do the following things? The first one has been done for you.

*Example:*

- 1 To rest                    **Kúnlé, jòọ́, jẹ́ kí N simi.**  
Kunle, please let me rest.
- 2 To sleep
- 3 To dance
- 4 To run
- 5 To walk
- 6 To talk
- 7 To have peace

### Exercise 2

Report Moji to her mother because she did not let the following people rest. Use only the pronouns where applicable. The first one has been done for you.

*Example:*

- 1 We (you and your friend)    **Mojí kò jẹ́ kí a simi.**  
Moji did not let us rest.
- 2 They (Dele and Dupe)
- 3 He (Tunji)
- 4 I (meaning you the reporter)
- 5 Prof. Elugbe

### Exercise 3

Tell your younger sibling that you would like her to do the following things. The first one has been done for you.

*Example:*

- 1 Go to her room      **Mo fẹ́ kí o lọ sí yàrá rẹ.**  
I want you to go to your room.
- 2 Not to talk
- 3 Not to make noise
- 4 To take a bath
- 5 To go to sleep
- 6 To eat
- 7 Not to smoke

### Exercise 4

Invite the following people to go and dance with you. The first one has been done for you.

*Example:*

- 1 Mr. Makinde  
**Ògbèni Mákíndé, ẹ jòò, ẹ jẹ́ kí a lọ jọ.**
- 2 Kimberly
- 3 Your boss (male)
- 4 Your boss (female)
- 5 Your neighbor (younger)
- 6 Your neighbor (older)
- 7 Your classmate

### Exercise 5

Kunle is being nasty, and refuses to let you do any of the things listed in Exercise 1. Play the role of Kunle. The first one has been done for you.

*Example:*

- 1 To rest      **Ó tì, mi ò ní í jẹ́ kí o simi.**  
No, I am not going to let you rest.

### Exercise 6

Kimberly got to Oke-Ado Street and has forgotten the rest of the directions that were given to her. You happen to have overheard the

conversation between Kimberly and her neighbor. Remind Kimberly of the directions she was given to get her the rest of the way to the post office. In other words, finish giving Kimberly the directions she was originally given by her neighbor. Some of the directions are given to you below.

—wón sọ pé nígbà tí o bá dé títi Òkè-Àdó láti títi Lodge,  
yà sí apá ọ̀tún . . .

## Dialogue 2 (CD 2; 9)

*Kimberly is supposed to meet Tunji and Kunle at a party but gets lost on the way. She calls Tunji on her cellular phone.*

TÚNJÍ: Hèlól!

KIMBERLY: Túnjì, Kimberly l'ó n sọ̀rò.

TÚNJÍ: Kimberly! Níbo l'ò wà? Èmi àti Kúnlé ti fẹ́ máa wá ẹ̀ bọ̀.

KIMBERLY: Mo sìnà ni.

TÚNJÍ: Níbo l'ò wà nísìsìyí?

KIMBERLY: Mo wà ní àdúgbò kan tí a n pè ní Adámásingbà, ní títi Qlórùnșògo.

TÚNJÍ: O ò jìnnà púpọ̀ sí wa mọ̀. Láti títi Qlórùnșògo, yà sí ọ̀wọ̀ ọ̀tún sí títi Mókólá. Nígbà tí o bá wà ní títi Mókólá, wá títi Bódìjà lápá ọ̀tún rẹ̀. Yà sí títi Bódìjà ní apá ọ̀tún. Nónbà ilé tí a wà ni nónbà karùndínlògbòn, ní títi Bódìjà. Ọ̀dà funfun ni a fi kun ilé yí. Ilé olókè mẹ̀ta ni ilé náà. A wà ní òkè keji. Pè mí bí o bá ti dé ẹ̀nu ọ̀nà ilé yí, kí N lè wá s̄lẹ̀kùn fún ẹ̀.

KIMBERLY: O sẹ̀. Maa pè ẹ̀.

TÚNJÍ: Maa rí ẹ̀ láipẹ̀.

KIMBERLY: Kò burú.

TUNJI: *Hello!*

KIMBERLY: *Tunji, it's Kimberly speaking.*

TUNJI: *Kimberly! Where are you? Kunle and I were about to come looking for you.*

KIMBERLY: *I got lost.*

TUNJI: *Where are you now?*

KIMBERLY: *I am in a neighborhood called Adamasingba, on Qlórunșògo Street.*

TUNJI: *You are no longer very far from us. From Ọlọrunṣogo Street, turn right on Mọlọka Street. When you are on Mọlọka Street, look for Bodija Street on your right-hand side. Turn right onto Bodija Street. We are at number 25, Bodija Street. The house is painted white. It is a four-story building. We are on the third floor. Call me when you get to the front of the house so that I can come and open the door for you.*

KIMBERLY: *Thanks. I'll call you soon.*

TUNJI: *See you soon.*

KIMBERLY: *Okay.*



## Vocabulary

<b>ti</b>	just	<b>mọ</b>	anymore/no longer
<b>wá . . . bọ</b>	to come look for someone	<b>wà lóri títi</b>	to be on a street
<b>ṣìnà</b>	to be lost/to miss the way	<b>lápá ọ̀tún</b>	on the right-hand side
<b>àdúgbò</b>	neighborhood	<b>ọ̀dà</b>	paint
<b>tí a ní pè ní</b>	that is called	<b>funfun</b>	white
<b>jìnnà</b>	to be far	<b>fi</b>	to use
<b>sí wa</b>	to us	<b>kun</b>	to paint



<b>ilé olókè mэта</b>	four-story building	<b>ṣilẹ̀kùn</b>	to open (a door)
<b>òkè kejì</b>	third floor	<b>fún ẹ</b>	for you (sing.)
<b>pè mí</b>	call me	<b>màá</b>	I will
<b>bí . . . bá</b>	when/if	<b>rí ẹ</b>	see you
<b>ẹnu ọ̀nà</b>	entrance	<b>láiṣẹ</b>	soon

## Language points

### *Use of the term “-story building”*

In Yoruba, a British or an American two-story building is referred to as a one-story building. The first floor in American sense is the ground floor in Yoruba. This is why when we say a house is a two-story building in the American or British sense, it is **ilé olókè kan** “one-story building” in Yoruba. Other examples are:

<i>Yoruba</i>	<i>British English or American English</i>
<b>ilé olókè mэта</b>	four-story building
<b>ilé olókè merin</b>	five-story building
<b>ilé ilẹ̀</b>	first floor

### *The word “when”*

There are different ways of saying the word “when” in Yoruba. In questions, use **nígbà wo**. For example:

**Nígbà wo ni o máa jeun?**  
*When are you going to eat?*

**Nígbà wo ni eré máa bèrẹ̀?**  
*When will the play begin?*

**Nígbà wo ni ẹ dé?**  
*When did you arrive?*

If you want to use the word “when” in a statement, use **ìgbà tí** or **nígbà tí**. Pay close attention to the different usages of **ìgbà tí** and **nígbà tí**. For example:

- Use of **ìgbà tí**

**Mo mọ ìgbà tí Josie bímọ.**

I know *when* Josie had her baby.

**Şé o mọ ìgbà tí işé máa bèrè?**

Do you know *when* work will begin?

**Kò sọ ìgbà tí o máa şetán.**

He did not say *when* he will finish.

- Use of **nígbà tí**

**Nígbà tí mo rí Kúnlé, kò jeun.**

*When* I saw Kunle, he was not eating.

**Mo wà nílè nígbà tí bàbá mi dé.**

I was home *when* my father arrived.

**Kí ni o n şe nígbà tí iyàwó re n sun?**

What were you doing *when* your wife was sleeping?

- Use of **nígbà tí . . . bá**

The phrase **nígbà tí . . . bá** is used for “when” in conditional statements. For example:

**Mo máa sùn nígbà tí mo bá dé ilé.**

I will sleep *when* I get home.

The implication of the above statement is that the condition in which the speaker will sleep is them getting home. **nígbà tí . . . bá** is in the same clause that states the condition on which the other action rests. For example:

**Kí ni o máa şe, nígbà tí o bá parí èkọ re?**

What will you do *when* you finish your studies?

**Olú máa ra mọtò tuntun, nígbà tí ó bá lówó.**

Olu will buy a new car *when* she has money.

**Nígbà tí Doyin bá parí işe re, ó máa simi.**

*When* Doyin finishes his work, he will rest.

In all the examples above, the part of the sentence with the **nígbà tí . . . bá** is the condition on which the other action in the whole sentence will take place.

## Exercise 7

Find out when your friend will perform the following actions. The first one has been done for you.

*Example:*

- 1 Sleep  
**Nígba wo ni o máa sùn?**
- 2 Take an exam
- 3 Visit your family
- 4 Rest
- 5 Go to the cinema
- 6 Wash clothes
- 7 Iron clothes
- 8 Go to the market

## Exercise 8

Respond to the above questions by saying when you will perform the actions. Use the clues below for your response. The first one has been done for you.

*Example:*

- 1 Tonight  
**Mo máa sùn lálẹ̀ yí.**
- 2 Next year
- 3 Day after tomorrow
- 4 Next week
- 5 Next month
- 6 Tomorrow
- 7 Today
- 8 Week after the next

## Exercise 9

You do not know when you will be performing the actions listed in Exercise 7. How would you say that you do not know when each action will be performed? The first one has been done for you.

*Example:*

- 1 Sleep  
**N kò mọ̀ ìgbà tí mo máa sùn.**

## Exercise 10

Kunle is not sure when his friend will perform all the actions in Exercise 7, so he asks him. Play the role of Kunle. The first one has been done for you.

*Example:*

- 1 Sleep  
**Ṣé o mọ̀ ìgbà tí o máa sùn.**

## Exercise 11

Below are some actions that Kimberly would like to perform. The performance of the first action depends on something else she must do. Play the role of Kimberly by telling us what she is saying. The first one has been done for you.

*Example:*

- 1 Search for a job / Finish studies  
**Mo máa wá iṣẹ̀ nígbà tí mo bá parí èkọ̀ mi.**
- 2 Buy Yoruba works of art / Go to the market
- 3 Visit my family / Go to New York
- 4 Build a house / Have money
- 5 Rest / Finish exams
- 6 Sleep / Finish eating
- 7 Take a bath / Get home

## Exercise 12

When Tunji got home, he did the following. How would you express these actions in Yoruba? The first one has been done for you.

*Example:*

- 1 Listened to the radio.  
**Nígbà tí Túnjì délé, ó fetísí rédíò.**
- 2 Rested.
- 3 Called his friends.
- 4 Swept the floor of his room.
- 5 Talked with his younger sibling.

- 6 Cooked jolof rice.
- 7 Played soccer.
- 8 Read the newspaper.

## Tone practice (CD 2; 10)

Listen to the recording and practice saying the following words using the correct tones.

1	<b>Ọlórunsògo</b>	name of a place
2	<b>jùnnà</b>	to be far away
3	<b>nísisiyí</b>	now
4	<b>Adámásingbà</b>	name of a place
5	<b>nónbà</b>	number
6	<b>şilèkùn</b>	to open the door
7	<b>lápé</b>	soon
8	<b>nígbà wo</b>	when (question)
9	<b>ìgbà tí</b>	when (within a statement)
10	<b>nígbà tí</b>	when (in a dependent clause)

## Listening or reading comprehension

### (CD 2; 11)

Listen to or read the following passage and then answer the questions that follow.

Ọpòlọpò ìdí ní ó rọ̀ mọ̀ bí àwọn akékọ̀ọ̀ ẹ̀ ń fídírẹ̀mí nínú ìdánwò wọn. Ọ̀gbẹ̀ní Adé Adéwùsì tí yunifásítí Ìbàdàn sọ pé tí ijọba kò bá yanjú fònikú-fìladide ètò ẹ̀kọ̀ ní Nàìjíríà, bóyá ní ètò ẹ̀kọ̀ wa kò ní í wọ̀ pátápátá. Ó tẹ̀sìwájú pé ìdàşẹ̀sílẹ̀ àwọn olùkọ̀ ń ẹ̀ akóbá fún ètò ẹ̀kọ̀. Èrò tí Bíódún Fọ̀lórúnşọ̀, tí ó jẹ̀ akékọ̀ọ̀ ilé-ìwé girama kan ní àdúgbò Bódijà, ní pé owó ìwé tí wọn jù. Ọ̀pòlọpò àwọn akékọ̀ọ̀ ní kò rí owó láti jeun kí a má ẹ̀şẹ̀şẹ̀ sọ tí ìwé rírà.

Fúnmi Adédítí tí ó jẹ̀ oníşòwò ní àdúgbò Adéòyọ̀ sọ pé ọ̀gòòrò àwọn akékọ̀ọ̀ ní kì í ráyè káwé lẹ̀hìn tí wọn bá tí kùrò ní ilé wọn. Ọ̀pò àwọn akékọ̀ọ̀ ní ó ń ra aşọ̀ ilé-ìwé wọn fúnrara wọn, ọ̀pò l'ó sì fẹ̀ràn ìranù şíşẹ̀. Eré şíşẹ̀ tí gba púpọ̀ nínú àkókò wọn, tí ó fi jẹ̀ pé àsikò díẹ̀ ní wọn fi sílẹ̀ fún ìwé kíkà.

Nígbà tí Káyòdé Adéyínká, tí ó jẹ atúnọkòṣe dá sí ọ̀rò yìí, ó sọ pé òbí mìíràn kì í fún ọ̀mọ ẹ̀ láàyè láti kàwé nílẹ̀ nítorí iṣẹ̀ rírán, nítorí pé kò sí ọ̀mọ ọ̀dò mó. Èni tí kò ní owó púpọ̀ kò lè gba ọ̀mọ ọ̀dò láyé òde òní. Èrò Rónkẹ̀ Jínádù, ọ̀mọ ilé-ìwé gíga kan ní Bódìjà, Ìbàdàn, ní pé, tí iṣẹ̀ b́a lè máa ẹ̀tò ìrànlowó owó fún akẹ̀kọ̀ nígbàkígbà, èyí yóò ran àwọn akẹ̀kọ̀ lowó láti gbájú mó èkọ̀ wọn.

Yorùbá bọ̀ wọn ní “ọ̀rò wèrè ló máa ń yàtò, gégé ni tọ̀lọgbón ẹ̀.” Ìdí nìyí tí Sínà Kareem, ọ̀sìṣẹ̀ kan ní ilé-ìṣẹ̀ tí wọn ti ń ẹ̀ sígá, sọ wípé ọ̀pọ̀ olùkọ̀ ní kò kún ojú ọ̀sùnwọn, èyí tí o kún ojú ọ̀sùnwọn gbà pé ẹ̀nikan kí ẹ̀sẹ̀ ọ̀ba làágùn, ó tẹ̀ síwájú pé, ọ̀jà títà ní ọ̀pọ̀lọ̀pọ̀ olùkọ̀ gùnlẹ̀ nítorí owó ọ̀sù wọn kò tó láti ná, nítorí nàà ní ó ẹ̀ gba iṣẹ̀ b́a ní ìmòrán tátí fi kún owó olùkọ̀.

Èwẹ̀, ọ̀mọ ilé-ìwé kan tí ó ní kí á fi orúkọ̀ bo òun láṣìírí sọ pé tí àsìkò ìdánwò kò bá kù fẹ́fẹ́rẹ̀, òun kí rí àyè kàwé nítorí pé iṣẹ̀ kòndòkítò tàbí ọ̀mọ ẹ̀yìn ọ̀kò ní iṣẹ̀ àbòṣe òun, nítorí pé kò sí bàbá kò sì iyá tí yóò tójú òun.

## Questions

- 1 Based on this essay, what are the major problems that inhibit the academic progress of students in Nigeria?
- 2 What roles do some parents play in hindering the progress of their children's education?
- 3 How do the teachers contribute to the poor state of education in Nigeria?

# 11 Títún ǹnkan ̀se

## Fixing a problem

**In this unit, you will learn how to:**

- find out about fixing something that breaks down
- give advice on what to do when something breaks down
- find out if someone knows how to fix a problem
- ask relevant questions with regard to fixing something

### Dialogue 1 (CD 2; 12)

*Kimberly's computer does not seem to be working well, so she calls a classmate for help.*

TÓPÉ: Hèlò.

KIMBERLY: Hèlò, Tópé. Kimberly l'ó ǹ pè. ̀Sé o mò nípa kò̀npùtá?

TÓPÉ: Kò̀npùtá kè!

KIMBERLY: Bèè ni. Kò̀npùtá mi kò̀ ̀sìsè dáadáa.

TÓPÉ: Kí l'ó ǹ ̀sèlè sí i?

KIMBERLY: Lèhìn tí mo bá kọ̀ ǹnkan tí mo fè kọ̀ tán, bí mo bá fè fi ǹnkan tí mo tẹ̀ pamọ̀ sínú kò̀npùtá mi, kò̀npùtá á sọ̀ pé N kò̀ ní ǹnkankan láti fi pamọ̀.

TÓPÉ: Bóyá o lè pa kò̀npùtá yí fún ǹnkan bí i ̀sèjú kan. Lèhìn náà, tún tàn án, kí o wá ̀se ǹnkan tí o fè ̀se.

KIMBERLY: Mo ti ̀se bèè bí i è̀mèta, mo sì tún un tàn, ̀sùgbọ̀n síbèsíbè, kò̀ ̀sìsè b'ó ̀se yẹ̀ k'ó ̀sìsè.

TÓPÉ: Gbìyànjú láti fi ǹnkan tí o ti kọ̀ tẹ̀lè kí wàhàlá yí tó bèrè pamọ̀ sorí àwo kò̀npùtá, láti rí i bóyá áá ̀sìsè.

KIMBERLY: Mo ti ̀se bèè lè̀mèjì ̀sùgbọ̀n iyẹn náà kò̀ ̀sìsè.

TÓPÉ: Lódótó?

KIMBERLY: Bèè ni.

TÓPÈ: Hún ùn! Mo rò pé o gbòdò pe àwọn atúnkònpútàṣe.

KIMBERLY: Kò burú, màá ṣe bẹ̀ẹ̀.

TÓPÈ: *Hello.*

KIMBERLY: *Hello, Tópè. It's me Kimberly. Do you know about computers?*

TÓPÈ: *Really, computers!*

KIMBERLY: *Yes. My computer does not work well.*

TÓPÈ: *What's wrong with it?*

KIMBERLY: *After writing whatever I need to write, if I want to save the message on my computer, the computer will say that I do not have anything to save.*

TÓPÈ: *Maybe you should turn off the computer for about one minute. Afterwards, turn it on again and then do what you wanted to do.*

KIMBERLY: *I have done so three times, and turned it on again, but it still does not work as it should.*

TÓPÈ: *Try and save something that you already wrote before this problem started to see if it will work.*

KIMBERLY: *I have done that twice but that does not work either.*

TÓPÈ: *Really?*

KIMBERLY: *Yes.*

TÓPÈ: *Hmm! I think you should call a computer specialist.*

KIMBERLY: *No problem, I'll do so.*





## Vocabulary

<b>kòhnpútà</b>	computer	<b>ẹẹmẹta</b>	three times
<b>lẹhìn tí</b>	after	<b>síbẹsíbẹ</b>	still
<b>kọ</b>	to write	<b>kò ẹ́şẹ</b>	it does not work
<b>tán</b>	to finish	<b>bí ó</b>	as it
<b>tẹ</b>	to type/keyboard	<b>ẹ ẹ</b>	to be necessary
<b>fi . . . pá mó</b>	to save . . .	<b>gbiyànjú</b>	to try
<b>nńkankan</b>	something	<b>tẹlẹ</b>	before
<b>látí</b>	to	<b>sóri</b>	on
<b>bóyá</b>	maybe	<b>àwo</b>	disk
<b>pa kòhnpútà</b>	to turn off a computer	<b>ìyẹn náà</b>	even that
<b>lẹhìn náà</b>	after that	<b>lòòótó</b>	really
<b>tún tòn án</b>	turn it on again	<b>hún ùn!</b>	hmm!
<b>ẹ nńkan</b>	to do something	<b>rò pé</b>	to think that
<b>bẹẹ</b>	so	<b>atúnkòhnpútàşẹ</b>	computer specialist/ technician
<b>bí i</b>	like		

## Language points

### *The use of látí*

The Yoruba word **látí** means the preposition “to” or “from.” However, Yoruba can *imply* the word “to” in English without using **látí**. So, it is very important to know when to use **látí** and when not to. It is not every time you use “to” in English that you have to use **látí** in Yoruba. For example:

**Mo fẹ ẹjun.**

I want *to* eat.

**Adé lọ sun.**

Ade went *to* sleep.

**Carla fẹ lọ rí ààfin Ọ̀ni Ifẹ.**

Carla wants *to go to* see Ọ̀ni of Ifẹ’s palace.

Notice that **látí** is not used in any of the above sentences even though the English translation has the preposition “to.” It is also grammatically correct, though stilted, to say the following.

**Mo fẹ láti jẹun.**I want *to* eat.**Adé lọ láti sùn.**Ade went *to* sleep.**Carla fẹ láti lọ láti rí ààfin Ọ̀ni Ifẹ.**Carla wants *to go to* see Ọ̀ni of Ifẹ's palace.

There is not much difference between the Yoruba examples, except that those in the first set are more colloquial than the ones in the second set. However, any time you use the verb **fẹ̀ràn** “to love” before another verb, you must use the word **láti** between the two verbs. For example:

**Túnjì fẹ̀ràn láti jó.**Tunji loves *to* dance.**Mo fẹ̀ràn láti kọ̀rin.**I love *to* sing.**Akín fẹ̀ràn láti şeré pẹ̀lú ọ̀mọ̀ rẹ̀.**Akin loves *to* play with his child.

For the sentences to be grammatically correct, **láti** *must* be used in the above examples. The verbs **gbàgbé** “to forget” and **sùn** “to sleep” have different meanings depending on whether you use **láti** with them. For example:

**1 Mo gbàgbé láti sùn.**I forgot *to* sleep.**2 Mo gbàgbé sùn.**

I overslept.

If you do not use **láti** between **gbàgbé** and **sùn** you will completely change the meaning, as shown in (1) and (2) above.

When to use **láti** is something that will takes some time to learn in Yoruba, but it is good to start with these basic examples (as illustrated above).

If **láti** occurs before a noun, it usually means “from.” For example:

**Mo lọ láti ilé dé ilé.**I went from house *to* house.**Mo sùn láti àárò dí ọ̀sán.**I slept from morning *until* evening.**Má pè mí mọ̀ láti ìsìsìyí lọ.**Don't call me from now *on*.

## Exercise 1

How would you tell your friend that you forgot to do the following activities? The first one has been done for you.

*Example:*

- 1 To study  
**Mo gbàgbé láti kàwé.**
- 2 To go to the zoo
- 3 To go to the office
- 4 To eat breakfast
- 5 To eat lunch
- 6 To rest
- 7 To go to the airport with your friend
- 8 To meet with your co-worker

## Exercise 2

How would you say that you love to do the following things. The first one has been done for you.

*Example:*

- 1 To watch TV  
**Mo fẹràn láti wo tẹlifisọ̀nnù.**
- 2 To listen to the radio
- 3 To swim
- 4 To play the violin
- 5 To play the piano
- 6 To cook
- 7 To iron clothes
- 8 To read novels

## Exercise 3

Tell your friend that you do *not* love to do the activities in Exercise 2, but you just want to do them today only. The first one has been done for you.

*Example:*

- 1 **N kò fẹràn láti wo tẹlifisọ̀n, sùgbọ̀n mo kàn maa wò ó lónì nńkan.**  
I don't like to watch television but I just want to watch it today only.

**Exercise 4**

Say the following in Yoruba.

- 1 Dele forgot her pen at home.
- 2 I forgot to read my book yesterday.
- 3 Olu slept off yesterday evening.
- 4 We want to go to the movies.
- 5 They love to go to the theater.
- 6 You remembered to study for the exam.

**Dialogue 2**  (CD 2; 14)

*Kimberly calls the computer specialist recommended by Topẹ, and a computer technician comes to take a look at her computer.*

- ÒṢÌṢÉ: Aráḃìnrin, ó dàbí ẹ̀ni pé mo ti rí n̄kan tí ó ń yọ kòṅpùtá ẹ̀ lẹ̀nu.
- KIMBERLY: Kí ni n̄kan náa?
- ÒṢÌṢÉ: Gbogbo àwo inú kòṅpùtá ẹ̀ rẹ̀ l'ó ti kún, nítorí náà, kò sí ààyè fún kòṅpùtá láti fi n̄kan tí o ń tẹ̀ pamọ̀ rárá. Kò tilẹ̀ lẹ̀ gbà ẹ̀ láyè láti fi n̄kankan pamọ̀ síbikíbi.
- KIMBERLY: Àwo inú kòṅpùtá ti kun kẹ? Mo dẹ̀ ẹ̀ṣẹ̀ ra kòṅpùtá yí ni.
- ÒṢÌṢÉ: Ó ti tó ọ̀dún méjì tí o ti ra kòṅpùtá yí. Kòṅpùtá ọ̀dún méjì kì í ẹ̀ kòṅpùtá tuntun mó.
- KIMBERLY: Kí ni a lẹ̀ ẹ̀ láti jẹ̀ kí ó ẹ̀ṣẹ̀ dáadáa?
- ÒṢÌṢÉ: Mo gbòdò ra àwo kòṅpùtá tuntun tí o ní àyè púpọ̀ láti gba oríṣíríṣi “software” ọ̀de ọ̀ní.
- KIMBERLY: Eélóó ni mo máa san fún iṣẹ̀ yí?
- ÒṢÌṢÉ: Egbèrún mẹ̀wáá náíra ni àwo kòṅpùtá tuntun, ó sì máa gbà mí tó wákàtí kan láti ẹ̀ṣẹ̀ lórí kòṅpùtá yí. Egbèrún méjì náíra ni iṣẹ̀ wákàtí kan. Gbogbo oye owó tí o máa san jẹ̀ egbèrún méjìlá náíra.
- KIMBERLY: Egbèrún méjìlá tán!
- ÒṢÌṢÉ: Bẹ̀ẹ̀ ni. Ẹ̀ o fẹ̀ kí ń ẹ̀ iṣẹ̀ yí àbí o ò fẹ̀?
- KIMBERLY: Ó wọn, ẹ̀gbọn mo fẹ̀ kí kòṅpùtá mi ẹ̀ṣẹ̀ dáadáa.
- ÒṢÌṢÉ: Kò burú, nígbà tí mo bá ẹ̀ṣẹ̀ tán lórí kòṅpùtá ẹ̀, o máa rò pé o ẹ̀ṣẹ̀ ra kòṅpùtá tuntun ni.

- OŞIŞE:** *Miss, it looks like I have found the problem with your computer.*
- KIMBERLY:** *What is it?*
- OŞIŞE:** *All of your hard disk is full, as a result, there is a no space for your computer to save anything whatsoever. It can't let you save anything anywhere.*
- KIMBERLY:** *The hard disk is full, really? And I just bought this computer.*
- OŞIŞE:** *It's about two years ago that you bought this computer. A two-year-old computer is not new any more.*
- KIMBERLY:** *What can be done to get it to work well?*
- OŞIŞE:** *I have to buy a new hard disk that has a lot of space to hold different, current software.*
- KIMBERLY:** *How much will this repair cost?*
- OŞIŞE:** *A new hard disk costs ten thousand naira, and it will take me about one hour of work to work on your computer. I charge two thousand naira per hour. The total payment will be twelve thousand naira.*
- KIMBERLY:** *Twelve thousand!*
- OŞIŞE:** *Yes. Do you want me to do the work or not?*
- KIMBERLY:** *It's expensive, but I want my computer to work well.*
- OŞIŞE:** *No problem, by the time I'm done working on your computer, you'll think you bought a brand new computer.*

## Vocabulary

<b>Arábìnrin</b>	Miss	<b>tuntun</b>	new
<b>ó dàbí ẹni pé</b>	it seems as if	<b>san</b>	to pay
<b>yọ . . . lẹnu</b>	to trouble . . .	<b>fún işẹ yí</b>	for this work
<b>nńkan náà</b>	that thing	<b>gbà mí</b>	to take me
<b>kún</b>	to be full	<b>wákàtí kan</b>	one hour
<b>ààyè</b>	space	<b>şişẹ lóri</b>	to work on
<b>tilẹ</b>	even	<b>oye owó</b>	amount of money
<b>gba . . . láyè</b>	to permit . . .	<b>jẹ</b>	is
<b>síbikíbi</b>	anywhere	<b>àbí/tàbí</b>	or
<b>şẹşẹ</b>	recently	<b>wọn</b>	to be expensive
<b>tó</b>	up to	<b>rò pé</b>	to think that
<b>odún méjì</b>	two years		

## Language points

### *The word kẹ̀*

The word **kẹ̀** is used at the end of a word to express great surprise. It does not have a direct translation in English. For example:

<b>Kòṅpútà kẹ̀!</b>	A computer!
<b>Ìyàwó tuntun kẹ̀!</b>	A new wife!
<b>Ègbẹ̀rún méjìlá kẹ̀!</b>	Twelve thousand!

### *Using lẹ̀hìn tí and lẹ̀hìn tí . . . bá*

Both **lẹ̀hìn tí** and **lẹ̀hìn tí . . . bá** are used in a way similar to **nígba tí** and **nígba tí . . . bá** (see Unit 10). **lẹ̀hìn tí** and **lẹ̀hìn tí . . . bá** both mean “after,” but they are used in different ways. For example:

Using **lẹ̀hìn tí**

**Lẹ̀hìn tí mo parí iṣẹ́, mo sùn.**  
After I finished work, I slept.

**Lẹ̀hìn tí a sùn, ara wa yá.**  
After we slept, we felt good.

**A ṣeré lẹ̀hìn tí màmá wa dé.**  
We played after our mother returned.

Using **lẹ̀hìn tí . . . bá**

**Lẹ̀hìn tí Kúnlé bá jeun tán, o máa sùn.**  
After Kunle finishes his food, he will sleep.

**A máa lọ sí ilé sinimá lẹ̀hìn tí a bá simi.**  
We will go to the movies after we rest.

**Kí ni o máa ẹ̀ lẹ̀hìn tí o bá parí èkọ̀ rẹ̀?**  
What will you do after you finish your studies?

Use **lẹ̀hìn tí . . . bá** in a clause that states the condition that the other action will take place, as in the examples above.

### Using **lẹhìn**

The word **lẹhìn** by itself also means “*after*,” but used in a different way from **lẹhìn tí** or **lẹhìn tí . . . bá**. It functions like a preposition. For example:

**Lẹhìn iṣẹ, mo máa ẹrẹ.**

After work, I will play.

**A simi lẹhìn kíláàsi.**

We rested after class.

**Wọ̀n ẹ̀jẹun lẹhìn eré.**

They ate after play.

### Exercise 5

After you finish your program, you will go to the following countries. How would you say that in Yoruba? The first one has been done for you.

*Example:*

1 Japan

**Lẹhìn tí mo bá párí ẹ̀kọ̀ mí, mo máa lọ sí ilú Jẹ̀páàni.**

2 France

3 Germany

4 Togo

5 Benin

6 Cameroon

7 South Africa

8 Egypt

### Exercise 6

Based on Dialogues 1 and 2 in this unit, answer the following questions in Yoruba.

1 Kí l’ó ẹ̀lẹ̀ sí kò̀nputà Kimberly?

2 Ta ni Kimberly kọ̀kọ̀ pẹ̀ nígbà tí kò̀nputà rẹ̀ kò ẹ̀ṣẹ̀ dáradára?

3 Kí l’ó dé tí Kimberly pe ẹ̀niyàn yí?

4 Eélódó ni Kimberly san láti tún kò̀nputà rẹ̀ ẹ̀?

5 Níkehìn, ta ni o tún kò̀nputà Kimberly ẹ̀?

## Exercise 7

After the following actions, Kunle plans to sleep. Play the role of Kunle and tell us your plan. The first one has been done for you.

*Example:*

- 1 Cook  
**Lẹ̀hìn tí mo bá se oúnjẹ tán, mo máa sùn.**
- 2 Sweep the floor
- 3 Visit his friend
- 4 Watch television
- 5 Play the piano
- 6 Come back from work
- 7 Come back from school

## Exercise 8

Here are some answers to various questions. Provide the question in Yoruba that led to each answer. The first one has been done for you.

*Example:*

- 1 Olú máa lọ sí ilú Lónḍòṇù  
**Níbo ni Olú máa lọ?**
- 2 Kimberly san egbèrún méjìlá náírà fún Túnjì
- 3 Mo máa ń sáré lẹ̀ẹ̀mejì lójoojúmọ
- 4 Kúnlé pé dé ibi isẹ nítorí pé ọkọ rẹ **dákú** (to break down) sọ̀nà
- 5 Ó tì, N kò fẹ̀ràn láti wo tẹ̀lífisọ̀nnù

## Exercise 9

Convert the sentences below to the **lẹ̀hìn tí . . . bá** type. The first one has been done for you.

*Example:*

- 1 Lẹ̀hìn isẹ, mo sùn  
**Lẹ̀hìn tí mo bá párí isẹ, mo máa sùn.**
- 2 Olú yò lẹ̀hìn irinàjò rẹ
- 3 Lẹ̀hìn kíláàsì, a simi



- 4 Wón ẹun, lẹhìn eré
- 5 Lẹhìn sinimá, Túnjì àti Kimberly lọ ẹun ní ilé-óúnjẹ àwọn Ẹainîsì

### Exercise 10

The following things have broken down. How would you find out if the repair person can fix them? The first one has been done for you.

*Example:*

- 1 Telephone  
**Ẹé ẹ lè tún tẹlifóònù ẹ?**
- 2 Television
- 3 Computer
- 4 Radio
- 5 Bicycle
- 6 Car
- 7 Motorcycle
- 8 Wristwatch
- 9 Shoes
- 10 Video player

### Exercise 11

The repair person has told you that he can fix all of the items listed in Exercise 10. Find out how much it will cost you to get them fixed. The first one has been done for you.

*Example:*

- 1 **Eélóò ní mo máa san fún iṣẹ tẹlifóònù yì?**

### Tone practice (CD 2; 16)

Listen to the recording and practice saying the following words using the correct tones.

- |                        |                     |
|------------------------|---------------------|
| 1 <b>síbikíbi</b>      | anywhere            |
| 2 <b>oríṣiríṣi</b>     | all kinds of . . .  |
| 3 <b>wákàtí</b>        | hour                |
| 4 <b>atúnkòṅpútàṣe</b> | computer technician |
| 5 <b>fi nńkan pamọ</b> | to keep something   |
| 6 <b>ìṣẹ́jú</b>        | minutes             |
| 7 <b>gbìyànjú</b>      | to try              |

- 8 **síbèsíbè** still/yet  
 9 **èèmèta** three times  
 10 **kònpútà kẹ̀!** Computer!

## Listening or reading comprehension



(CD 2; 17)

Listen to this popular Yoruba children's song or read the lyric and answer the questions that follow.

### **Kí Ni N Ó F'Olè Şe?**

Kí ni N folè şe láyé tí mo wá?  
 Kí ni N folè şe láyé tí mo wá?  
 Láyé tí mo wa, kàkà kí N jalè,  
 Kàkà kí N jalè ma kúkú ñerú  
 Kí ni N folè şe láyé tí mo wá?

Èni t'ó jalè a dé 'lé ejó,  
 Èni t'ó jalè a dé 'lé ejó,  
 Adájó a wá f'ewòn sí i l'èsè,  
 F'ewòn sí i l'èsè bí olúùgbé,  
 Èni t'ó jalè a dé 'lé ejó.

B'eni t'ó jalè bá lólá láyé,  
 B'eni t'ó jalè bá lólá láyé,  
 B'ó lólá láyé kò lè r'orun wò  
 Kò lè r'orun wò b'ólójó bá dé,  
 B'eni t'ó jalè bá lólá láyé.

È yé ẹ má b'ólè şe, ẹgbé tí mo ní,  
 È yé ẹ má b'ólè şe, ẹgbé tí mo ní,  
 Ẹgbé tí mo ní ewòn kò sunwòn,  
 Ẹwòn kò sunwòn f'omolúwàbí,  
 È yé ẹ má b'ólè şe, ẹgbé tí mo ní.

Olúwa má f'olè şe ẹni tí a ní,  
 Olúwa má f'olè şe ẹni tí a ní,  
 Ẹni tí a ní kànràn k'ó jalè,  
 Kànràn k'ó jalè b'ó bá kú ó tó,  
 Olúwa má f'olè şe ẹni tí a ní.

## Questions

- 1 What did the songwriter say he/she would rather do instead of stealing?
- 2 How does the songwriter compare death with stealing?
- 3 What does the songwriter say would happen to a thief even if he/she becomes rich as a result of stealing in this life?
- 4 What did the songwriter say would happen to thieves?

# 12 Pípàdé èniyàn ní ibùdó òkò-òfurufú ní Èkó

## Meeting someone at Lagos airport

In this unit, you will learn how to:

- find out at which airport someone will arrive
- ask about the time of the traveler's arrival
- talk about visiting different tourist attractions
- make sleeping arrangements
- talk about issues related to traveling in Nigeria

### Dialogue 1 (CD 2; 18)

*Kimberly is expecting her sister from the U.S.A. who will be visiting her in Nigeria. She wants Tunji to drive to Lagos with her to pick up her sister at the airport.*

KIMBERLY: Túnjì, ẹ́ o rántí pé ọ̀lẹ̀ ni àbùrò mi Carla máa dé láti New York?

TÚNJÍ: Bẹ̀ẹ̀ ni, mo rántí.

KIMBERLY: Ẹ́ wà á bá mi lọ sí Èkó lọ́lẹ̀ láti pàdé Carla ní ibùdó òkò-òfurufú?

TÚNJÍ: Àkókò wo ni òkò-òfurufú rẹ̀ máa gúnlẹ̀ l'Èkòdò lọ́lẹ̀?

KIMBERLY: Agogo méjọ alẹ̀ ni.

TÚNJÍ: Ọ̀kò-òfurufú wo ni ó máa bá dé?

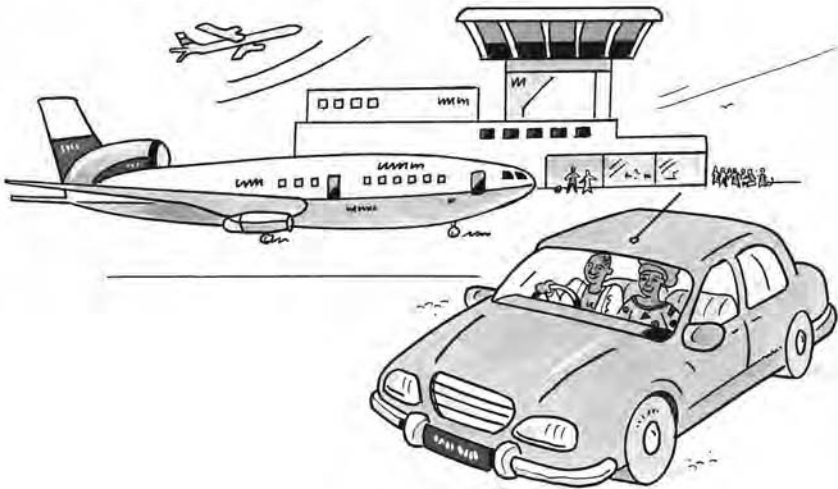
KIMBERLY: Ó máa wọ̀ òkò-òfurufú Northwest láti New York lọ sí Amsterdam, ẹ̀gbón òkò-òfurufú KLM láti Amsterdam sí Èkó.

- TÚNJÍ: A gbódò kúrò níbí ní ǹnkan bí i agogo méjílá ọ̀san. O máa gbà wá tó wákàtí méjì láti dé ibùdó òkò-òfurufú l'Èkò láti Ìbàdàn nítorí sún keṣe, fà keṣe òkò ní ilú Èkó. Mo fẹ́ kí a fún ara wa ní àkókò púpò kí a má fòru wọ̀ ilú Èkó. Ọ̀nà Ìbàdàn sí Èkó kì í ẹ̀ ọ̀nà dárádára rára.
- KIMBERLY: Kí l'ó dé tí o sọ̀ bẹ̀ẹ̀?
- TÚNJÍ: Yàtò sí wàhálà ìjàǹbá m̀tò oríṣíríṣi nítorí àwọn awakò oníwàkuwà, àwọn adigun jalè tún pò lónà Ìbàdàn sí Èkó. Nítorí náà, a gbódò tètè kúrò níbí kí ilẹ̀ tó sù.
- KIMBERLY: Kò burú. Jẹ́ k'á kúrò níbí ní agogo méjílá ọ̀sán.
- KIMBERLY: *Tunji, do you remember that my younger sibling Carla will arrive from New York tomorrow?*
- TUNJI: *Yes, I remember.*
- KIMBERLY: *Will you go to Lagos with me to meet her at the airport?*
- TUNJI: *What time is her plane landing in Lagos tomorrow?*
- KIMBERLY: *8:00 p.m.*
- TUNJI: *Which flight will she arrive with?*
- KIMBERLY: *She will travel with Northwest airline from New York to Amsterdam but with KLM from Amsterdam to Lagos.*
- TUNJI: *We have to leave here around 12 noon. It will take us about two hours to get to Lagos airport from Ibadan because of the traffic in Lagos. I want us to give ourselves plenty of time so that we don't arrive in Lagos when it's already dark. Ibadan to Lagos is not very safe.*
- KIMBERLY: *Why do you say that?*
- TUNJI: *Aside from the problem of accidents because of many reckless drivers, there are also many highway robbers on the Lagos–Ibadan express road. Therefore, we need to leave here before it becomes dark.*
- KIMBERLY: *No problem. Let's leave here at 12 noon.*

## Vocabulary

rántí	to remember	òkò-òfurufú	plane
ọ̀la	tomorrow	gúnlẹ̀	to land/arrive
Èkó	Lagos	bá dé	to arrive with
pàdé	to meet	wọ̀	to board
ibùdó òkò-òfurufú	airport	kúrò	to leave
àkókò	time	níbí	here
		gba . . . tó	to take . . . up to

<b>sún kẹrẹ fà</b>	traffic jam	<b>yàtò sí</b>	aside from
<b>kẹrẹ</b>		<b>ìjànbá mótò</b>	motor accident
<b>fún . . . ní . . .</b>	to give someone something	<b>àwọn awakò</b>	drivers
<b>púpò</b>	plenty	<b>oniwàkuwà</b>	reckless
<b>fòru wọ ilú</b>	to enter the city at night	<b>adigun jalè</b>	armed robbers
<b>ònà</b>	highway	<b>pò</b>	to be plenty
<b>dáradára</b>	good	<b>tètè</b>	quickly
<b>rará</b>	at all	<b>kúrò níbí</b>	to leave here
<b>sọ bèẹ</b>	to say so	<b>kí . . . tó</b>	before . . .
		<b>ilẹ sù</b>	to be dark



## Language and culture points

### *Traveling within Nigeria*

Most Nigerians prefer to travel during the day because of various problems that a traveler could face on the road. For one thing, some of the roads are very bad and these cause a lot of breakdowns. Nigerians prefer to travel during the day so that they can at least get help should their vehicles break down. It is a lot easier to get help

during the day than at night. Second, many highway robbers don't wait till it is dark before they strike on many highways especially on the Lagos–Ibadan expressway. It is not surprising that Tunji wanted to leave around noon, not only to be sure they get to Lagos while it is still daylight, but also to make sure they secure a good hotel. By 6:00 p.m., most Nigerians will not want to be found on the Lagos–Ibadan expressway because it is too dangerous to have your vehicle break down on that road even as early as 6:00 p.m. in the evening!

## **Using àkókò wo/aago mélòó**

There are different ways of finding out “what time” something is going to happen. One can use either **àkókò wo** or **aago mélòó**, as in the examples below.

**Àkókò wo ni àsè máa bèrẹ̀?**  
**Aago mélòó ni àsè máa bèrẹ̀?**  
 What time/when will the party start?

**Àkókò wo ni ọ̀kọ̀-òfurufú rẹ̀ máa gúnlẹ̀?**  
**Aago mélòó ni ọ̀kọ̀-òfurufú rẹ̀ máa gúnlẹ̀?**  
 What time/when will her/his plane arrive?

**Àkókò wo ni ìsìn parí?**  
**Aago mélòó ni ìsìn parí?**  
 What time/when did the service end?

Responses to the above questions could be:

**N kò mọ̀ àkókò tí àsè máa bèrẹ̀.**  
 I don't know when/the time that the party will start.

**Àsè máa bèrẹ̀ ní agogo méjọ alẹ̀.**  
 The party will start at 8:00 p.m.

**Aago méwàá alẹ̀ ni ọ̀kọ̀-òfurufú máa gúnlẹ̀.**  
 The plane will arrive at 10:00 p.m.

**Ìsìn parí ní agogo méjilá ọ̀sán.**  
 The service ended at 12:00 noon.

Notice that when you specify the time, you only use **agogo** and *not* **àkókò**.

## Exercise 1

Below are the arrival times for the following flights. Tell Tunji's grandpa this information, because he cannot read the arrival times of these flights and their point of origin. The first one has been done for you.

*Example:*

<i>Airline</i>	<i>Point of origin</i>	<i>Time</i>
1 NWA	New York	7:30 p.m.

**Ọkọ òfurufú NWA láti New York máa gúnlẹ̀ ni agogo méje ààbò iròlẹ̀.**

2 KLM	Amsterdam	10:00 a.m.
3 Air France	France	6:00 p.m.
4 Nigerian Airways	New York	5:30 p.m.
5 Ghana Airways	Accra	11:45 a.m.
6 Kenyan Airways	Nairobi	8:30 a.m.
7 Sabina Airways	Chicago	9:50 p.m.
8 South African Airways	Johannesburg	4:35 p.m.
9 British Airways	Heathrow	7:46 p.m.

## Exercise 2

You are not sure that the airlines listed above in Exercise 1 will definitely arrive at the time listed. Ask an airport security official if each of the planes will arrive at the time specified. The first one has been done for you.

*Example:*

- 1 **Şé ẹ̀kọ òfurufú NWA láti New York máa gúnlẹ̀ ni agogo méje ààbò iròlẹ̀?**

## Exercise 3

Using your common sense, tell us the likely means of transport the following people will use leaving when traveling from point A to point B.



<i>Name</i>	<i>Point A</i>	<i>Point B</i>
Charles	Chicago	France
Carla	London	Lagos
Anthony	home	friend's house in the neighborhood
Doyin	New York	Amsterdam
Josie	home	work
Sookyung	Chicago	South Korea
Tom	Florida	The Bahamas
Antonia	her house	the supermarket
Andrew	his apartment	his office

### Exercise 4

How would you ask the questions that will give you the answers expected in Exercise 3? The first one has been done for you.

*Example:*

- 1 **Báwo ni Charles ɛe máa de ilú Faransé láti ilú Şikágò?**

### Exercise 5

In Dialogue 1 of this unit, what are the three main reasons why Tunji wanted him and Kimberly to leave Ibadan at around 12 noon even though Carla's plane was not scheduled to arrive until 8:00 p.m. that day?

### Exercise 6

Ask if your friend will go to the following places with you. The first one has been done for you.

*Example:*

- 1 Store  
**Şe o máa bá mi lọ sí ojà?**
- 2 Party
- 3 Airport
- 4 Office
- 5 Class
- 6 Museum
- 7 Movies
- 8 Library
- 9 Another friend's house
- 10 Zoo

## Dialogue 2 (CD 2; 20)

Based on the information that Tunji gave her, Kimberly is now concerned about her return to Ibadan from Lagos after picking up her sister Carla at the airport.

- KIMBERLY: Túnjì, bí ọkọ-òfurufú Carla kò bá ní í de tí tí di agogo méjọ alẹ, ìyẹn ni pé kí ó tó jáde síta láti rí wa, á á tó agogo mēwàá alẹ. Kí ni a máa ẹ ní agogo mēwàá alẹ?
- TÚNJÍ: A kò lè padà wá s'Ìbàdàn lẹhin tí a bá gbé àbúrò ẹ ní ibùdó ọkọ-òfurufú. A gbòdò sùn sí Èkó kí a sì padà wá sí Ìbàdàn ní ọjọ kejì.
- KIMBERLY: Ìyẹn dára. Níbo ni a máa sùn? Mi ò mọ ènìyàn púpọ ní Èkó.
- TÚNJÍ: Ìyẹn kò ẹ nńkan. À á wá ilé-ìtura kan láti sùn sí fún alẹ kan. Bóya a lè sùn sí Èkó fún ọjọ méjì tàbí mēta kí a lè fi Èkó han Carla, nítorí pé Carla kò wá sí ilu Nàìjíríyà rí.
- KIMBERLY: Ìyẹn máa dára. Inú Carla máa dùn láti mọ Èkó diẹ. Ó ti gbọ nípa Èkó púpọ sùgbón èyí máa jẹ ìgbà àkókó fún un láti rí Èkó, Kò ní dára tí kò bá ní ànfààní láti rí Èkó púpọ kí ó tó padà sí New York.
- TÚNJÍ: Kò burú. Màá pe ilé ìtura tí mo mọ légbẹẹ ibùdó ọkọ-òfurufú bí wọn bá ní yàrá méjì tí ó sófo.
- KIMBERLY: Jòwọ pè wọn. Kò burú. Màá rí ẹ lọla lágbára Ọlọrun ní agogo méjìlá ọsán.
- TÚNJÍ: Ó dára. Ó dàabò.
- KIMBERLY: *Tunji, if Carla's plane will not arrive until around 8:00 p.m., that means before she gets out to see us [where we are waiting] it will be around 10:00 p.m. What are we going to do at 10:00 p.m.?*
- TUNJI: *We can't come back to Ibadan after picking up your younger sibling at the airport. We have to sleep in Lagos and return to Ibadan the following day.*
- KIMBERLY: *That sounds great. Where are you going to sleep? I don't know too many people in Lagos.*
- TUNJI: *That does not matter. We will find a hotel to stay for one night. Actually, we could plan to stay in Lagos for two or three days so that we can go on sightseeing with Carla, since Carla has never been to Nigeria before.*

- KIMBERLY:** *That will be great. Carla will be so happy to get to see a little bit of Lagos. She has heard a lot about Lagos, but this will be her first time seeing Lagos. It won't be nice for her not to have the opportunity to see Lagos before she goes back to New York.*
- TUNJI:** *No problem. I'll call a hotel I know that's close to the airport and see if they have two rooms that are vacant.*
- KIMBERLY:** *Please, call them. No problem. I will see you tomorrow by God's grace at 12 noon.*
- TUNJI:** *Great! Good night!*

## Vocabulary

<b>jade síta</b>	to come outside	<b>fi . . . hàn</b>	to show
<b>á á</b>	it will		something
<b>padà wá</b>	to return	<b>şófo</b>	to be empty
<b>gbé . . .</b>	to carry someone or some	<b>pè wón</b>	to call them
<b>à á</b>	we will	<b>Mà á</b>	I will
<b>ilé-itura</b>	hotel	<b>Lágbára</b>	by God's grace
		<b>Olórun</b>	

## Language points

### *Expressing happiness or sorrow*

If you want to say that you are happy you will use the sentence **Inú mi dùn**. On the other hand, if you want to say that you are not happy, you will say either of the following:

<b>Inú mi kò dùn</b>	I am not happy
<b>Inú mi bàjé</b>	I am sad

Notice that Yoruba uses a possessive pronoun where English has a subject pronoun. Other examples are:

<b>Inú rẹ̀ dùn</b>	<i>You</i> (sing.) are happy
<b>Inú rẹ̀ bàjé</b>	<i>He/she</i> is sad
<b>Inú wa kò dùn</b>	<i>We</i> are not happy
<b>Inú wọn dùn</b>	<i>They</i> are happy
<b>Inú yín dùn</b>	<i>You</i> (pl.) are happy

**Inú Carla dùn**  
**Inú Túnjì bàjé**

Carla is happy  
Tunji is sad

### Exercise 7

Tell us that the following people were happy when they heard about your new job. The first one has been done for you.

*Example:*

- 1 Your boyfriend  
**Inú òrẹ̀ mi òkùnrin dùn nígbà tí ó gbọ̀ nípa iṣẹ̀ mi tuntun.**
- 2 Your dad
- 3 Your old classmate
- 4 Your office colleague
- 5 Your room mate
- 6 Your younger sibling
- 7 Your older sibling
- 8 Your mom

### Exercise 8

Your friend does not agree with you that the people above were happy at the news of your new job. She thinks they are sad because they don't want you to move away to the new town where your new job is. Play the role of your friend and express what she is saying. The first one has been done for you.

*Example:*

- 1 **Inú òrẹ̀ rẹ̀ òkùnrin kò dùn nígbà tí ó gbọ̀ nípa iṣẹ̀ rẹ̀ tuntun.**

### Exercise 9

Now Kunle is confused about what you and your friend are saying with regard to your job. He wants to know for sure what is going on. Play the role of Kunle and ask questions about whether the people listed in Exercise 7 are happy or not about the news of your new job. The first one has been done for you.

*Example:*

- 1 **Ṣé inú òrẹ̀ rẹ̀ òkùnrin dùn tàbí kò dùn nígbà tí ó gbọ̀ nípa iṣẹ̀ rẹ̀ tuntun?**

## Exercise 10

Using the following time adverbs, change the sentences **Inú mi dùn** and **Inú mi kò dùn** to the appropriate sentences. The first one has been done for you.

*Example:*

- 1 Today **Lónìí, inú mi dùn / Lónìí, inú mi kò dùn**
- 2 Yesterday
- 3 Tomorrow
- 4 Every day
- 5 Next year
- 6 Last year

## Exercise 11

In Dialogue 2 of this unit, Tunji said he was going to call the hotel to find out if they had two vacant rooms. Complete the dialogue below by filling in the questions that the hotel receptionist is asking or responding to.

- TÚNJI: \_\_\_\_\_ ?
- ONÍLÉ ÌTURA: Dáadáa ni.
- TÚNJI: \_\_\_\_\_ ?
- ONÍLÉ ÌTURA: Bẹ̀ẹ̀ ni, a ní yàrá méjì tó sọ́fọ.
- TÚNJI: \_\_\_\_\_ ?
- ONÍLÉ ÌTURA: Egbẹ̀rùnún méjì Náírà ni yàrá kan fún alẹ kan.
- TÚNJI: \_\_\_\_\_ ?
- ONÍLÉ ÌTURA: Bẹ̀ẹ̀ ni, a ní yàrá méjì fún alẹ méjì.
- TÚNJI: \_\_\_\_\_ .
- ONÍLÉ ÌTURA: Kí ni orúkọ yín?
- TÚNJI: \_\_\_\_\_ .
- ONÍLÉ ÌTURA: Kò burú, màa rí yín lọ́lọ́ lágbara Ọlórún.
- TÚNJI: \_\_\_\_\_ .
- ONÍLÉ ÌTURA: Kò tọ́pẹ̀, ó dàbò.
- TÚNJI: \_\_\_\_\_ .

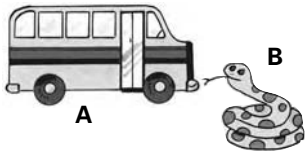
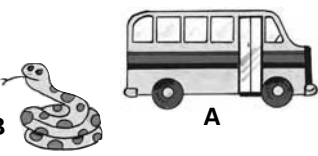
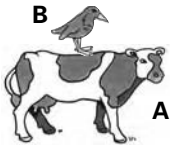
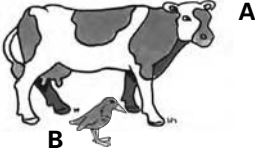
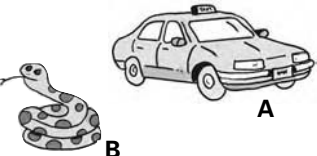
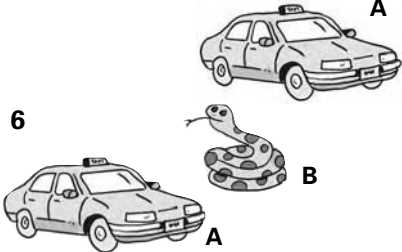
## Locational prepositions

Some prepositions in Yoruba denote the *position* of something in relation to another thing. For example:

<b>légbẹ̀ẹ̀</b>	besides	<b>lóri</b>	on top of
<b>láàárín</b>	in between	<b>níwájú</b>	in front of
<b>lábé</b>	under	<b>lẹ̀hìn</b>	behind

### Exercise 12

Explain the position of object A in relation to object B.

<p>1</p> 	<p>4</p> 
<p>2</p> 	<p>5</p> 
<p>3</p> 	<p>6</p> 

### Tone practice (CD 2; 21)

Listen to the recording and practice saying the following words using the correct tones.

- |                          |                 |
|--------------------------|-----------------|
| 1 <b>légbẹ̀ẹ̀</b>        | beside          |
| 2 <b>lágbara Ọlórún</b>  | by God's grace  |
| 3 <b>awakò oniwàkuwà</b> | bad drivers     |
| 4 <b>ìjànbá mọ̀tò</b>    | motor accidents |

5	<b>ibùdó òkò-òfurufú</b>	airport
6	<b>sún keṣeṣe fà keṣeṣe</b>	traffic jam
7	<b>àwọn adigunjalè</b>	armed robbers
8	<b>gúnlẹ̀</b>	to arrive or land
9	<b>ilé-ìtura</b>	hotel
10	<b>ànfàní</b>	opportunity

## Listening or reading comprehension



(CD 2; 22)

Listen to or read the following passage and then answer the questions that follow.

### Ìrìnàjò lọ sí ilú Lónḍòṇù

Ní oṣù tí ó kojá, Túnjì lọ sí ilú Lónḍòṇù. Ó jáde láti lọ gbé ẹrù rẹ̀ ní ó pàdé ọ̀rẹ̀ rẹ̀ láti ilé-ẹ̀kọ̀ oníwèémẹ̀wàá ní Ìbàdàn. Orúko ọ̀rẹ̀ rẹ̀ yìí ni Tópẹ̀. Inú Túnjì dùn púpọ̀ láti rí ọ̀rẹ̀ rẹ̀ yìí, ó sì bí i pé kí ní ó ń ṣe ní ilú Lónḍòṇù. Tópẹ̀ sọ fún un pé òun kúrò ní ilú Nàìjíríyà nítorí gbogbo rògbòdìyàn k'á sí ilé-ìwé lóníí, k'á tún tí í lóla. Ó sọ pé lẹ́hìn tí òun fi ọ̀dún mẹ́ta ṣòfò ní Yunifásitì tí Ọ̀lábísí ní Àgọ̀-Ìwòyè, tí òun kò sì kúrò ní kíààsì kan náà, mà́má àti bàbá òun rán òun wá ilu Lónḍòṇù kí òun lè parí ẹ̀kọ̀ òun lásikò.

Yàtò sí rògbòdìyàn ilé-ẹ̀kọ̀ gíga nígbà gbogbo, Tópẹ̀ sọ pé wàhálà àwọn adigunjalè pèlú nńkan tí ó jẹ́ kí gbígbé ní ilú Nàìjíríyà sù òun. Ọ̀sán ọ̀jọ̀ kan ni àwọn olè wọ ilé àwọn Tópẹ̀ ní Èkó. Lẹ́hìn tí wọn dẹ̀rù ikú bà wọn, wọn sọ pé kí gbogbo wọn dọ̀bálẹ̀ kí wọn sí di ọ̀jú wọn. Ọ̀kan nínú àwọn olè yìí ń sọ Tópẹ̀ àti àwọn ẹbí rẹ̀ lórí ìdọ̀bálẹ̀ pèlú ìbọ̀n. Àwọn olè mẹ́ta yòókú ń wá nńkan tí wọn máa kó jáde láti yàrà kan sí ẹ̀kejì. Nígbà tí wọn máa fi kúrò ní ilé àwọn Tópẹ̀, wọn tí gbé kòṅpùtá, ẹ̀rọ amóhùn máwòrán, rédífò, àti owó reṣeṣe.

Lẹ́hìn iṣẹ̀lẹ̀ yìí, ilú Nàìjíríyà sù Tópẹ̀ ó sì dàgbére fún ilú Nàìjíríyà pé ó dìgbóṣe. Tópẹ̀ kò ì tí ì padà sí ilú Nàìjíríyà láti ìgbà yìí.

## Questions

- 1 What are the two main reasons why Tope left Nigeria?
- 2 How did Tunji happen to know Tope?
- 3 What did the armed robbers steal at Tope's house?
- 4 How many years did Tope spend at university in Nigeria before he decided to leave for London?

# 13 Lílo sí oríṣiríṣi ibi

## Visiting different places

In this unit, you will learn to:

- talk about different Yoruba cultural sites
- ask questions about these sites
- talk about why these sites are important to the Yoruba people
- answer questions with regard to unique places in the world

### Dialogue 1 (CD 2; 23)

*While driving to the Lagos airport from Ibadan, Kimberly and Tunji are planning the different places they will take Carla in Lagos.*

KIMBERLY: Níbo ni o rò pé ó máa dára láti mú Carla lọ ní Èkó.

TÚNJÍ: Mo rò pé o máa dára fún Carla láti rí etí òkun ní Èkó kí ó lè mọ̀ iyàtò láàárín etí òkun ní ilù Nàìjíríà àti etí òkun ní ilù Amẹ́ríkà. Ó máa rí oríṣiríṣi àwọn aláduúrà tí wọn máa ń gbàdúrà ní etí òkun.

KIMBERLY: Lẹ̀hìn etí-òkun, níbo ni a tún máa lọ?

TÚNJÍ: Mo máa fẹ́ kí Carla rí ibi tí àwọn olówò ẹ̀rú tí máa ń kó àwọn ẹ̀rú Yorùbá lọ sí ilù Òyìnbó ní Badagry. Ibí yìí lè pà á lẹ́kún nítorí ó maa jẹ́ kí o mọ́ bí àwọn Yorùbá púpọ̀ ẹ̀ dí ẹ̀rú ní ilù Kùbà àti Bràsílì. Ta l'ó mọ́? Bóyá nínú ìran màamá yín wá láti ilẹ̀ Yorùbá.

KIMBERLY: Hún ùn! Níbo ni a tún lè mú u lọ? Ránti pé ojú méjì péré l'a ní láti lè l'Èkódó.

TÚNJÍ: Ibi kẹ̀tà tí mo máa fẹ́ kí Carla rí ni Lẹ́kí. Mo fẹ́ kí ó rí orọ̀ ilẹ̀ Nàìjíríà tí ó wà l'Èkódó gégẹ́ bí o ẹ̀ máa rí iṣẹ́ tí



ó wà l'Ékòdó náà. Bí ó bá lè rí àwọn ibi m̀éta yìí, inú mi á dún.

**KIMBERLY:** Inú èmi náà máa dún. Mo sì mò pé inú Carla náà máa dún.

**KIMBERLY:** *Where do you think will be good to take Carla to in Lagos?*

**TUNJI:** *I think it will be nice for Carla to see the Lagos beach so that she can find out the difference between Nigerian beaches and American beaches. She will see different Pentecostal Christians that pray on the beach.*

**KIMBERLY:** *After the beach, where else shall we go?*

**TUNJI:** *I would like Carla to see the part where slave traders used to ship Yoruba slaves to Europe and the America at Badagry. This place might bring tears to her eyes because it will let her see why many Yoruba people ended up as slaves in Cuba and Brazil. Who knows? Maybe part of your mom's heritage started from Yorubaland.*

**KIMBERLY:** *Hm! Where else can we take her to? Remember we only have two days to spend in Lagos.*

**TUNJI:** *The third place I would like Carla to see is Leki. I want her to see the riches in Nigeria located in Lagos as she will see the poverty in Lagos also. If she can see these three places I will be happy.*

**KIMBERLY:** *I will be happy too. And I know that Carla will be happy also.*



Christian worshipers on Lagos Beach. © Emiel Jegen

## Vocabulary

<b>mú . . . lọ</b>	to take someone somewhere	<b>dí ẹrú</b>	to become slaves
<b>etí òkun</b>	beach	<b>Kúbà</b>	Cuba
<b>ìyàtò</b>	the difference	<b>Bràsílì</b>	Brazil
<b>láàárín</b>	between	<b>ìran</b>	heritage
<b>aládùúrà</b>	Pentecostal group	<b>nínú</b>	part of
<b>gbàdùrà</b>	to pray	<b>wá láti</b>	to come from
<b>olówò ẹrú</b>	slave traders	<b>Lẹkí</b>	name of a place in Lagos State
<b>kó . . . lọ</b>	to carry . . . to	<b>orò</b>	riches
<b>ilú Òyìnbó</b>	Europe	<b>ilẹ̀ Nàìjíríà</b>	land of Nigeria
<b>Badagry</b>	name of a place in Lagos State	<b>gégẹ́ bí</b>	as
<b>pa . . . lẹkún</b>	to make someone cry	<b>ìṣẹ́</b>	poverty

## Language points

### ***Bringing something/someone somewhere***

In Yoruba, there are different ways of talking about bringing something or someone to a place. For example:

- (1) **mú . . . wá** or **gbé . . . wá**  
 “to bring or to carry someone/something”

Use **mú . . . wá** if you are bringing someone who can walk on his/her own to the place you are going. But use **gbé . . . wá** if you have to literally carry something or someone somewhere. For example:

- (a) **Mo máa mú ọmọ mi wá sí ilé rẹ.**  
 I will bring my child to your house.
- (b) **Mo máa gbé ọmọ mi wá sí ilé rẹ.**  
 I will bring my child to your house.

In the first example, the implication is that the child is old enough to come on his/her own with you. However, the second example implies that you have to carry, to bring them with you.

But if you are talking about bringing your car to a place or giving someone a ride in your car, you have to use **gbé . . . wá**. For example:

**Túnjì gbé ọkọ rẹ wá sí ilé Kimberly.**

Tunji brought his car to Kimberly's place.

**Mo gbé ọkọ mi wá sí ilé mekáníkì.**

I brought my car to my mechanic's house.

Even though you are not literally carrying your car to a place, Yoruba still uses **gbé . . . wá** when it comes to driving a car to a place.

Compare the other examples below:

(a) **Mo máa mú Carla wá sí ilé rẹ.**

(b) **Mo máa gbé Carla wá sí ilé rẹ.**

I will bring Carla to your house.

If you use example (a) above, Yoruba speakers will not give any particular interpretation on how you bring Carla to the house. But if you use example (b) the implication is that you are giving Carla a ride to that house because of the word **gbé . . . wá**. Or they could assume that Carla is a baby so you will need to “carry” her.

(2) **Mú . . . lọ** or **gbé . . . lọ** “to take . . . to . . .”

Just as with **mú . . . wá** and **gbé . . . wá**, both **mú . . . lọ** and **gbé . . . lọ** imply taking something to somewhere depending on whether one “carries” the thing or not. For example:

(a) **Mo mú ọmọ mi lọ sí ilé-ìwé.**

(b) **Mo gbé ọmọ mi lọ sí ilé-ìwé.**

I took my child to school.

The example in (a) will be okay if I just hold my child and we walk to school together. However, the example in (b) implies that I carry my child in something like a car (or similar) to take her/him to school.

Here are other examples of how to use **mú . . . wá**, **mú . . . lọ**, **gbé . . . wá**, **gbé . . . lọ**.

**Mo gbé mọ́nmọ́n wá sí ibi-àsè.**

I brought [a lot of] bean pudding to the party.

**Mo mú mọ́nmọ́n wá sí ibi-àsè.**

I brought [a little, maybe one piece of] bean pudding to the party.

**Mo gbé mọ́nmọ́n lọ sí ibi-àsè.**

I took [a lot of] bean pudding to the party.

**Mo mú mọ́nmọ́n lọ sí ibi-àsè.**

I took [a little, maybe one piece of] bean pudding to the party.

**Exercise 1**

How would you say the following in Yoruba?

- 1 Tunji brought several cartons of Fanta to the party.
- 2 Kunle brought his friends to the party in his car.
- 3 Kẹmi took her baby to school with her.
- 4 Toyin brought a lot of jolof rice to the party.
- 5 Aduke brought her friends to my house.
- 6 Dupẹ took a bucket of water to school.
- 7 Mr. Alao took a pen to the office.
- 8 Sanjọ brought his book to the library.

**Exercise 2**

How would you find out what the people in Exercise 1 brought? The first one has been done for you.

*Example:*

- 1 **Kí ni Túnjì gbé wá sí ibi àsè?**

**Exercise 3**

Tunji is very skeptical. He did not believe that the people in Exercise 1 brought what was listed. Play the role of Tunji and tell us what he is saying. The first one has been done for you.

*Example:*

- 1 **Túnjì kò gbé Fántà wá sí ibi àsè.**

**Exercise 4**

In Dialogue 1 in this unit, why do you think Kimberly used **mú . . . lọ** when asking about where to take Carla to? Why did she not use **gbé . . . lọ**? Would she have been grammatically incorrect if she had used **gbé . . . lọ**?

## Exercise 5

Go over Dialogue 1 in this unit again and mention the three places that Tunji and Kimberly planned to take Carla to. Please give your answers in Yoruba.

## Exercise 6

In Dialogue 1 in this unit, why did Tunji want Carla to see these three particular places in Lagos during her visit? Please give the answers in Yoruba.

## Dialogue 2 (CD 2; 25)

*Tunji and Kimberly want Carla to see other parts of Yorubaland that are historic.*

- KIMBERLY: Inú mi dùn pé Carla rí gbogbo ibi tí a gbé e lọ Lánàá.  
 TÚNJÍ: Inú èmi nàà dùn. Kí ni ó sọ nípa gbogbo nìkan t'ó rí?  
 KIMBERLY: Ó sọ pé inú òun dùn láti rí àwọn nínkan wònyí.  
 TÚNJÍ: Mo rò pé ó yẹ kí ó rí àwọn ibómííràn tí ó ẹ̀ pàtàkì ní ilẹ̀ Yorùbá bí i Òkè Olúmọ ní ilú Abẹ̀dókúta. Ọ̀pá Ọ̀rànmíyàn ní ilú Ifẹ̀. Orísun omi gbígbóná àti tútù ní ikogòsì, àti bèẹ̀ bèẹ̀ lọ.  
 KIMBERLY: Njẹ̀ o mò pé láti ìgbà tí mo ti dé ilú Nàìjíríà, èmi gan fúnrara mi kò ì tí ì dé àwọn ibi tí o dárúko yí. Nítorí nàà, ìrìnàjò yí kó ní jẹ̀ fún Carla níkan, o máa ẹ̀ èmi nàà l'ànfaàní.  
 TÚNJÍ: Kò burú. Nígbà wo ni kí a lọ? A kò lè lọ sí gbogbo ilú yí ní ojú kan. Bóyá kí a lo ojú Sátidé mẹ̀ta nítorí pé mo gbòdò lọ sí ibi iṣẹ̀ láàárín ọ̀sẹ̀. A lè lo Sátidé Kan fún ilú kan. Fún àpẹ̀rẹ̀, bí a bá lọ sí Òkè Olúmọ ní Sátidé yí, a lè lọ sí Ifẹ̀ láti rí Ọ̀pá Ọ̀rànmíyàn ní ojú Sátidé tí ó n bọ̀, àti bèẹ̀ bèẹ̀ lọ.  
 KIMBERLY: Wò o! A gbòdò lọ sí aàfin Ọ̀ni Ifẹ̀ kí Carla lè rí bí aàfin Ọ̀ba Ifẹ̀ ẹ̀ rí.  
 TÚNJÍ: Kò burú. Jẹ̀ k'á bèrẹ̀ ìrìnàjò yí l'ọ̀sẹ̀ t'ó n bọ̀.  
 KIMBERLY: *I am so happy that Carla saw all the places we took her to yesterday.*

TUNJI: *I am happy too. What did she say about all the things that she saw?*

KIMBERLY: *She said that she was happy to see all those things.*

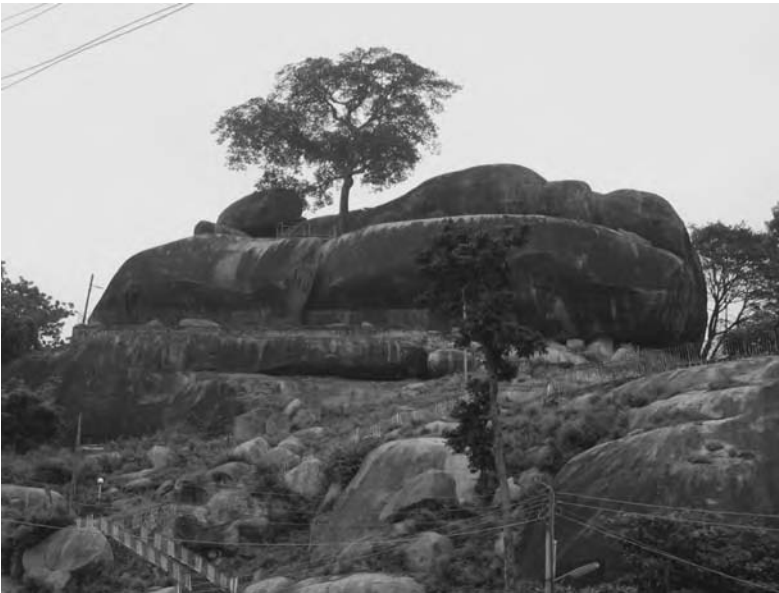
TUNJI: *I think that she should see other important places in Yorubaland such as Olumọ Rock at Abeokuta, the Qranmian Staff at Ifẹ, the Ikogosi warm and cold spring, etc.*

KIMBERLY: *Do you know that, since I came to Nigeria, I haven't been to all these places that you mentioned. Therefore, this trip will not be for Carla alone, it will be beneficial to me also.*

TUNJI: *No problem. When do you want us to go? We can't go to all these places in one day. Maybe we can plan for three Saturdays because I have to work during the week. We can plan one Saturday for one visit. For example, if we go to Olumọ Rock this Saturday, we can go to Ifẹ to see the Qranmiyan Staff next Saturday, etc.*

KIMBERLY: *Look! We have to go to Qoni of Ifẹ's palace so that Carla can see what the palace of Qoni of Ifẹ looks like.*

TUNJI: *No problem. Let's begin the journey next week.*



Olumọ Rock.

## Vocabulary

<b>àwọn ibómíràn</b>	other places	<b>fúnrara mi</b>	myself
<b>ṣe pàtàkì</b>	to be important	<b>ìrìnjò</b>	trip
<b>Òkúta Olúmọ</b>	Olumọ Rock	<b>ṣe . . . ní àn fààní</b>	to be beneficial to . . .
<b>Ọpá Ọrànmiyàn</b>	Ọrànmiyan Staff	<b>láàárín ọṣẹ</b>	during the week
<b>orísun omi</b>	source of water	<b>aàfin</b>	palace
<b>gbígbóná</b>	hot	<b>Ọ̀ni</b>	the Royal title of the King of Ifẹ
<b>tútù</b>	cold	<b>bẹ̀rẹ̀</b>	to start
<b>Ìkọ̀gòsì</b>	name of a place		
<b>Ñjẹ</b>	“yes/no” question form		

## Language points

### Reporting speech

It is very easy to report speech in Yoruba, if the speaker is the one talking about himself or herself. For example:

**Mo sọ pé mo jẹun lánàá.**

*I said that I ate yesterday.*

**O sọ pé o jẹun lánàá.**

*You (sing.) said that you (sing.) ate yesterday.*

**A sọ pé a jẹun lánàá.**

*We said that we ate yesterday.*

**Ẹ sọ pé ẹ jẹun lánàá.**

*You (pl.) said that you (pl.) ate yesterday.*

Usually, the pronoun in the reported speech matches the pronoun of the speaker. On the other hand, if you are reporting what a third person says about him/herself as opposed to what she said about another third person, then Yoruba uses different pronouns to avoid any ambiguity in whose speech is being reported. For example:

**Ó sọ pé ó jẹun lánàá.**

*She said that she [another female] ate yesterday.*

**Ó sọ pé òun jẹun lánàá.**

*She said that she [herself or same person] ate yesterday.*

**Wọn sọ pé wọn jẹun lánàá.**

They said that they [some other people] ate yesterday.

**Wọn sọ pé àwọn jẹun lánàá.**

They said that they [same people] ate yesterday.

This ambiguity (singular or plural) only happens with third person reported speech. Other examples are:

**Olú sọ pé ó n sími.**

Olu said that he [someone else] is resting.

**Olú sọ pé òun n sími.**

Olu said that he [himself] is resting.

**Olú àti Kúnlé sọ pé wọn ti dé.**

Olu and Kunle said they [other people] have arrived.

**Olú àti Kúnlé sọ pé àwọn ti dé.**

Olu and Kunle said they [themselves] have arrived.

**Exercise 7**

Kunle is saying the following about himself. Report what he is saying. The first one has been done for you.

*Example:*

- 1 I saw Tunji at Kimberly's apartment.  
**Kúnlé sọ pé òun rí Túnjì ní fúláàtì Kimberly.**
- 2 My teacher is not feeling well.
- 3 I want to see a movie tonight.
- 4 My friend bought these nice pens for me.
- 5 Tunji will come to see me.

**Exercise 8**

Here is a list of places of attraction that the following people will visit. Say who will visit where. The first one has been done for you.

*Example:*

- 1 Anthony / Trafalgar Square / London.  
**Anthony máa lọ sí Trafalgar Square ní ilú Lọ́ndọ́nù.**



- 2 Carla / Eiffel Tower / France
- 3 Josie / Buckingham Palace / London
- 4 Charles / Taj Mahal / India
- 5 Andrew / Olumọ Rock / Abeokuta
- 6 Matt / King of Ifẹ's palace / Ifẹ

### Exercise 9

Go over Dialogue 2 in this unit and give in a short sentence in Yoruba about each of the historic places that Tunji wanted Carla to see away from Lagos.

### Exercise 10

Go to the library and do some research to find out why the places you listed in Exercise 9 are historic for the Yoruba people. You can also ask a native speaker if you know one.

### Tone practice (CD 2; 27)

Listen to the recording and practice saying the following words using the correct tones.

- 1 Òkúta Olúmọ
- 2 Ọ́pá Ọ̀rànmiyàn
- 3 Gbígboná
- 4 Ìkọ̀gòsì
- 5 fúnrarami
- 6 Aàfin
- 7 Ọ̀òni Ifẹ
- 8 Ìrinàjò
- 9 láàárín ọ̀sẹ
- 10 ànfààmí

## Listening or reading comprehension



(CD 2; 28)

Listen to or read the following letter and then answer the questions that follow.

265 Lafayette  
Hempstead, Long Island  
NY 11798  
8/31/04

Túnjì àti ègbón mi ọwọ̀n,

Inú mi dùn láti kọ̀ ìwé yí sí yín. Ayò àti àlàáfíà ní mo fi padà sí ilú New York. Mo n kòwé yí láti dúpé lówó èyin méjèèjì fún gbogbo aájò mi tí ẹ̀ ẹ̀ se nígbà tí mo wá sí ilú Nàìjíríyà. Mo dúpé fún gbogbo ibi tí ẹ̀ mú mi lọ bí i ìkọ̀gòsì, Òkè Olúmọ̀ ní ilú Abèdókúta, ààfin Ọ̀dùn ti Ifẹ̀, etí òkun ní Èkó, Lékí, Ibùdó oko ẹ̀rú ni Badagry àti bèẹ̀ bèẹ̀ lọ.

Inú mi dùn láti rí oríṣíríṣi ilú àti gbogbo ibi tí ẹ̀ mú mi lọ. Nísisíyí mo lè sọ pé mo mọ̀ ilẹ̀ Yorùbá nítòótó. Mo kọ̀ ọ̀gbón púpọ̀ lódò ọ̀pọ̀lọ̀pọ̀ èniyàn tí mo bá pàdé. Mo kọ̀ ẹ̀kọ̀ pàtàkì nípa rírin ìrìnàjò. Bí àwọn èniyàn bá n sọ pé orílẹ̀dè Àfíríkà kúsèé mo mọ̀ nísisíyí pé bí ịṣẹ̀ ẹ̀ wa ní Àfíríkà bèẹ̀ náà ni ọ̀rọ̀ oríṣíríṣi náà wà níbẹ̀. Mo mọ̀ nísisíyí pé a kò lè máa sọ̀rọ̀ Àfíríkà bí ẹ̀ni pé a n sọ̀rọ̀ ilú kan soṣo.

Yàtò sí Yorùbá tí mo kọ̀ fún oṣù mēta tí mo lò ní ilú Nàìjíríà, mo tún gbó àwọn ti wọ̀n n sọ̀ oríṣíríṣi èdè. Bí èdè ẹ̀ se pọ̀ ní ilú Nàìjíríyà náà ni àṣà oríṣíríṣi náà pọ̀ níbẹ̀.

Àdúrà mi ni pé kí Ọ̀lórún fún mi ní ànṣàfàní láti padà wá sí ilú Nàìjíríyà. Màmá àti bàbá mi kí yín. Ẹ̀ bá mi kí àwọn òbí Túnjì àti gbogbo àwọn ọ̀rẹ̀ yín tí mo bá pàdé ní Nàìjíríyà. Ó ògbà kan ná.

Èmi ni tiyín nítòótó  
Carla

## Questions

- 1 When did Carla learn the Yoruba that she used in writing this letter?
- 2 What are the lessons that Carla learned during her visit to Nigeria?
- 3 How many languages did Carla hear while in Nigeria?
- 4 Why did Carla write a letter to Tunji?

# 14 Báwo ni ibè şe rí?

What's it like there?

**In this unit, you will learn how to:**

- ask for and report information
- describe places you have visited
- talk about people's ways of life
- find out someone's impression about a place
- know how to respond to questions with regard to places

## Dialogue 1 (CD 2; 29)

*Kimberly is planning to visit Brazil and met someone at work who had been there before. She wants to find out everything.*

KIMBERLY: Mo gbó pé o ti dé ilú Brazil rí. Şé lódótó ni?

ADÉQLÁ: Lódótó ni. Kí l'ó dé t'o n bèrè?

KIMBERLY: Èmi àti àwọn ẹbí mi n ló síbè ní oşù t'ó n bọ. Şé o lè sọ fún mi bí ibè şe rí?

ADÉQLÁ: Mi ò mọ ibi tí mo tí máa bèrè. Şùgbón mo mọ pé bí o bá lọ, o máa gbádùn ilú Brazil gan an ni. O máa rí i pé àwọn èniyàn Brazil fẹràn ìgbádùn púpọ, wọn fẹràn afefeyèyè, wọn fẹràn ijó, orin, àti afẹ ayé.

KIMBERLY: Lódótó?

ADÉQLÁ: Bẹẹ ni. Wọn dàbí àwọn ọmọ ilú Nàìjíríyà. Wọn kún fún ayé jíjẹ púpọ, wọn sì lóyàyà púpọ.

KIMBERLY: Hún ùn!

ADÉQLÁ: Bí o bá lọ sí agbègbè tí a n pè ní Bahia, o máa rí àwọn ọmọ Brazil tí wọn n sín àwọn òrişà Yorùbá bí i Yemoja, Şàngó, Ọbátálá, Ọşun, Ọgún àti bẹẹ bẹẹ lọ.

- KIMBERLY: Wọn ní sin òrìṣà Yorùbá ní Brazil! Ẹ́ lóòótó ni?
- ADEOLA: Mo fi ojú mi rí àwọn tí wọn ní gbé ẹ̀bọ̀ lọ sí etí òkun, tí wọn wọ aṣọ funfun àti ilẹ̀kẹ̀ funfun bí àwọn tí wọn ní sin Yemoja ní ilú Nàìjíríyà. Bí o bá rí wọn níbi tí wọn ti ní sin òrìṣà wọn, o máa rò pé Nàìjíríyà lo wà.
- KIMBERLY: Mo fẹ́ gbọ̀ nípa Brazil sí i Ẹ̀gbọ̀n mo ní bọ. Mo fẹ́ sáré wo ẹ̀ni t'ó wà níta ilé wa.
- ADEOLA: Kò burú.
- KIMBERLY: *I heard that you have been to Brazil before. Is that right?*
- ADEOLA: *Yes, why are you asking?*
- KIMBERLY: *My friend and I are going there next month. Can you tell me how things are there?*
- ADEOLA: *I don't know where to start from. But I know that if you go, you'll enjoy Brazil a lot. You'll find out that Brazilians love to enjoy themselves, they love festivities, they love dancing, singing, and the pleasures of life.*
- KIMBERLY: *Really?*
- ADEOLA: *Yes. They are like Nigerians. They are full of life, and they are very cheerful.*
- KIMBERLY: *Hm!*
- ADEOLA: *If you go to Bahia, you will find Brazilians who worship Yoruba deities like Yemoja, Sango, Obatala, Babaluaye, Ọ̀ṣun, Ogun etc.*
- KIMBERLY: *They worship Yoruba deities in Brazil! Really?*
- ADEOLA: *I saw people carrying sacrifices to the beach, people who wore white clothes and white beads like those who worship Yemoja in Nigeria. If you watch them where they worship their deities, you'll think you are in Nigeria.*
- KIMBERLY: *I'll love to hear more about Brazil, but I'll be back. I want to check who is waiting outside our house.*
- ADEOLA: *No problem.*

## Vocabulary

bèèrè	to ask	gbádùn	to enjoy
síbè	there	ìgbádùn	enjoyment
bèrè	to start	afẹ́fẹ́yẹ́yẹ́	festivities

<b>ijó</b>	dance	<b>Ọ̀bàtálá</b>	god of creation
<b>orin</b>	song	<b>Ọ̀ṣun</b>	goddess of the river
<b>afé aye</b>	worldly pleasures	<b>Ọ̀gún</b>	god of iron
<b>dàbí</b>	to look like	<b>fi ojú rí</b>	to witness
<b>ayé jįjẹ</b>	worldly enjoyment/ pleasures	<b>ẹbọ</b>	sacrifices
<b>lọyàyà</b>	to be funny	<b>aṣọ funfun</b>	white clothes
<b>agbègbè</b>	area	<b>ilẹ̀kẹ̀</b>	beads
<b>sin</b>	to worship	<b>nípa</b>	about
<b>àwọn òrìṣà</b>	deities	<b>sí i</b>	more
<b>Yemoja</b>	goddess of water	<b>mo n bọ</b>	just a minute
<b>Şàngó</b>	goddess of thunder	<b>sàré</b>	to run quickly
		<b>níta</b>	outside



Yemoja worshipers in Brazil. © Mark Stevenson Fuo

## Culture notes

### *Religious practices in Nigeria*

Nigeria is a country that allows people to practice all kinds of religion according to the dictates of their hearts. There are traditional religious practitioners who worship all kinds of deities. These are

about 10 percent of the total population. There are Muslims (about 40 percent) and Christians (about 40 percent). There are also Nigerians who claim to be atheists or who practice religions other than Islam, Christianity or traditional religion. Most Nigerians celebrate Muslim holidays, Christian holidays and traditional festivals. All the different religious practices in Nigeria co-exist among the Yoruba people.

However, the Yoruba language is one of the prominent languages and cultures of the diaspora, and greatly impacts on the social, cultural and religious lives of millions of people in countries outside Africa, such as Brazil, Venezuela, Cuba, Trinidad and Tobago, and Haiti. Yoruba culture, which centers around religion, is one of the surviving African elements in these countries, as one can clearly see in the Orisa tradition of candomble and the feature of syncretism in Brazil, as well as in other religious practices in the United States and elsewhere.

## Language points

### ***Have you ever been there?***

To ask if someone has ever been to a place, or has ever done something before, use the following structure.

**Ṣé o ti lọ sí ilú Lónḍòṇù rí?**

Have you *ever* been to London?

**Bẹ̀ẹ̀ ni, mo ti lọ sí ilú Lónḍòṇù rí?**

Yes, I have been to London *before*.

**Ó tì, N kò ì tí ì lọ sí ilú Lónḍòṇù rí.**

No, I have *never* been to London.

**Ṣé ẹ̀ ti jẹ̀ mọ́inmọ́in rí?**

Have you *ever* eaten moinmoin?

**Ó tì, N kò ì tí ì jẹ̀ mọ́inmọ́in rí.**

No, I have *never* eaten moinmoin.

Make sure you add the word **rí** at the end of your statement to give the “ever” or “never” translation.

## Exercise 1

What question will you ask to find out if the following people have visited the places listed for them. The first one has been done for you.

*Example:*

- 1 Tunji / France  
**Sé Túnjì tí lọ sí ìlú Faransé rí?**
- 2 Kunle / Germany
- 3 Tọpe / Togo
- 4 Tolu / New York
- 5 Ade / Brazil
- 6 Akin / Tanzania
- 7 Josie / Japan
- 8 Charles / Paraguay
- 9 Carla / Nigeria
- 10 Kẹmi / Korea

## Exercise 2

Give a response to show that the people in Exercise 1 have been to the places listed for them. The first one has been done for you.

*Example:*

- 1 **Bẹ̀ẹ̀ ni, Túnjì tí lọ sí ìlú Faransé rí.**

## Exercise 3

Now do the opposite. Give a response that shows that the people in Exercise 1 have *never* been to the places listed for them. The first one has been done for you.

*Example:*

- 1 **Rára, Túnjì kò ì tí ì lọ sí ìlú Faransé rí.**

## Exercise 4

Go through Dialogue 1 in this unit and contradict everything Adeola said about the Brazilians. For example, where she said they love festivities, claim that they don't.



*Example:*

ADÉṢOLÁ: **Àwọn ènìyàn Brazil fẹ̀ràn ìgbádùn púpọ̀.**  
Brazilians love pleasure a lot.

YOU: **Àwọn ènìyàn Brazil kò fẹ̀ràn ìgbádùn púpọ̀.**  
Brazilians do not love pleasure a lot.

## Exercise 5

Here is a list of what Tunji said he has done before. Now report what Tunji said about himself. The first one has been done for you.

*Example:*

- |                                        |                   |
|----------------------------------------|-------------------|
| 1 Play a piano                         |                   |
| <b>Túnjì sọ pé òun ti tẹ̀ dùrù rí.</b> |                   |
| 2 Go to the beach                      | 6 Play chess      |
| 3 Pound yams                           | 7 Play Ayo        |
| 4 Cook moinmoin                        | 8 Drive a big bus |
| 5 Pilot a plane                        |                   |

## Exercise 6

Based on Dialogue 1 in this unit, list five Yoruba deities that are worshiped in Brazil.

## Exercise 7

Explain the following words in Yoruba. Read through the dialogues in this unit again in case the contexts in which these words were used can give you some clues.

- 1 babaláwo
- 2 aládùúrà
- 3 Mùsùlùmí
- 4 Yemoja
- 5 Ògún
- 6 Sàngó
- 7 Nàgó
- 8 ẹ̀sìn

## Dialogue 2 (CD 2; 31)

*Kimberly is more interested in hearing about Brazil from Adeola so the conversation continues.*

- KIMBERLY: Jòṣọ sọ fún mi nípa Brazil sí i.
- ADÉQLÁ: Ní Brazil, o máa rí àwọn kan tí wọn ní sọ ẹyà Yorùbá tí a ní pè ní Nàgó.
- KIMBERLY: Lódótó?
- ADÉQLÁ: Bẹ̀ẹ̀ ni. Àwọn babaláwo gan an nàà wà ní Brazil.
- KIMBERLY: Kí ni babaláwo ní ẹ̀ ní Brazil?
- ADÉQLÁ: Àwọn ni wọn ní kọ àwọn tí wọn fẹ̀ sin Ifá. Ẹ̀e bí àwọn babaláwo nàà wà ní orílẹ̀ Amẹ́ríkà ní Florida, California, New York, àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ.
- KIMBERLY: Mo mò pé wọn wà ní orílẹ̀ Amẹ́ríkà sùgbọ̀n, mi ò mò pé wọn tún wà ní ilú Brazil.
- ADÉQLÁ: Wọn pò níbẹ̀
- KIMBERLY: Yàtò sí ẹ̀sin Yorùbá, irú àwọn ẹ̀sin wo l'ó tún wà ní Brazil?
- ADÉQLÁ: Kò sí ẹ̀sin tí kò sàì sí ní Brazil. Àwọn aláduùrà wà níbẹ̀, àwọn ijọ onítẹ̀bọ̀mi nàà wà níbẹ̀, àgàgà àwọn ijọ àgùdà. Àwọn ijọ àgùdà l'ó pò jù. Mo mò pé àwọn Mùsùlùmí nàà wà ní Brazil. Ẹ̀lẹ̀sìn oríṣiríṣi l'ó kún ilú Brazil.
- KIMBERLY: Pẹ̀lú gbogbo nàkan tí o sọ yí, inú mi máa dùn láti lọ sí Brazil pẹ̀lú àwọn ẹ̀bí mi.
- ADÉQLÁ: Ọ̀sẹ̀ mèlódó ni ẹ̀ máa lò níbẹ̀?
- KIMBERLY: Ọ̀sẹ̀ mẹ̀rìn.
- ADÉQLÁ: Ẹ̀ máa ní ààyè láti rí oríṣiríṣi ilú ní Brazil. Rí i wí pé ẹ̀ lọ sí Rio, San Paulo, Bahia, àti Belem ní ìhà àrìwá. Sì tún rí i dájú pé o lọ sí etí òkun. O máa gbádùn orílẹ̀dè Brazil. Sùgbọ̀n sọra ní Rio àti San Paulo nítorí pé ilú tí ó léwu ni wọn.
- KIMBERLY: O ẹ̀, mo máa sọra
- KIMBERLY: *Please tell me more about Brazil.*
- ADEOLA: *In Brazil, you'll find some people that speak a dialect of Yoruba referred to as Nago.*
- KIMBERLY: *Really?*
- ADEOLA: *Yes. There are Ifa priests in Brazil.*
- KIMBERLY: *What are Ifa priests doing in Brazil?*

- ADEOLA: *They teach those who want to worship Ifa divinity. Aren't there Ifa priests in the U.S.A. in Florida, California, New York and so on?*
- KIMBERLY: *I knew that they are in the U.S.A. but I did not know that they are in Brazil also.*
- ADEOLA: *They are plenty there.*
- KIMBERLY: *Aside from Yoruba religion, what other religions are there in Brazil?*
- ADEOLA: *There is no religion you will not find in Brazil. There are Pentecostal groups there, the Baptists are there, Catholics especially. There are more Catholics there. I know that there are Muslims in Brazil also. There are all kinds of worshipers in Brazil.*
- KIMBERLY: *With all what you've said so far, I am going to be very happy to visit Brazil with my family.*
- ADEOLA: *How many weeks are you going to spend there?*
- KIMBERLY: *Four weeks.*
- ADEOLA: *You will have the time to see different sites in Brazil. Make sure you visit Rio, San Paulo, Bahia and Belem in the north. And make sure you go to the beach also. You will enjoy Brazil. But be careful in Rio and San Paulo because they are dangerous cities.*
- KIMBERLY: *Thanks, I'll be careful.*

## Vocabulary

ẹ̀yà Yorùbá	Yoruba dialect	Mùsùlùmí	Muslims
Nàgó	name of a Yoruba dialect	ẹ̀lẹ̀sìn	worshippers
babaláwo	Ifa priest	kún . . .	to fill (a place)
kọ	to teach	pẹ̀lú	with
Ifá	god of divination	ààyè	opportunity
pọ	to be plenty	rí i wí pé	see to it that
ẹ̀sìn	religion	ìhà àrìwá	north
aládùúrà	Pentecostal	etí òkun	beach
ìjọ onítẹ̀bọ̀mí	Baptists	gbádùn	to enjoy
àgàgà	especially	şóra	to be careful
ìjọ àgùdà	Catholics	léwu	to be dangerous

## Language points

### *Noun formation*

In Yoruba, some nouns are formed by adding a vowel in front of a verb. For example:

<i>Verb</i>		<i>Noun</i>	
<b>jó</b>	to dance	<b>ijó</b>	dance
<b>fẹ</b>	to like/want	<b>ìfẹ</b>	love/desire
<b>ṣẹ</b>	to sin	<b>ẹṣẹ</b>	sin
<b>banújé</b>	to be sorrowful	<b>ìbanújé</b>	sorrow
<b>gbàgbé</b>	to forget	<b>ìgbàgbé</b>	forgetfulness
<b>sìn</b>	to worship	<b>ẹ̀sìn</b>	worship

The vowels used in forming the nouns are in most cases unpredictable.

### Exercise 8

Look through both the dialogues in this unit and list the nouns that are derived from their corresponding verbs, as illustrated above.

### Exercise 9

Below are some nouns derived from their corresponding verbs. Can you guess what the verbs would be?

- ìgbàgbó**      faith
- ìdàgbàsókè**      progress
- ayò**      joy
- ẹ̀dá**      creature
- ètò**      arrangement
- àlọ**      going
- àbò**      arrival
- akòwé**      a writer
- aṣẹwó**      a prostitute
- òdaràn**      a criminal

**Exercise 10**

Based on both the dialogues in this unit, answer the following questions.

- 1 Báwo ni Rio àti San Paulo ẹ̀ rí?
- 2 Kí l'ó dé tí Kimberly ní bi Adéolá lèèrè bí ó bá ti lọ sí ilú Brazil rí?
- 3 Irú ènìyàn wo ni àwọn ará ilú Brazil?
- 4 Irú ẹ̀sìn wo ni ó wà ní ilú Brazil? Dárúkọ wọn.
- 5 Ẹ̀ Kimberly ti lọ sí ilú Brazil rí?
- 6 Yàtò sí ilẹ̀ Brazil, níbo ni àwọn babaláwo tún wà?

**Tone practice**  (CD 2; 32)

Listen to the recording and practice saying the following words using the correct tones.

- 1 **babaláwo**
- 2 **ilèkè funfun**
- 3 **agbègbè**
- 4 **lọyàyà**
- 5 **afẹfẹyẹyẹ**
- 6 **ìgbádùn**
- 7 **afé ayé**
- 8 **ìjọ onítẹ̀bomi**
- 9 **àwọn aládùúrà**
- 10 **ẹ̀lẹ̀sìn oríṣíríṣi**

**Listening or reading comprehension**

 (CD 2; 33)

Listen to or read this popular Yoruba poem and then answer the questions that follow.

**ÌṢÉ NI ÒÒGÙN ÌṢÉ**

Múra síṣé, òrẹ̀ mi  
 Íṣé ni a fi ní di ẹnì gíga  
 Bí a kò bá rẹ̀ni fẹ̀hìn tí

Bí ọlẹ̀ là á rí  
 Bí a kò rẹ̀ni gbẹ̀kẹ̀lẹ̀  
 À á ọ̀ra mọ̀ ọ̀ṣẹ̀ ẹ̀ni.  
 Ohun tí a kò jìyà fún  
 Kì í pẹ̀ lẹ̀wọ̀ rára  
 Ohun tí a bá fara ọ̀ṣẹ̀ fún  
 Ní í pẹ̀ lẹ̀wọ̀ ẹ̀ni,  
 Bí ayé ń fẹ̀ ọ̀ lónìí,  
 Bí o bá lówó lẹ̀wọ̀  
 Nì wọn máa fẹ̀ ọ̀ lẹ̀la.  
 Èkọ̀ sì tún ń sọ̀ nì í dọ̀gá  
 Múra kí o kọ̀ ọ̀ dára dára  
 Bí o sì rí ọ̀pọ̀ ẹ̀nìyàn  
 Tí wọn ń fi èkọ̀ rẹ̀rìnín  
 Dákun má fara wé wọn  
 Ìyà ń bẹ̀ fọ̀mọ̀ tí kò gbón  
 Èkún ń bẹ̀ fọ̀mọ̀ tó ń sá kiri  
 Má fòwúrọ̀ ọ̀rẹ̀, ọ̀rẹ̀ mi  
 Múra ọ̀ṣẹ̀, ọ̀jọ̀ ń lọ̀

## Questions

- 1 What is said to be the importance of hard work in this text?
- 2 What is the importance of good education?
- 3 What is the lot of lazy people?
- 4 Why is it bad to depend on inheritance?

# 15 Şíşe ìwádìí nípa èniyàn

## Getting information about someone

**In this unit, you will learn how to:**

- find out who someone is
- get a description of someone
- arrange for a visit with someone
- find out everything you need to identify someone
- you will also be able to respond to questions with regard to getting information about someone

### Dialogue 1 (CD 2; 34)

*Tunji met someone who said he knows Kimberly, but Kimberly does not remember this person and is trying to get as much information from Tunji as possible about him.*

TÚNJÍ: Mo pàdé ẹnikan lánàá t'ó sọ pé òun mò ẹ.

KIMBERLY: Kí l'orúkọ ẹ?

TÚNJÍ: Ó sọ pé òun ní jẹ Douglas.

KIMBERLY: Kí ni orúkọ bàbá ẹ?

TÚNJÍ: Kò sọ orúkọ bàbá ẹ fún mi. Ó sọ pé, bí mo bá tí sọ Douglas, o máa rántí òun.

KIMBERLY: Hun un! Mi ò rántí ẹnikẹni t'ó ní jẹ Douglas. Ọmọ ilú ibo ni?

TÚNJÍ: Mo rò pé ọmọ ilú Kánádà ni, şugbọn ó ní gbé Nàìjíríá nńsisiyí.

KIMBERLY: Látí ìgbà wo l'ó tí ní gbé Nàìjíríá?

TÚNJÍ: O sọ pé ọdún márúnún sẹhin.

- KIMBERLY: Kí l'ó n ẹ̀ ẹ̀ nísìsìyí ní ilú Nàìjíríà?
- TÚNJÍ: Ọ̀jògbòn nì ní yunifásitì tí Obáfẹ̀mì Awólówò ní Ifẹ̀. Ó n kọ̀ àwọn akẹ̀kọ̀dọ̀ ní lítírẹ̀şò ilẹ̀ Áfíríkà àtì tí ilẹ̀ Amẹ̀ríkà.
- KIMBERLY: Síbẹ̀síbẹ̀. N kò rántí ọ̀mọ̀ ilú Kánádà tí orúkọ̀ rẹ̀ n jẹ̀ Douglas. Ẹ̀é o lẹ̀ şàpẹ̀júwe rẹ̀ fún mí?
- TÚNJÍ: Ó ga tó ẹ̀şẹ̀ bàtà márùnún àtì ínşì mẹ̀wáá. Kò sanra rára, kò sí tìnínrín. O ní irun tí ó fẹ̀ dàbí góòlù. Ó ní irun-imú, şùgbòn kò ní irùngbòn. Ẹ̀yin ojú rẹ̀ búlùù. Ó lóyàyà gan an nì.
- KIMBERLY: Ọ̀mọ̀ ọ̀dún mèlòdò nì o rò pé ó màà jẹ́?
- TÚNJÍ: Ó dàbí ẹ̀nì pé ọ̀mọ̀ bí i ọ̀gbòn ọ̀dún nì.
- KIMBERLY: Kò dàgbà púpọ̀. Ẹ̀é o mò bóyá ó ní ẹ̀bí nńbí?
- TÚNJÍ: Bẹ̀ẹ̀ nì. Ó fi fọtò iyàwó àtì àwọn ọ̀mọ̀ rẹ̀ méjì hàn mí.
- KIMBERLY: Ó dàbí ẹ̀nì pé mo tí rántí ẹ̀nì tí o ní şòrọ̀ nípa. Mo pàdẹ̀ rẹ̀ ní ọ̀gbà yunifásitì wa ní Ìbàdàn ní oşù tí ó kojá. O yà mí lẹ̀nu pé ó şì rántí mí.
- TUNJI: *I met someone yesterday who said he knows you.*
- KIMBERLY: *What is his name?*
- TUNJI: *He said his name is Douglas.*
- KIMBERLY: *What is his last name?*
- TUNJI: *He did not tell me his last name. He said if I mention Douglas to you, you will remember him.*
- KIMBERLY: *Hm! I don't remember who Douglas is. Where is he from?*
- TUNJI: *I think he is from Canada but he lives in Nigeria now.*
- KIMBERLY: *How long has he been living in Nigeria?*
- TUNJI: *He said for the past five years.*
- KIMBERLY: *What does he do in Nigeria now?*
- TUNJI: *He is a professor at Obafemi Awólówò University at Ifẹ̀. He teaches African literature and American literature.*
- KIMBERLY: *I still don't remember a Canadian called Douglas. Can you describe him to me?*
- TUNJI: *He is 5 ft 10 ins tall. He is not fat and he is not thin. He has blond hair. He has a mustache, but no beard. He has blue eyes. He is very funny.*
- KIMBERLY: *How old do you think he is?*
- TUNJI: *It seems like he is about 30 years old.*
- KIMBERLY: *He is not old at all. Do you know if he has a family here?*



- TUNJI: *Yes. He showed me a picture of his wife and two children.*
- KIMBERLY: *I think I now remember who you are talking about. I met him at the University of Ibadan campus last month. I'm surprised he still remembers me.*

## Vocabulary

<b>pàdé</b>	to meet	<b>irùngbòn</b>	beard
<b>ènikan</b>	someone	<b>eyin ojú</b>	eyes
<b>ń jẹ</b>	to be called	<b>búlúú</b>	blue
<b>ènikèni</b>	anyone	<b>dàgbà</b>	to be old
<b>Kánàdà</b>	Canada	<b>bóyá</b>	maybe
<b>sẹhìn</b>	past	<b>ẹbí</b>	family
<b>lítirésọ</b>	literature	<b>níbí</b>	here
<b>ilẹ</b>	land	<b>fọtò</b>	photo
<b>şàpẹjúwe</b>	to describe	<b>fi . . . han . . .</b>	to show something to someone
<b>ẹşẹ bàtà</b>	5 ft	<b>ìyàwó</b>	wife
<b>márùnún</b>		<b>nípa</b>	about
<b>ínsi méwàá</b>	10 ins	<b>ó yà mi lẹnu</b>	I'm surprised
<b>gòólù</b>	blond/golden	<b>şì</b>	still/yet
<b>irun-imú</b>	mustache		



## Language points

### *Asking about someone's last name*

Yoruba culture is patrilinear. This means that inheritance comes from one's father side and, when a woman marries, she adopts the family name of her husband. The family name is usually the last name of the father. As a result, if you want to find out someone's last name, you literally ask for the person's father's last name or if the person is a married woman, you ask for the last name of her husband. For example:

**Kí ni orúkọ bàbá rẹ?**

What is his father's name?

**Kí ni orúkọ ọkọ rẹ?**

What is her husband's name?

Another way to find out someone's last name, having established their first name, is to use that first name in asking for the last name. See the short dialogue below.

- A:** **Kí ni orúkọ ọrẹ rẹ?** What is your friend's name?  
**B:** **Orúkọ rẹ ni Tọpẹ.** His name is Tọpẹ.  
**A:** **Tọpẹ kí ni?** What is Tọpẹ's last name?  
 (*lit.* Tọpẹ what?)  
**B:** **Tọpẹ Ọṣọ.** Tọpẹ Ọṣọ.

### *How to ask "how long?"*

If you want to know how long someone has been doing something or living somewhere, you will need to use **látí ìgbà wo?** For example:

**Látí ìgbà wo l'ọ tí ń dúró de Tunji?**

Since when have you been waiting for Tunji?

**Wákàtí méjì sẹ̀hìn.**

The past two hours.

**Látí ìgbà wo ni ó tí ń sùn?**

Since when has she been sleeping?

**Wákàtí mèsànan sẹ̀hìn.**

The past nine hours.

### Exercise 1

Fill in the missing part of the dialogue below.

A: \_\_\_\_\_

B: Orúkọ rẹ ni Charles.

A: \_\_\_\_\_

B: Ọmọ ilú Amẹ́ríkà ni.

A: \_\_\_\_\_

B: Ó ní gbé ilú Ifẹ̀ nísìsìyí.

A: \_\_\_\_\_

B: Ọmọ ogún ọdún ni.

### Exercise 2

How would you find out how long someone has been doing the following or being in the following state? The first one has been done for you.

*Example:*

- 1 To sleep  
**Láti ìgbà wo l'ó ti n sùn?**
- 2 To wash clothes
- 3 To talk on the telephone
- 4 To go to the store
- 5 To rest
- 6 To read
- 7 To play soccer
- 8 To be in the office
- 9 To be in the shower
- 10 To be sick

### Exercise 3

You overhear your friend on the telephone responding to some questions. Supply the questions that you think your friend was responding to.

- 1 Mi ò mọ ẹnì tí ó ń jẹ Daniel.
- 2 Orúkọ ọrẹ mi ni David.
- 3 Ó ga tó ẹsẹ bàtà méfà àti ínṣì kan.
- 4 Kò ní irùngbòṅ tàbí irun-imú.
- 5 Ó ń gbé Lónḍòṅù tẹlẹ.
- 6 Èniyàn jẹjẹ ni.
- 7 Bẹ̀ẹ̀ ni, ó fẹ̀ràn láti gbá bọ̀òlù ẹ̀lẹ̀sẹ̀.
- 8 Ó tún fẹ̀ràn láti kàwé.

### Exercise 4

Ask for the last names of the following people, because you have forgotten them.

- 1 Mrs. Adeola \_\_\_\_\_
- 2 Tunji \_\_\_\_\_
- 3 Professor Dupe \_\_\_\_\_
- 4 Mr. Deji \_\_\_\_\_
- 5 Chief Mosun \_\_\_\_\_

### Exercise 5

Give a short description of your friend Mary using the following clues.

- Mary, Nigerian
- Very fair, long black hair
- 35 years old
- Not fat, not slim
- 5 ft 5 ins
- Very friendly

### Exercise 6

Listen again to Dialogue 1 in this unit and state everything you know about Douglas.

## Dialogue 2 (CD 2; 36)

*Douglas now contacted Kimberly himself by telephoning her.*

KIMBERLY: Hèlò.

DOUGLAS: Báwo ni Kimberly, Douglas l'ó ń sọ̀rọ̀.

KIMBERLY: Báwo ni Douglas? Túnjì sẹ̀sẹ̀ sọ̀ fún mi pé òun rí ẹ, àti pé o sọ̀ pé kí òun kí mi.

DOUGLAS: Lóòótọ̀ ni. Mo pàdé Túnjì ní ilé-ìtawé kan ní Ìbàdàn. Lẹ̀hìn tí ó kí mi, ó bi mí bí mo bá wá láti ilú Amẹ̀ríkà,

ṣùgbòṅ mo sọ fún un pé ọmọ ilẹ Kánádà ni mí. Ibi tí a tí ń sọrọ lọ ni ó tí sọ pé òun ní ọrẹ kan tí ó ń jẹ Kimberly, tí ó wá láti New York, ní ilẹ Amẹ́ríkà. Mo wá rántí pé mo padé ẹ ní ọgbà yunifásítì nígbà kan rí. N kò tilẹ rántí ọgbà yẹn mó. Ṣùgbòṅ bí ó ẹ sọ New York àti Kimberly, mo wá rántí ẹ.

**KIMBERLY:** Nígbà tí Túnjì kọkọ sọ fún mi nípa ẹ, èmi nàà kò tètè rántí ẹni tí o jẹ. Ṣùgbòṅ nígbà tí ó sọ pé o fi fọtò ìyàwó àti àwọn ọmọ rẹ han òun, mo rántí pé o ẹ bẹẹ sí èmi nàà. Báwo ni ìyàwó àti àwọn ọmọ ẹ?

**DOUGLAS:** Wọn wá. Idí tí mo fi ń pè ni pé mo fẹ kí iwọ àti Túnjì wá kí èmi àti ẹbí mi ní Ifẹ bí ẹ bá fẹ.

**KIMBERLY:** Nígbà wo l'ọ fẹ k'á wá?

**DOUGLAS:** Bí ẹ bá lè wá ní ọsẹ tí ó ń bọ, ní ọjọ àbámẹta, á dára.

**KIMBERLY:** Èmi àti Túnjì ń lọ síbikan l'ọjọ Àbámẹta tí ó ń bọ. Ẹ a lè wá l'ọjọ Àbámẹta lẹhin èyí tí ó ń bọ yíí?

**DOUGLAS:** Kò burú. Maa bi ìyàwó mi bi ọjọ yíí bá dára. Bí ó bá dára, N kò ní í pè ẹ padà, Ṣùgbòṅ bí kò bá dára, maa pè ẹ padà láti yan ọjọ miiran.

**KIMBERLY:** O ẹ gan an ni. Bí N kò bá gbúròó rẹ, iyeṅ ni pé a máa padé ní ọjọ Àbámẹta méjì ọní.

**DOUGLAS:** Bẹẹ ni. Ó dàbò.

**KIMBERLY:** Ó dàbò.

**KIMBERLY:** *Hello!*

**DOUGLAS:** *Hello Kimberly? It's me Douglas.*

**KIMBERLY:** *How are you Douglas? Tunji just told me that he saw you and that you sent your greetings.*

**DOUGLAS:** *Yes. I met Tunji at a bookstore at Ibadan. After he greeted me, he asked me if I was an American, but I told him I'm Canadian. As we were talking, he said he has an American friend from New York. I then remembered that I met you once at the university campus. I didn't even remember when. But as soon as he mentioned Kimberly and New York, I immediately put the two together.*

**KIMBERLY:** *When Tunji first told me about you, I also did not remember who you were. But when he told me you showed him the picture of your wife and children, I remembered you did the same with me also. How are your wife and children?*

- DOUGLAS: *They are fine. I'm calling because I would like you and Tunji to come and visit me and my family at Ifẹ if you like to.*
- KIMBERLY: *When do you want us to come?*
- DOUGLAS: *If you can come a week on Saturday, that would be great.*
- KIMBERLY: *Tunji and I are going somewhere a week Saturday. Can we come on the Saturday after next?*
- DOUGLAS: *No problem. I'll ask my wife if this day is okay. If it is okay, I will not call you back, but if it is not okay, I will call you to choose another day.*
- KIMBERLY: *Thanks so much. If I don't hear from you, that means we will see you in two Saturdays to come.*
- DOUGLAS: *Yes. Till then.*
- KIMBERLY: *Till then.*

## Vocabulary

ṣẹṣẹ	recently	ṣe bẹẹ	to do so
ilẹ-itàwé	bookstore	ìdí	the reason
bi mí	to ask me	síbìkan	somewhere
bí . . . bá	if	pe . . . padà	to call . . . back
wá láfí	to come from	yan	to choose
ogbà	campus	ọjọ míràn	another day
ìgbà yẹn	that time	gbúròó rẹ	to hear from you
kòkò	first of all	iyẹn ni pé	that means that

## Exercise 7

In both dialogues in this unit, it was obvious that Douglas really cares about his wife and children. How did he show this? Respond in Yoruba.

## Exercise 8

Answer the following questions based on both the dialogues in this unit.

- 1 Kí l'ó dé tí Douglas pe Kimberly?
- 2 Irú èniyàn wo ni o rò pé Douglas jẹ?

- 3 Şé Douglas ní irùngbòn?
- 4 Ọmọ odún mélòó ní Douglas?
- 5 Kí ní Douglas ní kò àwọn akékkòó ní yunifasiti Ọbáfẹmi Awólówò ní Ifẹ.

### Exercise 9

Your friend does not know the following Yoruba words. Explain the meaning to her in Yoruba. The first one has been done for you.

*Example:*

- 1 ẹbí  
**ẹbí ní màmá àti bàbá àti àwọn ọmọ wọn**
- 2 ọgbà yunifásítì
- 3 ọjó àbámẹta
- 4 ọ̀jògbòn
- 5 ilé-itàwé
- 6 ilé-ikàwé

### Exercise 10

Call your classmate and find out if he/she will be willing to come and visit you. Arrange for the date of the visit. Write down the short dialogue between you and your friend. Do this exercise in Yoruba.

### Tone practice (CD 2: 38)

Listen to the recording and practice saying the following words using the correct tones.

- 1 ọgbà yunifásítì
- 2 akékkòó
- 3 fòtò
- 4 iyàwó
- 5 ọjó àbámẹta
- 6 ọjó miiran
- 7 lítírẹ̀şò ilẹ̀ Áfíríkà
- 8 síbẹ̀síbẹ̀
- 9 nísisiyí
- 10 irùngbòn
- 11 irun-imú



## Listening or reading comprehension



(CD 2; 39)

Listen to or read the following dialogue and then answer the questions that follow.

*Bunmi invites Doyin to go out with her to the movies.*

- BÚNMI: Ki l'ó máa ẹ̀ ní alẹ̀ ojú Ẹ̀tì tí ó ń bọ̀?  
 DOYIN: Mi ò ẹ̀ ẹ̀ ǹkankan  
 BÚNMI: Ẹ̀ o máa lọ s'ílẹ̀ sinimá pèlú mí.  
 DOYIN: Kò burú, ẹ̀gbọ̀n irú sinimá wo ni ó fẹ̀ lọ wò?  
 BÚNMI: Mo gbọ̀ pé "Saworo Idẹ̀" ti jáde.  
 DOYIN: Mo ti rí "Saworo Idẹ̀." Mi ò fẹ̀ lọ wo "Saworo Idẹ̀" mọ̀.  
 BÚNMI: "Kò ẹ̀ e Gbé" ńkọ̀?  
 DOYIN: Mo ti rí "Kò ẹ̀ e Gbé" nàà.  
 BÚNMI: Kò burú. Ẹ̀ a lè lọ wo "Ó Le Kú"??  
 DOYIN: Mo ti rí "Ó Le Kú" nàà. Bóyá ka ẹ̀ ǹkan miiran nítorí pé gbogbo fíìmù Ọ̀jọ̀gbọ̀n Akínwùmí Ìṣọ̀lá ni mo ti rí, Mi ò sí fẹ̀ràn fíìmù Yorùbá miiran ju fíìmù Ọ̀jọ̀gbọ̀n Akínwùmí Ìṣọ̀lá lọ.



- BÚNMI: Kí l'ó dé?
- DOYIN: Nítorí pé gbogbo fîmù wọn tí mo tí rí ni wọn n lo ògidì Yorùbá, láisí èdè Òyìnbó rará. Mo koriíra àwọn fîmù Yorùbá t'ó jẹ pé ààbò Yorùbá àti ààbò èdè Òyìnbó ni wọn máa n sọ.
- BÚNMI: Kò burú, bí o kò bá fẹ rí fîmù kankan, kí ni nńkan mĩràn tí ó fẹ kà ŝe?
- DOYIN: Jẹ k'á lọ sí ibi àsè Dúpé. Òjọ Ètì tí ó n bọ ni ojọ ìbí rẹ, ó sì sọ fún mi pé òun fẹ ŝe àsè lálẹ ojọ yí.
- BÚNMI: Şé o mò pé mi o fẹràn láti jó. Mi ò sì fẹràn ariwo. Şé a lè lọ sí ilé oúnjẹ àwọn Şainĩsì tí ó wà ní títì lkòròdú. Şé o mò pé mo fẹràn oúnjẹ àwọn Şainĩsì.
- DOYIN: Kò burú. Èmi náà fẹràn oúnjẹ àwọn Şainĩsì. Màá wá gbé ẹ nílẹ ẹ lójọ Ètì tí ó n bọ ní agogo mífà ìròlẹ.
- BÚNMI: Kò burú. Ó dàbò.

## Questions

- 1 Why is it that neither Bunmi nor Doyin could watch any of Professor Işola's films?
- 2 What did Doyin and Bunmi do together at last?
- 3 Whose party did Doyin want them to attend?

# Grammar summary

## Nouns

In Yoruba, most nouns are simple nouns. For example:

<b>màamá</b>	mother
<b>imú</b>	nose
<b>ayé</b>	world
<b>òkè</b>	mountain
<b>pátákó</b>	chalk board

However, some nouns are formed by adding a vowel in front of a verb. For example:

<i>Verb</i>		<i>Noun</i>	
<b>jó</b>	to dance	<b>ijó</b>	dance
<b>fé</b>	to like/want	<b>ifé</b>	love/desire
<b>ṣè</b>	to sin	<b>èṣè</b>	sin
<b>banújé</b>	to be sorrowful	<b>ìbanújé</b>	sorrow
<b>gbàgbé</b>	to forget	<b>ìgbàgbé</b>	forgetfulness
<b>sìn</b>	to worship	<b>èsìn</b>	religion

The vowels used in forming the nouns are in most cases unpredictable.

## Pronouns

### *Subject pronouns*

<b>mo</b>	I	<b>a</b>	we
<b>o</b>	you (sing.)	<b>ẹ</b>	you (pl. and honorific)
<b>ó</b>	he/she/it	<b>wọn</b>	they

## Absence of the third person singular pronoun **ó**

The third person singular pronoun **ó** “he/she/it” is usually dropped before the negative marker **kò**, as in:

<b>ó burú</b>	it is bad	<b>kò burú</b>	(it) is not bad
<b>ó ẹ̀ṣun</b>	she/he ate	<b>kò ẹ̀ṣun</b>	she/he did not eat

## The use of **mi** or **mo**

**mo** is the regular pronoun that translates to “I” in English. It is most commonly used in standard Yoruba in affirmative statements. For example:

<b>Mo ní ọ̀ síbí iṣẹ́</b>	I am going to work
<b>Mo fẹ́ràn bàtà mí</b>	I like my shoes

But in negative statements, **mo** changes to **mi** or **N**. For example:

<b>N kò ọ̀/N ò ọ̀/Mi ò ọ̀</b>	I did not go
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### *Affirmative forms*

<b>mo</b>	I
<b>o</b>	you (sing.)
<b>ó</b>	he/she/it
<b>a</b>	we
<b>È</b>	you (pl.)
<b>wọ̀n</b>	they

### *Negative forms*

<b>N/mi</b>
<b>o</b>
—
<b>a</b>
<b>ẹ̀</b>
<b>wọ̀n</b>

## *Independent pronouns*

<b>èmi</b>	i	<b>àwa</b>	we
<b>ìwọ̀</b>	you (sing.)	<b>ẹ̀yin</b>	you (pl.)
<b>òun</b>	he/she/it	<b>àwọ̀n</b>	they

These are pronouns that function like nouns. For example:

<b>Olú ni</b>	It is Olu	<b>Òun ni</b>	It is him
<b>Kúnlé náà</b>	Kunle also	<b>Èmi náà</b>	I also

See Unit 5 for other ways one can use the independent pronouns.

Subject pronouns are never used with **ni** or **náà**, but nouns and independent pronouns can be used in this context.

## Object pronouns

The following are the object pronouns in Yoruba

<i>Singular</i>		<i>Plural</i>	
<b>mi</b>	me	<b>wa</b>	us
<b>ẹ</b>	you (sing.)	<b>yín</b>	you (pl.)
vowel of the verb	her/him/it	<b>wọ̀n</b>	them

For the most part, the object pronoun's tone depends on the tone of the preceding verb, if the verb has only one syllable. If the tone of the preceding verb is a mid or a low tone, the tone of the object pronoun will be a high tone. But if the tone of the verb is high, then the tone of the object pronoun will be a mid tone. For example:

<b>Kúnlé rí mi</b>	Kunle saw me
<b>Kúnlé gbà mí</b>	Kunle accepted me
<b>Kúnlé so mí (mọ̀lẹ̀)</b>	Kunle tied me up

The word for object pronoun that means “him,” “her,” or “it” is usually a copy of the vowel of the preceding verb, if the verb has only one syllable. For example:

<b>Kúnlé rí i</b>	Kunle saw him/her/it
<b>Mo so ó</b>	I tied it
<b>Adé gbà á</b>	Ade accepted him/her/it

## Possessive pronouns

Possessive pronouns are pronouns used to mark possession. The following are the possessive pronouns in Yoruba.

<b>mi</b>	my	<b>wa</b>	our
<b>(r)ẹ</b>	your (sing.)	<b>yín</b>	your (pl.)
<b>(r)ẹ</b>	his/her/its	<b>wọ̀n</b>	their

For example:

<b>ẹ̀gbọ̀n mi</b>	my older sibling
<b>ẹ̀gbọ̀n (r)ẹ</b>	your (sing.) older sibling

## Prepositions

For the most part, the preposition **sí** is used to mean “to.” For example:

**Túnjì wá sí ojà**      Tunji came *to* the market

On the other hand, the preposition **ní** is used to mean “in” or “at.” For example:

**Túnjì wà ní ojà**      Tunji is *at* the market

Other prepositions are:

<b>lábé</b>	under
<b>légbèḗ</b>	beside
<b>nítòòsí</b>	near
<b>nínú</b>	inside
<b>lóri</b>	on top of
<b>láàárín</b>	in between

## Tenses

In order to talk about what you did in the past, use the basic form of a regular verb. Examples of the negative counterparts are also given.

**Màmá lọ sọjà.**  
Mother *went* to the market.

**Màmá kò lọ sọjà.**  
Mother *did not go* to the market.

To talk about an action that you have accomplished, use the marker **tí** with the verb.

**Màmá tí lọ sọjà.**  
Mother *has/had gone* to the market.

**Mo tí lọ sọjà.**  
I *have/had gone* to the market

**Màmá kòì tíì lọ sọjà.**  
Mother *has/had not gone* to the market.

If you want to talk about something that you habitually do, use the form **máa n** before the verb. For example:

**Mo máa ní jẹun lójoojúmọ.**

I usually eat everyday.

**N kì í jẹun lójoojúmọ.**

I usually do not eat everyday.

To talk about future events, use the form **máa** before the verb.

**A máa sùn lóla.**

We will sleep tomorrow.

**A kó ní í sùn lóla.**

We will not sleep tomorrow.

If you want to talk about something you are currently doing, use the marker **ń** before the verb.

**Wọ̀n ń lọ sílé.**

They are going home.

**Wọ̀n kò lọ sílé.**

They are not going home or

They did not go home.

## Adjectives

There are different kinds of adjectives in Yoruba.

1 There are *basic adjectives* as in the following examples:

<b>omọ kẹ́kẹ́rẹ́</b>	a small child
<b>ilé tí́tóbì</b>	a big house

2 There are other adjectives such as *numeric adjectives*. For example:

<b>ìwé kan</b>	one book
<b>ilé méjì</b>	two houses

3 There are interrogative adjectives. For example:

**Ìwé mélòò ní Kúnlé ní?**

How many books does Kunle have?

—**Kúnlé ní iwé kan.**

—Kunle has one book.

**Ajá mélòó ni Túnjì ní?**

*How many dogs does Tunji have?*

- 4 A *whole clause* can sometimes function as an adjective. For example:

**ilé tí ó tóbi**            a house *that is big*

**tí ó tóbi** is a clause that modifies **ilé**.

- 5 Some adjectives are *formed from certain verbs*. For example:

<b>tóbi</b>	to be big	<b>títóbi</b>	big
<b>kéré</b>	to be small	<b>kékeré</b>	small
<b>ga</b>	to be tall	<b>gíga</b>	tall
<b>sanra</b>	to be fat	<b>sísana</b>	fat
<b>kúru</b>	to be short	<b>kúkúru</b>	short

**Kẹmi kéré.**

Kẹmi is small.

**Kẹmi jẹ èniyàn kékeré.**

Kẹmi is a small person.

## Sentences in Yoruba

There are basic statements in Yoruba. For example:

**O lọ sójà.**

You went to the market.

**Délé ni ọrẹ Túnjì.**

Dele is Tunji's friend.

## Negative sentences

Negation in Yoruba depends on the types of verbs used. For example:

The verb **wà** “to be in a place”:

**Olú wà ní ilé.**

Olu *is* in the house.

**Olú kò sí ní ilé.**

Olu *is not* in the house.

The verb **ni** or **jé** “to be something or someone”:

<b>Olú ni dókítà.</b>	Olu <i>is</i> the doctor.
<b>Olú kì í ẹ̀ dókítà.</b>	Olu <i>is not</i> (a) doctor.

Regular verbs usually take the negative marker **kò**. For example:

<b>Túnjí jẹ̀ búrédì.</b>	Tunji ate bread.
<b>Túnjí kò jẹ̀ búrédì.</b>	Tunji did not eat bread.

See Unit 1 for other examples of negative sentences.

## Question types

### “yes/no” questions

<b>Şé o lọ sọjà?</b>	Did you go to the market?
<b>Şé Délé ni ọ̀rẹ̀ Túnjí?</b>	Is Dele Tunji’s friend?

### “wh”-questions

These are question forms that begin with “wh.” For example:

<b>Níbo ni Kúnlé wà?</b>	Where is Kunle?
<b>Ta ni mà má Kúnlé?</b>	Who is Kunle’s mother?
<b>Nígba wo ni Kúnlé jẹun?</b>	When did Kunle eat?
<b>Kí ni o sọ?</b>	What did you say?
<b>Kí l’ó dé tí o ń pariwo?</b>	Why are you making noise?
<b>Ilé wo ni o rà?</b>	Which car did you buy?

Other questions types are:

**Eélóo ni bàtà rẹ?**  
How much are your shoes?

—**Egbèrun Náirà ni.**  
—They are ₦1,000.

**Eélóo ni Túnjí ra ọ̀kò rẹ?**  
How much did Tunji buy his car for?

—**N kò mọ oye tí Túnjí ra ọ̀kò rẹ.**  
—I don’t know how much Tunji bought his car for.



## More on the word “when”

There are different ways of saying the word “when” in Yoruba.

- 1 In questions, use **nígbà wo**. For example:

**Nígbà wo ni o máa ẓeun?**

*When* are you going to eat?

**Nígbà wo ni eré máa bèrè?**

*When* will the play begin?

- 2 If you want to use the word “when” in a statement, use **ìgbà tí** or **nígbà tí**. Pay close attention to the different usages of **ìgbà tí** and **nígbà tí**. For example:

### ìgbà tí

**Mo mọ ìgbà tí Josie bímọ.**

I know *when* Josie had her baby.

**Şé o mọ ìgbà tí işé máa bèrè?**

Do you know *when* work will begin?

### nígbà tí

**Nígbà tí mo rí Kúnlé, kò ẓeun.**

*When* I saw Kunle, he was not eating.

**Mo wà nílẹ nígbà tí bàbá mi dé.**

I was home *when* my father arrived.

**Kí ni o ní şe nígbà tí iyàwó rẹ ní sun?**

What were you doing *when* your wife was sleeping?

### nígbà tí . . . bá

The phrase **nígbà tí . . . bá** is used for “when” in conditional statements. For example:

**Mo máa sùn nígbà tí mo bá dé ilé.**

I will sleep *when* I get home.

The implication of the above statement is that the condition in which the speaker will sleep is them getting home. **nígbà tí . . . bá** is in the same clause that states the condition on which the other action rests. For example:

**Kí ni o máa ɛ, nígbà tí o bá parí èkọ rẹ?**

What will you do *when* you finish your studies?

**Olú máa ra mọtò tuntun, nígbà tí ó bá lówó.**

Olu will buy a new car *when* she has money.

**Nígbà tí Doyin bá parí iṣẹ rẹ, ó máa simi.**

*When* Doyin finishes his work, he will rest.

In all the examples above, the part of the sentence with the **nígbà tí . . . bá** is the condition on which the other action in the whole sentence will take place.

## Using **lẹhìn tí and lẹhìn tí . . . bá**

Both **lẹhìn tí** and **lẹhìn tí . . . bá** are used the same way as **nígbà tí** and **nígbà tí . . . bá**. **lẹhìn tí** and **lẹhìn tí . . . bá** both mean “after,” but they are used in different ways. For example:

### **lẹhìn tí**

**Lẹhìn tí mo parí iṣẹ, mo sùn.**

*After* I finished work, I slept.

**Lẹhìn tí a sùn, ara wa yá.**

*After* we slept, we felt good.

**A ɛrẹ lẹhìn tí màmá wa dé.**

We played *after* our mother returned.

### **lẹhìn tí . . . bá**

**Lẹhìn tí Kúnlé bá jeun tán, o máa sùn.**

*After* Kunle finishes his food, he will sleep.

**A máa lọ sí ilé sinimá lẹhìn tí a bá simi.**

We will go to the movies *after* we rest.

**Kí ni o máa ɛ lẹhìn tí o bá parí èkọ rẹ?**

What will you do *after* you finish your studies?

Use **lẹhìn tí . . . bá** in a clause that states the condition that the other action will take place, as in the examples above.

## *The use of lẹ̀hìn*

The word **lẹ̀hìn** by itself also means “after,” but it is used in a different way from **lẹ̀hìn tí** or **lẹ̀hìn tí . . . bá**. It functions like a preposition. For example:

**Lẹ̀hìn iṣẹ, mo máa ṣẹré.**  
After work, I will play.

**A simi lẹ̀hìn kíláàsì.**  
We rested *after* class.

**Wọ̀n jẹun lẹ̀hìn eré.**  
They ate *after* play.

## Commands

To command someone (a younger person or a colleague) to do something in Yoruba, simply drop the pronoun **O** before the verb. For example:

### *Simple statement*

**O jókòó.**                      You sat down.

### *Command*

**Jókòó!**                        Sit down!

### *Negative command*

**Má jókòó.**                    Don't sit down.

On the other hand, the pronoun is not dropped for second person plural or when addressing someone older than you. For example:

### *Simple statement*

**E jókòó.**                        You (pl.) sat down.

### *Commands*

**E jókòó!**                        You (pl.) sit down! *or*  
You (honorific) sit down!

## Expressing feelings

Yoruba uses object pronouns or nouns to express feelings, where English uses regular subject pronouns or nouns. For example:

<b>Ebi ní pa mí</b>	<i>I am hungry</i>
<b>Òùngbẹ ní gbẹ mí</b>	<i>I am thirsty</i>
<b>Inú ní bí Kúnlé</b>	<i>Kunle is angry</i>
<b>Inú ní bí i</b>	<i>She is angry</i>
<b>Ó rẹ wọn</b>	<i>They are tired</i>
<b>Ó sù yín</b>	<i>You (pl.) are bored</i>
<b>Àánú Olú ní ẹe mí</b>	<i>I feel sorry for Olu</i>

## Expressing notions such as “there is/was” or “it is/was”

Whenever you want to express notions such as “there is/was,” follow this model:

**Omi wà ní ilé mi.**

There is/was water in my house.

**Ọmọ wà nìbẹ.**

There is/was a child there.

**Aṣọ wà nínú kọbọ̀dù mi.**

There are/were clothes in my drawer.

Negative forms of these expressions are:

**Kò sí omi ní ilé mi.**

There is/was no water in my house.

**Kò sí ọmọ nìbẹ.**

There is/was no child there.

**Kò sí aṣọ nínú kọbọ̀dù mi.**

There are/were no clothes in my drawer.

## Conjunction “and”

There are two forms of conjunction “and” in Yoruba. They are **àti** and **sì**. **àti** is used to join nouns and phrases and **sì** is used to join sentences. For example:

àti

**Olú àti Kúnlé lọ sí ilé oúnjẹ?**

Olu *and* Kúnle went to a restaurant?

**Mo fẹràn iyàwó àti àwọn ọmọ mi gan an ni.**

I love my wife *and* my children a lot.

sì

**Mo jẹun, mo sùn, mo sì ṣiṣẹ mi.**

I ate, slept, *and* I did my work.

**Mo lọ sí Èko, mo sì lọ sí Ìbàdàn.**

I went to Lagos *and* I went to Ibadan.

## Using the word láti

The word **láti** can mean many things, depending on how it is used. Below are some of the different ways that one can use the word **láti**.

**Láti** means the preposition “to” or “from” in English. However, Yoruba can imply the word “to” in English without using **láti**. So, it is very important to know when to use **láti** and when not to. It is not every time you use “to” in English that you have to use **láti** in Yoruba. For example:

**Mo fẹ jẹun.**

I want *to* eat.

**Carla fẹ lọ rí aàfin Ọṅni Ifẹ.**

Carla wants *to go to* see Ọṅni of Ifẹ’s palace.

Notice that **láti** is not used in either of the above sentences even though the English translation has the preposition “to.” It is also grammatically correct, though stilted, to use the following:

**Mo fẹ láti jẹun.**

I want *to* eat.

**Carla fẹ láti lọ láti rí aàfin Ọṅni Ifẹ.**

Carla wants *to go to* see Ọṅni of Ifẹ’s palace.

There is not much difference between the Yoruba examples, except that those in the first set are more colloquial than the ones in the

second set. However, any time you use the verb **fẹ̀rà̀n** “to love” before another verb, you must use the word **láti** between the two verbs. For example:

**Túnjì fẹ̀rà̀n láti jó.**

Tunji *loves to* dance.

**Mò fẹ̀rà̀n láti kọ̀rìn.**

I *love to* sing.

**Akín fẹ̀rà̀n láti ọ̀sẹ́ pẹ̀lú ọ̀mọ ẹ̀.**

Akin *loves to* play with his child.

For the sentences to be grammatically correct, **láti** must be used in the above examples. The verbs **gbàgbé** “to forget” and **sùn** “to sleep” have different meanings depending on if you use **láti** or not with them. For example:

1 **Mò gbàgbé láti sùn**                      I forgot to sleep

2 **Mò gbàgbé sùn**                              I slept off

If you do not use **láti** between **gbàgbé** and **sùn** you will completely change the meanings of (1) and (2).

If **láti** occurs before a noun, it usually means “from.” For example:

**Mò lọ láti ilé dé ilé.**

I went from house to house.

**Mò sùn láti àárò dí ọ̀sán.**

I slept from morning until evening.

**Má pè mí mó láti ìsìsìyí lọ.**

Don't call me from now on.

# Key to exercises

## Unit 1

### Exercise 1

2 Ẹ káàárọ́ 3 Ẹ káàárọ́ 4 Káàárọ́ 5 Ẹ káàárọ́ 6 Ẹ káàárọ́ 7 Káàárọ́  
8 Ẹ káàárọ́ 9 Káàárọ́ 10 Ẹ káàárọ́

### Exercise 2

3 Níbo ni wọn wà? 4 Níbo ni ó wà? 5 Níbo ni wọn wà? 6 Níbo ni wọn  
wà? 7 Níbo ni ó wà? 8 Níbo ni wọn wà? 9 Níbo ni ó wà? 10 Níbo ni  
wọn wà?

### Exercise 3

2 Wọn wà nílẹ. 3 Wọn wà nílẹ. 4 Ó wà nílẹ. 5 Wọn wà nílẹ. 6 Wọn wà  
nílẹ. 7 Ó wà nílẹ. 8 Wọn wà nílẹ. 9 Ó wà nílẹ. 10 Wọn wà nílẹ.

### Exercise 4

2 Wọn kò sí nílẹ. 3 Wọn kò sí nílẹ. 4 Kò sí nílẹ. 5 Wọn kò sí nílẹ.  
6 Wọn kò sí nílẹ. 7 Kò sí nílẹ. 8 Wọn kò sí nílẹ. 9 Kò sí nílẹ. 10 Wọn  
kò sí nílẹ.

### Exercise 5

1 Dáadáa ni 2 Wọn wà 3 Káàárọ́ 4 Ó wà 5 Kò sí nílẹ

### Exercise 6

1 Túnjì kò sí nílẹ. 2 Délé kò lọ sọjà. 3 Kúnlé kò pada wá. 4 Kò burú.  
5 Kò dàbò. 6 Délé kò sí lódò ọrẹ rẹ.

### Exercise 7

2 Sùn! 3 Ẹ jẹun! 4 Jó! 5 Ẹ jó! 6 Dìdè! 7 Ẹ dìdè!

### Exercise 8

1 Doyin dà? 2 Fúnmiláyọ dà? 3 Ẹgbọn mi dà? 4 Ẹgbọn Túnjì dà?  
5 Àbúrò Túnjì dà? 6 Bàbá Kúnlé àti Túnjì dà? 7 Ọrẹ mi dà?

**Exercise 9**

1 Níbo ni Doyin wà? 2 Níbo ni Fúnmiláyò wà? 3 Níbo ni ègbón mi wà? 4 Níbo ni ègbón Túnjì wà? 5 Níbo ni àbúrò Túnjì wà? 6 Níbo ni bàbá Kúnlé àti Túnjì wà? 7 Níbo ni òrè mi wà?

**Exercise 10**

2 Fúnmiláyò wà ní sòòsì. 3 Ègbón mi wà ní ilé-ìwé. 4 Ègbón Túnjì wà ní kílààsì. 5 Àbúrò Túnjì wà ní ofíisì. 6 Bàbá Kúnlé àti Túnjì wà ní pápá òkò òfurufú. 7 Òrè mi wà ní ilé-ìkàwé.

**Exercise 11**

2 Fúnmiláyò kò sí ní ibudó òkò ojú-irin. 3 Ègbón mi kò sí ní kílààsì. 4 Ègbón Túnjì kò sí ní sòòsì. 5 Àbúrò Túnjì kò sí ní ojà. 6 Bàbá Kúnlé àti Túnjì kò sí ní ilé. 7 Òrè mi kò sí ní mùsòmù.

**Exercise 12**

2 O sè 3 O sè 4 E sè 5 E sè 6 O sè 7 E sè 8 O sè 9 E sè

**Exercise 13**

1 E kúùròlẹ́ / E káalẹ́ 2 Kúùròlẹ́ / Káalẹ́ 3 Kúùròlẹ́ / Káalẹ́ 4 E kúùròlẹ́ / E káalẹ́ 5 E kúùròlẹ́ / E káalẹ́ 6 Kúùròlẹ́ / Káalẹ́ 7 E kúùròlẹ́ / E káalẹ́ 8 Kúùròlẹ́ / Káalẹ́ 9 E kúùròlẹ́ / E káalẹ́

**Listening or reading comprehension**

1 Because she did not have any money 2 Dele was going to the market 3 They are friends or peers

**Unit 2****Exercise 1**

2 E kààárò 3 E kààárò 4 Kààárò 5 E kààárò 6 E kààárò 7 Kààárò 8 E kààárò 9 E kààárò 10 E kààárò

**Exercise 2**

2 Ó dàbò M̀/̀S̀ 3 E kàásán M̀/̀S̀ 4 E káalẹ́ M̀/̀S̀ 5 E kúùròlẹ́ M̀/̀S̀ 6 Dáadáa ni M̀/̀S̀

**Exercise 3**

2 Kúùròlẹ́ 3 Kàásán 4 E káalẹ́ Sà 5 Kààárò 6 E káalẹ́ M̀ 7 E kàásán 8 E kààárò Sà



**Exercise 4**

2 Šé o ti wè? 3 Šé o sùn dáadáa? 4 Šé o n lọ s'ófìsì re? 5 Šé o sèšè jí ni? 6 Šé o pé dé ófìsì re? 7 Šé o pé dé ilé-ìwé?

**Exercise 5**

2 Kò sùn lánàá. 3 Mi ò pé lọ s'ílé. 4 Kò sèšè jí. 5 Mi ò lọ sí ibi-ìšé. 6 Kò dúpé.

**Exercise 6**

2 Ilé nkó? 3 Išé nkó? 4 Àwọn àbùrò nkó? 5 Bàbá nkó? 6 Màmá nkó?

**Exercise 7**

1-C, 2-F, 3-A, 4-E, 5-G, 6-B, 7-D.

**Exercise 8**

2 Dúpé sèšè jeun. 3 Dúpé sèšè wè. 4 Dúpé sèšè lọ sí ófìsì. 5 Dúpé sèšè lọ sí ilé-ìwé. 6 Dúpé sèšè lọ sí ibùdó okò òfurufú. 7 Dúpé sèšè lọ sí ilé àwọn ẹranko. 8 Dúpé sèšè lọ sí mùsìòmù.

**Exercise 9**

2 Mo n lọ sí ilé-ìwé. 3 Mo n lọ sí ófìsì. 4 Mo n lọ sí mùsìòmù. 5 Mo n lọ sí kílààsì. 6 Mo n lọ sí ibi-ìšé. 7 Mo n lọ sí ojà. 8 Mo n lọ sí ibùdó okò ojú-irin. 9 Mo n lọ sí ilé àwọn ẹranko. 10 Mo n lọ sí ilé.

**Exercise 10**

2 Dáadáa ni. 3 Dúpé wà ní ófìsì. 4 Bèè ni, mo jí dáadáa. 5 Ó tì, N kò lọ sí ilé-ìkàwé. 6 Bèè ni, Túnjí lọ sí mùsìòmù. 7 Ó tì, N kò ì tí ì jeun. 8 Ó tì, màmá mi kò pé ní ibi-ìšé lánàá. 9 Ègbọn Túnjí wà ní ojà. 10 Àlàáfíà ni.

**Exercise 11**

2 Šé Túnjí máa padà wá? 3 Šé Dúpé lọ sí ilé-ìwé lánàá? 4 Šé bàbá Dúpé pé láti padà sí ilé? 5 Šé Túnjí wà nílé?

**Exercise 12**

Mother: Šé o sùn dáadáa?

Mother: Šé o ti jeun?

**Exercise 13**

1 jí “to wake up” 2 dúpé “to give thanks” 3 jeun “to eat” 4 lọ “to go” 5 pé “to be late” 6 burú “to be bad”

## Listening or reading comprehension

- 1 Mr. Makinde asked Kunle to greet his mom and his dad.
- 2 Kunle did not ask Mr. Makinde any questions.
- 3 Kunle's work is going fine.

## Unit 3

### Exercise 1

- 2 E jókòdó! 3 E jókòdó! 4 E jókòdó! 5 E jókòdó! 6 E jókòdó! 7 Jókòdó!  
8 Jókòdó! 9 Jókòdó! 10 E jókòdó!

### Exercise 2

- 2 E má bínú! 3 E má bínú! 4 E má bínú! 5 E má bínú! 6 E má bínú!  
7 Má bínú! 8 Má bínú! 9 Má bínú! 10 E má bínú!

### Exercise 3

- 1 Ìwé mélédó ni o ní? 2 Òrẹ́ mélédó ni o ní? 3 Ọkọ́ mélédó ni o ní?  
4 Àbúrò mélédó ni o ní? 5 Ègbón mélédó ni o ní? 6 Ọmọ́ kíláàsì mélédó  
ni o ní? 7 Ọmọ́ ọ́fíìsì mélédó ni o ní?

### Exercise 4

- 2 Kí ni Dúpẹ́ fẹ́? 3 Kí ni Ọgbẹni Mákíndé ní? 4 Níbo ni Dúpẹ́ wà?  
5 Níbo ni Kimberly ní gbé? 6 Ọmọ́ ilú ibo ni Horoshi? 7 Òrẹ́ mélédó ni  
Túnjì ní? 8 Èmélédó ni o jeun lánàá? 9 Kí ni orúkọ ọ̀rẹ́ Túnjì? 10 Ọmọ́  
ilú ibo ni Kẹmi àti Sínà?

### Exercise 5

- 1-c, 2-h, 3-f, 4-g 5-a, 6-b, 7-d, 8-e

### Exercise 6

- 1 Ọmọ́ ilú Puerto Rico ni Isabel. 2 Ọmọ́ ilú Amẹ́ríkà ni Charles. 3 Ọmọ́  
ilú Nàìjíríyà ni Fúnmi. 4 Ọmọ́ ilú Kánàdà ni Pulleyblank. 5 Ọmọ́ ilú  
Egypt ni Ahmed. 6 Ọmọ́ ilú Kóngò ni Eyamba. 7 Ọmọ́ ilú Tansaníà  
ni Alwiya. 8 Ọmọ́ ilú Kẹnyà ni Kituku. 9 Ọmọ́ ilú Lónḍòṇù ni Sophie.  
10 Ọmọ́ ilú Tógò ni Poovi.

### Exercise 7

- 2 Šé ọmọ́ ilú Amẹ́ríkà ni Charles? 3 Šé ọmọ́ ilú Nàìjíríyà ni Fúnmi?  
4 Šé ọmọ́ ilú Kánàdà ni Pulleyblank? 5 Šé ọmọ́ ilú Egypt ni Ahmed?  
6 Šé ọmọ́ ilú Kóngò ni Eyamba? 7 Šé ọmọ́ ilú Tansaníà ni Alwiya?

8 Šé ọmọ ilú Kẹ́ńyà ni Kituku? 9 Šé ọmọ ilú Lóńdònù ni Sophie?  
10 Šé ọmọ ilú Tógò ni Poovi?

### Exercise 8

The answers to this exercise will vary from one person to another.

### Exercise 9

1 Ọmọ ilú Paraguay ni Maura. Ó gbọ èdè Guarani. 2 Ọmọ ilú Tanzania ni Senkoro. Ó gbọ èdè Swahili. 3 Ọmọ ilú Kenya ni Mukoma. Ó gbọ èdè Kikuyu. 4 Ọmọ ilú Korea ni Sookyung. Ó gbọ èdè Korean. 5 Ọmọ ilú India ni Vankatesh. Ó gbọ èdè Tamil. 6 Ọmọ ilú Amerika ni Andrew. Ó gbọ èdè Òyìnbó. 7 Ọmọ ilú Nàìjíríyà ni Doyin. Ó gbọ èdè Yorùbá. 8 Ọmọ ilú Ghana ni Akua. Ó gbọ èdè Twi. 9 Ọmọ ilú Zimbabwe ni Lindiwe. Ó gbọ èdè Shona. 10 Ọmọ ilú Nàìjíríyà ni Akan. Ó gbọ èdè Efik.

### Exercise 10

2 Šé o gbọ èdè Šainfìsì? 3 Šé o gbọ èdè Yorùbá? 4 Šé o gbọ èdè Òyìnbó? 5 Šé o gbọ èdè Jámáàní? 6 Šé o gbọ èdè Hébéru? 7 Šé o gbọ èdè Róšíà? 8 Šé o gbọ èdè Ígbò?

### Exercise 11

1 Ó tì, N kò gbọ èdè Pótogí. 2 Ó tì, N kì í ẹ ọmọ ilú Faransé. 3 Ó tì, N kò fẹràn láti jó. 4 Ó tì, N kò fẹ lọ sí ilú Jàméíkà. 5 Ó tì, Kúnlé kò fẹràn iṣẹ è. 6 Ó tì, èdè Sípánîsì kò le.

### Exercise 12

The answers to these questions depend on the individual.

### Exercise 13

2 Fúnṣọ fẹràn láti kọrin. 3 Fúnṣọ fẹràn láti kàwé. 4 Fúnṣọ kò fẹràn láti wo tẹlífisọn. 5 Fúnṣọ fẹràn láti fetisí rédíò. 6 Fúnṣọ fẹràn láti se óúnje. 7 Fúnṣọ kò fẹràn láti sọrò. 8 Fúnṣọ kò fẹràn láti fọ àwo. 9 Fúnṣọ fẹràn láti lọ aṣọ. 10 Fúnṣọ kò fẹràn láti fọ aṣọ.

### Exercise 14

2 Nọ́nbà tẹlífòdùn Kúnlé ni eéjì, ẹẹta, oókan, aárùnún, eéje, ẹẹta, òdo. 3 Nọ́nbà tẹlífòdùn Charles ni eéjì, ẹẹfà, eéjì, ẹẹrin, oókan, ẹẹta, ẹẹsàńán. 4 Nọ́nbà tẹlífòdùn Mark ni eéjì, eéje, ẹẹrin, ẹẹta, eéjọ, aárùnún, eéjì. 5 Nọ́nbà tẹlífòdùn Lànà eéjọ, eéjọ, ẹẹta, ẹẹrin, òdo, ẹẹsàńán, eéje.

## Listening or reading comprehension

- 1 Kunle has two children.
- 2 He lives in London because he likes to live there.
- 3 One child is ten and the other is eight.
- 4 No, his wife does not like to live in London.

## Unit 4

### Exercise 1

- 1 Eéldò ni àga? 2 Eéldò ni ìwé? 3 Eéldò ni aṣọ? 4 Eéldò ni àpò? 5 Eéldò ni bàtà? 6 Eéldò ni pẹ̀nì?

### Exercise 2

1 Oḡòrùnún Náírà ni àga. 2 Oḡdúnrún Náírà ni ìwé. 3 Èḡḡḡḡḡḡḡḡ Náírà ni aṣọ. 4 Èḡḡḡḡḡḡ Náírà ni àpò. 5 Èḡḡḡḡḡḡ Náírà ni bàtà. 6 Áádòrùnún Náírà ni pẹ̀nì.

### Exercise 3

2 Oḡo ḡdún márùndínlògbòn ni Kúnlé. 3 Oḡo ḡdún mèrindínlògún ni Kẹ̀mì. 4 Oḡo ḡdún mòkànlélògún ni Sànyà. 5 Oḡo áádòrìn ḡdún ni Oḡògbòn Àlàbí. 6 Oḡo ḡgbòn ḡdún ni àbùrò mi.

### Exercise 4

1 250, 2 640, 3 10,000, 4 2,200, 5 860, 6 301, 7 1,200, 8 1,400, 9 120, 10 150

### Exercise 5

2 Èḡḡḡḡḡḡḡḡ mèfà Náírà lóṣù ni fúláàtì yí. 3 Èḡḡḡḡḡḡḡḡ mèje Náírà lóṣù ni fúláàtì yí. 4 Èḡḡḡḡḡḡḡḡ mèjọ Náírà lóṣù ni fúláàtì yí. 5 Èḡḡḡḡḡḡḡḡ mèṣànan Náírà lóṣù ni fúláàtì yí. 6 Èḡḡḡḡḡḡḡḡ mèwàá Náírà lóṣù ni fúláàtì yí.

### Exercise 6

2 Àwọn oḡo rẹ̀ dára, wọn sì níwà jẹ́jẹ́. 3 Ilẹ̀ idáná rẹ̀ tóbi, ó sì fẹ̀. 4 Oḡo rẹ̀ kéré, ó sì wọn. 5 Pálò rẹ̀ ní fẹ̀rèsè púpọ̀, ó sì fẹ̀. 6 Ibalùwẹ̀ rẹ̀ kéré, ó sì dára. 7 Yàrá rẹ̀ tóbi, ó sì ní kòbòḡdù púpọ̀. 8 Oḡo rẹ̀ jẹ́ olóḡótò, ó sì jẹ́ aláàánú.

### Exercise 7

2 Eélòó ni tábilì? 3 Eélòó ni bèèdì? 4 Eélòó ni fírínjì? 5 Eélòó ni sítóòfù? 6 Eélòó ni kòbòòdù iwé? 7 Eélòó ni rédíò? 8 Eélòó ni àtùpà (òyìnbó)? 9 Eélòó ni lántànì? 10 Eélòó ni ife?

### Exercise 8

2 Egbèrún náírà ni tábilì. 3 Egbèrún mēta náírà ni bèèdì. 4 Egbèrún mēwáá náírà ni fírínjì. 5 Egbèrún mēfà náírà ni sítóòfù. 6 Egbèrín náírà ni kòbòòdù iwé. 7 Èédégbèjò náírà ni rédíò. 8 Èédégbèrún náírà ni àtùpà (òyìnbó). 9 Igba náírà ni lántànì. 10 Áádótalénìgba náírà ni ife.

### Exercise 9

2 E jòò, sè mo lè san egbèrin náírà fún tábilì yí? 3 E jòò, sè mo lè san egbèwá náírà fún bèèdì yí? 4 E jòò, sè mo lè san egbèrún méjò náírà fún fírínjì yí? 5 E jòò, sè mo lè san egbèrún mērin náírà fún sítóòfù yí? 6 E jòò, sè mo lè san egbèta náírà fún kòbòòdù iwé yí? 7 E jòò, sè mo lè san èédégbèje náírà fún rédíò yí? 8 E jòò, sè mo lè san èédégbèrin náírà fún àtùpà (òyìnbó) yí? 9 E jòò, sè mo lè san igba náírà fún lántànì yí? 10 E jòò, sè mo lè san áádòjò náírà fún ife yí?

### Exercise 10

Mo ní yàrá méjì, ibalùwè kan, ilé idáná kan, pàlò kan, fèrèsé márúnún, fírínjì, sítóòfù, maşfìnì ifòwo, maşfìnì ifoşo àti igbe aşo, rédíò, àwo oríşiríşì, fòòkì, òbè, şíbì, kòbòòdù, kòbòòdù aşo, aşo, bàtà, tábilì méjì, aga mēwáá, yàrá ijeun kan, bèèdì méjì, àti bèè bèè lò.

### Exercise 11

The list of ten things will differ from one person to another, but could include the following:

1 yàrá kan 2 ibalùwè kan 3 ilé-idáná títóbi 4 pàlò tí o tóbi gan an ni 5 yàrá 6 ibalùwè 7 pàlò 8 ilé-idáná 9 bèèdì 10 kòbòòdù 11 àga oríşiríşì 12 tábilì 13 rédíò

### Exercise 12

2 Şé fúláàti yí ní tábilì? 3 Şé fúláàti yí ní bèèdì? 4 Şé fúláàti yí ní fírínjì? 5 Şé fúláàti yí ní sítóòfù? 6 Şé fúláàti yí ní kòbòòdù? 7 Şé

fúláàtì yìí ní rediò? 8 *Şé* fúláàtì yìí ní àtùpà òyìnbo? 9 *Şé* fúláàtì yìí ní lántàni? 10 *Şé* fúláàtì yìí ní ife?

### Exercise 13

1 Kimberly rẹ̀ntì fúláàtì rẹ̀ ní egbẹ̀rún m̀arùnún náírà. 2 Yàrá kan ni ó wà nínú fúláàtì Kimberly. 3 Kimberly fẹ̀rà̀n fúláàtì rẹ̀ púpọ̀. 4 N kò mọ̀ àdirẹ̀sì ilẹ̀ Kimberly. 5 N kò mọ̀ nọ̀nbà tẹ̀lífóònù Túnjì. 6 Fírínjì àti sítòòfù wà ní ilẹ̀ idáná. 7 Ibalùwẹ̀ kan ni ó wà ní ilẹ̀ Kimberly.

### Exercise 14

2 N kò gbà á. 3 N kò fẹ̀rà̀n rẹ̀. 4 N kò mò wọn. 5 N kò fẹ̀ ẹ̀. 6 N kò gbàgbé wọn. 7 N kò rà á. 8 N kò rántí yín. 9 N kò fọ̀ ọ̀. 10 N kò sìn ín.

### Listening or reading comprehension

- 1 Because armed robbers could break in.
- 2 She has a big house.
- 3 Her tenants live in the flat and the bungalow.

## Unit 5

### Exercise 1

2 Agogo méfà ku ìşẹ̀jú m̀ewàá ìròlẹ̀. 3 Agogo m̀okànlá ku ìşẹ̀jú m̀erínlá àárò. 4 Agogo kan ku ìşẹ̀jú kan ọ̀sán. 5 Agogo méje ku ìşẹ̀jú m̀ejílá àárò. 6 Agogo méjì kojá ìşẹ̀jú m̀ewàá àárò. 7 Agogo m̀esànan ààbò alẹ̀. 8 Agogo kan òru. 9 Agogo m̀arùnún ku ìşẹ̀jú kan ìròlẹ̀. 10 Agogo kan kojá ìşẹ̀jú m̀arùndínlógún ọ̀sán.

### Exercise 2

2 Nígbà wo ni o máa ka ìwé rẹ̀? 3 Nígbà wo ni o máa jẹun? 4 Nígbà wo ni o máa fetísí rediò? 5 Nígbà wo ni o máa wo tẹ̀lífíşòn? 6 Nígbà wo ni o máa simi? 7 Nígbà wo ni o máa rẹ̀ntì fúláàtì? 8 Nígbà wo ni o máa ra ọ̀kọ̀? 9 Nígbà wo ni o máa şe ìşẹ̀ rẹ̀? 10 Nígbà wo ni o máa kọ̀ lẹ̀tà?

### Exercise 3

2 Mo máa ka ìwé rẹ̀ ní agogo m̀erín ku ìşẹ̀jú m̀ewàá ìròlẹ̀. 3 Mo máa jẹun ní agogo méjọ̀ ku ìşẹ̀jú m̀erínlá àárò. 4 Mo máa fetísí rediò ní

agogo méjilá ku ìsẹ́jú kan òru. 5 Mo máa wo tẹlífisọ̀n ní agogo mẹwáá ku ìsẹ́jú méjilá alẹ́. 6 Mo máa simi ní agogo mẹrin kojá ìsẹ́jú mẹwáá ìròlẹ́. 7 Mo máa rẹ̀ntì fúláàtì ní agogo méjilá ààbò ọ̀sán. 8 Mo máa ra ọ̀kò ní agogo mẹwáá àárò. 9 Mo máa ẹ̀ ìsẹ́ rẹ̀ ní agogo mẹfà ku ìsẹ́jú kan ìròlẹ́. 10 Mo máa kọ̀ lẹ̀tà ní agogo mẹfà kojá ìsẹ́jú mẹ̀d̀dógún ìròlẹ́.

### Exercise 4

2 Nígba wo ni o máa lọ sí mọ̀sálá sí? 3 Nígba wo ni o máa lọ sí ọ̀jà? 4 Nígba wo ni o máa lọ sí ọ̀fisi? 5 Nígba wo ni o máa lọ sí ilẹ́? 6 Nígba wo ni o máa lọ sí ilẹ́-ọ̀kò ọ̀furufú? 7 Nígba wo ni o máa lọ sí ilẹ́-ìkàwé? 8 Nígba wo ni o máa lọ sí mùsìómù? 9 Nígba wo ni o máa lọ sí ọ̀gbà ẹ̀ranko? 10 Nígba wo ni o máa lọ sí ilẹ́-ìwé?

### Exercise 5

2 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí mọ̀sálá sí. 3 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ọ̀jà. 4 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ọ̀fisi. 5 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ilẹ́. 6 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ilẹ́-ọ̀kò ọ̀furufú. 7 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ilẹ́-ìkàwé. 8 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí mùsìómù. 9 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ọ̀gbà ẹ̀ranko. 10 N kò mọ̀ ẹ̀gbà tí mo máa lọ sí ilẹ́-ìwé.

### Exercise 6

2 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí mọ̀sálá sí? 3 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ọ̀jà? 4 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ọ̀fisi? 5 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ilẹ́? 6 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ilẹ́-ọ̀kò ọ̀furufú? 7 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ilẹ́-ìkàwé? 8 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí mùsìómù? 9 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ọ̀gbà ẹ̀ranko? 10 Ẹ̀ o mọ̀ ẹ̀gbà tí Kúnlé máa lọ sí ilẹ́-ìwé?

### Exercise 7

1 Mo máa sùn ni agogo . . . 2 Mo máa ẹ̀un ni agogo . . . 3 Mo máa lọ sí ilẹ́-ìkàwé ni agogo . . . 4 Mo máa lọ ra bàtà ni agogo . . . 5 Mo máa fetí sí rẹ̀díò ni agogo . . . 6 Mo máa ra ọ̀kò ayọ̀kẹ́lẹ́ ni agogo . . .

### Exercise 8

2 Ní Ọ̀jọ̀ Ajé, mo máa lọ sí ọ̀fisi, mo sì máa lọ sí mùsìómù láti lọ wo àwọ̀n àwòrán. 3 Ní Ọ̀jọ̀ Ìsẹ́gun, mo máa lọ sí kíláàsì, mo sì máa lọ sí ilẹ́-ọ̀kò ọ̀furufú láti rin ìrìn àjò. 4 Ní Ọ̀jọ̀ Rú, mo máa lọ sí ọ̀jà , mo sì máa lọ sí ilẹ́-ìkàwé láti yá iwé. 5 Ní Ọ̀jọ̀ Bọ̀, mo máa lọ sí ọ̀gbà ẹ̀ranko,

mo sì máa lọ sí ilé-ọkọ ojú-irin láti ra tíkètì. 6 Ní Ojọ Ẹ̀tì, mo máa lọ sí mọ̀sálá sí, mo sì máa lọ sí ilé-sinimá láti wo sinimá. 7 Ní Ojọ Àbámẹ̀ta, mo máa sùn, mo sì máa lọ sí ibi àsẹ̀ láti jó.

### Exercise 9

Ní Ojọ Àìkú, ní àárò, Kimberly lọ sí ọ̀ṣọ̀ṣì. Ní àárò Ojọ Ajé, ó lọ sí Kíláàsì matimátífíkì. Ní alẹ̀ Ojọ Ajé ó lọ sí ilé ikàwé. Ní àárò Ojọ Ẹ̀sẹ̀gun ó lọ ọ̀ṣẹ̀ olùkọ̀ èdè Gẹ̀ẹ̀sì, nígbà tí ó di alẹ̀, ó lọ sí ilé ikàwé. Ní àárò Ojọ Rú, Kimberly lọ kíláàsì sáyẹ̀n sì (Bàọ̀lọ̀jì), ó sì sinmi ní alẹ̀ ojọ náà. Ní àárò Ojọ Bọ̀, ó lọ kíláàsì sáyẹ̀n sì (Kẹ̀mísìrì), ó sì lọ sí ilé ọ̀rẹ̀ rẹ̀ ní alẹ̀. Ní àárò Ojọ Ẹ̀tì, ó lọ sí ilé ikàwé, ó sì lọ sí ilé sinimá ní alẹ̀. Ní Ojọ Àbámẹ̀ta, ó fọ̀ aṣọ̀ ní àárò, ó sì lọ sí ilé ijó ní alẹ̀.

### Exercise 10

Ní Ojọ Àìkú, ní àárò, Kimberly kò lọ sí ilé ikàwé. Ní àárò Ojọ Ajé, kò lọ sí ọ̀ṣọ̀ṣì. Ní alẹ̀ Ojọ Ajé kò lọ sí ibi ọ̀ṣẹ̀ olùkọ̀ èdè Gẹ̀ẹ̀sì. Ní àárò Ojọ Ẹ̀sẹ̀gun kò lọ ọ̀ṣẹ̀ kíláàsì matimátífíkì, nígbà tí ó di alẹ̀, kò sinmi. Ní àárò Ojọ Rú, Kimberly kò lọ sí ilé ọ̀rẹ̀ rẹ̀, kò sì lọ sí ilé ikàwé ní alẹ̀ ojọ náà. Ní àárò Ojọ Bọ̀, kò lọ sí ilé ijó, kò sì fọ̀ aṣọ̀ ní alẹ̀. Ní àárò Ojọ Ẹ̀tì, kò lọ sí ilé sinimá, kò sì lọ sí ilé ikàwé ní alẹ̀. Ní Ojọ Àbámẹ̀ta, kò lọ sí kíláàsì sáyẹ̀n sì (Bàọ̀lọ̀jì) ní àárò, kò sì lọ sí Kíláàsì sáyẹ̀n sì (Kẹ̀mísìrì) ní alẹ̀.

### Exercise 11

The tailor is older than Kimberly. Kimberly always initiated greetings. Kimberly addressed the tailor with the honorific pronoun plural “you.” The tailor addressed Kimberly with a singular “you.”

### Exercise 12

Káàsán o, Kúnlé.

Àbúrò rẹ̀ nkó?

Kí ni o fẹ̀?

Ẹ̀gbẹ̀rúnún mẹ̀dédógún Náírà ni.

San ẹ̀gbẹ̀rúnún mẹ̀wàá Náírà.

San ẹ̀gbẹ̀rúnún méjọ Náírà.

O sé, ó dàbò.

### Listening or reading comprehension

- 1 Kimberly is scared of wearing a Yoruba wrapper and loose blouse because the wrapper could drop from her waist.



- 2 – A shirt and a pair of trousers (pants)
  - A complete “agbada” attire and a hat
  - A complete suit with a tie
- 3 – A skirt and a blouse with ankara material

## Unit 6

### Exercise 1

2 Mo máa n kòwé lójoojúmọ́. 3 Mo máa n sùn lójoojúmọ́. 4 Mo máa n fetísí rédíò lójoojúmọ́. 5 Mo máa n fọ àwo lójoojúmọ́. 6 Mo máa n fọ aṣọ lójoojúmọ́. 7 Mo máa n lọ sí ọfìsì lójoojúmọ́. 8 Mo máa n lọ sí kílásì lójoojúmọ́. 9 Mo máa n gbá ilẹ̀ lójoojúmọ́. 10 Mo máa n sáré lójoojúmọ́.

### Exercise 2

2 N kíí wo ẗelífìṣẹ̀nnù lójoojúmọ́. 3 N kíí wẹ̀ lójoojúmọ́. 4 N kíí lọ sí ibi àṣẹ̀ lójoojúmọ́. 5 N kíí rin ìrìn àjò lójoojúmọ́. 6 N kíí se oúnjẹ̀ lójoojúmọ́. 7 N kíí kọ̀ lẹ̀tà lójoojúmọ́. 8 N kíí lọ kí àwọn ọ̀rẹ̀ mí lójoojúmọ́.

### Exercise 3

2 Ṣé o máa n sùn lójoojúmọ́? 3 Ṣé o máa n fọ aṣọ lójoojúmọ́? 4 Ṣé o máa n wo ẗelífìṣẹ̀nnù lójoojúmọ́? 5 Ṣé o máa n fetísí rédíò lójoojúmọ́? 6 Ṣé o máa n kà iwé lójoojúmọ́? 7 Ṣé o máa n gbá ilẹ̀ lójoojúmọ́? 8 Ṣé o máa n sáré lójoojúmọ́? 9 Ṣé o máa n rìn lójoojúmọ́? 10 Ṣé o máa n se oúnjẹ̀ lójoojúmọ́?

### Exercise 4

2 Ó rẹ̀ ẹ̀. 3 Òùngbẹ̀ n gbẹ̀ ẹ̀. 4 Ebi n pa á. 5 Ó sú u. 6 Àánú Kúnlé ẹ̀ ẹ̀. 7 Inú rẹ̀ dùn.

### Exercise 5

The answers will vary from one person to another.

### Exercise 6

Ata lílò oríṣíríṣí, tòmátì lílò, àlùbòsà, aáyù, magí, ọ̀róró, ìrẹ̀ṣì, àti edé gbígbe lílò.

### Exercise 7

1 gbàgùúdà 2 ẹ̀wà 3 iṣu 4 iṣu 5 ọ̀gẹ̀dẹ̀ àgbagbà 6 ìrẹ̀ṣì 7 iṣu

**Exercise 8**

2 Kò rè mí. 3 Òùngbẹ kò gbẹ mí. 4 Ebi kò pa mí. 5 Kò sú mi. 6 Àánú Kúnlé kò ẹ mí. 7 Inú mi kò dùn.

**Exercise 9**

1 Charles ẹ iyán, ẹfó-ẹlégùúsí pèlú ẹja tútù, ati fántà 2 Jessica ẹ ìrẹ̀sì jòlòfù, ẹran, mọ́nmọ́n, àti ọ́tí sítàdù 3 Wilson ẹ ẹ̀bà, ọ̀bẹ̀ ẹ̀fó, ẹran-ẹ̀lédè, ẹ̀kí àti pẹ̀pusí 4 Masline ẹ ìrẹ̀sì, dòdò, ẹja tútù, ati fántà 5 Anthony ẹ ìrẹ̀sì jòlòfù, ẹran, dòdò, àti fántà

**Exercise 10**

2 Kí ni ẹ ẹ̀ ẹ̀, Ọ̀gbẹ̀ni Mákíndé? 3 Kí ni ẹ ẹ̀ ẹ̀, Ìyá-ààfín Àlàbí? 4 Kí ni o ẹ̀ ẹ̀, Kúnlé? 5 Kí ni o ẹ̀ ẹ̀, Délé? 6 Kí ni ẹ ẹ̀ ẹ̀, màamá Títí?

**Exercise 11**

1 Bẹ̀ẹ̀ ni, mo ẹ̀ràn óúnjẹ Yorùbá. 2 Óúnjẹ Yorùbá tí mo ẹ̀ràn ni iyán, ẹ̀fó-ẹ̀légùúsí pèlú ẹja tútù. 3 Rára N kíi mu ọ́tí. 4 Bẹ̀ẹ̀ ni, mo máa n mu Fántà. 5 Bẹ̀ẹ̀ ni, mo ti lọ sí búkà láti jeun rí. 6 Bẹ̀ẹ̀ ni, mo ti jeun pèlú ọ̀wọ̀ mi rí. 7 Ọ̀wọ̀ ọ̀tún ni mo ẹ̀ràn láti fi jeun. 8 Ọ̀wọ̀ ọ̀sì ni àwọn Yorùbá fi máa n ẹ̀ ọ̀dọ̀tí. 9 Mo ẹ̀ràn ìrẹ̀sì jòlòfù, dòdò, àti ẹja tútù. 10 A máa n se ìrẹ̀sì nínú omi tí a ti fi ata, tòmatí, magí, òróró àti àlùbòsà sí, títí ìrẹ̀sì náà yòdò fi jiná. A sì máa n dín ọ̀gèdè nínú òróró gbígbóná. A máa n se ẹja tútù nínú ọ̀bẹ̀ títí ó ma fi jiná.

**Exercise 12**

2 N kò ẹ̀ dòdò, iyán ni mo sọ pé mo ẹ̀. 3 N kò ẹ̀ ìrẹ̀sì jòlòfù, ẹ̀bà ni mo sọ pé mo ẹ̀. 4 N kò ẹ̀ mọ́nmọ́n, àşáró ni mo sọ pé mo ẹ̀. 5 N kò ẹ̀ àmàlà, ìrẹ̀sì pèlú ẹja tútù ni mo sọ pé mo ẹ̀.

**Listening or reading comprehension**

- 1 Fried plantain.
- 2 Plantain, vegetable oil or red palm oil, salt and a frying pan.
- 3 You can eat it alone, or with beans, rice or beef stew.

**Unit 7****Exercise 1**

1 Ẹ́ dáadáa ni? 2 Kí l'ó n ẹ̀ ẹ̀?

### Exercise 2

2 Ojú n ro mí. 3 Inú n run mí. 4 Èjìkà n dùn mí. 5 Èyìn n dùn mí.  
6 Ọwọ́ n dùn mí. 7 Eyín n dùn mí. 8 Ọrùn n dùn mí. 9 Orí n fọ mí.  
10 Àyà n dùn mí.

### Exercise 3

2 Nítorí ara mi tí kò yá, N kò lè lọ sí ibiṣẹ́. 3 Nítorí ara mi tí kò yá, N kò lè se oúnjẹ fún ojọ márùnún. 4 Nítorí ara mi tí kò yá, N kò lè sùn dáadáa. 5 Nítorí ara mi tí kò yá, N kò lè ka ìwé kankan fún ojọ mērin. 6 Nítorí ara mi tí kò yá, N kò lè lọ kí àwọn ọrẹ́ mi. 7 Nítorí ara mi tí kò yá, N kò lè fọ àwọn aṣọ mi. 8 Nítorí ara mi tí kò yá, N kò lè lọ kí àwọn òbí mi. 9 Nítorí ara mi tí kò yá, N kò lè jẹ oúnjẹ kankan. 10 Nítorí ara mi tí kò yá, N kò lè lọ sí ilé ikàwé.

### Exercise 4

2 Bí ara ẹ kò bá yá títí ọ̀là, mo máa gbé ẹ lọ sí ilé iwòsàn. 3 Bí ara ẹ kò bá yá títí di ọ̀ṣẹ́ tí ó n bọ, mo máa gbé ẹ lọ sí ilé iwòsàn. 4 Bí ara ẹ kò bá yá títí ojọ márùnún òní, mo máa gbé ẹ lọ sí ilé iwòsàn. 5 Bí ara ẹ kò bá yá ní ọ̀sán yìí, mo máa gbé ẹ lọ sí ilé iwòsàn. 6 Bí ara ẹ kò bá yá ní ìròlẹ́ yìí, mo máa gbé ẹ lọ sí ilé iwòsàn. 7 Bí ara ẹ kò bá yá títí ojọ mērin òní, mo máa gbé ẹ lọ sí ilé iwòsàn. 8 Bí ara ẹ kò bá yá títí oṣù tí ó n bọ, mo máa gbé ẹ lọ sí ilé iwòsàn.

### Exercise 5

2 Ẹ́ mo lè fọ aṣọ fún ẹ? 3 Ẹ́ mo lè gbá ilẹ́ fún ẹ? 4 Ẹ́ mo lè ra àwọn nńkan tí o fẹ́ ní ojà fún ẹ? 5 Ẹ́ mo lè gbé ẹ lọ sí ilé-iwòsàn? 6 Ẹ́ mo lè fọ àwọn àwo ẹ́ fún ẹ?

### Exercise 6

2 Lọ̀ṣẹ́ tó kọ́ já, mo lọ sí ilé ikàwé. 3 Lọ̀ṣẹ́ tó kọ́ já, mo rin irin àjò lọ sí ilú Ekó. 4 Lọ̀ṣẹ́ tó kọ́ já, mo kọ́ lẹ́tà sí àwọn ẹbí mi ní ilú Amẹ́ríkà. 5 Lọ̀ṣẹ́ tó kọ́ já, mo lọ sí ibi àṣẹ̀ pẹ̀lú àwọn ọrẹ́ mi. 6 Lọ̀ṣẹ́ tó kọ́ já, mo lọ kí àwọn ẹbí ọrẹ́ mi. 7 Lọ̀ṣẹ́ tó kọ́ já, mo fọ àwọn aṣọ mi. 8 Lọ̀ṣẹ́ tó kọ́ já, mo lọ sí ojà láti ra oúnjẹ. 9 Lọ̀ṣẹ́ tó kọ́ já, mo lọ sí ilé iwòsàn nítorí pé ara mi kò yá. 10 Lọ̀ṣẹ́ tó kọ́ já, mo ka ọ̀pọ̀lọ̀pọ̀ iwé.

### Exercise 7

2 Inú n run ún. 3 Ojú n ro ó. 4 Àyà n dùn ún. 5 Etí n ro ó. 6 Ẹ̀ṣẹ́ n ro ó. 7 Èyìn n ro ó. 8 Eyín n dùn ún. 9 Apá n ro ó. 10 Ará n ro ó.

**Exercise 8**

2 Mǎ mu sìgá. 3 Sùn fún wákàtí méjọ lójoojúmọ. 4 Mǎ jẹ súwiti mọ. 5 Mǎ jẹ wàrà dídì mọ. 6 Şe eré idárayá fún ogbòn işejú lójoojúmọ. 7 Jẹ oúnjẹ tí ó dára. 8 Mǎ jẹ oúnjẹ tí kò dára. 9 Mǎ jẹ oúnjẹ tí ó ní iyọ púpọ̀ jù. 10 Lo fitámì rẹ̀ lójoojúmọ. 11 Mu omi púpọ̀. 12 Mu omi oşàn púpọ̀.

**Exercise 9**

2 Rǎrá, N kì í mu oṭí. 3 Bẹ̀ẹ̀ ni, mo ma ní şe idárayá lójoojúmọ. 4 Èḡmẹ̀jì ni mo máa n jẹun lójoojúmọ. 5 Èḡmẹ̀rin ni mo máa n sǎré lójoojúmọ. 6 Ifẹ̀ omi méjọ ni mo máa n mu lójoojúmọ. 7 Wákàtí mǎfà ni mo máa n sùn lójoojúmọ. 8 Èwà ní mo sǎbà máa n jẹ. 9 Rǎrá, N kò fẹ̀ràn iyọ̀ nínú oúnjẹ mi. 10 Bẹ̀ẹ̀ ni, orí máa n fọ̀ mi.

**Exercise 10**

2 Lo òdògùn méjì kí o tó jẹun. 3 Mu èkún şíbí kan ní ìgbà méjì lójoojúmọ. 4 Lo òdògùn méjì lẹ̀hìn tí o bá jẹ oúnjẹ. 5 Mu èkún şíbí mǎta ní èḡkan lójoojúmọ. 6 Lo òdògùn kan láàárín oúnjẹ. 7 Lo òdògùn mǎfà lójoojúmọ, méjì-méjì nígbà tí o bá n jẹun.

**Exercise 11**

2 Jókódó sí orí tábilì. 3 Bọ̀ şẹ́ḡtì rẹ. 4 Sé èémí rẹ. 5 Wo òrùlẹ̀. 6 Gbé eşẹ̀ rẹ. 7 Wú ikọ̀. 8 Şọ̀ pé “á-à-h.” 9 Fi eyín rẹ̀ hàn. 10 Gbé owo rẹ̀ sókè.

**Listening or reading comprehension**

- 1 Measles.
- 2 She needed help/advice.
- 3 She recommended some fruit drink.

**Unit 8****Exercise 1**

1 Orúkọ mi ni . . . 2 Omọ ilú . . . ni mí 3 . . . ni mi 4 Mò n gbé . . . nísisiyí şugbọ̀n mò n gbé . . . tẹ̀lẹ̀ 5 Mo ní egbọ̀n mǎta àti àbúrò méjì 6 Orúkọ àwọ̀n egbọ̀n mi ni . . . , . . . , àti . . . Orúkọ àwọ̀n àbúrò mi ni . . . àti . . . 7 Orúkọ àwọ̀n òbí mi ni Ogbèni . . . ati Ìyá Ààfin . . . 8 Bàbá mi jẹ . . . , ìyá mi sì jẹ . . . 9 Omọ odún . . . , . . . , àti . . . ni àwọ̀n egbọ̀n mi. Omọ odún . . . àti . . . ni àwọ̀n àbúrò mi 10 Mo fẹ̀ràn láti . . .

### Exercise 2

1 Kí ni o ní ẹ̀şe ní Ìbàdàn? 2 Níbo ni ilú ẹ̀? 3 Kí ni o fẹ̀ràn láti ẹ̀? 4 Kí ni o kò fẹ̀ràn láti ẹ̀? 5 Ẹ̀ o lè sọ èdè miiṛàn yàtò sí èdè Òyìnbó and Yorùbá? 6 Níbo ni àwọn òbí ẹ̀ ní gbé? 7 Ẹ̀ o ní ẹ̀gbọ̀n tàbí àbúrò?

### Exercise 3

1 Orúkọ ọ̀rẹ̀ mi ni . . . 2 Ó ní gbé ní . . . 3 Ọ̀ṣiṣẹ̀ ni ọ̀rẹ̀ mi. 4 Ọ̀rẹ̀ mi gbọ̀ èdè Yorùbá. 5 Èdè méjì ni ọ̀rẹ̀ mi gbọ̀. 6 Iṣẹ̀ tí ọ̀rẹ̀ mi ní ẹ̀şe ni . . . 7 Ọ̀mọ̀ ọ̀dún . . . ni ọ̀rẹ̀ mi. 8 Ọ̀mọ̀ orílẹ̀-èdè . . . ni ọ̀rẹ̀ mi. 9 Ọ̀rẹ̀ mi máa ní sáà sùn ni aago . . . alẹ̀. 10 Ọ̀rẹ̀ mi ní àbúrò àti ẹ̀gbọ̀n.

### Exercise 4

2 Ọ̀mọ̀ orílẹ̀-èdè Amẹ̀ríkà ni Kimberly. 3 Ọ̀mọ̀ orílẹ̀-èdè Nàìjíríyà ni Akin. 4 Ọ̀mọ̀ orílẹ̀-èdè Cuba ni Yvonne. 5 Ọ̀mọ̀ orílẹ̀-èdè Faransé ni Francois. 6 Ọ̀mọ̀ orílẹ̀-èdè Jẹ̀páàni ni Kyoko. 7 Ọ̀mọ̀ orílẹ̀-èdè Korea ni Sookyung. 8 Ọ̀mọ̀ orílẹ̀-èdè India ni Jay. 9 Ọ̀mọ̀ orílẹ̀-èdè Amẹ̀ríkà ni Andrew. 10 Ọ̀mọ̀ orílẹ̀-èdè Tanzania ni Wangari.

### Exercise 5

The answer to this is based on the individual.

### Exercise 6

2 Kimberly kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Amẹ̀ríkà, ọ̀mọ̀ orílẹ̀-èdè Jámáàni ni. 3 Akin kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Nàìjíríyà, ọ̀mọ̀ orílẹ̀-èdè Ghana ni. 4 Yvonne kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Cuba, ọ̀mọ̀ orílẹ̀-èdè Brazil ni. 5 Francois kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Faransé, ọ̀mọ̀ orílẹ̀-èdè Togo ni. 6 Kyoko kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Jẹ̀páàni, ọ̀mọ̀ orílẹ̀-èdè Amẹ̀ríkà ni. 7 Sookyung kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Korea, ọ̀mọ̀ orílẹ̀-èdè China ni. 8 Jay kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè India, ọ̀mọ̀ orílẹ̀-èdè Egypt ni. 9 Andrew kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Amẹ̀ríkà, ọ̀mọ̀ orílẹ̀-èdè Netherlands ni. 10 Wangari kì í ẹ̀şe ọ̀mọ̀ orílẹ̀-èdè Tanzania, ọ̀mọ̀ orílẹ̀-èdè Kenya ni.

### Exercise 7

2 Rára, Yvonne kì í ẹ̀şe dọ̀kítà. 3 Rára, Olú kì í ẹ̀şe ẹ̀njínfà. 4 Rára, Doyin kì í ẹ̀şe agbejórò. 5 Rára, Josie kì í ẹ̀şe ọ̀jògbọ̀n. 6 Rára, Charles kì í ẹ̀şe dọ̀kítà-eyín. 7 Rára, Erica kì í ẹ̀şe olùkọ̀. 8 Rára, Kúnlé kì í ẹ̀şe olọ̀páà. 9 Rára, Túnjì kì í ẹ̀şe ajamin. 10 Rára, Délé kì í ẹ̀şe oniṣòwò.

**Exercise 8**

2 Dòkítà ni Yvonne, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Amẹ̀ríkà. 3 Ẹ̀njínfà ni Olú, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Malaysia. 4 Agbejòrò ni Doyin, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè India. 5 Ọ̀jògbọ̀n ni Josie, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Japan. 6 Dòkítà-eyín ni Charles, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Paraguay. 7 Olùkò ni Erica, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Zimbabwe. 8 Ọ̀lópàá ni Kúnlé, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Tanzania. 9 Ajagun ni Túnjì, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Kenya. 10 Oníşòwò ni Délé, şùgbọ̀n kì í ẹ̀şe ọ̀mọ orílẹ̀-èdè Nàìjíríyà.

**Exercise 9**

2 Ẹ̀şe dọ̀kítà ni yín? 3 Ẹ̀şe ọ̀lópàá ni yín? 4 Ẹ̀şe olùkò ni yín? 5 Ẹ̀şe oníşòwò ni yín? 6 Ẹ̀şe agbejòrò ni yín? 7 Ẹ̀şe olóúnjẹ ni yín? 8 Ẹ̀şe ọ̀wakò-takisí ni yín?

**Exercise 10**

1 Orúko mà má mi ni Carla. 2 Ọ̀mọ ààdọ̀ta ọ̀dún ni wọ̀n. 3 Ọ̀mọ orílẹ̀-èdè Togo ni mà má mi. 4 Wọ̀n ga tó esẹ̀ bàtà màrùnún àti ìnşì mẹ́fà. 5 Ọ̀jògbọ̀n itàn òdògùn ọ̀yìn bó ni wọ̀n. 6 Wọ̀n gbọ̀ èdè Yorùbá, èdè Ọ̀yìn bó, èdè Faransé, èdè Ewe. 7 Wọ̀n jẹ̀ aláwọ̀ pupa. 8 Wọ̀n fẹ̀ràn láti kọ̀rin, Wọ̀n fẹ̀ràn láti kàwé, wọ̀n sì fẹ̀ràn láti wẹ̀. 9 Wọ̀n kò fẹ̀ràn láti mu ọ̀tí, wọ̀n kò fẹ̀ràn láti mu sịgá, wọ̀n kò sì fẹ̀ràn láti lọ sí ibi àşẹ̀. 10 Wọ̀n jẹ̀ onínúrerere ènìyàn.

**Exercise 11**

2 Rára, kò fẹ̀ràn láti kọ̀ orin. 3 Rára, kò fẹ̀ràn láti fọ̀n fẹ̀rè kílárínẹ̀tì. 4 Rára, kò fẹ̀ràn láti fun ìpẹ̀. 5 Rára, kò fẹ̀ràn láti gbá bọ̀lù èlẹ̀şẹ̀. 6 Rára, kò fẹ̀ràn láti gbá bọ̀lù alápẹ̀rẹ̀. 7 Rára, kò fẹ̀ràn láti tẹ̀ dūrù. 8 Rára, kò fẹ̀ràn láti lúwẹ̀. 9 Rára, kò fẹ̀ràn láti ka ìwé. 10 Rára, kò fẹ̀ràn láti fọ̀ aşọ̀.

**Exercise 12**

2 Ọ̀rẹ̀ mi fẹ̀ràn láti kọ̀ orin. 3 Ọ̀rẹ̀ mi fẹ̀ràn láti fọ̀n fẹ̀rè kílárínẹ̀tì. 4 Ọ̀rẹ̀ mi fẹ̀ràn láti fun ìpẹ̀. 5 Ọ̀rẹ̀ mi fẹ̀ràn láti gbá bọ̀lù èlẹ̀şẹ̀. 6 Ọ̀rẹ̀ mi fẹ̀ràn láti gbá bọ̀lù alápẹ̀rẹ̀. 7 Ọ̀rẹ̀ mi fẹ̀ràn láti tẹ̀ dūrù. 8 Ọ̀rẹ̀ mi fẹ̀ràn láti lúwẹ̀. 9 Ọ̀rẹ̀ mi fẹ̀ràn láti ka ìwé. 10 Ọ̀rẹ̀ mi fẹ̀ràn láti fọ̀ aşọ̀.

**Exercise 13**

1 Mo fẹ̀ràn láti jó. 2 Mo fẹ̀ràn láti sùn. 3 N kò fẹ̀ràn láti se ọ̀unjẹ̀. 4 N kò fẹ̀ràn láti sàré. 5 Mo fẹ̀ràn láti kọ̀rin. 6 Mo fẹ̀ràn láti ta ayọ̀ Boggle. 7 N kò fẹ̀ràn láti fetí sí rẹ́díò. 8 Mo fẹ̀ràn láti bá ọ̀kọ̀ mi sọ̀rọ̀. 9 N kò fẹ̀ràn láti lúwẹ̀. 10 Mo fẹ̀ràn láti fọ̀n fẹ̀rè kílárínẹ̀tì.

### Exercise 14

1 Ègbón mi obìnrin kò fẹràn láti jó. 2 Ègbón mi obìnrin kò fẹràn láti sùn. 3 Ègbón mi obìnrin kò fẹràn láti se oúnje. 4 Ègbón mi obìnrin kò fẹràn láti sáré. 5 Ègbón mi obìnrin kò fẹràn láti kọrin. 6 Ègbón mi obìnrin kò fẹràn láti ta ayò Boggle. 7 Ègbón mi obìnrin kò fẹràn láti fetí sí rédídò. 8 Ègbón mi obìnrin kò fẹràn láti bá ọkọ mi sọrò. 9 Ègbón mi obìnrin kò fẹràn láti lúwẹẹ. 10 Ègbón mi obìnrin kò fẹràn láti fọn fèrè kílárínẹ̀tì.

### Exercise 15

2 Mo ní ta gítá. 3 Mo ní gbá bọ̀lù alápèrẹ̀. 4 Mo ní gbá bọ̀lù èlèsẹ̀. 5 Mo ní fọn fèrè kílárínẹ̀tì. 6 Mo ní lo faolînì. 7 Mo ní lu ilù. 8 Mo ní fọn fèrè.

### Listening or reading comprehension

- 1 Tunji's younger brother.
- 2 He likes to play soccer and football.
- 3 25 years old.
- 4 Sanya does not like playing any musical instruments, and he does not like doing housework.

## Unit 9

### Exercise 1

1 Orúkọ ọ̀rẹ̀ mi ni Jessica. 2 Ọmọ ọ̀dún márùń-dín-láàdọ́ta ni. 3 Ọmọ ilú Zimbabwe ni. 4 Ó ga tó ẹ̀sẹ̀ bàtà márùnún àti ìńsì mẹ́ta. 5 Ọ̀jọ̀gbón fún ẹ̀kọ̀ òògùn síṣe ni. 6 Ó gbọ̀ èdè Shona àti èdè Ọ̀yìnbo. 7 Ó pupa. 8 Ó fẹràn láti kọrin, ó fẹràn láti kàwé, ó fẹràn láti lúwẹẹ, ó sì fẹràn láti rìn. 9 Kò fẹràn láti mu ọ̀tí, tàbí sígá, kò sì fẹràn láti lọ sí patí. 10 Ó jẹ ọ̀sìṣẹ̀ dára, àti olóòtò ẹ̀niyàn.

### Exercise 2

Bàbá Kimberly kì í ẹ̀ ẹ̀niyàn dára. Bàbá Kimberly kò dúdú. Wọ̀n kò ga. Wọ̀n kò ga tó ẹ̀sẹ̀ bàtà mẹ́fà àti ìńsì mẹ́jì. Wọ̀n kò ní irun dúdú. Ẹ̀yin ojú wọ̀n náà kò dúdú. Wọ̀n kò ní irùngbọ̀n. Wọ̀n kì í lo jíjí. Wọ̀n kò jẹ onírẹ̀lẹ̀ ẹ̀niyàn. Wọ̀n fẹràn wàhàlá púpọ̀. Wọ̀n kì í ẹ̀ ọ̀sìṣẹ̀, wọ̀n kò sì fẹràn láti ẹ̀ nìkan oríṣíríṣi pẹ̀lú ẹ̀bí àti ọ̀rẹ̀ wọ̀n. Fún àpẹ̀rẹ̀, nígbà tí a jẹ ọ̀mọ̀dẹ̀, wọ̀n kò fẹràn láti gbá bọ̀lù èlèsẹ̀ pẹ̀lú Carlos, àbúrò mi. Wọ̀n kò fẹràn eré idárayá oríṣíríṣi. Wọ̀n sanra, wọ̀n

sì tìnínrín. Wọn kò mọ níwòn. Wọn kì í rẹ̀rìnín púpọ̀, wọn kò sì jẹ aláwàdà. Wọn kò fẹ̀ràn láti ka ìwé ìròhìn, ìwé ìtàn, àti ìwé nípa ìṣelú bí ó tilẹ̀ jẹ̀ pé wọn fẹ̀ràn láti jẹ̀ ọ̀ṣelú. Wọn kò fẹ̀ràn láti mọ̀ nípa n̄kan tí ó n̄ lọ láyíiká wọn. Kimberly kò fẹ̀ràn bàbá rẹ̀ rárá, kò sì fẹ̀ràn láti lo àkókò púpọ̀ pèlú bàbá rẹ̀ láti sọ̀rò ìṣelú.

### Exercise 3

Màamá Kimberly náà kì í ẹ̀ ẹ̀niyàn rere. Wọn kò púpà gan an. Bí ó tilẹ̀ jẹ̀ pé wọn jẹ̀ òyinbó, mo mọ̀ pé bí ẹ̀ bá rí wọn, ẹ̀ máa rò pé wọn kì í ẹ̀ ọ̀yinbó. Wọn ga, wọn sì kúrú. Wọn kò ga tó ẹ̀ṣẹ̀ bàtà m̀arùnún àti ìn̄ṣì m̀erin. Wọn kò ní irun tí ó gún rárá. Irun wọn kò gún tó ogún ìn̄ṣì. Irun wọn kò ní àwọ̀ búràùn sí àwọ̀ wúrà. Kimberly kò fẹ̀ràn irun wọn rárá. Eyin ojú wọn kí ẹ̀ búràùn. Eyin wọn kò funfun láúláú. Wọn kò sanra dífẹ̀, wọn sanra púpọ̀. Wọn kò fẹ̀ràn láti se oúnjẹ̀ láti ilú oríṣíríṣi bí i oúnjẹ̀ àwọn Ẹ̀sain̄ṣì, Índià, Potogí, Mèṣsíkò, Itàli, Amèríkà, Nàìjíríà, àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ. Wọn fẹ̀ràn kí a jẹ̀un níta nítorí náà, wọn kí se oúnjẹ̀ púpọ̀ fún ẹ̀bí wa. Wọn kò tún fẹ̀ràn láti tún ilé ẹ̀ rárá. Kimberly kò fẹ̀ràn màamá rẹ̀ náà nítorí pé àwọn náà kò jẹ̀ ẹ̀niyàn rere.

### Exercise 4

2 ẹ̀niyàn pupa 3 ẹ̀niyàn gíga 4 Igi gígùn 5 ẹ̀niyàn dúdú 6 ẹ̀niyàn tìnínrín 7 ẹ̀niyàn funfun

### Exercise 5

The answers to this exercise depend on the individual.

### Exercise 6

2 Ẹ̀sé ó kúrú? 3 Ẹ̀sé ó jẹ̀ ẹ̀niyàn jẹ́jẹ́? 4 Ẹ̀sé ó jẹ̀ oníwà pèlẹ́? 5 Ẹ̀sé ó tìnínrín? 6 Ẹ̀sé ó sanra? 7 Ẹ̀sé ó jẹ̀ aláwàdà? 8 Ẹ̀sé ó jẹ̀ onírèlẹ́? 9 Ẹ̀sé ó dúdú? 10 Ẹ̀sé ó pupa?

### Exercise 7

1 Rárá, N kò fẹ̀ràn ìṣẹ̀ ìṣelú. 2 Bẹ̀ẹ̀ ni, Táyò n̄ gbé ní ilú Lón̄dònù. 3 Rárá, Túnjì kò mọ̀ bàbá Kim. 4 Bẹ̀ẹ̀ ni, Kimberly mọ̀ bí a ẹ̀ ń se ìrẹ̀sì jòlòfòfù. 5 Bẹ̀ẹ̀ ni, màamá Kimberly sanra gan an ni. 6 Rárá, N kò ì tí ì jẹ̀un n̄sìsìyí. 7 Rárá, Délé kí kàwè lójoojúmọ̀.

### Exercise 8

1 Ilú . . . jẹ̀ ilú n̄lá. 2 Ó ní ọ̀pọ̀lọ̀pọ̀ ilé. 3 Ó ní ilé sinimá oríṣíríṣi. 4 Ó ní ọ̀pọ̀lọ̀pọ̀ ilé-ìwé. 5 Ó ní ńṣọ̀ṣì púpọ̀. 6 Ó ní mọ̀ṣáláásí púpọ̀. 7 Ó ní gbòngán àwọn Júú púpọ̀. 8 Kò ní àwọn akúṣẹ̀. 9 Kò ní ilé-ọ̀kọ̀ ọ̀furufú kankan. 10 Kò ní búkà púpọ̀.



**Exercise 9**

KIMBERLY: Brooklyn jé ìlú kékeré. Mo ro pé Brooklyn kò ní ènìyàn bí mílḡòḡù kan. Oríṣíríṣi ènìyàn kan kò gbé Brooklyn.

KIMBERLY: Àwọḡ ènìyàn fúnfún, dúdú, àwọḡ tí kíí ṣe ará erékùsù Kàrìbìàḡ, àwọḡ tí kíí ṣe omọ ilẹ̀ Áfríkà, àti àwọḡ tí kíí ṣe olówó àti àwọḡ tí kíí ṣe akúṣṣẹ̀.

KIMBERLY: Rára o. Brooklyn ko ní ilé-èkọ kankan.

KIMBERLY: Kò sí ilé oúnjẹ púpọ̀ ní Brooklyn.

KIMBERLY: Wọḡ kò lè lọ sí ilé-sinimá, ilé-ẹranko, ilé-iṣẹ ọḡà oríṣíríṣi, ilé-ijó, àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ.

KIMBERLY: Ilé oríṣíríṣi kò sí ní Brooklyn. Ẹ kò lè rí ilé kékeré, ilé ñlá, ilé olókè kan, tàbí méjì tàbí ogún tàbí jù bẹ̀ẹ̀ lọ. Ṣọ̀ṣì, mọ̀ṣáláásì, gbòḡgán àwọḡ Júù, àti ile ijósìn oríṣíríṣi kò sí ní Brooklyn. Ẹ kò gbòḡḡọ̀ lọ sí Brooklyn láti lọ rí gbogbo àwọḡ nḡkan yí. Ẹ kò gbòḡḡọ̀ ṣọra ní Brooklyn. Bí I Èkó kọ ni Brooklyn.

**Exercise 10**

1 Bẹ̀ẹ̀ ni, Brooklyn ní ṣọ̀ṣì. 2 Rára, Brooklyn kò ní ilé oúnjẹ àwọḡ Haúsá. 3 Bẹ̀ẹ̀ ni, Brooklyn léwu. 4 Bẹ̀ẹ̀ ni, Brooklyn ní ènìyàn púpọ̀. 5 Rára, Brooklyn kò ní ilé títóbi. 6 Rára, Brooklyn kò jé ìlú àwọḡ ènìyàn dúdú. 7 Rára, Ogbèni Mákindé kò ì tí ì dé Brooklyn rí. 8 Bẹ̀ẹ̀ ni, ẹbí Kimberly ní gbé Brooklyn tẹ̀lẹ̀.

**Exercise 11**

The answers to this exercise depend on the individual.

**Exercise 12**

1 Omi wà ní ilú mi. 2 Iná mànámáná wà ní ilú mi. 3 Títì tí ó dàra wà ní ilú mi. 4 Ilé-ìwé tí ó dàra wà ní ilú mi. 5 Ilé-oúnjẹ wà ní ilú mi. 6 Àwọḡ ilé wà ní ilú mi. 7 Ṣọ̀ṣì wà ní ilú mi. 8 Mọ̀ṣáláásì wà ní ilú mi. 9 Ilé sinimá wà ní ilú mi. 10 Ogbà àwọḡ ẹranko wà ní ilú mi.

**Exercise 13**

1 Omi kò sí ní ilú mi. 2 Iná mànámáná kò sí ní ilú mi. 3 Títì tí ó dàra kò sí ní ilú mi. 4 Ilé-ìwé tí ó dàra kò sí ní ilú mi. 5 Ilé-oúnjẹ kò sí ní ilú mi. 6 Àwọḡ ilé kò sí ní ilú mi. 7 Ṣọ̀ṣì kò sí ní ilú mi. 8 Mọ̀ṣáláásì kò sí ní ilú mi. 9 Ilé sinimá kò sí ní ilú mi. 10 Ogbà àwọḡ ẹranko kò sí ní ilú mi.

## Listening or reading comprehension

- 1 Mr. Adekunle Aderemi
- 2 Mathematics teacher
- 3 400 students
- 4 Three years

## Unit 10

### Exercise 1

2 Kúnlé, jòò, jẹ́ kí N sùn. 3 Kúnlé, jòò, jẹ́ kí N jó. 4 Kúnlé, jòò, jẹ́ kí N sáré. 5 Kúnlé, jòò, jẹ́ kí N rìn. 6 Kúnlé, jòò, jẹ́ kí N sòrò. 7 Kúnlé, jòò, jẹ́ kí N ní àlàáfíà.

### Exercise 2

2 Mojí kò jẹ́ kí wọn simi. 3 Mojí kò jẹ́ kí ó simi. 4 Mojí kò jẹ́ kí N simi. 5 Mojí kò jẹ́ kí òjògbòn Elúgbè simi.

### Exercise 3

2 Mo fẹ́ kí o má sòrò. 3 Mo fẹ́ kí o má pariwo. 4 Mo fẹ́ kí o wẹ. 5 Mo fẹ́ kí o lọ sùn. 6 Mo fẹ́ kí o jeun. 7 Mo fẹ́ kí o má mu sigá.

### Exercise 4

2 Kimberly, jẹ́ kí a lọ jó. 3 Ògá, ẹ́ jòò, ẹ́ jẹ́ kí a lọ jó. 4 Ògá, ẹ́ jòò, ẹ́ jẹ́ kí a lọ jó. 5 Jẹ́ kí a lọ jó. 6 Ẹ́ jẹ́ kí a lọ jó. 7 Jẹ́ kí a lọ jó.

### Exercise 5

2 Ó tì, mi ò ní í jẹ́ kí o sùn. 3 Ó tì, mi ò ní í jẹ́ kí o jó. 4 Ó tì, mi ò ní í jẹ́ kí o sáré. 5 Ó tì, mi ò ní í jẹ́ kí o rìn. 6 Ó tì, mi ò ní í jẹ́ kí o sòrò. 7 Ó tì, mi ò ní í jẹ́ kí o ní àlàáfíà.

### Exercise 6

Máa lọ lórí títí Òkè-Àdó, títí tí o máa rí títí Ojà-Oba. Ya sí apá òsì lórí títí Ojà-Oba. Nígba tí o bá n lọ lórí títí Ojà-Oba, bèrè sí wá ilé ifiwéranṣẹ́ yí. Apá òtún ni ọ́físi náà wà. Ó kojú sí ojà tí a n pè ní Ojà Oba. Àdírẹ̀sì rẹ̀ ni nọ̀nbà kìní, ní títí Ojà-Oba.

### Exercise 7

2 Nígba wo ni o máa ṣe idánwò? 3 Nígba wo ni o máa lọ kí àwọn ẹbí rẹ? 4 Nígba wo ni o máa simi? 5 Nígba wo ni o máa lọ sí ilé sinimá?

6 Nígbà wo ni o máa fọ àwọn aṣọ? 7 Nígbà wo ni o máa lọ àwọn aṣọ?  
8 Nígbà wo ni o máa lọ sí ojà?

### Exercise 8

2 Mo máa ẹ̀ ̀dánwò lódún tí ó ń bọ̀. 3 Mo máa lọ kí àwọn ẹbí mi ní ọ̀túnla. 4 Mo máa simi lẹ̀sẹ̀ tí ó ń bọ̀. 5 Mo máa lọ sí ilé sinimá lóṣù tí ó ń bọ̀. 6 Mo máa fọ àwọn aṣọ lóla. 7 Mo máa lọ àwọn aṣọ lóní. 8 Mo máa lọ sí ojà ní ọ̀sẹ̀ méjì òní.

### Exercise 9

2 N kò mọ̀ ìgbà tí mo máa ẹ̀ ̀dánwò. 3 N kò mọ̀ ìgbà tí mo máa lọ kí àwọn ẹbí mi. 4 N kò mọ̀ ìgbà tí mo máa simi. 5 N kò mọ̀ ìgbà tí mo máa lọ sí ilé sinimá. 6 N kò mọ̀ ìgbà tí mo máa fọ àwọn aṣọ. 7 N kò mọ̀ ìgbà tí mo máa lọ àwọn aṣọ. 8 N kò mọ̀ ìgbà tí mo máa lọ sí ojà.

### Exercise 10

2 Ẹ́ o mọ̀ ìgbà tí o máa ẹ̀ ̀dánwò? 3 Ẹ́ o mọ̀ ìgbà tí o máa lọ kí àwọn ẹbí rẹ̀? 4 Ẹ́ o mọ̀ ìgbà tí o máa simi? 5 Ẹ́ o mọ̀ ìgbà tí o máa lọ sí ilé sinimá? 6 Ẹ́ o mọ̀ ìgbà tí o máa fọ àwọn aṣọ? 7 Ẹ́ o mọ̀ ìgbà tí o máa lọ àwọn aṣọ? 8 Ẹ́ o mọ̀ ìgbà tí o máa lọ sí ojà?

### Exercise 11

2 Mo máa ra iṣẹ́ ọ̀nà ti Yorùbá nígbà tí mo bá lọ sí ojà. 3 Mo máa lọ kí àwọn ẹbí mi nígbà tí mo bá lọ sí New York. 4 Mo máa kọ̀ ilé nígbà tí mo bá lówó. 5 Mo máa simi nígbà tí mo bá parí àwọn ìdàwò mi. 6 Mo máa sùn nígbà tí mo bá jẹun tán. 7 Mo máa wẹ̀ nígbà tí mo bá délé.

### Exercise 12

2 Nígbà tí Túnjì délé, ó simi. 3 Nígbà tí Túnjì délé, ó pe àwọn ọ̀rẹ̀ rẹ̀. 4 Nígbà tí Túnjì délé, ó gbá ilẹ̀ yàrá rẹ̀. 5 Nígbà tí Túnjì délé, ó bá àbúrò rẹ̀ sọ̀rò. 6 Nígbà tí Túnjì délé, ó se irẹ̀sì jẹ̀lọ̀fù. 7 Nígbà tí Túnjì délé, ó gbá bọ̀lù ẹ̀lẹ̀sẹ̀. 8 Nígbà tí Túnjì délé, ó ka ìwé iròyìn.

### Listening or reading comprehension

- 1 Teachers' frequent strikes, students can't afford textbooks, students too playful, many teachers are not qualified.
- 2 Some parents do not allow their children to spend time to study at home.
- 3 Some of the teachers are not qualified, and those that are qualified are not willing to put too much effort into their work.

## Unit 11

### Exercise 1

2 Mo gbàgbé látí lọ sí ọgbà àwọn ẹranko. 3 Mo gbàgbé látí lọ sí ọffìsì.  
4 Mo gbàgbé látí jẹ ounjẹ ààrò. 5 Mo gbàgbé látí jẹ ounjẹ ọsán. 6 Mo  
gbàgbé látí simi. 7 Mo gbàgbé látí lọ sí pápá ọkọ-òfurufú pèlú ọrẹ mi.  
8 Mo gbàgbé látí padẹ àwọn alágbàṣiṣẹpọ mi.

### Exercise 2

2 Mo fẹràn látí fetí sí rẹdíò. 3 Mo fẹràn látí wẹ. 4 Mo fẹràn látí lo  
faolínì. 5 Mo fẹràn látí tẹ dùrù. 6 Mo fẹràn látí se ounjẹ. 7 Mo fẹràn  
látí lọ aṣo. 8 Mo fẹràn látí ka ìwé àròkọ.

### Exercise 3

2 N kò fẹràn látí fetí sí rẹdíò, ṣùgbón mo kàn máa fetí sí i lónìí nìkan.  
3 N kò fẹràn látí wẹ lódò, ṣùgbón mo kàn máa wẹ lónìí nìkan. 4 N kò  
fẹràn látí lo faolínì, ṣùgbón mo kàn máa lò ó lónìí nìkan. 5 N kò fẹràn  
látí tẹ dùrù, ṣùgbón mo kàn máa tẹ ẹ lónìí nìkan. 6 N kò fẹràn látí se  
ounjẹ, ṣùgbón mo kàn máa sè é lónìí nìkan. 7 N kò fẹràn látí lọ aṣo,  
ṣùgbón mo kàn máa lò ọ lónìí nìkan. 8 N kò fẹràn látí ka ìwé àròkọ,  
ṣùgbón mo kàn máa kà á lónìí nìkan.

### Exercise 4

1 Délé gbàgbé pẹ̀ẹ̀nì rẹ sílẹ̀. 2 Mo gbàgbé látí ka ìwé mi lánàá. 3 Olú  
sùn gbàgbé ní iròlẹ̀ ànà. 4 A fẹ̀ lọ wo àwọn sinimá. 5 Wọn fẹràn látí  
lọ sí ilẹ̀ sinimá. 6 O rántí látí kàwé fún idánwò nàà.

### Exercise 5

2 Lẹ̀hìn tí mo bá parí ẹ̀kọ̀ mi, mo máa lọ sí ilú Faransé. 3 Lẹ̀hìn tí mo  
bá parí ẹ̀kọ̀ mi, mo máa lọ sí ilú Jámaàni. 4 Lẹ̀hìn tí mo bá parí ẹ̀kọ̀  
mi, mo máa lọ sí ilú Tógò. 5 Lẹ̀hìn tí mo bá parí ẹ̀kọ̀ mi, mo máa lọ  
sí ilú Bini. 6 Lẹ̀hìn tí mo bá parí ẹ̀kọ̀ mi, mo máa lọ sí ilú Cameroon.  
7 Lẹ̀hìn tí mo bá parí ẹ̀kọ̀ mi, mo máa lọ sí ilẹ̀ gùsù Áfírìkà. 8 Lẹ̀hìn  
tí mo bá parí ẹ̀kọ̀ mi, mo máa lọ sí ilú Egypt.

### Exercise 6

1 Kòṅpùtá Kimberly kò ní ààyè mọ̀ látí fi nkan pamọ̀ sí. 2 Tópé. 3 Tópé  
mọ̀ nípa kòṅpùtá diẹ. 4 Ẹgbẹ̀rún méjìlá náírá. 5 Ọ̀ṣiṣẹ̀ kòṅpùtá.

### Exercise 7

2 Lèhìn tí mo bá gbá ilẹ̀ tán, mo máa sùn. 3 Lèhìn tí mo bá lọ kí ọ̀ré mi tán, mo máa sùn. 4 Lèhìn tí mo bá wo tẹ̀lífíṣònnù tán, mo máa sùn. 5 Lèhìn tí mo bá tẹ̀ dùrù tán, mo máa sùn. 6 Lèhìn tí mo bá dé láti ibi iṣẹ́, mo máa sùn. 7 Lèhìn tí mo bá dé láti ilé -ìwé, mo máa sùn.

### Exercise 8

2 Eélòó ni Kimberly san fún Túnjì? 3 È̀mèlòó ni o máa ń sáré lójoojúmọ́? 4 Kí l'ó dé tí Kúnlé pé dé ibi iṣẹ́? 5 Sẹ́ o fẹ̀ràn láti wo tẹ̀lífíṣònnù?

### Exercise 9

2 Lèhìn tí Olú bá parí ìrìnàjò rẹ̀, ó máa yọ. 3 Lèhìn tí a bá parí kíláàsì, a máa simi. 4 Lèhìn tí wọn bá parí eré, wọn máa jeun. 5 Lèhìn tí Túnjì àti Kimberly bá wo sinimá tán, wọn á lọ jeun ní ilé-oúnjẹ àwọn Sainìsì.

### Exercise 10

2 Sẹ́ ẹ̀ lè tún ẹ̀rọ tẹ̀lífíṣònnù ẹ̀? 3 Sẹ́ ẹ̀ lè tún ẹ̀rọ kò̀nputà ẹ̀? 4 Sẹ́ ẹ̀ lè tún rẹ́díò ẹ̀? 5 Sẹ́ ẹ̀ lè tún kẹ̀kẹ́ ẹ̀? 6 Sẹ́ ẹ̀ lè tún ọ̀kọ̀-ayókẹ́lẹ́ ẹ̀? 7 Sẹ́ ẹ̀ lè tún alùpùpù ẹ̀? 8 Sẹ́ ẹ̀ lè tún aago ọ̀wọ́ ẹ̀? 9 Sẹ́ ẹ̀ lè tún bàtà ẹ̀? 10 Sẹ́ ẹ̀ lè tún ẹ̀rọ fídíò ẹ̀?

### Exercise 11

2 Eélòó ni mo máa san fún iṣẹ́ tẹ̀lífíṣònnù yí? 3 Eélòó ni mo máa san fún iṣẹ́ kò̀nputà yí? 4 Eélòó ni mo máa san fún iṣẹ́ rẹ́díò yí? 5 Eélòó ni mo máa san fún iṣẹ́ kẹ̀kẹ́ yí? 6 Eélòó ni mo máa san fún iṣẹ́ ọ̀kọ̀ ayókẹ́lẹ́ yí? 7 Eélòó ni mo máa san fún iṣẹ́ alùpùpù yí? 8 Eélòó ni mo máa san fún iṣẹ́ aago yí? 9 Eélòó ni mo máa san fún iṣẹ́ bàtà yí? 10 Eélòó ni mo máa san fún iṣẹ́ ẹ̀rọ fídíò yí?

### Listening or reading comprehension

- 1 He/she would rather become a slave.
- 2 A thief will be chained and tied like a dead person.
- 3 The thief will not be admitted into heaven.
- 4 A thief will go to prison.

## Unit 12

### Exercise 1

2 Ọkò-òfurufú KLM láti Amsterdam máa gúnlẹ ní aago mēwàá àárò.  
 3 Ọkò-òfurufú Air France láti France máa gúnlẹ ní aago mēfà ìròlẹ.  
 4 Ọkò-òfurufú Nigerian Airways láti New York máa gúnlẹ ní aago márùnún ààbò ìròlẹ. 5 Ọkò-òfurufú Ghana Airways láti Accra máa gúnlẹ ní aago mējílá ku ìṣẹ́jú mēèdógún àárò. 6 Ọkò-òfurufú Kenyan Airways láti Nairobi máa gúnlẹ ní aago mējo ààbò àárò. 7 Ọkò-òfurufú Sabina Airways láti Chicago máa gúnlẹ ní aago mēwàá ku ìṣẹ́jú mēwàá alẹ. 8 Ọkò-òfurufú South African Airways láti Johannesburg máa gúnlẹ ní aago márùnún ku ìṣẹ́jú mēèdògbòn ìròlẹ. 9 Ọkò-òfurufú British Airways láti Heathrow máa gúnlẹ ní aago mējo ku ìṣẹ́jú mērìnlá alẹ.

### Exercise 2

2 Sé ọkò-òfurufú KLM láti Amsterdam máa gúnlẹ ní aago mēwàá àárò? 3 Sé ọkò-òfurufú Air France láti France máa gúnlẹ ní aago mēfà ìròlẹ? 4 Sé ọkò-òfurufú Nigerian Airways láti New York máa gúnlẹ ní aago márùnún ààbò ìròlẹ? 5 Sé ọkò-òfurufú Ghana Airways láti Accra máa gúnlẹ ní aago mējílá ku ìṣẹ́jú mēèdógún àárò? 6 Sé ọkò-òfurufú Kenyan Airways láti Nairobi máa gúnlẹ ní aago mējo ààbò àárò? 7 Sé ọkò-òfurufú Sabina Airways láti Chicago máa gúnlẹ ní aago mēwàá ku ìṣẹ́jú mēwàá alẹ? 8 Sé ọkò-òfurufú South African Airways láti Johannesburg máa gúnlẹ ní aago márùnún ku ìṣẹ́jú mēèdògbòn ìròlẹ? 9 Sé ọkò-òfurufú British Airways láti Heathrow máa gúnlẹ ní aago mējo ku ìṣẹ́jú mērìnlá alẹ?

### Exercise 3

1 ọkò-òfurufú 2 ọkò-òfurufú 3 kẹkẹ 4 ọkò-òfurufú 5 ọkò-ayókẹlẹ  
 6 ọkò-òfurufú 7 ọkò-ọjú-omi 8 ọkò-ayókẹlẹ 9 ọkò-ayókẹlẹ

### Exercise 4

Báwo ni Carla ẹ maa dé ilú Èkó láti ilú Lónḍònù?  
 Báwo ni Anthony ẹ maa dé ilé ọrẹ rẹ láti ilé rẹ?  
 Báwo ni Doyin ẹ maa dé Amsterdam láti ilú New York?  
 Báwo ni Josie ẹ maa dé ibi ịṣẹ láti ilé rẹ?  
 Báwo ni Sookyung ẹ maa dé South Korea láti ilú Chicago?  
 Báwo ni Tom ẹ maa dé Bahamas láti Florida?

Báwo ni Antonia ɣe máa dé ojà láti ilé rẹ?  
 Báwo ni Andrew ɣe máa dé ọ́fíísì rẹ láti fúláàtì rẹ?

### Exercise 5

1 Nítorí sún keṣe fà keṣe ní ilú Èkó. 2 Ọ̀nà Ìbàdàn sí Èkó kíí ɣe ọ̀nà dáadáa. 3 Àwọn adigunjalè pọ̀ lònà Ìbàdàn sí Èkó.

### Exercise 6

2 Ẹ́ o máa bá mi lọ sí ibi àsẹ̀? 3 Ẹ́ o máa bá mi lọ sí ibùdó ọ̀kò-òfurufú? 4 Ẹ́ o máa bá mi lọ sí ọ́fíísì? 5 Ẹ́ o máa bá mi lọ sí kíláàsì? 6 Ẹ́ o máa bá mi lọ sí mùsìòmù? 7 Ẹ́ o máa bá mi lọ sí ilé sinimá? 8 Ẹ́ o máa bá mi lọ sí ilé-ìkàwé? 9 Ẹ́ o máa bá mi lọ sí ilé ọ̀rẹ́ mi? 10 Ẹ́ o máa bá mi lọ sí ogbà àwọn ẹ̀ranko?

### Exercise 7

2 Inú bàbá mi dùn nígbà tí wọn gbọ́ nípa iṣẹ́ mi tuntun. 3 Inú ọ̀mọ́ kíláàsì mi àtìjọ̀ dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 4 Inú ọ̀mọ́ ọ́fíísì mi dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 5 Inú ọ̀mọ́ yàrá mi dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 6 Inú àbúrò mi dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 7 Inú ẹ̀gbọn mi dùn nígbà tí wọn gbọ́ nípa iṣẹ́ mi tuntun. 8 Inú màamá mi dùn nígbà tí wọn gbọ́ nípa iṣẹ́ mi tuntun.

### Exercise 8

2 Inú bàbá mi kò dùn nígbà tí wọn gbọ́ nípa iṣẹ́ mi tuntun. 3 Inú ọ̀mọ́ kíláàsì mi àtìjọ̀ kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 4 Inú ọ̀mọ́ ọ́fíísì mi kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 5 Inú ọ̀mọ́ yàrá mi kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 6 Inú àbúrò mi kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ mi tuntun. 7 Inú ẹ̀gbọn mi kò dùn nígbà tí wọn gbọ́ nípa iṣẹ́ mi tuntun. 8 Inú màamá mi kò dùn nígbà tí wọn gbọ́ nípa iṣẹ́ mi tuntun.

### Exercise 9

2 Ẹ́ inú bàbá rẹ̀ dùn tàbí kò dùn nígbà tí wọn gbọ́ nípa iṣẹ́ rẹ̀ tuntun? 3 Ẹ́ inú ọ̀mọ́ kíláàsì rẹ̀ àtìjọ̀ dùn tàbí kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ rẹ̀ tuntun? 4 Ẹ́ inú ọ̀mọ́ ọ́fíísì rẹ̀ dùn tàbí kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ rẹ̀ tuntun? 5 Ẹ́ inú ọ̀mọ́ yàrá rẹ̀ dùn tàbí kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ rẹ̀ tuntun? 6 Ẹ́ inú àbúrò rẹ̀ dùn tàbí kò dùn nígbà tí ó gbọ́ nípa iṣẹ́ rẹ̀ tuntun? 7 Ẹ́ inú ẹ̀gbọn rẹ̀ dùn tàbí kò dùn nígbà tí wọn gbọ́ nípa iṣẹ́ rẹ̀ tuntun? 8 Ẹ́ inú màamá rẹ̀ dùn tàbí kò dùn nígbà tí wọn gbọ́ nípa iṣẹ́ rẹ̀ tuntun?

**Exercise 10**

2 Lánàá, nú mi dùn / Lánàá, inú mi kò dùn. 3 Lóla, inú mi máa dùn / Lóla inú mi kò ní í dùn lóla. 4 Lójoojúmọ inú mi máa ní dùn / Lójoojúmọ inú mi kì í dùn. 5 Lọdún tí ó ní bọ, inú mi máa dùn / Lọdún tí ó ní bọ, inú mi kò ní í dùn. 6 Lọdún tó kojá, inú mi dùn / Lọdún tó kojá inú mi kò dùn.

**Exercise 11**

TÚNJI: Báwo ní?  
 TÚNJI: Sẹ ẹ ní yara méjì tó sọfo?  
 TÚNJI: Eélòó ni yàrá kan fún alẹ kan?  
 TÚNJI: Sẹ ẹ ní yàrá méjì fún alẹ méjì?  
 TÚNJI: Mo fẹ yàrá méjì fún alẹ méjì ọla àti ọtúnla.  
 TÚNJI: Orúkọ mi ni Túnjí.  
 TÚNJI: Ẹ sẹ.  
 TÚNJI: Ó dàbò.

**Exercise 12**

1 Ejò wà níwájú bọ̀ọ̀sì. 2 Ejò wà lẹ̀hìn bọ̀ọ̀sì. 3 Ẹ̀yẹ̀ wà lórí màálù. 4 Ẹ̀yẹ̀ wà lábẹ̀ màálù. 5 Ajá wà lẹ̀gbẹ̀ ọ̀kọ̀-ayọ̀kẹ̀lẹ̀. 6 Ajá wà láàárín ọ̀kọ̀-ayọ̀kẹ̀lẹ̀.

**Listening or reading comprehension**

- 1 Problem faced due to the frequent closure of schools and frequency of armed robbery attacks.
- 2 They were classmates at the secondary school in Ibadan.
- 3 A computer, television, radio and a lot of money.
- 4 Three years.

**Unit 13****Exercise 1**

1 Túnjí gbé àpótí Fántà púpọ̀ wá sí ibi àsè. 2 Kúnlé gbé àwọn ọ̀rẹ̀ rẹ̀ wá sí ibi àsè nínú ọ̀kọ̀ rẹ̀. 3 Kẹ̀mí mú ọ̀mọ̀ rẹ̀ lọ sí ilé-ìwé pẹ̀lú rẹ̀. 4 Tóyìn gbé ìrẹ̀sì jìlọ̀fù wá sí ibi àsè. 5 Àdùkẹ̀ mú àwọn ọ̀rẹ̀ rẹ̀ wá sí



ilé mi. 6 Dúpẹ gbé garawa omi lọ sí ilé-ìwé. 7 Ọgbẹni Àláo mú pẹ̀nì lọ sí ọ́fíńsì. 8 Sanjọ mú ìwé rẹ̀ wá sí ilé-ìkàwé.

### Exercise 2

2 Ta ni Kúnlé gbé wá sí ibi àsẹ̀ nínú ọkọ̀ rẹ̀? 3 Ta ni Kẹ̀mi mú lọ sí ilé-ìwé pẹ̀lú rẹ̀? 4 Kí ni Tóyìn gbé wá sí ibi àsẹ̀? 5 Ta ni Àdùkẹ̀ mú wá sí ilé mi? 6 Kí ni Dúpẹ̀ gbé lọ sí ilé-ìwé? 7 Kí ni Ọgbẹni Àláo mú lọ sí ọ́fíńsì? 8 Kí ni Sanjọ mú wá sí ilé-ìkàwé?

### Exercise 3

2 Kúnlé kò gbé àwọn ọ̀rẹ̀ rẹ̀ wá sí ibi àsẹ̀ nínú ọkọ̀ rẹ̀. 3 Kẹ̀mi kò mú omọ̀ rẹ̀ lọ sí ilé-ìwé pẹ̀lú rẹ̀. 4 Tóyìn kò gbé ìrẹ̀sì jòlò̀òfù wá sí ibi àsẹ̀. 5 Àdùkẹ̀ kò mú àwọn ọ̀rẹ̀ rẹ̀ wá sí ilé mi. 6 Dúpẹ̀ kò gbé garawa omi lọ sí ilé-ìwé. 7 Ọgbẹni Àláo kò mú pẹ̀nì lọ sí ọ́fíńsì. 8 Sanjọ kò mú ìwé rẹ̀ wá sí ilé-ìkàwé.

### Exercise 4

Kimberly used **mú ... lọ** because Carla is old enough to walk by herself and not a baby to be carried. **Mú ... lọ** means to take with you while **gbé ... lọ** means to carry something or someone somewhere. In this case, it would have been ungrammatical for Kimberly to use **gbé ... lọ** because she is not carrying Carla to anywhere.

### Exercise 5

Túnjì àti Kimberly fẹ̀ mú Carla lọ sí:

1 Etí òkun. 2 Ibi tí àwọn olówò ẹ̀rú tí máa ń kó àwọn ẹ̀rú Yorùbá kọ sí ilú Ọ̀yínbó ní Badagry. 3 Lẹ́kí.

### Exercise 6

1 Nítorí pé wọn fẹ̀ kí Carla mọ̀ ìyàtò láàárín etí òkun ní ilú Nàìjíríà àti etí òkun ní ilú Amẹ̀ríkà. 2 Nítorí pé wọn fẹ̀ kí Carla mọ̀ bí àwọn Yorùbá púpọ̀ ẹ̀e dí ẹ̀rú ní ilú Kùbà àti Bràsílì. 3 Nítorí pé wọn fẹ̀ kí Carla rí ọ̀rọ̀ ilẹ̀ Nàìjíríà tí ó wà l'Ékòò gégé bí o ẹ̀e máa rí iṣẹ̀ tí ó wà l'Ékòò nàà.

**Exercise 7**

- 2 Kúnlé sọ pé ara olùkọ òun kò yá.
- 3 Kúnlé sọ pé òun fẹ rí sinimá nàà lálẹ òní.
- 4 Kúnlé sọ pé àwọn ọrẹ òun ra pẹ̀nì dárádára fún òun.
- 5 Kúnlé sọ pé Túnjí máa wá rí òun.

**Exercise 8**

- 2 Carla máa lọ sí Eiffel Tower ní ilú Faransé.
- 3 Josie máa lọ sí Buckingham Palace ní ilú Lónḍònù.
- 4 Charles máa lọ sí Taj Mahal ní ilú Índià.
- 5 Andrew máa lọ sí Òkè Olúmọ ní ilú Abẹ̀òkúta.
- 6 Matt máa lọ sí ààfin ọba Ifẹ ní Ilé-Ifẹ.

**Exercise 9**

1 Òkè Olúmọ ní ilú Abẹ̀òkúta. 2 ọ̀rànmíyàn ní ilú ifẹ. 3 orisun omi gbígbóná àti tútù ní ikogòsi. 4 ààfin ọba Ifẹ ní Ilé-Ifẹ

**Exercise 10**

The answer to this question depends on the individual.

**Listening or reading comprehension**

- 1 Nígbà tí ó wá sí ilú Nàìjíríyà fún oṣù mèta.
- 2 Carla kọ ẹ̀kọ́ pé bí àwọn ènìyàn bá ń sọ pé orílẹ̀dè Áfíríkà kúsẹ̀ẹ́ ó mọ nísìsìyí pé bí ẹ̀sẹ̀ ẹ̀sẹ̀ wà ní Áfíríkà bẹ̀ẹ̀ nàà ni ọ̀rọ́ oríṣíríṣi nàà wà nìbẹ̀. Ó mọ nísìsìyí pé a kò lè máa sọ̀rọ́ Áfíríkà bí ẹ̀ni pé a ń sọ̀rọ́ ilú kan ọ̀ṣọ̀.
- 3 Carla gbọ̀ èdè oríṣíríṣi nígbà tí ó wà ní ilú Nàìjíríyà.
- 4 Látí dúpẹ̀ lẹ̀wọ́ Túnjí àti Kimberly fún aájò rẹ̀ tí wọn ẹ̀ nígbà tí ó wà ní ilú Nàìjíríyà.

**Unit 14****Exercise 1**

2 Ẹ́ Kúnlé ti lọ sí ilú Jámáàni rí? 3 Ẹ́ Tọ́pẹ́ ti lọ sí ilú Tógò rí? 4 Ẹ́ Tolú ti lọ sí ilú New York rí? 5 Ẹ́ Adé ti lọ sí ilú Brazil rí? 6 Ẹ́ Akin ti lọ sí ilú Tanzania rí? 7 Ẹ́ Josie ti lọ sí ilú Jẹ̀pààni rí? 8 Ẹ́ Charles

ti lọ sí ìlú Paraquay rí? 9 Šé Carla ti lọ sí ìlú Nàìjíríyà rí? 10 Šé Kẹ̀mi ti lọ sí ìlú Korea rí?

### Exercise 2

2 Bẹ̀ẹ̀ ni, Kúnlé ti lọ sí ìlú Jámáàni rí? 3 Bẹ̀ẹ̀ ni, Tópẹ̀ ti lọ sí ìlú Tógò rí? 4 Bẹ̀ẹ̀ ni, Tolú ti lọ sí ìlú New York rí? 5 Bẹ̀ẹ̀ ni, Adé ti lọ sí ìlú Brazil rí? 6 Bẹ̀ẹ̀ ni, Akin ti lọ sí ìlú Tanzania rí? 7 Bẹ̀ẹ̀ ni, Josie ti lọ sí ìlú Jẹ̀páàni rí? 8 Bẹ̀ẹ̀ ni, Charles ti lọ sí ìlú Paraquay rí? 9 Bẹ̀ẹ̀ ni, Carla ti lọ sí ìlú Nàìjíríyà rí? 10 Bẹ̀ẹ̀ ni, Kẹ̀mi ti lọ sí ìlú Korea rí?

### Exercise 3

2 Rára, Kúnlé kò ì tí ì lọ sí ìlú Jámáàni rí. 3 Rára, Tópẹ̀ kò ì tí ì lọ sí ìlú Tógò rí. 4 Rára, Tolú kò ì tí ì lọ sí ìlú New York rí. 5 Rára, Adé kò ì tí ì lọ sí ìlú Brazil rí. 6 Rára, Akin kò ì tí ì lọ sí ìlú Tanzania rí. 7 Rára, Josie kò ì tí ì lọ sí ìlú Jẹ̀páàni rí. 8 Rára, Charles kò ì tí ì lọ sí ìlú Paraquay rí. 9 Rára, Carla kò ì tí ì lọ sí ìlú Nàìjíríyà rí. 10 Rára, Kẹ̀mi kò ì tí ì lọ sí ìlú Korea rí.

### Exercise 4

Wọ̀n kò fẹ̀ràn afẹ̀feyẹ̀yẹ̀, wọ̀n kò fẹ̀ràn ijó, orin, àti afẹ̀ ayé. Wọ̀n kò dàbí àwọ̀n ọ̀mọ̀ ilu Nàìjíríyà. Wọ̀n kò kún fún ayé jíjẹ̀ púpọ̀, wọ̀n kò sì lóyàyà púpọ̀. O kò ní í rí àwọ̀n ọ̀mọ̀ Brasil tí wọ̀n n sìn àwọ̀n òrìṣà Yorùbá bí i Yemoja, Šàngó, Ọ̀bàtálá, Ọ̀ṣun, Ọ̀gún àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ.

### Exercise 5

2 Túnjì sọ pé òun ti lọ sí etí òkun rí. 3 Túnjì sọ pé òun ti gún iyán rí. 4 Túnjì sọ pé òun ti se mọ́inmọ́in rí. 5 Túnjì sọ pé òun ti wa bàálú rí. 6 Túnjì sọ pé òun ti ta ṣẹ̀ṣẹ̀ rí. 7 Túnjì sọ pé òun ti ta ayò rí. 8 Túnjì sọ pé òun ti wa bọ̀ṣì títóbi rí.

### Exercise 6

1 Yemoja 2 Šàngó 3 Ọ̀bàtálá 4 Ọ̀ṣun 5 Ọ̀gún

### Exercise 7

1 Babaláwo ni ẹnì tí ó n dá ifá. 2 aláduúrà ni ẹnì tí ó n gba àdúrà. 3 Mùsùlùmí ni ẹnì tí ó n sìn Mọ́hánmọ́dù. 4 Yemoja ni òrìṣà omi. 5 Ọ̀gún ni òrìṣà àwọ̀n tí wọ̀n n lo irin. 6 Šàngó ni òrìṣà ààrà àti mọ̀nàmọ̀nà. 7 Nàgò ni èyà Yorùbá tí àwọ̀n ẹ̀niyàn n sọ ní ìlú Brasil. 8 ẹ̀sìn ni igbàgbọ̀ àwọ̀n ẹ̀niyàn.

**Exercise 8**

1 ìgbádùn 2 ijó 3 ẹbọ 4 ẹ̀sìn 5 aláádùrà 6 onítẹ̀bọ̀mi 7 ẹ̀lẹ̀sìn

**Exercise 9**

1 gbàgbọ 2 dàgbàsókè 3 yẹ 4 dá 5 tò 6 lọ 7 bọ 8 kọwé 9 ẹ̀wọ 10 dáràn

**Exercise 10**

1 Rio àti San Paulo léwu púpọ. 2 Nítorí pé Kimberly àti ẹbí rẹ ní lọ sí ilú Brasil. 3 Wọ̀n dàbí àwọ̀n ará ilú Nàìjíríyà. 4 Ẹ̀gọ̀, Yemoja, Ọ̀bàtálá Ọ̀ṣun Ọ̀gún. 5 Rára. 6 Wọ̀n wà ní ilẹ̀ Yorùbá ní ilú Nàìjíríyà.

**Listening or reading comprehension**

- 1 It is hard work that makes us succeed in life.
- 2 Education helps us to become leaders.
- 3 Suffering is the lot of lazy people.
- 4 People who depend on an inheritance never appreciate what they have since they did not labor for it.

**Unit 15****Exercise 1**

2 Ọ̀mọ̀ ilú ibo ní? 3 Níbo ni ó ní gbé nísìsìyí? 4 Ọ̀mọ̀ ọ̀dún mélòó ní?

**Exercise 2**

2 Látí ìgbà wo l'ó ti ní fọ̀ aṣọ? 3 Látí ìgbà wo l'ó ti ní sọ̀rọ̀ lórí ẹ̀rọ̀ tẹ̀lífóònù? 4 Látí ìgbà wo l'ó ti lọ sí ọ̀jà? 5 Látí ìgbà wo l'ó ti ní simi? 6 Látí ìgbà wo l'ó ti ní kàwé? 7 Látí ìgbà wo l'ó ti ní gbá bọ̀lù? 8 Látí ìgbà wo l'ó ti wà ní ọ̀fìsì? 9 Látí ìgbà wo l'ó ti wá ní ibalùwẹ̀? 10 Látí ìgbà wo lara rẹ̀ kò ti yá?

**Exercise 3**

1 Ẹ̀e o mọ̀ ẹ̀ni tí ó ní jẹ̀ Daniel? 2 Kí ni orúkọ ọ̀rẹ̀ rẹ̀? 3 Báwo ni ó ẹ̀ ga tó? 4 Ẹ̀e ó ni irungbọ̀ tàbí irun imú? 5 Níbo ni ó ní gbé tẹ̀lẹ̀? 6 Irú ẹ̀niyàn wo ni? 7 Ẹ̀e ó fẹ̀ràn látí gbá bọ̀lù ẹ̀lẹ̀sẹ̀? 8 Kí ni ó tún fẹ̀ràn látí ẹ̀?

**Exercise 4**

1 Kí ni orúkọ ọ̀kọ̀ Arábinrin Adéọ́lá? 2 Kí ni orúkọ bàbá Túnjì? 3 Ọ̀jọ̀gbọ̀n Dúpẹ̀ wo? 4 Ọ̀gbẹ̀ni Dèjì wo? 5 Olóyẹ̀ Mosún wo?

**Exercise 5**

Orúko ọrẹ mi ni Màrià. Ọmọ ilú Nàìjíríyà ni. Ó pupa, ó sì ní irun gígùn dúdú. Ọmọ ọdún m̀ar̀und̀ínl̀ógójì ni. Kò sanra, kò sì t́ínínrín. Ó ga tó esè bàtà m̀ar̀unún àti íǹsì m̀ar̀unún, ó sì jẹ ọlọyàyà.

**Exercise 6**

Ọmọ ilú Kánádà ni Douglas, s̀ug̀b̀on o ń gbé Nàìjíríà nísísiyí. Ọdún m̀ar̀unún s̀eh̀ìn ni Douglas ti ń gbé Nàìjíríà. Ọjògb̀on ni ní yunifásitì ti Obáfẹmi Awólówò ní Ifẹ. Ó ń kọ àwon akẹ̀kọ̀ọ ní lítírẹ̀sọ ilẹ̀ Áfíríkà àti ti ilẹ̀ Amẹ̀ríkà. Ó ga tó esè bàtà m̀ar̀unún àti íǹsì m̀ewàá. Kò sanra rára, kò sí t́ínínrín. O ní irun tí ó fẹ̀ dàbí góólù. Ó ní irun-imú, s̀ug̀b̀on kò ní irùng̀b̀on. Eyin ojú rẹ̀ búlúù. Ó lóyàyà gan oun ni.

Ó dàbí ẹ̀ni pé ọmọ ọdún bí i ọgb̀on ọdún ni. Kò dàgbà púpọ̀. Ó ní iyàwó àti àwon ọmọ méjì.

**Exercise 7**

Nígbà tí Douglas rí Túnjì àti Kimberly, ó fi fòtò àwon ẹ̀bí rẹ̀ hàn wọn. Ó tún sọ fún wọn pé kí wọn wá kí òun àti ẹ̀bí òun.

**Exercise 8**

1 Nítorí pé ó fẹ̀ kí wọn wá kí òun àti ẹ̀bí rẹ̀. 2 Douglas jẹ̀ ẹ̀niyàn rere. 3 Kò ní irùng̀b̀on. 4 Ọmọ ọdún bí i ọgb̀on ọdún ni. 5 Ó ń kọ̀ àwon akẹ̀kọ̀ọ ní lítírẹ̀sọ ilẹ̀ Áfíríkà àti ti ilẹ̀ Amẹ̀ríkà.

**Exercise 9**

2 Ọgbà yunifásitì ni ibi tí àwon akẹ̀kọ̀ọ oníwèé gíga jùlọ̀ ti ń kẹ̀kọ̀ọ̀. 3 Ọjọ̀ àbámẹ̀ta ni ọjọ̀ kejé ọ̀sẹ̀. 4 Ọjògb̀on ni olúkọ̀ọ̀ ni ilẹ̀ èkọ̀ gíga ti yunifásitì. 5 Ilẹ̀ itàwé ni ibi tí àwon ẹ̀niyàn ti ń ta iwé. 6 Ilẹ̀ ikàwé ni ibi tí àwon ẹ̀niyàn ti ń ka iwé.

**Exercise 10**

The answer to this activity depends on the individual.

**Listening or reading comprehension**

- 1 Nítorí pé gbogbo f̀imù Ọjògb̀on Akínwúnmi ni Doyin ti rí.
- 2 Wọn lọ sí ilẹ̀ ounjẹ̀ àwon Sainísi.
- 3 Ó fẹ̀ kí wọn lọ sí ibi àsẹ̀ Dúpé.

# Translations of the comprehension passages

## Unit 1

- DELE: How are things?  
OLU: Fine. Is all well with you?  
DELE: All is well.  
OLU: Where are you going?  
DELE: I am going to the market.  
OLU: Can you buy bread for me?  
DELE: No.  
OLU: Why?  
DELE: Sorry, I don't have money.  
OLU: It's okay. Bye.  
DELE: Bye.

## Unit 2

- KUNLE: Good morning, sir.  
MR MAKINDE: Good morning, how are you?  
KUNLE: Fine, sir.  
MR MAKINDE: How is home?  
KUNLE: Fine.  
MR MAKINDE: How is your mother?  
KUNLE: She's fine.  
MR MAKINDE: How is your father?  
KUNLE: He's fine.  
MR MAKINDE: Hope your work is going fine?  
KUNLE: It's going fine, sir.

MR MAKINDE: Goodbye, I'm in a hurry to go to work. Extend my regards to your mother and father.

KUNLE: All right, sir. Goodbye, sir.

### Unit 3

My name is Kunle, I live in London now, but I'm from Nigeria. I have one wife and two children. My wife's name is Bose, and my children's names are Topẹ and Dele. Topẹ is a girl while Dele is a boy. Topẹ is ten years old, but Dele is eight years old. I love my family so much, and I love to live in London. My children also love to live in London but my wife loves Nigeria more than London.

### Unit 4

Mrs. Adeola Oso has a house in Lagos. The house has four bedrooms, three bathrooms, one kitchen, two sitting rooms and one dining room. There is a bungalow behind the house. There is a flat between the house and the bungalow. Mrs. Oso and her family stay in the house but rent out the bungalow and the flat at the back of their house to some people.

To guard against thieves, Mrs. Oso's house is fenced. There is a big gate at the entrance of this compound. This gate must be locked before they go to bed every night. If not, their house can be broken into by robbers. There are many armed robbers in Lagos now, so, everybody has to lock their gates properly.

### Unit 5

TUNJI: Do you like to wear Yoruba clothes?

KIMBERLY: Yes, I love to wear a skirt and a blouse that are sewn with *ankara* fabric. I also love to wear *ankara* dress. I wear *bubu* but I don't like to wear it all the time. How about you? Which Yoruba clothes do you like most?

TUNJI: Oh! For an important occasion, I like to wear trousers, male's *buba*, a flowing gown that is sewn with lace material; I also love to put on a cap that is sewn with *aşo oke* fabric. For a casual wear, I am OK with an *ankara* shirt and any pair of trousers. But for work

clothes, I love to wear Western clothing like a pair of trousers and a jacket, a shirt and a tie. Sometimes, I do wear Yoruba clothes such as loose trousers, *buba* and a flowing gown with a hat to the office.

KIMBERLY: *Iro* and *buba* scare me.

TUNJI: Why?

KIMBERLY: Because I'm always afraid that the wrapper will untie accidentally on me. What will I do if it unties on me!

TUNJI: Don't be afraid. It cannot untie. Tie it with a rope.

## Unit 6

To fry plantain is not difficult at all. If you want to fry plantain, you must have the big ripe bananas, vegetable oil or red palm oil, salt and frying pan. Peel and slice the bananas. Add a little salt to the sliced bananas. Put the pan with the vegetable or red palm oil on the stove. As soon as the vegetable or the palm oil is hot, put the sliced bananas into the hot oil. Let the sliced bananas be well cooked on one side before turning them on the other side. When the other side of the plantain is well done and the plantain is brownish in color, remove the "dodo" (fried plantain) from the oil and allow the oil to drain before you serve the plantain. You can eat *dodo* with cooked beans, rice with meat stew, and you can also eat *dodo* by itself.

## Unit 7

FUNMI: My child, *Ọrẹ*, is sick.

FUNMI'S MOTHER: What is wrong with her?

FUNMI: She is covered with rashes. It seems she is suffering from eczema. All her body itches. She has scratched all her body to the extent that her skin peels off. If you see her face, you'll be afraid because the skin on her face has peeled off and and her body oozes water. It is as if her face is covered with sores.

FUNMI'S MOTHER: What did you apply on her?

FUNMI: I used calamine lotion, but it did not work. I also used hydrocortizone, and it also did not work. I have used all the remedies that I know but none of them worked. I am tired of this.



FUNMI'S MOTHER: Don't be discouraged. Those are the characteristics of eczema.

FUNMI: What should I do?

FUNMI'S MOTHER: First of all, I want you to know that only God heals people. Human beings only try their best to take care of the sick. I will send you a drink tomorrow. It is a combination of different types of fruit juices. If you drink this juice, your baby will drink the juice through your breast milk. By the grace of God, as soon as this fruit juice goes into your child's system, the child will excrete the rashes in her faeces. Don't be afraid, God will heal her. You do not need to be afraid of eczema. Give me a call in about a week after you start to drink the fruit juice so that I can know whether it works or not. But by the grace of God, it will work.

FUNMI: Thank you very much. I will also pray that this fruit juice will be effective.

FUNMI'S MOTHER: Bye for now.

FUNMI: Thank you, bye.

## Unit 8

Tunji's younger brother is Sanya. Sanya is fifteen years old. Now Sanya attends a high school at Ibadan. Sanya's school is Ibadan Boys High School. In this school, Sanya is studying Yoruba, French, the sciences such as biology, chemistry and physics. He also likes to study mathematics.

Sanya likes to play soccer and basketball. He does not like to play any musical instruments, and he does not like to do any household chores.

Sanya wants to become an engineer after his studies. Tunji loves Sanya a lot because Sanya is not troublesome. He is very gentle.

## Unit 9

KIMBERLY: Which high school did you attend?

TUNJI: The name of this school is Ibadan City Academy at Ibadan. There were only about four hundred students

in this school. Ibadan City Academy is not a public school. Mr. Adekunle Aderemi is the proprietor of this school.

KIMBERLY: What did you study at this school?

TUNJI: I studied literature, biology, chemistry, mathematics, Yoruba language, French language, English language and economics.

KIMBERLY: How many years did you spend in this school?

TUNJI: Six years.

KIMBERLY: Who was your favorite teacher?

TUNJI: It was the mathematics teacher.

## Unit 10

Many factors are responsible for students' failures in their examinations. Mr. Ade Adewusi of the University of Ibadan said if the government does not solve the problem of students' unrest in Nigeria's education sector, it is certain that the education system will completely collapse. He continued that teachers' strikes (industrial action) are hazardous to the education system. Biḡdun F̄l̄orunṣ̄o, who is a high school student near Bodija, has the opinion that the cost of books is exorbitant. Many of the students do not have money to eat, let alone to buy books.

Funmi Adeoti who is a trader around Adeḡoḡ said most of the students do not have the chance to study after they leave home. Most of the students buy their school uniforms by themselves. Many students also like to waste their time. Playing around takes most of the time that they could spend studying and they are left with very little time for studying.

When Kayḡde Adeyinka, who is a car mechanic, joined this conversation, he said some parents do not give their children the chance to study at home because they send their children on many errands because there are no housemaids any longer. If you do not have a lot of money, you can no longer hire house-help nowadays. Ronḡe Jinadu, a high school student in Bodija, Ibadan, has the opinion that if the government could provide bursaries for students more frequently, this would help students to concentrate on their studies.

A Yoruba proverb says "a wise man's idea goes straight to the point while a foolish man's idea is different." This is why Ṣina Kareem, a worker in the tobacco company, said many teachers are

not up to standard. Qualified teachers believe that you don't have to put too much effort into government work. He further said most of the teachers concentrate on business because their salary is not sufficient for their spending, and that is why he admonished the government to increase teachers' salaries.

Also, a student who pleaded to remain anonymous said he does not have the time to study until around exam time because he has to support himself with a "bus conductor" work or be a motor boy, since he is an orphan.

## Unit 11

Why would I steal in my life?  
 Why would I steal in my life?  
 In my life, instead of stealing,  
 I would rather be a slave  
 Why would I steal in my life?

Whoever steals will go to court.  
 Whoever steals will go to court.  
 The judge will put chains on his feet,  
 Be chained like a criminal.  
 Whoever steals will go to court.

If a thief becomes wealthy in this world,  
 If a thief becomes wealthy in this world,  
 If he becomes wealthy in this world, he cannot get to heaven.  
 He cannot get to heaven when he dies in this world.  
 If a thief becomes wealthy in this world.

Please, don't keep company with a thief,  
 Please, don't keep company with a thief,  
 My friends, a prison is not good.  
 A prison is not good for an ideal human being.  
 Please, don't keep company with a thief.

Lord, please don't let our relative be a thief.  
 Lord, please, don't let our relative be a thief.  
 Our relative, instead of him to steal.  
 Instead of him to steal, it is better for him to die.  
 Lord, please, don't let our relative be a thief.

## Unit 12

Last month, Tunji went to London. As he went out to carry his luggage, he met his friend who graduated from his high school in Ibadan. His friend's name is Tọpe. Tunji was very happy to see this friend and he asked him what he was doing in London. Tọpe told him that he left Nigeria because of all the turmoil created by the constant closure of universities. He said after wasting three years at Olabisi University at Ago-Iwoye, and without leaving the same class for three years, his parents decided to sponsor him to come to London so that he could finish his education in good time.

Aside from the frequent problems associated with higher institutions, Tọpe said that the problems of armed robbers added to the reason why he became tired of living in Nigeria. One afternoon, some armed robbers broke into Tọpe's house in Lagos. After threatening to kill them [Tọpe and his family], the robbers asked them to lie flat on the floor and close their eyes. One of these armed robbers kept watch over Tọpe and his family with the gun. The other three thieves went from one room to the other to look for what to steal. When they left Tọpe's house, they took away their computer, television, radio and a lot of money.

After this incident, Tọpe was tired of living in Nigeria and he bid Nigeria goodbye. Tọpe has not returned to Nigeria since then.

## Unit 13

265 Lafayette  
Hempstead, Long Island  
NY 11798  
8/31/04

Tunji and my beloved sister,

I am happy to write this letter to you. I returned to New York with joy and peace. I am writing this letter to thank both of you for the care you extended to me when I came to Nigeria. I thank you for all the places you took me to such as: ikogosi, Oke Olumọ in Abeokuta, Oṣoni's palace at Ifẹ, Bar beach in Lagos, Lẹki, slave coast in Badagry and so on.

I was very happy to see the different towns and all the places you took me to. Now I can say I know Yoruba land very well. I learnt a lot from many people I met. I learnt a lot about traveling. If anyone

now says that the continent of Africa is poor, I know that as there is poverty in Africa, so is there great wealth in Africa. I now know that we cannot talk of Africa as if we are talking of only one country.

Aside from Yoruba language that I learnt during the three months I spent in Nigeria, I also heard many people who also spoke different kinds of languages. As languages are so many in Nigeria, so are many cultures.

I am praying that God will give me the opportunity to come back to Nigeria. My mom and dad extend their greetings. Extend my regards to Tunji's parents and all your friends that I met in Nigeria. Goodbye.

Yours sincerely,  
Carla

## Unit 14

### WORK IS THE ANTIDOTE FOR POVERTY

Work hard, my friend.  
We have to work to become a great man.  
If we do not have someone to support us,  
We might look like lazy people.  
If we don't have someone to depend on,  
We have to work harder.  
Something we do not suffer for,  
Does not have a lasting impact.  
It is something we work hard for,  
That lasts longer.  
If the world applauds you today,  
If you have money  
It is then the world will want you tomorrow.  
Education can also make one a leader  
Be diligent in your studies.  
If you see a lot of people,  
That are nonchalant about education,  
Please, don't imitate them.  
Suffering awaits a foolish child.  
Weeping awaits a vagabond.  
Don't waste the time of your youth  
Work hard, time waits for no man.

## Unit 15

- BUNMI: What are you doing next Friday night?  
DOYIN: I am not doing anything.  
BUNMI: Would you like to go to the cinema with me?  
DOYIN: No problem, but what kind of film are you going to watch?  
BUNMI: I learnt that “Şaworo Ide” is out.  
DOYIN: I have seen “Şaworo Ide.” I don’t want to go and watch “Şaworo Ide” again.  
BUNMI: What about “Kò Şe e Gbé” (Not possible to carry)?  
DOYIN: I have seen “Kò Şe e Gbé” also.  
BUNMI: No problem. Can we go and watch “Ó Le Kú”?  
DOYIN: I have seen “Ó Le Kú” also. Maybe we should do something else because I have seen all of Professor Akinwumi Işola’s films, and I don’t like any other Yoruba film except those of Professor Akinwunmi Işola.  
BUNMI: Why?  
DOYIN: Because he uses original Yoruba (without any English language) in all his films that I have watched. I hate Yoruba films that are full of code switching from Yoruba to English.  
BUNMI: No problem, if you don’t want to see any film, what else do you want us to do?  
DOYIN: Let’s go to Dupe’s party. Next Friday is her birthday, and she told me she wants to have a party on that night.  
BUNMI: You know that I don’t like to dance and I don’t like any noise. Can we go to the Chinese restaurant on Ikorodu road? You know I love Chinese food.  
DOYIN: No problem. I also like Chinese food. I’ll come and pick you up at your house by 6:00 p.m. next Friday.  
BUNMI: No problem, bye.

# Yoruba–English glossary

## A

<b>a</b>	we	<b>àgúnmi</b>	pill/tablet
<b>a à</b>	we did not	<b>àgbáyé</b>	worldwide
<b>á á</b>	he will	<b>agbègbè</b>	area
<b>à á</b>	we will	<b>agbejórò</b>	lawyer
<b>ààbò</b>	half	<b>àgbo</b>	a herbal drink
<b>àádòrin</b>	seventy	<b>Ámíkèn</b>	Heineken, a brand of beer
<b>àádòrùnún</b>	ninety	<b>àisàn</b>	sickness
<b>àádóta</b>	fifty	<b>ajá</b>	dog
<b>aago</b>	bell/time	<b>àjà ilé</b>	ceiling
<b>aárùndínlógbò</b>	twenty-five	<b>ajíra</b>	vitamins
<b>aárùnún</b>	five	<b>àkókò</b>	time
<b>aárùnún dínlógún</b>	fifteen	<b>àkókò wo?</b>	what time?
<b>ààfin</b>	palace	<b>akòwé</b>	a writer
<b>ààrò</b>	morning	<b>akúṣẹ́ẹ́</b>	poor
<b>ààyè</b>	opportunity/ space	<b>àlàáfíà</b>	peace
<b>aáyù</b>	garlic	<b>aládùúrà</b>	Pentecostal group
<b>àbí/tàbí</b>	or	<b>àlò</b>	going
<b>àbò</b>	arrival	<b>alákòṣẹ̀bẹ̀rẹ̀</b>	grade school
<b>àbúrò</b>	younger sibling	<b>alára</b>	yourself
<b>adiẹ</b>	chicken	<b>alawàdà</b>	a funny person
<b>adigunjalè</b>	armed robbers	<b>alẹ́</b>	late evening
<b>àdírẹ̀sì</b>	address	<b>àlùbòsà</b>	onions
<b>àdúgbò</b>	neighborhood	<b>àmàlà</b>	food made from yam flour
<b>afẹfeyẹ̀yẹ̀</b>	festivities	<b>Amérikà</b>	America/ American
<b>afẹ ayé</b>	worldly pleasures	<b>àná</b>	yesterday
<b>àga</b>	chair	<b>ànfààní</b>	benefit
<b>àgàgà</b>	especially		
<b>agogo</b>	bell/time		

<b>ànkára</b>	a type of cloth	<b>B</b>	
<b>àpeṣere</b>	example	<b>bá dé</b>	to arrive with
<b>apá</b>	arm/side	<b>bá mi rán an</b>	to sew it for me
<b>apá ọ̀tún</b>	right side	<b>Bàbá</b>	father
<b>àpẹ̀júwe</b>	description	<b>bàbá onílẹ̀</b>	landlord
<b>àpótí ìmótutù</b>	refrigerator	<b>babaláwo</b>	Ifa priest
<b>àpótí ìwé</b>	bookcase	<b>Badagry</b>	name of a place in Lagos State
<b>ara</b>	body	<b>banújẹ</b>	to be sorrowful
<b>ara . . . yá</b>	. . . 's body is well	<b>bàtà</b>	shoes
<b>ara ríro</b>	body ache	<b>báwo</b>	how
<b>Arábinrin</b>	Miss	<b>báwo ni</b>	how are
<b>àṣáró</b>	yam porridge	<b>bèèrè</b>	to ask
<b>aṣẹ̀wó</b>	a prostitute	<b>bẹ</b>	to pray
<b>aṣọ</b>	clothes	<b>bẹ̀ẹ̀</b>	so
<b>aṣọ òkè</b>	cotton-based <i>or</i> silk-based woven material	<b>bẹ̀ẹ̀dì</b>	bed
<b>ata</b>	pepper	<b>bẹ̀rẹ̀</b>	to start
<b>àti</b>	and	<b>bẹ̀rẹ̀ sí</b>	to start to
<b>àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ</b>	etc.	<b>bì</b>	to throw up
<b>àtiwọ</b>	entrance	<b>bí . . . bá</b>	if/when
<b>atúnkònpútàṣe</b>	computer specialist/ technician	<b>bí bẹ̀ẹ̀ kọ</b>	if not so
<b>àtùpà</b>	lamp	<b>bí i</b>	like
<b>àwa</b>	we (pronom.)	<b>bí mí</b>	to ask me
<b>àwọ̀n</b>	(pl. mkr)	<b>bí ó</b>	as it
<b>àwọ̀n ẹ̀bí</b>	family members	<b>bí ó tilẹ̀ jẹ̀ pé</b>	even though
<b>àwọ̀n awakọ̀</b>	drivers	<b>bìà</b>	beer
<b>àwọ̀n ibòmíràn</b>	other places	<b>bóyá</b>	maybe
<b>àwọ̀n òrìṣà</b>	deities	<b>bọ̀nǵálọ̀</b>	bungalow
<b>àwo</b>	plate/disk	<b>bọ̀lù alápẹ̀rẹ̀</b>	basketball
<b>àyà</b>	chest	<b>Bràsîlì</b>	Brazil
<b>àyẹ̀</b>	space	<b>bùbá</b>	long-sleeved, loose blouse
<b>ayé jíjẹ</b>	worldly enjoyment/ pleasures	<b>búláòsì</b>	blouse
<b>ayọ̀</b>	joy	<b>búlúù</b>	blue
		<b>búraùn</b>	brown
		<b>búrẹ̀dì</b>	bread
		<b>burú</b>	to be bad
		<b>D</b>	
		<b>d'ọ̀la</b>	by tomorrow
		<b>dà</b>	to pour



<b>dá . . . dúró sí</b>	to keep . . . at	<b>edé</b>	shrimp
<b>dà?</b>	(qu. mkr) “where?”	<b>èdè</b>	language
<b>dáadáa ni</b>	(it) is fine/good	<b>eéje</b>	seven
<b>dàbí</b>	to look like	<b>eéjì</b>	two
<b>dàgbà</b>	to be old	<b>eéjìdínlógbòṅ</b>	twenty-eight
<b>dáké</b>	to keep quiet	<b>eéjìdínlógún</b>	eighteen
<b>dára</b>	to be good	<b>eéjilá</b>	twelve
<b>dáradára</b>	good/nice	<b>eéjìlélógún</b>	twenty-two
<b>dárúkò</b>	to name	<b>eélóó ní?</b>	how much is it?
<b>dé</b>	to come back/ return	<b>èjìká</b>	shoulder
<b>dé</b>	to arrive	<b>èkejì</b>	the second one
<b>dé</b>	to cover	<b>Èkó</b>	Lagos
<b>débè</b>	to get there	<b>eléyí</b>	this/these
<b>dèrù</b>	to scare/ surprise	<b>Èmi</b>	emphatic pron. “I”
<b>dì</b>	to become	<b>èniyàn</b>	person/people
<b>dì ẹrú</b>	to become slaves	<b>eré idárayá</b>	recreational activities
<b>dìde</b>	to stand up	<b>erékùsù</b>	island
<b>dífẹ</b>	a little	<b>etí</b>	ear
<b>dín</b>	to be less	<b>etí òkun</b>	beach
<b>dín . . . kù</b>	to reduce . . .	<b>ètò</b>	arrangement
<b>dípò</b>	instead of	<b>ewéédú</b>	type of green leafy vegetable
<b>dòdò</b>	fried plantain	<b>èyí</b>	the one
<b>dókítà</b>	doctor	<b>eyín</b>	teeth
<b>dúdú</b>	black		
<b>dúdú</b>	to be black/ dark	<b>Ẹ</b>	
<b>dùn</b>	to be tasty	<b>Ẹ</b>	you (pl.) <i>or</i> you (hon. pron.)
<b>dùn</b>	to ache	<b>ẹ ẹ</b>	you did not
<b>dúpẹ</b>	give thanks (to God)	<b>ẹ ẹ</b>	you will
<b>dúró</b>	wait	<b>Ẹ jòṅ</b>	you (hon.) please
<b>dúró de. . .</b>	to wait for. . .	<b>Ẹ sẹ</b>	thank you (hon.)
		<b>ẹbà</b>	food made from cassava flour
<b>E</b>		<b>ẹbí</b>	family
<b>ebi n pa mí</b>	I am hungry (lit. hunger is killing me)	<b>ẹbọ</b>	sacrifices
		<b>ẹdà</b>	creature
		<b>ẹẹdẹgbẹrin</b>	seven hundred

<b>èḗdégbérún</b>	nine hundred	<b>enikéni</b>	anyone
<b>èḗdégbèta</b>	five hundred	<b>enjiníà</b>	engineer
<b>ẹẹta</b>	three	<b>enu ònà</b>	entrance
<b>ẹẹfà</b>	six	<b>eran</b>	meat
<b>ẹẹjọ</b>	eight	<b>eran màlúú</b>	beef
<b>ẹẹkan</b>	once	<b>eranko</b>	animal
<b>ẹẹmárùnún</b>	five times	<b>èro-ìdáná</b>	stove
<b>ẹẹméjì</b>	twice	<b>èro tẹlifisùnnù</b>	television
<b>ẹẹmérin</b>	four times	<b>esẹ</b>	leg
<b>ẹẹmẹta</b>	thrice	<b>esẹ bàtà</b>	foot (unit of measurement)
<b>ẹẹrin</b>	four	<b>esẹ</b>	sin
<b>ẹẹrindínlógbòn</b>	twenty-six	<b>èsìn</b>	religion/ worship
<b>ẹẹrindínlógún</b>	sixteen	<b>èyà Yorùbá</b>	Yoruba dialect
<b>ẹẹrinlá</b>	fourteen	<b>èyìn</b>	back
<b>ẹẹrinlélógún</b>	twenty-four	<b>eyin ojú</b>	eyes
<b>ẹẹsánán</b>	nine		
<b>ẹẹtádínlógbòn</b>	twenty-seven	<b>F</b>	
<b>ẹẹtádínlógún</b>	seventeen	<b>Fáńtá</b>	a brand of soda
<b>ẹẹtálá</b>	thirteen	<b>faolínì</b>	violin
<b>ẹẹtálélógún</b>	twenty-three	<b>farakan</b>	to touch
<b>ẹẹwàá</b>	ten	<b>Faransé</b>	French
<b>ẹfọ</b>	green leafy vegetables	<b>fèrèsé</b>	window
<b>ẹgúsí</b>	melon seed	<b>fetisilẹ sí rédíò</b>	to listen to a radio
<b>ẹgbèrin</b>	eight hundred	<b>fẹ</b>	to want
<b>ẹgbèrún</b>	one thousand	<b>fẹràń</b>	to like/love
<b>ẹgbèrún márnún</b>	five thousand	<b>fi</b>	to use
<b>ẹgbèrún mérin</b>	four thousand	<b>fi . . . silẹ</b>	leave . . . alone
<b>ẹgbèrún mẹta</b>	three thousand	<b>fi . . . hàn</b>	to show something
<b>ẹgbèrún mẹwàá</b>	ten thousand	<b>fi . . . han . . .</b>	to show something to someone
<b>ẹgbèta</b>	six hundred	<b>fi . . . páńmọ</b>	to save . . .
<b>ẹgbẹwá/ẹgbèrún mẹjì</b>	two thousand	<b>fi ojú rí</b>	to witness
<b>ẹgbòn</b>	older sibling	<b>fi sínú</b>	to put inside
<b>ẹja</b>	fish	<b>fidiremi</b>	to fail
<b>ẹja òbòkún</b>	fresh fish	<b>fíríjì</b>	refrigerator
<b>ẹkọ</b>	units		
<b>ẹlẹsìn</b>	worshippers		
<b>ẹlòmíràn</b>	another person		
<b>eni tí ó fẹràń</b>	caring person		
<b>láti tójú èniyàn</b>			
<b>enikan</b>	someone		

<b>fònikú-fòladide</b>	unreliable/ unstable	<b>gbá bọ̀lù</b>	to play a ball game
<b>fòru wọ̀ ilú</b>	to enter the city at night	<b>gbá bọ̀lù ẹ̀lẹ̀sẹ̀</b>	to play soccer
<b>fọ̀</b>	to break	<b>gbádùn</b>	to enjoy
<b>fọ̀ aṣọ̀</b>	to wash clothes	<b>gbádúrà</b>	to pray
<b>fọ̀ àwo</b>	to wash dishes	<b>gbàgbé</b>	to forget
<b>fọ̀n fẹ̀rẹ̀</b>	to play a blowing instrument	<b>gbálẹ̀</b>	to sweep (the floor)
<b>fọ̀ṣkì</b>	forks	<b>gbé</b>	to live
<b>fọ̀tò</b>	photo	<b>gbé</b>	to raise
<b>fùfú</b>	food made from cassava	<b>gbé . . . sórí</b>	to put . . . on top of
<b>fúlààtì</b>	flat	<b>gbé . . .</b>	to carry . . .
<b>fún</b>	for	<b>gbígbe</b>	dry
<b>fún . . . ní . . .</b>	to give someone something	<b>gbígbóná</b>	hot
<b>fún ẹ̀</b>	for you	<b>gbiyànjú</b>	to try
<b>fún iṣẹ̀ yìí</b>	for this work	<b>gbogbo</b>	all
<b>funfun</b>	white	<b>gbóná</b>	to be hot
<b>funfun láúláú</b>	bright white	<b>gbọ̀</b>	to hear
<b>fúnrarami</b>	myself	<b>gbọ̀</b>	to understand/ speak
<b>G</b>		<b>gbọ̀dò</b>	must/have to
<b>ga</b>	to be tall	<b>gbòngàn àwọn</b>	Jewish temple
<b>gan an ni</b>	a lot	<b>Jùú</b>	
<b>gé</b>	to cut	<b>gbúròó rẹ̀</b>	to hear from you
<b>gèèfì</b>	gate	<b>H</b>	
<b>gèlẹ̀</b>	head wrap	<b>hó</b>	to boil
<b>gégé bí</b>	as	<b>hún ùn!</b>	hmm!
<b>gíga</b>	tall	<b>halẹ̀</b>	to boast
<b>gòólù</b>	blond/golden	<b>I</b>	
<b>gòòmù</b>	chewing gum	<b>ìbá ṣe</b>	whether it be
<b>gùn</b>	to be long	<b>ìbalùwẹ̀</b>	bathroom
<b>gúnlẹ̀</b>	to land/arrive	<b>ìbànújẹ̀</b>	sorrow
<b>GB</b>		<b>ìbéèrè</b>	question
<b>gbà</b>	to accept/take	<b>ìbì àsẹ̀</b>	party
<b>gba . . . tó</b>	to take . . . up to	<b>ìbì-iṣẹ̀</b>	workplace
<b>gba . . . láyẹ̀</b>	to permit . . .	<b>ìbílẹ̀</b>	traditional
		<b>ìboorùn</b>	a scarf

<b>ìboorùn</b>	shoulder or waist scarf	<b>ilé oloke kan</b>	one-story building
<b>ibùdó ọkọ- òfurufú</b>	airport	<b>ilé-ẹ̀kọ</b>	schools
<b>ìdàgbàsókè</b>	progress	<b>ilé-ẹ̀kọ gíga jùlọ</b>	university
<b>ìdánwò</b>	exam	<b>ilé-ìkàwé</b>	library
<b>ìdàrayá</b>	exercise	<b>ilé-iṣẹ ọ̀nà</b>	museum
<b>ìdí</b>	reason	<b>ilé-ìtawé</b>	bookstore
<b>Ifá</b>	god of divination	<b>ilé-ìtura</b>	hotel
<b>ife</b>	cups	<b>ilé-iwé</b>	school
<b>ifẹ</b>	love/desire	<b>ilé-oúnjẹ</b>	restaurant
<b>igba</b>	two hundred	<b>ilé-ọkọ òfurufú</b>	airport
<b>ìgbà</b>	time	<b>ilé-ọkọ ojú-irin</b>	train depot
<b>ìgbá</b>	calabash	<b>ilé-sinimá</b>	movie theaters
<b>ìgbá</b>	type of fruit	<b>ilẹ̀</b>	land
<b>ìgbà</b>	type of rope	<b>ilẹ̀ sù</b>	to be dark
<b>ìgbà yẹn</b>	that time	<b>ilẹ̀ Áfrikà</b>	continent of Africa
<b>ìgbádùn</b>	enjoyment	<b>ilẹ̀ Nàìjíríà</b>	land of Nigeria
<b>ìgbàgbé</b>	forgetfulness	<b>ilẹ̀kẹ̀</b>	beads
<b>ìgbàgbọ</b>	faith	<b>ilú</b>	city/country
<b>ìgbéyàwò</b>	marriage	<b>ilú Òyìnbó</b>	Europe
<b>ìhà àrìwá</b>	north	<b>iná</b>	heat/fire
<b>ìjẹfà</b>	five days ago	<b>Índià</b>	India/Indian
<b>ìjẹjọ</b>	seven days ago	<b>inú</b>	stomach
<b>ìjẹrin</b>	three days ago	<b>inú mi dùn</b>	I am happy
<b>ìjẹta</b>	two days ago	<b>inú rírùn</b>	upset stomach
<b>ìjọ àgùdà</b>	Catholics	<b>ínṣì</b>	inch
<b>ìjọ onítẹ̀bọmi</b>	Baptists	<b>ìrẹ̀ṣì</b>	rice
<b>ìjànàbá mótò</b>	motor accident	<b>ìrẹ̀ṣì jòlọ̀fù</b>	jolof rice
<b>ìjarùnún</b>	four days ago	<b>ìran</b>	heritage
<b>ìjeje</b>	six days ago	<b>ìrinàjò</b>	trip
<b>ìjọ</b>	dance	<b>ìrinwó</b>	four hundred
<b>Ìkọ̀gòsì</b>	name of a place	<b>ìró</b>	wrapper
<b>ìkòkò</b>	cooking pot	<b>ìrọ̀lẹ̀</b>	evening
<b>ilé</b>	house/household	<b>ìrú . . . wo ni?</b>	what kind of . . . ?
<b>ilé àwọ̀n ẹ̀ranko</b>	zoo	<b>ìrun</b>	hair
<b>ilé ìdáná</b>	kitchen	<b>ìrùngbọ̀n</b>	beard
<b>ilé ifiwéranṣẹ̀</b>	post office	<b>ìrun-imú</b>	mustache
<b>ilé ìjòsìn</b>	house of worship	<b>ìsìn</b>	worship/service
<b>ilé iwòsàn</b>	hospital	<b>ìṣẹ̀</b>	work
<b>ilé níkọ̀?</b>	how is (your) household?	<b>ìṣẹ̀</b>	poverty
		<b>ìṣẹ̀lú</b>	politics

<b>iṣé ọ̀nà</b>	artwork
<b>ìtumò</b>	meaning
<b>ìwọ</b>	you (emphatic)
<b>ìwé</b>	book
<b>ìwé ìròyìn</b>	newspaper
<b>ìwé ìtàn</b>	novels
<b>ìwé nípa ìṣẹ̀lú</b>	books on politics
<b>ìyẹn náà</b>	even that
<b>ìyẹn ni pé</b>	that means that
<b>iyán</b>	pounded yam
<b>iyàtò</b>	the difference
<b>iyàwó</b>	wife
<b>iyò</b>	salt

**J**

<b>jáde</b>	to come out
<b>jáde síta</b>	to come outside
<b>Japanńsì</b>	Japanese
<b>jèrè</b>	to profit
<b>jé</b>	to be (some- thing)
<b>jé</b>	is
<b>jé akẹ̀kòdò</b>	to be a student
<b>jé k'a</b>	let us
<b>jé ọ̀mọ̀dẹ̀</b>	to be children
<b>jéjé</b>	gentle
<b>jeléósìmi</b>	nursery
<b>jeun</b>	to eat (food)
<b>jeun ọ̀sán</b>	to eat lunch
<b>jí</b>	to wake up
<b>jìjọ</b>	together
<b>jiná</b>	to be well cooked
<b>jìnnà</b>	to be far
<b>jí nńkan</b>	to steal something
<b>jó</b>	to dance
<b>jókòó</b>	to sit down
<b>ju . . . lọ</b>	more than
<b>jù bẹ̀ẹ̀ lọ</b>	more than that

**K**

<b>káàárò</b>	good morning
<b>káalẹ̀</b>	good [late] evening
<b>káàsán</b>	good afternoon
<b>kàkà</b>	instead of
<b>kan</b>	one
<b>kan</b>	to reach
<b>Kánádà</b>	Canada/ Canadian
<b>kankan</b>	any
<b>kanra</b>	to be bad- tempered
<b>kànràn</b>	instead of
<b>káre</b>	to be right
<b>Kàribiàni</b>	Caribbean
<b>kàwé</b>	to read (books)
<b>kékeré</b>	small
<b>kéré</b>	to be small
<b>kí</b>	that
<b>kí . . . tó</b>	before . . .
<b>kí l'ó dé?</b>	why/what happened?
<b>kí l'orúkọ è?</b>	what is his/her name?
<b>kí ni?</b>	what?
<b>kíńmí</b>	first
<b>kíláàsì</b>	class
<b>kílárínẹ̀ẹ̀tì</b>	clarinet
<b>kò/ò</b>	negative marker
<b>kó . . . lọ</b>	to carry . . . to
<b>kò ṣiṣẹ̀</b>	it does not work
<b>kò burú</b>	it is not bad/ it's OK
<b>kò ì tí ì</b>	has not
<b>kò kàn mí</b>	it is none of my business
<b>kò sí</b>	to not be (in a place)
<b>kò tọ̀pẹ̀</b>	don't mention it/ you're welcome

<b>kò yé mi</b>	it is not clear to me	<b>látí</b>	to [infinitive marker]
<b>kóriira</b>	hate	<b>látí</b>	from
<b>kọ</b>	to write	<b>látí ìgbà wo?</b>	since when?
<b>kọ</b>	to teach/learn	<b>láyiiká</b>	around
<b>kọ ni</b>	to not be (something)	<b>le</b>	to be difficult/strong
<b>kọbọ̀dù</b>	cupboard	<b>lè</b>	can/be able to
<b>kojú sí</b>	to face	<b>léèsi</b>	lace material
<b>kókó</b>	first	<b>léwu</b>	to be dangerous
<b>kònpútà</b>	computer	<b>lẹ̀mejì</b>	twice
<b>Kọráà</b>	Lebanese	<b>lẹ̀gbẹ̀ẹ̀</b>	beside
<b>kořin</b>	to sing	<b>lẹ̀hin náà</b>	after that
<b>kòwé</b>	to write a book	<b>lẹ̀hin (tí)</b>	after
<b>Kúbà</b>	Cuba	<b>Lẹ́kí</b>	name of a place in Lagos State
<b>kúkú</b>	rather	<b>lẹ̀tà</b>	letter
<b>kúkúru</b>	short	<b>lílò</b>	blended
<b>kùn</b>	to paint	<b>lítírẹ̀şò</b>	literature
<b>kún</b>	to be full	<b>lo</b>	to spend
<b>kún inú ẹ̀rọ</b>	to fill up the machine	<b>lo</b>	to use
<b>kùrò</b>	to leave	<b>lo àkókò</b>	to spend time
<b>kùrò ní . . .</b>	to leave . . .	<b>lo jíjí</b>	to wear glasses
<b>kúru</b>	to be short	<b>lo ohun èlò orin</b>	to play a musical instrument
<b>kúuròlẹ̀</b>	good evening	<b>lode òní</b>	nowadays
<b>L</b>		<b>lójoojúmọ̀</b>	everyday
<b>I'ó fa</b>	that caused	<b>lòòótọ̀</b>	really/truly
<b>I'ọ̀şù</b>	per month	<b>lòòótọ̀ ní</b>	it is true
<b>I'ọ̀jà</b>	at the market	<b>lórí</b>	on
<b>lǎàárín</b>	between	<b>lọ</b>	to go
<b>lǎàárín ọ̀şẹ̀</b>	during the week	<b>lọ aşọ</b>	to iron clothes
<b>lábẹ̀</b>	under	<b>lọla</b>	tomorrow
<b>Lágbára Ọ̀lórún</b>	by God's grace	<b>lọwọ̀</b>	in hand
<b>lǎipẹ̀</b>	soon	<b>lọyàyà</b>	to be funny
<b>lálẹ̀ ànà</b>	yesterday evening	<b>lu ilù</b>	to play a drum
<b>lǎnǎá</b>	yesterday	<b>M</b>	
<b>lántànù</b>	lantern	<b>má</b>	don't
<b>lápá ọ̀tún</b>	on the right-hand side	<b>Mà</b>	Ma'am
		<b>má bínú</b>	don't be upset

<b>máa</b>	will	<b>ná</b>	first of all
<b>Màá</b>	I will	<b>Nàgó</b>	name of a Yoruba dialect
<b>máa lọ</b>	keep going (habitual tense)	<b>Náírà</b>	Nigerian unit of currency
<b>máa ní</b>	mkr	<b>ni</b>	to be (something)
<b>mọ níwòn</b>	to weigh moderately	<b>ní</b>	to have
<b>magí</b>	Maggi cubes	<b>ní</b>	at
<b>màmá</b>	mother	<b>níbí</b>	here
<b>méjéèjì</b>	the two	<b>níbo ni</b>	where
<b>mélòó</b>	how much	<b>nídí</b>	under/beside
<b>Méèsìkò</b>	Mexico/Mexican	<b>nígba wo?</b>	when?
<b>mi</b>	my	<b>nínú</b>	part of
<b>mi</b>	I (dialectal variant of <b>mo</b> )	<b>nípa</b>	about
<b>mí</b>	to breathe	<b>nísisiyí</b>	now
<b>mi ò lè</b>	I can't	<b>níta</b>	outside
<b>mílìfònú</b>	million	<b>níwájú</b>	in front of
<b>mímu</b>	something to drink	<b>Ñjẹ</b>	("yes/no" qu. form)
<b>mo</b>	I	<b>ńkọ</b>	(qu. mkr) "how is"/ "where is"
<b>mo ní bọ</b>	just a minute	<b>ńlá</b>	big
<b>mójú tó . . .</b>	to observe . . .	<b>ǹkan</b>	things
<b>mọ</b>	any more/no longer	<b>ǹkan bí</b>	around
<b>mọ</b>	to know	<b>ǹkankan</b>	something
<b>mọ́nmọ́n</b>	bean pudding	<b>nọ̀nbà</b>	number
<b>mọ̀sàláásí</b>	mosque	<b>nọ̀sì</b>	nurse
<b>mu</b>	to drink	<b>O</b>	
<b>mú . . . lọ</b>	to take someone somewhere	<b>o</b>	you (sing.)
<b>mu ọ́tí</b>	to drink (alcohol)	<b>ó</b>	he/she/it (third pers. sing. pron.)
<b>mu sigá</b>	to smoke	<b>ó dàárọ̀</b>	good night
<b>mùsìfòmù</b>	museum	<b>ó dàbí ẹ̀ni pé</b>	it seems as if
<b>Mùsùlùmí</b>	Muslims	<b>ó dàbọ̀</b>	goodbye
<b>N</b>		<b>ó mà ẹ̀ o!</b>	what a pity!
<b>ń</b>	(prog. mkr)	<b>ò níí</b>	will not
<b>ń jẹ</b>	to be called		
<b>ń'lé</b>	at home		

<b>ó péjọ méta</b>	quite a long time/ long time no see	<b>oníwèémẹwáá</b>	high school
<b>ó ti</b>	it has	<b>òògùn</b>	medicine/tablet/ pill
<b>ó wà</b>	it is fine ( <i>lit.</i> it exists fine)	<b>ookan</b>	one
<b>ó yá</b>	okay	<b>oókàndínlògbòn</b>	twenty-nine
<b>o yà mi lẹnu</b>	I'm surprised	<b>oókàndínlógún</b>	nineteen
<b>ó yé mi</b>	I understand	<b>oókànlá</b>	eleven
<b>òbí</b>	parent	<b>oókànlélégún</b>	twenty-one
<b>obìnrin</b>	woman	<b>orí</b>	head
<b>òfurufú</b>	sky	<b>orí fifọ</b>	headache
<b>ogójì</b>	forty	<b>orísírísi</b>	different kinds
<b>ogún</b>	twenty	<b>orílẹ̀-èdè</b>	country/nation
<b>Ògún</b>	god of iron	<b>orin</b>	song
<b>oje ọsàn</b>	orange juice	<b>orísun omi</b>	source of water
<b>ojú</b>	eyes	<b>òróró</b>	vegetable oil
<b>ojú-irin</b>	railway	<b>òru</b>	night
<b>òkè kejì</b>	third floor	<b>orúkọ</b>	name
<b>Òkè-Ádó</b>	name of a street	<b>òṣẹ̀lú</b>	politician
<b>Òkúta Olúmọ</b>	Olumọ Rock	<b>òsì</b>	left
<b>olè</b>	thief	<b>òsì</b>	junk/poverty
<b>ológun</b>	soldier	<b>òsìṣẹ̀</b>	a worker
<b>ológbò</b>	cat	<b>osù</b>	month
<b>olóòtọ</b>	honest	<b>osù t'ó kojá</b>	last month
<b>olórí</b>	head/leader	<b>osù tí ó ní bọ</b>	next month
<b>olóunje</b>	seller of food	<b>òtúnla</b>	two days from now
<b>olówó</b>	rich	<b>òùngbẹ</b>	thirst
<b>olówó ẹrú</b>	slave traders	<b>oúnje</b>	food
<b>olú</b>	head/chief	<b>owó</b>	money
<b>olùkọ</b>	teacher	<b>oye owó</b>	amount of money
<b>olùgbé</b>	inhabitant	<b>òyìnbọ</b>	European
<b>olùùgbé</b>	a bum/homeless	<b>Ọ</b>	
<b>omi</b>	water	<b>ọba</b>	king/name of a place
<b>òní</b>	today	<b>Ọbàtálá</b>	god of creation
<b>oníbàára</b>	customer	<b>ọbẹ</b>	knife
<b>oníkálùkù</b>	everyone	<b>ọbẹ</b>	sauce
<b>onísẹ̀gùn ehín</b>	dentist	<b>ọbẹ ẹfọ</b>	green leafy stew
<b>onísòwò</b>	business person/ trader	<b>ọdà</b>	paint
<b>onírẹ̀lẹ̀</b>	humble		
<b>oníwàkuwà</b>	reckless		



<b>òdaràn</b>	a criminal	<b>omọ ilú</b>	nationality
<b>òdò</b>	place	<b>omọ ilú Amẹ́ríkà</b>	American citizen
<b>odún</b>	year	<b>omọ ilú ibo ni?</b>	what nationality is she?
<b>odún márùnún</b>	five years ago	<b>omọ kíláàsì</b>	classmate
<b>sẹhin</b>		<b>omolúwàbí</b>	gentleman
<b>odún t'ó kojá</b>	last year	<b>omosẹ</b>	toe
<b>odún tí ó ń bọ</b>	next year	<b>òmùtí</b>	a drunkard
<b>ófíńsì</b>	office	<b>ònà</b>	highway
<b>ògá</b>	boss	<b>òdúnrún</b>	three hundred
<b>ogbòṅ</b>	thirty	<b>Ọ̀ni</b>	the Royal title of the King of Ifẹ
<b>ògòdòrò</b>	innumerable	<b>Ọ̀pá Ọ̀rànmíyàn</b>	Ọranmiyan Staff
<b>ogórin</b>	eighty	<b>òpòlopò</b>	many
<b>ogórùnún</b>	one hundred	<b>òrẹ</b>	friend
<b>ogóta</b>	sixty	<b>orò</b>	riches
<b>ogbà</b>	fence	<b>orun</b>	neck
<b>ogbà</b>	campus	<b>òsán</b>	afternoon
<b>ojà</b>	market	<b>òsẹ</b>	week
<b>Ojà-Ọba</b>	King's market	<b>oşẹ ifowo</b>	washing-up liquid
<b>ojó</b>	day	<b>Ọ̀şun</b>	goddess of the river
<b>Ojó Àbámẹ́ta</b>	Saturday	<b>otí líle</b>	alcoholic drink
<b>Ojó Àíkú</b>	Sunday	<b>òtún</b>	right
<b>Ojó Ajé</b>	Monday	<b>òtúnla</b>	day after tomorrow
<b>Ojó Bọ</b>	Thursday		
<b>Ojó Ètí</b>	Friday	<b>P</b>	
<b>Ojó Işẹgun</b>	Tuesday	<b>pa . . . lẹkún</b>	to make someone cry
<b>ojó kan</b>	one day	<b>pa kòṅpútà</b>	to turn off a computer
<b>ojó márùnún òní</b>	four days from today	<b>padà dé</b>	to return
<b>ojó mẹ́rin òní</b>	three days from today	<b>padà wá</b>	to come back
<b>ojó mùíràn</b>	another day	<b>pàdé</b>	to meet
<b>Ojó Rú</b>	Wednesday	<b>pálò</b>	living room
<b>òjògbòṅ</b>	professor	<b>parí</b>	to finish
<b>okò</b>	vehicle	<b>pariwo</b>	to make noise
<b>okò-òfurufú</b>	plane	<b>pátápátá</b>	completely/entirely
<b>okùnrin</b>	man		
<b>òlẹ</b>	lazy person		
<b>òla</b>	tomorrow		
<b>ológbòṅ</b>	wise person		
<b>olópàá</b>	policeman		
<b>Olòrun</b>	God		
<b>omọ</b>	child		

<b>pé</b>	that (clause mkr)	<b>rògbòdiyàn</b>	turmoil
<b>pé</b>	to be late	<b>rún</b>	to break into pieces
<b>pe . . . padà</b>	to call . . . back		
<b>pe . . . sí</b>	to invite . . . to	<b>S</b>	
<b>pè wòn</b>	to call them	<b>s'ója</b>	to the market
<b>pècèni</b>	pen	<b>Sà</b>	sir
<b>pèlẹ̀</b>	greetings	<b>san</b>	to pay
<b>pèlú</b>	with	<b>sanra</b>	to be fat
<b>penisilîni</b>	penicillin	<b>sàré</b>	to run
<b>pò</b>	to be plenty	<b>sè</b>	to cook
<b>pò jù</b>	to be too much	<b>sé èémí</b>	to hold your breath
<b>Potogí</b>	Portuguese	<b>séhìn</b>	past
<b>pupa</b>	to be fair/light in complexion	<b>sí</b>	at
<b>púpò</b>	a lot/plenty	<b>sì</b>	and
		<b>sí i</b>	more
<b>R</b>		<b>sí wa</b>	to us
<b>ra</b>	to buy	<b>síbẹ̀</b>	there
<b>rántí</b>	to remember	<b>síbẹ̀síbẹ̀</b>	still/yet
<b>rará</b>	at all/no	<b>síbi isẹ̀</b>	to a place of work
<b>ráyẹ̀</b>	to have the time/opportunity	<b>síbikan</b>	somewhere
<b>rédiò</b>	radio	<b>síbikíbi</b>	anywhere
<b>rere</b>	good	<b>sídára</b>	nice
<b>rẹ̀</b>	your (sing.)	<b>sìgá</b>	cigarette
<b>rẹ̀</b>	his/her/its	<b>síkááfù</b>	scarf
<b>rẹ̀ mí</b>	to tire me (to be tired)	<b>síkẹ̀tì</b>	skirt
<b>rẹ̀nfi</b>	to rent	<b>simi</b>	to rest
<b>rẹ̀pẹ̀tẹ̀</b>	plenty	<b>sìn</b>	to worship
<b>rẹ̀rinín</b>	to laugh	<b>sìn mí</b>	to escort me
<b>rí</b>	to see	<b>sinimá</b>	film/cinema
<b>rí</b>	ever/never	<b>sínú</b>	inside
<b>rí i wí pé</b>	see to it that	<b>sísanra</b>	fat
<b>rìn</b>	to walk	<b>sítàòtù</b>	stout beer
<b>rín</b>	to laugh	<b>so</b>	to tie
<b>rírán</b>	sewing	<b>sónì</b>	from today
<b>ro</b>	to ache	<b>sóri</b>	on
<b>rò</b>	to think	<b>sọ̀ bẹ̀tẹ̀</b>	to say so
<b>rò pé</b>	to think that	<b>sọ̀dò</b>	at a place
		<b>sọ̀ fún . . .</b>	to tell (someone)
		<b>sọ̀rò</b>	to talk

<b>sú</b>	to be tired
<b>sùn</b>	to sleep
<b>sún kẹrẹ gbà kẹrẹ</b>	traffic jam
<b>sunwòn</b>	good/nice
<b>súwùtí</b>	candy
<b>Ş</b>	
<b>Şáínà</b>	China
<b>şàkì</b>	tripe
<b>şàkíyèsí</b>	to notice
<b>Şàngó</b>	goddess of thunder
<b>şàpẹjúwe</b>	to describe
<b>şé</b>	“yes/no” qu. mkr
<b>şe</b>	to do
<b>şe . . . ní ànfààní</b>	to be beneficial to . . .
<b>şe aláímí</b>	bathroom
<b>şe bẹẹ</b>	to do so
<b>şe ìgbéyàwó</b>	to marry
<b>şe nńkan</b>	to do something
<b>şe pàtàkì</b>	to be important
<b>şe yẹ</b>	to be necessary
<b>şeré</b>	to play (in general)
<b>şetán</b>	to be ready
<b>şẹ</b>	to sin
<b>şẹşẹ</b>	just/recently
<b>şì</b>	still/yet
<b>şíbí</b>	spoon
<b>şíbí kékeré</b>	teaspoon
<b>şilẹ̀kùn</b>	to open (a door)
<b>şìnà</b>	to be lost/ to miss the way
<b>şişẹ</b>	to work
<b>şişẹ lórí</b>	to work on
<b>şófo</b>	to be empty
<b>şòòşì</b>	church
<b>şọra</b>	to be careful
<b>şùgbọ̀n</b>	but

**T**

<b>t’o jẹ</b>	that you ate
<b>tà</b>	to sell
<b>ta gítá</b>	to play guitar
<b>ta gòjé</b>	to play a stringed instrument
<b>tábìlì</b>	table
<b>tán</b>	to finish
<b>tẹ</b>	to type/keyboard
<b>tẹ dùrù</b>	to play piano
<b>télé</b>	before/in the past
<b>tẹ̀le</b>	to follow
<b>tẹ̀síwájú</b>	to proceed/ progress
<b>tètè</b>	quickly
<b>tí</b>	has/had
<b>tí</b>	just
<b>tí</b>	that (rel. clause mkr)
<b>tí a n pè ní</b>	that is called
<b>tí ó kojá</b>	last
<b>tí ó kù</b>	that remains
<b>tí ó n bọ</b>	next
<b>tí ó tóbi</b>	that is big
<b>tilẹ</b>	even
<b>tínínrín</b>	to be skinny/ slim
<b>tírónpẹ̀tì</b>	trumpet
<b>títù</b>	street
<b>títí</b>	by/till
<b>títí òla</b>	by tomorrow
<b>títí tí</b>	until
<b>títóbi</b>	big
<b>tó</b>	up to
<b>tóbi</b>	to be big
<b>tòmátí</b>	tomato
<b>tún</b>	again
<b>tún tàn án</b>	turn it on again
<b>tuntun</b>	new
<b>tútù</b>	cold

**W**

<b>wa</b>	our
<b>wá</b>	to look for
<b>wá</b>	to come
<b>wà</b>	to be (in a place)/ exist
<b>wá . . . bọ</b>	to come look for someone
<b>wà lórí tíń</b>	to be on a street
<b>wàhàlà</b>	problem
<b>wákàtí</b>	hour
<b>wẹ</b>	to take a bath/ swim
<b>wo</b>	to watch
<b>wo ní?</b>	which? (qu. mkr)
<b>wọ</b>	to board
<b>wọn</b>	their
<b>wọn</b>	they
<b>wọn</b>	to be expensive

**wúkó**

to cough

**wúrà**

gold

**Y****yà sí**

to turn to

**yàn**

to choose

**yàrá**

bedroom

**yàtọ sí**

aside from

**yé**to understand/  
be clear**Yemoja**goddess of  
water**yẹ . . . wò**

to examine . . .

**yẹlò**

yellow

**yẹn**

that

**yí . . . ká**

to surround . . .

**yí**

this

**yín**

your (pl./hon.)

**yọ . . . lẹnu**

to trouble . . .

**yunifásitì**

university

# English–Yoruba glossary

## A

a lot	<b>gan an ni</b>	arm/side	<b>apá</b>
a lot/plenty	<b>púpò</b>	armed robbers	<b>adigunjalè</b>
about	<b>nípa</b>	around	<b>láyìkà</b>
accept/take, to	<b>gbà</b>	around	<b>ǹnkan bí</b>
ache, to	<b>d̀n</b>	arrangement	<b>ètò</b>
ache, to	<b>ro</b>	arrival	<b>àbò</b>
address	<b>àdírèsì</b>	arrive, to	<b>dé</b>
after	<b>lèhìn tí</b>	arrive/land, to	<b>gúnlè</b>
after that	<b>lèhìn náà</b>	arrive with, to	<b>bá dé</b>
afternoon	<b>òsán</b>	artwork	<b>isẹ̀ onà</b>
again	<b>tún</b>	as	<b>gégé bí</b>
airport	<b>ilé-òkò òfurufú</b>	as it	<b>bí ó</b>
alcoholic drink	<b>otí líle</b>	aside from	<b>yàtò sí</b>
all	<b>gbogbo</b>	ask, to	<b>beèrè</b>
America/ American	<b>Amérikà</b>	ask me, to	<b>bi mí</b>
American citizen	<b>omọ̀ ilú Amérikà</b>	at	<b>ní</b>
amount of money	<b>oye owó</b>	at	<b>sí</b>
and	<b>àti</b>	at a place	<b>sòdò</b>
and	<b>sì</b>	at all/no	<b>rará</b>
animal	<b>eranko</b>	at home	<b>n'lé</b>
another day	<b>ojó m̀iràn</b>	at the market	<b>l'òjà</b>
another person	<b>elòmíràn</b>	<b>B</b>	
any	<b>kankan</b>	back	<b>èyin</b>
any more/ no longer	<b>mó</b>	bad, to be	<b>burú</b>
anyone	<b>enikéni</b>	bad tempered, to be	<b>kanra</b>
anywhere	<b>sìbikíbi</b>	Baptists	<b>ìjọ onítẹ̀bomi</b>
area	<b>agbègbè</b>	basketball	<b>bòdù aláperẹ̀</b>
		bathroom	<b>ibaluwẹ̀</b>
		bathroom	<b>şe aláiní</b>

be (in a place)/ exist, to	<b>wà</b>	brand of soda Brazil	<b>Fáńtá</b> <b>Bràsíìlì</b>
be (something), to	<b>jẹ́</b>	bread	<b>bùrẹ̀dì</b>
be (something), to	<b>ni</b>	break, to	<b>fọ́</b>
beach	<b>etí òkun</b>	break into pieces, to	<b>rún sí wẹ̀wẹ́</b>
beads	<b>ìlẹ̀kẹ́</b>	breath	<b>èémí</b>
bean pudding	<b>móńmóń</b>	breathe, to	<b>mí</b>
beard	<b>irùngbọ̀n</b>	bright white	<b>funfun láúláú</b>
become, to	<b>di</b>	brown	<b>bùráùn</b>
become slaves, to	<b>di ẹ̀rú</b>	bungalow	<b>bọ̀ngàlò</b>
bed	<b>bẹ̀ẹ̀dì</b>	business person	<b>oníṣòwò</b>
bedroom	<b>yàrá</b>	but	<b>ṣùgbọ̀n</b>
beef	<b>ẹ̀ran màlùù</b>	buy, to	<b>rà</b>
beer	<b>bíà</b>	by	<b>títí</b>
before/in the past	<b>tẹ̀lẹ́</b>	by God's grace	<b>lágbara</b>
before . . .	<b>kí . . . tó</b>	by tomorrow	<b>Ọ̀lórún</b>
bell	<b>agogo/aago</b>	by tomorrow	<b>d'ọ̀la</b>
beneficial to . . . , to be	<b>ṣe . . . ní</b> <b>ànfààní</b>		<b>títí ọ̀la</b>
benefit	<b>ànfààní</b>		
beside	<b>légbẹ́ẹ́</b>	<b>C</b>	
between	<b>láàárín</b>	calabash	<b>igbá</b>
big	<b>ńlá</b>	call . . . back, to	<b>pe . . . padà</b>
big	<b>títóbi</b>	call them, to	<b>pẹ wọ̀n</b>
big, to be	<b>tóbi</b>	called, to be	<b>ń jẹ́</b>
black	<b>dúdú</b>	campus	<b>ọgbà</b>
black/dark, to be	<b>dúdú</b>	can/be able to	<b>lẹ́</b>
blended	<b>lílọ́</b>	Canada/Canadian	<b>Kánáda</b>
blond/golden	<b>gòólù</b>	candy	<b>súwńtí</b>
blouse	<b>búláòsì</b>	careful, to be	<b>ṣọra</b>
blue	<b>búlúù</b>	Caribbean	<b>Kàribiàní</b>
board, to	<b>wọ́</b>	caring person	<b>ẹ̀ni tí ó fẹ̀rà̀n</b>
body	<b>ara</b>		<b>látí tọ́jú</b>
(. . .'s) body is well	<b>ara . . . yá</b>		<b>èniyàn</b>
body ache	<b>ara ríro</b>	carry . . . , to	<b>gbé . . .</b>
boil, to	<b>hó</b>	carry . . . to, to	<b>kó . . . lọ</b>
book	<b>ìwé</b>	cat	<b>ológbò</b>
bookcase	<b>àpótí ìwé</b>	Catholics	<b>ijọ àgùdà</b>
books on politics	<b>ìwé nípa ìṣẹ̀lú</b>	ceiling	<b>àjà ilẹ́</b>
bookstore	<b>ilẹ́-itàwé</b>	chair	<b>àga</b>
boss	<b>ọ̀gá</b>	chest	<b>àyà</b>

chewing gum	<b>gòòmù</b>	customer	<b>oníbààrà</b>
chicken	<b>adiẹ</b>	cut, to	<b>gé</b>
children, to be	<b>jẹ ọmọdẹ</b>		
China	<b>Şáínà</b>	<b>D</b>	
choose, to	<b>yàn</b>	dance	<b>ijó</b>
church	<b>şòşì</b>	dance, to	<b>jó</b>
cigarette	<b>sigá</b>	dangerous, to be	<b>léwu</b>
city/country	<b>ilú</b>	dark, to be	<b>ilẹ şú</b>
clarinet	<b>kílárínẹ̀ẹ̀tì</b>	day	<b>ọjọ</b>
class	<b>kíláàsì</b>	day after	<b>òtúnla</b>
classmate	<b>ọmọ kíláàsì</b>	tomorrow	
clothes	<b>aşọ</b>	deities	<b>àwọn òrìşà</b>
cold	<b>tútù</b>	dentist	<b>onìşẹ̀gùn ehín</b>
come, to	<b>wá</b>	describe, to	<b>şàpẹ̀júwe</b>
come back, to	<b>padà wá</b>	description	<b>àpẹ̀júwe</b>
come back/ return, to	<b>dé</b>	difference, the	<b>iyàtò</b>
come look for someone, to	<b>wá . . . bọ</b>	different kinds	<b>orìşírìşì</b>
come out, to	<b>jáde</b>	difficult/strong, to be	<b>le</b>
come outside, to	<b>jáde síta</b>	do, to	<b>şe</b>
completely/ entirely	<b>pátápátá</b>	do so, to	<b>şe bẹ̀ẹ̀</b>
computer	<b>kònpútà</b>	do something, to	<b>şe nńkan</b>
computer specialist/ technician	<b>atúnkònpútàşe</b>	doctor	<b>dòkítà</b>
continent of Africa	<b>ilẹ̀ Áfríkà</b>	dog	<b>ajá</b>
cook, to	<b>şẹ</b>	don't	<b>má</b>
cooking pot	<b>ìkòkò</b>	don't mention it/ you're welcome	<b>kò tọpẹ</b>
cotton-based <i>or</i> silk-based woven material	<b>aşọ òkẹ</b>	don't be upset	<b>má bínú</b>
cough, to	<b>wúkọ</b>	drink, to	<b>mu</b>
country/nation	<b>orilẹ̀-ẹ̀dẹ</b>	drink (alcohol), to	<b>mu ọtí</b>
cover, to	<b>dé</b>	drivers	<b>àwọn awakọ</b>
creature	<b>ẹ̀dá</b>	drunkard	<b>ọ̀mùtí</b>
criminal	<b>ọ̀daràn</b>	dry	<b>gbígbẹ</b>
Cuba	<b>Kúbà</b>	during the week	<b>láàárín ọ̀şẹ</b>
cupboard	<b>kọ̀bọ̀dù</b>	<b>E</b>	
cups	<b>ife</b>	ear	<b>etí</b>
		eat (food), to	<b>jeun</b>
		eat lunch, to	<b>jeun ọ̀sán</b>
		eight	<b>ẹ̀ẹ̀jọ</b>

eight hundred	<b>ẹgbẹrin</b>	fat, to be	<b>sanra</b>
eighteen	<b>ẹjìdínlógún</b>	father	<b>bàbá</b>
eighty	<b>ogórin</b>	fence	<b>ogbà</b>
eleven	<b>oókànlá</b>	festivities	<b>afẹfeyẹyẹ</b>
empty, to be	<b>şófo</b>	fifteen	<b>aárùnúndín-</b>
engineer	<b>ẹnjíníà</b>		<b>lógún</b>
enjoy, to	<b>gbádùn</b>	fifty	<b>àádóta</b>
enjoyment	<b>ìgbádùn</b>	fill up the	<b>kún inú ẹrọ</b>
enter the city	<b>fòru wọ ilú</b>	machine, to	
at night, to		film/cinema	<b>sinimá</b>
entrance	<b>àtiwò</b>	finish, to	<b>parí</b>
entrance	<b>ẹnu ọ̀nà</b>	finish, to	<b>tán</b>
escort me, to	<b>sìn mí</b>	first	<b>kínní</b>
especially	<b>àgàgà</b>	first	<b>kókó</b>
etc.	<b>àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ</b>	first of all	<b>ná</b>
Europe	<b>ilú Oyinbó</b>	fish	<b>eja</b>
European	<b>òyìnbó</b>	five	<b>aárùnún</b>
even	<b>tìlẹ̀</b>	five days ago	<b>ìjẹfà</b>
even that	<b>ìyẹn nàá</b>	five hundred	<b>ẹ̀ẹ̀dẹ̀gbẹ̀ta</b>
even though	<b>bí ó tìlẹ̀ jẹ̀ pé</b>	five thousand	<b>ẹgbẹ̀rún</b>
evening	<b>ìròlẹ̀</b>		<b>márùnún</b>
ever/never	<b>rí</b>	five times	<b>ẹ̀ẹ̀márùnún</b>
everyday	<b>lójoojúmọ̀</b>	five years ago	<b>ọ̀dún márùnún</b>
everyone	<b>onikálúkù</b>		<b>sẹ̀hìn</b>
exam	<b>ìdánwò</b>	flat	<b>fúláàtì</b>
examine . . . , to	<b>yẹ̀ . . . wò</b>	follow, to	<b>tẹ̀lẹ̀</b>
example	<b>àpẹ̀rẹ̀</b>	food	<b>oúnjẹ̀</b>
exercise	<b>ìdàrayá</b>	food made from	<b>fùfú</b>
expensive, to be	<b>wọ̀n</b>	cassava	
eyes	<b>ojú</b>	food made from	<b>ẹ̀bà</b>
		cassava flour	<b>amala</b>
		food made from	
		yam flour	<b>ẹ̀sẹ̀ bàtà</b>
		foot (unit of	
		measurement)	<b>fún</b>
		for	<b>fún isẹ̀ yìi</b>
		for this work	<b>fún ẹ̀</b>
		for you	<b>gbàgbé</b>
		forget, to	<b>ìgbàgbé</b>
		forgetfulness	<b>fọ̀kì</b>
		fork	<b>ogójì</b>
		forty	
<b>F</b>			
face, to	<b>kojú sí</b>		
fail, to	<b>fidíremi</b>		
fair/light in	<b>pupa</b>		
complexion, to be			
faith	<b>ìgbàgbó</b>		
family	<b>ẹbí</b>		
family members	<b>àwọn ẹbí</b>		
far, to be	<b>jìnnà</b>		
fat	<b>sísanra</b>		



four	<b>ẹ́ẹ́rin</b>	good	<b>rere</b>
four days ago	<b>ìjarùnún</b>	good, to be	<b>dára</b>
four days from today	<b>ojó márùnún òní</b>	good/nice	<b>dáradára/sunwọn</b>
four hundred	<b>irinwó</b>	good afternoon	<b>káàsán</b>
four thousand	<b>ẹgbẹ̀rún mẹ́rin</b>	good evening	<b>kúúròlẹ̀</b>
four times	<b>ẹ̀ẹ̀mẹ́rin</b>	good [late] evening	<b>káalẹ̀</b>
fourteen	<b>ẹ́ẹ́rinlá</b>	good morning	<b>káàárò</b>
French	<b>Faransé</b>	good night	<b>ó dàárò</b>
fresh fish	<b>ẹja òbòkún</b>	goodbye	<b>ó dàbò</b>
Friday	<b>Ojọ Ẹtì</b>	grade school	<b>ilẹ̀-ìwé</b>
fried plantain	<b>dòdò</b>		<b>alákòòbèrẹ̀</b>
friend	<b>òrẹ̀</b>	green leafy stew	<b>òbẹ̀ ẹ̀fọ̀</b>
from	<b>látí</b>	green leafy vegetables	<b>ẹ̀fọ̀</b>
from today	<b>sóníí</b>	greetings	<b>pẹ̀lẹ̀</b>
full, to be	<b>kún</b>		
funny, to be	<b>lọ̀yàyà</b>		
funny person	<b>aláwàdà</b>		

**G**

garlic	<b>aáyù</b>	hair	<b>irun</b>
gate	<b>gèèfì</b>	has/had	<b>ti</b>
gentle	<b>jéjé</b>	has not	<b>kò ì tí ì</b>
gentleman	<b>omólúwàbí</b>	hate	<b>kóriira</b>
get there, to	<b>débẹ̀</b>	have, to	<b>ní</b>
give someone something, to	<b>fún . . . ní . . .</b>	have the time/opportunity, to	<b>ráyè</b>
give thanks (to God)	<b>dúpẹ̀</b>	he/she/it (3rd pers. sing. pron.)	<b>ó</b>
go, to	<b>lọ̀</b>	head	<b>orí</b>
God	<b>Olórun</b>	head/chief	<b>olú</b>
god of creation	<b>Obátalá</b>	head/leader	<b>olórí</b>
god of divination	<b>Ifá</b>	head wrap	<b>gèlè</b>
god of iron	<b>Ògún</b>	headache	<b>orí fifọ̀</b>
goddess of the river	<b>Ọ̀ṣun</b>	hear, to	<b>gbọ̀</b>
goddess of thunder	<b>Ẓàngó</b>	hear from you, to	<b>gbúròó rẹ̀</b>
goddess of water	<b>Yemoja</b>	heat/fire	<b>iná</b>
going	<b>àlọ̀</b>	herbal drink	<b>àgbo</b>
gold	<b>wúrà</b>	Heineken, a brand of beer	<b>Áíníkèn</b>
		here	<b>níbí</b>
		heritage	<b>ìran</b>
		high school	<b>oníwèémẹ̀wàá</b>

**H**

highway	<b>ònà</b>	in front of	<b>níwájú</b>
his/her/its	<b>rẹ̀</b>	in hand	<b>lọwọ̀</b>
hmm!	<b>hún ùn!</b>	inch	<b>ínṣì</b>
hold your breath, to	<b>sé èémí</b>	India/Indian	<b>Índiá</b>
honest	<b>olóòótó</b>	inhabitant	<b>olùgbé</b>
hospital	<b>ilé iwòsàn</b>	innumerable	<b>ògòdòrò</b>
hot	<b>gbígbóná</b>	inside	<b>sínú</b>
hot, to be	<b>gbóná</b>	instead of	<b>dípò/kàkà/ kànran</b>
hotel	<b>ilé-ìtura</b>	invite . . . to,	<b>pe . . . sí</b>
hour	<b>wákàtí</b>	iron clothes, to	<b>lọ aṣọ</b>
house/household	<b>ilé</b>	is	<b>jẹ́</b>
house of worship	<b>ilé ìjòsìn</b>	(it) is fine/good	<b>dáadáa ni</b>
how	<b>báwo</b>	island	<b>erékùsù</b>
how are	<b>báwo ni</b>	it does not work	<b>kò ṣiṣẹ́</b>
how is? (qu. mkr)	<b>ńkọ́?</b>	it has	<b>ó tí</b>
how is/ where is . . .?	<b>. . . ńkọ́?/ . . . dà?</b>	it is fine	<b>ó wà</b>
how is (your) household?	<b>ilé ńkọ́?</b>	( <i>lit.</i> it exists fine)	
how much	<b>mélòó</b>	it is none of my business	<b>kò kàn mí</b>
how much is it?	<b>eélòó ni?</b>	it is not bad/ it's OK	<b>kò burú</b>
humble	<b>onírẹ̀lẹ̀</b>	it is not clear to me	<b>kò yé mi</b>
		it is true	<b>lòòótó ni</b>
<b>I</b>		it seems as if	<b>ó dàbí ẹ̀ni pé</b>
<b>I</b>	<b>mo</b>		
<b>I</b> (dialectal variant of <b>mo</b> )	<b>mi</b>	<b>J</b>	
<b>I</b> (emph. pron.)	<b>èmi</b>	Japanese	<b>Japanîsì</b>
<b>I</b> am happy	<b>inú mi dùn</b>	Jewish temple	<b>gbòngàn àwọn</b>
<b>I</b> am hungry ( <i>lit.</i> hunger is killing me)	<b>ebi ní pa mí</b>	jolof rice	<b>Júu</b>
<b>I</b> can't	<b>mi ò lẹ̀</b>	joy	<b>ìrẹ̀ṣì jòlòfù</b>
<b>I</b> understand	<b>ó yé mi</b>	junk	<b>ayọ̀</b>
<b>I</b> will	<b>máá</b>	just	<b>òṣì</b>
<b>I</b> 'm surprised	<b>ó yà mí lẹ̀nu</b>	just/recently	<b>tí</b>
<b>if/when</b>	<b>bí . . . bá</b>	just a minute	<b>ṣẹ̀ṣẹ̀</b>
<b>if</b> not so	<b>bí bẹ̀ṣẹ̀ kọ̀</b>		<b>mo ní bọ̀</b>
<b>Ifá</b> priest	<b>babaláwo</b>	<b>K</b>	
<b>important, to be</b>	<b>ṣe pàtàkì</b>	keep . . . at, to	<b>dá . . . dúró sí</b>
		keep going	<b>máa lọ̀</b>

keep quiet, to	<b>dáké</b>	literature	<b>lítírẹ̀ṣọ̀</b>
king	<b>oba</b>	little	<b>dìẹ̀</b>
king's market	<b>ojà oba</b>	live, to	<b>gbé</b>
kitchen	<b>ilẹ̀ idáná</b>	living room	<b>pálọ̀</b>
knife	<b>òbẹ̀</b>	long, to be	<b>gùn</b>
know, to	<b>mọ̀</b>	long-sleeved, loose blouse	<b>bùbá</b>
<b>L</b>			
lace material	<b>léèsì</b>	look for, to	<b>wá</b>
Lagos	<b>Èkó</b>	look like, to	<b>dàbí</b>
lamp	<b>àtùpà</b>	lost, to be/miss the way, to	<b>ṣìnà</b>
land	<b>ilẹ̀</b>	love/desire	<b>ifẹ̀</b>
land/arrive, to	<b>gúnlẹ̀</b>	love/like, to	<b>fẹ̀rà̀n</b>
land of Nigeria	<b>ilẹ̀ Nàìjíríà</b>	<b>M</b>	
landlord	<b>bàbá onilé</b>	Ma'am	<b>Mà</b>
language	<b>èdè</b>	Maggi cubes	<b>magí</b>
lantern	<b>lántànù</b>	make noise, to	<b>pariwo</b>
last	<b>tí ó kojá</b>	make someone cry, to	<b>pa . . . lẹ̀kún</b>
last month	<b>oṣù t'ó kojá</b>	man	<b>ọ̀kùnrin</b>
last year	<b>ọ̀dún t'ó kojá</b>	many	<b>òpòlopò</b>
late, to be	<b>pẹ̀</b>	market	<b>ojà</b>
late evening	<b>alẹ̀</b>	marriage	<b>ìgbéyàwó</b>
laugh, to	<b>rín/rẹ̀rínín</b>	marry, to	<b>ṣe ìgbéyàwó</b>
lawyer	<b>agbejórò</b>	maybe	<b>bóyá</b>
lazy person	<b>òlẹ̀</b>	meaning	<b>ìtumọ̀</b>
learn/teach, to	<b>kọ̀</b>	meat	<b>ẹ̀ran</b>
leave, to	<b>kúrò</b>	medicine	<b>òògùn</b>
leave . . . , to	<b>kúrò ní . . .</b>	meet, to	<b>pàdẹ̀</b>
leave . . . alone	<b>fi . . . nikan sílẹ̀</b>	melon seed	<b>ẹ̀gúsí</b>
Lebanese	<b>Kòràà</b>	Mexico/Mexican	<b>Mẹ̀ẹ̀síko</b>
left	<b>òsì</b>	million	<b>mílìọ̀nù</b>
leg	<b>ẹ̀ṣẹ̀</b>	Miss	<b>Omidan</b>
letter	<b>lẹ̀tà</b>	miss the way, to/ lost, to be	<b>ṣìnà</b>
less, to be	<b>dín</b>	Monday	<b>Ọ̀jọ̀ Ajé</b>
lessons	<b>ẹ̀kọ̀</b>	money	<b>owó</b>
let us	<b>jẹ̀ k'á</b>	month	<b>oṣù</b>
library	<b>ilẹ̀-ikàwé</b>	more	<b>sí i</b>
like	<b>bí i</b>	more than . . .	<b>ju . . . lọ̀</b>
like/love, to	<b>fẹ̀rà̀n</b>		
listen to a radio, to	<b>fetisilẹ̀ sí rediò</b>		

more than that	<b>jù bẹ̀ẹ̀ lọ</b>	novels	<b>ìwé ìtàn</b>
morning	<b>àárọ̀</b>	now	<b>nísìsìyí</b>
Muslims	<b>Mùsùlùmí</b>	nowadays	<b>lóde òní</b>
mosque	<b>mọ̀ṣáláásí</b>	number	<b>nọ́nbà</b>
mother	<b>mámá</b>	nurse	<b>nọ̀ṣì</b>
motor accident	<b>ìjànbá mọ̀tò</b>	nursery	<b>jéléósìmì</b>
movie theaters	<b>ilé-sinimá</b>		
museum	<b>ilé-iṣẹ̀ ọ̀nà</b>	<b>O</b>	
museum	<b>mùsìòmù</b>	observe . . . , to	<b>mọ́jú tó . . .</b>
must/have to	<b>gbọ̀dọ̀</b>	office	<b>ọ̀fìsì</b>
mustache	<b>irun-imú</b>	OK/okay	<b>ó yá</b>
my	<b>mi</b>	old, to be	<b>dàgbà</b>
myself	<b>fúnrarami</b>	older sibling	<b>ẹ̀gbọ̀n</b>
		on	<b>lóri</b>
<b>N</b>		on	<b>sóri</b>
name	<b>orúkọ̀</b>	on the right-	<b>lápá ọ̀tún</b>
name, to	<b>dárúkọ̀</b>	hand side	
nationality	<b>ọ̀mọ̀ ilú</b>	once	<b>ẹ̀ẹ̀kan</b>
necessary, to be	<b>ṣe ye</b>	one	<b>ookan</b>
neck	<b>ọ̀rùn</b>	one, the	<b>èyí</b>
negative marker	<b>kò/ò</b>	one day	<b>ọ̀jọ̀ kan</b>
neighborhood	<b>àdúgbò</b>	one hundred	<b>ogórunún</b>
new	<b>tuntun</b>	one-story	<b>ilé olókè kan</b>
newspaper	<b>ìwé iròyìn</b>	building	
next	<b>tí ó ní bọ̀</b>	one thousand	<b>egbèrún</b>
next month	<b>oṣù tí ó ní bọ̀</b>	onions	<b>àlùbọ̀sà</b>
next year	<b>ọ̀dún tí ó ní bọ̀</b>	open (a door), to	<b>ṣilẹ̀kùn</b>
nice	<b>dára</b>	opportunity	<b>ààyè</b>
Nigerian unit of	<b>Náírà</b>	or	<b>àbí/tàbí</b>
currency		orange juice	<b>oje ọ̀sàn</b>
night	<b>òru</b>	other places	<b>àwọn ibòmíràn</b>
nine	<b>ẹ̀ṣànan</b>	our	<b>wa</b>
nine hundred	<b>ẹ̀ṣẹ̀dẹ̀gbèrún</b>	outside	<b>nítà</b>
nineteen	<b>oókàndínlógún</b>		
ninety	<b>àádọ̀rùnún</b>	<b>P</b>	
north	<b>ihà àríwá</b>	paint	<b>ọ̀dà</b>
not be	<b>kò sí</b>	paint, to	<b>kun</b>
(in a place), to		palace	<b>aàfin</b>
not be	<b>kọ̀ ni</b>	parent	<b>òbí</b>
(something), to		part of	<b>nínú</b>
notice, to	<b>ṣàkíyèsí</b>		

party	<b>ibi àsè</b>	pounded yam	<b>iyán</b>
past	<b>séhìn</b>	pour, to	<b>dà</b>
pay, to	<b>san</b>	poverty	<b>ìṣẹ</b>
peace	<b>àlàáfìà</b>	pray, to	<b>bẹ</b>
pen	<b>pẹ̀ẹ̀nì</b>	pray, to	<b>gbàdúra</b>
penicillin	<b>pẹ̀nìsìlìnì</b>	problem	<b>wàhàlà</b>
Pentecostal	<b>aládùúrà</b>	proceed/progress,	<b>tẹ̀sìwájú</b>
group		to	
pepper	<b>ata</b>	professor	<b>òjògbòn</b>
per month	<b>l'osù</b>	profit, to	<b>jèrè</b>
permit . . . , to	<b>gba . . . láyè</b>	progress	<b>ìdàgbàsókè</b>
person/people	<b>èniyàn</b>	(progr. mkr)	<b>ń</b>
photo	<b>fótò</b>	prostitute	<b>aṣẹwó</b>
pill	<b>òdògùn/egbògi</b>	put inside, to	<b>fi sínú</b>
place	<b>òdò</b>	put . . . on top of,	<b>gbé . . . sóri</b>
plane	<b>òkò-òfurufú</b>	to	
plate/disk	<b>àwo</b>		
play (in general),	<b>ṣeré</b>	<b>Q</b>	
to		question	<b>ibèèrè</b>
play (a) ball game,	<b>gbá bọ̀dùlù</b>	how is?	<b>ńkó?</b> (qu. mkr)
to		where?	<b>dà?</b> (qu. mkr)
play (a) blowing	<b>fọ̀n fèrè</b>	quickly	<b>tètè</b>
instrument, to		quite a long time/	<b>ó péjọ mẹ̀ta</b>
play (a) drum, to	<b>lu ilù</b>	long time no see	
play (the) guitar,	<b>ta gitá</b>		
to		<b>R</b>	
play (a) musical	<b>lo ohun èlò orin</b>	radio	<b>rédíò</b>
instrument, to		railway	<b>ojú-irin</b>
play (the) piano,	<b>tẹ̀ dùrù</b>	raise, to	<b>gbé</b>
to		rather	<b>kúkú</b>
play soccer, to	<b>gbá bọ̀dùlù ẹ̀lẹ̀sẹ̀</b>	reach, to	<b>kan</b>
play (a) stringed	<b>ta gòjé</b>	read (books), to	<b>kàwé</b>
instrument, to		ready, to be	<b>ṣetán</b>
plenty	<b>repetẹ</b>	really/truly	<b>lòdòótò</b>
plenty, to be	<b>pọ̀</b>	reason	<b>ìdí</b>
(pl. mkr)	<b>àwọn</b>	reckless	<b>oniwàkuwà</b>
policeman	<b>ọ̀lọpáá</b>	recreational	<b>eré idárayá</b>
politician	<b>òṣẹ̀lú</b>	activities	
politics	<b>ìṣẹ̀lú</b>	reduce . . . , to	<b>dín . . . kù</b>
poor	<b>akúṣẹ̀ẹ̀</b>	refrigerator	<b>fírìjì</b>
Portuguese	<b>Potogí</b>		
post office	<b>ilé ifiwéranṣẹ̀</b>		

(rel. clause mkr)	<b>tí</b>	seventy	<b>àádòrín</b>
that		sew it for me, to	<b>bá mi rán an</b>
religion/worship	<b>èsin</b>	sewing	<b>rírán</b>
remember, to	<b>rántí</b>	shoes	<b>bàtà</b>
rent, to	<b>rẹ̀ntì</b>	short	<b>kúkúró</b>
rest, to	<b>simi</b>	short, to be	<b>kúró</b>
restaurant	<b>ilé-òúnjẹ</b>	shoulder	<b>ẹ̀jìkà</b>
return, to	<b>padà dé</b>	shoulder or waist	<b>ìboorùn</b>
rice	<b>ìrẹ̀sì</b>	scarf	
rich	<b>olówó</b>	show something,	<b>fi . . . hàn</b>
riches	<b>orọ̀</b>	to	
right	<b>òtún</b>	show something	<b>fi . . . han . . .</b>
right, to be	<b>káre</b>	to someone, to	
right side	<b>apá òtún</b>	shrimp	<b>edé</b>
Royal title of the	<b>Ọ̀ni</b>	sickness	<b>àisàn</b>
King of Ifẹ̀, the		sin	<b>ẹ̀ṣẹ̀</b>
run, to	<b>sáre</b>	sin, to	<b>ṣẹ̀</b>
		since when?	<b>látí ìgbà wo?</b>
		sing, to	<b>kọrin</b>
		sir	<b>Sà</b>
<b>S</b>		sit down, to	<b>jókòó</b>
sacrifices	<b>ẹ̀bọ̀</b>	six	<b>ẹ̀fà</b>
salt	<b>iyọ̀</b>	six days ago	<b>ijeje</b>
Saturday	<b>Ọ̀jọ̀ Àbámẹ̀ta</b>	six hundred	<b>egbẹ̀ta</b>
sauce	<b>ọ̀bẹ̀</b>	sixteen	<b>ẹ̀ṣrindínlógún</b>
save . . . , to	<b>fi . . . pamọ̀</b>	sixty	<b>ogọ̀ta</b>
say so, to	<b>so bẹ̀ẹ̀</b>	skinny/slim, to be	<b>tínínrín</b>
scare/surprise . . . ,	<b>dẹ̀rù ba . . .</b>	skirt	<b>síkẹ̀ṣẹ̀ti</b>
to		sky	<b>òfurufú</b>
scarf	<b>ìboorùn</b>	slave traders	<b>olówò ẹ̀rú</b>
scarf	<b>síkàáfù</b>	sleep, to	<b>sùn</b>
school	<b>ilé-ẹ̀kọ̀</b>	slim/skinny, to be	<b>tínínrín</b>
	<b>(ilé-ìwé)</b>	small	<b>kékeré</b>
second one, the	<b>ẹ̀kejì</b>	small, to be	<b>kéré</b>
see, to	<b>rí</b>	smoke, to	<b>mu sigá</b>
see to it that	<b>rí i wí pé</b>	so	<b>bẹ̀ẹ̀</b>
sell, to	<b>tà</b>	soldier	<b>ológun</b>
seller of food	<b>olóunjẹ</b>	someone	<b>ẹnìkan</b>
service	<b>ìsìn</b>	something	<b>ǹnkankan</b>
seven	<b>eéje</b>	something to	<b>mímú</b>
seven days ago	<b>ìjẹ́jọ̀</b>	drink	
seven hundred	<b>ẹ̀ṣẹ̀dẹ̀gbẹ̀rìn</b>	somewhere	<b>síbìkan</b>
seventeen	<b>ẹ̀ṣẹ̀tádínlógún</b>		

song	<b>orin</b>	teacher	<b>olùkó</b>
soon	<b>lápé</b>	teaspoon	<b>ṣíbí kékeré</b>
sorrow	<b>ìbànújé</b>	teach/learn, to	<b>kọ</b>
sorrowful, to be	<b>banújé</b>	teeth	<b>eyín</b>
source of water	<b>orísun omi</b>	television	<b>ẹ̀rọ̀ tẹ̀lẹ̀fíṣọ̀nnù</b>
space	<b>ààyè</b>	tell (someone), to	<b>sọ́ fún . . .</b>
spacious	<b>ààyè</b>	ten	<b>ẹ̀ẹ̀wàá</b>
spend, to	<b>lò</b>	ten thousand	<b>ẹ̀gbẹ̀rún mẹ̀wàá</b>
spend time, to	<b>lo àkókò</b>	thank you (hon.)	<b>È ṣé</b>
spoon	<b>ṣíbí</b>	that	<b>kí</b>
squize	<b>rún</b>	that	<b>yen</b>
stand up, to	<b>díde</b>	that (clause mkr)	<b>pé</b>
start, to	<b>bèrè</b>	that (rel. clause mkr)	<b>tí</b>
start to, to	<b>bèrè sí</b>	that caused	<b>l'ó fa</b>
still/yet	<b>síbèsibè</b>	that is big	<b>tí ó tóbi</b>
still/yet	<b>ṣì</b>	that is called	<b>tí a n pè ní</b>
stomach	<b>inú</b>	that means that	<b>iyen ni pé</b>
stout beer	<b>sítàdùtù</b>	that remains	<b>tí ó kù</b>
stove	<b>sítódfù</b>	that time	<b>ìgbà yen</b>
street	<b>títì</b>	that you ate	<b>t'ò jẹ</b>
street, to be on a	<b>wà lórí títì</b>	their	<b>wọ̀n</b>
student, to be a	<b>jẹ̀ akẹ̀kọ̀</b>	there	<b>síbẹ̀</b>
Sunday	<b>Ojọ̀ Àìkú</b>	they	<b>wọ̀n</b>
surprise/scare . . . , to	<b>dẹ̀rù ba . . .</b>	thief	<b>olè</b>
surround . . . , to	<b>yí . . . ká</b>	things	<b>nìkan</b>
sweep (the floor), to	<b>gbálẹ̀</b>	think, to	<b>rò</b>
		think that, to	<b>rò pé</b>
<b>T</b>		third floor	<b>òkè kejì</b>
table	<b>tábìlì</b>	thirst	<b>òùngbẹ̀</b>
tablet	<b>òdògùn</b>	thirteen	<b>ẹ̀ẹ̀tálá</b>
take a bath/swim, to	<b>wẹ̀</b>	thirty	<b>ogbòn</b>
take someone somewhere, to	<b>mú . . . lọ</b>	this	<b>yíí</b>
take . . . up to, to	<b>gba . . . tó</b>	this/these	<b>eléyíí</b>
talk, to	<b>sọ̀rò</b>	three	<b>ẹ̀ẹ̀ta</b>
tall	<b>gíga</b>	three days ago	<b>ìjẹ̀rin</b>
tall, to be	<b>ga</b>	three days from now	<b>ojọ̀ mẹ̀ta òní</b>
tasty, to be	<b>dùn</b>	three hundred	<b>òdúnrún</b>
		three thousand	<b>ẹ̀gbẹ̀rún mẹ̀ta</b>
		thrice	<b>ẹ̀ẹ̀mẹ̀ta</b>

throw up, to	<b>bì</b>	twenty-five	<b>aárùndínlògbòn</b>
Thursday	<b>Ọjọ Bò</b>	twenty-four	<b>ẹẹrìnlélógún</b>
tie, to	<b>so</b>	twenty-nine	<b>oókàndín-</b>
time	<b>àkókò/agogo/ aago</b>	twenty-one	<b>lògbòn</b>
time	<b>ìgbà</b>	twenty-seven	<b>oókànlélógún</b>
tire me (to be tired), to	<b>rẹ mí</b>	twenty-six	<b>ẹẹtadinlògbòn</b>
tired, to be	<b>sú</b>	twenty-three	<b>ẹẹtálélógún</b>
to (inf. mkr)	<b>láti</b>	twenty-two	<b>eéjilélógún</b>
to a place of work	<b>sibi isẹ</b>	twice	<b>ẹẹmẹjì</b>
to the market	<b>s'ója</b>	twice	<b>lẹẹmẹjì</b>
to us	<b>sí wa</b>	two	<b>eéjì</b>
today	<b>òní</b>	two, the	<b>mẹjẹjẹjì</b>
toe	<b>omosẹ</b>	two days ago	<b>ijeta</b>
together	<b>jìjọ</b>	two days from now	<b>òtúnla</b>
tomato	<b>tòmátì</b>	two hundred	<b>igba</b>
tomorrow	<b>lọla</b>	two thousand	<b>egbèwá/ egbèrún</b>
tomorrow	<b>ọla</b>	type/keyboard, to	<b>mẹjì</b>
too much, to be	<b>pọ̀ jù</b>	type of cloth	<b>tẹ</b>
touch, to	<b>farakan</b>	type of green leafy vegetable	<b>ànkára</b>
trader	<b>onísòwò</b>	type of rope	<b>eweedu</b>
traditional	<b>ìbilẹ</b>	type of fruit	<b>igbà</b>
traffic jam	<b>sún keṣe fà keṣe</b>		<b>igbá</b>
train depot	<b>ilẹ-okò ojú-irin</b>		
trip	<b>ìrìnàjò</b>	<b>U</b>	
tripe	<b>ṣàki</b>	under	<b>nídì/lábẹ</b>
trouble . . . , to	<b>yọ . . . lẹnu</b>	understand/ be clear, to	<b>yẹ</b>
trumpet	<b>tírònpẹṣẹtì</b>	understand/speak, to	<b>gbọ</b>
try, to	<b>gbiyànjú</b>	university	<b>ilẹ-ẹkọ gíga</b>
Tuesday	<b>Ọjọ Ìṣẹgun</b>	university	<b>jùlọ</b>
turmoil	<b>rògbòdiyàn</b>	university	<b>yunifásitì</b>
turn off a computer, to	<b>pa kònpútà</b>	until	<b>títí tí</b>
turn to, to	<b>yà sí</b>	up to	<b>tó</b>
turn it on again	<b>tún tàn án</b>	upset stomach	<b>inú rírún</b>
twelve	<b>eéjilá</b>	unreliable	<b>fònikú-fọladide</b>
twenty	<b>ogun</b>	use, to	<b>fì</b>
twenty-eight	<b>eéjìdínlògbòn</b>	use, to	<b>lo</b>



**V**

vegetable oil	<b>òróró</b>
vehicle	<b>òkò</b>
violin	<b>faolînì</b>
vitamins	<b>ajíra</b>

**W**

wait	<b>dúró</b>
wait for . . . , to	<b>dúró dè . . .</b>
wake up, to	<b>jí</b>
walk, to	<b>rìn</b>
want, to	<b>fẹ</b>
wash clothes, to	<b>fọ aṣọ</b>
wash dishes, to	<b>fọ àwo</b>
washing-up liquid	<b>oṣẹ ifọwo</b>
watch, to	<b>wo</b>
water	<b>omi</b>
we	<b>a</b>
we (pronom.)	<b>àwa</b>
we did not	<b>a à</b>
we will	<b>á á</b>
wear glasses, to	<b>lo jíjí</b>
Wednesday	<b>Ojọ Rú</b>
week	<b>òṣẹ</b>
weigh moderately, to	<b>mọ níwòn</b>
well cooked, to be	<b>jiná</b>
what	<b>kí</b>
what a pity!	<b>ó mà ẹ o!</b>
what is his/her name?	<b>kí l'orúkọ ẹ?</b>
what kind of . . . ?	<b>írú . . . wo ni?</b>
what nationality is she?	<b>omọ ilú ibo ni?</b>
what time?	<b>àkókò wo</b>
what?	<b>kí ni?</b>
when?	<b>nígbà wo?</b>
where	<b>níbo ni</b>
where? (qu. mkr)	<b>dà?</b>

whether it be	<b>ibáà ẹ</b>
which . . . ?	<b>. . . wo ni?</b>
white	<b>funfun</b>
why/what happened?	<b>kí l'ó dé?</b>
wife	<b>iyàwó</b>
will	<b>máa</b>
will not	<b>ò níí</b>
window	<b>fèrèsé</b>
wise person	<b>ológbòn</b>
with	<b>pèlú</b>
witness, to	<b>fi ojú rí</b>
woman	<b>obinrin</b>
work	<b>iṣẹ</b>
work, to	<b>ṣiṣẹ</b>
work on, to	<b>ṣiṣẹ lórí</b>
worker	<b>òṣiṣẹ</b>
workplace	<b>ibi-iṣẹ</b>
worldly enjoyment/pleasures	<b>ayé jíjẹ</b>
worldly pleasures	<b>afẹ aye</b>
worldwide	<b>àgbáyé</b>
worship, to	<b>sin</b>
worshippers	<b>eṣèsin</b>
wrapper	<b>iró</b>
write, to	<b>kọ</b>
write a book, to	<b>kòwé</b>
writer	<b>akòwé</b>

**Y**

yam pottage	<b>àsaró</b>
year	<b>ọdún</b>
yellow	<b>yèlò</b>
“yes/no” (qu. form)	<b>Ńjẹ</b>
“yes/no” (qu. mkr)	<b>ṣẹ</b>
yesterday	<b>àná</b>
yesterday night	<b>lálẹ àná</b>
Yoruba dialect	<b>ẹyà Yorùbá</b>
you (emphatic)	<b>iwọ</b>

you (hon.) please	<b>È jòó</b>	your (sing.)	<b>rẹ</b>
you (pl.) <i>or</i> you (hon. pron.)	<b>ẹ</b>	yourself	<b>alára</b>
you (sing.)	<b>o</b>	<b>Z</b>	
you will	<b>ẹ ẹ</b>		
younger sibling	<b>àbúrò</b>	zoo	<b>ilé àwọn</b>
your (pl. hon.)	<b>yín</b>		<b>ẹranko</b>



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