

Y O R U B A

BASIC COURSE



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P R E F A C E

Yoruba, unlike most African languages, has been made the subject of careful study by a number of competent scholars, who have produced for it highly useful dictionaries and grammatical studies. The primary goal of this book is therefore not so much to describe as to inculcate speech habits; matters of pronunciation and grammar which have, for the most part, been described thoroughly by previous writers are made the subject of an extensive set of drill materials, both printed and recorded.

This volume was prepared under an agreement with the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act. The lessons which it contains were designed in the first instance for study with professional supervision and Yoruba-speaking instructors. The set of tapes which accompanies the course will be of value in supplementing work with a native teacher, and may also be used for study or review where no native speaker of the language is available. The tapes were prepared in the laboratory of the Foreign Service Institute, under the direction of Gabriel Cordova.

Most of the Yoruba sentences in this course were provided by Olaleye Arẹmu and Josiah Şimareń, with some additional materials being provided by Alexander Edwards and Samuel Adebọnqjọ. In addition, Arẹmu and Edwards assumed important measures of responsibility in the revision of the original draft. The linguist in charge of the project was Earl W. Stevick, coordinator of the Special African Language Program.

The FSI staff members who have worked on the Yoruba text wish to express their gratitude for the existence of the dictionaries and other studies prepared in earlier years by Ida C. Ward, E. C. Rowlands, R. C. Abraham, Hans Wolff, and the Church Missionary Society. Consultations with Robert Armstrong and Mark Hanna Watkins also proved most helpful. Without the labors of all these scholars, this book could not have appeared. The Foreign Service Institute of course assumes responsibility for the present work.



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Introduction

The organization of this course is based on three assumptions. (1) Yoruba is a moderately difficult language for Westerners to learn. (2) The greatest source of difficulty lies in the accurate hearing and reproduction of tone. These difficulties are sufficiently serious so that only the exceptionally talented student can learn rapidly and well from a course that slights the tonal aspect of the language. (3) Things to be learned—new skills to be acquired—should confront the student one at a time, and should be arranged in such an order that his progress will be as smooth as possible.

Accordingly, Yoruba Basic Course has been divided into a number of parts. First are three series of tone drills which concentrate respectively on the tone patterns of short vowels in short utterances, the tone patterns of long or double vowels in short utterances, and the tone patterns of longer utterances.

Following the tone drills is a series of 49 lesson units. Of these, the first 20 introduce and drill those aspects of the grammar which involve changes in tone and vowel length. Notes and exercises accompany each unit.

Following the lesson units themselves is a series of sentences, somewhat in the style of a phrase book, from which the student is encouraged to choose those that suit his own needs. In addition to choosing the sentences, the student has the added responsibility of constructing his own exercises based on them.

The course as a whole, then, leads the student from tightly controlled work on quite narrowly restricted drills, to the exercise of ever-increasing initiative and responsibility.

The ultimate goal of the present course is that the student should develop the ability to understand and use correct, idiomatic

Yoruba in the most common situations in which he finds himself. The development of this kind of competence will, however, require of teacher and student much that is not contained in this series of lessons. Omission of such material is justified on the assumption that what has been provided will serve as a solid foundation for further development, and because it is believed that the contents of the published course will relieve the teacher of the most delicate and most tedious parts of lesson preparation.

There is, however, a necessary preliminary stage which must not be bypassed. This stage consists of mastering the mechanical aspects of the dialogues and exercises contained in the lessons. The immediate and indispensable goal and the sole criterion for evaluation of progress at this stage should be the students' ability to come forth with the 'desired responses', unhesitatingly and with accurate pronunciation.

The nature of the 'desired responses' to the tone drills is indicated clearly in the introduction to each series. For the dialogues, only three levels of achievement should be recognized, as implied in the following questions:

1. Can the students repeat accurately after the instructor all the sentences of the dialogue? Books should be closed at this stage.
2. Can the students read aloud from the book, with highly accurate pronunciation, all the sentences of the dialogue?
3. Can each student, with book closed, assume either role in the dialogue, going through it without hesitation and without mistakes?

For the exercises, the levels of achievement which are to be recognized are two:

1. Can the students repeat after the instructor all of the words and phrases in the exercise?

2. Can each student, with book closed, give the desired response to the 'cue' words or phrases in the exercise? (Ordinarily, the words or phrases in the left-hand column should be the first cues, and the phrases in the second column should be the desired responses to those cues. In a number of exercises, however, where there are three or more Yoruba columns, it is suggested that each column be used in its turn as a source of cues, with some other column as a source of the desired responses. Thus, the notation (1-2, 2-1) at the head of an exercise means that the first time through the exercise, the cues should be taken from Column 1 and the responses from Column 2; the second time through, the cues should be taken from Column 2, and the responses from Column 1.

The basic dialogues are presented in three parallel columns. The left-hand column indicates pronunciation only. For this reason, it does not make use of capitalization, or of sentence-final punctuation. The center column gives a typical spelling of the same sentences according to present-day practice by educated speakers of the language. It does not claim to be representative of a standard, or norm, for spelling of the language. The third column consists of English equivalents.

Adherence to the following principles will help to assure smooth and efficient use of class time:

1. Hearing before speaking. The students should be given ample opportunity to hear a new word or phrase, with books closed, before they try to speak it — still with books closed.
2. Speaking before reading. The students should achieve a highly acceptable pronunciation of each new word or phrase before they see it written on the blackboard or in their books.

3. Practice the language. During the class period, there is little need for talking about the lesson, either in English or in Yoruba.

4. The student should correct his mistakes, not primarily by asking why they are wrong, or by requesting a grammatical explanation, but by repeating the correct form again and again until it becomes automatic.

NOTES ON THE PRONUNCIATION OF YORUBA

The Vowels of Yoruba

A general difference between the vowel sounds of Yoruba and those of English is that the Yoruba vowels are unglided. That is to say, there is no perceptible change in vowel quality during the production of the sound. The jaw, tongue, and lips, whose positions determine vowel quality, remain relatively stationary during the pronunciation of a Yoruba vowel. By contrast, certain vowels in virtually all forms of English, and virtually all vowels in some forms of English, have a characteristic glide, which is most easily observable in words like go and say. During production of the vowel of go, for example, the lips assume an increasingly rounded shape; in the vowel of may, the tongue moves toward a higher position, near the front of the mouth. This sort of motion of the organs of articulation is not characteristic of Yoruba vowels.

Yoruba has seven oral (i.e. non nasalized) vowels:

<u>Spelling</u>	<u>Description</u>	<u>Examples</u>
i	Reminiscent of the vowel in English <u>eat</u> , but unglided.	ībī 'place' ōrī 'head'

Technically: a high front unrounded vowel.

Next to a velar consonant, Iḡī 'tree'
 this vowel sometimes sounds
 a bit different, something like the first vowel in
 some Americans' pronunciation of silver, children.

Technically: a centralized high front unrounded
 vowel.

e Reminiscent of the vowel in èdè 'language'
 English fate, but more like íwě 'book'
 the vowels in French été.

It is important to avoid gliding this sound.

Technically: a higher mid front unrounded vowel.

ẹ Similar to the vowel of ēṣẹ 'leg'
 English set. īṣẹ 'work'

Technically: a lower mid front unrounded vowel.

a Similar to the vowel of ātā 'pepper'
 American English not. àwō 'plate'

Technically: a low central unrounded vowel.

o Reminiscent of the vowel òbō 'monkey'
 of loss in most English òbā 'king'
 dialects, but unglided.

Technically: a lower mid back slightly rounded
 vowel.

o	Reminiscent of the vowel of English <u>soak</u> , but unglided.	ōwó ōdò	'money' 'river'
	Technically: a mid back rounded vowel.		
u	Reminiscent of the vowel of English <u>toot</u> , but unglided.	òtùtù ìlǔ	'cold' 'city'
	Technically: a high back rounded vowel.		

Nasalized vowels. Three general statements may be made about nasalization of vowels:

1. Those vowels that are subject to nasalization are automatically nasalized in a syllable that begins with a nasal consonant (i.e. m or n). The vowels o and e are not subject to nasalization in the same way in which the other vowels are.
2. All nasalized vowels are slightly centralized as compared with their non-nasal counterparts.
3. If a syllable containing a nasalized vowel begins with one of the consonants w, y, r, then the nasalization includes the entire duration of the consonant as well as the vowel.

Notice that the letter n after the vowel letter is used as the orthographic symbol for nasalization in Yoruba.

An area of indeterminacy in the writing of books in or on Yoruba is the treatment of the nasalized vowels written an and on. These probably contrast with one another in some dialects, but not in others. The use of one or the other of these sounds

The Consonants of Yoruba

<p>b, d, g t, k m, n f</p>	<p>These sounds are for all practical purposes the same as the corresponding sounds in English. The letter <u>g</u>, of course, always stands for the pronunciation of the first sound in <u>go</u>, never for the first sound in <u>gem</u>.</p>	
<p>w, y</p>	<p>Before oral vowels, these letters stand for sounds that are virtually identical with their English counterparts.</p> <p>Before nasal vowels, these consonants are nasalized, so that they sound almost like sequences of a nasal consonant plus <u>w</u> or <u>y</u>.</p>	<p>wẹ̀ 'to swim, bathe' wù 'to please' èyǐ 'this' yà 'to turn aside' wọ̀n 'they' ẹ̀yīn 'egg'</p>
<p>j</p>	<p>Reminiscent of the consonant sound in English <u>Joe</u>, but with less friction.</p> <p>Technically: a voiced blade palatal stop with little or no affrication.</p>	<p>jó 'to dance' jìnnà 'far'</p>
<p>h</p>	<p>Similar to the consonant of English <u>hoe</u>, but less strongly pronounced.</p>	<p>hó 'to boil' òhùn 'voice'</p>
<p>s, ɕ</p>	<p>Reminiscent of the consonant sounds in English</p>	<p>ṣē 'do' ìṣọ̀n 'muscle, sinew'</p>

see, she respectively, sè 'cook'
 but the Yoruba sounds āṣṓ 'cloth'
 are higher in pitch
 than their English counterparts. For some
 speakers, Yoruba ṣ sounds almost like English
 (and Yoruba) s.

n, m, Yoruba has a syllabic ñkān 'something'
 nasal sound which is ñ ó wǎ 'I will come'
 produced, depending on
 its environment, in the same position as the
 consonants m and n, or in the same position
 as the last consonant sound in English song.
 It differs from these other sounds in its
 length, and in the fact that it always carries
 a tone.

When it stands before a consonant, the syllabic
 nasal assumes the position of articulation which
 is characteristic of that consonant. When it
 stands before a vowel, it is dorso-velar (like
 the ng in song), and is transcribed in these
 materials with the letter n. Note that in the
 transcription employed here, the letter which
 stands for the syllabic nasal always stands under
 a tone mark, and also that in this system of tran-
 scription a tone mark never stands over the letter
n unless the n does stand for the syllabic nasal.

r Reminiscent of the rárá 'expression
 sound spelled r in of negation)
 British English very, rí 'to see'
 or of the Spanish sound in pero. But where the

European sounds consist of taps against the gum ridge from below it, the usual Yoruba r begins with the tongue bent back so that the tip is behind the gum ridge. It then taps against the gum ridge on the way down.

gb, p

This pair of consonants are likely to cause the learner as much difficulty as all of the other consonants and vowels of Yoruba combined.

Both gb and p are 'co-articulated stops,' pronounced with simultaneous closure at the lips (as for English big or pig), and at the soft palate (as for English gave, cave). The two closures are released simultaneously, without any aspiration (puff of breath). The two sounds are identical except that gb is voiced, while p is voiceless. (Sounds like Yoruba p are spelled kp in most other languages where they are found).

An approximation to this type of stop sound may be made by pronouncing the English phrase big boy, and then trying to divide it after the first vowel: bi-gboy. In learning the sounds properly, however, there is no substitute for many short periods of work with a speaker of Yoruba who can both provide an authentic model for imitation, and also tell the student immediately whether his attempt at mimicry is accurate. The exercises which follow this section may prove useful as guides in this kind of practice.

In pronouncing the syllables pe, gbe, po, gbo, it is important not to make the vowels too tense, or to spread the lips in the production of e after p and gb.

b vs. gb

a.	ṙ̀bà (name of a river)	ṙ̀gbà	'garden, yard'
	ṙ̀bà	ṙ̀gbà	D
	ṙ̀bà	ṙ̀bà	S
	ṙ̀gbà	ṙ̀bà	D
	ṙ̀gbà	ṙ̀gbà	S
b.	àgbòṅ 'chin'	àbòṅ (type of tree)	
	àgbòṅ	àbòṅ	D
	àgbòṅ	àgbòṅ	S
	àbòṅ	àgbòṅ	D
	àbòṅ	àbòṅ	S
c.	gbà 'to get'	āgbádá 'man's outer garment'	
	gbó 'old'	bẹ̀ṅí 'yes'	
	bàtà 'shoe'	ìbòṅ 'gun'	
	báwó 'how?'	gbígbo 'old'	
	īgbá 'calabash'	ààbò 'half'	
	ṙ̀bā 'king'	àgbòṅ 'coconut'	
	báyí 'now'	ẹ̀gbòṅ 'older sibling'	
	òbǐ 'parent'	òbẹ́ 'knife'	
	ìgbà 'time'	ìbùsùn 'bed'	
	ēbī 'hunger'	gbé 'take'	

d. Sound sequences for practice with a live tutor.

gbi	gbin	gbu	gbun	igbi	igbin	ugbu	ugbun
gbe		gbo		egbe		ogbo	
gbẹ		gbọ	gbọn	ẹgbẹ		ọgbọ	ọgbọn
	gba					agba	

gb vs. p

a.	īgbá	'calabash'	īpá	'epilepsy'
	īgbá		īpá	D
	īgbá		īgbá	S
	īpá		īgbá	D
	īpá		īpá	S
b.	ìpẹ̀	'call'	ìgbẹ̀	'illegal punishment'
	ìpẹ̀		ìgbẹ̀	D
	ìpẹ̀		ìpẹ̀	S
	ìgbẹ̀		ìpẹ̀	D
	ìgbẹ̀		ìgbẹ̀	S
c.	pápá	'field'	gbádùn	'interesting'
	gbígbó	'old'	pọ̀	'cheap'
	ọpǎ	'walking stick'	lágbájá	'so-and-so'
	ẹgbọn	'older sibling'	pẹlǔ	'with'
	ādúpé	'thank you'	dùgbẹ̀	(name of a street)
	ẹpẹ̀	Èpẹ̀ (a city)	òpọ̀pọ̀	'street'

ègbădô	'Ègbádô (a city)	şùgbõn	'but'
pā	'kill'	gbàgbě	'forget'
ēgbé	'companion'	pọ̀jù	'be abundant'
àpǒtí	'box'	pārí	'finish'

d.	ābó	'metal bowl'
	āgbó	'we heard'
	āpó	'we squeezed'
	ōbā	'king'
	ōgbā	'equal'
	ōpā	'wrath'
	àbòṅ	(type of tree)
	àgbòṅ	'chin'
	àpòṅ	(type of fruit)

e. Sound sequences for practice with a live tutor

pi	pin	pu	pun	ipi	ipin	upu	upun
pe		po		epe		opo	
pẹ		pọ̀	pọ̀ṅ	ẹ̀pẹ̀		ọ̀pọ̀	ọ̀pọ̀ṅ
	pa				apa		

The Tones of Yoruba

In transcribing the pitch phenomena of Yoruba for beginning foreign students of the language, it is expedient to write in terms of six tones: four level ones, and two glides. This is true even though for those to whom Yoruba is the mother tongue,

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or for advanced non-Yoruba students, a three-way distinction among high, mid and low is sufficient for all practical purposes.

The tone marks have the following values:

Symbol	Value	Examples								
á	High level pitch	<table border="0"> <tr> <td style="padding-right: 20px;">fẹ́</td> <td>'to want'</td> </tr> <tr> <td>sílẹ́</td> <td>'to the house'</td> </tr> <tr> <td>ṣìṣẹ́</td> <td>'to work'</td> </tr> </table>	fẹ́	'to want'	sílẹ́	'to the house'	ṣìṣẹ́	'to work'		
fẹ́	'to want'									
sílẹ́	'to the house'									
ṣìṣẹ́	'to work'									
ā	Mid level pitch	<table border="0"> <tr> <td style="padding-right: 20px;">lṓ</td> <td>'go'</td> </tr> <tr> <td>níṣū</td> <td>'with reference to yan'</td> </tr> <tr> <td>ṓmṓ</td> <td>'child'</td> </tr> </table>	lṓ	'go'	níṣū	'with reference to yan'	ṓmṓ	'child'		
lṓ	'go'									
níṣū	'with reference to yan'									
ṓmṓ	'child'									
á̇	'Second' tone: level pitch slightly lower than mid level would be in the same tonal en- vironments.	<table border="0"> <tr> <td style="padding-right: 20px;">láti</td> <td>'from, by, etc.'</td> </tr> <tr> <td>ṓmṓ kán</td> <td>'one child' (some dialects only)</td> </tr> <tr> <td>mẹ́tá</td> <td>'3'</td> </tr> </table>	láti	'from, by, etc.'	ṓmṓ kán	'one child' (some dialects only)	mẹ́tá	'3'		
láti	'from, by, etc.'									
ṓmṓ kán	'one child' (some dialects only)									
mẹ́tá	'3'									
à	Low level pitch	<table border="0"> <tr> <td style="padding-right: 20px;">rà</td> <td>'buy'</td> </tr> <tr> <td>ēyìn</td> <td>'palm nuts'</td> </tr> <tr> <td>ní fílà</td> <td>'with ref. to a hat'</td> </tr> <tr> <td colspan="2">(some dialects only)</td> </tr> </table>	rà	'buy'	ēyìn	'palm nuts'	ní fílà	'with ref. to a hat'	(some dialects only)	
rà	'buy'									
ēyìn	'palm nuts'									
ní fílà	'with ref. to a hat'									
(some dialects only)										
ǎ	Rising pitch. (1) After ' or ~,	<table border="0"> <tr> <td style="padding-right: 20px;">sílǔ</td> <td>'to the town'</td> </tr> <tr> <td>má wǎ</td> <td>'don't come'</td> </tr> </table>	sílǔ	'to the town'	má wǎ	'don't come'				
sílǔ	'to the town'									
má wǎ	'don't come'									

the rise starts at lowest ʃílê mǎrǔn '5 shillings'
 level and rises part of
 the way toward the highest.

(2) After other tones, the òmò yǐ 'this child'
 rise starts approximately (some dialects only)
 at the middle level and ìlǔ 'town'
 rises to the highest.

In general, the beginning and ending points of the glide vary somewhat with the tonal environment and with the style and tempo of speech.

â Falling pitch. As with lójâ 'to the market'
 the rising glide, begin- mǎfâ '6'
 ning and ending points
 vary somewhat according to the tonal environment and with the style and tempo of speech. Falling pitch is found almost exclusively after ' or ˇ.

The special tone mark * means that for some speakers the syllable has high tone, for others low tone, and for still others falling tone.

The symbol † stands for a high tone at the end of the last syllable that precedes it; this sign is most frequently found after a noun or noun phrase which is the subject of a verb. After †, syllables with basic low tone have falling tone.

Tonal differences among speakers of Yoruba

Depending on the area from which a speaker comes, certain additional tonal phenomena may be noted. Low tone at the beginning of a word e.g. èwù 'garment' òbẹ̀ 'knife' is pronounced by most with low level pitch, but a falling contour may also be heard from some. A mid tone followed directly by rise or second tone is pronounced by most speakers with mid level pitch, but a fall may be heard here also. Finally, the tone of a word in one part of the Western Region may be different from the tone of the same word somewhere else: the word ri 'to see' has high tone for most speakers, but mid tone for others.

Vowel length

What is phonetically a single vowel in Yoruba may occur with one of two contrasting degrees of length. If we use the word 'mora' to stand for a unit of vowel length, then a long vowel has two moras, while a short vowel has only one. In the system of transcription used in this course, two-mora vowels are indicated in three different ways:

(1) When the long vowel results from assimilation of a word-final vowel to the word initial vowel that follows it, the extra mora is indicated by a dot followed by the vowel letter: şé õ lõ ş'õ lõ 'did you go?'

(2) When the long vowel results from the assimilation of a word-initial vowel to the word-final vowel that precedes it, the extra mora is indicated by a dot following the vowel letter: īlé ìwě īlé'wě 'school'

The same symbolism is used for moras that are not pronounced except following another word:

ílé	'house'	bàbǎ	'father'
ílé`mī	'my house'	ílé`bàbǎ	'father's house'

(3) Otherwise, the two-mora vowels are written with double vowel letters:

bèè	'like that'
náá	'the, that'
bóólù	'ball'

It should be noted that as far as pronunciation is concerned, these three manners of writing two-mora vowels are completely equivalent to one another: ɕ'ò l̄, ɕó` l̄ and ɕóò l̄ would all be pronounced identically.

Vowels may also occur in sequence with no intervening consonant, but with a syllable boundary between them. The hyphen is used when an explicit symbol is needed for this juncture.

ó gó`	'he is tired'
ó gó-ò	'you are tired'

In the system of transcription employed here, the space between words has no phonetic value. It is inserted to set off units that have been established on other than phonological grounds, and serves incidentally the orthographic function of distinguishing the sequence (nasal vowel, oral vowel) from the sequence (oral vowel, n, vowel):

àwòn òbì`mī	'my parents'	āwò náà	'the leather'
-------------	--------------	---------	---------------

'Condensation'

Most frequently, each unit of vowel length in Yoruba carries one and only one of the six tones, and the tone on the second mora is either low, mid, or high. It sometimes happens, however, that a tonal sequence that ordinarily occupies two moras is pronounced with the length of only one. Because in such cases the two-mora pronunciation is usually optional, the name 'condensation' has been applied to this phenomenon. 'Condensed' forms are not ordinarily indicated in this course, but they may be represented graphically by writing the latter of the two tones over a blank space:

Uncondensed:	ē gbé ^ˀ lō sílé	'take him, go home'
Condensed:	ē gbé ^ˀ lō sílé	' " " " " :

The vowel represented by gbé^ˀ consists of two moras, while the vowel represented by gbé^ˀ consists of only one.

Tone Drills

Tone is a difficult but indispensable part of the Yoruba language. It is used not only as a means of differentiating among the members of countless sets of otherwise identical words, but also as an important grammatical signalling device. Anyone who wants to understand Yoruba easily or speak it intelligibly must use tone with at least reasonable accuracy.

For this reason, three series of tone drills have been placed at the beginning of this course. Their length may seem formidable to the beginning student, but it is recommended that from 25 to 50 hours out of the first 100-150 hours of study be devoted to them. Later, the student will find that almost all of the words

and phrases which he has practiced under the guise of tone drills will reappear in the regular numbered units of the course, and the tonal difficulties in the dialogues and exercises of those units will be greatly reduced if they have first been tackled systematically.

Series I. Tone contrasts on one-mora vowels.

If a tape recorder is available, it is suggested that the student listen to each drill a few times before using it with a live instructor. At this stage, he should attempt to give the English responses only.

With a Yoruba-speaking instructor, the drills should be used first for listening practice, then for direct mimicry after the instructor, and finally as a script from which the student reads aloud to the instructor.

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Lesson Units

Units 1-20: Short dialogues; morphophonemics of tone and length; supplementary vocabulary

Unit 1	.....	73
A. Dialogue: 'How are you?'		
B. Notes:		
1. 1 sg. and 2 sg. subject pronouns, <u>mō</u> and <u>ō</u>		
2. <u>sé</u> , introducing yes-no questions		
'Assimilation' of the vowel of <u>sé</u>		
C. Exercises		
D. Supplementary material :		
1. Places, and some activities associated with them		
2. 'Elision' with <u>sí</u> 'to'		

Unit 2	77
A. Dialogue: 'Are you in good health?'	
B. Notes:	
1. 1 pl. and 2 pl. subject pronouns, <u>ā</u> and <u>ē</u>	
2. 'Assimilation' with <u>sé</u>	
3. Tones of <u>nī</u> : mid or second depending on environment. Alternation of mid and second tones	
C. Exercises	
D. Supplementary material:	
1. Days of the week	
2. 'Elision' with <u>nī</u>	
Unit 3	81
A. Dialogue: 'Good evening.'	
B. Notes:	
1. Tone classes of verbs: low vs. mid.	
2. Alternation of low and falling tones, in <u>sòjâ</u>	
C. Exercises	
D. Supplementary material: Some greetings, and the words on which they are based	
Unit 4	85
A. Dialogue: 'Excuse me. What is this?'	
B. Notes:	
1. <u>nī</u> in a 'naming construction.'	
2. Extra mora before <u>*kínī</u>	
3. Tone classes of nouns	
4. 'Smoothing' of the rising tone before mid tone when there is no intervening consonant	
5. The meaning of <u>àgò</u>	

C.	Exercises	
D.	Supplementary material:	
	1. Miscellaneous useful nouns. Non-contraction of infrequent or ambiguous combinations	
Unit 5	.....	90
A.	Dialogue: 'How are you doing?... Did you sell the knife?'	
B.	Notes:	
	1. Literal meaning of <u>ā sē tōlúwā</u>	
	2. Elision between verb and object	
	3. Quasi-automatic change of high tone to rise after low	
C.	Exercises	
D.	Supplementary material: Some modifiers of nouns	
Unit 6	.....	95
A.	Dialogue: 'I want to buy a book.'	
B.	Notes:	
	1. Elision involving <u>ī</u>	
	2. Low verb before an object in deliberate style has mid tone	
C.	Exercises	
D.	Supplementary material: Some additional modifiers of nouns	
Unit 7	.....	99
A.	Dialogue: 'He got a pair of shoes.'	
B.	Notes:	
	1. Third singular subject pronoun, <u>ó</u>	
	2. Low verbs have mid tone before objects that begin with consonants	

- 3. sé assimilated to 2 sg., but elided with 3 sg.
- 4. The 'X' tone: High Low Low becomes High High Low.

C. Exercises

D. Supplementary material:

- 1. Some additional modifiers of nouns
Verb plus C, í- functioning as a noun modifier.

Unit 8 104

A. Dialogue: 'What did Ojo buy?'

B. Notes:

- 1. Elision of mid verbs before a noun object that begins with a vowel
- 2. A low verb in deliberate style followed by a mid tone initial vowel has mid tone
- 3. ni plus most vowels becomes l.

C. Exercises

D. Supplementary material: Some useful nouns, including common foodstuffs

Unit 9 108

A. Dialogue: 'Where are my books?'

B. Notes:

- 1. ni plus most vowels becomes l.
- 2. Possessives for 1 sg. and 2 sg.

C. Exercises

D. Supplementary material: Some nouns used in talking about locations.

Unit 10 112

A. Dialogue: 'I tore my book.'

B.	Notes:	<ol style="list-style-type: none"> 1. A separable pair of verbs: <u>fà</u> ... <u>yā</u> 2. A verb (<u>lě</u>) whose use makes it comparable to English prepositions. 	
C.	Exercises		
D.	Supplementary material: Reasons for feeling uncomfortable.		
	Sample quiz to follow Unit 10		119
Unit 11	.....		120
A.	Dialogue: 'What do you want?'		
B.	Notes:	<ol style="list-style-type: none"> 1. A high verb keeps its tone in elision. 	
C.	Exercises.		
D.	Supplementary material:	<ol style="list-style-type: none"> 1. Answers to 'What do you want?' 2. Answers to 'What do you want to do?' 	
Unit 12	.....		125
A.	Dialogue: 'Do you have any writing paper?'		
B.	Notes:	<ol style="list-style-type: none"> 1. <u>ñjě</u> as a question marker. 2. A rising tone is retained when elision brings it into position directly after a high tone. 3. The plural imperative. 4. <u>fún</u> ... <u>ní</u>. 	
C.	Exercises.		
D.	Supplementary materials: Numbers, 1-10.		
Unit 13	.....		130
A.	Dialogue: 'I'm starving.'		

- B. Notes:
1. Mid and low verbs in final position.
 2. Mid and low verbs in elision.
 3. Mid and low verbs in deliberate style before a direct object.
 4. The verb jē is not intransitive.
- C. Exercises.
- D. Supplementary material: Seventeen foodstuffs.
- Unit 14 136
- A. Dialogue: 'What did you have to drink this morning?'
- B. Notes:
1. Another separable pair of verbs: fī...sí.
- C. Exercises.
- D. Supplementary material: Things to drink.
- Unit 15 139
- A. Dialogue: 'Bring the cutlass.'
- B. Notes:
1. Affirmative imperatives.
 2. 'fetch' = 'go, get __, come.'
 3. Negative imperative.
- C. Exercises.
- D. Supplementary materials: Places.
- Unit 16 143
- A. Dialogue: 'Where are you going?'
- B. Notes:
1. The n-tense.
 2. Lengthening of the vowel of a verb.
- C. Exercises.
- D. Supplementary materials: Actions often expressed with the n-tense.

Unit 17	.....	148
A.	Dialogue: 'I took our child to school.'	
B.	Notes:	
	1. Possessive, 1 plural.	
	2. Possessive, 3 singular.	
	3. <u>fun</u> as translation of 'for'	
C.	Exercises.	
D.	Supplementary materials: Place names in the Western Region, and in the vicinity of Lagos.	
Unit 18	.....	157
A.	Dialogue: 'Who are they?'	
B.	Notes:	
	1. Possessives, 2 pl. and 3 pl.	
C.	Exercises.	
D.	Supplementary materials: Nouns expressing personal relationships.	
Unit 19	.....	162
A.	Dialogue: 'Father gave you gifts.'	
B.	Notes:	
	1. Pronoun object after high verbs, 1 sg., 2 pl., 3 pl.	
	2. Noun plus noun, when the second noun is in a genitival relation to the first.	
	3. Possessive construction with nouns.	
C.	Exercises.	
Unit 20	.....	166
A.	Dialogue: 'A thief got into our house.'	
B.	Notes:	
	1. Tone change of noun expressions before verbs.	

C.	Exercises.	
D.	Vocabulary Review.	
	Sample quiz to follow Unit 20	169
Unit 21-49.	Longer dialogues	
Unit 21	.....	171
A.	Dialogue: 'Hello in there!'	
B.	Notes:	
	1. Full forms of personal subject pronouns.	
	2. Subject pronouns with <u>nī</u> .	
	3. <u>pèlù</u> : an inseparable verb-noun combination.	
C.	Exercises.	
Unit 22.	.....	174
A.	Dialogue: 'Is there some reason for our seeing you?'	
B.	Notes: 1-4. Negative with <u>kò</u> .	
C.	Exercises.	
Unit 23	.....	179
A.	Dialogue: 'I'm not angry any more.'	
B.	Notes.	
C.	Exercises.	
Unit 24	.....	181
A.	Dialogue: 'We should know one another.'	
B.	Notes:	
	1. <u>kí</u> plus subject pronoun.	
	2. The reciprocal / reflexive construction.	
	3. The noun <u>béè</u> .	
C.	Exercises.	

Unit 25	.....	185
A.	Dialogue: 'I've just arrived here.'	
B.	Notes:	
	1. <u>nī</u> with persons and numbers other than 3 sg.	
	2. <u>kì'sē</u> ... (negative counterpart of <u>nī</u>).	
C.	Exercises.	
Unit 26	.....	188
A.	Dialogue: 'I'm a student.'	
B.	Notes:	
	1. 3 sg. object pronoun.	
	2. Tones of object pronouns with low verbs.	
C.	Exercises.	
Unit 27	.....	192
A.	Dialogue: 'Tio, I hear that you bought a house.'	
B.	Notes:	
	1. <u>kí</u> as the first in a sequence of verbs.	
	2. <u>èlǒ</u> vs. <u>mélǒ</u> .	
	3. <u>pé</u> followed by a clause.	
C.	Exercises.	
Unit 28	.....	195
A.	Dialogue: 'Do you know the way?'	
B.	Notes:	
	1. <u>tō</u> plus impersonal objects.	
	2. <u>kōjá</u> : another inseparable verb-noun combination.	
	3. Noun plus noun in genitival relationship.	
C.	Exercises.	

Unit 29	.....	198
A.	Dialogue: 'Cross Duro Rd.'	
B.	Notes:	
1.	A separable verb combination: <u>fò</u> ... <u>dá</u> .	
2.	The impersonal verb <u>yé</u> .	
3.	<u>òwó</u> in expressions of left and right.	
C.	Exercises.	
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Unit 31	204
A.	Dialogue: 'My friend, I'd like you to know me.'	
B.	Notes:	
1.	Absence of an extra vowel mora between <u>fé</u> and <u>kí</u> .	
2.	Final tone of a noun expression as subject of a <u>kí</u> -clause.	
3.	Elision of <u>ní</u> with a following noun.	
C.	Exercises.	
Unit 32	.....	208
A.	Dialogue: 'Sam is two years old now.'	
B.	Notes:	
1.	Future tense with <u>ó</u> .	
2.	Tonal alternation of high and mid verbs in the <u>ó</u> -future.	
3.	Absence of tonal change in noun subjects before <u>ó</u> -future.	
C.	Exercises.	
Unit 33	.....	212
A.	Dialogue: 'My name is ____.'	

- B. Notes:
1. kí... tó... 'before.'
 2. One of the uses of látí.
 3. The future with a-.
- C. Exercises.
- Unit 34 215
- A. Dialogue: 'I want to go to Kingsway.'
- B. Notes:
1. Negatives with kì'.
 2. The verb-noun combination júwē.
- C. Exercises.
- Unit 35 218
- A. Dialogue: 'Get a bus along Ikoyi Rd.'
- B. Notes:
1. títí... fí... 'until.'
 2. tí in relative constructions.
- C. Exercises.
- Unit 36 221
- A. Dialogue: 'I saw the things you bought.'
- B. Notes:
1. látí after gbàgbě.
 2. An unusual parallel with English.
- C. Exercises.
- Unit 37 224
- A. Dialogue: 'Will you eat eko?'
- B. Notes:
1. bá plus object plus verb.
 2. tí as an indicator of tense/aspect.
 3. Tone change on the last syllable of a clause used as the subject of a verb.

4. náà as a translation of 'also.'

C. Exercises.

Unit 38 227

A. Dialogue: 'Do you know our house?'

B. Notes:

1. The particle má / mā.
2. Hours and half-hours.
3. Times of day.

C. Exercises.

Unit 39 231

A. Dialogue: 'Sit down. We'll be right back.'

B. Notes:

1. The particle jù.
2. Negative counterparts of affirmative verbs with tī.
3. The verbal expression féré.

C. Exercises.

Unit 40 234

A. Dialogue: 'It is pounded yam you prepared.'

B. Notes:

1. Emphatic mà.
2. yó 'be sated.'
3. tún plus verb.
4. Alternative ways of expressing the negative of repeated action.

C. Exercises.

Unit 41 238

A. Dialogue: 'I bought a mat in the market.'

	<p>B. Notes:</p> <ol style="list-style-type: none"> 1. Questions concerning quantity. 2. Independent possessive pronouns. <p>C. Exercises.</p>	
Unit 42	.....	242
A.	Dialogue: 'How much is your cloth?'	
B.	Notes:	
	<ol style="list-style-type: none"> 1. The numbers 11 to 30. 	
C.	Exercises.	
Unit 43	.....	247
A.	Dialogue: 'I want to buy another one.'	
B.	Notes:	
	<ol style="list-style-type: none"> 1. The tens from 40-200. 2. The modern terms for Nigerian currency. 	
C.	Exercises.	
Unit 44	.....	252
A.	Dialogue: 'I'll be right with you.'	
B.	Notes:	
	<ol style="list-style-type: none"> 1. 'Why?' 2. Answers to <u>why</u>-questions. 3. Consecutive clauses with <u>si</u>. 4. Names of some kinds of edible animals. 	
C.	Exercises.	
Unit 45	.....	256
A.	Dialogue: 'Buy some soup ingredients.'	
B.	Notes:	
	<ol style="list-style-type: none"> 1. Negative future with <u>kò</u> <u>nǐ</u>. 2. 'How many shillings' worth?' 	
C.	Exercises.	

Unit 46	256
A. Dialogue: 'My work is difficult.'	
B. Notes:	
1. An additional use of <u>láti</u> : 'must.'	
C. Exercises.	
Unit 47	261
A. Dialogue: 'I am a clerk.'	
B. Notes:	
1. Conditional <u>if</u> -clauses: <u>bí</u> ... <u>bá</u> ...	
C. Exercises.	
Unit 48	265
A. Dialogue: 'I'm a Foreign Service Officer.'	
B. Notes:	
1. <u>wón</u> as a pluralizer with demonstratives.	
2. Derived nouns.	
Unit 49	267
A. Dialogue: 'Working late.'	
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BASIC COURSE

Yoruba Phonological Drills

1. Low Rise vs. Low Low.

a.	ìgbǎ	'locust tree';	ìgbà	'time'
	ìgbǎ		ìgbà	D
	ìgbǎ		ìgbǎ	S
	ìgbà		ìgbǎ	D
	ìgbà		ìgbà	S

b.	òjǒ	'Ojo' (proper name)	òjò	'rain'
	òjǒ		òjò	D
	òjǒ		òjǒ	S
	òjò		òjǒ	D
	òjò		òjò	S

c.	ìlù	'drum'	ìwě	'book'	D
	ẹ̀wù	'shirt'	ìlù	'drum'	S
	kẹ̀kẹ̀	'bicycle'	bàtà	'shoe(s)'	D
	kẹ̀kẹ̀		ìwě		S
	ọ̀pǎ	'walking stick'	wàrà	'milk'	D
	fìlà	'hat'	ọ̀pǎ		D
	ìdè	'fetter'	ìwě		D
	ìdè		fìlà		S
	ìwě		ìdè		D
	òwũ	'cotton'	ìlù	'drum'	D

YORUBA

d. Reply by naming the tones of each word, either LOW RISE or LOW LOW.

ìlù	'drum'	Low Low
ẹ̀wù		Low Low
ìwě		Low Rise
òjò	'rain'	Low Low
ìgbǎ	'locust tree'	Low Rise
kẹ̀kẹ̀		Low Rise
fìlà		Low Low
ọ̀pǎ		Low Rise
bàtà		Low Low
òwù	'cotton'	Low Rise

2. High Fall vs. High High

Reply SAME or DIFFERENT.

a. kókó 'knot, lump'; kókô 'type of yam'

kókô	kókó	D
kókô	kókô	S
kókó	kókô	D
kókó	kókó	S

b. ó wá 'he came'; ó wâ 'he exists'

ó wá	ó wâ	D
ó wá	ó wá	S

BASIC COURSE

	ó wâ		ó wâ	D	
	ó wâ		ó wâ	S	
c.	ó râ	'he bought'	wọn râ	'they bought'	S
	ó râ		ó tâ	'he sold'	S
	ó tâ		ó rí	'he saw'	D
	wọn râ	'they'	ó rîn	'he walked'	S
	kókô	'type yam'	ó fẹ	'he wants'	D
	pápá	'field'	púpô	'much'	D
	pápá		wọn râ		D
	ó tâ		kókó	'knot'	D
	wọn fẹ	'they want'	púpô		D
	púpô		kókô	'type yam'	S

d. Reply HIGH FALL or HIGH HIGH

pápá	High High	ó kû	'it remains'	High Fall
ó tâ	High Fall	wọn râ		High Fall
kókô	High Fall	wọn fẹ		High High
kókó	High High	púpô		High Fall
ó kú	'he died'	ó rí	'he saw'	High High

3. Low Rise vs. High Fall

Reply SAME or DIFFERENT

a.	kòkǒ	'cocoa';	kókô	'type of yam'
	kókô		kòkǒ	D

	kókô		kókô	S
	kòkǒ		kókô	D
	kòkǒ		kòkǒ	S
b.	òdǔ	'kind of pot herb'	ó dũ	'he competed'
	òdǔ		ó dũ	D
	òdǔ		òdǔ	S
	ó dũ		òdǔ	D
	ó dũ		ó dũ	S
c.	ìwě		kókô	'type yam' D
	kòkǒ	'cocoa'	kẹ̀kẹ̀	S
	ó tâ		ìlǔ	'city' D
	ó tâ		kókô	'type yam' S
	òwǔ		ọ̀pǎ	S
	ìgbǎ	'locust tree'	púpọ̀	D
	púpọ̀		kòkǒ	D
	púpọ̀		ìwě	D
	ìwě		ó rîn	D
	kókô	'type yam'	púpọ̀	S

d. Reply HIGH FALL or LOW RISE

ìwě	Low Rise	ìlǔ	'city'	Low Rise
púpọ̀	High Fall	kẹ̀kẹ̀		Low Rise

BASIC COURSE

ìgbà	'locust tree'	Low Rise	wọn rā	High Fall
òwù		Low Rise	ó tâ	High Fall
kókô	'type yam'	High Fall	wọn gbā	High Fall

4. High High vs. Mid High

Reply SAME or DIFFERENT

a.	ó wá	'he came';	ō wá	'you came'	
	ó wá	ō wá			D
	ó wá	ó wá			S
	ō wá	ó wá			D
	ō wá	ō wá			S
b.	ō fẹ	'you want';	ó fẹ	'he wants'	
	ō fẹ	ó fẹ			D
	ō fẹ	ō fẹ			S
	ó fẹ	ō fẹ			D
	ó fẹ	ó fẹ			S
c.	ō fẹ	'you want'	kókó	'knot'	D
	ó wá	'he came'	ílá	'okro'	D
	ō wá	'you came'	pápá		D
	ó fẹ	'he wants'	pápá		S
	ō fẹ	'you want'	òkọ	'spade'	S
	kókó		ó wá	'he came'	S
	pápá		ō wá	'you came'	D

YORUBA

òkọ́	'spade'	pápá	'field'	D
ílá		ó fẹ́	'he wanted'	D
òkọ́		ó kú	'he died'	D

d. Reply MID HIGH or HIGH HIGH

òkọ́	'spade'	Mid High	okọ
pápá		High High	papa
ó wá	'he came'	High High	o wa
ílá		Mid High	ila
kókó	'knot'	High High	koko
ò fẹ́	'you want'	Mid High	o fẹ
ó fẹ́	'he wants'	High High	o fẹ
ó wá	'he came'	High High	o wa
ò wá	'you came'	Mid High	o wa
ìgbá	'calabash'	Mid High	igba

e. Reply MID HIGH or HIGH HIGH with respect to the first two syllables.

ò fówó	'you want money'	Mid High
ó fówó	'he wants money'	High High
ā fówó	'we want money'	Mid High
ílé ñkọ́	'how are they at home?'	Mid High
kíló dé	'what happened'	High High

- f. Reply MID HIGH or HIGH HIGH with respect to the last two syllables.

kílō fẹ́	'what do you want?'	Mid High
kíló fẹ́	'what does he want?'	High High
mō rọ̀kọ̀	'I bought a spade'	Mid High
ā rāgbá	'we bought a calabash'	Mid High
āmẹ́ríkà nīwá	'we are Americans'	Mid High

- g. The words and phrases from (d) are repeated in reverse order. This time, the tape does not tell the names of the tones. Cover all of (d) except the right hand column. Fill in the tone marks as you listen to the tape. Then check yourself by uncovering the left hand column.

5. High Mid vs. Mid Mid

a.	ó lọ̀	'he went';	ō lọ̀	'you went'	
	ó lọ̀		ō lọ̀		D
	ó lọ̀		ó lọ̀		S
	ō lọ̀		ó lọ̀		D
	ō lọ̀		ō lọ̀		S
b.	ō gā	'you are tall';	ó gā	'he is tall'	
	ō gā		ó gā		D
	ō gā		ō gā		S
	ó gā		ō gā		D
	ó gā		ó gā		S
c.	ẹ̀yīn	'egg'	ó lọ̀	'he went'	D
	dárá	'is good'	ó lọ̀	'he went'	S
	ẹ̀jā	'fish'	dárá		D

ējā		ēyīn		S
īṣū	'yam'	ō lō	'you went'	S
dārā		īṣū		D
tóbī	'is big'	ēyīn	'egg'	D
ējā		tóbī		D
dārā		tóbī		S
tóbī		ó lō	'he went'	S

d. Reply MID MID or HIGH MID

ēyīn	'egg'	Mid Mid	eyin
ējā		Mid Mid	ēja
tóbī		High Mid	tobi
īṣū		Mid Mid	isu
ó lō	'he went'	High Mid	o lo
dārā		High Mid	dara
ō lō	'you went'	Mid Mid	o lo
kārā		High Mid	kara
dārā		High Mid	dara
ō lō	'you went'	Mid Mid	o lo

e. Reply MID MID or HIGH MID with respect to the first two syllables.

kílō·fẹ	'what do you want?'	High Mid
mō rōkọ	'I bought a spade'	Mid Mid
ó rōkọ	'he bought a spade'	High Mid
ō rōkọ	'you bought a spade'	Mid Mid
ṣórẹyìn	'did he buy palm nuts?'	High Mid

f. Reply MID MID or HIGH MID with respect to the last two syllables.

ó rāṣū	'he bought yam'	Mid Mid
ó rīṣū	'he obtained yam'	High Mid

ā sē tōlúwā	'we do God's will'	High Mid
sé kò siyōnū	'is there no trouble?'	Mid Mid
ápótí nī	'it is a box'	High Mid

g. Now go back and fill in the tones in the right hand column of (d).

6. Mid Mid vs. Low Mid (1)

a.	ārō	'cripple';	ārō	'funnel'	
	ārō		ārō		D
	ārō		ārō		S
	ārō		ārō		D
	ārō		ārō		S
b.	āwō	'plate';	āwō	'secret'	
	āwō		āwō		D
	āwō		āwō		S
	āwō		āwō		D
	āwō		āwō		S
c.	òbē	'knife'	ēyīn	'egg'	D
	ēpō	'oil'	mō lō	'I went'	S
	òbō	'monkey'	òbē		S
	mō lō		òbē		D
	ìbōn	'gun'	ējā	'fish'	D
	āwō	'plate'	òbō		S
	òkō	'husband'	òbō		D

(1) What is here called mid tone, when it stands after low tone, is actually a bit lower in pitch than mid tone after mid or high tone. It is in fact at the level of what in later drills will be called 'second tone.'

òbẹ̀	ēyīn	'egg'	D
mō lọ̀	ìbọ̀n		D
ēpō	òbọ̀		D

d. Reply MID MID or LOW MID

òbẹ̀	'knife'	Low Mid	ọbẹ̀
ēpō		Mid Mid	epo
ìbọ̀n		Low Mid	ibon
ẹ̀jǎ		Mid Mid	ẹja
mō lọ̀		Mid Mid	mo lọ̀
ēyīn	'egg'	Mid Mid	eyin
òbọ̀		Low Mid	obọ̀
òdē	'outside'	Low Mid	ode
ọ̀kọ̀	'husband'	Mid Mid	okọ̀
áwō	'plate'	Low Mid	awo

e. Reply MID MID or LOW MID with respect to the first two syllables.

mō gbā bàtá	'I got some shoes'	Mid Mid
àtī filà	'and a hat'	Low Mid
òmọ̀ sùkùrú nīmí	'I'm a student'	Mid Mid
àtòmọ̀	'and a child'	Low Mid
lọ̀ yá méjì	'go tear (off) two'	Mid Mid

f. Reply MID MID or LOW MID with respect to the last two syllables.

bẹ̀nì ā lọ̀	'yes, we went'	Mid Mid
mō gbà kǎn	'I got one'	Low Mid
mō fàwé`mī yā	'I tore my book'	Mid Mid
mō ní ọ̀bẹ̀	'I have a knife'	Low Mid

g. Now go back and fill in the tones in the right hand column of (d.)

7. High High vs. High Mid.

a.	ó mú	'he took';	ó mū	'he drank'	
	ó mú		ó mū		D
	ó mú		ó mú		S
	ó mū		ó mú		D
	ó mū		ó mū		S
b.	dákó	'circumcise';	dákō	'make a farm'	
	dákó		dákō		D
	dákó		dákó		S
	dákō		dákó		D
	dákō		dákō		S
c.	pápá		ó lṓ		D
	pápá		pópó (a name)		S
	ó dé	'he arrived'	ó lṓ		D
	ó dé		ó ké	'he shouted'	S
	dárā		ó ké		D
	pápá		tóbī		D
	kókó	'knot'	tóbī		D
	dárā		ó dé		D
	pápá		kókó		S
	ó kú	'he died'	tóbī		D

d. Reply HIGH HIGH or HIGH MID

dárā		High Mid	dara
pápá		High High	papa
ó dé		High High	o de
ó lṓ		High Mid	o lo
tóbī		High Mid	tobi
kókó	'knot'	High High	koko
wṓn lṓ	'they went'	High Mid	won lo
wṓn rí	'they saw'	High High	won ri
ó fẹ	'he wants'	High High	o fe
sígī	'to the tree'	High Mid	sigi

e. Reply HIGH HIGH or HIGH MID with respect to the first two syllables.

kíl'ō fẹ	'what do you want?'	High Mid
ṣórẹyìn	'did he buy palm nuts?'	High Mid
ṣórẹyìn	'did he buy eggs?'	High Mid
kíló dé	'what happened?'	High High
ó fówó	'he wants money'	High High

f. Reply HIGH HIGH or HIGH MID with respect to the last two syllables.

kíló fẹ	'what does he want?'	High High
ā ṣẹ tólúwā	'we do God's will'	High Mid
kò sǐ rará	'there is none'	High High

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àpǒtí nī	'it is a box'	High Mid
kíl'òfẹ́'şē nílé	'what do you want to do in the house?'	High High

g. Now go back and fill in the tones in the right hand column of (d).

8. Mid High vs. Mid Mid

a.	òkò	'hoe, spade';	òkò	'husband'
	òkò		òkò	D
	òkò		òkò	S
	òkò		òkò	D
	òkò		òkò	S
b.	īgbā	'200';	īgbá	'calabash'
	īgbā		īgbá	D
	īgbā		īgbā	S
	īgbá		īgbā	D
	īgbá		īgbá	S
c.	òkò	'spade'	īşū	D
	ēpò		īgbá	'calabash' D
	ēpò		īgbā	'200' S
	ējā		īlá	D
	òkò		īşū	S
	īgbā	'200'	òkò	S
	īgbá	'calabash'	ēpò	D

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ō dé	'you arrived'	ōkō	'husband'	D
ā lō	'we went'	īlá		D
ōkō		mō dé	'I arrived'	D

d. Reply MID HIGH or MID MID

ōkō	'spade'	Mid High	okọ
ōkō	'husband'	Mid Mid	okọ
īgbā	'200'	Mid Mid	igba
īgbá	'calabash'	Mid High	igba
ējā		Mid Mid	ẹja
īlá		Mid High	ila
ō dé	'you arrived'	Mid High	o de
ō lō	'you went'	Mid Mid	o lo
ōmō	'child'	Mid Mid	omọ
ōdó	'mortar'	Mid High	odo

e. Reply MID HIGH or MID MID with respect to the first two syllables.

ā fówó	'we want money'	Mid High
īlé nkó	'how are they at home?'	Mid High
ōmō şùkürû nīmí	'I'm a student'	Mid Mid
tāló dà' nû	'who threw it out?'	Mid High
mō mū kōfí	'I drank coffee'	Mid Mid
mō mú tōfí	'I took toffee'	Mid High

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- f. Reply MID HIGH or MID MID with respect to the last two syllables.

ó rāṣū	'he bought yam'	Mid Mid
kíl'ō fé	'what do you want?'	Mid High
ìwě tītūn nī	'it is a new book'	Mid Mid
kíló dé t'ō rōjú	'why are you sad?'	Mid High
	'why do you look morose?'	
kílō'jē	'what did you eat?'	Mid Mid

- g. Now go back and fill in the tones in the right hand column of (d).

9. Mid Mid vs. Mid Low

a.	ōkō	'husband';	ōkò	'conveyance'
	ōk'í		ōkò	D
	ōk'ó		ōkō	S
	ōk'ò		ōk'ó	D
	ōk'ò		ōk'ò	S
b.	ēyìn	'palm nuts';	ēyīn	'egg'
	ēyìn		ēyīn	D
	ēyìn		ēyìn	S
	ēyīn		ēyìn	D
	ēyīn		ēyīn	S

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c.	ēyìn	'palm nuts'	ōbẹ̀	'soup'	S
	īyọ̀		īṣū		D
	īṣū		īyọ̀		D
	āwò	'spectacles'	ōbẹ̀	'soup'	S
	ēpō		ēyìn	'palm nuts'	D
	īgbā	'200'	ōkọ̀	'conveyance'	D
	ōkọ̀	'conveyance'	ēyìn	'palm nuts'	S
	ēyīn	'egg'	mō tà	'I sold'	D
	ā lọ̀	'we went'	īyọ̀		D
	ēpō		ōkọ̀	'husband'	S

d. Reply MID MID or MID LOW

ōbẹ̀	'soup'	Mid Low	ọbẹ
ēyīn	'egg'	Mid Mid	eyin
ōkọ̀	'husband'	Mid Mid	okọ
ōkọ̀	'conveyance'	Mid Low	okọ
ēpō		Mid Mid	epo
īgbā	'200'	Mid Mid	igba
īyọ̀		Mid Low	iyọ
mō lọ̀	'I went'	Mid Mid	mo lọ
mō tà	'I sold'	Mid Low	mo ta
ēyìn	'palm nuts'	Mid Low	eyin

- e. Reply MID MID or MID LOW with respect to the first two syllables.

lō yā méjî	'go tear (off) two'	Mid Mid
mō fàwě`mī yā	'I tore my book'	Mid Low
mō fī sī dárādárā	'I put in enough'	Mid Mid
ā gbà kân	'we got one'	Mid Low
mō jàmàlà	'I ate <u>amala</u> '	Mid Low

- f. Reply MID MID or MID LOW with respect to the last two syllables.

ó mēmū	'he drank palm wine'	Mid Mid
şórēyìn	'did he buy palm nuts?'	Mid Low
ş'ō rēyìn	'did you buy eggs?'	Mid Mid
béyēnī ā tà	'yes, we sold'	Mid Low
ó jēşū	'he ate yam'	Mid Mid

- g. Now go back and fill in the tones in the right hand column of (d).

10. Low Mid vs. Low Low

a.	ìlū	'awl'	ìlù	'drum'
	ìlū		ìlù	D
	ìlū		ìlū	S
	ìlù		ìlū	D
	ìlù		ìlù	S

b.	àwòṅ	'net';	àwōṅ	'they'	
	àwòṅ		àwōṅ	D	
	àwòṅ		àwòṅ	S	
	àwōṅ		àwòṅ	D	
	àwōṅ		àwōṅ	S	
c.	ìlù	'drum'	òbē	'knife'	D
	òbō	'monkey'	àwōṅ	'they'	S
	ìbōṅ	'gun'	àwōṅ	'they'	S
	àwòṅ	'net'	ìbōṅ	'gun'	D
	ẹ̀wù		ìlū	'awl'	D
	bàtà		àwòṅ	'net'	S
	òbō		òjò	'rain'	D
	ìbōṅ		fìlà		D
	ìgbà	'time'	òbē	'knife'	D
	ẹ̀wù		àwòṅ	'net'	S

d. Reply LOW MID or LOW LOW

ìlù	'drum'	Low Low	ilu
bàtà		Low Low	bata
ẹ̀wù		Low Low	ewu
àwōṅ	'they'	Low Mid	awon
òjò	'rain'	Low Low	oyo
òbō		Low Mid	oboy
fìlà		Low Low	fila
àwòṅ	'net'	Low Low	awon

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ìlū	'awl'	Low Mid	ilu
ìbōn		Low Mid	ibon

- e. Reply LOW MID or LOW LOW with respect to the first two syllables.

àtī sòkòtò	'and trousers'	Low Mid
kò jē-ūn lánǎ	'he didn't eat yesterday'	Low Mid
àwòn nī	'it is a net'	Low Low
fìlà mějî	'two hats'	Low Low
ìbōmī	'vessel for getting water'	Low Mid

- f. Reply LOW MID or LOW LOW with respect to the last two syllables.

ş'ō fī wàrà sí'	'did you put milk?'	Low Mid
mō rā fìlà	'I bought a hat'	Low Low
mō gbà kǎn	'I got one'	Low Mid
ā ràwòn	'we bought a net'	Low Low
ā jèkō	'we ate cold porridge'	Low Mid

- g. Now go back and fill in the tones in the right hand column of (d).

11. Mid High vs. Low Rise

a.	ōré	'whip',	òrě	'friend'
	ōré		òrě	D
	ōré		òrě	S

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	òrě		ōré		D
	òrě		òrě		S
b.	ìbǔ	'breadth';	ībú	'large expanse of water'	
	ìbǔ		ībú		D
	ìbǔ		ìbǔ		S
	ībú		ìbǔ		D
	ībú		ībú		S
c.	ōré	'whip'	ìwě		D
	òrě	'friend'	ìwě		S
	ìgbǎ	'locust tree'	īlá		D
	mō fẹ́	'I want'	òpǎ		D
	kẹ̀kẹ̀		kōfí	'coffee'	D
	īyán	'pounded yam'	òpǎ		D
	ōwó	'money'	òpǎ		D
	òrě	'friend'	ōwó		D
	ẹ̀gbẹ́	'companion'	òrě	'friend'	D
	pẹ̀lǔ	'with'	ìwě		S

d. Reply MID HIGH or LOW RISE

ōré	'whip'	Mid High	ore
òrě	'friend'	Low Rise	ore
ōwó		Mid High	owo
īlá		Mid High	ila
ìwě		Low Rise	lwe

ēgbé		Mid High	ēgbé
īyán	'pounded yam'	Mid High	īyan
kèkè		Low Rise	kèkè
kōfí		Mid High	kōfí
òpá		Low Rise	òpa

- e. Reply MID HIGH or LOW RISE with respect to the first two syllables.

kò sǐ rárá	'there is nothing at all'	Low Rise
ōré`mī	'my whip'	Mid High
tāló dà' nūn	'who threw it down?'	Mid High
èlǒ lō rà	'how much did you pay for it?'	Low Rise
mō fé sòkòtò	'I want trousers'	Mid High

- f. Reply MID HIGH or LOW RISE with respect to the last two syllables.

kíl'ō fé	'what do you want?'	Mid High
mō ràwě	'I bought a book'	Low Rise
kérú`wōn wōlé	'bring in their loads'	Mid High
mō n̄lō èkǒ	'I'm going to Lagos'	Low Rise
mō n̄ s̄is̄é	'I'm doing work'	Mid High

- g. Now go back and fill in the tones in the right hand column of (d).

12. High Fall vs. Mid Low

a.	ōrò	'idol';	ó rô	'he stirred'	
	ōrò		ó rô		D
	ōrò		ōrò		S
	ó rô		ōrò		D
	ó rô		ó rô		S
b.	dálẹ̀	'travelled';	dālẹ̀	'broke oath'	
	dálẹ̀		dālẹ̀		D
	dálẹ̀		dálẹ̀		S
	dālẹ̀		dálẹ̀		D
	dālẹ̀		dālẹ̀		S
c.	ó gbâ	'he got'	ōgbà	'you got'	D
	ō rìn	'you walked'	wọ̀n rìn		D
	ēyìn	'palm nuts'	īyọ̀		S
	kókô	'type of yam'	ó tâ	'he sold'	S
	ōkọ̀	'car'	kókô	'type of yam'	D
	īlẹ̀	'floor'	ōkọ̀	'conveyance'	S
	ó gbâ	'he got'	ōbẹ̀	'soup'	D
	gígûn	'long'	kókô	'type of yam'	S
	ōkọ̀	'car'	gígûn		D
	īlẹ̀	'floor'	gígûn		D

d. Reply HIGH FALL or MID LOW

gígûn		High Fall	gigun
īlẹ̀	'floor'	Mid Low	ile

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kókô	'type yam'	High Fall	koko
òbẹ̀	'soup'	Mid Low	òbẹ̀
wón rìn	'they walked'	High Fall	wón rìn
ẹ̀yìn	'palm nuts'	Mid Low	ẹ̀yìn
ò rìn	'you walked'	Mid Low	ò rìn
púpọ̀	'much'	High Fall	pupọ̀
ó tâ	'he sold'	High Fall	o ta
ó wâ	'he is all right'	High Fall	o wa

- e. Reply HIGH FALL or MID LOW with respect to the first two syllables.

ò rà kán lánǎ	'you bought one yesterday'	Mid Low
ó mǎ tǒjọ̀ mẹtá	'I haven't seen you for some time'	High Fall
nígǎ wò	'when?'	High Fall
mò fàwě̀ mī yā	'I tore my book'	Mid Low
şílê mǎrǔn	'five shillings'	High Fall

- f. Reply HIGH FALL or MID LOW with respect to the last two syllables.

bẹ̀nī ā tà	'yes, we sold'	Mid Low
òbẹ̀ gígún	'a long knife'	High Low
ş'ò rẹ̀yìn	'did you buy palm nuts?'	Mid Low
mò lọ̀ sọ̀jǎ	'I went to the market'	High Fall
mò rǎwò	'I bought spectacles'	Mid Low

- g. Now go back and fill in the tones in the right hand column of (d).

13. Mid Low vs. Low Low.

a.	ōwò	'broom'	òwò	'òwò' (name of town)	
	ōwò		òwò		D
	ōwò		ōwò		S
	òwò		ōwò		D
	òwò		òwò		S
b.	òkò	'spear';	ōkò	'conveyance'	
	òkò		ōkò		D
	òkò		òkò		S
	ōkò		òkò		D
	ōkò		ōkò		S
c.	òkò	'spear'	òjò	'rain'	S
	idè	'fetter'	ōkò	'conveyance'	D
	ilẹ̀	'floor'	ilù	'drum'	D
	ēyìn	'palm nuts'	ẹ̀wù		D
	bàtà		ẹ̀wù		S
	ōbẹ̀	'soup'	ōwò	'broom'	S
	ōwò	'broom'	filà		D
	òkò	'spear'	īyò	'salt'	D
	ẹ̀wù		ōkò	'conveyance'	D
	mō tà	'I sold'	ilù	'drum'	D

d. Reply MID LOW or LOW LOW

òkò	'spear'	Low Low	okò
òkò	'conveyance'	Mid Low	okò
òbè	'soup'	Mid Low	obè
èwù		Low Low	ewu
filà		Low Low	fila
ilù	'drum'	Low Low	ilu
òwò	'broom'	Mid Low	owò
èyìn	'palm nuts'	Mid Low	eyìn
ìyò		Mid Low	iyò
òwò	'Òwò'	Low Low	owò

e. Reply MID LOW or LOW LOW with reference to the first two syllables.

mò rẹ̀wù	'I bought a shirt'	Mid Low
èwù mějì	'two shirts'	Low Low
òbàkàn rẹ̀	'his half-sibling'	Mid Low
n̄ kò mò'	'I don't know him'	Mid Low
kò kàwě	'he didn't read'	Low Low

f. Reply MID LOW or LOW LOW with reference to the last two syllables.

ā rāwòn	'we bought a net'	Low Low
bẹ̀nī ā tà	'yes, we sold'	Mid Low
ş'ò rẹ̀yìn	'did you buy palm nuts?'	Mid Low
ó fẹ̀ sǒkòtò	'he wants trousers'	Low Low

àtī ǒwò 'and a broom' Mid Low

g. Now go back and fill in the tones in the right hand column of (d).

14. High Mid vs. High Fall

a.	ó t̄ā	'he shot';	ó t̄ā	'he sold'	
	ó t̄ā		ó t̄ā		D
	ó t̄ā		ó t̄ā		S
	ó t̄ā		ó t̄ā		D
	ó t̄ā		ó t̄ā		S
b.	k̄arâ	'for us to buy';	k̄arā	'deeply'	
	k̄arâ		k̄arā		D
	k̄arâ		k̄arâ		S
	k̄arā		k̄arâ		D
	k̄arā		k̄arā		S
c.	kókô	'type yam'	dārā		D
	kókô		şilê	'shilling'	S
	tóbī		ó gbâ	'he got'	D
	tóbī		gígûn		D
	tóbī		dārā		S
	gbádûn	'interesting'	şilê		S
	şilê		tóbī		D
	şilê		gígûn		S
	şilê		sísî	'6 d'	S
	sísî		dārā		D

d. Reply HIGH MID or HIGH FALL

dárá		High Mid	dara
gbádún		High Fall	gbadun
şílê		High Fall	şile
tóbī		High Mid	tobi
sísì		High Fall	sisi
wọn tá		High Fall	won ta
ó lẹ		High Mid	o lo
kókô		High Fall	koko
gígún		High Fall	gigun
wọn sọ	'they spoke'	High Mid	won so

e. Reply HIGH MID or HIGH FALL with respect to the first two syllables.

kíl'ò fẹ	'what do you want?'	High Mid
ó rá kán lánǎ	'he bought one yesterday'	High Fall
nígba wó	'when?'	High Fall
ó jẹ-ūn	'he ate something'	High Mid
şílê mǎrùn	'5 shillings'	High Fall

f. Reply HIGH MID or HIGH FALL with respect to the last two syllables.

wọn lẹ şójá	'they went to the market'	High Fall
níbò lò ñlẹ	'where are you going?'	High Mid
èmí' lágbájá nī	'I'm So-and-so'	High Mid

ṣ'ẹ̀ bínú símī	'are you (not) angry with me?'	High Mid
mō bínú tẹ̀lẹ̀	'I was angry formerly'	High Fall

g. Now go back and fill in the tones in the right hand column of (d).

15. Low Rise vs. Low Mid

a.	ìlǔ	'city';	ìlū	'awl'	
	ìlǔ		ìlū		D
	ìlǔ		ìlǔ		S
	ìlū		ìlǔ		D
	ìlū		ìlū		S
b.	ìwǒ	'you';	ìwǒ	'umbilical cord'	
	ìwǒ		ìwǒ		D
	ìwǒ		ìwǒ		S
	ìwǒ		ìwǒ		D
	ìwǒ		ìwǒ		S
c.	àdǎ	'cutlass'	ìwě		S
	ìwě		òbẹ̀	'knife'	D
	òbẹ̀		òpǎ		D
	bàbǎ	'father'	ìlū	'awl'	D
	ìwǒ	'you'	òbẹ̀	'knife'	S
	ẹ̀gbọ̀n	'sibling'	bàbǎ		S
	ìyǎ	'mother'	ìwǒ	'you'	D

BASIC COURSE

ìlǔ	'city'	bàbǎ	S
òbò	'monkey'	ìyǎ	'awl' D
òpǎ		ìlū	D

d. Reply LOW RISE or LOW MID

ègbǒn		Low Rise	egbɔn
ìwò	'you'	Low Mid	ɪwɔ
òpǎ		Low Rise	ɔpa
ìlǔ	'city'	Low Rise	ɪlu
bàbǎ		Low Rise	baba
ìlū	'awl'	Low Mid	ɪlu
òbè	'knife'	Low Mid	ɔbɛ
àdǎ		Low Rise	ada
ìyǎ		Low Rise	ɪya
òbò	'monkey'	Low Mid	ɔbɔ

e. Reply LOW RISE or LOW MID with respect to the first two syllables.

àtī sòkòtò	'and trousers'	Low Mid
òjǒ dárā	'Ojo is good'	Low Rise
ìbòmī	'vessel for getting water'	Low Mid
èlǒ lǒ rà'	'how much did you pay for it?'	Low Rise
sùgbǒn mō bínú tǎlê	'but I was angry before'	Low Rise

f. Reply LOW RISE or LOW MID with respect to the last two syllables.

mō ràwě	'I bought a book'	Low Rise
mō gbà kǎn	'I got one'	Low Mid
ā jẹ̀kọ̀	'we ate cold porridge'	Low Mid
ó rǎ kẹ̀kẹ̀	'he bought a bicycle'	Low Rise
ó rǎ bàtà kǎn	'he bought one pair of shoes'	Low Mid

g. Now go back and fill in the tones in the right hand column of (d).

16. Mid High vs. Low Mid

a.	ēwé	'leaf';	èwē	'young person'	
	ēwé		èwē		D
	ēwé		èwé		S
	èwē		èwé		D
	èwē		èwē		S
b.	àwō	'plate';	āwó	'guinea fowl'	
	àwō		āwó		D
	àwō		àwō		S
	āwó		àwō		D
	āwó		āwó		S
c.	īyán	'pounded yam'	āwó	'guinea fowl'	S
	ẹ̀kọ̀	'cold porridge'	àwō	'plate'	S

BASIC COURSE

ēwé	'leaf'	ōkọ	'hoe'	S
ōdó	'mortar'	òbẹ	'knife'	D
ìbọ̀n		ìgbá	'calabash'	D
ílá	'okra'	ō dé	'you arrived'	S
ēgbẹ	'companion'	òbẹ	'knife'	D
ṣáki	(name of city)	kọfí		S
ẹ̀bẹ	'mashed potato'	ìgbá	'calabash'	D
ēwé	'leaf'	àwō	'plate'	D

d. Reply MID HIGH or LOW MID

ìyán		Mid High	ıyan
ìbọ̀n		Low Mid	ıbọ̀n
ēwé	'leaf'	Mid High	ewe
èwē	'young person'	Low Mid	ewe
àwō	'plate'	Low Mid	awo
āwó	'guinea fowl'	Mid High	awo
kọfí		Mid High	kọfı
ẹ̀kọ	'cold porridge'	Low Mid	ẹ̀kọ
òbẹ	'knife'	Low Mid	ọ̀bẹ
ílá	'okra'	Mid High	ıla

e. Reply MID HIGH or LOW MID with respect to the first two syllables.

mō fẹ sòkòtò	'I want trousers'	Mid High
àtī sòkòtò	'and trousers'	Low Mid

ìbōmī	'vessel for getting water'	Low Mid
ìwò̄ tānī	'who is it?'	Low Mid
òjò̄ kàn pèlǔ	'one more day'	Mid High

f. Reply MID HIGH or LOW MID with respect to the last two syllables.

mō ñsīṣé	'I'm working'	Mid High
kílò̄ fẹ́	'what do you want?'	Mid High
kó ẹ̀rù wòn wòlẹ́	'bring their loads into the house'	Mid High
ā rẹ̀kò̄	'we bought cold porridge'	Low Mid

g. Now go back and fill in the tones in the right hand column of (d).

17. High Mid vs. Mid Low

a.	ó sò̄	'he spoke';	ò sò̄	'you grumbled'
	ó sò̄		ò sò̄	D
	ó sò̄		ó sò̄	S
	ò sò̄		ó sò̄	D
	ò sò̄		ò sò̄	S
b.	ò tà̄	'you sold';	ó tà̄	'he shot'
	ò tà̄		ó tà̄	D
	ò tà̄		ò tà̄	S
	ó tà̄		ò tà̄	D
	ó tà̄		ó tà̄	S

BASIC COURSE

c.	tāyò	'play <u>ayo</u> '	dárā		D
	ó yā	'he tore'	ō rìn	'you walked'	D
	ō lù	'you hit'	ṑbẹ̀	'soup'	S
	ēyìn	'palm nuts'	ó lọ	'he went'	D
	símī	'to me'	tóbī		S
	ó lọ	'he went'	dárā		S
	ēyìn	'palm nuts'	ō rìn	'you walked'	S
	tāyò		tóbī		D
	ō lù	'you hit'	ó yā	'he tore'	D
	tóbī		āwò	'spectacles'	D

d. Reply HIGH MID or MID LOW

tāyò		Mid Low	tayo
dárā		High Mid	dara
óyā	'he tore'	High Mid	oya
āwò	'spectacles'	Mid Low	awo
ō lù	'you hit'	Mid Low	o lu
tóbī		High Mid	tobi
ō rìn	'you walked'	Mid Low	o rin
ēyìn	'palm nuts'	Mid Low	eyin
ó lọ	'he went'	High Mid	o lo
símī	'to me'	High Mid	simi

- e. Reply HIGH MID or MID LOW with respect to the first two syllables.

ṣó rēyìn	'did he buy palm nuts?'	High Mid
ṓbàkàn rẹ̀	'his half-sibling'	Mid Low
kílò fẹ́	'what do you want?'	High Mid
mō rẹ̀wù	'I bought a shirt'	Mid Low
ó dṓmṓ ṓdún méjì	'he is two years old'	High Mid

- f. Reply HIGH MID or MID LOW with respect to the last two syllables.

k'ẹ́ tó pādà	'before you return'	Mid Low
èmí lágbájá nī	'I am So-and-so'	High Mid
ā sẹ́ tṓlúwā	'we do God's [will]'	High Mid
bẹ̀ẹ̀nī ātà	'yes, we sold'	Mid Low
àpṓtí nī	'it is a box'	High Mid

- g. Now go back and fill in the tones in the right hand column of (d).

18. High High vs. Mid Mid

a.	ó mú	'he took';	ṓ mū	'you drank'
	ó mú		ṓ mū	D
	ó mú		ó mú	S
	ṓ mū		ó mú	D
	ṓ mū		ṓ mū	S

BASIC COURSE

c.	ōmō	'child'	pápá	D
	fūnfūn	'white'	ōmō	S
	dúdú	'black'	ēyīn	'egg' D
	fūnfūn		pápá	D
	pūpā	'red'	pápá	D
	īdē	'copper'	pūpā	S
	ējā		dúdú	D
	dúdú		pápá	S
	tītūn	'new'	pūpā	S
	fūnfūn		tītūn	S

d. Reply HIGH HIGH or MID MID

fūnfūn		Mid Mid	funfun
pápá		High High	papa
pūpā		Mid Mid	pupa
ōmō		Mid Mid	omō
dúdú		High High	dudu
tītūn		Mid Mid	titun
ōbā	'king'	Mid Mid	oba
dínwó	'less money'	High High	dinwo
ó dé	'he arrived'	High High	o de
ēpō	'palm oil'	Mid Mid	epo

- e. Reply HIGH HIGH or MID MID with respect to the first two syllables.

mō mū tíì	'I drank tea'	Mid Mid
kíló dé	'what happened?'	High High
ā jẹ́ túwó	'we ate <u>tuwo</u> '	Mid Mid
şé dáādáā nī	'is everything OK?'	High High
lō yā méjî	'go tear out two'	Mid Mid

- f. Reply HIGH HIGH or MID MID with respect to the last two syllables.

ā dúpẹ́	'thank you'	High High
bẹ̀nī ā lō	'yes, we went'	Mid Mid
sẹ́ kô sǐyǎnū	'is there no trouble?'	Mid Mid
kò sǐ rará	'there is nothing at all'	High High
ēwólẹ́şé	(a greeting)	High High

- g. Now go back and fill in the tones in the right hand column of (d).

19. Mid Mid vs. Low Low

a. ēpō	'oil';	èpò	'weeds'
ēpō		èpò	D
ēpō		ēpō	S
èpò		ēpō	D
èpò		èpò	S

BASIC COURSE

b.	ìwò	'hook';	īwō	'poison'	
	ìwò		īwō		D
	ìwò		ìwò		S
	īwō		ìwò		D
	īwō		īwō		S
c.	ēyīn	'egg'	ìwò	'hook'	D
	ìlù	'drum'	ējā		D
	ēpō	'oil'	ìwò	'hook'	D
	nārā	'rest'	filà		D
	āwō	'leather sheath'	dòdò	(kind of food)	D
	èwà	(kind of food)	īṣū		D
	èwù		èwà		S
	bàtà		nārā		D
	ìlù	'drum'	bàtà		S
	ējā		nārā		S

d. Reply MID MID or LOW LOW

èwà		Low Low	èwa
ējā		Mid Mid	ēja
ēpō	'oil'	Mid Mid	epo
èpò	'weeds'	Low Low	epo
ìwò	'hook'	Low Low	iwò
īwō	'poison'	Mid Mid	iwò
bàtà		Low Low	bata
dòdò		Low Low	dodo

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ēyīn	'egg'	Mid Mid	eyin
ìlù	'drum'	Low Low	ilu

- e. Reply MID MID or LOW LOW with respect to the first two syllables.

èwù pūpā	'brown shirt'	Low Low
bōmī fún wōn	'give them water'	Mid Mid
ìkòròdù	(place name)	Low Low
kò mò pě tēmī nī	'didn't he know that it was mine?'	Low Low
lō yā méjî	'go tear out two'	Mid Mid

- f. Reply MID MID or LOW LOW with respect to the last two syllables.

èwù pūpā	'brown shirt'	Mid Mid
kò mò pě tēmī nī	'didn't he know that it was mine?'	Mid Mid
şé kô sīyòñū	'is there no trouble?'	Mid Mid
ā ràwòñ	'we bought a net'	Low Low
ó rā sòkòtò	'he bought trousers'	Low Low

- g. Now go back and fill in the tones in the right hand column (d).

20. REVIEW

a. Reply LM, MH or LR

kèkě		LR	òbò	'monkey'	LM
īšé		MH	òbǐ	'parent'	LR
şùgbǒn		LR	ìbǒn	'gun'	LM
òrẹ	'whip'	MH	īgbá	'calabash'	MH
òdún	'year'	MH	īnú	'inside'	MH
òrẹ	'friend'	LR	àtī	'and'	LM

b. Reply HM, ML or HF.

gígún		HF	ó lǒ	'he went'	HM
tóbī		HM	òbẹ	'soup'	ML
īlẹ		ML	dárā		HM
şílê		HF	wǒn rîn	'they walked'	HF
púpò		HF	sódô	'to the river'	HF
òkò		ML	ẹyìn	'palm nuts'	ML

c. Reply HM, ML, HF; LM, MH, LR.

gígún		HF	gıgun
īnú		MH	ınu
òrẹ	'friend'	LR	orẹ
īlẹ		ML	ile
dárā		HM	dara

àtī		LM	atɪ
ìbòṅ	'gun'	LM	ibon
sísí	'ó d'	HF	sɪsɪ
ìgbǐn	'snail'	LR	igbin
ēhín	'tooth'	MH	ehin
òkùn	'rope'	ML	okun
ẹgbọṅ	'older brother'	LR	egbon
ìfūn	'intestines'	LM	ifun
àgbòṅ	'coconut'	LM	agbon
òkàn	'heart'	ML	okan
òkǎn	'a single one'	LM	okan

21. One mora vs. two, level pitch.

a.	fò	'jumped';	fò	(expression of degree)
	fò		fò	D
	fò		fò	S
	fò		fò	D
	fò		fò	S
b.	òbẹ́ méjì	'two knives';	òbẹ́ ˈméjì	'the twin's knife'
	òbẹ́ méjì		òbẹ́ ˈméjì	D
	òbẹ́ méjì		òbẹ́ méjì	S
	òbẹ́ ˈméjì		òbẹ́ méjì	D
	òbẹ́ ˈméjì		òbẹ́ ˈméjì	S

BASIC COURSE

- c. Reply FIRST, SECOND, NEITHER or BOTH, according to which of the two expressions contains a long vowel.

ilū'yín	'your awl'	àpǒtí	'box'	F
òrē'yín		ā rēyìn	'we bought palm nuts'	F
ōrúkō	'name'	ìbōmī	'vessel'	N
ìyàwǒ	'wife'	àpǒtí	'box'	N
ōmō'wā	'our child'	ilū'yín		B
bàtā'rē	'your shoes'	ìbōmī		F
báyǐ	'like this'	lánǎ		N
ēyìn	'palm nuts'	lánǎ		N
ēyìn	'palm nuts'	şóşşì		S
'éfâ	'6'	púpô		F
àárô	'morning'	'éfâ		B
'éjî	'2'	'éfâ		B

- d. If you hear a long vowel, reply LENGTH. If you do not hear a long vowel, do not reply.

ōkō're	'her husband'	L	okō're
ōrúkō	'name'	-	orukō
ōkò're	'your conveyance'	L	okō're
ìyàwǒ	'wife'	-	iyawo
'éfâ		L	'efa
ēwólééşé	(a greeting)	L	ewoleşşe
şóşşì	'church'	L	şoşşì

púpô	-	pupọ
mō fẹ̀ sòkòtò	-	mo fẹ̀ sokoto
òbẹ́ 'méjì	L	ọbẹ́ 'meji

- e. Now go back and fill in the tones in the right hand column of (d).

22. One mora vs. two, glides.

a.	má wǎ	'don't come';	má wà'	'don't row it'	
	má wǎ		má wà'		D
	má wǎ		má wǎ		S
	má wà'		má wǎ		D
	má wà'		má wà'		S

[N.B. This contrast is absent from some varieties of Yoruba in this pair of expressions.]

b.	má mǐ mọ́	'don't breathe again';	má mì' mọ́	'don't shake it again'	
	má mǐ mọ́		má mì' mọ́		D
	má mǐ mọ́		má mǐ mọ́		S
	má mì' mọ́		má mǐ mọ́		D
	má mì' mọ́		má mò' mọ́		S

BASIC COURSE

c.

ìwě dâ	'where is the book?'	kèkě dâ	'where is the bicycle?'	N
ìwě dâ		òbẹ náà	'the knife'	S
ẹyīn náà	'which egg?'	òmọ gígún		F
má mú' mọ	'don't drink it again'	má wǎ mọ	'don't come again'	F
kiníyí	'what is this?'	ilé'wě	'school'	S
ìwě nī	'it is a book'	nígbá wō	'when?'	N
ìwé'mī dà	'where is my book?'	wọn wá nílẹ	'they are on the floor'	F
şilé mǎrún	'5 shillings'	kílôjǒ rá	'what did Ojo buy?'	N
ìwé 'kinī	'what kind of book?'	ó lẹ lánǎ	'he went yesterday'	F
àgòlyà ǒ		ş'ǒ lẹ sílé	'did you go home?'	S

d. Reply DOUBLE or SINGLE with respect to the last vowel only.

ìwě dâ		Sg	ìwe da
òbẹ náà		Db	òbẹ naa
kiníyí		Sg	kiníyí
má wà'	'don't row it'	Db	ma wa
má wǎ	'don't come'	Sg	ma wa
èlǒ ló rà'	'how much did he pay for it?'	Db	elo lo ra
lǎárọ	'in the morning'	Sg	laarọ
sù-úrú	'patience'	Sg	su-uru

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mō fẹ́ méjì	'I want two'	Sg	mo fẹ meji
mō sùn lé	'I slept on it'	Db	mo sun le

e. Reply DOUBLE or SINGLE with respect to the middle vowel only.

ìwě dā		Sg	iweda
ìlé`wě		Db	ile`we
kẹ̀kẹ̀`mī	'my bicycle'	Db	kẹ̀kẹ̀`mī
nìgbā wō		Sg	nìgbawo
ẹ̀gbọ̀n`rẹ̀	'your brother'	Db	ẹ̀gbọ̀n`rẹ̀
mú sù-úrú	'have patience'	Db	mu su-uru
ó gbāwě	'he got a book'	Sg	o gbawe
òbì`rẹ̀	'his parents'	Db	obi`rẹ̀
àbíkú	'something that is born and dies'	Sg	abiku
kínìyí	'what is this?'	Sg	kiniyi

f. Now go back and fill in the tones in the right hand column of (d) and (e).

23. High Mid vs. High Second

a.	lókūn	'with strength';	lókùn	'with the sea'
	lókūn		lókùn	D
	lókūn		lókūn	S
	lókùn		lókūn	D
	lókùn		lókùn	S

BASIC COURSE

b.	láwò	'having a plate';	láwō	'having a secret'	
	láwò		láwō		D
	láwò		láwò		S
	láwō		láwò		D
	láwō		láwō		S

c.	sódé	'to the outside';	dárā	'good'	D
	báwò	'how?'	dárā		D
	báwò		sódé		S
	mětá	'3'	sódé		S
	sígī	'onto the tree'	sódé		D
	sígī		dárā		S
	látì		tóbī		D
	látì		látā	'with pepper'	D
	látā		lárò	'with a funnel'	D
	báwò		látì		S

d. Reply HIGH MID or HIGH SECOND

sódé	High Second	sode
sígī	High Mid	sigi
dárā	High Mid	dara
báwò	High Second	bawo
tóbī	High Mid	tobi
látì	High Second	lati
mětá	High Second	męta
lárò	High Second	laro

lókūn	'with the sea'	High Mid	lokun
lókùn	'with strength'	High Second	lokun

e. Now go back and fill in the tones in the right hand column of (d).

24. Rise vs. Fall in larger context

a. (Alternate examples)

méjî wǒlé	'two (of you) come in'	F
méjì\wǒlé	'two entered the house'	R

b. Reply Rise or Fall with respect to the second syllable.

méjî wǒlé	(imperative)	F	méfâ wǒlé	(imperative)	F
méjì\wǒlé	(statement)	R	méfâ wǒlé	(imperative)	F
méjì\wǒlé	(statement)	R	méfà\wǒlé	(statement)	R
méjî wǒlé	(imperative)	F	méfâ wǒlé	(imperative)	F
méjì\wǒlé	(statement)	R	méfà\wǒlé	(statement)	R

c. Reply Rise or Fall with respect to the second syllable.

métà\wǒlé	(statement)	R	méjî wǒlé	(imperative)	F
méjî wǒlé	(imperative)	F	métà\wǒlé	(statement)	R
méfà\wǒlé	(statement)	R	méjì\wǒlé	(statement)	R
mérin\wǒlé	(statement)	R	méfà\wǒlé	(statement)	R
méfâ wǒlé	(imperative)	F	méjî wǒlé	(imperative)	F

25. High Rise High vs High Mid High

a. (Alternate examples)

má bǐnú	'don't be angry'	R
márātán	'get ready'	M

b. Reply Rise or Mid with respect to the second syllable.

ó wǒlẹ́	'he entered the house'	M	dárāyá	'is cheerful'	M
má bǐnú	'don't be angry'	R	méjìwá	'two came'	R
fún tīyìn	'for yourselves'	M	kékéré	'small'	M
gbágǔdá	'cassava'	R	ó lǒlẹ́	'he went home'	M
má kǔ mó	'don't die again'	R	má mǐ mó	'don't breathe again'	R

26. High Mid High vs. High Second High

There are no pairs of words or phrases which are completely identical in sound except for this contrast.

<u>Contracted form</u>	<u>(Uncontracted form)</u>	
mǒbẹ́ wá	(mú ọ̀bẹ́ wá)	'bring the knife'
kẹ́yìn wá	(kó ẹ̀yìn wá)	'bring the eggs'
káş̄ọ́ wá	(kó āş̄ọ́ wá)	'bring the cloths'
gbòmọ́ wá	(gbé ọ̀mọ́ wá)	'bring the child'
kópọ̀n wá	(kó ìpọ̀n wá)	'bring the ladles'
gbàgà wá	(gbé àgà wá)	'bring the chair'
má lọ́ mó		'don't go again'
ó tī dé		'he has arrived'

27. High High Fall vs. High X Low.

The tone which is here designated with the symbol * varies noticeably from dialect to dialect. For some speakers, it is high level. For others it is falling. For others it may be low level.

nú fǐlǎ	'with reference to a hat'
ní bǎtǎ	'with reference to shoes'
wá sọ́jǎ	'came to market'
ó bẹ̀rẹ̀	'he began'
ó gbádún	'it is interesting'
wọ̀n sọ̀rọ̀	'they spoke'
ó lẹ̀wá	'it is beautiful'
ó sǐnǎ	'he missed the way'
ó dínkú	'it is reduced'
ó mọ̀nǎ	'he knows the way'

28. In this drill, the vowels and consonants of phrases ní fǐlǎ and ní méjǐ are replaced by nonsense syllables. Try to distinguish the tonal patterns.

29. High Mid vs. High X

Try to distinguish between the tonal patterns of:

ş' ẹ̀tọ̀bẹ̀ náà (contracted form of şé ẹ̀tǎ ọ̀bẹ̀ náà
'did you sell the knife?')

ş' ẹ̀tọ̀bẹ̀ náà (contracted form of şé ẹ̀ kò tǎ ọ̀bẹ̀ náà
'didn't you sell the knife?')

Reply AFFIRMATIVE or NEGATIVE

30. Alternating Rises and Falls

Practice the following phrases.

Three syllables:

ó tâwě	'he sold a book'
níwôyǐ	'at present'
àdǔgbô	'neighborhood'
òkǎnlâ	(a name)
níwěyǐ	'with reference to this book'
sòtǔnyǐ	'here to the right'

Four syllables:

ó wâ nǐbê	'he is there'
wòn wâ lǒjâ	'they are at the market'
ìgběkêlě	'confidence'
kò fě kẹkẹ	'he doesn't want a bicycle'
ó wẹ lǎnǎ	'he bathed yesterday'
má dǎ kẹkẹ	'don't break the bicycle'

Five syllables:

âtũnkâtũnkâ	'repeated reading'
ó sî tũn kâwě	'he then re-read the book'

Series II. Tone contrasts on two-mora vowels.

Most of the drills in this series are based on one or two pairs of minimally different phrases. Drills of this kind are summarized in the book, but in actual use they must be expanded by the instructor. Drill 2 is used as an example of the way in which this may be done:

The first goal is to teach the student to hear the tonal difference that is the topic of the drill.

Instructor:	ìlǔ`mī. ìlū`mī.
Student:	Different.
Instructor:	Different.
	ìlū`mī. ìlū`mī.
Student:	Same.
Instructor:	Same.
	ìlū`mī. ìlǔ`mī.
Student:	Different.
Instructor:	Different.
	ìlǔ`mī. ìlǔ`mī.
Student:	Same.
Instructor:	Same.
	ìlū`mī. ìlū`mī.
Student:	Same.
Instructor:	Same.
	ìlū`mī. ìlū`mī.
Student:	Different. (making an error)
Instructor:	Same.

ilŭ`mī. ilū`mī.

Student: Different.

The drill may be continued in this way until the student has demonstrated that it is easy for him, but no longer than two or three minutes at a time.

If, at the end of three minutes, the student is still having serious difficulty, the following technique may be helpful:

The student's right hand is used as a signal for one of the phrases, and his left hand for the other phrase. He signals in this way which item he wants to hear, and the instructor pronounces it for him. As soon as he thinks he can hear the difference, revert to the SAME-DIFFERENT drill described above.

After the student has learned to detect the presence or absence of the difference between the two items, the next step is to learn to identify which is which:

Instructor: ilŭ`mī.

Student: City.

Instructor: City.

ilū`mī

Student: Awl.

Instructor: Awl.

ilū`mī.

Student: City. (making an error)

Instructor: Awl.

ilŭ`mī.

Student: City.

Instructor: City.

It is possible to use the names of the tones involved, instead of the English words city and awl, if the instructor is already accustomed to the labelling of tones in his language.

After the student has learned to identify the two contrasting phrases, the next step is mimicry:

Instructor: ìlū`mī.
 Student: ìlū`mī.
 Instructor: Right.
 ìlŭ`mī.
 Student: ìlū`mī (making an error)
 Instructor: No.
 ìlŭ`mī.
 Student: ìlŭ`mī.
 Instructor: Right.

The drill may be continued until the student has demonstrated that it is easy for him, but not for longer than two or three minutes at a time. If, at the end of three minutes, the student is still having serious difficulty, it may be well to revert to the identification drill, or to change to some entirely different activity before coming back to mimicry.

After the student has learned to mimic accurately the pronunciation of the two phrases, the next step is production of the contrasting items without having heard them immediately beforehand. This may be done through having him read them aloud, or through use of any other kind of stimulus that does not require the instructor to say aloud the same phrase that the student is supposed to produce.

It should be noted that the series of activities outlined above emphasizes hearing before speaking, and speaking (mimicry) before reading. It should be noted also that the instructor and student have no need to talk with one another in English-or in Yoruba-while the drills are in progress. Finally, it should be

noted that the total amount of time required for this series of activities will vary greatly according to the difficulty of the tonal contrast which it is designed to teach. With an extremely easy contrast, the entire process may be completed in two minutes; with some of the more subtle differences, repeated practice for short periods spread over several days may prove to be necessary.

1. Low-RISE LOW-Mid vs. Low-LOW LOW-Mid.

(Gross distinction between two-mora vowels.)

Responses: (1) SAME/DIFFERENT.
 (2) RISE-LOW/LOW-LOW.

ilǔ`mī	'my city'	ilù`mī	'my drum'
ilǔ`rē	'your city'	ilù`rē	'your drum'

As Ward points out (par. 85), the rise before a second mora with mid or low tone is almost inaudible, and sometimes completely so. Even when it is not pronounced with phonetic rise, however, the first part of the two-mora vowel of ilǔ`mī is still different from simple high tone in that it is a bit lower in pitch (cf. Ward par.89). On purely phonetic grounds, it might be identified with either H or R, since there is no contrast; it is here assigned to R. on morphophonemic grounds.

2. Low-HIGH LOW-Mid vs. Low-MID LOW-Mid.

(Finer distinction between two-mora vowels.)

Responses: (1) SAME/DIFFERENT.
 (2) RISE-LOW/MID-LOW.

ilǔ`mī	'my city'	ilū`mī	'my awl'
ilǔ`rē	'your city'	ilū`rē	'your awl'

3. Combination of Drills 1 and 2.

Responses: RISE-LOW/MID-LOW/LOW-LOW

ìlǔ̀`mī	'my city'	RL
ìlù̀`mī	'my drum'	LL
ìlū̀`mī	'my awl'	ML
ìlǔ̀`mī	'my city'	RL
ìlū̀`mī	'my awl'	ML
ìlū̀`rē	'your awl'	ML
ìlù̀`rē	'your drum'	LL
ìlǔ̀`rē	'your city'	RL
ìlū̀`rē	'your awl'	ML
ìlǔ̀`rē	'your city'	RL

4. Extension of Drill 3 to segmentally diverse utterances.

Responses: RISE-LOW/MID-LOW/LOW-LOW

òbǐ̀`mī	'my parents'	RL
kèkẹ̀`mī	'my bicycle'	RL
òbọ̀`mī	'my monkey'	ML
ẹ̀bùǹ`mī	'my gift'	LL
àwṑ`mī	'my plate'	ML
àwṑ`rē	'your plate'	ML
ẹ̀wù̀`rē	'your garment'	LL
àgā̀`rē	'your chair'	ML

èpà`rē 'your ground nuts' LL
 èmī`rē 'your life' RL

5. Mid-HIGH LOW-Mid vs. Mid-MID LOW-Mid

Responses: (1) SAME/DIFFERENT
 (2) HIGH-LOW/MID-LOW

ōkō`mī 'my hoe' ōkō`mī 'my husband'
 ōkō`rē 'your hoe' ōkō`rē 'your husband'

6. Mid-MID LOW-Mid vs. Mid-LOW LOW-Mid

Responses: (1) SAME/DIFFERENT
 (2) MID-LOW/LOW-LOW

ōkō`mī 'my husband' ōkō`mī 'my car'
 ōkō`rē 'your husband' ōkō`rē 'your car'

7. Extension of Drills 5 and 6 to segmentally diverse utterances.

Responses: HIGH-LOW/MID-LOW/LOW-LOW

ōkō`mī 'my hoe' HL
 ōkō`rē 'your husband' ML
 ōkō`mī 'my conveyance' LL
 ōbè`mī 'my soup' LL
 ilé`mī 'my house' HL
 ōmō`mī 'my child' ML

īyán`rē	'your pounded yam'	HL
āsō`mī	'my cloth'	ML
īnú`mī	'my stomach'	HL
ōbì`mī	'my kola nuts'	LL

8. Combination of all preceding drills.

Responses: HIGH-LOW/MID-LOW/LOW-LOW/RISE LOW

ōwó`rē	'your money'	HL
àgā`mī	'my chair'	ML
āpá`mī	'my arm'	HL
āgbè`rē	'your gourd'	LL
àgbōn`mī	'my coconut'	ML
ājá`mī	'my dog'	HL
àdǎ`rē	'your cutlass'	RL
āgbōn`mī	'my basket'	LL
ārā`mī	'my body'	ML
àgbò`rē	'your ran'	LL

9. High-HIGH LOW-Mid vs. High-MID LOW-Mid

Responses: (1) SAME/DIFFERENT

(2) HIGH-LOW/MID-LOW

fókó`mī	'for my hoe'	fókō`mī	'for my husband'
fókó`rē	'for your hoe'	fókō`rē	'for your husband'

10. High-FALL LOW-Mid vs. High-MID LOW-Mid

- Responses: (1) SAME/DIFFERENT
(2) FALL-LOW/MID-LOW

lɛ́yĩn`mī 'palm nuts' lɛ́yĩn`mī 'eggs'

11. High-HIGH LOW-Mid vs. High-FALL LOW-Mid

- Responses: (1) SAME/DIFFERENT
(2) HIGH-LOW/FALL-LOW

fókò`mī 'for my hoe' fókò`mī 'for my car'
fókò`rē 'for your hoe' fókò`rē 'for your car'

12. Combination of Drills 9, 10 and 11.

- Responses: HIGH-LOW/MID-LOW/FALL-LOW

fókò`mī	'for my husband'	ML
fókò`mī	'my car'	FL
fókò`mī	'my car'	FL
fókò`mī	'my hoe'	HL
fókò`mī	'my husband'	ML
fókò`rē	'your hoe'	HL
fókò`rē	'your car'	FL
fókò`rē	'your husband'	ML
fókò`rē	'your car'	FL
fókò`rē	'your hoe'	HL

13. Extension of Drill 12 to segmentally diverse utterances.

níṣū`mī	'my yam'	ML
léyīn`mī	'my eggs'	ML
léyīn`mī	'my palm nuts'	FL
lóbẹ̀`mī	'my soup'	FL
lórí`mī	'my head'	HL
lókún`rẹ̀	'your rope'	FL
lókò`rẹ̀	'your farm'	ML
lójú`rẹ̀	'your eye'	HL
lásọ̀`rẹ̀	'your cloth'	ML
níṣẹ̀`rẹ̀	'your work'	HL

14. Mid-HIGH MID-Mid vs. Mid-MID MID-Mid

- Responses: (1) SAME/DIFFERENT
(2) HIGH-MID/MID-MID

òkọ̀`wā 'our hoe' òkọ̀`wā 'our husbands'

15. Mid-MID MID-Mid vs. Mid-LOW MID-Mid

- Responses: (1) SAME/DIFFERENT
(2) MID-MID/LOW-MID

òkọ̀`wā 'our husbands' òkọ̀`wā 'our cars'

16. Combination of Drills 14 and 15.

- Responses: HIGH-MID/MID MID/LOW-MID

òkọ̀`wā 'our hoes' HM

òkò̄wā	'our husbands'	MM
òkò̀wā	'our cars'	LM
òkò̄wā	'our husbands'	MM
òkò̀wā	'our cars'	LM
ēyìn̄wā	'our palm nuts'	LM
ārā́wā	'our relatives'	HM
ēyīn̄wā	'our eggs'	MM
òkùn̄wā	'our rope'	LM
ārā̄wā	'our bodies, ourselves'	MM

17. Mid-HIGH MID-Low vs. Mid-MID MID-Low

- Responses: (1) SAME/DIFFERENT
(2) HIGH-MID/MID-MID

òkò́rè	'his hoe'	òkò̄rè	'her husband'
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18. Mid-MID MID-Low vs. Mid-LOW MID-Low

- Responses: (1) SAME/DIFFERENT
(2) MID-MID/LOW-MID

òkò̄rè	'her husband'	òkò̀rè	'his car'
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19. Extension of Drills 17 and 18 to segmentally diverse utterances.

- Responses: HIGH-MID/MID-MID/LOW-MID

òkò̄rè	'her husband'	MM
òkò̀rè	'his car'	LM

òkọ̀rẹ̀	'his hoe'	HM
ẹ̀tí̀rẹ̀	'his ear'	HM
ẹ̀mú̀rẹ̀	'his palm wine'	MM
ẹ̀rù̀rẹ̀	'his load'	LM
ẹ̀gbé̀rẹ̀	'his companion'	HM
ẹ̀sẹ̀rẹ̀	'his leg'	LM
òkùǹrẹ̀	'his rope'	LM
àrà̀rẹ̀	'his body'	MM

20. Mid-MID LOW-Mid vs. Mid-MID MID-Low
 Responses: (1) SAME/DIFFERENT
 (2) MID-LOW/MID-MID

òkọ̀rẹ̀	'your husband'	òkọ̀rẹ̀	'her husband'
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21. Mid-HIGH LOW-Mid vs. Mid-HIGH MID-Low
 Responses: (1) SAME/DIFFERENT
 (2) HIGH-LOW/HIGH-MID

òkọ̀rẹ̀	'your hoe'	òkọ̀rẹ̀	'his hoe'
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22. Extension of Drills 20 and 21.

Responses: HIGH-LOW/HIGH-MID/MID-LOW/MID-MID

òdó̀rẹ̀	'your mortar'	HL
òyìǹrẹ̀	'your honey'	ML
òrí̀rẹ̀	'his head'	HM
òmọ̀rẹ̀	'your child'	ML
òsẹ̀rẹ̀	'his soap'	MM

ōmō ^ˈ rē	'his child'	MM
ōyīn ^ˈ rē	'your honey'	ML
ōdó ^ˈ rē	'his mortar'	HM
ōṣē ^ˈ rē	'your soap'	ML
ōrí ^ˈ rē	'your head'	HL

23. Low-RISE MID-Low vs. Low-MID MID-Low

- Responses: (1) SAME/DIFFERENT
(2) RISE-MID/MID-MID

ìlǔ ^ˈ rē	'his city'	ìlū ^ˈ rē	'his awl'
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24. High-SECOND MID-Mid vs. High-SECOND SECOND-Mid

- Responses: (1) SAME/DIFFERENT
(2) SECOND-MID/SECOND-SECOND

lòbè ^ˈ wā	'our knife'	lòbè ^ˈ wā	'our soup'
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N.B. The tonal pattern which is here marked as H-22-M is exceptional in that it contains an instance of second tone on a second mora in contrast with mid tone. The tonal pattern which one would expect in the contracted form of ní òbè^ˈwā is of course H-FM-M, and -FM-M does in fact occur in some circumstances, but apparently not with phrases of the kind used in this drill.

25. High-MID MID-Low vs. High-SECOND SECOND-Low

- Responses: (1) SAME/DIFFERENT
(2) MID-MID/SECOND-SECOND

fókò ^ˈ rē	'for her husband'	fókò ^ˈ rē	'for his car'
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26. High-HIGH MID-Low vs. High-MID MID-Low

- Responses: (1) SAME/DIFFERENT
 (2) HIGH-MID/MID-MID

fókó'rẹ̀ 'for his hoe' fókò'rẹ̀ 'for her husband

27. High-SECOND LOW-Mid vs. High-MID LOW-Mid

INSTRUCTIONS: In this drill and in all other drills in this format, the instructor should read aloud all three expressions in List A, followed by the first expression in List C. Then, he should read aloud all three expressions in List B, followed by the first item in List C. The student is to decide whether the expression from List C belongs tonally with List A, or with List B. The same procedure is repeated for each expression in List C, or until the student has demonstrated that the exercise is easy for him. Then, the class should proceed to drills in identification, mimicry, and independent production by the student, as outlined on pp. 50-52.

In this exercise and in other exercises which consist of expressions that begin with ní, the word ní is not translated into English.

The format of this exercise is made necessary by the absence of suitable minimal pairs of phrases in Yoruba.

List A

lágá'mī 'my chair'
 lágbon'mī 'my coconut'
 lẹ̀kọ́'mī 'my ẹ̀kọ́'

List B

lémū'mī 'wine'
 lẹ̀rān'mī 'meat'
 lẹ̀yīn'mī 'eggs'

List C

lawo'mī 'plate'
 lagbo'mī 'herb brew'
 laṣọ'mī 'cloth'
 lata'mī 'pepper'

lɔbɛ̌ˈmɪ	'knife'
lɛ̌jaˈmɪ	'fish'
leteˈmɪ	'plan, conspiracy'

28. High-SECOND MID-Low vs. High-MID MID-Low

<u>List A</u>		<u>List B</u>	
lágáˈrɛ̀	'his chair'	lémūˈrɛ̀	'his wine'
lágbɔ̀nˈrɛ̀	'his coconut'	lérānˈrɛ̀	'his meat'
lékòˈrɛ̀	'his ɛ̀kò'	lɛ̀yīnˈrɛ̀	'his eggs'

List C

lésɔˈrɛ̀	'his fruit'
lɔ̌sɛ̌ˈrɛ̀	'his soap'
lókoˈrɛ̀	'his farm'
níwoˈrɛ̀	'his horn'
lōmɔ̌ˈrɛ̀	'his child'
níjɛ̌ˈrɛ̀	'his bait'

29. High-SECOND LOW-Mid vs. High-FALL LOW-Mid

- Responses: (1) SAME/DIFFERENT
 (2) SECOND-LOW/FALL-LOW

lɔ̌bɛ̌ˈmī	'my knife'	lɔ̌bɛ̌ˈmī	'my soup'
lɔ̌bɛ̌ˈrɛ̌	'your knife'	lɔ̌bɛ̌ˈrɛ̌	'your soup'

Series III Tones in longer phrases.

The purpose of this series of tone drills is to provide practice in the hearing and comparison of longer tonal sequences. Like the drills in Series I and II, they should first be done orally, with the book closed. The expected response is always SAME or DIFFERENT.

The phrases used in this series consist of four or six syllables. In the first four-syllable exercise and the first six-syllable exercise, the pairs of phrases that differ in tone are rather obviously different. In the remaining exercises, differences are usually confined to one or two syllables.

1.

pārisẹ̀rẹ̀	'finish your work'	ā lẹ̀ sọ́já	'we went to the market'	D
ó dínwó jú	'it is too cheap'	ó wá sọ́já	'he came to the market'	S
om̄m̄ mēwǎ	'ten children'	ōbìnṛīn nǎà	'the woman'	D
kọ̀kọ̀rọ̀ nī	'it is a key'	àpọ̀tí kán	'one box'	D
ōbì mētá	'three kola nuts'	ó lẹ̀ sọ́já	'he went to the market'	D
ēyīn méjì	'two eggs'	om̄m̄ mēfá	'six children'	S
àtī òdò	'and a river'	āládǔgbô	'neighbor'	D
odún mēṛin	'four years'	mō nílé kán	'I have one house'	S
n̄ kò bínú	'I'm not angry'	ā kò lówó	'we don't have money'	S
àbíkú nī	'he is an <u>abíkú</u> '	ogèdè nī	'it is a banana'	D

2. SAME/DIFFERENT with special attention to the first two syllables.

ó yē bēè	'it must be thus'	ó mū tíì	'he drank tea'	S
ó yē bēè		ó fě tíì	'he wants tea'	D
ó sē bēè	'he did so'	ó fě bēè	'he wants it thus'	D
ó sō bēè	'he said so'	ōmō náà	'the child'	D
ā mū tíì	'we drank tea'	ōmō náà		S
kò mū tíì	'he didn't drink tea'	kò sē bēè	'he didn't do so'	S
kò sē bēè		kò fě tíì	'he doesn't want tea'	D
kò fě tíì		ìwě náà	'the book'	S
ōmō náà		èwù náà	'the garment'	D
ó fě bēè		mō mū tíì	'I drank tea'	D

3.

ārá èkǒ	'a resident of Lagos'	ōmō èkǒ	'a native of Lagos'	D
kò tā ìwě	'he didn't sell a book'	ārá èkǒ		D
Ọlá kô jǒ	'Ọlá didn't dance'	Òjǒ kô jǒ	'Ojo didn't dance'	D
Ògbòmòşşǒ	(name of a city)	Òjǒ kô jǒ		S
kò fě kẹkẹ	'he doesn't want a bicycle'	kò rā kẹkẹ	'he didn't buy a bicycle'	D
şùgbọ̀n kô wǎ	'but he didn't come'	Ògbòmòşşǒ		S
rā ērān yǐ	'buy this meat'	ā kò kàwě	'we didn't read'	D
mō gbā ìwě	'I got a book'	ā tā kẹkẹ	'we sold a bicycle'	S

má sòtàn mǒ	'don't tell any more stories'	má sònú mǒ	'don't get lost again'	D
rā ērān yǐ		pā ējā yǐ	'kill this fish'	S

4. Special attention to the last two syllables.

fún mī níwě	'give me a book'	ó lẹ́ lánǎ	'he went yesterday'	S
ó lẹ́ lánǎ		ó lẹ́ sọ́jǎ	'he went to market'	D
n̄ kò rí	'I didn't see	n̄ kò lẹ́	'I didn't go'	D
bàtá pūpā	'brown shoes'	ẹ̀hìn ọ̀dī	'abroad'	S
ó mọ́ kọ̀wě	'he knows how to write'	ó fẹ́ kẹ́kẹ́	'she wants a bicycle'	D
ākọ̀wě nī	'he is a clerk'	ā kàwě yǐ	'we read this book'	D
àtī sílẹ́	'and a shilling'	àwō mẹ́fá	'six plates'	S
kò lẹ́ lánǎ	'he didn't go yesterday'	àwō mẹ́wǎ	'ten plates'	S
ó lọ́pàkàn	'he has one stick'	wọ̀n níwě wó	'which book do they have?'	S
ínú`mí`dùn	'I'm glad'	owó`rẹ̀l`pọ̀	'his money is plentiful'	D

5.

ẹ̀sẹ́ mẹ́rìn	'four feet'	ọ̀mọ́ mẹ́tá	'three children'	D
ọ̀mọ́ mẹ́sǎn	'nine children'	ẹ́jǎ mẹ́jì	'two fish'	D
má tágbọ̀n yǐ	'don't sell this coconuts'	ā rāgbọ̀n yǐ	'we bought this coconut'	D
ọ̀mọ́`wá	'our child'	āşọ̀`wọ̀n	'their clothes'	S

l̄́ mātā wá	'bring the pepper'	ó fẹ́ ǒwó	'he wants money'	D
kíí jádè	'he does not go out'	̀ádọ́tá	'fifty'	S
ó lẹ́yín kán	'he has one egg'	ǒlọ́pǎ kán	'a policeman'	D
kò yà sọ́ tǔn	'he did not turn to the right'	kò l̄́ lánǎ	'he did not go yesterday'	D
ǒ gún ìyán	'you pounded the yam'	ó fẹ́ ǒwó		D
ó s̄́s̄́s̄́ dẹ	'he just arrived'	wọ́n s̄́ kàwě	'they read a book also'	S

6.

1. sí Àgbádàrìgí	ālabǎṣ̄ṣ̄ nī	D
2. bàbǎ fún yín níwě	Ọjọ́ kí yín lánǎ	S
3. ǒmọ́ èkọ́ nī mí	ǒnìṣ̄wò nī wá	D
4. ā kò l̄́ ṣ̄agámú	wọ́n kò dǎrā púpô	D
5. ṣ̄ó wá' kí ègbọ́n`mī	wọ́n fẹ́' kí iyá`rẹ́	S
6. ẹ́rān yílmà pọ́jù	n̄kò fẹ́ ọ́gèdẹ́	D
7. mō n̄ l̄́ àpǎpá	ǒrúkọ́ àbíkú	S
8. ā ó tǔn l̄́ lólá	mẹ́rîndînlógún nī	D
9. āṣ̄ọ́jú ilǔ wó	mō rẹ́tí iwě kán	S
10. mètâdînlógbọ́n nī	méjîdînlógbọ́n nī	S

1. 'to Badagry'	'he is a co-worker'
2. 'father gave you books'	'Ojo greeted you yesterday'
3. 'I'm a native of Lagos'	'we are traders'
4. 'we didn't go to Shagamu'	'they are not very good'

- | | | |
|-----|---|-------------------------------------|
| 5. | 'did he come to greet
my older brother?' | 'they want to greet your
mother' |
| 6. | 'this is really too much
meat!' | 'I don't want bananas' |
| 7. | 'I am going to Apapa' | 'an <u>abiku</u> name' |
| 8. | 'we will go again
tomorrow' | 'there are 16 of them' |
| 9. | 'a representative of
which country?' | 'I expected one book' |
| 10. | 'there are 27 of them' | 'there are 28 of them' |

7.

- | | | | |
|-----|---------------------|----------------------|---|
| 1. | ēyē melǒ ló fẹ | ā kó wōn lō lánǎ | D |
| 2. | títí ā fī délé | dúdú lāṣọ́ tó mú | S |
| 3. | wōn wá fún wā lówó | dúró dē wǎ lójá | D |
| 4. | ēyīn márùn ló tó | ēyē melǒ ló fẹ | S |
| 5. | dúró dē wǎ lójá | Gbọ́njú mọ́ wǎ púpô | S |
| 6. | ōbā márùn lójá | ā tī kọwě síbẹ | D |
| 7. | wōn fún wā lẹwù wōn | wōn fún wā lómọ́ wōn | D |
| 8. | āṣọ́ melǒ lóní | ēyīn márùn lótó | S |
| 9. | ènià púpọ́ lǒpẹ | ēnī mẹfá lǒ wá | D |
| 10. | ēnī tó wǔ lórí | āṣọ́ márùn mímọ́ | S |

- | | | |
|----|-----------------------------------|--------------------------------|
| 1. | 'how many birds does
he want?' | 'we took them along yesterday' |
| 2. | 'until we arrived home' | 'he selected black cloth' |
| 3. | 'they came to give us
money' | 'wait for us at the market' |

- | | | |
|-----|-------------------------------|-------------------------------|
| 4. | 'five eggs are enough' | |
| 5. | | 'Gbọnu knows us well' |
| 6. | 'five kings fought' | 'we have written (to) there' |
| 7. | 'they gave us their garments' | 'they gave us their children' |
| 8. | 'how many garments has he?' | |
| 9. | 'he called many people' | 'six persons came' |
| 10. | 'he saw anyone he liked' | 'five clean cloths' |

8.

- | | | | |
|-----|--------------------|--------------------|---|
| 1. | ērān s̄ilē m̄fā | bàtā dūdú tó w̄ | D |
| 2. | bàtā dūdú tó w̄ | èwù p̄pán m̄jí | S |
| 3. | kò n̄ f̄é' rā p̄p̄ | tió r̄m̄ t̄m̄ | D |
| 4. | w̄n l̄ s̄í Ēkìtì | ā gbā m̄' d̄gb̄n | D |
| 5. | ā m̄ om̄ t̄t̄ | w̄n rā ēp̄ p̄p̄ | D |
| 6. | w̄n l̄ r̄í Īgb̄tì | w̄n dé s̄í Ēkìtì | D |
| 7. | īnū' m̄l̄ d̄n p̄p̄ | ōt̄í òj̄ k̄r̄ | D |
| 8. | ājā' m̄l̄ r̄n l̄nā | īnū' m̄l̄ d̄n p̄p̄ | S |
| 9. | ōj̄ òr̄' r̄r̄ | ēt̄í il̄l̄l̄ w̄ | D |
| 10. | òr̄' m̄l̄ s̄á s̄j̄ | iw̄' m̄l̄ t̄ m̄fā | S |

- | | | |
|----|---------------------------------|------------------------------------|
| 1. | 'six shillings worth of meat' | 'the black shoes he wore' |
| 2. | | 'two red shirts (coats, garments)' |
| 3. | 'he would not like to buy much' | 'Theo saw the child he knew' |
| 4. | 'they went to Ekiti' | 'we got 25' |

- | | | |
|-----|-------------------------------|--------------------------------------|
| 5. | 'we drank ice water' | 'they bought a lot of palm oil' |
| 6. | | 'they arrived at Ekiti' |
| 7. | 'I am very glad' | 'Ojo's drink (liquor) is bitter' |
| 8. | 'my dog walked on the road' | |
| 9. | 'friend's eyes are ferocious' | 'you are near the house' |
| 10. | | 'my books are about six [in number]' |

9.

- | | | | |
|-----|---------------------|---------------------|---|
| 1. | ā fẹ̀ iwě márùn | kọ́já òpópó yí | S |
| 2. | āláiní fẹ̀ wǎrà | ájá`mílmú méjì | D |
| 3. | ájá`mílmú méjì | etí`mílwú púpọ̀ | S |
| 4. | ā`fẹ̀ mọ̀ mǐ lólá | óládúnní`bímọ̀ | D |
| 5. | ẹ̀şín náàlyán lọsǎn | ẹ̀wà náàlwọn lánǎ | D |
| 6. | órí`mílkún púpọ̀ | etí`mílwú púpọ̀ | S |
| 7. | ọ̀bá náàlní márùn | ẹ̀şín náàlyán lọsǎn | S |
| 8. | wọn fún mí ní ọ̀wó | ó fún mí níiwě | D |
| 9. | ẹ̀yẹ̀`mílnkọ̀rín | ọ̀kọ̀`rẹ̀lpārīwó | D |
| 10. | ọ̀mọ̀`mílnfọ̀sọ̀ | ẹ̀yẹ̀`mílnkọ̀rín | S |

- | | | |
|----|-------------------------------------|-------------------------|
| 1. | 'we want five books' | 'pass over this street' |
| 2. | 'the poor want milk' | 'my dog caught two' |
| 3. | 'my dog caught two' | 'my ear swells much' |
| 4. | 'I would like to be known tomorrow' | 'Ọladunni delivered' |

BASIC COURSE

- | | | |
|-----|--------------------------------------|---|
| 5. | 'the horse neighs this
afternoon' | 'the beans were expensive
yesterday' |
| 6. | 'my head (hair) grows
too much' | |
| 7. | 'the king has five' | 'the horse (walked with a
certain gait) yesterday' |
| 8. | 'they gave me money' | 'he gave me a book' |
| 9. | 'my bird is singing' | 'his car made a noise' |
| 10. | 'my child is washing
clothes' | |

A. BASIC DIALOGUE: 'How are you?'

	A	
ṣé	ṣe	(marks yes-no question)
dārādārā/dáādáā	daradara/dǎdǎ'	good
nī	ni	is
ṣé dáādáā nī	Ṣe dǎdǎ ni?	How are you?
	B	
ā dupé	A dupé.	[Fine] thank you.
	A	
īlé	ile	house
ńkọ	nkọ	how about?
īlé ńkọ	Ile nkọ?	How's everyone at home?
	B	
īlé wá dáādáā	Ile wa dǎdǎ.	They're fine.
	A	
sí		to (direction)
ōjà		market
ànǎ		yesterday
lọ		go

ṣ'ṓ lṓ sṓjâ lăă

Ṣé o lṓ sṓjâ ni àna?

Did you go to the
market yesterday?

B

bèṅṅī

yes ('it is thus

bèṅṅī mṓ lṓ

Bèni| mo lṓ.

Yes, I went.

B. NOTES

1. 1 sg. and 2 sg. subject pronouns, mṓ and ṓ.

Compare the forms: ṓ lṓ 'you went'

 mṓ lṓ 'I went'

In these forms, lṓ is the stem of the verb that means 'go'. The element ṓ stands for a second person singular subject (i.e. 'you'), while mṓ stands for a first person singular subject (i.e. 'I').

2. The word ṣé, introducing yes-no questions.

'Assimilation of the vowel of ṣé.

The element ṣé indicates that what follows is a yes-no question. Notice that when it occurs before a vowel, its vowel may change, becoming identical in quality with the immediately succeeding vowel. It retains its own length and tone, however. This is an example of an extremely common Yoruba phenomenon, called 'assimilation'.

3. The remaining parts of the basic dialogue are to be regarded, for the time being, as useful standard phrases which will not be used as models for new sentences.

C. Exercises

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. First person singular vs. second person singular.

- a. ɔ̄ l̄ɔ̄ m̄ɔ̄ l̄ɔ̄
 m̄ɔ̄ l̄ɔ̄ ɔ̄ l̄ɔ̄
- b. ʃ̄'ɔ̄ l̄ɔ̄ bɛ̄ɛ̄n̄ī m̄ɔ̄ l̄ɔ̄

2. Assimilated vs. non-assimilated pronunciations.

- ʃ̄'ɔ̄ l̄ɔ̄ ʃ̄é ɔ̄ l̄ɔ̄
 ʃ̄é ɔ̄ l̄ɔ̄ ʃ̄'ɔ̄ l̄ɔ̄

D. Supplementary material

1. Places, and some activities associated with them.

- | | | | |
|---------|-------------------------|------|------------------|
| ɔ̄jâ | 'market' | wɛ̄ | 'to bathe, swim' |
| ɔ̄dò | 'river' | s̄in | 'to worship' |
| ʃ̄óóʃ̄ì | 'church' | jó | 'to dance' |
| àìsùn | 'wake, all night party' | ʃ̄ē | 'to do, make' |
| s̄í | 'to' | | |

2. 'Elision' with s̄í 'to.'

ɔ̄jâ	ʃ̄'ɔ̄ l̄ɔ̄	s̄ójâ	bɛ̄ɛ̄n̄ī m̄ɔ̄ l̄ɔ̄	s̄ójâ
ɔ̄dò		s̄ódô		s̄ódô
ʃ̄óóʃ̄ì		s̄í ʃ̄óóʃ̄ì		s̄í ʃ̄óóʃ̄ì
àìsùn		s̄àìsùn		s̄àìsùn

kílō̄ 1ō̄ ʃē	kinī ō 1ō̄ ʃē
mō 1ō̄ jó	mō 1ō̄ jó

Notice the length of the vowel o in the casual kílō̄ 1ō̄ ʃē, corresponding to a short (i.e. one-mora) vowel in the corresponding deliberate form.

Notice also the length, in both casual and deliberate styles, of the vowel ō, when the verb 1ō̄ occurs immediately before another verb stem.

UNIT 2

A. BASIC DIALOGUE: 'Are you in good health?'

A

àlàáfíà		health
ʃalàáfíà nī	ʃé alafia nī?	Are you all right? ('Is it health? ')

B

àlàáfíà nī	Alafia nī.	I'm fine. ('It is health')
------------	------------	------------------------------

A

ilé nkọ̄	Ile nkọ̄?	How is everyone at home?
----------	-----------	--------------------------

B

dáádáá nī	Dǎdǎ nī.	Fine.
-----------	----------	-------

A

ṣ'ẹ̄ l̄ sọ́jâ lǎǎ Sē ẹ̄ l̄ sọ́jà nì àna? Did you (pl.) go to the
market yesterday?

B

bẹ̀nī ā l̄ Bẹ̀nī a l̄. Yes, we went.

B. NOTES

1. First plural and second plural. Subject pronouns, ā and ẹ̄.

Compare these forms:	mō l̄	'I went'
	ō l̄	'you (sg.) went'
	ā l̄	'we went'
	ẹ̄ l̄	'you (pl.) went'

The element ā here stands for a first person plural subject (i.e. 'we'), while ẹ̄ stands for a second person plural subject (i.e. 'you'). The subject element ẹ̄ may also be used as a mark of respect when speaking to only one person.

2. 'Assimilation' with ṣé.

Notice that the vowel of the element ṣé has again been 'assimilated' to the vowel which follows it: ṣé ẹ̄ l̄ = ṣ'ẹ̄ l̄.

3. Tones of nī: mid or second depending on environment.
Alternation of mid and second tones.

dáǎdá nī	'it is good'
àlááfíà nì	'it is health'

The word nī has mid tone in some environments, and second tone in others. A syllable which in other environments has mid tone, has second tone when it stands immediately after a syllable

with low tone. Mid tone does not occur under these circumstances. Mid and second tones do however contrast with one another in some environments. In this book, second tone after low or falling tone is written with a macron (\bar{a}), and treated as though it were mid.

C. Exercises.

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. First person plural vs. second person plural.

a.	$\bar{e} \text{ l}\bar{o}$	$\bar{a} \text{ l}\bar{o}$	b.	$\text{ɛ}'\bar{e} \text{ l}\bar{o}$	$\text{b}\bar{e}\bar{e}\bar{n}\bar{i} \bar{a} \text{ l}\bar{o}$
	$\bar{a} \text{ l}\bar{o}$	$\bar{e} \text{ l}\bar{o}$			

2. First and second persons, singular and plural.

a.	$\bar{e} \text{ l}\bar{o}$	$\bar{a} \text{ l}\bar{o}$	b.	$\text{ɛ}'\bar{o} \text{ l}\bar{o}$	$\text{b}\bar{e}\bar{e}\bar{n}\bar{i} \text{ m}\bar{o} \text{ l}\bar{o}$
	$\bar{a} \text{ l}\bar{o}$	$\bar{e} \text{ l}\bar{o}$		$\text{ɛ}'\bar{e} \text{ l}\bar{o}$	$\text{b}\bar{e}\bar{e}\bar{n}\bar{i} \bar{a} \text{ l}\bar{o}$
	$\text{m}\bar{o} \text{ l}\bar{o}$	$\bar{o} \text{ l}\bar{o}$			
	$\bar{o} \text{ l}\bar{o}$	$\text{m}\bar{o} \text{ l}\bar{o}$			

3. Assimilated vs. non-assimilated pronunciations.

$\text{ɛ}'\bar{o} \text{ l}\bar{o}$	$\text{ɛ}'\bar{o} \text{ l}\bar{o}$
$\text{ɛ}'\bar{e} \text{ l}\bar{o}$	$\text{ɛ}'\bar{e} \text{ l}\bar{o}$
$\text{ɛ}'\bar{o} \text{ l}\bar{o}$	$\text{ɛ}'\bar{o} \text{ l}\bar{o}$
$\text{ɛ}'\bar{e} \text{ l}\bar{o}$	$\text{ɛ}'\bar{e} \text{ l}\bar{o}$

D. Supplementary material

1. Days of the week.

ṙjṙ́ ṙ́jímô / ṙjṙ́ ẹ̀tì	Friday
ṙjṙ́ ṙ́sátíde / sátíde	Saturday
ṙjṙ́ `sīnmī / ọ̀sẹ̀	Sunday
ṙjṙ́ kīnī ọ̀sẹ̀ / mṙ́ndé	Monday
ṙjṙ́ kéjì ọ̀sẹ̀	Tuesday
ṙjṙ́ kẹ̀tā ọ̀sẹ̀	Wednesday
ṙjṙ́ kẹ̀rīn ọ̀sẹ̀ / àlámísí	Thursday

Other words are sometimes used for the days of the week, but these are probably the most widely known.

ṙjṙ́ ṙ́jímô	ṙ́ṙ lṙ́ sójâ lṙ́jṙ́ ṙ́jímô	Did you go to the market on Friday?
rára.	sátíde nī mṙ́ lṙ́	No, Saturday was [when] I went.
sátíde	ṙ́ṙ lṙ́ sójâ nī sátíde	Did you go to the market on Saturday?
rára.	ṙjṙ́ `sīnmī nī mṙ́ lṙ́	No, Sunday was [when] I went.

etc.

Use each of the other days of the week in the first of these two sentences. In the second sentence of each pair, use the name of the following day.

Compare the deliberate and casual equivalents:

ní ṙjṙ́ ṙ́jímô lṙ́jṙ́ ṙ́jímô 'on Friday'

Again, the high tone of the verb (here, ní) is found both in deliberate and in casual style. The vowel quality i, present in the deliberate form, is absent in the casual. Note that this apparent

'loss' of a mora is possible only when the following word begins with a vowel. No elision is possible, for example, with sátìdé, for which deliberate and casual styles both have nísátìdé.

2. 'Elision' with nī.

ṣ'ẹ̀ l̄ s'ójâ l'ój'ó ʔjím'ó	Did you (pl. or respectful) go...?
r'ará. s'átìdé l'ā'·l̄	No, we went on Saturday.

As in the preceding exercise, substitute pairs of consecutive day-names in these two sentences.

Compare the deliberate and casual equivalents:

nī ā l̄	l'ā'·l̄	'was [when] we went'
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The 'elision' which is represented by these plural forms does not take place in the singular because the subject pronoun mō begins with a consonant.

UNIT 3

A. BASIC DIALOGUE: 'Good evening'

	A	
ìr'òl'ẹ̀		evening
ẹ̀kúr'òl'ẹ̀ ǝ	Ẹ̀kúr'òl'ẹ̀ o!	Good evening.
	B	
ǝ	ǝ.	(courteous response to a number of different greetings)
	A	
àár'ò		morning

ṣ̣'ō lō ṣojâ lâárô	Ṣe o lō ṣi ojà n̄l arô?	Did you go to the market [in] the morning?
---------------------	-----------------------------	--

B

ēn̄ mō lō	Ẹn, mo lō.	Yes, I went.
-----------	------------	--------------

A

tà		sell
ṣ̣'ō tà	Ṣe o tà?	Did you sell?

B

bèṅn̄ mō tà	Bẹn̄, mo ta.	Yes, I did.
-------------	--------------	-------------

B. NOTES

1. Tone classes of verbs: low vs. mid.

Compare these forms:	mō lō	'I went'
	mō tà	'I sold'

The verb stem meaning 'sell' is tà. Notice that it has low tone in the position between mō (or any subject element) and the end of the sentence. In this same environment, lō 'go' has mid tone.

We will find that each verb stem has its own 'basic' tone, and that the 'basic' tone of any verb will be the one which is used in the environment between mō 'I' and the end of the sentence. Verb stems have their basic tones in some other environments also, but not in all. Grouping verb stems according to their 'basic' tones makes it easier to keep track of the tones that they have in other environments.

2. Alternation of low and falling tones, in sójà.

The form for 'market' is given above as òjà, but the contraction with sí has the tones sójà. In the latter word, the first syllable has the high tone of sí. The syllable ja has low tone in one instance but falling tone in the other. Quite frequently, but not always, syllables which have low tone in most environments will be found to have falling tone when they stand immediately after a syllable with high or rising tone.

Notice, in fact, that for words of two syllables, falling tone occurs only on the second syllable, in words that have high tone on the first syllable. Low level tone does not occur under those circumstances. Low and falling tones do however contrast with one another in some other environments.

C. Exercises.

Practice the following pairs of expressions so that when you hear the first you can respond immediately with the second.

1. Subject elements with a low verb.

- | | | | | | |
|----|-------|-------|----|--------|------------|
| a. | mō tà | ō tà | b. | ş'ō tà | bèñī mō tà |
| | ō tà | mō tà | | ş'ē tà | bèñī ā tà |
| | ē tà | ā tà | | | |
| | ā tà | ē tà | | | |

2. Assimilated vs. non-assimilated pronunciations.

- | | | | | | |
|----|--------|---------|----|---------|--------|
| a. | ş'ō tà | sé ō tà | b. | şé ō tà | ş'ō tà |
| | ş'ē tà | sé ē tà | | şé ē tà | ş'ē tà |

3. Mid verb vs. low verb.

a.	mō lō	mō tà	b.	mō tà	mō lō
	ō lō	ō tà		ō tà	ō lō
	ē lō	ē tà		ē tà	ē lō
	ā lō	ā tà		ā tà	ā lō

D. Supplementary material: Some greetings, and the words on which they are based.

òsǎn	'afternoon'
ìròlě	'early evening'
àárô	'morning'
ālẹ	'late evening'
ànǎ	'yesterday'
àbò	'return (noun)'

Practice the following sets of related expressions:

<u>isolated word</u>	<u>greeting</u>	<u>greeting plus ò</u>
òsǎn	ēká`'sǎn	ēká`sǎn ò
ìròlě	ēkú`'ròlě	ēkúròlě ò
àárô	ēkáà`'rô	ēkáàrô ò
ālẹ	ēká`'lẹ	ēká`lẹ ò
àbò	ēká`'bò	ēká`bò ò

The first four of the above greetings are for specific times of day. But Yoruba greetings are not limited by the clock; there

is an appropriate one for almost any occasion. The fifth, above, is used to a person when he returns from somewhere.

Here are two more, based on words which we have already met.

ilé	ẹ̀kúṛlé	ẹ̀kúṛlé ǝ
isẹ	ẹ̀kúṛsẹ	ẹ̀kúṛsẹ ǝ

Two expressions for leave-taking are based on the words àbò 'return' and ìgbà 'time':

àbò	ódābò	ódābò ǝ
ìgbà	ódìgbà	ódìgbà ǝ

UNIT 4

A. BASIC DIALOGUE: 'Excuse me. What is this?'

A

àgò ǝṽ	Àgò.	Excuse me.
--------	------	------------

B

yà		turn aside
àgòlyà ǝ	Àgò yà o.	('You are excused.')

A

kínì		what?
èyí		this
kínìyí	Kínì èyí?	What is this?

B

àpòtí		box
-------	--	-----

àpǒtí nī Àpotí nī. It's a box.

A

àpǒtí ˘kínī Àpotí kɪnɪ? What kind of box?

B. NOTES

1. nī in a 'naming construction.'

Notice the utterance: àpǒtí nī 'it is a box'

The construction which consists of a noun followed by nī is a 'naming construction,' corresponding partially to the English 'it is a _____.'

2. Extra mora before ˘kínī.

Compare the phrases: àpǒtí nī 'it is a box'
 àpǒtí ˘kínī 'what kind of box?'

The word which corresponds to English 'what kind of?' when it is used alone or at the beginning of a phrase, is pronounced kínī. This is also the way in which it is customarily written in all positions. It will be helpful, however, if we think of this word as being basically ˘kínī. The symbol ˘ stands for a unit of vowel duration which has mid tone. It is always of the same vowel quality as the preceding vowel.

3. Tone classes of nouns.

The exercises introduce nine new nouns. Notice that nouns which are alike in tone when pronounced alone are also alike in tone when used in other contexts.

4. 'Smoothing' of the rising tone before mid tone when there is no intervening consonant.

Notice the tones of the syllable we in:

ìwě ìwě nī ìwé 'kínī

Concerning the tone of the second syllable of ìwe before ', see p. 53.

5. The meaning of àgò.

The word àgò is used when asking others to make way for one, or instead of knocking at the door of a house. Abraham (p.30) explains yà in àgò\yà ò as meaning that 'the necessity for saying àgò has been removed'.

The tone of the second syllable of ago need not concern us here. Neither of the tone changes exemplified in this dialogue is arbitrary, however; each is paralleled by countless other forms in Yoruba.

C. Exercises.

Practice the following pairs of expressions so that when you hear either member of a pair you can respond immediately with the other member. Practice each of the three groups separately at first. Then combine them.

1. Noun plus nī.

a. 'Low-rise nouns'

ìwě	'book'	ìwě nī	'it is a book'
òpǎ	'walking stick'	òpǎ nī	etc.
kẹ̀kẹ̀	'bicycle'	kẹ̀kẹ̀ nī	

b. 'Low-low nouns'

ẹ̀wù	'shirt'	ẹ̀wù nī
bàtà	'shoe'	bàtà nī
òkò	'spear'	òkò nī

c. 'Low-mid nouns'

òbẹ́	'knife'	òbẹ́ nī
ìbọ̀n	'gun'	ìbọ̀n nī
òbọ́	'monkey'	òbọ́ nī

2. Nouns with ˘kínī. Remember to practice each group separately at first.

a. 'Low-rise nouns'

ìwě	ìwě ˘kínī
ọ̀pá	ọ̀pá ˘kínī
kẹ̀kẹ̀	kẹ̀kẹ̀ ˘kínī

b. 'Low-mid nouns'

òbẹ́	òbẹ́ ˘kínī
ìbọ̀n	ìbọ̀n ˘kínī
òbọ́	òbọ́ ˘kínī

c. 'Low-low nouns'

ẹ̀wù	ẹ̀wù ˘kínī
bàtà	bàtà ˘kínī
ọ̀kọ́	ọ̀kọ́ ˘kínī

3. Nouns with nī vs. nouns with ˘kínī.

a.	ìwě nī	ìwě ˘kínī
	ọ̀pá nī	ọ̀pá ˘kínī
	kẹ̀kẹ̀ nī	kẹ̀kẹ̀ ˘kínī

b.	òbẹ́ nī	òbẹ́ ˘kínī
	ìbọ̀n nī	ìbọ̀n ˘kínī
c.	ẹ̀wù nī	ẹ̀wù ˘kínī
	bàtà nī	bàtà ˘kínī
	òkọ́ nī	òkọ́ ˘kínī

D. Supplementary material.

1. Miscellaneous useful nouns.

āṣọ́	'cloth'	
ìṣírò	'counting, arithmetic'	
yōrùbǎ	'Yoruba'	
àwòtélé	'article of clothing worn under another'	
ilé`wě	'school'	
āgbádá	'man's outer garment'	
īṣé	'work'	
àpǒtí	àpǒtí nī	
	àpǒtí ˘kínī	
	àpǒtí āṣọ́ nī	'it's a clothes box'
	àpǒtí iwě nī	'it's a book box'
iwě	iwě nī	
	iwě ˘kínī	
	iwě ìṣírò nī	'it's an arithmetic book'
	iwě ˘yōrùbǎ nī	'it's a Yoruba book'

ẹ̀wù	ẹ̀wù nī	
	ẹ̀wù ˈkínī	
	ẹ̀wù àwòtẹ̀lẹ̀ nī	'its an undergarment' (not necessarily underwear)
	ẹ̀wù āgbádá nī	'it's an <u>āgbádá</u> '
	ẹ̀wù ɪ̀sẹ̀ nī	'it's a garment for work'
bàtà	bàtà nī	
	bàtà ˈkínī	
	bàtà ˈsẹ̀ nī	'they are work shoes'

Practice these 3-line conversations until you can go through each after hearing its cue word.

The final sentence in each of these sets contains a construction which consists of one noun (e.g. àpòtí) followed by another (e.g. āṣò). Notice that in this construction elision does not take place (i.e. no mora is lost as we go from full form to casual form). Assimilation of vowel quality may or may not take place. It is more likely to take place when the particular combination of nouns happens to be a frequent one.

UNIT 5

A. BASIC DIALOGUE: 'How are you doing?... Did you sell the knife?....'

A

ẹ̀wò		what? which?
ṣẹ̀		do, make
ẹ̀wò lẹ̀ ˈṣẹ̀	Èwò nì ẹ̀ sẹ̀?	How are you doing?

B

tī

own (a possessive
word)

ōlúwā

lord

ā ṣē tōlúwā

A ṣe tī oluwa.

We do God's [will].

A

sí

there is (used
only negatively)

ìyōnū

trouble

ṣé kô sīyōnū

Ṣe ko sī iyonu.

I hope there is no
trouble.

B

rará

rará

not at all

kò sīyōnū rará

Kò sīyōnū rara.

There is no trouble
at all.

A

ọ̀bẹ̀

knife

nàà

the, that

ṣé ẗ tọ̀bẹ̀ nàà

Ṣe ẹ̀ tà ọ̀bẹ̀ na?

Did you sell that
knife?

B

ẹ̀n ẗ

Ẹ̀n.

Yes.

B. NOTES

1. Literal meaning of ā ṣē tōlúwā.The reply āṣētōlúwā means literally 'we do God's [will].'

C. Exercises.

Practice the pairs of expressions in the first two columns so that when you hear either member of a pair you can respond immediately with the other member.

1. Noun vs. elided phrase

'did you sell that piece of clothing?'

a.	èwù	ş'ētèwùnǎà	şé ētā èwù náà
	òkò	ş'ētòkònǎà	şé ētā òkò náà
	èpà	ş'ētèpànǎà	şé ētā èpà náà
b.	òbē	ş'ētòbēnǎà	şé ētā òbē náà
	ìbōn	ş'ētàbōnnǎà	şé ētā ìbōn náà
	àtē	ş'ētàtēnǎà	şé ētā àtē náà
c.	òwǔ	ş'ētòwǔnǎà	şé ētā òwǔ náà
	òkě	ş'ētòkěnǎà	şé ētā òkě náà
	òpǎ	ş'ētòpǎnǎà	şé ētā òpǎ náà

2. Elided vs. non-elided styles (columns 2 and 3, above)

- Listen to items from columns 2 and 3. Identify each as 'deliberate' or 'casual.'
- Give casual equivalents for deliberate forms of these phrases, and deliberate equivalents for casual forms.

D. Supplementary material: Some modifiers of nouns.

1.	èwō	'which?'	
	èyǐ	'this, these'	
	dúdú	'black'	
	pūpā	'brown, red'	
	fūnfūn	'white'	
	sálúbǎtà	'sandals'	
	bàtà	mō fẹ́ ' rā bàtà	'I want to buy some shoes'
		bàtà wō	'which shoes?'
		bàtà dǔdú yǐ	'these black shoes'
		bàtà pūpā yǐ	'these brown shoes'
		bàtà fūnfūn yǐ	'these white shoes'
		sálúbǎtà yǐ	'these sandals'
	ẹ̀wù	mō fẹ́ ' rẹ̀wù	mō fẹ́ ' rā ẹ̀wù
		ẹ̀wù wō	
		ẹ̀wù fūnfūn yǐ	
		ẹ̀wù pūpā yǐ	
		ẹ̀wù dǔdú yǐ	
2.	bàtà	mō fẹ́ bǎtà pūpā	mō fẹ́ bǎtà pūpā
	fílà	mō fẹ́ fílà pūpā	mō fẹ́ fílà pūpā
	ẹ̀wù	mō fẹ́ wù pūpā	mō fẹ́ ẹ̀wù pūpā

3.	bàtá	ş'ò fé bătá pūpā	rárá.	mō fé bătá dǔdú
	filà	ş'ò fé filà pūpā	rárá.	mō fé filà dǔdú
	èwù	ş'ò féwù pūpā	rárá.	mō fé èwù dǔdú

UNIT 6

A. BASIC DIALOGUE: 'I want to buy a book'

A

fé

want

rà

buy

iwě

book

mō fé' rāwě

Mo fé ra iwe.

I want to buy a book.

B

èlǒ

how much?

èlǒ nī

Èlo nī?

How much is it?

A

şilê

shilling

òkān

one

şilê kān

Şilê kan.

One shilling.

B

mō rà kān lánă

Mo ra kan nī ana.

I bought one yesterday.

A

èlǒ lō' rā'

Èlo nī o raa?

How much did you pay
[for] it?

B

sísî

sixpence

sísî

Sísí.

Sixpence.

B. NOTES.

1. Elision involving 1.

Compare the forms:

mō fẹ́' rọ̀bẹ́ 'I want to buy a knife'

mō fẹ́' rā ọ̀bẹ́ 'I want to buy a knife'

Again, as in Unit 5, we find assimilation between the final vowel of the verb and the first vowel of its noun object. In this example, it is the vowel of the verb stem rà which is lost. What remains is identical with the initial vowel of the noun object in quality and in tone.

Now compare these additional forms:

mō fẹ́' rāwě 'I want to buy a book'

mō fẹ́' rā iwě 'I want to buy a book'

Here again, complete loss of a unit of vowel length takes place as we go from deliberate to casual style, but the quality of the vowel that remains is that of the verb stem, not of the first syllable of the noun object. This happens when the first syllable of the noun object is 1- .

2. Low verb before an object in deliberate style has mid tone.

Compare the phrases:

mō rā iwě 'I bought a book'

mō rāwě 'I bought a book'

When a low verb (e.g. rà) is used before a noun object in the deliberate style (i.e. with no contraction), it has mid tone.

3. Notice the phrase:

èlǒ lǒ̀rà' 'How much did you pay for it?'

The internal structure of this phrase will not be the subject of drills at this stage.

C. Exercises.

1. Tones of a low verb in contracted vs. uncontracted phrases.

ìwě	'book'	mō ràwě	mō rā ìwě
ìlù	'drum'	mō ràlù	mō rā ìlù
ìdè	'fetter'	mō ràdè	mō rā ìdè
ìbōn	'gun'	mō ràbōn	mō rā ìbōn

Practice the above material, two columns at a time, so that when you hear either member of a pair of synonymous utterances, you can respond immediately with the other:

Columns 1 and 2

Columns 2 and 3

Columns 3 and 2

2. Now do the same with these three columns.

a.	òpǎ	'walking stick'	ā ròpǎ	ā rā òpǎ
	òkě	'large bag'	ā ròkě	ā rā òkě
	ìwě	'book'	ā ràwě	ā rā ìwě
b.	òbē	'knife'	ā ròbē	ā rā òbē
	òbō	'monkey'	ā ròbō	ā rā òbō
	ìbōn	'gun'	ā ràbōn	ā rā ìbōn

c.	ẹ̀wù	'shirt'	ā rẹ̀wù	ā rā ẹ̀wù
	ọ̀kọ̀	'spear'	ā rọ̀kọ̀	ā rā ọ̀kọ̀
	ilù	'drum'	ā rálù	ā rā ilù

D. Supplementary material: Some additional modifiers of nouns.

1. írú 'kind, sort'
- | | | |
|--------|---|--------------|
| gígún | } | 'long, tall' |
| gúngún | | |
| kúkúró | } | 'short' |
| kíkúró | | |
- dídará 'good'
- òmò 'child'
- òbìnrín 'woman'
- òkùnrín 'man'
- írín 'steel, iron'
-
- | | | |
|---------------|-----------------|-------------------------|
| mō fẹ́ rọ̀bẹ́ | mō fẹ́ rā ọ̀bẹ́ | 'I want to buy a knife' |
| ọ̀bẹ́ ńrú wó | ọ̀bẹ́ írú èwó | 'what kind of knife?' |
| ọ̀bẹ́ gígún | | 'a long knife' |
| ọ̀bẹ́ kúkúró | | 'a short knife' |
| ọ̀bẹ́ dídará | | 'a good knife' |
| ọ̀bẹ́ írín | | 'a steel knife' |
-
2. òmòwò ló ń rí 'which child did you see?'
- òmò bìnín 'a girl'
- òmò kùnrín 'a boy'

ṡmṡ dídárā	'a good child'
ṡmṡ kúkúrú	'a short child'
ṡmṡ gígûn	'a tall child'

UNIT 7

A. BASIC DIALOGUE: 'He got a pair of shoes'

A

gbà

get, receive,
accept

ó gbā bàtà kān

Ó gba bàtà kan.

He got a pair of shoes.

B

tānī

who?

tānī

Tanī?

Who?

A

òjǒ

Ojo (proper name)

òjǒ

Òjo.

Ojo.

B

mō gbà kān

Mo gba ṡkan.

I got one, (i.e. a
pair)

A

ṡ'ō gbā bàtà `rē

ṡe o gba bàtà rē?

Did you get your shoes?

B

mō gbā bàtà lâárô

Mo gba bàtà ni ārô.

I got shoes this
morning.

B. NOTES.

1. Third singular subject pronoun, ó

Compare these sentences:

ó gbā bàtà kǎn 'he got a pair of shoes'

ō gbā bàtà kǎn 'you got a pair of shoes'

The element which stands for third person singular subject is ó. Notice that this differs only in its tone from the element which stands for second person singular subject. It corresponds to English 'he, she, it'.

2. Low verbs have mid tone before objects that begin with consonants.

Notice the tone of the verb stem in the above sentences. Verbs with low 'basic' tone have mid tone before noun objects that begin with a consonant.

3. sé assimilated to second singular, but elided with third singular.

Compare the following phrases:

şó rā bàtà 'did he buy shoes'

ş'ō rā bàtà 'did you buy shoes?'

In casual style, the question particle sé is assimilated in vowel quality to the second person singular subject element ō, but its length and tone remain. With the third person singular element ó, however, the same sé undergoes elision, and its quality, length and tone are all lost.

4. The 'X' tone: High Low Low becomes High High Low.

Compare the tones of these two phrases:

- | | | |
|----|---|--------------------|
| a. | ótâ (̄ \) | 'he sold' |
| b. | ó t̄ā filà (̄ - -) | 'he sold a hat' |
| c. | ó t̄ā ẹ̀wù (̄ - -) | 'he sold a shirt' |
| d. | ó tẹ̀wù (̄̄ _) or (̄ _ _) or
(̄ \ _) | 'he sold a shirt' |
| e. | ō tẹ̀wù (- -) | 'you sold a shirt' |

In Line (d), we might expect the tonal sequences '̄̄ (̄ _ _) or '̄̄ (̄ \ _). Instead, for some speakers we have '̄̄ (̄̄ _). In general, we will find that where the 'basic' tones are '̄̄...', the actual tones used are '̄̄'. The special tonal symbol * will be used to represent this range of interdialectal variation.

0. Exercises.

1. Elision of sé and ó.

bàtà	'shoe'	şó rā bàtà	şé ó rā bàtà
filà	'hat'	şó rā filà	şé ó rā filà
şòkòtò	'trousers'	şó rā şòkòtò	şé ó rā şòkòtò

2. rà	'buy'	şó rā bàtà	şé ó rā bàtà
tà	'sell'	şó t̄ā bàtà	şé ó t̄ā bàtà
gbà	'get'	şó gbā bàtà	şé ó gbā bàtà

3. Substitution of verbs and noun objects, casual style.

Substitute the words in the left-hand column, in the order
in which they are given.

↓	ó rā bàtà	'he bought shoes'
tà	ó tǎ bàtà	'he sold shoes'
gbà	ó gbā bàtà	'he got shoes'
filà	ó gbā filà	'he got a hat'
òkě	ó gbòkě	'he got a large bag'
iwě	ó gbâwě	'he got a book'
tà	ó tâwě	'he sold a book'
èwù	ó tẹ̀wù	'he sold a garment'
òkọ	ó tọ̀kọ	'he sold a spear'
ìlù	ó tǎlù	'he sold a drum'
rà	ó rǎlù	'he bought a drum'
òbẹ	ó rọ̀bẹ	'he bought a knife'
ìbọ̀n	ó rábọ̀n	'he bought a gun'

4. This is an exercise in differentiating between second and third person singular subjects. Practice giving the second member of each pair of expressions in response to the first.

ó rā bàtà	ó rā bàtà
ō rā bàtà	mō rā bàtà
ó rāwě	ó rāwě
ō rāwě	mō rāwě
ó gbāwě	ó gbāwě
ō gbāwě	mō gbāwě

ó gbẹ̀wù	ó gbẹ̀wù
ō gbẹ̀wù	mō gbẹ̀wù

D. Supplementary material: Some additional modifiers of nouns.

<u>Verb</u>		<u>Adjective</u>
tūntūn	'new'	tītūn
tóbī	'big'	títóbī
gbó	'old'	gbígbo
wọ̀n	'dear, expensive'	wíwọ̀n
dínwó	'cheap'	dídínwó
	dín	'to make smaller'
	ōwó	'money'

1.

mō gbàwě kàn mō gbā iwě kàn I received one book.

tūntūn	şó tūntūn	şé tītūn nī	şéyítótūntūnnī
tóbī	şó tóbī	şé títóbī nī	şéyítótóbīnī
gbó	şó gbó	(şé gbígbo nī)	şéyítógbónī
wọ̀n	şó wọ̀n	şé wíwọ̀n nī	şéyítówọ̀nnī
dínwó	şó dínwó	şé dídínwó nī	şéyítódínwónī

The forms in the first column are verbs. Those in the second column are questions containing those verbs, with the third singular subject pronoun ó. The third column contains adjectives derived from the corresponding verbs, according to the following formula:

Verb $C_1V_1\dots$ Adjective $C_1\underline{i}C_1V_1\dots$

The items in Column 4 in effect contain relative clauses. The relative particle tí is elided with the third singular subject pronoun ó, which is followed by the adjective plus ní.

2. Verb plus C₁i functioning as a noun modifier.

wọn	ā rẹ̀wù tǒ wọn	ā rā ẹ̀wù tí ó wọn
dínwó	ā rẹ̀wù tǒ dínwó	ā rā ẹ̀wù tí ó dínwó
tóbí	ā rẹ̀wù tǒ tóbí	ā rā ẹ̀wù tí ó tóbí
tūntūn	ā rẹ̀wù tǒ tūntūn	ā rā ẹ̀wù tí ó tūntūn

3. ↓	ā rẹ̀wù tǒ tūntūn	ā rā ẹ̀wù tí ó tūntūn
tóbí	ā rẹ̀wù tǒ tóbí	ā rā ẹ̀wù tí ó tóbí
bàtà	ā rābàtà tǒ tóbí	ā rā bàtà tí ó tóbí
wọn	ā rābàtà tǒ wọn	ā rā bàtà tí ó wọn
ọ̀kọ̀	ā rọ̀kọ̀ tǒ wọn	ā rā ọ̀kọ̀ tí ó wọn
dínwó	ā rọ̀kọ̀ tǒ dínwó	ā rā ọ̀kọ̀ tí ó dínwó
ìbọ̀n	ā ràbọ̀n tó dínwó	ā rā ìbọ̀n tí ó dínwó
tūntūn	ā ràbọ̀n tó tūntūn	ā rā ìbọ̀n tí ó tūntūn
ẹ̀wù	ā rẹ̀wù tǒ tūntūn	ā rā ẹ̀wù tí ó tūntūn

UNIT 8

A. BASIC DIALOGUE: 'What did Ojo buy?'

A

kílôjǒ rā

Kíní Ọ̀jọ̀ rà?

What did Ojo buy?

B

ọ̀kọ̀

hoe, spade

ó rọ̀kọ̀

O ra ọ̀kọ̀.

He bought a hoe.

A

èlǒ ló rà' Èlo ni o rã? How much did he pay for it?

B

 mārǔn five
 şilê mārǔn Şile marun. Five shillings.

A

 wǒn expensive
 ó wǒn Ó wǒn. That's expensive.

B. NOTES.

1. Elision of mid verbs before a noun object that begins with a vowel.

Compare the expressions:

mō rǒkǒ 'I bought a spear' (ǒkǒ 'spear')
 mō rǒkǒ 'I bought a spade' (ǒkǒ 'hoe, spade')

In casual style, the quality, length and tone of the vowel of the verb stem are all lost before a noun object beginning with mid tone, just as they were (Unit 5) before a noun object beginning with a low tone.

2. A low verb in deliberate style followed by a mid tone initial vowel has mid tone.

mō rā ǒkǒ 'I bought a spear'
 mō rā ǒkǒ 'I bought a spade'

In deliberate style (i.e. where neither assimilation nor elision takes place) the tone of a 'basically' low verb before a noun object that begins with mid tone is mid. (cf. Unit 6)

3. n plus most vowels becomes l.

Compare the casual and deliberate forms:

kíní òjǒ... kílójǒ...

There are in Yoruba a number of different elements all of which are spelled n. When one of these stands in deliberate style before a vowel other than i, then the corresponding utterance in casual style has l in place of n. The tone of the remaining vowel follows the rules for verb tones.

C. Exercises

1. Some useful nouns that begin with mid tone.

a. mid-high

òkọ́	'hoe, spade'	ā ròkọ́	ā rā òkọ́
òdó	'mortar'	ā ródó	ā rā òdó
ílá	'okra'		ā rā ílá
ìgbá	'calabash'	ā rāgbá	ā rā ìgbá

b. mid-mid

ēyīn	'egg'	ş'ō rēyīn	şé ō rā ēyīn
ēpō	'oil'	ş'ō rēpō	şé ō rā ēpō
ējā	'fish'	ş'ō rējā	şé ō rā ējā
īşū	'yam'	ş'ō rāşū	şé ō rā īşū

c. mid-low

ēyìn	'palm nuts'	ş'ē rēyìn	şé ē rā ēyìn
ōbẹ̀	'soup'	ş'ē rōbẹ̀	şé ē rā ōbẹ̀
āwò	'spectacles'	ş'ē rāwò	şé ē rā āwò
īyọ̀	'salt'	ş'ē rāyọ̀	şé ē rā īyọ̀

2. Second person singular subject vs. third person singular subject. Practice the following pairs so that when you hear either member of a pair, you can respond immediately with the other.

ēyìn	şó rēyìn	ó rēyìn
	ş'ō rēyìn	mō rēyìn
īşū	şó tāşū	ó tāşū
	ş'ō tāşū	mō tāşū
ōkọ	şó rōkọ	ó rōkọ
	ş'ō rōkọ	mō rōkọ

3. Tones of noun objects. Begin with either member of each pair.

ēyīn	mō rēyīn
ēyìn	mō rēyìn
òkọ	mō ròkọ
ōkọ	mō rōkọ

- D. Supplementary material: Some useful nouns, including common foodstuffs.

àgā	'chair'
àgbōn	'coconut'
èpà	'ground nuts'
ōkùn	'rope'
ātā	'pepper'
ērān	'meat'

1.	àgbṓn	ṣ'ò lágṓn	ṣé ò ní àgbṓn
	ẹ̀pà	ṣ'ò lẹ̀pà	ṣé ò ní ẹ̀pà
	òkùn	ṣ'ò lókùn	ṣé ò ní òkùn
	ātā	ṣ'ò látā	ṣé ò ní ātā
	ērān	ṣ'ò lẹ̀rān	ṣé ò ní ẹ̀rān
2.			
	àgbṓn	ṣ'ò gbàgbṓn	ṣé ò gbā àgbṓn
	ẹ̀pà	ṣ'ò gbẹ̀pà	ṣé ò gbā ẹ̀pà
	òkùn	ṣ'ò gbòkùn	ṣé ò gbā òkùn
	ātā	ṣ'ò gbātā	ṣé ò gbā ātā
	ērān	ṣ'ò gbẹ̀rān	ṣé ò gbā ẹ̀rān
3.			
	àgā	ṣ'ẹ̀ gbàgā	ṣ'ẹ̀ lágà
	àgbṓn	ṣ'ẹ̀ gbàgbṓn	ṣ'ẹ̀ lágṓn
	ẹ̀pà	ṣ'ẹ̀ gbẹ̀pà	ṣ'ẹ̀ lẹ̀pà
	òkùn	ṣ'ẹ̀ gbòkùn	ṣ'ẹ̀ lókùn
	ātā	ṣ'ẹ̀ gbātā	ṣ'ẹ̀ látā
	ērān	ṣ'ẹ̀ gbẹ̀rān	ṣ'ẹ̀ lẹ̀rān

UNIT 9

A. BASIC DIALOGUE: 'Where are my books?'

A

háà

(expression of
surprise)

háà

Hǎ!

Hey!

dà		where is?
ìwě' mī dà	Ìwe mī dà?	Where are my books?
		Lit: What became of my book?

B

wà		[is located] to exist
wọ̀n		they
ìlẹ̀		floor, ground, [soil]
wọ̀n wā nǐlẹ̀	Nwọ̀n wà nī ilẹ̀.	They are on the floor.

A

dà... sílẹ̀		to spill, to pour on the floor, ground
tāló dà' sílẹ̀	Tanì o dǎ sílẹ̀.	Who spilled them on the floor?

B

ẹ̀gbọ̀n		senior sibling
ẹ̀gbọ̀n' rẹ̀	Ẹ̀gbọ̀n rẹ̀.	Your brother.

B. NOTES

1. n plus most vowels becomes l.

Compare the casual and deliberate forms:

kílôjǒ rā	kínī òjǒ rā
tāló...	tānī ó...
wọ̀n wā nǐlẹ̀	wọ̀n wā nī ilẹ̀

These are further examples of the alternation of n and l- in Yoruba.

2. Possessives for first singular and second singular.

Compare the forms:

ìwě	'book'
ìwě̀`mī	'my book'
ìlù	'drum'
ìlù̀`mī	'my drum'
òbẹ̀	'knife'
òbẹ̀̀`mī	'my knife'
ìwě̀̀`rẹ̀	'your book'

The elements that correspond to 'my' 'your (sg.)' are most conveniently symbolized in writing as `mī and `rẹ̀, respectively. That is, they involve a lengthening of the preceding vowel, with low tone on the second part of that vowel; this lengthened vowel is then followed by mī or rẹ̀.

3. Notice that the subject pronoun for third person plural subject, wón, has high tone, just as the third singular subject pronoun has.

C. Exercises.

1. Possessives, first singular and second singular

a.	òkọ́	'spade'	òkọ́̀`mī	òkọ́̀̀`rẹ̀
	ìlára	'okra'	ìlárà`mī	ìlárà̀`rẹ̀
	òkẹ́	'lge. bag'	òkẹ́̀`mī	òkẹ́̀̀`rẹ̀
	ìwě	'book'	ìwě̀̀`mī	ìwě̀̀̀`rẹ̀
b.	ẹ̀pọ̀	'oil'	ẹ̀pọ̀̀`mī	ẹ̀pọ̀̀̀`rẹ̀
	ìṣū	'yam'	ìṣū̀̀`mī	ìṣū̀̀̀`rẹ̀

	òbẹ́	'knife'	òbẹ́`mī	òbẹ́`rẹ́
	ìbọ̀n	'gun'	ìbọ̀n`mī	ìbọ̀n`rẹ́
c.	ẹ̀yìn	'palm nuts'	ẹ̀yìn`mī	ẹ̀yìn`rẹ́
	ìyọ̀	'salt'	ìyọ̀`mī	ìyọ̀`rẹ́
	ẹ̀wù	'shirt'	ẹ̀wù`mī	ẹ̀wù`rẹ́
	ìlù	'drum'	ìlù`mī	ìlù`rẹ́

2. 'What?' questions, contracted vs. uncontracted.

(ẹ́ gbà)	kílẹ́` gbà	kíní ẹ́`gbà
(ẹ́ rà)	kílẹ́` rà	kíní ẹ́`rà
(ẹ́ tà)	kílẹ́` tà	kíní ẹ́`tà
(ò tà)	kílò` tà	kíní ò`tà
(ò rà)	kílò` rà	kíní ò`rà
(ò gbà)	kílò` gbà	kíní ò`gbà
(ó gbâ)	kíló gbâ	kíní ó gbâ
(ó rá)	kíló rá	kíní ó rá
(ó tâ)	kíló tâ	kíní ó tâ
(wọ̀n tâ)	kíní wọ̀n tâ	kíní wọ̀n tâ
(wọ̀n rá)	kíní wọ̀n rá	kíní wọ̀n rá
(wọ̀n gbâ)	kíní wọ̀n gbâ	kíní wọ̀n gbâ

D. Supplementary material: Some nouns used in talking about locations.

òrí	'head, top'
ínú	'stomach, inside'
tábilí	'table'

ìbùsùn 'bed'
 àpò 'pocket'

1. ìwě̀' mī̀ dà
 àpòtí wọ̀n wá lórí àpòtí
 tábilí wọ̀n wá lórí 'tábilí
 ìbùsùn wọ̀n wá lórí ìbùsùn
 àgā wọ̀n wá lórí àgā
2. òwó' mī̀ dà
 àpòtí ó wá nínú àpòtí
 ìwě̀ ó wá nínú ìwě̀
 tábilí ó wá nínú 'tábilí
 (in a drawer)
 ọ̀kọ̀ 'vehicle, car' ó wá nínú ọ̀kọ̀
3. òwó' rẹ̀ dà
 ìlé ó wá nílẹ̀
 àpò ó wá lẹ̀pò' mī̀
 ìlẹ̀ ó wá nílẹ̀

UNIT 10

A. BASIC DIALOGUE: 'I tore my book.'

A

fà

draw, stretch

yā

tear, rend

fà... yā		tear, rend
mō fàwě̀·mī yā	Mo fa iwe mi ya.	I tore my book.
	B	
báwó		how?
báwó	Báwo?	How?
	A	
sùn		sleep
lé		is on, over
léˀ		on it, over it
mō sùn léˀ (or: ...léˀ)	Mo sùn lě.	I slept on it.
	B	
ìgbà		time
èwō		which
nígbâ wō	Ní ìgbà wo?	When?
	A	
lánǎ	Ní àna.	Yesterday.
	B	
pẹ̀lẹ̀		be sorry, sympathize
pẹ̀lẹ̀ ǒ	Pẹ̀lẹ̀ o.	Sorry.

B. NOTES

1. A separable pair of verbs: fà... yā.

Notice the internal structure of the sentence.

mō fàwě̀' mī yā 'I tore my book'

The verb fà is listed in the dictionary as 'pulled,' and yā is listed as 'tore.' Between these two verbs, we find the object expression ìwě̀' mī, and the English translation makes use of only a single verb, 'tore.'

This is an example of the way in which Yoruba uses combinations of verbs in situations where European languages would use only one.

2. A verb (lé) whose use makes it comparable to English prepositions.

The element lé is a verb, but it is most commonly used after some other verb. For this reason, and because of the meaning of lé, its most frequent translation equivalents in English are prepositions.

C. Exercises.

(The following exercises contain no new material, but consist of recombinations of material already practiced in the exercises of Units 1-9).

1. Low verbs with objects.
a. Objects with initial low tone.

òkò	sé wọn ròkò	sé wọn rā òkò
ìlù	sé wọn rālù	sé wọn rā ìlù
bàtà	sé wọn rā bàtà	sé wọn rā bàtà
filà	sé wọn rā filà	sé wọn rā filà

b.

ṣé	ó	gbà	ẹ̀wù
	ò	rà	ẹ̀yìn
			òbẹ̀
			òkò
			òpá
			òbò

bẹ̀nì	ó	gbà	ẹ̀wù
	mò	rà	ẹ̀yìn
			<u>etc.</u>

c.

ṣé	ó	rà	òkò
	ò		òkò
			ẹ̀yìn
			ẹ̀yìn

bẹ̀nì	ó	rà	òkò
	mò		
			<u>etc.</u>

3. ó sùn lé^ˀ tāló sùn lé^ˀ tānì ó sùn lé^ˀ
 ó lẹ̀ sójà tāló lẹ̀ sójà tānì ó lẹ̀ sójà
 ó tọ̀bẹ̀ tāló tọ̀bẹ̀ tānì ó tā ọ̀bẹ̀
 ó rā kẹ̀kẹ̀ tāló rā kẹ̀kẹ̀ tānì ó rā kẹ̀kẹ̀

D. Supplementary material: Reasons for feeling uncomfortable.

- òtútú 'coldness'
 òòrú 'heat'
 mú 'to catch'
 dá 'to be well'
 ārā 'body'

āràn		'intestinal worms
nà		'to flog'
fọ		'to shatter, break in pieces'

1. kíló dé tó rōjú 'what is the matter that you are frowning?'

ōtútû	ōtútûlmú mī	'I'm cold / I have a cold'
ōōrū	ōōrūlmú mī	'I'm hot'
ārā	ārā`mī kòdǎ	'I'm not well'
āràn	āràn\di mǐ mú	'I have worms'
nà	bábǎ`mī\`nàmǐ	'my father beat me'
ōrí	ōrí nífọ mī	'I have a headache'

2. kíló dé tó rōjú 'what's the matter that he's frowning?'

ōtútû	ōtútûlmú`	'he's cold'
ōōrū	ōōrūlmú`	'he's hot'
ārā	ārā`rẹ kòdǎ	'he's not well'
āràn	āràn\lmú`	'he has worms'
bábǎ	bábǎ`rẹ\`nà`	'his father beat him'
ōrí	ōrí nífọ`	'he has a headache'

3. kíló dé t'ẹ rōjú 'what's the matter that you (pl.) are frowning?'

ōtútû	ōtútûlmú wā	'we are cold'
ōōrū	ōōrūlmú wā	'we are hot'
āràn	āràn\lmú wā	'we have worms'

ōrí	ōrí|ńfọ́ wā	'we have headaches'
ārā	ārā~wā kò dǎ	'we are not well'
bàbǎ	bàbǎ~wā|nà wǎ	'our father beat us'

4. wọn rōjù 'they are frowning'

ōtútù	şé òtútù| mú wọn	'are they cold?'
ōōrū	şé òōrū| mú wọn	'are they hot?'
āràn	şé āràn| mú wọn	'do they have worms?'
ōrí	şé òrí|ńfọ́ wọn	'do they have headaches?'
ārā	şé ārā~wọn kò dǎ	'aren't they well?'
bàbǎ	şé bǎbǎ~wọn|nà wọn	'did their father beat them?'

5. ↓	ārā~wā kò dǎ	'we are not well'
àwọn	ārā~wọn kò dǎ	'they are not well'
èmí	ārā~mí kò dǎ	'I am not well'
òun	ārā~rẹ́ kò dǎ	'he is not well'
ōrí	ōrí|ńfọ́~	'he has a headache'
èmí	ōrí|ńfọ́ mí	'I have a headache'
àwā	ō rí|ńfọ́ wā	'we have headaches'
àwọn	ō rí ńfọ́ wọn	'they have headaches'
ōtútù	ōtútù| mú wọn	'they are cold'
èmí	ōtútù| mú mí	'I'm cold'
òun	ōtútù| mú~	'he's cold'
àwā	ōtútù| mú wā	'we're cold'
ārā	ārā~wā kò dǎ	'we are not well'

Vocabulary and Tone Written Quiz to Follow Unit 10

1. Write the corresponding Yoruba word.

yesterday	house
cloth	market
and	to drink
yes	afternoon
good (adjective)	Sunday
palm oil	sixpence
how much?	to bathe
palm nuts	Yoruba
bicycle	to sleep
coffee	new (verb)

2. Mark tones in these sentences.

apotı·kını	what kind of box?
ş̣e ẹ̣ ta ẹ̣wu naa	} did you sell that garment?
ş̣'ẹ̣ tẹ̣wu naa	
mo fẹ̣' rawe	I want to buy a book.
ş̣ile kan	1 shilling
ş̣'o rẹ̣yin	did you buy eggs?
ọ̣kọ̣'mı	my spade
ọ̣kọ̣'rẹ	his spear
ọ̣kọ̣'rẹ	your spear
ş̣e wọ̣n gba bata'wa	did they get our shoes?

3. Write in Yoruba (deliberate or casual style):

We do God's will.

Did you go to the market yesterday?

I got one.

Sorry!

They are on the floor.

UNIT 11

A. BASIC DIALOGUE: 'What do you want?'

A

gbà		get
kílǎ fẹ́' gbà	Kíní o fẹ́ gbà?	What do you want to get?

B

ẹ̀wù		shirt, dress garment
mǎ fẹ́'wù (or: mǎ fẹ́ ẹ̀wù)	Mo fẹ́ ẹ̀wù.	I want a shirt.

A

àtī		and
àtī kìnī	Atí kìní?	And what [else]?

B

sòkòtò (or: ẹ̀kòtò)		trousers
mǎ fẹ́ sòkòtò	Mo fẹ́ sòkòtò.	I want a pair of trousers.

A

àtī kìnī	Atí kìní?	And what [else]?
----------	-----------	------------------

B

àtī filà Atī filà, And a hat.

A

àtī Atī? And?

B

bàtà Bàtà. Shoes.

B. NOTES

1. A high verb keeps its tone in elision.

Compare the following sentences.

mōfēwû	'I want a shirt'
mōtèwù	'I sold a shirt'
mōtēpō	'I sold oil'

Except for ní, the transitive verbs which we met in the exercises of Units 1-10 were verbs whose 'basic' tones were low. When the vowel of one of these stems was elided with the initial vowel of an immediately following noun object, the tone that remained was the tone of the first syllable of the object, whether mid or low.

The 'basic' tone of the verb fé 'want, like' is high. When a high verb elides with a following object, the tone that remains is high, regardless of the initial tone of the object.

C. Exercises.

1. High verb with objects

- a. Objects with initial mid tone

ílá	wón fēlá	wón fē ílá
ìgbá	wón fēgbá	wón fē ìgbá

òkọ̀	wón fọ̀kọ̀	wón fé ọ̀kọ̀
ẹ̀yìn	wón féyìn	wón fé ẹ̀yìn
ẹ̀pọ̀	wón fépọ̀	wón fé ẹ̀pọ̀
ìṣù	wón fẹ̀ṣù	wón fé ìṣù
ẹ̀yìn	wón féyìn	wón fé ẹ̀yìn
ọ̀bẹ̀	wón fọ̀bẹ̀	wón fé ọ̀bẹ̀
ìyọ̀	wón féyọ̀	wón fé ìyọ̀

b. Objects with initial low tone.

ọ̀bẹ̀	s'ò fọ̀bẹ̀	sé ọ̀ fé ọ̀bẹ̀
ìbọ̀n	s'ò fébọ̀n	sé ọ̀ fé ìbọ̀n
ẹ̀wù	s'ò fé ẹ̀wù	sé ọ̀ fé ẹ̀wù
ọ̀kọ̀	s'ò fọ̀kọ̀	sé ọ̀ fé ọ̀kọ̀
ìlù	s'ò fé ìlù	sé ọ̀ fé ìlù
bàtà	s'ò fé bàtà	sé ọ̀ fé bàtà
sòkòtò	s'ò fé sòkòtò	sé ọ̀ fé sòkòtò

2. High verb with possessed objects.

ọ̀bẹ̀`mī	mō fọ̀bẹ̀`mī	mō fé ọ̀bẹ̀`mī
ẹ̀wù`mī	mō fé ẹ̀wù`mī	mō fé
ọ̀kọ̀`rẹ̀	mō fọ̀kọ̀`rẹ̀	mō fé etc.
ẹ̀yìn`rẹ̀	mō fé ẹ̀yìn`rẹ̀	mō fé

3. ẹ̀pọ̀	mō fépọ̀`mī	mō fé ẹ̀pọ̀`mī
āwò	mō fāwò`mī	mō fé āwò`mī
ẹ̀mū	mō fẹ̀mū`mī	mō fé etc.

òbē	mō fòbē`mī	mō fē	
òkò	mō fòkò`mī	mō fē	etc.

D. Supplementary material

1. Answers to 'What do you want?'

ìşǎná	'matches'
òńjē	'food'
tíkíìtì	'ticket'
ńńkān	'thing'
kà	'to read'
wò	'to put on clothing'
òmī	'water'
ìbùsùn	'a sleeping-place'
òwó	'money'

	kílò· fē	What do you want?	
òwó	mō fówó	mō fē òwó	'I want money'
òmī	mō fómī	mō fē òmī	'I want water'
òńjē	mō fónjē	mō fē òńjē	'I want food'
tíkíìtì	mō fē tíkíìtì	mō fē tíkíìtì	'I want a ticket'
ìbùsùn	mō fēbùsùn	mō fē ìbùsùn	'I want a place to sleep'
ìşǎná	mō fēşǎná	mō fē ìşǎná	'I want matches'

2. Answers to 'What do you want to do?'

	kílẹ̀ fẹ́		'What do you (pl.) want?'
jẹ́	ǹnkān jíjẹ́	ā fẹ́ ǹnkān jíjẹ́	'we want something to eat'
mū	ǹnkān mímū	ā fẹ́ ǹnkān mímū	'we want something to drink'
ōmī	ōmī mímū	ā fómī mímū	'we want drinking water'
kà	ǹnkān kíkà	ā fẹ́ ǹnkān kíkà	'we want something to read'
wò	ǹnkān wíwò	ā fẹ́ ǹnkān wíwò	'we want something to put on'

The words in the first column are verbs. The expressions in the second column are substantival expressions that contain derived forms of these verbs. The third column consists of sentences which contain those substantives. Note that the derived form of the verb begins with the consonant of the verb root, followed by the vowel í.

3.

jẹ́	şó lónjẹ́	şé ó ní ɔ́njẹ́	'does he have food?'
jẹ́	şó ní ǹnkān jíjẹ́	şé ó ní ǹnkān jíjẹ́	'does he have any- thing to eat?'
tà	şó ní ǹnkān títà	şé ó ní ǹnkān títà	'does he have any- thing to sell?'
kà	şó ní ǹnkān kíkà	şé ó ní ǹnkān kíkà	'does he have any- thing to read?'
mū	şó ní ǹnkān mímū	şé ó ní ǹnkān mímū	'does he have any- thing to drink?'
ìbùsùn	şó níbùsùn	şé ó ní ìbùsùn	'does he have a place to sleep?'
ìşǎná	şó níşǎná	şé ó ní ìşǎná	'does he have matches?'
ōmīmímū	şó lómī mímū	şé ó ní ɔ́mī mímū	'does he have drink- ing water?'

ōwó	şó lówó	şé ó ní ōwó	'does he have money?'
tíkíìtì	şó ní tíkíìtì	şé ó ní tíkíìtì	'does he have a ticket?'

UNIT 12

A. BASIC DIALOGUE: 'Do you have any writing paper?'

A

̀njě	(introduces yes- no question)
------	----------------------------------

ēwé	leaf
-----	------

ēwé`wě	sheet of paper
--------	----------------

ní	have
----	------

̀njě ē léwé`wě	Njẹ ẹ ní ewé ìwe?	Do you have any loose leaf paper?'
----------------	-------------------	---------------------------------------

B

mō ní	Mo ní.	[Yes], I have it.
-------	--------	-------------------

A

fún	give, for
-----	-----------

díẹ̀	some
------	------

ē fún mī ní díẹ̀	Ẹ fun mī ní díẹ̀.	Give me some.
------------------	-------------------	---------------

B

mélǒ	how many?
------	-----------

mélǒ lō` fẹ̀	Mélo ní o fẹ̀?	How many do you want?
--------------	----------------	-----------------------

A

mō fẹ́ méjì

Mo fẹ́ mejì.

I want two.

B

ínú

inside

lẹ́ yā méjì

Lẹ́ ya méjì nínú

Go tear two out of my

nínú wé mī

ìwe mī.

book.

B. NOTES

1. ̀njẹ́ as a question marker.

The word ̀njẹ́, like sé, indicates that what follows it is a yes-no question.

2. A rising tone is retained when elision brings it into position directly after a high tone.

Notice the tone of -we in the following equivalent utterances:

Deliberate: ̀njẹ́ ē ní ìwě

'do you have a book?'

Casual: ̀njẹ́ ē níwě

The verb ní 'to possess' has basic high tone. In deliberate style, rising tone occurs almost exclusively after low or falling tone. But in casual style, where the low-toned vowel (here, -i-) has been lost through elision, -we still has rising tone.

3. The plural imperative.

The pronunciation

ē fún mī ní díè

may mean either 'give me some' (plural imperative) or 'you (pl.) gave me some.' But for the singular imperative, see Unit 15.

4. fún ...ní.

In the same utterance, notice that fún, which is customarily translated 'gave,' is not followed by a noun object corresponding to the English direct object. Rather, the word that follows fún, which is mí, corresponds to the English 'indirect object.' The word that corresponds to the English 'direct object' follows the second verb, which is ní.

C. Exercises

The following exercises are designed to provide practice in switching from casual to deliberate, or from deliberate to casual style. Notice however that for some combinations of verb plus noun, the form in the middle column shows neither elision nor assimilation. In general, these are combinations which are relatively infrequent, or which would be ambiguous if contracted in the usual way. It is just as important to learn when not to elide a vowel as it is to learn how to elide it.

1.	mō fẹ̀ òpǎ		'I want a stick'
	òpǎ	mō fẹ̀ òpǎ	mō fẹ̀ òpǎ
	ìwě	mō fẹ̀ ìwě	mō fẹ̀ ìwě
	òkě	mō fẹ̀ òkě	mō fẹ̀ òkě
	ōwó	mō fówó	mō fẹ̀ ōwó
	òkọ́ 'spade'	mō fọ́kọ́	mō fẹ̀ ọ́kọ́
	ìgbá 'calabash'	mō fẹ́gbá	mō fẹ̀ ìgbá

2.	ā níṣū		'we have a yam'
	ìṣū	ā níṣū	ā ní ìṣū
	ìgbá 'calabash'	ānígbá	ā ní ìgbá

òkò	'spade'	s'ē lókò	ē fùn mī lókò
òkò	'spear'	s'ē ní òkò	ē fùn mī ní òkò
bàtà		s'ē ní bàtà	ē fùn mī ní bàtà
ìwě		s'ē níwě	ē fùn mī níwě
kèkě		s'ē ní kèkě	ē fùn mī ní kèkě

D. Supplementary material: Numbers 1-10

(used in counting)			(used after a noun)
ēní		1	kán
èjì	éjî	2	méjî
ètā	étà	3	métà
èrīn	érin	4	mérin
àrūn	arūn	5	mārūn
èfà	éfâ	6	méfâ
èjē	éjé	7	méjé
èjò	éjò	8	méjò
èsǎn	ésǎn	9	mésǎn
èwǎ	éwǎ	10	méwǎ

1.	'they have one child'	'he bought one hat'
1	wòn lómò kán	ó rā filà kán
2	wòn lómò méjî	ó rā filà méjî
3	wòn lómò métà	ó rā filà métà
4	wòn lómò mérin	ó rā filà mérin
5	wòn lómò mārūn	ó rā filà mārūn

6	wón lómō mǎfâ	ó rā filà mǎfâ
7	wón lómō mǎjé	ó rā filà mǎjé
8	wón lómō mǎjò	ó rā filà mǎjò
9	wón lómō mǎsǎn	ó rā filà mǎsǎn
10	wón lómō mǎwǎ	ó rā filà mǎwǎ

2. Count other items: èwù mǎrín, ìbōn mǎwǎ, etc.

UNIT 13

A. BASIC DIALOGUE: 'I'm starving'

A

ēbī

hunger

pā

kill

ēbī́npā mí

Ebi npa mi.

I'm starving.

B

jẹ́

eat

ò`jẹ́-ūn lá`rô ní

O ko jẹun ni arô ni?

Didn't you eat anything this morning?

A

mō jẹ́-ūn

Mo jẹun.

[Yes,] I ate.

B

kílò`jẹ́

Kini o jẹ?

What did you eat?

A

<u>i</u> ṣū		yam
mō jēṣū	Mo jē ɪṣu.	I ate yam.

B

mú		take
sù-rúrû		patience
mú sū-úrû díè sī	Mu sūru diè sɪ.	Have a little [more] patience.

B. NOTES

1. Mid and low verbs in final position.

kílō ^ˀ rá	'what did you buy'
kílō ^ˀ jē	'what did you eat?'

The verb ra has basic low tone. This tone appears in final position, as in the above examples. The verb jē 'eat' is a mid verb.

2. Mid and low verbs in elision.

Compare these phrases:

mō rāṣū	'I bought yam'
mō jēṣū	'I ate yam'
mō jèkō	'I ate cold porridge' (èkō 'cold porridge')
mō rèkō	'I bought cold porridge'

When elision takes place between a mid verb and the initial vowel of a noun object, the tone that remains is the first tone of the noun, whether mid or low. This means that mid and low verbs fall together tonally under these circumstances.

3. Mid and low verbs in deliberate style before a direct object.

In deliberate style as well as in casual style (cf. Note 2, above), when a mid or low verb stands before an object, it has mid tone: $m\bar{o} r\bar{a} \grave{e}k\grave{o}$.

4. The verb $j\bar{e}$ is not intransitive.

Notice the form: $m\bar{o} j\bar{e}-\bar{u}n$ 'I ate (something)'

In English, one may say simply 'I ate' or 'I have eaten,' but the Yoruba verb $j\bar{e}$ requires an object. The word used here is pronounced in isolation ohun. The un in $j\bar{e}-\bar{u}n$ corresponds to the end of this word, with the initial vowel lost. The hyphen in this word stands for a syllable boundary that is present in the speech of some, though perhaps not all, Yorubas.

C. Exercises.

1. Practice these sets of forms so that when you hear a word from any of the three columns, you can respond immediately with the corresponding expressions in the same horizontal row.

a.	$m\bar{o} t\grave{a}$	$m\bar{o} l\bar{o}$	$m\bar{o} f\acute{e}$
	$\bar{o} t\grave{a}$	$\bar{o} l\bar{o}$	$\bar{o} f\acute{e}$
	$\acute{o} t\grave{a}$	$\acute{o} l\bar{o}$	$\acute{o} f\acute{e}$
	$\bar{a} t\grave{a}$	$\bar{a} l\bar{o}$	$\bar{a} f\acute{e}$
	$\bar{e} t\grave{a}$	$\bar{e} l\bar{o}$	$\bar{e} f\acute{e}$
	$w\grave{o}n t\grave{a}$	$w\grave{o}n l\bar{o}$	$w\grave{o}n f\acute{e}$

b.	$k\grave{i}l\bar{o}^{\text{v}}r\grave{a}$	$k\grave{i}l\bar{o}^{\text{v}}j\bar{e}$	$k\grave{i}l\bar{o}^{\text{v}}f\acute{e}$
	$k\grave{i}l\acute{o} r\grave{a}$	$k\grave{i}l\acute{o} j\bar{e}$	$k\grave{i}l\acute{o} f\acute{e}$
	$k\grave{i}l\bar{e}^{\text{v}}r\grave{a}$	$k\grave{i}l\bar{e}^{\text{v}}j\bar{e}$	$k\grave{i}l\bar{e}^{\text{v}}f\acute{e}$

kínī wọn rá kínī wọn jẹ kínī wọn fé

2. Make substitutions in the order given:

↓		mō jẹṣū	mō jẹ iṣū
òun	'he, she'	ó jẹṣū	ó jẹ iṣū
àwá	'we'	ā jẹṣū	ā jẹ iṣū
ẹkọ		ā jẹkọ	ā jẹ ẹkọ
àwọn	'they'	wọn jẹkọ	wọn jẹ ẹkọ
ẹjā		wọn jẹjā	wọn jẹ ẹjā
emí	'I'	mō jẹjā	mō jẹ ẹjā
ẹkọ		mō jẹkọ	mō jẹ ẹkọ
iṣū		mō jẹṣū	mō jẹ iṣū

3. 'what did you buy?' 'I bought yam'

rà	kíló* rà	mō rāṣū
tà	kíló* tà	mō tāṣū
jẹ	kíló* jẹ	mō jẹṣū
gbà	kíló* gbà	mō gbāṣū
fé	kíló* fé	mō fẹṣū
ní	kíló* ní	mō níṣū
rà	kíló* rà	mō rāṣū

4. 'I got some yam' 'give me some yam'

iṣū	mō gbāṣū	ẹ fún mī níṣū
ẹjā	mō gbẹjā	ẹ fún mī lẹjā
ẹkọ	mō gbẹkọ	ẹ fún mī lẹkọ

ìwě	mō gbàwě	ē fún mī níwě
ēyīn	mō gbēyīn	ē fún mī lēyīn
òpǎ	mō gbòpǎ	ē fún mī lópǎ
kẹkẹ	mō gbā kẹkẹ	ē fún mī ní kẹkẹ
fílà	mō gbā fílà	ē fún mī ní fílà
ẹwù	mō gbẹwù	ē fún mī lẹwù

D. Supplementary material: Seventeen foodstuffs

àgbádō	maize
àmàlà	òkà made of yam
ànàmọ	sweet potato
àsǎró	a food made from yams cooked with oil, pepper, onion, etc.
dòdò	ripe plantain fried in oil
èsō ìgī	fruit
ẹbẹ	= àsǎró
ẹgẹ	cassava
ẹkọ	a solid food made from maize
ẹwà	cooked beans
gbágǔdá	= ẹgẹ
ìdùndù	fried yam
ìyán	pounded yam
ìrẹ̀sì	rice
láfún	òkà made of cassava flour
òkà	type of food made from yam flour or other flour

ògèdè	banana
túwó or: túó	a food made from flour and served with butter and soup

1.	kílō jē	'What did you eat?'	
	'I ate èbē'	'did you eat èbē?'	'did he eat èbē?'
èbē	mō jèbē	ş'ō jèbē	şó jèbē
èkō	mō jèkō	ş'ō jèkō	şó jèkō
irēsì	mō jèrēsì	ş'ō jèrēsì	şó jèrēsì
èsō ìgī	mō jèsō ìgī	ş'ō jèsō ìgī	şó jèsō ìgī
túwó	mō jē túwó	ş'ō jē túwó	şó jē túwó
láfún	mō jē láfún	ş'ō jē láfún	şó jē láfún
àmàlà	mō jàmàlà	ş'ō jàmàlà	şó jàmàlà
èwà	mō jèwà	ş'ō jèwà	şó jèwà
ànàmọ	mō jànàmọ	ş'ō jànàmọ	[The student
dòdò	mō jē dòdò	ş'ō jē dòdò	should attempt
àgbàdō	mō jàgbàdō	ş'ō jàgbàdō	to complete
ìdùndù	mō jèdùndù	ş'ō jèdùndù	this column by
ọkà	mō jọkà	ş'ō jọkà	analogy with
īyán	mō jēyán	ş'ō jēyán	the forms that
àşàró	mō jàşàró	ş'ō jàşàró	are given on
ègě	mō jègě	ş'ō jègě	this page.]
gbágüdá	mō jē gbágüdá	ş'ō jē gbágüdá	

2.	kíló fẹ́	'What does he want?'	
		'he wants ẹ̀bẹ́'	'do you want ẹ̀bẹ́?'
ẹ̀bẹ́	ó fẹ́bẹ́	ş'ò fẹ́bẹ́	
ẹ̀kọ́	ó fẹ́kọ́	ş'ò fẹ́kọ́	
ìrẹ̀sì	ó fẹ́rẹ̀sì	ş'ò fẹ́rẹ̀sì	
èsòìgì	ó fẹ̀sò ìgì	ş'ò fẹ̀sò ìgì	
túwó	ó fẹ́ túwó	ş'ò fẹ́ túwó	
láfún	ó fẹ́ láfún	ş'ò fẹ́ láfún	
àmàlà	ó fámàlà	ş'ò fámàlà	
ẹ̀wà	ó fẹ́ ẹ̀wà	ş'ò fẹ́ ẹ̀wà	
ànáṃṓ	ó fánámṓ	ş'ò fánámṓ	
dòdò	ó fẹ́ dọ̀dọ̀	ş'ò fẹ́ dọ̀dọ̀	
àgbàdō	ó fágbàdō	ş'ò fágbàdō	
ìdùndù	ó fẹ́dùndù	ş'ò fẹ́dùndù	
ọ̀kà	ó fọ̀kà	ş'ò fọ̀kà	
ìyán	ó fẹ́yán	ş'ò fẹ́yán	
àşàró	ó fàşàró	ş'ò fàşàró	
ẹ̀gẹ́	ó fẹ́gẹ́	ş'ò fẹ́gẹ́	
gbágùdá	ó fẹ́ gbágùdá	ş'ò fẹ́ gbágùdá	

UNIT 14

A. BASIC DIALOGUE: 'What did you have to drink this morning?'

A

mū

drink

kíl'ò mū láárô

Kíní o mu ní àrô?

What did you have to
drink this morning?

words to which it corresponds are often members of other parts of speech. The form sí means 'in it.'

C. Exercises. (1-3, 1-2-3, 3-4, 1-2-3-4)

1. Make substitutions in the order given.

↓		kíl'ò jẹ́	ş'ò jẹ́şū	mō jẹ́şū
ẹ̀yìn	'egg'	kíl'ò jẹ́	ş'ò jẹ́yìn	mō jẹ́yìn
òun		kíló jẹ́	şó jẹ́yìn	ó jẹ́yìn
ẹ̀jā		kíló jẹ́	şó jẹ́jā	ó jẹ́jā
ẹ̀yìn	'palm nuts'	kíló jẹ́	şó jẹ́yìn	ó jẹ́yìn
ílá		kíló jẹ́	şó jẹ́lá	ó jẹ́lá
ìwọ́		kíl'ò jẹ́	ş'ò jẹ́lá	mō jẹ́lá
ìşū		kíl'ò jẹ́	ş'ò jẹ́şū	mō jẹ́şū
ọ̀bẹ́		kíl'ò jẹ́	ş'ò jẹ́bẹ́	mō jẹ́bẹ́
rà		kíl'ò rà	ş'ò rẹ́bẹ́	mō rẹ́bẹ́
kọ́fí		kíl'ò rà	ş'ò rā kọ́fí	mō rā kọ́fí
wàrà		kíl'ò rà	ş'ò rā wàrà	mō rā wàrà
mū		kíl'ò mū	ş'ò mū wàrà	mō mū wàrà
òun		kíló mū	şó mū wàrà	ó mū wàrà
tíì		kíló mū	şó mū tíì	ó mū tíì

2. Repeat Exercise 1, but in deliberate style.

D. Supplementary material: Things to drink.

àgbō herb brew

ẹ̀mū palm wine

òtí	'liquor'
òròró	'groundnut oil'
òyīn	'honey'
lá	'lick'

1. kíl'ē mū What did you (pl.) drink (mū)?

kōfí	ā mū kōfí	şé wōn mū kōfí
wàrà	ā mū wàrà	şé wōn mū wàrà
tíì	ā mū tíì	şé wōn mū tíì
àgbō	ā mágbō	şé wōn mágbō
ēmū	ā mēmū	şé wōn mēmū
òtí	ā mòtí	şé wōn mòtí

2. kíl'ē lá What did you (pl.) drink (lá)?

òbè	ā lá òbè	şé wōn lá òbè
ēpō	ā lá ēpō	şé wōn lá ēpō
òròró	ā lá òròró	şé wōn lá òròró
òyīn	ā lá òyīn	şé wōn lá òyīn

UNIT 15

A. BASIC DIALOGUE: 'Bring the cutlass.'

	A	
òjǒ ò	Ojo ò.	Ojo!
	B	
èn'	Èn.	Yes?
	A	
àdǎ		cutlass, machete
mú		take, seize
wá		come
lǒ mǎdǎ wá	Lǒ mu àdǎ wa.	Bring the cutlass.
	B	
níbō ló wá	Nibo ni o wa?	Where is it?

A

āhéré		farm-shack
ó wā lāhéré	O wà ní ahéré.	It's in the shack.

A

má	ma	(marker of negative imperative)
pẹ		delay
má pẹ ǒ	Ma pẹ o.	Don't delay!

B

ǒǒ	ǒ.	O.K.
----	----	------

B. NOTES

1. Affirmative imperatives.

Look at the sentence: lṛ mú àdǎ wá 'fetch a cutlass'

The simple verb stem with no subject pronoun is used as an imperative. We have already seen (Unit 12) that the plural imperative is identical in form with the form which contains the second person plural subject pronoun ẹ. The plural form is often used in addressing only one person, as a mark of respect.

2. 'Fetch' = 'go, get____, come'

In the same sentence, notice that the literal equivalent of 'fetch' is 'go, get____, come.' Yoruba and some other West African languages use strings of verbs with a single subject and no intervening conjunction a little more freely than English does. This Yoruba construction is superficially similar to the English 'go get it,' 'go find it,' 'come help us,' but in English most such constructions have only two verbs, and the first of these verbs is almost always either go or come. Also, the English

construction is used only in the imperative or after modals (can, will etc.) but not in the present or past.

3. Negative imperative.

In the sentence: má pě 'don't delay'

notice that the high verb pé has rising tone. This is related to a form *máàpě in which the high level pitch of pé after a low tone was replaced by a rising pitch. But when, in the historical development of some dialects of Yoruba, the low à was lost, the rising tone remained on pe. The low à may still be heard in other dialects.

By the same process, mid verbs after má have second tone. Low verbs, however, have falling tone, and not the low level tone that they would have after another low tone.

C. Exercises

1.	<u>informal singular</u>		<u>courteous / plural</u>
	lò sọ́jâ	'go to the market'	ē lò sọ́jâ
	jẹ̀-ūn	'eat'	jẹ̀-ūn
	mū kọ́fí	'drink coffee!'	ē mū kọ́fí
	mú sù-úrú	'be patient'	ē mú sù-úrú
	fún mī lókó	'give me a spade'	ē fún mī lókó
	má lò sọ́jâ	'don't go to the market'	ē má lò sọ́jâ
	má jẹ̀-ūn		ē má jẹ̀-ūn
	má mù kọ́fí		ē má mù kọ́fí
	má fún mī lókó		ē má fún mī lókó

2. 'don't buy a shirt' (1-2, 2-3, 3-2)

a.	ẹ̀wù	má rẹ̀wù	má rá ẹ̀wù
	kẹ̀kẹ̀	má rá kẹ̀kẹ̀	má rá kẹ̀kẹ̀
	ìwě	má ráwě	má rá ìwě
	òkọ́ 'spade'	má rọ̀kọ́	má rá òkọ́
	ílá	má rálá	má rá ílá
	ìlù	má rálù	má rá ìlù

D. Supplementary materials: Places

ābúlé	'hut, village'
āgbè	'gourd'
āgbòṅ	'basket'
āwọ́	'leather (here, leather sheath)'
ēbè	'round heap for planting yams'
ìkòkò	'cooking pot'
kùkùtẹ̀	'stump': kùkùtẹ̀ ìgī 'stump of a tree'

1. níbō lādǎ wá 'where is the cutlass?' (1-2, 2-3, 3-2)

a.	ābúlé	ó wá lǎbúlé	ó wá nǐ ābúlé
	ílé	ó wá nǐlé	ó wá nǐ ílé
	āhéré	ó wá lǎhéré	ó wá nǐ āhéré
	òkō 'farm'	ó wá lǒkō	ó wá nǐ òkō
b.	ēbè	ó wá lǒrí ēbè	
	ìgī	ó wá lǒrí ìgī	
	āgbè	ó wá lǒrí āgbè	
	kùkùtẹ̀ ìgī	ó wá lǒrí kùkùtẹ̀ ìgī	

C. Exercises1. n-form vs. simple form.

a. 'What is he doing?' 'What did he do?' (1-2, 2-3, 3-2)

ṣē	kíló nṣē	kíló ṣē
jē	kíló njē	kíló jē
mū	kíló nmū	kíló mū
rà	kíló nrâ	kíló rà
gbà	kíló ngbâ	kíló gbà
tà	kíló ntâ	kíló tà

b.	ṣē	kinī wọn nṣē	kinī wọn ṣē
	jē	kinī wọn njē	kinī wọn jē
	mū	kinī wọn nmū	kinī wọn mū
	rà	kinī wọn nrâ	kinī wọn rà
	gbà	kinī wọn ngbâ	kinī wọn gbà
	tà	kinī wọn ntâ	kinī wọn tà

c.	ṣē	kílē nṣē or: kílē nṣē	kílē ṣē
	jē	kílē njē	kílē jē
	mū	kílē nmū	kílē mū
	rà	kílē nrâ	kílē rà
	gbà	kílē ngbâ	kílē gbà
	tà	kílē ntâ	kílē tà

d.	ṣē	kílō ṅṣē or: kílô ṅṣē	kíl'ō ṣē
	jē	kílō ṅjē	kíl'ō jē
	mū	kílō ṅmū	kíl'ō mū
	rà	kílō ṅrà	kíl'ō rà
	gbà	kílō ṅgbà	kíl'ō gbà
	tà	kílō ṅtâ	kíl'ō tà

2. 'What are you doing?' (1-2, 2-3, 3-2)

↓	kílō ṅṣē	kínī ǒ ṅṣē (or: kínī ò...)
jē	kílō ṅjē	kínī ǒ ṅjē
òūn	kíló ṅjē	kínī ó ṅjē
tà	kíló ṅtâ	kínī ó ṅtâ
àwọ̀n	kínī wọ̀n ṅtâ	kínī wọ̀n ṅtâ
rà	kínī wọ̀n ṅrà	kínī wọ̀n ṅrà
mū	kínī wọ̀n ṅmū	kínī wọ̀n ṅmū
ìwọ̀	kílō ṅmū	kínī ǒ ṅmū
rà	kílō ṅrà	kínī ǒ ṅrà
òūn	kíló ṅrà	kínī ó ṅrà
mū	kíló ṅmū	kínī ó ṅmū
ìwọ̀	kílō ṅmū	kínī ǒ ṅmū
ẹ̀yīn	kílẹ̀ ṅmū	kínī ẹ̀ ṅmū
tà	kílẹ̀ ṅtâ	kínī ẹ̀ ṅtâ
jē	kílẹ̀ ṅjē	kínī ẹ̀ ṅjē
ṣē	kílẹ̀ ṅṣē	kínī ẹ̀ ṅṣē
ìwọ̀	kílō ṅṣē	kínī ǒ ṅṣē

- D. Supplementary materials: Actions often expressed with the n- tense.

kò	'to learn, study'
kò	'to write'
fò	'to wash'
nā́jú	'to relax, get fresh air'
nārā	'to rest (<u>nā</u> 'to stretch', <u>ārā</u> 'body')
rán	'to send, sew'
sùn	'to sleep'
tāyò	'to play āyò' (tā, āyò)

1. kíló ñşē 'What is he doing?' (1-2, 2-3, 3-2)

kò	ó ñkòwě	ó ñkò iwě
kò	ó ñkòwě	ó ñkò iwě
fò	ó ñfòşş	ó ñfò āşş
nā́jú	ó ñnā́jú	ó ñnā́jú
nārā	ó ñnārā	ó ñnārā
rán	ó ñránşş	ó ñrán āşş
sùn	ó ñsùn	ó ñsùn
tāyò	ó ñtāyò	ó ñtā āyò

2. 'we are studying' 'we studied' (1-2, 2-3, 3-2)

kò	ā ñkòwě	ā kòwě
kò	ā ñkòwě	ā kòwě
fò	ā ñfòşş	ā fòşş
nā́jú	ā ñnā́jú	ā nā́jú

nārā	ā nārā	ā nārā
rán	ā nranṣṓ	ā ranṣṓ
tāyò	ā ntāyò	ā tāyò

UNIT 17

A. BASIC DIALOGUE: 'I took our child to school'

A

om̄		child
ilé`wě		school ('house of book')
mō mú om̄`wā lōlé`wě	Mo mu om̄ wa lō ile iwe.	I took our child (and went) to school.

B

fún		for
fún kìnī	Fun kìnī?	What for?

A

èk̄		education, schooling
fún èk̄`rè	Fun èk̄ rẹ.	For his lesson.

B

ṣē		do, make
ṣó nṣē dáádáá	Ṣe o nṣe daradara?	Is he doing well?

A

bẹ̀nī ó nṣē dáádáá	Bẹ̀nī, o nṣe daradara.	Yes, he's doing well.
--------------------	---------------------------	-----------------------

B. NOTES

1. Possessive, first plural.

The first person plural possessive is found in the expression:

ōmō[̄]wā[̄] 'our child'

Its form may be symbolized in writing by wā. Compare the possessives mī 'my' and rē 'your (sg.)' discussed in Unit 9.

2. Possessive, third singular.

The third person plural possessive is found in the expression:

èkò[̄]rè[̀] 'his lesson'

Its form may be symbolized as rè. Notice that it differs from rē 'your' with respect to both tones.

3. fún as translation of 'for'.

Note that in the utterance

fún èkò[̄]rè[̀] 'for his lessons'

the word fún is followed directly by a noun. Compare Note 4, Unit 12. In the present example, fún is not the main verb in the clause, and it has only one object.

C. Exercises.

1. Differences in tonal pattern for various pronominal possessives. (1-2, 1-3, 1-4, 3-4, 4-3)

a.	ōkō	'husband'	ōkō [̄] wā	ōkō [̄] rè [̀]	ōkō [̄] rē [̀]
	āyā	(or: āyākō)	āyā [̄] wā	āyā [̄] rè [̀]	āyā [̄] rē [̀]
	ōmō		ōmō [̄] wā	ōmō [̄] rè [̀]	ōmō [̄] rē [̀]
	ēpō		ēpō [̄] wā	ēpō [̄] rè [̀]	ēpō [̄] rē [̀]

òbẹ̀	'knife'	òbẹ̀wā	òbẹ̀rẹ̀	òbẹ̀rẹ̀
ìbõn		ìbõnwā	ìbõnrẹ̀	ìbõnrẹ̀

b.		'our book'	'his book'	'your book'	
	ìwě	ìwěwā	ìwěrẹ̀	ìwěrẹ̀	
	ẹ̀kọ̀	ẹ̀kọ̀wā	ẹ̀kọ̀rẹ̀	ẹ̀kọ̀rẹ̀	
	àdǎ	àdǎwā	àdǎrẹ̀	àdǎrẹ̀	
	ìlẹ̀	ìlẹ̀wā	ìlẹ̀rẹ̀	ìlẹ̀rẹ̀	
	ìlǎ	ìlǎwā	ìlǎrẹ̀	ìlǎrẹ̀	
	āhéré	āhéréwā	āhérérẹ̀	āhérérẹ̀	
	kọfí	kọfíwā	kọfírẹ̀	kọfírẹ̀	
	òkọ̀	'spade'	òkọ̀wā	òkọ̀rẹ̀	òkọ̀rẹ̀

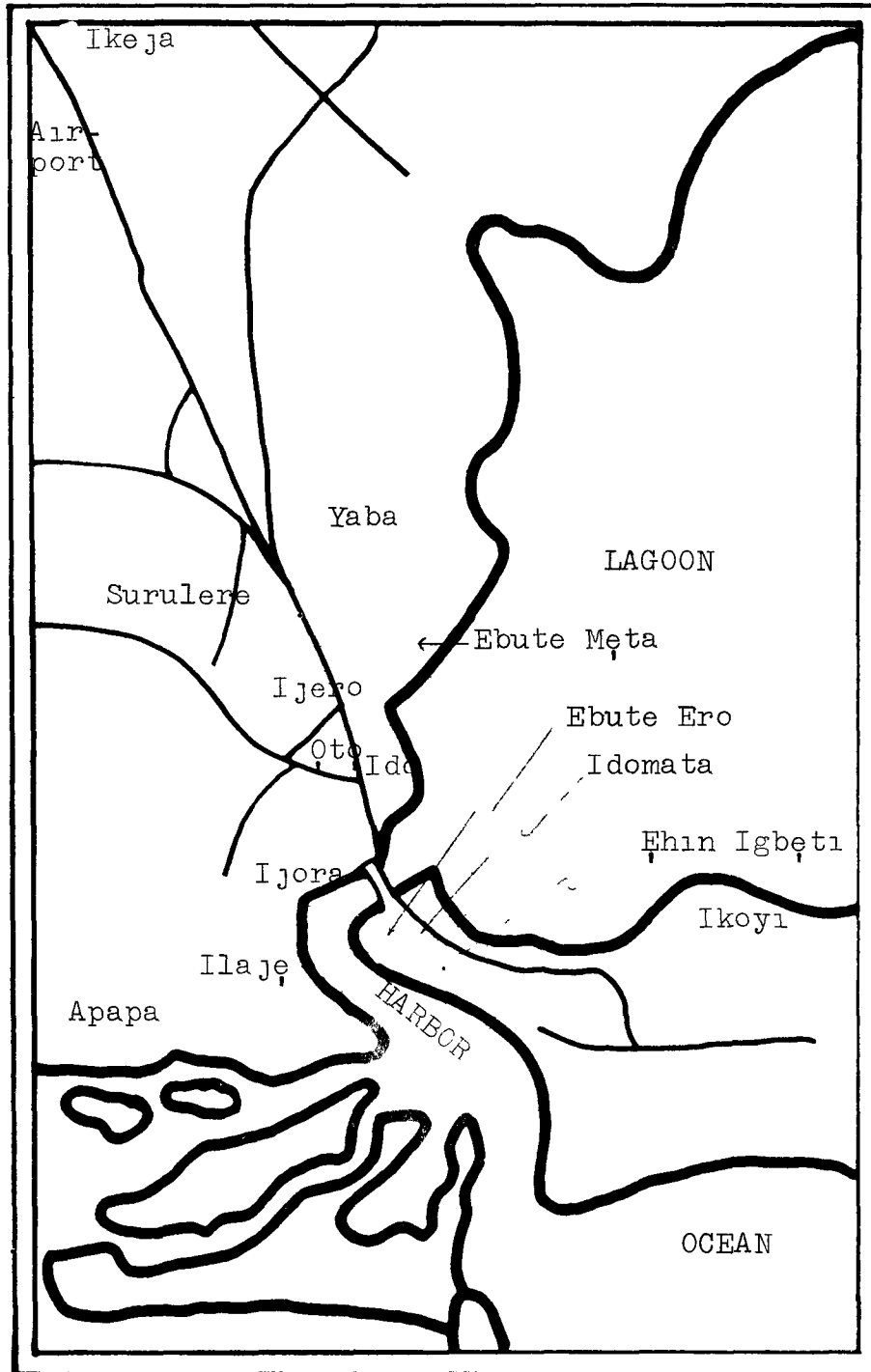
c.	ẹ̀wù	ẹ̀wùwā	ẹ̀wùrẹ̀	ẹ̀wùrẹ̀	
	òkọ̀	'car'	òkọ̀wā	òkọ̀rẹ̀	òkọ̀rẹ̀
	òkọ̀	'spear'	òkọ̀wā	òkọ̀rẹ̀	òkọ̀rẹ̀
	ẹ̀yìn	'palm nut'	ẹ̀yìnwā	ẹ̀yìnrẹ̀	ẹ̀yìnrẹ̀
	òbẹ̀	'soup'	òbẹ̀wā	òbẹ̀rẹ̀	òbẹ̀rẹ̀
	şòkòtò		şòkòtòwā	şòkòtòrẹ̀	şòkòtòrẹ̀

D. Supplementary materials: Place names in the Western Region, and in the vicinity of Lagos.

- Learn to read aloud, with proper tones, the place names on Maps A and B.
- Learn to name the places shown on Maps A' and B'.

Places in and around Lagos

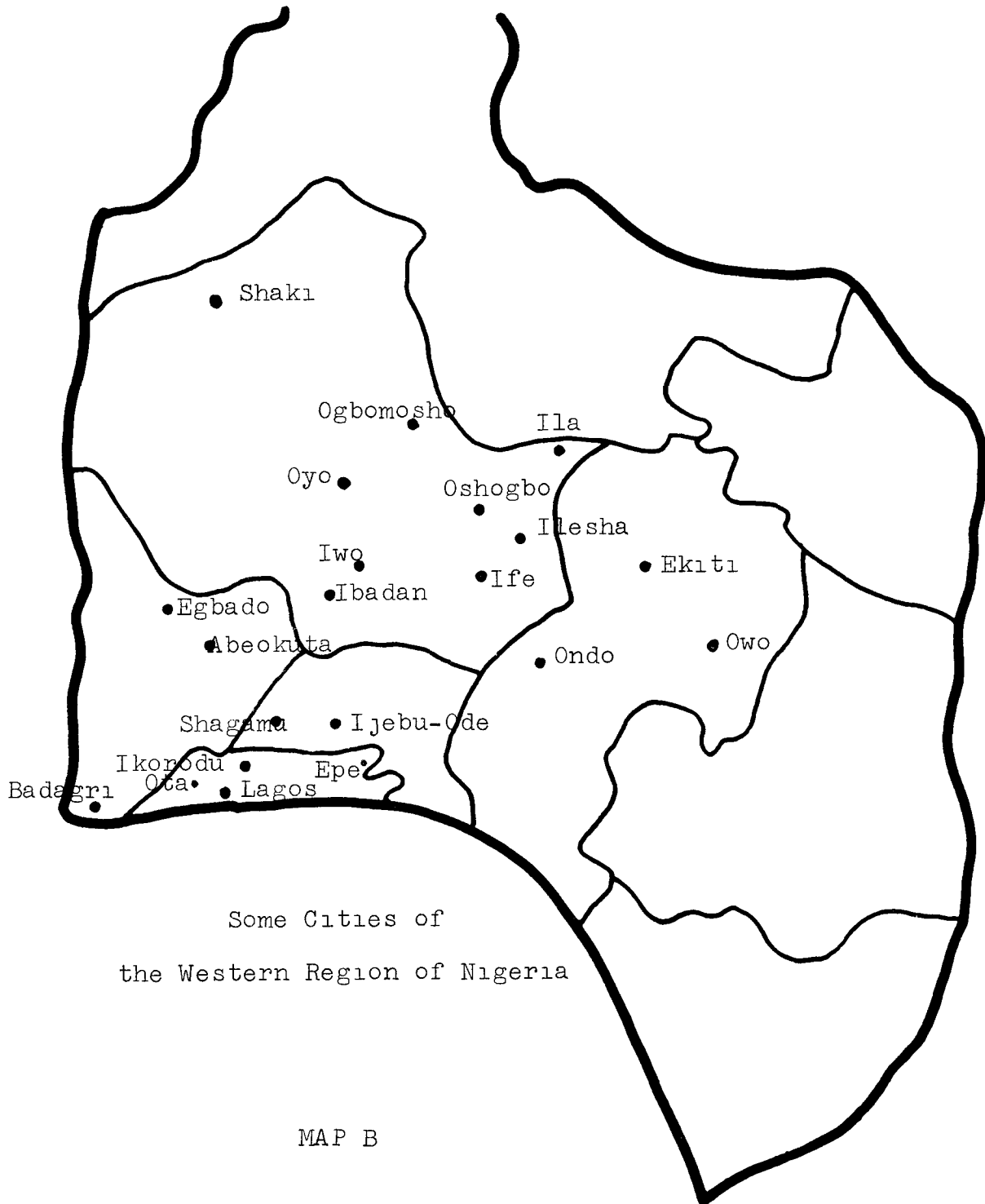
àpápá	Apapa	- wharves, village near the wharves
èbüté mētá	Ebute Metta	- three harbors, the last section before entering Lagos
èbüté ẹ̀rò	Ebute Ero	- a section in Lagos island
ẹ̀hìngbẹ̀tì	Ehin Igbẹ̀tì	- 'Back of Igbetì'—area along marina—shopping area
ìdǒ	Iddo	- terminus—railway and lorry terminal between Ebute Metta and Lagos island, separated from latter by Carter Bridge
ìdǒmátà	Idomata	- 'Mata's harbor' - part of Lagos island, immediately after the bridge
ìjǒrá	Ijora	- 'congregation of relatives' One of the suburbs in Lagos, near Iddo and Apapa
ìkòyí	Ikoyi	- formerly reserved area to the NW of Lagos.
ìlájẹ̀	Ilàjẹ̀	- 'eating mark' or 'fish searching area', near Apapa
yábǎ	Yába	- north of Ebute Metta
òtò	Òttò	- 'a separate entity'—suburbs near Iddo
ìjẹ̀rò	Ijero	- eating area for strangers— West of Ebute Metta.
sù-úrùlẹ̀rẹ̀	Sùrulere	- 'patience has its worth'—west of Yaba



MAP A

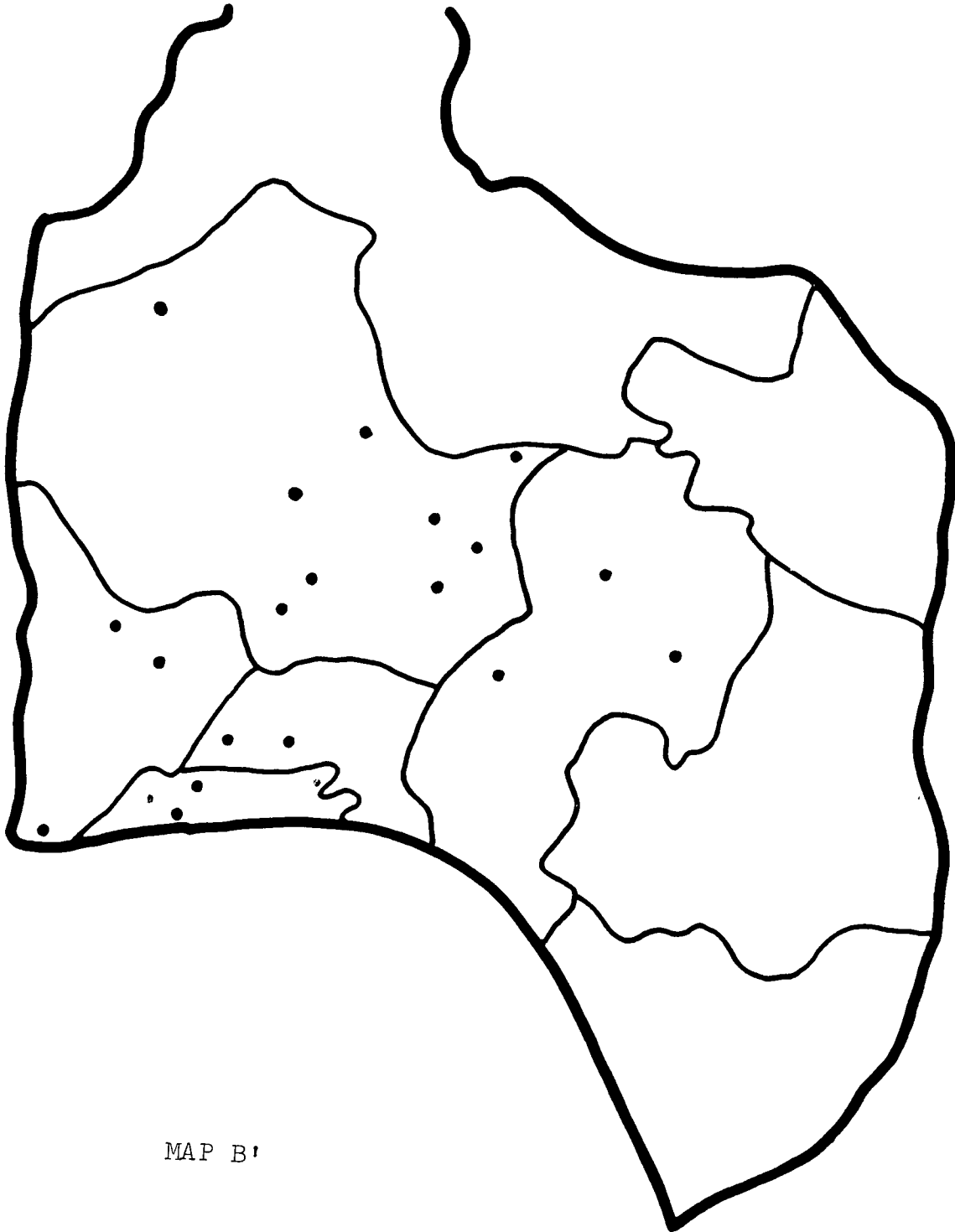


MAP A'

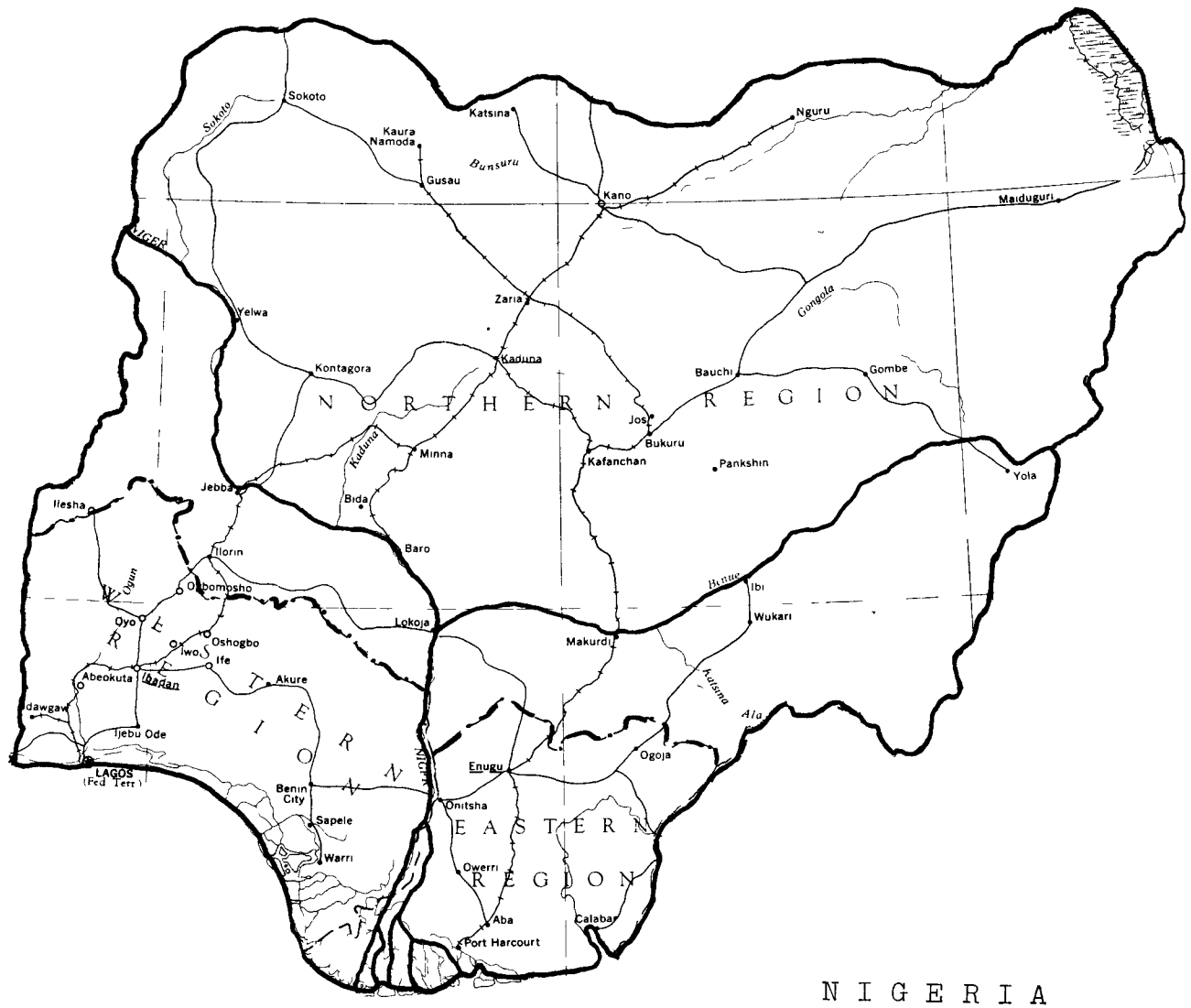


Some Cities of
the Western Region of Nigeria

MAP B



MAP B'



Cities

ābẹ̀òkùtā	Abeokuta	ìkòròdù	Ikorodu
àgbádàrígí	Badagri	ìpě̀rū	Iperu
èkítì	Ekiti	ìwǒ	Iwo
èkǒ	Lagos	ògbòmòṣṣò	Ogbomòsho
ẹ̀gbádô	Egbado (area that includes Ilaro.)	òndǒ	Ondo
ẹ̀pẹ̀	Èpe	òṣògbò	Oshogbo (another part of Egbado)
ìbàdàn	Ibadan	òtá	Ọta
		òwò	Ọwo
ìfẹ̀	Ife	òyọ̀	Ọyo
ìjẹ̀bù òdẹ̀	Ijebu Ode	ṣàgāmù	Shagamu
ìlǎ	Ila	ṣàkí	Saki
ìlẹ̀ṣà	Ilesha		

UNIT 18

A. BASIC DIALOGUE: 'Who are they?'

A

dé

arrive

àwọ̀n tǎlò dé

Awọ̀n tanı o de?

Who are the arrivals?

B

ọ̀rẹ̀

friend

àwọ̀n ọ̀rẹ̀ yín

Awọ̀n ọ̀rẹ̀ yín.

Your friends.

A

látìbò

Latı ıbo?

From where?

B

látêkǒ

Latı Eko.

From Lagos.

A

kó

took several
things

ẹ̀rù

load

wọ̀

enter

kẹ̀rū wọ̀n wọ̀lé

Ko ẹ̀ru wọ̀n wọ̀ ıle.

Bring their things
into the house.

B

bù

dipped out

òmí

water

bòmí fún wọ̀n

Bu omı fun wọ̀n.

Dip out some water
for them.

A

tètè

Tete.

Hurry.

B

sọ̀

speak

pé

that

bọ̀

come back

sọ̀ fún wọ̀n pé mǒ mǒbọ̀ Sọ̀ fun wọ̀n pe mo nbọ̀.

Tell them that I am
coming.

B. NOTES

1. Possessives, second plural and third plural.

In this unit we meet the last two of the possessives:

ọ̀rẹ̀ yín

'your (pl.) friend'

ẹ̀rù wọ̀n

'their loads'

The forms of these possessives may be summarized as yín 'your (pl. or polite sg.)' and wǒn 'their.' Notice that the 3 pl. possessive has mid tone, while the 3 pl. subject pronoun wǒn has high tone.

Both of these possessives are nasalized throughout. Be sure to nasalize the w- and the y-, as well as the vowels.

C. Exercises.

1. Possessives, 2 pl. and 3 pl.

a. After high or rising tone.

àdǎ	àdǎ'yín	àdǎ'wǒn
èkǒ	èkǒ'yín	èkǒ'wǒn
ìwě	ìwě'yín	ìwě'wǒn
òrě	òrě'yín	òrě'wǒn
īlé	īlé'yín	īlé'wǒn
āhéré	āhéré'yín	āhéré'wǒn
kōfí	kōfí'yín	kōfí'wǒn
ōkó 'spade'	ōkó'yín	ōkó'wǒn

b. After mid tone.

ōkō 'husband'	ōkō'yín	ōkō'wǒn
ōmō	ōmō'yín	ōmō'wǒn
òbē 'knife'	òbē'yín	òbē'wǒn
ìbōn	ìbōn'yín	ìbōn'wǒn

c. After low tone.

òkò	'car'	òkò̀yín	òkò̀wōn
ērù		ērù̀yín	ērù̀wōn
òbẹ̀	'soup'	òbẹ̀̀yín	òbẹ̀̀wōn
òkò	'spear'	òkò̀̀yín	òkò̀̀wōn
bàtà		bàtà̀̀yín	bàtà̀̀wōn

2.	ērù	kẹ̀rù̀wōn	kó ērù̀wōn
	iwě	kówě̀wōn	kó iwě̀wōn
	òbẹ̀	kòbẹ̀̀wōn	kó òbẹ̀̀wōn
	ẹ̀wù	kẹ̀wù̀wōn	kó ẹ̀wù̀wōn
	ẹ̀yìn	kẹ̀yìǹwōn	kó ẹ̀yìǹwōn
	òkò	kòkò̀wōn	kó òkò̀wōn
	òkò	kòkò̀̀wōn	kó òkò̀̀wōn

3.		'they arrived from ____'	
	èkǒ	wón dé látèkǒ	wón dé látì èkǒ
	òjà	wón dé látòjà	wón dé látì òjà
	ilé	wón dé látilé	wón dé látì ilé
	āhéré	wón dé látāhéré	wón dé látì āhéré
	ilǔ	wón dé látìlǔ náà	wón dé látì ilǔ náà

D. Supplementary materials: Nouns expressing personal relationships

pẹ̀lǔ	with	ārá	relatives
ẹ̀gbọn	older siblings	òbì	parents
àbùrò	junior sisters / brothers	òbàkàn	half-sibling
		āládùgbò	neighbors

om̄o	child	elégbẹ́	one's fellow
olùkòṅnī	teacher	alábàṣìṣẹ́	co-worker
ẹgbẹ́	companion	om̄o òdò	domestic employee

1. (1-2, 1-5, 2-5, 1-2-3-4-5)

1 (noun)	2 (2 sg.)	3 (2 pl.)	4 (1 pl.)	5 (3 sg.)
òrẹ́	òrẹ́`rẹ́	òrẹ́`yín	òrẹ́`wā	òrẹ́`rẹ́
ẹgbõn	ẹgbõn`rẹ́	ẹgbõn`yín	ẹgbõn`wā	ẹgbõn`rẹ́
òbì	òbì`rẹ́	òbì`yín	òbì`wā	òbì`rẹ́
ārá	ārá`rẹ́	ārá`yín	ārá`wā	ārá`rẹ́
ẹgbẹ́	ẹgbẹ́`rẹ́	ẹgbẹ́`yín	ẹgbẹ́`wā	ẹgbẹ́`rẹ́
elégbẹ́	elégbẹ́`rẹ́	elégbẹ́`yín	elégbẹ́`wā	elégbẹ́`rẹ́
om̄o	om̄o`rẹ́	om̄o`yín	om̄o`wā	om̄o`rẹ́
om̄o òdò	om̄o òdò`rẹ́	om̄o òdò`yín	om̄o òdò`wā	om̄o òdò`rẹ́
òbàkàn	òbàkàn`rẹ́	òbàkàn`yín	òbàkàn`wā	òbàkàn`rẹ́
àbùrô	àbùrô`rẹ́	àbùrô`yín	àbùrô`wā	àbùrô`rẹ́
olùkòṅnī	olùkòṅnī`rẹ́	olùkòṅnī`yín	olùkòṅnī`wā	olùkòṅnī`rẹ́
alábàṣìṣẹ́	alábàṣìṣẹ́`rẹ́	alábàṣìṣẹ́`yín	alábàṣìṣẹ́`wā	alábàṣìṣẹ́`rẹ́
aládùgbô	aládùgbô`rẹ́	aládùgbô`yín	aládùgbô`wā	aládùgbô`rẹ́

UNIT 19

A. BASIC DIALOGUE: 'Father gave you gifts'

A

ẹ̀bùn
bàbá fún yín lẹ̀bùn

Baba fun yin ni
ẹ̀bun.

gift

Father gave you gifts.

B

írú
ẹ̀bùn rúwó

Ebun iruwo?

kind, seed

What kind of gifts?

A

àsọ̀
ìwě àsọ̀ àtílù

Iwe, asọ atí ilù.

cloth, clothes

Books, clothes and a drum.

B

nìbò nī wọn wá

Nibo ni won wa?

Where are they?

A

ínú
àpótí
wọn wá nínú àpótí
ẹ̀ lẹ̀ kó wọn

Won wa ninu apoti.
E lo ko won.

stomach, belly,
inside

box

They're in the box.

Go and get them.

B

dúpé
òwó
ẹ̀ lẹ̀ dúpé lówó
bàbá yín

E lo dupe lowo
Baba iyin.

thank

hand

Go thank your father.

B. NOTES

1. Pronoun object after high verbs, 1 sg., 2 pl., 3 pl.

These sentences contain pronoun objects after high verbs:

bàbǎ fún [˥] yín lẹ̀bùn	'father gave you (pl.) presents'
ẹ̀ fún mī ní díẹ̀	'give me some'
bōmī fún wǒn	'take water and give it to them'
ẹ̀ lẹ̀ [˥] kó wǒn	'go get them'

Notice the similarity in spelling with the independent pronouns and subject pronouns. The tones, however, are different:

indep. pron.	subj. pron.	obj. pron. after high
èmī	mō	mī
ẹ̀yín	ẹ̀	yín
àwǒn	wǒn	wǒn

2. Noun plus noun, when the second noun is in a genitival relation to the first.

The expressions nínú (ní ínú) and lówó (ní ǒwó) are often followed by nouns. In the resulting construction, the relation of the second word to ínú or ǒwó is more or less genitival, or possessive:

nínú àpótí	'in the box' ('the box's inside')
ǒwó [˥] bàbǎ	'father's hand'

Notice that the final high tone of nínú or lówó is followed, at least for some speakers, not by a falling tone, but by a low level tone.

3. Possessive construction with nouns. In Yoruba, a noun that modifies another is simply placed after the noun it modifies.

Examples are to be found in Note 2, above. In general, there is no tonal change involved, except for the insertion of an extra mora on mid tone if the second noun begins with a consonant. Some speakers, however, if the final tones of the first noun are basically low low, have the tones low mid instead, if the first tone of the following noun is mid or high. This alternation is not found in the Yoruba samples on which this book is based.

C. Exercises.

1. Different possessives in longer sentences.

- a.
- | | | |
|------|---------------------|---------------------|
| ērù | ē fún mī lẹrù`mī | ē fún mī ní ērù`mī |
| ìwě | ē fún mī níwě`mī | ē fún mī ní ìwě`mī |
| àdǎ | ē fún mī ládǎ`mī | ē fún mī ní àdǎ`mī |
| òbẹ | ē fún mī lóbẹ`mī | ē fún mī ní òbẹ`mī |
| ẹwù | ē fún mī lẹwù`mī | ē fún mī ní ẹwù`mī |
| filà | ē fún mī ní filà`mī | ē fún mī ní filà`mī |
- b.
- | | | |
|------|----------------------|----------------------|
| ìwě | ē fún wōn níwě`wā | ē fún wōn ní ìwě`wā |
| àdǎ | ē fún wōn ládǎ`wā | ē fún wōn ní àdǎ`wā |
| òbẹ | ē fún wōn lóbẹ`wā | ē fún wōn òbẹ`wā |
| ẹwù | ē fún wōn lẹwù`wā | ē fún wōn ní ẹwù`wā |
| filà | ē fún wōn ní filà`wā | ē fún wōn ní filà`wā |
- c.
- | | | |
|------|------------------------|------------------------|
| filà | mō fún`yín ní filà`wōn | mō fún`yín ní filà`wōn |
| àdǎ | mō fún`yín ládǎ`wōn | mō fún`yín ní àdǎ`wōn |
| ẹwù | mō fún`yín lẹwù`wōn | mō fún`yín ní ẹwù`wōn |

ìwě	mō fún'yín níwě'wōn	mō fún'yín ní ìwě'wōn
òbẹ	mō fún'yín lòbẹ'wōn	mō fún'yín ní òbẹ'wōn

2.

a.	ìwě'mī	ó fún mī níwě'mī	ó fún mī ní ìwě'mī
	ìwě'wōn	ó fún mī níwě'wōn	ó fún mī ní ìwě'wōn
	ìwě'yín	ó fún mī níwě'yín	ó fún mī ní ìwě'yín
	ẹrù'mī	ó fún mī lẹrù'mī	ó fún mī ní ẹrù'mī
	ẹrù'wōn	ó fún mī lẹrù'wōn	ó fún mī ní ẹrù'wōn
	ẹrù'yín	ó fún mī lẹrù'yín	ó fún mī ní ẹrù'yín
	bàtà'mī	ó fún mī ní bàtà'mī	ó fún mī ní bàtà'mī
	bàtà'wōn	ó fún mī ní bàtà'wōn	ó fún mī ní bàtà'wōn
	bàtà'yín	ó fún mī ní bàtà'yín	ó fún mī ní bàtà'yín
	ìwě'mī	ó fún mī níwě'mī	ó fún mī ní ìwě'mī
	bàtà'mī	ó fún mī ní bàtà'mī	ó fún mī ní bàtà'mī
	ẹrù'mī	ó fún mī lẹrù'mī	ó fún mī ní ẹrù'mī
	ẹrù'yín	ó fún mī lẹrù'yín	ó fún mī ẹrù'yín
	ẹrù'wōn	ó fún mī lẹrù'wōn	ó fún mī ní ẹrù'wōn
	filà'wōn	ó fún mī ní filà'wōn	ó fún mī ní filà'wōn
	filà'yín	ó fún mī ní filà'yín	ó fún mī ní filà'yín
	òbẹ'yín	ó fún mī lòbẹ'yín	ó fún mī ní òbẹ'yín
	òbẹ'mī	ó fún mī lòbẹ'mī	ó fún mī ní òbẹ'mī

UNIT 20

A. BASIC DIALOGUE: 'A thief got into our house.'

A

ōlè	ole	thief
ōlè|wō̄ ilé|wā	Ole wō̄ ile wa. }	A thief entered our house.
ōlè|wō̄lè|wā	Ole wō̄le wa. }	

B

kó		to collect, gather
kíní ōlè nâá|kó	Kíní ole na kó?	What did the thief steal?
kílōlè nâá|kó		

A

ōlè nâá|káşō̄	Ole na kaşō̄.	The thief took clothing.
---------------	---------------	--------------------------

B

ōlópă	olopa	policeman
ōlópă mólê nâà	Olopa mu ole na.	The police caught the thief.

B. NOTES

1. Tone change of noun expressions before verbs.

Until this unit, most of the sentences used in the dialogues and all those used in the exercises have had pronouns as the subjects of their verbs. Notice the tones of the noun subjects in these sentences, and compare them with the tones which the same noun expressions have in other contexts:

ōlè	ōlèlwōlé	'a thief entered the house'
ōlè nǎà	ōlè nǎákwáṣṣṓ	'the thief took clothing'
ēbī	ēbīlínpā mí	'hunger is killing me'
ōlópǎ	ōlópǎlmú ōlè nǎà	'a policeman caught the thief'

Before most verb tenses, including both tenses that have been met so far, a noun expression ends with either high or rising tone. Those noun expressions which normally end with high or falling tones have the same tonal pattern when they are used as subjects of verbs in these tenses. Those which normally have low or second tone on the last syllable, have rising tone. Those with the tones mid mid on the last two syllables have mid high before verbs.

For further examples, see the exercise. Note that the proper names Òjǒ, Òtò, and Òlā, all of which have different tones in isolation, have the same tones before a verb.

Note also that a low tone following a noun subject is replaced by falling tone. See Column 3 of the exercise for an example.

The set of phenomena described above will be indicated in this book by use of the symbol ǀ. In this Unit, the tonal changes have been written explicitly, together with the symbol ǀ, which stands for them. In most parts of this book, however, the symbol ǀ is the only written indication of these changes.

C. Exercises

ōlè	'thief'
ōlópǎ	'police'
ōlá	(abbr. of name)
òlā	(a name)
pópó	(abbr. of name)

1. (1-2, 1-3, 2-3, 3-2)

'Popo drank palm wine' 'Popo drank herb brew'

pópó	pópó mēmū	pópó|mâgbō
òjǒ	òjǒ|mēmū	òjǒ|mâgbō
ọlā	ọlā|mēmū	ọlā|mâgbō
ọtọ	ọtọ|mēmū	ọtọ|mâgbō
ōlè	ōlè|mēmū	ōlè|mâgbō
ọlá	ọlá|mēmū	ọlá|mâgbō
ọlópǎ	ọlópǎ|mēmū	ọlópǎ|mâgbō

D. Vocabulary Review

- Review all the greeting expressions in Unit 3D.
- Here are three sentences and a list of words. The words are either place-names, or names for kinds of food, or personal names, or words for personal relationships. Use each word in an appropriate sentence:

- mō lẹ́ sí _____. (for place names)
- mō jẹ́ _____. (for names of foods)
- mō fún _____ lówó. (for personal names)
- mō fún _____ `mī lówó. (for personal relationships)

ābẹ̀òkùtā	àgbàdárìgì	àpápá
àbùrô	àgbàdō	àgbōn

ālábǎṣīṣé	èkō	láfún
āládùgbô	èpà	òjǒ
àmàlà	ērān	ōbakān
ànámọ	èwà	ògbǒmôṣṣọ
aṣǎró	gbágúdá	ōlùkọnī
ātā	ìdòmǎtà	ōndǒ
dòdò	īlǎ	ọtọ
èbütémétá	ìlǎ	òbì
èkǒ	ìdùndǔ	òṣògbō
èbüté*ró	ìkòròdǔ	ọlǎ
èkitì	ìkòyì	ọtà
ègbǒn	ìlǎjē	ọlǎ
ègbǎdô	ìdǒ	ọwọ
èsō īgī	ìjōrá	pópó
èpě	īfẹ	ọyọ
èhìngbètì	ìrēsì	ọkà
èbē	īlēsâ	ṣàgāmù
ēgbé	ìwǒ	sù-úrùlěré
ègě	īyán	ṣākí

Sample for a Written Quiz on Vocabulary and Tone,
to follow Unit 20 of Yoruba Basic Course

1. Write in Yoruba, marking tones as in this course.

to thank	short (adj.)	patience
leaf	give	kill
gift	inside	cutlass

yam	to delay, be late	education, schooling
hunger	where?	to take
when?	to put	to do, make
milk	to say	water

2. Mark the tones.

eḅ1 npa m1	I'm starving.
mo fun wḅn niwe`wḅn	I gave them their books.
wḅn wa ni1e	They are at home.
bata `k1n1	What kind of shoes?
wḅn de lateko	They arrived from Lagos.
ḅkḅ`wa	Our car.
ẹ lḅ le`we	Go to school.
mo rẹwu	I bought a garment.
ooru mu m1	I'm hot.
orin fḅ`	He has a headache.
kile`ra	What did you buy?

3. Write in Yoruba, marking tones.

Give me some.
 I drank coffee.
 Don't buy a book.
 Tell them that I'm coming back.
 The thief took clothing.

UNIT 21

A. BASIC DIALOGUE: 'Hello in there!'

A

àgò

excuse, knock

ònílé

inhabitant/
owner of house

ò

(polite last
syllable)

àgò ònílé ò

Ago onile o.

Hello in there!

B

ìwò

you

tānī

who?

ìwò tānī (or,
ìwò tānī)

Iwò tanī?

Who is it?

A

lágbájá

So-and-so

èmī lágbájá nī

Emi lagbaja ni.

I am So-and-so.

B

yá

clear

àgò yá ò

Àgo yá o.

It's all right.

A

wò

enter

wòlé

Wòle.

Come in!

B

òjọ́		day
tó... mètá		about three...
ó mǎ tǒjọ́ mètá	O ma to ọjọ́ mètá.	I haven't seen you for some time.

A

kán		one
pèlǔ		with
ọjọ́ kán|pèlǔ	Ọjọ́ kan pèlu.	(Lit: One more day.)

B. NOTES

1. Full forms of personal subject pronouns.

The full forms of the personal pronouns have been met in earlier units. They are given here in tabular form:

	singular	plural
1	èṁí	àwá
2	ìwọ́	àwá
3	òún	àwọ́n

2. Subject pronouns with nī.

èṁí ònìlé nī 'I am a homeowner'

Notice that the word nī, which corresponds to English 'am', appears at the end of the sentence. With nī, the ordinary subject pronouns (mó, ó, etc.) are not used. This is another way in which nī differs from the verbs.

3. pẹ̀lǔ: an inseparable verb-noun combination.

The form pẹ̀lǔ is translated variously as 'with' or 'is together with'. In the system of Yoruba, however, it acts as though it were a contraction of a verb and a noun. It is like a verb in that it may be preceded by subject pronouns and other subject expressions, with the tonal changes noted in Unit 20, Note 1. It is like a noun in that it is followed by possessive pronouns, rather than object pronouns:

ó pẹ̀lǔ`wā 'he is with us'

In the sentence òjọ́ káń|pẹ̀lǔ, the noun expression òjọ́ káń is the subject of pẹ̀lǔ.

C. Exercises

1. (1-2, 2-3, 1-2-3)

Pronouns	'who are you?'	'I am your friend'
àwọ̀	àwọ̀ tǎnī	émī ọ̀rẹ̀`rẹ̀ nī
òun	òun tǎnī	òun ọ̀rẹ̀`rẹ̀ nī
ẹ̀yīn	ẹ̀yīn tǎnī	àwā ọ̀rẹ̀`rẹ̀ nī
àwọ̀n	àwọ̀n tǎnī	àwọ̀n ọ̀rẹ̀`rẹ̀ nī

2. (1-2, 1-3, 3-1)

Personal Names	'is it Ojo?'	'where is Ojo?'
òjọ̀	ńjẹ̀ ọ̀jọ̀ nī	níbō lòjọ̀|wà
àdiọ̀	ńjẹ̀ ǎdiọ̀ nī	níbō làdiọ̀|wà
òlú	ńjẹ̀ ọ̀lú nī	níbō lòlú|wà
ọ̀lǎ ('honor')	ńjẹ̀ ọ̀lǎ nī	níbō lọ̀lǎ|wà

ādé	('crown')	̀̀njẹ́ ādé nī	níbō lādé\wà
rẹ̀mǐ		̀̀njẹ́ rẹ̀mǐ nī	níbō nī rẹ̀mǐ\wà
āyọ̀	('joy')	̀̀njẹ́ āyọ̀ nī	níbō lāyọ̀\wà

3. (1-2, 2-3, 1-2-3)

Pronouns	'who is with you?'	'Ayọ̀ is with me'
ìwọ̀	tānī\pẹ̀lǔ`rẹ́	āyọ̀\pẹ̀lǔ`mī
ẹ̀yīn	tānī\pẹ̀lǔ`yín	āyọ̀\pẹ̀lǔ`wā
òun	tānī\pẹ̀lǔ`rẹ́	āyọ̀\pẹ̀lǔ`rẹ́
àwọ̀n	tānī\pẹ̀lǔ`wọ̀n	āyọ̀\pẹ̀lǔ`wọ̀n

4. (1-2, 2-3, 1-2-3)

Personal Names	'is Adio with you?'	'Adio is with Ojo'
àdiǒ	̀̀njẹ́ adiǒ\pẹ̀lǔ`rẹ́	adiǒ\pẹ̀lǔ`òjǒ
òlú	̀̀njẹ́ òlú\pẹ̀lǔ`rẹ́	òlú\pẹ̀lǔ`òjǒ
āyọ̀	̀̀njẹ́ āyọ̀\pẹ̀lǔ`rẹ́	āyọ̀\pẹ̀lǔ`òjǒ
rẹ̀mǐ	̀̀njẹ́ rẹ̀mǐ\pẹ̀lǔ`rẹ́	rẹ̀mǐ\pẹ̀lǔ`òjǒ

UNIT 22

A. BASIC DIALOGUE: 'Is there some reason for our seeing you?'

A

fī

with the result
that...şé kô sǐ ñkān
t`ā fī`rǐ ọ̀Se kò sǐ nkan tǐ
a fǐ rǐ ọ̀.Is there some reason
you have come? ('that
we see you')

B

kí
yín
mō wá`kí`yín nī

Mo wa kǐ yín nī.

salute, greet
you (obj.)
I just dropped by to
greet you.

A

bínú		be annoyed, angry
símī		to me
ẹ̀'ẹ̀ bínú sí mī	Şe ẹ̀ binu si mi?	Are you not angry with me, are you?

B

àyè		chance, place
rí		to see
n̄ kòràyè wǎ nī	Ng ko ri aiyè wa ni.	I didn't have a chance to come.

A

īşẹ̀		work
díwọ̀		occupied
púpọ̀		much
īşẹ̀' mī díwọ̀ púpọ̀	Işẹ̀ mi diwọ̀ pupọ̀.	I've been very busy.

B. NOTES

1. Negative for 2 pl. and 1 pl.

ẹ̀ bínú sí mī		'you are angry with me'
ẹ̀ kò bínú sí mī	}	'you are not angry with me'
ẹ̀ ò bínú sí mī		
ẹ̀' bínú sí mī		
ā kò bínú sí wọ̀n	}	'we are not angry with them'
ā ò bínú sí wọ̀n		
ā' bínú sí wọ̀n		

The negative forms for 2 plural and 1 plural are related to the corresponding affirmative forms as follows:

- a. The full (i.e. most deliberate) form of the negative is like the affirmative except for the presence of kò between subject pronoun and verb stem.
- b. A less deliberate negative form is like the affirmative except for the presence of ò between subject pronoun and verb stem.
- c. A still more casual negative form is like the affirmative except that the subject pronoun is followed by an extra mora, which has low tone.

We may put the same thing in another way by saying that the k of the first of these negative forms is lost as we go to the second, and that in going from the second to the third, the vowel of the negative prefix is assimilated to that of the subject pronoun.

2. The negatives for first singular and third plural are found in the following examples:

n̄ kò rǐ ǎyè wǎ	}	'I didn't find an opportunity to come'
n̄ ò rǐ ǎyè wǎ		
n̄̀ rǐ ǎyè wǎ		
w̄on kò wǎ		'they didn't come'
w̄on ò wǎ		

In each of these, the subject pronoun has a form which is different from that which is found in the corresponding affirmative:

	Subject pron. with affirm.	Subject pron. with neg.
1 sg.	m̄o	ṛ [n̄]
3 pl.	w̄on	w̄on

3. The third singular negative forms are exemplified by:

kò sǐ ñkān	'there is nothing'
kò sǐyǒnū	'there is no trouble'

Here, the negative element ko is again present, but there is no overt subject pronoun at all. The absence of an overt element is symbolized by #.

4. The negative forms may be summarized as follows:

1	ñ kò / ñ-ò / ñ'	ā kò / ā-ò / ā'
2	ō kò / ō-ò / ō'	ē kò / ē-ò / ē'
3	# kò	wōn kò / wōn ò

C. Exercises.

1. Affirmative vs. negative statements (1-2, 2-1)

a.	'I ate'	'I didn't eat'
	mō jē-ūn	ñ kò jē-ūn
	ó jē-ūn	kò jē-ūn
	ā jē-ūn	ā kò jē-ūn
	wōn jē-ūn	wōn kò jē-ūn
b.	mō sùn	ñ kò sùn
	ó sùn	kò sùn
	ā sùn	ā kò sùn
	wōn sùn	wōn kò sùn
c.	mō wá	ñ kò wá
	ó wá	kò wá

ā wá

ā kò wǎ

wọ̀n wá

wọ̀n kò wǎ

2. Affirmative question vs. negative answer (1-2)

a. 'did you sleep?'

'I didn't sleep'

ṣ'ò sùn

ṅ kò sùn

ṣ'ó sùn

kò sùn

ṣ'ẹ̀ sùn

ā kò sùn

ṣé wọ̀n sùn

wọ̀n kò sùn

b. ṣ'ò jẹ-ùn

ṅ kò jẹ-ùn

ṣ'ó jẹ-ùn

kò jẹ-ùn

ṣ'ẹ̀ jẹ-ùn

ā kò jẹ-ùn

ṣé wọ̀n jẹ-ùn

wọ̀n kò jẹ-ùn

c. ṣ'ò wá

ṅ kò wǎ

ṣ'ó wá

kò wǎ

ṣ'ẹ̀ wá

ā kò wǎ

ṣé wọ̀n wá

wọ̀n kò wǎ

3. 'aren't you annoyed?'

'I'm not annoyed'

ṣ'ẹ̀ kò bínú

ṅ kò bínú

ṣé wọ̀n kò bínú

wọ̀n kò bínú

ṣé kò bínú

kò bínú

UNIT 23

BASIC DIALOGUE: 'I'm not angry any more.'

A

mọ́

again, any more,
any longer
(used only with
negative)

n̄ kò bínú mọ́

Ng ko binu mọ.

I'm not angry any more.

B

şùgbọ̀n

but

tẹ̀lẹ̀

early, before

şùgbọ̀n m̄ bínú tẹ̀lẹ̀

Şùgbọ̀n mo binu tẹ̀lẹ̀.

But I was annoyed
before.

A

rán

send

īşẹ́

message, work

ō kò rānşẹ́ sí mī

O kò ranşẹ́ sí mī.

You didn't send me any
word.

B

şá

just

jòwọ́

please

ẹ́ şá mǎ bínú
(cf. mǎ bínú)

Ẹ́ şa ma binu.

Just don't be annoyed.

3.	kí	ş'ē wá' kí wōn	n̄ kò wǎ' kí wōn
	jē-ūn	ş'ē wá' jē-ūn	n̄ kò wǎ' jē-ūn
	fōşō	ş'ē wá' fōşō	n̄ kò wǎ' fōşō
	kàwě	ş'ē wá' kâwé	n̄ kò wǎ' kâwé
	şīşé	ş'ē wá' şīşé	n̄ kò wǎ' şīşé

4. (1-2, 2-3, 3-2)

bínú	n̄ kò bǐnú mọ	'I'm not angry any more'
wōlé	n̄ kò wōlé mọ	'I'm not entering the house any more'
ráiyê	n̄ kò ráiyê wǎ mọ	'I've no time to come again.'
kàwě	n̄ kò kàwě mọ	'I'm not reading any more'
kówě	n̄ kò kówě mọ	'I'm not studying any more'

UNIT 24

A. BASIC DIALOGUE: 'We should know one another'

A

yē	necessary
mọ	know
ārā'wā	ourselves

ó yē ká mōrā'wā 0 yē k1 a mọ ara wa. It is necessary to know one another.

B

rò	think
nū'	that's it
n̄'kān tí mō nrô nū'	That's what I am thinking.

A

òtítọ́		truth
béẹ̀		like that
òtítọ́ nī ó yẹ́ béẹ̀	Otító ni o yẹ́ bẹ́.	No doubt, it is good.

B

òrúkọ́		name
òrúkọ́`mī nī òjọ́	Orukọ mi ni Ojo.	My name is Ojo.
ọmọ́ èkọ́ nī mí	Ọmọ Èkọ́ ni mi.	I'm a native of Lagos.

B. NOTES

1. kí plus subject pronoun.

ó yẹ́ kí á mọ́ ǎrǎ`wǎ	'it is necessary that we should know one another'
ó yẹ́ kí n lọ́ sékọ́	'I have to go to Lagos'
ó fẹ́ kí wọ́n wá	'he wants them to come'

The particle kí is often found between the first of two verbs and the subject of the second. These are often constructions which, if translated into some other languages, would have the second verb in a 'subjunctive' form. A first approximation to the English translation of kí is 'in order that...' The tones of a (1 pl.) and wọ́n are variable, some speakers using mid and some using high tone on one or both.

2. The reciprocal/reflexive construction.

ǎ mọ́ ǎrǎ`wǎ	'we know one another'
wọ́n mọ́ ǎrǎ`wọ́n	'they know one another'

The phrase which corresponds to English 'one another' consists of the word ārā 'body' with a plural possessive pronoun. In some contexts, e.g., with the verb rí 'see' this construction is susceptible of two different English translations:

wōn rí ārā [~] wōn	{	'they saw one another'
		'they saw their bodies'

3. The noun bẹ̀ẹ̀.

The word bẹ̀ẹ̀ is a noun in Yoruba. Abraham glosses it as 'the fact of being thus.' For examples of its use, see Exercise 3.

C. Exercises

1. kí with subject pronouns. (1-2, 2-3, 3-2)

'I must go to Lagos' (deliberate equivalent of Col. 2)

èmī	ó yẹ́ kí n̄ lẹ́ sékǒ	ó yẹ́ kí n̄ lẹ́ sí èkǒ
ìwọ́	ó yẹ́ kí ń lẹ́ sékǒ	ó yẹ́ kí ń lẹ́ sí èkǒ
òun	ó yẹ́ kí ó lẹ́ sékǒ	ó yẹ́ kí ó lẹ́ sí èkǒ
àwā	ó yẹ́ kí ā lẹ́ sékǒ	ó yẹ́ kí ā lẹ́ sí èkǒ
ẹ̀yìn	ó yẹ́ kí ẹ́ lẹ́ sékǒ	ó yẹ́ kí ẹ́ lẹ́ sí èkǒ
àwọ̀n	ó yẹ́ kí wọ̀n lẹ́ sékǒ	ó yẹ́ kí wọ̀n lẹ́ sí èkǒ

2. Reciprocal construction. (1-2, 2-3, 3-2)

a. 'it's necessary that we know one another'

àwā	ó yẹ́ kí mọ̀rā [~] wā	ó yẹ́ kí ā mọ̀ ārā [~] wā
àwọ̀n	ó yẹ́ kí wọ̀n mọ̀rā [~] wọ̀n	ó yẹ́ kí wọ̀n mọ̀ ārā [~] wọ̀n
ẹ̀yìn	ó yẹ́ kí ẹ́ mọ̀rā [~] yìn	ó yẹ́ kí ẹ́ mọ̀ ārā [~] yìn

b. 'we saw one another'

àwā	ā rírā́wā	ā rí ārā́wā
àwōn	wón rírā́wōn	wón rí ārā́wōn
ẹ̀yìn	ẹ̀ rírā́yìn	ẹ̀ rí ārā́yìn

3. bẹ̀ẹ̀ (1-2, 2-3, 3-2)

yẹ̀	ó yẹ̀ bẹ̀ẹ̀	'it must be that way'
sọ̀	ó sọ̀ bẹ̀ẹ̀	'he said so'
ṣẹ̀	ó ṣẹ̀ bẹ̀ẹ̀	'he did thus'
fẹ̀	ó fẹ̀ bẹ̀ẹ̀	'he wants it that way'

4. Place-names in two common frames.

	'I'm a native of Lagos'	'the city of Lagos'
èkǒ	òmǒ èkǒ nī mí	ìlǔ èkǒ
ìlǎ	òmǒ ìlǎ nī mí	ìlǔ ìlǎ
òndǒ	òmǒ òndǒ nī mí	ìlǔ òndǒ
ìbàdàn	òmǒ ìbàdàn nī mí	ìlǔ ìbàdàn
ābẹ̀òkùtā	òmǒ ābẹ̀òkùtā nī mí	ìlǔ ābẹ̀òkùtā
àgbàdàrígì	òmǒ àgbàdàrígì nī mí	ìlǔ àgbàdàrígì
ògbòmòṣṣò	òmǒ ògbòmòṣṣò nī mí	ìlǔ ògbòmòṣṣò
ṣàgǎmù	òmǒ ṣàgǎmù nī mí	ìlǔ ṣàgǎmù

UNIT 25

A. BASIC DIALOGUE: 'I've just arrived here.'

A

ṣẹ̀ṣẹ̀

just, recently

dé

arrive

íbí

here, this place

mō ṣẹ̀ṣẹ̀ dé síbì nī

Mo ṣẹṣẹ de sí 1b1 n1. I've just arrived here.

kò tí'pẹ̀ púpọ̀

Ko tí pẹ pupọ. It isn't very long.

B

ārá

person

ẹ̀n ārá êkǒ nī ọ̀

Ẹn, ara Eko n1 ọ! Ah, you're from Lagos!

A

n̄ kǐ'ṣārá êkǒ

Ng k1 ṣe ara Eko. I'm not [just] a resident of Lagos.

ọ̀mọ̀ èkǒ nī mí

Ọmọ Eko n1 m1. I'm a native of Lagos.

àìná lórúkọ̀' mī

Aina n1 orukọ m1. My name is Aina.

B

ọ̀mọ̀ ìbàdàn nī mí

Ọmọ Ibadan n1 m1. I'm a native of Ibadan.

Olúyọ̀lẹ̀

name of founder
of Ibadan

ilé olúyọ̀lẹ̀

Ile Oluyọle. The shrine of Oluyọle.

B. NOTES

1. nī with persons and numbers other than third singular.

See the examples in Exercise 2. The pronouns have the same tones and the same segmental shape that they have after mid-tone verbs. But notice that third singular does not have lengthening of the vowel of nī.

2. kì'şē... (negative counterpart of nī).

See the examples in Exercises 3, 4, 5. This construction may be summarized as follows:

1 sg.	<u>nī</u>				
2 sg.	<u>ō</u>				
3 sg.	#	kì	í + şē	Noun	
1 pl.	<u>ā</u>				
2 pl.	<u>ē</u>				
3 pl.	<u>wōn</u>				

The list of subject pronouns is the same as that which is used before kò (See Unit 22, Note 3).

C. Exercises

1. Related sentences, one containing şēşē (1-2, 2-3, 1-2-3)

	'he has just arrived'	'when did he arrive'?
dé	ó şēşē də	nígbâwō ló dé
jē-ūn	ó şēşē jē-ūn	nígbâwō ló jē-ūn
lō	ó şēşē lō sójâ	nígbâwō ló lō sójâ
rā	ó şēşē rāwó	nígbâwō ló rāwó

2. nī with various persons and numbers. (1-2, 2-3, 1-2-3)

a. 'he is from Lagos' 'is he a native of Lagos?'

òūn	ārá êkǒ nī	şé ǒmǒ êkǒ nī
èmī	ārá êkǒ nī mí	{ şé ǒmǒ êkǒ nī ọ
		{ şé ǒmǒ êkǒ nī yín
àwǒn	ārá êkǒ nī wǒn	şé ǒmǒ êkǒ nī wǒn
àwā	ārá êkǒ nī wá	şé ǒmǒ êkǒ nī yín

b. 'are you a home owner?' 'I'm a home owner'

àwǒ	şé ǒnīlé nī ọ	ǒnīlé nī mí
òūn	şé ǒnīlé nī	ǒnīlé nī
àwǒn	şé ǒnīlé nī wǒn	ǒnīlé nī wǒn
èyīn	şé ǒnīlé nī yín	{ ǒnīlé nī mí
		{ ǒnīlé nī wá

3. Affirmative vs. negative naming construction. (1-2, 2-3, 1-2-3)

	'is it ẹkọ?'	'it is not ẹkọ'
ẹkǒ	ńjẹ ẹkǒ nī	kìí şé ẹkǒ
ìrẹ̀sì	ńjẹ ìrẹ̀sì nī	kìí şé ìrẹ̀sì
ìyán	ńjẹ ìyán nī	kìí şé ìyán
èsō ìgī	ńjẹ èsō ìgī nī	kìí şé èsō ìgī
ànàmǒ	ńjẹ ànàmǒ nī	kìí şé ànàmǒ
àgbàdō	ńjẹ àgbàdō nī	kìí şé àgbàdō

4. Two negative constructions. (1-2, 2-3, 3-2)

	'it is not porridge'	'he didn't eat porridge'
ẹ̀kọ̀	kií sẹ̀ ẹ̀kọ̀	kò jẹ̀kọ̀
ìdùndù	kií sẹ̀ ìdùndù	kò jẹ̀dùndù
túwó	kií sẹ̀ túwó	kò jẹ̀ túwó
gbágǔdá	kií sẹ̀ gbágǔdá	kò jẹ̀ gbágǔdá
ẹ̀wà	kií sẹ̀ ẹ̀wà	kò jẹ̀wà
àmàlà	kií sẹ̀ àmàlà	kò jamàlà

5. Negative naming construction, all persons and numbers.

(1-2, 2-3, 1-2-3)

ìwọ̀	sé ọ̀mọ̀ ibàdàn nī ọ̀	n̄ ki' sẹ̀ ọ̀mọ̀ ibàdàn
ẹ̀yìn	sé ọ̀mọ̀ ibàdàn nī yìn	{ n̄ ki' sẹ̀ ọ̀mọ̀ ibàdàn ā ki' sẹ̀ ọ̀mọ̀ ibàdàn
àwọ̀n	sé ọ̀mọ̀ ibàdàn nī wọ̀n	wọ̀n ki' sẹ̀ ọ̀mọ̀ ibàdàn
òun	sé ọ̀mọ̀ ibàdàn nī	ki' sẹ̀ ọ̀mọ̀ ibàdàn

UNIT 26

A. BASIC DIALOGUE: 'I'm a student.'

A

ọ̀mọ̀ sùkùrù nī mí	Ọ̀mọ̀ sùkuru ni mi.	I'm a student.
gbà		accept, take, get, receive
àsìkò (or: àşìkò)		time
n̄ kò n̄ gbà yìn	Ng ko ni gba yin ni	I will not take up
láşìkò	aşìkò.	your time.

pè		call
àlǎǒ lā́ n̄pê mǐ	Alao ni a npe mi.	I'm called Alao.
ōn̄iṣ̄ōwò		trader
ōn̄iṣ̄ōwò nī́ mǐ	Oniṣowo ni mi.	I'm a trader.
tí		when
bá		happen to do
wá		look for
t'ḗ bá n̄wá n̄kán̄n̄kān	Ti ẹ́ ba nwa nkan	Whenever you want
ḗ s̄o fún mī	kan ẹ́ s̄o fun mi.	something, tell me.

B. NOTES

1. Third person singular object pronoun.

ó rí	'he saw him'
ó jḗ	'he ate it'
má rà'	'don't buy it'

Each of these sentences contains a verb with a third person singular object. The object is represented by an extra mora added to the vowel of the verb. The tone of the third person singular object pronoun, like the tones of the other object pronouns, varies according to the tone class of the verb it follows. Its tone is of course independent of the tones of the noun for which it stands.

2. Tones of object pronouns with low verbs.

ṣ̄'ō pè mǐ	'did you call me?'
mō pè ǒ	'I called you'
mō m̄o'	'I know him'

ó pē wǎ	'he called us'
ā pè yǐn	'we called you'
n̄ kò mò wǒn	'I don't know them'

Object pronouns after a low verb have rising tone.

C. Exercises

1. Object pronouns, 3 sg. (1-2, 2-3, 1-2-3)

a.	rà	ṣ'ò rṓkò nǎà	bẹ̀n̄n̄ mō rà'
	tà	ṣ'ò tṓkò nǎà	bẹ̀n̄n̄ mō tà'
	gbà	ṣ'ò gbṓkò nǎà	bẹ̀n̄n̄ mō gbà'
b.	ìwṓ	ṣ'ò mṓ ègbṓn' m̄	bẹ̀n̄n̄ mō mò'
	èyīn	ṣ'è mṓ ègbṓn' m̄	bẹ̀n̄n̄ mō mò'
	èyīn	ṣ'è mṓ ègbṓn' m̄	bẹ̀n̄n̄ ā mò'
	òūn	ṣ'ò mṓ ègbṓn' m̄	bẹ̀n̄n̄ ó mò'
	àwṓn	ṣ'è wṓn mṓ ègbṓn' m̄	bẹ̀n̄n̄ wṓn mò'

2. Object pronouns after a low verb. (1-2, 2-3, 1-2-3)

àwā	ṣ'ó pē wǎ	bẹ̀n̄n̄ ó pē yǐn
èyīn	ṣ'ó pē yǐn	bẹ̀n̄n̄ ó pē wǎ
èm̄	ṣ'ó pē m̄	bẹ̀n̄n̄ ó pē ọ
ìwṓ	ṣ'ó pē ọ	bẹ̀n̄n̄ ó pē m̄
òūn	ṣ'ó pè'	bẹ̀n̄n̄ ó pè'
àwṓn	ṣ'ó pē wṓn	bẹ̀n̄n̄ ó pē wṓn

3. nī plus relative clause; 1 sg. and 3 sg. o.p. after low verb (1-2, 1-3, 1-2-3)

a.	àdiǒ	ōrúkṑmī nī àdiǒ	àdiǒ lâ ń pē mǐ
	ōlú	ōrúkṑmī nī ōlú	ōlú lâ ńpē mǐ
	āyò	ōrúkṑmī nī āyò	āyò là ńpē mǐ
	rẹ̀mǐ	ōrúkṑmī nī rẹ̀mǐ	rẹ̀mǐ lâ ńpē mǐ
	ọ̀lǎ	ōrúkṑmī nī ọ̀lǎ	ọ̀lǎ là ńpē mǐ
	ọ̀lǎ	ōrúkṑ nī ọ̀lǎ	ọ̀lǎ lâ ńpē mǐ
b.	òjǒ	ōrúkṑrẹ̀ nī òjǒ	òjǒ lâ ńpè'
	āyò	ōrúkṑrẹ̀ nī āyò	āyò là ńpè'
	ọ̀lǎ	ōrúkṑrẹ̀ nī ọ̀lǎ	ọ̀lǎ lâ ńpè'
	ọ̀lǎ	ōrúkṑrẹ̀ nī ọ̀lǎ	ọ̀lǎ là ńpè'
	rẹ̀mǐ	ōrúkṑrẹ̀ nī rẹ̀mǐ	rẹ̀mǐ lâ ńpè'
	ōlú	ōrúkṑrẹ̀ nī ōlú	ōlú lâ ńpè'
	ādé	ōrúkṑrẹ̀ nī ādé	ādé lâ ńpè'

4. Negative vs. affirmative of various sentences. (1-2, 1-3, 1-2-3)

↓	ọ̀rẹ̀mī nī	kì'şē ọ̀rẹ̀mī
ōníşōwò	ōníşōwò nī	kì'şē ōníşōwò
èmī	ōníşōwò nī mí	ń kì'şē ōníşōwò
ọ̀lọ̀pǎ	ọ̀lọ̀pǎ nī mí	ń kì'şē ọ̀lọ̀pǎ
àwā	ọ̀lọ̀pǎ nī wá	ā kì'şē ọ̀lọ̀pǎ
àwōn	ọ̀lọ̀pǎ nī wōn	wōn kì'şē ọ̀lọ̀pǎ

om̄o	om̄o nī w̄on	w̄on kì's̄ē om̄o
ok̄unrīn	ok̄unrīn nī w̄on	w̄on kì's̄ē ok̄unrīn
oūn	ok̄unrīn nī	kì's̄ē ok̄unrīn
ob̄inrīn	ob̄inrīn nī	kì's̄ē ob̄inrīn
orē'mī	orē'mī nī	kì's̄ē orē'mī

UNIT 27

A. BASIC DIALOGUE: 'Tio, I hear that you bought a house.'

A

gb̄o

listen, hear,
understand

pé

that

tiõ m̄o gb̄o p'õ rāl̄é

Tio, mo gb̄o pe o
ra ile.

Theo, I hear you
bought a house.

B

õt̄it̄o

truth

õt̄it̄o nī

Otit̄o ni.

It is true.

A

kí

(grammatical
element)

kí

to visit, pay
respect to

şé ká wá'kí õ

Şe ki a wa ki õ?

Shall we come and
visit you?

A

èyīn		you (pl.)
mélǒ		how many?
èyīn mélǒ	Èyīn mélo?	How many of you [are there]?

B

òjǒ sàm àtèmī nàà Ojo, Sam ati emi na. Ojo, Sam and I.

B. NOTES

1. kí as the first in a sequence of verbs.

ṣé kí a wá' kí ǒ 'shall we come visit you?

The second kí is the verb usually translated as 'salute, greet, visit.' The first kí is the same element that we met in Unit 24 Note 1, but here it does not follow a verb. The subject pronouns are those which we have already met following kí. The English translation is as indicated.

2. èlǒ vs. mélǒ.

Compare the sentences:

èlǒ l'ǒ rà' 'how much did you pay [for] it?'

mélǒ l'ǒ fé 'how many do you want?'

The form èlǒ is usually translated 'how much?' and mélǒ is usually translated 'how many?' Note that the form of the latter is as though it were a contraction of m' plus èlǒ.

3. pé followed by a clause.

The verb pé, plus a clause, is commonly used after verbs with meanings like 'see, hear, say.' These are verbs which in English are commonly followed by 'that' plus a clause. Hence, the Yoruba verb pé is commonly translated by the English conjunction 'that.'

C. Exercises.1. pé plus clause. (1-2, 2-3, 3-2)

ē lō sọ́já	mō gbọ́ p'ē lō sọ́já	...you went to the market
ē lō sáísùn	mō gbọ́ p'ē lō sáísùn	...you went to a wake
ē wẹ̀ lődô	mō gbọ́ p'ē wẹ̀ lődô	...you swam in the river
ē ràwě ʔyōrùbǎ	mō gbọ́ p'ē ràwě ʔyōrùbǎ	...you bought Yoruba books
ē rāgbá dá	mō gbọ́ p'ē rāgbá dá	...you bought an <u>agbada</u>

2. pé plus clause. (1-2, 2-3, 3-2)

pópó nǐjó	ó sọ́ pé pópó nǐjó	...Popo is dancing
pópó ntásọ́	ó sọ́ pé pópó ntásọ́	...Popo sells cloth
pópó nrāgbōn	ó sọ́ pé pópó nrāgbōn	...Popo is buying coconuts
pópó nǐjērān	ó sọ́ pé pópó nǐjērān	...Popo is eating meat
pópó nǐjẹ̀pà	ó sọ́ pé pópó nǐjẹ̀pà	...Popo is eating groundnuts

3. kí plus clause.

a. 'shall I come to greet you?'

kí	şé kí n̄ wá' kí ọ́
şóşì	şé kí n̄ lō sí şóşì
kàwě	şé kí n̄ kàwě
fọ́şọ́	şé kí n̄ fọ́şọ́ náà
fílà	şé kí n̄ dé fílà
bàtà	şé kí n̄ wọ́ bàtà
ẹ̀wù	şé kí n̄ wẹ̀wù

āgbòṅ	şé kí nī mú āgbòṅ wǎ
ìkòkò	şé kí nī mú ìkòkò wǎ

b. 'shall he bring...?'

āgbòṅ	şé kó mú āgbòṅ wǎ
ìşǎná	şé kó mú ìşǎná wá
ābùlé	şé kó lẹ́ sábulé
àgbō	şé kó sē àgbō

4. 'How many?'

	'how many books are there?'	'I see six books'
ìwě	ìwě mēlǒ nī wọṅ	mō ríwě mēfâ
āgbè	āgbè mēlǒ nī wọṅ	mō rágbê mēfâ
àdǎ	àdǎ mēlǒ nī wọṅ	mō rádǎ mēfâ
ìbùsùn	ìbùsùn mēlǒ nī wọṅ	mō ríbùsùn mēfâ
àgā	àgā mēlǒ nī wọṅ	mō rágá mēfâ

UNIT 28

A. BASIC DIALOGUE: 'Do you know the way?'

A

ş'ē mọ̀nà	Şe ẹ mọ ọna?	Do you know the way?
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B

àpèjúwē		description
şàpèjúwē rẹ̀	Şe apejuwe rẹ.	Describe it.

A

tṛ		follow
òpṛpṛ		street
dùgbṛ		(name of street)
ḗ tṛ òpṛpṛ òpṛpṛ dùgbṛ lṛ	ḗ tṛ Òpopó Dugbṛ lṛ.	Follow Dugbṛ Road.
kṛjṛ		pass
èkṛtṛdṛ		Ekotṛdo
Mṛkṛlá		Mṛkṛla
ḗ kṛjṛ èkṛtṛdṛ àtṛ	ḗ kṛja Èkotṛdo atṛ	(You) pass Ekotṛdo and
mṛkṛlá	Mṛkṛlá.	Mṛkṛla.
yṛ		veer
sṛtṛn		to the right
ḗ yṛ sṛtṛn ní kṛjṛlá	ḗ ya sí ṛtun ní	Turn to the right at
	Kṛjṛla.	Kṛjṛla [Street].
ḗ má yṛ rṛrá mṛ	ḗ ma yṛ rara mṛ.	Don't turn any more.

B. NOTES

1. tṛ plus impersonal objects.

The verb tṛ, which we have translated as 'to follow', may take as its objects words like 'street' and 'path', but it does not go with persons. That is, 'to follow a person' requires an entirely different verb in Yoruba.

2. kṛjṛ: another inseparable verb-noun combination.

The disyllabic verbal expression kṛjṛ is comparable to pṛlṛ (Unit 21, Note 3) in that it acts like a coalescence of verb plus noun, not like verb plus verb (Unit 10, Note 1).

3. Noun plus noun in genitival relationship.

In the sentence:

ṣē àpèjúwē ilé`rē 'describe your house'
('make description of your house')

the words àpèjúwē and ilé are both nouns. The construction in which they are found here is such that ilé 'house' is in genitival relationship to àpèjúwē.

C. Exercises.

1. àpèjúwē plus another noun; 2 sg. vs. 3 sg. possessive.
(1-2, 1-3, 1-2-3)

	'describe your house'	'he described his house'
ilé	ṣàpèjúwē ilé`rē	ó ṣǎpèjúwē ilé`rè
āṣō	ṣàpèjúwē āṣō`rē	ó ṣǎpèjúwē āṣō`rè
ilé`wě	ṣàpèjúwē ilé`wě`rē	ó ṣǎpèjúwē ilé`wě`rè
ōdò	ṣàpèjúwē ōdò`rē	ó ṣǎpèjúwē ōdò`rè
āgbá dá	ṣàpèjúwē āgbá dá`rē	ó ṣǎpèjúwē āgbá dá`rè
ābúlé	ṣàpèjúwē ābúlé`rē	ó ṣǎpèjúwē ābúlé`rè
āládǔgbô	ṣàpèjúwē āládǔgbô`rē	ó ṣǎpèjúwē āládǔgbô`rè
ālábǎṣìṣẹ	ṣàpèjúwē ālábǎṣìṣẹ`rē	ó ṣǎpèjúwē ālábǎṣìṣẹ`rè
àwọ̀n	ṣàpèjúwē`wọ̀n	ó ṣǎpèjúwē`wọ̀n
òun	ṣàpèjúwē`rè	ó ṣǎpèjúwē`rè

2. Possessive construction with kọ́já; affirmative vs. negative imperative. (1-2, 1-3, 1-2-3)

	'pass our house'	'don't pass our house'
ilé`wā	ẹ̀ kọ́já ilé`wā	ẹ̀ má kọ́já ilé`wā

ilé`wě	ē kọ́jǎ ilé`wě	ē má kọ́jǎ ilé`wě
şóşì	ē kọ́jǎ şóşì	ē má kọ́jǎ şóşì
ọ́jǎ	ē kọ́jǎ ọ́jǎ	ē má kọ́jǎ ọ́jǎ
ābùlé	ē kọ́jǎ ābùlé	ē má kọ́jǎ ābùlé
òpópó`wā	ē kọ́jǎ òpópó`wā	ē má kọ́jǎ òpópó`wā
àwā	ē kọ́jǎ`wā	ē má kọ́jǎ`wā

3. ní plus place expressions; affirmative vs. negative simple indicative. (1-2, 1-3, 1-2-3)

òpópó	ş'ē yà sọ́tùn lópópó náà	ē kò yà sọ́tùn lópópó náà
ābùlé	ş'ē yà sọ́tùn lábùlé náà	ē kò yà sọ́tùn lábùlé náà
ọ́jǎ	ş'ē yà sọ́tùn lọ́jǎ náà	ē kò yà sọ́tùn lọ́jǎ náà
ilé`wě	ş'ē yà sọ́tùn nílé`wě náà	ē kò yà sọ́tùn nílé`wě náà
şóşì	ş'ē yà sọ́tùn ní şóşì náà	ē kò yà sọ́tùn ní şóşì náà

UNIT 29

A. BASIC DIALOGUE: 'Cross Duro Road'

A

tití	street
fò... dá	skip over, jump over

ē fò tití `dúró dá E fo titi Duro dá. Cross Duro Road.

B

ọ́wọ́	hand
òsì	left

ilé`mílwà lọ́wọ́ ọ́sì Ile mi wa ni ọ́wọ́ ọ́sì. My house is on the left.

yé

understand
(impersonal
verb)

şé ó yé yín

Şe o ye yin?

Do you understand?

B

sōnù

to be lost

sá

merely

lè

be able

ā' lē' sōnù şǎ

A ko le sōnu şa.

We cannot be lost
anyhow.

tójú

tend to, care for

dè

await

irēsi

rice

tójú'rēsi dè wǎ

Tōju.irēsi de wa.

Prepare rice for us
before we come.

A

ō

Ō.

All right.

B. NOTES

1. A separable verb combination: fò... dá.

The disyllabic verbal expression fò... dá consists of two independent verbs used together. If there is an object, it comes between the verbs. Object pronouns may follow the first member of the pair. The 3 sg. object form is generally fǒdá, not fò'dá:

ó fǒ dá 'he jumped over it'

This is an instance of tonal 'condensation,' as described in the Introduction (p.xx1).

2. The impersonal verb yé.

The verb yé is generally preceded by a 3 sg. subject pronoun. This pronoun has no special antecedent when it is used with yé. In this sense, we may say that yé is an 'impersonal verb'. The words which correspond to English subjects are in Yoruba translated with object nouns or pronouns:

ó yé mī	'I understand'
ó yé ̣	'he understands (it)'

3. ōwó in expressions of left and right.

sótǔn	sí òtǔn	'to the right'
	sí <u>ōwó</u> òtǔn	
sósî	sí ǒsî	'to the left'
	sí <u>ōwó</u> ǒsî	

The above expressions demonstrate that the word ōwó 'hand' may be included in or omitted from these expressions of direction.

C. Exercises.

1. fò... dá with noun and pronoun objects. (1-2, 3, 1-2-3)

'did he cross the street?' 'he didn't cross it'

títî	şó fō títî dǎ	kò fǒ dá
òpǒpó	şó fôpǒpó dá	kò fǒ dá
ōdò	şó fōdò dǎ	kò fǒ dá

2. Right vs. left; negative vs. affirmative, simple indicative. (1-2, 1-3, 1-2-3)

	'I didn't turn right'	'I turned left'
èmī	n̄ kò yà sǒtǔn	mō yà sǒsî
òūn	kò yà sǒtǔn	ó yà sǒsî
àwā	ā kò yà sǒtǔn	ā yà sǒsî
àwōn	wōn kò yà sǒtǔn	wōn yà sǒsî

3. Left vs. right with and without ōwó.

	'shall we turn left?'	'shall we turn left?'
↓	sé ká yá sǒwó ǒsì	sé ká yá sǒsî
òtǔn	sé ká yá sǒwó òtǔn	sé ká yá sǒtǔn
èmī	sé kí n̄ yà sǒwó òtǔn	sé kí n̄ yà sǒtǔn
òsì	sé kí n̄ yà sǒwó ǒsì	sé kí n̄ yà sǒsî
àwā	sé ká yá sǒwó ǒsì	sé ká yá sǒsî

4. The impersonal verb yé. (1-2, 2-3, 1-2-3)

↓	'do you understand?'	'I don't understand'
ìwō	só yé ǒ	kò yě mī
òūn	só yé	kò yě
èyīn	só yé yín	{ kò yě mī
		{ kò yě wā
àwōn	só yé wōn	kò yě wōn

5. The verb lẹ̀.

	'he wants to write'	'can he write?'
kòwě	ó fẹ́' kòwě	şó lẹ̀ kòwě
kówě	ó fẹ́' kówě	şó lẹ̀ kówě
jó	ó fẹ́' jó	şó lẹ̀ jó
nārā	ó fẹ́' nārā	şó lẹ̀ nārā
fòşò	ó fẹ́' fòşò	şó lẹ̀ fòşò
lẹ̀ kí wõn	ó fẹ́' lẹ̀ kí wõn	şó lẹ̀ lẹ̀ kí wõn

UNIT 30Review.

A:

- | | |
|--------------------------|-----------------------------------|
| 1. ọ́lọpá wọ́lé wá | A policeman entered our house. |
| 2. şé ká lẹ̀ kí wõn | Shall we go and greet them?' |
| 3. ārá ògbómòşò nī | He's from Ogbomòşò. |
| 4. ó dé lójó kẹ̀jì ọ̀sẹ̀ | He arrived on Tuesday. |
| 5. şé ọ̀títọ́ nī | Is it true? |
| 6. má yá sọ̀tún | Don't turn to the right. |
| 7. fòşò' mī lọ́sǎn | Wash my clothes in the afternoon. |
| 8. iwọ́ 'tānī | Who are you? |
| 9. şàpẹ̀júwẹ̀ ọ̀mọ́'rẹ̀ | Describe your child. |
| 10. ş'ò bínú sí' | Are you angry with him? |
| 11. níbō lẹ̀jọ́ wá | Where is Ojo? |
| 12. ó wá nǐ şọ́ọ̀sì | He's at church. |

- | | |
|---------------------------------|---|
| 13. ādé kǐ'şē ǒlǒpǎ | Ade is not a policeman. |
| 14. şǒmǒ şukǔrǔ nī ǒ | Are you a student? |
| 15. mō nkǒwě'yōrúbǎ | I'm studying a Yoruba book. |
| 16. àwǒn mēlǒ | How many of them [are there]? |
| 17. ñjẹ ǒ fẹ' jẹ dǒdǒ | Do you like to eat fried plantain? |
| 18. nǐbō lǒpǎ'mǐlǎ | Where is my walking stick? |
| 19. şé ká lǒ' kǐ' | Shall we go and greet him? |
| 20. mō mǒnà | I know the way. |
| 21. ǒ fǒ àwō pẹlǔ òrǒró | He broke the dish with the oil. |
| 22. ş'ẹ lè sǒ yōrúbǎ | Can you speak Yoruba? |
| 23. wǒn kò mǒ ārā'wǒn | They don't know one another. |
| 24. ārā àpǎpá nī wǒn | They are residents of Apapa. |
| 25. ǒnǐşǒwò kò ñtǒñjẹ | A trader does not sell foodstuffs. |
| 26. kǐlǒrúkǒ ǒnǐşǒwò nǎà | What is the trader's name? |
| 27. ǒrúkǒ'rẹ nī rẹmǐ | His name is Rẹmǐ. |
| 28. āşǒ yǐ kǐ'şāgbádá | This cloth is not an agbada. |
| 29. şé iwě'rẹldùn | Is your book interesting? |
| 30. àwǒn ǒmǒ'rẹlkéré púpǒ | His children are very small. |
| 31. ǒ ní kẹkẹ méjǐ | He has two bicycles. |
| 32. wǒn lǒmǒ méjẹ | They have seven children. |
| 33. iyàwǒ'mǐlǎnránsǒ | My wife is sewing. |
| 34. lǒ mǎtā wá | Fetch the pepper. |
| 35. má rāgbǒn yǐ | Don't buy this basket. |
| 36. tǎlǒ fǐ wàrà sǐ' | Who put milk in it? |
| 37. wǒn ñjẹ gbágǔdá
átǎnámǒ. | They are eating cassava and sweet potatoes. |

38. ñ kò nǐ ñkǎn nǐlé I haven't a thing at home.
 39. ē fún mī nǐsǎná Give me a match.
 40. má wọ̀ bàtà nǐlé Don't put on your shoes in the house.

B. Free conversation. Use the following suggestions as beginnings for conversations in Yoruba.

1. A meets his friend B. They exchange greetings, and B asks where A is going. (Repeat this situation for various times of day.)
2. A asks B where he went the day before and what he did there.
3. A and B meet and greet one another. B invites A to come and visit him.
4. A comes to visit B.

UNIT 31

A. BASIC DIALOGUE: 'My friend, I'd like you to know me.'

A

òrẹ̀' mī mō fẹ́ k'ò mọ̀	Òrẹ̀ mī mō fẹ́ k'ì o mọ̀	My friend, I'd like
wǎ	wa.	you to know us.

B

dùn		sweet, glad
ínú' mī yó dún	Inu mī y'io dún pupò.	I'd be very glad.
púpò		

A

iyàwǒ		wife
iyàwǒ`mī nì yǐ	Iyawo mī nī yī.	This is my wife.
ōrúkō		name
ōrúkō`rè nī mèrǐ	Oruko rè nī Merī.	Her name is Mary.
iyēn		that
tòm nīyēn	Tom nī yēn.	That is Tom. [one of their children]
ōmō		child
ōdún		year
èfà		6
ōmō ōdún mēfâ nī	Omō odun mēfa nī.	He's 6.
jeení nīyēn	Jēnī nī yēn.	That is Jane.
ērīn		4
ōmō ōdún mērīn nī	Omō odun mērīn nī.	She is 4.

B. NOTES

1. Absence of an extra vowel mora between fé and kí.

In the sentence:

mō fé kí ǒ mò wǎ 'I want that you know us'

notice that there is no extra mora added to the vowel of fé.

2. Final tone of a noun expression as subject of a kí- clause.

In this same construction, note the tones of a noun subject:

òlā|fòşō 'Òlā washed clothes'

ā fé kí òlā fòşō 'we want Òlā to wash clothes'

In a kí clause, the final pitch of a noun subject expression is not required to be high or rising, at least for some speakers. In terms of our symbols, the juncture ǀ does not occur in these sentences. For other speakers, including the person whose voice is heard in the tape recording for this Unit, the juncture does occur here. (cf. Exercise 2, Column 3)

3. Elision of nī with a following noun.

In the sentence:

tòm níyēn 'That is Tom.'

the word nī 'is' has been elided with the first syllable of the word iyēn 'that.' The tone that remains after the elision is that of the first syllable of the demonstrative (i.e. low tone). This tone is then replaced by falling tone after a high or rising tone. In both these ways, nī behaves tonally just as verbs do.

But in the sentence,

òrúkò̀rẹ̀ nī mèrì 'her name is Mary'

notice that the last tone of the noun expression used as subject is not high or rising. In this respect, nī does not behave like the verbs.

C. Exercises.

1. fẹ́ plus kí: subject pronouns. (1-2)

	'he wants you to bring his brown shoes'
ìwọ̀	ó fẹ́ k'ò mú bàtà̀rẹ̀ pūpā wá
ẹ̀yīn	ó fẹ́ k'ẹ́ mú bàtà̀rẹ̀ pūpā wá
ẹ̀mí	ó fẹ́ k'í n mú bàtà̀rẹ̀ pūpā wá
àwā	ó fẹ́ k'á mú bàtà̀rẹ̀ pūpā wá
òūn	ó fẹ́ k'ó mú bàtà̀rẹ̀ pūpā wá
àwọ̀n	ó fẹ́ k'í wọ̀n mú bàtà̀rẹ̀ pūpā wá

2. fé plus kí: conversion of sentences.

	'Ayò washed clothes'	'we want Ayò to wash clothes'
fò	āyò|fòṣṣò	ā fé kí āyò fòṣṣò
mū	āyò|mū wàrà	ā fé kí āyò mū wàrà
nārā	āyò|nārā	ā fé kí āyò nārā
nājú	āyò|nājú	ā fé kí āyò nājú
pé	āyò|pé nílé	ā fé kí āyò pé nílé

3. Verb (with I) vs. non-verb (without I) (1-2, 1-3, 1-2-3)

a.	'Ade is my child'	'my child knew Ade'
òṃò	òṃò`mī nī ādé	òṃò`mī|mò ādé
òbàkàn	òbàkàn`mī nī ādé	òbàkàn`mī|mò ādé
ẹgbé	ẹgbé`mī nī ādé	ẹgbé`mī|mò ādé
àbūrô	àbūrô`mī nī ādé	àbūrô`mī|mò ādé
āládùgbô	āládùgbô`mī nī ādé	āládùgbô`mī|mò ādé
b.		
òṃò	òṃò`rè nī ādé	òṃò`rè|mò ādé
òbàkàn	òbàkàn`rè nī ādé	òbàkàn`rè|mò ādé
ẹgbé	ẹgbé`rè nī ādé	ẹgbé`rè|mò ādé
àbūrô	àbūrô`rè nī ādé	àbūrô`rè|mò ādé
āládùgbô	āládùgbô`rè nī ādé	āládùgbô`rè|mò ādé

UNIT 32

A. BASIC DIALOGUE. 'Sam is two years old now.'

A

sàámú òkùnrīn nàà	Samu, okunrin na.	Sam the [big]man.
dī		become, be
báyí		thus
ó dōmò òdún méjì	O di ọmọ ọdun mejì	He is two years old
báyí	bayi.	now.

B

látì		to
ínú' mīl dún púpò	Inu mi dun pupọ	I'm glad to know
látì mò yín	lati mò yin.	you (pl.).

A

āmērikā		America
ārá āmērikā nī wá	Ará Amērika ni wa.	We are Americans.

B

pẹ		stay, be late
kí... tó		before
pādà		return
ş'ē' pẹ diẹ k'ẹ tó	Şe ẹ o pẹ diẹ ki ẹ to	Will you stay for
pādà	pada?	some time before
		you return?

A

ā'şé òdún diẹ	Ā şe ọdun diẹ.	We shall stay for
		some years.

B. NOTES

1. Future tense with ó.

The dialogues of Units 31 and 32 have contained instances of a future tense:

ĩnú`mĩ yíó dùn	'my heart will be glad'
şé ḗ ó pě díè	'will you stay for some [time]?'
şé ḗ' pě díè	(with assimilation)
ş'ē' pě díè	(with elision)

In the uncontracted form of this future tense, for all persons and numbers, we find the vowel ó. As illustrated in the second example, this is subject to assimilation and elision with preceding vowels. In this respect, it is like the ò which is found in the negative of the simple tense (Unit 22, Notes 1-4).

The subject pronouns used with the future are also identical with those used for the negative simple in first and second persons, and in third person plural. They are:

	singular	plural
1	ñ	ā
2	ō	ḗ
3	#	wōn

The 3 sg. form, which is used with or without a noun subject, is yó, spelled yio. The future forms of a low verb are thus pronounced:

	singular	plural
1	ñ ó sũn ~ ñ' sũn	ā ó sũn ~ ā' sũn
2	ō' sũn	ḗ ó sũn ~ ḗ' sũn
3	yó sũn	wōn ó sũn

2. Tonal alternation of high and mid verbs in the ó- future.

Notice the tones of the verb stems in these sentences:

ṣì'ḗ pě 'will you delay? (pě́ 'to delay')
 ā'sè' òdún díè' 'we will spend ('do') some years
 (ṣè́ 'to do, make')

In this future tense, high and mid verbs undergo a tonal alternation: high verbs have rising tone, and mid verbs have second tone. This is reminiscent of the tones of verbs after the negative imperative marker má ~ má̀ (Unit 15, Note 3). Forms with ó̀ are used optionally by some speakers in place of ó. The tones of high and mid verbs, however, are exactly what we would expect them to be after such a form. For this reason, we may assume for the future marker basic form *ó̀(̀) even in dialects in which ó̀ is never actually pronounced. The parentheses mean that the extra mora is always elided in those dialects.

3. Elision of nī with a following noun.

Notice the tones of the noun subjects in these sentences:

í'nú' mī yó dūn 'my heart will be glad'
 ò'lá yó wǎ 'Ọla will come'
 ē'bī yó pá wá 'we will be hungry'

Before this future tense, the final tone of a noun subject expression does not have to be high or rising. In terms of our notation, the juncture ! does not occur with the ó- future tense.

C. Exercises.

1. Assimilated vs. unassimilated forms of the future.

(1-2, 2-3, 3-2)

ì'wò ̀ ̀ ̀ ̀ rǐ ôjǒ ní ̀ ̀ sǎn ̀' rǐ ôjǒ l̀ ̀ sǎn

èyīn	ḗ ó rǐ ôjǒ ní ọ̀sǎn	ḗ' rǐ ôjǒ lọ̀sǎn
èmī	n̄́ ó rǐ ôjǒ ní ọ̀sǎn	n̄́' rǐ ôjǒ lọ̀sǎn
àwā	ā́ ó rǐ ôjǒ ní ọ̀sǎn	ā́' rǐ ôjǒ lọ̀sǎn
àwōn	wōn̄́ ó rǐ ôjǒ ní ọ̀sǎn	wōn̄́' rǐ ôjǒ lọ̀sǎn
òūn	yó rǐ ôjǒ ní ọ̀sǎn	yó rǐ ôjǒ lọ̀sǎn

2. Simple tense vs. future tense. (1-2, 1-3, 1-2-3)

'I arrived at the river' 'I'll arrive at the river'

èmī	mō dé sódô	n̄́ó dẹ́ sódô
ìwō	ō dé sódô	ṓ' dẹ́ sódô
òūn	ó dé sódô	yó dẹ́ sódô
àwā	ā́ dé sódô	ā́' dẹ́ sódô
èyīn	ḗ dé sódô	ḗ' dẹ́ sódô
àwōn	wōn̄́ dé sódô	wōn̄́ ó dẹ́ sódô

3. Simple tense vs. future tense.

'I threw away the
leaves'

'I will throw the leaves
away'

ēwé	mō dēwé nū	n̄́ó dẹ́wé nū
èpà	mō dẹ̀pà nù	n̄́ó dẹ̀pà nù
ìrẹ̀sì	mō dàrẹ̀sì nù	n̄́ó dàrẹ̀sì nù
òròró	mō dòròró nū	n̄́ó dọ̀ròró nū

4. Negative simple vs. affirmative future.
(1-2, 1-3, 1-2-3)

	'I didn't go yesterday'	'I'll go on Friday'
èmī	n̄ kò lẹ́ lánǎ	n̄ó lẹ́ lẹ́jọ́ ẹ̀tì
àwā	ā kò lẹ́ lánǎ	ā' lẹ́ lẹ́jọ́ ẹ̀tì
àwōn	wōn kò lẹ́ lánǎ	wōn ó lẹ́ lẹ́jọ́ ẹ̀tì
òūn	kò lẹ́ lánǎ	yíó lẹ́ lẹ́jọ́ ẹ̀tì

UNIT 33

A. BASIC DIALOGUE: 'My name is _____'

A

durojāyẹ́ lórúkọ́' mī	Durojaiye ni orukọ́ mí.	My name is Durojaiye.
sọ́		say
ítùmọ́		meaning
mō fẹ́' sọ́tùmọ́ órúkọ́' mī	Mo fẹ́ sọ́ itumọ́ orukọ́ mí.	I'd like to tell [you] the meaning of my name.
àbíkú		one who is born and dies
órúkọ́ àbíkú nī	Orukọ́ àbiku ní.	It is an <u>abiku</u> name.
òbì		parents
bẹ́		to beg
kú		to die
àwōn òbì' mī | bẹ́mí kí n̄ má kú mó	Awon obì mí bẹ́ mí kí nmọ́ ku mó.	My parents begged me not to die again.
ìsīmī		rest

B

wá'kí wā ló'jò'sīmī Wa kiwa lo'jo isimi. Come visit us on
Sunday.

A

m'á wá Mǎ wa. I will come.
ē sé ō È se o. Thank you.

B. NOTES

1. kí...tó... 'before'.

Unit 32 contains the sentence:

şé ē ó pě diệ kí ē tó pādà 'will you stay [for]
some [time] before
you return?

The combination of kí-subject-tó-verb is commonly translated with English 'before.'

2. One of the uses of látí.

The sentence: ínù'mī'dùn 'my heart is glad'

is a very useful one in many social situations. It may be followed

by látí plus a verb or verb phrase which expresses the reason for

the gladness: ínù'mī'dùn látí mò yǐn 'I'm glad to know you'

Some other verb phrases which are commonly used here are:

ínù'mī'dùn látí rí'yín 'I'm glad to see you'

ínù'mī'dùn látí wá lá'rín'yín 'I'm glad to be among you'

3. The future with a-.

The sentence m`á wá 'I will come'

contains an example of a future tense which is slightly different in its meaning/use from the future which we have met in Units 31-32. The marker of this tense is á, for which reason we shall refer to it as the a-future, in contrast to the o-future. The other forms of this future tense will not be introduced or practiced at this point, however.

C. Exercises.1. Clauses in simple tense vs. clauses with ki. (1-2, 2-3)

	'I gave them money'	'they begged me to give them money'
fún	mō fún wōn lówó	wōn bẹ mǐ pé kí ñ fún wōn lówó
wá	mō wá' kí wōn	wōn bẹ mǐ pé kí ñ wá' kí wōn
sō	mō sòtùmò̀rẹ̀ fún wōn	wōn bẹ mǐ pé kí ñ sòtùmò̀rẹ̀ fún wōn
şışẹ̀	mō şışẹ̀ fún wōn	wōn bẹ mǐ pé kí ñ şışẹ̀ fún wōn
bínú	ñ kò bínú sí wōn	wōn bẹ mǐ pé kí ñ má bínú sí wōn
nà	ñ kò nà wōn	wōn bẹ mǐ pé kí ñ má nà wōn
pẹ	ñ kò pẹ	wōn bẹ mǐ pé kí ñ má pẹ

2. Affirmative clauses with látí.

	'we told them its meaning'	'they begged us to tell them its meaning'
sō	ā sòtùmò̀rẹ̀ fún wōn	wōn bẹ wǎ látí sòtùmò̀rẹ̀
fún	ā fún wōn lówó	wōn bẹ wǎ látí fún wōn lówó
wá	ā wá' kí wōn	wōn bẹ wǎ látí wá' kí wōn
şışẹ̀	ā şışẹ̀ fún wōn	wōn bẹ wǎ látí şışẹ̀ fún wōn

(The sentences in Column 3 of this exercise are virtually interchangeable with the corresponding sentences from Column 3 of Exercise 1.)

3. Future vs. kǐ... tó...

'I will call him' 'I will finish my work before I call him'

nó pè'	nó pǎrǐsǎ`mī kǐ n̄ tó pè'
ā'pè'	ā'pǎrǐsǎ`wā ká tó pè'
yíó pè'	yíó pǎrǐsǎ`rè kó tó pè'
wōn ó pè'	wōn ó pǎrǐsǎ`wōn kǐ wōn tó pè'

4. Simple tense vs. kǐ... tó...

'I came'	'I spoke to him before I came'
mō wá	mō sǒ fún`tǎlǎ kǐ n̄ tó wá
wōn wá	wōn sǒ fún` tǎlǎ kǐ wōn tó wá
wōn jē-ūn	wōn sǒ fún` tǎlǎ kǐ wōn tó jē-ūn
mō jē-ūn	mō sǒ fún` tǎlǎ kǐ n̄ tó jē-ūn
mō kówě náà	mō sǒ fún` tǎlǎ kǐ n̄ tó kówě náà
wōn kówě náà	wōn sǒ fún` tǎlǎ kǐ wōn tó kówě náà

UNIT 34

A. BASIC DIALOGUE: 'I want to go to Kingsway.'

A

mō fǎ' lǒ kǐnswēi	Mo fǎ lǒ kinswe.	I want to go to Kingsway.
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şùgbõn n̄ ò mǒna	Sugbõn ng o mǒ na.	But I don't know the way.
------------------	--------------------	---------------------------

B

látǐjǒyǐ / látǒjǒyǐ	Latǐ ǒjǒ yǐ?	day After all this time? ['Since these days?']
---------------------	--------------	--

A

jádé			go out
n̄ kì' jádé	Ng kǐ jade.		I don't usually go out.
jòwọ̀			please!
júwē			point out, describe, explain
jòwọ̀ { júwē rẹ̀ } fún mī	Jòwọ̀ juwe rẹ̀ fun		Please describe it for
{ júwē ọ̀nà }	mi.		me.

B. NOTES

1. Negatives with kì'

A new negative form appears in the sentence:

n̄ kì' jádé 'I don't usually go out'

This form has a habitual meaning, and is used as the negative counterpart of the n̄ tense (Unit 16, Note 1) and of another tense which we have not yet encountered. The forms of this tense are:

	singular	plural
1	n̄ kì' wá	ā kì' wá
2	ō kì' wá	ẹ̄ kì' wá
3	kì' wá	wōn kì' wá

It is this form of the verb sē which appears in the negative counterpart of nī (Unit 25, Note 2).

2. The verb-noun combination júwē.

In the sentence ó júwē rẹ̀ 'he described it'

the form júwē is partly like a verb, in that it is preceded by a

subject pronoun. It is also partly like a noun, in that it may be followed by the possessive pronouns. It is thus comparable to pèlù (Unit 21, Note 3).

C. Exercises.

1. Negative habitual forms (1-2, 1-3, 1-2-şùgbõn-3)

a. 'I don't go out' ('but') 'I went out yesterday'

jádé	n̄ kì' jádé rárá	(şùgbõn)	mō jádé lánǎ
wōkò	n̄ kì' wōkò rárá		mō wōkò lánǎ
şīşé	n̄ kì' şīşé níbí rárá		mō şīşé níbí lánǎ
şē bẹ̀	n̄ kì' şē bẹ̀ rárá		mō şē bẹ̀ lánǎ

b. 'he doesn't go out' ('but') 'he went out yesterday'

jádé	kì' jádé rárá	ó jádé lánǎ
wōkò	kì' wōkò rárá	ó wōkò lánǎ
şīşé	kì' şīşé níbí rárá	ó şīşé níbí lánǎ
bẹ̀	kì' şē bẹ̀ rárá	ó şē bẹ̀ lánǎ

2. The verb-noun júwē.

'describe the way'

'I can't describe it'

òná júwē òná n̄ kò lè júwē'rẹ̀

(ilé'rẹ̀, òkùnṛīn náà, òkò'rẹ̀, òlùkò'rẹ̀, aláábăşīşé'rẹ̀
 aláádùgbô'rẹ̀)

3. kì' forms vs. kò forms

'I don't put milk in
 coffee'

'I didn't put milk in
 coffee'

fī n̄ kì' fī wàrà sǐ kōfí

n̄ kò fī wàrà sǐ kōfí

jē n̄ kì' jērān

n̄ kò jērān

mū	n̄ kì' mūmī	n̄ kò mūmī
fún	n̄ kì' fún wǎrà	n̄ kò fún wǎrà
4. sọ	n̄ kì' sọ yōrùbǎ	ā kì' sọ yōrùbǎ
tà	n̄ kì' tā ẹrān	ā kì' tā ẹrān
lọ	n̄ kì' lọ ilé'wě	ā kì' lọ ilé'wě
pā	n̄ kì' lọ pẹjā	ā kì' lọ pẹjā
wọ	n̄ kì' wọ āgbádá	ā kì' wọ āgbádá

UNIT 35

A. BASIC DIALOGUE: 'Get a bus along Ikoyi Road.'

wọ wọ ọkọ		enter a conveyance
wọkọ látı ọpọpó ikọyí	Wọ ọkọ látı opopo Ikoyı.	Get a cab/bus from Ikoyı Road.
lórı		over
āfára		bridge
kọjǎ lórı āfára kırıkı	Kọjǎ lorı afara Kırıkı.	Cross Greek Bridge.
bọsı		enter
bọsı ọpọpó ẹdwọdù	Bọ sı opopo Edward.	Enter Edward Street.
yà sı ọsı ní mólónı	Ya sı osı ní Molonı.	Turn left on Moloney.
bọ sı mǎrıná	Bọ sı Marina.	Enter Marina Street.
tọ		follow
tààrà		directly, along, all the way
tọ mǎrıná lọ tààrà	Tọ Marina	Follow Marina

títí		until
títí ǝ́ fí dé òpǝpǝ	títí o fí de opopo	until you reach Şita
ʔşítâ	Şita.	Street.
títî		street
kân		reach, arrive at
títî tó-ʔkân nī	Títí tí o kan nī	The street which you
bālógūn	Balogun.	will arrive at is
		Balogun.
īwájú		front part
ó wâ nīwájú ʔkínswēi	O wa nīwaju Kinswe.	It is in front of
		Kingsway.

B. NOTES

1. títí... fí... 'until'.

The sentence:

títí until

tǝ mǎrĩnâ títí ǝ́ fí dé 'follow Marina until you
òpǝpǝ ʔşítâ reach Şita Street'

contains the useful word títí 'until'. Clauses that follow this word usually contain the verb fí plus some other verb. Another example of fí is found in Unit 22.

2. tí in relative constructions.

The phrase:

títî tí ǝ́ kân... 'the street which you will arrive at...

contains the very important element tí. This particle is used in constructions which correspond more or less to the relative clauses of English and other Indo-European languages. It is commonly subject to elision with a following vowel, and in this respect it follows the same rules as high verbs.

C. Exercises:

- 1.
- tí
- plus clause. (1-2, 1-3, 1-2-3)

	'which city are you going [to]?'	'the city that I'm going [to] is Lagos'
iwọ	ìlǔ wò nī yíó n lẹ	ìlǔ tí mọ n lẹ nī èkọ
òun	ìlǔ wò nī yíó lẹ	ìlǔ tí yíó lẹ nī èkọ
ẹyīn	ìlǔ wò nī ẹ n lẹ	{ ìlǔ tí mọ n lẹ nī èkọ ìlǔ tí ā n lẹ nī èkọ
àwọn	ìlǔ wọ nī wọn n lẹ	ìlǔ tí wọn n lẹ nī èkọ

- 2.
- tí
- clause;
- tán
- (cooked foods).

	'the food we ate is amala'	'we ate the amala all up'
àmàlà	ònjẹ tí ā jẹ nī àmàlà	ā jẹ àmàlà tán
↙	(ìyán, ìṣū, ìrẹ̀sì, ẹ̀wà, ẹ̀bà túwó, ẹ̀fọ́ 'green vegetables')	'cooked cassava',

- 3.
- tí
- clause;
- tán
- (uncooked foods).

	'the food they cooked is amala'	'they finished cooking the amala'
àmàlà	ònjẹ tí wọn sẹ nī àmàlà	wọn sẹ àmàlà tán
↙	(ìṣū, ìrẹ̀sì, ẹ̀wà, gbágúdá, ọ̀kà, ẹ̀fọ́)	

- 4.
- títí
- plus
- dī
- (casual and deliberate).

	'he read until dark'	
ālẹ	ó káwě títí dālẹ	ó ká iwě títí dī ālẹ
ọ̀sǎn	ó káwě títí dọ̀sǎn	ó ká iwě títí dī ọ̀sǎn

àárô	ó kâwè tíí dâárô	ó kâ iwě tíí dī àárô
āāgō kán	ó kâwě tíí dāāgō kán	ó kâ iwě tíí dī āāgō kán

5. tíí plus clause with fī plus verb.

	'I read until he arrived'	'I read until he called me'
kâwě	mō kâwě tíí tó fī dé	mō kâwě tíí tó fī pè mī
↑	(sùn, şīşé, fōşō, jó, bínú, wè, kôwě)	

UNIT 36

A. BASIC DIALOGUE: 'I saw the things you bought.'

A

ōhūn		thing
mō rí ōhūn t'ō rà	Mo rí ohun tì o rà.	I saw the things you bought.

B

şé wọn dārā	Şe nwọn dara?	Are they any good?
-------------	---------------	--------------------

A

mō rò pě wọn dārā púpô	Mo ro pe nwọn dara pupô.	I think they're very good.
---------------------------	-----------------------------	----------------------------

B

ñjẹ ǒ mọ	Njẹ o mọ?	Do you know [what]?
----------	-----------	---------------------

A

mọ kíní	Mọ kını?	(Know) what?
---------	----------	--------------

B

gbàgbě		forget
pé mō gbàgbě látí	Pe mo gbagbe lati	That I forgot to buy
rāṣū	rà ɪṣu.	yam.

A

ìsìsiyí		now
kílò: jẹ̀ nísìsiyí	Kini o jẹ̀ nisisiyi.	Now what will you eat?

B

ṅ̀nkānkān (neg.)		anything
ṅ̀ kò nǐ ṅ̀nkānkān nílé	Ng ko ni nkankan ni	I don't have anything
	ile.	at home.

B. NOTES

1. látí after gbàgbě.

Another use of látí is found in this sentence:

mō gbàgbě látí rā ɪṣū 'I forgot to buy yam'

The verb gbàgbě 'to forget' is commonly followed by látí plus the simple form of some other verb.

2. An unusual parallel with English.

In the sequence of sentences:

̀njě ȳ mọ 'do you know?'

mọ kíní 'know what?'

notice that the verb of the second sentence, though not imperative, has no subject pronoun when it is repeated from the first sentence in a question of this kind. This point is worth noting even though it happens to have a close parallel in English.

C. Exercises.

1. 'I think...'; pairs of qualitative verbs.
(1-2, 2-3, 1-2-3)

	'are his shoes small?'	'I think they are large'
kéré	şé bǎtà rẹ̀ | kéré	mō rò pě wọn tóbí
	'small'	
tūntūn	şé bǎtà rẹ̀ | tūntūn	mō rò pě wọn gbó
wọn	şé bǎtà rẹ̀ | wọn	mō rò pě wọn dínwó
dǎrà	şé bǎtà rẹ̀ | dǎrà	mō rò pě wọn kô dǎrà

2. kí plus 2 sg. vs. negative imperative; gbâgbě plus látí.
(1-2, 1-3, 1-2-3)

'I want you to buy fish' 'don't forget to buy fish'

rējā	mō fẹ́ k'ò rējā	má gbâgbě látí rējā
	(kí òbì rẹ̀, fọ̀şọ̀ náà, lẹ̀ sójâ, şē bẹ̀)	

3. Interrogatives and verb forms used with níşíşiyí.

	'where is he now?'	'where are you now?'
wà	níbō ló wá níşíşiyí	níbō l'ò wà níşíşiyí
fẹ́	kíló fẹ́ níşíşiyí	kíl'ò fẹ́ níşíşiyí
şē	kíló nşē níşíşiyí	kílō nşē níşíşiyí
kọ́	kíló n'kọ́ níşíşiyí	kílō n'kọ́ níşíşiyí
lẹ̀	níbō ló n'lẹ̀ níşíşiyí	níbō lō n'lẹ̀ níşíşiyí

UNIT 37

A. BASIC DIALOGUE: 'Will you eat ẹ̀kọ̀?'

A

şó' jẹ̀kọ̀

Şe o jẹ ẹ̀kọ̀?

Will you eat ẹ̀kọ̀?

B

bá

to join a person
in doing some-
thing

ō şēūn lẹ̀ bá mī rà' O şeun lẹ bami rá.

Thank you, go and buy
it for me.

àkàrà

cake

ràkàrà pẹ̀lǔ

Ra àkàrà pẹ̀lǔ.

Buy cake also.

tī

(tense morpheme)

pé

be late

ó tī pé tí mō tī
jàkàrà

O ti pẹ ti mo ti jẹ
akara.

It's been a long time
since I've eaten

A

írú èwō

Iru ewo?

What kind?

B

èyíkéyí

Eyikeyi.

Any kind. ('whichever')

B. NOTES

1. bá plus object plus verb.

Compare the sentences:

rà' fún mī

'buy it for me (using your money)'

bá mī rà'

'buy it for me' ('join me buy it')
(source of money unspecified)

In translating the verb bá, a good first approximation in English is 'to join someone in doing something.'

2. tī as an indicator of tense/aspect.

In the sentence: mō tī jē àkàrà 'I have eaten cake' the particle tī is a tense indicator which is frequently translated into English, as in this example, with the present perfect tense. Another example of the use of this element is found in:

ó tī pé tí... 'it has been delayed that...'

Some time expressions that are commonly used with this tense are:

nìgbà nǎà 'at that time'

lójó nǎà

lǎnǎ

kí ǒtó lǒ wè 'before he went to swim'

Inspection of these time expressions indicates that the correspondence between Yoruba tī plus verb and English present perfect tense is by no means complete. It is best to think of tī as adding to the verb the meaning of completed action. In fact, verbs that are preceded by tī are often followed by a second verb tán 'to come to completion.'

The element tī 'completed action' is of course unrelated to tí (Unit 35, Note 2).

3. Tone change on the last syllable of a clause used as the subject of a verb.

In the sentence:

mō tī jàkàrà tī pé 'it's been a long time since I've eaten cake'

the word which in its basic form is jàkàrà appears with the tones jàkàrà. Here, the entire clause mō tī jàkàrà 'I have eaten cake'

is serving as the subject of the verb phrase tī pé. Like a noun or noun phrase (see Notes, Unit 20), its final tone in this position must be high or rising. That is to say, the juncture which we have symbolized by | occurs also between a clause and the verb of which it functions as the subject.

4. náà as a translation of 'also'

In the sentences:

rā àkàrà náà 'buy cake also'

pópó òjǒ àtī èmī náà 'Popo, Ojo and I'

the element náà, which has usually been translated as 'the,' corresponds to 'also' in the English equivalents of these phrases.

C. Exercises.

1. Examples of the use of bá with other verbs.

sójâ	wá' bá mī lǒ sójâ	'come to the market with me'
kí	wá' bá mī lǒ kí	'come with me to greet him'
şışé	wá' bá mī şışé	'come help me'
şē	lǒ bá mī şē	'go do it for me'
bōmī	bá mī bōmī fún	'dip him some water for me' (i.e. on my behalf)
jó	wá' bá wā jó	'come dance with us'
āpò	bá' kó āpò yǐ	'help him collect these sacks'

2. Clauses with tī vs. clauses without tī.

a.	'has he arrived?'	'what time did he arrive?'
dé	şó tī dé	láāgō mélǒ ló dé
lǒ	şó tī lǒ	láāgō mélǒ ló lǒ

kòwě	şó kòwě' rẹ̀ tǎn	láāgō mélǒ ló kòwě' rẹ̀ tǎn
nārā	şó tī nārā tǎn	láāgō mélǒ ló nārā tǎn

b. 'have you sent [word] to him?' 'who sent [word] to him?'

ránşé	ş'ō tī ránşé sí'	tāló ránşé sí'
fōşō	ş'ō tī fōşō'mī tǎn	tāló fōşō'mī
āgbá dá	ş'ō tī rán āgbá dá yǐ tǎn	tāló rán āgbá dá yǐ

3. ó tī pé tí....

'it has been long since
I ate cake'

'when did you eat it?'

jē	ó tī pé tí mō tī jākàrà	nígbâ wō l'ō jē'
rí	ó tī pé tí mō tī rí āyò	nígbâ wō l'ō rí'
lō	ó tī pé tí mō tī lō sí ş'òşì	nígbâ wō l'ō lō síbê
fò	ó tī pé tí mō tī fōşō'mī	nígbâ wō l'ō fò'

UNIT 38

A. BASIC DIALOGUE: 'Do you know our house?'

A

ńjě ǒ mō ilé'wā	Njẹ o mọ ile wa?	Do you know our house?
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B

mō mọ'	Mo mọ ọ.	Yes, I do.
--------	----------	------------

A

ībẹ̀		there
òlā		tomorrow
wá síbẹ̀ l'òlā	Wa sí íbẹ̀ ní òlā.	Come there tomorrow.

B

āāgō		hour, clock
láāgō mélǒ	N ₁ āgo melo?	At what time?

A

ààbò		half
āāgō kán ààbò/láāgō kán ààbò	Āgo kan/N ₁ āgo kan ābo.	At 1:30.

B

rētí		to expect
ē máā rētí`mī or: ērētí`mī	È ma retí m ₁ .	Expect me.

B. NOTES

1. The particle má / mā.

Compare the sentences:

ē máā rētí`mī láárô 'expect me [sometime] in the morning'

ē rētí`mī láárô 'expect me in the morning [not in the afternoon]'

The particle máā (or māā) is used to indicate that an action is diffuse in time. The above examples provide a contrast between a sentence with this particle and a sentence without it. Other uses of this particle will be illustrated in later units.

2. Hours and half-hours.

Compare the expressions:	āāgō kán	1:00
	āāgō kán ààbò	1:30
	āāgō méjì ààbò	2:30

Hours and half hours are expressed according to the formula:

āāgō + kán ± ààbò ± àárô	
mējī	òsǎn
mětá	ìròlě
etc.	ālě

The word òsǎn by itself means either 'noon' or 'afternoon.' The words for 'eleven' and 'twelve' are given in the exercises.

3. Times of day.

Compare the expressions:

láāgō mējī òòrū	at 2 a.m.
láāgō mējī òsǎn	at 2 p.m.
láāgō mětá àárô	at 10 a.m.

The words àárô, òsǎn, òòrū etc. follow the numeral, and are without ní or its variant form l'.

C. Exercises.

1. Hours of the day.

1 a.m.		kán	}	òòrū
2 a.m.		mējī		
3 a.m.		mětá		
5 a.m.	láāgō	mărŭn	}	àárô
6 a.m.		měfâ		
7 a.m.		mėjé		
8 a.m.	láāgō	mėjò		
9 a.m.		mēsǎn		

	10 a.m.	méwǎ	}	òsǎn		
	11 a.m.	mòkǎnlǎ				
<u>Noon</u>		méjílǎ				
	1 p.m.	kǎn				
	2 p.m.	méjî				
	3 p.m.	métá				
	4 p.m.	mérin				
	5 p.m.	márũn				
	6 p.m.	méfâ			}	iròlẹ̀
	7 p.m.	méjé				
	8 p.m.	méjọ̀			}	ālẹ̀

2. métǎ ā rētí`rẹ̀ láāgō métǎ ǒdẹ̀ láāgō métǎ ààbọ̀
 ↙ 'we expected you at 3:00' 'you arrived at 3:30'
 ↘ (8:00, 9:00, 10:00, 11:00, noon, 1:00, 2:00, etc.)

3. máā vs. má (negative particle).

'come on!'

'don't come'

bọ̀	ē máā bọ̀	'come on!'	ē má wǎ
jẹ̄un	ē máā jẹ̄-un	'go on eating'	ē má jẹ̄-un
ṣìṣẹ̀	ē máā ṣìṣẹ̀	'go on working'	ē má ṣìṣẹ̀
mūmī	ē máā mūmī púpô	'drink lots of water'	ē má mūmī púpô
sùn	ē máā sùn lọsǎn	'take a nap in the afternoon'	ē má sùn lọsǎn

UNIT 39

A. BASIC DIALOGUE: 'Sit down. We'll be right back.'

A

ē k'ásǎn ō

E ku ásan o.

Good afternoon.

B

ō

Oo.

(Reply.)

A

jókǒ

sit down

bò

come back

jókǒ ā mbô
or: à mbô

Joko, a mbô.

Sit down, we'll be
right back.

fêrê

almost

sè

cook

ōnjê

food

tán

to be completed,
finished

wõn fêrêlsē ōnjê
tán

Nwõn fê se onjê
tan.

The food is about ready.
('They are almost
finished cooking
food')

wõn kò mò pě yíó pě

Nwõn ko mò pe yíó
pẹ.

They didn't know that
the food would be
late.

B

jù

too, excessively

kò tí'pě jù

Kotí pẹ ju.

It is not too late.

A

f_ow_o n_uF_o o_wo nu.

Wash your hands.

B. NOTES

1. The particle jù.

Compare these sentences:

ó tī p_e j_u 'it's too late'ó g_un j_u 'it is too long'm_o s_un j_u 'I overslept'

The dependent verb jù corresponds roughly to English 'too' in the sense of 'too much' or 'too many.' It follows some other verb or verb phrase.

2. Negative counterparts of affirmative verbs with tī.

In the sentences:

kò t_i'p_e j_u 'it is not too late'kò t_i'd_e 'he hasn't arrived'

we find the element t_i', which stands between the negative particle kò and the stem of the verb. If we like, we may say that the tense particle with which we are dealing has two forms, t_i' (used after kò) and tī (used in other positions).

3. The word f_er_e ~ f_ee.ó f_ee' l dé 'he is about to arrive'ó f_ee' l k_owé'r_e t_an 'he has almost finished his writing'

The word férê, which usually occurs in the contracted form fêê, seems always in sentences to be followed by l. That is to say, it is pronounced fê'. This is one of the few cases in which l occurs elsewhere than between noun subject and verb. When a noun subject precedes férê, then l occurs both between the subject expression and férê, and also between férê and the verb.

bàbǎ`mǐl`fêê l dé 'my father is about to arrive'

C. Exercises.

1. jù. (1-2, 1-3, 2-3)

	'I ate too much'	'I did too'
jē	mō jē-ūn jù	èmī náàljē-ūn jù
pé	mō pé jù	èmī náàlpé jù
mū	mō mūtí jù	èmī náàlmūtí jù
sùn	mō sùn jù	èmī náàlsùn jù
kǎwě	mō kǎwě jù	èmī náàlkǎwě jù

2. tī tense: affirmative vs. negative. (1-2, 1-3, 2-3)

	'has he gone to Ikoyi?'	'he hasn't gone'
lō	só tī lō síkôyǐ	kò tǐlō
jē-ūn	só tī jē-ūn	kò tǐjē-ūn
pārí	só pārisé`rè	kò tǐpārí
dé	só tī dé	kò tǐdè
pè	só tī pè yǐn	kò tǐpè wǎ
kōjǎ	só tī kōjǎ	kò tǐkōjǎ

3. fẹ̀ẹ̀ ǻ.

	'he is about to go swimming'	'when will he go swimming?'
lẹ̀	ó fẹ̀ẹ̀ ǻ lẹ̀ wẹ̀	nígbáwò nī yíó lẹ̀ wẹ̀
dé	ó fẹ̀ẹ̀ ǻ dé	nígbáwò nī yíó dẹ̀
nārā	ó fẹ̀ẹ̀ ǻ nārā tán	nígbáwò nī yíó nārā tán
kọ́já	ó fẹ̀ẹ̀ ǻ nārā kọ́já	nígbáwò nī yíó kọ́já
pè	ó fẹ̀ẹ̀ ǻ pè ọ̀mọ̀	nígbáwò nī yíó pè ọ̀mọ̀

UNIT 40

A. BASIC DIALOGUE: 'It is pounded yam you prepared.'

A

īyán		pounded yam
gún		pound, pierce
īyán l'ẹ̀ gún	Iyán ni ẹ̀ gun.	It is pounded yam you prepared.

B

tàbǻ		or
tàbǻ ẹ̀ fẹ̀	Tabǻ ẹ̀ ko fẹ̀?	(Or) don't you like it?

A

mò fẹ̀	Mo fẹ̀.	[Yes], I do.
mà		(exclamatory particle)
ẹ̀rān		meat
pọ̀		to be abundant

ēṛān yǐlpò jù īlá tún	Ḙṛan yɪ ma pò ju!	This is too much meat! okra to do again
ōbè īlá tún nī	Ọbè ɪla tun nɪ!	{ There's also okra soup! There's okra soup again!

B

ṣ'ē fē	Ṣe ẹ fẹ ẹ?	Would you like some?
--------	------------	----------------------

A

mō fē	Mo fẹ ẹ.	I would.
-------	----------	----------

B

yó		to be satisfied with food
----	--	------------------------------

jē-ūn yó dáádáá	Jēun yo dǎdǎ.	Eat your fill.
-----------------	---------------	----------------

A

ē ṣé púpô	Ḙ ṣe pupò.	Thank you very much.
-----------	------------	----------------------

B. NOTES

1. Emphatic mà.

In the sentence

ēṛān yǐlmà pò jù 'this is really too much meat!
('This meat indeed abounds too much!')

we find the particle mà. The use of this particle will not be made a matter of drill in this book, but the student should recognize it both for its own sake and to avoid confusion with má (negative), máā ~ māā (habitual) and mó '(not) again'. mà is used to

express strong surprise or emphasis; in sentences which contain mà, the tones at the end of the sentence are sometimes modified, apparently for the same purpose. For details, see Abraham, Dictionary of Modern Yoruba, p.415.

2. yó 'be sated.'

In the sentences

jē-ūn yó dáádáá	'eat your fill'
mō yó dáádáá	'my appetite is satisfied'

we find the verb yó, which means 'to be or become satisfied or full with respect to the quantity of food or drink.' Note that this verb may either be used alone or it may follow another verb (usually jē or mū). In normal speech, the future particle which we have spelled yíó is pronounced like this verb stem, spelled yó. The difference in spelling is established in standard Yoruba orthography, however.

3. tún plus verb.

ōbẹ́ ilá tún nī	} 'there is also okra soup' 'there is okra soup again'
āó tǔn lẹ́ lẹ́lá	
mō tún pè'	'we will go again tomorrow'
	'I called him again'

The verb tún, used before another verb, corresponds to English 'again.'

4. Alternative ways of expressing the negative of repeated action.

n̄ kò tǔn lẹ́ síbẹ́	} 'I didn't go there again'
n̄ kò lẹ́ síbẹ́ mọ́	
n̄ kò tǔn lẹ́ síbẹ́ mọ́	

In negative sentences of repeated action, one may use either tún before the main verb, or mọ́ after the verb, or both.

C. Exercises.

1. tún + verb, future tense. (1-2, 2-3, 1-2-3)

'I went there yesterday' 'will you go there again tomorrow?'

l̄o	m̄o l̄o síbê lǎnǎ	şé ǒ' tún l̄o síbê l̄o lá
rí	m̄o rí lánǎ	şé ǒ' tún rí l̄o lá
şīşé	m̄o şīşé lánǎ	şé ǒ' tún şīşé l̄o lá
bá	m̄o bá w̄on şīşé lánǎ	şé ǒ' tún bá w̄on şīşé l̄o lá

2. tún + verb, past tense. (1-2, 2-3, 1-2-3)

'they danced in the afternoon'

'they danced again in the evening'

jó	w̄on jó l̄osǎn	w̄on tún jó nírôl̄e
mū	w̄on mū k̄ofí l̄osǎn	w̄on tún mū k̄ofí nírôl̄e
pè	w̄on pè wǎ l̄osǎn	w̄on tún pè wǎ nírôl̄e
nārā	w̄on nārā l̄osǎn	w̄on tún nārā nírôl̄e
w̄e	w̄on w̄e l̄osǎn	w̄on tún w̄e nírôl̄e

3. Alternative negatives of repeated action. (1-2, 1-3, 2-3, 3-2)

'don't go there again'

l̄o	má tún l̄o síbê	má l̄o síbê m̄o
sē	má tún sē túwó	má sē túwó m̄o
gbàgbě	má tún gbàgbě	má gbàgbě m̄o
w̄o	má tún w̄o lé	má w̄o lé m̄o
yà	má tún yà s̄ot̄t̄un	má yà s̄ot̄t̄un m̄o

UNIT 41

A. BASIC DIALOGUE: 'I bought a mat in the market.'

A

ḗní
mō rḗní kán lóǰá

Mo ra ḗní kan ní
ǰja.

mat

I bought a mat in the
market.

B

fún kíńí

Fun kíńí?

What for?

A

látì máā fī sùn

Latì ma fì sùn.

To sleep on.

B

şó tóbī dáādáā

Şe o tobi dááá?

Is it big enough?

A

kò tóbī púpô

Ko tobi pupô.

It's not very big.

B

tó
báwó ló tó

Bawo ni o to?

to amount to

How big is it?

A

ḗsè
mèrín
ó tó ḗsè mèrín

O to ḗsè mèrín.

foot, leg

four

It's four feet [long].

B

rà kán fún mí

Ra ḡkan fun mí.

Buy one for me.

A

kó tó báwò	Kí o to bawo?	How big should it be? ('that it should be how big? ')
------------	---------------	---

B

tirē		your
kó tó tirē náà	Kí o to tirē nã.	The size of yours.

A

ó dáǎ	O dá.	O.K.
-------	-------	------

B

wá gbà' lólá	Wa gba a ni ọla.	Come get it tomorrow.
--------------	------------------	-----------------------

A

ō̄ ̄ ̄ sē-ūn	Ō̄ ōseun.	All right, thank you.
--------------	------------	-----------------------

B. NOTES

1. Questions concerning quantity.

In the dialogue for this unit, we find the questions

báwò nī ó tó	'how big is it?'
--------------	------------------

kí ó tó báwò	'how big should it be?'
--------------	-------------------------

The dictionary lists 'amount to' as an English equivalent for tó. By coincidence, both Yoruba and English use in these questions of quantity the same interrogative elements (bawo?, how?) which they use in questions of manner (cf. dialogue for Unit 10).

The verb tó may also be used after some other verb such as gùn:

báwò nī ó gùn tǒ	'how long is it?'
------------------	-------------------

kí ó gùn tǒ báwò	'how long should it be?'
------------------	--------------------------

Answers to these questions may be of the forms:

ó gūn pǔpò	'it's quite long'
ó gūn diẹ̀	'it's not so long'

2. Independent possessive pronouns.

In addition to the dependent possessives *ìmī*, *ìrẹ̀* etc., Yoruba also has a series of possessives which are separate words, and which may occur at the beginning of a sentence. These 'independent possessives' are given below, alongside their dependent counterparts:

tèmī	ìmī	tīwā	˘wā
tìrẹ̀	ìrẹ̀	tīyín	˘yín
tīrẹ̀	˘rẹ̀	tīwōn	˘wōn

Notice that the two sets of possessives match perfectly with respect to their tones. The vowel of the first syllable of the independent form is 1 except in the 1 sg. form.

C. Exercises.

1. Questions of quantity. (1-2, 2-3, 1-2-3)

'how much of it is there?' ('it abounds abundantly')

pò	báwò nī ó pò tǒ	ó pò pǔpò
↙	(gùn, gbó, wōn, tóbī)	

2. Questions of quantity.

'how long is the rope?'

'it is not so long'

ōkùn	ōkùn náàlgùn tǒ báwò	ó gūn diẹ̀
òkò	òkò náàlwōn tǒ báwò	ó wōn diẹ̀
āşò	āşò náàlgbó tǒ báwò	ó gbó diẹ̀
āhéré	āhéré náàltóbī tǒ báwò	ó tóbī diẹ̀
ōyīn	ōyīn náàlpò tǒ báwò	ó pò diẹ̀

3. Dependent vs. independent possessives. (1-2, 2-1)

'my cloth is long'	'mine is long'
āş̣ṑ`mī̀lgùn	tèmī̀lgùn
āş̣ṑ`rḕlgùn	tìrḕlgùn
āş̣ṑ`rè̀lgùn	tīrè̀lgùn
āş̣ṑ`wā̀lgùn	tīwā̀lgùn
āş̣ṑ`yínlgùn	tīyínlgùn
āş̣ṑ`wṑlgùn	tīwṑlgùn

4. Dependent possessive pronouns as subjects with and without tone change.

a. 'ours is cheap' 'what about yours?' 'ours is not cheap'

dínwó	tīwā̀ldínwó	tīyínlínkò	tīwā̀ kò dínwó
gbó	tīwā̀lgbó		tīwā̀ kò gbó
gùn	tīwā̀lgùn		tīwā̀ kò gùn
pò	tīwā̀lpò		tīwā̀ kò pò

b. 'theirs is good' 'what about his?' 'his is not good'

dārā	tīwṑldārā	tīrè̀línkò	tīrè̀ kò dārā
wṑn	tīwṑlwṑn		tīrè̀ kò wṑn
tóbī	tīwṑltóbī		tīrè̀ kò tóbī
pò	tīwṑlpò		tīrè̀ kò pò
wà	tīwṑlwà nǐbí		tīrè̀ kò wà nǐbí

UNIT 42

A. BASIC DIALOGUE: 'How much is your cloth?'

A

èlǒ lāşǒ yín

Èlo ni aşo yin?

How much is your cloth?

B

şilê mărũn nī

Şilè marun ni.

It is five shillings.

A

şilê męrinlńkǒ

Şile męrin nkọ?

How about 4 shillings?

B

kò gbà/rára kò gbà
/rára kó gbà

Ko gba/Rara ko gba.

Not for that price.

('it doesn't take')

A

ē tā' fun mī

È tā fun mi.

Sell it to me.

B

mówówá

Mu owo wa.

('Bring money')

A

şęnjī }
şęngī }

change

ē fun mī ní şęngī

È fun mi ni şengī.

Give me change.

B

éłǒ l'ò ní

Èlo ni o ni?

How much do you have?

A

mẹwǎ		ten
şilê mǎwǎ nī	Şile mǎwa nī.	Ten shillings.

B

şéngî`rǎ nìyǐ	Şengı rǎ nıyı.	[Here] (this) is your change.
---------------	----------------	-------------------------------

B. NOTES

1. The numbers form 11-30.

The numbering system of Yoruba is different from that of most languages, as will be evident from an examination of these forms:

şilê mǎkânǎ	11	s. ('one in addition to 10')
mėjilǎ	12	
mětǎlǎ	13	
mērīnlǎ	14	

So far, so good. The form lǎ is explained by Abraham as a shortened form of lé ẹwǎ 'is additional to 10.' Notice however that the second syllable of each of these forms--the syllable that stands for '1,' '2,' '3,' or '4'--has falling tone, regardless of its tone in other numbers. Now for a switch:

(m)ẹ`dǒgún/mǎrǔn dīnlógún	15	('5 less [than] 20')
mērīn dīnlógún	16	
mětǎ dīnlógún	17	
mėjī dīnlógún	18	
mǎkân dīnlógún	19	
ōgún	20	

mọ̀kàṅ lélógún	21	('one in addition to 20')
méjì lélógún	22	
mẹ̀tá lélógún	23	
mẹ̀rìn lélógún	24	
mẹ̀`dọ̀gbọ̀n/márùn dínlọ̀gbọ̀n	25	('5 less [than] 30')
mẹ̀rìn dínlọ̀gbọ̀n	26	
mẹ̀tá dínlọ̀gbọ̀n	27	
méjì dínlọ̀gbọ̀n	28	
mọ̀kàṅ dínlọ̀gbọ̀n	29	
ṑgbọ̀n	30	
mọ̀kàṅ lélọ̀gbọ̀n	31	

The key to the Yoruba number system as far as we have gone is the fact that the roots for 6 - 9 are not used in numbers over 10. Instead, the roots for 1-5 are added (lé) or subtracted (dín) from ní followed by the nearest multiple of ten. (The naming of the multiples of ten will concern us in a later unit.)

C. Exercises.

1. Which member of each pair of numbers is the larger? (2-10)

2 - 4 : 4	4 - 6 : 6	8 - 10 : 10
2 - 3 : 3	7 - 8 : 8	10 - 7 : 10
4 - 3 : 4	6 - 8 : 8	4 - 9 : 9
3 - 5 : 5	8 - 5 : 8	8 - 2 : 8
5 - 2 : 5	8 - 6 : 7	10 - 9 : 10
4 - 5 : 5	8 - 3 : 8	5 - 10 : 10
6 - 5 : 6	8 - 9 : 9	10 - 5 : 10
5 - 3 : 5	7 - 9 : 9	6 - 9 : 9
6 - 2 : 6	9 - 6 : 9	8 - 3 : 8

3 - 6 : 6	5 - 4 : 5	4 - 7 : 7
6 - 7 : 7	7 - 4 : 7	10 - 2 : 10
5 - 7 : 7	9 - 8 : 9	7 - 6 : 7
7 - 4 : 7	9 - 10 : 10	2 - 4 : 4

2. Which member of each pair of numbers is the larger?
(11-19)

11 - 12 : 12	14 - 11 : 14	17 - 13 : 17	17 - 19 : 19
11 - 13 : 13	15 - 16 : 16	16 - 14 : 16	19 - 16 : 19
13 - 12 : 13	14 - 16 : 16	13 - 17 : 17	18 - 17 : 18
13 - 14 : 14	16 - 13 : 16	17 - 18 : 18	16 - 15 : 16
11 - 14 : 14	11 - 15 : 15	16 - 18 : 18	11 - 19 : 19
14 - 12 : 14	14 - 13 : 14	18 - 15 : 18	14 - 16 : 16
14 - 13 : 14	16 - 17 : 17	12 - 18 : 18	19 - 11 : 19
13 - 11 : 13	15 - 17 : 17	14 - 16 : 16	12 - 18 : 18
14 - 15 : 15	17 - 14 : 17	18 - 12 : 18	17 - 13 : 17
13 - 15 : 15	16 - 15 : 16	14 - 15 : 15	15 - 14 : 15
15 - 12 : 15	17 - 11 : 17	18 - 19 : 19	18 - 13 : 18

3. Which member of each pair of numbers is the larger?
(15-24)

20 - 21 : 21	17 - 23 : 23	22 - 18 : 22
20 - 22 : 22	23 - 17 : 23	21 - 19 : 21
20 - 23 : 23	16 - 24 : 24	16 - 24 : 24
20 - 24 : 24	24 - 16 : 24	23 - 17 : 23
22 - 20 : 22	18 - 23 : 23	24 - 16 : 24
24 - 20 : 24	21 - 17 : 21	19 - 21 : 21
21 - 19 : 21	15 - 24 : 24	18 - 22 : 22
19 - 21 : 21	19 - 23 : 23	15 - 16 : 16
22 - 18 : 22	22 - 15 : 22	17 - 16 : 17
18 - 22 : 22	17 - 23 : 23	23 - 24 : 24

4. Which member of each pair of numbers is the larger?
(20-30)

20 - 30 : 30	27 - 23 : 27
29 - 30 : 30	26 - 27 : 27
28 - 30 : 30	26 - 25 : 26
28 - 29 : 29	26 - 24 : 26
22 - 28 : 28	28 - 22 : 28
23 - 27 : 27	21 - 29 : 29
26 - 24 : 26	22 - 28 : 28
25 - 26 : 26	24 - 26 : 26
21 - 29 : 29	23 - 27 : 27
30 - 20 : 30	28 - 23 : 28
	24 - 25 : 25

5. Which member of each pair of numbers is the larger?
(1-30)

3 - 13 : 13	29 - 21 : 29	19 - 29 : 29
2 - 22 : 22	29 - 19 : 29	14 - 17 : 17
26 - 4 : 26	17 - 27 : 27	8 - 13 : 13
16 - 4 : 16	17 - 13 : 17	2 - 5 : 5
16 - 26 : 26	17 - 23 : 23	6 - 7 : 7
15 - 25 : 25	14 - 24 : 24	9 - 14 : 14
27 - 17 : 27	24 - 26 : 26	27 - 14 : 27
10 - 20 : 20	16 - 24 : 24	26 - 10 : 26
10 - 30 : 30	26 - 16 : 26	15 - 18 : 18
18 - 28 : 28	11 - 29 : 29	11 - 25 : 25
11 - 19 : 19	19 - 11 : 19	30 - 20 : 30

UNIT 43

A. BASIC DIALOGUE: 'I want to buy another one.'

A

mō tún fẹ́ rā kān
sì

Mo tun fẹ ra kan
sì 1.

I want to buy another
one.

('I again want to buy
one [in reference
to it']

şówó rẹ̀ kò wọn

Şe owo rẹ̀ kò wọn?

Is it not high?.

('Isn't its money
expensive?')

B

kò wọn/rára kò wọn

Ko wọn/Rara kò wọn.

Not (expensive) at all.

şilê kān ààbò nī

Şile kan ābò nī.

It's 1/6.

A

m'á sān şilê kān

Mā san şile kan.

I'll pay 1 shilling.

B

kò gbà

Rara kò gbà.

Not for that price.

('No. It does not
take.')

A

ājé ǒ

Aje o.

(I wish you luck in
making profit on
your sales, even
though I won't buy
it at that price.)

B. NOTES

1. The tens from 40-200.

The English system of counting is thoroughly decimal. There is a separate word for every number through 10, and a separate word for 10 x 10, but the intervening words (except for 'eleven,' 'twelve') are combinations of these: 'thirteen' contains special forms of the elements '3' and '10,' while 'thirty' contains a different form of the element '10.'

The number system of Yoruba is much less consistent, but it is partly decimal (i.e. built on the concept of '10') and partly vigesimal (i.e. built on the concept of '20'). It is decimal in the following respects:

- 1) there are separate roots for 1-10, but 11-19 are composed of combinations of these roots with others.
- 2) addition or subtraction of 1, 2, 3, 4 or 5 is with reference to the nearest multiple of 10.
- 3) there is a separate root for 10 x 20 (but none for 10 x 10).

The Yoruba numbering system is vigesimal in the following respects:

- 1) there is a separate root for '20.'
- 2) there is a separate root for 10 x 20 (and none for 10 x 10).
- 3) the tens from 40-180 are named with respect to multiples of 20:

ōgójî	40	(ōgún èjì 'two 20's')
à'dòtá	50	(à'dín ògótá '10 from 3 x 20')
ògótá	60	(i.e. 'three 20's')
à'dòrìn	70	

ōgōr'in	80	
à'dōrŭn	90	
ōgōrŭn	100	(1.e. 5 x 20)
à'dōfâ	110	
ōgōfâ	120	(1.e. 6 x 20)
à'dōjé	130	
ōgōjé	140	
à'dōjò	150	
ōgōjò	160	
à'dōsăn	170	
ōgōsăn	180	
à'dōwă or: ĩgbá dīnmēwă	190	
ōgōwă or: ĩgbā	200	

2. The modern terms for Nigerian currency.

éipīnì	1/2 d
kòbò	1 d
kòbò mējî	2 d
tòrò	3 d
kòbò mēr'in	4 d
sísî	6 d
ná-ín	9 d
şílê	1 s
pò-ùn	£ 1

Note that ààbò 'half' has different monetary value where it follows shillings and when it follows pence:

kòbò mǎjì ààbò 2 1/2 d

ṣìlê mǎjì ààbò 2 s 6 d

(An older system, based on cowries, is still in use by older people, but it will not be discussed here because the modern system is at least understood by practically everyone.)

C. Exercises.

1. Which member of each of the following pairs is larger?

40 - 60 : 60	120 - 80 : 120	180 - 160 : 180
60 - 80 : 80	120 - 140 : 140	140 - 180 : 180
40 - 80 : 80	100 - 140 : 140	140 - 160 : 160
60 - 40 : 60	120 - 80 : 120	180 - 120 : 180
80 - 60 : 80	140 - 100 : 140	160 - 120 : 160
80 - 100 : 100	60 - 120 : 120	140 - 80 : 140
100 - 120 : 120	140 - 160 : 160	140 - 40 : 140
100 - 80 : 100	160 - 180 : 180	180 - 200 : 200

2.

50 - 70 : 70	90 - 110 : 110	190 - 170 : 190
70 - 90 : 90	110 - 130 : 130	190 - 150 : 190
90 - 70 : 90	130 - 90 : 130	70 - 150 : 150
70 - 50 : 70	110 - 90 : 110	110 - 50 : 110
30 - 50 : 50	130 - 150 : 150	200 - 30 : 200
50 - 30 : 50	150 - 170 : 170	170 - 130 : 170
30 - 20 : 30	170 - 90 : 170	90 - 70 : 90
20 - 70 : 70	170 - 150 : 170	50 - 130 : 130
70 - 90 : 90	170 - 190 : 190	90 - 110 : 110

- 3.
- | | |
|--------------|-----------------|
| 20 - 30 : 30 | 130 - 140 : 140 |
| 30 - 40 : 40 | 140 - 150 : 150 |
| 40 - 50 : 50 | 90 - 100 : 100 |
| 50 - 60 : 60 | 110 - 100 : 110 |
| 60 - 30 : 60 | 70 - 80 : 80 |
| 60 - 50 : 60 | 90 - 80 : 90 |
| 70 - 60 : 70 | 170 - 180 : 180 |
| 50 - 60 : 60 | 190 - 180 : 190 |

4. Give the following in Yoruba.

2 d	1 s	£ 1 - 10 - 0 - 30 s
4 d	3 s	£ 2 - 10 - 0 - 50 s
6 d	5 s	£ 1 - 1 - 0 - 21 s
7 d	8 s	£ 2 - 2 - 0 - 22 s
9 d	10 s	£ 7 - 10 - 0
11 d	15 s	£ 200 - 0 - 0

- 5.
- | | | | |
|----------|----------|-----------|--------------|
| 2 1/2 d | 2 s 6 d | 2 s 3 d | 2 s 6 1/2 d |
| 11 1/2 d | 7 s 6 d | 2 s 9 d | 7 s 6 1/2 d |
| 4 1/2 d | 17 s 6 d | 3 s 9 d | 10 s 4 1/2 d |
| 1/2 d | 10 s 6 d | 3 s 3 d | 3 s 7 1/2 d |
| 1 1/2 d | 12 s 6 d | 10 s 10 d | 8 s 4 1/2 d |

UNIT 44

A. BASIC DIALOGUE: 'I'll be right with you.'

A

òrẹ̀' mī

Òrẹ̀ mī.

My friend!

B

ẹ̀n' mò mbò

Ẹ̀n, mò mbò.

Yes, I'll be right with you.

A

wí

say

kíl' ǒ wí

Kíní ǒ wí?

What did you say?

B

nán

send

íṣẹ́

errand

mò fẹ́' rán ọ́ níṣẹ́

Mò fẹ́ rán ọ́ ní 1ṣẹ́.

I want to send you [on an errand].

A

íṣẹ́ 'kíní

Íṣẹ́ kíní?

What kind of errand?

B

mò fẹ́ k' ǒ lẹ́ sọ́jâ

Mò fẹ́ k1 ǒ lẹ́ s1
ọ́ja.

I want you to go to the market.

k' ǒ sì bāmī rẹ́rān

K1 ǒ s1 ba m1 ra
ẹ́ran.

To buy some meat for me.

B

ẹ́rān írú wó

Ẹ́ran 1ru wó?

What kind of meat?

B

mààlùù

COW

ẹ̀rān`mààlùù

Eran mǎlu.

Beef.

B. NOTES

1. 'Why?'

kíní sē tí ǒ lẹ̀ sọ́jǎ 'why did you go to the market?'

Corresponding to English why? questions, Yoruba has questions which consist of kíní sē plus tí plus a clause.

2. Answers to why-questions.

mō lẹ̀ sọ́jǎ láti rā ẹ̀rān 'I went to the market to
(go) buy meat'

mō lẹ̀ sọ́jǎ nítōrípé mō 'I went to the market because
fẹ́ rā ẹ̀rān I wanted to buy meat'

The word láti in sentences of this kind is followed by a verb without a subject; in this respect it corresponds to English '(in order) to.'

The phrase nítōrípé is followed by a complete clause, including a subject; in this respect it corresponds to English 'because.'

3. Consecutive clauses with sì.

Compare the sentences:

mō fẹ́ kí ǒ lẹ̀ sọ́jǎ 'I want you to go to the
kí ǒ sì bá mī rā ẹ̀rān market and buy me some meat.'

mō wẹ̀ mō sì fọ̀sọ̀`mī 'I took a bath and washed my
clothes.'

The element sì is used in the second of two consecutive clauses. This form appears very frequently in narration and other continuous discourse.

4. Names of some kinds of edible animals.

The names of some animals whose meat is eaten by at least some Nigerians are:

mààlùù or: màálû	cow
ēlédê	pig
àgbò	ram
ādiē	chicken
ēwùré	goat
àgùtàn	sheep
āwó	guinea fowl
pépéyē	duck

C. Exercises.

1. 'why?' and 'because.'

	'why did he return home?'	'because he isn't well'
ilé	kíní sē tó pādà sílé	nítōrípé ārā̀rẹ̀ kò dǎ
wá	kíní sē tó pādà wǎ	
ībẹ̀	kíní sē tó pādà síbẹ̀	
ībí	kíní sē tó pādà síbí	
ilù̀rẹ̀	kíní sē tó pādà sílù̀rẹ̀	

2. Alternative forms of answers for 'why' questions.

'why did he go home?'	'because he wanted to get something'
kíní ʃē tó lṛ sílé	{ nítōrípé ó fẹ́' gbā ñkān
	{ ó lṛ sílé láti gbā ñkān
kíní ʃē tó lṛ sódô	{ nítōrípé ó fẹ́' wẹ
	{ ó lṛ sódô láti wẹ
kíní ʃē tó nṛ sílé'wě	nítōrípé ó fẹ́' kọwě
kíní ʃē tó máā nsūn lṛsǎn	nítōrípé ó nsīṣẹ́ lórú
	('because he works at night')

3. sì.

'I gave them money'	'I went there and gave them money'
fún mō fún wṛn lówó	mō lṛ síbẹ́ mō sì fún wṛn lówó
jó mō jó	mō lṛ síbẹ́ mō sì jó
bá mō bá wṛn ʃīṣẹ́	mō lṛ síbẹ́ mō sì bá wṛn ʃīṣẹ́
kà mō káwó náà	mō lṛ síbẹ́ mō sì káwó náà
	('counted the money')
rí mō rí'	mō lṛ síbẹ́ mō sì rí'
pè mō pè'	mō lṛ síbẹ́ mō sì pè'
jẹ-ūn mō jẹ-ūn	mō jẹ-ūn ñ kò sì yó

UNIT 45

A. BASIC DIALOGUE: 'Buy some soup ingredients.'

A

k'ō rā ñnkān ọ̀bẹ̀ nǎà Kí o ra nkan ọ̀bẹ̀ Buy some soup
na. ingredients.

k'ō sì kǒ wọ̀n sílé Kí o sí kó wọ̀n sí And put them in the
fún mí ile fun mí. house for me.

B

ēlē'lǒ how much worth
ẹ̀rān ēlē'lǒ Ẹ̀ran ẹ̀lò? How much worth of meat?

A

ẹ̀rān sílé kǎn ààbọ̀ Ẹ̀ran síle kan ǎbọ̀. 1/6 worth.
jòwọ̀ má pẹ̀ ǒ Jòwọ̀ ma pẹ̀ o. Please don't delay.

B

ñ kò nǐ pẹ̀ Ng kò ní pẹ̀. I won't be long.

B. NOTES

1. Negative future with kò nǐ.

The sentence: ñ kò nǐ pẹ̀ 'I won't be late

contains an example of a negative future form. These forms consist of subject prefix + kò + ní + verb.

2. 'How many shillings' worth?'

ēṛān ṣílê kān	}	'one shilling's worth of meat'
ēṛān ō ní ṣílê kān		

The amount of anything, in terms of money, may be expressed in either of the ways illustrated above. Note that the last five syllables of the second version (i.e. ō ní ṣílê kān) happen to be homophonous with the complete statement 'you have one shilling.'

C. Exercises.

1. Negative future.

n̄ kò n̄ pẹ	I won't be late.
kò n̄ pẹ	He won't be late.
kò n̄ tětè dẹ	He won't arrive early.
yíó tětè dẹ	He will arrive early.
wṓn yíó tětè dẹ	They will arrive early.
wṓn kò n̄ wṓkọ	They won't take a bus.
wṓn kò n̄ mú sū-úrú	They won't be patient.
wṓn kò n̄ pārí íṣẹ́ wṓn lólá	They won't finish their work tomorrow.
īnú wṓn kò n̄ dún	They won't be happy.

2. How many shillings worth?

tā ēṛān ṣílê kān fún mī	Give me 1 s worth of meat.
tā irẹ̀sì ṣílê kān fún mī	Give me 1 s worth of rice.
tā iyọ̀ òyìnbǒ ṣílê kān fún mī	Give me 1 s worth of sugar.

tā ògèdè wẹ̀rẹ̀rẹ̀ ẹ̀lẹ̀ kǎn fún mǐ	Give me 1s worth of bananas.
mō rā ògèdè wẹ̀rẹ̀rẹ̀ ẹ̀lẹ̀ mějǐ ǎǎbò	I bought 2/6 worth of bananas.
mō rā iyò òyìnbò ẹ̀lẹ̀ mějǐ ǎǎbò	I bought 2/6 worth of sugar.
mō rā òyìn ẹ̀lẹ̀ mějǐ ǎǎbò	I bought 2/6 worth of honey.
mō rā èpà ẹ̀lẹ̀ mějǐ ǎǎbò	I bought 2/6 worth of ground- nuts.

UNIT 46

A. BASIC DIALOGUE: 'My work is difficult.'

A

nǐrǎ

difficult

Ìşẹ̀ mǐ nǐrǎ púpò

Ìşẹ̀ mǐ nǐrǎ púpò.

My work is very difficult.

B

Ìrú Ìşẹ̀ wò nǐ

Ìrú Ìşẹ̀ wò nǐ.

What kind of work is it?

A

jẹ̀mọ́

involve, concern

Ìşẹ̀ tó jẹ̀mọ́wó nǐ

Ìşẹ̀ tó jẹ̀mọ́wó nǐ.

Work that involves
money;

gbòwó

to receive money

ǎgbòwó

cashier

èmǐ nǐ ǎgbòwó Ìşẹ̀
 nǎÈmǐ nǐ ǎgbowó Ìşẹ̀
 nǎ.I am the cashier of the
enterprise.

sǎnwó

pay money

ènià		people, person
mō nsî sãnwó fenià	Mo si nsan owo fun enia.	I also pay people.
pé		complete, perfect
látì		must
ōwó látì pé dáádáá	Owo lati pe dádá.	The account must be correct.

B. NOTES

1. An additional use of látì: 'must.'

ōwó látì pé dáádáá	}	'the money must be correct'
ōwó ní látì pé dáádáá		

mō látì lṛ	}	'I must go.'
mō ní látì lṛ		

These sentences contain ní látì, which generally corresponds to English 'must.' Some speakers omit the ní as illustrated above.

C. Exercises.

1. nīrā

ó nīrā púpô látì wè lṛdô	'It is very difficult to swim in the river.'
gígún iyán\|nīrā fún mī	'The pounding of yam is difficult for me.'
Yōrùbǎ síṣṛ kò nīrā	'Speaking Yoruba is not hard.'
èdè òyìnbö\|nīrā látì gbó (<u>èdè</u> 'language')	'It is hard to understand English.'

2. jēmó

òrò náà\jēmó ikú (òrò
'speech, word')

òhùn tí mō wí\jēmó ìṣírò

ìpè yí\jēmó ìbínú

òhùn t'ò sọ\jēmó mī

'The subject of conversation
was death.'

'What I said related to
mathematics.'

'This call implies annoyance.'

'What you said concerns me.'

3. ènià

ènià mēlǒ ló wá nǐlǐ?

mō lè ká (àwōn) ènià mēwǎ.

pē ènià tǐ ò bá mọ

ọkọ náà\pá ènià mētá.

'How many people are here?'

'I can count ten people.'

'Call someone you know.'

The car killed three people.'

4. ní látì

'the money is correct'

òwó náà\pé dáádáá

mō fé' rá kán

ó dínwó'rẹ

mō tà' fún'

yíó wǎ gbà' lólá

nó sè ònjẹ tán

yíó pẹ

'the money must be correct'

òwó náà\ní látì pé dáádáá

mō ní látì rà kán

ó ní látì dínwó'rẹ

mō ní látì tà' fún'

ó ní látì wá' gbà' lólá

mō ní látì sē ònjẹ tán

ó ní látì pẹ

UNIT 47

A. BASIC DIALOGUE: 'I am a clerk.'

A

kòwě		write
ākòwě		clerk
ākòwě lémī	Akòwe ni emi.	I am a clerk.
kiísě íṣẹ́ òwó	Kì í ṣe íṣẹ́ owo.	It isn't financial work.
ṣùgbọ̀n ó nīrā	Ṣugbọ̀n o nira.	But it is difficult.
mójútó		to oversee
mō nmòjútó ẹ̀rú nī	Mo nmo juto ẹ̀ru ni.	I take charge of the goods.

B

írú ẹ̀rú wó	Iru ẹ̀rú wo?	What kind of merchandise?
-------------	--------------	---------------------------

A

ẹ̀hìn		back
òdī		second outer wall around town, enclosing an area used for farming during a siege
ẹ̀hìn òdī		distant parts, abroad
ẹ̀rú tǎ n̄wòlé látẹ̀hìn òdī.	Ẹ̀ru tǎ o nwòle lati ẹ̀hìn odí.	Imported goods from overseas.

B

ā́ ó yé mī

Ha! o ye mi.

Ah! I understand.

A

ìjòbā

the government

fàyàwọ̀

smuggle

ìjòbā kò fẹ̀rù ƴfàyàwọ̀

Ijòba ko fẹ erù
fàyàwọ̀.The government does not
want smuggled goods.

B. NOTES

1. Conditional if-clauses: bí... bá....

bí ȳ bá tǎ ȳrù ƴfàyàwọ̀ ȳ́ ȳ̀ ȳ́ sínú ìyȳnū/tí ȳ...	'if you sell smuggled goods, you will get into trouble'
bí ȳ bá wǎ lȳlǎ/tí ȳ... ȳ́ rí	'if you come here tomorrow, you will see him'
bí ȳ bá mȳnǎ/tí ȳ... júwē ȳ̀rè fún wǎ	'if you know the way, please describe it for us'
bí ȳ́ bá pẹ̀ jú/tíȳ... ǎȳ dẹ̀ lȳlǎ	'if it is too late, we will come [back] tomorrow'
bí ȳ̀bī bá ȳ̀pǎ́... cf. ȳ̀bī ȳ̀pǎ́...	'if he is hungry... 'he is hungry'

The first clause in each of these sentences is of the form:

$$\left. \begin{array}{l} bí \\ tí \end{array} \right\} + \text{subject} + bá + \text{verb}$$

The tones of ȳ̀bī in the last example illustrate the fact that the basic tone of a noun subject is not changed in these bí... bá

clauses, as it is in an ordinary affirmative sentence. That is, the juncture **!** does not occur here.

C. Exercises.

1. Sentences containing bí... bá... clauses.

mō fẹ́ iyán	bí ǒ bá/t'ǒ bá fẹ́ iyán, nǒ/m'á tǒjú ' diẹ	'if you like iyán, I'll prepare some'
ēbīl'npā mí	bí ēbī bá npā ọ́ jẹ̀un yó dáádáá	'if you are hungry, eat your fill'
ōtútùlmú mī	bí ōtútù bá mú ọ́, wọ́lé	'if you are cold, come into the house'
mō pẹ́	bí ǒ bá pẹ́, wọ́kò	'if you are late, take a bus'
ērān mààlúùl wọn	bí ērān mààlúù bá wọn jú, rā ējā.	'if beef is too expensive, buy fish'
dínwó'rẹ́	bí ọ́ bá dínwó'rẹ́ nǒ/ m'á rà'	'if you will reduce the price, I'll buy it'
ẹ̀ní náàltóbī	bí ẹ̀ní náà bá tóbī nǒ/m'á rà'	'if the mat is big, I'll buy it'
ẹ̀ní yǐldárā	bí ẹ̀ní yǐ bá dárā, nǒ /m'á rā kán sí' lóla'	'if this mat is good, I'll buy another tomorrow'

2. mójútó

mójútó ẹ̀kọ́'rẹ́ dáádáá

'Be very careful of your
lessons/education.'

bàbá náàlmójútó ọ́mọ́'rẹ́

'The father takes care of
his children.'

- mō mójútó àwōn ālāgbàṣṣē wā 'I took care of our workers.'
- iyawō nmójútó àwōn ọrẹ̀mī 'My wife is caring for my friends.'
3. ìjòbā
- ìjòbā náà\fé kí àwōn ènià rẹ̀ sán owó ọrí. (owó ọrí 'The government wants its people to pay taxes. '(any) tax')
- òṣìṣẹ̀ ìjòbā nī ẹgbọn`mī (òṣìṣẹ̀ 'worker') 'My older brother is a government employee.'
- ìjòbā wā\fún wā ní ẹkọ̀ ọfẹ̀ (ọfẹ̀ 'free of charge') 'Our government gives us free education.'
- āsòjú ìjòbā sàrò dé láná (sàrò 'Sierra Leone') 'The Sierra Leonian ambassador arrived yesterday.'

4. ẹ̀hìn ọ̀dì

- ẹgbọn`mī wà ní ẹ̀hìn ọ̀dì 'My older brother is out of the country.'
- ārá ẹ̀hìn ọ̀dì nī ọrẹ̀ wā 'Our friends are foreigners.'
- ọjà ẹ̀hìn ọ̀dì pò ní ìlú nísìsiyí 'Foreign goods are plentiful in [this] country now.'
- mō fī iwé`mī ránṣẹ̀ sí ẹ̀hìn ọ̀dì 'I sent my books abroad.'

UNIT 48

A. BASIC DIALOGUE: 'I'm a Foreign Service Officer.'

A

ṣṵōjú		to represent
āṣṵōjú		representative
āṣṵōjú lēmī	Aṣṵoju ni emi.	I'm a Foreign Service Officer. ('I'm a representative')

B

āṣṵōjú ilǔwò	Aṣṵoju ilu wo.	A representative of what country?
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A

āṣṵōjú ilǔ-āmērikā nī mī	Aṣṵoju ilu Amērica ni mi.	...Of America.
tṵjú		to take charge of
mō ntṵjú īṣṵ wṵnyǐ	Mo ntṵju īṣṵ wṵnyǐ:	I'm in charge of the following matters:
ṵjà àtṵwó	ṵja atī owo,	Trade and finance,
ārīnrīnàjṵ	arīnrīnàjo	visitor, traveller, foreigner
īròhìn		news
àlàyě		explanation
òkèèrè		foreign
àtī àlàyě īròhìn òkèèrè.		And explaining foreign news.

B

īṣṵ-rṵnīrā ó sī pṵ	īṣṵ rṵ nīra o sī pṵ.	Your work is difficult, and there's a lot of it.
--------------------	----------------------	--

B. NOTES

1. wòn as a pluralizer with demonstratives.

īṣẹ́ wònyǐ	'these matters'
ōmō wònyēn	'those children'

The pluralizer wòn, with low tone, occurs after nouns in combination with -yǐ 'this' and -yēn 'that'. It does not occur after nouns without one of the demonstratives.

2. Derived nouns.

The following are representative of some types of noun formation.

a.		<u>Prefix</u>	<u>Predicate</u>			
āṣōjú	'representative'	ā	ṣē	'make'	ōjú	'eye'
ākòwě	'clerk'	ā	kò	'write'	ìwě	'book'
āgbōwó	'cashier'	ā	gbà	'take'	ōwó	'money'

All these nouns refer to persons.

b.		<u>Prefix</u>				
ìbínú	'anger'	ì	bí	'to annoy'	ínú	'inside'
ìṣòwò	'act of trade'	ì	ṣē	'do'	òwò	'trade'
ìjòbā	'government'	ì	jẹ́	'ascend throne'	òbā	'king'
ābǎṣīṣẹ́	'apprenticeship'	à	bá	'accompany'	ṣīṣẹ́	'do work'

These nouns are abstract. The noun with prefix à contains more than one verb root within its stem.

c.		<u>Prefix</u>	<u>Noun</u>	
ōnìlé	'householder'	ōní	ìlé	'house'
òlòpǎ	'policeman'	òní	òpǎ	'stick'

ōnīṣòwò	'trader'	ōní	ìṣòwò	'act of trade'
ōlówó	'a rich man'	ōní	ōwó	'money'
d. ālábǎṣīṣé	'co-worker'	āní(<ōní)	àbǎṣīṣé	'apprenticeship'
āládǔgbô	'neighbor'	āní(<ōní)	àdǔgbô	'neighborhood, quarter'
ēlépō	'oil vendor'	ēní(<ōní)	ēpō	'oil'

In these words the first vowel of the prefix is identical with the first vowel of the stem.

e. àìsùn	'(any activity which requires) lack of sleep'
àìfě	'lack of desire'
àìní	'lack of something'
àìlówó	'lack of money'
àìlónjē	'famine'
àìlǎrá	'lack of relatives'
àìmòwě	'ignorance'
àìlěkọ	'lack of education'
àìsānwó	'non-payment'

These nouns begin with àì, followed by a verb root, which may or may not be followed by a noun.

UNIT 49

A. BASIC DIALOGUE: 'Working late'

A

ībī

place

ībīṣé

place of work

mō pẹ́ níbìṣẹ́ lánǎ Mo pẹ́ ní 1bìṣẹ́ ní ana. I stayed late at work
ana. yesterday.

B

kílô ñṣẹ́ Kínní ń ṣẹ́? What were you doing?
or: kílô ñṣẹ́

A

mō fẹ́ párí 1ṣẹ́ mī Mo fẹ́ parí 1ṣẹ́ mí. I wanted to finish
my work.

1ṣẹ́ náà wà ní 1lẹ́ pẹ́ 1ṣẹ́ ná wà ní 1lẹ́ pẹ́. The work has been
accumulating for
a long time.

B

ràn lṓwọ́ to assist
òlùràn lṓwọ́ assistant
kò sǐ òlùràn lṓwọ́ ní Kò sí oluranlṓwọ́ ní? Isn't there any
assistant?

A

ìsīnmī vacation, leave
òlùràn lṓwọ́ gbà ìsīnmī Oluranlṓwọ́ gbà 1sīnmí. The assistant is on
('took') vacation.

tẹwě to type, print
mō tẹwě púpọ́ Mo tẹ́ iwe pupọ́. I did a lot of typing.
rō to pain
òrùn neck
òrùn ọwọ́ wrist
òrùn ọwọ́ rō mí Ọrunọwọ́ ró mí. My wrists hurt (me).

rè		to tire
ó tī rē mǐ báyǐ	O tī rē mǐ bayǐ.	So I'm tired.
B		
pèlě ǝ	Pèlẹ ǝ.	Sorry!
má ʂé pāráˈrē	Ma ʂe pa ara rē.	Don't kill yourself.
máˈ ʂē diēdiē	Mā ʂe diẹ diẹ.	Take it easy. ('Do little by little.')
A		
ǝ ʂē-ūn	O ʂeun.	Thank you.
n̄kò nǐ pẹ bẹẹ mǝ.	Ng ko ni pẹ bẹ mọ.	I won't stay late like that again.
B		
àwǝn alábasǝsǝˈmǝl pǝ	Awǝn alabaʂǝsǝ mǝ pǝ.	My co-workers are numerous.
wǝn n̄rân mǐ lǝwǝ	Nwǝn nran mǐ lǝwǝ.	They help me.
ǝgán		at once
ā n̄pārǝ ǝsǝˈwā	A nparǝ ǝsǝ wa	We finish our work on
lǝgán	lǝgan.	time.
kódâ		otherwise
kódâ ā kǝ ʂǝsǝ	Koda, a kǝ ʂǝsǝ	We don't work on
nǝ sâtǝdé	ni Satǝde.	Saturday, either.
wù		to please
ìyēnǝwù mǐ ǝ	ìyēn wù mǐ ǝ.	That pleases me.

The remainder of this course consists of a number of sentences chosen on the basis of their usefulness, with no restrictions on the vocabulary or the grammatical constructions which they contain. The student should range at will through these sentences, choosing those for which he feels the most urgent immediate need. Sentences selected in this way should be memorized, and the student should also try constructing new sentences and new exercises, modeled on those in the book.

Group I: Language Study.

- | | |
|---|--|
| 1. Jòwǒ tún sǒ. | Please, say it again. / Please repeat. |
| 2. È máā wí tẹ̀lẹ̀ mī. | Repeat after me. |
| 3. È máā wí gẹ́gẹ́ bí mǒ tī nsǒ. | Say exactly as I am saying. |
| 4. Jòwǒ rǒrǎ sǒrǒ.
Jòwǒ má ẹ̀ yárǎ sǒrǒ. | Please, speak slowly ('gently')
Please, do not speak fast. |
| 5. È fǒrì jì mǐ, ñkò lẹ̀ sǒ
Yòrùbǎ dáádáá. | Please excuse me, I can not speak Yoruba very well.
(I cannot speak Yoruba at all) |
| Íbò | Igbo |
| Háúsá | Hausa |
| Bìní | Binl |
| Ìbìbìò | Efik |
| 6. Mǒ fẹ́'ràn látì máā sǒ Yòrùbǎ,
bí ǒ tī lẹ̀ jẹ̀ pé ñkò lẹ̀ sǒ
dáádáá. | I like to speak Yoruba, though
I can not speak it very well. |
| 7. Ā ñkẹ́kẹ́ Yòrùbǎ lónǐ.
ńṣọ̀tàn | We are learning Yoruba today.
telling Yoruba stories |
| 8. Gbògbò ẹ̀bí' mī' ñkọ́ Yòrùbǎ. | All my family is learning Yoruba. |
| 9. Àwọ̀n ǎrǎ ilẹ̀ Yòrùbǎ nī
ǎ mbá gbé. | We are living with the Yorubas.
('It is the people of Yoruba land we are living with.') |

10. \bar{A} tī nkó Èdè Yōrùbǎ tó iwōn ősù mětá sēhîn. (èhìn 'back') We have been studying Yoruba language for the past three months.

11. \bar{A} nkó Èdè Yōrùbǎ fún wákátí kòkàn lójò júmó. We study Yoruba language for one hour every day.

12. Mō nkā Yōrùbǎ fún isějù diè lálā lẹ.
iwě itàn
bíbelí
iwě arò
iwě idārāyá

I read Yoruba for few minutes every night.

story book/history book

Bible

poetry book(s)

comic book(s)

13. Èdè Yōrùbǎ yàtò sí Èdè Gẹ̀ẹ̀sì.

Àgànyìn

Pàyǎn

Hāúsá

Põtōgí

Ígbô

Fārānsé

Yoruba (language) is different from English.

Ghana

Spanish

Hausa

Portuguese

Igbo

French

14. Ó s̄ôrō fun mī látì s̄ō Yōrùbǎ dáádáá.
 nīrǎ kà
 kō
 túmō
 s̄alàyě

It is difficult for me to speak Yoruba well.

read

write

translate

explain

15 Bákān nǎà nī Ó s̄ôrō fún mī
 látì rǎntí gbōgbō òrōrē.

Likewise, it is difficult for
 me to remember all the
 Yoruba words.

16. Bẹ̀jẹ̀nī mō fẹ́rǎn látì kó èdè Yōrùbǎ púpọ̀.
 kà
 s̄ō
 kō

And I like to study Yoruba language very much.

read

speak

write

17. Kò dǎ mī lójú pé mō lè kǒ Yōrùbǎ.
 gbǒ
 rǎntí
 şàlàyě
 kǒ

I am not certain if I am able to study Yoruba.
 understand
 remember
 explain
 write

18. Mō pīnū látí kǒ Yōrùbǎ fún ǒşù mǎtá sí.
 kà ǒşẹ mǎfá
 sǒ ǒdún mǎdǒgbôn
 kǒ ǒjǒ méjílǎ
 wádí

I have decided to study Yoruba for another three months.
 read six weeks
 speak twenty-five years
 write twelve days
 investigate

Group II: School and Classroom.

19. Mō	{	mókê	iwě-kǎfà .	I passed Standard Six.
	{	yēgē	kǎrín	Four
	{	yējē	kárún	Five
		wǒmī		failed

20. Mō { yējē } ēré ìjē. I made the team.
 { yēgē }
 { mōkê }

wōmī failed to make

21. Olùkọ́ wā kọ́ wǎ ní ìjẹ́tá.
 ālabōjútó ìjẹ́rín
 bālogūn ìjārūn
 ālákòsò ìjẹ́fà
 ōlótù ìjẹ́wǎ
 ātọ́kún

Our instructor did not come day before yesterday.
 supervisor four days ago
 captain five
 director six
 president ten
 guide

22. Olùkọ́ wā yíó dẹ́ lóṭùnlā.
 ākòwě pādà lójọ́mẹ́rín
 ālabōjútó jǎdẹ́ lójọ́mẹ́wǎ
 ōníṣẹ́gùn àjò lógúnjọ́

Our instructor will arrive day after tomorrow.
 clerk return in four days
 supervisor come out ten
 doctor make a trip twenty

23. $\bar{O}l\ddot{u}k\check{o}:\bar{m}\bar{i}lgb\check{o}n$ $p\acute{u}p\hat{o}$ My instructor is very intelligent.
 $\bar{o}l\acute{o}t\ddot{u}$ $l\acute{j}á f\acute{a}f\acute{a}$ The president smart
 $b\bar{a}l\acute{o}g\ddot{u}n$ $l\check{y}\hat{o}b\check{o}$ The captain clownish
 $l\acute{f}\hat{a}$ slow
24. $M\bar{o}$ $m\acute{a}\bar{a}$ $n\check{s}\bar{e}$ $\grave{a}t\ddot{u}n\check{s}\bar{e}$ $p\acute{i}p\hat{o}$ I always make many corrections.
 $\grave{a}r\acute{o}y\check{e}$ do much complaining
25. $\bar{O}l\ddot{u}k\check{o}:\bar{m}\bar{i}l\acute{m}\bar{a}\bar{a}$ $n\check{y}\bar{e}$ My instructor always goes over
 $\grave{a}t\ddot{u}n\check{s}\bar{e}:\bar{m}\bar{i}$ $w\acute{o}$. my corrections.
26. $M\bar{o}$ $m\acute{b}\acute{e}\acute{e}r\acute{e}$ $\check{o}p\check{o}l\check{o}p\check{o}$ $n\acute{k}\bar{a}n$ $t\acute{i}$ $k\acute{o}$ $b\check{a}$ $y\acute{e}$ $m\bar{i}$.
 $n\acute{w}\acute{a}d\check{i}$
I asked many things that I do not understand;
inquired about
 $i\check{b}\check{e}\check{e}r\acute{e}:\bar{m}\bar{i}l\acute{s}\bar{i}$ $p\check{o}$ and my questions are many.
 $i\check{w}\acute{a}d\check{i}:\bar{m}\bar{i}$ inquiries
27. $N\acute{i}gb\bar{a}$ $m\check{i}r\bar{a}n$ $\bar{O}l\ddot{u}k\check{o}$ $:\bar{m}\bar{i}l\acute{m}\bar{a}\bar{a}$ $n\acute{d}\acute{a}h\ddot{u}n$ $i\check{b}\check{e}\check{e}r\acute{e}:\bar{m}\bar{i}$.
 $b\acute{a}b\check{a}$
 $\check{o}r\check{e}$
 $\bar{a}l\acute{a}d\check{u}gb\acute{o}$
 $\bar{a}l\acute{a}b\check{a}\check{s}\bar{i}\check{s}\acute{e}$

Sometimes, my instructor answers my questions.

father

friend

neighbor

co-worker

28. Njẹ̀ idáhùn yí pé?

dájù

lòyē

Is this answer complete? (or, Is this answer satisfactory?)

sure

wise

29. Idáhùn nǎà kò pé.

nǐ làákáyẹ̀

ní òyē

jòlò

The answer is not satisfactory.

sensible

wise

smooth

30. Ògīrī-ìkòwě̀wà nǐ ìyàrà
tí ǎ nkẹ̀kọ̀.

There is a blackboard in our
classroom.

31. Jòwọ̀ lẹ̀ dúró lẹ̀bǎ/sẹ̀bǎ
ògīrī-ìkòwě̀.

Please go to the blackboard.

('Please, go and stand near the
black-board.')

32. Ẹ̀ pǎ iwě̀yín.
àpọ̀tí
ilẹ̀kùn

Close your books.

boxes

door

33. Ē ṣí iwě̀yín sílê̄.
pāyá
Open your books.
Open wide
34. Ē kō àwōn òrò yǐ sínú iwě̀yín.
gbólóhùn
Write these words in your books.
phrases
35. Ē kō àwōn gbólóhùn-òrò yǐ
sārā ògírī-ìkòwě̄.
Write these sentences on the
black-board.
36. Ē lō kálāmù, ē má ṣē lō
òjě-ìkòwě̄/pénsùlù.
Use pens, do no use pencils.
37. Kò sǐ òmī-ìkòwě̄ nínú
kálāmù`mī.
There is no ink in my pen.
38. Mō yá ȳ ní kálāmù`mī.
iwě́
ȳkò
dòjě
I lent you my pen.
book
boat
sickle
39. Òjě-ìkòwě̄/Pénsùlù`mī|tī
kán sí wẹ̀wẹ̀.
My pencil is broken (into
pieces).
40. Njẹ̀ ȳ ní òjě-ìkòwě̄/Pénsùlù
mírân?
Do you have another pencil?
41. Mō ní látí kò àwōn gbólóhùn
òrò yǐ sóri fún òlā.
I have to memorize these
sentences for tomorrow.

47. Àkǒkô wô nī ìgbà èèrùn?
 òjò
 ōyẹ́
 òwòrẹ́

What period is the dry season?
 rainy season?
 harmattan?
 cloudy part of the dry season?

48. Ìgbà èèrùn ní ìlẹ̀ Nàìjíríà
 bẹ̀rẹ̀ láti òṣù Kòkànlá ọ̀dún
 títí dī òṣù kẹ́tá ọ̀dún.

The dry season in Nigeria
 starts in November ('the
 eleventh month of the year')
 and ends in March. ('the
 third month of the year').

49. Àwọ̀n àgbẹ́límá nǵbīn àgbàdō
 àtī Èwà lákǒkô òwòrẹ́.

Farmers usually plant maize
 and beans from June to
 August ('in the time of
 the cloudy part of the dry
 season')

50. Ātẹ̀gùn tí ó má nǵé sí Ìwọ̀-
 Òòrùn yàtò sí tī Gúsù.

The breeze that blows through
 ('to') the Western Region is
 different from the one that
 blows through ('to') the
 Southern Region.

51. Àkǒkô òjò nī ā wà.
 ōyẹ́
 èèrùn

We are in rainy season.
 harmattan
 dry

52. Lẹ̀hìn èyí èwò ló kàn? After this what next?
53. Àkòkò òwòrẹ́. Mid-dry season.
54. Lẹ̀hìn ọ̀gìnnitìn lókān àkòkò ọ̀jò àrọ̀kúrò. After mid-wet season, comes the late rains.
55. Èrùn nī ó tẹ̀lẹ̀ àkòkò ọ̀jò. Dry season follows the rainy season.
56. Nī àkòkò èrùn nī ā nńí ọ̀yẹ́. We have harmattan in the dry season.
57. Ìgbàwò nī àkòkò èrùn yín. What time of the year do you have dry season?
58. Ìgbà èrùn bẹ̀rẹ̀ nǐ ọ̀sù kọ̀kànlá ọ̀dún tí tí dī ọ̀sù kẹ́tá ọ̀dún. Dry season starts from November ('eleventh month of the year') and lasts till March ('the third month of the year').
59. Ọ̀yẹ́ nńó? What of the harmattan?
60. Ọ̀yẹ́ bẹ̀rẹ̀ nǐ ọ̀sù kẹ́jilá ọ̀dún ā sì pā́rí nǐ ọ̀sù kẹ́jì ọ̀dún. The harmattan starts from December ('the twelfth month of the year') and ends in February ('the second month of the year').
61. Ìgbà èrùn ilú ọ̀yínbọ́lyàtọ̀ sí tīyín. The summertime in white men's countries is different from yours.

62. Ìgbà wō nī àkókò èrùn nǐ
ìlù ọ̀yìnḃǒ? What months of the year are
the summer in white men's
countries?
63. Ìgbà èrùn ìlù ọ̀yìnḃǒ|bèrè
nǐ ọ̀sù kẹ́fà títí dī ọ̀sù
kẹ́jọ́ ọ̀dún. Summer in white men's country
starts from June and contin-
ues till August ('the eighth
month of the year')
64. Ìgbà èrùn nǐ Àrìwá|gùn
jū tī Gúsù lẹ́. Dry season in the North is
longer than the dry season
in the South.
65. Bẹ̀ẹ̀ sí nī àkókò ọ̀yẹ́ ní Àrìwá
nàà|gùn. Likewise the harmattan in the
North is longer.
66. Sọ́ fún mí iyàtò tǐ ó wá nǐbẹ́. Tell me the difference in it.
67. Ìgbà èrùn nǐ Àrìwá|bèrè látí
ọ̀sù kẹ́wá ọ̀dún ó sí pàrí ní
ọ̀sù kẹ́rìn ọ̀dún. Dry season in the North starts
from October and ends in
April.
68. Ọ̀yẹ́|bèrè nǐ gẹ́rẹ́ tí èrùn|
bèrè nǐ ǎpá Àrìwá. Harmattan starts as soon as
the dry season starts in the
Northern Region.
69. Ọ́ sẹ̀un sùgbǒn mọ́ fẹ́ mọ́ bí ẹ́
ní àkókò ọ̀tùtù. Thank you, but I would like to
know if you have winter.
70. Bẹ̀ẹ̀nī ǎ ní, sùgbǒn bí ẹ́ bá
fẹ́ mọ́ dáádáá, ẹ́ ní látí
lẹ́ sí ǎpá Àrìwá. Yes, we have, but if you want
be sure you would have to go
to the Northern Region.
71. Ní ǎpá Gúsù, ènià kò lẹ́ sọ́
dájú sáká pé àkókò ọ̀tùtù
niyí. In the South, people cannot
say with certainty that
this is winter.

72. Nítōrípé ní àkǒkô ǒyẹ́ nī
òtútù ñmú, şùgbõn òòrùn
tètè ntā, ā sì lě òtútù
lẹ́.
Because during the time of
harmattan it is very cold,
but the sun comes out quickly
which suppresses the effect
of the cold.
73. Òtútù ñmú ní Àrīwá púpô
ní igbà ǒyẹ́.
It is always very cold in the
North during the harmattan.
74. Òtútù ñmú ní ilǔ ọ̀yìnbo
púpô.
It is very cold in white men's
countries.
75. Àkǒkô wō nī òtútù ilǔ
ọ̀yìnbo ñmú?
What time of the year is winter
in white men's country?
76. Ó fẹ́rẹ́ jẹ́ igbà kǎn náà pẹ̀lǔ
ǒyẹ́ ní ilǔ yín.
It is almost the same time
as the harmattan in your
country.
77. Àkǒkô òtútù ilǔ ọ̀yìnbo bẹ̀rẹ́
ní ọ̀şù kẹ́jilǎ ọ̀dún tí tí dī
ọ̀şù kẹ́tá ọ̀dún.
The winter in white men's
country starts in December
till March.
78. Njẹ́ ọ́ tī rí yīnyīn rí?
Have you ever seen snow?
79. Nkò rǐ yīnyīn rí; báwò
nī ó tī rí?
I have never seen snow; what
does it look like?
80. Ó dàbí yānrìn, şùgbõn
fūnfūn nī, ó nrọ́ sí
ilẹ́ bí ọ̀jò.
It looks like, sand, but it is
white, [and] it pours down
like rain.
81. Şé ọ́mī dídī nī?
Is it ice/hail?

82. Ōmī dídí nī, ʃùgbõn ó yǎtò
sǐ ōmī dídí tǐ ā nrá nǐ
ilé ọ́jà. It is frozen water, but it
is different from the ice
we buy in the stores.
83. Ọ̀tùtù nmú púpọ́ ní àkǒkò nǎà. It is very cold at that time.

Group IV: Food and Cooking.

84. Kó ẹ̀yīn sínú ọ́mī.
ẹ̀wà
ẹ̀pà
ìrẹ̀sì Put the eggs into the water.
beans
ground nuts
rice
85. Kí ọ̀ sè' fún ìṣẹ́jú méréìn. Boil them for four minutes.
86. Ẹ̀yīn yǐ jīnà jù. This egg has boiled too much.
87. Ẹ̀yīn ànǎ kò jīnà. The egg yesterday wasn't
properly boiled.
88. Ẹ̀yīn yǐ tī fọ́. This egg is broken.
89. Rọ̀rǎ, kí ẹ̀yīn náà má bà' fọ́. Gently, so that the egg might
not break.
90. Ẹ̀yīn tī bàjẹ́.
rà The egg is spoilt.
rotten
91. Njẹ́ ā ní ẹ̀yīn tūntūn? Do we have a fresh egg?
92. Wàrà yǐ tī kǎn. This milk is sour.

93. Ñjě ā ní wărằ tūntūn? Do we have any fresh milk?

94. Ȫsàn } yĩ kò pọ̀n. This orange is not ripe.
 ȪrȪmbȪ } lemon
 ȪrȪmbȪ kíkān } lime
 Ȫsàn wẹ̀wẹ̀

95. Ȫgẹ̀dẹ̀ } yĩ kò pọ̀n. This banana is not ripe.
 Ȫgẹ̀dẹ̀ agbāgbà } plantain
 Ȫgẹ̀dẹ̀ párántá }

96. Ñjě ẹ̀yīn } wà ní ilé Ȫńjẹ̀
 alubȪsá }
 īṣū ẹ̀wùrà }
 āáyû }

Are there any eggs in the pantry?
 onions
 water yams
 garlic

97. Ñjě Ȫsàn } wà ní ilé-Ȫńjẹ̀?
 īṣīn }
 igbǎ }

Are there oranges in the pantry?
 fruits from Iṣīn tree
 fruits from locust tree

98. Ñjě mángǒrò } wà ní ilé-Ȫńjẹ̀? Are there mangoes in the pantry?

99. Kò sǐ īgī ní ilé idǎná. There is no firewood in the kitchen.

100. Kò sǐ ǒ̃ṣṣṣṣ ní ìlé idǎná/
ìléìwẹ́. There is no soap in the
kitchen/bathroom.
101. Kò sǐ ẹ̀p̄o p̄p̄ā ní ìlé idǎná.
òròró ẹ̀p̄à
òròró ẹ̀ḡs̄í
òròró lárà
There is no palm oil in the kitchen.
peanut oil
melonseed oil
castor oil
102. Kò sǐ ẹ̀p̄o|òyìnḃò ní ìlé-òńjẹ́. There is no kerosene in the
pantry.
103. Tí kò bã sí ẹ̀p̄o ā ní látí If there is no palm-oil we
rā díẹ́. have to buy some.
104. Tí kò bã sí ẹ̀ȳīn rárá ā ní If there are no eggs at all,
látí lẹ́ rà. we have to go buy some .
105. Tí kò bã sí ọ̀sàn ā ó jẹ́ If there are no oranges we
ọ̀gẹ́dẹ́ párántá. shall eat bananas.
106. Ọ̀ṣṣṣ yǐ dárā jū èyūn' lẹ́ This soap is better than that.
107. Ọ̀sàn yǐ dún jū èyūn' lẹ́ This orange is sweeter than
that.
108. Ọ̀sàn yǐ pọn jū èyūn' lẹ́. This orange is riper than
that.
109. Ẹ̀wō ló pọn jū nínú àwọn Which of these oranges is the
ọ̀sàn yí? ripest?

110. Èwō nínú ẹ̀yīn yǐ ló tóbī
jù? Which of these eggs is the
biggest?
111. Ìkòkò yǐ mọ́. This pot is clean.
112. Ifē yǐ kô mọ́ tó. This glass (tumbler) is not
clean enough.
113. Ōmī yǐ gbóná gān̄. This water is really hot.
114. N̄kò lè mū tíì yǐ. I cannot drink this tea.
115. Ó gbóná jū. It is too hot.
116. Kōfí yǐ kò gbóná tó. This coffee is not hot enough.
117. Tíì yǐ lē jù. This tea is very strong.
118. Kōfí yǐ kô dǎrā. This coffee is not good.
119. Jòwọ́ gbómī káná. Please, put the water on the
fire.
120. Ōmī náà\gbóná.
gbē dried up
hó boiled
121. N̄jě ōmī náà\|tī gbóná?
hó boiled
122. Ó tī tó iṣẹ́jú mètá tí
ōmī\|tī n̄hó. ('The water has been boiling
for three minutes.')

BASIC COURSE

123. Jòwǒ jé kí òmí tūtù. Please allow the water to
get cold.
124. Gbé ìkòkò lěná. Put the pot on the fire.
125. Gbé ìkòkò nǎà lǒrí tábilì. Put the pot on the table.
126. Njě ǒ ní ǒsàn tí ó pón?
ògèdè bananas
àjara grapes
òşè baobab fruit
127. Mǒ fẹ́ yẹ ǒsàn nǎà wò. I would like to see the
oranges.
128. ǒsàn yí tī bàjẹ.
rà rotten
şègbě decayed
kùtá unsaleable
gbẹ́ dry
129. Ā ní ìgī-ìbẹ̀pẹ̀ púpô lẹ̀hìnkùlẹ̀ wā.
òşè níwájílẹ̀ wā
òbì
- We have many pawpaw trees in our backyard.
baobab front
kola
130. Mǒ fẹ́ ká ìbẹ̀pẹ̀ díẹ̀
lẹ̀hìnkùlẹ̀ yín. I would like to pick some
paw-paws in your back yard.
131. Njě ìbẹ̀pẹ̀ náà pón?
òròmbò orange
òròmbò kíkān lemon

132. Yíó tǒ ǒjǒ méǒ kí ó tó How long will it take before
 pón dáádáá. it is thoroughly ripened?

133. Níbō nī ẹ tī nrí ọ̀pẹ̀ òyìnǒ yín râ?
 àgbòn
 ẹ̀yín
 ìṣū

Where do you find your pineapples to buy?

Where do you buy your pineapples?

- 'coconut
- palm nuts
- yams

134. Njẹ ẹ̀ nǐgbīn ọ̀pẹ̀ òyìnǒ ní òkò yín?
 àgbòn
 ọ̀pẹ̀
 ẹ̀pà

Do you plant pineapples in your farm?

- coconuts
- palms
- groundnuts

135. Nígbâwō nī ọ̀pẹ̀ òyìnǒ When do you have pineapples
 máā npò nìlẹ̀ yí? in this country?

136. Njẹ ẹ̀ tī sē òmī yí? Have you boiled this water?
 ẹ̀jā fish
 ẹ̀rān meat

137. ȳàrà méǒ ló wâ nínú ilé yí?
 tábìlì
 àgā
 ìṅsẹ̀

How many rooms are there in this house?

tables

chairs

foot mats

138. Īyàrà mērin ló wâ nínú ĩlé yǐ.

tábìlì

àgā

ìnúṣẹ̀

There are four rooms in this house.

tables

chairs

foot mats

Group V: House and Furniture.

139. Īlẹ̀kùn mějì nī ó wâ nínú ĩlé yǐ.

fèrèsě

àtùpà }

fìtìlâ }

There are two doors in this house.

windows

lamps

140. Īlé {kōríkō} nī èyǐ.

{kōókō}

kānkéré

āmọ̀

ōlókūtā

bíríkì

This is a thatched house.

concrete

mud

stone

brick

141. Fèrèsě mètá nīyàrà yǐ ní.

īlẹ̀kùn

īlé ìkǎṣ̄ṣ̄sí

This room has three windows.

doors

closets

142. Gbé tábilì nì tī fèrèsě.

àgā nì

àkàsò nì

āgā nì

Place that table against the window.

chair

ladder

143. Gbé àgā yẹ̀n sí ẹ̀bǎ īlẹ̀kùu. Put that chair by the door.

ìtẹ̀sẹ̀

stool

ìnúṣẹ̀

foot mat

144. Má fì àgā yẹ̀n tì sǐ ẹ̀bǎ fèrèsě, fī tì sǐ ẹ̀bǎ ògīrī.

àpòtí

ìtẹ̀sẹ̀

Don't put the chair against the window, put it against the

box

wall.

stool

145. Gbé ìbùsùn sǐ àárín méjì Put the bed in the middle of
īyàrà. the room.

146. Sún ìbùsùn nǎà sǐ ārā ògīrī. Move the bed to the wall.

àgā

chair

tábilì.

table

147. Gbé àpòtí yǐ sí ābẹ̀ ìbùsùn. Put this box under the bed.

154. ǻ́ kÍ ı́ ǻ ǻǻ̀ũn kÍ ǻ ı́ lı́' dǻ? Should he eat before you return?
 ǻǻ̀dǻ go out
 sũn take a nap
 wǻ have a bath

155. ǻwǻn ǻlǻdũgbı́wǻlǻlǻmǻ ǻpũpũ.
 ǻnı́lǻ dı́ǻ
 ǻlǻşǻ dı́dǻrǻ
 ǻlǻyǻ tı́ lǻwǻ
 tǻgbǻmũşǻ
- Our neighbors have many children.
 some houses
 good clothes
 beautiful wives
 pretty

156. ǻwǻn ǻmǻwǻlǻlǻrǻ lǻdũgbı́ ǻpũpũ.
 nı́ ı́lǻı́wǻ
 nı́ şǻşǻsı́
- Our children have many friends in the neighborhood.
 school
 church

157. Nwǻn sı́ fǻrǻn lǻtı́ mǻ' bǻ They love to play very much
 ǻwǻn ǻmǻdǻ ǻlǻgbǻwǻn with other children of their
 lǻdũgbı́ şǻrǻ ǻpũpũ. age in the neighborhood.

158. ǻwǻn ǻmǻdǻ nǻalǻfǻ fǻrǻşǻ yı́. The children broke this window.
 ı́lǻ ǻgǻ thieves chair
 ǻlǻpǻ ǻwǻ policeman plate
 ǻlǻşǻ ı́dó burglars mortar
 ı́gı́rı́ wall

159. Níg̃bā mĩrân w̃n f̃rân l̃tĩ má' gbĩn ĩgĩ.
 ş̣ē ēré'
 tā āyò
 kā iwě
 kọ iwě

Sometimes they like to plant trees.

play
 play ayo
 read books
 study

160. Nw̃n f̃rân l̃tĩ má' gbá They like to play ball.
 b̃p̃l̃l̃.

161. Nw̃n s̃ĩ tũn f̃rân l̃tĩ má' They also like to run here and
 s̃aré s̃ĩh̃n, s̃aré s̃p̃h̃n. there.

162. Nw̃n s̃ĩ má' ns̃p̃ b̃p̃l̃l̃ They threw ball from one to
 s̃ĩ ār̃ā'w̃n. the other.

163. Má ş̣é j̣ékí nw̃n f̃ĩ ñnk̃nk̃n s̃ĩ ẽnũ'w̃n.
 õjú
 ēti

Do not let them put anything into their mouths.

eyes
 ears

164. Ōm̃d̃é k̃ñl̃já b̃p̃ l̃tĩ ōrĩ ĩgĩ.
 òp̃è or: òp̃è
 ilé
 òkè
 āfárá

A child fell down from the top of a tree.

palm tree
house
hill
bridge

165. Èsẹ̀ òmọ̀ náàl'ró púpọ̀.

òwọ̀
òrùn òwọ̀
òrùn ẹ̀sẹ̀

The child's leg was badly sprained.

hand
wrist
ankle

166. Òwọ̀ ʔrẹ̀l'bo púpọ̀

aya
ẹ̀hìn
òjúgūn

His (her) hand was badly bruised.

chest
back
shin

167. Òjú ʔrẹ̀l'bo.

His eye (face) was bruised.

168. Ā sì gbé ʔlọ̀ sílé òògùn. or: Ā sì gbē ʔlọ̀ sílé ìtọ̀jú aláìsàn.

We took him to the hospital.

169. Jẹ́kí ā gbé ʔlọ̀ sọ̀dọ̀ ʔnìṣẹ̀gùn.

Let us take him to the doctor.

170. Jẹ́kí àwọ̀n ọ̀mọ́dẹ̀ yẹ̀n wọ̀lé.

Let those children enter the house.

171. Sì rí ʔ pé nwọ̀n dé fílà ʔ
wọ̀n nígbà kúgbà tǐ
nwọ̀n bá nṣẹ̀ré lóde.

Also see that they put on their caps, whenever they play outside.

172. Şé ɔ̃mɔ̃' mī tī sùn? Is my child asleep?
jí Has awakened
wẹ̀ bathed
dé arrived
lɔ̃ gone
173. Kò tǐ' sùn. He is not asleep.
jẹ̃ūn has eaten
dubũlẹ̀ lain down
şàisàn ill
174. Ó nşéré nī. He is playing.
ndàrà performing tricks
175. Má jẹkí ó sɔ̃kún/sũnkún ɔ̃. Do not let him cry.
şũbú fall
gūn ñkánkān climb
sàré run
fāpáró break his arm
176. Bì ó bá fẹ́' ké, fún' ní If he is about to cry, give him
wàrà' rẹ̀. his milk.
177. Sì gbě ɔ̃mɔ̃lángīdī 'rẹ̀ fún'. And also give him his doll.
178. Jòwọ̀, má' mójútó' ɔ̃mɔ̃ ' mī. Please take care of my child.
179. N̄ kò fě́ kí ñkánkān şé'. I do not want anything happen
to him.
180. Gbé' kúrô nǐ ɔ̀òrùn. Take him out of the sun.
ẹ̀hìnkùlě off back yard
pápá field
òdẹ̀dẹ̀ veranda/porch

181. Wọ́ ǎṣọ́rẹ̀ fún ní ǐrọ̀lẹ̀. Dress him up in the evening.
 àwọ̀tẹ̀lẹ̀.

182. Fún ní ọ́njẹ́ rẹ̀. Give him his food.
 pátá underpants
 àwọ̀tẹ̀lẹ̀ underwear

Group VII: Illness and Injury.

183. Kí ló mú Ọ́lǎ ní ǎpá? What happened to Ọ́lǎ's arm.
 Fọ́lǎ ('What happened to S. on his
 Àyìndě arm')?
 Bùnkọ́lǎ

184. Bí mọ́ tī rí- nù. That is how I saw it.

185. Njẹ́ ó ṣùbú lánǎ? Did he fall down yesterday?

186. Ǽdunlṣọ́ pé ó ṣùbú. Adun said that he fell down.

187. Ǽpá-rẹ̀lḃó, ọ́jú-rẹ̀ nǎal He has lacerations on his arm,
 sì wǔ. and his eyes are also swollen.

188. Ẹ́ gbé- lẹ́ sí ilé ọ̀ọ̀gùn. Take him to the hospital.
 ọ́níṣẹ̀gùn doctor
 bābālǎwọ́ native doctor

189. Kí nwọ́n tọ́jú-rẹ̀ dáǎdáǎ. Let him be well taken care of.
 ('That they may care for him well
 well.')

BASIC COURSE

190. Jòkẹ̀, ñkò fẹ́ kẹ̀ ʔ sẹ̀ré lódé.
 nìyàrà
 nìwájúlé
 lẹ̀hìnkùlẹ̀

Jòkẹ̀, I do not want you to play outside.
 in the room
 in front of the house
 in the backyard

191. Kíló dé tí ẹ̀ fī fẹ́? Why don't you want us [to play outside]?

192. Ẹ̀kún lòm̀ mī sùn tí tí dâárò. or: lâárò My child cried all night. ('The tears of my child flowed until morning.')

193. Ā gbé ʔ lẹ́ sí ilé ọ̀gùn lâárò. We took him to the hospital in the morning.

194. Dọ́kítá/Ọ̀ní sẹ̀gùn ní jígá ló wò ʔ ní ẹ̀sẹ̀. The doctor said that he had jigger in his foot.

195. Ẹ̀sẹ̀ wò ní mbẹ́? Which foot?

196. Ẹ̀sẹ̀ ọ̀tùn ní. It is the right foot.

197. Mò rí ʔ tí ó nfá iká ẹ̀sẹ̀ nǎà lǎǎ.
 èékánná

I saw him pulling at the toe yesterday.
 nail

198. Ẹ̀ má ʔ sẹ̀ré ní ẹ̀ḍḍẹ̀ ọ̀dẹ̀. Play on the porch.

199. Táyô má jěkí Ōlú jádè láiwō āşō.
 bātà
 sálúbātà
 pátá

Tayo do not let Olu go out without wearing clothes.
 shoes
 slippers
 pants

200. Nkò fẹ́ kí íbà tǎbǐ ǎísàn şē.
 lākǔrēgbě īnúrírūn

I do not want him to have fever or sickness.
 rheumatism stomach ache

201. Mō ní ākō íbà lósê tó kōjá.
 ìgbě òrìn lósù
 sòbiyá lǒdún
 ékùsǎ
 şēgēdē

I had malaria last week.
 dysentery month
 guinea worm year
 ring worm
 mumps

202. Mō ní látì lō òògùn fúñ. I had to use drugs for it.

203. Ārā mī kò dǎ rárá. I was not well at all.

204. Şùgbõn mō tī sǎn nísìsìyǐ. But I am well now.

or:

Şùgbõn mō tī gbádûn nísìsìyǐ.

205. Mō bōrā`mī mólê níbùsùn fún ọ́jọ́ mārŭn.
lórí íbùsùn

I was in bed for five days.

('I covered myself up in bed for five days.')

206. Má sè jẹ́kí ẹ̀ṣ̀ínṣ̀ín fṵwólé Do not allow flies touch
ónjẹ́. the food.

207. Ẹ̀ṣ̀ínṣ̀ín íbō ẹ̀rān náà púpô. The meat is covered with flies.
Ẹ̀ṣ̀ínṣ̀ín tí yé sórí ẹ̀rān The flies have laid eggs on
yí. this meat.

208. Írú ẹ̀jò yí má lǒró púpô. This type of snake is very
poisonous.

209. Írú alántāākùn (or: ẹ̀lénà) yí kò lǒró rará.

tānṣ́áńkō
òòkùn

This type of spider is not at all poisonous.
centipede
millipede

210. Ẹ̀jò nǎàl̀bùjẹ́ ó sî kǔ lẹ̀sẹ̀kẹ̀sẹ̀.
ṣ̀úbú
dákẹ̀

The snake bit him, and he died immediately.
fell
gave up the ghost

211. Ó fī ọ́pǎ pā ẹ̀jò nǎà. He killed the snake with
walking stick. ('he took
a stick killed the snake')

212. Ó fī òkùtā pā ējò nǎà. He used a stone to kill the snake.

213. { Yànmù yǎnmúlǎpò láṣìkò yǐ. Mosquitoes are many at this time.
 { èfṓn palm birds
 { ègà snakes
 { ējò

214. Ōrīṣíríṣí kòkòrò nī ó wā nísìsìyǐ.
 èèrà
 lābālá bá
 ējò

There are different kinds of insects around now.
 ants
 butterflies
 snakes

215. Mō rí diè lǎnǎ. I saw a few yesterday.
 púpô many

216. Mō gbàgbě kí n̄sṓ fún ǒ I forgot to tell you yesterday.
 lánǎ.

217. Pé kí n̄? (That) what?

218. Mō rí èégbṓn lárā ājǎ wā. I saw ticks/fleas on our dog.
 ōlógbô cat

219. Mō rí àkēkèé, tātān̄sánkṓ, I saw scorpion, black scorpion,
 èèrùn, ikán, ēṣinṣin, emmets, white ants (termites),
 irù, àtī ēmírín. flies, wild flies, and sand
 flies.

220. Pàápàà\jùlò, mō rí ìnà lóri àtī lásṣṣ̄ Àdùkḗ.
(or: pápàá)

Moreover I saw lice on Aduke's head and clothes.

221. Kányǎn(kányǔn)\mú Ōlú ní ìkā ēsè.
ògòdò

Olu has an inflammation on his toe.
yaws

222. Bawó nī kányǔn náà\ṣē mú?
ògòdò

How did he get the inflammation?
yaws

223. Ó rín nǐ ìlẹ̀ tǔtú nī.
ìnú ǎgbàrà
ògòdò

He walked over wet ground.
in rain flood
pond, swampy area (dangerous)

224. Ṣé kí nīfī ìyò rā' fún? Could I rub the inflammation
with salt?

225. Fīyò rā' kí ē tó jádè. Rub it with salt before you
go outside.

226. Sì wō bàtà'rẹ̀ fún lóní. Put his shoes on (for) him
today.

227. Èṣìnsìn\má' nfā ìgbẹ̀ ọ̀rìn. Flies generally cause
dysentery.

229. Èşĩnşĩnłmá' nřā ōrĩşĩrĩşĩ Flies bring about various
 ărùn. diseases.
230. Má' bō ōńjē'yín kí Cover your food so that flies
 ēşĩnşĩnłmá bâ lé'. do not light on it.
231. Àwōn èkütéēlé tī nĵē àkàrà yĩ.
 ōlōgbō
 ēyēlé
 ādiē
- The mice have been eating this cake.
 cats
 pigeons
 chickens
232. Jékí á dē pāküté sílé náà. Let us set a trap in the house.
 or: pānpé
 nānfā
233. Èküté tī tō sĩnú' láfún yĩ. A mouse has urinated into this
 cassava flour.
234. Ōlōgbō'wāłmāā nřā èkütě púpô. Our cat kills many mice.
 ājā ālāngbā dog lizards
 ēlyē ōlógōşé sparrows

Group VIII: Miscellaneous.

235. Níbō nī ō tī wá? Where are you from?

236. Ārā Īfè nī mí. I am a native of Ifẹ.
 ọrẹ wā Our friends are
 ọmọ ọdọ wā Our houseboy is
 āwākọ wā Our driver is

237. Njẹ gbōgbō ẹbí ẹrẹ nī ó nǵbé ní Īfẹ?
 ọrẹ
 ārākùnrīn
 ārābīnrīn

Do all of your relatives live in Ifẹ?
 friends
 brothers
 sisters

238. Bẹẹkọ, kíí sẹ gbōgbō ẹbí mī No, not all my relatives live
 ní nǵbé ní Īfẹ. in Ifẹ.

239. Ẹgbọn mī àgbà Inǵbé ní Dàhòmì
 ẹrẹ ọkùnrīn Èkọ
 wā ọbīnrīn
 wọn

My elder sibling lives in Dahomey.
 his brother Lagos.
 our sister
 their

240. Níbō nī Īfẹ Iwà? Where is Ifẹ located?
 Ọsogbō Osoḡbo
 Ibàdàn Ibadan
 Èkọ Lagos

241. Īfẹ Iwà nǵ ihà gùsù sí Īlëshâ.
 Ifẹ is south of Ileṣa.

242. Ifẹ̀\wà nítôsí Òshōgbō. } Ifẹ̀ is very near to Oshogbo.
 \súnmọ́ Òshōgbō. }
 kòsí nítôsí Ābẹ̀òkùtā. } not very near to Abẹ̀okuta.
 kò jìnnà sí Ābẹ̀òkùtā. }

243. Iléshà\wà nǐ ihà, àrìwá sí Ibadàn. Ilesha is north of Ibadan.

244. Ifẹ̀\jìnnà sí Shākí. Ifẹ̀ is far from Shaki.

245. Ibadàn sí Èkò tó Ọ̀gọ̀rùn máǎlì. From Ibadan to Lagos is about hundred miles.

246. Ó má ńtọ́ wákàtí méjì ààbọ́ látí wá ọ̀kọ́ látí Èkò dé Ibadàn. It usually takes about two and a half hours to drive from Lagos to Ibadan.

247. Bawó ló tī pẹ́ tó tí ọ́ tí ńgbé Èkò?
 or: Látí ìgbàwọ́ nī ọ́ tí ńgbé Èkò?
 ńkọ́ Yòrùbá
 ńṣìṣẹ́ ní Èmbásí
 ńṣẹ́ ọ̀kùnrun

How long have you been living in Lagos?
 studying Yoruba?
 working at the embassy?
 suffering from this disease?

248. Mọ́ tí ńgbé Èkò látí iwọ̀n ọ̀dún méjì wá\séhìn.
 ọ̀sẹ́
 ọ̀sù

253. Ñjẹ̀ ọ̀ rántí ọ̀rúkọ̀rẹ̀?
 láti mú kọ̀kọ̀ró
 láti tilẹ̀kùn
 láti kí

Do you remember his name?

Did to bring the key?
 to close the door?
 to greet him?

254. Jọ̀wọ̀ dúró dẹ̀ mǐ. Please wait for me.
 ẹ̀ gáfárá fún mǐ excuse
 fọ̀wọ̀ sí fún mǐ sign it
 wádí rẹ̀ fún mǐ investigate it
 wá lónákọ̀nà fún mǐ find it at all costs

255. Mọ̀ fọ̀ àwọ̀mǐ lánǎ. I broke my plate/basin yesterday.
 fọ̀ igò washed bottle
 ọ̀gírí wall
 ǎǎgọ̀ watch
 ífẹ̀ tumbler

256. Àwọ̀mǐ tí fọ̀. My plate (basin) is broken.
 sọ̀nù lost

257. Ọ̀lùgbẹ̀sǎn, jọ̀wọ̀ gbé ìjọ̀kọ̀ fún ọ̀rẹ̀mǐ.
 sẹ̀ ọ̀ńjẹ̀
 bũ ọ̀mǐ
 dán bàtà

Olugbesan, give a chair to my friend.
 cook food for
 give water
 polish my friends shoes for him

258. Ọrẹ̀rẹ̀ wó? Which one of your friends?
259. Èmí Àdélájà nì. I am Adelaja.
260. Àgā nìyí, ẹ̀ jókǒ,
ẹ̀gbǒǹmílím̀b̀. Here is a chair, sit down, my
brother/sister will be right
here.
261. Ẹ̀ sẹ̀ ọ̀, ọ̀ tó ńjómẹ̀tá. Thank you, it is been long since
we have seen you.
262. Kíló dé tí àbúrồrẹ̀ ńrǒjú lósǎn yǐ?
ńsọ̀kún
fájúrò
Why is it that your brother is frowning this afternoon?
crying
looking sad
263. Kò rí ọ̀wó ọ̀sù̀rẹ̀ gbà lǎnǎ.
ẹ̀rù̀rẹ̀
He did not get his salary yesterday.
baggage
264. Nwọ̀n lù' lóná kó tó dé ńlé. He was bitten on his way home.
jà' lólẹ̀ robbed
gbá' létí slapped
265. Nwọ̀n sí tǔn fā ǎsọ̀rẹ̀ yā. They also tore his clothes.
266. Tānī ọ̀ nà'?: Who beat him?

267. N̄kò mò, kò sì sǐ āládǔgbô tí ó mò.

ēnikān
òrě
ènià

I don't know, and not one of the neighbors knows it.

no-one
no friend
no person

268. Bẹ̀nì ālábǎṣṣẹ̀rẹ̀ nǎà kò sì mò.

ālábǎgbé
āláǎbò
ālábǒjútó or: ālábōjútó

Even his co-worker did not know.

room/house mate
defender }
protector }
supervisor

GLOSSARY

ābẹ́	under part, underneath
àbǐkú	('one who is born and dies')
àábọ̀	half
àbọ̀	return (N)
ābùlé	hut, village
àbūrô	younger, sibling
àdǎ	cutlass
ādiẹ́	chicken
àdǔgbô	neighborhood
ādúpẹ́	thank you
āfára	bridge
āfẹ́fẹ́ or: āfẹ́ẹ́fẹ́	wind
àfí-	except
àgā	chair
àgànyìn	people of Ghana or Togo
āgbáda	man's outer garment
àgbàdō	maize
àgbàrà	rainflood
āgbẹ̀	gourd
àgbẹ̀	farmer
àgbō	herb brew

àgbò	ram
āgbōwó	cashier ('one who takes money')
àgbṓn	coconut
āgbṓn	basket
āāgō	hour, clock
àgò	(polite way of asking permission to pass another person, or to enter a house)
àgùtàn	sheep
āhéré	farm-shack
àìfě	lack of desire
àìlără	lack of relatives
àìlěkṓ	lack of education
àìlǒnjẹ	famine
àìlǒwó	lack of money
àìmṓwě	ignorance, illiteracy
àìní	lack of something
àìsānwó	non-payment
àìsùn	(any activity which requires lack of sleep)
àìwṓ	without wearing
ājá	dog
àjàrà	vine, vineyard
(ā)jé(ō), ājé	money, the goddess of money
àjò	journey, foreign land, travel

àkàrà	bread, cake
àkàsò	ladder
àkēékē or: àkěkē or: àkēkèé	scorpion
àkőkò	time, season
ākō ɪbà	malaria
ākòwě	clerk
ālábǎgbé	room/house mate
ālábǎṣṣíṣé	co-workers
ālábǒjútó	supervisor, overseer, caretaker
āládǔgbô	neighbor
àlàáfíà	health
ālàgbà	elderly person
ālágbàsē	hireling labourer
ālákòsò	director, chairman
àlamísí	Thursday
ālàngbǎ	lizard
ālántākùn	spider
àlàyě	information
ālẹ́	late evening
àlùbòṣá	onion
àmàlà	òkà made of yam
āmèríkà	America
āmò	clay
ànǎ	yesterday
ànàmǒ	sweet potato
āpa	part, section, arm, forelimb

àpèjúwē	description
āpò	pocket, bag
àpǒtí	box
ārá	relative, person
ārā	body
ārábîrîn	sister
ārākûnrîn	brother
āràn	intestinal worms
àárín(méjî)	middle
ārìnrìn àjò	visitor, traveller, foreigner
àrīwá or, àrīwá	north
ārò	song, lamentation
àròyě	loquaciousness, complaint
àárô	morning
àròkûrô	last rains of the season
àrùn	disease, sickness, ailment, illness
àrûn	five
àsìkò	time
àsǎró	a food made from yams cooked with oil, pepper, onion, etc.
āşōjú	representative
āşō	cloth
ātā	pepper
ātégûn	wind, breeze
àtī	and
ātójú ilé ọjà	storekeeper
ātókûn	a guide

àtǔnṣē	correction
àtùpà	lamp
āwā	we
āwākò	driver
āwó	guinea fowl
āwò	spectacles
àwō	plate, basin, any china vessel
āwō	leather, leather sheath
àwōn	they
àwòtélé	article of clothing worn under another
āyā	wife
àyà	chest (part of body)
āáyù	garlic

b

bá	to join a person in doing something
bá	happen to do
bābālawō	native doctor
bàjě	to spoil, to corrupt, to defile
bákānnáà	likewise, same, identical, equal similar
bālógūn	captain, proper name
bàtà	shoe
báwò	how?

báyǐ	now, thus
bèèrè	to ask
bē	to exist
bẹ	to beg
bẹẹ	like that
bẹ̀n̄n̄	yes ('it is as you have said')
bẹ̀rẹ	to begin
bẹ̀rù	to be afraid
Bìbélì	Bible
Bìnì	Binu, Edo
bínú	to be angry
bí ǒ tī lẹ̀ jẹ̀ pé	although
bíríkì	brick
bò	to cover, to hide, to overwhelm
bó	to be lacerated, bruised
bọ	to come
bọ̀ṣù	ball
bọ̀sì	to enter into
bù	to dip out
bùjẹ	to bite
bùsǎn	to bite

d

dáá	to be well, all right
dá	to cross
dà	where is?

dàbǐ	to resemble
dáhūn	to answer, to reply
dá... ǒjǔ	to be certain
dákè	to be silent, to give up the ghost
dálóju	to be certain, to be sure
dān	polished, bright; to polish
dānǎ	to kindle fire for cooking
dà... nù	throw away
dārā	to perform feats
dārādārā	to be good
dārāyá	cheer, good spirits
dé	to arrive, happen
dè	to tie
dē	to set a trap, to allure, to tempt
dī	to become, be
dídārā	good
dídī	solid (cf. dì 'condense, tie up')
dīè	some
dīèdīè	little by little
dīn	to lessen, to decrease
díngí or: dígí	glass, windowpane, mirror
dīnwó	cheap
dīwǒ	to occupy
dòdò	ripe plantain fried in oil
dòjě	sickle
dùbǔlè	to lie down

dúdú	black
dúpé	to thank
dùn	sweet, glad
dúró	to stand

e

ēbè	round heap for planting yams
ēbī	hunger
èdè	language dialect
ēégbōn	tick, flea
èékáná	nail (of finger or toe)
éípīnì	half penny
èjē	seven
èjì	two
ējò	snake
èkùsǎ	ringworm
èkùtéēlé	mouse
ēlépō	oil vendor
èlǒ	how much?
èmī	I
èmīrīn	large sand fly
ēní	one
ènià	person
ēpō	oil

BASIC COURSE

ēpō òyìnbǒ	kerosene
èèrà	ant
ēré	play, game sport
èsō īgī	fruit
ēṣīnṣīn	housefly
ētí	ear
ēwé	leaf
èwō	what? which?
ēwúré	goat
èyǐ	this
ēyíkēyǐ	any one, anykind, anywhatever
ẹ	you (pl. or courteous sg.)
ēbǎ	nearness, vicinity
ẹbà	a type of food-from cooked cassava grains
ẹbē	àṣǎró
ẹbí	family
ẹbùn	gift
ẹẹdẹ	porch, balcony
ẹfà	six
ẹfǒ	green vegetable
ẹfōn	mosquito
ẹgà	palm birds
ẹgbé	companion
ẹgbǒn	senior sibling

ẹ̀gě	cassava
ẹ̀hin	back
ẹ̀hìnkùlě	backyard
ẹ̀hin ọ̀dī	abroad
ẹ̀jā	fish
ẹ̀jọ̀	eight
ẹ̀kọ̀	education, schooling
ẹ̀kọ̀	a solid food made from maize
ẹ̀kún	weeping
ẹ̀lẹ̀dẹ̀	pig
ẹ̀lẹ̀gbẹ̀	one's fellow
ẹ̀mū	palm wine
ẹ̀n	yes
ẹ̀ní	mat
ẹ̀nikān	anyone
ẹ̀nū	mouth
ẹ̀pà	groundnuts
ẹ̀rān	meat
ẹ̀rīn	four
ẹ̀rù	load
ẹ̀ẹ̀rùn	dry season
ẹ̀sẹ̀	foot, leg
ẹ̀sān	nine
ẹ̀tā	three
ẹ̀wǎ	ten

èwà	cooked beans
ēwà	beauty, comeliness
èwù	shirt, garment
ēyēlé	pigeon
ēyīn	egg
ēyìn	palm nuts
èyīn	you (pl. or courteous sg.)

f

fà	to draw, stretch
fà	to be slow, crawl, glide
fājúrō	to be sullen, to look sad
fāpárọ́	to sprain, fracture arm
fārāñsé	French
fàyàwọ́	to smuggle
fèrèsě	window
fé	to want
fé	to blow
férân	to love, to like, to prefer to
{fé(r)ê}	almost
fī	to put
fī	with the result that...
filà	hat
fī... pā mó	to store, set aside

fī́sílê	desert, forsake, put down
fítílâ	lamp
fò	to jump
fōhùnsǐ	agree
fōjúfôdǎ	overlook, ignore
fōríjî	pardon, forgive
fòyà	to be apprehensive
fò	to shatter, break in pieces
fò	to wash
fōwólé	to touch
fún	to give
fún	for
fūnfūn	white
g	
gábǎsì	east
gáfárâ	excuse, apology, permission
gānī	exactly
gbà	to get
gbá	to kick, to sweep, to slap
gbádûn	to enjoy
gbàgbě	to forget
gbágǔdá	=ègě
gbámúṣé	to be beautiful, to be pretty
gbé	to dwell
gbé	to take (a heavy thing)

BASIC COURSE

gbéyâwǒ	to marry
gbē	to be dry
gbìn	to plant
gbó	old
gbōgbō	all, every
gbóná	to be hot
gbólóhûn	sentence, phrase, word, syllable
gbọ	to hear
gbọ̀n	to be intelligent
gégé	exactly, accordingly, perfectly
géré	just a little after
Geésî	English
gígûn	long, tall
gòkè	to climb
gùn	to be long
gún	to pound (yams, etc.)
gúnlọ̀bẹ̀	to stab
gúsû	South

h

háà	(interjection)
Hāúsá	Hausa
hó	to boil

l

ībà	fever
ìbèèrè	inquiry
ībẹ̀	there

Ìbẹ̀pẹ̀	pawpaw
Ìbí	here
Ìbì	place
ìbínú	wrath, anger, passion
Ìbìṣẹ̀	place of work
ìbô	Igbo
Ìbô	where
ìbôn	gun
ìbùsùn	bed
ìdǎhún	answer
ìdǎná	act of kindling fire for cooking
ìdǎràyá	cheerfulness
ìdùndù	fried yam
Ìfē	tumbler
Ìgbā	200
ìgbà	time
ìgbǎ	fruit of the locust plant
Ìgbá	calabash
ìgbǎlê	broom
ìgbẹ̀ ọ̀rìn	dysentery
Ìgì	tree, firewood
ìgò	bottle
ìhà	side
ìjē	competition
ìjẹ́ẹ̀dọ̀gún	fifteen days ago
ìjẹ́fà	six days ago

BASIC COURSE

ìjẹ̀rín	four days ago
ìjẹ̀tá	three days ago
ìjẹ̀wǎ	ten days ago
ìjòyè	chief
ìjṓbā	government
ìkā	finger, toe
ìkán	white ants, termites
ìkǎṣṓsì	box, closet
ìkòkò	cooking pot
ìkòyí	Ikoyí
ìlá	okra
ìlà ṓòrùn	east
ìlé	house
ìlé idǎná	kitchen
ìlé iwẹ̀	bathroom
ìlé ṓńjẹ̀	pantry
ìlé`wě	school (bldg.)
ìlẹ̀	floor, ground, nation
ìlẹ̀kùn	door
ìná	fire; lice
ìnú	stomach, inside
ìnūrā	wiping
ìnú rírūn	stomach-ache
ìnūṣẹ̀	foot mat
ìpẹ̀	call, invitation
ìrẹ̀sì	rice
ìrì	dew

īrīn	steel, iron
īrīn àjò	journey
īròhìn	news
īròlẹ̀	evening
īròrì	pillow
īrú	kind, sort
īrù	wild fly
ìṣàná	matches
ìsīnmī	rest, vacation
ìsīsiyí (also is heard with other tone patterns)	now
īṣé	work
ìṣẹ́jú	minute, second
īṣīn	(kind of fruit)
ìṣírô	arithmetic, counting
ìṣòwò	trading, merchandise
īṣū	yam
īṣū ewùrà	water yam
ìtàn	story, history
ìtẹ̀sẹ̀	stool
ìtòsì	nearness
ìtò	urine
ìtūmò	meaning
ìwádí	inquiry
īwájú	front; forehead

ìwě	book
ìwě ārò	poetry book
ìwě idǎrāyá	comic book
ìwě itàn	comic book
ìwò	you (sg.).
ìwò òòrùn	west
ìwòn	measurement, weight
īyán	pounded yam
ìyàrá	room
ìyàtò	difference
ìyēn	that
ìyàwǒ	wife
īyò	salt
ìyònū	trouble
<u>J</u>	
já/jábò	to fall
jádé	to go out, to protrude
jáfaáfáá	smart
jàgùdà	pickpocket
jē	to eat
jé	to be
jékí	to allow, to permit, to let, 'let's...'
jēmó	to relate to
jí	to be awake, to wake up, to steal

YORUBA

jìgǎ	jigger
jīnǎ	well-cooked
jìnnà	far
jó	to dance
jókǒ	to sit down
jóná	to fail, become scorched
jòlò	smooth, even
jòwǒ	please, pardon
jù	to be excessive
jū... lẹ	to exceed something
júwē	to point out, to direct, to describe, to explain, to illustrate

k

kà	to read
kálámù	pen
kán	to break, snap in two
kán	contraction of 'òkán' one
kàn	to reach, to touch at, to knock at the door; to nail (with a hammer)
kān	sour, acid, sore, peevish, painful
kānǎ	on the fire
kāñkéré	concrete, cement
káyǔn	inflammation of parts between the toes
kédē	to proclaim, to announce, to publicize
kéré	small, little

BASIC COURSE

kèkě	bicycle
kèkǒ (kǒ èkǒ)	to learn
kí	to greet, salute, visit
kì	not
kíkúú	short
kinī	what?
kin̄swēi	Kingsway
Kirikî	Greek
kí... tó...	before
kò	not
kó	to take several things
kódâ	even so, nevertheless
kòkòrò	insect
kōríkō or: kōókō	grass, thatch
kò	to write
kōjá	to pass by
kò	to learn, study
kòbò	penny
kōfí	coffee
kōjá	to pass by; beyond, above; ago, gone by, last
kòk̄k̄k̄n	one apiece
kòkòrò	key
kò... sòrí	to memorize
kú	to die
kùkùtě	stump of something

kúrô	to move away
kùtá	to be unsaleable

1

lá	to lick
lābālábá	butterfly, moth
láfún	ōkà made of cassava flour
lágbájá	So-and-So
làákáyè	common sense, understanding
làkürêgbě	rheumatism
lángīdī	doll
látí	from
lé	is on, over
lé	to drive away
lè	to be able
lèhîn	after
lèsèkēsè	immediately, at once
lílē	strong
lò	to use
lórí	above, upon, on the top of
lóró	to be painful, to be poisonous
lóyē	to be intelligent, wise
lō	to go
lônâkônâ	in anyway, by any means, at all costs

m

má	(marker of negative imperative)
mà	(exclamatory or emphatic particle)
má	(aspect indicator)
mà	is
mààlúù (also heard with other tone patterns)	cow
mángörò	mango
màrĩnâ	(a street in Lagos)
méjílǎ	12
mélǒ	how many
mérî	Mary
mẹ̀ẹ̀dǒgún	15
mẹ̀rĩnlǎ	14
mẹ̀tǎlǎ	13
mī	me, my
mĩrân	another
mō	first person pronoun singular number, I
mójútó	to oversee
mókê	to be successful
mólónî	(a street in Lagos)
mó	again, any more

	mọ́	to be clean
	mọ̀	to know
	mọ̀kânlǎ	11
	mọ̀lẹ̀	(as a second component of a verb phrase) completely
	mú	to take, catch
	mū	to drink
<u>n</u>	nà	to flog
	náà	the
	náí	ninepence
	nā́jú	to relax, get fresh air
	nārā	to rest
	ní	to have
	nī	is
	níbō	where
	nígbâkúùgbà	whenever
	nígbâmírân	sometimes, at times
	nígbâwō	when?
	nīrā	to be delicate, difficult
	nítôsǐ	near
	̀njẹ̀	(introduces yes-no questions)
	̀nkān or: ̀nkān	thing
	̀nkānkān	anything
	nù	to wipe

o

ō	you (sg. subject)
ó	he, she, it
ọ̄	(reply to various greetings)
òbǐ	parent
ōbì	kolanut
ōbinrīn	woman
òdē	outside
ōdī	city wall, fortification
ōdò	river
ōdó	mortar
ògīrī	wall
ògīrī ìkòwě	blackboard
ògòdò	yaws
ōògùn	drug
ōgún	twenty
ōhūn	thing
òjě	the metal lead
òjě ìkòwě	pencil
òjò	rain
ōjọ̄ júmó	daily, everyday
ōjú	eye
ōjúgūn	skin
òkè	hill, top, mountain
ōkùn	rope

òkùnrùn	disease
òlè	thief
òlògbô	cat
òlógòṣé	sparrow
òlókùtā or: òkùtā	stone
òlótù	president, governor
òlówó	a rich person; one who owns or guides
òlùkòṅnī/òlùkò	a teacher, an instructor, a trainer
òlùrànlòwó	assistant
òlúwā	lord
òmī	water
òmī dídî	ice, snow
òmī ìkòwě	ink
òṅ/òùn	he, she, it
ònílé	house-owner
òníṣěgùn	doctor, physician
òníṣòwò	trader
òńjẹ	food
òlùrànlòwó	assistant
òpópó	street
òrí	head, top
òrísírísí	different, assorted, variety
òró	pain, poison
òròmbò	orange

òròmbǒ kíkān	lemon
òrǒró	groundnut oil
òrǒró ẹ̀gǔsì	melon seed oil
òrǒró ẹ̀pà	groundnut oil
òrǒró lárà	castor oil
òòrū	heat
òrúkọ̀	name
òòrùn	sun
òsì	the left
òşè or: òsè	baobab tree fruit
òşù	month
òtító	truth
òtútú	coldness
òwó	money
òwó òşù	salary, wage
òwòrẹ̀	cloudy part of dry season
òyē	intelligence, understanding, wisdom
òyīn	honey, syrup
òyìnbǒ/òyìbǒ	white man
òbàkān	half-sibling
òbẹ̀	knife
òbẹ̀	soup
òbọ̀	monkey
òdàn	grass field

òdèdè	veranda, porch
òdò	one's presence
òdún	year
ògán	at once, immediately, instantly
ògbòn	thirty
ògbón	wisdom
ògèdè	banana
ògèdè àgbāgbà	plantain
ògèṅṅètèn or: ògìnnitìn	cold, damp, gloomy weather
ògòdò	pond, dangerously swampy area
ògón	speed
òjà	market
òjọ́	day
òjọ́ṣẹ̀tì	Friday
òjọ́ṣẹ̀jímí	Friday
òjọ́kẹ̀jì ọ̀sẹ̀	Tuesday
òjọ́kẹ̀rìn ọ̀sẹ̀	Thursday
òjọ́kẹ̀tá ọ̀sẹ̀	Wednesday
òjọ́kìní ọ̀sẹ̀	Monday
òjọ́`sīnmī	Sunday
òkà	food made from yam flour or other flour
òkān	one
òkọ́	vehicle, conveyance
òkọ́	hoe, spade

BASIC COURSE

òkò	spear
òkùn	millipede
òkùnrīn	man
òlā	tomorrow
òlópá	policeman
òlósá	burglar
òmò	child
òmòlāngī	doll
òmò òdò	domestic help
òná	road, way, path, street, clue
òpá	walking stick
òpè	palm tree
òpè òyimbó	pineapple
òpòlòpò	much, many
òrẹ	friend
òrò	speech, word, conversation
òrùn	neck
òrùn ẹsẹ	ankle
òrùn ọwọ	wrist
òsán	afternoon
òsàn	orange
òsàn wẹwẹ	lime
òsẹ	Sunday
òsẹ	soap
òtí	liquor

òtǔn	the right
òwọ́	hand
òwọ̀	broom
òyẹ́	harmattan

P

pā	to kill
pādà	to return
pā... dé	to shut
pàkùtẹ́	mouse trap
pāmọ́	to protect
pàápàà\ or: pápàá	especially, particularly
pápá	grass field
pārí	to finish
pátá	underpants, shorts used in working
(şí)...pāyá	to open wide
pàyǎǹ	Spaniard, Spanish language
pé	to say that...
pé	to be correct
pè	to call
pé	to delay
pẹlẹ́	to be sorry, sympathize
pẹlǔ	is with
pépéyẹ́	duck
pīdán	to perform sleight of hand

pīnū	determine, resolve
pōtōgí	Portuguese
pò	to be abundant
pón	to be ripe
pòùn	pound sterling
pūpā	brown, red
púpô	very much

r

rā	to rub
rà	to buy
rà	to rot
ràjò	to travel, to journey
rán	to send
rán	to sew
ràn... lówó	to help
ránṣé	to send a message
rántí	to remember
rará	not at all
rētí	to expect
̀rē	your (sg.)
̄rè	his, her, its
rè	to tire
rí	to see

rí	ever
rìn	to walk, to travel
rō	to pain
rò	to think
rọ́	to dislocate, sprain
rọ̀	to fall (of rain)
rōrā	to be careful, to deal gently

s

sá	just
sáká	completely
sálúbàtà	slippers
sān	to pay
sáré	to run
sàrǒ	Sierra Leone
sátídé	Saturday
sē	to cook
sẹ̀	to fall (of dew) to gush (of other liquid)
sì	also, and, likewise
sí	to
sí	there is (neg.)
sìhìn-sòhùn	here and there
sìn	to worship

BASIC COURSE

sísî	sixpence
sòbiyà	guinea worm
sòkòtò or: şòkòtò	trousers
sō	to say
sō	to throw
sōkún or: sūnkún	to cry, to weep
sōnù	to get lost
sòrò	to speak
sòtàn	to narrate, to tell a story
sùkürû	school
sùn	to sleep
súnmó	near
sù-úrû	patience
şá	merely
şàisàn	to be ill
sàlàyě	to explain
şé	(marks yes-no questions)
şē	to do, make
şègbě	decay, to disintegrate
şēgēdē	mumps
şénjî or: sēngî	change, (money)
şēré	to play
şèşè	has just
şē-ūn	(used in thanking) do something
şí	to open
şílê	shilling

ṣípāyá	to expose, to reveal, to open wide
ṣōjú	to represent
ṣòrō	to be difficult
ṣọ̀ọ̀ṣì	church
ṣūbú	to fall down
ṣùgbọ̀n	but

t

tā	to shoot; to rise (of sun)
tà	to sell
tàbí	or
tábílí	table
tán	to finish
tānī	who?
tānṣánkọ̀	centipede
tāyò	to play āyò
tẹ̀lẹ̀	after, follow
tẹ̀lẹ̀	to do in advance
tẹ̀wě	to type, print
tí	when
tī	(tense indicator)
tī	(possessive)
tì	to shut tightly, lock
tíkíítì	ticket
tìmtì	pillow

BASIC COURSE

títî	street
títí	until
tó	to amount to, sufficient, enough
tō	approximately
tóbī	big
tò	to follow
tò	to urinate
tòjú	to prepare, see to
tòrò	threepence
túmò	to translate
tún	to do again
tūntūn	new
tūtù	to be cold
tútù	cold
túwó	a food made from flour and served with butter and soup

W

wá	look for
wá	to come
wà	to be located, exist
wádǎ	to inquire, to investigate
wákâtǐ	hour (period)
wà nǐlê	to be on hand
wàrà	milk
wẹ	to bathe
wẹwẹ	small fragments

wí	to say
wíyọ́	to wash the hands
wọ̀	to put on clothing
wọ́	to enter
wọ́mí	to dive, fall into the water
wọ̀n	to be expensive
wọ́n	their
wọ̀n	they
wú	to swell
wù	to please

y

yá	to borrow, lend
yā	to tear
yà	turn aside
yà	to be characterized by
yā	to rend, to tear
yànmùyǎnmù	mosquito
yānrìn	sand
yārā	to be quick, to be nimble, to hasten
yàrà or: iyàrà	room
yàrọ́	to become paralyzed
yàtọ́	to be different
yé	to understand (impers.)
yējē	to succeed

yē	to be necessary
yè... wò	to examine
yìn	your (pl. or courteous sg.)
yìnyǐn	hail, snow
yó	to be filled (food or drink)
yōrùbǎ	Yoruba
yō	appear, to escape, to be free from, to save
yòbō	to be clownish