



YORUBA

Basic Course



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 Qlalęyę Aręmu and Josiah Şimaręn, with some additional materials being provided by Alexander Edwards and Samuel Adebęnqjọ. In addition, Aręmu 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.

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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.	ìbì 'place' òrí 'head'

Technically: a high front unrounded vowel.

Next to a velar consonant, Ìgì '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 ẹ̀sẹ 'leg'
 English set. ɪ̌sẹ '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'
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Technically: a mid back rounded vowel.

u	Reminiscent of the vowel of English <u>toot</u> , but unglided.	òtùtù ìlǔ	'cold' 'city'
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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

in a given word varies widely from one dialect to another. It has become customary to write on after the labial consonants, and an otherwise. This practice will be followed here, but the word má 'don't' constitutes an exception. Compare mó '(not) again.' These words are pronounced alike by some speakers.

in	Reminiscent of the vowel in English <u>pinch</u> .	ìsìn 'worship'	mérìn 'four'
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Technically: a lower high front unrounded vowel, nasalized.

en	Reminiscent of the vowel in English <u>bench</u> .	ìyèn 'that'
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Technically: a lower mid front unrounded vowel, nasalized.

an	Reminiscent of the vowel in	ērān 'meat'
on	British English <u>aunt</u> , or some times of the vowel in English <u>bunch</u> , sometimes the vowel in English <u>launch</u> .	ìbōn 'gun'
		mò 'to know'
		nà 'to flog'

Technically: Respectively low central unrounded, lower mid central unrounded, lower back rounded nasalized vowels.

un	Reminiscent of the vowel in English <u>June</u> or the vowel in English <u>won't</u> .	bínú 'to be angry'
		sùn 'to sleep'
		fún 'for'

Technically: a back rounded vowel with height varying from high to mid.

The Consonants of Yoruba

b, d, g t, k m, n f	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> .		
w, y	Before oral vowels, these letters stand for sounds that are virtually identical with their English counterparts.	wẹ wù ẹyĩ yà	'to swim, bathe' 'to please' 'this' 'to turn aside'
	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> .	wọn ẹyīn	'they' 'egg'
j	Reminiscent of the consonant sound in English <u>Joe</u> , but with less friction.	jó jìnnà	'to dance' 'far'
	Technically: a voiced blade palatal stop with little or no affrication.		
h	Similar to the consonant of English <u>hoe</u> , but less strongly pronounced.	hó òhùn	'to boil' 'voice'
s, ɕ	Reminiscent of the consonant sounds in English	sē ìṣṓn	'do' 'muscle, sinew'

see, she respectively, sẹ 'cook'
 but the Yoruba sounds ǎṣṓ '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. ȡbà (name of a river) ȡgbà 'garden, yard'

ȡbà	ȡgbà	D
ȡbà	ȡbà	S
ȡgbà	ȡbà	D
ȡgbà	ȡgbà	S

b. àgbȡn 'chin' àbȡn (type of tree)

àgbȡn	àbȡn	D
àgbȡn	àgbȡn	S
àbȡn	àgbȡn	D
àbȡn	àbȡn	S

c. gbà 'to get' āgbádá 'man's outer garment'

gbó	'old'	bẹ̀nĩ	'yes'
bàtà	'shoe'	ìbȡn	'gun'
báwó	'how?'	gbígbo	'old'
īgbá	'calabash'	ààbȡ	'half'
ȡbā	'king'	àgbȡn	'coconut'
báyĩ	'now'	ẹgbȡn	'older sibling'
òbĩ	'parent'	ȡbẹ	'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.	ìpè	'call'	ìgbè	'illegal punishment'
	ìpè		ìgbè	D
	ìpè		ìpè	S
	ìgbè		ìpè	D
	ìgbè		ìgbè	S
c.	pápá	'field'	gbádûn	'interesting'
	gbígbó	'old'	pò	'cheap'
	òpǎ	'walking stick'	lágbájá	'so-and-so'
	ẹgbọn	'older sibling'	pẹlǔ	'with'
	ādúpé	'thank you'	dùgbẹ	(name of a street)
	ẹpẹ	Ẹpẹ (a city)	òpǒpó	'street'

ẹ̀gbǎdô	'Ègbádô (a city)	şùgbǒn	'but'
pā	'kill'	gbàgbě	'forget'
ẹ̀gbẹ́	'companion'	pọ̀jù	'be abundant'
àpǒtí	'box'	pārí	'finish'

d.	ābó	'metal bowl'
	āgbó	'we heard'
	āpó	'we squeezed'
	ōbā	'king'
	ōgbā	'equal'
	ōpā	'wrath'
	àbòn	(type of tree)
	àgbòn	'chin'
	àpòn	(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		pọ	pọn	ẹpe		ọpọ	ọpọn
	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,

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	fé 'to want' sílé 'to the house' ṣíṣé 'to work'
ā	Mid level pitch	lō 'go' níṣū 'with reference to yam' ṣmō 'child'
à	'Second' tone: level pitch slightly lower than mid level would be in the same tonal environments.	lāti 'from, by, etc.' ōmō kàn 'one child' (some dialects only) mētá '3'
à	Low level pitch	rà 'buy' ēyìn 'palm nuts' ní fílà 'with ref. to a hat' (some dialects only)
ǎ	Rising pitch. (1) After ' or ~,	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 ǝmǝ 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- mǝfâ '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 ^.

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' òbẹ '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 ō lō ş'ō lō '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:

běě	'like that'
nǎǎ	'the, that'
bọọlù	'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'ō lō, ɕó` lō and ɕóō lō 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-ō	'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):

àwōn òbǐ`mī	'my parents'	āwō náà	'the leather'
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'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 gbé̃ lō sílé	'take him, go home'
Condensed:	ē gbé̃ lō sílé	' " " " " :

The vowel represented by gbé̃ consists of two moras, while the vowel represented by gbé̃ 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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	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:	
	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:	
	1. A high verb keeps its tone in elision.	
C.	Exercises.	
D.	Supplementary material:	
	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:	
	1. <u>ńjě</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>pèlũ</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>fẹ́</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 férê.

C. Exercises.

Unit 40 234

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

B. Notes:

1. Emphatic mā.
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.'

B.	Notes:	
	1. Questions concerning quantity.	
	2. Independent possessive pronouns.	
C.	Exercises.	
Unit 42	242
A.	Dialogue: 'How much is your cloth?'	
B.	Notes:	
	1. The numbers 11 to 30.	
C.	Exercises.	
Unit 43	247
A.	Dialogue: 'I want to buy another one.'	
B.	Notes:	
	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:	
	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:	
	1. Negative future with <u>kò</u> <u>nǎ</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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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
	ìdẹ̀	'fetter'	ìwě		D
	ìdẹ̀		fìlà		S
	ìwě		ìdẹ̀		D
	òwũ	'cotton'	ìlù	'drum'	D

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
òwǔ	'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

	ó wâ		ó wâ	D
	ó wâ		ó wâ	S
c.	ó râ	'he bought'	wón râ	'they bought' S
	ó râ		ó tâ	'he sold' S
	ó tâ		ó rí	'he saw' D
	wón râ	'they'	ó rîn	'he walked' S
	kókô	'type yam'	ó fẹ	'he wants' D
	pápá	'field'	púpô	'much' D
	pápá		wón râ	D
	ó tâ		kókó	'knot' D
	wón 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	wón râ		High Fall
kókô	High Fall	wón fẹ		High High
kókó	High High	púpô		High Fall
ó kú 'he died'	High High	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'	kẹkẹ	S
	ó tâ		ìlǔ	'city' D
	ó tâ		kókô	'type yam' S
	òwǔ		ọpǎ	S
	ìgbǎ	'locust tree'	púpọ	D
	púpọ		kòkǒ	D
	púpọ		ìwě	D
	ìwě		ó rîn	D
	kókô	'type yam'	púpọ	S
d.	Reply HIGH FALL or LOW RISE			
	ìwě	Low Rise	ìlǔ	'city' Low Rise
	púpọ	High Fall	kẹkẹ	Low Rise

ìgbà	'locust tree'	Low Rise	wọn rá	High Fall
òwù		Low Rise	ó tâ	High Fall
kókô	'type yam'	High Fall	wọn gbâ	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

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
ó fẹ́	'you want'	Mid High	o fẹ
ó fẹ́	'he wants'	High High	o fẹ
ó wá	'he came'	High High	o wa
ó 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.

ó 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 rọ̀kọ́	'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 lẹ́	'he went';	ō lẹ́	'you went'
ó lẹ́		ō lẹ́	D
ó lẹ́		ó lẹ́	S
ō lẹ́		ó lẹ́	D
ō lẹ́		ō lẹ́	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. ēyīn	'egg'	ó lẹ́	'he went'	D
dárá	'is good'	ó lẹ́	'he went'	S
ējā	'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	īṣu
ó lō	'he went'	High Mid	o lō
dārā		High Mid	dara
ō lō	'you went'	Mid Mid	o lō
kārā		High Mid	kara
dārā		High Mid	dara
ō lō	'you went'	Mid Mid	o lō

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

kílō·fé	'what do you want?'	High Mid
mō rōkō	'I bought a spade'	Mid Mid
ó rōkō	'he bought a spade'	High Mid
ō rōkō	'you bought a spade'	Mid Mid
ṣórēyìn	'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 sǐyōnū	'is there no trouble?'	Mid Mid
ápōtí 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 lẹ̀	ìbọ̀n		D
ēpō	òbọ̀		D

d. Reply MID MID or LOW MID

òbẹ̀	'knife'	Low Mid	ọbẹ̀
ēpō		Mid Mid	epo
ìbọ̀n		Low Mid	ibọ̀n
ẹ̀jǎ		Mid Mid	ẹ̀ja
mō lẹ̀		Mid Mid	mo lẹ̀
ēyīn	'egg'	Mid Mid	eyin
òbọ̀		Low Mid	ọbọ̀
òdē	'outside'	Low Mid	ode
ọ̀kọ̀	'husband'	Mid Mid	ọ̀kọ̀
àwō	'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
ọ̀mọ̀ sùkùrù nīmí	'I'm a student'	Mid Mid
àtọ̀mọ̀	'and a child'	Low Mid
lẹ̀ yǎ méjì	'go tear (off) two'	Mid Mid

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

bẹ̀ẹ̀nī ā lẹ̀	'yes, we went'	Mid Mid
mō gbà kǎn	'I got one'	Low Mid
mō fàwé`mī yǎ	'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 lō		D
	pápá		pópó (a name)		S
	ó dé	'he arrived'	ó lō		D
	ó dé		ó ké	'he shouted'	S
	dārā		ó ké		D
	pápá		tóbī		D
	kókó	'knot'	tóbī		D
	dārā		ó dé		D
	pápá		kókó		S
	ó kú	'he died'	tóbī		D

d. Reply HIGH HIGH or HIGH MID

dárá		High Mid	dara
pápá		High High	papa
ó dé		High High	o de
ó lẹ		High Mid	o lẹ
tóbí		High Mid	tobi
kókó	'knot'	High High	koko
wón lẹ	'they went'	High Mid	won lẹ
wón rí	'they saw'	High High	won ri
ó fẹ	'he wants'	High High	o fẹ
sígí	'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
şórẹyìn	'did he buy palm nuts?'	High Mid
şórẹyìn	'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 şē tólúwā	'we do God's will'	High Mid
kò sǐ rárá	'there is none'	High High

àpǒtí nī	'it is a box'	High Mid
kíl'ōfě'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.	ōkō	'hoe, spade';	ōkō	'husband'	
	ōkō		ōkō		D
	ōkō		ōkō		S
	ōkō		ōkō		D
	ōkō		ōkō		S
b.	īgbā	'200';	īgbá	'calabash'	
	īgbā		īgbá		D
	īgbā		īgbā		S
	īgbá		īgbā		D
	īgbá		īgbá		S
c.	ōkō	'spade'	īşū		D
	ēpō		īgbá	'calabash'	D
	ēpō		īgbā	'200'	S
	ējā		īlā		D
	ōkō		īşū		S
	īgbā	'200'	ōkō		S
	īgbá	'calabash'	ēpō		D

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	okō
ōkō	'husband'	Mid Mid	okō
īgbā	'200'	Mid Mid	igba
īgbá	'calabash'	Mid High	igba
ējā		Mid Mid	ɛja
īlá		Mid High	ila
ō dé	'you arrived'	Mid High	o de
ō lō	'you went'	Mid Mid	o lo
ōmō	'child'	Mid Mid	omo
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 şùkǔrû 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

- 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'ō		ōkò	D
	ōk'ō		ōkō	S
	ōkò		ōk'ō	D
	ōkò		ōkò	S
b.	ēyìn	'palm nuts';	ēyīn	'egg'
	ēyìn		ēyīn	D
	ēyìn		ēyìn	S
	ēyīn		ēyìn	D
	ēyīn		ēyīn	S

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

d. Reply MID MID or MID LOW

ōbẹ̀	'soup'	Mid Low	ọbẹ
ēyīn	'egg'	Mid Mid	eyin
ōkò	'husband'	Mid Mid	okò
ōkò	'conveyance'	Mid Low	okò
ēpō		Mid Mid	epo
īgbā	'200'	Mid Mid	igba
īyò		Mid Low	iyò
mō lọ	'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 fàwě̀mī yā	'I tore my book'	Mid Low
mō fī sī dārādārā	'I put in enough'	Mid Mid
ā gbā kân	'we got one'	Mid Low
mō jāmàlà	'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
bèyēnī 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.	àwòn	'net';	àwòn	'they'	
	àwòn		àwòn	D	
	àwòn		àwòn	S	
	àwòn		àwòn	D	
	àwòn		àwòn	S	
c.	ìlù	'drum'	òbē	'knife'	D
	òbō	'monkey'	àwòn	'they'	S
	ìbòn	'gun'	àwòn	'they'	S
	àwòn	'net'	ìbòn	'gun'	D
	ẹwù		ìlū	'awl'	D
	bàtà		àwòn	'net'	S
	òbō		òjò	'rain'	D
	ìbòn		filà		D
	ìgbà	'time'	òbē	'knife'	D
	ẹwù		àwòn	'net'	S

d. Reply LOW MID or LOW LOW

ìlù	'drum'	Low Low	ilu
bàtà		Low Low	bata
ẹwù		Low Low	ewu
àwòn	'they'	Low Mid	awon
òjò	'rain'	Low Low	oyo
òbō		Low Mid	oboy
filà		Low Low	fila
àwòn	'net'	Low Low	awon

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
filà 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.

s'ō fī wàrà sí	'did you put milk?'	Low Mid
mō rā filà	'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 coll 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

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 fẹ	'I want'	òpǎ		D
	kẹkẹ		kōfí	'coffee'	D
	īyán	'pounded yam'	òpǎ		D
	ōwó	'money'	òpǎ		D
	òrě	'friend'	ōwó		D
	ēgbé	'companion'	òrě	'friend'	D
	pẹlǔ	'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	egbe
īyán	'pounded yam'	Mid High	ıyan
kèkě		Low Rise	kẹkẹ
kōfí		Mid High	kofı
òpǎ		Low Rise	opa

- 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 sǒkòtò	'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
kérû`wōn wōlé	'bring in their loads'	Mid High
mō nīō èkǒ	'I'm going to Lagos'	Low Rise
mō nı sıſé	'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 gbà	'he got'	ōgbà	'you got'	D
	ō rìn	'you walked'	wón 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 gbà	'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	gìgun
īlẹ̀	'floor'	Mid Low	ilẹ̀

kókô	'type yam'	High Fall	koko
ōbẹ	'soup'	Mid Low	obẹ
wón rìn	'they walked'	High Fall	won rin
ēyìn	'palm nuts'	Mid Low	eyin
ō rìn	'you walked'	Mid Low	o rin
púpô	'much'	High Fall	pupô
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.

ō rà kân lánă	'you bought one yesterday'	Mid Low
ó mâ tǒjǒ mětá	'I haven't seen you for some time'	High Fall
nígba wō	'when?'	High Fall
mō fàwě`mī yā	'I tore my book'	Mid Low
şîlê mǎrŭn	'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
òbẹ́ gígûn	'a long knife'	High Low
ş'ō rẹ̀yìn	'did you buy palm nuts?'	Mid Low
mō lǒ sǒjâ	'I went to the market'	High Fall
mō rāwò	'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		òwò		S
	òwò		òwò		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	òkò
òkò	'conveyance'	Mid Low	òkò
òbè	'soup'	Mid Low	òbè
èwù		Low Low	èwù
fìlà		Low Low	fìlà
ìlù	'drum'	Low Low	ìlù
òwò	'broom'	Mid Low	òwò
èyìn	'palm nuts'	Mid Low	èyìn
ìyò		Mid Low	ìyò
òwò	'Òwò'	Low Low	òwò

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

mò rèwù	'I bought a shirt'	Mid Low
èwù mějî	'two shirts'	Low Low
òbàkàn-rè	'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
bèèñī ā tà	'yes, we sold'	Mid Low
ş'ò rēyìn	'did you buy palm nuts?'	Mid Low
ó fě sǒkòtò	'he wants trousers'	Low Low

àtī ȱwȱ '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.	kárâ	'for us to buy';	kārā	'deeply'
	kárâ		kārā	D
	kárâ		kārā	S
	kārā		kārā	D
	kārā		kārā	S

c.	kókô	'type yam'	dārā	D
	kókô		şîlê	'shilling' S
	tóbī		ó gbâ	'he got' D
	tóbī		gígûn	D
	tóbī		dārā	S
	gbádûn	'interesting'	şîlê	S
	şîlê		tóbī	D
	şîlê		gígûn	S
	şîlê		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
sísî	High Fall	sisi
wón tâ	High Fall	won ta
ó lẹ	High Mid	o lo
kókô	High Fall	koko
gígún	High Fall	gigun
wón sọ 'they spoke'	High Mid	won so

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

kíl'ō fẹ	'what do you want?'	High Mid
ó rā kǎn lánǎ	'he bought one yesterday'	High Fall
nígba wō	'when?'	High Fall
ó jẹ-ūn	'he ate something'	High Mid
şílê mǎrǔn	'5 shillings'	High Fall

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

wón lẹ sọjá	'they went to the market'	High Fall
níbō lò ńlẹ	'where are you going?'	High Mid
èmī' lágbájá nī	'I'm So-and-so'	High Mid

ṣ'ẹ̀ bínú símí	'are you (not) angry with me?'	High Mid
mō bínú tẹ́lẹ̀	'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

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

d. Reply LOW RISE or LOW MID

ègbǒn		Low Rise	ègbǒn
ìwǒ	'you'	Low Mid	ìwǒ
òpǎ		Low Rise	òpa
ìlǔ	'city'	Low Rise	ìlu
bàbǎ		Low Rise	baba
ìlū	'awl'	Low Mid	ìlu
òbẹ	'knife'	Low Mid	òbẹ
àdǎ		Low Rise	ada
ìyǎ		Low Rise	ìya
òbǒ	'monkey'	Low Mid	òbǒ

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

àtī sòkòtò	'and trousers'	Low Mid
òjǒ dárǎ	'Ojo is good'	Low Rise
ìbǒmī	'vessel for getting water'	Low Mid
èlǒ lǒ rà'	'how much did you pay for it?'	Low Rise
sùgbǒn mǒ bínú tẹlẹ	'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

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
ṣákí	(name of city)	kọfí		S
ẹ̀bẹ	'mashed potato'	ìgbá	'calabash'	D
ēwé	'leaf'	àwō	'plate'	D

d. Reply MID HIGH or LOW MID

īyān		Mid High	īyan
ìbọ̀n		Low Mid	ibon
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	kofí
ẹ̀kọ	'cold porridge'	Low Mid	ekọ
òbẹ	'knife'	Low Mid	obẹ
ílá	'okra'	Mid High	ila

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
ìwò̃ tǎnī	'who is it?'	Low Mid
òjò kǎn pèlǔ	'one more day'	Mid High

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

mō ñsīsé	'I'm working	Mid High
kílò̃ fé	'what do you want?'	Mid High
kó ẹ̀rù̃wòn wòlẹ́	'bring their loads into the house'	Mid High
ā rẹ̀kò	'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 sò	'he spoke';	ò sò	'you grumbled'
	ó sò		ò sò	D
	ó sò		ó sò	S
	ò sò		ó sò	D
	ò sò		ò sò	S
b.	ò tà	'you sold';	ó tà	'he shot'
	ò tà		ó tà	D
	ò tà		ò tà	S
	ó tà		ò tà	D
	ó tà		ó tà	S

c.	tāyò	'play <u>ayo</u> '	dárā		D
	ó yā	'he tore'	ō rìn	'you walked'	D
	ō lù	'you hit'	ōbẹ̀	'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 lọ
símī	'to me'	High Mid	simi

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

ṣ́ó rēyìn	'did he buy palm nuts?'	High Mid
ṑbàkàn`rẹ̀	'his half-sibling'	Mid Low
kílō` fẹ̀	'what do you want?'	High Mid
mō rẹ̀wù	'I bought a shirt'	Mid Low
ó dōmō ọ̀dún méjì	'he is two years old'	High Mid

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

k'ẹ̀ tó pàdà	'before you return'	Mid Low
èmí lágbájá nī	'I am So-and-so'	High Mid
ā sẹ̀ tōlúwā	'we do God's [will]'	High Mid
bẹ̀ẹ̀nī ātà	'yes, we sold'	Mid Low
àpǒtí 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';	ō mū	'you drank'
	ó mú		ō mū	D
	ó mú		ó mú	S
	ō mū		ó mú	D
	ō mū		ō mū	S

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 tìì	'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
şé kô sǐyōnū	'is there no trouble?'	Mid Mid
kò sǐ rárá	'there is nothing at all'	High High
ēwólééşé	(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'	fìlā		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	ewa
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

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
ìkòròdǔ	(place name)	Low Low
kò mò pě tēmī nī	'didn't he know that it was mine?'	Low Low
lọ yā méjì	'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 sǐyòṇū	'is there no trouble?'	Mid Mid
ā rāwōn	'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

kẹ̀kẹ̀		LR	òbọ̀	'monkey'	LM
ìsẹ̀		MH	òbí	'parent'	LR
ṣùgbọ̀n		LR	ìbọ̀n	'gun'	LM
ọ̀ré	'whip'	MH	ìgbá	'calabash'	MH
ọ̀dún	'year'	MH	ínú	'inside'	MH
òrẹ̀	'friend'	LR	àtí	'and'	LM

b. Reply HM, ML or HF.

gígûn	HF	ó lō	'he went'	HM
tóbī	HM	ōbẹ	'soup'	ML
īlẹ	ML	dārā		HM
sílê	HF	wón rîn	'they walked'	HF
púpô	HF	sódô	'to the river'	HF
ōkò	ML	ēyìn	'palm nuts'	ML

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

gígûn	HF	gìgun
īnú	MH	inu
òrẹ́	'friend' LR	orẹ́
īlẹ́	ML	ilé
dārā	HM	dara

àtī		LM	atɪ
ìbõn	'gun'	LM	ibõn
sísí	'ó d'	HF	sísɪ
ìgbĩn	'snail'	LR	igbɪn
ēhín	'tooth'	MH	ehɪn
ōkùn	'rope'	ML	okun
ẹgbõn	'older brother'	LR	egbõn
ìfūn	'intestines'	LM	ɪfun
àgbõn	'coconut'	LM	agbõn
ọkàn	'heart'	ML	ọkan
òkān	'a single one'	LM	ọkan

21. One mora vs. two, level pitch.

a.	fò	'jumped';	fòː	(expression of degree)
	fòː		fò	D
	fòː		fòː	S
	fò		fòː	D
	fò		fò	S

b.	ọbẹ́ méjì	'two knives';	ọbẹ́ ˈméjì	'the twin's knife'
	ọbẹ́ méjì		ọbẹ́ ˈméjì	D
	ọbẹ́ méjì		ọbẹ́ méjì	S
	ọbẹ́ ˈméjì		ọbẹ́ méjì	D
	ọbẹ́ ˈméjì		ọbẹ́ ˈméjì	S

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

ìlū'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'	ìlū'yín		B
bàtā'rē	'your shoes'	ìbōmī		F
báyǐ	'like this'	lānǎ		N
ēyìn	'palm nuts'	lānǎ		N
ēyìn	'palm nuts'	ṣọṣṣì		S
ṛéfā	'6'	púpô		F
àárô	'morning'	ṛéfā		B
ṛéjî	'2'	ṛéfā		B

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

ōkō'rē	'her husband'	L	okō're
ōrúkō	'name'	-	oruko
ōkō'rē	'your conveyance'	L	okō're
ìyàwǒ	'wife'	-	iyawo
ṛéfā		L	ṛefa
ēwólééṣé	(a greeting)	L	ewoleeese
ṣọṣṣì	'church'	L	ṣoṣṣi

púpô	-	pupô
mō fẹ sòkòtò	-	mo fẹ sokoto
òbẹ́ 'méjì	L	òbẹ́ 'mejì

- 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 mǐ' mọ́	'don't shake it again'	
	má mǐ mọ́		má mǐ' mọ́		D
	má mǐ mọ́		má mǐ mọ́		S
	má mǐ' mọ́		má mǐ mọ́		D
	má mǐ' mọ́		má mǐ' mọ́		S

c.

iwě dâ	'where is the book?'	kèkě dâ	'where is the bicycle?'	N
iwě dâ		òbẹ náà	'the knife'	S
ēyīn náà	'which egg?'	ōmō gígūn		F
má mù' mọ	'don't drink it again'	má wǎ mọ	'don't come again'	F
kinīyī	'what is this?'	īlé'wě	'school'	S
iwě nī	'it is a book'	nígba wō	'when?'	N
iwé'mī dà	'where is my book?'	wọn wá nǐlẹ	'they are on the floor'	F
şilê mǎrūn	'5 shillings'	kílôjǒ rā	'what did Ojo buy?'	N
iwé 'kinī	'what kind of book?'	ó lẹ lánǎ	'he went yesterday'	F
àgòlǎyà ǒ		ş'ō lẹ sílé	'did you go home?'	S

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

iwě dâ		Sg	iwe da
òbẹ náà		Db	òbẹ naa
kinīyī		Sg	kinīyɪ
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
lâárô	'in the morning'	Sg	laarô
sù-úrû	'patience'	Sg	su-uru

mō fẹ́ méjì	'I want two'	Sg	mo fẹ́ mejì
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	ɪweda
ìlé`wě		Db	ɪle`we
kẹ̀kẹ̀`mī	'my bicycle'	Db	kẹ̀kẹ̀`mɪ
nìgbā wō		Sg	nɪgbawo
ẹ̀gbọ̀n`rẹ́	'your brother'	Db	ẹ̀gbọ̀n`rẹ́
mú sū-úrū	'have patience'	Db	mu su-uru
ó gbāwě	'he got a book'	Sg	o gbawe
òbì`rẹ́	'his parents'	Db	obɪ`rẹ́
àbíkú	'something that is born and dies'	Sg	abiku
kinîyí	'what is this?'	Sg	kinɪyɪ

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

b.	lāwò	'having a plate';	lāwō	'having a secret'
	lāwò		lāwō	D
	lāwò		lāwò	S
	lāwō		lāwò	D
	lāwō		lāwō	S

c.	sódè	'to the outside';	dārā	'good'	D
	bāwò	'how?'	dārā		D
	bāwò		sódè		S
	mētà	'3'	sódè		S
	sígī	'onto the tree'	sódè		D
	sígī		dārā		S
	lāti		tóbī		D
	lāti		lātā	'with pepper'	D
	lātā		lárò	'with a funnel'	D
	bāwò		lāti		S

d. Reply HIGH MID or HIGH SECOND

sódè	High Second	sode
sígī	High Mid	sigi
dārā	High Mid	dara
bāwò	High Second	bawo
tóbī	High Mid	tobi
lāti	High Second	lati
mētà	High Second	meta
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 wōlé	'two (of you) come in'	F
méjì\wōlé	'two entered the house'	R

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

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

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

métà\wōlé	(statement)	R	méjî wōlé	(imperative)	F
méjî wōlé	(imperative)	F	métà\wōlé	(statement)	R
méfà\wōlé	(statement)	R	méjì\wōlé	(statement)	R
mérin\wōlé	(statement)	R	méfà\wōlé	(statement)	R
méfâ wōlé	(imperative)	F	méjî wōlé	(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 wǒlě	'he entered the house'	M	dárāyá	'is cheerful'	M
má bǐnú	'don't be angry'	R	méjìlwá	'two came'	R
fún tīyín	'for yourselves'	M	kékéré	'small'	M
gbágǔdá	'cassava'	R	ó lǒlě	'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 ẹ́yìn wá)	'bring the eggs'
káşọ́ wá	(kó āşọ́ wá)	'bring the cloths'
gbọ̀mọ́ 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 sìná	'he missed the way'
ó dínkú	'it is reduced'
ó mọ̀nà	'he knows the way'

28. In this drill, the vowels and consonants of phrases ní fǐlǎ and ní méjì 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:

sé ẹ̀tọ̀bẹ̀ nǎà (contracted form of sé ẹ̀tǎ ọ̀bẹ̀ nǎà
'did you sell the knife?')

sé ẹ̀tọ̀bẹ̀ nǎà (contracted form of sé ẹ̀ kò tǎ ọ̀bẹ̀ nǎà
'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'
ìgbêkêlě	'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`rẹ̀	'your awl'	ML
ìlù̀`rẹ̀	'your drum'	LL
ìlǔ̀`rẹ̀	'your city'	RL
ìlū̀`rẹ̀	'your awl'	ML
ìlǔ̀`rẹ̀	'your city'	RL

4. Extension of Drill 3 to segmentally diverse utterances.

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

òbǐ̀`mī	'my parents'	RL
kẹ̀kẹ̀`mī	'my bicycle'	RL
ọ̀bọ̀`mī	'my monkey'	ML
ẹ̀bùn`mī	'my gift'	LL
àwṑ`mī	'my plate'	ML
àwṑ`rẹ̀	'your plate'	ML
ẹ̀wù̀`rẹ̀	'your garment'	LL
àgā̀`rẹ̀	'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

ōbē`mī 'my soup' LL

īlē`mī 'my house' HL

ōmō`mī 'my child' ML

īyán`rē	'your pounded yam'	HL
āsō`mī	'my cloth'	ML
īnū`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

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

12. Combination of Drills 9, 10 and 11.

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

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

ōkō̄wā	'our husbands'	MM
ōkō̄wā	'our cars'	LM
ōkō̄wā	'our husbands'	MM
ōkō̄wā	'our cars'	LM
ēyīn̄wā	'our palm nuts'	LM
ārā̄wā	'our relatives'	HM
ēyīn̄wā	'our eggs'	MM
ōkūn̄wā	'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

ōkō̄rē	'his hoe'	ōkō̄rē	'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

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

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

ōkō̄rē	'her husband'	MM
ōkō̄rē	'his car'	LM

òkọ̀rẹ̀	'his hoe'	HM
ẹ̀tí̀rẹ̀	'his ear'	HM
ẹ̀mũ̀rẹ̀	'his palm wine'	MM
ẹ̀rù̀rẹ̀	'his load'	LM
ẹ̀gbẹ̀rẹ̀	'his companion'	HM
ẹ̀sẹ̀rẹ̀	'his leg'	LM
òkùǹrẹ̀	'his rope'	LM
àrǎ̀rẹ̀	'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
òyíǹrẹ̀	'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
ōsē ^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

īlū ^ˈ rē	'his city'	īlū ^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

lōbē ^ˈ wā	'our knife'	lōbē ^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 ōbē^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

fókō ^ˈ rē	'for her husband'	fókō ^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'rè 'for his hoe' fókò'rè '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'
lẹ̀kọ'mī 'my ẹ̀kọ'

List B

lẹ̀mū'mī 'wine'
lẹ̀rān'mī 'meat'
lẹ̀yīn'mī 'eggs'

List C

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

lɔbɛ̃ˈmɪ	'knife'
lɛ̃jaˈmɪ	'fish'
leteˈmɪ	'plan, conspiracy'

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

<u>List A</u>		<u>List B</u>	
lágáˈrɛ̃	'his chair'	lémũˈrɛ̃	'his wine'
lág bɔ̃nˈrɛ̃	'his coconut'	lérǎnˈrɛ̃	'his meat'
lékòˈrɛ̃	'his ẹkò'	láyĩnˈrɛ̃	'his eggs'

List C

lésɔˈrɛ̃	'his fruit'
lɔ̃sɛ̃ˈrɛ̃	'his soap'
lókoˈrɛ̃	'his farm'
níwoˈrɛ̃	'his horn'
lōmɔ̃ˈrɛ̃	'his child'
níjɛ̃ˈrɛ̃	'his bait'

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

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

lɔ̃bɛ̃ˈmĩ	'my knife'	lɔ̃bɛ̃ˈmĩ	'my soup'
lɔ̃bɛ̃ˈrɛ̃	'your knife'	lɔ̃bɛ̃ˈrɛ̃	'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.

pārisẹ̀' rẹ̀	'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
om̄ mēwǎ	'ten children'	obìnrīn nǎà	'the woman'	D
kókọ́rọ́ nī	'it is a key'	àpótí kán	'one box'	D
obì mětá	'three kola nuts'	ó lẹ̀ sọ́já	'he went to the market'	D
ēyīn mējī	'two eggs'	om̄ mēfǎ	'six children'	S
atī òdò	'and a river'	āládùgbô	'neighbor'	D
odún mērìn	'four years'	mō nílẹ́ 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> '	ògèdẹ́ 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 tīì	'he drank tea'	S
ó yē bēè		ó fē tīì	'he wants tea'	D
ó sē bēè	'he did so'	ó fē bēè	'he wants it thus'	D
ó sō bēè	'he said so'	ōmō nāà	'the child'	D
ā mū tīì	'we drank tea'	ōmō nāà		S
kò mū tīì	'he didn't drink tea'	kò sē bēè	'he didn't do so'	S
kò sē bēè		kò fē tīì	'he doesn't want tea'	D
kò fē tīì		ìwě nāà	'the book'	S
ōmō nāà		èwù nāà	'the garment'	D
ó fē bēè		mō mū tīì	'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'	Ọjǒ kô jǒ	'Ojo didn't dance'	D
Ògbómọ̀sọ̀	(name of a city)	Ọjǒ kô jǒ		S
kò fē kẹ̀kẹ̀	'he doesn't want a bicycle'	kò rā kẹ̀kẹ̀	'he didn't buy a bicycle'	D
şùgbọ̀n kô wǎ	'but he didn't come'	Ògbómọ̀sọ̀		S
rā ērān yǐ	'buy this meat'	ā kò kàwě	'we didn't read'	D
mō gbā ìwě	'I got a book'	ā tā kẹ̀kẹ̀	'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 lǒ lánǎ	'he went yesterday'	S
ó lǒ lánǎ		ó lǒ sǒjā	'he went to market'	D
n̄ kò rí	'I didn't see	n̄ kò lǒ	'I didn't go'	D
bàtā pūpā	'brown shoes'	ẹhìn ǒdī	'abroad'	S
ó mǒ kǒwě	'he knows how to write'	ó fẹ kẹkẹ	'she wants a bicycle'	D
ākòwě nī	'he is a clerk'	ā kàwě yǐ	'we read this book'	D
àtī sīlê	'and a shilling'	àwō mэфâ	'six plates'	S
kò lǒ lánǎ	'he didn't go yesterday'	àwō mэфǎ	'ten plates'	S
ó lǒpākàn	'he has one stick'	wǒn níwě wò	'which book do they have?'	S
ínú`míldùn	'I'm glad'	òwó`rẹlpò	'his money is plentiful'	D

5.

ēsẹ mẹrín	'four feet'	òmǒ mэфá	'three children'	D
òmǒ mэфsǎn	'nine children'	ẹjā mэфjī	'two fish'	D
má tágbòn yǐ	'don't sell this coconuts'	ā rāgbòn yǐ	'we bought this coconut'	D
òmǒ`wā	'our child'	āsǒ`wǒn	'their clothes'	S

lō mātā wá	'bring the pepper'	ó fẹ́ ǒwó	'he wants money'	D
kíí jádè	'he does not go out'	ádọ́tá	'fifty'	S
ó léyìn kàn	'he has one egg'	ólọ́pǎ kàn	'a policeman'	D
kò yà sọ tún	'he did not turn to the right'	kò lẹ́ lánǎ	'he did not go yesterday'	D
ǒ gún ìyán	'you pounded the yam'	ó fẹ́ ǒwó		D
ó sẹ̀sẹ̀ dẹ	'he just arrived'	wọ̀n sǐ kàwě	'they read a book also'	S

6.

1. sí Àgbàdàrígí	álábǎṣíṣẹ́ nī	D
2. bàbá fún'yín níwě	Ọjọ́ kí'yín lánǎ	S
3. ọ̀mọ́ èkọ́ nī mí	óníṣòwò nī wá	D
4. ǎ kò lẹ́ sàgāmù	wọ̀n kò dàrǎ púpô	D
5. sọ́ wá' kí ègbọ̀n`mī	wọ̀n fẹ́' kí iyá`rẹ́	S
6. ẹ̀rǎn yílmà pọ̀jù	ńkò fẹ́ ọ̀gèdẹ́	D
7. mō n lẹ́ àpǎpá	órúkọ́ àbíkú	S
8. ǎ ó tún lẹ́ lólá	mẹ́rìndínlógún nī	D
9. ǎsọ́jú ilù wò	mō rẹ́tí iwě kàn	S
10. mètádínlògbọ̀n nī	méjídínlògbọ̀n 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'

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| 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.

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|------------------------|---------------------|---|
| 1. ēyē mélǒ ló fẹ | ā kó wọn ló lánǎ | D |
| 2. tí tí ā fī délé | dúdú lāşō tó mú | S |
| 3. wọn wá fún wā lówó | dúró dē wǎ lójá | D |
| 4. ēyīn márùn ló tó | ēyē mélǒ ló fẹ | S |
| 5. dúró dē wǎ lójá | Gbónjú mọ wǎ púpô | S |
| 6. ọbá márùn lójá | ā tī kọwě síbẹ | D |
| 7. wọn fún wā lẹwù wọn | wọn fún wā lómọ wọn | D |
| 8. āşō mélǒ lóní | ēyīn márùn lótó | S |
| 9. ènià púpô lǒpẹ | ẹnī mẹfá lǒ wá | D |
| 10. ẹnī tó wǔ lórí | āşō márùn mímọ | S |

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|--------------------------------------|--------------------------------|
| 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' |

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| 4. | 'five eggs are enough' | |
| 5. | | 'Gbọ́nju 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 sılê mǎfâ | bàtā dǔdú tó wô | D |
| 2. | bàtā dǔdú tó wô | èwù pǐpán méjǐ | S |
| 3. | kò nǐ fẹ́'rā púpô | tió rómô tómô | D |
| 4. | wón lō sí Ěkitì | ā gbā mǎ`dǒgbôn | D |
| 5. | ā mū ōmī tūtū | wón rā ēpō púpô | D |
| 6. | wón lō rí Īgbètì | wón dé sí Ěkitì | D |
| 7. | īnú`mī`dùn pǔpô | ōtí òjǒ kōrò | D |
| 8. | ājā`mī`rìn lǒnā | īnú`mī`dùn pǔpô | S |
| 9. | ōjú òrẹ́`rōrò | ētí ilé`lō wà | D |
| 10. | òrẹ́`mī`sá sọjā | ìwě`mī`tó mǎfâ | 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 fě iwě márũn | kōjá òpópó yĩ | S |
| 2. | āláinĩ fě wārà | ājá`mīlmú méjĩ | D |
| 3. | ājá`mīlmú méjĩ | ētí`mīlwú púpô | S |
| 4. | ā`fě mō mĩ lólà | ōládũnnĩbímō | D |
| 5. | ēşĩn náàlyán lósǎn | ẹwà náàlwón lánǎ | D |
| 6. | ōrí`mīlkún púpô | ētí`mīlwú púpô | S |
| 7. | ōbā náàlnĩ márũn | ēşĩn náàlyán lósǎn | S |
| 8. | wón fún mī ní ōwó | ó fún mī níiwě | D |
| 9. | ēyē`mīlnkōrĩn | ōkò`rèlpārīwō | D |
| 10. | ōmō`mīlnfōsō | ēyē`mīlnkōrĩn | 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' | 'Oladunni delivered' |

- | | | |
|-----|--------------------------------------|---|
| 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

sé

se

(marks yes-no
question)

dárádárā/dáādāā

daradara/dāđđ

good

nī

nī

is

sé dáādāā nī

Se dāđđ nī?

How are you?

B

ā dúpē

A dupe.

[Fine] thank you.

A

īlé

īle

house

ńkọ

nkọ

how about?

īlé ńkọ

Ile nkọ?

How's everyone at home?

B

īlé wā dāādāā

Ile wa dāđđ.

They're fine.

A

sí

to (direction)

ōjā

market

ānă

yesterday

lō

go

ṣé'ō lō sọjâ lăă

Ṣé o lō sọjâ ní ànà?

Did you go to the
market yesterday?

B

bẹ̀nī

yes ('it is thus

bẹ̀nī mō lō

Běni| mō lō.

Yes, I went.

B. NOTES

1. 1 sg. and 2 sg. subject pronouns, mō and ō.

Compare the forms: ō lō 'you went'

mō lō 'I went'

In these forms, lō is the stem of the verb that means 'go'. The element ō stands for a second person singular subject (i.e. 'you'), while mō 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. s̄'ɔ̄ l̄ɔ̄ b̄ɛ̄n̄ī m̄ɔ̄ l̄ɔ̄

2. Assimilated vs. non-assimilated pronunciations.

- s̄'ɔ̄ l̄ɔ̄ s̄é ɔ̄ l̄ɔ̄
 s̄é ɔ̄ l̄ɔ̄ s̄'ɔ̄ l̄ɔ̄

D. Supplementary material

1. Places, and some activities associated with them.

- | | | | |
|----------|-------------------------|------|------------------|
| ɔ̄jâ | 'market' | w̄ɛ̄ | 'to bathe, swim' |
| ɔ̄dò | 'river' | s̄in | 'to worship' |
| s̄óó̄s̄i | 'church' | j̄ó | 'to dance' |
| àis̄un | 'wake, all night party' | s̄ē | 'to do, make' |
| s̄í | 'to' | | |

2. 'Elision' with s̄í 'to.'

ɔ̄jâ	s̄'ɔ̄ l̄ɔ̄	s̄ó̄jâ	b̄ɛ̄n̄ī m̄ɔ̄ l̄ɔ̄	s̄ó̄jâ
ɔ̄dò		s̄ódô		s̄ódô
s̄óó̄s̄i		s̄í s̄óó̄s̄i		s̄í s̄óó̄s̄i
àis̄un		s̄áis̄un		s̄áis̄un

Compare the following pairs of equivalent deliberate and casual forms:

sí ȳjǎ	sóǵǎ
sí ȳdò	sódô
sí àìsùn	sáìsùn

In general, the first tone in both sets of forms is high. The deliberate forms have one more unit of vowel duration than the casual forms have. The first unit of vowel duration in the deliberate forms has the quality ɪ, while in the casual forms the first unit has the same quality as the second unit of duration in the deliberate forms.

We may summarize these same relationships more succinctly and more picturesquely by saying that the deliberate form is elided, retaining the high tone of sí but the vowel quality of the beginning of the noun. In future, we shall use the term 'mora' to mean 'unit of vowel duration'.

3. Parallel dialogues

ȳdò, wẹ

mō lȳ sódô	mō lȳ sí ȳdò	I went to the river.
kí lȳ [•] lȳ [•] sẹ	kíní ȳ lȳ [•] sẹ	What did you go to do?
mō lȳ [•] wẹ	mō lȳ [•] wẹ	I went to swim.

sóȳsì, sìn

mō lȳ sí sóȳsì	mō lȳ sí sóȳsì
kí lȳ [•] lȳ [•] sẹ	kíní ȳ lȳ [•] sẹ
mō lȳ [•] sìn	mō lȳ [•] sìn

àìsùn, jó

mō lȳ sáìsùn	mō lȳ sí àìsùn
--------------	----------------

kílō̃ 1ō̃ sē	kínī ō 1ō̃ sē
mō 1ō̃ jó	mō 1ō̃ jó

Notice the length of the vowel o in the casual kílō̃ 1ō̃ sē, 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 ō̃, when the verb 1ō̃ occurs immediately before another verb stem.

UNIT 2

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

A

àlàáfíà		health
şálàáfíà nī	Şé alafia nī?	Are you all right? ('Is it health? ')

B

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

A

ilé nkó	Ile nkọ?	How is everyone at home?
---------	----------	-----------------------------

B

dáādáā nī	Dǎdǎ nī.	Fine.
-----------	----------	-------

A

ṣ'ẹ l̄o sọjâ lăǎ Sē ẹ l̄o sọjà nī àna? Did you (pl.) go to the
market yesterday?

B

bẹ̀nī ā l̄o Bẹ̀nī a l̄o. Yes, we went.

B. NOTES

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

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

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

2. 'Assimilation' with sé.

Notice that the vowel of the element sé has again been 'assimilated' to the vowel which follows it: sé ẹ l̄o = ṣ'ẹ l̄o.

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

dáǎdá nī	'it is good'
àlàáfíà 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. | $s' \bar{e} \text{ l}\bar{o}$ | $b\acute{e}\bar{e}n\bar{i} \bar{a} \text{ l}\bar{o}$ |
| | $\bar{a} \text{ l}\bar{o}$ | $\bar{e} \text{ l}\bar{o}$ | | | |

2. First and second persons, singular and plural.

- | | | | | | |
|----|-----------------------------|-----------------------------|----|-------------------------------|---|
| a. | $\bar{e} \text{ l}\bar{o}$ | $\bar{a} \text{ l}\bar{o}$ | b. | $s' \bar{o} \text{ l}\bar{o}$ | $b\acute{e}\bar{e}n\bar{i} m\bar{o} \text{ l}\bar{o}$ |
| | $\bar{a} \text{ l}\bar{o}$ | $\bar{e} \text{ l}\bar{o}$ | | $s' \bar{e} \text{ l}\bar{o}$ | $b\acute{e}\bar{e}n\bar{i} \bar{a} \text{ l}\bar{o}$ |
| | $m\bar{o} \text{ l}\bar{o}$ | $\bar{o} \text{ l}\bar{o}$ | | | |
| | $\bar{o} \text{ l}\bar{o}$ | $m\bar{o} \text{ l}\bar{o}$ | | | |

3. Assimilated vs. non-assimilated pronunciations.

- | | |
|---------------------------------------|---------------------------------------|
| $s' \bar{o} \text{ l}\bar{o}$ | $s\acute{e} \bar{o} \text{ l}\bar{o}$ |
| $s' \bar{e} \text{ l}\bar{o}$ | $s\acute{e} \bar{e} \text{ l}\bar{o}$ |
| $s\acute{e} \bar{o} \text{ l}\bar{o}$ | $s' \bar{o} \text{ l}\bar{o}$ |
| $s\acute{e} \bar{e} \text{ l}\bar{o}$ | $s' \bar{e} \text{ l}\bar{o}$ |

D. Supplementary material

1. Days of the week.

òjọ́ ʼjímô / òjọ́ ẹ̀tì	Friday
òjọ́ ʼsátíde / sáyíde	Saturday
òjọ́ ʼsīnmī / ọ̀sẹ̀	Sunday
òjọ́ kīnī ọ̀sẹ̀ / mọ́ndê	Monday
òjọ́ kẹ̀jì ọ̀sẹ̀	Tuesday
òjọ́ kẹ̀tā ọ̀sẹ̀	Wednesday
òjọ́ kẹ̀rīn ọ̀sẹ̀ / àlámísí	Thursday

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

òjọ́ ʼjímô	ṣí ń lẹ́ sọ́jā lọ́jọ́ ʼjímô	Did you go to the market on Friday?
	rára. sáyíde ní mọ́ lẹ́	No, Saturday was [when] I went.
sáyíde	ṣí ń lẹ́ sọ́jā ní sáyíde	Did you go to the market on Saturday?
	rára. òjọ́ ʼsīnmī ní mọ́ lẹ́	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 òjọ́ ʼjímô lọ́jọ́ ʼjímô '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 sátīdé, for which deliberate and casual styles both have nísátīdé.

2. 'Elision' with nī.

ṣ'ē lō s'ojâ l'ojô ʔjímô

Did you (pl. or respectful) go....?

rará. sátīdé lā'·lō

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 lō

lā'·lō

'was [when] we went'

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

ìròlě

evening

ẹkúròlě ǝ

Ẹkúròlẹ́ ǝ!

Good evening.

B

ǝ

Ǟ.

(courteous response to a number of different greetings)

A

àárô

morning

ṣí'ò lṓ sọ́jâ láárṓ	Ṣe o lṓ sɪ ọ́jà nɪ	Did you go to the
	arṓ?	market [ɪn] the
		morning?

B

ēn' mṓ lṓ	Ẹn, mo lṓ.	Yes, I went.
-----------	------------	--------------

A

tà		sell
ṣí'ò tà	Ṣe o tà?	Did you sell?

B

bẹ̀n' mṓ tà	Bẹ̀nɪ, mo ta.	Yes, I did.
-------------	---------------	-------------

B. NOTES

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

Compare these forms:	mṓ lṓ	'I went'
	mṓ tà	'I sold'

The verb stem meaning 'sell' is tà. Notice that it has low tone in the position between mṓ (or any subject element) and the end of the sentence. In this same environment, lṓ '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 mṓ '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. | sí'ō tà | bè'èní mō tà |
| | ō tà | mō tà | | sí'ē tà | bè'èní ā tà |
| | ē tà | ā tà | | | |
| | ā tà | ē tà | | | |

2. Assimilated vs. non-assimilated pronunciations.

- | | | | | | |
|----|---------|---------|----|---------|---------|
| a. | sí'ō tà | sé'ō tà | b. | sé'ō tà | sí'ō tà |
| | sí'ē tà | sé'ē tà | | sé'ē tà | sí'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'
ālẹ́	'late evening'
àǎ	'yesterday'
àbò	'return (noun)'

Practice the following sets of related expressions:

<u>isolated word</u>	<u>greeting</u>	<u>greeting plus ò</u>
òsǎn	ẹ́ká`sǎn	ẹ́ká`sǎn ò
ìròlě	ẹ́kú`ròlě	ẹ́kúròlě ò
àárô	ẹ́káàrô	ẹ́káàrô ò
ālẹ́	ẹ́ká`lẹ́	ẹ́ká`lẹ́ ò
àbò	ẹ́ká`bò	ẹ́ká`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	ẹ́kú'lé	ẹ́kú'lé ǫ
isẹ́	ẹ́kú'sẹ́	ẹ́kú'sẹ́ ǫ

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

àbò	ódābò	ódābò ǫ
ìgbà	ódīgbà	ódīgbà ǫ

UNIT 4

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

A

àgò ǫ	Àgò.	Excuse me.
-------	------	------------

B

yà		turn aside
àgòlàyà ǫ	Àgò yà o.	('You are excused.')

A

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

B

àpǒtí		box
-------	--	-----

àpǒtí nī Àpotí nī. It's a box.

A

àpǒtí ʔkínī 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 ʔkínī.

Compare the phrases: àpǒtí nī 'it is a box'
 àpǒtí ʔkínī '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 ʔkínī. The symbol ʔ 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 iwe 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 ˈkínī. Remember to practice each group separately at first.

a. 'Low-rise nouns'

ìwě	ìwě ˈkínī
ọ̀pǎ	ọ̀pǎ ˈkínī
kẹ̀kẹ̀	kẹ̀kẹ̀ ˈkínī

b. 'Low-mid nouns'

òbẹ́	òbẹ́ ˈkínī
ìbọ̀n	ìbọ̀n ˈkínī
òbọ́	òbọ́ ˈkínī

c. 'Low-low nouns'

ẹ̀wù	ẹ̀wù ˈkínī
bàtà	bàtà ˈkínī
ọ̀kọ́	ọ̀kọ́ ˈkínī

3. Nouns with nī vs. nouns with ˈkínī.

a.	ìwě nī	ìwě ˈkínī
	ọ̀pǎ nī	ọ̀pǎ ˈkínī
	kẹ̀kẹ̀ nī	kẹ̀kẹ̀ ˈkínī

b.	òbẹ́ nī	òbẹ́ ˈkínī
	ìbọ̀n nī	ìbọ̀n ˈkínī
c.	ẹ̀wù nī	ẹ̀wù ˈkínī
	bàtà nī	bàtà ˈkínī
	òkọ́ nī	òkọ́ ˈkínī

D. Supplementary material.

1. Miscellaneous useful nouns.

āṣọ	'cloth'	
ìṣīrò	'counting, arithmetic'	
yōrùbǎ	'Yoruba'	
àwọ̀tẹ̀lẹ̀	'article of clothing worn under another'	
ìlẹ̀wě	'school'	
āgbádá	'man's outer garment'	
ìṣẹ́	'work'	
àpọ̀tí	àpọ̀tí nī	
	àpọ̀tí ˈkínī	
	àpọ̀tí āṣọ nī	'it's a clothes box'
	àpọ̀tí ìwě nī	'it's a book box'
ìwě	ìwě nī	
	ìwě ˈkínī	
	ìwě ìṣīrò nī	'it's an arithmetic book'
	ìwě ˈyōrùbǎ 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 ɪsẹ̀ 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. àpótí) followed by another (e.g. āsō). 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

ẹ̀wō		what? which?
sē		do, make
ẹ̀wō lẹ̀ˈ sē	Èwó nì ẹ̀ sē?	How are you doing?

B

tī

own (a possessive
word)

ōlúwā

lord

ā sē tōlúwā

A sē tī oluwa.

We do God's [will].

A

sí

there is (used
only negatively)

ìyōnū

trouble

sē kō sīyōnū

Sē ko sī iyonu.

I hope there is no
trouble.

B

rará

rará

not at all

kō sīyōnū rará

Kō sīyōnū rara.

There is no trouble
at all.

A

ọbẹ

knife

nàà

the, that

sē ẹ tọbẹ nàà

Sē ẹ tà ọbẹ na?

Did you sell that
knife?

B

ẹn

En.

Yes.

B. NOTES

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

Compare the phrases: mō tòbē 'I sold a knife'
 mō tà òbē

3. Quasi-automatic change of high tone to rise after low.

sí (citation form of the verb)
kò sǐyōnū 'there is no trouble'

Notice that in disyllabic nouns, rising tone occurs almost exclusively on the second syllable, and in words which have low tone on the first syllable. High level tone does not occur under these circumstances. High and rising tones do however contrast with one another in some environments. The word àwòtélé is unusual in that it contains an instance of high tone immediately after low.

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'ētòkěnnǎà	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 fẹ́wù pūpā	mō fẹ́ ẹ̀wù pūpā

3.	bàtá	s'ò fẹ̀ bǎtá pūpā	rǎrǎ. mō fẹ̀ bǎtá dǔdú
	fílà	s'ò fẹ̀ fílà pūpā	rǎrǎ. mō fẹ̀ fílà dǔdú
	ẹ̀wù	s'ò fẹ̀wù pūpā	rǎrǎ. mō fẹ̀ ẹ̀wù dǔdú

UNIT 6

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

A

fẹ̀

want

rà

buy

ìwě

book

mō fẹ̀' rǎwě

Mo fẹ̀ ra ìwe.

I want to buy a book.

B

èlǒ

how much?

èlǒ nī

Èlo nī?

How much is it?

A

şılê

shilling

òkān

one

şılê kǎn

Şılê kan.

One shilling.

B

mō rà kǎn lánǎ

Mo ra kan nī ana.

I bought one yesterday.

A

èlǒ lō' rǎ'

Èlo nī o raa?

How much did you pay
[for] it?

B

sísî

sixpence

sísî

Sísî.

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 lǒ'rá' '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
	ọ̀kọ	'spear'	ā rọ̀kọ	ā rā ọ̀kọ
	ilù	'drum'	ā rálù	ā rā ilù

D. Supplementary material: Some additional modifiers of nouns.

- | | | |
|---------------|-----------------|-------------------------|
| írú | 'kind, sort' | |
| gígún | } | 'long, tall' |
| gúngún | | |
| kúkúró | } | 'short' |
| kíkúró | | |
| dídará | 'good' | |
| ọ̀mọ | 'child' | |
| òbínrín | 'woman' | |
| ọ̀kúnrín | 'man' | |
| írín | 'steel, iron' | |
| mó fẹ́ rọ̀bẹ́ | mó fẹ́ rā ọ̀bẹ́ | 'I want to buy a knife' |
| ọ̀bẹ́ rú 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' |
- | | |
|---------------|----------------------------|
| ọ̀mọ̀wò ló rí | 'which child did you see?' |
| ọ̀mọ́ bínrín | 'a girl' |
| ọ̀mọ́ kúnrín | 'a boy' |

Ōmō dídārā

'a good child'

Ōmō kúkúrú

'a short child'

Ōmō gígûn

'a tall child'

UNIT 7

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

A

gbà

get, receive,
accept

ó gbā bàtà kǎn

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 kǎn

Mo gba ọkan.

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

A

ṣ'ō gbā bàtà`rē

Ṣe o gba bàtà rẹ?

Did you get your shoes?

B

mō gbā bàtà lāárô

Mo gba bàtà nī ǎrọ.

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 (ˉ \) 'he sold'
 b. ó tã filà (ˉ - -) 'he sold a hat'
 c. ó tã èwù (ˉ - -) 'he sold a shirt'
 d. ó tɛ̀wù (ˉˉ _) or (ˉ _ -) or (ˉ \ _) 'he sold a shirt'
 e. ɔ tɛ̀wù (- - -) 'you sold a shirt'

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

0. Exercises.1. Elision of sé and ó.

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

2. rà	'buy'	şó rā bàtâ	şé ó rā bàtâ
tà	'sell'	şó tã bàtâ	şé ó tã bàtâ
gbà	'get'	şó gbā bàtâ	şé ó gbā bàtâ

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'
ìwě	ó gbâwě	'he got a book'
tà	ó tâwě	'he sold a book'
ẹwù	ó tẹwù	'he sold a garment'
òkọ	ó tọkọ	'he sold a spear'
ìlù	ó tǎlù	'he sold a drum'
rà	ó rǎlù	'he bought a drum'
òbẹ	ó rọbẹ	'he bought a knife'
ìbọ̀n	ó rābọ̀n	'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
wọn	'dear, expensive'	wíwọn
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
wọn	şó wọn	şé wíwọn nī	şéyítówònnī
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 $C_1\acute{C}_1V_1\dots$

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 C,í functioning as a noun modifier.

wón	ā rẹ̀wù tǒ wón	ā rā ẹ̀wù tí ó wón
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
wón	ā rābàtà tǒ wón	ā rā bàtà tí ó wón
ọ̀kọ̀	ā rọ̀kọ̀ tǒ wón	ā rā ọ̀kọ̀ tí ó wón
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 Òjò rà?

What did Ojo buy?

B

ọ̀kọ̀

hoe, spade

ó rọ̀kọ̀

O ra ọ̀kọ̀.

He bought a hoe.

A

èlǒ ló rà'

Èlo nɪ o rã?

How much did he pay for it?

B

mărŭn

five

şilê mărŭn

Şile marun.

Five shillings.

A

wŏn

expensive

ó wŏn

Ó wŏn.

That's expensive.

B. NOTES.

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

Compare the expressions:

mō rŏkŏ 'I bought a spear' (ŏkŏ 'spear')

mō rŏkŏ 'I bought a spade' (ŏkŏ '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 rã ŏkŏ 'I bought a spear'

mō rã ŏkŏ '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:

kínī òjǒ... kílôjǒ...

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

ōkó	'hoe, spade'	ā rōkó	ā rā ōkó
ōdó	'mortar'	ā rōdó	ā rā ōdó
īlá	'okra'		ā rā īlá
īgbá	'calabash'	ā rāgbá	ā rā īgbá

b. mid-mid

ēyīn	'egg'	ṣ'ō rēyīn	ṣé ō rā ēyīn
ēpō	'oil'	ṣ'ō rēpō	ṣé ō rā ēpō
ējā	'fish'	ṣ'ō rējā	ṣé ō rā ējā
īṣū	'yam'	ṣ'ō rāṣū	ṣé ō rā īṣū

c. mid-low

ēyìn	'palm nuts'	ṣ'ē rēyìn	ṣé ē rā ēyìn
ōbẹ̀	'soup'	ṣ'ē rōbẹ̀	ṣé ē rā ōbẹ̀
āwò	'spectacles'	ṣ'ē rāwò	ṣé ē rā āwò
īyọ̀	'salt'	ṣ'ē rāyọ̀	ṣé 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. | àgbòn | ṣ'ò lágbòn | sé ò ní àgbòn |
| | èpà | ṣ'ò lépà | sé ò ní èpà |
| | òkùn | ṣ'ò lókùn | sé ò ní òkùn |
| | ātā | ṣ'ò látā | sé ò ní ātā |
| | ērān | ṣ'ò lērān | sé ò ní ērān |
| | | | |
| 2. | àgbòn | ṣ'ò gbàgbòn | sé ò gbā àgbòn |
| | èpà | ṣ'ò gbèpà | sé ò gbā èpà |
| | òkùn | ṣ'ò gbòkùn | sé ò gbā òkùn |
| | ātā | ṣ'ò gbātā | sé ò gbā ātā |
| | ērān | ṣ'ò gbērān | sé ò gbā ērān |
| | | | |
| 3. | àgā | ṣ'ē gbàgā | ṣ'ē lágà |
| | àgbòn | ṣ'ē gbàgbòn | ṣ'ē lágbòn |
| | èpà | ṣ'ē gbèpà | ṣ'ē lépà |
| | òkùn | ṣ'ē gbòkùn | ṣ'ē lókùn |
| | ātā | ṣ'ē gbātā | ṣ'ē látā |
| | ērān | ṣ'ē gbērān | ṣ'ē lērān |

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
wón		they
ìlẹ̀		floor, ground, [soil]
wón wā nǐlẹ̀	Nwón wà nī ìlẹ̀.	They are on the floor.

A

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

B

ẹgbọn		senior sibling
ẹgbọn'rẹ	Ẹgbon rẹ.	Your brother.

B. NOTES

1. nī plus most vowels becomes l.

Compare the casual and deliberate forms:

kílôjǒ rā	kínī òjǒ rā
tāló...	tānī ó...
wón wā nǐlẹ̀	wón wā nī ìlẹ̀

These are further examples of the alternation of nī 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'
òbẹ̀'`mī	'my knife'
ìwě̀'`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'	òkọ́'`mī	òkọ́'`rẹ̀
	ìlá	'okra'	ìlá'`mī	ìlá'`rẹ̀
	òkẹ̀	'lge. bag'	òkẹ̀'`mī	òkẹ̀'`rẹ̀
	ìwě	'book'	ìwě̀'`mī	ìwě̀'`rẹ̀
b.	ēpō	'oil'	ēpō'`mī	ēpō'`rẹ̀
	īṣū	'yam'	īṣū'`mī	īṣū'`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 râ)	kíló râ	kíní ó râ
(ó tâ)	kíló tâ	kíní ó tâ
(wọn tâ)	kíní wọn tâ	kíní wọn tâ
(wọn râ)	kíní wọn râ	kíní wọn râ
(wọn gbâ)	kíní wọn gbâ	kíní wọn gbâ

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

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

ìbùsùn	'bed'
àpò	'pocket'

1. ìwě̀mī̀ dà

àpǒtí	wọ̀n wá lǒrí àpǒtí
tábilí	wọ̀n wá lǒrí ̀tábilí
ìbùsùn	wọ̀n wá lǒrí ìbùsùn
àgā	wọ̀n wá lǒrí àgā

2. ǒwó̀mī̀ dà

àpǒtí	ó wá nínú àpǒtí
ìwě̀	ó wá nínú ìwě̀
tábilí	ó wá nínú ̀tábilí (in a drawer)
òkò 'vehicle, car'	ó wá nínú òkò

3. ǒwó̀rẹ̀ dà

ílẹ̀	ó wá nílẹ̀
àpò	ó wá lǎpò̀mī̀
ílẹ̀	ó wá nílẹ̀

UNIT 10

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

A

fà

draw, stretch

yā

tear, rend

fà... yā		tear, rend
mō fàwě̀mī yā	Mo fa iwe mī 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
nígbà wō	Ní ìgbà wo?	When?

A

lānǎ	Ní àna.	Yesterday.
------	---------	------------

B

pèlě		be sorry, sympathize
pèlě ǒ	Pèlẹ ọ.	Sorry.

B. NOTES

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

Notice the internal structure of the sentence.

mō fàwě̀mī 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 ìwě̀mī, 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 wón rǒkò	sé wón rā òkò
ìlù	sé wón rǎlù	sé wón rā ìlù
bàtà	sé wón rā bàtà	sé wón rā bàtà
fìlà	sé wón rā fìlà	sé wón rā fìlà

ṣòkòtò	ṣé wọn rā ṣòkòtò	ṣé wọn rā ṣòkòtò
òbò	ṣé wọn rābò	ṣé wọn rā òbò
ìbòn	ṣé wọn rābòn	ṣé wọn rā ìbòn

b. Objects with initial mid tone.

òdó	ṣó tódó	ṣé ó tā òdó
ìgbá	ṣó tāgbá	ṣé ó tā ìgbá
ēyīn	ṣó tēyīn	ṣé ó tā ēyīn
ējā	ṣó tējā	ṣé ó tā ējā
òbẹ̀	ṣó tóbẹ̀	ṣé ó tā òbẹ̀
īyò	ṣó tāyò	ṣé ó tā īyò

2. Practice both the question frames and the answer frames, so that you can ask and answer these questions without hesitation. For the time being, we will use the very explicit answer form shown here; later we will learn a shorter form. The tones given in these tables are the basic tones of each word; in producing the sentence, certain of these must be changed in accordance with the rules set out in Units 1-10.

a.

ṣé	ó	tà	èwù
	wọn	gbà	ēyīn
			òbẹ̀
			òkọ̀
			òpá
			òbò

bẹ̀nī	ó	tà	èwù
	wọn	gbà	ēyīn
			etc.

b.

ṣé	ó	gbà	ẹ̀wù
	ò	rà	ẹ̀yìn
			òbẹ̀
			òkó
			òpá
			òbò

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

c.

ṣé	ó	rà	òkó
	ò		òkó
			ẹ̀yìn
			ẹ̀yìn

bẹ̀nì	ó	rà	òkó
	mò		
			<u>etc.</u>

3. ó sùn lé[✓] táló sùn lé[✓] tǎnì ó sùn lé[✓]
 ó lẹ̀ sọ́jǎ táló lẹ̀ sọ́jǎ tǎnì ó lẹ̀ sọ́jǎ
 ó tọ̀bẹ̀ táló tọ̀bẹ̀ tǎnì ó tǎ ọ̀bẹ̀
 ó rǎ kẹ̀kẹ̀ táló rǎ kẹ̀kẹ̀ tǎnì ó rǎ kẹ̀kẹ̀

D. Supplementary material: Reasons for feeling uncomfortable.

òtútù	'coldness'
òòrù	'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 nfọ 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 nfọ`	'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 ńfọ 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 ōtútù mú wọn	'are they cold?'
ōōrū	şé ōōrū mú wọn	'are they hot?'
āràn	şé āràn mú wọn	'do they have worms?'
ōrí	şé ōrí ńfọ wọn	'do they have headaches?'
ārā	şé ārā~wọn kò dǎ	'aren't they well?'
bàbǎ	şé bàbǎ~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~rẹ kò dǎ	'he is not well'
ōrí	ōrí ńfọ~	'he has a headache'
èmí	ōrí ńfọ mí	'I have a headache'
àwā	ō rí ńfọ wā	'we have headaches'
àwọn	ōrí ńfọ 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.

apoti·kini	what kind of box?
şe ẹ ta ẹwu naa	} did you sell that garment?
ş'ẹ tẹwu naa	
mo fẹ' rawe	I want to buy a book.
şile kan	1 shilling
ş'o reyin	did you buy eggs?
ọkọ'mi	my spade
ọkọ're	his spear
ọkọ're	your spear
şe won 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
kílò fẹ́ gbà

get

Kíní o fẹ́ gbà?

What do you want to get?

B

ẹ̀wù
mō fẹ́ ẹ̀wù (or: mō fẹ́ ẹ̀wù) Mo fẹ́ ẹ̀wù.

shirt, dress
garment

I want a shirt.

A

àtí
àtí kíní

and

Atí kíní?

And what [else]?

B

sòkòtò (or: sòkòtò)
mō fẹ́ sòkòtò

trousers

Mo fẹ́ sòkòtò.

I want a pair of trousers.

A

àtí kíní

Atí kíní?

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 fē '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

īlá

wón fēlá

wón fē īlá

īgbá

wón fēgbá

wón fē īgbá

òkọ́	wón fọ́kọ́	wón fé ọ́kọ́
ẹ̀yìn	wón féyìn	wón fé ẹ̀yìn
ẹ̀pọ́	wón fépọ́	wón fé ẹ̀pọ́
ìṣū	wón fẹ́ṣū	wón fé ìṣū
ẹ̀yìn	wón féyìn	wón fé ẹ̀yìn
ọ́bẹ́	wón fọ́bẹ́	wón fé ọ́bẹ́
ìyọ́	wón féyọ́	wón fé ìyọ́

b. Objects with initial low tone.

òbẹ́	s'ò fọ́bẹ́	sé ọ́ fé ọ́bẹ́
ìbọ́n	s'ò fẹ́bọ́n	sé ọ́ fé ìbọ́n
ẹ̀wù	s'ò fé ẹ̀wù	sé ọ́ fé ẹ̀wù
òkọ́	s'ò fọ́kọ́	sé ọ́ fé ọ́kọ́
ìlù	s'ò fé ìlù	sé ọ́ fé ìlù
bàtà	s'ò fé bàtà	sé ọ́ fé bàtà
sòkòtò	s'ò fé sòkòtò	sé ọ́ fé sòkòtò

2. High verb with possessed objects.

òbẹ́`mī	mō fọ́bẹ́`mī	mō fé ọ́bẹ́`mī
ẹ̀wù`mī	mō fé ẹ̀wù`mī	mō fé
ọ́kọ́`rẹ́	mō fọ́kọ́`rẹ́	mō fé etc.
ẹ̀yìn`rẹ́	mō fé ẹ̀yìn`rẹ́	mō fé

3. ẹ̀pọ́	mō fẹ́pọ́`mī	mō fé ẹ̀pọ́`mī
āwò	mō fāwò`mī	mō fé āwò`mī
ẹ́mū	mō fẹ́mū`mī	mō fé etc.

òbē	mō fóbē`mī	mō fē	
ókó	mō fókó`mī	mō fē	etc.

D. Supplementary material

1. Answers to 'What do you want?'

ìşǎná	'matches'
ōńjē	'food'
tíkíìtì	'ticket'
ńńkān	'thing'
kà	'to read'
wò	'to put on clothing'
ōmī	'water'
ìbùsùn	'a sleeping-place'
ōwó	'money'

	kílō· fē	What do you want?	
ōwó	mō fówó	mō fē ōwó	'I want money'
ōmī	mō fómī	mō fē ōmī	'I want water'
ōńjē	mō fónjē	mō fē ōńjē	'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	ń̀n̄kǎn jíjẹ́	ā fẹ́ ń̀n̄kǎn jíjẹ́	'we want something to eat'
mū	ń̀n̄kǎn mímū	ā fẹ́ ń̀n̄kǎn mímū	'we want something to drink'
ōmī	ōmī mímū	ā fómī mímū	'we want drinking water'
kà	ń̀n̄kǎn kíkà	ā fẹ́ ń̀n̄kǎn kíkà	'we want something to read'
wò	ń̀n̄kǎn wíwò	ā fẹ́ ń̀n̄kǎn 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 ní ń̀n̄kǎn jíjẹ́	şé ó ní ń̀n̄kǎn jíjẹ́	'does he have food?'
jẹ́	şó ní ń̀n̄kǎn jíjẹ́	şé ó ní ń̀n̄kǎn jíjẹ́	'does he have anything to eat?'
tà	şó ní ń̀n̄kǎn títà	şé ó ní ń̀n̄kǎn títà	'does he have anything to sell?'
kà	şó ní ń̀n̄kǎn kíkà	şé ó ní ń̀n̄kǎn kíkà	'does he have anything to read?'
mū	şó ní ń̀n̄kǎn mímū	şé ó ní ń̀n̄kǎn mímū	'does he have anything to drink?'
ibùsùn	şó ní ń̀n̄kǎn wíwò	şé ó ní ń̀n̄kǎn wíwò	'does he have a place to sleep?'
isǎná	şó ní ń̀n̄kǎn wíwò	şé ó ní ń̀n̄kǎn wíwò	'does he have matches?'
ōmīmímū	şó lómī mímū	şé ó ní ōmī mímū	'does he have drinking water?'

ōwó	só lówó	sé ó ní ōwó	'does he have money?'
tíkíìtì	só ní tíkíìtì	sé 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
-----	-----------

díẹ	some
-----	------

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

B

mélǒ	how many?
------	-----------

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

A

mō fẹ́ méjì

Mo fẹ meji.

I want two.

B

ínú

inside

lọ́ yā méjì

Lọ ya méjì ninu

Go tear two out of my

nínú wé mī

ìwe mī.

book.

B. NOTES

1. ńjě as a question marker.

The word ńjě, 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: ńjě ē ní ìwě

'do you have a book?'

Casual: ńjě 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 fẹ́ òpǎ		'I want a stick'
	òpǎ	mō fẹ́ òpǎ	mō fẹ́ òpǎ
	ìwě	mō fẹ́ ìwě	mō fẹ́ ìwě
	òkě	mō fẹ́ òkě	mō fẹ́ òkě
	ōwó	mō fówó	mō fẹ́ ōwó
	òkọ́ 'spade'	mō fọ́kọ́	mō fẹ́ ọ́kọ́
	ìgbá 'calabash'	mō fẹ́gbá	mō fẹ́ ìgbá

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

ílá		ā nílá	ā ní ílá
īyò		ā níyò	ā ní īyò
ìwě		ā níwě	ā ní ìwě
ōbẹ	'soup'	ā lóbẹ	ā ní ōbẹ
ēyìn	'palm nuts'	ā léyìn	ā ní ēyìn
òkọ	'hoe'	ā lókọ	ā ní òkọ
òkọ	'vehicle'	ā ní òkọ	ā ní òkọ
ẹwù		ā lẹwù	ā ní ẹwù
ìlù	'drum'	ā nílù	ā ní ìlù

3.	sóléyìn	'does he have eggs?'
ēyìn	só léyìn	sé ó ní ēyìn
ēpō	só lépō	sé ó ní ēpō
āwò	'spectacles' só láwò	sé ó ní āwò
īgbá	só nígbá	sé ó ní īgbá
ējā	só léjā	sé ó ní ējā
īṣū	só nīṣū	sé ó ní īṣū
ōdó	só lódó	sé ó ní ōdó
òpá	só ní òpá	sé ó ní òpá
ìwě	só ní ìwě	sé ó ní ìwě
bàtà	só ní bàtà	sé ó ní bàtà

4.	ṣ'ē léyìn	'do you have eggs?'
	ē fún mī léyìn	'give me eggs'
ēyìn	'egg' ṣ'ē léyìn	ē fún mī léyìn
ēyìn	'palm nuts' ṣ'ē léyìn	ē fún mī léyìn

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

D. Supplementary material: Numbers 1-10

(used in counting)			(used after a noun)
ēnì		1	kān
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	wón lómò kán	ó rā filà kán
2	wón lómò méjî	ó rā filà méjî
3	wón lómò métà	ó rā filà métà
4	wón lómò mérin	ó rā filà mérin
5	wón 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, ìbòn mǎwǎ, etc.

UNIT 13

A. BASIC DIALOGUE: 'I'm starving'

A

ēbī

hunger

pā

kill

ēbíńpā mí

Ebi npa mi.

I'm starving.

B

jẹ

eat

ò`jẹ-ūn lá`rô nī

O ko jeun ni ǎrô
ni?

Didn't you eat anything
this morning?

A

mō jẹ-ūn

Mo jeun.

[Yes,] I ate.

B

kílō`jẹ

Kini o jẹ?

What did you eat?

A

ĩṣũ		yam
mō jēṣũ	Mo jē ɪṣu.	I ate yam.

B

mú		take
sù-rúrû		patience
mú sũ-úrû díè sī	Mu sũru diẹ sɪ.	Have a little [more] patience.

B. NOTES

1. Mid and low verbs in final position.

kílō-rà	'what did you buy'
kílō 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 rāṣũ	'I bought yam'
mō jēṣũ	'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: mō rā èkò .

4. The verb jē is not intransitive.

Notice the form: mō jē-ūn 'I ate (something)'

In English, one may say simply 'I ate' or 'I have eaten,' but the Yoruba verb jē requires an object. The word used here is pronounced in isolation ohun. The un in jē-ūn 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.	mō tà	mō lō	mō fẹ
	ō tà	ō lō	ō fẹ
	ó tâ	ó lō	ó fẹ
	ā tà	ā lō	ā fẹ
	ē tà	ē lō	ē fẹ
	wón tâ	wón lō	wón fẹ

b.	kílṑrâ	kílṑjē	kílṑ fẹ
	kíló rā	kíló jē	kíló fẹ
	kílḕrâ	kílḕ jē	kílḕ fẹ

kínī wọn rá

kínī wọn jẹ

kínī wọn fé

2. Make substitutions in the order given:

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

3.

'what did you buy?'

'I bought yam'

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

4.

'I got some yam'

'give me some yam'

īṣū	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

àgbàdō	maize
àmàlà	ōkà 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
gbágúdá	= ẹgẹ
ìdùndù	fried yam
ìyán	pounded yam
ìrẹ̀sì	rice
láfún	ōkà made of cassava flour
ōkà	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 jêbē
èkō	mō jèkō	ş'ō jèkō	şó jêkō
irēsì	mō jèrēsì	ş'ō jèrēsì	şó jêrēsì
èsō īgī	mō jèsō īgī	ş'ō jèsō īgī	şó jêso īgī
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 jãmàlà
èwà	mō jèwà	ş'ō jèwà	şó jêwà
ànàmǒ	mō jànàmǒ	ş'ō jànàmǒ	[The student should attempt to complete this column by analogy with the forms that are given on this page.]
dòdò	mō jē dòdò	ş'ō jē dòdò	
àgbàdō	mō jàgbàdō	ş'ō jàgbàdō	
idùndũ	mō jèdùndũ	ş'ō jèdùndũ	
òkà	mō jòkà	ş'ō jòkà	
īyán	mō jēyán	ş'ō jēyán	
àsǎró	mō jàsǎró	ş'ō jàsǎró	
ègě	mō jègě	ş'ō jègě	
gbágǔdá	mō jē gbágǔdá	ş'ō jē gbágǔdá	

2.	kíló fẹ́	'What does he want?'
	'he wants ẹbẹ'	'do you want ẹbẹ?'
ẹbẹ	ó fẹ́bẹ	ş'ò fẹ́bẹ
ẹkọ	ó fẹ́kọ	ş'ò fẹ́kọ
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
amàlà	ó fámàlà	ş'ò fámàlà
ẹ̀wà	ó fẹ́ ẹ̀wà	ş'ò fẹ́ ẹ̀wà
ànámọ	ó fánámọ	ş'ò fánámọ
dòdò	ó fẹ́ dọ̀dọ	ş'ò fẹ́ dọ̀dọ
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
ẹ̀gẹ	ó fẹ́gẹ	ş'ò fẹ́gẹ
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 lâárô

Kíní o mu ní àrọ?

What did you have to
drink this morning?

B

nígbà wō

Ní 1gbà wò?

When?

A

nígbà tó' jē-ūn

Ní 1gbà tì o jẹun.

When you ate?

B

kōfí

coffee

mō mū kōfí

Mo mu kōfí.

I drank coffee.

A

fī

put

sí

in

fī... sí

put in

wàrà

milk

s'ō fī wàrà sí'

Şe o fí wàrà sí 1?

Did you put milk in it?

B

mō fī sí' dáādáā

Mo fí sí1 dǎdǎ.

I put in enough [into]
(it).

B. NOTES

1. Another separable pair of verbs: fī... sí.

The elements fī and sí together correspond to English 'put... in.' Notice that they may occur either with or without a noun between them. sí is a verb in Yoruba, even though the English

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'ō jē	ş'ō jēşū	mō jēşū
ēyīn	'egg'	kíl'ō jē	ş'ō jēyīn	mō jēyīn
òūn		kíló jē	şó jēyīn	ó jēyīn
ējā		kíló jē	şó jējā	ó jējā
ēyìn	'palm nuts'	kíló jē	şó jēyìn	ó jēyìn
ílá		kíló jē	şó jēlá	ó jēlá
ìwō		kíl'ō jē	ş'ō jēlá	mō jēlá
īşū		kíl'ō jē	ş'ō jēşū	mō jēşū
ōbè		kíl'ō jē	ş'ō jōbè	mō jōbè
rà		kíl'ō rà	ş'ō rōbè	mō rōbè
kōfí		kíl'ō rà	ş'ō rā kōfí	mō rā kōfí
wàrà		kíl'ō rà	ş'ō rā wàrà	mō rā wàrà
mū		kíl'ō mū	ş'ō mū wàrà	mō mū wàrà
òūn		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

ēmū palm wine

òtí	'liquor'
òróró	'groundnut oil'
ōyīn	'honey'
lá	'lick'

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

kōfí	ā mū kōfí	şé wọn mū kōfí
wàrà	ā mū wàrà	şé wọn mū wàrà
tíì	ā mū tíì	şé wọn mū tíì
àgbō	ā mū àgbō	şé wọn mū àgbō
ēmū	ā mū ēmū	şé wọn mū ēmū
ōtí	ā mū ōtí	şé wọn mū ōtí

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

ōbè	ā lá ōbè	şé wọn lá ōbè
ēpō	ā lá ēpō	şé wọn lá ēpō
òróró	ā lá òróró	şé wọn lá òróró
ōyīn	ā lá ōyīn	şé wọn lá ōyīn

UNIT 15

A. BASIC DIALOGUE: 'Bring the cutlass.'

A

òjǒ ò

Ojo ò.

Ojo!

B

èn'

En.

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

āhé [́] ré		farm-shack
ó wā lāhé [́] ré	O wā nī ahé [́] ré.	It's in the shack.

A

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

B

ǝǝ	ǝ.	O.K.
----	----	------

B. NOTES

1. Affirmative imperatives.

Look at the sentence: lǝ 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 ǝ. 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 pě has rising tone. This is related to a form *máàpě in which the high level pitch of pě 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>
	<u>lọ</u> sọ́jâ 'go to the market'	ẹ <u>lọ</u> sọ́jâ
	jẹ- <u>ūn</u> 'eat'	jẹ- <u>ūn</u>
	mū kọ́fí 'drink coffee!'	ẹ mū kọ́fí
	mú sū-úrū 'be patient'	ẹ mú sū-úrū
	fún mī lókó 'give me a spade'	ẹ fún mī lókó
	má <u>lọ</u> sọ́jâ 'don't go to the market'	ẹ má <u>lọ</u> sọ́jâ
	má jẹ- <u>ūn</u>	ẹ má jẹ- <u>ūn</u>
	má mù kọ́fí	ẹ má mù kọ́fí
	má fún mī lókó	ẹ 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 ròkọ́	má rá òkọ́
	ílá	má rálá	má rá ílá
	ìlù	má rǎlù	má rá ìlù

D. Supplementary materials: Places

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

1. níbō làdǎ 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	
	ìgì	ó wá lǒrí ìgì	
	āgbè	ó wá lǒrí āgbè	
	kùkùtẹ̀ ìgì	ó wá lǒrí kùkùtẹ̀ ìgì	

c.	āwō	ó wā nínú āwō
	āgbòn	ó wā nínú āgbòn
	ìkòkò	ó wā nínú ìkòkò

2. 'it is in the ____' 'in the ____ is where it is'

āgbòn	ó wā nínú āgbòn	nínú āgbòn lówá
ìkòkò	ó wā nínú ìkòkò	nínú ìkòkò lówá
tábílî	ó wā nínú tábílî	nínú tábílî lówá
òkò	ó wā nínú òkò	nínú òkò lówá
ílê	ó wā nílê	nílê lówá
òkò	ó wā lókò	lókò lówá

UNIT 16

A. BASIC DIALOGUE: 'Where are you going?'

A

níbō

where?

níbō lò ñlò or:
níbō lō ñlò

Nibo ni o nlò?

Where are you going?

B

mō ñlòlé

Mo nlò ile.

I'm going home.

A

sē

do, make

kíl'ō fẹ́'sē nílê

Kini o fẹ́ sē ni
ile?

What do you want to do
at home?

B

mō ñ lō' jẹ́-ūn

Mo nlò jẹun.

I'm going [there] to eat.

A

kílǒ́c̣ jẹ́ Kíní o jẹ́? What will you eat?

B

ṣǒ to say
 ñ kò lě́ ṣǒ Ng ko lě́ ṣǒ. I can't say.

B. NOTES

1. The n- tense.

Compare the questions:

níbǒ lǒ́lǒ 'where did you go?'
 níbǒ lǒ́ ñlǒ 'where are you going?'

The element ñ carries the meaning 'progressive'. It occurs immediately before a verb root. The resulting combinations are often translated into English with the 'is ____ -ing' form of the verb.

This present progressive element has the form [ń] (customarily written 'n') before most consonants, but is [ñ] (customarily written 'n') before k, g, w; [m̃] before b, f; and [m̃] (pronounced in same position as the stops) before gb, p.

2. Lengthening of the vowel of a verb.

Compare the verb sequences in:

kílǒ́c̣ fẹ́ ṣē 'what do you want to do?'
 mǒ ñlǒ́c̣ jẹ́-ūn 'I'm going /there/ to eat (something)'

In the first sentence, the verbs are fẹ́ 'want' and ṣē 'make, do.' In the second sentence, they are lǒ́ 'go' and jẹ́ 'eat.' In the second sentence, the first of the two verbs has a lengthened vowel, while this is not true in the first sentence.

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

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

ṣē	kíló ṅṣē	kíló ṣē
jē	kíló ṅjē	kíló jē
mū	kíló ṅmū	kíló mū
rà	kíló ṅrà	kíló rà
gbà	kíló ṅgbà	kíló gbà
tà	kíló ṅtà	kíló tà

b.	ṣē	kinī wọn ṅṣē	kinī wọn ṣē
	jē	kinī wọn ṅjē	kinī wọn jē
	mū	kinī wọn ṅmū	kinī wọn mū
	rà	kinī wọn ṅrà	kinī wọn rà
	gbà	kinī wọn ṅgbà	kinī wọn gbà
	tà	kinī wọn ṅtà	kinī wọn tà

c.	ṣē	kílē ṅṣē or, kílē ṅṣē	kíl'ē ṣē
	jē	kílē ṅjē	kíl'ē jē
	mū	kílē ṅmū	kíl'ē mū
	rà	kílē ṅrà	kíl'ē rà
	gbà	kílē ṅgbà	kíl'ē gbà
	tà	kílē ṅtà	kíl'ē tà

d.	ṣẹ	kílō ñṣẹ or: kílô ñṣẹ	kíl'ō ṣẹ
	jẹ	kílō ñjẹ	kíl'ō jẹ
	mū	kílō ñmū	kíl'ō mū
	rà	kílō ñrà	kíl'ō rà
	gbà	kílō ñgbà	kíl'ō gbà
	tà	kílō ñtâ	kíl'ō tà

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

↓	kílō ñṣẹ	kínī ō ñṣẹ (or: kínī ò...)
jẹ	kílō ñjẹ	kínī ō ñjẹ
òūn	kíló ñjẹ	kínī ó ñjẹ
tà	kíló ñtâ	kínī ó ñtâ
àwọn	kínī wọn ñtâ	kínī wọn ñtâ
rà	kínī wọn ñrà	kínī wọn ñrà
mū	kínī wọn ñmū	kínī wọn ñmū
ìwọ	kílō ñmū	kínī ō ñmū
rà	kílō ñrà	kínī ō ñrà
òūn	kíló ñrà	kínī ó ñrà
mū	kíló ñmū	kínī ó ñmū
ìwọ	kílō ñmū	kínī ō ñmū
ẹyīn	kílẹ ñmū	kínī ẹ ñmū
tà	kílẹ ñtâ	kínī ẹ ñtâ
jẹ	kílẹ ñjẹ	kínī ẹ ñjẹ
ṣẹ	kílẹ ñṣẹ	kínī ẹ ñṣẹ
ìwọ	kílō ñṣẹ	kínī ō ñṣẹ

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

kó	'to learn, study'
kō	'to write'
fò	'to wash'
nājú	'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)

kó	ó ñkôwě	ó ñkó iwě
kō	ó ñkôwě	ó ñkō iwě
fò	ó ñfôşşō	ó ñfō āşō
nājú	ó ñnājú	ó ñnājú
nārā	ó ñnārā	ó ñnārā
rán	ó ñránşō	ó ñrán āşō
sùn	ó ñsûn	ó ñsûn
tāyò	ó ñtāyò	ó ñtā āyò

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

kó	ā ñkôwě	ā kôwě
kō	ā ñkôwě	ā kôwě
fò	ā ñfôşşō	ā fôşşō
nājú	ā ñnājú	ā nājú

nārā

ā nārā

ā nārā

rán

ā nranṣṓ

ā ránṣṓ

tāyò

ā ntāyò

ā tāyò

UNIT 17

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

A

omō

child

ilé`wě

school ('house of
book')mō mú omō`wā
lōlě`wěMo mu omō wa lō
ile iwe.I took our child (and
went) to school.

B

fún

for

fún kíní

Fun kinni?

What for?

A

èkǒ

education, schooling

fún èkǒ`rẹ̀

Fun èkǒ rẹ̀.

For his lesson.

B

sě

do, make

só nṣě dáádáá

Sẹ o nṣẹ daradara?

Is he doing well?

A

bẹ̀nì ó nṣě dáádáá

Bẹ̀ni, o nṣẹ
daradara.

Yes, he's doing well.

B. NOTES

1. Possessive, first plural.

The first person plural possessive is found in the expression:

ōmō[̣]ˈwā 'our child'

Its form may be symbolized in writing by ˈwā. Compare the possessives ˈmī 'my' and ˈrē 'your (sg.)' discussed in Unit 9.

2. Possessive, third singular.

The third person plural possessive is found in the expression:

èkō[̣]ˈrè 'his lesson'

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

3. fún as translation of 'for'.

Note that in the utterance

fún èkō[̣]ˈrè '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 [̣] ˈwā	ōkō [̣] ˈrè	ōkō [̣] ˈrē
	āyā	(or: āyākō [̣])	āyāˈwā	āyāˈrè	āyāˈrē
	ōmō [̣]		ōmō [̣] ˈwā	ōmō [̣] ˈrè	ōmō [̣] ˈrē
	ēpō		ēpōˈwā	ēpōˈrè	ēpōˈrē

òbẹ́	'knife'	òbẹ́wā	òbẹ́rẹ	òbẹ́rẹ
ìbõn		ìbõnwā	ìbõnrẹ	ìbõnrẹ

b.		'our book'	'his book'	'your book'
ìwě		ìwěwā	ìwěrẹ	ìwěrẹ
ẹkọ		ẹkọwā	ẹkọrẹ	ẹkọrẹ
àdǎ		àdǎwā	àdǎrẹ	àdǎrẹ
ílẹ		ílẹwā	ílẹrẹ	ílẹrẹ
ílá		íláwā	ílárẹ	ílárẹ
āhéré		āhéréwā	āhérérẹ	āhérérẹ
kọfí		kọfíwā	kọfírẹ	kọfírẹ
òkọ	'spade'	òkọwā	òkọrẹ	òkọrẹ

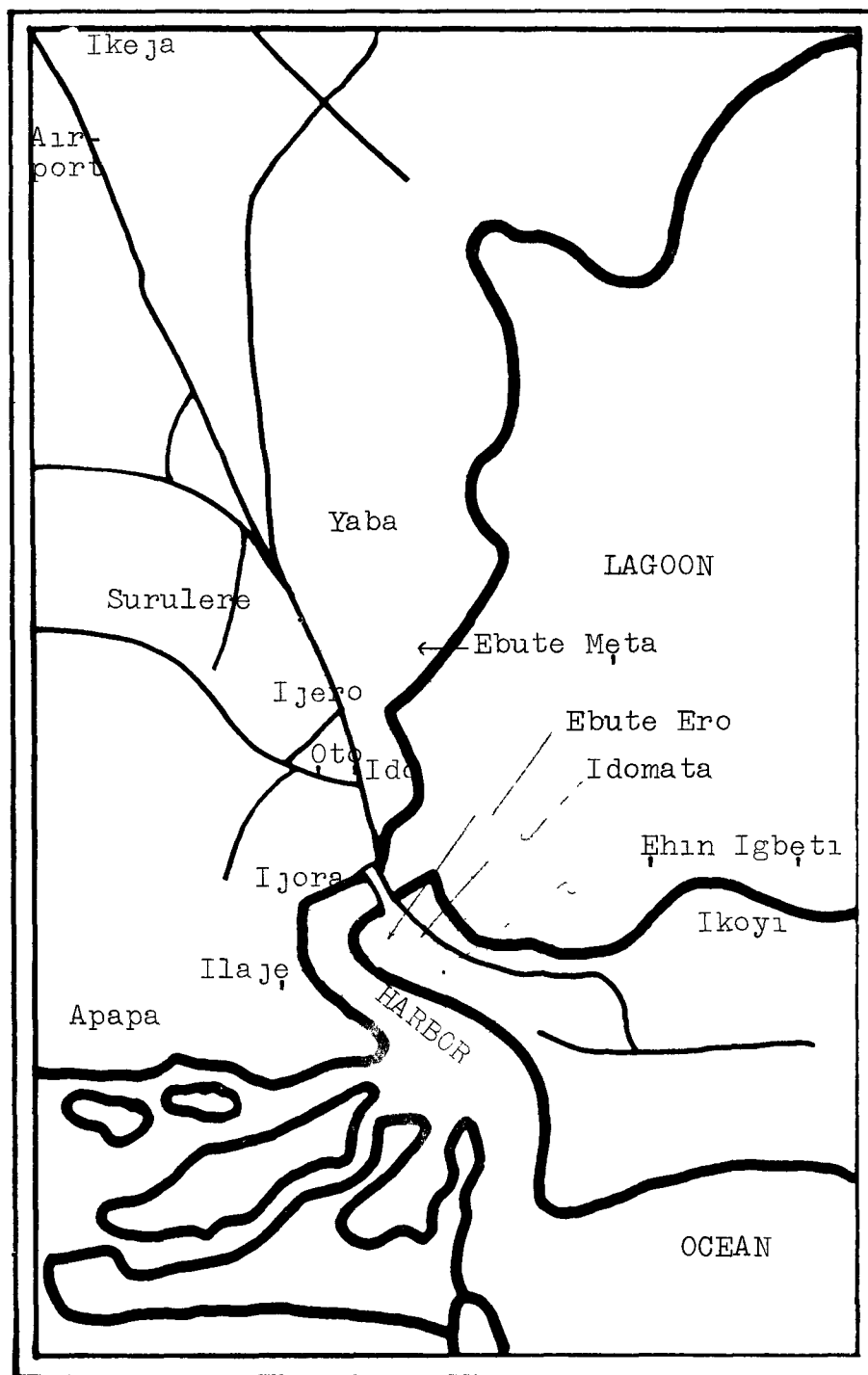
c.	ẹwù	ẹwùwā	ẹwùrẹ	ẹwùrẹ
òkọ	'car'	òkọwā	òkọrẹ	òkọrẹ
òkọ	'spear'	òkọwā	òkọrẹ	òkọrẹ
ẹyìn	'palm nut'	ẹyìnwā	ẹyìnrẹ	ẹyìnrẹ
òbẹ	'soup'	òbẹwā	òbẹrẹ	òbẹrẹ
ṣòkòtò		ṣòkòtòwā	ṣòkòtòrẹ	ṣòkòtòrẹ

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

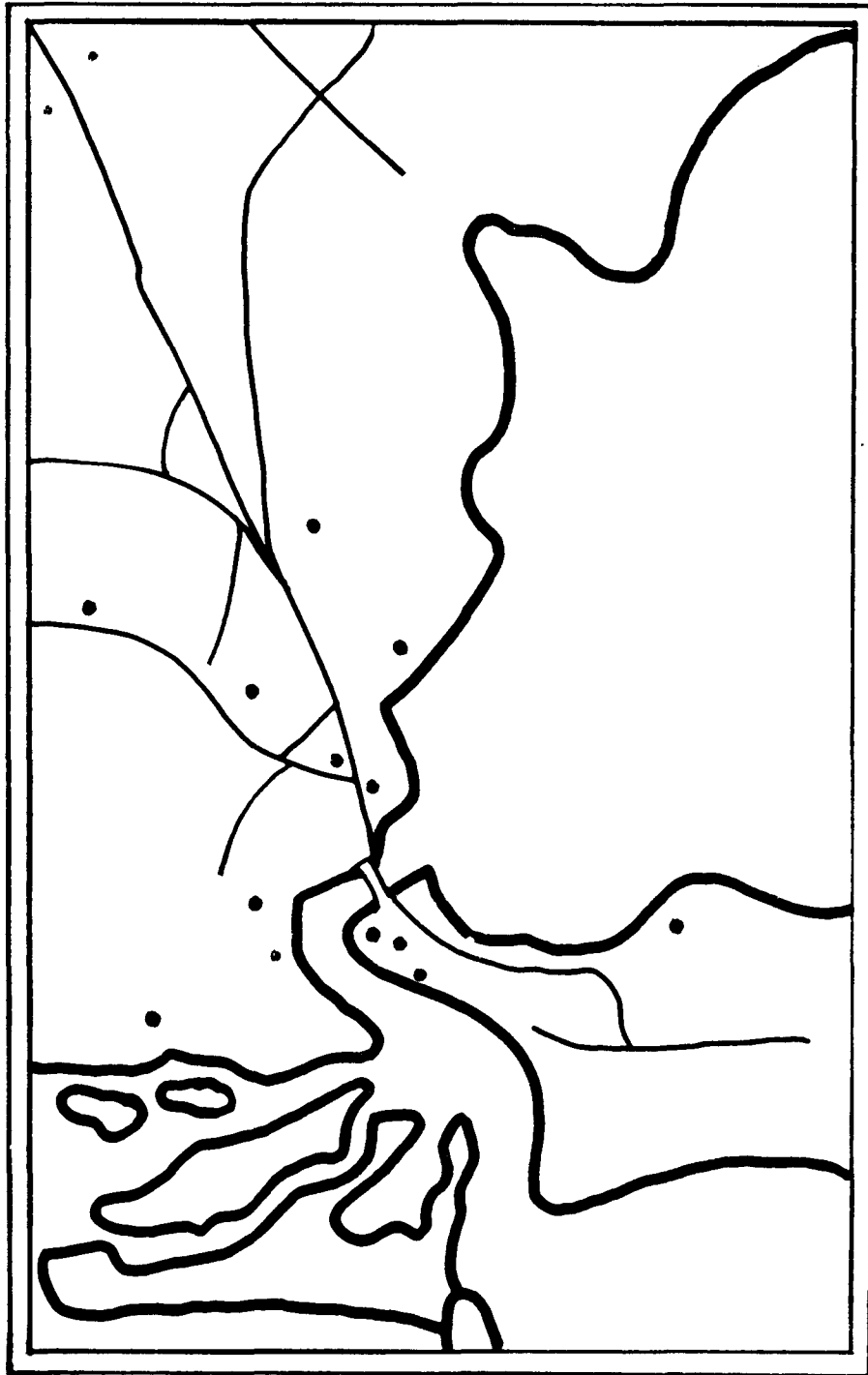
1. Learn to read aloud, with proper tones, the place names on Maps A and B.
2. Learn to name the places shown on Maps A' and B'.

Places in and around Lagos

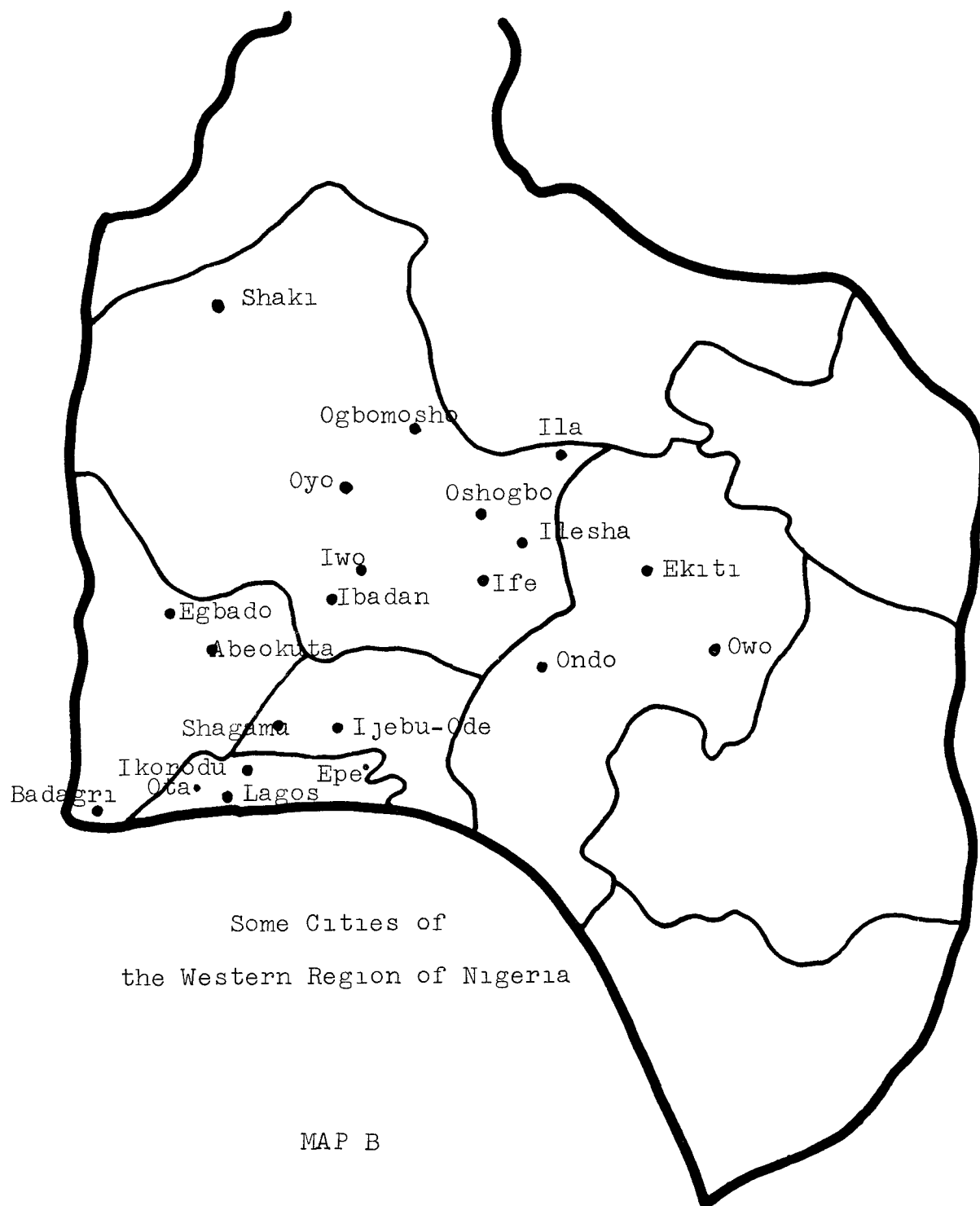
àpápá	Apapa	- wharves, village near the wharves
èbùté mètá	Ebute Metta	- three harbors, the last section before entering Lagos
èbùté ẹ̀rò	Ebute Ero	- a section in Lagos island
ẹ̀hìngbẹ̀tì	Ehin Igbetì	- 'Back of Igbetì'—area along marina—shopping area
ìdǒ	Iddo	- terminus—railway and lorry terminal between Ebute Metta and Lagos island, separated from latter by Carter Bridge
ìdǒmátà	Idomata	- 'Mata's harbor' - part of Lagos island, immediately after the bridge
ìjǒrǎ	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	Ilaje	- 'eating mark' or 'fish searching area', near Apapa
yábǎ	Yaba	- 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

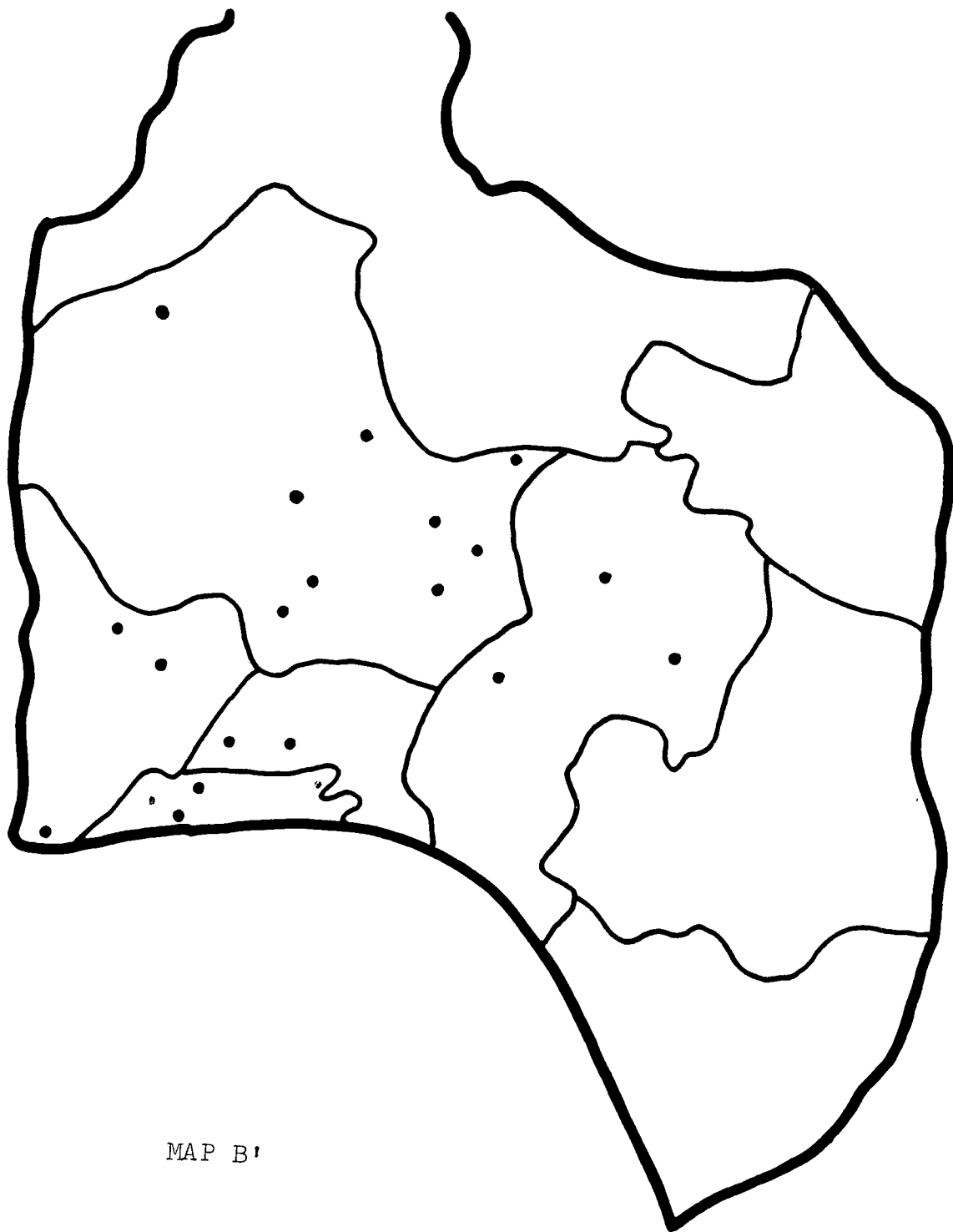


MAP A

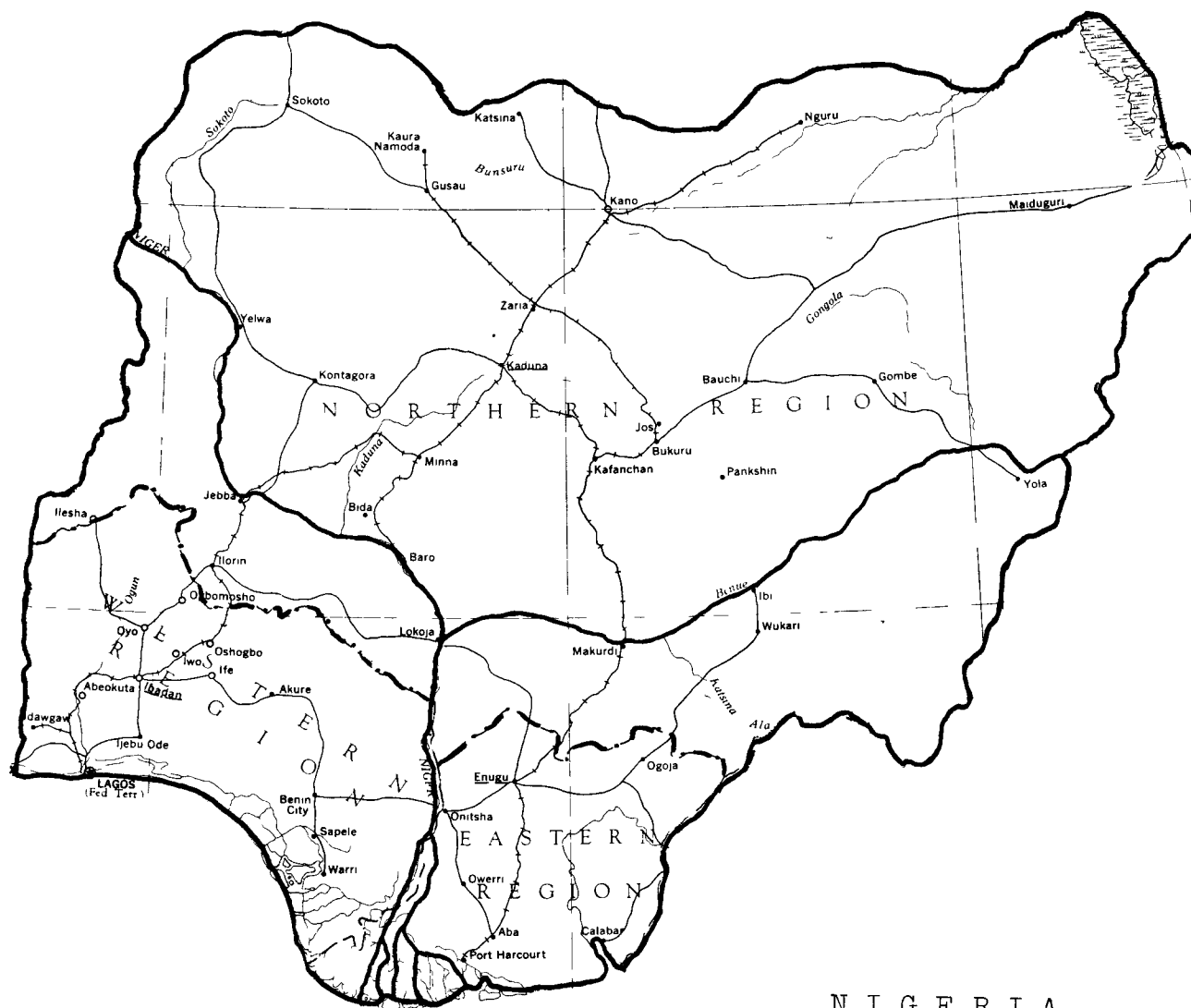


MAP A'





MAP B'



Cities

ābẹ̀òkùtā	Abeokuta	ìkòròdù	Ikorodu
àgbádàrígí	Badagry	ìpě̀rū	Iperu
èkítì	Ekiti	ìwǒ	Iwo
èkǒ	Lagos	ògbòmòşşǒ	Ogbomòsho
ẹ̀gbádô	Egbado (area that includes Ilaro.)	òndǒ	Ondo
ẹ̀pẹ̀	Èpe	òşşògbō	Oshogbo (another part of Egbado)
ìbàdàn	Ibadan	òtá	Ota
		òwò	Owo
ìfẹ̀	Ifẹ̀	òyó	Oyo
ìjẹ̀bù òdẹ̀	Ijebu Ode	şagāmû	Shagamu
ìlǎ	Ila	şākí	Saki
ìlẹ̀şâ	Ilesha		

UNIT 18

A. BASIC DIALOGUE: 'Who are they?'

A

dé

arrive

àwọn tǎlò dé

Awọn tanı o de?

Who are the arrivals?

B

òrẹ̀

friend

àwọn òrẹ̀ yín

Awọn orẹ yin.

Your friends.

A

látibō

Latı ıbo?

From where?

B

látêkǒ

Latí Eko.

From Lagos.

A

kǒ

took several
things

ẹ̀rù

load

wǒ

enter

kẹ̀rǔ wǒn wǒlẹ̀

Ko ẹ̀ru wǒn wọ́ ilẹ̀.

Bring their things
into the house.

B

bù

dipped out

òmí

water

bòmí fún wǒn

Bu omi fun wǒn.

Dip out some water
for them.

A

tètè

Tete.

Hurry.

B

sǒ

speak

pé

that

bọ̀

come back

sǒ fún wǒn pé mô ńbọ̀ Sọ fun wǒn 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:

ọ̀rẹ̀yín

'your (pl.) friend'

ẹ̀rǔwǒn

'their loads'

The forms of these possessives may be summarized as yín 'your (pl. or polite sg.)' and wôn 'their.' Notice that the 3 pl. possessive has mid tone, while the 3 pl. subject pronoun wôn 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'wôn
èkǒ	èkǒ'yín	èkǒ'wôn
ìwě	ìwě'yín	ìwě'wôn
òrě	òrě'yín	òrě'wôn
ílé	ílé'yín	ílé'wôn
āhéré	āhéré'yín	āhéré'wôn
kōfí	kōfí'yín	kōfí'wôn
ōkó 'spade'	ōkó'yín	ōkó'wôn

b. After mid tone.

ōkō	'husband'	ōkō'yín	ōkō'wôn
ōmō		ōmō'yín	ōmō'wôn
òbē	'knife'	òbē'yín	òbē'wôn
ìbôn		ìbôn'yín	ìbôn'wôn

c. After low tone.

òkò	'car'	òkò̀yín	òkò̀wòn
èrù		èrù̀yín	èrù̀wòn
òbẹ̀	'soup'	òbẹ̀̀yín	òbẹ̀̀wòn
òkò	'spear'	òkò̀yín	òkò̀wòn
bàtà		bàtà̀yín	bàtà̀wòn

2.	èrù	kẹ̀rù̀wòn	kó èrù̀wòn
	ìwě	kówě̀wòn	kó ìwě̀wòn
	òbẹ̀	kòbẹ̀̀wòn	kó òbẹ̀̀wòn
	ẹ̀wù	kẹ̀wù̀wòn	kó ẹ̀wù̀wòn
	ẹ̀yín	kẹ̀yíǹwòn	kó ẹ̀yíǹwòn
	òkò	kòkò̀wòn	kó òkò̀wòn
	òkò	kòkò̀wòn	kó òkò̀wòn

3.	'they arrived from ____'		
	èkǒ	wòn dé látèkǒ	wòn dé látì èkǒ
	òjà	wòn dé látòjà	wòn dé látì òjà
	ìlé	wòn dé látìlé	wòn dé látì ìlé
	āhéré	wòn dé látāhéré	wòn dé látì āhéré
	ìlǔ	wòn dé látìlǔ náà	wòn dé látì ìlǔ náà

D. Supplementary materials: Nouns expressing personal relationships

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

òmò	child	ẹlẹgbé	one's fellow
òlùkọ̀nì	teacher	àlábàṣìṣé	co-worker
ẹgbé	companion	òmò ọ̀dò	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.)
ọ̀rẹ	ọ̀rẹ̀`rẹ	ọ̀rẹ̀`yín	ọ̀rẹ̀`wá	ọ̀rẹ̀`rẹ
ẹgbọ̀n	ẹgbọ̀n`rẹ	ẹgbọ̀n`yín	ẹgbọ̀n`wá	ẹgbọ̀n`rẹ
òbí	òbí`rẹ	òbí`yín	òbí`wá	òbí`rẹ
àrá	àrá`rẹ	àrá`yín	àrá`wá	àrá`rẹ
ẹgbé	ẹgbé`rẹ	ẹgbé`yín	ẹgbé`wá	ẹgbé`rẹ
ẹlẹgbé	ẹlẹgbé`rẹ	ẹlẹgbé`yín	ẹlẹgbé`wá	ẹlẹgbé`rẹ
òmò	òmò`rẹ	òmò`yín	òmò`wá	òmò`rẹ
òmò ọ̀dò	òmò ọ̀dò`rẹ	òmò ọ̀dò`yín	òmò ọ̀dò`wá	òmò ọ̀dò`rẹ
ọ̀bàkàn	ọ̀bàkàn`rẹ	ọ̀bàkàn`yín	ọ̀bàkàn`wá	ọ̀bàkàn`rẹ
àbúrô	àbúrô`rẹ	àbúrô`yín	àbúrô`wá	àbúrô`rẹ
òlùkọ̀nì	òlùkọ̀nì`rẹ	òlùkọ̀nì`yín	òlùkọ̀nì`wá	òlùkọ̀nì`rẹ
àlábàṣìṣé	àlábàṣìṣé`rẹ	àlábàṣìṣé`yín	àlábàṣìṣé`wá	àlábàṣìṣé`rẹ
àládùgbô	àládùgbô`rẹ	àládùgbô`yín	àládùgbô`wá	àládùgbô`rẹ

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

āṣṣṣ
ìwě āṣṣṣ àtìlù

Iwe, aṣṣṣ ati ilù.

cloth, clothes

Books, clothes and a drum.

B

níbō nī wọn wá

Nibo ni won wa?

Where are they?

A

ínú

stomach, belly,
inside

àpótí

box

wọn wá nínú àpótí

Won wa ninu apoti.

They're in the box.

ẹ̀ lẹ̀ kó wọn

E lo ko won.

Go and get them.

B

dúpé

thank

òwó

hand

ẹ̀ lẹ̀ dúpé lówó
bàbá yín

E lo dupe lowo
Baba iyin.

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'
ẹ́ fún mí ní diẹ̀	'give me some'
bómí fún wọn	'take water and give it to them'
ẹ́ lẹ́ kó wọn	'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
èmí	mǒ	mí
ẹ̀yín	ẹ́	yín
àwọn	wón	wón

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 lérù`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 |
| | òbẹ́ | ē fún mī lóbẹ́`mī | ē fún mī ní òbẹ́`mī |
| | ẹ̀wù | ē fún mī lẹ̀wù`mī | ē fún mī ní ẹ̀wù`mī |
| | fílà | ē fún mī ní fílà`mī | ē fún mī ní fílà`mī |
| | | | |
| b. | ìwě | ē fún wọ̀n níwě`wā | ē fún wọ̀n ní ìwě`wā |
| | àdǎ | ē fún wọ̀n ládǎ`wā | ē fún wọ̀n ní àdǎ`wā |
| | òbẹ́ | ē fún wọ̀n lóbẹ́`wā | ē fún wọ̀n òbẹ́`wā |
| | ẹ̀wù | ē fún wọ̀n lẹ̀wù`wā | ē fún wọ̀n ní ẹ̀wù`wā |
| | fílà | ē fún wọ̀n ní fílà`wā | ē fún wọ̀n ní fílà`wā |
| | | | |
| c. | fílà | mō fún`yín ní fílà`wọ̀n | mō fún`yín ní fílà`wọ̀n |
| | àdǎ | mō fún`yín ládǎ`wọ̀n | mō fún`yín ní àdǎ`wọ̀n |
| | ẹ̀wù | mō fún`yín lẹ̀wù`wọ̀n | mō fún`yín ní ẹ̀wù`wọ̀n |

ìwě	mō fún'yín níwě'wōn	mō fún'yín ní ìwě'wōn
òbē	mō fún'yín lòbē'wōn	mō fún'yín ní òbē'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
	ērù'mī	ó fún mī lérù'mī	ó fún mī ní ērù'mī
	ērù'wōn	ó fún mī lérù'wōn	ó fún mī ní ērù'wōn
	ērù'yín	ó fún mī lérù'yín	ó fún mī ní ērù'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
	ērù'mī	ó fún mī lérù'mī	ó fún mī ní ērù'mī
	ērù'yín	ó fún mī lérù'yín	ó fún mī ērù'yín
	ērù'wōn	ó fún mī lérù'wōn	ó fún mī ní ērù'wōn
	fìlà'wōn	ó fún mī ní fìlà'wōn	ó fún mī ní fìlà'wōn
	fìlà'yín	ó fún mī ní fìlà'yín	ó fún mī ní fìlà'yín
	òbē'yín	ó fún mī lòbē'yín	ó fún mī ní òbē'yín
	òbē'mī	ó fún mī lòbē'mī	ó fún mī ní òbē'mī

UNIT 20

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

A

òlè	ole	thief
òlě̀ wọ́ ílẹ̀~wǎ	Ole wọ́ ílẹ̀ wa. }	A thief entered our house.
òlě̀ wọ́lẹ̀~wǎ	Ole wọ́lẹ̀ wa. }	

B

kó		to collect, gather
kíní òlẹ̀ nǎǎ kó	Kíní ole na kó?	What did the thief steal?
kílòlẹ̀ nǎǎ kó		

A

òlẹ̀ nǎǎ kǎşọ́	Ole na kǎşọ́.	The thief took clothing.
----------------	---------------	--------------------------

B

ọ́lọpǎ	ọ́lọpa	policeman
ọ́lọpǎ mólẹ̀ nǎǎ	Ọ́lọpa 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 nǎá'kásō	'the thief took clothing'
ēbī	ēbī'ínpā mí	'hunger is killing me'
ōlópǎ	ōlópǎ'mú 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
òlǎ	òlǎ mēmū	òlǎ mâgbō
òtò	òtò mēmū	òtò mâgbō
ōlè	ōlè mēmū	ōlè mâgbō
ōlá	ōlá mēmū	ōlá mâgbō
ōlópǎ	ōlópǎ mēmū	ōlópǎ 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 lō sí _____. (for place names)
- mō jē _____. (for names of foods)
- mō fún _____ lówó. (for personal names)
- mō fún _____ `mī lówó. (for personal relationships)

ābéòkǔtā	àgbǎdárîgǐ	àpǎpá
àbūrô	àgbàdō	àgbōn

ālábǎṣīṣé	èkō	láfún
āládùgbô	èpà	òjǒ
àmàlà	ērān	ōbākān
ànāmō	èwà	ògbǒmôṣṣǒ
àsǎró	gbágúdá	ōlùkǒnī
ātā	ìdòmǎtà	ōndǒ
dòdò	īlǎ	òtò
èbütémétà	ìlǎ	òbǐ
èkǒ	ìdùndǔ	òṣōgbō
èbüté*ró	ìkòròdǔ	òlǎ
èkitì	ìkòyǐ	òtà
ègbǒn	ìlǎjē	ōlǎ
ègbǎdô	ìdǒ	òwò
èsō īgī	ìjōrá	pópó
èpě	īfè	òyǒ
èhìngbètì	ìrēsì	ōkà
èbē	īlēsâ	ṣàgāmû
ēgbé	ìwǒ	sù-úrûlêrê
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.

ebi npa m1	I'm starving.
mo fun wọn niwe`wọn	I gave them their books.
wọn wa nile	They are at home.
bata `kin1	What kind of shoes?
wọn de lateko	They arrived from Lagos.
okọ`wa	Our car.
ẹ lọ le`we	Go to school.
mo rewu	I bought a garment.
ooru mu m1	I'm hot.
orin fọ`	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

onilé

inhabitant/
owner of house

ō

(polite last
syllable)

àgò onilé ō

Ago onile o.

Hello in there!

B

iwō

you

tānī

who?

iwō tātānī (or,
iwō tānī)

Iwō tanī?

Who is it?

A

lāgbájá

So-and-so

ēmī lāgbájá nī

Emī lagbaja nī.

I am So-and-so.

B

yà

clear

àgò yà ō

Àgo yà o.

It's all right.

A

wò

enter

wòlé

Wòle.

Come in!

B

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

A

kán		one
pẹlǔ		with
ọjọ́ kán pẹlǔ	Ọjọ́ kan pẹlu.	(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	èmī	àwā
2	ìwọ́	àwā
3	òūn	àwọ́n

2. Subject pronouns with nī.

èmī ǒnílé 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 (mō, 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 òjọ̀ kànlipẹ̀lǔ, the noun expression òjọ̀ kànl is the subject of pẹ̀lǔ.

C. Exercises

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

Pronouns	'who are you?'	'I am your friend'
ìwō	ìwō tǎnī	èmī òrẹ̀`rẹ̀ nī
òun	òun tǎnī	òun òrẹ̀`rẹ̀ nī
ẹ̀yīn	ẹ̀yīn tǎnī	àwā òrẹ̀`rẹ̀ nī
àwọn	àwọn tǎnī	àwọn òrẹ̀`rẹ̀ nī

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

Personal Names	'is it Ojo?'	'where is Ojo?'
òjǒ	ńjẹ̀ òjǒ nī	níbō lòjǒl`wà
àdiǒ	ńjẹ̀ àdiǒ nī	níbō làdiǒl`wà
òlú	ńjẹ̀ òlú nī	níbō lòlúl`wà
òlára ('honor')	ńjẹ̀ òlára nī	níbō lòlára`l`wà

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

Işẹ mi diwo pupo.

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

ẹ̀ ò bínú sí mī

ẹ̀' bínú sí mī

'you are not angry with me'

ā kò bínú sí wọ̀n

ā ò bínú sí wọ̀n

ā' bínú sí wọ̀n

'we are not angry with them'

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:

\bar{n} kò rí àyè wǎ	}	'I didn't find an opportunity to come'
\bar{n} ò rí àyè wǎ		
\bar{n} rí àyè wǎ		
$w\bar{o}n$ kò wǎ		'they didn't come'
$w\bar{o}n$ 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.	$m\bar{o}$	\bar{n} [ŋ]
3 pl.	$w\bar{o}n$	$w\bar{o}n$

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

ṣó sùn

kò sùn

ṣ'ẹ̀ sùn

ā kò sùn

ṣé wọ̀n sùn

wọ̀n kò sùn

b. ṣ'ò jẹ-ùn

ṅ kò jẹ-ùn

ṣó 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

ṣó 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)

ā kò bínú mọ́

Ng ko binu mọ́.

I'm not angry any more.

B

şùgbọ̀n

but

tẹ́lẹ́

early, before

şùgbọ̀n mō bínú tẹ́lẹ́

Şùgbọ̀n mo binu tẹ́lẹ́.

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' kâwě
	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 kàwě mọ	'I'm not reading any more'
kōwě	n̄ kōwě 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 kɪ a mọ ara wa. It is necessary to know
one another.

B

rò	think
nū	that's it
n̄'kān tí mō n̄rô nū	That's what I am thinking.

A

òtító

truth

bẹ̀ẹ̀

like that

òtító nī ó yẹ̀ bẹ̀ẹ̀

Otító ni o yẹ̀ bẹ̀.

No doubt, it is good.

B

òrúkọ̀

name

òrúkọ̀`mī nī òjǒ

Orukọ mi ni Ojo.

My name is Ojo.

ọ̀mọ̀ èkǒ nī mī

Ọmọ Èkó ni mi.

I'm a native of Lagos.

B. NOTES

1. kí plus subject pronoun.

ó yẹ̀ kí á mọ̀ ārā`wā

'it is necessary that we
should know one another'

ó yẹ̀ kí n lẹ̀ sékǒ

'I have to go to Lagos'

ó fẹ̀ kí wọ̀n 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 wọ̀n are variable, some speakers using mid and some using high tone on one or both.

2. The reciprocal/reflexive construction.

ā mọ̀ ārā`wā

'we know one another'

wọ̀n mọ̀ ārā`wọ̀n

'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 yẹ kí n lẹ́ sẹ́kǒ	ó yẹ kí n lẹ́ sí èkǒ
ìwọ	ó yẹ kí ọ lẹ́ sẹ́kǒ	ó yẹ kí ọ lẹ́ sí èkǒ
òun	ó yẹ kó lẹ́ sẹ́kǒ	ó yẹ kí ó lẹ́ sí èkǒ
àwā	ó yẹ ká lẹ́ sẹ́kǒ	ó yẹ kí ā lẹ́ sí èkǒ
ẹ̀yìn	ó yẹ k'ẹ́ lẹ́ sẹ́kǒ	ó yẹ kí ẹ́ lẹ́ sí èkǒ
àwọn	ó yẹ kí wọn lẹ́ sẹ́kǒ	ó yẹ kí wọn lẹ́ sí èkǒ

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

a. 'it's necessary that we know one another'

àwā	ó yẹ ká mọ̀rā~wā	ó yẹ kí ā mọ̀ ārā~wā
àwọn	ó yẹ kí wọn mọ̀rā~wọn	ó yẹ kí wọn mọ̀ ārā~wọn
ẹ̀yìn	ó yẹ k'ẹ́ mọ̀rā~yìn	ó yẹ kí ẹ́ mọ̀ ārā~yìn

b. 'we saw one another'

àwā	ā rírā`wā	ā rí ārā`wā
àwōn	wōn rírā`wōn	wōn rí ārā`wōn
èyīn	ē rírā`yīn	ē rí ārā`yīn

3. bẹ̀ẹ̀ (1-2, 2-3, 3-2)

yẹ	ó yẹ bẹ̀ẹ̀	'it must be that way'
sọ	ó sọ bẹ̀ẹ̀	'he said so'
sẹ	ó sẹ bẹ̀ẹ̀	'he did thus'
fẹ	ó fẹ bẹ̀ẹ̀	'he wants it that way'

4. Place-names in two common frames.

	'I'm a native of Lagos'	'the city of Lagos'
èkǒ	ǫmǫ èkǒ nī mí	ìlǔ èkǒ
ìlǎ	ǫmǫ ìlǎ nī mí	ìlǔ ìlǎ
òndǒ	ǫmǫ òndǒ nī mí	ìlǔ òndǒ
ìbàdàn	ǫmǫ ìbàdàn nī mí	ìlǔ ìbàdàn
ābẹ̀òkùtā	ǫmǫ ābẹ̀òkùtā nī mí	ìlǔ ābẹ̀òkùtā
àgbǎdárìgì	ǫmǫ àgbǎdárìgì nī mí	ìlǔ àgbǎdárìgì
ògbǒmǒsǒ	ǫmǫ ògbǒmǒsǒ nī mí	ìlǔ ògbǒmǒsǒ
sàgǎmû	ǫmǫ`sàgǎmû nī mí	ìlǔ`sàgǎmû

UNIT 25

A. BASIC DIALOGUE: 'I've just arrived here.'

A

sèsè

just, recently

dé

arrive

íbí

here, this place

mō sèsè dé síbí nī

Mo sēsē de sí íbí nī. I've just arrived here.

kò tí'pě púpô

Ko tí pẹ pupọ. It isn't very long.

B

ārá

person

èn ārá êkǒ nī ọ

Ẹn, ara Eko nī ọ! Ah, you're from Lagos!

A

n̄ kǐ'şārá êkǒ

Ng kǐ şe ara Eko. I'm not [just] a resident of Lagos.

ọmọ êkǒ nī mí

Ọmọ Eko nī mí. I'm a native of Lagos.

àinǎ lórúkọ' mī

Aina nī orukọ mí. My name is Aina.

B

ọmọ ìbàdàn nī mí

Ọmọ Ibadan nī mí. I'm a native of Ibadan.

Olúyôlě

name of founder
of Ibadan

ilé Olúyôlě

Ile Oluyole.

The shrine of Oluyole.

B. NOTES

1. nĩ 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 nĩ.

2. kì'sē... (negative counterpart of nĩ).

See the examples in Exercises 3, 4, 5. This construction may be summarized as follows:

1 sg.	nĩ				
2 sg.	ō				
3 sg.	#	kì	í + sē	Noun	
1 pl.	ā				
2 pl.	ē				
3 pl.	wōn				

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 sēsè (1-2, 2-3, 1-2-3)

	'he has just arrived'	'when did he arrive'?
dé	ó sēsè dē	nígbâwō ló dé
jē-ūn	ó sēsè jē-ūn	nígbâwō ló jē-ūn
lō	ó sēsè lō sọjā	nígbâwō ló lō sọjā
rā	ó sēsè 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 ȯmȯ êkǒ nī
èmī	ārá êkǒ nī mí	{ şé ȯmȯ êkǒ nī ȯ
		{ şé ȯmȯ êkǒ nī yín
àwȯn	ārá êkǒ nī wȯn	şé ȯmȯ êkǒ nī wȯn
àwā	ārá êkǒ nī wá	şé ȯmȯ êkǒ nī yín

b. 'are you a home owner?' 'I'm a home owner'

àwȯ	şé ȯnīlé nī ȯ	ȯnīlé nī mí
òūn	şé ȯnīlé nī	ȯnīlé nī
àwȯn	şé ȯnīlé nī wȯn	ȯnīlé nī wȯn
èyīn	şé ȯnīlé nī yín	{ ȯnīlé nī mí
		{ ȯnīlé nī wá

3. Affirmative vs. negative naming construction. (1-2, 2-3, 1-2-3)

	'is it ȣkȯ?'	'it is not ȣkȯ'
èkȯ	ñjě ȣkȯ nī	kìí şé ȣkȯ
ìrēsì	ñjě ìrēsì nī	kìí şé ìrēsì
īyán	ñjě īyán nī	kìí şé īyán
èsō īgī	ñjě èsō īgī nī	kìí şé èsō īgī
ànàmȯ	ñjě ànàmȯ nī	kìí şé ànàmȯ
àgbàdō	ñjě 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 sẹ ẹ̀kọ̀	kò jẹ̀kọ̀
ìdùndù	kií sẹ ìdùndù	kò jẹ̀dùndù
túwó	kií sẹ túwó	kò jẹ túwó
gbágúdá	kií sẹ gbágúdá	kò jẹ gbágúdá
ẹ̀wà	kií sẹ ẹ̀wà	kò jẹ̀wà
àmàlà	kií sẹ àmàlà	kò jàmàlà

5. Negative naming construction, all persons and numbers.

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

ìwọ̀	sé ọ̀mọ̀ ibàdàn nī ọ̀	n̄ kì'sẹ ọ̀mọ̀ ibàdàn
ẹ̀yìn	sé ọ̀mọ̀ ibàdàn nī yìn	{ n̄ kì'sẹ ọ̀mọ̀ ibàdàn ā kì'sẹ ọ̀mọ̀ ibàdàn
àwọ̀n	sé ọ̀mọ̀ ibàdàn nī wọ̀n	wọ̀n kì'sẹ ọ̀mọ̀ ibàdàn
òun	sé ọ̀mọ̀ ibàdàn nī	kì'sẹ ọ̀mọ̀ ibàdàn

UNIT 26

A. BASIC DIALOGUE: 'I'm a student.'

A

ọ̀mọ̀ sùkùrù nī mí	Ọ̀mọ̀ sùkuru nī mī.	I'm a student.
gbà		accept, take, get, receive
àsìkò (or: àṣìkò)		time
n̄ kò nǐ gbà yìn	Ng ko nī gba yin nī	I will not take up
lásìkò	àsìkò.	your time.

pè		call
àlǎǎ lā npê mǐ	Alao nī a npe mī.	I'm called Alao.
ōnǐşōwò		trader
ōnǐşōwò nī mī	Onişowo nī mī.	I'm a trader.
tí		when
bá		happen to do
wá		look for
t'ē bá nwa nkān	Tí ē ba nwa nkan	Whenever you want
ē sō fun mī	kan ē sō fun mī.	something, tell me.

B. NOTES

1. Third person singular object pronoun.

ó rí	'he saw him'
ó jē	'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.

ş'ō pè mǐ	'did you call me?'
mō pè ǒ	'I called you'
mō mō	'I know him'

ó pē wǎ	'he called us'
ā pè yǐn	'we called you'
ñ 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	s'ò ròkò nǎà	bẹ̀ẹ̀nī mō rà'
	tà	s'ò tòkò nǎà	bẹ̀ẹ̀nī mō tà'
	gbà	s'ò gbòkò nǎà	bẹ̀ẹ̀nī mō gbà'
b.	ìwò	s'ò mọ̀ ègbọ̀n`mī	bẹ̀ẹ̀nī mō mọ̀'
	ẹ̀yìn	s'ẹ̀ mọ̀ ègbọ̀n`mī	bẹ̀ẹ̀nī mō mọ̀'
	ẹ̀yìn	s'ẹ̀ mọ̀ ègbọ̀n`mī	bẹ̀ẹ̀nī ā mọ̀'
	òun	s'ó mọ̀ ègbọ̀n`mī	bẹ̀ẹ̀nī ó mọ̀'
	àwọ̀n	s'ẹ̀ wọ̀n mọ̀ ègbọ̀n`mī	bẹ̀ẹ̀nī wọ̀n mọ̀'

2. Object pronouns after a low verb. (1-2, 2-3, 1-2-3)

àwā	s'ó pē wǎ	bẹ̀ẹ̀nī ó pē yǐn
ẹ̀yìn	s'ó pē yǐn	bẹ̀ẹ̀nī ó pē wǎ
èmī	s'ó pē mǐ	bẹ̀ẹ̀nī ó pē ọ̀
ìwò	s'ó pē ọ̀	bẹ̀ẹ̀nī ó pē mǐ
òun	s'ó pè'	bẹ̀ẹ̀nī ó pè'
àwọ̀n	s'ó pē wọ̀n	bẹ̀ẹ̀nī ó pē wọ̀n

3. nī plus relative clause; 1 sg. and 3 sg. o.p. after low verb (1-2, 1-3, 1-2-3)

a.	àdiǎ	ōrúkō`mī nī àdiǎ	àdiǎ lá ń pē mǐ
	ōlú	ōrúkō`mī nī ōlú	ōlú lá ńpē mǐ
	āyò	ōrúkō`mī nī āyò	āyò là ńpē mǐ
	rẹmǐ	ōrúkō`mī nī rẹmǐ	rẹmǐ lá ńpē mǐ
	òlā	ōrúkō`mī nī òlā	òlā là ńpē mǐ
	ōlá	ōrúkō nī òlá	ōlá lá ńpē mǐ
b.	òjǒ	ōrúkō`rẹ nī òjǒ	òjǒ lá ńpè`
	āyò	ōrúkō`rẹ nī āyò	āyò là ńpè`
	òlá	ōrúkō`rẹ nī òlá	òlá lá ńpè`
	òlā	ōrúkō`rẹ nī òlā	òlā là ńpè`
	rẹmǐ	ōrúkō`rẹ nī rẹmǐ	rẹmǐ lá ńpè`
	ōlú	ōrúkō`rẹ nī ōlú	ōlú lá ńpè`
	ādé	ōrúkō`rẹ nī ādé	ādé lá ńpè`

4. Negative vs. affirmative of various sentences. (1-2, 1-3, 1-2-3)

↓	òrẹ`mī nī	kì`sẹ òrẹ`mī
ōnísōwò	ōnísōwò nī	kì`sẹ ōnísōwò
èmī	ōnísōwò nī mí	ń kì`sẹ ōnísōwò
òlópǎ	òlópǎ nī mí	ń kì`sẹ òlópǎ
àwā	òlópǎ nī wá	ā kì`sẹ òlópǎ
àwọn	òlópǎ nī wọn	wọn kì`sẹ òlópǎ

om̩	om̩ nī wōn	wōn kì'sē om̩
okùnṛīn	okùnṛīn nī wōn	wōn kì'sē okùnṛīn
òūn	okùnṛīn nī	kì'sē okùnṛīn
obìnrīn	obìnrīn nī	kì'sē obìnrīn
orẹ̀mī	orẹ̀mī nī	kì'sē orẹ̀mī

UNIT 27

A. BASIC DIALOGUE: 'Tio, I hear that you bought a house.'

A

gbọ́

listen, hear,
understand

pé

that

tíǎ mō gbọ́ p'ō rālẹ́

Tio, mo gbọ́ pe o
ra ile.

Theo, I hear you
bought a house.

B

òtító

truth

òtító nī

Otitọ ni.

It is true.

A

kí

(grammatical
element)

kí

to visit, pay
respect to

şé ká wá'kí ọ

Şe ki a wa ki ọ?

Shall we come and
visit you?

A

ẹ̀yìn

you (pl.)

mélǒ

how many?

ẹ̀yìn mélǒ

Ẹ̀yìn mélo?

How many of you [are there]?

B

òjǒ sàm àtẹ̀mī nàà

Ojo, Sam ati emi na. Ojo, Sam and I.

B. NOTES

1. kí as the first in a sequence of verbs.

şé kí a wá' kí ọ́ '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 1'ǒ rà'

'how much did you pay [for] it?'

mélǒ 1'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 sọjā	mō gbọ́ p'ē lō sọjā	...you went to the market
ē lō sáísùn	mō gbọ́ p'ē lō sáísùn	...you went to a wake
ē wẹ lǒdô	mō gbọ́ p'ē wẹ lǒdô	...you swam in the river
ē rǎwě ʔyōrùbǎ	mō gbọ́ p'ē rǎwě ʔyōrùbǎ	...you bought Yoruba books
ē rāgbádá	mō gbọ́ p'ē rāgbádá	...you bought an <u>agbada</u>

2. pé plus clause. (1-2, 2-3, 3-2)

pópó nǵó	ó sọ́ pé popó nǵó	...Popo is dancing
pópó ntāsọ́	ó sọ́ pé popó ntāsọ́	...Popo sells cloth
pópó nrāgbōn	ó sọ́ pé popó nrāgbōn	...Popo is buying coconuts
pópó njērān	ó sọ́ pé popó njērān	...Popo is eating meat
pópó njẹ̀pà	ó sọ́ pé popó njẹ̀pà	...Popo is eating groundnuts

3. kí plus clause.

a. 'shall I come to greet you?'

kí	sé kí n wá' kí ọ
sọ́ọ̀sì	sé kí n lō sí sọ́ọ̀sì
kàwě	sé kí n kàwě
fọ́sọ́	sé kí n fọ́sọ́ náà
fílà	sé kí n dé fílà
bàtà	sé kí n wọ́ bàtà
ẹ̀wù	sé kí n wẹ̀wù

āgbọn	şé kí ñ mú āgbọn wǎ
ìkòkò	şé kí ñ mú ìkòkò wǎ

b. 'shall he bring...?'

āgbọn	şé kó mú āgbọn wǎ
ìşǎná	şé kó mú ìşǎná wá
ābúlé	şé kó lẹ́ sáábúlé
àgbō	şé kó sē àgbō

4. 'How many?'

	'how many books are there?'	'I see six books'
ìwě	ìwě mėlǒ nī wọn	mō ríwě mēfā
āgbè	āgbè mėlǒ nī wọn	mō rágbè mēfā
àdǎ	àdǎ mėlǒ nī wọn	mō rádǎ mēfā
ìbùsùn	ìbùsùn mėlǒ nī wọn	mō ríbùsùn mēfā
àgā	àgā mėlǒ nī wọn	mō rágā mēfā

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

àpèjúwě		description
şàpèjúwě̀rẹ̀	Şe apejuwe rẹ.	Describe it.

A

tò		follow
òpǒpó		street
dùgbè		(name of street)
ē tò òpǒpó dùgbè lǒ	È tò Òpopó Dugbè lǒ.	Follow Dugbè Road.
kǒjá		pass
èkǒtédǒ		Ekotedo
Mókólá		Mokola
ē kǒjá èkǒtédǒ àtí	È kǒja Èkotèdo atí	(You) pass Ekotedo and
mókólá	Mókólá.	Mokola.
yà		veer
sótùn		to the right
ē yà sǒtùn ní kájǒlà	È ya sí ọtun ní	Turn to the right at
	Kajola.	Kajola [Street].
ē má yà rǎrá mọ	È ma yà rara mọ.	Don't turn any more.

B. NOTES

1. tò plus impersonal objects.

The verb tò, 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. kǒjá: another inseparable verb-noun combination.

The disyllabic verbal expression kǒjá is comparable to pèlǔ (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
òdò	ṣàpèjúwē òdò`rē	ó ṣǎpèjúwē òdò`rè
āgbádá	ṣàpèjúwē āgbádá`rē	ó ṣǎpèjúwē āgbádá`rè
ābúlé	ṣàpèjúwē ābúlé`rē	ó ṣǎpèjúwē ābúlé`rè
āládùgbô	ṣàpèjúwē āládùgbô`rē	ó ṣǎpèjúwē āládùgbô`rè
ālábǎṣìṣẹ	ṣàpèjúwē ālábǎṣìṣẹ`rē	ó ṣǎpèjúwē ālábǎṣìṣẹ`rè
àwọn	ṣàpèjúwē`wọn	ó ṣǎpèjúwē`wọn
òun	ṣàpèjúwē`rè	ó ṣǎpèjúwē`rè

2. Possessive construction with kọjá; affirmative vs.
negative imperative. (1-2, 1-3, 1-2-3)

	'pass our house'	'don't pass our house'
ilé`wā	ẹ kọjá ilé`wā	ẹ má kọjá ilé`wā

ilé`wě	ẹ kọjá ilé`wě	ẹ má kọjá ilé`wě
ṣọṣì	ẹ kọjá`ṣọṣì	ẹ má kọjá`ṣọṣì
ọjá	ẹ kọjá ọjá	ẹ má kọjá ọjá
ābúlé	ẹ kọjá ābúlé	ẹ má kọjá ābúlé
òpópó`wā	ẹ kọjá òpópó`wā	ẹ má kọjá òpópó`wā
àwā	ẹ kọjá`wā	ẹ má kọjá`wā

3. ní plus place expressions; affirmative vs. negative simple indicative. (1-2, 1-3, 1-2-3)

òpópó	ṣ'ẹ yà sọtùn lópópó nǎà	ẹ kò yà sọtùn lópópó nǎà
ābúlé	ṣ'ẹ yà sọtùn lābúlé nǎà	ẹ kò yà sọtùn lābúlé nǎà
ọjá	ṣ'ẹ yà sọtùn lójá nǎà	ẹ kò yà sọtùn lójá nǎà
ilé`wě	ṣ'ẹ yà sọtùn nílé`wě nǎà	ẹ kò yà sọtùn nílé`wě nǎà
ṣọṣì	ṣ'ẹ yà sọtùn ní ṣọṣì nǎà	ẹ kò yà sọtùn ní ṣọṣì nǎà

UNIT 29

A. BASIC DIALOGUE: 'Cross Duro Road'

A

títí

street

fò... dá

skip over, jump
over

ẹ fò títí `dúró dá E fo títí Duro dá. Cross Duro Road.

B

ọwọ

hand

òsì

left

ilé`míl`wà lówọ ọsì Ile mi wa ni ọwọ ọsì. My house is on the
left.

yé

understand
(impersonal
verb)

sé ó yé yín

Şe o ye yín?

Do you understand?

B

sōnù

to be lost

sá

merely

lè

be able

ā' lē' sōnù şă

A ko le sōnu şa.

We cannot be lost
anyhow.

tōjú

tend to, care for

dè

await

irēsi

rice

tōjú'rēsi dè wă

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	só fō títî dǎ	kò fǒ dá
òpǒpó	só fôpǒpó dá	kò fǒ dá
ōdò	só 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 sọ̀tǔn	mō yà sọ̀sī
òūn	kò yà sọ̀tǔn	ó yà sọ̀sī
àwā	ā kò yà sọ̀tǔn	ā yà sọ̀sī
àwọn	wọn kò yà sọ̀tǔn	wọn yà sọ̀sī

3. Left vs. right with and without òwọ̀.

	'shall we turn left?'	'shall we turn left?'
↓	sé ká yà sọ̀wọ̀ ọ̀sì	sé ká yà sọ̀sī
ọ̀tǔn	sé ká yà sọ̀wọ̀ ọ̀tǔn	sé ká yà sọ̀tǔn
èmī	sé kí n̄ yà sọ̀wọ̀ ọ̀tǔn	sé kí n̄ yà sọ̀tǔn
ọ̀sì	sé kí n̄ yà sọ̀wọ̀ ọ̀sì	sé kí n̄ yà sọ̀sī
àwā	sé ká yà sọ̀wọ̀ ọ̀sì	sé ká yà sọ̀sī

4. The impersonal verb yé. (1-2, 2-3, 1-2-3)

↓	'do you understand?'	'I don't understand'
ìwō	só yé ọ̀	kò yě mī
òūn	só yé	kò yě
ẹ̀yìn	só yé yín	{ kò yě mī
		{ kò yě wā
àwọn	só yé wọn	kò yě wọn

5. The verb lè.

	'he wants to write'	'can he write?'
kòwě	ó fẹ́' kòwě	şó lě kòwě
kówě	ó fẹ́' kówě	şó lê kówě
jó	ó fẹ́' jó	şó lê jǒ
nārā	ó fẹ́' nārā	şó lê nārā
fōşō	ó fẹ́' fōşō	şó lê fōşō
lō kí wōn	ó fẹ́' lō kí wōn	şó lê lō kí wōn

UNIT 30Review.

A:

- | | |
|--------------------------|-----------------------------------|
| 1. ọ́lọpǎ wọ́lé'wā | A policeman entered our house. |
| 2. şé ká lō kí wōn | Shall we go and greet them?' |
| 3. ārá ògbòmōşō nī | He's from Ogbomoshō. |
| 4. ó dé lójó kẹ̀jì ọ̀sẹ̀ | He arrived on Tuesday. |
| 5. şé ọ̀títọ́ nī | Is it true? |
| 6. má yā sọ̀tún | Don't turn to the right. |
| 7. fōşō'mī lósǎn | 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 lòjǒ wā | Where is Ojo? |
| 12. ó wā nǐ şó'ọ̀sì | He's at church. |

- | | |
|---------------------------------|---|
| 13. ādé kǐ'şē ȳlǒpǎ | Ade is not a policeman. |
| 14. şǒmȳ sùkǔrû nī ȳ | Are you a student? |
| 15. mō nkȳwě'ȳȳrùbǎ | I'm studying a Yoruba book. |
| 16. àwȳn mēlǒ | How many of them [are there]? |
| 17. ñjē ȳ fē' jē dōdō | Do you like to eat fried plantain? |
| 18. nībō lȳpǎ'mīl'wà | Where is my walking stick? |
| 19. şé ká lȳ' kǐ' | Shall we go and greet him? |
| 20. mō mōnà | I know the way. |
| 21. ȳ fȳ àwȳ pēlǔ ȳȳȳȳȳ | He broke the dish with the oil. |
| 22. ş'ē lē sȳ ȳȳrùbǎ | Can you speak Yoruba? |
| 23. wȳn kò mȳ ārā'wȳn | They don't know one another. |
| 24. ārā àpǎpá nī wȳn | They are residents of Apapa. |
| 25. ȳnīşȳwò kò ñtȳñjē | A trader does not sell foodstuffs. |
| 26. kīlȳrȳkȳ ȳnīşȳwò nǎà | What is the trader's name? |
| 27. ȳrȳkȳ'rē nī rēmī | His name is Remi. |
| 28. āşȳ yǐ kǐ'şāgbádá | This cloth is not an agbada. |
| 29. şé iwě'rēldùn | Is your book interesting? |
| 30. àwȳn ȳmȳ'rēlkéré pȳpȳ | His children are very small. |
| 31. ȳ ní kēkē mējī | He has two bicycles. |
| 32. wȳn lȳmȳ mējē | They have seven children. |
| 33. iyàwȳ'mīl'nránsȳ | My wife is sewing. |
| 34. lȳ mātā wá | Fetch the pepper. |
| 35. má rāgbȳn yǐ | Don't buy this basket. |
| 36. tālȳ fī wārà sī' | Who put milk in it? |
| 37. wȳn ñjē gbágǔdá
átānāmȳ. | They are eating cassava and sweet potatoes. |

38. ñ kò nǐ ñkǎn nílẹ́ I haven't a thing at home.
 39. ẹ́ fún mí nísǎnǎ Give me a match.
 40. má wọ́ bàtà nílẹ́ 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

òrẹ́ mī mō fẹ́ k'ò mò wǎ	Òrẹ́ mī mō fẹ́ kí o mò wá.	My friend, I'd like you to know us.
-----------------------------	-------------------------------	--

B

dùn	sweet, glad
Inú mī yó dún púpọ́	Inu mī yíò dún púpọ́. I'd be very glad.

A

iyàwǒ		wife
iyàwǒ`mī nī yǐ	Iyawo mī nī yī.	This is my wife.
ōrúkō		name
ōrúkō`rẹ nī mērǐ	Oruko ẹ nī Meri.	Her name is Mary.
iyēn		that
tòm nīyēn	Tom nī yēn.	That is Tom. [one of their children]
ōmō		child
ōdún		year
ẹfà		6
ōmō ọdún mẹfà nī	Omọ ọdun mẹfa nī.	He's 6.
jeění nīyēn	Jěni nī yēn.	That is Jane.
ẹrīn		4
ōmō ọdún mẹrīn nī	Omọ ọdun mẹrin 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:

ọlā́fọ̀sọ́ 'Ọlā́ washed clothes'

ā fé kí ọlā́ fọ̀sọ́ 'we want Ọlā 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 | 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 nīyēn '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,

òrúkòrè 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. fé plus kí: subject pronouns. (1-2)

'he wants you to bring his brown shoes'

ìwò	ó fé k'ò mú bàtàrè pūpā wá
èyīn	ó fé k'ẹ́ mú bàtàrè pūpā wá
èmī	ó fé kí nī mú bàtàrè pūpā wá
àwā	ó fé ká mú bàtàrè pūpā wá
òūn	ó fé kó mú bàtàrè pūpā wá
àwọn	ó fé kí wọn mú bàtàrè pūpā wá

2. fé plus kí: conversion of sentences.

	'Ayo washed clothes'	'we want Ayo to wash clothes'
fò	āyòl fòṣṣ	ā fé kí āyò fòṣṣ
mū	āyòl mū wàrà	ā fé kí āyò mū wàrà
nārā	āyòl nārā	ā fé kí āyò nārā
nājú	āyòl nājú	ā fé kí āyò nājú
pé	āyòl pé nílé	ā fé kí āyò pé nílé

3. Verb (with l) vs. non-verb (without l) (1-2, 1-3, 1-2-3)

a.	'Ade is my child'	'my child knew Ade'
ōmō	ōmō`mī nī ādé	ōmō`mīl mō ādé
ōbākān	ōbākān`mī nī ādé	ōbākān`mīl mō ādé
ēgbé	ēgbé`mī nī ādé	ēgbé`mīl mō ādé
àbūrô	àbūrô`mī nī ādé	àbūrô`mīl mō ādé
āládǔgbô	āládǔgbô`mī nī ādé	āládǔgbô`mīl mō ādé

b.

ōmō	ōmō`rè nī ādé	ōmō`rèl mō ādé
ōbākān	ōbākān`rè nī ādé	ōbākān`rèl mō ādé
ēgbé	ēgbé`rè nī ādé	ēgbé`rèl mō ādé
àbūrô	àbūrô`rè nī ādé	àbūrô`rèl mō ādé
āládǔgbô	āládǔgbô`rè nī ādé	āládǔgbô`rèl mō ādé

UNIT 32

A. BASIC DIALOGUE. 'Sam is two years old now.'

A

sàámú òkùnrīn nàà

dī

báyí

ó dōmō òdún méjì
báyí

Samu, okunrin na.

O di ọmọ ọdun mejì
bayí.

Sam the [big] man.

become, be

thus

He is two years old
now.

B

látì

ínú'míl dún púpô
látì mò yín

Inu mi dun pupô
lati mò yin.

to

I'm glad to know
you (pl.).

A

āmērikā

ārá āmērikā nī wá

Ará Amẹrika nì wa.

America

We are Americans.

B

pẹ

kí... tó

pādà

ş'ē' pẹ diẹ k'ē tó
pādà

Şe ẹ o pẹ diẹ kí ẹ to

pada?

stay, be late

before

return

Will you stay for
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'
sé ḗ ó pě díè	'will you stay for some [time]?' (with assimilation)
sé ḗ' pě díè	(with elision)
s'ē' pě díè	

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	ĩ	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	ĩ ó sũn ~ĩ' sũn	ā ó sũn ~ ā' sũn
2	ō' sũn	ḗ ó sũn ~ ḗ' sũn
3	yó sũn	wōn ó sũn

Notice the tones of the verb stems in these sentences:

ʃ'ē' pě 'will you delay? (pě 'to delay')
 ā'sè ȡdún díè 'we will spend ('do') some years
 (sē '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 ~má (Unit 15, Note 3). Forms with ó 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 *ó(:) even in dialects in which ó is never actually pronounced. The parentheses mean that the extra mora is always elided in those dialects.

Notice the tones of the noun subjects in these sentences:

ĩmú'mĩ yó dũn	'my heart will be glad'
òlā yó wǎ	'Ola will come'
ēbĩ yó pà 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 \uparrow does not occur with the o- future tense.

1. Assimilated vs. unassimilated forms of the future.
(1-2, 2-3, 3-2)

l̥wō̃ ̄ō ̄ō rĩ ̄ōj̄õ ní ̄ōsǎn ̄ōː rĩ ̄ōj̄õ l̄ōsǎn

èyīn	ē ó rǐ ôjǒ ní ọsǎn	ē' rǐ ôjǒ lọsǎn
èmī	n̄ ó rǐ ôjǒ ní ọsǎn	n̄' rǐ ôjǒ lọsǎn
àwā	ā ó rǐ ôjǒ ní ọsǎn	ā' rǐ ôjǒ lọsǎn
àwọn	wọn ó rǐ ôjǒ ní ọsǎn	wọn' rǐ ôjǒ lọsǎn
òūn	yó rǐ ôjǒ ní ọsǎn	yó rǐ ôjǒ lọsǎn

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	n̄ó dẹ sódô
ìwọ	ō dé sódô	ō' dẹ sódô
òūn	ó dé sódô	yó dẹ sódô
àwā	ā dé sódô	ā' dẹ sódô
èyīn	ē dé sódô	ē' dẹ sódô
àwọn	wọn dé sódô	wọn ó dẹ sódô

3. Simple tense vs. future tense.

'I threw away the
leaves'

'I will throw the leaves
away'

ēwé	mō dēwé nū	n̄ó dẹwé nū
ẹpà	mō dẹpà nù	n̄ó dẹpà nù
ìrẹ̀sì	mō dàrẹ̀sì nù	n̄ó dārẹ̀sì nù
òróró	mō dòróró nū	n̄ó dōróró 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	ń kò lẹ́ lánǎ	ńó lẹ́ lẹ́jọ́ ẹ̀tì
àwā	ā kò lẹ́ lánǎ	ā' lẹ́ lẹ́jọ́ ẹ̀tì
àwọ̀n	wọ̀n kò lẹ́ lánǎ	wọ̀n ó lẹ́ lẹ́jọ́ ẹ̀tì
òūn	kò lẹ́ lánǎ	yíó lẹ́ lẹ́jọ́ ẹ̀tì

UNIT 33

A. BASIC DIALOGUE: 'My name is _____'

A

durojāyé lórúkọ́' mī	Durojaiye ni oruko mí.	My name is Durojaiye.
sọ́		say
ítùmọ́		meaning
mō fẹ́' sọ́tùmọ́ órúkọ́' mī	Mo fẹ́ sọ́ itumọ́ oruko mí.	I'd like to tell [you] the meaning of my name.
àbíkú		one who is born and dies
órúkọ́ àbíkú nī	Oruko àbíku ní.	It is an <u>abiku</u> name.
òbí		parents
bẹ́		to beg
kú		to die
àwọ̀n òbí' mī bẹ̀mí kí ń má kú mó ìsímí	Awọ̀n òbí mí bẹ́ mí kí nmọ́ ku mó.	My parents begged me not to die again. rest

B

wá'kí wā ló'jò'sīmī Wa kíwa ló'jò ɪsɪmɪ. Come visit us on
Sunday.

A

m'á wá Mã wa. I will come.
ē sé ō Ē se o. Thank you.

B. NOTES

1. kí...tó... 'before'.

Unit 32 contains the sentence:

sé ē ó pě diē 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: ĩnú'mĩ'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: ĩnú'mĩ'dùn látí mò yǐn 'I'm glad to know you'

Some other verb phrases which are commonly used here are:

ĩnú'mĩ'dùn látí rí'yín 'I'm glad to see you'
ĩnú'mĩ'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 kí. (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 sòtùmô'rẹ fún wōn	wōn bẹ mǐ pé kí ñ sòtùmô'rẹ fún wōn
ṣìṣẹ	mō ṣìṣẹ fún wōn	wōn bẹ mǐ pé kí ñ ṣìṣẹ 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 sòtùmô'rẹ fún wōn	wōn bẹ wǎ látí sòtùmô'rẹ
fún	ā fún wōn lówó	wōn bẹ wǎ látí fún wōn lówó
wá	ā wá' kí wōn	wōn bẹ wǎ látí wá' kí wōn
ṣìṣẹ	ā ṣìṣẹ fún wōn	wōn bẹ wǎ látí ṣìṣẹ 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 pǎrǐsǐ́mī kǐ n̄ tó pè'
ā'pè'	ā'pǎrǐsǐ́wā ká tó pè'
yíó pè'	yíó pǎrǐsǐ́rè kó tó pè'
wǒn ó pè'	wǒn ó pǎrǐsǐ́wǒn kǐ wǒn tó pè'

4. Simple tense vs. kǐ... tó...

'I came'	'I spoke to him before I came'
mō wá	mō sǒ fún' tǐlè kǐ n̄ tó wá
wǒn wá	wǒn sǒ fún' tǐlè kǐ wǒn tó wá
wǒn jē-ūn	wǒn sǒ fún' tǐlè kǐ wǒn tó jē-ūn
mō jē-ūn	mō sǒ fún' tǐlè kǐ n̄ tó jē-ūn
mō kówě náà	mō sǒ fún' tǐlè kǐ n̄ tó kówě náà
wǒn kówě náà	wǒn sǒ fún' tǐlè kǐ wǒn tó kówě náà

UNIT 34

A. BASIC DIALOGUE: 'I want to go to Kingsway.'

A

mō fǐ' lǒ kǐnswēi	Mo fǐ lǒ kinswe.	I want to go to Kingsway.
-------------------	------------------	---------------------------

sùgbǒn n̄ ò mǒna	Sugbǒn ng o mǒ ona.	But I don't know the way.
------------------	---------------------	---------------------------

B

lǎtǐjǒyǐ / lǎtǒjǒyǐ	Latǐ ǒjǒ yǐ?	day After all this time? ['Since these days?']
---------------------	--------------	--

A

jádé			go out
ń kǐ́ jádé	Ng kǐ́ jade.		I don't usually go out.
jòwọ̀			please!
júwě			point out, describe, explain
jòwọ̀ { júwě̀rẹ̀ júwě̀ọ̀nà }	fún mǐ Jòwọ̀ juwe rẹ fun mǐ.		Please describe it for me.

B. NOTES

1. Negatives with kǐ́

A new negative form appears in the sentence:

ń kǐ́́ jádé 'I don't usually go out'

This form has a habitual meaning, and is used as the negative counterpart of the ń tense (Unit 16, Note 1) and of another tense which we have not yet encountered. The forms of this tense are:

	singular	plural
1	ń kǐ́́ wá	ā kǐ́́ wá
2	ō kǐ́́ wá	ẹ kǐ́́ wá
3	kǐ́́ wá	wọ̀n kǐ́́ wá

It is this form of the verb sẹ which appears in the negative counterpart of ní (Unit 25, Note 2).

2. The verb-noun combination júwě.

In the sentence ó júwě̀rẹ̀ 'he described it' the form júwě 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 pèlǔ (Unit 21, Note 3).

C. Exercises.

1. Negative habitual forms (1-2, 1-3, 1-2-sùgbǒn-3)

a. 'I don't go out' ('but') 'I went out yesterday'

jádé	n̄ kǐ' jádé rárá	(sùgbǒn)	mō jádé lánǎ
wō ọ̀kọ̀	n̄ kǐ' wōkọ̀ rárá		mō wōkọ̀ lánǎ
ṣṣṣé	n̄ kǐ' ṣṣṣé níbí rárá		mō ṣṣṣé níbí lánǎ
ṣṣṣé	n̄ kǐ' ṣṣṣé rárá		mō ṣṣṣé lánǎ

b. 'he doesn't go out' ('but') 'he went out yesterday'

jádé	kǐ' jádé rárá	ó jádé lánǎ
wōkọ̀	kǐ' wōkọ̀ rárá	ó wōkọ̀ lánǎ
ṣṣṣé	kǐ' ṣṣṣé níbí rárá	ó ṣṣṣé níbí lánǎ
béè	kǐ' ṣṣṣé rárá	ó ṣṣṣé lánǎ

2. The verb-noun júwē.

'describe the way'

'I can't describe it'

ọ̀nà	júwē ọ̀nà	n̄ kò lè júwē`rẹ̀
(ilé`rẹ̀, ọ̀kùnṣín náà, ọ̀kọ̀`rẹ̀, ọ̀lùkọ̀`rẹ̀, aláḃṣṣṣé`rẹ̀ aládùgbò`rẹ̀)		

3. kǐ' forms vs. kò forms

'I don't put milk in
coffee'

'I didn't put milk in
coffee'

fī	n̄ kǐ' fī wàrà sǐ kọ̀fí	n̄ kò fī wàrà sǐ kọ̀fí
jē	n̄ kǐ' 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 ẹrǎn	ā kì' tā ẹrǎn
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 látí ọpọpọ ikọyí	Wọ ọkọ látí opopo Ikọyí.	Get a cab/bus from Ikoyi Road.
lórí		over
āfára		bridge
kọjá lórí āfára	Kọja lori afara	Cross Greek Bridge.
kírikí	Kiriki.	
bọsí		enter
bọsí ọpọpọ ẹdwoṣodù	Bọ si opopo Edward. Enter Edward Street.	
yà sǐ ọsì ní mólóní	Ya si osi ni Moloni.	Turn left on Moloney.
bọ sí mǎríná	Bọ si Marina.	Enter Marina Street.
tọ		follow
tààrà		directly, along, all the way
tọ mǎríná lọ tààrà	Tọ Marina	Follow Marina

títí		until
títí ǝ' fí dé ǝǝpǝ	títí o fí de opopo	until you reach Şita
ˈşítâ	Şita.	Street.
títî		street
kân		reach, arrive at
títî tó-ˈkân nî	Títí tí o kan nî	The street which you
bālógūn	Balogun.	will arrive at is
		Balogun.
īwájú		front part
ó wâ nīwájú ˈkínswēi	O wa nīwaju Kinswe.	It is in front of
		Kingsway.

B. NOTES

1. títí... fí... 'until'.

The sentence:

títí until

tǝ mārīnâ títí ǝ' fí dé 'follow Marina until you
 ǝǝpǝ ˈşítâ 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 ǝ' 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]?'
ìwọ̀ ìlǔ wò nī yíó n lẹ́
òun ìlǔ wò nī yíó lẹ́
ẹ̀yìn ìlǔ wò nī ẹ́ n lẹ́
àwọ̀n ìlǔ wò nī wọ̀n n lẹ́'the city that I'm going
[to] is Lagos'
ìlǔ tí mọ́ n lẹ́ nī èkọ́
ìlǔ tí yíó lẹ́ nī èkọ́
ìlǔ tí mọ́ n lẹ́ nī èkọ́
ìlǔ tí ǎ n lẹ́ nī èkọ́
ìlǔ tí wọ̀n n lẹ́ nī èkọ́

- 2.
- tí
- clause;
- tán
- (cooked foods).

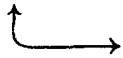
'the food we ate is amala'

'we ate the amala all up'

àmàlà

ǒnjẹ́ tí ǎ jẹ́ nī àmàlà

ǎ jẹ́ àmàlà tán

(ìyán, ìṣū, ìrẹ̀sì, ẹ̀wà, ẹ̀bà 'cooked cassava',
túwó, ẹ̀fọ́ 'green vegetables')

- 3.
- tí
- clause;
- tán
- (uncooked foods).

'the food they cooked
is amala''they finished cooking
the amala'

àmàlà

ǒnjẹ́ tí wọ̀n sẹ́ nī àmàlà

wọ̀n sẹ́ àmàlà tán



(ìṣū, ìrẹ̀sì, ẹ̀wà, gbágúdá, ọ̀kà, ẹ̀fọ́)

- 4.
- títí
- plus
- dī
- (casual and deliberate).

'he read until dark'

ǎlẹ́

ó kǎwě títí dǎlẹ́

ó kǎ iwě títí dī ǎlẹ́

ọ̀sǎn

ó kǎwě títí dọ̀sǎn

ó kǎ iwě títí dī ọ̀sǎn

àárô	ó kâwè títí dāárô	ó kâ iwě títí dī àárô
āāgō kàn	ó kâwě títí dāāgō kàn	ó kâ iwě títí dī āāgō kàn

5. títí plus clause with fī plus verb.

	'I read until he arrived'	'I read until he called me'
kàwě	mō kàwě títí tó fī dé	mō kàwě títí tó fī pè mǐ
↑	(sùn, sǐsě, fōsō, jó, bínú, wě, kōwě)	

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

sé wọn dārā	Se nwọn dara?	Are they any good?
-------------	---------------	--------------------

A

mō rò pě wọn dārā	Mo ro pe nwọn dara	I think they're very
púpô	pupô.	good.

B

ñjẹ ọ mọ	Njẹ o mọ?	Do you know [what]?
----------	-----------	---------------------

A

mọ kíńí	Mọ kíńí?	(Know) what?
---------	----------	--------------

B

gbàgbě

forget

pé mō gbàgbě látí
rāṣū

Pe mo gbagbe lati
ra isu.

That I forgot to buy
yam.

A

isísìyí

now

kílò: jẹ́ nísísìyí

Kini o je nisisiyi.

Now what will you eat?

B

n̄nkānkān (neg.)

anything

n̄ kò n̄ n̄kānkān n̄lẹ́

Ng ko ni nkankan ni
ile.

I don't have anything
at home.

B. NOTES

1. látí after gbàgbě.

Another use of látí is found in this sentence:

mō gbàgbě látí rā ṣū '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:

ṣé ńjẹ́ ń mọ́ 'do you know?'

mọ́ kíńí '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-rè\kéré	mō rò pě wọn tóbí
	'small'	
tūntūn	şé bǎtà-rè\tūntūn	mō rò pě wọn gbó
wọn	şé bǎtà-rè\wọn	mō rò pě wọn dínwó
dará	şé bǎtà-rè\dará	mō rò pě wọn kô dǎrǎ

2. kí plus 2 sg. vs. negative imperative; gbâgbě plus látì.
(1-2, 1-3, 1-2-3)

'I want you to buy fish' 'don't forget to buy fish'

rējā	mō fẹ k'ō rējā	má gbâgbě látì rējā
	(kí òbì-rẹ, fọṣọ náà, lẹ sọjá, şē bẹẹ)	

3. Interrogatives and verb forms used with nísìsìyǐ.

	'where is he now?'	'where are you now?'
wà	níbō ló wà nísìsìyǐ	níbō l'ō wà nísìsìyǐ
fẹ	kíló fẹ nísìsìyǐ	kíl'ō fẹ nísìsìyǐ
şē	kíló nşē nísìsìyǐ	kílō nşē nísìsìyǐ
kọ	kíló nkọ nísìsìyǐ	kílō nkọ nísìsìyǐ
lō	níbō ló nlō nísìsìyǐ	níbō lō nlō nísìsìyǐ

UNIT 37

A. BASIC DIALOGUE: 'Will you eat ẹ̀kọ̀?'

A

ṣó' jẹ̀kọ̀

Ṣe o jẹ ẹ̀kọ̀?

Will you eat ẹ̀kọ̀?

B

bá

to join a person
in doing some-
thing

ō ṣẹ̀un lẹ́ bá mī rà' O ṣeun lẹ bami rā.

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 tī pẹ tī mō tī 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:

nígba nǎà 'at that time'

lójó nǎà

lǎnǎ

kí ǒtò 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. nǎà as a translation of 'also'

In the sentences:

rā àkàrà nǎà 'buy cake also'

pópó òjǒ àtī èmī nǎà 'Popo, Ojo and I'

the element nǎà, 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.

sójá wá' bá mī lǒ sójá 'come to the market with me'

kí wá' bá mī lǒ kí' 'come with me to greet him'

ṣṣṣé wá' bá mī ṣṣṣé 'come help me'

ṣṣ lǒ bá mī ṣṣ' '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 só tī dé láāgō mélǒ ló dé

lǒ só tī lǒ láāgō mélǒ ló lǒ

k'owě	só k'owě'rè tăn	láāgō mēlǒ ló k'owě'rè tăn
nārā	só tī nārā tăn	láāgō mēlǒ ló nārā tăn

b. 'have you sent [word] to him?' 'who sent [word] to him?'

ránşé	ş'ō tī ránşé sí'	tāló ránşé sí'
fōşş	ş'ō tī fōşş'mī tăn	tāló fōşş'mī
āgbádá	ş'ō tī rán āgbádá yǐ tăn	tāló rán āgbádá 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'ōşì	nígbâ wō l'ō lō síbê
fò	ó tī pé tí mō tī fōşş'mī	nígbâ wō l'ō fò'

UNIT 38

A. BASIC DIALOGUE: 'Do you know our house?'

A

ñjě ō mō ilé'wā	Njẹ o mọ ile wa?	Do you know our house?
-----------------	------------------	------------------------

B

mō mọ'	Mo mọ ọ.	Yes, I do.
--------	----------	------------

A

ībẹ		there
òlā		tomorrow
wá síbẹ lǒlǎ	Wa sí ibẹ ni òlǎ.	Come there tomorrow.

B

āāgō		hour, clock
láāgō mélǒ	Ní āgo melo?	At what time?

A

ààbò		half
āāgō kàn ààbò/láāgō kàn ààbò	Āgo kan/Ní āgo kan ãbo.	At 1:30.

B

rētí		to expect
ē máā rētí`mī or: ērētí`mī	È ma retí mī.	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 māā (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 kàn	1:00
	āāgō kàn ààbò	1:30
	āāgō méjì ààbò	2:30

Hours and half hours are expressed according to the formula:

$\bar{a}\bar{a}g\bar{o} + k\grave{a}n \pm \grave{a}\grave{a}b\grave{o} \pm \grave{a}\grave{a}r\hat{o}$	
$m\acute{e}j\hat{i}$	$\grave{o}s\grave{a}n$
$m\acute{e}t\grave{a}$	$\grave{i}r\grave{o}l\grave{e}$
etc.	$\bar{a}l\acute{e}$

The word $\grave{o}s\grave{a}n$ 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:

$l\acute{a}\bar{a}g\bar{o} m\acute{e}j\hat{i} \grave{o}\grave{o}r\bar{u}$	at 2 a.m.
$l\acute{a}\bar{a}g\bar{o} m\acute{e}j\hat{i} \grave{o}s\grave{a}n$	at 2 p.m.
$l\acute{a}\bar{a}g\bar{o} m\acute{e}w\grave{a} \hat{a}\hat{a}r\hat{o}$	at 10 a.m.

The words $\hat{a}\hat{a}r\hat{o}$, $\grave{o}s\grave{a}n$, $\grave{o}\grave{o}r\bar{u}$ etc. follow the numeral, and are without $n\acute{i}$ or its variant form l' .

C. Exercises.

1. Hours of the day.

1 a.m.	$k\grave{a}n$	} $\grave{o}\grave{o}r\bar{u}$
2 a.m.	$m\acute{e}j\hat{i}$	
3 a.m.	$m\acute{e}t\grave{a}$	
5 a.m.	$l\acute{a}\bar{a}g\bar{o} m\acute{a}r\ddot{u}n$	} $\hat{a}\hat{a}r\hat{o}$
6 a.m.	$m\acute{e}f\hat{a}$	
7 a.m.	$m\acute{e}j\acute{e}$	
8 a.m.	$l\acute{a}\bar{a}g\bar{o} m\acute{e}j\grave{o}$	
9 a.m.	$m\acute{e}s\grave{a}n$	

2. mē'tá ā rē'tí'rē láāgō mē'tá ōdé láāgō mē'tá ààbò
 ↑
 '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.)

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UNIT 39

A. BASIC DIALOGUE: 'Sit down. We'll be right back.'

A

ē k'āsān ō

E ku āsan o.

Good afternoon.

B

ō

Oo.

(Reply.)

A

jókǒ

sit down

bô

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 fêrê | sê ōnjê
tán

Nwõn fê se onjê
tan.

The food is about ready.
('They are almost
finished cooking
food')

wõn kò mò pě yló pě

Nwõn ko mò pe ylo
pẹ.

They didn't know that
the food would be
late.

B

jũ

too, excessively

kò tĩ'pě jũ

Kotĩ pẹ ju.

It is not too late.

A

fṵwṵ nṵ

Fṵ ọwṵ nu.

Wash your hands.

B. NOTES

1. The particle jù.

Compare these sentences:

ó tī pẹ́ jù

'it's too late'

ó gǔn jù

'it is too long'

mō sùn jù

'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 tī'pẹ́ jù

'it is not too late'

kò tī'dě

'he hasn't arrived'

we find the element tīi, 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, tīi (used after kò) and tī (used in other positions).

3. The word fẹ́rẹ́ ~ fẹ̀ẹ̀.

ó fẹ̀ẹ̀ l dé

'he is about to arrive'

ó fẹ̀ẹ̀ l kòwé-rẹ́ tǎn

'he has almost finished
his writing'

The word fêrê, 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 fêrê, then l occurs both between the subject expression and fêrê, and also between fêrê 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	ēmī náàljē-ūn jù
pé	mō pé jû	ēmī náàlpé jû
mū	mō mūtí jû	ēmī náàlmūtí jû
sùn	mō sùn jù	ēmī náàlsùn jù
kǎwě	mō kǎwě jû	ēmī náàlkǎwě jû

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 sǐkôyǐ	kò tǐlō
jē-ūn	só tī jē-ūn	kò tǐjē-ūn
pārí	só pārisé`rè	kò tǐpārí
dé	só tī dé	kò tǐdē
pè	só tī pè yǐn	kò tǐpè wǎ
kōjǎ	só tī kōjǎ	kò tǐkōjǎ

3. fẹ̀ẹ̀ ǀ.

'he is about to go swimming'

'when will he go swimming?'

lẹ́ ó fẹ̀ẹ̀ ǀ lẹ́ wẹ́
 dé ó fẹ̀ẹ̀ ǀ dé
 nārā ó fẹ̀ẹ̀ ǀ nārā tán
 kọ́já ó fẹ̀ẹ̀ ǀ nārā kọ́já
 pẹ ó fẹ̀ẹ̀ ǀ pẹ ọ́mọ́

nígbáwò nī yíó lẹ́ wẹ́
 nígbáwò nī yíó dé
 nígbáwò nī yíó nārā tán
 nígbáwò nī yíó kọ́já
 nígbáwò nī yíó pẹ ọ́mọ́

UNIT 40

A. BASIC DIALOGUE: 'It is pounded yam you prepared.'

A

īyán
 gún
 īyán lẹ́ gún

Iyán ni ẹ́ gun.

pounded yam

pound, pierce

It is pounded yam you prepared.

B

tàbí
 tàbí ẹ́ fẹ́

Tabí ẹ́ ko fẹ́?

or

(Or) don't you like it?

A

mó fẹ́
 mà

Mo fẹ́.

[Yes], I do.

(exclamatory particle)

ẹ́rān

meat

pọ́

to be abundant

ēṛān yǐlpò jù īlá tún	Ḑṛan yǐ ma pò ju!	This is too much meat! okra to do again
ōbè īlá tún nī	Ōbè ɪla tun nɪ!	{ There's also okra soup! There's okra soup again!

B

ṣ'ē fē	Ṣe ɛ fɛ ɛ?	Would you like some?
--------	------------	----------------------

A

mō fē	Mo fɛ ɛ.	I would.
-------	----------	----------

B

yó		to be satisfied with food
jē-ūn yó dāā dāā	Jɛun yo dā dā.	Eat your fill.

A

ē ṣé púpô	Ḑ ṣe pupô.	Thank you very much.
-----------	------------	----------------------

B. NOTES

1. Emphatic mā.

In the sentence

ēṛān yǐlmà pò jù 'this is really too much meat!
('This meat indeed abounds too much! ')

we find the particle mā. 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), māā ~ māā (habitual) and mó '(not) again'. mā 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 dáádáā	'eat your fill'
mō yó dáádáā	'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'
āó tǔn lẹ́ lólá	{ 'there is okra soup again'
āó tǔn lẹ́ lólá	'we will go again tomorrow'
mō tún pẹ́	'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 mǒ	
n̄ kò tǔn lẹ́ síbẹ́ mǒ	

In negative sentences of repeated action, one may use either tún before the main verb, or mó 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?'

lõ	mõ lõ síbê lǎǎ	sé õ' tún lõ síbê lõlá
rí	mõ rí' lǎǎ	sé õ' tún rí' lõlá
şışé	mõ şışé lǎǎ	sé õ' tún şışé lõlá
bá	mõ bá wõn şışé lǎǎ	sé õ' tún bá wõn şışé lõlá

2. tún + verb, past tense. (1-2, 2-3, 1-2-3)

'they danced in the
afternoon'

'they danced again in
the evening'

jó	wõn jó lõsǎn	wõn tún jó nírôlě
mū	wõn mū kōfí lõsǎn	wõn tún mū kōfí nírôlě
pè	wõn pê wǎ lõsǎn	wõn tún pê wǎ nírôlě
nārā	wõn nārā lõsǎn	wõn tún nārā nírôlě
wè	wõn wè lõsǎn	wõn tún wè nírôlě

3. Alternative negatives of repeated action. (1-2, 1-3, 2-3, 3-2)

'don't go there again'

lõ	má tún lõ síbê	má lõ síbê mǒ
sē	má tún sē túwó	má sē túwó mǒ
gbâgbě	má tún gbâgbě	má gbâgbě mǒ
wò	má tún wòlé	má wòlé mǒ
yà	má tún yà sǒtún	má yà sǒtún mǒ

UNIT 41

A. BASIC DIALOGUE: 'I bought a mat in the market.'

A

ẹ́ní
mò rẹ́ní kàn lóǵá

Mo ra ẹ́ní kan ní
ǵja.

mat
I bought a mat in the
market.

B

fún kíní

Fun kíní?

What for?

A

látì máǎ fí sùn

Latí ma fí sùn.

To sleep on.

B

şó tòbí dáǎdáǎ

Şe o tobí dáǎdá?

Is it big enough?

A

kò tòbí púpô

Ko tobí pupô.

It's not very big.

B

tó
báwó ló tò

Bawo ní o to?

to amount to
How big is it?

A

ẹ̀sẹ̀
mẹ́rìn
ó tò ẹ̀sẹ̀ mẹ́rìn

O to ẹ̀sẹ̀ mẹ́rìn.

foot, leg
four
It's four feet [long].

B

rà kǎn fún mí

Ra ọkan 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

tìrē

your

kó tó tìrē nàà

Kí o to tìrē nã.

The size of yours.

A

ó dáǎ

O dǎ.

O.K.

B

wá gbà' lólá'

Wa gba a ni ọla.

Come get it tomorrow.

A

ō̃ ̃ sē-ūn

Ō ọseun.

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 tó

'how long is it?'

kí ó gùn tó báwò

'how long should it be?'

Answers to these questions may be of the forms:

ó gûn pǔpò	'it's quite long'
ó gûn diě	'it's not so long'

2. Independent possessive pronouns.

In addition to the dependent possessives *ìmī*, *ìrē* 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:

tēmī	ìmī	tīwā	ìwā
tìrē	ìrē	tīyín	ìyín
tīrẹ	ìrẹ	tīwọn	ìwọn

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 i 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, wọn, tóbī)	

2. Questions of quantity.

'how long is the rope?'

'it is not so long'

ōkùn	ōkùn nǎàlgùn tǒ báwò	ó gûn diě
òkò	òkò nǎàlwọn tǒ báwò	ó wọn diě
āşò	āşò nǎàlgbó tǒ báwò	ó gbó diě
āhéré	āhéré nǎàltóbī tǒ báwò	ó tóbī diě
ōyīn	ōyīn nǎàlpò tǒ báwò	ó pò diě

3. Dependent vs. independent possessives. (1-2, 2-1)

'my cloth is long' 'mine is long'

āş̣ṑmīlgùn	tēmīlgùn
āş̣ṑrēlgùn	tīrēlgùn
āş̣ṑrēlgùn	tīrēlgùn
āş̣ṑwālgùn	tīwālgùn
āş̣ṑyīngùn	tīyīngùn
āş̣ṑwōngùn	tīwōngùn

4. Dependent possessive pronouns as subjects with and without tone change.

a. 'ours is cheap' 'what about yours?' 'ours is not cheap'

dínwó	tīwāldínwó	tīyīnlínkò	tīwā kò dǐnwó
gbó	tīwālgbó		tīwā kò gbó
gùn	tīwālgùn		tīwā kò gùn
pò	tīwālpò		tīwā kò pò

b. 'theirs is good' 'what about his?' 'his is not good'

dārā	tīwōndārā	tīrēlínkò	tīrē kò dǎrā
wōn	tīwōnwōn		tīrē kò wōn
tóbī	tīwōntóbī		tīrē kò tǒbī
pò	tīwōnpò		tīrē kò pò
wà	tīwōnwà nǐbí		tīrē kò wà nǐbí

UNIT 42

A. BASIC DIALOGUE: 'How much is your cloth?'

A

èlǒ lǎṣọ̀ yín

Èlò ní aṣọ̀ yín?

How much is your cloth?

B

ṣílê mǎrùn nī

Ṣílè marun ní.

It is five shillings.

A

ṣílê mǎrínlínkó

Ṣíle mǎrín nkọ̀?

How about 4 shillings?

B

kò gbà/rárá kò gbà
/rárá kó gbà

Ko gba/Rara ko gba.

Not for that price.

('it doesn't take')

A

ẹ̀ tà' fún mī

Ẹ̀ tà fun mí.

Sell it to me.

B

mówówá

Mu owo wa.

('Bring money')

A

ṣẹ́njí }
ṣẹ́ngí }

change

ẹ̀ fún mī ní ṣẹ́ngí Ẹ̀ fun mí ní ṣẹ́ngí.

Give me change.

B

éǒ l'ò ní

Èlò ní o ní?

How much do you have?

A

měwǎ		ten
şilê mēwǎ nī	Şile mēwa nī.	Ten shillings.

B

şéngî`rē nìyǐ	Şengı rē nıyı.	[Here] (this) is your change.
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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 mókânǎ	11	s. ('one in addition to 10')
mējîǎ	12	
mētâǎ	13	
mērînǎ	14	

So far, so good. The form lǎ is explained by Abraham as a shortened form of lé èwǎ '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)é`dǒgún/mărûn dǐnlógún	15	('5 less [than] 20')
mērîn dǐnlógún	16	
mētâ dǐnlógún	17	
mējî dǐnlógún	18	
mókân dǐnlógún	19	
ōgún	20	

mọ̀kàn lélógún	21	('one in addition to 20')
méjì lélógún	22	
mẹ̀tá lélógún	23	
mẹ̀rìn lélógún	24	
mẹ̀dọ̀gbọ̀n/máarùn dínlọ̀gbọ̀n	25	('5 less [than] 30')
mẹ̀rìn dínlọ̀gbọ̀n	26	
mẹ̀tá dínlọ̀gbọ̀n	27	
méjì dínlọ̀gbọ̀n	28	
mọ̀kàn dínlọ̀gbọ̀n	29	
ọ̀gbọ̀n	30	
mọ̀kàn 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 kǎn
sǐ

Mo tun fẹ ra kan
sɪ 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 kǎn ààbò nǐ

Şile kan ābò nɪ.

It's 1/6.

A

m'á sǎn şilê kǎn

Mã 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:

ogójî	40	(ogún èjì 'two 20's')
à'dótà	50	(à'dín ogótā '10 from 3 x 20')
ogótà	60	(i.e. 'three 20's')
à'dorin	70	

ōgōrín	80	
à'dōrùn	90	
ōgōrùn	100	(1.e. 5 x 20)
à'dōfâ	110	
ōgōfâ	120	(1.e. 6 x 20)
à'dójè	130	
ōgójè	140	
à'dójò	150	
ōgójò	160	
à'dòsǎn	170	
ōgòsǎn	180	
à'dowǎ or: Ìgbá dínmewǎ	190	
ōgòwǎ or: Ìgbā	200	

2. The modern terms for Nigerian currency.

éìpīnì	1/2 d
kòbò	1 d
kòbò mējì	2 d
tòrò	3 d
kòbò mērín	4 d
sísì	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

ṣílê 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

òrẹ́ mī

Òrẹ mī.

My friend!

B

ẹ̀n' mò ńbò

Ẹ̀n, mo mbò.

Yes, I'll be right with you.

A

wí

say

kíl'ò wí

Kíní o wí?

What did you say?

B

rán

send

íṣẹ́

errand

mò fẹ́'rán ọ níṣẹ́

Mo fẹ ran ọ ní ịṣẹ.

I want to send you [on an errand].

A

íṣẹ́ 'kíní

Ịṣẹ́ kíní?

What kind of errand?

B

mò fẹ́ k'ò lẹ́ sọ́jà

Mo fẹ kí o lẹ sí
ọ́jà.

I want you to go to the market.

k'ò sì bāmī rẹrān

Kí o sí ba mí ra
ẹrān.

To buy some meat for me.

B

ẹrān írú wò

Ẹrān iru wò?

What kind of meat?

B

mààlùù

cow

ẹrān-mààlùù

Eran mǎlu.

Beef.

B. NOTES

1. 'Why?'

kíní sē tí ǒ lẹ sọjǎ '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 lẹ sọjǎ látí rā ẹrān 'I went to the market to
(go) buy meat'

mō lẹ sọjǎ nítōrípé mō 'I went to the market because
fé rā ẹrān I wanted to buy meat'

The word látí 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 fé kí ǒ lẹ sọjǎ 'I want you to go to the
kí ǒ sì bá mī rā ẹrān market and buy me some meat.'

mō wẹ mō sì fọsọ̀mī '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 sǐlé	nítōrípé ārā̀rẹ̀ kò dǎ
wá	kíní sē tó pādà wǎ	
ībẹ̀	kíní sē tó pādà sǐbẹ̀	
ībí	kíní sē tó pādà sǐbí	
ilù̀rẹ̀	kíní sē tó pādà sǐlù̀rẹ̀	

2. Alternative forms of answers for 'why' questions.

'why did he go home?'

'because he wanted to get something'

kíní sē tó lō sílé

$$\left\{ \begin{array}{l} \text{nítōrípé ó fẹ́' gbā òkàn} \\ \text{ó lō sílé láti gbā òkàn} \end{array} \right.$$

kíní sē tó lō sódô

$$\left\{ \begin{array}{l} \text{nítōrípé ó fẹ́' wẹ} \\ \text{ó lō sódô láti wẹ} \end{array} \right.$$

kíní sē tó nlō sílé'wě

nítōrípé ó fẹ́' kọwě

kíní sē tó mǎá nsùn lǒsǎn

nítōrípé ó nsìsẹ́ lórù

('because he works at night')

3. sì.

'I gave them money'

'I went there and gave them money'

fún mō fún wọn lówó

mō lō síbẹ́ mō sì fún wọn lówó

jọ mō jọ

mō lō síbẹ́ mō sì jọ

bá mō bá wọn sísẹ́

mō lō síbẹ́ mō sì bá wọn sísẹ́

kà mō kǎwó náà

mō lō síbẹ́ mō sì kǎwó náà

('counted the money')

rí mō rí

mō lō síbẹ́ mō sì rí

pè mō pè

mō lō síbẹ́ mō sì pè

jẹ-ūn mō jẹ-ūn

mō jẹ-ūn n̄ kò sì yó

UNIT 45

A. BASIC DIALOGUE: 'Buy some soup ingredients.'

A

k'ō rā ñnkān ọbẹ nǎǎ Kí o ra nkan ọbẹ Buy some soup
na. ingredients.

k'ō sì kǒ wọ̀n sílé Kí o sì kó wọ̀n sí And put them in the
fún mí ile fun mí. house for me.

B

ēlē'lǒ how much worth
ẹrān ēlē'lǒ Ẹran ẹlò? How much worth of meat?

A

ẹrān sílê kǎn ààbọ Ẹran síle kan ǎbọ. 1/6 worth.
jọwọ má pẹ ǒ Jọwọ ma pẹ o. Please don't delay.

B

ñ kò nǐ pẹ Ng kò ní pẹ. I won't be long.

B. NOTES

1. Negative future with kò nǐ.

The sentence: ñ kò nǐ pẹ '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 nǐ pẹ	I won't be late.
kò nǐ pẹ	He won't be late.
kò nǐ tětè dẹ	He won't arrive early.
yíó tětè dẹ	He will arrive early.
wọn yíó tětè dẹ	They will arrive early.
wọn kò nǐ wọkọ	They won't take a bus.
wọn kò nǐ mú sù-úrú	They won't be patient.
wọn kò nǐ pàrí íṣẹ́ wọn lólá	They won't finish their work tomorrow.
ínú wọn kò nǐ 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 ìyọ̀ òyìnbọ̀ ṣílê kān fún mī	Give me 1 s worth of sugar.

tā ògèdè wēērē ṣílê kǎn fún mī	Give me 1s worth of bananas.
mō rā ògèdè wēērē ṣílê mējǐ āābò	I bought 2/6 worth of bananas.
mō rā iyò òyìnbǒ ṣílê mējǐ āābò	I bought 2/6 worth of sugar.
mō rā òyīn ṣílê mējǐ āābò	I bought 2/6 worth of honey.
mō rā èpà ṣílê mējǐ āābò	I bought 2/6 worth of ground- nuts.

UNIT 46

A. BASIC DIALOGUE: 'My work is difficult.'

A

nīrā

difficult

Ìṣẹ́ mī nīrā púpò

Ìṣẹ́ mī nīrā púpò.

My work is very difficult.

B

Ìrú Ìṣẹ́ wò nī

Iru Ìṣẹ́ wò nī.

What kind of work is it?

A

jēmọ́

involve, concern

Ìṣẹ́ tó jēmọ́wó nī

Ìṣẹ́ tó jēmọ́wó nī.

Work that involves
money;

gbōwó

to receive money

āgbōwó

cashier

èmī nī āgbōwó Ìṣẹ́
nāàEmī nī agbowo Ìṣẹ́
na.I am the cashier of the
enterprise.

sānwó

pay money

ènià		people, person
mō nsî sãnwó féníà	Mo sì nsan owo fun	I also pay people.
	enia.	
pé		complete, perfect
látì		must
ōwó látì pé dǎǎdǎǎ	Owo latì pe dǎǎdǎ.	The account must be correct.

B. NOTES

1. An additional use of látì: 'must.'

ōwó látì pé dǎǎdǎǎ	}	'the money must be correct'
ōwó ní látì pé dǎǎdǎǎ		
mō látì lǒ	}	'I must go.'
mō ní látì lǒ		

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 lǒdô	'It is very difficult to swim in the river.'
gígún iyán\ nīrā fún mī	'The pounding of yam is difficult for me.'
Yōrùbǎ sísǒ kò nīrā	'Speaking Yoruba is not hard.'
èdè òyìnbǒ\ nīrā látì	'It is hard to understand English.'
gbó (èdè 'language')	

2. jēmó

òrò náà\jēmó ìkú (òrò
'speech, word')

'The subject of conversation
was death.'

òhùn tí mō wí\jēmó ìṣíró

'What I said related to
mathematics.'

ìpè yí\jēmó ìbínú

'This call implies annoyance.'

òhùn t'ò sọ\jēmó mī

'What you said concerns me.'

3. ènià

ènià mēlǒ ló wá nǐí?

'How many people are here?'

mō lè ká (àwǒn) ènià mēwǎ.

'I can count ten people.'

pē ènià tǐ ǒ bá mǒ

'Call someone you know.'

òkò náà\pā ènià mētá.

The car killed three people.'

4. ní látì

'the money is correct'

'the money must be correct'

òwó náà\pé dáádáá

òwó náà\ní látì pé dáádáá

mō fé' rá kǎn

mō ní látì rá kǎn

ó dínwó'rẹ

ó ní látì dínwó'rẹ

mō tà' fún

mō ní látì tà' fún

yíó wǎ gbà' lólá

ó ní látì wá' gbà' lólá

nó sè ǒnjẹ tán

mō ní látì sē ǒnjẹ tán

yíó pẹ

ó ní látì pẹ

UNIT 47

A. BASIC DIALOGUE: 'I am a clerk.'

A

kòwě

write

ākòwě

clerk

ākòwě lēmī

Akòwe nī emī.

I am a clerk.

kìlṣē lṣē ȳwó

Kì 1 ṣe lṣe ȳwo.

It isn't financial work.

ṣùgbõn ó nīrā

Ṣugbõn o nira.

But it is difficult.

mójútó

to oversee

mō nmōjútó ẹrū nī

Mo nmo juto ẹru nī.

I take charge of the goods.

B

īrú ẹrù wō

Iru ẹrù wo?

What kind of merchandise?

A

ẹhìn

back

ȳdī

second outer wall
around town,
enclosing an
area used for
farming during
a siege

ẹhìn ȳdī

distant parts,
abroad

ẹrù tǒ n̄wȳlé látẹhìn
ȳdī.

Ẹru tǐ o nwȳle lati
ẹhìn ȳdī.

Imported goods from
overseas.

B

ā́ ó yé mī

Ha! o ye mī.

Ah! I understand.

A

ìjòbā

the government

fàyàwǒ

smuggle

ìjòbā kò fẹ̀rú ʔfàyàwǒ

Ijoba ko fẹ erú
fàyàwǒ.The government does not
want smuggled goods.

B. NOTES

1. Conditional if-clauses: bí... bá....bí ǒ bá tǎ ẹ̀rú ʔfàyàwǒ
ǒ́ ɓò sínú ìyòṇú/tí ǒ...'if you sell smuggled goods,
you will get into trouble'bí ǒ bá wá lólá/tí ǒ...
ǒ́ rí'if you come here tomorrow,
you will see him'bí ǒ bá mọ̀nà/tí ǒ...
júwě ʔrẹ̀ fún wá'if you know the way, please
describe it for us'bí ǒ bá pẹ̀ jù/tíó...
ǎó ẹ̀ lólá'if it is too late, we will
come [back] tomorrow'bí ẹ̀bī bá ńpá'...
cf. ẹ̀bī ńpá'...'if he is hungry...
'he is hungry'

The first clause in each of these sentences is of the form:

$$\left. \begin{matrix} bí \\ tí \end{matrix} \right\} + \text{subject} + bá + \text{verb}$$

The tones of ẹ̀bī 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 ịyán	bí ō bá/t'ō bá fẹ́ ịyán, n'ó/m'á t'ọ́jú ' diẹ	'if you like ịyán, 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, w'ọ́lé	'if you are cold, come into the house'
mō pé	bí ō bá pé, w'ọ́kò	'if you are late, take a bus'
ērān mààlúùl w'ón	bí ērān mààlúù bá w'ón jū, rā ējā.	'if beef is too expensive, buy fish'
dínwó'rẹ	bí ọ́ bá dínwó'rẹ n'ó/ m'á rā'	'if you will reduce the price, I'll buy it'
ẹn'í náàltóbī	bí ẹn'í náà bá tóbī n'ó/m'á rā'	'if the mat is big, I'll buy it'
ẹn'í y'ıldárā	bí ẹn'í y'í bá dárā, n'ó /m'á rā kán sí' l'ọ́lá	'if this mat is good, I'll buy another tomorrow'

2. mójútó

mójútó ẹ̀k'ọ́'rẹ́ dáádáá

'Be very careful of your
lessons/education.'

bàbá náàlmójútó ọ́m'ọ́'rẹ́

'The father takes care of
his children.'

mō mójútá àwōn ālāgbàsē wā 'I took care of our
workers.'

iyawō nmójútó àwōn ọrẹ mī 'My wife is caring for
my friends.'

3. ìjōbā

ìjōbā náà fẹ́ kí àwōn ènià rẹ́ 'The government wants its
sān ọwó ọrí. (ọwó ọrí
'(any) tax')

òsìsẹ́ ìjōbā nī ẹgbọn mī 'My older brother is a
(òsìsẹ́ 'worker') government employee.'

ìjōbā wá fún wā ní ẹkọ́ 'Our government gives us
ọfẹ́ (ọfẹ́ 'free of
charge')

āsōjú ìjōbā sàrò dé láná 'The Sierra Leonian ambas-
(sàrò 'Sierra Leone') sador arrived yesterday.'

4. ẹhìn ọdì

ẹgbọn mī wà ní ẹhìn ọdì 'My older brother is out
of the country.'

ārá ẹhìn ọdì nī ọrẹ wā 'Our friends are foreigners.'

ọjà ẹhìn ọdì pọ ní ilú 'Foreign goods are plentiful
nísìsìyí in [this] country now.'

mō fī iwě mī ransẹ sí 'I sent my books abroad.'
ẹhìn ọdì

UNIT 48

A. BASIC DIALOGUE: 'I'm a Foreign Service Officer.'

A

ṣṵjú

to represent

āṣṵjú

representative

āṣṵjú lēmī

Aṣoju ni emi.

I'm a Foreign Service Officer.

('I'm a representative')

B

āṣṵjú ilǔwò

Aṣoju ilu wo.

A representative of what country?

A

āṣṵjú ilǔ-āmeríkā
nī mī

Aṣoju ilu America
ni mi.

...Of America.

tṵjú

to take charge of

mō ntṵjú īṣẹ wṵnyĩ

Mo ntṵju īṣẹ wṵnyĩ:

I'm in charge of the following matters:

ṵjà àtṵwó

ṵja atī owo,

Trade and finance,

ārīnrīnàjò

arīnrīnajo

visitor, traveller,

īròhìn

foreigner

àlàyě

news

òkèèrè

explanation

foreign

àtī àlàyě īròhìn òkèèrè.

And explaining foreign news.

B

īṣẹ rẹ nīrā ó sī pò

īṣẹ rẹ nīra o sī pò.

Your work is difficult, and there's a lot of it.

B. NOTES

1. wòn as a pluralizer with demonstratives.

īṣé 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.		Prefix	Predicate			
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.		Prefix				
ìbínú	'anger'	ì	bí	'to annoy'	ínú	'inside'
ìṣòwò	'act of trade'	ì	ṣē	'do'	òwò	'trade'
ìjòbā	'government'	ì	jē	'ascend throne'	òbā	'king'
ābǎṣīṣé	'apprenticeship'	à	bá	'accompany'	ṣīṣé	'do work'

These nouns are abstract. The noun with prefix à contains more than one verb root within its stem.

c.		Prefix	Noun
ōnìlé	'householder'	ōnì	ìlé 'house'
òlópá	'policeman'	òní	òpá 'stick'

mō pẹ nībīṣẹ lánǎ

Mo pẹ ni ibiṣẹ ni ana. I stayed late at work
ana. yesterday.

B

kílô ñṣẹ
or: kílô ñṣẹ

Kini o nṣe?

What were you doing?

A

mō fẹ́ pārí íṣẹ́mí

Mo fẹ pari iṣẹ mi.

I wanted to finish
my work.

íṣẹ náà wà nílẹ̀ pẹ́

Iṣẹ nǎ wà ni ilẹ̀ pẹ́.

The work has been
accumulating for
a long time.

B

ràn lǒwọ́

to assist

òlùràn lǒwọ́

assistant

kò sǐ òlùràn lǒwọ́ nǐ

Ko si oluranlọwọ ni?

Isn't there any
assistant?

A

ìsínmí

vacation, leave

òlùràn lǒwọ́ gbà ìsínmí

Oluranlọwọ gba isinmi.

The assistant is on
('took') vacation.

tẹwě

to type, print

mō tẹwě púpọ́

Mo tẹ iwe pupọ.

I did a lot of typing.

rō

to pain

òrùn

neck

òrùn ọwọ́

wrist

òrùn ọwọ́ rō mí

Orunowo ro mi.

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 ʃè pāráːrē	Ma ʃe pa ara rē.	Don't kill yourself.
máː ʃē diédǐē	Mǎ ʃe diẹ diẹ.	Take it easy. ('Do little by little.')
A		
ǝ ʃē-ūn	O ʃeun.	Thank you.
ñkò nǐ pẹ bẹẹ mǒ.	Ng ko nǐ pẹ bẹ mǒ.	I won't stay late like that again.
B		
àwǝn alábasǝsǝːmǐl pǝ	Awǝn alabasǝsǝ mǐ pǝ.	My co-workers are numerous.
wǝn ñrân mǐ lǝwǝ	Nwǝn nran mǐ lǝwǝ.	They help me.
ǝgán		at once
ā ñpārǐ ǐsǝːwā	A ñparǐsǝ wa	We finish our work on
lǝgán	lǝgan.	time.
kódā		otherwise
kódā ā kǐǐ ʃǐsǝ	Koda, a kǐ ʃǐsǝ	We don't work on
nǐ sǎtǐdé	nǐ Satǐde.	Saturday, either.
wù		to please
ìyēnǐwù 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 máǎ wí tẹlẹ mī. Repeat after me.
 3. È máǎ wí gégé bí mǒ tī nsǒ. Say exactly as I am saying.
 4. Jòwǒ rǒrǎ sǒrǒ. Please, speak slowly ('gently')
Jòwǒ má ẹ́ yárá sǒrǒ. Please, do not speak fast.
 5. È fǒrí jì mǐ, ñkò lẹ sǒ Please excuse me, I can not
Yǒrùbǎ dáádáá. speak Yoruba very well.
(I cannot speak Yoruba at all)
- | | |
|--------|-------|
| Íbò | Igbo |
| Hǎúsá | Hausa |
| Bìní | Bini |
| Ìbìbìò | Efik |
6. Mǒ fẹ́'ràn látí máǎ sǒ Yǒrùbǎ, I like to speak Yoruba, though
bí ǒ tī lẹ́ jẹ́ pé ñkò lẹ́ I can not speak it very well.
sǒ' dáádáá.
 7. Á ñkẹ́kọ́ Yǒrùbǎ lóní. We are learning Yoruba today.
ńsọ́tàn' telling Yoruba stories
 8. Gbǒgbǒ ẹbí'mí'ínkọ́ Yǒrùbǎ. All my family is learning Yoruba.
 9. Àwọ̀n ǎrá ilẹ́ ' Yǒrùbǎ nǐ We are living with the Yorubas.
ǎ mbá gbé. ('It is the people of Yoruba land we are living with.')

10. Ā tī nkó Èdè-Yōrùbǎ tó We have been studying Yoruba
 ìwǒn ǒsù mětá sèhîn. language for the past three
 (èhìn 'back') months.

11. Ā nkó Èdè-Yōrùbǎ fún We study Yoruba language for
 wákátí kòkàn lójò-júmọ́. one hour every day.

12. Mō nkā Yōrùbǎ fún ìsẹ́jú diẹ lálá-lẹ́.
 ìwě ìtàn
 bíbelí
 ìwě ǎrò
 ìwě ìdǎrāyá

I read Yoruba for few minutes every night.

story book/history book
 Bible
 poetry book(s)
 comic book(s)

13. Èdè-Yōrùbǎ|yàtò sǐ Èdè-Gẹ̀ẹ́sì.
 Àgànyìn Pàʼyǎn`
 Hāúsá Pòtògí
 Ígbô Fārāñsé

Yoruba (language) is different from English.

Ghana	Spanish
Hausa	Portuguese
Igbo	French

14. Ó sôrō fun mī látì sô Yòrùbǎ dáádáá.
 nīrǎ kǎ
 kô
 túmô
 sàlàyě

It is difficult for me to speak Yoruba well.

read

write

translate

explain

- 15 Bákān nǎà nī Ó sôrō fún mī Likewise, it is difficult for
 látì rǎntí gbōgbō òrô'rè. me to remember all the
 Yoruba words.

16. Bẹ̀nī mō fẹ́ràn látì kó èdè Yòrùbǎ púpô.
 kǎ
 sô
 kô

And I like to study Yoruba language very much.

read

speak

write

17. Kò dǎ mī lójú pé mō lè kǒ Yòrùbǎ.

gbǒ

rǎntí

ṣàlàyě

kǒ

I am not certain if I am able to study Yoruba.

understand

remember

explain

write

18. Mō pīnū látí kó Yòrùbǎ fún ǒṣù mětá sí.

kà

òsẹ

mětá

sǒ

ǒdún

mẹ̀dẹ̀gbòn

kǒ

ǒjǒ

mėjílǎ

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-kẹ́fà .

I passed Standard Six.

{yēgē}

kẹ́rín

Four

{yējē}

kàrún

Five

wǒmí

failed

20. Mō { yējē } ēré ìjē. I made the team.
 { yēgē }
 { mōkê }

wōmī failed to make

21. Olùkọ́ wā kọ wǎ ní ìjẹ́tá.
 ālabōjútó ìjẹ́rín
 bālógūn ìjārún
 ālákòsò ìjẹ́fà
 olótù 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 dẹ lóṭùnlā.
 ākòwě pādà lójómẹ́rín
 ālabōjútó jǎdẹ lójómẹ́wǎ
 oníṣẹ̀gùn àjò lógúnjọ́

Our instructor will arrive day after tomorrow.
 clerk return in four days
 supervisor come out ten
 doctor make a trip twenty

23. Ōlùkọ̀' mīlgbọ̀n púpọ̀ My instructor is very intelligent.
 ọlótù ọ́jáfáfá The president smart
 bālógún ọ̀yọ̀bọ̀ The captain clownish
 ọ́fá slow

24. Mō máá ńsẹ̀ àtúnṣẹ̀ pípọ̀ I always make many corrections.
 àròyě do much complaining

25. Ōlùkọ̀' mīl máá ńyẹ̀ My instructor always goes over
 àtúnṣẹ̀' mī wò. my corrections.

26. Mō mbéèrè ọ̀pọ̀lọ̀pọ̀ ńkàn tí kò bá yé mī.
 ńwádí

I asked many things that I do not understand;
 inquired about

ìbẹ̀ẹ̀rẹ̀' mīl sì pọ̀ and my questions are many.
 ọ̀wádí 'mī inquiries

27. Nígba mǐràn Ōlùkọ̀ 'mīl máá ńdáhùn ìbẹ̀ẹ̀rẹ̀' mī.
 bàbá
 ọ̀rẹ̀
 āládùgbò
 ālábǎṣṣẹ̀

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 pẹ́.

nǐ làákáyẹ̀

ní òyē

jòlò

The answer is not satisfactory.

sensible

wise

smooth

30. Ògīrī-ìkòwě̀l wà nǐ ìyàrà
tí ǎ nkẹ́kọ́.

There is a blackboard in our
classroom.

31. Jòwọ́ lẹ́ dúró lẹ́bǎ/sẹ́bǎ
ògīrī-ìkòwě̀.

Please go to the blackboard.

('Please, go and stand near the
black-board.')

32. Ẹ́ pǎ ìwě̀yín.
àpọ́tí
ìlẹ̀kùn

Close your books.

boxes

door

47. Àkǒkô wō nī ìgbà èèrùn?
 òjò
 ōyẹ
 òwòrẹ

What period is the dry season?
 rainy season?
 harmattan?
 cloudy part of the dry season?

48. Ìgbà èèrùn ní ìlẹ̀ Nàìjíríà
 bẹ̀rẹ̀ láti ọ̀sù Kọ̀kànlǎ ọ̀dún
 títí dī ọ̀sù 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 àgbẹ̀lǎ má' nǵbīn àgbàdō
 àtī Èwà lákǒkô òwòrẹ.

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 sǐ 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.
 ōyẹ
 èèrùn

We are in rainy season.
 harmattan
 dry

52. Lẹ́hìn èyí èwō ló kàn? After this what next?
53. Àkǒkò òwòrẹ́. Mid-dry season.
54. Lẹ́hìn ọ̀gìnnìtìn lókān àkǒkò ọ̀jò àrọ̀kúrò. After mid-wet season, comes the late rains.
55. Èrùn nī ó tẹ́lẹ́ àkǒkò ọ̀jò. Dry season follows the rainy season.
56. Nī àkǒkò èrùn nī ā nní ọ̀yẹ́. We have harmattan in the dry season.
57. Ìgbàwō nī àkǒkò èrùn yín. What time of the year do you have dry season?
58. Ìgbà èrùn ẹ̀rẹ́ nǐ ọ̀sù kọ̀kànlá ọ̀dún títí 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 nkọ́? What of the harmattan?
60. Ọ̀yẹ́ ẹ̀rẹ́ nǐ ọ̀sù kẹ́jílá 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 ọ̀yìn bọ́lọ́yàtọ́ sǐ tīyín. The summertime in white men's countries is different from yours.

62. Ìgbà wó nì àkòkò èèrùn nì
ìlù ọ̀yìnḃò? What months of the year are
the summer in white men's
countries?
63. Ìgbà èèrùn ìlù ọ̀yìnḃò\ḃèrè
nì 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 èèrùn nì Àrìwá\gùn
jū tī Gúsù lẹ́. Dry season in the North is
longer than the dry season
in the South.
65. Bẹ̀ẹ̀ sì nì àkòkò ọ̀yẹ́ ní Àrìwá
nàà\gùn. Likewise the harmattan in the
North is longer.
66. Sọ́ fún mī iyàtò tǐ ó wá nǐbẹ́. Tell me the difference in it.
67. Ìgbà èèrùn nì Àrìwá\ḃèrè látí
ọ̀sù kẹ́wá ọ̀dún ó sí pàrí ní
ọ̀sù kẹ́rín ọ̀dún. Dry season in the North starts
from October and ends in
April.
68. Ọ̀yẹ́\ḃèrè nì gẹ́rẹ́ tí èèrùn\
ḃèrè nì āpá Àrìwá. Harmattan starts as soon as
the dry season starts in the
Northern Region.
69. Ọ́ sẹ̀un sùgbǎn mọ́ fẹ́ mọ́ bí ẹ́
ní àkòkò ọ̀tùtù. Thank you, but I would like to
know if you have winter.
70. Bẹ̀ẹ̀nī ā ní, sùgbǎn bí ẹ́ bá
fẹ́ mọ́ dáádáā, ẹ́ ní látí
lẹ́ sí āpá Àrìwá. Yes, we have, but if you want
be sure you would have to go
to the Northern Region.
71. Ní āpá Gúsù, ènià kò lẹ́ sọ́
dájú sáká pé àkòkò ọ̀tùtù
niyí. In the South, people cannot
say with certainty that
this is winter.

72. Nítōrípé ní àkǒkô ǫyẹ ní
òtútú ñmú, şugbõn òòrùn
tètè ntā, ā sì lě òtútú
lǫ.
Because during the time of
harmattan it is very cold,
but the sun comes out quickly
which suppresses the effect
of the cold.
73. Òtútú ñmú ní Àrǐwá púpô
ní igbà ǫyẹ.
It is always very cold in the
North during the harmattan.
74. Òtútú ñmú ní ilǔ ǫyìnbõ
púpô.
It is very cold in white men's
countries.
75. Àkǒkô wō ní òtútú ilǔ
ǫyìnbõ ñmú?
What time of the year is winter
in white men's country?
76. Ó fẹrẹjẹ igbà kǎn náà pẹlǔ
ǫyẹ ní ilǔ yín.
It is almost the same time
as the harmattan in your
country.
77. Àkǒkô òtútú ilǔ ǫyìnbõ bẹrẹ
ní ọ̀şù kẹjilǎ ọ̀dún tí tí dī
ọ̀şù kẹtá ọ̀dún.
The winter in white men's
country starts in December
till March.
78. Njẹ ọ 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 dàbǐ yānrìn, şugbõn
fūnfūn nī, ó ńrọ sí
ilẹ bí ọjò.
It looks like, sand, but it is
white, [and] it pours down
like rain.
81. Şé ọmī dídī nī?
Is it ice/hail?

82. Ōmī dídî nī, şùgbõn ó yǎtò
sǐ ōmī dídî tǐ ā nrâ nǐ
īlé ọjà. It is frozen water, but it
is different from the ice
we buy in the stores.
83. Òtùtù nmú púpọ ní àkǒkô nǎà. It is very cold at that time.

Group IV: Food and Cooking.

84. Kó ẹyīn sínú ōmī.
ẹwà beans
ẹpà ground nuts
irẹsì rice Put the eggs into the water.
85. Kí ọ sè' fún isẹjù méréń. Boil them for four minutes.
86. Ẹyīn yǐ jīnà jù. This egg has boiled too much.
87. Ẹyīn ànǎ kô jīnà. The egg yesterday wasn't
properly boiled.
88. Ẹyīn yǐ tī fọ. This egg is broken.
89. Rọrǎ, kí ẹyīn nǎà má bà' fọ. Gently, so that the egg might
not break.
90. Ẹyīn tī bàjẹ.
rà rotten The egg is spoilt.
91. Njẹ ā ní ẹyīn tūntūn? Do we have a fresh egg?
92. Wàrà yǐ tī kǎn. This milk is sour.

93. Ñjě ā ní wǎrà tūntūn? Do we have any fresh milk?

94. $\left. \begin{array}{l} \bar{O}s\grave{a}n \\ \bar{o}r\bar{o}mb\check{o} \\ \bar{o}r\bar{o}mb\check{o} \text{ k}\acute{i}k\bar{a}n \\ \bar{O}s\grave{a}n \text{ w}\check{e}w\check{e} \end{array} \right\} y\check{i} \text{ k}\hat{o} \text{ p}\check{o}n.$ This orange is not ripe.
lemon
lime

95. $\left. \begin{array}{l} \bar{O}g\check{e}d\check{e} \\ \bar{O}g\check{e}d\check{e} \text{ \textasciitilde{a}gb\bar{a}gb\grave{a}} \\ \bar{O}g\check{e}d\check{e} \text{ \textasciitilde{p}\acute{a}r\bar{a}nt\grave{a}} \end{array} \right\} y\check{i} \text{ k}\hat{o} \text{ p}\check{o}n.$ This banana is not ripe.
plantain

96. Ñjě ēyīn {wà nǐ ilé-ōnjē
 àlùb\check{o}s\grave{a}
 īṣū ēwùrà
 āáyû

Are there any eggs in the pantry?
 onions
 water yams
 garlic

97. Ñjě \bar{O}s\grave{a}n {wà nǐ ilé-ōnjē?
 īṣīn
 ìgb\check{a}

Are there oranges in the pantry?
 fruits from Iṣin tree
 fruits from locust tree

98. Ñjě máng\check{o}r\grave{o} {wànǐ ilé-ōnjē? Are there mangoes in the pantry?

99. Kò sǐ īgī ní ilé idǎná. There is no firewood in the
 kitchen.

110. Èwō nínú ẹ̀yìn yí ló tóbí jù? Which of these eggs is the biggest?
111. Ìkòkò yí mọ́. This pot is clean.
112. Ifẹ̀ yí kò mọ́ tó. This glass (tumbler) is not clean enough.
113. Ōmī yí gbóná gān. This water is really hot.
114. Nkò lè mū tíì yí. I cannot drink this tea.
115. Ó gbóná jū. It is too hot.
116. Kọ́fí yí kò gbóná tó. This coffee is not hot enough.
117. Tíì yí lẹ̀ jù. This tea is very strong.
118. Kọ́fí yí kò dǎrā. This coffee is not good.
119. Jọwọ́ gbómī káná. Please, put the water on the fire.
120. Ōmī náà\gbóná.
gbẹ́ dried up
hó boiled
The water is hot.
121. Njẹ́ ōmī náà\tí gbóná?
hó boiled
Is the water hot?
122. Ó tí tó ìşẹ́jú mètá tí
ōmī\tí nhó.
('The water has been boiling for three minutes.')

123. Jòwǒ jẹ́ kí òmí ìtùtù. Please allow the water to
get cold.
124. Gbé ìkòkò lěná. Put the pot on the fire.
125. Gbé ìkòkò nǎà lǒrí tábíli. Put the pot on the table.
126. Njẹ́ ǒ ní ọ̀sàn tí ó pọ̀n? Do you have ripe oranges?
ọ̀gẹ̀dẹ̀ bananas
àjàrà grapes
òṣẹ̀ baobab fruit
127. Mò fẹ́' yẹ ọ̀sàn nǎà wò. I would like to see the
oranges.
128. Ọ̀sàn yí tī bàjẹ́. This orange is spoilt.
rà rotten
ṣẹ̀gbẹ́ decayed
kùtà unsaleable
gbẹ́ dry
129. Ā ní ìgí-ìbẹ̀pẹ́ púpọ̀ lẹ́hìnkùlẹ́'wā. We have many pawpaw trees in our backyard.
òṣẹ́ níwájílẹ́'wā
òbí
baobab front
kola
130. Mò fẹ́' ká ìbẹ̀pẹ́ díẹ̀ lẹ́hìnkùlẹ́'yín. I would like to pick some
paw-paws in your back yard.
131. Njẹ́ ìbẹ̀pẹ́ nǎàlpọ̀n? Is that paw-paw ripe?
òròmbò orange
òròmbò kíkān lemon

133. Níbō nī ē tī ní òpè òyìnbǒ yín rā?
 àgbǒn
 ēyìn
 īṣū

yams

134. Njě ē ngbīn òpẹ̀ òyìnbǒ ní òkò'yín?
 àgbǒn
 òpẹ̀
 ẹ̀pà

groundnuts

135. Níg**â**wō nī ò**p**è òyìnbǒ When do you have pineapples
má**ā** n**p**ô nǐ**l**ê yǐ? in this country?

136. Njě ē tī sē ōmī yǐ? Have you boiled this water?
 ējā fish
 ērān meat

137. ȳȳără mēlō lō wā nīnū īlē yī?
tābīlī
āgā
īnūsē

How many rooms are there in this house?

tables

chairs

foot mats

138. Īyàrà mērin ló wā nínú ĩlé yǐ.

tábǐlì

àgā

ìnūsẹ̀

There are four rooms in this house.

tables

chairs

foot mats

Group V: House and Furniture.

139. Īlẹ̀kùn mējì nī ó wā nínú ĩlé yǐ.

fèrèsẹ̀

àtùpà }

fìtílá }

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 nīyàǎ yǐ ní.

īlẹ̀kùn

īlé ìkǎṣṣí

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 yẹn sí ẹbǎ īlẹ̀kùu. Put that chair by the door.

ìtẹ̀sẹ̀

stool

ìnúṣẹ̀

foot mat

144. Má fì àgā yẹn tì sǐ ẹbǎ fèrèsě, fī tì sǐ ẹbǎ ògīrī.

àpǒtí

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
īyàǎ. the room.

146. Sún ìbùsùn nǎà sǐ ārā ògīrī. Move the bed to the wall.

àgā

chair

tábilì.

table

147. Gbé àpǒtí yǐ sí ābé ìbùsùn. Put this box under the bed.

148. Mō má' nfī āsō'mī pāmó sínú àpǒtí yǐ.
 bàtà'mī
 āsō inūrā

I usually keep my clothes in this box.
 shoes
 towels

149. Díní mērín nī iyārǎ yǐ ní. This room has four mirrors.
 ìròrǐ } pillows
 tìmtì }
 }.

150. Kò sǐ díní nínú' iyārǎ yǐ.
 ìròrǐ/tìmtì
 ìgbǎlê }
 ōwò }
 }.

There are no mirrors in this room.
 pillows
 brooms

151. Ìlẹ̀kùn yǐ kô nǐ kọ̀kọ̀rọ̀. This door has no key/lock.

152. Fèrèsě yǐ kô sě' tī. This window cannot be locked.
 ìlẹ̀kùn door
 àpǒtí box
 ìlé ikǎşōsí closet

Group VI: Child Care.

153. Jòwọ̀ bá mī mójútó ọ̀mọ̀ 'mī.
 ìşẹ̀
 ìlé

Please, take care of my child for me.
 work
 house

Our neighbors have many children.
some houses
good clothes
beautiful wives
pretty

Our children have many friends in the neighborhood.
school
church

158. Àwòṇ òmódé náàìfọ̀ fèrèsě yĩ. The children broke this window.
 òlẹ̀ àgā thieves chair
 òlópá àwò policeman plate
 òlósà òdó burglars mortar
 ògírí wall

```
play
play  ayo
read  books
study
```

- eyes
ears

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A child fell down from the top of a tree.

palm tree

house

hill

bridge

165. Èsẹ̀ ọ̀mọ̀ náà lórọ̀ púpọ̀.

Ọ̀wọ̀
òrùn ọ̀wọ̀
òrùn ẹ̀sẹ̀

The child's leg was badly sprained.

hand

wrist

ankle

166. Ọ̀wọ̀ Ẹ̀rẹ̀lẹ́bọ̀ púpọ̀

àyà
ẹ̀hìn
òjúgūn

His (her) hand was badly bruised.

chest

back

shin

167. Ọ̀jú Ẹ̀rẹ̀lẹ́bọ̀.

His eye (face) was bruised.

168. Ā sì gbé Ẹ̀lẹ́ sílé ọ̀ògùn. or: Ā sì gbé Ẹ̀lẹ́ sílé ìtọ́jú aláìsàn.

We took him to the hospital.

169. Jẹ́kí ā gbé Ẹ̀lẹ́ sọ́dọ̀ ọ̀nísẹ̀gùn.

Let us take him to the doctor.

170. Jẹ́kí àwọ̀n ọ̀mọ́dé yẹ̀n wọ́lé.

Let those children enter the house.

171. Sì rí pé nwọ̀n dé fílà Ẹ̀wọ̀n nígbà kùùgbà tǐ
nwọ̀n bá nṣẹ̀ré lóde.

Also see that they put on their caps, whenever they play outside.

181. Wọ́ ǎṣọ́rẹ̀ fún ní ǐrọ̀lẹ̀. Dress him up in the evening.
àwọ̀tẹ́lẹ̀.

182. Fún ní ǫ́ńjẹ́ Ẹ̀rẹ̀. Give him his food.
pátá underpants
àwọ̀tẹ́lẹ̀ underwear

Group VII: Illness and Injury.

183. Kí ló mú Ẹ̀lǎ ní ǎpá? What happened to Ẹ̀lǎ's arm.
Fẹ̀lǎ ('What happened to S. on his
Àyìndě arm')?
Bùnkọ̀lǎ

184. Bí mọ́ tī rí- nù. That is how I saw it.

185. Ẹ̀jẹ́ ó ẹ̀bú lánǎ? Did he fall down yesterday?

186. Àdúnṣọ́ pé ó ẹ̀bú. Adun said that he fell down.

187. ǎpáẸ̀rẹ̀bó, ọ́júẸ̀rẹ̀ nǎàl He has lacerations on his arm,
sì wǔ. and his eyes are also swollen.

188. Ẹ́ gbé- lẹ́ sí ilé ọ̀ǫ̀gùn. Take him to the hospital.
òníṣẹ̀gùn doctor
bābāláwō native doctor

189. Kí nwọ́n tọ́júẸ̀rẹ̀ dáádáá. Let him be well taken care of.
('That they may care for him well
well.')

in the room
in front of the house
in the backyard

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205. Mō bōrā`mī mólê níbusùn fún ọjọ márùn.
lórí íbusùn

I was in bed for five days.

('I covered myself up in bed for five days.')

206. Má sè jẹkí ẹ̀ṣínṣín fṵwólé Do not allow flies touch
ónjẹ. the food.

207. Ẹ̀ṣínṣínlḡ ẹrān náà púpô. The meat is covered with flies.
Ẹ̀ṣínṣín tī yé sóri ẹrān The flies have laid eggs on
yí. this meat.

208. Írú ẹjò yí mǎ lǒró púpô. This type of snake is very
poisonous.

209. Írú ǎlǎntǎākùn (or: ẹlénâ) yí kò lǒró rǎrá.

tǎṅsǎṅkṵ
ọ̀ọ̀kùn

This type of spider is not at all poisonous.
centipede
millipede

210. Ẹjò nǎǎlḡjẹ ó sī kǔ lésêkēsè.
ṣūbú
dáké

The snake bit him, and he died immediately.
fell
gave up the ghost

211. Ó fī ọpǎ pǎ ẹjò nǎǎ. 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 yǎnmúl pò láṣìkò yǐ. Mosquitoes are many at this time.
 ēfōn palm birds
 ēgà snakes
 ējò

214. Ōrīṣíríṣí kòkòrò nī ó wā nísìsìyǐ.
 èèrà
 lābālábá
 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 ñsò fún ọ́ I forgot to tell you yesterday.
 lǎnǎ.

217. Pé kíní? (That) what?

218. Mō rí ēégbòṇ lárā ājá wā. I saw ticks/fleas on our dog.
 ōlóbô cat

219. Mō rí àkēkèé, tātāñsánkò, I saw scorpion, black scorpion,
 èèrùn, ikán, ēṣīnṣīn, emmets, white ants (termites),
 irù, àtī ēmírín. flies, wild flies, and sand
 flies.

221. Kányǎn(kányǔn) lǐmú ōlú ní ìkā ēsè.
ògòdò

222. Báwó nī kányǔn náàl₁şē mú'ʔ
ògòdò

223. Ó rîn nĩ ìlẹ̀ tǔtǔ nĩ.
 ĩnú ǎgbàǎ
 ògòdò

[illegible]

225. Fīyò rā́ kǐ ē tó jádè. Rub it with salt before you
go outside.

226. Sì wō bàtā² rē fún² lónǐ. Put his shoes on (for) him
today.

227. Èşĩnşĩn\má' nfā ìgbě ọ̀rìn. Flies generally cause
dysentery.

235. Níbō nī ō tī wá? Where are you from?

236. Ārá Īfẹ̀ nī mī. I am a native of Ifẹ̀.
 òrẹ́ wā Our friends are
 òmò òdò wā Our houseboy is
 āwākò wā Our driver is

237. Njẹ́ gbōgbō ẹbí ʼrẹ́ nī ó ńgbé ní Īfẹ̀?
 òrẹ́
 ārákùnrīn
 ārábīnrīn

Do all of your relatives live in Ifẹ̀?
 friends
 brothers
 sisters

238. Bẹ̀ẹ̀kọ́, kíí sẹ́ gbōgbō ẹbí mī No, not all my relatives live
 ní ńgbé ní Īfẹ̀. in Ifẹ̀.

239. Ẹgbọn mī àgbà Íngbé ní Dàhòmì
 ʼrè ọ̀kùnrīn Èkọ́
 wā ọ̀bīnrīn
 wọn

My elder sibling lives in Dahomey.
 his brother Lagos.
 our sister
 their

240. Níbō nī Īfẹ̀ ǎwà? Where is Ifẹ̀ located?
 Ọ̀sogbō Oṣogbo
 Ìbàdàn Ibadan
 Èkọ́ Lagos

241. Īfẹ̀ ǎwà nǐ ǐhà gùsù sí Īléshà.
 Ifẹ̀ is south of Ilẹ̀sa.

242. Ifẹ̀\wà nítôṣì Òshōgbō. } Ifẹ is very near to Oshogbo.
 \ súnmọ́ Òshōgbō. }
 kòsì nítôṣì Ābẹ̀òkùtā. } not very near to Abẹokuta.
 kò jìnnà sǐ Ābẹ̀òkùtā. }

243. Iléshà\wà nǐ ihà, àrìwá sí Ilesha is north of Ibadan.
 Ìbàdàn.

244. Ifẹ̀\jìnnà sǐ Shākí. Ifẹ is far from Shaki.

245. Ìbàdàn sǐ Èkǒ tó Ọ̀gọ̀rùn From Ibadan to Lagos is about
 máìlì. hundred miles.

246. Ó má' ntó wákàtǐ méjì ààbọ́ It usually takes about two and
 látì wā ọ̀kọ́ látì Èkǒ dé a half hours to drive from
 Ìbàdàn. Lagos to Ibadan.

247. Báwó ló tī pẹ́ tó tí ọ́ tí ngbé Èkǒ?
 or: Látì ìgbàwó nī ọ́ tí ngbé Èvǒ?
 ńkọ́ Yōrùbǎ
 ńsìsẹ́ ní Émbásì
 ńsẹ́ ọ̀kùnrun

How long have you been living in Lagos?
 studying Yoruba?
 working at the embassy?
 suffering from this disease?

248. Mō tí ngbé Èkǒ látì iwọ̀n ọ̀dún méjì wǎ/sẹ́hìn.
 ọ̀sẹ́
 ọ̀sù

I have been living in Lagos for about two years.
weeks
months

249. Ó tó ȝdún melǒ tó tí nl̥ ílé iwě?
 ńwá
 npáara

How long have you been attending school?
visiting

250. Ē má bĕrù. Don't be afraid.
fǒyà be apprehensive
fōhùn sǐ agree/ratify it
fōjú dá overlook/ignore it
fī mí sīlê leave me behind

251. Kíní òrúkò òkùnrín yèn?
 alágbà
 átójú ilé ọjà
 ìjòyè
 ọmọbìnrín

What is the name of that man?

elderly person
storekeeper
chief
girls

252. Mō mō ōrúkōrè sùgbõn mō gbàgbě nísìsìyĩ.
 īṣé
 àdũgbò

I know his name, but I have forgotten it now.
 occupation
 address

253. Ñjě ǝ rántí ǝrúkǝrè?
 látí mú kókóró
 látí tìlẹ̀kùn
 látí kí

Do you remember his name?

Did to bring the key?
 to close the door?
 to greet him?

254. Jǝwǝ dúró dē mǐ. Please wait for me.
 şē gáfárâ fún mǐ excuse
 fǝwǝ sí fún mǐ sign it
 wádírè fún mǐ investigate it
 wá lónákǝná fún mǐ find it at all costs

255. Mǝ fǝ àwǝmǐ lánǎ. I broke my plate/basin yesterday.
 fǝ ìgò washed bottle
 ògírí wall
 āāgǝ watch
 ífē tumbler

256. Àwǝmǐ tī fǝ. My plate (basin) is broken.
 şǝnú lost

257. Ōlùgbèsān, jǝwǝ gbé ìjǝkǝ fún ǝrèmǐ.
 sē ǝńjē
 bū ǝmǐ
 dán bǎtà

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 Àdélǎjà nī. I am Adelaja.
260. Àgā niyǐ, ẹ̀ jókǒ,
ẹ̀gbọ̀n`mīlmbò. Here is a chair, sit down, my
brother/sister will be right
here.
261. Ẹ̀ sẹ̀ ọ, ọ́ tó 1jómẹ́tá. Thank you, it is been long since
we have seen you.
262. Kíló dé tí àbũrô`rẹ̀ ńrǒjú lósǎn yǐ?
ńsǒkún
fǎjúrǒ
Why is it that your brother is frowning this afternoon?
crying
looking sad
263. Kò rǐ ǒwó ǒsù`rẹ̀ gbà lǎǎ.
ẹ̀rù`rẹ̀
He did not get his salary yesterday.
baggage
264. Nwọn lù`lóná kó tó dé 1lé. He was bitten on his way home.
jà`lólē robbed
gbá`létí slapped
265. Nwọn sī tũn fǎ ǎsǒ`rẹ̀ yā. They also tore his clothes.
266. Tānī ọ ná`? Who beat him?

267. Nkò mò, kò sì sǐ āládǔgbô tí ó mò.

ēnikān

orẹ

enià

I don't know, and not one of the neighbors knows it.

no-one

no friend

no person

268. Bẹ̀ẹ̀nī ālábǎṣṣẹ̀rẹ̀ nǎà kò sì mò.

ālábǎgbé

ālǎǎbò

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')
ààbò	half
àbò	return (N)
ābùlé	hut, village
àbùrô	younger, sibling
àdǎ	cutlass
ādiẹ	chicken
àdũgbô	neighborhood
ādúpẹ	thank you
āfará	bridge
āfẹ́fẹ́ or: āfẹ́ẹ́fẹ́	wind
àfí-	except
àgā	chair
àgànyìn	people of Ghana or Togo
āgbádá	man's outer garment
àgbàdō	maize
àgbàrà	rainflood
āgbẹ̀	gourd
àgbẹ̀	farmer
àgbō	herb brew

àgbò	ram
āgbōwó	cashier ('one who takes money')
àgbōn	coconut
āgbòn	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
àìlǎrá	lack of relatives
àìlěkǝ	lack of education
àìlǒńjẹ	famine
àìlówó	lack of money
àìmọwě	ignorance, illiteracy
àìń	lack of something
àìsānwó	non-payment
àìsùn	(any activity which requires lack of sleep)
àìwǝ	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 ībà	malaria
ākòwě	clerk
ālábăgbé	room/house mate
ālábăşîşé	co-workers
ālábőjútó	supervisor, overseer, caretaker
āládűgbô	neighbor
àlàáfíà	health
ālàgbà	elderly person
ālăgbâşē	hireling labourer
āláköső	director, chairman
àlămîsî	Thursday
ālàngbă	lizard
ālântākùn	spider
àlàyě	information
ālẹ́	late evening
àlùbọ̀sá	onion
àmàlà	òkà made of yam
āméríkâ	America
āmọ̀	clay
ànă	yesterday
ànàmỗ́	sweet potato
āpa	part, section, arm, forelimb

àpẹ́júwě	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
āşô	cloth
ātā	pepper
ātégûn	wind, breeze
àtī	and
ātójú ilé ôjà	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)
āáyû	garlic

b

bá	to join a person in doing something
bá	happen to do
bābālawō	native doctor
bàjě	to spoil, to corrupt, to defile
bákānnāà	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
bẹẹnī	yes ('it is as you have said')
bẹrẹ	to begin
bẹrù	to be afraid
Bìbélì	Bible
Bìnī	Bini, Edo
bínú	to be angry
bí ǒ tī lẹ jẹ pé	although
bíríkì	brick
bò	to cover, to hide, to overwhelm
bó	to be lacerated, bruised
bọ	to come
bọọ̀lù	ball
bọsí	to enter into
bù	to dip out
bùjẹ	to bite
bùsǎn	to bite

d

dáǎ	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
dǎn	polished, bright; to polish
dǎnǎ	to kindle fire for cooking
dà... nù	throw away
dǎrā	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
dùbǔlê	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
èékànná	nail (of finger or toe)
éípīnì	half penny
èjē	seven
èjì	two
ējò	snake
èkùsǎ	ringworm
èkǔtéēlé	mouse
ēlépō	oil vendor
èlǒ	how much?
èmī	I
èmīrīn	large sand fly
ēní	one
ènià	person
ēpō	oil

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
ẹbẹ	àṣǎró
ẹbí	family
ẹbùn	gift
ẹẹdẹ	porch, balcony
ẹfà	six
ẹfọ	green vegetable
ẹfọn	mosquito
ẹgà	palm birds
ẹgbé	companion
ẹgbọn	senior sibling

ẹ̀gě	cassava
ẹ̀hìn	back
ẹ̀hìnkùlẹ̀	backyard
ẹ̀hìn ọ̀dì	abroad
ẹ̀jā	fish
ẹ̀jọ́	eight
ẹ̀kọ́	education, schooling
ẹ̀kọ́	a solid food made from maize
ẹ̀kún	weeping
ẹ̀lẹ́dẹ́	pig
ẹ̀lẹ́gbẹ́	one's fellow
ẹ̀mū	palm wine
ẹ̀n	yes
ẹ̀ní	mat
ẹ̀nikān	anyone
ẹ̀nū	mouth
ẹ̀pà	groundnuts
ẹ̀rān	meat
ẹ̀rín	four
ẹ̀rù	load
ẹ̀ẹ̀rùn	dry season
ẹ̀sẹ́	foot, leg
ẹ̀sǎn	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
fāpárọ	to sprain, fracture arm
fārāñsé	French
fàyàwọ	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
fítǎlâ	lamp
fò	to jump
fōhùnsǐ	agree
fōjúfôdă	overlook, ignore
fōríjî	pardon, forgive
fòyà	to be apprehensive
fọ́	to shatter, break in pieces
fọ́	to wash
fōwọ́lé	to touch
fún	to give
fún	for
fūnfūn	white

G

gábằsì	east
gáfárâ	excuse, apology, permission
gānī	exactly
gbà	to get
gbá	to kick, to sweep, to slap
gbádûn	to enjoy
gbàgbě	to forget
gbágǔdă	=ègě
gbámúşé	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
gbólóhùn	sentence, phrase, word, syllable
gbọ	to hear
gbọ̀n	to be intelligent
gégé	exactly, accordingly, perfectly
géré	just a little after
Ge'esi	English
gígún	long, tall
gòkè	to climb
gùn	to be long
gún	to pound (yams, etc.)
gúnlóbẹ̀	to stab
gúsù	South

h

háà	(interjection)
Hā'usá	Hausa
hó	to boil

l

l̄bà	fever
l̄bèèrè	inquiry
l̄bẹ̀	there

ìbẹ̀pẹ̀	pawpaw
ìbí	here
ìbì	place
ìbínú	wrath, anger, passion
ìbìṣẹ̀	place of work
ìbô	Igbo
ìbô	where
ìbôn	gun
ìbùsùn	bed
ìdáhùn	answer
ìdáná	act of kindling fire for cooking
ìdārāyá	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
ìjẹ́ẹ̀dógún	fifteen days ago
ìjẹ́fà	six days ago

ìjḗrìn	four days ago
ìjḗtá	three days ago
ìjḗwǎ	ten days ago
ìjòyè	chief
ìjṓbā	government
ìkā	finger, toe
ìkán	white ants, termites
ìkǎṣṣ́sì	box, closet
ìkòkò	cooking pot
ìkòyí	Ikoyí
ìlá	okra
ìlà òòrùn	east
ìlé	house
ìlé ìdǎná	kitchen
ìlé ìwè	bathroom
ìlé òńjẹ́	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
ìrìn àjò	journey
ìròhìn	news
ìrọ̀lẹ̀	evening
ìrọ̀rì	pillow
īrú	kind, sort
īrù	wild fly
ìṣǎná	matches
ìsīnmī	rest, vacation
ìsìsìyí (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 ēwùrà	water yam
ìtàn	story, history
ìtẹ̀sẹ̀	stool
ìtòsì	nearness
ìtọ̀	urine
ìtūmọ̀	meaning
ìwǎdì	inquiry
īwáǵú	front; forehead

ìwě	book
ìwě ārò	poetry book
ìwě idǎrāyá	comic book
ìwě itàn	comic book
ìwò	you (sg.).
ìwò ǒorùn	west
ìwòn	measurement, weight
īyán	pounded yam
ìyārǎ	room
ìyàtò	difference
ìyēn	that
ìyàwǒ	wife
īyò	salt
ìyòṅū	trouble

J

já/jábò	to fall
jádè	to go out, to protrude
jáfááfáá	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

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
júwě	to point out, to direct, to describe, to explain, to illustrate

k

kà	to read
káǎmù	pen
kán	to break, snap in two
kàn	contraction of 'òkān' 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
kāñkére	concrete, cement
káyǔn	inflammation of parts between the toes
kédě	to proclaim, to announce, to publicize
kéré	small, little

kèkě	bicycle
kékǒ (kó èkǒ)	to learn
kí	to greet, salute, visit
kì	not
kíkúú	short
kinī	what?
kin̄swēi	Kingsway
Kiríkī	Greek
kí... tó...	before
kò	not
kó	to take several things
kódā	even so, nevertheless
kòkòrò	insect
kōríkō or: kōókō	grass, thatch
kò	to write
kōjá	to pass by
kó	to learn, study
kóbò	penny
kōfí	coffee
kōjá	to pass by; beyond, above; ago, gone by, last
kòòkān	one apiece
kòkòrò	key
kó... sóri	to memorize
kú	to die
kùkùtě	stump of something

kúró	to move away
kùtá	to be unsaleable

1

lá	to lick
lābālábá	butterfly, moth
láfún	ōkà made of cassava flour
lágbájá	So-and-So
làákǎyẹ	common sense, understanding
lākūrêgbě	rheumatism
lángídí	doll
látí	from
lé	is on, over
lé	to drive away
lẹ	to be able
lẹhîn	after
lẹsẹkẹsẹ	immediately, at once
lílẹ	strong
lò	to use
lórí	above, upon, on the top of
lóró	to be painful, to be poisonous
lóyẹ	to be intelligent, wise
lọ	to go
lọnâkọnâ	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
màrĩnà	(a street in Lagos)
méjìlǎ	12
mélǒ	how many
mérî	Mary
mẹ̀ẹ̀dǒgún	15
mẹ̀rìnlǎ	14
mẹ̀tālǎ	13
mī	me, my
mǐrân	another
mō	first person pronoun singular number, I
mójútó	to oversee
mókê	to be successful
mólónî	(a street in Lagos)
mọ́	again, any more

mọ́	to be clean
mọ̀	to know
mọ́kànlá	11
mọ́lẹ̀	(as a second component of a verb phrase) completely
mú	to take, catch
mũ	to drink

<u>n</u>	nà	to flog
	nàà	the
	náí	ninepence
	nā́jú	to relax, get fresh air
	nārā	to rest
	ní	to have
	nī	is
	níbō	where
	nígbàkúùgbà	whenever
	nígbàmíràn	sometimes, at times
	nígbāwō	when?
	nīrā	to be delicate, difficult
	nítôsí	near
	ńjẹ́	(introduces yes-no questions)
	ńkān or: ń̀nkān	thing
	ń̀nkānkān	anything
	nù	to wipe

o

ō	you (sg. subject)
ó	he, she, it
ō"	(reply to various greetings)
òbǐ	parent
ōbì	kolanut
ōbìnrīn	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
ōjō"júmọ́	daily, everyday
ōjú	eye
ōjúgūn	skin
òkè	hill, top, mountain
ōkùn	rope

òkùnrùn	disease
òlẹ̀	thief
òlógbô	cat
òlógòṣẹ̀	sparrow
òlókùtā or: òkùtā	stone
òlótù	president, governor
òlówó	a rich person; one who owns or guides
òlùkọ̀nī/òlùkọ̀	a teacher, an instructor, a trainer
òlùrànlọ́wọ̀	assistant
òlúwā	lord
òmī	water
òmī dídí	ice, snow
òmī ìkọ̀wě	ink
òṅ/òun	he, she, it
ònílé	house-owner
òníṣẹ̀gùn	doctor, physician
òníṣòwò	trader
òńjẹ̀	food
òlùrànlọ́wó	assistant
òpópó	street
òrí	head, top
òríṣíríṣí	different, assorted, variety
òró	pain, poison
òròmbò	orange

òrōmbǒ kíkān	lemon
òrǒró	groundnut oil
òrǒró ẹ̀gǔsí	melon seed oil
òrǒró ẹ̀pà	groundnut oil
òrǒró lárà	castor oil
ōōrū	heat
ōrúkọ	name
òòrùn	sun
òsì	the left
ōṣẹ or: òṣẹ	baobab tree fruit
ōṣù	month
òtító	truth
ōtútú	coldness
ōwó	money
ōwó ōṣù	salary, wage
òwòrẹ	cloudy part of dry season
òyē	intelligence, understanding, wisdom
ōyīn	honey, syrup
òyìnbǒ/òyìbǒ	white man
ọ̀bàkān	half-sibling
ọ̀bẹ	knife
ọ̀bẹ	soup
ọ̀bọ	monkey
ọ̀dàn	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
ògèṣètèn	cold, damp, gloomy weather
or: ògìnnitìn	
ògòdò	pond, dangerously swampy area
ògón	speed
òjà	market
òjọ	day
òjọ́tì	Friday
òjọ́jímọ́	Friday
òjọ́kẹ́jì ọ̀sẹ̀	Tuesday
òjọ́kẹ́rín ọ̀sẹ̀	Thursday
òjọ́kẹ́tá ọ̀sẹ̀	Wednesday
òjọ́kìní ọ̀sẹ̀	Monday
òjọ́`sīnmī	Sunday
òkà	food made from yam flour or other flour
òkān	one
òkọ̀	vehicle, conveyance
òkọ́	hoe, spade

BASIC COURSE

òkò	spear
òòkùn	millipede
òkùnrīn	man
òlā	tomorrow
òlópá	policeman
òlósá	burglar
òmò	child
òmòlāngī	doll
òmò òdò	domestic help
ònà	road, way, path, street, clue
òpá	walking stick
òpè	palm tree
òpè òyìnbò	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
ọsẹ	soap
ọtí	liquor

òtǔn	the right
òwọ́	hand
òwọ̀	broom
òyé	harmattan

P

pā	to kill
pādà	to return
pā... dé	to shut
pàkùté	mouse trap
pāmọ́	to protect
pàápàà\ or: pápàá	especially, particularly
pápá	grass field
pārí	to finish
pátá	underpants, shorts used in working
(sí)...pāyá	to open wide
pàyǎǹ	Spaniard, Spanish language
pé	to say that...
pé	to be correct
pè	to call
pé	to delay
pèlě	to be sorry, sympathize
pèlǔ	is with
pépéyē	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
ránşé	to send a message
rántí	to remember
rará	not at all
rētí	to expect
`rē	your (sg.)
ˉrē	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.)
sìhǐn-sòhǔn	here and there
sìn	to worship

sísî	sixpence
sòbiyà	guinea worm
sòkòtò or: sòkòtò	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
sùkùrû	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: sénéngî	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
tàbì	or
tàbíḽí	table
tán	to finish
tānī	who?
tānṣánkò	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
tójú	to prepare, see to
tóró	threepence
túmô	to translate
tún	to do again
tūntūn	new
tūtù	to be cold
tútû	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
wádǐ	to inquire, to investigate
wákâtǐ	hour (period)
wà nǐlê	to be on hand
wàrà	milk
wè	to bathe
wéwé	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
yàǎ or: ìyàǎ	room
yàṛọ́	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