IFE
O.P.L.
WORKBOOK
(Oral Proficiency Learning)

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Acknowledgement

Peace Corps Togo is very pleased to present the first ever Ifè local language manual to Peace Corps Togo Trainees and Volunteers. This manual has become a reality due to the meticulous work of many people.

The training team expresses its deepest gratitude to the Peace Togo Country Director Rebekah Brown Lee. Her support is tremendous.

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To the learner

Congratulations to all of you Peace Corps Trainees and Volunteers for your acceptance to learn a new language. Of course learning a new language is not easy, but with dedication you will make it and achieve your goals.

This manual is competency based and contains useful expressions related to all training components such as technique, health, safety and security. This will build up your ability to communicate in local language and will bring you closer to the community with which you will work.

This capacity will also enable you to know your community better. You will participate effectively and with increased personal satisfaction in the type of cultural and technical exchange that Peace Corps has been advocating for since its creation.

Some suggestions for succeeding in this learning process is being receptive and taking risks. Use the new language, analyze it and be methodic. Search for new words with friends, host families, and counterparts.

The training staff invites you to share your comments in the event that it becomes necessary to revise the material. Any kind of feedback would be most welcomed.
Send it to:

Peace Corps Togo Training Manager
PO Box: 3194
Lomé, Togo

Have fun and enjoy using this manual.

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IFE ALPHABET

A B Ð E Ɛ F G H I K L
a b ɖ e ɛ f g h i k l

M N ŋ O Ɔ P R S T U W
m n ŋ o ɔ p r s t u w

Y
y

The alphabet has seven vowels :

A E Ɛ I O Ɔ u

Summary of Ife alphabet

Letter	**Pronunciation (similar sound in English)**	**Ife Example**	**English Translation**
a	f<u>a</u>ther	**a**yà	comb
ã	A nasal vowel pronounced like the French word "**en**f**an**t"	ɛdzã	fish
b	**b**oy	bɛtɛ	knife
ɖ	Pronounced like the approximate sound "th" in the English word leather	maɖé	kid
e	m**a**te	**e**bi	hunger
ɛ	r**e**d, b**e**t	pɛpɛpɛ	exactly
ĩ	A nasal vowel pronounced like the French word "main"	ĩr	A walk
f	**f**ish	**f**	to wash
g	**g**o	**g**ɛgɛ	throat
gb	say "egg-beater" fast ; drop the "-ter" then the first "e"	ì**gb**ómá	spinach
i	f**ee**t	**i**bere	question
ĩ	A nasal sound pronounced like the English word "lunch"	rããrĩ	To laugh
k	**k**itten	**k**álɛ	to kneel down
kp	say pick-pocket fast; drop the "-ket" then the "pi"	a**kp**a	hand

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Letter	Pronunciation (similar sound in English)	Ife Example	English Translation
l	**l**ady	Lalá	cow
m	**m**an	Màmá	grandmother
n	**n**et	nɛ	to possess
ŋ	Is a nasal sound like in the English word "si**ng"**	ŋɔ atsɔ	Tisser un pagne
o	n**o**	odò	river
ɔ	Pronounced like in the English word "ball"	ɔkɔ	husband
	A nasal vowel pronounced like the French word "ton"	k rĩ	to sing
p	**P**ick	pɛpɛpɛ/pípã	Exactly/train
r	Af**r**ica (but roll the "r" a little)	rà	to buy
s	**s**it	súré	to run
t	**t**ip	tit	new
u	l**oo**p	fú	to give
ũ	A nasal vowel pronounced like the English word "l**un**ch"	ekũkũ	bone
ts	Regional variation either pronounced "ts" or "ch"	tsitsɛ	to work
w	**w**ish	wò	to look for
y	**y**ou	yára	to hurry up
dz	Pronounced like "J" in the english word "jogging"	dzídzɛ	food
ny	Like the french sound "gn"in "ignorant"	ɔnyà	Human being

Nasalized vowels

The sign ~, slight sound of ''an'', over the vowel indicates that it is nasalized.

For example: ɛrã = meat

Tones

Ife is a tonal language as are most African languages. The major tones are:

- High (/)
- Low (\)

For example: wá = come

Ó wà= he/she is there (location)

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Lesson 1

Greetings

Objectives*:*

After studying this lesson on "greetings", trainees will be able to:

1) Use the specific vocabulary related to greetings to greet people at the different times of the day
2) Use the specific verbs in the present tense
3) Discuss cultural notes related to greetings
4) Communicate, to build social relationship and friendship in Ife communities in order to support their personal safety and security.
5) Practice greeting in the community while respecting the culture of the Ife community.

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Dailogue

It's seven a.m. Sara meets Kossi her neighbor and they greet.

Sara: Ɔmɔtsɔ koni.
Kossi: Ekiɖã koni. Kú itsɛ- ɔná (kútsɔɔná)
Sara: Kú itsɛ- ɔná. ɛnɛ – ilé ŋa fé ?
Kossi: à wa
Sara: Maɖeŋa dzii?
Kossi: ɛɛ, à dzi.
Sara: Ó ɖi kó bɔ oɖé
Kossi: Yoo, ó ɖi kó bɔ-ɖé.

Dialogue in English

Sara: Good morning, young man
Kossi: Good morning,
Sara: How are the members of your family? /how is the family?
Kossi: They are fine
Sara: How are the kids?
Kossi They are fine.
Sara: See you soon
Kossi: Ok, see you soon

Cultural notes

- ***Greeting is a moral and social obligation that should not be neglected. It's a sign of respect.***
- ***You greet people first before you talk about anything else.***
- ***For an elder, a Chief or a notable… you bend down or genuflect while greeting.***
- ***You don't snap fingers with elders and women.***
- ***You initiate greeting with elders but not hand shaking.***
- ***Greeting is not only to ask about people's health but also to show interest in a person or to engage in conversation.***
- ***Greeting eases your integration and acceptance in the community. Therefore people are ready to help you whenever you have a problem or a safety and security issue.***

Proverb: « **ɛsɛ wà fú àledzò*»***
(*The stranger or a new comer to an area has the obligation to go visit people and greet them*).

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Words and Useful expressions

Different greetings

- Koní (06H00 – 11H00) — Good morning
- Kosã (11H00 – 16H00) — Good day
- Kalɛ´ (16H00 – 18H00) — Good afternoon/Good evening

Periods of the day

- àwúrɔ — The morning
- òsá — The noon
- iyalɛ /álɛ — The afternoon
- álɛ — Tthe evening
- òru — The night

Titles

- Èkiɖã — Young lady/ Miss
- Íɖá-wa — Elder sister
- ɖàɖá, inà — Mother
- Ɔmɔtsɔ — Young man
- Bóba — Father
- Olíle (ɔba) — Mister /a house owner
- Inà -wa — Our mother
- Gbágbó — Old man, grandfather**,** chief of a village
- Màmá — Grandmother
- Arígbó — Old woman
- Noun + tsígiɖí — Small/younger
- Noun + lakũ — Big/elder

Some verbs

- Dzí — To wake up
- Sũ (sɔ rũ) — To sleep
- Fúnɛ nɔwɔ — To shake hand
- Kínɛ — To greet
- Gba okũ — To answer greetings

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Expressions

➢ ɛnɛ lé –ŋã fe?	How is the family/what about the family ?
➢ Kpáfɛ	House
➢ Ilé	Home
➢ Olílé	House owner
➢ À wà	They are fine
➢ Maɖé ŋa fé?	How are the children ?
➢ , n dzíi re	Yes, I am fine
➢ ò dzí reè?	Are you fine ?
➢ ò bɔ wáà?	Are you back ?
➢ ɛnɛ – ibɛ ŋa fé ?	The people of where you come from
➢ Nà sũ –ire fòò	Sleep well
➢ Ò wà bɛɛ?	Are you there?
➢ Òrũ ɛ kó sã	Good night
➢ ɔdzɔ ɛ kó sã	Have a good day
➢ ɔɖáyé kó dzí wa	See you tomorrow
➢ ŋa	Marks the plural form
➢ fe	Interrogative term
➢ Itsɛ ɛ fe?	What about the office/job?
➢ Ìwɔ fe ?	And you?
➢ Àa wá nnɛ sì	It's going well
➢ Kútsɔɔná	when you saw a person the day before.
➢ Kútsɛ nɔní!	when you meet a person you already greet during the day ,the day literally means the work of today
➢ Kú itsɛ –idzɛta!	when you saw the person three days ago
➢ Kútsɛ idzɛló	when you saw the person more than three days ago
➢ Káàbɔ/kúùr	Welcome
➢ Ana ko kpaɖé	See you/ we shall meet

Grammar notes

i. The subjet pronouns

There are six subject pronouns in Ife, the following are use for the present and past tense.

* N	I
* Ò	You
* Ó	He, she, it
* Aa (àwá)	We
* ɛŋɛ (È)	You
* Àŋá (à)	They

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Example:

* n dzíire	I'm fine
* ò dzíire	You are fine
* ó ta ɔwɔ bɔ fú Kɔsí	He/she shakes Kossi's hand.
* àa sũ rere	We slept well
* è kí ɛnɛ lé ŋa	You greet people of the house
* à sũ rere	They slept well

The verb doesn't change its form when it's conjugated

ii. The use of ''fe''

''fe'' is an interrogative particle that added to a noun means ''where is/what about/how is

Example:

* Kofi fe ?	Where is/what about/how is Kofi?
* maɖé ŋa fe ?	How are the kids doing?
* ɔnà á fe ?	Where is the raod?

iii. Yes or no questions

To indicate a yes or no question, double the final vowel of the verb to have it longer.

• Ò dzii?	Are you fine?
• Ò wàa?	Are you there?

Except when the question dosen't end with a verb.

Example: maɖé ŋa wà rere?	Are the kids fine?

Exercises

1) Build a dialogue with the words below and practice it with a classmate.

àwúrɔ, kútsɛ nɔní
ɛnɛ – ilé ŋa fe? dzíì? ìwɔ gbo…?
, n dzí, àa nákó kpàɖé

2) Use the subject pronouns (N, ò, ó, àa, è, à) to make sentences with the following verbs:

a) dzí _____

b) kínɛ _____

c) tsitsɛ _____

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d) gba okũ _____

e) tawɔ bɔ fúnɛ _____

3) Add "fe" or "a, e, i, ɔ, ɛ, u" to the sentences below to ask questions:

Example: Àa wà. ..... Àa wàà ?

a) Ò dzí rere _____

b) Maɖé ŋa _____

c) Ė wà bɛ _____

d) Esi sũ rere _____

e) Sara rãri _____

f) ɛnɛ –ilé ŋa_____

g) Akɔnɛ wà _____

4) Rearrange the following words into sentences

a) kí /nɛ / n_____

b) dzí /rere / Adzo _____

c) dzí / ò /rere ? _____

d) kí / nɛ / Ismaël?_____

e) fe/ ɛnɛ – ilé ŋa ? _____

f) rere /à / sũ _____

g) àa / rere / dzí_____

h) è / dzí / rere ?_____

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5) Answer the following questions.

a) Maɖé ŋa fe? _____

b) Esi fe? _____

c) È wà bɛɛ ? _____

d) Adzo òŋu Afi dzí rere e? _____

e) ɛnɛ– itsɛ ŋa fe? _____

f) ilé– ìwé ɛ fe?_____

6) Translate the following sentences into Ife.

a) See you tomorrow. _____

b) Did you sleep well? _____

c) Have a good day! _____

d) I'm fine, and you how are you? _____

e) Welcome _____

f) How is the family? _____

g) See you _____

h) Good night _____

i) Yes, the kids are doing well _____

j) The people in the house are fine _____

Role play

1) In the morning, you meet a woman near your house, greet her and say good bye.

2) At noon, after class, you meet the Chief of your village, greet him appropriately and then leave.

3) While going for a walk in the evening you see a young person, greet him/her and wish him/her a good night.

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Situation:

1) Your host brother comes back home from school in the evening. Greet him and ask him about his school.

2) Imagine a dialogue between you and your host mother as you are leaving the house for your job in the morning. (Greeting, wishes for the day, expressions to take leave).

TDA

Go to one of the trainers or a host family member, greet him/her and answer the greeting. Write down all new vocabulary you heard for next class.

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Lesson 2

Introduce oneself and someone else

Objectives:

After studying the lesson on introductions, trainees will be able to:

1) Use the vocabulary related to introducing oneself and someone else
2) Ask questions to know someone's identity
3) Use specific verbs related to introduction in the present tense
4) Discuss cultural notes related to introduction
5) Introduce oneself to a member of the host family and collect information about him/her.

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Dialogue

Rachel a Peace Corps Volunteer introduces herself and her friend Shana to a counterpart

Rachel: Iná –wa, kalɛ
Yawa: Èkíɖã, kalɛ. Ò dzàre ɖé, bí à náa kpè ɛ fáà?
Rachel: À náa kpè mí ní Rachel.
Yawa: N bisí ò ti?
Rachel: N ti n Washington, nlɛ Amerikà.
Yawa: Itsɛ mɛɛ nà tse ?
Rachel: N dzɛ atsitsɛ – ɔfɛ n Peace Corps .
Èkíɖã yèé bɛ dzɛ ɔrɛ- mi, tsí à náa kpèé ní Shana. , Ó ti n Montana nlɛ-Amerika.
Shana dzɛ atsitsɛ –ɔfɛ tit náAtakpame.
Yawa: Ó sã. È kúùr òo.
Rachel: Yoo, óɖi ká s wáa kpàɖé.

Dialogue in English

Rachel: Good evening, Madam.
Yawa: Good evening, young lady. Please what's your name?
Rachel: My name is Rachel.
Yawa: Where do you come from?
Rachel: I come from Washington in the States.
Yawa: What's your profession?
Rachel: I'm a Volunteer in Peace Corps. This young lady is my friend, her name is Shana, she comes from Montana in America, she is a new Volunteer in Atakpame.
Yawa: Well, welcome
Rachel: Ok, see you later.

Cultural notes:

- ***In general, presentation is not automatic to know someone's name you have to ask for it.***
- ***The first name, when it's not a christian name corresponds to the day of the week on which you are born (see table below)***
- ***A way to show respect is to avoid calling people directly by their name but you precede the name by words like Èkíɖa or Da, ɔmɔtsɔ or Fo..***
  For Example ɔmɔtsɔ Ismaël, Da Rolande
  You also use Aruka, or Onugbo for old persons

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Days of the week and related names

Day	English	Woman name	Man name
Ék ɛ	Monday	Àdzúwá	Kɔdzó,
èdzìitsɛ	Tuesday	Àbárá	Kɔmarã
ɛtatsɛ	Wednesday	Àkuwá	Kɔkú
ɔdzɔɔtí	Thursday	Yawá	Yàwù
ɔdzɔɔŋɛ	Friday	Àfiwá	Kofí
àɖámí	Saturday	Áma	Kɔɔmì
ɔdzɔɔs	Sunday	Kɔsíwá,	Kɔsí

Vocabulary

- ɛkɔ — Name
- atsitsɛ –ɔfɛ — Volunteer
- nbisí — Where
- ɔma – ilé – ìwé — Pupil, student
- Àtsòko — Parmer
- Akɔnɛ — Teacher
- Olí – àréè / àtàdzà — Seller/trader
- àbɔnɛ — Doctor/nurse
- àtɔk — Driver
- agb — Carpenter
- káráki — Clerk
- ɔmatsɛ — Apprentice
- akoatsɔ — Tailor
- ɔgá /onùgbó — Director
- Apetɔ/Apenɔ — Mister/madam/head
- ídza /ɔrɛ — Male/female friend
- ɔkɔláya / ayalɔkɔ — Married
- Onùkũ — Girl/boy friend
- Àkpã — Bachelor/single
- ìgbãnà — Fiancé (e)
- tit — New
- hóhó — Old
- ìlú — Town/country/village
- bɔɔni/ àɖèlé — Maid

- ɔma: added to a country, town or place name to mean:
  - "who comes from" ɔma –Togo — Togolese

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Nationality/origin

➢ ɔma –Togo	Togolese
➢ ɔma –Ameríkà	American
➢ ɔma – Bènɛɛ	Beninese
➢ ɔma – Áfíríka	African
➢ ɔma –Kpálimɛ	Who is from Kpalime
➢ ɔma –Kàlìfòrìníyà	Who is from California

Expressions

➢ À náa kpè mí ní …/ɛkɔ mi dzɛ...	My name is…
➢ ɛkɔ ɛɛ fee? / Bí à náa kpèɛ fá?	What's your name?
➢ Nlú yéèsi ò ti?	From which town/village/country do you come ?
➢ ɔma nbisí ŋa ò dzɛ?	What's your nationality?
➢ Nbisí ò wà?	Where are you/where do you live?
➢ Itsɛ mɛɛ ò wà tse?	What's your profession?
➢ Nbisí ò ti ?	Where are you coming from?

Some verbs

➢ Ti	To come from
➢ Dzɛ	To be + (nationality, profession, marital status)
➢ Wà	To be (location)

Exercises

1) Answer a question or ask a question

a) Bí à náa kpèɛ fáa ? _____

b) N ti nKàlìforìníya nlɛ Áméríkà. _____

c) N dzɛ abɔnɛ nSɔkɔɖe. _____

2) You are on the way to your friend's house and you met a young person who greets you. Answer the greeting and ask questions to know him/her better

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Grammar notes

The use of the verb **dzɛ** and **wà** = to be

i. **dzɛ**

For example:

N dzɛ ɔma –Ameríkà	I'm American
Joe dzɛ atsitsɛ–ɔfɛ	Joe is a Volunteer
Abra dz ɛ àkpã	Abra is a bachelor/single

ii. **Wà** = to be or to live

For example:

NáÀdèéta ní àa wà báàyí ɛ	We are in Adeta now.

Exercises

1) Translate the following sentences into Ife.

a) I'am in Tabligbo _____

b) Esi is a student _____

c) Jesse is a Peace Corps Volunteer in Atakpame _____

_____

d) Adzo is a single and she is an apprentice _____

_____

e) Blandine is Training Manager at Peace Corps _____

_____

f) George is an American but he is in Togo now _____

_____

g) Trainees are in Agou now _____

_____

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2) Ask or answer questions from the statements below

a) À náa kpè mí ní Kɔmì _____

b) N dzɛ olí – àréè _____

c) Nbisí ò ti? _____

d) Itsɛ mɛɛ nà tse? _____

e) Nbisí èkíɖã yèé ti? _____

f) Ákú dzɛ ayalɔkɔɔ? , _____

g) Steve dzɛ atsitsɛ –ɔfɛ _____

3) Text:

À náa kpè mí ní Nancy. Tsí n ti nKalifornia nlɛ–ÁmériKà. Ódi, nTogo ní n wà báàyí. N dzɛ akɔnɛ nGléi. Èkíɖã yèé bɛ òŋu dzɛ ɔrɛ– mi ni. À náa kpèé ní Létù. Ó ti n Kɛlɛkpɛ nlɛ–Togo. Ó dzɛ akoatsɔ natakpamɛ.

Text **:**.

My name is Nancy. I come from California in the States, but now I'm in Togo. I'm a trainee in Gléi. This lady is my friend. Her name is Létù. She comes from Kɛlɛkpɛ in Togo. She is a seamtress in Atakpame.

Questions

- Nbisì Nancy ti? (Nlú yèési ó ti?)_____
- Nbisì ŋa Nancy dzɛ? _____
- Itsɛ mɛɛ Nancy náa tse? _____
- Nbisì Létù ti? _____
- Létù dzɛ akoatsɔɔ? _____

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TDA

In your neigborhood, meet two people; greet them, introduce yourself to them and ask questions to know them better (name-origin-profession-where they live). Write down the information for next class.

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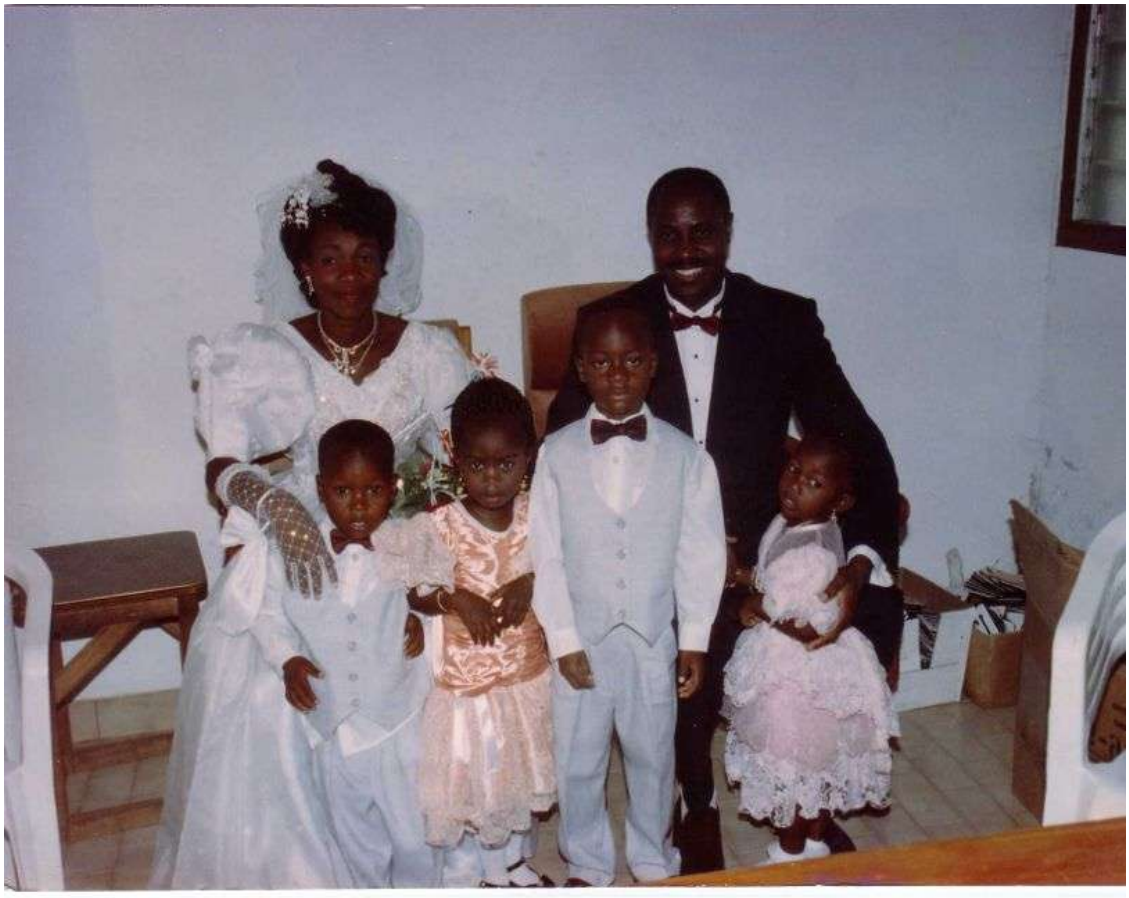
Lesson 3

Introduce one's family



Objectives:

After studying the lesson on ''Introduce one's family'', trainees will be able to:

1) Use the vocabulary related to family relationships and the numbers from 1 to 20 to introduce their family
2) Use the possessive adjectives and their negative structure to introduce their family members
3) Discuss cultural notes related to the family
4) Talk about their own family to a member of the community.

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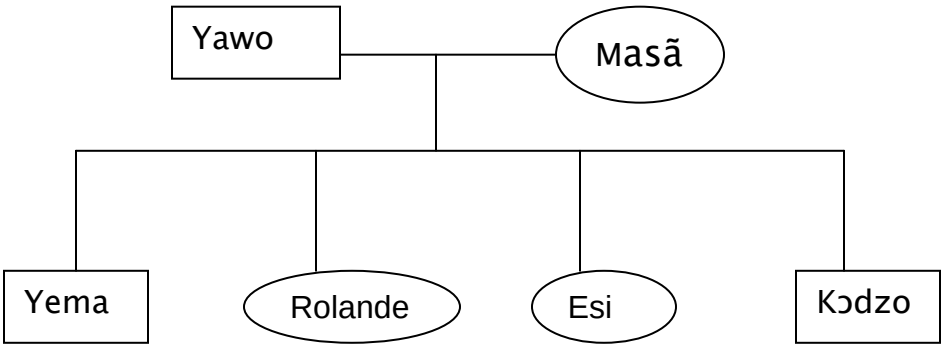
Àgboro Rolande **Rolande's family**



Text:

Ɛkɔ-mi dzɛ Rolande, ɔnyà mɛɛfà ní wà nágboro mi: boba-mi, ìnà-mi, ìnàbí- ɔnɔk méèdzì oŋu ɔnɔb ɔkã.
ɛkɔ boba-mi dzɛ Yawo, ó dzɛ akɔnɛ nAgou, ó ti nSevagã. ɛkɔ ìnà-mi dzɛ Masã, ó dzɛ oli-àrée. Ó ti nKeta nGhana. ɛkɔ ìnabí -ɔnɔk -mi ŋa ni dzɛ Yema òŋu Kɔdzo. Àwà nLome. Ékɔ ìnabí- ɔnɔb -mi ni dzɛ Esi, ó dzɛ abɔnɛ nTsevie. Ndzáfɔ aro-mi héŋu.

Text:

My name is Rolande, there are six persons in my family: my father, my mother, my two brothers and my sister.
My father's name is Yawo, he is a teacher in Agou, he comes from Sevagan.
My mother's name is Masã. She is a trader; she comes from Keta in Ghana.
My brothers' names are Yema and Kɔdzo. They are in Lome. My sister's name is Esi, she is a nurse in Tsevie. I like my family so much.

Cultural notes

- ***Polygamy is a reality in Togolese community***
- ***Cousins and sisters are considered just like sisters and brothers***
- ***Family links and community solidarity are strong***
- ***Thus acceptance in your family or in your community is very important***

Proverb*: "ɔkpá ìnàbí kàá tsɛ" (Nothing can break family links)*

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Vocabulary

Members of the family

Àgboro/aro	Family
ɛnɛ yèé bínɛ	Parent
boba	Father
ínà	Mother
ɔma	Son/daughter
ìnàbí	siblings
ìnàbí-ɔnɔk	Brother
ìnàbí-ɔnɔb	Sister
ìfó-mi	Elder brother
ìɖa-mi	Elder sister
ɔkɔ	Husband
áya	Wife
ɔkɔláya/ áyalɔkɔ	Married
Nɔgá	Maternal aunt (elder)
Nɔɖé	Maternal aunt (younger)
nyinɛ	Maternal uncle
Tɔgá	Parternal uncle (elder)
Tɔɖé	Parternal uncle (younger)
ìtatsì	Parternal aunt
ɔnɔk yèé	This man
ɔnɔb yèé	This woman
maɖé	Child (in general)
gbágbó	Old man
arigbo	Old woman
Mámá	Grandmother
ɔma- ìtatsì/-nɔgá/-nɔɖé/- nyinɛ	Nephew/niece
ɔma-kpé ngbagbo	Grandson/granddaughter

Expressions

ɛkɔ boba-mi ní dzɛ...	My father's name is ….
Bi ánà kpé inɛ fá?	What's the name of your mother?
ɛnɛ yèé bí mì ŋa wà nlɛ Amerika	My parents are in the States
Áya wà fú mi	I have a spouse
ɛkɔ mi ni dzɛ.../ana kpe mi ni...	My name is…
ìnàbí-ɔnɔk -kã òŋu ɔnɔb mi	I have a brother and two sisters
ìnàbí mɛɛlo wà fɛɛ?	How many sisters and brothers do you have?

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➢ Ítsɛ mɛɛ ìnà ɛ wà tse?	What's your mother's profession?
➢ Ìnà-mi dzɛ olí-arée	My mother is a trader
➢ Boba-mi ti nDatcha	My father comes from Datcha
➢ Nɔmbɛ	Today
➢ ɔd̨	Year

Some verbs

➢ … Wà nɔwɔ-mi/ nɛ	To have
➢ Tse aro bá…	To be related to
For example: Ntse aro bá Esi	I'm related to Esi
➢ Náya/nɔkɔ	To marry/to get married
➢ Kɔ ɔkɔ/ Kɔ aya	To divorce
➢ Dzáfɔ ɔnyà	To love someone
➢ Bímá	To give birth (to have a child)

Numbers

1. →	ɛnɛ	11. →	Maá òŋu ɔkã
2. →	Méèdzì	12. →	Máméèdzì
3. →	Mɛɛta	13. →	Mámɛɛta
4. →	Mɛɛr	14. →	Mámɛɛr
5. →	Mɛɛrú	15. →	Mámɛɛrú
6. →	Mɛɛfà	16. →	Mámefà
7. →	Méedze	17. →	Máméedze
8. →	Mɛɛdzɔ	18. →	Mámɛdzɔ
9. →	Méesã	19. →	Maméesã
10. →	Maá	20. →	Ogú

Exercises

1) Give five words you associate with the word family and make a sentence with each of the words.
Example: boba----→ ɛkɔ boba mi dzɛ Frank

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2) Complete this identity card

Name		
Profession		
Origin		
Family	Father:	Name: Place of residence: Profession:
	Mother:	Name: Place of residence: Profession:
	Brothers and sisters	Name: Place of residence: Profession:

Grammar notes

i. The possessive adjective has two forms: the normal form and the contracted one.

These are the contracted forms that mostly used with nouns related to family members.

Ife	English	Example	
------mi	my	Boba mi	My father
----- ɛɛ	your	inɛɛ	Your mother
-----ɛ	his/her/its	ɔmɔɛ ɛkɔɛ	his son her name
------wa	our	nyinɛ wa	our maternal uncle
-------ŋɛ	your	ayàŋɛ	your husband/wife
-------ŋa	their	ìtátsì ŋa	Their paternal aunt

ii. The plural in Ife is made by adding '' ŋa'' to the end of a word

Example:

Akɔnɛ ŋa	teachers
ìnàbí ŋa	sisters/brothers
maḍe ŋa	children

iii. The negative form

N ko nɛ ìnàbí- ɔnɔk — I don't have a brother

The negative structure is : subject + **ko** + verbal form + compl

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ɔma ko wà nɔwɔ mi	I don't have a child
Nɔɖe ko wà nɔwɔ mi	I don't have a younger maternal aunt
Tɔgá ko wà nɔwɔ wa	we don't have an elder paternal uncle
Àko nɛ itatsi.	they don't have a paternal aunt

Exercises

1) Use the correct possessive adjective that corresponds to the English word in parenthesis:

Example: ɔma (my) ɔma mi

a) Boba (his) _____

b) Nyinɛ (our)_____

c) Akɔnɛ (your, singular)_____

d) Ilé (his) _____

e) ínà (your, singular) _____

f) ìtátsì (their) _____

g) ìnàbí-ɔnɔk (your, plural)_____

h) Apetɔ (our)_____

i) Ile-iwé (her) _____

2) Rearrange the following words into sentences:

a) ɔkã/ wà / Ìnàbí- ɔnɔk / nɔwɔ-mi _____

b) -ɛ / dzɛ / ɛkɔ / kofi _____

c) ɔnɔ / nɔwɔ / méedzì / wà /mi _____

d) ɛkɔ / ìtátsì- ɛɛ / fee? _____

e) Ìnàbí- ɔnɔk / wà / mɛɛlo / nɔwɔ- ɛɛ? _____

f) Ifó / nɔwɔ-mi /kò / wà_____

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Exercises

1) Answer these questions.

a) ɛkɔ- ɛɛ fée? _____

b) Ìnàbí mɛɛlo wà fɛɛ ? _____

c) Itsɛ mɛɛ boba-ɛɛ wà tse?_____

d) ilu yèési ìnà-ɛ ti? _____

e) Áya mɛɛlo wà fú boba-ɛɛ? _____

f) ɛkɔ nyinɛ-ɛɛ fée? _____

g) Itsɛ mɛɛ ìtátsì- ɛɛ wà tse?_____

h) ɛkɔ ɔrɛ -ɛɛ fee? _____

i) ɔma wà nɔwɔ nɔgá- ɛɛ?_____

2) Translate into Ife:

There are 12 persons in my family: my father, my mother, my sisters, my brothers, my paternal aunt and my maternal uncle. Our father comes from Tsevie and our mother is from Keta. They have 3 sons and 5 daughters.

3) Ask questions from the following statements:

a) ɔma méedzì wà nɔwɔ-mi _____

b) ɛkɔ tɔɖe-mí dzɛ kɔmárã _____

c) Áya mɛɛr ɔwɔ boba-mi _____

d) ɛkɔ nɔɖé-wà ní dzɛ Tutu _____

e) ɔɖ máàméedzi ni wà nɔwɔ ɔma- mi_____

Role play:

You are meeting your host father's friend for the first time. Introduce your family to him and ask questions about his family.

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TDA

Your host family would like to know more about the members of your family in the States. Give them information and ask questions to know more than what you actually know.

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Lesson 4

Buying essential items

Objectives:
After studying the lesson on "buying essential items" trainees will be able to:

1) Count the CFA in Ife
2) Name some essential items found at the market
3) Use expressions and verbs related to shopping
4) Use some interrogative terms (**egbelo, kí…**) and the present progressive form to purchase items
5) Discuss cultural notes related to market
6) Develop strategies for their personal security in the market
7) Buy an essential item at the market price

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Dialogue

Jesse a PCV went to the market in Atakpame to buy cloth.

Afi:	ɔmɔtsɔ kũũr . Kí ò wà wò?
Jesse:	N wà wo atsɔ.
Afi:	Atsɔ kpíkpɔ wá fú mì. Yèési ò wà wò?
Jesse:	Atsɔ tsíví ni. Yèébɛ fée egbèló?
Afi:	ɔwɔ- kã dzɛ kotokú-kã òŋú alàbɔ
Jesse:	óò, ógbowó héŋú. N tsìkálɛ, nyàbɔ nnɛ fú mi.
Afi:	Egbèló wà nɔwɔ - ɛɛ?
Jesse:	Alafã mɛɛdzɔ.
Afi:	óò, kòtó. Kɛɛ kotokú-kã.
Jesse:	ósã, gbá owó.
Afi:	gbátsɔ òŋú tsɛŋdzì
Jesse:	ósã, kútsɛ
Afi:	Kòtó itsɛ. óɖ kpàɖé.
Jesse:	Yoo, kas kpaɖé

Dialogue in English

Afi:	Welcome young man! What are you looking for?
Jesse:	I'm looking for cloth
Afi:	I have a lot of cloths. Which one are you looking for?
Jesse:	I'm looking for ''tsivi'', the lower quality. How much is this?
Afi:	One thousand five hundred CFA for two yards.
Jesse:	Oh. It is too expensive, reduce the price, please!
Afi:	How much do you have?
Jesse:	I want to buy it at eight hundred.
Afi:	Oh. It is not enough. The last price is one thousand CFA.
Jesse:	Ok, take the money.
Afi:	Take the cloth and the change.
Jesse:	Ok, thank you very much
Afi:	You are welcome. See you again.
Jesse:	Ok, see you again

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Cultural and safety and security notes

- ***The market day is not only for trading but is also a great opportunity to meet friends***
- ***It's necessary to bargain in the market and sometimes in shops.***
- ***Exchanging things is not automatic; you need to discuss the case with the seller before.***
- ***You don't use your left hand in the market.***
- ***You don't bargain early in the morning without buying the item.***
- ***It's not safe to go to the market with too much money on you or just after banking.***
- ***It's important to be careful about people who ask for help in the market.***
- ***When buying food you can ask the seller to add you some as a gift.***

Proverb*: "Nɔdzɔ - adzà ní à náa dzɛɛ" (there is time for everything)*

Vocabulary

Numbers from 21 to 100

ɔkã lé nógú	21
Méèdzì lé nógú	22
Méèsã lé nógú	29
ɔgbãwò	30
ɔkã lé nɔgbãwò	31
Méèdzì lé nɔgbãwò	32
Ogbóòdzì	40
ɔkã lé nógóòdzì	41
Máa lé nógóòdzì	50
Máa lé nɔgɔɔr	90
ɔgɔɔrú	100
ɔkã lé nɔgɔɔrú	101
Méèdzì lé nɔgɔfà	122

Expressions to count money

Coins

Biye kã	5F
Biye méèdzì	10F
Biye mɛɛrú/dzãtá	25F
Biye mɛfà	30F
Biye máa	50F
Dzãtá mɛɛta	75F
Alafá kã	100F

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- Alafá méèdzì — 200F
- Alafá méèdzì Òŋú àlàbɔ/afã — 250F
  Alafá méèdzì Òŋú biye máa
- Alafá mɛɛrú — 500F

Bank notes/ bills

- Kótókú – kã/akpo- kã — 1000F
- Kótókú – méèdzì — 2000F
- Kótókú mɛɛrú — 5000F
- Akpò-máa — 10.000F

Words and expressions related to the use of the money

- owó — Money
- owó- lilɔ — Lime money
- owó-gbigb ĩ — Dirty money/note
- owó-tit — New coin/note
- owó-yíyá — Teared note
- tsɛŋdzi — Change
- owó- ìwé — Bill/note
- owó-ɛyɔ- ɛyɔ — Coin
- Àlàbɔ — Half

Essential items

- Kpatákò/kpákò — Shoes/sandals
- Tɔtsì — Flash light
- Òkúta-tɔtsì — Battery
- ɔts / ìf rĩ — Soap
- ÒKúkú — Hat
- ɔwɔ — Broom
- Kũtsã — Sponge
- Tɔká — Bucket
- Kp nɔ — Bread
- Súkirì — Sugar
- Oŋú — Salt
- Kp nɔ -Súkìrì — Sugar bread
- Kp nɔ- oŋú — Salt bread
- Támbó — Pepper
- Tìmátì — Tomato

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➢ mɛɛsà	Onion
➢ Ònyìmà	Pineapple
➢ Àkɔɖú (Àgbàŋgbà)	Banana
➢ Aɖùbà (ágíɖi)	Papaya
➢ Gbòlòt	Orange
➢ Péyà	Avocado
➢ ɛnyɛ	Palmnuts
➢ Atsɔ	Paterial/pagne/cloth
➢ Iŋ	Thing (in general)

Expressions

➢ Kí ò wà wò?	What are you looking for? (present progressive)
➢ N wà wò Kpákò	I'm looking for sandals
➢ N bàkó ra gbòlòt	I'll buy/I want to buy orange
➢ Egbèlò dzɛ gbòlòt ɛ?	How much is the orange?
➢ Ó gbowó gbegbé	It's too expensive
➢ Nyàbɔ fú mi	Reduce the price for me
➢ Kí ò wà tà?	What are you selling?
➢ Biye máa gé ní wà nɔwɔ -mi ɛ	I only have 50F
➢ Àràdzà	Customer/client
➢ Àtàdzà	Seller
➢ Àdzà	market
➢ Nɔdzɔ -adzà	Market day
➢ Kò gbowò	It's not expensive
➢ Ó tsɔ	It's cheap
➢ Dzɛŋ	To go bankrupt
➢ Nrɔnrɔ	Different kind of
➢ Ìɖì-kã	Pile of
➢ Oli-kpɔnɔ	Bread seller
➢ Tsènì fú mi	Add me some (it's normal to ask for a gift if you buy food at the market)
➢ Owó- ntãntã	Can't go lower than that/last price
➢ Kpí kpɔ	A lot of
➢ Máa fú à kpò mɛɛta	I'll/I want to give 3000F

Verbs

➢ Tà	To sell
➢ Rà	To buy
➢ Gbà	To receive
➢ Mú	To take

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➢ Gbowò	To cost
➢ Nyàbɔ	To reduce it (the price)
➢ Bèrènyì-owó	To ask for a price
➢ ŋɛwó	To borrow
➢ Berenyì ɛŋ	To ask for the money back
➢ Bère owó	To ask for money
➢ Wò	To look for/to desire
➢ Lɔ nádzà	To go to market
➢ Fú	To give
➢ Olí+noun	Seller/owner of….

N.B.: To ask for a price "**ɛ**" should be added at the end of the question.

Example: (egbelo dzɛ kpatakoɛ?)	How much are these sandals?
(egbelo dzɛ atsɔɛ?)	How much is this cloth?

Exercises

1) Make at least five sentences using the expression "**ma ra**''
   Example: tɔtsi
   Ma ra tɔtsi

2) Imagine yourself in the market; ask questions about the price of some items you see by a seller.

Grammar notes

i) The present progressive form
It's expressed by **wà**,

Subject + wà + verb + compl

For example :

* N wà wo kpakò (kpátákò)	I'm looking for sandals
* ò wà ra òkúkú	You're buying hat
* Ò wà wo tɔtsì	You're looking for a flashlight
* Àa wa ta gbòlòt	We're selling orange
* È wà ta kpɔnɔ	You're selling bread
* À wà ra àgbáŋgbà	They're buying banana

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ii) The present progressive and the interrogative terms

The structure is:

Interrogative term +subject+ verb	
* Kí	what
Kí ò wà wò?	What are you looking for?
* Yéèsi ?	Which one?
Yéèsi àŋá wà rà ?	Which one are they buying?
Kpátákò yéèsi àŋá wà rà ?	Which sandal are they buying?
* Nbisí… ?	Where…?
Nbisí àŋá làkó?	Where are they going?
Nbisí ìnà- ɛ ti?	Where does your mother come from?
* Egbèló?	How much?
Egbèló ò wà táa kpátákò?	How much are you selling the sandal?
* Nɛɛ?	Who?
Nɛɛ è wà wò?	Who are you looking for?

Exercises

1) Below is a list of verbs. With these verbs make sentences in the present progressive tense using

a) the affirmative structure
b) the interrogative structure (either with an interrogative term or not)

List of verbs:rà, wò, gbà, tà, lɔ
Example:

a) Akɔnɛ wà ra gbòlòt
b) Akɔnɛ wà ra gbòlòt ɛ? or
Kí Akɔnɛ wà rà?

2) Use the following interrogative terms to ask questions:
Egbèló, Kí, yéèsi

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3) Use "Egbèló" to ask the price of the following items and give the price in Ife.

Example:
Egbèló dzɛ ɔ ? àlɔfã- kã

ɔtsɛ (100F) _____

atsɔ (2000F) _____

Gbòlòt (75F) _____

agidi (250F) _____

Òkúta-tɔtsi (150 F) _____

Kɔpnɔ-súkìrì (300F) _____

ìmɔra/ ìnɔra (1500F) _____

Kutsã (500F) _____

Òkúkú (600F) _____

Oŋu (25F) _____

4) Answer the following questions. Make full sentences by using the following nouns and names:

a) Kí ò wà wo rà? tãmbó

c) Nɛɛ Kɔsi wà wò ? valentine _____

d) Kí ò wà tà ? (mɛɛsà)_____

e) Nbisí ɔgá ti? Amérika_____

f) Kí Afi wà wo kó gbà? tsɛŋdzì _____

g) Itsɛ mɛɛ ìnà-ɛ wà tse? àtàdzà _____

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5) Dialogue: Katy the PCV goes to market to buy onions

Katy: Kóòsã, aʃénɔ.

Abla: Kóòsã èkiɖã, kí ò wà wò?

Katy: N wà wo mɛɛsà. Ègbèló ò wà tà ŋá?.

Abla: Àwà nnɖi- nnɖi: biye máa, alɔfà, alɔfà méèdzi. Ti egbèlo ŋa ò wà wò?

Katy: Ti alɔfã ŋá níî? Ó gbowó gbegbé. Nyàbɔ fú mi.

Abla: Oo, èkiɖã mɛɛsà wà gbowó báàyí.

Katy: Yoo, ntsìkálɛ, tsèní fú mi.

Abla: ó sã, gbá ɔkã.

Katy: Kútsɛ, gbáwo. Akpò kã ní wà fú-mi, owó tsítsɛ wa fɛɛ?

Abla: , ó wà.

Katy: Fú -mi nt ŋdzi.

Abla: T ŋdzi ní.

Katy: Kútsɛ, Óɖi ká s wáa kpàɖé.

Some words

Òŋu ní	Here it is.
Ti-egbèló?	Tor how much?
Fú-mi	Give me (in the dialogue) but also means: to me/for me
oɖé	A little

Questions

a) Kí Katy wà wò?
b) Ègbelo óle mɛɛsà ŋáa?
c) Ti-egbèlo Katy wà wò?
d) Mɛɛsàá gbowóó?
e) Abárá tsèni fú Katy?
f) Egbèlo wà nɔwɔ Katy ?
g) Tseŋdzi egbèlo Katy gbà?

6) Translate into Ifɛ

a) What are you looking for?

_____

b) I'm looking for batteries

_____

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c) For how much?

_____

d) It's too expensive, please reduce the price for me

_____

e) Who are you looking for?

_____

f) I only have 2650F

_____

g) No, I don't have any change

_____

h) Where are the sandals?

_____

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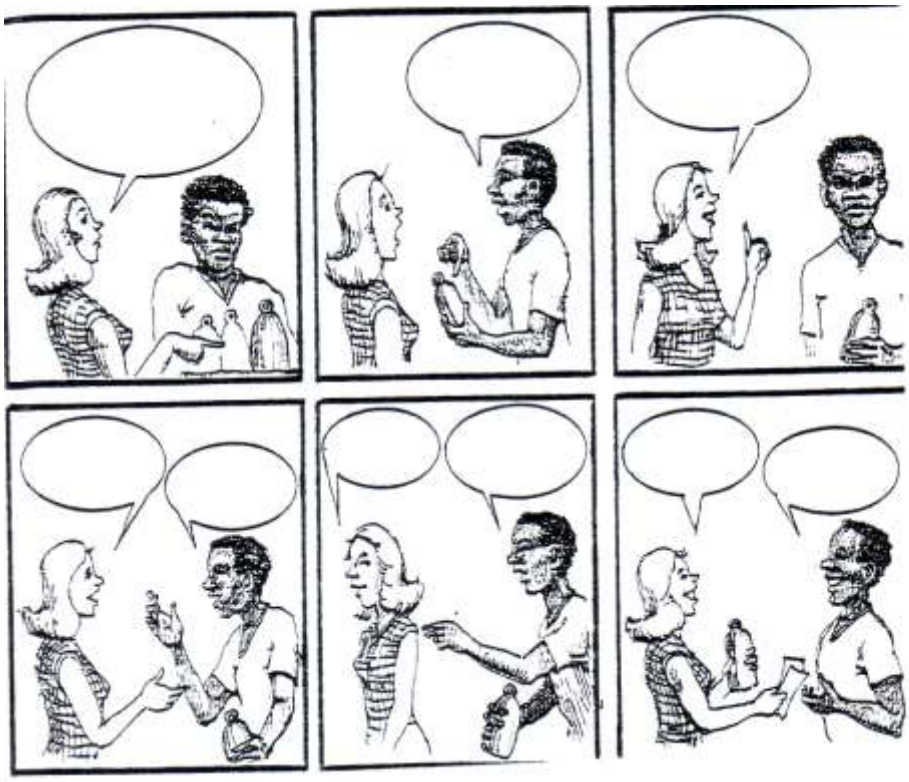
7) Write a conservation between the seller and the customer based on this picture.



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TDA

Go to the market, identify an article of your choice, ask for the price, bargain and buy it and ask for the change.

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Lesson 5

Talk about food habits of the host country

Objectives:

After studying this lesson, trainees will be able to:

1) Name some foods in Ife areas
2) Use expressions and verbs related to food preparation in order to talk about meals
3) Discuss cultural points related to food habits
4) Talk about what to eat in order to stay healthy
5) Give a recipe

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Dialogue

Laura tells her friend Yawa about her lunch

Yawa: Đaɖawa Laura, ò dzíi?
Laura: ,n dzíi.
Yawa: Kí ò dzɛ nɔɔná nóòsã ?
Laura: Ndzɛ ìmɔri nɔbɛ ɖíɖ -kã bɛ, ámã nkò máa ɛkɔ- ɛ.

Yawa: Ó sã, èmi, ndzɛ itsú-èrú òŋú, ɔbɛ-ìgbómá.
Laura: Oo! Èmi gbo mà dzáfɔ ɔbɛ ìgbómá héŋú.

Dialogue in English

Yawa: Young lady, are you all right?
Laura: Yes,
Yawa: What did you eat at noon yesterday?
Laura: I ate rice and a delicious sauce, but I don't know the name.
Yawa: Well, (me) I ate boiled yam and spinach sauce.
Laura: I also like spinach sauce.

Cultural notes

- ***When you eat you invite people near you to share your meal using the expression "wa dzɛ ŋɛ" or "ká dzɛ ŋɛ", but this doesn't mean that they will necessarily eat. The answer to this invitation is " ósã /kó r " "Enjoy your meal" or "go ahead". When you get that invitation and you feel like eating say "kútsɛ" = thank you" and eat.***
- ***The left hand is seen like dirty and is not acceptable at table when you're with peole.***
- ***You don't smell food in order to appreciate it and you should not step over the meal.***
- ***Kitchen utensils should not be used for other purpose such as taking shower or hiting someone.***
- ***Foods taboos are specific to families, communities or ethnical groups***
- ***Traditional restaurants, "streets food restaurants" or "fufu bars" serve cheap but good food and the service is quick. However be careful, they are not always clean and healthy. Consequently, PCTs and PCVs are not advised to eat salads in those restaurants.***

Proverb: "ɔbɛ ɖíɖ à ãtã wáa ɛ" *(a delicious sauce brings you closer to the table: When the thing becomes interesting people pay more attention to it).*

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Vocabulary

Foods/meals

➢ Dzídzɛ	Food
➢ ìkàtì	Dough (of maize, millet…),paste
➢ ìmɔrĩ	rice
➢ itsu	Yam
➢ Kúte	Cassava
➢ Bàfó	Corn
➢ Itsu-èrú / Kúte- èrú	Boiled yam/boiled cassava
➢ Ìmɔrĩ òŋu ɛwà (Àyímólú)	Rice and beans prepared together
➢ Ìkàtì-kpíkpa	"Red paste", made with palm oil
➢ ɖàbùrú	Ragout /yam stew
➢ Kòlíkò	Fried yam
➢ Àgbáŋgbà- ɖiɖɛ	Fried plantain
➢ Àgbáŋgbà-sísè	boiled plantain
➢ Àgbáŋgbà-sís	Roasted plantain
➢ Àgú-itsu	Pounded yam
➢ Àgú -kúte	Pounded cassava
➢ Ìgàwu	Fried bean doughnut
➢ Gálì	Cassava flour
➢ Gálì-ríró	Mixed gali and tomato stew
➢ Gálì-wíwàmɔ	Mixed gali, sugar and water
➢ Abólò	Steam-cook paste made of corn porridge
➢ ɛɖã/ akasã	Porridge
➢ ɔtí	Drink
➢ ɔtí- ɔkpɛ	Palm wine
➢ omi	Water
➢ ɔtí-lilé	Alcoholic drink
➢ ɔtí-ɖiɖ	Soft drink
➢ Sòɖabi	Local alcoholic drink (like gin)

Some of the foods are called by their french name such as:

➢ Chou	Cabbage
➢ Carotte	Carot
➢ Haricots verts	French bean
➢ Pomme de terre	Potato
➢ Salade/saladagbe	Salad/lettuce
➢ Petit pois	Garden peas

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Some sauces

- ɔbɛ — Sauce
- ɔbɛ-tímàtì — Tomato sauce
- ɔbɛ-ìgbómá — Spinach sauce
- ɔbɛ- ɛnyɛ — Palm nut sauce
- ɔbɛ -omitsú — Slight sauce
- ɔbɛ-káká — Sesame sauce
- ɔbɛ-Àyɔsí — Peanut sauce
- ɔbɛ -áyɔyɔ — "Ademe" sauce (Ademe is a vegetable)
- ɔbɛ-ilá — Okra sauce

Ingredients

- Oŋu — Salt
- Mɛɛsà — Onion
- Ayo — Garlic
- Ìdzàyè — Black pepper
- Tãmbó — Hot pepper
- Àɖ , — Oil
- Ékpó — Palm oil
- Àɖɛ-àyɔsí — Vegetable oil (made of peanut)
- ɛrã — Meat
- ɛrã- aɖɛɛ — Chicken (meat)
- ɛrã- lalá — Beef
- ɛrã- abó — Goat
- ɛrã- ɔhà — Pork
- ɛdzã — Fish
- ɛdzã- nyínya — Smoked fish
- ɛdzã- tútù — Fresh fish
- Kanamí — Fried fish

Utensils

- Àwò-tɛrɛ — Plate
- Àwò-goɖòbò — Bowl
- Ìgàtsí — Spoon
- Gáàfù — Fork
- Bɛtɛ — knife
- Agolo-omi — cup
- Ìkòkò — Cooking pot
- Kòlòbí — Sauce pan

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Verbs

➢ Dzɛ (ŋɛ)	To eat (something)
➢ Se (dzídzɛ)	To cook
➢ Mɔ (omi, ɔti)	To drink
➢ Gú (àgú)	To pound (fufu)
➢ Rɛ (mɛɛsã)	To cut (onion)
➢ L ɔ (támbó)	To crash (pepper)
➢ Kpɔ (ɛɖã)	To prepare (porridge)

Expressions

➢ N kà dzɛ ɛrã	I don't eat meat
➢ N kà mɔ ɔti-líle	I don't drink alcohol
➢ N kà dzɛ ìkàtì	I don't eat paste
➢ Ó ɖ héŋú	It's very delicious/good
➢ Dzídzɛ ɛ ɖ héŋú	The food is very delicious
➢ Oŋu kã ɔbɛɛ	There is too much salt in the sauce
➢ Támbó lare ɔbɛɛ	The sauce is spicy
➢ Bí àná se ɖàbùrú fáa?	How does one cook yam stew?
➢ Bí nà se ɔbɛ-àyɔsí fáa?	How you prepare peanut sauce?

Other words

➢ Àt	First
➢ Ekéèdzì	Second
➢ Náànyìbɛ	After that
➢ Náàts	Before
➢ Nàmí	Or
➢ Nbɛɛ	Then
➢ Àmá	But
➢ Bí ó dzɛ bɛɛ	So
➢ Bí	If/to/for

Exercises

1) Add a maximum of three words to each word below to make complete sentences.
Example:

dzɛ

Àa dzɛ imɔrĩ

Àa dzɛ imɔrĩ nɔbɛ-ìgbómá

Èmi oŋu Afi, áa dzɛ imɔrĩ nɔbɛ-ìgbómá

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Suggested words :
Ayímólú,
Koliko
Se dzidzɛ
ɔbɛ-àyɔsí

2) You meet your friend after dinner. Ask questions to know what he/she ate and tell him/her about your dinner.

Text: Bí à náa ɖ kòliko gbà fá?

Náà , bɛtsú ɛ, làá wíríwírí nàmí kpáŋdzà- kpáŋdzà . náàkéèdzì ɛ, náa wɛ itsu yèé ò làá kéŋkéŋú tsí náa ɖà nómi-oŋu.Náànyi bɛɛ, náa mú àɖ ɖà n kòlòbí tsí nkãná. Bí àɖ ɛ gboná, náa kɛ itsu ɛ ɖà nnɛ . Nkɛɛ, náa kɔɔdzɔ tsí kó wó rere tãná ò nyíi kpaɖà. Bí ó ɖé ró géná , nà kóo ná ɖɛ ɖà náawò. Nbɛɛ , náa mà ní, ó bɔ ká dzɛ gé ni. Afɔ tã.

How to make koliko

First peel the yam, cut it in long or small pieces. Second wash the pieces and steep them into salt water. After that heat oil in a pan and put the pieces in the oil, let it fry for a while and turn it. Wait a few minutes more and remove it: your koliko is ready to eat.

3) Read this sentence: N wà dzɛ ŋɛ.

Now suggest substitutes: one, two or three words that could be replaced to make new sentences.

You get something like:

N wà se dzídzɛ nágáɖà

N wà gú àgú nágáɖà

Kɔmì dzɛ ìkàtì nɔbɛ ayɔyɔ òŋu ɛrã-lalá.

<u>Suggested sentences</u>:

Sara wà mɔ ɔti-ɖiɖɔ

Kɔmi dzɛ ikati.

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Situation:

You invited a togolese friend to share your lunch with you. After the meal, she/he asks you for the recipe. So give her/him the recipe.

TDA

Ask your host mother or sister the recipe for a meal you choose. Bring the information to class and share it with your classmates.

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Lesson 6

Invite someone, accept or decline an invitation

Objectives:

After studying this lesson trainees will be able to:

1) Use specific vocabulary and verbs to invite someone
2) Accept or decline an invitation in a polite way to maintain a good relationship with people, which will support their personal safety and security.

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Dialogue

Akuvi invites her neighbor, the PCV Rhiannon to a local and popular danse named idzó ànyì.

Akuvi: ɛkíɖã Rhiannon, ò dzíi ?

Rhiannon: , ìwɔ fée?

Akuvi: Èmi gbo ndzí. Nwò ní àa kó lɔ ndzó nwèrè- alɛ, n tsìkálɛ, ò dzɛɛ?

Rhiannon: , ó ɖ . Kútsɛ títítí.

Akuvi: Ósã, ó ɖi nálɛ.

Rhiannon: Yoo.

Dialogue in English

Akuvi: Young sister Rhiannon, how are you?

Rhiannon: I'm fine, and you?

Akuvi: I'm also fine. I would like to invite you to idzó ànyì dance tonight. Would you like it?

Rhiannon : Oh yes! I would like it, thank you very much.

Akuvi: Well, see you tonight.

Rhiannon: Ok.

Cultural notes

- ***In general, friends or members of the same family visit each other without any previous invitation.***
- ***You are always welcome to share a meal or a drink or to spend time together … even if it was not planned before.***
- ***You are responsible for guest's food or drink.***
- ***It's necessary to express your limits during an invitation where people will be offering you food and drink again and again.***

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Expressions

N wò ni n kpé- ɛ	I would like to invite you
N wò ní n kpé- ŋɛ	I would like to invite you (plu)
Ò wò ní ó fúɖá bá míi?	Would you like to go out with me?
Ó wò ní kó fúɖáa?	Would he/she like going out?
Ò dzɔdzú - ɛ ní ò dzɛ ŋɛ bá mí?	Would you like to eat with me?
Yoo, ó sã fú mi, kútsɛ	Ok, that's great, thanks
Yoo, ó sã fú mi	Yes, I like it/it's a pleasure.
, n dzɛ ni…,	Yes, I accept to…
ó sã, máa wá	Well, I will come
òò, kútsɛ	No, thank you
Ntsikálɛ, nwèrè kò wà fú mi.	I'm sorry ,I'm not free
N kàkó nyáa wà	I cannot come
N kàkó nyáa lɔ	I'cant go
N kókó	I can't
Itsɛ kpíkpɔ wà nntá-mi si	I'm too busy

Occasions to be invited

Nɖi- ɔma -nyínyà fù ɖa	Naming ceremony/ outdooring Ceremony/traditional baptism
Nɖi- ikú	Funerals
Orò-ayaninɛ	Wedding ceremony
Itèdzú ɔdzɔ bíbí	Birthday
Orò-ìtɛbɔmi	Baptism ceremony
Orò- ìlú	Traditional feast
ɔɖ -	New year
Kísìmásì	Christmas
ɔɖ -àdzínɖé	Easter
ìr wéri	A walk
Tabaski	Tabaski, ramadan

Verbs

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➢ Kpé nɛ	To invite someone
➢ Wò	To look for /to want/to desire
➢ Dzɛ	To like/ to love
➢ Dzɔdzú	To please

Exercise

Give an affirmative or a negative answer to these questions in Ife

a) Would you like to come to my birthday celebration?

_____

b) Would you like going out with me to night?

_____

c) Will you be pleased to have dinner with me?

_____

d) Would you go to the funerals with my family?

_____

Grammar notes

The conditional tense used to express politeness, a wish, to soften a demand or an order is meant in *I*fe by:

a)

N wò ni n dzó	I would like to dance.
Ò wò ni ò dzo	You would like to dance
Ó wò ni kó dzo	He/she would like to dance
Áa wò ni kàa dzo	We would like to dance
É wò ni é dzo	You would like to dance
A wò ni àŋà ko dzo	They would like to dance

Subj+wò ni+pers pron +verb+(compl)

b)

N wò ní n kpé ɛ fú Kisimasi	I would like to invite you for Christmas
N wò ni n kpéé fú Kisimasi	I would like to invite him/her for Christmas
N wò ni n kpéŋɛ fú Kisimasi	I would like to invite you for Christmas
N wò ni n kpéŋa fú Kisimasi	I would like to invite them for Christmas

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Subj+wò ni+ pern pron+verb+obj pron

c)

N wò ní ò lɔ nádzà	I would like you to go to the market
N wò ní **kó** lɔ nádzà	I would like her/him to go to the market
N wò ní Jesse **kó** se dzɛ	I would like Jesse to cook
N wò ni **káa** ŋɖé	I would like us to leave
N wò ní è mɔti ɔkpɛ	I would like you (pl) to drink palm wine
N wò ní **ká** dzɛ ŋɛ bá- mì	I would like them to eat with me.

Subj+wò ni+ compl+verb+compl

NB **: With the 3rd person singular , 1st person plural and the 3rd person plural a"k" is added to the pronoun to have "ko" and "káa"**

Situation

Your host sister/brother seems bored at home. Discuss plans to make for the evening.

TDA

Ask two or three people in your host family or in your neighorhood how they accept or decline an invitation without frustating your host. Come back to class with your findings.

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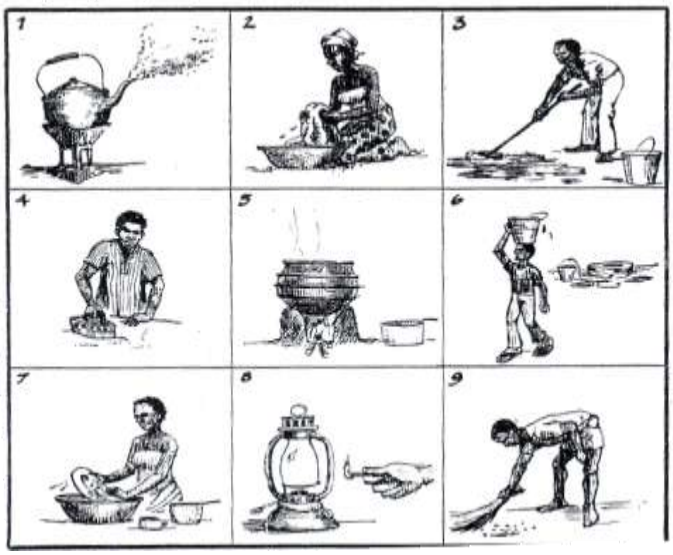
Lesson 7

Talk about daily activities



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Objectives

After studying this lesson, trainees will be able to:

1. Name different daily activities
2. Use the appropriate vocabulary and the present habitual to talk about daily activities in their community
3. Discuss cultural notes and safety and security issues related to the competence
4. Talk about their daily activities in the community for their good integration.

Text: Itsɛ- tsítse Aku nɔdzɔ -kɔdzɔ.

Náàwúrɔ ɔkãlɔɔkã ,Aku náa dzí kóyá. Náa wɛdzú tsí náa dzàrò, tsí náa wɛ. Náa wɔ àwú, tsí yá éwo, tsí náa lɔ nlé-ìwé nnkɛɛ. Bí ó bɔti nlé-ìwé wá, náa káa, tsí náa mí oɖé. Nóòrú ɛ, kà sũ kóyá.

Aku's daily activities.

Every day Aku wakes up early. She washes her face and chewes stick, she takes her bath, gets dressed, combs her hair and goes to school. After class, she is tired and she relaxes. At night, she doesn't go to bed early.

Cultural notes

- ***In the morning people wash their face before they greet or start their activities.***
- ***Activities are shared according to gender and age***
- ***In general, women take care of household chores.***
- ***It's better to wear appropriate shoes to go to farm.***

Proverb: ***"Itsɛ ní dzɛ ɔnyaá"*** (work makes life value)

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Vocabulary

Some places

➢ nnɔlé	In the room
➢ Nnɖìsũ	In the bed room
➢ Àgádɖà	Kitchen
➢ Àɖáká	Bathroom
➢ Oɖò	In the river
➢ Ilé-ìwé	School
➢ Nnɖi itsɛ	At the office
➢ Oko	Field
➢ Adzà	The market

Daily activities

➢ S rũ	To sleep/to go to bed
➢ Dzí	To raise
➢ Nɖé	To wake up/to stand up
➢ Wɛdzú	To wash face
➢ Fá i ɛŋgbã	To shave
➢ Yɛwo	To comb hair
➢ Wàwù (wɔ àwù)	To get dressed
➢ Bawù (bɔ awù)	To take off clothes
➢ Dzɛ àrò / wɛ ãrù	to chew stick and clean teeth/wash mouth
➢ R	To take a walk
➢ Mírá	To rest
➢ Gbálɛ	To sweep the floor
➢ Wàwò	To do dishes
➢ F ŋɛ	To do laundry
➢ Se dzɛ	To cook
➢ Fɛ ná	To light a fire
➢ Dzɛ ŋɛ	To eat

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➢ Kp – mi	To fetch water
➢ Lɔ noko	To go to farm
➢ Lɔ nlé ìwé	To go to school
➢ Lɔ ntsɛ	To go to the office
➢ Kã ìwé	To read
➢ Tsárémá	To play
➢ Gú kɛkɛ	To ride a bicycle

Expressions of time

➢ Náàwúrɔ ɔkãlɔɔkã (náàwúrɔ-káwúrɔ)	Every morning
➢ Nóòsã ɔkãlɔɔkã (nóòsã – kóòsã)	Everynoon
➢ Nórũ ɔkãlɔɔkã (nóòrũ- kóòrũ	Every night
➢ Nálɛ ɔkãlɔɔkã (nálɛ- kálɛ)	Every afternoon
➢ Nkɔsiɖa ɔkãlɔɔkã (nKɔsiɖa -kí Kɔsiɖa)	Every week
➢ Nɔɖ -kɔɖ	Evey year
➢ ɔɖɔ ɔkãlɔɔkã	Every year
➢ Kóyá	Early/quickly
➢ Nnwèrè-kíwèrè	Often
➢ Náàsòkò – ìkùbɔ ŋa	Sometimes
➢ Tãná	Before
➢ Náànyíbɛɛ	After
➢ Nkɛ	Now
➢ Oŋu	And
➢ Ntãntã	Finally/ last
➢ Kí náà tse náàwúrɔ -káwúrɔ?	What do you do every morning?
➢ Itsɛ mɛɛ nà tse nɔdzɔ ɔkãlɔɔkã?	What do you do everyday?

Exercises:

1. Guessing: the teacher performs an action and the learner guesses the verb (activity) that corresponds to the action.

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2. Give the activities that correspond to these periods of the day:

Náàwúrɔ

Nóòsã

Náàlɛ

Nóòrũ

Example: Náàwúrɔ

Dzi, wɛ…

Grammar notes

"naa" is attached to the verb to indicate habit or regularity of the activity.

Subject + **naa**+verb+ compl.

Example:

Màa dzí kóyá	I wake up early (I used to…)
Nàà se dzídzɛ náà wúrɔ-káàwúrɔ	You cook every morning.
Náá kp mi nnwèrè-kíwèrè	Often, she/he (used to fetch) fetches water
Àa náa dzɛ àgbáŋgbà	We eat bananas
È náa lɔ nlè-i wé nɔdzɔ- kɔdzɔ	You go to school every day
À (àŋá) náa ra idzɛ náàdzà-ɔkãlɔɔkã	They buy food every week

NB: with the first person singular people would say *Máa* instead of *N nàa*. With the second person singular people would say *Nàà* instead of *Ò náa. And the same for the third person Ó náa becomes náá .*

The negative form of habit: n **is replaced by** k

N kàa dzí kóyá	I don't wake up early (I used to…)
Ò káa se dzídzɛ náà wúrɔ-káàwúrɔ	You don't cook every morning.
Káá kp mi nnwèrè-kíwèrè	Often, she/he doesn't (used to fetch) fetches water
Àa káa dzɛ àgbáŋgbà	We don't eat bananas
È káa lɔ nlè wé nɔdzɔ- nkɔdzɔ	You don't go to school every day
À (àŋá) káa ra idzɛ náàdzà- ɔkãlɔɔkã	They don't buy food every week

NB: with the third person singular people would say *Káá* instead of Ó k*áa.*
To express an ordinary negation" ko" is used rather than 'ka".
Example: N ko ma I don't know

Exercises

1) Say what you do at these different periods of the day:

Náàwúrɔ ɔkãlɔɔkã , _____

Nóòsã ɔkãlɔɔkã _____

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Nálɛ ɔkãlɔɔkã , _____

Example: Náàwúrɔ ɔkãlɔɔkã màa wɛ ….

2) Change the sentences in exercise 1 into the negative form

Example: N kàa wɛ náàwúrɔ ɔkãlɔɔkã

3) Use ...and change the following sentences according to this Example:

Blandine wà kɔ-nɛ_ŋɛ_____Blandine náa kɔ-nɛ_ŋɛ_____

a) ɔma-ilè-wé ŋa wà kɔ if ɛ._____

b) Àa wà tsitsɛ _____

c) N wà sé ìKàti_____

d) N wà gú àgú _____

e) Akɔnɛ wà kã ìwé _____

f) ɔma- ilè-ìwé ŋa wà kɔ ìwéè? _____

g) ɛnɛ- Amerika ŋa wà kú gáráwá _____

h) Jenifer wà kúré (wà yoré) _____

i) Amy wà gbálé _____

4) Tell a story about someone's daily activities. The trainer begins the story and trainees continue the story in turn.

Text:

Náàwúrɔ ɔkãlɔɔkã, màa gbá lɛ tãná wɛ. Bí nwɛ tã, màa dzɛ ŋɛ tsí máa kpadzi tsí tɔtsé. Náànyìbɛɛ, màa lɔ ntsɛ. Màa tsitsɛ kpíkpɔ nnɔ- ɔdzɔɛ, àmá n Kàa ti mí oɖé gìɖì. Náa ká mi héŋú. Nbɛɛ, màa wɛ, tsí màa sũ.

Bí nwɛ tã	= when I finish to take bath
Náa ká mi	= I get tired
nnɔ- ɔdzɔ	= in the day

Questions

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a) Kí Àbárá náa tse tãná wɛ ?
b) Bí ó wɛ tã kí náa tse?
c) Náànyibɛɛ fée?
d) Kí Àbárá náa tse nnɖi- itɛ?
e) Náa ká Àbàrá á?
f) Kí náa tse nlé nálɛ?

5) Change the text into the negative form.

Situation

During your post visit, your counterpart will ask you about your plan for the week.

Role play

You want to plan a "happy hour" with your friend over the weekend. Imagine a conversation with him when you discuss your schedule for the weekend and find the right moment for your "happy hour"

TDA

Observe the members of your host family and ask them questions about their daily activities. Write a paragraph on that for next class.

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Lesson 8

Ask for and give direction and time

Objectives:

After studyng this lesson, trainees will be able to:

1) Use appropriate vocabulary to ask for and give directions and the time
2) Use the imperative form and prepositions to ask for and give directions
3) Discuss cultural notes and safety and security issues related to orientation
4) Give and follow directions in the community.

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Dialogue

Jane a PCV in Wahala arrives in Pagala for a workshop and she asks Kudzo to indicate her the road from the center to the village market.

Jane: Kóòní onúgbó
Kudzo: Kóòní èkiɖã, ò dzii ?
Jane: , ndzí. ɔnà yèési máa gbà tsi lɔ náàdzà ná?
Kudzo: Kò lé, r gãgã lɔ nwádzú, bí ò tó nɔɔnà- àŋ , nà gbà náàwotã, náànyibɛɛ ná r ãgã lɔ nwádzú, bí ò tó nɔɔnà- àŋ , nà gbà náawotã, náànyibɛɛ ná r gãgã nkpíkpàɖé ɔnáá, tsí ò s ɖé ró gé ná náa rí adzàa nwádzú-ɛ.
Jane: Kútsɛ títí
Kudzo: Kò to itsɛ.

Dialogue in Englsih

Jane: Good morning, sir.
Kudzo: Good morning young lady. How are you?
Jane: I'm fine. Please how do I get to the market?
Kudzo: It's not difficult, go straight to the paved road and turn right. After that go straight to the crossroads, turn right and walk for a few minutes, you will see the market in front of you (the market is in front of you).
Jane: Thank you very much.
Kudzo: You're welcome.

Cultural notes

- ***In general, indications about distance are not precise***
- ***Sometimes with illiterate people, time is related to the activities of the day (like children going to school, muslems' morning prayer…)***
- ***Some people will come late for meetings***
- ***People would prefer to lead you to the place by themselves or by having a child accompagn you.***
- ***Keep asking people for directions until you arrive at your destination.***

Proverb*: ''Abere ɔnà kà nɔ"* *(He who asks for direction never gets lost)*

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Vocabulary

Some places

➢ Náàdzà	In the market
➢ Nlé-abɔnɛ	Hospital, health center
➢ Nlé-ólú	In the Chief's house
➢ Nlé-ìwé	School
➢ Nfɛsɛ	(in the) shop
➢ Nɖi ɖóro ɔk	Taxi station
➢ Nlé-ìtàdzà-idzɛ	Restaurant
➢ Nlé-ìtàdzà-ɔti	Bar
➢ ɔnã	Way, road
➢ ɔná-àŋɔ	Paved road
➢ ɔná-óli- ɛsɛ/ɔná- ɛsɛ	Path
➢ Nkpàɖé kpàɖé- ɔnà	Crossroads
➢ Iná- kpikpá	Traffic light
➢ Àbɔɔmɛ	Traditional public place
➢ Néti-àhũ	Beach
➢ Nkposù	Post office

Verbs

➢ ɖire ɔnà	To indicate the way
➢ ɖire	To indicate
➢ lɔ	To go
➢ lɔ nóòsì	To go left
➢ lɔ nóòtã	To go right
➢ wá	Come
➢ nɖé	To leave
➢ r	To walk
➢ tsúwádzú	To arrive in advance
➢ gbà náàwóòsí	To go left
➢ kádzá ɔnà	To cross the road
➢ dóro	To stop
➢ tsɛ kòlò	To turn
➢ s	To go back/to return
➢ s wá	To come back
➢ s ɔ	To go back
➢ tó	To arrive
➢ ɖire fú mi	To show me
➢ nɔ	To get lost

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➢ gbɛ lɔ	To go with
➢ gbɛ wá	To come with

Expressions

➢ Náàwóòsí	Left
➢ Náàwóòtã	Right
➢ Ó dz	It's far
➢ Kò dz	It's not far
➢ Ó sɔmá	It's close
➢ Náànyí bɛɛ	After
➢ Ti nbí	From here
➢ Nbɛ	There
➢ Nbísí-nɖiɖóro-ɔk ?	Where is the taxi station?
➢ Fú àsòkò-kã	To/until
➢ Bódzɛ	If …,

Expressions related to time

➢ áŋgo	time
➢ áŋgo mɛɛlo kpáa n ɖɔ- ɛɛ?	what time you have?
➢ Ó kpá áŋgo méèdzi	It's two o'clock
➢ Ó kpá áŋgo mɛɛta òŋú ìtsɛdzú ogú	It's three twenty
➢ Ó kpá áŋgo -kã òŋú àlàbɔ	It's one thirty
➢ Ó kpá áŋgo-mɛɛfà àwúrɔ	It's six a.m.
➢ Ó bɔ itsɛdzú mɛɛrú fú áŋgo méedzé	It's five to seven
➢ N kínáànyì	I'm late
➢ N tsúwádzú	I'm in advance/ I come early
➢ Náàsòkò yèesi àa bàkó (bòkó) mí?	when will we close?
➢ Náàsòkò yèesi àa nàkó s ɖé?	will we meet?
➢ Wà nwèrè	to be on time

Exercises

1) Make sentences with these words:

Example: ile-abɔnɛ _____iná-mi wà nilé-abɔnɛ _____

a) Nlé-ìtàdzà-idzɛ _____

b) Nlé-ìtàdzà-ɔti _____

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c) Nlé-ólú_____

d) Nɖi ɖoro ɔk _____

e) Néti-ahũ_____

2) Make sentences with these expressions:

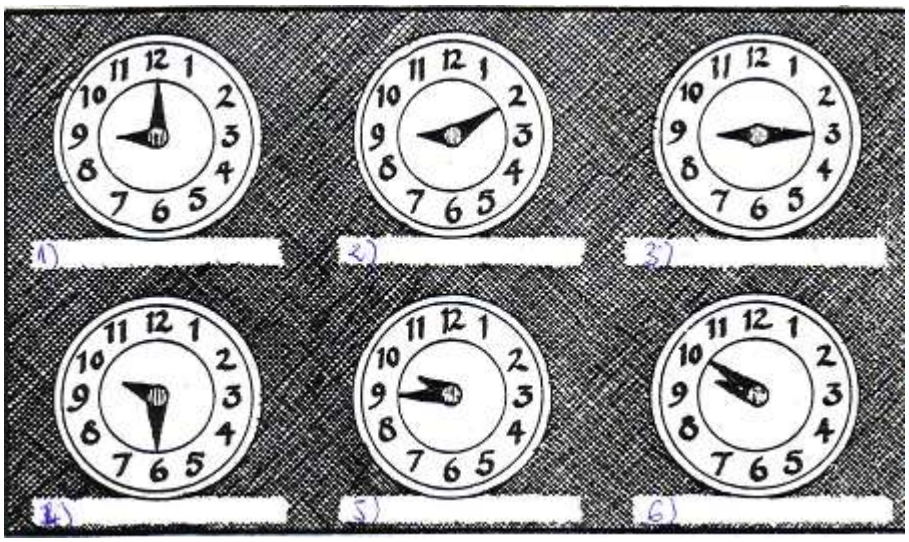
a) Lɔ náàwóòtã _____

b) Fú àsòkò-kã _____

c) Nbisi _____

d) ɖire fú mi_____

3) Read the time on these pictures:



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Grammar notes

i) Prepositions in general precede the noun.
Here are some examples:

Prepositions(Ifê)	English	Example
n (nɔ)	in	akɔŋɛ ŋa wà nnɔ- ɔkɔ. Trainees are in the vehicle
nntá	on	lwé wà nntá-ìkpɔrɔ The book is on the table
nárá	at, against	Ó wà nárá ìkpɔrɔ He is at the table
nɔɔgãgã	in front of, face	ìɖíìtsɛ-abɔnɛ-wà nɔɔgãgã ilé-ìwé The hospital faces the school.
gbe	near, close to, to	fɛsé wà gbe ìɖi-ɖóro-ɔkɔ The shop is near the station
nnɖì	near, nearby	kpáfɛ wà nnɖì ìtàdzà-ìdzɛ The house is near the restaurent
nànyi	behind	ìlé-ólú wà nànyi adzà The house of the chief is behind the market
náàŋiri	middle, center	ìɖíìtsɛ abɔnɛ wà náàŋiri adzà òŋú ilé-ìwé The hospital is in the middle of the market and the school

ii) Imperative: the formation and utilization are the same as in English, except for the plural personal pronouns.

Example:

R gãgã lɔ nwádzú	go straight
R gãgã lɔ nkpàɖé-kpàɖé ɔnà	go straight to the…
Ká lɔ nwádzú gãgã	let's continue straight
È náa tsɛ kòlò náàwóòsì	(let you) turn left

Exercises

1) Trainees execute orders from trainer and then they do the same thing one by one between themselves.

2) Practice question and answer: to be done among trainees

a) Áŋgo mɛɛlo kpá ? (15h00)

_____

b) Náàŋgo mɛɛlo ãa nákó nɖé ? (10h20)

_____

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c) Náàŋgo mɛɛlo Adzo wá? (18h35)

_____

d) Náàŋgo mɛɛlo ɔma-ilé iwé ŋa náabɔ nálɛ? (15h00)

_____

3) Give indications based on the map below:

From:

a) ''ìkɔdzi'' to ''bãŋkì''

b) 'nnɖi-ìwɔk '' to ''òtara''

c) ''nnfɛsé'' to ''kpósù''

d) "náàdzà" to "nnɖi-idzɛŋɛ"

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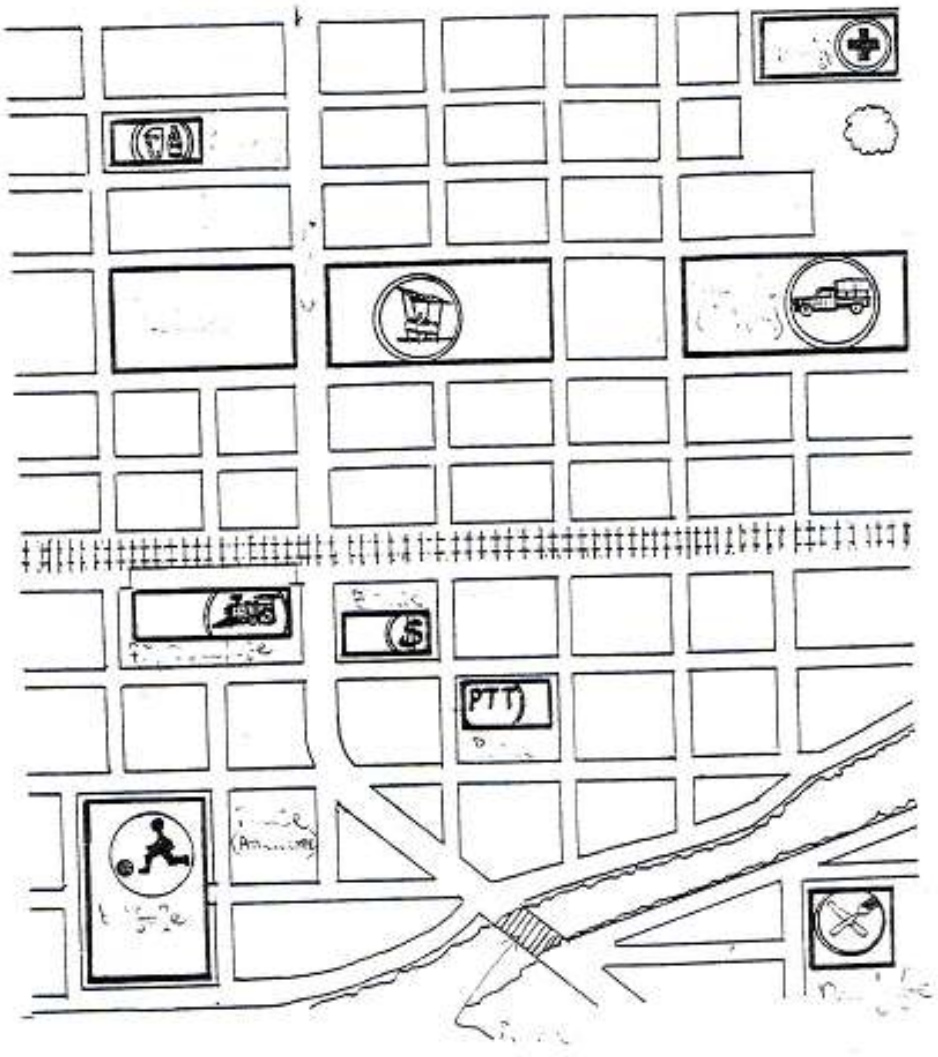

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Situation

You are inviting your classmates to your host family's house. Give them directions from the tech house to your house.

TDA

Go to your host father, ask him how to get to a place you want to go to, write down the information in ife and come back with it to class.

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Lesson 9

Talk about transportation

Objectives:

After studying this lesson trainees will be able to:

1) Use the present progressive, interrogative words and the future tense
2) Ask questions about the coast, travel time and destinations to be able to travel independently
3) Discuss travel conditions and strategies to travel safely

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Dialogue

The PCV Michele goes to her post Datcha

Buka:	Èkíɖã, káàbɔ
Michele:	Yoo, Òdzíî?
Buka:	, ndzí. Nbisí ò làkóò?
Michele :	N làkó nDatcha.
Buka :	Ì ɖí wɔkɔ Datcha wà nɔnɔɔ ɓ .
Michele:	Yoo, kútsɛ (She goes to the place)
Dreva:	Nyassive ɔnyà-kã, Nyassive ɔnyà-kã!
	Èkíɖã Datcha níi?
Michele:	, égbèló dzɛ ówó -ɔk ?
Dreva:	Alɔfã mɛɛdzɔ, wáa w ɛ kálɔ.
Michele:	Yoo! Náàsòkò yèési àa nákó nɖé?
Dreva:	Àa nákó nɖé nsɛɛ.

Dialogue in English

Buka:	Welcome young lady
Michele:	Ok, how are you?
Buka:	I'm fine, where are you going?
Michele:	I'm going to Datcha.
Buka:	The vehicles to Datcha are over there
Michele:	Well, thank you. (She goes to the place)
Dreva:	One person for Datcha, young lady, are you going to Datcha?
Michele:	Yes, what's the travel fee?
Dreva:	Only eight hundred. Come take a seat for departure.
Michele:	Ok, when are we leaving?
Dreva:	We will leave soon.

Cultural notes

- ***Travelers need to be patient enough because drivers will try to have as many passengers as possible before they depart and they are often overloaded.***
- ***In some remote villages, you can be waiting the whole day, or vehicles are available only on market days.***
- ***It's important to have your valuables on you, not packed in your bags...***
- ***You should check your luggage whenever a passenger is getting off along the way.***

Proverb: ɔma yèé kò fù ɖá *wòrɛ* náa wí ni ɔbɛ ti ìná-òŋú géní ɖ *larè* ɛ *''(A kid that has never visited other countries thinks her mother is the best cook)*

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Vocabulary

Means of transportation

➢ ɛsɛ	foot/feet
➢ Kɛkɛ	bicycle
➢ Kɛkɛvi	handcar
➢ Kɛkɛ-olíná/takpukpu	motocycle
➢ ɔk	vehicle/car
➢ ɔk -lákú	truck
➢ ɔk -dzómi	pirogue
➢ ɔkɔ-gberí	airplane

Words and expressions

➢ ìɖì- wɔk	car station
➢ Atɔk	driver
➢ Owó- ɔk	travel fee
➢ Owó-arù	luggage charge

Verbs

➢ wɔ nɔk	To take a car/vehicle
➢ dzì ntá- kɛkɛ-olíná	To go by moto
➢ wɔ nɔk -ìgbèrí	To take an air plane
➢ Kú kɛkɛ	To bike
➢ kú ɔk	To drive
➢ kú kɛkɛ-olíná	To ride a moto
➢ nɖé	To leave
➢ tì	To get off
➢ lɔ nnɖi-wɔk	To go to the station
➢ bɔ/bɔ wá	To come back
➢ ɖóro	To stop

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Expressions

➢ Máà tì n Datcha	I will get off in Datcha
➢ Máà tì nbíbɛ	I will get off here
➢ Ègbèló à náa dzì n ? Ègbèló ní dzɛ owó- ...?	How much do you pay from …to …?
➢ Owó- ɔk ɛ …	You pay
➢ ɔk yèési ŋá wà ?	Which vehicles are available?
➢ Náàsòkò yèési áa nákó nɖé …?	When are we leaving?
➢ ɔk yèési ŋá nákó lɔ?	Which vehicles are going …?
➢ Àa nákó tó nwèrè àŋgo mɛɛr ,ó ?	We will arrive at four, is it far?
➢ , ó	Yes, it's far/no, it's not far
➢ Àa nákó nɖé nwèrè àŋgo mɛɛta	We will leave at three
➢ Atɔk , máati nbí	Driver, I'll get off here
➢ Náàsòkò yèési àa nákó tó?	When will we arrive?
➢ Atɔk ɖóro máati	. Driver, I'll get off
➢ N làkóò, tsí máa wá (tsí nwá)	I'm going and I will be back
➢ N lɔ nLome tsi nwá	I'm going to Lome and I will be back
➢	We'll arrive soon
➢ Àŋgo melo àa nákó tó bɛ?	How long does it take to reach there?

Exercises

1) What will you say in Ife in these situations:

a) To know the tariff from Kpalime to Atakpame

_____

b) To know what time you are departing?

_____

c) To know when you will get there?

_____

d) To tell the driver you'll get down at Agou

_____

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2) Make sentences with the verbs below:

a) Wɔ nɔk _____

b) kú Kɛkɛ _____

c) nɖé lɔ _____

d) bɔ wá _____

e) tí-nbí _____

f) ɖóro _____

Grammar notes

i Review interrogative terms **(ègbelo, nbisi, nnwèrè yèési*)*

* Èɡbèló à náa wɔ nɔk ?	How much is the tariff?
* Nbisí nɖí-w wà?	where is the car station ?
*Nnwèrè yèési àa nákó nɖé ?	when/what time are we leaving?

ii. Review present progessive

N wàa kú Kɛkɛ	I'm riding bicycle
N làkóò nɖì-wɔk	I'm going to the station

iii. Future tense

To have the future tense use the structure:

Subj + bako +verb+ compl

The verb remains unchanged.

N bako lɔ nile-iwé	. I will go to school
Ò bako lɔ nɖí -wɔk	You will go to the car station
Ó bako nɖé nɔla	He/she will leave tomorrow
Àa bako ti nLome	We will come back from Lome
È bako kɛ ɔkɔ gberi	You'll take a plane
Àŋá bako tì nbí	They'll get off here

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Exercises

1) Answer these questions:

a) Nwèrè yèési àa nákó nɖé?

_____

b) Nwèrè yèési náa kù Kɛkɛ ?

_____

c) Nɔdzɔ yèési áa nákó nɖé nAgbo ?

_____

d) Àtɔk yèési nákó lɔ nLome nɔlá?

_____

e) Nbisí àa nákó lɔ nɔdzɔ- ?

_____

f) Itsɛ mɛɛ náa tse nɔlá náàwúrɔ tãná náa wá nlé- ìwé?

_____

1) Read the dialogue and answer the questions

Bob goes to the station in Tomegbe

Dreva: Káàbɔ!
Bob: Yoo, ntsìkálɛ ɔk ŋá ní làkóò nLomɛ?
Dreva: Àŋá ní, ò làkóò?
Bob: , egbèlo ni dzɛ owó ɔk ?
Dreva: Àkpò-kã òŋú àlàbɔ. Lɔ káà gbá tìkéè, tsí ówá
Bob: Náàsòkò yèési ɔk ɛ nákó nɖé?
Dreva: Nns
Bob: Áŋgo mɛɛtá?
Dreva O bɔ ɔnyà-kã
Bob: Atɔk ká lɔ

Notes

Àŋá ní	here they are
Tikéè	ticket
O bɔ ɔnyà-kã	there is one person left

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Questions:

a) Nbisí Bob làko?
b) Egbèlò dzɛ owó ɔk ?
c) Áŋgo mɛɛlo à nàkó tse nɔnà?
d) Náàsòkò yèési ɔk ɛ nákó nɖé?

2) Translate into Ife the following sentences

a) Which vehicle is going to Atakpame?

_____

b) I'm going to Heheatro.

_____

c) I will go to Glei tomorrow morning

_____

d) My father will take the plane to Senegal

_____

e) We will take the canoe to Togoville

_____

f) I will bike to Nyogbo tomorrow?

_____

g) Where will you go tomorrow?

_____

h) How long will we be traveling?

_____

Situation
You want to go to Badou. Try to find the right vehicle at the station, ask for the tariff, duration …

TDA
Go to the station in Agou. Get information about these tariffs:

Tsevié – Gbatope
Tsevié – Lome
Tsevié – Atakpame
Tsevié – Notse

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Ask about vehicles and travel conditions. Come back to class with the information.

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Lesson 10

Talk about one's state of health

Objectives:

After studying this lesson, trainees will be able to:

a) Name different parts of the human body
b) Talk about their state of health or ask for someone's state of health
c) Use the direct complement personal pronouns
d) Discuss Togolese ideas and behaviors regarding sickness

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Dialogue

Tanya meets Aku on her way to her friend's house.

Tanya: Èkíɖã Aku, ò dzíi?
Aku: , ? Nbisi ò láàkóò?
Tanya: N láàkóò nɖi ɔrɛ-mi, ìwɔ fée?
Aku: N láàkóò káà ra ewe nlé ewé rirà
Tanya: Óò, kí wà tse- ɛ?
Aku: Kò wà tse fú-mi rere, éwo wà ra-mi, tsí inɔ gbo wà r -
Tanya: Kɔɔkpɔ, nkò mà bɛ.
Aku: Yoo, kútsɛ

Dialogue in English

Tanya: Young lady Aku, how are you?
Aku: I'm fine, where are you going?
Tanya: I'm going to my friend's house, and you?
Aku: I'm going to buy medicine in the store
Tanya: Oh, what wrong with you?
Aku: I'm sick, my head and my stomach hurt
Tanya: I'm sorry for you
Aku: Ok, thank you

Cultural notes

- ***People are not direct in saying what's wrong. They will first say everything is ok before they mention any sickness or sad new***
- ***Sickness is seen like a punishment from God or ancestors or caused by sorcery***
- ***People will not necessary go to the hospital or to a health center when they are sick, but they will try different treatments by themselves with medicine or traditional infusions***
- ***People believe a lot in traditional healers***

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Vocabulary

Human body

➢ éwo	Head
➢ inɔ	Stomach
➢ odzú	Eye
➢ enyí	Tooth
➢ arú	Mouth
➢ etí	Ear
➢ ímɔ	Nose
➢ ɛsɛ	Foot
➢ arũ	Breast
➢ ànyì	Waist
➢ gɛgɛ	Throat
➢ ɛɖ	Chest
➢ ànyì	Back

Verbs

➢ lɔ nlé-abɔnɛ	To go to hospital
➢ ɖ	To hurt/ache
➢ gú abɛrɛ	To have a shot
➢ mɔ éwé	To take medicine
➢ ra éwé	To buy medicine
➢	To get sick
➢ wa ɖánɔ	To have diarrhea
➢ wa wúkɔ	To cough

Expressions

➢ Kí wà tseɛ?	what's wrong with you?
➢ Inɔ wà r -mi	my stomach aches
➢ Éwo wà rá-mi	I have headaches
➢ Odzú wà ro Esi.	Esi has eye infection
➢ N làko nlé-abɔnɛ.	I'm going to hospital
➢ Máa ra ewé medecine	I'm going to buy/I will buy a
➢ ɖíɖ -gbígbɔ	pain
➢ ékpìkpã	worms
➢ ódzúdzú wà nnɔ -maɖé ɛ	the kid has stomach infection
➢ Abɔnɛ gú abɛrɛ fú-mi	the doctor/nurse gives me a shot
➢ Ékpìkpã wà nnɔ mi	I have worms
➢ N wà wúkɔ	I'm coughing

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- N wà mɔ éwé — I'm taking a medecine
- N wà tsàmódḍi — I'm sick
- ìnɔ- ḍiḍà — Stomaches
- ír -sìḍà — AIDS
- otútù — cold
- ḍánɔ — diarrhea

Exercise

- Make sentences with these verbs by using "ro,ra,r " or "ḍ "
- Enyí _____
- Éwo _____
- inɔ_____
- Étí _____
- Ànyì _____
- ódzú _____

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Grammar notes

i. The complement personal pronouns. They are:

Ewo wa ra mi	my head aches
Ewo wà raɛ	your head aches
Inɔ wà raa	her/his stomach aches
Ènyí wà ra wa	our teeth hurts
Ènyí wà ra ŋɛ	your teeth hurts
Ènyí wà ra ŋa	their teeth hurts

Note: People also say: ewo wa ram

Exercises

Translate into Ife :

a) What's wrong with you?_____

b) I have stomachaches._____

c) My head aches._____

d) The kids are coughing._____

e) He is going to the traditional healer._____

f) You have malaria. _____

TDA

Talk with Mister X, ask him the common diseases in the area and their treatment.

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Lesson 11

Express one's sympathy in a happy or sad event

Objectives:

After studying this lesson trainees will be able to:

1) Talk about the culturally accepted behavior during a happy or sad event
2) Use correct words and expressions to express one's sympathy in those events.

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Dialogue

Ami: óò, Yawa, nkò s ríɛ láyé ró!
Yawa: , boba-mi wáa kú, tsí n káà
tse adzà-kã òŋú àlàbɔ nlé.
Ami: Aò, nkò gbɔ nɛ, kɔɔkpɔ títí!
Yawa: Yoo, kútsɛ.
Ami: ɔɖayé kò tsé ɔkãlɔɔkã.
Yawa: Yoo, ó sã, àa ko s kpàɖé

Dialogue in English

Ami: Oh, Yawa, I haven't seen you for a long time!
Yawa: Yes. My father died and I spent a week in my village.
Ami: Oh! I didn't hear that, I'm sorry for you
Yawa: Ok, thank you.
Ami: God will take care of every thing!
Yawa: Ok, well, see you.

Cultural notes

- ***It's very important to express one's sympathy to a friend, a collegue, your neighbor during a sad event (sickness, accident, death…) by visiting or making a symbolic gift of money, food or anything else depending on your relationship.***
- ***You do the same for happy events and you congratulate.***
- ***Failing to give a moral support (especially to pay a simple visit) would make people think that you have no regard toward people or you are not interested in the community in which you are living.***

Proverb: "*ɛnɛ yèé dzáfɔ – ɛ ɛ ní naá tɛ náànyì- ɛ.*" *(He* who loves you will turn up at the right time.)

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Vocabulary

Events:

- ikú — death
- àfɔkú — accident
-) — sickness
- ólè — theft
- íná — fire
- ítsɛ-bàdzɛ — losing one's job
- ó ɖíwó (ílé- ɖíɖíwó) — house falling
- - bɔmi — baptism
- ɔmá-bíbí — birth
- àdzàbɔ-náàdãwò — passing a test
- fírì-gbígbà (apprentices) — Freeing
- ɔdɔ- bíbí — birthday celebration
- áyá-nínɛ — marriage
- itsɛ-ríri — finding a job

Words and expressions:

- Kɔɔkpɔ — condolences (to you)
- È Kɔɔkpɔ — condolences(to you plural)
- Nákó má wà/ nákó nyàbɔ — It will be fine/better (sickness)
- ɔdáyé nákó tseé — God will handle the situation.
- Kú- éwo-ré (kú- àdzàbɔ) — congratulations to you
- È kú- éwo-ré (È kú- àdzàbɔ) — congratulations to you (plural)
- ɔdáyé kútsɛ — We thank God

Verbs

- Dɔkpɛ — to offer one's sympathy/to give condolences
- Kínɛ — to greet
- Kpálɛwo nɛ — to visit a person
- lɔ nɖi nɛ — to go to someone's house
- nyɛ nɛ — to congratulate someone

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Exercises:

1) Say the correct expression in these situations:

a) Órò– ìtɛbɔmi

_____

b)

_____

c) Àfɔkú

_____

d) Fírìgbígbà

_____

e) ɔmábíbí

_____

f) íkú

_____

Grammar notes:

The emphatic form of the subject pronouns:

a.

Èmi	n	I
ìwɔ	ò	you
òŋú	ó	he/she/it
Àwá	àa	we
ɛŋɛ	è	you
Àŋá	àŋá	they

Example*:*

Èmi n lɔ nadza Me, I went to market.

b.

Èmi	ni	I'm the one who…
ìwɔ	ni	You are the one who…
òŋú	ni	he/ she/ is the one who…
Àwá	ni	Weare the one

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		who…
ɛŋɛ	ni	You are the one who…
Àŋá	ni	They are the one who…

Example*:*

Èmi ni kɛ wa ɛ I'm the one who bring it

c.We may choose to add « ni » or not.

Èmi kami	ni	Myself
ìwɔ kɛ	ni	yourself
Òŋú kɛ	ni	himself/herself
Àwá kawa	ni	ourselves
ɛŋɛ kaŋɛ	ni	yourselves
Àŋá kaŋã	ni	themselves

Example*:*

Àa fú kɔmara oŋú kɛ we offered money to Komlan himself.

Exercises:

Translate into Ife:

a) I congratulate my friend.

_____

b) We give condolences to Yawa

_____

c) You (plural) are lucky

_____

d) It will be fine/better

_____

e) Congratulations to you young lady.

_____

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Lesson 12

Ask for help in an emergency case

Objectives:

After studying this lesson trainees will be able to:

1) Use appropriate words and expressions to ask for help in an emergency case
2) Use complement pronouns
3) Discuss the safety and security support system in their community

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Dialogue

During a travel, Atsu a Togolese young man tries to harass Elinore and she reacts.

Atsu: Èkíɖã, è dzíi?
Elinore:
Atsu: N tsìkálɛ, ɛkɔ-ɛɛ fée?
Elinore : À nàa kpèm ni Elinore
(***Atsu comes closer to Elinore***)
Atsu: Elinore, ò dzɔdzú-mi héŋú, máa nɛ.
Elinore: óò, n kò wò , tsɔ éwo ara-ɛɛ.
(Atsu reaching for her)
Elinore: Kɔ-mi dzɔɔ, máa tsé bɛ,bù si fú ara- ɛɛ oɖé/**(bù ara- ɛɛ si oɖé)**
Atsu: Yoo, n gbɔ, ó tã

Dialogue in English

Atsu: Young lady, how are you?
Elinore: I 'm fine.
Atsu: Please what's your name?
Elinore: My name is Elinore.
(***Atsu comes closer to Elinore***)
Atsu: I'm interested in you, I want to marry you.
Elinore: No, I don't like that. Be careful
Elinore: Leave me alone, don't do it, respect yourself
Atsu: Ok, I understood. It's over now.

Cultural notes

- ***Solidarity between people in the community is very strong, so you just call out if you need others' help.***
- ***In towns or big cities people are more individualistic, and may be more reluctant to offer help.***

Guessing game:"ìkòkò túbúrú náa se dzidzɛ" *(just a cry; it is used to gather people for help.)*

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Vocabulary:

Theft:

- Ébebebee! (Èbububu ùù) — alarming cry in an emergency case
- Olè, olè, olè òòo ! — Oh thief!
- Èmúu òò! — catch him!
- È múu fú-mi! — catch him for me!

Fire

- Ébebebee! (Èbububu ùù)! — alarming cry in an emergency case
- Ilé-mi gbíná ooo! — my house is on fire
- È gbà-mi ɖé ooo — come help me!
- N kú ni òò/n rá ni òòò — I'm dead

Harassment/Attack

- Kí tse leee/ yèési ni !/ ki nɛ! — what's that?
- Dzɔɔ-mi na!/ya fú-mi na! — leave me alone
- N kà wò bɛɛ wo o! — I don't like that
- Tsɔ éwo ara- ! — be careful
- Ma tse bɛɛ fú-mi na — don't do that to me.
- Bù si fú-ara- ɛ — respect yourself.
- Sɔ lɔ fú-mi/ Sɔ lɔ bɛ — get away from me
- E mu àdzá! — take care of your dog/control/watch your dog
- Edzò,edzò, è wáa kpáa fú-mi òo it — snake, snake, come help me kill

Sickness

- Kò wà tse fú-mi re/ kò wà sã fúm — I'm not doing well
- ó wà ní máa lɔ nLome — I have to go to Lome
- N tsìkálɛ, èwo ɔk -mi. — please find a vehicle for me
- N tsìkálɛ, è kpe Afi fú-mi — please, call me Afi
- N lɔ nɖi- ɔrɛ- mi/ndzà-mi tsí nwá back — I will visit my friend and I'll be back
- N kàkó bɔ wá nɔmbɛ — I won't be back today
- Máa bɔ wá nɛɛk ɛ — I will be back on Monday

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To propose help

- N mɔwɔ gbe fɛɛ? — may I help you?
- N rú -ɛɛ? — may I help you take your load off?
- Kí máa nyáa tse fɛɛ? — What can I do for you?
- N wo ɔk ɛɛ?/ — will I find a vehicle for you?/please yes
- oo, kútsɛ — no thanks
- , nákó sã fú-mi. — yes, I will like that.

Exercises

If you were in these situations what would you say?

a) Ilé-mú iná (fire in your house)

b) Olè (theft)

c) Ká dzi nɛ òŋu ikpá (harassement)

d) (sickness)

Grammar notes

Complement pronouns

Kɔ-mi dzɔɔ	leave me alone
N wo ɔk ɛɛ	I will find a vehicle for you
Ká mɔwɔ gbè fúu	let's help him
È wáa gbà fú-wa	come help us
Ó gbà fú ŋɛ	he helps you (pl)
Ó gbà fú ŋa	he helps them

Exercises:

1) Answer the following questions in affirmative:

a) N fɛɛ? _____

b) Ò kíɛ ? _____

c) N ɖirée fɛɛ ? _____

d) N kpáa fɛɛ? _____

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e) N tsée fɛɛ? _____

f) N kpée fɛɛ? _____

kpè = to call
Rù = to take a load on…
Sũ = to take a load off…

2) A: ask questions to have answers from B:

"Kɔku ni kí?" or "Jen ni kí?"

1 Kɔku ni : - - - -	2 Nancy ni: - Kɔ-mi dzɔɔ - tsɔ éwu-ara-ɛɛ - Bù si fú araɛ - Máa tse bɛɛ fú-mi.
3 Maria ni: - `Ewo ɔk -mi - Kò wà tse fú mi ré. - -mi lɔ nlé-abɔnɛ - Kpe kɔmì fú mi	4 Jen ni: - - - -

B: Ask questions to have answers from A:

"Maria ni" or "Nancy ni"

1 E múu òòò! Olè òòò! Edzì àkpò banɛ! Ebúbú búuuu! Boboboe!	2 Nancy be: - - - -
Maria ni: - - - -	Jen ni: Nkú òòò - N rá òòò - È wà gbà fú - mi òòò ! - Ebúbú búuuu !

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3) Which words or expressions would you use in these situations:

Sickness

Attack

Situation:

a) You go to a bar and you see somebody who tries to take your bike. React.

b) You are at your post, you are not doing very well and you cannot walk. What would you do?

What would you tell your homologue when he visits you?

TDA:

a) Go to a trainer or someboby in the community who comes from your region and ask him about specific words and expressions people use in case of emergency (if it is possible).

b) Do the same with your host father to know what your host community does.

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Lesson 13

Talk about her/his work

Objectives:

After studying this lesson trainees will be able to:

1) Use appropriate vocabulary and the conditional tense to talk about his/her job in the community
2) Discuss the importance of foreign help (especially American help) in Ife communities.

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Dialogue

Susane a PCV goes to the Chief of her post. She introduces herself and explains her job to him.

Tɔgbui: Èkiɖã, káàbɔ oo!
Susane: Yoo fò, kóòni ólú.
Tɔgbui: Kóòni, ɔma-mi, ò dzii?
Susane: dzi.
Tɔgbui: Àmàniá.
Susane: N wà tsi nnyá ara-mi ɖíre fɛɛ.
Tɔgbui: Ò sã. Nɛ òdzɛ?
Susane: N dzɛ ɔma-amerika, àtsitsɛ-ɔfɛ.
Tɔgbui: Itsɛ mɛɛ ò wá ni owáa tse?
Susane: N wá ni nwa tsitsɛ bá ɔnɔb fú lílɔ nwadzú- ŋa. Máa kɔ ɔma-kɔlɛɛdzi-ŋa nŋɛ ŋa oŋú ɛnɛ yèé ŋa wàa kɔtsɛɛ. Máa tsitsɛ báa ɛnɛ yèé gba ɔma-tsɛ ŋa si òŋu akɔnɛ ŋa.
Tɔgbui: Yoo, ó sã héŋu. Kɔɔkpɔ titi!

Dialogue in English

Chief: Welcome, young lady.
Susane: Good morning honorable chief.
Chief: Good morning my daughter, how are you?
Susane: I'm fine.
Chief: What's the reason of your visit?
Susane: I'm here to introduce myself to you.
Chief: Ok, who are you?
Susane: I'm an American Volunteer and I will work with you.
Chief: What kind of job will you do?
Susane: I'm here to work for girls' education and empowerment. I will teach students and apprentices. I will work with patrons and teachers.
Chief: Well, you are welcome.

Cultural notes

- ***Americans are well regarded in the community and everyboby would like to be friend or to collaborate with them.***
- ***People think Americans are rich and powerful and have solution for any situation***

Proverb: "Itsɛ ní dzɛ ɔnyàá" (work makes life value)

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Vocabulary:

Words and expressions:

GEE: Áfɔ lilɔ nwádzú ɔnɔb ŋa .Máa tsitsɛ fú áfɔ lilɔ nwádzú ɔnɔbɛɛ ŋa

- Ilé-ìwé — school
- ɔma-ilé-wé — student
- akɔnɛ — teacher
- akɔtsɛ — apprentice
- Oli-ìdɨitsɛ ɔga ndɨitsɛ — patron
- ɛnɛ yèé bínɛ ŋa — parents
- Kɔlɛɛdzì — college
- ìdɨîitsɛ — office/workroom

CHAP: Ètò-ara-líle nnɔ-ìlú

Máa tsitsɛ ti nára ètò afɔ ara-lile nnɔ -ìlú

- ìdɨi-tsɛ abɔnɛ / Ilé- abɔnɛ — clinic, hospital, health unit
- Abɔnɛ — nurse, doctor
- dá ɔma — to weigh child
- Bu àbɔtá (gu abɛrɛ fú madɨe ŋa) — to vaccinate
- Èsè-madɨé ŋa fúfú — child nutrition
- Bi ɔma — to give birth
- ina- ɔma ŋa — mothers
- -sìda — AIDS
- — sickness
- ìsèrè ti nara ɔma-bíbí (ètò) — family planning
- Máa tsitɛ bá ɔma- ŋa — I will work with kids
- Máa tsitɛ bá ìná - ɔlɔma- ŋa — I will work with mothers

NRM: Àfɔ-iŋɛ yèé wéri wa ŋa si ɛ.

Máá títsɛ ti nara áfɔ itsɛ yèé wéri- wa ŋa si ɛ.

- Oko — farm
- Àtsòko — farmer
- Noko ŋa — in the farm
- Egi — tree
- Ewé ŋa — vegetables

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- Bí à náa tsóko éwe ŋa — how to grow a garden
- Bí à náa tsóko gbà ? — How to make a farm?
- Lɛ egi — to plant trees
- Lɛ éwe- ɔbɛ- ŋa — to plant vegetables
- ɛrã- ŋa — animal
- ɛrã ŋa — to raise animals
- Àwòrò míma — to construct a stove

SED: Áfɔ adzà títà ŋa. Máa tsitsɛ ti nára áfɔ-adzà

Títà ŋa

- Máa tsítsɛ ti nára…
- Àtàdzà — trader
- Fɛsé — shop
- Oli- fɛsé — shop keeper/ owner
- ɛgbɛ — group/association
- ɛsɔ-dzídzɔ — tontine
- Dá ɛgbɛ- ɛsɔ — to create a tontine
- Ká kpaɖí-ówó — to save money
- Bãŋkì (nɖi-kpáɖi-owó) — bank,
- Owó- ŋiŋ — to have a loan
- Owó- ŋiŋ ŋa — to give a loan to traders
- Owó-sísã — to pay
- Adzà rirà — to buy
- èrè — profit/benefit
- Èrè-dzidzɛ — to make benefit

Verbs

- Wíînyɛ ti nára… — to sensibilise
- Kɔnɛ — to teach
- Fú ìrããmà — to advise

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Expressions

- N wîinyɛ ti nára ir -sida fú ɔma-ilé ìwé ŋa — I sensitize students on AIDS.
- Máa fú ɔnɔb ŋa nrã má ti nára ìdzɛ maɖé ŋa fúfú — I will advise women about child nutrition.
- N kɔ Akɔnɛ ŋa ti nára bíbanɛ ɔma-ile-ìwé ŋa — I will sensitize teachers on how to take care of students.
- Tse ìkpàɖe bá… — to have a meeting with…
- Itsɛ mɛɛ ò wà tse? — what's your profession?
- Itsɛ mɛɛ nàa wáa tse? — what job will you do?
- Itsɛ mɛɛ ò wà fú tsitse? — what job are you here for?

Grammar notes:

i. Review the present habitual and the future tense.
Use the following verbs in sentences.

- Lɛ egi
- ŋ -owó
- Bu àbɔtá
- kɔnɛ
- dá ɔma
- Tse ìkpàɖe

* in the present habitual.
Example: màa lɛ egi òŋu aroko ŋa

* in the future tense.
Example: màa wàa lɛ egi òŋu aroko ŋa

ii. Conditional tense
The stucture is

"Nwò ni + subj + verb + compl"

Nwò ni n lɔ nòko. (See the lesson on Invitation.)

iii. To express a goal:
You change "wò" in "wà , lɔ and bɔ"

Wà	to come
Lɔ	to go
Bɔ	to come back

Example:

N wà ni	I came to …
N wà ni n tsitsɛ ba ŋa	I came to work with them
N lɔ ni….	I went to…
N lɔ ìle abɔnɛ ni n bu àbɔtá fu maɖe ŋa	I went to the hospital to vaccinate kids.
N bɔ ni	I came back to

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N bɔ ni ka tsitsɛ ba ɔnɔb ŋa I came back to work with women.

N.B: For "lɔ", you need the object before "ni".

Exercises

1) Make sentences with: "N bɔ ni ", "n wá", "n lɔ ní".

2) Dialogue: during her post visit Laura explains her job to her host father Kofi

Kofi: Káàbɔ!
Laura: Yoo, kóòsã
Kofi: kóòsã, n tsìkálɛ itsɛ mɛɛ o wá ni ò wàa tse nɖi-wa?
Laura: N wà ni n wáa mɔwɔ gbè fú ŋɛ.
Kofi: Itsɛ irɔ mɛɛ na.?
Laura : Máa tsítsɛ bá abɔnɛ (íle abɔnɛ). Máa gú abɛrɛ fú maɖe ŋa. Máa da ɔma ŋa, máa kɔ ɔnɔb ŋa iŋɛ, tsí máa wí fú ŋa bí `a náa kp ɛɖã gbàfáà.
Kofi: ósã héŋú. Ò máa Yeremy?
Laura: , ó wà nKolokope.
Kofi: Itsɛ mɛɛ náa tse ?
Laura: Náa lɛ egi bá àtsòko- ŋa náa ɖire bí à náa tsoko ewé - ɔbɛ ŋa fú ɔnɔb - ŋa.
Kofi: Yoo, èkiɖã, àa nákó s kpaɖe.
Laura: Yoo, ó ɖi ɔla (oɖɔla)

Questions:

a) Atsìtsɛ mɛɛ Laura dzɛ?
b) Itsɛ mɛɛ Laura wá ni oŋu kó tse?
c) Itsɛ mɛ Jeremy wà tse nKolokope?

Situation:

You meet a community member who wants to know more about your program and the job you will do at your post.

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TDA

Go to your host father and ask him to explain his job to you. (What he does exactly).

Tell him about your work. Report to the next class.

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Useful expressions

1) Conversation managers:

➢ Ntsìkálɛ/N dzàre ɖé	please/excuse me
➢ Bɛrɛwú	slowly
➢ Wíi bɛrɛwú	say it slowly
➢	say it again
➢ Ò kpìɛ fe?	what does it mean?
➢ N kò gbɔ òkpìɛ	I don't understand it.
➢ N kò gbɔɔ.	I can't hear.
➢ Ó ɖáráa fɛɛ?(ó ma fɛɛ?)	Is that clear for you?
➢ Ó ɖáráa ?	Is that clear?
➢ Oòwó kòɖára fú mi .	It's not clear for me.
➢ Ó yá gbegbé	It's too fast
➢ Wíi kpɛlɛ-kpɛlɛ tsí ngbɔɔ rere	say it slowly so that I can understand it well.
➢ Ò ní kí?	you said what?
➢ Kí bɛ?/ Ki?	what?
➢ Kò ɖɔ kpɔ	It's not a problem
➢ Kò tse iŋɛ-kã	It'doesn't matter
➢ Ò gbɔ òkpìɛ?	Do you understand?
➢ , n gbɔ òkpìɛ.	Yes, I do
➢ Oò wò, nkò gbɔɔ òkpìɛ	No, I don't
➢ Ò gbɔɔ?	Did you hear that?
➢ ngbɔ .	Ok, yes I heard it.
➢ Nɖéndèe ?/Nóòtítɔɔ?	Is it true?
➢ Nɖéndèe ni	It's true.
➢ N kò ma fòò	I don't know

2) To express needs:

➢ Àŋgb mi	I'm thirsty.
➢ Máa mɔmi	I will/want to drink
➢ Ebi wà kpá mí	I'm hungry
➢ Maá dzɛŋɛ	I will/ I want to eat
➢ iŋɛ	thing in general
➢ Ó ká mi	I'm tired
➢ Máa mira oɖé	I want to relax a little
➢ Nlɔ nnɖi-sũ	I'm going to the bedroom
➢ Nlɔ nnɔ ɔkpá tsi nwá	I want to use the latrine
➢ Gbígboná wà mú mi	I'm hot
➢ Otútú wà kpámi	I'm cold
➢ Nwò ní n kɔ ŋɛ oɖé	I would like to study a little

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3) At home:

➢ Agòwò!/káfárà	Excuse me(before entering a house)
➢ ɔnyà kó wá	Ok, come in
➢ Kũũr /èkũũr	Welcome
➢ Ntsìkálɛ mú òkpì gbè	Please, have a seat
➢ Ntsìkálɛ è mú òkpì gbè	Please, have a seat (to more than one person)
➢ Máa lɔ nntsɛ tsi nwá	I'm going to the office and I will be back
➢ N lɔ náàdza tsí nwá	I'm going to the market and I will be back
➢ Náa yá bɔ	Come back early
➢ ɔdzɔ ɛ kó sã	Have a good day
➢ Ká dzɛ ŋɛ	Let's eat
➢ Wá dzɛ ŋɛ (wá ká dzɛ ŋɛ)	Come let's eat
➢ Ódi ɔlá	See you tomorrow

4) On travel:

➢ Nlɔ nɔɔnà tsí nwá	I'll travel and I will come back
➢ ɔnà kó sã/ Lɔ rere	Safe journey
➢ ɔnà kó sã fú ŋɛ/ È lɔ rere	Safe journey(to more than one person)
➢ Nà yabɔ fòò!	Come back early
➢ Nà dzɛ ŋɛ ŋá bɔ wá kpí kpɔ	Bring good things back
➢ ɛnɛ ɔnà ŋa fée?	What about people from where you come from?
➢ Bayí bayí	Bye bye

5) Compliments:

➢ Awùɛ sã fɛɛ héŋú	Your dress is very nice.
➢ Ò dîírí héŋú	You look nice
➢ Ò s dîírí náàwúrɔ yèé héŋú	You look so nice this morning
➢ Awùɛ dzɔdzú- mi	I like your dress
➢ Ó dzɔdzú- mi	I like it.
➢ Atsɔ dzɔdzú- mi	I like the cloth

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6) At work:

➢ Kɔɔkpɔ /È kɔɔ kpɔ	Good job
➢ Yoo foo	Ok
➢ Itsɛ ɛ fée?	What about the work?
➢ Àa wà télèé	We are on it
➢ Itsɛ ɛ le héŋú	The work is very difficult
➢ Itsɛɛ kò ɖíitse, ó nɛ ìkparà easy job	It's not easy to do./it's not an

7) The weather:

➢ Gbígboná wà/ òruku wà	It's hot
➢ Òruku wà tse héŋú	It's very hot
➢ Otútù wà tse héŋú	It's very cold
➢ Awu/ afɛfɛ	Wind
➢ Awu wà tse/ afɛfɛ wà tse	It's windy
➢ Òdzò wà rɔ	It's raining
➢ ɔdzɔ má	The weather is clear
➢ / ɔdzɔ gbona	It's shining.
➢ Òdzò tsú/ òdzò bàkó r	It will rain
➢ ɔdzɔ kpòkùkù	It's dark

8) At a feast:

➢ ɔɖ ɛ ɖ ŋú / ɔɖ ɛ r ŋú	The feast was very good
➢ ɔɖ	Good feast
➢ ɔɖ fú ŋɛ foo	Good feast to you
➢ ɔɖ fú ŋɛ fòò	Happy new year to you
➢ Yoo, ɔɖ	Happy new year

Other expressions

➢ Ó ɖíre si ní…	It's means that…
➢ Ó sã ní…	It's good that……
➢ Ó kpãdzú ní…	It's necessary for me that…
➢ Ó wà kũkũ ní …	It's important to…
➢ Ó wà fú mi ni…	It seems to me that…

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English to Ife Glossary

A

accept	dzɛ
accident	àfɔkú
ache	ɖíɖ ɔ
across	kádzá
act (behave)	tse
action	iŋɛ tsí tse
advance	lɔ Nwádzú
advice	nrãma
after	náànyibɛɛ
afternoon	Nálɛ
again	s
age	ɔɖ yèé náa wà fú nɛɛ
agree	gbàá gbɔ
aid	ɔwɔ gbígbe fú nɛ
airplane	ɔk gbèrí
all	kpó
allow	fúnɛ nɔɔnà
alone	ɔkããtso / òŋu nìíkã
already	xoxo
also	gbo
although	àmá ni
always	nnwère-kíìwerè
America	Amerika
ancestor	gbágbóŋgbàgbò
and	òŋu
animal	ɛrã
another	òmir
answer	dzɔ ŋu, gbóŋu
any	òkùbɔ ŋa
anything	ɔkã lɔɔkã
apologize	ákáàmà
appear	fùɖá, bɔ
approximate	kíbí
arm	akpá
around	wéríbò
arrive	wá, wátó
as	kíbí
ask	bèrè…bèrè nyì

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B

bad	ìbàḍi, tsítîìra, gbígb , ríra
bag	akpó, kotokú, àkpɛtɛ
ball	bɔɔlù, awɔ- ɛsɛ.
banana	akɔḍú
bank	bãŋkì
barber	báàbà, afɛwo
basket	ágbã
bathroom	ìbàwɛ(aḍaka)
battery	òkúta(tɔtsi)
beach	eti-àhũ
beat	kpa
beautiful	ḍiḍíìri
become	ḍi /ḍa
because	iŋɛ yeétse
bed	àbàrí (bɛḍì)
bedroom	ìḍìsũ (ìḍòḍò)
beer	bíya
begin	kpílɛ / kpé
behind	náànyi
believe	gbàgbɔ
belt	ḍíḍí
between	náàŋiri
big	lákũ
bird	ɛyɛ
bite	bù
black	ḍúḍú
blood	ámbara
blue	ìbɔrɔ
boat	ɔk -ódzómi
book	ìwé
bottle	agbè
box	àḍakà
boy	ɔmatsɔ, ɔnɔk
break	tsɛ, fɔ
bridge	kp
bring	kɛɛ… wá
burn	gúná, múna
bureau	bùró
but	àmá
buy	rà

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C

call	kpè
canoe	àkóró
car (auto)	ɔk
carpenter	agb i
carry	rú arù
catch	mu
cement	sìmá
center	náàŋiri
century	ɔɖ - ɔgɔɔrú
chair	antã
change	kpàrɔ
chat	kpɛrɔ, kpàsémí
chief	onùgbó, olú
choose	tsã
church	ilé-ìrewúwu / ilé-ɔɖaye
cigarette	sìgá
city	ìlú-lákũ
classroom	ilé-ìwé
clean	mímá, àfèŋu
clea	ɖára
close	sé
cloth	atsɔ
clothes	àwù-wíwɔ,àwú
coconut	agbã
come	wá
comic	ɖíìri
complain	rããbo
console	tú ɛɖ
continue	lɔ nntɛɛ
corn	bàfó
cry	ɖugbe
cut	rɛ

D

dance	dzó
dark	ɖúɖú
daughter	ɔmana- ɔnɔb
day	ɔdzɔ
dead	ikú, iŋɛ-kúkú
deep	nín

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depend	kí-nɔwɔ-nɛ
differ	yàtɔ, gbà nîìkã
different	nnrɔnnrɔ
difficult	ɖɔkpɔ/le
disease	ir
dish	àwò
distribute	kp ŋɛ
do	tse
doctor	abɔnɛ
dog	ádzá
door	èkũ
draw	tsɔná oŋu ɔkpá-ìwé
dry	
dream	àlá
drug	ewé/àtike
duty	itsɛ-tsítse

E

each	ɔkãlɔɔkã
ear	etí
early	kábá (kóyá)
earth	ilɛ
east	odzúùr -awúrɔ nbùkú
effort	títamúra
egg	ɛnyɛ
empty	nákpo, akpo
encourage	ɖámí-lé
end	ntããtã
enemy	ɔtɛ
enjoy	ri ayètitɛ /dzáfɔ …
evening	nálɛ
everybody	ɔnya- ɔɔkã
everything	iŋɛ - ɔɔkã
everywhere	- ɔɔkã
except	bí kòtsí…
extra	héŋú
eye	odzú

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F

face	àgàra-odzú
fall	tsubú
famous	gbá ɛkɔ
far	dzɛ
farm	oko,
farmer	àtsòko-nkɔfe
fast (rapid)	kábá/kóyá
festival	ɔdzɔ-rere
few	ɔkãŋa odɻé
field	oko
fire	iná
first	àts
flower	ìbóbó
food	ìdzɛ
force	ikpá
foreigner	àledzò
forest	ígbó
forget	gbàgbé
fork	gaáfù
forward	ìwádzú
fry	dɻɛ
full	gbúdú, kík

G

game	aréma
gas station	ìdɻita-adɻ - ɔk
garden	abɔmɛ
gate	agbo
gather	kpádɻi
get	gbà
gift	ɔyà
girl	ɔma-èkídɻã
give	fú, fú nɛ
glass (drinking)	kɔpú
god	ɔdɻayé
gold	sika
government	ìdzɔba
green	omi-ewé (ɔbɛɛdɻò)
ground	ilɛ
groundnut	àyɔsí
grow	dɻónùgbó, lákũ má

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guest	aledzò
guide	ágb ɛ

H

habit	iŋɛ yèé a náa tse nɔdzɔkã lɔkã
hair	ír
half	àlàbɔ
hand	ɔwɔ
handsome	tsɔmàtsɔ
happen	tse, wá nnɛ
happiness	áyètítɛ
hard	lile
health	aralíle
healthy	rere
hear	gbɔ, r
heart	ɛɖ
heavy	wówo, wíwowo, lílakũ
height	ngígá
high	gá
highway	ɔnàlákũ
history	ɛrɔ ti nára, iŋɛ yèé tse wá lɔ
hole	ifò
honest	olí-òtítɔ
hunter	áɖɔɖ

I

idea	ìsérè, ìsérètsítse
if	bí, bí ó dzɛ ní
immediately	gbòkã -gbòkã (nɛsɛ - nɛsɛ)
important	kpãdzú
insect	kòkòrò- fífò ŋa.
inspector	agbe nárũŋɛ
instrument	iŋɛtsɛ ŋa
interesting	ó ɖ
invite	kpénɛ wá, kpénɛ
iron	irɛɖúɖú, àwùligàá

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J

job	ɪtsɛ
join	tsɔkããtso báa
joke	aréma
journey	ɔnàfífà
joy	áyètítse
jump	fò
justice	òtítɔtsítse

K

key	kɔkɔrɔ
kill	kpòkú (kpáa nóòkú)
kilometer	ìtsɛkòlò
king	olú
kitchen	nɖìsèdzɛ/àgáɖà
knee	ìrúkú
knife	bɛtɛ
know	máŋɛ, máa

L

labor	ɪtsɛtsítse, ɖíɖɪrá, múmúrá
ladder	àtsɔrókpé
land	ɪlɛ
language	ɪlú, ɪlúwíwí
last	tìkããnyì
late	kããnyì
laugh	rããrĩ
law	ɛwɔ, ɛwɔ-ɖíɖá
lead	gb -nɛ
leader	agb ɛ
learn	kɔ ŋɛ
leave	lɔ
leg	ìtã
length	gúgù
letter	ìwé, lɛtà
lie	tsòɖòbò, rúnɛ
life	ayɛ, àyɛgbígbé
line	ɛkpá
listen	r , gb

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long	dzídzɛ
look	rí
lose	nɔ
luck (good)	éwo-re

M

machine	ɔkpákù
malaria	ìbà
male	ɔnɔk ɛ, ákɔ
manioc	kúté
manner	ìwanwà, iŋɛtsitse
many	kpíkpɔ
mark	ìsédzè
maybe	àkàwámà, bóyá
meaning	ìɖí, òkpìáfɔ
mechanic	gbɛɖɛ, àgbɛɖɛ
medecine	ewé, àtike
meeting	ìkpéri, ìkpàɖe
merchant	olíàré, oli-àré/àtàdzà
million	àkpò-akpò….
miracle	éwo-re, éwo-ɖíɖ
mirror	áwò
month	ótsù
moon	òtsù/ òtsùkpá
mosquito	alákpá
mountain	òké
mouth	árũ

N

nation	ìlú
nationality	ɔmabíbí-ìlú
nature	nbìnbí
near	sɔmá
nearly	gbèé
necessary	kpãdzú
neck	ɔg
need	kpíkpãdzú
neighbor	énìkéèdzì
never	láyé,

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new	tit
night	òrù
noise	ígbé, èébù
none	ákpo
noone	òsã
north	ìbú-ayé
nose	ímɔ
nothing	ɔkã- gìɖi, ɔkãkópkpó
notice	túnkã, mú-etí fúnɛ
now	nns , báàyí
number	kíkã
number	

O

ocean	àhũ
offer	iŋɛfúfú, (tsɔyà)
office	ìɖîtsɛ
often	kpéekpée
old	hóhó, ɖíɖónùgbó
once	náàrĩkã, nɔɔdzɔkã
open	tsí
opinion	ìrããmà, ìsérè
or	nàmí
order	ètò
other	òmír

P

pack	ɖíŋɛ, tó àrù
package	ìŋɛ-ɖiɖì
pain	ɖíɖ , ìkpárà
pants	sɔlɛ
papaya	ágíɖí
paper	ìwé
parent	ɛnɛ yèé bínɛ
party	ɔɖ
past	iŋɛ yèé wáa lɔ, ti dzɔɔdzɔ
pay	sãwó ŋɛ
peace	ára- tútù
period	àsòkò, ìwèrè- kã
permit	tsíînà, fɔɔnã

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people	ɔnyà kpikpɔ / ìlú
perhaps	bóyá, ákàámà
person	ònìnyà, ɔnyà
pillow	pìlìyé /sũɖe
pineapple	ònyìmà
piss	títɔ
place	ìɖì
plant	gb , lɛ
plantain	àbàràdzòó
plate	àwò
pleasure	ayètítɛ, dzáyé
policeman	ólɔɔkpá
poor	àdzìyàkú,. olîìŋàrĩ
post office	pósù
pot	àmɔ
power	àmí, nkpá
praise	nyɛ
prefer	dzáfɔ
pregnant	nɛfũ (ábéfũ)
prepare	tɔtse, kpáɖí
president	ɔgá
pretty	ɖíɖîìrí, àfɛŋú
prevent	ɖîìnà fú
priest	ágbɛdzɔ
profit	èrè
progress	nnwádzú- lílɔ
promise	tálé
prove	nyà ɖíre
punishment	etí fífà
purpose	dzɔɔnyà

Q

queen	ólú-ɔnɔb ɛ, áya-ólú
question	ìbèrè
quicly	kóyá kóyá
quiet	kpátiŋɛ, kpá réké-réké

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R

rain	òdzò, òdzò rirɔ
raise	s
reach	tó nnɖi- kã, tó
read	kã ìwé
ready	tɔtse, kpáɖí sirere
receive	gbà
red	kpíkpá, kpíkpã
respect	àrísá, búnɛ si
rest	mímí, mírá
return	sɛwá
ripe	kpíkpã, gbígbó
rope	okù
rubber	lɔtúlɔtú (àsè)
run	kúré, yáré

S

sack	kótókú, àkpò
safe	nára-lile
salary	ówó- gbígbà
say	wí, fɔ, rɔ
scream	kpèébú
seat	ìdídzokó, móòkpì gbè
see	rí
separate	túnkã, yá nîkã
share	kp îkã
short	sɔmá
show	ɖíre, nyáŋɛ ɖíre
sick	r
side	ákpálà
since	tí nnwèrè
sit	gbé, mɔkpìgbè
slow	bɛrɛwù, rɔra
small	tsígíɖí
sock	àwù-ɛsɛ
south	òró-ayé
speak	wîinyɛ, wíàfɔ
swim	wɛɖò

T

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table	ìkp
talk	wíìnyɛ
tall	gígá
test	àɖãwò
than	láre
then	náànyíbɛɛ
thank	kútsɛ
there	nbɛ
third	ɛkɛɛta
through	náàŋirɪ̃
throw	tá
thus	èrè
tooth	ényí
travel	fáná
tree	egi

U

until	títíwáfú
university	ìnìfɛrìsìté

V

vaccinate	gú abɛrɛ
volunteer	àtsìtsɛ- ɔfɛ

W

wait	rɔsɛ, ɖóro
wake up	dzí
walk	r
warn	tɛnɛ nɛsɛ, múnɛ néèkikã
wash	f ŋɛ, f ɔ
water	omì
welcome	kũũr
well	kàgá
wide	tsédzú, lákũ
wind	áwu
window	adzabɔ/sɛfɛrɛ
with	óŋu
work/ a work	tsi tsɛ/ itsɛ

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write	kɔ ŋɛ

Y

yam	itsu
yellow	omi-ɛnyɛ-adɛɛ
yesterday	nɔɔná
yet	ɖóro tãná

Z

zone	érè
zero	ákpo,nákpo

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