

Peace Corps Togo

Ifè

IFE O.P.L Workbook
(Oral proficiency Learning)

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.

The team is grateful to Peace Corps Togo Admin Officer, Kim A. Sanoussy and all the Administrative Staff for their logistical support and for having made funds available for this material development.

A genuine appreciation to the language Testing Specialist Mildred Rivera-Martinez, the Training Specialist Rasa Edwards, to Stacy Cummings Technical Training Specialist, and all the Training Staff from the Center for their advice and assistance.

A sincere gratitude to Peace Corps Togo Training Manager Blandine Samani-Zozo for her guidance and lively participation in the manual development.

A word of recognition to all Peace Corps Volunteers who worked assiduously with the training team by offering their input especially, NRM PCV Jesse Casanova.

Congratulations to Trainers Rolande A. Assemua, Yawa Abalo-Yokou, Sarah A. Goe and the Training Secretary Jean B. Kpadenou who have worked diligently and conscientiously to develop this manual.

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:

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Have fun and enjoy using this manual.

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IFE ALPHABET

A	B	Ð	E	ε	F	G	H	I	K	L
a	b	d	e	ε	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 ε I O ɔ u

Summary of Ife alphabet

Letter	Pronunciation (similar sound in English)	Ife Example	English Translation
a	father	ayà	comb
ã	A nasal vowel pronounced like the French word “enfant”	εdzã	fish
b	boy	bεε	knife
d	Pronounced like the approximate sound “th” in the English word leather	maḍé	kid
e	mate	ebi	hunger
ε	red, bet	pεpεpε	exactly
	A nasal vowel pronounced like the French word “main”	ir	A walk
f	fish	f	to wash
g	go	gεgε	throat
gb	say "egg-beater" fast ; drop the "-ter" then the first "e"	ìgbómá	spinach
i	feet	ibere	question
ĩ	A nasal sound pronounced like the English word “lunch”	rããĩ	To laugh
k	kitten	kále	to kneel down
kp	say pick-pocket fast; drop the "-ket" then the "pi"	akpa	hand

Letter	Pronunciation (similar sound in English)	Ife Example	English Translation
l	lady	Lalá	cow
m	man	Màmá	grandmother
n	net	nɛ	to possess
ŋ	Is a nasal sound like in the English word “sing”	ŋɔ atso	Tisser un pagne
o	no	oɔ̀ò	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	Pick	pɛpɛpɛ/pípǎ	Exactly/train
r	Africa (but roll the "r" a little)	rà	to buy
s	sit	súré	to run
t	tip	tit	new
u	loop	fú	to give
ũ	A nasal vowel pronounced like the English word “lunch”	ekũkũ	bone
ts	Regional variation either pronounced “ts” or “ch”	tsitɛ	to work
w	wish	wò	to look for
y	you	yára	to hurry up
dz	Pronounced like “J” in the english word “jogging”	dzídze	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)

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.

Dailogue

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

- Sara: Ɔmɔtsɔ koni.
Kossi: Ekiḍā koni. Kú itse- ɔná (kútsɔɔná)
Sara: Kú itse- ɔná. ene - ilé ɲa fé ?
Kossi: à wa
Sara: Maḍeɲa dzii?
Kossi: εε, à dzi.
Sara: Ó ɖi kó bɔ oḍé
Kossi: Yoo, ó ɖi kó bɔ-ḍé.

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: « εεε wà fú àledzò »

(The stranger or a new comer to an area has the obligation to go visit people and greet them).

Words and Useful expressions

Different greetings

- | | |
|-------------------------|-----------------------------|
| ➤ Koní (06H00 – 11H00) | Good morning |
| ➤ Kosã (11H00 – 16H00) | Good day |
| ➤ Kalε´ (16H00 – 18H00) | Good afternoon/Good evening |

Periods of the day

- | | |
|--------------|---------------|
| ➤ àwúɔ | The morning |
| ➤ òsá | The noon |
| ➤ iyale /ále | The afternoon |
| ➤ ále | The evening |
| ➤ òru | The night |

Titles

- | | |
|------------------|--|
| ➤ Èkìdā | Young lady/ Miss |
| ➤ Ídā-wa | Elder sister |
| ➤ dāqā, 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 + tsígìdì | Small/younger |
| ➤ Noun + lakū | Big/elder |

Some verbs

- | | |
|--------------|---------------------|
| ➤ Dzí | To wake up |
| ➤ Sū (sɔ rū) | To sleep |
| ➤ Fúnε nɔwɔ | To shake hand |
| ➤ Kíne | To greet |
| ➤ Gba okū | To answer greetings |

Expressions

➤ ενε lé -ηñ fe?	How is the family/what about the family ?
➤ Kpáfe	House
➤ Ilé	Home
➤ Olílé	House owner
➤ À wà	They are fine
➤ Maḡé ηa fé?	How are the children ?
➤ , n dzí re	Yes, I am fine
➤ ò dzí reè?	Are you fine ?
➤ ò bɔ wáà?	Are you back ?
➤ ενε - ibe ηa fé ?	The people of where you come from
➤ Nà sū -ire fòò	Sleep well
➤ Ò wà bεε?	Are you there?
➤ Òrū ε kó sã	Good night
➤ ɔdzɔ ε kó sã	Have a good day
➤ ɔḡáyé kó dzí wa	See you tomorrow
➤ ηa	Marks the plural form
➤ fe	Interrogative term
➤ Itse ε fe?	What about the office/job?
➤ ìwɔ fe ?	And you?
➤ Àa wá nne sì	It's going well
➤ Kútsɔɔnã	when you saw a person the day before.
➤ Kútse noní!	when you meet a person you already greet during the day ,the day literally means the work of today
➤ Kú itse -idzeta!	when you saw the person three days ago
➤ Kútse idzeló	when you saw the person more than three days ago
➤ Káàbɔ/kúùr	Welcome
➤ Ana ko kpaḡé	See you/ we shall meet

Grammar notes

i. The sujet 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
* εηε (È)	You
* Àηá (à)	They

Example:

* n dzíire	I'm fine
* ò dzíire	You are fine
* ó ta ɔwɔ bɔ fú Kɔsí	He/she shakes Kossi's hand.
* àa sū rere	We slept well
* è kí εne lé ɲa	You greet people of the house
* à sū 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?
* maḍé ɲa 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 doesn't end with a verb.

Example: maḍé ɲa wà rere? Are the kids fine?

Exercises

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

àwúɔ, kútse nɔní

εne – ilé ɲa fe? dzî? ìwɔ gbo...?

, n dzí, àa náko kpàḍé

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

a) dzí _____

b) kíne _____

c) tsitse _____

d) gba okū _____

e) tawɔ bɔ fúne _____

3) Add “fe” or “a, e, i, ɔ, ε, u” to the sentences below to ask questions:

Example: Àa wà. Àa wàà ?

a) Ò dzí rere _____

b) Maɖé ɲa _____

c) É wà be _____

d) Esi sū rere _____

e) Sara rāri _____

f) εne -ilé ɲa _____

g) Akɔne wà _____

4) Rearrange the following words into sentences

a) kí / ne / n _____

b) dzí / rere / Adzo _____

c) dzí / ò / rere ? _____

d) kí / ne / Ismaël? _____

e) fe/ εne - ilé ɲa ? _____

f) rere / à / sū _____

g) àa / rere / dzí _____

h) è / dzí / rere ? _____

5) Answer the following questions.

- a) Maḍé ḡa fe? _____
- b) Esi fe? _____
- c) È wà bεε? _____
- d) Adzo òḡu Afi dzí rere e? _____
- e) ενε- itsε ḡa fe? _____
- f) ilé- ìwé ε 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.

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.

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.

Dialogue

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

- Rachel: Iná -wa, kale
Yawa: Èkíqã, kale. Ò dzàrè dè, bí à náa kpè ε fáà?
Rachel: À náa kpè mí ní Rachel.
Yawa: N bisí ò ti?
Rachel: N ti n Washington, nle Amerikà.
Yawa: Itse mεε nà tse ?
Rachel: N dze atsitse - ɔfe n Peace Corps .
Èkíqã yèè be dze ɔre- mi, tsí à náa kpèè ní Shana. , Ó ti n Montana nle-
Amerika.
Shana dze atsitse -ɔfe tit náAtakpame.
Yawa: Ó sã. È kúùr òo.
Rachel: Yoo, óji ká s wáa kpàdè.

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 Èkíqã or Da, ɔmɔtsɔ or Fo..*
For Example ɔmɔtsɔ Ismaël, Da Rolande
You also use Aruka, or Onugbo for old persons

Days of the week and related names

Day	English	Woman name	Man name
Ék ε	Monday	Àdzúwá	Kɔdzó,
èdzìitɛ	Tuesday	Àbárá	Kɔmarã
ɛtatɛ	Wednesday	Àkuwá	Kɔkú
ɔdzɔɔtí	Thursday	Yawá	Yàwù
ɔdzɔɔɲɛ	Friday	Àfiwá	Kofí
àdámí	Saturday	Áma	Kɔɔmì
ɔdzɔɔs	Sunday	Kɔsíwá,	Kɔsí

Vocabulary

- | | |
|--|----------------------|
| ➤ εkɔ | Name |
| ➤ atsitɛ -ɔfɛ | Volunteer |
| ➤ nbisí | Where |
| ➤ ɔma - ilé - iwé | Pupil, student |
| ➤ Àtsòko | Farmer |
| ➤ Akɔnɛ | Teacher |
| ➤ Olí - àrèè / àtàdzà | Seller/trader |
| ➤ àbɔnɛ | Doctor/nurse |
| ➤ àtɔk | Driver |
| ➤ agb | Carpenter |
| ➤ káráki | Clerk |
| ➤ ɔmatɛ | Apprentice |
| ➤ akoatsɔ | Tailor |
| ➤ ɔgá /onùgbó | Director |
| ➤ Apetɔ/Apenɔ | Mister/madam/head |
| ➤ ídza /ɔrɛ | Male/female friend |
| ➤ ɔkɔláya / ayalɔkɔ | Married |
| ➤ Onùkū | Girl/boy friend |
| ➤ Àkpã | Bachelor/single |
| ➤ igbãnà | Fiancé (e) |
| ➤ tit | New |
| ➤ hóhó | Old |
| ➤ ilú | Town/country/village |
| ➤ bɔɔni/ àdèlé | Maid |
| ➤ ɔma: added to a country, town or place name to mean: | |
| - “who comes from” ɔma -Togo | Togolese |

Nationality/origin

- | | |
|---------------------|------------------------|
| ➤ ɔma –Togo | Togolese |
| ➤ ɔma –Ameríkà | American |
| ➤ ɔma – Bènee | Beninese |
| ➤ ɔma – Áfíríka | African |
| ➤ ɔma –Kpálime | Who is from Kpalime |
| ➤ ɔma –Kàlìfòrìniyà | Who is from California |

Expressions

- | | |
|-------------------------------------|---|
| ➤ À náa kpè mí ní .../εκɔ mi dze... | My name is... |
| ➤ εκɔ εε fee? / Bí à náa kpèe fá? | What's your name? |
| ➤ Nlú yéèsi ò ti? | From which town/village/country do you come ? |
| ➤ ɔma nbisí ña ò dze? | What's your nationality? |
| ➤ Nbisí ò wà? | Where are you/where do you live? |
| ➤ Itse mee ò wà tse? | What's your profession? |
| ➤ Nbisí ò ti ? | Where are you coming from? |

Some verbs

- | | |
|-------|---|
| ➤ Ti | To come from |
| ➤ Dze | To be + (nationality, profession, marital status) |
| ➤ Wà | To be (location) |

Exercises

1) Answer a question or ask a question

- a) Bí à náa kpèe fáa ? _____
- b) N ti nKàlìforìniya nle Ámériká. _____
- c) N dze abɔne nSɔkɔɔɔ. _____

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

Grammar notes

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

i. **dzε**

For example:

N dzε ɔma -Ameríkà

I'm American

Joe dzε atsitse-ɔfε

Joe is a Volunteer

Abra dz ε àkpã

Abra is a bachelor/single

ii. **Wà** = to be or to live

For example:

NáÀdèéta ní àa wà báàyí ε

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 _____

2) Ask or answer questions from the statements below

- a) À náa kpè mí ní Kòmì _____
- b) N dze olí - àréè _____
- c) Nbisí ò ti? _____
- d) Itse mee nà tse? _____
- e) Nbisí èkídā yèé ti? _____
- f) Ákú dze ayabkɔɔ? , _____
- g) Steve dze atsitse -ɔfe _____

3) Text:

À náa kpè mí ní Nancy. Tsí n ti nKalifornia nle-ÁmériKà. Ódj, nTogo ní n wà báàyí. N dze akone nGléi. Èkídā yèé be òɲu dze ɔre- mi ni. À náa kpèé ní Létù. Ó ti n Kelekre nle-Togo. Ó dze akoatsɔ natakpame.

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 Kelekre in Togo. She is a seamstress in Atakpame.

Questions

- Nbisí Nancy ti? (Nlú yèésí ó ti?) _____
- Nbisí ɲa Nancy dze? _____
- Itse mee Nancy náa tse? _____
- Nbisí Létù ti? _____
- Létù dze akoatsɔɔ? _____

TDA

In your neighborhood, 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.

Lesson 3

Introduce one's family



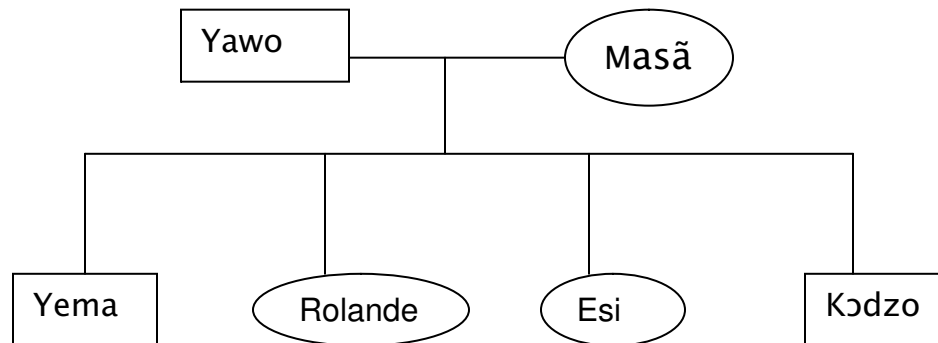
Objectives:

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.

Àgboro Rolande

Rolande's family



Text:

εκɔ-mi dze Rolande, ɔnyà mɛɛfà ní wà nágboro mi: boba-mi, ìnà-mi, ìnàbí- ɔɔɔ méèdzì ɔɔɔ ɔɔɔ ɔkã.

εκɔ boba-mi dze Yawo, ó dze akɔɔ nAgou, ó ti nSevagã. εκɔ ìnà-mi dze Masã, ó dze oli-àrée. Ó ti nKeta nGhana. εκɔ ìnàbí-ɔɔɔ -mi ɔɔ ni dze Yema ɔɔɔ Kɔdzo. Àwà nLome. Éκɔ ìnàbí- ɔɔɔ -mi ni dze Esi, ó dze abɔɔ nTsevie. Ndzáfɔ aro-mi héɔɔ.

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 tse*” (Nothing can break family links)

Vocabulary

Members of the family

➤ Àgboro/aro	Family
➤ ενε γεέ bíνε	Parent
➤ boba	Father
➤ ínà	Mother
➤ ɔma	Son/daughter
➤ ìnàbí	siblings
➤ ìnàbí-ɔkɔk	Brother
➤ ìnàbí-ɔkɔb	Sister
➤ ìfó-mi	Elder brother
➤ ìɔa-mi	Elder sister
➤ ɔkɔ	Husband
➤ áya	Wife
➤ ɔkɔláya/ áyalɔkɔ	Married
➤ Nɔgá	Maternal aunt (elder)
➤ Nɔɔé	Maternal aunt (younger)
➤ nyine	Maternal uncle
➤ Tɔgá	Paternal uncle (elder)
➤ Tɔɔé	Paternal uncle (younger)
➤ ìtatsì	Paternal aunt
➤ ɔkɔk yèé	This man
➤ ɔkɔb yèé	This woman
➤ maɔé	Child (in general)
➤ gbágbó	Old man
➤ arigbo	Old woman
➤ Mámá	Grandmother
➤ ɔma- ìtatsì/-nɔgá/-nɔɔé/- nyine	Nephew/niece
➤ ɔma-kpé ngbagbo	Grandson/granddaughter

Expressions

➤ εkɔ boba-mi ní dze...	My father's name is
➤ Bi ánà kpé ine fá?	What's the name of your mother?
➤ ενε γεέ bí mì ηα wà nle Amerika	My parents are in the States
➤ Áya wà fú mi	I have a spouse
➤ εkɔ mi ni dze.../ana kpe mi ni...	My name is...
➤ ìnàbí-ɔkɔk -kã òηυ ɔkɔb mi	I have a brother and two sisters
➤ ìnàbí mεεlo wà fεε?	How many sisters and brothers do you have?

- Ítse mee ìnà ε wà tse?
- Ìnà-mi dze olí-arée
- Boba-mi ti nDatcha
- Nɔmbɛ
- ɔɖ

What's your mother's profession?
 My mother is a trader
 My father comes from Datcha
 Today
 Year

Some verbs

- ... Wà nɔwɔ-mi/ nɛ
- Tse aro bá...
For example: Ntse aro bá Esi
- Náya/nɔkɔ
- Kɔ kɔ/ Kɔ aya
- Dzáfɔ ɔnyà
- Bímá

To have
 To be related to
 I'm related to Esi
 To marry/to get married
 To divorce
 To love someone
 To give birth (to have a child)

Numbers

1. →	ενε	11. →	Maá òɲu ɔkã
2. →	Méédzi	12. →	Máméédzi
3. →	Mεεta	13. →	Mámεεta
4. →	Mεεr	14. →	Mámεεr
5. →	Mεεrú	15. →	Mámεεrú
6. →	Mεεfà	16. →	Mámεεfà
7. →	Méédze	17. →	Máméédze
8. →	Mεεdzɔ	18. →	Mámεdzɔ
9. →	Méésã	19. →	Maméésã
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----→ εkɔ boba mi dze Frank

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
-----εε	your	inεε	Your mother
-----ε	his/her/its	ɔmɔε εkɔε	his son her name
-----wa	our	nyinε wa	our maternal uncle
-----ηε	your	ayànε	your husband/wife
-----ηα	their	itátsi ηα	Their paternal aunt

- ii. The plural in Ife is made by adding ‘‘ ηα’’ to the end of a word

Example:

Akɔnε ηα	teachers
inàbí ηα	sisters/brothers
maɔε ηα	children

- iii. The negative form

N ko nε inàbí- ɔnɔk I don't have a brother

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

ɔma ko wà כּאמּ כּוּ מִי
Nɔdɛ ko wà כּאמּ כּוּ מִי
Tɔgá ko wà כּאמּ כּוּ וּא
Àko nɛ itatsi.

I don't have a child
I don't have a younger maternal aunt
we don't have an elder paternal uncle
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) Nyine (our) _____
c) Akone (your, singular) _____
d) Ilé (his) _____
e) inà (your, singular) _____
f) itátsì (their) _____
g) inàbí-כּאמּ כּוּ (your, plural) _____
h) Apetɔ (our) _____
i) Ile-iwé (her) _____

- 2) Rearrange the following words into sentences:

- a) ɔkã / wà / inàbí-כּאמּ כּוּ / כּאמּ כּוּ-מִי _____
b) -ε / dzε / εκɔ / kofi _____
c) כּאמּ כּוּ / כּאמּ כּוּ / méedzì / wà / mi _____
d) εκɔ / itátsì- εε / fee? _____
e) inàbí-כּאמּ כּוּ / wà / mɛɛlo / כּאמּ כּוּ- εε? _____
f) Ifó / כּאמּ כּוּ-מִי / kò / wà _____

Exercises

1) Answer these questions.

- a) εκο- εε fée? _____
- b) Ìnàbí mεεlo wà fεε? _____
- c) Itσε μεε boba-εε wà tσε? _____
- d) ilu γέεσι ìnà-ε τι? _____
- e) Άγα μεεlo wà fú boba-εε? _____
- f) εκο nyine-εε fée? _____
- g) Itσε μεε ìtátsì- εε wà tσε? _____
- h) εκο ορε -εε fee? _____
- i) ομα wà nωω nωgá- εε? _____

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) ομα μέεδzì wà nωω-mi _____
- b) εκο tσδε-μί dze kωmárā _____
- c) Άγα μεεr οωω boba-mi _____
- d) εκο nωdε-wà ní dze Tutu _____
- e) οd máàméedzi ni wà nωω ομα- 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.

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.

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

Dialogue

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

- Afi: ɔmɔtsɔ kũūr . Kí ò wà wò?
Jesse: N wà wo atso.
Afi: Atso kpíkpo wá fú mi. Yèési ò wà wò?
Jesse: Atso tsíví ni. Yèébe fée egbèlò?
Afi: ɔwɔ- kã dze kotokú-kã òhú alàbo
Jesse: óò, ógbowó héhú. N tsìkálɛ, nyàbo nne fú mi.
Afi: Egbèlò wà nɔwɔ - ɛɛ?
Jesse: Alafã mɛɛdzɔ.
Afi: óò, kòtó. Kɛɛ kotokú-kã.
Jesse: ósã, gbá owó.
Afi: gbátso òhú tseɲdzì
Jesse: ósã, kútse
Afi: Kòtó itsɛ. óɔ kpàdɛ.
Jesse: Yoo, kas kpàdɛ

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

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

➤ ɔkā lé nógú	21
➤ Méèdzì lé nógú	22
➤ Méèsǎ lé nógú	29
➤ ɔgbāwò	30
➤ ɔkā lé nɔgbāwò	31
➤ Méèdzì lé nɔgbāwò	32
➤ Ogbóòdzì	40
➤ ɔkā lé nógóòdzì	41
➤ Mǎa lé nógóòdzì	50
➤ Mǎa lé nɔgɔɔr	90
➤ ɔgɔɔrú	100
➤ ɔkā lé nɔgɔɔrú	101
➤ Méèdzì lé nɔgɔfà	122

Expressions to count money

Coins

➤ Biye kā	5F
➤ Biye méèdzì	10F
➤ Biye mɛɛrú/dzātá	25F
➤ Biye mɛfà	30F
➤ Biye mǎa	50F
➤ Dzātá mɛɛta	75F
➤ Alafá kā	100F

➤ Alafá méèdzì	200F
➤ Alafá méèdzì Òjú àlàbò/afã	250F
➤ Alafá méèdzì Òjú biye máa	
➤ Alafá μεερού	500F

Bank notes/ bills

➤ Kótókú - kā/akpo- kā	1000F
➤ Kótókú - méèdzì	2000F
➤ Kótókú μεερού	5000F
➤ Akpò-máa	10.000F

Words and expressions related to the use of the money

➤ owó	Money
➤ owó- lilo	Lime money
➤ owó-gbigb ï	Dirty money/note
➤ owó-tit	New coin/note
➤ owó-γίγά	Teared note
➤ tseηdzì	Change
➤ owó- iwé	Bill/note
➤ owó-εγο- εγο	Coin
➤ Àlàbò	Half

Essential items

➤ Kpatákò/kpákò	Shoes/sandals
➤ Tòtsì	Flash light
➤ Òkúta-tòtsì	Battery
➤ ɔts / ìf rĩ	Soap
➤ ÒKúkú	Hat
➤ ɔwɔ	Broom
➤ Kũtsã	Sponge
➤ Tɔká	Bucket
➤ Kp nɔ	Bread
➤ Súkìrì	Sugar
➤ Ojú	Salt
➤ Kp nɔ -Súkìrì	Sugar bread
➤ Kp nɔ- ojú	Salt bread
➤ Támbo	Pepper
➤ Tímátì	Tomato

➤ mεεsà	Onion
➤ Ònyimà	Pineapple
➤ Àkòdú (Àgbàngbà)	Banana
➤ Aḍùbà (ágíḍi)	Papaya
➤ Gbòlòt	Orange
➤ Péyà	Avocado
➤ εnyε	Palmnuts
➤ Atso	Material/pagne/cloth
➤ Iḡ	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 dzε gbòlòt ε?	How much is the orange?
➤ Ó gbowó gbeḡbé	It's too expensive
➤ Nyàbo fú mi	Reduce the price for me
➤ Kí ò wà tà?	What are you selling?
➤ Biye máa gé ní wà nwo -mi ε	I only have 50F
➤ Àràdzà	Customer/client
➤ Àtàdzà	Seller
➤ Àdzà	market
➤ Nòdzò -adzà	Market day
➤ Kò gbowò	It's not expensive
➤ Ó tso	It's cheap
➤ Dzεḡ	To go bankrupt
➤ Nrònrò	Different kind of
➤ Ìḍì-kā	Pile of
➤ Oli-kpòno	Bread seller
➤ Tsèni fú mi	Add me some (it's normal to ask for a gift if you buy food at the market)
➤ Owó- ntāntā	Can't go lower than that/last price
➤ Kpí kpò	A lot of
➤ Máa fú à kpò mεεta	I'll/I want to give 3000F

Verbs

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

➤ Gbowò	To cost
➤ Nyàbo	To reduce it (the price)
➤ Bèrènyì-owó	To ask for a price
➤ ηεwó	To borrow
➤ Berenyì εη	To ask for the money back
➤ Bère owó	To ask for money
➤ Wò	To look for/to desire
➤ Ló nádzà	To go to market
➤ Fú	To give
➤ Olí+noun	Seller/owner of....

N.B.: To ask for a price “ε” should be added at the end of the question.

Example: (egbelo dze kpatakoε?)
(egbelo dze atsεε?)

How much are these sandals?
How much is this cloth?

Exercises

- 1) Make at least five sentences using the expression “**ma ra**”

Example: totsì

Ma ra totsì

- 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)

* ò wà ra òkúkú

* Ò wà wo totsì

* Àa wa ta gbòlòt

* È wà ta kpono

* À wà ra àgbángbà

I'm looking for sandals

You're buying hat

You're looking for a flashlight

We're selling orange

You're selling bread

They're buying banana

ii) The present progressive and the interrogative terms

The structure is:

Interrogative term +subject+ verb

* Kí

Kí ò wà wò?

* Yéèsi ?

Yéèsi àṅá wà rà ?

Kpátákò yéèsi àṅá wà rà ?

* Nbisí... ?

Nbisí àṅá làkó?

Nbisí ìnà- ε ti?

* Egbèlò?

Egbèlò ò wà taa kpátákò?

* Nεε?

Nεε è wà wò?

what

What are you looking for?

Which one?

Which one are they buying?

Which sandal are they buying?

Where...?

Where are they going?

Where does your mother come from?

How much?

How much are you selling the sandal?

Who?

Who are you looking for?

Exercises

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

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

List of verbs:rà, wò, gbà, tà, lo

Example:

a) Akɔɛ wà ra gbòlòt

b) Akɔɛ wà ra gbòlòt ε? or

Kí Akɔɛ wà rà?

2) Use the following interrogative terms to ask questions:

Egbèlò, Kí, yéèsi

- 3) Use “Egbèlò” to ask the price of the following items and give the price in Ife.

Example:

Egbèlò dzε Ϸ ? àlɔfã- kã

ɔtsε (100F) _____

atsɔ (2000F) _____

Gbòlòt (75F) _____

agidi (250F) _____

Òkúta-tɔtsi (150 F) _____

Kɔpɔɔ-súkiri (300F) _____

ìmɔra/ ìnɔra (1500F) _____

Kutsã (500F) _____

Òkúkú (600F) _____

Oɔju (25F) _____

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

a) Kí ò wà wo rà? tãmbó

c) Nεε Kosi wà wò ? valentine _____

d) Kí ò wà tà ? (mεεsà) _____

e) Nbisí ɔgá ti? Amérika _____

f) Kí Afi wà wo kó gbà? tseɲdzì _____

g) Itse mεε ìnà-ε wà tse? àtãdzà _____

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

- Katy: Kóòsā, aféno.
Abla: Kóòsā èkìqā, kí ò wà wò?
Katy: N wà wo μεεσà. Ègbèlò ò wà tà ηά?
Abla: Àwà nnqì- nnqì: biye máa, alofà, alofà méèdzi. Ti egbèlo ηa ò wà wò?
Katy: Ti alofā ηá nñi? Ó gbowó gbegbé. Nyàbo fú mi.
Abla: Oo, èkìqā μεεσà wà gbowó báàyí.
Katy: Yoo, ntsìkále, tsèni fú mi.
Abla: ó sã, gbá okã.
Katy: Kútse, gbáwo. Akpò kã ní wà fú-mi, owó tsítse wa φεε?
Abla: , ó wà.
Katy: Fú -mi nt ηdzi.
Abla: T ηdzi ní.
Katy: Kútse, Óqì ká s wáa kpàqé.

Some words

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

Questions

- Kí Katy wà wò?
- Ègbèlo óle μεεσà ηáa?
- Ti-egbèlo Katy wà wò?
- Μεεσàá gbowóó?
- Abárá tsèni fú Katy?
- Egbèlo wà nowo Katy ?
- Tseηdzi egbèlo Katy gbà?

6) Translate into Ife

- a) What are you looking for?

- b) I'm looking for batteries

c) For how much?

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

e) Who are you looking for?

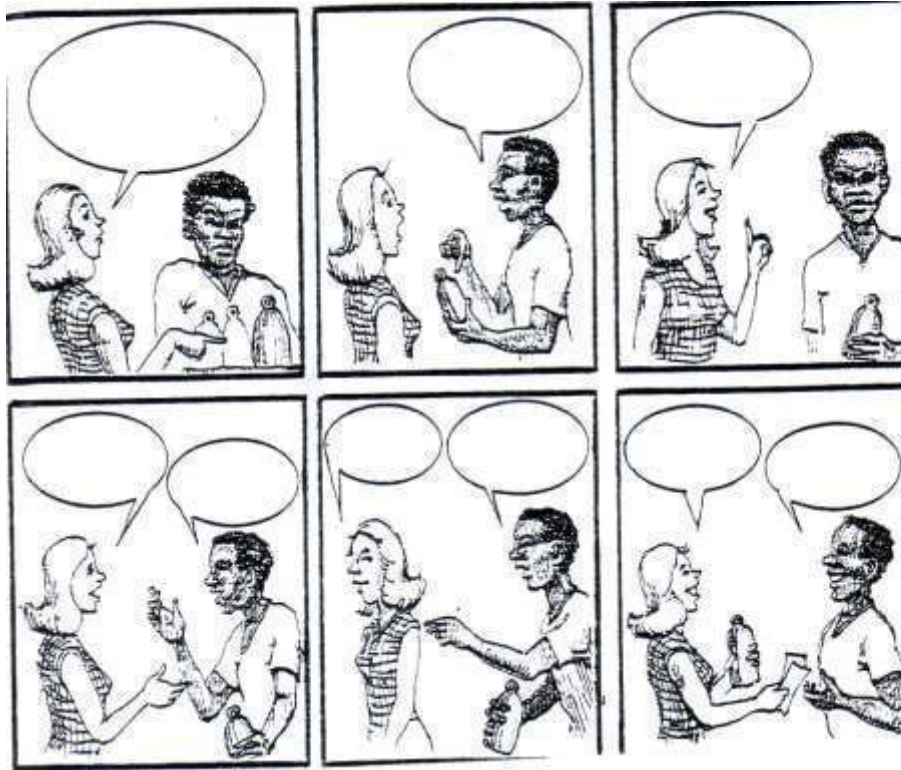
f) I only have 2650F

g) No, I don't have any change

h) Where are the sandals?



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



TDA

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



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

Dialogue

Laura tells her friend Yawa about her lunch

- Yawa: Ðaḍawa Laura, ò dzíí?
Laura: ,n dzíí.
Yawa: Kí ò dze nḥoná nóòsā ?
Laura: Ndze ìmori nḥbe dídí -kā be, ámā nkò máa eko-ε.

Yawa: Ó sã, èmi, ndze itsú-èrú òhú, ḥbe-ìgbómá.
Laura: Oo! Èmi gbo mà dzáfo ḥbe ìgbómá héhú.



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 dze ηε” or “ká dze ηε”, 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 “kútsε” = thank you” and eat.*
- *The left hand is seen like dirty and is not acceptable at table when you're with people.*
- *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 hitting 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: “ḥbe dídí à ãtã wáa ε” (a delicious sauce brings you closer to the table: When the thing becomes interesting people pay more attention to it).

Vocabulary

Foods/meals

➤ Dzídze	Food
➤ ìkàtì	Dough (of maize, millet...),paste
➤ ìmọ̀rĩ	rice
➤ itsu	Yam
➤ Kúte	Cassava
➤ Bàfó	Corn
➤ Itsu-èrú / Kúte- èrú	Boiled yam/boiled cassava
➤ Ìmọ̀rĩ òṅu ewà (Àyímólú)	Rice and beans prepared together
➤ ìkàtì-kpíkpa	“Red paste”, made with palm oil
➤ ɔ̀àbùrú	Ragout /yam stew
➤ Kòlìkò	Fried yam
➤ Àgbáṅgbà- ɔ̀iɔ̀	Fried plantain
➤ Àgbáṅgbà-sísè	boiled plantain
➤ Àgbáṅgbà-sís	Roasted plantain
➤ Àgú-itsu	Pounded yam
➤ Àgú -kúte	Pounded cassava
➤ Ìgàwu	Fried bean doughnut
➤ Gáli	Cassava flour
➤ Gáli-rìrò	Mixed gali and tomato stew
➤ Gáli-wíwàṃṃ	Mixed gali, sugar and water
➤ Abólò	Steam-cook paste made of corn porridge
➤ ɛɔ̀/ akasã	Porridge
➤ ɔ̀tí	Drink
➤ ɔ̀tí- ɔ̀kpɛ	Palm wine
➤ omi	Water
➤ ɔ̀tí-lilé	Alcoholic drink
➤ ɔ̀tí-ɔ̀iɔ̀	Soft drink
➤ Sòɔ̀abi	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

Some sauces

- | | |
|---------------|--------------------------------------|
| ➤ ɔbe | Sauce |
| ➤ ɔbe-tímàti | Tomato sauce |
| ➤ ɔbe-ìgbómá | Spinach sauce |
| ➤ ɔbe- enye | Palm nut sauce |
| ➤ ɔbe -omitsú | Slight sauce |
| ➤ ɔbe-káká | Sesame sauce |
| ➤ ɔbe-Àyosí | Peanut sauce |
| ➤ ɔbe -áyoyó | “Ademe” sauce (Ademe is a vegetable) |
| ➤ ɔbe-ilá | Okra sauce |

Ingredients

- | | |
|----------------|--------------------------------|
| ➤ Oṅu | Salt |
| ➤ Méesà | Onion |
| ➤ Ayo | Garlic |
| ➤ Ìdzàyè | Black pepper |
| ➤ Tãmbó | Hot pepper |
| ➤ Àd , | Oil |
| ➤ Ékpó | Palm oil |
| ➤ Àdε-àyosí | Vegetable oil (made of peanut) |
| ➤ εrã | Meat |
| ➤ εrã- aḍεε | Chicken (meat) |
| ➤ εrã- lalá | Beef |
| ➤ εrã- abó | Goat |
| ➤ εrã- ɔhà | Pork |
| ➤ Edzã | Fish |
| ➤ Edzã- nyínya | Smoked fish |
| ➤ Edzã- tútù | Fresh fish |
| ➤ Kanamí | Fried fish |

Utensils

- | | |
|--------------|-------------|
| ➤ Àwò-tere | Plate |
| ➤ Àwò-goḍòbò | Bowl |
| ➤ Ìgàtsí | Spoon |
| ➤ Gáàfù | Fork |
| ➤ Bete | knife |
| ➤ Agolo-omi | cup |
| ➤ Ìkòkò | Cooking pot |
| ➤ Kòlòbí | Sauce pan |

Verbs

- | | |
|-----------------|-----------------------|
| ➤ Dze (ηε) | To eat (something) |
| ➤ Se (dzídze) | To cook |
| ➤ Mo (omi, oti) | To drink |
| ➤ Gú (àgú) | To pound (fufu) |
| ➤ Re (μεεsä) | To cut (onion) |
| ➤ L o (támbó) | To crash (pepper) |
| ➤ Kpo (Edã) | To prepare (porridge) |

Expressions

- | | |
|----------------------------|-------------------------------------|
| ➤ N kà dze εrã | I don't eat meat |
| ➤ N kà mo oti-líle | I don't drink alcohol |
| ➤ N kà dze ikàtì | I don't eat paste |
| ➤ Ó d hénú | It's very delicious/good |
| ➤ Dzídze ε d hénú | The food is very delicious |
| ➤ Oṅu kã oβεε | There is too much salt in the sauce |
| ➤ Támbó lare oβεε | The sauce is spicy |
| ➤ Bí àná se dàbùrú fáa? | How does one cook yam stew? |
| ➤ Bí nà se oβεε-àyosí fáa? | How you prepare peanut sauce? |

Other words

- | | |
|----------------|------------|
| ➤ Àt | First |
| ➤ Ekéèdzì | Second |
| ➤ Náànyìβε | After that |
| ➤ Náàts | Before |
| ➤ Nàmí | Or |
| ➤ Nβεε | Then |
| ➤ Àmá | But |
| ➤ Bí ó dze βεε | So |
| ➤ Bí | If/to/for |

Exercises

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

Example:

dze

Àa dze imorí

Àa dze imorí nβεε-ìgbómá

Èmi oṅu Afi, áa dze imorí nβεε-ìgbómá

Suggested words :

Ayímólú,

Koliko

Se dzidze

οβε-àγοςί

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

Text: Bf à náa d kòliko gbà fá?

Náà , bεtsú ε, làá wíríwírí nàmí kpánzdà- kpánzdà . náàkéèdzì ε, náa wε itsu yèé ò làá kénkénjú tsí náa dà nómi-οηυ.Náànyi βεε, náa mú àd dà n kòlòbí tsí nkāná. Bf àd ε gboná, náa κε itsu ε dà nne . Nκεε, náa kωdzω tsí kó wó rere tānà ò nyii kpaqà. Bf ó dé ró géná , nà kóo ná dε dà náawò. Nβεε , náa mà ní, ó bω ká dze gé ni. Afo tā.

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 dze ηε.

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

You get something like:

N wà se dzídze nágáqà

N wà gú àgú nágáqà

Komi dze ikàtì nobe ayoyo òηυ εrā-lalá.

Suggested sentences:

Sara wà mω òti-diqo

Komi dze ikati.

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.

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.

Dialogue

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

Akuvi: Εκίδᾱ Rhiannon, ò dzíi ?

Rhiannon: , ìwə féé?

Akuvi: Èmi gbo ndzí. Nwò ní àa kó lo ndzó nwèrè- alɛ, n tsikále, ò dzεε?

Rhiannon: , ó d . Kútse títítí.

Akuvi: Ósā, ó dᵢ náɛ.

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.*

Expressions

- | | |
|-----------------------------------|-----------------------------------|
| ➤ N wò ni n kpé- ε | I would like to invite you |
| ➤ N wò ní n kpé- ηε | I would like to invite you (plu) |
| ➤ Ò wò ní ó fúǵá bá míí? | Would you like to go out with me? |
| ➤ Ó wò ní kó fúǵáa? | Would he/she like going out? |
| ➤ Ò dzɔdzú - ε ní ò dze ηε bá mí? | Would you like to eat with me? |
| ➤ Yoo, ó sã fú mi, kútse | Ok, that's great, thanks |
| ➤ Yoo, ó sã fú mi | Yes, I like it/it's a pleasure. |
| ➤ , n dze ni... | Yes, I accept to... |
| ➤ ó sã, máa wá | Well, I will come |
| ➤ òò, kútse | No, thank you |
| ➤ Ntsikále, nwèrè kò wà fú mi. | I'm sorry ,I'm not free |
| ➤ N kàkó nyáa wà | I cannot come |
| ➤ N kàkó nyáa lo | I'cant go |
| ➤ N kókó | I can't |
| ➤ Itse kpíkpo wà nntá-mi si | I'm too busy |

Occasions to be invited

- | | |
|--------------------------|------------------------------|
| ➤ Nɔj- ɔma -nyínyà fù ɔa | Naming ceremony/ outdooring |
| ➤ Nɔj- ikú | Ceremony/traditional baptism |
| ➤ Orò-ayanine | Funerals |
| ➤ Itèdzú ɔdzɔ bíbí | Wedding ceremony |
| ➤ Orò-ìtebomi | Birthday |
| ➤ Orò- ilú | Baptism ceremony |
| ➤ ɔɔ - | Traditional feast |
| ➤ Kísímási | New year |
| ➤ ɔɔ -àdzíndé | Christmas |
| ➤ ìr wéri | Easter |
| ➤ Tabaski | A walk |
| | Tabaski, ramadan |

Verbs

➤ Kpé nε	To invite someone
➤ Wò	To look for /to want/to desire
➤ Dze	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 Ife 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 àṅà ko dzo

They would like to dance

Subj+wò ni+pers pron +verb+(compl)

b)

N wò ní n kpé ε 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 kpéṅε fú Kisimasi

I would like to invite you for Christmas

N wò ni n kpéṅa fú Kisimasi

I would like to invite them for Christmas

Subj+wò ni+ pern pron+verb+obj pron

c)

N wò ní ò ló nǎdzà

I would like you to go to the market

N wò ní kó ló nǎdzà

I would like her/him to go to the market

N wò ní Jesse kó se dze

I would like Jesse to cook

N wò ní káa ṛdè

I would like us to leave

N wò ní è mǎtí ɔkpɛ

I would like you (pl) to drink palm wine

N wò ní ká dze ṛe 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.

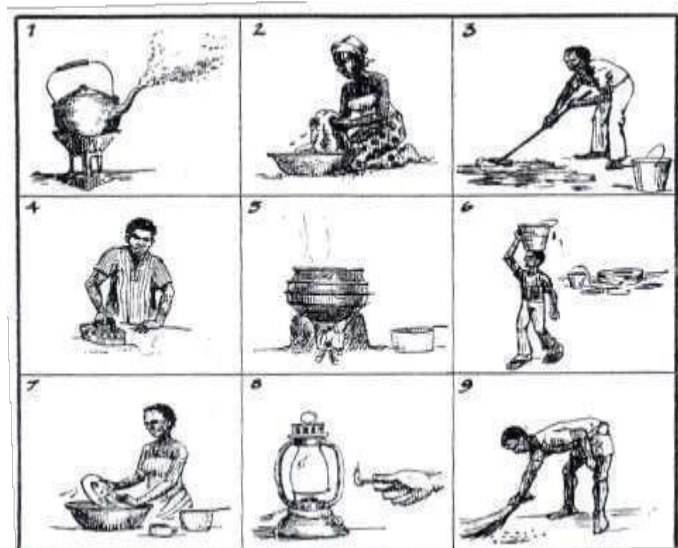
TDA

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



Lesson 7

Talk about daily activities



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: Itse- tsítse Aku nɔdzɔ -kɔdzɔ.

Náàwúɔ ɔkālɔkālā ,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 oqé. Nòòrú ɛ, kà sū kóyá.

Aku's daily activities.

Every day Aku wakes up early. She washes her face and chews 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: "itse ní dze ɔnyaá" (work makes life value)

Vocabulary

Some places

➤ nnɔlé	In the room
➤ Nnd̩isũ	In the bed room
➤ Àgáqà	Kitchen
➤ Àdáká	Bathroom
➤ Oqò	In the river
➤ Ilé-ìwé	School
➤ Nnd̩i itsɛ	At the office
➤ Oko	Field
➤ Adzà	The market

Daily activities

➤ S rũ	To sleep/to go to bed
➤ Dzí	To raise
➤ Ndé	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
➤ Dze àrò / wɛ ǎrù	to chew stick and clean teeth/wash mouth
➤ R	To take a walk
➤ Mírà	To rest
➤ Gbále	To sweep the floor
➤ Wàwò	To do dishes
➤ F ɲɛ	To do laundry
➤ Se dze	To cook
➤ Fɛ ná	To light a fire
➤ Dze ɲɛ	To eat

➤ Kp - mi	To fetch water
➤ Lɔ noko	To go to farm
➤ Lɔ nlé iwé	To go to school
➤ Lɔ ntse	To go to the office
➤ Kǎ iwé	To read
➤ Tsárémá	To play
➤ Gú keke	To ride a bicycle

Expressions of time

➤ Náàwúrc̣ ɔkǎlɔɔkǎ (náàwúrc̣-káwúrc̣)	Every morning
➤ Nóòsǎ ɔkǎlɔɔkǎ (nóòsǎ - kóòsǎ)	Everynoon
➤ Nórū ɔkǎlɔɔkǎ (nóòrū- kóòrū)	Every night
➤ Nále ɔkǎlɔɔkǎ (nále- kále)	Every afternoon
➤ Nkɔsiɔa ɔkǎlɔɔkǎ (nkɔsiɔa -kí Kɔsiɔa)	Every week
➤ Nɔɔ -kɔɔ	Every year
➤ ɔɔɔ ɔkǎlɔɔkǎ	Every year
➤ Kóyá	Early/quickly
➤ Nnwèrè-kíwèrè	Often
➤ Náàsòkò - ikùbɔ ɲa	Sometimes
➤ Tǎná	Before
➤ Náànyíβεε	After
➤ Nke	Now
➤ Oɲu	And
➤ Ntǎntǎ	Finally/ last
➤ Kí náà tse náàwúrc̣ -káwúrc̣?	What do you do every morning?
➤ Itse μεε nà tse nɔɔzɔ ɔkǎlɔɔkǎ?	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.

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

Náàwúɔ

Nóòsǎ

Náàlɛ

Nóòrũ

Example: Náàwúɔ

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 dzídze náà wúɔ-káàwúɔ	You cook every morning.
Náá kp mi nnwèrè-kíwèrè	Often, she/he (used to fetch) fetches water
Àa náa dze àgbángbà	We eat bananas
È náa lɔ nlè-i wé nɔdzɔ- kɔdzɔ	You go to school every day
À (àhà) náa ra idze náàdzà-ɔkǎlɔkǎ	They buy food every week

NB: with the first person singular people would say *Máa* instead of *N náa*. 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 dzídze náà wúɔ-káàwúɔ	You don't cook every morning.
Káá kp mi nnwèrè-kíwèrè	Often, she/he doesn't (used to fetch) fetches water
Àa káa dze àgbángbà	We don't eat bananas
È káa lɔ nlè wé nɔdzɔ- nkɔdzɔ	You don't go to school every day
À (àhà) káa ra idze náàdzà- ɔkǎlɔkǎ	They don't buy food every week

NB: with the third person singular people would say *Káá* instead of *Ó káa*.

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:

Náàwúɔ ɔkǎlɔkǎ , _____

Nóòsǎ ɔkǎlɔkǎ _____

Nále ɔkãlɔkã , _____

Example: Náàwúɔ ɔkãlɔkã màa wε

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

Example: N kàa wε náàwúɔ ɔkãlɔkã

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

Blandine wà kɔ-ne_ηε_____ Blandine náa kɔ-ne_ηε_____

a) ɔma-ilè-wé ηa wà kɔ if ε. _____

b) Àa wà tsitse _____

c) N wà sé iKàti _____

d) N wà gú àgú _____

e) Akɔne wà kã ìwé _____

f) ɔma- ilè-ìwé ηa wà kɔ ìwéè? _____

g) εne- Amerika ηa 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:

Náàwúɔ ɔkãlɔkã, màa gbá le tãná wε. Bí nwe tã, màa dze ηε tsí máa kpadzi tsí tɔtsé. Náànyìβεε, màa ɔ ntse. Màa tsitse kɔkɔ nɔ- ɔdzɔε, àmá n Kàa ti mí oqé gidi. Náa ká mi héjú. Nβεε, màa wε, tsí màa sũ.

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

Questions

- a) Kí Àbára náa tse tǎná wε ?
- b) Bí ó wε tǎ kí náa tse?
- c) Náànyibεε fée?
- d) Kí Àbára náa tse nndj- itε?
- e) Náa ká Àbàrá á?
- f) Kí náa tse nlé náε?

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.

Lesson 8

Ask for and give direction and time



Objectives:

After studying 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.

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: Kòoní onúgbó

Kudzo: Kòoní èkidiã, ò dzii ?

Jane: , ndzí. ɔ̀nà yèési máa gbà tsi lo náadzà ná?

Kudzo: Kò lé, r gāgā lo nwádzú, bí ò tó ɔ̀ɔ̀nà- àŋ , nà gbà náawotã, náanyibee ná r āgā lo nwádzú, bí ò tó ɔ̀ɔ̀nà- àŋ , nà gbà náawotã, náanyibee ná r gāgā nkpíkpadé ɔ̀nàá, tsí ò s dé ró gé ná náa rí adzàa nwádzú-ε.

Jane: Kútse tíí

Kudzo: Kò to itse.

Dialogue in English

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, muslims' 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 accompany you.*
- *Keep asking people for directions until you arrive at your destination.*

Proverb: "Aberɛ ɔ̀nà kà ɔ̀" (He who asks for direction never gets lost)

Vocabulary

Some places

➤ Náàdzà	In the market
➤ Nlé-abɔɛ	Hospital, health center
➤ Nlé-ólú	In the Chief's house
➤ Nlé-iwé	School
➤ Nfɛɛ	(in the) shop
➤ Nɔ̃i ɔ́oro ɔk	Taxi station
➤ Nlé-ìtádzà-idzɛ	Restaurant
➤ Nlé-ìtádzà-ɔti	Bar
➤ ɔnā	Way, road
➤ ɔnā-àɲɔ	Paved road
➤ ɔnā-óli- ɛɛ/ɔnā- ɛɛ	Path
➤ Nkpàdɛ kpàdɛ- ɔnà	Crossroads
➤ Iná- kpikpá	Traffic light
➤ Àbɔɔɛ	Traditional public place
➤ Néti-àhũ	Beach
➤ Nkposù	Post office

Verbs

➤ ɔ̃iɛ ɔnà	To indicate the way
➤ ɔ̃iɛ	To indicate
➤ ɔ	To go
➤ ɔ nóòsì	To go left
➤ ɔ nóòtā	To go right
➤ wá	Come
➤ nɔ̃ɛ	To leave
➤ r	To walk
➤ tsúwádzú	To arrive in advance
➤ gbà náàwóòsí	To go left
➤ kádzá ɔnà	To cross the road
➤ dóro	To stop
➤ tɛ kòlò	To turn
➤ s	To go back/to return
➤ s wá	To come back
➤ s ɔ	To go back
➤ tó	To arrive
➤ ɔ̃iɛ fú mi	To show me
➤ nɔ	To get lost

- gbε lɔ To go with
- gbε wá To come with

Expressions

- Náàwòdísí Left
- Náàwòdṭā Right
- Ó dz It's far
- Kò dz It's not far
- Ó sɔmá It's close
- Náànyí bεε After
- Ti nbí From here
- Nβε There
- Nbísí-ndjídóro-ɔk ? Where is the taxi station?
- Fú àsòkò-kā To/until
- Bódze If ...,

Expressions related to time

- ángo ' time
- ángo mεεlo kpáa n dɔ- εε? what time you have?
- Ó kpá ángo méèdzi It's two o'clock
- Ó kpá ángo mεεta òhú itsɛdzú It's three twenty
ogú
- Ó kpá ángo -kā òhú àlàbɔ It's one thirty
- Ó kpá ángo-mεεfà àwúɔ It's six a.m.
- Ó bɔ itsɛdzú mεεrú fú ángo It's five to seven
méedzé
- N kínáanyì 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 dé? when will we meet?
- Wà nwèrè to be on time

Exercises

1) Make sentences with these words:

Example: ile-abɔnε _____ iná-mi wà nilé-abɔnε _____

a) Nlé-ìtádzà-idze _____

b) Nlé-ìtádzà-oti _____

c) Nlé-ólú _____

d) Nḍi ɔoro ɔk _____

e) Néti-ahū _____

2) Make sentences with these expressions:

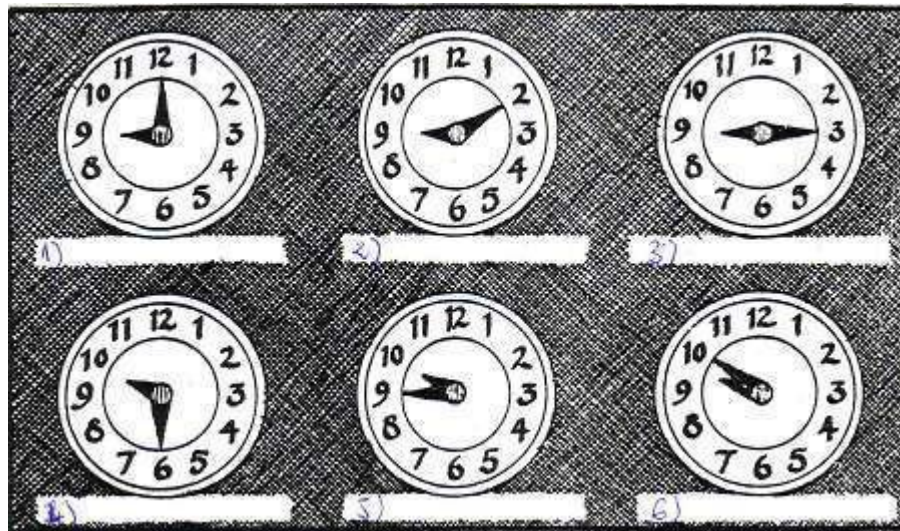
a) Lo náàwòtā _____

b) Fú àsòkò-kā _____

c) Nbisi _____

d) ɔire fú mi _____

3) Read the time on these pictures:



Grammar notes

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

Prepositions(Ifê)	English	Example
n (nɔ)	in	akɔŋɛ ɲa wà nnɔ- ɔkɔ. Trainees are in the vehicle
nntá	on	lwé wà nntá-ìkɔɔɔ The book is on the table
nará	at, against	Ó wà nará ìkɔɔɔ He is at the table
nɔɔgāgā	in front of, face	ìdɪtsɛ-abɔnɛ-wà nɔɔgāgā ilé-ìwé The hospital faces the school.
gbe	near, close to, to	fɛsɛ wà gbe ìdɪ-dóro-ɔkɔ The shop is near the station
nnɔ̀	near, nearby	kpáfɛ wà nnɔ̀ ìtadzà-idzɛ The house is near the restaurant
nànyi	behind	ilé-ólú wà nànyi adzà The house of the chief is behind the market
náànjiri	middle, center	ìdɪtsɛ abɔnɛ wà náànjiri adzà ònjú 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 gāgā lɔ nwádzú

go straight

R gāgā lɔ nkpàdɛ-kpàdɛ ɔnà

go straight to the...

Ká lɔ nwádzú gāgā

let's continue straight

È náa tɛ kòlò náàwòòsì

(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 āa nákó ndé ? (10h20)

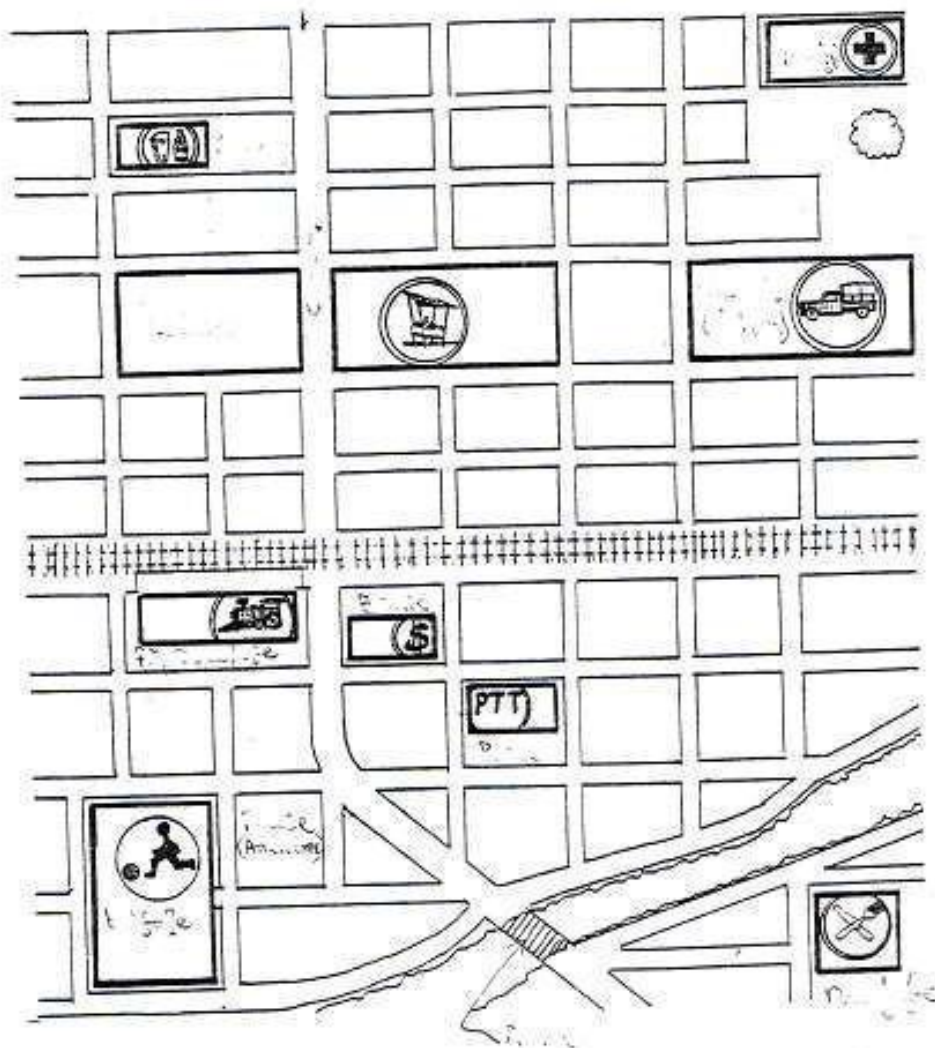
c) Náàngo mɛɛlo Adzo wá? (18h35)

d) Náàngo mɛɛlo ɔma-ilé iwé ɲa náabo náɛ? (15h00)

3) Give indications based on the map below:

From:

- a) "ikɔdzi" to "bãŋkì"
- b) "nndi-iwɔk " to "òtara"
- c) "nnfɛsé" to "kpósù"
- d) "náàdzà" to "nndi-idzɛɲɛ"



é

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.

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 cost, travel time and destinations to be able to travel independently
- 3) Discuss travel conditions and strategies to travel safely

Dialogue

The PCV Michele goes to her post Datcha

- Buka: Èkídā, káàbɔ
Michele: Yoo, Òdzî?
Buka: , ndzí. Nbisí ò làkòò?
Michele : N làkó nDatcha.
Buka : Ì dí wɔkɔ Datcha wà nɔnɔ b .
Michele: Yoo, kútse (She goes to the place)
Dreva: Nyassive onyà-kā, Nyassive onyà-kā!
Èkídā Datcha níi?
Michele: , égbèlò dze ówó -ɔk ?
Dreva: Alɔfā mɛɛdzɔ, wáa w ε kálɔ.
Michele: Yoo! Náàsòkò yèési àa nákó ndé?
Dreva: Àa nákó ndé nɛɛɛ.

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 dǎ wòrɛ náa wí ni ɔbe ti ìná-òhú gɛní d larè ε ” (A kid that has never visited other countries thinks her mother is the best cook)

Vocabulary

Means of transportation

➤	εεε	foot/feet
➤	Κεκε	bicycle
➤	Κεκενι	handcar
➤	Κεκε-ολίνα/takpukpu	motorcycle
➤	ɔk	vehicle/car
➤	ɔk -lákú	truck
➤	ɔk -dzómi	pirogue
➤	ɔkɔ-gberí	airplane

Words and expressions

➤	ìdì- wɔk	car station
➤	Atɔk	driver
➤	Owó- ɔk	travel fee
➤	Owó-arù	luggage charge

Verbs

➤	wɔ ɔk	To take a car/vehicle
➤	dzi ntá- κεκε-ολίνα	To go by moto
➤	wɔ ɔk -ìgbèrí	To take an air plane
➤	Κύ κεκε	To bike
➤	kú ɔk	To drive
➤	kú κεκε-ολίνα	To ride a moto
➤	ndé	To leave
➤	tì	To get off
➤	ɔ nndi-wɔk	To go to the station
➤	bɔ/bɔ wá	To come back
➤	dóro	To stop

Expressions

➤ Mǎà tì n Datcha	I will get off in Datcha
➤ Mǎà tì nbíβε	I will get off here
➤ Ègbèlò à náa dzì n ?	How much do you pay from ...to ...?
➤ Ègbèlò ní dze owó- ...?	
➤ Owó- ɔk ε ...	You pay
➤ ɔk yèési nǎ wà ?	Which vehicles are available?
➤ Náàsòkò yèési áa nǎkó ndé ...?	When are we leaving?
➤ ɔk yèési nǎ nǎkó lɔ?	Which vehicles are going ...?
➤ Àa nǎkó tó nwèrè àngò mɛɛr ,ó ?	We will arrive at four, is it far?
➤ , ó	Yes, it's far/no, it's not far
➤ Àa nǎkó ndé nwèrè àngò mɛɛta	We will leave at three
➤ Atɔk , máati nbí	Driver, I'll get off here
➤ Náàsòkò yèési àa nǎkó tó?	When will we arrive?
➤ Atɔk d́oro máati	. Driver, I'll get off
➤ N làkòò, tsí mǎa 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
➤ Àngò melo àa nǎkó 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

Exercises

1) Answer these questions:

a) Nwèrè yèési àa nákó ndé?

b) Nwèrè yèési náa kù Kεεε ?

c) Nɔdzɔ yèési áa nákó ndé nAgbo ?

d) Àtɔk yèési nákó lɔ nLome nɔlá?

e) Nbisí àa nákó lɔ nɔdzɔ- ?

f) Itse μεε náa tse nɔlá náàwúɔ tǎná náa wá nlé- iwé?

1) Read the dialogue and answer the questions

Bob goes to the station in Tomegbe

Dreva: Káàbɔ!

Bob: Yoo, ntsìkále ɔk ηά ní làkòò nLome?

Dreva: Àηά ní, ò làkòò?

Bob: , egbèlo ni dze owó ɔk ?

Dreva: Àkpò-kā òηú àlàbɔ. Lɔ káà gbá tikéè, tsí ówá

Bob: Náàsòkò yèési ɔk ε nákó ndé?

Dreva: Nns

Bob: Άηgo μεετά?

Dreva O bɔ ɔnyà-kā

Bob: Atɔk ká lɔ

Notes

Àηά ní here they are

Tikéè ticket

O bɔ ɔnyà-kā there is one person left

Questions:

- a) Nbisí Bob làko?
- b) Egbèlò dze owó ɔk ?
- c) Άηγο μεελο à nàkó tse nɔnà?
- d) Náàsòkò yèési ɔk ε nákó ndé?

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

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

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

Dialogue

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

Tanya: Èkídā Aku, ò dzíí?
Aku: , ? Nbisi ò láàkóò?
Tanya: N láàkóò ndi ɔɛ-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: Κοκορɔ, nkò mà bɛ.
Aku: Yoo, kútse

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*

Vocabulary

Human body

➤ éwo	Head
➤ inɔ	Stomach
➤ odzú	Eye
➤ enyí	Tooth
➤ arú	Mouth
➤ etí	Ear
➤ ímɔ	Nose
➤ εσε	Foot
➤ arũ	Breast
➤ ànyì	Waist
➤ gεγε	Throat
➤ εɔ	Chest
➤ ànyì	Back

Verbs

➤ ɔ nlé-abɔne	To go to hospital
➤ ɔ	To hurt/ache
➤ gú abere	To have a shot
➤ mɔ éwé	To take medicine
➤ ra éwé	To buy medicine
➤	To get sick
➤ wa ɔ́ánɔ	To have diarrhea
➤ wa wúkwɔ	To cough

Expressions

➤ Kí wà tsee?	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-abɔne.	I'm going to hospital
➤ Maa ra ewé medecine	I'm going to buy/I will buy a
➤ ɔ́ɔ -gbígbɔ	pain
➤ ékpìkpā	worms
➤ ódzúdzú wà nnɔ -maɔé ε	the kid has stomach infection
➤ Abɔne gú abere fú-mi	the doctor/nurse gives me a shot
➤ Ékpìkpā wà nnɔ mi	I have worms
➤ N wà wúkwɔ	I'm coughing

- | | |
|----------------|-----------------------|
| ➤ N wà mɔ́ éwé | I'm taking a medicine |
| ➤ N wà tsàmóqj | I'm sick |
| ➤ ìnɔ́- dǐdà | Stomaches |
| ➤ ír -sìdà | AIDS |
| ➤ otútù | cold |
| ➤ dǎnɔ́ | diarrhea |



Exercise

- Make sentences with these verbs by using “ro,ra,r ” or “d ”
- Enyí _____
- Éwo _____
- inɔ́ _____
- Étí _____
- Ànyì _____
- ódzú _____

Grammar notes

i. The complement personal pronouns. They are:

Ewo wa ra mi	my head aches
Ewo wà ra ε	your head aches
Ino wà raa	her/his stomach aches
Ènyí wà ra wa	our teeth hurts
Ènyí wà ra ηε	your teeth hurts
Ènyí wà ra ηa	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.

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.

Dialogue

- Ami: óò, Yawa, nkò s ríe láyé ró!
Yawa: , boba-mi wáa kú, tsí n káà
tse adzà-kā òjú àlàbò nlé.
Ami: Aò, nkò gbò nε, kɔkɔ títí!
Yawa: Yoo, kútse.
Ami: ɔɔayé kò tsé ɔkālɔkāl.
Yawa: Yoo, ó sã, àa ko s kpàdè

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 colleague, 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: “ενε γεέ dzáfɔ - ε ε ní naá τε náànyì- ε.” (He who loves you will turn up at the right time.)

Vocabulary

Events:

- | | |
|------------------------|----------------------|
| ➤ ikú | death |
| ➤ àfokú | accident |
| ➤) | sickness |
| ➤ ólè | theft |
| ➤ íná | fire |
| ➤ ítse-bàdze | losing |
| ➤ one's job | |
| ➤ ó díwó (ilé- dídíwó) | house falling |
| ➤ - bɔmi | baptism |
| ➤ ɔmá-bíbí | birth |
| ➤ àdzàbɔ-náàdāwò | passing a test |
| ➤ fírì-gbígba | Freeing |
| ➤ (apprentices) | |
| ➤ ɔɔ- bíbí | birthday celebration |
| ➤ áyá-níne | marriage |
| ➤ ítse-rírí | 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) |
| ➤ ɔɔáyé 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) |
| ➤ ɔɔáyé kútse | We thank God |

Verbs

- | | |
|--------------|---------------------------------|
| ➤ Dɔkpe | to offer one's sympathy/to give |
| condolences | |
| ➤ Kíne | to greet |
| ➤ Kpálewɔ ne | to visit a person |
| ➤ lɔ nɔi ne | to go to someone's house |
| ➤ nyɛ ne | to congratulate someone |

Exercises:

1) Say the correct expression in these situations:

a) Órò- ìtẹ̀bomi

b)

c) Àfokú

d) Fírìgbígbà

e) ọ̀mábíbí

f) íkú

Grammar notes:

The emphatic form of the subject pronouns:

a.

Èmi	n	I
ìwɔ	ò	you
òhú	ó	he/she/it
Àwá	àa	we
ẹ̀hẹ	è	you
Àhà	àhà	they

Example:

Èmi n ɔ nadza

Me, I went to market.

b.

Èmi	ni	I'm the one who...
ìwɔ	ni	You are the one who...
òhú	ni	he/ she/ is the one who...
Àwá	ni	We are the one

		who...
εηε	ni	You are the one who...
Àḡá	ni	They are the one who...

Example:

Èmi ni κε wa ε I'm the one who bring it

c. We may choose to add « ni » or not.

Èmi kami	ni	Myself
ìwɔ κε	ni	yourself
òḡú κε	ni	himself/herself
Àwá kawa	ni	ourselves
εηε kaḡε	ni	yourselves
Àḡá kaḡã	ni	themselves

Example:

Àa fú kɔmara oḡú κε 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.

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

Dialogue

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

Atsu: Èkídā, è dzíí?

Elinore:

Atsu: N tsikále, ekɔ-εε fée?

Elinore : À nàa kpèm ni Elinore
(*Atsu comes closer to Elinore*)

Atsu: Elinore, ò dzɔdzú-mi héńú, máa nɛ.

Elinore: óò, n kò wò , tsɔ éwo ara-εε.
(*Atsu reaching for her*)

Elinore: Kɔ-mi dzɔɔ, máa tsé bɛ, bù si fú ara- εε oǒ/(bù ara- εε si oǒ)

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: "ikòkò túbúú náa se dzidze" (just a cry; it is used to gather people for help.)

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 dé ooo come help me!
- N kú ni òò/n rá ni òòò I'm dead

Harassment/Attack

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

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 tsikále, èwo ɔk -mi. please find a vehicle for me
- N tsikále, è kpe Afi fú-mi please, call me Afi
- N lɔ ndj- ɔɛ- mi/ndzà-mi tsí nwá I will visit my friend and I'll be back
- N kàkó bɔ wá nɔmbɛ I won't be back today
- Maa bɔ wá nɛk ε I will be back on Monday

To propose help

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

Exercises

If you were in these situations what would you say?

- Ilé-mú iná (fire in your house)
- Olè (theft)
- Ká dzi ne òju ikpá (harassment)
- (sickness)

Grammar notes

Complement pronouns

Kɔ-mi dzɔɔ	leave me alone
N wo ɔk εε	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 ηε	he helps you (pl)
Ó gbà fú ηa	he helps them

Exercises:

1) Answer the following questions in affirmative:

- N fεε? _____
- Ò kίε? _____
- N djíree fεε? _____
- N kpáa fεε? _____

e) N tsée fεε? _____

f) N kpée fεε? _____

kpè = to call

Rù = to take a load on...

Sū = 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-εε - Bù si fú araε - Maa tse bæ fú-mi.
3 <u>Maria ni:</u> - `Ewo ɔk -mi - Kò wà tse fú mi ré. - -mi ɔ nlé-abɔnε - Kpe kɔmì fú mi	4 <u>Jen ni:</u> - - - -

B: Ask questions to have answers from A:

“Maria ní” or “Nancy ní”

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

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 somebody 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.

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.

Dialogue

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

- Tɔgbui: Èkidiã, káàbɔ oo!
Susane: Yoo fò, kóòni ólú.
Tɔgbui: Kóòni, ɔma-mi, ò dzii?
Susane: dzi.
Tɔgbui: Àmàniá.
Susane: N wà tsi nnyá ara-mi díre fεε.
Tɔgbui: Ò sã. Ne òdze?
Susane: N dze ɔma-amerika, àtsitse-ɔfe.
Tɔgbui: Itse mee ò wá ni owáa tse?
Susane: N wá ni nwa tsitse bá ɔɔb fú lílɔ nwadzú- ɲa. Maa kɔ ɔma-kɔlɛɛdzi-ɲa
ɲe ɲa oɲú ene yèé ɲa wàa kɔtseε. Maa tsitse báa ene yèé gba ɔma-tse
ɲa si òɲu akɔne ɲa.
Tɔgbui: Yoo, ó sã héɲu. Kɔɔkɔ 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: "Itse ní dze ɔnyàá" (work makes life value)

Vocabulary:

Words and expressions:

GEE: Áfɔ lilɔ nwádzú ɔɔɔɔ ɲa .Máa tsitse fú áfɔ lilɔ nwádzú ɔɔɔɔɛɛ ɲa

➤ Ilé-ìwé	school
➤ ɔma-ilé-wé	student
➤ akɔɛ	teacher
➤ akɔtse	apprentice
➤ Oli-ìdɔtse ɔga ndɔtse	patron
➤ ɛɛ yèé bíɛ ɲa	parents
➤ Kɔɛɛdzì	college
➤ ìdɔtse	office/workroom

CHAP: Ètò-ara-líle nɔɔ-ìlú

Máa tsitse ti nára ètò áfɔ ara-lile nɔɔ -ìlú

➤ ìdɔ-tse abɔɛ / Ilé- abɔɛ unit	clinic, hospital, health
➤ Abɔɛ	nurse, doctor
➤ dá ɔma	to weigh child
➤ Bu àbɔtá (gu abere fú maɔɛ ɲa)	to vaccinate
➤ Èsè-maɔɛ ɲa fúfú	child nutrition
➤ Bi ɔma	to give birth
➤ ina- ɔma ɲa	mothers
➤ -sida	AIDS
➤	sickness
➤ ìsèrè ti nára ɔma-bíbí (ètò)	family planning
➤ Máa tsite bá ɔma- ɲa	I will work with kids
➤ Máa tsite bá ìná - ɔɔma- ɲa	I will work with mothers

NRM: Áfɔ-ìɲe yèé wéri wa ɲa si ɛ.

Máa títse ti nára áfɔ itse yèé wéri- wa ɲa si ɛ.

➤ Oko	farm
➤ Àtsòko	farmer
➤ Noko ɲa	in the farm
➤ Egi	tree
➤ Ewé ɲa	vegetables

Expressions

- N wíinye ti nára ir -sida fú ɔma-ilé iwé ɲa I sensitize students on AIDS.
- Maa fú ɔɔɔb ɲa nrã má ti nára ìdze maɖé ɲa I will advise women about child nutrition.
- fúfú
- N kɔ Akɔne ɲa ti nára bíbane ɔma-ile-iwé ɲa I will sensitize teachers on how to take care of students.
- Tse ikpàɖe bá... to have a meeting with...
- Itse mee ò wà tse? what's your profession?
- Itse mee nàa wáa tse? what job will you do?
- Itse mee 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.

- Le egi - ɲ -owó
- Bu àbɔtá - kɔne
- dá ɔma - Tse ikpàɖe

- * in the present habitual.
Example: maa le egi òɲu aroko ɲa

- * in the future tense.
Example: maa waa le egi òɲu aroko ɲa

- ii. Conditional tense
The structure 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 tsitse ba ɲa | I came to work with them |
| N lɔ ni... | I went to... |
| N lɔ ìle abɔne ni n bu àbɔtá fu maɖe ɲa | I went to the hospital to vaccinate kids. |
| N bɔ ni | I came back to |

N bɔ ni ka tsitse ba ɔɔɔb ɲa

I came back to work with women.

N.B: For “ɔ”, you need the object before “ni”.

Exercises

- 1) Make sentences with: “N bɔ ni”, “n wá”, “n ɔ ní”.
- 2) Dialogue: during her post visit Laura explains her job to her host father Kofi

Kofi: Káàbɔ!

Laura: Yoo, kóòsã

Kofi: kóòsã, n tsikále itse mee o wá ni ò wàa tse ndi-wa?

Laura: N wà ni n wáa mɔɔɔ gbè fú ɲe.

Kofi: Itse irɔ mee na.?

Laura: Maa tsítse bá abɔne (íle abɔne). Maa gú abere fú maɔe ɲa. Maa da ɔma ɲa, maa kɔɔɔɔ ɲa ɲe, tsí maa wí fú ɲa bí `a náa kp edã gbàfáà.

Kofi: ósã héjú. Ò maa Jeremy?

Laura: , ó wà nKoloKope.

Kofi: Itse mee náa tse ?

Laura: Náa le egi bá àtsòko- ɲa náa dɪre bí à náa tsoko ewé - ɔɔe ɲa fú ɔɔɔb - ɲa.

Kofi: Yoo, èkiɔã, àa náko s kpaɔe.

Laura: Yoo, ó dɪ ɔla (oɔɔla)

Questions:

- a) Atsitse mee Laura dze?
- b) Itse mee Laura wá ni oɲu kó tse?
- c) Itse me 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.

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.

Useful expressions

1) Conversation managers:

- | | |
|--------------------------------|---|
| ➤ Ntsìkálɛ/N dzàre dé | please/excuse me |
| ➤ Bɛɛwú | slowly |
| ➤ Wíi bɛɛwú | say it slowly |
| ➤ | say it again |
| ➤ Ò kpìe fe? | what does it mean? |
| ➤ N kò gbɔ òkpìe | I don't understand it. |
| ➤ N kò gbɔɔ. | I can't hear. |
| ➤ Ó dáráa fɛɛ?(ó ma fɛɛ?) | Is that clear for you? |
| ➤ Ó dáráa ? | Is that clear? |
| ➤ Oòwó kòdára fú mi . | It's not clear for me. |
| ➤ Ó yá gbegbé | It's too fast |
| ➤ Wíi kpɛɛ-kpɛɛ tsí ngbɔɔ rere | say it slowly so that I can understand it well. |
| ➤ Ò ní kí? | you said what? |
| ➤ Kí bɛ?/ Kí? | what? |
| ➤ Kò dɔ kpɔ | It's not a problem |
| ➤ Kò tse iɲɛ-kā | It doesn't matter |
| ➤ Ò gbɔ òkpìe? | Do you understand? |
| ➤ , n gbɔ òkpìe. | Yes, I do |
| ➤ Oò wò, nkò gbɔɔ òkpìe | No, I don't |
| ➤ Ò gbɔɔ? | Did you hear that? |
| ➤ ngbɔ . | Ok, yes I heard it. |
| ➤ Ndéndèè ?/Nóòtítɔɔ? | Is it true? |
| ➤ Ndéndèè ni | It's true. |
| ➤ N kò ma fòò | I don't know |

2) To express needs:

- | | |
|--------------------------------|--------------------------------|
| ➤ Àɲgb mi | I'm thirsty. |
| ➤ Maa mɔmi | I will/want to drink |
| ➤ Ebi wà kpá mí | I'm hungry |
| ➤ Maá dzɛɲɛ | I will/ I want to eat |
| ➤ iɲɛ | thing in general |
| ➤ Ó ká mi | I'm tired |
| ➤ Maa mira odé | I want to relax a little |
| ➤ Nlɔ nndjì-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 ɲɛ odé | I would like to study a little |

3) At home:

- Agòwò!/káfàrà
house) Excuse me(before entering a
- ɔnyà kó wá Ok, come in
- Kūūr /èkūūr Welcome
- Ntsìkálè mú òkpì gbè Please, have a seat
- Ntsìkálè è mú òkpì gbè Please, have a seat (to more than one person)

- Maa lɔ nntse tsi nwá
back I'm going to the office and I will be
- N lɔ náàdza tsí nwá
back I'm going to the market and I will be
- Náa yá bɔ Come back early
- ɔdzɔ ε kó sã Have a good day
- Ká dze ηε Let's eat
- Wá dze ηε (wá ká dze ηε) Come let's eat
- Ódɔ ɔlá See you tomorrow

4) On travel:

- Nlɔ ɔɔɔnà tsí nwá I'll travel and I will come back
- ɔnà kó sã/ Lɔ rere Safe journey
- ɔnà kó sã fú ηε/ È lɔ rere
person) Safe journey(to more than one
- Nà yabɔ fòdò! Come back early
- Nà dze ηε ηá bɔ wá kpí kpɔ Bring good things back
- εηε ɔnà ηa féé? What about people from where
you come from?
- Bayí bayí Bye bye

5) Compliments:

- Awùε sã fεε héjú Your dress is very nice.
- Ò d̄írí héjú You look nice
- Ò s d̄írí náàwúɔ yèé héjú You look so nice this morning
- Awùε dzɔdzú- mi I like your dress
- Ó dzɔdzú- mi I like it.
- Atɔɔ dzɔdzú- mi I like the cloth

6) **At work:**

- Kɔɔkpɔ /È kɔɔ kpɔ Good job
- Yoo foo Ok
- Itse ε féé? What about the work?
- Àa wà télèé We are on it
- Itse ε le héjú The work is very difficult
- Itseε kò dítse, ó ne ìkparà It's not easy to do./it's not an easy job

7) **The weather:**

- Gbígboná wà/ òruku wà It's hot
- Òruku wà tse héjú It's very hot
- Otútù wà tse héjú It's very cold
- Awu/ aféfe Wind
- Awu wà tse/ aféfe wà tse It's windy
- Òdzò wà r 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:**

- ɔɔ ε d ñú / ɔɔ ε r ñú The feast was very good
- ɔɔ Good feast
- ɔɔ fú ηε foo Good feast to you
- ɔɔ fú ηε fòò Happy new year to you
- Yoo, ɔɔ Happy new year

Other expressions

- Ó dírè si ní... It's means that...
- Ó sã ní... It's good that.....
- Ó kpādzú ní... It's necessary for me that...
- Ó wà kūkū ní ... It's important to...
- Ó wà fú mi ní... It seems to me that...

English to Ife Glossary

A

accept	dze
accident	àfókú
ache	díd ɔ
across	kádzá
act (behave)	tse
action	inɛ tsí tse
advance	lɔ Nwádzú
advice	nrāma
after	náànyibee
afternoon	Nále
again	s
age	ɔd yèé náa wà fú nɛɛ
agree	gbàá gbɔ
aid	ɔwɔ gbígbe fú nɛ
airplane	ɔk gbèrí
all	kpó
allow	fúne nɔnà
alone	ɔkãätso / òḡu nìikã
already	xoxo
also	gbo
although	àmá ni
always	nnwèrè-kîwerè
America	Amerika
ancestor	gbágbónḡbàgbò
and	òḡu
animal	erã
another	òmir
answer	dzo ḡu, gbóḡu
any	òkùɔ ḡa
anything	ɔkã lɔkã
apologize	ákáàmà
appear	fùdà, bɔ
approximate	kíbí
arm	akpá
around	wéríbò
arrive	wá, wátó
as	kíbí
ask	bèrè...bèrè nyì

B

bad	ìbàdì, tsítîra, gbígb , ríra
bag	akpó, kotokú, àkpete
ball	ᵇᵇᵇᵇ, awᵇ- εεε.
banana	akᵇdú
bank	bāᵇkì
barber	báàbà, afewo
basket	ágbā
bathroom	ìbàwε(adaka)
battery	òkúta(tᵇtsi)
beach	eti-àhū
beat	kpa
beautiful	dìdìrì
become	dì / dā
because	iᵇe yeétse
bed	àbàrí (bεdì)
bedroom	ìdìsū (ìdòdò)
beer	bíya
begin	kpíε / kpé
behind	náànyi
believe	gbàgbᵇ
belt	dídí
between	náàᵇjiri
big	lákū
bird	eye
bite	bù
black	dúdú
blood	ámbara
blue	ìᵇᵇᵇ
boat	ᵇk -ódzómi
book	ìwé
bottle	agbè
box	àdākà
boy	ᵇmatsᵇ, ᵇᵇk
break	tse, fᵇ
bridge	kp
bring	kεε... wá
burn	gúná, múna
bureau	bùró
but	àmá
buy	rà

C

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

D

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

depend	kí-nɔwɔ-ne
differ	yàtɔ, gbà nîkã
different	nnɔnnɔ
difficult	dɔkpɔ/le
disease	ir
dish	àwò
distribute	kp ηε
do	tse
doctor	abɔne
dog	ádzá
door	èkũ
draw	tsɔná oηu ɔkpá-ìwé
dry	
dream	àlá
drug	ewé/àtike
duty	itse-tsitse

E

each	ɔkãlɔkã
ear	etí
early	kábá (kóyá)
earth	ile
east	odzúur -awúɔ nbùkú
effort	títamúra
egg	enyε
empty	nákpo, akpo
encourage	dámí-lé
end	ntããtã
enemy	ɔtε
enjoy	ri ayètite /dzáfɔ ...
evening	nále
everybody	ɔnya- ɔkã
everything	iηε - ɔkã
everywhere	- ɔkã
except	bí kòtsí...
extra	héjù
eye	odzú

F

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

G

game	aréma
gas station	ìdʒita-aq - ɔk
garden	abɔmε
gate	agbo
gather	kpáɖi
get	gbà
gift	ɔyà
girl	ɔma-èkídã
give	fú, fú nε
glass (drinking)	kɔpú
god	ɔɖayé
gold	sika
government	ìdzɔba
green	omi-ewé (ɔβεεqò)
ground	ilε
groundnut	àyɔsí
grow	dónùgbó, lákū má

guest aledzò
guide ágb ε

H

habit iηε yèé a náa tse nɔdzɔkã lɔkã
hair ír
half àlàbɔ
hand ɔwɔ
handsome tsɔmàtsɔ
happen tse, wá nne
happiness áyètítε
hard lile
health aralíle
healthy rere
hear gbɔ, r
heart εɔ
heavy wówo, wíwowo, lílakū
height ngígá
high gá
highway ɔnàlákū
history εɔ ti nára, iηε yèé tse wá lɔ
hole ifò
honest olí-òtítɔ
hunter áɔɔɔ

I

idea ìséré, ìsérètsítse
if bí, bí ó dze ní
immediately gbòkã -gbòkã (nεεε - nεεε)
important kpãdzú
insect kòkòrò- fífò ηa.
inspector agbe nárūηε
instrument iηεtse ηa
interesting ó ɔ
invite kpéε wá, kpéε
iron ireɔúɔú, àwùligàá

J

job	itse
join	tsɔkããtso baa
joke	aréma
journey	ɔnàfifà
joy	áyètítse
jump	fò
justice	òtítɔtsítse

K

key	kɔkɔɔ
kill	kpòkú (kpáa nóòkú)
kilometer	ìtsekòlò
king	olú
kitchen	ndìsèdze/àgáɔà
knee	ìrúkú
knife	bete
know	máɲe, máa

L

labor	itsetsítse, díqirá, múmúra
ladder	àtsɔrókpé
land	ile
language	ilú, ilúwíwí
last	tikããnyì
late	kããnyì
laugh	rããrĩ
law	εωɔ, εωɔ-díqá
lead	gb -ne
leader	agb ε
learn	kɔ ηε
leave	lɔ
leg	ità
length	gúgù
letter	ìwé, letà
lie	tsòdòbò, rúne
life	aye, àyegbígbé
line	ekpá
listen	r , gb

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

M

machine	ɔkpákù
malaria	ìbà
male	ɔnɔk ε, ákɔ
manioc	kúté
manner	ìwanwà, injetsitse
many	kpíkɔ
mark	ìsédzè
maybe	àkàwámà, bóyá
meaning	ìdí, òkpíáfɔ
mechanic	gbedε, àgbedε
medecine	ewé, àtike
meeting	ìkpéri, ìkpàde
merchant	olíàré, oli-àré/àtadzà
million	àkpò-akpò....
miracle	éwo-re, éwo-díd
mirror	áwò
month	òtsù
moon	òtsù/ òtsùkpá
mosquito	alákpá
mountain	òké
mouth	árũ

N

nation	ìlú
nationality	ɔmabíbí-ìlú
nature	nbìnbí
near	ɔmá
nearly	gbèé
necessary	kpādzú
neck	ɔg
need	kpíkpādzú
neighbor	énìkéèdzì
never	láyé,

new	tit
night	òrù
noise	ígbé, èébù
none	ákpo
noone	òsā
north	ìbú-ayé
nose	ímɔ
nothing	ɔkǎ- gìdì, ɔkǎkópkpó
notice	túnkǎ, mú-etí fúne
now	nns , báàyí
number	kíkǎ

Q

ocean	àhū
offer	ìḡefúfú, (tsɔyà)
office	ìdḡítse
often	kpéekpée
old	hóhó, dídónùgbó
once	nààrikǎ, nɔɔdzɔkǎ
open	tsí
opinion	ìràǎmà, ìséré
or	nàmí
order	ètò
other	òmír

P

pack	díḡe, tó àrù
package	ìḡe-dìdì
pain	díd , ìkpàrà
pants	sɔɛ
papaya	ágídí
paper	ìwé
parent	ene yèé bínε
party	ɔd
past	ìḡe yèé wáa lɔ, ti dzɔɔdzɔ
pay	sǎwó ḡe
peace	ára- tútù
period	àsòkò, ìwèrè- kǎ
permit	tsîná, fɔɔnǎ

people	ɔnyà kpikpɔ / ìlú
perhaps	bóyá, ákàámà
person	ònìnyà, ɔnyà
pillow	pìliyé /sūḡe
pineapple	ònyìmà
piss	tító
place	ìḡi
plant	gb , lɛ
plantain	àbàràdzòó
plate	àwò
pleasure	ayètíte, dzáyé
policeman	ólɔkápá
poor	àdzìyàkú,. olîḡàrī
post office	pósù
pot	àmɔ
power	àmí, nkpá
praise	nyɛ
prefer	dzáfɔ
pregnant	nɛfũ (ábéfũ)
prepare	tɔtse, kpádí
president	ɔgá
pretty	ḡíḡîrì, àfɛḡú
prevent	ḡînà fú
priest	ágbɛdzɔ
profit	èrè
progress	nnwádzú- lílɔ
promise	tálé
prove	nyà ḡíre
punishment	etí fifà
purpose	dzɔɔnyà

Q

queen	ólú-ɔɔɔb ɛ, áya-ólú
question	ìbèrè
quicly	kóyá kóyá
quiet	kpátìḡɛ, kpá réké-réké

R

rain	òdzò, òdzò riro
raise	s
reach	tó nndj- kã, tó
read	kã ìwé
ready	tótse, kpádí sirere
receive	gbà
red	kpíkpa, kpíkpa
respect	àrísá, búne si
rest	mímí, mírá
return	sewá
ripe	kpíkpa, gbígbó
rope	okù
rubber	lótúlótú (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 nîikã
share	kp ìikã
short	sɔmá
show	díre, nyáɲe díre
sick	r
side	ákpálà
since	tí nnwèrè
sit	gbé, mɔkpìgbè
slow	berewù, rɔra
small	tsígídí
sock	àwù-ese
south	òró-ayé
speak	wîinye, wíáfɔ
swim	wedò

T

table	ìkp
talk	wîinyε
tall	gígá
test	àdǎwò
than	lára
then	náànyíβεε
thank	kútσε
there	nβε
third	εκεετα
through	náàñjirī
throw	tá
thus	èrè
tooth	ényí
travel	fáná
tree	egi

U

until	títíwáfú
university	ìniferìsítè

V

vaccinate	gú abεε
volunteer	àtsìtσε- ɔφε

W

wait	rɔσε, dóro
wake up	dzí
walk	r
warn	τενε νεσε, múνε néèkikā
wash	f ηε, f ɔ
water	omì
welcome	kūūr
well	kàgá
wide	tsédzú, lákū
wind	áwu
window	adzabo/σεφεε
with	óñu
work/ a work	tsi tσε/ itσε

write

κω ηε

Y

yam

itsu

yellow

omi-ενγε-αδεε

yesterday

νωανά

yet

δόρο τανά

Z

zone

ére

zero

άκρο,νάκρο