



IFE O.P.L. WORKBOOK (ORAL PROFICIENCY LEARNING)



Peace Corps Togo 2010

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.

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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:

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Have fun and enjoy using this manual.

Table of Contents

| | Page |
|---|------|
| Acknowledgement..... | i |
| To the learner | ii |
| IFE ALPHABET..... | 1 |
| Lesson 1..... | 3 |
| Greetings..... | 3 |
| Lesson 2 Introduce oneself and someone else..... | 11 |
| Lesson 3 Introduce one’s family | 18 |
| Lesson 4 Buying essential items..... | 26 |
| Lesson 5 Talk about food habits of the host country..... | 38 |
| Lesson 6 Invite someone, accept or decline an invitation..... | 45 |
| Lesson 7 Talk about daily activities | 50 |
| Lesson 8 Ask for and give direction and time | 57 |
| Lesson 9 Talk about transportation..... | 65 |
| Lesson 10 Talk about one’s state of health | 73 |
| Lesson 11 Express one’s sympathy in a happy or sad event..... | 78 |
| Lesson 12 Ask for help in an emergency case..... | 83 |
| Lesson 13 Talk about her/his work | 89 |
| Useful expressions | 96 |
| English to Ife Glossary..... | 99 |

IFE ALPHABET

| | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|---|
| A | B | Ḑ | E | ε | F | G | H | I | K | L |
| a | b | ḑ | 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 |
| ā | A nasal vowel pronounced like the French word “enfant” | εdzā | fish |
| b | boy | bεε | knife |
| ḑ | Pronounced like the approximate sound “th” in the English word leather | maḑé | 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” | ràãĩ | To laugh |
| k | kitten | káε | 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 | nε | 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 | pεpεpε/pípā | 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” | tsitε | 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: εrã = 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 |
| ➤ Kosā (11H00 – 16H00) | Good day |
| ➤ Kalé´ (16H00 – 18H00) | Good afternoon/Good evening |

Periods of the day

- | | |
|--------------|---------------|
| ➤ àwúṛṵ | The morning |
| ➤ òsá | The noon |
| ➤ iyalẹ /ále | The afternoon |
| ➤ álé | The evening |
| ➤ òru | The night |

Titles

- | | |
|------------------|--|
| ➤ Èkìdā | Young lady/ Miss |
| ➤ Ídā-wa | Elder sister |
| ➤ dāḍā, inà | Mother |
| ➤ Ɔmṵtsṵ | Young man |
| ➤ Bóba | Father |
| ➤ Olíle (ṵba) | 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 (sṵ rū) | To sleep |
| ➤ Fúnẹ nṵwṵ | To shake hand |
| ➤ Kínẹ | 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 ene 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 dosen'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

ene – 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: Èkíqā, 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 .
Èkíqā 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, ódji 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 Èkíqā 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, |
| èdziitɛ | Tuesday | Àbárá | Kɔmarā |
| ɛtatɛ | Wednesday | Àkuwá | Kɔkú |
| ɔdzɔɔtí | Thursday | Yawá | Yàwù |
| ɔdzɔɔɲɛ | Friday | Àfiwá | Kofí |
| àdámí | Saturday | Áma | Kɔɔmì |
| ɔdzɔɔs | Sunday | Kɔsíwá, | Kɔsí |

Vocabulary

- | | |
|--|----------------------|
| ➤ ekɔ | 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 |
| ➤ Àkpā | Bachelor/single |
| ➤ igbānà | 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 – Bèneε Beninese
- ɔma – Áfíríka African
- ɔma –Kpálime Who is from Kpalime
- ɔma –Kàlìfòrìnìyà Who is from California

Expressions

- À náa kpè mí ní .../εκɔ mi dze... My name is...
- εκɔ εε fee? / Bí à náa kpèε 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 kpèε fáa ? _____

b) N ti nKàlìfòrìnìyà 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 atsitsε-ɔfε

Joe is a Volunteer

Abra dz ε àkpā

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

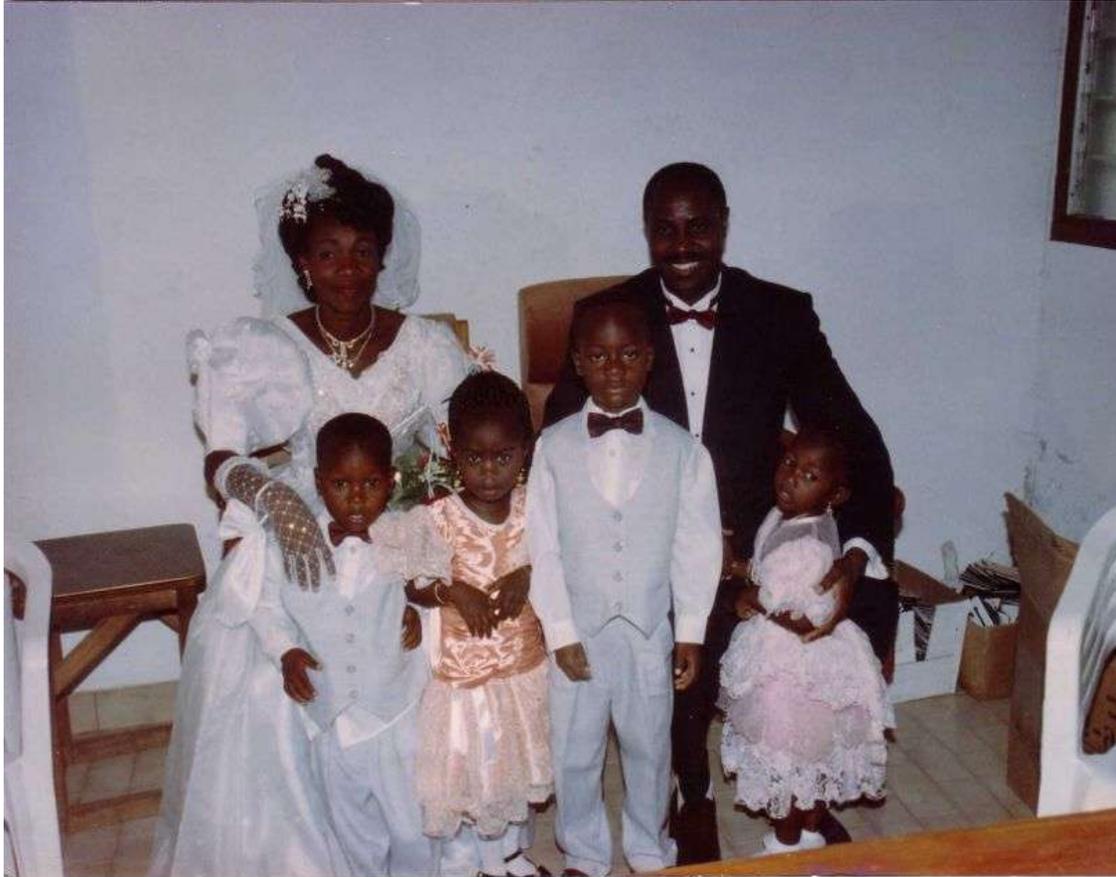
- Nbisí Nancy ti? (Nlú yèésí ó ti?)_____
- Nbisí ɲa Nancy dze? _____
- Itse mee Nancy náa tse? _____
- Nbisí Létù ti? _____
- Létù dze akoatsɔɔ? _____

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



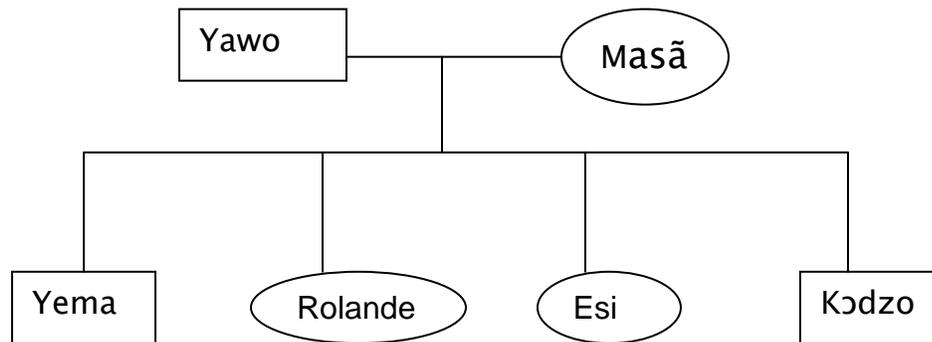
Objectives:

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:

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

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

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 -kā òηυ ɔkɔb mi | I have a brother and two sisters |
| ➤ ìnàbí mεelo 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
- ɔɔ

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. → | Méésā | 19. → | Maméésā |
| 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 | ayàηε | 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:

| | |
|----------|------------------|
| Akɔηε 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 כּאמּוּ כּוּ מִי
Nɔdɛ ko wà כּאמּוּ כּוּ מִי
Tɔgá ko wà כּאמּוּ כּוּ וּא
Àko nɛ itatsì.

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) itatsì (their) _____
g) inàbí-כּאמּוּ (your, plural) _____
h) Apetɔ (our) _____
i) Ile-iwé (her) _____

- 2) Rearrange the following words into sentences:

- a) ɔkã / wà / inàbí-כּאמּוּ / כּאמּוּ-מִי _____
b) -ɛ / dzɛ / ɛkɔ / kofi _____
c) כּאמּוּ / כּאמּוּ / méedzì / wà / mi _____
d) ɛkɔ / itatsì- ɛɛ / fee? _____
e) inàbí-כּאמּוּ / wà / mɛɛlo / כּאמּוּ- ɛɛ? _____
f) Ifó / כּאמּוּ-מִי / kò / wà _____

Exercises

1) Answer these questions.

- a) εκο- εε féε? _____
- b) Ìnàbí mεεlo wà fεε? _____
- c) Itσε μεε boba-εε wà tσε? _____
- d) ilu yèési ìnà-ε ti? _____
- e) Άγα μεεlo wà fú boba-εε? _____
- f) εκο nyine-εε féε? _____
- 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 méedzi wà nωω-mi _____
- b) εκο tσde-mí dze kωmárā _____
- c) Άγα μεεr οωω boba-mi _____
- d) εκο nσdε-wà ní dze Tutu _____
- e) σd 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 alàbɔ
Jesse: óò, ógbowó héhú. N tsìkálɛ, nyàbɔ 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 |
| ➤ Méèsā lé nógú | 29 |
| ➤ ɔgbāwò | 30 |
| ➤ ɔkā lé nɔgbāwò | 31 |
| ➤ Méèdzì lé nɔgbāwò | 32 |
| ➤ Ogbóòdzì | 40 |
| ➤ ɔkā lé nógóòdzì | 41 |
| ➤ Maa lé nógóòdzì | 50 |
| ➤ Maa 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 máa | 50F |
| ➤ Dzātá mɛɛta | 75F |
| ➤ Alafá kā | 100F |

| | |
|------------------------------|------|
| ➤ Alafá méèdzì | 200F |
| ➤ Alafá méèdzì Òjú àlàbò/afā | 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-yíyá | Teared note |
| ➤ tseηdzi | 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 rī | Soap |
| ➤ ÒKúkú | Hat |
| ➤ ɔwɔ | Broom |
| ➤ Kūtsā | 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
- Ònyimà
- Àkòdú (Àgbàngbà)
- Aḍùbà (ágíḍi)
- Gbòlòt
- Péyà
- εnyε
- Atso
- Iḡ

Onion
Pineapple
Banana
Papaya
Orange
Avocado
Palmnuts
Paterial/pagne/cloth
Thing (in general)

Expressions

- Kí ò wà wò?
- N wà wò Kpákò
- N bàkó ra gbòlòt
- Egbèlò dzε gbòlòt ε?
- Ó gbowó gbeḡbé
- Nyàbò fú mi
- Kí ò wà tà?
- Biye máa gé ní wà nɔwɔ -mi ε
- Àràdzà
- Àtádzà
- Àdzà
- Nɔdzɔ -adzà
- Kò gbowò
- Ó tso
- Dzεḡ
- Nrɔnrɔ
- Ìḍì-kā
- Oli-kpɔnɔ
- Tsèni fú mi
- Owó- ntāntā
- Kpí kpɔ
- Máa fú à kpò mεεta

What are you looking for?
(present progressive)
I'm looking for sandals
I'll buy/I want to buy orange
How much is the orange?
It's too expensive
Reduce the price for me
What are you selling?
I only have 50F
Customer/client
Seller
market
Market day
It's not expensive
It's cheap
To go bankrupt
Different kind of
Pile of
Bread seller
Add me some (it's normal to ask for
a gift if you buy food at the market)
Can't go lower than that/last price
A lot of
I'll/I want to give 3000F

Verbs

- Tà
- Rà
- Gbà
- Mú

To sell
To buy
To receive
To take

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 ? àlɔfā- kā

ɔtsε (100F) _____

atsɔ (2000F) _____

Gbòlòt (75F) _____

agidi (250F) _____

Òkúta-tɔtsi (150 F) _____

Kɔpɔɔ-súkiri (300F) _____

ìmɔra/ ìnɔra (1500F) _____

Kutsā (500F) _____

Òkúkú (600F) _____

Oɔu (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 èkiqā, 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, èkiqā μεεσà wà gbowó báàyí.
Katy: Yoo, ntsikále, tsèni fú mi.
Abla: ó sã, gbá okã.
Katy: Kútse, gbáwo. Akpò kã ní wà fú-mi, owó tsítse wa fee?
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?
- Abára 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?

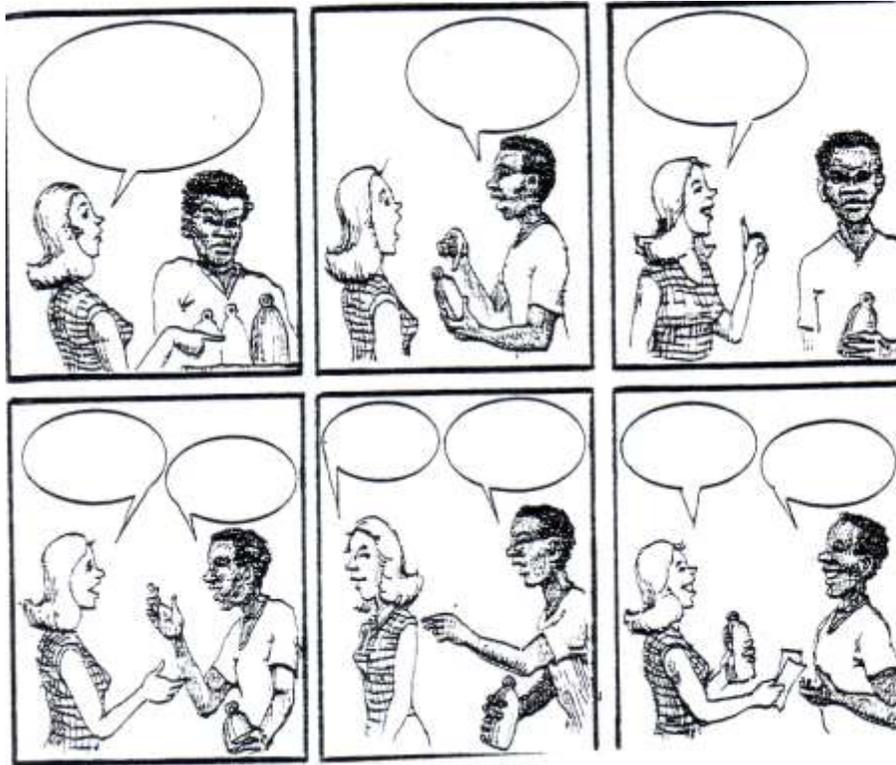
f) I only have 2650F

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 ekò- 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 |
| ➤ ìmṛī | rice |
| ➤ itsu | Yam |
| ➤ Kúte | Cassava |
| ➤ Bàfó | Corn |
| ➤ Itsu-èrú / Kúte- èrú | Boiled yam/boiled cassava |
| ➤ Ìmṛī òṅṅu ewà (Àyímólú) | Rice and beans prepared together |
| ➤ ìkàtì-kpíkpa | “Red paste”, made with palm oil |
| ➤ d̀àbùrú | Ragout /yam stew |
| ➤ Kòlíkò | Fried yam |
| ➤ Àgbáṅgbà- d̀iḍe | 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-rírò | Mixed gali and tomato stew |
| ➤ Gáli-wíwàmò | Mixed gali, sugar and water |
| ➤ Abólò | Steam-cook paste made of corn porridge |
| ➤ Edã/ akasã | Porridge |
| ➤ ɔ́tí | Drink |
| ➤ ɔ́tí- ɔ̀kpɛ | Palm wine |
| ➤ omi | Water |
| ➤ ɔ́tí-lilé | Alcoholic drink |
| ➤ ɔ́tí-d̀iḍ | Soft drink |
| ➤ Sòḍabi | 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-tímàtì | 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 |
| ➤ Tāmbó | Hot pepper |
| ➤ Àd , | Oil |
| ➤ Ékpó | Palm oil |
| ➤ Àdε-àyosí | Vegetable oil (made of peanut) |
| ➤ εrā | Meat |
| ➤ εrā- aḍεε | Chicken (meat) |
| ➤ εrā- lalá | Beef |
| ➤ εrā- abó | Goat |
| ➤ εrā- ɔhà | Pork |
| ➤ Edzā | Fish |
| ➤ Edzā- nyínya | Smoked fish |
| ➤ Edzā- 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 (μεεσ̄ā) | To cut (onion) |
| ➤ L ɔ (támbó) | To crash (pepper) |
| ➤ Kpɔ (εd̄ā) | To prepare (porridge) |

Expressions

- | | |
|----------------------------|-------------------------------------|
| ➤ N kà dze εr̄ā | I don't eat meat |
| ➤ N kà mo oti-líle | I don't drink alcohol |
| ➤ N kà dze ìkàtì | I don't eat paste |
| ➤ Ó d̄ héjú | It's very delicious/good |
| ➤ Dzídze ε d̄ héjú | The food is very delicious |
| ➤ Oɲu k̄ā ɔβεε | There is too much salt in the sauce |
| ➤ Támbó lare ɔβεε | The sauce is spicy |
| ➤ B́í àná se d̄àbùrú fáa? | How does one cook yam stew? |
| ➤ B́í nà se ɔβε-àγɔsí fáa? | How you prepare peanut sauce? |

Other words

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

Exercises

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

Example:

dze

Àa dze imɔr̄í

Àa dze imɔr̄í nɔβε-ìgbómá

Èmi oɲu Afi, áa dze imɔr̄í nɔβε-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 kωdzo tsí kó wó rere tānà ò nyii kpaqà. Bf ó dε ró géná , nà kóo ná dε dà náawò. Nβεε , náa mà ní, ó bε 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 nβε αγγοσ 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

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

Akui: Εκίδᾱ Rhiannon, ò dzíi ?

Rhiannon: , ìwə féé?

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

Rhiannon: , ó d . Kútse títítí.

Akui: Ósā, ó dɪ náɛ.

Rhiannon: Yoo.

Dialogue in English

Akui: Young sister Rhiannon, how are you?

Rhiannon: I'm fine, and you?

Akui: 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.

Akui: 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

- | | |
|--------------------------|------------------------------|
| ➤ Nǵi- ɔma -nyínyà fù ɗa | Naming ceremony/ outdooring |
| ➤ Nǵi- ikú | Ceremony/traditional baptism |
| ➤ Orò-ayanine | Funerals |
| ➤ Itèdzú ɔdzɔ bíbí | Wedding ceremony |
| ➤ Orò-ìtebomi | Birthday |
| ➤ Orò- ilú | Baptism ceremony |
| ➤ ɔɗ - | Traditional feast |
| ➤ Kísímási | New year |
| ➤ ɔɗ -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 mǎti 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.

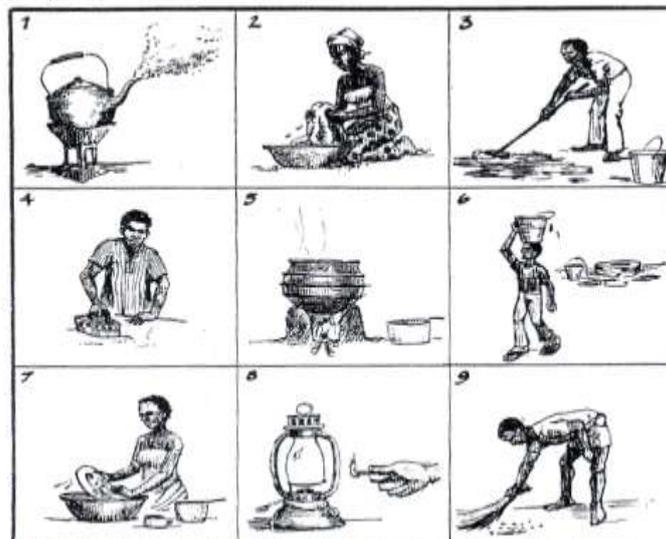
TDA

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 |
| ➤ Nnɔ̄isũ | In the bed room |
| ➤ Àgáqà | Kitchen |
| ➤ Àqáká | Bathroom |
| ➤ Oqò | In the river |
| ➤ Ilé-ìwé | School |
| ➤ Nnɔ̄i itɛ | At the office |
| ➤ Oko | Field |
| ➤ Adzà | The market |

Daily activities

| | |
|--------------------|--|
| ➤ S rũ | To sleep/to go to bed |
| ➤ Dzí | To raise |
| ➤ Nqé | To wake up/to stand up |
| ➤ Wɛdzú | To wash face |
| ➤ Fá i ɛnɔ̄bã | To shave |
| ➤ Yɛwo | To comb hair |
| ➤ Wàwù (wɔ àwù) | To get dressed |
| ➤ Bawù (bɔ awù) | To take off clothes |
| ➤ Dzɛ àrò / wɛ àrù | 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 ɛ | To do laundry |
| ➤ Se dzɛ | To cook |
| ➤ Fɛ ná | To light a fire |
| ➤ Dzɛ ɛ | 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 |
| ➤ Kā iwé | To read |
| ➤ Tsárémá | To play |
| ➤ Gú kekε | To ride a bicycle |

Expressions of time

| | |
|---|-------------------------------|
| ➤ Náàwúrcɔ ɔkālɔɔkã (náàwúrcɔ-káwúrcɔ) | Every morning |
| ➤ Nóòsã ɔkālɔɔkã (nóòsã – kóòsã) | Everynoon |
| ➤ Nórū ɔkālɔɔkã (nóòrū- kóòrū) | Every night |
| ➤ Náλε ɔkālɔɔkã (náλε- kále) | Every afternoon |
| ➤ Nkɔsiɔa ɔkālɔɔkã (nkɔsiɔa -kí Kɔsiɔa) | Every week |
| ➤ Nɔɔ -kɔɔ | Every year |
| ➤ ɔɔɔ ɔkālɔɔkã | Every year |
| ➤ Kóyá | Early/quickly |
| ➤ Nnwèrè-kíwèrè | Often |
| ➤ Náàsòkò - ikùbɔ ɲa | Sometimes |
| ➤ Tāná | Before |
| ➤ Náànyíβεε | After |
| ➤ Nκε | Now |
| ➤ Oɲu | And |
| ➤ Ntāntā | Finally/ last |
| ➤ Kí náà tse náàwúrcɔ -káwúrcɔ? | What do you do every morning? |
| ➤ Itse μεε nà tse nɔɔzɔ ɔkālɔɔkã? | 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

Nóòrū

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

Nàà se dzídze náà wúɔ-káàwúɔ

Náá kp mi nnwèrè-kíwèrè

Àa náa dze àgbángbà

È náa lɔ nlè-i wé nɔdzɔ- kɔdzɔ

À (àhà) náa ra idze náàdzà-ɔkālɔkǎ

I wake up early (I used to...)

You cook every morning.

Often, she/he (used to fetch) fetches water

We eat bananas

You go to school every day

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

Ò káa se dzídze náà wúɔ-káàwúɔ

Káá kp mi nnwèrè-kíwèrè

Àa káa dze àgbángbà

È káa lɔ nlè wé nɔdzɔ- nkɔdzɔ

À (àhà) káa ra idze náàdzà- ɔkālɔkǎ

I don't wake up early (I used to...)

You don't cook every morning.

Often, she/he doesn't (used to fetch) fetches water

We don't eat bananas

You don't go to school every day

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 ɔkālɔkǎ , _____

Nóòsǎ ɔkālɔkǎ _____

Nále ɔkālɔkã , _____

Example: Náàwúɔ ɔkālɔkã màa wε

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

Example: N kàa wε náàwúɔ ɔkālɔkã

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

Blandine wà kɔ-nε_ηε_____Blandine náa kɔ-nε_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) Akɔnε wà kã ìwé _____

f) ɔma- ilè-ìwé ηa wà kɔ ìwéè? _____

g) εnε- 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 ɔkālɔkã, màa gbá lε tãná wε. Bí nwe tã, màa dze ηε tsí máa kpadzi tsí tɔtsé. Náànyibεε, màa lɔ ntse. Màa tsitse kɔkɔ nɔɔ- ɔdzɔε, àmá n Kàa ti mí oqé gidi. Náa ká mi héjú. Nβεε, màa wε, tsí màa sū.

| | |
|-----------|------------------------------|
| Bí nwe tã | = when I finish to take bath |
| Náa ká mi | = I get tired |
| nɔɔ- 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 èkidiā, ò dzii ?

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

Kudzo: Kò lé, r gāgā lo nwádzú, bí ò tó ɔ̀ɔ̀nà- àŋ , nà gbà náawotā, náànyibee ná r āgā lo nwádzú, bí ò tó ɔ̀ɔ̀nà- àŋ , nà gbà náawotā, náànyibee ná r gāgā nkpíkpadé ɔ̀nāá, 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-itàdzà-idzɛ | Restaurant |
| ➤ Nlé-itàdzà-ɔti | Bar |
| ➤ ɔnā | Way, road |
| ➤ ɔnā-àɲɔ | Paved road |
| ➤ ɔnā-óli- ɛɛ/ɔnā- ɛɛ | Path |
| ➤ Nkpàdɛ kpàdɛ- ɔnà | Crossroads |
| ➤ Iná- kpikpá | Traffic light |
| ➤ Àɔɔɔɛ | Traditional public place |
| ➤ Néti-àhū | 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 |
| ➤ nɔ̃dɛ | 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

- Náàwòòsí Left
- Náàwòòtā 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-abɔne _____ iná-mi wà nilé-abɔne _____

a) Nlé-ìtádzà-idze _____

b) Nlé-ìtádzà-oti _____

c) Nlé-ólú _____

d) Nḍi ɔoro ɔk _____

e) Néti-ahū _____

2) Make sentences with these expressions:

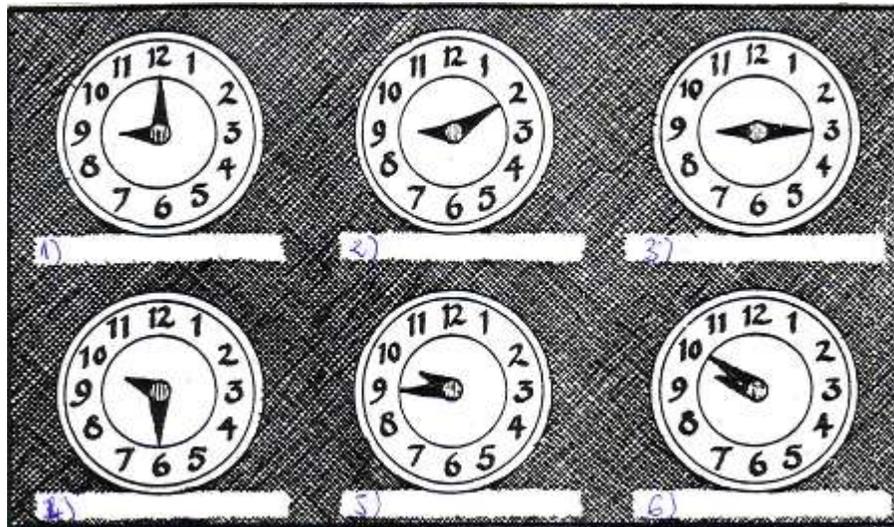
a) Lo náàwòtā _____

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 | ìdɪ̀tsɛ-abɔnɛ-wà nɔɔgāgā ilé-ìwé The hospital faces the school. |
| gbe | near, close to, to | fɛsɛ wà gbe ìdɪ̀-ɔ́ro-ɔkɔ The shop is near the station |
| nnɔ̀ | near, nearby | kpáfɛ wà nnɔ̀ ìtadzà-ìdzɛ 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 | ìdɪ̀tsɛ 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)

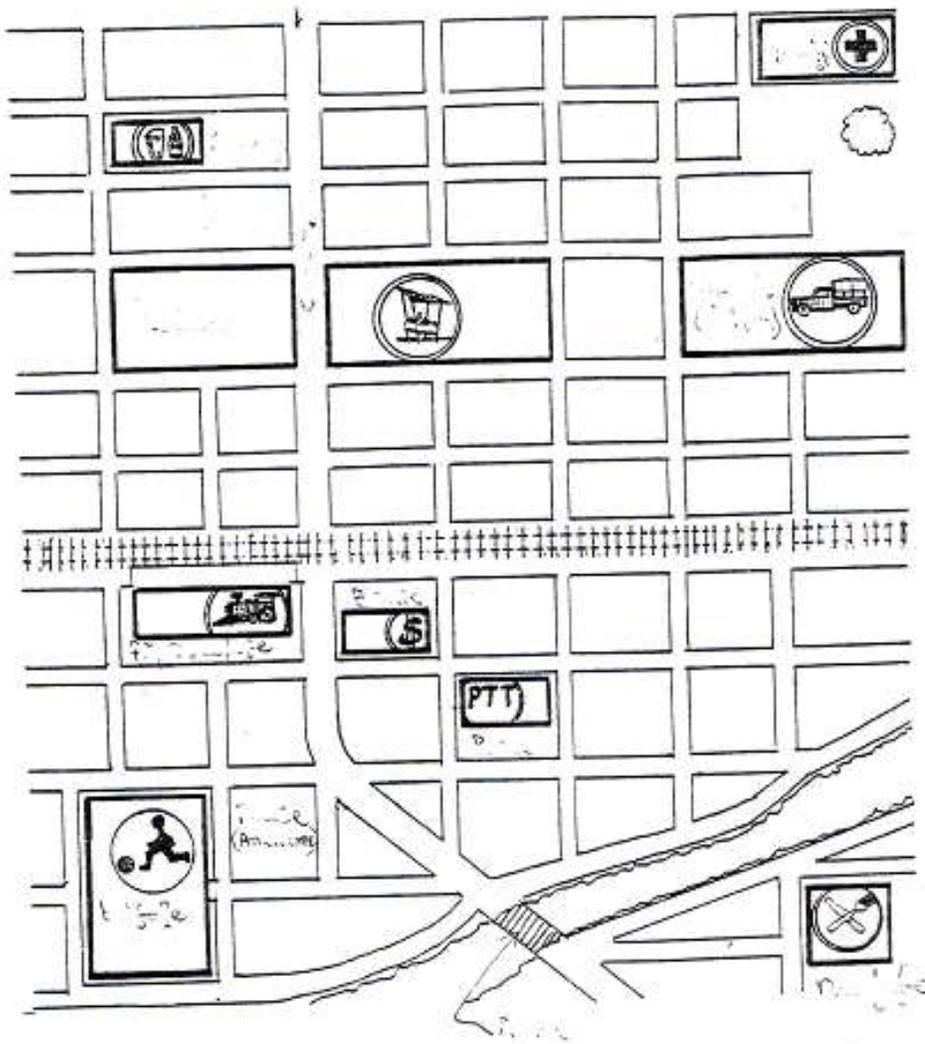
c) Náàngo mɛɛlo Adzo wá? (18h35)

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

3) Give indications based on the map below:

From:

- a) "ikɔdzi" to "bāŋkì"
- b) "nndi-iwɔk" to "òtara"
- c) "nnfɛsé" to "kpósù"
- d) "náàdzà" to "nndi-idzɛŋɛ"



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: Èkíqā, 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 ɔnyà-kā, Nyassive ɔnyà-kā!
Èkíqā 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 nsee.

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 qá 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 |
| ➤ | κú ɔk | To drive |
| ➤ | κú 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- οκ ε ... | You pay |
| ➤ οκ γέési ηά wà ? | Which vehicles are available? |
| ➤ Náàsòkò γέési áa nákó ndé ...? | When are we leaving? |
| ➤ οκ γέési ηά nákó lɔ? | Which vehicles are going ...? |
| ➤ Àa nákó tó nwèrè àηgo μεεr ,ó ? | We will arrive at four, is it far? |
| ➤ , ó | Yes, it's far/no, it's not far |
| ➤ Àa nákó ndé nwèrè àηgo μεεta | We will leave at three |
| ➤ Atɔk , máati nbí | Driver, I'll get off here |
| ➤ Náàsòkò γέési áa nákó tó? | When will we arrive? |
| ➤ Atɔk dóro máati | . Driver, I'll get off |
| ➤ N làkòò, 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 |
| ➤ Àηgo melo àa nákó tó βε? | 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 tìkéè, 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

Tìkéè 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, iwɔ 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: Κοκορο, nkò mà βε.
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 |
| ➤ εεε | Foot |
| ➤ arū | Breast |
| ➤ ànyì | Waist |
| ➤ gεεε | Throat |
| ➤ εɔ | Chest |
| ➤ ànyì | Back |

Verbs

| | |
|---------------|-------------------|
| ➤ ɔ nlé-abɔnε | To go to hospital |
| ➤ ɔ | To hurt/ache |
| ➤ gú abεε | 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 tσεε? | 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-abɔnε. | I'm going to hospital |
| ➤ Maa ra ewé medecine | I'm going to buy/I will buy a |
| ➤ ɔ́ɔ -gbígɔ | pain |
| ➤ ékpìkpā | worms |
| ➤ ódzúdzú wà nɔ -maɔé ε | the kid has stomach infection |
| ➤ Abɔnε gú abεε fú-mi | the doctor/nurse gives me a shot |
| ➤ Ékpìkpā wà nɔ mi | I have worms |
| ➤ N wà wúkwɔ | I'm coughing |

- | | |
|----------------|-----------------------|
| ➤ N wà mɔ́ éwé | I'm taking a medicine |
| ➤ N wà tsàmóḍi | I'm sick |
| ➤ ìṅ- ḍiḍà | Stomaches |
| ➤ ír -sìḍà | AIDS |
| ➤ otútù | cold |
| ➤ ḍánṅ | diarrhea |



Exercise

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

Grammar notes

i. The complement personal pronouns. They are:

| | |
|---------------|-----------------------|
| Ewo wa ra mi | my head aches |
| Ewo wà ra ɛ | your head aches |
| Inɔ wà raa | her/his stomach aches |
| Ènyí wà ra wa | our teeth hurts |
| Ènyí wà ra ɲɛ | your teeth hurts |
| Ènyí wà ra ɲa | 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 ɔkālɔkākā.
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 |
| ➤ àfókú | 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:

- | | |
|--------------------------------|-----------------------------------|
| ➤ Kɔɔkɔ | condolences (to you) |
| ➤ È Kɔɔkɔ | 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 |
| ➤ Kpálewo ne | to visit a person |
| ➤ lo ndi ne | to go to someone's house |
| ➤ nye 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 καηε | ni | yourselves |
| Àḡá καḡā | 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 tsìkálɛ, ɛkɔ-ɛɛ 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-ɛɛ.
(*Atsu reaching for her*)

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

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 túbúru nàa 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 nɛɛk 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 djirée 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 - tsɔ́ éwu-ara-εε - Bù si fú araε - Maa tse bæε 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?

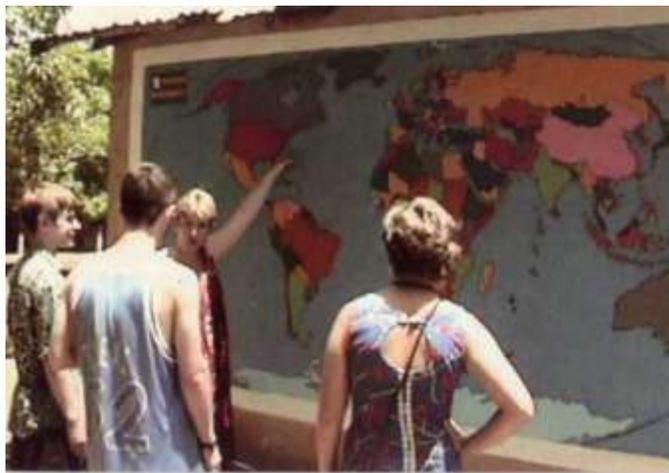
What would you tell your homologue when he visits you?

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: Èkidiā, káàbɔ oo!
Susane: Yoo fò, kòòni ólú.
Tɔgbui: Kòòni, 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 ɲɛ 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-ilú

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

| | |
|------------------------------------|--------------------------|
| ➤ ìdɔ-tse abɔɛ / Ilé- abɔɛ unit | clinic, hospital, health |
| ➤ Abɔɛ | nurse, doctor |
| ➤ dá ɔma | to weigh child |
| ➤ Bu àbɔtá (gu aberé 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.
- Ḿaa fú ɔɔɔb ɲa nr̄á má ti nára ìdze maḍé 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 ikpàḍe 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 àbɔ́tá - kɔne
- dá ɔma - Tse ikpàḍe

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

- * in the future tense.
Example: m̀aa ẁaa 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 àbɔ́tá fu maḍe 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 “bɔ”, 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 mɛɛ o wá ni ò wàa tse ndi-wa?

Laura: N wà ni n wáa mɔɔɔ gbè fú ɲɛ.

Kofi: Itse irɔ mɛɛ na.?

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

Kofi: ósã héjú. Ò maa Jeremy?

Laura: , ó wà nKolokope.

Kofi: Itse mɛɛ náa tse ?

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

Kofi: Yoo, èkiɔã, àa náko s kpaɔɔ.

Laura: Yoo, ó dɪ ɔla (oɔɔla)

Questions:

- a) Atsitse mɛɛ Laura dzɛ?
- b) Itse mɛɛ Laura wá ni oɲu kó tse?
- c) Itse 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.

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-sū | 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 house)
- 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 back
- N lɔ náàdza tsí nwá
back I'm going to the market and I will be back
- 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 Safe journey(to more than one person)
- 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 ɲú / ɔɔ ε r ɲú The feast was very good
- ɔɔ Good feast
- ɔɔ fú ɲε foo Good feast to you
- ɔɔ fú ɲε 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 | ɔkāātso / òᅇu nìíkā |
| already | xoxo |
| also | gbo |
| although | àmá ni |
| always | nnwèrè-kîwerè |
| America | Amerika |
| ancestor | gbágbónᅇgbàgbò |
| and | òᅇu |
| animal | erā |
| another | òmir |
| answer | dzo ᅇu, gbóᅇu |
| any | òkùɔ ᅇa |
| anything | ɔkā lɔkā |
| apologize | ákáàmà |
| appear | fùdà, ɔ |
| approximate | kíbí |
| arm | akpá |
| around | wéríbò |
| arrive | wá, wátó |
| as | kíbí |
| ask | bèrè...bèrè nyì |

B

| | |
|-----------|---------------------------------|
| bad | ìbàd̩jì, tsítîira, gbígb , ríra |
| bag | akpó, kotokú, àkpete |
| ball | ɓɔɔlù, awɔ- ese. |
| banana | akɔdú |
| bank | bāŋkì |
| barber | báàbà, afewo |
| basket | ágbā |
| bathroom | ìbàwε(adaka) |
| battery | òkúta(tɔtsi) |
| beach | eti-àhū |
| beat | kpa |
| beautiful | d̩d̩îri |
| become | d̩jì / d̩a |
| because | iŋε yeétse |
| bed | àbàrí (beɔd̩jì) |
| bedroom | ìd̩isū (ìd̩òd̩ò) |
| beer | bíya |
| begin | kpíε / kpé |
| behind | náànyi |
| believe | gbàgbɔ |
| belt | d̩íɔd̩í |
| between | náàŋjiri |
| big | lákū |
| bird | eye |
| bite | bù |
| black | d̩úɔd̩ú |
| blood | ámbara |
| blue | ìbɔɔ |
| boat | ɔk -ódzómi |
| book | ìwé |
| bottle | agbè |
| box | àɔakà |
| boy | ɔmatsɔ, ɔɔk |
| break | tsε, fɔ |
| bridge | kp |
| bring | keε... 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 | náàṅjiri |
| century | ɔɖ - ɔgɔɔrú |
| chair | antā |
| change | kpàɔ |
| chat | kpɛɔ, kpàsémí |
| chief | onùgbó, olú |
| choose | tsā |
| 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 | agbā |
| come | wá |
| comic | ɖîiri |
| complain | rāābo |
| 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 | nnrɔnnrɔ |
| difficult | dɔkpɔ/le |
| disease | ir |
| dish | àwò |
| distribute | kp ηε |
| do | tse |
| doctor | abɔne |
| dog | ádzá |
| door | èkū |
| 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 | héηú |
| 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 | ɔkãŋa ođé |
| 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-ađ - ɔk |
| garden | abɔmε |
| gate | agbo |
| gather | kpáđi |
| get | gbà |
| gift | ɔyà |
| girl | ɔma-èkídā |
| give | fú, fú nε |
| glass (drinking) | kɔpú |
| god | ɔdʒayé |
| gold | sika |
| government | ìdzɔba |
| green | omi-ewé (ɔβεεdò) |
| 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 kpādzú
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 | ndjìsèdze/àgáɔà |
| knee | ìrúkú |
| knife | bete |
| know | máŋe, 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 | olìaré, oli-àré/àtadzà |
| million | àkpò-akpò.... |
| miracle | éwo-re, éwo-díd |
| mirror | áwò |
| month | òtsù |
| moon | òtsù/ òtsùkpá |
| mosquito | alákpá |
| mountain | òké |
| mouth | árū |

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 | ɔkā- gìdì, ɔkākópkpó |
| notice | túnkā, mú-etí fúne |
| now | nns , báàyí |
| number | kíkā |

Q

| | |
|---------|-------------------|
| ocean | àhū |
| offer | ìḡefúfú, (tsɔyà) |
| office | ìdḡítse |
| often | kpéekpée |
| old | hóhó, dídónùgbó |
| once | nààrikā, nɔɔdzɔkā |
| open | tsí |
| opinion | ìrāāmà, 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 | sāwó ḡe |
| peace | ára- tútù |
| period | àsòkò, ìwèrè- kā |
| permit | tsîná, fɔɔnā |

| | |
|-------------|--------------------|
| people | ɔnyà kpikpɔ / ìlú |
| perhaps | bóyá, ákàámà |
| person | ònìnyà, ɔnyà |
| pillow | pìlìyè /sūḡe |
| pineapple | ònyìmà |
| piss | títɔ |
| place | ìḡì |
| plant | gb , lɛ |
| plantain | àbàràdzòó |
| plate | àwò |
| pleasure | ayètítɛ, dzáyé |
| policeman | óɔɔkpá |
| poor | àdzìyàkú,. olîḡàrī |
| post office | pósù |
| pot | àmɔ |
| power | àmí, nkpá |
| praise | nyɛ |
| prefer | dzáfɔ |
| pregnant | nɛfū (ábéfū) |
| prepare | tɔtse, kpádí |
| president | ɔgá |
| pretty | dídîrì, àfɛḡú |
| prevent | dîḡnà fú |
| priest | ágbɛdzɔ |
| profit | èrè |
| progress | nnwádzú- lílɔ |
| promise | tálé |
| prove | nyà d́íre |
| 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, kpáqí sirere |
| receive | gbà |
| red | kpíkpa, kpíkpa |
| respect | àrísá, búne si |
| rest | mímí, mírá |
| return | sɛwá |
| 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 | àdāwò |
| 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