

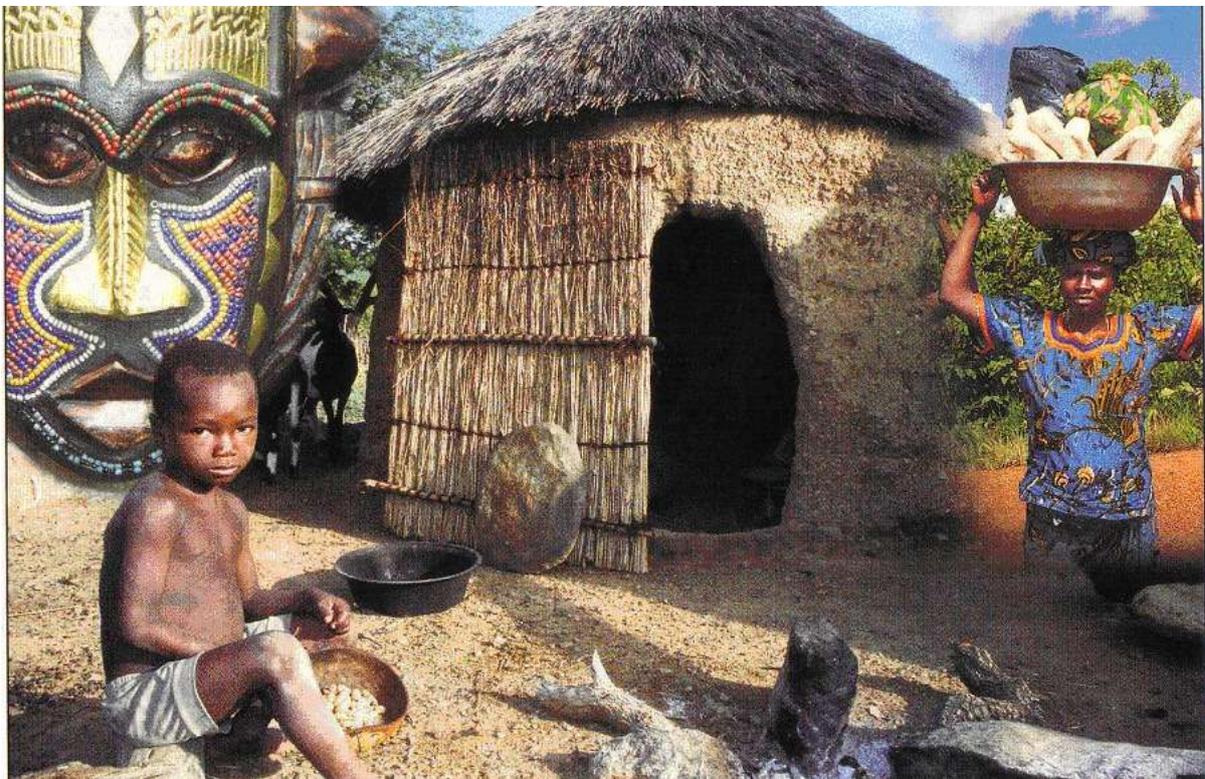


LAMA (LAMBA)

O.P.L.

WORKBOOK

(ORAL PROFICIENCY LEARNING)



Peace Corps Togo 2010

Acknowledgement

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

The training team expresses its deepest gratitude to the Peace Togo Country Director Carolina Cardona, for having taken the initiative to have materials developed in local languages. His support is tremendous.

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Congratulations to Trainers Tapétlou Kodjo Passinda, Aïcha Oura-Sama, Agbeko Dogba and the Training Secretary Jean B. Kpadenou who have worked diligently and conscientiously to develop this manual.

To the learner

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

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

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

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

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

Send it to:

Peace Corps Togo Training Manager

B.P.3194

Lome', Togo

Have fun and enjoy using this manual.

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The Lama alphabet

The lama alphabet has 27 letters: 12 vowels and 15 consonants.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| A | C | Ð | E | Э | ε | F | H | I | † | l |
| a | c | ɖ | e | ə | ε | f | h | i | † | l |
| K | L | M | N | Ñ | Ŋ | O | Ɔ | P | R | |
| k | l | m | n | ñ | ŋ | o | ɔ | p | r | |
| S | T | U | U | W | Y | | | | | |
| s | t | u | u | w | y | | | | | |

Vowels

a e ə ε i ɛ o ɔ u u ŋ

Tones

The lama language has

yalá
yalà

eggs
women

Double consonants

Kp-kpeɖ ə = chair

The lama alphabet is nearly phonetic. In general, each letter represents a single sound, and a given sound is always represented by a single letter (or combination of letters).

| Letter | Pronunciation (similar sound in English) | Lama Example | English Translation |
|--------|---|------------------------------|----------------------------|
| a | <u>f</u> ather | <u>a</u> fa | pig |
| c | <u>ch</u> urch | <u>ca</u> mar | hen |
| ɔ | leath <u>er</u> (but made by flicking the tongue against the palate toward the back of the mouth) | <u>ɔ</u> em | potash |
| e | <u>m</u> ate | <u>te</u> n | trees |
| ə | mate <u>ɔ</u> | sə <u>l</u> ə <u>m</u> | drink |
| ɛ | <u>r</u> ed, <u>b</u> et | r <u>ɛ</u> | house |
| f | <u>f</u> ish | fɔ <u>f</u> ɔ | soap |
| h | <u>h</u> at | <u>h</u> atə | leaves |
| i | <u>f</u> ee <u>t</u> | ci | father |
| ɨ | | mɨ <u>l</u> im | flour |
| ɹ | <u>b</u> it | r <u>ɹ</u> | go |
| k | <u>k</u> itten | <u>k</u> á <u>d</u> ə | Difficult, hard |
| kp | say pick-pocket fast; drop the "-ket" then the "pi" | ak <u>p</u> ar | group |
| l | <u>l</u> ady | <u>l</u> okur | well |
| m | <u>m</u> an | <u>ma</u> an | rice |
| n | <u>n</u> et | naa | cow |
| ŋ | <u>sing</u> | ŋ liwa ya? na <u>ŋ</u> tə | (Morning greeting) meat |
| ñ | French " <u>peign</u> er", Spanish " <u>señ</u> or" | ñ <u>ɹ</u> sə | hair |
| o | <u>n</u> o | y <u>o</u> | child |
| | <u>paw</u> , <u>log</u> | k <u>ɔ</u> ɹ | medicine |
| p | <u>p</u> ick | pə <u>p</u> au | towel |
| r | A <u>f</u> rica (but roll the "r" a little) | A <u>f</u> rika | Africa |
| s | <u>s</u> it | sə <u>s</u> ɛ | elder |
| t | <u>t</u> ip | <u>t</u> ɛ <u>t</u> ə | Land,earth |

Lesson 1

Greetings



Objectives:

After studying this lesson, 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 at least 4 cultural notes related to greeting
4. Ensure their own security through interpersonal relationships
5. Practice greeting in the community while respecting the social and cultural norms

Dialogue

Carla meets Adjoa at the post office around eight in the morning and she greets her.

Carla: Apa, η kura ya?
Adjoa: Yaa, alafɪa wɛ ya?
Carla: Alafɪa, tɛmɛr ni?
adjoa : Alafɪa wɛ tɛn
Carla: u lapa nu tasɛ
Adjoa : u lapa nu tasɛ

Dialogue in English

Carla: Good morning, Madam.
Adjoa: Ok, how do you feel?
Carla: Fine, what about your job?
Adjoa: Very well
Carla: See you soon
Adjoa: 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 the 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.*

Words and useful expressions

Different greetings

| | | |
|-------------|------------------------|----------------------|
| Ŋ kura ya? | Good morning. | (6H00 AM - 11H00 AM) |
| Ŋ liwa ya? | (did you get up well)? | |
| Ñanɔ mɪsɛ | Good afternoon | (11H00 AM – 4H00 PM) |
| Ñana mɪsɛ | | |
| Ñanɔ ran or | Good evening | (4H00 PM - 6H00 PM) |
| Ñana ran | | |
| Ñanɔ ran or | Good evening or night. | (6H00 PM -) |

| | |
|------------------------|--|
| rε ṅumpa ni? | What about the people of the house? |
| akper | house/home |
| Akperi | at home |
| Akperi ni? | What about the house? |
| ṅa ṅumpa ni? | What about yours? (people of your house) |
| Wa wε alafɪa /sartə | they are fine |
| Təmər ni? | What about the job /work? |
| Təmər ta ni? | What about the office |
| Yal ni? | What about the wife? |
| Kafaɖa | a word to announce one's presence |
| ṅaŋ kaŋɖə | welcome |
| mɪŋ kaŋɖə | welcome (you plural + you polite) |
| ɪen | early |
| Ŋ kan ɪen | come back early (be back early) |
| Wal ŋ kan | go and come |
| Ŋ wal sartə | safe journey |
| ṅa ni? | What about you/and you?. |
| u walu ya? | Is it going well? |
| u wε sənɔ? | How is it? |
| u lapa/ u lapa nu tasə | see you soon |
| u lau cer | See you tomorrow |
| u lau ayuŋkur | See you someday. |

Exercises

- How do you greet?
From 6H00 AM. – 11H00 AM
From 11H00 AM – 4H00 PM.
From 4H00 PM – 6H00 PM
From 6H00 PM
- Give the equivalent in lama of the following words
In the morning
Night
Evening
At noon
Tomorrow
- You take a walk around 4:30 p.m. You meet the Director of the Secondary School of your site. Greet him appropriately in lama.
- After the class you meet the chief of the village at 12:30. Greet him and take leave of him.

- 5) In the morning, you see a woman near your house. Greet her and say goodbye in lama

Grammar notes:

The subject pronouns

| Lama | English |
|------|----------------|
| ma | I |
| ŋ | you (singular) |
| ɿ | s/he |
| ra | we |
| ɯ/ɱɯ | you (plural) |
| Wa | they |

Example: (Alafta) wɛwɯ (to be in good health).

| | |
|--------------|----------------|
| Ma wɛ alafta | I feel fine |
| ŋ wɛ alafta | You feel fine |
| ɿ wɛ alafta | He feels fine |
| ra wɛ alafta | We feel fine |
| ɯ wɛ alafta | You feel fine |
| Wa wɛ alafta | They feel fine |

Rule: in lama, the ‘a’ at the end of Ma, ra, wa can be dropped in the negative form, present tense

Example:

| | |
|----------|--------------|
| M’a tuku | I don’t eat |
| W’a pɿsu | they can not |

Some verbs with –wɯ at the end of the infinitive change to –wa in the past tense

| | |
|--------------------|--------------------|
| ɽewɯ (to sleep) | ma ɽewa (slept) |
| liwɯ (to come out) | ra liwa (came out) |

The verbs with –ɯ at the end of the infinitive change to –ra in the past tense.

| | |
|-------------------|-------------------|
| kuru (to wake up) | ma kura (woke up) |
|-------------------|-------------------|

They are used in the context of greeting to know literally whether you have slept well, you came out from your room, or you woke up.

The use of "ya" "na" and "ni"

"ya" and “na” at the end of a sentence indicates a "yes" or "no" question

| | |
|------------|---------------------|
| ŋ kura ya? | did you sleep well? |
|------------|---------------------|

wa kura ya? did they sleep well?

But "na" is used with the word "sartə"

Ŋ wε sartə na? Are you well?

Wa kur sartə na? Did they get up well?

"ni" is used at the end of a sentence to ask about somebody or something

Ŋ yal ni? What about your wife?

Wɪsə ni? What about the children?

Akperi ni? And the house?

Exercises

- 1) Complete the following dialogue and practice it with your classmate

A : -- kura ya?

B : alafɪa, təmər ----- ?

A : -----, yɔ ni?

B : -----

A : ----- n'ɔ tasə

B : -----

- 2) Use the following expressions to ask questions

sartə (kuru)

Alafɪa (wɛwɔ)

təmər ta

Paul ((wɛwɔ) Alafɪa

- 3) Rearrange the following sentences

Ka tən/ Alafɪa/ma wε

ni? / təmər / ta

mɪsə / ñaŋ

kura/ ya/ Ŋ?

Wɪsə/ni?

- 4) Answer the following questions with the correct forms of the verb "**wɛwɔ**" (to be)

Ŋ (wɛwɔ) alafɪa ya?

ll (wɛwɔ) alafɪa ya?

l (wɛwɔ) alafɪa ya?

Wa (wɛwɔ) alafɪa ya?

5) A pays visit to B (Complete the dialogue)

| A | B |
|--------------|-----------------|
| | Yaa, Ñaŋ kaŋdɔ |
| Yaa, Ñaŋ ran | |
| Wisɔ ni? | |
| | u lapa n'u tasɔ |

6) Answer the following questions

Ñ naŋtɔ ta ni?

Ñ wal ni?

Akperi ni?

Sabine wɛ alafta ya?

Wisɔ wɛ sartɔ na?

Amerika ñɔmpa ni?

7) Build a dialogue with the following expressions

Akperi ni?, mɔn ran, alafta , yaa, Ñaŋ kaŋdɔ

Situation

Your host father came back from Paris. Greet him and ask about his journey.

TDA

Go to your family members. Greet them 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 appropriate vocabulary related to introducing oneself and someone else
2. Ask at least 5 questions to know someone's identity
3. Use specific verbs related to introduce in the present tense
4. Discuss 2 cultural notes related to introduction
5. Introduce oneself to a member of the host family and collect information about him/her.

Dialogue

Nikil, a Peace Corps Volunteer introduces himself and his friend Patrick to a counterpart

- Nikil: Ñaŋ mɪsə
kataka : Yaa. Ñaŋ kaŋdə, a ya-n s'anɔ?
Nikil: a ya-m sɛ Nikil.
kataka : Ŋ lin lɔ?
Nikil: Ma lin Seattle. Ma cii Amerika tɪ
kataka: Ŋ lakɔ wɔ?
Nikil : Ma cii Corps de la Paix sɛlɪm tɛmər laɖə. Ma ra kahəŋ. A ya-ɪ sɛ
Patrick. ɪ lin san Francisco, Amerika tɛtə ta. ɪ cii Corps de la Paix
sɛlɪm tɛmər laɖə rərə.
kataka : u Sara. Mɪŋ kaŋdə.
Nikil : yoo, u lapa n'u tasə
Kataka: yoo, u lapa n'u tasə

Dialogue in English

- Nikil : Good afternoon.
kataka : Ok (good afternoon), what is your name?
Nikil : My name is Nikil.
kataka : Where do you come from?
Nikil : I come from Seattle. I am American
kataka : What are you doing?
Nikil : I'm Peace Corps Volunteer. This is my friend. His name is Patrick.
He comes from San Francisco in America. He is also a Peace Corps
Volunteer.
kataka : Very good. You are welcome
Nikil : See you soon.
kataka : ok! See you soon

Cultural notes:

- *In general, presentation is not automatic, to know someone's name you have to ask for it.*
- *The first name, when it is not a Christian name is not used any how. Elder persons can call young persons by their first name; young people can not do the same..*
- *A way to show respect is to avoid calling people directly by their name but you precede the name by words like:*
aci/ra ci for old men/dad
apa/ra ri for old women/mom

Days of the week

| Day | English |
|-------------|----------------|
| Tɔm | Monday |
| Sarfa | Tuesday |
| Cɔŋtɪ | Wednesday |
| Sarkawa | Thursday |
| Saar | Friday |
| Mɔsɔ | Saturday |
| Curu/kɔsɪdɑ | Sunday |

Note: normally, Lama people have 6 days in the week in the pass. Nowadays, sarkawa has been adopted just for harmonization from Kabye people.

| | |
|-------------|--------------------------|
| sɛñɪ or sɛŋ | today |
| cer | tomorrow |
| rərə | yesterday |
| Sɛŋ ka wɔ? | What's the day of today? |
| | What's today's date? |
| Cer ka wɔ? | What's tomorrow day? |
| rərə ka wɔ? | what's yesterday date? |
| tɔm ayuku | the day of Monday |

Words and useful expressions

Nationality/origin

Singular

| | |
|------------------------|----------|
| Amerika tɪ /Amerika yo | American |
| Toko tɪ /Toko yo | Togolese |
| Fransə tɪ /Fransə yo | French |
| Penɛ tɪ /Penɛ yo | Beninese |
| Kana tɪ /Kana yo | Ghanaian |

Plural

| | |
|-----------------------------|-----------------|
| Amerika ñimpa /Amerika wɪsə | Americans |
| Toko ñimpa /Toko wɪsə | Togolese people |
| Fransə ñimpa /Fransə wɪsə | French people |
| Penɛ ñimpa /Penɛ wɪsə | Beninese people |
| Kana ñimpa /Kana wɪsə | Ghanaians |

Toko kɔru, Amerika kɔru = Togo country, America country.

Some verbs

| | |
|------------|--------------|
| ciu | to be |
| yau | to call |
| təmər lapə | to work |
| linu | to come from |

Expressions

| | |
|-------------------------|--|
| A ya-m | They call me |
| A ya-m sɛ... | My name is... |
| Sənc? | What?/how? |
| A ya-n sənc? | What is your name?/how they you? |
| A ya-ɪ sɛ... | They call him that...(his name is) |
| A ya-ɪ sənc? | How they call him? (What's his name)? |
| anc? | Who? |
| A ya-ɪ s'anc? | They call him who? (What is his name?) |
| Ma lin | I am from... |
| Ma lin Seattle | I am from Seattle |
| ɪ? | Where? |
| ŋ lin ɪ?/ ɪ ŋ lina? | Where are you from? |
| Ma cii | I am |
| tɪ | mark of nationality or origin |
| Ma cii Toko tɪ | I am Togolese |
| ŋ cii ɪ tɪ? | where are you from? |
| Ma cii Corps de la Paix | I am Peace Corps volunteer |
| sɛlɪm təmər laɖə | |
| wɔ? | What? |
| ŋ lakə wɔ | what are you doing? |
| ŋ lakə təmər wɔŋɖɔ? | What kind of work are you doing? |
| wuro | chief |
| Tɛla | tailor/seamstress |
| haɖə | farmer |
| sukul yo | schoolboy/schoolgirl / student |
| ɖakuta | nurse/doctor/hospital |
| cica | teacher |
| wulɖə | teacher |
| loor məɖə | driver |
| anɪsara təmər laɖə | civil servant |
| kafəŋta | carpenter |
| ŋɪsə kur | barber |
| kɔɔr laɖə | traditional doctor |
| acarɔ laɖə | trador |

Exercises

- 1) Answer the following questions
A ya-n s'anɔ?
A ya-t s'anɔ?
N̄ lin lɔ?
N̄ cii lɔ tɪ ?
N̄ lakə wɔ ?
- 2) Make sentences using these words
Tɛla, sə, tɪ, ma cii, ma lin
- 3) Use the same words(add some expressions), build a dialogue that will be practiced with a lama speaker.
- 4) You meet someone at nine. Greet him and introduce yourself to him.
- 5) You are at the "cafette". Someone comes to you and greets you. Answer the greeting and ask questions to get to know him better.

Grammar notes

The plural of nouns in lama takes various forms.

Nouns like **cíca**, **ɖakuta**, **kafɛnta**, have "na" ending in plural.

| Singular | Plural | |
|-----------------|---------------|--------------|
| cíca | cícana | teacher(s) |
| ɖakuta | ɖakutana | doctor(s) |
| kafɛnta | kafɛntana | carpenter(s) |

Nouns ending with **-ə** in singular , have their plural formed by dopping **-ə** and adding "a".

| Singular | Plural | |
|-----------------|---------------|-----------------------|
| haɖə | haɖa | farmer(s) |
| loor məɖə | loor məɖa | driver(s) |
| kɔɔr saɖə | kɔɔr saɖa | traditional doctor(s) |

Other plural

| | | |
|---------|------------|---------------------------|
| wuro | wursə | chief/s |
| Toko tɪ | Toko ñimpa | Togolese /Togolese people |

Note:nouns coming from foreign languages have their plural ending in **-na**
Cica-cicana, ɖakuta - ɖakutana etc...

Some verbs

Verbs are irregular in lama

Example: in present tense,

| | |
|----------------|--------------------|
| Toko tɪ ciiv | (To be a Togolese) |
| Ma cii Toko tɪ | I am a Togolese |

| | | | |
|----|-----|------------|--------------------|
| Ŋ | cii | Toko tu | You are a Togolese |
| ɛ | cii | Toko tu | He is a Togolese |
| Ra | cii | Toko ñimpa | We are Togolese |
| ll | cii | Toko ñimpa | You are Togolese |
| Wa | cii | Toko ñimpa | They are Togolese |

NB: You can also say ma ciin Toko tu to mean I am a Togolese/I am from Togo. The verb at that time is like **ciinu**.

Boston linu (to come from Boston)

| Boston linu | | to come from Boston |
|--------------------|------------|----------------------------|
| Ma | lin Boston | I am from Boston |
| Ŋ | lin Boston | You are from Boston |
| ɛ | lin Boston | He is from Boston |
| ra | lin Boston | We are from Boston |
| ll | lin Boston | You are from Boston |
| Wa | lin Boston | They are from Boston |

Lapə (another verb) has his form

For example:

| təmər lapə | | to do /to work |
|-------------------|------------|-----------------------|
| Ma | lakə təmər | I work |
| Ŋ | lakə təmər | You work |
| ɛ | lakə təmər | He works |
| Ra | lakə təmər | We work |
| ll | lakə təmər | You work |
| Wa | lakə təmər | They work |

Exercises

1) Answer these questions using the correct form of the verb

Ŋ (cii) ɛ tu?

Wa (linu) ɛ ?

Wa (lapə) wɔ?

2) Make a sentence with each word below

Amerika ñimpa, anɛɲsara təmər laɖə, Toko tu, ɖakuta

3) Rearrange the words in the following sentences

tu / Kana / ɛ/cii

sə / A ya-m / Tom

Lin / Fransə / ma

səlɪm təmər / Corps de la Paix/laɖə/Ma ra/cii

4) Complete the dialogue and practice it with your classmate.

A : A ya-n s'anɔ?

B: A ya-m sə ...

A: ŋ lin lɔ?

Etc.

5) Translate into Lama

I am a Peace Corps Volunteer

She's an American

She's Togolese

You are from Blitta

Her name is Alice

You are Doctor

Situation 1

Your friend Jen pays you a visit. Introduce her to your host family.

Situation 2

The women's association of your post invites you to facilitate a meeting. Introduce yourself to the group.

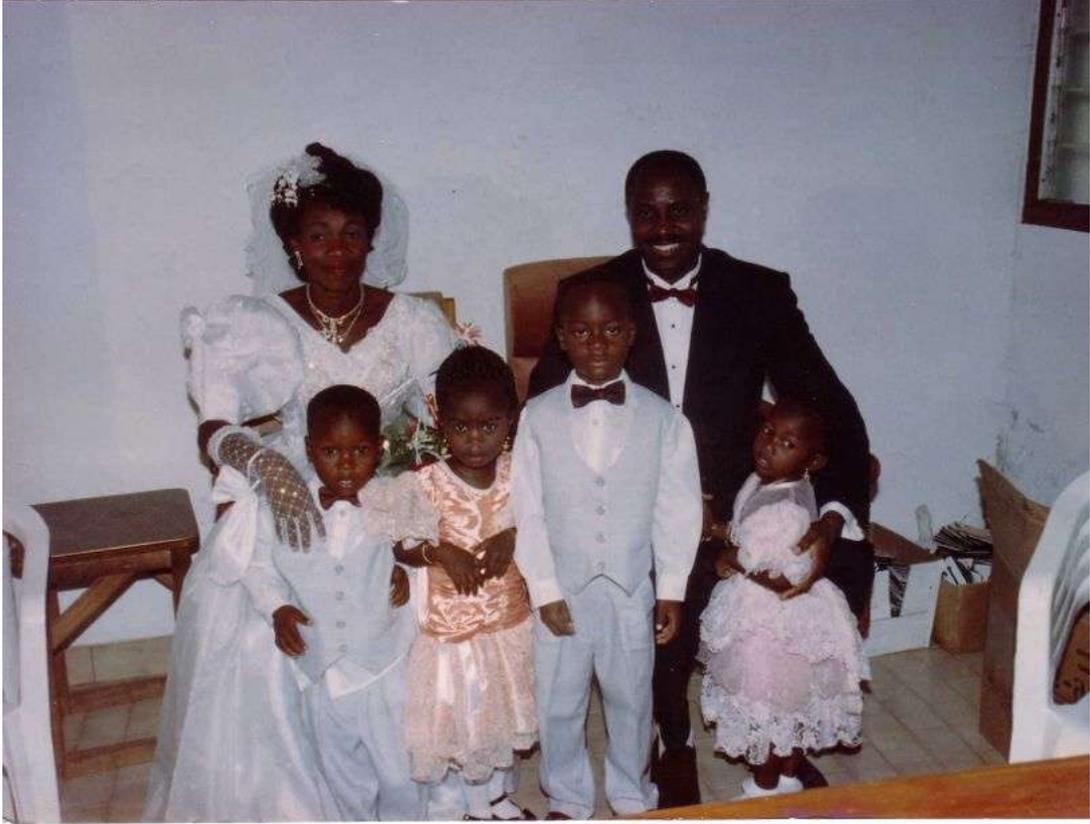
TDA

Go to Mr. X/Mrs. X.

Introduce yourself to him/her and get information about his/her origin, nationality, and profession. Come and share the new experiences.

Lesson 3

Present one's family

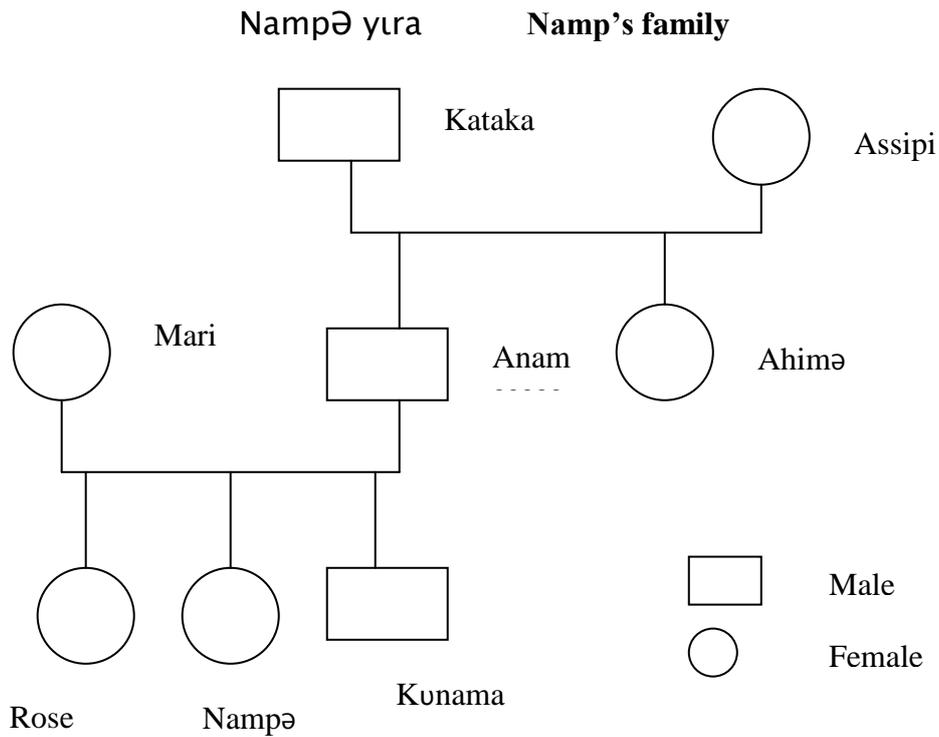


Objectives :

After studying the lesson on "introducing 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 the negative structure to introduce their family members
3. Discuss 3 cultural notes related to the family
4. Talk correctly about their own family to a member of the community.

Family tree



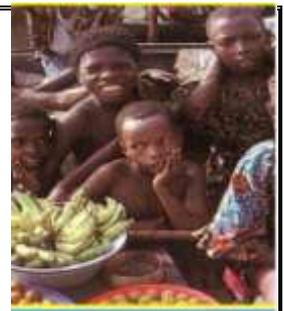
Nampə presents her family

A ya-m sə Nampə. Ma ci Anama na ma ri Mari wa cii anɨsara təmər laɖa. Wa wɛ Kantɛ. A ya ma casə sə kataka; ma nasi sə Assipi. Ma wɛna laya naal. Rose na Kunama. Ma kɔ Ahimə wɛ "Canada".

My name is Nampə. My father Anama and my mother Mari are civil servants; they are living in Kanté. My grandfather's name is Kataka. My grandmother's name is Assipi. I have two younger siblings; Rose and Kunama. My sister (aunt in the English context) Ahimə lives in Canada.

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.*



Words and useful expressions

Family members

| | |
|----------|--------------------------|
| ci | father |
| ri | mother |
| casə | grandfather |
| nasi | grandmother |
| naŋpel | uncle |
| ɖal | (elder) brother |
| kɔ | (elder) sister |
| ɖen | cousin |
| wolə | daughter in law |
| yɪtə | father in law/son in law |
| wal | husband |
| yal | wife/ woman |
| apal | man |
| yo | child |
| apalayo | boy/son |
| yalayo | girl |
| wilu | daughter |
| kɔyo | nephew/niece |
| kɔfal | nephew |
| kɔwilu | niece |
| laar | younger sibling |
| ritafal | younger brother |
| ritəwilu | younger sister |

Verb

| | |
|------|---------|
| Wenu | to have |
|------|---------|

Expressions

| | |
|-------------------------|-------------------------------------|
| A ya... sə... | One's name is.../the name of is ... |
| Ma ci | my father |
| Aya ma ci sə... | My father's name is ... |
| Ña ci | your father |
| A ya ña ci s'anɔ? | What is your father's name? |
| Ma ri | my mother |
| Ma ri cii | My mother is... |
| Ma ri lakə acarɔ | My mother is a trader |
| Ña ri | your mother |
| Ña ri lakə wɔ? | What's your mother's profession? |
| Təmər wɔŋɖɔ ña ri lakə? | What's your mother's profession? |
| Ma wɛna | I have |
| Ma wɛna kɔna | I have elder sisters |

| | |
|----------------------|--------------------------------|
| Ŋ wena | You have |
| Ŋmɔ? | How many? |
| wisə ŋmɔ ŋ wena? | How many children do you have? |
| Ma wena yo ka kuɖəmɔ | I have a child |
| Ma wena yal kuɖəm | I have a wife |
| Ma casə | my grandfather |
| ɾa | old |
| Ma casə ɾa | My grandfather is old |

Numbers: (1-20)

| | |
|----|---------------------|
| 1 | kuɖəm |
| 2 | naul |
| 3 | nautisi |
| 4 | ŋnausa |
| 5 | nauna |
| 6 | ləɖə |
| 7 | nasəŋnautisi |
| 8 | nasəŋnausa |
| 9 | naku |
| 10 | hiu |
| 11 | hiu na kuɖəm |
| 12 | hiu na naul |
| 13 | hiu na nautisi |
| 14 | hiu na ŋnausa |
| 15 | hiu na nauna |
| 16 | hiu na ləɖə |
| 17 | hiu na nasəŋnautisi |
| 18 | hiu na nasəŋnausa |
| 19 | hiu na naku |
| 20 | hin nul |

Exercises:

- 1) Give the male counterparts of the following female family members:

yal
ri
kɔ
nasi
wolə

- 2) Say correctly the following numbers in Lama

3 5 20 6 11 18 1 4 7

- 3) With picture introduce your family to a trainer or someone

4) Identify card

| | | |
|------------|---------------------|---|
| Name | | |
| Profession | | |
| Origin | | |
| Family | Father: | Name: Place of residence: Profession: |
| | Mother: | Name: Place of residence: Profession: |
| | Brothers or sisters | Name: Place of residence: Profession: |

Grammar notes

1) Possessive adjectives

| | |
|---------------------|---------------------------------|
| A ya ma ci sɛ saŋkɪ | My father's name is saŋkɪ |
| Ma kɔ cii tɛla | My elder sister is tailor |
| Ra casə wɛ akperi | My grandfather is at home |
| Ŋ ral cii cica | Your elder brother is a teacher |
| Mɪ wisə wɛ kantɛ | your children are in Kantɛ |

| | Possessive adjective prefix | |
|------------|-----------------------------|--------|
| | Singular | Plural |
| 1st person | Ma | Ra |
| 2nd person | Ŋ/ Ña | Mɪ |
| 3rd person | ɫ | Wa |

Rule: in Lama, the possessive adjectives are the same as the subject pronouns.

- The possessive adjectif , 2nd person singular can also be **Ña**

Example:

Ŋ ral/ Ña ral your elder brother

Plural of nouns of the family members.

Some nouns have ‘-na’ ending the stem in plural

| | | |
|---------|-----------|---------------------|
| Ci | cina | fathers |
| Ri | rina | mothers |
| Casə | casəna | grandfathers |
| Nasi | nasina | grandmothers |
| Naŋkpel | naŋkpelna | uncles |
| Kɔ | Kɔna | elder sisters |
| Yɪtə | Yɪtəna | fathers/sons-in-law |
| Ral | Ralna | elder brothers |

Some have ‘-a’ ending the stem

| | | |
|---------|----------|------------------|
| Wol | wola | daughters-in-law |
| Wal | wala | husbands |
| Yal | yala | wives |
| Ritafal | ritafala | younger brothers |

Plural of:

| | | |
|------|------|------------------|
| Wilu | wila | daughters |
| Yo | wisə | children |
| Laar | laya | younger siblings |

2) The verb wenu (to have)

The verb to have is near the verb wewu (to be) and so its forms are simply the wɛ forms plus -na.

Example:

yo wenu (to have a child)

| | | | |
|------------------|------|----|-----------------------------|
| Ma | wɛna | yo | I have a child |
| Ŋ | wɛna | yo | you have a child |
| Adjoa | wɛna | yo | Adjoa has a child |
| Ra | wɛna | yo | we have a child |
| U | wɛna | yo | you have a child |
| Essi na Kossi wa | wɛna | yo | Essi and Kossi have a child |

Negative of wenu

The negation of wenu is formed by dropping wɛ in the conjugated form which is replaced by ‘tan’

Example:

| Positive | Negative |
|------------|-------------|
| Ma wɛna ci | Ma tanna ci |
| Ŋ wɛna ci | Ŋ tanna ci |
| Ʃ wɛna ci | Ʃ tanna ci |
| Ra wɛna ci | Ra tanna ci |
| U wɛna ci | u tanna ci |
| Wa wɛna ci | wa tanna ci |

The negative of wɛnu can also be contracted.

Example:

| Positive | Negative contracted form |
|---------------|--------------------------|
| Ma wɛna ci | ma tan ci |
| Kossi wɛna ci | kossi tan ci |
| Wa wɛna ci | wa tan ci |

Exercise

1) Give the possessive form of the following nouns

- Nasi (3rd pers. plural)
- Wol (1st pers. plural)
- Wal (2nd pers. Plural)
- Ral (2nd pers. Plural)
- naŋkpel (1st pers. Sing)

2. Complete the following conjugation

| | |
|---------------|-------------------------|
| Ma wɛna ralna | I have elder brothers |
| Ŋ wɛna ralna | you have elder brothers |
| Adji ... | Adji ... |

2) Answer these questions

- Ŋ wɛna laya na? Do you have younger siblings?
- Ma tanna...
- Ali wɛna wisə ŋmɔ? How many children does Ali have?
- Ali wɛna ... 5
- Ali... (negative)

3) Make sentences with the following words

Nasina, ra tanna, Aya, Ʃ wɛna

4) Ask as many questions as possible with the following statement

Example:

| | |
|-----------------------|-----------------------------------|
| Ma ri cii Kana tt | my mother is a ghanaian |
| Ŋ ri cii Ʃ tt? | where does your mother come from? |
| Ŋ ri cii Kana tt na ? | is your mother from Ghana? |
| Ma ci cii haɖə | my father is a farmer |
| Ŋ kɔ wɛ New York | your elder sister is in New York |

Ŋ ral wena yal your (elder) brother is married
Ŋ ritafal cii cica your younger brother is a teacher

6) Translate into Lama

My father has a son
Her mother lives in Kotonu
I'm married.
Our sister is married
Have you a uncle?
What is the name of your father.

7) Read and answer these questions

A ya ma ral sə Akpao. ƭ wε Kara. ƭ wena wisə ƭəɖə . Sə walu sukul. Ma casə na ma nasi wa pia. Wa cii haɖa . Wa wε Kantε. Ma ra cii masɔŋ. ƭ wena yal ka kuɖəm. Wa wε Kpalma.

- a) A ya-ƭ ral s'anɔ?
- b) ƭ ra cii wɔ?
- c) ƭ ra wena yala ŋmɔ?

Situation

You meet your counterpart for the first time. Introduce yourself and ask him questions about his family and their profession.

TDA

Discuss with your host brother, ask questions to know his family better and present yours to him.

Lesson 4

Buying essential items



Objectives :

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

1. Count correctly the CFA in Lama
2. Name at least 8 essential items found at the market
3. Use expressions and verbs related to shopping
4. Discuss the importance of the market and the necessity of bargaining before purchasing things
5. Discuss at least 5 cultural notes related to market.
6. Develop 2 strategies for their personal security in the market
7. Buy an essential item at the market price

Dialogue

Essi goes to the market to buy a towel.

- Essi: Ñana ayuku
Seller : Yaa, Ñ kura ya?
Essi: Alafia. Ñmɔ ɲwɛtu pəpan
Seller : Kutuku –Kutuku
Essi: U wɛ yawɔ! Pasə ta
Seller : Kan aləfa naku
Essi: Tasə pasu alapa
Seller : Au. Ñt warasə kələ
Essi: Mu warasə n'ɲtesəm caŋci
Seller : Ñan təmər
Essi: Yoo . U lapa n'ɔ tasə

Dialogue in English

- Essi: Good market.
Seller : Ok, how are you ?.
Essi: Fine . How much do you sell towels?
Seller : One thousand
Essi: It's too expensive. Reduce it
Seller : Give nine hundreds francs
Essi: Reduce it some more, please.
Seller : No ! that's the last price
Essi: Take the money and give me the change.
Seller : Thank you
Essi: ok! See you soon

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.*

Words and useful expressions

CFA in Lama

| | |
|--------|---|
| 5 | pie |
| 10 | pie naal |
| 15 | pie natisi |
| 20 | pie ḡnaasa |
| 25 | canta |
| 30 | canta na pier |
| 35 | canta na pie naal |
| 40 | canta na pie natisi |
| 45 | canta na pie ḡnaasa |
| 50 | pie hiu |
| 55 | pie hiu na pier |
| 60 | pie hiu na pie naal |
| 75 | canta nautisi |
| 80 | canta nautisi na pier |
| 95 | canta nautisi na pie ḡnaasa |
| 100 | aləfa/mənu/naa kuḡəm |
| 105 | aləfa na pier |
| 150 | aləfa na pie hiu/aləfa na fəlu |
| 175 | aləfa na canta nautisi |
| 200 | aləfa nau/naan nul |
| 300 | aləfa nautisi/naan ntisi |
| 500 | aləfa nau/na/tanjka |
| 900 | aləfa naku |
| 1.000 | kuḡuku |
| 1.500 | kuḡuku na tanka/ kuḡuku na aləfa nau/na |
| 2.000 | kuḡukuḡ nul |
| 5.000 | kuḡukuḡ nuna |
| 10.000 | kuḡukuḡ hiu |

Essential items

| | |
|-----------|------------------|
| kuca | sponge |
| fəfə | soap |
| fəfə ḡab | cup to keep soap |
| wəwu | cloth |
| pəsau | cloth |
| ḡiləma | mirror |
| sarə | comb |
| latə/təsə | flash light |
| təsə wu | batteries |
| wətə kəər | insecticide |
| furu | bag |

| | |
|-----------|---------------|
| cisir | knife |
| pəpau | towel |
| kɔɔnu | bread |
| teku | shirt |
| kɔɔɫ | coffee |
| sikir | sugar |
| nim | oil |
| atisi nim | cream |
| nahəŋtəna | sandals/shoes |

Some verbs

| | |
|------------|---------------------|
| wetu | to sell |
| yaɔə | to buy |
| ayuku waɔə | to go to the market |

Expressions

| | |
|----------------|--------------------------|
| ŋmɔ? | how much?/how many? |
| ŋmɔ ŋ wetu...? | How much do you sell...? |
| Ma yakə ... | I buy... |
| U wɛ | it's |
| U wɛ yawɔ | it's expensive |
| U wɛ ayuku | It's expensive |
| cɪkɔ | a little |
| pasə | reduce |
| pasə cɪkɔ | Reduce a little |
| pasə ta | reduce it |
| tasə | again |
| pasu | to reduce |
| tasə pasu | reduce again |
| alapa | please |
| ma cɛɾə-ŋ | I beg you |
| kana | give/bring |
| kan... | give.../bring... |
| mu | take |
| mu warasə | take money |
| ŋaŋ təmər | thank you |
| Aɛ | God |
| Aɛ wasə-ŋ | God bless you |

Exercises

- 1) Go to the market, bargain with a seller and buy an item.
- 2) Complete and practice the following dialogue

A : Ŋ wetu wɔ?

B: Ma wetu...?.....

A: ስጠኛ ስ ወጥህ

B: ጠጠ ወጥህ 250F

A: ጠሁ..... ስ ስ ጥሰ-ጠ.....

3) Translate into lama

I have 100 F :

They have 75F :

We have 500 F :

I don't have 1,200 F :

We don't have 3,000 F :

I don't have money:

We buy bread

She sells soap

Buy the comb

Grammar notes

1) The plural of essential items

Nouns with no plural : they are liquid or masses

| | |
|--------|--------|
| naalim | milk |
| sikir | sugar |
| kofl | coffee |
| nim | oil |
| yasə | salt |

Nouns using "-na"

| | | |
|-------|---------|--------------|
| brəsə | brəsəna | brushes |
| təsə | təsəna | flash lights |
| latə | latəna | flash lights |
| lam | lamna | razor blades |
| kuca | kuna | sponges |

Nouns ending with "-n" in plural

| | | |
|-------|-------|---------|
| pəpau | pəpan | towels |
| wəwə | wəwən | clothes |
| furu | furin | bags |
| kəkək | kəkən | breads |

Other forms of plural words

| | | |
|----------|---------|--------------|
| sarə | sarasə | combs |
| kək | kə | medicines |
| wətə kək | wətə kə | insecticides |
| təsə wlr | təsə wl | batteries |
| cisir | cisii | knives |

2) The present tense of

wetu to sell
yapə to buy

yasə wetu to sell salt
Ma wetu yasə I sell salt
Ŋ wetu yasə You sell salt
Tora wetu yasə Tora sells salt
Ra wetu yasə We sell salt
ll wetu yasə You sell salt
Wa wetu yasə They sell salt

kwə yapə to buy a medicine
Ma yakə kəkə I buy a medicine
Ŋ yakə kəkə You buy medicine
l yakə kəkə He buys medicine
Ra yakə kəkə We buy a medicine
Ña na Jolie ll yakə kəkə Jolie and you buy a medicine
Wa yakə kəkə They buy a medicine

Exercises

- 1) Complete these sentences using the correct form of the verb

Fəfə yapə
Ma ri ... fəfə
l kəkə..... yasə
Təkə wɛ yapə
Ra Təkə wɛ

- 2) Write a dialogue with these expressions (add some) and practice it
Ñan mɛsə, u wɛ, warasə, kan, yawɔ, yaa, wawu etc.
3) You will complete this dialogue and practice it with your classmates

A : Ñaŋ.....
B : yaa,ni?
A : alafɪa. Ŋ wetu.....?
B : Ma wetu.....
Etc.

- 4) Ask as many as possible questions from this statement

Example :

Ŋ yakə pəsau you buy the cloth
Ŋ yakə wɔ? What do you buy?
Ŋmɔ Ŋ yakə pəsau? How much did you buy the cloth?

Suggestion

wətə kɔɔr

pəpau

Ma yakə atisinim

teku

- 5) Translate into Lama
Give me the change
Take the money
It's expensive
Please reduce it a little
My sister is a batteries seller
Thank you
I buy for 200F



Situation

You want to buy an item. The seller seems to be inflexible as regards the price. Try to talk down the price.

TDA

Go to the market, observe how sellers and buyers are bargaining. Buy an item. Come with new words and expressions report to the class.



Lesson 5

Talk about food habits of the host country



Objectives :

After studying this lesson trainees will be able to :

- 1 Name at least 5 foods in Lama areas
- 2 Use correct expressions and verbs related to food preparation in order to talk about meals.
- 3 Discuss 4 cultural points related to food habits
- 4 Talk about what to eat in order to stay healthy
- 5 Give a recipe

Dialogue

Taylor would like to know what Afi is eating

Taylor: Ñaŋ mɪsə
Afi: Yaa. sartə wɛ ya?
Taylor: Alafɪa wɛ tən. Ŋ tuku wɔm?
Afi: Ma tuku mətə n'atrɔ risə. U wɛ
 lələŋ. Kan n'atu.
Taylor: Aɹ. Ma hɔwa. Ñaŋ təmər.
Afi: U sara



Dialogue in English

Taylor: Good afternoon.
Afi: ok. How are you?
Taylor: So fine. What are you eating?
Afi: I am eating dough (of maize, millet, etc...) with baobab leaves sauce.
 It's sweet, come to eat
Nancy: No, I 'm full. Thank you.
Afi: Good!

Cultural notes

- *When you eat you invite people near you to share your meal using the expression "Ra tu" or "Kan ra tu", but this doesn't mean that they will necessarily eat. The answer to this invitation is "Walɔ tən" "Enjoy your meal" or "go ahead"; "U cɛsa", it is ok!. When you get that invitation and you feel like eating say "Ñaŋ təmər" = thank you".*
- *The left hand is seen like dirty and is not acceptable at table when you're with other 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.*
- *Food taboos are specific to families, communities or ethnical groups*
- *The traditional restaurants, "street food restaurants" or "fufu or sɔkɔkɔ 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.*

Words and useful expressions

Food ingredients

| | |
|-------|------------|
| dɛm | potash |
| yasə | salt |
| ŋkpam | hot pepper |
| yilim | red oil |

| | |
|--------------|-------------------------|
| nim | oil |
| suwi | peanut |
| sɔka | sesame |
| sukuləm | sesame |
| kaka | sesame |
| kpoma | spinach |
| cahatə | sorrel |
| atrɔ | leaves of baobab |
| kpəkpa | palm nuts |
| mana | okra |
| maŋwusə | dried okra |
| alimpasər | onion |
| citə | local mustard |
| təmatəna | tomatoes |
| naŋtə | meat |
| naa naŋtə | beef meat |
| wun naŋtə | goat meat |
| camar naŋtə | chicken meat |
| tuna | fishes |
| kanami | fried fish |
| hɛɛr/hɛɛ | yam/yams |
| milim | flour |
| waməla milim | flour of maize |
| məla milim | flour of millet |
| sena | beans |
| kuŋkuŋtə | cassava (dried cassava) |

Foods (meals)

| | |
|-----------------|-------------------------------|
| tunɔ | food(s) |
| mətə | dough(of maize, millet, etc.) |
| waci | rice and beans |
| maan | rice |
| sena | boiled beans |
| koliko | fried yam |
| sɔkɔrɔ/hɛɛ mətə | pounded yam |
| kakarəsə | beans doughnut |
| tiŋtiŋdə | bean/maize cake |
| sələm | drink |
| cukutu | local drink |
| aniŋsara sələm | beer, distilled spirits |
| pam | palm wine |
| patasi | local alcohol |
| waan sələm | local alcohol |
| lem | water |
| təru | porridge |

pɛtəm pɛtəm

stew yam

Sauces

| | |
|------------------|--------------------------|
| risə | sauce |
| suwi risə | peanut sauce |
| kɔkɔrisə | palmnut sauce |
| maŋwusə risə | dried okra sauce |
| mana risə | okra sauce |
| atrɔ risə | sauce with baobab leaves |
| camar naŋtə risə | sauce with chicken meat |

Cooking utensils

| | |
|-------------|----------------------------------|
| ñasə | dishes |
| ñalɔ | plate |
| risə ñalɔ | plate for sauce |
| sənɔ/sənesə | spon/spons (to serve sauce with) |
| kaci/kacina | spon/spons |
| cela kaci | fork |
| sɪləpə | silver |
| rərəsɛɪ | pot |
| sənu | ladle |
| kɔpu | cup |
| kɔŋkɔ | glass (for drink) |
| afəlo | calabash |

Verbs associated with food and cooking

| | |
|-------------|---|
| risə hiluu | to prepare sauce |
| mətə sau | to prepare dough (of maize, millet, etc...) |
| maan sau | to cook rice |
| sɔkɔɔ hatu | to pound yam/cassava |
| naŋtə pɛlu | to cut meat |
| tunɔ tuwu | to eat food |
| lem ñewu | to drink water |
| ŋkɔpam namə | to grind hot pepper |
| tɛru wuu | to prepare porridge |

Expressions for asking and giving recipe

| | |
|-------------------------------|------------------------------|
| sənɔ a saa...?/a saa sənɔ...? | How do we prepare.....? |
| A hilu sənɔ ... risə? | How do we prepare.....sauce? |
| u mɔna sɛ ...? | It's necessary to..... |

Adverbs expressing the succession

| | |
|---------------|-------|
| kidɪŋkidɪŋ na | first |
| tə wara na | next |

atɪsəŋɔ na

finally

Example: A saa naŋtə sənɔ

kiɖiŋkiɖiŋ na, pɛlə naŋtə n' ŋ catə tə. tə wara na namə ŋkɔɔam; rɪ yasə na lem.
Atɪsəŋɔ na saa tə tə ɾɪ n'ŋ sel.

How to cook meat?

Cut the meat into pieces first and wash them. Next grind pepper, put some water and salt. Finally cook it and take it off.

Exercises

1) Expanding text

Add at the end what is necessary each time, to make the text longer and longer.

Example:

Ŋ tuku

Ŋ tuku mətə n'atrɔ risə

Ŋ tuku mətə n'atrɔ risə na naa naŋtə

Suggestions

sɔkɔɔɔ

waci

maan

sena

2) Answer the following questions

Ŋ tuku wɔ sɛŋi?

sɛŋi.....

Tchasse tuku wɔ mɪsə ta?

Tchasse tuku.....

Paul tuku wɔ təmər ta?

Paul tuku

Benedict ñe wɔm?

Benedict ñe.....

Grammar notes

1) **The present tense of some verbs related to the competence**

risə hiluu

Ma hilu risə

Ŋ hilu risə

Amata hilu risə

Ra hilu risə

|| hilu risə

Wa hilu risə

to prepare sauce

I prepare sauce

You prepares sauce

Amata prepare sauce

We prepare sauce

you prepare sauce

They prepare sauce

| | |
|------------------|---------------------|
| Maan saau | to cook rice |
| Ma saa maan | I cook rice |
| Ŋ saa maan | You cook rice |
| l saa maan | She/he cooks rice |
| Ra saa maan | We cook rice |
| ll saa maan | You cook rice |
| Wa saa maan | They cook rice |

2) **The imperative of:**

| | | | |
|------------|-----------------------|------------|---------------|
| sɔkɔɔ hatu | to pound yam/cassava: | hatə sɔkɔɔ | Pound sɔkɔɔ |
| naɲtə pɛlu | to cut meat | pɛl naɲtə | Cut meat |
| ɲkpam namə | to grind pepper | namə ɲkpam | Grind pepper |
| yasə ru | to put salt | ru yasə | Put salt |
| risə hiluu | to prepare sauce | hilə risə | prepare sauce |
| ni m tasu | add oil | tasə ni m | add oil |

The negative of tɔwu (to eat) and ñewu (to drink)

The negative structure is as follows:

subject + negative marker + verb + complement.

Example:

| | |
|--------------------|----------------------------------|
| Koliko tɔwu | to eat koliko (fried yam) |
| Affirmative | |
| Ma tuku koliko | I eat koliko |
| Ŋ tuku koliko | You eat koliko |
| l tuku koliko | S/He eats koliko |
| Ra tuku koliko | We eat koliko |
| ll tuku koliko | You eat koliko |
| Wa tuku koliko | They eat koliko |

Negative

| | |
|-------------------|-------------------------|
| Ma pə tuku koliko | I don't eat koliko |
| Ŋ pə tuku koliko | You don't eat koliko |
| l pə tuku koliko | S/he doesn't eat koliko |
| Ra pə tuku koliko | We don't eat koliko |
| ll pə tuku koliko | You don't eat koliko |
| Wa pə tuku koliko | They don't eat koliko |

| | |
|--------------------|------------------------------------|
| Sələm ñewu: | To drink (beer, local beer) |
| Affirmative | |
| Ma ñe sələm | I drink beer |
| Ŋ ñe sələm | You drink beer |
| l ñe sələm | S/he drinks beer |
| Ra ñe sələm | We drink beer |
| ll ñe sələm | You drink beer |
| Wa ñe sələm | They drink beer |

Negative

| | |
|----------------|--------------------------|
| Ma pə ñe sələm | I don't drink beer |
| Ŋ pə ñe sələm | You don't drink beer |
| l pə ñe sələm | S/he doesn't drinks beer |
| Ra pə ñe sələm | We don't drink beer |
| ll pə ñe sələm | You don't drink beer |
| Wa pə ñe sələm | They don't drink beer |

Exercises

- 1) Find the suitable expressions to say the following ideas

pəlu

Ra hilu

Ma pə tuku

Ŋ tuku

l hatu

- 2) Questions about statement

Ask questions as many as possible on the following statement.

Example:

| | |
|------------------------|--|
| Ma hilu atrɔ risə | I prepare baobab leaves sauce |
| A hilu atrɔ risə sənɔ? | How do we prepare baobab leaves sauce? |
| Ŋ hilu wɔm? | What sauce do you prepare? |
| Ŋ hilu atrɔ risə na? | Do you prepare baobab leaves sauce? |
| Wa tuku mətə | |
| l hatu sɔkɔɔ | |
| Ŋ ñe tɛru | |
| l saa maan | |

- 3) Make sentences with the following words and expressions

Lələn, hɛɛ mətə, Ma tuwa, naan, tuna.

- 4) Answer these questions

Ŋ tuku wɔ ŋtaurɛ tɛ?

Ŋ lakə tɔnɔ wɔŋkɔ?

Ŋ saa wɔ ran rɛ?

- 5) Translate into Lama

My mother cooks rice and beans

We don't drink porridge

Cut the meat

I pound yam

You prepare baobab leaves

Situation

Give the recipe of your favorite food.

TDA

Ask your host mother or sister how they prepare a local food.

Come and report to the class with new vocabulary.

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

Amaka phones his friend Richard a Peace Corps Volunteer and invite him to a traditional dance.

Amaka: Allo Richard
Richard: Allo, an' ya-m?
Amaka: Mɔna Amaka. Ma cii sɛ ma ña ra wal sintu ta. N wɛna aləwatə na?
Richard: Ma wɪ lu ama ma tanna aləwatə. Ayɔŋkur ra wal.
Amaka: yoo. U lapa

Dialogue in English

Amaka: Hello Richard.
Richard: Hello, may I know who is calling me?
Amaka: It's Amaka. Would you like to go to Sintu dance with me?
Richard: I am very interested, but I'm sorry. Next time we'll go.
Amaka: Ok, goodbye.

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 that was not planned before.*
- *You are responsible for your 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.*

Words and useful expressions

Some verbs

| | |
|-----------|-----------------------|
| ciiu | to want |
| sɔlu/sɛlu | to want, desire, like |
| paa sɛlu | to really want |

Occasions on which and places where one can invite or can be invited

| | |
|--------------|-------------------|
| len | funeral |
| len ta | in the funeral |
| yal kpau | wedding ceremony |
| yal wastə ta | in the wedding |
| yo ləsu | naming ceremony |
| Sintu | traditional dance |
| ruku | traditional dance |
| apora | traditional dance |
| waar | dance |
| sɛni ceu | songs(to attend) |
| Kismas | christmas |
| Kimás rɛ | on christmas day |

| | |
|-------------|------------------------|
| Wunɔ cəfalɔ | New Year |
| teŋkar | feast |
| tapaski | Tabaski (Muslim feast) |
| sələmə far | bar/buvette/restaurant |
| akalı | a walk |

Expressions to invite

| | |
|------------------------------|---|
| Ma cii sə maŋ ña ra wal..... | I would like we go to... |
| Ma cii sə maŋ mɪ ra wal.... | I would like we (plural) go to... |
| Ma sɔla sə maŋ ña ra wal.... | I would like we go to... |
| Ma lau lu sə ma ya-n.... | ayuku rɛ I would like to invite you on... |

Expressions to accept an invitation

| | |
|---------------------|-------------------------|
| u sara | It's fine |
| Ma nɪwa | Ok! (I accept) |
| Ma walu | I accept to go |
| u sar-m | I am interested |
| u la-m lələn ka paa | It pleases me very well |
| u wɛ-m lu | It pleases me |

Expressions to decline an invitation

| | |
|---------------------|-----------------------------------|
| Ma wɛna tɛmər | I am busy/I have a work |
| Ma tan aləwatə | I am not available |
| Ma wɛ lu, ama... | I like, but... |
| Au, ma ra pɪsə... | No, I couldn't ... |
| Ma ra pɪ ma wal | I couldn't go |
| u sar-m paa, ama... | I am very interested, but... |
| Ma tan acaka | I am not available, I 'm not free |
| Ma tə sa | I don't think so |

Exercises:

- 1) You want to invite your friends on these occasions. What will you say?

Sintu ta

Len ta

Kismas rɛ

Sɛnɪ ceu

- 2) Build a dialogue with the following expressions and practice it with your classmate.

Ma sɔla, ama, ŋ wɛna, apora, ŋ lakə wɔ, Ma tan, acaka, tɛmɛr.

- 3) Invite your school director to the bar

Grammar notes

The conditional tense is used to express politeness, a wish or to soften a demand or an order is expressed in Lama by:

Ma cii sə maŋ ña ra wal *apora*

I would like to go to the *apora* dance or

I would like we go to the *apora* dance

Other forms

ŋ cii sə ña n'ɪ u wal Sintu ta

you would like to go to Sintu with him/her

Ra cii sə ra n'wa ra wal ayuku we

would like to go to the market with them

Ma cii sə ŋ sənə-m

I would like you to help me

Exercises

- 1) Invite:

The chief on Krismas day to your house

Your counterpart on New Year' s Day

- 2) How do you invite:

Your friend for the market

The school director on christmas day

- 3) Complete this dialogue and practice it with your classmate

A: || kura ya?

B: Alafia

A: || wɛna aləwatə sə ma n'mɪ ra wal waar na?

Etc.

- 4) Translate into Lama

We are not free this afternoon

I am not busy

I am interested

I would like to invite you (plural) to the new year day.

I could not

Situation

Invite your counterpart for a drink at the bar "oxygène"

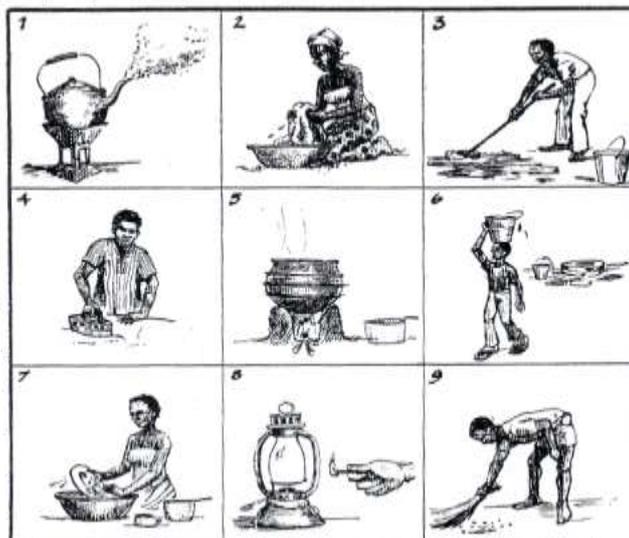
TDA

Go to a member of your host family and ask him how he/she expresses his/her refusal when he/she is invited. Come and share with the class new expressions.



Lesson 7

Talk about daily activities



Objectives :

After studying this lesson, trainees will be able to:

1. Name the main 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

Jacob's typical day

Jacob wasu kɔlesə ta. [kuru len ka ŋ tauŋ tɛ. [yal ɪ ñisa ta ni ɪ tu maɖə. u fɛ n'ɪ sɛ lem, ɪ si wɛŋtə ni ɪ ləsə sɔŋtɔ. [kpru sɔŋtɔ ləsɔ ka wɔŋtə na, ɪ kpa sukul ñɪmpu. [pə kɔn mɪsə ta. [wusu akperɔ ran rɛ na. [fisu cɪkɔ n'ɔ kprə, wɔŋtə na ɪ tu tɔnɔ n'ɪ sɪ n'ɪ hɪŋɖə.

Jacob is a teacher in a college. He wakes up early in the morning. He washes his face and his teeth. After this, he takes his bath, gets dressed, has his breakfast and leaves for school. He doesn't return home at noon. He goes home in the evening. After resting and eating he goes to bed.

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 .*

Words and useful expressions

Some places where someone can go for an activity

| | |
|---------|--------------|
| piro | the office |
| ayuku | the market |
| wo | the river |
| sukul | the school |
| nampu | the room |
| sɪu/fɔ | the farm |
| lem kpɔ | the bathroom |
| ramɔŋ | the toilet |
| ŋkpau | the kitchen |

Expressions

| | |
|---------------|-----------------------|
| Ma sɛ lem | I take my bath |
| Ma li lem | I fetch water |
| Ma walu tɛmər | I go to work |
| tɔnrɛ hasu | to sweep the compound |
| nampu ta hasu | to sweep the room |
| sɪu waɖə | to go to farm |

| | |
|-------------|-------------------------|
| tunɔ sau | to cook meal |
| ñasə yalu | to wash dishes |
| wontə yalu | to wash clothes |
| wontə wətu | to sell things |
| ñasata yalu | to wash one's face |
| min wusu | to light fire |
| sɔŋtɔ læsu | to take one's breakfast |

Some verbs

| | |
|-------|-----------------------------------|
| sɛu | to bath |
| hasu | to sweep |
| yalu | to wash (dishes, vehicles, shoes) |
| hɪŋɖu | to go to bed |
| walu | to walk/to go |

Some expressions of time

| | |
|--------------|------------------------------------|
| antaun | long time ago, before, in the past |
| kɔhən | now, nowadays |
| ayuku ayuku | sometimes |
| lən/lən lən | early |
| ayukən tən | everyday |
| ŋtamən tɛ | every morning |
| ran rɛ ranrɛ | every evening |
| ahoo aho ta | every night |
| tam tam | always |

Other expressions

| | |
|---------------------|------------------------------------|
| Ŋ lakə wɔ ŋtaun tɛ? | What are doing in the morning? |
| Ŋ lakə wɔ mɪsə ta? | What are doing at noon? |
| Ŋ lakə wɔ ran rɛ? | What are you doing in the evening? |

Exercises:

- 1) Give the activities related to these periods of time

| | |
|----------|------------------|
| Ŋtaun tɛ | (in the morning) |
| Ran rɛ | (in the evening) |
| Ahoo ta | (in the night) |
- 2) Write a dialogue and practice it with your classmate with the following expressions
Ayuku ayuku, Ŋ lakə wɔ, təmər ta , Ma walu.

Grammar notes

While talking about daily activities, the present tense is the most important tense used.

Example:

| | |
|------------------------|------------------------------|
| Lem liu ka ŋtamən tɛ | to fetch water every morning |
| Ma li lem ka ŋtamən tɛ | I fetch water every morning |

Ma + li +lem +ka + ηtamən tε
Sub + verb (present) + object + ka + expressions of time

Other examples

Lem sεu ka ayukən tən to take one's bath every day

Ma sε lem ka ayukən tən I take my bath everyday

The expression of time can be placed before the subject and then we don't have any "ka" in the sentence.

Example:

Wontə yalu ka tam tam to always wash clothes

Naka yalu wontə ka tam tam Naka always washes clothes

Or

Tam tam Naka yalu wontə

Exercises:

- 1) Make sentences with these expressions

Example:

Tunɔ sau ka ayukən tən

Ma.....

Ma sa tunɔ ka ayukən tən

Suggestions

Sɔntɔ ləsɔ ka ηtamən tε

Adji -----

Təmər walɔ ka lɛn

Ŋ -----

Wontə yalu ka kohən

Ra -----

Tɔn rε hasɔ ka tam tam

Mary -----

- 2) Say what you do at these different periods of the day

Ŋ lakə wɔ?

ηtamən tε

Ran rε ran rε

Ahoo aho ta

- 3) Rearrange the following words

ñɩsa ta / ηtamən tε / ma/ma yalu/ka

lakə / Laura/ran rε/ wɔ /ran rε?

lem / ayukən tən /sε / sukul wisə/ka

Situation

1. Your counterpart would like to know what you do when you wake up.
2. Tell your host brother or sister your typical day in USA.

TDA

Ask these members of your Togolese family what they do in the course of a day and report back to the class

Father

Mother

Sisters

Brothers

Servants

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 at least 3 cultural notes and safety and security issues related to orientation
4. Give and follow directions in the community.

Dialogue

Josephine would like to go to the post office. Adama shows her the way.

- Josephine : Ñan mısə
Adama : Yaa. Ɲ walu lɔ?
Josephine : Ma walu posə ama ma pə sun. Alapa Ɲ pısu s'Ɲ wul-m ñımpu na?
Adama : u tan kaadə. Walu, Ɲ wa'sə Ɲ na telu ka Ɲ mətə nin rɛ. Posə wɛ ku wara ka wuro rɛ.
Josephine: Ñan təmər ka tən. u lapa nu tasə.
Adama: yoo, u lapa.

Dialogue in English

- Josephine : Good afternoon.
Adama: Good afternoon. Where are you going?
Josephine : I am going to the post office, but I don't know where it is. Please, can you show me the way?
Adama: It's not complicated. Go straight ahead until you see the baobab tree on your right, the post office is behind it on the hill.
Josephine : Thanks a lot. See you next
Adama: Ok, see you next

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.*

Words and useful expressions

Name of some places

| | |
|-----------|---------------------|
| Ayuku | the market |
| pankə | the bank |
| far | the shop |
| ɖakuta | the hospital |
| sukul | the school |
| loyatesan | bus or taxi station |
| Tunɔ far | restaurant |
| Sələm far | bar |
| Yapar | the road |
| Ñımpu | the way, the path |
| kutılku | the bridge |

| | |
|--------------|--------------|
| Ñĩmpayasa | intersection |
| Suləku kparɔ | railway |

Verbs

| | |
|-------|------------------------------|
| wulu | to show |
| walu | to go |
| kpaɯ | to take |
| pɛlsu | to cross |
| hɛɾu | to turn(right or left) |
| sɛŋɖu | to stop |
| wusu | to return |
| tənkɯ | to take(the path), to follow |

Expressions related to directions

| | |
|---------------|-------------------------|
| Pankə cal | near the bank |
| wuro tɪ | at chief's |
| Sukul wara | behind the school |
| Ayuku ta | in the market |
| walu tən | go straight |
| nawɪr rɛ | on the left |
| mətə nin rɛ | on the right |
| hɛr nawɪr rɛ | turn left |
| cal | near/next to |
| calcal | too near/next to |
| u cala | it is far |
| u tə cal | it is not far |
| ce na... | from here to... |
| ce na rəna... | from here to there |
| ce n'ayuku ta | from here to the market |

Expressions related to time

| | |
|--|---|
| Ñuru | hour |
| Ñutə | hours |
| aləwatə | time/period |
| Ñutə ŋmɔ ŋ wɛ na? | What time is it? (what time do you have?) |
| Ñutə ŋmɔ mau ña cal? | What is the time? |
| Ñutə ŋmɔ mapa | what is the time? |
| u mau ŋmɔ? | What is the time? |
| u mau... | it's... |
| (ŋtaɯŋtɛ) ñutə ləɖə na fɔlu | It's 6:30AM |
| ran rɛ ñutə nauna na cɪcasə hiu na nasəl | It's 5:12 PM |
| Ñutə hiu mapa | It's 10 o' clock |
| Aləwatə wontɔ u kpru? | At which time are you ending? |
| Aləwatə wontɔ ra katu? | At which time are we going to meet? |
| Aləwatə lesu | to waste the time |

| | |
|--------------|----------------------------|
| Wara cɔwu | To be late |
| Ma cɔ wara | I am late |
| Ma wɛ ñɪsata | I'm early/my watch is fast |
| lɛn kaŋdɛ | to be on time/to be early |

Exercises

- 1) Make sentences with these words.
 Ayuku ta, loyatesaŋ ta, yapar rɛ, ɔakuta.

Example:

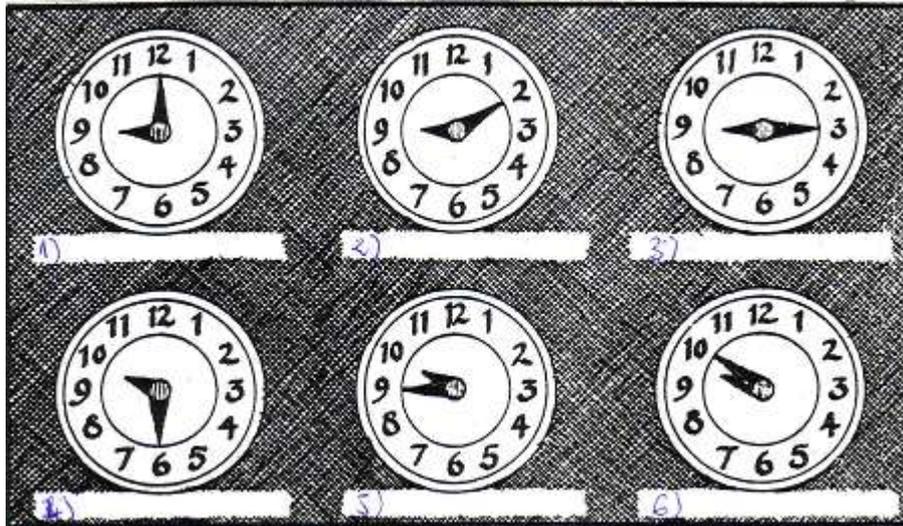
Alicia walu ɔakuta Alicia is going to the hospital

Suggested verbs

wɛwu

walu

- 2) Read the time on these pictures



ŋmɔ mapa?

What is the time?

No. 1 u mau ñutɛ naku

It's 9 o'clock

No. 2

No. 3

No. 4

No. 5

No. 6

Grammar notes

1) Prepositions related to directions

In general they follow the noun.

Here are some

| Prepositions | Meaning | Examples |
|--------------|-----------------------|---|
| ta | in | Steve wε nampu ta steve is in the room |
| cal | near, beside, next to | Lukur wε ayuku cal the well is near the market |
| wara | behind | Ŋ wε ma wara you are behind me |
| tε | under | Ńl takarana tε Look under the books |
| ñısata | in front of | Sukul ñısata in front of the school |
| hekuta | in the middle of | Đakuta wε kɔru hekuta The hospital is in the middle of the town |
| hekuta | between | Ma wε far na coci wa hekuta I am between the shop and the church |
| rε | on | Kossi cɔ cεcε rε Kossi is on the bicycle |
| tɪ | at | Wiro tɪ at the chief's |
| are | on, up | Ńl are Look up |
| atε | down | cɔ atε sit down |

2) Imperative

The imperative form is used when giving directions.

Example:

| | |
|-----------------|-------------------------|
| wal far ñısa ta | go in front of the shop |
| pεlsə yapar | cross the road |

Exercises :

1) Use the following prepositions to answer these questions.

cal, rε, tɪ, hekuta, ta

wuro tɪ wε ɪɔ?

Wuro -----

piro wε ɪɔ?

piro wε sukul na far-----

|| walu ɪɔ?

Ra walu kutɛlku -----

ɪɔ Stan tuku tuncɔ?

Stan tuku tuncɔ ka ɪ kɔ-----

wisə walu ɪɔ?

Sə walu coci-----

2) Give directions using the verbs in imperative

Example:

Wuləm Elisabeth akper. show me the house of Elisabeth

| Places | Verbs |
|---------|-------|
| yapar | pəlsu |
| sukul | walu |
| Wuro ti | wuləm |

3) What time is it?

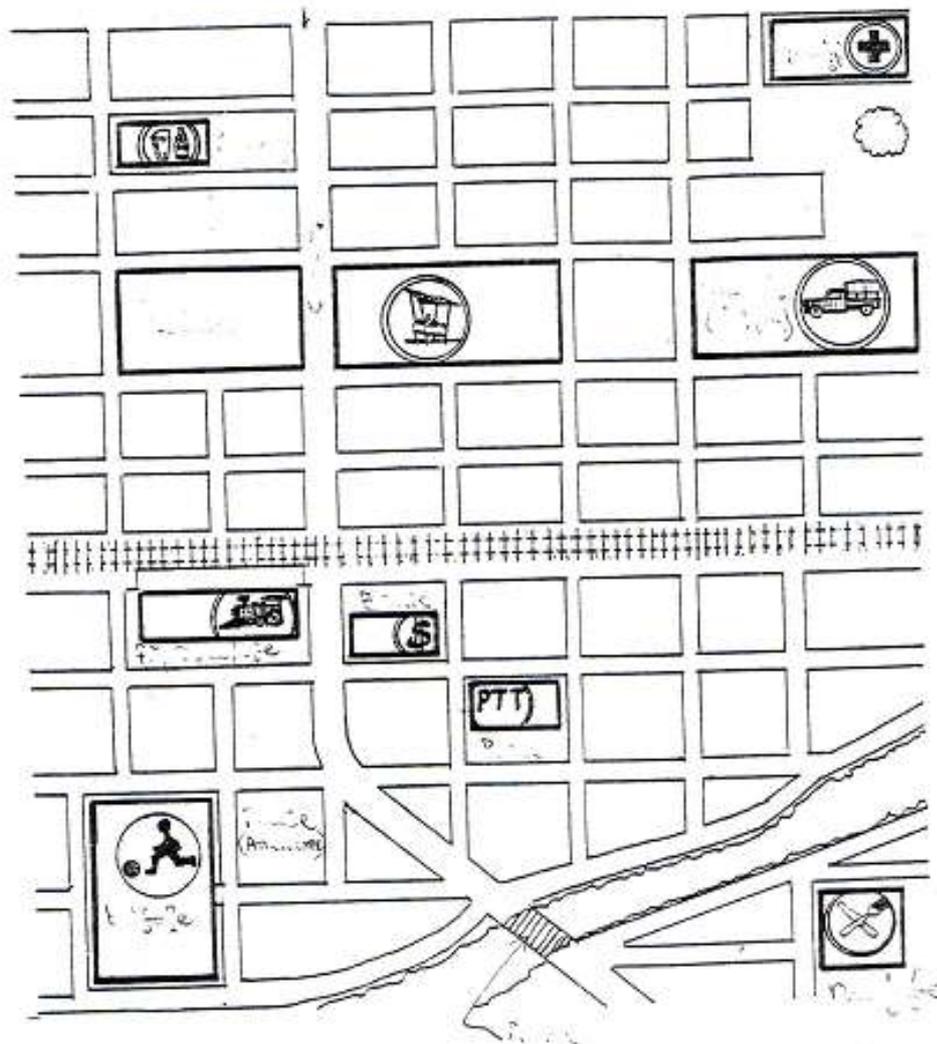
8:00

11: 30

5:15 PM

4) Give indications based on the map below:

From one place to another



- 5) Translate into Lama
Where is the road to Kara?
It is not far
I am not far from there
Her father lives near the market

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 any member of your host family. Ask him/her to give you directions from your house to any place of your choice. Learn some new expressions

Lesson 9

Talk about transportation



Objectives:

After studying this lesson trainees will be able to:

1. Use correctly the interrogative words relative to transportation
2. Use the present tense(review)
3. Ask questions about the cost, travel time and destinations in order to travel independently
4. Discuss travel conditions and strategies to travel safely.

Dialogue

John would like to travel to Atakpame . He goes to the taxi station to find a "taxi-brousse" and discuss the conditions of traveling.

Trafa: Ñan kandə. Nɔ walu lo?
John: Yaa, ma walu Atakpama, ɲmɔ u kra ce na Atakpama?
Trafa: 2000F. Kan 500F ka wontə rɛ
John: Aləwatə wontɔ ra rɛ?
Trafa: Kɔnkɔhəñɪ. u kasə yɪr kuɖəm sə loor sir.
John: Ñan təmər

Dialogue in English

Driver: Welcome, where are you going?
John: Ok, I am going to Atakpame. What is the transportation fare from here to Atakpame?
Driver: 2000F. Add 500F for the baggage
John: when are we leaving?
Driver: Right now. It remains one person until the car leaves.
John: Thank you!

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.*
- *PCVs should not travel on motorcycles without helmet*

Words and useful expressions

Means of transportation

| | |
|---------------|------------------|
| ɔɛɔɛ | bicycle/bike |
| apəprə/kpokpo | motorbike |
| loor/loya | vehicle(s) |
| takəsi | taxi |
| "semican" | taxi-motorcycles |
| sulku/pɪpa | train |
| kɔlə | canoe |
| afɪñɔn | plane |
| kɔna/kɔnaan | horse(s) |
| kpankɔ | donkey |



Verbs

| | |
|------------|---------------------------------------|
| sɪu | to enter (a vehicle) |
| hɛɾu, rɛtu | to pay |
| səsɪ | to stop (a vehicle) |
| səndɔ | to stop |
| cɔu | to sit (on bicycle, horse, motorbike) |
| walu | to walk/to go on foot |
| məlu | to drive |
| warku | to break down |
| kɾau | to take |
| kɾəɾu | to finish |
| wɔmə | to wear (helmet) |

Useful expressions

| | |
|---------------------------|--|
| cɛcɛ məlu | to go by bicycle |
| apəɾɾə məlu | to go by motorbike |
| loor məlu | to drive a vehicle |
| cɛcɛ rɛ cɔu | to go by bicycle |
| apəɾɾə rɛ cɔu | to go by motorcycle |
| kɾɔna rɛ cɔu | to go by horse |
| loor sɪu | to enter /take the vehicle |
| naasə | foot/to go on foot |
| loor warasə | transportation fare |
| ñɪmpu walu | to travel |
| wontə sɪu | to take the luggage |
| loor warka | the vehicle is broken down |
| wɔ η suku ka η walu...? | What [mode of transportation] do you take if you go to...? |
| Ŋ suku wɔ ka η walu Lema? | What [mode of transportation] do you take if you go to Lome? |
| Ma sɪ loor | I take the vehicle (public transportation) |
| Ma suku loor | I take the (my) vehicle |
| Ma kɾa apəɾɾə | I take the motorcycle |
| Ma sɪ sulku | I take the train |
| Ma sɪ ɾɪpa | I take the train |

Exercises:

1) Answer the following questions

Ŋ suku wɔ ka η walu...? What [mode of transportation] do you take if you go to...?

New York

Lema

ayuku

Wuro tɪ

Kantɛ

2) Find in the puzzle 8 modes of transportation and make sentence with them

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| r | k | p | ɔ | n | a | ɔ | ɛ | a | ŋ |
| o | f | t | o | a | k | m | l | s | i |
| c | ɛ | c | ɛ | c | s | s | u | k | u |
| a | ŋ | f | v | i | s | ə | k | a | t |
| p | r | m | s | m | p | r | c | o | ŋ |
| ə | d | s | u | e | w | s | k | i | ə |
| t | u | ɛ | l | s | r | k | p | l | f |
| r | k | p | ə | l | u | s | o | t | l |
| ə | l | ŋ | f | n | u | o | k | h | o |
| p | u | o | l | d | h | r | p | c | o |
| e | s | o | p | k | m | l | o | o | r |

3) Draw a word of transportation

Start drawing a mode of transportation and let others guess what it is.

Grammar notes

1) The present tense of some verbs

| | |
|-------------------------------|---------------------------|
| ɕɛɕɛ ɾɛ ɕɔɔ | to go by bicycle |
| Ma cakə ɕɛɕɛ ɾɛ | I go by bike |
| ŋ cakə ɕɛɕɛ ɾɛ | You go by bike |
| Georges cakə ɕɛɕɛ ɾɛ | George goes by bike |
| Ra cakə ɕɛɕɛ ɾɛ | We go by bike |
| cakə ɕɛɕɛ ɾɛ | You go by bike |
| Bill na Karen wa cakə ɕɛɕɛ ɾɛ | Bill and Karen go by bike |

| | |
|----------------|-----------------------------|
| loor sɩ | to take the vehicle |
| Ma sɩ loor | I take the vehicle |
| ŋ sɩ loor | You take vehicle |
| Doris sɩ loor | Doris takes the vehicle |
| Ra sɩ loor | You and me take the vehicle |
| sɩ loor | You take the vehicle |
| Wa sɩ loor | They take the vehicle |

| | |
|-------------------------------|--------------------------|
| (Warasə) hɛɾu ka trafa | to pay the driver |
| Ma hɛɾu trafa | I pay the driver |
| ŋ hɛɾu trafa | You pay the driver |
| l hɛɾu trafa | S/he pays the driver |
| Ra hɛɾu trafa | we pay the driver |
| hɛɾu trafa | you pay the driver |

Wa hɛru trafa They pay the driver

Note: we also use the verb “rɛtu” to mean to pay.

Example:

(wasarə) rɛtu to pay the money (to driver)

ma rɛtu trafa I pay the driver

etc.

Naasə walu to go on foot

Ma walu naasə I go on foot

.

.

.

Wa walu naasə they go on foot

2) **The use of ɲmɔ (how much), wɔ (what)**

The two interrogative words are associated with the verb sɩ (to enter) and are used with impersonal form:

ɲmɔ to ask about the transportation fare,

wɔ to ask about the mode of transportation

Examples:

ɲmɔ a sɩ? how much it costs?

ɲmɔ a sɩ n'a walu...? how much it costs to go to ...?

wɔ a sɩ n'a walu...? what mean of transportation one need to go to ...?

Prepositions related to transportation

| Prepositions | Means | Examples |
|---------------------|----------------------------------|--|
| ta (in) | Loor Takəsi Sulku kpəlu | Ma cɔ loor ta : I go by vehicle. Kossi kam sulku ta : Kossi came (back from a travel) by train |
| rɛ | cɛcɛ apəprə kpɔna | Ma walu “Gbatope” ka cɛcɛ rɛ: I go to Gbatope by bike . Ma ci walu Lema ka apəprə rɛ; My father goes to Lome by motorcycle. |

Exercises:

1) Make sentences using these words, use appropriate verbs and prepositions.

Example:

Ma cakə cɛcɛ rɛ ma walu ayuku. I go to the market by bike
kɔɔlu
ɔɔpa
takəsi
kɔɔna
loor

2) Answer these questions

Asuku wɔ n'awalu...? What mode of transportation one needs to go to...?

kɔɔna_ sokode

naasə _ far cal

ɔɔpa _ Blitta

3) Dialogue writing and practicing

You want to travel. Go to a taxi driver. Discuss the conditions of the travel. Write down a dialogue and practice it with your classmate.

4) Translate into Lama

My elder sister travels

What is the price of the transportation from Tsevie to Lome?

The transportation fare

We go to Accra by plane

Situation

You would like to go to Kara. Go to the station. Inquire about the conditions of the travel.

TDA

Go to a taxi station of your village. Ask questions to know the conditions of traveling from your post to the place of your choice. Come back to class with the informations.

Lesson 10

Talk about one's state of health



Objectives:

After studying this lesson, trainees will be able to:

1. Name different parts of the human body
2. Talk about their state of health or ask for someone's state of health
3. Use the direct complement personal pronouns
4. Discuss Togolese ideas and behaviors regarding sickness

Dialogue

Last night Katie did not sleep well because of a stomachache. She decided to go to the Peace Corps Medical Unit.

Katie : ᐃakuta, η kura ya?
ᐃakuta : Alafu. arlakə-n?
Katie : ᐃə dəᐃə ma tan sartə. Ma litə ta wɪ-m, afuru lakə-m rərə.
ᐃakuta: Nj tu wɔ?
Katie: Sena kəna
ᐃakuta: Wur rasu. u Kpru kohən. Ma mɔsə-n , nɪ ma ha-n kɔɔr.
Katie : Ñan təmər

Dialogue in English

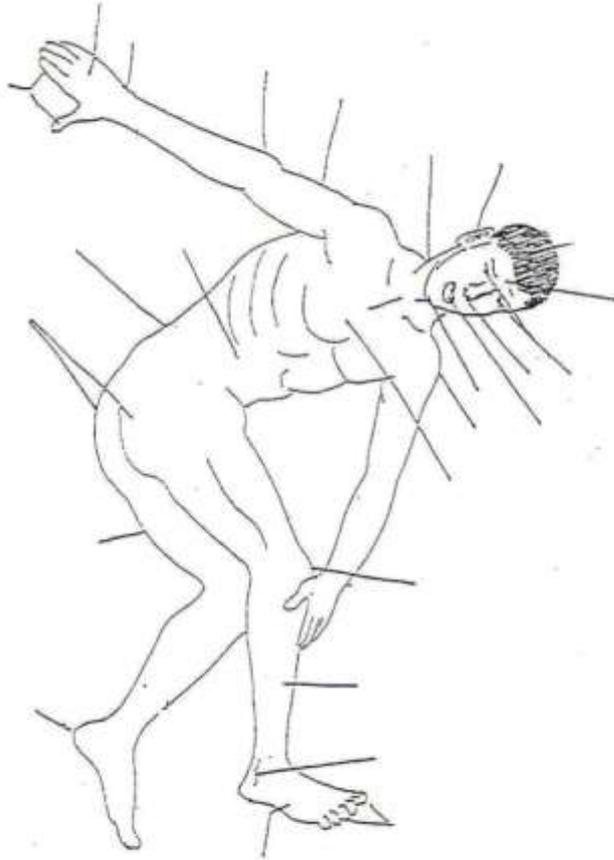
Katie: How are you, Doctor?
Doctor: Fine thank you. What's wrong with you?
Katie: Since yesterday, I am not feeling well. I have stomach ache , I also have diarrhea.
Doctor: What did you eat?
Katie: I ate beans.
Doctor: Don't worry. The pain is going to end now. Let me examine you and I'll give you some medicine.
Katie: 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 news.*
- *Sickness is seen like a punishment from god or ancestors or caused by sorcery.*
- *People will not necessarily 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 infusion.*
- *People believe a lot in traditional healers.*

Words and useful expressions

1) The body



| | | | |
|------------|-------------|-----------------------|----------------|
| γɪr | human body | nin/ni | hand/hands |
| ñun | head | nir/ni | finger/fingers |
| ñɪsə | hair | litə | intestines |
| ñɪsɑ | eyes | naŋkpɔn | leg |
| ñɪsər | eye | naasə | legs |
| mɪr | nose | nahəmpir/nahəmpi | toe/toes |
| nɔ | mouth | nahəntaru/ nahəntarən | foot/feet |
| cedə/cela | tooth/teeth | lɔr | chest |
| dəndə/dəna | ear/ears | | |
| hamu | arm | lu | |
| lu | neck | | |
| təmɔ | waist | | |

2) The diseases

| | |
|---------------|------------------|
| kutun/kutumən | disease/diseases |
| wɪsɔ/wɪsasə | disease/diseases |
| kpasu | cough |
| tutə | cold |
| fənamər | fever |
| afuru | diarrhea |
| anɪsɔ | dysentery |
| ñun holu | headache |
| litə ta wɪ | stomachache |
| sita | AIDS |
| kakasə | tiredness |



What is he doing?

Verbs

| | |
|-------|-------------------------------|
| wɪʊ | to hurt |
| kanɔʊ | to heal |
| lipə | to take (swallow) medicine |

Expressions

| | |
|-------------------|---|
| arлакə-n? | What's wrong with you? (wht's doing you)? |
| Ma ñun wɪ(m) | I have headache |
| Ma litə ta wɪ (m) | I have stomachache |
| Ma ñisa wɪ (m)? | My eyes hurt me? |
| ʊ wɪ-m? | I am sick |
| Ma nantə ta wɪ | I am sik |
| ʊ wɪ ŋ ɭ? | Where do you hurt? |
| Ŋ ɭ wɪ-n? | Where do you hurt? |
| Kpasu kpa-m | I have cough (cough attacked me) |
| Tutə kpa-m | I catch a cold (the cold attacked me) |
| Tutə lakə-m | I catch a cold (the cold attacked me) |
| afuru lakə-m | I have diarrhea |
| aniko ku-m | I'm cold |
| ʊ wɛ soci | it's better |
| ʊ wɛ-n sənɔ? | How are you? |
| ʊ lau-ŋ soci na? | Are you getting better? |
| ʊ wɛ-n sartə na? | Are you getting better? |
| ʊ fɛ-ŋ rɛ ya? | Did you heal? (impersonal) |
| ʊ fɛ-ŋ rɛ ya? | Did you heal? |
| ʊ rakəl | let the sickness not get worse |
| caara/ᄁᄁ | sorry |
| ɔakuta walu | to go to hospital |
| ᄁᄁr lipə | to take medicine |

Exercises:

- 1) Give a lecture to the rest of the class pointing out the body parts you studied.
- 2) Write a dialogue using the following expressions (add some)
ʊ wɪ ŋ ɭ? ʊ ra kəl, alafɪa wɛ ya, ma litə ta wɪ-m, ma tan sartə.

Grammar notes

1) The use of ʊ (impersonal pronoun)

ʊ has the mean of the English impersonal "it"

Example:

ʊ wɪ-m I'm sick (it hurts me)

u wε-n sartə na? are you getting better? (it's getting better for me)
 u kpru it is going to end

2) The complement personal pronouns

Ma ñun wɪ-m my head hurts
 Nj ñun wɪ-ŋ Your head hurts
 ɭ ñun wɪ-ɔ His/her head hurts
 Ra ñin wɪ-ra our heads hurt
 Mɪ ñin wɪ-mɪ Your heads hurt
 Wa ñin wɪ-wa Their heads hurt

Note that at the first person singular we can also say :

Ma ñun wɪ-ma my head hurts

Exercises

- 1) Answer these questions using the possessive adjectives following the example below:

Example:

arlakə-n?

Ñun (ma) – wɪu

Ma ñun wɪ-m

arlakə Deborah?

Litə ta (t) – wɪu

arlakə-ra?

Ñɪsa (ma na Emilie) – wɪu

arlakə-wa?

Ni (David na Salifou) – wɪu

- 2) Translate into Lama

What is wrong with your leg? _____

She is sick _____

They go to hospital _____

Are you getting better? _____

They catch a cold _____

We are cold _____

I'm not feeling well _____

Situation

Your neighbor's wife is sick. Greet her and ask questions to know what is wrong with her.

TDA

Go to your host mother, ask her questions about how to show compassion to somebody who is sick. Come and report to the class.

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 sympathize in those events.

Dialogue

Roselyn the wife of Rebeca's counterpart has given birth. She pays her a visit and expresses her feelings.

- Rebeca: u wε sənɔ?
Roselyn: Alafɪa wε tən, ñan kandə
Rebeca: Ma nu sε dɛl η ləla. Ñan ñun lələn.
yal na apal?
Roselyn: Apal kəna
Rebeca: u sar paa. A ya ka sənɔ?
Roselyn: A ya-t sε Assetina
Rebeca: u sara, mu fɔfɔ ku ni η yal na wontə
Roselyn: Ñan təmər ka tən, ñan wɔsu

Dialogue in English

- Rebeca: How are you?
Roselyn: Very fine, welcome
Rebeca: I heard that you gave birth the day before yesterday. Congratulations!
Is the baby a girl or a boy?
Roselyn: It is a baby boy
Rebeca: Very good. What is the name of the baby?
Roselyn: His name is Assetina.
Rebeca: Ok, here is soap to wash clothes with
Roselyn: Thank you very much. Thanks for asking

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 live.*

Words and useful expressions



Happy events

| | |
|-----------------------|-----------|
| Yal kanu/wastə | marriage |
| Yo ləlu | birth |
| Tuwu (exam) | success |
| ñısata walu | promotion |
| Ase lem seu/paptem mu | baptism |

Sad events

| | |
|-------|---------|
| sim | death |
| mulim | robbery |

min
təmər ta yepə
fetər

fire
dismissal
accident

Verbs

ləlu
sɛu (Aɛɛ lem sɛu)
kanu (yal kanu)
tənkɔ (wəl tənkɔ)
mɪlu (wontə mɪlu)
tuwu
sipə
ñɔɔ (min)

to give birth
to baptize
to marry a woman
to marry a man
to steal something
to succeed
to die
to burn



Expressions

For happy events

Ñan ñun lələn
Mɪn ñun lələn
Ñɪn ñun lələn
Ñan pətə liu
Ŋ lapa
u ɔ paa
u kɔ ma ta
Ñan təmər
Aɛɛ wasən
Aɛɛ han fisu

Congratulations (you're lucky)
Congratulations (you plural)
Congratulations to him/her
Congratulations!
wonderful (you did great thing)
it's so fine
I'm happy
well done
Gob bless you
long life

For sad events

caara
Ñan kuñun
u wɪ ma ta
Aɛɛ hɛsə ŋ hɔɔr
hɛsə hɔɔr
ñasə ŋ tɛ
u ra wɪ ŋ ta

Sorry
Condolences
I'm sad/angry
be comforted
Have courage
courage
don't be angry/sad

Exercise :

- 1) Express your feeling on these events:
Your brother got married
Your host father has just lost his mother
Your friend passed his exams
Your aunt had her first baby.

Grammar notes

The past tense:

Yo ləlu

Ma lələ yo

Ń lələ yo

Hilary lələ yo

Ra lələ wisə

|| lələ wisə

wa lələ wisə

to give birth

I gave birth

you gave birth

Hilary gave birth

We gave birth

You gave birth

They gave birth

casə sipə

Ma casə sipa

Ń casə sipa

| casə sipa

Ra casə sipa

Mi casə sipa

Wa casə sipa

grand father dying

My grand father is dead

Your grand father is dead

Her/his grand father is dead

Our grand father is dead

Your grand father is dead

Their grand father is dead

Exercises

- 1) How do you respond in Lama to these events

Example:

| kə lələ yo

ñin ñun lələn

- Ma ci sipa

- ma kan yal

- wa ral mu paptəm

- ra casə sipa

- 2) Translate into Lama

I lost my father

Congratulations

She got married

Have courage

My condolences

You have succeeded

You have been promoted

Situation

The headmaster's wife at the school where you are working has just given birth. She meets you and announces the event to you. Express your feelings to her.

TDA

Go to see your counterpart. Ask him questions on what he does when event occurs in the community. Come and share with the class the new expressions.

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

There is a snake in Fati's room. She cries and asks for help. The neighbors rescue her.

Fati : Cay! u kan, u kan. Ðəm kələ.
Neighbors: || ha-m laku. Ka-i?
Fati : | wε ma nampu ta, kpeɖə tε. Auu u sən-m.
Neighbors : Nj hɔɔr ra li. Ra ku-t kɔhən.
Fati : Mɪ'n təmər ka tən. Mɪ'n ma ñun yape.

Dialogue in English

Fati : Oh! Come, come, the snake.
Neighbors: Give me the stick. Where is it?
Fati: It is in my room, under the chair. Oh help me!
Neighbors: Don't worry. We are going to kill it now.
Fati : Thank you very much, thanks for helping me.

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.*

Words and expressions

To alert:

| | |
|-------------------|---|
| Cay! dəm kələ! | Snake! |
| Ðəm dəm-m | the snake has bitten me |
| A ku-m kələ yooo! | people are killing me (the person is beaten)! |
| Mɪl kələ yooo | thief |

To ask for help:

| | |
|-------------------|---------------------|
| u sən-m yooo | help me |
| u mu-m (yooo) | help me |
| u lε-m yooo | save me |
| u yau ma ñun yooo | save me |
| u ya ma təmər ta | call my office |
| u ya numero ka rε | call on this number |
| εεη, aau | yes |

To propose help

| | |
|--------------|------------------------|
| Ma sən-η ya? | Can I help you? |
| Aralakə-n ? | what's wrong with you? |
| Ma lau wɔ? | What can I do? |

To refuse help

Au u mɔwa no, it is ok.
 Au yeu no, let

Harassment/attack

wɔɛ? What's that?
 Ma pə cii sɪmpə I don't like that
 Yem la! Let me (alone)
 Ra lau la don't do that
 Wal na li go away (from me)
 ŋ pə se yɪra ni? Don't you respect people?

Exercises:

- 1) If you were in these situations, what would you say?
 dəm sɪ ña nampu ta
 wɔku wɛ ñɪmpu ta
 mɪl mɪlɔ ŋ cɛɛɛ
- 2) Wich words or expressions would you use in these situations?
 Someone touches your buttocks
 You see a snake in your compound
 You are very ill and you want the help of your neighbour
 Someone is demanding to marry you
 A crazy man is harassing you

Grammar notes

The personal object pronouns

u sən-m Help me (you plural)
 sən-m Help me

The personal object pronouns are:

| Lama | English |
|-------|---------|
| -m/ma | me |
| -ŋ/n | you |
| -ɪ | her/him |
| -ra | us |
| -mɪ | you |
| -wa | them |

Exercise

Translate into Lama

Can I help you?

Help them

They help me

It's ok

Her father helps me

What can I do?

Situation

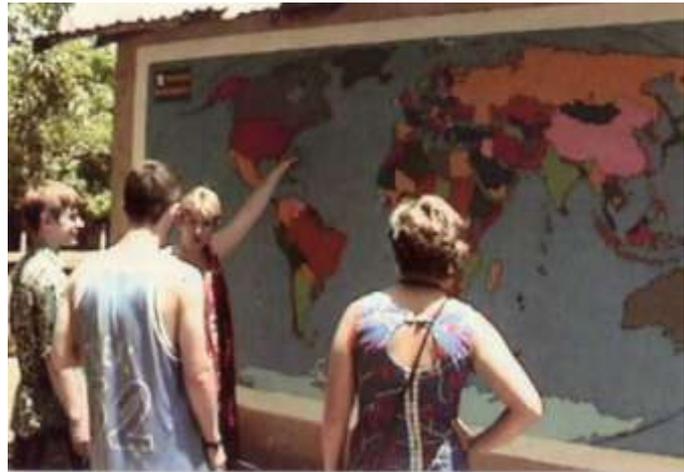
When coming from the market around 6:00 p.m., you saw a group of people. They attempt to attack you and they steal what you bought. Ask for help.

TDA

Go to your host brother. Ask him questions about how he asks for help when a dog chases him. Come and report to the class.

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 their job in the community.
2. Discuss the importance of foreign help (especially American help) in Lama communities.

Dialogue

Carla a GEE Volunteer in Kante-Agninkata met the Director of the CEG and explained to him the reason why she is there

- Director: Ñaη Kanqə
Carla: Yaa. u we sənc?
Director: Alafia we tən. A ya-n se anɔ?
Carla: A ya-m se Carla. Ma lin Amerika kɔru ta. Ma cii Corps de la Paix təmər laqə.
Director: Təmər wonqɔ η kɔ s'η lau ra tɛ ce?
Carla: Ma cii GEE yur, Franse ta se "Education et promotion de la fille". Ma kɔ sə ma lau təmər na yalawisə, sukulwisə na təma kraŋkəla. Ma kɔ ma wul-wa sənc se wa lau ni wa wal na ŋisa ta.
Director: u sara. Tə riceɔ Corps de la paix təmər laqə lakə ya?
Carla: Aa, təma we ηte ηte.
Director: Ŋ kam ce n' u we-m lələn ka paa.
Carla: Mɪn təmər.

Dialogue in English

- Director: Welcome
Carla: Thank you ! how are you ?
Director: I am very fine. What's your name, please?
Carla: My name is Carla. I am from America. I'm a Peace Corps Volunteer.
Director: What kind of work are you going to do in our area?
Carla: I'm GEE Volunteer. In French "Education et Promotion de la Fille". I will work with female, students as well as apprentices. I'm going to teach them how to promote themselves
Director: That's good. Is it what all Peace Corps Volunteers are doing?
Carla: No. There are other programs.
Director: I'm happy that I am going to collaborate with you.
Carla: Thank you.

Cultural notes

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

Words and expressions related to programs

GEE: yalawisə waqə ka ŋisata

| | |
|------------|----------|
| sukul | school |
| sukulwisə | students |
| cica/wulqə | teacher |
| kɔləs | college |

| | |
|----------------------------------|---|
| təma kpaŋkəldə | apprentices |
| wisə cina | parents |
| təmər ta | workshop/office |
| ci/ri | patron/father and mother |
| Katisə | meeting |
| wulu | to teach |
| kpolu | to gather/to assemble |
| ri kpoləŋdə | place of meeting |
| lən hawu | to advise |
| Ma kɔ ma lau təmər ka yalwisə | I will work in the GEE program |
| ñisa ta waɖə ñɪmpu ta | |
| Ma tasu wa lən ka wonɔ wa | I will give them advice on how to remain a virgin |
| rukun wa tɛ na | |
| Ma'n yalawisə ra lakə təmər | I work with students |
| Ma na yalawisə ra ka ra wutə n'u | I'm going to talk with girls about abortion |
| tonə hosə ləsu | |

CHAP: tɛnu ta alafia ñɪmpu ta

| | |
|---------------------------|---|
| ɖakuta ta | in the hospital |
| ɖakuta | doctor/nurse/hospital |
| kɔɔr | medicine |
| añarə sɛpə | to inject |
| lən tasu | to advise |
| wisə mɔsu | baby weighing |
| ciɖəciɖə lakasə | hygiene |
| wisə rɛ ñɪlu | to take care of children |
| sita kutun | AIDS |
| kutumɪn ɲtɛ ɲtɛ | all kinds of diseases |
| muto tɛ hiŋɖu | to sleep under the mosquito net |
| tɛm/ɲtɛɲtə wutu | to give information/causerie |
| ma siru yala ka wonɔ wa | I give information to women on how to take care of children |
| lakə sɛ wa ñɪl wisə rɛ na | } |
| Ma kpolu yura sɛ ma wutən | I assemble people and |
| Wa sita kutun rɛ | give them information on AIDS |

NRM: Ten sɛu na fɔa təmər

| | |
|--------|-------------------------|
| haɖa | farmers |
| tu/ten | tree/trees |
| fɔ/sɪu | farm |
| harim | farm |
| haru | to farm |
| dju | to sow(maize, beans...) |
| sɛu | to plant (trees) |
| məsɔ | cooking stove |

| | |
|--------------|------------------------|
| hudə | compost, fertilizer |
| “angrais” | fertilizer |
| “angrais dɫu | fertilizer use |
| tun | rain |
| yeli m (ta) | rainy season (in the) |
| asalun (tɛ) | dry season (in the) |
| ñitə | grass |
| raasə | wood |
| dɪsu | to breed |
| naan | cows |
| camɪ | chickens |
| wun | goat |
| ra sɛ ten | We have to plant trees |
| ten kɔn tun | Trees favor rain |

SED: Wɛtrə lapə hɔlu ta

| | |
|-------------|----------------|
| far | shop |
| far tɪ | shop keeper |
| warasə | money |
| akpər | group |
| “tontine” | tontine |
| pank | bank |
| wɛntə wɛtu | to sell things |
| wɛntə yapə | to buy things |
| wɛtrə/wɛtra | seller/sellers |

Exercises

- 1) Give in Lama two or three activities from each program
- 2) Make sentences following the example below

Example:

wontə wɛtra, ayuku ta

wontə wɛtra walu ayuku ta the sellers (of things) go to the market

haɖa, ten

“GEE volontaire”, sukul wisə ka lɛn

sukul wisə, katisɔ

yala, ayuku

Grammar notes

The future tense

It is analogous to the informal American English “future” construction of ...going to...
 Ma kɔ ma lau tɛmər na yalawisə: I will work with girls (I am going to work with girls).

Useful expressions

1) Conversation managers

| | |
|-----------------|-------------------------|
| Ŋ wutə səmɔ ɣɪ | what did you say? |
| wutə rə hɛɛ | say it slowly |
| Tasə wutu | Say it again |
| u siru səmɔ? | What does it mean? |
| Ma tə nu | I did not understand |
| Ma tə nu pəta | I did not understand it |
| Ŋ nu ya? | Is it clear to you? |
| ɛɛŋ, ma nɪwa | Yes, I heard |
| Aat, ma tə nu | No, I did not hear |
| Ŋ tɔn səmɔ? | What are you saying? |
| Ŋ wutu səmɔ ɣɪ? | What are you saying? |
| u tə lau wur | It doesn't matter |
| tufələm na? | Is it true? |
| ɛɛŋ tufələm | Yes it is true |
| Ŋ wɛ na tufələm | you are right |
| Ŋ tɛku | you are lying |
| pəpɔtə | lie |
| u sara sə... | It's good to... |

2) Needs

| | |
|---------------|---------------------------|
| Ŋusə ku-m | I'm hungry |
| Ma hɔwa | I'm full |
| Ma tuku | I eat |
| Lukutə ku-m | I'm thirsty |
| Ma ñe... | I drink...(all liquids) |
| Ma ñe lem | I drink water |
| u ni-m | I'm tired |
| Ma fisu | I'm resting |
| Ma walu huŋɖu | I'm going to bed |
| Rem lakə-m | I feel sleepy |
| Ma walu ramɔn | I want to use the latrine |
| Timin wɛ | It's hot |
| Miŋ wɛ | It's hot |
| Timin lakə-m | I'm hot |
| Aniko wɛ | It is cold |
| Aniko ku-m | I'm cold |

3) At home

| | |
|--------|-------------------|
| Kafaɖa | Excuse me, please |
| Sɪ | Come in |

| | |
|----------------------------|------------------------------------|
| Ñan kandə | Welcome |
| Mun kandə | Welcome (you plural) |
| Alafia ya /alafia kələ ya? | What's the object of your visit? |
| Ma walu təmər ma kan | I'm going to work |
| Wal n'ŋ kan | (Go and) come back safely |
| Ŋ kan lən | Come back early |
| Cɔ/cɔ kperə rɛ | Have a seat |
| Cɔ akperu | be at home |
| Cɔ atɪ | sit down (have a seat) |
| cɔ atɪ | sit down (you plural) Have a seat) |
| Ra tu | let's eat |
| Ƙan ra tu | come and let's eat |
| Ma ra tu | I'm not going to eat. |

4) Travel

| | |
|----------------------|--|
| Ma walu ñumpu ma kan | I want to travel and I'll be back (return) |
| Ŋ wal sartə | Have a good trip |
| Wal n'ŋ kan | see you/come back safely |
| Rəna ñimpa ni? | What about the people over there? |

5) Compliment

| | |
|----------------------|------------------------------|
| Ŋ wɛŋtə-tə muna-n | You are wearing nice clothes |
| Ŋ sar paa | You are looking nice |
| Ŋ pəsau ku sar-m paa | I like your cloth |

6) At work

| | |
|--------------|-------------------|
| Ñan təmər | thanks |
| Ñan təmər | Well done |
| Yaa/yoo | OK |
| Ŋ wɛ rɛ ya? | Are you doing it? |
| Ma wɛ rɛ | I'm doing it |
| Təmər wɛ ɖɛn | The work is hard |

7) The weather

| | |
|--------------|---------------------|
| Tun nu | it is raining |
| Ahili m fetu | The wind is blowing |
| Tun kaa | The weather is dark |
| Mɪsə ñak | The sun shines |

8) At feast

| | |
|-----------------|-------------------|
| Tenkar | The feast |
| Tenkar wɛ lələn | The feast is good |

English-Lama Glossary

A

| | | | |
|------------------|--------------------------------|----------------|-----------------|
| Able - | པུསུ | as - | སེ, སེ |
| accept (v) - | ཏེསུ | ask - | འཇུསུ(བ), འཇུསེ |
| add (v) - | ཏེསུ | assistant(s) - | སྲྱེདཔེ/སྲྱེདཏེ |
| affair - | ཏེམ | at - | རེ |
| afraid (to be) - | འཕམཏེ་འཇུ | | |
| after - | འཇུར | | |
| afternoon - | མུསེ་ཏེ | | |
| again - | ཏེསེ, མུལ | | |
| agree (v) - | ཏེསུ | | |
| air - | འམིལིམ | | |
| all - | ཏེན | | |
| all right - | ཁ་སྲུ་ | | |
| allow (v) - | ཡེཔེ་(བ), ཡེུ | | |
| alone - | རུའཇེལ | | |
| also - | རེ་རེ | | |
| always - | ཏེམ་ཏེམ | | |
| America - | འམེརིཀེ | | |
| American - | འམེརིཀེ་ཏེ, འམེརིཀེ་ཡེ | | |
| among - | འཇུལུ་ཏེ | | |
| and - | ཏེ་ | | |
| animal(s) - | ཀེའུ་ཏེ/ཀེའེ | | |
| answer (v) - | འཇུསེ, འཇུསུ(བ) འཇུསེཏེ(ན) | | |
| any-paa | | | |
| anyday - | པེའེ་འཇུལུ་ཏེ་ | | |
| anybody - | པེའེ་འཇུལུ་ཏེ་ | | |
| anything - | པེའེ་འཇུལུ་ཏེ, པེའེ་འཇུསེཏེ་ཏེ | | |
| anywhere - | པེའེ་ལེ | | |
| arrest - | ཀེའུ་ཏེ(བ), ཀེའེ | | |
| arrive - | ཏེལུ(བ), ཏེལ | | |
| articles - | འཇུལེཏེ | | |

B

| | |
|-------------------------------------|--------------------------------|
| baby - yo | born(to be) - ləlu |
| back - wara | borrow - sɪu |
| bad(it is) - u tə sar | boss - ñun ci, səsɛ |
| baggage - wɛŋtə | bottle - kpəlpə r |
| baobab – telu | bowl - tasər, tasa |
| barber - ñisə kur | boy – apalayo, apalawisə |
| basket – sutrə | bread - kpɔnu |
| bathe(v) - sɛu | break – yuku,kaɖə |
| bathroom – lem kpɔ | bring - kanu, kana |
| batteries(for flashlight) - tɔsə wɛ | brother(elder) - ɖal, ɖalna |
| be(v) – ciu | bucket - tɔka, tɔkasə |
| beans - sena | build (v) - mawu, ma |
| beat (v) - mapə, mau | building - nampu |
| because - wontə rɛ na | burn - sɛu , wurɔ |
| become (v) - wusu | bury(v) - yimu, yim |
| bed - kaɖu | business - təmər |
| bedroom – nampu | busy(to be) – rukunu, ñisa sɛu |
| bee - ti, tin | but - ama |
| beer - piɛr, an insara sələm | buttocks – kutəkpeɪ |
| befriend - rantu | buy(v) – yapə, yau |
| beg - hɪŋɖaati | |
| begin(v) - paasu, paasə | |
| behind - wara | |
| bicycle - cɛcɛ | |
| big - cikpɔl | |
| bird - asimo, asimasə | |
| bite - ɖəm | |
| blood - calim | |
| body - tɛnu | |
| boil – wasu | |
| book – takara, takarana | |

C

| | |
|-------------------------------|--------------------------|
| cadaver – səɖə, sɛɖə | congratulate -sɛu, sɛ |
| calabash – afələ | continue - walu |
| call – yaʊ, ya | cook(v) - sau, sa |
| calm – ɖihɛɛ | cook soup(v) - hiluu |
| camera – foto | cost(v) - yawɔ wɛu |
| cancel – hɪsə, hɪsu | cough - kpasu |
| careful – ɖihɛɛ/ɖiyemla | count - kalu, kal |
| cash - warasə | country - tɛtə, kɔru |
| catch – kpau, kpa | cover(v) - silu, |
| cement – simtə | cow- naa |
| ceremony – kɔtrə | co-wife – yaɖim, yaɖimpa |
| chain – kparɔ, kpasə | crazy - wɔku |
| chair – kpeɖə, kpɛlɪ | cross(v) – tasu, lantu |
| cheese – wakasə | cup - kɔpu |
| chief - wuro, wursə | customer - yaɖə, yaɖaa |
| chicken – camar, camɪ | cut – pɛlu, pɛl |
| child – yo, wisə | |
| choose (v) – lə su, ləsə | |
| church - cocɪ | |
| church(building) – cocɪ nampu | |
| city - kɔru ta | |
| classroom - sukul nampu | |
| clean(v) - catə, yalu, yal, | |
| clean – ɖɪɖəɖɪɖə | |
| clear – kpəlkpəl | |
| clock - waci | |
| cloth - pəsau, wɔu | |
| cloud -tun wuntə | |
| coat - kotu | |
| coffee - kɔfi | |
| cold - aniko | |
| comb - sarɔ | |
| comb(v) - sau, sa | |
| come- kan | |
| come from – linu, lin | |
| come out – liu, liwa | |
| comfortable - sartə | |
| commerce - wɛtrə | |
| company - akpar | |
| complete – tɛsu, tɛsə | |

D

dance - waar
dark - tawundə
darkness - tawundə
date - ayuku
daughter - wilu
daughter-in-law - wol
day- ayuku
day after tomorrow - tuhu
days after tomorrow(future) – cer wara
day before yesterday - ɖel, ɖel wara
death - sim
decide (v) - mɔsim kpau
deceive (v) - tɛku
defecate(v) - wuntə nu
dentist – cela kɔɔr laɖə
deny(v) - fɛsu
desire - sɛlum, sɛlu, sɛl
dew - caməlim
diarrhea - afuru
die(v) - sɪpə
different – ntɛntɛ
difficult - ɖɛn
difficult(it is) – u wɛ ɖɛn
difficult, hard- kaadə
dig - wuru
dinner - ran rɛ tunɔ
dirty - asima
disease - wɪsɔ, kutun
dish – ñab, ñasə
do - lau, lapə
doctor - ɖakuta, kɔɔr laɖə
dog - hɔn
door – nampu nɔ, kpəlu
double – naul, akpapa naal
doughnut – kakarɔ, kakarasə
dream - resu(v), resir
drink- ñeu, ñe
drive - məlu
dry - wuli, wula
dry season - asalun
dust - məsɔ
duty - təmər

E

each - paa weñi na
ear - dændə
early - læŋ
earth - tətə
easy - tan kaadə
eat (v)- tuu
egg - yadə, yala
either - yaa
enemy - amura
enjoy (v) – lələn nɪwʊ
enough - tɛmpə
enough(it is) – u mɔa
enter(v) - sɪʊ
evening - ran
everything – tətən, tən
everywhere - paa lɔ
excuse me - kafadə
exist (v) - wɛwʊ
expensive - yawɔ
explain (v)- yasʊ, ta ləsʊ
eye - ñɪsər

F

face – ñɪsa ta
fall (v) - fetu
fall like rain (v) - nu
false - pupɔtə, tɛkətə
far - wolɪn, cala
farm - fɔ, sɪ, harəm
farmer - haɖə
father – ci
fast - fɪfɪ
fatigue – kakasə, nɪrtə
favorite - sɛlɪm ñɪntə
fear – nafatə
feast - tenkar
feet - nantarən
fever - fənamər
few - cikɔ, cɪkalwa
field - fɔ, sɪ
fight - yeu, mapə
finally - atɪsɪ na
find(v) - hiwu
fine(health) – alafɪa, sartə
finger - nir
finish - tɛsɪ, kpru
finish(it is) -u kpra
first – kiɖinkiɖin, apasunu
floor - atɛ
flour – mɪlɪm
follow(v) - tɪnku
food - tunɔ, tutə
foot – nantaru
force- ɖɛn
forest – laɪŋ
forget(v) – sɛwu
four – ŋnausa
friend – ra
friendship – rantə
funeral – len
future – cer, cer wara

G

game - asenti
gather(v) - kpolu
gift - haadə
give - hau
go(v) - rɛ
go away - rɛ, fɛ
go down(v) - tu
go home(v) - kpem
go up (v) - kpau, kpa
God - Ase
greetings - sɛrtə
grind - nam
ground - atɛ
group - akpar
grow(up) - kpɔlu

H

hair - ñusə
half - fɔlu, (hɔlu)
happen(v)- lapə
happen (what) – ar lapa(?)
happy - ta ləɓn, ta kɔrtə
hard – ɗen
hat - yikər
heal (v)- kanɗu
health – alafɪa
hear (v) – nu
help (v)- sənɔ
here - ce, ceñi, ceħəñi
hold (v)- rukunu
home - rɛ, akper
hospital - ɗakuta
hot - mi n, timi n, hankun
house - rɛ, akper
how - sənɔ
how(many/much) – ŋmɔ
human – yɪr
humid – anutrə
hunger – ñusə
husband – wal

I

I - ma
 idea - mɔsəm, limɔsəm
 if - ɲnə
 illness - wɪsɔ, kutun
 immediately - tan kuɖəm, kɔakpa
 in - ta
 increase (v) - kpasu, tasu
 inform (v) - siru
 initiation - kɔtrə
 inject (v) - sɛpə
 injection - aɲaɖə
 instead(of) - wontə sə

K

keep (v) - ɖukunu, mɛsu
 key - safɪr
 kill (v) - ku
 kitchen - ɲkpau
 know (v) - səm

L

Large - wali
 late (to be) - wara cɔu
 laugh (v) - wonɲu
 laugh - woma
 learn(v) - kpanklɔ
 left - nawɛr
 leg - nankɔɔn
 let - yəpə, yeu
 letter - takara
 life - fisu
 light(lamp) - kanɖə, latə
 light(sun) - mɪsə
 like(as) - sə, sɛ
 like(v) - sɛlu
 listen (v) - ceu, cou
 live(v) - wɛu
 lorry - loor
 lose(v) - lesu
 lot(a lot of) - tɛmpə
 love - sɛɛləm
 low - atɛ atɛ
 lunch - mɪsə ta tunɔ

J

Jealousy - sɪsə, yarɪmsɪsə
 job - tɛmər
 joke - asenti, fawɪ
 journey - ɲɪmpu

M

| | |
|---------------------------|-----------------------|
| machete - kpacɪr/kpaca | miss - ra kɔ |
| madame - ra ri | moment - aləwatə |
| maize - waməla | month - fendɔ, asɛci |
| make - lapə | moon - fendɔ, aɛsci |
| malaria -atikɪsi | mosquito - wɔɖə, wɔtə |
| male - apal | mountain - wu |
| man - yɪr, apal | mouth - nɔ |
| man (young) - apalayo | |
| many - tɛmpə | |
| market - ayuku | |
| marry(a woman) - yal kpau | |
| marry(a man) - wal tɛnku | |
| me - m, ma | |
| measure - mɔsu, cicu | |
| meat - nantə | |
| medicine - kɔɔr | |
| meet(v) - yesu, katu | |
| meeting - katisɔ | |
| middle - hɛku | |
| milk - naalɪm | |
| millet - mələ | |
| miss(v) - lesu, tɛlsu | |

N

name - yɪdə
near – cal, calcal
necessary – u wasa
neighbor – tantəra, calra
never – kparkəu
new – cɪfal, cɪfatə
next year – wuntəli
night – ahoo
no - aat
nothing – yem, fala
now – kɔhən
nurse – ɔakuta

O

obey - ñam
ocean - apu
offer - hau
office - təmər, piro
okra - mana
old - səɛ
old(man) - akanɔdə, pia
on - rɛ
once - tankuɔdəm
once, same - kuɔdəmtə
only - rɪcɛl
open - təlu
opinion - mɔsɪm, limɔsɪm
or - yaa
out, outside – awara, awarən rɛ

P

pack – kpɔtu
pain - wɪsɔ
pants – pantalɔn
paper – takara
path – ñɪmpu
pay – hɛru, hɛr
peace - aniko, lanhɛsər
people – yɪra
pick up – tɛs, tɛsu
piece – fɔlu
pig – afa, afana(pl)
place – tətər, awɔr
poor - ahusə
pound – hatu, hatə
pour – wuru, wur
practice – mɔsu
pregnant – ho
pregnant(to make) – ho rɪu
prepare dough(v) – mətə sau
prepare sauce(v) – hiluu
prison – sarka
problem – tɛm
profit - ŋfasəwa
public – yura, amaka
public(in the) – yura ta, amaka ta
pull – hɔm

Q

Quarrel - yeu
quench - ɔəsɪ
question - wɔsətə
question(v) - wɔsu
quickly - ɔɪsəm, lɛlɛ, fɪfɪ
quiet - ɔəhɛɛ

R

rabbit - ason
rain – tun
rainy season – yeli m
raise (v) – kpasu
rasor - lam
read (v) – kalu
real – tətər
reason – tufəli m
receive (v) - muu
red - ciɛm
refuse(v) – ki su
reimburse – wusənu
religion - kətrə
remain(v) - kasu
remember (v) - tɛsu
repair(v) - ñɔsu, rɔnu
repeat(v) - tasu, cisə
reply (v) – ci su, ci sə
respect(n) – ñamtə
rest(v) – fɛsu
result - ŋfasuwa, ñun
return - wusu
rich - seu
richness - seutə
right now - kəhən
river - wo
road - yapar
room - nampu
run(v) - seu, se

S

salt -yasə
sand - aɲɪnka
save(v) – tɛlsu
say – wutu
season - aləwatə
see(v) – nau, na
send(v) – tru
servant – trəɖə
service – təmər
sheep - mɛɛsi
short – ci tul, ci nku
simple – tan ɖen
singer – yentə yr
sister – kɔ
skin – tɛnu
sky – aɛta
sleep(v) – ɖeu
slowly – ɖəhɛɛ
small – ci nku
smoke – ñeu
snake – ɖəm
so – səmpə
soldier – suca
somebody – yr nɛr
something – nantrə, ŋtrə
somewhere – ɖil
song – sɛnɪ, yentə
sorry – cara
speak – wutu, wutə
start – pasu, pasə
stay - ɔɔ, ɔ
steal(v) – mɪlu, mɪ
stomach – hilu, litə
stone - wɛr
stop - səndu
stranger – akɔm
stupid – tan lɛn
sun – mɪsə
sweep – hasu
sweet – lələn

T

table - taprə
take (v) - muu
taste(v) - dʌnku
tea -ti
teach - wulu, wul
tell - siru, sir
thank (v) - sɛwu
thanks (giving) - sɛrtə
that - sə, sɛ
then - sɛmpə na
there - rəna
thief -mul

think -mɔsu, mɔsim
tirst - lukutə
throw(away) - wɛdɔ
tired(to be) - nu
tiredness - kakasə
together - dɛman cal
touch - tɛkənu, tɛkəna
town - kɔru
travel(v) - ñimpu walu
traveler - ñimpu walɔ
trousers - pantalɔn
true - tufɛlim
try(v) - mɔsu, mɔsə
twice - tamaŋ naul
twin - rimpu, rimpa(pl)

U

umbrella - samu celu
under - tɛ, atɛ
underclothes - tɛ wentə
understand(v) - nu
up - asɛ, asɛta
urinate - him hɛu
urine - hum
utensil

V

vehicle - loor
very - paa
village - kɔru, tɛtə
visitor - akɔm

W

wait (v) – hoŋku, hoŋkə
wake up (v) - hom
walk(v) - walu
take a walk - akalu
want(v) – ciu, sɛlu
war - yeu
wash (v) – yalu
wear - siu, si
week - kɔsɪdɑ
west - mɪsə rəsɪndə
what - wɔ?
whatever - paa wɔ
where – lɔ
which - wo, wontɔ
white - cɪfələm
who – anɔ, wo
why – səmɔ/sə səmɔ/ar rɛ
wind - ahilim
window – tɛdə
wonderful - dɛ makəmakə
wood - raasə
write (v) – mau, ma
wrong – tə sarm

Y

year - wunɔ, wusə
year before last - wuntə wara
year (last) – wuntə
yellow - aməñɔ
yes - aau, ɛɛŋ
yesterday – dɛdɛ
young person – afapəyo/afapəwisə

Z

zero – fala
zipper – sisəkɪrərə
zit- anu