



Chapter 1 - Orí Kìíní | GREETINGS

OBJECTIVES:

In this chapter you will learn:

- How to greet people
- About Yorùbá verbs
- The use of negation 'kò'
- About Yorùbá pronouns
- The use of interrogatives 'Kí ni 'and 'Şé'

Àwọ̀n ọ̀rọ̀ (Vocabulary)

| Nouns | |
|------------|-----------------------------------------|
| àgbàdo | <i>corn</i> |
| aṣọ | <i>clothing</i> |
| bàbá | <i>father</i> |
| bọ̀fọ̀lù | <i>ball</i> |
| eré | <i>play</i> |
| ẹ̀mu | <i>palm wine</i> |
| ẹ̀yin | <i>egg</i> |
| Ìbàdàn | <i>a city in south western Nigeria</i> |
| ilé | <i>house</i> |
| ìrẹ̀sì | <i>rice</i> |
| kòdòkì | <i>Coke</i> |
| mọ̀ínmọ̀ín | <i>a meal made from black-eyed peas</i> |
| Ọ̀gbéni | <i>Mr.</i> |
| olùkọ | <i>teacher</i> |
| ọ̀mọ | <i>child</i> |
| orúkọ | <i>name</i> |
| owó | <i>money</i> |
| ọ̀bẹ | <i>stew</i> |

| Noun Phrases | |
|--------------|------------------------------|
| aagoo yín | <i>your clock/wristwatch</i> |
| a dúpẹ | <i>thank you</i> |
| aṣọ̀ rẹ | <i>your clothes</i> |
| bàbáa Fúnmi | <i>Fúnmi's father</i> |
| iléè rẹ | <i>his/her house</i> |
| ìwéè mi | <i>my book</i> |
| o sẹ | <i>thank you</i> |
| ó tì | <i>no</i> |
| owóo wọ̀n | <i>their money</i> |
| ọ̀jọ̀ ìbí | <i>birthday</i> |
| ọ̀kọ̀ọ̀ wa | <i>our vehicle</i> |

| Verbs | |
|-------|-----------------------|
| gbá | <i>to kick</i> |
| fẹ | <i>to want</i> |
| gbé | <i>to live</i> |
| jẹun | <i>to eat</i> |
| kàwé | <i>to read a book</i> |
| mu | <i>to drink</i> |
| ní | <i>to have</i> |

| Verb Phrases | |
|--------------|---------------------------------------|
| báwo ni? | <i>how are you? / how are things?</i> |

| Conjunctions | |
|--------------|------------|
| ṣúgbọ̀n | <i>but</i> |
| tàbí | <i>or</i> |

| Interrogatives | |
|-----------------|-------------------------------------|
| kí ni? | <i>what?</i> |
| kí ni nńkan? | <i>how are things?</i> |
| ṣé àlàáfíà ni? | <i>how are you/ how are things?</i> |
| ṣé dáadáa ni? | <i>how are you? How are things?</i> |
| ṣé nńkan ní lọ? | <i>are things are going well?</i> |
| ṣé wà á jókòó? | <i>would you like to sit down?</i> |

| Other Expressions | |
|-------------------------|----------------------------------------------|
| àlàáfíà ni | <i>fine/I am fine/ things are fine/peace</i> |
| dáadáa ni | <i>I am fine</i> |
| káàbọ̀ o | <i>you are welcome</i> |
| kó o kí wọ̀n | <i>greet them (members of your family)</i> |
| mo kàn sáré wá kí ẹ̀ ni | <i>I quickly came to say 'hi' to you</i> |
| ó rẹ̀ mí díẹ̀ | <i>I am a little tired</i> |

Lesson 1 - Èkọ́ Kìíńfí: Ìkíńi (Greetings)

Greeting people is an important aspect of Yorùbá culture. 'Kú' is an expression used for greetings by Yorùbá people regardless of the time of day. However, in order to express good night, Yorùbá people will rather say 'ó dààárò.' Some examples are found below:

A. Kú + time of the day:

| | | | |
|------------|---|---------|---------------------------|
| kú + àárò | → | káàárò | <i>good morning</i> |
| kú + ọsán | → | káàsán | <i>good afternoon</i> |
| kú + ìrọlẹ | → | kúùrọlẹ | <i>good early evening</i> |
| kú + alá | → | káalẹ | <i>good evening</i> |

B. Kú + weather:

| | | | |
|-----------------|---|---------------|-------------------------------------------------|
| kú + òtútù | → | kú òtútù | <i>a greeting said when the weather is cold</i> |
| kú + ọyẹ | → | kú ọyẹ | <i>a greeting for the Harmattan Season</i> |
| kú + òjò | → | kú òjò | <i>a greeting for the rainy season</i> |
| kú + ọgìnnìntìn | → | kú ọgìnnìntìn | <i>a greeting for damp weather</i> |

C. Kú can also be used in other circumstances:

| | | | |
|--------------|---|-----------|-------------------------------------------------------------------|
| kú + işẹ | → | kúuşẹ | <i>a greeting said to someone working</i> |
| kú + ìjókòdó | → | kúùjókòdó | <i>a greeting said to someone seated</i> |
| kú + ìsinmi | → | kúùsinmi | <i>a greeting said to someone resting or to someone on Sunday</i> |

D. 'Kú' is also used as a greeting during festivities such as New Year, Christmas, birthday, and anniversaries.

| | | | |
|-----------|---|---------|----------------------------------------------------------------------------------------------------------------|
| kú + ọdún | → | kú ọdún | <i>a greeting said to someone during festivities (for example, happy new year / birthday, merry Christmas)</i> |
|-----------|---|---------|----------------------------------------------------------------------------------------------------------------|

When one is greeting an older person such as a father, mother, sister, brother, aunt, uncle, teacher or any other people that is older, one makes use of the honorific pronoun 'ẹ' to show respect. For example, to greet one's father or mother in the morning, one will say **Ẹ káàárò o, bàbá'** or **ẹ káàárò o màmá**. The response will be **káàárò o**. A girl kneels down, while a boy prostrates to greet the older ones. For a friend or a younger sibling, the response will also be **káàárò o**. Women address their husbands by using the name of one of their children. If a child's name is Tádé, the mother will address her husband as **Bàbáa Tádé**. The same principle applies when Tádé's mother will be addressed as **Màmáa Tádé**. But in westernized Yorùbá families, some wives address their husbands by their first names.

Times of the day

| | |
|---------|-----------------------------------|
| àárọ̀ | from about 12:01a.m. to 11:59a.m. |
| ọ̀sán | from about noon to 4:59p.m. |
| ìrọ̀lẹ̀ | from about 5:00p.m. to 6:59p.m. |
| alẹ̀ | from about 7:00p.m. to 11:59p.m. |

The middle of the night is referred to as **òru** but there is no greeting with the word **òru** in Standard Yorùbá. Therefore, Yorùbá people do not greet by saying ‘**Ẹ kú òru**’ unless something is going on at that time of night! Besides, who walks around in the middle of the night?

ÀṢÀ

The period between 12.01 am and 3 am to 4 am is usually considered **òru** because people are still sleeping. After 4 am, the greeting **káàárọ̀** or **Ẹ káàárọ̀** is used.



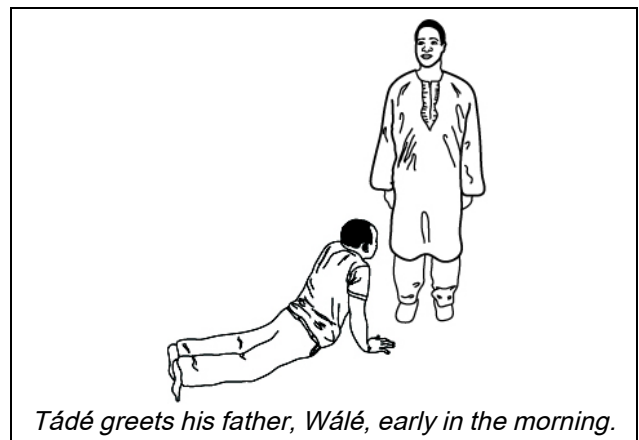
Ìsọ̀rọ̀ngbèsì (Dialogue)

1.

- Ẹ káàárọ̀ o, bàbá.

- Káàárọ̀ o, Tádé. Ẹ́ o sùn dáadáa?

- Bẹ̀ẹ̀ ni, mo sùn dáadáa. Ẹ́ ẹ́.



Tádé greets his father, Wálé, early in the morning.

2.

- Ẹ káàbò o, Màmá

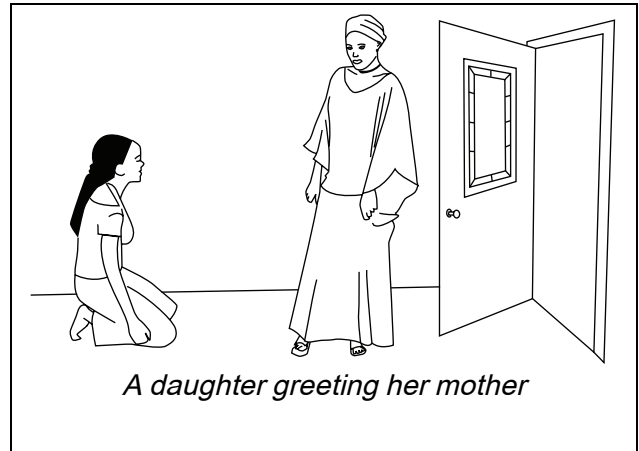
- Kúulé O, Lọ́lá. Ẹ́ sé àlàáfíà ní?

- Àlàáfíà ní.

- Ẹ́gbọ̀nọ̀n rẹ́ òkọ́?

- Wọ̀n wà nílẹ́.

- Ó dáa o. Dìde.



3.

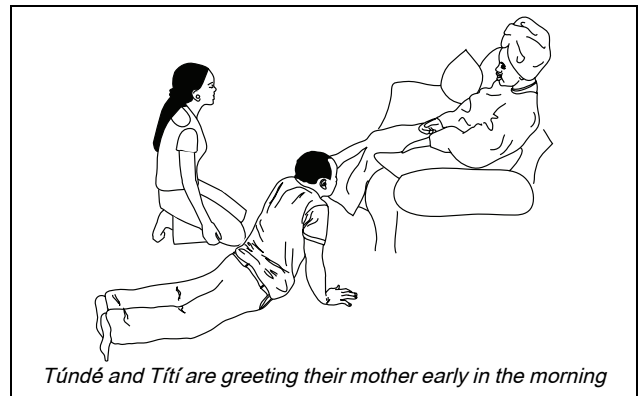
- Ẹ káàárò mà.

- Ẹ káàárò o. Ẹ́ sé dáadáa ní o?

- Dáadáa ní mà.

- Ẹ́ sé ẹ́ sùn dáadáa?

- Bẹ̀ẹ́ ní mà.



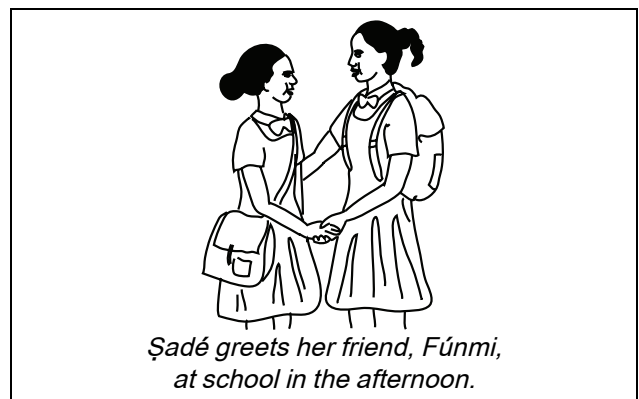
4.

- Káàsán o, Fúnmi.

- Káàsán o, Ẹ́sadé. Ẹ́ sé dáadáa ní?

- A dúpẹ́. Ìwọ́ náà òkọ́?

- A dúpẹ́ o.



5.

- Kí ni orúkọ̀ rẹ̀?

- Orúkọ̀ mi ni Olúfẹ̀mi.

- Kí ni orúkọ̀ bàbáà rẹ̀?

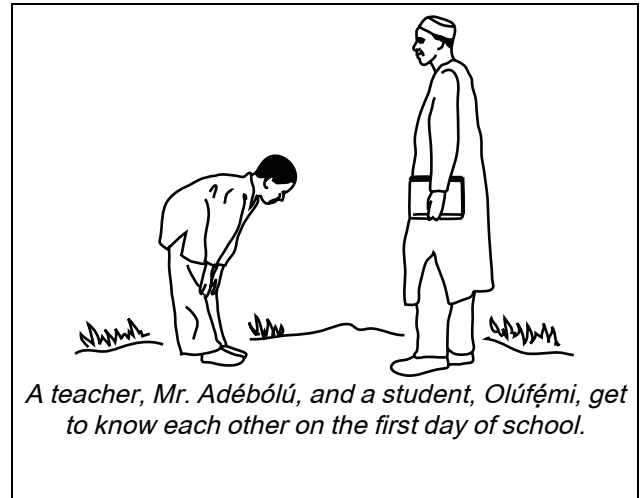
- Orúkọ̀ bàbáà mi ni Kúnlé Akínlàjà.

- Bá mi kí àwọn òbì rẹ̀ tí o bá délé,

- Mo gbọ̀ sà.

- Ó dàbò o, Olúfẹ̀mi.

- Ó dàbò sà.



A teacher, Mr. Adébólú, and a student, Olúfẹ̀mi, get to know each other on the first day of school.

6.

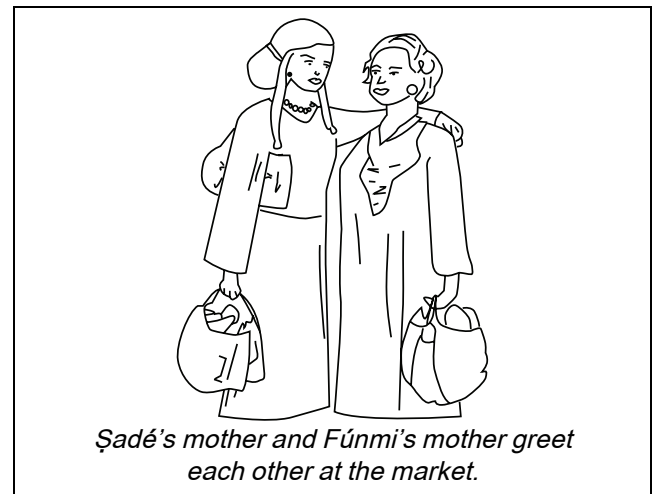
- Ẹ káàsán o, Màmáa Fúnmi.

- Ẹ káàsán o, Màmáa Şadé. Gbogbo ilé ñkọ̀?

- Dáadáa ni o. Bàbáa Fúnmi ñkọ̀?

- Wọn wà. Ẹ şé o. Ó dàbò o

- Ó dàbò o.



Şadé's mother and Fúnmi's mother greet each other at the market.

7.

- Ẹ káalẹ̀ mà.

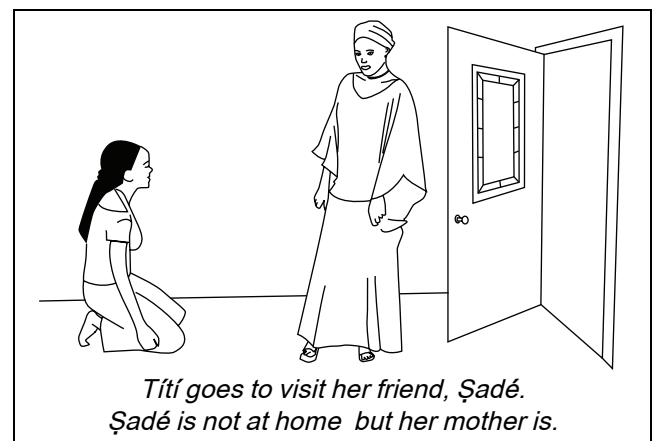
- Káalẹ̀ o, Títí. Şé àlàáfíà ni?

- A dúpẹ̀ mà. Şé Şadé wà nílẹ̀?

- Rára o. Ó ti jáde.

- Ó dàárọ̀ mà.

- Ó dàárọ̀ o, Títí. Kílẹ̀ o.



Títí goes to visit her friend, Şadé. Şadé is not at home but her mother is.

Iṣẹ́ Ṣíṣe 1

Pèsè ìdáhún sí àwọn ọ̀rọ̀ wọ̀nyí.

Provide the appropriate response to the following.

1. Ṣé àlàáfíà ni? _____
2. Ṣé dáadáa ni? _____
3. Báwo ni? _____
4. Ilé ñkọ? _____
5. Kí ni orúkọ bàbáà rẹ? _____

Iṣẹ́ Ṣíṣe 2

Pèsè ìkíni sí àwọn ọ̀rọ̀ wọ̀nyí.

Provide the appropriate greeting to the following.

1. _____ ? Wọ̀n wà.
2. _____ ? A dúpẹ́.
3. _____ . Káàbọ́.
4. _____ . Ẹ káàárọ́.
5. _____ . Kúulé.

Iṣẹ́ Ẹ́ṣe 3

In pairs, let A greet B at the indicated time of the day and let B respond appropriately.

Bí àpẹẹrẹ:

Your son at 2pm

A: Kúule o, Akin.

B: Ẹ́ káàbò o, màamá.

1. Your father at 8pm.

A. _____

B. _____

2. Your friend at 1pm.

A. _____

B. _____

3. Your teacher at 9am.

A. _____

B. _____

4. Your friend's mother at 5pm.

A. _____

B. _____

5. Your mother at noon.

A. _____

B. _____

Iṣẹ́ Ẹ́ṣe 4

Pèsè ìbéèrè tí ó ba àwọn ìdáhùn wònyí mu.

Provide the question to each of the following.

1. Wọn wà.

2. Dáadáa ni.

3. Ó dàbò sà.

4. A dúpẹ́.

5. Káàsán o.

6. Orúkọ̀ mi ni Jídé.

Iṣẹ́ Ṣíṣe 5

Wá àwọn ọ̀rọ̀ wọ̀nyí

Look for these words in this puzzle below. *Pay attention to the tones!*

àárò, ṣadé, ọ̀sán, àlàáfíà, fúnmi, dáadáa, kúnlé, tútù, ọ̀yẹ́, ọ̀jò

| | | | | | | | | | | | | | | |
|---|----|----|----|----|---|---|----|----|----|---|---|----|---|----|
| à | a | ẹ | ṣ | n | s | t | a | í | m | u | k | f | ù | ọ̀ |
| í | á | ọ̀ | í | a | a | m | ọ̀ | n | ẹ | f | n | u | y | t |
| ù | r | r | d | ẹ | d | y | á | t | ọ̀ | n | ú | m | ó | i |
| m | ọ̀ | è | ọ̀ | t | é | é | j | ù | ó | í | l | n | ẹ | s |
| á | í | t | ẹ | n | í | y | ó | t | n | t | e | s | m | d |
| ó | ọ̀ | m | a | j | t | n | k | ọ̀ | ṣ | á | n | ẹ | ù | i |
| d | ẹ | ù | t | à | á | k | n | k | s | t | ó | m | n | e |
| á | á | ọ̀ | o | ẹ | l | m | ú | ù | a | á | i | t | á | n |
| a | n | a | m | ù | á | à | l | n | t | f | n | ẹ | ó | a |
| d | ọ̀ | t | d | i | f | m | á | l | l | n | ú | n | m | i |
| í | m | o | ù | á | i | ó | é | f | t | é | ó | ọ̀ | á | í |
| ù | t | á | j | ó | a | f | á | m | í | ó | í | y | a | n |
| i | ọ̀ | n | á | t | b | ù | b | e | y | à | m | ẹ | j | ò |
| í | t | ú | t | ù | j | m | á | ẹ | k | u | f | ù | y | j |
| t | á | m | í | ọ̀ | o | ù | b | k | ó | j | ẹ | ó | o | ò |

Lesson 2 - Èkọ́ Kejì: Verbs

There are different types of verbs in Standard Yorùbá. The simple structure of the following Yorùbá verbs is monosyllabic:

| Verbs | |
|--------------|------------------------------|
| jẹ | <i>to eat</i> |
| kà | <i>to read</i> |
| ṣe | <i>to do</i> |
| fẹ | <i>to want</i> |
| ní | <i>to have</i> |
| wá | <i>to come</i> |
| lọ | <i>to go</i> |
| sùn | <i>to sleep</i> |
| jó | <i>to dance</i> |
| fò | <i>to jump</i> |
| rà | <i>to buy</i> |
| tà | <i>to sell</i> |
| mu | <i>to drink</i> |
| sè | <i>to cook</i> |
| gbé | <i>to carry</i> |
| rìn | <i>to walk</i> |
| Olú n jẹ iṣu | <i>Olu is eating yam</i> |
| Bàbá n sùn | <i>Father is sleeping</i> |
| Mò n lọ | <i>I am leaving/going</i> |
| Adé n mu omi | <i>Adé is drinking water</i> |

However, there are verb-nominal combinations that behave like verbs. Some can be split without affecting the meaning.

Examples of splittable verb-nominals include:

| A | | B | |
|----------|---|-----------|------------------------------|
| rẹ̀rìnín | ← | rín ẹ̀rín | <i>to laugh</i> |
| sunkún | ← | sun ẹ̀kún | <i>to cry</i> |
| jagun | ← | ja ogun | <i>to fight a war</i> |
| sáré | ← | sá eré | <i>to run</i> |
| gégi | ← | gé igi | <i>to cut a tree</i> |
| ṣọ̀nmi | ← | ṣọ̀n omi | <i>to fetch water</i> |
| kólé | ← | kọ̀ ilé | <i>to build a house</i> |
| gbálẹ̀ | ← | gbá ilẹ̀ | <i>to sweep the floor</i> |
| sọ̀rọ̀ | ← | sọ̀ ọ̀rọ̀ | <i>to say a word (speak)</i> |
| kọ̀rin | ← | kọ̀ orin | <i>to sing a song (sing)</i> |

Not all verb-nominals are splittable. The examples below in column B are ungrammatical:

| A (correct) | | B (incorrect) |
|-------------|---------------------|---------------|
| tọ̀jú | <i>take care of</i> | tọ̀ ojú |
| dìde | <i>to stand</i> | dì ìde |
| dúró | <i>stop wait</i> | dú aró |
| jókòó | <i>sit</i> | jọ̀ ìkó |

A verb can be followed by another verb. An example of this is **fẹ̀** 'to want' or 'to wish'.

Àwá fẹ̀ jẹ̀ ẹ̀yin.

We want to eat eggs.

Èyin fẹ̀ fọ̀ aṣọ̀.

You want to wash clothes.

Fẹ̀ can also be used in an interrogative sentence.

For example:

Ṣé ìwọ̀ fẹ̀ fọ̀ aṣọ̀?

Do you want to wash clothes?

Bẹ̀ẹ̀ ni, èmi fẹ̀ fọ̀ aṣọ̀.

Yes, I want to wash clothes.

Ṣé Kóyè fẹ̀ sùn?

Does Kóyè want to sleep?

Bẹ̀ẹ̀ ni, Kóyè fẹ̀ sùn.

Yes, Kóyè wants to sleep.

The verb **fẹ̀ràn** 'to like', 'to love'

Mo fẹ̀ràn ajá
Olú fẹ̀ràn ọmọdẹ

I like dogs.
Olú loves children.

Negation of Verbs

Negation of verbs using 'kò'

One way to negate a verb in a sentence is to precede the verb with the negator 'kò'.

Olú n jẹ iyán
Olú kò jẹ iyán

Olú is eating pounded yam
Olú is not eating pounded yam

Wálé n rẹ̀rìnín
Wálé kò rẹ̀rìnín

Wálé is laughing
Wálé is not laughing

Mo fẹ́ jẹ́ búrẹ́dì
N kò fẹ́ jẹ́ búrẹ́dì

I want to eat bread
I do not want to eat bread

Bọ́lá n mu omi
Bọ́lá kò mu omi

Bọ́lá is drinking water
Bọ́lá is not drinking water

Jòkẹ́ n di irunun Dúpẹ́
Jòkẹ́ kò di irunun Dúpẹ́

Jòkẹ́ is weaving Dúpẹ́'s hair
Jòkẹ́ is not weaving Dúpẹ́'s hair

Màmá n se ìrẹ̀sì
Màmá kò se ìrẹ̀sì

Mother is cooking rice
Mother is not cooking rice

Iṣẹ́ Ṣíṣe 1

Tún àwọn gbólóhùn wọnyí kọ ní òdì.

Turn the following sentences into negative.

1. Bádé n ka ìwé.

2. Wọ́n n jẹ̀ ìrẹ̀sì.

3. Àwa n fọ aṣọ.

4. Mo n gbin àgbàdo.

5. Èyin n jẹ ẹyin.

6. Àwọn n ta iṣu.

7. Mo fẹ ra àgbàdo.

8. Àwa jẹ ọrẹ.

9. Ò n sùn.

10. Ó fẹ jẹun.

Iṣẹ́ Ṣíṣe 2

Dáhùn àwọn ìbéèrè wọnyí ní òdì.

Respond to the following questions in the negative.

1. Ṣé Títí fẹ sùn?

2. Ṣé Jídé n ta iṣu?

3. Ṣé wọ́n fẹ jẹ ẹyin?

4. Ṣé àwa n jó?

5. Ṣé Bádé n fẹ owó?

Lesson 3 - Èkọ Kẹta: Subject Pronouns

There are two types of subject pronouns in Yorùbá: emphatic and regular.

Regular Pronouns

| Singular | | | Plural | | |
|-----------------------|----|------------------|-----------------------|-----|-------------|
| 1 st pers. | Mo | <i>I</i> | 1 st pers. | A | <i>We</i> |
| 2 nd pers. | O | <i>You</i> | 2 nd pers. | ì | <i>You</i> |
| 3 rd pers. | Ó | <i>She/He/It</i> | 3 rd pers. | Wòn | <i>They</i> |

Note that the vowels in the 3rd person singular and plural take a high tone.

Note that in each of these pronouns, the first vowel is marked with a low tone.

Yorùbá, however, has a second set of pronouns referred to as the emphatic pronouns:

Emphatic Pronouns

| Singular | | | Plural | | |
|-----------------------|-----|------------------|-----------------------|------|-------------|
| 1 st pers. | Èmi | <i>I</i> | 1 st pers. | Àwa | <i>We</i> |
| 2 nd pers. | Ìwọ | <i>You</i> | 2 nd pers. | Èyin | <i>You</i> |
| 3 rd pers. | Òun | <i>She/He/It</i> | 3 rd pers. | Àwọn | <i>They</i> |

Emphatic and regular pronouns can be used interchangeably in many situations, though not in all situations. For example, the following are used interchangeably when using the progressive marker **ń** (-ing):

| | |
|-----------------------|------------------------------|
| Èmi ń lọ / Mò ń lọ | <i>I am going</i> |
| Àwa ń jẹun / À ń jẹun | <i>We are eating</i> |
| Èyin ń sùn / È ń sùn | <i>You (pl) are sleeping</i> |
| Òun ń şeré / Ó ń şeré | <i>She/he/it is playing</i> |

Below, the expressions in column A below are grammatically correct, while the expressions in column B are incorrect:

| A (correct) | | B (incorrect) | |
|---------------|---------------------------|---------------|--|
| Èmi ńkọ? | <i>How about me?</i> | Mo ńkọ | |
| Ìwọ tàbí èmi | <i>You or I</i> | O tàbí ìwọ | |
| Àwọn àti èyin | <i>They and you (pl.)</i> | Wọn àti èyin | |

The Honorific Pronoun / ẹ /

Respect for elders is highly appreciated and strongly encouraged in Yorùbá culture. In fact, it is an integral part of the culture. As a result, when you greet an elderly person, you use the regular pronoun of respect 'ẹ' followed by the greeting:

ẹ káàbọ
ẹ kúulẹ

*a greeting to welcome someone older than you
a response to 'ẹ káàbọ'. It is said to someone
(older than you) that one finds at home when
one returns home.*

The Honorific Pronoun 'wọ̀n'

Wọ̀n is another regular pronoun of respect in Yorùba. For example, when you are asked how your mother or father is doing, you respond 'wọ̀n wà' (he/she is doing fine), even though **wọ̀n** is a 3rd person plural subject pronoun.

A: Awọ̀n àbúrò ẹ̀ ńkọ́?

How are your younger siblings?

B: Wọ̀n wà.

They are fine.

A: Bàbáà ẹ̀ ńkọ́?

How is your father?

B: Wọ̀n wà.

He is fine.

The progressive marker ń

The progressive marker 'ń' is used to express a continuous or an on-going action. It is similar in use to the English **-ing**. However, in Yorùbá, it occurs before the verb. If it is omitted following the noun or pronoun subject, that verb then indicates 'past.'

Hence:

Èmi ń lọ

I am going

Mò ń lọ

I am going

Whereas:

Èmí lọ

I went

Mo lọ

I went

Iṣẹ́ Ṣíṣe 1

Dáhùn àwọn ìbèèrè wọnyí ní èkúnréré.

Answer the following questions in complete sentences.

Bí àpẹẹrẹ:

Kí ni Wálé n ẹ? (eré)

Wale n ẹ eré.

1. Kí ni Bòdé n ẹ? (ọjọ ìbí)

2. Kí ni mà máà n sè? (ọbẹ ọdún)

3. Kí ni bà báà n tà? (aṣọ)

4. Kí ni ìwọ n ẹ? (kàwé)

5. Kí ni wọ n ẹ? (jẹun)

Iṣẹ́ Ṣíṣe 2

Replace the words in bold with regular pronouns.

Bí àpẹẹrẹ:

Ẹyin n gbé ní Austin. Ẹ n gbé ní Austin.

1. **Ẹmi** àti àwọn fẹ jẹun. _____

2. **Bà báa Jíde** n gbé ní Ikòlé-Èkìtì. _____

3. **Olú** n ṣíṣe ní Òdè-Èkìtì. _____

4. **Ìwọ** n gbé ni Adó-Èkìtì. _____

5. **Mà máa Wọnú** fẹ mu ẹmu. _____

Iṣẹ Ṣíṣe 3

Replace the words in bold with emphatic pronouns.

Bí àpẹẹrẹ:

Wọ̀n ní fọ aṣọ. **Àwọ̀n** ní fọ aṣọ. _____

1. **Mo** tàbí Adé ní lọ sí ọjà. _____
2. **A** pẹ̀lu Tòsìn fẹ́ gbá bọ̀lù. _____
3. Túnjí àti **ó** ní fẹ́ ọmọ. _____
4. **Ẹ** àti **a** jẹ́ ọ̀rẹ́. _____
5. Kẹ̀mi tàbí **o** ní gbé ní Houston. _____

Iṣẹ Ṣíṣe 4

Replace the regular pronoun in bold with an emphatic pronoun.

Bí àpẹẹrẹ:

A fẹ́ lọ sí ọjà.

Àwa fẹ́ lọ sí ọjà. _____

1. **Wọ̀n** ní ta iṣu

2. **Mò** ní se ìrẹ̀sì

3. **Ó** fẹ́ ra àgbàdo

4. **O** ní owó

5. **Ẹ** fẹ́ se mọ́ínmọ́ín

Lesson 4 - Èkọ Kẹrin: Interrogatives 'Kí ni?' and 'Şé?'

'Kí ni' (*what*) and 'Şé' (*do/does*) are two forms of Yorùbá interrogatives. They are used in the following examples:

| | | |
|----|----------------------------|---------------------------------|
| Q: | Kí ni o fẹ? | <i>What do you (sg.) want?</i> |
| R: | Mo fẹ owó. | <i>I want money.</i> |
| Q: | Kí ni orúkọẹ rẹ? | <i>What is your (sg.) name?</i> |
| R: | Orúkọẹ mi ni Bádé Adéléké. | <i>My name is Bádé Adéléké.</i> |
| Q: | Şé wọn fẹ owó? | <i>Do they want money?</i> |
| R: | Bẹẹ ni, wọn fẹ owó. | <i>Yes, they want money.</i> |
| Q: | Şé o fẹ jẹun? | <i>Do you want to eat?</i> |
| R: | Bẹẹ ni, mo fẹ jẹun. | <i>Yes, I want to eat.</i> |

Iṣẹ Ṣíṣe 1

Dáhùn àwọn ìbéèrè wọnyí ní èkúnrẹrẹ.

Answer the following questions in complete sentences.

Bí àpẹẹrẹ:

Kí ni wọn n kà? (ìwé)

Wọn n ka ìwé. _____

1. Kí ni a fẹ jẹ? (oúnjẹ)

2. Kí ni wọn n kọ? (ìwé)

3. Kí ni ẹyin n tà? (ìrẹ̀sì) (in conversational context)*

4. Kí ni Olú n fẹ? (owó)

5. Kí ni ìwọ ní? (ilé)? (in conversational context)*

6. Kí ni ìwọ àti òun n fẹ? (omọ)

7. Kí ni àwa àti ẹyin ní? (àláfíà)

8. Ṣé ó n fẹ owó?

Bẹẹ ni, _____

9. Ṣé ò n fẹ owó? (in conversational context)*

Bẹẹ ni, _____

10. Ṣé wọn n fẹ kòòkì?

Bẹẹ ni, _____

* Conversational context implies that you are engaged in a conversation. Therefore, you respond accordingly.

Iṣẹ́ Ṣíṣe 2

Respond to the following questions in conversational context using a regular subject pronoun.

Bí àpẹẹrẹ:

Ṣé ìwọ fẹràn ìrẹ̀sì?

Bẹ̀ẹ̀ ni, mo fẹràn ìrẹ̀sì.

1. Ṣé ìwọ n gbé ní Ilé-Ifẹ̀?

Bẹ̀ẹ̀ ni, _____ n gbé ní Ilé-Ifẹ̀.

2. Ṣé bàbáà rẹ̀ ní owó?

Bẹ̀ẹ̀ ni, _____ ní owó.

3. Ṣé Kóyè fẹ̀ jẹ̀ ìrẹ̀sì?

Bẹ̀ẹ̀ ni, _____ fẹ̀ jẹ̀ ìrẹ̀sì.

4. Ṣé bàbá àti màamáà rẹ̀ ní ilé?

Bẹ̀ẹ̀ ni, _____ ní ilé.

5. Ṣé Bùnmi ni ọ̀kọ̀?

Bẹ̀ẹ̀ ni, _____ ní ọ̀kọ̀.

Iṣẹ́ Ṣíṣe 3

In pairs, ask your friend the following questions. Let your friend respond. Then take turns.

1. Kí ni ò n rà? _____

2. Kí ni o fẹ̀? _____

3. Kí ni ò n sè? _____

4. Kí ni bàbá àti màamáà rẹ̀ fẹ̀ràn? _____

5. Kí ni màamáà rẹ̀ n fẹ̀? _____

Iṣẹ́ Ẹ́ṣe 4

Parí àwọn gbólóhùn wọnyí.

Complete the following sentences.

1. Wálé fẹ́ jẹ́ ìrẹ̀sì, ó sì fẹ́ _____ omi.

- a. jẹ
- b. mu
- c. wẹ
- d. se

2. Túndé fẹ́ _____ sí ibí yíí.

- a. rí
- b. ní
- c. wá
- d. mú

3. Títí fẹ́ _____ sí orí bẹ̀ẹ̀dì.

- a. sùn
- b. wà
- c. wá
- d. lé

4. Bàbáa Jídé fẹ́ _____ bàtà fún Jídé.

- a. lọ
- b. ra
- c. gé
- d. tà

5. Kúnlé fẹ́ _____ sí orí àga.

- a. jó ìkó
- b. jókòó
- c. òdè
- d. gbé

Iṣẹ́ Ẹ́ṣe 5

In pairs, ask your partner in class what his/her father wants in life, followed by what the partner wants in life. Write down what your partner's father wants in life, and what you want in life. Then take turns.

Iṣẹ́ Ẹ́ṣe 6

Let one student ask the teacher what the teacher wants in life. That student should report to the rest of the class what the teacher said h/she wants in life.

Iṣẹ́ Ẹ́ṣe 7

In class, students work in pairs to create dialogues using the verbs **fẹ́, ní, sẹ̀, tà, kà** and **kọ** with the interrogative forms **ṣé** and **kí ní**. Do these first orally and then in written form.

