



## Chapter 4 - Orí Kẹrin | WHAT TIME DO WE MEET?

### ***OBJECTIVES:***

In this chapter you will learn:

- How to express quantity using 'mélòó'
- How to ask time using 'mélòó'
- How to express your age using 'mélòó'
- Colors in Yorùbá Culture

## Àwọ̀n ọ̀rọ̀ (Vocabulary)

Nouns	
èédú	<i>charcoal</i>
ewé	<i>leaf (green color)</i>
gààrí	<i>cassava grains</i>
Noun Phrases	
ibi ọ̀jọ̀-ìbí	<i>birthday venue</i>
ìsìn àgbà	<i>adults' worship</i>
ìsìn ọ̀mọ̀dé	<i>children's service/worship</i>
Verbs	
bẹ̀rẹ̀	<i>to start</i>
dé	<i>to arrive</i>
fẹ̀	<i>to want/wish</i>
jí	<i>to wake up</i>
lọ	<i>to go</i>
máa	<i>will</i>
ní	<i>to have</i>
wá	<i>to come</i>
wà	<i>to be or to exist</i>
Verb Phrases	
bá mi ọ̀seré	<i>play with me</i>
gbá ilẹ̀	<i>to sweep the floor</i>
jẹun ọ̀sán	<i>to eat lunch</i>
jẹun alá	<i>to eat dinner</i>
jẹ kí á pàdé	<i>let us meet</i>
sọ fún...	<i>to tell...(e.g. someone)</i>
Adjectives	
búlúù	<i>blue</i>
dúdú	<i>black</i>
funfun	<i>white</i>
píńkì	<i>pink</i>

yẹn	<i>that</i>
yẹ̀lò	<i>yellow</i>

### Adverbs

bíí / bí	<i>like</i>
díẹ	<i>a little</i>
ganan ni	<i>a lot (very)</i>
kúkú	<i>just</i>

### Conjunctions

tí..bá	<i>if</i>
nítorí pé	<i>because</i>

### Prepositional phrases

ní ẹ̀yìn ọ̀sẹ̀	<i>at the end of the week</i>
ní ọ̀dọ̀ Akin	<i>at Akin's place</i>
lójoojúmọ̀	<i>everyday</i>
lẹ̀yìn náà	<i>following that /after that</i>

### Interrogatives

Nígbà wo ni ?	<i>when?</i>
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### Other Expressions

ó dára	<i>that's fine</i>
ó funfun bí eérú	<i>It is white like ashes (grey)</i>
Olórí ìlú Àmẹ́ríkà	<i>The President of the United States of America</i>
ọ̀mọ ọ̀dún mélòó?	<i>how old?</i>
O ẹ́	<i>thank you</i>
ó ti pẹ̀ jù	<i>It is too late</i>
ó ti yá jù	<i>It is too early</i>

## Lesson 1 - Èkọ́ Kìíńí

### The Interrogative Méléó

Remember how to count from 1 – 10, as we already learned in Chapter 2 and as found below under ‘numbers.’ Cardinals act like adjectives – they follow the noun that they describe and answer the question **méléó?** ‘*how many?*’

Numbers	Cardinals	English
oókan	kan	one
eéjì	méjì	two
ẹ́ẹ́ta	mẹ́ta	three
ẹ́ẹ́rín	mẹ́rín	four
aárùnún	márùnún	five
ẹ́ẹ́fà	mẹ́fà	six
eéje	méje	seven
ẹ́ẹ́jọ	mẹ́jọ	eight
ẹ́ẹ́sàńń	mẹ́sàńń	nine
ẹ́ẹ́wàá	mẹ́wàá	ten
oókàńlá	mókàńlá	eleven
eéjìlá	méjìlá	twelve

#### For example:

Ìwé méléó ní ó wà ní orí tábíì?

*How many books are on the table?*

One will respond by using the cardinal:

Ìwé mẹ́ta ní ó wà ní orí tábíì

*There are three books on the table.*

Also, the numbers in between the multiples of 10 will take an 'm' before them.

**For example:**

ọmọ mètàdínlógún

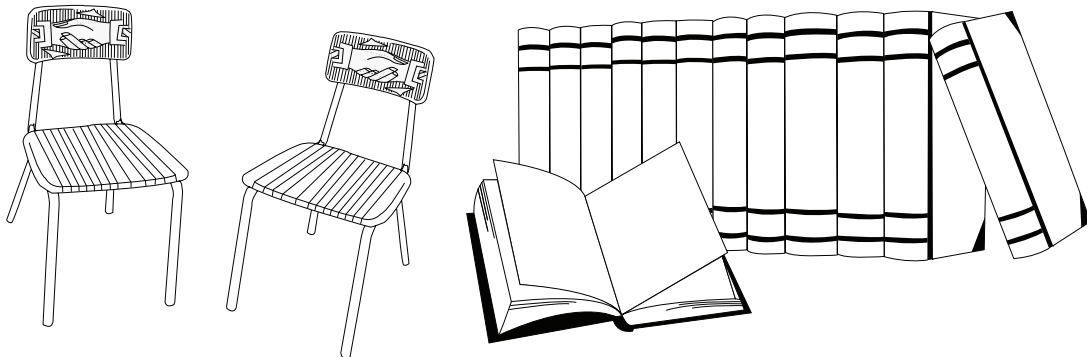
seventeen children

àga méjì

two chairs

ìwé mètàlá

thirteen books



However, we do not say \*àga mókan—one chair  
One would rather say **àga kan**

Below are examples of multiples of ten:

ogún ìyàwó

*twenty wives*

àádọ́ta ìgbà

*fifty times*

ọgọ̀rùnún ọdún

*hundred years*

ọgọ́tà ilé

*sixty houses*

ọgbọ̀n ènìyàn

*two hundred people*

**Iṣẹ́ Ẹ́ṣe 1**

Write out the following in Yorùbá.

**Bí àpẹẹrẹ:**

80 people      Ogórín èniyàn

13 books      ìwé mètálá

1. 18 houses \_\_\_\_\_

2. 38 pencils \_\_\_\_\_

3. 62 tables \_\_\_\_\_

4. 40 students \_\_\_\_\_

5. 80 pencils \_\_\_\_\_

6. 75 schools \_\_\_\_\_

7. 54 children \_\_\_\_\_

8. 46 teachers \_\_\_\_\_

9. 20 computers \_\_\_\_\_

10. 6 desks \_\_\_\_\_

**Iṣẹ́ Ẹ́ṣe 2**

Remember the verbs **ní** (to have), **fẹ́** (to want/to wish), **wà** (to be or to exist)

Dáhùn àwọn ìbéèrè wọnyí ní èkúnrẹ́rẹ́.

*Answer the following questions in complete sentences.*

1. Ìwé mélòó ni o ní?

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2. Ọmọ mélòó ni Ọbámà, olórí orílẹ̀-èdè Àmẹ́ríkà, bí(to give birth to)?

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3. Àbúrò mélòó ni o ní?

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4. Ilé mélòó ni o fẹ́?

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5. Ìpínlẹ̀ mélòó ni o wà ní orílẹ̀-èdè Àmẹ́ríkà?

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6. Ìpínlẹ̀ mélòó ni ó wà ní orílẹ̀-èdè Nàìjíríà?

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7. Kòhnpútà mélòó ni ó wà nínú kíláàsì Yorùbáà rẹ́?

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8. Akẹ́kọ́ obìnrin mélòó ni ó wà nínú kíláàsì Yorùbáà rẹ́?

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9. Akẹ́kọ́ ọkùnrin mélòó ni ó wà nínú kíláàsì Yorùbáà rẹ́?

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10. Pátákó ìkòwé mélòó ni ó wà nínú kíláàsì Yorùbáà rẹ́?

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**Iṣẹ́ Ṣíṣe 3**

In pairs, a student should ask his or her partner the number of people—men, women, or children in that partner’s family, with the partner responding. Students take turns.

1. A. \_\_\_\_\_

B. \_\_\_\_\_

2. A. \_\_\_\_\_

B. \_\_\_\_\_

3. A. \_\_\_\_\_

B. \_\_\_\_\_

4. A. \_\_\_\_\_

B. \_\_\_\_\_

5. A. \_\_\_\_\_

B. \_\_\_\_\_



## Lesson 2 - Ẹkọ Kejì

Aago mélòó ni ó lù? (*What time is it?*)

Remember in Chapter One we discussed how to distinguish between a.m. and p.m.

àárọ̀	from about 4:00am to 11:59 am
ọ̀sán	from about noon to 4:59 pm
ìrọ̀lẹ̀	from about 5:00 pm to 6:59 pm
alẹ̀	from about 7:00 pm to 10:00 or 11:59 pm

## Other expressions of time:

Àbọ̀	=	half (or 30 minutes past the hour) as in aago kan àbọ̀ ọ̀ru = 1:30 am
Ku	=	to or less than the hour as in aago méta ọ̀sán ku ogún ìṣẹ́jú = 2:40pm
Kojá	=	past/after as in aago méfà ìrọ̀lẹ̀ kojá ìṣẹ́jú méta = 6:03pm

## Other expressions:

Ó ti pé jù	=	It is too late
Ó ti yá jù	=	It is too early

Different times of the day such as àárọ̀, ọ̀sán, ìrọ̀lẹ̀, and alẹ̀ express how we distinguish time(aago). See exercises below and write down the indicated times.

**Ìṣẹ́ Ẹ́ṣe 1**

Complete the following exercises. The first one has been done for you.

1. aago kan ọsán = 1pm
2. aago méjì ọru = \_\_\_\_\_
3. aago méjìlá ọsán = \_\_\_\_\_
4. aago kan àbọ ọru = \_\_\_\_\_
5. aago méfà ìròlẹ kọjá ìṣẹ́jú mẹta = \_\_\_\_\_
6. aago méje alẹ ku ìṣẹ́jú mẹwáà = \_\_\_\_\_
7. aago mẹta ọsán ku ogún ìṣẹ́jú = \_\_\_\_\_
8. aago márùnún àárọ kọjá ìṣẹ́jú márùnúndínlógún = \_\_\_\_\_
9. aago méjìlá ọru = \_\_\_\_\_
10. aago mẹrin àárọ = \_\_\_\_\_



## Ìsọ̀rò̀nḡbèsì (Dialogue)

## Lẹ̀yìn ìjádé ilé-ìwé

**Jìmí:** Fẹ̀yí, ẹ̀ wà á wá kí mi ní òpín ọ̀sẹ̀, ní ọ̀jọ̀ àìkú?

**Fẹ̀yí:** Ní aago mélòó ni o fẹ́ kí n wá? Ó máa dára ní ọ̀sán nítorí pé mo máa n lọ sí ìsìn ọ̀mọ̀dé ní aago mésàńán àbò àárọ̀. Lẹ̀yìn náà, ní aago mẹ̀wa, ìsìn àgbà máa bèrẹ̀.

**Jìmí:** (Èmi náà), ní aago má̀rùnún ìròlẹ̀, mo n lọ sí ibi ọ̀jọ̀ ìbí ọ̀rẹ̀ẹ̀ mi kan.

**Fẹ̀yí:** Ọ̀jọ̀ ìbí ta ni?

**Jìmí:** Ọ̀jọ̀ ìbí Akin Ọ̀mọ̀yẹ̀mí.

**Fẹ̀yí:** Rára o, aago mẹ̀ta ni ọ̀jọ̀ ìbí Akin yẹn. Tí o bá lọ ní aago má̀rùnún, wà á kàn lọ gbá ilẹ̀ ni!

**Jìmí:** O ò ẹ̀ kúkú jẹ́ kí á pàdé ní ọ̀dọ̀ Akin. Ẹ̀ wà á sọ̀ fún àwọn òbìlẹ̀ rẹ̀?

**Fẹ̀yí:** Nígbà wo ni o máa dé ọ̀dọ̀ Akin?

**Jìmí:** Bii aago mẹ̀ta àbò ọ̀sán.

**Fẹ̀yí:** Ó dára, ó ògbà kan ná.



Lẹ̀yìn ìjádé ilé-ìwé, Jìmí n bá Fẹ̀yí sọ̀rọ̀

## Ìṣẹ́ Ṣíṣe 2

Dáhùn àwọn ìbèèrè wònyí ní èkúnrẹ̀rẹ̀.

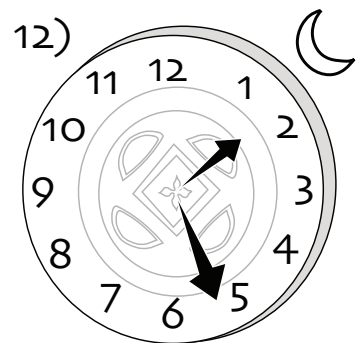
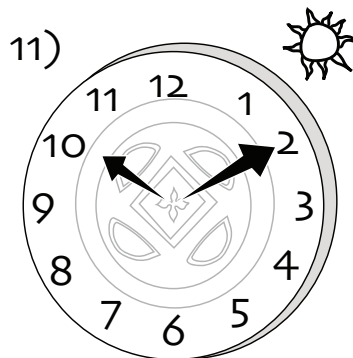
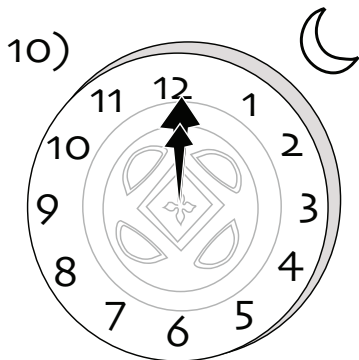
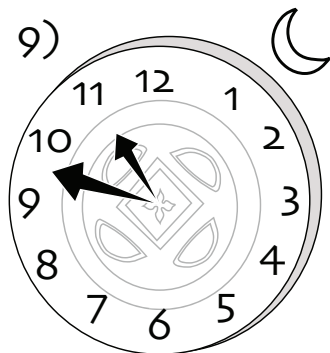
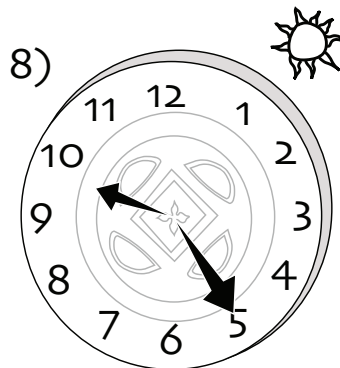
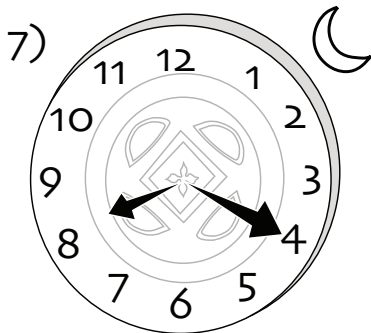
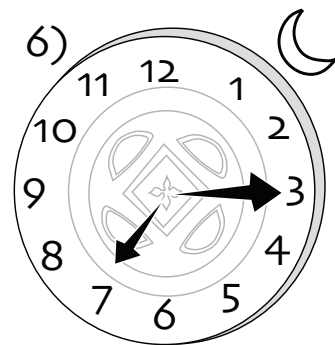
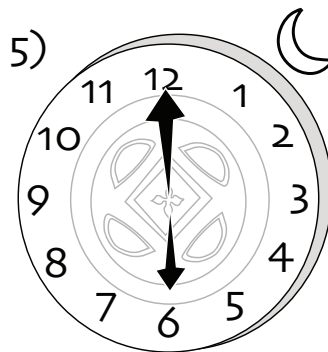
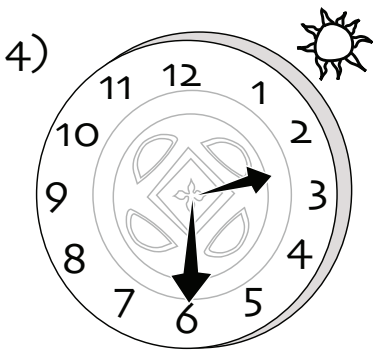
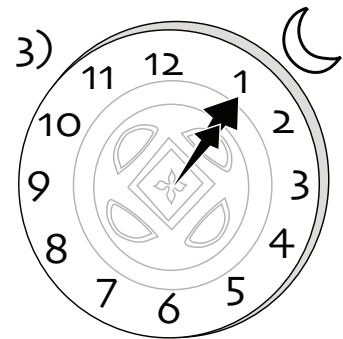
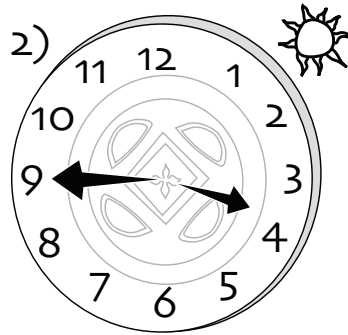
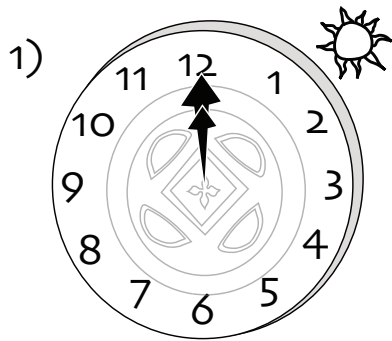
Answer the following questions in complete sentences

1. Aago mélòó ni Jìmí máa dé ọ̀dọ̀ Akin?
2. Ta ni Fẹ̀yí?
3. Ọ̀jọ̀ ìbí ta ni Fẹ̀yí àti Jìmí fẹ́ ẹ́ lọ?
4. Ta ni Akin Ọ̀mọ̀yẹ̀mí?
5. Aago mélòó ni Fẹ̀yí máa n lọ sí ìsìn ọ̀mọ̀dé?

### Iṣẹ́ Ẹ́ṣe 3

Aago mélòó ni ó lù lórí àwọn aago wọnyí?

What time is it on the following clocks?



## Máa ń + Time

### Iṣẹ Ẹíṣe 4

Dáhùn àwọn ìbèèrè wọnyí ní èkúnréré.

*Answer the following questions in complete sentences.*

#### Bí àpẹẹrẹ:

Aago mélòó ni kíláàsì èdè Gẹ̀ẹ̀sì rẹ máa ń bèrẹ?

Aago mẹwàá àárò ni kíláàsì èdè Gẹ̀ẹ̀sì mi máa ń bèrẹ.

1. Aago mélòó ni kíláàsì èdè Yorùbáà rẹ máa ń bèrẹ?

\_\_\_\_\_

2. Aago mélòó ni o máa ń jí lójójúmọ?

\_\_\_\_\_

3. Aago mélòó ni o máa ń jẹ ouńjẹ ọsán?

\_\_\_\_\_

4. Aago mélòó ni o máa ń jẹ ouńjẹ alẹ?

\_\_\_\_\_

5. Aago mélòó ni o máa ń sùn ní alẹ?

\_\_\_\_\_

6. Aago mélòó ni kíláàsì rẹ àkọkọ ń bèrẹ ní ojú àìkú?

\_\_\_\_\_

7. Aago mélòó ni gbogbo kíláàsì rẹ ń parí ní ojú Àlámísi?

\_\_\_\_\_

8. Kí ni o máa ń ẹ ní aago mẹta ọsán ní ojú Mọ́ndè?

\_\_\_\_\_

9. Kí ni o máa ń ẹ ní aago mèsàńán alẹ ní ojú Jímọ?

\_\_\_\_\_

10. Kí ni o máa ń ẹ ní aago méje àárò ní ojú ọ̀sẹ?

\_\_\_\_\_

**Ìṣẹ́ Ṣíṣe 5**

Ìwọ àti ọ̀rẹ̀ẹ̀ rẹ, ẹ ṣọ fún ara yín ìgbà tí ẹnìkòòkan nínúu yín n lọ sí kíláàsì àti wí pé kíláàsì wo ni?  
*You and your friend, tell each other what time you go to class and what class you have.*

**Bí àpẹẹrẹ:**

**Dúpẹ:** Aago mélòò ni kíláàsì Bàólójì rẹ máa n bẹrẹ ní ojọọ  
 Túsìdeè?

**Tósìn:** Aago méjì ni.

**Dúpẹ:** Kí ni o ní ni aago méréin?

**Tósìn:** Mo ní Kẹ́mísìrì.

**Dúpẹ:** \_\_\_\_\_

**Tósìn:** \_\_\_\_\_

**Ìṣẹ́ Ṣíṣe 6**

Èyí ni àtẹ àkókò ìṣẹ́ Ṣadé fún ọ̀sẹ̀ kan  
*This is Ṣade's schedule for the week.*

Àkókò	Ajé	Ìṣẹ́gun	Ojórú	Ojóbò	Ẹ̀tì
9-10	Èdèe Gẹ̀ẹ̀sì	Ìṣìrò		Físíṣì	Ìṣìrò
10-11	Ìṣìrò	Físíṣì	Potogí		Potogí
11-12	Faransé	Èdèe Gẹ̀ẹ̀sì	Físíṣì	Ìṣìrò	Èdèe Gẹ̀ẹ̀sì
12-1	Físíṣì		Yorùbá	Kẹ́mísìrì	
1-2	Bàólójì	Kẹ́mísìrì	Èdèe Gẹ̀ẹ̀sì	Yorùbá	Kẹ́mísìrì
2-3	Yorùbá	Faransé	Yorùbá	Faransé	Físíṣì
3-4			Ìṣìrò	Èdèe Gẹ̀ẹ̀sì	Faransé
4-5	Kẹ́mísìrì	Potogí		Potogí	Yorùbá
5-7	Láàbù			Láàbù	

Dáhùn àwọn ìbèèrè wònyí.

Answer the following questions.

1. Mèlòó ni àpapọ̀o gbogbo iṣẹ́ tí Ọ́adé n ẹ́ lọ́sẹ́?
2. Iṣẹ́ wo ni Ọ́adé ní láago mẹ́wàá àárọ̀ ojú ajé?
3. Tí ó bá di ojórú ní aago mẹ́sàńń àárọ̀, Ọ́adé máa wà nínú kíláàsì wo?
4. Wákàtí mèlòó ni Ọ́adé fi n ẹ́ èdè Gẹ̀ẹ́sì ní ọ́sẹ́?
5. Njẹ́ Ọ́adé ní iṣẹ́ kankan ní ojú àbámẹ́ta?

### Iṣẹ́ Ọ́sẹ́ 7

Using the exercise 3 above, prepare your class schedule using Yorùbá language. Indicate the time you have each class and who your teachers are. Below, you will find a list of courses to help you. If your course is not listed, ask your teacher.

Bàólọ́jì	<i>Biology</i>
Kẹ́mísìrì	<i>Chemistry</i>
Físìsì	<i>Physics</i>
Èdè Faransé	<i>French language</i>
Èdè Sípánîṣì	<i>Spanish language</i>
Èkọ́ nípa Òṣẹ̀lú	<i>Government</i>
Lìngúísìkì	<i>Linguistics</i>
Èdè Gẹ̀ẹ́sì	<i>English</i>
Láàbù	<i>Lab work</i>
Èdè Yorùbá	<i>Yorùbá language</i>
Èdè Potogí	<i>Portuguese language</i>
Èkọ́ Ìtàn	<i>History</i>
Saìkólọ́jì	<i>Psychology</i>
Sosìólọ́jì	<i>Sociology</i>
Èkọ́ nípa ọ̀rọ̀ ìṣẹ̀lú	<i>Political Science</i>
Èkọ́ nípa ọ̀rọ̀ ajé	<i>Economics</i>
Lítírésẹ̀	<i>Literature</i>

**Iṣẹ́ Ẹ́ṣe 8**

Parí ìṣòròhgbèsì yí nípa lílo àwọn àkókò àti òṣùu Yorùbá (Gbólóhùn méjìlá sí márùnúndínlógún).

*Complete the short dialogue below using time and Yoruba calendar (12-15 sentences).*

Ládi pe Kúnlé pé kí ó wá gbá bọ̀lù pẹ̀lú òun.

*Ládi invites Kúnlé to play soccer with him.*

**Ládi:** Kúnlé, ẹ́ wà á wá sí ilée wa láti wá gbá bọ̀lù ní ìròlẹ́ ọ̀la?

**Kúnlé:** Ó dára. Mà á sọ́ fún màamá mi. Aago mélòó ni kí n wá?

**Ládi:** Ní aago márùnún àbò ìròlẹ́. Màá máa retí ẹ́ o.

**Kúnlé:** \_\_\_\_\_

**Ládi:** \_\_\_\_\_

**Iṣẹ́ Ẹ́ṣe 9**

Wá àwọn ọ̀rọ̀ wònyí

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

èdè, gẹ̀ẹ̀sì, ìṣirò, kẹ́m(s)ìrì, fí(s)ìsì, faransé, ìhngú(s)ìkì, láàbù, potogí, Ìtfréṣò

è	l	i	t	i	r	e	k	ẹ́	m	í	s	ì	r	ì
d	d	f	a	r	a	n	s	é	ù	b	i	s	l	l
è	g	e	f	i	s	i	i	s	m	ù	r	o	s	ì
e	d	e	ọ̀	p	o	t	ò	k	í	ì	o	s	i	h
g	e	ẹ̀	é	b	o	h	i	l	a	à	s	u	n	g
ì	ṣ	i	r	ò	r	t	l	a	à	b	ù	r	ọ̀	ú
í	s	ẹ́	g	u	n	u	o	l	e	d	e	g	ì	í
k	e	i	m	s	i	l	ẹ́	g	ì	b	a	ọ̀	l	s
f	i	s	r	i	s	ọ̀	í	l	í	h	ọ̀	m	b	í
r	u	l	a	ò	d	s	i	t	a	m	g	ọ̀	j	ì
g	ẹ̀	e	s	l	i	k	a	á	í	à	f	u	n	k
ẹ̀	l	a	b	ì	d	e	k	e	b	r	b	n	i	ì
ẹ́	d	á	s	l	á	à	b	ù	n	h	é	ù	m	g
s	e	i	á	b	u	l	i	t	i	r	e	ṣ	ọ̀	h
ì	f	í	s	í	ì	s	ì	n	s	i	d	f	ọ̀	l



### **Iṣẹ́ Ṣíṣe 10 Scenarios**

In pairs, create your own dialogue on planning on eating in a restaurant.

## Lesson 3 - Ẹ̀kọ́ Kẹ́ta: Asking for Age

When you want to ask 'how old' you will ask: 'ọmọ ọdún mélòó?' For example, if you want to ask how old Tèmi is, you will ask: Ọmọ ọdún mélòò ni Tèmi?

And the response:

Ọmọ ọdún méjì ni Tèmi.  
*Tèmi is 2 years old.*

### Telling how old you are

Túndé fẹ̀ mò nípa ọjọ-órí àwọn ẹbí Yẹmí.

*Túndé wants to know how old Yẹmí's family members are.*



Ìsọ̀rọ̀ngbèsì (Dialogue)

Yẹmí, Ọmọ ọdún mélòó ni ẹ?

Ọmọ ọdún méjìdínlógún ni mí.

Ọmọ ọdún mélòó ni bàbáà rẹ?

Ọmọ ọdún mètàlélógójì ni wọn.

Ọmọ ọdún mélòó ni màamáà rẹ?

Ọmọ ọgójì ọdún ni wọn.

Ọmọ ọdún mélòó ni àbúròò bàbáà rẹ?

Ọmọ ọgbọn ọdún ni wọn.

Ọmọ ọdún mélòó ni ẹgbọnòn rẹ?

Ọmọ ọgún ọdún ni wọn.

Ọmọ ọdún mélòó ni àbúròò rẹ?

Ọmọ ọdún mètìndínlógún ni.



*Túndé fẹ̀ mò nípa ọjọ-órí àwọn ẹbí Yẹmí.*

*Túndé wants to know how old  
Yẹmí's family members are.*

**Iṣẹ́ Ṣíṣe 1**

Dáhùn awọn ìbéèrè wọnyí nípa lílo àpẹẹrẹ tí ó wà ní ìsàlẹ̀ yíí.

*Follow this pattern below to answer the following questions.*

**Bí àpẹẹrẹ:**

Ọmọ ọdún mélòó ni ègbónọ̀n rẹ? 30 years old

Ọmọ ọgbọ̀n ọdún ni ègbónọ̀n mi.

1. Ọmọ ọdún mélòó ni bàbáà rẹ? 70 years old

\_\_\_\_\_

2. Ọmọ ọdún mélòó ni àntí rẹ? 34 years old

\_\_\_\_\_

3. Ọmọ ọdún mélòó ni màamáà bàbáà rẹ? 97 years old

\_\_\_\_\_

4. Ọmọ ọdún mélòó ni ìwọ? 19 years old

\_\_\_\_\_

5. Ọmọ ọdún mélòó ni ọrẹ̀ẹ̀ rẹ? 21 years old

\_\_\_\_\_

**Iṣẹ́ Ṣíṣe 2**

Dáhùn awọn ìbéèrè wọnyí ní èkúnrẹ̀rẹ̀.

*Answer the following questions in complete sentences.*

**Bí àpẹẹrẹ:**

Ọmọ ọdún mélòó ni àbúrò rẹ?

Ọmọ ọgún ọdún ni àbúrò mi.

Ọmọ ọdún mélòó ni ọmọ̀ rẹ?

Ọmọ ọdún méjìlélógún ni ọmọ̀ mi.

1. Ọmọ ọdún mélòó ni bàbáà rẹ?

2. Ọmọ ọdún mélòó ni màamáà rẹ?

3. Ọmọ ọdún mélòó ni bàbáà bàbáà rẹ?

4. Ọmọ ọdún mélòó ni bàbáà màamáà rẹ?

5. Ọmọ ọdún mélòó ni ègbọ̀n tàbí àbúrò rẹ?

### Iṣẹ́ Ẹ́lẹ́ 3

Dáhùn awọn ìbéèrè wọnyí nípa lílo àpẹẹrẹ tí ó wà ní ìsàlẹ̀ yìí.

*Follow this pattern below to answer the following questions.*

#### Bí àpẹẹrẹ:

Títí--16years old.

Ó jẹ́ ọmọ ọdún mèrìndínlógún.

1. Bàbá àgbà--87 years old

---

2. Màmá kékeré--64 years old

---

3. Bùròdá Olú--43 years old

---

4. Èmi--17 years old

---

5. Bàbáa mà má -- 100 years old

---

6. Ọ́gá Tádé--78 years old

---

7. Ìwọ --19 years old

---

8. Ọ̀un-- 46 years old

---

9. Ègbọ̀nọ̀n mi ọkùnrin—25 years old

---

10. Àbúrò̀ò mi obìnrin-- 13 years old

---

**Iṣẹ́ Ẹ́ṣe 4**

Dáhùn awọn ìbèèrè wọnyí nípa lílo àpẹẹrẹ tí ó wà ní ìsàlẹ̀ yí.

*Follow this pattern below to answer the following questions.*

**Bí àpẹẹrẹ:**

Kóyè--18years old: Ọmọ ọdún méjìdínlógún ni.

1. Ẹ́adé--46 years old:
2. Bàbá Ẹ̀bùn—50 years old:
3. Wọnúọ́lá--16 years old:
4. Délé—10 years old:
5. Akin—21 years old:
6. Ìwọ— 18 years old:
7. Ọ̀jògbónòn ẹ̀--65 years old:
8. Ọ̀rẹ̀ẹ̀ ẹ̀-- 17 years old:
9. Màmáa bàbáà ẹ̀--96 years old:
10. John Legend—26 years old:

## Lesson 4 - Ẹ̀kọ́ Kẹ́rín: Àwọ̀n Àwọ̀ (Colors)

There are three primary colors in Yoruba culture:

red (pupa)  
black (dúdú)  
white (funfun)

**For example:**

Ènìyàn dúdú	<i>A Black person</i>
Ènìyàn funfun	<i>A White person</i>
Ènìyàn pupa	<i>A light skinned person</i>

There are other colors besides the primary colors. However, their description is foreign or borrowed.

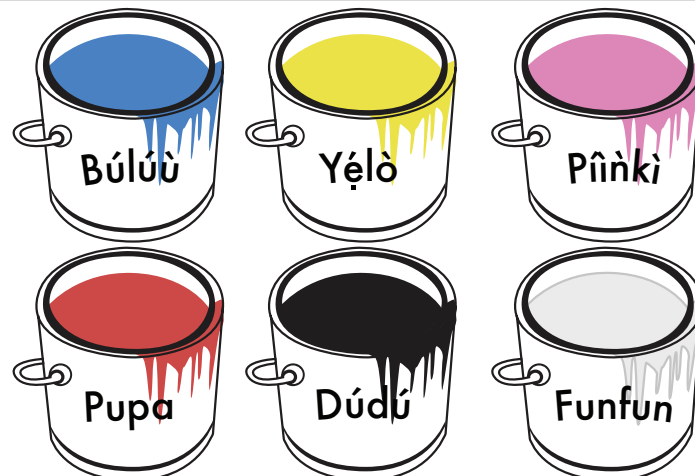
**For example:**

búlúù	<i>blue</i>
yẹ̀lò	<i>yellow</i>
pî̀nki	<i>pink</i>

However, to describe the colors that are 'off primary colors' such as a light or dark color, we use the words 'díẹ̀' and 'gan-an ni' respectively following the main color.

**For example:**

Ó dúdú díẹ̀	<i>S/he is not very dark</i>
Ó pupa gan-an ni	<i>S/he is really light in complexion</i>



**Iṣẹ́ Ṣíṣe 1**

Ṣe àpéjúwe àwọn ènìyàn wọnyí.

*Describe the following people.*

**Bí àpẹẹrẹ:**

Bill Clinton: Wọn funfun

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Barack Obama: _____         | 14. James Brown: _____    |
| 2. George Clooney: _____       | 15. Shakira: _____        |
| 3. Aretha Franklin: _____      | 16. Madonna: _____        |
| 4. 50 cent: _____              | 17. Michael Phelps: _____ |
| 5. Usher: _____                | 18. Tim Duncan: _____     |
| 6. Jennifer Lopez: _____       | 19. Michael Jordan: _____ |
| 7. Mariah Carey: _____         | 20. Tina Turner: _____    |
| 8. Halle Berry: _____          | 21. John Legend: _____    |
| 9. Taylor Swift: _____         | 22. Michelle Obama: _____ |
| 10. Miley Cyrus: _____         | 23. Cyndi Lauper: _____   |
| 11. The Jonas Brothers: _____  | 24. Janet Jackson: _____  |
| 12. The BackStreet Boys: _____ | 25. Beyoncé: _____        |
| 13. U2: _____                  |                           |

Another way to describe colors is to use comparison –as and like, **bí** in Yorùbá language.

**For example:**

Ó dúdú bí ewé *S/he/ It is black/dark like a leaf (green color)*

Ó dúdú bí èédú *S/he/ it is dark/black like charcoal*

Ó funfun bí eérú *It is white like ashes (grey)*

One uses ‘bí for colors that are not primary, that is variants of the primary colors.

‘Bí i’ is used before a noun that starts with a consonant

(bí gààrí —like gààrí)

Primary colors are also used as the base color to describe variants of colors or other shades of the same color. For example, a beige wall or an off-white wall will be described as ‘ogiri funfun’ because off-white or beige color is closer to white. Brown color will be described as ‘pupa’, and blue as in ‘blue jeans’ will be described as ‘dúdú’.

## **Iṣẹ́ Ẹ́ṣe 2**

*Group Activity. In pairs, take turns to describe your friend in class.*