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It was not originally planned that these lessons be duplicated in fulfillment of the above-mentioned contract. However, to make them available for immediate use, it was finally decided to use the typescript in preparing Xerox plates for offset duplication. This decision accounts for the rather unsightly appearance of many of the pages, for which apologies are made.

INTRODUCTION

General remarks about Sango

Sango is the lingua franca of the Central African Republic and the contiguous areas of the Chad and Cameroun Republics as well as the Congo (Kinshasa). With Sango, a person can communicate with at least one million people in Middle Africa, regardless of their ethnic background. It is for practically all speakers a second language, although there are many young people in the large towns for whom it is the first language; the latter learn Sango before they learn French or an ethnic (i.e. "tribal") language, and some may never learn an ethnic language and learn French very poorly.

Sango is therefore not the tribal language of anybody. There is, however, a tribal language by the same name. The Sango people, and their very closely-related kin, the Yakoma and the Ngbandi, live along the banks of the Ubangi River upstream of Bangui. It was from their language that the lingua franca issued. It is not yet clear precisely when and why Sango came to be used as a contact language, but it appears that when the French conquered this Ubangi-Shari area the riverine population was already using it.

Although the lingua franca is derived from the tribal language, the two must be distinguished. Speakers of the lingua franca are not able to understand the native language of the Ngbandi-Yakoma-Sango people, although they might have some idea what is being said.

The latter, for their part, probably have to learn to speak the lingua franca even while recognizing that it is "their" language. The situation is comparable to that when a native-speaker of English must learn to speak Pidgin English in any of its forms (West African,

Jamaican, Surinamese, or Melanesian). Indeed, lingua franca Sango is like Pidgin English, Haitian Creole, and Portuguese Crioulo in being a "simplified" form of a natural language. Sango has neither the tonal nor the grammatical complexity of its "mother" language. It is, however, a truly African language in every way -- in phonology, syntax, and idiom. Take away the French borrowings, and it would be difficult to distinguish Sango from the other languages of the area. There are, in fact, other African lingua francas like Sango, notably Swahili and Kituba (derived from Kikongo).

In the Central African Republic Sango is the unofficial national language. Among Centralafricans (meaning the citizens of the C.A.R.) Sango enjoys more prestige than the tribal languages, which are often identified with "bush" life. It is sometimes contrasted with French, which is called the "white man's language" (yángá tí mbunzú), as being preeminently the "African's language" (yángá tí zo vokó). In any multilingual situation the language most used is Sango. This is true even when speakers have a good control of French. (Centralafricans have been observed speaking Sango amongst themselves at a United Nations affair in New York City.)

Sango is unquestionably the language of informal and intimate relations whereas French is the language of formal relations. This generalization should guide the foreigner in its use. He should remember that, as with all human relations, it is the host who opens the door from the formal to the informal. In Western society, one must remember, the guest does not leave the living room or take off his suit jacket except at the invitation of his host. Likewise,

the French-speaking Centralafrican will expect the foreigner to speak French; if the former is addressed by the latter in Sango, he might be insulted. To avoid this error, it is better to err in the other direction and presume a knowledge of French: the interlocutor, even if he knows little or no French at all, will be complimented by one's assessment of his status in the society. Once rapport has been established, it may be possible to switch to Sango; but one must be warned that the switching cues may be as subtle as they are in Western society even after the host has invited his guest to make himself at home. Of course, one can err in the other direction, that is, by being more formal than the situation demands. It would be insulting to address a poorly-clad upcountry villager in French, for his appearance clearly indicates that he never had the opportunity to attend school; speaking to him in French strips him of his self-respect.

As one might expect where Western culture has been mediated through the French language, there many French words in Sango. Some of these are very recent, like république. There are other words that have been in the language a long time; they have been "naturalized" phonologically, and Centralafricans do not now recognize them as French loans: e.g. fîti 'to ruin, to die' < foutu (colloquial), sâki 'thousand francs' < sac. It is difficult to tell how many French words there are in Sango, because there are more ways than one of being "in" a language. A person who knows no French will think that l'âge 'time' is Sango whereas the one who has gone to school will recognize its derivation in l'heure. There is, moreover, a great difference between speakers in the degree that French intrudes

in their Sango. Interestingly enough, it is not so much how much French a person knows that determines the incidence of French words, but, as Charles Taber has discovered, the status of the speaker: lower-class people seem to use more French than the elite. In addition to this psychological motivation for borrowing from French, there is a topical one: it is obvious that in talking about automobiles one is going to use more French than he would in talking about gardening or hunting.

It is important to look at this subject with more care, for it is easy to be deceived about the place of French in Sango. It is quite generally held by Europeans, in fact, that Sango is a hodge-podge of African and French words. (Some Europeans do indeed speak a kind of hodge-podge language, but it is not Sango!) However, Dr. Charles Taber, who made a careful study of the incidence of French words in a body of tape-recorded Sango material consisting of 37,217 words, concludes that "Sango remains fundamentally and overwhelmingly African in the usage of its speakers" (36). The reason for this conclusion is a statistical one. In this corpus 91.3 per cent of the words (i.e. 33,990) are not French, whereas only 6.8 per cent (i.e. 709 words) were of French origin. (The remaining 1.9 per cent represents proper nouns.) What is equally significant is the fact of the total number of French types (i.e. 508) over half of them occur only once or twice in the whole corpus. The figures, to be more explicit, are the following:

52 types account for 1382 tokens, i.e. 54.9 %
4566 types account for 11366 tokens, i.e. 45.1 %

The 10 most common French words, accounting for 26.5 per cent of the French tokens, are mais, commencer, heure, jusqu'à, monsieur, bon, st, puis, encore, école, and réponse. It is in the light of these facts that one must evaluate the fact that roughly half of the types in the corpus (508 against 490) are French. Although there is a large variety of French words, they are used very sparingly; they are introduced for reasons of prestige or for some immediate need. In these lessons restraint will characterize the use of French words in an attempt to reflect the facts already observed. In general French words are spelled as they are in that language although I am not particularly happy about this decision. The student must remember, however, that the African pronunciation may be quite different -- for example, kumusi for commencer.

Consonants

There are only 22 consonants which the student needs to use in speaking Sango. They are:

Simple stops	<u>p b, t d, k g</u>
Double stops	<u>kp gb</u>
Prenasalized consonants	<u>mb nd ng ngb ns</u>
Fricatives	<u>f v, s z, h</u>
Resonants	<u>l, r, y, w</u>

Two other occur in the speech of some people, but they are marginal: /b/, a voiced implosive, and /m/, where "m" represents a labiodental nasal. The letter "r" should not be read as in English, for it is a different sound altogether. Some speakers use a lateral flap unlike anything the student may have heard, but the most common form is a single tap much like the sound in American English in city. Exercises

are devoted to this sound in subsequent lessons. A little more difficult will be double stops and prenasalized consonants, but these also are fully treated in later lessons.

The situation is somewhat different when it comes to listening to the language spoken by Centralafricans, for their pronunciation may be unlike that which is indicated in these lessons. These variations, however, are never so drastic that they make comprehension difficult -- if the student is prepared for them. The most important variations are these:

/t/ and /d/ sounds as if they were followed by a faint /ə/ and /z/ when they are followed by /i/.

/kp/ and /gb/ are sometimes simplified to /p/ and /b/, and /p/ and /b/ are replaced by /f/ and /v/ (and vice versa) by people from the north, e.g. Fula and Sara.

/s/ and /z/ may sound more like the "sh" in sheep and the "z" of azure than the sounds in soup and zoo. One may even hear a sound like the first consonant of George for /z/.

/nz/ may be replaced by /nd/ or it may sound like "nj" in banjo.

/h/ may be replaced by a glottal catch (like the catch in English 'm'm' when it means 'no'). Before the vowel /u/ this consonant may be replaced by /w/.

/l/ and /r/ occur in variations of the same word even though these sounds distinguish some words, for example, mbilù 'powder' and mbirí 'oil palm'.

Prenasalized stops (e.g. /mb/) alternate with simple voiced stops

(e.g. /b/ or nasals (e.g. /m/). Thus, one can hear the following varieties of the word for 'white man': mbunzi, munzi, bunzi.

Vowels

There are 7 oral vowels and 4 nasalized vowels in Sango, as exemplified in the following words:

bi 'night'	kú 'to wait'	fí 'to smell'
bé 'middle'	kó 'to germinate'	hó 'to pass'
bé 'liver'	kó 'to pluck'	hó 'to ponder'
	ká 'to sell'	fí 'odor'

Phonetically the vowels are more comparable to the equivalent Parisian French vowels than to English vowels. The student should have very little difficulty with the Sango vowels. His principal task will be remembering that they are "pure", not glided, vowels. The speaker of English will be inclined to pronounce Sango bi in the same way he does English bee. Exercises are provided in later lessons to help him curb this inclination.

Sango vowels have, for all practical purposes, only one pronunciation each. Thus, once one has learned to pronounce /i/, he has learned the proper pronunciation for all of its occurrences in the language; but when /u/, /ə/, /ɔ/, and /i/ occur immediately before or after another vowel (e.g. goe, sionf), they may take on -- respectively -- the quality of /w/ and /y/. As with consonants, there are with vowels also some variations which the student must be prepared for. For example, some people say for 'oil' mafuta, others mafata or mafota; the word for 'back' is either peko, peko, piko, poko, or poko; and vowels next to /r/ are sometimes elided: e.g. ndá péréré, ndápéré, ndá pér, ndá pré 'morning'.

When vowels are juxtaposed, one of them may be dropped, but elision occurs rather infrequently and with no apparent pattern. However, some words are more commonly elided than others, e.g. ape 'not', tí 'of':

Ala gos na galá (a)pe. 'They didn't go to the market.'

Só aeks da t(f) ála. 'This is their house!'

There seems to be a tendency for town-people to use elided forms more frequently than country-people.

Tones

Sango is a tone language. This means that pitch is used to form words as voicing (the vibration of the vocal chords) and nasalization (the passage of air through the nasal chamber) are. In this respect Sango is unlike English and French but like Chinese and other African languages. Thus, the words in column A are said with a higher pitch on the vowel marked by (') than those in column B:

A		B	
<u>tó</u>	'to dip up'	<u>to</u>	'to send'
<u>yó</u>	'to bear a load'	<u>yo</u>	'to be long'
<u>sambá</u>	'co-wife'	<u>samba</u>	'beer'
<u>sárá</u>	'itch (condition)'	<u>sara</u>	'forked stick'

The number of words contrasted only by tone -- like those above -- are relatively few, yet tone is for all words as much a part of their pronunciation as their consonants and vowels are; thus, duma 'honey beer' has -- in addition to the sounds d, u, m, and a -- two low tones.

There is an intermediate tone which occurs in only six words:

mbi 'I', kóli 'man', wále 'woman', ngógo 'spinach', ítá 'sibling', ó sentence particle. This mid tone will not be written.

The tones which have been described are level: i.e. there is no significant change up or down during the articulation of a vowel. This is because we have looked only at short vowels. When vowels are long, pitch can glide upwards or downwards. Thus:

"to see báa [baa ↘]

"real" taa [taa ↙]

The speaker of English should have no difficulty with the high-low sequence, but the low-high sequence may sound somewhat strange to him. There are only a few such words, however.

Glides may also be noticed between words. Thus:

lo fa na ñla, [lofanadla] 'He shows them'.

The difference between tag and pa ñla is that hiatus can occur at word division but never within a word; likewise, within a word double vowels are not articulated separately, i.e. as if they were separate syllables. This is just as true when two identical vowels have the same tones; ngbii 'for a long time' has a long vowel with low tone and ngbaá 'slave' a long vowel with high tone.

Variations

The student should be no more concerned about the varieties of pronunciation than the Central Africans, and they are not bothered by them at all. A few of the speech patterns (like using /p/ for /k/ /kp/) might identify a person's ethnic background, but nobody is stigmatised for his pronunciation. Africans are accustomed to multilingualism and are much more tolerant of speech variations than Americans tend to be. But after all, the spelling cow is only

a written convention designating a certain animal; it does not indicate any one way of pronouncing the vowel.

There is no "official" way of spelling Sango. The Catholic literature uses one system and the Protestant another. If the government publishes anything in Sango, the spelling is ad hoc -- neither Protestant nor Catholic, and never the same from one time to another.

The spelling used in these lessons was arrived at after a careful study of a very large body of spoken material collected from all over the Central African Republic: from all of the major ethnic groups; from men and women, children and adults; from educated and non-educated speakers. It represents, as far as I have been able to determine, what should surely be called "Standard Sango".

Because this orthography utilizes g and q and marks tone, one might call this a "scientific" alphabet. (other African languages have been popularly written with these symbols, however.) It is, however, very easy to convert this system to one which Central-africans -- even those literate in French -- could read.

Remarks about these lessons

In contrast to other African languages, Sango is relatively easy to learn. In fact, with application a student ought to be able to speak the language in about three months. These lessons are organized with this goal in mind. Most of the non-French vocabulary and all of the important grammatical information (i.e. that which accounts for most of the Sango material so far observed) is presented here. The only thing which is required of the student before is a mastery of this material, and mastery will come from

practice. This is the reason why so much drill is provided.

The grammatical material is graded to some extent. That is, an attempt was made to present the easier and more common constructions first. It was also desirous to avoid having something appear without a grammatical or lexical explanation, but this goal could not be attained. The principal reason is that the grammatical notes and drills are not based on the conversations. If the conversational material were to illustrate grammar, it would have had to be written by myself. But I considered it more important that the conversations be spontaneous and entirely African than that they be pedagogically oriented.

The conversations were obtained in the following way. After having determined what major kinds of real-life situations I wanted covered, those that the American in central Africa might find himself in, I invented specific situations to illustrate them. Once in the recording studio (actually a listening booth in the library of the USIS headquarters in Bangui), I would describe the situation to my assistants. From this point on, they were on their own. Sometimes we did the same topic two or three times with slight variations. These recordings were then transcribed and the best of them are included in these lessons. Several criteria were used in the selection, but there is no need to mention them here. Suffice it to say that there are reasons and many things beyond my control for the fact that there are more female participants than male and that the subjects covered in the conversations are not as widely representative as they might be.

Some of the material in these lessons was prepared while I was

in the Central African Republic, June through September of 1966, but the most of the work was done in Leiden, Holland during the following academic year. All of the material has been checked with one Centralafrican and some of it with more than one.

These lessons represent a better knowledge of Sango on my part. A few things which still puzzled me when my Grammar was written were cleared up and I learned new words and idioms in listening (to the radio and to people everywhere) and talking with people.

The chief limitation which these lessons have is that they have not yet been tested in their entirety. (They profited, however, from an opportunity to teach a group of Operation Crossroads volunteers and some missionaries at different times.) Without doubt they will be changed after they are once put to use.

These lessons differ from much contemporary language-learning material in African languages in containing a considerable amount of extensive portions of connected discourse. Their purpose is to help the student to understand and produce stretches of speech longer than the sentences found in the dialogues. This is, after all, everywhere the function of language; but because Sango depends so heavily on syntax (i.e. groups of words) to convey what other languages achieve, for example, by affixation, the inclusion of connected discourse is doubly important.

There is very little else on the language other than these lessons. The only commercially-published work is my Grammar of Sango (The Hague: Mouton and Co., 1966). References to that work are made in these lessons as follows: 6.20. In addition, there are the two works by Charles R. Taber: Dictionary of Sango.

(Hartford, Conn.: Hartford Seminary Foundation, 1965), prepared under a contract with the U.S. Office of Education for limited distribution; French Loan Words in Sango: A Statistical Analysis of Incidence (unpublished M.A. Thesis, Hartford Seminary Foundation, 1964). Taber's doctoral dissertation, The Structure of Sango Narrative (Hartford Seminary Foundation, 1966), is an important study because of its analysis of the semantics of Sango, but is not directly useful in learning the language. The whole Bible is published by the British and Foreign Bible Society (London), and there is a Roman Catholic Missel.

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During the time when I was in the Central African Republic I was assisted in all kinds of ways by members of the Brethren Foreign Missionary Society. The help came both officially and informally.

By being able to reside at the mission's headquarters in Bangui my work was made immeasurably more efficient; I was also able to carry on my work in the heart of the Sango-speaking area. When it is recognized that I have been critical of some forms of Sango as it is used by Protestant missionaries, the depth of the graciousness of these missionaries, my one-time colleagues, must be appreciated. Special mention must be made of the Field Super-intendents Robert Williams and his successor Marvin Goodman and those who were in a special way our hosts, Mr. and Mrs. Roy Snyder and Mr. and Mrs. George Cone. I say "our hosts" because my family shared part of this experience with me.

Many Centralafricans contributed directly or indirectly to this project, for it was their language, after all, that I was studying. But a list of names serves little purpose without a commentary. I can only mention, therefore, the two who worked with me for the longest periods of time, recognizing that the others were equally well-motivated and unreserving in their cooperation. These were Messrs. Joseph Ndomalé, now serving as regional representative for the American Bible Society, and Julien Nam-kpea. The latter worked with me in Leiden from January to June, 1967.

CONVERSATION

Bárangó zo 'Greeting people'

- 1A Bara o. 'Hello'.
- 2B Merei; bara míngi o. 'Thanks; many greeting'.
- 3A Mo lángó nsóní? 'Did you sleep well?'
- 4B Eg, mbi lángó nsóní. 'Yes I slept well'.
- 5A Ka áso tí da tí mo kóé.
alángó nsóní náé? 'And did everybody in your house sleep well too?'
- 6B Eg, ála kóé alángó nsóní. 'Yes, they all slept well'.
- Mo goo na ndo va laá. 'Where are you going there?'
- 7A Mbi goo tí báé Jean. 'I'm going to see John'.
- 8B Tengana mo kíri, mo bara
wále tí mo na mbi o. 'When you return, greet your wife for me'.
- 9A Mbi goo tí mbi ave o. 'I'm on my way now'.
- 10B Merei, mo goo nsóní o. 'All right, so long'.
- 11A Dutí tí mo nsóní o. 'So long'

GRAMMATICAL NOTES

Exchanging social amenities. Formulas for exchanging social amenities are given below; at least one response is appropriate to one of the first statements. The parenthetical o is a mark of politeness, friendliness, intimacy, etc. and can be omitted without insult. Each of theses response in the second and third sets of formulas can be preceded by the interjectional mark of agreement gg which sounds

like a lengthened form of the vowel in English can. (It shall be written Eg when it occurs first in a sentence.) It is very commonly used in conversations not only for assent but also for a feedback signal.

Statement	Response
1. <u>Mbi bara mo mingí (o).</u> 'I greet you much'.	<u>Mbi bara mo ngá (o).</u> 'I greet you much also'.
2. <u>Mbi bara mo ká (o),</u> 'I greet you over there'.	
3. <u>Bara mingi (o).</u> 'Many greetings'.	<u>Merci (o).</u> 'Thank you'.
4. <u>Bara o.</u> 'Greetings'	<u>Mingi (o).</u> 'Many of them'.
5. <u>Bara na.</u> 'Greetings'.	<u>Bara o.</u> 'Greetings'.
6. <u>Mbi bara fia (o).</u> 'I greet you (plural)'.	<u>I bara mo ngá (o).</u> 'We greet you also'.

7. <u>Mo eke séngé?</u> 'Are you all right?'	<u>Mbi eke séngé.</u> 'I'm all right'.
8. <u>Mo eke da?</u> 'Are you there?'	<u>Mbi eke.</u> 'I am'.
9. <u>Mo eke?</u> 'Are you (all right)?'	
10. <u>Mo eke nsoní?</u> 'Are you well?'	<u>Mbi eke nsoní.</u> 'I am well'.

Statement	Response
11. <u>Mo lángó nsoní?</u> 'Did you sleep well?'	<u>Mbi lángó nsoní.</u> 'I slept well'
12. <u>Mbi goo tí mbi (o).</u> 'I'm going'.	<u>Goo nsoní (o).</u> 'Go well (said by person remaining)'.
13. <u>Dutí nsoní (o).</u> 'Stay well (said by person taking leave)'.	
14. <u>Goo nsoní (o).</u> 'Go well'.	<u>Dutí nsoní (o).</u> 'Stay well'.

Terms of address. The following terms are used in greetings, being placed at the beginning or end of the sentence. The expression tí mbi 'my' is optional with the first four terms; the others are less frequently possessed.

íta 'sibling, cousin, friend'

babí 'father, senior man'

mamá 'mother, senior woman'

méréngé 'child'

ñú 'uncle (specifically father's brother)'

nškó (or nškg) 'uncle (specifically mother's brother)'

mbunzú (or munsú, bunsú) 'white man'

patron 'boss'

camarade 'friend'

kóli 'man'

wife 'woman'

madame general term irrespective of marital status

monsieur

Some of these terms are used in an extended sense when the implied relationship does not in fact exist. Thus, gî can be used of any male as a term of respect and intimacy. The terms madame and monsieur are also used in polite speech to replace the pronoun mo 'you': e.g.
Madame mo s'ouez? 'Is Madame (i.e. are you) all right?'

CULTURAL NOTE

It is rare that a greeting is ignored by Africans. An American, if he forgets to say at least Bonjour upon meeting someone, may be surprised at hearing himself greeted with an outstretched hand after business has already been discussed.

Greetings are almost always accompanied by handshakes. This practice is very much like that of the French, from whom it may have been learned, but very much different from the American practice. It is better to be overscrupulous about handshaking than not.

Handshaking may have been learned from the French, but its form is considerably different. If one is on good terms with a Central African, the handshake may be a long one: after the initial clasp, the hands are drawn apart rather slowly. Older people and young people who have been reared in the country may also indicate respect by putting their left hand over the other's right hand, that is, they will gently clasp one's right hand between their two hands. Another sign of respect is to shake one's hand while placing the left hand on one's right forearm. This and the preceding may be accompanied by a slight stooping or

squatting motion.

There is a special kind of handshake which is used by close friends. After the initial handshake one person rotates his palm foreward so that the other person's thumb is between his own thumb and index finger; he then releases his grasp and the other person does the same. This may be done two or three times.

GRAMMATICAL DRILLS

Drill 1

Greetings. Students can practice using the possessive phrases ti mbi 'my' and ti mo 'your', the subject marker g-, and the third person singular pronoun lo 'he, she' in the following way: One student says either Mbi abara mo or Mbi abara gla, addressing one or more persons, as the case may be; another student then addresses the same party with a sentence in the third person. Thus:

Mbi abara mo.

Madame abara mo.

Patron ti mo abara mo.

Ita ti mbi abara mo.

Drill 2

Identifying people. Using the terms of address provided above and other appropriate titles in French, practice identifying people and their work or relationship to the speaker or others. There is a way to make Sango equivalents of agent nouns, instead of using the French word as with guisiniier, but this device is treated in a later lesson.

After the question, provide a name from real life:

Ita ti mo aksa zo wa.

Ita ti mbi aksa Robert.

'Who is your brother?'

'My brother is Robert'.

<u>Baba tif mo acke so wa.</u>
<u>Mamé tif mo acke so wa.</u>
<u>Patron tif mo acke so wa.</u>
<u>Koli tif mo acke so wa.</u>
<u>Walo tif mo acke so wa.</u>
<u>Maitre tif mo acke so wa.</u>
<u>Directeur tif mo acke so wa.</u>
<u>Cuisinier tif mo acke so wa.</u>
<u>Infirmier tif mo acke so wa.</u>

Continue using this exercise by replacing tif mo by tif s 'your (pl.)', tif lo 'his, her', and tif f 'our'.

PHONOLOGICAL DRILLS

Drill 1

Listen to the difference between Sango /u/ and English /uw/ or /i:/

<u>ku</u> 'to wait'	<u>oo</u>
<u>lu</u> 'to plant'	<u>loop</u>
<u>du</u> 'hole'	<u>do</u>
<u>fi</u> 'to sew'	<u>fool</u>
<u>hi</u> 'to breathe'	<u>who</u>
<u>mi</u> 'to take'	<u>noo</u>
<u>yu</u> 'to wear'	<u>you</u>

Practice making the following words with /u/:

<u>buru</u>	'dry season'
<u>fuku</u>	'flour'
<u>furu</u>	'to mix things'

<u>girí</u>	'mushroom'
<u>gírfí</u>	'smoke'
<u>kátu</u>	'thousand'
<u>kutukutu</u>	'automobile'

Drill 2

Listen to the difference between Sango /o/ and English /ow/:

<u>tó</u>	'to dip'	<u>tow</u>
<u>sí</u>	'this'	<u>sow</u>
<u>lo</u>	'he'	<u>low</u>
<u>kombí</u>	'guinea fowl'	<u>comb</u>
<u>pópó</u>	'middle'	<u>pope</u>

Practice pronouncing the following words with /o/:

<u>bónó</u>	'sorghum'
<u>póró</u>	'skin'
<u>tote</u>	'to cry'

Drill 3

Listen to the difference between Sango /o/ and English /o:/

<u>tó</u>	'to cook'	<u>taught</u>
<u>kó</u>	'to pluck'	<u>caught</u>
<u>so</u>	'to hurt'	<u> sought</u>
<u>yo</u>	'to be long'	<u>yaw</u>
<u>wóko</u>	'to be soft'	<u>walk</u>
<u>mo</u>	'you'	<u>moth</u>
<u>lóso</u>	'rice'	<u>lost</u>

Practice pronouncing the following words with /o/:

<u>bóngó</u>	'cloth'
--------------	---------

<u>dódo</u>	'dance'
<u>doreka</u>	'to butcher'
<u>fene</u>	'to wander'
<u>gogoro</u>	'granary'
<u>gozo</u>	'manioc'
<u>hótó</u>	'mountain'
<u>kónko</u>	'chicken'
<u>kong</u>	'hippopotamus'
<u>kótóró</u>	'village'

Drill 4

Practice making the back vowels /u,o,ɔ/. First repeat the words in columns and then in rows.

<u>ki</u>	<u>ti</u>	<u>tó</u>
<u>ni</u>	<u>si</u>	<u>so</u>
<u>li</u>	<u>le</u>	<u>lóngó</u>
<u>mi</u>	<u>pepó</u>	<u>wóko</u>
<u>ku</u>	<u>komba</u>	<u>kónko</u>
<u>burú</u>	<u>béndó</u>	<u>bongó</u>
<u>gárú</u>	<u>toto</u>	<u>hótó</u> (or <u>hótó</u>)
<u>faku</u>	<u>péró</u>	<u>kótóró</u>

CONVERSATION

1. Yí kóé acke sénge 'Everything's fine'

- 1A Bara o, íta. 'Greetings, Friend'.
- 2B Bara míngi. 'Many greetings'.
- 3A Mo eke nsoní? 'Are you all right?'
- 4B Ego mbi eke nsoní. 'I'm fine'.
5. Aufrangé tí mo acke nsoní? 'Are your children all right?'
- 6B Ala kóé acke sénge. 'They are all fine'.
- 7A Kéli tí ^{mō} acke sénge? 'Is your husband all right?'
- 8B Lo kóé, lo eke. 'He too is all right'.
- 9A Yí tí da tí mo acke sénge? 'Are the things in your house all right?'
- 10B Yí kóé acke sénge. 'Everything is all right.'

2. Mbi eks Américain 'I'm an American'

- 1A Mbunsú, bara ma. 'White Man, greetings'.
- 2B Míngi. 'Many of them to you'.
- 3A Mo lóngó na ndo wa láá. 'Where have you come from?'
- 4B Mbi lóngó na kótóró tí mbi ape? 'Haven't I come from my village?'
- 5A Kótóró tí mo ní acke na ndo ma. 'Where is your village?'
- 6B Kótóró tí mbi acke Amérique. 'My country is America?'

- 7A Andáa, mo gks Américain? 'So you're an American?'
- 8B Eg. 'Yeah'.
- 9A Mo lángó fadesó na
ndo wa. 'But where are you staying now?'
- 10B Mbi lángó na da ape? 'Don't I sleep in a house?
(said in jest)!'.
- 11A Mais, da ní acke na ngonda? 'But is the house in the bush?'
- 12B Acke na ngonda ape o. Acke
gf hôtel. 'It's not in the bush. It's a hotel.'
- 13A Tongasó ma. 'That's how it is'.

GRAMMATICAL NOTES

Possession (5.32.23; 5.61.10). Three different constructions are covered by the term "possession". They are:

Só acke kóbe tí lo.

'This is his food'.

Lo acke na kóbe.

'He has food (lit. he is with food)'.

Kóbe acke na lo.

'He has food (lit. food is with him)'.

The connective tí indicates belonging of a more permanent nature while gks na 'Be with' indicates having. Other uses of tí will be discussed elsewhere.

When tí precedes a vowel elision takes place. The most common occurrence is with the vowel /a/. Thus: mbétí t'fla [mbétí t'fla] 'their book'.

Personal pronouns (7.11). The personal pronouns used in direct discourse, are the following:

<u>mbi</u>	'I'	<u>í</u> <u>é</u>	'we'
<u>nz</u>	'you(sing.)'	<u>ála</u>	'you(pl.)'
<u>lo</u>	'he, she'	<u>ála</u>	'they'

These occur in every position a noun would occur, i.e.

independently, as subjects, and as objects of verbs and connectives.

These are the only shapes in which they occur grammatically. That is, there is no distinction, for example, between a subjectival 'he' and objectival 'him'. There are, however, pronunciation variants: e.g. ála and áras; nz, nz, and ng. These should pose no difficulty in comprehension.

As a third person singular subject of a verb, personal or impersonal, there is also the subject marker g-. This is treated in a later lesson.

The pronoun mbi is often omitted as the subject of short sentences: (Mbi) híngá? 'Do I know?' (Mbi) híngá tí mbi aþe 'I don't know.'

The equivalent of English possessive adjective forms, e.g. mine, consists of a possessive construction: tí mbi.

The horizontal bar over the vowel in mbí indicates mid tone. That is, in a given context the word mbí is pronounced somewhere between í and lo in pitch. A drill is provided in a later lesson. The mid tone mark will be written for a few lessons; thereafter the student is expected to remember the tone of mbí.

GRAMMATICAL DRILLS

Drill 1

Practice in using possessive constructions. First keep the answer constant and change the question by replacing the noun. Then keep the question constant and change the answer by replacing the possessor.

Question	Answer	
<u>sé aksé mbéti tí zo wa.</u>		<u>sé aksé mbéti tí mbi.</u>
'Whose book is this?'		'That is my book'.
'This is whose book?' <u>lo</u>	'his'
<u>fukú</u> 'flour' <u>i</u>	'our'
<u>gúñi</u> 'mushrooms' <u>ála</u>	'their'
<u>káké</u> 'wood' <u>itsa tí mbi</u>	'my brother'
<u>péré</u> 'grass'		
<u>sembé</u> 'dish'		

Drill 2

Using the nouns from the preceding exercise, practice making the following sentences until fluency has been developed.

<u>Mbétí tí mo lo só.</u>	'This one is your book'.
<u>Mbétí tí mo laí.</u>	'Here is your book'.
<u>Mbétí tí mo (aksé) óksé.</u>	'How many books do you have? (lit. books of you are how many)?'
<u>Sé (aksé) nginsa tí mo ape.</u>	'This is not your book'.
<u>Mbétí tí mo (aksé) na</u>	'Your book is here'.
<u>ndo só.</u>	
<u>Mbétí tí mo (aksé) ká.</u>	'Your book is over there'

Mbétí tif mo (asks) gi so.

'This is the only book
you have'.

(Só asks) mbétí tif mo
tongana ys.

'This is indeed not your
book (lit. this is your book
now)'.

Drill 3

Learn to ask and answer the following questions.

The meanings of these sentences should be clear now from the previous exercises. The use of lef is explained in a later lesson; mbi lef might be translated 'it's me'.

Question	Answer
1. <u>Babá tif lo (asks) so wa.</u> 'Who is his father?'	<u>Mbi lef. mbi eke babá tif lo.</u> 'Me, I'm his father'.
2. <u>Mamá tif lo (asks) so wa.</u>	<u>Mbi lef. mbi eke mamá tif lo.</u>
3. <u>Mérengé tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke mérengé tif lo.</u>
4. <u>Patron tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke patron tif lo.</u>
5. <u>Kóli tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke kóli tif lo.</u>
6. <u>Wále tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke wále tif lo.</u>
7. <u>Directeur tif lo (asks) so wa.</u> Ma.	<u>Mbi lef, mbi eke directeur</u> <u>tif lo.</u>

Drill 4

Identify people by asking the question Só (asks) so wa 'Who is this?' (lit. 'this is what person'). The answer to this question takes the form Só (asks) fta tif mbi 'This is my friend'. Practice answering this question with the following sentences (and others that the student can make up); replace tif mbi by tif s. tif lo 'his,

her', and tí ūla 'their'.

1. Só (asks) babá tí mbi.
2. Só (asks) mama tí mbi.
3. Só (asks) mérangé tí mbi.
4. Só (asks) sú tí mbi.
5. Só (asks) nökö tí mbi.
6. Só (asks) patron tí mbi.
7. Só (asks) kóli tí mbi.
8. Só (asks) wále tí mbi.
9. Só (asks) directeur tí mbi.

The sentences above would be appropriate in answering the question Só (asks) so wa kó 'Who is that?'

Drill 5

Identifying ownership. Use kinship terms and titles to practice identifying ownership. The question is Só (asks) tí so wa 'Whose is this?' (lit. 'this is of what person?'). The answer takes the form of Só (asks) tí babá tí mbi 'This is my father's'.

1. Só (asks) tí ita tí mbi.
2. Só (asks) tí mama tí mbi.
3. Só (asks) tí patron tí mbi.
4. Só (asks) tí kóli tí mbi.
5. Só (asks) tí wále tí mbi.
6. Só (asks) tí sú tí mbi.
7. Só (asks) tí directeur.
8. Só (asks) tí maître.
9. Só (asks) tí makunzi.

10. Sé (aske) tʃ Sous-préfet.

11. Sé (aske) tʃ La Maire.

After having acquired fluency with these affirmative sentences, the student should go on to practice negative ones. The question can take the form of Sé (aske) tʃ its tʃ mo? 'Is this your brother's?' and the answer would be Sé (aske) tʃ its tʃ mb̄ sng.

PHONOLOGICAL DRILLS

The vowels /i, e, ε/.

Drill 1

Practice making the front vowels /i, e, ε/. First repeat the words in columns and then in rows.

bí	bé	bé
sí	sé	se
lí	lé	leke
gí	ge	geré
kíri	kéké	yeké
tíri	kété	pete
bírf	péré	gene

Drill 2

Listen to the difference between Sango /i/ and English /iy/:

bí	'night'	be
lí	'head'	lea
sindi	'sesame'	Cindy

Practice pronouncing the following words with /i/:

bírf	'yesterday'
gígf	'outside'

<u>kíri</u>	'to return'
<u>kinikiri</u>	'crooked'
<u>míngi</u>	'much'
<u>píndimi</u>	'embers'
<u>tiri</u>	'to fight'

Drill 3

Listen to the difference between Sango /e/ and English /ey/:

<u>bé</u>	'center'	<u>bay</u>
<u>lé</u>	'eye'	<u>lay</u>
<u>ge</u>	'here'	<u>gay</u>
<u>sé</u>	'to be bitter'	<u>say</u>

Practice pronouncing the following words with /e/:

<u>béhí</u>	'roofing grass'
<u>déde</u>	'animal horn'
<u>kéké</u>	'tree'
<u>kété</u>	'small'
<u>péré</u>	'grass'

Drill 4

Listen to the similarity between Sango /e/ and English /e/:

<u>bé</u>	'liver'	<u>bet</u>
<u>mé</u>	'ear'	<u>met</u>
<u>méne</u>	'to swallow'	<u>men</u>
<u>pete</u>	'to crush'	<u>pet</u>

Practice pronouncing the following words with /e/:

<u>géné</u>	'visitor'
<u>geré</u>	'foot'

<u>ləks</u>	'to fix'
<u>méné</u>	'blood'
<u>əməb̄</u>	'dish'
<u>tər̄i</u>	'body'
<u>p̄ənb̄</u>	'teeth'

CONVERSATION

1. Mbunsú ecke yg 'What is a mbunsú?'

- 1A Mbi bara mo. Mbunau. 'I greet you, White Man'.
- 2B Mbi bara mo nsoní. Mais,
"mbunsú" ayí tí tene yg. 'I greet you well. But what does "mbunsú" mean?'
- 3A "Mbunsú" so atene, mo eke
so yuru. '"Mbunsú" means that you are a white man'.
- 4B Tí mo, mo eke tí mo zo yg. 'What about you, what are you?'
- 5A Tí mbi, mbi eks so yokó ma. 'Me, I'm an African'.
- 6B Téné ape; f kóó, f eks so
ape? 'There's no difference, aren't we all people?'
- 7A Tad téné, Président Boganda
atene, "Zo kóó zo". 'That's right. President Boganda said, "All people are human beings"!'
- 8B Tongasó ma. I eke fta ape? 'That's how it is. Aren't we brothers?'
- 9A Méné kóó légo ókó ape? 'Isn't all blood the same?'
- 10B Xí ní laí. 'That's it'.

2. Mo gá lá wa 'When did you arrive?'

- 1A Bara o. Mbunau. 'Greetings, White Man'.
- 2B Bara míngi, ita. 'Many greetings, Brother'.
- 3A Mo gá lá wa. 'When did you come?'
- 4B Mbi gá bírfí. 'I came yesterday'.

- 5A Mo ga na ndo só tí sára yg. 'What did you come here to do?'
- 6B Mbi gá tí fono na yá tí kótóró. 'I came to stroll in the village'.
- 7A Mo gá tí fono na kótóró tí fí ma? 'So you came to stroll in our village?'
- 8B Eg. 'Yeah'.
- 9A Mo yí tí dutí na f? 'Have you come to stay with us?'
- 10B Mbi má ape. 'I don't understand'.
- 11A Mbi tene, mo gá tí sára kótóró na f? 'I said, did you come to live with us?'
- 12B Eg. Mbi gá tí dutí kétó. 'I've come to stay a while'.
- 13A Nmoní. 'Fine'.

GRAMMATICAL NOTES

Measured time (5.32.23). Temporal expressions are very much like locative ones, i.e. they consist of the connective na and a noun phrase: Fadé f bónzbi na bí. 'We'll meet at night'.

In some constructions the connective is not used (e.g. Nag óko sí fadé mbi go. 'One more month and then I'll go', but these do not need special treatment. The expressions which are never introduced by na are bírí 'yesterday', lá só 'today', kékéréke 'tomorrow', and lá kóé 'always'.

Some of these temporal expressions are phrases: for example, lá só 'this sun' and kótá lá 'big sun'. Ndá péréré should perhaps be written as one word because péréré does not occur except in this phrase; however, ndá does occur in the expression ndá adé 'morning came' where

it is the subject of the verb dé. Lá kif, also pronounced líf kif, 'sun died (that is, set)',

A sequence of days is divided as in the following diagram:

The adjunctive mbóní can be added to make mbóní bíri 'day before yesterday' and mbóní kékéréka 'day after tomorrow'. Beyond that one uses the expression sára lángó (followed by a number) in a way which is equivalent to English (two) days ago: Da ní awe sí ssára lángó otá. 'The house was finished three days ago'. (lit. house is finished it does three days). French names of days are also used: Da ní awe na mercredi. 'The house was finished on Wednesday'.

Other time words are dimanche 'week', nse 'month', and ngú 'year'. They are modified as follows:

nse só ahó awe

'last month'

yá tí nse só

'this month'

nse tí pekó

'next month'

Literally, these are translated: 'month which has passed', 'belly of this month', and 'month of back'.

In giving the day of the month one says, for example, na lángó bale' ūko tí nse tí Septembre 'on the 10th of September'. This

expression is drilled in a later lesson.

CULTURAL NOTE

Asking for names. In the traditional Centralafrican society, names are not used in the same way they are in our own society. People used to change their names, sometimes rather informally but also formally at circumcision; because of previous deaths, a child might go for one or two years without a name; elderly people sometimes come to be known only by the names of their children (babé tʃ Faradoká 'the father of Faradoká'), etc. Most people now have two names -- an African name (éré tʃ kɔtɔrɔ 'village name') and a European name (éré tʃ Nzapá 'God's name' or éré tʃ mbunsi 'white man's name'). The African name might not look like one in writing or even sound like one, since there is a strong tendency to Europeanize them. Thus Wessé might be spelled Quesset.

The adoption of surnames is not yet uniform in practice. Most people have two names (although a country man may not know his wife's European name), but all the names in a single family can be different. More and more Africans are taking family names, sometimes even having this done legally. However, it is impossible sometimes to know which of his two names a Centralafrican considers his surname if he has not been very much influenced by Western culture. One person might write his name Jean-Paul Faradoka and another person Faradoka Jean-Paul. It is the French practice of putting surnames first, capitalised, that has led to this difference. They would write the name thus:

FARADOKA Jean-Paul.

With people who have had several years of formal education in French one can be rather frank about getting information about names

-- asking questions as one would, with the same courtesy, in our own or in French society -- but it is better to be less direct in dealing with village people. Names can more easily be obtained from a third person. To avoid embarrassing villagers one should avoid insisting on making a difference between first and surnames. The best rule to follow is discretion.

Drill 1

Practice in using temporal expressions.

1. Mo sí lá wa. Mbi sí bírlí.
'When did you arrive?'
2. Mo má tñé ní lá wa. Mbi má lá sô.
'When did you hear the news?'
3. Mo báa lo lá wa. Mbi báa lo bírlí na ndá péréré.
'When did you see him?'
4. Mo wara mbétfí tí lo lá wa. Mbi wara na yá tí nse sô.
'When did you receive his letter?'
5. Ita tí lo akúí lá wa. Lo kúí na ngú tí kózo ní.
'When did his brother die?'
6. Babá tí lo akúí lá wa. Lo kúí na ngú sô ahg' awe.
'When did his father die?'
7. Ala nsí yelo tí mo lá wa. Ala nsí lá sô na kóta lá.
'When did they steal your bicycle?'
8. Mo yí tí goe lá wa. Mbi yí tí goe kpkéréke.
'When do you want to go?'

9. Fadé ála sára matángá

ní lá wa.

'When will they have (lit.
make) the party?'

10. Fadé asára examen lá wa.

'When will the examinations
be taken (lit. do examina-
tion)?'

11. Fadé lo sí lá wa.

'When will he arrive?'

Fadé ála sára na dimanche tí

pekö.

Fadé asára na nze tí pekö.

Drill 2.

Use the following sentences in asking each other's names in the classroom. Use either Eré tí mo yg ('name of you what?') or Eré tí mo so wa ('name of you person who?') for 'What is your name?' The letters "A", "B", and "C" stand for three different people.

A. Eré tí mo so wa.

B. Eré tí mbi -----.

C. (to C). Eré tí lo so wa.

C. Eré tí lo -----.

Drill 3

Practice in the use of the negative, ní and possessive tí.

Develop fluency by replacing mbítí by other nouns.

Question

Mbétí só acke tí mo?

'Is this your book?'

Answer

Mbétí ní acke tí mbi aps;
acke tí lo.

'The book is not mine; it
is his.'

- ... wále tí mbi 'My wife's'
 ... mérengé tí mbi 'my child's'
 ... ála 'theirs'
 ... íta tí lo 'his brother's'
 ... wále tí lo 'his wife's'
 ... mérengé tí lo 'his child's'

PHONOLOGICAL SKILLS

Tones. Each vowel in Sango must be said with high, mid, or low pitch, but this does not mean that the pitch differences are either absolute or constant. There is therefore no value in representing tone musically, and a chart like the following unrealistically portrays the levels of pitch:

H	a	si	sa	téne	ni
L	yama	la	lo	ra	

The pitch levels may be more like this:

a si sa téne ni
yama la lo ra
yama lá sí lo sára téne ni

'It's the meat he's talking about'.

Notice that the vowels marked by phonemic high tone with the acute accent mark are not on the same level and that lo, which has phonemic low tone, is at the same level as the syllable a of lá which is phonemically high. These levels can be represented quite easily by making a continuous line through an utterance as illustrated:



In this way the student can mark as many levels as he hears,. If he has difficulty in perceiving differences of levels, he can still use this device as a visual reminder of when to raise and lower pitch. The various levels of high and low tones are determined in part by the contiguous tones, by position in the sentence, by stress, by the emotional state of the speaker, etc. Specific rules can not be given for all of the variations; all that one needs to know is that a "high tone" must be (1) higher than a "low" would be in that position and must be (2) higher than a contiguous low.

Tone drills should generally be done with a language assistant of the student's own sex. A great difference of absolute pitch in the speech of males and females can cause considerable difficulty. Although pitch is important in the Sango language -- in some cases even distinguishing pairs of words (e.g. fa 'to show' and fá 'to cut') -- one must avoid a sing-song voice when doing the tone drills. Do not sing the words; speak them.

Drill 1

Developing control of tone. Replace the first word in each list by all the others, maintaining a more or less constant level of pitch. (This is called a "monotony drill".) Avoid stressing one syllable more than the others. After control has been acquired for each list, select words from all four lists.

yama ni 'the meat'

zo 'person'

fishu 'fish'

zamba 'beer'

yáká nýákáthé garéshé garden'

yá 'insides'

téré 'body'

tíndé 'affair'

<u>mafuta</u>	'oil'	<u>pembé</u>	'teeth'
<u>makala</u>	'fritter'	<u>kótóró</u>	'village'
<u>li</u>	'head'	<u>yángá</u>	'edge'
<u>fondo</u>	'plantain'	<u>póró</u>	'skin'
<u>goso</u>	'manioc'	<u>mé</u>	'ear'
<u>sembe</u>	'knife'		

<u>pápa ní</u>	'The sandal'	<u>bongó ní</u>	'the cloth'
<u>séso</u>	'land'	<u>veké</u>	'okra'
<u>nápa</u>	'bread'	<u>babá</u>	'father'
<u>mángó</u>	'mango'	<u>mamá</u>	'mother'
<u>nánga</u>	'tobacco'	<u>likóngó</u>	'spear'
<u>lóso</u>	'rice'	<u>sambá</u>	'co-wife'
<u>kóndo</u>	'chicken'	<u>sakpá</u>	'basket'
<u>kámba</u>	'rope'	<u>sembé</u>	'dish'
		<u>yéró</u>	'medicine'

Drill 2

This drill is based on a frame where silence precedes the noun and a high tone follows it:

Silence High

Supplementary drills can be made with the same frame using other words and phrases:

<u>yéma tí lo</u>	'his meat'
<u>yéma tí ála</u>	'their meat'
<u>yéma míngi</u>	'much meat'

yama ōko 'one animal'

yama nō 'this meat'

yama kō 'all the meat'

CONVERSATION

Bárangó zo 'Greeting people'

- 1A Bara o. 'Hello'.
- 2B Merei; bara míngi o. 'Thanks; many greeting'.
- 3A Mo lángó nsóní? 'Did you sleep well?'
- 4B Eg, mbi lángó nsóní. 'Yes I slept well'.
- 5A Ka áso tí da tí mo kóé.
alángó nsóní náé? 'And did everybody in your house sleep well too?'
- 6B Eg, ála kóé alángó nsóní. 'Yes, they all slept well'.
- Mo goo na ndo va laá. 'Where are you going there?'
- 7A Mbi goo tí báé Jean. 'I'm going to see John'.
- 8B Tengana mo kíri, mo bara
wále tí mo na mbi o. 'When you return, greet your wife for me'.
- 9A Mbi goo tí mbi ave o. 'I'm on my way now'.
- 10B Merei, mo goo nsóní o. 'All right, so long'.
- 11A Dutí tí mo nsóní o. 'So long'

GRAMMATICAL NOTES

Exchanging social amenities. Formulas for exchanging social amenities are given below; at least one response is appropriate to one of the first statements. The parenthetical o is a mark of politeness, friendliness, intimacy, etc. and can be omitted without insult. Each of theses response in the second and third sets of formulas can be preceded by the interjectional mark of agreement gg which sounds

like a lengthened form of the vowel in English can. (It shall be written Eg when it occurs first in a sentence.) It is very commonly used in conversations not only for assent but also for a feedback signal.

Statement	Response
1. <u>Mbi bara mo mingí (o).</u> 'I greet you much'.	<u>Mbi bara mo ngá (o).</u> 'I greet you much also'.
2. <u>Mbi bara mo ká (o),</u> 'I greet you over there'.	
3. <u>Bara mingi (o).</u> 'Many greetings'.	<u>Merci (o).</u> 'Thank you'.
4. <u>Bara o.</u> 'Greetings'	<u>Mingi (o).</u> 'Many of them'.
5. <u>Bara na.</u> 'Greetings'.	<u>Bara o.</u> 'Greetings'.
6. <u>Mbi bara fia (o).</u> 'I greet you (plural)'.	<u>I bara mo ngá (o).</u> 'We greet you also'.

7. <u>Mo eke séngé?</u> 'Are you all right?'	<u>Mbi eke séngé.</u> 'I'm all right'.
8. <u>Mo eke da?</u> 'Are you there?'	<u>Mbi eke.</u> 'I am'.
9. <u>Mo eke?</u> 'Are you (all right)?'	
10. <u>Mo eke nsoní?</u> 'Are you well?'	<u>Mbi eke nsoní.</u> 'I am well'.

Statement	Response
11. <u>Mo lángó nsoní?</u> 'Did you sleep well?'	<u>Mbi lángó nsoní.</u> 'I slept well'
12. <u>Mbi goo tí mbi (o).</u> 'I'm going'.	<u>Goo nsoní (o).</u> 'Go well (said by person remaining)'.
13. <u>Dutí nsoní (o).</u> 'Stay well (said by person taking leave)'.	
14. <u>Goo nsoní (o).</u> 'Go well'.	<u>Dutí nsoní (o).</u> 'Stay well'.

Terms of address. The following terms are used in greetings, being placed at the beginning or end of the sentence. The expression tí mbi 'my' is optional with the first four terms; the others are less frequently possessed.

íta 'sibling, cousin, friend'

babí 'father, senior man'

mamá 'mother, senior woman'

méréngé 'child'

ñú 'uncle (specifically father's brother)'

nškó (or nškg) 'uncle (specifically mother's brother)'

mbunzú (or munsú, bunsú) 'white man'

patron 'boss'

camarade 'friend'

kóli 'man'

wife 'woman'

madame general term irrespective of marital status

monsieur

Some of these terms are used in an extended sense when the implied relationship does not in fact exist. Thus, gî can be used of any male as a term of respect and intimacy. The terms madame and monsieur are also used in polite speech to replace the pronoun mo 'you': e.g.
Madame mo s'ouez? 'Is Madame (i.e. are you) all right?'

CULTURAL NOTE

It is rare that a greeting is ignored by Africans. An American, if he forgets to say at least Bonjour upon meeting someone, may be surprised at hearing himself greeted with an outstretched hand after business has already been discussed.

Greetings are almost always accompanied by handshakes. This practice is very much like that of the French, from whom it may have been learned, but very much different from the American practice. It is better to be overscrupulous about handshaking than not.

Handshaking may have been learned from the French, but its form is considerably different. If one is on good terms with a Central African, the handshake may be a long one: after the initial clasp, the hands are drawn apart rather slowly. Older people and young people who have been reared in the country may also indicate respect by putting their left hand over the other's right hand, that is, they will gently clasp one's right hand between their two hands. Another sign of respect is to shake one's hand while placing the left hand on one's right forearm. This and the preceding may be accompanied by a slight stooping or

squatting motion.

There is a special kind of handshake which is used by close friends. After the initial handshake one person rotates his palm forward so that the other person's thumb is between his own thumb and index finger; he then releases his grasp and the other person does the same. This may be done two or three times.

GRAMMATICAL DRILLS

Drill 1

Greetings. Students can practice using the possessive phrases ti mbi 'my' and ti mo 'your', the subject marker g-, and the third person singular pronoun lo 'he, she' in the following way: One student says either Mbi abara mo or Mbi abara gla, addressing one or more persons, as the case may be; another student then addresses the same party with a sentence in the third person. Thus:

Mbi abara mo.

Madame abara mo.

Patron ti mo abara mo.

Ita ti mbi abara mo.

Drill 2

Identifying people. Using the terms of address provided above and other appropriate titles in French, practice identifying people and their work or relationship to the speaker or others. There is a way to make Sango equivalents of agent nouns, instead of using the French word as with guisiniier, but this device is treated in a later lesson.

After the question, provide a name from real life:

Ita ti mo aksa zo wa.

Ita ti mbi aksa Robert.

'Who is your brother?'

'My brother is Robert'.

<u>Baba tif mo acke so wa.</u>
<u>Mamé tif mo acke so wa.</u>
<u>Patron tif mo acke so wa.</u>
<u>Koli tif mo acke so wa.</u>
<u>Walo tif mo acke so wa.</u>
<u>Maitre tif mo acke so wa.</u>
<u>Directeur tif mo acke so wa.</u>
<u>Cuisinier tif mo acke so wa.</u>
<u>Infirmier tif mo acke so wa.</u>

Continue using this exercise by replacing tif mo by tif s 'your (pl.)', tif lo 'his, her', and tif f 'our'.

PHONOLOGICAL DRILLS

Drill 1

Listen to the difference between Sango /u/ and English /uw/ or /i:/

<u>ku</u> 'to wait'	<u>oo</u>
<u>lu</u> 'to plant'	<u>loop</u>
<u>du</u> 'hole'	<u>do</u>
<u>fi</u> 'to sew'	<u>fool</u>
<u>hi</u> 'to breathe'	<u>who</u>
<u>mi</u> 'to take'	<u>noo</u>
<u>yu</u> 'to wear'	<u>you</u>

Practice making the following words with /u/:

<u>buru</u>	'dry season'
<u>fuku</u>	'flour'
<u>furu</u>	'to mix things'

<u>girí</u>	'mushroom'
<u>gírfí</u>	'smoke'
<u>kátu</u>	'thousand'
<u>kutukutu</u>	'automobile'

Drill 2

Listen to the difference between Sango /o/ and English /ow/:

<u>tó</u>	'to dip'	<u>tow</u>
<u>sí</u>	'this'	<u>sow</u>
<u>lo</u>	'he'	<u>low</u>
<u>kombí</u>	'guinea fowl'	<u>comb</u>
<u>pópó</u>	'middle'	<u>pope</u>

Practice pronouncing the following words with /o/:

<u>bónó</u>	'sorghum'
<u>póró</u>	'skin'
<u>tote</u>	'to cry'

Drill 3

Listen to the difference between Sango /o/ and English /o:/

<u>tó</u>	'to cook'	<u>taught</u>
<u>kó</u>	'to pluck'	<u>caught</u>
<u>so</u>	'to hurt'	<u> sought</u>
<u>yo</u>	'to be long'	<u>yaw</u>
<u>wóko</u>	'to be soft'	<u>walk</u>
<u>mo</u>	'you'	<u>moth</u>
<u>lóso</u>	'rice'	<u>lost</u>

Practice pronouncing the following words with /o/:

<u>bóngó</u>	'cloth'
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<u>dódo</u>	'dance'
<u>doreka</u>	'to butcher'
<u>fene</u>	'to wander'
<u>gogoro</u>	'granary'
<u>gozo</u>	'manioc'
<u>hótó</u>	'mountain'
<u>kónko</u>	'chicken'
<u>kong</u>	'hippopotamus'
<u>kótóró</u>	'village'

Drill 4

Practice making the back vowels /u,o,ɔ/. First repeat the words in columns and then in rows.

<u>ki</u>	<u>ti</u>	<u>tó</u>
<u>ni</u>	<u>si</u>	<u>so</u>
<u>li</u>	<u>le</u>	<u>lóngó</u>
<u>mi</u>	<u>pepó</u>	<u>wóko</u>
<u>ku</u>	<u>komba</u>	<u>kónko</u>
<u>burú</u>	<u>béndó</u>	<u>bongó</u>
<u>gárú</u>	<u>toto</u>	<u>hótó</u> (or <u>hótó</u>)
<u>faku</u>	<u>péró</u>	<u>kótóró</u>

CONVERSATION

1. Yí kóé acke sénge 'Everything's fine'

- 1A Bara o, íta. 'Greetings, Friend'.
- 2B Bara míngi. 'Many greetings'.
- 3A Mo eke nsoní? 'Are you all right?'
- 4B Ego mbi eke nsoní. 'I'm fine'.
5. Aufrangé tí mo acke nsoní? 'Are your children all right?'
- 6B Ala kóé acke sénge. 'They are all fine'.
- 7A Kéli tí ^{mō} acke sénge? 'Is your husband all right?'
- 8B Lo kóé, lo eke. 'He too is all right'.
- 9A Yí tí da tí mo acke sénge? 'Are the things in your house all right?'
- 10B Yí kóé acke sénge. 'Everything is all right.'

2. Mbi eks Américain 'I'm an American'

- 1A Mbunsú, bara ma. 'White Man, greetings'.
- 2B Míngi. 'Many of them to you'.
- 3A Mo lóngó na ndo wa láá. 'Where have you come from?'
- 4B Mbi lóngó na kótóró tí mbi ape? 'Haven't I come from my village?'
- 5A Kótóró tí mo ní acke na ndo ma. 'Where is your village?'
- 6B Kótóró tí mbi acke Amérique. 'My country is America?'

- 7A Andáa, mo gks Américain? 'So you're an American?'
- 8B Eg. 'Yeah'.
- 9A Mo lángó fadesó na
ndo wa. 'But where are you staying now?'
- 10B Mbi lángó na da ape? 'Don't I sleep in a house?
(said in jest)!'.
- 11A Mais, da ní acke na ngonda? 'But is the house in the bush?'
- 12B Acke na ngonda ape o. Acke
gf hôtel. 'It's not in the bush. It's a hotel.'
- 13A Tongasó ma. 'That's how it is'.

GRAMMATICAL NOTES

Possession (5.32.23; 5.61.10). Three different constructions are covered by the term "possession". They are:

Só acke kóbe tí lo.

'This is his food'.

Lo acke na kóbe.

'He has food (lit. he is with food)'.

Kóbe acke na lo.

'He has food (lit. food is with him)'.

The connective tí indicates belonging of a more permanent nature while gks na 'Be with' indicates having. Other uses of tí will be discussed elsewhere.

When tí precedes a vowel elision takes place. The most common occurrence is with the vowel /a/. Thus: mbétí t'fla [mbétí t̩fla] 'their book'.

Personal pronouns (7.11). The personal pronouns used in direct discourse, are the following:

<u>mbi</u>	'I'	<u>í</u> <u>é</u>	'we'
<u>nz</u>	'you(sing.)'	<u>ála</u>	'you(pl.)'
<u>lo</u>	'he, she'	<u>ála</u>	'they'

These occur in every position a noun would occur, i.e.

independently, as subjects, and as objects of verbs and connectives.

These are the only shapes in which they occur grammatically. That is, there is no distinction, for example, between a subjectival 'he' and objectival 'him'. There are, however, pronunciation variants: e.g. ála and áras; nz, nz, and ng. These should pose no difficulty in comprehension.

As a third person singular subject of a verb, personal or impersonal, there is also the subject marker g-. This is treated in a later lesson.

The pronoun mbi is often omitted as the subject of short sentences: (Mbi) híngá? 'Do I know?' (Mbi) híngá tí mbi aþe 'I don't know.'

The equivalent of English possessive adjective forms, e.g. mine, consists of a possessive construction: tí mbi.

The horizontal bar over the vowel in mbí indicates mid tone. That is, in a given context the word mbí is pronounced somewhere between í and lo in pitch. A drill is provided in a later lesson. The mid tone mark will be written for a few lessons; thereafter the student is expected to remember the tone of mbí.

GRAMMATICAL DRILLS

Drill 1

Practice in using possessive constructions. First keep the answer constant and change the question by replacing the noun. Then keep the question constant and change the answer by replacing the possessor.

Question	Answer	
<u>sé aksé mbéti tí zo wa.</u>		<u>sé aksé mbéti tí mbi.</u>
'Whose book is this?'		'That is my book'.
'This is whose book?' <u>lo</u>	'his'
<u>fukú</u> 'flour' <u>i</u>	'our'
<u>gúñí</u> 'mushrooms' <u>ála</u>	'their'
<u>káké</u> 'wood' <u>itsa tí mbi</u>	'my brother'
<u>péré</u> 'grass'		
<u>sembé</u> 'dish'		

Drill 2

Using the nouns from the preceding exercise, practice making the following sentences until fluency has been developed.

<u>Mbétí tí mo lo só.</u>	'This one is your book'.
<u>Mbétí tí mo laí.</u>	'Here is your book'.
<u>Mbétí tí mo (aksé) óksé.</u>	'How many books do you have? (lit. books of you are how many)?'
<u>Sé (aksé) nginsa tí mo ape.</u>	'This is not your book'.
<u>Mbétí tí mo (aksé) na</u>	'Your book is here'.
<u>ndo só.</u>	
<u>Mbétí tí mo (aksé) ká.</u>	'Your book is over there'

Mbétí tif mo (asks) gi so.

'This is the only book
you have'.

(so asks) mbétí tif mo
tongana ys.

'This is indeed not your
book (lit. this is your book
now)'.

Drill 3

Learn to ask and answer the following questions.

The meanings of these sentences should be clear now from the previous exercises. The use of lef is explained in a later lesson; mbi lef might be translated 'it's me'.

Question	Answer
1. <u>Babá tif lo (asks) so wa.</u> 'Who is his father?'	<u>Mbi lef, mbi eke babá tif lo.</u> 'Me, I'm his father'.
2. <u>Mamá tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke mamá tif lo.</u>
3. <u>Mérengé tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke mérengé tif lo.</u>
4. <u>Patron tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke patron tif lo.</u>
5. <u>Kóli tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke kóli tif lo.</u>
6. <u>Wále tif lo (asks) so wa.</u>	<u>Mbi lef, mbi eke wále tif lo.</u>
7. <u>Directeur tif lo (asks) so wa. Ma.</u>	<u>Mbi lef, mbi eke directeur tif lo.</u>

Drill 4

Identify people by asking the question So (asks) so wa 'Who is this?' (lit. 'this is what person'). The answer to this question takes the form So (asks) fta tif mbi 'This is my friend'. Practice answering this question with the following sentences (and others that the student can make up); replace tif mbi by tif s., tif lo 'his,

her', and tí ūla 'their'.

1. Só (asks) babá tí mbi.
2. Só (asks) mama tí mbi.
3. Só (asks) mérangé tí mbi.
4. Só (asks) sú tí mbi.
5. Só (asks) nökö tí mbi.
6. Só (asks) patron tí mbi.
7. Só (asks) kóli tí mbi.
8. Só (asks) wále tí mbi.
9. Só (asks) directeur tí mbi.

The sentences above would be appropriate in answering the question Só (asks) so wa kó 'Who is that?'

Drill 5

Identifying ownership. Use kinship terms and titles to practice identifying ownership. The question is Só (asks) tí so wa 'Whose is this?' (lit. 'this is of what person?'). The answer takes the form of Só (asks) tí babá tí mbi 'This is my father's'.

1. Só (asks) tí ita tí mbi.
2. Só (asks) tí mama tí mbi.
3. Só (asks) tí patron tí mbi.
4. Só (asks) tí kóli tí mbi.
5. Só (asks) tí wále tí mbi.
6. Só (asks) tí sú tí mbi.
7. Só (asks) tí directeur.
8. Só (asks) tí maître.
9. Só (asks) tí makunzi.

10. Sé (aske) tʃ Sous-préfet.

11. Sé (aske) tʃ La Maire.

After having acquired fluency with these affirmative sentences, the student should go on to practice negative ones. The question can take the form of Sé (aske) tʃ its tʃ mo? 'Is this your brother's?' and the answer would be Sé (aske) tʃ its tʃ mb̄ sng.

PHONOLOGICAL DRILLS

The vowels /i, e, ε/.

Drill 1

Practice making the front vowels /i, e, ε/. First repeat the words in columns and then in rows.

bí	bé	bé
sí	sé	se
lí	lé	leke
gí	ge	geré
kíri	kéké	yeké
tíri	kété	pete
bírf	péré	gene

Drill 2

Listen to the difference between Sango /i/ and English /iy/:

bí	'night'	be
lí	'head'	lea
sindi	'sesame'	Cindy

Practice pronouncing the following words with /i/:

bírf	'yesterday'
gígf	'outside'

<u>kíri</u>	'to return'
<u>kinikiri</u>	'crooked'
<u>míngi</u>	'much'
<u>píndimi</u>	'embers'
<u>tiri</u>	'to fight'

Drill 3

Listen to the difference between Sango /e/ and English /ey/:

<u>bé</u>	'center'	<u>bay</u>
<u>lé</u>	'eye'	<u>lay</u>
<u>ge</u>	'here'	<u>gay</u>
<u>sé</u>	'to be bitter'	<u>say</u>

Practice pronouncing the following words with /e/:

<u>béké</u>	'roofing grass'
<u>dédé</u>	'animal horn'
<u>kéké</u>	'tree'
<u>kété</u>	'small'
<u>péré</u>	'grass'

Drill 4

Listen to the similarity between Sango /e/ and English /e/:

<u>bé</u>	'liver'	<u>bet</u>
<u>mé</u>	'ear'	<u>met</u>
<u>méné</u>	'to swallow'	<u>men</u>
<u>pête</u>	'to crush'	<u>pet</u>

Practice pronouncing the following words with /e/:

<u>gène</u>	'visitor'
<u>geré</u>	'foot'

<u>ləks</u>	'to fix'
<u>méné</u>	'blood'
<u>əməb̄</u>	'dish'
<u>tər̄i</u>	'body'
<u>p̄ənb̄</u>	'teeth'

CONVERSATION

1. Mbunsú ecke yg 'What is a mbunsú?'

- 1A Mbi bara mo. Mbunau. 'I greet you, White Man'.
- 2B Mbi bara mo nsoní. Mais,
"mbunsú" ayí tí tene yg. 'I greet you well. But what does "mbunsú" mean?'
- 3A "Mbunsú" so atene, mo eke
so yuru. '"Mbunsú" means that you are a white man'.
- 4B Tí mo, mo eke tí mo zo yg. 'What about you, what are you?'
- 5A Tí mbi, mbi eks so yokó ma. 'Me, I'm an African'.
- 6B Téné ape; f kóó, f eks so
ape? 'There's no difference, aren't we all people?'
- 7A Tad téné, Président Boganda
atene, "Zo kóó zo". 'That's right. President Boganda said, "All people are human beings"!'
- 8B Tongasó ma. I eke fta ape? 'That's how it is. Aren't we brothers?'
- 9A Méné kóó légo ókó ape? 'Isn't all blood the same?'
- 10B Xí ní laí. 'That's it'.

2. Mo gá lá wa 'When did you arrive?'

- 1A Bara o. Mbunau. 'Greetings, White Man'.
- 2B Bara míngi, ita. 'Many greetings, Brother'.
- 3A Mo gá lá wa. 'When did you come?'
- 4B Mbi gá bírfí. 'I came yesterday'.

- 5A Mo ga na ndo só tí sára yg. 'What did you come here to do?'
- 6B Mbi gá tí fono na yá tí kótóró. 'I came to stroll in the village'.
- 7A Mo gá tí fono na kótóró tí fí ma? 'So you came to stroll in our village?'
- 8B Eg. 'Yeah'.
- 9A Mo yí tí dutí na f? 'Have you come to stay with us?'
- 10B Mbi má ape. 'I don't understand'.
- 11A Mbi tene, mo gá tí sára kótóró na f? 'I said, did you come to live with us?'
- 12B Eg. Mbi gá tí dutí kétó. 'I've come to stay a while'.
- 13A Nmoní. 'Fine'.

GRAMMATICAL NOTES

Measured time (5.32.23). Temporal expressions are very much like locative ones, i.e. they consist of the connective na and a noun phrase: Fadé f bónzbi na bí. 'We'll meet at night'.

In some constructions the connective is not used (e.g. Nag óko sí fadé mbi go. 'One more month and then I'll go', but these do not need special treatment. The expressions which are never introduced by na are bírí 'yesterday', lá só 'today', kékéréke 'tomorrow', and lá kóé 'always'.

Some of these temporal expressions are phrases: for example, lá só 'this sun' and kótá lá 'big sun'. Ndá péréré should perhaps be written as one word because péréré does not occur except in this phrase; however, ndá does occur in the expression ndá adé 'morning came' where

it is the subject of the verb dé. Lá kif, also pronounced líf kif, 'sun died (that is, set)',

A sequence of days is divided as in the following diagram:

The adjunctive mbóní can be added to make mbóní bíri 'day before yesterday' and mbóní kékéréka 'day after tomorrow'. Beyond that one uses the expression sára lángó (followed by a number) in a way which is equivalent to English (two) days ago: Da ní awe sí ssára lángó otá. 'The house was finished three days ago'. (lit. house is finished it does three days). French names of days are also used: Da ní awe na mercredi. 'The house was finished on Wednesday'.

Other time words are dimanche 'week', nse 'month', and ngú 'year'. They are modified as follows:

nse só ahó awe

'last month'

yá tí nse só

'this month'

nse tí pekó

'next month'

Literally, these are translated: 'month which has passed', 'belly of this month', and 'month of back'.

In giving the day of the month one says, for example, na lángó bale' ūko tí nse tí Septembre 'on the 10th of September'. This

expression is drilled in a later lesson.

CULTURAL NOTE

Asking for names. In the traditional Centralafrican society, names are not used in the same way they are in our own society. People used to change their names, sometimes rather informally but also formally at circumcision; because of previous deaths, a child might go for one or two years without a name; elderly people sometimes come to be known only by the names of their children (babé tʃ Faradoká 'the father of Faradoká'), etc. Most people now have two names -- an African name (éré tʃ kɔtɔrɔ 'village name') and a European name (éré tʃ Nzapá 'God's name' or éré tʃ mbunsi 'white man's name'). The African name might not look like one in writing or even sound like one, since there is a strong tendency to Europeanize them. Thus Wessé might be spelled Quesset.

The adoption of surnames is not yet uniform in practice. Most people have two names (although a country man may not know his wife's European name), but all the names in a single family can be different. More and more Africans are taking family names, sometimes even having this done legally. However, it is impossible sometimes to know which of his two names a Centralafrican considers his surname if he has not been very much influenced by Western culture. One person might write his name Jean-Paul Faradoka and another person Faradoka Jean-Paul. It is the French practice of putting surnames first, capitalised, that has led to this difference. They would write the name thus:

FARADOKA Jean-Paul.

With people who have had several years of formal education in French one can be rather frank about getting information about names

-- asking questions as one would, with the same courtesy, in our own or in French society -- but it is better to be less direct in dealing with village people. Names can more easily be obtained from a third person. To avoid embarrassing villagers one should avoid insisting on making a difference between first and surnames. The best rule to follow is discretion.

Drill 1

Practice in using temporal expressions.

1. Mo sí lá wa. Mbi sí bírlí.
'When did you arrive?'
2. Mo má tñé ní lá wa. Mbi má lá sô.
'When did you hear the news?'
3. Mo báa lo lá wa. Mbi báa lo bírlí na ndá péréré.
'When did you see him?'
4. Mo wara mbétfí tí lo lá wa. Mbi wara na yá tí nse sô.
'When did you receive his letter?'
5. Ita tí lo akúí lá wa. Lo kúí na ngú tí kózo ní.
'When did his brother die?'
6. Babá tí lo akúí lá wa. Lo kúí na ngú sô ahg' awe.
'When did his father die?'
7. Ala nsí yelo tí mo lá wa. Ala nsí lá sô na kóta lá.
'When did they steal your bicycle?'
8. Mo yí tí goe lá wa. Mbi yí tí goe kpkéréke.
'When do you want to go?'

9. Fadé ála sára matángá

ní lá wa.

'When will they have (lit.
make) the party?'

10. Fadé asára examen lá wa.

'When will the examinations
be taken (lit. do examina-
tion)?'

11. Fadé lo sí lá wa.

'When will he arrive?'

Fadé ála sára na dimanche tí

pekö.

Fadé asára na nze tí pekö.

Drill 2.

Use the following sentences in asking each other's names in the classroom. Use either Eré tí mo yg ('name of you what?') or Eré tí mo so wa ('name of you person who?') for 'What is your name?' The letters "A", "B", and "C" stand for three different people.

A. Eré tí mo so wa.

B. Eré tí mbi -----.

C. (to C). Eré tí lo so wa.

C. Eré tí lo -----.

Drill 3

Practice in the use of the negative, ní and possessive tí.

Develop fluency by replacing mbítí by other nouns.

Question

Mbítí só acke tí mo?

'Is this your book?'

Answer

Mbítí ní acke tí mbi aps;
acke tí lo.

'The book is not mine; it
is his.'

- ... wále tí mbi 'My wife's'
 ... mérengé tí mbi 'my child's'
 ... ála 'theirs'
 ... íta tí lo 'his brother's'
 ... wále tí lo 'his wife's'
 ... mérengé tí lo 'his child's'

PHONOLOGICAL SKILLS

Tones. Each vowel in Sango must be said with high, mid, or low pitch, but this does not mean that the pitch differences are either absolute or constant. There is therefore no value in representing tone musically, and a chart like the following unrealistically portrays the levels of pitch:

H	a	si	sa	téne	ni
L	yama	la	lo	ra	

The pitch levels may be more like this:

a si sa téne ni
yama la lo ra
yama lá sí lo sára téne ni

'It's the meat he's talking about'.

Notice that the vowels marked by phonemic high tone with the acute accent mark are not on the same level and that lo, which has phonemic low tone, is at the same level as the syllable a of lá which is phonemically high. These levels can be represented quite easily by making a continuous line through an utterance as illustrated:



In this way the student can mark as many levels as he hears,. If he has difficulty in perceiving differences of levels, he can still use this device as a visual reminder of when to raise and lower pitch. The various levels of high and low tones are determined in part by the contiguous tones, by position in the sentence, by stress, by the emotional state of the speaker, etc. Specific rules can not be given for all of the variations; all that one needs to know is that a "high tone" must be (1) higher than a "low" would be in that position and must be (2) higher than a contiguous low.

Tone drills should generally be done with a language assistant of the student's own sex. A great difference of absolute pitch in the speech of males and females can cause considerable difficulty. Although pitch is important in the Sango language -- in some cases even distinguishing pairs of words (e.g. fa 'to show' and fá 'to cut') -- one must avoid a sing-song voice when doing the tone drills. Do not sing the words; speak them.

Drill 1

Developing control of tone. Replace the first word in each list by all the others, maintaining a more or less constant level of pitch. (This is called a "monotony drill".) Avoid stressing one syllable more than the others. After control has been acquired for each list, select words from all four lists.

yama ni 'the meat'

zo 'person'

fishu 'fish'

zamba 'beer'

yáká nýákáthé garéshé garden'

yá 'insides'

téré 'body'

tíndé 'affair'

<u>mafuta</u>	'oil'	<u>pémbé</u>	'teeth'
<u>makala</u>	'fritter'	<u>kótóró</u>	'village'
<u>li</u>	'head'	<u>yángá</u>	'edge'
<u>fondo</u>	'plantain'	<u>póró</u>	'skin'
<u>goso</u>	'manioc'	<u>mé</u>	'ear'
<u>sembe</u>	'knife'		

<u>pápa ní</u>	'The sandal'	<u>bongó ní</u>	'the cloth'
<u>séso</u>	'land'	<u>veké</u>	'okra'
<u>nápa</u>	'bread'	<u>babá</u>	'father'
<u>mángó</u>	'mango'	<u>mamá</u>	'mother'
<u>nánga</u>	'tobacco'	<u>likóngó</u>	'spear'
<u>lóso</u>	'rice'	<u>sambá</u>	'co-wife'
<u>kóndo</u>	'chicken'	<u>sakpá</u>	'basket'
<u>kámba</u>	'rope'	<u>sembé</u>	'dish'
		<u>yéró</u>	'medicine'

Drill 2

This drill is based on a frame where silence precedes the noun and a high tone follows it:

Silence High

Supplementary drills can be made with the same frame using other words and phrases:

<u>yéma tí lo</u>	'his meat'
<u>yéma tí ála</u>	'their meat'
<u>yéma míngi</u>	'much meat'

yama ōko 'one animal'

yama nō 'this meat'

yama kō 'all the meat'

CONVERSATION

1. Léndóngó na ngú 'Coming from the river'

- 1A Bara, ita. 'Greetings, Friend'.
- 2B Bara míngi o. 'Many greetings'
- 3A Mo eke goe só na ndo wa
só, ita. 'Where are you going here?'
- 4B Ita, mbí eke goe só gí na
yá tí da. 'Friend, I'm on my way into the house'.
- 5A Na yá tí da tí mó? 'Into your house?'
- 6B Eg. 'Yes'
- 7A Mo lón dó só na ndo wa. 'Where are you coming from?'
- 8B Ita, mbí lón dó só gí na
lége tí ngú. 'Friend, I'm just coming from the path to the water'.
- 9A Tí ngú? 'To the water?'
- 10B Eg. 'Yes'
- 11A Mo goe tí tó ngú? 'Did you go to draw water?'
- 12B Eg. 'Yes'
- 13A Na ngú acke na pekj tí da
tí mó ape? 'And don't you have water behind your house?'
- 14B Acke ape. 'There is none'.
- 15A Mo sára dú tí ngú ape,
ita? 'Haven't you made a well, Friend?'

16B Ita, mbi sára ape.

'Friend, I haven't made one'.

NOTES ON THE CONVERSATION

3A. só -- This word is not easily translated when it is used as it is here (twice) and in 4B, 7A, and 8B. It suggests the idea 'what is apparent, here before one's eyes', and although the word 'here' can sometimes be used to translate it, very often it is left untranslated. It is, however, as typically Sango as are the small words used in colloquial German and Dutch.

14B. Notice how questions are answered with a small predication.

15A. dú tí ngú -- lit. 'hole of water'.

GRAMMATICAL NOTES

Locative expressions (5.32.21; 11.13). Locative expressions are introduced by na as illustrated in the following examples. Unlike English prepositions, where location is somewhat specific (in, on), Sango na simply introduces nouns with locative meaning. It is convenient to designate some of these nouns as "prepositional nouns" (see below). For example:

- | | |
|-----------------------------------|-------------------------------|
| 1. <u>Lo bi na sése.</u> | 'He threw (it) down'. |
| 2. <u>Ala bóngbí na gígí.</u> | 'They meet outdoors'. |
| 3. <u>Lo ngbá na kótóró.</u> | 'He's still in the village'. |
| 4. <u>Ala dó dódó na kótá lá.</u> | 'They're dancing in the sun'. |
| 5. <u>Ye afú na ndo só.</u> | 'What smells here?' |
| 6. <u>Ala fono na ndo wa.</u> | 'Where do they roam around?' |
| 7. <u>Lo eke na da.</u> | 'He's at home'. |
| 8. <u>Lo goe na ngonda.</u> | 'He went to the bush'. |
| 9. <u>Mbi báá lo na ndúzú.</u> | 'I see him up there'. |

Prepositional nouns (5.32.21; 5.61.16; 4.21,10). There is a group of nouns which is used to specify the location of an subject with respect to another object. This is accomplished by making a possessive phrase: na li tí da 'on top of the house (lit. head of house)'. In the following list both the literal and prepositional translations are given. Notice that ndó meaning 'top' has high tone, whereas ndo 'place' has low tone.

<u>li</u>	'head'	'on top of, at the end of'
<u>pekó</u>	'back'	'behind'
<u>téré</u>	'body'	'beside'
<u>yá</u>	'belly'	'inside'
<u>yángá</u>	'mouth'	'at the entrance, at the edge of'
<u>ndó</u>	'top'	'on top of'
<u>gbé</u>	'underpart'	'underneath'
<u>pópó</u>	'middle'	'between'
<u>lé</u>	'face'	'on the surface of'
<u>ngbundá</u>	'waist'	'at the base of, at the starting point'
<u>bé</u>	'middle'	'in the center of'

When a prepositional noun is used without a complement in a locative expression, it must take the adjunctive ní. Thus, na li tí kéké 'on top of the tree' becomes na li ní 'on top of it'.

GRAMMATICAL DRILLS

Drill 1

Using prepositional nouns. Practice making sentences like the

following:

- | | |
|----------------------------------|-------------------------------------------------|
| 1. <u>Lo eke na li tí da.</u> | 'He's on top of the house'. |
| 2. <u>Lo eke na bekó tí da.</u> | 'He's behind the house' |
| 3. <u>Lo eke na téré tí da.</u> | 'He's beside the house'. |
| 4. <u>Lo eke na yá tí da.</u> | 'He's inside the house'. |
| 5. <u>Lo eke na yángá tí da.</u> | 'He's at the door (or, in front) of the house'. |
| 6. <u>Zía na ndó tí chaise.</u> | 'Put it on the chair'. |
| 7. <u>Zía na pópó tí chaise.</u> | 'Put it between the chairs'. |
| 8. <u>Zía na gbé tí chaise.</u> | 'Put it underneath the chair'. |
| 9. <u>Asoa an lé tí ngú.</u> | 'It floats on the surface of the river'. |

Drill 2

Make as many locative sentences as possible with the following clauses by referring to the illustrations:

- | | |
|----------------------------------------|----------------------------------|
| 1. <u>Mbi báa lo ...</u> | 'I saw him ...' |
| 2. <u>Lo goe na ...</u> | 'He went to ...' |
| 3. <u>Lo lángó na ...</u> | 'He is sleeping ...' |
| 4. <u>Ala sára ngiá ...</u> | 'They are playing ...' |
| 5. <u>Lo fáa saleté ...</u> | 'She is weeding ...' |
| 6. <u>Ala zó péré ...</u> | 'They are burning the grass ...' |
| 7. <u>Mbi wara nginza ní ...</u> | 'I found the money...' |
| 8. <u>Mbo ní ehónie téré tí lo ...</u> | 'The dog hid himself ...' |

Drill 3

Using prepositional nouns without complements. Change the following sentences (already used above) by replacing tí and the noun by ni:

1. Lo eke na li tí da.

Lo eke na li ni.

2. Lo eke na pekó tí da.

Lo eke na pekó ni.

etc.

etc.

PHONOLOGICAL DRILLS

The vowel /a/. The native-speaker of English must avoid the tendency to use a weak vowel, either /ɪ/ or /ɛ/, for any of the Sango vowels. This tendency, will most often be realized with Sango /a/ in polysyllabic words, particularly when it has low tone. Unless he is careful, he will use the English vowel in the final syllable of America which is similar to the vowel of but. The Sango /a/ is more like the vowel in the first syllable of a common pronunciation of father.

Drill 1

Practice making the proper Sango vowel /a/ as found in the following words. The first few times through, the pronunciation should be exaggerated so as to avoid the weak vowels of English.

<u>áta</u>	<u>babá</u>	<u>baba</u>	<u>báláwá</u>	<u>fadé</u>
<u>bágara</u>	<u>batá</u>	<u>bara</u>	<u>bángá</u>	<u>gbakó</u>
<u>dára</u>	<u>dambá</u>	<u>bata</u>	<u>gbándá</u>	<u>kamelá</u>
<u>hánta</u>	<u>galá</u>	<u>kara</u>	<u>kángá</u>	<u>kangú</u>
<u>kángá</u>	<u>ganzá</u>	<u>makala</u>	<u>párá</u>	<u>lavú</u>
<u>kásá</u>	<u>kaká</u>	<u>mawa</u>	<u>sára</u>	<u>maktáko</u>

<u>mánga</u>	<u>kalá</u>	<u>papa</u>	<u>wátáká</u>	<u>makongó</u>
<u>mápa</u>	<u>kata</u>	<u>sara</u>	<u>kanguya</u>	<u>matánga</u>

The consonants /t/ and /d/. Care must be given to the pronunciation of the sounds represented by the letters "t" and "d" when they occur between vowels, because the speaker of American English is inclined to pronounce them as they would be pronounced in his native language. In American English the sounds represented by these letters are different when they occur at the beginning of a word and when they occur between vowels. Compare the following:

<u>caddie</u>	<u>catty</u>
<u>dear</u>	<u>tear</u>

The consonant sounds in the first two words, as well as in What do ya (more like Wha'dya) know? and I don't know (colloquially I dunno), although not exactly alike, are similar to the "r" of Spanish pero 'dog' and Sango tara 'to try'.

Drill 2

Listen to the difference between the pronunciation of "t" and "r" in the following words:

<u>bata</u>	'keep'	<u>bara</u>	'greet'
<u>wátáká</u>	'a lie'	<u>wara</u>	'receive'
<u>koto</u>	'scratch'	<u>kóro</u>	'pierce'
<u>páta</u>	'5 francs'	<u>párá</u>	'egg'
<u>pete</u>	'crush'	<u>péré</u>	'grass'
<u>mbútú</u>	'sand'	<u>mbúrú</u>	'oil palm'
<u>kutu</u>	'thousand'	<u>kúrú</u>	'to dry'
<u>kíte</u>	'objection'	<u>kíri</u>	'to return'
<u>kate</u>	'chest'	<u>kara</u>	'to overcome'

Drill 3

Repeat the following words, making certain that "t" and "d" are pronounced as full stops:

<u>áta</u>	<u>bata</u>	<u>kéte</u>	<u>fadé</u>
<u>páta</u>	<u>kate</u>	<u>kíte</u>	<u>fadesó</u>
<u>fúta</u>	<u>koto</u>	<u>kótá</u>	<u>kódá</u>
<u>hótó</u>	<u>kutu</u>	<u>wátáká</u>	<u>dede</u>
<u>kamáta</u>	<u>mafuta</u>	<u>kata</u>	<u>dódó</u>

CONVERSATION

Sárangó téne na Sango 'Speaking Sango'

- 1A Bara o, Patron. 'Greetings, Sir'.
- 2B Bara o, méréngé tí mbi. 'Greetings, my child'.
- 3A Mo goe na ndo wa, sí mo tambéla na geré tí mo na kótá lá tongasó. 'Where are you going that you travel by foot in the middle of the day like this?'
'Idééééttundéesthadd!'.
- 4B Mbi má tí mbi ape. 'How is it that you don't understand? I greeted you and you answered, didn't you?'
'I don't understand Sango well'.
- 5A Mo má ape tongana yé. Mbi bara mo, na mo yi pekó ni ape? 'That's not the truth. Isn't that Sango on your lips?'
'Sure, that's Sango, but I know a very little of it'.
- 6B Mbi má tí mbi Sango nzoni ape o. 'Not a little. You know a lot'.
- 7A Vene. Só Sango na yángá tí mo ape? 'I don't know a lot. I speak a little, but understanding it is difficult'.
- 8B Só Sango ma, mais mbi hínga kété kété'. 'Understanding is hard, is it?'
'Yes. Speak slowly please.'
- 9A Kété ape. Ma hínga míngi ma.
- 10B Mbi hínga míngi ape. Mbi tene kété, mais mágó ní ake ngangó.

NOTES ON THE CONVERSATION

1A. patron -- In some contexts this word means 'boss' or 'benefactor', but care should be taken in its use. One might ask a clerk where his patron was or one might refer to his own superior with this word, but I have the feeling that when used in direct address it is somewhat familiar. One might say that a patron is equated in a rather large measure with 'uncle'. There are similar emotional and dependence-obligation ties.

2B. mérengé tí mbi -- Any child can be addressed in this way, even though there is no great difference of age. Repeated contact with the child might, however, put one in a relationship of obligation.

5A. tongana yg 'how' -- Unless this kind of sentence is said with obvious good humor, it can be misunderstood. Joking is very much appreciated by Central Africans, but one must know the rules which governvesbhälphäggy.

7A. veng -- Translating this word literally, 'lie', conceals the fact that the person is just joking.

USEFUL PHRASES

1. Sára téne na mbi gí na Sango o. 'Please talk to me only in Sango'.
2. Sára téne na mbi na Français ape o. 'Please don't talk to me in French'.
3. Sára téne fadé ape o. 'Please don't talk fast'.
4. Mo tene yg. 'What did you say?'
5. Mbi má ape. 'I didn't understand'.
6. Mbi má Sango kóé ape. 'I don't understand all of Sango'.

7. Mbi yi tí híngá yángá 'I want to know the Sango
 tí Sango. language'.
8. Mbi yi tí sára téne só 'I want to write down that
 na mbéti. word'.
9. Tene téne ní. Mbi yi tí má 'Say the word. I want to
 gó ní nzoni. hear the pronunciation well'.
10. Tene mbéni, mbi má sí. 'Say it again so I can hear it' .
11. Zo atene "chien" na yángá 'How does one say "chien"
 tí Sango, atene yg. in Sango?'
12. "Mbo" atene yg na yángá tí 'What does "mbb" mean in
 Français. French?'
13. Yí só mbi tene na Français, kíri 'Now repeat what I said in
 mo tene na Sango fadesó. French in Sango'.
14. Téne só mbi tene acke na lége ní? 'Is what I said correct?'
15. Tongana mbi girísa yángá tí mbi, 'When I make a mistake, tell
 mo tene na mbi. me'.

GRAMMATICAL NOTES

Possessive constructions, continued (5.61.20; 5.61.30). When the noun which governs a possessive phrase with tí is clear from the context, the possessive phrase itself can function as a substantive. This is similar to what can occur in English, as is illustrated by the translation of the following examples:

Tí Bangui acke ndé.

'Bangui's is different'.

Tí í aso í míngi.

'Ours hurts us a lot'.

Tí páta otá mbi yi.

'I want a fifteen franc
one'.

Subject intensifier (5.61.20; 11.15). The subject of a sentence can be set apart in comparison with other objects by placing immediately following the verb a phrase consisting of tí and a pronoun in agreement with the subject. It can be translated 'as for...', but it appears to be more frequently used than the English equivalent. Spoken English would convey this meaning with stress and intonation, indicated in writing by italics. Its use is illustrated by one of the common ways of taking leave: Mbi goe tí mbi o. 'I'm going'. This implies another sentence: Mo eke ngbá tí mo. 'But you're staying'.

Attributive use of tí (5.61.13). English phrases in which an adjective or a noun modifies another noun are rendered in Sango by a possessive phrase. This construction is comparable to the English house of glass which is equivalent to glass house. The only difficulty that the student will have is in knowing what is the Sango equivalent for the English. He will be able to make up some acceptable constructions on his own, but others he will have to accept as idiom: e.g. kóbe tí ndá péréré 'breakfast' (lit. 'food of morning'), mabóko tí wále 'right hand' (lit. 'hand of woman').

<u>zo tí ngangó</u>	'strong or brutal person'
<u>zo tí nginza</u>	'rich person'
<u>zo tí ngonzo</u>	'angry person'
<u>zo tí giriri</u>	'person from former days'
<u>zo tí basánze</u>	'country person'
<u>zo tí ngonda</u>	'country person'
<u>zo tí ngia</u>	'pleasant or happy person'
<u>zo tí gigí</u>	'outsider'

Included verb phrases (5.64.20; 11.14). The connective tf is used like English to to subordinate a verb phrase objectively. It may be translated roughly as 'for the purpose of'. The only restriction on the occurrence of this kind of a phrase with tf seems to be a semantic one. There is a restricted list of verbs, however, that always take a tf phrase. They are:

<u>tara</u>	'to try'
<u>ngbá</u>	'to continue'
<u>de</u>	'to continue'
<u>goe</u>	'to go'
<u>gá</u>	'to come'
<u>commence</u>	'to begin'
<u>yí</u>	'to want'
<u>língbi</u>	'to be able'

Thus: Lo ngbá tf te kóbe 'He is still eating'.

Following the pronoun and before the connective tf the verb yí is often pronounced simply i. Thus, mbi yí tf goe is heard as [mbifitgoe].

GRAMMATICAL DRILLS

Drill 1

Practice in the use of substantival possessive phrases. Respond fluently with the sentences in B which match those in the first column.

A

Ngéré tf mo aake nzoni.

'Your price is good'.

B

Mbi yí tf mo.

'I like yours'.

- Yángá tí ála acke ndé. Mbi má tí ála ape.
 'Their language is different'. 'I don't understand theirs'.

Ngéré tí magasin acke ngangó. Mbi yí tí magasin ape.
 'The store's price is high'. 'I don't like the store's'.

Caisse tí mbéti akpingba ape. Mbi yí tfi mbéti ape.
 'A caisse is not strong'. 'I don't want a paper one'.

Téné tí ála acke mbirimbirí ape. Mbi yí tí ála ape.
 'What they say is not correct'. 'I don't agree with theirs'.

Lo húnda tenetí ngingza tí lo. Mbi mū tí lo na lo awe.
 'He asks for his money'. 'I gave him his already'.

Lo totengbangati bongó tí lo. Mbi fú tí lo awe.
 'He pleads for his shirt'. 'I have already sewn his'.

 (or, 'He wants a shirt very much').

Drill 2

Practice in subordinating verb phrases. After acquiring fluency in saying the sentences under B, replace lo eke by the constructions in A. The sentences can be lengthened by adding the complements in C wherever they are appropriate.

A	B	C
<u>Lo ngbá tí ...</u>	<u>Lo eke dō dódó.</u>	<u>nzoní míngi.</u>
<u>Lo de tí ...</u>	'He is dancing'.	'very well'
<u>Lo gée tí ...</u>	<u>Lo eke mbéti.</u>	<u>lá só</u> 'today'
<u>Lo lágítí ...</u>	'He is reading'.	<u>fadesó</u> 'now'
<u>Lo commencer tí ...</u>	<u>Lo eke fáa yáká.</u>	<u>na kótóró tí lo</u>
<u>Lo yí tí ...</u>	'He is making a	'at his village'
<u>Lo língbi tí ...</u>	garden'.	

Lo eke sára kóbe.

'She is preparing food'.

Lo eke fú bongó.

'He is sewing clothes'.

Lo eke píka ngo.

'He is beating a drum'.

Lo eke dé kéké.

'He is chopping wood'.

Lo eke bi yangó.

'He is fishing with a hook'!

Drill 4 3

Subordinating verb phrases. Combine the pairs of clauses at the left to form a single sentence whose translation is given at the right. This exercise provides further practice in the use of "material" na, numbers 6-11.

- | | |
|--------------------------------|--------------------------|
| 1. <u>lo hánđa mo</u> | 'He deceives you to |
| <u>lo fúti ngingza tí mo</u> | waste your money'. |
| 2. <u>fí píka pipi tí auto</u> | 'We blow horns to get |
| <u>fí tomba ézo na lége</u> | people off the road'. |
| 3. <u>lo píka na kéké</u> | 'He struck it with a |
| <u>lo fáa yá ní</u> | stick to break it open'. |
| 4. <u>ála bongbi</u> | 'They gathered to hear |
| <u>ála má téne ní</u> | the discourse'. |
| 5. <u>lo píka bongó</u> | 'She beats the clothes |
| <u>lo lungúla saleté</u> | to remove the dirt'. |

6. lo montér kéké 'He climbs the tree to
lo gí wótoro look for honey'.
7. lo píka moule 'He makes sun-dried blocks
lo sára da in making a house'.
8. mbi súru kéké 'I split wood to make a
mbi sára wá fire with it'.
9. lo ása sésé 'She digs a hole to
lo lú kásá plant a vegetable in it'.
10. í píka tatarítá 'We play the bugles to
í gonda President tí í honor our President'.
11. mbi bata nginza tí mbi 'I save my money to build
mbi sára da a house with it'.

Drill 4

Further practice in the use of pronouns. The answers in A can be preceded by an affirmative interjection: ii, mm, gg, etc.
 Practice using the response Mbi yí ma 'I do indeed' instead of the one given in A.

A

Questions	Answer
1. <u>Mo yí tí hínga Sango?</u>	<u>Mbi yí tí hínga.</u> 'you/I'
2. <u>Ala yí tí hínga Sango?</u>	<u>I yí tí hínga.</u> 'you/we'
3. <u>Akóli ayí tí hínga Sango?</u>	<u>I yí tí hínga.</u> 'you/we'
4. <u>Awále ayí tí hínga Sango?</u>	<u>I yí tí hínga.</u> 'you/we'
5. <u>Awále (akóli) ayí tí hínga Sango?</u>	<u>Ala yí tí hínga.</u> 'they/they'
6. <u>Akóli (awále) ayí tí hínga Sango?</u>	<u>Ala yí tí hínga.</u> 'they/they'

7. Robert laá, lo yí tí híngga

Lo yí tí híngga, 'lo/lo'

Sango?

B

Statement

Response

1. Mbi híngga Sango ape.

Mo híngga Sango ape.

2. Mbi yí tí híngga Sango nzoni.

Mo yí tí híngga Sango nzoni.

3. Ní laá, sí mbi gí só.

Ní laá, sí mo gí só.

4. Mbi yí tí sára kóa ní
ngangó.

Mo yí tí sára kóa ní
ngangó.

5. Mbi yí tí tene gí Sango.

Mo yí tí tene gí Sango.

Drill # 5

Practice in the elided form of the verb yí. It is spelled f only in this drill.

1. Mo yí tí báa íta tí mbi ma?

Eg, mbi f tí báa lo ma.

2. Mo yí tí tara mbéni?

Eg, mbi f tí tara ma.

3. Mo yí tí híngga yángá tí
Sango?

Eg, mbi f tí híngga ma.

4. Mo yí tí dó dódó na f?

Eg, mbi f tí dó na ála.

5. Mo yí tí tirer photo tí mamá
tí mbi ma?

Eg, mbi f tí tirer photo
tí ála o.

6. Mo yí tí dutí ape?

Eg, mbi f tí dutí fadéso ape.

7. Mo yí tí híngga yí tí
kótéró tí f kóé?

Eg, mbi f tí híngga yí ndé
ndé o.

8. Mo yí tí goe na lo na
l' hôpital, wala?

Eg, mbi f tí goe na lo
fadé fadé.

Drill 2

Listen to the contrast between /nz/ and /z/ in the following words:

<u>nzá</u>	'horn of an animal'	<u>zá</u>	'to shine'
<u>nzanza</u>	'a certain grass'	<u>zaza</u>	'a switch'
<u>nze</u>	'moon'	<u>ze</u>	'leopard'
<u>nzí</u>	'to steal'	<u>zi</u>	'to loosen'
<u>nzó</u>	'corn'	<u>zo</u>	'person'

Practice pronouncing the following words with /nz/:

<u>nzela</u>	'hunger'	<u>makunzi</u>	'village headman'
<u>Nzapá</u>	'God'	<u>sánzó</u>	'pus'
<u>nzé</u>	'to get weary'	<u>mbunzú</u>	'white person'
<u>nzenze</u>	'machete'	<u>húnzi</u>	'to finish'
<u>nzere</u>	'to taste good'		
<u>nzoni</u>	'good'		

Drill 3

Listen to the contrast between /ŋ/ and /g/ in the following words:

<u>ngá</u>	'also'	<u>gá</u>	'to come'
<u>ngonda</u>	'the bush'	<u>gonda</u>	'to praise'
<u>ngó</u>	'canoe'	<u>gó</u>	'neck'
<u>ngóro</u>	'to surround'	<u>góro</u>	'cola nut'

Practice pronouncing the following words with /ŋ/:

<u>ngáfó</u>	'hoe'	<u>bángá</u>	'rubber'
<u>ngambe</u>	'younger sibling'	<u>yángá</u>	'mouth'
<u>ngángá</u>	'gourd bottle'	<u>bóngó</u>	'cloth'

PHONOLOGICAL DRILLS

Prenasalized stops. The two most common errors made in pronouncing these consonants at the beginning of a word is to add a vowel before the nasal (one has only to think of the common American pronunciation of Nkrumah) or to pronounce the nasal as if it were a separate syllable. These nasals are very brief in duration, serving only to introduce the stops. In the case of /ng/ and /ngb/ one must also remember that the letter "n" is used only by convention for something other than /n/. In the first instance it for [ŋ] which is the sound of English "ng" in sing; in the second instance it stands for [ŋm] said at the same time.

Drill 1

Listen to the contrast between /nd/ and /d/ in the following words:

<u>ndé ní</u>	'the end'	<u>da ní</u>	'the house'
<u>ndeke ní</u>	'the friend'	<u>déko ní</u>	'the rat'
<u>ndú</u>	'touch'	<u>dú</u>	'hole'
<u>ndé</u>	'different'	<u>dé</u>	'cold'

Practice pronouncing the following words with /nd/:

<u>ndá péréré</u>	'morning'	<u>bóndó</u>	'sorghum'
<u>ndeke</u>	'bird'	<u>gbánda</u>	'net'
<u>ndiá</u>	'law'	<u>lando</u>	'grassy plain'
<u>ndo</u>	'place'	<u>gonda</u>	'to praise'
<u>ndurú</u>	'short'	<u>hánđa</u>	'to deceive'
<u>ndúzú</u>	'sky'	<u>kinda</u>	'to knock down'
		<u>kónđo</u>	'chicken'

<u>ngangó</u>	'strength'	<u>mánga</u>	'tobacco'
<u>ngásá</u>	'goat'	<u>kángá</u>	'to fasten'
<u>ngéré</u>	'cost'	<u>hínga</u>	'to know'
<u>nge</u>	'to become thin'	<u>kanguya</u>	'palm wine'
<u>ngiá</u>	'gladness'	<u>kangu</u>	'dipper'
<u>nginza</u>	'money'	<u>lángó</u>	'to sleep'
<u>ngombe</u>	'gun'	<u>lenge</u>	'beads'
<u>ngonze</u>	'anger'	<u>lungúla</u>	'to remove'
<u>ngú</u>	'water'		

Drill 4

Practice pronouncing the following words so that the nasal goes with the consonant even when preceded by a vowel. Unless a deliberate effort is made to imitate the African pronunciation, one will tend to say something like [ám.bam.ba] where period stands for syllable division.

	Singular	Plural
'oyster'	<u>mbamba</u>	<u>á, mbamba</u>
'horse'	<u>mbárátá</u>	<u>á, mbárátá</u>
'monitor lizard'	<u>mbáráwárá</u>	<u>á, mbáráwárá</u>
'certain'	<u>mbení</u>	<u>á, mbení</u>
'dog'	<u>mbo</u>	<u>á, mbo</u>
'white person'	<u>mbunzú</u>	<u>á, mbunzú</u>
'bird'	<u>ndeke</u>	<u>á, ndeke</u>
'goat'	<u>ngásá</u>	<u>á, ngásá</u>

VOCABULARY: yí 'to want, like'.

Sára tongana bé tí mo ayí.

'Do whatever you want'.

Ita, mo yí kótóró tí f?

'Friend, do you like our
country?'

Mbi yí yama tí páta bále óse.

'I would like 100 francs
worth of meat'.

Tenetí yé bé tí lo ayí mo ape.

'Why doesn't he like you?'

Mbi tene na lo, na lo yí da
(or peko ní) ape.

'I told him, but he didn't
agree'.

Ala yí téne ape. Téne alondó na
pópó tí ála lá kóé.

'They didn't like each other.
They always had trouble'.

Ala yí peko ká na yaká.

'They're answering back
(after having been called)
there in the garden'.

Mafuta ayí ngú ape.

'Oil and water don't mix'.

Báa velo tí mo. Ayí tí tí.

'Watch out for your bike.'

Mbi yí báa ndo, dole ní atí awe.

'A short while later the
elephant fell down'.

Mo yí tí goe na mbi?

'Would you like to go with
me?'

Yí tí mbi ape.

'I don't care to'.

CONVERSATION

1. Góéngó na Ngáragbá 'Going to Ngaragba'

- 1A Bara o, íta. 'Greetings, Friend'.
- 2B Bara míngi, íta. 'Many greetings, Friend'.
- 3A Mo goe na ndo wa láá. 'Where are you going there?'
- 4B Mbi goe hák Ngáragbá. 'I'm going to Ngaragba'.
- 5A Mo goe tí sára yg. 'For what purpose are you going?'
- 6B Mbi goe tí báá íta tí mbi. 'I'm going to see a friend of mine'.
- 7A Fadé mo kíri lá wa. 'When will you return?'
- 8B Gé na lá kúí. 'Just in the evening'.
- 9A Mo kíri na geré, wala na yg. 'Are you returning on foot or on what?'
- 10B Fadé mbi payer taxi ape? 'Won't I take a taxi?'
- 11A Taa téne? 'Is that right?'
- 12B Ngáragbá ayo míngi, íta. 'Ngaragba is very far, Friend'.
- 13A Bianí? 'Is that true?'
- 14B Eg. 'Yes'.

2. Fónogó na yá tí ville 'Strolling about in the city'

- 1A Tongana yg, Jean. Mo goe na ndo wa láá. 'How is it, Jean? Where are you going?'
- 2B Mbi gá tí fono na ville. 'I came to walk around in the city'.

- 3A Fónogó ní laá mo eke fono
só? 'Is this your walking around?'
(i.e. Is that what you are
doing now?)
- 4B 'M'm. Kíringó tí mbi laá,
i na mó, i tingbi só. 'No. I was on my way back
when you and I met here'.
- 5A Mo gá, mo fono na yá tí
ville, mbéni yí ake? 'You came to walk around in
the city; is anything the
matter?'
- 6B 'M'm. Yí ake da ape.
Mbi gá tí fono séngé. Moi
dutí place óko, lángó agbó
lé tí mbi míngi. 'No. Nothing's the matter.
I come to stroll for no
particular reason. If I
sit in one place, I become
very sleepy'.
- 7A Tongasó, mo gá tí bi geré
tí mo na ville ge? 'So you came to kick your
legs about in the city here?'
- 8B. Eg, Mbi bi geré tí mbi tí
bángó yí ndé ndé. Anzere
na mbi míngi. 'Yes. I kicked my legs
about to see different things.
I enjoy (doing) it'.

NOTES ON CONVERSATION.

Conversation 1

4B. Ngáragbá -- This is one of the quartiers of the city of Bangui. Some of these sections are officially recognized, having an appointed head (chef de quartier) and perhaps a postoffice, but others are simply recognized by the population, for example, Kilomètres Cinq. See the map for some of the wellknown sections

of Bangui.

5A. sára yg 'do what?' -- By comparing this sentence with 6B one can see how the verb sára comprehends many actions, not unlike do of English.

7A. fadé -- This word marks the future, to be taken up later. In 9A the implied time is also future, but fadé is omitted; in 10B it occurs again.

10B. payer taxi -- Although the words are French, the construction is not.

11A. taá téne lit. 'exact word' -- A joking response to this expression, used either as a statement or question, is téne acke na yá tí ta? 'Are there stones in the pot?' This is a play on the words taá, which reminds one of ta 'pot', and téne, another pronunciation of témé 'stone'.

Conversation 2

1A. tongana yg 'how?' -- This is one of the commonly used expressions in greeting people, used as here as the opening statement or after bara o. It may have arisen in imitation of French Comment ga va?

3A. fónóngó 'walking' -- This is a nominalization of the verb fono by the suffixation of -ngó, as in 4B. Notice, however, that the nominalized verb in 3A acts as the object of the verb in preposed position. When it follows the verb, as in fono fónóngó, it has a different function. The function of -ngó will be taken up later.

4B. kíringó tí mbi -- A nominalized verb at the beginning of a sentence in this way is equivalent to an English dependent clause:

for example, 'while I was returning'. The translation used here was chosen for stylistic reasons. i na mo 'we and you' -- This is an instance of anticipated plurality; one can also say mbi na mo. mbéni yi ake? 'Is there a thing?' This should be learned as the Sango equivalent of What's up? Is anything wrong? etc. The response in 6B is the appropriate one: yi ake da ape 'thing is there not'.

6B. mbi dutí -- There is no subordinating adverb (from the English point of view); the juxtaposition of clauses in this way marks one clause as subordinate. lángó agbó lé 'sleep seize eye'.

7A. bi geré -- This may not be a widely known expression. It may be equivalent to slang, although Sango has no real slang, because it was obtained from an adolescent boy.

8B. bángó yi -- Another use of the suffix -ngo. Here, after ti, the simple verb could be used. anzeré na mbi 'it tastes good to me' -- The subject marker g- is used without any specific noun antecedent.

GRAMMATICAL NOTES

Questions (16.10; 8.20). Sango questions may be divided into three types: questions which ask for information, question which ask for a yes or no answer, and rhetorical questions. Here we will look only at the second type. Yes/no questions are marked primarily by an intonation contour which consists of a rising tone on the last vowel of the sentence: Lo gá na bi? This type of question also seems to have an overall pitch level which is higher than the one a statement has. For example:

Lo ga na bi.

Lo gá na bi?

Two kinds of lexical material can be added to such a question:

From French est-que comes eski; the question intonation is retained, and the position of eski is initial as in French. One can also add wala (ye) 'or what?' at the end and eliminate the glide. Thus:

Est-ce que lo gá na bí? }
Lo gá na bí, wala (ye). } 'Did he come at night?'

Answering questions with 'yes' or 'no'. A distinction must be made between questions in the affirmative and in the negative. The latter are treated in a later lesson. Interjections like mm and 'm'm are used for 'yes' and 'no'. The exact form of the interjection depends on the linguistic background of the African who speaks Sango; others, for example, use jj and 'f'f. The loanwords wíi and nóo from French are also commonly used.

An alternative -- and in some situations more polite -- response is an abbreviated form of the question, in the affirmative or negative, as the case may be. For example:

- | | |
|---------------------------------|------------------------------------|
| Q. <u>Mo yí tí goe na galá?</u> | 'Do you want to go to the market?' |
| A. <u>Mbi yí ma.</u> | 'I do indeed'. |
| <u>Mbi yí tí goe.</u> | 'I do'. |
| <u>Mbi yí tí goe ape.</u> | 'I don't want to go'. |

Such answers can be preceded by an interjection: e.g. Mm, mbi yí tí goe. 'Yes, I want to go'.

Feedback signals. Feedback signals are used in Sango, as in all other languages, to facilitate communication between participants in a dialogue. While one person is speaking, the other assures him with gestures, grunts, and words that he is following the discourse. Sometimes the speaker asks his listener questions like You know what I

mean? In Sango one says Tongasó ape? or Ní laá ape? both meaning 'Isn't that how it is?' (After giving commands, however, one asks Mo má? 'Did you hear?') Some common feedback signals in Sango are the affirmative grunt (e.g. mm) and tongasó 'thus', ní laá 'that's it', and nzoní 'good'.

The student should go back over all the preceding conversations to identify the feedback material. In conversation 1 of this lesson, for example, taá téne (11A) and bianí (13A) do not do much more than keep up the conversation.

The student should discipline himself in learning to make these conversational "noises" even though he may feel silly at times.

Verbless sentences (14,20). Most verbless sentences are identificational, equational, or attributive in meaning; alternative sentences have the copula éke somewhere (indicated by parentheses in the following examples).

1. Nginza tí mo (aeke) sóke. 'How much money do you have?'
(lit. your money is how much?)
2. Só (aeke) nginza tí mo. 'This is your money'.
3. Só (aeke) nginza tí mo ape. 'This is not your money'.
4. (Só aeke) nginza tí mo tongana yg. 'The h--- it's your money!'
5. Nginza tí mo (aeke) na ndo só. 'Your money is here'.
6. Nginza tí mo (aeke) ká. 'Your money is over there'.
7. Nginza tí mo (aeke) gí só. 'This is all the money you have (lit. 'Your money is just this').

8. Nginza tí mo lo só.

"Here's your money".

9. Nginza tí mo laá.

"Here's your money".

The phrase lo só singles out an object from among others: e.g. "There's his money, but here's yours". Laá is a verblike word which is discussed more fully in a later lesson. Notice that the copula cannot occur in sentences 8 and 9.

Learning the names of things. The names of objects can be easily obtained by using the following questions: yí só (aake) ye. 'What's this thing?' Eré tí yí só (aake) ye. 'What's the name of this thing?' In each case yí 'thing' can be omitted. When one is pointing from one thing to another, it is possible to say simply Na só? 'And this?' The answers will be something like the following:

1. Só (aake) gozo. 'That's manioc'.

2. Eré ní (aake) gozo. 'It's name is gozo'.

3. Gozo laá. 'That's manioc'.

The word within parentheses is commonly omitted in identificational or attributive sentences.

Negative marker (8.12,10). Negative sentences are simply marked by placing ape at the end. There are a very few words which can follow ape; it certainly does not occur within a sentence as in English He did not come to see me. With respect to the negative, therefore, English and Sango are quite different, and this difference constitutes a problem for the student of Sango. For this and other reasons more help is provided on the use of ape in later lessons.

The negative marker is consistently written ape in these lessons, but it has other forms: viz. pepe, epc, pe when elision takes place, and

a similar set with the vowel e. It is consistently marked for low tone (by the absence of a high tone mark), but it occurs in various tonally differentiated and stressed forms because of the concomitant intonational contours.

Sango equivalent for there is, there are. In conversation 2 of this lesson (5A and 6B) there was this ~~exchange~~ interchanges:

Mbéní yí acke? 'Is anything the matter?' ('a thing is')
Yí acke da ape. 'Nothing's the matter'. ('thing is there not')
This kind of construction, with a noun subject before the copula ake, is the equivalent for some English sentences with there is/are. A sentence such as Is there anything I can do for you? would have to be translated Mbi língbi sára mbéní yí na mo? 'Can I do something for you?'

This kind of sentence refers to the existence or presence of an object or person. Thus, one can also have the following:

Patron tí mo acke? 'Is your boss in?'

GRAMMATICAL DRILLS

Drill 1

Practice in making simple yes/no questions. Change the following statements into questions.

1. Lo híngá mo. 'He knows you'.
2. Mo tene Sango? 'Do you speak Sango?'
3. Bangui acke nzoni. 'Bangui is good'.
4. Lo eke Gbaya. 'He is a Gbaya'.
5. Lo sí na ndo só 'He arrived here'.
6. Lo sára ngonzo. 'He became angry'.

7. Lo eke patron tí ála. 'He is their boss'.
8. Ala píka lo. 'They beat him'.
9. Lo kg nginza. 'She refused the money'.

Drill 2

The following drill provides practice in the use of identificational sentences and of the elided form of ape. Listen carefully to what happens to the vowels and tones at the point of elision. Elision with ape is also drilled in connection with negative responses to questions in the perfective.

Question	Answer
<u>So acke bágara, wala.</u>	<u>Só acke bágara 'pe</u>
'Is this a cow?'	'This is not a cow'.
1. <u>bámára</u>	'lion'
2. <u>batá</u>	'squirrel'
3. <u>duma</u>	'honey beer'
4. <u>gbánza</u>	'corn'
5. <u>gógóá</u>	'buffalo'
6. <u>kángá</u>	'hartebeest'
7. <u>katá</u>	'lizard'
8. <u>kombá</u>	'guinea hen'
9. <u>kúma</u>	'python'

Drill 3

Practice responding with affirmative and negative sentences.

Question	Affirmative	Negative
1. <u>Mo vo só na galá?</u>	<u>Mbi vo na galá.</u>	<u>Mbi vo na galá ape.</u>

'Did you buy this in the market?'

2. Kóbe kóé só tí mo? Só tí mbi ma. Só tí mbi ape.
 'Is all this food
 yours?'
3. Mo yí tí mo samba? Mbi yí samba. Mbi yí samba ape.
 'As for you, do you
 want beer?'
4. Lo wara kóli awe? Lo wawa kóli awe. Lo wara ape.
 'Has she got married?'
5. Ala hínga yángé tí
Sango?
 'Do they know Sango?'
6. Mbéní zo akúí da? Mbéní zo akúí. Mbéní zo akúí ape.
 'Did someone die
 there?'

Drill 4

The following exercise provides practice in the use of possessive sentences, the negative marker, and the elided form of the connective tí. The sentences should be drilled with both tí ála and t 'ála.

Questions	Answer
<u>Bongó só tí mo?</u>	<u>Aeke tí mbi ape; aeke</u>
'Is this shirt (etc.) yours?'	<u>t 'ála.</u>
	'It's not mine; it's theirs'.
<u>mbétí</u>	<u>'paper, book'</u>
<u>nginza</u>	<u>'money'</u>
	<u>crayon</u>
	<u>style</u>

<u>mánga</u>	'tobacco'	<u>allumette</u>
<u>kóbe</u>	'food'	<u>verre</u>
<u>kóngbú</u>	'things, moveable objects'	<u>vélo</u>
<u>póró</u>	'shoes, footwear'	<u>passéport</u>
<u>harara</u>	'umbrella'	<u>cuillère</u>
<u>samba</u>	'beer'	<u>disque</u>

Drill 5

Practice using the nine sentences listed under "verbless sentences" by replacing nginza with the following nouns wherever appropriate:

<u>mbétí</u>		<u>carte</u>
<u>póró</u>		<u>photo</u>
<u>ítá</u>		<u>fourchette</u>
<u>sakpá</u>	'basket'	<u>bouteille</u>
<u>bongó</u>		<u>disque</u>
<u>ngombe</u>	'gun'	<u>verre</u>
<u>harara</u>	'umbrella'	<u>allumette</u>
<u>mbo</u>	'dog'	<u>cigarette</u>
<u>ngásá</u>	'goat'	<u>stylo</u>
<u>ngángá</u>	'gourd, bottle'	<u>crayon</u>

Drill 6

Practice naming things. Students can acquire names of objects and review the nouns they already know by asking the question Rí só (acke) ye. In a classroom one can start with the nouns listed in the preceding drill. With some nouns it will be more appropriate to add a possessive phrase like tí mbi 'my'.

Drill 7

Questions with a negative response. This drill provides further practice in getting the names of objects. It also pairs a certain type of question with a negated response. It should be done with another person.

Question	Answer
<u>Só gozo laá?</u>	<u>Só gozo ape.</u> <u>Só zuru.</u>
'Is that manioc?'	'That isn't manioc. That's sorghum'.

Drill 8

Translating English there is/there are. Using the nouns that have already been learned (from Drill 5 and elsewhere), engage in a two-sentence dialogue with other students;

Question	Answer
<u>Mbétfí acke?</u>	<u>Mbétfí acke ape.</u>
'Is there any paper?'	'There's no paper'.

Depending on the words employed and the context in which the sentence might be asked, the sentence might have other meanings: for example: 'Does anyone have a?' or 'Is (my) around?'

PHONOLOGICAL DRILLS

Double stops. The double stops /kp/ and /gb/ are made by saying the pair of consonants at the same time. The writing of "k" before "p", therefore, does not indicate that it occurs first. This particular notation is traditional in African orthographies. It would be just as appropriate to write it /pk/; /^kp/ might even be better.

These sounds are not made in exactly the way that the simple stops are. The simple stops are made with egressive lung air, but these double stops are also glottalic to some extent. The student may hear this articulation as a kind of popping sound. He may also hear something that sounds as if the speaker's cheeks were filled with air. But all of these are phonetic niceties that he need not bother with. It is important to clearly distinguish the double from the simple stops.

Drill 1

Listen to the contrast between /kp/ and /p/ in the following words:

<u>kpaka</u>	'to scrape'	<u>papa</u>	'to quarrel'
<u>kpikara</u>	'scaly ant-eater'	<u>pika</u>	'to hit'
<u>kpókpó</u>	'pipe for smoking'	<u>pópó</u>	'middle'
<u>kpu</u>	'mortar'	<u>pupu</u>	'wind'
<u>kporo</u>	'to bubble'	<u>ponó</u>	'suffering'

Practice pronouncing the following words with /kp/:

<u>kpa</u>	'to resemble'	<u>sakpá</u>	'basket'
<u>kpé</u>	'to run'	<u>békpá</u>	'thunder'
<u>kpi</u>	'to be sour'	<u>lekpa</u>	'sitatung a (antelope)'
<u>kpingba</u>	'to harden'		
<u>kpó</u>	'quiet'		
<u>kpoto</u>	'hat'		
<u>kpo</u>	'to pierce'		

Drill 2

Distinguishing simple from double stops. Write down the numbers 1 to 14 on a sheet of paper and answer SAME or DIFFERENT for each pair of words while listening to the recording. These are nonsense syllables, all with high tone, consisting of the consonants p, k, and kp. After completing the exercise, check the answers with the recording.

- | | | | |
|-----|------------|------------|------------|
| 1. | <u>pí</u> | <u>kpí</u> | <u>kpí</u> |
| 2. | <u>pé</u> | | <u>kpé</u> |
| 3. | <u>kpá</u> | | <u>kpá</u> |
| 4. | <u>ké</u> | | <u>pé</u> |
| 5. | <u>ká</u> | | <u>pá</u> |
| 6. | <u>kpu</u> | | <u>pú</u> |
| 7. | <u>pó</u> | | <u>pó</u> |
| 8. | <u>kpú</u> | | <u>kú</u> |
| 9. | <u>kó</u> | | <u>pó</u> |
| 10. | <u>kpó</u> | | <u>kpó</u> |
| 11. | <u>kpó</u> | | <u>pó</u> |
| 12. | <u>pó</u> | | <u>pé</u> |
| 13. | <u>pé</u> | | <u>kpé</u> |
| 14. | <u>ká</u> | | <u>kpá</u> |

CONVERSATION

1. Mérengé acke sénge? 'Is the child fine?'

- 1A Bara míngi o. 'Many greetings'
- 2B Bara míngi. 'Many greetings'
- 3A Ita, mo dú lá wa só? 'Friend, when did you give birth?'
- 4B Mbi dú, asára dimanche óko awe. 'It is a week since I gave birth'.
- 5A Asára dimanche óko awe? 'It's been one month?'
- 6B Ee. 'Ees'.
- 7A Mérengé ní akono nzoni? 'Is the child growing well?'
- 8B Lo kono míngi. 'He's grown a lot'.
- 9A Lo eke yó me nzoni? 'Is he feeding well?'
- 10B Yó me alíngbi ape. Yó me na bí bí, ndo ahá. 'He drinks an awful lot.
He drinks all through the night until morning'.
- 11A Lo toto ape? 'Doesn't he cry?'
- 12B Lo toto lá wa. 'By no means?'.

13A Koro asára lo ape? 'He doesn't have a cold?'
- 14B Kobéla óko asára ape. 'He doesn't have any sickness whatsoever'.
- 15A Só nzoni míngi. 'That's very good'.

2. Mérengé óke 'How many children?'

- 1A Bara o, ita. 'Greetings, Friend'.

- 2B Bara míngi. 'Many greetings'.
- 3A Mérengé ní, mo dú lo lá wa. 'When did you give birth to the child'.
- 4B Mbi dú lo, asára dimanche óse awe. 'I gave birth to him two weeks ago'.
- 5A Fadesó mo dú mérengé óke só. 'How many children have you born now?'
- 6B Mbi eke na mérengé ukú. 'I have five children'.
- 7A Ala eke ukú? 'Are there five of them?'
- 8B Eg. 'Yes'.
- 9A Kóli neke óke. 'How many boys?'
- 10B Kóli otá, wále óse. 'Three boys, two girls'.
- 11A Mbéní akúf ape? 'Did't any die?'
- 12B Mbéní kóli óko abuba, Lo sára nze nze óko sí lo kúi. 'One of the boys died. He lived one month, and then he died'.
- 13A Tanga ní osiō na mabóko tí mo ma. 'So you have the remaining four to care for?'
- 14B Eg. Wále óse, na kóli óse. 'Yes. Two girls and two boys'.

NOTES ON CONVERSATIONS

Conversation 1

- 4B. sára -- This use of sára will be drilled in a later lesson. Notice the juxtaposition of the two clauses.
- 9A. yó me 'drink breast' -- This expression designates breast feeding. The verb te would be entirely inappropriate for an infant.

10B. Notice the absence of a subject for the verb yé. Either lo or a- would have been appropriate here. ndo shá 'place stretches out' -- There is no word to indicate 'since'. It is the juxtaposition of the final clause that indicates the relationship between the clauses.

12B. lá wa 'when' -- At the end of a sentence this expression indicates strong negation.

Conversation 2

12B. abuba 'ruined' -- This verb can be used transitively or intransitively. Although it can be used, for example, of someone's having ruined another person's property, it does not have any pejorative connotation when used for die.

13A. na mabóko tí mo 'in your hands' -- This expression is not intentionally expressive, but it is another indication of how Sango is explicit or concrete where English is not.

GRAMMATICAL NOTES

Questions words (4, 24, 25). There are three question words in Sango: wa and yé both of which mean 'what?' and ske 'how much/how many?' Since they are adjunctives, they occur in various noun phrases which are equivalent to English question words. Thus:

zo wa 'who?'

Zo wa sí afáa ze ní.

'Who killed the leopard?'

'whom?'

Ala ká póró ní na zo wa.

'Whom did they sell the skin to?'

na ndo 'where?'

Ala fáa lo na ndo wa.

'Where did they kill it?'

lá wa 'where?' Ala fáa lo lá wa.

'When did they kill it?'

tenetí ye 'why?' Ala fáa lo tenetí ye.

'Why did they kill it?'

yg 'what?' Ala fáa lo na yg.

'What did they kill it with?'

lége óke 'how many times?' Ala píka lo lége óke.

'How many times did they
shoot it?'

'how much?' Ala ká póró ní nginza óke.

How much did they sell
the skin for?'

tí zo wa 'whose?' Ala fáa lo na ngombe tí
zo wa.

'Whose gun did they kill it
with?'

lége ye 'how?' Ala fáa lo na lége ye.

'How did they kill it?'

The expression zo wa and na ndo wa are often heard in rapid speech as [zwa] and [nandwa].

Here and throughout these lessons simple interrogative sentences with question words are not signalled with a question mark. The reason is that the intonation is not substantially different from that of a declarative sentence. Thus:

Lo ká póró ní na zo wa.

'Whom did he sell the skin to?'

Lo ká póró ní na makunzi.

'He sold it to the headman'.

Negative questions. Negative questions can be very confusing to the speaker of English, because his answers 'yes' and 'no' mean just the opposite of what they mean in Sango. For the African an affirmative response confirms the negation in the question whereas a negative response contradicts it. Compare the answer to the questions Wále tí mo agá ape? 'Didn't your wife come?'

Sango	English
'Yes' = 'She didn't'.	'Yes' = 'She did'.
'No' = 'She did'.	'No' = 'She didn't'.

Notice that French has a special word to assert the opposite of a negative, si, but as in English non implies a negative sentence, for example: N'avez-vous pas mangé? 'Haven't you eaten?' Si, j'ai déjà mangé, 'Yes, I have already eaten'. Non, je n'ai pas encore mangé. 'No, I haven't yet eaten'.

GRAMMATICAL DRILLS

Drill 1

The placement of 'where'. Unlike English, which requires the placement of where at the head of interrogative sentences, Sango requires the equivalent na ndo wa at the end. Practice the following sentences until both the questions and answers come naturally.

1. Lo goe na ndo wa. Lo goe tí sukilia ngú.
'Where did he go?' 'He went to bathe'.
2. Mo goe na ndo wa laá. Mbi goe na kótóro.
'Where are you going there?' 'I'm going home'.
3. Mo vo só na ndo wa. Mbi vo na Bangui ge.
'Where did you buy that?' 'I bought it here in Bangui'.

4. Mo sára koa na ndo wa. Mbi sára koa na La Mairie.
 'Where do you work?' 'I work at the City Hall'.
5. Mo wara kámبا só na ndo wa. Mbi wara na yá tí ngonda.
 'Where did you get this rope?' 'I got it in the bush'.
6. Azo awara diamant na ndo wa. Ala wara na yú tí ngonda.
 'Where do people find diamonds?' 'They find them in the bush'.
7. Mo kágna cochon [koso] tí mo
 na ndo wa. Mbi kágna ála na mbéni da
 na ndo wa. tí ála.
 'Where do you look up your
 pigs?' 'I look them up in their
 own pen'.
8. Makunzi acke na ndo wa. Lo goe na mbéni ndo.
 'Where is the village head-
 man?' 'He has gone somewhere'.
9. Ala fáa ze só na ndo wa. Ala fáa lo na yá tí kótóró.
 'Where did they kill this
 leopard?' 'They killed him in the
 village'.

Drill 2

Answers to negative questions. Make answers which agree or contradict the statements introduced in the questions. Thus:

Question:

Só (ake) tí fta tí mo ape?

'This is your brother's, isn't
 it?'

Agreement:

Eé, acke tí lo ape.

'Yes, it isn't his'.

Disagreement:

M'm, acke tí lo.

'On the contrary, it is his'.

1. Só (aeke) tí mamaá tí mo ape?
2. Só (aeke) tí patron tí mo ape?
3. Só (aeke) tí kóli tí mo ape?
4. Só (aeke) tí wále tí mo ape?
5. Só (aeke) tí sú tí mo ape?
6. Só (aeke) tí directeur ape?
7. Só (aeke) tí maître ape?
8. Só (aeke) tí makunzi ape?
9. Só (aeke) tí Sous-Préfet ape?
10. Só (aeke) tí Le Maire ape?

Drill 3

Answers to negative questions. Provide the proper sentence following a negative or affirmative sign in response to the questions:

1. Amú nginza na mo ape? 'Didn't he give you money?'
2. Lo kono na Rafai ape? 'Didn't he grow up in Rafai?'
3. Ala píka lo ngangó ape? 'Didn't they hit him hard?'
4. Lo eke yá samba ape? 'Isn't he drinking beer?'
5. Lo sára yoró míngi ape? 'Doesn't he make a lot of charms?'
6. Lo hínga tí leke yá tí da ape? 'Doesn't she know how to keep house?'
7. Lo fáa yáká otá ape? 'Didn't he make three gardens?'
8. Ala sára ngiá da lá kóé apé? 'Don't they always play there?'

PHONOLOGICAL DRILLS

Drill 1

Listen to the contrast between /gb/ and /b/ in the following

words:

<u>gbá</u>	'a bundle'	<u>bá</u>	'oath'
<u>gbágba</u>	'a hedge'	<u>bábá</u>	'father'
<u>gbándá</u>	'easily'	<u>bángá</u>	'rubber'
<u>gbara</u>	'frying pan'	<u>bara</u>	'to greet'
<u>gbé</u>	'underpart'	<u>bé</u>	'liver'
<u>gbí</u>	'to ignite'	<u>bf</u>	'night'
<u>gbogbo</u>	'mat'	<u>bobo</u>	'termite'
<u>gbugburu</u>	'to shake up'	<u>búpúrú</u>	'dumbness'

Practice pronouncing the following words with /gb/:

<u>gboto</u>	'to pull'	<u>báságbo</u>	'eland'
<u>gbó</u>	'to take hold'	<u>kugbé</u>	'leaf'
<u>gbikí</u>	'perspiration'	<u>lekpa</u>	'certain antelope'
<u>gbánzi</u>	'to prevent'	<u>másarágba</u>	'rhinoceros'

Drill 2

Distinguishing g and b from gb. Write down the numbers 1 to 15 and answer SAME or DIFFERENT for the consonants of each of the following pairs of words. After this has been done, write out the syllables and then check with what is listed below.

1. gá gbá
2. bé gbé
3. bó bé
4. bó gbó
5. bó gbó
6. gú gbú
7. bó bó

8.	<u>bú</u>	<u>gbú</u>
9.	<u>bá</u>	<u>gá</u>
10.	<u>bé</u>	<u>gé</u>
11.	<u>gbá</u>	<u>gbá</u>
12.	<u>gbé</u>	<u>bé</u>
13.	<u>gbí</u>	<u>bí</u>
14.	<u>gí</u>	<u>gbí</u>
15.	<u>bé</u>	<u>gé</u>

Drill 3

Distinguishing kp from gb. Do this exercise as for the preceding one. There are ten pairs of syllables.

1.	<u>kpa</u>	<u>gbá</u>
2.	<u>gbá</u>	<u>gbá</u>
3.	<u>kpi</u>	<u>kpú</u>
4.	<u>kpó</u>	<u>gbó</u>
5.	<u>gbé</u>	<u>kpé</u>
6.	<u>gbí</u>	<u>kpú</u>
7.	<u>gbá</u>	<u>gbé</u>
8.	<u>kpó</u>	<u>gbí</u>
9.	<u>kpú</u>	<u>kpú</u>
10.	<u>gbó</u>	<u>kpá</u>

Drill 4

Distinguishing simple from double stops. Write down the 15 syllables as heard in the recording and check them with the following list.

1. kí

2. pé

3. kpé
4. bó
5. gba
6. gá
7. kpi
8. kpi
9. gó
10. bé
11. bú
12. kpa
13. ké
14. ba
15. kó

The consonant represented by the trigraph /ngb/ is, like the consonants /mb, nd, ng, nz/, a stop with nasal onsets i.e. it is a prenasalized /gb/. As with the other consonants, the nasal is made at the same points of articulation as the stops. In this case, there results a sound which is at the same time both [m] and [ŋ]. It can quite easily be made by making the [ŋ] of English sing and then, while humming the [ŋ], making an [m]. The "n" in the trigraph is therefore a simplified way of representing [ŋm], for /nggb/ or /ŋmgb/ would be barbarous. It is important not to read /ngb/ as /ng/ followed by /b/ or /n/ followed by /gb/. The consonant /ngb/ should not be difficult to distinguish from the other ones, because it is often accompanied by what sounds like a little explosion of air; one has the impression that the mouth was filled with air before the production of the sound. Others may have the impression that air was sucked into

the mouth just before the vowel. These impressions are due to other peculiarities of doublestops and nasals which we need not go into here. Sometimes /ngb/ is replaced by the nasal [ŋm], especially in the conjunction ngbangati 'because'; some other words are simplified to /mb/.

Drill 5

Some people will find it helpful to work up to the prenasalized stops in the following steps:

1	2	3
<u>rma</u>	<u>gba</u>	<u>ngba</u>
<u>rme</u>	<u>gbe</u>	<u>ngbe</u>
<u>rmo</u>	<u>gbo</u>	<u>ngbo</u>
<u>rmi</u>	<u>gbi</u>	<u>ngbi</u>
<u>rmu</u>	<u>gbu</u>	<u>ngbu</u>

Drill 6

Listen to the contrast between /ngb/ and /mb/ in the following words:

<u>ngbáá</u>	'slave'	<u>mbáá</u>	'compatriot'
<u>ngbúru</u>	'to embroil'	<u>mbúru</u>	'oil palm'
<u>ngbéko</u>	'sugar cane'	<u>mbéko</u>	'be bruised'
<u>ngbó</u>	'snake'	<u>mbo</u>	'dog'
<u>kóngbú</u>	'possessions'	<u>kombá</u>	'guinea fowl'

Practice pronouncing the following words with /ngb/:

<u>ngbangbu</u>	'a hundred'	<u>bóngbi</u>	'to assemble'
<u>ngbéré</u>	'old'	<u>kángbi</u>	'to divide'
<u>ngbili</u>	'for a long time'	<u>kúngbi</u>	'to fold'
<u>ngbundá</u>	'hips'	<u>sungba</u>	'to burst'

CONVERSATION

1. Vóngó yí na galá 'Buying things in the market'

- 1A Tongana yg, Marie! 'How is it, Marie?'
- 2B Bara míngi. 'Many greetings'.
- 3A Mo lóndó na ndo wa. 'Where do you come from?'
- 4B Mbi lóndó na da, sí mbi gá tí vo yí. 'I came from home, and I come to buy things'.
- 5A Mo yí tí vo kóbe tí mo? 'Do you want to buy your food?'
- 6B Eg, mbi yí tí vo kóbe. 'Yes, I want to buy food'.
- 7A Tongana yg. Nzara agbó ála ká míngi? 'What's the trouble? Are you very hungry over there?'
- 8B Kóbe só í eke na ní, í te kóé awe ape? 'The food which we had, we've eaten all of it, haven't we?'
- 9A Tuá téne. Galá aake yáká tí í. Mo goe ape só, mo lángó nzara. Kóbe tí yg mo eke vo lá só. 'That's right. The market is our garden. If you don't go, you (go to) sleep in hunger. What kind of food are you going to buy today?'
- 10B Kóbe kírikiri. Kóbe ahúnzi na da tí í awe. 'All kinds of food. Food is all gone in our house'.
- 11A Mais éré tñikóbe ní aake ape ma? 'But doesn't the food have names?'

- 12B Eré ní acke: áfondo, ágozo,
ásusu, ámápa -- áye, ye.
Só kóé kóbe. Kóé anzere na
bé tí mbi.
- 'There are names: plantains,
manioc, fish, bread --
different kinds of things.
All of this is food. I like
it all'.
2. Vóngó susu 'Buying fish'
- 1A Madame, ngéré tí susu tí
mo ní ske.
- 'Madame, what is the price
of your fish?'
- 2B Ngéré tí susu tí mbi acke
balé otá na omaná.
- 'The price of my fish is
thirty six patas'.
- 3A Mo língbi tí diminuer ngéééé
ní na mbi ape?
- 'Can't you reduce the price
for me?'
- 4B Mo hínga kóé na Bangui ndo
só. Ngéré tí kóbe acke
ngangó míngi ape?
- 'You are fully aware of
things here in Bangui. Isn't
the price of food high?'
- 5A Tongana ngéré tí kóbe acke
ngangó, mo diminuer ngá
sí mbá tí mo avo ape?
- 'If the price of food is
high, don't you lower the
price so that your friend
can buy?'
- 6B I eke vo ká na yá tí ngú
ká só. Ngéré tí yí ní acke
ngangó míngi. Ní laá, sí i
ká ngéré ní ngangó. Tongasó
sí i wara nginza ní.
- 'We buy (things) over there
in the water. The price
is very high. That's why
we sell things at a high
price. This is how we get
our money back'.

- 7A Ka mo ká mbéni só óke. 'So how much are you selling these for?'
- 8B Mbéni só, mbi ká na bale
mbásambárá na ukú. 'These I sell for seventy five pata's'.
- 9A 6, ngéré tí mo kóé gí
ngangó tongasó? Madame,
mo diminuer ngéré ní kété
na zo ape? 'Oh, are all your prices high like this? Madame, don't you lower the price a little for a person?'
- 10B Mo mú na mbibalé mbásambárá,
mo mú ní. 'Give me seventy pata's and take it'.
- 11A Ka tongasó mo kánga na mbi
ní ma. 'All right, wrap it up for me'.
- 12B Ní lo só, mo mú. 'Here it is, take it'.

NOTES ON CONVERSATION

Conversation 1

7A. gbégbésézézé -- This verb replaces sára in many constructions to indicate greater intensity; nzara asára mbi means simply 'I am hungry'.

8B. kóbe só -- This is equivalent to a relative clause. This use of só will be taken up later. The clause is literally translated 'food this we are with it (the determinant)'. There is nothing in this first clause to indicate past time; the context makes the time clear.

9A. mo goe ape 'you go not' -- This is an unmarked dependent clause. These are discussed in a later lesson. mo -- As in English the second person pronoun is used as a generalized subject where French would use on. mo lángó nzara -- It would be correct

to have na before nzara, that is, 'in hunger', but the expression occurs just as it is. There are other expressions where a noun is a complement without na: for example, lo goe ngonda 'he went (into) the bush' meaning 'he went to relieve himself'. If na were used here, the expression would be taken literally, that is, that the person went into the bush to hunt, to get firewood, etc. kóbe tí ye -- Notice how an object of a verb can occur at the beginning of a sentence.

12B. áfondo -- The prefix á- marks plurality. It is discussed later. áyé, ye 'what, what' -- This stands for 'etc., etc.' Because ye can take the plural marker, it must be considered a substantive.

Conversation 2

- 1A. óke 'how much?' -- ye 'what?' could have been used here.
- 4B. ndo só 'here' -- Before this noun phrase the connective na is often omitted.
- 5A. ngá 'also, even' -- Its use here is not clear.
- 6B. ngangó 'strength' -- Here the noun is used adverbially.
- 10B. ní -- The determinant is used as a pronoun in object position. There is generally no pronominal reference to inanimate objects.
- 11A. ní -- The position is unusual. One expects kángá yí ní.

GRAMMATICAL NOTES

Numerals (4.22). Enumeration in Sango is decimal. The fundamental units are these:

1	<u>óko</u>	6	<u>omaná</u> , <u>omené</u>
2	<u>óse</u>	7	<u>mbásámbará</u> , <u>mbárámbará</u>
3	<u>otá</u>	8	<u>miombe</u>
4	<u>osío</u>	9	<u>ngombáya</u>
5	<u>ukú</u>	tens	<u>balé</u>
		hundreds	<u>ngbangbu</u>

The combinations are illustrated by the following:

12 bale' öko na (ndó ní) óse (lit. one

unit of ten and two on top of it)

231 ngbangbu óse na ndó ní bale' otá na öko

With this system it is possible to go into the thousands, but its awkwardness in the higher numbers leads to the use of French equivalents. French is also used in counting francs, but Sango is used in counting páta's, which is a unit of five francs.

The distinction between cardinal and ordinal numbers exists only for the number 1: 'the first' is kózo ní; for the rest one simply adds ní to the numeral -- óse ní 'the second', bale' otá ní 'the thirtieth', etc.

Counting money (4.42). Two things affect the way in which money is counted: the knowledge the Centralafrican has of French and the size of the sum. A French-speaking person is likely to use the Sango way with the lower figures, but French with the higher. On the other hand, the upcountry farmer with little or no knowledge of French will use Sango for all the business he may ever have, that is, assuming that he is talking Sango.

There are two units of money: sáki 'thousands of francs' and páta 'units of five francs'. In other words, one first divides into sáki, if necessary, and then into páta. Thus:

2.560 francs > sáki óse na (páta) ngbangbu öko

na bale' öko na óse, because 100×5 (the number of francs in one páta) = 500 and $12 \times 5 = 60$.

The period in 2.560 is no mistake. This what is used where we would use a comma.

In spite of its apparent clumsiness, this system is used, and the student must be prepared to operate it.

Written prices are almost always in francs, but semiliterates record sums of money in páta's, for example writing 15 when they mean 75 (francs).

Coordinating connective (5.32.10). The equivalent of English and is the Sango word na. Its use parallels that of English and should give the student no difficulty. Examples:

- | | |
|-----------------------------------------------|---------------------------------------------|
| <u>Mo na lo, ála sára koa míngi ape.</u> | 'You and he don't do much work'. |
| <u>Lo yí tí báa f na mo kóé.</u> | 'He wants to see both you and me'. |
| <u>Babá na mama tí mbi akúí óse kóé.</u> | 'My father and mother have both died'. |
| <u>Ala vo mápa na café.</u> | 'They bought bread and coffee'. |
| <u>Ambéní acke lutí, na ámbéní acke dutí.</u> | 'Some were standing and some were sitting'. |

GRAMMATICAL DRILLS

Drill 1

Practice in using Sango numerals. Supply the Sango words for the numerals.

1. Lo gá na lángó ----- tí nze tí Juin, 'He came on the ----- of the month of June'.

- | | |
|----|----------------------------------------|
| 13 | <u>balé óko na (ndó ní) otá</u> |
| 25 | <u>balé óse na (ndó ní) uku</u> |
| 8 | <u>miombe</u> |
| 17 | <u>balé óko na (ndo ní) mbásámbárá</u> |

- 19 balé óko na (ndó ní) ngombáya
 30 balé otá
 2 óse

2. Azo agá -----. '----- people came'.

- 126 ngbangbu óko na ndó ní bale óse
na omaná
 303 ngbangbu otá na ndó ní otá
 85 balé miombe na ndó ní ukú
 66 balé omaná na ndó ní omaná
 50 balé ukú
 15 balé óko na ukú
 281 ngbangbu óse na ndó ní bale
miombe na óko

Drill 2

Counting money. For each of the following sums answer the questions: Ngéré ní ake ----- francs; páta ake na yá ní óke.

'The price is ----- francs; how many páta's are there in it?'

15 f.	<u>páta otá</u>	3
65 f.	<u>páta balé óko na otá</u>	13
85 f.	<u>páta balé óko na mbásámbárá</u>	17
130 f.	<u>páta balé óse na ndó ní omaná</u>	26
335 f.	<u>páta balé omaná na ndó ní mbásámbárá</u>	67
395 f.	<u>páta balé mbásámbárá na ndó ní ngombáya</u>	79
515 f.	<u>ngbangbu óko na ndó ní otá</u>	103
1,470 f.	<u>sáki óko na balé ngombáya na ndó ní osiō</u>	1/94

2.175 f.	<u>sáki óse na ndó ní balé otá na ukú</u>	1/35
3.580 f.	<u>sáki otá na ndó ní ngbangbu óko na ndó ní balé óko na omaná</u>	1/116
12.220 f.	<u>sáki balé óko na óse na páta balé osiō na ndó ní osiō</u>	1/44
14.471 f.	<u>sáki balé óko na osiō na páta balé ngombáyá na ndó ní osiō na franc óko</u>	14/94/1

Drill 3

Using numerals. The following questions can be used to improve one's mastery of the numerals.

1. Mérengé tí mo acke óke. 'How many children do you have?'
2. Aita tí mo acke óke. 'How many siblings do you have?'
3. Mo mí wále (kóli) sí mo,
fadesó asára ngú (nze) óke. 'How many years (months) has it been since you got married?'
4. Azo alángó na yá da mí mo,
li tí ála óke. 'How many people live in your house?' or 'How many people sleep in your room?'
5. Ngú tí mo acke óke. 'How old are you?'
6. Mo sára classe tí français
ngú óke. 'How long have you studied French?'
7. Azo acke na classe só óke. 'How many people are there in this class?'
8. Só mo gá na kótóró só, mo 'How long has been since

sára lángó ūke.

you came to this village
(country)?'

9. Mo yi tí sára na ndo sō
lángó ūke.

'How long do you intend to
stay here?'

Drill 4

This exercise provides practice in the use of numerals and temporal expressions. It is based on drill 1 in lesson three. Translate the English into Sango.

1. I arrived ...

... on the 20th of August.

... this month.

... yesterday.

... today.

2. I heard about it ...

... last month.

... on the 8th of January.

... just now.

... this morning.

3. I want to go ...

... tomorrow.

... in the evening.

... at night.

... on the 16th of December.

4. They will take the examinations ...

... on the 24th of next month.

... on Saturday morning.

... tomorrow afternoon.

... day after tomorrow.

5. They stole my bicycle ...

... day before yesterday.

... on the 21st of July.

... night before last.

... last night.

Drill 5

Identifying and buying things. This exercise provides practice in identifying objects and in using numerals. It is for two people, one of whom (A) is the prospective buyer.

For example:

- A. Só (aeke) yg. 'What is this?'
B. Só (aeke) makala. Mo yi 'These are fritters. Would
tí vo mbéní? you like to buy some?'
A. Eg.. Mbi yi tí vo tí 'Yes. I would like to buy
páta óse. ten francs 'worth'

If the object is countable, the answer can be, for example, Mbi yi tí vo óse 'I want to buy two (of them)'. The drill can be carried on beyond the limits of the material provided here by using French names for fruits and vegetables. Some are given below.

<u>yíngó</u>	'salt'	<u>avocat</u>	'avocado'
<u>susu</u>	'fish'	<u>tomate</u>	'tomato'
<u>capitaine</u>	'Nile perch'	<u>salade</u>	'lettuce'
<u>ygma tí bágara</u>	'beef'	<u>haricot</u>	'beans'
<u>fondo</u>	'plantains'	<u>banane</u>	'banana'
<u>ndóngé</u>	'red pepper'	<u>citron</u>	'lemon, lime'

<u>sindi</u>	'sesame'	<u>orange</u>
<u>caramel</u>	'sesame seeds in caramelized sugar'	<u>aubergine</u> <u>poireaux</u>
		<u>épinard</u>
<u>fuku tí gozo</u>	'manioc flour'	<u>carotte</u>
<u>mafuta tí mbúru</u>	'palm oil'	
<u>kárakó</u>	'peanuts'	
<u>makala</u>	'fritters'	
<u>mango</u>	'mangoes'	

Drill 6

More practice in using numbers. The instructor will first use 100 francs (páta bale óse) and then 500 and 1000 francs with the following questions. For each sum of money (A) will be addressed to one person and (B) to another.

(A)

Question

Lo mú na mo páta bale óse. Mo
mú na mbi páta óse. Nginza tí
mo angbá óke.

'He gave you 100 francs (twenty
pata's). You gave me two pata's.
How much money do you still have?'

Answer

Nginza tí mbi angbá páta bale óko
na ndó ní miomba.

'I still have 18 pata's.'

(B)

Question

So aeké franc [fafángá] óke.

'How many francs is this?'

OR

Franc ake na yá tí pata balé

'How many francs are there

óko na ndó ní miombe óke

in 18 pata's?

Answer

So ake francs balé ngombáyá.

'That's 90 francs'.

OR

Francosake na yá ní balé

'There are 90 francs in it'.

ngombáyá.

PHONOLOGICAL DRILLS

Drill 1

Disyllabic words with low and high tones. Listen to the following lists of words and mimic the tones by humming or whistling:

High - High	High - Low	Low - High	Low - Low
<u>pópó</u> 'middle'	<u>fúta</u> 'wages'	<u>yoró</u> 'medicine'	<u>kono</u> 'be big'
<u>súná</u> 'dream'	<u>mángó</u> 'mango'	<u>fadé</u> 'fast'	<u>sara</u> 'forked stick'
<u>yángá</u> 'mouth'	<u>yóra</u> 'insert'	<u>ukú</u> 'five'	<u>lenge</u> 'necklace'
<u>kóngó</u> 'rainbow'	<u>óko</u> 'one'	<u>dambá</u> 'tail'	<u>wusaeitwéceive</u>
<u>hótó</u> 'hill'	<u>kóngó</u> 'mallet'	<u>tará</u> 'grandmother'	<u>ulu</u> 'jump'
<u>yíngó</u> 'salt'	<u>ála</u> 'they'	<u>vurú</u> 'white'	<u>awe</u> 'finished'
<u>lóndó</u> 'rise'	<u>wóko</u> 'weaken'	<u>yíngó</u> 'spirit'	<u>vene</u> 'lie'
<u>kéké</u> 'tree'	<u>sára</u> 'do'	<u>ngindí</u> 'bow'	<u>baba</u> 'pride'
<u>búbá</u> 'foolish'	<u>bóngbi</u> 'gather'	<u>sembé</u> 'dish'	<u>mene</u> 'swallow'
	<u>língbi</u> 'be able'	<u>bozó</u> 'bag'	<u>yuru</u> 'leak'

Drill 2

Listen to the following pairs of words and mimic the tones:

Drill 2

Listen to the following pairs of words and mimic the tones:

Set A

High - High

pópó

búbá

kéké

lón dó

yíngó

hótó

kóngó

yángá

súmá

High - Low

língbi

bóngbi

sára

wóko

ála

kóngó

yóro

mángo

fúta

Set B

Low - High

bózó

sembé

ngindí

yingó

vurú

tará

dambá

ukú

fadé

yoró

High - High

kéké

yíngó

yángá

pópó

súmá

kóngó

hótó

lón dó

búbá

Set C

Low - Low

yuru

mene

baba

vene

awe

ulu

wara

lenge

sara

kono

High - Low

bóngbi

wóko

kóngó

yóro

fúta

mángo

óko

ála

sára

língbi

Set D

Low - High

yoró

fadé

dambá

tará

yingó

ngindí

bozó

sembé

vurú

ukú

yuru

mene

baba

vene

awe

ulu

wara

lenge

sara

kono

Drill 3

Polysyllabic words with all high tones. Listen to the following words and mimic the tones:

<u>kpitíkpiti</u>	"very dark black"
<u>korongo</u>	"fan palm"
<u>lóndó</u>	"rise"
<u>báságbo</u>	"eland"
<u>wátáká</u>	"a lie"
<u>yángá</u>	"mouth"
<u>mbírimbírfi</u>	"straight"
<u>ngéléngélé</u>	"manner of shining"
<u>báláwá</u>	"shea nut"

The native-speaker of English will be inclined to stress the first or second syllables of polysyllabic Sango words. Thus, words like kágara 'bovine animal' and lungúla 'remove' will not sound strange to him, because he interprets the syllables with high tone as having the main stress. (This interpretation is due to the fact that main stress is generally accompanied by higher pitch in English).

Drill 4

Listen to the following words and mimic the tones, making a special point of not adding stress to the syllables:

Set A

<u>mafuta</u> 'oil'	<u>kksára</u> 'work'
<u>nandere</u> 'young'	<u>tambéla</u> 'walk'
<u>zaranga</u> 'roan antelope'	<u>mabóko</u> 'hand'
<u>yengere</u> 'sieve'	<u>kolóngó</u> 'basin'

Set B

<u>lukundú</u>	'witch spirit'	<u>lungúla</u>	'remove'
<u>omaná</u>	'six'	<u>kolóngó</u>	'basin'
<u>likóngó</u>	'spear'	<u>tambéla</u>	'walk'
<u>makoró</u>	'calumny'	<u>mabóko</u>	'hand'

Set C

<u>kótará</u>	'ancestor'	<u>báláwá</u>	'shea nut'
<u>bákoyá</u>	'baboon'	<u>wátáká</u>	'lie'
<u>bámará</u>	'lion'	<u>báságbo</u>	'eland'
<u>mérengé</u>	'child'		

Drill 5

There are a few more patterns of tone sequences in polysyllabic words. Listen to the following and mimic the tones:

High-Low-Low	1. <u>bágara</u>	'bovine animal'
Low-High-High	2. <u>dawóló</u>	'a certain dance'
	3. <u>gugúrú</u>	'certain small fish'
High-High-High-Low	4. <u>kékéréke</u>	'tomorrow'
High-Low-High-Low	5. <u>másarágba</u>	'rhinoceros'
High-High-Low-Low	6. <u>kíríkiri</u>	'crooked'
	<u>pírbírbírbíri</u>	'a kind of beer'
Low-Low-High-Low	8. <u>adorómú</u>	'Hausa salt'
	9. <u>potopótó</u>	'gruel'

Drill 6

There is a dozen words whose tones should not be difficult to remember. They are words ending in -ngbi (verbs), -nzi (verbs), and -la (nouns and verbs, apparently from the Lingala language), all of which have final High-Low tones. There is, however, nothing structurally significant about this fact.

bóngbi 'to gather'
kúngbi 'to smash up'
língbi 'to be able'
tíngbi 'to join'
gbánzi 'to prevent'
húnzi 'to finish off'

kobéla 'illness'
lungúla 'to remove'
sambéla 'to pray'
sukúla 'to wash'
tambéla 'to walk'

CONVERSATION

Võngó bágara 'Buying beef'

- 1A Bara o. Íta. 'Hello Friend'.
- 2B Bara míngi o. 'Hello'.
- 3A Íta, place tí yama so ála
ske vo na ní ndo só na
ndo wa. 'Friend, where is the place
 around here one buys meat?'
- 4B Yama tí ye sí mo yi. 'What kind of meat do you
 want?'
- 5A Méme, cochon kóé; mbi vo
bágara kóé; mbi vo susu
kóé; mbi yí tí báa. 'Pork would be all right. I
 might buy fish. I want to
 have a look'.
- 6B Acke na devant tí mo só. 'They're right in front of you
 here'.
- 7A Mais kilo ní acke óke. 'But what's the price per kilo?'
- 8B Kilo tí yama ní? 'You mean a kilo of meat?'
- 9A Ee. 'Mhm'
- 10B Kilo tí bágara acke balé óse. '100 francs for a kilo of beef' .
- 11A Kilo tí bágara acke balé óse? '100 francs for a kilo of beef?'
- 12B Ee. 'Mhm'.
- 13A Mais kilo óko. Mbi yí tí
vo kilo óko. 'But one kilo. I want to buy
 one kilo'.
- 14B Mo yí tí vo kilo óko? 'You want to buy one kilo?'
- 15A Ee. 'Mhm'.

- 16B Kilo ñko, ní lo só, mbi 'Isn't that the price of one
fa na mo ngéré ní só
ape?'
- 17A Eg? Kilo ñko, ní laá mo 'Is that right? Is that the
fa na mbi ngéré ní só? price you just showed me?'
- 18B Eg. Kilo ñko mbi fa na mo só. 'Yeah. That was for one kilo
I told you about'.
- 19A Bon, mbi goe tí vo ní. 'Fine, I'll buy it'.
- 20B Mo yí tí vo gí bágara ñko awe? 'Do you want to buy just beef?'
- 21A Eg. 'Mhm'.
- 22B Mo ke vo mbéní kóbe ape? 'Aren't you buying any other food?'
- 23A Eg. Mbi vo mbéní kóbe ape. 'Mhm. I'm buying no other food.
Mbi yí tí vo gí bágara. I want to buy just beef'.
- 24B Mo goe na devant tí mo só; 'Go ahead in front of you there..
fadé mo wara, mo vo. You'll find it and buy it
there'.

NOTES ON CONVERSATION

3A. place -- Although ndo also means 'place', place seems to refer to more specific locations. na ní -- This refers to place. The kernel sentence would be something like vo yama na place só.

5A. kóé 'all' -- Here the word has the meaning of 'also'. That is, each of the nouns mentioned is included in the list of what might be bought.

16B. ní lo só 'that's it' -- A verbless clause. Notice how this phrase is equivalent to ní laá in the next sentence.

20B. gí bágara óko awe 'just beef one it is finished'. gí or óko awe would have been enough to indicate 'just'. For example, mbí báa óko awe 'I saw just one'. In a different context, of course, this sentence can mean 'I have seen one'.

GRAMMATICAL NOTES

Commands. There is little that is grammatically significant about commands. Thus, the only difference between the following command and statement is that ma 'you' occurs in one and lo 'he' in the other:

Mo gá na ndo só. 'Come here'.

Lo gá na ndo só. 'He came here'.

A command is made polite by adding the sentence particle o at the end: Mo gá na ndo só o 'Please come here'. On the other hand, a command is made more demanding by adding ma at the end.

Sentence particles ma and o (8.11). The particles ma and o are contrastive in meaning: the first indicates insistence and emphasis whereas the second indicates supplication and politeness. In spite of the spelling, o has a mid tone and is often long (i.e. oo or ooo). Compare the following sentences:

Goe tí mo ma! 'Scram!'

Gé mo dutí o. 'Come have a seat'.

These particles occur in statements and certain kinds of questions as well as commands, but they do not seem to occur in simple yes/no questions and in negative questions. The following do not occur:

Lo vo na galá o? 'Did he buy it in the market?'

Lo vo na galá ape o? 'Did he not buy it in the market'.

But the following are possible with ma as well as o:

Lo vo na galá o.

'He bought it in the market'.

Lo vo na galá ape o.

'He didn't buy it in the market'.

Lo vo na mlo wa o.

'Where did he buy it?'

General obligation and counsel. General obligation is expressed by Akeke téne (or ngbanga) tí mo tí followed by the verb phrase. This can be translated 'It is your responsibility to ...'. For example, Akeke ngbanga tí mo tí kánga yángá da lá kóé 'It' your job to lock the door all the time'.

The French constructions il faut and il faudrait que, pronounced in several different ways (for example, [ifo], [fodreke[]), are used very much like akeke téne. For example: Il faut mo sára só lá só 'You have to do this today'.

Advice is given by using the expression Akeke nzoni followed by a clause. For example,

Akeke nzoni í má yángá tí lo. 'We ought to listen to him'.

In some contexts a more polite expression might be used: Tongana mo báa nzoni na lé tí mo, mo sára só lá só 'If it's all right with you (lit. if you see [that it is] good in your eyes), do this today'.

Although the foreign guest wants to be as polite as possible in getting people to do things for him, he will be shocked from time to time by an apparent impoliteness on the part of Centralafricans. The impoliteness is only apparent because of cultural differences. For example, a person might announce Mbi goe na mo 'I'm going with you' or Fadé mbi goe na mo 'I'll go with you' when he only means to ask for permission to ride along in the car to some destination.

Hortative. There are two equivalents of English let in a hortative construction:

'Let's pick it up'. I mú na ndúzú sí.

'Let him pick it up'. Zía lo mí na ndúzú.

In the first construction the unmarked clause (discussed in the next lesson) is used with the final sentence particle sí. It means literally 'we pick (it) up then'. (The expression 'Let's go' is on the other hand simply I goe.) The second construction consists of the verb zía 'to place' followed by an unmarked clause. It too can be followed by sí.

Benefaction (5.32.22; 11.13). The concept of benefaction is signalled in Sango by na. When an English sentence has to or for, there is little problem in translating into Sango. But benefaction is also expressed in English by placing the noun phrase or pronoun between the verb and the object. Notice these pairs of sentences:

Give the man the money.

Give the money to the man.

Give him the money.

Give the money to him.

Sango does not have a construction like the first two; only the second ones are possible. Thus:

Mí nginza ní na kóli ní.

Mí nginza ní na lo.

Sango is different also in permitting the transposition of the two objectival elements. Thus:

Mú na kóli ní nginza ní.

Mú na lo nginza ní.

This second order seems to be more common than the first, although in some cases one or the other seems to be preferred, and if the

following example is typical, there are some cases where only one is possible: Sára kóna na lo 'Work for him'.

GRAMMATICAL DRILLS

Drill 1

Making polite commands. Change these to emphatic commands by replacing o by ma.

- | | |
|-------------------------------|--------------------------------------------------|
| 1. 'Please let me pass'. | <u>Zía lége na mbi o.</u> |
| 2. 'Please give me some'. | <u>Mú mbéni na mbi o.</u> |
| 3. 'Please take me'. | <u>Mú mbi o.</u> |
| 4. 'Please hurry up'. | <u>Sára fadé o.</u> |
| 5. 'Please add some to it'. | <u>Zía mbéni na ndó ní o.</u> |
| 6. 'Please call your mother'. | <u>Éré mamá tí mo o.</u> |
| 7. 'Please hold this for me'. | <u>Bata só na mbi o.</u> |
| 8. 'Please don't spit here'. | <u>Túku ngú yángá tí mo na ndo
só ape o.</u> |

Drill 2

Practice in using the third person hortative.

- | | |
|---------------------------------|--------------------------------------------|
| 1. 'Let me call him'. | <u>Zía mbi éré lo.</u> |
| 2. 'Let them ask him'. | <u>Zía éla húnda lo.</u> |
| 3. 'Let the mangoes get ripe'. | <u>Zía mángo abe sí.</u> |
| 4. 'Let the water boil'. | <u>Zía ngú ní akporo sí.</u> |
| 5. 'Let him stand still first'. | <u>Zía lo lutí kpó sí.</u> |
| 6. 'Let it stand in the plain'. | <u>Zía lo lutí na ndó lando
ní sí.</u> |
| 7. 'Let it fall first'. | <u>Zía lo tí na sése sí.</u> |
| 8. 'Let it come out into the | <u>Zía lo hó na gígi sí.</u> |

open first'.

9. 'Let it stop trembling
first'. Zia téré tí lo adé sí.
10. 'Let them bring the knives
first'. Zia ála gá na zembe ní sí.

Drill 3

Practice in the use of ma. This exercise can be modified by changing the sentences under A to the following: Mo híngá tí tó kóbé ape? 'Don't you know how to cook food?' and Mo híngá tí tó kóbé lá wa? 'There's no truth at all in your saying you know how to cook food!' The response in B remains the same.

A

1. Mo híngá tí tó kóbé ape.
'You don't know how to cook
food'.
2. Mo híngá tí tene Sango ape.
'You don't know how to talk
Sango'.
3. Mo híngá tí monter vélo ape.
'You don't know how to ride
a bicycle'.
4. Mo híngá tí díko mbétpé ape.
'You don't know how to read'.
5. Mo híngá tí sára mápa ape.
'You don't know how to make
bread'.

B

- Mbi híngá tí tó kóbé ma.
'I know how to cook food
indeed'.

6. No hínga tí píka ngo ape.

'You don't know how to
play a drum'.

7. No hínga lége ní ape.

'You don't know the way'.

Drill 4

Practice in using benefactive phrases. After having acquired fluency in saying the short sentences under A, add the noun objects to make the more complete sentences.

A	B	C C
1. <u>Mú na lo.</u>	<u>mbéti ní</u>	<u>Mú mbéti ní na lo.</u>
2. <u>Fa na lo.</u>	<u>lége ní</u>	<u>Fa lége ní na lo.</u>
3. <u>Tene na lo.</u>	<u>téné ní</u>	<u>Tene téné ní na lo.</u>
4. <u>To na lo.</u>	<u>mbéti</u>	<u>To mbéti na lo.</u>
5. <u>Fáa na lo.</u>	<u>mbéní yéma</u>	<u>Fáa mbéní yéma na lo.</u>
6. <u>Tó na lo.</u>	<u>ngú</u>	<u>Tó ngú na lo.</u>
7. <u>Doroko na lo.</u>	<u>ngásá ní</u>	<u>Doroko ngásá ní na lo.</u>
8. <u>Vo na lo.</u>	<u>makala</u>	<u>Vo makala na lo.</u>
9. <u>Bata na lo.</u>	<u>mérengé ní</u>	<u>Bata mérengé ní na lo.</u>
10. <u>Gbó na lo.</u>	<u>kónðo ní</u>	<u>Gbó kónðo ní na lo.</u>
11. <u>Kíri na lo.</u>	<u>téné</u>	<u>Kíri téné na lo.</u>
12. <u>Píka na lo.</u>	<u>disque</u>	<u>Píka disque na lo.</u>

The sentences under C would be translated as following:

1. 'Give him the book'.
2. 'Show him how'.
3. 'Tell him about it'.

4. 'Send him a letter'.
5. 'Cut him some meat'.
6. 'Draw him some water'.
7. 'Butcher the goat for him'.
8. 'Buy him a fritter'.
9. 'Take care of the child for him'.
10. 'Hold the chicken for him'.
11. 'Answer him (lit. return word to him)'.
12. 'Play him a record'.

Repeat the preceding exercise by replacing lo by the following nouns wherever they might be appropriate:

<u>áta tí lo</u>	'his grandmother'	<u>makunzi ní</u>	'The village'
<u>babá tí lo</u>	'his father'		'headman'
<u>mamá tí lo</u>	'his mother'	<u>kóli tí lo</u>	'her husband'
<u>fta tí lo</u>	'his sibling'	<u>vále tí lo</u>	'his wife'
<u>au tí lo</u>	'his maternal uncle'	<u>sous-préfet ní</u>	
		<u>chauffeur ní</u>	
<u>kété babá tí lo</u>	'his paternal uncle'		
<u>patron tí lo</u>	'his boss'		

Drill 5

Practice in using eke na 'have' and mú na 'give (to)'.

Replace the noun kóbe of the model with those that are supplied here and with as many others as possible.

Model

<u>Lo eke na kóbe apc.</u>	<u>Mú na lo mbéni.</u>	'He doesn't have any food. Give him some'.
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Nouns

<u>yama</u>	'meat'	<u>gozo</u>	'manioc'
<u>susu</u>	'fish'	<u>nginza</u>	'money'
<u>samba</u>	'beer'	<u>mápa</u>	'bread'
<u>mafuta</u>	'oil'	<u>bongó</u>	'clothes'
<u>kanguya</u>	'palm wine'	<u>yoró</u>	'medicine'
<u>fondo</u>	'plantains'	<u>mbéti</u>	'paper'

It should be noted that mbéti is an adjunctive, a class of words to be discussed later, here used as an object. In this context it would not be used if the noun were countable, for example, kónko 'chicken'. In this case, one would have to say something like mú na lo óko 'give him one'.

PHONOLOGICAL DRILLS

lesson

Developing control of tone. The drills of this/ concentrate on developing a control of tone.

Drill 1

This drill is based on a frame where a high tone precedes and follows the noun. The sentence is equational, without the verb 'to be'. Replace the nouns in the model sentences by nouns from the following lists; these were introduced in an earlier lesson.

Só yáká ni. 'This is the garden'.

Só yama ni. 'This is the meat'.

Só má pa ni. 'This is the bread'.

Só bō ngó ni. 'This is the cloth'.

L-L	H-H		H-L	L-H
<u>zembe</u>	<u>yíngó</u>	'salt'	<u>mápa</u>	<u>tang'ó</u> 'bed'
<u>zuru</u>	<u>yí</u>	'thing'	<u>mángo</u>	<u>veké</u>
<u>susu</u>	<u>téné</u>		<u>lóso</u>	<u>sembé</u>
<u>samba</u>	<u>péré</u>		<u>páta</u>	<u>yoró</u>
<u>mafuta</u>	<u>kótóró</u>		<u>kóndo</u>	<u>mamá</u>
<u>makala</u>	<u>kéké</u>	'stick'	<u>kámba</u>	<u>babá</u>
<u>gozo</u>	<u>gúgú</u>		<u>tágba</u>	<u>likongó</u>
<u>fondo</u>				

Drill 2

Use the nouns of the preceding drill in the following sentences. Some of these can be said with a great deal of emotion. Care should be taken in maintaining the proper pitch levels.

1. Só yáma tí lo. 'This is his meat'.
2. Só yáma tí lo ape. 'This is not his meat'.
3. Só yáma tí lo laá. 'That's his meat'.
4. Só yáma tí lo ká. 'That's his meat over there'.
5. Só yáma tí lo ge. 'This is his meat here'.
6. Só yáma tí lo ma. 'This is his meat'.
7. Só yáma tí ála o. 'This is their meat [polite response]'.
8. Só yáma tí lo lá wa. 'It's not his meat!'
9. Só yáma tí lo tongana yg. 'How is it that it's his meat?!"

Drill 3

This drill is based on a frame where silence precedes and low tone follows a noun. Replace the nouns in the model sentences by nouns from the following list.

<u>Yama aeke na ndo wa.</u>	'Where is there meat?'
<u>Yaká aeke na ndo wa.</u>	'Where is a garden?'
<u>Pápa aeke na ndo wa.</u>	'Where is a spoon?'
<u>Bóngó aeke na ndo wa.</u>	'Where is there cloth?'

H-H	L-L	H-L	L-L
<u>yíngó</u>	<u>zembe</u>	<u>mápa</u>	<u>babá</u>
<u>péré</u>	<u>susu</u>	<u>mángo</u>	<u>mamá</u>
<u>kótóró</u>	<u>samba</u>	<u>mánga</u>	<u>síxóá</u> 'bakhiet'
<u>témé</u> 'stone'	<u>mafuta</u>	<u>lóso</u>	<u>yoró</u>
<u>párá</u> 'egg'	<u>fondo</u>	<u>kóndo</u>	<u>sembé</u>
<u>kóssó</u> 'curcurbit'	<u>gozo</u>	<u>kámba</u>	<u>veké</u>

VOCABULARY:

<u>yama</u> 'animal, meat'	
<u>Yama tí kótóró aeke, na yama</u>	'There are domesticated animals and wild animals'.
<u>tí ngonda aeke.</u>	
<u>Lo yí tí lángó na ndo óko ape.</u>	'He doesh't want to stay in one place. He roams from place to place like an animal'.
<u>Lo fono na ndo ndé ndé tongana</u>	
<u>yama.</u>	
<u>Yama ní aeke yama tí ngú wala yama</u>	'Is the animal aquatic or terrestrial?'
<u>tí gígí?</u>	
<u>Lo goe tí gí yama, na lo wara</u>	
<u>geré tí ála óko ape.</u>	'He went hunting, but he didn't find any tracks'.
<u>Mbéní kété yama aeke te yá tí lo.</u>	'Some parasite is affecting his insides'.

Lo nge mingi. Yama tí téré tí lo
acke mingi ape.

'He's very thin. He doesn't
have much flesh to him'.

Lo mū na mbi gí bió. Lo mū na mbi
yama ape.

'He gave me just bones. He
didn't give me any meat'.

Só kása tí yama wala kása tí susu?

'Is this meat sauce or fish
sauce?'

CONVERSATION

Méngó kóbe 'Making dough'

- 1A Bara o. 'Hello'.
- 2B Bara, íta. 'Hello, Friend'.
- 3A Mo eke sára yé. 'What are you doing?'
- 4B Mbi eke píka gozo. 'I'm pounding manioc'.
- 5A Mo píka gozo tí sára na yé. 'You are pounding manioc to make into what?'
- 6B Tí mé, tí te. 'To make into a dough, to eat'.
- 7A Tí mé, tí te tongana yé. 'What do you mean "To make into a dough, to eat before"?'
- 8B Mbi píka kóé, mbi yengere. 'After I've pounded it completely, I sift it'.
- 9A Tongana mo yengere kóé, mo sára tongana yé. 'After you have sifted it completely, what do you do?'
- 10B Mbi zía ngú na wá, mbi mé. 'I put water on the fire (to heat), and I make the dough'.
- 11A Tongana mo zía ngú ní na wá kóé, mo
maamé mo sára tongama yé. 'After you have put the water on the fire and have made the dough, what do you do?'
- 12B Mbi mé kóé, mbi fáa, mbi zía
na sembé. 'After I have made the dough, I break some off and put it in a dish'.
- 13A Mo zía na sembé tí sára na yé. 'What is the purpose of putting it in a dish?'

- 14B Mbi kángbi na ákóli, na tí
áwále, na mbi mú tí fí, fí te.
- 15A Ala te kóé, ála sára na pekó
yé.
- 16B I sukúla mabóko, í yó ngú.
- 17A Tongasó, anzéré míngi, wala
anzere ape.
- 18B Anzere míngi.
- 'I divide some for the men, and
Totakhe women, and I take ours,
and we eat'.
- 'After they have eaten, what
do you do'.
- 'We wash our hands and we
drink water'.
- 'Does it taste good or not?'
- 'It tastes very good'.

NOTES ON CONVERSATIONS

4B. píka gozo -- The dried manioc (cassava) is pounded in a mortar to separate the fibers. The fibers are then sifted out (yengere, 8B).

5A. na yé 'into what?' or 'what out of it?' -- A person translating from English would tend to omit the na. This use will be taken up in a later lesson.

6B mé 'to make a dough by mixing hot water into flour' -- I call it 'dough' instead of 'porridge' because it is uncooked and it is similar in consistency to bread dough, perhaps a little heavier. This is staple of the country, whether made from bitter manioc or sorghum. One breaks off a piece from a common lump and dips it into a sauce.

12B. fáa -- She divides the dough into portions, some for the men, who eat apart, and some for the women and children (14B).

16B. skifidáa -- Hands are washed after the meal because the

fingers have been used in dipping into the sauce. yé -- Some water is drunk and the mouth is rinsed out. A beverage is not drunk during the meal.

GRAMMATICAL NOTES

Tense and aspect (general remarks). In Sango there are no changes in verbs -- by affixation or internal change -- to mark concepts that we associate with tense and aspect. The Sango verb is unchangeable; other words in the clause contribute meanings of time and aspect. It is convenient to identify the following categories (if we say "tense" we use this word very loosely):

Unmarked	<u>Lo te kóbe.</u>	'He eats'.
Perfective	<u>Lo te kóbe awe.</u>	'He has eaten'.
Future	<u>Fadé lo te kóbe.</u>	'He will eat'.
Continuative	<u>Lo eke te kóbe.</u>	'He is eating'.
Incompletive	<u>Lo ngbá</u> (or, <u>de</u>) <u>tí te kóbe.</u>	'He is still eating'.
Fast conditional	<u>.... ka mbi te kóbe</u> <u>na lo.</u>	'.... I would have eaten with him'.
Future conditional	<u>.... ka fadé f te</u> <u>kóbe ní.</u>	'.... we would eat the food'.

The unmarked category is given this name, because it is nonlinguistic or linguistic context which disambiguates the meaning. Thus, Lo te kóbe ní can mean 'He ate the food' whereas Lo te kóbe? means 'Is he eating?' when one is referring to somebody in the house. The first might be called the preterit use of the unmarked clause.

The continuative (9.23). The continuative has very nearly the same meaning as the verb be with a participle in English. The verbs ngbá

and de, followed by tí and a verb, also mark continuation, but these clauses mean 'to be still doing something'. For example:

Lo eke te kóbe. 'He's eating'.

Lo ngbá tí te kóbe. 'He's still eating'.

The time of the action is marked by other words in the sentence or in the discourse. A few sentences have been found in the texts where eke and gue, the continuative and the perfective, both occur. One Centralafrican rejected such sentences, and they may be ungrammatical. If such sentences are admitted by others, they may have the meaning 'to have already begun doing something'. See the next lesson.

The verb eke 'to be'. This is the most frequently-used verb in Sango because of its function as a copula and as the mark of the continuative. It ordinarily gets very little stress in a sentence, and it is commonly abbreviated to ke. Some speakers have even been heard to say [ee], for example, lo eke [ee] goe 'he's going'. The student's accent will be better, therefore, if he will learn to avoid stressing this word.

Redundant use of the subject marker (7.20). The verb (the predicate) which immediately follows a noun subject takes the prefixal subject marker g-. It is called redundant because it marks the subject a second time; it does not mean that it is optional. There are times when it does not occur with a verb, but never in this circumstance. Notice the following sentences:

Babá akúfí. 'Father died'.

Lo kúfí. 'He died'.

Babá ade, akúfí ape. 'Father is still living, he hasn't died'.

Although a simple pronoun is never followed by the subject marker, as is illustrated above with lo, there are some pronoun phrases which do indeed take g-. For example, ála kóé agá 'they all came'.

In rapid speech an obligatory g- may be omitted. In other instances it is said so briefly that its occurrence is difficult to detect. It also escapes one's notice when it follows another /a/ unless one can perceive a lengthened vowel or a tonal contour. Thus, in the first sentence above, babá akúí, there would be a change of pitch from high to low before going up to high again, that is, [ág].

GRAMMATICAL DRILLS

Drill 1

Practice in using the continuative. Answer with the following sentences to the question 'What are you doing?' It can be asked in these ways: Mo eke sára yé, Mo eke sára yé só, Yé yé mo eke sára só. The material within parentheses can be added.

1. Mbi eke sára yí ape. 'I'm not doing anything'.
2. Mbi eke dutí séngé. 'I'm just sitting'.
3. Mbi eke mú me na mérengé
tí mbi só. 'I'm breast-feeding my child'.
4. Mbi eke tó kóbe (tí mú
na kóli tí mbi). 'I'm preparing food (to give to my husband)'.
5. Mbi eke leke gbánda tí mbi. 'I'm repairing my net'.
6. Mbi eke kpaka yángá tí
zembe tí mbi. 'I'm sharpening my knife'.
7. Mbi eke sukúla mérengé tí
mbi. 'I'm bathing my child'.

8. Mbi eke mé kóbe. 'I'm mixing dough'.
9. Mbí eke yóro makala (tí ká na ázo). 'I'm frying fritters (to sell to people).'

Drill 2

Collect examples of all the continuative clauses in the conversations of the preceding lessons and study the linguistic and nonlinguistic contexts in which the continuative is used. For example, what is happening when one uses the continuative? What is said immediately before the sentence with the continuative?

Drill 3

Practice in the use of the subject marker. The sentences in B have noun subjects followed by the subject marker.

A

1. Lo eke sára koa. 'He is working'
2. Lo eke leke gbánda. 'He is repairing a net'.
3. Lo eke kpaka yángá tí zembe. 'He is sharpening the knife'.
4. Lo eke mé kóbe. 'She is mixing dough'.
5. Lo eke díko mbéti. 'He is reading a letter'.
6. Lo gos tí éré babá. 'He went to call Father'.
7. Lo ká diamant tí lo.

B

- Koa ní acke ngangó. 'The work is difficult'
- Gbánda ní asúru. 'The net is torn'.
- Zembe ní azá ape. 'The knife is not sharp'.
- Kóbe ahúnzi awe. 'The dough is all gone'.
- Mbéti ní así lá só. 'The letter arrived today'.
- Babá ade tí lángó. 'Father is still sleeping'.
- Fadesó nginza tí lo ahúnzi awe.

- 'He sold his diamonds'. 'Now his money is all gone'.
8. Lo yé samba míngi. Fadesó li tí lo atourner.
- 'He drank a lot of beer'.
9. Lo tambéla yongóro míngi. Fadesó geré tí lo akánga awe.
- 'He walked a long way'
10. Lo píka gozo ngbii. 'Now his legs are fatigued'.
- 'She pounded the manioc
a long time'.
- Gozo ní agá fuku awe.
The manioc has become flour.

Drill 4

Collect examples of all the occurrences of the subject marker in the conversations of the preceding lessons. Make a classification of the various kinds of nominal subjects which precede g-. Replace the pronoun subjects of all the verbs with nominal subjects and add the necessary g-. For example, Mo goe na ndo wa > Robert agoe na ndo wa.

PHONOLOGICAL DRILLS

Drill 1

Developing control of tone. This drill is based on a framework where low tone precedes and high tone follows a noun. Replace the nouns in the model sentences by nouns from the followings lists.

- Lo eke na yéngó míngi. 'He has a lot of salt'.
- Lo eke na zuru míngi. 'He has a lot of sorghum'.
- Lo eke na mapá míngi. 'He has a lot of bread'.
- Lo eke na bongó míngi. 'He has a lot of clothes'.

H-H	L-L	H-L	L-H
<u>yáku</u>	<u>susu</u>	<u>mápa</u>	<u>veké</u>
<u>yí</u> 'thing(s)'	<u>samba</u>	<u>mángo</u>	<u>sembé</u>
<u>téne</u>	<u>mafuta</u>	<u>kóne</u> 'food'	<u>yoró</u>
<u>péré</u>	<u>gozo</u>	<u>kámba</u>	<u>sakpá</u>
<u>bondó</u> 'sorghum'	<u>fondo</u>	<u>mánga</u>	<u>likongó</u>
<u>kárakó</u> 'peanut'	<u>duma</u> 'honey beer'	<u>lóso</u>	<u>bongó</u>
<u>kéké</u>	<u>makala</u>	<u>kóndo</u>	
<u>kóá</u> 'hair'	<u>koá</u>		

Drill 2

Supplementary drills can be made with the same L _____ H frame using other words and phrases; not all of the above words are semantically compatible with the following sentences. The first three sentences can also be negated by adding ape.

- | | |
|----------------------------------------------|-----------------------------------|
| <u>Lo vo</u> _____ <u>kóé</u> . | 'He bought all the ____.' |
| <u>Lo bata</u> _____ <u>ní na mbi</u> . | 'He kept the ____ for me'. |
| <u>Lo vo</u> _____ <u>ní na mbi</u> . | 'He bought the ____ from me'. |
| <u>Lo te</u> _____ <u>tí ála kóé</u> . | 'He ate all their ____'. |
| <u>Lo te</u> _____ <u>ní kóé kóé</u> . | 'He ate absolutely all the ____'. |
| <u>Lo kq</u> _____ <u>ní</u> . | 'He rejected the ____'. |
| <u>Lo kq</u> _____ <u>ní ngbangatí yé</u> . | 'Why did he reject the ____?' |
| <u>Lo goe na</u> _____ <u>ní na ndo wa</u> . | 'Where did he take the ____?' |

Drill 3

This drill is based on the frame L _____ L, the substitution items being verbs. Using the frame, replace lo by mbi and a-.

		Lo kono awe. 'He has grown up'.	
		Lo ləndó awe. 'He has arisen'.	
		Lo wōko awe. 'He has become tired'.	
L(-L)	H(-H)	H-L	L-H
<u>bi</u> 'throw'	<u>dé</u> 'vomit'	<u>díko</u> 'read'	<u>lutí</u> 'stand up'
<u>buba</u> 'ruin'	<u>dú</u> 'give birth'	<u>báa</u> 'see'	<u>dutí</u> 'sit down'
<u>goe</u> 'go'	<u>gá</u> 'come'	<u>hinga</u> 'know'	
<u>koto</u> 'scratch'	<u>hó</u> 'pass by'	<u>sára</u> 'do'	
<u>li</u> 'enter'	<u>ká</u> 'sell'	<u>súru</u> 'split'	
<u>leke</u> 'repair'	<u>lángó</u> 'fall asleep'	<u>kánga</u> 'close'	
<u>mene</u> 'swallow'		<u>yóro</u> 'insert'	
<u>pete</u> 'crush'		<u>tuku</u> 'pour'	
<u>te</u> 'eat'			

Drill 4

This drill is based on the H ____ HH frame used in a preceding drill. In this instance the substitution items are verbs.

Lo yí tí bata yí ni 'He wants to keep it [like, the thing]'.

Lo yí tí fú yí ni. 'He wants to sew the thing'.

Lo yí tí báa yí ni. 'He wants to see the thing'.

<u>bata</u> 'keep'	<u>gí</u> 'search for'	<u>hóngbi</u> 'gather up'
<u>bi</u> 'throw'	<u>ká</u> 'sell'	<u>hónde</u> 'hide'
<u>baba</u> 'ruin'	<u>mú</u> 'take'	<u>húnzi</u> 'use up'
<u>ke</u> 'reject'		<u>kánga</u> 'lock up'
<u>leks</u> 'repair'		<u>kóro</u> 'pierce'
<u>mene</u> 'swallow'		<u>sára</u> 'do'
<u>pete</u> 'crush'		

te 'eat'

wara 'get'

Drill 5

Mid tone. There should be no difficulty in remembering the words with mid tone. The most common ones are mbé 'I', kóli 'man', wále 'woman', ítá 'sibling', and lége 'path'. To hear and make the difference between mid and the other tones practice pronouncing the phrases and sentences below.

1

kóli ni 'the man'

wále ni 'the woman'

ítá ni 'the sibling'

lége ni 'the path'

2

mápa ni 'the bread'

lóso ni 'the rice'

kámba ni 'the rope'

sése ni 'the land'

3

yáká ni 'the garden'

téné ni 'the affair'

pémbe ni 'the tooth'

póró ni 'the skin'

4

Mú na mbí gozo.

'Give me manioc'.

Mú na mbí susu.

'Give me fish'.

Mú na mbí samba.

'Give me beer'.

Mú na mbí mafuta.

'Give me oil'.

Mú na mbí makala.

'Give me a fritter'.

Mí na mbí zembe.

'Give me a knife'.

Mú na mbí póró ni.

'Give me the skin'.

Mú na mbí yíngó ni.

'Give me the salt'.

Mú na mbí yí ni.

'Give me the thing'.

Mú na mbí kéké ni.

'Give me the stick'?

Mú na mbí kótá ni.

'Give me the big one'.

Mú na mbí kété ni.

'Give me the small one'.

<u>Mbi</u> <u>goe</u> <u>ape?</u>	'I didn't go'.
<u>Mbi</u> <u>ké</u> <u>ape.</u>	'I didn't refuse'.
<u>Mbi</u> <u>leke</u> <u>ape.</u>	'I didn't fix (it)'.
<u>Mbi</u> <u>mene</u> <u>ape.</u>	'I didn't swallow (it)'.
<u>Mbi</u> <u>te</u> <u>ape.</u>	'I didn't eat'.
<u>Mbi</u> <u>wara</u> <u>ape.</u>	'I didn't receive (it)'.
<u>Mbi</u> <u>fáa</u> <u>ape.</u>	'I didn't kill (it)'.
<u>Mbi</u> <u>hónde</u> <u>ape.</u>	'I didn't hide (it)'.
<u>Mbi</u> <u>húnzi</u> <u>ape.</u>	'I didn't use (it) up'.
<u>Mbi</u> <u>kánga</u> <u>ape.</u>	'I didn't close (it)'.
<u>Mbi</u> <u>sára</u> <u>ape.</u>	'I didn't do (it)'.

VOCABULARY: píka 'to hit, strike, beat, pound'

<u>Ala</u> <u>píka</u> <u>mo</u> <u>na</u> <u>yé.</u>	'What did they hit you with?'
<u>Zia</u> <u>bóndó</u> <u>na</u> <u>yá</u> <u>tí</u> <u>kpu</u> , <u>píka</u> <u>na</u> <u>kéké</u> <u>ní.</u>	'Put ^{sorghum} into the mortar and pound it with a pestle'.
<u>Mafire</u> <u>awara</u> <u>ála</u> <u>na</u> <u>píkángó</u> <u>téré.</u>	'Teacher found them fighting'.
<u>Mbi</u> <u>píka</u> <u>lo</u> <u>lége</u> <u>óko</u> , <u>lo</u> <u>kúfí.</u>	'I hit it (with a gun) once, and it died'.
<u>Ngú</u> <u>agá</u> <u>ndurú</u> <u>tí</u> <u>píka</u> <u>awe.</u>	'It's just about to rain'.
<u>Mbi</u> <u>híngá</u> <u>tí</u> <u>píka</u> <u>mbétí</u> <u>ape.</u>	'I don't know to type'.
<u>Lo</u> <u>píka</u> <u>carte</u> <u>lá</u> <u>kóé</u> <u>laá</u> , <u>nginza</u> <u>ake</u> <u>na</u> <u>lo</u> <u>ape</u> <u>só.</u>	'He has no money because he always plays cards'.
<u>Zo</u> <u>tí</u> <u>píkángó</u> <u>ngo</u> <u>zo</u> <u>wa.</u>	'Who is the drummer?'
<u>Kékéréke</u> <u>sí</u> <u>fadé</u> <u>mbi</u> <u>píka</u> <u>senga</u> <u>na</u> <u>mo.</u>	'Tomorrow I'll give you a ring (on the phone)'.

Ndeke apika maboko tí lo tengasó.

'A bird moves its wings like this'.

Ala píka moule lá só ngbangbu óko.

'They made 100 (sun-dried) bricks today'.

Fáa párá tí kóndo óse, píka yá ni.

'Break two eggs and beat them up'.

Mbi má, ála eke píka berá ká na púsu.

'I hear that they are waging a war in Europe'.

Téne ní apíka bé tí mbi ngangó mingi.

'The news hit me very hard'.

CONVERSATION

Dé asára mbi 'I'm cold'

- 1A Dé asára mbi míngi. 'I'm very cold'.
- 2B O, dé acke nzoni míngi, íta. 'Oh, the cold is very good friend'.
- 3A Dé acke nzoni tongana ye. 'How can cold be good?'
- 4B Dé acke nzoni, sí téré tí mo akpingba, mo sára na koa. 'The cold is good by making your bddy firm so you can work'.
- 5A Dé asára mbi ahó ndó ni só? 'But what am I going to do being so cold?'
- 6B O, dé tí ye. 'Oh, what kind of cold?'
- 7A Nzoni tí dé acke ye. 'What is there good about the cold?'
- 8B Nzoni tí dé acke míngi. 'There are lots of good things about the cold'.
- 9A Bon, fa na mbi lége tí nzoni tí dé, sí mbi língbi tí híngá, mbi ngbangati dé asára mbi, / gbo téré tí mbi ghóngó. 'All right, tell me what is good about the cold, so that I might know, because I'm cold and I clasp myself'.
- 10B Títene téré tí mbi akíngba. 'For example, my body becomes strong'.
- 11A Téré tí mo akpingba tongana ye. 'How does your body become strong'.
- 12B Tí sára koa. 'To do work'.

- 13A Tongana mbi eke na dé, mbi 'When I'm cold, I work in vain
sára koa gbá; dé asára mbi míngi. I'm very cold'.
- 14B g'g. Akeke tongasó ape. 'M'm. That's not how it is'.
- 15A Akeke tongasó ape na mo; gg? 'It's not like that with you,
Dé ní agbó mbi, téré tí mbi adó huh? I'm very cold, and my
dóngó. body is trembling'.
- 16B Mbi yí gí dé ní. 'I like it cold'.

Excerpted conversation, 1.

1. Mbi ke goe na kótóró tí 'I'M going to the village
á-Ari. of the Ari (people)'.
2. Yongóro ká? 'Way over there?'
3. Ayo míngi ape. 'It's not far'.
4. Mo ke goe na geré? 'Are you going on foot?'
5. Mo ke payécar [kara] ape? 'Aren't you taking a bus?'
6. Nginza ake ape. 'I have no money'.
7. Mo ke sí na Cinq Kilomètres 'Will you also be going to
kóé? Section Five Kilometers?'
8. Mbi ke hó gi na téré ní sénge. 'I'll just be going by it'.

Excerpted conversation, 2

1. Fadé mbi ke fono gí na yá tí 'I'm going for a walk in the
ville [vir] tí Bangui só tí city of Bangui so as to
híngá da óko óko lá só. become acquainted with
every single building today'.
2. Mbi ke goe na yongóro ndo ape. 'I'm not going far'.
3. Mbi yí tí fono tí ngóro 'I want to walk to completely
[ngúru] kótóró ní tí tingbi. circle the city (lit. go

around to meet)".

4. Mə eke na ngangó tí húnzi? "Do you have the strength to do it completely?"
5. Fadé mbi tambéla na geré tí mbi. "I'm going to do it on foot (lit. I shall walk on my feet)".
6. Bangui akono fadesó míngi. "Bangui is very large now".
7. Akono gí tenetí yángá tí zo. "It's only as big as people say it is (lit. it's big only because of people's mouths)".

NOTES ON CONVERSATION

1A. dé asára 'cold does' -- Another one of the many idioms with sára.

3A. tongana yg 'how?' -- This type of rhetorical question is a challenge to the truthfulness of what is said. The challenge can vary between politeness and rudeness, depending on the context and how one says the sentence; but because it is a challenge, one must be careful how one uses it. When one wants to say 'by what means?' it is better to use na lége yg.

5A. There are two clauses here; the second is ahó ndó ní 'it surpasses the top'. This second clause, used in this way, is the common means of expressing the superlative.

6B. tí yg 'of what?' -- A noun possessed in this way is challenged or ridiculed. Another way of translating this sentence is 'What do you mean, "cold"?' The following kind of sentence is an insult: yángá tí mo, yángá tí yg 'Your mouth is what kind of mouth?'

7A. nzoní 'good' -- This is an adjunctive, not a noun. This use without the adjunctive ní is rather unusual. But nzoní ní would mean 'the good ones' whereas nzoní is used abstractly.

9A. lége tí nzoní tí dé 'way of good of cold' -- 'Tell me what there is about cold that is good'. This use of lége is unusual.

gbó téré -- This refers to clasping one's arms across one's chest in this context only. In another context the word téré might indicate reciprocity and a sentence might mean 'they grabbed each other'.

gbóngó -- Nominalized verb which intensifies the predicate.

15A. ápe -- This is one of the few places where the negative marker is followed by a complement. dé ní -- It is not clear why the determinant ní is used with dé here and in the following sentence. Perhaps it is motivated by the contrast with wá 'fire, heat'.

GRAMMATICAL NOTES

Perfective (9.30; 15.21.12 a). The perfective is marked by awe whose literal meaning is 'it is finished'. Thus, the sentence

Lo te kóbé awe can be viewed as consisting of two clauses:

lo te kóbé 'he eats food' and awe 'it (i.e. the event of eating) is finished'. The verb awe is still in use: Da ní awe 'the house is finished'. There are good reasons, however, for considering the perfective marker a separate word now.

It is important to distinguish the perfective from the simple completive which is unmarked. Their meanings are certainly different, and the former is much less frequent (for semantic reasons) than the latter. In some contexts the perfective is used for prior action. Compare the following sentences:

Mbi goe na ngonda, mbi fáa tágba.

'I went into the bush and killed a cob'.

Mbi goe na ngonda, mbi fáa tágba awe, sí ngú apíka.

'I had gone into the bush and killed a cob when it rained'.

Notice that one awe is all that is used in a compound clause.

It should be noted that there are two important restrictions on the use of perfective sentences: they can not be negated with ape and they can not be used in a 'when?' question. In both cases the unmarked clause must be used instead.

'When has he worked well?' Lo sára koa nzoní lá wa.

'He has not worked well'. Lo sára koa nzoní ape.

The "perfective continuative". It is possible for both eke and awe, the one marking the continuation and the other the completion of an action, to occur in the same verb phrase. In such a case the sentence has the meaning of 'to already be doing something'. It something seems to mean 'has begun to', but it is still possible to say Lo eke commencement tí goe awe 'He has already begun to go'. Notice the contrast between the following sentences:

- | | |
|-------------------------------|-------------------------------------|
| 1. <u>Lo eke báa ála.</u> | 'He's looking at them'. |
| 2. <u>Lo báa ála awe.</u> | 'He has seen them'. |
| 3. <u>Lo báa álae</u> | 'He saw them'. |
| 4. <u>Lo eke báa ála awe.</u> | 'He's already looking'
at them'. |

Characteristic and condition. In describing an object's characteristic or condition one is inclined to search for a single word to fill a slot following eke 'it is' on the pattern of the

English sentences:

It is big.

It is soft.

It is closed.

In only some instances does Sango usage parallel that of English. Thus, one can say aké kótá 'it is big', but for 'it is soft' and 'it is closed' one must say awóko and akángá respectively. The first verb is 'to be or become soft' and the second 'to shut (something)'. (The translation makes a difference between intransitive and intransitive uses, but Sango verbs can be one or the other indifferently although one use may be more frequent -- as here). In other words, one must be prepared to change to a new pattern after a- 'it', using a verb instead of, for example, an adjunctive (for an English adjective) or a past participle (of which there are none in Sango).

Negative of the perfective. There is no negative of the PERFECTIVE. That is, one can not simply add ape to an affirmative perfective: Lo te kóbé awe ape. To the question Lo te kóbé awe? 'Has he eaten?' there are two possible negative answers when action has not begun:

Lo te kóbé ape.te kóbé ape hashé báknít.eaten'

Ade, lo te kóbé ape. 'He hasn't yet eaten'.

Since the unmarked clause is used, the meaning in a different context would be 'He didn't eat'. In the last sentence the tone of the subject marker is high, a matter which is discussed below.

When an action has been initiated ^{but} is not yet completed, the ^

answer to the question above would be:

Lo de ti te kóbe 'He is still eating'.

There is one kind of a sentence which looks like a negated perfective. It consists of two clauses, the second of which is awe ape 'It is not finished' (as in da ni awe ape 'The house is not finished'.) Compare the following sentences:

Lo yé gba, ahunzi ape. 'He drank without being able to finish it off'.

(lit. be drink in vain, it disappears not)

Lo sára koa ni, awe ape. 'He did the work without finishing it'.

High tone on the subject marker. The subject marker, which ordinarily has low tone, takes high tone with three verbs under specific conditions. The most common occurrence is with the verb de 'to remain' in the construction meaning 'have not yet done such-and-such', but only when it stands at the beginning of a sentence as in example 2 below. Notice that sentences 1 and 2 have the same meaning. In sentence 3 the tone on a- is low, but the meaning of this sentence is different from the others. Compare the relative heights of the tones preceding de in sentences 1, 2 and 3.

1. mbí de, mbí te kóbe ape. 'I haven't eaten yet'.

2. áde, mbí te kóbe ape. 'I haven't eaten yet'.

3. baba ade ti te kóbe. 'Father is still eating'.

4. lo de, lo te kóbe ape. 'He hasn't eaten yet'.

The expression áde can also stand by itself in answer to a question

such as No te kôbe awe? 'Have you eaten?' The answer would mean 'No, not yet'.

The other verbs with which gî occurs are du 'to be' and manquer 'to fail'. The construction ádu refers either to future time or to possibility.

1. ádu mbéñf matângâ kékérôke. 'There will be a celebration tomorrow'.
2. ádu gî mbi, ka mbi sâra téne 'If it were only I, I would have told him already.'

The construction ámanquer is used only in the negative when it has the meaning 'it is very likely'. For example: ámanquer lo ape 'It is very likely (or, almost certainly) bind'.

GRAMMATICAL DRILLS

Drill 1

Contrasting the incompletive and the perfective.

1. No de tî sâra l'âcole? Non, mbi sâra awe.
'Are you still going to school?' 'No, I finished school'.
2. No de tî te kôbe? Non, mbi te awe.
'Are you still eating?' 'No, I've eaten'.
3. No de tî sukûla ngû? Non, mbi sukûla awe.
'Are you still bathing?' 'No, I've taken my bath'.
4. No de tî sâra da? Non, mbi sâra awe.
'Are you still making a house?' 'No, I've made it'.
5. No de tî leke auto? Non, mbi leke awe.

5. Mo da tǐ tǐ kisan? 'Are you still repairing
the car?' 'No, I've fixed it'.
6. Mo da tǐ fā yāká tǐ onton? 'Are you still cooking
the souce?' 'No, I've prepared it'.
7. Mo da tǐ fā yāká tǐ onton? 'Are you still preparing
the cotton garden?' 'No, I've prepared it'.
8. Mo da tǐ ká yama? 'Are you still selling
meat?' 'No, I've sold it already'.

Drill 2

The following exercise which drills the use of commands and the perfective is to be done in class. After each command is executed, the person responds by saying 'I have'. For example: Lutí na ndúzú 'Stand up'; Mbi luti awe 'I have stood up'. Notice the absence of a word for 'it' in some of the sentences. This matter is discussed in a later lesson.

1. Le Dutí. 'Sit down'.
2. Gá na mbi. 'Come towards me'.
3. Gá na téré tǐ mbi. 'Come to my side'.
4. Kiri na place tǐ mo. 'Return to your place'.
5. Goe na gígí. 'Go outside'.
6. Lutí na yángá tǐ da. 'Stand in the doorway'.
7. Zia mbéti tǐ mo na ndo sc. 'Put your book here'.
8. Gbó crayon tǐ mo na mabóko. 'Take your pencil in your hand'.

9. Bí crayon tí mo na sésé. 'Throw your pencil down'.
10. Yóro mabóko tí mo na ndúzú. 'Raise your hand'.
11. Dó geré tí mo na sésé. 'Stamp your foot'.
12. Xángá mbéti tí mo. 'Shut your book'.
13. Lungúla yángá tí mo. 'Open your mouth'.
14. Tíko lége bko. 'Cough once'.
15. Pika mabéotifimöttingaséé. 'Clap your hands like this'.

Drill 3

This exercise is to be used with the preceding one. After the student has performed what he was told to do, the instructor asks someone else Lo eke nára yg 'What is he doing?'

1. Lo eke dutí. 'He's sitting down'.
2. Lo eke gos na gígi. 'He's going outside'.
3. Lo eke goo nu mo. 'He's going toward you'.
4. Lo eke kíri na place tí lo. 'He's returning to his place'.
5. Lo eke luti. 'He's standing'.
6. Lo eke gbo crayon na mabóko tí lo. 'He's holding a pencil in his hand'.
7. Lo eke yóro mabóko tí lo na ndúzú. 'He's holding his hand up'.
8. Lo eke dó sésé. 'He's stamping the floor'.
9. Lo eke lungúla yángá tí lo. 'He's opening his mouth'.
10. Lo eke tíko. 'He's coughing'.
11. Lo eke pika mabóko tí lo. 'He's clapping'.

Drill 4

The following exercise provides practice (a) in giving commands,

(b) in relating predicates to included verb phrases, and (c) in the use of the "perfective continuative". Three people are to take part: example, A (~~for xxxxxxxx~~ the Instructor) gives a command to B; B tells C what A has said; C tells B that D is already performing the action.

For example:

- | | |
|----------------------------------------------|------------------------------------------------------|
| A. <u>Béé ála.</u> | 'Look at them'. |
| B. <u>Lo tene na lo tí báa ála.</u> | 'He told him to look at them'. |
| C. <u>Lo eke báa ála awe.</u> | 'He's already looking at them'. |
| 1. <u>Zfa mbétf. tí mo na céco.</u>
kpoto | 'Put your book down (or on
the ground or floor)'. |
| 2. <u>Yú wáka tí mo.</u> | 'Put on your cap'. |
| 3. <u>Gí ngingza ní.</u> | 'Look for the money'. |
| 4. <u>Yé café tí mo.</u> | 'Drink your coffee'. |
| 5. <u>Tíko.</u> | 'Cough'. |
| 6. <u>Tambéla na yá da.</u> | 'Walk around in the room'. |
| 7. <u>Sukóila mabóko tí mo.</u> | 'Wash your hands'. |
| 8. <u>Dutí mibírimbírf.</u> | 'Sit straight'. |
| 9. <u>Ndú hé li tí mo.</u> | 'Touch the top of your head'. |
| 10. <u>Gbo mabóko tí ála.</u> | 'Shake hands (that is, grab
your hands)'. |

Drill 5

Translate the following sentences into idiomatic English.

1. Véké (okra) ní sole (dry) awe.
2. Wé (iron) ní aba (bend) awe.
3. Mángó ní aba (ripen) awe.
4. Auccat (avocado) ní awóko (soften) awe.
5. Yamá ní afú (smell) awe.

6. Bongó sō asiru (be torn) awe.
7. Zo sō apas (become thin) awe.
8. Zo sō akono (be large) awe.

Drill 6

Describing characteristic and condition. Learn the following sentences well enough so that one can respond without confusion even if a question is asked (with is) in English.

1. Is the mango ripe? Eg, mángo ní abe awe.

'Yes, the mango is ripe'.

2. Is the mango big? Eg, mángo ní aße hótá míngi.

'Yes, the mango is very big'.

3. Is the mango heavy? Eg, mángo ní aße ape.

'No, the mango is not heavy'.

4. Is the mango soft? Eg, mángo ní awóko nzoni.

'Yes, the mango is nicely soft'.

5. Is the mango spoiled? Eg, mángo ní afí ape.

'No, the mango is not spoiled'.

6. Is the mango sour? Eg, mángo ní akpi míngi.

'Yes, the mango is very sour'.

7. Is the mango tasty? Eg, mángo ní anzeré míngi.

'Yes, the mango tastes very good'.

Drill 7

Answering negatively to questions in the perfective. Repeat the exercise by answering with áde mbi . . .

- | | |
|--------------------------------------|-----------------------------|
| 1. <u>Mo sára l'école awe?</u> | <u>Non, mbi sára ape.</u> |
| 2. <u>Mo tɔ kôba awe?</u> | <u>Non, mbi te ape.</u> |
| 3. <u>Mo sukulà ngú awe?</u> | <u>Non, mbi sukulà ape.</u> |
| 4. <u>Mo yé yord ní awe?</u> | <u>Non, mbi yé ape.</u> |
| 5. <u>Mo báa Sous-Préfet ní awe?</u> | <u>Non, mbi báa lo ape.</u> |
| 6. <u>Mo sára da awe?</u> | <u>Non, mbi sára ape.</u> |
| 7. <u>Mo leke avto awe?</u> | <u>Non, mbi leke ape.</u> |
| 8. <u>Mo tɔ kâsa awe?</u> | <u>Non, mbi té ape.</u> |
| 9. <u>Mo fâa yékâ awe?</u> | <u>Non, mbi fâa ape.</u> |
| 10. <u>Mo kâ yama ní awe?</u> | <u>Non, mbi kâ ape.</u> |

Drill 8

The following exercise provides further practice in the use of the elided form of the negative marker ape and in the negated response to a question with awe.

Question	Answer
1. <u>Mo sára l'école awe?</u>	<u>Áde, mbi sára 'pe.</u>
2. <u>Mo sukulà ngú awe?</u>	<u>Áde, mbi sukulà 'pe.</u>
3. <u>Mo fâa yékâ tî mo awe?</u>	<u>Áde, mbi fâa 'pe.</u>
4. <u>Mo kâ yama tî mo awe?</u>	<u>Áde, mbi kâ 'pe.</u>
5. <u>Mo kângâ yângâ tî da ní awe?</u>	<u>Áde, mbi kângâ 'pe.</u>
6. <u>Mo toka mbéti na lo awe?</u>	<u>Áde, mbi toka 'pe.</u>
7. <u>Mo wara nglaza tî mo awe?</u>	<u>Áde, mbi wara 'pe.</u>
8. <u>Mo fa na ñla téne ní awe?</u>	<u>Áde, mbi fa 'pe.</u>
9. <u>Mo bâa Bangui awe?</u>	<u>Áde, mbi bâa 'pe.</u>

10. Mo tara yí ní awe?

Ade, mbi tara 'pe.

Drill 9

Using the expression for 'ago'. Answer the questions given below by repeating the statement, changing subjects whenever necessary, and adding asára lángó otá awe. Vary the number of days in each answer. For example: Mo báa lo awe? 'Have you seen him?' Eg, mbi báa lo, asára lángó otá awe. 'Yes, I saw ^{him} three days ago'.

1. Lo gá awe? 'Has he come?'
2. Mo goe na Bangui? 'Did you go to Bangui?'
3. Président akírí na Bangui awe? 'Has the President returned to Bangui?'
4. Mo wara kóngbá tí mo awe? 'Have you received your baggage?'
5. Mo wara fúta tí mo awe? 'Have you received your pay?'
6. Wále tí mo adú awe? 'Has your wife given birth?'
7. Mo sára examen awe? 'Have you taken the examination?'
8. Mo wara ká na geré tí mo lá wa. 'When did you get that wound on your leg?'
9. Ala nzí mo na yá dà dí mo? 'Did they break into your house?'
10. Ala mû na mo mbéti ní awe? 'Did they give you the paper?'

PHONOLOGICAL DRILLS

Nasalized vowels. There are only a few words with nasalized vowel phonemes in Sango. Some of these are rather consistently nasalized, but some of them are replaced by oral vowels. For example,

kg 'to reject' also occurs as ke and zg 'leopard' as ze. Since the spelling of the language has not been standardized officially, the orthography I have chosen reflects my own experience with these words.

It should also be observed that vowels next to the nasal consonants /m/ and /n/ are more or less nasalized. (The letters "m" and "n" in the di- and trigraphs mb, nd, ng, etc., are not consonants, but represent only parts of consonants. Therefore /mb/ in kámba 'rope' does not have the same effect on /a/ that /m/ does.) One can test this statement by comparing Sango words or English and Sango words. For example, the vowel in mo 'you' is generally nasalized whereas in English moth it is much less so, if at all. How much nasalization occurs in the environment of /m/ and /n/ appears to depend on the native language of the speaker of Sango. Gbeaya, for example, has both oral vowels (as in [pe] and [me]) and nasalized vowel (as in [pē̄] and [mē̄], but the vowel of [mē̄] is more strongly nasalized than in [me]. One would expect to find these articulatory habits reflected in the Sango of the Gbeaya people.

Drill 1

Compare the following words with nasalized vowels with comparable words having oral vowels.

fé	'odor'	veké	'okra'
kg	'to reject'	leke	'to fix'
wé	'iron, metal'	te	'to eat'
yé	'what?'	yengere	'a sieve'
hg	'to ponder'	há	'to pull out'

ho 'nose'
yé 'to drink'

kónđo 'chicken'
yé 'to carry'

Drill 2

Compare the vowels for degree of nasalization in the following pairs of words. The student will find it interesting to have these words pronounced by several different Centralafricans. The differences, incidentally, will be less distinct in a tape-recording.

<u>bámárá</u>	'lion'	<u>bákoyá</u>	'baboon'
<u>duma</u>	'mead'	<u>dutí</u>	'to sit'
<u>finí</u>	'new'	<u>tiri</u>	'to fight'
<u>fono</u>	'to stril'	<u>koko</u>	'certain leaf'
<u>gene</u>	'guest'	<u>geré</u>	'leg'
<u>íno</u>	'urine'	<u>díko</u>	'to read'
<u>kéno</u>	'to be large'	<u>koto</u>	'to scratch'
<u>kónđo</u>	'hippopotamus'	<u>pokó</u>	'behind'
<u>kúma</u>	'python'	<u>fúta</u>	'pay'
<u>mabóko</u>	'hand'	<u>bábolo</u>	'sweet potato'
<u>mawa</u>	'suffering'	<u>wara</u>	'to receive'
<u>menc</u>	'to swallow'	<u>pete</u>	'to crush'
<u>tene</u>	'to speak'	<u>tere</u>	'spider'
<u>téné</u>	'word'	<u>téré</u>	'body'

VOCABULARY:

<u>Lo eke sárá sakpá.</u>	'He's making a basket'.
<u>Lo sára gbá.</u>	'He tried in vain'.
<u>Fadé mo sára tengana yé.</u>	'How will you do it?'
<u>Lo sára bé nzoní na mbi.</u>	'He treated me generously'.

- Lo eke sára koo na mbi. 'He's working for me'.
- Lo de tí sára apprentice. 'He's still an apprentice'.
- Yí asára mbi míngi. 'I'm afflicted by many things'.
- Kobéla asára wále tí mbi. 'My wife is sick'.
- Mo yí tí sára bé óko na mbi? 'Do you want to do me a good turn?'
- Nginza ecke ape. Mbi yí tí sára bon. 'I don't have any money. I want to take it on credit'.
- Lo sára búbá alíngbi ape. 'He does an incredible amount of stupid things'.
- Mérengé tí mbi ade tí sára l'éccle. 'My child is still going to school'.
- Mérengé ní asára íno na bongó tí mamaá tí lo. 'The child urinated on it's mother's dress'.
- Ala sára purú gí na yá ngonda. 'They defecate only in the bush'.
- Dutí, í sára isoró o. 'Sit down and let's have a chat'.
- Ala sára makoró na mbi. 'They betrayed me'. (by saying something about me which got me into trouble)
- Lo sára manière, agoo amú lo. 'Using pretence, he went and seized him'.
- Mo hínga tí sára mbétfí (na mabóko)? 'Do you know how to write?'
- Aturúgu agá asára ngangó na 'The soldiers came and treated

ázo tí kótóró ní.

the villagers harshly*.

Ala yé samba, ála sára ngiá.

*They drank beer and had
a good time*.

Ala dutí kpé; sára téne ape.

Be quiet; don't talk.

Wále tí lo aké lo, agoe asára
pitan [pitęg].

*His wife left him and
went and committed adultery*.

CONVERSATION

- Kôtôrô tî mo acke na ndo wa 'Where is your home?'
- 1A Bara o. 'Hello'.
- 2B Bara mingi. 'Hello'.
- 3A Kôtôrô tî mo acke na ndo wa. 'Where is your home?'
- 4B Adû mbi kâ na Bouar. 'I was born in Bouar'.
- 5A Adû mo kâ na Bouar? 'You were born in Bouar?'
- 6B Ee. 'Mhm'.
- 7A Bouar ni acke na mbâge wa. 'Bouar is in what direction?'
- 8B Bouar ni ayo. 'Bouar is far'.
- 9A Ayo tongana ye. 'How far is it?'
- 10B Ayo kété. 'It is àillîeldiditahsâce'.
- 11A Mo fa na mbi lége ni sî ma. 'So tell me about it!'
- 12B Acke na mbâge tongasó. Mbâge
tî lége tî ... 'It's in this direction. On
the way to'.
- 13A Tî góngó na ndo wa. 'To go to where?'
- 14B Tî góngó na Bossembele. 'On the way to Bossembele'.
- 15A Tî góngó na Bossembele? 'On the way to Bossembele?'
- 16B Ee. 'Mhm'.
- 17A Mo goe na Bossembele, mo sî
na Bouar na l'heure yg. 'Going by way of Bossembele,
what time do you arrive in
Bouar?'
- 18B Mo lôndô ge na ndâ péréré, mo
sî kâ na huit heures tî ndâ
péréré. 'You leave here in the morning,
and you arrive there at eight
o'clock (the next?) morning'.

- 19A Mo sí ká na huit heures tí 'You arrive there at eight o'clock in the morning?'
- ndá péréré?
- 20B Ee. 'Mhm'.
- 21A Só na geré wala atambéla na 'Is that by foot or is that going by truck?'
- camion?
- 22B Na camion. '~~Ngutnuk!~~'.
- 23A Na camion? 'By truck?'
- 24B Ee. 'Mhm'
- 25A Camion alondó na Bouar, akíri 'Does the truck leave Bouar and arrive in Bangui in one day?'
- así na Bangui lá óko?
- 26B Así lá óko. 'It arrives in one day'.
- 27A Así lá óko? 'It arrives in one day?'
- 28B Ee. 'Mhm'.

NOTES ON CONVERSATION

4B. adú mbi '(they) gave birth to me' -- The subject marker is here used without specific reference. One must not assume that English passives are to be automatically translated into Sango in this way, that is, with a verb having g-. One usually needs a specific subject for the verb: for example, mbi wara ká 'I was hurt' (lit. I receive wound).

12B. tongasó -- This was accompanied by a gesture.

13A. góngó -- An alternant form of góéngó.

18B. The speaker is in error. By leaving early in the morning, one would arrive, by bus, rather late at night of the same day.

GRAMMATICAL NOTES

Adjunctives (chp. 4; 10,11). The term adjunctive is used to

designate about 55 words which are comparable to English adjectives and adverbs, among other things. It is not at all useful, however, to use these traditional terms in any serious way. One reason is that some Sango adjunctives are both "adjectival" and "adverbial". It does not help one to understand Sango better by making an artificial distinction -- other than the obvious one of position -- between the following uses of kéte, to take only one example:

1. Kéte mérengé tí lo akúf. 'His infant child died'.
2. Kéte kéte yama alín na yá tí mo. 'Very small animals enter you'.
3. Lo yí gí kéte. 'He wants just a little'.
4. Mbi báa lo kéte kéte. 'I see him imperfectly'.
5. Na pekó ní kéte, lo tí na sése. 'A little later he fell down'.

There are four classes of adjunctives: the ante- and post-noun adjunctives (determined by whether or not they generally stand before or after the noun), verbal adjunctives (going only with verbs), and universal adjunctives (going with almost any class of words as well as phrases and clauses).

Post-noun adjunctives (4.20). In contrast with the ante-noun adjunctives, whose meaning for the most part involves quality or characteristic, post-noun adjunctives mark quantity or identity. Although the distinction is not a rigorous one, it helps to keep the two groups of adjunctives apart.

Like the ante-noun adjunctives these too are properly modifications of nouns, but all but vení 'the very, -self' and wa 'what?' have other uses as well. Thus:

As substantives	As modifiers of verbs	As both substantives and modifiers of verbs
<u>ní</u> 'determinant'	<u>ndé</u> 'different'	<u>kóé</u> 'all'
<u>só</u> 'this'	<u>ngá</u> 'also'	<u>mingi</u> 'much, many'
<u>ye</u> 'what?'	<u>tongasó</u> 'thus'	
<u>ške</u> 'how many?'		

The word só 'this' is used pronominally very much like its equivalent in English and needs no special comment. (See 4.23.20.)

Adjunctives ní and só (4.21, 23). The adjunctive só has a meaning quite similar to that of English this, but since there is no distinction in Sango between 'this' and 'that', só should be taken as a simple deictic, that is, pointing out an object. (If one needs to be precise about the location of an object, he can say something like mbo só ká 'that dog over there' and mbo só ge 'this dog here'.)

The adjunctive ní has some of the function of the English definite article the in that it is restrictive and anaphoric: it identifies an object from among others and refers to one which is already known or mentioned.

Equivalents of English it (4.21.20). English it has no single equivalent in Sango. In the first place, there is no anticipatory subject filler used as in the English sentence It's going to rain today. In Sango one would say Fadé ngú apíka lá só where the subject is explicit, namely, ngú 'water, rain', i.e. 'Rain will hit today'.

In the second place, 'here' is generally no pronominal reference to inanimate objects. Thus, Mí na mbi means 'Give (it) to me,' the object already identified in the linguistic or nonlinguistic context.

Also, the sentence Ake na ndo wa means 'Where is(it)?' referring to, for example kpoto in an earlier utterance: Mbi gí kpoto tí mbi 'I'm looking for my hat'. The reason that one can not say that a- means 'it' is that it is a general subject marker, for animate as well as inanimate objects. Finally, although Zia na ndó ni is translated 'Put (it) on top of (it)', the phrase ndó ni here means only 'the top' of something already identified.

The above remarks cover most cases. It is true, however, that the adjunctive ni is used pronominally in objective position for inanimate objects: Mú ni 'Take it'.

GRAMMATICAL DRILLS

Drill 1

Using the determinant ni with nouns. Complete the sentences on the model of the first one.

A

1. Lo vo mbení bágara.

'He bought a cow'.

B

Bágara ni akúí awe.

'The cow has died'.

2. ... <u>bón dó</u>	'sorghum'	... <u>húnzí</u>	'be all gone'
3. ... <u>bozó</u>	'bag'	... <u>súru</u>	'tear'
4. ... <u>bongó</u>	'clothes'	... <u>súru</u>	
5. ... <u>da</u>	'house'	... <u>fúti</u>	'be ruined'
6. ... <u>duma</u>	'honey beer'	... <u>húnzí</u>	
7. ... <u>fondo</u>	'plantain'	... <u>be</u>	'be ripe'
8. ... <u>fuku</u>	'flour'	... <u>fú</u>	'smell'
9. ... <u>gúgú</u>	'mushrooms'	... <u>ole</u>	'be dry'
10. ... <u>kái</u>	'paddle'	... <u>fáa</u>	'break'
11. ... <u>kangú</u>	'calebash'	... <u>fáa</u>	

12. ... ngángá 'calebush "bottle"' ... kóro 'be pierced'
 13. ... kónđo 'hen' ... dú párá 'lay eggs'

Drill 2

Making sentences without specific object mentioned.

Question	Answer
1. <u>Mo híngá yángá tí Sango?</u> 'Do you know the Sango language?'	<u>Mbi híngá ape.</u> 'I don't know it'.
2. <u>Mo yo wafuta tí auto ówa?</u> 'Have you bought some automobile oil?'	<u>Mbi yo ówa.</u> 'I've bought it already'?
3. <u>Mo wára nginza ní ówa?</u> 'Have you received the money?'	<u>Mbi wára ówa.</u> 'I have received it'.
4. <u>Mo báa da ní kú?</u> 'Do you see the house over there?'	<u>Mbi báa ape.</u> 'I don't see it'.
5. <u>Mo tene téne ní na lo?</u> 'Did you tell him about the matter?'	<u>Mbi tene na lo ape.</u> 'I didn't tell him'.
6. <u>Mo kángá kóngbú ní nzoni?</u> 'Did you tie up the baggage well?'	<u>Mbi kángá nzoni.</u> 'I tied it up well'.
7. <u>Mo kg. koo ní nghangati ys.</u> 'Why did you leave the job?'	<u>Mbi kg. sénge.</u> 'I left without giving a reason'.
8. <u>Mo lú kéké ní lá wa.</u>	<u>Mbi lú giriri.</u>

'When did you plant the tree?' 'I planted it a long time ago'.

Drill 3

Make an analysis of all the post-noun adjunctives which have occurred in the conversations of preceding lessons excepting ni and so.

PHONOLOGICAL DRILLS

The student should be able by now to distinguish between the various sequences of tone with considerable accuracy. Without first looking at the following words, he should hear them on a tape-recording or from the lips of a language assistant, writing down H (for high) and L (for low) for each of the sequences. The lists begin with only two different sequences (HL and LL) and gradually include more and more patterns. He should not go on to the second test until he can get 100 percent on the first one, and so on. A record of the errors should be kept, for the student will probably find a pattern of errors: certain sequences or certain tones adjacent to certain consonants may be more difficult to hear than others.

Test 1

High-Low and Low-Low.

- | | |
|------------------|-----------------|
| 1. <u>língbi</u> | 9. <u>kóng</u> |
| 2. <u>fúta</u> | 10. <u>wóko</u> |
| 3. <u>mene</u> | 11. <u>sára</u> |
| 4. <u>óko</u> | 12. <u>wara</u> |
| 5. <u>vene</u> | 13. <u>yóro</u> |

- | | | | |
|----|--------------|-----|---------------|
| 6. | <u>yuru</u> | 14. | <u>béngbi</u> |
| 7. | <u>mángo</u> | 15. | <u>sara</u> |
| 8. | <u>kono</u> | | |

Test 2

High-High and Low-High.

- | | | | |
|----|---------------|-----|---------------|
| 1. | <u>fadé</u> | 9. | <u>yíngó</u> |
| 2. | <u>sembé</u> | 10. | <u>kéké</u> |
| 3. | <u>búbá</u> | 11. | <u>ukú</u> |
| 4. | <u>bozó</u> | 12. | <u>lón dó</u> |
| 5. | <u>fílu</u> | 13. | <u>yíngó</u> |
| 6. | <u>yángá</u> | 14. | <u>vurú</u> |
| 7. | <u>dambá</u> | 15. | <u>yíngó</u> |
| 8. | <u>ngindí</u> | | |

Test 3

Low-Low, High-High, and Low-High.

- | | | | |
|----|---------------|-----|-------------|
| 1. | <u>yoré</u> | 9. | <u>sara</u> |
| 2. | <u>ngindí</u> | 10. | <u>súmá</u> |
| 3. | <u>kóngó</u> | 11. | <u>kéké</u> |
| 4. | <u>bozó</u> | 12. | <u>sará</u> |
| 5. | <u>lenge</u> | 13. | <u>baba</u> |
| 6. | <u>lángó</u> | 14. | <u>búbá</u> |
| 7. | <u>gene</u> | 15. | <u>wara</u> |
| 8. | <u>vurú</u> | | |

Test 4

Low-Low, High-High, Low-High, and High-Low.

- | | | | |
|----|------------|----|-------------|
| 1. | <u>ukú</u> | 9. | <u>kono</u> |
|----|------------|----|-------------|

- | | |
|-----------------|------------------|
| 2. <u>yōro</u> | 10. <u>yorō</u> |
| 3. <u>hōtō</u> | 11. <u>pōpō</u> |
| 4. <u>wara</u> | 12. <u>yuru</u> |
| 5. <u>sāra</u> | 13. <u>yāngā</u> |
| 6. <u>dambā</u> | 14. <u>lōndō</u> |
| 7. <u>baba</u> | 15. <u>sara</u> |
| 8. <u>sūmō</u> | |

Test 5

The same four patterns as in Test 4, but the following words have not been used in previous tone drills. Many of them have consonants such as /mb/, /kp/, and so on.

- | | |
|--------------------|--------------------|
| 1. <u>ngbérō</u> | 9. <u>ndúzú</u> |
| 2. <u>bara</u> | 10. <u>batá</u> |
| 3. <u>bángā</u> | 11. <u>gbánda</u> |
| 4. <u>ngonzo</u> | 12. <u>ngbundá</u> |
| 5. <u>ngása</u> | 13. <u>gbakó</u> |
| 6. <u>bata</u> | 14. <u>gbōto</u> |
| 7. <u>gbénda</u> | 15. <u>mbéti</u> |
| 8. <u>ngbangbu</u> | |

Test 6

- | | |
|------------------|-------------------|
| 1. <u>ñikáñi</u> | 9. <u>gúgú</u> |
| 2. <u>ghikí</u> | 10. <u>kangú</u> |
| 3. <u>ndeke</u> | 11. <u>gúrú</u> |
| 4. <u>húnda</u> | 12. <u>koko</u> |
| 5. <u>kpékpó</u> | 13. <u>mbamba</u> |
| 6. <u>gnan</u> | 14. <u>kódá</u> |

7. kúmba

15. kpoto

8. mbunzú

VOCABULARY:

lége 'path'

Lége tí yáká aeke na ndo wa.

'Where is the garden path?'

Fadé mbi goe tí zia mo na lége.

'I'll go accompany you to the road'. (Etiquette requires that one's guests are seen partly on their way even as in our society we "see someone to the door".)

Mbi báa mbóní yama afáa lége.

'I saw an animal cross the road'.

Mo língbi tí sí lá só ape. Lége
ní ayo míngi.

'You can't arrive there today. The way is long'.

Kóngbá tí f angbá na lége. I
wara ape.

'Our belongings are still on their way. We haven't received them'.

Tongana lo sára téne ní awe, lo
mú lége, agoe.

'When he had spoken, he departed'.

Só aeke lége tí auto ape.

'This is not an automobile road'.

Lo hínga tí sára na lége ní ape.

'He doesn't know how to do it correctly'.

Lége ní laá.

'That's the way'.

Mbi wara lége tí to kóba na mo
ape.

'I couldn't find a way to send you food'.

Mo hínga téne só na lége ye.

'How did you come to know about it?'

CONVERSATION

Vóngó kása 'Buying vegetables'

- 1A Ita, bara ma. 'Greetings, Friend'.
- 2B Bara míngi o, íta. 'Many greetings, Friend'.
- 3A Ita, kása só mo eke ká, só yg.
só yg láá? 'Friend, what is the vegetable
that you are selling there?'
- 4B Mbi ke ká só gí koko. 'I'm selling just koko'.
- 5A Aa. Mbi eke tí mbi mbunzú,
mbi hínga só ape o. 'I'm a white man. I don't
know it'.
- 6B Ita, só acke nzoni kása.
Ambunzú acke te. 'Friend, this is a good
vegetable. White people eat
it'.
- 7A Non, ámbunzú acke te só ape. 'No, white people don't eat
this'.
- 8B Ala te ape? 'Don't they eat it?'
- 9A Ee. 'That's right'.
- 10B Mo vo, mo goe tara ma. 'Buy it and try it!'
- 11A Non, mbunzú acke hínga gí
chou. Ate só tongana ye? 'No, white people are acquainted
only with cabbage. Why should
they eat this?'
- 12B Só acke koko. Amunzú ate
séngé ape? 'This is koko. White people
can eat it all right, can't
they?'
- 13A Ee? Na kótóró tí i, i hínga
só ape o. 'Is that right? In our country
we're not acquainted with it'.

- 14B Ala híngá só ape? 'You aren't acquainted with it?'
- 15A Ee. 'That's right'.
- 16B Mais só ála gú na Centrafricain
awe, acke nzoni ála tara ma. 'But since you've come to the Centralafrican (Republic), you ought to try it'.
- 17A A, fadé mbi vo mbéní, mbi goe
tara, í báa. 'All right, I'll buy some and try it. We'll see'.
- 18B Fadé mo vo, mo tara, mo báa? 'Are you going to buy and try it?'
- 19A Ee. 'That's right'.

NOTES ON CONVERSATION

3A. kásá -- Here this word clearly refers to a vegetable which is used in making a sauce to be eaten with kóba, the dough. The word is also used of the sauce itself or any of its main ingredients.

4B. koko -- The leaf of a certain wild plant (*Gnetum africanum* Welw.) found in the more humid parts of the country. It is prepared by taking a fistfull, cutting them very thin, then cooking them along with other ingredients. White people indeed do not eat koko..

10B. goe -- The person is not suggesting that the other literally go anywhere. The verb is used here pretty much like English Go ahead and try it.

16B. só -- This marks a dependant clause. This use of só is taken up later.

GRAMMATICAL NOTES

Pluralization (6.40). Unlike English, Sango does not require that nouns be identified as either singular or plural. Depending

on the context, zo can mean either 'person' or 'persons':

Zo óko agá 'One person came'.

Mbi wara zo da míngi 'I found many people there'.

Plurality of nouns can be indicated by the use of the prefix á-, but it refers more to individuated plurality than to an aggregate. That is, attention is focussed on the various objects that make up the aggregate. This use is clearly seen with inanimate objects:

áda tí yóngó samba 'saloons', ángunzá 'bundles of manioc leaves', ágózo 'piles of manioc'. The individuating function of á- is the reason why even a personal name and proper nouns can be 'pluralized': APrésident acke gú na áministre tí lo 'The President is coming with his ministers'.

The position of the plural marker moves when there are ante-noun adjunctives.

Anticipatory plural (7.13). A subjectival conjunctive phrase consisting of at least one pronoun usually indicates the plurality in a plural pronoun. Thus:

f na mama' 'mother and I' (lit. we and mother)

f na lo 'he and I' (lit. we and he)

There is a possibility which has yet to be explored that this construction has a meaning of together which, say, mbi na lo 'he and I' would not have. This latter construction does indeed occur, but with less frequency. The order of the pronouns should be noted: the speaker refers to himself first.

Ordinarily a subjectival conjunctive phrase is recapitulated in a single plural pronoun before the verb:

I na lo, f hinga téré 'He and I know each other'.

Rhetorical questions (16.10). There are at least two kinds of rhetoricsl questions. One of them is a negative question marked by a level, suspended pitch on ape. For example:

Q. Mbi língbi zia vele tif mbi na ndo so?

'Can I leave my bicycle here?'

A. Aeké séngé ape?

'Isn't it all right?' (meaning 'sure').

The second type has no special intonation, although the utterance might be uttered with more than ordinary emotion. It ends with só, which should not be translated, and may begin with mais or ka (notice the low tone). For example:

Q. Mo dú méréngé óke.

'How many children have you borne?'

A. Mbi mû kóli ape só.

'(How could I have borne children since) I am not married?'

The question mark is deliberately omitted from the Sango sentences of the latter type to prevent the student from thinking that his voice has to climb to a higher pitch at the end. The interrogative nature of this sentence is indicated in part by the absolute level of pitch and in part by the fact that the level of pitch on só is suspended.

Incredulity in questions. There is a special kind of intonation that marks incredulity (and perhaps other things) in a yes/no question. It consists of rising-falling tone with strong stress on a lengthened final vowel. It is indicated in the orthography by (!?):

Mo eke tí mo patron tí i kóé? 'And do you think that you are our boss?'

GRAMMATICAL DRILLS

Drill 1

Practice in the use of the plural prefix á-. Answer the questions with several nouns from the lists, combining them with na 'and'.

1. Yáma yé acke na mbágé tí mo ká. 'What animals are there in your area?'

<u>dole</u>	'elephant'	<u>beta</u>	'water buck'
<u>bámará</u>	'lion'	<u>kángá</u>	'hartebeest'
<u>gógoá, ngbásá</u>	'buffalo'	<u>zaranga</u>	'roan antelope'
<u>tágba</u>	'kob antelope'	<u>mbengé</u>	'wild red pig'

2. Mo lú yé na yáká tí mo. 'What do you plant in your garden?'

<u>kárakó</u>	'peanut'	<u>sindi</u>	'sesame'
<u>nzó</u>	'corn'	<u>mánga</u>	'tobacco'
<u>kóssó</u>	'a certain cucurbit'	<u>ngágó</u>	'certain plant'
<u>fondo</u>	'plantain'	<u>ngbókó</u>	'sugar cane'
<u>gozo</u>	'manioc'	<u>veké</u>	'okra'
<u>coton</u>	'cotton'	<u>bóndó</u>	'sorghum'

3. Yáma yé mo bata na kótóró. 'What animals do you raise in the village?'

<u>kóndo</u>	'chicken'	<u>ngásá</u>	'goat'
<u>taba</u>	'sheep'	<u>cochon</u>	'pig'
<u>bágara</u>	'cow'	<u>mbo</u>	'dog'

Drill 2

Practice in the use of the anticipatory plural. Add the appropriate conjunctive phrases to the sentences.

- | | |
|----------------------------|----------------------------------------|
| 1. 'my friend and I' | 'We want to sleep in this village'. |
| <u>fí na íta tí mbi</u> | <u>I yí tí lángó na kótóró só.</u> |
| 2. 'you (pl.) and I' | 'We don't know each other'. |
| <u>fí na ála</u> | <u>I hínga téré ape.</u> |
| 3. 'he and I' | 'We are tired'. |
| <u>fí na lo</u> | <u>I fatiguer awe.</u> |
| 4. 'they and we' | 'We divided up there in Bangui'. |
| <u>fí na ála</u> | <u>I kángbi téré ká na Bangui.</u> |
| 5. 'you (pl.) and I' | 'We are in this work together'. |
| <u>fí na ála</u> | <u>I eke na yá kusára ní lége óko.</u> |
| 6. 'they and I' | 'We want to help the country'. |
| <u>fí na ála</u> | <u>I yí tí gbó kótóró na ndúzú.</u> |
| 7. 'you (pl.) and I' | 'We are in accord'. |
| <u>fí na ála</u> | <u>I sára bé óko.</u> |
| 8. 'the Sous-Préfet and I' | 'We have arranged the matter'. |
| <u>fí na Sous-Préfet'</u> | <u>I leke téne ní awe.</u> |

Drill 3

Rhetorical questions with final só. Learn to respond to the questions quickly, naturally, and with emotion.

Questions	Answer
1. <u>Kárákó tí mo alé nzonf?</u>	<u>Mais ngú Nzapá apíka ape só.</u> 'Have your peanuts borne well?' '(How could they have since)

- it hasn't rained!'
2. Mo wara ngingza tí coton
na yá ngú sé mingi?
'Did you get a lot of money
from cotton this year?'
3. Aeke nzoni mo vo yoró
ngbangatí mérengé tí mo ni.
'You ought to buy medicine
for your child'
4. Vo na mbi bière ma.
'Buy me some beer!'
5. Mú na mbi ngingza, mbi vo na
makala ma.
'Give me some money to buy
fritters'.
6. Mbi yí émérengé tí mo asára
kóa na mbi.
'I want your children to
work for me'.
7. Mo to mbétí na lo awe?
'Have you written him?'
8. Angungu awe na da tí mo?
'Are mosquitoes all gone
from your house?'
- Ayama agá ate kóé awe só.
'(How could I since) animals
came and ate everything!'
- Mbi sára kóa ape só.
'(How can I since) I don't
work!'
- Páta aeke na mbi ape só.
'(How can I since) I don't
have any money!'
- Ngingza tí mbi ahúnzi awe só.
'(How can I since) my money
is all gone!'
- Ala goe kóé na école awe
só.
'(How can they since) they
have all gone to school!'
- Mais mbi hínga adresse tí
lo ape só.
'(How can I since) I don't
know his address?'
- Yoró tí fáa na ála aeke ape só.
'(How could they be since)
there is no medicine to kill

them with?

9. Madame ave mápa ní awe?

'Has Madame bought the
bread?'

Camion tí mápa agá ape só.

'(How could she since) the
bread truck hasn't come!'

10. Mbo tí mo ní akono nzoni?

'Is your dog growing well?'

Ka lo yí tí te gozo ape só.

'(How could he since) he
doesn't want to eat manioc'.'

Drill 4

Distinguishing between negative statements and questions.

Learn to distinguish and imitate these three kinds of sentences.

A

B

C

1. Lo sára ape.

Lo sára ape?

Lo sára ape!?

2. Lo sukuña ape.

Lo te ape?

Lo te ape!?

3. Bukálikúapeape.

Lo sukúla ape?

Lo sukúla ape!?

4. Lo yg̊ ape.

Lo yg̊ ape?

Lo yg̊ ape!?

5. Lo báa lo ape.

Lo báa lo ape?

Lo báa lo ape!?

6. Lo eke ape.

Lo leke ape?

Lo leke ape!?

7. Lo tó ape.

Lo tó ape?

Lo tó ape!?

8. Lo fáa ape.

Lo fáa ape?

Lo fáa ape!?

9. Lo ká ape.

Lo ká ape?

Lo ká ape!?

Drill 5

Distinguishing between negative statements and questions.

Three kinds of sentences are here presented in random order;
identify and translate each one. These are based on sentences in
drill 3.

1. Ngú Nzapa apika ape!?

2. Ayqma agá ate kóé ape.
3. Mbi sára koa ape!?
4. Páta acke na mo ape!?
5. Nginza tí mo ahúnzi ape.
6. Ala goe na l'école ape!?
7. Mo hínga adresse tí lo ape?
8. Yorá tí fáa na ála acke ape.
9. Camion tí mápa agá ape?
10. Lo yí tí te gozo ape?

Drill 6

Learn to say the following sentences with emotion, being careful to imitate the proper rising-falling glide on the final vowel.

1. Awále asára koa ape!? 'Don't women work?'
2. Mo eke ká yí tí mo ge!? 'Are you selling things here?'
3. Sí fadé mo goe ánde lá so!? 'So are you going sometime today?'
4. Mo kú kété, fadé mo kú!?? 'If you wait a bit, will you die?' (said to a person who tells one to hurry up)
5. Bírí mo búa genc só awe!? 'Did you see the guest yesterday?'
6. yí só asi, mo má téne ní awe!? 'Have you already heard about what happened?'
7. Tongana mbi goe ká, fadé
mbi wara mo!? 'Is it certain that if I go there, I'll find you?'
8. Ngú apíka sí fadé nzó
ekoíngba!? 'Has it rained enough for the corn to mature?' (implying

the negative)

9. Mais tí mo, ngú ní apíka
na yá tí ta!?

'What about you? Has it rained only in the pot?'
(This is said to someone who asks another for fresh, immature peanuts: Mo mū na mbi mbéni finí kérakó tí mo ní.
'Give me some of your new peanut peanuts'. The question asks if the other person doesn't have peanuts because there was not enough rain.)

10. Mo lú tí mo ape!?

'Did you plant any for yourself?'

Drill 7

Exclamatory responses with ka ... só. Practice making exclamatory responses to the sentences given at the left by enclosing the sentences at the right (which are matched with sentences at the left) between ka ... só. Care should be taken to avoid distorting the tone patterns by introducing English intonation contours. The stimulus sentences on the left and their responses on the right should be said with a great deal of life, but the emotional features must be Sango ones, not English. Write out the translation of the exclamatory responses.

1. Mú mbi ya.

'Take me'.

- Azo asi auto ni awe.

'The car is filled with people'.

2. Mú ng mbi bongó só ma.
 'Give me this shirt'.
3. No híngá éré tí mbi ape?
 'Don't you know my name?'.
4. No híngá Sango kóé ape?
 'Don't you know Sango completely?'.
5. No giríssá lége tongana ye?
 'How is it you lost your way?'.
6. No yí tí vo salade tí mbi ape?
 'Don't you want to buy my lettuce?'.
7. Mbi garde auto tí mo ma.
 'I'll guard your car'.
8. I língbi tí goe ká na geré.
 'We can go there on foot'.
9. I goe na galá o.
 'Let's go to the market'.
10. No yí tí sára koa na mbi?
 'Do you want to work for me?'.
- Só acke tí ita tí mbi.
 'This is my brother's'.
- Mbi má gí lége óko.
 'I heard (it) just once'.
- Mbi sára gí nze óko.
 'I have been (here) just one month'.
- Mbi gá gí na bf.
 'I came at night'.
- Mbi vo mbení awe.
- 'I've already bought some'.
- Police alutí ká.
 'The police are standing over there'.
- Ngú ayí tí píka ánde.
 'It will soon rain'.
- Ala kú mbi ká.
 'They're waiting for me'.
- Mbi de tí sára l'école'.
 'I'm still going to school'.

PHONOLOGICAL DRILLS

The following drills provide practice in hearing and using the

elided form of na ála 'to them' or 'to you (plural)'. Practice making both the elided and non-elided forms.

Drill 1

Question	Answer
1. <u>Ala díko mbéti ní awe?</u>	<u>Eg, mbi díko n'ála awe.</u>
2. <u>Ala báa mbéti ní awe?</u>	<u>Eg, mbi fa n'ála awe.</u>
3. <u>Ala wara nginza ní awe?</u>	<u>Eg, mbi mu n'ála awe.</u>
4. <u>Ala má téne ní awe?</u>	<u>Eg, mbi tene n'ála awe.</u>
5. <u>Ala wara koa ní awe?</u>	<u>Eg, mbi toka n'ála awe.</u>
6. <u>Ala yi kanguya só?</u>	<u>Eg, anzere n'ála míngi.</u>
7. <u>Lo lángó na zo wa?</u>	<u>Lo lángó n'íta tí lo.</u>
8. <u>Mo bata só na zo wa.</u>	<u>Mbi bata n'ála ape?</u>
9. <u>Mo bi yi só na zo wa.</u>	<u>Mbi bi n'ála ká ape?</u>

Drill 2

Question	Answer
1. <u>Mo yi tí díko mbéti ní na fí?</u>	<u>Eg, mbi yi tí díko n'ála.</u>
2. <u>Mo yi tí mu nginza na fí?</u>	<u>E'g, mbi yi tí mu n'ála.ape.</u>
3. <u>Fadé mo goe na fí?</u>	<u>E'g, fadé mbi goe n'ála ape.</u>
4. <u>Mbéti alíngbi na í kóé ape.</u>	<u>Fadé mbi píka mbéni n'ála.</u>
5. <u>I língbi sára só ape.</u>	<u>Fadé mbi sára n'ála.</u>
6. <u>Mo yi tí te kóbe lá só na zo wa.</u>	<u>Fadé mbi te n'ála lá só.</u>
7. <u>Fadé fí wara mbéti tí examen na lége ye.</u>	<u>Fadé mbi te n'ála.</u>
8. <u>Na lá kúí, fadé mo eke da?</u>	<u>Eg, fadé mbi bóngbí n'ála ngá.</u>
9. <u>I hínga ndá tí téne só</u>	<u>Mbi yi tí fa n'ála fadesó.</u>

abírimbíri ape.

10. Ade, mo gá na photo ní ape.

Fadé mbi gá na ní n'ála

kékéréke.

VOCABULARY:

Fadé mo báa mbení lá.

báa 'to see'

'You'll get yours some day!'

Báa yí na lé tí mo sí o.

'Be a witness to things
before you talk'.

Mbi yí tí báa ndo, lo gá awe.

'Before I realized it, he
had appeared'.

Mbi báa tongana acke kárakó
laá.

'I think that they're peanuts'.

Mo báa awe?

'Do you understand?'

I de í báa téré ape.

'We haven't yet met'.

Mbi yí tí báa lé tí mo míngi.

'I would very much like to
see you'.

Báa, lo laá.

'There, that's him'.

Lé tí lo aso lo baá, sí lo
baá ndo gbá.

'He can't see well because his
eyes hurt him'.

Mo báa li tí mo na bí só, mo
báa ye.

'What did you see in your dream
last night?'

Nze óse lo báa nze ape.

'For two month she has not
had a menstrual period'.

Ita, mbi báa pási alíngbi ape.

'Friend, I suffered terribly'.

Mbi báa mbi tene lo gá awe.

'I thought that he had already
come'.

Báa yá ní sí fadé mo wara.

'Look inside and you'll find it'.

CONVERSATION

1. Sukúlángó mérengé 'Bathing a child'

- 1A Bara o, ita. 'Greetings Friend'
- 2B Bara míngi o. 'Many greetings'.
- 3A Mo sára ye só? 'What are you doing there?'
- 4B Mbi eke mú me na mérengé tí mbi. 'I'm breast-feeding my child'.
- 5A Mo mú me na mérengé awe, mo sára ye na pekó ni 'After you have fed the child, what do you do then?'
- 6B Tongana mbi mú me na lo awe, mbi sukúla lo. 'After I have fed it, I bathe it'.
- 7A Mo sukúla lo, mo sára tongana ye. 'When you bathe it, what do you do?'
- 8B Mbi sukúla lo awe, fadé mbi zia mafuta na téré tí lo ape? 'After i've bathed it, won't I put oil on its body?'
- 9A Mo zia mafuta wala poudre? 'Do you put oil or powder?'
- 10B Mbi eke zia gí mafuta. Só lége tí kótóró tí í. 'I put only oil. That's the traditional way of us Africans'.
- 11A Taá téne? 'Is that right?'
- 12B Taá téne. Yí aeke nzoni míngi. 'That's right. It's very good'.

2. Sukúlángó mérengé 'Bathing a child'

- 1A Bara mo ma. 'Greetings to you'.
- 2B Bara o. 'Greetings'

- 3A Mo eke sára yg. 'What are you doing?'
- 4B Mbi eke sukúla mérengé. 'I'm bathing the child'.
- 5B Mo eke sukúla mérengé ní tongana ye. 'How are you bathing the child?'
- 6B Mbi mu lo, zia na ndó tí geré tí mbi. Mbi zia ngú na kangú, mbi zia kugbé na yá ní, mbi commencer tí sukúla na lo. 'I take him and put him on my lap. I put water in a gourd and put leaves in it, and then I begin to bathe him with them'.
- 7A Tongana mo sukúla lo tongaso ave, na pekó ní, fadé mo sára tongana yg. 'After you have bathed him like this, then what will you do?'
- 8B Mbi zia ngú tí yóngó na yángá tí lo. 'I put drinking water to his mouth'.
- 9A Tongana mo zia ngú tí yóngó na yángá tí lo, ngú ní aeks de wala tí wá? 'When you put drinking water to his mouth, is the water cold or is it warm?'
- 10B Mbi mu tí wá kété, mélanger na tí dé, si lo yg. 'I take slightly hot water and mix it with cold water, then he drinks it'.
- 11A Só acke lége tí sárangó ní tí kótóró tí ála, acke tongaso. 'Is that the way it's done in your village?'
- 12B Tí kótóró tí i acke tongaso. 'That's the way it is in our village!'

NOTES ON CONVERSATIONS

Conversation 1

- 9A. poudre -- This probably refers to European toilet powder.
- 10B. lége tí kótóró 'way of village' -- Here translated 'traditional way'. The word kótóró is used to designate indigenous culture. Compare the use of this word with our expressions back home or in the old country.

Conversation 2

- 6B. kugbé 'leaves' -- These are leaves used to treat specific illnesses, for example, malaria. The water is applied to the body to reduce or eliminate the fever. (This, of course, is folk medicine.)
- 8B. ngú tí yóngó, 'water of drinking' -- The suffix -ngó nominalizes the verb. Other phrases of this type can be made almost at will: for example, yéma tí téngó ní 'meat for eating', mbétí tí píkángó ní 'Paper for typing'.

- 9A. tí wá -- This is probably equivalent to ngú tí wá 'water of heat', but this full form does not appear to be acceptable here. It would be more correct to simply use wá, paralleling dé; that is, 'Is the water cold or hot?'

- 10B. tí wá kété -- This may mean either 'slightly hot' or 'a little hot water'. I have the feeling that a slight juncture before kété would disambiguate the phrase in favor of the latter meaning. mélanger -- Notice absence of an object pronoun.

- 11A. sárángó ní -- A nominalized verb with the determinant is often equivalent to an English expression with a verb and it. This could also have been translated 'Is this the way to do it?'

GRAMMATICAL NOTES

Ante-noun adjunctives(4.10). The complete list of the ante-noun

adjunctives is the following, with the asterisk marking those which are commonly used substantivally with ni:

<u>*bingbá</u>	'red, brown'	<u>*ngangó</u>	'hard'
<u>búbá</u>	'foolish'	<u>*ngbéré</u>	'old'
<u>*finí</u>	'new, fresh'	<u>*nzoni</u>	'good'
<u>*kété</u>	'small'	<u>*pendere</u>	'young, nice'
<u>*kótá</u>	'large'	<u>séngé</u>	'useless, unimportant'
<u>*kózó</u>	'first'		
<u>*kúrú</u>	'dry'	<u>*sioní</u>	'bad'
<u>kpingba</u>	'hard'	<u>*yurú</u>	'white'
<u>mbakóro</u>	'old (person)'	<u>*vokó</u>	'black'
<u>mbení</u>	'some, a certain,'	<u>*yongóro</u>	'long'
<u>*ndurá</u>	'a few'		
<u>*ndurú</u>	'short, close'		

The three words for color are all there are, unless one borrows from French. The reason is that the color spectrum is divided into three; yurú and vokó are at opposite ends of the spectrum, but each shades into the middle section, designated by bingbá. Thus, vokó is 'green' and 'blue' as well as 'black'. To specify color one uses an expression like aske tongana 'It is like (a named object)'. Intensity is described by repetition (bingbá bingbá 'very red') or by the verb and mingi: abe mingi 'it is very red', avóko mingi 'it is very black', avuru mingi 'it is very white'. (Compare the tones on the last two verbs with the corresponding adjunctives.)

The ante-noun adjunctives with three exceptions are also used after the copula ekse 'be' and the verb gá when it has the meaning

'become': aske nzoní 'it is good', agá nzoní awe 'it has become good'. The three exceptions are: kpingba, ngbéré, and mbéní.

Two other equivalents of English adjectives are found in Sango: possessive noun phrases and nominalized verbs. These are discussed elsewhere.

"Adjectival substantives" (4.21.10). In addition to their modifying function, some adjunctives -- most from the ante-noun class -- can function as substantives. This function is usually accompanied by the postposition of the adjunctive ni: vokó 'black', vokó ni 'the black one(s)'. When used in this way, we can call them "adjectival substantives". For example: mbi yi gí vokó ni 'I want only the black ones'; vokó ni aske nzoní 'the black ones are good'.

The ante-noun adjunctive mbéní. Although the adjunctive mbéní is glossed 'some', one must not suppose that it has the same range of use as English some. In some instances some means 'a few' and in others 'certain'. Sango mbéní usually particularizes an object although there are a few expressions (particularly in the plural) in which it has the meaning of 'a few'. Compare the following sentences.

- | | |
|---------------------------------|-------------------------------------------------------------|
| 1. <u>Lo wara ázo da.</u> | 'He found people there'. |
| 2. <u>Lo wara ázo da kété.</u> | 'He found a few people there'. |
| 3. <u>Lo wara ámbéní zo da.</u> | 'He found some people there'. |
| 4. <u>Lo wara zo óko da.</u> | 'He found someone there'.
{ 'He found one person there'. |
| 5. <u>Lo hínga mbéní zo da.</u> | 'He knows someone there'. |
| 6. <u>Lo hínga zo óko da.</u> | |

The following examples contrast the presence and absence of mbéni with the noun yí 'thing'. The translations will be sufficient to indicate the differences. It also helps to remember that when mbéni yí occurs, it is possible to ask something like Yí ye 'What thing (that is, what thing in particular are you speaking of)?'

- | | |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. <u>Mú yí na mabóko tí mo.</u> | <u>Mú mbéni yí na mabóko tí</u>
mo. |
| 'Carry things in your hands' (not by other means)'. | 'Carry something (one of the several things) in your hands'. |
| 2. <u>Lo yí tí mū yí na mo.</u> | <u>Lo yí tí mū mbéni yí na</u>
mo. |
| 'He wants to give you things'. | 'He wants to give you something'. |
| 3. <u>Lo yí tí te.</u> | <u>Lo yí tí te mbéni yí</u>
'He wants to eat something (from among what is available for eating)'. |
| 4. <u>yí aeke na yá ní.</u> | <u>Mbéni yí aeke na yá ní.</u>
'Something (in particular) is in it'. |
| 5. <u>Lo yí tí fa na mo téne.</u> | <u>Lo yí tí fa na mo mbéni</u>
<u>téne.</u>
'He wants to tell you about (something)'. |
| 6. <u>Yí aeke da?</u> | <u>Mbéni yí aeke óko ape.</u>
'There's not one thing there'. |

7. Yí asára lo.Mbéní yí asára lo.

'Things (in general) are giving him trouble'.

'Something is bothering him'.

Before a word beginning with the sound [n] (not the letter "n" in such words as ngása and ngbó) the vowel /i/ is often elided. For example, lo goo mbén ndó 'he went somewhere'.

Pronominal constructions. Under this heading are grouped a set of constructions that the speaker of English may feel go together.

<u>mbéní zo</u>	<u>zo ... (éko) ape</u>	<u>ázo kóé</u>
'someone, anyone'	'nobody'	'everybody'
<u>mbéní yí</u>	<u>yí ... (éko) ape</u>	<u>yí kóé</u>
'something'	'nothing'	'everything'
<u>mbéní lá</u>	<u>lá éko ape</u>	<u>lá kóé</u>
'some day, sometimes'	'never'	'always'
<u>mbéní ndo</u>	<u>ndo éko ape</u>	<u>ndo kóé</u>
'somewhere'	'nowhere'	'everywhere'

The equivalent of an English relative construction will be taken up later.

"Adverbial" use of ante-noun adjunctives. Only some of the ante-noun adjunctives have a more or less free use after verbs. For example:

<u>mbéní</u>	<u>Tene na mbi mbéní.</u>	'Tell me again'.
<u>ndurú</u>	<u>Mo gá ndurú.</u>	'Come close'.
<u>ngangó</u>	<u>Ala píka lo ngangó.</u>	'They beat him hard'.
<u>nzoni</u>	<u>Mbi mú nzoni ape.</u>	'I didn't understand well'.
<u>séngé</u>	<u>Mo má séngé.</u>	'You heard all right'.

sioní Ala píka lo sioní. 'They beat him terribly',

yongóro Lo bi likongó yongóro. 'He threw the spear far'.

Sentence particle ndé. The particle ndé marks astonishment,

apparently only in interrogative sentences. These have either extra high pitch on ndé, as in A, or a rising-falling pitch, as in B. A few non-interrogative sentences have been heard in conversations.

The sentences under C patterned after them were accepted by one Centralafrican and rejected by another.

A

1. Kása ní anzere ape ndé? 'Does the sauce not taste good indeed?'

2. Lo sí na bfí gó ape ndé? 'Did he indeed not arrive last night?'

3. Andáa ála nzí lo kóé ndé? 'Did they indeed steal from him?'

4. Lo eke zo tí kírikíri ndé? 'Is he indeed an unreliable person?'

5. Lo kg taá mama tí lo ndé? 'Did he indeed reject his own mother?'

B

1. Babá tí mo agá lá só ndé!? 'Do you mean your father didn't come today?'

2. Ita tí lo akúí ndé!? 'Do you mean his brother really died?'

3. Asioní yema ecke na gbakó só ndé!? 'Are there really bad animals in this gallery forest?'

49. Aia tomba lo na l'école awe ndé. 'Have they really expelled him from school?'
5. Lo mû wâle awe ndé? 'Has he really taken a wife?'
1. Mo ndû yâma sô ape ndé. 'Don't touch this animal'.
2. Mo manquer lá sô ape ndé. 'Don't be absent today'.
3. Ala girisa mbi ape ndé. 'Don't forget me'.
4. Mo nai yí tî zo ape ndé. 'Don't steal people's things'.
5. Mo sâra manda ape ndé. 'Don't be jealous'.

GRAMMATICAL DRILLS

Drill 1

Make sentences like yí ni agâ ngangô awe 'the thing has become hard' using as many of the adjunctives as possible with whatever noun subjects are appropriate.

Drill 2

Translating English pronouns. Learn to use the Sango equivalents for some, no one, and everyone by answering the following questions. Complete sentences are possible even without the material in parentheses.

1. Mbénî zo ate ngbô? 'Does anyone eat snake?'
- a. Mbénî zo ate (ngbô).
- b. Zo skô ate (ngbô) ape.
- c. Azo kôé ate (ngbô).
2. Mbénî zo ayô du thé? 'Does anyone drink tea?'
- a. Mbénî zo ayô (du thé).

b. Zo ūkō ayō (du thé) ape.

c. Azo kōé ayō (du thé).

3. Mbéní zo alungúla pémbé tí ? 'Does anyone remove his teeth?'

a. Mbéní zo alungúla (pémbé tí lo).

b. Zo ūkō alungúla (pémbé tí lo) ape.

c. Azo kōé alungúla (pémbé tí ála).

4. Mbéní zo na kōtóró só asára gbogbo? 'Does anyone in this village make mats?'

a. Mbéní asára (gbogbo).

b. Zo ūkō asára (gbogbo) ape.

c. Azo kōé asára (gbogbo).

5. Mbéní zo ahínga tí píka sanze na ndo zé? 'Does anyone here know how to play the "hand piano"?'

a. Mbéní ahínga (tí píka).

b. Zo ūkō ahínga (tí píka) ape.

c. Azo kōé ahínga (tí píka).

6. Mbéní zo tí ála ahínga tí tene tere? 'Does anyone among you know how to tell fables?'

a. Mbéní zo ahínga (tí tene).

b. Zo ūkō ahínga (tí tene) ape.

c. Azo kōé ahínga (tí tene).

7. Mbéní zo tí kōtóró gō ahínga lége ni?

a. Mbéní ahínga (lége ni).

b. Zo ūkō ahínga (lége ni) ape.

c. Azo kóé ahíngá (lége ní).

8. Mbéní zo agoe na Bangui awe? 'Has anyone gone to Bangui?'
- a. Mbéní agoe awe.
- b. Zo óko agoe ape.
- c. Azo kóé agoe awe.

Drill 3

Using "adjectival substantives".

Question	Answer
1. <u>Mo yí bingbá bongó só?</u> 'Do you want the red cloth?'	<u>Non, mbi yí vokó ní.</u> 'No, I want the black one'.
2. <u>Mo yí finí da?</u>	<u>Non, mbi yí ngbéré ní.</u>
3. <u>Mo yí gí kétó mángo?</u>	<u>Non, mbi yí gí kótáa ní.</u>
4. <u>Mo yí ndurú kámبا?</u>	<u>Non, mbi yí yongóro ní.</u>
5. <u>Mo yí kúrú yama?</u>	<u>Non, mbi yí finí ní.</u>
6. <u>Mo yí sioní zo?</u>	<u>Non, mbi yí azoní ní.</u>

VOCABULARY: zo 'person'

<u>Mbéní zo ake na gíglí.</u>	'There's someone outside'.
<u>Lo fa téne ní na zo óko ape.</u>	'She didn't tell it to anyone'.
<u>Mbi eke éré ázo kóé tí gá.</u>	'I'm calling everybody to come'.
<u>Éré tí mo zo wa.</u>	'What is your name?'
<u>Mbi híngá zo so alángó na da só ape.</u> <u>só ape.</u>	'I don't know who is living in this house'.
<u>Zo kóé zo.</u>	'Everybody is a human being'.
<u>Kótá zo tí ála ake zo wa.</u>	'Who is your superior?'
<u>Mbunzú ake, zo vokó ake --</u> <u>kóé zo.</u>	'There are white men and there are black man -- all human beings'.

- Zo tî kângô yama nî zo wa. "Who's the meat seller?"
- Lo goe tî bâa àzo tî kobêla na "He went to see the sick in
l'hôpital, là sô. the hospital today".
- Azo tî kânga usâra koa na gîgî. "Prisoners work on the outside."
- Ala ngbâ ne yâ tî kânga là "They don't always stay in
kôé ape. the prison."
- Azo tî da tî mo acke ôke? "How many people are there
in your house?"
- Zo acke da ape. Acke pupu séngé. "There's no one there. It's
just the wind".
- I eke tî f yongôro zo. "We are tall people".
- Kôta zo tî mòi. "My older sibling".

CONVERSATION

Gíngó mbéní zo "Looking for someone"

- 1A Bara o. 'Hello'.
- 2B Bara o. 'Hello'.
- 3A Mo lónđó na ndo wa. 'Where are you coming from?'
- 4B Mbi lónđó na kótóró tí mbi. 'I'm coming from home'.ⁿ
- 5A Kótóró tí mo acke na mbáge wa. 'Where is your home?'
- 6B Ake na mbáge tí Cinq Kilo(mètres). 'It's in the direction of the Five Kilometer Section'.
- 7A Mo ke gí zo wa. 'Whom are you looking for?'
- 8B Mbi ke gí mbéní ita mbi.
Lángó míngi mbi báa lo ape. 'I'm looking for a relative of mine. I haven't seen him for a long time'.
- 9A Ita tí mo ní, èrs tí lo zo wa. 'What is your relative's name?'
- 10B Robert. 'Robert'.
- 11A Mará tí lo acke ye. 'What is his ethnic group?'
- 12B Mará tí lo ake Sango. 'His group is Sango'.
- 13A Mará tí mo ngá acke ye. 'What is your group also?'
- 14B Mará tí mbi ngá ake Sango. 'My group is also Sango'.
- 15A Mo gá tí gíngó da tí lo? 'Have you come looking for his house?'
- 16B Mbi gá tí gí da tí lo. 'I've come to look for his house'.
- 17A Mo híngá da tí lo tí giriri
ape? 'Don't you know his former residence?'

- 18B Tí giriri, lo ke lángó na
mbáge tí Éré tí
kótóró tí ála só, mbi
hinga ape o.
- 19A Mo hinga ape?
- 20B Ee.
- 21A Mbi hinga kóó; ake Bruxelles,
- 22B Bruxelles, ní laá.
- 23A Na fadesó, lo lángó na ndo wa.
- 24B Atene fadesó, lo lángó na
Lakouanga.
- 25A Alángó na Lakouanga?
- 26B Eg.
- 27A Lakouanga tí ndo tí pont, wala
tí ndo wa.
- 28B Ngbéré [nghéné] Lakouanga tí
giriri só ape?
- 29A Lakouanga ake mingi.
- 30B Ake mingi so, giriri kózó ní,
kótóró ní ake da só.
- 31A Mo kángbi pópó ní, sí fade mbi
fa na mo ma.
- 32B Tí gá na mbáge tí Méa Méa só,
- 'Long ago he used to live
at I don't know the name
of their village'.
- 'You don't know?'
- 'That's right'.
- 'I know it well ; it's
Bruxelles'.
- 'Bruxelles. That's it'.
- 'And where's he staying now?'
- 'They say that he's staying
now at Lakouanga'.
- 'He staying at Lakouanga?'
- 'That's right'.
- 'The Lakouanga at the bridge
or what place?'
- 'Isn't it the old Lakouanga?'
- 'There are many Lakouangas'.
- 'There are many, but it's the
one where there was a village
there long ago'.
- 'Distinguish them (lit. divide
the middle), and I'll tell
you'.
- 'Coming to the Mea Mea here'.

- 33A Tí Méa Méa sô? 'The Mea Mea here?'
- 34B Eg. 'That's right'.
- 35A Na ndo tî pont sô? 'Where the bridge is?'
- 36B Eg. 'That's right'.
- 37A Fadé mbi goe, mbi zia mo na lége ní. 'I'll go and put you on the way'.
- 38B Eg. Goe zia mbi da, sí mbi hinga, ita. 'Yeah. Go and put me there, so I'll know, Friend'.

NOTES^{5A} ON CONVERSATION

5A. mbsége wa -- This is distinguished from ndo wa in being less precise. It might be translated 'whereabouts?'

8B. lángó míngi 'many sleeps' -- This sentence does not seem to occur in an affirmative sentence: that is, one could not say Lángó míngi mbi báa lo 'I have seen him for a long time'. One can also say Mbi báa lo ape, asára lángó míngi with the same meaning as that found in this sentence. In this negative sentence the numerals can replace míngi.

11A. mara -- I have translated this 'ethnic group' because there is practically no tribal structure in the C.A.R. comparable to what one finds in other parts of Africa, for example, in Nigeria. One can refer to himself as a Banda, but the Banda are not unified in any formal way. It is the language which distinguishes a Banda from a Ngbaka more than anything else. Moreover, a "Banda" might first call himself, for example, a Ndre, because there are many Banda-speaking groups. The foreigner needs to be careful about referring to a person's ethnic background. The official policy of the government is to play down

ethnic differences.

15A. gíngó -- Notice the equivalence of gíngó and gí (16B) in this construction.

17A. giriri 'long ago' -- Notice how this noun in attribution follows the possessive phrase; personal possession has priority over attribution. Compare ítá tí mbi tí wále 'my sister'.

18B. tí giriri -- This is probably a repetition of part of the preceding sentence. The noun giriri could have been used here alone. ála -- the switch from lo to ála is probably not a mistake. Pronoun switching is so common in Sango that there must be nonlinguistic reasons for it.

24B. atene -- Indefinite use of subject marker: that is, 'I am told that he ...'

28B. ngbéré here means 'former' and giriri 'long ago'.

32B. Méa Méa -- This is one of the sections of Bangui.

37A. zia na lége -- Here this expression to show the way, but in other contexts it is used of a host's accompanying a guest a short distance on his way home.

GRAMMATICAL NOTES

Position of post-noun adjunctives. Although post-noun adjunctives occur after the nouns they modify, some of them can also occur at the end of the sentence, far removed from their noun heads. These words are the numerals (in the lower ranges), ske 'how much?' and míngi 'much, many'. It would seem that the final position is the preferable one. The following chart illustrates the two positions with nouns having subject and object function.

Subject

Azo ukú akúf.

Azo akúf da ukú.

'Five houses burned there'.

Azo óke ayí tí gá.

Azo ayí tí gá óke.

'How many people want to come?'

Azo míngi agá na téré ní.

Azo agá na téré ní míngi.

'There were many people beside it'.

Abákoya míngi así gígí na
yáká ní.

Abákoya así gígí na yáká
ní míngi.

'Many baboons came out into the garden'.

Ayí tí vundú míngi atí na
ndó mbi na pekó ní.

Ayí tí vundú atí na ndó mbi
na pekó ní míngi.

'I later had many unfortunate experiences'.

Object

Mbi fáa átágba ukú na lá ní.

Mbi fáa átágba na lá ní ukú.

'I killed five kob on that day'.

Mo to nginza óke na ála.

Mo to nginza na ála óke.

'How much money did you send them?'

Amú nzoni yí míngi na í.

Amú nzoni yí na í míngi.

'He gave us many good things'.

Azo awara ngiá míngi na lá ní.

Azo awara ngiá na lá ní míngi.

'People received a lot of pleasure on that day'.

It should be noted that post-noun adjunctives do not immediately follow a noun which is the head of a possessive phrase. Instead, the adjunctive follows the whole phrase. Thus, not da só tí mbi but da tí mbi só 'this house of mine'.

Examples of post-noun adjunctives.

mingi 'much, many, very'

Mbi yi tí vo yi mingi ape.

'I don't want to buy many things'.

Ala wara nginza na lá ni míngi.

'They got a lot of money on that day'.

Nginza tí lo agirisa, aso lo
mingi.

'He lost his money, and he is upset about it'.

Makala tí mo acke nzoní míngi.

'Your fritters are very good'.

ndé 'different'

Lége ni acke ndé.

'The way is different'.

Lége ndé ndé acke.

'There are different ways'.

Ala goe tongasó, na lo goe tí
lo ndé.

'They went in this direction, but he went in a different one'.

ngá 'also'

Lo ngá, lo mí lége só.

'He also took this road'.

Amérengé tí lo ngá ahínga lége
ní ape.

'His children also did not know the way'.

Wále tí lo anghá ngá na

kótórsó.

'His wife also stayed home'.

tongasó 'thus, like this'

Mará tí lége tongasó acke
nzoní ape.

'This kind of a road is not good'.

Lége ni acke tongasó ma,

'The way is like this!'

Mbi sára tongasó awe, mbi sára
gbá.

'I did it like this with no results'.

Tongasó, mo kíri, mo sára na mbéni
lége ndé.

'All right, do it again in a different way'.

The adjunctive kóé. The post-noun adjunctive kóé is one of those which have different meanings. The following paragraph illustrates the meanings 'all', 'also' and 'entirely'. It should be noted that it is possible for there to be an ambiguity:

Mo báa wále tí mbi kóé ape?

'Isn't it a fact that you indeed (i.e. entirely) saw my wife?' The meaning is: 'You saw my wife all right'.

Mo báa ámerengé tí mbi kóé

ape?

'Isn't it a fact that you saw all my children?'

Without some disambiguating information the second sentence could have the meaning of the first: 'Isn't it a fact that you indeed saw my children?'

Further examples of kóé occur in the following paragraphs

1. Tongana koa tí í awe kóé, í lóngó í fono na yá tí kótóró.

Whanonn work was all finished, we arose and strolled around in the village.

2. Ita tí mbi kóé afono na mbi.

My comrade also strolled with me.

3. I goe bara ázo tí kótóró kóé.

Wenteahdag negbedatallathethe villagers.

4. Ita tí mbi abara ála óko/kóé ngá.

My comrade also greeted each and every one of them.

5. I dutí na popó tí ála, í sára ngia na ála, pekó anínga kété.

We stayed with them, we had a nice time with them for a little while.

6. Tongasó kóé awe, í lóngó, í k

When it was all over, we

kíri na kótórd.

arose and returned home.

The adjunctive 'vení'. The post-noun adjunctive vení (also heard as mvení) is written with an initial high tone because of the word's effect on a preceding syllable. This syllable is lengthened and rises in pitch to high if it is not already high. The words are spelled out to show what happens.

<u>mbí</u>	> <u>moíí vení</u>	'I myself'
<u>mo</u>	> <u>moó vení</u>	'you yourself'
<u>lo</u>	> <u>loó vení</u>	'he himself'
<u>í</u>	> <u>íí vení</u>	'we ourselves'
<u>ála</u>	> <u>álaá vení</u>	'they themselves'
<u>nginza</u>	> <u>nginzaá vení</u>	'the money itself'

GRAMMATICAL DRILLS

Drill 1.

Using the adjunctive só in noun phrases. Practice using só with the following nouns and then use them, wherever appropriate, in the sentences below.

A

<u>yákná</u>	<u>páká</u>	<u>pápa</u>	<u>bongó</u>
<u>zo</u>	<u>kótórd</u>	<u>sése</u>	<u>veké</u>
<u>susu</u>	<u>yángá</u>	<u>mápa</u>	<u>babá</u>
<u>samba</u>	<u>póró</u>	<u>mángó</u>	<u>mamá</u>
<u>mafuta</u>	<u>mé</u>	<u>mánga</u>	
<u>makala</u>	<u>yá</u>	<u>lóso</u>	<u>likongó</u>
<u>fondo</u>	<u>téré</u>		<u>sambá</u>
<u>gozo</u>	<u>téné</u>	<u>kónkdó</u>	<u>sakpá</u>

<u>zembé</u>	<u>pembé</u>	<u>kámba</u>	<u>sembé</u>
		B	
1. <u>Mbi yi só.</u>			'I want this'.
2. <u>Mbi báa ... só.</u>			'I see this'.
3. <u>Ngéré tí óke.</u>			'What is the price of this ...?'
4. <u>Mbi má téne tí só.</u>			'I heard about this ...'.
5. <u>Téne tí ... tí ála só alíngbi ape.</u>			'This (the) affair of theirs over the (this) is hard to believe'.

Drill 2

Practice making the changes required by 'vení' with the following words:

<u>kéké</u>	'tree'	<u>vene</u>	' alien'
<u>yángá</u>	'mouth'	<u>mafuta</u>	'oil'
<u>hótó</u>	'hill'	<u>yengere</u>	'sieve'
<u>mángo</u>	'mango'	<u>kusára</u>	'work'
<u>fúta</u>	'pay'	<u>mabóko</u>	'hand'
<u>bééó</u>	'bag'	<u>likongó</u>	'spear'
<u>sembé</u>	'dish'	<u>mérengé</u>	'child'
<u>yoró</u>	'medicine'	<u>kólf</u>	'man'
<u>yíngó</u>	'salt'	<u>wále</u>	'woman'

Drill 3

Practice using 'vení' in sentences. Remember to make the proper vowel and tone changes.

1. Aké tongasó 'vení sí ála eke
sára da. 'That's exactly how they
make houses'.

2. Lo kę, lo 'veni. 'He refused, just himself'.
3. Gi ámérengé kóli 'veni
alingbi sára ngiá so. 'Only boys can play this game'.
4. Ala fée téré tí ála 'veni. 'They killed themselves'.
5. Lo tene, ní 'veni, ní yí
tí goe na mo ká. 'He said that he himself would go to you there'.
6. Fángó ní 'veni sí aeke
ngangó. 'It is killing (them) which is difficult'.

Drill 4

Using post-noun adjunctives. Translate the following English phrases without looking at the Sango.

1. 'all of our forefathers'. ókótará tí í kóé.
2. 'her husband also'. kóli tí lo ngá.
3. 'the village headman'. makunzi tí kótórsó ní.
4. '(the) father of the child himself'. babá tí mérengé 'veni.
5. 'how many people from Mobaye?'. ázo tí Mobaye óke.
6. '(the) house of this man'. da tí kóli so.
7. 'different kinds of garden produce'. kóbe tí yáká ndé ndé.
8. '(the) whole roof of my house'. li tí da tí mbi kóé.
9. 'The entire body of the man and woman'. téré tí kóli na wále kóé.
10. '(the) heart (lit. liver) of one person'. bé tí zo óko?

11. 'three of my siblings'
áita tí mbi otá
12. 'many villagers'
ázo tí kótóró míngi
13. 'many of my house furnishings'
kóngbá tí yá tí da tí
mbi míngi

Drill 5

Using "adjectival substantives" and laá. Respond to the sentences under A as in the first example.

A	<u>Drill 6</u>	B
1. <u>só acke bingbá bongó</u> 'This is a red cloth'.		<u>Bingbá ní laá</u> . 'Here is the red one'.
2. <u>vokó póró</u>		'black shoes'
3. <u>vurú kóndo</u>		'white chicken'
4. <u>kéte kpu</u>		'small mortar'
5. <u>kótá ngó</u>		'large drum'
6. <u>finí téne</u>		'new affair'
7. <u>yongóro zaza</u>		'long switch'
8. <u>ngbéré sakpá</u>		'old basket'
9. <u>ndurú kéké</u>		'short stick'
10. <u>yongóro lége</u>		'long road'
11. <u>ngangó kusára</u>		'hard work'
12. <u>kúrú sindi</u>		'lump of sesame paste'

Drill 7

Using vocabulary for parts of the body engage in the following game with the other members of the class: Point to a part of the body and name another part; the other person does just the reverse.
 For example:

A. Só acke hó tí mbi (pointing to the eye). 'This is my nose'.

B. So acke lé tí mbi (pointing to the nose). 'This is my eye'.

VOCABULARY: térē 'body'

Below are names for some of the body parts. This list is almost exhaustive. In talking of the elbow, knee, Adam's apple, etc. one must use French words. All of these nouns can be possessed, but in speaking of one's skin or blood one says póró tí téré tí mbi and méné tí térértí mbi. Some people drop the preposition tí before the possessing noun or pronoun: e.g. yángá mbi.

Calling attention to another person's body, as with any of his characteristics or behavior, must be done very discreetly, because such allusions are in the traditional society acts of ridicule. Thus, the apparently innocuous observation that apperson's legs are long (geré tó mo ayo) might be taken as an insult. It is even considered in bad taste to speak of one's own person.

<u>li</u>	'head'
<u>bé li</u>	'top of the head'
<u>kóá li</u>	'head hair'
<u>lé</u>	'eye'
<u>póró tí lé</u>	'skin over eyeball'
<u>vurú (tí) lé</u>	'white of the eye'
<u>hó</u>	'nose'
<u>kámba tí hó</u>	'bridge of the nose'
<u>dú tí hó</u>	'nostril'

<u>mé</u>	'ear'
<u>yángá</u>	'mouth'
<u>póró tí yángá</u>	'lip'
<u>pémbe</u>	'teeth'
<u>kóá yángá</u>	'beard'
<u>mbángbá</u> (or, <u>ngbángbá</u>)	'cheek'
<u>ngú tí yángá</u>	'saliva'
<u>méngá</u>	'tongue'
<u>kóá lé</u>	'eyelash'
<u>téré</u>	'body'
<u>gó</u>	'neck, throat'
<u>ndó gó</u>	'shoulder'
<u>mabóko</u>	'arm, hand'
<u>kate</u>	'chest'
<u>me</u>	'breast'
<u>turúngu</u>	'navel'
<u>yá</u>	'belly, abdomen'
<u>ngbundá</u>	'waist, hip, buttock'
<u>yángá tí ngbundá</u>	'anus'
<u>geré</u>	'leg, foot'
<u>kété mabóko</u>	'finger'
<u>kété geré</u>	'toe'
<u>yá mabóko</u>	'palm'

The following exercise can be used both to learn the names of the body parts and also to be reminded that such play with Central Africans would be in bad taste. What "goes" when American kids each other does not go in Africa.

1. Geré tí mo akono tongana 'Your feet are as big as a
geré ti kono. hippo's'.
2. Geré tí mo acke ndurú 'Your legs are as short as a
tongana geré tí batá. squirrel's'.
3. Baa geré tí lo acke kété kété 'Look, his legs are thin
tongana geré tí kondo. like a chicken's'.
4. Baa geré tí lo aba bángó. 'Look at how his legs are
bowed'.
5. Kété geré tí lo kóé atc kóé, 'His toes have been eaten away
acke tongana geré tí dole. like an elephant's foot'.
6. Kóá li tí lo acke vurú tonga 'His hair is blond like dried
óléngó péré. grass'.
7. Kóá li tí lo acke ndurú tongana 'His hair is short like new
finí péré. grass'.
8. Bingbá kóá li tí lo. Abe tongana 'His red hair. It's red like
péré. grass'.
9. Mo te yg. Yá tí mo asúku 'What have you eaten? Your
tongana ballon. belly is swollen like a balloon'.
10. Baa kámبا tí bongó tí mo 'Look, your belt hardly goes
akángá ngbunda tí mo gba. around your waist'.
11. Mé tí mo acke tongana mé tí 'Aren't your ears like an
dole ape? elephant's'.

CONVERSATION

Lége tí sára kóbe 'How to make food'

- 1A Mbi eke fa na mo lége sí í
eke sára kóbe (....). 'I'm going to show you how
 we make food'.
- 2B Mo tene híó híó, mbi má
ape. 'You're talking very fast
 and I can't understand'.
- 3A Lége tí sárángó kóbe? 'You mean about making food?'
- 4B Mo tene doucement sí mbi má
nzoní. 'If you talk slowly, I'll
 understand well'.
- 5A Mo má lége tí sárángó kóbe
tí í wále zo vokó ape?
 - 'Haven't you heard our way --
 African women -- of making
 food?'
- 6B Ee. 'Yeah'.
- 7A Tongana í mu kóbe awe, í tsó. 'After we've taken the food,
 we cook it'.
- 8B Mo tsó tongana ye? 'How do you cook it?'
- 9A Mo tsó tongana ye ape! I
tíngó wá da. 'You don't cook it "tongana
 ye"! We make a fire'.
- 10B Mo sára téne doucement, sí
mbi má ma. 'Talk slowly so I can under-
 stand'.
- 11A Ee. Téne ní lo só, mbi tene
na mó só. I tíngó wá da,
í zia ngú na kóbe ní. 'This is what I'm telling you.
 We make a fire and we put
 water in the food'.
- 12B Zia ngú da tongana ye. 'What do you mean "put water
 in it"?'

- 13A I zia ngú da na yá tí kángú.
 'We put water in a calebash'.
 14B Na kängú? Ató kóbe na kängú?
 'In a calebash? Does one
 cook food in a calebash?'
 15A E'e. I tó na kängú ape, mais
 gí na ta.
 'No. We don't cook in
 calebashe, but only in pots'.
 16B Na ta ní?
 'In pots?'
 17A Na ta ma.
 'In pots!'
 18B Mo zia ta na wá séngé?
 'Do you put the pot on the
 fire just by itself?'
 19A Mo zia ta na wá gí na ngú
 :
 na yá ní.
 'You put the pot on the fire
 just with water in it'.
 20B Sí mo zia ngú na wá akporo...
 'Then you put the water on
 the fire to boil...'.
 21A Sí mo zia ngú da, na yá ní
 akporo ape.
 'You don't put the water on to
 boil. But you put food
 inside first'.
 22B Kóbe ní acke ys.
 'What is the food?'
 23A Kóbe ní acke kóbe kóé ma,
 'The food is all kinds of food'
 24B Éré tí kóbe acke ve?
 'What is the name of the food?'
 25A Éré tí kóbe? Kóbe tongana...
 I tene kóbe só, acke susu wala
 acke yama.
 'The name of the food? Food
 like ... When we say "kóbe",
 it's fish or meat'.
 26B Oui, mo tene tongasó. Mo fa
 na mbi éré tí kóbe ní nzoni
 sí mbi hinga.
 'That's right, talk like that.
 Tell me the names of food and
 I'll know them'.
 27A Éré ní nzoni gí só mbi tene
 na mo.
 'Their proper name is just
 what I'm telling you'.

NOTES ON CONVERSATION

1A. eke fa -- The construction is the continuative but te sense is future. lége so -- This is a relative construction, but the kernel sentence would not be i sára na kége só. One would simply say i sára tóngasó 'we do it like this'.

5B. tí fí -- In some contexts it might be ambiguous as to what was possessed, for example, 'the preparation of our food' or 'our preparation of food'. The first meaning would be made clear by introducing juncture before kóbe and the second by introducing it before tí.

9A. tongana ye. -- There is supposed to be humor in this conversation.

19A. gí -- The position of this word seems to be ungrammatical. The person may mean to say gí ngú acke na yá ni 'only water is in it'.

25A. kóbe -- She may mean that real food consists of meat or fish. It is true that a person who has eaten well of a number of foodstuffs (peanuts, fruit, bread, etc.) does not consider to have eaten until having had his daily dough-and-sauce.

GRAMMATICAL NOTES

Generalized objects The noun ndo 'place' is used with some verbs as a generalized object. Notice the difference between the following sentences:

- | | |
|------------------------------------------------------|-------------------------------------------------|
| 1. <u>Mbéní zo ahúnda nginza na</u>
<u>gigi</u> . | 'There's someone asking for
money outside'. |
| 2. <u>Mbéní zo ahúnda yí na</u>
<u>gigi</u> . | 'There's someone asking for
things outside'. |
| 3. <u>Mbéní zo ahúnda ndo na</u>
<u>gigi</u> | 'There's someone asking
questions outside'. |

The contrast between these sentences is in the degree of specificity. After sentence 2 is said one could ask Yí yg 'What things?' But after 3 one would have to say something like Lo yí yg 'What does he want?' A verb phrase with ndo can have quite a different meaning from what one might expect. The following verb phrases appear to be the most common ones.

<u>híngá ndo</u>	'to be responsible, to know right from wrong' (particulary of children)
<u>má ndo</u>	'to listen'; in negative 'to be deaf'
<u>báa ndo</u>	'to look'; in negative 'to be blind'
<u>éré ndo</u>	'to call out, to yell' (as in calling for someone)
<u>tara ndo</u>	'to feel around' (as in looking for something)
<u>hánda ndo</u>	'to use deception'
<u>goe ndo</u>	'to be off somewhere'

Obligatory objects. School grammar generally makes a distinction between transitive verbs (those which take objects) and intransitive verbs (those which do not take objects). Of He is breathing deeply it would be said that breathe is intransitive, but of He breathed a sigh of relief it woud be said that the verb was transitive because of the object sigh. Furthermore, in English, as in other languages, some verbs rarely if ever take an object whereas others take any object that fits semantically. Thus, both Sango and English have no

object in Lo tiko and He's coughing. But Sango has Lo te kóbe (with kóbe as the object) and English He ate (no object). When the specific object is required in a Sango sentence, there should be no trouble for the learner; he will, however, have some difficulty in knowing when to use a general object and which one to use.

The following Sango verb phrases have specific objects but have a general sense:

<u>te kóbe</u>	'to eat'
<u>sára kóa</u>	'to work'
<u>sára téne</u>	'to talk'
<u>sukíla ngú</u>	'to bathe'
<u>hú téne</u>	'to rest'
<u>vo ngéré</u>	'to do business'

The following Sango verbs do not/ have objects:

<u>toto</u>	'to cry'
<u>lángó</u>	'to lie down, sleep'
<u>fone</u>	'to stroll, walkaround'
<u>kpé</u>	'to flee, run'
<u>duti</u>	'to sit down, be seated'
<u>tambéla</u>	'to walk'
<u>tiko</u>	'to cough'

Verbs like the following can take the noun yí as an indefinite object, but, as we have seen, yí and ndo are not used in the same way:

<u>nete (yí)</u>	'to crush (something)'
<u>lú (yí)</u>	'to plant (something)'
<u>mí (yí)</u>	'to take (something)'
<u>kángá (yí)</u>	'to shut (something)'

Instrument and accompaniment (5.32.25). The concepts of instrument and accompaniment are carried by the connective na like the English preposition with: Ala fáa ngú ní na ngó. They crossed the stream by means of a canoe'; Lo goe na ála na bureau. 'He went with ^htem to the office'.

In rapid speech it is not uncommon for na to be reduced to a syllabic nasal: for example, gá na ní na mbi is heard as [gá ñ na mbi] 'bring it to me'.

Verbal adjunctives (4.30). Verbal adjunctives are the closest thing Sango has to adverbs, because their main function is to modify verbs. That is to say that they occur in the verb phrase rather than the noun phrase. It has already been seen, however, that other adjunctives can occur in the verb phrase, and it should be added that there are equivalents of English adverbs which are phrases of different sorts:

Mbi báa lo kózo ní. 'I saw him first'.

Na pekó ní, lo báa mbi. 'Later he saw me'.

The phrase kózo ní consists of an ante-noun adjunctive and ní and mapekó ní is a noun phrase introduced by the connective na.

For convenience the verbal adjunctives can be divided in the following way:

Of time:

ánde 'in the near future'

ándo 'formerly, a while ago'

fadé 'soon, quickly, fast'

hia 'quickly, in a hurry'

Of place:

- da 'there, in that place'
ge 'here'
ká 'there'

Of assertion:

- biskú 'truly'
tianí 'truly'
gba 'in vain, without result'

Of manner and description:

- gbándá 'naturally, easily'
kpítikpítí 'very black' (used with yoko)
kpó 'quiet, at rest'
tár 'very white' (used with yuru)
ngbil 'for a while, for a long time'
yoke 'slowly, gradually'

Expressions of time. The subject of measured time was treated in an earlier lesson. Here we want to look at a number of temporal expressions with a more general reference.

- ánde 'soon', for example: Lo eke goe ánde na Amérique
'He'll be going to America soon'.
ándo 'a little while ago': Moi mû mbéni na ála ándo
'I gave some to you a little while ago'.
fadesó 'now': Ala gá fadesó 'They came just now'.
Immediacy is stressed by doubling the first syllable: fafadesó or fafasó 'right right now'.
giriri 'a long time ago': Giriri kôtôró só acke na

	<u>président</u> <u>ape</u> 'This country did not have a president long time ago'.
<u>depuis</u> [dipi]	'since a long time ago': <u>Mbi híngá lo depuis</u> 'I've known him for a long time'.
<u>lá na lá</u>	'day to day': <u>Mbi báa lo lá na lá</u> 'I see him day after day'.
<u>lá tongasó</u>	'at about this hour': <u>Lá tongasó, mbi yí mo gá tí báa mbi</u> 'At about this hour I want you to come to see me'.
<u>mbéni lá</u>	'sometimes, once upon a time, some day': <u>Mbéni lá í wara sáki otá</u> 'Sometimes we get three thousand francs'; <u>Mbi yí tí goe na Amérique mbéni lá</u> 'Some day I'd like to go to America'.
<u>ngú na ngú</u>	'year after year': <u>Ngú na ngú ádole agá na ndo só</u> 'Elephants come here year after year'.

Futurity (4.30). Futurity is expressed by using the continuative (with eke) or by placing the adjunctive fadé before the clause. No meaningful difference has yet been established between them: Fadé lo goe lá wa and Lo eke goe lá wa are indifferently 'When is he going?' or 'When will he go?'. When fadé and eke both occur in the same sentence, the meaning is future continuative. For example, Fadé mbi eke báa lo 'I'll be seeing him'. In some circumstances a clause with the verb yí also has the idea of futurity: for example, Lo yí tí goe, mais mérengé tí lo akúfí. 'He wanted to go (or, he was going), but his child died'.

There does not seem to be a future of the copula eke. Thus, for

'There will be a party here' one says Fadé ázo asára matángá na ndo só (literally, people will make a party here); for 'He will be the mayor' one says Fadé lo gá maire.

Sequence in time. In a narration, sequence in time is indicated by such expressions as na lá ní 'at that time', na pekó ní 'later, and then', na ndá ní 'in the end, finally'. For 'the next day' one uses a clause: ndá adé 'day dawned'

Na lá ní ála sára kóta lége ape.

'In those days they didn't make large roads'.

Na pekó ní ála kíri na kótóró.

'After that they returned home'.

Na ndá/^{ní} lo kúi.

'He finally died'.

Ndá adé/^{ní} ála fáa ngú ní.

'The next day they crossed the river'.

GRAMMATICAL DRILLS

Drill 1

Translate the following sentences into Sango and then check the translation with those provided below.

1. 'He's resting'.
2. 'What is he planting?'
3. 'He coughs a lot'.
4. 'He ate with us'.
5. 'I felt around, but I didn't find anything'.
6. 'You don't know anything'.

7. 'They ran far away'.
8. 'did you shut the door?'
9. 'He talks all the time'.
10. 'did he tell you about it?'
11. 'Let's transact some business now'.
12. 'I crush things with it'.
13. 'Did ^htey take anything yesterday'.
14. 'I told him, but he doesn't listen'.
15. 'He doesn't listen to me'.

Translation

1. Lo eke hú téré tí lo.
2. Lo eke lú yg.
3. Lo tíko míngi.
4. Lo te kóbe na í.
5. Moi tara ndo, mais mbi wara yí ape.
6. Mo hínga yí ape.
7. Ala kpé yongoro.
8. Mo kánga yángá tí da ní?
9. Lo sára téne lá kóé.
10. Lo fa na mo téne ní?
11. I vo ngéré fadesó.
12. Mbi pete yí na ní.
13. Ala mú yí biri?
14. Mbi tene na lo, mais lo má ndo ape.
15. Lo má téne tí mbi ape.

Drill 2

Practice in using na instrumentally.

Question	Answer
1. <u>Lo sukúla na yg.</u> 'He washed it with what?'	<u>Lo sukúla na ngú tí wá.</u> 'He washed it with hot water'.
2. <u>Lo sára mo na yg.</u> 'What is he working on you with?'	<u>Lo sára mbi na yoró.</u> 'He is working on me with witchcraft'.
3. <u>Lo píka lo na yg.</u> 'What did he hit him with?'	<u>Lo píka lo na kótá kéké.</u> 'He hit him with a big stick'.
4. <u>Lo kángá kóngba ní na yg.</u> 'What did he tie up the stuff with?'	<u>Lo kángá na kámبا.</u> 'He tied it up with rope'.
5. <u>Ita tí lo ahánda lo na yg.</u> 'What is his brother deceiving him with'.	<u>Ita tí lo ahánda lo gí na téne.</u> 'His brother is deceiving him just with words'.
6. <u>Mo vo na páta óke.</u> 'How much did you buy it for?'	<u>Mbi vo na páta bále omána.</u> 'I bought it for 300 francs.'
7. <u>Ala fáa na yg.</u> 'What do they kill the fish with?'	<u>Ala fáa na yoró.</u> 'They kill them with poison'.

Drill 3

Practice in making sentences with fadé. Answer the questions at the left with the sentences at the right. Remember that fadé is not pronounced with the stress on first syllable and /dé/ does not resemble "tty" of English fatty.

Question

1. Mo sukúla bongó awe?
2. Mo fáa yáká tí mo awe?
3. Mo ká yáma tí mo awe?
4. Mo kángá yángá tí da ní awe?
5. Mo toka mbéti na lo awe?
6. Mo báa Bangui awe?
7. Lo gá awe?
8. Ala eke to na mo mbéti?
9. Lo kúí awe?
10. Mo tene na lo awe?

Answer

- Fadé mbi sukúla lá só.
- Fadé mbi fáa na yá tí nze só.
- Fadé mbi ká kékéréke.
- Fadé mbi kángá ma.
- Fadé mbi toka na lo bíani.
- Fadé mbi báa mbení lá,
- Fadé lo gá na bí.
- Fadé ála to na mbi lá kóé.
- Fadé lo kúí bíani.
- Mbéní lá, fadé mbi tene na lo.

Drill 4

Do this drill like the preceding one.

Question

1. Ade mnuokággézotfimmoape?
2. Ade kóli tí mo akíri ape?
3. Ade kóli tí mo amú na mo finí bongó ape?
4. Ade mo leke da tí mo ape?
5. Ade mo híngá leçon tí mo ape?
6. Ade mo wara kóli ape?
7. Ade yáma ní awóko ape?
8. Ade ázo tí kótóró ayí da na téne ní ape?
9. Ade mo húnda makunzi ní ape?

Answer

- Fadé mbi ká ma.
- Fadé lo kíri ma.
- Fadé lo mu na mbi.
- Fadé mbi leke ma.
- Fadé mbi híngá ma.
- Fadé mbi wara ma.
- Fadé awóko séngé.
- Fadé ála yi da ma.
- Fadé mbi húnda lo kékéréke ma.

10. Ade ngú apíka na yá tí
nse s6 ape?

Fadé apíka.

VOCABULARY:

ngbii and depuis

These two words are treated together because in some contexts they both can be translated 'for a long time'. Depuis (from French but pronounced dipíi) refers to the past: for example, Mbi hinga lo depuis 'I have known him for a long time'; Mbi sára koa ní depuis 'I did the work a long time ago'. (people who have a fairly good command of French also use depuis as a connective with the meaning 'since'). Ngbii has an idea of continuation and is time-neutral: for example, Mbi te kóbe ngbii, yá tí mbi así 'I ate for a long time and was filled up'; Mo goe tongasó ngbii 'You go like that for a while'. When the clause with ngbii is followed by another clause, ngbii can sometimes be translated 'until', as in the first example above.

Use either depuis or ngbii with the following clauses to make sentences translated by the English at the right.

1. Lo tambéla, ngangó tí lo awe. 'He walked a long time, so he's all tired out'.
2. Abahá tí fí asára koa ní. 'Our ancestors have been doing this work since a long time ago'.
3. Mo hinga lo tangana ye. 'How is it that you have known him for a long time?'
4. Zía wé ní na wá. 'Put the iron in the fire for a while'.
5. Ita, mbi zía da awe. 'Friend, I've had it therefor

6. Tongana mo lungúla azia na
séso, mo píka ngangó. a long time already'.
7. I londó, fí gá, ndo avóko
na li tí fí. 'After you've taken it out
and put it aside for a while,
you pound it hard'.
8. Lo londó na Paris. Angbá
kété, sí fadé lo sí. 'We departed and traveled until
it was dark'.
9. Tongana mo sára téne na éla,
pekö ní anínga kété, fadé
mbi gá. 'He left Paris quite some time
ago. In a short time he'll
arrive'.
10. Mbi gá na ndá péréré. Mbi
hínzi kóa ní. 'After you've talked to them a
short while, I'll come'.
- 'I came in the morning, and
I did the work a long time ago'.

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CONVERSATION

Sárángó kanda 'Making meatballs'

- 1A Madame, mbi vo yama ní awe. 'Madame, I have bought the meat'.
- 2B Mo vo yama ní awe? 'Have you indeed bought the meat?'
- 3A Ee. 'Yes'.
- 4B Mbi yi mo lungúla [rongúra] bíó na téré ní. 'I want you to remove the bones from it'.
- 5A Na ákámba ní kóé? 'And the fibers also?'
- 6B Ee. 'Yes'.
- 7A Sí mbi sára ní tongana ye. 'Then how do I prepare it?'
- 8B Mo lungúla kóé awe, mo zia
na yá tí machine, mo píka,
yá ní awóko. 'After you have removed everything, put (the meat) into the meatgrinder and grind it until it's soft'.
- 9A Bon, mbi tó tongana ye. 'Fine. How do I cook it?'
- 10B Non. Ake tí leke lékéngó. 'No. It has to be prepared.'
Yama ní, tongana mo píka yá
ní awe, mo sára na ngbongbóro
ní ukú. Mbi yi tí [mbítí]
sára gí na kanda. After you have ground up the meat, make it into five balls.
I want to make meatballs of it'.
- 11A Ee? 'What?'
- 12B Mo sára na kanda na mbi. 'Make it into meatballs for me'.

13A Bon. Mbi tó soupe [súpu] ní
míngi, wala mbi sára soupe
ní tongana yg?

'Fine. Shall I make a lot
of soup [or perhaps gravy],
or how shall I make the
soup?'

14B Non. Mo zía soupe ní míngi
ape. Tongana mo zía na yá
mafuta ní, akporo ngbii, azia
tanga tí soupe ní gí na gbé
ní kété kété.

'No. Don't put a lot of soup
in it. When you have put it
in the oil and it has boiled
a while, add only a very
little of the remainder of
the soup'.

Excerpted conversation, 1

1. Mo píka píkángó na yá tí
machine.
'Grind it in the meatgrinder'.
2. Sí mbi tó na soupe [súpu] ní?
'Then shall I cook it with
the sauce?'
3. Tongana mo píka na kpu ní
awe . . .
'After you have pounded it
in the mortar . . . '.
4. Mbi sára na ukú ní.
'I make five of them'.
5. Tongana mo zía ngú ní, mo
zía akporo ngbii, ngú ní
agoe na gbé ní, tanga ní
angbá kété kété.
'After you add the water, let
it boil a while until the
water boils out (lit. goes
down) and only a very little
remains'.

Excerpted conversation, 2

1. Mo píka píkángó na kpu.
'Found it in a mortar'.

2. Mo kánga kángángó na kanda. 'Tie (the meat) up into balls'.
3. Mo kánga na kanda ukú wala ománá. 'Make five or six meatballs of it'.
4. Mbi tó na ní tongasó ma? 'Do I cook it just like that?'
5. Mo ke boy, na mo hínga koa ape,
sí mo ke húnda ndo tongasó só? 'You are a servant, and do you not know how to work that you are asking questions like this?'
6. Mbi hínga tí mbi yí ní
mbírimbírí ape. 'I don't understand it very well'.
7. Mbi wa ní, mbi ke fa na mo só.
Ake nzoni mo má téne tí mbi. 'I'm the boss, and I'm showing you here. You ought to listen to what I say'.
8. Tongasó acke nzoni míngi ape? 'Won't it be good like that?'
9. Fágó ní mbi tene. 'I've been showing you how'.
10. Mo zíá na sésé. 'Put it down (that is, take it off the fire)'.
11. Leke yí tí mbi na mbi sí ma. 'Prepare my things for me'.
12. Tonganá yí ní akporo, ake nzoni
no zíá na sésé, mo lungúla
sí ape? 'After it has boiled, aren't you supposed to remove it?'
13. Ní laá mbi sára kóé, mbi zíá,
mbi tene mo gá báa ape? 'Haven't I already done everything and put it down and have come to tell you to come and see?'
14. Mo sára, acke na taá lége ní só 'You didn't do it exactly as

f fa na mo só ape.

'we showed you'.

135. Lége ní ake tongana ye?

'What is the way?'

16. Mbi sára soupe ní, acoller bien.

'I made the gravy and it's nice and thick'.

NOTES ON CONVERSATIONS

7A. sára ní -- The connective na is probably omitted here, that is, 'do what with it'.

8B. machine -- This word gets its meaning 'meatgrinder' from the context. It can be used of any metal instrument of European fabrication. mo píka -- Another example of closely knit clauses. The time does not seem to make any difference. Lo píka lo, akúí would mean 'He beat him until he died' or 'He beat him to death'.

10B. ake tí leke 'it is to prepare' -- This is a common way to express a kind of general purpose. To be more specific one would say ake téne tí mo tí leke 'It's your responsibility to prepare (it)'. ngbongbóro 'round' -- Used of anything that can be made into a ball. kanda refers specifically to meatballs.

13A. té 'to prepare food by boiling'.

14B. zia na gbé ní 'to add to something' -- zia na yá ní would mean 'put it inside'.

Excerpted conversation, 2

2. kángá -- In the village meatballs are held together by vegetable fibers.

3. kángá na -- In these conversations there are several examples of na introducing an end goal complement. One could translate the clause here 'tie into meatballs'.

7. wa -- This noun in other contexts means 'owner': For example, wa tif ngombe só 'the owner of this gun'. wa tí kótkóró só means 'inhabitant of this village'.

GRAMMATICAL NOTES

Connective sí (5.50). As a linker of clauses, the connective sí has the meaning 'and then': e.g. I zía ndóngé na ndó ní, sí í te na ní 'We put red pepper on it, then we eat it with it (the pepper)'. This is simple enough, for the parallel between English and Sango is quite close. But this same kind of Sango sentence is to be equated with other English sentences with a different structure.

The connective sí is used in a sentence which is translated with a purposive 'so that, in order that': Mbi zía na lá, sí abe hío 'I put it in the sun to ripen quickly' (or 'so that it would ripen more quickly'). This kind of sentence should be compared with one which contains ti and a dependent verb phrase. In the latter, the subjects of the principal and included clauses are the same; here they are different.

Reported discourse (4.21.20). Someone's speech can be reported in three ways. For example:

Lo tene, mbi yí tí goe 'He said, "I want to go"'.

Lo tene, lo yí tí goe 'He said that he wanted to go'.

Lo tene, ní yí tí goe 'He said he wanted to go'.

The difference between these three ways is in the kind of subject that occurs in the reported speech.

In the first, called "direct speech", the pronouns are used which might have been used in the original statement:

Mbi tene, mbi ...

Mo tene-mo

Lo tene, lo

I tens, f

etc.

In the second, called "indirect speech", the speech is changed into the third person. Thus:

Original statement: I sára yí ní awe. 'We did it already'.

Indirect speech: Ala tene, ála sára yí ní awe. 'They said that they had already done it'.

In the third, called "middle speech" (following Taber), ní (perhaps the determinant being used pronominally) is used. Thus:

Original statement: Mbi yí tí goe lá só ape 'I don't want to go today'.

Middle speech: Mo tene, ní yí tí goe lá só ape, ngbangatí ys. 'Why do you say that you don't want to go today?'

Some people use f wherever ní would be used, and others make a distinction between ní, for singular number, and áni (probably the plural prefix á- + ní) for plural number. Thus:

Original statement: I sára koa só ape. 'We don't do this work'.

Middle speech: Awále ní atene, áni sára koa só ape. 'The women said they don't do this work'.

In middle speech ní occurs wherever a pronoun would occur.

Thus: Lo gá ahúnda, bongó tí ní aeke na ndo wa. 'He came and asked, "Where is my shirt?"'

Middle speech can be used even when speech is not reported to disambiguate a sentence. For example, the sentence Lo mū na ála bongó

ti lo might be understood to mean 'He gave them his (that is, another person's) shirt'. To make it clear that the shirt belonged to the one who was giving it one could say Lo mū na ála bongó tí ni.

Quoted discourse including a direct address (8.11). When reporting a conversation to a third party it sometimes is necessary to distinguish the third party (who would be 'you') from the person speaking (who was 'you' in the earlier conversation). This is done by using mbí o in the reported discourse. For example, in the original conversation A asks B: Mo yí tí goe na Amérique? 'Do you want to go to America?' When B quotes this question to C, he says: Lo tene, Mbi o, Mo yí tí goe na Amérique? 'He said, "Say there, do you want to go to America?"' If mbí o were not in the sentence, C might think that the question was addressed to him.

There is no reason why the first person plural should also not be used but it does not seem to be. The pronoun mbí is deliberately marked with high tone, for in this construction this tone is always used. In the example above mbí o is translated 'say there', but it is better to leave it untranslated, considering it only a lexical kind of quotation mark.

Explanatory use of laá (8.13). The particle laá is used in explanatory constructions. The phrase ní laá at the beginning of a sentence and before a clause means 'that's why....'; it refers to something already said: e.g. Ní laá mbi gá tí baa mo só 'That's why I come to see you'. Laá can also follow a clause which is linked to a following clause; in this position it can be translated 'It is because....' e.g. Téré tí wále tí mbi aso lo míngi laá mbi gá tí

báa mo só 'It is because my wife is very sick that I come to see you'

GRAMMATICAL DRILLS

Drill 1

Using the connective sí in sequential clauses. Replace sára yg with an appropriate answer and repeat the whole sentence.

1. Lo vo yama sí lo sára yg.
2. Lo lungúla bió sí lo sára yg.
3. Lo zía yama ní na yá tí machine sí lo sára yg.
4. Lo píka yama ní sí lo sára yg.
5. Lo sára kanda ní sí lo sára yg.
6. Lo tó soupe ní sí lo sára yg.

Drill 2

Practice in making purposive sentences with sí and in using the explanatory ní laá. Respond to sentences under A with B.

A

B

1. Mbi zía veké ní na lá sí aole hío. Ní laá sí veké ní aole awe só.
'I put the okra in the sun to get dry quickly'. 'That's why the okra is dry already'.
2. Mbi zía gozo ní na gbé tí ngú sí awóko. Ní laá sí gozo ní awóko só.
'I put the manioc in the water to soften'. 'That's why the manioc is soft'.
3. Mbi zía bón dó ní na yá ngú sí asi gígí. Ní laá sí bón dó ní asi gígí só.

'I put the sorghum in water so that it would sprout'.

'That's why the sorghum is sprouted'.

4. Mbi zia yama ni na ya ti frigidaire si afi ape.

'I put the meat in the refrigerator so it wouldn't spoil'.

Ni laa si yama ni afi ape so.

'That's why the meat is not spoiled'.

5. Lo bata mbeti na ya ti bozo si asuru ape.

'He keeps the book in a sack so it won't tear'.

Ni laa si mbeti ni asuru ape so.

'That's why the book is not torn'.

6. Ala eke mu na lo yoro si lo nge ape.

'They are giving him medicine so he won't get thin'.

Ni laa si lo nge ape so.

'That's why he isn't thin'.

7. Mbi mu na lo kobe la kof si lo lingbi kono mingi.

'I give it food all the time so it will be fat'.

Ni laa si lo kono mingi so.

'That's why he is very fat'.

Drill 3

Using the quotative ni as the subject of a sentence. Introduce each sentence in B by Lo tene.... 'He says'

1. Mbi sara l'école awe.

... ni sara l'école awe.

2. Mbi te kobe awe.

... ni te kobe awe.

3. Mbi sukula ngu awe.

... ni sukula ngu awe.

- | | |
|------------------------------------|------------------------------------|
| 4. <u>Mbi yg yoró ní awe.</u> | ... <u>ní yg yoró ní awe.</u> |
| 5. <u>Mbi báa Sous-préfettawe.</u> | ... <u>ní báa Sous-préfet awe.</u> |
| 6. <u>Mbi sára da awe.</u> | ... <u>ní sára da awe.</u> |
| 7. <u>Mbi leke auto awe.</u> | ... <u>ní leke auto awe.</u> |
| 8. <u>Mbi tó kása awe.</u> | ... <u>ní tó kása awe.</u> |
| 9. <u>Mbi fáa yáká awe.</u> | ... <u>ní fáa yáká awe.</u> |
| 10. <u>Mbi ká yama ní awe.</u> | ... <u>ní ká yama ní awe.</u> |

Drill 4

Using quotative ní in na phrases. On hearing the sentences under A give the appropriate sentence under B.

A

1. Mú mbétí ní na mbi.
2. Fa lége ní na mbi.
3. To mbétí na mbi.
4. Fáa mbéní yama na mbi.
5. Vo makala na mbi.
6. Bata mérengé na mbi.
7. Gbó kóndo ní na mbi.
8. Kíri téne na mbi.

B

- Lo tene, í mú mbétí ní na ní.
- ... í fa lége ní na ní.
- ... í to mbétí na ní.
- ... í fáa mbéní yama na ní.
- ... í vo makala na ní.
- ... í bata mérengé na ní.
- ... í gbó kóndo ní na ní.
- ... í kíri téne na ní.

Drill 5

Using the quotative ní in possessive phrases. Introduce each sentence in B by Lo tene 'he says'.

A

1. Fuku tí mbi acke na mbáge wa.
'Where is my flour?'

B

- Lo tene, fuku tí ní acke na
mbáge wa.
'He says, "Where is my flour?"'

2.	<u>bongó</u>	'cloth'
3.	<u>gozo</u>	'manioc'
4.	<u>kóli kóndo</u>	'rooster'
5.	<u>sembé</u>	'dish'
6.	<u>kété mérengé</u>	'small child'
7.	<u>kéké tí wá</u>	'firewood'
8.	<u>clé [kéré] tí yángá tí da</u>	'key'
9.	<u>ngombe tí babá</u>	'father's gun'
10.	<u>kóngbá tí íta</u>	'sibling's baggage'

Drill 6

Using mbí o in quoted discourse. Change the sentences below in the following way:

Mbi mú na lo awe.

Lo tens, Mbi o, Mo mú na
lo awe?

'I gave it to him?

'He said, "Say there have you
given it to him?"'

Remember to change all occurrences of mbí to mo. The quoted question can be asked with various intonations, with or without ndé,

- | | |
|--------------------------------------------------------|-------------------------------------------------------------|
| 1. <u>Mbi lángó na ndó sése.</u> | 'I sleep on the ground'. |
| 2. <u>Wá agbí da tí mbi.</u> | 'My house burned up'. |
| 3. <u>Mur tí da tí mbi akúngbi.</u> | 'The walls of my house collapsed'. |
| 4. <u>Azo balé óko aeke lángó na
yá da tí mbi.</u> | 'Ten people are sleeping in
my house'. |
| 5. <u>Mbéní zo anzí mbi na yá da
tí mbi.</u> | 'Somebody stole something of
mine from inside my house'. |

6. Aygma ate coton ti mbi koo. 'Animals have eaten all my cotton'.
7. Mbi girisa nginsa ti koa ti
mbi. 'I lost my pay'.
8. Lo sara ngonzo na mbi. 'He got angry with me'.
9. Lo gbansi bengoo na mbi. 'He prevents me from having clothes'.
10. Mbi wara mbeti ti lo. 'I received a letter from him'.
11. Lo sara mbi na yoro. 'She is bewitching me'.

Drill 2

Practice in the use of ngbangati and ni laa. Engage in dialogue with another person, using the following sentences.

- 1.
- A. Azo anzi velo kirfikiri. Ni
laa, mbi kanga ti mbi la koo
la koo. 'People steal bicycles terribly. That's why I always lock mine'.
- B. Mo kanga velo ti mo la koo
ngbangati yg. 'Why do you always lock your bicycle?'
- A. Mbi kanga velo ti mbi
ngbangati azo anzi velo mingi. 'I lock my bicycle because a lot'.

22.

- A. President acke si na Bangui
la e6. Ni laa, aco acke goo
na aeroport, 'The President is arriving in Bangui today. That's why people are going to the airport'.
- B. Azo acke goo na aeroport
ngbangati yg. 'Why are people going to the airport?'

A. Ala eks geo ngbangati Président
ake sí lá sô.

'They are going because the
President is arriving today'.

3.

A. Gí ámbení Centrafricain óko
óko ahíngá yángá tí Anglais.
Ní laá, mbi eke manda yángá
tí Sango sô.

'Just a few Centralafricans
know English. That's why
I'm learning Sango'.

B. Mo eke manda Sango ngbangati
yé.

'why are you learning Sango?'

A. Mbi eke manda Sango ngbangati
á Centrafricain míngi ahíngá
yángá tí Anglais ape.

'I'm learning Sango because
not many Centralafricans
know Englsih'.

4.

A. Mbi de mbi fáa dole ape. Ní
laá, mbi yí goe tí gí yama.

'I haven't killed an elephant
yet. That's why I want to
go hunting'.

B. Mo yí tí goe tí gí yama
ngbangati yé.

'Why do you want to go
hunting?'

A. Mbi yí tí goe tí gí yama
ngbangati mbi de mbi fáa
dole ape.

'I want to go hunting because
I haven't killed an elephant
yet'.

5.

A. Mafuta agá ndorú tí húnzi.
Ní laá, mbi wú mbéní na mo
ape.

'The oil is almost finished.
That's why I'm not giving
you any'.

B. Mo wú na mbi mbéní mafuta
ape ngbangati yé.

'Why don't you give me any
oil?'

- A. Mbi mū na mo ape ngbangati 'I don't give you any because
agá ndurú tí húnzi. it's almost finished'.

6.

- A. Mbi yí tí sára ngiá na ázo, 'I want to have a nice time
Ní laá, mbi kg tí tambéla with people. That's why
na auto, sí mbi tambéla na
vélo só. I refuse to travel by auto
and travel by bicycle'.

- B. Mo tambéla gí na vélo 'Why do you travel only
ngbangati yg. by bicycle?'

- A. Mbi tambéla na vélo ngbangati 'I travel by bicycle because
mbi yí tí sára ngiá na ázo, I want to have a nice time
with people'.

7.

- A. Ngása agá lá kóé tí te kása 'Goats always come to eat
tí lo. Ní luá, lo sára his vegetables. That's
gbagba, angóro yaké ní. why he made a fence around
his garden'.

- B. Lo sára gbagba ní ngbangati 'Why did he make a fence?'

- A. Lo sára gbagba ní ngbangati 'He made the fence because
ngísangáta etc kása tí lo lá goats eat his vegetables
kóé. all the time'.

8.

- A. Mbi yí tí sára bé óko na ála 'I want to unite with you in
tí gbó kótóro tí ála na ndúzú improving your country.
Ní laá, mbi gá na kótóro tí
ála só. That's why I've come to
your country'.

- B. Mo gá na kótóró tí í
ngbangatí yg.
- A. Mbi gá tí gbó kótóró tí ála
na ndúzú na ála.
- 'Why did you come to our country?'
'I've come to work with you in improving your country'.

Drill 8

Practice in the use of explanatory laá. Using the sentences under A below, make sentences like the first one under B. Avoid looking at the other sentences (under B) until the rest have been completely translated.

A

1. Mbi kánga vélo tí mbi
ngbangatí ázo anzi vélo
mingi.
2. Ála eke goe ngbangatí
) President ake sí lá só,
3. Mbi eke manda Sango ngbangatí
ÁCentrafricain mingi ahínga
yángá tí Anglais ape.
4. Mbi yi tí goe tí gi yama
ngbangatí mbi de mbi fáa
dole ape.
5. Mbi mû mafuta na mo ape
ngbangatí agá ndurú tí húnzi.
6. Mbi tambéla na vélo ngbangatí
mbi yi tí sára ngiá na ázo.
7. La sára gbagba ní ngbangatí
ngása ate kása tí lo lá kóé.

B

- ázo anzi vélo mingi laá
mbi kánga velo tí mbi.
- Président ake sí lá só
laá ála eke goe na aéroport.
- ÁCentrafricain mingi ahínga
yángá tí Anglais ape laá
mbi eke manda Sango.
- Mbi de mbi fáa dole ape
laá mbi yi tí goe tí gi
yama.
- Mafuta agá ndurú tí húnzi
laá mbi mû na mo ape.
- Mbi yi tí sára ngiá na ázo
laá mbi tambéla na vélo.
- Ngása ate kása tí lo lá kóé
laá lo sára gbagba ní.

VOCABULARY:

Emotions

It is not easy to talk about one's emotions in Sango without sometimes being misunderstood. The chief difficulty is that the Africans classify and evaluate emotional experience in ways different from our own. Moreover, the lexicon is restricted and the idiom (the choice of words) is foreign to our own. To be on the safe side one should be very discreet about talking about one's negative emotions towards another person. The danger is that one will be interpreted as being ill-disposed to the other. For example, it is virtually impossible to say "I'm sorry that you weren't able to come to dinner yesterday" without giving the impression that one is angry about the person's not coming. One would have to say something like "If you had come, it would have given us great joy".

Good will

<u>Lo sára bé óko na mbi.</u>	'He is in accord with me'.
<u>Bé tí mbi anzere na lo.</u>	'I'm well-disposed to him'.
<u>Yí só amú ngiá na mbi.</u>	'That pleased me'.
<u>Bé tí mbi agá nzoní awe.</u>	'I felt better (about it)'.
<u>Bé tí mbi adé awe.</u>	'I feel good (about it)'.

Provocation

<u>Lo gí yángá tí lo lá kóé.</u>	'He's always provoking him'.
<u>Mbi yí téne ape.</u>	'I don't want any trouble'.
<u>Lo eke zo tí gí téne.</u>	'He's a trouble-maker'.
<u>Gíngó ngolo afuti kótéró.</u>	'Arguments ruin a village'.

Surprise

Tongana àla mû téné nî, li tí
àla akpé.

Mbi gí bé tí mbi gbá.

Téné nî shô mbi.

Disinterest

Bé tí lo anzere na koa nî ape.

Lo goe na koa nî, mais bé tí
lo aane da mingi.

Àla sâra sioní na lo, sí bé
tí lo anzé da awe.

Yí só mo sâra abuba bé tí mbi
awe.

Anger, sorrow

Yí só mo sâra amû vundû na mbi
mingi.

Mbi bâa yí só mo sâra, na mbi
wara ngiâ da ape.

Yí só mo tene asq bê tí lo
lâ kôô.

Ngonzo amû bê tí lo fadé fadé.

Ngonzo asâra mbi ape.

Bé tí mbi asq na mo ape.

'When they heard the news, they
were amazed'.

'I can't understand it'.

'That's incomprehensible to me'.

'He is not happy about the
work'.

'He goes to work, but his heart
is not in it'.

'They treated him badly, so
he is disinterested'.

'I am disheartened by what you
have done'.

'I'm quite sad about what you
did'.

'I'm not happy about what you
did (literally, I saw what
you did and it doesn't give
me any joy)'.

'He's still quite unhappy
about what you said'.

'He gets angry quickly'.

'I'm not angry'.

'I'm not displeased with you'.

CONVERSATION

Bongó tí wále 'Women's clothes'

- 1A Mo wara pendere bongó só na ndo wa. 'Where did you get this pretty dress?'
- 2B Mbi wara na galá. 'I got it at the market'.
- 3A Mo wara na galá tongana ye. 'How did you get it at the market?'
- 4B Mbi vo na tí tí Arabe ape? 'Didn't I buy it from an Arab (that is, a Muslim trader)?'
- 5A Mo vo na tí tí Arabe? 'Did you buy it from an Arab?'
- 6B Eç. 'That's right'.
- 7A Na pendere gó ní só, ála fú na mo tongana ye. 'And how did they sew this pretty neck?'
- 8B Mbi mú na mbéni wále sí afáa gó ní, afú na mbi só ape? 'Didn't I give it to a woman who cut out the neck and sewed it for me?'
- 9A Mo mú na mbéni wále sí afáa gó ní, afú na mo só? 'You gave it to a woman who cut out the neck and sewed it for you?'
- 10B Eç. 'That's right'.
- 11A Na éré tí gó ní só ála fú tongasó acke ye. 'And what's the name of this neck which was sewn like this?'

- 12B Eré ní acke kanzagó. 'The name is kanzagó.'
- 13A Eré tí só acke kanzagó? 'Is its name kanzagó?'
- 14B Kanzagó! 'Kanzagó!'
- 15A Kanzagó. 'Kanzagó'.
- 16B Eg. 'That's right'.
- 17A Sí tailleur ní asúru yá ní,
wala mo sí mo súru? 'Then was it the tailor who divided it or was it you who divided it?'
- 18B Mbi fáa ndambó ní sí mbi mu
na tailleur ní. Mbi bata
tanga ní na da tí mbi. 'I divided it inttwo and gave some to the tailor. I kept the rest in my house'.
- 19A Mo bata tanga ní na da tí mo? 'You kept the rest at your house?'
- 20B Eg. 'Yes'.
- 21A Bongó ní acke pendere míngi.
Fadé mo fa na mbi lége ní
sí mbi sára tí mbi ngá ma. 'The dress is very pretty. You will show me how so that I can make mine'.

NOTES ON CONVERSATION

5A. ti tí Arabe 'hand of Arab' -- There is no distinction between ti and mabóko. One can use this expression for 'from' whenever personal transactions are mentioned, but there will probably be one of these verbs: wara, yo, mú 'receive', gbó 'grab', nzí 'steal', etc. Compare: mbi má na yángá tí lo 'heheardfrom him', that is, 'I heard it directly from his lips'. Arabe -- A general term for Muslim traders.

17A. sí -- Notice how sequential clauses occur in a dialogue.

mo si -- This is the same connective, here used to join a preclausal subject to the clause. The translation indicates its function.

18B. ndambó 'half'. Compare: mo túku gí ndambó ngbangati ye 'Why did you pour just a half?'

GRAMMATICAL NOTES

Connectives ngbangati and tenetí (5.40). The connectives ndá li (tf), ngbangati and tenetí have a purposive or explanatory function. They translate words like because (of), over, for, etc. In a phrase with ye they mean 'why?' No difference in meaning or use seems to exist between these words. There are several forms of ngbangati, among which are [ngbatí, mbatí, matí]. They can be followed either by a noun phrase or a clause. Before a clause, they can be followed immediately by the adjunctive só with no change in meaning: Mbi fáa ze, ngbangati só mbi eke kóli 'I killed a leopard, because (or, for the reason that) I am a man'. (See 4.23.30).

All of the explanatory material can be replaced by the adjunctive ni, in which case the connectives are also replaced by ngbanga and téne: Mbi fáa ze ngbanga ni 'That's the reason I killed the leopard'. This construction is similar in meaning to one with ni laá: Ní laá, mbi fáa ze ni 'That's why I killed the leopard'.

The expression ndá li 'end of head' is used like ngbanga and téne except that I do not recall having heard it in a question. It seems to be becoming more common as a result of use by some of the radio announcers of Radio Centrafrrique.

Comparing na and tenetí. Because of the various uses of English for, some of which are like the uses of na and others like tenetí, a person may have difficulty in deciding which Sango connective is

appropriate in a given sentence. The decision will be easier if one remembers that teneti is a connective of cause, reason, and purpose whereas na does not have these meanings. Compare the following sentences.

<u>na</u>	<u>teneti</u>
1. <u>Mbi vo yema, mbi mu na lo.</u> 'I bought meat and gave it to him'.	<u>Mbi mu na lo teneti ala.</u> 'I gave it to him on their behalf'.
2. <u>Mbi vo yi ni na lo.</u> 'I bought the thing from him'.	<u>Mbi vo teneti lo.</u> 'I bought it on his behalf'.
3. <u>Mbi sara koa na lo.</u> 'I work with him'.	<u>Mbi sara koa teneti lo.</u> 'I'm working on his behalf'.
4. <u>Mbi goe na lo.</u> 'I'm going with him'.	<u>Mbi goe teneti lo.</u> 'I'm going on his behalf'.
5. <u>Mbi sara na kamba.</u> 'I'm making rope out of it'.	<u>Mbi sara teneti nginza.</u> 'I'm doing it for (to obtain) money'.

'Since' constructions (4.23.40). The equivalent of an English dependent clause introduced by 'since' or 'in view of the fact that' is a Sango clause introduced by yi so or simply so. It is also common for this clause to end with so which is not translated. It should be noted that since in I knew him since he was a boy has an entirely DIFFERENT MEANING FROM THE ONE under consideration; one is explanatory and the other is temporal. For example: Só ala gá awe, acke nzoni ala tara ma 'Since you have come, you ought to try it' (Lesson 13, 16B).

GRAMMATICAL DRILLS

Drill 1

Using ngbangati in questions and answers. Practice this exercise in dialogues, students changing parts with each other.

1.

- A. Lo mū na mbi bongó ape, sí 'He didn't give me clothes,
mbi kę lo. so I left him'.
- B. Mo kę lo ngbangati ye? 'Why did you leave him?'
- A. Mbi kę lo ngbangati bongó. 'I left him over clothes'.

2.

- A. Ala eke píka téré. Mbito 'They were fighting. I was
agbó mbi, sí mbi kpé. frightened and fled'.
- B. Mo kpé ngbangati ye? 'Why was it that you fled?'
- A. Mbi kpé ngbangati mbito. 'I fled because of fear'.

3.

- A. Zo asára koa tí wara na 'A person works to get money
nginza tí vo na yi. to buy things with it'.
- B. Zo asára koa ngbangati ye? 'Why is it that a person works?'
- A. Zo asára koa ngbangati 'A person works for money.'
- nginza.

4.

- A. Ngú ayí tí píka; mbi eke 'It's going to rain; I'm not
goe tí mbi ape. going'.
- B. Mo goe ape ngbangati ye? 'Why are you not going?'
- A. Mbi goe ape ngbangati ngú. 'I'm not going because of rain'.

5.

- A. Ala dó dódó na bí só, sí 'They danced during the night,

mbi lángó ape.

'so I didn't sleep'.

B. Mo lángó ape ngbangati ye?

'Why didn't you sleep?'

A. Mbi lángó ape ngbangati
dódó ni.

'I didn't sleep because of
the dance'.

6.

A. Ala yó samba ahó ndó ni,
Na ndá ni ála tiri na popó
tí ála.

'They drank too much beer'.
They ended up fighting amongst
themselves'.

B. Ala tiri ngbangati ye?

'Why did they fight?'

A. Ala tiri ngbangati samba ni.

'They fought because of the
beer'.

7.

A. Ala tene, ngungu acke da
mingi, sí mbi goe, mbi vo
moustiquaire.

'They said that there were
many mosquitoes there, so I
went and bought a mosquito
net'.

B. Mo vo moustiquaire ngbangati
ye?

'Why did you buy a mosquito
net?'

A. Mbi vo ngbangati ángungu.

'I bought it because of
mosquitoes'.

8.

A. Mbi má, atene, dódó tí ála
acke nzoni mingi, sí mbi goe
mbi mu photo tí mbi.

'I heard that their dances were
good, so I went and got my
camera'.

B. Mo mu photo tí mo ngbangati
ye?

'Why did you take your
camera?'

A. Mbi mu ngbangati dódó ni.

'I took it because of the dances'.

Drill 2

Translate the following sentences without looking at the Sango on the right.

1. 'He didn't give me clothes, so that's why I left him'. Lo mû na mbi bongô, sí mbi
ké lo ngbanga ni.
2. 'They were fighting, so that's why I fled'. Ala eke pîka téré, sí mbi
kpé ngbanga ni.
3. 'It's going to rain, so I'm going because of this'. Ngú eyí tí pîka, sí mbi goe
tí mbi ngbanga ni.
4. 'They were dancing, so that's why I didn't sleep'. Ala eke dô dôdô, sí mbi
lángó ape ngbanga ni.
5. 'They drank too much beer, so they fought because of it'. Ala yg samba ahó ndó ni, sí
ala tiri ngbanga ni.
6. 'There are a lot of mosquitoes, so that's why I bought a mosquito net'. Ngungu acke mingi, sí mbi
vo moustiquaire ngbanga
ni.
7. 'People steal bicycles, so that's why I lock mine'. Azo anzi vélo, sí mbi kpé
tí mbi ngbanga ni.
8. 'The President is arriving today, so people are going to the airport for that reason'. Président acke sí lá só, sí
azo acke goe na aéroport
ngbanga ni.
9. 'Just a few Centralafricans know English, so that's why I'm learning Sango'. Gî ambénî Centrafricain ôko
ôko ahînga yângá tí Anglais,
sí mbi manda Sango ngbanga ni.

10. 'The oil is almost gone,
so I am not giving you
any for that reason'.
11. 'I want to have a nice time
with people, so that's why
I travel by bicycle'.
12. 'Goats eat his vegetables,
so that's why he made a
fence'.

Mafuta agá ndurú tím húnzi,
sí mbi eke mú mbéni na mo
ape ngbanga ni.
Mbi yi tí sára ngía na fise
sí mbi tambéla na vélo
ngbanga ni.
Ngásá ate kásá tí lo, sí lo
sára gbagba ngbanga ni.

Drill 3

Answer the questions below by repeating the statement except for replacing ngbangati by ndá li tí.

Question	Answer
1. <u>Mo kë lo ngbangati bongó?</u>	<u>Eg, mbi kë lo ndá li tí bongó</u> <u>bongó.</u>
2. <u>Mo kpé ngbangati mbito?</u>	<u>Eg, mbi kpé ndá li tí mbito.</u>
3. <u>Zo asára koa ngbangati</u> <u>nginza?</u>	<u>Eg, zo asára koa ndá li tí</u> <u>nginza.</u>
4. <u>Mo goe ape ngbangati ngú?</u>	<u>Eg, mbi goe ape ndá li tí</u> <u>ngú.</u>
5. <u>Mo lángó ape ngbangati</u> <u>dódó ni?</u>	<u>Eg, mbi lángó ape ndá li tí</u> <u>dódó ni.</u>
6. <u>Aia tiri ngbangati samba ni?</u>	<u>Eg, ála tiri ndá li tí samba</u> <u>ni.</u>
7. <u>Mo vo ngbangati ángungu?</u>	<u>Eg, mbi vo ndá li tí ángungu.</u>
8. <u>Mo mú ngbangati dódó ni?</u>	<u>Eg, mbi mú ndá li tí dódó ni.</u>

Drill 4

Using expressions for 'why?' Make questions in response to the following sentences by replacing mbi by mo (and vice versa) and adding tenetí yg or ngbangatí yg at the beginning or end. Ndá ní yg can also be used at the beginning. Thus:

Mbi yi tí goe lá só ape. 'I don't want to go today'.

Mo yi tí goe la só ape tenetí yg. 'Why don't you want to
Ndá ní yg mo yi tí goe lá só ape. go today?'

1. Mbi yi tí goe na mo na galá. 'I want to go with you to the market'.
2. Mbi yi tí goe na kótóró. 'I want to go home'.
3. Mbi yi bon tí nginza tí mbi. 'I want an advance on my salary'.
4. Mbi yi permission tí dimanche sko. 'I want a leave of one week'.
5. Mbi yi tí báa mo. 'I want to see you'.
6. Mbi yi tí lángó na kótóró só ape. 'I don't want to sleep in this village'.
7. Mbi yi tí te kóbe na ála ape. 'I don't want to eat with them'.
8. Mbi yi tí dutí na pek'otí camion ape. 'I don't want to sit in the back of the truck'.
9. Mbi yi nginza ahó só. 'I want more money than this'.

Drill 5

For practice in distinguishing between na and tenetí translate the following sentences without looking at the Sango.

1. 'I bought it for two pata's'. Mbi vo na páta óse.
2. 'He bought bread for the trip'. Lo vo mápa tenetí lége.
3. 'I spoke to him about you'. Mbi sára téne tí mo na lo.
4. 'I will go for you'. Fadé mbi goe tenetí mo.
5. 'I will go with you'. Fadé mbi goe na mo.

Drill 6

Making 'since' constructions. Combine the clauses at the left in a single sentence, making the first clause the protasis with só 'since': e.g. Só lo gá awe só, í hó tí í 'In view of the fact that he has come, let us go on'.

1. mbi gá na kótóró tí ála 'My coming to your country
mbi gá séngé ape is not a purposeless one'.
2. Le Maire acke ape 'Since the Mayor is not
fadé mbi sára tongana ye in, what am I going to do?'
3. pont ní akúngbi awe 'Since the bridge has collapsed,
mbi língbi sí ká tongana ye how can I get there?'
4. ngú acke píka 'Now that it is raining, will
fadé ázo abóngbi nzoni? there be a nice crowd?'
5. mbi wara mbéti lá só 'Now that I received some
mbi língbi dutí séngé ape books today, I don't have to sit around doing nothing'.
6. yoró ní acke na mbi ape 'Since I don't have the medicine,
mbi língbi mū ní ngá na I can't give it to you'.
7. da tí lángó acke na ndo só 'Since there are no sleeping

ape

quarters her; I must go to another place'.

ake nganga tí mbi tí hó

tí goe na mbéni ndo

3. ála bongbi awe

ake nzoní mbi fa téne

ní na ála

'Since you have already gathered, I might as well tell you about the matter'.

VOCABULARY:

mi 'to take, give'

Mbi mú na lo, na lo kę.

'I gave it to him, but he rejected it'.

Mungó piqüre acke ngangó mingi.

'Giving injections is difficult'.

Mbi tene na lo tí mú óko, na blo mú otá.

'I told him to take one, and he took three'.

Koa ní acke mú yángá tí mbi.

'The work is getting me down'.

Kuí amú ála otá.

'All three of them died'.

Mo mú lége só, mo goe.

'If you take this road and go straight, you'll get there'.

Zo wa laú amú lége na lo tí sára só?

'Who gave him permission to do this?'

Fadé mbi mú gí óko na popó tí ála kóó.

'I'm going to select just one from among all of you'.

Ala mú pekó tí lo, agoe.

'They followed him and went off'.

Mú ta só kó, gá na ní.

'Bring that pot over there'.

Mú na mbi ngú, mbi yé o.

'May I please have some water to drink?'

Lo mú yéma ní gí na mabéko tí lo afáa lo.

'He took the animal in his bare hands and killed it'.

Lo mū ȳma na yá t̄í d̄ú n̄í, azía
na gígí.

'He took the animal from inside
the hole and put it outside'.

CONVERSATION

1. Góéngó na yáká "Going to the gardens".
- 1A Mérengé! "Child!!"
- 2B Mamá! "Ma'am (lit. mother)".
- 3A Bara mo [ma] ma. "Greetings".
- 4B Bara mo míngi, mamá. "Many greetings to you Ma'am".
- 5A Azo tí kóttéró ní agoe na ndo wa, "Where have the villagers gone?"
- 6B Azo tí kóttéró kóé agoe na yáká ave, "All the villagers have gone to the gardens".
- 7A Mbi yi tí goe na yáká. Lége ní ake na ndo wa, "I want to go the gardens. Where is the path?"
- 8B Mais mamá atene [aten] mbi bata mérengé. "Mother told me to care for the kids".
- 9A Mo goe zia mbi ká, fadé mo kíri ma. "Take me there and come back".
- 10B Ka só mamá atene mbi bata mérengé só. "But Mother said for me care for the kids; what about that!"
- 11A Pardon, mérengé tí mbi, goe na mbi. "Come now child, go with me".
- 12B Bon, I goe híó ndá li tí mbi kíri ndá li tí amérengé, mamá. "All right. Let's go in a hurry because I have to come back because of the kids, Ma'am".

13A Eg. Merci o.

'All right. Thank you'.

2. Lége tí yáka 'Way to garden'

- 1A Mérengé tí mbi. 'My child'.
- 2B Mamá. 'Ma'am'.
- 3A Moi bara mo ma. 'I greet you'.
- 4B Bara mo míngi, mamá. 'Many greetings to you,
Ma'am'.
- 5A Moi yí tí goe na yáka tí
ála só. 'I want to go to your
gardens'.
- 6B Na lége tí yáka ní, mo ke
fa ngú sí mo goe da ape? 'The way to the gardens —
Don't you cross the stream
and go there?'
- 7A Fadé zo wa sí agoe na mbi? 'Who will go with me?'
- 8B Fadé mbi laá mbi goe na mo.
Mo goe tí fáa ngú. Bon.
Moi goe tí zia mo ká na
yáka ká. Bon. Moi mû tí
mbi lége, mbi kíri. 'I'll be the one to go with
you. You're going to cross a
stream. I'll leave you there
in the garden there and then
I'll take the path and return'.
- 9A Mo eke na kusára? 'Do you have work?'
- 10B Moi ke na kusára, eg. 'Yes, I have work'.
- 11A Yáka ní ayo ape, ma. 'The gardens are not far,
are they?'
- 12B Yáka ní ayo ma. Yáka ní ayo
míngi míngi. 'The gardens are far indeed.
The gardens are very far'.
- 13A Lége ní ake na gbé ní wala? 'Is the path down there

(lit. in the underpart
or)?'

- 14B Lége ni ake na mbáge tí à 'The path is to the right'.
droit [adrat].
- 15A Oui, mo goe na mbi. 'All right, go with me'.
- 16B Bon, í goe ma. 'All right, let's go'.

NOTES ON CONVERSATIONS

Conversation 1

8B. mérengé -- This can refer to one or more children. But even if there were several, as we have assumed, the plural marker would not be necessary. The determinant ni is not necessary because the children in question are known from the context.

11A. pardon -- There are two uses of this word. This is one of them. It marks the repetition of a request which has already been refused or it introduces a request in anticipation of a refusal. It is also used by a second person on observing someone trip where we would say Watch out! Attention, from French, would not be used because of its colonial implications.

12B. Ndá li -- The clauses would have been better joined by si. The overuse of an expression is characteristic of people who are trying to improve their Sango.

Conversation 2

6B. ke fa -- The form is continuative but the meaning is not; the person is obviously not in the process of crossing the stream. Perhaps the continuative marks customary action, that is, 'Doesn't one always have to cross the stream to get there?'

11A. The interrogative nature of this sentence is indicated by the absolute pitch level, not by a particular contour at the end.

GRAMMATICAL NOTES

Words for general location. The equivalents of English school grammar "locative adverbs" are da 'there', ge 'here', ká 'there', place [palási] and ndo; the last two both mean 'place'.

Place and ndo are nearly synonymous, but there seems to be a difference whereas a more general location is referred to by ndo. Place seems to be possessed more than ndo. Compare the following sentences:

- | | |
|------------------------------------------------------------|------------------------------------|
| 1. <u>Mo kíri na place tí mo.</u> | <u>Mo lóngó na ndo wa.</u> |
| 'Return to your place (where you were just sitting, etc.)' | 'Where did you come from?' |
| 2. <u>Lo lángó na place só.</u> | <u>Lo lángó na ndo só.</u> |
| 'He sleeps in this place (or, spot)'. | 'He sleeps here (in these parts)'. |
| 3. <u>Place só avóko míngi.</u> | <u>Ndo avóko míngi.</u> |
| 'This place is dark'. | 'It is dark'. |
| 4. <u>Ndo avóko míngí na place só.</u> | <u>Na ndo só, ndo avóko míngi.</u> |
| 'It is very dark here'. | 'it is very dark here'. |

The verbal adjunctives ge and ká are in opposition. They can be replaced by na ndo só and na ndo ká respectively in some contexts. Compare the following sentences:

- | | |
|-----------------------------------|---------------------------------|
| 1. <u>Mo gá ge.</u> | <u>Mo goe ká</u> |
| 'Come here'. | 'Go over there'. |
| 2. <u>Mbétí tí mo así na í ge</u> | <u>Fadé mbi to mbétí na ála</u> |

híó ape.

ká.

4. 'Your letter didn't reach us here fast'.

'I will send letters to you there'.

3. Mbi híngá lo gf ge.

'I came to know him right here'.

Lo híngá ázo ká míngi.

'He knows a lot of people over there'.

Although ge and ká are in opposition, they cannot be used interchangeably. Ká seems to have a wider range of use than ge does. In the following sentences ge cannot replace ká:

1. Alá yí mbi na lá ní ká.

'You wanted me at that time'.

2. Azo ní ká, ála híngá tí fáa dole míngi.

'Those people over there, they really know how to kill elephants'.

The adjunctive da differs from the other locative words by serving as a substitute. That is, it can take the place of other words or phrases with a locative meaning. In this respect it is like French y and English there in some of its uses. For example:

Vas te promener dans le parc.

Je ne veux pas y aller.

Go for a walk in the park.

I don't want to go there.

Because da stands for other words, it is to be found where a location has already been identified. This is to say that it has an anaphoric use. For example:

Mo sára kásá, mo zíá yíngó da.

'You make sauce and you put salt into it'.

Tongana ála gá na da ní, ála li da awe, ...

'When they came to the house and had entered it, ...'.

Mbi hǐngā place só lo goe da
ape.

'I don't know where he
went!.

GRAMMATICAL DRILLS

Combine the clauses at the left to make a sentence which translates the English sentence at the right. This exercise provides practice in the use of da, prepositional nouns, and in the inclusion of verb phrases. This exercise can be used in a dialogue drill by making a question of the first clause. Thus: Lo goe na pekó tí da ngbangati yé. The answer would be the Sango translation required by the exercise.

1. Lo goe na pekó tí da 'He went there to burn
lo zé péré. grass'.
2. Lo goe na yángá tí da 'He went there to call them'.
lo éré ála.
3. Lo mpnté li tí da ní 'He climbed to fasten on
lo kánga péré. grass'.
4. Lo goe na yángá tí ngú 'He went there to fish'.
lo bi yangó.
5. Lo sukúla yá tí ta 'He washes it to remove the
lo lungúla saleté. dirt'.
6. Lo dutí na gbé tí dé 'He sits there to sew'.
lo fú bongó da.
7. Lo sára yáka lo lú bón dó. 'He makes a garden to plant
sorghum
corn there'.
8. Ala goe na téré tí lége 'They went there to wait for
ála kú autocar. the bus'.

Translation

1. Lo goe da tí zó péré.
2. Lo goe da tí éré ála.
3. Lo monter tí kánga péré da.
4. Lo goe tí bi yangó da.
5. Lo sukúla tí lungúla saleté da.
6. Lo dutí tí fú bongó da.
7. Lo sárá yáká tí lú bónđó da.
8. Ala goe da tí kú autocar.

VOCABULARY:

kíri 'to return'

The verb kíri 'to return' is used with another clause with the meaning 'to do again', 'in turn', 'to turn around and do something'. In the last instance the idea is that of starting from an original point, as if nothing had happened. For example, No kíri, mo nzi yí tí mbi 'You turn around and steal something from me'. Use the expressions at the left below to produce Sango sentences which translate the English sentences at the right.

1. Ala píka lo. 'They hit him again'.
2. Mbi tirer mbéni photo óko. 'I took another picture'.
3. Mbi dú mérengé tí kóli. 'Again I bore a male child'.
4. Lo lángó na sése. 'He lay down again'.
5. Dole ní adó lo na geré tí lo. 'The elephant trampled him again'.
6. Tenetí mo sára téne ye na mbi sioni. 'Why do you turn around and talk so badly to me?'

7. Ala voter mbi. 'They re-elected me'.
8. Mbi húnda mo téne ni
lége óse. 'I ask you about it the second time'.
9. Mo fa na mbi ape
ngbangatí ye. 'Why didn't you tell me in turn?'
10. Mo sára kóa ni na lége
ni ma. 'Do the work again in the right way'.
11. Mbi kánga kámba ni, na
kámba ni azi. 'I tied the rope, but the rope became untied again'.
12. Mbi fa na mo mbírimbíri.
Mo húnda mbi ngbangatí ye. 'I explained it to you fully. Why do you turn around and ask me again?'
13. Mbi mu yi na mo lá kóé.
Mo mu yi na mbi ape. 'I always give you things. You don't give me things in turn'.

CONVERSATION

- Mérengé agá na l'école ape 'A child doesn't come to school'
- 1A Albertine. 'Albertine'.
- 2B Madame. 'Madame'.
- 3A Bírí mo gá na l'école ape. 'Yesterday you didn't come to school'.
- 4B Téré tí mbi aso mbi sóngó. Ní laá mbi ngbá na kótórs [kódró]. 'My body hurt me. That's why I stayed home'.
- 5A Yé laá aso mo. 'What hurt you?'
- 6B Bé tí mbi laá aso mbi alíngbi ape. 'It was my liver which hurt me terribly'.
- 7A Mo goe na hôpital [opitare]? 'Did you go to the hospital?'
- 8B Mbi goe na hôpital, Madame. 'Yes, Madame'.
- 9A Lá wa laá? 'When?'
- 10B Na lundi jusqu'à ngbii yí só, samedi. 'On Monday until what do you call it, Saturday'.
- 11A Mo manquer [mange] école míngi, ss? 'You're missing school a lot, eh?'
- 12B Depuis tí mbi só mbi manquer école ape. Mais gí bé tí mbi laá aso mbi míngi ape? Madame. 'Since the beginning of school I haven't missed [freely translated]. But wasn't it just my liver which hurt me so much Madame?'
- 13A Mbétí hôpital ní acke na ndo wa. 'Where is the hospital certificate?'

- 14B Angbá na kótórs na mama. 'It's at home with Mother'.
- 15A Kékéréke mo gá na ní mbi, 'Tomorrow you bring it so I
mbi báa. ee? can see it, all right?'
- 16B Oui, Madame. 'Yes, Madame'.

NOTES ON CONVERSATION

4B. téré -- This sentence is translated literally. It probably means just 'I was sick'. For 'I wasn't feeling well' one would say téré tí mbi anzere ane 'my body didn't taste good'.

6B. bé 'liver' -- This is not to be taken literally. This sentence might refers to almost any of the internal organs except the intestines.

10B. ngbii -- This word is to be related to goe in the question (8B). The speaker seems to mean that she went every day. yí só -- This is the usual way of saying something like 'what-ya-ma-caál-it', 'thing-a-ma-jig', etc., accompanied by a pause, here indicated by the comma.

12B. dépuis tí mbi só -- It is not clear what is meant by this phrase because tí mbi has no clear referent.

13A. mbétí tí -- Certificates, documents, applications, etc. are referred to in this way. For example: mbétí tí koa 'work card', mbétí tí l'école 'school certificate', mbétí tí yoró 'prescription'.

15A. The two clauses here are close-knit. It would not be good to connect them with sí.

GRAMMATICAL NOTES

Nominalized verbs (6.30). A nominalized verb is formed by (1) adding the suffix -ngó (or -ngó) to the verb and (2) making all tones of the verb high. Words like báa 'see' with a long vowel and a

sequence of high and low tones are generally reduced to a single syllable (e.g. bá-) in the nominalized form. In addition, goe 'go' usually becomes góngó.

Nominalized verbs are used in the following ways:

1. As true substantives, occurring where other nouns

do: Asúrúngó (< súru) ní laá 'There are the ripped ones'.

2. Following tí as a complement of another verb:

Lo goe tí déngó (< dé) kéké tí wá 'She went to split firewood'.

3. To intensify the meaning of the main verb:

Ala nzí yí tí mbi nzíngó 'They (e.g. didn't borrow but) stole my things'.

Since the second use is apparently identical with that of tí and a verb, nothing further will be said of it here. In the third case the nominalized verb occurs either immediately after the verb or toward the end of the sentence. It might be considered a kind of reduplicated form of the main verb; there is certainly nothing "nominal" about it in this position.

Agentive nouns. Nominalized verbs and verb phrases with zo tí or wá can be used as the equivalents of English agentive nouns. Compare the following:

Lo sára kóbe na mbi.

'He cooks for me' or 'He prepared food for me'.

Zó tí sárángó kóbe

} aeke na

{ 'I have no cook' or 'I have

Wa sárángó kóbe

} mbi ape

{ no one to prepare food for me'.

GRAMMATICAL DRILLS

GRAMMATICAL DRILLS

Drill 1

Making nominalized verb phrases. By dropping lá kóé and nominalizing the verbs, make sentences of the second type:

Lo tó kóbe lá kóé.

'She always prepares food'.

1. Lo gí susu lá kóé.

Lo eke zo tí tóngó kóbe.

'She is the preparer of food'.

'He always fishes'.

2. Lo fáa yama lá kóé.

'He always kills animals'.

3. Lo ká samba lá kóé.

'She always sells beer'.

4. Lo fáa yáká lá kóé.

'He always makes a garden'.

5. Lo sára yoró lá kóé.

'She always practices witchcraft'.

6. Lo sára ngiá lá kóé.

'He plays all the time'.

7. Lo dó dódó lá kóé.

'He always dances'.

8. Lo yó samba lá kóé.

'He habitually drinks beer'.

9. Lo fa téré lá kóé.

'He habitually shows off'.

10. Lo píka carte lá kóé.

'He is always playing cards'.

Drill 2

Making nominalized verb phrases. Take the verb phrases from the preceding drill (verb plus object) and make sentences like this one: Tóngó kóbe acke na ndo só ape 'There's no cooking of food here'. This can mean either that people are not in the habit of cooking food in this place or that the cooking of food is not permitted.

Drill 3

Using a nominalized verb as a noun modifier. Nominalize the verbs of the following sentences and put them before the subjects, making a noun phrase: Da tí lo ayuru 'His house leaks';

yúrúngó da 'leaky house'.

- | | |
|------------------------------------|---------------------------------|
| 1. <u>Véké ní aole awe.</u> | 'The okra has become dry'. |
| 2. <u>Wé ní aba awe.</u> | 'The iron has bent'. |
| 3. <u>Mángó abe awe.</u> | 'The mangoes have become ripe'. |
| 4. <u>Avocat ní awókó kóé awe.</u> | 'The avocados are all ripe'. |
| 5. <u>Yama ní afú awe.</u> | 'The meat smells'. |
| 6. <u>Zo só akono míngi.</u> | 'This person is very big'. |
| 7. <u>Bóngó só asúru awe.</u> | 'This cloth is already torn'. |
| 8. <u>Zo só ange míngi.</u> | 'This person is very thin'. |
| 9. <u>Kóbe tí ála kóé anzere.</u> | 'All their food tastes good'. |
| 10. <u>Yí só akpí míngi.</u> | 'This thing is very sour'. |

Drill 4

Using nominalized verbs independently with ní. Make the following sentences, using the nominalized verbs from the preceding drill.

- | | |
|----------------------------------------------|-----------------------------------|
| 1. 'Dried ones aren't heavy'. | ... <u>ní ane ape.</u> |
| 2. 'I don't want the bent one'. | <u>Mbi yí ... ní ape.</u> |
| 3. 'I want just ripe ones'. | <u>Mbi yí gí ... ní.</u> |
| 4. 'People eat just soft ones'. | <u>Zo ate gí ... ní.</u> |
| 5. 'Throw away what is rotten'. | <u>Bi ... ní na ngonda.</u> |
| 6. 'Large ones can do it all right'. | ... <u>ní alíngbi sára séngé.</u> |
| 7. 'A person doesn't wear what
is torn'. | <u>Zo ayú ... ní ape.</u> |
| 8. 'The thin can also do it'. | ... <u>ní alíngbi sára ngá.</u> |
| 9. 'A person gets just good stuff
there'. | <u>Zo awara gí ... ní da.</u> |

10. 'How will we identify the sour ones?' Fadé f híngá ... ní tongana
yé.

Drill 5

Using nambadikédd verbs with meaning of 'very'. Make sentences under B from sentences under A, using the appropriate repeated verb. Thus: Kásá só anzere, 'This sauce tastes good'; Kásá só anzere nzéréngó, 'This sauce tastes very good'.

A	B
1. <u>Kóngbá só ane.</u>	'This stuff is very heavy'.
2. <u>Ngú ní acke kporo.</u>	'The water is boiling vigorously'.
3. <u>Orange ní abe.</u>	'The oranges are very red'.
4. <u>Bongó ní acole.</u>	'The clothes are completely dry'.
5. <u>Likongó ní aba.</u>	'The spear is quite bent'.
6. <u>Mbo tí lo ange.</u>	'His dog is quite thin'.
7. <u>Wá ní acke gbí.</u>	'The fire is burning vigorously'.
8. <u>Fuku ní afú.</u>	'The flour smells badly'.
9. <u>Gozo tí mbi awóko.</u>	'My manioc is all soft'.

Drill 6

Answer the questions by using the nominalized forms of the verb suggested.

Question	Answer
1. <u>Mo tó makala na yá tí ngú?</u> 'Do you cook fritters in water?'	<u>Non, mbi yóro</u> 'No, I fry them'.

2. Mo vo bongó tí mo?
 'Did you buy your dress?'
3. Zo ayóro veké?
 'Does one fry okra?'
4. Mo hínga Sango kóé awe.
 'You know Sango completely'.
5. Só kóngbá tí mo?
 'Is this your stuff?'
6. Wé ní afía awe?
 'Did the metal piece break?'
7. Mángó ní abe nzoni?
 'Have the mangoes ripened
 nicely?'
8. Mo eke dutí na ndo só?
 'Are you staying here?'
9. Mo yí tí vo mbení yí?
 'Do you want to buy
 something?'
10. Vélo tí mo acke nzoni míngi.
 'Your bicycle is very good'.
11. Mo bi na sésé nebangatí yg.
- Non, mbi fú
 'No, I sewed it'.
- Non, zo ató
 'No, one cooks it'.
- Non, mbi de tí tara
 'No, I'm still trying
 (to learn it)'.
- Non, mbi eke yó na íta tí
 mbi
 'No, I'm carrying it for
 my friend'.
- Non, aba gí
 'No, it just bent'.
- Non, afú awe.
 'No, they already are spoiled'.
- Non, mbi eke hó
 'No, I'm going on'.
- Non, mbi eke báa ndo....
 'No, I'm just looking'.
- Mbi eke bata na tí mbi
 gí
 'I'm just taking care of it
 for my brother'.
- Non, mbi zia na sésé ri ...

'Why did you throw it down?'

'No, I just put it down.'

12. Mò píka lo ndá ní yérik

'Why did you strike him?'

Nom, mbi wá lo gí ...

'No, I just scolded him'.

VOCABULARY:

bé 'liver'

In Sahgo as well as in other languages of the area, the liver is considered to be the locus of a person's will and emotions.

The examples below illustrate how action can be attributed to the liver.

Tongana na mo hínga na bé tí mo ...

'When you know it deep in your heart ...'

Mbi zía bé tí mbi na mo, ita.

'Friend, I'm putting my trust in you'.

Lo gí bé tí lo gbá. Téné ní ahó
lo.

'He thought about it to no avail. It was too much for him'.

Tongana mbi báa ála lé na lé, fadé
bé tí mbi asi na ngiá.

'When we see each other in person, I will be happy'.

Bé tí lo aso na mbi.

'He was angry with me'.

Ngonzo alondó na bé tí lo ngbangati
ye.

'Why did he become angry'.

Zia bé tí mo adé sí mo sára téné.

'Let your emotions cool off before you talk'.

Lo sára bé nzoní na mbi. Lo mú
bongó na mbi.

'He was generous to me. He gave clothes'.

Bé tí lo acke kótá míngi ndé.

'Boy, is he proud!'

Lo báa pási, bé tí lo awóko awe.

'He has suffered, so he's dispirited'.

Bé tí lo aeke mbírimbíri.

'He's honest'.

Téné aeke na bé tí mbi.

'I have something on my mind'.

Bé tí lo afáa hgbangatí kúf tí
ámérengé tí lo óse só.

'She's heartbroken over the
death of her two children'.

Lo tene na bé tí lo, Fadé mbi sára
yí ní.

'He said to himself, "I'll do
this"'.

Bé tí mbi ayí áwa Centrafricain.

'I like Centralafricans'.

Dóðó só anzere na bétí mo?

'Do you like this dance?'

Mbi hínga bé tí ála mbírimbíri.

'I know you well'.

CONVERSATION

Photo tí mérengé 'A child's picture'

- 1A Mérengé. 'Child'.
- 2B Mamá. 'Mother'.
- 3A Mbi bara [bera] mo ma. 'I greet you'.
- 4B Bara mo míngi. 'I greet you much'.
- 5A Mbi yí tí sára photo na mo. 'I want to take your picture'.
- 6B Mo báa mbéni kóli atirer photo na kótá zo tí mbi tongasó.
Mo báa, ála kpo lé tí photo ní,
lo kúfí. Mais mbi yí zo asára mbi
na photo ape. 'A man took a picture of my older brother. They jabbed the face of the picture and he died. I don't want anyone to take pictures of me'.
- 7A Lo eke na yoró? 'Did he have charms?'
- 8B Lo ke na yoró. 'Yes'.
- 9A Ka mbi ke tí mbi na yoró ape
só. 'But I don't have any charms'.
- 10B Bon. Só mo ke na yoró ape só,
nzoní mo tirer mbi ma. 'Fine. Since you don't have charms, it's all right if you take my picture'.
- 11A Mbi yí tí tirer mo na photo
ní tí sára bé nzoní na mo. 'I want to take your picture to be nice to you'.

12B Bon. Mbi mu merci so mo
tene, mo yi ti tirer mbi
na photo so, mais mbi yi mbi
kuí ape.

13A Mama ti mbi na áifa ti mbi
abescin [abezg] photo ti
ámbeni zo ti baa. Tongasó
mbi yi ti sára, ti to na ála,
ála baa.

14B Bon. Mo sára photo ni ma.

15A Merci o.

16B Merci.

'Fine. I thank you because
you say that you want to
take my picture, but I
don't want to die'.

'My mother and my relatives
need pictures of some
people to see. So I want
to take some to send to
them to look at'.

'All right. Take the picture'.

'Thank you'.

'You're welcome'.

Extracted conversation

1. Ngéré ni ske.

'For how much?'

2. Atirer photo ni na nginza?

'Do people take pictures
for money?'

3. Gi ti ázo ti Bangui atirer
i na nginza.

'Just the inhabitants of
Bangui take our pictures for
money'.

4. Ala, ázo ti Centrafricain so,
ázo ti kótóró ti mbi abescin
ti baa ála míngi.

'The people of my country need
very much to see you,
Centralafricans'.

5. Mbi tirer mo ti goe na ni na
afamille ti mbi, abaa mo.

'I'm taking your picture to
take it to my relatives so that
they will see you'.

6. Mo mu na mbi nginza si mo
tirer mbi ape?

'Give me money and then won't
you be able to take my

- tirer mbi ape? you be able to take my picture?
7. Amemá tí mbi na áfamille 'Won't my aunts and my relatives admire you a lot?'
- tí mbi agonda mo míngi
- ape?

NOTES ON CONVERSATIONS

5A. sára photo na mo -- The function of na in this phrase is difficult to explain unless this is "material means". (See Grammar 5.32.25). If it parallels the phrase sára da na kéké 'make a house of wood', then it means 'make a picture of you'. If this is true, then it would be possible to say sára mo na photo 'make you into a picture' (the "end goal" function of na). The two kinds constructions do in fact occur with tirer (6B, 11A). The use of the verb tirer is undoubtedly based on the way a gun and camera are aimed.

6B. mo báa 'you see' -- Not to be translated. This clause functions like a very mild attention-getter. lo kúí -- This clause could have been introduced by sí.

9A. tí mbi 'for my part'.

10B. nzoní -- A shortened form of ake nzoní.

12B. só mo tene -- The position of this clause is unusual because one expects it at the beginning of a sentence, followed by another clause. The translation has 'because', but one should not deduce that só means 'because'.

13A. abesoin -- The speaker probably understands /a/ to be the subject marker a- instead of the conjugated form of the French verb avoir. Besoin would therefore be a verb, and one would expect

something like mbi besoin photo. Such a development would not be at all unusual: for example, from affecter has come a verb [fektéé] 'to be appointed to another post'.

GRAMMATICAL NOTES

"Relative clauses" (4.23.10). Although there are no relative pronouns in Sango, the adjunctive só is used in constructions which adequately translate English relative clauses. The basic types are illustrated below. It should be noted that a relative clause consists of a noun (or pronoun) phrase followed by a clause -- i.e. a verb with a subject, if only the subject marker which functions as a kind of modifier. The relative clause is also commonly closed by só, the two só's trying the relative clause together. (See 4.23.50) If there is any significant pause between the noun and the relative clause, it is more often before than after só. The examples include the two clauses on which the final sentence could be based. (Doubt is expressed by "could", because the basic clauses might be different from these.) Notice that each set of three is rather closely paralleled by the others.

A

Subject > Subject

ázo ahíngá mbéti

Azo só ahíngá mbéti alíngbi

ázo alíngbi sára kóa ní

sára kóa ní.

'Those who know how to read are qualified for the work'.

Subject > Object

ázo ahíngá mbéti

Mbi yí ázo só ahíngá mbéti.

mbi yí ázo só

'I want those who know how to read'.

Subject > ni

kóngbá así lá só

Kóngbá só mbi má téne ni

mbi má téne tí kóngbá ni

así lá só.

'The things about which I heard arrived today'.

B

Object > Object

ázo aká nzó na galá

Mbi yi nzó só ázo aká na

mbi yi nzó ni

galá.

'The corn which people sell in the market tastes good to me'.

Object > ni

lo má téne

Lo má téne só lo hínga ndá

lo hínga ndá tí téne ni ape

ni ape'.

'She heard about the affair whose significance
she didn't understand'.

C

Complement > Subject

kusára tí ázo ni acke nzoni

Azo só kusára tí ála acke

ázo ni alíngbi na koa ni

nzoni alíngbi na koa ni.

'People whose deeds are good are qualified for the work'.

Complement > Object

kusára tí ázo ni acke nzoni

Mbi yi ázo só kusára tí

mbi yi ázo ni

ála acke nzoni.

'I want people whose deeds are good'.

Complement > ni

mbi eke na kobéla

Mbi eke na kobéla só éré

éré tí kobéla ni acke paludisme

ni acke paludisme.

'I have an illness whose name is malaria'.

Objectival clauses. Clauses can function like objects of a verb.

For example:

Mbi yí mo gá

'I want you to come'

Mbi báa mo gá

'I saw you come'

Mbi yí kóli óse agá

'I want two men to come'

Mbi báa kóli óse agá

'I saw two men come'

In these examples everything after yí and báa is the clause. Notice how the English translation parallels the Sango in the second pair but not the first. There is no word in Sango which is being translated 'to'. This word is required by the English syntax. (But Sango does have mbi yí tí gá 'I want to come'). For other sentences English will require other words. For example, mbi báa ála yí tí gá ape 'I saw that they didn't want to come', with the clause in English being introduced by 'that'.

Sentences of the type being described here appear to be simple. That is, there is a tendency to avoid complements which could apply equally well to both the main clause and the included one. Compare the following sentences:

Zo ní skúí na lé tí mbi

'The person died before my eyes'.

Mbi báa zo ní na lé tí mbi

'I saw the person with my own eyes'.

But mbi báa zo ní skúí na lé tí mbi might mean either 'With my own eyes I saw the person die' or 'I saw the person die before me'.

Use of nominalized verb for English dependent clause. Where English uses a clause preceded by while or when Sango can use a nominalized verb phrase preceded by na. Compare the following

sentences:

1. Lo mū kpoto tí mbi.
2. Mbi báa lo amú kpoto tí mbi.
3. Mbi báa lo na mungó ni.

'He took my hat'.

'I saw him take my hat'

'I saw him taking it' or

'I saw him when he took it'.

GRAMMATICAL DRILLS

Drill 1

Negative relative clauses. Combine each of the two clauses into a single sentence on the pattern of Subject > Subject.

1. zo só ahíngá mbéti ape
lo língbi na koa ni ape
'A person who can't read
is not qualified for this
work'.
2. zo só asára koa ape
lo língbi tambéla na
taxi ape
'A person who doesn't work
can't travel by taxi'.
3. mérengé só ayó me nzoni ape
lo eke kúf nzala
'A child which doesn't nurse
well is going to die of
hunger'.
4. wále só adú mérengé ape
lo língbi mū ngíá na kóli
tí lo ape
'A wife who does not bear
children (i.e. who is barren)
can't make her husband happy'.
5. mérengé só amá téne
lo eke sioní míngi
'A child who doesn't obey
is very bad'.
6. avocat só awóko ape
anzere ngá ape
'An avocado which is not ripe
doesn't even taste good'.
7. mbéti só ane
'Paper which is not thick'

alíngbi nínga ngá ape

can't last long'.

Drill 2

Relative clauses. Combine each of the two clauses into a single sentence on the pattern of Subject > Object.

1. mbi báa mbéni makáko 'I saw a certain monkey
makáko acke pendere míngi who was very pretty'.
2. mbi wara geré tí ngbáa 'I found the tracks of the
ngbáa asára ngangó na wále buffalo who threatend my wife'.
3. mbi má gō tí bámará 'I heard the lion roared
bámará atoto na bí só
ngangó loudly last night'.
4. mbi vo mbéni mamaá ngúru 'I bought a sow which bears
ngúru adú mérengé míngi large litters'.
5. mbi te taba 'I ate sheep (meat) which
taba acke na mafuta was greasy'.
6. mbi fáa ze ní 'I killed the leopard
ze ní shúnzi ngása tí mbi which finishe off my goats'.
7. mbi fáa konó 'I killed the hippopotamus
konó afúti yaká tí í lá kóé which always ruined our gardens'.
8. mbi fáa mbéni ngbó 'I killed a snake which is
ngbó acke sioní míngi very bad'.
9. mbi te mbéni ndeke 'I ate a certain bird which
ndeke anzere míngi tasted very good'.

Drill 3

Relative clauses. Combine each of the two clauses into a single sentence on the pattern of Object > Subject and Subject > Subject.

1. mo báa sindi lú ní 'The sesame which you saw
sindi akpingba awe that day is ripe'.
2. mbi lú gozo 'The manioc which I planted
gozo ale awe has produced'.
3. mo báa ngágo 'The ngágo (Solanum aethiopicum)
ngágóahnnílaawe which you saw is all gone'.
4. mbi vo fondo 'The plantains which I
fondo ní abe awe bought are ripe'.
5. mbi lú tomate 'The tomatoes which I planted
tomate ní akono awe have grown up'.
6. mángo atí na sese 'The mango which fell to the
mángo así gígí awe ground has sprouted'.
7. tomate ní atí bíri 'The tomato which fell yester-
tomate ní afú awe day is rotten'.
8. nzó acke ká 'The corn which is over there
nzó ní acke tí mbi is mine'.
9. buléé só awóko míngi 'Bananas which are very soft
buléé ní anzere ape do not taste good'.
10. ázo asára yáká tí kóbe 'People who make a food
ála wara kóbe tí yángá garden get their
tí ála nourishment'.

Drill 4

Using material from conversations of preceding lessons translate the following sentences into Sango.

1. 'I want you to sleep well'.
2. 'They want everyone in your house to sleep well'.
3. 'He wants you to go see John'.
4. 'He wants you to greet him'.
5. 'I want you to speak Sango with me'.
6. 'He doesn't want us to walk around here'.
7. 'They want you to stay here all the time'.
8. 'She wants us to go fetch water'.
9. 'They want us to dig a well'.
10. 'I want you (plural) to understand Sango well'.
11. 'When does she want you to return?'
12. 'What does he expect you to pay the taxi with?'
13. 'She wants the child to grow fat'.
14. 'How many children do you want to have?'
15. 'Who wants you to buy this food?'

Drill 5

Clauses in the objective. This exercise provides practice in making the equivalent of English dependent clauses, in the use of nominalized verb phrases, and in the use of spe. Students should use this exercise in dialogues.

This exercise should be done with a great deal of spirit, for this kind of dialogue is true to life. B's question challenges the veracity of A's first statement; it should therefore be said with incredulity or cynicism -- as they are signalled in Sango, not in English. This question can be replaced by any one of the following:

Mo báa taa na lé ti mo?

'Did you see with your very
eyes?'

Mo báa na lé tí mo?

'Did you see with your eyes?'

Mo báa na lé tí mo ndé?

'Do you mean to say that you saw it with your own eyes!?'

Instead of the answer given for the question, A can say

Mbi báa na lé tí mbi ape?

'Did I not see it with my own eyes?'

When A admits that he did not witness the event, B can tell him:

Báa yí na lé sí o (or, ma).

'Witness things (i.e. before claiming to know what you're talking about)'.

1.

A. Lo gá awe.

'He has come'.

B. Mo báa lo na lé tí mo?

'Did you see him with your own eyes?'

A. Mbi língbi tí sara vene

'I can't tell a lie. I didn't see him come'.

ape. Mbi báa lo na

gángó ní ape.

2.

A. Lo nzí vélo tí mbi.

'He stole my bicycle'.

B. Mo báa na lé tí mo?

'Did you see it with your own eyes?'

A. Mbi língbi tí sára vene

'I can't tell a lie. I didn't see him steal it'.

ape. Mbi báa lo na

nzíngó ní ape?

3.

A. Lo zia mbéti ní na burean.

'He put the paper in the office'.

- B. Mo báa na lé tí mo? 'Did you see it with your own eyes?'
- A. Mbi língbi tí sára vene ape. 'I can't tell a lie. I didn't see him put it'.
- 4.
- A. Ala sára téne na popó tí ála. 'They talked amongst themselves'.
- B. Mo báa ála na lé tí mo? 'Did you see them with your own eyes?'
- A. Mbi língbi tí sára vene ape. 'I can't tell a lie. I didn't see them talking'.
- 5.
- A. Lo zí kámبا só ála kángga na kóngbá ní. 'He undid the rope with which the baggage was tied'.
- B. Mo báa na lé tí mo? 'Did you see it with your own eyes?'
- A. Mbi língbi tí sára vene ape. 'I can't tell a lie. I didn't see him undo it'.
- 6.
- A. Sous-préfet ahó tí lo na Bangui awe. 'The Sous-Préfet has gone to Bangui.'
- B. Mo báa lo na lé tí mo? 'Did you see him with your own eyes?'
- A. Mbi língbi tí sára vene ape. 'I can't tell a lie. I didn't see him go'.

7.

- A. Ita tí lo afáa lo na yoró.
B. Mo báa na lé tí mo?
A. Mbi língbi tí sára vene ape.
Mbi báa lo na fángó ní ape.

'His brother killed him with charms'.

'Did you see it with your own eyes?'

'I can't tell a lie. I didn't see him kill him'.

8.

- A. Mamá ní acké mú nzoni kóbe
na ámérengé tí lo lá kóé.
B. Mo báa na lé tí mo?
A. Mbi língbi tí sára vene ape.
Mbi báa mama ná na mungó
ní ape.

'The mother always gives good food to her children'.

'Do you see it with your own eyes?'

'I can't tell a lie. I don't see the mother give it'.

9.

- A. Akoso tí makunzi tí kstóró
abuba yáka tí mbi.
B. Mo báa na lé tí mo?
A. Mbi língbi tí sára vene ape.
Mbi báa akoso tí makunzi ní
na búbangó ní ape.

'The village headman's pigs ruined my garden'.

'Did you see it with your own eyes?'

'I can't tell a lie. I didn't see the headman's pigs ruin it'.

10.

- A. Bozó tí nginza tí mbi atí na
sése. Lo gá, amú, akpé na
ní.

'My wallet fell down. He came and took it and ran away with it'.

- B. Mo báa na lé tí mo? 'Did you see it with your own eyes?'
- A. Mbi língbi tí sára vene ape. 'I can't tell a lie. I didn't see him take it'.
- Mbi báa lo na míngó ní ape.
- VOCABULARY: ngangó 'strength, hard'
Ngangó tí moi awe. 'I have no more strength'.
Mbi língbi tí sára ngangó na lo lá sko ape. 'I can't ever treat him harshly'.
Whiskey acke ngangó ahó samba. 'Whiskey is more powerful than beer'.
Tongana mo yó whiskey, asára li tí mo ngangó míngi. 'When you drink whiskey, it has a strong affect on your senses'.
Mbi te mápa ní gbá. Acke ngangó míngi. 'I can't eat the bread. It's very hard'.
Koa ní acke ngangó míngi. I língbi tí sára ape. 'The work is very difficult. We can't do it'.
Lá kóé lo tene, "Sára koa na ngangó". 'He's always saying, "Work hard"'.
Sára téne na ngangó. Mbi má ape. 'Speak loudly. I can't hear'.
Kéké só acke ngangó ape. Alíngbi na koa ní ape. 'This lumber is not hard. It is not adequate for the work'.
Li tí lo acke ngangó míngi. 'He's very stubborn'.
Zia ngangó tí mo da. 'Put your strength into it'.

21.253

21.254 21.254

CONVERSATION

Lége tí auto 'Automobile roads'

- 1A Bara ma, ita. 'Greetings, Friend'.
- 2B Bara mingi, Jean-Louis. 'Many greetings, Jean-Louis'.
- 3A Mbi báa mo, mo lóndó na Bambari? 'Do I see you coming from Bambara?'
- 4B Eg. Mbi lóndó na Bambari laá mbi ke [e] gá só. 'That's right'. I'm coming from Bambari'.
- 5A Mais mbi báa mécanicien tí mo alángó na gbé tí auto ni.
Et lége ní ká ake nzoni ngá? 'But I see your mechanic lying under the car. Is the road over there good?'
- 6B Lége ní ake nzoni. Mais na mbení ándo lége ní ake sioní mingi. 'The road is good. But in some places the road is very bad'.
- 7A Mais na mbáge tí lóndóngó na Grimari tí gá na Fort Sibut só, lége ní ake nzoni? 'But is the road good coming from Grimari to Fort Sibut here?'
- 8B M' m. Mó hó [q] pont tí Kem awe, dú ake da míngi míngi.
Il faudrait que [ifodréke] mo sára attention. 'No. After you have crossed the Kem bridge there are many holes. You have to be careful.'
- 9AA Bon. Mbi mú na mo merci míngi, ita. 'Fine. Thanks a lot, Friend'.
- 10B Mm. Só séngé. 'You're welcome'.

NOTES ON CONVERSATION

The following conversations (in lessons 22-25) were recorded by two young men who were born and reared in Bangui. They claimed not to know any other African language than Sango. It is quite possibly true, because many urbanized parents prefer to speak Sango to their children than their own native language. In addition to Sango these young men speak French with considerable competence because they had had a high school (lycée) education.

4B. läg -- Explanatory use. The connective sí could have been used here, but it would simply mark sequence.

5A. mais, et -- These conjunctions do not seem to have the function here that they have in French. All we can say is that they introduce sentences, but why mais occurs in one place and et in the other we cannot say. ngá -- This word does not seem to have the meaning 'also' here, but it is not clear what it does mean.

6B. mbéni ándo 'some places' -- One expects á-, the plural marker, before mbéni. See the grammatical note.

8B. mí -- The diacritic over i indicates a rising contour. See the grammatical note.

10B. séngé -- The translation given here is derived from the use of this expression in this context. One should not assume that You're welcome is to be translated into Sango by Só séngé. There is no regular way of saying You're welcome. It may be that this Sango expression is based on il n'y a pas de quoi.

GRAMMATICAL NOTES

Plural prefix with adjunctives (Grammar, p.136). The usual pattern is for the plural marker to be affixed to the last ante-noun adjunctive

away from head noun. (The adjunctives gí 'only' and taá 'exactly' stands outside the pluralized noun phrase.) For example:

<u>áyéma</u>	'animals'
<u>ákété yéma</u>	'little animals'
<u>ákété kété yéma</u>	'very little animals'
<u>ámbéní kété kété yéma</u>	'some very little animals'
<u>gí ámbéní kété kété bingbá yéma</u>	'just some very small brown animals'

However, the prefix sometimes occurs at other places in the noun phrase, either with the noun -- in spite of the presence of adjunctives -- or with some other than the left-most adjunctive.

Subordinate clauses with tongana (5.81; 15.21.12). Conditional and certain kinds of temporal clauses can generally be translated into Sango by using the connective tongana, which is placed immediately before the subject. This protasis, with occasional exceptions, precedes the principal clause. Thus, if the clause is not perfective, it is roughly equivalent to an English clause with if or when. These are illustrated below. In the eighth example, swe does not modify the principal verb báa but the verb it immediately follows.

It should be noted that tongana appears in forms other than what is indicated by this spelling: e.g. [t^ɔngana], [t^ɔgna], [taá], etc. Subordinate clauses in initial position generally have either a final rising glide or suspended pitch. These cues are important when a subordinate clause is not lexically marked.

1. Tongana bofite tí tomate ake, 'If there is a can of tomatoes,
mo túku da. dump that into it'.

2. Lo báa tongana yama acke, 'He looks to see if there is
na yá ni. any meat in it (i. e. the
 sauce)'.
3. Tongana mo sára tongasó pepe, 'If you don't do it like this,
lá kóé mo eke wara malade. you'll be getting sick all
 the time'.
4. I mí tanga ní, tongana tanga 'We take what is left (of the
ní angbá, fí vo na nginza ... meat), if there is any remaining,
 and we sell it (lit. exchange
 for mony) ...'.
5. Tongana mo sára koa tí kóli 'If you do our husband's
tí mo nzoni, fadé mo wara ngú work well, you'll get some
kóé séngé. also without any trouble'.
6. Tongana mbi wara service, 'If I get a job, then I'll
sí mbi goe na Bangui. go to Bangui'.
7. Tongana mbi goe fadesó, fadé 'If I should go now, I would
mbi hínga ndo ... know the place ...'.
8. Tongana mo báa, acollen awe, 'When you see that is has
mo mí, mo zia na sése. thickened, you take it and
 put it aside'.
9. Tongana mo sí ká, tongana 'When you arrive there, and
ála eke húnda, mo dutí kpó. when they ask you questions,
 be quiet (don't say anything)'.
10. Lá kóé, tongana ngala ahó ndó 'Every day, when hunger overcame
tí mbi, mbi goe, mbi éré na me, I went and begged
lo. (something to eat) from the
 watchman'.

A tongana clause can occur independently as a sentence, in which case it generally ends with a final sentence particle, e. g. ma, g, or the connective sí. Such a sentence seems to imply only unrealized events.

<u>Tongana mbi báa lo sí.</u> <u>Tongana mbi báa lo ma.</u>	}	'If I see him'. That is, 'If I see him, then I'll tell him'.
----------------------------------------------------------------	---	---------------------------------------------------------------------

When a tongana clause is perfective, it is equivalent to one in English which begins with after or having and one of the past tenses. But since After he eats, he's going to the market implies the completion of an act, it must be rendered in Sango by the perfective. Such a perfective subordinate clause is quite common in narratives. It should be noted again that with certain verbs perfective clauses are translated into English with the present tense.

1. Tongana mo tourner kété alingbi na ní awe, mo zia na sése. 'Having stirred it as much as is needed, you put it aside'.
2. Tongana ayí tí sí na six heures et demie, só ndo avóko awe, lo goe na kóli só ... 'When it was about six o'clock and it had become dark, he went to the man'.
3. Tongana mbakóro wále só afa éré tí kóli só na méréngé wále só awe, na ndá ní, lo tene ... 'After the old woman had revealed the man's name to the girl, then she said ...'.

Tonal equivalent of tongana. In 8B of this lesson's conversation there occurs the word mō. This is the pronoun for 'you (sg.)' marked for a rising pitch instead of low level. It is quite clear that the clause in which mō occurs is equivalent to one with tongana. This kind of tone-marked dependent clause is definitely a part of the language (I have other instances), but it is quite rare. No drill is provided, but the student should try to record the exact words of any sentence he hears with this peculiarity.

It should be noted that there is a similarity between this use of tone and that of high tone on a subject marker (discussed in lesson 11). In both cases the action being referred to is unrealized.

Simultaneity of action. English subordinate while clauses are rendered in Sango in several ways. Continuity itself is generally made explicit by the use of eke, de, or ngbá; subordination is marked either by tongana, by coordination (with the connective na 'and'), or by parataxis (i. e. with no connective). As with the other subordinate clauses already discussed, the subordinate clause comes first in the sentence.

1. Tongana mbi de tí te kóbe, 'While I'm eating, I don't talk'.
2. Tongana i de tí sára téne, 'While we were talking the avion tí President azú na sése.' President's plane landed'.
3. Mbi ngbá tí te kóbe, na lo sí 'While I was eating, he arrived at the door'.
4. Ambéní avo, ámbéní acke gá. 'While some are buying, others are coming'.

GRAMMATICAL DRILLS

Drill 1

Making subordinate clauses. Answer the questions with the appropriate "independent subordinate clauses".

1. Mo yí tí báa lo fadesó?

'Do you want to see
him now?'

Tongana mbi te kóbe awe sí.

'After I have eaten'.

2. Mo yí tí te kóbe fadesó?

'Do you want to eat now?'

Tongana mbi sukúla ngú awe

sí.

'After I have bathed'.

3. Fadé mo lángó na ndo só?

'Are you going to sleep
here?'

Tongana da aeke sí.

'If there is a house'.

4. Mo yí tí sukúla ngú fadesó?

'Do you want to bathe now?'

Tongana mbi hú téré tí mbi sí.

'When I have rested'.

5. Mo yí tí hí téré tí mo

fadesó?

'Do you want to rest now?'

Tongana mbi zía kóngbá kóé

na sése sí.

'After I have put all the
baggage down'.

6. Mo yí tí zía auto tí mo na

ndo só?

'Do you want to leave your
car here?'

Tongana ázo tí kótóró ayí da

sí.

'If the villagers agree to
it'.

7. Mo eke hó ánde na lége?

'Are you leaving soon?'

Tongana mbi leke auto tí

mbi sí.

'If I fix my car'.

8. Fadé mo kíri gbánda ge? Tongana mbi wara lége sí.
 'Are you coming back here
 some day?'
9. Fadé mo sí ká lá só? Tongana mbéni yí agbánzi
 'mbi ape sí.
 'Are you going to arrive
 there today?'
10. Mo yí tí goe na dódó ní? Tongana lége ní ayo ape sí.
 'If nothing interferes'.
 'Do you want to go to
 the dance?'

Drill 2

Combine the clauses of the preceding exercise to make a complex sentence, making changes wherever necessary: e.g. in the first clause, mo will have to be replaced by mbi and yí tí will be dropped. The future marker fadé can be used in each sentence following sí. This exercise provides further practice in the use of these words.

1. Tongana mbi te kóbe awe, sí fadé mbi báa lo.
2. Tongana mbi sukúla ngú awe, sí fadé mbi te kóbe.
3. Tongana da aeké, sí fadé mbi lángó na ndo só.
4. Tongana mbi hú téré tí mbi, sí fadé mbi sukúla ngú.
5. Tongana mbi zía kóngbá kóé na sése, sí fadé mbi hú téré.
6. Tongana ázo tí kótfóró ayí da, sí fadé mbi zía auto tí
 mbi na ndo só.
7. Tongana mbi leke auto tí mbi, sí fadé mbi eke hó ánde na lége.
8. Tongana mbi wara lége, sí fadé mbi kíri gbánda ge.
9. Tongana mbéni yí agbánzi mbi ape, sí fadé mbi sí ká lá só.
10. Tongana lége ní ayo ape, sí fadé mbi goe na dódó ní.

Drill 3

Negative complex sentences. Change the sentences of the preceding drill from affirmative to negative, replacing sí fadé mbi plus verb to mbi língbi plus verb, meaning 'If I don't, I can't'. In sentence 7 eliminate eke and ánde. Next, translate the sentence so which are thus produced. This exercise also provides further practice in making dependent verb phrases.

1. Tongana mbi te kóbe ape, mbi língbi báa lo ape.
2. Tongana ábi sukúla ngú ape, mbi língbi te kóbe ape.
3. Tongana da acke ape, mbi língbi lángó na ndo só ape.
4. Tongana mbi hú téré tí mbi ape, mbi língbi sukúla ngú ape.
5. Tongana mbi zía kóngbá kóé na sése, mbi língbi hú téré ape.
6. Tongana ázo tí kótóró ayí da ape, mbi língbi zía auto tí mbi na ndo só ape.
7. Tongana mbi leke auto tí mbi ape, mbi língbi hó na lége ape.
8. Tongana mbi wara lége ape, mbi língbi kíri ge ape.
9. Tongana mbéní yi agbánzi mbi, mbi língbi sí ká lá só ape.
10. Tongana lége ní ayo, mbi língbi goe na dódó ní ape?

Drill 4

Using material from conversations of preceding lessons and the model presented by sentences 3A and 5A of this lesson, translate the following sentences into Sango.

1. 'I see that your mechanic came from Bambari'.
2. 'Did you see that the road was good?'
3. 'I saw that there were many holes there'.
4. 'He saw me take a picture of you'.

5. 'I saw him die'.
6. 'Did you see the women be nice to her?'
7. 'Did you see my brother send him the letter?'
8. 'I didn't see you come to school yesterday'.
9. 'I saw one girl taking care of five children'.
10. 'I saw your father returning to the village'.
11. 'I didn't see the man steal your bicycle'.
12. 'He saw me get the wound on my leg'.
13. 'I saw you buy that from the Arab'.
14. 'Didn't you see us sew this for them?'
15. 'I didn't see the tailor tear this; I saw you tear it'.

Drill 5

Pluralized noun phrases. Upon hearing the following noun phrases respond as quickly as possible with the pluralized forms.

1. ngbéré da
2. kótórbó tí fí
3. zo wa
4. mbéní fta tí mbi
5. mbéní kété baba tí lo óko
6. nzoní kótórbó tí álu míngi
7. kótá mará tí ála
8. mbéní yongóro mbunzú
9. búbángó kótórbó kóé
10. kíringó tí áministre ndé ndé ndé
11. fútingó da óko óko
12. taá kótá kónđo tí lo
13. gí kónđongó mama tí ngúru

14. Nzoní yí ndé ndé

15. wa tí kóteró ni tongasó

VOCABULARY: ngú 'water'

Mbi yó ngú séngé ape. Gí ngú
Nzapá.

Mú na lo ngú, lo yó.

Lo toto séngé ape. Lo toto na
ngú lé.

Lo yí ngú tí wá, ngú tí dé ape.

Ngú así gigí na téré tí lo kóé.

Só aeks ngú séngé ape. Só ngú tí
téré laá.

Kóbe tí mérengé ni aeks gí
ngú (tí) me.

Bi ngú tí yángá na ndo só ape ma.

Ngú vurú así gigí kóé awe.

Lo goe na pekó tí dà tí sukúla ngú.

Mo goe ká, mo sára ngú óke.

Mbi sára ngú ape.

Ngú tí mérengé tí mo só óke.

Ngú só, mbi sára yáká tí coton
ape.

'I don't drink plain water. Just
rain water'.

'Give him a drink of water'.

'She wasn't just complaining.
She was crying'.

'She wants hot water, not
cold water'.

'He was perspiring all over his
body'.

'That's not plain water.
That's sweat'.

'The' chimbítshéved.is just
breast milk'.

'Don't spit here'.

'All of the pus is gone'.

'He went behind the house to
bathe'.

'How many years did you stay
there?'

'I wasn't there even one year'.

'How old is this child of yours?'

'I'm not making a cotton garden
this year'

Bongó só amú ngú awe.

'This cloth is wet'.

Ngú amú sésé awe.

'The ground is wet'.

Ngú alondó tí gá na mbáge ká.

'Rain is coming from that direction'; or, 'There are rain clouds over there'.

Ngú akángá lé tí lá awe.

'Rain clouds have obscured the sun'.

Ngú acke píka ngangó míngi.

'It's raining very hard'.

Tenetí ye mo fono na gbé tí ngú.

'Why are you walking in the rain?'

Tongana mo goe ká na yángá tí ngú,
fadé mo báa mbéni da na mbé
ngú yongóro.

'When you go to the (cleared) bank of the river, you'll see a house on the other side in the distance'.

Fadé í fáa ngú ní na yé.

'What are we going to cross the river with?'

CONVERSATION

Auto en panne 'Car trouble'

- 1A Bara mo ma, kóli. 'Greetings, Man'.
- 2B Bara míngi, ita. 'Many greetings, Friend'.
- 3A Yé laá asára auto tí mo
ye. Mbi báa mabóko tí
mo kóé gí mafuta só.
Yé laá asára ye. 'What's wrong with your car? I see your hands all covered with oil (lit..your hands just oil). What's wrong?"
- 4B Mbi gá, mbi tí na yá tí
dú, sí mbéní wé só ká
na gbé ní só laá akúngbi. 'I fell in a hole and that iron down there bent'.
- 5A Mais est-ce que [eski] mbi
peux [pe] tí mû na mo
mbéní, mo remplacer
mo zia na place ní ape? 'Can't I give you another one to put in its place?'
- 6B Mais mo gá mo báa wé ní sí
fadé mo mû na mbi yí só,
títene mbi zia na place
ní, ma. 'Come and look at the metal so you can give me the part so that I can replace it'.
- 7A Bon. Mbi tene na Jean agá
na mbi [agáambí] boîte tí
cléf. Tongasó mbi báa
lége ní na mo. 'Fine. I'll tell Jean to bring the box of wrenches. Then I'll see what I can do (lit. see the way for you)'.
- 8B Mm. Merci míngi. 'Thank you very much'.

NOTES ON CONVERSATION

3A. só -- This is the sentence final word which means 'there' or 'here' or some such thing. It is identified as such by subtle features of pitch and juncture; the pronunciation of mafuta só 'this oil' would be different.

4B. gá 'come' -- Not to be taken literally; this verb and goe 'go' are used to mark progression in a narrative. It is difficult to translate them at times. Here we might say 'What happened was that that' mbéni -- Here it means just 'a'. mbéni wé só ká 'this (piece of) metal over there'. The rest of this subject of the verb kúngbi does not seem to be a modifier of the noun wé in the noun phrase because só and ká ordinarily come at the end of a noun phrase. na gbe ní só acts as if it were preceded by the copula. The whole subject might be translated 'this piece of metal over there which is down here'.

5A. peux -- Although the verb is French, the usage with tí is Sango. The verb is no different in meaning from Sango língbi. Notice how the speaker also corrects himself and switches from French remplacer to Sango zia. Of course, the Sango expression for 'replace' must include the French loanword place. This is a single sentence in spite of the fact that it includes the verbs peux, mú, and zia, because the negative marker goes with the main verb peux.

7A. agá -- This could have been tí gá 'to come'. As it stands, the meaning is literally 'I tell to John he comes'.

GRAMMATICAL NOTES

Subordinating adverbial conjunctions. The function of tongana as a clause subordinator has already been pointed out. It needs to be pointed out again that there are no other subordinators in the language (unless yí só be considered one), making it rather awkward for the speaker of English who is accustomed to using words like before, until, and after. It helps to remember, therefore, that as a general rule Sango signals events in the order in which they occur. It is for this reason that the connective sí 'then' is found in so many sentences which are equivalent to English sentences with subordinating conjunctions. In the following examples a literal translation is given as well as the original English sentence.

1. 'Do all the work before you return home' (do work it is all finished then you return to village).
Sára koa ní, ahúnzi kóé,
sí mo kíri na kótórb.
2. 'Eat before you go' (eat the food then you go).
Te kóbe ní sí mo goe.
3. 'Wash your hands before you eat' (wash your hands first then you eat).
Sukúla mabóko tí mo kózo ní,
sí mo te kóbe.
4. 'Work until it gets dark' (do the work long time, place gets dark then).
Sára koa ní ngbii, ndo
avóko sí.
5. 'He went home after it had become dark' (he do work long time then place gets dark on him).
Lo sára koa ngbii, sí ndo
avóko na ndó lo.

6. 'Before it was dark, he had finished' (he do work finished then place gets dark).

Lo sára koa ní awe, si ndo avóko.

Unmarked subordinate clauses (15.21.12a). Unmarked subordinate clauses are those which are not introduced by tongana. They usually have the same meaning that a tongana clause would have. It is possible, however, for the clause to have the meaning 'while'. Notice that examples have no verb at all.

1. Amú mbéni téme tongasó,
ála zó ácharbon, abóngbi
ála lége óko.

'When they had taken certain stones like this, and had charcoal, they combined them (i.e. the stones)'.

2. Lo tene, kóli ayí tí goe,
fútángó ní tí li na yá
ní páta bale' osiō.

'He says it men want to enter, the price of admission is 200 francs'.

3. Tongasó ála leke ála kóé
nzoní awe, agá zia ála
fadesó na yá tí ta.

'So after she has well prepared all of them (i.e. caterpillars), she comes next and puts them into a pot'.

4. Tongasó kóé awe, mo leke
kóé awe, fadesó mo gú mo
tíku mafuta na yá ta.

'When this is all done, after you have prepared them all, you then pour fat into a pot'.

5. Tongasó avó kóé, agá afáa
ngunzá ní kóé, abi kéké
ní na sésé.

'After she has bought them (i.e. manioc greens), the cuts up the greens and throws away the stems'.

6. Midi alíngbi awe, mo gá
mo mú sembé, mo túku da.. 'When noon comes around, you take a dish and you put (the food) in it....'.
7. Lo te ngunzá ní kóé wwe,
mo goe mo mú na lo ngú.. 'After he has eaten the greens, you give him some water....'.
8. Kóli así sígí awe, ála
síá lóró da akpé na wále
ní. 'When the man had gone out, they took off in a hurry with the woman'.
9. Mo goe na galá, mo yo
ngunzá, mo fáa ngunzá ní
awe, mo yo kpí tí kárákó. 'After you have gone to the market and bought and cut up the manioc greens, then you buy peanuts'.

Other subordinate clauses. The following examples illustrate more variety in the kinds of subordinate clauses: one introduced by a temporal phrase (ex. 1), one consisting of tongasó in a phrase (ex. 2-4), and one with introductory só (ex. 5).

1. L'heure ní só mbi de
mérengé, fí goe na
ámbunzú tí dole. 'At the time when I was still young, we went with some European elephant hunters'.
2. Na lá kúí, lá tongasó,
fí na ámbunzú, fí goe. 'In the evening, when the sun was like this (making a gesture), the white man and I went away'.
3. Tongasó sí mo bóngbí na
koko lége óko. 'When this is done, you combine them with koko leaves'.

4. Tongasó, kóli só amá 'So when the man heared this,
tongasó, akíri agoe na he returned to spider'.
tere ká.

5. Só í commencer koa zí 'When we began to work on
terrain só, mbi de the airfield, I wasn't so
mérangé míngi ape. very young'.

Explanatory clauses. An English sentence with so it won't does not take a negative in Sango. Thus, I do this so it won't break has the following Sango equivalent: mbi sára só ngbangatí afáa 'I do this because it breaks'. The idea is this: If I didn't do this, it would break'. If the negative is introduced, the meaning is different: mbi sára só ngbangatí afáa ape 'I do this because it's not broken' (or, it didn't break)'.

This type of clause is similar in meaning to one with the verb língbi: for example, mbi sára só sí alíngbi fáa ape 'I do this so it can't break'.

grammatical drills

Drill 1

Explanatory clauses. Combine the clauses at the left to produce sentences whose translation is at the right.

1. zia na yá frigidaire 'Put it in the refirgerator
afá so it won't spoil'.
2. gbó ngangó 'Hold it hard so it won't
atí fall'.
3. kángá lége otá 'Tie it three times around
alungíla so it won't come apart'.

4. aía calle da 'Put a wedge there so it won't roll back'.
5. lutí na ndo só 'Stand here so they won't see you'.
6. mbi bata na yá poche tí mbi
agirisa 'I keep it in my pocket so it won't get lost'.
7. mbi kánga mbéti tí mbi na mbéti
agá saleté 'I wrap up my books in paper so they won't get dirty.'
8. mbi zía mafuta na yá ni
amú séko 'I grease the inside of it so it won't get rusty'.
9. zía na yá da
aoles 'Put it inside the house so it won't dry'.
10. kánga geré tí kóndo ni na kámba
lo kpé 'Tie up the chicken's legs so it won't run off'.
11. kánga vélo tí mo na clé
zo anzi 'Lock up your bike so it won't be stolen'.
12. zía mbéti na yá tí caisse ni míngi
atoto 'Put a lot of paper in the box so it won't rattle'.
13. zía kugbé na lé tí ngú ni
atuku 'Put leaves on the water so it won't spill'.
14. mú mbení yí na mérengé
lo toto 'Give the child something so it won't cry'.
15. mú bongó gá na ni
amú ngú 'Bring the clothes so they won't get wet'.

Drill 2

Questions with yé laá. On the pattern of the question in 3A of this lesson's conversation, make questions which would elicit the following answers.

the following answers.

1. Mbi eke leke gbánda tí mbi. 'I'm repairing my nets'.
2. Kéte wé só laá akúngbi. 'This little piece of iron is bent'.
3. Lo mú wé tí leke na auto. 'He took auto-repair tools'.
4. Yí asára auto tí mbi sko ape. 'Nothing's wrong with my car'.
5. Photo laá mbi gbó na mabóko tí mbi. 'It's ma camera I'm holding in my hand'.
6. Ala yí tí ká makala na í. 'They want to sell fritters to us'.
7. Bé tí mbi laá aso mbi. 'It's my liver which hurts me'.
8. Nzara laá asára lo sí lo toto só. 'He's crying because he's hungry'.
9. Susu laá acke na yá ní. 'It's fish that is inside'.
10. Gí bió tí yama laá lo bi na ngonda. 'It's just animal bones th he threw away'.

Drill 3

Use of negative. Practice the following sentences to acquire facility in making long negative sentences.

1. Mbi hínga Sango ape. 'I don't know Sango'.
2. Mbi hínga yángá tí Sango ape. 'I don't know the Sango language'.
3. Mbi hínga yángá tí Sango sko ape. 'I don't know the Sango language at all'.
4. Mbi hínga yángá tí Sango, sí mbi língbi tí tene isoró na azo, ape. 'I don't know the Sango language to be able to chat w with people'.

5. Mbi híngá yángá tí Sango
kóé titene mbi língbi
sára kóa ní, gí mbi óko,
ape.
6. Mbi eke na mbéní nginza,
titene mbi fúta na lo,
sí lo fa na mbi yángá
tí Sango lá na lá, ape.
- 'I don't fully know the Sango language to be able to do the work by myself'.
- 'I don't have the money with which to pay him for him to teach me the Sango language daily'.

VOCABULARY: yí 'thing'

When (a) one does not know the Sango word for an object, or (b) there is no word for it, or (c) one wants to refer to a class of objects having a certain function or set of characteristics, one can use yí followed by a verb phrase. It will often be necessary to include a na phrase whose function is that of instrument, end-goal, accompaniment, etc. The following descriptive phrases constitute a random sample of the kinds that can be constructed almost at will.

<u>yí tí te</u>	'something to eat, food'
<u>yí tí yí</u>	'something to drink, beverage'
<u>yí tí sára</u>	'something to do, work'
<u>yí tí lángó na ní</u>	'something to sleep on'
<u>yí tí te na ní</u>	'something to eat with'
<u>yí tí fáa na yáka</u>	'something with which to make a garden, agricultural implement'
<u>yí tí sára na wá</u>	'something with which to make a fire, for example, wood,'

paper, grass¹

yí tí hǎ na zuru

'something with which to
measure the sorghum' (for
example, in selling the
grain)¹

yí tí sára na mbéti

'something to write with (for
example, paper or pencil)⁴

yí tí kánga na kóngbá

'something to tie up the
baggage with (for example,
rope, string, wire)¹

CONVERSATION

Vóngó pièce na Bangui 'Buying a part in Bangui'

- 1A Bara ma, méréngé. 'Greetings, Child'.
- 2B Bara mo, babá. 'Greetings, Father'.
- 3A Mo eke goe na ndo wa. 'Where are you going?'
- 4B O, mbi lángó gí ge na Damara. Mais mbi yí tí [mbifití] goe na Bangui. 'Oh, I live right here in Damara. But I want to go to Bangui'.
- 5A Mbi peux tí toka mo na Bangui? 'Can I send you to Bangui?'
- 6B Mbi yí da. 'Sure, (lit. I agree)'.
- 7A Mo báa yí tí en panne na ndo só. Auto tí mbi ní akúí awe. 'Look here at what is broken. My car is not working (lit. has died)'.
- 8B Ye laá asára auto ní ye. 'What's troubling the car?'
- 9A Mbéní wé só ake éré [akírí] piston só, dú ní agá kótá, alingbi tí gbó wé só ake li da ape. 'The metal that is called a piston, the hole has become large and it doesn't come in contact with the metal (part) that enters it'.
- 10B Mais kónóngó tí piston ní ake tongana ye. 'What is the size of the piston?'
- 11A Fadé mbi goe mbi zí só afúti 'I'll take out the piece that

- só, mbi mú na mo. Mbi
mú nginza, titene mo
payer na car [kare], mo gá
na Bangui. Faut [fo] mo gá
CCSO [sese eso], si amú na mo.
 12B Bon, Tongana l'heure só mbi
vo ní [ñ] na CCSO awe, mbi
gí gí auto, mbi kíri na ní
híá [fo], mbitgá mbi mú
na mo.
 13A Mm. Mbi zia bé tí mbi gí na
ndó tí mo, mérengé.
 14B Téné ake ape, babá.
 15A Merci.
- is broken and give it to you.
 I'll give you money to pay
 for the bus to go to Bangui.
 You must go to the CCSO (store)
 and they'll give you the part'.
 'Fine. After I've bought it
 at CCSO, I'll try to get (lit.
 search only for) a car; I'll
 bring it back to you quickly
 and give it to you'.
 'I'm putting my trust in you,
 child'.
 'There's no problem, Father'.
 'Thanks'.

NOTES ON CONVERSATION

5A. toka -- There appears to be no difference between this verb and to.

7A. en panne -- Notice how a French phrase is taken as a unit. Here this one functions as a substantive. yí 'thing' -- See vocabulary notes of this lesson.

9A. ake -- There are two continuative constructions in this sentence but they do not seem to be continuative in meaning. Because the unmarked clause is so often used with a "preterit" meaning, there may be a tendency on the part of some people to use the continuative construction as a nonpreterit.

10B. kónsgó 'size' -- Literally 'largeness' from kono 'to be large'. 24.278

11A. só -- The adjunctive is being used pronominally. The noun phrase would be wé só 'the metal that'.

10B. kónongó 'size' -- Literally 'largeness' from kono 'to be large'.

11A. só -- The adjunctive is being used pronominally. The noun phrase would be wé só 'the metal that'. gá CCSO -- na is omitted after the verb.

12B. l'heure'só -- This adds nothing to the sentence. gí 'to hunt' -- He will try to beg a ride from someone. kíri na ní 'return with it' -- This may refer either to the automobile part or to the auto in which he hopes to have a ride. hío -- Some speakers use a glottal catch in the place of /h/. See also hí in lesson 22. gí 'just' -- If this word has any real function in this sentence, it indicates that the speaker prefers an auto to a bus because it would be faster than the bus. Perhaps the translation is 'get a ride, by preference, in an auto'.

13A. zia bé 'put liver on' -- The usual expression for 'to trust, have confidence in, believe someone'.

GRAMMATICAL NOTES

Introducing clauses with titene (5.70). In 11A of this lesson there are two clauses joined by titene: mbi mú titene mo payer na car. The translation was simply 'I'll give you money to pay for the bus', leaving out the subject given in the second clause. Another translation might have used 'for you to pay'. This word is considered to be a connective derived from the combination of ti and tene 'to say'. Its function is to join a clause to a preceding one. When the subjects of the two clauses are different, as here, this device is a convenient but not necessary one. But where the subjects are

the same one could use a verb phrase preceded by tí in the second part of the sentence. Compare the following:

- | | | |
|-----------------------------------------------------------------------------------|---|-------------------------------------------|
| 1. <u>Lo mū na mbi nginza tí vo na mafuta</u> | } | 'He gave me money with which to buy oil'. |
| 2. <u>Lo mū na mbi nginza titene mbi vo na mafuta.</u> | | |
| 3. <u>Lo mū na mbi nginza titene mbi goe na galá mbi vo na lo mafuta tí auto.</u> | | |

'He gave me money so that I would go to the market and by automobile oil for him'.

The first two sentences are synonymous. The third sentence cannot take tí where titene now stands because of the clauses that follow.

Because one can do without an active knowledge of titene at this stage of learning Sango, a drill is provided on its use. On the other hand, because this connective seems to characterize the speech of urban people, one can expect it to have some prestige value in the country. The student should therefore collect examples of its use if he is in a position to hear Sango spoken a great deal.

Comparisons (5.82). The concepts of 'same', 'different', and 'like' are expressed in the following ways.

'Same'

<u>Da tí fí aeké (lége) óko na</u>	'Our house is the same as their
<u>(da) tí ála.</u>	house (i.e. we live in the same house)'.
<u>I eke íta, babá óko, mama ndé ndé.</u>	'We are siblings of one father but different mothers'.
<u>Nginza tí lo alíngbi na nginza</u>	'His money is the same as (i.e. is equal to) mine'.
<u>tí mbi.</u>	

<u>Li tí ála alingbi língbíngó</u>	'Their heights are exactly the same'.
<u>Kónóngó tí í na mo aeke lége óko...</u>	'You and I are the same size'.
<u>Gbaya na Manza aeke lége óko.</u>	'Gbaya and Manza are the same'.
	'Different'
<u>Da tí í aeke ndé na tí ála.</u>	'Our houses are different from yours'.
	'Like'
<u>Da tí ála aeke tongana tí í ape.</u>	'Your houses aren't like ours'.
<u>Bía tí ála anzere tongana wótoro.</u>	'Your music is as good as honey'.
<u>Téré tí lo aso tongana tí bírí ape.</u>	'He is not as sick as yesterday'.
<u>Lo te kóbé na lá ní tongana bákoyá.</u>	'On that day he ate like a baboon'.
<u>I báá ála tongana áítá tí f.</u>	'We consider them our friends'.
<u>Nará tí kusára tongasó aeke nzoni ape.</u>	'This kind of deeds is not good'.

The comparative is expressed by the use of ahó 'it surpasses' whose object is inferior by comparison with what is specified in the preceding -- and apparently always unmarked -- clause. Thus:

Mo te ahó mbi 'You eat more than I'.

The superlative is expressed similarly except that the object of ahó is always ndó ní: e.g. Mo te ahó ndó ní 'You eat too much', 'You eat more than anybody', etc.

'You eat more than anybody', etc.

The verbal adjunctive da. This adjunctive has the meaning 'there' or 'that place' and is comparable to ge and ká. It differs from them in being broader in its locative reference and in referring to something which has already been mentioned. In this latter use it is therefore anaphoric. Moreover, there are some expressions in which only da would be appropriate: for example, lo yí da 'He agrees'. Study dthe following sentences from the conversations in these lessons:

1. Yí acke da ape. 6-2.6B "Nothing's the matter".
2. Goe zia mbi da. 15.38B "Go and put me there".
3. I tíngó wá da. 16.10B "We make a fire".
4. I zía ngú da na yá tí kangú. 16.13A "We put water in a calebash".
5. Dú acke da míngi. 22.8B "There are many holes there".
6. Alíngbi tí gbó wé só ake li da ape. 24.9A "It can't come in contact with the metal that enters it".
7. Mbi língbi tí wara mbéní place titene mbi lángó da ape? 25.7A "Can't I find a place where I can sleep?"

Of particular interest are examples 6 and 7 above. In these sentences da occurs in the second clause referring to a noun in the first clause. We cannot call da a relative pronoun of place, but its parallel with where in example 7 is clear. Here are other examples:

8. Yí so mo húnda mbi da acke nzoni ape. "What you asked me about is not good".

9. Mbi hingga place só lo sára 'I don't know where he
koá da ape. works'.

GRAMMATICAL DRILLS

Drill 1

Using hó in the comparative. Students should use these sentences with each other. For further practice in using the pronouns mo and mbi, the person spoken to can deny the other's statement by changing it into a negative one. Thus: Mbi kono ahó mo 'I'm larger than you'; Non, mo kono ahó mbi ape 'No, you aren't larger than I'.

1. Mbi nge ahó mo. 'I'm thinner than you'.
2. Songo tí mo acke nzoni 'Your clothes are better than ahó tí mbi. mine'.
3. Kótóró tí mo ayo ahó tí 'your home is farther than mbi. mine'.
4. Mo hingga Sango ahó mbi. 'You know Sango better than I'.
5. Kóá li tí mo avóko ahó 'Your hair is darker than tí mbi. mine'.
6. Mbi sára koá ahó mo. 'I work harder than you'.
7. Ngú apíka bírf ahó lá só. 'It rained harder yesterday than today'.
8. Mo kpé lóró ahó mbi. 'You run faster than I'.
9. Ala fúta mbi ahó mo. 'They pay me more than you'.
10. Kóbe tí lá só anzere 'Today's food was better than ahó tí bírf. yesterday's'.

Drill 2

Using da in an included verb phrase. Acquire facility in the

use of the following sentences. Two students can practice together, one taking the first part, set off by (/), and the other taking the second part.

1. Lo wara mbéni place | tí lángó da. 'He found a place to sleep'.
2. Lo wara place | tí lutí da. 'He found a place to stand'.
3. Lo wara place | tí bi saleté da. 'She found a place to throw the rubbish'.
4. Lo goe na ngú | tí sukúla bongó da. 'She went to the stream to wash clothes'.
5. Lo goe na kótóró | tí ngbá da. 'He went home to stay'.
6. Lo kíri na magasin ní | tí gi passeport tí lo da. 'He returned to the store to look for his passport'.
7. Lo lúti na téré | tí lége tí kú car da. 'He is standing beside the road to wait for the bus'.
8. Lo zía ámérengé na yángá | yáká | tí tomba áyama da. 'He put some children in the garden to chase away the animals'.
9. Lo goe na Bangui | tí gi ita | tí lo da. 'She went to Bangui to seek her sister'.
10. Lo goe na gbagba | tí lagéda ká | tí báa gángó tí Président da. 'He went to the airport to see the President's arrival'.
11. Lo goe na Rex | tí báa cinema da. 'He went to the Rex to see a film'.

12. Lo goe na La Mairie | tí 'He went to the city hall
húnda téne ní da. to ask about the matter'.
13. Lo goe na La Poste | tí 'He went to the postoffice
vo timbre da. to buy stamps.'
14. Lo goe na galá | tí ká 'She went to the market to
mangbéré tí lo da. sell her manioc sticks'.

Drill 3

Using da in relative clauses. Use the sentence from the preceding drill in the following two-sentence dialogue:

- Mookínga place só lo goe tí ... da? Nbi híngá place só lo goe tí
... da? ... da ape.
 'Do you know where he went
 to ...?' 'I don't know where he went
 to ...'.

VOCABULARY: téne 'word, speech, affair'

- Téne tí mbi awe. 'What I have to say is
 finished'.
- Ndá tí téne ní laá. 'That's the heart of the
 matter'.
- Ita, téne acke ape. 'Friend, that's all right'.
- Lo wara téne ká. 'He got into trouble there'.
- Téne ní atí na li tí lo. 'The blame was put on him'.
- Kété téne agá kótá téne awe. 'A little matter has become
 a big issue'.
- Acke téne tí wále tí bata
mérengé. 'Women have to care for
 children'.

Mbi má téne ní ape.

'I didn't hear the news'.

Mbi yí tí húnda mbéni kété

'I have a little matter I
want to talk to you about'.

Kóli só agí téne míngi.

'This man is a trouble maker'.

Mbi yí tí sára téne na ála

'I don't want to talk to
them'.

Taá téne. Akec vene ape.

'It's the truth. It's not
a lie'.

Lo fa téne ní na zo wa.

'Whom did he tell?'

CONVERSATION

- Mbéní place tí lángó 'A place to sleep'
- 1A Bara ma. 'Greetings'.
- 2B Ee. Bara ma, íta. 'Greetings, Friend'.
- 3A Makunzi tí kótóró só ake zo wa. 'Who is the headman of this village?'
- 4B Aeke mbi. 'It's me'.
- 5A Aeke mo? 'Is it you?'
- 6B Ee. 'That's right'.
- 7A Mbi língbi tí wara mbéní place titene mbi lángó da ape? 'Can't I find a place where I can sleep?'
- 8A Kótá place ake. Obé tí da tí coton só, ála zí coton ní da kóé awe, zo óko adutí da ape [dape]. 'They've a large place. They've taken all the cotton out of the cotton shed and nobody is in it. It's all right if you sleep there'.
- 9B Mbi língbi tí lángó da, ee? 'I can sleep there, eh?'
- 10A Ee. 'That's right'.
- 11B Mo peut mí na mbi kéké tí wá, titene mbi goe mbi sára kóbe tí mbi tí lá kúísó ape, ee? 'Can't you give me any firewood so I can make my supper with it?'
- 12BA Mbi peux tí mí na mo kéké tí wá. 'I can give you firewood'.

- 13B Na ta wé [ta wé] kété kété. 'And a little kettle'.
- 14A Ta wé ní, mbi goe mbi báa
wále tí mbi ká na da.
Fadé atoka ní na mo. 'As for the kettle, I'll go see my wife there in the house. She'll send it to you'.
- 15B Bon. Só nzoni. Moi mu na
mo merci mingi o. 'Fine. That's good. Thanks a lot'.
- 16A Téné ake ase[esk]. 'Nothing to it'.

NOTES ON CONVERSATION

8A. gbé tí da -- The word gbé is used instead of yá because this is a shed with open sides and not a house with enclosed walls. Permanent buildings are now being constructed for storing the cotton between the time that it is purchased and shipped away. da -- The first such word refers to a building; the second and third words are the adjunctive of place. Notice how the sentence is broken up. The following is grammatically correct but not likely to occur in Sango because there is too much material following the main verb:
zo ūko adutí na gbé tí da tí coton só ála zí coton ní da awe só
'there is no one staying in the cotton shed from which all the cotton has been removed'.

11B. kóbe tí mbi tí lá kúí 'food of me of evening' -- The position of the tí phrases parallels that of ita tí mbi tí kóli which has been noted before.

13B. ta wé 'pot iron' -- One could introduce tf between the nouns and have the same meaning, 'kettle', but tí never seems to occur here. The pronunciation is usually that which is found here, that is, wé, perhaps because of the vowel which precedes it.
n

It is possible that for many people this is a single word whose syllables have no particular meaning; some people say tawá.

GRAMMATICAL NOTES

Sentences with "if". There is in English an "if" clause which is not conditional but which implies two possible events, as in Tell me if he's going to come (or not). The Sango sentence resembles the English one except that there is no connective between the clauses. When the subject of the two clauses is the same, it is specifically marked in the first clause, but when the subjects are different, they are marked in both clauses. For example:

1. Lo goe tí báa gozo, awóko wala yg.

'She went to see if the manioc was soft (having been soaked in the stream)'.

2. Lo goe tí báa, ázo ade tí kpé wala yg.

'He went to see if the people were still running'.

The most-used expressions are goe tí báa 'go to see', goe tí húnda 'go to ask', and yé tí híngá 'want to know'. Thus, not all "if" clauses are translated with the construction given here. The sentence 'It is impossible for me to tell you if the Sous-Préfet will be in today' is rendered as Fadé Sous-Préfet agá lá só, wala lo gá lá só ape, mbi língbi tí híngá mbírimbíri tí tene na mo ape.

With the verbs híngá and húnda it is possible also to juxtapose a clause and terminate it with a question contour. Thus:

'I want to know ...

Mbi yé tí híngá ...

...if he's still working.

... lo de tí sára ksa?

...if he has come.

... lo gá awe?

... if he will some today. ... fadé lo gá lá só?

Expressing uncertainty. An expression of doubt which is equivalent to English perhaps is Sango híngá ape placed at the beginning of a sentence before another clause; it means 'I don't know', but the pronoun mbi is ordinarily omitted. Its relation to the following clause is marked by nonterminal features: the vowel e is lengthened, the pitch of ape is suspended, and the overall pitch level of híngá ape is higher than it would be in an independent declarative sentence. For example: Híngá ape, lo gá tí báa mo. 'Perhaps he has come to see you'.

Dependent relative clauses. The translation of English dependent relative clauses (i.e. those which occur as objective complements) into Sango presents considerable difficulty because there is no single equivalent. In general, however, one restructures the English sentence so that there is a noun object which is followed by a relative clause. In any case, it is definitely wrong to use the interrogative expression in a literal translation of the English. The following is only a sample of various kinds of dependent relative clauses.

who, whom, whose

Mo híngá zo tí píkángó ngómbá?

1. 'Do you know who plays the xylophone?'

Mo híngá zo só apíka ngómbá?

Mo híngá éré tí zo só apíka ngómbá?

2. 'Tell me whom you saw'.

Tene na mbi éré tí zo só mo báa lo.

3. 'I don't know who owns this bike'.

Mbi híngá vení tí velo só ape.

when

4. 'Do you know when he is coming?'
Fa na mbi lá ní (or 1^{er}heure)
só lo eke gá na ní.
Fa na mbi lá tí gángó tí
lo só lo eke gá na ní.
Lo kíri lá wa, mo hínga?

where

5. 'Do you know where he is sleeping?'
Mo hínga ndo só lo eke lángó
da?

what

6. 'Tell me what they gave you for it'.
Fa na mbi yí só ála mú na
mo nganga ní.
7. 'Do you know what his name is?'
Mo hínga éré só ála éré na lo?
8. 'Tell me what his work is'.
Fa na mbi koa só lo eke sára,
Fa na mbi koa tí lo.

Disjunctive sentences (15.21.10). We have already had occasion to use sentences in which clauses were not joined by connectives. Some of these disjunctive sentences have been commented on. We can now summarize and provide a general description. Acquaintance with this syntactical feature is important to the student of Sango, for it is one of the principal differences between that language and English.

Subordinate clauses have been treated most fully. They are either marked or not marked by a subordinating word. For example:

Tongana mbi hínga tongasó,

ka mbi goe ngá ape? 25.291

Hínga tongasó, ka mbi goe
ngá ape?

Tongana mbi híngá tongasó, 'If I had known this,
ka mbi goe ngá ape? wouldn't I have gone
Híngá tongasó, ka mbi goe also?'
ngá ape?

Coordinate clauses can be viewed as sequential or additive, although there is no grammatical distinction between them. In sequential clauses, events are mentioned as they occur in time. One might say, without being too literal, that the Sango formulation is "analytical" or "realistic": i.e. bringing something first involves getting it. For example:

<u>Mú na mbi ngú, mbi yé.</u>	'Give me some water to drink'.
<u>Mú lo, gá na ní.</u>	'Bring him'.
<u>Zí, fí báa sí.</u>	'Let's have a look'.

Notice that the verbs in these sentences are paired in this manner:

mú 'take' ... yé 'drink'; mú 'take' ... gá 'come'; zí 'remove' ... báa 'see'. Among the first of such sequences of verbs are frequently "motion verbs", that is, gá 'to come', goe 'to go', kíri 'to return', and lóngó 'to arise'. However, it is not possible to talk of "idioms" which must be learned as set constructions; it is the construction type itself which is idiomatic -- from the point of view of the speaker of English.

GRAMMATICAL DRILLS

Drill 1

Make "if" clauses with the following sentences, remembering that the subject becomes the object of the verb báa as in the first example of the grammatical note. It should be observed that the

translation of the resultant sentence will vary, depending on whether goe in the unmarked clause is taken as 'went' or as 'is going' (as in 'was soft' or 'is soft').

- | | |
|--------------------------------|-------------------------------------|
| 1. <u>Máŋgo ní abe awe.</u> | 'The mango is ripe'. |
| 2. <u>Azo ní abóngbi awe.</u> | 'The people have gathered'. |
| 3. <u>Kóndó ní akono.</u> | 'The chicken is big'. |
| 4. <u>Mbo ní adú awe.</u> | 'The dog has given birth'. |
| 5. <u>Yáma ní afý awe.</u> | 'The meat is spoiled'. |
| 6. <u>Paypay ní awóko awe.</u> | 'The paypay is soft'. |
| 7. <u>Mépa ní alóndó awe.</u> | 'The bread (dough) has risen'. |
| 8. <u>Da ní afúti awe.</u> | 'The house is ruined'. |
| 9. <u>Kása ní akpí awe.</u> | 'The food has turned sour'. |
| 10. <u>Bágara ní akñí awe.</u> | 'The cow has died'. |
| 11. <u>Ngú ní aeké kporo.</u> | 'The water is boiling'. |
| 12. <u>Kéké ní alé awe.</u> | 'The tree has begun to bear fruit'. |
| 13. <u>Xóngbá ní aŋe.</u> | 'The load is heavy'. |

Drill 2

Make "if" clauses of the following sentences on the pattern of the second example of the grammatical note.

- | | |
|----------------------------------------|----------------------------------------|
| 1. <u>Mamá ade tí lángó.</u> | 'Mother is still lying down'. |
| 2. <u>Lé tí ká ní ade tí mú nzoní.</u> | 'The wound is still healing nicely'. |
| 3. <u>Wále tí lo ade tí nge.</u> | 'His wife is still losing weight'. |
| 4. <u>Wále ní ade tí pete kárákó.</u> | 'The woman is still crushing peanuts'. |

5. Téré tí ita ade tí so. 'His brother is still sick'.
6. Geré tí ita tí lo ade tí
súku. 'His brother's leg is still swelling'.
7. Azo ade tí sára téne. 'The people are still talking'.
8. Mérengé tí ita tí lo ade
tí tiko. 'His brother's child is still coughing'.
9. Ngú ní ade tí ole. 'The water is still drying up'.

Drill 3

Make 'whether or not' sentences out of the ones given below.

1. Lo gá awe. Lo gá wala lo gá ape, mbi hínga ape.
2. Lo nzi vélo tí mo. Lo nzi vélo tí mo wala lo nzi ape, mbi hínga ape.
3. Lo zia mbéti ní na bureau. Lo zia mbéti ní na bureau wala lo zia ape, mbi hínga ape.
4. Lo zí kámbara só ála kámbara
na kóngbá ní. Lo zí kámbara ní wala lo zí ape, mbi hínga ape.
5. Sous-Préfet ahó tí lo na
Bangui ave. Sous-Préfet ahó na Bangui wala lo de lo hó ape, mbi hínga ape.
6. Ita tí lo afáa lo na
yoró. Lo fáa lo wala lo fáa lo ape,
mbi hínga ape.
7. Mamá ní ecke mü nzoni kóbe
na amérengé tí lo lá kóé. Lo ecke mü nzoni kóbe na ála wala lo mü ape, mbi hínga ape.
8. Ála ngbá tí te kóbe. Ála ngbá tí te kóbe wala ála te awe, mbi hínga ape.

9. I língbi sí lá só séngé.

I língbi sí lá só wala f

sí ape. mbi hínga ape.

10. Aeke lo sí asára da ní.

Aeke lo sí asára da ní wala

acke mbéní zo, mbi hínga ape.

Translations

1. 'I don't know whether or not he has come'.
2. 'I don't know whether or not he stole your bicycle'.
3. 'I don't know whether or not he put the paper in the office'.
4. 'I don't know whether or not he undid the rope'.
5. 'I don't know if the Sous-Préfet has gone to Bangui or if he has not yet gone'.
6. 'I don't know if he killed his brother'.
7. 'I don't know if she gives good food to them or not'.
8. 'I don't know if they are still eating or if they have finished eating'.
9. 'I don't know if we can arrive today or not'.
10. 'I don't know if it is he who made the house or if it is somebody else'.

Drill 4

Using the sentences of the preceding drill, make sentences meaning 'Perhaps.....'.

1. Hínga ape, lo gá awe.

'Perhaps he has already come'.

2. Hínga ape, aeke lo láá

'Perhaps it was the who

sí anzí vélo tí mo,

stole your bicycle'.

3. Hínga ape, lo zia mbéti

'Perhaps he put the paper in

ní na bureau.

the office'.

4. Híngá ape, acke lo laá
sí azi kámba ní. 'Perhaps it was she who
 undid the rope'.
5. Híngá ape, Sous-Préfet
ahó tí lo na Bangui. 'Perhaps the Sous-Préfet
 went to Bangui'.
6. Híngá ape, ita tí lo afáa
lo na yóró. 'Perhaps his brother killed
 him by witchcraft'.
7. Híngá ape, ála ngbá tí
te kóbe. 'Perhaps they are still
 eating'.
8. Híngá ape, acke lo laá sí
asára da ní. 'Perhaps it was he who made
 the house'.

VOCABULARY: séngé

This word denotes only the absence of something which can be general or specific, good or bad. When repeated it often takes the form séséné.

- Bara o. Mo ke séngé? 'Hello. How are you?'
- Da ní acke spagé. Mbéni
zo alángó da ape. 'The house is empty. Nobody
 lives there'.
- Lo eke fonctionnaire ape. Lo
eke mbéni zo séngé. 'He's not a government worker.
 He's just an ordinary person'.
- Mbi goe bi yangó. Mbi wara
susu óse séngé. 'I went fishing. I caught just
 two fish'.
- Lo sára téne séngé. Yi acke
da ape. 'He's just talking. There's
 nothing to what he says'.
- Só séngé. Téne ní aso mbi ape
o, 'That's all right. That doesn't
 bother me'.
- Téré tí mérengé tí lo sí séngé. 'Her baby was naked. It didn't

Même kâmba acke na ngbundá tí

lo ape.

I te gí ngunzâ sêngé. Yí tí

zia na gbé ní acke ape.

Mbi vo ape. Lo mu na mbi

séséngé.

Zia lo sêngé. Fadé mo wara

téné.

To na mbi na ndo só. Fadé mbi

wara sêngé.

even have a string around its

waist'.

'We're eating plain manioc leaves.

There's nothing to mix with
them'.

'I didn't buy it. He gave it
to me for nothing'.

'Leave him alone. You'll get
into trouble'.

'Send it here. I'll receive
it all right'.

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